



# California English Language Development Test



## Technical Report

2011–12 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](mailto:elpac@cde.ca.gov).

## 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 .....	8
1.5 Significant Developments Related to the 2011–12 Edition .....	9
1.6 Limitations to Test Interpretation .....	9
1.7 Organizations Involved with the CELDT 2011–12 Edition .....	10
1.8 Overview of the Technical Report.....	10
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 .....	21
CHAPTER 3: ITEM DEVELOPMENT.....	25
3.1 Item Development Activities .....	25
3.2 Item Review Process.....	27
3.3 Field Testing and Item Analysis.....	29
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.....	35

5.3	Testing Students with Disabilities .....	38
5.4	Demographic Data and Data Correction.....	43
CHAPTER 6: PERFORMANCE STANDARDS .....		45
6.1	Common Scale Development.....	45
6.2	Standard Setting Procedures.....	47
6.3	Standard Setting Results for All Grades and Domains .....	48
CHAPTER 7: SCORING AND REPORTING.....		53
7.1	Procedures for Maintaining and Retrieving Individual Scores .....	53
7.2	Multiple-Choice Scoring.....	54
7.3	Constructed-Response Scoring.....	55
7.4	Types of Scores.....	59
7.5	Types of Reports .....	60
7.6	Score Aggregation.....	61
7.7	Criteria for Interpreting Test Scores.....	64
CHAPTER 8: TEST ANALYSES AND RESULTS .....		65
8.1	Definition of Reporting Populations and Samples.....	66
8.2	Classical Test Theory Item Analysis.....	66
8.3	Reliability Analyses.....	68
8.4	Decision Classification Analyses .....	72
8.5	Validity Analyses .....	74
8.6	Item Response Theory Analyses.....	76
8.7	Differential Item Functioning Analyses .....	78
CHAPTER 9: QUALITY CONTROL PROCEDURES .....		81
9.1	Quality Control of Item Development.....	81
9.2	Quality Control of Test Materials .....	82
9.3	Quality Control of Scanning.....	84
9.4	Quality Control of Image Editing .....	85

9.5	Quality Control of Answer Document Processing and Scoring.....	85
9.6	Quality Control of Psychometric Processes.....	86
9.7	Quality Control of Data Aggregation and Reporting.....	87
CHAPTER 10: HISTORICAL COMPARISONS.....		89
10.1	Test Summary Statistics.....	89
10.2	Examinee Performance Over Time.....	92
10.3	Test Characteristics 2006–07 to 2011–12.....	96
REFERENCES.....		100
APPENDIXES.....		102

## List of Appendixes

<b>A</b> Technical History of the CELDT and CELDT Blueprints.....	A-1
<b>B</b> Information Related to Content Validity.....	B-1
<b>C</b> Writing and Speaking Scoring Rubrics.....	C-1
<b>D</b> Item Maps.....	D-1
<b>E</b> Scale Score Summary Statistics.....	E-1
<b>F</b> Descriptive Statistics and Domain Correlations.....	F-1
<b>G</b> Classification Consistency and Accuracy.....	G-1
<b>H</b> Raw Score to Scale Score Tables.....	H-1
<b>I</b> Scale Score Frequency Distributions.....	I-1
<b>J</b> Demographic Frequency Distributions.....	J-1
<b>K</b> Classical Item Statistics.....	K-1
<b>L</b> Comparison of Annual Assessment Versus Initial Assessment Item Difficulty...	L-1
<b>M</b> Unscaled Item Parameters.....	M-1
<b>N</b> Item-Type Correlations.....	N-1
<b>O</b> Rater Consistency and Reliability.....	O-1
<b>P</b> Test Characteristic and Standard Error Curves.....	P-1
<b>Q</b> Score Report Samples.....	Q-1
<b>R</b> 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 Operational Items by Type and Domain Raw Score Ranges....	19
Table 5.1: Permitted Test Variations, Accommodations, and Modifications for CELDT Administration.....	40
Table 5.2: Number of Students Using Accommodations, Modifications, and Alternate Assessments.....	42
Table 6.1: Lowest and Highest Obtainable Scale Score Values .....	46
Table 6.2: CELDT Cut Scores.....	49
Table 6.3: CELDT General Test Performance Descriptors .....	51
Table 7.1: Percentage of Examinees in Performance Levels.....	62
Table 8.1: Number of Students by Test Purpose .....	65
Table 8.2: Mean <i>p</i> -Values, Annual Assessment .....	67
Table 8.3: Mean Point-Biserial Correlations, Annual Assessment .....	67
Table 8.4: Mean Omit Rates, Annual Assessment.....	68
Table 8.5: Test Reliability Coefficients .....	69
Table 8.6: Standard Errors of Measurement (SEM) Based on Classical Test Theory.....	71
Table 8.7: Summary of Model Fit Statistics .....	76
Table 8.8: Operational Test Scaling Constants .....	77
Table 8.9: Mantel-Haenszel Data Structure .....	78
Table 10.1: Summary Statistics, Annual Assessment Data.....	90
Table 10.2: Summary Statistics, Initial Assessment Data .....	91
Table 10.3: 2001–02 to 2011–12 Editions Percent English Proficient Students, Annual Assessment Data .....	92
Table 10.4: 2006–07 to 2011–12 Editions Average <i>p</i> -Values, Annual Assessment Data .....	96
Table 10.5: 2006–07 to 2011–12 Editions Average Point-Biserial Coefficients, Annual Assessment Data .....	97
Table 10.6: 2006–07 to 2011–12 Editions Standard Errors of Measurement, Annual Assessment Data .....	98

## List of Figures

---

Figure 10.1: Listening Percent Proficient, Annual Assessment Data .....	93
Figure 10.2: Speaking Percent Proficient, Annual Assessment Data .....	94
Figure 10.3: Reading Percent Proficient, Annual Assessment Data .....	94
Figure 10.4: Writing Percent Proficient, Annual Assessment Data.....	95
Figure 10.5: Overall Percent Proficient, Annual Assessment Data .....	95



---

## Chapter 1: Introduction

---

The California English Language Development Test (CELDT) was developed by the California Department of Education (CDE) English Language Proficiency Assessments (ELPA) office in response to legislation requiring school districts to assess 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 2011–12 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 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[f]). CELDT results may be used for planning instruction and are one of four criteria for reclassification of ELs to English proficient.

### 1.3 CELDT Development History

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

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

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 2011–12 group.

### 1.4 Testing Windows

The AA testing window begins on July 1 and ends on October 31. All students who have been previously identified as ELs must be tested during this period. 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 2011–12 Edition

**1.5.1 Changes to Test Material Format.** For K–1 and grade 2, Speaking directions and test questions were moved to the Examiner’s Manual. With respect to clarifying administration language, consumable books are now referred to as Answer Books rather than Student Books. Sample items for all grades are now called practice items. Examiner modeling boxes were provided for the K–1 writing practice items. For some K–1 reading and writing items, the CDE requested item format changes from dichotomous-constructed-response items to multiple-choice.

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

**1.5.3 Braille Version Test Materials.** To meet the requirements of a two-year development cycle for the Braille Version of the test, a new version was developed for each grade span. Development of each Braille Version began with the 2011–12 Edition regular Form 1. Items that were inappropriate for students with visual disabilities were replaced with other operational items from the CELDT Item Bank that were appropriate. A new “generic” Braille Version consumable Answer Book was developed that could be used for all grade spans. These test materials will be used for both the 2011–12 and the 2012–13 test administration cycles.

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

## 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 Educational 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 publicly for any group for which the number is so small that the confidentiality of student information would be violated. It is also important not to base inferences or important decisions on small numbers of students.

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

## 1.7 Organizations Involved with the CELDT 2011–12 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 program activities and has direct responsibility for developing and maintaining the CELDT Web site and interactive applications; running the operational aspects of the program, including materials printing, distribution, and retrieval, test scoring, and reporting; communicating directly with CELDT District Coordinators; and producing the *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 writing 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 test administration and local scoring training and support activities, develops interpretive support materials, provides the student speaking and writing samples for training materials and the Examiner’s Manuals, participates in writing anchor pull activities, works directly with Iron Mountain Films to produce the Administration and Scoring video and audio CD, and manages and presents the STOT 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 Administration and Scoring video used in the STOT workshops and provided to districts for their local training. IMF also records and produces audio tracks of student speaking responses for use in training and calibration activities.

## 1.8 Overview of the Technical Report

This report describes test development activities and the psychometric qualities of the 2011–12 Edition of the CELDT. Chapter 2 provides a summary of the CELDT development, the types of items, and the equating processes. Details of the item development process are presented in chapter 3. Chapters 4 and 5 discuss test assembly and administration, respectively. The CELDT standard setting procedures are described in chapter 6, and chapter 7 summarizes the scoring and reporting procedures. The analyses and results, including reliability and validity analyses, are contained in chapter 8. Quality control procedures are discussed in chapter 9. Chapter 10 provides historical comparisons of examinee performance and test characteristics. Additional tables and supporting documents are included in appendixes at the end of the report.

Appendix A includes a description of the technical history of the CELDT. Appendix B contains information about the participants involved in the Technical Advisory Group (TAG), the writing and speaking anchor pulling meetings, and the bias and sensitivity reviews. Appendix C contains the scoring rubrics for writing and speaking. Appendix D provides “item maps,” or listings by grade span and domain of the operational and field test items and their position in the test forms. Appendix E includes scale score summary statistics for the 2011–12 Edition, along with those from previous editions for comparison. Appendix F reports the correlations among student performance in the domains of listening, speaking, reading, and writing.

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

This report provides technical details on the operational test for the 2011–12 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 1999 California English Language Development (ELD) Standards, with respect to four domains: listening, speaking, reading, and writing. The Overall Student Performance Level is a composite of these four domains.<sup>1</sup> The Comprehension Score is a composite of the reading and listening domains.

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

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

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

### 2.1 CELDT Blueprint

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

---

<sup>1</sup>For 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. 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	Number of Operational Items						
		Total	Dichotomous Constructed Response	Multiple Choice	Constructed Response Scores 0–1	Constructed Response Scores 0–2	Constructed Response Scores 0–3	Constructed Response Scores 0–4
K–1	Listening	20	10	10				
	Speaking	20	13			6		1
	Reading	20	7	11			2	
	Writing	20	4	4	4	8		
2	Listening	20	10	10				
	Speaking	20	13			6		1
	Reading	35		35				
	Writing	24		19			4	1
3–5	Listening	20		20				
	Speaking	20	13			6		1
	Reading	35		35				
	Writing	24		19			4	1
6–8	Listening	20		20				
	Speaking	20	13			6		1
	Reading	35		35				
	Writing	24		19			4	1
9–12	Listening	20		20				
	Speaking	20	13			6		1
	Reading	35		35				
	Writing	24		19			4	1

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

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

**Table 2.2: Number of Field Test Items**

Domain	Test Form	Number of Field Test Items				
		K–1	2	3–5	6–8	9–12
Listening	Form 2	12	12	12	12	12
Speaking	Form 3	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 <sup>a</sup>	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

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

## 2.4 CELDT Scores and Reports

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

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

Domain	Grade Span	Number of Items	Item Type (Score Points)	Raw Score Range
Listening	K–2	10	MC	0–20
		10	DCR	
	3–12	20	MC	
Speaking	K–12 <sup>a</sup>	13	DCR	0–29
		6	CR (0–2)	
		1	CR (0–4)	
		11	MC	
Reading	K–1 <sup>b</sup>	7	DCR	0–24
		2	CR (0–3)	
		35	MC	
Writing	K–1 <sup>c</sup>	4	MC	0–35
		4	DCR	
		4	CR (0–1)	
	2–12 <sup>d</sup>	8	CR (0–2)	
		19	MC	
		4	CR (0–3)	
		1	CR (0–4)	

<sup>a</sup> Maximum score points = (13 \* 1) + (6 \* 2) + (1 \* 4) = 29

<sup>b</sup> Maximum score points = (11 \* 1) + (7 \* 1) + (2 \* 3) = 24

<sup>c</sup> Maximum score points = (4 \* 1) + (4 \* 1) + (4 \* 1) + (8 \* 2) = 28

<sup>d</sup> Maximum score points = (19 \* 1) + (4 \* 3) + (1 \* 4) = 35

Both the AA and IA administrations involve local scoring as well as official scoring by the CELDT contractor. Because the CELDT is used to identify students who will benefit from 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 are calculated as the weighted average scores of the four domains:

$$.45 * \text{Listening} + .45 * \text{Speaking} + .05 * \text{Reading} + .05 * \text{Writing}.$$

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

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

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

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

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

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

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

## 2.5 Equating Across CELDT Editions

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

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

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

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

There are a variety of IRT models, which vary in complexity. The CELDT employs three different IRT models: the three-parameter logistic (3PL) model for the 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  $\theta_i$  responds correctly to item  $j$  is expressed as

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

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

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

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

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

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

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

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

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

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

The first is a calibration analysis that produces a set of item parameters for every item, including the field test items. This set of item parameters, however, is not yet expressed



in terms of the common scale, which they must be in order to maintain the continuity of the scale over time. Since the operational items have parameters expressed in terms of the common scale (from previous test administrations), an equating analysis is conducted, which uses the known parameters from the operational items 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 for all items, the field test items can be used operationally on future test forms.

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

---

<sup>2</sup>Kindergarten 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 general CELDT item development process and the specific steps followed for the 2011–12 Edition are described in this chapter.

### 3.1 Item Development Activities

**3.1.1 Item Writing Objectives.** A review of the CELDT Item Bank took place in May and June 2010. Based on that review, it was determined that sufficient field test ready items were available for use on the 2011–12 Edition with two exceptions: (1) two new reading passages and 16 Reading Comprehension items were needed at grade 2, and (2) one or two new items for several test components at various grade spans were needed so that each test component would have at least two field test ready items. In total, 29 new items were needed for the 2011–12 Edition field tests.

**3.1.2 Item Writer Training.** Contractor staff were identified to write these new items. Because they were experienced writers, staff members received review training specific to the types of items to be written. Training included a review of the CELDT item writing requirements, including descriptions of the item formats by domain (i.e., listening, speaking, reading, and writing) and test component (e.g., *Listening—Extended Listening Comprehension*). In the description of each test component, the administration method, item type (i.e., MC, CR, or DCR), the type of prompt or stem, types of answer choices, and scoring methods were specified. The construct of each test component was reviewed, including the skills to be assessed. For example, *Reading—Reading Comprehension* items are group administered using the multiple-choice format. Items ask students to use the reading passage to respond to questions about specific details, main ideas, or possible inferences.

**3.1.3 Item Writing.** For all domains, the primary goal was to ensure that collectively the field test ready items met 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 1999 California ELD standards, which can be found at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>. Items were submitted for internal contractor review 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 29 new items across all domains and grade spans were written and submitted to the CDE for review. Of these, 22 were accepted; 7 were revised and then ultimately accepted by the CDE for an overall acceptance rate of 100%. These 29 items were among those field tested in the 2011–12 Edition.

Sections 3.1.4 through 3.1.7 highlight the areas of emphasis in item development for the 2011–12 Edition.

**3.1.4 *Listening Item Development.*** Item development included creating additional Extended Listening Comprehension passage items for grades 3–8. Sufficient numbers of items were written for each passage to meet the goal of field testing a minimum of four items per listening passage.

**3.1.5 *Speaking Item Development.*** Item development focused on 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 give two reasons for the choice. Items were written for grades 3–5 for this test component. Item development also included creating stimuli for grades 9–12 4-Picture Narrative items, which include four pictures about which a student must tell a story. For this Edition, item writers developed 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.

In addition to the speaking items developed for field testing in the 2011–12 Edition, contractor staff members followed CDE guidance and developed five new speaking item types for consideration by the CDE. These item types were designed to respond to field and CDE requests for more discriminating speaking items that allowed for greater language production. In fall 2010 these new item types were included in videotaped classroom tryouts (see section 7.3.6), during which trained examiners administered the items to students, asked follow-up questions, encouraged students to explain their responses, and tried out different ways of asking the questions to determine the wording that elicited the intended range of responses. Following a series of internal contractor and CDE reviews and item revisions, a decision was made to focus on two of the types: two- and three-point CR Oral Vocabulary items. Based on further review and additional discussions with the CDE, the decision was made to field test only the two-point Oral Vocabulary items.

**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, two new passages and their associated items were created for grade 2 to meet the goal of field testing six items per reading passage. Specifically, item writers were asked to develop items that involve high-order cognitive skills such as inferential thinking.

**3.1.7 Writing Item Development.** There are two CR test components within the writing domain for grades 2–12: Sentences and Short Compositions. For the 2011–12 Edition, item writers used sample prompts as models to develop original Sentences and Short Compositions 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.

## 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 items' match to the standards, and the items' appropriateness for the population being assessed. Many test items were strengthened considerably in the process, improving the match between the measurement goal and the measurement task, as well as the overall clarity of the item. Items that were judged to measure trivial information, to be imprecisely related to the content standards, or to be developmentally inappropriate were revised or eliminated early in this review process.

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

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

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

**3.2.2 CDE Staff Review.** After contractor reviews were completed, all newly developed items were batched for submission to the CDE. The CDE staff provided the content review for all newly developed items.

The purpose of a content review 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 the knowledge or mastered the skill being tested. An unfair item may test an aspect of language proficiency not related to the English language skills needed to succeed in school. An item that elicits an emotional feeling from a specific subgroup of students but not all students can also be considered unfair. CDE staff members were asked to reject any individual items or item sets that they deemed beyond “saving” (i.e., that could not be rewritten and turned into valid and fair test items). When the decision was made to reject an item, the rationale for the decision was documented.

A checklist providing a framework for evaluating the test items was provided to the reviewers 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
- Presented at a reading level suitable for the grade level being tested

Additionally, CDE 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, CDE 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

The CDE assembled staff to conduct an “internal” bias and sensitivity review of all the items that passed the content review. The committee consisted of four women with diverse linguistic and cultural backgrounds. (See appendix B, table B-3 for the demographic characteristics of this group.) The purpose of a bias and sensitivity review is to ensure that test items are free of stereotypes or other sources of bias—such as gender, religion, ethnic, racial, or socioeconomic status—and that test items reflect community norms. Bias and sensitivity reviewers were given guidelines for the reasoning necessary to reject an item.

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

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

### **3.3 Field Testing and Item Analysis**

After having passed all reviews, field test items are embedded in test forms administered during the AA window. These items are inserted into the test solely to

obtain the data required to evaluate them statistically. They do not contribute to the 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 item analyses, which yield stable estimates of various statistical criteria. As described in chapter 2, these analyses are conducted after the close of the AA window. The results of the field test data analyses from the 2011–12 Edition are described in chapter 8.

Beginning with the 2010–11 Edition, the CDE approved a new test form distribution plan that substantially reduced the testing demands on California districts. Under this plan, instead of administering forms containing field test items to all students, only about one-third of districts<sup>3</sup> administer them. All other districts administer Form 1, which contains no embedded field test items and therefore requires less time to administer. In 2011–12, approximately 1,185,000 students were tested with the shorter Form 1, and approximately 384,000 students were tested with one of the forms containing field test items. This approach saves approximately 300,000 hours of instructional time across the state each year.

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

---

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



## Chapter 4: Test Assembly

---

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

### 4.1 Rules for Item Selection

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

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

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

The test must be equated to previous editions. To do this, a test characteristic curve (TCC) is constructed for each grade level and domain from the item characteristic curves (ICC) of the operational items. This TCC represents the likelihood that a student at a given ability level will be able to correctly answer an item of a specific difficulty level (see appendix P for the 2011–12 Edition TCCs). Test developers then match TCC and standard error (SE) curves of the new form with the previous form and the base form. The conditional standard error of measurement (CSEM), which varies with student ability level, is also considered in test form development. The lower the CSEM, the more information a test provides.

This approach to test development is called “pre-equating” because the test scale is set before the test is administered. The pre-equating model allows publication of the CELDT raw score to scale score and performance level conversion tables concurrent with the test forms. This is important because districts administering the CELDT must use these tables to score the tests locally just after administering the test to determine

students' English language proficiency level and to make decisions related to additional English language instruction.

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

## 4.2 Test Forms and Structure

There were six different test forms for the 2011–12 Edition, and each form contained the same operational items. Form 1 contained only operational items (i.e., no field test items). In addition to the operational items, Form 2 contained listening field test items, Form 3 contained speaking field test items, Forms 4 and 5 each contained reading field test items, and Form 6 contained writing field test items.

For more detail on the structure of the 2011–12 CELDT test forms, including the types of items and the distribution of field test items, see appendix D.

## Chapter 5: Test Administration

---

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

### 5.1 Test Security and Confidentiality

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

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

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

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

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

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

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

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

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

## 5.2 Procedures to Maintain Standardization

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

In 2011–12, 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 Manuals* are to be used by the person responsible for actual test administration, and provides information ranging from guidelines for the testing environment to verbatim test administration scripts. It also provides the information required for local hand scoring and compiling of test results, including scoring keys and raw score to scale score conversion tables.

**5.2.1 CELDT District Coordinator (CDC).** Each year, all CELDT District Coordinators are required to fill out and submit to the CELDT contractor a *Superintendent's Designation of CELDT District Coordinator* form before any testing materials are sent to the district. The form is e-mailed to the current CDC prior to the start of the annual administration activities. A downloadable electronic copy is 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. Should there be a security breach or testing irregularity during testing, it is the responsibility of the CDC to investigate and report the incident, as required in the *Test Coordinator's Manual*.

The CDC is responsible for implementing procedures to supply other districts with previous CELDT scores for students who have moved out of the district. Additionally, the CDC is responsible for ensuring that at least one representative of the district attends a 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. Materials that are required to be destroyed each year include all unused test materials, *Examiner's Manuals*, the contents of the Scoring Training of Trainers Administration Trainer's Kit, additional copies of all training materials made by the district, CDs containing images of secure test and training materials, and the CDs and DVDs provided during the trainings.

**5.2.2 CELDT Site Coordinator.** The CELDT site coordinator is the test coordinator at the school level who is responsible for managing the CELDT testing program at the

school, coordinating with the district trainers for the training of all the test examiners, ensuring the proper administration of all testing procedures, maintaining the security of the test materials at the school, and assuring the proper packing and return of test materials to the CDC.

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

**5.2.4 Training for General Test Administration.** For the 2011–12 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, an introduction to the 2011–12 Edition, general test administration procedures, and pre-identification. 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 and through the CELDT Customer Support Center. 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 2011–12 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 as test examiners. At least one person from each school district or independent charter school that administers the CELDT must attend a STOT workshop. For the 2011–12 Edition training, seat allocations at the workshops were based on a formula that used the number of students the district tested the prior year in the AA window. Districts with higher student populations and local educational agencies (LEAs) hosting regional trainings were provided more seat allocations.

There were 15 workshops held between April 7 and August 30, 2011 with 1,475 participants. A total of 877 districts and independent charter schools participated in the state-sponsored STOT workshops (776) or were reported to have participated in

local/regional workshops (101). No participation data were available for 454 districts and independent charter schools although they may have participated in local or regional workshops. Of these 454 districts and independent charter schools, 232 (52%) were independent charter schools.

- **Training at the Workshops:** Workshop participants received training on scoring listening, speaking, and constructed-response writing test components. After the training on each test component was completed, workshop participants worked through exercises for administering and scoring that test component. Workshop presenters guided these activities and responded to questions throughout the process. All participants who completed the STOT workshop and training exercises were e-mailed certificates of completion.
- **Training Materials:** Based on feedback from the field, STOT workshop training materials were expanded to include a new section in the Trainer’s Kit Binder and online PowerPoint for scoring the listening domain. The STOT Trainer’s Kit Binder provided new organizational documents in each applicable section, including a table identifying anchor responses and suggested training and calibration sets and a chart showing the organization of the online training and calibration resources.

A variety of training materials were updated and expanded for use at the 2011–12 STOT workshops and for the STOT participants to duplicate and provide to examiners in their districts. The CELDT Administration and Scoring Video (DVD) was updated to include any changes to test administration procedures. The Speaking Samples CD with MP3 files of sample student responses to speaking items at all grade spans was revised to include test items from this edition plus an expanded number of student responses. The Training Resources Disc (DVD) with printable files of the contents of the Trainer’s Kit Binder and test materials as well as video files (MP4) from the Administration and Scoring Video was included in the 2011–12 Edition materials. Packets of an expanded number of sample student responses with correct scores and justifications for speaking and writing constructed-response items for the 2011–12 Edition test items were also included in the binder. Updated training materials reflected scoring clarifications discussed and approved by the CDE that took effect with the 2011–12 Edition (see section 5.2.6).

- **Online Training Resources:** Online training resources were expanded to include separate training and calibration sessions for trainers and test examiners. Scripts for these training sessions were posted online along with their accompanying videos. These online resources were intended to supplement local training or recreate the STOT workshop training for local use. The PowerPoint training modules used in the STOT training were posted online and made available for district use. These presentations included the workshop presenters’ notes, embedded audio samples and video clips from the training video, training exercises for scoring, and calibration quizzes for most CELDT test components. 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 may print 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.

Online training resources saw a significant increase in the number of users from the previous year, which numbered 2,251 online accounts as of December 2, 2010. By November 1, 2011 there were 4,621 online accounts for the 2011–12 Edition—a more than two-fold increase.

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

The scoring rubric for Sentences and another rubric for Short Compositions are applied across all constructed-response writing items for grade spans 2–12. There are also separate rubrics for the K–1 writing domain.<sup>4</sup> The writing rubrics are presented in appendix C.

For the 2011–12 Edition, several changes were made to the training materials to reflect clarifications made to the scoring rubrics. Additional Oral Vocabulary examples were added to show that all forms of verbs are acceptable as correct. Speech Functions materials were modified to indicate that student responses can be in the form of a question or a statement as long as what is said fulfills the speech function; however, off-topic answers should be scored as zero. Training materials for *Writing—Sentences* clarified that all sentences in a response with more than one sentence should be scored individually, but the student’s score should be that of the highest-scored individual sentence. In addition, the writing domain training materials clarified that misspelled subjects and predicates are to be treated as misspelled words and evaluated in terms of their impact on meaning or comprehensibility as described in the rubric.

### 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

---

<sup>4</sup>For 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/techreport.asp>.



equipment, and providing Manually Coded English or American Sign Language to present directions for administration.

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

The purpose of test variations, accommodations, and modifications is to enable the students to take the CELDT, not to give them an advantage over other students or to improve their scores. Providing students with test variations and accommodations does not result in changes to students' scores. However, students with test modifications receive the Lowest Obtainable Scale Score (LOSS) for each domain marked as a modified assessment. If the student took a modified assessment for all domains, the overall scale score is also the LOSS.

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

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

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

Test Variation (1), Accommodation (2), or Modification (3)	Eligible
Supervised breaks within a section of the test	2
Administration of the test at the most beneficial time of day to the student	2
Test administered at home or in hospital by a test examiner	2
Dictionary	3
Manually Coded English or American Sign Language to present test questions	2 Writing
	3 Reading, Listening, Speaking
Test questions read aloud to student or used audio CD presentation	2 Writing
	3 Reading
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar, and language conventions)	3
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3
Unlisted Accommodation or Modification	Check with CDE prior to use

**5.3.1 Alternate Assessments.** 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 as specified in the student’s IEP or Section 504 Plan. The district must still return a scannable answer document for that student and ensure that the alternate assessment bubble in the Test Variation field is marked for each appropriate domain. Students who take an alternate assessment receive the LOSS for each domain marked as an alternate assessment. If the student took an alternate assessment for all domains, the overall scale score is also the LOSS.

The use of accommodations, modifications, and alternate assessment administrations for one or more domains of the CELDT should be considered carefully when interpreting scores.<sup>5</sup> When a student achieves the proficient performance level with, for example,

---

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

the accommodation “test over more than one day for a test or test part to be administered in a single sitting,” the testing conditions should be considered along with the knowledge and skills ascribed to the student. Table 5.2 summarizes the number of students who used accommodations, modifications, and alternate assessments during the 2011–12 administration of the CELDT broken down by test purpose.

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

Type	Number of Students			
	Listening	Speaking	Reading	Writing
<b>Annual Assessment</b>				
<b>Accommodations</b>	6,467	4,993	6,734	7,198
<b>Modifications</b>	428	409	784	457
<b>Alternate Assessments</b>	5,891	5,913	5,974	5,962
<b>Initial Assessment</b>				
<b>Accommodations</b>	459	425	423	412
<b>Modifications</b>	77	59	69	54
<b>Alternate Assessments</b>	1,233	1,236	1,224	1,227

**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 Section 504 Plan. The student may have responses recorded by a test proctor or aide. Specific instructions and a *Braille Version Examiner’s Manual* are provided for the test examiners because the item content differs from that of the regular version. Despite the different item content, the Braille Version has been equated to produce scale scores equivalent to the regular edition.

The Large Print Version, produced by the American Printing House for the Blind, consists of an enlarged version of the Form 1 test for each grade span. Students who use the Large Print Version are allowed certain administrative adjustments:

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

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

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

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

## 5.4 Demographic Data and Data Correction

Demographic and student-identifying information are collected for all students on the front and back covers of the scannable answer document. Districts may also choose to electronically identify most of 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 *Test Coordinator's Manual*, 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 to the public Web site, DataQuest. The correction process is done electronically through the Data Review Module (DRM), an online, interactive application accessed through the secure District Portal of the CELDT Web site. Districts have access to detailed instructions on how to use the DRM both online and in a detailed *DRM User Guide*.

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

Corrections may be made online through data editing screens and filters, or they may be made offline by downloading an electronic data file containing the student demographic data and the error flags. Downloaded and corrected data files are then

uploaded by the district to the DRM, which performs data validity checks on every field to ensure only valid changes are made to the data.

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

---

## Chapter 6: Performance Standards

---

The five CELDT performance levels<sup>6</sup> are termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced and are defined by cut scores on the CELDT common scale. Descriptors of student performance at each level—termed Test Performance Descriptors—define what students know and are able to do at that level. This chapter describes the development of the common scale and the process used to develop the cut scores that distinguish the CELDT performance levels.

### 6.1 Common Scale Development

**6.1.1 2006–07 Scale Development.** A common scale<sup>7</sup> across all grade levels of CELDT was first implemented operationally with the 2006–07 Edition (Form F) and applied operationally in each administration thereafter. This scale design places all CELDT scores onto a common scale to allow comparison of scores across adjacent grade spans and across testing administrations.

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

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

---

<sup>6</sup>Due 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.”

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

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

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

**6.1.3 Lowest and Highest Obtainable Scale Scores.** The endpoints for scale scores for a given domain and grade span were set in 2006–07 for all grade levels and domains except K–1 reading and writing, which were set in 2010. These endpoints are referred to as the 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/techreport.asp>.

**Table 6.1: Lowest and Highest Obtainable Scale Score Values**

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



## 6.2 Standard Setting Procedures

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

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

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

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 people who had either applied to work with the development or review of items for the K–1 reading and writing domains or who had previously participated in the 2006 CELDT standard setting. Panelists met in Sacramento on January 13, 2010.

The CELDT cut points for other grades and domains were initially set by using the Bookmark method, the well-regarded procedure 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/techreport.asp>.)

### **6.3 Standard Setting Results for All Grades and Domains**

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

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

Table 6.2: CELDT Cut Scores

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

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

Table 6.3 presents general CELDT Test Performance Descriptors. These describe the competencies associated with each performance level and characterize what students at each performance level know and can do in English. Detailed Test Performance Descriptors for each grade span and domain are available in the *Examiner’s Manuals*, in the *2011–12 CELDT Information Guide*, and on the backs of the Student Performance Level Reports.

**Table 6.3: CELDT General Test Performance Descriptors**

<b>Grades K–1 Students</b>	
<b>Performance Level</b>	<b>Descriptor</b>
<b>Advanced</b>	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.
<b>Early Advanced</b>	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.
<b>Intermediate</b>	Students at this level of English language performance begin to tailor the English language 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.
<b>Early Intermediate</b>	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.
<b>Beginning</b>	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.

<b>Grades 2–12 Students</b>	
<b>Performance Level</b>	<b>Descriptor</b>
<b>Advanced</b>	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.
<b>Early Advanced</b>	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.
<b>Intermediate</b>	Students at this level of English language performance begin to tailor the English language 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.
<b>Early Intermediate</b>	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.
<b>Beginning</b>	Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

## Chapter 7: Scoring and Reporting

---

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

### 7.1 Procedures for Maintaining and Retrieving Individual Scores

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

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

- **Test Form Distribution Plan:** This plan provides a summary of the approximate number of districts and students (by grade) that will receive each field test form, a list of the districts that will receive multiple test forms, details on the characteristics of the schools sampled for field testing, and details on how the operational form (Form 1) is distributed.
- **Operations Specifications:** These specifications outline how scorable answer documents are retrieved from districts and how they are processed through scanning. These specifications include rules for handling anomalies found during document processing.
- **Data Processing Specifications:** This document provides details on how scanned data are edited, 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-Identification 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 items, and examiners record responses and scores to the speaking items in the Answer Book.

Grades K–1 and grade 2 students use one scannable Answer Book. Students record their own writing responses in the scannable Answer Book. In cases where the listening

items are administered to a group for grade 1, the students mark their own answers. Examiners record students' responses to the reading, speaking, and listening domains (when administered individually).

**7.1.3 Scanning and Editing.** The scanning, editing, and scoring processes were performed throughout the year (July 1, 2011–June 30, 2012), 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 the student records were accepted by the system and uploaded, a unique number was generated and applied to each record to identify each record in the Pre-ID file. This unique number was printed on the Pre-ID label as a bar code, and districts placed the labels on the scannable answer documents. When documents were scanned, this bar-code number was attached to the scan record and was the “key” for merging the scanned data (described in section 7.1.3) with the Pre-ID file data. Checks were performed to eliminate duplicate bar-code numbers during each step of the merging process.

## 7.2 Multiple-Choice Scoring

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

**7.2.1 Scoring Key Verification Process.** Scoring keys, in the form of item maps, were produced during the item development process and verified by performing various quality control checks upon delivery for use in scoring. The item maps contained information about each test form, including item identification information, correct key (MC items), and statistics associated with each item. As a last step in the verification process, item maps were verified against the 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 2011–12 Writing Anchor Paper Selection.** The purpose of anchor paper selection is the identification of student work samples used both to train and to evaluate scorers, thereby maintaining quality control throughout the scoring process. This process is referred to as range finding, and the samples of student work selected are called anchor papers. Each year, anchor papers must be selected for new items that have been field tested, and these papers remain associated with that item throughout its use on the test, potentially over multiple years. If, for example, an operational item is furloughed for a year or more and then reappears on a test, the original anchor papers chosen the first time the item was field tested are used to train the scorers. This helps ensure that scores do not drift over time as the pool of scorers and/or trainers shifts.

A meeting with California educators was convened in Sacramento, California, on January 24–26, 2012, to review and select the anchor papers for the field test items from the 2011–12 Edition. 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 the California educators through the anchor

pull activities. (Refer to appendix B, table B-2, for demographic characteristics of the educators who participated in the 2011–12 writing anchor pull meeting.)

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

In preparation of the meeting, two experienced contractor scorers pre-scored all of the papers selected to be scored by the meeting participants. These scores were retained and used in the anchor pull process as described below.

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

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

**7.3.2 Writing Scorer Selection.** CELDT scorers were selected from a pool of 969 applicants. The application process included a battery of pre-employment tests, which have been found to predict scorer performance and measure three characteristics:

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

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

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

Ultimately, 317 applicants (33%) scored the CELDT. Of this number, 43% had prior teaching experience or were currently teaching, 26% had advanced degrees, 69% were returning employees, and 55% had previously scored the CELDT.

In addition to meeting these requirements, the 32 members of the lead scoring staff (master scorers, trainers, and table leaders) had extensive scoring experience. Master scorers, for example, generally had about 10 years' experience and had worked with scoring protocols for multiple programs and states. They also interacted closely with the test development staff to ensure that lessons learned from scoring were incorporated into future test development. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, usually had at least two years' experience. All 32 had previously scored CELDT.

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

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

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

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

**7.3.4 Writing Ongoing Scorer Evaluation.** Scorer evaluation continued after training and certification. As a scorer began a session, and periodically thereafter, sets of five "check papers" from the anchor paper pool were presented as part of the normal workflow. Readers whose scores differed from the check-set papers were removed from scoring and given additional training followed by another qualifying set of papers. Readers unable to qualify were dismissed from scoring. Exact agreement between reader scores and check-set scores was obtained on approximately 80 to 100 percent of the check-set papers across all grade levels and items. Additionally, scorers

randomly scored a sample of papers throughout the scoring process that had been scored by someone else. This 10 percent random check is called a “double-blind” read process, because neither of the scorers is aware of the other’s scores. Any time a scorer failed to meet certification requirements, the workstation locked, and a master scorer addressed the issue with the scorer individually. See appendix O for additional information about scorer agreement rates.

**7.3.5 Writing Electronic Image-based Constructed Response Scoring.** Scanners were programmed to identify the 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 from outside hacking.

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

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

be scored. This helps assure scoring is completed within deadlines for different batches of tests and that reporting deadlines can be met.

**7.3.6 Speaking Anchor Sample Development.** EL students were videotaped in October 2010 in San Juan USD at Cameron Ranch Elementary, Will Rogers Middle School, and Mira Loma High School to capture student anchor sample responses for operational speaking items on Form 1 of the 2011–12 Edition. Field test ready items and examples of newly developed item types were also included in the anchor videotaping in order to confirm that their wording elicited the intended range of responses from students (see section 3.1.5 for a summary of new item type development). The sample included 41 students at the elementary school, 18 students at the middle school, and 19 students at the high school. Students’ parents received an explanation of the purpose and nature of the activity along with a permission form to sign. These materials were provided to the schools in English and four other languages as requested, including Romanian, Russian, Spanish, and Ukrainian.

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

Following the videotaping sessions, student responses were reviewed. Staff from Santa Clara USD, San Diego USD, Washington USD, San Juan USD, Woodland USD, Santa Barbara COE, and San Joaquin COE were involved in evaluating and scoring each response. Anchor, training, and calibration responses were then identified, and anchor samples with transcriptions were added to the 2011–12 *Examiner’s Manuals*. Additional anchor, training, and calibration samples were identified for use in the STOT Trainer’s Kit Binder. A written annotation was added to each selected sample indicating why the response was assigned the score it was given.

## 7.4 Types of Scores

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

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

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

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

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

CELDT scale scores are expressed as three-digit numbers that range from 140 to 810 across grades and domains. Lower scores indicate lesser proficiency, and higher scores indicate greater proficiency. Student-level scale scores are shown on the 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 an aggregated group. The types of reports and different aggregations are described in the next section.

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

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

## 7.5 Types of Reports

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

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

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

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

**7.5.3 Roster Report.** The Roster Report displays by school and grade how each student performed on the CELDT. This report is produced after the student demographic data are corrected using the Data Review Module. Rosters include data for only the 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.

**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 deviation<sup>8</sup> of scale scores are also provided for each domain and overall. This report is provided at the school and district levels, aggregating results of students with a test purpose of AA who are tested within the AA window, and of students with a test purpose of AA and IA combined for all students tested throughout the year.

Samples of each report are shown in appendix Q.

## 7.6 Score Aggregation

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

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

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

---

<sup>8</sup>The 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	33.8	28.6	24.9	9.5	3.2	12.7
	1	12.3	19.1	33.0	22.1	13.4	35.6
	2	5.2	13.5	21.0	40.5	19.9	60.3
	3	6.0	17.3	22.3	35.4	18.9	54.4
	4	4.8	14.4	21.5	40.2	19.1	59.2
	5	3.3	8.8	27.9	29.5	30.5	60.0
	6	4.3	9.9	36.2	36.3	13.2	49.5
	7	3.6	11.6	25.8	40.1	18.8	58.9
	8	4.8	12.6	28.5	41.8	12.2	54.0
	9	6.3	23.2	37.1	21.9	11.4	33.3
	10	8.2	15.5	34.4	34.1	7.8	41.9
	11	7.4	13.2	32.0	37.0	10.5	47.5
12	8.5	11.7	29.2	38.3	12.3	50.6	
Speaking	K	22.4	25.0	39.2	11.5	1.9	13.5
	1	6.9	12.4	43.0	28.3	9.4	37.7
	2	2.7	5.4	31.8	38.9	21.1	60.0
	3	3.0	6.9	26.5	47.1	16.6	63.7
	4	2.7	5.5	28.5	43.4	20.0	63.4
	5	2.4	4.3	25.3	48.6	19.4	68.0
	6	2.8	4.5	25.2	40.4	27.0	67.4
	7	3.2	5.8	21.2	41.9	28.0	69.8
	8	3.6	4.8	22.2	43.6	25.8	69.4
	9	4.1	4.5	23.3	45.8	22.4	68.2
	10	4.6	5.4	23.2	46.7	20.1	66.8
	11	4.5	5.3	20.4	44.9	25.0	69.8
12	5.9	5.1	17.8	42.6	28.6	71.2	
Reading	K	14.1	42.7	35.9	6.5	0.8	7.3
	1	28.3	29.0	28.0	8.6	6.0	14.6
	2	29.2	36.0	25.8	6.9	2.1	9.0
	3	23.0	16.8	43.2	12.9	4.1	17.1
	4	19.0	7.6	54.9	14.3	4.2	18.5
	5	12.2	10.6	43.3	23.7	10.1	33.8
	6	17.3	15.9	33.0	24.4	9.4	33.8



**CELDT 2011–12 Edition Technical Report**

		Percentage of Examinees					
Domain	Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
	<b>7</b>	14.1	17.5	24.9	28.3	15.2	43.5
	<b>8</b>	14.4	18.8	28.8	24.8	13.2	38.0
	<b>9</b>	16.7	26.6	33.5	17.2	6.0	23.1
	<b>10</b>	17.2	27.5	32.9	15.3	7.1	22.5
	<b>11</b>	14.2	23.7	32.4	19.3	10.4	29.7
	<b>12</b>	14.5	20.7	31.9	20.2	12.6	32.8
	<b>K</b>	5.9	35.0	44.5	13.7	0.9	14.6
	<b>1</b>	27.7	28.8	31.0	10.1	2.4	12.5
	<b>2</b>	13.2	38.9	33.0	10.4	4.6	15.0
	<b>3</b>	5.6	25.0	49.9	13.0	6.5	19.5
	<b>4</b>	5.5	20.0	48.5	18.7	7.2	25.9
	<b>5</b>	4.8	15.6	39.7	26.4	13.5	39.9
<b>Writing</b>	<b>6</b>	7.5	13.5	34.2	30.1	14.7	44.7
	<b>7</b>	6.3	14.0	32.5	24.6	22.5	47.1
	<b>8</b>	7.1	9.9	27.3	34.6	21.1	55.7
	<b>9</b>	5.9	12.3	28.3	38.2	15.2	53.5
	<b>10</b>	5.9	10.6	24.5	39.8	19.3	59.1
	<b>11</b>	5.3	10.0	22.9	39.3	22.6	61.9
	<b>12</b>	7.1	9.8	21.9	38.3	22.8	61.1
	<b>K</b>	25.9	32.2	30.7	9.5	1.7	11.2
	<b>1</b>	8.6	18.0	38.2	28.5	6.6	35.2
	<b>2</b>	7.2	22.4	40.0	23.6	6.7	30.3
	<b>3</b>	6.6	15.2	43.9	26.3	8.1	34.3
	<b>4</b>	5.1	9.5	44.4	33.2	7.9	41.1
	<b>5</b>	3.9	7.8	35.9	42.3	10.1	52.4
<b>Overall</b>	<b>6</b>	5.1	10.4	37.7	36.3	10.6	46.9
	<b>7</b>	4.8	9.7	29.6	41.5	14.4	55.9
	<b>8</b>	5.1	8.9	29.9	41.3	14.9	56.1
	<b>9</b>	6.1	12.4	38.8	35.5	7.2	42.7
	<b>10</b>	6.6	12.2	36.7	37.4	7.0	44.4
	<b>11</b>	6.0	10.7	32.1	40.6	10.6	51.3
	<b>12</b>	7.4	9.8	28.7	40.6	13.5	54.1

## 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 cannot be made. That is, a student scoring 400 in reading and 420 in speaking is not necessarily doing better in terms of oral skills.

## Chapter 8: Test Analyses and Results

Results of the CELDT were analyzed using various widely accepted theoretical bases and statistical approaches for evaluating validity and reliability and for scaling and equating. Classical test statistics were used to evaluate item difficulty, item discrimination, and participation. 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.

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, 2011 through June 30, 2012. The N-counts here may not match those in other reports, nor will they always match those shown in other tables and appendixes of this report, due to different reporting specifications requiring demographic information that may be missing from some records and the addition of student records to the final data file after the analyses for this report were completed. Table 8.1 also shows the number of AA students tested outside the AA window, and the number of students with an unknown test purpose (i.e., the test purpose was not marked, or both test purposes were marked, on the student's answer document).

**Table 8.1: Number of Students by Test Purpose**

<b>Grade</b>	<b>Initial Assessment</b>	<b>Annual Assessment</b>	<b>AA Outside the Window</b>	<b>Purpose Unknown</b>	<b>Total</b>
<b>K</b>	205,738	5,293	99	139	211,269
<b>1</b>	16,140	178,350	1,357	96	195,943
<b>2</b>	10,515	171,468	1,399	75	183,457
<b>3</b>	8,764	156,508	1,217	62	166,551
<b>4</b>	7,877	134,268	1,189	46	143,380
<b>5</b>	7,302	115,191	1,051	51	123,595
<b>6</b>	7,395	89,574	1,038	90	98,097
<b>7</b>	6,811	75,043	886	58	82,798
<b>8</b>	5,632	66,702	937	73	73,344
<b>9</b>	12,798	67,243	1,708	63	81,812
<b>10</b>	7,535	65,548	1,475	69	74,627
<b>11</b>	5,683	57,551	1,246	49	64,529
<b>12</b>	3,964	53,893	967	26	58,850
<b>Total</b>	306,154	1,236,632	14,569	897	1,558,252

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

## 8.1 Definition of Reporting Populations and Samples

Students tested during the AA window (July 1, 2011 through October 31, 2011) who were classified as ELs and had previously taken the CELDT are identified in this report as “AA.” Students whose primary language was a language other than English who took the CELDT for the first time during the administration year (July 1, 2011 through June 30, 2012) are identified in this report as “IA.” Results reported in most of the appendixes and tables of this report are based on the AA and IA populations.

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

## 8.2 Classical Test Theory Item Analysis

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

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

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

**Table 8.2: Mean  $p$ -Values, Annual Assessment**

Grade Span	Mean $p$ -Values			
	Listening	Speaking	Reading	Writing
K–1	.53	.59	.69	.65
2	.70	.76	.48	.58
3–5	.73	.70	.56	.64
6–8	.73	.70	.52	.68
9–12	.67	.67	.55	.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	.34	.54	.44	.32
2	.35	.51	.37	.46
3–5	.30	.48	.36	.39
6–8	.30	.47	.33	.40
9–12	.32	.53	.35	.43

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

Omit rates 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 <sup>a</sup>
K–1	1.88	5.19	1.04	1.42
2	1.21	2.41	1.78	1.94
3–5	.85	1.72	1.12	1.16
6–8	1.14	1.56	1.30	1.32
9–12	1.90	2.74	1.97	2.07

<sup>a</sup> Omit rates for 2-12 writing are based on multiple-choice items only. Omit rates for K-1 writing are based on multiple-choice and dichotomous-constructed-response items only.

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

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

### 8.3 Reliability Analyses

The reliability for a particular group of students' test scores estimates the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test. If the test includes 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 CELDT reliabilities were evaluated by grade span and domain by Cronbach’s  $\alpha$  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
<b>K</b>	.77	.91	.71	.74
<b>1</b>	.77	.90	.80	.75
<b>2</b>	.79	.88	.87	.88
<b>3</b>	.68	.87	.83	.83
<b>4</b>	.69	.86	.85	.83
<b>5</b>	.71	.86	.87	.84
<b>6</b>	.70	.85	.81	.83
<b>7</b>	.72	.86	.84	.85
<b>8</b>	.75	.88	.86	.86
<b>9</b>	.70	.88	.82	.84
<b>10</b>	.72	.90	.84	.85
<b>11</b>	.74	.90	.85	.85
<b>12</b>	.80	.92	.88	.89

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  $\alpha$  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 2011–12 Edition is between 1.64 and 2.76 points across all grades and domains. In general, this translates into an error band of about two raw score points in most domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, upon retesting the student would be expected to obtain a score between 23 to 27 about two-thirds of the time. It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain. As the table shows, the SEM scale score values average about 31 scale score points.



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

Grade	SEM (Raw Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	1.92	2.19	2.57	2.20	2.35
1	2.01	2.32	2.11	2.16	2.37
2	1.82	2.18	2.62	2.42	2.28
3	1.84	2.26	2.67	2.44	2.32
4	1.72	2.11	2.62	2.34	2.22
5	1.64	2.03	2.48	2.23	2.12
6	1.87	2.14	2.76	2.43	2.32
7	1.80	2.10	2.69	2.33	2.25
8	1.73	2.01	2.61	2.30	2.19
9	1.84	2.16	2.66	2.30	2.26
10	1.82	2.06	2.64	2.27	2.22
11	1.77	2.10	2.63	2.25	2.21
12	1.76	2.02	2.56	2.25	2.16

Grade	SEM (Scale Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	35.62	27.64	23.14	14.63	30.86
1	32.41	22.30	28.15	16.65	27.38
2	28.77	23.03	24.70	21.48	24.65
3	44.36	20.56	28.77	22.25	30.47
4	41.58	21.89	25.09	21.96	28.81
5	39.70	23.85	23.21	21.85	28.11
6	47.41	25.46	32.43	25.92	33.98
7	46.46	26.45	30.08	26.04	33.32
8	45.39	26.36	28.19	26.67	32.64
9	54.99	27.81	31.85	26.70	37.16
10	54.50	27.18	30.74	26.99	36.68
11	53.07	28.10	30.04	27.30	36.24
12	51.40	28.44	29.77	28.31	35.84

**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 79 percent to 98 percent across items and averages 89 percent. Considering only those items that used rubrics with more than three score points, discrepant scores (i.e., cases in which two readers assigned scores that were more than one point apart) occurred, on average, less than 1 percent of the time. Exact agreement is higher than for the 2010–11 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 0.473 to 0.708, consistency measures ranged from 0.389 to 0.589, and kappa ranged from 0.206 to 0.380. 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 0.719 in grade 5 writing to 0.954 in grade K reading. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.655 in grade 5 writing to 0.929 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 IRT models 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 <sup>a</sup>	2 <sup>a</sup>	3–5	6–8	9–12
Listening	Operational	0		0	0	0
	Field Test	9		0	0	0
Speaking	Operational	2		0	2	2
	Field Test	7		1	6	5
Reading	Operational	0	0	0	0	0
	Field Test	9	0	0	0	0

Domain	Item Type	Number of Items Showing Misfit				
		K–1 <sup>a</sup>	2 <sup>a</sup>	3–5	6–8	9–12
Writing	Operational	0	0	0	0	0
	Field Test	3	0	0	0	0

<sup>a</sup> Listening and speaking items are the same for K–1 and grade 2.

**8.6.3 Operational Test Scaling Constants.** The Stocking and Lord scaling method (1983) was used to put the item-parameter estimates obtained during calibration<sup>9</sup> 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 2011–12 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	88.1763	411.4469
	3–5	75.4368	528.3307
	6–8	71.1922	571.4826
	9–12	91.5018	587.8648
Speaking	K–2	73.0609	423.0459
	3–5	42.3642	504.4297
	6–8	58.8540	542.9787
	9–12	71.3372	579.0303
Reading	K–1	84.9294	321.4721
	2	51.5539	450.3328
	3–5	50.5214	515.3053
	6–8	52.5982	553.9206
	9–12	55.4651	581.9930

<sup>9</sup>Appendix M presents the unscaled item calibration values.

Domain	Grade Span	Multiplicative Constants ( $m_1$ )	Additive Constants ( $m_2$ )
Writing	K–1	23.1224	402.4907
	2	49.8685	470.2417
	3–5	42.1805	515.6928
	6–8	48.5449	541.8370
	9–12	51.6067	564.5202

## 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 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  $k^{\text{th}}$  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,  $\alpha_{MH}$ , 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:

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

$\Delta_{MH}$  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. Item writing for the 2011–12 Edition was limited, thus a small number of contractor staff were used this year to write items.

**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. Beginning with the 2011–12 Edition, newly developed speaking and constructed-response writing items were also taken through a piloting process. During this process, trained examiners administered the items to determine if the wording and graphics elicited the intended range of responses. In some cases, item wording or graphics were adjusted prior to review by the CDE (see sections 3.1.5 and 7.3.6 for additional details). When an item has passed all of these review stages, it may be placed in a test form as a field test item, which students answer but which does not contribute to students' scores.

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

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

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

## 9.2 Quality Control of Test Materials

**9.2.1 Preparation of Test Materials.** During the process of test development, the test materials—Test Books, Answer Books, 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 FTP to ensure their accuracy as well as their security.

Hard-copy proofs of the documents undergo a final, exhaustive review to ensure that the copy is accurate, complete, and properly sequenced.

**9.2.2 Distribution of Test Materials.** A Web-based ordering system allows the authorized district personnel to enter the numbers of students to be tested by school and grade for the initial order and quantities of each material needed for additional orders through the secure CELDT District Portal. Based on this information, packing lists are generated. These lists display in detail the quantity of all the testing and ancillary materials that the districts will need in order to administer the CELDT, including the required overage for the initial order. Before all the packing lists are printed, a few samples are checked to make sure that the quantities of the materials on the packing list are in accordance with the 2011–12 Fulfillment and Overage formula document. These packing lists are printed on three-part carbonless paper so that copies may be provided to each school as well as the district, while one is kept on file with the contractor. Packers use the packing list to identify the exact package size and quantity of materials to be packed into boxes for each school and district. A second packer double-checks quantities and items before each box is labeled and sealed.

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

Each week, proof of delivery records are reconciled against shipment manifests. Any shipment or single box that does not appear to have been delivered is checked first through the UPS tracking Web site, and then, if sufficient information is not available, with a communication to the district. Follow-up continues until the shipment is accounted for. If the problem 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 within the secure CELDT District Portal, which then generates a log of materials to be received by the contractor. The contracted carrier arrives at the district office with the pre-paid shipping labels and picks up the boxes or pallets for delivery to the contractor. 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 de-skew tests and bar-code-reader tests.

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

## **9.4 Quality Control of Image Editing**

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

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

Steps are in place to process the Student Score File (SSF) on two different software platforms. Only when the outputs from both processes match are the student reports printed. This process continued during the monthly processing of data for the entire 2011–12 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 2011–12 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 (several of the earliest districts' materials to arrive for processing that cover all grades and include an independent charter school) is reviewed to check the format of the reports (e.g., labels, placement of data into correct positions on the page, and all formatting) and the accuracy of the score aggregations. Calculations are verified by hand and electronically in a different software environment than the creation of these files, and checked for consistency across all reports. Only when this process is complete and the pilot reports are approved does production of the reports begin.



---

## Chapter 10: Historical Comparisons

---

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

The indicators of examinee performance include the mean and standard deviation of scale scores and the percentage of examinees 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	5,293	379.76	73.219	385.12	91.248	320.25	41.632	374.59	27.205	349.75	49.755	378.47	67.972
1	178,350	430.81	67.549	438.06	70.453	392.29	62.947	406.02	33.283	411.30	56.746	430.43	59.230
2	171,468	481.33	62.774	481.93	66.451	443.88	68.484	468.39	61.987	462.37	57.173	468.51	52.825
3	156,427	496.50	78.376	490.04	56.966	484.31	69.766	497.27	53.897	490.15	65.216	491.65	53.112
4	134,180	525.89	74.676	509.70	58.503	512.65	64.768	515.61	53.262	519.02	61.945	515.59	51.630
5	115,116	548.17	73.676	523.80	63.775	534.13	64.337	530.21	54.610	540.90	61.902	533.70	52.872
6	89,574	555.26	86.472	536.93	65.662	533.44	74.358	537.74	62.795	544.09	71.027	540.46	58.873
7	75,043	571.87	87.749	550.08	70.625	546.67	75.145	549.34	67.205	559.01	72.602	554.11	61.890
8	66,702	585.10	90.760	559.68	75.999	560.41	75.297	559.80	71.172	572.50	74.693	565.87	65.316
9	67,243	564.58	100.213	566.01	79.990	556.58	74.896	556.32	66.440	560.34	78.473	560.50	66.216
10	65,548	581.42	103.024	573.20	85.796	570.79	76.801	562.42	69.668	575.87	81.544	571.58	70.172
11	57,551	592.44	104.069	580.51	88.737	581.94	77.497	566.98	70.400	586.95	82.644	580.09	71.674
12	53,893	593.37	114.820	581.16	100.394	582.95	85.838	561.07	85.203	587.92	93.229	579.27	84.605
K–1	183,643	429.34	68.255	436.53	71.687	390.22	63.587	405.11	33.538	409.53	57.487	428.93	60.132
2	171,468	481.33	62.774	481.93	66.451	443.88	68.484	468.39	61.987	462.37	57.173	468.51	52.825
3–5	405,723	520.88	78.750	506.12	61.070	507.82	69.682	512.68	55.551	514.10	66.550	511.50	55.313
6–8	231,319	569.25	88.990	547.76	71.002	545.51	75.688	547.86	67.337	557.12	73.535	552.22	62.637
9–12	244,235	582.02	105.889	574.70	88.629	572.19	79.271	561.52	72.817	576.86	84.461	572.23	73.363

Table 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
<b>K</b>	205,738	358.35	80.732	356.86	113.972	299.36	45.575	350.30	41.333	328.64	56.401	353.87	82.279
<b>1</b>	16,140	405.87	102.015	393.07	134.074	377.30	90.264	399.45	55.286	391.37	89.874	397.91	107.453
<b>2</b>	10,515	433.59	113.730	415.63	148.633	420.61	92.938	423.48	115.572	426.90	96.839	422.99	108.534
<b>3</b>	8,764	441.42	129.549	420.67	136.101	449.77	103.855	442.16	119.830	445.38	110.224	438.17	113.039
<b>4</b>	7,877	469.13	134.561	440.75	141.501	479.04	110.409	464.12	123.018	473.86	117.161	462.92	119.080
<b>5</b>	7,302	483.27	140.367	448.36	147.976	497.04	115.865	476.90	126.073	489.94	123.450	476.05	124.646
<b>6</b>	7,395	506.79	150.140	478.42	145.328	519.27	117.607	498.15	132.512	512.80	127.862	500.25	127.679
<b>7</b>	6,811	502.78	158.088	475.02	151.599	522.43	122.605	498.28	140.755	512.39	134.772	499.22	134.830
<b>8</b>	5,632	508.95	159.370	479.25	153.119	534.33	122.466	505.82	143.097	521.42	135.385	506.67	136.076
<b>9</b>	12,798	522.10	164.623	496.77	162.845	545.06	125.605	512.36	139.114	533.35	139.006	518.71	138.575
<b>10</b>	7,535	524.61	163.490	491.63	158.705	550.69	122.984	518.07	133.511	537.42	137.224	520.88	134.899
<b>11</b>	5,683	544.32	160.423	511.30	150.860	569.08	121.827	534.39	128.640	556.46	135.468	539.41	131.186
<b>12</b>	3,964	555.46	154.750	524.52	143.250	576.80	118.057	539.99	122.975	565.90	130.498	548.83	125.240
<b>K–1</b>	221,878	361.81	83.384	359.50	115.934	305.03	54.115	353.87	44.379	333.20	61.666	357.07	85.135
<b>2</b>	10,515	433.59	113.730	415.63	148.633	420.61	92.938	423.48	115.572	426.90	96.839	422.99	108.534
<b>3–5</b>	23,943	463.30	135.703	435.72	142.070	473.81	111.520	459.98	123.653	468.34	118.131	457.87	119.710
<b>6–8</b>	19,838	506.03	155.557	477.49	149.735	524.63	120.882	500.37	138.459	515.11	132.469	501.72	132.602
<b>9–12</b>	29,980	531.35	162.744	501.90	157.474	555.23	123.848	521.63	134.132	543.06	137.336	527.16	135.043

## 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 except 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 2011–12 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				
2011–12 <sup>a</sup>	34.4	24.5	39.9	48.3	42.7	39.1
2010–11 <sup>a</sup>	31.4	23.6	33.0	45.2	36.2	34.5
2009–10 <sup>a</sup>	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 <sup>b</sup>		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

Edition	Percent of Students					
	K–2		3–5	6–8	9–12	All Grades
	K–1	2				
2002–03	21.7		25.1	39.5	46.7	31.5
2001–02	14.9		16.8	30.0	44.4	24.4

<sup>a</sup> 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.

<sup>b</sup> 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 2010–11 and the 2011–12 AA test administrations are illustrated in figures 10.1–10.5.

**Figure 10.1: Listening Percent Proficient, Annual Assessment Data**

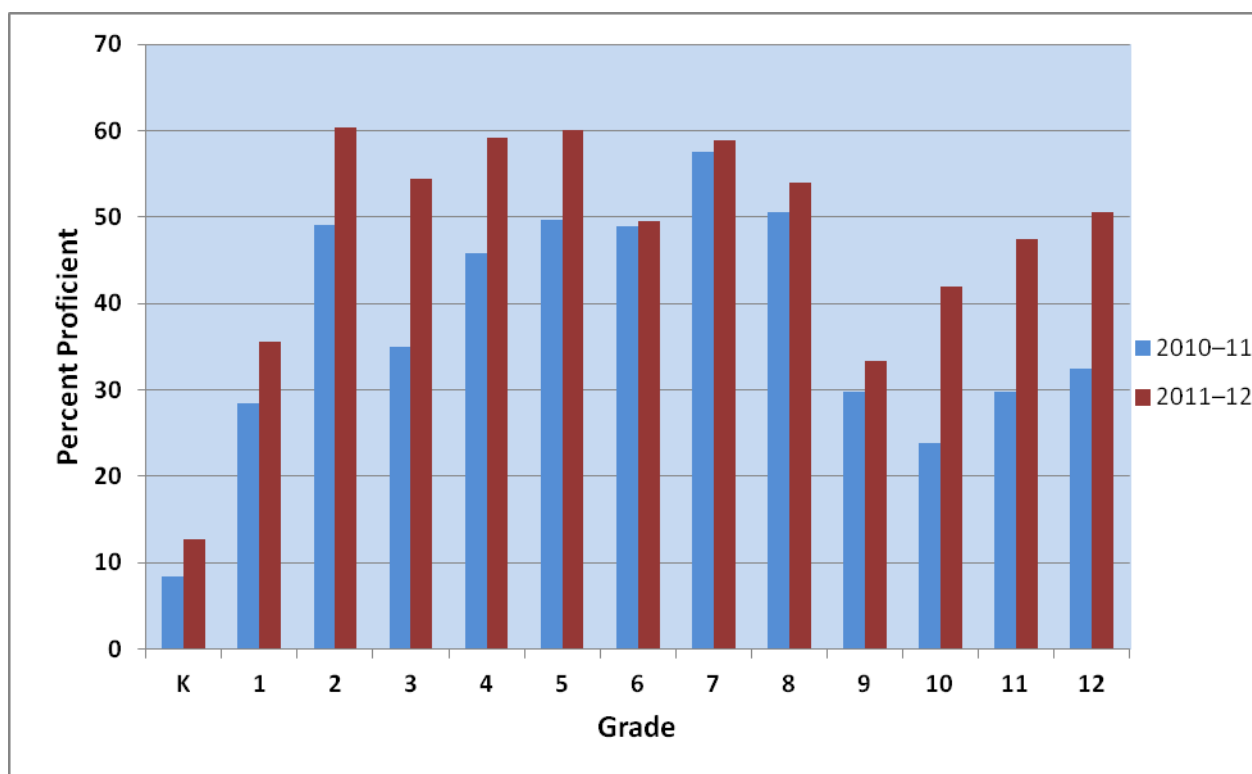


Figure 10.2: Speaking Percent Proficient, Annual Assessment Data

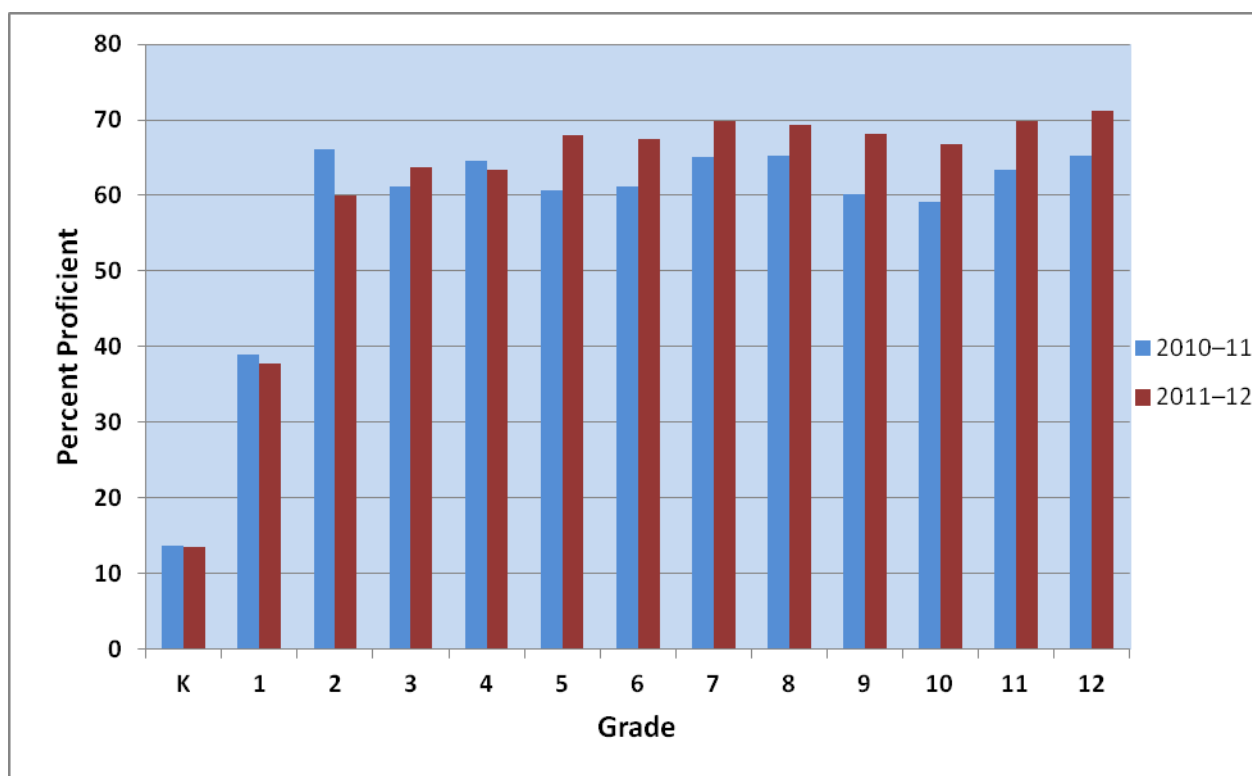


Figure 10.3: Reading Percent Proficient, Annual Assessment Data

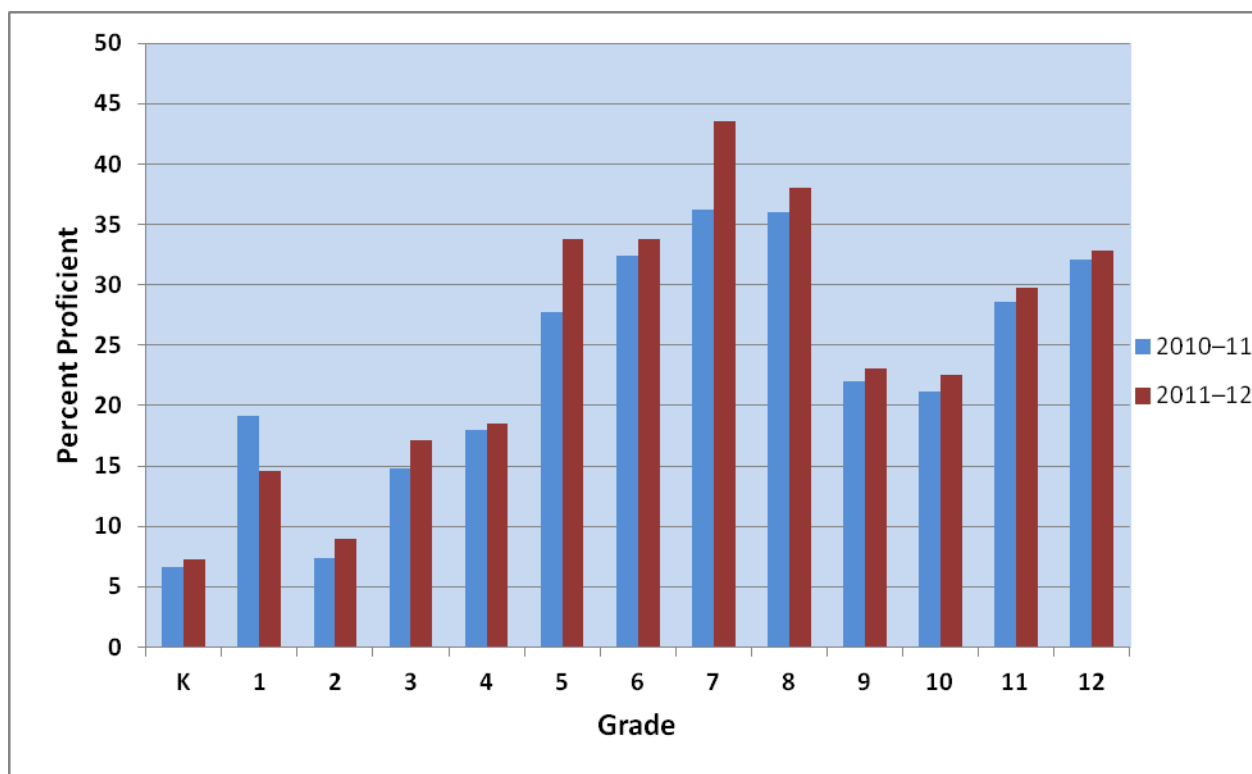




Figure 10.4: Writing Percent Proficient, Annual Assessment Data

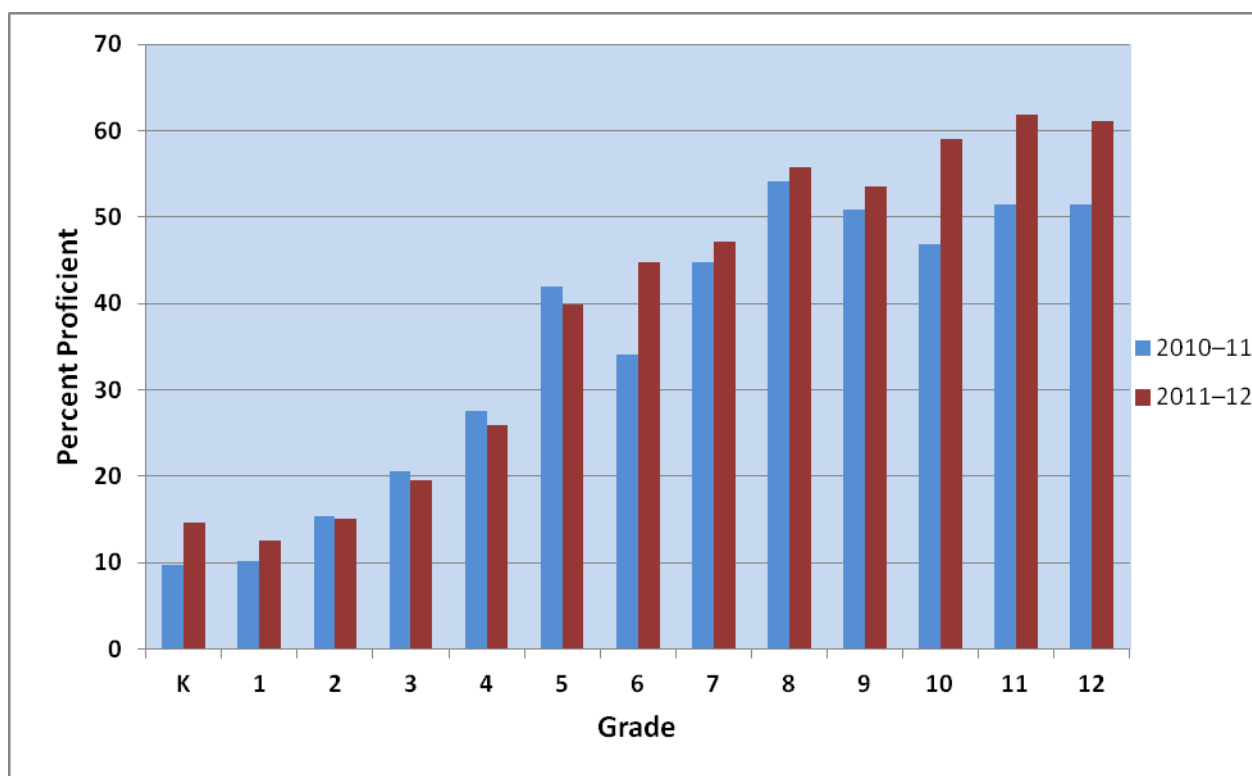
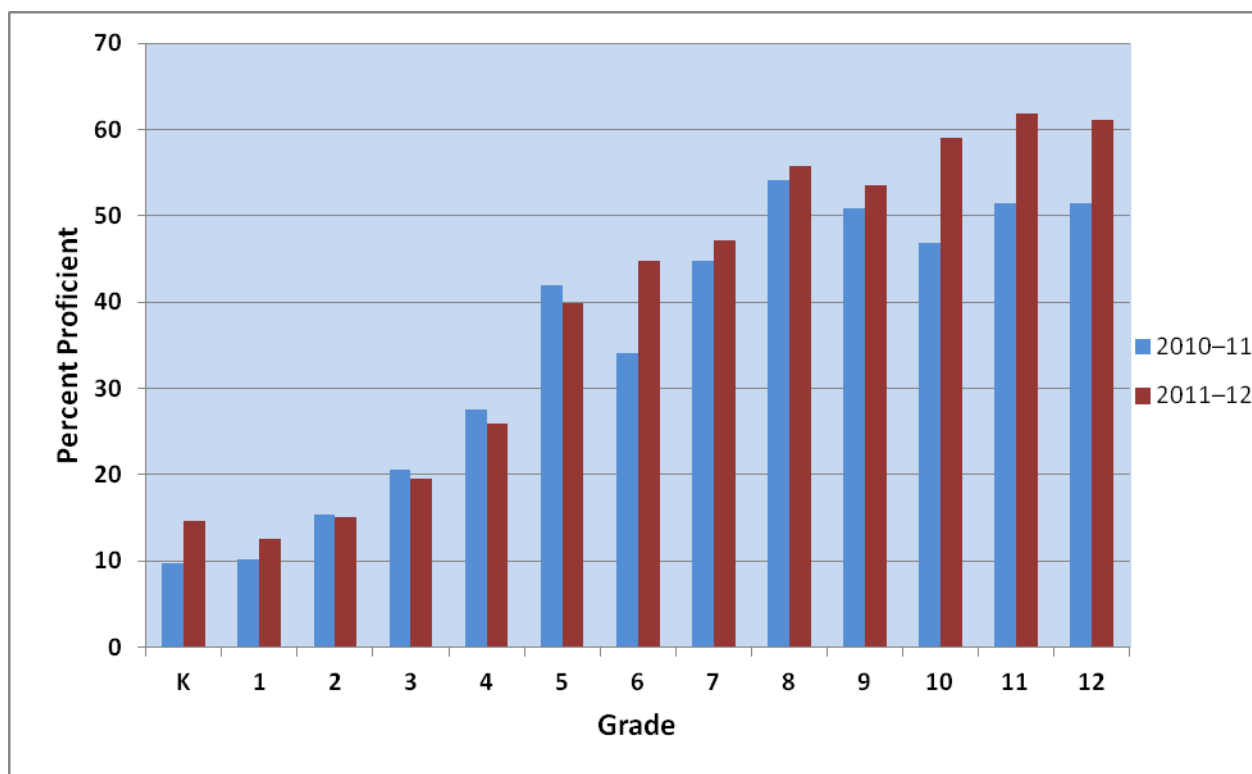


Figure 10.5: Overall Percent Proficient, Annual Assessment Data



### 10.3 Test Characteristics 2006–07 to 2011–12

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 2011–12 Editions Average  $p$ -Values, Annual Assessment Data**

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

**Table 10.5: 2006–07 to 2011–12 Editions Average Point-Biserial Coefficients, Annual Assessment Data**

Domain	Edition	Average Point-Biserial Coefficients				
		K–2				
		K–1	2	3–5	6–8	9–12
Listening	2011–12	.34	.35	.30	.30	.32
	2010–11	.36	.36	.31	.30	.32
	2009–10	.37	.37	.32	.36	.38
	2008–09	.46		.41	.40	.41
	2007–08	.46		.43	.41	.43
	2006–07	.39		.33	.35	.37
Speaking	2011–12	.54	.51	.48	.47	.53
	2010–11	.54	.50	.47	.51	.52
	2009–10	.53	.49	.47	.48	.53
	2008–09	.55		.51	.52	.56
	2007–08	.52		.50	.52	.57
	2006–07	.54		.47	.51	.53
Reading	2011–12	.44	.37	.36	.33	.35
	2010–11	.46	.37	.38	.33	.36
	2009–10	.43	.36	.40	.37	.37
	2008–09	.42		.44	.42	.40
	2007–08	.42		.45	.44	.42
	2006–07	.38		.40	.38	.35
Writing	2011–12	.32	.46	.39	.40	.43
	2010–11	.35	.43	.42	.42	.45
	2009–10	.35	.43	.43	.43	.46
	2008–09	.49		.48	.46	.48
	2007–08	.50		.51	.49	.52
	2006–07	.49		.50	.49	.54

Note: Speaking and Writing values for the 2009–10 and 2010–11 Editions have been recalculated to use the procedure used for the 2011–12 Edition. They differ from those shown in the original technical reports.

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 2011–12 Editions Standard Errors of Measurement, Annual Assessment Data

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

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Overall	2011–12	2.35	2.37	2.28	2.32	2.22	2.12	2.32	2.25	2.19	2.26	2.22	2.21	2.16
	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 2010–11 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)<sup>1</sup>**

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).<sup>2</sup> 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

---

<sup>1</sup>Detailed 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>.

<sup>2</sup>These 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 Edition<sup>3</sup>**

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

<sup>3</sup>Detailed 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.<sup>4</sup> 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.

### **2010–11 Edition**

<sup>4</sup>These 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>.

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

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

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

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

### **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**

<b>Listening — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>English Language Development (ELD) Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Speaking — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Reading — Total Number of Items: 20</b>	
<b>Word Analysis</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Fluency and Systematic Vocabulary Development</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
Read simple vocabulary, phrases, and sentences independently.	Early Intermediate
Use decoding skills to read more complex words independently.	Intermediate
<b>Reading Comprehension</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.	Beginning
<b>Writing — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>English Language Conventions</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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**

<b>Listening — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Speaking — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Reading — Total Number of Items: 35</b>	
<b>Word Analysis</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Fluency and Systematic Vocabulary Development</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Reading Comprehension</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Writing — Total Number of Items: 24</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>English Language Conventions</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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**

<b>Listening — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Speaking — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Reading — Total Number of Items: 35</b>	
<b>Word Analysis</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Fluency and Systematic Vocabulary Development</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Reading Comprehension</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Writing — Total Number of Items: 24</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>English Language Conventions</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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**

<b>Listening — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Speaking — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Reading — Total Number of Items: 35</b>	
<b>Word Analysis</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Fluency and Systematic Vocabulary Development</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Reading Comprehension</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Writing — Total Number of Items: 24</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>English Language Conventions</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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**

<b>Listening — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Speaking — Total Number of Items: 20</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Reading — Total Number of Items: 35</b>	
<b>Word Analysis</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Fluency and Systematic Vocabulary Development</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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
<b>Reading Comprehension</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>Writing — Total Number of Items: 24</b>	
<b>Strategies and Applications</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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)**

<b>English Language Conventions</b>	
<b>ELD Standard</b>	<b>ELD Proficiency Level</b>
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.

**2011–12 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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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 95616-5270  
 (415) 924-8376  
[bjmerino@ucdavis.edu](mailto: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](mailto:rcscarce@uci.edu)

**Table B-1: 2011–12 Writing Anchor Pull Participants (N = 21)**

<b>Demographic Characteristic</b>		<b>N</b>	<b>Percent</b>
<b>Special Education Teacher</b>	Yes	14	67
	No	7	33
<b>Classroom Teaching Level</b>	Elementary	6	29
	Secondary	7	33
	High School	2	9
	K–12	6	29
<b>Ethnicity</b>	Asian	1	5
	Caucasian	15	71
	Mexican American	5	24
<b>Languages Spoken</b>	Spanish	9	43
	None Specified	12	57
<b>Gender</b>	Female	21	100
<b>Current Position</b>	Teacher/Educator	12	57
	District/County Office	9	43
<b>Teaching Location</b>	Northern California	13	62
	Central California	5	24
	Southern California	3	14
<b>CELDT Experience</b>	1–2 years	1	5
	5–6 years	3	14
	>7 years	14	67
<b>District Coordinator</b>	Yes	7	33
<b>Examiner</b>	Yes	14	67
<b>Anchor Pull Participant</b>	Yes	9	43
<b>School Site Coordinator</b>	Yes	10	48
<b>Scoring Trainer</b>	Yes	11	52

**Table B-2: 2011–12 Speaking Anchor Pull Participants (N = 10)**

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

**Table B-3: 2011–12 Bias and Sensitivity Review Participants (N = 4)**

Demographic Characteristic		N	Percent
<b>Special Education Teacher</b>	Yes	1	25
	No	3	75
<b>Classroom Teaching Level</b>	Elementary	1	25
	High School	1	25
<b>Ethnicity</b>	Asian	3	75
	Mexican American	1	25
<b>Languages Spoken</b>	Spanish	1	25
	Mandarin	1	25
	Chinese	2	50
<b>Gender</b>	Female	4	100
<b>Current Position</b>	CA Dept of Education	4	100
<b>CELDT Experience</b>	<1 year	1	25
<b>Examiner</b>	Yes	1	25
<b>Sensitivity Review Participant</b>	Yes	4	100
<b>Other Areas of Specialty</b>	Standards-based Test in Spanish (STS)	1	25
	Math Curriculum	1	25
	Data Analysis	1	25



**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. Must include correct initial letter in the initial position. 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 purpose of this test, the term “letter reversals” means b for d, d for b, or any backwards letter that 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 a simple predicate** are evident and in the correct word order. The following characteristics may be seen as well.

- **Content** is reasonably related to the prompt.
- **Response** contains awkward clauses and/or 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.

### Scoring Rationale for Grades 2–12 Writing—Sentences (continued)

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

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

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

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

### Scoring Rationale 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”).

### Scoring Rationale for Grades 2–12 Writing—Short Compositions (continued)

#### 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.

**Scoring Rationale for Grades 2–12  
Writing—Short Compositions (continued)**

- **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<sup>1</sup> 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<sup>2</sup> 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.

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

---

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

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

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



**Appendix D: Item Maps**

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

Note: There were six test forms for all grades.

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

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	01208385
2	3	2	OP	00803303
3	4	3	OP	00803281
4	6	4	OP	00940028
5	7	5	OP	01057147
6	9	6	OP	00676871
7	10	7	OP	00940005
8	15	8	OP	01208370
9	16	9	OP	01208368
10	17	10	OP	01208372
	2	11	FT	01210599
	5	12	FT	01210554
	8	13	FT	01210520
	11	14	FT	01210505
	12	15	FT	01210503
	13	16	FT	01210506
	14	17	FT	01210507
11	18	18	OP	00382758
12	19	19	OP	00545954
13	20	20	OP	00382712
14	21	21	OP	00545952
15	26	22	OP	01057174
16	27	23	OP	01208376
17	28	24	OP	01208389
18	29	25	OP	00803313
19	31	26	OP	01208391
20	32	27	OP	01057176
	22	28	FT	01210510
	23	29	FT	01210513
	24	30	FT	01210511
	25	31	FT	01210515
	30	32	FT	01210923

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	00382902
2	2	2	OP	01208893
3	3	3	OP	01057627
4	4	4	OP	00546104
5	5	5	OP	00382862
6	8	6	OP	01057646
7	9	7	OP	00940961
8	12	8	OP	01208912
9	13	9	OP	01208910
10	14	10	OP	01208899
11	15	11	OP	01208897
12	18	12	OP	01057650
13	19	13	OP	00940982
14	22	14	OP	00940965
15	23	15	OP	00382874
16	24	16	OP	01057633
17	25	17	OP	00687433
18	30	18	OP	01057637
19	31	19	OP	01057641
20	32	20	OP	01057639
	6	21	FT	01210938
	7	22	FT	01210644
	10	23	FT	01210652
	11	24	FT	01210939
	16	25	FT	01210682
	17	26	FT	01210673
	20	27	FT	01210685
	21	28	FT	01210681
	26	29	FT	01210611
	27	30	FT	01210612
	28	31	FT	01210609
	29	32	FT	01210610

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	00383000
2	2	2	OP	00940177
3	4	3	OP	01209037
4	6	4	OP	00437690
5	8	5	OP	00940162
6	9	6	OP	00382984
7	11	7	OP	01059777
8	12	8	OP	00940160
9	13	9	OP	00546267
10	14	10	OP	00693734
11	16	11	OP	01059779
12	18	12	OP	00803608
13	20	13	OP	01209041
14	21	14	OP	00693730
15	23	15	OP	00940164
16	24	16	OP	00693724
17	25	17	OP	00940183
18	30	18	OP	00693706
19	31	19	OP	00693708
20	32	20	OP	00693710
	3	21	FT	01210948
	5	22	FT	01210788
	7	23	FT	01210949
	10	24	FT	01210730
	15	25	FT	01210782
	17	26	FT	01210763
	19	27	FT	01210789
	22	28	FT	01210732
	26	29	FT	01210708
	27	30	FT	01210709
	28	31	FT	01210711
	29	32	FT	01210710

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	00803659
2	2	2	OP	00940421
3	4	3	OP	00383038
4	5	4	OP	00383078
5	7	5	OP	00940438
6	8	6	OP	00383042
7	10	7	OP	00803639
8	11	8	OP	01059865
9	13	9	OP	01059881
10	14	10	OP	01209180
11	16	11	OP	00683424
12	17	12	OP	01209182
13	20	13	OP	00940425
14	21	14	OP	00803661
15	22	15	OP	01059871
16	24	16	OP	00683426
17	25	17	OP	01059869
18	30	18	OP	01059879
19	31	19	OP	01059877
20	32	20	OP	01059873
	3	21	FT	01210959
	6	22	FT	01210960
	9	23	FT	01210833
	12	24	FT	01210888
	15	25	FT	01210961
	18	26	FT	01210852
	19	27	FT	01210962
	23	28	FT	01210886
	26	29	FT	01210813
	27	30	FT	01210812
	28	31	FT	01210810
	29	32	FT	01210814

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	00940041
2	2	2	OP	00680885
3	3	3	OP	01057183
4	4	4	OP	00680889
5	5	5	OP	00545981
6	6	6	OP	00680897
7	7	7	OP	00382760
8	8	8	OP	00545977
9	10	9	OP	01057195
10	11	10	OP	01208460
11	13	11	OP	01057185
12	14	12	OP	00545985
13	16	13	OP	00545983
	9	14	FT	01210539
	12	15	FT	01210553
	15	16	FT	01210566
	17	17	FT	01210572
14	19	18	OP	01057199
15	20	19	OP	01208454
16	22	20	OP	01057201
17	24	21	OP	00940045
18	27	22	OP	00382734
19	28	23	OP	00437143
	18	24	FT	01210562
	21	25	FT	01210924
	23	26	FT	01210563
	25	27	FT	01210573
	26	28	FT	01210576
20	30	29	OP	01208458
	29	30	FT	01210534

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	01059002
2	2	2	OP	00803468
3	3	3	OP	00803482
4	4	4	OP	00437544
5	5	5	OP	00940336
6	6	6	OP	00437531
7	7	7	OP	01208976
8	9	8	OP	01059014
9	10	9	OP	01059016
10	11	10	OP	01208966
11	13	11	OP	01208978
12	14	12	OP	00940353
13	15	13	OP	01059004
	8	14	FT	01210679
	12	15	FT	01210696
	16	16	FT	01210702
	17	17	FT	01210642
14	18	18	OP	00687655
15	20	19	OP	00546141
16	22	20	OP	01208970
17	24	21	OP	00940342
18	26	22	OP	00940344
19	28	23	OP	00803476
	19	24	FT	01210664
	21	25	FT	01210655
	23	26	FT	01210668
	25	27	FT	01210658
	27	28	FT	01210940
20	30	29	OP	00940346
	29	30	FT	01210672

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	00803613
2	2	2	OP	00383219
3	3	3	OP	00546320
4	5	4	OP	00383189
5	6	5	OP	01209108
6	7	6	OP	01059795
7	8	7	OP	01059807
8	9	8	OP	01209118
9	10	9	OP	00940205
10	11	10	OP	01209120
11	13	11	OP	01059805
12	15	12	OP	00940191
13	17	13	OP	00693765
	4	14	FT	01210761
	12	15	FT	01210784
	14	16	FT	01210762
	16	17	FT	01210729
14	18	18	OP	01209122
15	20	19	OP	01059809
16	22	20	OP	01059811
17	24	21	OP	00693767
18	26	22	OP	01059813
19	28	23	OP	01059801
	19	24	FT	01210950
	21	25	FT	01210951
	23	26	FT	01210786
	25	27	FT	01210758
	27	28	FT	01210781
20	30	29	OP	01209116
	29	30	FT	01210766



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	00803814
2	2	2	OP	00546487
3	3	3	OP	00383248
4	4	4	OP	00803674
5	5	5	OP	00940482
6	7	6	OP	01209269
7	8	7	OP	01059903
8	9	8	OP	01059913
9	10	9	OP	00940497
10	12	10	OP	00940484
11	13	11	OP	01209258
12	15	12	OP	00383295
13	17	13	OP	00683682
	6	14	FT	01210882
	11	15	FT	01210890
	14	16	FT	01210963
	16	17	FT	01210883
14	18	18	OP	01209262
15	20	19	OP	00803676
16	22	20	OP	01059905
17	24	21	OP	00940486
18	26	22	OP	01209264
19	28	23	OP	00940503
	19	24	FT	01210842
	21	25	FT	01210964
	23	26	FT	01210965
	25	27	FT	01210878
	27	28	FT	01210837
20	30	29	OP	01209279
	29	30	FT	01210966

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	01210024
2	2	2	2	OP	01210917
3	4	4	3	OP	01210916
4	5	5	4	OP	01210919
5	6	6	5	OP	01210914
6	8	8	6	OP	01210046
7	9	9	7	OP	01210082
8	10	10	8	OP	01210918
11	15	14	9	OP	01210012
12	16	16	10	OP	01210032
13	17	17	11	OP	01210124
	3		12	FT	01210060
	7		13	FT	01210596
	11		14	FT	01210593
	18		15	FT	01210529
		3	16	FT	01210062
		7	17	FT	01210044
		15	18	FT	01210052
		18	19	FT	01210542
14	19	19	20	OP	01210056
15	20	20	21	OP	01210016
16	22	22	22	OP	01210132
17	23	23	23	OP	01210072
18	24	24	24	OP	01210130
19	25	25	25	OP	01210078
20	26	26	26	OP	01210038
	21		27	FT	01210561
		21	28	FT	01210543
9	12	11	29	OP	01210094
10	14	13	30	OP	01210030
	13		31	FT	01210010
		12	32	FT	01210090

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	01208478
2	2	2	2	OP	00680947
3	3	3	3	OP	01059053
4	4	4	4	OP	00680989
5	6	6	5	OP	00546026
6	7	7	6	OP	00437237
7	9	9	7	OP	01059041
8	10	10	8	OP	00240723
9	11	11	9	OP	01208480
10	13	12	10	OP	00546014
11	14	13	11	OP	00803370
12	15	14	12	OP	01059045
13	16	15	13	OP	01208496
14	18	17	14	OP	00546038
15	19	18	15	OP	00353933
16	20	19	16	OP	00940074
17	22	21	17	OP	00353925
18	23	22	18	OP	00940076
19	24	23	19	OP	01059047
20	25	24	20	OP	01208486
21	26	26	21	OP	01059049
22	27	27	22	OP	00546040
23	28	28	23	OP	00546003
24	29	29	24	OP	01059069
25	30	30	25	OP	01059071
26	31	31	26	OP	01059075
27	38	38	27	OP	01208506
28	39	39	28	OP	01208508
29	40	40	29	OP	01208512
30	41	41	30	OP	01059063
31	42	42	31	OP	01059067
32	43	43	32	OP	01059065
33	44	44	33	OP	00803392
34	45	45	34	OP	00803394
35	46	46	35	OP	00803398
	5		36	FT	01210591
	8		37	FT	01210589
	12		38	FT	01210521

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
	17		39	FT	01210580
	21		40	FT	01210522
	32		41	FT	01210925
	33		42	FT	01210926
	34		43	FT	01210927
	35		44	FT	01210928
	36		45	FT	01210929
	37		46	FT	01210930
		5	47	FT	01210592
		8	48	FT	01210587
		16	49	FT	01210579
		20	50	FT	01210559
		25	51	FT	01210564
		32	52	FT	01210931
		33	53	FT	01210932
		34	54	FT	01210933
		35	55	FT	01210934
		36	56	FT	01210935
		37	57	FT	01210936

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	01208932
2	3	3	2	OP	00803523
3	4	4	3	OP	00691065
4	5	5	4	OP	01059095
5	6	6	5	OP	01208922
6	7	7	6	OP	00691072
7	8	8	7	OP	00241160
8	9	9	8	OP	00940996
9	11	11	9	OP	00940994
10	12	12	10	OP	00546190
11	13	13	11	OP	01059105
12	14	14	12	OP	01059107
13	16	15	13	OP	00803539
14	17	16	14	OP	00546184
15	18	17	15	OP	01208936
16	20	19	16	OP	00803527
17	21	20	17	OP	00691074
18	23	22	18	OP	00803541
19	24	23	19	OP	01059111
20	25	24	20	OP	00941000
21	26	25	21	OP	01208930
22	27	26	22	OP	00940998
23	28	27	23	OP	00241065
24	29	28	24	OP	01208940
25	30	30	25	OP	01059101
26	31	31	26	OP	00941012
27	32	32	27	OP	00941014
28	33	33	28	OP	00941016
29	34	34	29	OP	00941018
30	41	41	30	OP	01208944
31	42	42	31	OP	01208946
32	43	43	32	OP	01208950
33	44	44	33	OP	01059117
34	45	45	34	OP	01059119
35	46	46	35	OP	01059121
	2		36	FT	01210656
	10		37	FT	01210704
	15		38	FT	01210941

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
	19		39	FT	01210689
	22		40	FT	01210942
	35		41	FT	01210621
	36		42	FT	01210626
	37		43	FT	01210620
	38		44	FT	01210625
	39		45	FT	01210623
	40		46	FT	01210624
		2	47	FT	01210671
		10	48	FT	01210943
		18	49	FT	01210657
		21	50	FT	01210944
		29	51	FT	01210945
		35	52	FT	01210634
		36	53	FT	01210635
		37	54	FT	01210638
		38	55	FT	01210630
		39	56	FT	01210629
		40	57	FT	01210631

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
1	1	1	1	OP	00803689
2	2	2	2	OP	01060116
3	3	4	3	OP	01209064
4	4	5	4	OP	00546361
5	6	7	5	OP	01209076
6	7	8	6	OP	01060128
7	8	9	7	OP	00803707
8	10	10	8	OP	00940277
9	11	11	9	OP	01060126
10	12	12	10	OP	01209074
11	13	13	11	OP	00940275
12	14	14	12	OP	01209070
13	16	16	13	OP	00940273
14	17	17	14	OP	01060130
15	18	18	15	OP	00803693
16	20	19	16	OP	00803709
17	21	20	17	OP	01060120
18	23	22	18	OP	00803711
19	24	23	19	OP	00546363
20	25	25	20	OP	01060124
21	26	26	21	OP	01060134
22	27	27	22	OP	01209082
23	28	28	23	OP	00940287
24	29	29	24	OP	00940291
25	30	30	25	OP	00940293
26	31	31	26	OP	01209092
27	32	32	27	OP	01209088
28	33	33	28	OP	01209086
29	34	34	29	OP	01209090
30	41	41	30	OP	00803721
31	42	42	31	OP	00803723
32	43	43	32	OP	00803725
33	44	44	33	OP	00940295
34	45	45	34	OP	00940297
35	46	46	35	OP	00940301
	5		36	FT	01210952
	9		37	FT	01210742
	15		38	FT	01210745

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
	19		39	FT	01210953
	22		40	FT	01210767
	35		41	FT	01210725
	36		42	FT	01210724
	37		43	FT	01210726
	38		44	FT	01210728
	39		45	FT	01210721
	40		46	FT	01210727
		3	47	FT	01210954
		6	48	FT	01210955
		15	49	FT	01210756
		21	50	FT	01210768
		24	51	FT	01210956
		35	52	FT	01210719
		36	53	FT	01210717
		37	54	FT	01210716
		38	55	FT	01210713
		39	56	FT	01210720
		40	57	FT	01210718



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

Item Number				Item Sequence	Function	Item ID
Form 1, 2–3, 6	Form 4	Form 5		Number		
1	1	1		1	OP	00546505
2	2	2		2	OP	00684032
3	3	3		3	OP	00684030
4	5	5		4	OP	00940446
5	6	6		5	OP	00546524
6	7	7		6	OP	00804714
7	9	9		7	OP	01059977
8	10	10		8	OP	01209225
9	11	11		9	OP	01059967
10	12	12		10	OP	01209227
11	14	13		11	OP	00241779
12	15	14		12	OP	01209217
13	16	16		13	OP	00684043
14	17	17		14	OP	00354274
15	18	19		15	OP	00804718
16	20	20		16	OP	00684045
17	21	21		17	OP	00684034
18	22	22		18	OP	01059981
19	23	23		19	OP	01059971
20	24	24		20	OP	01209229
21	25	25		21	OP	01059969
22	26	26		22	OP	01209219
23	28	28		23	OP	01059999
24	29	29		24	OP	01059995
25	30	30		25	OP	01059997
26	31	31		26	OP	01059991
27	32	32		27	OP	01059987
28	33	33		28	OP	01059989
29	40	40		29	OP	00683956
30	41	41		30	OP	00683958
31	42	42		31	OP	00683960
32	43	43		32	OP	01209247
33	44	44		33	OP	01209249
34	45	45		34	OP	01209251
35	46	46		35	OP	01209245
	4			36	FT	01210848
	8			37	FT	01210895
	13			38	FT	01210967

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

Item Number					
Form 1, 2–3, 6	Form 4	Form 5	Item Sequence Number	Function	Item ID
	19		39	FT	01210875
	27		40	FT	01210900
	34		41	FT	01210820
	35		42	FT	01210821
	36		43	FT	01210817
	37		44	FT	01210822
	38		45	FT	01210819
	39		46	FT	01210824
		4	47	FT	01210847
		8	48	FT	01210873
		15	49	FT	01210968
		18	50	FT	01210876
		27	51	FT	01210897
		34	52	FT	01210831
		35	53	FT	01210826
		36	54	FT	01210825
		37	55	FT	01210829
		38	56	FT	01210830
		39	57	FT	01210828

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

Item Number		Item Sequence Number	Function	Item ID
Forms 1–5	Form 6			
17	24	1	OP	01210220
18	25	2	OP	01210180
19	26	3	OP	01210178
20	28	4	OP	01210272
	27	5	FT	01210282
13	18	6	OP	01210154
14	20	7	OP	01210158
15	22	8	OP	01210218
16	23	9	OP	01210176
	19	10	FT	01210194
	21	11	FT	01210268
1	1	12	OP	01210144
2	2	13	OP	01210232
3	4	14	OP	01210222
4	5	15	OP	01210226
	3	16	FT	01210570
5	6	17	OP	01210244
6	8	18	OP	01210146
7	9	19	OP	01210240
8	11	20	OP	01210188
9	12	21	OP	01210150
10	13	22	OP	01210170
11	14	23	OP	01210174
12	16	24	OP	01210192
	7	25	FT	01210208
	10	26	FT	01210186
	15	27	FT	01210552
	17	28	FT	01210546

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	01208522
2	2	2	OP	00353965
3	3	3	OP	00546075
4	5	4	OP	00681402
5	6	5	OP	00546085
6	7	6	OP	00546063
7	8	7	OP	01208530
8	9	8	OP	01208524
9	11	9	OP	01208532
10	13	10	OP	01208534
11	14	11	OP	01057235
12	15	12	OP	01057237
13	16	13	OP	01057239
14	20	14	OP	00940137
15	21	15	OP	00940139
16	22	16	OP	00940141
17	23	17	OP	01057219
18	24	18	OP	01057221
19	25	19	OP	01057223
	4	20	FT	01210517
	10	21	FT	01210527
	12	22	FT	01210528
	17	23	FT	01210499
	18	24	FT	01210500
	19	25	FT	01210501
20	26	26	OP	00940119
21	28	27	OP	01057225
22	30	28	OP	01208544
23	31	29	OP	01057241
	27	30	FT	01210531
	29	31	FT	01210574
24	33	32	OP	01208556
	32	33	FT	01210937

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	00546256
2	2	2	OP	00354202
3	5	3	OP	00354251
4	6	4	OP	00546226
5	9	5	OP	00546228
6	10	6	OP	00354206
7	11	7	OP	00546254
8	12	8	OP	01208994
9	14	9	OP	01209004
10	16	10	OP	01208996
11	17	11	OP	01059952
12	18	12	OP	01059954
13	19	13	OP	01059956
14	20	14	OP	00940377
15	21	15	OP	00940379
16	22	16	OP	00940381
17	23	17	OP	00803515
18	24	18	OP	00803517
19	25	19	OP	00803519
	3	20	FT	01210660
	4	21	FT	01210697
	7	22	FT	01210692
	8	23	FT	01210946
	13	24	FT	01210691
	15	25	FT	01210694
20	26	26	OP	01209024
21	28	27	OP	01209016
22	29	28	OP	01059950
23	31	29	OP	01059942
	27	30	FT	01210690
	30	31	FT	01210947
24	33	32	OP	01209028
	32	33	FT	01210666

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	01209140
2	2	2	OP	00354701
3	4	3	OP	00354703
4	5	4	OP	00546419
5	7	5	OP	00546405
6	9	6	OP	01209148
7	10	7	OP	01209146
8	11	8	OP	00803765
9	12	9	OP	00803767
10	13	10	OP	00803769
11	17	11	OP	01069233
12	18	12	OP	01069235
13	19	13	OP	01069237
14	20	14	OP	00803785
15	21	15	OP	00803787
16	22	16	OP	00803789
17	23	17	OP	01209160
18	24	18	OP	01209162
19	25	19	OP	01209164
	3	20	FT	01210740
	6	21	FT	01210769
	8	22	FT	01210780
	14	23	FT	01210705
	15	24	FT	01210706
	16	25	FT	01210707
20	26	26	OP	01209158
21	28	27	OP	00437813
22	29	28	OP	01209166
23	31	29	OP	01069263
	27	30	FT	01210957
	30	31	FT	01210958
24	33	32	OP	01209172
	32	33	FT	01210747

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	00546586
2	2	2	OP	01209287
3	3	3	OP	00354095
4	4	4	OP	00546576
5	6	5	OP	00354043
6	7	6	OP	00546568
7	8	7	OP	00546598
8	9	8	OP	00546600
9	10	9	OP	01209289
10	11	10	OP	00354047
11	12	11	OP	00684125
12	15	12	OP	01209297
13	16	13	OP	01209299
14	17	14	OP	00940507
15	18	15	OP	00940509
16	19	16	OP	00940511
17	23	17	OP	01060031
18	24	18	OP	01060033
19	25	19	OP	01060035
	5	20	FT	01210906
	13	21	FT	01210881
	14	22	FT	01210856
	20	23	FT	01210796
	21	24	FT	01210797
	22	25	FT	01210798
20	26	26	OP	01209301
21	28	27	OP	01060037
22	29	28	OP	01209309
23	31	29	OP	01060029
	27	30	FT	01210969
	30	31	FT	01210863
24	33	32	OP	01209320
	32	33	FT	01210912





**Appendix E: Scale Score Summary Statistics**

Note: The following tables display 2011–12 Edition results first, followed by historical results through the 2006–07 Edition, the first that used the common scale.

**Table E-1: 2011–12 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-2: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

**Table E-3: 2011–12 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-4: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

**Table E-5: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-6: 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
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-7: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-8: 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
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-9: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-10: 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
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-11: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-12: 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
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-13: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-14: 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
<b>K–2</b>	*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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-15: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-16: 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
<b>K–2</b>	*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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-17: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-18: 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
<b>K–2</b>	*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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-19: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-20: 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
<b>K–2</b>	*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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-21: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-22: 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
<b>K–2</b>	*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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-23: 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
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-24: 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
<b>K–2</b>	*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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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	183,643	429.34	68.255	220	570
Speaking	183,643	436.53	71.687	140	630
Reading	183,643	390.22	63.587	220	570
Writing	183,643	405.11	33.538	220	600

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.660	.519	.506
Speaking	.660	1.000	.498	.469
Reading	.519	.498	1.000	.608
Writing	.506	.469	.608	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	171,468	481.33	62.774	220	570
Speaking	171,468	481.93	66.451	140	630
Reading	171,468	443.88	68.484	280	650
Writing	171,468	468.39	61.987	220	690

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.651	.517	.559
Speaking	.651	1.000	.420	.489
Reading	.517	.420	1.000	.671
Writing	.559	.489	.671	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	405,723	520.88	78.750	220	640
Speaking	405,723	506.12	61.070	200	720
Reading	405,723	507.82	69.682	280	700
Writing	405,723	512.68	55.551	220	740

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.566	.607	.594
Speaking	.566	1.000	.510	.565
Reading	.607	.510	1.000	.726
Writing	.594	.565	.726	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	231,319	569.25	88.990	230	715
Speaking	231,319	547.76	71.002	225	720
Reading	231,319	545.51	75.688	320	750
Writing	231,319	547.86	67.337	220	780

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.560	.592	.583
Speaking	.560	1.000	.486	.556
Reading	.592	.486	1.000	.680
Writing	.583	.556	.680	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	244,235	582.02	105.889	230	725
Speaking	244,235	574.70	88.629	235	740
Reading	244,235	572.19	79.271	320	770
Writing	244,235	561.52	72.817	220	810

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.592	.658	.622
Speaking	.592	1.000	.559	.606
Reading	.658	.559	1.000	.697
Writing	.622	.606	.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	221,878	361.81	83.38	220	570
Speaking	221,878	359.50	115.93	140	630
Reading	221,878	305.03	54.11	220	570
Writing	221,878	353.87	44.38	220	600

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.674	.593	.514
Speaking	.674	1.000	.534	.461
Reading	.593	.534	1.000	.661
Writing	.514	.461	.661	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	10,515	433.59	113.73	220	570
Speaking	10,515	415.63	148.63	140	630
Reading	10,515	420.61	92.94	280	650
Writing	10,515	423.48	115.57	220	690

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.882	.756	.813
Speaking	.882	1.000	.710	.791
Reading	.756	.710	1.000	.827
Writing	.813	.791	.827	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	23,943	463.30	135.70	220	640
Speaking	23,943	435.72	142.07	200	720
Reading	23,943	473.81	111.52	280	700
Writing	23,943	459.98	123.65	220	740

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.833	.826	.844
Speaking	.833	1.000	.776	.836
Reading	.826	.776	1.000	.864
Writing	.844	.836	.864	1.000



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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	19,838	506.03	155.56	230	715
Speaking	19,838	477.49	149.74	225	720
Reading	19,838	524.63	120.88	320	750
Writing	19,838	500.37	138.46	220	780

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.845	.836	.850
Speaking	.845	1.000	.803	.850
Reading	.836	.803	1.000	.862
Writing	.850	.850	.862	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	29,980	531.35	162.74	230	725
Speaking	29,980	501.90	157.47	235	740
Reading	29,980	555.23	123.85	320	770
Writing	29,980	521.63	134.13	220	810

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.827	.835	.819
Speaking	.827	1.000	.809	.832
Reading	.835	.809	1.000	.865
Writing	.819	.832	.865	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
<b>K</b>	.582	.486	.301
<b>1</b>	.514	.424	.262
<b>2</b>	.581	.463	.277
<b>3</b>	.502	.389	.206
<b>4</b>	.527	.412	.213
<b>5</b>	.473	.416	.208
<b>6</b>	.580	.455	.246
<b>7</b>	.578	.465	.261
<b>8</b>	.611	.477	.270
<b>9</b>	.516	.414	.220
<b>10</b>	.586	.475	.271
<b>11</b>	.593	.485	.279
<b>12</b>	.593	.493	.287

**Table G-2: Classification Consistency and Accuracy, Speaking**

Grade	Accuracy	Consistency	Kappa
<b>K</b>	.630	.531	.338
<b>1</b>	.546	.482	.274
<b>2</b>	.610	.505	.310
<b>3</b>	.651	.529	.309
<b>4</b>	.613	.507	.305
<b>5</b>	.649	.534	.335
<b>6</b>	.622	.518	.321
<b>7</b>	.630	.528	.335
<b>8</b>	.645	.545	.360
<b>9</b>	.605	.519	.315
<b>10</b>	.628	.541	.349
<b>11</b>	.648	.551	.370
<b>12</b>	.615	.532	.345

**Table G-3: Classification Consistency and Accuracy, Reading**

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	.610	.478	.233
<b>1</b>	.524	.430	.240
<b>2</b>	.641	.556	.380
<b>3</b>	.657	.544	.347
<b>4</b>	.708	.589	.350
<b>5</b>	.587	.508	.317
<b>6</b>	.530	.450	.280
<b>7</b>	.530	.437	.278
<b>8</b>	.535	.446	.292
<b>9</b>	.524	.448	.273
<b>10</b>	.531	.457	.287
<b>11</b>	.531	.454	.293
<b>12</b>	.506	.443	.285

**Table G-4: Classification Consistency and Accuracy, Writing**

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	.624	.507	.254
<b>1</b>	.569	.465	.280
<b>2</b>	.590	.491	.307
<b>3</b>	.656	.536	.282
<b>4</b>	.617	.516	.259
<b>5</b>	.526	.460	.241
<b>6</b>	.568	.466	.286
<b>7</b>	.505	.457	.293
<b>8</b>	.579	.481	.312
<b>9</b>	.580	.467	.266
<b>10</b>	.577	.470	.267
<b>11</b>	.561	.467	.264
<b>12</b>	.540	.448	.242

**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	.896	.818	.870	.965
1	.939	.889	.838	.866
2	.967	.916	.865	.845
3	.954	.885	.828	.838
4	.965	.907	.839	.819
5	.975	.934	.846	.720
6	.969	.924	.836	.869
7	.974	.926	.857	.830
8	.971	.927	.848	.878
9	.957	.884	.806	.886
10	.954	.902	.811	.922
11	.960	.916	.830	.895
12	.966	.937	.835	.877

**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	.973	.796	.864	.979
1	.983	.961	.751	.906
2	.984	.965	.904	.805
3	.987	.967	.901	.834
4	.985	.965	.900	.812
5	.984	.963	.907	.867
6	.985	.969	.915	.799
7	.985	.968	.923	.807
8	.985	.970	.929	.818
9	.984	.971	.925	.766
10	.984	.970	.930	.784
11	.983	.970	.935	.815
12	.983	.973	.945	.780

**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	.855	.816	.954	.993
1	.735	.855	.948	.974
2	.935	.820	.910	.979
3	.951	.887	.829	.959
4	.956	.938	.815	.958
5	.967	.948	.795	.899
6	.959	.921	.749	.906
7	.964	.926	.806	.848
8	.964	.926	.798	.868
9	.953	.874	.747	.940
10	.953	.880	.755	.928
11	.961	.912	.775	.896
12	.968	.927	.760	.874

**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	.976	.839	.852	.988
1	.830	.850	.934	.985
2	.958	.873	.825	.954
3	.979	.920	.805	.935
4	.981	.938	.741	.928
5	.984	.953	.719	.865
6	.973	.940	.828	.853
7	.976	.944	.861	.775
8	.975	.952	.891	.790
9	.982	.956	.838	.847
10	.983	.962	.867	.806
11	.984	.964	.884	.773
12	.987	.972	.862	.771

**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	.847	.751	.804	.951
1	.908	.841	.777	.825
2	.948	.881	.811	.784
3	.924	.837	.760	.772
4	.944	.868	.775	.753
5	.959	.903	.785	.689
6	.950	.886	.770	.815
7	.957	.892	.797	.781
8	.955	.895	.785	.809
9	.930	.836	.736	.855
10	.930	.858	.738	.900
11	.938	.878	.760	.866
12	.949	.909	.762	.845

**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	.960	.722	.785	.978
1	.975	.943	.699	.877
2	.975	.947	.867	.757
3	.979	.950	.859	.760
4	.976	.946	.860	.763
5	.974	.942	.868	.819
6	.977	.953	.880	.745
7	.976	.951	.891	.753
8	.976	.956	.899	.768
9	.976	.957	.894	.728
10	.976	.956	.901	.748
11	.975	.955	.907	.767
12	.975	.960	.921	.736

**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	.782	.740	.929	.989
1	.690	.794	.922	.961
2	.905	.761	.866	.973
3	.929	.834	.754	.943
4	.936	.910	.739	.949
5	.952	.925	.734	.869
6	.940	.886	.695	.845
7	.946	.892	.734	.780
8	.947	.894	.735	.796
9	.930	.819	.712	.908
10	.930	.830	.719	.902
11	.942	.875	.722	.856
12	.953	.895	.709	.823

**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	.962	.775	.767	.987
1	.770	.790	.899	.976
2	.937	.828	.768	.947
3	.967	.887	.733	.927
4	.971	.913	.685	.911
5	.976	.933	.655	.838
6	.959	.913	.763	.791
7	.963	.920	.811	.738
8	.963	.930	.848	.746
9	.973	.937	.776	.759
10	.974	.944	.809	.724
11	.975	.948	.834	.698
12	.980	.960	.803	.679



**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	220	Beginning
1	220	220	
2	220	220	
3	278	67	
4	328	27	
5	353	20	
6	370	17	Early Intermediate
7	384	17	
8	398	18	
9	412	19	Intermediate
10	425	19	
11	438	19	
12	451	20	
13	464	21	Early Advanced
14	478	22	
15	493	23	
16	509	24	Advanced
17	526	25	
18	548	30	
19	570	38	
20	570	38	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	278	67	
4	328	27	
5	353	20	
6	370	17	Early Intermediate
7	384	17	
8	398	18	
9	412	19	Intermediate
10	425	19	
11	438	19	
12	451	20	
13	464	21	Early Advanced
14	478	22	
15	493	23	
16	509	24	Advanced
17	526	25	
18	548	30	
19	570	38	
20	570	38	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	278	67	
4	328	27	
5	353	20	
6	370	17	
7	384	17	Early Intermediate
8	398	18	
9	412	19	
10	425	19	
11	438	19	Intermediate
12	451	20	
13	464	21	
14	478	22	Early Advanced
15	493	23	
16	509	24	
17	526	25	
18	548	30	Advanced
19	570	38	
20	570	38	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	220	220	
6	267	149	
7	333	72	
8	369	47	
9	394	36	Early Intermediate
10	415	33	
11	436	34	
12	457	38	Intermediate
13	480	41	
14	504	41	Early Advanced
15	527	40	
16	551	39	
17	576	39	Advanced
18	607	44	
19	640	55	
20	640	55	

**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	220	220	
6	267	149	
7	333	72	
8	369	47	
9	394	36	
10	415	33	Early Intermediate
11	436	34	
12	457	38	
13	480	41	Intermediate
14	504	41	
15	527	40	Early Advanced
16	551	39	
17	576	39	
18	607	44	Advanced
19	640	55	
20	640	55	

**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	220	220	
6	267	149	
7	333	72	
8	369	47	
9	394	36	
10	415	33	Early Intermediate
11	436	34	
12	457	38	
13	480	41	Intermediate
14	504	41	
15	527	40	Early Advanced
16	551	39	
17	576	39	
18	607	44	Advanced
19	640	55	
20	640	55	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	204	Beginning
1	230	204	
2	230	204	
3	230	204	
4	230	204	
5	304	107	
6	356	72	
7	391	58	
8	419	50	Early Intermediate
9	443	46	
10	465	44	
11	486	42	Intermediate
12	507	42	
13	528	42	
14	549	42	
15	572	43	Early Advanced
16	597	45	
17	627	49	
18	665	58	Advanced
19	715	76	
20	715	76	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	204	Beginning
1	230	204	
2	230	204	
3	230	204	
4	230	204	
5	304	107	
6	356	72	
7	391	58	
8	419	50	Early Intermediate
9	443	46	
10	465	44	
11	486	42	Intermediate
12	507	42	
13	528	42	
14	549	42	
15	572	43	Early Advanced
16	597	45	
17	627	49	
18	665	58	Advanced
19	715	76	
20	715	76	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	204	Beginning
1	230	204	
2	230	204	
3	230	204	
4	230	204	
5	304	107	
6	356	72	
7	391	58	
8	419	50	
9	443	46	Early Intermediate
10	465	44	
11	486	42	
12	507	42	
13	528	42	Intermediate
14	549	42	
15	572	43	
16	597	45	Early Advanced
17	627	49	
18	665	58	
19	715	76	Advanced
20	715	76	

**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	353	115	
7	407	66	
8	440	49	Early Intermediate
9	466	42	
10	489	39	
11	511	37	
12	534	38	Intermediate
13	559	42	
14	590	51	
15	625	58	Early Advanced
16	666	63	
17	710	64	Advanced
18	725	65	
19	725	65	
20	725	65	

**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	353	115	
7	407	66	
8	440	49	
9	466	42	Early Intermediate
10	489	39	
11	511	37	
12	534	38	Intermediate
13	559	42	
14	590	51	
15	625	58	Early Advanced
16	666	63	
17	710	64	
18	725	65	Advanced
19	725	65	
20	725	65	

**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	353	115	
7	407	66	
8	440	49	
9	466	42	Early Intermediate
10	489	39	
11	511	37	
12	534	38	Intermediate
13	559	42	
14	590	51	
15	625	58	Early Advanced
16	666	63	
17	710	64	
18	725	65	Advanced
19	725	65	
20	725	65	

**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	353	115	
7	407	66	
8	440	49	Early Intermediate
9	466	42	
10	489	39	
11	511	37	Intermediate
12	534	38	
13	559	42	
14	590	51	Early Advanced
15	625	58	
16	666	63	
17	710	64	Advanced
18	725	65	
19	725	65	
20	725	65	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	140	Beginning
1	301	39	
2	330	28	
3	348	23	
4	361	20	Early Intermediate
5	372	18	
6	381	17	
7	389	16	
8	396	15	
9	402	15	
10	409	14	Intermediate
11	414	14	
12	420	13	
13	425	13	
14	430	13	
15	435	13	
16	440	13	
17	445	13	
18	451	13	
19	456	13	
20	461	14	Early Advanced
21	467	14	
22	474	15	
23	481	16	
24	490	18	
25	500	20	
26	513	23	Advanced
27	530	28	
28	560	39	
29	630	94	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	140	Beginning
1	301	39	
2	330	28	
3	348	23	
4	361	20	Early Intermediate
5	372	18	
6	381	17	
7	389	16	
8	396	15	
9	402	15	
10	409	14	Intermediate
11	414	14	
12	420	13	
13	425	13	
14	430	13	
15	435	13	
16	440	13	
17	445	13	
18	451	13	
19	456	13	
20	461	14	Early Advanced
21	467	14	
22	474	15	
23	481	16	
24	490	18	
25	500	20	
26	513	23	Advanced
27	530	28	
28	560	39	
29	630	94	



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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	140	Beginning
1	301	39	
2	330	28	
3	348	23	
4	361	20	
5	372	18	Early Intermediate
6	381	17	
7	389	16	
8	396	15	
9	402	15	
10	409	14	
11	414	14	
12	420	13	Intermediate
13	425	13	
14	430	13	
15	435	13	
16	440	13	
17	445	13	
18	451	13	
19	456	13	
20	461	14	
21	467	14	
22	474	15	Early Advanced
23	481	16	
24	490	18	
25	500	20	
26	513	23	
27	530	28	Advanced
28	560	39	
29	630	94	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	200	Beginning
1	337	38	
2	365	27	
3	382	22	
4	394	19	Early Intermediate
5	404	17	
6	412	16	
7	419	15	
8	426	14	
9	432	14	
10	438	13	Intermediate
11	443	13	
12	449	13	
13	455	13	
14	460	13	
15	465	13	
16	471	13	
17	477	14	
18	483	14	Early Advanced
19	489	14	
20	495	15	
21	502	15	
22	510	16	
23	518	17	
24	527	18	Advanced
25	538	20	
26	551	22	
27	569	27	
28	598	39	
29	720	183	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	200	Beginning
1	337	38	
2	365	27	
3	382	22	
4	394	19	
5	404	17	
6	412	16	Early Intermediate
7	419	15	
8	426	14	
9	432	14	
10	438	13	
11	443	13	
12	449	13	Intermediate
13	455	13	
14	460	13	
15	465	13	
16	471	13	
17	477	14	
18	483	14	Early Advanced
19	489	14	
20	495	15	
21	502	15	
22	510	16	
23	518	17	
24	527	18	Advanced
25	538	20	
26	551	22	
27	569	27	
28	598	39	
29	720	183	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	200	Beginning
1	337	38	
2	365	27	
3	382	22	
4	394	19	
5	404	17	
6	412	16	Early Intermediate
7	419	15	
8	426	14	
9	432	14	
10	438	13	
11	443	13	
12	449	13	Intermediate
13	455	13	
14	460	13	
15	465	13	
16	471	13	
17	477	14	
18	483	14	Early Advanced
19	489	14	
20	495	15	
21	502	15	
22	510	16	
23	518	17	
24	527	18	Advanced
25	538	20	
26	551	22	
27	569	27	
28	598	39	
29	720	183	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	163	Beginning
1	339	40	
2	369	27	
3	387	22	
4	400	20	
5	411	18	
6	421	17	Early Intermediate
7	430	17	
8	438	17	
9	446	16	
10	453	16	
11	461	16	
12	468	16	Intermediate
13	475	17	
14	483	17	
15	490	17	
16	498	17	
17	505	18	
18	513	18	
19	522	19	Early Advanced
20	531	19	
21	540	20	
22	551	21	
23	562	22	
24	576	24	Advanced
25	591	26	
26	610	29	
27	634	34	
28	671	47	
29	720	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	163	Beginning
1	339	40	
2	369	27	
3	387	22	
4	400	20	
5	411	18	
6	421	17	
7	430	17	Early Intermediate
8	438	17	
9	446	16	
10	453	16	
11	461	16	
12	468	16	Intermediate
13	475	17	
14	483	17	
15	490	17	
16	498	17	
17	505	18	
18	513	18	
19	522	19	Early Advanced
20	531	19	
21	540	20	
22	551	21	
23	562	22	
24	576	24	Advanced
25	591	26	
26	610	29	
27	634	34	
28	671	47	
29	720	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	163	Beginning
1	339	40	
2	369	27	
3	387	22	
4	400	20	
5	411	18	
6	421	17	
7	430	17	Early Intermediate
8	438	17	
9	446	16	
10	453	16	
11	461	16	
12	468	16	
13	475	17	
14	483	17	Intermediate
15	490	17	
16	498	17	
17	505	18	
18	513	18	
19	522	19	
20	531	19	
21	540	20	Early Advanced
22	551	21	
23	562	22	
24	576	24	
25	591	26	
26	610	29	Advanced
27	634	34	
28	671	47	
29	720	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	324	57	
2	365	41	
3	390	34	
4	409	30	Early Intermediate
5	424	27	
6	437	25	
7	449	23	
8	459	22	
9	469	21	
10	478	20	
11	487	19	Intermediate
12	495	19	
13	503	19	
14	510	19	
15	518	19	
16	526	19	
17	534	19	
18	543	19	
19	551	20	Early Advanced
20	560	20	
21	570	21	
22	581	22	
23	593	23	
24	606	25	
25	622	27	Advanced
26	640	30	
27	664	35	
28	702	48	
29	740	69	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	324	57	
2	365	41	
3	390	34	
4	409	30	
5	424	27	Early Intermediate
6	437	25	
7	449	23	
8	459	22	
9	469	21	
10	478	20	
11	487	19	
12	495	19	Intermediate
13	503	19	
14	510	19	
15	518	19	
16	526	19	
17	534	19	
18	543	19	
19	551	20	
20	560	20	Early Advanced
21	570	21	
22	581	22	
23	593	23	
24	606	25	
25	622	27	
26	640	30	Advanced
27	664	35	
28	702	48	
29	740	69	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	324	57	
2	365	41	
3	390	34	
4	409	30	
5	424	27	Early Intermediate
6	437	25	
7	449	23	
8	459	22	
9	469	21	
10	478	20	
11	487	19	
12	495	19	Intermediate
13	503	19	
14	510	19	
15	518	19	
16	526	19	
17	534	19	
18	543	19	
19	551	20	
20	560	20	Early Advanced
21	570	21	
22	581	22	
23	593	23	
24	606	25	
25	622	27	
26	640	30	Advanced
27	664	35	
28	702	48	
29	740	69	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	324	57	
2	365	41	
3	390	34	
4	409	30	
5	424	27	Early Intermediate
6	437	25	
7	449	23	
8	459	22	
9	469	21	
10	478	20	
11	487	19	
12	495	19	Intermediate
13	503	19	
14	510	19	
15	518	19	
16	526	19	
17	534	19	
18	543	19	
19	551	20	
20	560	20	Early Advanced
21	570	21	
22	581	22	
23	593	23	
24	606	25	
25	622	27	
26	640	30	Advanced
27	664	35	
28	702	48	
29	740	69	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	37	Beginning
1	225	34	
2	250	22	
3	264	17	
4	273	14	
5	280	13	
6	286	12	Early Intermediate
7	292	12	
8	298	12	
9	303	12	
10	310	13	
11	317	14	
12	325	15	Intermediate
13	335	16	
14	345	17	
15	357	15	
16	367	13	
17	376	12	
18	385	11	Early Advanced
19	393	11	
20	402	12	
21	412	14	
22	426	19	
23	456	44	Advanced
24	570	153	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	37	Beginning
1	225	34	
2	250	22	
3	264	17	
4	273	14	
5	280	13	
6	286	12	
7	292	12	
8	298	12	
9	303	12	
10	310	13	
11	317	14	
12	325	15	
13	335	16	
14	345	17	
15	357	15	
16	367	13	Early Intermediate
17	376	12	
18	385	11	
19	393	11	Intermediate
20	402	12	
21	412	14	
22	426	19	Early Advanced
23	456	44	
24	570	153	

**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	347	105	
9	384	50	
10	403	34	
11	416	27	
12	426	23	Early Intermediate
13	435	20	
14	442	18	
15	449	16	
16	455	15	
17	461	14	
18	466	14	
19	472	14	
20	477	14	Intermediate
21	483	14	
22	488	14	
23	494	14	
24	500	14	
25	506	15	
26	512	15	
27	518	15	
28	525	16	Early Advanced
29	533	17	
30	542	18	
31	552	20	
32	565	22	Advanced
33	581	27	
34	609	38	
35	650	65	

**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	375	84	
9	410	51	
10	431	38	
11	447	31	
12	459	26	Early Intermediate
13	469	23	
14	478	21	
15	486	19	Intermediate
16	493	17	
17	500	16	
18	506	16	
19	512	15	
20	518	15	
21	524	15	
22	531	15	
23	537	16	
24	544	16	Early Advanced
25	550	16	
26	558	17	
27	565	17	
28	573	18	
29	583	19	Advanced
30	593	21	
31	605	23	
32	620	27	
33	642	33	
34	678	49	
35	700	62	



**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	375	84	
9	410	51	
10	431	38	
11	447	31	
12	459	26	
13	469	23	
14	478	21	Early Intermediate
15	486	19	
16	493	17	Intermediate
17	500	16	
18	506	16	
19	512	15	
20	518	15	
21	524	15	
22	531	15	
23	537	16	
24	544	16	
25	550	16	
26	558	17	
27	565	17	Early Advanced
28	573	18	
29	583	19	
30	593	21	
31	605	23	Advanced
32	620	27	
33	642	33	
34	678	49	
35	700	62	

**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	375	84	
9	410	51	
10	431	38	
11	447	31	
12	459	26	
13	469	23	
14	478	21	Early Intermediate
15	486	19	
16	493	17	Intermediate
17	500	16	
18	506	16	
19	512	15	
20	518	15	
21	524	15	
22	531	15	
23	537	16	
24	544	16	
25	550	16	
26	558	17	
27	565	17	Early Advanced
28	573	18	
29	583	19	
30	593	21	
31	605	23	Advanced
32	620	27	
33	642	33	
34	678	49	
35	700	62	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	280	Beginning
1	320	280	
2	320	280	
3	320	280	
4	320	280	
5	320	280	
6	320	280	
7	326	259	
8	416	80	
9	450	53	
10	472	41	
11	489	35	Early Intermediate
12	502	30	
13	514	27	
14	524	25	Intermediate
15	533	23	
16	542	22	
17	550	21	
18	557	20	
19	565	19	
20	572	19	Early Advanced
21	579	19	
22	586	18	
23	593	18	
24	601	18	
25	608	19	
26	616	19	Advanced
27	624	20	
28	633	20	
29	643	21	
30	655	23	
31	668	25	
32	684	29	
33	707	36	
34	747	53	
35	750	55	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	280	Beginning
1	320	280	
2	320	280	
3	320	280	
4	320	280	
5	320	280	
6	320	280	
7	326	259	
8	416	80	
9	450	53	
10	472	41	
11	489	35	Early Intermediate
12	502	30	
13	514	27	
14	524	25	Intermediate
15	533	23	
16	542	22	
17	550	21	
18	557	20	
19	565	19	
20	572	19	Early Advanced
21	579	19	
22	586	18	
23	593	18	
24	601	18	
25	608	19	
26	616	19	Advanced
27	624	20	
28	633	20	
29	643	21	
30	655	23	
31	668	25	
32	684	29	
33	707	36	
34	747	53	
35	750	55	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	280	Beginning
1	320	280	
2	320	280	
3	320	280	
4	320	280	
5	320	280	
6	320	280	
7	326	259	
8	416	80	
9	450	53	
10	472	41	
11	489	35	
12	502	30	Early Intermediate
13	514	27	
14	524	25	
15	533	23	
16	542	22	
17	550	21	Intermediate
18	557	20	
19	565	19	
20	572	19	
21	579	19	
22	586	18	
23	593	18	Early Advanced
24	601	18	
25	608	19	
26	616	19	
27	624	20	
28	633	20	Advanced
29	643	21	
30	655	23	
31	668	25	
32	684	29	
33	707	36	
34	747	53	
35	750	55	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	320	Beginning
1	320	320	
2	320	320	
3	320	320	
4	320	320	
5	320	320	
6	320	320	
7	320	320	
8	399	146	
9	452	64	
10	479	43	
11	497	34	
12	511	29	Early Intermediate
13	523	26	
14	534	24	
15	543	23	
16	553	22	
17	561	21	Intermediate
18	570	20	
19	578	20	
20	586	19	
21	594	19	
22	601	19	
23	610	20	Early Advanced
24	618	20	
25	626	20	
26	636	21	
27	645	22	
28	655	22	Advanced
29	667	24	
30	679	25	
31	694	28	
32	713	32	
33	740	41	
34	770	54	
35	770	54	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	320	Beginning
1	320	320	
2	320	320	
3	320	320	
4	320	320	
5	320	320	
6	320	320	
7	320	320	
8	399	146	Early Intermediate
9	452	64	
10	479	43	
11	497	34	
12	511	29	
13	523	26	
14	534	24	Intermediate
15	543	23	
16	553	22	
17	561	21	
18	570	20	Early Advanced
19	578	20	
20	586	19	
21	594	19	
22	601	19	Advanced
23	610	20	
24	618	20	
25	626	20	
26	636	21	
27	645	22	
28	655	22	
29	667	24	
30	679	25	
31	694	28	
32	713	32	
33	740	41	
34	770	54	
35	770	54	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	320	Beginning
1	320	320	
2	320	320	
3	320	320	
4	320	320	
5	320	320	
6	320	320	
7	320	320	
8	399	146	Early Intermediate
9	452	64	
10	479	43	
11	497	34	
12	511	29	
13	523	26	
14	534	24	Intermediate
15	543	23	
16	553	22	
17	561	21	
18	570	20	Early Advanced
19	578	20	
20	586	19	
21	594	19	
22	601	19	Advanced
23	610	20	
24	618	20	
25	626	20	
26	636	21	
27	645	22	
28	655	22	
29	667	24	
30	679	25	
31	694	28	
32	713	32	
33	740	41	
34	770	54	
35	770	54	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	320	Beginning
1	320	320	
2	320	320	
3	320	320	
4	320	320	
5	320	320	
6	320	320	
7	320	320	
8	399	146	
9	452	64	
10	479	43	
11	497	34	
12	511	29	
13	523	26	Early Intermediate
14	534	24	
15	543	23	
16	553	22	
17	561	21	
18	570	20	
19	578	20	Intermediate
20	586	19	
21	594	19	
22	601	19	
23	610	20	
24	618	20	
25	626	20	Early Advanced
26	636	21	
27	645	22	
28	655	22	
29	667	24	Advanced
30	679	25	
31	694	28	
32	713	32	
33	740	41	
34	770	54	
35	770	54	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	54	Beginning
1	258	32	
2	285	24	
3	302	19	
4	315	17	
5	325	15	
6	333	14	
7	341	13	Early Intermediate
8	348	12	
9	354	11	
10	360	11	
11	365	10	
12	370	10	
13	375	9	Intermediate
14	380	9	
15	385	9	
16	390	9	
17	395	10	
18	400	10	Early Advanced
19	405	10	
20	410	10	
21	416	10	
22	422	11	
23	428	11	Advanced
24	436	13	
25	445	14	
26	457	18	
27	478	27	
28	600	237	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	54	Beginning
1	258	32	
2	285	24	
3	302	19	
4	315	17	
5	325	15	
6	333	14	
7	341	13	
8	348	12	
9	354	11	
10	360	11	
11	365	10	
12	370	10	
13	375	9	
14	380	9	
15	385	9	
16	390	9	
17	395	10	Early Intermediate
18	400	10	
19	405	10	
20	410	10	Intermediate
21	416	10	
22	422	11	
23	428	11	
24	436	13	Early Advanced
25	445	14	
26	457	18	
27	478	27	Advanced
28	600	237	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	220	Beginning
1	220	220	
2	220	220	
3	220	220	
4	220	220	
5	220	220	
6	360	40	
7	388	26	
8	403	21	
9	414	18	
10	422	15	
11	429	14	Early Intermediate
12	435	13	
13	440	12	
14	445	12	
15	450	11	
16	454	11	
17	459	11	
18	463	11	
19	468	12	
20	473	12	Intermediate
21	478	12	
22	484	12	
23	490	13	
24	496	13	
25	504	14	
26	512	15	
27	523	18	Early Advanced
28	537	21	
29	555	24	
30	578	26	Advanced
31	601	24	
32	621	23	
33	642	24	
34	670	31	
35	690	39	

**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	353	60	
7	391	33	
8	409	24	
9	421	20	
10	431	17	
11	438	15	Early Intermediate
12	445	14	
13	451	14	
14	457	14	
15	463	14	
16	469	14	
17	475	15	
18	481	15	Intermediate
19	487	15	
20	494	15	
21	500	15	
22	507	16	
23	515	16	
24	523	16	
25	531	17	
26	540	18	Early Advanced
27	551	19	
28	562	20	
29	574	21	Advanced
30	588	21	
31	603	22	
32	619	23	
33	639	26	
34	669	37	
35	740	104	

**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	353	60	
7	391	33	
8	409	24	
9	421	20	
10	431	17	
11	438	15	
12	445	14	
13	451	14	Early Intermediate
14	457	14	
15	463	14	
16	469	14	
17	475	15	
18	481	15	
19	487	15	
20	494	15	Intermediate
21	500	15	
22	507	16	
23	515	16	
24	523	16	
25	531	17	
26	540	18	
27	551	19	Early Advanced
28	562	20	
29	574	21	
30	588	21	Advanced
31	603	22	
32	619	23	
33	639	26	
34	669	37	
35	740	104	

**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	353	60	
7	391	33	
8	409	24	
9	421	20	
10	431	17	
11	438	15	
12	445	14	
13	451	14	
14	457	14	Early Intermediate
15	463	14	
16	469	14	
17	475	15	
18	481	15	
19	487	15	
20	494	15	
21	500	15	Intermediate
22	507	16	
23	515	16	
24	523	16	
25	531	17	
26	540	18	
27	551	19	Early Advanced
28	562	20	
29	574	21	
30	588	21	Advanced
31	603	22	
32	619	23	
33	639	26	
34	669	37	
35	740	104	



**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	337	55	
6	376	30	
7	395	24	
8	409	21	
9	421	20	
10	431	19	
11	440	19	
12	448	19	
13	457	18	
14	464	18	Early Intermediate
15	472	18	
16	480	18	
17	488	18	
18	495	18	
19	503	18	Intermediate
20	511	18	
21	519	18	
22	527	18	
23	535	18	
24	544	18	
25	553	18	Early Advanced
26	563	19	
27	574	20	
28	586	22	
29	600	23	Advanced
30	617	25	
31	636	26	
32	659	28	
33	689	34	
34	780	128	
35	780	128	

**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	337	55	
6	376	30	
7	395	24	
8	409	21	
9	421	20	
10	431	19	
11	440	19	
12	448	19	
13	457	18	
14	464	18	Early Intermediate
15	472	18	
16	480	18	
17	488	18	
18	495	18	
19	503	18	Intermediate
20	511	18	
21	519	18	
22	527	18	
23	535	18	
24	544	18	
25	553	18	Early Advanced
26	563	19	
27	574	20	
28	586	22	
29	600	23	Advanced
30	617	25	
31	636	26	
32	659	28	
33	689	34	
34	780	128	
35	780	128	

**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	337	55	
6	376	30	
7	395	24	
8	409	21	
9	421	20	
10	431	19	
11	440	19	
12	448	19	
13	457	18	
14	464	18	
15	472	18	Early Intermediate
16	480	18	
17	488	18	
18	495	18	
19	503	18	
20	511	18	Intermediate
21	519	18	
22	527	18	
23	535	18	
24	544	18	
25	553	18	
26	563	19	Early Advanced
27	574	20	
28	586	22	
29	600	23	
30	617	25	Advanced
31	636	26	
32	659	28	
33	689	34	
34	780	128	
35	780	128	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	206	Beginning
1	220	206	
2	220	206	
3	220	206	
4	220	206	
5	326	66	
6	368	42	
7	392	33	
8	408	28	
9	421	25	
10	432	23	
11	442	22	
12	451	21	
13	459	20	
14	466	20	
15	474	19	Early Intermediate
16	481	18	
17	488	18	
18	495	18	
19	502	18	
20	509	18	Intermediate
21	517	18	
22	525	18	
23	533	19	
24	542	20	
25	552	21	
26	563	22	Early Advanced
27	575	24	
28	589	26	
29	604	27	
30	622	29	Advanced
31	641	31	
32	664	34	
33	693	40	
34	738	55	
35	810	100	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	206	Beginning
1	220	206	
2	220	206	
3	220	206	
4	220	206	
5	326	66	
6	368	42	
7	392	33	
8	408	28	
9	421	25	
10	432	23	
11	442	22	
12	451	21	
13	459	20	
14	466	20	
15	474	19	Early Intermediate
16	481	18	
17	488	18	
18	495	18	
19	502	18	
20	509	18	
21	517	18	Intermediate
22	525	18	
23	533	19	
24	542	20	
25	552	21	
26	563	22	Early Advanced
27	575	24	
28	589	26	
29	604	27	
30	622	29	Advanced
31	641	31	
32	664	34	
33	693	40	
34	738	55	
35	810	100	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	206	Beginning
1	220	206	
2	220	206	
3	220	206	
4	220	206	
5	326	66	
6	368	42	
7	392	33	
8	408	28	
9	421	25	
10	432	23	
11	442	22	
12	451	21	
13	459	20	
14	466	20	
15	474	19	Early Intermediate
16	481	18	
17	488	18	
18	495	18	
19	502	18	
20	509	18	
21	517	18	Intermediate
22	525	18	
23	533	19	
24	542	20	
25	552	21	
26	563	22	Early Advanced
27	575	24	
28	589	26	
29	604	27	
30	622	29	Advanced
31	641	31	
32	664	34	
33	693	40	
34	738	55	
35	810	100	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	206	Beginning
1	220	206	
2	220	206	
3	220	206	
4	220	206	
5	326	66	
6	368	42	
7	392	33	
8	408	28	
9	421	25	
10	432	23	
11	442	22	
12	451	21	
13	459	20	
14	466	20	
15	474	19	Early Intermediate
16	481	18	
17	488	18	
18	495	18	
19	502	18	
20	509	18	
21	517	18	Intermediate
22	525	18	
23	533	19	
24	542	20	
25	552	21	
26	563	22	Early Advanced
27	575	24	
28	589	26	
29	604	27	
30	622	29	Advanced
31	641	31	
32	664	34	
33	693	40	
34	738	55	
35	810	100	

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

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

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

Grade	Comprehension Scale Scores				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<b>K</b>	220–321	322–363	364–415	416–473	474–570
<b>1</b>	220–360	361–402	403–449	450–535	536–570
<b>2</b>	250–397	398–448	449–499	500–539	540–610
<b>3</b>	250–417	418–461	462–519	520–563	564–670
<b>4</b>	250–437	438–475	476–538	539–588	589–670
<b>5</b>	250–443	444–487	488–549	550–601	602–670
<b>6</b>	275–446	447–499	500–568	569–622	623–732
<b>7</b>	275–450	451–511	512–571	572–630	631–732
<b>8</b>	275–461	462–524	525–590	591–647	648–732
<b>9</b>	275–471	472–537	538–604	605–668	669–747
<b>10</b>	275–482	483–551	552–621	622–687	688–747
<b>11</b>	275–482	483–551	552–621	622–687	688–747
<b>12</b>	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	4,691	2.6	4,691	2.6
278	4,218	2.3	8,909	4.9
328	6,413	3.5	15,322	8.3
343	1	.0	15,323	8.3
353	8,476	4.6	23,799	13.0
370	10,388	5.7	34,187	18.6
384	11,666	6.4	45,853	25.0
398	13,457	7.3	59,310	32.3
412	14,404	7.8	73,714	40.1
425	14,999	8.2	88,713	48.3
438	15,563	8.5	104,276	56.8
446	1	.0	104,277	56.8
451	15,249	8.3	119,526	65.1
464	14,909	8.1	134,435	73.2
478	13,518	7.4	147,953	80.6
481	1	.0	147,954	80.6
493	11,538	6.3	159,492	86.8
509	9,403	5.1	168,895	92.0
526	6,875	3.7	175,770	95.7
548	4,377	2.4	180,147	98.1
570	3,496	1.9	183,643	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,583	.9	1,583	.9
278	897	.5	2,480	1.4
328	1,408	.8	3,888	2.3
353	2,055	1.2	5,943	3.5
370	2,932	1.7	8,875	5.2
384	3,927	2.3	12,802	7.5
398	4,971	2.9	17,773	10.4
405	2	.0	17,775	10.4
412	6,276	3.7	24,051	14.0
425	7,958	4.6	32,009	18.7
438	9,999	5.8	42,008	24.5
451	11,941	7.0	53,949	31.5
462	1	.0	53,950	31.5
464	14,044	8.2	67,994	39.7
478	16,062	9.4	84,056	49.0
493	17,369	10.1	101,425	59.2
509	18,276	10.7	119,701	69.8
526	17,682	10.3	137,383	80.1
548	15,721	9.2	153,104	89.3
554	4	.0	153,108	89.3
570	18,360	10.7	171,468	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	4,748	1.2	4,748	1.2
267	1,948	.5	6,696	1.7
333	3,594	.9	10,290	2.5
369	5,896	1.5	16,186	4.0
394	9,242	2.3	25,428	6.3
395	1	.0	25,429	6.3
415	14,810	3.7	40,239	9.9
436	21,903	5.4	62,142	15.3
457	30,071	7.4	92,213	22.7
480	39,195	9.7	131,408	32.4
484	1	.0	131,409	32.4
504	46,447	11.4	177,856	43.8
523	1	.0	177,857	43.8
527	51,282	12.6	229,139	56.5
544	1	.0	229,140	56.5
551	51,750	12.8	280,890	69.2
566	2	.0	280,892	69.2
576	47,725	11.8	328,617	81.0
607	39,009	9.6	367,626	90.6
622	2	.0	367,628	90.6
640	38,095	9.4	405,723	100.0

**Table I-4: Scale Score Frequency Distribution, Annual Assessment, Listening, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,348	1.4	3,348	1.4
297	1	.0	3,349	1.4
304	1,121	.5	4,470	1.9
345	1	.0	4,471	1.9
356	1,769	.8	6,240	2.7
381	2	.0	6,242	2.7
391	2,770	1.2	9,012	3.9
412	2	.0	9,014	3.9
419	3,997	1.7	13,011	5.6
441	1	.0	13,012	5.6
443	5,736	2.5	18,748	8.1
465	8,084	3.5	26,832	11.6
469	2	.0	26,834	11.6
486	11,089	4.8	37,923	16.4
507	15,283	6.6	53,206	23.0
523	3	.0	53,209	23.0
528	20,313	8.8	73,522	31.8
549	25,211	10.9	98,733	42.7
550	2	.0	98,735	42.7
572	29,563	12.8	128,298	55.5
577	1	.0	128,299	55.5
597	30,992	13.4	159,291	68.9
607	2	.0	159,293	68.9
627	29,310	12.7	188,603	81.5
640	2	.0	188,605	81.5
665	23,255	10.1	211,860	91.6
715	19,459	8.4	231,319	100.0



Appendix I: Scale Score Frequency Distributions

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	7,307	3.0	7,307	3.0
353	2,832	1.2	10,139	4.2
407	4,347	1.8	14,486	5.9
425	2	.0	14,488	5.9
440	6,211	2.5	20,699	8.5
453	1	.0	20,700	8.5
466	8,592	3.5	29,292	12.0
480	2	.0	29,294	12.0
489	12,183	5.0	41,477	17.0
506	1	.0	41,478	17.0
511	16,697	6.8	58,175	23.8
534	22,442	9.2	80,617	33.0
559	27,428	11.2	108,045	44.2
586	1	.0	108,046	44.2
590	31,760	13.0	139,806	57.2
616	3	.0	139,809	57.2
625	32,568	13.3	172,377	70.6
648	1	.0	172,378	70.6
666	29,064	11.9	201,442	82.5
687	3	.0	201,445	82.5
710	21,559	8.8	223,004	91.3
725	21,231	8.7	244,235	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	5,406	2.9	5,406	2.9
292	1	.0	5,407	2.9
301	2,452	1.3	7,859	4.3
330	2,595	1.4	10,454	5.7
348	2,950	1.6	13,404	7.3
361	3,068	1.7	16,472	9.0
372	3,166	1.7	19,638	10.7
381	3,548	1.9	23,186	12.6
389	3,891	2.1	27,077	14.7
396	4,641	2.5	31,718	17.3
402	5,202	2.8	36,920	20.1
409	5,873	3.2	42,793	23.3
414	6,515	3.5	49,308	26.8
420	7,285	4.0	56,593	30.8
425	7,790	4.2	64,383	35.1
430	8,186	4.5	72,569	39.5
435	8,476	4.6	81,045	44.1
440	8,601	4.7	89,646	48.8
445	8,600	4.7	98,246	53.5
451	8,708	4.7	106,954	58.2
456	8,713	4.7	115,667	63.0
457	1	.0	115,668	63.0
461	8,628	4.7	124,296	67.7
467	8,779	4.8	133,075	72.5
474	8,805	4.8	141,880	77.3
481	8,708	4.7	150,588	82.0
490	8,432	4.6	159,020	86.6
500	7,809	4.3	166,829	90.8
513	6,725	3.7	173,554	94.5
530	5,270	2.9	178,824	97.4
532	1	.0	178,825	97.4
560	3,366	1.8	182,191	99.2
630	1,452	.8	183,643	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	2,194	1.3	2,194	1.3
301	541	.3	2,735	1.6
330	587	.3	3,322	1.9
348	652	.4	3,974	2.3
361	712	.4	4,686	2.7
372	759	.4	5,445	3.2
381	835	.5	6,280	3.7
389	1,001	.6	7,281	4.2
396	1,191	.7	8,472	4.9
400	1	.0	8,473	4.9
402	1,485	.9	9,958	5.8
409	1,793	1.0	11,751	6.9
414	2,198	1.3	13,949	8.1
420	2,667	1.6	16,616	9.7
425	3,117	1.8	19,733	11.5
427	1	.0	19,734	11.5
430	3,756	2.2	23,490	13.7
435	4,186	2.4	27,676	16.1
437	1	.0	27,677	16.1
440	4,846	2.8	32,523	19.0
442	1	.0	32,524	19.0
445	5,648	3.3	38,172	22.3
451	6,171	3.6	44,343	25.9
456	7,004	4.1	51,347	29.9
457	1	.0	51,348	29.9
461	8,093	4.7	59,441	34.7
467	9,086	5.3	68,527	40.0
469	2	.0	68,529	40.0
474	10,579	6.2	79,108	46.1
481	12,157	7.1	91,265	53.2
490	13,466	7.9	104,731	61.1
496	1	.0	104,732	61.1
500	15,043	8.8	119,775	69.9
513	15,536	9.1	135,311	78.9
530	15,070	8.8	150,381	87.7
560	13,121	7.7	163,502	95.4
570	1	.0	163,503	95.4
630	7,965	4.6	171,468	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	5,082	1.3	5,082	1.3
337	1,378	.3	6,460	1.6
365	1,490	.4	7,950	2.0
382	1,589	.4	9,539	2.4
394	1,805	.4	11,344	2.8
404	2,137	.5	13,481	3.3
411	1	.0	13,482	3.3
412	2,383	.6	15,865	3.9
419	2,964	.7	18,829	4.6
426	3,408	.8	22,237	5.5
432	4,010	1.0	26,247	6.5
438	4,797	1.2	31,044	7.7
443	5,602	1.4	36,646	9.0
449	6,617	1.6	43,263	10.7
455	7,824	1.9	51,087	12.6
460	9,340	2.3	60,427	14.9
465	10,999	2.7	71,426	17.6
471	13,288	3.3	84,714	20.9
477	15,578	3.8	100,292	24.7
483	18,311	4.5	118,603	29.2
489	21,690	5.3	140,293	34.6
495	24,566	6.1	164,859	40.6
502	28,022	6.9	192,881	47.5
510	31,408	7.7	224,289	55.3
518	33,766	8.3	258,055	63.6
527	34,912	8.6	292,967	72.2
528	2	.0	292,969	72.2
538	34,513	8.5	327,482	80.7
539	3	.0	327,485	80.7
551	31,095	7.7	358,580	88.4
552	1	.0	358,581	88.4
569	25,002	6.2	383,583	94.5
570	1	.0	383,584	94.5
598	15,901	3.9	399,485	98.5
600	2	.0	399,487	98.5
720	6,236	1.5	405,723	100.0

**Table I-9: Scale Score Frequency Distribution, Annual Assessment, Speaking, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	3,640	1.6	3,640	1.6
339	669	.3	4,309	1.9
369	623	.3	4,932	2.1
386	1	.0	4,933	2.1
387	666	.3	5,599	2.4
400	664	.3	6,263	2.7
411	667	.3	6,930	3.0
421	786	.3	7,716	3.3
422	1	.0	7,717	3.3
430	972	.4	8,689	3.8
438	1,143	.5	9,832	4.3
446	1,421	.6	11,253	4.9
451	1	.0	11,254	4.9
453	1,873	.8	13,127	5.7
461	2,427	1.0	15,554	6.7
468	2,997	1.3	18,551	8.0
475	3,831	1.7	22,382	9.7
478	1	.0	22,383	9.7
483	4,766	2.1	27,149	11.7
490	6,081	2.6	33,230	14.4
493	1	.0	33,231	14.4
498	7,407	3.2	40,638	17.6
505	9,335	4.0	49,973	21.6
508	1	.0	49,974	21.6
513	11,217	4.8	61,191	26.5
517	3	.0	61,194	26.5
522	13,541	5.9	74,735	32.3
531	15,516	6.7	90,251	39.0
540	17,809	7.7	108,060	46.7
547	1	.0	108,061	46.7
551	19,360	8.4	127,421	55.1
562	20,783	9.0	148,204	64.1
576	20,990	9.1	169,194	73.1
591	20,062	8.7	189,256	81.8
597	2	.0	189,258	81.8
610	16,961	7.3	206,219	89.1
633	2	.0	206,221	89.2
634	13,049	5.6	219,270	94.8
671	8,146	3.5	227,416	98.3
720	3,903	1.7	231,319	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	6,217	2.5	6,217	2.5
324	1,384	.6	7,601	3.1
365	1,275	.5	8,876	3.6
390	1,306	.5	10,182	4.2
400	1	.0	10,183	4.2
409	1,307	.5	11,490	4.7
424	1,367	.6	12,857	5.3
437	1,445	.6	14,302	5.9
449	1,694	.7	15,996	6.5
459	1,801	.7	17,797	7.3
469	1,989	.8	19,786	8.1
478	2,203	.9	21,989	9.0
486	1	.0	21,990	9.0
487	2,743	1.1	24,733	10.1
494	1	.0	24,734	10.1
495	3,267	1.3	28,001	11.5
503	4,003	1.6	32,004	13.1
508	2	.0	32,006	13.1
510	4,787	2.0	36,793	15.1
518	5,746	2.4	42,539	17.4
526	6,909	2.8	49,448	20.2
532	1	.0	49,449	20.2
534	8,379	3.4	57,828	23.7
543	10,165	4.2	67,993	27.8
551	12,144	5.0	80,137	32.8
560	14,296	5.9	94,433	38.7
570	16,626	6.8	111,059	45.5
581	18,525	7.6	129,584	53.1
583	1	.0	129,585	53.1
593	20,074	8.2	149,659	61.3
606	20,937	8.6	170,596	69.8
612	1	.0	170,597	69.8
622	20,555	8.4	191,152	78.3
631	3	.0	191,155	78.3
640	18,497	7.6	209,652	85.8
655	1	.0	209,653	85.8
664	15,541	6.4	225,194	92.2
702	11,096	4.5	236,290	96.7
740	7,945	3.3	244,235	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	1,484	.8	1,484	.8
225	153	.1	1,637	.9
250	312	.2	1,949	1.1
264	541	.3	2,490	1.4
273	769	.4	3,259	1.8
280	1,101	.6	4,360	2.4
286	1,320	.7	5,680	3.1
292	1,669	.9	7,349	4.0
298	2,121	1.2	9,470	5.2
303	2,783	1.5	12,253	6.7
310	3,884	2.1	16,137	8.8
317	5,014	2.7	21,151	11.5
325	6,450	3.5	27,601	15.0
335	7,905	4.3	35,506	19.3
345	9,267	5.0	44,773	24.4
357	10,241	5.6	55,014	30.0
367	11,351	6.2	66,365	36.1
376	12,364	6.7	78,729	42.9
384	1	.0	78,730	42.9
385	13,662	7.4	92,392	50.3
393	14,953	8.1	107,345	58.5
402	16,267	8.9	123,612	67.3
412	16,888	9.2	140,500	76.5
426	17,013	9.3	157,513	85.8
456	15,445	8.4	172,958	94.2
570	10,685	5.8	183,643	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	13,550	7.9	13,550	7.9
340	1	.0	13,551	7.9
347	7,478	4.4	21,029	12.3
384	9,228	5.4	30,257	17.6
403	9,869	5.8	40,126	23.4
416	10,024	5.8	50,150	29.2
419	1	.0	50,151	29.2
426	9,439	5.5	59,590	34.8
435	8,839	5.2	68,429	39.9
442	8,131	4.7	76,560	44.6
443	1	.0	76,561	44.7
449	7,499	4.4	84,060	49.0
455	7,283	4.2	91,343	53.3
460	1	.0	91,344	53.3
461	7,075	4.1	98,419	57.4
466	6,830	4.0	105,249	61.4
472	6,563	3.8	111,812	65.2
477	6,552	3.8	118,364	69.0
483	6,222	3.6	124,586	72.7
488	6,178	3.6	130,764	76.3
494	5,822	3.4	136,586	79.7
500	5,419	3.2	142,005	82.8
506	5,056	2.9	147,061	85.8
510	1	.0	147,062	85.8
512	4,704	2.7	151,766	88.5
518	4,267	2.5	156,033	91.0
524	1	.0	156,034	91.0
525	3,732	2.2	159,766	93.2
533	3,264	1.9	163,030	95.1
542	2,769	1.6	165,799	96.7
552	2,131	1.2	167,930	97.9
565	1,636	1.0	169,566	98.9
581	1,090	.6	170,656	99.5
609	591	.3	171,247	99.9
650	221	.1	171,468	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	15,657	3.9	15,657	3.9
375	8,027	2.0	23,684	5.8
391	1	.0	23,685	5.8
410	10,561	2.6	34,246	8.4
431	12,877	3.2	47,123	11.6
441	1	.0	47,124	11.6
447	14,480	3.6	61,604	15.2
459	15,340	3.8	76,944	19.0
469	15,927	3.9	92,871	22.9
478	16,585	4.1	109,456	27.0
486	17,012	4.2	126,468	31.2
493	17,296	4.3	143,764	35.4
494	1	.0	143,765	35.4
500	17,398	4.3	161,163	39.7
506	17,988	4.4	179,151	44.2
507	3	.0	179,154	44.2
512	18,227	4.5	197,381	48.6
518	18,572	4.6	215,953	53.2
520	1	.0	215,954	53.2
524	18,819	4.6	234,773	57.9
531	19,169	4.7	253,942	62.6
534	1	.0	253,943	62.6
537	19,403	4.8	273,346	67.4
541	1	.0	273,347	67.4
544	19,294	4.8	292,641	72.1
550	18,713	4.6	311,354	76.7
555	1	.0	311,355	76.7
558	18,044	4.4	329,399	81.2
565	16,991	4.2	346,390	85.4
571	1	.0	346,391	85.4
573	15,297	3.8	361,688	89.1
583	13,177	3.2	374,865	92.4
593	10,897	2.7	385,762	95.1
602	1	.0	385,763	95.1
605	8,351	2.1	394,114	97.1
617	1	.0	394,115	97.1
620	5,853	1.4	399,968	98.6
642	3,508	.9	403,476	99.4
678	1,748	.4	405,224	99.9
700	499	.1	405,723	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	7,481	3.2	7,481	3.2
326	4,137	1.8	11,618	5.0
388	1	.0	11,619	5.0
416	5,803	2.5	17,422	7.5
450	7,377	3.2	24,799	10.7
462	1	.0	24,800	10.7
472	8,799	3.8	33,599	14.5
489	9,564	4.1	43,163	18.7
490	1	.0	43,164	18.7
501	2	.0	43,166	18.7
502	10,153	4.4	53,319	23.0
510	2	.0	53,321	23.1
514	10,680	4.6	64,001	27.7
524	11,119	4.8	75,120	32.5
533	11,308	4.9	86,428	37.4
538	1	.0	86,429	37.4
542	11,485	5.0	97,914	42.3
546	2	.0	97,916	42.3
550	11,659	5.0	109,575	47.4
555	1	.0	109,576	47.4
557	11,629	5.0	121,205	52.4
563	1	.0	121,206	52.4
565	11,702	5.1	132,908	57.5
570	1	.0	132,909	57.5
572	11,726	5.1	144,635	62.5
579	11,291	4.9	155,926	67.4
585	2	.0	155,928	67.4
586	10,980	4.7	166,908	72.2
593	10,518	4.5	177,426	76.7
601	9,933	4.3	187,359	81.0
608	9,190	4.0	196,549	85.0
616	8,262	3.6	204,811	88.5
617	1	.0	204,812	88.5
624	7,088	3.1	211,900	91.6
633	5,750	2.5	217,650	94.1
643	4,501	1.9	222,151	96.0
655	3,499	1.5	225,650	97.5
668	2,558	1.1	228,208	98.7
684	1,594	.7	229,802	99.3
707	949	.4	230,751	99.8

Appendix I: Scale Score Frequency Distributions

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
747	419	.2	231,170	99.9
750	149	.1	231,319	100.0

**Table I-15: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	9,674	4.0	9,674	4.0
399	3,798	1.6	13,472	5.5
452	5,307	2.2	18,779	7.7
475	2	.0	18,781	7.7
479	6,678	2.7	25,459	10.4
497	7,581	3.1	33,040	13.5
511	8,685	3.6	41,725	17.1
520	1	.0	41,726	17.1
523	9,406	3.9	51,132	20.9
534	10,089	4.1	61,221	25.1
541	1	.0	61,222	25.1
543	10,651	4.4	71,873	29.4
550	2	.0	71,875	29.4
553	11,166	4.6	83,041	34.0
561	11,644	4.8	94,685	38.8
567	1	.0	94,686	38.8
570	12,439	5.1	107,125	43.9
578	12,842	5.3	119,967	49.1
583	1	.0	119,968	49.1
586	13,141	5.4	133,109	54.5
594	13,505	5.5	146,614	60.0
601	13,151	5.4	159,765	65.4
610	12,802	5.2	172,567	70.7
618	12,258	5.0	184,825	75.7
623	1	.0	184,826	75.7
626	11,544	4.7	196,370	80.4
632	1	.0	196,371	80.4
636	10,489	4.3	206,860	84.7
642	1	.0	206,861	84.7
645	9,373	3.8	216,234	88.5
655	7,798	3.2	224,032	91.7
664	1	.0	224,033	91.7
667	6,691	2.7	230,724	94.5
679	4,924	2.0	235,648	96.5
694	3,667	1.5	239,315	98.0
713	2,477	1.0	241,792	99.0
740	1,434	.6	243,226	99.6
770	1,009	.4	244,235	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	1,154	.6	1,154	.6
251	1	.0	1,155	.6
258	120	.1	1,275	.7
285	114	.1	1,389	.8
302	150	.1	1,539	.8
315	166	.1	1,705	.9
325	240	.1	1,945	1.1
333	315	.2	2,260	1.2
341	505	.3	2,765	1.5
348	774	.4	3,539	1.9
354	1,294	.7	4,833	2.6
360	1,948	1.1	6,781	3.7
365	2,836	1.5	9,617	5.2
370	4,279	2.3	13,896	7.6
375	6,279	3.4	20,175	11.0
380	8,377	4.6	28,552	15.5
385	11,130	6.1	39,682	21.6
390	13,849	7.5	53,531	29.1
395	16,210	8.8	69,741	38.0
400	17,848	9.7	87,589	47.7
405	18,162	9.9	105,751	57.6
407	1	.0	105,752	57.6
410	17,257	9.4	123,009	67.0
416	15,230	8.3	138,239	75.3
422	12,785	7.0	151,024	82.2
428	10,363	5.6	161,387	87.9
436	8,117	4.4	169,504	92.3
440	1	.0	169,505	92.3
445	5,857	3.2	175,362	95.5
457	4,033	2.2	179,395	97.7
478	2,647	1.4	182,042	99.1
600	1,601	.9	183,643	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,562	2.7	4,562	2.7
360	2,105	1.2	6,667	3.9
388	2,704	1.6	9,371	5.5
403	3,447	2.0	12,818	7.5
414	4,453	2.6	17,271	10.1
417	1	.0	17,272	10.1
422	5,305	3.1	22,577	13.2
429	6,267	3.7	28,844	16.8
435	6,850	4.0	35,694	20.8
440	7,297	4.3	42,991	25.1
445	7,296	4.3	50,287	29.3
446	1	.0	50,288	29.3
450	7,559	4.4	57,847	33.7
454	7,580	4.4	65,427	38.2
459	7,757	4.5	73,184	42.7
463	8,021	4.7	81,205	47.4
464	1	.0	81,206	47.4
468	8,013	4.7	89,219	52.0
470	1	.0	89,220	52.0
473	8,196	4.8	97,416	56.8
478	8,174	4.8	105,590	61.6
481	1	.0	105,591	61.6
484	8,179	4.8	113,770	66.4
490	8,191	4.8	121,961	71.1
496	8,069	4.7	130,030	75.8
504	8,110	4.7	138,140	80.6
511	2	.0	138,142	80.6
512	7,648	4.5	145,790	85.0
523	6,940	4.0	152,730	89.1
537	5,962	3.5	158,692	92.5
539	1	.0	158,693	92.5
555	4,852	2.8	163,545	95.4
578	3,533	2.1	167,078	97.4
601	2,236	1.3	169,314	98.7
621	1,273	.7	170,587	99.5
642	654	.4	171,241	99.9
670	191	.1	171,432	100.0
690	36	.0	171,468	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,037	1.2	5,037	1.2
353	1,101	.3	6,138	1.5
391	1,401	.3	7,539	1.9
409	1,923	.5	9,462	2.3
421	2,785	.7	12,247	3.0
431	3,753	.9	16,000	3.9
438	5,088	1.3	21,088	5.2
445	6,637	1.6	27,725	6.8
451	7,898	1.9	35,623	8.8
457	9,538	2.4	45,161	11.1
460	1	.0	45,162	11.1
463	11,375	2.8	56,537	13.9
469	12,903	3.2	69,440	17.1
475	14,953	3.7	84,393	20.8
480	1	.0	84,394	20.8
481	16,690	4.1	101,084	24.9
487	18,640	4.6	119,724	29.5
494	20,893	5.1	140,617	34.7
500	23,163	5.7	163,780	40.4
507	25,136	6.2	188,916	46.6
514	1	.0	188,917	46.6
515	27,083	6.7	216,000	53.2
523	28,435	7.0	244,435	60.2
528	1	.0	244,436	60.2
531	29,187	7.2	273,623	67.4
535	1	.0	273,624	67.4
540	28,973	7.1	302,597	74.6
551	27,536	6.8	330,133	81.4
553	1	.0	330,134	81.4
562	24,460	6.0	354,594	87.4
563	1	.0	354,595	87.4
574	19,898	4.9	374,493	92.3
575	1	.0	374,494	92.3
588	14,771	3.6	389,265	95.9
590	2	.0	389,267	95.9
603	9,131	2.3	398,398	98.2
619	4,768	1.2	403,166	99.4
639	1,944	.5	405,110	99.8
669	544	.1	405,654	100.0
740	69	.0	405,723	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,965	1.3	2,965	1.3
318	1	.0	2,966	1.3
337	220	.1	3,186	1.4
376	352	.2	3,538	1.5
395	513	.2	4,051	1.8
398	1	.0	4,052	1.8
409	713	.3	4,765	2.1
421	1,068	.5	5,833	2.5
431	1,522	.7	7,355	3.2
440	2,120	.9	9,475	4.1
448	2,670	1.2	12,145	5.3
455	1	.0	12,146	5.3
457	3,135	1.4	15,281	6.6
463	1	.0	15,282	6.6
464	3,884	1.7	19,166	8.3
471	2	.0	19,168	8.3
472	4,517	2.0	23,685	10.2
479	1	.0	23,686	10.2
480	5,149	2.2	28,835	12.5
488	5,869	2.5	34,704	15.0
493	1	.0	34,705	15.0
495	6,577	2.8	41,282	17.8
503	7,869	3.4	49,151	21.2
507	2	.0	49,153	21.2
511	8,828	3.8	57,981	25.1
515	2	.0	57,983	25.1
519	10,011	4.3	67,994	29.4
527	11,864	5.1	79,858	34.5
529	1	.0	79,859	34.5
535	13,487	5.8	93,346	40.4
537	1	.0	93,347	40.4
544	15,382	6.6	108,729	47.0
545	1	.0	108,730	47.0
553	16,961	7.3	125,691	54.3
563	18,062	7.8	143,753	62.1
572	1	.0	143,754	62.1
574	18,834	8.1	162,588	70.3
584	1	.0	162,589	70.3
586	18,465	8.0	181,054	78.3
600	17,047	7.4	198,101	85.6



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
617	14,010	6.1	212,111	91.7
636	9,804	4.2	221,915	95.9
659	5,818	2.5	227,733	98.4
689	2,654	1.1	230,387	99.6
780	932	.4	231,319	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	4,799	2.0	4,799	2.0
326	221	.1	5,020	2.1
368	261	.1	5,281	2.2
392	341	.1	5,622	2.3
408	495	.2	6,117	2.5
419	1	.0	6,118	2.5
421	621	.3	6,739	2.8
432	879	.4	7,618	3.1
442	1,172	.5	8,790	3.6
451	1,485	.6	10,275	4.2
459	1,970	.8	12,245	5.0
460	1	.0	12,246	5.0
466	2,464	1.0	14,710	6.0
474	2,816	1.2	17,526	7.2
481	3,360	1.4	20,886	8.6
488	3,939	1.6	24,825	10.2
495	4,622	1.9	29,447	12.1
502	5,258	2.2	34,705	14.2
507	1	.0	34,706	14.2
509	6,264	2.6	40,970	16.8
514	1	.0	40,971	16.8
517	7,723	3.2	48,694	19.9
525	9,111	3.7	57,805	23.7
528	2	.0	57,807	23.7
533	11,416	4.7	69,223	28.3
536	2	.0	69,225	28.3
542	14,239	5.8	83,464	34.2
552	17,531	7.2	100,995	41.4
555	1	.0	100,996	41.4
563	21,212	8.7	122,208	50.0
566	1	.0	122,209	50.0
575	23,927	9.8	146,136	59.8
589	25,470	10.4	171,606	70.3
595	1	.0	171,607	70.3
604	24,422	10.0	196,029	80.3
622	20,556	8.4	216,585	88.7
640	2	.0	216,587	88.7
641	14,822	6.1	231,409	94.7
664	8,198	3.4	239,607	98.1
693	3,493	1.4	243,100	99.5

**Table I-20: Scale Score Frequency Distribution, Annual Assessment, Writing, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
733	1	.0	243,101	99.5
738	1,018	.4	244,119	100.0
810	116	.0	244,235	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	1,092	.6	1,092	.6
222	61	.0	1,153	.6
235	97	.1	1,250	.7
242	131	.1	1,381	.8
246	128	.1	1,509	.8
249	52	.0	1,561	.9
250	172	.1	1,733	.9
251	25	.0	1,758	1.0
253	193	.1	1,951	1.1
256	177	.1	2,128	1.2
259	180	.1	2,308	1.3
261	220	.1	2,528	1.4
264	40	.0	2,568	1.4
265	262	.1	2,830	1.5
268	260	.1	3,090	1.7
271	69	.0	3,159	1.7
272	278	.2	3,437	1.9
274	42	.0	3,479	1.9
275	107	.1	3,586	2.0
276	12	.0	3,598	2.0
277	257	.1	3,855	2.1
279	148	.1	4,003	2.2
281	1	.0	4,004	2.2
282	361	.2	4,365	2.4
285	159	.1	4,524	2.5
286	41	.0	4,565	2.5
288	391	.2	4,956	2.7
289	60	.0	5,016	2.7
290	221	.1	5,237	2.9
293	188	.1	5,425	3.0
294	257	.1	5,682	3.1
295	38	.0	5,720	3.1
296	89	.0	5,809	3.2
297	303	.2	6,112	3.3
298	123	.1	6,235	3.4
300	126	.1	6,361	3.5
301	375	.2	6,736	3.7
302	159	.1	6,895	3.8
304	150	.1	7,045	3.8
306	451	.2	7,496	4.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
307	189	.1	7,685	4.2
308	68	.0	7,753	4.2
309	29	.0	7,782	4.2
310	238	.1	8,020	4.4
311	413	.2	8,433	4.6
313	391	.2	8,824	4.8
315	292	.2	9,116	5.0
316	225	.1	9,341	5.1
317	355	.2	9,696	5.3
319	580	.3	10,276	5.6
321	93	.1	10,369	5.6
322	970	.5	11,339	6.2
323	34	.0	11,373	6.2
324	57	.0	11,430	6.2
325	385	.2	11,815	6.4
326	471	.3	12,286	6.7
327	218	.1	12,504	6.8
328	561	.3	13,065	7.1
329	26	.0	13,091	7.1
331	1,445	.8	14,536	7.9
332	97	.1	14,633	8.0
334	279	.2	14,912	8.1
335	905	.5	15,817	8.6
336	822	.4	16,639	9.1
337	9	.0	16,648	9.1
338	233	.1	16,881	9.2
339	693	.4	17,574	9.6
340	637	.3	18,211	9.9
341	227	.1	18,438	10.0
342	580	.3	19,018	10.4
343	919	.5	19,937	10.9
344	717	.4	20,654	11.2
345	225	.1	20,879	11.4
346	66	.0	20,945	11.4
347	1,518	.8	22,463	12.2
348	185	.1	22,648	12.3
349	774	.4	23,422	12.8
350	779	.4	24,201	13.2
351	12	.0	24,213	13.2
352	1,360	.7	25,573	13.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
354	1,085	.6	26,658	14.5
355	850	.5	27,508	15.0
356	398	.2	27,906	15.2
357	1,497	.8	29,403	16.0
358	98	.1	29,501	16.1
359	853	.5	30,354	16.5
360	918	.5	31,272	17.0
361	1,143	.6	32,415	17.7
362	46	.0	32,461	17.7
363	849	.5	33,310	18.1
364	2,152	1.2	35,462	19.3
365	340	.2	35,802	19.5
366	868	.5	36,670	20.0
367	300	.2	36,970	20.1
368	1,505	.8	38,475	21.0
369	547	.3	39,022	21.2
370	1,221	.7	40,243	21.9
371	1,397	.8	41,640	22.7
372	15	.0	41,655	22.7
373	2,115	1.2	43,770	23.8
374	265	.1	44,035	24.0
375	1,504	.8	45,539	24.8
377	2,755	1.5	48,294	26.3
378	1,032	.6	49,326	26.9
379	8	.0	49,334	26.9
380	1,772	1.0	51,106	27.8
381	1,230	.7	52,336	28.5
382	1,517	.8	53,853	29.3
383	60	.0	53,913	29.4
384	2,192	1.2	56,105	30.6
385	877	.5	56,982	31.0
386	1,236	.7	58,218	31.7
387	1,247	.7	59,465	32.4
388	1,307	.7	60,772	33.1
389	1,331	.7	62,103	33.8
390	207	.1	62,310	33.9
391	3,469	1.9	65,779	35.8
392	83	.0	65,862	35.9
393	1,386	.8	67,248	36.6
394	1,567	.9	68,815	37.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
395	1,108	.6	69,923	38.1
396	1,143	.6	71,066	38.7
397	1,145	.6	72,211	39.3
398	3,086	1.7	75,297	41.0
399	423	.2	75,720	41.2
400	2,341	1.3	78,061	42.5
401	254	.1	78,315	42.6
402	2,459	1.3	80,774	44.0
403	10	.0	80,784	44.0
404	1,495	.8	82,279	44.8
405	3,018	1.6	85,297	46.4
406	315	.2	85,612	46.6
407	2,631	1.4	88,243	48.1
409	2,669	1.5	90,912	49.5
410	748	.4	91,660	49.9
411	1,787	1.0	93,447	50.9
412	2,014	1.1	95,461	52.0
413	2,891	1.6	98,352	53.6
414	196	.1	98,548	53.7
415	2,408	1.3	100,956	55.0
417	608	.3	101,564	55.3
418	2,761	1.5	104,325	56.8
419	1,315	.7	105,640	57.5
420	2,880	1.6	108,520	59.1
421	21	.0	108,541	59.1
422	2,268	1.2	110,809	60.3
423	2	.0	110,811	60.3
424	1,244	.7	112,055	61.0
425	3,302	1.8	115,357	62.8
426	1,708	.9	117,065	63.7
427	1,518	.8	118,583	64.6
428	1,416	.8	119,999	65.3
429	3	.0	120,002	65.3
430	549	.3	120,551	65.6
431	2,725	1.5	123,276	67.1
432	1,499	.8	124,775	67.9
433	1,965	1.1	126,740	69.0
434	1,317	.7	128,057	69.7
435	1,356	.7	129,413	70.5
436	18	.0	129,431	70.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
438	3,804	2.1	133,235	72.6
439	750	.4	133,985	73.0
440	2,341	1.3	136,326	74.2
441	140	.1	136,466	74.3
442	432	.2	136,898	74.5
443	979	.5	137,877	75.1
445	3,564	1.9	141,441	77.0
446	214	.1	141,655	77.1
447	2,954	1.6	144,609	78.7
449	26	.0	144,635	78.8
451	985	.5	145,620	79.3
452	3,455	1.9	149,075	81.2
453	1,416	.8	150,491	81.9
455	1,323	.7	151,814	82.7
457	104	.1	151,918	82.7
459	2,211	1.2	154,129	83.9
460	2,868	1.6	156,997	85.5
461	63	.0	157,060	85.5
462	119	.1	157,179	85.6
463	45	.0	157,224	85.6
464	642	.3	157,866	86.0
466	174	.1	158,040	86.1
467	3,277	1.8	161,317	87.8
468	52	.0	161,369	87.9
469	830	.5	162,199	88.3
470	308	.2	162,507	88.5
473	72	.0	162,579	88.5
474	1,849	1.0	164,428	89.5
475	332	.2	164,760	89.7
476	1,130	.6	165,890	90.3
477	214	.1	166,104	90.4
480	488	.3	166,592	90.7
481	148	.1	166,740	90.8
482	1,582	.9	168,322	91.7
484	224	.1	168,546	91.8
486	195	.1	168,741	91.9
487	715	.4	169,456	92.3
491	1,953	1.1	171,409	93.3
497	405	.2	171,814	93.6
498	508	.3	172,322	93.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
502	994	.5	173,316	94.4
504	566	.3	173,882	94.7
508	1	.0	173,883	94.7
510	743	.4	174,626	95.1
513	841	.5	175,467	95.5
517	967	.5	176,434	96.1
524	1,087	.6	177,521	96.7
531	1,250	.7	178,771	97.3
539	1,334	.7	180,105	98.1
548	1,282	.7	181,387	98.8
559	1,095	.6	182,482	99.4
570	1,161	.6	183,643	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,160	.7	1,160	.7
279	258	.2	1,418	.8
283	66	.0	1,484	.9
302	82	.0	1,566	.9
304	333	.2	1,899	1.1
311	60	.0	1,959	1.1
312	88	.1	2,047	1.2
316	435	.3	2,482	1.4
318	58	.0	2,540	1.5
323	46	.0	2,586	1.5
325	613	.4	3,199	1.9
327	34	.0	3,233	1.9
331	151	.1	3,384	2.0
332	701	.4	4,085	2.4
334	9	.0	4,094	2.4
337	195	.1	4,289	2.5
339	796	.5	5,085	3.0
340	107	.1	5,192	3.0
342	1	.0	5,193	3.0
343	7	.0	5,200	3.0
346	870	.5	6,070	3.5
347	92	.1	6,162	3.6
348	6	.0	6,168	3.6
350	215	.1	6,383	3.7
351	1	.0	6,384	3.7
352	1,052	.6	7,436	4.3
354	3	.0	7,439	4.3
356	232	.1	7,671	4.5
358	301	.2	7,972	4.6
359	1,154	.7	9,126	5.3
360	33	.0	9,159	5.3
363	20	.0	9,179	5.4
365	1,658	1.0	10,837	6.3
366	18	.0	10,855	6.3
368	221	.1	11,076	6.5
369	15	.0	11,091	6.5
372	1,781	1.0	12,872	7.5
375	3	.0	12,875	7.5
376	1	.0	12,876	7.5
377	478	.3	13,354	7.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
378	279	.2	13,633	8.0
379	1,654	1.0	15,287	8.9
380	1	.0	15,288	8.9
381	76	.0	15,364	9.0
383	6	.0	15,370	9.0
384	664	.4	16,034	9.4
385	68	.0	16,102	9.4
386	1,890	1.1	17,992	10.5
388	38	.0	18,030	10.5
389	201	.1	18,231	10.6
391	581	.3	18,812	11.0
392	691	.4	19,503	11.4
393	813	.5	20,316	11.8
394	925	.5	21,241	12.4
397	117	.1	21,358	12.5
398	888	.5	22,246	13.0
399	750	.4	22,996	13.4
400	960	.6	23,956	14.0
401	58	.0	24,014	14.0
402	206	.1	24,220	14.1
403	542	.3	24,762	14.4
404	821	.5	25,583	14.9
405	1,072	.6	26,655	15.5
406	154	.1	26,809	15.6
407	1,135	.7	27,944	16.3
408	3	.0	27,947	16.3
409	405	.2	28,352	16.5
411	838	.5	29,190	17.0
412	1,222	.7	30,412	17.7
413	237	.1	30,649	17.9
414	1,678	1.0	32,327	18.9
415	84	.0	32,411	18.9
416	514	.3	32,925	19.2
417	908	.5	33,833	19.7
418	53	.0	33,886	19.8
419	701	.4	34,587	20.2
420	2,620	1.5	37,207	21.7
421	38	.0	37,245	21.7
422	93	.1	37,338	21.8
423	756	.4	38,094	22.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
424	891	.5	38,985	22.7
425	941	.5	39,926	23.3
426	177	.1	40,103	23.4
427	2,193	1.3	42,296	24.7
428	576	.3	42,872	25.0
429	191	.1	43,063	25.1
430	949	.6	44,012	25.7
431	845	.5	44,857	26.2
432	974	.6	45,831	26.7
433	2,754	1.6	48,585	28.3
435	102	.1	48,687	28.4
436	1,326	.8	50,013	29.2
437	490	.3	50,503	29.5
438	1,730	1.0	52,233	30.5
439	226	.1	52,459	30.6
440	3,071	1.8	55,530	32.4
441	2	.0	55,532	32.4
442	150	.1	55,682	32.5
443	1,708	1.0	57,390	33.5
444	118	.1	57,508	33.5
445	1,267	.7	58,775	34.3
446	1,970	1.1	60,745	35.4
447	1,323	.8	62,068	36.2
448	1,070	.6	63,138	36.8
449	1,394	.8	64,532	37.6
450	720	.4	65,252	38.1
451	160	.1	65,412	38.1
452	1,362	.8	66,774	38.9
453	1,548	.9	68,322	39.8
454	1,086	.6	69,408	40.5
455	820	.5	70,228	41.0
456	3,296	1.9	73,524	42.9
457	288	.2	73,812	43.0
458	663	.4	74,475	43.4
459	1,819	1.1	76,294	44.5
460	1,135	.7	77,429	45.2
461	491	.3	77,920	45.4
462	1,606	.9	79,526	46.4
463	1,112	.6	80,638	47.0
464	1,907	1.1	82,545	48.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
465	746	.4	83,291	48.6
466	1,279	.7	84,570	49.3
467	2,096	1.2	86,666	50.5
468	645	.4	87,311	50.9
469	1,258	.7	88,569	51.7
470	542	.3	89,111	52.0
471	1,499	.9	90,610	52.8
472	1,948	1.1	92,558	54.0
473	476	.3	93,034	54.3
474	907	.5	93,941	54.8
475	2,181	1.3	96,122	56.1
476	1,087	.6	97,209	56.7
477	1,821	1.1	99,030	57.8
478	180	.1	99,210	57.9
479	2,073	1.2	101,283	59.1
480	1,293	.8	102,576	59.8
481	129	.1	102,705	59.9
482	2,410	1.4	105,115	61.3
483	542	.3	105,657	61.6
484	696	.4	106,353	62.0
485	2,051	1.2	108,404	63.2
486	712	.4	109,116	63.6
487	1,992	1.2	111,108	64.8
488	1,080	.6	112,188	65.4
489	462	.3	112,650	65.7
490	2,447	1.4	115,097	67.1
491	567	.3	115,664	67.5
492	380	.2	116,044	67.7
493	2,694	1.6	118,738	69.2
494	93	.1	118,831	69.3
495	748	.4	119,579	69.7
496	2,362	1.4	121,941	71.1
498	2,078	1.2	124,019	72.3
499	1,342	.8	125,361	73.1
501	2,506	1.5	127,867	74.6
502	741	.4	128,608	75.0
503	39	.0	128,647	75.0
504	2,349	1.4	130,996	76.4
505	489	.3	131,485	76.7
506	298	.2	131,783	76.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
507	2,351	1.4	134,134	78.2
508	38	.0	134,172	78.2
509	615	.4	134,787	78.6
510	2,353	1.4	137,140	80.0
512	1,146	.7	138,286	80.6
513	1,666	1.0	139,952	81.6
514	13	.0	139,965	81.6
515	1,317	.8	141,282	82.4
516	875	.5	142,157	82.9
517	585	.3	142,742	83.2
518	1,262	.7	144,004	84.0
519	864	.5	144,868	84.5
521	1,806	1.1	146,674	85.5
522	792	.5	147,466	86.0
523	602	.4	148,068	86.4
524	882	.5	148,950	86.9
525	877	.5	149,827	87.4
526	689	.4	150,516	87.8
527	947	.6	151,463	88.3
529	1,426	.8	152,889	89.2
530	1,025	.6	153,914	89.8
532	915	.5	154,829	90.3
533	843	.5	155,672	90.8
534	392	.2	156,064	91.0
535	982	.6	157,046	91.6
536	794	.5	157,840	92.1
537	116	.1	157,956	92.1
538	1,091	.6	159,047	92.8
539	275	.2	159,322	92.9
540	642	.4	159,964	93.3
541	1,178	.7	161,142	94.0
543	4	.0	161,146	94.0
544	1,275	.7	162,421	94.7
545	815	.5	163,236	95.2
547	1,215	.7	164,451	95.9
550	475	.3	164,926	96.2
551	1,236	.7	166,162	96.9
553	103	.1	166,265	97.0
556	1,556	.9	167,821	97.9
559	18	.0	167,839	97.9

Appendix I: Scale Score Frequency Distributions

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
561	1,043	.6	168,882	98.5
564	205	.1	169,087	98.6
567	971	.6	170,058	99.2
571	2	.0	170,060	99.2
575	680	.4	170,740	99.6
578	106	.1	170,846	99.6
579	13	.0	170,859	99.6
588	18	.0	170,877	99.7
589	406	.2	171,283	99.9
599	29	.0	171,312	99.9
610	156	.1	171,468	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	3,304	.8	3,304	.8
273	497	.1	3,801	.9
297	188	.0	3,989	1.0
306	763	.2	4,752	1.2
315	218	.1	4,970	1.2
321	202	.0	5,172	1.3
324	995	.2	6,167	1.5
325	225	.1	6,392	1.6
333	210	.1	6,602	1.6
337	1,244	.3	7,846	1.9
338	243	.1	8,089	2.0
339	136	.0	8,225	2.0
344	104	.0	8,329	2.1
347	1,479	.4	9,808	2.4
349	326	.1	10,134	2.5
353	59	.0	10,193	2.5
354	342	.1	10,535	2.6
356	38	.0	10,573	2.6
357	205	.1	10,778	2.7
358	1,580	.4	12,358	3.0
360	29	.0	12,387	3.1
363	184	.0	12,571	3.1
366	15	.0	12,586	3.1
368	1,657	.4	14,243	3.5
369	12	.0	14,255	3.5
371	369	.1	14,624	3.6
372	629	.2	15,253	3.8
375	7	.0	15,260	3.8
376	73	.0	15,333	3.8
378	8	.0	15,341	3.8
380	1,508	.4	16,849	4.2
382	449	.1	17,298	4.3
383	37	.0	17,335	4.3
384	688	.2	18,023	4.4
385	10	.0	18,033	4.4
386	18	.0	18,051	4.4
389	615	.2	18,666	4.6
390	394	.1	19,060	4.7
392	1,069	.3	20,129	5.0
395	895	.2	21,024	5.2



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
396	331	.1	21,355	5.3
399	7	.0	21,362	5.3
400	642	.2	22,004	5.4
401	282	.1	22,286	5.5
402	840	.2	23,126	5.7
403	813	.2	23,939	5.9
405	1,255	.3	25,194	6.2
406	6	.0	25,200	6.2
408	631	.2	25,831	6.4
409	149	.0	25,980	6.4
412	2,095	.5	28,075	6.9
413	93	.0	28,168	6.9
414	574	.1	28,742	7.1
415	467	.1	29,209	7.2
416	1,132	.3	30,341	7.5
418	1	.0	30,342	7.5
419	524	.1	30,866	7.6
420	966	.2	31,832	7.8
422	36	.0	31,868	7.9
423	2,929	.7	34,797	8.6
425	25	.0	34,822	8.6
426	876	.2	35,698	8.8
427	1,214	.3	36,912	9.1
428	293	.1	37,205	9.2
431	2,227	.5	39,432	9.7
432	10	.0	39,442	9.7
433	3,055	.8	42,497	10.5
434	166	.0	42,663	10.5
435	7	.0	42,670	10.5
436	613	.2	43,283	10.7
437	1,419	.3	44,702	11.0
438	8	.0	44,710	11.0
439	797	.2	45,507	11.2
440	584	.1	46,091	11.4
441	1,763	.4	47,854	11.8
442	1,257	.3	49,111	12.1
443	592	.1	49,703	12.3
444	1,745	.4	51,448	12.7
445	1,385	.3	52,833	13.0
446	1,196	.3	54,029	13.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
447	2,126	.5	56,155	13.8
449	7	.0	56,162	13.8
450	1,210	.3	57,372	14.1
451	566	.1	57,938	14.3
452	3,599	.9	61,537	15.2
453	243	.1	61,780	15.2
454	844	.2	62,624	15.4
455	1,686	.4	64,310	15.9
456	177	.0	64,487	15.9
457	3,492	.9	67,979	16.8
458	1,995	.5	69,974	17.2
459	137	.0	70,111	17.3
460	612	.2	70,723	17.4
461	1,489	.4	72,212	17.8
462	108	.0	72,320	17.8
463	5,101	1.3	77,421	19.1
464	1,334	.3	78,755	19.4
465	72	.0	78,827	19.4
466	363	.1	79,190	19.5
467	3,630	.9	82,820	20.4
468	2,064	.5	84,884	20.9
469	2,656	.7	87,540	21.6
471	3,099	.8	90,639	22.3
472	38	.0	90,677	22.3
473	252	.1	90,929	22.4
474	3,240	.8	94,169	23.2
475	3,921	1.0	98,090	24.2
476	210	.1	98,300	24.2
477	825	.2	99,125	24.4
478	1,862	.5	100,987	24.9
479	3,709	.9	104,696	25.8
480	1,179	.3	105,875	26.1
481	3,763	.9	109,638	27.0
482	107	.0	109,745	27.0
483	3,035	.7	112,780	27.8
484	1,457	.4	114,237	28.2
486	5,199	1.3	119,436	29.4
487	2,804	.7	122,240	30.1
488	8	.0	122,248	30.1
490	4,021	1.0	126,269	31.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
491	3,267	.8	129,536	31.9
493	4,553	1.1	134,089	33.0
494	1,030	.3	135,119	33.3
495	2,749	.7	137,868	34.0
496	2,234	.6	140,102	34.5
497	1,048	.3	141,150	34.8
498	4,597	1.1	145,747	35.9
499	3,047	.8	148,794	36.7
500	821	.2	149,615	36.9
502	6,910	1.7	156,525	38.6
503	996	.2	157,521	38.8
504	99	.0	157,620	38.8
505	5,570	1.4	163,190	40.2
506	2,293	.6	165,483	40.8
507	476	.1	165,959	40.9
508	4,421	1.1	170,380	42.0
509	57	.0	170,437	42.0
510	3,877	1.0	174,314	43.0
511	3,624	.9	177,938	43.9
512	1,324	.3	179,262	44.2
513	2,698	.7	181,960	44.8
514	4,261	1.1	186,221	45.9
515	1,316	.3	187,537	46.2
516	2,948	.7	190,485	46.9
517	3,311	.8	193,796	47.8
518	1,842	.5	195,638	48.2
519	4,173	1.0	199,811	49.2
520	2,578	.6	202,389	49.9
522	6,701	1.7	209,090	51.5
524	2,169	.5	211,259	52.1
525	5,528	1.4	216,787	53.4
526	539	.1	217,326	53.6
527	3,092	.8	220,418	54.3
528	2,605	.6	223,023	55.0
529	3,102	.8	226,125	55.7
530	1	.0	226,126	55.7
531	5,887	1.5	232,013	57.2
532	3,090	.8	235,103	57.9
533	330	.1	235,433	58.0
534	5,661	1.4	241,094	59.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
535	3,018	.7	244,112	60.2
536	194	.0	244,306	60.2
537	3,116	.8	247,422	61.0
538	5,651	1.4	253,073	62.4
539	5	.0	253,078	62.4
541	5,115	1.3	258,193	63.6
542	2,964	.7	261,157	64.4
543	753	.2	261,910	64.6
544	5,453	1.3	267,363	65.9
546	2,718	.7	270,081	66.6
547	5,753	1.4	275,834	68.0
548	452	.1	276,286	68.1
549	155	.0	276,441	68.1
550	8,441	2.1	284,882	70.2
553	3,869	1.0	288,751	71.2
554	3,606	.9	292,357	72.1
555	1,212	.3	293,569	72.4
556	4,340	1.1	297,909	73.4
557	2	.0	297,911	73.4
558	2,773	.7	300,684	74.1
559	1,576	.4	302,260	74.5
560	4,321	1.1	306,581	75.6
561	16	.0	306,597	75.6
562	4,037	1.0	310,634	76.6
563	3,694	.9	314,328	77.5
564	1	.0	314,329	77.5
565	1,718	.4	316,047	77.9
566	894	.2	316,941	78.1
567	5,505	1.4	322,446	79.5
569	2,089	.5	324,535	80.0
570	3,707	.9	328,242	80.9
572	3,872	1.0	332,114	81.9
573	947	.2	333,061	82.1
574	3,054	.8	336,115	82.8
575	2,635	.6	338,750	83.5
576	772	.2	339,522	83.7
578	3,764	.9	343,286	84.6
579	3,445	.8	346,731	85.5
582	4,212	1.0	350,943	86.5
584	2,176	.5	353,119	87.0

Appendix I: Scale Score Frequency Distributions

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
585	2,008	.5	355,127	87.5
586	3,147	.8	358,274	88.3
588	1,727	.4	360,001	88.7
590	4,617	1.1	364,618	89.9
591	19	.0	364,637	89.9
592	2,096	.5	366,733	90.4
595	5,178	1.3	371,911	91.7
596	285	.1	372,196	91.7
597	1	.0	372,197	91.7
598	915	.2	373,112	92.0
599	2,775	.7	375,887	92.6
600	2,463	.6	378,350	93.3
602	3,240	.8	381,590	94.1
605	1	.0	381,591	94.1
606	5,254	1.3	386,845	95.3
609	490	.1	387,335	95.5
611	3,527	.9	390,862	96.3
613	1,330	.3	392,192	96.7
614	103	.0	392,295	96.7
616	3,300	.8	395,595	97.5
619	1	.0	395,596	97.5
621	1	.0	395,597	97.5
622	3,025	.7	398,622	98.2
624	794	.2	399,416	98.4
625	22	.0	399,438	98.5
627	196	.0	399,634	98.5
630	2,525	.6	402,159	99.1
638	39	.0	402,198	99.1
641	1,714	.4	403,912	99.6
642	326	.1	404,238	99.6
653	90	.0	404,328	99.7
659	1,052	.3	405,380	99.9
670	343	.1	405,723	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	2,519	1.1	2,519	1.1
278	88	.0	2,607	1.1
312	206	.1	2,813	1.2
315	121	.1	2,934	1.3
323	114	.0	3,048	1.3
338	298	.1	3,346	1.4
340	111	.0	3,457	1.5
341	169	.1	3,626	1.6
350	1	.0	3,627	1.6
351	101	.0	3,728	1.6
355	381	.2	4,109	1.8
358	259	.1	4,368	1.9
359	98	.0	4,466	1.9
360	154	.1	4,620	2.0
366	76	.0	4,696	2.0
369	429	.2	5,125	2.2
372	388	.2	5,513	2.4
377	184	.1	5,697	2.5
381	554	.2	6,251	2.7
384	369	.2	6,620	2.9
386	224	.1	6,844	3.0
388	146	.1	6,990	3.0
390	11	.0	7,001	3.0
392	529	.2	7,530	3.3
393	18	.0	7,548	3.3
395	425	.2	7,973	3.4
396	114	.0	8,087	3.5
397	6	.0	8,093	3.5
399	1	.0	8,094	3.5
401	11	.0	8,105	3.5
403	1,170	.5	9,275	4.0
404	13	.0	9,288	4.0
406	418	.2	9,706	4.2
408	9	.0	9,715	4.2
409	60	.0	9,775	4.2
411	13	.0	9,788	4.2
413	480	.2	10,268	4.4
414	250	.1	10,518	4.5
415	12	.0	10,530	4.6
416	455	.2	10,985	4.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	431	.2	11,416	4.9
418	24	.0	11,440	4.9
419	8	.0	11,448	4.9
420	346	.1	11,794	5.1
422	160	.1	11,954	5.2
423	19	.0	11,973	5.2
424	434	.2	12,407	5.4
427	418	.2	12,825	5.5
429	589	.3	13,414	5.8
430	1	.0	13,415	5.8
431	345	.1	13,760	5.9
434	856	.4	14,616	6.3
435	107	.0	14,723	6.4
436	6	.0	14,729	6.4
437	356	.2	15,085	6.5
438	2	.0	15,087	6.5
440	903	.4	15,990	6.9
441	3	.0	15,993	6.9
442	3	.0	15,996	6.9
444	55	.0	16,051	6.9
445	447	.2	16,498	7.1
446	1,136	.5	17,634	7.6
448	2	.0	17,636	7.6
449	339	.1	17,975	7.8
451	636	.3	18,611	8.0
452	178	.1	18,789	8.1
453	16	.0	18,805	8.1
454	447	.2	19,252	8.3
456	13	.0	19,265	8.3
457	1,409	.6	20,674	8.9
458	189	.1	20,863	9.0
460	376	.2	21,239	9.2
461	857	.4	22,096	9.6
462	78	.0	22,174	9.6
464	13	.0	22,187	9.6
466	888	.4	23,075	10.0
467	4	.0	23,079	10.0
468	1,542	.7	24,621	10.6
470	26	.0	24,647	10.7
471	187	.1	24,834	10.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
472	1,102	.5	25,936	11.2
473	163	.1	26,099	11.3
474	32	.0	26,131	11.3
476	289	.1	26,420	11.4
477	785	.3	27,205	11.8
478	1,255	.5	28,460	12.3
479	885	.4	29,345	12.7
480	116	.1	29,461	12.7
481	16	.0	29,477	12.7
482	573	.2	30,050	13.0
483	1,092	.5	31,142	13.5
484	104	.0	31,246	13.5
485	15	.0	31,261	13.5
487	904	.4	32,165	13.9
488	382	.2	32,547	14.1
489	2,524	1.1	35,071	15.2
490	1	.0	35,072	15.2
492	379	.2	35,451	15.3
493	1	.0	35,452	15.3
494	1,940	.8	37,392	16.2
495	95	.0	37,487	16.2
496	181	.1	37,668	16.3
498	1,127	.5	38,795	16.8
499	1,243	.5	40,038	17.3
500	2,132	.9	42,170	18.2
502	15	.0	42,185	18.2
503	399	.2	42,584	18.4
504	1,249	.5	43,833	18.9
505	867	.4	44,700	19.3
506	323	.1	45,023	19.5
507	492	.2	45,515	19.7
508	1,208	.5	46,723	20.2
509	736	.3	47,459	20.5
510	2,091	.9	49,550	21.4
511	944	.4	50,494	21.8
513	8	.0	50,502	21.8
514	693	.3	51,195	22.1
515	2,682	1.2	53,877	23.3
516	1	.0	53,878	23.3
517	44	.0	53,922	23.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
518	758	.3	54,680	23.6
519	1,139	.5	55,819	24.1
520	1,146	.5	56,965	24.6
521	2,110	.9	59,075	25.5
522	979	.4	60,054	26.0
523	461	.2	60,515	26.2
524	1,029	.4	61,544	26.6
525	1,841	.8	63,385	27.4
526	1,464	.6	64,849	28.0
528	919	.4	65,768	28.4
529	433	.2	66,201	28.6
530	2,426	1.0	68,627	29.7
531	1,457	.6	70,084	30.3
532	1,103	.5	71,187	30.8
533	49	.0	71,236	30.8
534	678	.3	71,914	31.1
535	1,344	.6	73,258	31.7
536	2,499	1.1	75,757	32.8
537	1,211	.5	76,968	33.3
538	337	.1	77,305	33.4
539	2,168	.9	79,473	34.4
540	116	.1	79,589	34.4
541	1,666	.7	81,255	35.1
542	1,254	.5	82,509	35.7
543	2,843	1.2	85,352	36.9
544	15	.0	85,367	36.9
545	1,646	.7	87,013	37.6
546	1,607	.7	88,620	38.3
547	94	.0	88,714	38.4
548	1,520	.7	90,234	39.0
549	3,007	1.3	93,241	40.3
550	1,348	.6	94,589	40.9
551	55	.0	94,644	40.9
552	1,612	.7	96,256	41.6
553	2,514	1.1	98,770	42.7
554	262	.1	99,032	42.8
555	1,185	.5	100,217	43.3
557	4,488	1.9	104,705	45.3
558	548	.2	105,253	45.5
559	24	.0	105,277	45.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	3,528	1.5	108,805	47.0
561	2,010	.9	110,815	47.9
564	4,478	1.9	115,293	49.8
565	1,605	.7	116,898	50.5
567	1,261	.5	118,159	51.1
568	2,543	1.1	120,702	52.2
569	1,583	.7	122,285	52.9
570	867	.4	123,152	53.2
571	1,077	.5	124,229	53.7
572	2,190	.9	126,419	54.7
573	1,867	.8	128,286	55.5
575	3,896	1.7	132,182	57.1
576	226	.1	132,408	57.2
577	2,048	.9	134,456	58.1
578	702	.3	135,158	58.4
579	1,740	.8	136,898	59.2
580	1,306	.6	138,204	59.7
581	1,951	.8	140,155	60.6
582	2,155	.9	142,310	61.5
583	403	.2	142,713	61.7
584	3,324	1.4	146,037	63.1
585	84	.0	146,121	63.2
586	1,898	.8	148,019	64.0
587	8	.0	148,027	64.0
588	3,379	1.5	151,406	65.5
589	422	.2	151,828	65.6
590	1,219	.5	153,047	66.2
591	2,267	1.0	155,314	67.1
592	1,578	.7	156,892	67.8
593	98	.0	156,990	67.9
594	1,496	.6	158,486	68.5
595	1,963	.8	160,449	69.4
596	1,937	.8	162,386	70.2
598	800	.3	163,186	70.5
599	4,230	1.8	167,416	72.4
600	1	.0	167,417	72.4
602	2,453	1.1	169,870	73.4
603	2,587	1.1	172,457	74.6
606	3,329	1.4	175,786	76.0
607	1,275	.6	177,061	76.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
608	215	.1	177,276	76.6
610	2,980	1.3	180,256	77.9
611	1,018	.4	181,274	78.4
612	1	.0	181,275	78.4
613	254	.1	181,529	78.5
614	2,103	.9	183,632	79.4
615	2,062	.9	185,694	80.3
616	32	.0	185,726	80.3
617	1,892	.8	187,618	81.1
618	1,289	.6	188,907	81.7
619	256	.1	189,163	81.8
620	787	.3	189,950	82.1
621	1,716	.7	191,666	82.9
622	1,416	.6	193,082	83.5
624	352	.2	193,434	83.6
625	2,914	1.3	196,348	84.9
626	413	.2	196,761	85.1
628	563	.2	197,324	85.3
629	1,549	.7	198,873	86.0
630	1,092	.5	199,965	86.4
632	804	.3	200,769	86.8
633	1,579	.7	202,348	87.5
635	902	.4	203,250	87.9
636	2,209	1.0	205,459	88.8
637	1	.0	205,460	88.8
639	32	.0	205,492	88.8
640	2,443	1.1	207,935	89.9
641	671	.3	208,606	90.2
643	839	.4	209,445	90.5
644	1,531	.7	210,976	91.2
647	1,407	.6	212,383	91.8
648	4	.0	212,387	91.8
649	1,280	.6	213,667	92.4
650	1,073	.5	214,740	92.8
652	68	.0	214,808	92.9
654	2,217	1.0	217,025	93.8
655	281	.1	217,306	93.9
658	1,240	.5	218,546	94.5
659	8	.0	218,554	94.5
660	799	.3	219,353	94.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
661	1,371	.6	220,724	95.4
665	1,427	.6	222,151	96.0
666	662	.3	222,813	96.3
667	110	.0	222,923	96.4
669	1,409	.6	224,332	97.0
672	22	.0	224,354	97.0
673	4	.0	224,358	97.0
674	1,744	.8	226,102	97.7
679	1,232	.5	227,334	98.3
685	1,153	.5	228,487	98.8
686	224	.1	228,711	98.9
687	43	.0	228,754	98.9
688	10	.0	228,764	98.9
691	936	.4	229,700	99.3
699	653	.3	230,353	99.6
706	99	.0	230,452	99.6
707	30	.0	230,482	99.6
711	494	.2	230,976	99.9
731	241	.1	231,217	100.0
732	102	.0	231,319	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	4,682	1.9	4,682	1.9
314	281	.1	4,963	2.0
336	487	.2	5,450	2.2
341	382	.2	5,832	2.4
354	379	.2	6,211	2.5
363	946	.4	7,157	2.9
370	299	.1	7,456	3.1
372	1	.0	7,457	3.1
376	466	.2	7,923	3.2
380	645	.3	8,568	3.5
382	181	.1	8,749	3.6
386	114	.0	8,863	3.6
391	79	.0	8,942	3.7
393	630	.3	9,572	3.9
395	67	.0	9,639	3.9
400	42	.0	9,681	4.0
402	336	.1	10,017	4.1
403	368	.2	10,385	4.3
404	680	.3	11,065	4.5
408	27	.0	11,092	4.5
412	29	.0	11,121	4.6
413	1	.0	11,122	4.6
415	614	.3	11,736	4.8
416	372	.2	12,108	5.0
419	447	.2	12,555	5.1
420	25	.0	12,580	5.2
424	19	.0	12,599	5.2
425	324	.1	12,923	5.3
427	471	.2	13,394	5.5
428	13	.0	13,407	5.5
429	450	.2	13,857	5.7
432	729	.3	14,586	6.0
433	11	.0	14,597	6.0
437	13	.0	14,610	6.0
438	218	.1	14,828	6.1
439	358	.1	15,186	6.2
442	10	.0	15,196	6.2
443	708	.3	15,904	6.5
444	459	.2	16,363	6.7
446	599	.2	16,962	6.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
448	122	.0	17,084	7.0
452	491	.2	17,575	7.2
453	86	.0	17,661	7.2
454	7	.0	17,668	7.2
455	661	.3	18,329	7.5
457	53	.0	18,382	7.5
459	1,677	.7	20,059	8.2
461	47	.0	20,106	8.2
462	4	.0	20,110	8.2
465	357	.1	20,467	8.4
466	376	.2	20,843	8.5
468	618	.3	21,461	8.8
469	16	.0	21,477	8.8
470	896	.4	22,373	9.2
471	2	.0	22,375	9.2
472	943	.4	23,318	9.5
473	13	.0	23,331	9.6
475	909	.4	24,240	9.9
477	8	.0	24,248	9.9
479	280	.1	24,528	10.0
480	186	.1	24,714	10.1
481	2,041	.8	26,755	11.0
484	932	.4	27,687	11.3
485	8	.0	27,695	11.3
487	486	.2	28,181	11.5
488	858	.4	29,039	11.9
489	3	.0	29,042	11.9
491	371	.2	29,413	12.0
492	68	.0	29,481	12.1
493	1,502	.6	30,983	12.7
494	1,004	.4	31,987	13.1
495	803	.3	32,790	13.4
496	359	.1	33,149	13.6
499	2	.0	33,151	13.6
500	1,997	.8	35,148	14.4
504	1,633	.7	36,781	15.1
505	566	.2	37,347	15.3
506	1,748	.7	39,095	16.0
508	11	.0	39,106	16.0
509	676	.3	39,782	16.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
511	2,115	.9	41,897	17.2
512	136	.1	42,033	17.2
513	536	.2	42,569	17.4
515	980	.4	43,549	17.8
516	969	.4	44,518	18.2
517	1,293	.5	45,811	18.8
518	372	.2	46,183	18.9
519	633	.3	46,816	19.2
520	49	.0	46,865	19.2
521	1,229	.5	48,094	19.7
522	2,659	1.1	50,753	20.8
525	785	.3	51,538	21.1
526	222	.1	51,760	21.2
527	1,235	.5	52,995	21.7
528	2,058	.8	55,053	22.5
529	684	.3	55,737	22.8
530	151	.1	55,888	22.9
531	1	.0	55,889	22.9
532	1,353	.6	57,242	23.4
533	698	.3	57,940	23.7
534	1,904	.8	59,844	24.5
535	1,004	.4	60,848	24.9
536	1,193	.5	62,041	25.4
537	470	.2	62,511	25.6
538	1,822	.7	64,333	26.3
540	1,082	.4	65,415	26.8
541	1,647	.7	67,062	27.5
542	75	.0	67,137	27.5
543	2,197	.9	69,334	28.4
544	1,060	.4	70,394	28.8
545	316	.1	70,710	29.0
546	1,437	.6	72,147	29.5
547	1,636	.7	73,783	30.2
548	857	.4	74,640	30.6
549	238	.1	74,878	30.7
550	837	.3	75,715	31.0
551	1,612	.7	77,327	31.7
552	2,608	1.1	79,935	32.7
553	173	.1	80,108	32.8
554	40	.0	80,148	32.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
555	20	.0	80,168	32.8
556	4,904	2.0	85,072	34.8
557	112	.0	85,184	34.9
559	114	.0	85,298	34.9
560	3,853	1.6	89,151	36.5
561	442	.2	89,593	36.7
562	1,323	.5	90,916	37.2
564	3,703	1.5	94,619	38.7
566	1,427	.6	96,046	39.3
567	1,204	.5	97,250	39.8
568	2,779	1.1	100,029	41.0
571	1,596	.7	101,625	41.6
572	3,149	1.3	104,774	42.9
573	209	.1	104,983	43.0
574	704	.3	105,687	43.3
575	1,868	.8	107,555	44.0
576	2,661	1.1	110,216	45.1
578	143	.1	110,359	45.2
579	938	.4	111,297	45.6
580	4,437	1.8	115,734	47.4
581	317	.1	116,051	47.5
583	84	.0	116,135	47.6
584	4,939	2.0	121,074	49.6
585	482	.2	121,556	49.8
588	4,029	1.6	125,585	51.4
589	1,717	.7	127,302	52.1
590	1	.0	127,303	52.1
591	7	.0	127,310	52.1
592	3,487	1.4	130,797	53.6
593	1,526	.6	132,323	54.2
594	692	.3	133,015	54.5
595	2,345	1.0	135,360	55.4
597	2,658	1.1	138,018	56.5
600	2,770	1.1	140,788	57.6
601	2,003	.8	142,791	58.5
602	735	.3	143,526	58.8
603	108	.0	143,634	58.8
604	2,618	1.1	146,252	59.9
605	2,277	.9	148,529	60.8
606	57	.0	148,586	60.8



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
607	441	.2	149,027	61.0
608	1,780	.7	150,807	61.7
609	3,216	1.3	154,023	63.1
610	167	.1	154,190	63.1
611	55	.0	154,245	63.2
612	7	.0	154,252	63.2
613	5,214	2.1	159,466	65.3
614	41	.0	159,507	65.3
616	213	.1	159,720	65.4
617	3,550	1.5	163,270	66.8
618	1,390	.6	164,660	67.4
619	173	.1	164,833	67.5
621	2,310	.9	167,143	68.4
622	2,661	1.1	169,804	69.5
623	21	.0	169,825	69.5
624	124	.1	169,949	69.6
625	2,102	.9	172,051	70.4
626	2,175	.9	174,226	71.3
627	1	.0	174,227	71.3
628	649	.3	174,876	71.6
629	144	.1	175,020	71.7
630	3,911	1.6	178,931	73.3
631	463	.2	179,394	73.5
633	2,096	.9	181,490	74.3
634	608	.2	182,098	74.6
635	2,282	.9	184,380	75.5
636	67	.0	184,447	75.5
637	6	.0	184,453	75.5
638	2,157	.9	186,610	76.4
639	255	.1	186,865	76.5
640	1,982	.8	188,847	77.3
642	2,497	1.0	191,344	78.3
643	301	.1	191,645	78.5
644	873	.4	192,518	78.8
646	3,263	1.3	195,781	80.2
647	463	.2	196,244	80.4
648	1,062	.4	197,306	80.8
649	16	.0	197,322	80.8
651	2,778	1.1	200,100	81.9
652	1,848	.8	201,948	82.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
655	3,864	1.6	205,812	84.3
659	1,350	.6	207,162	84.8
660	3,134	1.3	210,296	86.1
663	965	.4	211,261	86.5
664	1,609	.7	212,870	87.2
665	55	.0	212,925	87.2
666	1,269	.5	214,194	87.7
667	1,206	.5	215,400	88.2
668	1,717	.7	217,117	88.9
669	254	.1	217,371	89.0
671	1,384	.6	218,755	89.6
672	933	.4	219,688	89.9
673	1,770	.7	221,458	90.7
674	1	.0	221,459	90.7
675	1,567	.6	223,026	91.3
677	1,685	.7	224,711	92.0
680	2,286	.9	226,997	92.9
682	1,663	.7	228,660	93.6
685	1,776	.7	230,436	94.4
688	1,314	.5	231,750	94.9
689	411	.2	232,161	95.1
690	1,726	.7	233,887	95.8
694	1,082	.4	234,969	96.2
696	1,835	.8	236,804	97.0
697	46	.0	236,850	97.0
702	2,294	.9	239,144	97.9
703	203	.1	239,347	98.0
709	1,333	.5	240,680	98.5
711	547	.2	241,227	98.8
718	85	.0	241,312	98.8
719	1,051	.4	242,363	99.2
725	263	.1	242,626	99.3
732	774	.3	243,400	99.7
740	176	.1	243,576	99.7
747	659	.3	244,235	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	866	.5	866	.5
185	25	.0	891	.5
186	9	.0	900	.5
187	21	.0	921	.5
188	13	.0	934	.5
189	28	.0	962	.5
190	61	.0	1,023	.6
191	91	.0	1,114	.6
192	79	.0	1,193	.6
193	102	.1	1,295	.7
194	162	.1	1,457	.8
195	166	.1	1,623	.9
196	126	.1	1,749	1.0
197	109	.1	1,858	1.0
198	81	.0	1,939	1.1
199	44	.0	1,983	1.1
200	43	.0	2,026	1.1
201	17	.0	2,043	1.1
202	6	.0	2,049	1.1
203	4	.0	2,053	1.1
204	3	.0	2,056	1.1
205	2	.0	2,058	1.1
210	10	.0	2,068	1.1
212	4	.0	2,072	1.1
213	4	.0	2,076	1.1
214	12	.0	2,088	1.1
215	6	.0	2,094	1.1
216	10	.0	2,104	1.1
217	19	.0	2,123	1.2
218	31	.0	2,154	1.2
219	57	.0	2,211	1.2
220	96	.1	2,307	1.3
221	124	.1	2,431	1.3
222	94	.1	2,525	1.4
223	86	.0	2,611	1.4
224	59	.0	2,670	1.5
225	43	.0	2,713	1.5
226	34	.0	2,747	1.5
227	25	.0	2,772	1.5
228	13	.0	2,785	1.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
229	3	.0	2,788	1.5
232	12	.0	2,800	1.5
234	2	.0	2,802	1.5
235	4	.0	2,806	1.5
236	4	.0	2,810	1.5
237	4	.0	2,814	1.5
238	4	.0	2,818	1.5
239	16	.0	2,834	1.5
240	21	.0	2,855	1.6
241	30	.0	2,885	1.6
242	74	.0	2,959	1.6
243	114	.1	3,073	1.7
244	141	.1	3,214	1.8
245	112	.1	3,326	1.8
246	79	.0	3,405	1.9
247	57	.0	3,462	1.9
248	45	.0	3,507	1.9
249	39	.0	3,546	1.9
250	31	.0	3,577	1.9
251	27	.0	3,604	2.0
252	22	.0	3,626	2.0
253	40	.0	3,666	2.0
254	86	.0	3,752	2.0
255	88	.0	3,840	2.1
256	102	.1	3,942	2.1
257	88	.0	4,030	2.2
258	75	.0	4,105	2.2
259	47	.0	4,152	2.3
260	62	.0	4,214	2.3
261	57	.0	4,271	2.3
262	65	.0	4,336	2.4
263	84	.0	4,420	2.4
264	77	.0	4,497	2.4
265	68	.0	4,565	2.5
266	76	.0	4,641	2.5
267	109	.1	4,750	2.6
268	123	.1	4,873	2.7
269	139	.1	5,012	2.7
270	94	.1	5,106	2.8
271	64	.0	5,170	2.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
272	63	.0	5,233	2.8
273	58	.0	5,291	2.9
274	42	.0	5,333	2.9
275	35	.0	5,368	2.9
276	55	.0	5,423	3.0
277	46	.0	5,469	3.0
278	45	.0	5,514	3.0
279	44	.0	5,558	3.0
280	63	.0	5,621	3.1
281	66	.0	5,687	3.1
282	42	.0	5,729	3.1
283	68	.0	5,797	3.2
284	54	.0	5,851	3.2
285	33	.0	5,884	3.2
286	54	.0	5,938	3.2
287	41	.0	5,979	3.3
288	64	.0	6,043	3.3
289	54	.0	6,097	3.3
290	50	.0	6,147	3.3
291	63	.0	6,210	3.4
292	59	.0	6,269	3.4
293	108	.1	6,377	3.5
294	108	.1	6,485	3.5
295	102	.1	6,587	3.6
296	105	.1	6,692	3.6
297	75	.0	6,767	3.7
298	73	.0	6,840	3.7
299	74	.0	6,914	3.8
300	62	.0	6,976	3.8
301	60	.0	7,036	3.8
302	51	.0	7,087	3.9
303	54	.0	7,141	3.9
304	59	.0	7,200	3.9
305	64	.0	7,264	4.0
306	69	.0	7,333	4.0
307	94	.1	7,427	4.0
308	79	.0	7,506	4.1
309	85	.0	7,591	4.1
310	87	.0	7,678	4.2
311	81	.0	7,759	4.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
312	79	.0	7,838	4.3
313	71	.0	7,909	4.3
314	96	.1	8,005	4.4
315	143	.1	8,148	4.4
316	170	.1	8,318	4.5
317	131	.1	8,449	4.6
318	154	.1	8,603	4.7
319	142	.1	8,745	4.8
320	140	.1	8,885	4.8
321	128	.1	9,013	4.9
322	141	.1	9,154	5.0
323	90	.0	9,244	5.0
324	106	.1	9,350	5.1
325	100	.1	9,450	5.1
326	103	.1	9,553	5.2
327	136	.1	9,689	5.3
328	179	.1	9,868	5.4
329	188	.1	10,056	5.5
330	170	.1	10,226	5.6
331	183	.1	10,409	5.7
332	183	.1	10,592	5.8
333	173	.1	10,765	5.9
334	149	.1	10,914	5.9
335	190	.1	11,104	6.0
336	169	.1	11,273	6.1
337	176	.1	11,449	6.2
338	192	.1	11,641	6.3
339	190	.1	11,831	6.4
340	200	.1	12,031	6.6
341	242	.1	12,273	6.7
342	246	.1	12,519	6.8
343	243	.1	12,762	6.9
344	205	.1	12,967	7.1
345	241	.1	13,208	7.2
346	219	.1	13,427	7.3
347	232	.1	13,659	7.4
348	257	.1	13,916	7.6
349	278	.2	14,194	7.7
350	264	.1	14,458	7.9
351	295	.2	14,753	8.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
352	279	.2	15,032	8.2
353	267	.1	15,299	8.3
354	306	.2	15,605	8.5
355	301	.2	15,906	8.7
356	318	.2	16,224	8.8
357	352	.2	16,576	9.0
358	349	.2	16,925	9.2
359	333	.2	17,258	9.4
360	348	.2	17,606	9.6
361	350	.2	17,956	9.8
362	358	.2	18,314	10.0
363	397	.2	18,711	10.2
364	404	.2	19,115	10.4
365	403	.2	19,518	10.6
366	387	.2	19,905	10.8
367	447	.2	20,352	11.1
368	453	.2	20,805	11.3
369	505	.3	21,310	11.6
370	462	.3	21,772	11.9
371	497	.3	22,269	12.1
372	537	.3	22,806	12.4
373	493	.3	23,299	12.7
374	561	.3	23,860	13.0
375	568	.3	24,428	13.3
376	612	.3	25,040	13.6
377	622	.3	25,662	14.0
378	603	.3	26,265	14.3
379	640	.3	26,905	14.7
380	662	.4	27,567	15.0
381	678	.4	28,245	15.4
382	680	.4	28,925	15.8
383	754	.4	29,679	16.2
384	725	.4	30,404	16.6
385	719	.4	31,123	16.9
386	786	.4	31,909	17.4
387	781	.4	32,690	17.8
388	838	.5	33,528	18.3
389	815	.4	34,343	18.7
390	915	.5	35,258	19.2
391	890	.5	36,148	19.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
392	917	.5	37,065	20.2
393	921	.5	37,986	20.7
394	955	.5	38,941	21.2
395	920	.5	39,861	21.7
396	1,022	.6	40,883	22.3
397	972	.5	41,855	22.8
398	1,064	.6	42,919	23.4
399	1,028	.6	43,947	23.9
400	1,034	.6	44,981	24.5
401	1,108	.6	46,089	25.1
402	1,092	.6	47,181	25.7
403	1,211	.7	48,392	26.4
404	1,185	.6	49,577	27.0
405	1,246	.7	50,823	27.7
406	1,203	.7	52,026	28.3
407	1,274	.7	53,300	29.0
408	1,172	.6	54,472	29.7
409	1,208	.7	55,680	30.3
410	1,359	.7	57,039	31.1
411	1,204	.7	58,243	31.7
412	1,360	.7	59,603	32.5
413	1,238	.7	60,841	33.1
414	1,333	.7	62,174	33.9
415	1,425	.8	63,599	34.6
416	1,292	.7	64,891	35.3
417	1,427	.8	66,318	36.1
418	1,356	.7	67,674	36.9
419	1,501	.8	69,175	37.7
420	1,400	.8	70,575	38.4
421	1,493	.8	72,068	39.2
422	1,479	.8	73,547	40.0
423	1,439	.8	74,986	40.8
424	1,502	.8	76,488	41.7
425	1,429	.8	77,917	42.4
426	1,482	.8	79,399	43.2
427	1,465	.8	80,864	44.0
428	1,516	.8	82,380	44.9
429	1,510	.8	83,890	45.7
430	1,582	.9	85,472	46.5
431	1,538	.8	87,010	47.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	1,558	.8	88,568	48.2
433	1,569	.9	90,137	49.1
434	1,551	.8	91,688	49.9
435	1,567	.9	93,255	50.8
436	1,513	.8	94,768	51.6
437	1,623	.9	96,391	52.5
438	1,510	.8	97,901	53.3
439	1,564	.9	99,465	54.2
440	1,525	.8	100,990	55.0
441	1,571	.9	102,561	55.8
442	1,516	.8	104,077	56.7
443	1,463	.8	105,540	57.5
444	1,511	.8	107,051	58.3
445	1,562	.9	108,613	59.1
446	1,532	.8	110,145	60.0
447	1,380	.8	111,525	60.7
448	1,490	.8	113,015	61.5
449	1,491	.8	114,506	62.4
450	1,512	.8	116,018	63.2
451	1,610	.9	117,628	64.1
452	1,418	.8	119,046	64.8
453	1,393	.8	120,439	65.6
454	1,351	.7	121,790	66.3
455	1,481	.8	123,271	67.1
456	1,393	.8	124,664	67.9
457	1,530	.8	126,194	68.7
458	1,328	.7	127,522	69.4
459	1,350	.7	128,872	70.2
460	1,405	.8	130,277	70.9
461	1,252	.7	131,529	71.6
462	1,331	.7	132,860	72.3
463	1,435	.8	134,295	73.1
464	1,315	.7	135,610	73.8
465	1,251	.7	136,861	74.5
466	1,316	.7	138,177	75.2
467	1,171	.6	139,348	75.9
468	1,253	.7	140,601	76.6
469	1,251	.7	141,852	77.2
470	1,069	.6	142,921	77.8
471	1,072	.6	143,993	78.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
472	1,170	.6	145,163	79.0
473	1,136	.6	146,299	79.7
474	1,118	.6	147,417	80.3
475	1,055	.6	148,472	80.8
476	1,039	.6	149,511	81.4
477	1,035	.6	150,546	82.0
478	1,061	.6	151,607	82.6
479	927	.5	152,534	83.1
480	972	.5	153,506	83.6
481	1,030	.6	154,536	84.2
482	939	.5	155,475	84.7
483	809	.4	156,284	85.1
484	850	.5	157,134	85.6
485	884	.5	158,018	86.0
486	887	.5	158,905	86.5
487	849	.5	159,754	87.0
488	834	.5	160,588	87.4
489	815	.4	161,403	87.9
490	763	.4	162,166	88.3
491	722	.4	162,888	88.7
492	615	.3	163,503	89.0
493	709	.4	164,212	89.4
494	727	.4	164,939	89.8
495	686	.4	165,625	90.2
496	713	.4	166,338	90.6
497	631	.3	166,969	90.9
498	553	.3	167,522	91.2
499	562	.3	168,084	91.5
500	542	.3	168,626	91.8
501	565	.3	169,191	92.1
502	574	.3	169,765	92.4
503	638	.3	170,403	92.8
504	560	.3	170,963	93.1
505	417	.2	171,380	93.3
506	398	.2	171,778	93.5
507	410	.2	172,188	93.8
508	474	.3	172,662	94.0
509	539	.3	173,201	94.3
510	406	.2	173,607	94.5
511	538	.3	174,145	94.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
512	415	.2	174,560	95.1
513	284	.2	174,844	95.2
514	301	.2	175,145	95.4
515	292	.2	175,437	95.5
516	350	.2	175,787	95.7
517	431	.2	176,218	96.0
518	418	.2	176,636	96.2
519	291	.2	176,927	96.3
520	262	.1	177,189	96.5
521	240	.1	177,429	96.6
522	278	.2	177,707	96.8
523	189	.1	177,896	96.9
524	214	.1	178,110	97.0
525	265	.1	178,375	97.1
526	235	.1	178,610	97.3
527	282	.2	178,892	97.4
528	223	.1	179,115	97.5
529	228	.1	179,343	97.7
530	221	.1	179,564	97.8
531	206	.1	179,770	97.9
532	177	.1	179,947	98.0
533	145	.1	180,092	98.1
534	89	.0	180,181	98.1
535	184	.1	180,365	98.2
536	123	.1	180,488	98.3
537	155	.1	180,643	98.4
538	182	.1	180,825	98.5
539	173	.1	180,998	98.6
540	161	.1	181,159	98.6
541	114	.1	181,273	98.7
542	58	.0	181,331	98.7
543	101	.1	181,432	98.8
544	72	.0	181,504	98.8
545	114	.1	181,618	98.9
546	63	.0	181,681	98.9
547	120	.1	181,801	99.0
548	115	.1	181,916	99.1
549	118	.1	182,034	99.1
550	57	.0	182,091	99.2
551	90	.0	182,181	99.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
552	58	.0	182,239	99.2
553	109	.1	182,348	99.3
554	51	.0	182,399	99.3
555	37	.0	182,436	99.3
556	30	.0	182,466	99.4
557	46	.0	182,512	99.4
558	67	.0	182,579	99.4
559	99	.1	182,678	99.5
560	50	.0	182,728	99.5
561	35	.0	182,763	99.5
562	43	.0	182,806	99.5
563	37	.0	182,843	99.6
564	32	.0	182,875	99.6
565	23	.0	182,898	99.6
566	5	.0	182,903	99.6
567	31	.0	182,934	99.6
568	5	.0	182,939	99.6
569	16	.0	182,955	99.6
570	38	.0	182,993	99.6
571	46	.0	183,039	99.7
572	35	.0	183,074	99.7
573	25	.0	183,099	99.7
574	30	.0	183,129	99.7
575	23	.0	183,152	99.7
576	7	.0	183,159	99.7
577	2	.0	183,161	99.7
578	15	.0	183,176	99.7
579	20	.0	183,196	99.8
580	53	.0	183,249	99.8
581	42	.0	183,291	99.8
582	40	.0	183,331	99.8
583	39	.0	183,370	99.9
584	23	.0	183,393	99.9
585	37	.0	183,430	99.9
586	13	.0	183,443	99.9
588	10	.0	183,453	99.9
589	33	.0	183,486	99.9
590	57	.0	183,543	99.9
591	25	.0	183,568	100.0
592	39	.0	183,607	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
598	36	.0	183,643	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	886	.5	886	.5
229	38	.0	924	.5
231	5	.0	929	.5
241	8	.0	937	.5
242	29	.0	966	.6
245	3	.0	969	.6
246	1	.0	970	.6
248	20	.0	990	.6
249	3	.0	993	.6
250	6	.0	999	.6
252	16	.0	1,015	.6
253	5	.0	1,020	.6
255	25	.0	1,045	.6
256	9	.0	1,054	.6
257	7	.0	1,061	.6
258	3	.0	1,064	.6
259	2	.0	1,066	.6
260	12	.0	1,078	.6
261	1	.0	1,079	.6
262	20	.0	1,099	.6
263	14	.0	1,113	.6
264	6	.0	1,119	.7
265	4	.0	1,123	.7
266	7	.0	1,130	.7
267	32	.0	1,162	.7
268	9	.0	1,171	.7
269	14	.0	1,185	.7
270	19	.0	1,204	.7
271	2	.0	1,206	.7
272	17	.0	1,223	.7
273	15	.0	1,238	.7
274	7	.0	1,245	.7
275	10	.0	1,255	.7
276	6	.0	1,261	.7
277	20	.0	1,281	.7
278	13	.0	1,294	.8
279	19	.0	1,313	.8
280	21	.0	1,334	.8
281	10	.0	1,344	.8
282	25	.0	1,369	.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
283	17	.0	1,386	.8
284	23	.0	1,409	.8
285	8	.0	1,417	.8
286	15	.0	1,432	.8
287	26	.0	1,458	.9
288	17	.0	1,475	.9
289	25	.0	1,500	.9
290	17	.0	1,517	.9
291	13	.0	1,530	.9
292	12	.0	1,542	.9
293	26	.0	1,568	.9
294	29	.0	1,597	.9
295	30	.0	1,627	.9
296	23	.0	1,650	1.0
297	20	.0	1,670	1.0
298	20	.0	1,690	1.0
299	14	.0	1,704	1.0
300	27	.0	1,731	1.0
301	20	.0	1,751	1.0
302	11	.0	1,762	1.0
303	28	.0	1,790	1.0
304	35	.0	1,825	1.1
305	16	.0	1,841	1.1
306	35	.0	1,876	1.1
307	40	.0	1,916	1.1
308	30	.0	1,946	1.1
309	21	.0	1,967	1.1
310	33	.0	2,000	1.2
311	20	.0	2,020	1.2
312	32	.0	2,052	1.2
313	33	.0	2,085	1.2
314	45	.0	2,130	1.2
315	33	.0	2,163	1.3
316	35	.0	2,198	1.3
317	33	.0	2,231	1.3
318	54	.0	2,285	1.3
319	30	.0	2,315	1.4
320	32	.0	2,347	1.4
321	57	.0	2,404	1.4
322	31	.0	2,435	1.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	68	.0	2,503	1.5
324	42	.0	2,545	1.5
325	33	.0	2,578	1.5
326	70	.0	2,648	1.5
327	39	.0	2,687	1.6
328	62	.0	2,749	1.6
329	34	.0	2,783	1.6
330	59	.0	2,842	1.7
331	46	.0	2,888	1.7
332	51	.0	2,939	1.7
333	59	.0	2,998	1.7
334	68	.0	3,066	1.8
335	66	.0	3,132	1.8
336	49	.0	3,181	1.9
337	58	.0	3,239	1.9
338	75	.0	3,314	1.9
339	45	.0	3,359	2.0
340	56	.0	3,415	2.0
341	72	.0	3,487	2.0
342	85	.0	3,572	2.1
343	55	.0	3,627	2.1
344	69	.0	3,696	2.2
345	67	.0	3,763	2.2
346	69	.0	3,832	2.2
347	71	.0	3,903	2.3
348	67	.0	3,970	2.3
349	74	.0	4,044	2.4
350	83	.0	4,127	2.4
351	84	.0	4,211	2.5
352	71	.0	4,282	2.5
353	77	.0	4,359	2.5
354	88	.1	4,447	2.6
355	83	.0	4,530	2.6
356	93	.1	4,623	2.7
357	79	.0	4,702	2.7
358	98	.1	4,800	2.8
359	109	.1	4,909	2.9
360	94	.1	5,003	2.9
361	110	.1	5,113	3.0
362	95	.1	5,208	3.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
363	113	.1	5,321	3.1
364	110	.1	5,431	3.2
365	110	.1	5,541	3.2
366	122	.1	5,663	3.3
367	120	.1	5,783	3.4
368	127	.1	5,910	3.4
369	139	.1	6,049	3.5
370	161	.1	6,210	3.6
371	132	.1	6,342	3.7
372	161	.1	6,503	3.8
373	193	.1	6,696	3.9
374	146	.1	6,842	4.0
375	192	.1	7,034	4.1
376	146	.1	7,180	4.2
377	176	.1	7,356	4.3
378	189	.1	7,545	4.4
379	194	.1	7,739	4.5
380	232	.1	7,971	4.6
381	199	.1	8,170	4.8
382	226	.1	8,396	4.9
383	223	.1	8,619	5.0
384	229	.1	8,848	5.2
385	255	.1	9,103	5.3
386	237	.1	9,340	5.4
387	250	.1	9,590	5.6
388	263	.2	9,853	5.7
389	292	.2	10,145	5.9
390	278	.2	10,423	6.1
391	298	.2	10,721	6.3
392	257	.1	10,978	6.4
393	390	.2	11,368	6.6
394	295	.2	11,663	6.8
395	346	.2	12,009	7.0
396	356	.2	12,365	7.2
397	374	.2	12,739	7.4
398	357	.2	13,096	7.6
399	367	.2	13,463	7.9
400	445	.3	13,908	8.1
401	417	.2	14,325	8.4
402	433	.3	14,758	8.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	437	.3	15,195	8.9
404	488	.3	15,683	9.1
405	463	.3	16,146	9.4
406	521	.3	16,667	9.7
407	470	.3	17,137	10.0
408	594	.3	17,731	10.3
409	515	.3	18,246	10.6
410	574	.3	18,820	11.0
411	571	.3	19,391	11.3
412	578	.3	19,969	11.6
413	648	.4	20,617	12.0
414	602	.4	21,219	12.4
415	727	.4	21,946	12.8
416	599	.3	22,545	13.1
417	720	.4	23,265	13.6
418	632	.4	23,897	13.9
419	750	.4	24,647	14.4
420	697	.4	25,344	14.8
421	812	.5	26,156	15.3
422	719	.4	26,875	15.7
423	808	.5	27,683	16.1
424	778	.5	28,461	16.6
425	892	.5	29,353	17.1
426	785	.5	30,138	17.6
427	938	.5	31,076	18.1
428	876	.5	31,952	18.6
429	893	.5	32,845	19.2
430	835	.5	33,680	19.6
431	995	.6	34,675	20.2
432	949	.6	35,624	20.8
433	892	.5	36,516	21.3
434	1,053	.6	37,569	21.9
435	967	.6	38,536	22.5
436	1,041	.6	39,577	23.1
437	991	.6	40,568	23.7
438	1,094	.6	41,662	24.3
439	1,094	.6	42,756	24.9
440	1,158	.7	43,914	25.6
441	1,052	.6	44,966	26.2
442	1,194	.7	46,160	26.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
443	1,210	.7	47,370	27.6
444	1,128	.7	48,498	28.3
445	1,225	.7	49,723	29.0
446	1,117	.7	50,840	29.6
447	1,235	.7	52,075	30.4
448	1,205	.7	53,280	31.1
449	1,242	.7	54,522	31.8
450	1,244	.7	55,766	32.5
451	1,281	.7	57,047	33.3
452	1,223	.7	58,270	34.0
453	1,401	.8	59,671	34.8
454	1,286	.7	60,957	35.6
455	1,351	.8	62,308	36.3
456	1,378	.8	63,686	37.1
457	1,421	.8	65,107	38.0
458	1,368	.8	66,475	38.8
459	1,400	.8	67,875	39.6
460	1,287	.8	69,162	40.3
461	1,531	.9	70,693	41.2
462	1,399	.8	72,092	42.0
463	1,402	.8	73,494	42.9
464	1,441	.8	74,935	43.7
465	1,449	.8	76,384	44.5
466	1,377	.8	77,761	45.4
467	1,573	.9	79,334	46.3
468	1,430	.8	80,764	47.1
469	1,572	.9	82,336	48.0
470	1,409	.8	83,745	48.8
471	1,456	.8	85,201	49.7
472	1,408	.8	86,609	50.5
473	1,539	.9	88,148	51.4
474	1,570	.9	89,718	52.3
475	1,481	.9	91,199	53.2
476	1,513	.9	92,712	54.1
477	1,463	.9	94,175	54.9
478	1,500	.9	95,675	55.8
479	1,443	.8	97,118	56.6
480	1,455	.8	98,573	57.5
481	1,367	.8	99,940	58.3
482	1,374	.8	101,314	59.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	1,553	.9	102,867	60.0
484	1,356	.8	104,223	60.8
485	1,362	.8	105,585	61.6
486	1,438	.8	107,023	62.4
487	1,501	.9	108,524	63.3
488	1,468	.9	109,992	64.1
489	1,389	.8	111,381	65.0
490	1,457	.8	112,838	65.8
491	1,370	.8	114,208	66.6
492	1,279	.7	115,487	67.4
493	1,329	.8	116,816	68.1
494	1,423	.8	118,239	69.0
495	1,265	.7	119,504	69.7
496	1,285	.7	120,789	70.4
497	1,344	.8	122,133	71.2
498	1,358	.8	123,491	72.0
499	1,063	.6	124,554	72.6
500	1,218	.7	125,772	73.4
501	1,310	.8	127,082	74.1
502	1,109	.6	128,191	74.8
503	1,154	.7	129,345	75.4
504	1,199	.7	130,544	76.1
505	1,243	.7	131,787	76.9
506	1,000	.6	132,787	77.4
507	1,260	.7	134,047	78.2
508	1,156	.7	135,203	78.9
509	1,074	.6	136,277	79.5
510	1,006	.6	137,283	80.1
511	1,089	.6	138,372	80.7
512	1,048	.6	139,420	81.3
513	942	.5	140,362	81.9
514	1,043	.6	141,405	82.5
515	991	.6	142,396	83.0
516	914	.5	143,310	83.6
517	926	.5	144,236	84.1
518	894	.5	145,130	84.6
519	881	.5	146,011	85.2
520	803	.5	146,814	85.6
521	923	.5	147,737	86.2
522	737	.4	148,474	86.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
523	835	.5	149,309	87.1
524	835	.5	150,144	87.6
525	825	.5	150,969	88.0
526	800	.5	151,769	88.5
527	754	.4	152,523	89.0
528	734	.4	153,257	89.4
529	733	.4	153,990	89.8
530	672	.4	154,662	90.2
531	659	.4	155,321	90.6
532	598	.3	155,919	90.9
533	642	.4	156,561	91.3
534	584	.3	157,145	91.6
535	613	.4	157,758	92.0
536	562	.3	158,320	92.3
537	594	.3	158,914	92.7
538	434	.3	159,348	92.9
539	573	.3	159,921	93.3
540	446	.3	160,367	93.5
541	563	.3	160,930	93.9
542	404	.2	161,334	94.1
543	515	.3	161,849	94.4
544	432	.3	162,281	94.6
545	300	.2	162,581	94.8
546	462	.3	163,043	95.1
547	375	.2	163,418	95.3
548	336	.2	163,754	95.5
549	376	.2	164,130	95.7
550	372	.2	164,502	95.9
551	358	.2	164,860	96.1
552	346	.2	165,206	96.3
553	279	.2	165,485	96.5
554	319	.2	165,804	96.7
555	300	.2	166,104	96.9
556	269	.2	166,373	97.0
557	249	.1	166,622	97.2
558	239	.1	166,861	97.3
559	244	.1	167,105	97.5
560	288	.2	167,393	97.6
561	159	.1	167,552	97.7
562	268	.2	167,820	97.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	161	.1	167,981	98.0
564	170	.1	168,151	98.1
565	149	.1	168,300	98.2
566	231	.1	168,531	98.3
567	106	.1	168,637	98.3
568	208	.1	168,845	98.5
569	114	.1	168,959	98.5
570	156	.1	169,115	98.6
571	97	.1	169,212	98.7
572	190	.1	169,402	98.8
573	99	.1	169,501	98.9
574	156	.1	169,657	98.9
575	114	.1	169,771	99.0
576	95	.1	169,866	99.1
577	92	.1	169,958	99.1
578	84	.0	170,042	99.2
579	94	.1	170,136	99.2
580	134	.1	170,270	99.3
581	46	.0	170,316	99.3
582	81	.0	170,397	99.4
583	76	.0	170,473	99.4
584	59	.0	170,532	99.5
585	122	.1	170,654	99.5
586	33	.0	170,687	99.5
587	28	.0	170,715	99.6
588	73	.0	170,788	99.6
589	38	.0	170,826	99.6
590	57	.0	170,883	99.7
591	74	.0	170,957	99.7
592	10	.0	170,967	99.7
593	47	.0	171,014	99.7
594	8	.0	171,022	99.7
595	71	.0	171,093	99.8
596	67	.0	171,160	99.8
597	9	.0	171,169	99.8
598	18	.0	171,187	99.8
600	43	.0	171,230	99.9
601	25	.0	171,255	99.9
602	38	.0	171,293	99.9
603	4	.0	171,297	99.9

Appendix I: Scale Score Frequency Distributions

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
605	37	.0	171,334	99.9
607	42	.0	171,376	99.9
608	7	.0	171,383	100.0
610	1	.0	171,384	100.0
612	37	.0	171,421	100.0
617	14	.0	171,435	100.0
619	13	.0	171,448	100.0
623	11	.0	171,459	100.0
629	1	.0	171,460	100.0
630	7	.0	171,467	100.0
635	1	.0	171,468	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	2,430	.6	2,430	.6
241	44	.0	2,474	.6
253	6	.0	2,480	.6
258	41	.0	2,521	.6
262	9	.0	2,530	.6
263	10	.0	2,540	.6
264	82	.0	2,622	.6
265	5	.0	2,627	.6
267	60	.0	2,687	.7
271	74	.0	2,761	.7
272	8	.0	2,769	.7
273	30	.0	2,799	.7
274	8	.0	2,807	.7
275	47	.0	2,854	.7
276	12	.0	2,866	.7
277	8	.0	2,874	.7
278	51	.0	2,925	.7
279	9	.0	2,934	.7
280	8	.0	2,942	.7
281	37	.0	2,979	.7
282	13	.0	2,992	.7
283	41	.0	3,033	.7
284	41	.0	3,074	.8
286	23	.0	3,097	.8
287	23	.0	3,120	.8
288	14	.0	3,134	.8
289	20	.0	3,154	.8
290	30	.0	3,184	.8
291	24	.0	3,208	.8
292	32	.0	3,240	.8
293	13	.0	3,253	.8
294	12	.0	3,265	.8
295	18	.0	3,283	.8
296	37	.0	3,320	.8
297	20	.0	3,340	.8
298	8	.0	3,348	.8
299	30	.0	3,378	.8
300	23	.0	3,401	.8
301	40	.0	3,441	.8
302	24	.0	3,465	.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
303	31	.0	3,496	.9
304	5	.0	3,501	.9
305	28	.0	3,529	.9
306	35	.0	3,564	.9
307	40	.0	3,604	.9
308	39	.0	3,643	.9
309	39	.0	3,682	.9
310	15	.0	3,697	.9
311	36	.0	3,733	.9
312	40	.0	3,773	.9
313	32	.0	3,805	.9
314	58	.0	3,863	1.0
315	38	.0	3,901	1.0
316	31	.0	3,932	1.0
317	43	.0	3,975	1.0
318	43	.0	4,018	1.0
319	21	.0	4,039	1.0
320	55	.0	4,094	1.0
321	24	.0	4,118	1.0
322	52	.0	4,170	1.0
323	28	.0	4,198	1.0
324	53	.0	4,251	1.0
325	47	.0	4,298	1.1
326	44	.0	4,342	1.1
327	22	.0	4,364	1.1
328	42	.0	4,406	1.1
329	44	.0	4,450	1.1
330	50	.0	4,500	1.1
331	51	.0	4,551	1.1
332	38	.0	4,589	1.1
333	66	.0	4,655	1.1
334	45	.0	4,700	1.2
335	64	.0	4,764	1.2
336	42	.0	4,806	1.2
337	56	.0	4,862	1.2
338	66	.0	4,928	1.2
339	56	.0	4,984	1.2
340	44	.0	5,028	1.2
341	47	.0	5,075	1.3
342	70	.0	5,145	1.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
343	46	.0	5,191	1.3
344	73	.0	5,264	1.3
345	65	.0	5,329	1.3
346	48	.0	5,377	1.3
347	66	.0	5,443	1.3
348	60	.0	5,503	1.4
349	63	.0	5,566	1.4
350	51	.0	5,617	1.4
351	87	.0	5,704	1.4
352	66	.0	5,770	1.4
353	61	.0	5,831	1.4
354	93	.0	5,924	1.5
355	98	.0	6,022	1.5
356	69	.0	6,091	1.5
357	74	.0	6,165	1.5
358	91	.0	6,256	1.5
359	70	.0	6,326	1.6
360	101	.0	6,427	1.6
361	94	.0	6,521	1.6
362	84	.0	6,605	1.6
363	103	.0	6,708	1.7
364	81	.0	6,789	1.7
365	99	.0	6,888	1.7
366	114	.0	7,002	1.7
367	108	.0	7,110	1.8
368	93	.0	7,203	1.8
369	130	.0	7,333	1.8
370	117	.0	7,450	1.8
371	106	.0	7,556	1.9
372	130	.0	7,686	1.9
373	123	.0	7,809	1.9
374	136	.0	7,945	2.0
375	131	.0	8,076	2.0
376	144	.0	8,220	2.0
377	128	.0	8,348	2.1
378	152	.0	8,500	2.1
379	176	.0	8,676	2.1
380	133	.0	8,809	2.2
381	151	.0	8,960	2.2
382	152	.0	9,112	2.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
383	147	.0	9,259	2.3
384	174	.0	9,433	2.3
385	175	.0	9,608	2.4
386	194	.0	9,802	2.4
387	184	.0	9,986	2.5
388	192	.0	10,178	2.5
389	201	.0	10,379	2.6
390	188	.0	10,567	2.6
391	220	.1	10,787	2.7
392	219	.1	11,006	2.7
393	225	.1	11,231	2.8
394	220	.1	11,451	2.8
395	236	.1	11,687	2.9
396	261	.1	11,948	2.9
397	250	.1	12,198	3.0
398	264	.1	12,462	3.1
399	269	.1	12,731	3.1
400	302	.1	13,033	3.2
401	267	.1	13,300	3.3
402	308	.1	13,608	3.4
403	308	.1	13,916	3.4
404	256	.1	14,172	3.5
405	319	.1	14,491	3.6
406	324	.1	14,815	3.7
407	320	.1	15,135	3.7
408	366	.1	15,501	3.8
409	342	.1	15,843	3.9
410	373	.1	16,216	4.0
411	371	.1	16,587	4.1
412	422	.1	17,009	4.2
413	391	.1	17,400	4.3
414	461	.1	17,861	4.4
415	423	.1	18,284	4.5
416	448	.1	18,732	4.6
417	462	.1	19,194	4.7
418	483	.1	19,677	4.8
419	466	.1	20,143	5.0
420	545	.1	20,688	5.1
421	462	.1	21,150	5.2
422	517	.1	21,667	5.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
423	551	.1	22,218	5.5
424	489	.1	22,707	5.6
425	592	.1	23,299	5.7
426	541	.1	23,840	5.9
427	530	.1	24,370	6.0
428	632	.2	25,002	6.2
429	642	.2	25,644	6.3
430	586	.1	26,230	6.5
431	743	.2	26,973	6.6
432	681	.2	27,654	6.8
433	618	.2	28,272	7.0
434	771	.2	29,043	7.2
435	743	.2	29,786	7.3
436	735	.2	30,521	7.5
437	807	.2	31,328	7.7
438	800	.2	32,128	7.9
439	859	.2	32,987	8.1
440	804	.2	33,791	8.3
441	796	.2	34,587	8.5
442	887	.2	35,474	8.7
443	934	.2	36,408	9.0
444	877	.2	37,285	9.2
445	961	.2	38,246	9.4
446	974	.2	39,220	9.7
447	1,035	.3	40,255	9.9
448	1,101	.3	41,356	10.2
449	1,010	.2	42,366	10.4
450	1,138	.3	43,504	10.7
451	1,162	.3	44,666	11.0
452	1,183	.3	45,849	11.3
453	1,242	.3	47,091	11.6
454	1,214	.3	48,305	11.9
455	1,326	.3	49,631	12.2
456	1,274	.3	50,905	12.5
457	1,309	.3	52,214	12.9
458	1,490	.4	53,704	13.2
459	1,447	.4	55,151	13.6
460	1,363	.3	56,514	13.9
461	1,563	.4	58,077	14.3
462	1,656	.4	59,733	14.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
463	1,475	.4	61,208	15.1
464	1,684	.4	62,892	15.5
465	1,809	.4	64,701	15.9
466	1,673	.4	66,374	16.4
467	1,596	.4	67,970	16.8
468	1,922	.5	69,892	17.2
469	1,803	.4	71,695	17.7
470	1,704	.4	73,399	18.1
471	2,009	.5	75,408	18.6
472	1,841	.5	77,249	19.0
473	1,935	.5	79,184	19.5
474	2,090	.5	81,274	20.0
475	2,118	.5	83,392	20.6
476	2,137	.5	85,529	21.1
477	2,101	.5	87,630	21.6
478	2,269	.6	89,899	22.2
479	2,230	.5	92,129	22.7
480	2,255	.6	94,384	23.3
481	2,375	.6	96,759	23.8
482	2,194	.5	98,953	24.4
483	2,412	.6	101,365	25.0
484	2,520	.6	103,885	25.6
485	2,280	.6	106,165	26.2
486	2,707	.7	108,872	26.8
487	2,421	.6	111,293	27.4
488	2,651	.7	113,944	28.1
489	2,716	.7	116,660	28.8
490	2,882	.7	119,542	29.5
491	2,342	.6	121,884	30.0
492	2,997	.7	124,881	30.8
493	2,785	.7	127,666	31.5
494	2,530	.6	130,196	32.1
495	2,991	.7	133,187	32.8
496	2,972	.7	136,159	33.6
497	2,824	.7	138,983	34.3
498	3,004	.7	141,987	35.0
499	3,060	.8	145,047	35.8
500	3,071	.8	148,118	36.5
501	3,081	.8	151,199	37.3
502	3,151	.8	154,350	38.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
503	3,130	.8	157,480	38.8
504	3,099	.8	160,579	39.6
505	3,322	.8	163,901	40.4
506	3,032	.7	166,933	41.1
507	3,390	.8	170,323	42.0
508	3,178	.8	173,501	42.8
509	3,296	.8	176,797	43.6
510	3,332	.8	180,129	44.4
511	3,425	.8	183,554	45.2
512	3,035	.7	186,589	46.0
513	3,691	.9	190,280	46.9
514	3,228	.8	193,508	47.7
515	3,302	.8	196,810	48.5
516	3,341	.8	200,151	49.3
517	3,654	.9	203,805	50.2
518	3,078	.8	206,883	51.0
519	3,454	.9	210,337	51.8
520	3,377	.8	213,714	52.7
521	3,645	.9	217,359	53.6
522	3,438	.8	220,797	54.4
523	3,310	.8	224,107	55.2
524	3,542	.9	227,649	56.1
525	3,540	.9	231,189	57.0
526	3,351	.8	234,540	57.8
527	3,509	.9	238,049	58.7
528	3,538	.9	241,587	59.5
529	3,342	.8	244,929	60.4
530	3,527	.9	248,456	61.2
531	3,521	.9	251,977	62.1
532	3,029	.7	255,006	62.9
533	3,589	.9	258,595	63.7
534	3,225	.8	261,820	64.5
535	3,626	.9	265,446	65.4
536	3,311	.8	268,757	66.2
537	3,484	.9	272,241	67.1
538	3,284	.8	275,525	67.9
539	3,196	.8	278,721	68.7
540	3,077	.8	281,798	69.5
541	3,349	.8	285,147	70.3
542	3,244	.8	288,391	71.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
543	2,832	.7	291,223	71.8
544	3,627	.9	294,850	72.7
545	2,850	.7	297,700	73.4
546	3,071	.8	300,771	74.1
547	3,043	.8	303,814	74.9
548	3,019	.7	306,833	75.6
549	2,950	.7	309,783	76.4
550	3,129	.8	312,912	77.1
551	2,709	.7	315,621	77.8
552	2,830	.7	318,451	78.5
553	3,069	.8	321,520	79.2
554	2,546	.6	324,066	79.9
555	2,960	.7	327,026	80.6
556	2,777	.7	329,803	81.3
557	2,458	.6	332,261	81.9
558	2,648	.7	334,909	82.5
559	2,316	.6	337,225	83.1
560	2,541	.6	339,766	83.7
561	2,323	.6	342,089	84.3
562	2,590	.6	344,679	85.0
563	1,954	.5	346,633	85.4
564	2,563	.6	349,196	86.1
565	2,129	.5	351,325	86.6
566	2,138	.5	353,463	87.1
567	2,104	.5	355,567	87.6
568	2,169	.5	357,736	88.2
569	1,778	.4	359,514	88.6
570	2,241	.6	361,755	89.2
571	1,732	.4	363,487	89.6
572	1,898	.5	365,385	90.1
573	1,728	.4	367,113	90.5
574	1,660	.4	368,773	90.9
575	1,863	.5	370,636	91.4
576	1,537	.4	372,173	91.7
577	1,510	.4	373,683	92.1
578	1,757	.4	375,440	92.5
579	1,246	.3	376,686	92.8
580	1,430	.4	378,116	93.2
581	1,437	.4	379,553	93.5
582	1,189	.3	380,742	93.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
583	1,273	.3	382,015	94.2
584	1,429	.4	383,444	94.5
585	1,014	.2	384,458	94.8
586	1,156	.3	385,614	95.0
587	957	.2	386,571	95.3
588	1,086	.3	387,657	95.5
589	920	.2	388,577	95.8
590	992	.2	389,569	96.0
591	838	.2	390,407	96.2
592	834	.2	391,241	96.4
593	829	.2	392,070	96.6
594	588	.1	392,658	96.8
595	629	.2	393,287	96.9
596	854	.2	394,141	97.1
597	675	.2	394,816	97.3
598	529	.1	395,345	97.4
599	533	.1	395,878	97.6
600	590	.1	396,468	97.7
601	504	.1	396,972	97.8
602	406	.1	397,378	97.9
603	412	.1	397,790	98.0
604	559	.1	398,349	98.2
605	383	.1	398,732	98.3
606	255	.1	398,987	98.3
607	416	.1	399,403	98.4
608	437	.1	399,840	98.5
609	302	.1	400,142	98.6
610	290	.1	400,432	98.7
611	247	.1	400,679	98.8
612	331	.1	401,010	98.8
613	282	.1	401,292	98.9
614	206	.1	401,498	99.0
615	255	.1	401,753	99.0
616	198	.0	401,951	99.1
617	194	.0	402,145	99.1
618	255	.1	402,400	99.2
619	191	.0	402,591	99.2
620	191	.0	402,782	99.3
621	141	.0	402,923	99.3
622	170	.0	403,093	99.4



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
623	192	.0	403,285	99.4
624	154	.0	403,439	99.4
625	49	.0	403,488	99.4
626	199	.0	403,687	99.5
627	94	.0	403,781	99.5
628	100	.0	403,881	99.5
629	156	.0	404,037	99.6
630	113	.0	404,150	99.6
631	134	.0	404,284	99.6
632	85	.0	404,369	99.7
633	68	.0	404,437	99.7
634	85	.0	404,522	99.7
635	102	.0	404,624	99.7
636	35	.0	404,659	99.7
637	58	.0	404,717	99.8
638	136	.0	404,853	99.8
639	81	.0	404,934	99.8
640	21	.0	404,955	99.8
641	48	.0	405,003	99.8
642	76	.0	405,079	99.8
643	36	.0	405,115	99.9
644	54	.0	405,169	99.9
645	25	.0	405,194	99.9
646	56	.0	405,250	99.9
647	45	.0	405,295	99.9
648	16	.0	405,311	99.9
649	23	.0	405,334	99.9
650	12	.0	405,346	99.9
651	45	.0	405,391	99.9
652	12	.0	405,403	99.9
653	23	.0	405,426	99.9
654	19	.0	405,445	99.9
655	46	.0	405,491	99.9
656	26	.0	405,517	99.9
658	10	.0	405,527	100.0
659	2	.0	405,529	100.0
660	45	.0	405,574	100.0
661	4	.0	405,578	100.0
662	19	.0	405,597	100.0
664	31	.0	405,628	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
665	14	.0	405,642	100.0
666	3	.0	405,645	100.0
667	10	.0	405,655	100.0
669	33	.0	405,688	100.0
674	12	.0	405,700	100.0
676	10	.0	405,710	100.0
680	2	.0	405,712	100.0
682	2	.0	405,714	100.0
685	4	.0	405,718	100.0
686	1	.0	405,719	100.0
694	3	.0	405,722	100.0
700	1	.0	405,723	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	1,996	.9	1,996	.9
267	19	.0	2,015	.9
268	2	.0	2,017	.9
272	3	.0	2,020	.9
277	37	.0	2,057	.9
278	4	.0	2,061	.9
280	17	.0	2,078	.9
281	4	.0	2,082	.9
284	26	.0	2,108	.9
287	5	.0	2,113	.9
289	40	.0	2,153	.9
290	1	.0	2,154	.9
291	2	.0	2,156	.9
292	17	.0	2,173	.9
294	4	.0	2,177	.9
295	28	.0	2,205	1.0
296	25	.0	2,230	1.0
297	20	.0	2,250	1.0
298	2	.0	2,252	1.0
299	7	.0	2,259	1.0
300	14	.0	2,273	1.0
301	7	.0	2,280	1.0
302	19	.0	2,299	1.0
303	6	.0	2,305	1.0
304	12	.0	2,317	1.0
305	15	.0	2,332	1.0
306	2	.0	2,334	1.0
307	33	.0	2,367	1.0
308	5	.0	2,372	1.0
309	16	.0	2,388	1.0
310	2	.0	2,390	1.0
311	19	.0	2,409	1.0
312	7	.0	2,416	1.0
313	17	.0	2,433	1.1
314	9	.0	2,442	1.1
315	12	.0	2,454	1.1
316	9	.0	2,463	1.1
317	29	.0	2,492	1.1
318	11	.0	2,503	1.1
319	7	.0	2,510	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	24	.0	2,534	1.1
321	3	.0	2,537	1.1
322	2	.0	2,539	1.1
323	11	.0	2,550	1.1
324	13	.0	2,563	1.1
325	30	.0	2,593	1.1
326	6	.0	2,599	1.1
327	16	.0	2,615	1.1
328	15	.0	2,630	1.1
329	13	.0	2,643	1.1
330	19	.0	2,662	1.2
331	14	.0	2,676	1.2
332	9	.0	2,685	1.2
333	28	.0	2,713	1.2
334	28	.0	2,741	1.2
335	14	.0	2,755	1.2
336	33	.0	2,788	1.2
337	8	.0	2,796	1.2
338	22	.0	2,818	1.2
339	16	.0	2,834	1.2
340	22	.0	2,856	1.2
341	28	.0	2,884	1.2
342	26	.0	2,910	1.3
343	16	.0	2,926	1.3
344	12	.0	2,938	1.3
345	18	.0	2,956	1.3
346	20	.0	2,976	1.3
347	23	.0	2,999	1.3
348	23	.0	3,022	1.3
349	25	.0	3,047	1.3
350	12	.0	3,059	1.3
351	28	.0	3,087	1.3
352	29	.0	3,116	1.3
353	24	.0	3,140	1.4
354	19	.0	3,159	1.4
355	16	.0	3,175	1.4
356	30	.0	3,205	1.4
357	19	.0	3,224	1.4
358	25	.0	3,249	1.4
359	27	.0	3,276	1.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
360	39	.0	3,315	1.4
361	28	.0	3,343	1.4
362	22	.0	3,365	1.5
363	18	.0	3,383	1.5
364	25	.0	3,408	1.5
365	26	.0	3,434	1.5
366	28	.0	3,462	1.5
367	27	.0	3,489	1.5
368	41	.0	3,530	1.5
369	33	.0	3,563	1.5
370	41	.0	3,604	1.6
371	31	.0	3,635	1.6
372	30	.0	3,665	1.6
373	37	.0	3,702	1.6
374	41	.0	3,743	1.6
375	41	.0	3,784	1.6
376	32	.0	3,816	1.6
377	57	.0	3,873	1.7
378	42	.0	3,915	1.7
379	39	.0	3,954	1.7
380	41	.0	3,995	1.7
381	51	.0	4,046	1.7
382	35	.0	4,081	1.8
383	52	.0	4,133	1.8
384	46	.0	4,179	1.8
385	44	.0	4,223	1.8
386	55	.0	4,278	1.8
387	53	.0	4,331	1.9
388	57	.0	4,388	1.9
389	63	.0	4,451	1.9
390	68	.0	4,519	2.0
391	58	.0	4,577	2.0
392	55	.0	4,632	2.0
393	51	.0	4,683	2.0
394	77	.0	4,760	2.1
395	58	.0	4,818	2.1
396	69	.0	4,887	2.1
397	67	.0	4,954	2.1
398	79	.0	5,033	2.2
399	81	.0	5,114	2.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	72	.0	5,186	2.2
401	86	.0	5,272	2.3
402	78	.0	5,350	2.3
403	84	.0	5,434	2.3
404	65	.0	5,499	2.4
405	87	.0	5,586	2.4
406	85	.0	5,671	2.5
407	85	.0	5,756	2.5
408	94	.0	5,850	2.5
409	92	.0	5,942	2.6
410	96	.0	6,038	2.6
411	97	.0	6,135	2.7
412	101	.0	6,236	2.7
413	110	.0	6,346	2.7
414	118	.1	6,464	2.8
415	103	.0	6,567	2.8
416	112	.0	6,679	2.9
417	111	.0	6,790	2.9
418	132	.1	6,922	3.0
419	122	.1	7,044	3.0
420	99	.0	7,143	3.1
421	135	.1	7,278	3.1
422	122	.1	7,400	3.2
423	160	.1	7,560	3.3
424	119	.1	7,679	3.3
425	172	.1	7,851	3.4
426	127	.1	7,978	3.4
427	190	.1	8,168	3.5
428	108	.0	8,276	3.6
429	177	.1	8,453	3.7
430	128	.1	8,581	3.7
431	166	.1	8,747	3.8
432	169	.1	8,916	3.9
433	172	.1	9,088	3.9
434	185	.1	9,273	4.0
435	187	.1	9,460	4.1
436	181	.1	9,641	4.2
437	177	.1	9,818	4.2
438	231	.1	10,049	4.3
439	182	.1	10,231	4.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
440	210	.1	10,441	4.5
441	178	.1	10,619	4.6
442	219	.1	10,838	4.7
443	217	.1	11,055	4.8
444	228	.1	11,283	4.9
445	214	.1	11,497	5.0
446	240	.1	11,737	5.1
447	197	.1	11,934	5.2
448	286	.1	12,220	5.3
449	250	.1	12,470	5.4
450	253	.1	12,723	5.5
451	265	.1	12,988	5.6
452	271	.1	13,259	5.7
453	266	.1	13,525	5.8
454	272	.1	13,797	6.0
455	281	.1	14,078	6.1
456	300	.1	14,378	6.2
457	328	.1	14,706	6.4
458	304	.1	15,010	6.5
459	343	.1	15,353	6.6
460	303	.1	15,656	6.8
461	341	.1	15,997	6.9
462	316	.1	16,313	7.1
463	341	.1	16,654	7.2
464	338	.1	16,992	7.3
465	386	.2	17,378	7.5
466	317	.1	17,695	7.6
467	419	.2	18,114	7.8
468	301	.1	18,415	8.0
469	462	.2	18,877	8.2
470	352	.2	19,229	8.3
471	475	.2	19,704	8.5
472	356	.2	20,060	8.7
473	467	.2	20,527	8.9
474	359	.2	20,886	9.0
475	465	.2	21,351	9.2
476	369	.2	21,720	9.4
477	483	.2	22,203	9.6
478	435	.2	22,638	9.8
479	537	.2	23,175	10.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
480	462	.2	23,637	10.2
481	445	.2	24,082	10.4
482	468	.2	24,550	10.6
483	542	.2	25,092	10.8
484	503	.2	25,595	11.1
485	534	.2	26,129	11.3
486	519	.2	26,648	11.5
487	576	.2	27,224	11.8
488	535	.2	27,759	12.0
489	584	.3	28,343	12.3
490	564	.2	28,907	12.5
491	561	.2	29,468	12.7
492	639	.3	30,107	13.0
493	599	.3	30,706	13.3
494	677	.3	31,383	13.6
495	652	.3	32,035	13.8
496	710	.3	32,745	14.2
497	660	.3	33,405	14.4
498	683	.3	34,088	14.7
499	690	.3	34,778	15.0
500	722	.3	35,500	15.3
501	694	.3	36,194	15.6
502	745	.3	36,939	16.0
503	741	.3	37,680	16.3
504	832	.4	38,512	16.6
505	819	.4	39,331	17.0
506	857	.4	40,188	17.4
507	857	.4	41,045	17.7
508	917	.4	41,962	18.1
509	877	.4	42,839	18.5
510	876	.4	43,715	18.9
511	973	.4	44,688	19.3
512	909	.4	45,597	19.7
513	1,006	.4	46,603	20.1
514	919	.4	47,522	20.5
515	1,098	.5	48,620	21.0
516	1,017	.4	49,637	21.5
517	1,024	.4	50,661	21.9
518	1,051	.5	51,712	22.4
519	1,137	.5	52,849	22.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
520	1,026	.4	53,875	23.3
521	1,247	.5	55,122	23.8
522	1,064	.5	56,186	24.3
523	1,286	.6	57,472	24.8
524	1,146	.5	58,618	25.3
525	1,288	.6	59,906	25.9
526	1,285	.6	61,191	26.5
527	1,188	.5	62,379	27.0
528	1,318	.6	63,697	27.5
529	1,342	.6	65,039	28.1
530	1,260	.5	66,299	28.7
531	1,449	.6	67,748	29.3
532	1,366	.6	69,114	29.9
533	1,279	.6	70,393	30.4
534	1,533	.7	71,926	31.1
535	1,303	.6	73,229	31.7
536	1,604	.7	74,833	32.4
537	1,376	.6	76,209	32.9
538	1,600	.7	77,809	33.6
539	1,538	.7	79,347	34.3
540	1,586	.7	80,933	35.0
541	1,586	.7	82,519	35.7
542	1,664	.7	84,183	36.4
543	1,546	.7	85,729	37.1
544	1,695	.7	87,424	37.8
545	1,658	.7	89,082	38.5
546	1,774	.8	90,856	39.3
547	1,691	.7	92,547	40.0
548	1,693	.7	94,240	40.7
549	1,793	.8	96,033	41.5
550	1,806	.8	97,839	42.3
551	1,740	.8	99,579	43.0
552	1,864	.8	101,443	43.9
553	1,772	.8	103,215	44.6
554	1,922	.8	105,137	45.5
555	1,652	.7	106,789	46.2
556	2,001	.9	108,790	47.0
557	1,778	.8	110,568	47.8
558	2,031	.9	112,599	48.7
559	1,803	.8	114,402	49.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	1,999	.9	116,401	50.3
561	1,925	.8	118,326	51.2
562	1,968	.9	120,294	52.0
563	1,810	.8	122,104	52.8
564	1,977	.9	124,081	53.6
565	1,744	.8	125,825	54.4
566	1,966	.8	127,791	55.2
567	1,875	.8	129,666	56.1
568	1,844	.8	131,510	56.9
569	2,085	.9	133,595	57.8
570	1,987	.9	135,582	58.6
571	1,797	.8	137,379	59.4
572	1,970	.9	139,349	60.2
573	1,866	.8	141,215	61.0
574	1,965	.8	143,180	61.9
575	1,698	.7	144,878	62.6
576	1,946	.8	146,824	63.5
577	1,681	.7	148,505	64.2
578	2,023	.9	150,528	65.1
579	1,898	.8	152,426	65.9
580	1,763	.8	154,189	66.7
581	1,934	.8	156,123	67.5
582	1,814	.8	157,937	68.3
583	1,776	.8	159,713	69.0
584	1,743	.8	161,456	69.8
585	1,678	.7	163,134	70.5
586	1,781	.8	164,915	71.3
587	1,677	.7	166,592	72.0
588	1,789	.8	168,381	72.8
589	1,603	.7	169,984	73.5
590	1,672	.7	171,656	74.2
591	1,681	.7	173,337	74.9
592	1,561	.7	174,898	75.6
593	1,532	.7	176,430	76.3
594	1,465	.6	177,895	76.9
595	1,634	.7	179,529	77.6
596	1,459	.6	180,988	78.2
597	1,478	.6	182,466	78.9
598	1,463	.6	183,929	79.5
599	1,455	.6	185,384	80.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
600	1,362	.6	186,746	80.7
601	1,492	.6	188,238	81.4
602	1,370	.6	189,608	82.0
603	1,373	.6	190,981	82.6
604	1,291	.6	192,272	83.1
605	1,263	.5	193,535	83.7
606	1,237	.5	194,772	84.2
607	1,149	.5	195,921	84.7
608	1,354	.6	197,275	85.3
609	1,059	.5	198,334	85.7
610	1,216	.5	199,550	86.3
611	1,130	.5	200,680	86.8
612	1,135	.5	201,815	87.2
613	924	.4	202,739	87.6
614	1,065	.5	203,804	88.1
615	1,049	.5	204,853	88.6
616	947	.4	205,800	89.0
617	1,071	.5	206,871	89.4
618	787	.3	207,658	89.8
619	988	.4	208,646	90.2
620	732	.3	209,378	90.5
621	1,071	.5	210,449	91.0
622	696	.3	211,145	91.3
623	858	.4	212,003	91.6
624	767	.3	212,770	92.0
625	747	.3	213,517	92.3
626	725	.3	214,242	92.6
627	845	.4	215,087	93.0
628	568	.2	215,655	93.2
629	734	.3	216,389	93.5
630	689	.3	217,078	93.8
631	583	.3	217,661	94.1
632	636	.3	218,297	94.4
633	657	.3	218,954	94.7
634	492	.2	219,446	94.9
635	551	.2	219,997	95.1
636	527	.2	220,524	95.3
637	579	.3	221,103	95.6
638	337	.1	221,440	95.7
639	603	.3	222,043	96.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
640	358	.2	222,401	96.1
641	457	.2	222,858	96.3
642	374	.2	223,232	96.5
643	339	.1	223,571	96.7
644	405	.2	223,976	96.8
645	428	.2	224,404	97.0
646	292	.1	224,696	97.1
647	364	.2	225,060	97.3
648	323	.1	225,383	97.4
649	303	.1	225,686	97.6
650	302	.1	225,988	97.7
651	280	.1	226,268	97.8
652	317	.1	226,585	98.0
653	180	.1	226,765	98.0
654	328	.1	227,093	98.2
655	189	.1	227,282	98.3
656	196	.1	227,478	98.3
657	214	.1	227,692	98.4
658	168	.1	227,860	98.5
659	196	.1	228,056	98.6
660	227	.1	228,283	98.7
661	160	.1	228,443	98.8
662	147	.1	228,590	98.8
663	165	.1	228,755	98.9
664	138	.1	228,893	99.0
665	143	.1	229,036	99.0
666	104	.0	229,140	99.1
667	178	.1	229,318	99.1
668	65	.0	229,383	99.2
669	181	.1	229,564	99.2
670	77	.0	229,641	99.3
671	74	.0	229,715	99.3
672	124	.1	229,839	99.4
673	133	.1	229,972	99.4
674	50	.0	230,022	99.4
675	51	.0	230,073	99.5
676	94	.0	230,167	99.5
677	44	.0	230,211	99.5
678	94	.0	230,305	99.6
679	43	.0	230,348	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	52	.0	230,400	99.6
681	36	.0	230,436	99.6
682	91	.0	230,527	99.7
683	45	.0	230,572	99.7
684	62	.0	230,634	99.7
685	29	.0	230,663	99.7
686	24	.0	230,687	99.7
687	42	.0	230,729	99.7
688	52	.0	230,781	99.8
689	39	.0	230,820	99.8
690	42	.0	230,862	99.8
691	10	.0	230,872	99.8
692	22	.0	230,894	99.8
693	17	.0	230,911	99.8
694	38	.0	230,949	99.8
695	33	.0	230,982	99.9
696	22	.0	231,004	99.9
697	14	.0	231,018	99.9
698	28	.0	231,046	99.9
699	17	.0	231,063	99.9
700	22	.0	231,085	99.9
701	1	.0	231,086	99.9
702	26	.0	231,112	99.9
703	13	.0	231,125	99.9
704	7	.0	231,132	99.9
705	23	.0	231,155	99.9
706	3	.0	231,158	99.9
707	12	.0	231,170	99.9
708	15	.0	231,185	99.9
709	11	.0	231,196	99.9
710	5	.0	231,201	99.9
711	3	.0	231,204	100.0
712	14	.0	231,218	100.0
713	7	.0	231,225	100.0
714	2	.0	231,227	100.0
715	1	.0	231,228	100.0
717	9	.0	231,237	100.0
718	12	.0	231,249	100.0
719	13	.0	231,262	100.0
720	4	.0	231,266	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
724	9	.0	231,275	100.0
728	11	.0	231,286	100.0
729	11	.0	231,297	100.0
730	9	.0	231,306	100.0
740	7	.0	231,313	100.0
741	6	.0	231,319	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	3,390	1.4	3,390	1.4
271	10	.0	3,400	1.4
273	79	.0	3,479	1.4
277	11	.0	3,490	1.4
282	31	.0	3,521	1.4
283	48	.0	3,569	1.5
284	9	.0	3,578	1.5
288	16	.0	3,594	1.5
290	16	.0	3,610	1.5
291	8	.0	3,618	1.5
294	34	.0	3,652	1.5
295	24	.0	3,676	1.5
297	2	.0	3,678	1.5
298	27	.0	3,705	1.5
299	3	.0	3,708	1.5
300	1	.0	3,709	1.5
301	31	.0	3,740	1.5
303	23	.0	3,763	1.5
304	31	.0	3,794	1.6
306	4	.0	3,798	1.6
307	16	.0	3,814	1.6
308	6	.0	3,820	1.6
309	16	.0	3,836	1.6
310	28	.0	3,864	1.6
311	11	.0	3,875	1.6
312	17	.0	3,892	1.6
313	4	.0	3,896	1.6
314	23	.0	3,919	1.6
315	6	.0	3,925	1.6
316	29	.0	3,954	1.6
317	9	.0	3,963	1.6
318	20	.0	3,983	1.6
319	5	.0	3,988	1.6
320	22	.0	4,010	1.6
321	28	.0	4,038	1.7
322	21	.0	4,059	1.7
323	12	.0	4,071	1.7
324	26	.0	4,097	1.7
325	11	.0	4,108	1.7
326	39	.0	4,147	1.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
327	11	.0	4,158	1.7
328	42	.0	4,200	1.7
329	16	.0	4,216	1.7
330	44	.0	4,260	1.7
331	14	.0	4,274	1.7
332	48	.0	4,322	1.8
333	12	.0	4,334	1.8
334	12	.0	4,346	1.8
335	44	.0	4,390	1.8
336	14	.0	4,404	1.8
337	62	.0	4,466	1.8
338	24	.0	4,490	1.8
339	20	.0	4,510	1.8
340	54	.0	4,564	1.9
341	31	.0	4,595	1.9
342	26	.0	4,621	1.9
343	26	.0	4,647	1.9
344	49	.0	4,696	1.9
345	27	.0	4,723	1.9
346	14	.0	4,737	1.9
347	24	.0	4,761	1.9
348	60	.0	4,821	2.0
349	26	.0	4,847	2.0
350	24	.0	4,871	2.0
351	22	.0	4,893	2.0
352	64	.0	4,957	2.0
353	27	.0	4,984	2.0
354	36	.0	5,020	2.1
355	23	.0	5,043	2.1
356	30	.0	5,073	2.1
357	36	.0	5,109	2.1
358	62	.0	5,171	2.1
359	40	.0	5,211	2.1
360	39	.0	5,250	2.1
361	25	.0	5,275	2.2
362	44	.0	5,319	2.2
363	38	.0	5,357	2.2
364	40	.0	5,397	2.2
365	41	.0	5,438	2.2
366	26	.0	5,464	2.2



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
367	42	.0	5,506	2.3
368	62	.0	5,568	2.3
369	33	.0	5,601	2.3
370	46	.0	5,647	2.3
371	36	.0	5,683	2.3
372	36	.0	5,719	2.3
373	59	.0	5,778	2.4
374	48	.0	5,826	2.4
375	44	.0	5,870	2.4
376	59	.0	5,929	2.4
377	50	.0	5,979	2.4
378	49	.0	6,028	2.5
379	65	.0	6,093	2.5
380	40	.0	6,133	2.5
381	57	.0	6,190	2.5
382	52	.0	6,242	2.6
383	70	.0	6,312	2.6
384	44	.0	6,356	2.6
385	82	.0	6,438	2.6
386	48	.0	6,486	2.7
387	61	.0	6,547	2.7
388	61	.0	6,608	2.7
389	72	.0	6,680	2.7
390	64	.0	6,744	2.8
391	51	.0	6,795	2.8
392	82	.0	6,877	2.8
393	68	.0	6,945	2.8
394	70	.0	7,015	2.9
395	64	.0	7,079	2.9
396	86	.0	7,165	2.9
397	59	.0	7,224	3.0
398	86	.0	7,310	3.0
399	73	.0	7,383	3.0
400	58	.0	7,441	3.0
401	100	.0	7,541	3.1
402	82	.0	7,623	3.1
403	62	.0	7,685	3.1
404	103	.0	7,788	3.2
405	86	.0	7,874	3.2
406	92	.0	7,966	3.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
407	90	.0	8,056	3.3
408	92	.0	8,148	3.3
409	97	.0	8,245	3.4
410	98	.0	8,343	3.4
411	83	.0	8,426	3.4
412	91	.0	8,517	3.5
413	82	.0	8,599	3.5
414	88	.0	8,687	3.6
415	109	.0	8,796	3.6
416	94	.0	8,890	3.6
417	88	.0	8,978	3.7
418	107	.0	9,085	3.7
419	104	.0	9,189	3.8
420	103	.0	9,292	3.8
421	121	.0	9,413	3.9
422	117	.0	9,530	3.9
423	119	.0	9,649	4.0
424	108	.0	9,757	4.0
425	121	.0	9,878	4.0
426	129	.1	10,007	4.1
427	123	.1	10,130	4.1
428	96	.0	10,226	4.2
429	142	.1	10,368	4.2
430	132	.1	10,500	4.3
431	128	.1	10,628	4.4
432	138	.1	10,766	4.4
433	149	.1	10,915	4.5
434	122	.0	11,037	4.5
435	138	.1	11,175	4.6
436	171	.1	11,346	4.6
437	149	.1	11,495	4.7
438	149	.1	11,644	4.8
439	133	.1	11,777	4.8
440	155	.1	11,932	4.9
441	142	.1	12,074	4.9
442	169	.1	12,243	5.0
443	166	.1	12,409	5.1
444	166	.1	12,575	5.1
445	155	.1	12,730	5.2
446	202	.1	12,932	5.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
447	174	.1	13,106	5.4
448	172	.1	13,278	5.4
449	178	.1	13,456	5.5
450	178	.1	13,634	5.6
451	176	.1	13,810	5.7
452	212	.1	14,022	5.7
453	195	.1	14,217	5.8
454	198	.1	14,415	5.9
455	225	.1	14,640	6.0
456	159	.1	14,799	6.1
457	213	.1	15,012	6.1
458	191	.1	15,203	6.2
459	237	.1	15,440	6.3
460	225	.1	15,665	6.4
461	239	.1	15,904	6.5
462	252	.1	16,156	6.6
463	224	.1	16,380	6.7
464	256	.1	16,636	6.8
465	228	.1	16,864	6.9
466	230	.1	17,094	7.0
467	272	.1	17,366	7.1
468	259	.1	17,625	7.2
469	300	.1	17,925	7.3
470	269	.1	18,194	7.4
471	299	.1	18,493	7.6
472	270	.1	18,763	7.7
473	294	.1	19,057	7.8
474	285	.1	19,342	7.9
475	319	.1	19,661	8.1
476	305	.1	19,966	8.2
477	299	.1	20,265	8.3
478	309	.1	20,574	8.4
479	319	.1	20,893	8.6
480	326	.1	21,219	8.7
481	314	.1	21,533	8.8
482	330	.1	21,863	9.0
483	343	.1	22,206	9.1
484	358	.1	22,564	9.2
485	324	.1	22,888	9.4
486	357	.1	23,245	9.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
487	330	.1	23,575	9.7
488	441	.2	24,016	9.8
489	352	.1	24,368	10.0
490	404	.2	24,772	10.1
491	376	.2	25,148	10.3
492	404	.2	25,552	10.5
493	421	.2	25,973	10.6
494	430	.2	26,403	10.8
495	468	.2	26,871	11.0
496	419	.2	27,290	11.2
497	447	.2	27,737	11.4
498	421	.2	28,158	11.5
499	489	.2	28,647	11.7
500	496	.2	29,143	11.9
501	509	.2	29,652	12.1
502	455	.2	30,107	12.3
503	576	.2	30,683	12.6
504	443	.2	31,126	12.7
505	589	.2	31,715	13.0
506	493	.2	32,208	13.2
507	563	.2	32,771	13.4
508	563	.2	33,334	13.6
509	583	.2	33,917	13.9
510	607	.2	34,524	14.1
511	569	.2	35,093	14.4
512	612	.3	35,705	14.6
513	624	.3	36,329	14.9
514	662	.3	36,991	15.1
515	633	.3	37,624	15.4
516	626	.3	38,250	15.7
517	693	.3	38,943	15.9
518	643	.3	39,586	16.2
519	696	.3	40,282	16.5
520	715	.3	40,997	16.8
521	738	.3	41,735	17.1
522	741	.3	42,476	17.4
523	769	.3	43,245	17.7
524	741	.3	43,986	18.0
525	812	.3	44,798	18.3
526	849	.3	45,647	18.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
527	794	.3	46,441	19.0
528	855	.4	47,296	19.4
529	851	.3	48,147	19.7
530	872	.4	49,019	20.1
531	964	.4	49,983	20.5
532	823	.3	50,806	20.8
533	980	.4	51,786	21.2
534	913	.4	52,699	21.6
535	888	.4	53,587	21.9
536	1,099	.4	54,686	22.4
537	920	.4	55,606	22.8
538	1,076	.4	56,682	23.2
539	1,045	.4	57,727	23.6
540	1,025	.4	58,752	24.1
541	1,087	.4	59,839	24.5
542	1,137	.5	60,976	25.0
543	1,098	.4	62,074	25.4
544	1,091	.4	63,165	25.9
545	1,285	.5	64,450	26.4
546	1,055	.4	65,505	26.8
547	1,320	.5	66,825	27.4
548	1,155	.5	67,980	27.8
549	1,302	.5	69,282	28.4
550	1,129	.5	70,411	28.8
551	1,405	.6	71,816	29.4
552	1,213	.5	73,029	29.9
553	1,456	.6	74,485	30.5
554	1,326	.5	75,811	31.0
555	1,295	.5	77,106	31.6
556	1,435	.6	78,541	32.2
557	1,362	.6	79,903	32.7
558	1,374	.6	81,277	33.3
559	1,608	.7	82,885	33.9
560	1,269	.5	84,154	34.5
561	1,690	.7	85,844	35.1
562	1,367	.6	87,211	35.7
563	1,567	.6	88,778	36.3
564	1,424	.6	90,202	36.9
565	1,610	.7	91,812	37.6
566	1,319	.5	93,131	38.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
567	1,761	.7	94,892	38.9
568	1,416	.6	96,308	39.4
569	1,672	.7	97,980	40.1
570	1,519	.6	99,499	40.7
571	1,720	.7	101,219	41.4
572	1,459	.6	102,678	42.0
573	1,825	.7	104,503	42.8
574	1,569	.6	106,072	43.4
575	1,864	.8	107,936	44.2
576	1,680	.7	109,616	44.9
577	1,673	.7	111,289	45.6
578	1,698	.7	112,987	46.3
579	1,864	.8	114,851	47.0
580	1,624	.7	116,475	47.7
581	1,825	.7	118,300	48.4
582	1,697	.7	119,997	49.1
583	1,841	.8	121,838	49.9
584	1,578	.6	123,416	50.5
585	1,899	.8	125,315	51.3
586	1,590	.7	126,905	52.0
587	1,865	.8	128,770	52.7
588	1,753	.7	130,523	53.4
589	1,990	.8	132,513	54.3
590	1,634	.7	134,147	54.9
591	1,850	.8	135,997	55.7
592	1,745	.7	137,742	56.4
593	1,869	.8	139,611	57.2
594	1,582	.6	141,193	57.8
595	1,932	.8	143,125	58.6
596	1,764	.7	144,889	59.3
597	1,693	.7	146,582	60.0
598	1,880	.8	148,462	60.8
599	1,783	.7	150,245	61.5
600	1,813	.7	152,058	62.3
601	1,795	.7	153,853	63.0
602	1,900	.8	155,753	63.8
603	1,696	.7	157,449	64.5
604	1,922	.8	159,371	65.3
605	1,688	.7	161,059	65.9
606	1,616	.7	162,675	66.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
607	1,769	.7	164,444	67.3
608	1,701	.7	166,145	68.0
609	1,710	.7	167,855	68.7
610	1,640	.7	169,495	69.4
611	1,694	.7	171,189	70.1
612	1,703	.7	172,892	70.8
613	1,777	.7	174,669	71.5
614	1,470	.6	176,139	72.1
615	1,726	.7	177,865	72.8
616	1,516	.6	179,381	73.4
617	1,630	.7	181,011	74.1
618	1,564	.6	182,575	74.8
619	1,703	.7	184,278	75.5
620	1,401	.6	185,679	76.0
621	1,565	.6	187,244	76.7
622	1,605	.7	188,849	77.3
623	1,471	.6	190,320	77.9
624	1,437	.6	191,757	78.5
625	1,440	.6	193,197	79.1
626	1,593	.7	194,790	79.8
627	1,204	.5	195,994	80.2
628	1,525	.6	197,519	80.9
629	1,256	.5	198,775	81.4
630	1,393	.6	200,168	82.0
631	1,183	.5	201,351	82.4
632	1,481	.6	202,832	83.0
633	1,156	.5	203,988	83.5
634	1,588	.7	205,576	84.2
635	1,182	.5	206,758	84.7
636	1,238	.5	207,996	85.2
637	1,281	.5	209,277	85.7
638	1,202	.5	210,479	86.2
639	1,105	.5	211,584	86.6
640	1,064	.4	212,648	87.1
641	1,299	.5	213,947	87.6
642	790	.3	214,737	87.9
643	1,250	.5	215,987	88.4
644	928	.4	216,915	88.8
645	1,057	.4	217,972	89.2
646	869	.4	218,841	89.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
647	1,193	.5	220,034	90.1
648	832	.3	220,866	90.4
649	999	.4	221,865	90.8
650	718	.3	222,583	91.1
651	959	.4	223,542	91.5
652	771	.3	224,313	91.8
653	834	.3	225,147	92.2
654	847	.3	225,994	92.5
655	716	.3	226,710	92.8
656	854	.3	227,564	93.2
657	570	.2	228,134	93.4
658	837	.3	228,971	93.8
659	625	.3	229,596	94.0
660	563	.2	230,159	94.2
661	617	.3	230,776	94.5
662	779	.3	231,555	94.8
663	452	.2	232,007	95.0
664	518	.2	232,525	95.2
665	618	.3	233,143	95.5
666	702	.3	233,845	95.7
667	439	.2	234,284	95.9
668	500	.2	234,784	96.1
669	435	.2	235,219	96.3
670	471	.2	235,690	96.5
671	461	.2	236,151	96.7
672	447	.2	236,598	96.9
673	473	.2	237,071	97.1
674	341	.1	237,412	97.2
675	286	.1	237,698	97.3
676	384	.2	238,082	97.5
677	465	.2	238,547	97.7
678	240	.1	238,787	97.8
679	282	.1	239,069	97.9
680	318	.1	239,387	98.0
681	361	.1	239,748	98.2
682	189	.1	239,937	98.2
683	307	.1	240,244	98.4
684	241	.1	240,485	98.5
685	248	.1	240,733	98.6
686	216	.1	240,949	98.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
687	255	.1	241,204	98.8
688	136	.1	241,340	98.8
689	130	.1	241,470	98.9
690	208	.1	241,678	99.0
691	213	.1	241,891	99.0
692	164	.1	242,055	99.1
693	86	.0	242,141	99.1
694	73	.0	242,214	99.2
695	235	.1	242,449	99.3
696	152	.1	242,601	99.3
697	56	.0	242,657	99.4
698	104	.0	242,761	99.4
699	102	.0	242,863	99.4
700	117	.0	242,980	99.5
701	63	.0	243,043	99.5
702	133	.1	243,176	99.6
703	42	.0	243,218	99.6
704	99	.0	243,317	99.6
705	88	.0	243,405	99.7
706	61	.0	243,466	99.7
707	49	.0	243,515	99.7
708	26	.0	243,541	99.7
709	70	.0	243,611	99.7
710	50	.0	243,661	99.8
711	46	.0	243,707	99.8
712	4	.0	243,711	99.8
713	44	.0	243,755	99.8
714	44	.0	243,799	99.8
715	57	.0	243,856	99.8
716	11	.0	243,867	99.8
717	56	.0	243,923	99.9
718	10	.0	243,933	99.9
719	49	.0	243,982	99.9
720	14	.0	243,996	99.9
721	7	.0	244,003	99.9
722	23	.0	244,026	99.9
723	5	.0	244,031	99.9
724	67	.0	244,098	99.9
726	9	.0	244,107	99.9
727	1	.0	244,108	99.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
728	9	.0	244,117	100.0
729	6	.0	244,123	100.0
730	5	.0	244,128	100.0
731	1	.0	244,129	100.0
732	28	.0	244,157	100.0
733	17	.0	244,174	100.0
734	2	.0	244,176	100.0
735	8	.0	244,184	100.0
736	1	.0	244,185	100.0
738	2	.0	244,187	100.0
739	3	.0	244,190	100.0
742	4	.0	244,194	100.0
743	26	.0	244,220	100.0
744	2	.0	244,222	100.0
747	2	.0	244,224	100.0
751	7	.0	244,231	100.0
761	4	.0	244,235	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	33,638	15.2	33,638	15.2
278	18,089	8.2	51,727	23.3
328	23,264	10.5	74,991	33.8
343	2	.0	74,993	33.8
353	24,191	10.9	99,184	44.7
368	1	.0	99,185	44.7
370	22,458	10.1	121,643	54.8
384	19,169	8.6	140,812	63.5
398	15,920	7.2	156,732	70.6
412	12,850	5.8	169,582	76.4
425	10,636	4.8	180,218	81.2
438	8,811	4.0	189,029	85.2
446	1	.0	189,030	85.2
451	7,356	3.3	196,386	88.5
464	6,428	2.9	202,814	91.4
478	5,243	2.4	208,057	93.8
493	4,270	1.9	212,327	95.7
509	3,307	1.5	215,634	97.2
526	2,585	1.2	218,219	98.4
548	1,952	.9	220,171	99.2
570	1,707	.8	221,878	100.0

**Table I-32: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	1,543	14.7	1,543	14.7
278	309	2.9	1,852	17.6
328	359	3.4	2,211	21.0
343	1	.0	2,212	21.0
353	317	3.0	2,529	24.1
370	291	2.8	2,820	26.8
380	1	.0	2,821	26.8
384	294	2.8	3,115	29.6
398	286	2.7	3,401	32.3
412	334	3.2	3,735	35.5
425	340	3.2	4,075	38.8
438	419	4.0	4,494	42.7
451	432	4.1	4,926	46.8
464	570	5.4	5,496	52.3
478	663	6.3	6,159	58.6
493	732	7.0	6,891	65.5
509	739	7.0	7,630	72.6
526	807	7.7	8,437	80.2
548	854	8.1	9,291	88.4
570	1,224	11.6	10,515	100.0

Appendix I: Scale Score Frequency Distributions

**Table I-33: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 3–5**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>220</b>	3,612	15.1	3,612	15.1
<b>267</b>	678	2.8	4,290	17.9
<b>333</b>	716	3.0	5,006	20.9
<b>369</b>	908	3.8	5,914	24.7
<b>394</b>	949	4.0	6,863	28.7
<b>415</b>	1,040	4.3	7,903	33.0
<b>436</b>	1,140	4.8	9,043	37.8
<b>457</b>	1,335	5.6	10,378	43.3
<b>480</b>	1,545	6.5	11,923	49.8
<b>504</b>	1,733	7.2	13,656	57.0
<b>527</b>	1,843	7.7	15,499	64.7
<b>551</b>	1,951	8.1	17,450	72.9
<b>576</b>	1,945	8.1	19,395	81.0
<b>607</b>	1,858	7.8	21,253	88.8
<b>640</b>	2,690	11.2	23,943	100.0

**Table I-34: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>230</b>	2,945	14.8	2,945	14.8
<b>304</b>	565	2.8	3,510	17.7
<b>356</b>	763	3.8	4,273	21.5
<b>391</b>	807	4.1	5,080	25.6
<b>419</b>	763	3.8	5,843	29.5
<b>443</b>	710	3.6	6,553	33.0
<b>465</b>	725	3.7	7,278	36.7
<b>486</b>	745	3.8	8,023	40.4
<b>507</b>	832	4.2	8,855	44.6
<b>528</b>	948	4.8	9,803	49.4
<b>549</b>	1,232	6.2	11,035	55.6
<b>572</b>	1,407	7.1	12,442	62.7
<b>597</b>	1,583	8.0	14,025	70.7
<b>627</b>	1,687	8.5	15,712	79.2
<b>665</b>	1,751	8.8	17,463	88.0
<b>681</b>	1	.0	17,464	88.0
<b>715</b>	2,374	12.0	19,838	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	4,520	15.1	4,520	15.1
353	1,025	3.4	5,545	18.5
407	1,239	4.1	6,784	22.6
440	1,357	4.5	8,141	27.2
466	1,391	4.6	9,532	31.8
489	1,408	4.7	10,940	36.5
511	1,513	5.0	12,453	41.5
534	1,764	5.9	14,217	47.4
558	1	.0	14,218	47.4
559	1,944	6.5	16,162	53.9
590	2,226	7.4	18,388	61.3
625	2,456	8.2	20,844	69.5
648	1	.0	20,845	69.5
666	2,507	8.4	23,352	77.9
710	2,390	8.0	25,742	85.9
725	4,238	14.1	29,980	100.0

**Table I-36: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	41,106	18.5	41,106	18.5
292	1	.0	41,107	18.5
301	11,379	5.1	52,486	23.7
330	9,710	4.4	62,196	28.0
348	8,991	4.1	71,187	32.1
361	8,351	3.8	79,538	35.8
372	8,334	3.8	87,872	39.6
381	8,289	3.7	96,161	43.3
389	8,361	3.8	104,522	47.1
396	8,641	3.9	113,163	51.0
400	1	.0	113,164	51.0
402	8,782	4.0	121,946	55.0
409	8,755	3.9	130,701	58.9
414	8,528	3.8	139,229	62.8
420	8,414	3.8	147,643	66.5
425	8,123	3.7	155,766	70.2
430	7,668	3.5	163,434	73.7
435	6,862	3.1	170,296	76.8
440	6,433	2.9	176,729	79.7
445	5,879	2.6	182,608	82.3
451	5,169	2.3	187,777	84.6
456	4,730	2.1	192,507	86.8
461	4,507	2.0	197,014	88.8
467	4,154	1.9	201,168	90.7
474	3,783	1.7	204,951	92.4
481	3,567	1.6	208,518	94.0
490	3,321	1.5	211,839	95.5
496	1	.0	211,840	95.5
500	3,021	1.4	214,861	96.8
513	2,616	1.2	217,477	98.0
530	2,120	1.0	219,597	99.0
560	1,560	.7	221,157	99.7
630	721	.3	221,878	100.0



**Table I-37: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	1,982	18.8	1,982	18.8
301	266	2.5	2,248	21.4
330	187	1.8	2,435	23.2
348	137	1.3	2,572	24.5
361	127	1.2	2,699	25.7
372	85	.8	2,784	26.5
381	92	.9	2,876	27.4
386	1	.0	2,877	27.4
389	82	.8	2,959	28.1
396	88	.8	3,047	29.0
402	105	1.0	3,152	30.0
409	101	1.0	3,253	30.9
414	106	1.0	3,359	31.9
420	136	1.3	3,495	33.2
425	134	1.3	3,629	34.5
430	163	1.6	3,792	36.1
435	187	1.8	3,979	37.8
440	197	1.9	4,176	39.7
445	230	2.2	4,406	41.9
451	249	2.4	4,655	44.3
452	1	.0	4,656	44.3
456	266	2.5	4,922	46.8
461	314	3.0	5,236	49.8
467	351	3.3	5,587	53.1
474	453	4.3	6,040	57.4
481	442	4.2	6,482	61.6
490	518	4.9	7,000	66.6
500	653	6.2	7,653	72.8
513	704	6.7	8,357	79.5
530	755	7.2	9,112	86.7
560	768	7.3	9,880	94.0
630	635	6.0	10,515	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	5,290	22.1	5,290	22.1
337	774	3.2	6,064	25.3
365	472	2.0	6,536	27.3
382	324	1.4	6,860	28.7
394	260	1.1	7,120	29.7
404	234	1.0	7,354	30.7
412	214	.9	7,568	31.6
419	247	1.0	7,815	32.6
426	224	.9	8,039	33.6
432	232	1.0	8,271	34.5
438	265	1.1	8,536	35.7
443	299	1.2	8,835	36.9
449	297	1.2	9,132	38.1
455	339	1.4	9,471	39.6
460	434	1.8	9,905	41.4
465	430	1.8	10,335	43.2
471	483	2.0	10,818	45.2
477	539	2.3	11,357	47.4
483	639	2.7	11,996	50.1
489	789	3.3	12,785	53.4
495	787	3.3	13,572	56.7
502	876	3.7	14,448	60.3
510	1,082	4.5	15,530	64.9
518	1,162	4.9	16,692	69.7
527	1,290	5.4	17,982	75.1
538	1,354	5.7	19,336	80.8
551	1,411	5.9	20,747	86.7
569	1,384	5.8	22,131	92.4
598	1,167	4.9	23,298	97.3
720	645	2.7	23,943	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	3,861	19.5	3,861	19.5
339	747	3.8	4,608	23.2
369	460	2.3	5,068	25.5
387	300	1.5	5,368	27.1
400	247	1.2	5,615	28.3
411	218	1.1	5,833	29.4
421	195	1.0	6,028	30.4
430	228	1.1	6,256	31.5
438	195	1.0	6,451	32.5
446	177	.9	6,628	33.4
453	199	1.0	6,827	34.4
461	239	1.2	7,066	35.6
468	229	1.2	7,295	36.8
475	292	1.5	7,587	38.2
483	318	1.6	7,905	39.8
490	351	1.8	8,256	41.6
498	401	2.0	8,657	43.6
505	485	2.4	9,142	46.1
513	568	2.9	9,710	48.9
522	615	3.1	10,325	52.0
531	701	3.5	11,026	55.6
540	824	4.2	11,850	59.7
551	872	4.4	12,722	64.1
562	1,019	5.1	13,741	69.3
576	1,067	5.4	14,808	74.6
591	1,091	5.5	15,899	80.1
597	1	.0	15,900	80.1
610	1,121	5.7	17,021	85.8
634	1,077	5.4	18,098	91.2
671	956	4.8	19,054	96.0
720	784	4.0	19,838	100.0

**Table I-40: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	5,692	19.0	5,692	19.0
324	970	3.2	6,662	22.2
365	569	1.9	7,231	24.1
390	459	1.5	7,690	25.7
409	396	1.3	8,086	27.0
424	385	1.3	8,471	28.3
437	329	1.1	8,800	29.4
449	313	1.0	9,113	30.4
459	348	1.2	9,461	31.6
469	346	1.2	9,807	32.7
478	338	1.1	10,145	33.8
487	393	1.3	10,538	35.2
495	419	1.4	10,957	36.5
503	461	1.5	11,418	38.1
510	512	1.7	11,930	39.8
518	565	1.9	12,495	41.7
526	654	2.2	13,149	43.9
534	734	2.4	13,883	46.3
543	861	2.9	14,744	49.2
551	949	3.2	15,693	52.3
560	1,078	3.6	16,771	55.9
570	1,194	4.0	17,965	59.9
581	1,324	4.4	19,289	64.3
593	1,408	4.7	20,697	69.0
597	1	.0	20,698	69.0
606	1,554	5.2	22,252	74.2
622	1,693	5.6	23,945	79.9
631	1	.0	23,946	79.9
640	1,714	5.7	25,660	85.6
664	1,575	5.3	27,235	90.8
702	1,422	4.7	28,657	95.6
740	1,323	4.4	29,980	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	13,602	6.1	13,602	6.1
225	4,494	2.0	18,096	8.2
250	8,028	3.6	26,124	11.8
251	1	.0	26,125	11.8
264	13,236	6.0	39,361	17.7
273	17,143	7.7	56,504	25.5
280	18,054	8.1	74,558	33.6
286	16,842	7.6	91,400	41.2
292	15,322	6.9	106,722	48.1
298	14,649	6.6	121,371	54.7
303	14,201	6.4	135,572	61.1
310	14,304	6.4	149,876	67.5
317	13,121	5.9	162,997	73.5
325	11,595	5.2	174,592	78.7
335	9,184	4.1	183,776	82.8
345	7,088	3.2	190,864	86.0
357	5,223	2.4	196,087	88.4
367	3,907	1.8	199,994	90.1
376	3,053	1.4	203,047	91.5
385	2,675	1.2	205,722	92.7
393	2,655	1.2	208,377	93.9
402	2,591	1.2	210,968	95.1
412	2,749	1.2	213,717	96.3
426	2,854	1.3	216,571	97.6
456	2,976	1.3	219,547	98.9
570	2,331	1.1	221,878	100.0

**Table I-42: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	2,424	23.1	2,424	23.1
347	472	4.5	2,896	27.5
384	559	5.3	3,455	32.9
403	513	4.9	3,968	37.7
416	495	4.7	4,463	42.4
426	440	4.2	4,903	46.6
428	1	.0	4,904	46.6
435	370	3.5	5,274	50.2
442	344	3.3	5,618	53.4
449	324	3.1	5,942	56.5
455	303	2.9	6,245	59.4
461	298	2.8	6,543	62.2
466	275	2.6	6,818	64.8
472	267	2.5	7,085	67.4
477	287	2.7	7,372	70.1
483	287	2.7	7,659	72.8
488	288	2.7	7,947	75.6
494	268	2.5	8,215	78.1
500	277	2.6	8,492	80.8
506	256	2.4	8,748	83.2
512	238	2.3	8,986	85.5
518	228	2.2	9,214	87.6
525	227	2.2	9,441	89.8
533	254	2.4	9,695	92.2
542	194	1.8	9,889	94.0
552	203	1.9	10,092	96.0
565	140	1.3	10,232	97.3
581	150	1.4	10,382	98.7
609	92	.9	10,474	99.6
650	41	.4	10,515	100.0

**Table I-43: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	4,497	18.8	4,497	18.8
375	649	2.7	5,146	21.5
410	775	3.2	5,921	24.7
431	922	3.9	6,843	28.6
447	980	4.1	7,823	32.7
459	968	4.0	8,791	36.7
469	867	3.6	9,658	40.3
478	786	3.3	10,444	43.6
486	780	3.3	11,224	46.9
493	703	2.9	11,927	49.8
500	683	2.9	12,610	52.7
506	661	2.8	13,271	55.4
512	643	2.7	13,914	58.1
518	688	2.9	14,602	61.0
524	682	2.8	15,284	63.8
531	711	3.0	15,995	66.8
537	681	2.8	16,676	69.6
544	711	3.0	17,387	72.6
550	709	3.0	18,096	75.6
558	737	3.1	18,833	78.7
565	765	3.2	19,598	81.9
573	678	2.8	20,276	84.7
583	694	2.9	20,970	87.6
593	704	2.9	21,674	90.5
605	635	2.7	22,309	93.2
620	611	2.6	22,920	95.7
642	472	2.0	23,392	97.7
678	374	1.6	23,766	99.3
700	177	.7	23,943	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	3,319	16.7	3,319	16.7
326	451	2.3	3,770	19.0
416	647	3.3	4,417	22.3
450	729	3.7	5,146	25.9
472	707	3.6	5,853	29.5
489	769	3.9	6,622	33.4
502	691	3.5	7,313	36.9
514	643	3.2	7,956	40.1
524	611	3.1	8,567	43.2
533	549	2.8	9,116	46.0
542	565	2.8	9,681	48.8
550	559	2.8	10,240	51.6
557	537	2.7	10,777	54.3
565	537	2.7	11,314	57.0
572	540	2.7	11,854	59.8
579	596	3.0	12,450	62.8
586	527	2.7	12,977	65.4
593	591	3.0	13,568	68.4
601	595	3.0	14,163	71.4
608	601	3.0	14,764	74.4
616	621	3.1	15,385	77.6
624	618	3.1	16,003	80.7
633	632	3.2	16,635	83.9
643	588	3.0	17,223	86.8
655	612	3.1	17,835	89.9
661	1	.0	17,836	89.9
668	562	2.8	18,398	92.7
684	507	2.6	18,905	95.3
707	461	2.3	19,366	97.6
747	327	1.6	19,693	99.3
750	145	.7	19,838	100.0

**Table I-45: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	4,367	14.6	4,367	14.6
399	673	2.2	5,040	16.8
452	786	2.6	5,826	19.4
479	1,011	3.4	6,837	22.8
497	1,066	3.6	7,903	26.4
511	1,027	3.4	8,930	29.8
523	1,006	3.4	9,936	33.1
534	990	3.3	10,926	36.4
543	926	3.1	11,852	39.5
553	969	3.2	12,821	42.8
561	902	3.0	13,723	45.8
570	892	3.0	14,615	48.7
578	859	2.9	15,474	51.6
586	891	3.0	16,365	54.6
594	995	3.3	17,360	57.9
601	985	3.3	18,345	61.2
610	1,046	3.5	19,391	64.7
615	1	.0	19,392	64.7
618	1,022	3.4	20,414	68.1
626	1,035	3.5	21,449	71.5
636	1,014	3.4	22,463	74.9
645	1,010	3.4	23,473	78.3
655	1,001	3.3	24,474	81.6
664	1	.0	24,475	81.6
667	1,011	3.4	25,486	85.0
679	986	3.3	26,472	88.3
694	895	3.0	27,367	91.3
713	849	2.8	28,216	94.1
740	782	2.6	28,998	96.7
770	982	3.3	29,980	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	8,129	3.7	8,129	3.7
258	4,869	2.2	12,998	5.9
285	6,191	2.8	19,189	8.6
291	1	.0	19,190	8.6
302	7,397	3.3	26,587	12.0
315	8,586	3.9	35,173	15.9
325	9,993	4.5	45,166	20.4
333	11,336	5.1	56,502	25.5
340	1	.0	56,503	25.5
341	13,239	6.0	69,742	31.4
348	14,940	6.7	84,682	38.2
354	16,327	7.4	101,009	45.5
360	16,642	7.5	117,651	53.0
365	16,134	7.3	133,785	60.3
370	15,440	7.0	149,225	67.3
375	13,353	6.0	162,578	73.3
380	11,621	5.2	174,199	78.5
385	9,809	4.4	184,008	82.9
390	8,326	3.8	192,334	86.7
395	6,608	3.0	198,942	89.7
400	5,513	2.5	204,455	92.1
405	4,290	1.9	208,745	94.1
410	3,325	1.5	212,070	95.6
416	2,513	1.1	214,583	96.7
422	1,937	.9	216,520	97.6
428	1,536	.7	218,056	98.3
436	1,176	.5	219,232	98.8
445	1,011	.5	220,243	99.3
457	714	.3	220,957	99.6
478	532	.2	221,489	99.8
600	389	.2	221,878	100.0

**Table I-47: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,154	20.5	2,154	20.5
360	284	2.7	2,438	23.2
388	276	2.6	2,714	25.8
403	278	2.6	2,992	28.5
414	289	2.7	3,281	31.2
422	262	2.5	3,543	33.7
429	277	2.6	3,820	36.3
435	309	2.9	4,129	39.3
440	349	3.3	4,478	42.6
445	334	3.2	4,812	45.8
450	312	3.0	5,124	48.7
454	296	2.8	5,420	51.5
459	340	3.2	5,760	54.8
463	344	3.3	6,104	58.1
468	335	3.2	6,439	61.2
473	329	3.1	6,768	64.4
475	1	.0	6,769	64.4
478	315	3.0	7,084	67.4
484	338	3.2	7,422	70.6
490	345	3.3	7,767	73.9
496	355	3.4	8,122	77.2
504	356	3.4	8,478	80.6
512	413	3.9	8,891	84.6
523	331	3.1	9,222	87.7
537	310	2.9	9,532	90.7
555	299	2.8	9,831	93.5
578	247	2.3	10,078	95.8
601	210	2.0	10,288	97.8
621	119	1.1	10,407	99.0
642	73	.7	10,480	99.7
670	30	.3	10,510	100.0
690	5	.0	10,515	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	4,127	17.2	4,127	17.2
353	470	2.0	4,597	19.2
391	491	2.1	5,088	21.3
409	517	2.2	5,605	23.4
421	441	1.8	6,046	25.3
431	420	1.8	6,466	27.0
438	418	1.7	6,884	28.8
445	464	1.9	7,348	30.7
451	444	1.9	7,792	32.5
457	465	1.9	8,257	34.5
463	534	2.2	8,791	36.7
469	597	2.5	9,388	39.2
475	638	2.7	10,026	41.9
481	725	3.0	10,751	44.9
487	719	3.0	11,470	47.9
494	765	3.2	12,235	51.1
500	839	3.5	13,074	54.6
507	906	3.8	13,980	58.4
515	881	3.7	14,861	62.1
523	986	4.1	15,847	66.2
531	1,125	4.7	16,972	70.9
540	1,095	4.6	18,067	75.5
551	1,170	4.9	19,237	80.3
562	1,130	4.7	20,367	85.1
574	1,004	4.2	21,371	89.3
588	918	3.8	22,289	93.1
603	726	3.0	23,015	96.1
619	496	2.1	23,511	98.2
639	280	1.2	23,791	99.4
669	127	.5	23,918	99.9
740	25	.1	23,943	100.0

**Table I-49: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,663	13.4	2,663	13.4
337	254	1.3	2,917	14.7
376	348	1.8	3,265	16.5
395	410	2.1	3,675	18.5
409	389	2.0	4,064	20.5
421	374	1.9	4,438	22.4
431	356	1.8	4,794	24.2
440	355	1.8	5,149	26.0
448	377	1.9	5,526	27.9
457	397	2.0	5,923	29.9
464	405	2.0	6,328	31.9
472	416	2.1	6,744	34.0
480	412	2.1	7,156	36.1
488	437	2.2	7,593	38.3
495	450	2.3	8,043	40.5
503	454	2.3	8,497	42.8
511	479	2.4	8,976	45.2
519	510	2.6	9,486	47.8
527	579	2.9	10,065	50.7
535	595	3.0	10,660	53.7
544	712	3.6	11,372	57.3
553	750	3.8	12,122	61.1
563	855	4.3	12,977	65.4
574	921	4.6	13,898	70.1
586	951	4.8	14,849	74.9
600	976	4.9	15,825	79.8
617	1,061	5.3	16,886	85.1
636	1,018	5.1	17,904	90.3
659	862	4.3	18,766	94.6
689	604	3.0	19,370	97.6
780	468	2.4	19,838	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	3,474	11.6	3,474	11.6
326	278	.9	3,752	12.5
368	302	1.0	4,054	13.5
392	313	1.0	4,367	14.6
408	397	1.3	4,764	15.9
421	398	1.3	5,162	17.2
432	429	1.4	5,591	18.6
442	386	1.3	5,977	19.9
451	425	1.4	6,402	21.4
459	433	1.4	6,835	22.8
466	449	1.5	7,284	24.3
474	472	1.6	7,756	25.9
481	561	1.9	8,317	27.7
488	549	1.8	8,866	29.6
495	566	1.9	9,432	31.5
501	1	.0	9,433	31.5
502	529	1.8	9,962	33.2
509	620	2.1	10,582	35.3
517	703	2.3	11,285	37.6
525	801	2.7	12,086	40.3
533	903	3.0	12,989	43.3
542	1,050	3.5	14,039	46.8
545	1	.0	14,040	46.8
552	1,302	4.3	15,342	51.2
563	1,470	4.9	16,812	56.1
575	1,763	5.9	18,575	62.0
589	1,931	6.4	20,506	68.4
604	2,092	7.0	22,598	75.4
622	2,204	7.4	24,802	82.7
641	1,977	6.6	26,779	89.3
664	1,612	5.4	28,391	94.7
693	969	3.2	29,360	97.9
738	513	1.7	29,873	99.6
810	107	.4	29,980	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	11,012	5.0	11,012	5.0
222	1,827	.8	12,839	5.8
235	2,247	1.0	15,086	6.8
242	2,892	1.3	17,978	8.1
246	3,181	1.4	21,159	9.5
249	683	.3	21,842	9.8
250	2,855	1.3	24,697	11.1
251	623	.3	25,320	11.4
253	2,340	1.1	27,660	12.5
256	1,726	.8	29,386	13.2
259	1,361	.6	30,747	13.9
261	1,128	.5	31,875	14.4
264	1,121	.5	32,996	14.9
265	957	.4	33,953	15.3
268	760	.3	34,713	15.6
271	1,964	.9	36,677	16.5
272	486	.2	37,163	16.7
274	599	.3	37,762	17.0
275	2,426	1.1	40,188	18.1
276	625	.3	40,813	18.4
277	294	.1	41,107	18.5
279	2,205	1.0	43,312	19.5
281	1	.0	43,313	19.5
282	2,018	.9	45,331	20.4
285	1,521	.7	46,852	21.1
286	434	.2	47,286	21.3
288	1,367	.6	48,653	21.9
289	1,767	.8	50,420	22.7
290	1,124	.5	51,544	23.2
293	74	.0	51,618	23.3
294	989	.4	52,607	23.7
295	292	.1	52,899	23.8
296	2,160	1.0	55,059	24.8
297	1,150	.5	56,209	25.3
298	61	.0	56,270	25.4
300	2,812	1.3	59,082	26.6
301	1,684	.8	60,766	27.4
302	231	.1	60,997	27.5
304	3,055	1.4	64,052	28.9
306	365	.2	64,417	29.0

**Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
307	2,388	1.1	66,805	30.1
308	1,948	.9	68,753	31.0
309	115	.1	68,868	31.0
310	2,800	1.3	71,668	32.3
311	378	.2	72,046	32.5
313	4,336	2.0	76,382	34.4
315	1,586	.7	77,968	35.1
316	2,820	1.3	80,788	36.4
317	2,256	1.0	83,044	37.4
318	80	.0	83,124	37.5
319	3,976	1.8	87,100	39.3
321	2,098	.9	89,198	40.2
322	3,409	1.5	92,607	41.7
323	10	.0	92,617	41.7
324	1,415	.6	94,032	42.4
325	4,367	2.0	98,399	44.3
326	882	.4	99,281	44.7
327	77	.0	99,358	44.8
328	5,484	2.5	104,842	47.3
329	36	.0	104,878	47.3
331	5,285	2.4	110,163	49.7
332	1,728	.8	111,891	50.4
333	1	.0	111,892	50.4
334	1,886	.9	113,778	51.3
335	4,115	1.9	117,893	53.1
336	2,167	1.0	120,060	54.1
337	124	.1	120,184	54.2
338	2,079	.9	122,263	55.1
339	2,309	1.0	124,572	56.1
340	1,697	.8	126,269	56.9
341	1,642	.7	127,911	57.6
342	2,155	1.0	130,066	58.6
343	3,054	1.4	133,120	60.0
344	1,003	.5	134,123	60.4
345	1,333	.6	135,456	61.0
346	821	.4	136,277	61.4
347	3,047	1.4	139,324	62.8
348	1,287	.6	140,611	63.4
349	1,737	.8	142,348	64.2
350	2,800	1.3	145,148	65.4



**Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
351	141	.1	145,289	65.5
352	2,478	1.1	147,767	66.6
354	2,708	1.2	150,475	67.8
355	2,207	1.0	152,682	68.8
356	81	.0	152,763	68.8
357	3,079	1.4	155,842	70.2
358	699	.3	156,541	70.6
359	1,223	.6	157,764	71.1
360	228	.1	157,992	71.2
361	3,028	1.4	161,020	72.6
362	599	.3	161,619	72.8
363	319	.1	161,938	73.0
364	2,687	1.2	164,625	74.2
365	727	.3	165,352	74.5
366	918	.4	166,270	74.9
367	943	.4	167,213	75.4
368	2,123	1.0	169,336	76.3
369	111	.1	169,447	76.4
370	1,097	.5	170,544	76.9
371	1,922	.9	172,466	77.7
372	131	.1	172,597	77.8
373	1,061	.5	173,658	78.3
374	1,094	.5	174,752	78.8
375	1,360	.6	176,112	79.4
377	1,934	.9	178,046	80.2
378	887	.4	178,933	80.6
379	96	.0	179,029	80.7
380	1,525	.7	180,554	81.4
381	1,157	.5	181,711	81.9
382	471	.2	182,182	82.1
383	391	.2	182,573	82.3
384	1,233	.6	183,806	82.8
385	764	.3	184,570	83.2
386	875	.4	185,445	83.6
387	615	.3	186,060	83.9
388	949	.4	187,009	84.3
389	424	.2	187,433	84.5
390	695	.3	188,128	84.8
391	1,301	.6	189,429	85.4
392	102	.0	189,531	85.4

**Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
393	685	.3	190,216	85.7
394	1,046	.5	191,262	86.2
395	291	.1	191,553	86.3
396	361	.2	191,914	86.5
397	812	.4	192,726	86.9
398	1,059	.5	193,785	87.3
399	500	.2	194,285	87.6
400	490	.2	194,775	87.8
401	533	.2	195,308	88.0
402	542	.2	195,850	88.3
403	95	.0	195,945	88.3
404	925	.4	196,870	88.7
405	703	.3	197,573	89.0
406	522	.2	198,095	89.3
407	450	.2	198,545	89.5
409	1,006	.5	199,551	89.9
410	411	.2	199,962	90.1
411	601	.3	200,563	90.4
412	325	.1	200,888	90.5
413	584	.3	201,472	90.8
414	367	.2	201,839	91.0
415	527	.2	202,366	91.2
417	543	.2	202,909	91.5
418	514	.2	203,423	91.7
419	436	.2	203,859	91.9
420	557	.3	204,416	92.1
421	84	.0	204,500	92.2
422	726	.3	205,226	92.5
423	21	.0	205,247	92.5
424	240	.1	205,487	92.6
425	794	.4	206,281	93.0
426	217	.1	206,498	93.1
427	498	.2	206,996	93.3
428	252	.1	207,248	93.4
429	44	.0	207,292	93.4
430	386	.2	207,678	93.6
431	464	.2	208,142	93.8
432	244	.1	208,386	93.9
433	465	.2	208,851	94.1
434	325	.1	209,176	94.3

**Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
435	410	.2	209,586	94.5
436	93	.0	209,679	94.5
438	711	.3	210,390	94.8
439	200	.1	210,590	94.9
440	380	.2	210,970	95.1
441	256	.1	211,226	95.2
442	169	.1	211,395	95.3
443	206	.1	211,601	95.4
445	566	.3	212,167	95.6
446	208	.1	212,375	95.7
447	610	.3	212,985	96.0
449	4	.0	212,989	96.0
451	277	.1	213,266	96.1
452	689	.3	213,955	96.4
453	223	.1	214,178	96.5
455	291	.1	214,469	96.7
457	185	.1	214,654	96.7
459	437	.2	215,091	96.9
460	447	.2	215,538	97.1
461	10	.0	215,548	97.1
462	69	.0	215,617	97.2
463	69	.0	215,686	97.2
464	132	.1	215,818	97.3
466	99	.0	215,917	97.3
467	546	.2	216,463	97.6
468	82	.0	216,545	97.6
469	163	.1	216,708	97.7
470	108	.0	216,816	97.7
473	72	.0	216,888	97.8
474	308	.1	217,196	97.9
475	104	.0	217,300	97.9
476	235	.1	217,535	98.0
477	81	.0	217,616	98.1
480	140	.1	217,756	98.1
481	69	.0	217,825	98.2
482	341	.2	218,166	98.3
484	23	.0	218,189	98.3
486	75	.0	218,264	98.4
487	197	.1	218,461	98.5
491	483	.2	218,944	98.7

**Table I-51: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
497	70	.0	219,014	98.7
498	144	.1	219,158	98.8
502	289	.1	219,447	98.9
504	83	.0	219,530	98.9
510	119	.1	219,649	99.0
513	294	.1	219,943	99.1
517	169	.1	220,112	99.2
524	192	.1	220,304	99.3
531	227	.1	220,531	99.4
539	288	.1	220,819	99.5
548	314	.1	221,133	99.7
559	311	.1	221,444	99.8
570	434	.2	221,878	100.0

**Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,330	12.6	1,330	12.6
279	141	1.3	1,471	14.0
283	45	.4	1,516	14.4
302	42	.4	1,558	14.8
304	147	1.4	1,705	16.2
311	42	.4	1,747	16.6
312	37	.4	1,784	17.0
316	113	1.1	1,897	18.0
318	27	.3	1,924	18.3
323	21	.2	1,945	18.5
325	103	1.0	2,048	19.5
327	18	.2	2,066	19.6
331	49	.5	2,115	20.1
332	65	.6	2,180	20.7
334	3	.0	2,183	20.8
337	41	.4	2,224	21.2
339	59	.6	2,283	21.7
340	30	.3	2,313	22.0
346	67	.6	2,380	22.6
347	20	.2	2,400	22.8
350	40	.4	2,440	23.2
351	1	.0	2,441	23.2
352	63	.6	2,504	23.8
354	1	.0	2,505	23.8
356	55	.5	2,560	24.3
357	1	.0	2,561	24.4
358	22	.2	2,583	24.6
359	63	.6	2,646	25.2
360	7	.1	2,653	25.2
363	4	.0	2,657	25.3
365	111	1.1	2,768	26.3
366	3	.0	2,771	26.4
368	37	.4	2,808	26.7
369	1	.0	2,809	26.7
372	106	1.0	2,915	27.7
377	53	.5	2,968	28.2
378	23	.2	2,991	28.4
379	86	.8	3,077	29.3
380	1	.0	3,078	29.3
381	18	.2	3,096	29.4

**Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
384	59	.6	3,155	30.0
385	15	.1	3,170	30.1
386	98	.9	3,268	31.1
388	5	.0	3,273	31.1
389	26	.2	3,299	31.4
391	28	.3	3,327	31.6
392	26	.2	3,353	31.9
393	59	.6	3,412	32.4
394	58	.6	3,470	33.0
397	13	.1	3,483	33.1
398	54	.5	3,537	33.6
399	28	.3	3,565	33.9
400	57	.5	3,622	34.4
401	8	.1	3,630	34.5
402	20	.2	3,650	34.7
403	14	.1	3,664	34.8
404	26	.2	3,690	35.1
405	39	.4	3,729	35.5
406	15	.1	3,744	35.6
407	66	.6	3,810	36.2
409	18	.2	3,828	36.4
411	35	.3	3,863	36.7
412	56	.5	3,919	37.3
413	21	.2	3,940	37.5
414	69	.7	4,009	38.1
415	11	.1	4,020	38.2
416	22	.2	4,042	38.4
417	43	.4	4,085	38.8
418	3	.0	4,088	38.9
419	29	.3	4,117	39.2
420	107	1.0	4,224	40.2
421	3	.0	4,227	40.2
422	13	.1	4,240	40.3
423	44	.4	4,284	40.7
424	33	.3	4,317	41.1
425	53	.5	4,370	41.6
426	15	.1	4,385	41.7
427	76	.7	4,461	42.4
428	31	.3	4,492	42.7
429	10	.1	4,502	42.8

**Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
430	38	.4	4,540	43.2
431	36	.3	4,576	43.5
432	38	.4	4,614	43.9
433	111	1.1	4,725	44.9
435	5	.0	4,730	45.0
436	51	.5	4,781	45.5
437	15	.1	4,796	45.6
438	63	.6	4,859	46.2
439	13	.1	4,872	46.3
440	102	1.0	4,974	47.3
442	9	.1	4,983	47.4
443	75	.7	5,058	48.1
444	7	.1	5,065	48.2
445	36	.3	5,101	48.5
446	68	.6	5,169	49.2
447	63	.6	5,232	49.8
448	46	.4	5,278	50.2
449	52	.5	5,330	50.7
450	27	.3	5,357	50.9
451	8	.1	5,365	51.0
452	65	.6	5,430	51.6
453	55	.5	5,485	52.2
454	41	.4	5,526	52.6
455	41	.4	5,567	52.9
456	127	1.2	5,694	54.2
457	11	.1	5,705	54.3
458	23	.2	5,728	54.5
459	59	.6	5,787	55.0
460	50	.5	5,837	55.5
461	14	.1	5,851	55.6
462	56	.5	5,907	56.2
463	39	.4	5,946	56.5
464	71	.7	6,017	57.2
465	27	.3	6,044	57.5
466	43	.4	6,087	57.9
467	65	.6	6,152	58.5
468	25	.2	6,177	58.7
469	53	.5	6,230	59.2
470	29	.3	6,259	59.5
471	57	.5	6,316	60.1

**Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
472	71	.7	6,387	60.7
473	27	.3	6,414	61.0
474	41	.4	6,455	61.4
475	88	.8	6,543	62.2
476	51	.5	6,594	62.7
477	60	.6	6,654	63.3
478	8	.1	6,662	63.4
479	95	.9	6,757	64.3
480	49	.5	6,806	64.7
481	7	.1	6,813	64.8
482	97	.9	6,910	65.7
483	27	.3	6,937	66.0
484	18	.2	6,955	66.1
485	81	.8	7,036	66.9
486	39	.4	7,075	67.3
487	71	.7	7,146	68.0
488	48	.5	7,194	68.4
489	28	.3	7,222	68.7
490	99	.9	7,321	69.6
491	27	.3	7,348	69.9
492	24	.2	7,372	70.1
493	114	1.1	7,486	71.2
494	11	.1	7,497	71.3
495	27	.3	7,524	71.6
496	97	.9	7,621	72.5
498	95	.9	7,716	73.4
499	61	.6	7,777	74.0
501	114	1.1	7,891	75.0
502	36	.3	7,927	75.4
503	1	.0	7,928	75.4
504	105	1.0	8,033	76.4
505	24	.2	8,057	76.6
506	20	.2	8,077	76.8
507	94	.9	8,171	77.7
508	1	.0	8,172	77.7
509	29	.3	8,201	78.0
510	92	.9	8,293	78.9
512	54	.5	8,347	79.4
513	90	.9	8,437	80.2
514	1	.0	8,438	80.2

**Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
515	50	.5	8,488	80.7
516	35	.3	8,523	81.1
517	23	.2	8,546	81.3
518	60	.6	8,606	81.8
519	44	.4	8,650	82.3
521	90	.9	8,740	83.1
522	52	.5	8,792	83.6
523	28	.3	8,820	83.9
524	45	.4	8,865	84.3
525	44	.4	8,909	84.7
526	32	.3	8,941	85.0
527	47	.4	8,988	85.5
529	73	.7	9,061	86.2
530	67	.6	9,128	86.8
532	35	.3	9,163	87.1
533	53	.5	9,216	87.6
534	34	.3	9,250	88.0
535	57	.5	9,307	88.5
536	57	.5	9,364	89.1
537	8	.1	9,372	89.1
538	71	.7	9,443	89.8
539	19	.2	9,462	90.0
540	51	.5	9,513	90.5
541	65	.6	9,578	91.1
543	1	.0	9,579	91.1
544	58	.6	9,637	91.7
545	56	.5	9,693	92.2
547	83	.8	9,776	93.0
550	59	.6	9,835	93.5
551	104	1.0	9,939	94.5
553	11	.1	9,950	94.6
556	128	1.2	10,078	95.8
559	4	.0	10,082	95.9
561	93	.9	10,175	96.8
564	20	.2	10,195	97.0
567	91	.9	10,286	97.8
575	108	1.0	10,394	98.8
578	14	.1	10,408	99.0
589	66	.6	10,474	99.6
599	7	.1	10,481	99.7

**Table I-52: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
610	34	.3	10,515	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	3,080	12.9	3,080	12.9
273	218	.9	3,298	13.8
297	76	.3	3,374	14.1
306	208	.9	3,582	15.0
315	91	.4	3,673	15.3
321	66	.3	3,739	15.6
324	217	.9	3,956	16.5
325	85	.4	4,041	16.9
333	76	.3	4,117	17.2
337	182	.8	4,299	18.0
338	65	.3	4,364	18.2
339	78	.3	4,442	18.6
344	37	.2	4,479	18.7
347	157	.7	4,636	19.4
349	112	.5	4,748	19.8
353	29	.1	4,777	20.0
354	57	.2	4,834	20.2
356	10	.0	4,844	20.2
357	82	.3	4,926	20.6
358	127	.5	5,053	21.1
360	3	.0	5,056	21.1
363	50	.2	5,106	21.3
366	2	.0	5,108	21.3
368	141	.6	5,249	21.9
371	74	.3	5,323	22.2
372	106	.4	5,429	22.7
375	2	.0	5,431	22.7
376	23	.1	5,454	22.8
378	1	.0	5,455	22.8
380	90	.4	5,545	23.2
382	88	.4	5,633	23.5
383	3	.0	5,636	23.5
384	77	.3	5,713	23.9
386	1	.0	5,714	23.9
389	99	.4	5,813	24.3
390	83	.3	5,896	24.6
392	55	.2	5,951	24.9
395	72	.3	6,023	25.2
396	54	.2	6,077	25.4
399	1	.0	6,078	25.4

**Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	114	.5	6,192	25.9
401	49	.2	6,241	26.1
402	79	.3	6,320	26.4
403	35	.1	6,355	26.5
405	94	.4	6,449	26.9
408	99	.4	6,548	27.3
409	25	.1	6,573	27.5
412	188	.8	6,761	28.2
413	18	.1	6,779	28.3
414	87	.4	6,866	28.7
415	27	.1	6,893	28.8
416	57	.2	6,950	29.0
419	64	.3	7,014	29.3
420	94	.4	7,108	29.7
422	7	.0	7,115	29.7
423	210	.9	7,325	30.6
425	2	.0	7,327	30.6
426	84	.4	7,411	31.0
427	79	.3	7,490	31.3
428	15	.1	7,505	31.3
431	201	.8	7,706	32.2
433	144	.6	7,850	32.8
434	17	.1	7,867	32.9
435	1	.0	7,868	32.9
436	60	.3	7,928	33.1
437	112	.5	8,040	33.6
439	31	.1	8,071	33.7
440	58	.2	8,129	34.0
441	107	.4	8,236	34.4
442	98	.4	8,334	34.8
443	48	.2	8,382	35.0
444	80	.3	8,462	35.3
445	51	.2	8,513	35.6
446	77	.3	8,590	35.9
447	128	.5	8,718	36.4
450	66	.3	8,784	36.7
451	14	.1	8,798	36.7
452	170	.7	8,968	37.5
453	12	.1	8,980	37.5
454	39	.2	9,019	37.7

**Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
455	69	.3	9,088	38.0
456	18	.1	9,106	38.0
457	162	.7	9,268	38.7
458	95	.4	9,363	39.1
459	15	.1	9,378	39.2
460	40	.2	9,418	39.3
461	78	.3	9,496	39.7
462	7	.0	9,503	39.7
463	210	.9	9,713	40.6
464	71	.3	9,784	40.9
465	3	.0	9,787	40.9
466	18	.1	9,805	41.0
467	133	.6	9,938	41.5
468	80	.3	10,018	41.8
469	118	.5	10,136	42.3
471	143	.6	10,279	42.9
472	2	.0	10,281	42.9
473	16	.1	10,297	43.0
474	124	.5	10,421	43.5
475	174	.7	10,595	44.3
476	7	.0	10,602	44.3
477	30	.1	10,632	44.4
478	72	.3	10,704	44.7
479	127	.5	10,831	45.2
480	46	.2	10,877	45.4
481	124	.5	11,001	45.9
482	4	.0	11,005	46.0
483	131	.5	11,136	46.5
484	54	.2	11,190	46.7
486	203	.8	11,393	47.6
487	107	.4	11,500	48.0
490	144	.6	11,644	48.6
491	109	.5	11,753	49.1
493	178	.7	11,931	49.8
494	49	.2	11,980	50.0
495	94	.4	12,074	50.4
496	81	.3	12,155	50.8
497	38	.2	12,193	50.9
498	152	.6	12,345	51.6
499	118	.5	12,463	52.1

**Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
500	52	.2	12,515	52.3
502	260	1.1	12,775	53.4
503	55	.2	12,830	53.6
504	4	.0	12,834	53.6
505	213	.9	13,047	54.5
506	79	.3	13,126	54.8
507	13	.1	13,139	54.9
508	162	.7	13,301	55.6
509	1	.0	13,302	55.6
510	124	.5	13,426	56.1
511	128	.5	13,554	56.6
512	53	.2	13,607	56.8
513	82	.3	13,689	57.2
514	142	.6	13,831	57.8
515	48	.2	13,879	58.0
516	108	.5	13,987	58.4
517	139	.6	14,126	59.0
518	59	.2	14,185	59.2
519	132	.6	14,317	59.8
520	86	.4	14,403	60.2
522	214	.9	14,617	61.0
524	72	.3	14,689	61.3
525	198	.8	14,887	62.2
526	17	.1	14,904	62.2
527	108	.5	15,012	62.7
528	74	.3	15,086	63.0
529	111	.5	15,197	63.5
531	228	1.0	15,425	64.4
532	113	.5	15,538	64.9
533	8	.0	15,546	64.9
534	182	.8	15,728	65.7
535	118	.5	15,846	66.2
536	11	.0	15,857	66.2
537	99	.4	15,956	66.6
538	203	.8	16,159	67.5
541	182	.8	16,341	68.2
542	112	.5	16,453	68.7
543	34	.1	16,487	68.9
544	172	.7	16,659	69.6
546	120	.5	16,779	70.1

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
547	210	.9	16,989	71.0
548	31	.1	17,020	71.1
549	6	.0	17,026	71.1
550	265	1.1	17,291	72.2
553	128	.5	17,419	72.8
554	154	.6	17,573	73.4
555	66	.3	17,639	73.7
556	151	.6	17,790	74.3
558	120	.5	17,910	74.8
559	47	.2	17,957	75.0
560	169	.7	18,126	75.7
561	1	.0	18,127	75.7
562	164	.7	18,291	76.4
563	127	.5	18,418	76.9
565	58	.2	18,476	77.2
566	39	.2	18,515	77.3
567	241	1.0	18,756	78.3
569	77	.3	18,833	78.7
570	157	.7	18,990	79.3
572	165	.7	19,155	80.0
573	36	.2	19,191	80.2
574	119	.5	19,310	80.6
575	96	.4	19,406	81.1
576	21	.1	19,427	81.1
578	187	.8	19,614	81.9
579	160	.7	19,774	82.6
582	159	.7	19,933	83.3
584	115	.5	20,048	83.7
585	85	.4	20,133	84.1
586	159	.7	20,292	84.8
588	62	.3	20,354	85.0
590	231	1.0	20,585	86.0
591	5	.0	20,590	86.0
592	71	.3	20,661	86.3
595	242	1.0	20,903	87.3
596	27	.1	20,930	87.4
598	74	.3	21,004	87.7
599	118	.5	21,122	88.2
600	153	.6	21,275	88.9
602	161	.7	21,436	89.5

**Table I-53: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
606	318	1.3	21,754	90.9
609	47	.2	21,801	91.1
611	188	.8	21,989	91.8
613	123	.5	22,112	92.4
614	11	.0	22,123	92.4
616	267	1.1	22,390	93.5
622	288	1.2	22,678	94.7
624	87	.4	22,765	95.1
625	1	.0	22,766	95.1
627	35	.1	22,801	95.2
630	343	1.4	23,144	96.7
638	9	.0	23,153	96.7
641	302	1.3	23,455	98.0
642	57	.2	23,512	98.2
653	25	.1	23,537	98.3
659	264	1.1	23,801	99.4
670	142	.6	23,943	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	2,418	12.2	2,418	12.2
278	65	.3	2,483	12.5
312	157	.8	2,640	13.3
315	35	.2	2,675	13.5
323	94	.5	2,769	14.0
338	179	.9	2,948	14.9
340	86	.4	3,034	15.3
341	58	.3	3,092	15.6
351	63	.3	3,155	15.9
355	156	.8	3,311	16.7
358	74	.4	3,385	17.1
359	61	.3	3,446	17.4
360	50	.3	3,496	17.6
366	47	.2	3,543	17.9
369	116	.6	3,659	18.4
372	76	.4	3,735	18.8
377	86	.4	3,821	19.3
381	92	.5	3,913	19.7
384	43	.2	3,956	19.9
386	82	.4	4,038	20.4
388	65	.3	4,103	20.7
390	10	.1	4,113	20.7
392	56	.3	4,169	21.0
393	2	.0	4,171	21.0
395	34	.2	4,205	21.2
396	65	.3	4,270	21.5
397	3	.0	4,273	21.5
401	2	.0	4,275	21.5
403	270	1.4	4,545	22.9
404	3	.0	4,548	22.9
406	17	.1	4,565	23.0
408	2	.0	4,567	23.0
409	26	.1	4,593	23.2
413	31	.2	4,624	23.3
414	114	.6	4,738	23.9
415	2	.0	4,740	23.9
416	30	.2	4,770	24.0
417	82	.4	4,852	24.5
418	19	.1	4,871	24.6
419	2	.0	4,873	24.6

**Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
420	91	.5	4,964	25.0
422	83	.4	5,047	25.4
423	10	.1	5,057	25.5
424	24	.1	5,081	25.6
427	21	.1	5,102	25.7
429	102	.5	5,204	26.2
430	4	.0	5,208	26.3
431	88	.4	5,296	26.7
434	112	.6	5,408	27.3
435	38	.2	5,446	27.5
437	12	.1	5,458	27.5
438	1	.0	5,459	27.5
440	151	.8	5,610	28.3
444	27	.1	5,637	28.4
445	75	.4	5,712	28.8
446	136	.7	5,848	29.5
449	32	.2	5,880	29.6
451	37	.2	5,917	29.8
452	51	.3	5,968	30.1
453	9	.0	5,977	30.1
454	73	.4	6,050	30.5
456	9	.0	6,059	30.5
457	154	.8	6,213	31.3
458	11	.1	6,224	31.4
460	78	.4	6,302	31.8
461	38	.2	6,340	32.0
462	23	.1	6,363	32.1
464	2	.0	6,365	32.1
466	139	.7	6,504	32.8
467	4	.0	6,508	32.8
468	97	.5	6,605	33.3
470	17	.1	6,622	33.4
471	52	.3	6,674	33.6
472	83	.4	6,757	34.1
474	11	.1	6,768	34.1
476	31	.2	6,799	34.3
477	65	.3	6,864	34.6
478	96	.5	6,960	35.1
479	51	.3	7,011	35.3
480	20	.1	7,031	35.4

**Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
481	5	.0	7,036	35.5
482	21	.1	7,057	35.6
483	102	.5	7,159	36.1
484	12	.1	7,171	36.1
485	5	.0	7,176	36.2
487	62	.3	7,238	36.5
488	44	.2	7,282	36.7
489	113	.6	7,395	37.3
492	62	.3	7,457	37.6
494	110	.6	7,567	38.1
495	12	.1	7,579	38.2
496	33	.2	7,612	38.4
498	50	.3	7,662	38.6
499	88	.4	7,750	39.1
500	92	.5	7,842	39.5
502	5	.0	7,847	39.6
503	51	.3	7,898	39.8
504	67	.3	7,965	40.2
505	66	.3	8,031	40.5
506	10	.1	8,041	40.5
507	42	.2	8,083	40.7
508	47	.2	8,130	41.0
509	46	.2	8,176	41.2
510	88	.4	8,264	41.7
511	54	.3	8,318	41.9
512	1	.0	8,319	41.9
513	1	.0	8,320	41.9
514	50	.3	8,370	42.2
515	112	.6	8,482	42.8
517	2	.0	8,484	42.8
518	74	.4	8,558	43.1
519	49	.2	8,607	43.4
520	45	.2	8,652	43.6
521	93	.5	8,745	44.1
522	47	.2	8,792	44.3
523	17	.1	8,809	44.4
524	56	.3	8,865	44.7
525	67	.3	8,932	45.0
526	59	.3	8,991	45.3
528	47	.2	9,038	45.6

**Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
529	42	.2	9,080	45.8
530	81	.4	9,161	46.2
531	42	.2	9,203	46.4
532	73	.4	9,276	46.8
533	5	.0	9,281	46.8
534	20	.1	9,301	46.9
535	56	.3	9,357	47.2
536	126	.6	9,483	47.8
537	31	.2	9,514	48.0
538	13	.1	9,527	48.0
539	138	.7	9,665	48.7
540	14	.1	9,679	48.8
541	54	.3	9,733	49.1
542	52	.3	9,785	49.3
543	127	.6	9,912	50.0
544	2	.0	9,914	50.0
545	67	.3	9,981	50.3
546	79	.4	10,060	50.7
547	7	.0	10,067	50.7
548	56	.3	10,123	51.0
549	98	.5	10,221	51.5
550	72	.4	10,293	51.9
551	7	.0	10,300	51.9
552	59	.3	10,359	52.2
553	127	.6	10,486	52.9
554	18	.1	10,504	52.9
555	43	.2	10,547	53.2
557	235	1.2	10,782	54.4
558	16	.1	10,798	54.4
559	3	.0	10,801	54.4
560	168	.8	10,969	55.3
561	89	.4	11,058	55.7
564	222	1.1	11,280	56.9
565	69	.3	11,349	57.2
567	67	.3	11,416	57.5
568	133	.7	11,549	58.2
569	49	.2	11,598	58.5
570	29	.1	11,627	58.6
571	58	.3	11,685	58.9
572	106	.5	11,791	59.4

**Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
573	61	.3	11,852	59.7
575	181	.9	12,033	60.7
576	15	.1	12,048	60.7
577	82	.4	12,130	61.1
578	65	.3	12,195	61.5
579	62	.3	12,257	61.8
580	47	.2	12,304	62.0
581	66	.3	12,370	62.4
582	147	.7	12,517	63.1
583	15	.1	12,532	63.2
584	120	.6	12,652	63.8
585	5	.0	12,657	63.8
586	122	.6	12,779	64.4
587	1	.0	12,780	64.4
588	137	.7	12,917	65.1
589	18	.1	12,935	65.2
590	73	.4	13,008	65.6
591	114	.6	13,122	66.1
592	44	.2	13,166	66.4
593	3	.0	13,169	66.4
594	87	.4	13,256	66.8
595	96	.5	13,352	67.3
596	81	.4	13,433	67.7
598	70	.4	13,503	68.1
599	187	.9	13,690	69.0
602	175	.9	13,865	69.9
603	103	.5	13,968	70.4
606	177	.9	14,145	71.3
607	76	.4	14,221	71.7
608	8	.0	14,229	71.7
610	194	1.0	14,423	72.7
611	33	.2	14,456	72.9
613	36	.2	14,492	73.1
614	103	.5	14,595	73.6
615	115	.6	14,710	74.2
616	7	.0	14,717	74.2
617	110	.6	14,827	74.7
618	53	.3	14,880	75.0
619	7	.0	14,887	75.0
620	96	.5	14,983	75.5

**Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
621	120	.6	15,103	76.1
622	60	.3	15,163	76.4
624	12	.1	15,175	76.5
625	197	1.0	15,372	77.5
626	68	.3	15,440	77.8
628	19	.1	15,459	77.9
629	73	.4	15,532	78.3
630	125	.6	15,657	78.9
632	71	.4	15,728	79.3
633	88	.4	15,816	79.7
635	106	.5	15,922	80.3
636	108	.5	16,030	80.8
637	1	.0	16,031	80.8
639	7	.0	16,038	80.8
640	146	.7	16,184	81.6
641	107	.5	16,291	82.1
643	30	.2	16,321	82.3
644	138	.7	16,459	83.0
647	121	.6	16,580	83.6
648	1	.0	16,581	83.6
649	148	.7	16,729	84.3
650	48	.2	16,777	84.6
652	22	.1	16,799	84.7
654	184	.9	16,983	85.6
655	65	.3	17,048	85.9
658	55	.3	17,103	86.2
659	5	.0	17,108	86.2
660	142	.7	17,250	87.0
661	76	.4	17,326	87.3
665	121	.6	17,447	87.9
666	130	.7	17,577	88.6
667	54	.3	17,631	88.9
669	105	.5	17,736	89.4
671	1	.0	17,737	89.4
672	7	.0	17,744	89.4
673	2	.0	17,746	89.5
674	308	1.6	18,054	91.0
679	209	1.1	18,263	92.1
685	231	1.2	18,494	93.2
686	108	.5	18,602	93.8

**Table I-54: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
687	30	.2	18,632	93.9
688	2	.0	18,634	93.9
691	245	1.2	18,879	95.2
699	267	1.3	19,146	96.5
706	50	.3	19,196	96.8
707	21	.1	19,217	96.9
711	268	1.4	19,485	98.2
731	233	1.2	19,718	99.4
732	120	.6	19,838	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	3,286	11.0	3,286	11.0
314	166	.6	3,452	11.5
336	218	.7	3,670	12.2
341	161	.5	3,831	12.8
354	202	.7	4,033	13.5
363	403	1.3	4,436	14.8
370	149	.5	4,585	15.3
376	209	.7	4,794	16.0
380	207	.7	5,001	16.7
382	79	.3	5,080	16.9
386	57	.2	5,137	17.1
391	51	.2	5,188	17.3
393	153	.5	5,341	17.8
395	12	.0	5,353	17.9
400	20	.1	5,373	17.9
402	107	.4	5,480	18.3
403	92	.3	5,572	18.6
404	117	.4	5,689	19.0
408	7	.0	5,696	19.0
412	8	.0	5,704	19.0
415	70	.2	5,774	19.3
416	127	.4	5,901	19.7
419	85	.3	5,986	20.0
420	2	.0	5,988	20.0
424	1	.0	5,989	20.0
425	111	.4	6,100	20.3
427	42	.1	6,142	20.5
428	2	.0	6,144	20.5
429	119	.4	6,263	20.9
432	166	.6	6,429	21.4
433	1	.0	6,430	21.4
437	5	.0	6,435	21.5
438	72	.2	6,507	21.7
439	22	.1	6,529	21.8
442	2	.0	6,531	21.8
443	185	.6	6,716	22.4
444	71	.2	6,787	22.6
446	94	.3	6,881	23.0
448	47	.2	6,928	23.1
452	128	.4	7,056	23.5

**Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
453	25	.1	7,081	23.6
455	57	.2	7,138	23.8
457	28	.1	7,166	23.9
459	335	1.1	7,501	25.0
461	11	.0	7,512	25.1
465	116	.4	7,628	25.4
466	25	.1	7,653	25.5
468	148	.5	7,801	26.0
469	7	.0	7,808	26.0
470	170	.6	7,978	26.6
472	121	.4	8,099	27.0
473	4	.0	8,103	27.0
475	197	.7	8,300	27.7
477	1	.0	8,301	27.7
479	14	.0	8,315	27.7
480	42	.1	8,357	27.9
481	305	1.0	8,662	28.9
484	137	.5	8,799	29.3
485	1	.0	8,800	29.4
487	96	.3	8,896	29.7
488	136	.5	9,032	30.1
491	82	.3	9,114	30.4
492	15	.1	9,129	30.5
493	135	.5	9,264	30.9
494	137	.5	9,401	31.4
495	86	.3	9,487	31.6
496	86	.3	9,573	31.9
500	271	.9	9,844	32.8
504	194	.6	10,038	33.5
505	66	.2	10,104	33.7
506	149	.5	10,253	34.2
508	3	.0	10,256	34.2
509	105	.4	10,361	34.6
511	198	.7	10,559	35.2
512	8	.0	10,567	35.2
513	88	.3	10,655	35.5
515	81	.3	10,736	35.8
516	107	.4	10,843	36.2
517	98	.3	10,941	36.5
518	57	.2	10,998	36.7

**Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
519	34	.1	11,032	36.8
520	13	.0	11,045	36.8
521	102	.3	11,147	37.2
522	237	.8	11,384	38.0
525	102	.3	11,486	38.3
526	33	.1	11,519	38.4
527	99	.3	11,618	38.8
528	118	.4	11,736	39.1
529	85	.3	11,821	39.4
530	40	.1	11,861	39.6
531	1	.0	11,862	39.6
532	119	.4	11,981	40.0
533	87	.3	12,068	40.3
534	129	.4	12,197	40.7
535	57	.2	12,254	40.9
536	97	.3	12,351	41.2
537	57	.2	12,408	41.4
538	146	.5	12,554	41.9
540	95	.3	12,649	42.2
541	125	.4	12,774	42.6
542	10	.0	12,784	42.6
543	145	.5	12,929	43.1
544	100	.3	13,029	43.5
545	32	.1	13,061	43.6
546	85	.3	13,146	43.8
547	120	.4	13,266	44.2
548	70	.2	13,336	44.5
549	38	.1	13,374	44.6
550	39	.1	13,413	44.7
551	92	.3	13,505	45.0
552	208	.7	13,713	45.7
553	22	.1	13,735	45.8
554	1	.0	13,736	45.8
555	3	.0	13,739	45.8
556	353	1.2	14,092	47.0
557	15	.1	14,107	47.1
559	13	.0	14,120	47.1
560	276	.9	14,396	48.0
561	27	.1	14,423	48.1
562	75	.3	14,498	48.4

**Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
564	242	.8	14,740	49.2
566	86	.3	14,826	49.5
567	113	.4	14,939	49.8
568	167	.6	15,106	50.4
571	117	.4	15,223	50.8
572	231	.8	15,454	51.5
573	27	.1	15,481	51.6
574	34	.1	15,515	51.8
575	110	.4	15,625	52.1
576	207	.7	15,832	52.8
578	17	.1	15,849	52.9
579	40	.1	15,889	53.0
580	325	1.1	16,214	54.1
581	13	.0	16,227	54.1
583	11	.0	16,238	54.2
584	301	1.0	16,539	55.2
585	54	.2	16,593	55.3
586	1	.0	16,594	55.4
588	280	.9	16,874	56.3
589	94	.3	16,968	56.6
591	1	.0	16,969	56.6
592	244	.8	17,213	57.4
593	79	.3	17,292	57.7
594	45	.2	17,337	57.8
595	142	.5	17,479	58.3
597	179	.6	17,658	58.9
600	204	.7	17,862	59.6
601	102	.3	17,964	59.9
602	79	.3	18,043	60.2
603	9	.0	18,052	60.2
604	195	.7	18,247	60.9
605	124	.4	18,371	61.3
606	14	.0	18,385	61.3
607	57	.2	18,442	61.5
608	142	.5	18,584	62.0
609	204	.7	18,788	62.7
610	6	.0	18,794	62.7
611	4	.0	18,798	62.7
612	1	.0	18,799	62.7
613	349	1.2	19,148	63.9

**Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
614	7	.0	19,155	63.9
616	6	.0	19,161	63.9
617	291	1.0	19,452	64.9
618	61	.2	19,513	65.1
619	29	.1	19,542	65.2
621	170	.6	19,712	65.8
622	172	.6	19,884	66.3
623	6	.0	19,890	66.3
624	3	.0	19,893	66.4
625	202	.7	20,095	67.0
626	119	.4	20,214	67.4
628	67	.2	20,281	67.6
629	8	.0	20,289	67.7
630	311	1.0	20,600	68.7
631	29	.1	20,629	68.8
633	143	.5	20,772	69.3
634	71	.2	20,843	69.5
635	175	.6	21,018	70.1
636	6	.0	21,024	70.1
637	2	.0	21,026	70.1
638	157	.5	21,183	70.7
639	11	.0	21,194	70.7
640	172	.6	21,366	71.3
642	203	.7	21,569	71.9
643	17	.1	21,586	72.0
644	46	.2	21,632	72.2
646	327	1.1	21,959	73.2
647	21	.1	21,980	73.3
648	49	.2	22,029	73.5
649	6	.0	22,035	73.5
651	230	.8	22,265	74.3
652	183	.6	22,448	74.9
655	336	1.1	22,784	76.0
656	1	.0	22,785	76.0
659	122	.4	22,907	76.4
660	326	1.1	23,233	77.5
663	68	.2	23,301	77.7
664	126	.4	23,427	78.1
665	10	.0	23,437	78.2
666	165	.6	23,602	78.7

**Table I-55: Scale Score Frequency Distribution, Initial Assessment, Comprehension, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
667	78	.3	23,680	79.0
668	156	.5	23,836	79.5
669	68	.2	23,904	79.7
671	133	.4	24,037	80.2
672	179	.6	24,216	80.8
673	175	.6	24,391	81.4
675	137	.5	24,528	81.8
677	198	.7	24,726	82.5
680	311	1.0	25,037	83.5
682	230	.8	25,267	84.3
685	212	.7	25,479	85.0
688	214	.7	25,693	85.7
689	101	.3	25,794	86.0
690	267	.9	26,061	86.9
694	200	.7	26,261	87.6
696	367	1.2	26,628	88.8
697	23	.1	26,651	88.9
702	552	1.8	27,203	90.7
703	70	.2	27,273	91.0
709	446	1.5	27,719	92.5
711	164	.5	27,883	93.0
718	49	.2	27,932	93.2
719	480	1.6	28,412	94.8
725	138	.5	28,550	95.2
732	530	1.8	29,080	97.0
740	121	.4	29,201	97.4
747	779	2.6	29,980	100.0

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	4,581	2.1	4,581	2.1
185	676	.3	5,257	2.4
186	328	.1	5,585	2.5
187	864	.4	6,449	2.9
188	1,321	.6	7,770	3.5
189	1,580	.7	9,350	4.2
190	2,450	1.1	11,800	5.3
191	2,343	1.1	14,143	6.4
192	1,763	.8	15,906	7.2
193	1,728	.8	17,634	7.9
194	1,583	.7	19,217	8.7
195	774	.3	19,991	9.0
196	280	.1	20,271	9.1
197	110	.0	20,381	9.2
198	54	.0	20,435	9.2
199	44	.0	20,479	9.2
200	24	.0	20,503	9.2
201	15	.0	20,518	9.2
202	4	.0	20,522	9.2
203	3	.0	20,525	9.3
204	1	.0	20,526	9.3
210	108	.0	20,634	9.3
211	27	.0	20,661	9.3
212	130	.1	20,791	9.4
213	139	.1	20,930	9.4
214	229	.1	21,159	9.5
215	270	.1	21,429	9.7
216	590	.3	22,019	9.9
217	756	.3	22,775	10.3
218	871	.4	23,646	10.7
219	1,040	.5	24,686	11.1
220	923	.4	25,609	11.5
221	473	.2	26,082	11.8
222	238	.1	26,320	11.9
223	88	.0	26,408	11.9
224	45	.0	26,453	11.9
225	16	.0	26,469	11.9
226	11	.0	26,480	11.9
227	10	.0	26,490	11.9
228	3	.0	26,493	11.9

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
229	2	.0	26,495	11.9
230	1	.0	26,496	11.9
232	101	.0	26,597	12.0
234	103	.0	26,700	12.0
235	74	.0	26,774	12.1
236	178	.1	26,952	12.1
237	210	.1	27,162	12.2
238	440	.2	27,602	12.4
239	492	.2	28,094	12.7
240	938	.4	29,032	13.1
241	994	.4	30,026	13.5
242	1,062	.5	31,088	14.0
243	739	.3	31,827	14.3
244	395	.2	32,222	14.5
245	207	.1	32,429	14.6
246	124	.1	32,553	14.7
247	114	.1	32,667	14.7
248	118	.1	32,785	14.8
249	219	.1	33,004	14.9
250	391	.2	33,395	15.1
251	498	.2	33,893	15.3
252	677	.3	34,570	15.6
253	729	.3	35,299	15.9
254	640	.3	35,939	16.2
255	372	.2	36,311	16.4
256	445	.2	36,756	16.6
257	211	.1	36,967	16.7
258	361	.2	37,328	16.8
259	382	.2	37,710	17.0
260	546	.2	38,256	17.2
261	618	.3	38,874	17.5
262	589	.3	39,463	17.8
263	541	.2	40,004	18.0
264	519	.2	40,523	18.3
265	579	.3	41,102	18.5
266	614	.3	41,716	18.8
267	533	.2	42,249	19.0
268	364	.2	42,613	19.2
269	309	.1	42,922	19.3
270	122	.1	43,044	19.4

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
271	136	.1	43,180	19.5
272	152	.1	43,332	19.5
273	187	.1	43,519	19.6
274	207	.1	43,726	19.7
275	270	.1	43,996	19.8
276	251	.1	44,247	19.9
277	295	.1	44,542	20.1
278	333	.2	44,875	20.2
279	330	.1	45,205	20.4
280	337	.2	45,542	20.5
281	244	.1	45,786	20.6
282	160	.1	45,946	20.7
283	202	.1	46,148	20.8
284	133	.1	46,281	20.9
285	293	.1	46,574	21.0
286	275	.1	46,849	21.1
287	343	.2	47,192	21.3
288	447	.2	47,639	21.5
289	392	.2	48,031	21.6
290	462	.2	48,493	21.9
291	517	.2	49,010	22.1
292	572	.3	49,582	22.3
293	554	.2	50,136	22.6
294	406	.2	50,542	22.8
295	281	.1	50,823	22.9
296	236	.1	51,059	23.0
297	237	.1	51,296	23.1
298	275	.1	51,571	23.2
299	277	.1	51,848	23.4
300	270	.1	52,118	23.5
301	305	.1	52,423	23.6
302	307	.1	52,730	23.8
303	420	.2	53,150	24.0
304	397	.2	53,547	24.1
305	517	.2	54,064	24.4
306	429	.2	54,493	24.6
307	391	.2	54,884	24.7
308	309	.1	55,193	24.9
309	350	.2	55,543	25.0
310	353	.2	55,896	25.2



**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
311	388	.2	56,284	25.4
312	640	.3	56,924	25.7
313	663	.3	57,587	26.0
314	743	.3	58,330	26.3
315	767	.3	59,097	26.6
316	597	.3	59,694	26.9
317	493	.2	60,187	27.1
318	383	.2	60,570	27.3
319	389	.2	60,959	27.5
320	350	.2	61,309	27.6
321	400	.2	61,709	27.8
322	361	.2	62,070	28.0
323	476	.2	62,546	28.2
324	628	.3	63,174	28.5
325	767	.3	63,941	28.8
326	898	.4	64,839	29.2
327	827	.4	65,666	29.6
328	727	.3	66,393	29.9
329	604	.3	66,997	30.2
330	529	.2	67,526	30.4
331	498	.2	68,024	30.7
332	516	.2	68,540	30.9
333	667	.3	69,207	31.2
334	704	.3	69,911	31.5
335	792	.4	70,703	31.9
336	847	.4	71,550	32.2
337	817	.4	72,367	32.6
338	821	.4	73,188	33.0
339	924	.4	74,112	33.4
340	813	.4	74,925	33.8
341	819	.4	75,744	34.1
342	723	.3	76,467	34.5
343	698	.3	77,165	34.8
344	641	.3	77,806	35.1
345	820	.4	78,626	35.4
346	999	.5	79,625	35.9
347	1,089	.5	80,714	36.4
348	1,026	.5	81,740	36.8
349	805	.4	82,545	37.2
350	799	.4	83,344	37.6

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
351	827	.4	84,171	37.9
352	970	.4	85,141	38.4
353	1,066	.5	86,207	38.9
354	1,128	.5	87,335	39.4
355	1,060	.5	88,395	39.8
356	956	.4	89,351	40.3
357	953	.4	90,304	40.7
358	943	.4	91,247	41.1
359	1,097	.5	92,344	41.6
360	1,190	.5	93,534	42.2
361	1,181	.5	94,715	42.7
362	1,123	.5	95,838	43.2
363	1,120	.5	96,958	43.7
364	1,137	.5	98,095	44.2
365	1,195	.5	99,290	44.7
366	1,262	.6	100,552	45.3
367	1,256	.6	101,808	45.9
368	1,316	.6	103,124	46.5
369	1,357	.6	104,481	47.1
370	1,281	.6	105,762	47.7
371	1,329	.6	107,091	48.3
372	1,363	.6	108,454	48.9
373	1,325	.6	109,779	49.5
374	1,449	.7	111,228	50.1
375	1,413	.6	112,641	50.8
376	1,401	.6	114,042	51.4
377	1,477	.7	115,519	52.1
378	1,443	.7	116,962	52.7
379	1,418	.6	118,380	53.4
380	1,383	.6	119,763	54.0
381	1,492	.7	121,255	54.6
382	1,455	.7	122,710	55.3
383	1,483	.7	124,193	56.0
384	1,452	.7	125,645	56.6
385	1,466	.7	127,111	57.3
386	1,532	.7	128,643	58.0
387	1,431	.6	130,074	58.6
388	1,454	.7	131,528	59.3
389	1,493	.7	133,021	60.0
390	1,585	.7	134,606	60.7

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
391	1,483	.7	136,089	61.3
392	1,590	.7	137,679	62.1
393	1,466	.7	139,145	62.7
394	1,484	.7	140,629	63.4
395	1,443	.7	142,072	64.0
396	1,563	.7	143,635	64.7
397	1,434	.6	145,069	65.4
398	1,389	.6	146,458	66.0
399	1,357	.6	147,815	66.6
400	1,376	.6	149,191	67.2
401	1,350	.6	150,541	67.8
402	1,399	.6	151,940	68.5
403	1,424	.6	153,364	69.1
404	1,423	.6	154,787	69.8
405	1,394	.6	156,181	70.4
406	1,296	.6	157,477	71.0
407	1,193	.5	158,670	71.5
408	1,354	.6	160,024	72.1
409	1,217	.5	161,241	72.7
410	1,265	.6	162,506	73.2
411	1,253	.6	163,759	73.8
412	1,160	.5	164,919	74.3
413	1,169	.5	166,088	74.9
414	1,132	.5	167,220	75.4
415	1,187	.5	168,407	75.9
416	1,074	.5	169,481	76.4
417	1,186	.5	170,667	76.9
418	1,125	.5	171,792	77.4
419	1,107	.5	172,899	77.9
420	1,035	.5	173,934	78.4
421	1,036	.5	174,970	78.9
422	1,046	.5	176,016	79.3
423	1,027	.5	177,043	79.8
424	1,013	.5	178,056	80.2
425	963	.4	179,019	80.7
426	974	.4	179,993	81.1
427	915	.4	180,908	81.5
428	978	.4	181,886	82.0
429	951	.4	182,837	82.4
430	846	.4	183,683	82.8

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
431	834	.4	184,517	83.2
432	864	.4	185,381	83.6
433	816	.4	186,197	83.9
434	800	.4	186,997	84.3
435	849	.4	187,846	84.7
436	823	.4	188,669	85.0
437	723	.3	189,392	85.4
438	757	.3	190,149	85.7
439	726	.3	190,875	86.0
440	676	.3	191,551	86.3
441	757	.3	192,308	86.7
442	698	.3	193,006	87.0
443	708	.3	193,714	87.3
444	682	.3	194,396	87.6
445	632	.3	195,028	87.9
446	703	.3	195,731	88.2
447	633	.3	196,364	88.5
448	625	.3	196,989	88.8
449	589	.3	197,578	89.0
450	643	.3	198,221	89.3
451	641	.3	198,862	89.6
452	618	.3	199,480	89.9
453	595	.3	200,075	90.2
454	565	.3	200,640	90.4
455	590	.3	201,230	90.7
456	550	.2	201,780	90.9
457	506	.2	202,286	91.2
458	525	.2	202,811	91.4
459	502	.2	203,313	91.6
460	482	.2	203,795	91.9
461	433	.2	204,228	92.0
462	453	.2	204,681	92.2
463	505	.2	205,186	92.5
464	417	.2	205,603	92.7
465	453	.2	206,056	92.9
466	434	.2	206,490	93.1
467	372	.2	206,862	93.2
468	405	.2	207,267	93.4
469	402	.2	207,669	93.6
470	392	.2	208,061	93.8

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
471	359	.2	208,420	93.9
472	332	.1	208,752	94.1
473	337	.2	209,089	94.2
474	377	.2	209,466	94.4
475	339	.2	209,805	94.6
476	338	.2	210,143	94.7
477	321	.1	210,464	94.9
478	334	.2	210,798	95.0
479	279	.1	211,077	95.1
480	304	.1	211,381	95.3
481	313	.1	211,694	95.4
482	287	.1	211,981	95.5
483	296	.1	212,277	95.7
484	257	.1	212,534	95.8
485	256	.1	212,790	95.9
486	273	.1	213,063	96.0
487	277	.1	213,340	96.2
488	278	.1	213,618	96.3
489	263	.1	213,881	96.4
490	238	.1	214,119	96.5
491	225	.1	214,344	96.6
492	197	.1	214,541	96.7
493	223	.1	214,764	96.8
494	210	.1	214,974	96.9
495	203	.1	215,177	97.0
496	237	.1	215,414	97.1
497	195	.1	215,609	97.2
498	191	.1	215,800	97.3
499	189	.1	215,989	97.3
500	188	.1	216,177	97.4
501	169	.1	216,346	97.5
502	193	.1	216,539	97.6
503	204	.1	216,743	97.7
504	177	.1	216,920	97.8
505	161	.1	217,081	97.8
506	143	.1	217,224	97.9
507	137	.1	217,361	98.0
508	141	.1	217,502	98.0
509	186	.1	217,688	98.1
510	142	.1	217,830	98.2

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
511	157	.1	217,987	98.2
512	142	.1	218,129	98.3
513	106	.0	218,235	98.4
514	119	.1	218,354	98.4
515	105	.0	218,459	98.5
516	114	.1	218,573	98.5
517	158	.1	218,731	98.6
518	129	.1	218,860	98.6
519	91	.0	218,951	98.7
520	94	.0	219,045	98.7
521	112	.1	219,157	98.8
522	121	.1	219,278	98.8
523	84	.0	219,362	98.9
524	82	.0	219,444	98.9
525	90	.0	219,534	98.9
526	121	.1	219,655	99.0
527	107	.0	219,762	99.0
528	80	.0	219,842	99.1
529	81	.0	219,923	99.1
530	85	.0	220,008	99.2
531	78	.0	220,086	99.2
532	61	.0	220,147	99.2
533	59	.0	220,206	99.2
534	59	.0	220,265	99.3
535	84	.0	220,349	99.3
536	50	.0	220,399	99.3
537	69	.0	220,468	99.4
538	79	.0	220,547	99.4
539	54	.0	220,601	99.4
540	48	.0	220,649	99.4
541	40	.0	220,689	99.5
542	38	.0	220,727	99.5
543	51	.0	220,778	99.5
544	41	.0	220,819	99.5
545	57	.0	220,876	99.5
546	37	.0	220,913	99.6
547	77	.0	220,990	99.6
548	49	.0	221,039	99.6
549	33	.0	221,072	99.6
550	34	.0	221,106	99.7

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
551	39	.0	221,145	99.7
552	18	.0	221,163	99.7
553	45	.0	221,208	99.7
554	21	.0	221,229	99.7
555	15	.0	221,244	99.7
556	12	.0	221,256	99.7
557	22	.0	221,278	99.7
558	33	.0	221,311	99.7
559	50	.0	221,361	99.8
560	24	.0	221,385	99.8
561	21	.0	221,406	99.8
562	10	.0	221,416	99.8
563	18	.0	221,434	99.8
564	6	.0	221,440	99.8
565	9	.0	221,449	99.8
566	9	.0	221,458	99.8
567	37	.0	221,495	99.8
568	5	.0	221,500	99.8
569	15	.0	221,515	99.8
570	21	.0	221,536	99.8
571	10	.0	221,546	99.9
572	13	.0	221,559	99.9
573	15	.0	221,574	99.9
574	15	.0	221,589	99.9
575	17	.0	221,606	99.9
576	13	.0	221,619	99.9
577	7	.0	221,626	99.9
578	14	.0	221,640	99.9
579	12	.0	221,652	99.9
580	29	.0	221,681	99.9
581	13	.0	221,694	99.9
582	25	.0	221,719	99.9
583	21	.0	221,740	99.9
584	12	.0	221,752	99.9
585	13	.0	221,765	99.9
586	8	.0	221,773	100.0
588	11	.0	221,784	100.0
589	19	.0	221,803	100.0
590	17	.0	221,820	100.0
591	12	.0	221,832	100.0

**Table I-56: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
592	29	.0	221,861	100.0
598	17	.0	221,878	100.0

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,127	10.7	1,127	10.7
229	66	.6	1,193	11.3
231	15	.1	1,208	11.5
241	14	.1	1,222	11.6
242	67	.6	1,289	12.3
245	7	.1	1,296	12.3
246	6	.1	1,302	12.4
248	30	.3	1,332	12.7
249	9	.1	1,341	12.8
250	15	.1	1,356	12.9
251	5	.0	1,361	12.9
252	16	.2	1,377	13.1
253	2	.0	1,379	13.1
255	71	.7	1,450	13.8
256	9	.1	1,459	13.9
257	18	.2	1,477	14.0
258	12	.1	1,489	14.2
259	6	.1	1,495	14.2
260	13	.1	1,508	14.3
262	38	.4	1,546	14.7
263	10	.1	1,556	14.8
264	5	.0	1,561	14.8
265	10	.1	1,571	14.9
266	12	.1	1,583	15.1
267	13	.1	1,596	15.2
268	14	.1	1,610	15.3
269	13	.1	1,623	15.4
270	14	.1	1,637	15.6
271	7	.1	1,644	15.6
272	9	.1	1,653	15.7
273	6	.1	1,659	15.8
274	5	.0	1,664	15.8
275	7	.1	1,671	15.9
276	10	.1	1,681	16.0
277	21	.2	1,702	16.2
278	9	.1	1,711	16.3
279	4	.0	1,715	16.3
280	14	.1	1,729	16.4
281	9	.1	1,738	16.5
282	20	.2	1,758	16.7

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
283	17	.2	1,775	16.9
284	17	.2	1,792	17.0
285	1	.0	1,793	17.1
286	13	.1	1,806	17.2
287	27	.3	1,833	17.4
288	27	.3	1,860	17.7
289	10	.1	1,870	17.8
290	15	.1	1,885	17.9
291	8	.1	1,893	18.0
292	13	.1	1,906	18.1
293	11	.1	1,917	18.2
294	23	.2	1,940	18.4
295	18	.2	1,958	18.6
296	8	.1	1,966	18.7
297	11	.1	1,977	18.8
298	11	.1	1,988	18.9
299	10	.1	1,998	19.0
300	25	.2	2,023	19.2
301	11	.1	2,034	19.3
302	6	.1	2,040	19.4
303	24	.2	2,064	19.6
304	16	.2	2,080	19.8
305	6	.1	2,086	19.8
306	16	.2	2,102	20.0
307	18	.2	2,120	20.2
308	6	.1	2,126	20.2
309	6	.1	2,132	20.3
310	16	.2	2,148	20.4
311	10	.1	2,158	20.5
312	8	.1	2,166	20.6
313	15	.1	2,181	20.7
314	16	.2	2,197	20.9
315	14	.1	2,211	21.0
316	10	.1	2,221	21.1
317	10	.1	2,231	21.2
318	15	.1	2,246	21.4
319	5	.0	2,251	21.4
320	7	.1	2,258	21.5
321	24	.2	2,282	21.7
322	15	.1	2,297	21.8

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
323	9	.1	2,306	21.9
324	9	.1	2,315	22.0
325	10	.1	2,325	22.1
326	14	.1	2,339	22.2
327	15	.1	2,354	22.4
328	14	.1	2,368	22.5
329	10	.1	2,378	22.6
330	14	.1	2,392	22.7
331	12	.1	2,404	22.9
332	9	.1	2,413	22.9
333	7	.1	2,420	23.0
334	12	.1	2,432	23.1
335	13	.1	2,445	23.3
336	9	.1	2,454	23.3
337	11	.1	2,465	23.4
338	9	.1	2,474	23.5
339	15	.1	2,489	23.7
340	14	.1	2,503	23.8
341	11	.1	2,514	23.9
342	9	.1	2,523	24.0
343	12	.1	2,535	24.1
344	12	.1	2,547	24.2
345	4	.0	2,551	24.3
346	6	.1	2,557	24.3
347	15	.1	2,572	24.5
348	8	.1	2,580	24.5
349	12	.1	2,592	24.7
350	5	.0	2,597	24.7
351	8	.1	2,605	24.8
352	10	.1	2,615	24.9
353	7	.1	2,622	24.9
354	10	.1	2,632	25.0
355	7	.1	2,639	25.1
356	7	.1	2,646	25.2
357	5	.0	2,651	25.2
358	12	.1	2,663	25.3
359	13	.1	2,676	25.4
360	15	.1	2,691	25.6
361	8	.1	2,699	25.7
362	6	.1	2,705	25.7

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
363	11	.1	2,716	25.8
364	9	.1	2,725	25.9
365	7	.1	2,732	26.0
366	13	.1	2,745	26.1
367	8	.1	2,753	26.2
368	17	.2	2,770	26.3
369	12	.1	2,782	26.5
370	15	.1	2,797	26.6
371	16	.2	2,813	26.8
372	18	.2	2,831	26.9
373	18	.2	2,849	27.1
374	13	.1	2,862	27.2
375	11	.1	2,873	27.3
376	12	.1	2,885	27.4
377	12	.1	2,897	27.6
378	19	.2	2,916	27.7
379	14	.1	2,930	27.9
380	13	.1	2,943	28.0
381	13	.1	2,956	28.1
382	19	.2	2,975	28.3
383	15	.1	2,990	28.4
384	21	.2	3,011	28.6
385	16	.2	3,027	28.8
386	16	.2	3,043	28.9
387	16	.2	3,059	29.1
388	16	.2	3,075	29.2
389	17	.2	3,092	29.4
390	15	.1	3,107	29.5
391	24	.2	3,131	29.8
392	18	.2	3,149	29.9
393	25	.2	3,174	30.2
394	20	.2	3,194	30.4
395	23	.2	3,217	30.6
396	21	.2	3,238	30.8
397	21	.2	3,259	31.0
398	20	.2	3,279	31.2
399	22	.2	3,301	31.4
400	23	.2	3,324	31.6
401	22	.2	3,346	31.8
402	23	.2	3,369	32.0

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	18	.2	3,387	32.2
404	22	.2	3,409	32.4
405	22	.2	3,431	32.6
406	28	.3	3,459	32.9
407	26	.2	3,485	33.1
408	34	.3	3,519	33.5
409	28	.3	3,547	33.7
410	20	.2	3,567	33.9
411	19	.2	3,586	34.1
412	24	.2	3,610	34.3
413	21	.2	3,631	34.5
414	30	.3	3,661	34.8
415	30	.3	3,691	35.1
416	33	.3	3,724	35.4
417	37	.4	3,761	35.8
418	32	.3	3,793	36.1
419	32	.3	3,825	36.4
420	28	.3	3,853	36.6
421	30	.3	3,883	36.9
422	23	.2	3,906	37.1
423	32	.3	3,938	37.5
424	31	.3	3,969	37.7
425	34	.3	4,003	38.1
426	34	.3	4,037	38.4
427	32	.3	4,069	38.7
428	29	.3	4,098	39.0
429	44	.4	4,142	39.4
430	38	.4	4,180	39.8
431	43	.4	4,223	40.2
432	46	.4	4,269	40.6
433	35	.3	4,304	40.9
434	33	.3	4,337	41.2
435	37	.4	4,374	41.6
436	39	.4	4,413	42.0
437	39	.4	4,452	42.3
438	54	.5	4,506	42.9
439	40	.4	4,546	43.2
440	42	.4	4,588	43.6
441	43	.4	4,631	44.0
442	54	.5	4,685	44.6

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
443	49	.5	4,734	45.0
444	43	.4	4,777	45.4
445	45	.4	4,822	45.9
446	44	.4	4,866	46.3
447	46	.4	4,912	46.7
448	44	.4	4,956	47.1
449	60	.6	5,016	47.7
450	52	.5	5,068	48.2
451	49	.5	5,117	48.7
452	59	.6	5,176	49.2
453	43	.4	5,219	49.6
454	51	.5	5,270	50.1
455	52	.5	5,322	50.6
456	54	.5	5,376	51.1
457	69	.7	5,445	51.8
458	50	.5	5,495	52.3
459	45	.4	5,540	52.7
460	49	.5	5,589	53.2
461	62	.6	5,651	53.7
462	49	.5	5,700	54.2
463	58	.6	5,758	54.8
464	38	.4	5,796	55.1
465	54	.5	5,850	55.6
466	54	.5	5,904	56.1
467	59	.6	5,963	56.7
468	55	.5	6,018	57.2
469	56	.5	6,074	57.8
470	59	.6	6,133	58.3
471	64	.6	6,197	58.9
472	54	.5	6,251	59.4
473	65	.6	6,316	60.1
474	45	.4	6,361	60.5
475	53	.5	6,414	61.0
476	51	.5	6,465	61.5
477	54	.5	6,519	62.0
478	59	.6	6,578	62.6
479	60	.6	6,638	63.1
480	70	.7	6,708	63.8
481	68	.6	6,776	64.4
482	56	.5	6,832	65.0

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	67	.6	6,899	65.6
484	54	.5	6,953	66.1
485	53	.5	7,006	66.6
486	59	.6	7,065	67.2
487	49	.5	7,114	67.7
488	55	.5	7,169	68.2
489	40	.4	7,209	68.6
490	50	.5	7,259	69.0
491	47	.4	7,306	69.5
492	54	.5	7,360	70.0
493	54	.5	7,414	70.5
494	47	.4	7,461	71.0
495	58	.6	7,519	71.5
496	63	.6	7,582	72.1
497	53	.5	7,635	72.6
498	50	.5	7,685	73.1
499	42	.4	7,727	73.5
500	64	.6	7,791	74.1
501	71	.7	7,862	74.8
502	44	.4	7,906	75.2
503	61	.6	7,967	75.8
504	52	.5	8,019	76.3
505	62	.6	8,081	76.9
506	43	.4	8,124	77.3
507	48	.5	8,172	77.7
508	46	.4	8,218	78.2
509	48	.5	8,266	78.6
510	46	.4	8,312	79.0
511	46	.4	8,358	79.5
512	40	.4	8,398	79.9
513	52	.5	8,450	80.4
514	42	.4	8,492	80.8
515	40	.4	8,532	81.1
516	43	.4	8,575	81.6
517	50	.5	8,625	82.0
518	40	.4	8,665	82.4
519	30	.3	8,695	82.7
520	34	.3	8,729	83.0
521	55	.5	8,784	83.5
522	41	.4	8,825	83.9

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
523	44	.4	8,869	84.3
524	47	.4	8,916	84.8
525	38	.4	8,954	85.2
526	41	.4	8,995	85.5
527	38	.4	9,033	85.9
528	34	.3	9,067	86.2
529	31	.3	9,098	86.5
530	31	.3	9,129	86.8
531	38	.4	9,167	87.2
532	42	.4	9,209	87.6
533	40	.4	9,249	88.0
534	37	.4	9,286	88.3
535	32	.3	9,318	88.6
536	30	.3	9,348	88.9
537	32	.3	9,380	89.2
538	34	.3	9,414	89.5
539	29	.3	9,443	89.8
540	32	.3	9,475	90.1
541	32	.3	9,507	90.4
542	28	.3	9,535	90.7
543	33	.3	9,568	91.0
544	30	.3	9,598	91.3
545	29	.3	9,627	91.6
546	30	.3	9,657	91.8
547	31	.3	9,688	92.1
548	27	.3	9,715	92.4
549	20	.2	9,735	92.6
550	19	.2	9,754	92.8
551	24	.2	9,778	93.0
552	31	.3	9,809	93.3
553	20	.2	9,829	93.5
554	28	.3	9,857	93.7
555	20	.2	9,877	93.9
556	24	.2	9,901	94.2
557	21	.2	9,922	94.4
558	20	.2	9,942	94.6
559	10	.1	9,952	94.6
560	35	.3	9,987	95.0
561	10	.1	9,997	95.1
562	28	.3	10,025	95.3



**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	22	.2	10,047	95.5
564	15	.1	10,062	95.7
565	19	.2	10,081	95.9
566	29	.3	10,110	96.1
567	14	.1	10,124	96.3
568	15	.1	10,139	96.4
569	15	.1	10,154	96.6
570	12	.1	10,166	96.7
571	13	.1	10,179	96.8
572	21	.2	10,200	97.0
573	10	.1	10,210	97.1
574	14	.1	10,224	97.2
575	19	.2	10,243	97.4
576	11	.1	10,254	97.5
577	13	.1	10,267	97.6
578	12	.1	10,279	97.8
579	11	.1	10,290	97.9
580	9	.1	10,299	97.9
581	3	.0	10,302	98.0
582	12	.1	10,314	98.1
583	11	.1	10,325	98.2
584	14	.1	10,339	98.3
585	12	.1	10,351	98.4
586	1	.0	10,352	98.4
587	4	.0	10,356	98.5
588	12	.1	10,368	98.6
589	10	.1	10,378	98.7
590	7	.1	10,385	98.8
591	8	.1	10,393	98.8
592	1	.0	10,394	98.8
593	7	.1	10,401	98.9
594	1	.0	10,402	98.9
595	22	.2	10,424	99.1
596	13	.1	10,437	99.3
597	2	.0	10,439	99.3
598	1	.0	10,440	99.3
600	9	.1	10,449	99.4
601	9	.1	10,458	99.5
602	12	.1	10,470	99.6
605	5	.0	10,475	99.6

**Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
607	8	.1	10,483	99.7
608	4	.0	10,487	99.7
610	1	.0	10,488	99.7
612	12	.1	10,500	99.9
617	6	.1	10,506	99.9
619	1	.0	10,507	99.9
623	4	.0	10,511	100.0
630	3	.0	10,514	100.0
635	1	.0	10,515	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	2,618	10.9	2,618	10.9
241	103	.4	2,721	11.4
253	16	.1	2,737	11.4
258	78	.3	2,815	11.8
262	20	.1	2,835	11.8
263	23	.1	2,858	11.9
264	152	.6	3,010	12.6
265	14	.1	3,024	12.6
267	89	.4	3,113	13.0
271	79	.3	3,192	13.3
272	32	.1	3,224	13.5
273	57	.2	3,281	13.7
274	24	.1	3,305	13.8
275	33	.1	3,338	13.9
276	10	.0	3,348	14.0
277	20	.1	3,368	14.1
278	53	.2	3,421	14.3
279	23	.1	3,444	14.4
280	17	.1	3,461	14.5
281	14	.1	3,475	14.5
282	20	.1	3,495	14.6
283	46	.2	3,541	14.8
284	40	.2	3,581	15.0
286	10	.0	3,591	15.0
287	9	.0	3,600	15.0
288	6	.0	3,606	15.1
289	32	.1	3,638	15.2
290	13	.1	3,651	15.2
291	26	.1	3,677	15.4
292	17	.1	3,694	15.4
293	4	.0	3,698	15.4
294	5	.0	3,703	15.5
295	20	.1	3,723	15.5
296	41	.2	3,764	15.7
297	14	.1	3,778	15.8
298	10	.0	3,788	15.8
299	25	.1	3,813	15.9
300	17	.1	3,830	16.0
301	39	.2	3,869	16.2
302	4	.0	3,873	16.2

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
303	2	.0	3,875	16.2
304	9	.0	3,884	16.2
305	60	.3	3,944	16.5
306	24	.1	3,968	16.6
307	31	.1	3,999	16.7
308	32	.1	4,031	16.8
309	39	.2	4,070	17.0
310	32	.1	4,102	17.1
311	25	.1	4,127	17.2
312	33	.1	4,160	17.4
313	13	.1	4,173	17.4
314	33	.1	4,206	17.6
315	27	.1	4,233	17.7
316	32	.1	4,265	17.8
317	37	.2	4,302	18.0
318	24	.1	4,326	18.1
319	18	.1	4,344	18.1
320	44	.2	4,388	18.3
321	24	.1	4,412	18.4
322	44	.2	4,456	18.6
323	27	.1	4,483	18.7
324	36	.2	4,519	18.9
325	23	.1	4,542	19.0
326	43	.2	4,585	19.1
327	15	.1	4,600	19.2
328	21	.1	4,621	19.3
329	35	.1	4,656	19.4
330	26	.1	4,682	19.6
331	24	.1	4,706	19.7
332	18	.1	4,724	19.7
333	64	.3	4,788	20.0
334	31	.1	4,819	20.1
335	10	.0	4,829	20.2
336	33	.1	4,862	20.3
337	17	.1	4,879	20.4
338	30	.1	4,909	20.5
339	33	.1	4,942	20.6
340	9	.0	4,951	20.7
341	31	.1	4,982	20.8
342	43	.2	5,025	21.0

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
343	30	.1	5,055	21.1
344	30	.1	5,085	21.2
345	32	.1	5,117	21.4
346	22	.1	5,139	21.5
347	52	.2	5,191	21.7
348	24	.1	5,215	21.8
349	21	.1	5,236	21.9
350	26	.1	5,262	22.0
351	27	.1	5,289	22.1
352	32	.1	5,321	22.2
353	21	.1	5,342	22.3
354	39	.2	5,381	22.5
355	32	.1	5,413	22.6
356	22	.1	5,435	22.7
357	35	.1	5,470	22.8
358	38	.2	5,508	23.0
359	28	.1	5,536	23.1
360	34	.1	5,570	23.3
361	31	.1	5,601	23.4
362	22	.1	5,623	23.5
363	28	.1	5,651	23.6
364	28	.1	5,679	23.7
365	29	.1	5,708	23.8
366	26	.1	5,734	23.9
367	38	.2	5,772	24.1
368	33	.1	5,805	24.2
369	31	.1	5,836	24.4
370	26	.1	5,862	24.5
371	31	.1	5,893	24.6
372	32	.1	5,925	24.7
373	37	.2	5,962	24.9
374	32	.1	5,994	25.0
375	25	.1	6,019	25.1
376	27	.1	6,046	25.3
377	21	.1	6,067	25.3
378	33	.1	6,100	25.5
379	27	.1	6,127	25.6
380	23	.1	6,150	25.7
381	36	.2	6,186	25.8
382	33	.1	6,219	26.0

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
383	26	.1	6,245	26.1
384	24	.1	6,269	26.2
385	28	.1	6,297	26.3
386	26	.1	6,323	26.4
387	34	.1	6,357	26.6
388	35	.1	6,392	26.7
389	23	.1	6,415	26.8
390	31	.1	6,446	26.9
391	35	.1	6,481	27.1
392	22	.1	6,503	27.2
393	23	.1	6,526	27.3
394	25	.1	6,551	27.4
395	28	.1	6,579	27.5
396	37	.2	6,616	27.6
397	29	.1	6,645	27.8
398	20	.1	6,665	27.8
399	33	.1	6,698	28.0
400	22	.1	6,720	28.1
401	17	.1	6,737	28.1
402	28	.1	6,765	28.3
403	36	.2	6,801	28.4
404	19	.1	6,820	28.5
405	27	.1	6,847	28.6
406	18	.1	6,865	28.7
407	28	.1	6,893	28.8
408	31	.1	6,924	28.9
409	32	.1	6,956	29.1
410	37	.2	6,993	29.2
411	35	.1	7,028	29.4
412	39	.2	7,067	29.5
413	23	.1	7,090	29.6
414	33	.1	7,123	29.7
415	38	.2	7,161	29.9
416	37	.2	7,198	30.1
417	33	.1	7,231	30.2
418	37	.2	7,268	30.4
419	31	.1	7,299	30.5
420	43	.2	7,342	30.7
421	34	.1	7,376	30.8
422	24	.1	7,400	30.9

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
423	34	.1	7,434	31.0
424	38	.2	7,472	31.2
425	41	.2	7,513	31.4
426	45	.2	7,558	31.6
427	38	.2	7,596	31.7
428	41	.2	7,637	31.9
429	29	.1	7,666	32.0
430	41	.2	7,707	32.2
431	44	.2	7,751	32.4
432	46	.2	7,797	32.6
433	53	.2	7,850	32.8
434	44	.2	7,894	33.0
435	60	.3	7,954	33.2
436	47	.2	8,001	33.4
437	43	.2	8,044	33.6
438	45	.2	8,089	33.8
439	43	.2	8,132	34.0
440	47	.2	8,179	34.2
441	47	.2	8,226	34.4
442	50	.2	8,276	34.6
443	57	.2	8,333	34.8
444	50	.2	8,383	35.0
445	56	.2	8,439	35.2
446	52	.2	8,491	35.5
447	59	.2	8,550	35.7
448	43	.2	8,593	35.9
449	56	.2	8,649	36.1
450	70	.3	8,719	36.4
451	66	.3	8,785	36.7
452	52	.2	8,837	36.9
453	50	.2	8,887	37.1
454	62	.3	8,949	37.4
455	71	.3	9,020	37.7
456	63	.3	9,083	37.9
457	61	.3	9,144	38.2
458	62	.3	9,206	38.4
459	66	.3	9,272	38.7
460	59	.2	9,331	39.0
461	67	.3	9,398	39.3
462	65	.3	9,463	39.5

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
463	70	.3	9,533	39.8
464	61	.3	9,594	40.1
465	70	.3	9,664	40.4
466	64	.3	9,728	40.6
467	62	.3	9,790	40.9
468	69	.3	9,859	41.2
469	60	.3	9,919	41.4
470	77	.3	9,996	41.7
471	87	.4	10,083	42.1
472	67	.3	10,150	42.4
473	69	.3	10,219	42.7
474	79	.3	10,298	43.0
475	82	.3	10,380	43.4
476	95	.4	10,475	43.7
477	82	.3	10,557	44.1
478	101	.4	10,658	44.5
479	87	.4	10,745	44.9
480	75	.3	10,820	45.2
481	83	.3	10,903	45.5
482	96	.4	10,999	45.9
483	89	.4	11,088	46.3
484	77	.3	11,165	46.6
485	87	.4	11,252	47.0
486	99	.4	11,351	47.4
487	80	.3	11,431	47.7
488	72	.3	11,503	48.0
489	97	.4	11,600	48.4
490	103	.4	11,703	48.9
491	88	.4	11,791	49.2
492	113	.5	11,904	49.7
493	96	.4	12,000	50.1
494	81	.3	12,081	50.5
495	110	.5	12,191	50.9
496	113	.5	12,304	51.4
497	88	.4	12,392	51.8
498	105	.4	12,497	52.2
499	107	.4	12,604	52.6
500	113	.5	12,717	53.1
501	116	.5	12,833	53.6
502	98	.4	12,931	54.0

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
503	107	.4	13,038	54.5
504	100	.4	13,138	54.9
505	96	.4	13,234	55.3
506	100	.4	13,334	55.7
507	130	.5	13,464	56.2
508	108	.5	13,572	56.7
509	104	.4	13,676	57.1
510	120	.5	13,796	57.6
511	108	.5	13,904	58.1
512	104	.4	14,008	58.5
513	133	.6	14,141	59.1
514	106	.4	14,247	59.5
515	105	.4	14,352	59.9
516	102	.4	14,454	60.4
517	113	.5	14,567	60.8
518	127	.5	14,694	61.4
519	107	.4	14,801	61.8
520	109	.5	14,910	62.3
521	117	.5	15,027	62.8
522	98	.4	15,125	63.2
523	104	.4	15,229	63.6
524	115	.5	15,344	64.1
525	102	.4	15,446	64.5
526	125	.5	15,571	65.0
527	102	.4	15,673	65.5
528	117	.5	15,790	65.9
529	112	.5	15,902	66.4
530	137	.6	16,039	67.0
531	117	.5	16,156	67.5
532	115	.5	16,271	68.0
533	110	.5	16,381	68.4
534	98	.4	16,479	68.8
535	124	.5	16,603	69.3
536	107	.4	16,710	69.8
537	115	.5	16,825	70.3
538	103	.4	16,928	70.7
539	105	.4	17,033	71.1
540	125	.5	17,158	71.7
541	107	.4	17,265	72.1
542	119	.5	17,384	72.6

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
543	108	.5	17,492	73.1
544	140	.6	17,632	73.6
545	104	.4	17,736	74.1
546	104	.4	17,840	74.5
547	111	.5	17,951	75.0
548	114	.5	18,065	75.5
549	113	.5	18,178	75.9
550	100	.4	18,278	76.3
551	99	.4	18,377	76.8
552	119	.5	18,496	77.3
553	119	.5	18,615	77.7
554	117	.5	18,732	78.2
555	107	.4	18,839	78.7
556	88	.4	18,927	79.1
557	80	.3	19,007	79.4
558	113	.5	19,120	79.9
559	92	.4	19,212	80.2
560	101	.4	19,313	80.7
561	87	.4	19,400	81.0
562	106	.4	19,506	81.5
563	82	.3	19,588	81.8
564	94	.4	19,682	82.2
565	106	.4	19,788	82.6
566	95	.4	19,883	83.0
567	90	.4	19,973	83.4
568	92	.4	20,065	83.8
569	70	.3	20,135	84.1
570	104	.4	20,239	84.5
571	71	.3	20,310	84.8
572	72	.3	20,382	85.1
573	77	.3	20,459	85.4
574	89	.4	20,548	85.8
575	115	.5	20,663	86.3
576	83	.3	20,746	86.6
577	78	.3	20,824	87.0
578	93	.4	20,917	87.4
579	78	.3	20,995	87.7
580	91	.4	21,086	88.1
581	81	.3	21,167	88.4
582	75	.3	21,242	88.7

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
583	63	.3	21,305	89.0
584	78	.3	21,383	89.3
585	76	.3	21,459	89.6
586	83	.3	21,542	90.0
587	61	.3	21,603	90.2
588	78	.3	21,681	90.6
589	56	.2	21,737	90.8
590	70	.3	21,807	91.1
591	61	.3	21,868	91.3
592	76	.3	21,944	91.7
593	66	.3	22,010	91.9
594	49	.2	22,059	92.1
595	61	.3	22,120	92.4
596	81	.3	22,201	92.7
597	54	.2	22,255	92.9
598	49	.2	22,304	93.2
599	54	.2	22,358	93.4
600	58	.2	22,416	93.6
601	51	.2	22,467	93.8
602	48	.2	22,515	94.0
603	44	.2	22,559	94.2
604	57	.2	22,616	94.5
605	45	.2	22,661	94.6
606	23	.1	22,684	94.7
607	50	.2	22,734	95.0
608	54	.2	22,788	95.2
609	41	.2	22,829	95.3
610	36	.2	22,865	95.5
611	36	.2	22,901	95.6
612	48	.2	22,949	95.8
613	41	.2	22,990	96.0
614	25	.1	23,015	96.1
615	44	.2	23,059	96.3
616	26	.1	23,085	96.4
617	43	.2	23,128	96.6
618	34	.1	23,162	96.7
619	25	.1	23,187	96.8
620	40	.2	23,227	97.0
621	21	.1	23,248	97.1
622	28	.1	23,276	97.2

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
623	19	.1	23,295	97.3
624	38	.2	23,333	97.5
625	10	.0	23,343	97.5
626	23	.1	23,366	97.6
627	19	.1	23,385	97.7
628	17	.1	23,402	97.7
629	37	.2	23,439	97.9
630	28	.1	23,467	98.0
631	29	.1	23,496	98.1
632	13	.1	23,509	98.2
633	17	.1	23,526	98.3
634	10	.0	23,536	98.3
635	32	.1	23,568	98.4
636	6	.0	23,574	98.5
637	16	.1	23,590	98.5
638	34	.1	23,624	98.7
639	23	.1	23,647	98.8
640	3	.0	23,650	98.8
641	5	.0	23,655	98.8
642	8	.0	23,663	98.8
643	7	.0	23,670	98.9
644	22	.1	23,692	99.0
645	12	.1	23,704	99.0
646	17	.1	23,721	99.1
647	18	.1	23,739	99.1
648	1	.0	23,740	99.2
649	8	.0	23,748	99.2
650	2	.0	23,750	99.2
651	19	.1	23,769	99.3
652	3	.0	23,772	99.3
653	6	.0	23,778	99.3
654	4	.0	23,782	99.3
655	14	.1	23,796	99.4
656	10	.0	23,806	99.4
657	2	.0	23,808	99.4
658	2	.0	23,810	99.4
660	22	.1	23,832	99.5
661	5	.0	23,837	99.6
662	10	.0	23,847	99.6
664	18	.1	23,865	99.7

Appendix I: Scale Score Frequency Distributions

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
665	6	.0	23,871	99.7
666	1	.0	23,872	99.7
667	9	.0	23,881	99.7
668	1	.0	23,882	99.7
669	31	.1	23,913	99.9
674	9	.0	23,922	99.9
676	6	.0	23,928	99.9
682	5	.0	23,933	100.0
684	1	.0	23,934	100.0
685	2	.0	23,936	100.0
694	2	.0	23,938	100.0
700	5	.0	23,943	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	1,958	9.9	1,958	9.9
250	5	.0	1,963	9.9
267	39	.2	2,002	10.1
268	3	.0	2,005	10.1
272	11	.1	2,016	10.2
277	111	.6	2,127	10.7
278	18	.1	2,145	10.8
279	2	.0	2,147	10.8
280	34	.2	2,181	11.0
281	18	.1	2,199	11.1
284	49	.2	2,248	11.3
286	4	.0	2,252	11.4
287	32	.2	2,284	11.5
289	54	.3	2,338	11.8
290	5	.0	2,343	11.8
291	9	.0	2,352	11.9
292	29	.1	2,381	12.0
294	8	.0	2,389	12.0
295	19	.1	2,408	12.1
296	35	.2	2,443	12.3
297	15	.1	2,458	12.4
298	1	.0	2,459	12.4
299	26	.1	2,485	12.5
300	9	.0	2,494	12.6
301	8	.0	2,502	12.6
302	16	.1	2,518	12.7
303	15	.1	2,533	12.8
304	6	.0	2,539	12.8
305	6	.0	2,545	12.8
306	18	.1	2,563	12.9
307	9	.0	2,572	13.0
308	10	.1	2,582	13.0
309	12	.1	2,594	13.1
310	6	.0	2,600	13.1
311	19	.1	2,619	13.2
312	14	.1	2,633	13.3
313	5	.0	2,638	13.3
314	14	.1	2,652	13.4
315	4	.0	2,656	13.4
316	24	.1	2,680	13.5

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
317	11	.1	2,691	13.6
318	15	.1	2,706	13.6
319	12	.1	2,718	13.7
320	39	.2	2,757	13.9
321	15	.1	2,772	14.0
322	8	.0	2,780	14.0
323	14	.1	2,794	14.1
324	36	.2	2,830	14.3
325	32	.2	2,862	14.4
326	6	.0	2,868	14.5
327	20	.1	2,888	14.6
328	23	.1	2,911	14.7
329	22	.1	2,933	14.8
330	33	.2	2,966	15.0
331	14	.1	2,980	15.0
332	25	.1	3,005	15.1
333	15	.1	3,020	15.2
334	33	.2	3,053	15.4
335	15	.1	3,068	15.5
336	22	.1	3,090	15.6
337	17	.1	3,107	15.7
338	26	.1	3,133	15.8
339	22	.1	3,155	15.9
340	12	.1	3,167	16.0
341	35	.2	3,202	16.1
342	18	.1	3,220	16.2
343	31	.2	3,251	16.4
344	36	.2	3,287	16.6
345	20	.1	3,307	16.7
346	27	.1	3,334	16.8
347	24	.1	3,358	16.9
348	32	.2	3,390	17.1
349	17	.1	3,407	17.2
350	22	.1	3,429	17.3
351	28	.1	3,457	17.4
352	48	.2	3,505	17.7
353	12	.1	3,517	17.7
354	18	.1	3,535	17.8
355	16	.1	3,551	17.9
356	40	.2	3,591	18.1

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
357	33	.2	3,624	18.3
358	17	.1	3,641	18.4
359	26	.1	3,667	18.5
360	31	.2	3,698	18.6
361	19	.1	3,717	18.7
362	25	.1	3,742	18.9
363	40	.2	3,782	19.1
364	16	.1	3,798	19.1
365	38	.2	3,836	19.3
366	31	.2	3,867	19.5
367	24	.1	3,891	19.6
368	24	.1	3,915	19.7
369	41	.2	3,956	19.9
370	41	.2	3,997	20.1
371	24	.1	4,021	20.3
372	25	.1	4,046	20.4
373	39	.2	4,085	20.6
374	27	.1	4,112	20.7
375	37	.2	4,149	20.9
376	20	.1	4,169	21.0
377	29	.1	4,198	21.2
378	30	.2	4,228	21.3
379	31	.2	4,259	21.5
380	25	.1	4,284	21.6
381	35	.2	4,319	21.8
382	17	.1	4,336	21.9
383	34	.2	4,370	22.0
384	31	.2	4,401	22.2
385	32	.2	4,433	22.3
386	19	.1	4,452	22.4
387	23	.1	4,475	22.6
388	27	.1	4,502	22.7
389	21	.1	4,523	22.8
390	26	.1	4,549	22.9
391	27	.1	4,576	23.1
392	34	.2	4,610	23.2
393	26	.1	4,636	23.4
394	32	.2	4,668	23.5
395	33	.2	4,701	23.7
396	28	.1	4,729	23.8



**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
397	21	.1	4,750	23.9
398	27	.1	4,777	24.1
399	17	.1	4,794	24.2
400	35	.2	4,829	24.3
401	22	.1	4,851	24.5
402	30	.2	4,881	24.6
403	40	.2	4,921	24.8
404	24	.1	4,945	24.9
405	26	.1	4,971	25.1
406	28	.1	4,999	25.2
407	26	.1	5,025	25.3
408	27	.1	5,052	25.5
409	40	.2	5,092	25.7
410	27	.1	5,119	25.8
411	30	.2	5,149	26.0
412	33	.2	5,182	26.1
413	23	.1	5,205	26.2
414	21	.1	5,226	26.3
415	20	.1	5,246	26.4
416	24	.1	5,270	26.6
417	22	.1	5,292	26.7
418	19	.1	5,311	26.8
419	31	.2	5,342	26.9
420	21	.1	5,363	27.0
421	20	.1	5,383	27.1
422	20	.1	5,403	27.2
423	35	.2	5,438	27.4
424	18	.1	5,456	27.5
425	39	.2	5,495	27.7
426	22	.1	5,517	27.8
427	29	.1	5,546	28.0
428	26	.1	5,572	28.1
429	33	.2	5,605	28.3
430	23	.1	5,628	28.4
431	36	.2	5,664	28.6
432	28	.1	5,692	28.7
433	32	.2	5,724	28.9
434	31	.2	5,755	29.0
435	23	.1	5,778	29.1
436	33	.2	5,811	29.3

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
437	32	.2	5,843	29.5
438	30	.2	5,873	29.6
439	34	.2	5,907	29.8
440	28	.1	5,935	29.9
441	16	.1	5,951	30.0
442	29	.1	5,980	30.1
443	31	.2	6,011	30.3
444	44	.2	6,055	30.5
445	24	.1	6,079	30.6
446	29	.1	6,108	30.8
447	21	.1	6,129	30.9
448	27	.1	6,156	31.0
449	31	.2	6,187	31.2
450	33	.2	6,220	31.4
451	29	.1	6,249	31.5
452	23	.1	6,272	31.6
453	31	.2	6,303	31.8
454	38	.2	6,341	32.0
455	32	.2	6,373	32.1
456	34	.2	6,407	32.3
457	29	.1	6,436	32.4
458	33	.2	6,469	32.6
459	32	.2	6,501	32.8
460	36	.2	6,537	33.0
461	30	.2	6,567	33.1
462	32	.2	6,599	33.3
463	36	.2	6,635	33.4
464	30	.2	6,665	33.6
465	39	.2	6,704	33.8
466	34	.2	6,738	34.0
467	43	.2	6,781	34.2
468	41	.2	6,822	34.4
469	42	.2	6,864	34.6
470	32	.2	6,896	34.8
471	40	.2	6,936	35.0
472	32	.2	6,968	35.1
473	35	.2	7,003	35.3
474	24	.1	7,027	35.4
475	31	.2	7,058	35.6
476	34	.2	7,092	35.7

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
477	32	.2	7,124	35.9
478	29	.1	7,153	36.1
479	30	.2	7,183	36.2
480	30	.2	7,213	36.4
481	31	.2	7,244	36.5
482	32	.2	7,276	36.7
483	32	.2	7,308	36.8
484	34	.2	7,342	37.0
485	40	.2	7,382	37.2
486	36	.2	7,418	37.4
487	32	.2	7,450	37.6
488	37	.2	7,487	37.7
489	45	.2	7,532	38.0
490	46	.2	7,578	38.2
491	45	.2	7,623	38.4
492	53	.3	7,676	38.7
493	30	.2	7,706	38.8
494	47	.2	7,753	39.1
495	28	.1	7,781	39.2
496	37	.2	7,818	39.4
497	41	.2	7,859	39.6
498	47	.2	7,906	39.9
499	29	.1	7,935	40.0
500	50	.3	7,985	40.3
501	40	.2	8,025	40.5
502	45	.2	8,070	40.7
503	41	.2	8,111	40.9
504	51	.3	8,162	41.1
505	43	.2	8,205	41.4
506	44	.2	8,249	41.6
507	54	.3	8,303	41.9
508	40	.2	8,343	42.1
509	45	.2	8,388	42.3
510	36	.2	8,424	42.5
511	44	.2	8,468	42.7
512	58	.3	8,526	43.0
513	57	.3	8,583	43.3
514	51	.3	8,634	43.5
515	52	.3	8,686	43.8
516	42	.2	8,728	44.0

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
517	46	.2	8,774	44.2
518	50	.3	8,824	44.5
519	55	.3	8,879	44.8
520	61	.3	8,940	45.1
521	58	.3	8,998	45.4
522	61	.3	9,059	45.7
523	60	.3	9,119	46.0
524	54	.3	9,173	46.2
525	49	.2	9,222	46.5
526	59	.3	9,281	46.8
527	55	.3	9,336	47.1
528	65	.3	9,401	47.4
529	59	.3	9,460	47.7
530	52	.3	9,512	47.9
531	73	.4	9,585	48.3
532	57	.3	9,642	48.6
533	73	.4	9,715	49.0
534	60	.3	9,775	49.3
535	59	.3	9,834	49.6
536	81	.4	9,915	50.0
537	55	.3	9,970	50.3
538	68	.3	10,038	50.6
539	48	.2	10,086	50.8
540	64	.3	10,150	51.2
541	70	.4	10,220	51.5
542	67	.3	10,287	51.9
543	65	.3	10,352	52.2
544	60	.3	10,412	52.5
545	57	.3	10,469	52.8
546	66	.3	10,535	53.1
547	62	.3	10,597	53.4
548	57	.3	10,654	53.7
549	73	.4	10,727	54.1
550	72	.4	10,799	54.4
551	69	.3	10,868	54.8
552	77	.4	10,945	55.2
553	61	.3	11,006	55.5
554	98	.5	11,104	56.0
555	62	.3	11,166	56.3
556	95	.5	11,261	56.8

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
557	75	.4	11,336	57.1
558	83	.4	11,419	57.6
559	76	.4	11,495	57.9
560	78	.4	11,573	58.3
561	71	.4	11,644	58.7
562	79	.4	11,723	59.1
563	79	.4	11,802	59.5
564	67	.3	11,869	59.8
565	79	.4	11,948	60.2
566	73	.4	12,021	60.6
567	82	.4	12,103	61.0
568	82	.4	12,185	61.4
569	83	.4	12,268	61.8
570	92	.5	12,360	62.3
571	84	.4	12,444	62.7
572	84	.4	12,528	63.2
573	69	.3	12,597	63.5
574	66	.3	12,663	63.8
575	70	.4	12,733	64.2
576	70	.4	12,803	64.5
577	75	.4	12,878	64.9
578	98	.5	12,976	65.4
579	84	.4	13,060	65.8
580	73	.4	13,133	66.2
581	103	.5	13,236	66.7
582	75	.4	13,311	67.1
583	64	.3	13,375	67.4
584	69	.3	13,444	67.8
585	98	.5	13,542	68.3
586	74	.4	13,616	68.6
587	87	.4	13,703	69.1
588	80	.4	13,783	69.5
589	77	.4	13,860	69.9
590	68	.3	13,928	70.2
591	89	.4	14,017	70.7
592	85	.4	14,102	71.1
593	61	.3	14,163	71.4
594	76	.4	14,239	71.8
595	74	.4	14,313	72.1
596	77	.4	14,390	72.5

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
597	84	.4	14,474	73.0
598	89	.4	14,563	73.4
599	81	.4	14,644	73.8
600	71	.4	14,715	74.2
601	72	.4	14,787	74.5
602	81	.4	14,868	74.9
603	70	.4	14,938	75.3
604	78	.4	15,016	75.7
605	62	.3	15,078	76.0
606	74	.4	15,152	76.4
607	80	.4	15,232	76.8
608	66	.3	15,298	77.1
609	55	.3	15,353	77.4
610	77	.4	15,430	77.8
611	85	.4	15,515	78.2
612	79	.4	15,594	78.6
613	55	.3	15,649	78.9
614	76	.4	15,725	79.3
615	72	.4	15,797	79.6
616	48	.2	15,845	79.9
617	73	.4	15,918	80.2
618	60	.3	15,978	80.5
619	77	.4	16,055	80.9
620	67	.3	16,122	81.3
621	92	.5	16,214	81.7
622	54	.3	16,268	82.0
623	81	.4	16,349	82.4
624	65	.3	16,414	82.7
625	54	.3	16,468	83.0
626	60	.3	16,528	83.3
627	57	.3	16,585	83.6
628	44	.2	16,629	83.8
629	67	.3	16,696	84.2
630	61	.3	16,757	84.5
631	53	.3	16,810	84.7
632	62	.3	16,872	85.0
633	62	.3	16,934	85.4
634	47	.2	16,981	85.6
635	50	.3	17,031	85.9
636	67	.3	17,098	86.2

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
637	61	.3	17,159	86.5
638	52	.3	17,211	86.8
639	69	.3	17,280	87.1
640	48	.2	17,328	87.3
641	69	.3	17,397	87.7
642	49	.2	17,446	87.9
643	42	.2	17,488	88.2
644	56	.3	17,544	88.4
645	47	.2	17,591	88.7
646	35	.2	17,626	88.8
647	65	.3	17,691	89.2
648	56	.3	17,747	89.5
649	48	.2	17,795	89.7
650	53	.3	17,848	90.0
651	51	.3	17,899	90.2
652	43	.2	17,942	90.4
653	35	.2	17,977	90.6
654	63	.3	18,040	90.9
655	44	.2	18,084	91.2
656	45	.2	18,129	91.4
657	39	.2	18,168	91.6
658	44	.2	18,212	91.8
659	36	.2	18,248	92.0
660	54	.3	18,302	92.3
661	25	.1	18,327	92.4
662	45	.2	18,372	92.6
663	49	.2	18,421	92.9
664	30	.2	18,451	93.0
665	20	.1	18,471	93.1
666	24	.1	18,495	93.2
667	67	.3	18,562	93.6
668	21	.1	18,583	93.7
669	47	.2	18,630	93.9
670	27	.1	18,657	94.0
671	23	.1	18,680	94.2
672	41	.2	18,721	94.4
673	43	.2	18,764	94.6
674	19	.1	18,783	94.7
675	22	.1	18,805	94.8
676	34	.2	18,839	95.0

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
677	29	.1	18,868	95.1
678	45	.2	18,913	95.3
679	25	.1	18,938	95.5
680	28	.1	18,966	95.6
681	8	.0	18,974	95.6
682	38	.2	19,012	95.8
683	24	.1	19,036	96.0
684	25	.1	19,061	96.1
685	32	.2	19,093	96.2
686	16	.1	19,109	96.3
687	26	.1	19,135	96.5
688	39	.2	19,174	96.7
689	34	.2	19,208	96.8
690	24	.1	19,232	96.9
691	12	.1	19,244	97.0
692	15	.1	19,259	97.1
693	9	.0	19,268	97.1
694	35	.2	19,303	97.3
695	29	.1	19,332	97.4
696	21	.1	19,353	97.6
697	13	.1	19,366	97.6
698	37	.2	19,403	97.8
699	16	.1	19,419	97.9
700	15	.1	19,434	98.0
701	4	.0	19,438	98.0
702	17	.1	19,455	98.1
703	18	.1	19,473	98.2
704	11	.1	19,484	98.2
705	30	.2	19,514	98.4
706	12	.1	19,526	98.4
707	17	.1	19,543	98.5
708	17	.1	19,560	98.6
709	14	.1	19,574	98.7
710	13	.1	19,587	98.7
711	7	.0	19,594	98.8
712	18	.1	19,612	98.9
713	5	.0	19,617	98.9
714	1	.0	19,618	98.9
715	5	.0	19,623	98.9
717	23	.1	19,646	99.0

Appendix I: Scale Score Frequency Distributions

**Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
718	36	.2	19,682	99.2
719	17	.1	19,699	99.3
720	10	.1	19,709	99.3
724	16	.1	19,725	99.4
728	24	.1	19,749	99.6
729	19	.1	19,768	99.6
730	20	.1	19,788	99.7
740	30	.2	19,818	99.9
741	20	.1	19,838	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	2,737	9.1	2,737	9.1
271	17	.1	2,754	9.2
273	57	.2	2,811	9.4
277	56	.2	2,867	9.6
282	59	.2	2,926	9.8
283	13	.0	2,939	9.8
284	18	.1	2,957	9.9
288	36	.1	2,993	10.0
290	6	.0	2,999	10.0
291	13	.0	3,012	10.0
294	43	.1	3,055	10.2
295	65	.2	3,120	10.4
297	7	.0	3,127	10.4
298	37	.1	3,164	10.6
299	10	.0	3,174	10.6
300	6	.0	3,180	10.6
301	50	.2	3,230	10.8
302	3	.0	3,233	10.8
303	47	.2	3,280	10.9
304	34	.1	3,314	11.1
306	19	.1	3,333	11.1
307	3	.0	3,336	11.1
308	22	.1	3,358	11.2
309	16	.1	3,374	11.3
310	43	.1	3,417	11.4
311	6	.0	3,423	11.4
312	7	.0	3,430	11.4
313	1	.0	3,431	11.4
314	12	.0	3,443	11.5
315	16	.1	3,459	11.5
316	30	.1	3,489	11.6
317	9	.0	3,498	11.7
318	15	.1	3,513	11.7
319	13	.0	3,526	11.8
320	9	.0	3,535	11.8
321	37	.1	3,572	11.9
322	21	.1	3,593	12.0
323	9	.0	3,602	12.0
324	9	.0	3,611	12.0
325	18	.1	3,629	12.1

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
326	23	.1	3,652	12.2
327	16	.1	3,668	12.2
328	45	.2	3,713	12.4
329	24	.1	3,737	12.5
330	30	.1	3,767	12.6
331	13	.0	3,780	12.6
332	26	.1	3,806	12.7
333	10	.0	3,816	12.7
334	21	.1	3,837	12.8
335	30	.1	3,867	12.9
336	32	.1	3,899	13.0
337	20	.1	3,919	13.1
338	45	.2	3,964	13.2
339	24	.1	3,988	13.3
340	12	.0	4,000	13.3
341	35	.1	4,035	13.5
342	33	.1	4,068	13.6
343	23	.1	4,091	13.6
344	33	.1	4,124	13.8
345	33	.1	4,157	13.9
346	31	.1	4,188	14.0
347	18	.1	4,206	14.0
348	37	.1	4,243	14.2
349	29	.1	4,272	14.2
350	30	.1	4,302	14.3
351	25	.1	4,327	14.4
352	43	.1	4,370	14.6
353	27	.1	4,397	14.7
354	42	.1	4,439	14.8
355	17	.1	4,456	14.9
356	37	.1	4,493	15.0
357	29	.1	4,522	15.1
358	29	.1	4,551	15.2
359	35	.1	4,586	15.3
360	40	.1	4,626	15.4
361	19	.1	4,645	15.5
362	34	.1	4,679	15.6
363	26	.1	4,705	15.7
364	29	.1	4,734	15.8
365	26	.1	4,760	15.9

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
366	31	.1	4,791	16.0
367	26	.1	4,817	16.1
368	28	.1	4,845	16.2
369	27	.1	4,872	16.3
370	32	.1	4,904	16.4
371	32	.1	4,936	16.5
372	32	.1	4,968	16.6
373	31	.1	4,999	16.7
374	35	.1	5,034	16.8
375	23	.1	5,057	16.9
376	44	.1	5,101	17.0
377	19	.1	5,120	17.1
378	34	.1	5,154	17.2
379	33	.1	5,187	17.3
380	22	.1	5,209	17.4
381	29	.1	5,238	17.5
382	34	.1	5,272	17.6
383	43	.1	5,315	17.7
384	29	.1	5,344	17.8
385	39	.1	5,383	18.0
386	39	.1	5,422	18.1
387	27	.1	5,449	18.2
388	33	.1	5,482	18.3
389	25	.1	5,507	18.4
390	46	.2	5,553	18.5
391	38	.1	5,591	18.6
392	40	.1	5,631	18.8
393	50	.2	5,681	18.9
394	19	.1	5,700	19.0
395	45	.2	5,745	19.2
396	36	.1	5,781	19.3
397	40	.1	5,821	19.4
398	46	.2	5,867	19.6
399	49	.2	5,916	19.7
400	34	.1	5,950	19.8
401	49	.2	5,999	20.0
402	38	.1	6,037	20.1
403	34	.1	6,071	20.3
404	47	.2	6,118	20.4
405	39	.1	6,157	20.5

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
406	55	.2	6,212	20.7
407	33	.1	6,245	20.8
408	36	.1	6,281	21.0
409	49	.2	6,330	21.1
410	36	.1	6,366	21.2
411	36	.1	6,402	21.4
412	52	.2	6,454	21.5
413	35	.1	6,489	21.6
414	36	.1	6,525	21.8
415	52	.2	6,577	21.9
416	40	.1	6,617	22.1
417	37	.1	6,654	22.2
418	41	.1	6,695	22.3
419	36	.1	6,731	22.5
420	29	.1	6,760	22.5
421	61	.2	6,821	22.8
422	39	.1	6,860	22.9
423	37	.1	6,897	23.0
424	37	.1	6,934	23.1
425	40	.1	6,974	23.3
426	38	.1	7,012	23.4
427	35	.1	7,047	23.5
428	24	.1	7,071	23.6
429	47	.2	7,118	23.7
430	31	.1	7,149	23.8
431	44	.1	7,193	24.0
432	34	.1	7,227	24.1
433	39	.1	7,266	24.2
434	47	.2	7,313	24.4
435	39	.1	7,352	24.5
436	29	.1	7,381	24.6
437	38	.1	7,419	24.7
438	36	.1	7,455	24.9
439	26	.1	7,481	25.0
440	34	.1	7,515	25.1
441	40	.1	7,555	25.2
442	49	.2	7,604	25.4
443	42	.1	7,646	25.5
444	41	.1	7,687	25.6
445	39	.1	7,726	25.8

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
446	41	.1	7,767	25.9
447	31	.1	7,798	26.0
448	30	.1	7,828	26.1
449	38	.1	7,866	26.2
450	36	.1	7,902	26.4
451	36	.1	7,938	26.5
452	30	.1	7,968	26.6
453	43	.1	8,011	26.7
454	37	.1	8,048	26.8
455	31	.1	8,079	26.9
456	33	.1	8,112	27.1
457	52	.2	8,164	27.2
458	29	.1	8,193	27.3
459	50	.2	8,243	27.5
460	40	.1	8,283	27.6
461	34	.1	8,317	27.7
462	34	.1	8,351	27.9
463	48	.2	8,399	28.0
464	46	.2	8,445	28.2
465	42	.1	8,487	28.3
466	48	.2	8,535	28.5
467	26	.1	8,561	28.6
468	39	.1	8,600	28.7
469	40	.1	8,640	28.8
470	43	.1	8,683	29.0
471	43	.1	8,726	29.1
472	37	.1	8,763	29.2
473	37	.1	8,800	29.4
474	30	.1	8,830	29.5
475	44	.1	8,874	29.6
476	41	.1	8,915	29.7
477	57	.2	8,972	29.9
478	50	.2	9,022	30.1
479	35	.1	9,057	30.2
480	42	.1	9,099	30.4
481	41	.1	9,140	30.5
482	47	.2	9,187	30.6
483	52	.2	9,239	30.8
484	25	.1	9,264	30.9
485	46	.2	9,310	31.1

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
486	49	.2	9,359	31.2
487	36	.1	9,395	31.3
488	64	.2	9,459	31.6
489	52	.2	9,511	31.7
490	46	.2	9,557	31.9
491	48	.2	9,605	32.0
492	58	.2	9,663	32.2
493	49	.2	9,712	32.4
494	48	.2	9,760	32.6
495	52	.2	9,812	32.7
496	49	.2	9,861	32.9
497	62	.2	9,923	33.1
498	56	.2	9,979	33.3
499	63	.2	10,042	33.5
500	64	.2	10,106	33.7
501	62	.2	10,168	33.9
502	57	.2	10,225	34.1
503	55	.2	10,280	34.3
504	57	.2	10,337	34.5
505	68	.2	10,405	34.7
506	52	.2	10,457	34.9
507	92	.3	10,549	35.2
508	58	.2	10,607	35.4
509	50	.2	10,657	35.5
510	59	.2	10,716	35.7
511	63	.2	10,779	36.0
512	59	.2	10,838	36.2
513	67	.2	10,905	36.4
514	64	.2	10,969	36.6
515	69	.2	11,038	36.8
516	68	.2	11,106	37.0
517	60	.2	11,166	37.2
518	69	.2	11,235	37.5
519	81	.3	11,316	37.7
520	70	.2	11,386	38.0
521	56	.2	11,442	38.2
522	58	.2	11,500	38.4
523	62	.2	11,562	38.6
524	69	.2	11,631	38.8
525	88	.3	11,719	39.1

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
526	72	.2	11,791	39.3
527	75	.3	11,866	39.6
528	76	.3	11,942	39.8
529	60	.2	12,002	40.0
530	89	.3	12,091	40.3
531	76	.3	12,167	40.6
532	63	.2	12,230	40.8
533	77	.3	12,307	41.1
534	66	.2	12,373	41.3
535	72	.2	12,445	41.5
536	86	.3	12,531	41.8
537	82	.3	12,613	42.1
538	82	.3	12,695	42.3
539	78	.3	12,773	42.6
540	89	.3	12,862	42.9
541	67	.2	12,929	43.1
542	84	.3	13,013	43.4
543	85	.3	13,098	43.7
544	87	.3	13,185	44.0
545	86	.3	13,271	44.3
546	76	.3	13,347	44.5
547	113	.4	13,460	44.9
548	78	.3	13,538	45.2
549	106	.4	13,644	45.5
550	100	.3	13,744	45.8
551	107	.4	13,851	46.2
552	76	.3	13,927	46.5
553	104	.3	14,031	46.8
554	87	.3	14,118	47.1
555	108	.4	14,226	47.5
556	86	.3	14,312	47.7
557	107	.4	14,419	48.1
558	92	.3	14,511	48.4
559	101	.3	14,612	48.7
560	78	.3	14,690	49.0
561	104	.3	14,794	49.3
562	84	.3	14,878	49.6
563	105	.4	14,983	50.0
564	105	.4	15,088	50.3
565	131	.4	15,219	50.8



**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
566	97	.3	15,316	51.1
567	109	.4	15,425	51.5
568	100	.3	15,525	51.8
569	134	.4	15,659	52.2
570	93	.3	15,752	52.5
571	115	.4	15,867	52.9
572	101	.3	15,968	53.3
573	124	.4	16,092	53.7
574	95	.3	16,187	54.0
575	97	.3	16,284	54.3
576	103	.3	16,387	54.7
577	97	.3	16,484	55.0
578	124	.4	16,608	55.4
579	107	.4	16,715	55.8
580	94	.3	16,809	56.1
581	123	.4	16,932	56.5
582	107	.4	17,039	56.8
583	134	.4	17,173	57.3
584	88	.3	17,261	57.6
585	110	.4	17,371	57.9
586	105	.4	17,476	58.3
587	131	.4	17,607	58.7
588	103	.3	17,710	59.1
589	129	.4	17,839	59.5
590	98	.3	17,937	59.8
591	105	.4	18,042	60.2
592	113	.4	18,155	60.6
593	123	.4	18,278	61.0
594	86	.3	18,364	61.3
595	122	.4	18,486	61.7
596	110	.4	18,596	62.0
597	119	.4	18,715	62.4
598	110	.4	18,825	62.8
599	118	.4	18,943	63.2
600	109	.4	19,052	63.5
601	138	.5	19,190	64.0
602	123	.4	19,313	64.4
603	88	.3	19,401	64.7
604	135	.5	19,536	65.2
605	93	.3	19,629	65.5

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
606	106	.4	19,735	65.8
607	99	.3	19,834	66.2
608	108	.4	19,942	66.5
609	109	.4	20,051	66.9
610	101	.3	20,152	67.2
611	104	.3	20,256	67.6
612	131	.4	20,387	68.0
613	156	.5	20,543	68.5
614	127	.4	20,670	68.9
615	119	.4	20,789	69.3
616	112	.4	20,901	69.7
617	110	.4	21,011	70.1
618	104	.3	21,115	70.4
619	138	.5	21,253	70.9
620	94	.3	21,347	71.2
621	125	.4	21,472	71.6
622	117	.4	21,589	72.0
623	122	.4	21,711	72.4
624	123	.4	21,834	72.8
625	104	.3	21,938	73.2
626	111	.4	22,049	73.5
627	108	.4	22,157	73.9
628	122	.4	22,279	74.3
629	106	.4	22,385	74.7
630	91	.3	22,476	75.0
631	106	.4	22,582	75.3
632	123	.4	22,705	75.7
633	96	.3	22,801	76.1
634	134	.4	22,935	76.5
635	95	.3	23,030	76.8
636	123	.4	23,153	77.2
637	116	.4	23,269	77.6
638	125	.4	23,394	78.0
639	94	.3	23,488	78.3
640	104	.3	23,592	78.7
641	146	.5	23,738	79.2
642	91	.3	23,829	79.5
643	131	.4	23,960	79.9
644	96	.3	24,056	80.2
645	102	.3	24,158	80.6

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
646	102	.3	24,260	80.9
647	120	.4	24,380	81.3
648	109	.4	24,489	81.7
649	121	.4	24,610	82.1
650	90	.3	24,700	82.4
651	148	.5	24,848	82.9
652	92	.3	24,940	83.2
653	87	.3	25,027	83.5
654	94	.3	25,121	83.8
655	84	.3	25,205	84.1
656	98	.3	25,303	84.4
657	69	.2	25,372	84.6
658	129	.4	25,501	85.1
659	93	.3	25,594	85.4
660	86	.3	25,680	85.7
661	93	.3	25,773	86.0
662	139	.5	25,912	86.4
663	76	.3	25,988	86.7
664	86	.3	26,074	87.0
665	96	.3	26,170	87.3
666	124	.4	26,294	87.7
667	59	.2	26,353	87.9
668	76	.3	26,429	88.2
669	71	.2	26,500	88.4
670	97	.3	26,597	88.7
671	107	.4	26,704	89.1
672	77	.3	26,781	89.3
673	80	.3	26,861	89.6
674	69	.2	26,930	89.8
675	60	.2	26,990	90.0
676	88	.3	27,078	90.3
677	131	.4	27,209	90.8
678	43	.1	27,252	90.9
679	69	.2	27,321	91.1
680	71	.2	27,392	91.4
681	88	.3	27,480	91.7
682	47	.2	27,527	91.8
683	66	.2	27,593	92.0
684	67	.2	27,660	92.3
685	79	.3	27,739	92.5

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
686	87	.3	27,826	92.8
687	82	.3	27,908	93.1
688	48	.2	27,956	93.2
689	45	.2	28,001	93.4
690	74	.2	28,075	93.6
691	72	.2	28,147	93.9
692	82	.3	28,229	94.2
693	23	.1	28,252	94.2
694	47	.2	28,299	94.4
695	97	.3	28,396	94.7
696	68	.2	28,464	94.9
697	24	.1	28,488	95.0
698	64	.2	28,552	95.2
699	62	.2	28,614	95.4
700	72	.2	28,686	95.7
701	42	.1	28,728	95.8
702	66	.2	28,794	96.0
703	28	.1	28,822	96.1
704	55	.2	28,877	96.3
705	91	.3	28,968	96.6
706	37	.1	29,005	96.7
707	40	.1	29,045	96.9
708	25	.1	29,070	97.0
709	57	.2	29,127	97.2
710	38	.1	29,165	97.3
711	33	.1	29,198	97.4
712	1	.0	29,199	97.4
713	50	.2	29,249	97.6
714	26	.1	29,275	97.6
715	85	.3	29,360	97.9
716	16	.1	29,376	98.0
717	56	.2	29,432	98.2
718	16	.1	29,448	98.2
719	37	.1	29,485	98.3
720	9	.0	29,494	98.4
721	7	.0	29,501	98.4
722	47	.2	29,548	98.6
724	120	.4	29,668	99.0
725	1	.0	29,669	99.0
726	23	.1	29,692	99.0

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
727	1	.0	29,693	99.0
728	18	.1	29,711	99.1
729	9	.0	29,720	99.1
730	3	.0	29,723	99.1
732	70	.2	29,793	99.4
733	37	.1	29,830	99.5
734	3	.0	29,833	99.5
735	18	.1	29,851	99.6
736	5	.0	29,856	99.6
737	5	.0	29,861	99.6
738	2	.0	29,863	99.6
739	1	.0	29,864	99.6
740	1	.0	29,865	99.6
742	7	.0	29,872	99.6
743	64	.2	29,936	99.9
744	4	.0	29,940	99.9
746	1	.0	29,941	99.9
747	3	.0	29,944	99.9
748	1	.0	29,945	99.9
751	10	.0	29,955	99.9
753	7	.0	29,962	99.9
761	18	.1	29,980	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	153,518	83.6	153,518	83.6
Vietnamese	5,240	2.9	158,758	86.5
Cantonese	2,826	1.5	161,584	88.0
Filipino (Pilipino or Tagalog)	2,341	1.3	163,925	89.3
Mandarin (Putonghua)	2,140	1.2	166,065	90.4
All other non-English languages	1,993	1.1	168,058	91.5
Korean	1,749	1.0	169,807	92.5
Arabic	1,484	.8	171,291	93.3
Hmong	1,391	.8	172,682	94.1
Punjabi	1,350	.7	174,032	94.8
Russian	1,022	.6	175,054	95.3
Armenian	934	.5	175,988	95.9
Japanese	823	.4	176,811	96.3
Farsi (Persian)	749	.4	177,560	96.7
Hindi	684	.4	178,244	97.1
Khmer (Cambodian)	618	.3	178,862	97.4
Urdu	390	.2	179,252	97.6
Lao	289	.2	179,541	97.8
Portuguese	258	.1	179,799	97.9
Mixteco	242	.1	180,041	98.1
Ukrainian	204	.1	180,245	98.2
Chaldean	202	.1	180,447	98.3
Gujarati	201	.1	180,648	98.4
French	175	.1	180,823	98.5
Somali	168	.1	180,991	98.6
Hebrew	162	.1	181,153	98.7
Indonesian	154	.1	181,307	98.7
Telugu	154	.1	181,461	98.8
Thai	149	.1	181,610	98.9
Bengali	148	.1	181,758	99.0
German	133	.1	181,891	99.1
Pashto	132	.1	182,023	99.1
Mien (Yao)	120	.1	182,143	99.2
Rumanian	116	.1	182,259	99.3
Tongan	107	.1	182,366	99.3
Tamil	103	.1	182,469	99.4

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Samoan	95	.1	182,564	99.4
Assyrian	94	.1	182,658	99.5
Serbo-Croatian (Bosnian, Croatian, and Serbian)	77	.0	182,735	99.5
Ilocano	75	.0	182,810	99.6
Burmese	72	.0	182,882	99.6
Italian	63	.0	182,945	99.6
Turkish	62	.0	183,007	99.7
Chaozhou (Chiuchow)	60	.0	183,067	99.7
Cebuano (Visayan)	57	.0	183,124	99.7
Toishanese	52	.0	183,176	99.8
Lahu	47	.0	183,223	99.8
Tigrinya	43	.0	183,266	99.8
Dutch	40	.0	183,306	99.8
Polish	39	.0	183,345	99.9
Hungarian	35	.0	183,380	99.9
Kurdish (Kurdi, Kurmanji)	35	.0	183,415	99.9
Kannada	35	.0	183,450	99.9
Marshallese	34	.0	183,484	99.9
Marathi	33	.0	183,517	100.0
Taiwanese	32	.0	183,549	100.0
Greek	24	.0	183,573	100.0
Albanian	17	.0	183,590	100.0
Khmu	14	.0	183,604	100.0
Chamorro (Guamanian)	2	.0	183,606	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	141,752	82.7	141,752	82.7
Vietnamese	5,193	3.0	146,945	85.7
Cantonese	3,133	1.8	150,078	87.5
Filipino (Pilipino or Tagalog)	2,492	1.5	152,570	89.0
All other non-English languages	1,920	1.1	154,490	90.1
Mandarin (Putonghua)	1,896	1.1	156,386	91.2
Korean	1,871	1.1	158,257	92.3
Hmong	1,421	.8	159,678	93.1
Arabic	1,393	.8	161,071	94.0
Punjabi	1,186	.7	162,257	94.6
Russian	994	.6	163,251	95.2
Armenian	960	.6	164,211	95.8
Japanese	794	.5	165,005	96.2
Farsi (Persian)	663	.4	165,668	96.6
Khmer (Cambodian)	603	.4	166,271	97.0
Hindi	602	.4	166,873	97.3
Urdu	404	.2	167,277	97.6
Lao	333	.2	167,610	97.8
Mixteco	234	.1	167,844	97.9
Portuguese	229	.1	168,073	98.0
Ukrainian	220	.1	168,293	98.2
Gujarati	214	.1	168,507	98.3
Chaldean	189	.1	168,696	98.4
French	166	.1	168,862	98.5
Somali	149	.1	169,011	98.6
Pashto	139	.1	169,150	98.7
Thai	138	.1	169,288	98.7
Indonesian	137	.1	169,425	98.8
German	128	.1	169,553	98.9
Tongan	127	.1	169,680	99.0
Hebrew	126	.1	169,806	99.0
Mien (Yao)	126	.1	169,932	99.1
Telugu	121	.1	170,053	99.2
Bengali	113	.1	170,166	99.3
Rumanian	101	.1	170,267	99.3
Tamil	101	.1	170,368	99.4
Samoan	100	.1	170,468	99.4
Ilocano	91	.1	170,559	99.5
Assyrian	85	.0	170,644	99.5
Burmese	68	.0	170,712	99.6
Italian	63	.0	170,775	99.6
Cebuano (Visayan)	61	.0	170,836	99.6
Chaozhou (Chiuchow)	59	.0	170,895	99.7
Turkish	57	.0	170,952	99.7

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Toishanese	55	.0	171,007	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	54	.0	171,061	99.8
Tigrinya	45	.0	171,106	99.8
Polish	39	.0	171,145	99.8
Dutch	37	.0	171,182	99.9
Lahu	37	.0	171,219	99.9
Kannada	31	.0	171,250	99.9
Kurdish (Kurdi, Kurmanji)	29	.0	171,279	99.9
Marshallese	28	.0	171,307	99.9
Taiwanese	26	.0	171,333	99.9
Greek	25	.0	171,358	100.0
Hungarian	24	.0	171,382	100.0
Marathi	20	.0	171,402	100.0
Albanian	15	.0	171,417	100.0
Khmu	13	.0	171,430	100.0
Chamorro (Guamanian)	7	.0	171,437	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	347,189	85.6	347,189	85.6
Vietnamese	10,201	2.5	357,390	88.1
Filipino (Pilipino or Tagalog)	5,846	1.4	363,236	89.5
Cantonese	5,278	1.3	368,514	90.9
Hmong	3,715	.9	372,229	91.8
All other non-English languages	3,351	.8	375,580	92.6
Korean	3,347	.8	378,927	93.4
Arabic	3,254	.8	382,181	94.2
Mandarin (Putonghua)	2,559	.6	384,740	94.9
Punjabi	2,434	.6	387,174	95.5
Armenian	1,988	.5	389,162	95.9
Russian	1,803	.4	390,965	96.4
Farsi (Persian)	1,558	.4	392,523	96.8
Khmer (Cambodian)	1,504	.4	394,027	97.1
Japanese	1,390	.3	395,417	97.5
Hindi	966	.2	396,383	97.7
Urdu	810	.2	397,193	97.9
Lao	753	.2	397,946	98.1
Mixteco	521	.1	398,467	98.2
Ukrainian	509	.1	398,976	98.4
Portuguese	442	.1	399,418	98.5
Chaldean	415	.1	399,833	98.6
Tongan	341	.1	400,174	98.7
Somali	324	.1	400,498	98.7
Thai	323	.1	400,821	98.8
Mien (Yao)	311	.1	401,132	98.9
Pashto	302	.1	401,434	99.0
French	296	.1	401,730	99.0
Samoan	287	.1	402,017	99.1
Gujarati	286	.1	402,303	99.2
Ilocano	270	.1	402,573	99.2
Indonesian	266	.1	402,839	99.3
Hebrew	252	.1	403,091	99.4
Assyrian	216	.1	403,307	99.4
Rumanian	212	.1	403,519	99.5
German	210	.1	403,729	99.5
Bengali	193	.0	403,922	99.6
Burmese	162	.0	404,084	99.6
Serbo-Croatian (Bosnian, Croatian, and Serbian)	134	.0	404,218	99.7
Cebuano (Visayan)	133	.0	404,351	99.7
Chaozhou (Chiuchow)	125	.0	404,476	99.7
Turkish	105	.0	404,581	99.7

**Table J-3: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Telugu	105	.0	404,686	99.8
Italian	103	.0	404,789	99.8
Tigrinya	100	.0	404,889	99.8
Lahu	91	.0	404,980	99.8
Marshallese	81	.0	405,061	99.9
Tamil	76	.0	405,137	99.9
Kurdish (Kurdi, Kurmanji)	73	.0	405,210	99.9
Polish	64	.0	405,274	99.9
Toishanese	59	.0	405,333	99.9
Dutch	55	.0	405,388	99.9
Hungarian	46	.0	405,434	100.0
Greek	38	.0	405,472	100.0
Taiwanese	38	.0	405,510	100.0
Albanian	31	.0	405,541	100.0
Kannada	27	.0	405,568	100.0
Khmu	24	.0	405,592	100.0
Marathi	24	.0	405,616	100.0
Chamorro (Guamanian)	9	.0	405,625	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	201,554	87.2	201,554	87.2
Vietnamese	4,318	1.9	205,872	89.0
Filipino (Pilipino or Tagalog)	3,311	1.4	209,183	90.5
Hmong	2,540	1.1	211,723	91.6
Cantonese	2,348	1.0	214,071	92.6
Arabic	1,828	.8	215,899	93.4
Korean	1,579	.7	217,478	94.1
All other non-English languages	1,573	.7	219,051	94.7
Mandarin (Putonghua)	1,324	.6	220,375	95.3
Punjabi	1,217	.5	221,592	95.8
Armenian	1,122	.5	222,714	96.3
Khmer (Cambodian)	947	.4	223,661	96.7
Russian	884	.4	224,545	97.1
Farsi (Persian)	711	.3	225,256	97.4
Japanese	587	.3	225,843	97.7
Hindi	471	.2	226,314	97.9
Urdu	412	.2	226,726	98.1
Lao	356	.2	227,082	98.2
Mixteco	345	.1	227,427	98.4
Chaldean	291	.1	227,718	98.5
Ukrainian	289	.1	228,007	98.6
Portuguese	247	.1	228,254	98.7
Tongan	236	.1	228,490	98.8
Samoan	217	.1	228,707	98.9
Thai	202	.1	228,909	99.0
Ilocano	182	.1	229,091	99.1
Somali	175	.1	229,266	99.1
Mien (Yao)	153	.1	229,419	99.2
Pashto	151	.1	229,570	99.3
French	143	.1	229,713	99.3
Assyrian	135	.1	229,848	99.4
Burmese	126	.1	229,974	99.5
Gujarati	121	.1	230,095	99.5
Rumanian	114	.0	230,209	99.6
Indonesian	106	.0	230,315	99.6
Hebrew	100	.0	230,415	99.6
Bengali	71	.0	230,486	99.7
German	70	.0	230,556	99.7
Marshallese	62	.0	230,618	99.7
Cebuano (Visayan)	60	.0	230,678	99.8
Chaozhou (Chiuchow)	59	.0	230,737	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	55	.0	230,792	99.8

Table J-4: Frequency Distribution, Home Language, Annual Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tigrinya	53	.0	230,845	99.8
Kurdish (Kurdi, Kurmanji)	48	.0	230,893	99.9
Lahu	47	.0	230,940	99.9
Turkish	42	.0	230,982	99.9
Italian	35	.0	231,017	99.9
Telugu	28	.0	231,045	99.9
Taiwanese	27	.0	231,072	99.9
Toishanese	27	.0	231,099	99.9
Greek	24	.0	231,123	100.0
Hungarian	21	.0	231,144	100.0
Polish	19	.0	231,163	100.0
Albanian	17	.0	231,180	100.0
Tamil	17	.0	231,197	100.0
Dutch	12	.0	231,209	100.0
Khmu	11	.0	231,220	100.0
Chamorro (Guamanian)	8	.0	231,228	100.0
Marathi	4	.0	231,232	100.0
Kannada	2	.0	231,234	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	207,788	85.1	207,788	85.1
Vietnamese	4,878	2.0	212,666	87.1
Filipino (Pilipino or Tagalog)	3,628	1.5	216,294	88.6
Cantonese	3,562	1.5	219,856	90.1
Hmong	3,366	1.4	223,222	91.5
Mandarin (Putonghua)	2,472	1.0	225,694	92.5
All other non-English languages	2,141	.9	227,835	93.4
Arabic	1,916	.8	229,751	94.1
Korean	1,879	.8	231,630	94.9
Armenian	1,491	.6	233,121	95.5
Punjabi	1,372	.6	234,493	96.1
Khmer (Cambodian)	1,137	.5	235,630	96.6
Russian	891	.4	236,521	96.9
Farsi (Persian)	866	.4	237,387	97.3
Chaldean	532	.2	237,919	97.5
Hindi	508	.2	238,427	97.7
Lao	433	.2	238,860	97.9
Urdu	433	.2	239,293	98.1
Japanese	415	.2	239,708	98.2
Thai	377	.2	240,085	98.4
Tongan	287	.1	240,372	98.5
Portuguese	270	.1	240,642	98.6
Samoa	261	.1	240,903	98.7
Ukrainian	257	.1	241,160	98.8
Mixteco	248	.1	241,408	98.9
Ilocano	241	.1	241,649	99.0
Somali	210	.1	241,859	99.1
Assyrian	198	.1	242,057	99.2
Mien (Yao)	196	.1	242,253	99.3
French	160	.1	242,413	99.3
Burmese	155	.1	242,568	99.4
Indonesian	154	.1	242,722	99.5
Pashto	142	.1	242,864	99.5
Gujarati	123	.1	242,987	99.6
Rumanian	116	.0	243,103	99.6
Tigrinya	93	.0	243,196	99.7
Cebuano (Visayan)	89	.0	243,285	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	71	.0	243,356	99.7
Toishanese	67	.0	243,423	99.7
Hebrew	62	.0	243,485	99.8
Marshallese	62	.0	243,547	99.8
Bengali	61	.0	243,608	99.8

**Table J-5: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	55	.0	243,663	99.8
Kurdish (Kurdi, Kurmanji)	54	.0	243,717	99.9
Taiwanese	52	.0	243,769	99.9
Chaozhou (Chiuchow)	48	.0	243,817	99.9
German	41	.0	243,858	99.9
Lahu	39	.0	243,897	99.9
Greek	25	.0	243,922	100.0
Italian	19	.0	243,941	100.0
Dutch	16	.0	243,957	100.0
Polish	15	.0	243,972	100.0
Albanian	15	.0	243,987	100.0
Tamil	15	.0	244,002	100.0
Hungarian	12	.0	244,014	100.0
Telugu	12	.0	244,026	100.0
Khmu	10	.0	244,036	100.0
Chamorro (Guamanian)	6	.0	244,042	100.0
Marathi	2	.0	244,044	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	175,633	79.4	175,633	79.4
Vietnamese	6,145	2.8	181,778	82.1
Mandarin (Putonghua)	3,966	1.8	185,744	83.9
All other non-English languages	3,806	1.7	189,550	85.6
Cantonese	3,566	1.6	193,116	87.2
Filipino (Pilipino or Tagalog)	3,267	1.5	196,383	88.7
Korean	3,117	1.4	199,500	90.1
Arabic	2,277	1.0	201,777	91.2
Punjabi	1,690	.8	203,467	91.9
Russian	1,659	.7	205,126	92.7
Hmong	1,608	.7	206,734	93.4
Japanese	1,393	.6	208,127	94.0
Armenian	1,304	.6	209,431	94.6
Hindi	1,266	.6	210,697	95.2
Farsi (Persian)	1,085	.5	211,782	95.7
Telugu	716	.3	212,498	96.0
Khmer (Cambodian)	715	.3	213,213	96.3
Urdu	664	.3	213,877	96.6
Tamil	506	.2	214,383	96.9
Portuguese	501	.2	214,884	97.1
French	405	.2	215,289	97.3
Somali	394	.2	215,683	97.4
Hebrew	391	.2	216,074	97.6
Mixteco	371	.2	216,445	97.8
Gujarati	357	.2	216,802	98.0
German	331	.1	217,133	98.1
Lao	324	.1	217,457	98.2
Chaldean	270	.1	217,727	98.4
Ukrainian	258	.1	217,985	98.5
Bengali	247	.1	218,232	98.6
Thai	220	.1	218,452	98.7
Indonesian	215	.1	218,667	98.8
Marathi	197	.1	218,864	98.9
Pashto	180	.1	219,044	99.0
Rumanian	176	.1	219,220	99.0
Samoan	158	.1	219,378	99.1
Tongan	152	.1	219,530	99.2
Turkish	145	.1	219,675	99.2
Kannada	143	.1	219,818	99.3
Italian	133	.1	219,951	99.4
Mien (Yao)	129	.1	220,080	99.4
Ilocano	128	.1	220,208	99.5
Assyrian	123	.1	220,331	99.5

**Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	108	.0	220,439	99.6
Dutch	103	.0	220,542	99.6
Serbo-Croatian (Bosnian, Croatian, and Serbian)	96	.0	220,638	99.7
Polish	76	.0	220,714	99.7
Marshallese	71	.0	220,785	99.8
Cebuano (Visayan)	68	.0	220,853	99.8
Toishanese	68	.0	220,921	99.8
Hungarian	63	.0	220,984	99.8
Chaozhou (Chiuchow)	63	.0	221,047	99.9
Greek	57	.0	221,104	99.9
Tigrinya	55	.0	221,159	99.9
Taiwanese	54	.0	221,213	99.9
Kurdish (Kurdi, Kurmanji)	35	.0	221,248	100.0
Lahu	33	.0	221,281	100.0
Albanian	32	.0	221,313	100.0
Chamorro (Guamanian)	12	.0	221,325	100.0
Khmu	12	.0	221,337	100.0



Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	6,564	62.9	6,564	62.9
Filipino (Pilipino or Tagalog)	421	4.0	6,985	66.9
Korean	410	3.9	7,395	70.9
All other non-English languages	345	3.3	7,740	74.2
Mandarin (Putonghua)	333	3.2	8,073	77.4
Arabic	276	2.6	8,349	80.0
Vietnamese	275	2.6	8,624	82.7
Cantonese	202	1.9	8,826	84.6
Japanese	166	1.6	8,992	86.2
Russian	151	1.4	9,143	87.6
Hindi	115	1.1	9,258	88.7
Punjabi	93	.9	9,351	89.6
Hmong	87	.8	9,438	90.5
Farsi (Persian)	86	.8	9,524	91.3
Armenian	78	.7	9,602	92.0
Urdu	65	.6	9,667	92.6
Telugu	63	.6	9,730	93.3
Somali	55	.5	9,785	93.8
Tamil	50	.5	9,835	94.3
French	47	.5	9,882	94.7
Khmer (Cambodian)	38	.4	9,920	95.1
Hebrew	35	.3	9,955	95.4
Portuguese	31	.3	9,986	95.7
German	31	.3	10,017	96.0
Bengali	29	.3	10,046	96.3
Ukrainian	27	.3	10,073	96.5
Gujarati	27	.3	10,100	96.8
Lao	25	.2	10,125	97.0
Thai	24	.2	10,149	97.3
Tongan	24	.2	10,173	97.5
Mixteco	23	.2	10,196	97.7
Dutch	19	.2	10,215	97.9
Rumanian	19	.2	10,234	98.1
Chaldean	19	.2	10,253	98.3
Samoan	17	.2	10,270	98.4
Marathi	16	.2	10,286	98.6
Ilocano	15	.1	10,301	98.7
Indonesian	14	.1	10,315	98.9
Turkish	14	.1	10,329	99.0
Pashto	10	.1	10,339	99.1
Kannada	10	.1	10,349	99.2
Italian	9	.1	10,358	99.3
Cebuano (Visayan)	9	.1	10,367	99.4
Polish	9	.1	10,376	99.4

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	8	.1	10,384	99.5
Mien (Yao)	6	.1	10,390	99.6
Serbo-Croatian (Bosnian, Croatian, and Serbian)	6	.1	10,396	99.6
Hungarian	5	.0	10,401	99.7
Kurdish (Kurdi, Kurmanji)	5	.0	10,406	99.7
Tigrinya	5	.0	10,411	99.8
Chaozhou (Chiuchow)	4	.0	10,415	99.8
Assyrian	4	.0	10,419	99.9
Greek	3	.0	10,422	99.9
Taiwanese	3	.0	10,425	99.9
Marshallese	3	.0	10,428	99.9
Toishanese	3	.0	10,431	100.0
Khmu	2	.0	10,433	100.0
Chamorro (Guamanian)	1	.0	10,434	100.0

Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	14,864	62.5	14,864	62.5
Filipino (Pilipino or Tagalog)	1,169	4.9	16,033	67.4
Korean	1,108	4.7	17,141	72.1
Mandarin (Putonghua)	772	3.2	17,913	75.3
Arabic	733	3.1	18,646	78.4
All other non-English languages	689	2.9	19,335	81.3
Vietnamese	610	2.6	19,945	83.8
Cantonese	473	2.0	20,418	85.8
Russian	320	1.3	20,738	87.2
Japanese	296	1.2	21,034	88.4
Farsi (Persian)	205	.9	21,239	89.3
Hmong	195	.8	21,434	90.1
Hindi	193	.8	21,627	90.9
Punjabi	188	.8	21,815	91.7
Armenian	165	.7	21,980	92.4
Somali	129	.5	22,109	92.9
Urdu	117	.5	22,226	93.4
French	113	.5	22,339	93.9
Telugu	109	.5	22,448	94.4
Hebrew	106	.4	22,554	94.8
German	90	.4	22,644	95.2
Portuguese	82	.3	22,726	95.5
Khmer (Cambodian)	69	.3	22,795	95.8
Thai	65	.3	22,860	96.1
Tamil	65	.3	22,925	96.4
Chaldean	57	.2	22,982	96.6
Bengali	54	.2	23,036	96.8
Mixteco	50	.2	23,086	97.0
Ukrainian	47	.2	23,133	97.2
Lao	44	.2	23,177	97.4
Gujarati	44	.2	23,221	97.6
Burmese	42	.2	23,263	97.8
Samoan	42	.2	23,305	98.0
Italian	40	.2	23,345	98.1
Cebuano (Visayan)	39	.2	23,384	98.3
Indonesian	38	.2	23,422	98.5
Ilocano	36	.2	23,458	98.6
Turkish	36	.2	23,494	98.8
Tongan	34	.1	23,528	98.9
Marathi	31	.1	23,559	99.0
Pashto	27	.1	23,586	99.1
Dutch	25	.1	23,611	99.3
Marshallese	24	.1	23,635	99.4

**Table J-8: Frequency Distribution, Home Language, Initial Assessment,  
Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Rumanian	21	.1	23,656	99.4
Kannada	21	.1	23,677	99.5
Polish	16	.1	23,693	99.6
Assyrian	16	.1	23,709	99.7
Hungarian	11	.0	23,720	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	11	.0	23,731	99.8
Toishanese	11	.0	23,742	99.8
Greek	10	.0	23,752	99.8
Mien (Yao)	7	.0	23,759	99.9
Taiwanese	7	.0	23,766	99.9
Kurdish (Kurdi, Kurmanji)	7	.0	23,773	99.9
Tigrinya	7	.0	23,780	100.0
Chaozhou (Chiuchow)	4	.0	23,784	100.0
Chamorro (Guamanian)	3	.0	23,787	100.0
Khmu	1	.0	23,788	100.0
Albanian	1	.0	23,789	100.0

Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	12,272	62.4	12,272	62.4
Filipino (Pilipino or Tagalog)	1,011	5.1	13,283	67.5
Korean	836	4.3	14,119	71.8
Mandarin (Putonghua)	769	3.9	14,888	75.7
Vietnamese	575	2.9	15,463	78.6
All other non-English languages	555	2.8	16,018	81.4
Arabic	554	2.8	16,572	84.3
Cantonese	544	2.8	17,116	87.0
Russian	220	1.1	17,336	88.1
Farsi (Persian)	200	1.0	17,536	89.2
Japanese	198	1.0	17,734	90.2
Punjabi	171	.9	17,905	91.0
Hmong	160	.8	18,065	91.8
Armenian	144	.7	18,209	92.6
French	108	.5	18,317	93.1
Hindi	104	.5	18,421	93.7
Somali	94	.5	18,515	94.1
Urdu	90	.5	18,605	94.6
Portuguese	70	.4	18,675	95.0
German	69	.4	18,744	95.3
Thai	65	.3	18,809	95.6
Hebrew	59	.3	18,868	95.9
Khmer (Cambodian)	58	.3	18,926	96.2
Chaldean	53	.3	18,979	96.5
Burmese	46	.2	19,025	96.7
Indonesian	46	.2	19,071	97.0
Samoan	42	.2	19,113	97.2
Ilocano	39	.2	19,152	97.4
Gujarati	39	.2	19,191	97.6
Telugu	39	.2	19,230	97.8
Ukrainian	38	.2	19,268	98.0
Tongan	36	.2	19,304	98.1
Bengali	35	.2	19,339	98.3
Mixteco	31	.2	19,370	98.5
Pashto	24	.1	19,394	98.6
Rumanian	24	.1	19,418	98.7
Tamil	24	.1	19,442	98.9
Lao	22	.1	19,464	99.0
Turkish	22	.1	19,486	99.1
Dutch	17	.1	19,503	99.2
Italian	17	.1	19,520	99.2
Assyrian	14	.1	19,534	99.3
Taiwanese	14	.1	19,548	99.4
Polish	13	.1	19,561	99.5

Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Marshallese	13	.1	19,574	99.5
Greek	11	.1	19,585	99.6
Cebuano (Visayan)	11	.1	19,596	99.6
Serbo-Croatian (Bosnian, Croatian, and Serbian)	11	.1	19,607	99.7
Marathi	11	.1	19,618	99.7
Tigrinya	9	.0	19,627	99.8
Chaozhou (Chiuchow)	8	.0	19,635	99.8
Mien (Yao)	8	.0	19,643	99.9
Hungarian	7	.0	19,650	99.9
Toishanese	7	.0	19,657	99.9
Kurdish (Kurdi, Kurmanji)	5	.0	19,662	100.0
Albanian	2	.0	19,664	100.0
Kannada	2	.0	19,666	100.0
Chamorro (Guamanian)	1	.0	19,667	100.0
Lahu	1	.0	19,668	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	19,432	65.4	19,432	65.4
Filipino (Pilipino or Tagalog)	1,302	4.4	20,734	69.7
Mandarin (Putonghua)	1,121	3.8	21,855	73.5
All other non-English languages	1,011	3.4	22,866	76.9
Cantonese	916	3.1	23,782	80.0
Vietnamese	880	3.0	24,662	82.9
Korean	671	2.3	25,333	85.2
Arabic	651	2.2	25,984	87.4
German	436	1.5	26,420	88.9
Farsi (Persian)	288	1.0	26,708	89.8
Russian	283	1.0	26,991	90.8
Punjabi	249	.8	27,240	91.6
Hmong	233	.8	27,473	92.4
Portuguese	203	.7	27,676	93.1
Armenian	199	.7	27,875	93.8
Japanese	171	.6	28,046	94.3
French	144	.5	28,190	94.8
Thai	130	.4	28,320	95.3
Hindi	117	.4	28,437	95.6
Italian	111	.4	28,548	96.0
Urdu	108	.4	28,656	96.4
Khmer (Cambodian)	93	.3	28,749	96.7
Chaldean	82	.3	28,831	97.0
Somali	58	.2	28,889	97.2
Ilocano	57	.2	28,946	97.4
Burmese	52	.2	28,998	97.5
Indonesian	49	.2	29,047	97.7
Samoan	47	.2	29,094	97.9
Tongan	47	.2	29,141	98.0
Ukrainian	45	.2	29,186	98.2
Gujarati	40	.1	29,226	98.3
Hebrew	39	.1	29,265	98.4
Lao	38	.1	29,303	98.6
Turkish	36	.1	29,339	98.7
Bengali	34	.1	29,373	98.8
Dutch	33	.1	29,406	98.9
Cebuano (Visayan)	25	.1	29,431	99.0
Rumanian	25	.1	29,456	99.1
Mixteco	24	.1	29,480	99.2
Taiwanese	23	.1	29,503	99.2
Pashto	22	.1	29,525	99.3
Telugu	22	.1	29,547	99.4
Tigrinya	21	.1	29,568	99.4

**Table J-10: Frequency Distribution, Home Language, Initial Assessment,  
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tamil	20	.1	29,588	99.5
Marshallese	18	.1	29,606	99.6
Polish	16	.1	29,622	99.6
Mien (Yao)	15	.1	29,637	99.7
Albanian	13	.0	29,650	99.7
Greek	11	.0	29,661	99.8
Toishanese	11	.0	29,672	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	10	.0	29,682	99.8
Marathi	10	.0	29,692	99.9
Hungarian	9	.0	29,701	99.9
Assyrian	9	.0	29,710	99.9
Kurdish (Kurdi, Kurmanji)	8	.0	29,718	100.0
Kannada	5	.0	29,723	100.0
Chamorro (Guamanian)	4	.0	29,727	100.0
Chaozhou (Chiuchow)	4	.0	29,731	100.0
Lahu	1	.0	29,732	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	152,925	83.3	152,925	83.3
White	6,286	3.4	159,211	86.7
Vietnamese	5,006	2.7	164,217	89.4
Chinese	4,994	2.7	169,211	92.1
Asian Indian	3,140	1.7	172,351	93.9
Filipino	2,253	1.2	174,604	95.1
Other Asian	1,993	1.1	176,597	96.2
Korean	1,710	.9	178,307	97.1
Hmong	989	.5	179,296	97.6
Black or African American	741	.4	180,037	98.0
Asian	702	.4	180,739	98.4
Two or More Races	643	.4	181,382	98.8
Japanese	624	.3	182,006	99.1
Cambodian	537	.3	182,543	99.4
Other Pacific Islander	393	.2	182,936	99.6
Laotian	301	.2	183,237	99.8
American Indian or Alaskan Native	280	.2	183,517	99.9
Samoan	85	.0	183,602	100.0
Native Hawaiian	18	.0	183,620	100.0
Guamanian	9	.0	183,629	100.0
Native Hawaiian or Pacific Islander	7	.0	183,636	100.0
Tahitian	7	.0	183,643	100.0

Table J-12: Frequency Distribution, Ethnicity, Annual Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	141,132	82.3	141,132	82.3
White	5,912	3.4	147,044	85.8
Chinese	4,936	2.9	151,980	88.6
Vietnamese	4,828	2.8	156,808	91.5
Asian Indian	2,807	1.6	159,615	93.1
Filipino	2,517	1.5	162,132	94.6
Other Asian	2,164	1.3	164,296	95.8
Korean	1,807	1.1	166,103	96.9
Asian	934	.5	167,037	97.4
Hmong	750	.4	167,787	97.9
Black or African American	693	.4	168,480	98.3
Two or More Races	625	.4	169,105	98.6
Japanese	618	.4	169,723	99.0
Cambodian	562	.3	170,285	99.3
Other Pacific Islander	397	.2	170,682	99.5
Laotian	395	.2	171,077	99.8
American Indian or Alaskan Native	265	.2	171,342	99.9
Samoan	79	.0	171,421	100.0
Native Hawaiian	17	.0	171,438	100.0
Guamanian	13	.0	171,451	100.0
Tahitian	10	.0	171,461	100.0
Native Hawaiian or Pacific Islander	7	.0	171,468	100.0

**Table J-13: Frequency Distribution, Ethnicity, Annual Assessment,  
Grade Span 3–5**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	346,563	85.4	346,563	85.4
White	11,668	2.9	358,231	88.3
Vietnamese	8,772	2.2	367,003	90.5
Chinese	7,790	1.9	374,793	92.4
Filipino	6,104	1.5	380,897	93.9
Other Asian	5,158	1.3	386,055	95.2
Asian Indian	4,614	1.1	390,669	96.3
Korean	3,249	.8	393,918	97.1
Asian	2,548	.6	396,466	97.7
Hmong	1,701	.4	398,167	98.1
Black or African American	1,521	.4	399,688	98.5
Cambodian	1,331	.3	401,019	98.8
Japanese	1,156	.3	402,175	99.1
Other Pacific Islander	939	.2	403,114	99.4
Laotian	929	.2	404,043	99.6
Two or More Races	879	.2	404,922	99.8
American Indian or Alaskan Native	459	.1	405,381	99.9
Samoan	243	.1	405,624	100.0
Native Hawaiian	49	.0	405,673	100.0
Tahitian	21	.0	405,694	100.0
Guamanian	18	.0	405,712	100.0
Native Hawaiian or Pacific Islander	11	.0	405,723	100.0

**Table J-14: Frequency Distribution, Ethnicity, Annual Assessment,  
Grade Span 6–8**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	201,356	87.0	201,356	87.0
White	6,022	2.6	207,378	89.7
Chinese	3,666	1.6	211,044	91.2
Filipino	3,493	1.5	214,537	92.7
Vietnamese	3,477	1.5	218,014	94.2
Other Asian	2,997	1.3	221,011	95.5
Asian Indian	1,925	.8	222,936	96.4
Asian	1,568	.7	224,504	97.1
Korean	1,502	.6	226,006	97.7
Hmong	1,157	.5	227,163	98.2
Black or African American	854	.4	228,017	98.6
Cambodian	778	.3	228,795	98.9
Other Pacific Islander	581	.3	229,376	99.2
Japanese	502	.2	229,878	99.4
Two or More Races	478	.2	230,356	99.6
Laotian	474	.2	230,830	99.8
American Indian or Alaskan Native	224	.1	231,054	99.9
Samoan	189	.1	231,243	100.0
Native Hawaiian	33	.0	231,276	100.0
Tahitian	20	.0	231,296	100.0
Guamanian	13	.0	231,309	100.0
Native Hawaiian or Pacific Islander	10	.0	231,319	100.0

**Table J-15: Frequency Distribution, Ethnicity, Annual Assessment,  
Grade Span 9–12**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	207,641	85.0	207,641	85.0
White	6,935	2.8	214,576	87.9
Chinese	6,141	2.5	220,717	90.4
Vietnamese	4,036	1.7	224,753	92.0
Filipino	3,893	1.6	228,646	93.6
Other Asian	3,539	1.4	232,185	95.1
Asian Indian	2,068	.8	234,253	95.9
Asian	1,870	.8	236,123	96.7
Korean	1,785	.7	237,908	97.4
Hmong	1,504	.6	239,412	98.0
Black or African American	1,102	.5	240,514	98.5
Cambodian	990	.4	241,504	98.9
Other Pacific Islander	663	.3	242,167	99.2
Laotian	614	.3	242,781	99.4
Two or More Races	474	.2	243,255	99.6
Japanese	384	.2	243,639	99.8
American Indian or Alaskan Native	242	.1	243,881	99.9
Samoan	219	.1	244,100	99.9
Native Hawaiian or Pacific Islander	65	.0	244,165	100.0
Native Hawaiian	31	.0	244,196	100.0
Tahitian	25	.0	244,221	100.0
Guamanian	14	.0	244,235	100.0

Initial Assessment

Table J-16: Frequency Distribution, Ethnicity, Initial Assessment, Grade Span K–1

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	175,572	79.1	175,572	79.1
White	10,251	4.6	185,823	83.8
Chinese	7,614	3.4	193,437	87.2
Vietnamese	5,874	2.6	199,311	89.8
Asian Indian	5,644	2.5	204,955	92.4
Filipino	3,159	1.4	208,114	93.8
Korean	3,012	1.4	211,126	95.2
Other Asian	2,835	1.3	213,961	96.4
Two or More Races	1,673	.8	215,634	97.2
Hmong	1,464	.7	217,098	97.8
Black or African American	1,184	.5	218,282	98.4
Japanese	1,064	.5	219,346	98.9
Cambodian	665	.3	220,011	99.2
Other Pacific Islander	524	.2	220,535	99.4
American Indian or Alaskan Native	412	.2	220,947	99.6
Asian	408	.2	221,355	99.8
Laotian	333	.2	221,688	99.9
Samoan	146	.1	221,834	100.0
Native Hawaiian	25	.0	221,859	100.0
Guamanian	8	.0	221,867	100.0
Tahitian	6	.0	221,873	100.0
Native Hawaiian or Pacific Islander	5	.0	221,878	100.0

Table J-17: Frequency Distribution, Ethnicity, Initial Assessment, Grade 2

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	6,604	62.8	6,604	62.8
White	852	8.1	7,456	70.9
Chinese	542	5.2	7,998	76.1
Asian Indian	467	4.4	8,465	80.5
Filipino	418	4.0	8,883	84.5
Korean	403	3.8	9,286	88.3
Other Asian	262	2.5	9,548	90.8
Vietnamese	254	2.4	9,802	93.2
Two or More Races	185	1.8	9,987	95.0
Japanese	141	1.3	10,128	96.3
Black or African American	124	1.2	10,252	97.5
Hmong	82	.8	10,334	98.3
Other Pacific Islander	55	.5	10,389	98.8
Cambodian	34	.3	10,423	99.1
American Indian or Alaskan Native	27	.3	10,450	99.4
Laotian	23	.2	10,473	99.6
Asian	20	.2	10,493	99.8
Samoan	20	.2	10,513	100.0
Native Hawaiian or Pacific Islander	1	.0	10,514	100.0
Native Hawaiian	1	.0	10,515	100.0

**Table J-18: Frequency Distribution, Ethnicity, Initial Assessment,  
Grade Span 3–5**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	14,982	62.6	14,982	62.6
White	2,004	8.4	16,986	70.9
Chinese	1,273	5.3	18,259	76.3
Filipino	1,160	4.8	19,419	81.1
Korean	1,096	4.6	20,515	85.7
Asian Indian	772	3.2	21,287	88.9
Other Asian	689	2.9	21,976	91.8
Vietnamese	568	2.4	22,544	94.2
Two or More Races	375	1.6	22,919	95.7
Black or African American	255	1.1	23,174	96.8
Japanese	237	1.0	23,411	97.8
Hmong	189	.8	23,600	98.6
Other Pacific Islander	108	.5	23,708	99.0
Cambodian	72	.3	23,780	99.3
Asian	42	.2	23,822	99.5
Samoan	38	.2	23,860	99.7
Laotian	37	.2	23,897	99.8
American Indian or Alaskan Native	29	.1	23,926	99.9
Native Hawaiian	8	.0	23,934	100.0
Guamanian	5	.0	23,939	100.0
Native Hawaiian or Pacific Islander	2	.0	23,941	100.0
Tahitian	2	.0	23,943	100.0



Table J-19: Frequency Distribution, Ethnicity, Initial Assessment,  
Grade Span 6–8

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	12,362	62.3	12,362	62.3
White	1,499	7.6	13,861	69.9
Chinese	1,372	6.9	15,233	76.8
Filipino	1,052	5.3	16,285	82.1
Korean	813	4.1	17,098	86.2
Other Asian	587	3.0	17,685	89.1
Vietnamese	553	2.8	18,238	91.9
Asian Indian	442	2.2	18,680	94.2
Two or More Races	297	1.5	18,977	95.7
Black or African American	234	1.2	19,211	96.8
Japanese	169	.9	19,380	97.7
Hmong	146	.7	19,526	98.4
Other Pacific Islander	100	.5	19,626	98.9
Cambodian	59	.3	19,685	99.2
American Indian or Alaskan Native	42	.2	19,727	99.4
Asian	36	.2	19,763	99.6
Samoan	33	.2	19,796	99.8
Laotian	28	.1	19,824	99.9
Native Hawaiian	13	.1	19,837	100.0
Native Hawaiian or Pacific Islander	1	.0	19,838	100.0

**Table J-20: Frequency Distribution, Ethnicity, Initial Assessment,  
Grade Span 9–12**

Ethnicity	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	19,464	64.9	19,464	64.9
White	2,689	9.0	22,153	73.9
Chinese	2,148	7.2	24,301	81.1
Filipino	1,367	4.6	25,668	85.6
Vietnamese	850	2.8	26,518	88.5
Other Asian	704	2.3	27,222	90.8
Korean	665	2.2	27,887	93.0
Two or More Races	514	1.7	28,401	94.7
Asian Indian	510	1.7	28,911	96.4
Black or African American	289	1.0	29,200	97.4
Hmong	212	.7	29,412	98.1
Japanese	152	.5	29,564	98.6
Other Pacific Islander	141	.5	29,705	99.1
Cambodian	87	.3	29,792	99.4
American Indian or Alaskan Native	50	.2	29,842	99.5
Samoan	42	.1	29,884	99.7
Asian	37	.1	29,921	99.8
Laotian	37	.1	29,958	99.9
Native Hawaiian	14	.0	29,972	100.0
Guamanian	5	.0	29,977	100.0
Native Hawaiian or Pacific Islander	3	.0	29,980	100.0

**Annual Assessment**

**Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans**

Grade Span	Number of Students	
	Frequency	Percent
K–1	5,693	3.1
2	5,900	3.4
3–5	15,284	3.8
6–8	10,037	4.3
9–12	9,224	3.8

**Initial Assessment**

**Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans**

Grade Span	Number of Students	
	Frequency	Percent
K–1	3,157	1.4
2	128	1.2
3–5	363	1.5
6–8	286	1.4
9–12	417	1.4

**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	59	.0
2	369	.2
3–5	10,821	2.7
6–8	2,931	1.3
9–12	1,874	.8

**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	92	.0
2	13	.1
3–5	73	.3
6–8	103	.5
9–12	171	.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	98,468	53.7	98,468	53.7
EL in ELD and SDAIE with Primary Language Support	47,089	25.7	145,557	79.4
EL in ELD	15,381	8.4	160,938	87.7
EL in ELD and Academic Subjects through Primary Language	13,578	7.4	174,516	95.2
Unknown	6,155	3.4	180,671	98.5
Other	2,380	1.3	183,051	99.8
None	359	.2	183,410	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	102,200	59.6	102,200	59.6
EL in ELD and SDAIE with Primary Language Support	36,321	21.2	138,521	80.8
EL in ELD	14,342	8.4	152,863	89.2
EL in ELD and Academic Subjects through Primary Language	12,245	7.1	165,108	96.4
Unknown	4,106	2.4	169,214	98.8
Other	1,914	1.1	171,128	99.9
None	214	.1	171,342	100.0

**Table J-27: Frequency Distribution, English Learner Program Participation, Annual Assessment, Grade Span 3–5**

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	261,177	64.4	261,177	64.4
EL in ELD and SDAIE with Primary Language Support	79,795	19.7	340,972	84.1
EL in ELD	31,145	7.7	372,117	91.8
EL in ELD and Academic Subjects through Primary Language	19,223	4.7	391,340	96.5
Unknown	8,137	2.0	399,477	98.5
Other	5,361	1.3	404,838	99.8
None	657	.2	405,495	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	160,968	69.7	160,968	69.7
EL in ELD and SDAIE with Primary Language Support	24,461	10.6	185,429	80.3
EL in ELD	22,974	9.9	208,403	90.2
Other	12,453	5.4	220,856	95.6
Unknown	4,396	1.9	225,252	97.5
EL in ELD and Academic Subjects through Primary Language	3,103	1.3	228,355	98.9
None	2,623	1.1	230,978	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	147,544	60.6	147,544	60.6
Other	32,911	13.5	180,455	74.1
EL in ELD	26,094	10.7	206,549	84.8
EL in ELD and SDAIE with Primary Language Support	18,912	7.8	225,461	92.6
None	9,033	3.7	234,494	96.3
Unknown	7,698	3.2	242,192	99.4
EL in ELD and Academic Subjects through Primary Language	1,362	.6	243,554	100.0

Initial Assessment

**Table J-30: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span K–1**

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	2,454	42.2	2,454	42.2
EL in ELD and SDAIE with Primary Language Support	1,345	23.1	3,799	65.4
EL in ELD	869	15.0	4,668	80.3
EL in ELD and Academic Subjects through Primary Language	420	7.2	5,088	87.6
None	307	5.3	5,395	92.9
Unknown	227	3.9	5,622	96.8
Other	188	3.2	5,810	100.0

**Table J-31: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade 2**

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	446	48.5	446	48.5
EL in ELD and SDAIE with Primary Language Support	207	22.5	653	71.0
EL in ELD	123	13.4	776	84.3
None	53	5.8	829	90.1
EL in ELD and Academic Subjects through Primary Language	42	4.6	871	94.7
Unknown	38	4.1	909	98.8
Other	11	1.2	920	100.0

**Table J-32: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 3–5**

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	1,181	51.5	1,181	51.5
EL in ELD and SDAIE with Primary Language Support	470	20.5	1,651	71.9
EL in ELD	308	13.4	1,959	85.4
None	132	5.8	2,091	91.1
Unknown	98	4.3	2,189	95.4
EL in ELD and Academic Subjects through Primary Language	79	3.4	2,268	98.8
Other	27	1.2	2,295	100.0

**Table J-33: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 6–8**

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	1,026	54.0	1,026	54.0
EL in ELD	291	15.3	1,317	69.3
EL in ELD and SDAIE with Primary Language Support	236	12.4	1,553	81.7
None	174	9.2	1,727	90.8
Other	93	4.9	1,820	95.7
Unknown	65	3.4	1,885	99.2
EL in ELD and Academic Subjects through Primary Language	16	.8	1,901	100.0

**Table J-34: Frequency Distribution, English Learner Program Participation, Initial Assessment, Grade Span 9–12**

Program Type	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
EL in ELD and SDAIE	1,466	48.3	1,466	48.3
EL in ELD	393	13.0	1,859	61.3
None	362	11.9	2,221	73.2
EL in ELD and SDAIE with Primary Language Support	329	10.8	2,550	84.1
Other	232	7.6	2,782	91.7
Unknown	146	4.8	2,928	96.5
EL in ELD and Academic Subjects through Primary Language	105	3.5	3,033	100.0



Annual Assessment

Table J-35: Frequency Distribution, Primary Disability, Annual Assessment, Grade Span K–1

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	171,619	93.5	171,619	93.5
Speech or Language Impairment (SLI)	7,665	4.2	179,284	97.7
Specific Learning Disability (SLD)	1,378	.8	180,662	98.4
Autism (AUT)	1,263	.7	181,925	99.1
Mental Retardation (MR)	618	.3	182,543	99.5
Other Health Impairment (OHI)	432	.2	182,975	99.7
Orthopedic Impairment (OI)	213	.1	183,188	99.8
Hard of Hearing (HH)	145	.1	183,333	99.9
Multiple Disabilities (MD)	60	.0	183,393	99.9
Visual Impairment (VI)	56	.0	183,449	100.0
Deaf (DEAF)	44	.0	183,493	100.0
Emotional Disturbance (ED)	28	.0	183,521	100.0
Traumatic Brain Injury (TBI)	8	.0	183,529	100.0

Table J-36: Frequency Distribution, Primary Disability, Annual Assessment, Grade 2

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	158,195	92.3	158,195	92.3
Speech or Language Impairment (SLI)	7,400	4.3	165,595	96.6
Specific Learning Disability (SLD)	2,579	1.5	168,174	98.1
Autism (AUT)	1,318	.8	169,492	98.9
Mental Retardation (MR)	703	.4	170,195	99.3
Other Health Impairment (OHI)	573	.3	170,768	99.6
Hard of Hearing (HH)	203	.1	170,971	99.8
Orthopedic Impairment (OI)	190	.1	171,161	99.9
Multiple Disabilities (MD)	68	.0	171,229	99.9
Visual Impairment (VI)	60	.0	171,289	99.9
Deaf (DEAF)	34	.0	171,323	100.0
Emotional Disturbance (ED)	33	.0	171,356	100.0
Traumatic Brain Injury (TBI)	17	.0	171,373	100.0
Deaf-Blindness (DB)	2	.0	171,375	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	356,545	87.9	356,545	87.9
Specific Learning Disability (SLD)	22,341	5.5	378,886	93.4
Speech or Language Impairment (SLI)	16,023	4.0	394,909	97.4
Autism (AUT)	3,429	.8	398,338	98.2
Other Health Impairment (OHI)	2,739	.7	401,077	98.9
Mental Retardation (MR)	2,282	.6	403,359	99.5
Orthopedic Impairment (OI)	642	.2	404,001	99.6
Hard of Hearing (HH)	622	.2	404,623	99.8
Emotional Disturbance (ED)	290	.1	404,913	99.8
Multiple Disabilities (MD)	213	.1	405,126	99.9
Visual Impairment (VI)	205	.1	405,331	100.0
Deaf (DEAF)	116	.0	405,447	100.0
Traumatic Brain Injury (TBI)	75	.0	405,522	100.0
Deaf-Blindness (DB)	2	.0	405,524	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	184,421	79.8	184,421	79.8
Specific Learning Disability (SLD)	31,259	13.5	215,680	93.4
Speech or Language Impairment (SLI)	6,289	2.7	221,969	96.1
Other Health Impairment (OHI)	2,572	1.1	224,541	97.2
Mental Retardation (MR)	2,235	1.0	226,776	98.2
Autism (AUT)	2,057	.9	228,833	99.1
Orthopedic Impairment (OI)	616	.3	229,449	99.3
Hard of Hearing (HH)	565	.2	230,014	99.6
Emotional Disturbance (ED)	433	.2	230,447	99.8
Multiple Disabilities (MD)	202	.1	230,649	99.9
Visual Impairment (VI)	140	.1	230,789	99.9
Traumatic Brain Injury (TBI)	97	.0	230,886	100.0
Deaf (DEAF)	92	.0	230,978	100.0
Deaf-Blindness (DB)	8	.0	230,986	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
<b>Student Receives No Special Education Services</b>				
Specific Learning Disability (SLD)	195,476	80.2	195,476	80.2
Mental Retardation (MR)	35,049	14.4	230,525	94.6
Speech or Language Impairment (SLI)	3,471	1.4	233,996	96.0
Other Health Impairment (OHI)	2,798	1.1	236,794	97.2
Autism (AUT)	2,251	.9	239,045	98.1
Orthopedic Impairment (OI)	1,539	.6	240,584	98.7
Emotional Disturbance (ED)	877	.4	241,461	99.1
Hard of Hearing (HH)	826	.3	242,287	99.4
Multiple Disabilities (MD)	619	.3	242,906	99.7
Visual Impairment (VI)	263	.1	243,169	99.8
Deaf (DEAF)	179	.1	243,348	99.9
Traumatic Brain Injury (TBI)	175	.1	243,523	99.9
Deaf-Blindness (DB)	133	.1	243,656	100.0
	7	.0	243,663	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	210,394	96.1	210,394	96.1
Speech or Language Impairment (SLI)	4,683	2.1	215,077	98.2
Autism (AUT)	1,235	.6	216,312	98.8
Specific Learning Disability (SLD)	1,159	.5	217,471	99.3
Mental Retardation (MR)	678	.3	218,149	99.6
Other Health Impairment (OHI)	248	.1	218,397	99.7
Orthopedic Impairment (OI)	239	.1	218,636	99.8
Hard of Hearing (HH)	139	.1	218,775	99.9
Multiple Disabilities (MD)	105	.0	218,880	99.9
Deaf (DEAF)	44	.0	218,924	100.0
Visual Impairment (VI)	42	.0	218,966	100.0
Emotional Disturbance (ED)	12	.0	218,978	100.0
Deaf-Blindness (DB)	7	.0	218,985	100.0
Traumatic Brain Injury (TBI)	6	.0	218,991	100.0

Table J-41: Frequency Distribution, Primary Disability, Initial Assessment, Grade 2

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	9,929	96.6	9,929	96.6
Speech or Language Impairment (SLI)	93	.9	10,022	97.5
Mental Retardation (MR)	77	.7	10,099	98.3
Autism (AUT)	69	.7	10,168	99.0
Specific Learning Disability (SLD)	46	.4	10,214	99.4
Other Health Impairment (OHI)	17	.2	10,231	99.6
Orthopedic Impairment (OI)	13	.1	10,244	99.7
Multiple Disabilities (MD)	11	.1	10,255	99.8
Visual Impairment (VI)	8	.1	10,263	99.9
Hard of Hearing (HH)	5	.0	10,268	99.9
Emotional Disturbance (ED)	5	.0	10,273	100.0
Deaf (DEAF)	1	.0	10,274	100.0
Traumatic Brain Injury (TBI)	1	.0	10,275	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	22,507	96.3	22,507	96.3
Specific Learning Disability (SLD)	251	1.1	22,758	97.4
Speech or Language Impairment (SLI)	157	.7	22,915	98.0
Autism (AUT)	131	.6	23,046	98.6
Mental Retardation (MR)	130	.6	23,176	99.2
Other Health Impairment (OHI)	50	.2	23,226	99.4
Orthopedic Impairment (OI)	47	.2	23,273	99.6
Multiple Disabilities (MD)	27	.1	23,300	99.7
Emotional Disturbance (ED)	22	.1	23,322	99.8
Hard of Hearing (HH)	20	.1	23,342	99.9
Visual Impairment (VI)	17	.1	23,359	99.9
Deaf (DEAF)	9	.0	23,368	100.0
Traumatic Brain Injury (TBI)	3	.0	23,371	100.0
Deaf-Blindness (DB)	2	.0	23,373	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	18,686	96.4	18,686	96.4
Specific Learning Disability (SLD)	340	1.8	19,026	98.1
Mental Retardation (MR)	89	.5	19,115	98.6
Autism (AUT)	65	.3	19,180	98.9
Speech or Language Impairment (SLI)	48	.2	19,228	99.2
Other Health Impairment (OHI)	39	.2	19,267	99.4
Orthopedic Impairment (OI)	29	.1	19,296	99.5
Multiple Disabilities (MD)	27	.1	19,323	99.7
Emotional Disturbance (ED)	25	.1	19,348	99.8
Hard of Hearing (HH)	19	.1	19,367	99.9
Deaf (DEAF)	11	.1	19,378	99.9
Visual Impairment (VI)	6	.0	19,384	100.0
Traumatic Brain Injury (TBI)	4	.0	19,388	100.0
Deaf-Blindness (DB)	1	.0	19,389	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
<b>Student Receives No Special Education Services</b>	27,928	95.8	27,928	95.8
<b>Specific Learning Disability (SLD)</b>	637	2.2	28,565	98.0
<b>Mental Retardation (MR)</b>	196	.7	28,761	98.7
<b>Autism (AUT)</b>	81	.3	28,842	98.9
<b>Emotional Disturbance (ED)</b>	71	.2	28,913	99.2
<b>Other Health Impairment (OHI)</b>	68	.2	28,981	99.4
<b>Speech or Language Impairment (SLI)</b>	52	.2	29,033	99.6
<b>Orthopedic Impairment (OI)</b>	44	.2	29,077	99.7
<b>Hard of Hearing (HH)</b>	26	.1	29,103	99.8
<b>Multiple Disabilities (MD)</b>	21	.1	29,124	99.9
<b>Deaf (DEAF)</b>	15	.1	29,139	100.0
<b>Traumatic Brain Injury (TBI)</b>	9	.0	29,148	100.0
<b>Visual Impairment (VI)</b>	5	.0	29,153	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.

The N counts shown in the following tables represent the total number of records available for analysis, not the records with complete data. Because of missing data, individual statistics may be based on different N counts. The frequency distributions for field test items are based on valid responses only.

Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	183,640	.55	.225	1.23
2	MC	183,640	.46	.276	1.28
3	MC	183,640	.37	.183	1.74
4	MC	183,640	.26	.264	1.27
5	MC	183,640	.49	.167	1.17
6	MC	183,640	.46	.275	1.09
7	MC	183,640	.55	.225	1.13
8	MC	183,640	.59	.189	1.28
9	MC	183,640	.70	.280	1.26
10	MC	183,640	.64	.255	1.45
11	MC	6,602	.44	.296	1.30
12	MC	6,602	.29	.185	.89
13	MC	6,602	.65	.319	.85
14	MC	6,602	.52	.228	1.73
15	MC	6,602	.75	.213	1.73
16	MC	6,602	.37	.177	1.54
17	MC	6,602	.70	.122	2.14
18	DCR	183,640	.42	.428	.58
19	DCR	183,640	.36	.463	.58
20	DCR	183,640	.61	.433	.68
21	DCR	183,640	.80	.433	.64
22	DCR	183,640	.54	.539	5.19
23	DCR	183,640	.50	.551	5.23
24	DCR	183,640	.67	.288	5.18
25	DCR	183,640	.68	.557	5.36
26	DCR	183,640	.42	.385	.65
27	DCR	183,640	.49	.410	.68
28	DCR	6,602	.79	.414	5.06
29	DCR	6,602	.56	.466	5.01
30	DCR	6,602	.69	.497	5.18
31	DCR	6,602	.72	.418	5.15
32	DCR	6,602	.41	.426	.53



Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	171,459	.70	.323	.90
2	MC	171,459	.65	.318	1.05
3	MC	171,459	.55	.287	1.35
4	MC	171,459	.45	.360	.87
5	MC	171,459	.61	.248	.92
6	MC	171,459	.70	.328	.85
7	MC	171,459	.72	.245	.86
8	MC	171,459	.75	.201	.93
9	MC	171,459	.81	.323	1.02
10	MC	171,459	.77	.307	1.08
11	MC	6,256	.63	.325	1.05
12	MC	6,256	.34	.226	.83
13	MC	6,256	.81	.357	.70
14	MC	6,256	.67	.288	.98
15	MC	6,256	.79	.225	1.20
16	MC	6,256	.49	.254	1.04
17	MC	6,256	.71	.189	1.17
18	DCR	171,459	.71	.426	.84
19	DCR	171,459	.59	.430	.86
20	DCR	171,459	.78	.390	.92
21	DCR	171,459	.91	.381	.95
22	DCR	171,459	.71	.498	2.16
23	DCR	171,459	.67	.493	2.14
24	DCR	171,459	.80	.272	2.11
25	DCR	171,459	.84	.511	2.38
26	DCR	171,459	.57	.344	.97
27	DCR	171,459	.65	.383	1.00
28	DCR	6,256	.91	.403	1.68
29	DCR	6,256	.82	.455	1.65
30	DCR	6,256	.85	.442	1.76
31	DCR	6,256	.87	.341	1.71
32	DCR	6,256	.60	.387	.67

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	405,707	.84	.344	.95
2	MC	405,707	.82	.286	.76
3	MC	405,707	.91	.369	.78
4	MC	405,707	.63	.249	.76
5	MC	405,707	.87	.277	.77
6	MC	405,707	.94	.397	.73
7	MC	405,707	.92	.354	.78
8	MC	405,707	.74	.209	.73
9	MC	405,707	.96	.307	.80
10	MC	405,707	.59	.276	.89
11	MC	405,707	.63	.322	.79
12	MC	405,707	.47	.293	.84
13	MC	405,707	.67	.243	.79
14	MC	405,707	.75	.333	.85
15	MC	405,707	.94	.311	.80
16	MC	405,707	.48	.326	.83
17	MC	405,707	.79	.291	.90
18	MC	405,707	.54	.276	1.00
19	MC	405,707	.64	.245	1.05
20	MC	405,707	.50	.204	1.24
21	MC	15,382	.78	.304	.63
22	MC	15,382	.11	.035	.66
23	MC	15,382	.95	.337	.62
24	MC	15,382	.96	.308	.64
25	MC	15,382	.61	.367	.79
26	MC	15,382	.68	.409	.76
27	MC	15,382	.81	.369	.80
28	MC	15,382	.73	.255	.82
29	MC	15,382	.70	.261	1.02
30	MC	15,382	.59	.254	1.10
31	MC	15,382	.85	.303	1.02
32	MC	15,382	.69	.222	1.14

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	231,297	.71	.297	1.32
2	MC	231,297	.81	.393	1.09
3	MC	231,297	.63	.299	1.09
4	MC	231,297	.81	.336	1.08
5	MC	231,297	.63	.331	1.08
6	MC	231,297	.98	.381	1.04
7	MC	231,297	.77	.280	1.06
8	MC	231,297	.88	.333	1.05
9	MC	231,297	.87	.339	1.09
10	MC	231,297	.63	.137	1.14
11	MC	231,297	.80	.392	1.11
12	MC	231,297	.77	.293	1.14
13	MC	231,297	.79	.312	1.13
14	MC	231,297	.68	.321	1.16
15	MC	231,297	.57	.181	1.12
16	MC	231,297	.71	.256	1.14
17	MC	231,297	.53	.249	1.20
18	MC	231,297	.61	.318	1.21
19	MC	231,297	.74	.326	1.23
20	MC	231,297	.59	.250	1.40
21	MC	9,664	.97	.403	.99
22	MC	9,664	.61	.239	1.09
23	MC	9,664	.95	.355	.92
24	MC	9,664	.95	.356	.89
25	MC	9,664	.83	.296	.99
26	MC	9,664	.92	.332	.95
27	MC	9,664	.55	.232	.99
28	MC	9,664	.80	.217	.96
29	MC	9,664	.83	.348	1.09
30	MC	9,664	.74	.340	1.20
31	MC	9,664	.63	.383	1.11
32	MC	9,664	.61	.227	1.19

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	244,216	.86	.459	1.99
2	MC	244,216	.44	.173	2.13
3	MC	244,216	.93	.436	1.88
4	MC	244,216	.82	.356	1.83
5	MC	244,216	.68	.304	1.94
6	MC	244,216	.41	.248	1.82
7	MC	244,216	.93	.420	1.80
8	MC	244,216	.22	.242	1.77
9	MC	244,216	.58	.233	1.81
10	MC	244,216	.68	.370	1.93
11	MC	244,216	.84	.425	1.85
12	MC	244,216	.60	.281	1.97
13	MC	244,216	.81	.390	1.85
14	MC	244,216	.51	.249	1.95
15	MC	244,216	.89	.443	1.84
16	MC	244,216	.72	.297	1.84
17	MC	244,216	.76	.334	1.87
18	MC	244,216	.56	.272	1.94
19	MC	244,216	.61	.308	1.96
20	MC	244,216	.57	.202	2.04
21	MC	15,722	.91	.272	1.23
22	MC	15,722	.27	.237	1.20
23	MC	15,722	.94	.222	1.07
24	MC	15,722	.55	.094	1.30
25	MC	15,722	.92	.419	1.22
26	MC	15,722	.58	.281	1.33
27	MC	15,722	.58	.311	1.32
28	MC	15,722	.57	.255	1.27
29	MC	15,722	.50	.224	1.33
30	MC	15,722	.81	.406	1.35
31	MC	15,722	.61	.274	1.31
32	MC	15,722	.77	.400	1.37

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	183,640	.33	.363	.57
2	DCR	183,640	.69	.493	.44
3	DCR	183,640	.67	.504	.47
4	DCR	183,640	.51	.451	4.95
5	DCR	183,640	.50	.468	5.05
6	DCR	183,640	.67	.515	5.11
7	DCR	183,640	.85	.469	5.12
8	DCR	183,640	.64	.540	5.17
9	DCR	183,640	.74	.592	5.21
10	DCR	183,640	.82	.500	5.17
11	DCR	183,640	.70	.560	5.25
12	DCR	183,640	.82	.546	5.34
13	DCR	183,640	.48	.495	5.43
14	DCR	8,636	.72	.465	4.10
15	DCR	8,636	.85	.460	4.18
16	DCR	8,636	.87	.502	4.43
17	DCR	8,636	.28	.431	5.30
18	CR	183,640	.34	.546	.65
19	CR	183,640	.40	.624	1.81
20	CR	183,640	.44	.620	22.82
21	CR	183,640	.43	.671	23.27
22	CR	183,640	.64	.616	.56
23	CR	183,640	.59	.602	.84
24	CR	8,636	.50	.635	.60
25	CR	8,636	.68	.586	19.08
26	CR	8,636	.57	.547	20.82
27	CR	8,636	.69	.610	.58
28	CR	8,636	.56	.613	.65
29	CR	183,640	.49	.667	.64
30	CR	8,636	.52	.687	.71

Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	171,459	.66	.377	.69
2	DCR	171,459	.86	.443	.63
3	DCR	171,459	.78	.443	.66
4	DCR	171,459	.63	.404	2.13
5	DCR	171,459	.67	.432	2.15
6	DCR	171,459	.84	.458	2.19
7	DCR	171,459	.93	.431	2.17
8	DCR	171,459	.81	.501	2.20
9	DCR	171,459	.88	.550	2.23
10	DCR	171,459	.93	.464	2.19
11	DCR	171,459	.88	.521	2.26
12	DCR	171,459	.92	.494	2.35
13	DCR	171,459	.64	.467	2.44
14	DCR	8,461	.82	.405	1.95
15	DCR	8,461	.93	.426	1.97
16	DCR	8,461	.94	.457	2.20
17	DCR	8,461	.57	.466	3.08
18	CR	171,459	.56	.535	.72
19	CR	171,459	.67	.626	1.30
20	CR	171,459	.70	.629	9.58
21	CR	171,459	.70	.669	9.82
22	CR	171,459	.80	.570	.69
23	CR	171,459	.75	.546	.94
24	CR	8,461	.72	.624	.61
25	CR	8,461	.84	.508	9.24
26	CR	8,461	.75	.492	9.60
27	CR	8,461	.85	.532	.64
28	CR	8,461	.73	.564	.76
29	CR	171,459	.66	.636	.81
30	CR	8,461	.66	.658	.65

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	405,707	.13	.247	.74
2	DCR	405,707	.81	.437	.61
3	DCR	405,707	.69	.374	.65
4	DCR	405,707	.76	.353	1.84
5	DCR	405,707	.42	.412	1.89
6	DCR	405,707	.79	.477	1.91
7	DCR	405,707	.79	.408	1.89
8	DCR	405,707	.88	.449	1.90
9	DCR	405,707	.83	.527	2.16
10	DCR	405,707	.76	.478	1.92
11	DCR	405,707	.69	.404	1.93
12	DCR	405,707	.63	.387	1.99
13	DCR	405,707	.53	.438	2.09
14	DCR	19,987	.95	.379	1.77
15	DCR	19,987	.88	.475	1.78
16	DCR	19,987	.13	.267	1.86
17	DCR	19,987	.31	.284	1.92
18	CR	405,707	.75	.599	.65
19	CR	405,707	.81	.617	1.00
20	CR	405,707	.88	.598	4.37
21	CR	405,707	.54	.540	4.53
22	CR	405,707	.79	.599	.69
23	CR	405,707	.75	.549	.81
24	CR	19,987	.64	.563	.81
25	CR	19,987	.87	.514	6.73
26	CR	19,987	.73	.430	6.93
27	CR	19,987	.75	.507	.79
28	CR	19,987	.88	.472	.87
29	CR	405,707	.69	.631	.77
30	CR	19,987	.72	.608	.76

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	231,297	.50	.362	1.12
2	DCR	231,297	.87	.412	.93
3	DCR	231,297	.96	.475	1.20
4	DCR	231,297	.89	.438	1.40
5	DCR	231,297	.52	.336	1.46
6	DCR	231,297	.93	.517	1.49
7	DCR	231,297	.88	.487	1.49
8	DCR	231,297	.57	.333	1.51
9	DCR	231,297	.33	.325	1.57
10	DCR	231,297	.92	.474	1.52
11	DCR	231,297	.76	.446	1.53
12	DCR	231,297	.64	.416	1.65
13	DCR	231,297	.17	.264	1.71
14	DCR	12,056	.97	.450	1.30
15	DCR	12,056	.80	.460	1.37
16	DCR	12,056	.37	.289	1.36
17	DCR	12,056	.55	.358	1.42
18	CR	231,297	.73	.602	1.00
19	CR	231,297	.80	.600	1.25
20	CR	231,297	.63	.560	3.36
21	CR	231,297	.70	.573	3.55
22	CR	231,297	.82	.590	1.04
23	CR	231,297	.71	.570	1.19
24	CR	12,056	.72	.560	1.01
25	CR	12,056	.54	.524	4.56
26	CR	12,056	.79	.442	4.64
27	CR	12,056	.89	.532	.96
28	CR	12,056	.75	.538	1.14
29	CR	231,297	.76	.630	1.18
30	CR	12,056	.79	.616	1.00



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	244,216	.52	.393	1.70
2	DCR	244,216	.63	.426	1.61
3	DCR	244,216	.83	.516	1.64
4	DCR	244,216	.88	.530	3.01
5	DCR	244,216	.49	.428	3.11
6	DCR	244,216	.74	.555	3.15
7	DCR	244,216	.68	.494	3.17
8	DCR	244,216	.77	.444	3.22
9	DCR	244,216	.33	.337	3.34
10	DCR	244,216	.41	.433	3.25
11	DCR	244,216	.48	.415	3.27
12	DCR	244,216	.74	.556	3.37
13	DCR	244,216	.36	.402	3.45
14	DCR	15,697	.93	.524	2.40
15	DCR	15,697	.71	.590	2.41
16	DCR	15,697	.87	.603	2.52
17	DCR	15,697	.22	.345	2.59
18	CR	244,216	.76	.675	1.68
19	CR	244,216	.83	.677	1.90
20	CR	244,216	.81	.686	4.04
21	CR	244,216	.74	.694	4.22
22	CR	244,216	.85	.640	1.73
23	CR	244,216	.82	.611	1.93
24	CR	15,697	.91	.588	1.40
25	CR	15,697	.90	.510	3.70
26	CR	15,697	.91	.523	3.95
27	CR	15,697	.90	.569	1.26
28	CR	15,697	.90	.614	1.47
29	CR	244,216	.76	.714	1.99
30	CR	15,697	.76	.658	1.35

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	183,640	51.4	28.7	19.9			.546	.68	.34	.783
	19	183,640	49.7	20.1	30.2			.624	.80	.40	.873
	20	183,640	47.4	16.8	35.8			.620	.88	.44	.905
	21	183,640	47.5	19.9	32.6			.671	.85	.43	.882
	22	183,640	16.2	39.8	44.0			.616	1.28	.64	.724
	23	183,640	19.1	43.6	37.4			.602	1.18	.59	.728
	24	8,636	35.5	30.3	34.2			.635	.99	.50	.835
	25	8,636	22.7	19.4	58.0			.586	1.35	.68	.826
	26	8,636	31.2	25.1	43.7			.547	1.13	.57	.856
	27	8,636	14.5	33.5	52.0			.610	1.38	.69	.724
	28	8,636	24.3	40.7	34.9			.613	1.11	.56	.763
	29	183,640	13.4	21.0	30.5	27.8	7.4	.667	1.95	.49	1.147
	30	8,636	8.1	20.0	33.8	31.8	6.3	.687	2.08	.52	1.042
2	18	171,459	28.8	30.8	40.4			.535	1.12	.56	.824
	19	171,459	23.9	18.0	58.1			.626	1.34	.67	.838
	20	171,459	22.3	15.1	62.6			.629	1.40	.70	.828
	21	171,459	21.1	18.6	60.2			.669	1.39	.70	.813
	22	171,459	6.3	28.1	65.6			.570	1.59	.80	.606
	23	171,459	7.5	36.3	56.2			.546	1.49	.75	.633
	24	8,461	16.4	23.0	60.6			.624	1.44	.72	.758
	25	8,461	9.6	13.0	77.4			.508	1.68	.84	.642
	26	8,461	14.7	20.9	64.5			.492	1.50	.75	.737
	27	8,461	4.5	22.4	73.1			.532	1.69	.85	.552
	28	8,461	10.6	33.3	56.1			.564	1.45	.73	.679
	29	171,459	4.5	9.4	24.8	41.4	19.8	.636	2.63	.66	1.045
	30	8,461	2.6	8.4	26.7	45.7	16.6	.658	2.65	.66	.940
3-5	18	405,707	13.8	23.2	63.0			.599	1.49	.75	.725
	19	405,707	10.7	17.8	71.5			.617	1.61	.81	.673
	20	405,707	8.2	9.2	82.7			.598	1.75	.88	.594

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.
	21	405,707	34.7	23.6	41.7			.540	1.07	.54	.871
	22	405,707	9.2	23.6	67.1			.599	1.58	.79	.654
	23	405,707	9.0	32.9	58.1			.549	1.49	.75	.656
	24	19,987	23.3	26.8	49.9			.563	1.27	.64	.813
	25	19,987	6.3	12.9	80.8			.514	1.73	.87	.563
	26	19,987	15.3	23.7	61.0			.430	1.46	.73	.745
	27	19,987	8.6	34.0	57.4			.507	1.49	.75	.650
	28	19,987	3.2	18.9	77.8			.472	1.75	.88	.504
	29	405,707	3.0	6.6	24.4	44.8	21.2	.631	2.75	.69	.962
	30	19,987	1.2	5.0	20.1	51.0	22.7	.608	2.89	.72	.850
6–8	18	231,297	12.3	30.2	57.4			.602	1.45	.73	.703
	19	231,297	9.4	21.9	68.7			.600	1.59	.80	.655
	20	231,297	23.5	27.4	49.1			.560	1.26	.63	.813
	21	231,297	18.2	25.1	56.7			.573	1.39	.70	.775
	22	231,297	5.5	25.1	69.5			.590	1.64	.82	.583
	23	231,297	13.1	31.7	55.1			.570	1.42	.71	.711
	24	12,056	16.8	22.5	60.7			.560	1.44	.72	.764
	25	12,056	33.9	24.5	41.6			.524	1.08	.54	.865
	26	12,056	12.1	18.2	69.7			.442	1.58	.79	.697
	27	12,056	3.0	16.4	80.6			.532	1.78	.89	.483
	28	12,056	10.7	28.4	60.9			.538	1.50	.75	.681
29	231,297	2.6	2.8	14.1	48.9	31.6	.630	3.04	.76	.893	
30	12,056	1.2	2.9	13.6	43.4	38.9	.616	3.16	.79	.853	
9–12	18	244,216	12.8	23.1	64.1			.675	1.51	.76	.711
	19	244,216	9.4	15.6	75.0			.677	1.66	.83	.643
	20	244,216	10.0	19.0	71.0			.686	1.61	.81	.661
	21	244,216	14.5	23.0	62.5			.694	1.48	.74	.735
	22	244,216	6.1	18.2	75.7			.640	1.70	.85	.579
	23	244,216	8.2	20.9	70.9			.611	1.63	.82	.631

**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.
	24	15,697	3.7	11.9	84.5			.588	1.81	.91	.478
	25	15,697	4.5	11.7	83.8			.510	1.79	.90	.504
	26	15,697	3.7	12.0	84.3			.523	1.81	.91	.481
	27	15,697	2.8	14.5	82.8			.569	1.80	.90	.465
	28	15,697	4.6	11.0	84.4			.614	1.80	.90	.502
	29	244,216	3.9	3.8	14.2	42.1	36.0	.714	3.03	.76	1.003
	30	15,697	1.5	3.6	17.0	44.8	33.2	.658	3.05	.76	.882

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	MC	183,640	.74	.351	1.00
2	MC	183,640	.63	.345	1.73
3	MC	183,640	.80	.507	.97
4	MC	183,640	.66	.427	1.14
5	MC	183,640	.51	.331	1.18
6	MC	183,640	.56	.367	1.16
7	MC	183,640	.83	.447	1.05
8	MC	183,640	.66	.197	1.65
9	MC	183,640	.87	.385	.99
10	MC	183,640	.88	.466	1.02
11	MC	183,640	.60	.297	1.65
12	MC	7,693	.90	.363	.71
13	MC	7,693	.49	.266	1.73
14	MC	7,693	.51	.298	2.12
15	MC	7,693	.56	.400	2.44
16	MC	7,688	.77	.443	1.04
17	MC	7,688	.88	.382	.98
18	MC	7,688	.91	.406	.98
19	MC	7,688	.68	.486	1.46
20	DCR	183,640	.45	.519	.77
21	DCR	183,640	.60	.634	.89
22	DCR	183,640	.48	.603	.90
23	DCR	183,640	.65	.629	.90
24	DCR	183,640	.53	.576	1.02
25	DCR	183,640	.60	.305	.68
26	DCR	183,640	.87	.379	.71
27	DCR	7,693	.21	.417	2.59
28	DCR	7,688	.34	.523	.94
29	CR	183,640	.94	.524	.70
30	CR	183,640	.93	.526	.75
31	CR	7,693	.83	.564	.49
32	CR	7,688	.85	.601	.77

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	171,459	.34	.367	1.12
2	MC	171,459	.62	.397	1.57
3	MC	171,459	.37	.319	1.47
4	MC	171,459	.62	.293	1.84
5	MC	171,459	.61	.412	1.18
6	MC	171,459	.27	.239	1.37
7	MC	171,459	.50	.294	1.49
8	MC	171,459	.66	.440	1.54
9	MC	171,459	.56	.437	1.47
10	MC	171,459	.69	.361	1.45
11	MC	171,459	.43	.331	1.25
12	MC	171,459	.43	.274	1.47
13	MC	171,459	.40	.357	1.37
14	MC	171,459	.56	.449	1.50
15	MC	171,459	.69	.519	1.29
16	MC	171,459	.40	.349	1.48
17	MC	171,459	.60	.400	1.80
18	MC	171,459	.51	.441	1.66
19	MC	171,459	.47	.328	2.57
20	MC	171,459	.34	.493	1.78
21	MC	171,459	.53	.519	2.01
22	MC	171,459	.34	.270	1.54
23	MC	171,459	.58	.528	1.65
24	MC	171,459	.44	.330	1.46
25	MC	171,459	.41	.371	1.90
26	MC	171,459	.36	.309	1.66
27	MC	171,459	.43	.257	1.70
28	MC	171,459	.50	.464	2.28
29	MC	171,459	.36	.247	1.90
30	MC	171,459	.27	.320	1.81
31	MC	171,459	.41	.397	2.33
32	MC	171,459	.61	.380	2.01
33	MC	171,459	.42	.388	1.96
34	MC	171,459	.51	.394	2.95
35	MC	171,459	.41	.280	4.48
36	MC	7,582	.50	.495	1.56
37	MC	7,582	.64	.404	2.12
38	MC	7,582	.20	.106	2.16
39	MC	7,582	.54	.329	1.89
40	MC	7,582	.46	.229	1.60
41	MC	7,582	.57	.580	1.77
42	MC	7,582	.26	.068	2.14
43	MC	7,582	.27	.340	2.04
44	MC	7,582	.31	.380	2.27

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
45	MC	7,582	.53	.379	2.06
46	MC	7,582	.49	.381	2.73
47	MC	7,083	.41	.368	1.33
48	MC	7,083	.55	.469	1.71
49	MC	7,083	.42	.169	1.74
50	MC	7,083	.49	.355	1.33
51	MC	7,083	.45	.327	2.78
52	MC	7,083	.43	.140	1.88
53	MC	7,083	.44	.379	2.44
54	MC	7,083	.25	.190	3.68
55	MC	7,083	.38	.338	2.09
56	MC	7,083	.42	.408	2.77
57	MC	7,083	.49	.512	2.81

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	405,707	.68	.304	.93
2	MC	405,707	.70	.360	.95
3	MC	405,707	.56	.310	.91
4	MC	405,707	.42	.041	.95
5	MC	405,707	.63	.437	1.06
6	MC	405,707	.57	.318	.95
7	MC	405,707	.82	.372	.99
8	MC	405,707	.54	.312	1.05
9	MC	405,707	.46	.294	.99
10	MC	405,707	.56	.263	1.02
11	MC	405,707	.51	.272	1.12
12	MC	405,707	.62	.526	1.12
13	MC	405,707	.55	.423	1.21
14	MC	405,707	.72	.314	1.00
15	MC	405,707	.66	.402	1.01
16	MC	405,707	.46	.251	1.08
17	MC	405,707	.65	.392	1.00
18	MC	405,707	.53	.326	1.07
19	MC	405,707	.55	.432	1.23
20	MC	405,707	.67	.549	1.07
21	MC	405,707	.53	.338	1.12
22	MC	405,707	.74	.524	1.18
23	MC	405,707	.55	.504	1.13
24	MC	405,707	.24	.189	1.20
25	MC	405,707	.38	.346	1.24
26	MC	405,707	.55	.458	1.07
27	MC	405,707	.62	.358	1.15
28	MC	405,707	.66	.492	1.08
29	MC	405,707	.73	.528	1.15
30	MC	405,707	.53	.450	1.69
31	MC	405,707	.56	.359	1.19
32	MC	405,707	.36	.355	1.25
33	MC	405,707	.41	.372	1.38
34	MC	405,707	.37	.251	1.34
35	MC	405,707	.43	.352	1.46
36	MC	17,255	.60	.336	1.03
37	MC	17,255	.63	.408	1.15
38	MC	17,255	.70	.248	1.64
39	MC	17,255	.37	.205	1.18
40	MC	17,255	.48	.403	1.21
41	MC	17,255	.61	.460	1.68
42	MC	17,255	.31	.328	1.24
43	MC	17,255	.57	.458	1.38
44	MC	17,255	.50	.424	1.55



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	17,255	.55	.354	1.31
46	MC	17,255	.58	.393	1.41
47	MC	16,774	.51	.394	1.04
48	MC	16,774	.62	.464	1.06
49	MC	16,774	.33	.268	1.12
50	MC	16,774	.70	.446	1.17
51	MC	16,774	.60	.446	1.41
52	MC	16,774	.41	.210	1.76
53	MC	16,774	.44	.315	1.19
54	MC	16,774	.42	.309	1.36
55	MC	16,774	.48	.353	1.50
56	MC	16,774	.52	.415	1.28
57	MC	16,774	.33	.186	1.41

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	231,297	.59	.292	1.30
2	MC	231,297	.68	.292	1.18
3	MC	231,297	.66	.354	1.16
4	MC	231,297	.52	.319	1.18
5	MC	231,297	.56	.276	1.20
6	MC	231,297	.56	.233	1.19
7	MC	231,297	.58	.293	1.16
8	MC	231,297	.59	.374	1.29
9	MC	231,297	.46	.212	1.31
10	MC	231,297	.50	.341	1.30
11	MC	231,297	.45	.304	1.19
12	MC	231,297	.63	.392	1.18
13	MC	231,297	.67	.435	1.28
14	MC	231,297	.57	.363	1.21
15	MC	231,297	.43	.255	1.22
16	MC	231,297	.40	.305	1.31
17	MC	231,297	.73	.429	1.20
18	MC	231,297	.41	.308	1.21
19	MC	231,297	.57	.368	1.33
20	MC	231,297	.46	.401	1.24
21	MC	231,297	.45	.336	1.26
22	MC	231,297	.52	.420	1.34
23	MC	231,297	.58	.391	1.25
24	MC	231,297	.55	.332	1.28
25	MC	231,297	.37	.215	1.39
26	MC	231,297	.52	.361	1.34
27	MC	231,297	.42	.320	1.32
28	MC	231,297	.55	.459	1.44
29	MC	231,297	.33	.271	1.36
30	MC	231,297	.35	.276	1.43
31	MC	231,297	.50	.355	1.47
32	MC	231,297	.35	.207	1.41
33	MC	231,297	.45	.303	1.44
34	MC	231,297	.52	.348	1.48
35	MC	231,297	.56	.406	1.55
36	MC	10,049	.86	.393	.78
37	MC	10,049	.12	.149	.80
38	MC	10,049	.60	.261	.99
39	MC	10,049	.59	.431	.79
40	MC	10,049	.46	.259	.80
41	MC	10,049	.55	.380	1.50
42	MC	10,049	.48	.356	1.08
43	MC	10,049	.40	.196	1.11
44	MC	10,049	.54	.349	1.14

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	10,049	.35	.245	1.21
46	MC	10,049	.37	.375	1.09
47	MC	9,503	.60	.453	1.15
48	MC	9,503	.48	.267	1.22
49	MC	9,503	.33	.109	1.32
50	MC	9,503	.60	.309	1.33
51	MC	9,503	.34	.245	1.30
52	MC	9,503	.27	.091	2.32
53	MC	9,503	.39	.322	1.48
54	MC	9,503	.33	.210	1.59
55	MC	9,503	.47	.320	1.68
56	MC	9,503	.41	.268	1.67
57	MC	9,503	.44	.257	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
1	MC	244,216	.51	.383	1.79
2	MC	244,216	.58	.132	1.80
3	MC	244,216	.67	.356	1.90
4	MC	244,216	.69	.420	1.81
5	MC	244,216	.61	.289	1.82
6	MC	244,216	.56	.300	1.89
7	MC	244,216	.68	.388	1.85
8	MC	244,216	.55	.428	1.85
9	MC	244,216	.75	.471	1.87
10	MC	244,216	.82	.426	1.82
11	MC	244,216	.76	.397	1.83
12	MC	244,216	.80	.495	1.88
13	MC	244,216	.46	.307	2.16
14	MC	244,216	.36	.304	2.04
15	MC	244,216	.42	.244	1.92
16	MC	244,216	.46	.386	2.01
17	MC	244,216	.51	.292	1.91
18	MC	244,216	.49	.282	2.01
19	MC	244,216	.50	.363	1.93
20	MC	244,216	.48	.318	1.92
21	MC	244,216	.55	.310	1.97
22	MC	244,216	.66	.383	2.08
23	MC	244,216	.51	.291	1.91
24	MC	244,216	.37	.287	1.90
25	MC	244,216	.44	.265	2.07
26	MC	244,216	.56	.518	1.99
27	MC	244,216	.49	.345	1.95
28	MC	244,216	.48	.316	2.04
29	MC	244,216	.60	.243	2.01
30	MC	244,216	.71	.466	2.01
31	MC	244,216	.55	.431	2.10
32	MC	244,216	.49	.348	2.11
33	MC	244,216	.38	.258	2.11
34	MC	244,216	.30	.280	2.23
35	MC	244,216	.50	.390	2.31
36	MC	15,124	.38	.325	1.20
37	MC	15,124	.42	.302	.79
38	MC	15,124	.14	.010	.86
39	MC	15,124	.82	.350	.79
40	MC	15,124	.45	.305	1.13
41	MC	15,124	.27	.089	1.05
42	MC	15,124	.53	.367	1.12
43	MC	15,124	.62	.435	1.02
44	MC	15,124	.67	.385	.99

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	15,124	.35	.270	1.03
46	MC	15,124	.51	.355	1.04
47	MC	13,208	.54	.264	1.43
48	MC	13,208	.41	.090	1.34
49	MC	13,208	.69	.395	1.40
50	MC	13,208	.47	.071	1.32
51	MC	13,208	.34	.109	1.79
52	MC	13,208	.28	.122	1.97
53	MC	13,208	.58	.416	1.67
54	MC	13,208	.74	.420	1.51
55	MC	13,208	.52	.378	1.50
56	MC	13,208	.62	.429	1.48
57	MC	13,208	.42	.318	1.57

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 = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K–1	29	183,640	3.0	1.8	5.4	89.7	.524	2.82	.94	.606
	30	183,640	3.5	2.2	5.3	89.1	.526	2.80	.93	.642
	31	7,693	6.2	7.0	17.9	68.9	.564	2.49	.83	.874
	32	7,688	2.8	6.5	24.8	65.8	.601	2.54	.85	.741

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	MC	183,640	.45	.317	1.81
2	MC	183,640	.53	.182	1.84
3	MC	183,640	.41	.288	1.85
4	MC	183,640	.41	.281	1.87
5	MC	7,792	.54	.263	1.17
6	DCR	183,640	.47	.339	.91
7	DCR	183,640	.54	.246	1.00
8	DCR	183,640	.54	.273	1.01
9	DCR	183,640	.35	.310	1.09
10	DCR	7,792	.40	.397	.80
11	DCR	7,792	.28	.339	.94
12	CR	183,640	.92	.301	.60
13	CR	183,640	.93	.234	.61
14	CR	183,640	.77	.183	.60
15	CR	183,640	.94	.292	.64
16	CR	3,970	.71	.468	.51
17	CR	183,640	.71	.287	.66
18	CR	183,640	.86	.350	.69
19	CR	183,640	.91	.304	.70
20	CR	183,640	.87	.389	.73
21	CR	183,640	.68	.448	2.89
22	CR	183,640	.64	.493	2.46
23	CR	183,640	.56	.512	5.43
24	CR	183,640	.43	.464	5.52
25	CR	3,970	.57	.700	.58
26	CR	3,970	.75	.616	.00
27	CR	3,970	.50	.657	.03
28	CR	3,970	.38	.630	.00

Note: Some IA cases are included in the dataset for field test items 16, 25–28.

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	171,459	.61	.364	1.28
2	MC	171,459	.77	.411	1.82
3	MC	171,459	.69	.448	1.64
4	MC	171,459	.71	.569	2.04
5	MC	171,459	.72	.493	1.50
6	MC	171,459	.74	.435	2.11
7	MC	171,459	.67	.578	3.05
8	MC	171,459	.52	.430	1.72
9	MC	171,459	.42	.213	2.05
10	MC	171,459	.61	.454	2.32
11	MC	171,459	.57	.269	1.71
12	MC	171,459	.57	.291	1.64
13	MC	171,459	.49	.314	2.57
14	MC	171,459	.54	.421	1.97
15	MC	171,459	.58	.432	1.78
16	MC	171,459	.62	.463	2.04
17	MC	171,459	.58	.528	1.79
18	MC	171,459	.63	.462	1.90
19	MC	171,459	.60	.433	1.94
20	MC	6,697	.56	.391	.97
21	MC	6,697	.32	.119	1.60
22	MC	6,697	.50	.235	1.31
23	MC	6,697	.63	.413	1.28
24	MC	6,697	.45	.354	1.48
25	MC	6,697	.47	.298	2.11
26	CR	171,459	.46	.591	1.25
27	CR	171,459	.45	.590	1.71
28	CR	171,459	.44	.601	1.86
29	CR	171,459	.44	.577	2.13
30	CR	3,950	.53	.585	.00
31	CR	3,950	.52	.637	.03
32	CR	171,459	.43	.635	1.90
33	CR	3,950	.42	.619	.03



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	405,707	.87	.364	1.00
2	MC	405,707	.70	.309	1.07
3	MC	405,707	.76	.428	1.08
4	MC	405,707	.68	.327	1.01
5	MC	405,707	.52	.270	1.03
6	MC	405,707	.67	.406	1.11
7	MC	405,707	.58	.154	1.13
8	MC	405,707	.50	.264	1.07
9	MC	405,707	.59	.394	1.13
10	MC	405,707	.41	.169	1.19
11	MC	405,707	.79	.391	1.26
12	MC	405,707	.53	.291	1.11
13	MC	405,707	.68	.417	1.16
14	MC	405,707	.83	.478	1.23
15	MC	405,707	.65	.385	1.23
16	MC	405,707	.56	.281	1.18
17	MC	405,707	.83	.473	1.30
18	MC	405,707	.37	.263	1.37
19	MC	405,707	.67	.454	1.41
20	MC	15,792	.82	.379	.99
21	MC	15,792	.83	.403	.99
22	MC	15,792	.80	.371	.84
23	MC	15,792	.72	.275	.87
24	MC	15,792	.68	.367	.86
25	MC	15,792	.64	.385	.89
26	CR	405,707	.64	.573	.98
27	CR	405,707	.61	.564	1.12
28	CR	405,707	.61	.563	1.20
29	CR	405,707	.66	.590	1.30
30	CR	3,964	.67	.570	.00
31	CR	3,964	.60	.548	.00
32	CR	405,707	.59	.602	1.35
33	CR	3,964	.55	.585	.00

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	231,297	.69	.317	1.31
2	MC	231,297	.62	.252	1.23
3	MC	231,297	.74	.235	1.28
4	MC	231,297	.57	.304	1.23
5	MC	231,297	.69	.409	1.23
6	MC	231,297	.66	.359	1.27
7	MC	231,297	.56	.374	1.34
8	MC	231,297	.61	.362	1.25
9	MC	231,297	.70	.448	1.30
10	MC	231,297	.68	.339	1.34
11	MC	231,297	.80	.437	1.49
12	MC	231,297	.84	.497	1.27
13	MC	231,297	.74	.417	1.28
14	MC	231,297	.48	.222	1.35
15	MC	231,297	.64	.394	1.38
16	MC	231,297	.77	.452	1.34
17	MC	231,297	.74	.463	1.36
18	MC	231,297	.76	.423	1.39
19	MC	231,297	.74	.370	1.42
20	MC	10,726	.78	.321	1.00
21	MC	10,726	.64	.277	.94
22	MC	10,726	.52	.211	1.04
23	MC	10,726	.74	.404	1.37
24	MC	10,726	.56	.225	.91
25	MC	10,726	.37	.043	.94
26	CR	231,297	.66	.500	1.23
27	CR	231,297	.75	.543	1.28
28	CR	231,297	.68	.439	1.29
29	CR	231,297	.64	.502	1.39
30	CR	3,962	.69	.479	.00
31	CR	3,962	.73	.445	.00
32	CR	231,297	.61	.558	1.55
33	CR	3,962	.50	.499	.00

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	244,216	.77	.414	2.02
2	MC	244,216	.61	.295	2.11
3	MC	244,216	.64	.372	2.11
4	MC	244,216	.66	.338	1.99
5	MC	244,216	.88	.541	1.96
6	MC	244,216	.72	.335	2.10
7	MC	244,216	.84	.510	2.04
8	MC	244,216	.74	.489	2.06
9	MC	244,216	.84	.452	2.01
10	MC	244,216	.66	.381	2.07
11	MC	244,216	.78	.532	2.05
12	MC	244,216	.71	.286	2.01
13	MC	244,216	.47	.296	2.05
14	MC	244,216	.71	.406	2.04
15	MC	244,216	.60	.340	2.08
16	MC	244,216	.83	.361	2.05
17	MC	244,216	.70	.354	2.17
18	MC	244,216	.81	.505	2.17
19	MC	244,216	.76	.399	2.21
20	MC	16,003	.12	-.014	1.54
21	MC	16,003	.22	-.035	1.60
22	MC	16,003	.82	.447	1.54
23	MC	16,003	.90	.522	1.70
24	MC	16,003	.66	.329	1.72
25	MC	16,003	.85	.479	1.75
26	CR	244,216	.76	.517	2.00
27	CR	244,216	.70	.498	2.03
28	CR	244,216	.71	.509	2.06
29	CR	244,216	.70	.520	2.15
30	CR	3,928	.71	.428	.00
31	CR	3,928	.75	.439	.00
32	CR	244,216	.67	.603	2.31
33	CR	3,928	.68	.498	.00

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	17	183,640	19.3	19.7	61.1			.287	1.42	.71	.793
	18	183,640	2.9	22.5	74.7			.350	1.72	.86	.510
	19	183,640	4.6	9.5	86.0			.304	1.81	.91	.493
	20	183,640	2.3	21.5	76.2			.389	1.74	.87	.488
	21	183,640	8.6	46.8	44.6			.448	1.36	.68	.635
	22	183,640	8.4	54.6	36.9			.493	1.28	.64	.610
	23	183,640	18.3	52.3	29.4			.512	1.11	.56	.682
	24	183,640	28.9	57.3	13.9			.464	.85	.43	.636
	25	3,970	23.1	39.5	37.4			.700	1.14	.57	.767
	26	3,970	8.9	33.1	58.0			.616	1.49	.75	.654
	27	3,970	28.4	44.3	27.4			.657	.99	.50	.747
28	3,970	40.1	44.2	15.6			.630	.76	.38	.706	
2	26	171,459	11.1	45.0	37.3	6.5		.591	1.39	.46	.769
	27	171,459	9.9	52.0	30.8	7.3		.590	1.35	.45	.757
	28	171,459	9.1	54.7	30.0	6.2		.601	1.33	.44	.726
	29	171,459	12.3	48.8	33.2	5.8		.577	1.32	.44	.761
	30	3,950	6.7	34.3	50.6	8.4		.585	1.59	.53	.749
	31	3,950	11.7	31.6	44.3	12.4		.637	1.56	.52	.864
	32	171,459	10.6	30.7	37.4	20.5	.8	.635	1.70	.43	.939
	33	3,950	8.4	31.6	44.6	14.5	.8	.619	1.67	.42	.854
3-5	26	405,707	2.3	16.6	67.3	13.8		.573	1.93	.64	.625
	27	405,707	2.9	29.6	49.5	17.9		.564	1.83	.61	.749
	28	405,707	3.2	24.8	58.1	14.0		.563	1.83	.61	.697
	29	405,707	3.3	22.1	46.7	27.9		.590	1.99	.66	.794
	30	3,964	1.7	20.1	53.6	24.5		.570	2.01	.67	.723
	31	3,964	2.0	29.1	54.5	14.4		.548	1.81	.60	.697
	32	405,707	5.2	8.4	33.5	51.2	1.7	.602	2.36	.59	.864
	33	3,964	3.0	11.7	51.8	31.3	2.2	.584	2.18	.55	.782
6-8	26	231,297	2.9	19.5	53.2	24.4		.500	1.99	.66	.745
	27	231,297	2.3	21.2	24.4	52.1		.543	2.26	.75	.868

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.
	28	231,297	2.4	21.0	47.6	29.0		.439	2.03	.68	.771
	29	231,297	3.2	16.5	64.4	15.9		.502	1.93	.64	.670
	30	3,962	1.6	15.0	58.9	24.5		.479	2.06	.69	.680
	31	3,962	1.6	13.4	47.5	37.4		.445	2.20	.73	.732
	32	231,297	3.5	6.9	34.5	51.5	3.6	.558	2.45	.61	.816
	33	3,962	3.5	22.5	43.5	30.1	.4	.499	2.01	.50	.826
	26	244,216	2.9	11.3	41.9	44.0		.517	2.27	.76	.771
	27	244,216	2.9	13.0	54.6	29.6		.498	2.11	.70	.727
	28	244,216	3.1	13.8	50.2	32.9		.509	2.13	.71	.757
	29	244,216	2.9	12.9	56.5	27.6		.520	2.09	.70	.718
9–12	30	3,928	.9	11.8	59.2	28.0		.428	2.14	.71	.645
	31	3,928	.9	9.4	52.4	37.3		.439	2.26	.75	.658
	32	244,216	3.4	2.4	22.7	67.3	4.2	.603	2.66	.67	.749
	33	3,928	.6	2.6	28.9	61.4	6.5	.496	2.71	.68	.654

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	221,874	.45	.248	8.50
2	MC	221,874	.31	.303	7.93
3	MC	221,874	.26	.231	9.10
4	MC	221,874	.21	.249	7.64
5	MC	221,874	.44	.251	7.45
6	MC	221,874	.32	.269	7.54
7	MC	221,874	.41	.274	7.54
8	MC	221,874	.44	.280	8.49
9	MC	221,874	.56	.319	8.01
10	MC	221,874	.49	.365	8.49
18	DCR	221,874	.16	.498	.97
19	DCR	221,874	.17	.519	1.03
20	DCR	221,874	.39	.521	1.13
21	DCR	221,874	.57	.520	1.09
22	DCR	221,874	.24	.611	20.63
23	DCR	221,874	.19	.604	20.70
24	DCR	221,874	.49	.411	20.66
25	DCR	221,874	.32	.639	20.71
26	DCR	221,874	.14	.452	1.68
27	DCR	221,874	.16	.476	1.75

Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	10,513	.58	.570	11.20
2	MC	10,513	.53	.527	11.42
3	MC	10,513	.49	.461	12.01
4	MC	10,513	.40	.510	11.34
5	MC	10,513	.53	.452	11.39
6	MC	10,513	.57	.566	11.39
7	MC	10,513	.62	.457	11.36
8	MC	10,513	.65	.494	11.62
9	MC	10,513	.66	.608	11.72
10	MC	10,513	.64	.591	11.91
18	DCR	10,513	.54	.699	2.93
19	DCR	10,513	.48	.660	3.04
20	DCR	10,513	.63	.719	3.09
21	DCR	10,513	.71	.750	3.24
22	DCR	10,513	.54	.733	17.04
23	DCR	10,513	.51	.713	17.12
24	DCR	10,513	.65	.644	17.10
25	DCR	10,513	.63	.791	17.25
26	DCR	10,513	.46	.601	3.96
27	DCR	10,513	.52	.648	3.96

**Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5**

<b>Item Sequence Number</b>	<b>Type</b>	<b>N</b>	<b>p-Value</b>	<b>Point- Biserial</b>	<b>Percent Omit</b>
1	MC	23,942	.69	.631	10.72
2	MC	23,942	.64	.599	10.62
3	MC	23,942	.74	.686	10.96
4	MC	23,942	.53	.497	11.06
5	MC	23,942	.72	.649	10.97
6	MC	23,942	.71	.742	11.02
7	MC	23,942	.75	.703	11.23
8	MC	23,942	.62	.442	10.95
9	MC	23,942	.78	.714	10.99
10	MC	23,942	.48	.499	11.64
11	MC	23,942	.52	.527	11.77
12	MC	23,942	.44	.439	11.92
13	MC	23,942	.55	.507	11.99
14	MC	23,942	.60	.592	12.11
15	MC	23,942	.78	.705	12.02
16	MC	23,942	.45	.483	12.11
17	MC	23,942	.65	.608	12.09
18	MC	23,942	.48	.479	12.35
19	MC	23,942	.53	.502	12.48
20	MC	23,942	.45	.431	12.58



**Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8**

<b>Item Sequence Number</b>	<b>Type</b>	<b>N</b>	<b>p-Value</b>	<b>Point- Biserial</b>	<b>Percent Omit</b>
1	MC	19,837	.57	.548	11.74
2	MC	19,837	.63	.595	10.96
3	MC	19,837	.54	.563	11.17
4	MC	19,837	.63	.637	11.46
5	MC	19,837	.50	.630	11.21
6	MC	19,837	.82	.688	11.24
7	MC	19,837	.61	.607	11.43
8	MC	19,837	.69	.650	11.53
9	MC	19,837	.70	.676	11.60
10	MC	19,837	.53	.440	11.64
11	MC	19,837	.62	.679	11.70
12	MC	19,837	.62	.573	11.78
13	MC	19,837	.65	.651	11.88
14	MC	19,837	.54	.598	11.96
15	MC	19,837	.49	.454	12.00
16	MC	19,837	.58	.564	11.95
17	MC	19,837	.44	.487	12.04
18	MC	19,837	.55	.579	12.31
19	MC	19,837	.63	.609	12.38
20	MC	19,837	.55	.504	12.60

**Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12**

<b>Item Sequence Number</b>	<b>Type</b>	<b>N</b>	<b>p-Value</b>	<b>Point- Biserial</b>	<b>Percent Omit</b>
1	MC	29,978	.70	.640	9.93
2	MC	29,978	.49	.375	10.50
3	MC	29,978	.76	.661	10.45
4	MC	29,978	.71	.577	9.87
5	MC	29,978	.62	.540	10.51
6	MC	29,978	.43	.363	10.18
7	MC	29,978	.78	.650	10.11
8	MC	29,978	.22	.357	9.92
9	MC	29,978	.59	.440	10.09
10	MC	29,978	.54	.593	10.21
11	MC	29,978	.63	.669	10.13
12	MC	29,978	.53	.513	10.38
13	MC	29,978	.69	.609	10.33
14	MC	29,978	.49	.469	10.51
15	MC	29,978	.72	.687	10.49
16	MC	29,978	.65	.523	10.34
17	MC	29,978	.61	.540	10.39
18	MC	29,978	.49	.496	10.73
19	MC	29,978	.54	.539	10.95
20	MC	29,978	.50	.455	10.91

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	221,874	.12	.398	1.08
2	DCR	221,874	.45	.604	.92
3	DCR	221,874	.44	.623	.99
4	DCR	221,874	.27	.537	15.52
5	DCR	221,874	.32	.586	15.94
6	DCR	221,874	.36	.604	16.09
7	DCR	221,874	.63	.607	16.26
8	DCR	221,874	.39	.638	16.42
9	DCR	221,874	.47	.693	16.45
10	DCR	221,874	.52	.640	16.47
11	DCR	221,874	.39	.656	16.55
12	DCR	221,874	.56	.672	16.59
13	DCR	221,874	.31	.603	16.72
18	CR	221,874	.15	.579	1.64
19	CR	221,874	.18	.635	3.35
20	CR	221,874	.21	.640	39.10
21	CR	221,874	.18	.661	39.88
22	CR	221,874	.39	.719	1.51
23	CR	221,874	.35	.712	2.20
29	CR	221,874	.30	.768	1.58

Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	DCR	10,513	.55	.626	2.63
2	DCR	10,513	.67	.765	2.52
3	DCR	10,513	.59	.759	2.58
4	DCR	10,513	.50	.668	13.52
5	DCR	10,513	.55	.701	14.05
6	DCR	10,513	.64	.779	14.10
7	DCR	10,513	.74	.760	14.26
8	DCR	10,513	.60	.792	14.39
9	DCR	10,513	.65	.853	14.49
10	DCR	10,513	.71	.830	14.50
11	DCR	10,513	.65	.842	14.55
12	DCR	10,513	.69	.848	14.57
13	DCR	10,513	.50	.713	14.76
18	CR	10,513	.43	.727	3.63
19	CR	10,513	.53	.808	4.58
20	CR	10,513	.54	.818	21.93
21	CR	10,513	.53	.834	22.27
22	CR	10,513	.61	.860	3.72
23	CR	10,513	.57	.839	4.91
29	CR	10,513	.51	.880	3.84

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	23,942	.15	.372	2.81
2	DCR	23,942	.58	.777	2.66
3	DCR	23,942	.53	.658	2.71
4	DCR	23,942	.56	.676	14.36
5	DCR	23,942	.36	.610	14.92
6	DCR	23,942	.57	.770	15.23
7	DCR	23,942	.55	.771	15.73
8	DCR	23,942	.61	.806	15.78
9	DCR	23,942	.60	.825	16.23
10	DCR	23,942	.55	.788	16.18
11	DCR	23,942	.51	.708	16.22
12	DCR	23,942	.43	.663	16.30
13	DCR	23,942	.43	.687	16.48
18	CR	23,942	.54	.848	3.79
19	CR	23,942	.58	.867	4.53
20	CR	23,942	.61	.880	19.88
21	CR	23,942	.40	.730	20.30
22	CR	23,942	.56	.863	3.92
23	CR	23,942	.55	.849	5.34
29	CR	23,942	.51	.898	4.02

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	19,837	.40	.578	2.56
2	DCR	19,837	.64	.722	2.35
3	DCR	19,837	.71	.790	5.19
4	DCR	19,837	.64	.796	11.39
5	DCR	19,837	.42	.638	12.72
6	DCR	19,837	.66	.851	13.15
7	DCR	19,837	.60	.817	13.67
8	DCR	19,837	.32	.565	13.90
9	DCR	19,837	.33	.574	14.01
10	DCR	19,837	.66	.840	14.09
11	DCR	19,837	.53	.779	14.20
12	DCR	19,837	.49	.725	14.30
13	DCR	19,837	.24	.505	14.48
18	CR	19,837	.52	.846	3.93
19	CR	19,837	.58	.859	4.81
20	CR	19,837	.46	.792	17.97
21	CR	19,837	.51	.818	18.47
22	CR	19,837	.60	.875	4.04
23	CR	19,837	.52	.840	5.75
29	CR	19,837	.56	.905	4.17

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	29,978	.36	.544	3.56
2	DCR	29,978	.42	.643	3.42
3	DCR	29,978	.58	.761	3.55
4	DCR	29,978	.66	.787	14.44
5	DCR	29,978	.34	.603	15.15
6	DCR	29,978	.55	.784	15.47
7	DCR	29,978	.52	.731	15.85
8	DCR	29,978	.59	.744	15.98
9	DCR	29,978	.29	.529	16.14
10	DCR	29,978	.34	.605	16.19
11	DCR	29,978	.38	.627	16.26
12	DCR	29,978	.55	.778	16.34
13	DCR	29,978	.34	.590	16.47
18	CR	29,978	.57	.865	4.43
19	CR	29,978	.61	.868	5.02
20	CR	29,978	.58	.873	16.12
21	CR	29,978	.55	.860	16.56
22	CR	29,978	.64	.855	4.51
23	CR	29,978	.64	.834	5.88
29	CR	29,978	.58	.898	4.78

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	221,874	76.8	16.4	6.8			.579	.30	.15	.587
	19	221,874	75.5	13.3	11.2			.635	.36	.18	.674
	20	221,874	73.6	11.4	15.0			.640	.41	.21	.736
	21	221,874	76.7	11.1	12.2			.661	.35	.18	.687
	22	221,874	43.2	36.5	20.4			.719	.77	.39	.764
	23	221,874	48.4	34.4	17.2			.712	.69	.35	.747
	29	221,874	37.9	25.7	20.2	13.1	3.2	.768	1.18	.30	1.166
2	18	10,513	46.5	22.4	31.1			.727	.85	.43	.867
	19	10,513	41.1	13.2	45.7			.808	1.05	.53	.931
	20	10,513	40.2	11.4	48.4			.818	1.08	.54	.938
	21	10,513	40.2	13.7	46.1			.834	1.06	.53	.927
	22	10,513	28.7	21.0	50.2			.860	1.21	.61	.862
	23	10,513	29.7	26.7	43.6			.839	1.14	.57	.845
	29	10,513	26.6	8.5	17.2	29.4	18.2	.880	2.04	.51	1.474
3-5	18	23,942	37.4	16.9	45.8			.848	1.08	.54	.908
	19	23,942	35.9	13.1	50.9			.867	1.15	.58	.920
	20	23,942	35.3	7.6	57.1			.880	1.22	.61	.936
	21	23,942	52.6	15.6	31.8			.730	.79	.40	.895
	22	23,942	36.2	16.9	47.0			.863	1.11	.56	.905
	23	23,942	34.0	22.6	43.4			.849	1.09	.55	.875
	29	23,942	28.1	8.0	16.2	29.3	18.4	.898	2.02	.51	1.494
6-8	18	19,837	37.9	19.9	42.1			.846	1.04	.52	.894
	19	19,837	34.1	16.5	49.3			.859	1.15	.58	.901
	20	19,837	44.8	18.3	36.9			.792	.92	.46	.900
	21	19,837	41.0	16.6	42.5			.818	1.02	.51	.913
	22	19,837	30.8	18.0	51.3			.875	1.20	.60	.882
	23	19,837	37.5	21.1	41.4			.840	1.04	.52	.888
	29	19,837	24.8	6.7	13.0	30.3	25.1	.905	2.24	.56	1.520
	18	29,978	34.0	18.3	47.6			.865	1.14	.57	.893



**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	19	29,978	31.7	14.4	53.8			.868	1.22	.61	.898
	20	29,978	33.9	16.5	49.6			.873	1.16	.58	.900
	21	29,978	36.7	17.9	45.4			.860	1.09	.55	.902
	22	29,978	27.5	16.9	55.6			.855	1.28	.64	.867
	23	29,978	28.1	16.9	55.0			.834	1.27	.64	.871
	29	29,978	22.4	7.9	13.5	27.8	28.4	.898	2.32	.58	1.512

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	MC	221,874	.45	.326	6.35
2	MC	221,874	.33	.321	8.36
3	MC	221,874	.31	.393	7.80
4	MC	221,874	.35	.356	8.22
5	MC	221,874	.31	.251	8.32
6	MC	221,874	.32	.207	7.60
7	MC	221,874	.44	.404	7.65
8	MC	221,874	.41	.289	8.92
9	MC	221,874	.45	.464	8.44
10	MC	221,874	.44	.479	8.54
11	MC	221,874	.41	.260	9.78
20	DCR	221,874	.08	.547	3.34
21	DCR	221,874	.10	.616	3.58
22	DCR	221,874	.08	.579	3.71
23	DCR	221,874	.10	.611	3.80
24	DCR	221,874	.08	.582	3.88
25	DCR	221,874	.29	.385	2.44
26	DCR	221,874	.53	.457	2.49
29	CR	221,874	.53	.653	2.84
30	CR	221,874	.51	.665	2.93

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

Item Sequence Number	Type	N	$p$ -Value	Point-Biserial	Percent Omit
1	MC	10,513	.32	.485	13.97
2	MC	10,513	.53	.567	14.68
3	MC	10,513	.34	.451	14.83
4	MC	10,513	.51	.483	15.17
5	MC	10,513	.51	.581	14.66
6	MC	10,513	.26	.377	14.82
7	MC	10,513	.44	.467	15.17
8	MC	10,513	.55	.610	15.17
9	MC	10,513	.47	.609	15.33
10	MC	10,513	.57	.588	15.05
11	MC	10,513	.38	.470	14.97
12	MC	10,513	.36	.468	15.30
13	MC	10,513	.36	.492	15.32
14	MC	10,513	.48	.603	15.45
15	MC	10,513	.59	.678	14.97
16	MC	10,513	.38	.512	15.18
17	MC	10,513	.51	.583	15.69
18	MC	10,513	.43	.580	15.58
19	MC	10,513	.41	.510	16.27
20	MC	10,513	.29	.563	15.67
21	MC	10,513	.45	.652	16.02
22	MC	10,513	.33	.452	15.57
23	MC	10,513	.49	.665	15.63
24	MC	10,513	.38	.479	16.48
25	MC	10,513	.37	.537	16.82
26	MC	10,513	.33	.468	16.69
27	MC	10,513	.38	.427	16.86
28	MC	10,513	.44	.603	17.42
29	MC	10,513	.33	.412	17.11
30	MC	10,513	.27	.452	17.06
31	MC	10,513	.37	.552	17.44
32	MC	10,513	.54	.580	17.07
33	MC	10,513	.40	.560	17.13
34	MC	10,513	.46	.570	18.11
35	MC	10,513	.38	.468	19.79

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	23,942	.54	.513	13.67
2	MC	23,942	.59	.591	13.67
3	MC	23,942	.43	.488	13.75
4	MC	23,942	.43	.309	13.95
5	MC	23,942	.52	.606	14.30
6	MC	23,942	.52	.510	14.06
7	MC	23,942	.68	.623	14.15
8	MC	23,942	.45	.489	14.23
9	MC	23,942	.39	.450	14.23
10	MC	23,942	.50	.469	14.14
11	MC	23,942	.45	.503	14.51
12	MC	23,942	.50	.680	14.29
13	MC	23,942	.49	.593	14.78
14	MC	23,942	.59	.570	14.46
15	MC	23,942	.54	.604	14.38
16	MC	23,942	.40	.419	14.67
17	MC	23,942	.51	.610	14.55
18	MC	23,942	.45	.536	14.84
19	MC	23,942	.47	.612	14.83
20	MC	23,942	.55	.688	14.78
21	MC	23,942	.45	.528	14.88
22	MC	23,942	.60	.703	14.85
23	MC	23,942	.48	.657	14.75
24	MC	23,942	.24	.349	14.92
25	MC	23,942	.37	.533	14.99
26	MC	23,942	.47	.616	15.05
27	MC	23,942	.53	.564	15.22
28	MC	23,942	.55	.660	15.23
29	MC	23,942	.58	.699	15.33
30	MC	23,942	.46	.620	15.86
31	MC	23,942	.49	.569	15.51
32	MC	23,942	.34	.509	15.65
33	MC	23,942	.39	.546	15.67
34	MC	23,942	.35	.461	15.68
35	MC	23,942	.39	.543	15.85

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	19,837	.48	.535	12.64
2	MC	19,837	.59	.582	12.72
3	MC	19,837	.58	.594	12.57
4	MC	19,837	.48	.541	12.81
5	MC	19,837	.46	.474	12.92
6	MC	19,837	.48	.515	12.83
7	MC	19,837	.48	.537	12.89
8	MC	19,837	.58	.583	13.08
9	MC	19,837	.41	.440	13.35
10	MC	19,837	.48	.548	13.04
11	MC	19,837	.43	.528	13.11
12	MC	19,837	.55	.638	13.03
13	MC	19,837	.58	.655	13.33
14	MC	19,837	.55	.607	13.20
15	MC	19,837	.45	.473	13.14
16	MC	19,837	.38	.551	13.52
17	MC	19,837	.56	.662	13.10
18	MC	19,837	.39	.501	13.30
19	MC	19,837	.55	.582	13.32
20	MC	19,837	.47	.599	13.60
21	MC	19,837	.44	.560	13.54
22	MC	19,837	.49	.631	13.54
23	MC	19,837	.55	.599	13.54
24	MC	19,837	.54	.540	13.71
25	MC	19,837	.41	.471	13.87
26	MC	19,837	.52	.584	13.79
27	MC	19,837	.42	.537	13.90
28	MC	19,837	.53	.665	13.95
29	MC	19,837	.33	.480	13.95
30	MC	19,837	.35	.476	13.89
31	MC	19,837	.50	.581	14.00
32	MC	19,837	.36	.421	14.11
33	MC	19,837	.46	.534	14.03
34	MC	19,837	.51	.575	14.10
35	MC	19,837	.55	.648	14.17

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	29,978	.53	.585	10.37
2	MC	29,978	.51	.387	10.52
3	MC	29,978	.60	.543	10.94
4	MC	29,978	.58	.568	10.91
5	MC	29,978	.54	.516	10.94
6	MC	29,978	.53	.495	10.98
7	MC	29,978	.60	.612	10.94
8	MC	29,978	.54	.609	10.91
9	MC	29,978	.63	.671	11.14
10	MC	29,978	.70	.646	10.95
11	MC	29,978	.63	.592	11.08
12	MC	29,978	.67	.698	10.90
13	MC	29,978	.40	.497	11.47
14	MC	29,978	.32	.471	11.46
15	MC	29,978	.43	.427	11.37
16	MC	29,978	.44	.514	11.27
17	MC	29,978	.49	.452	11.20
18	MC	29,978	.46	.502	11.45
19	MC	29,978	.50	.556	11.52
20	MC	29,978	.51	.527	11.40
21	MC	29,978	.50	.492	11.56
22	MC	29,978	.63	.578	11.37
23	MC	29,978	.52	.527	11.70
24	MC	29,978	.43	.497	11.65
25	MC	29,978	.46	.458	11.83
26	MC	29,978	.51	.675	11.86
27	MC	29,978	.53	.536	11.84
28	MC	29,978	.50	.517	12.00
29	MC	29,978	.60	.440	11.99
30	MC	29,978	.67	.652	12.06
31	MC	29,978	.57	.641	12.15
32	MC	29,978	.47	.532	12.28
33	MC	29,978	.42	.488	12.23
34	MC	29,978	.37	.500	12.43
35	MC	29,978	.50	.607	12.43

**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	29	221,874	34.9	12.1	11.8	41.3		.653	1.59	0.53	1.328
	30	221,874	37.2	12.2	12.2	38.4		.665	1.52	0.51	1.327

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	MC	221,874	.23	.198	12.19
2	MC	221,874	.37	.192	12.34
3	MC	221,874	.23	.186	12.49
4	MC	221,874	.22	.196	12.52
6	DCR	221,874	.24	.240	3.31
7	DCR	221,874	.29	.288	3.53
8	DCR	221,874	.26	.291	3.84
9	DCR	221,874	.17	.215	4.04
12	CR	221,874	.53	.497	2.90
13	CR	221,874	.76	.374	3.19
14	CR	221,874	.60	.295	2.88
15	CR	221,874	.66	.471	3.83
17	CR	221,874	.44	.522	4.52
18	CR	221,874	.51	.637	5.08
19	CR	221,874	.63	.537	5.14
20	CR	221,874	.58	.604	5.50
21	CR	221,874	.20	.628	32.33
22	CR	221,874	.26	.635	28.29
23	CR	221,874	.15	.586	42.26
24	CR	221,874	.11	.549	43.09



Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2

Item Sequence Number	Type	N	p-Value	Point-Biserial	Percent Omit
1	MC	10,513	.53	.556	14.82
2	MC	10,513	.63	.628	15.59
3	MC	10,513	.56	.637	15.46
4	MC	10,513	.57	.722	15.58
5	MC	10,513	.58	.669	15.48
6	MC	10,513	.60	.652	15.96
7	MC	10,513	.55	.711	16.93
8	MC	10,513	.46	.591	15.93
9	MC	10,513	.37	.392	16.36
10	MC	10,513	.52	.630	16.38
11	MC	10,513	.49	.496	15.83
12	MC	10,513	.51	.503	15.93
13	MC	10,513	.42	.475	16.54
14	MC	10,513	.46	.553	16.01
15	MC	10,513	.49	.589	15.96
16	MC	10,513	.54	.631	16.13
17	MC	10,513	.48	.634	15.86
18	MC	10,513	.52	.614	15.96
19	MC	10,513	.50	.579	15.95
26	CR	10,513	.37	.783	16.47
27	CR	10,513	.36	.787	18.72
28	CR	10,513	.36	.792	18.86
29	CR	10,513	.35	.774	19.04
32	CR	10,513	.32	.798	19.97

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	23,942	.70	.656	13.61
2	MC	23,942	.61	.602	13.76
3	MC	23,942	.59	.655	13.83
4	MC	23,942	.56	.568	13.88
5	MC	23,942	.42	.455	13.95
6	MC	23,942	.57	.587	14.23
7	MC	23,942	.49	.383	14.11
8	MC	23,942	.45	.466	14.42
9	MC	23,942	.50	.578	14.51
10	MC	23,942	.38	.361	14.54
11	MC	23,942	.65	.633	14.52
12	MC	23,942	.47	.540	14.41
13	MC	23,942	.57	.616	14.45
14	MC	23,942	.67	.694	14.51
15	MC	23,942	.54	.597	14.54
16	MC	23,942	.49	.508	14.49
17	MC	23,942	.67	.708	14.59
18	MC	23,942	.33	.405	14.65
19	MC	23,942	.53	.645	14.71
26	CR	23,942	.50	.842	14.69
27	CR	23,942	.47	.831	16.36
28	CR	23,942	.47	.834	16.76
29	CR	23,942	.51	.842	16.92
32	CR	23,942	.44	.849	19.17

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	19,837	.56	.613	12.18
2	MC	19,837	.54	.462	12.19
3	MC	19,837	.64	.557	12.21
4	MC	19,837	.50	.514	12.33
5	MC	19,837	.57	.613	12.48
6	MC	19,837	.57	.583	12.68
7	MC	19,837	.49	.546	12.77
8	MC	19,837	.52	.581	12.60
9	MC	19,837	.55	.665	12.56
10	MC	19,837	.58	.581	12.66
11	MC	19,837	.66	.684	12.81
12	MC	19,837	.67	.719	12.68
13	MC	19,837	.60	.643	12.63
14	MC	19,837	.51	.403	12.68
15	MC	19,837	.56	.607	12.99
16	MC	19,837	.61	.639	12.76
17	MC	19,837	.61	.675	12.78
18	MC	19,837	.59	.630	12.75
19	MC	19,837	.63	.649	12.75
26	CR	19,837	.54	.812	13.99
27	CR	19,837	.60	.830	14.32
28	CR	19,837	.55	.786	14.29
29	CR	19,837	.51	.820	15.78
32	CR	19,837	.47	.850	18.08

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	29,978	.61	.659	10.71
2	MC	29,978	.60	.551	10.83
3	MC	29,978	.56	.599	10.94
4	MC	29,978	.56	.577	10.82
5	MC	29,978	.75	.717	10.74
6	MC	29,978	.60	.588	10.93
7	MC	29,978	.69	.674	10.87
8	MC	29,978	.62	.680	11.17
9	MC	29,978	.71	.692	10.94
10	MC	29,978	.56	.562	11.23
11	MC	29,978	.62	.641	11.00
12	MC	29,978	.65	.540	11.20
13	MC	29,978	.46	.488	11.25
14	MC	29,978	.63	.651	11.09
15	MC	29,978	.49	.497	11.33
16	MC	29,978	.76	.599	11.21
17	MC	29,978	.62	.622	11.28
18	MC	29,978	.69	.649	11.30
19	MC	29,978	.65	.631	11.37
26	CR	29,978	.65	.800	11.45
27	CR	29,978	.61	.802	11.88
28	CR	29,978	.60	.780	11.98
29	CR	29,978	.59	.794	13.01
32	CR	29,978	.55	.851	14.16

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	17	221,874	40.5	31.9	27.6			.522	.87	.44	.815
	18	221,874	31.7	35.7	32.6			.637	1.01	.51	.802
	19	221,874	30.3	14.1	55.6			.537	1.25	.63	.892
	20	221,874	18.9	46.8	34.3			.604	1.15	.58	.713
	21	221,874	66.6	27.1	6.3			.628	.40	.20	.604
	22	221,874	56.6	35.3	8.1			.635	.51	.26	.642
	23	221,874	74.6	20.7	4.7			.586	.30	.15	.551
	24	221,874	80.5	16.9	2.6			.549	.22	.11	.475
2	26	10,513	31.9	31.8	30.0	6.2		.783	1.11	.37	.926
	27	10,513	31.9	36.4	23.9	7.8		.787	1.08	.36	.929
	28	10,513	31.1	37.8	24.0	7.0		.792	1.07	.36	.910
	29	10,513	32.8	35.1	25.4	6.7		.774	1.06	.35	.920
	32	10,513	33.5	23.0	26.7	15.3	1.5	.798	1.28	.32	1.126
3-5	26	23,942	23.5	16.2	48.1	12.2		.842	1.49	.50	.983
	27	23,942	25.8	23.1	33.9	17.1		.831	1.42	.47	1.050
	28	23,942	25.8	19.6	41.8	12.7		.834	1.42	.47	1.007
	29	23,942	26.0	18.3	32.2	23.5		.842	1.53	.51	1.113
	32	23,942	29.4	7.9	24.8	34.5	3.4	.849	1.75	.44	1.293
6-8	26	19,837	21.5	18.5	37.1	22.9		.812	1.61	.54	1.061
	27	19,837	21.0	17.4	22.1	39.6		.830	1.80	.60	1.170
	28	19,837	21.0	17.8	36.5	24.7		.786	1.65	.55	1.069
	29	19,837	24.0	15.9	42.4	17.6		.820	1.54	.51	1.040
	32	19,837	26.5	8.4	24.1	34.7	6.3	.850	1.86	.47	1.313
9-12	26	29,978	16.2	12.4	32.8	38.6		.800	1.94	.65	1.074
	27	29,978	16.5	13.8	41.3	28.4		.802	1.82	.61	1.025
	28	29,978	16.6	14.6	41.3	27.5		.780	1.80	.60	1.022
	29	29,978	17.2	14.1	42.8	25.9		.794	1.77	.59	1.019
	32	29,978	19.1	4.6	18.8	51.3	6.2	.851	2.21	.55	1.236



**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	.45	.10
2	.46	.31	.15
3	.37	.26	.11
4	.26	.21	.05
5	.49	.44	.05
6	.46	.32	.14
7	.55	.41	.14
8	.59	.44	.15
9	.70	.56	.14
10	.64	.49	.15
18	.42	.16	.26
19	.36	.17	.19
20	.61	.39	.22
21	.80	.57	.23
22	.54	.24	.30
23	.50	.19	.31
24	.67	.49	.18
25	.68	.32	.36
26	.42	.14	.28
27	.49	.16	.33
		<b>Sum</b>	<b>3.84</b>
		<b>Average</b>	<b>.19</b>

Table L-2: Comparison of Item Difficulty, Listening, Grade 2

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.70	.58	.12
2	.65	.53	.12
3	.55	.49	.06
4	.45	.40	.05
5	.61	.53	.08
6	.70	.57	.13
7	.72	.62	.10
8	.75	.65	.10
9	.81	.66	.15
10	.77	.64	.13
18	.71	.54	.17
19	.59	.48	.11
20	.78	.63	.15
21	.91	.71	.20
22	.71	.54	.17
23	.67	.51	.16
24	.80	.65	.15
25	.84	.63	.21
26	.57	.46	.11
27	.65	.52	.13
		<b>Sum</b>	<b>2.60</b>
		<b>Average</b>	<b>.13</b>



Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.84	.69	.15
2	.82	.64	.18
3	.91	.74	.17
4	.63	.53	.10
5	.87	.72	.15
6	.94	.71	.23
7	.92	.75	.17
8	.74	.62	.12
9	.96	.78	.18
10	.59	.48	.11
11	.63	.52	.11
12	.47	.44	.03
13	.67	.55	.12
14	.75	.60	.15
15	.94	.78	.16
16	.48	.45	.03
17	.79	.65	.14
18	.54	.48	.06
19	.64	.53	.11
20	.50	.45	.05
		<b>Sum</b>	<b>2.52</b>
		<b>Average</b>	<b>.13</b>

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	.71	.57	.14
2	.81	.63	.18
3	.63	.54	.09
4	.81	.63	.18
5	.63	.50	.13
6	.98	.82	.16
7	.77	.61	.16
8	.88	.69	.19
9	.87	.70	.17
10	.63	.53	.10
11	.80	.62	.18
12	.77	.62	.15
13	.79	.65	.14
14	.68	.54	.14
15	.57	.49	.08
16	.71	.58	.13
17	.53	.44	.09
18	.61	.55	.06
19	.74	.63	.11
20	.59	.55	.04
		<b>Sum</b>	<b>2.62</b>
		<b>Average</b>	<b>.13</b>

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	.86	.70	.16
2	.44	.49	-.05
3	.93	.76	.17
4	.82	.71	.11
5	.68	.62	.06
6	.41	.43	-.02
7	.93	.78	.15
8	.22	.22	.00
9	.58	.59	-.01
10	.68	.54	.14
11	.84	.63	.21
12	.60	.53	.07
13	.81	.69	.12
14	.51	.49	.02
15	.89	.72	.17
16	.72	.65	.07
17	.76	.61	.15
18	.56	.49	.07
19	.61	.54	.07
20	.57	.50	.07
		<b>Sum</b>	<b>1.73</b>
		<b>Average</b>	<b>.09</b>

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	.33	.12	.21
2	.69	.45	.24
3	.67	.44	.23
4	.51	.27	.24
5	.50	.32	.18
6	.67	.36	.31
7	.85	.63	.22
8	.64	.39	.25
9	.74	.47	.27
10	.82	.52	.30
11	.70	.39	.31
12	.82	.56	.26
13	.48	.31	.17
18	.34	.15	.19
19	.40	.18	.22
20	.44	.21	.23
21	.43	.18	.25
22	.64	.39	.25
23	.59	.35	.24
29	.49	.30	.19
		<b>Sum</b>	<b>4.76</b>
		<b>Average</b>	<b>.24</b>

Table L-7: Comparison of Item Difficulty, Speaking, Grade 2

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.66	.55	.11
2	.86	.67	.19
3	.78	.59	.19
4	.63	.50	.13
5	.67	.55	.12
6	.84	.64	.20
7	.93	.74	.19
8	.81	.60	.21
9	.88	.65	.23
10	.93	.71	.22
11	.88	.65	.23
12	.92	.69	.23
13	.64	.50	.14
18	.56	.43	.13
19	.67	.53	.14
20	.70	.54	.16
21	.70	.53	.17
22	.80	.61	.19
23	.75	.57	.18
29	.66	.51	.15
		<b>Sum</b>	<b>3.51</b>
		<b>Average</b>	<b>.18</b>

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	.13	.15	-.02
2	.81	.58	.23
3	.69	.53	.16
4	.76	.56	.20
5	.42	.36	.06
6	.79	.57	.22
7	.79	.55	.24
8	.88	.61	.27
9	.83	.60	.23
10	.76	.55	.21
11	.69	.51	.18
12	.63	.43	.20
13	.53	.43	.10
18	.75	.54	.21
19	.81	.58	.23
20	.88	.61	.27
21	.54	.40	.14
22	.79	.56	.23
23	.75	.55	.20
29	.69	.51	.18
		<b>Sum</b>	<b>3.74</b>
		<b>Average</b>	<b>.19</b>

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	.50	.40	.10
2	.87	.64	.23
3	.96	.71	.25
4	.89	.64	.25
5	.52	.42	.10
6	.93	.66	.27
7	.88	.60	.28
8	.57	.32	.25
9	.33	.33	.00
10	.92	.66	.26
11	.76	.53	.23
12	.64	.49	.15
13	.17	.24	-.07
18	.73	.52	.21
19	.80	.58	.22
20	.63	.46	.17
21	.70	.51	.19
22	.82	.60	.22
23	.71	.52	.19
29	.76	.56	.20
		<b>Sum</b>	<b>3.70</b>
		<b>Average</b>	<b>.19</b>

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	.52	.36	.16
2	.63	.42	.21
3	.83	.58	.25
4	.88	.66	.22
5	.49	.34	.15
6	.74	.55	.19
7	.68	.52	.16
8	.77	.59	.18
9	.33	.29	.04
10	.41	.34	.07
11	.48	.38	.10
12	.74	.55	.19
13	.36	.34	.02
18	.76	.57	.19
19	.83	.61	.22
20	.81	.58	.23
21	.74	.55	.19
22	.85	.64	.21
23	.82	.64	.18
29	.76	.58	.18
		<b>Sum</b>	<b>3.34</b>
		<b>Average</b>	<b>.17</b>



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	.74	.45	.29
2	.63	.33	.30
3	.80	.31	.49
4	.66	.35	.31
5	.51	.31	.20
6	.56	.32	.24
7	.83	.44	.39
8	.66	.41	.25
9	.87	.45	.42
10	.88	.44	.44
11	.60	.41	.19
20	.45	.08	.37
21	.60	.10	.50
22	.48	.08	.40
23	.65	.10	.55
24	.53	.08	.45
25	.60	.29	.31
26	.87	.53	.34
29	.94	.53	.41
30	.93	.51	.42
		<b>Sum</b>	<b>7.27</b>
		<b>Average</b>	<b>.36</b>

Table L-12: Comparison of Item Difficulty, Reading, Grade 2

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.34	.32	.02
2	.62	.53	.09
3	.37	.34	.03
4	.62	.51	.11
5	.61	.51	.10
6	.27	.26	.01
7	.50	.44	.06
8	.66	.55	.11
9	.56	.47	.09
10	.69	.57	.12
11	.43	.38	.05
12	.43	.36	.07
13	.40	.36	.04
14	.56	.48	.08
15	.69	.59	.10
16	.40	.38	.02
17	.60	.51	.09
18	.51	.43	.08
19	.47	.41	.06
20	.34	.29	.05
21	.53	.45	.08
22	.34	.33	.01
23	.58	.49	.09
24	.44	.38	.06
25	.41	.37	.04
26	.36	.33	.03
27	.43	.38	.05
28	.50	.44	.06
29	.36	.33	.03
30	.27	.27	.00
31	.41	.37	.04
32	.61	.54	.07
33	.42	.40	.02
34	.51	.46	.05
35	.41	.38	.03
		<b>Sum</b>	<b>2.04</b>
		<b>Average</b>	<b>.06</b>

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	.68	.54	.14
2	.70	.59	.11
3	.56	.43	.13
4	.42	.43	-.01
5	.63	.52	.11
6	.57	.52	.05
7	.82	.68	.14
8	.54	.45	.09
9	.46	.39	.07
10	.56	.50	.06
11	.51	.45	.06
12	.62	.50	.12
13	.55	.49	.06
14	.72	.59	.13
15	.66	.54	.12
16	.46	.40	.06
17	.65	.51	.14
18	.53	.45	.08
19	.55	.47	.08
20	.67	.55	.12
21	.53	.45	.08
22	.74	.60	.14
23	.55	.48	.07
24	.24	.24	.00
25	.38	.37	.01
26	.55	.47	.08
27	.62	.53	.09
28	.66	.55	.11
29	.73	.58	.15
30	.53	.46	.07
31	.56	.49	.07
32	.36	.34	.02
33	.41	.39	.02
34	.37	.35	.02
35	.43	.39	.04
		<b>Sum</b>	<b>2.83</b>
		<b>Average</b>	<b>.08</b>

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	.59	.48	.11
2	.68	.59	.09
3	.66	.58	.08
4	.52	.48	.04
5	.56	.46	.10
6	.56	.48	.08
7	.58	.48	.10
8	.59	.58	.01
9	.46	.41	.05
10	.50	.48	.02
11	.45	.43	.02
12	.63	.55	.08
13	.67	.58	.09
14	.57	.55	.02
15	.43	.45	-.02
16	.40	.38	.02
17	.73	.56	.17
18	.41	.39	.02
19	.57	.55	.02
20	.46	.47	-.01
21	.45	.44	.01
22	.52	.49	.03
23	.58	.55	.03
24	.55	.54	.01
25	.37	.41	-.04
26	.52	.52	.00
27	.42	.42	.00
28	.55	.53	.02
29	.33	.33	.00
30	.35	.35	.00
31	.50	.50	.00
32	.35	.36	-.01
33	.45	.46	-.01
34	.52	.51	.01
35	.56	.55	.01
		<b>Sum</b>	<b>1.15</b>
		<b>Average</b>	<b>.03</b>

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	.51	.53	-.02
2	.58	.51	.07
3	.67	.60	.07
4	.69	.58	.11
5	.61	.54	.07
6	.56	.53	.03
7	.68	.60	.08
8	.55	.54	.01
9	.75	.63	.12
10	.82	.70	.12
11	.76	.63	.13
12	.80	.67	.13
13	.46	.40	.06
14	.36	.32	.04
15	.42	.43	-.01
16	.46	.44	.02
17	.51	.49	.02
18	.49	.46	.03
19	.50	.50	.00
20	.48	.51	-.03
21	.55	.50	.05
22	.66	.63	.03
23	.51	.52	-.01
24	.37	.43	-.06
25	.44	.46	-.02
26	.56	.51	.05
27	.49	.53	-.04
28	.48	.50	-.02
29	.60	.60	.00
30	.71	.67	.04
31	.55	.57	-.02
32	.49	.47	.02
33	.38	.42	-.04
34	.30	.37	-.07
35	.50	.50	.00
		<b>Sum</b>	<b>.96</b>
		<b>Average</b>	<b>.03</b>

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	.45	.23	.22
2	.53	.37	.16
3	.41	.23	.18
4	.41	.22	.19
6	.47	.24	.23
7	.54	.29	.25
8	.54	.26	.28
9	.35	.17	.18
12	.92	.53	.39
13	.93	.76	.17
14	.77	.60	.17
15	.94	.66	.28
17	.71	.44	.27
18	.86	.51	.35
19	.91	.63	.28
20	.87	.58	.29
21	.68	.20	.48
22	.64	.26	.38
23	.56	.15	.41
24	.43	.11	.32
		<b>Sum</b>	<b>5.48</b>
		<b>Average</b>	<b>.27</b>

Table L-17: Comparison of Item Difficulty, Writing, Grade 2

Item Sequence Number	Item Difficulty		
	Annual Assessment	Initial Assessment	Difference (Annual–Initial)
1	.61	.53	.08
2	.77	.63	.14
3	.69	.56	.13
4	.71	.57	.14
5	.72	.58	.14
6	.74	.60	.14
7	.67	.55	.12
8	.52	.46	.06
9	.42	.37	.05
10	.61	.52	.09
11	.57	.49	.08
12	.57	.51	.06
13	.49	.42	.07
14	.54	.46	.08
15	.58	.49	.09
16	.62	.54	.08
17	.58	.48	.10
18	.63	.52	.11
19	.60	.50	.10
26	.46	.37	.09
27	.45	.36	.09
28	.44	.36	.08
29	.44	.35	.09
32	.43	.32	.11
		<b>Sum</b>	<b>2.32</b>
		<b>Average</b>	<b>.10</b>

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	.87	.70	.17
2	.70	.61	.09
3	.76	.59	.17
4	.68	.56	.12
5	.52	.42	.10
6	.67	.57	.10
7	.58	.49	.09
8	.50	.45	.05
9	.59	.50	.09
10	.41	.38	.03
11	.79	.65	.14
12	.53	.47	.06
13	.68	.57	.11
14	.83	.67	.16
15	.65	.54	.11
16	.56	.49	.07
17	.83	.67	.16
18	.37	.33	.04
19	.67	.53	.14
26	.64	.50	.14
27	.61	.47	.14
28	.61	.47	.14
29	.66	.51	.15
32	.59	.44	.15
		<b>Sum</b>	<b>2.72</b>
		<b>Average</b>	<b>.11</b>



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	.69	.56	.13
2	.62	.54	.08
3	.74	.64	.10
4	.57	.50	.07
5	.69	.57	.12
6	.66	.57	.09
7	.56	.49	.07
8	.61	.52	.09
9	.70	.55	.15
10	.68	.58	.10
11	.80	.66	.14
12	.84	.67	.17
13	.74	.60	.14
14	.48	.51	-.03
15	.64	.56	.08
16	.77	.61	.16
17	.74	.61	.13
18	.76	.59	.17
19	.74	.63	.11
26	.66	.54	.12
27	.75	.60	.15
28	.68	.55	.13
29	.64	.51	.13
32	.61	.47	.14
		<b>Sum</b>	<b>2.74</b>
		<b>Average</b>	<b>.11</b>

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	.77	.61	.16
2	.61	.60	.01
3	.64	.56	.08
4	.66	.56	.10
5	.88	.75	.13
6	.72	.60	.12
7	.84	.69	.15
8	.74	.62	.12
9	.84	.71	.13
10	.66	.56	.10
11	.78	.62	.16
12	.71	.65	.06
13	.47	.46	.01
14	.71	.63	.08
15	.60	.49	.11
16	.83	.76	.07
17	.70	.62	.08
18	.81	.69	.12
19	.76	.65	.11
26	.76	.65	.11
27	.70	.61	.09
28	.71	.60	.11
29	.70	.59	.11
32	.67	.55	.12
		<b>Sum</b>	<b>2.44</b>
		<b>Average</b>	<b>.10</b>

**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	0.6324	0.6339	0.2647
2	3PL	0.6485	0.6454	0.0827
3	3PL	0.7912	1.2220	0.1566
4	3PL	1.1580	1.3710	0.1431
5	3PL	0.4558	0.8121	0.1907
6	3PL	0.7952	0.6355	0.1537
7	3PL	0.6268	0.4620	0.1771
8	3PL	0.5364	0.0294	0.0917
9	3PL	0.5953	-0.4347	0.1532
10	3PL	0.6653	-0.1101	0.1532
11	3PL	0.9107	0.8021	0.1563
12	3PL	0.8049	2.0120	0.1888
13	3PL	0.9505	0.0460	0.1712
14	3PL	0.7484	0.6234	0.1615
15	3PL	0.4953	-0.6756	0.1532
16	3PL	0.6593	1.4160	0.1712
17	3PL	0.3033	-0.8782	0.1141
18	2PL	1.4700	0.2047	
19	2PL	1.3606	0.2929	
20	2PL	1.1265	-0.0443	
21	2PL	1.3729	-0.2884	
22	2PL	2.1335	0.0916	
23	2PL	2.2141	0.1199	
24	2PL	0.7282	-0.3586	
25	2PL	2.6394	0.0076	
26	2PL	1.1359	0.3864	
27	2PL	1.2412	0.2600	
28	2PL	1.3812	-0.2055	
29	2PL	1.4829	0.0560	
30	2PL	1.6918	-0.0059	
31	2PL	1.3212	-0.0967	
32	2PL	1.1806	0.3438	

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	0.7203	-1.5180	0.1382
2	3PL	0.5176	-1.7720	0.1382
3	3PL	1.0380	-1.7870	0.2165
4	3PL	0.4144	-0.5948	0.1075
5	3PL	0.5503	-2.1660	0.1382
6	3PL	1.2900	-2.0710	0.0673
7	3PL	0.9126	-2.1070	0.1382
8	3PL	0.3132	-1.7520	0.1110
9	3PL	0.7364	-2.9220	0.1382
10	3PL	0.4857	-0.1169	0.1576
11	3PL	0.6974	-0.1972	0.1896
12	3PL	0.9502	0.6299	0.2159
13	3PL	0.4059	-0.7600	0.1468
14	3PL	0.6881	-0.8801	0.1905
15	3PL	0.7400	-2.6000	0.1398
16	3PL	1.0810	0.5340	0.2182
17	3PL	0.5144	-1.4020	0.1382
18	3PL	0.9600	0.6672	0.3210
19	3PL	0.4274	-0.6245	0.1366
20	3PL	0.7416	1.0760	0.3212
21	3PL	0.5996	-1.1860	0.1872
22	3PL	1.0020	2.8720	0.0939
23	3PL	1.0280	-2.4170	0.1211
24	3PL	0.9024	-2.8140	0.1216
25	3PL	1.0240	0.0242	0.2549
26	3PL	1.0470	-0.3816	0.2031
27	3PL	0.7599	-1.3750	0.0918
28	3PL	0.4454	-1.2290	0.1413
29	3PL	0.4782	-0.8842	0.1585
30	3PL	0.5285	-0.0487	0.1858
31	3PL	0.6553	-1.7610	0.1536
32	3PL	0.3687	-1.0990	0.1255

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	0.4727	-0.9532	0.1320
2	3PL	0.8181	-1.2506	0.1190
3	3PL	0.5701	-0.3442	0.1565
4	3PL	0.6161	-1.5639	0.1209
5	3PL	0.5951	-0.5195	0.0762
6	3PL	1.2359	-2.9318	0.1735
7	3PL	0.4822	-1.4418	0.1433
8	3PL	0.6317	-2.1565	0.1167
9	3PL	0.6446	-1.9434	0.1296
10	3PL	0.1940	-0.3087	0.2355
11	3PL	0.8259	-1.1803	0.1251
12	3PL	0.4769	-1.5605	0.1242
13	3PL	0.5323	-1.5170	0.1397
14	3PL	0.5618	-0.7541	0.1167
15	3PL	0.2802	0.0065	0.1515
16	3PL	0.3949	-1.0778	0.1346
17	3PL	0.4654	0.3601	0.1582
18	3PL	0.6414	-0.2442	0.1550
19	3PL	0.5713	-1.0911	0.1381
20	3PL	0.6340	0.3868	0.3126
21	3PL	1.3214	-2.4228	0.2383
22	3PL	0.4415	0.0229	0.2383
23	3PL	0.9170	-2.4210	0.2469
24	3PL	0.8955	-2.3967	0.2392
25	3PL	0.5820	-1.5655	0.2341
26	3PL	0.7434	-2.1283	0.2350
27	3PL	0.4885	0.4502	0.2217
28	3PL	0.3400	-2.1500	0.1566
29	3PL	0.7754	-1.2907	0.1978
30	3PL	1.1628	-0.3658	0.3309
31	3PL	1.1865	-0.1231	0.1850
32	3PL	0.4260	-0.0132	0.2195

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	1.0690	-1.4860	0.0532
2	3PL	1.0810	1.5330	0.3549
3	3PL	1.1030	-2.0380	0.0291
4	3PL	0.6457	-1.7380	0.0341
5	3PL	0.4913	-0.9237	0.0569
6	3PL	0.4374	0.7449	0.0606
7	3PL	1.0690	-2.1570	0.0374
8	3PL	0.6002	1.6440	0.0348
9	3PL	0.3413	-0.1884	0.1642
10	3PL	0.6323	-0.8417	0.0207
11	3PL	0.9353	-1.4970	0.0218
12	3PL	0.4404	-0.6008	0.0351
13	3PL	0.7163	-1.5040	0.0334
14	3PL	0.4051	0.2232	0.0892
15	3PL	1.0100	-1.7780	0.0239
16	3PL	0.4281	-1.4190	0.0393
17	3PL	0.5498	-1.4810	0.0253
18	3PL	0.4041	-0.2747	0.0326
19	3PL	0.4955	-0.5613	0.0407
20	3PL	0.2777	-0.5197	0.0377
21	3PL	0.5910	-2.6880	0.1329
22	3PL	1.0870	1.3710	0.1462
23	3PL	0.4227	-4.2000	0.0569
24	3PL	0.1371	2.1290	0.2820
25	3PL	1.1560	-1.8780	0.0873
26	3PL	0.5340	-0.0314	0.1649
27	3PL	0.5322	-0.2787	0.0867
28	3PL	0.4229	-0.2606	0.0815
29	3PL	0.4340	0.5883	0.1768
30	3PL	0.9313	-1.1800	0.1352
31	3PL	0.6791	0.2213	0.3005
32	3PL	0.9460	-0.8530	0.2144

Table M-5: Unscaled Parameters Speaking, Grade Span K–2

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	2PL	1.0797	0.4307					
2	2PL	1.2051	-0.2039					
3	2PL	1.1726	-0.1688					
4	2PL	1.0097	0.1718					
5	2PL	1.0802	0.0858					
6	2PL	1.3338	-0.0446					
7	2PL	1.3547	-0.4107					
8	2PL	1.3148	-0.0582					
9	2PL	1.7797	-0.1406					
10	2PL	1.4501	-0.2291					
11	2PL	1.5913	-0.0824					
12	2PL	1.6380	-0.2383					
13	2PL	1.1090	0.1299					
14	2PL	1.0019	-0.2435					
15	2PL	1.2489	-0.4053					
16	2PL	1.4755	-0.3335					
17	2PL	1.2876	0.3771					
18	GPC			1.0407	0.5730	0.8846		
19	GPC			1.2110	0.5520	0.3857		
20	GPC			1.0179	0.3873	0.0819		
21	GPC			1.3633	0.2667	0.3623		
22	GPC			1.2320	-0.6428	0.3983		
23	GPC			1.1994	-0.4935	0.5647		
24	GPC			1.2069	0.1955	0.4808		
25	GPC			1.1507	0.2156	-0.0587		
26	GPC			1.0534	0.3599	0.3085		
27	GPC			1.1927	-0.6464	0.1894		
28	GPC			1.2414	-0.2624	0.6319		
29	GPC			1.0848	-0.6931	-0.1181	0.4872	1.5575
30	GPC			1.1100	-0.9823	-0.2736	0.4727	1.7783



Table M-6: Unscaled Parameters Speaking, Grade Span 3–5

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	2PL	0.6307	1.9316					
2	2PL	0.7007	-1.3029					
3	2PL	0.5233	-1.1694					
4	2PL	0.5112	-1.7616					
5	2PL	0.7095	0.2132					
6	2PL	0.7921	-0.9716					
7	2PL	0.6311	-1.4409					
8	2PL	0.8304	-1.3304					
9	2PL	1.0498	-0.7689					
10	2PL	0.8021	-0.7970					
11	2PL	0.6009	-0.8793					
12	2PL	0.5560	-0.6881					
13	2PL	0.7087	-0.1512					
14	2PL	0.7851	-2.0790					
15	2PL	0.8974	-1.1830					
16	2PL	0.7553	1.5053					
17	2PL	0.4937	1.3510					
18	GPC			0.7629	-1.2136	-0.7116		
19	GPC			0.8221	-1.4061	-1.0820		
20	GPC			0.7602	-1.7104	-1.9514		
21	GPC			0.6022	-0.0426	-0.3269		
22	GPC			0.8155	-1.6996	-0.7670		
23	GPC			0.6953	-2.0086	-0.4005		
24	GPC			0.6883	-0.6012	-0.3140		
25	GPC			0.8197	-1.3798	-1.3913		
26	GPC			0.5108	-0.8948	-0.9224		
27	GPC			0.7043	-1.9138	-0.3743		
28	GPC			0.7244	-2.5892	-1.3172		
29	GPC			0.7272	-2.5666	-1.9220	-0.6784	1.0989
30	GPC			0.7564	-3.0216	-2.0619	-0.9509	1.1216

Table M-7: Unscaled Parameters Speaking, Grade Span 6–8

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	2PL	0.5761	0.0565					
2	2PL	0.6798	-1.8804					
3	2PL	1.1472	-1.3684					
4	2PL	0.7675	-1.6472					
5	2PL	0.4843	-0.2412					
6	2PL	1.1955	-1.0520					
7	2PL	0.9176	-1.1513					
8	2PL	0.4998	-0.3488					
9	2PL	0.5947	0.8682					
10	2PL	0.9703	-1.3260					
11	2PL	0.7162	-1.0493					
12	2PL	0.6449	-0.6421					
13	2PL	0.6328	1.5553					
14	2PL	1.0697	-1.6340					
15	2PL	0.7987	-1.0085					
16	2PL	0.4576	0.9478					
17	2PL	0.5193	-0.3173					
18	GPC			0.8590	-1.4412	-0.4381		
19	GPC			0.8334	-1.6168	-0.9345		
20	GPC			0.6901	-0.7211	-0.3556		
21	GPC			0.7206	-0.9995	-0.6324		
22	GPC			0.8693	-2.3100	-0.8246		
23	GPC			0.7721	-1.4415	-0.3518		
24	GPC			0.7074	-0.8742	-0.7662		
25	GPC			0.6921	-0.0013	-0.1290		
26	GPC			0.5503	-0.9979	-1.4043		
27	GPC			0.9091	-2.4145	-1.2867		
28	GPC			0.7571	-1.5114	-0.5755		
29	GPC			0.7269	-2.7240	-2.4560	-1.4481	0.6285
30	GPC			0.7297	-2.7531	-2.3701	-1.3584	0.3263

Table M-8: Unscaled Parameters Speaking, Grade Span 9–12

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	2PL	0.6318	-0.1025					
2	2PL	0.6118	-0.6535					
3	2PL	0.8676	-1.0576					
4	2PL	0.9729	-1.0979					
5	2PL	0.7200	-0.0208					
6	2PL	1.0182	-0.5277					
7	2PL	0.8376	-0.4965					
8	2PL	0.6565	-1.2142					
9	2PL	0.5965	0.7091					
10	2PL	0.8682	0.1881					
11	2PL	0.6971	0.0265					
12	2PL	1.0241	-0.5111					
13	2PL	0.8353	0.3711					
14	2PL	1.0182	-1.2293					
15	2PL	1.2782	-0.2708					
16	2PL	1.2853	-0.6247					
17	2PL	0.9018	0.7815					
18	GPC			0.9982	-1.3332	-0.6645		
19	GPC			1.0088	-1.5336	-1.1172		
20	GPC			0.9978	-1.6851	-0.9506		
21	GPC			1.0968	-1.2526	-0.5792		
22	GPC			0.8761	-2.1511	-1.1382		
23	GPC			0.7677	-1.9006	-1.0501		
24	GPC			0.9808	-2.0517	-1.3882		
25	GPC			0.8436	-1.6258	-1.4760		
26	GPC			0.9390	-1.7582	-1.3514		
27	GPC			0.9794	-2.4013	-1.2511		
28	GPC			1.0876	-1.7600	-1.3199		
29	GPC			0.8955	-2.5062	-2.0824	-1.1410	0.3176
30	GPC			0.8447	-2.6711	-2.0937	-0.9440	0.6142

Table M-9: Unscaled Parameters Reading, Grade Span K–1

Item Sequence Number	Model	Parameters						
		<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	3PL	0.9500	0.5100	0.2900				
2	3PL	1.1800	0.9000	0.2200				
3	3PL	2.3700	0.5200	0.2600				
4	3PL	1.7800	0.7600	0.2600				
5	3PL	2.0300	1.1800	0.2600				
6	3PL	1.6400	1.1600	0.2800				
7	3PL	1.6600	0.3200	0.2900				
8	3PL	0.4900	0.4000	0.1300				
9	3PL	1.5900	0.1100	0.2300				
10	3PL	2.0200	0.1600	0.2500				
11	3PL	1.5000	1.1300	0.3600				
12	3PL	0.9000	-0.5400	0.3300				
13	3PL	0.8900	1.4500	0.2600				
14	3PL	0.9800	1.3600	0.2600				
15	3PL	1.5100	1.0500	0.2600				
16	3PL	1.4400	0.5500	0.3200				
17	3PL	1.2200	0.0800	0.3800				
18	3PL	1.5300	-0.1400	0.2300				
19	3PL	1.9600	0.8300	0.2800				
20	2PL	2.2647	0.2519					
21	2PL	3.3882	0.1285					
22	2PL	3.5471	0.1542					
23	2PL	3.2824	0.1272					
24	2PL	2.7647	0.1851					
25	2PL	0.6588	0.4911					
26	2PL	0.8882	-0.3576					
27	2PL	2.0176	0.4431					
28	2PL	2.4235	0.3010					
29	GPC			1.9588	-0.6306	-0.4685	-0.4084	
30	GPC			1.9647	-0.5509	-0.4162	-0.3084	
31	GPC			0.9176	-0.3782	-0.4167	-0.1154	
32	GPC			1.3824	-0.5404	-0.2638	0.4085	

Table M-10: Unscaled Parameters Reading, Grade 2

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> <sup>a</sup>
1	3PL	0.8497	1.1300	0.1279
2	3PL	0.8479	-0.0280	0.2323
3	3PL	0.8754	1.2230	0.1951
4	3PL	0.4768	-0.0947	0.2042
5	3PL	1.0540	0.1969	0.2869
6	3PL	0.8831	1.8480	0.1703
7	3PL	0.7800	0.9648	0.3009
8	3PL	1.0470	-0.2011	0.2345
9	3PL	0.7433	-0.2346	0.0259
10	3PL	0.7415	-0.4610	0.2042
11	3PL	0.7878	0.9093	0.1990
12	3PL	0.9056	1.2590	0.2865
13	3PL	0.9272	0.9833	0.1951
14	3PL	1.0810	0.2120	0.2286
15	3PL	1.9230	-0.2314	0.2669
16	3PL	0.7050	0.7982	0.1273
17	3PL	0.9123	0.0927	0.2364
18	3PL	0.8013	0.0867	0.0609
19	3PL	0.7307	0.7750	0.2105
20	3PL	1.1750	0.7176	0.0655
21	3PL	1.4650	0.2312	0.1772
22	3PL	1.2710	1.4070	0.2294
23	3PL	1.2400	-0.0740	0.1026
24	3PL	0.9577	1.0200	0.2526
25	3PL	0.7096	0.6751	0.1125
26	3PL	1.0120	1.2070	0.2106
27	3PL	0.5182	1.1530	0.1914
28	3PL	1.2300	0.4052	0.1935
29	3PL	0.7345	1.4900	0.2179
30	3PL	0.9718	1.3470	0.1245
31	3PL	0.9810	0.7581	0.1699
32	3PL	1.0750	0.3044	0.3500
33	3PL	1.4050	0.8587	0.2401
34	3PL	1.1950	0.6213	0.2884
35	3PL	1.0760	1.2470	0.2776
36	3PL	1.3630	0.4942	0.2081
37	3PL	0.7596	-0.1562	0.2042
38	3PL	1.2030	2.3320	0.1629
39	3PL	1.0780	0.9229	0.3678
40	3PL	0.4691	1.3800	0.2456

Table M-10: Unscaled Parameters Reading, Grade 2

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> <sup>a</sup>
41	3PL	1.8690	0.1655	0.1830
42	3PL	0.8114	2.9210	0.2297
43	3PL	1.4370	1.4190	0.1508
44	3PL	1.7130	1.2230	0.1716
45	3PL	0.8932	0.5686	0.2539
46	3PL	0.8398	0.6494	0.2050
47	3PL	0.9706	0.9554	0.2054
48	3PL	0.9096	0.0828	0.1271
49	3PL	0.3165	1.9390	0.2042
50	3PL	0.9123	0.7527	0.2574
51	3PL	0.6685	0.8133	0.1815
52	3PL	1.3690	1.7110	0.3757
53	3PL	1.3000	0.9022	0.2556
54	3PL	1.0870	1.9180	0.1859
55	3PL	1.0850	1.1030	0.2134
56	3PL	1.0260	0.7876	0.1753
57	3PL	1.1340	0.2805	0.1096

<sup>a</sup> Non-converging *c* parameters were set to the median.

Table M-11: Unscaled Parameters Reading, Grade Span 3–5

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> <sup>a</sup>
1	3PL	0.4816	-0.7426	0.1724
2	3PL	0.6100	-0.7628	0.1366
3	3PL	0.5041	0.1026	0.1724
4	3PL	1.3643	2.2441	0.4035
5	3PL	0.9180	-0.1514	0.2205
6	3PL	0.7246	0.4521	0.3049
7	3PL	0.6632	-1.5279	0.1199
8	3PL	0.5157	0.2630	0.1724
9	3PL	0.5269	0.7260	0.1724
10	3PL	0.4101	0.1568	0.1724
11	3PL	0.9507	0.9810	0.3510
12	3PL	1.0473	-0.3545	0.0774
13	3PL	0.8221	0.0735	0.1423
14	3PL	0.5029	-0.9982	0.1724
15	3PL	0.7062	-0.4122	0.1724
16	3PL	0.4228	0.7506	0.1724
17	3PL	0.6895	-0.4165	0.1724
18	3PL	0.6377	0.3866	0.1967
19	3PL	1.0369	0.2112	0.2102
20	3PL	1.5617	-0.3044	0.1907
21	3PL	0.5716	0.1438	0.1431
22	3PL	1.2263	-0.8024	0.0978
23	3PL	1.2242	0.0407	0.1517
24	3PL	0.9564	1.8471	0.1582
25	3PL	1.0012	0.9083	0.1729
26	3PL	1.0928	0.1416	0.1811
27	3PL	0.7313	-0.0143	0.2677
28	3PL	1.1906	-0.2756	0.1989
29	3PL	1.6191	-0.4420	0.2388
30	3PL	1.1035	0.2974	0.1859
31	3PL	0.6700	0.1253	0.1688
32	3PL	1.3697	0.9729	0.1910
33	3PL	1.2814	0.8556	0.2082
34	3PL	0.8149	1.3881	0.2121
35	3PL	0.9508	0.8207	0.1944
36	3PL	0.6641	0.1871	0.2749
37	3PL	0.7257	-0.2698	0.1669
38	3PL	0.3200	-1.3242	0.1328
39	3PL	0.4905	1.6895	0.1975
40	3PL	0.9459	0.5188	0.1872

**Table M-11: Unscaled Parameters Reading, Grade Span 3–5**

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> <sup>a</sup>
41	3PL	0.9454	-0.1888	0.1320
42	3PL	1.3740	1.0927	0.1571
43	3PL	1.1779	0.1060	0.2031
44	3PL	1.3498	0.4613	0.2296
45	3PL	0.6617	0.1456	0.1679
46	3PL	0.8877	0.1449	0.2233
47	3PL	0.6568	0.1245	0.0818
48	3PL	0.9361	-0.1929	0.1691
49	3PL	0.6674	1.4159	0.1520
50	3PL	0.8533	-0.6574	0.1278
51	3PL	0.8021	-0.2626	0.0950
52	3PL	0.9730	1.4652	0.3038
53	3PL	0.7082	0.7918	0.1862
54	3PL	1.1211	0.9908	0.2515
55	3PL	0.7955	0.6010	0.2040
56	3PL	0.9590	0.3444	0.1908
57	3PL	0.8295	1.8207	0.2418

<sup>a</sup> Non-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<sup>b</sup></i>
1	3PL	0.4237	-0.3639	0.0758
2	3PL	0.4133	-1.0720	0.0775
3	3PL	0.5883	-0.4848	0.1666
4	3PL	0.4853	0.1220	0.0799
5	3PL	0.4276	0.0553	0.1666
6	3PL	0.3383	0.1604	0.1666
7	3PL	0.4503	-0.0538	0.1666
8	3PL	0.8783	0.1914	0.2782
9	3PL	0.2996	0.9017	0.1129
10	3PL	0.6088	0.4583	0.1666
11	3PL	0.7044	0.8810	0.2182
12	3PL	0.6848	-0.3493	0.1175
13	3PL	0.8599	-0.5320	0.1475
14	3PL	0.7442	0.1834	0.2261
15	3PL	0.4515	0.8414	0.1299
16	3PL	0.6756	0.9395	0.1625
17	3PL	0.8376	-0.7665	0.1666
18	3PL	0.6314	1.0090	0.1666
19	3PL	0.5974	-0.1498	0.0826
20	3PL	0.9663	0.5269	0.1681
21	3PL	0.8044	0.7447	0.1976
22	3PL	0.9039	0.2753	0.1671
23	3PL	0.6998	-0.0537	0.1536
24	3PL	0.5436	0.0655	0.1445
25	3PL	0.8180	1.5850	0.2577
26	3PL	0.8223	0.4911	0.2348
27	3PL	0.6894	0.8639	0.1683
28	3PL	1.2190	0.2030	0.2121
29	3PL	0.7278	1.3970	0.1614
30	3PL	0.8344	1.3720	0.1895
31	3PL	0.8769	0.6452	0.2461
32	3PL	0.5892	1.8630	0.2183
33	3PL	0.8639	1.0210	0.2693
34	3PL	0.7330	0.4851	0.2229
35	3PL	1.0680	0.3469	0.2727
36	3PL	1.0170	-1.4640	0.1546
37	3PL	0.8439	2.5710	0.0724
38	3PL	0.4046	-0.4437	0.1015
39	3PL	0.8194	-0.1869	0.1262
40	3PL	0.4055	0.4814	0.0850

**Table M-12: Unscaled Parameters Reading, Grade Span 6–8**

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> <sup>b</sup>
41	3PL	0.9528	0.2467	0.2425
42	3PL	0.8596	0.5164	0.1947
43	3PL	0.6897	1.6210	0.2768
44	3PL	0.7430	0.2073	0.1909
45	3PL	0.8450	1.3870	0.2104
46	3PL	1.2940	0.8761	0.1804
47	3PL	0.8163	-0.2754	0.0867
48	3PL	0.4229	0.5253	0.1250
49	<sup>a</sup>			
50	3PL	0.4535	-0.4012	0.0855
51	3PL	0.7400	1.5360	0.2017
52	3PL	0.8631	2.5720	0.2377
53	3PL	0.7229	0.9512	0.1480
54	3PL	1.2550	1.5640	0.2493
55	3PL	0.6276	0.5973	0.1695
56	3PL	0.8141	1.2100	0.2464
57	3PL	0.5978	1.1110	0.2248

<sup>a</sup> Non-converging items were excluded from parameter estimation.

<sup>b</sup> Non-converging *c* parameters were set to the median.

Table M-13: Unscaled Parameters Reading, Grade Span 9–12

Item Sequence Number	Model	Parameters		
		<i>a</i>	<i>b</i>	<i>c<sup>b</sup></i>
1	3PL	0.6276	0.1194	0.1086
2	3PL	0.1524	0.0438	0.1885
3	3PL	0.5034	-0.9503	0.0576
4	3PL	0.8266	-0.4750	0.2182
5	3PL	0.4116	-0.2258	0.1885
6	3PL	0.5101	0.2580	0.2229
7	3PL	0.6681	-0.5812	0.1885
8	3PL	0.7870	-0.0158	0.1299
9	3PL	0.9297	-1.0020	0.0794
10	3PL	0.8090	-1.4970	0.0322
11	3PL	0.6960	-1.0430	0.1885
12	3PL	1.1070	-1.2330	0.0312
13	3PL	0.6895	0.8044	0.2315
14	3PL	0.6425	1.0570	0.1310
15	3PL	0.3579	0.8784	0.0797
16	3PL	0.8465	0.5109	0.1750
17	3PL	0.5982	0.7189	0.2730
18	3PL	0.4791	0.6242	0.1885
19	3PL	0.7399	0.4077	0.1902
20	3PL	0.8745	0.8272	0.2839
21	3PL	0.5653	0.3189	0.2305
22	3PL	0.6974	-0.3215	0.2494
23	3PL	0.4819	0.4676	0.1885
24	3PL	0.8232	1.1990	0.2094
25	3PL	0.4845	1.0030	0.1956
26	3PL	1.2240	-0.0363	0.1344
27	3PL	0.5690	0.3053	0.1320
28	3PL	0.7147	0.7587	0.2421
29	3PL	0.3252	-0.2033	0.1885
30	3PL	1.1750	-0.3690	0.3103
31	3PL	1.0730	0.2419	0.2285
32	3PL	0.5148	0.1874	0.0729
33	3PL	0.7322	1.3940	0.2308
34	3PL	0.9561	1.4070	0.1673
35	3PL	0.7849	0.3255	0.1665
36	3PL	0.8848	0.9852	0.1773
37	3PL	0.5415	0.7479	0.1059
38	3PL	1.2620	2.6520	0.1306
39	3PL	0.7004	-1.4390	0.1885
40	3PL	0.6315	0.7165	0.1747

**Table M-13: Unscaled Parameters Reading, Grade Span 9–12**

Item Sequence		Parameters		
Number	Model	<i>a</i>	<i>b</i>	<i>c</i> <sup>b</sup>
41	<sup>a</sup>			
42	3PL	1.0500	0.4124	0.2555
43	3PL	1.2090	-0.0206	0.2460
44	3PL	0.8413	-0.4079	0.2045
45	3PL	0.9014	1.2240	0.1975
46	3PL	0.8505	0.4180	0.2025
47	3PL	0.4214	0.3807	0.1966
48	<sup>a</sup>			
49	3PL	0.6381	-0.8599	0.0670
50	<sup>a</sup>			
51	3PL	0.2793	3.5260	0.2174
52	3PL	0.3831	3.2730	0.1917
53	3PL	1.0600	0.1282	0.2328
54	3PL	1.0190	-0.5654	0.2712
55	3PL	0.9145	0.3756	0.2031
56	3PL	0.9605	-0.1231	0.1960
57	3PL	0.6700	0.7797	0.1384

<sup>a</sup> Non-converging items were excluded from parameter estimation.

<sup>b</sup> 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>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	3PL	1.0749	0.8493	0.2260					
2	3PL	0.7747	1.3390	0.3997					
3	3PL	1.1281	1.0263	0.2266					
4	3PL	1.0879	1.0439	0.2316					
5	3PL	0.9909	1.0375	0.3838					
6	2PL	0.5241	0.3313						
7	2PL	0.3390	-0.4347						
8	2PL	0.3793	-0.2639						
9	2PL	0.4930	1.1748						
10	2PL	0.6552	0.5146						
11	2PL	0.5510	1.3483						
12	2PL	0.7032	-1.8937						
13	2PL	0.5261	-3.5971						
14	2PL	0.2848	-5.3567						
15	2PL	0.7395	-2.1048						
16	2PL	0.6289	-1.6450						
17	GPC				0.2701	-0.8528	-2.4028		
18	GPC				0.4866	-3.1717	-1.4899		
19	GPC				0.4203	-1.9622	-3.2339		
20	GPC				0.5813	-3.3472	-1.2843		
21	GPC				0.8011	-1.8606	0.2928		
22	GPC				0.9541	-1.8109	0.4676		
23	GPC				1.0162	-1.0386	0.7292		
24	GPC				0.8912	-0.6336	1.5690		
25	GPC				0.8467	-1.7793	-0.1775		
26	GPC				0.7378	-2.9162	-1.0927		
27	GPC				0.9946	-1.0779	0.5277		
28	GPC				1.0375	-0.6008	1.1226		

Table M-15: Unscaled Parameters Writing, Grade 2

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	3PL	1.0498	0.3059	0.3288					
2	3PL	0.7883	-0.9544	0.1433					
3	3PL	1.1591	-0.1923	0.2763					
4	3PL	2.0709	-0.3066	0.2106					
5	3PL	1.2979	-0.4117	0.2185					
6	3PL	1.0198	-0.4705	0.2618					
7	3PL	2.1150	-0.1752	0.1932					
8	3PL	1.1403	0.3690	0.1945					
9	3PL	0.5472	1.3494	0.2312					
10	3PL	1.3614	0.1728	0.2891					
11	3PL	0.9252	0.7921	0.3816					
12	3PL	0.7272	0.6007	0.3274					
13	3PL	0.8614	0.7475	0.2527					
14	3PL	1.6586	0.5067	0.2908					
15	3PL	1.5349	0.3722	0.3065					
16	3PL	1.7981	0.2512	0.3315					
17	3PL	1.4118	0.0876	0.1628					
18	3PL	1.7863	0.2201	0.3362					
19	3PL	0.8638	-0.0414	0.1550					
20	3PL	0.8817	0.1425	0.1987					
21	3PL	0.3446	2.8635	0.1893					
22	3PL	0.5547	0.9466	0.2802					
23	3PL	1.2944	0.1608	0.3332					
24	3PL	0.8716	0.6098	0.1718					
25	3PL	0.7916	0.7717	0.2370					
26	GPC				0.8644	-1.6759	0.2813	2.0514	
27	GPC				0.9068	-1.7759	0.5269	1.8405	
28	GPC				1.0057	-1.8184	0.5471	1.8827	
29	GPC				0.8299	-1.6450	0.4839	2.1126	
30	GPC				0.9517	-1.9406	-0.2998	1.7712	
31	GPC				1.0030	-1.3665	-0.2100	1.4003	
32	GPC				0.8037	-1.6553	-0.2148	1.0674	3.1858
33	GPC				0.9302	-1.7842	-0.3099	1.2774	2.9764

Table M-16: Unscaled Parameters Writing, Grade Span 3–5

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i> <sup>a</sup>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	3PL	0.6988	-1.8963	0.1614					
2	3PL	0.6040	-0.5524	0.2641					
3	3PL	0.8746	-0.8873	0.1586					
4	3PL	0.5415	-0.7305	0.1363					
5	3PL	0.4482	0.3571	0.1436					
6	3PL	1.1491	-0.0289	0.3160					
7	3PL	0.2013	-0.2570	0.1614					
8	3PL	0.7281	0.7924	0.2768					
9	3PL	1.1225	0.2233	0.2653					
10	3PL	0.7050	1.6664	0.2931					
11	3PL	0.6894	-1.2192	0.1248					
12	3PL	0.5107	0.2347	0.1445					
13	3PL	1.0289	-0.1946	0.2613					
14	3PL	1.3179	-0.8372	0.2831					
15	3PL	0.8905	-0.0718	0.2431					
16	3PL	0.4752	0.0181	0.1520					
17	3PL	1.1351	-0.9747	0.2080					
18	3PL	0.7627	1.1593	0.1768					
19	3PL	0.9422	-0.3380	0.1614					
20	3PL	0.7259	-1.4646	0.1116					
21	3PL	0.8465	-1.4024	0.1316					
22	3PL	0.7086	-1.3751	0.1313					
23	3PL	0.4453	-1.2324	0.1614					
24	3PL	0.7845	-0.4453	0.2213					
25	3PL	1.1688	0.0054	0.3047					
26	GPC				0.9022	-2.9733	-1.3452	1.5381	
27	GPC				0.7879	-3.0507	-0.6460	1.2682	
28	GPC				0.8046	-2.7895	-0.9415	1.6283	
29	GPC				0.7786	-2.7858	-0.9469	0.8010	
30	GPC				0.8860	-2.9878	-1.1037	0.8481	
31	GPC				0.8636	-2.9756	-0.7124	1.3803	
32	GPC				0.7346	-1.8438	-1.6742	-0.0317	3.0021
33	GPC				0.8622	-2.2902	-1.5745	0.5354	2.6849

<sup>a</sup> Non-converging *c* parameters were set to the median.

Table M-17: Unscaled Parameters Writing, Grade Span 6–8

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i> <sup>b</sup>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	3PL	0.4827	-0.8816	0.1005					
2	3PL	0.3759	-0.6548	0.0782					
3	3PL	0.3455	-1.7763	0.1005					
4	3PL	0.4768	-0.1444	0.1005					
5	3PL	0.6794	-0.7363	0.0567					
6	3PL	0.6006	-0.5200	0.1085					
7	3PL	0.9934	0.2506	0.2104					
8	3PL	0.6001	-0.3884	0.0673					
9	3PL	0.9746	-0.5317	0.1544					
10	3PL	0.5568	-0.7498	0.1005					
11	3PL	0.8244	-1.2289	0.0658					
12	3PL	1.1040	-1.3004	0.0659					
13	3PL	0.7629	-0.9566	0.0675					
14	3PL	0.8537	1.0780	0.3075					
15	3PL	0.8408	-0.2263	0.1705					
16	3PL	0.9881	-0.8335	0.1544					
17	3PL	0.9251	-0.7676	0.1162					
18	3PL	0.7553	-1.0779	0.0621					
19	3PL	0.6279	-1.0737	0.1005					
20	3PL	0.5338	-1.5241	0.0995					
21	3PL	0.4634	-0.5924	0.1190					
22	3PL	0.3383	0.2271	0.1170					
23	3PL	0.9082	-0.7243	0.2048					
24	3PL	0.3973	0.0329	0.1543					
25	<sup>a</sup>								
26	GPC				0.5531	-3.3378	-1.4018	1.1510	
27	GPC				0.5444	-3.8181	-0.6424	-0.6230	
28	GPC				0.4158	-4.2467	-1.4418	0.9830	
29	GPC				0.5880	-2.8607	-1.7160	1.7941	
30	GPC				0.6725	-3.1234	-1.6475	0.9968	
31	GPC				0.5533	-3.3469	-1.8231	0.3644	
32	GPC				0.6009	-2.3261	-2.1021	-0.1842	3.1384
33	GPC				0.6111	-2.7968	-0.9832	0.5809	4.9915

<sup>a</sup> Non-converging items were excluded from parameter estimation.

<sup>b</sup> Non-converging *c* parameters were set to the median.



Table M-18: Unscaled Parameters Writing, Grade Span 9–12

Item Sequence Number	Model	Parameters							
		<i>a</i>	<i>b</i>	<i>c</i> <sup>b</sup>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
1	3PL	0.7112	-1.0005	0.1701					
2	3PL	0.5002	-0.1101	0.2204					
3	3PL	0.6837	-0.3759	0.1636					
4	3PL	0.5547	-0.4770	0.1782					
5	3PL	1.2306	-1.3765	0.2115					
6	3PL	0.4957	-0.9235	0.1714					
7	3PL	1.1591	-1.0920	0.2183					
8	3PL	1.0933	-0.6811	0.1689					
9	3PL	0.7704	-1.4417	0.1832					
10	3PL	0.6797	-0.4620	0.1495					
11	3PL	1.3330	-0.7562	0.1746					
12	3PL	0.4233	-0.9628	0.1782					
13	3PL	0.7954	0.5932	0.1889					
14	3PL	0.7419	-0.6207	0.1798					
15	3PL	0.6328	-0.0963	0.1593					
16	3PL	0.5318	-1.8538	0.1782					
17	3PL	0.5520	-0.7724	0.1778					
18	3PL	1.2726	-0.8310	0.2400					
19	3PL	0.6837	-0.9702	0.2080					
20	a								
21	a								
22	3PL	1.0352	-0.8108	0.3437					
23	3PL	1.5621	-1.1847	0.3695					
24	3PL	0.8381	0.0422	0.3455					
25	3PL	1.3301	-0.8354	0.3680					
26	GPC				0.4912	-3.2939	-2.1057	0.0923	
27	GPC				0.4960	-3.3672	-2.0806	0.9162	
28	GPC				0.5128	-3.1698	-1.9982	0.7133	
29	GPC				0.5511	-3.0777	-2.0560	1.0085	
30	GPC				0.5829	-3.7929	-2.0125	1.0041	
31	GPC				0.5884	-3.7227	-2.1762	0.5238	
32	GPC				0.5998	-1.6279	-2.9844	-1.0591	3.2058
33	GPC				0.7162	-3.1023	-2.8668	-0.7188	2.3989

<sup>a</sup> Non-converging items were excluded from parameter estimation.

<sup>b</sup> Non-converging *c* parameters were set to the median.



**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			
				Mean Score	Standard Deviation	Maximum Score	Pearson Correlation
Listening	K–1	183,640	MC	5.0708	2.0379	10	.487
		183,640	DCR	5.5014	2.8348	10	
	2	171,459	MC	6.7084	2.1558	10	.489
		171,459	DCR	7.2509	2.4503	10	
Speaking	K–1	183,640	DCR	8.4097	3.6198	13	.640
		183,640	CR	7.6338	4.5280	16	
	2	171,459	DCR	10.4283	2.8509	13	.625
		171,459	CR	10.9579	4.0916	16	
	3–5	405,707	DCR	8.7000	2.9161	13	.675
		402,707	CR	11.7323	3.6756	16	
	6–8	231,297	DCR	8.9566	2.5368	13	.668
		231,297	CR	11.7897	3.6570	16	
	9–12	244,216	DCR	7.8679	3.2523	13	.727
		244,216	CR	12.6084	3.8624	16	
Reading	K–1	183,640	MC	7.7194	2.3844	11	.649
		183,640	DCR	4.1871	2.2312	7	
		183,640	MC	7.7194	2.3844	11	.453
		183,640	CR	5.6180	1.1783	6	
		183,640	DCR	4.1871	2.2312	7	.407
		183,640	CR	5.6180	1.1783	6	
	K–1	183,640	MC	1.7926	1.2169	4	.312
		183,640	DCR	1.8967	1.2312	4	
183,640		MC	1.7926	1.2169	4	.329	
183,640		CR	14.8495	3.1686	20		
Writing	2	183,640	DCR	1.8967	1.2312	4	.365
		183,640	CR	14.8495	3.1686	20	
	2	171,459	MC	11.6462	4.5496	19	.691
		171,459	CR	7.1089	3.0065	16	
	3–5	405,707	MC	12.1901	3.7461	19	.671
		409,707	CR	9.9302	2.7801	16	
	6–8	231,297	MC	13.0255	3.9891	19	.621
		231,297	CR	10.6638	2.7177	16	
	9–12	244,216	MC	13.7412	3.9663	19	.650
		244,216	CR	11.2586	2.6450	16	

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

Domain	Grade Span	N	Item Type	Raw Score			
				Mean Score	Standard Deviation	Maximum Score	Pearson Correlation
Listening	K-1	221,874	MC	3.8987	2.1536	10	.531
		221,874	DCR	2.8141	2.7691	10	
	2	10,513	MC	5.6850	3.0443	10	.772
		10,513	DCR	5.6633	3.7653	10	
Speaking	K-1	221,874	DCR	5.2251	4.2597	13	.732
		221,874	CR	4.0649	4.2339	16	
	2	10,513	DCR	8.0464	5.0543	13	.880
		10,513	CR	8.4276	6.0128	16	
	3-5	23,942	DCR	6.4288	4.7206	13	.912
		23,942	CR	8.4658	6.1825	16	
	6-8	19,837	DCR	6.6438	4.6546	13	.914
		19,837	CR	8.6143	6.1512	16	
	9-12	29,978	DCR	5.9101	4.5632	13	.883
		29,978	CR	9.4699	6.2256	16	
Reading	K-1	221,874	MC	4.2228	2.5777	11	.634
		221,874	DCR	1.2536	1.6604	7	
		221,874	MC	4.2228	2.5777	11	.465
		221,874	CR	3.1136	2.5627	6	
		221,874	DCR	1.2536	1.6604	7	.480
		221,874	CR	3.1136	2.5627	6	
Writing	K-1	221,874	MC	1.0598	1.0068	4	.288
		221,874	DCR	.9546	1.0632	4	
		221,874	MC	1.0598	1.0068	4	.270
		221,874	CR	8.2822	4.7457	20	
		221,874	DCR	.9546	1.0632	4	.334
		221,874	CR	8.2822	4.7457	20	
	2	10,513	MC	9.7856	6.0641	19	.829
		10,513	CR	5.5940	4.2187	16	
	3-5	23,942	MC	10.1943	5.6844	19	.850
		23,942	CR	7.6067	4.9550	16	
6-8	19,837	MC	10.9586	6.0333	19	.854	
	19,837	CR	8.4619	5.0521	16		
9-12	29,978	MC	11.8493	5.9682	19	.860	
	29,978	CR	9.5312	4.7349	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
<b>Copy Letter</b>							
<b>01210144</b>	12	183,640	19,736	18,501	93.7	0	0.0
<b>01210232</b>	13	183,640	19,828	18,941	95.5	0	0.0
<b>01210222</b>	14	183,640	19,614	17,535	89.4	0	0.0
<b>01210226</b>	15	183,640	19,644	19,060	97.0	0	0.0
<b>Copy Word</b>							
<b>01210244</b>	17	183,640	19,722	16,422	83.3	841	4.3
<b>01210146</b>	18	183,640	19,540	16,693	85.4	86	0.4
<b>01210240</b>	19	183,640	19,859	17,859	89.9	303	1.5
<b>01210188</b>	20	183,640	19,771	18,291	92.5	43	0.2
<b>Write Word</b>							
<b>01210150</b>	21	183,640	19,391	19,018	98.1	15	0.1
<b>01210170</b>	22	183,640	19,281	18,587	96.4	82	0.4
<b>01210174</b>	23	183,640	18,704	18,272	97.7	15	0.1
<b>01210192</b>	24	183,640	18,706	18,426	98.5	4	0.0

**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
<b>Sentences</b>							
00940119	26	171,459	18,423	16,453	89.3	123	0.7
01057225	27	171,459	18,153	16,353	90.1	73	0.4
01208544	28	171,459	18,325	16,506	90.1	90	0.5
01057241	29	171,459	18,303	16,501	90.2	126	0.7
<b>Short Composition</b>							
01208556	32	171,468	18,191	14,777	81.2	149	0.8

**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
<b>Sentences</b>							
01209024	26	405,707	43,573	38,786	89.0	55	0.1
01209016	27	405,707	43,377	37,551	86.6	108	0.2
01059950	28	405,707	43,515	37,877	87.0	102	0.2
01059942	29	405,707	43,512	38,655	88.8	157	0.4
<b>Short Composition</b>							
01209028	32	405,723	43,236	36,495	84.4	182	0.4

**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
<b>Sentences</b>							
01209158	26	231,297	24,686	21,746	88.1	60	0.2
00437813	27	231,297	24,537	22,509	91.7	113	0.5
01209166	28	231,297	24,751	21,958	88.7	60	0.2
01069263	29	231,297	24,793	22,075	89.0	44	0.2
<b>Short Composition</b>							
01209172	32	231,319	24,712	19,444	78.7	103	0.4

**Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12**

Item Number	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>							
01209301	26	244,216	25,861	23,082	89.3	107	0.4
01060037	27	244,216	25,794	22,328	86.6	106	0.4
01209309	28	244,216	25,937	22,769	87.8	74	0.3
01060029	29	244,216	25,769	22,571	87.6	99	0.4
<b>Short Composition</b>							
01209320	32	244,235	25,914	21,909	84.5	98	0.4





Appendix P: Test Characteristic and Standard Error Curves

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

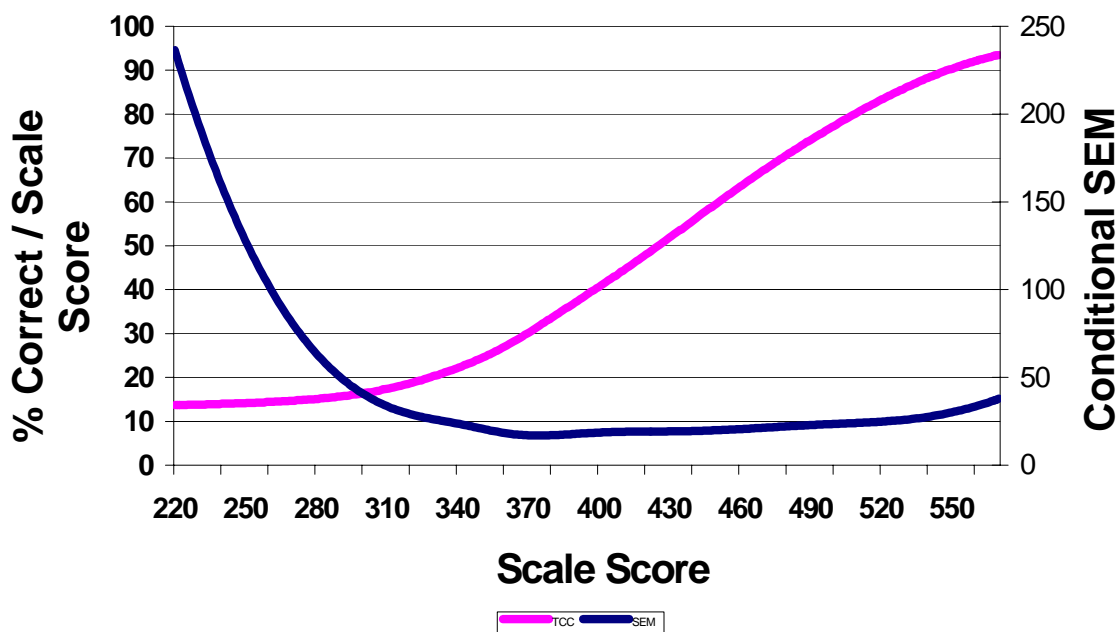


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

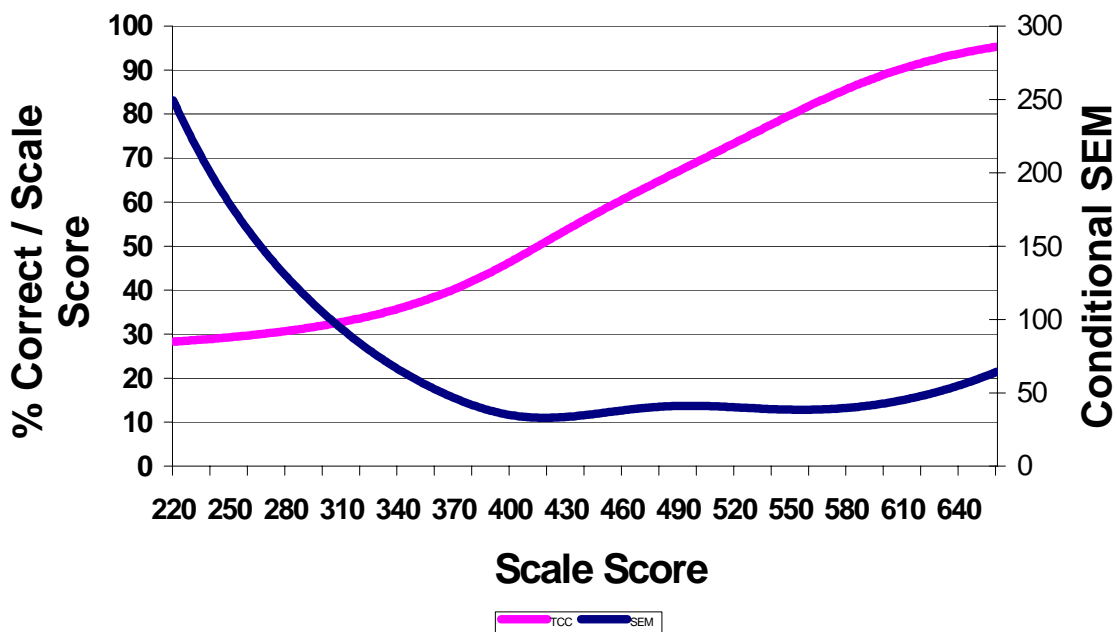


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

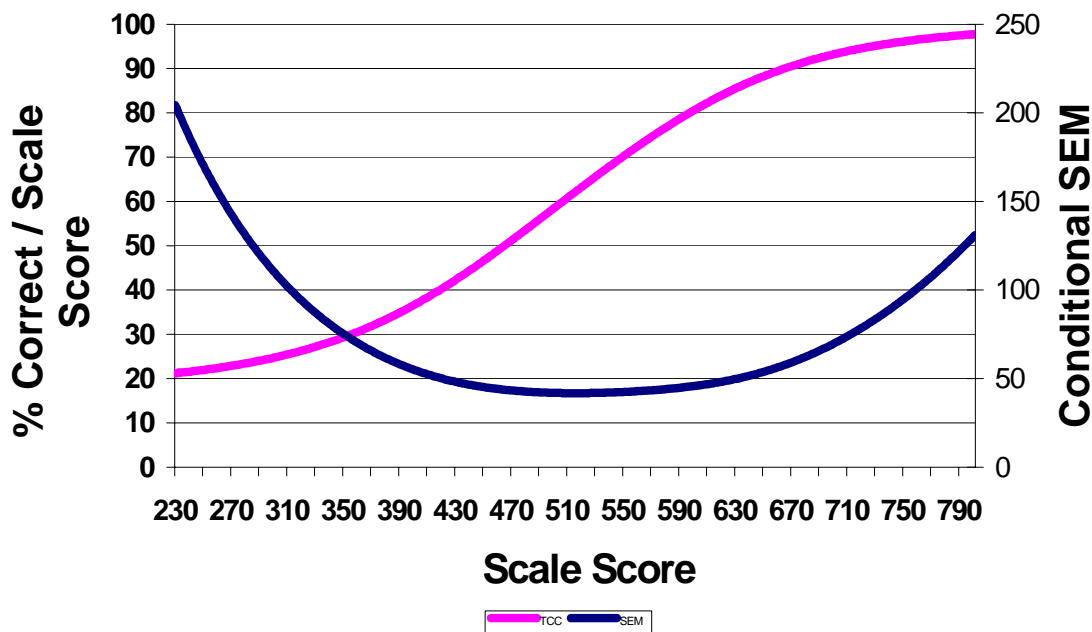


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

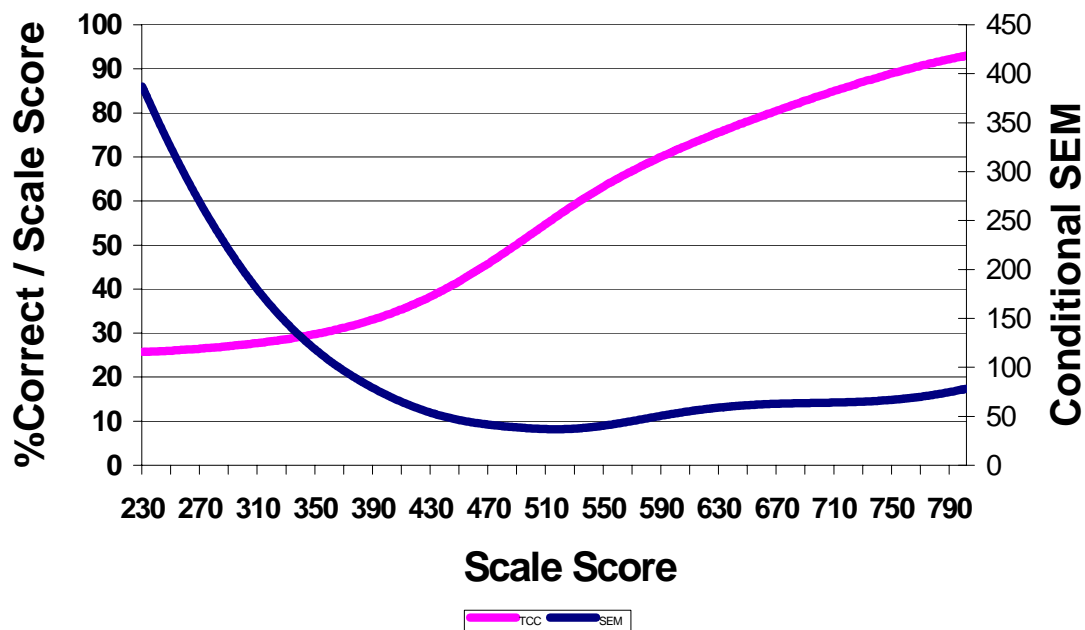


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

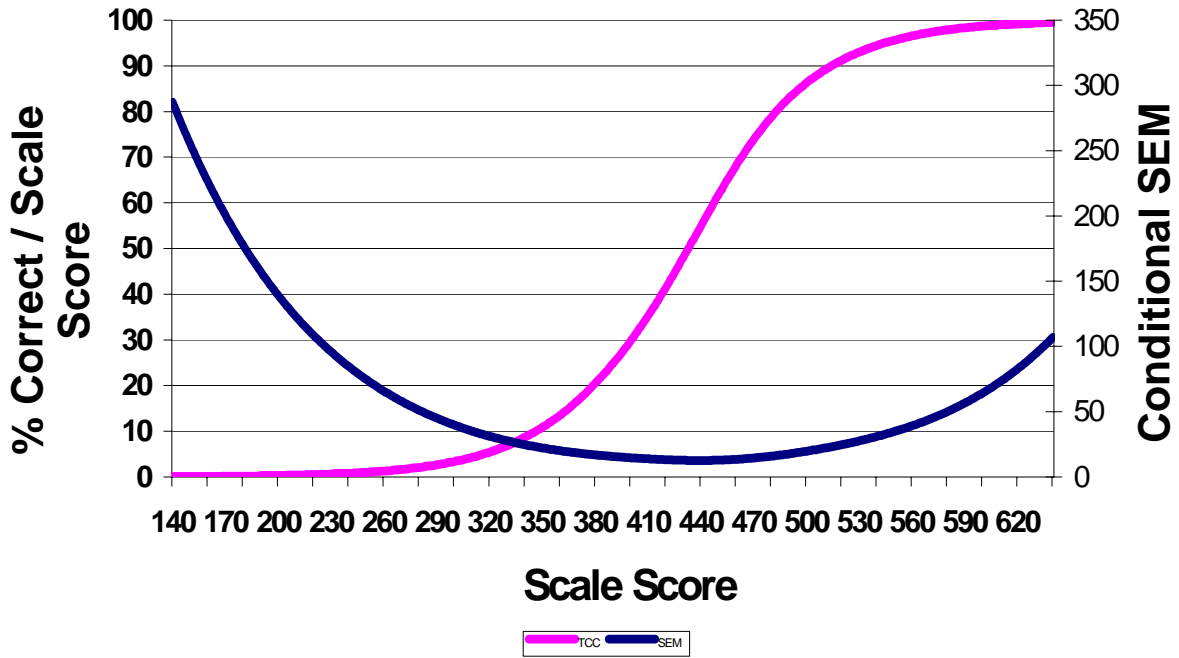


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

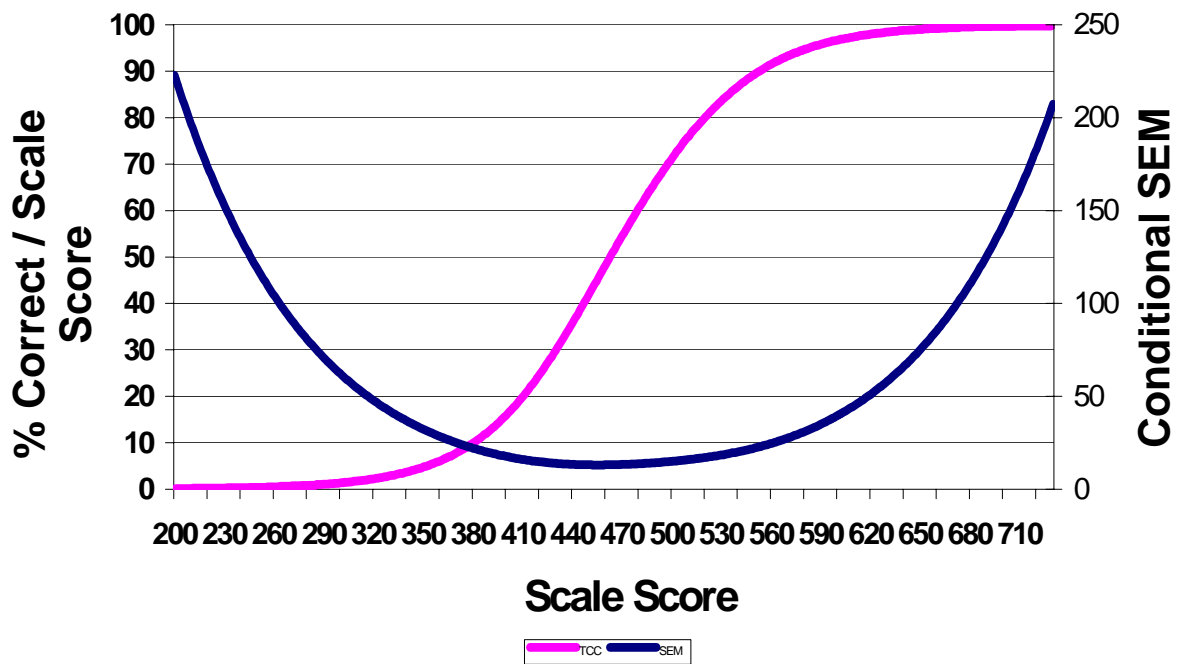


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

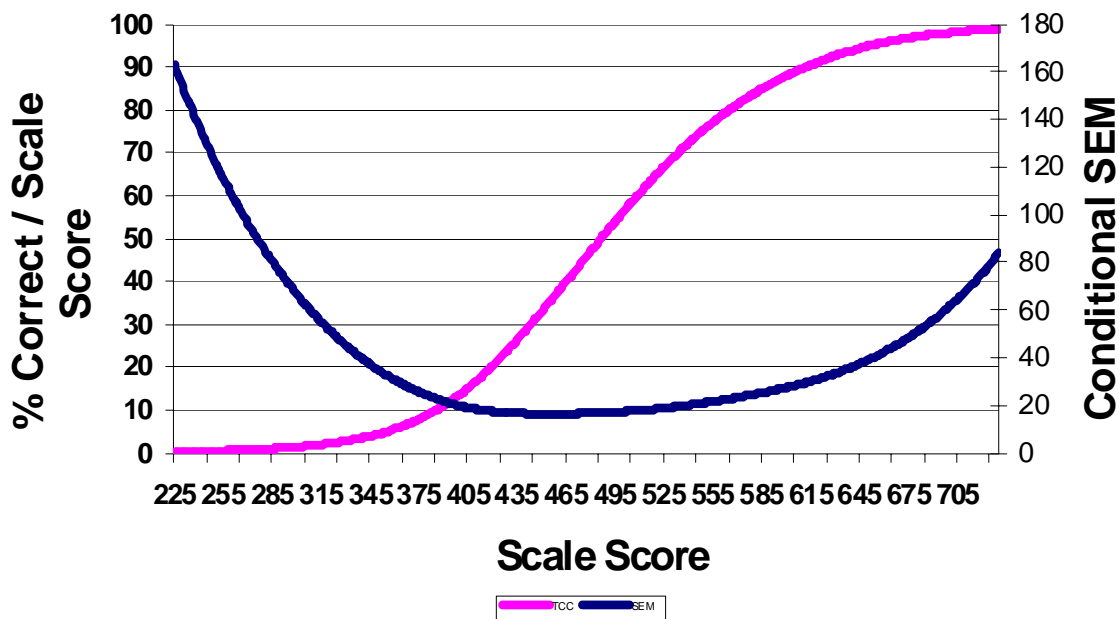


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

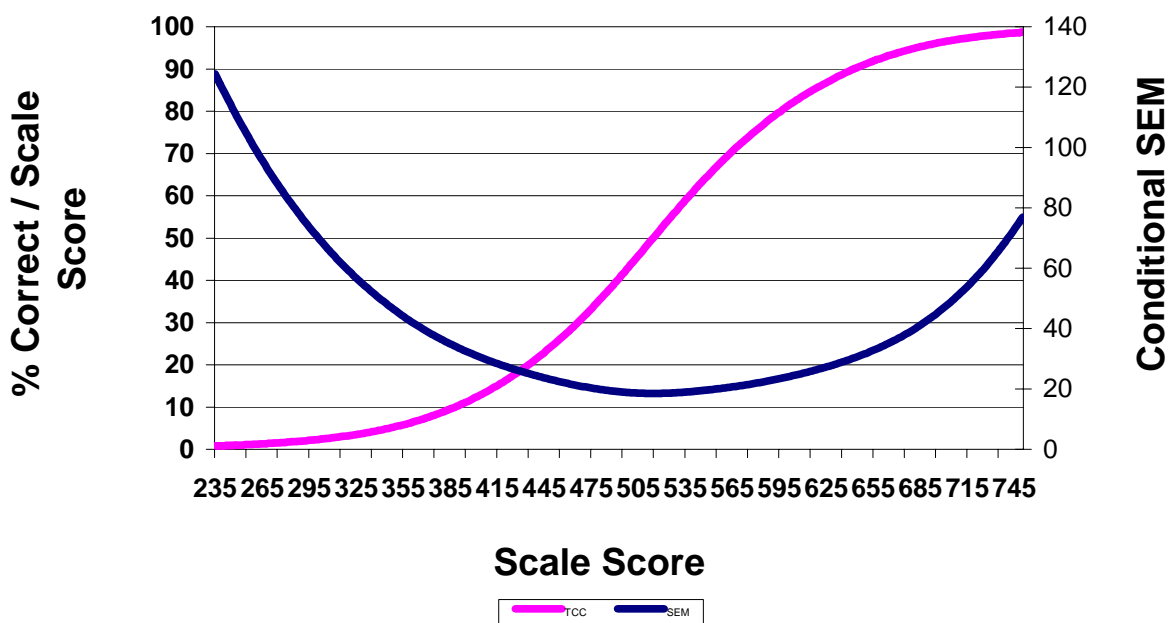


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

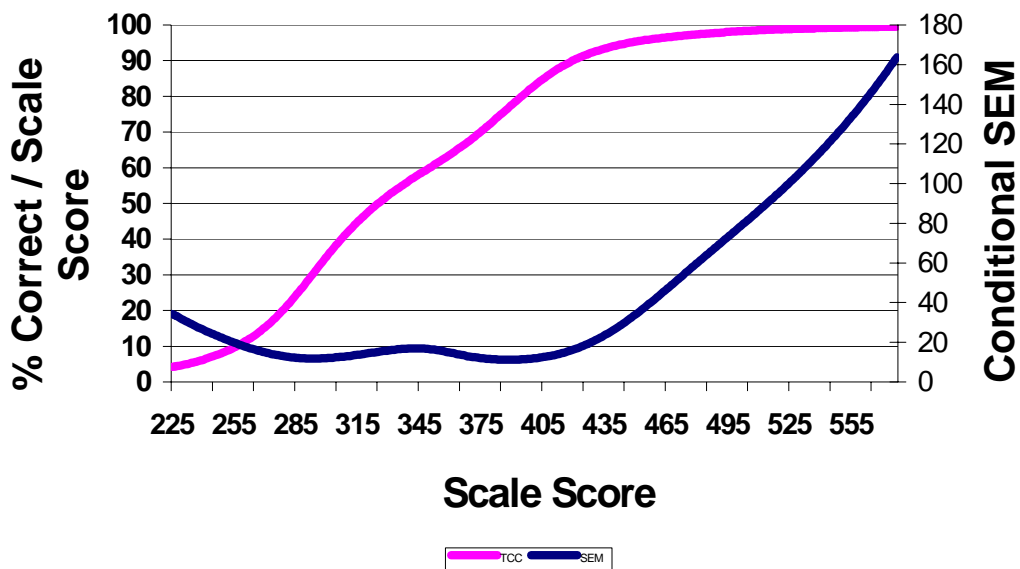


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

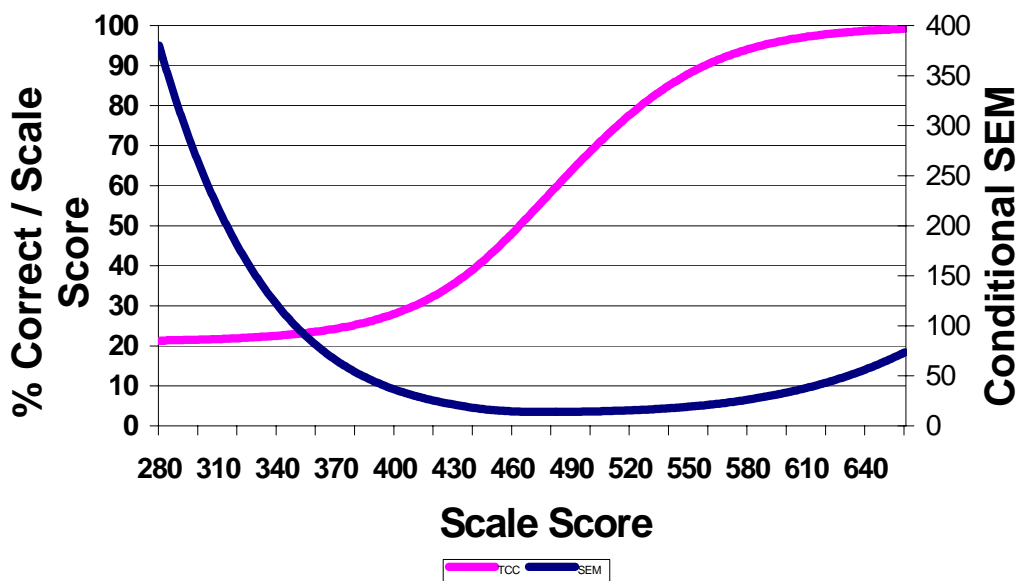


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

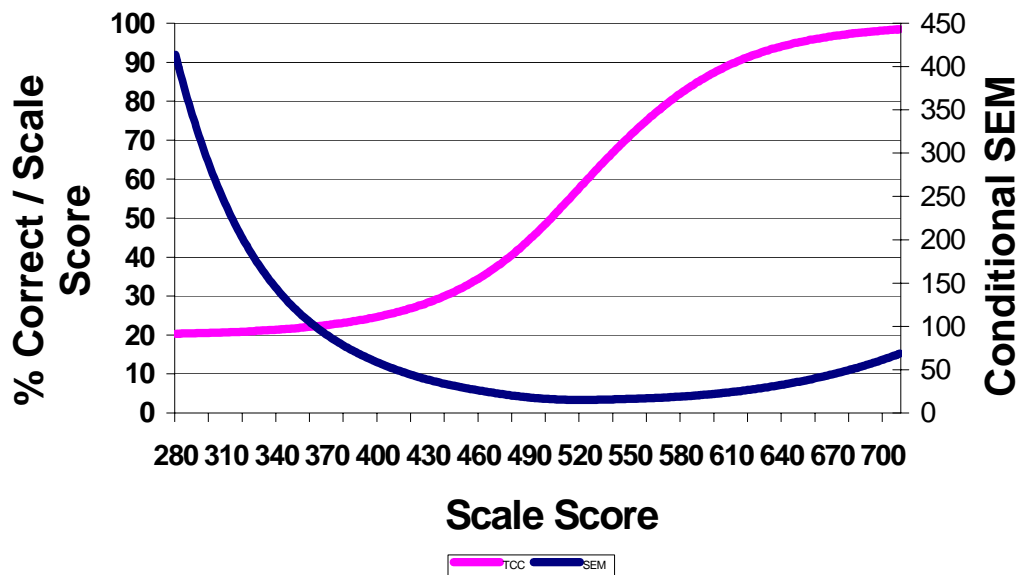


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

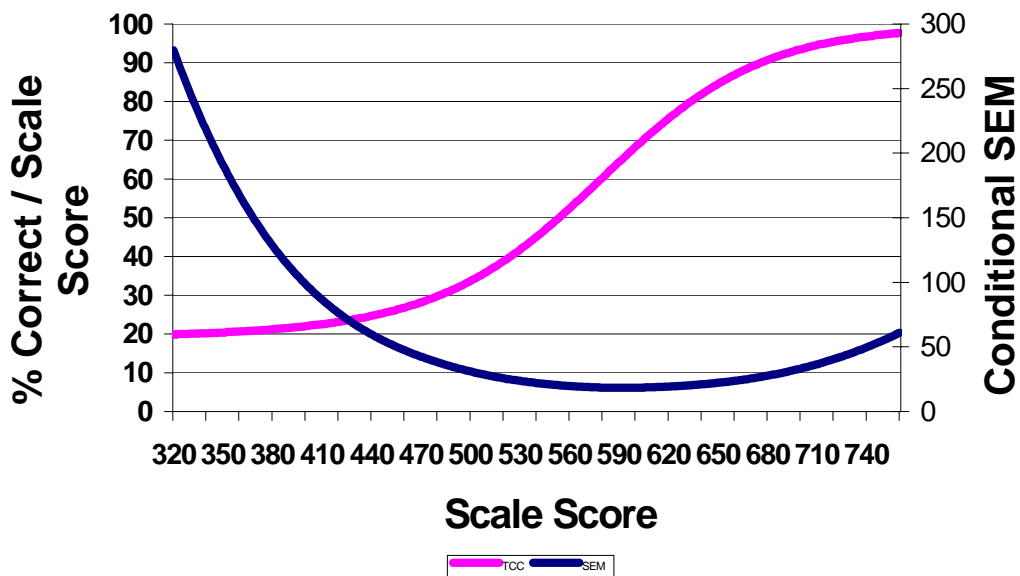


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

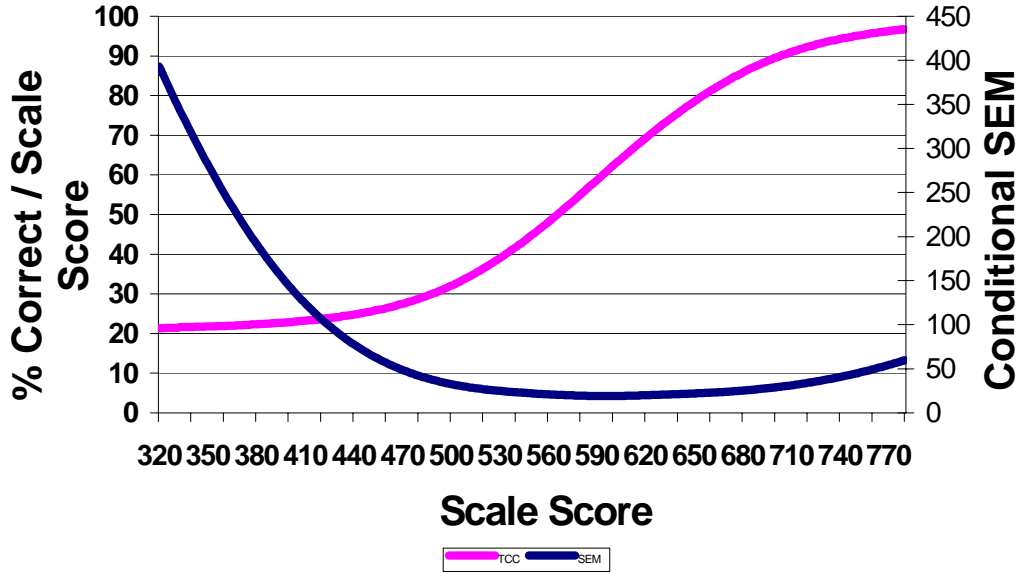


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

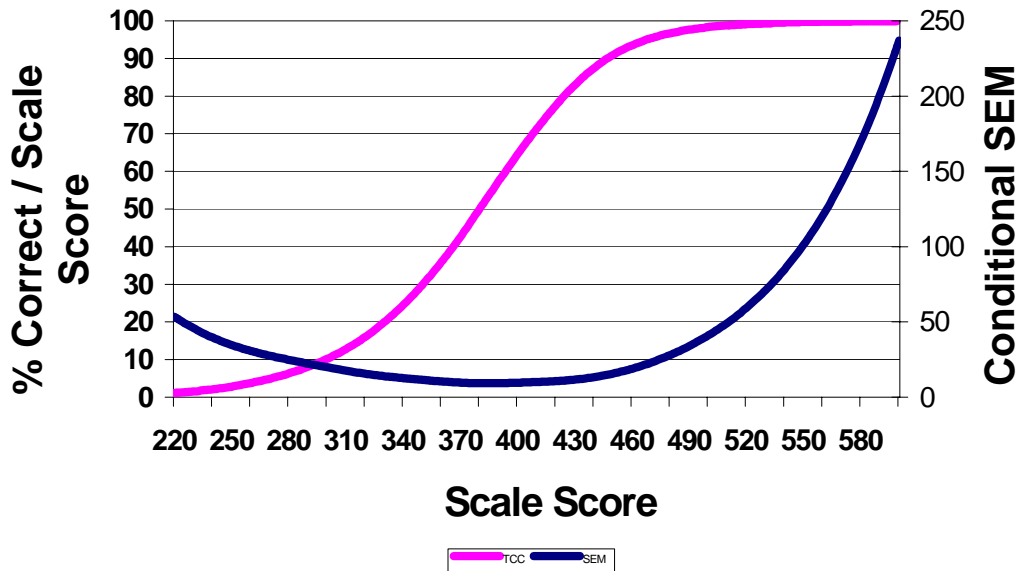


Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

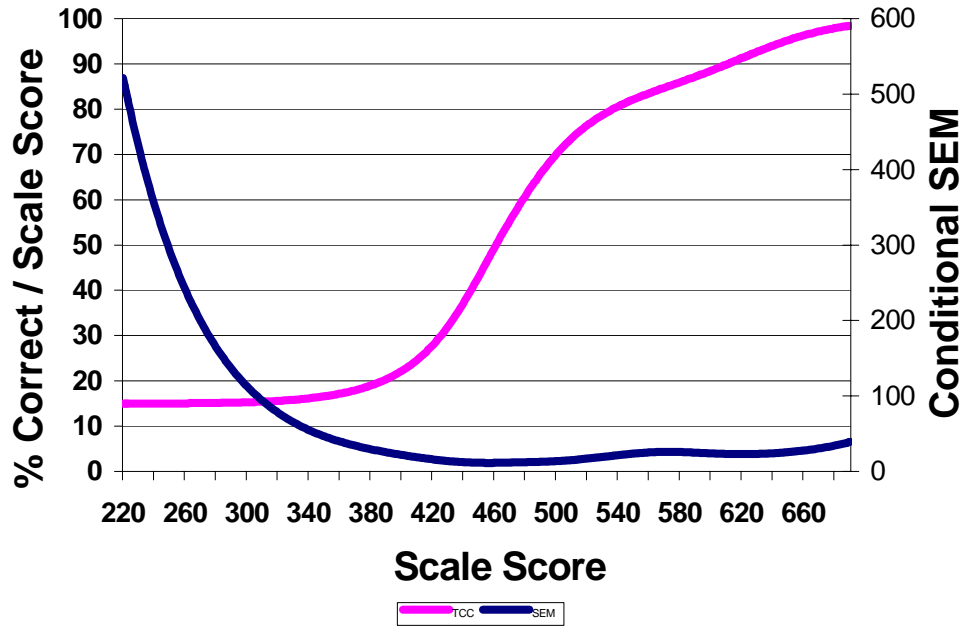


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

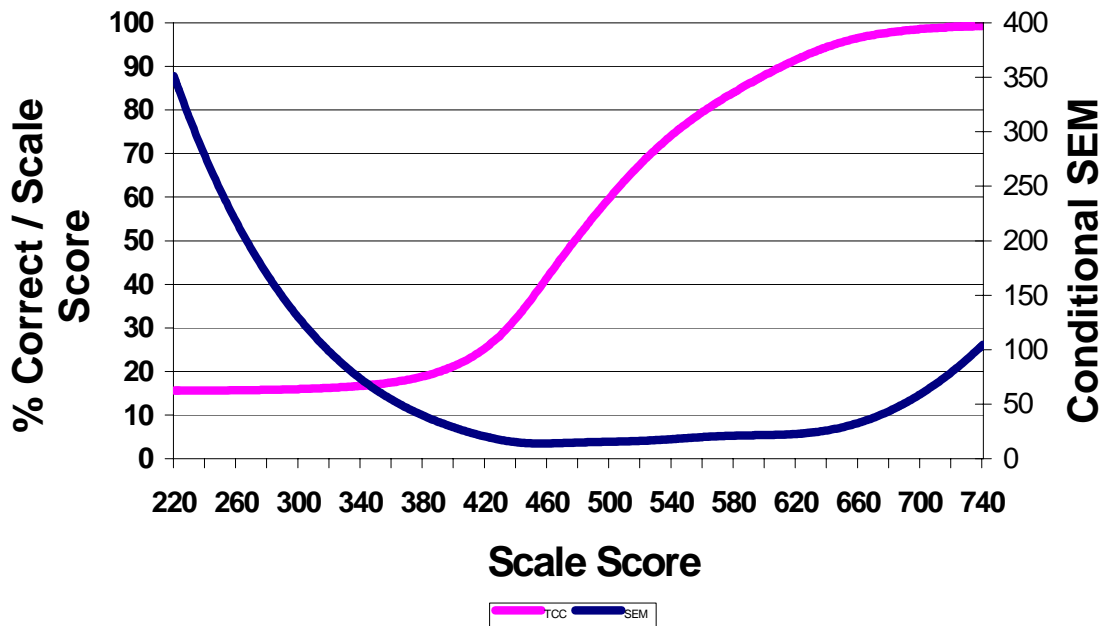




Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

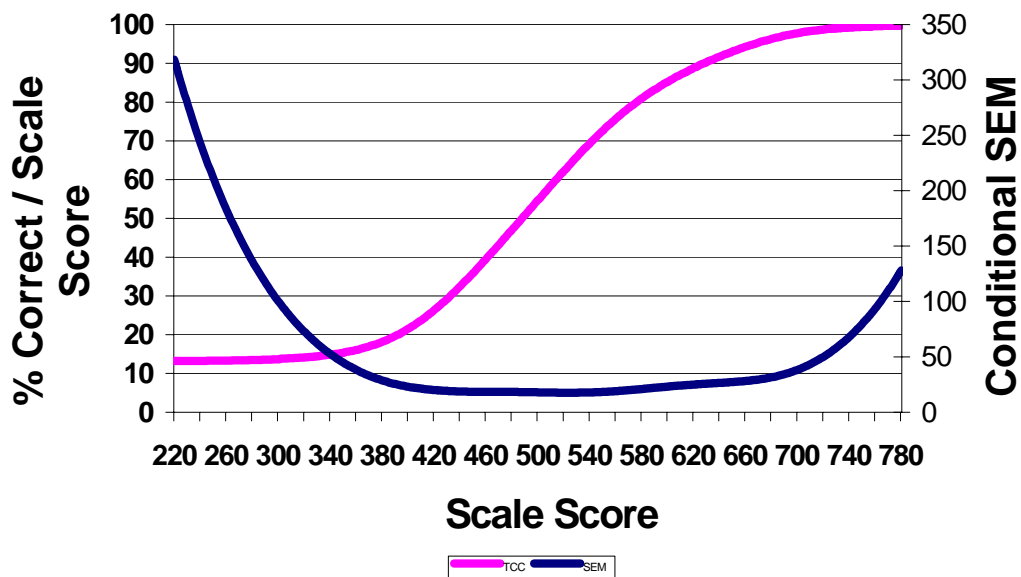
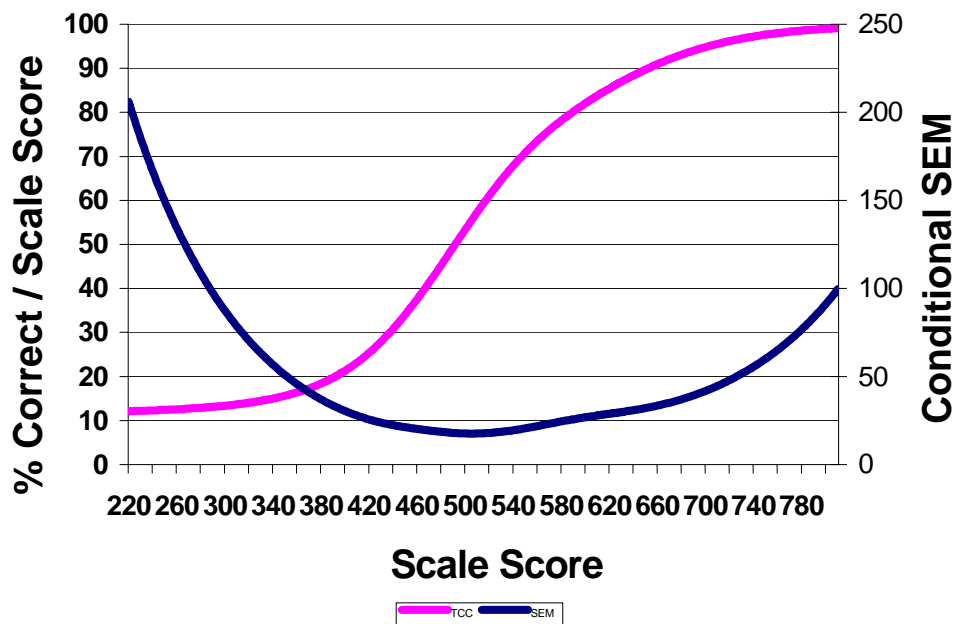


Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12

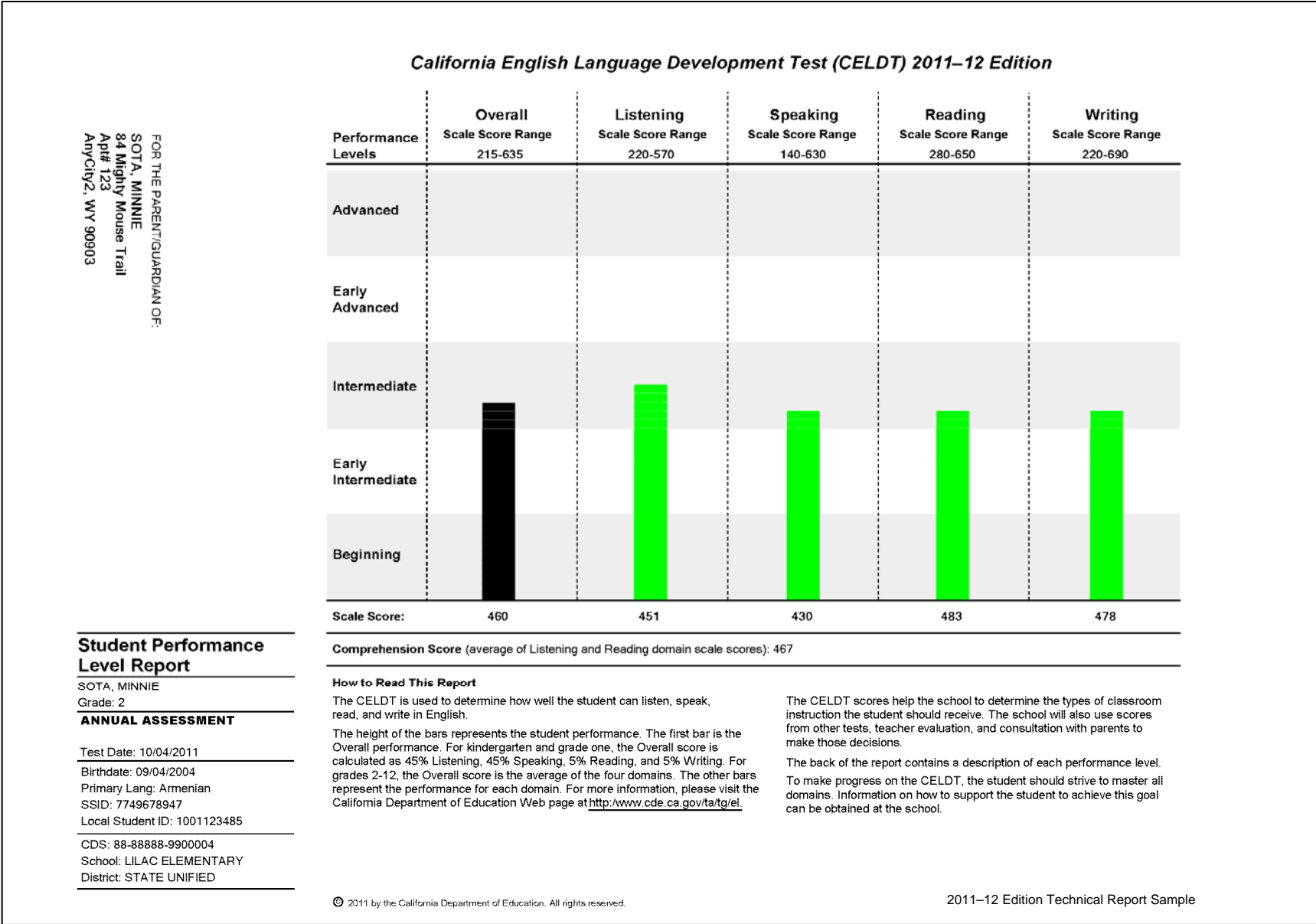




**Appendix Q: Score Report Samples**

Note: The data in these reports are not real. The reports are shown for illustration purposes only.

Figure Q-1: Sample Student Performance Level Report, Annual Assessment



FOR THE PARENT/GUARDIAN OF:  
 SOTA, MINNIE  
 84 Mighty Mouse Trail  
 Apt# 123  
 AnyCity2, WY 90903

**Student Performance Level Report**

SOTA, MINNIE  
 Grade: 2  
**ANNUAL ASSESSMENT**

Test Date: 10/04/2011  
 Birthdate: 09/04/2004  
 Primary Lang: Armenian  
 SSID: 7749678947  
 Local Student ID: 1001123485

CDS: 88-88888-9900004  
 School: LILAC ELEMENTARY  
 District: STATE UNIFIED

Figure Q-2: Sample Student Performance Level Report, Initial Assessment

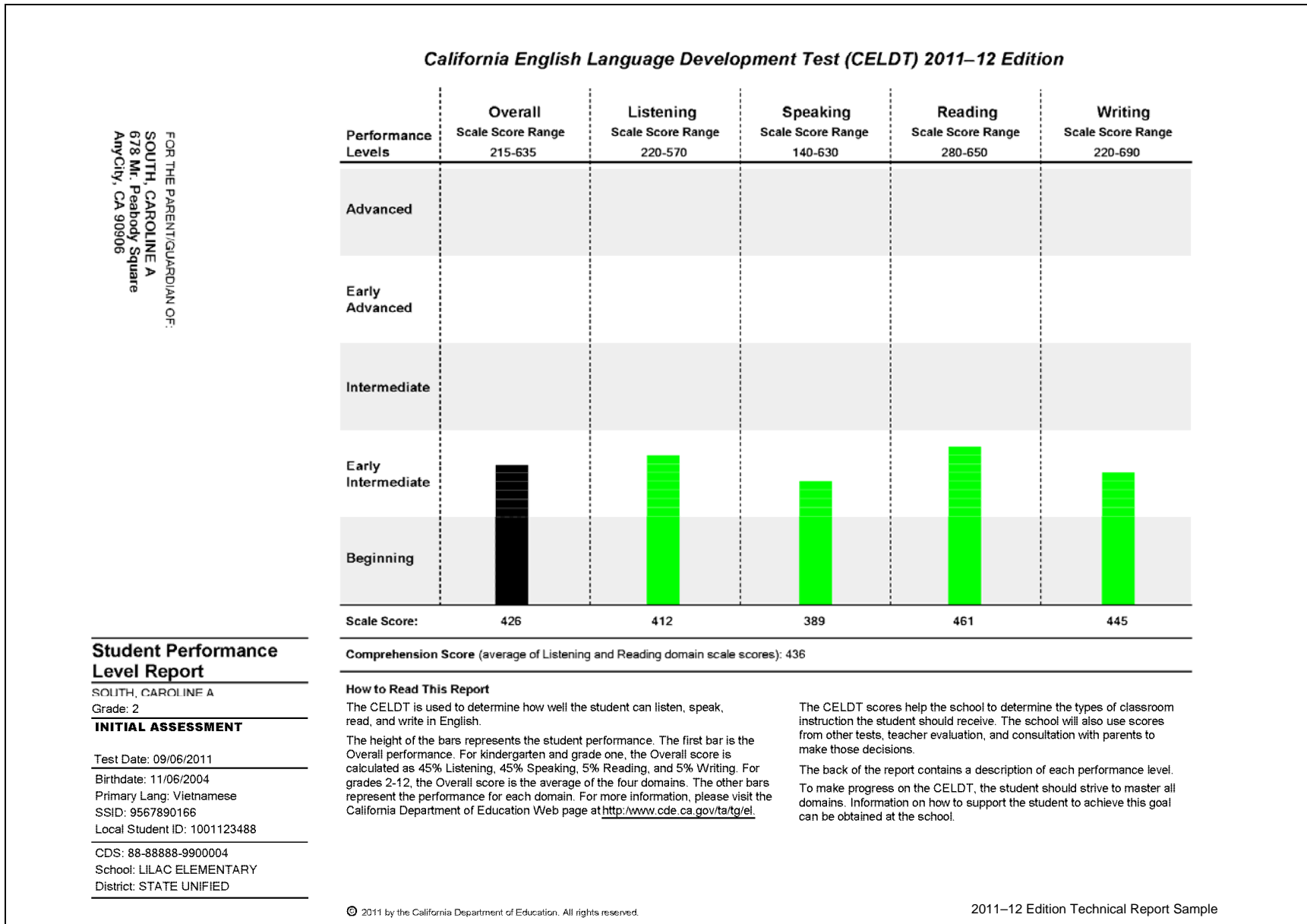


Figure Q-3: Sample Student Record Labels

**California English Language Development Test (CELDT)**  
 CDS: 99-99999-9999999  
 DISTRICT: CAL UNIFIED  
 SCHOOL: RED ELEMENTARY  
 GRADE: 2  
 ANNUAL ASSESSMENT

California English Language Development Test (CELDT)			
2011–12 Edition	Domain	Score	Performance Level
<b>KANSAS, TULIPS</b>	<b>Overall</b>	<b>414</b>	<b>Early Intermediate</b>
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	368	Beginning
Test Date: 10/22/2010	SSID: 6666666666	Local Stu ID: 8888888806	
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2011–12 Edition	Domain	Score	Performance Level
<b>KANSAS, VERGINIA A</b>	<b>Overall</b>	<b>392</b>	<b>Beginning</b>
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: 6666666777	Local Stu ID: 8888888807	
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2011–12 Edition	Domain	Score	Performance Level
<b>VERGINIA, MAPLE A</b>	<b>Overall</b>	<b>368</b>	<b>Beginning</b>
Birthdate: 12/16/2001 Grade: 2	Listening	429	Intermediate
Primary Lang: Spanish	Speaking	384	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: 99-99999-9999999  
 DISTRICT: CAL UNIFIED  
 SCHOOL: RED ELEMENTARY  
 GRADE: 2  
 INITIAL ASSESSMENT

California English Language Development Test (CELDT)			
2011–12 Edition	Domain	Score	Performance Level
<b>ALASKA, SARA</b>	<b>Overall</b>	<b>537</b>	<b>Early Advanced</b>
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)			
2011–12 Edition	Domain	Score	Performance Level
<b>ARIZONA, VERGINIA D</b>	<b>Overall</b>	<b>215</b>	<b>Beginning</b>
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)			
2011–12 Edition	Domain	Score	Performance Level
<b>CALIFORNIA, POPPIES A</b>	<b>Overall</b>	<b>365</b>	<b>Beginning</b>
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)			
2011–12 Edition	Domain	Score	Performance Level
<b>CAROLINA, CHARLOT</b>	<b>Overall</b>	<b>479</b>	<b>Intermediate</b>
Birthdate: 05/08/2002 Grade: 2	Listening	501	Early Advanced
Primary Lang: CAL UNIFIED	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:		

California English Language Development Test (CELDT)			
2011–12 Edition	Domain	Score	Performance Level
<b>NEBRASKA, JASMIN</b>	<b>Overall</b>	<b>428</b>	<b>Early Intermediate</b>
Birthdate: 02/15/2002 Grade: 2	Listening	467	Intermediate
Primary Lang: Spanish	Speaking	494	Early Advanced
District: CAL UNIFIED	Reading	280	Beginning
School: RED ELEMENTARY	Writing	473	Intermediate
Test Date: 08/30/2010	SSID: 9999922243	Local Stu ID: 9999999917	
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2011–12 Edition	Domain	Score	Performance Level
<b>NEVADA, RENA</b>	<b>Overall</b>	<b>215</b>	<b>Beginning</b>
Birthdate: 06/11/2002 Grade: 2	Listening	220	Beginning
Primary Lang: Punjabi	Speaking	140	Beginning
District: CAL UNIFIED	Reading	280	Beginning
School: RED ELEMENTARY	Writing	220	Beginning
Test Date: 10/15/2010	SSID:	Local Stu ID: 9999999919	
INITIAL ASSESSMENT	Local Use:		

2011–12 Edition Technical Report Sample

Figure Q-4: Sample District Performance Level Summary Report

California English Language Development Test (CELDT) 2011–12 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Performance Level Summary Report</b>	Advanced	0	0	1	20	0	0	0	0	0	0
District: CAL UNIFIED CHARTER	Early Advanced	2	40	1	20	2	40	2	40	2	40
Grade: 1	Intermediate	1	20	1	20	1	20	1	20	1	20
<b>INITIAL ASSESSMENT</b>	Early Intermediate	0	0	0	0	0	0	0	0	0	0
<b>Purpose</b> This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	2	40	2	40	2	40	2	40	2	40
	<b>Total Number of Students</b>	5		5		5		5		5	
	<b>Mean Scale Score</b>	354.0		376.0		333.4		352.8		347.4	
CDC: 88-7777-0002	<b>Standard Deviation</b>	157.0		144.8		178.0		122.6		116.8	
County: XYZ State: CALIFORNIA	<b>Number (percent) of students who met the CELDT Criterion: 2 (40%)</b>										

Figure Q-5: Sample School Performance Level Summary Report

<b>California English Language Development Test (CELDT) 2011–12 Edition</b>	<b>Performance Levels</b>	<b>Overall</b>		<b>Listening</b>		<b>Speaking</b>		<b>Reading</b>		<b>Writing</b>	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Performance Level Summary Report</b>	Advanced	1	5	2	11	5	26	1	5	4	21
School: BLUE HIGH SCHOOL											
Grade: 9	Early Advanced	7	37	2	11	8	42	3	16	5	26
<b>ANNUAL ASSESSMENT</b>											
<b>Purpose</b> 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.	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
	<b>Total Number of Students</b>	19		19		19		19		19	
	<b>Mean Scale Score</b>	552.8		570.7		549.3		553.6		538.9	
	<b>Standard Deviation</b>	69.7		78.5		113.6		70.3		68.0	
	<b>Number (percent) of students who met the CELDT Criterion: 8 (42%)</b>										
CDS: 99-99999-8888888 District: CAL UNIFIED County: XYZ State: CALIFORNIA											



Figure Q-6: Sample Roster Report

<b>California English Language Development Test (CELDT) 2011–12 Edition</b>  <b>Roster Report</b>	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
	School: RED ELEMENTARY  Grade: 2  <b>ANNUAL ASSESSMENT</b>  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.	ALASKA, SARA Birthdate: 06/20/2002 SSID: 8888888803 Local Student ID: 7777777777 Test Date: 02/03/2011	537 Early Advanced	530 Advanced	525 Advanced	526 Early Advanced
	ARIZONA, VERGINIA D Birthdate: 03/04/2002 SSID: 9999999904 Local Student ID: 9999922224 Test Date: 01/14/2011	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning
	CALIFORNIA, POPPIES A Birthdate: 06/11/2002 SSID: 9999999922 Local Student ID: 8888888888 Test Date: 10/04/2011	365 Beginning	467 Intermediate	494 Early Advanced	280 Beginning	220 Beginning
	CAROLINA, CHARLOT Birthdate: 05/08/2002 SSID: 9999999918 Local Student ID: Test Date: 12/02/2011	479 Intermediate	501 Early Advanced	449 Intermediate	459 Early Intermediate	510 Intermediate
	KANSAS, TULIPS Birthdate: 12/11/2001 SSID: 8888888806 Local Student ID: 6666666666 Test Date: 11/22/2011	414 Early Intermediate	467 Intermediate	422 Intermediate	399 Beginning	369 Beginning
	KANSAS, VERGINIA A Birthdate: 07/21/2002 SSID: 8888888807 Local Student ID: 6666666777 Test Date: 10/22/2011	392 Beginning	220* Beginning	449 Intermediate	446 Early Intermediate	456 Early Intermediate
	NEBRASKA, JASMIN Birthdate: 02/15/2002 SSID: 9999999917 Local Student ID: 9999922243 Test Date: 09/30/2011	428 Early Intermediate	467 Intermediate	494 Early Advanced	280 Beginning	473 Intermediate
	NEVADA, RENA Birthdate: 08/11/2002 SSID: 9999999919 Local Student ID: Test Date: 10/15/2011	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning
CDS: 01-22222-9999999 District: CAL UNIFIED County: XYZ State: CALIFORNIA	OHIO, FLOWER Birthdate: 01/20/2002 SSID: 8888888804 Local Student ID: 7777777776 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 obtainable scale score (LOSS). Because the LOSS lowers the Overall score, caution should be used when interpreting the results.



**Appendix R: Proficiency by Grade and Grade Span**

Note: This appendix contains historical tables from the 2006–07 Edition, the first year the common scale was used. For proficiency results for previous Editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp>.

“N Prof” and “Percent Prof” refer, respectively, to the number and percent of students at the Early Advanced and Advanced performance levels.

**Table R-1: 2011–12 Edition, Proficiency, Annual Assessment Data**

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	5,293	670	12.7	712	13.5	388	7.3	773	14.6	593	11.2
<b>1</b>	178,350	63,447	35.6	67,264	37.7	26,087	14.6	22,231	12.5	62,704	35.2
<b>2</b>	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
<b>3</b>	156,427	85,034	54.4	99,667	63.7	26,704	17.1	30,462	19.5	53,685	34.3
<b>4</b>	134,180	79,489	59.2	85,032	63.4	24,807	18.5	34,792	25.9	55,101	41.1
<b>5</b>	115,116	69,073	60.0	78,276	68.0	38,939	33.8	45,923	39.9	60,348	52.4
<b>6</b>	89,574	44,364	49.5	60,402	67.4	30,279	33.8	40,083	44.7	42,033	46.9
<b>7</b>	75,043	44,223	58.9	52,414	69.8	32,610	43.5	35,355	47.1	41,919	55.9
<b>8</b>	66,702	36,013	54.0	46,284	69.4	25,341	38.0	37,160	55.7	37,437	56.1
<b>9</b>	67,243	22,390	33.3	45,859	68.2	15,547	23.1	35,973	53.5	28,712	42.7
<b>10</b>	65,548	27,471	41.9	43,792	66.8	14,723	22.5	38,733	59.1	29,113	44.4
<b>11</b>	57,551	27,314	47.5	40,182	69.8	17,097	29.7	35,604	61.9	29,498	51.3
<b>12</b>	53,893	27,253	50.6	38,376	71.2	17,700	32.8	32,929	61.1	29,154	54.1
<b>Grade Span</b>											
<b>K–1</b>	183,643	64,117	34.9	67,976	37.0	26,475	14.4	23,004	12.5	63,297	34.5
<b>2</b>	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
<b>3–5</b>	405,723	233,596	57.6	262,975	64.8	90,450	22.3	111,177	27.4	169,134	41.7
<b>6–8</b>	231,319	124,600	53.9	159,100	68.8	88,230	38.1	112,598	48.7	121,389	52.5
<b>9–12</b>	244,235	104,428	42.8	168,209	68.9	65,067	26.6	143,239	58.6	116,477	47.7
<b>Total</b>	<b>1,236,388</b>	<b>630,215</b>	<b>51.0</b>	<b>761,199</b>	<b>61.6</b>	<b>285,657</b>	<b>23.1</b>	<b>415,696</b>	<b>33.6</b>	<b>522,261</b>	<b>42.2</b>

**Table R-2: 2010–11 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
<b>K</b>	4,992	421	8.4	680	13.6	327	6.6	482	9.7	443	8.9
<b>1</b>	176,263	50,043	28.4	68,732	39.0	33,579	19.1	17,966	10.2	56,929	32.3
<b>2</b>	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
<b>3</b>	159,336	55,671	34.9	97,575	61.2	23,510	14.8	32,826	20.6	41,860	26.3
<b>4</b>	135,881	62,234	45.8	87,654	64.5	24,463	18.0	37,518	27.6	46,356	34.1
<b>5</b>	114,585	56,826	49.6	69,587	60.7	31,766	27.7	48,048	41.9	52,723	46.0
<b>6</b>	87,958	43,039	48.9	53,796	61.2	28,500	32.4	30,037	34.1	38,167	43.4
<b>7</b>	77,574	44,583	57.5	50,465	65.1	28,080	36.2	34,686	44.7	40,923	52.8
<b>8</b>	74,156	37,541	50.6	48,347	65.2	26,709	36.0	40,184	54.2	39,104	52.7
<b>9</b>	70,547	20,990	29.8	42,435	60.2	15,547	22.0	35,878	50.9	25,411	36.0
<b>10</b>	67,867	16,124	23.8	40,182	59.2	14,381	21.2	31,832	46.9	25,077	37.0
<b>11</b>	60,748	18,093	29.8	38,505	63.4	17,371	28.6	31,295	51.5	27,455	45.2
<b>12</b>	54,030	17,554	32.5	35,228	65.2	17,328	32.1	27,793	51.4	26,007	48.1
<b>Grade Span</b>											
<b>K–1</b>	181,255	50,464	27.8	69,412	38.3	33,906	18.7	18,448	10.2	57,372	31.7
<b>2</b>	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
<b>3–5</b>	409,802	174,731	42.6	254,816	62.2	79,739	19.5	118,392	28.9	140,939	34.4
<b>6–8</b>	239,688	125,163	52.2	152,608	63.7	83,289	34.7	104,907	43.8	118,194	49.3
<b>9–12</b>	253,192	72,761	28.7	156,350	61.8	64,627	25.5	126,798	50.1	103,950	41.1
<b>Total</b>	<b>1,253,583</b>	<b>506,387</b>	<b>40.4</b>	<b>745,323</b>	<b>59.5</b>	<b>274,122</b>	<b>21.9</b>	<b>394,625</b>	<b>31.5</b>	<b>468,380</b>	<b>37.4</b>

Table R-3: 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
<b>K</b>	5,374	337	6.3	802	15.0	411	7.7	717	13.4	490	9.1
<b>1</b>	176,848	48,884	27.7	72,399	41.1	33,340	18.9	24,471	13.9	61,713	34.9
<b>2</b>	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
<b>3</b>	162,713	73,745	45.3	97,307	59.8	23,182	14.2	31,600	19.4	46,340	28.5
<b>4</b>	134,728	56,554	42.0	87,854	65.2	21,987	16.3	25,510	18.9	49,235	36.5
<b>5</b>	113,840	67,728	59.5	71,902	63.2	33,599	29.5	35,495	31.2	55,232	48.5
<b>6</b>	91,535	40,685	44.4	57,737	63.1	32,020	35.0	36,580	40.0	40,204	43.9
<b>7</b>	85,982	47,386	55.1	57,642	67.0	33,630	39.1	36,535	42.5	46,872	54.6
<b>8</b>	80,638	36,090	44.8	47,696	59.1	29,653	36.8	41,683	51.7	43,648	54.1
<b>9</b>	76,820	26,858	35.0	44,903	58.5	18,118	23.6	30,035	39.1	31,295	40.7
<b>10</b>	73,224	31,575	43.1	41,895	57.2	16,569	22.6	33,235	45.4	30,960	42.3
<b>11</b>	63,464	31,579	49.8	39,014	61.5	18,690	29.4	30,970	48.8	31,527	49.7
<b>12</b>	55,103	28,422	51.6	35,253	64.0	17,946	32.6	26,647	48.4	28,653	52.0
<b>Grade Span</b>											
<b>K–1</b>	182,222	49,221	27.0	73,201	40.2	33,751	18.5	25,188	13.8	62,203	34.1
<b>2</b>	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
<b>3–5</b>	411,281	198,027	48.1	257,063	62.5	78,768	19.2	92,605	22.5	150,807	36.7
<b>6–8</b>	258,155	124,161	48.1	163,075	63.2	95,303	36.9	114,798	44.5	130,724	50.6
<b>9–12</b>	268,611	118,434	44.1	161,065	60.0	71,323	26.6	120,887	45.0	122,435	45.6
<b>Total</b>	<b>1,292,730</b>	<b>579,552</b>	<b>44.8</b>	<b>760,117</b>	<b>58.8</b>	<b>293,663</b>	<b>22.7</b>	<b>376,809</b>	<b>29.1</b>	<b>517,053</b>	<b>40.0</b>

**Table R-4: 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
<b>K</b>	5,276	481	9.1	651	12.3	N/A	N/A	N/A	N/A	471	8.9
<b>1</b>	179,992	60,703	33.7	62,219	34.6	N/A	N/A	N/A	N/A	58,123	32.3
<b>2</b>	176,098	81,289	46.2	98,864	56.1	15,158	8.6	27,279	15.5	46,462	26.4
<b>3</b>	160,147	65,950	41.2	89,718	56.0	23,786	14.9	32,514	20.3	45,383	28.3
<b>4</b>	135,258	69,148	51.1	84,616	62.6	24,418	18.1	36,105	26.7	51,620	38.2
<b>5</b>	118,512	64,055	54.0	80,948	68.3	31,684	26.7	46,118	38.9	60,389	51.0
<b>6</b>	102,527	52,087	50.8	62,016	60.5	29,226	28.5	34,818	34.0	44,221	43.1
<b>7</b>	94,686	38,726	40.9	60,574	64.0	37,019	39.1	42,348	44.7	50,003	52.8
<b>8</b>	82,946	38,089	45.9	51,686	62.3	29,662	35.8	42,623	51.4	42,384	51.1
<b>9</b>	83,558	30,612	36.6	45,628	54.6	18,138	21.7	41,264	49.4	33,796	40.4
<b>10</b>	75,684	33,572	44.4	40,179	53.1	15,843	20.9	40,843	54.0	31,036	41.0
<b>11</b>	63,299	31,732	50.1	36,407	57.5	17,033	26.9	35,635	56.3	30,226	47.8
<b>12</b>	55,134	29,190	52.9	33,300	60.4	17,118	31.0	30,847	55.9	28,272	51.3
<b>Grade Span</b>											
<b>K–2</b>	361,366	142,473	39.4	161,734	44.8	15,158	4.2	27,279	7.5	105,056	29.1
<b>3–5</b>	413,917	199,153	48.1	255,282	61.7	79,888	19.3	114,737	27.7	157,392	38.0
<b>6–8</b>	280,159	128,902	46.0	174,276	62.2	95,907	34.2	119,789	42.8	136,608	48.8
<b>9–12</b>	277,675	125,106	45.1	155,514	56.0	68,132	24.5	148,589	53.5	123,330	44.4
<b>Total</b>	<b>1,333,117</b>	<b>595,634</b>	<b>44.7</b>	<b>746,806</b>	<b>56.2</b>	<b>259,085</b>	<b>20.6</b>	<b>410,394</b>	<b>32.9</b>	<b>522,386</b>	<b>40.1</b>

**Table R-5: 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
<b>K</b>	5,967	404	6.8	802	13.4	N/A	N/A	N/A	N/A	466	7.8
<b>1</b>	182,795	54,121	29.6	69,111	37.8	N/A	N/A	N/A	N/A	56,365	30.8
<b>2</b>	168,016	56,488	33.6	92,660	55.2	8,970	5.3	23,378	13.9	35,167	20.9
<b>3</b>	153,171	53,249	34.8	78,835	51.5	15,293	10.0	28,779	18.8	36,264	23.7
<b>4</b>	135,399	63,835	47.1	75,429	55.7	20,039	14.8	31,065	22.9	45,151	33.3
<b>5</b>	128,432	63,758	49.6	77,933	60.7	30,842	24.0	45,054	35.1	60,048	46.8
<b>6</b>	109,440	48,659	44.5	57,006	52.1	34,369	31.4	34,252	31.3	44,841	41.0
<b>7</b>	92,909	48,084	51.8	51,429	55.4	31,998	34.4	36,471	39.3	45,369	48.8
<b>8</b>	87,158	33,998	39.0	53,998	62.0	29,043	33.3	41,489	47.6	42,524	48.8
<b>9</b>	81,401	24,472	30.1	38,164	46.9	18,050	22.2	36,100	44.3	29,947	36.8
<b>10</b>	74,483	26,984	36.2	34,117	45.8	15,522	20.8	36,498	49.0	27,596	37.1
<b>11</b>	63,845	27,180	42.6	32,999	51.7	17,509	27.4	33,125	51.9	28,371	44.4
<b>12</b>	51,770	23,301	45.0	28,809	55.6	16,045	31.0	26,890	51.9	24,676	47.7
<b>Grade Span</b>											
<b>K–2</b>	356,778	111,013	31.1	162,573	45.6	8,970	2.5	23,378	6.6	91,998	25.8
<b>3–5</b>	417,002	180,842	43.4	232,197	55.7	66,174	15.9	104,898	25.2	141,463	33.9
<b>6–8</b>	289,507	130,741	45.2	162,433	56.1	95,410	33.0	112,212	38.8	132,734	45.8
<b>9–12</b>	271,499	101,937	37.5	134,089	49.4	67,126	24.7	132,613	48.8	110,590	40.7
<b>Total</b>	<b>1,334,786</b>	<b>524,533</b>	<b>39.3</b>	<b>691,292</b>	<b>51.7</b>	<b>237,680</b>	<b>19.0</b>	<b>373,101</b>	<b>29.8</b>	<b>476,785</b>	<b>36.6</b>

**Table R-6: 2006–07 Edition, Proficiency, Annual Assessment Data**

Grade	N Tested	Listening/Speaking		Reading		Writing		Overall	
		N Prof	Prof Percent	N Prof	Prof Percent	N Prof	Prof Percent	N Prof	Prof Percent
<b>K</b>	5,993	1,054	17.6	N/A	N/A	N/A	N/A	1,054	17.6
<b>1</b>	159,686	54,344	34.0	N/A	N/A	N/A	N/A	54,344	34.0
<b>2</b>	156,889	71,633	45.7	15,139	9.6	39,526	25.2	45,471	29.0
<b>3</b>	158,731	49,508	31.2	16,110	10.1	41,474	26.1	33,668	21.2
<b>4</b>	148,801	81,834	55.0	36,311	24.4	60,229	40.5	66,034	44.4
<b>5</b>	130,703	90,311	69.1	50,320	38.5	67,057	51.3	79,554	60.9
<b>6</b>	111,464	61,276	55.0	37,471	33.6	56,238	50.5	53,372	47.9
<b>7</b>	97,445	62,641	64.3	41,974	43.1	55,703	57.2	57,067	58.6
<b>8</b>	89,276	61,972	69.4	47,413	53.1	56,658	63.5	58,931	66.0
<b>9</b>	85,846	52,877	61.6	45,468	53.0	44,577	51.9	50,730	59.1
<b>10</b>	74,813	49,293	65.9	44,567	59.6	41,124	55.0	47,760	63.8
<b>11</b>	59,133	40,685	68.8	38,209	64.6	33,447	56.6	39,707	67.1
<b>12</b>	46,951	33,422	71.2	31,984	68.1	26,526	56.5	32,592	69.4
<b>Grade Span</b>									
<b>K–2</b>	322,568	127,220	39.4	15,152	4.7	39,580	12.3	100,997	31.3
<b>3–5</b>	438,235	221,762	50.6	102,791	23.5	168,827	38.5	179,339	40.9
<b>6–8</b>	298,185	185,960	62.4	126,908	42.6	168,667	56.6	169,439	56.8
<b>9–12</b>	266,743	176,333	66.1	160,286	60.1	145,740	54.6	170,850	64.1
<b>Total</b>	<b>2,651,462</b>	<b>1,422,125</b>	<b>53.6</b>	<b>810,103</b>	<b>30.6</b>	<b>1,045,373</b>	<b>39.4</b>	<b>1,240,909</b>	<b>46.8</b>