

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

**The California English Language
Development Test
Annual Technical Report
2017–18 Edition**

This document contains appendices A through V, dated November 2018, as prepared by Educational Data Systems for the California Department of Education. The chapters of the report are posted separately at <https://www.cde.ca.gov/ta/tg/el/techreport.asp>.

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Appendix A: Technical History of the CELDT and CELDT Blueprints**2006–07 Edition through 2016–17 Edition**

The California English Language Development Test (CELDT) was developed by the California Department of Education (CDE) Testing and Accountability Division in response to legislation requiring local educational agencies (LEAs) to assess the English language proficiency (ELP) of all students with a primary language other than English upon initial enrollment and to assess all English learners (ELs) annually. Technical reports dating from the CELDT inception through the 2015–16 Edition can be found at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and via request from the CDE at elpac@cde.ca.gov.

What follows is a record of the changes that occurred for each CELDT edition. It does not include the current CELDT year, which is covered in the body of the current report. The historical record is followed by the CELDT blueprint for each grade range.

2006–07 Edition (Form F)

The CELDT was designed prior to the passage of *No Child Left Behind* (NCLB); therefore, when Title III of NCLB imposed new requirements for state ELP 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 the listening and speaking domains.** Prior to NCLB, listening/speaking was one combined test domain in alignment with the *English Language Development (ELD) Standards*. NCLB subsequently required listening and speaking to be assessed as separate test domains.
2. **The consideration of nonspecific language necessary to academic settings.** NCLB states that one primary purpose of Title III regulations is to “assist all limited-English-proficient children . . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102). In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the ELD Standards and linked to the academic content standards for English-language arts, mathematics, and science. A recommendation from the study was the inclusion of items with greater linguistic complexity than currently in the ELD Standards or on the test itself.

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

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

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

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

2007–08 Edition (Form G)¹

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

The writing domain in the 2007–08 Edition included the open-ended Sentences format that was developed in July 2006 in response to the recommendations of the *California English Language Development Standards & Assessment: Evaluating Linkage & Alignment* (Sato, Lagunoff, Worth, Bailey, & Butler, 2005).² The expectation was that including these open-ended text prompts would elicit an independent clause, providing students the opportunity to construct more complex sentences than the picture-based items. Item writers were provided samples of the new open-ended format along with a rationale for why the format was being developed. Unfortunately, when these items were administered to students, they exhibited

¹Detailed results are reported in the technical report for the 2007–08 Edition found on the CDE website at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0708.pdf> and via request from the CDE at elpac@cde.ca.gov.

²These results are reported in the linkage alignment study found on the CDE website at <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.

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

2008–09 Edition³

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

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

³Detailed results are reported in the technical report for the 2008–09 Edition found on the CDE website at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0809.pdf> and via request from the CDE at elpac@cde.ca.gov.

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

2009–10 Edition

The 2009–10 CELDT administration introduced reading and writing for K–1 students, and performance standards were established for these two domains and grades. Because the K–1 reading and writing items had not been field-tested on previous operational forms, a special field test for those items was conducted during the week of March 16–20, 2009. Four test forms, each consisting of 10 reading and 10 writing items from the 2008 kindergarten and grade one (K–1) reading and writing item development program, were field-tested at 57 different California schools representing 35 LEAs 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 this data was 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 State Board of Education (SBE) subsequently adopted the cut scores at their May 2010 meeting. LEAs were provided the new reading and writing scale scores and performance levels in a supplemental student score file in June 2010 for the 2009–10 Edition scores. The overall score for 2009–10 K–1 students remained as the average of the listening and speaking scores only.⁴ The composite overall score for other students was computed as the truncated average of the four domain scores. For students in grades 2–12, a scale score composite for comprehension was computed from the truncated average of the listening and reading scale scores.

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

2010–11 Edition

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

The 2010–11 Edition ushered in several notable improvements in design. A new field-testing plan was implemented to reduce the number of schools that receive field-test forms, thus lowering overall testing demands on LEAs. This approach resulted in a sufficient sample for

⁴These results are reported in the technical report for the 2009–10 Edition. The 2009–10 Edition is archived. For a copy of archived reports, please contact the CDE via email at elpac@cde.ca.gov.

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 test examiner were moved from the Answer Book to the Examiner’s Manual, and blank pages were removed from the Test Books wherever possible. All four domains of the K–1 test were combined into one consumable Student Book. The Scoring Guide, which was a separate document in the past, was incorporated into the Examiner’s Manual for each grade span. Additionally, a separate Field Test Examiner’s Manual was created for each grade span containing instructions for each of the field-test forms.

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

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

Test Material Formats

- The following new sections were added to the Test Coordinator’s Manual: “Who Should Take the CELDT?” “Special Testing Situations,” “Alternate Assessments,” “Report Test Irregularities,” “Return and Destroy Nonscorable and Unused Materials,” “Test Irregularities and Security Breach Report Form,” and “Special Charges.”
- The grades K–1 Examiner’s Manual was separated from the grade 2 Examiner’s Manual.
- The labels for the multiple-choice (MC) item answer choices were changed from “1,” “2,” “3,” and “4” to “A,” “B,” “C,” and “D” for all domains.
- The order of the response circles for each Speaking DCR item in the Answer Book was changed from (left to right) “C” (correct), “I” (incorrect), “NR” (no response) to “NR,” “I,” “C.”
- The Sentences test component was modified in the Answer Book to increase from three to five the number of lines on which students write their responses.
- Horizontal dashed guide lines were added to the K–1 Writing Letters test component response boxes in the Answer Book.
- The CDE established a policy that the K–1 Writing Words story prompt items with pictures would be administered without them and in the future new Writing Words items would be developed without any pictures.

- The location of the Oral Vocabulary practice items was changed because Oral Vocabulary has different types of items. Previously, two practice items were shown sequentially one after the other at the beginning of the test component and they were both of the same type. This was changed so that there were either two or three practice questions, one at the beginning and one or two later, to introduce a new type of question.

Directions and Test Administration

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

Scoring

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

Pre-Identification (Pre-ID) Data Management

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

Other

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

2011–12 Edition

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

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

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

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

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

Test Material Formats

- The following new sections were added to the *Test Coordinator’s Manual*: “Pre-Identification,” “Field Testing,” and “Data Review Module.”
- The pictures in the grade two Short Compositions test component were removed. The CDE established a policy that those items currently with pictures will be administered without them and, in the future, new items would be developed without pictures.
- The term “Sample” item was changed to “Practice” item in all books.
- The pictures that were part of the K–1 Teacher Talk practice item were removed.
- Each K–1 Writing Words practice item was enhanced to include examples of acceptable responses in the Examiner’s Manual.

- K–1 writing practice items were displayed with two response boxes in the Answer Book. The directions to the examiners explained that the first box was for the student to practice. The second box was for the test examiner to model the correct response if the student did not respond correctly.

Directions and Test Administration

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

Scoring

- Samples of student writing (anchors) for each writing test component were added to the rubric pages in the Examiner’s Manuals.
- The charts from the Trainer’s Kit binder that list sample correct responses, sample responses that are not entirely accurate (for which the test examiner is to ask the question again), and sample incorrect responses were added to the Examiner’s Manual for the Oral Vocabulary test component.
- The layout of the pictures and charts in the speaking section were reformatted so that when the Examiner’s Manual is laid open, the test examiner’s pages face the test examiner while the pictures face the student.
- Guidelines on scoring common types of responses for Oral Vocabulary, Speech Functions, and Choose and Give Reasons test components were added to the Trainer’s Kit binder.
- The term “letter reversals” was defined both in the Trainer’s Kit binder and K–1 Examiner’s Manual for the Copying Words and Writing Words test components.
- The rules for scoring Sentences responses with multiple sentences were simplified. A response with more than one sentence was given the score of the highest-scored sentence.
- The contractor rules for evaluating spelling within CR Sentences responses was provided for local scorers in the Trainer’s Kit binder for the first time.

- Rules for scoring MC test items in the Word Analysis, Fluency and Vocabulary, and Punctuation and Capitalization test components were changed. Test examiners were trained to record the specific response selected by the student (“A,” “B,” or “C”) rather than marking “NR” (for no response), “I” (for an incorrect response), or “C” (for a correct response). Directions clarified that if a student did not respond to the question or provided a response other than the “A,” “B,” or “C” response options, the test examiner was not to mark anything in the Answer Book.
- A statement about the difference in scoring and how to mark the Answer Book for the speaking domain when there is “No Response,” versus when a student responds incorrectly, was added to the Important Points to Remember section of the Examiner’s Manuals. It was further clarified that when a student’s score is determined, both “no response” and “incorrect” are counted as zeros.
- For the Speech Functions items, directions to the test examiners were rewritten to clarify that the student’s response does not necessarily have to be in the form of a question. As long as the student’s response fulfills the speech function specified with the item, the response can be in the form of a question or a statement. Examples of reasonable responses were added to the Examiner’s Manuals.
- For Oral Vocabulary, test component directions were rewritten to clarify that student responses may be in any verb tense.

Other

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

2012–13 Edition

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

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

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

Directions and Test Administration

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

Other

- The Request a Pickup tutorial was replaced by the Packing and Returning Scorable Documents tutorial.
- The field-testing plan changed to improve sample representation. Large high schools were limited to 500 students participating per grade, and some large LEAs were not given the same form at all schools with the same grade spans. See section 3.3 of the *CELDT 2012–13 Edition Technical Report* for a detailed explanation of the new field-testing plan.

CELDT Item Alignment Study

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

With the new 2012 *English Language Development (ELD) Standards* in place, the CDE is required by state and federal law to ensure the English language proficiency assessment administered annually to California’s English learners (ELs) is appropriately aligned to the 2012 ELD Standards. The CELDT was developed to align to the 1999 English Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards). As the 2012 ELD Standards differ significantly from the 1999 ELD Standards, the CDE intends to replace the CELDT with the English Language Proficiency Assessments for California (ELPAC) system that will be aligned to the new standards.

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

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

The key findings are as follows:

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

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

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

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

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

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

Scale Score Comparisons of K–1 Reading and Writing

As a result of the adjustments made to the K–1 reading and writing item parameters in spring 2013, the scale scores prior to the 2013–14 Edition are not comparable to those issued in

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

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

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

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

2013–14 Edition

The 2013–14 Edition maintained many of the changes that had been incorporated into previous editions. The following additional program changes were made during this test administration period:

Directions and Test Administration

- An announcement was released in August 2013 reminding test administrators of the security risks posed by electronic devices. Test administrators were reminded that electronic devices may not be brought into the testing room. Wording was added to the Examiner’s Manual for the test examiner to remind students to clear their desks before test materials are distributed.
- Designed to develop item calibrations for field-test items, a new field-test sampling plan was implemented for 2013–14. The goal of the updated field-testing plan was to make the field-testing sample of students as representative as possible of the population of students who take the CELDT. A multiple-grade cohort sample of the LEAs and schools across California was selected by stratified cluster probability sampling. The initial stage included the construction of a sample frame, partitioning school LEA areas into three strata defined by geographic areas of contiguous counties: North, Central, and South. Los Angeles County was defined as the fourth stratum due to its size. Within each stratum, LEAs were sorted by their sizes and were further grouped into substrata. Sample size was proportionally allocated according to the stratum proportions, and LEAs were randomly sorted within each substratum. Systematic probability sampling was used to select LEAs for each test form from the substrata within each of the four strata. A sample of school LEAs was drawn with balanced sizes so that every student had approximately equal probability of selection into the sample.

Scoring

- A group administration training was added to the STOT workshop. New training videos were produced for listening, reading, and the 4-Picture Narrative test component (to include reordered prompting directions), and a new field-test administration video was produced to train the administration and scoring of the new Form 3 field-test Oral Vocabulary item type. Online training resources and binder materials were also enhanced.
- When the 2013–14 Edition was developed, new field-test items that were aligned to the 1999 ELD Standards were embedded in the tests. In November 2012, just after the development of this edition, new ELD Standards were adopted by the SBE, and Educational Data Systems conducted an item alignment study in 2013 to determine the alignment of the CELDT items to the new 2012 ELD Standards. In this study, it was determined that many of the writing items did not align to the new standards, and, as a result, some writing field-test items on the 2013–14 Edition were not scored. The item bank status codes for these items were changed to the classification “Rejected after use for content reasons.”

- It was determined that for the development of the 2013–14 test forms, the K–1 reading and writing item parameter estimates as calculated in the 2009–10 to 2012–13 timeframe needed to be recalculated with data pooled across these four preceding years. A study was conducted to measure the impact of updating the item parameters. In the case of K–1 reading and writing, it was found that the updated item parameters would result in student classifications that would not be comparable to those from previous years. No other tests had this issue.
- To address the need for comparability as well as the need to update the item parameters, the performance-level cut scores were adjusted so that student classifications that occurred in 2013–14 and future years would be comparable to those from the 2009–10 through 2012–13 timeframe. The result was a) a set of raw score to scale score conversion tables based on the updated item parameters and b) an adjusted set of K–1 reading, writing, overall, and comprehension performance-level cut scores that correspond to the updated item parameters. These were used for the 2013–14 Edition and will be used as long as the CELDT vertical scale is used.
- During the 2013–14 administration cycle, the CELDT program reviewed the item status codes in the CELDT Item Bank and resolved to make three changes:
 - Replace the code “Dormant” with “Legacy unavailable”: Prior to the 2012–2016 contract, a total of 991 items had been classified as “Dormant.” Although the term “Dormant” implies that an item may be reused after a resting period, the CDE had neither set a resting period for Dormant items nor ever reactivated any Dormant items. The CDE decided to reclassify dormant items as “Legacy unavailable” to indicate that they are items that cannot be used operationally and to indicate that the Dormant classification cannot be used going forward. That is, Legacy unavailable items are items that the CDE decided were unavailable at some point prior to the 2012–2016 contract. All 991 items that had been classified as Dormant were reclassified as Legacy unavailable.
 - Classify items that should not be used temporarily as “Resting”: The “Resting” code indicates that an item can be reused after a certain period. After the resting period has passed, the “Resting” code would be manually changed to “Used operationally” to make it available for test construction.
 - Implement “Ready for piloting” when item piloting and field-testing resume: At the beginning of the 2012–2016 contract, the CDE agreed to add the code “Ready for piloting” to distinguish items that needed to go through piloting from items that were “Field test ready.” However, rules for the classification of “Ready for piloting” have not been written or entered in the CELDT Item Bank, and no additional items are scheduled to be written under the current contract. Educational Testing Service (ETS) recommended that the “Ready for piloting” status code be implemented during the next contract.

2014–15 Edition

The 2014–15 Edition maintained many of the changes that had been incorporated into previous editions. The following additional program changes were made during this test administration period:

Field Testing and Item Writing

When a CELDT edition is typically developed, field-test items that are aligned to the 1999 ELD Standards are embedded in the tests. In mandated budget cuts to the CELDT for the purpose of redirecting funds to its new assessment, the ELPAC, the CDE eliminated field testing for the 2014–15 Edition. All students tested in the 2014–15 administration year were tested with Form 1, the operational form of the test that contained no field-test items. Additionally, because the CELDT Item Bank would not be needed to create new field-test forms, the CDE discontinued all item writing efforts.

California Longitudinal Pupil Achievement Data System (CALPADS) Merge

Title III of the Elementary and Secondary Education Act provides supplemental funding to local educational agencies (LEAs) to help ELs attain ELP. LEAs receiving Title III funding are required to meet Annual Measurable Achievement Objectives (AMAOs) each year. In the past, Title III AMAO target calculations have been based upon proficiency measurements and demographic variables captured from the CELDT Answer Book. Starting in 2014–15, the Title III Accountability Reports began incorporating certain demographic data from the California Longitudinal Pupil Achievement Data System (CALPADS) Operational Data Store. CALPADS is a state-managed longitudinal data system used to maintain student-level data, including student demographics, assessment results, course data, discipline, staff assignments, and other information for state and federal reporting. CALPADS provides schools and LEAs with the opportunity to collect and correct select data directly online instead of using the CELDT Answer Books to collect this data.

In keeping with the State's overall goal of using CALPADS data as the primary source of student demographic information, the CDE determined that for the 2014–15 AMAO calculations and CELDT reporting, certain demographic fields (e.g., primary language code) would come from CALPADS rather than the CELDT Answer Book. The data was merged into the CELDT Student Score Files (SSF) where the SSF record matched with a CALPADS record.

In addition, the Ethnicity/Race, Reporting Ethnicity, and Program Participation: Gifted and Talented, and English Learner Services data was not collected on the CELDT Answer Book.

Form Reuse

Test forms used in the 2013–14 administration year were reused in their entirety for the 2014–15 administration year.

2015–16 Edition

The 2015–16 Edition maintained many of the changes that had been incorporated into previous editions. The following additional program changes were made during this test administration period:

Form Reuse

Test forms used in the 2014–15 administration year were reused in their entirety for the 2015–16 administration year for the following tests:

- Grades K–2 listening
- Grades K–1 reading
- Grades K–1 writing
- Grade 2 reading
- Grade 2 writing
- Grades 3–5 listening
- Grades 6–8 listening

The remaining tests had some items replaced. Items that were memorable, associated with a relatively high number of raw score points, or performed poorly in the 2013–14 administration year (the most recent previous administration with item statistics) were more likely than other items to be replaced.

New Scoring Contractor for Constructed-Response (CR) Scoring

The Sacramento County Office of Education (SCOE) assumed responsibility for the scoring of CR items in the writing domain, beginning with the 2015–16 Edition. SCOE maintained all previous scoring procedures. In an effort to maximize rater consistency, SCOE increased the amount of training provided to raters, provided more validation sets to those raters, and implemented more expert read-behinds after training.

CELDT Blueprint Preface

The CELDT is aligned to the 1999 ELD Standards approved by the SBE in 1999. The ELD Standards identify five proficiency levels through which ELs progress toward ELP: 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 ELs are expected to have mastered at that specified language proficiency level.

2016–17 Edition

The 2016–17 Edition maintained many of the changes that had been incorporated into previous editions. The following additional program changes were made during this test administration period:

Form Reuse

All test forms used in the 2015–16 administration year were reused in their entirety for the 2016–17 administration year. No items were replaced, and no field-test items were embedded in the test forms. All items were operational and thus counted toward student scores.

Psychometric Activities

For the 2016–17 administration, the prime contractor, Educational Data Systems, assumed all psychometric analyses and technical reporting. It is important to note that because the 2015–16 Edition of the test was reused, all reported scores for the 2016–17 Edition were based on item calibration, scale transformation, and raw score to scale score conversion table work that was done for the 2015–16 Edition by the subcontractor, Educational Testing Service.

To ensure the validity and consistency of the analysis in this *CELDT 2017–18 Edition Technical Report* with previous edition reports, Educational Data Systems carried out a replication study of the analyses completed by the previous subcontractor. Educational Data Systems uses different software for analysis than ETS used: Statistical Package for the Social Sciences (rather than Statistical Analysis System) and jMetrik (rather than Multilog, which is no longer commercially available). Despite the differences in software, the results of the replication study indicate that the transition from ETS to Educational Data Systems was completed smoothly. For more information on this study, see the *California English Language Development Test Technical Report Replication Study*, which can be found on Educational Data Systems' website at <https://eddata.com/perspectives/publications/>.

In each of the following blueprints, the English Language Development (ELD) Proficiency Level (e.g., Beginning, Intermediate, Advanced) is followed by the ELD Standard.

CELDT BLUEPRINT FOR KINDERGARTEN–GRADE ONE

Listening—Total Number of Items: 20

Strategies and Applications

- **Beginning:** Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.
- **Advanced:** Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.

Speaking—Total Number of Items: 20

Strategies and Applications

- **Beginning:** 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). Answer simple questions with one- to two-word responses.
- **Early Intermediate:** 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 *he* or *she*). Ask and answer questions by using phrases or simple sentences. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. Orally communicate basic needs (e.g., “May I get a drink?”). Recite familiar rhymes, songs, and simple stories.
- **Intermediate:** Ask and answer instructional questions by using simple sentences. 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). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.
- **Early Advanced:** Retell stories in greater detail, including characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. 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. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).

- **Advanced:** Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. Narrate and paraphrase events in greater detail by using more extended vocabulary. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Reading—Total Number of Items: 20

Word Analysis

- **Beginning:** Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.
- **Early Intermediate:** Recognize English phonemes that do not correspond to sounds students already hear and produce (e.g., *a* as in *cat* and final consonants).
- **Intermediate:** Recognize and name all uppercase and lowercase letters of the alphabet. Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.

Fluency and Systematic Vocabulary Development

- **Early Intermediate:** Read simple vocabulary, phrases, and sentences independently.
- **Intermediate:** Use decoding skills to read more complex words independently.

Reading Comprehension

- **Beginning:** While reading aloud in a group, point out basic text features such as the title, table of contents, and chapter headings.

Writing—Total Number of Items: 20

Strategies and Applications

- **Beginning:** Copy the English alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week). Write a few words or phrases about an event or character from a story read by the teacher.

English Language Conventions

- **Early Intermediate:** Use capitalization to begin sentences and for proper nouns. Use a period or question mark at the end of a sentence.

CELDT BLUEPRINT FOR GRADE TWO**Listening—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.
- **Advanced:** Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts. Demonstrate an understanding of idiomatic expressions (e.g., “Give me a hand.”) by responding to such expressions and using them appropriately.

Speaking—Total Number of Items: 20***Strategies and Applications***

- **Beginning:** 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). Answer simple questions with one- to two-word responses.
- **Early Intermediate:** 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 *he* or *she*). Ask and answer questions by using phrases or simple sentences. Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects. Orally communicate basic needs (e.g., “May I get a drink?”). Recite familiar rhymes, songs, and simple stories.
- **Intermediate:** Ask and answer instructional questions by using simple sentences. 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). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.
- **Early Advanced:** Retell stories in greater detail, including characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. 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. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Ask and answer instructional questions with

more extensive supporting elements (e.g., “What part of the story was most important?”).

- **Advanced:** Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. Narrate and paraphrase events in greater detail by using more extended vocabulary. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Reading—Total Number of Items: 35

Word Analysis

- **Beginning:** Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language.
- **Early Intermediate:** Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., *a* in *cat* and final consonants).
- **Intermediate:** Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. Recognize and name all uppercase and lowercase letters of the alphabet.
- **Early Advanced:** Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). Recognize sound/symbol relationship and basic word-formation rules in phrases, simple sentences, or simple text.
- **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).

Fluency and Systematic Vocabulary Development

- **Beginning:** Demonstrate comprehension of simple vocabulary with an appropriate action.
- **Early Intermediate:** Read simple vocabulary, phrases, and sentences independently.
- **Intermediate:** Use decoding skills to read more complex words independently. Apply knowledge of content-related vocabulary to discussions and reading. Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., *remove*, *jumping*).
- **Early Advanced:** Recognize simple antonyms and synonyms (e.g., *good*, *bad*; *blend*, *mix*) in stories or games. Use simple prefixes and suffixes when they are attached to known vocabulary. Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.
- **Advanced:** Explain common antonyms and synonyms. Recognize words that have multiple meaning in texts. Apply knowledge of academic and social vocabulary to achieve independent reading.

Reading Comprehension

- **Beginning:** Understand and follow simple one-step directions for classroom activities.
- **Early Intermediate:** Draw and label pictures related to a story topic or one's own experience. Understand and follow simple two-step directions of classroom activities.
- **Intermediate:** Understand and follow some multiple-step directions for classroom-related activities.
- **Early Advanced:** Read and use basic text features such as title, table of contents, and chapter headings.
- **Advanced:** Locate and use basic text features such as title, table of contents, chapter headings, diagrams, and index.

Writing—Total Number of Items: 24

Strategies and Applications

- **Beginning:** Write a phrase or simple sentence about an experience generated from a group story.
- **Early Intermediate:** 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"). Write one to two simple sentences (e.g., "I went to the park.>").
- **Intermediate:** Write short narrative stories that include the elements of setting and character. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. Write a friendly letter of a few lines. Following a model, proceed through the writing process to independently write short paragraphs of at least three lines.
- **Early Advanced:** Write short narratives that include elements of setting, characters, and events. Proceed through the writing process to write short paragraphs that maintain a consistent focus. Write a formal letter. Produce independent writing with consistent use of standard grammatical forms. (Some rules may not be followed.)
- **Advanced:** Write short narratives that describe the setting, characters, objects, and events. Produce independent writing by using correct grammatical forms. Proceed through the writing process to write clear and coherent sentences and paragraphs that maintain a consistent focus.

English Language Conventions

- **Early Intermediate:** Use capitalization to begin sentences and for proper nouns. Use a period or a question mark at the end of a sentence. Edit writing for basic conventions (e.g., capitalization and use of periods) and make some corrections.

- **Intermediate:** Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).
- **Early Advanced:** Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization. Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement). Edit writing to check some of the mechanics of writing (e.g., capital letters and periods).
- **Advanced:** Use complete sentences and correct word order. Use correct parts of speech, including correct subject/verb agreement. Edit writing for punctuation, capitalization, and spelling. Produce writing that demonstrates a command of the conventions of standard English.

CELDT BLUEPRINT FOR GRADES THREE–FIVE**Listening—Total Number of Items: 20*****Strategies and Applications***

- **Early Intermediate:** Restate and execute multiple-step oral directions.
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.
- **Early Advanced:** Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.
- **Advanced:** Listen attentively to stories and information on topics; identify the main points and supporting details. Demonstrate an understanding of idiomatic expressions (e.g., “It’s pouring outside.”) by responding to such expressions and using them appropriately. Identify the main ideas and points of view and distinguish fact from fiction in broadcast and print media.

Speaking—Total Number of Items: 20***Strategies and Applications***

- **Beginning:** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Answer simple questions with one- to two-word responses. Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.
- **Early Intermediate:** 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 *he* or *she*). Ask and answer questions by using phrases or simple sentences. Orally communicate basic needs (e.g., “May I get a drink of water?”). Recite familiar rhymes, songs, and simple stories.
- **Intermediate:** Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”). 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). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information. Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.
- **Early Advanced:** Summarize major ideas and retell stories in greater detail, including characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. 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. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”). Use simple figurative language and idiomatic expressions (e.g., “It’s raining cats and dogs.”) to communicate ideas to a variety of audiences.

- **Advanced:** Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Reading—Total Number of Items: 35

Word Analysis

- **Beginning:** Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.
- **Early Intermediate:** Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).
- **Intermediate:** Use common English morphemes in oral and silent reading.
- **Early Advanced:** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- **Advanced:** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

Fluency and Systematic Vocabulary Development

- **Beginning:** Demonstrate comprehension of simple vocabulary with an appropriate action. Retell simple stories by using drawings, words, or phrases.
- **Early Intermediate:** Apply knowledge of content-related vocabulary to discussions and reading. Read simple vocabulary, phrases, and sentences independently. Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.
- **Intermediate:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in written texts. Use content-related vocabulary in discussions and reading. Recognize some common root words and affixes when they are attached to known vocabulary (e.g., *speak*, *speaker*).
- **Early Advanced:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. Recognize that some words have multiple meanings (e.g., *present/gift*, *present/time*) in literature and texts in content areas. Use some common root words and affixes when they are attached to known vocabulary (e.g., *educate*, *education*). Recognize simple analogies (e.g., “fly like a bird”) and metaphors in literature and texts in content areas. Use decoding skills and

knowledge of academic and social vocabulary to achieve independent reading. Recognize some common idioms (e.g., “scared silly”) in discussions and reading.

- **Advanced:** Apply knowledge of common root words and affixes when they are attached to known vocabulary. Recognize that some words have multiple meanings and apply this knowledge consistently. Apply knowledge of academic and social vocabulary to achieve independent reading. Use common idioms, some analogies, and metaphors in discussion and reading. Use a standard dictionary to determine the meaning of unknown words.

Reading Comprehension

- **Beginning:** Understand and follow simple one-step directions for classroom activities. Point out text features such as the title, table of contents, and chapter headings.
- **Early Intermediate:** 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.”). Understand and follow simple two-step directions for classroom activities. Read and identify basic text features such as the title, table of contents, and chapter headings.
- **Intermediate:** Read text and identify features such as the title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. Understand and follow some multiple-step directions for classroom-related activities.
- **Early Advanced:** Describe the main ideas and supporting details of a text. Generate and respond to comprehension questions related to the text. Locate text features such as format, diagrams, charts, glossaries, and indexes, and identify the functions. Use the text (such as ideas presented, illustrations, titles) to draw conclusions and make inferences. Distinguish explicit examples of facts, opinions, inference, and cause and effect in texts. Identify some significant structural (organizational) patterns in text such as sequential or chronological order and cause and effect.
- **Advanced:** Use the text (such as the ideas, illustrations, titles) to draw inferences and conclusions and make generalizations. Describe main ideas and supporting details, including supporting evidence. Use text features such as format, diagrams, charts, glossaries, indexes, and the like to locate and draw information from text. Identify significant structural (organizational) patterns in text such as compare and contrast, sequential and chronological order, and cause and effect. Distinguish fact from opinion and inference and cause from effect in text.

Writing—Total Number of Items: 24

Strategies and Applications

- **Beginning:** Write the English alphabet legibly. Label key parts of common objects. Use models to write short narratives.

- **Early Intermediate:** Write short narrative stories that include elements of setting and character. Follow a model to write a friendly letter. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.
- **Intermediate:** Narrate with some detail a sequence of events. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms. Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be followed). Write a letter by independently using detailed sentences.
- **Early Advanced:** Write a detailed summary of a story. Arrange compositions according to simple organizational patterns. Independently write a persuasive letter with relevant evidence.
- **Advanced:** Write a persuasive composition using standard grammatical forms. Write narratives that describe the setting, characters, objects, and events. Independently use all the steps of the writing process.

English Language Conventions

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

CELDT BLUEPRINT FOR GRADES SIX–EIGHT**Listening—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Demonstrate comprehension of oral presentations and instructions through nonverbal responses (e.g., gestures, pointing, drawing).
- **Early Intermediate:** Restate and execute multiple-step oral directions.
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.
- **Early Advanced:** Listen attentively to more complex stories and information on new topics across content areas and identify the main points and supporting details.
- **Advanced:** Listen attentively to stories and information on topics; identify the main points and supporting details. Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.

Speaking—Total Number of Items: 20***Strategies and Applications***

- **Beginning:** Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Ask and answer questions by using simple sentences or phrases.
- **Early Intermediate:** 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 *he* or *she*). Ask and answer questions by using phrases or simple sentences. Orally communicate basic needs (e.g., “I need to borrow a pencil.”).
- **Intermediate:** Respond to messages by asking simple questions or by briefly restating the message. 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). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- **Early Advanced:** Retell stories in greater detail by including the characters, setting, and plot. Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may have random errors. 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. Recognize appropriate ways of speaking that vary according to

the purpose, audience, and subject matter. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. 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.

- **Advanced:** Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Reading—Total Number of Items: 35

Word Analysis

- **Beginning:** Recognize the most common English morphemes in phrases and simple sentences.
- **Early Intermediate:** Use common English morphemes in oral and silent reading. Recognize obvious cognates (e.g., *education*, *educación*; *actually*, *actualmente*) in phrases, simple sentences, literature, and content area texts.
- **Intermediate:** Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas. Identify cognates (e.g., *agonia*, *agony*) and false cognates (e.g., *éxito*, *exit*) 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. Distinguish between cognates and false cognates in literature and texts in content areas.
- **Advanced:** Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. Apply knowledge of cognates and false cognates to derive meaning from literature and texts in content areas.

Fluency and Systematic Vocabulary Development

- **Early Intermediate:** Read simple paragraphs and passages independently.
- **Intermediate:** Use a standard dictionary to determine meanings of unknown words. Use knowledge of English morphemes, phonics, and syntax to decode text. Recognize simple idioms, analogies, figures of speech (e.g., “to take a fall”), and metaphors in literature and texts in content areas. Use decoding skills and knowledge of both academic and social vocabulary to read independently. Recognize that some words have multiple meanings.
- **Early Advanced:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. Recognize that some words have multiple meanings and apply this knowledge to read literature and texts in content areas. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). Use decoding skills and knowledge of

academic and social vocabulary to achieve independent reading. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.

- **Advanced:** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. Apply knowledge of academic and social vocabulary to achieve independent reading. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. Use a standard dictionary to determine meaning of unknown words.

Reading Comprehension

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

Writing—Total Number of Items: 24

Strategies and Applications

- **Beginning:** Write a brief narrative using a few simple sentences that include the setting and some details. Use the writing process to write brief narratives and stories with a few standard grammatical forms. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.
- **Early Intermediate:** Use common verbs, nouns, and high-frequency modifiers in writing simple sentences. Write expository compositions, such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences. 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.
- **Intermediate:** Narrate a sequence of events and communicate their significance to the audience. 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.
- **Early Advanced:** Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address a counterargument.
- **Advanced:** Write persuasive expository compositions that include a clear thesis, describe organized points of support, and address counterarguments.

English Language Conventions

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

CELDT BLUEPRINT FOR GRADES NINE–TWELVE**Listening—Total Number of Items: 20*****Strategies and Applications***

- **Beginning:** Demonstrate comprehension of oral presentations and instructions through nonverbal responses.
- **Early Intermediate:** Restate and execute multiple-step oral directions.
- **Intermediate:** Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. Identify the main idea and some supporting details of oral presentations, familiar literature, and key concepts of subject matter content.
- **Advanced:** Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately.

Speaking—Total Number of Items: 20***Strategies and Applications***

- **Beginning:** 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). Ask and answer questions by using simple sentences or phrases.
- **Early Intermediate:** 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 *he* or *she*). Ask and answer questions using phrases or simple sentences. Orally communicate basic needs (e.g., “Do we have to XXX?”).
- **Intermediate:** Respond to messages by asking simple questions or by briefly restating the message. 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). Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- **Early Advanced:** Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors. 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. Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message. 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.

- **Advanced:** Demonstrate an understanding of figurative language and idiomatic expressions by responding to such expressions and using them appropriately. Consistently use appropriate ways of speaking and writing that vary according to the purpose, audience, and subject matter. Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.

Reading—Total Number of Items: 35

Word Analysis

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

Fluency and Systematic Vocabulary Development

- **Beginning:** Recognize simple affixes (e.g., *educate, education*), prefixes (e.g., *dislike*), synonyms (e.g., *big, large*), and antonyms (e.g., *hot, cold*).
- **Early Intermediate:** Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize simple idioms, analogies, and figures of speech (e.g., “the last word”) in literature and subject-matter texts. Read simple paragraphs and passages independently. Use a standard dictionary to find the meaning of unknown vocabulary. Use appropriate connectors (e.g., *first, then, after that, finally*) to sequence written text. Recognize that some words have multiple meanings and apply this knowledge to written texts.
- **Intermediate:** Use a standard dictionary to derive meaning of unknown vocabulary. 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. Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and

metaphors. Use decoding skills and knowledge of both academic and social vocabulary to read independently. Apply knowledge of text connectors to make inferences.

- **Early Advanced:** Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words. Recognize that some words have multiple meanings and apply this knowledge to understand texts. Use knowledge of affixes, root words, and increased vocabulary to interpret the meaning of words in literature and content area texts. Use a standard dictionary to determine the meaning of unknown words (e.g., idioms and words with multiple meanings). Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading. Recognize idioms, analogies, and metaphors used in literature and texts in content areas.
- **Advanced:** Recognize that some words have multiple meanings and apply this knowledge consistently in reading literature and texts in content areas. Apply knowledge of academic and social vocabulary to achieve independent reading. Use common idioms and some analogies (e.g., “shine like a star,” “let the cat out of the bag”) and metaphors. Use a standard dictionary to determine meaning of unknown words.

Reading Comprehension

- **Beginning:** Recognize a few specific facts in familiar expository texts such as consumer publications, workplace documents, and content area texts. Point out text features such as title, table of contents, and chapter headings.
- **Early Intermediate:** Identify and follow some multiple-step directions for using simple mechanical devices and filling out basic forms.
- **Early Advanced:** Apply knowledge of language to achieve comprehension of informational materials, literary text, and texts in content areas.
- **Advanced:** Apply knowledge of language to achieve comprehension of informational materials, literary text, and text in content areas.

Writing—Total Number of Items: 24

Strategies and Applications

- **Beginning:** Write a brief narrative by using a few simple sentences that include setting and some details. Use the writing process to write brief narratives with a few standard grammatical forms. Write simple compositions, such as descriptions and comparison and contrast, that have a main idea and some detail.
- **Early Intermediate:** Use common verbs, nouns, and high-frequency modifiers in simple sentences. Write expository compositions, such as descriptions, comparisons and contrast, and problem and solution, that include a main idea and some details using simple sentences. 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.

- **Intermediate:** Narrate a sequence of events and communicate their significance to the audience. 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.
- **Early Advanced:** Write persuasive compositions that structure ideas and arguments in a logical way with consistent use of standard grammatical forms. Write reflective compositions that explore the significance of events.
- **Advanced:** Write persuasive and expository compositions that include a clear thesis, describe organized points of support, and address counterarguments. Structure ideas and arguments in a given context by giving supporting and relevant examples.

English Language Conventions

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

Appendix B: Information Related to Content Validity

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

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Appendix C: Writing and Speaking Rubrics History

Note: This appendix shows the official scoring rubrics, as presented in the scoring guide, for the 2017–18 administration. Changes made to the rubrics in previous editions can be found in Appendix C of the *CELDT 2015–16 Edition Technical Report*. There were no changes made to either the 2016–17 or 2017–18 scoring rubrics.

2017–18 CURRENT SCORING RUBRICS

In each test component, the scoring rubric follows the score point.

Writing—Short Compositions

NONSCORABLE

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

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

SCORE 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.

SCORE 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 limited (in early stages of development; mostly basic).

- **Spelling and mechanics** errors make response difficult to comprehend, but at least one word is spelled correctly (other than “a,” “I,” or “the”).

SCORE 2: DEVELOPING COMMUNICATION

- **Content** is related to the prompt.
- **Response** is mostly comprehensible.
- **Subject and predicate** are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
- **Grammar and syntax** contain numerous errors, sometimes interfering with meaning.
- **Vocabulary** is general, imprecise, and/or repetitive.
- **Spelling and mechanics** errors often interfere with meaning.

SCORE 3: COMPETENT COMMUNICATION

- **Content** reasonably addresses the prompt.
- **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
- **For grades 2–5, subject and predicate** are in correct word order in at least **three complete, attempted, or run-on sentences**.
For grade 2, at least **one** of these is a **complete sentence**. The other two may be attempted or run-on sentences.
For grades 3–5, at least **two** of these are **complete sentences**. The other one may be an attempted or a run-on sentence.
The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
- **For grades 6–12, subject and predicate** are in correct word order in at least **three complete sentences**. The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
- **Grammar and syntax** contain few errors that occasionally interfere with meaning.
- **Vocabulary** adequately addresses the prompt.
- **Spelling and mechanics** errors occasionally interfere with meaning.

SCORE 4: FULLY COMPETENT 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 in at least **three complete sentences**. One or more of the complete sentences must be syntactically complex (defined as multiple subjects or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The response may also contain other complete sentences or attempted sentences; the response may **not** contain run-on sentences or sentence fragments.
- **Grammar and syntax** contain minimal errors that do not interfere with meaning.
- **Vocabulary** is precise and may include idioms or figurative language.
- **Spelling and mechanics** errors are minimal and do not interfere with meaning.

Writing—Sentences

NONSCORABLE

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

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

SCORE 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, or plural endings** are missing or incorrect.
- **Vocabulary** is severely limited (random words with no indication of comprehension).
- **Spelling** errors interfere with comprehensibility.
- **Punctuation and capitalization** errors distort meaning.

SCORE 1: EMERGING COMMUNICATION

Subject and 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, word order).
- **Articles, possessives, prepositions, or plural endings** are often missing or incorrect.
- **Vocabulary** is limited, imprecise, or does not adequately address the prompt.
- **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”).
- **Punctuation and/or capitalization** errors may interfere with meaning.

SCORE 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, word order).
- **Articles, possessives, prepositions, or plural endings** may be missing or incorrect.
- **Vocabulary** adequately addresses the prompt.
- **Spelling** errors do not interfere with meaning.
- **Punctuation and/or capitalization** have few errors that do not interfere with meaning.

A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.

SCORE 3: FULLY COMPETENT COMMUNICATION

Subject and predicate have some syntactical complexity (defined as multiple subjects or objects, multiple verbs, use of infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The following characteristics may be seen as well.

- **Content** is clear and appropriate to the prompt.
- **Response** is written in Standard English.
- **Grammar and syntax** contain no errors.
- **Articles, possessives, prepositions, or plural endings** are correct.

- **Vocabulary** adequately addresses the prompt with some specificity.
- **Spelling** contains no errors.
- **Punctuation and/or capitalization** may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. The sentence may also contain the following **minor mechanical errors**: missing periods after abbreviations, capitalization errors in the middle of the sentence, extraneous or missing commas.

Writing—Copying Letters

SCORE 0: Draws illegible lines or does not copy the letter as it appears.

SCORE 1: Copies letter legibly. Letter reversals are not acceptable.

Writing—Copying Words

SCORE 0: Draws illegible lines or unacceptable response.

SCORE 1: Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.

SCORE 2: Copies the word legibly. Must include correct initial letter in the initial position. All letters are in the correct letter order. Letter reversals are not acceptable.

Writing—Writing Words (Word stated by test examiner, picture prompt)

SCORE 0: Draws illegible lines or unacceptable response.

SCORE 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.

SCORE 2: Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Writing—Writing Words (Response to a story read by the test examiner)

SCORE 0: Draws illegible lines or unacceptable response.

SCORE 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.

SCORE 2: Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Speaking—4-Picture Narrative

SCORE 0:

- **No response.**
- Spoken in **another language.**
- **Unintelligible.**
- Response consists of a **single word or a few words** that may or may not be related to the prompt.

SCORE 1:

- Student attempts to tell a story based on one or more pictures but **does not construct a coherent narrative.**
- Response displays a very **limited range of vocabulary.** The student's **speech is often halting or impeded.**
- Response includes **numerous grammatical¹ errors** that interfere with communication.
- Student's speech is generally difficult to understand. **Pronunciation often interferes** with communication.

SCORE 2:

- Story is based on pictures but **does not clearly explain one or more pictures.**
- Response **displays some** of the **necessary vocabulary**, but the student often cannot find the right word.
- Response shows **control of basic grammatical structures** but includes numerous errors, some of which interfere with communication.
- Student's speech is sometimes difficult to understand. **Pronunciation sometimes interferes** with communication.

SCORE 3:

- Story is coherent and **includes** explanation of all four pictures but **does not provide much elaboration** (e.g., explanations of details and context).
- **Vocabulary** resources are generally **adequate** to perform the task. The student sometimes cannot find the right word.

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

- Response is generally **adequate grammatically**. Errors rarely interfere with communication.
- Student may have an accent and/or make **some errors in pronunciation**, but pronunciation is generally accurate and **does not interfere** with communication.

SCORE 4:

- Story is **coherent and effective**, including explanation of all four pictures, with **appropriate elaboration** (e.g., explanations of details and context). Contains more complex sentence structure.
- **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice.
- Response displays few grammatical errors and contains **varied grammatical and syntactical² structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication.
- Student may have an accent, but **both pronunciation and intonation are generally accurate** and do not interfere with communication.

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

Speaking—Choose and Give Reasons

SCORE 0:

- Student **does not make choice** or **does not support choice** with a relevant reason.
- **No response.**
- Response is entirely in **another language**.

SCORE 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.

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

SCORE 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).

Speaking—Speech Functions

SCORE 0:

- Student **does not perform the language function** required.
- **No response**.
- Response is entirely in **another language**.

SCORE 1:

- Student **performs the language function** required.
- **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.

SCORE 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).

Appendix D: Item Maps

The tables in appendix D identify the position (Item Number) of each item within Test Books for all items across the forms. The Item Sequence Number is used for other alignments such as those in appendices K–M. Only operational items are included here as there were no field-test items in the 2017–18 administration.

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

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEL00728	01057170
2	2	OP	CEL00526	00940028
3	3	OP	CEL00786	01208385
4	4	OP	CEL00399	00676871
5	5	OP	CEL00899	01210599
6	6	OP	CEL00515	00940005
7	7	OP	CEL00330	00545930
8	8	OP	CEL00284	00437120
9	9	OP	CEL00285	00437122
10	10	OP	CEL00286	00437124
11	11	OP	CEL00730	01057174
12	12	OP	CEL00782	01208376
13	13	OP	CEL00788	01208389
14	14	OP	CEL00471	00803313
15	15	OP	CEL00787	01208387
16	16	OP	CEL00397	00676867
17	17	OP	CEL00836	01210292
18	18	OP	CEL00400	00676873
19	19	OP	CEL00789	01208391
20	20	OP	CEL00463	00803297

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEL00151	00382856
2	2	OP	CEL00425	00687427
3	3	OP	CEL00154	00382862
4	4	OP	CEL00177	00382908
5	5	OP	CEL00484	00803461
6	6	OP	CEL00554	00940959
7	7	OP	CEL00800	01208912
8	8	OP	CEL00352	00546104
9	9	OP	CEL00186	00382926
10	10	OP	CEL00357	00546114
11	11	OP	CEL00435	00687449
12	12	OP	CEL00356	00546112
13	13	OP	CEL00793	01208897
14	14	OP	CEL00843	01210299
15	15	OP	CEL00744	01057650
16	16	OP	CEL00557	00940965
17	17	OP	CEL00736	01057633
18	18	OP	CEL00738	01057637
19	19	OP	CEL00740	01057641
20	20	OP	CEL00739	01057639

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEL00487	00803587
2	2	OP	CEL00538	00940177
3	3	OP	CEL00307	00437690
4	4	OP	CEL00804	01209037
5	5	OP	CEL00531	00940162
6	6	OP	CEL00224	00383002
7	7	OP	CEL00363	00546267
8	8	OP	CEL00806	01209041
9	9	OP	CEL00453	00693734
10	10	OP	CEL00754	01059779
11	11	OP	CEL00230	00383014
12	12	OP	CEL00540	00940181
13	13	OP	CEL00805	01209039
14	14	OP	CEL00451	00693730
15	15	OP	CEL00532	00940164
16	16	OP	CEL00489	00803591
17	17	OP	CEL00541	00940183
18	18	OP	CEL00437	00693699
19	19	OP	CEL00438	00693701
20	20	OP	CEL00439	00693703

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEL00768	01059883
2	2	OP	CEL00262	00383078
3	3	OP	CEL00551	00940438
4	4	OP	CEL00823	01209203
5	5	OP	CEL00319	00437841
6	6	OP	CEL00379	00546440
7	7	OP	CEL00542	00940419
8	8	OP	CEL10017	n/a
9	9	OP	CEL00995	01211127
10	10	OP	CEL00817	01209180
11	11	OP	CEL00386	00546454
12	12	OP	CEL00412	00682950
13	13	OP	CEL00818	01209182
14	14	OP	CEL10032	n/a
15	15	OP	CEL00997	01211129
16	16	OP	CEL00761	01059869
17	17	OP	CEL00865	01210321
18	18	OP	CEL00546	00940427
19	19	OP	CEL00547	00940429
20	20	OP	CEL00549	00940433

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CES00674	01057183
2	2	OP	CES00346	00680889
3	3	OP	CES00436	00940039
4	4	OP	CES00770	01210323
5	5	OP	CES00396	00803337
6	6	OP	CES00680	01057195
7	7	OP	CES00391	00803327
8	8	OP	CES00675	01057185
9	9	OP	CES00728	01208460
10	10	OP	CES00723	01208450
11	11	OP	CES00290	00545983
12	12	OP	CES00287	00545977
13	13	OP	CES00148	00382772
14	14	OP	CES00818	01210562
15	15	OP	CES00774	01210327
16	16	OP	CES00439	00940045
17	17	OP	CES00967	01211280
18	18	OP	CES10058	n/a
19	19	OP	CES00778	01210331
20	20	OP	CES00649	01003861

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CES00252	00437531
2	2	OP	CES00402	00803468
3	3	OP	CES00258	00437544
4	4	OP	CES00168	00383154
5	5	OP	CES00780	01210333
6	6	OP	CES00692	01059014
7	7	OP	CES00371	00687645
8	8	OP	CES00304	00546147
9	9	OP	CES00693	01059016
10	10	OP	CES00741	01208978
11	11	OP	CES00920	01211035
12	12	OP	CES00471	00940353
13	13	OP	CES00687	01059004
14	14	OP	CES00835	01210664
15	15	OP	CES00925	01211040
16	16	OP	CES00178	00383174
17	17	OP	CES00466	00940342
18	18	OP	CES00406	00803476
19	19	OP	CES00467	00940344
20	20	OP	CES00739	01208974

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CES00183	00383187
2	2	OP	CES00455	00940203
3	3	OP	CES00790	01210343
4	4	OP	CES00412	00803613
5	5	OP	CES00752	01209118
6	6	OP	CES00456	00940205
7	7	OP	CES00747	01209108
8	8	OP	CES00856	01210762
9	9	OP	CES00449	00940191
10	10	OP	CES00263	00437722
11	11	OP	CES00847	01210729
12	12	OP	CES00386	00693765
13	13	OP	CES00190	00383201
14	14	OP	CES00748	01209110
15	15	OP	CES00706	01059809
16	16	OP	CES00958	01211254
17	17	OP	CES00701	01059799
18	18	OP	CES00849	01210733
19	19	OP	CES00708	01059813
20	20	OP	CES00635	01003521

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CES00335	00546487
2	2	OP	CES00475	00940480
3	3	OP	CES00872	01210841
4	4	OP	CES00476	00940482
5	5	OP	CES00483	00940497
6	6	OP	CES00801	01210354
7	7	OP	CES00477	00940484
8	8	OP	CES00759	01209258
9	9	OP	CES00897	01210890
10	10	OP	CES00764	01209269
11	11	OP	CES00802	01210355
12	12	OP	CES00367	00683682
13	13	OP	CES00236	00383295
14	14	OP	CES00274	00437871
15	15	OP	CES10052	n/a
16	16	OP	CES00364	00683675
17	17	OP	CES00712	01059905
18	18	OP	CES00486	00940503
19	19	OP	CES00808	01210361
20	20	OP	CES00969	01211282

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CER01031	01210026
2	2	OP	CER01030	01210024
3	3	OP	CER01041	01210046
4	4	OP	CER01314	01210917
5	5	OP	CER01315	01210918
6	6	OP	CER01312	01210915
7	7	OP	CER01316	01210919
8	8	OP	CER01216	01210596
9	9	OP	CER01311	01210914
12	10	OP	CER01034	01210032
13	11	OP	CER01179	01210529
14	12	OP	CER01025	01210014
15	13	OP	CER01079	01210122
16	14	OP	CER01055	01210074
17	15	OP	CER01083	01210130
18	16	OP	CER01027	01210018
19	17	OP	CER01047	01210058
20	18	OP	CER01057	01210078
10	19	OP	CER01066	01210096
11	20	OP	CER01033	01210030

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

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

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CER00893	01059097
2	2	OP	CER00463	00691065
3	3	OP	CER01242	01210671
4	4	OP	CER00050	00241059
5	5	OP	CER00964	01208922
6	6	OP	CER00052	00241063
7	7	OP	CER00072	00241154
8	8	OP	CER01108	01210382
9	9	OP	CER01107	01210381
10	10	OP	CER00377	00546207
11	11	OP	CER00898	01059107
12	12	OP	CER00897	01059105
13	13	OP	CER01241	01210657
14	14	OP	CER00458	00691051
15	15	OP	CER00296	00437620
16	16	OP	CER00498	00803539
17	17	OP	CER00235	00354168
18	18	OP	CER00896	01059103
19	19	OP	CER00599	00940990
20	20	OP	CER01110	01210384
21	21	OP	CER00900	01059111
22	22	OP	CER00604	00941000
23	23	OP	CER00600	00940992
24	24	OP	CER00972	01208938
25	25	OP	CER00895	01059101
26	26	OP	CER01113	01210387
27	27	OP	CER01114	01210388
28	28	OP	CER01115	01210389
29	29	OP	CER01112	01210386
30	30	OP	CER01161	01210483
31	31	OP	CER01121	01210395
32	32	OP	CER01123	01210397
33	33	OP	CER00974	01208944
34	34	OP	CER00975	01208946
35	35	OP	CER00977	01208950

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CER00928	01060116
2	2	OP	CER00982	01209064
3	3	OP	CER00128	00241514
4	4	OP	CER00380	00546334
5	5	OP	CER00513	00803707
6	6	OP	CER00303	00437751
7	7	OP	CER00393	00546361
8	8	OP	CER00987	01209074
9	9	OP	CER00988	01209076
10	10	OP	CER00934	01060128
11	11	OP	CER00510	00803693
12	12	OP	CER00514	00803709
13	13	OP	CER00985	01209070
14	14	OP	CER00564	00940275
15	15	OP	CER00990	01209080
16	16	OP	CER00515	00803711
17	17	OP	CER00563	00940273
18	18	OP	CER01128	01210402
19	19	OP	CER00402	00546380
20	20	OP	CER00932	01060124
21	21	OP	CER00937	01060134
22	22	OP	CER00569	00940285
23	23	OP	CER00144	00241558
24	24	OP	CER00145	00241560
25	25	OP	CER00143	00241556
26	26	OP	CER10050	n/a
27	27	OP	CER10051	n/a
28	28	OP	CER10052	n/a
29	29	OP	CER10056	n/a
30	30	OP	CER01130	01210404
31	31	OP	CER01173	01210495
32	32	OP	CER01133	01210407
33	33	OP	CER00521	00803735
34	34	OP	CER00523	00803739
35	35	OP	CER00524	00803741

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CER01152	01210426
2	2	OP	CER01415	01211145
3	3	OP	CER01143	01210417
4	4	OP	CER00327	00437909
5	5	OP	CER00531	00804714
6	6	OP	CER00451	00684030
7	7	OP	CER00471	00717216
8	8	OP	CER01006	01209227
9	9	OP	CER00911	01059967
10	10	OP	CER01005	01209225
11	11	OP	CER00157	00241779
12	12	OP	CER00242	00354274
13	13	OP	CER00533	00804718
14	14	OP	CER00918	01059981
15	15	OP	CER00419	00546536
16	16	OP	CER00457	00684045
17	17	OP	CER00321	00437896
18	18	OP	CER00418	00546534
19	19	OP	CER01007	01209229
20	20	OP	CER00912	01059969
21	21	OP	CER00443	00683949
22	22	OP	CER01309	01210900
23	23	OP	CER10057	n/a
24	24	OP	CER10058	n/a
25	25	OP	CER10063	n/a
26	26	OP	CER01016	01209249
27	27	OP	CER01017	01209251
28	28	OP	CER01014	01209245
29	29	OP	CER10088	n/a
30	30	OP	CER10089	n/a
31	31	OP	CER10092	n/a
32	32	OP	CER10094	n/a
33	33	OP	CER01011	01209238
34	34	OP	CER01012	01209240
35	35	OP	CER01013	01209242

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
17	1	OP	CEW00896	01210200
18	2	OP	CEW00932	01210272
19	3	OP	CEW00885	01210178
20	4	OP	CEW00876	01210160
13	5	OP	CEW00884	01210176
14	6	OP	CEW00905	01210218
15	7	OP	CEW00875	01210158
16	8	OP	CEW00931	01210270
1	9	OP	CEW00877	01210162
2	10	OP	CEW00909	01210226
3	11	OP	CEW00868	01210144
4	12	OP	CEW00898	01210204
5	13	OP	CEW00919	01210246
6	14	OP	CEW00889	01210186
7	15	OP	CEW00890	01210188
8	16	OP	CEW00891	01210190
9	17	OP	CEW00923	01210254
10	18	OP	CEW00871	01210150
11	19	OP	CEW00989	01210552
12	20	OP	CEW00902	01210212

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEW00005	00353965
2	2	OP	CEW00020	00353996
3	3	OP	CEW00004	00353963
4	4	OP	CEW00298	00681402
5	5	OP	CEW00939	01210436
6	6	OP	CEW00220	00546085
7	7	OP	CEW00021	00353998
8	8	OP	CEW00209	00546063
9	9	OP	CEW00941	01210438
10	10	OP	CEW00940	01210437
11	11	OP	CEW00796	01208524
12	12	OP	CEW00981	01210528
13	13	OP	CEW00800	01208532
14	14	OP	CEW00974	01210499
15	15	OP	CEW00975	01210500
16	16	OP	CEW00976	01210501
17	17	OP	CEW00390	00940137
18	18	OP	CEW00391	00940139
19	19	OP	CEW00392	00940141
20	20	OP	CEW00389	00940135
21	21	OP	CEW00995	01210574
22	22	OP	CEW00381	00940119
23	23	OP	CEW00802	01208536
24	24	OP	CEW01084	01210937

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEW00100	00354226
2	2	OP	CEW00088	00354202
3	3	OP	CEW00077	00354179
4	4	OP	CEW00228	00546226
5	5	OP	CEW00090	00354206
6	6	OP	CEW00239	00546248
7	7	OP	CEW00950	01210447
8	8	OP	CEW00813	01208994
9	9	OP	CEW00815	01208998
10	10	OP	CEW01019	01210694
11	11	OP	CEW00747	01059936
12	12	OP	CEW00748	01059938
13	13	OP	CEW00749	01059940
14	14	OP	CEW00755	01059952
15	15	OP	CEW00756	01059954
16	16	OP	CEW00757	01059956
17	17	OP	CEW00422	00940377
18	18	OP	CEW00423	00940379
19	19	OP	CEW00424	00940381
20	20	OP	CEW01110	01211075
21	21	OP	CEW00175	00437661
22	22	OP	CEW01015	01210690
23	23	OP	CEW00094	00354214
24	24	OP	CEW01014	01210688

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEW00265	00546425
2	2	OP	CEW00145	00354697
3	3	OP	CEW00833	01209140
4	4	OP	CEW00832	01209138
5	5	OP	CEW00178	00437794
6	6	OP	CEW00147	00354701
7	7	OP	CEW00837	01209148
8	8	OP	CEW00836	01209146
9	9	OP	CEW00961	01210458
10	10	OP	CEW00262	00546419
11	11	OP	CEW00255	00546405
12	12	OP	CEW00959	01210456
13	13	OP	CEW00256	00546407
14	14	OP	CEW00350	00803765
15	15	OP	CEW00351	00803767
16	16	OP	CEW00352	00803769
17	17	OP	CEW00779	01069233
18	18	OP	CEW00780	01069235
19	19	OP	CEW00781	01069237
20	20	OP	CEW00794	01069263
21	21	OP	CEW00782	01069239
22	22	OP	CEW00842	01209158
23	23	OP	CEW00963	01210460
24	24	OP	CEW00709	01003901

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

Item Number Form 1	Item Sequence Number	Function	Item ID	Legacy ID
1	1	OP	CEW00306	00684130
2	2	OP	CEW00283	00546586
3	3	OP	CEW00060	00354095
4	4	OP	CEW00849	01209287
5	5	OP	CEW00966	01210463
6	6	OP	CEW00278	00546576
7	7	OP	CEW00850	01209289
8	8	OP	CEW00041	00354047
9	9	OP	CEW00061	00354097
10	10	OP	CEW00279	00546578
11	11	OP	CEW00970	01210467
12	12	OP	CEW00855	01209299
13	13	OP	CEW00854	01209297
14	14	OP	CEW00431	00940507
15	15	OP	CEW00432	00940509
16	16	OP	CEW00433	00940511
17	17	OP	CEW00769	01060031
18	18	OP	CEW00770	01060033
19	19	OP	CEW00771	01060035
20	20	OP	CEW00764	01060021
21	21	OP	CEW00856	01209301
22	22	OP	CEW00971	01210468
23	23	OP	CEW00972	01210469
24	24	OP	CEW00447	00940539

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Appendix E: Scale Score Summary Statistics

Note: The following tables display 2017–18 Edition results first (2017–18 included initial assessments only), followed by historical results through the 2006–07 Edition, the first edition that used the common scale. “Std Dev” refers to standard deviation.

Table E-1: 2017–18 Edition Scale Score Summary Statistics by Grade, Initial Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	162,937	355.20	88.523	368.57	109.282	266.54	55.994	271.81	53.240	310.67	62.743	352.16	84.709
1	9,758	374.64	121.277	351.26	163.106	343.85	109.500	355.90	84.951	359.07	109.630	361.20	132.630
2	6,554	370.51	133.441	339.26	178.485	389.92	102.673	365.90	131.304	380.02	111.666	366.12	128.091
3	6,059	378.61	138.601	362.71	158.072	403.54	112.347	377.38	139.098	390.88	118.888	380.27	127.929
4	5,781	399.29	148.579	379.46	165.590	426.23	121.072	400.41	145.845	412.55	128.744	401.04	136.648
5	5,215	410.27	154.136	387.02	169.429	438.59	126.455	413.54	151.015	424.23	134.827	412.05	142.284
6	5,142	409.34	177.269	402.72	162.637	467.77	130.707	421.78	158.549	438.38	147.453	424.94	148.732
7	4,987	404.64	177.791	392.03	163.323	470.21	132.949	417.21	157.662	437.26	149.347	420.56	149.559
8	4,329	411.98	176.669	397.00	161.834	480.56	134.362	427.56	158.046	446.10	149.625	428.81	149.614
9	8,457	431.81	184.893	396.44	176.902	483.90	145.543	414.53	171.762	457.66	159.626	431.33	161.744
10	5,399	452.95	176.487	412.14	163.940	503.54	140.780	440.00	160.760	478.04	152.865	451.80	151.630
11	4,345	483.20	178.836	444.77	164.492	530.57	143.928	467.28	161.376	506.66	156.165	481.10	153.981
12	2,733	510.78	175.814	471.46	161.540	554.53	141.380	493.02	155.813	532.42	153.476	507.09	150.765

Table E-2: 2017–18 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	172,695	356.30	90.801	367.59	113.079	270.91	62.883	276.56	58.813	313.40	67.218	352.67	88.139
2	6,554	370.51	133.441	339.26	178.485	389.92	102.673	365.90	131.304	380.02	111.666	366.12	128.091
3–5	17,055	395.30	147.453	375.82	164.468	421.95	120.631	396.24	145.871	408.42	128.015	397.03	136.036
6–8	14,458	408.51	177.284	397.32	162.685	472.44	132.684	421.93	158.136	440.30	148.799	424.59	149.309
9–12	20,934	458.24	182.460	420.32	171.190	507.87	145.614	442.30	167.131	482.85	158.603	456.83	158.446

Table E-3: 2016–17 Edition Scale Score Summary Statistics by Grade, Annual Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	32,631	414.26	72.699	426.67	77.012	322.71	64.660	339.16	51.044	368.28	59.266	411.04	65.018
1	148,274	445.60	68.833	454.71	75.99	387.48	77.257	389.27	55.722	416.33	64.519	443.50	64.374
2	138,916	483.83	61.602	492.23	76.614	443.78	70.330	461.99	70.341	463.54	57.139	470.09	56.889
3	132,895	481.54	81.179	499.54	67.173	462.93	76.484	484.50	65.597	471.97	68.462	481.75	58.833
4	122,929	515.85	79.298	523.73	74.213	494.68	71.986	508.52	64.275	504.99	67.228	510.32	59.843
5	111,072	541.48	78.687	539.37	79.309	518.82	70.445	525.92	64.803	529.86	67.323	531.02	61.397
6	85,807	541.99	102.471	528.07	73.220	522.69	79.162	530.20	68.358	532.10	80.959	530.36	67.616
7	71,265	561.31	103.408	543.48	79.825	540.62	79.129	541.24	72.027	550.72	82.560	546.29	71.162
8	58,748	571.65	107.559	551.35	88.511	554.59	80.044	548.94	75.585	562.87	85.794	556.25	75.972
9	51,909	560.82	111.168	547.65	94.095	549.10	83.926	539.61	83.243	554.68	88.942	548.92	80.486
10	51,257	573.40	114.895	553.25	102.983	564.17	87.207	545.43	87.190	568.50	93.300	558.69	86.067
11	46,274	588.11	113.692	565.23	101.165	580.35	87.333	554.78	86.979	583.94	93.371	571.74	85.702
12	38,874	572.43	131.695	553.95	119.026	570.50	100.649	538.70	107.667	571.20	110.099	558.53	104.709

Table E-4: 2016–17 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	180,905	439.94	70.582	449.66	76.934	375.80	79.160	380.23	58.189	407.66	66.232	437.65	65.687
2	138,916	483.83	61.602	492.23	76.614	443.78	70.330	461.99	70.341	463.54	57.139	470.09	56.889
3–5	366,896	511.18	83.497	519.70	75.191	490.49	76.690	505.09	67.103	500.56	71.739	506.24	63.273
6–8	215,820	556.44	104.921	539.50	80.396	537.29	80.454	538.95	72.010	546.63	83.795	542.67	71.942
9–12	188,314	573.35	117.699	554.80	103.962	565.30	90.060	544.73	90.944	569.04	96.472	559.17	89.095

Table E-5: 2016–17 Edition Scale Score Summary Statistics by Grade, Initial Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	173,897	355.31	88.471	366.36	109.944	267.93	55.908	276.02	53.700	311.42	62.975	351.50	85.035
1	15,070	383.94	116.486	364.17	156.412	347.37	102.883	359.62	79.662	365.48	103.803	371.55	126.922
2	10,586	389.76	130.152	361.65	174.642	397.97	97.519	382.94	124.302	393.65	106.733	382.78	122.649
3	9,551	397.38	135.031	383.06	154.549	413.82	107.321	396.15	133.195	405.40	113.630	397.30	122.611
4	8,935	417.52	145.281	398.06	164.391	436.28	116.521	415.13	141.216	426.68	124.784	416.43	132.984
5	8,253	429.12	150.359	403.98	166.716	449.52	120.472	427.55	144.695	439.09	129.658	427.23	137.179
6	7,924	428.39	171.667	414.27	157.918	473.44	123.702	433.26	150.922	450.73	140.745	436.90	141.954
7	8,125	427.67	176.926	410.94	163.753	479.97	128.968	433.72	155.473	453.64	146.627	437.63	147.591
8	6,827	422.93	177.774	404.49	161.095	483.32	131.493	434.42	155.053	452.94	148.096	435.84	147.562
9	14,743	438.04	179.033	400.39	171.973	483.43	137.893	420.03	165.858	460.53	152.177	435.13	154.688
10	8,404	455.83	173.405	413.79	162.498	500.37	135.205	441.79	155.071	477.88	147.721	452.60	146.728
11	6,490	486.48	175.957	447.70	162.512	527.79	138.676	471.35	157.629	506.91	151.425	482.97	149.967
12	4,320	497.19	175.309	456.06	163.033	535.50	139.440	476.95	157.264	516.11	151.952	491.07	149.899

Table E-6: 2016–17 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	188,967	357.59	91.352	366.19	114.345	274.27	64.681	282.69	60.603	315.73	68.726	353.10	89.266
2	10,586	389.76	130.152	361.65	174.642	397.97	97.519	382.94	124.302	393.65	106.733	382.78	122.649
3–5	26,739	413.91	143.928	394.53	161.918	432.34	115.535	412.18	140.103	422.91	123.280	412.93	131.304
6–8	22,876	426.51	175.387	410.17	160.999	478.71	127.997	433.77	153.779	452.42	145.062	436.84	145.650
9–12	33,957	459.22	178.061	419.83	168.199	502.73	139.093	442.46	162.226	480.76	152.454	455.71	152.838

Table E-7: 2015–16 Edition Scale Score Summary Statistics by Grade, Annual Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	32,228	412.53	72.500	423.64	77.704	324.73	63.275	338.34	51.058	368.42	58.591	408.95	65.148
1	148,472	442.51	67.736	450.57	75.081	385.17	74.784	385.99	54.656	413.63	62.713	439.97	63.282
2	151,980	483.65	60.233	490.12	73.952	444.44	69.667	463.40	69.694	463.78	56.408	470.03	55.840
3	142,760	480.27	80.406	500.28	66.469	463.74	75.653	484.79	64.459	471.74	67.698	481.90	58.067
4	134,510	516.53	78.022	522.30	71.014	497.34	71.534	510.02	63.806	506.66	66.606	511.17	58.865
5	107,220	540.88	77.274	536.45	76.284	520.40	69.975	525.82	63.340	530.35	66.398	530.52	59.891
6	85,905	544.49	101.080	529.29	71.280	526.90	78.860	531.75	67.440	535.45	80.311	532.73	66.587
7	69,250	561.99	102.305	542.29	77.285	541.95	78.813	541.50	69.818	551.73	81.795	546.56	69.625
8	60,052	575.02	104.787	551.73	85.645	557.81	78.734	550.79	74.199	566.18	83.966	558.46	74.151
9	52,483	564.95	109.486	550.81	90.754	552.27	82.532	541.82	80.872	558.33	87.432	552.09	78.253
10	53,783	578.04	112.653	557.29	99.007	569.79	85.690	549.30	85.348	573.63	91.579	563.23	83.829
11	44,113	587.15	111.639	565.02	98.756	582.29	86.298	554.87	86.411	584.44	92.000	571.96	84.040
12	39,889	571.07	128.849	554.60	114.607	571.57	98.591	539.46	105.410	571.05	107.424	558.81	101.587

Table E-8: 2015–16 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	180,700	437.16	69.563	445.77	76.255	374.39	76.450	377.49	57.027	405.56	64.368	434.44	64.717
2	151,980	483.65	60.233	490.12	73.952	444.44	69.667	463.40	69.694	463.78	56.408	470.03	55.840
3–5	384,490	509.86	82.488	518.07	72.425	491.29	76.234	505.06	66.083	500.30	71.076	505.70	62.104
6–8	215,207	558.64	103.289	539.73	77.992	540.37	79.807	540.20	70.573	549.26	82.780	544.36	70.534
9–12	190,268	575.08	115.463	556.73	100.419	568.23	88.532	546.46	89.210	571.37	94.598	561.26	86.767

Table E-9: 2015–16 Edition Scale Score Summary Statistics by Grade, Initial Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	178,282	357.08	88.235	365.64	110.348	270.86	56.352	276.33	54.001	313.77	63.180	352.13	85.361
1	15,162	389.73	113.823	373.00	151.935	353.28	102.326	362.91	79.574	371.32	102.197	378.59	123.578
2	10,908	400.47	127.220	375.21	170.087	404.08	96.782	393.59	122.878	402.05	104.951	393.03	120.145
3	9,764	406.33	132.081	395.10	151.382	420.66	105.923	406.05	130.351	413.27	111.326	406.72	119.782
4	8,959	427.61	144.446	410.28	161.362	443.78	116.664	425.81	139.706	435.47	124.386	426.56	131.869
5	8,137	437.05	149.156	410.29	165.880	455.75	121.345	433.65	143.772	446.18	129.543	433.86	136.520
6	7,966	445.39	172.446	428.76	155.379	486.38	123.329	447.90	149.245	465.69	140.992	451.67	141.207
7	7,705	444.13	176.814	425.70	161.454	489.54	128.191	447.90	153.439	466.64	146.201	451.38	146.436
8	6,286	442.20	178.462	422.65	160.282	496.86	129.941	449.94	153.897	469.34	147.930	452.47	147.038
9	13,900	463.34	180.008	425.74	174.374	501.11	138.250	443.50	164.626	482.01	153.019	458.07	155.403
10	7,887	478.67	174.273	434.67	165.853	517.41	136.982	458.57	158.420	497.82	149.514	471.98	149.455
11	5,906	503.28	173.927	462.33	164.703	540.61	138.125	482.37	155.499	521.71	150.504	496.79	149.672
12	4,039	521.42	169.614	483.26	158.665	556.40	135.434	501.31	150.886	538.67	147.132	515.23	145.113

Table E-10: 2015–16 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	193,444	359.64	90.927	366.21	114.173	277.32	65.099	283.12	61.035	318.28	68.824	354.20	89.235
2	10,908	400.47	127.220	375.21	170.087	404.08	96.782	393.59	122.878	402.05	104.951	393.03	120.145
3–5	26,860	422.73	142.151	404.77	159.381	439.00	115.295	421.01	138.147	430.64	122.225	421.56	129.595
6–8	21,957	444.03	175.716	425.94	158.949	490.49	127.024	448.49	152.059	467.07	144.837	451.80	144.730
9–12	31,732	481.98	177.396	442.09	169.793	519.55	139.016	461.84	161.035	500.54	152.325	476.01	152.969

Table E-11: 2014–15 Edition Scale Score Summary Statistics by Grade, Annual Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	24,176	406.90	72.964	421.05	78.293	322.20	62.355	341.30	48.838	364.34	58.420	405.28	65.129
1	158,886	438.57	67.734	449.38	73.961	383.33	73.583	388.56	52.878	410.74	62.056	437.70	62.497
2	160,419	482.21	59.971	489.99	71.452	445.05	69.294	464.28	67.634	463.36	56.184	470.01	54.712
3	158,374	482.81	80.036	500.29	63.645	467.46	75.601	490.71	64.786	474.90	67.944	484.94	57.946
4	124,932	514.55	76.867	521.78	68.645	497.21	70.296	510.65	62.869	505.66	65.414	510.67	57.452
5	105,769	542.02	76.012	540.07	74.841	523.91	68.480	529.35	63.378	532.76	65.207	533.46	59.046
6	78,398	542.86	99.655	526.28	71.159	524.06	75.802	528.48	65.741	533.21	77.969	530.04	65.028
7	68,123	562.43	100.310	543.94	78.859	542.53	75.199	540.48	69.472	552.24	79.295	546.97	68.655
8	60,915	575.04	101.847	555.03	84.940	557.85	75.718	550.22	71.923	566.20	80.863	559.16	71.564
9	55,388	568.58	104.594	551.83	87.413	558.15	80.490	553.00	78.936	563.12	83.751	557.52	74.522
10	52,149	583.30	109.169	561.79	95.245	574.92	83.646	559.54	83.909	578.86	88.575	569.52	80.375
11	45,637	594.44	109.557	570.31	96.304	586.21	84.034	565.00	84.748	590.08	89.376	578.62	81.123
12	44,781	589.51	125.236	566.59	110.776	581.10	95.331	555.88	102.599	585.06	103.756	572.90	97.480

Table E-12: 2014–15 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	183,062	434.39	69.281	445.64	75.162	375.26	75.108	382.32	54.753	404.61	63.560	433.42	63.801
2	160,419	482.21	59.971	489.99	71.452	445.05	69.294	464.28	67.634	463.36	56.184	470.01	54.712
3–5	389,075	509.10	81.615	518.00	70.351	492.36	75.621	507.62	65.706	500.51	70.479	506.40	61.374
6–8	207,436	558.74	101.398	540.53	78.847	540.05	76.837	538.81	69.404	549.15	80.419	544.15	69.239
9–12	197,955	583.15	112.310	562.05	97.424	574.23	86.348	558.14	87.493	578.44	91.723	569.02	83.571

Table E-13: 2014–15 Edition Scale Score Summary Statistics by Grade, Initial Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	186,269	356.26	87.611	367.45	110.224	271.76	56.004	282.74	53.782	313.80	62.756	352.94	84.787
1	16,559	393.63	110.418	381.50	147.259	356.78	98.940	368.04	75.541	375.02	98.464	384.60	119.409
2	11,169	405.74	124.676	382.96	167.971	406.60	94.772	397.20	120.343	405.95	102.373	397.81	117.438
3	9,996	412.06	131.099	403.82	146.794	425.15	105.178	414.53	130.502	418.40	110.756	413.58	118.266
4	8,593	433.40	142.279	417.00	157.770	446.82	115.593	431.97	138.641	439.92	122.876	431.98	129.767
5	7,825	447.33	147.909	428.27	162.000	466.36	121.295	447.23	143.638	456.65	129.410	446.97	135.583
6	7,695	461.28	170.275	444.57	152.719	496.83	119.952	463.08	145.821	478.85	138.385	466.02	138.099
7	7,497	449.62	176.376	432.61	161.333	496.93	125.003	455.61	151.444	473.08	144.113	458.26	144.540
8	6,459	446.98	177.335	430.52	159.293	503.03	126.358	458.79	151.465	474.81	145.393	459.40	144.634
9	12,797	477.05	178.029	439.74	170.289	511.06	136.078	464.83	164.426	493.87	150.968	472.82	153.274
10	7,362	485.73	172.945	442.81	160.459	523.69	134.001	476.98	157.996	504.51	147.045	481.94	146.896
11	5,676	514.04	175.141	471.37	161.724	547.63	137.435	501.29	158.366	530.63	150.691	508.22	149.331
12	4,237	532.24	168.617	488.79	152.889	561.03	132.349	515.33	151.137	546.42	145.089	524.00	142.683

Table E-14: 2014–15 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	202,828	359.31	90.273	368.60	113.766	278.70	64.973	289.70	60.562	318.80	68.478	355.53	88.550
2	11,169	405.74	124.676	382.96	167.971	406.60	94.772	397.20	120.343	405.95	102.373	397.81	117.438
3–5	26,414	429.45	140.654	415.35	155.325	444.41	114.786	429.89	137.799	436.73	121.500	429.46	128.079
6–8	21,651	452.98	174.626	436.24	157.824	498.71	123.669	459.21	149.502	475.65	142.507	461.36	142.349
9–12	30,072	493.93	176.133	453.37	164.970	528.09	136.603	481.80	161.010	510.82	150.422	488.94	150.736

Table E-15: 2013–14 Edition Scale Score Summary Statistics by Grade, Annual Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	16,220	403.37	72.919	413.51	79.769	319.24	61.387	335.66	49.586	361.10	57.875	399.87	65.501
1	164,316	435.52	67.354	444.32	73.290	382.40	72.449	385.44	52.549	408.74	61.199	433.85	61.788
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3	151,443	482.39	78.540	499.30	63.011	472.48	74.012	491.39	63.598	477.20	66.617	486.02	56.817
4	125,029	517.14	75.370	520.42	67.576	502.40	68.970	513.60	61.931	509.56	64.358	513.02	56.542
5	102,894	539.75	75.319	538.38	73.203	524.57	67.243	529.94	61.893	531.96	64.162	532.79	57.648
6	79,222	544.97	97.878	529.14	69.511	528.70	74.327	531.99	64.616	536.58	76.685	533.32	63.844
7	69,771	559.20	97.888	543.35	76.207	542.48	74.336	542.39	67.287	550.59	77.477	546.48	66.440
8	62,000	574.38	98.601	555.43	81.774	559.32	73.964	553.37	69.513	566.60	78.440	560.25	68.703
9	55,499	569.59	102.569	553.24	83.358	557.68	78.745	554.50	76.090	563.39	81.767	558.38	71.409
10	52,923	582.66	106.358	561.47	91.493	572.32	81.006	560.77	80.686	577.24	85.794	568.93	76.820
11	50,182	596.82	106.683	571.37	92.113	585.90	81.786	568.66	82.312	591.11	86.760	580.32	77.668
12	48,802	592.91	122.252	568.66	107.211	583.67	93.149	560.04	99.764	588.05	101.015	575.95	94.179

Table E-16: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	180,536	432.63	68.492	441.55	74.419	376.72	73.770	380.97	54.193	404.46	62.413	430.79	62.885
2	172,295	480.88	60.184	487.25	70.901	446.63	68.538	465.41	66.811	463.48	55.972	469.67	54.322
3–5	379,366	509.40	80.213	516.86	69.255	496.47	73.731	509.16	64.555	502.72	68.996	507.60	60.095
6–8	210,993	558.32	98.820	541.56	76.256	542.25	75.258	541.71	67.530	550.04	78.420	545.58	67.060
9–12	207,406	585.00	109.933	563.36	93.825	574.36	84.390	560.83	84.954	579.43	89.498	570.52	80.542

Table E-17: 2013–14 Edition Scale Score Summary Statistics by Grade, Initial Assessment

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K	195,217	354.36	87.801	361.33	112.125	272.01	55.490	281.08	52.976	312.98	62.638	349.27	85.625
1	16,753	397.89	108.732	385.35	143.720	359.08	97.906	367.29	76.639	378.30	97.035	388.33	116.906
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3	9,237	417.93	130.562	410.88	146.311	429.41	107.066	419.26	130.888	423.47	111.639	419.05	119.072
4	8,163	440.61	140.992	423.99	155.670	453.55	115.145	440.51	138.224	446.88	122.421	439.34	129.293
5	7,274	456.43	147.723	437.72	161.872	473.79	121.501	455.75	143.374	464.91	129.567	455.60	135.685
6	7,395	463.43	169.967	446.94	153.808	496.52	120.224	464.27	146.816	479.77	138.921	467.36	139.087
7	7,050	455.74	174.504	440.62	160.239	500.59	123.926	463.51	150.646	477.97	143.086	464.69	143.955
8	5,868	458.02	177.509	439.57	161.761	508.67	126.994	467.36	152.682	483.14	146.203	467.98	146.297
9	11,602	487.84	179.148	453.53	170.139	519.40	137.162	476.86	165.214	503.43	152.353	484.06	154.372
10	7,578	501.01	170.017	462.56	159.900	533.80	131.584	491.34	153.725	517.19	144.685	496.81	144.444
11	5,876	525.48	169.236	484.73	155.384	556.13	130.249	513.46	150.164	540.59	144.257	519.59	142.296
12	4,250	544.11	166.993	506.06	150.852	569.91	128.680	530.09	147.331	556.80	142.370	537.18	139.397

Table E-18: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
K–1	211,970	357.80	90.400	363.23	115.121	278.89	64.383	287.89	59.915	318.15	68.323	352.35	89.126
2	10,891	410.52	123.473	390.29	164.251	411.16	94.777	403.71	119.592	410.61	102.256	403.60	116.531
3–5	24,674	436.78	140.148	423.13	154.509	450.48	115.578	437.05	137.907	443.43	121.905	436.54	128.408
6–8	20,313	459.20	173.771	442.62	158.402	501.44	123.586	464.90	149.861	480.12	142.509	466.61	142.891
9–12	29,306	506.95	174.318	469.74	162.984	537.81	134.467	495.66	157.999	522.18	148.659	502.18	148.597

Table E-19: 2012–13 Edition Scale Score Summary Statistics by Grade, Annual Assessment

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

Table E-20: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

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

Table E-21: 2012–13 Edition Scale Score Summary Statistics by Grade, Initial Assessment

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

Table E-22: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

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

Table E-23: 2011–12 Edition Scale Score Summary Statistics by Grade, Annual Assessment

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

Table E-24: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

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

Table E-25: 2011–12 Edition Scale Score Summary Statistics by Grade, Initial Assessment

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

Table E-26: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

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

Table E-27: 2010–11 Edition Scale Score Summary Statistics by Grade, Annual Assessment

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

Table E-28: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

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

Table E-29: 2010–11 Edition Scale Score Summary Statistics by Grade, Initial Assessment

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

Table E-30: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

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

Table E-31: 2009–10 Edition Scale Score Summary Statistics by Grade, Annual Assessment

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

Table E-32: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

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

Table E-33: 2009–10 Edition Scale Score Summary Statistics by Grade, Initial Assessment

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

Table E-34: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

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

Table E-35: 2008–09 Edition Scale Score Summary Statistics by Grade, Annual Assessment

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

Table E-36: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

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

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

Table E-37: 2008–09 Edition Scale Score Summary Statistics by Grade, Initial Assessment

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

Table E-38: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

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

Table E-39: 2007–08 Edition Scale Score Summary Statistics by Grade, Annual Assessment

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

Table E-40: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

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

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

Table E-41: 2007–08 Edition Scale Score Summary Statistics by Grade, Initial Assessment

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

Table E-42: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

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

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

Table E-43: 2006–07 Edition Scale Score Summary Statistics by Grade, Annual Assessment

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

Table E-44: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment

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

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

Table E-45: 2006–07 Edition Scale Score Summary Statistics by Grade, Initial Assessment

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

Table E-46: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment

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

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

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Appendix F: Descriptive Statistics and Domain Correlations

The following tables detail descriptive statistics and domain correlations by grade span for initial assessment data. All analyses are based on scale scores. “Std Dev” refers to standard deviation.

Note: Because the 2017–18 Edition included initial assessments only, Tables F-1 through F-10, which contained annual assessment data in previous edition reports, are not included in this report. However, the table numbering has been maintained to enable edition-to-edition comparisons.

Table F-11: Descriptive Statistics, Initial Assessment, Grade Span K–1

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	172,695	356.30	90.800	220	570
Speaking	172,695	367.59	113.079	140	630
Reading	172,695	270.91	62.883	220	570
Writing	172,695	276.56	58.813	220	600

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

Domain	Listening	Speaking	Reading	Writing
Listening	1.000	0.713	0.515	0.495
Speaking	0.713	1.000	0.456	0.406
Reading	0.515	0.456	1.000	0.749
Writing	0.495	0.406	0.749	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	6,554	370.510	133.441	220	570
Speaking	6,554	339.258	178.485	140	630
Reading	6,554	389.922	102.673	280	650
Writing	6,554	365.903	131.304	220	690

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

Domain	Listening	Speaking	Reading	Writing
Listening	1.000	0.927	0.788	0.836
Speaking	0.927	1.000	0.768	0.825
Reading	0.788	0.768	1.000	0.878
Writing	0.836	0.825	0.878	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	17,055	395.299	147.453	220	640
Speaking	17,055	375.822	164.468	200	720
Reading	17,055	421.949	120.631	280	700
Writing	17,055	396.244	145.871	220	740

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

Domain	Listening	Speaking	Reading	Writing
Listening	1.000	0.860	0.825	0.858
Speaking	0.860	1.000	0.797	0.873
Reading	0.825	0.797	1.000	0.864
Writing	0.858	0.873	0.864	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	14,458	408.508	177.2835161	230	715
Speaking	14,458	397.321	162.6847412	225	720
Reading	14,458	472.441	132.6839023	320	750
Writing	14,458	421.933	158.1361361	220	780

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

Domain	Listening	Speaking	Reading	Writing
Listening	1.000	0.864	0.842	0.838
Speaking	0.864	1.000	0.848	0.889
Reading	0.842	0.848	1.000	0.879
Writing	0.838	0.889	0.879	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	20,934	458.24	182.460	230	725
Speaking	20,934	420.32	171.190	235	740
Reading	20,934	507.87	145.614	320	770
Writing	20,934	442.30	167.131	220	810

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

Domain	Listening	Speaking	Reading	Writing
Listening	1.000	0.865	0.870	0.861
Speaking	0.865	1.000	0.863	0.886
Reading	0.870	0.863	1.000	0.897
Writing	0.861	0.886	0.897	1.000

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Appendix G: Classification Consistency and Accuracy

Note: All values for 2017–18 are based on initial assessment students only. In previous years, they were based on annual assessment students, a much larger sample with different testing characteristics. Therefore, the 2017–18 classification accuracy and consistency statistics cannot validly be compared to those from previous years.

Table G-1: Classification Consistency and Accuracy, Listening

Grade	Accuracy	Consistency	Kappa
K	0.728	0.622	0.616
1	0.757	0.653	0.679
2	0.782	0.683	0.696
3	0.644	0.506	0.510
4	0.665	0.526	0.540
5	0.677	0.535	0.558
6	0.617	0.478	0.480
7	0.619	0.476	0.476
8	0.616	0.474	0.479
9	0.600	0.459	0.463
10	0.592	0.460	0.466
11	0.588	0.459	0.476
12	0.584	0.459	0.477

Table G-2: Classification Consistency and Accuracy, Speaking

Grade	Accuracy	Consistency	Kappa
K	0.784	0.689	0.712
1	0.800	0.697	0.734
2	0.810	0.713	0.727
3	0.819	0.719	0.736
4	0.825	0.731	0.744
5	0.821	0.730	0.739
6	0.858	0.799	0.786
7	0.865	0.809	0.789
8	0.858	0.798	0.786
9	0.851	0.768	0.766
10	0.825	0.738	0.748
11	0.810	0.720	0.746
12	0.797	0.705	0.738

Table G-3: Classification Consistency and Accuracy, Reading

Grade	Accuracy	Consistency	Kappa
K	0.717	0.624	0.572
1	0.806	0.739	0.692
2	0.711	0.578	0.576
3	0.646	0.530	0.492
4	0.698	0.592	0.549
5	0.705	0.596	0.571
6	0.692	0.567	0.577
7	0.699	0.574	0.586
8	0.712	0.584	0.604
9	0.706	0.581	0.580
10	0.713	0.586	0.604
11	0.714	0.593	0.627
12	0.717	0.601	0.637

Table G-4: Classification Consistency and Accuracy, Writing

Grade	Accuracy	Consistency	Kappa
K	0.789	0.691	0.669
1	0.793	0.729	0.667
2	0.790	0.681	0.682
3	0.837	0.767	0.739
4	0.836	0.770	0.744
5	0.829	0.760	0.747
6	0.837	0.774	0.758
7	0.843	0.783	0.760
8	0.832	0.767	0.750
9	0.844	0.790	0.749
10	0.805	0.740	0.716
11	0.780	0.707	0.703
12	0.757	0.676	0.685

Table G-5: Classification Accuracy at Each Performance Cut Score, Listening

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.880	0.900	0.945	0.979
1	0.925	0.938	0.931	0.933
2	0.934	0.952	0.940	0.928
3	0.816	0.841	0.867	0.898
4	0.835	0.866	0.881	0.900
5	0.850	0.881	0.886	0.900
6	0.768	0.781	0.806	0.823
7	0.764	0.781	0.805	0.828
8	0.772	0.791	0.812	0.839
9	0.775	0.792	0.825	0.829
10	0.795	0.808	0.834	0.854
11	0.826	0.825	0.836	0.846
12	0.855	0.845	0.832	0.841

Table G-6: Classification Accuracy at Each Performance Cut Score, Speaking

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.931	0.912	0.941	0.975
1	0.937	0.945	0.929	0.930
2	0.940	0.951	0.932	0.920
3	0.919	0.940	0.944	0.941
4	0.932	0.949	0.946	0.935
5	0.936	0.949	0.944	0.932
6	0.968	0.968	0.963	0.954
7	0.970	0.969	0.963	0.959
8	0.970	0.966	0.959	0.960
9	0.935	0.964	0.965	0.961
10	0.936	0.956	0.954	0.961
11	0.944	0.957	0.946	0.948
12	0.952	0.963	0.933	0.937

Table G-7: Classification Accuracy at Each Performance Cut Score, Reading

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.806	0.931	0.982	0.995
1	0.948	0.932	0.936	0.961
2	0.800	0.858	0.883	0.904
3	0.741	0.773	0.823	0.840
4	0.789	0.812	0.843	0.856
5	0.807	0.835	0.848	0.857
6	0.805	0.823	0.866	0.880
7	0.808	0.840	0.869	0.880
8	0.826	0.860	0.876	0.883
9	0.812	0.855	0.887	0.896
10	0.840	0.874	0.893	0.909
11	0.865	0.887	0.892	0.905
12	0.887	0.903	0.898	0.899

Table G-8: Classification Accuracy at Each Performance Cut Score, Writing

Grade	Accuracy at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.871	0.943	0.980	0.995
1	0.929	0.930	0.945	0.978
2	0.894	0.912	0.919	0.950
3	0.945	0.950	0.956	0.967
4	0.954	0.957	0.948	0.960
5	0.957	0.957	0.946	0.954
6	0.958	0.961	0.960	0.954
7	0.960	0.965	0.960	0.956
8	0.957	0.963	0.955	0.954
9	0.962	0.966	0.959	0.951
10	0.954	0.952	0.947	0.946
11	0.958	0.948	0.934	0.933
12	0.961	0.944	0.923	0.920

Table G-9: Classification Consistency at Each Performance Cut Score, Listening

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.826	0.850	0.921	0.968
1	0.883	0.902	0.900	0.901
2	0.890	0.924	0.911	0.902
3	0.742	0.762	0.797	0.838
4	0.766	0.796	0.816	0.842
5	0.781	0.815	0.822	0.845
6	0.717	0.707	0.725	0.743
7	0.708	0.705	0.725	0.748
8	0.715	0.714	0.733	0.766
9	0.717	0.716	0.750	0.757
10	0.739	0.733	0.765	0.799
11	0.779	0.756	0.765	0.792
12	0.814	0.783	0.762	0.789

Table G-10: Classification Consistency at Each Performance Cut Score, Speaking

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.898	0.871	0.912	0.962
1	0.897	0.910	0.888	0.894
2	0.898	0.916	0.891	0.884
3	0.866	0.899	0.908	0.910
4	0.887	0.913	0.911	0.902
5	0.893	0.915	0.911	0.901
6	0.950	0.954	0.946	0.935
7	0.953	0.955	0.947	0.942
8	0.953	0.950	0.941	0.942
9	0.889	0.939	0.947	0.943
10	0.893	0.931	0.933	0.943
11	0.908	0.933	0.922	0.925
12	0.922	0.942	0.904	0.910

Table G-11: Classification Consistency at Each Performance Cut Score, Reading

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.751	0.901	0.973	0.993
1	0.925	0.902	0.908	0.958
2	0.727	0.790	0.821	0.848
3	0.682	0.703	0.770	0.788
4	0.727	0.752	0.791	0.807
5	0.748	0.783	0.798	0.808
6	0.740	0.749	0.803	0.820
7	0.742	0.771	0.808	0.818
8	0.762	0.797	0.815	0.822
9	0.740	0.784	0.826	0.839
10	0.773	0.812	0.837	0.859
11	0.810	0.831	0.839	0.854
12	0.840	0.855	0.848	0.849

Table G-12: Classification Consistency at Each Performance Cut Score, Writing

Grade	Consistency at Cut Score			
	Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
K	0.807	0.917	0.971	0.993
1	0.899	0.901	0.923	0.970
2	0.833	0.859	0.873	0.918
3	0.912	0.924	0.936	0.952
4	0.927	0.934	0.926	0.942
5	0.933	0.936	0.922	0.934
6	0.938	0.942	0.942	0.934
7	0.940	0.948	0.942	0.938
8	0.938	0.945	0.935	0.935
9	0.946	0.951	0.941	0.932
10	0.934	0.931	0.926	0.923
11	0.940	0.924	0.908	0.905
12	0.944	0.919	0.892	0.887

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. All tables were originally developed for the 2015–16 test administration and reused for the 2017–18 test administration.

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

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	Early Intermediate
6	363	24	
7	380	20	
8	393	19	
9	406	19	Intermediate
10	418	20	
11	430	21	
12	442	21	
13	454	22	Early Advanced
14	467	23	
15	480	23	
16	494	22	Advanced
17	509	23	
18	528	27	
19	562	42	
20	570	46	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	Early Intermediate
6	363	24	
7	380	20	
8	393	19	
9	406	19	Intermediate
10	418	20	
11	430	21	
12	442	21	
13	454	22	Early Advanced
14	467	23	
15	480	23	
16	494	22	Advanced
17	509	23	
18	528	27	
19	562	42	
20	570	46	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	117	Beginning
1	220	117	
2	220	117	
3	220	117	
4	285	65	
5	338	35	
6	363	24	Early Intermediate
7	380	20	
8	393	19	
9	406	19	
10	418	20	Intermediate
11	430	21	
12	442	21	
13	454	22	
14	467	23	Early Advanced
15	480	23	
16	494	22	
17	509	23	Advanced
18	528	27	
19	562	42	
20	570	46	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	Early Intermediate
9	399	42	
10	423	40	Intermediate
11	444	38	
12	464	37	
13	484	35	Early Advanced
14	502	34	
15	521	33	
16	541	33	Advanced
17	563	34	
18	589	38	
19	633	56	
20	640	60	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	
10	423	40	Early Intermediate
11	444	38	Intermediate
12	464	37	
13	484	35	Early Advanced
14	502	34	
15	521	33	
16	541	33	Advanced
17	563	34	
18	589	38	
19	633	56	
20	640	60	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	
9	399	42	
10	423	40	Early Intermediate
11	444	38	
12	464	37	Intermediate
13	484	35	
14	502	34	
15	521	33	Early Advanced
16	541	33	
17	563	34	
18	589	38	
19	633	56	Advanced
20	640	60	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	Intermediate
12	514	39	
13	534	38	
14	555	37	
15	576	38	Early Advanced
16	599	39	
17	625	42	
18	660	49	Advanced
19	715	73	
20	715	73	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	Intermediate
12	514	39	
13	534	38	
14	555	37	
15	576	38	Early Advanced
16	599	39	
17	625	42	
18	660	49	Advanced
19	715	73	
20	715	73	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	694	Beginning
1	230	694	
2	230	694	
3	230	694	
4	230	694	
5	230	694	
6	230	694	
7	350	156	
8	410	77	
9	445	56	Early Intermediate
10	471	46	
11	494	41	
12	514	39	Intermediate
13	534	38	
14	555	37	
15	576	38	
16	599	39	Early Advanced
17	625	42	
18	660	49	
19	715	73	Advanced
20	715	73	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	
9	452	61	Early Intermediate
10	480	53	
11	505	48	
12	528	46	Intermediate
13	551	45	
14	575	45	
15	599	46	
16	627	48	Early Advanced
17	659	53	
18	700	61	Advanced
19	725	67	
20	725	67	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	
9	452	61	Early Intermediate
10	480	53	
11	505	48	
12	528	46	
13	551	45	Intermediate
14	575	45	
15	599	46	
16	627	48	Early Advanced
17	659	53	
18	700	61	
19	725	67	Advanced
20	725	67	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	
9	452	61	Early Intermediate
10	480	53	
11	505	48	
12	528	46	
13	551	45	Intermediate
14	575	45	
15	599	46	
16	627	48	Early Advanced
17	659	53	
18	700	61	
19	725	67	Advanced
20	725	67	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	738	Beginning
1	230	738	
2	230	738	
3	230	738	
4	230	738	
5	230	738	
6	230	738	
7	363	138	
8	417	80	
9	452	61	Early Intermediate
10	480	53	
11	505	48	
12	528	46	
13	551	45	Intermediate
14	575	45	
15	599	46	
16	627	48	Early Advanced
17	659	53	
18	700	61	
19	725	67	Advanced
20	725	67	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	196	Beginning
1	268	39	
2	297	28	
3	316	24	
4	330	22	
5	342	20	
6	353	19	Early Intermediate
7	362	18	
8	370	17	
9	378	16	
10	386	16	
11	392	16	
12	399	15	
13	406	15	Intermediate
14	412	15	
15	418	15	
16	424	15	
17	430	15	
18	436	15	
19	442	15	
20	449	15	
21	455	16	
22	463	16	Early Advanced
23	471	17	
24	479	19	
25	490	21	
26	503	23	
27	522	29	Advanced
28	552	40	
29	630	101	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	196	Beginning
1	268	39	
2	297	28	
3	316	24	
4	330	22	
5	342	20	
6	353	19	Early Intermediate
7	362	18	
8	370	17	
9	378	16	
10	386	16	
11	392	16	
12	399	15	
13	406	15	Intermediate
14	412	15	
15	418	15	
16	424	15	
17	430	15	
18	436	15	
19	442	15	
20	449	15	
21	455	16	
22	463	16	Early Advanced
23	471	17	
24	479	19	
25	490	21	
26	503	23	
27	522	29	Advanced
28	552	40	
29	630	101	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	196	Beginning
1	268	39	
2	297	28	
3	316	24	
4	330	22	
5	342	20	
6	353	19	
7	362	18	
8	370	17	Early Intermediate
9	378	16	
10	386	16	
11	392	16	
12	399	15	
13	406	15	
14	412	15	
15	418	15	
16	424	15	Intermediate
17	430	15	
18	436	15	
19	442	15	
20	449	15	
21	455	16	
22	463	16	
23	471	17	Early Advanced
24	479	19	
25	490	21	
26	503	23	
27	522	29	Advanced
28	552	40	
29	630	101	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	174	Beginning
1	319	41	
2	350	29	
3	369	24	
4	383	21	Early Intermediate
5	394	20	
6	404	18	
7	413	17	
8	421	17	Intermediate
9	429	16	
10	436	16	
11	443	15	
12	449	15	
13	456	15	
14	462	15	
15	468	15	Early Advanced
16	474	15	
17	480	15	
18	486	15	
19	492	15	
20	499	16	
21	506	16	
22	513	17	Advanced
23	522	18	
24	531	20	
25	542	22	Advanced
26	556	25	
27	576	30	
28	607	41	
29	720	160	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	174	Beginning
1	319	41	
2	350	29	
3	369	24	
4	383	21	
5	394	20	
6	404	18	
7	413	17	Early Intermediate
8	421	17	
9	429	16	
10	436	16	
11	443	15	
12	449	15	
13	456	15	Intermediate
14	462	15	
15	468	15	
16	474	15	
17	480	15	
18	486	15	
19	492	15	
20	499	16	Early Advanced
21	506	16	
22	513	17	
23	522	18	
24	531	20	
25	542	22	
26	556	25	Advanced
27	576	30	
28	607	41	
29	720	160	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	174	Beginning
1	319	41	
2	350	29	
3	369	24	
4	383	21	
5	394	20	
6	404	18	
7	413	17	Early Intermediate
8	421	17	
9	429	16	
10	436	16	
11	443	15	
12	449	15	
13	456	15	Intermediate
14	462	15	
15	468	15	
16	474	15	
17	480	15	
18	486	15	
19	492	15	
20	499	16	Early Advanced
21	506	16	
22	513	17	
23	522	18	
24	531	20	
25	542	22	
26	556	25	Advanced
27	576	30	
28	607	41	
29	720	160	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	95	Beginning
1	286	57	
2	329	40	
3	356	33	
4	375	29	
5	390	26	
6	403	24	
7	415	23	
8	426	22	Early Intermediate
9	435	21	
10	445	21	
11	453	20	
12	462	20	
13	470	20	Intermediate
14	479	20	
15	487	20	
16	495	20	
17	503	20	
18	512	21	
19	521	21	Early Advanced
20	531	22	
21	541	23	
22	553	24	
23	566	26	
24	580	28	Advanced
25	597	31	
26	618	35	
27	647	43	
28	693	61	
29	720	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	95	Beginning
1	286	57	
2	329	40	
3	356	33	
4	375	29	
5	390	26	
6	403	24	
7	415	23	
8	426	22	Early Intermediate
9	435	21	
10	445	21	
11	453	20	
12	462	20	
13	470	20	Intermediate
14	479	20	
15	487	20	
16	495	20	
17	503	20	
18	512	21	
19	521	21	Early Advanced
20	531	22	
21	541	23	
22	553	24	
23	566	26	
24	580	28	Advanced
25	597	31	
26	618	35	
27	647	43	
28	693	61	
29	720	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	95	Beginning
1	286	57	
2	329	40	
3	356	33	
4	375	29	
5	390	26	
6	403	24	
7	415	23	
8	426	22	Early Intermediate
9	435	21	
10	445	21	
11	453	20	
12	462	20	
13	470	20	
14	479	20	
15	487	20	Intermediate
16	495	20	
17	503	20	
18	512	21	
19	521	21	
20	531	22	
21	541	23	Early Advanced
22	553	24	
23	566	26	
24	580	28	
25	597	31	Advanced
26	618	35	
27	647	43	
28	693	61	
29	720	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	Early Intermediate
5	429	25	
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	Intermediate
12	491	19	
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	Early Advanced
18	537	20	
19	545	21	
20	555	22	
21	564	23	Advanced
22	575	24	
23	588	26	
24	602	28	
25	618	31	
26	639	36	
27	666	43	
28	712	61	
29	740	76	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	
5	429	25	Early Intermediate
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	
12	491	19	Intermediate
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	
18	537	20	
19	545	21	
20	555	22	
21	564	23	
22	575	24	
23	588	26	
24	602	28	
25	618	31	
26	639	36	Advanced
27	666	43	
28	712	61	
29	740	76	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	
5	429	25	Early Intermediate
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	
12	491	19	Intermediate
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	
18	537	20	
19	545	21	
20	555	22	
21	564	23	
22	575	24	
23	588	26	
24	602	28	
25	618	31	
26	639	36	Advanced
27	666	43	
28	712	61	
29	740	76	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	139	Beginning
1	335	56	
2	375	39	
3	399	31	
4	416	27	
5	429	25	Early Intermediate
6	441	23	
7	451	22	
8	460	21	
9	468	20	
10	476	19	
11	484	19	
12	491	19	Intermediate
13	499	19	
14	506	19	
15	513	19	
16	521	19	
17	529	20	
18	537	20	
19	545	21	
20	555	22	
21	564	23	
22	575	24	
23	588	26	
24	602	28	
25	618	31	
26	639	36	Advanced
27	666	43	
28	712	61	
29	740	76	

Table H-27: Raw Score to Scale Score, Reading, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	220	32	Beginning
1	220	32	
2	220	32	
3	220	32	
4	220	32	
5	220	32	
6	233	25	Early Intermediate
7	248	20	
8	259	19	
9	270	19	
10	280	20	
11	291	22	
12	304	24	Intermediate
13	318	24	
14	331	24	
15	344	22	
16	356	22	
17	368	21	
18	381	22	Early Advanced
19	394	23	
20	409	25	
21	427	27	
22	450	33	
23	488	48	
24	570	117	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	32	Beginning
1	220	32	
2	220	32	
3	220	32	
4	220	32	
5	220	32	
6	233	25	
7	248	20	
8	259	19	
9	270	19	
10	280	20	
11	291	22	
12	304	24	
13	318	24	
14	331	24	
15	344	22	
16	356	22	
17	368	21	Early Intermediate
18	381	22	
19	394	23	Intermediate
20	409	25	
21	427	27	
22	450	33	
23	488	48	
24	570	117	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	280	300	Beginning
1	280	300	
2	280	300	
3	280	300	
4	280	300	
5	280	300	
6	280	300	
7	280	300	
8	321	154	
9	373	56	
10	395	34	
11	408	26	
12	419	21	
13	427	18	Early Intermediate
14	434	17	
15	441	16	
16	447	15	
17	453	14	
18	459	14	
19	464	14	
20	470	14	
21	476	14	Intermediate
22	481	14	
23	487	14	
24	493	14	
25	498	14	
26	504	14	
27	511	14	
28	518	15	
29	525	16	Early Advanced
30	534	17	
31	543	18	
32	556	21	Advanced
33	573	26	
34	601	38	
35	650	74	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	280	782	Beginning
1	280	782	
2	280	782	
3	280	782	
4	280	782	
5	280	782	
6	280	782	
7	375	110	
8	413	53	
9	433	37	
10	447	29	
11	458	24	Early Intermediate
12	466	22	
13	474	19	
14	481	18	
15	488	17	Intermediate
16	494	16	
17	499	15	
18	505	15	
19	510	15	
20	516	14	
21	521	14	
22	527	14	
23	532	15	
24	538	15	
25	544	15	Early Advanced
26	550	15	
27	556	16	
28	564	17	
29	572	18	
30	581	19	Advanced
31	592	21	
32	605	24	
33	625	30	
34	658	45	
35	700	73	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	280	782	Beginning
1	280	782	
2	280	782	
3	280	782	
4	280	782	
5	280	782	
6	280	782	
7	375	110	
8	413	53	
9	433	37	
10	447	29	
11	458	24	
12	466	22	
13	474	19	Early Intermediate
14	481	18	
15	488	17	
16	494	16	Intermediate
17	499	15	
18	505	15	
19	510	15	
20	516	14	
21	521	14	
22	527	14	
23	532	15	
24	538	15	
25	544	15	
26	550	15	
27	556	16	
28	564	17	Early Advanced
29	572	18	
30	581	19	
31	592	21	
32	605	24	Advanced
33	625	30	
34	658	45	
35	700	73	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	280	782	Beginning
1	280	782	
2	280	782	
3	280	782	
4	280	782	
5	280	782	
6	280	782	
7	375	110	
8	413	53	
9	433	37	
10	447	29	
11	458	24	
12	466	22	
13	474	19	
14	481	18	Early Intermediate
15	488	17	
16	494	16	
17	499	15	
18	505	15	Intermediate
19	510	15	
20	516	14	
21	521	14	
22	527	14	
23	532	15	
24	538	15	
25	544	15	
26	550	15	
27	556	16	
28	564	17	Early Advanced
29	572	18	
30	581	19	
31	592	21	
32	605	24	Advanced
33	625	30	
34	658	45	
35	700	73	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	394	Beginning
1	320	394	
2	320	394	
3	320	394	
4	320	394	
5	320	394	
6	320	394	
7	320	394	
8	420	85	
9	455	47	
10	475	36	
11	490	30	Early Intermediate
12	503	26	
13	513	24	
14	522	22	Intermediate
15	530	21	
16	538	19	
17	545	18	
18	552	18	
19	559	17	
20	565	17	
21	571	16	Early Advanced
22	578	16	
23	584	16	
24	591	16	
25	597	16	
26	604	17	
27	611	17	Advanced
28	619	18	
29	628	19	
30	638	20	
31	650	23	
32	665	26	
33	685	32	
34	720	48	
35	750	66	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	394	Beginning
1	320	394	
2	320	394	
3	320	394	
4	320	394	
5	320	394	
6	320	394	
7	320	394	
8	420	85	
9	455	47	
10	475	36	
11	490	30	Early Intermediate
12	503	26	
13	513	24	
14	522	22	Intermediate
15	530	21	
16	538	19	
17	545	18	
18	552	18	
19	559	17	
20	565	17	
21	571	16	Early Advanced
22	578	16	
23	584	16	
24	591	16	
25	597	16	
26	604	17	
27	611	17	Advanced
28	619	18	
29	628	19	
30	638	20	
31	650	23	
32	665	26	
33	685	32	
34	720	48	
35	750	66	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	394	Beginning
1	320	394	
2	320	394	
3	320	394	
4	320	394	
5	320	394	
6	320	394	
7	320	394	
8	420	85	
9	455	47	
10	475	36	
11	490	30	
12	503	26	Early Intermediate
13	513	24	
14	522	22	
15	530	21	
16	538	19	
17	545	18	Intermediate
18	552	18	
19	559	17	
20	565	17	
21	571	16	
22	578	16	
23	584	16	
24	591	16	Early Advanced
25	597	16	
26	604	17	
27	611	17	
28	619	18	
29	628	19	Advanced
30	638	20	
31	650	23	
32	665	26	
33	685	32	
34	720	48	
35	750	66	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	Early Intermediate
13	523	30	
14	535	28	
15	546	26	
16	556	25	
17	565	24	Intermediate
18	574	23	
19	582	22	
20	591	21	
21	598	21	
22	606	20	Early Advanced
23	614	20	
24	622	20	
25	630	20	
26	639	20	
27	648	21	Advanced
28	657	22	
29	668	23	
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	
13	523	30	Early Intermediate
14	535	28	
15	546	26	
16	556	25	
17	565	24	
18	574	23	Intermediate
19	582	22	
20	591	21	
21	598	21	
22	606	20	
23	614	20	
24	622	20	Early Advanced
25	630	20	
26	639	20	
27	648	21	
28	657	22	
29	668	23	Advanced
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	
13	523	30	Early Intermediate
14	535	28	
15	546	26	
16	556	25	
17	565	24	
18	574	23	Intermediate
19	582	22	
20	591	21	
21	598	21	
22	606	20	
23	614	20	
24	622	20	Early Advanced
25	630	20	
26	639	20	
27	648	21	
28	657	22	
29	668	23	Advanced
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	375	Beginning
1	320	375	
2	320	375	
3	320	375	
4	320	375	
5	320	375	
6	320	375	
7	320	375	
8	397	139	
9	447	68	
10	474	48	
11	494	38	
12	509	34	
13	523	30	Early Intermediate
14	535	28	
15	546	26	
16	556	25	
17	565	24	
18	574	23	Intermediate
19	582	22	
20	591	21	
21	598	21	
22	606	20	
23	614	20	
24	622	20	Early Advanced
25	630	20	
26	639	20	
27	648	21	
28	657	22	
29	668	23	Advanced
30	680	25	
31	695	27	
32	713	32	
33	739	40	
34	770	53	
35	770	53	

Table H-40: Raw Score to Scale Score, Writing, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	220	30	Beginning
1	220	30	
2	220	30	
3	220	30	
4	220	30	
5	220	30	
6	230	29	
7	247	26	
8	262	24	Early Intermediate
9	275	22	
10	287	21	
11	299	20	
12	310	20	
13	320	20	
14	331	20	Intermediate
15	342	20	
16	353	20	
17	363	20	
18	374	20	
19	385	20	Early Advanced
20	396	20	
21	407	21	
22	419	21	
23	431	22	Advanced
24	444	23	
25	460	25	
26	480	29	
27	511	40	
28	600	123	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	30	Beginning
1	220	30	
2	220	30	
3	220	30	
4	220	30	
5	220	30	
6	230	29	
7	247	26	
8	262	24	
9	275	22	
10	287	21	
11	299	20	
12	310	20	
13	320	20	
14	331	20	
15	342	20	
16	353	20	
17	363	20	
18	374	20	Early Intermediate
19	385	20	
20	396	20	Intermediate
21	407	21	
22	419	21	
23	431	22	Early Advanced
24	444	23	
25	460	25	
26	480	29	
27	511	40	
28	600	123	Advanced

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	224	Beginning
1	220	224	
2	220	224	
3	220	224	
4	220	224	
5	220	224	
6	307	68	
7	356	36	
8	378	28	
9	393	25	
10	405	22	
11	415	20	
12	424	19	Early Intermediate
13	431	17	
14	438	16	
15	444	15	
16	450	14	
17	456	14	
18	462	14	
19	468	14	
20	474	14	Intermediate
21	479	14	
22	485	14	
23	492	14	
24	499	14	
25	506	15	
26	514	16	Early Advanced
27	524	18	
28	535	20	
29	548	22	Advanced
30	564	25	
31	582	27	
32	603	30	
33	629	34	
34	666	44	
35	690	55	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	135	Beginning
1	220	135	
2	220	135	
3	220	135	
4	220	135	
5	220	135	
6	305	53	
7	346	37	
8	370	31	
9	387	28	
10	401	25	
11	412	24	
12	423	22	
13	432	21	
14	440	20	Early Intermediate
15	448	19	
16	455	18	
17	463	18	
18	470	17	
19	477	17	
20	484	17	Intermediate
21	491	17	
22	498	17	
23	506	17	
24	513	17	
25	521	18	
26	530	18	
27	539	19	Early Advanced
28	549	20	
29	561	22	
30	574	24	Advanced
31	591	27	
32	612	31	
33	641	37	
34	683	48	
35	740	77	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	135	Beginning
1	220	135	
2	220	135	
3	220	135	
4	220	135	
5	220	135	
6	305	53	
7	346	37	
8	370	31	
9	387	28	
10	401	25	
11	412	24	
12	423	22	
13	432	21	
14	440	20	
15	448	19	
16	455	18	Early Intermediate
17	463	18	
18	470	17	
19	477	17	
20	484	17	
21	491	17	Intermediate
22	498	17	
23	506	17	
24	513	17	
25	521	18	
26	530	18	
27	539	19	
28	549	20	
29	561	22	Early Advanced
30	574	24	
31	591	27	Advanced
32	612	31	
33	641	37	
34	683	48	
35	740	77	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	135	Beginning
1	220	135	
2	220	135	
3	220	135	
4	220	135	
5	220	135	
6	305	53	
7	346	37	
8	370	31	
9	387	28	
10	401	25	
11	412	24	
12	423	22	
13	432	21	
14	440	20	
15	448	19	
16	455	18	Early Intermediate
17	463	18	
18	470	17	
19	477	17	
20	484	17	
21	491	17	Intermediate
22	498	17	
23	506	17	
24	513	17	
25	521	18	
26	530	18	
27	539	19	
28	549	20	
29	561	22	Early Advanced
30	574	24	
31	591	27	Advanced
32	612	31	
33	641	37	
34	683	48	
35	740	77	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	110	Beginning
1	220	110	
2	220	110	
3	220	110	
4	220	110	
5	220	110	
6	290	60	
7	336	42	
8	363	36	
9	384	32	
10	401	30	
11	416	29	
12	429	28	
13	442	27	
14	453	26	
15	464	24	Early Intermediate
16	473	23	
17	483	21	
18	491	20	
19	499	19	
20	507	19	Intermediate
21	515	18	
22	522	18	
23	530	18	
24	538	18	
25	546	18	
26	554	18	Early Advanced
27	564	19	
28	574	20	
29	585	22	
30	598	24	Advanced
31	615	28	
32	637	33	
33	670	43	
34	728	60	
35	780	77	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	110	Beginning
1	220	110	
2	220	110	
3	220	110	
4	220	110	
5	220	110	
6	290	60	
7	336	42	
8	363	36	
9	384	32	
10	401	30	
11	416	29	
12	429	28	
13	442	27	
14	453	26	
15	464	24	Early Intermediate
16	473	23	
17	483	21	
18	491	20	
19	499	19	
20	507	19	Intermediate
21	515	18	
22	522	18	
23	530	18	
24	538	18	
25	546	18	
26	554	18	Early Advanced
27	564	19	
28	574	20	
29	585	22	
30	598	24	Advanced
31	615	28	
32	637	33	
33	670	43	
34	728	60	
35	780	77	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	110	Beginning
1	220	110	
2	220	110	
3	220	110	
4	220	110	
5	220	110	
6	290	60	
7	336	42	
8	363	36	
9	384	32	
10	401	30	
11	416	29	
12	429	28	
13	442	27	
14	453	26	
15	464	24	
16	473	23	Early Intermediate
17	483	21	
18	491	20	
19	499	19	
20	507	19	
21	515	18	Intermediate
22	522	18	
23	530	18	
24	538	18	
25	546	18	
26	554	18	
27	564	19	Early Advanced
28	574	20	
29	585	22	
30	598	24	
31	615	28	Advanced
32	637	33	
33	670	43	
34	728	60	
35	780	77	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	83	Beginning
1	220	83	
2	220	83	
3	220	83	
4	220	83	
5	220	83	
6	243	72	
7	293	56	
8	326	49	
9	352	44	
10	374	41	
11	393	39	
12	410	36	
13	425	34	
14	439	32	
15	451	30	
16	462	28	
17	473	27	Early Intermediate
18	483	25	
19	493	24	
20	503	24	
21	512	23	
22	522	23	Intermediate
23	532	23	
24	542	23	
25	552	24	
26	563	25	Early Advanced
27	575	26	
28	588	27	
29	603	29	
30	619	31	Advanced
31	639	35	
32	665	41	
33	701	51	
34	759	70	
35	810	95	

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	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	184–345	346–396	397–447	448–498	499–598
1	184–357	358–405	406–455	456–508	509–598
2	215–396	397–446	447–495	496–539	540–635
3	230–414	415–459	460–513	514–556	557–700
4	230–432	433–472	473–530	531–574	575–700
5	230–437	438–482	483–538	539–586	587–700
6	248–441	442–491	492–551	552–601	602–741
7	248–446	447–501	502–555	556–609	610–741
8	248–452	453–509	510–568	569–622	623–741
9	251–457	458–517	518–578	579–637	638–761
10	251–463	464–527	528–590	591–651	652–761
11	251–463	464–527	528–590	591–651	652–761
12	251–463	464–527	528–590	591–651	652–761

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

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

Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
K	220–296	297–353	354–416	417–484	485–570
1	220–358	359–400	401–460	461–535	536–570
2	250–397	398–448	449–499	500–539	540–610
3	250–417	418–461	462–519	520–563	564–670
4	250–437	438–475	476–538	539–588	589–670
5	250–443	444–487	488–549	550–601	602–670
6	275–446	447–499	500–568	569–622	623–732
7	275–450	451–511	512–571	572–630	631–732
8	275–461	462–524	525–590	591–647	648–732
9	275–471	472–537	538–604	605–668	669–747
10	275–482	483–551	552–621	622–687	688–747
11	275–482	483–551	552–621	622–687	688–747
12	275–482	483–551	552–621	622–687	688–747

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

Appendix I: Scale Score Frequency Distributions

Notes: The Braille Versions of the California English Language Development Test 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. Scale scores not obtained by any students in the population are not listed.

Because the 2017–18 Edition included initial assessments only, Tables I-1 through I-30, which contained annual assessment data in previous edition reports, are not included in the 2017–18 Edition. However, the table numbering has been maintained to enable edition-to-edition comparisons.

Table I-31: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span K–1

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	37,930	22.0	37,930	22.0
285	15,826	9.2	53,756	31.1
338	15,325	8.9	69,081	40.0
363	14,611	8.5	83,692	48.5
380	13,940	8.1	97,632	56.5
393	12,664	7.3	110,296	63.9
406	11,209	6.5	121,505	70.4
418	10,041	5.8	131,546	76.2
430	8,647	5.0	140,193	81.2
442	7,219	4.2	147,412	85.4
454	6,230	3.6	153,642	89.0
467	5,243	3.0	158,885	92.0
471	1	.0	158,886	92.0
480	4,269	2.5	163,155	94.5
494	3,450	2.0	166,605	96.5
509	2,528	1.5	169,133	97.9
528	1,863	1.1	170,996	99.0
562	1,131	.7	172,127	99.7
570	568	.3	172,695	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	2,451	37.4	2,451	37.4
285	296	4.5	2,747	41.9
338	233	3.6	2,980	45.5
363	158	2.4	3,138	47.9
380	165	2.5	3,303	50.4
393	139	2.1	3,442	52.5
406	132	2.0	3,574	54.5
418	137	2.1	3,711	56.6
430	159	2.4	3,870	59.0
442	167	2.5	4,037	61.6
454	181	2.8	4,218	64.4
467	242	3.7	4,460	68.1
480	263	4.0	4,723	72.1
494	301	4.6	5,024	76.7
509	366	5.6	5,390	82.2
523	1	.0	5,391	82.3
528	435	6.6	5,826	88.9
562	414	6.3	6,240	95.2
570	314	4.8	6,554	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	5,049	29.6	5,049	29.6
241	899	5.3	5,948	34.9
335	1,021	6.0	6,969	40.9
372	1,060	6.2	8,029	47.1
399	890	5.2	8,919	52.3
423	746	4.4	9,665	56.7
444	659	3.9	10,324	60.5
464	647	3.8	10,971	64.3
484	655	3.8	11,626	68.2
502	738	4.3	12,364	72.5
521	720	4.2	13,084	76.7
541	775	4.5	13,859	81.3
563	843	4.9	14,702	86.2
589	824	4.8	15,526	91.0
633	834	4.9	16,360	95.9
640	695	4.1	17,055	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
230	6,169	42.7	6,169	42.7
350	951	6.6	7,120	49.2
410	776	5.4	7,896	54.6
445	617	4.3	8,513	58.9
471	449	3.1	8,962	62.0
494	445	3.1	9,407	65.1
514	421	2.9	9,828	68.0
534	426	2.9	10,254	70.9
555	443	3.1	10,697	74.0
576	559	3.9	11,256	77.9
599	625	4.3	11,881	82.2
625	689	4.8	12,570	86.9
660	658	4.6	13,228	91.5
715	1,230	8.5	14,458	100.0

Table I-35: Scale Score Frequency Distribution, Initial Assessment, Listening, Grade Span 9–12

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
230	6,673	31.9	6,673	31.9
363	1,112	5.3	7,785	37.2
417	1,172	5.6	8,957	42.8
452	1,157	5.5	10,114	48.3
480	920	4.4	11,034	52.7
505	887	4.2	11,921	56.9
528	867	4.1	12,788	61.1
551	866	4.1	13,654	65.2
575	870	4.2	14,524	69.4
599	943	4.5	15,467	73.9
627	1,042	5.0	16,509	78.9
659	1,160	5.5	17,669	84.4
700	1,275	6.1	18,944	90.5
725	1,990	9.5	20,934	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
140	26,242	15.2	26,242	15.2
268	5,423	3.1	31,665	18.3
297	4,497	2.6	36,162	20.9
316	4,357	2.5	40,519	23.5
330	4,490	2.6	45,009	26.1
342	4,790	2.8	49,799	28.8
353	5,165	3.0	54,964	31.8
362	5,395	3.1	60,359	35.0
370	5,815	3.4	66,174	38.3
378	6,207	3.6	72,381	41.9
386	6,420	3.7	78,801	45.6
392	6,683	3.9	85,484	49.5
399	6,577	3.8	92,061	53.3
406	6,747	3.9	98,808	57.2
412	6,578	3.8	105,386	61.0
418	6,428	3.7	111,814	64.7
424	6,228	3.6	118,042	68.4
430	5,800	3.4	123,842	71.7
436	5,549	3.2	129,391	74.9
442	5,320	3.1	134,711	78.0
449	5,063	2.9	139,774	80.9
455	4,805	2.8	144,579	83.7
463	4,774	2.8	149,353	86.5
471	4,395	2.5	153,748	89.0
479	4,275	2.5	158,023	91.5
490	3,998	2.3	162,021	93.8
492	1	.0	162,022	93.8
503	3,610	2.1	165,632	95.9
522	3,125	1.8	168,757	97.7
552	2,457	1.4	171,214	99.1
630	1,481	.9	172,695	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
140	2,584	39.4	2,584	39.4
268	244	3.7	2,828	43.1
297	126	1.9	2,954	45.1
316	102	1.6	3,056	46.6
330	64	1.0	3,120	47.6
342	60	.9	3,180	48.5
353	64	1.0	3,244	49.5
362	47	.7	3,291	50.2
370	45	.7	3,336	50.9
378	43	.7	3,379	51.6
386	45	.7	3,424	52.2
392	40	.6	3,464	52.9
399	44	.7	3,508	53.5
406	44	.7	3,552	54.2
412	53	.8	3,605	55.0
418	63	1.0	3,668	56.0
424	56	.9	3,724	56.8
430	61	.9	3,785	57.8
436	77	1.2	3,862	58.9
442	83	1.3	3,945	60.2
449	85	1.3	4,030	61.5
455	120	1.8	4,150	63.3
463	144	2.2	4,294	65.5
471	154	2.3	4,448	67.9
479	188	2.9	4,636	70.7
490	247	3.8	4,883	74.5
503	299	4.6	5,182	79.1
519	1	.0	5,183	79.1
522	410	6.3	5,593	85.3
552	484	7.4	6,077	92.7
630	477	7.3	6,554	100.0

Table I-38: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 3–5

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
200	6,834	40.1	6,834	40.1
319	853	5.0	7,687	45.1
350	480	2.8	8,167	47.9
369	319	1.9	8,486	49.8
383	246	1.4	8,732	51.2
394	178	1.0	8,910	52.2
404	207	1.2	9,117	53.5
413	165	1.0	9,282	54.4
421	192	1.1	9,474	55.5
429	189	1.1	9,663	56.7
436	177	1.0	9,840	57.7
443	190	1.1	10,030	58.8
449	184	1.1	10,214	59.9
456	206	1.2	10,420	61.1
462	200	1.2	10,620	62.3
468	206	1.2	10,826	63.5
474	241	1.4	11,067	64.9
480	227	1.3	11,294	66.2
486	248	1.5	11,542	67.7
492	270	1.6	11,812	69.3
499	256	1.5	12,068	70.8
506	329	1.9	12,397	72.7
513	417	2.4	12,814	75.1
522	393	2.3	13,207	77.4
531	467	2.7	13,674	80.2
542	543	3.2	14,217	83.4
556	669	3.9	14,886	87.3
576	716	4.2	15,602	91.5
607	729	4.3	16,331	95.8
720	724	4.2	17,055	100.0

Table I-39: Scale Score Frequency Distribution, Initial Assessment, Speaking, Grade Span 6–8

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
225	5,256	36.4	5,256	36.4
286	927	6.4	6,183	42.8
329	522	3.6	6,705	46.4
356	300	2.1	7,005	48.5
375	223	1.5	7,228	50.0
390	197	1.4	7,425	51.4
403	168	1.2	7,593	52.5
415	197	1.4	7,790	53.9
426	190	1.3	7,980	55.2
435	174	1.2	8,154	56.4
445	169	1.2	8,323	57.6
453	210	1.5	8,533	59.0
462	209	1.4	8,742	60.5
470	211	1.5	8,953	61.9
479	235	1.6	9,188	63.5
487	261	1.8	9,449	65.4
495	220	1.5	9,669	66.9
503	244	1.7	9,913	68.6
512	291	2.0	10,204	70.6
521	297	2.1	10,501	72.6
531	297	2.1	10,798	74.7
541	349	2.4	11,147	77.1
553	342	2.4	11,489	79.5
566	381	2.6	11,870	82.1
580	426	2.9	12,296	85.0
597	424	2.9	12,720	88.0
618	439	3.0	13,159	91.0
647	481	3.3	13,640	94.3
693	459	3.2	14,099	97.5
720	359	2.5	14,458	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
235	8,066	38.5	8,066	38.5
335	1,067	5.1	9,133	43.6
375	571	2.7	9,704	46.4
399	392	1.9	10,096	48.2
416	351	1.7	10,447	49.9
429	296	1.4	10,743	51.3
441	273	1.3	11,016	52.6
451	246	1.2	11,262	53.8
460	259	1.2	11,521	55.0
468	234	1.1	11,755	56.2
476	265	1.3	12,020	57.4
484	220	1.1	12,240	58.5
491	264	1.3	12,504	59.7
499	268	1.3	12,772	61.0
506	294	1.4	13,066	62.4
513	307	1.5	13,373	63.9
521	371	1.8	13,744	65.7
529	328	1.6	14,072	67.2
537	355	1.7	14,427	68.9
545	433	2.1	14,860	71.0
555	457	2.2	15,317	73.2
564	502	2.4	15,819	75.6
575	536	2.6	16,355	78.1
588	524	2.5	16,879	80.6
602	599	2.9	17,478	83.5
618	675	3.2	18,153	86.7
639	694	3.3	18,847	90.0
666	726	3.5	19,573	93.5
712	650	3.1	20,223	96.6
740	711	3.4	20,934	100.0

Table I-41: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span K–1

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	59,147	34.2	59,147	34.2
233	15,830	9.2	74,977	43.4
248	14,013	8.1	88,990	51.5
259	11,825	6.8	100,815	58.4
270	10,529	6.1	111,344	64.5
280	9,646	5.6	120,990	70.1
291	8,841	5.1	129,831	75.2
304	8,058	4.7	137,889	79.8
318	6,663	3.9	144,552	83.7
331	5,463	3.2	150,015	86.9
344	4,331	2.5	154,346	89.4
356	3,258	1.9	157,604	91.3
368	2,576	1.5	160,180	92.8
381	2,204	1.3	162,384	94.0
394	2,039	1.2	164,423	95.2
409	1,919	1.1	166,342	96.3
427	1,815	1.1	168,157	97.4
450	1,681	1.0	169,838	98.3
488	1,626	.9	171,464	99.3
570	1,231	.7	172,695	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
280	2,512	38.3	2,512	38.3
321	266	4.1	2,778	42.4
373	299	4.6	3,077	46.9
395	272	4.2	3,349	51.1
408	259	4.0	3,608	55.1
419	261	4.0	3,869	59.0
427	202	3.1	4,071	62.1
434	139	2.1	4,210	64.2
441	117	1.8	4,327	66.0
447	105	1.6	4,432	67.6
453	96	1.5	4,528	69.1
459	97	1.5	4,625	70.6
464	117	1.8	4,742	72.4
470	102	1.6	4,844	73.9
476	132	2.0	4,976	75.9
481	109	1.7	5,085	77.6
487	99	1.5	5,184	79.1
493	96	1.5	5,280	80.6
498	103	1.6	5,383	82.1
504	133	2.0	5,516	84.2
511	121	1.8	5,637	86.0
518	120	1.8	5,757	87.8
525	144	2.2	5,901	90.0
534	132	2.0	6,033	92.1
543	138	2.1	6,171	94.2
556	133	2.0	6,304	96.2
573	105	1.6	6,409	97.8
601	103	1.6	6,512	99.4
650	42	.6	6,554	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
280	5,997	35.2	5,997	35.2
375	793	4.6	6,790	39.8
413	863	5.1	7,653	44.9
433	877	5.1	8,530	50.0
447	880	5.2	9,410	55.2
458	650	3.8	10,060	59.0
466	486	2.8	10,546	61.8
474	447	2.6	10,993	64.5
481	333	2.0	11,326	66.4
488	313	1.8	11,639	68.2
494	257	1.5	11,896	69.8
499	249	1.5	12,145	71.2
505	228	1.3	12,373	72.5
510	225	1.3	12,598	73.9
516	227	1.3	12,825	75.2
521	243	1.4	13,068	76.6
527	246	1.4	13,314	78.1
532	263	1.5	13,577	79.6
538	245	1.4	13,822	81.0
544	298	1.7	14,120	82.8
550	267	1.6	14,387	84.4
556	270	1.6	14,657	85.9
564	282	1.7	14,939	87.6
572	328	1.9	15,267	89.5
581	315	1.8	15,582	91.4
592	332	1.9	15,914	93.3
605	326	1.9	16,240	95.2
625	346	2.0	16,586	97.3
658	285	1.7	16,871	98.9
700	184	1.1	17,055	100.0

Table I-44: Scale Score Frequency Distribution, Initial Assessment, Reading, Grade Span 6–8

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
320	5,221	36.1	5,221	36.1
420	678	4.7	5,899	40.8
428	1	.0	5,900	40.8
455	726	5.0	6,626	45.8
475	617	4.3	7,243	50.1
490	554	3.8	7,797	53.9
503	417	2.9	8,214	56.8
513	322	2.2	8,536	59.0
522	316	2.2	8,852	61.2
530	279	1.9	9,131	63.2
538	211	1.5	9,342	64.6
545	211	1.5	9,553	66.1
552	221	1.5	9,774	67.6
559	221	1.5	9,995	69.1
565	219	1.5	10,214	70.6
571	230	1.6	10,444	72.2
578	241	1.7	10,685	73.9
584	223	1.5	10,908	75.4
591	241	1.7	11,149	77.1
597	249	1.7	11,398	78.8
604	235	1.6	11,633	80.5
611	312	2.2	11,945	82.6
619	317	2.2	12,262	84.8
628	323	2.2	12,585	87.0
638	296	2.0	12,881	89.1
650	361	2.5	13,242	91.6
665	382	2.6	13,624	94.2
685	360	2.5	13,984	96.7
720	299	2.1	14,283	98.8
750	175	1.2	14,458	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
320	6,098	29.1	6,098	29.1
397	712	3.4	6,810	32.5
447	907	4.3	7,717	36.9
474	893	4.3	8,610	41.1
494	837	4.0	9,447	45.1
509	785	3.7	10,232	48.9
523	621	3.0	10,853	51.8
535	541	2.6	11,394	54.4
546	461	2.2	11,855	56.6
556	454	2.2	12,309	58.8
565	411	2.0	12,720	60.8
574	367	1.8	13,087	62.5
582	349	1.7	13,436	64.2
591	388	1.9	13,824	66.0
598	394	1.9	14,218	67.9
606	418	2.0	14,636	69.9
614	405	1.9	15,041	71.8
622	456	2.2	15,497	74.0
630	472	2.3	15,969	76.3
639	531	2.5	16,500	78.8
648	508	2.4	17,008	81.2
657	508	2.4	17,516	83.7
668	540	2.6	18,056	86.3
680	536	2.6	18,592	88.8
695	552	2.6	19,144	91.4
713	528	2.5	19,672	94.0
739	500	2.4	20,172	96.4
770	762	3.6	20,934	100.0

Table I-46: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span K–1

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	52,925	30.6	52,925	30.6
230	11,404	6.6	64,329	37.3
247	12,265	7.1	76,594	44.4
262	12,674	7.3	89,268	51.7
275	12,739	7.4	102,007	59.1
287	11,815	6.8	113,822	65.9
299	10,084	5.8	123,906	71.7
310	8,611	5.0	132,517	76.7
320	7,100	4.1	139,617	80.8
331	5,988	3.5	145,605	84.3
342	5,106	3.0	150,711	87.3
353	4,648	2.7	155,359	90.0
363	3,830	2.2	159,189	92.2
374	3,168	1.8	162,357	94.0
385	2,573	1.5	164,930	95.5
396	1,874	1.1	166,804	96.6
407	1,506	.9	168,310	97.5
419	1,076	.6	169,386	98.1
431	869	.5	170,255	98.6
444	741	.4	170,996	99.0
460	581	.3	171,577	99.4
480	451	.3	172,028	99.6
511	381	.2	172,409	99.8
600	286	.2	172,695	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	2,565	39.1	2,565	39.1
307	305	4.7	2,870	43.8
356	237	3.6	3,107	47.4
378	226	3.4	3,333	50.9
393	169	2.6	3,502	53.4
405	125	1.9	3,627	55.3
415	110	1.7	3,737	57.0
424	116	1.8	3,853	58.8
431	98	1.5	3,951	60.3
438	85	1.3	4,036	61.6
444	105	1.6	4,141	63.2
450	96	1.5	4,237	64.6
456	95	1.4	4,332	66.1
462	136	2.1	4,468	68.2
468	102	1.6	4,570	69.7
474	130	2.0	4,700	71.7
479	128	2.0	4,828	73.7
485	133	2.0	4,961	75.7
492	139	2.1	5,100	77.8
499	167	2.5	5,267	80.4
506	194	3.0	5,461	83.3
514	188	2.9	5,649	86.2
524	182	2.8	5,831	89.0
535	212	3.2	6,043	92.2
548	186	2.8	6,229	95.0
564	131	2.0	6,360	97.0
582	95	1.4	6,455	98.5
603	59	.9	6,514	99.4
629	24	.4	6,538	99.8
666	9	.1	6,547	99.9
690	7	.1	6,554	100.0

Table I-48: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 3–5

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	5,731	33.6	5,731	33.6
305	624	3.7	6,355	37.3
346	624	3.7	6,979	40.9
370	483	2.8	7,462	43.8
387	437	2.6	7,899	46.3
401	341	2.0	8,240	48.3
412	317	1.9	8,557	50.2
423	257	1.5	8,814	51.7
432	293	1.7	9,107	53.4
440	258	1.5	9,365	54.9
448	260	1.5	9,625	56.4
455	288	1.7	9,913	58.1
463	263	1.5	10,176	59.7
470	260	1.5	10,436	61.2
477	314	1.8	10,750	63.0
484	299	1.8	11,049	64.8
491	349	2.0	11,398	66.8
498	330	1.9	11,728	68.8
506	367	2.2	12,095	70.9
513	393	2.3	12,488	73.2
521	436	2.6	12,924	75.8
530	442	2.6	13,366	78.4
539	495	2.9	13,861	81.3
549	519	3.0	14,380	84.3
561	562	3.3	14,942	87.6
574	552	3.2	15,494	90.8
591	479	2.8	15,973	93.7
612	491	2.9	16,464	96.5
641	388	2.3	16,852	98.8
683	173	1.0	17,025	99.8
740	30	.2	17,055	100.0

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

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	4,231	29.3	4,231	29.3
290	481	3.3	4,712	32.6
336	495	3.4	5,207	36.0
363	420	2.9	5,627	38.9
384	347	2.4	5,974	41.3
401	369	2.6	6,343	43.9
416	354	2.4	6,697	46.3
429	300	2.1	6,997	48.4
442	294	2.0	7,291	50.4
453	294	2.0	7,585	52.5
464	315	2.2	7,900	54.6
473	284	2.0	8,184	56.6
483	258	1.8	8,442	58.4
491	265	1.8	8,707	60.2
499	269	1.9	8,976	62.1
507	233	1.6	9,209	63.7
515	259	1.8	9,468	65.5
522	275	1.9	9,743	67.4
530	277	1.9	10,020	69.3
538	291	2.0	10,311	71.3
546	314	2.2	10,625	73.5
554	313	2.2	10,938	75.7
564	373	2.6	11,311	78.2
574	420	2.9	11,731	81.1
585	468	3.2	12,199	84.4
598	523	3.6	12,722	88.0
615	538	3.7	13,260	91.7
637	477	3.3	13,737	95.0
670	393	2.7	14,130	97.7
728	263	1.8	14,393	99.6
780	65	.4	14,458	100.0

Table I-50: Scale Score Frequency Distribution, Initial Assessment, Writing, Grade Span 9–12

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
220	5,341	25.5	5,341	25.5
243	512	2.4	5,853	28.0
293	496	2.4	6,349	30.3
326	516	2.5	6,865	32.8
352	478	2.3	7,343	35.1
374	419	2.0	7,762	37.1
393	442	2.1	8,204	39.2
410	425	2.0	8,629	41.2
425	396	1.9	9,025	43.1
439	415	2.0	9,440	45.1
451	398	1.9	9,838	47.0
462	441	2.1	10,279	49.1
473	378	1.8	10,657	50.9
483	391	1.9	11,048	52.8
493	434	2.1	11,482	54.8
503	423	2.0	11,905	56.9
512	457	2.2	12,362	59.1
522	463	2.2	12,825	61.3
532	506	2.4	13,331	63.7
542	505	2.4	13,836	66.1
552	551	2.6	14,387	68.7
563	635	3.0	15,022	71.8
575	684	3.3	15,706	75.0
588	773	3.7	16,479	78.7
603	815	3.9	17,294	82.6
619	906	4.3	18,200	86.9
639	882	4.2	19,082	91.2
665	800	3.8	19,882	95.0
701	611	2.9	20,493	97.9
759	321	1.5	20,814	99.4
810	120	.6	20,934	100.0

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

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
220	23,973	13.9	23,973	13.9
226	3,574	2.1	27,547	16.0
234	2,689	1.6	30,236	17.5
239	1,889	1.1	32,125	18.6
245	1,529	.9	33,654	19.5
250	1,185	.7	34,839	20.2
252	7,130	4.1	41,969	24.3
255	939	.5	42,908	24.8
259	1,998	1.2	44,906	26.0
262	698	.4	45,604	26.4
266	1,575	.9	47,179	27.3
269	469	.3	47,648	27.6
272	1,181	.7	48,829	28.3
275	308	.2	49,137	28.5
277	958	.6	50,095	29.0
279	6,148	3.6	56,243	32.6
282	1,008	.6	57,251	33.2
285	1,865	1.1	59,116	34.2
288	796	.5	59,912	34.7
291	5,271	3.1	65,183	37.7
293	1,666	1.0	66,849	38.7
294	620	.4	67,469	39.1
298	2,961	1.7	70,430	40.8
300	4,445	2.6	74,875	43.4
301	351	.2	75,226	43.6
304	994	.6	76,220	44.1
305	1,492	.9	77,712	45.0
306	5,017	2.9	82,729	47.9
307	62	.0	82,791	47.9
308	216	.1	83,007	48.1
309	870	.5	83,877	48.6
311	1,186	.7	85,063	49.3
313	3,997	2.3	89,060	51.6
314	2,334	1.4	91,394	52.9
316	1,078	.6	92,472	53.5

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
319	4,285	2.5	96,757	56.0
320	1,315	.8	98,072	56.8
321	1,431	.8	99,503	57.6
323	11	.0	99,514	57.6
325	3,362	1.9	102,876	59.6
326	1,156	.7	104,032	60.2
327	1,890	1.1	105,922	61.3
328	425	.2	106,347	61.6
330	939	.5	107,286	62.1
331	2,529	1.5	109,815	63.6
332	929	.5	110,744	64.1
333	1,506	.9	112,250	65.0
334	284	.2	112,534	65.2
335	846	.5	113,380	65.7
336	911	.5	114,291	66.2
337	1,112	.6	115,403	66.8
338	1,695	1.0	117,098	67.8
339	713	.4	117,811	68.2
340	459	.3	118,270	68.5
341	183	.1	118,453	68.6
342	1,590	.9	120,043	69.5
343	1,573	.9	121,616	70.4
344	1,475	.9	123,091	71.3
345	438	.3	123,529	71.5
347	509	.3	124,038	71.8
348	1,423	.8	125,461	72.6
349	1,294	.7	126,755	73.4
350	1,630	.9	128,385	74.3
351	339	.2	128,724	74.5
353	309	.2	129,033	74.7
354	749	.4	129,782	75.2
355	2,328	1.3	132,110	76.5
356	1,048	.6	133,158	77.1
357	395	.2	133,553	77.3
359	211	.1	133,764	77.5
360	638	.4	134,402	77.8
361	1,303	.8	135,705	78.6
362	1,683	1.0	137,388	79.6

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
363	366	.2	137,754	79.8	409	55	.0	158,427	91.7
364	223	.1	137,977	79.9	410	67	.0	158,494	91.8
365	98	.1	138,075	80.0	411	728	.4	159,222	92.2
366	584	.3	138,659	80.3	412	669	.4	159,891	92.6
367	1,042	.6	139,701	80.9	413	255	.1	160,146	92.7
368	1,815	1.1	141,516	81.9	414	4	.0	160,150	92.7
369	182	.1	141,698	82.1	415	36	.0	160,186	92.8
371	145	.1	141,843	82.1	416	166	.1	160,352	92.9
372	523	.3	142,366	82.4	417	454	.3	160,806	93.1
373	936	.5	143,302	83.0	418	402	.2	161,208	93.3
374	1,401	.8	144,703	83.8	419	351	.2	161,559	93.6
375	554	.3	145,257	84.1	420	158	.1	161,717	93.6
376	119	.1	145,376	84.2	421	69	.0	161,786	93.7
378	119	.1	145,495	84.2	422	89	.1	161,875	93.7
379	831	.5	146,326	84.7	423	92	.1	161,967	93.8
380	1,468	.9	147,794	85.6	424	572	.3	162,539	94.1
381	621	.4	148,415	85.9	425	366	.2	162,905	94.3
382	161	.1	148,576	86.0	426	159	.1	163,064	94.4
384	65	.0	148,641	86.1	428	171	.1	163,235	94.5
385	665	.4	149,306	86.5	429	94	.1	163,329	94.6
386	929	.5	150,235	87.0	430	402	.2	163,731	94.8
387	1,226	.7	151,461	87.7	431	374	.2	164,105	95.0
388	27	.0	151,488	87.7	432	134	.1	164,239	95.1
389	65	.0	151,553	87.8	433	27	.0	164,266	95.1
391	11	.0	151,564	87.8	434	215	.1	164,481	95.2
392	1,197	.7	152,761	88.5	436	103	.1	164,584	95.3
393	1,139	.7	153,900	89.1	437	356	.2	164,940	95.5
394	158	.1	154,058	89.2	438	303	.2	165,243	95.7
395	48	.0	154,106	89.2	440	296	.2	165,539	95.9
397	5	.0	154,111	89.2	442	93	.1	165,632	95.9
399	1,941	1.1	156,052	90.4	444	387	.2	166,019	96.1
400	237	.1	156,289	90.5	445	126	.1	166,145	96.2
401	78	.0	156,367	90.5	446	149	.1	166,294	96.3
403	45	.0	156,412	90.6	447	208	.1	166,502	96.4
404	46	.0	156,458	90.6	448	78	.0	166,580	96.5
405	1,320	.8	157,778	91.4	450	15	.0	166,595	96.5
406	494	.3	158,272	91.6	451	304	.2	166,899	96.6
407	100	.1	158,372	91.7	452	135	.1	167,034	96.7

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
453	312	.2	167,346	96.9
454	116	.1	167,462	97.0
457	17	.0	167,479	97.0
458	171	.1	167,650	97.1
459	253	.1	167,903	97.2
460	180	.1	168,083	97.3
461	106	.1	168,189	97.4
463	12	.0	168,201	97.4
465	325	.2	168,526	97.6
468	282	.2	168,808	97.7
469	20	.0	168,828	97.8
471	153	.1	168,981	97.8
472	197	.1	169,178	98.0
475	19	.0	169,197	98.0
477	269	.2	169,466	98.1
478	53	.0	169,519	98.2
479	193	.1	169,712	98.3
481	5	.0	169,717	98.3
482	22	.0	169,739	98.3
484	194	.1	169,933	98.4
485	81	.0	170,014	98.4
488	9	.0	170,023	98.5
489	202	.1	170,225	98.6
491	203	.1	170,428	98.7
494	108	.1	170,536	98.7
498	272	.2	170,808	98.9
500	18	.0	170,826	98.9
506	156	.1	170,982	99.0
508	240	.1	171,222	99.1
510	59	.0	171,281	99.2
512	43	.0	171,324	99.2
518	79	.0	171,403	99.3
525	279	.2	171,682	99.4
529	101	.1	171,783	99.5
532	142	.1	171,925	99.6
539	176	.1	172,101	99.7
549	194	.1	172,295	99.8
566	226	.1	172,521	99.9

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
570	174	.1	172,695	100.0

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

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
250	1,861	28.4	1,861	28.4
270	109	1.7	1,970	30.1
282	135	2.1	2,105	32.1
296	125	1.9	2,230	34.0
303	21	.3	2,251	34.3
307	95	1.4	2,346	35.8
309	115	1.8	2,461	37.5
314	79	1.2	2,540	38.8
319	83	1.3	2,623	40.0
321	54	.8	2,677	40.8
323	52	.8	2,729	41.6
327	19	.3	2,748	41.9
329	48	.7	2,796	42.7
330	70	1.1	2,866	43.7
333	5	.1	2,871	43.8
336	54	.8	2,925	44.6
339	2	.0	2,927	44.7
340	29	.4	2,956	45.1
342	11	.2	2,967	45.3
343	26	.4	2,993	45.7
346	25	.4	3,018	46.0
348	2	.0	3,020	46.1
349	37	.6	3,057	46.6
350	13	.2	3,070	46.8
352	21	.3	3,091	47.2
355	54	.8	3,145	48.0
356	18	.3	3,163	48.3
357	9	.1	3,172	48.4
359	8	.1	3,180	48.5
361	21	.3	3,201	48.8
363	14	.2	3,215	49.1
366	15	.2	3,230	49.3
367	22	.3	3,252	49.6
368	11	.2	3,263	49.8
369	11	.2	3,274	50.0

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
373	36	.5	3,310	50.5
375	13	.2	3,323	50.7
376	6	.1	3,329	50.8
377	1	.0	3,330	50.8
378	21	.3	3,351	51.1
379	18	.3	3,369	51.4
380	30	.5	3,399	51.9
381	14	.2	3,413	52.1
382	14	.2	3,427	52.3
383	14	.2	3,441	52.5
385	8	.1	3,449	52.6
386	3	.0	3,452	52.7
387	39	.6	3,491	53.3
389	13	.2	3,504	53.5
391	16	.2	3,520	53.7
392	4	.1	3,524	53.8
394	50	.8	3,574	54.5
395	20	.3	3,594	54.8
398	14	.2	3,608	55.1
399	14	.2	3,622	55.3
400	31	.5	3,653	55.7
401	14	.2	3,667	56.0
402	3	.0	3,670	56.0
403	14	.2	3,684	56.2
404	10	.2	3,694	56.4
405	7	.1	3,701	56.5
406	19	.3	3,720	56.8
407	30	.5	3,750	57.2
408	2	.0	3,752	57.2
410	14	.2	3,766	57.5
412	13	.2	3,779	57.7
413	20	.3	3,799	58.0
415	6	.1	3,805	58.1
416	18	.3	3,823	58.3
417	6	.1	3,829	58.4
418	18	.3	3,847	58.7
419	13	.2	3,860	58.9
420	26	.4	3,886	59.3

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
421	6	.1	3,892	59.4	463	23	.4	4,534	69.2
422	5	.1	3,897	59.5	464	35	.5	4,569	69.7
423	5	.1	3,902	59.5	465	20	.3	4,589	70.0
424	29	.4	3,931	60.0	466	10	.2	4,599	70.2
425	19	.3	3,950	60.3	467	18	.3	4,617	70.4
426	24	.4	3,974	60.6	468	25	.4	4,642	70.8
428	9	.1	3,983	60.8	469	10	.2	4,652	71.0
429	11	.2	3,994	60.9	470	22	.3	4,674	71.3
430	8	.1	4,002	61.1	471	20	.3	4,694	71.6
431	26	.4	4,028	61.5	472	11	.2	4,705	71.8
432	7	.1	4,035	61.6	473	22	.3	4,727	72.1
433	9	.1	4,044	61.7	474	10	.2	4,737	72.3
434	10	.2	4,054	61.9	475	21	.3	4,758	72.6
435	18	.3	4,072	62.1	476	18	.3	4,776	72.9
436	7	.1	4,079	62.2	477	14	.2	4,790	73.1
437	25	.4	4,104	62.6	478	41	.6	4,831	73.7
438	23	.4	4,127	63.0	479	21	.3	4,852	74.0
440	11	.2	4,138	63.1	480	20	.3	4,872	74.3
441	40	.6	4,178	63.7	481	13	.2	4,885	74.5
443	19	.3	4,197	64.0	482	22	.3	4,907	74.9
444	42	.6	4,239	64.7	483	7	.1	4,914	75.0
445	3	.0	4,242	64.7	484	11	.2	4,925	75.1
446	3	.0	4,245	64.8	485	25	.4	4,950	75.5
447	37	.6	4,282	65.3	486	26	.4	4,976	75.9
449	13	.2	4,295	65.5	487	23	.4	4,999	76.3
450	28	.4	4,323	66.0	488	1	.0	5,000	76.3
451	11	.2	4,334	66.1	489	34	.5	5,034	76.8
452	11	.2	4,345	66.3	490	21	.3	5,055	77.1
453	30	.5	4,375	66.8	492	37	.6	5,092	77.7
454	11	.2	4,386	66.9	493	30	.5	5,122	78.2
455	6	.1	4,392	67.0	494	6	.1	5,128	78.2
456	25	.4	4,417	67.4	495	29	.4	5,157	78.7
457	21	.3	4,438	67.7	496	20	.3	5,177	79.0
458	6	.1	4,444	67.8	498	21	.3	5,198	79.3
459	20	.3	4,464	68.1	499	40	.6	5,238	79.9
460	21	.3	4,485	68.4	500	3	.0	5,241	80.0
461	18	.3	4,503	68.7	501	17	.3	5,258	80.2
462	8	.1	4,511	68.8	502	32	.5	5,290	80.7

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
503	19	.3	5,309	81.0
504	16	.2	5,325	81.2
505	3	.0	5,328	81.3
506	34	.5	5,362	81.8
507	42	.6	5,404	82.5
508	1	.0	5,405	82.5
509	16	.2	5,421	82.7
510	47	.7	5,468	83.4
511	9	.1	5,477	83.6
513	52	.8	5,529	84.4
514	13	.2	5,542	84.6
516	22	.3	5,564	84.9
517	19	.3	5,583	85.2
518	5	.1	5,588	85.3
519	33	.5	5,621	85.8
520	6	.1	5,627	85.9
521	27	.4	5,654	86.3
523	40	.6	5,694	86.9
524	8	.1	5,702	87.0
525	10	.2	5,712	87.2
526	63	1.0	5,775	88.1
527	13	.2	5,788	88.3
528	6	.1	5,794	88.4
530	17	.3	5,811	88.7
531	32	.5	5,843	89.2
532	17	.3	5,860	89.4
533	33	.5	5,893	89.9
534	12	.2	5,905	90.1
535	34	.5	5,939	90.6
536	18	.3	5,957	90.9
537	12	.2	5,969	91.1
540	27	.4	5,996	91.5
541	8	.1	6,004	91.6
542	28	.4	6,032	92.0
543	30	.5	6,062	92.5
544	18	.3	6,080	92.8
547	26	.4	6,106	93.2
548	37	.6	6,143	93.7

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
550	23	.4	6,166	94.1
552	65	1.0	6,231	95.1
555	9	.1	6,240	95.2
556	36	.5	6,276	95.8
559	44	.7	6,320	96.4
563	36	.5	6,356	97.0
564	18	.3	6,374	97.3
565	2	.0	6,376	97.3
567	36	.5	6,412	97.8
571	32	.5	6,444	98.3
572	1	.0	6,445	98.3
579	2	.0	6,447	98.4
581	30	.5	6,477	98.8
585	40	.6	6,517	99.4
589	3	.0	6,520	99.5
606	18	.3	6,538	99.8
610	16	.2	6,554	100.0

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

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
250	4,245	24.9	4,245	24.9
260	317	1.9	4,562	26.7
297	138	.8	4,700	27.6
307	358	2.1	5,058	29.7
308	110	.6	5,168	30.3
316	156	.9	5,324	31.2
326	466	2.7	5,790	33.9
327	99	.6	5,889	34.5
333	147	.9	6,036	35.4
337	115	.7	6,151	36.1
339	354	2.1	6,505	38.1
343	63	.4	6,568	38.5
344	97	.6	6,665	39.1
347	40	.2	6,705	39.3
349	56	.3	6,761	39.6
350	18	.1	6,779	39.7
351	174	1.0	6,953	40.8
353	43	.3	6,996	41.0
354	10	.1	7,006	41.1
355	122	.7	7,128	41.8
357	33	.2	7,161	42.0
359	2	.0	7,163	42.0
361	14	.1	7,177	42.1
362	116	.7	7,293	42.8
364	14	.1	7,307	42.8
367	2	.0	7,309	42.9
370	2	.0	7,311	42.9
372	63	.4	7,374	43.2
373	123	.7	7,497	44.0
374	132	.8	7,629	44.7
381	1	.0	7,630	44.7
382	54	.3	7,684	45.1
384	108	.6	7,792	45.7
387	86	.5	7,878	46.2
388	1	.0	7,879	46.2

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
391	122	.7	8,001	46.9
392	126	.7	8,127	47.7
396	67	.4	8,194	48.0
399	65	.4	8,259	48.4
400	58	.3	8,317	48.8
402	108	.6	8,425	49.4
404	39	.2	8,464	49.6
406	104	.6	8,568	50.2
408	21	.1	8,589	50.4
409	170	1.0	8,759	51.4
410	9	.1	8,768	51.4
411	14	.1	8,782	51.5
414	15	.1	8,797	51.6
415	96	.6	8,893	52.1
416	97	.6	8,990	52.7
417	6	.0	8,996	52.7
418	76	.4	9,072	53.2
419	74	.4	9,146	53.6
420	3	.0	9,149	53.6
421	6	.0	9,155	53.7
422	3	.0	9,158	53.7
423	125	.7	9,283	54.4
426	21	.1	9,304	54.6
428	192	1.1	9,496	55.7
429	23	.1	9,519	55.8
430	23	.1	9,542	55.9
432	49	.3	9,591	56.2
433	12	.1	9,603	56.3
434	6	.0	9,609	56.3
435	80	.5	9,689	56.8
436	56	.3	9,745	57.1
438	127	.7	9,872	57.9
440	97	.6	9,969	58.5
441	6	.0	9,975	58.5
443	15	.1	9,990	58.6
444	40	.2	10,030	58.8
445	60	.4	10,090	59.2
446	4	.0	10,094	59.2

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
448	147	.9	10,241	60.0	491	73	.4	11,737	68.8
449	8	.0	10,249	60.1	492	21	.1	11,758	68.9
451	54	.3	10,303	60.4	493	24	.1	11,782	69.1
452	38	.2	10,341	60.6	494	54	.3	11,836	69.4
454	4	.0	10,345	60.7	495	54	.3	11,890	69.7
455	124	.7	10,469	61.4	497	68	.4	11,958	70.1
456	3	.0	10,472	61.4	498	48	.3	12,006	70.4
457	24	.1	10,496	61.5	499	13	.1	12,019	70.5
458	58	.3	10,554	61.9	500	67	.4	12,086	70.9
459	37	.2	10,591	62.1	501	44	.3	12,130	71.1
460	2	.0	10,593	62.1	502	25	.1	12,155	71.3
461	68	.4	10,661	62.5	503	40	.2	12,195	71.5
462	26	.2	10,687	62.7	504	47	.3	12,242	71.8
463	3	.0	10,690	62.7	505	36	.2	12,278	72.0
464	9	.1	10,699	62.7	506	30	.2	12,308	72.2
465	93	.5	10,792	63.3	507	46	.3	12,354	72.4
466	26	.2	10,818	63.4	508	22	.1	12,376	72.6
467	49	.3	10,867	63.7	509	47	.3	12,423	72.8
468	3	.0	10,870	63.7	510	36	.2	12,459	73.1
469	83	.5	10,953	64.2	511	67	.4	12,526	73.4
471	56	.3	11,009	64.5	513	29	.2	12,555	73.6
472	41	.2	11,050	64.8	514	89	.5	12,644	74.1
474	57	.3	11,107	65.1	515	25	.1	12,669	74.3
475	32	.2	11,139	65.3	517	74	.4	12,743	74.7
476	30	.2	11,169	65.5	518	49	.3	12,792	75.0
477	40	.2	11,209	65.7	520	71	.4	12,863	75.4
479	64	.4	11,273	66.1	521	36	.2	12,899	75.6
480	47	.3	11,320	66.4	522	11	.1	12,910	75.7
481	23	.1	11,343	66.5	523	59	.3	12,969	76.0
482	37	.2	11,380	66.7	524	52	.3	13,021	76.3
483	2	.0	11,382	66.7	525	45	.3	13,066	76.6
484	94	.6	11,476	67.3	526	61	.4	13,127	77.0
485	8	.0	11,484	67.3	527	6	.0	13,133	77.0
486	40	.2	11,524	67.6	528	52	.3	13,185	77.3
487	40	.2	11,564	67.8	529	60	.4	13,245	77.7
488	37	.2	11,601	68.0	531	61	.4	13,306	78.0
489	44	.3	11,645	68.3	532	33	.2	13,339	78.2
490	19	.1	11,664	68.4	533	19	.1	13,358	78.3

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
534	58	.3	13,416	78.7	577	65	.4	15,080	88.4
535	36	.2	13,452	78.9	578	2	.0	15,082	88.4
536	70	.4	13,522	79.3	580	67	.4	15,149	88.8
537	13	.1	13,535	79.4	582	21	.1	15,170	88.9
538	32	.2	13,567	79.5	583	16	.1	15,186	89.0
539	85	.5	13,652	80.0	584	37	.2	15,223	89.3
540	1	.0	13,653	80.1	585	82	.5	15,305	89.7
541	16	.1	13,669	80.1	586	8	.0	15,313	89.8
542	121	.7	13,790	80.9	588	33	.2	15,346	90.0
544	8	.0	13,798	80.9	589	14	.1	15,360	90.1
545	82	.5	13,880	81.4	590	64	.4	15,424	90.4
546	26	.2	13,906	81.5	591	25	.1	15,449	90.6
547	73	.4	13,979	82.0	592	10	.1	15,459	90.6
548	52	.3	14,031	82.3	594	79	.5	15,538	91.1
549	11	.1	14,042	82.3	595	22	.1	15,560	91.2
550	38	.2	14,080	82.6	597	68	.4	15,628	91.6
551	17	.1	14,097	82.7	598	72	.4	15,700	92.1
552	47	.3	14,144	82.9	599	7	.0	15,707	92.1
553	56	.3	14,200	83.3	602	99	.6	15,806	92.7
554	2	.0	14,202	83.3	606	43	.3	15,849	92.9
555	27	.2	14,229	83.4	607	140	.8	15,989	93.7
556	100	.6	14,329	84.0	610	71	.4	16,060	94.2
557	7	.0	14,336	84.1	612	87	.5	16,147	94.7
558	22	.1	14,358	84.2	616	71	.4	16,218	95.1
559	54	.3	14,412	84.5	619	97	.6	16,315	95.7
560	38	.2	14,450	84.7	620	2	.0	16,317	95.7
561	34	.2	14,484	84.9	622	87	.5	16,404	96.2
563	91	.5	14,575	85.5	623	51	.3	16,455	96.5
564	2	.0	14,577	85.5	629	122	.7	16,577	97.2
566	96	.6	14,673	86.0	631	3	.0	16,580	97.2
567	70	.4	14,743	86.4	632	95	.6	16,675	97.8
569	48	.3	14,791	86.7	644	29	.2	16,704	97.9
571	8	.0	14,799	86.8	645	86	.5	16,790	98.4
572	114	.7	14,913	87.4	649	115	.7	16,905	99.1
573	31	.2	14,944	87.6	666	37	.2	16,942	99.3
574	8	.0	14,952	87.7	670	113	.7	17,055	100.0
575	3	.0	14,955	87.7					
576	60	.4	15,015	88.0					

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

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
275	4,360	30.2	4,360	30.2
325	356	2.5	4,716	32.6
329	1	.0	4,717	32.6
335	340	2.4	5,057	35.0
342	394	2.7	5,451	37.7
352	315	2.2	5,766	39.9
360	248	1.7	6,014	41.6
365	225	1.6	6,239	43.2
366	164	1.1	6,403	44.3
371	100	.7	6,503	45.0
376	73	.5	6,576	45.5
380	42	.3	6,618	45.8
382	131	.9	6,749	46.7
384	31	.2	6,780	46.9
385	117	.8	6,897	47.7
387	23	.2	6,920	47.9
391	16	.1	6,936	48.0
394	5	.0	6,941	48.0
395	69	.5	7,010	48.5
397	9	.1	7,019	48.5
400	9	.1	7,028	48.6
402	104	.7	7,132	49.3
404	12	.1	7,144	49.4
407	49	.3	7,193	49.8
410	2	.0	7,195	49.8
412	83	.6	7,278	50.3
413	3	.0	7,281	50.4
415	75	.5	7,356	50.9
417	18	.1	7,374	51.0
420	85	.6	7,459	51.6
424	2	.0	7,461	51.6
426	54	.4	7,515	52.0
427	11	.1	7,526	52.1
431	31	.2	7,557	52.3
432	145	1.0	7,702	53.3

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
436	27	.2	7,729	53.5
437	11	.1	7,740	53.5
440	30	.2	7,770	53.7
442	67	.5	7,837	54.2
444	18	.1	7,855	54.3
445	33	.2	7,888	54.6
447	14	.1	7,902	54.7
448	5	.0	7,907	54.7
450	107	.7	8,014	55.4
451	13	.1	8,027	55.5
454	8	.1	8,035	55.6
456	55	.4	8,090	56.0
457	27	.2	8,117	56.1
459	1	.0	8,118	56.1
460	63	.4	8,181	56.6
461	38	.3	8,219	56.8
463	43	.3	8,262	57.1
464	1	.0	8,263	57.2
466	37	.3	8,300	57.4
467	67	.5	8,367	57.9
470	23	.2	8,390	58.0
472	3	.0	8,393	58.1
473	35	.2	8,428	58.3
474	64	.4	8,492	58.7
477	29	.2	8,521	58.9
479	41	.3	8,562	59.2
480	23	.2	8,585	59.4
481	22	.2	8,607	59.5
483	42	.3	8,649	59.8
484	52	.4	8,701	60.2
487	67	.5	8,768	60.6
490	7	.0	8,775	60.7
491	18	.1	8,793	60.8
492	52	.4	8,845	61.2
494	26	.2	8,871	61.4
495	16	.1	8,887	61.5
496	30	.2	8,917	61.7
497	3	.0	8,920	61.7

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
498	38	.3	8,958	62.0	544	17	.1	9,994	69.1
500	17	.1	8,975	62.1	545	12	.1	10,006	69.2
502	25	.2	9,000	62.2	546	63	.4	10,069	69.6
503	29	.2	9,029	62.4	549	59	.4	10,128	70.1
504	24	.2	9,053	62.6	550	21	.1	10,149	70.2
505	11	.1	9,064	62.7	551	9	.1	10,158	70.3
507	4	.0	9,068	62.7	552	44	.3	10,202	70.6
508	74	.5	9,142	63.2	553	35	.2	10,237	70.8
510	2	.0	9,144	63.2	554	1	.0	10,238	70.8
511	33	.2	9,177	63.5	555	13	.1	10,251	70.9
512	48	.3	9,225	63.8	556	37	.3	10,288	71.2
513	15	.1	9,240	63.9	557	43	.3	10,331	71.5
514	7	.0	9,247	64.0	559	44	.3	10,375	71.8
515	45	.3	9,292	64.3	560	50	.3	10,425	72.1
516	24	.2	9,316	64.4	561	5	.0	10,430	72.1
518	51	.4	9,367	64.8	562	44	.3	10,474	72.4
519	28	.2	9,395	65.0	563	18	.1	10,492	72.6
521	18	.1	9,413	65.1	564	24	.2	10,516	72.7
522	44	.3	9,457	65.4	565	16	.1	10,532	72.8
523	35	.2	9,492	65.7	566	45	.3	10,577	73.2
524	12	.1	9,504	65.7	567	19	.1	10,596	73.3
525	10	.1	9,514	65.8	568	12	.1	10,608	73.4
526	40	.3	9,554	66.1	569	46	.3	10,654	73.7
527	12	.1	9,566	66.2	570	25	.2	10,679	73.9
528	27	.2	9,593	66.4	571	5	.0	10,684	73.9
529	48	.3	9,641	66.7	572	27	.2	10,711	74.1
531	6	.0	9,647	66.7	573	61	.4	10,772	74.5
532	55	.4	9,702	67.1	575	16	.1	10,788	74.6
533	30	.2	9,732	67.3	576	38	.3	10,826	74.9
534	16	.1	9,748	67.4	577	40	.3	10,866	75.2
536	65	.4	9,813	67.9	579	32	.2	10,898	75.4
537	5	.0	9,818	67.9	580	35	.2	10,933	75.6
538	16	.1	9,834	68.0	581	17	.1	10,950	75.7
539	58	.4	9,892	68.4	582	24	.2	10,974	75.9
540	1	.0	9,893	68.4	583	48	.3	11,022	76.2
541	3	.0	9,896	68.4	585	28	.2	11,050	76.4
542	59	.4	9,955	68.9	586	40	.3	11,090	76.7
543	22	.2	9,977	69.0	587	25	.2	11,115	76.9

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
588	33	.2	11,148	77.1	637	80	.6	12,587	87.1
589	2	.0	11,150	77.1	639	47	.3	12,634	87.4
590	34	.2	11,184	77.4	640	7	.0	12,641	87.4
591	42	.3	11,226	77.6	642	27	.2	12,668	87.6
592	17	.1	11,243	77.8	643	9	.1	12,677	87.7
593	46	.3	11,289	78.1	644	58	.4	12,735	88.1
595	73	.5	11,362	78.6	645	55	.4	12,790	88.5
596	13	.1	11,375	78.7	646	11	.1	12,801	88.5
597	43	.3	11,418	79.0	648	3	.0	12,804	88.6
598	80	.6	11,498	79.5	649	68	.5	12,872	89.0
599	6	.0	11,504	79.6	653	12	.1	12,884	89.1
601	56	.4	11,560	80.0	655	136	.9	13,020	90.1
602	66	.5	11,626	80.4	656	16	.1	13,036	90.2
604	28	.2	11,654	80.6	659	35	.2	13,071	90.4
605	49	.3	11,703	80.9	662	72	.5	13,143	90.9
606	6	.0	11,709	81.0	663	46	.3	13,189	91.2
607	34	.2	11,743	81.2	667	65	.4	13,254	91.7
608	31	.2	11,774	81.4	671	85	.6	13,339	92.3
609	57	.4	11,831	81.8	672	93	.6	13,432	92.9
610	12	.1	11,843	81.9	674	3	.0	13,435	92.9
611	37	.3	11,880	82.2	676	91	.6	13,526	93.6
612	11	.1	11,891	82.2	682	109	.8	13,635	94.3
613	84	.6	11,975	82.8	687	13	.1	13,648	94.4
614	38	.3	12,013	83.1	690	244	1.7	13,892	96.1
615	6	.0	12,019	83.1	700	206	1.4	14,098	97.5
618	84	.6	12,103	83.7	705	30	.2	14,128	97.7
619	7	.0	12,110	83.8	717	203	1.4	14,331	99.1
620	16	.1	12,126	83.9	732	127	.9	14,458	100.0
622	70	.5	12,196	84.4					
624	41	.3	12,237	84.6					
625	19	.1	12,256	84.8					
626	46	.3	12,302	85.1					
628	27	.2	12,329	85.3					
630	7	.0	12,336	85.3					
631	55	.4	12,391	85.7					
632	70	.5	12,461	86.2					
633	2	.0	12,463	86.2					
635	44	.3	12,507	86.5					

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

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
275	5,036	24.1	5,036	24.1
313	268	1.3	5,304	25.3
338	311	1.5	5,615	26.8
341	293	1.4	5,908	28.2
352	273	1.3	6,181	29.5
362	246	1.2	6,427	30.7
368	257	1.2	6,684	31.9
369	186	.9	6,870	32.8
376	132	.6	7,002	33.4
380	107	.5	7,109	34.0
382	79	.4	7,188	34.3
386	210	1.0	7,398	35.3
388	46	.2	7,444	35.6
393	41	.2	7,485	35.8
397	18	.1	7,503	35.8
400	127	.6	7,630	36.4
402	12	.1	7,642	36.5
405	144	.7	7,786	37.2
406	5	.0	7,791	37.2
407	105	.5	7,896	37.7
410	5	.0	7,901	37.7
412	99	.5	8,000	38.2
414	5	.0	8,005	38.2
418	122	.6	8,127	38.8
422	2	.0	8,129	38.8
424	148	.7	8,277	39.5
426	2	.0	8,279	39.5
428	128	.6	8,407	40.2
430	1	.0	8,408	40.2
432	142	.7	8,550	40.8
434	1	.0	8,551	40.8
435	21	.1	8,572	40.9
436	89	.4	8,661	41.4
438	62	.3	8,723	41.7
443	64	.3	8,787	42.0

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
445	140	.7	8,927	42.6
447	5	.0	8,932	42.7
449	175	.8	9,107	43.5
451	28	.1	9,135	43.6
454	37	.2	9,172	43.8
455	118	.6	9,290	44.4
459	26	.1	9,316	44.5
462	23	.1	9,339	44.6
463	316	1.5	9,655	46.1
464	15	.1	9,670	46.2
468	9	.0	9,679	46.2
470	76	.4	9,755	46.6
471	1	.0	9,756	46.6
472	11	.1	9,767	46.7
473	103	.5	9,870	47.1
474	6	.0	9,876	47.2
476	117	.6	9,993	47.7
477	97	.5	10,090	48.2
480	104	.5	10,194	48.7
481	41	.2	10,235	48.9
484	2	.0	10,237	48.9
486	37	.2	10,274	49.1
487	176	.8	10,450	49.9
488	4	.0	10,454	49.9
489	53	.3	10,507	50.2
491	21	.1	10,528	50.3
492	1	.0	10,529	50.3
493	80	.4	10,609	50.7
494	99	.5	10,708	51.2
495	21	.1	10,729	51.3
498	1	.0	10,730	51.3
499	131	.6	10,861	51.9
501	109	.5	10,970	52.4
504	57	.3	11,027	52.7
507	120	.6	11,147	53.2
508	27	.1	11,174	53.4
511	54	.3	11,228	53.6
512	24	.1	11,252	53.7

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
513	75	.4	11,327	54.1	559	64	.3	13,077	62.5
514	59	.3	11,386	54.4	560	36	.2	13,113	62.6
515	4	.0	11,390	54.4	561	17	.1	13,130	62.7
517	21	.1	11,411	54.5	562	48	.2	13,178	63.0
518	97	.5	11,508	55.0	563	47	.2	13,225	63.2
519	3	.0	11,511	55.0	564	2	.0	13,227	63.2
520	62	.3	11,573	55.3	565	38	.2	13,265	63.4
521	20	.1	11,593	55.4	566	49	.2	13,314	63.6
522	69	.3	11,662	55.7	567	65	.3	13,379	63.9
523	10	.0	11,672	55.8	568	7	.0	13,386	63.9
524	11	.1	11,683	55.8	570	45	.2	13,431	64.2
525	113	.5	11,796	56.3	571	107	.5	13,538	64.7
527	27	.1	11,823	56.5	572	40	.2	13,578	64.9
528	2	.0	11,825	56.5	573	1	.0	13,579	64.9
529	12	.1	11,837	56.5	574	96	.5	13,675	65.3
530	88	.4	11,925	57.0	575	37	.2	13,712	65.5
531	82	.4	12,007	57.4	576	9	.0	13,721	65.5
532	1	.0	12,008	57.4	577	22	.1	13,743	65.6
533	7	.0	12,015	57.4	578	84	.4	13,827	66.1
534	22	.1	12,037	57.5	579	19	.1	13,846	66.1
535	80	.4	12,117	57.9	580	1	.0	13,847	66.1
536	9	.0	12,126	57.9	581	11	.1	13,858	66.2
537	96	.5	12,222	58.4	582	78	.4	13,936	66.6
539	68	.3	12,290	58.7	583	64	.3	14,000	66.9
541	4	.0	12,294	58.7	586	144	.7	14,144	67.6
542	95	.5	12,389	59.2	587	1	.0	14,145	67.6
543	106	.5	12,495	59.7	588	16	.1	14,161	67.6
545	2	.0	12,497	59.7	590	135	.6	14,296	68.3
546	76	.4	12,573	60.1	591	21	.1	14,317	68.4
547	8	.0	12,581	60.1	592	8	.0	14,325	68.4
548	98	.5	12,679	60.6	594	46	.2	14,371	68.6
549	26	.1	12,705	60.7	595	84	.4	14,455	69.1
550	5	.0	12,710	60.7	596	22	.1	14,477	69.2
551	90	.4	12,800	61.1	597	4	.0	14,481	69.2
553	52	.2	12,852	61.4	598	126	.6	14,607	69.8
554	14	.1	12,866	61.5	599	23	.1	14,630	69.9
555	97	.5	12,963	61.9	600	30	.1	14,660	70.0
558	50	.2	13,013	62.2	602	142	.7	14,802	70.7

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
604	61	.3	14,863	71.0	663	113	.5	17,389	83.1
606	60	.3	14,923	71.3	665	85	.4	17,474	83.5
607	73	.3	14,996	71.6	669	213	1.0	17,687	84.5
609	50	.2	15,046	71.9	670	52	.2	17,739	84.7
610	66	.3	15,112	72.2	672	3	.0	17,742	84.8
611	43	.2	15,155	72.4	673	27	.1	17,769	84.9
612	60	.3	15,215	72.7	674	85	.4	17,854	85.3
614	86	.4	15,301	73.1	677	130	.6	17,984	85.9
615	11	.1	15,312	73.1	678	99	.5	18,083	86.4
616	98	.5	15,410	73.6	682	62	.3	18,145	86.7
617	5	.0	15,415	73.6	683	25	.1	18,170	86.8
619	78	.4	15,493	74.0	684	127	.6	18,297	87.4
620	89	.4	15,582	74.4	686	138	.7	18,435	88.1
621	33	.2	15,615	74.6	690	122	.6	18,557	88.6
623	71	.3	15,686	74.9	691	94	.4	18,651	89.1
624	66	.3	15,752	75.2	696	149	.7	18,800	89.8
625	26	.1	15,778	75.4	697	149	.7	18,949	90.5
627	22	.1	15,800	75.5	698	13	.1	18,962	90.6
628	167	.8	15,967	76.3	699	56	.3	19,018	90.8
632	49	.2	16,016	76.5	702	180	.9	19,198	91.7
633	122	.6	16,138	77.1	706	121	.6	19,319	92.3
635	12	.1	16,150	77.1	710	215	1.0	19,534	93.3
636	41	.2	16,191	77.3	714	56	.3	19,590	93.6
637	102	.5	16,293	77.8	719	361	1.7	19,951	95.3
639	27	.1	16,320	78.0	732	301	1.4	20,252	96.7
640	86	.4	16,406	78.4	735	141	.7	20,393	97.4
641	8	.0	16,414	78.4	747	541	2.6	20,934	100.0
642	96	.5	16,510	78.9					
644	77	.4	16,587	79.2					
645	11	.1	16,598	79.3					
647	87	.4	16,685	79.7					
649	113	.5	16,798	80.2					
653	208	1.0	17,006	81.2					
656	12	.1	17,018	81.3					
657	35	.2	17,053	81.5					
658	114	.5	17,167	82.0					
660	1	.0	17,168	82.0					
661	108	.5	17,276	82.5					

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

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
184	10,474	6.1	10,474	6.1
185	1,644	1.0	12,118	7.0
186	2,269	1.3	14,387	8.3
187	1,570	.9	15,957	9.2
188	778	.5	16,735	9.7
189	616	.4	17,351	10.0
190	357	.2	17,708	10.3
191	156	.1	17,864	10.3
192	157	.1	18,021	10.4
193	103	.1	18,124	10.5
194	69	.0	18,193	10.5
195	63	.0	18,256	10.6
196	30	.0	18,286	10.6
197	28	.0	18,314	10.6
198	10	.0	18,324	10.6
199	10	.0	18,334	10.6
200	5	.0	18,339	10.6
202	1	.0	18,340	10.6
204	1	.0	18,341	10.6
213	1,469	.9	19,810	11.5
214	338	.2	20,148	11.7
215	347	.2	20,495	11.9
216	484	.3	20,979	12.1
217	308	.2	21,287	12.3
218	187	.1	21,474	12.4
219	121	.1	21,595	12.5
220	102	.1	21,697	12.6
221	68	.0	21,765	12.6
222	41	.0	21,806	12.6
223	30	.0	21,836	12.6
224	10	.0	21,846	12.7
225	14	.0	21,860	12.7
226	5	.0	21,865	12.7
227	6	.0	21,871	12.7
228	8	.0	21,879	12.7

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
229	3	.0	21,882	12.7
230	2	.0	21,884	12.7
237	876	.5	22,760	13.2
238	212	.1	22,972	13.3
239	349	.2	23,321	13.5
240	160	.1	23,481	13.6
241	1,211	.7	24,692	14.3
242	492	.3	25,184	14.6
243	345	.2	25,529	14.8
244	330	.2	25,859	15.0
245	229	.1	26,088	15.1
246	164	.1	26,252	15.2
247	107	.1	26,359	15.3
248	439	.3	26,798	15.5
249	249	.1	27,047	15.7
250	160	.1	27,207	15.8
251	179	.1	27,386	15.9
252	122	.1	27,508	15.9
253	78	.0	27,586	16.0
254	821	.5	28,407	16.4
255	249	.1	28,656	16.6
256	486	.3	29,142	16.9
257	232	.1	29,374	17.0
258	260	.2	29,634	17.2
259	173	.1	29,807	17.3
260	112	.1	29,919	17.3
261	145	.1	30,064	17.4
262	98	.1	30,162	17.5
263	874	.5	31,036	18.0
264	198	.1	31,234	18.1
265	288	.2	31,522	18.3
266	134	.1	31,656	18.3
267	177	.1	31,833	18.4
268	105	.1	31,938	18.5
269	635	.4	32,573	18.9
270	614	.4	33,187	19.2
271	271	.2	33,458	19.4
272	413	.2	33,871	19.6

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
273	219	.1	34,090	19.7	311	427	.2	50,845	29.4
274	756	.4	34,846	20.2	312	305	.2	51,150	29.6
275	308	.2	35,154	20.4	313	617	.4	51,767	30.0
276	274	.2	35,428	20.5	314	388	.2	52,155	30.2
277	248	.1	35,676	20.7	315	332	.2	52,487	30.4
278	175	.1	35,851	20.8	316	660	.4	53,147	30.8
279	615	.4	36,466	21.1	317	421	.2	53,568	31.0
280	254	.1	36,720	21.3	318	417	.2	53,985	31.3
281	327	.2	37,047	21.5	319	512	.3	54,497	31.6
282	192	.1	37,239	21.6	320	593	.3	55,090	31.9
283	808	.5	38,047	22.0	321	404	.2	55,494	32.1
284	365	.2	38,412	22.2	322	474	.3	55,968	32.4
285	427	.2	38,839	22.5	323	570	.3	56,538	32.7
286	383	.2	39,222	22.7	324	358	.2	56,896	32.9
287	595	.3	39,817	23.1	325	375	.2	57,271	33.2
288	443	.3	40,260	23.3	326	473	.3	57,744	33.4
289	217	.1	40,477	23.4	327	431	.2	58,175	33.7
290	227	.1	40,704	23.6	328	676	.4	58,851	34.1
291	606	.4	41,310	23.9	329	516	.3	59,367	34.4
292	517	.3	41,827	24.2	330	491	.3	59,858	34.7
293	425	.2	42,252	24.5	331	353	.2	60,211	34.9
294	779	.5	43,031	24.9	332	613	.4	60,824	35.2
295	416	.2	43,447	25.2	333	538	.3	61,362	35.5
296	495	.3	43,942	25.4	334	447	.3	61,809	35.8
297	491	.3	44,433	25.7	335	575	.3	62,384	36.1
298	649	.4	45,082	26.1	336	367	.2	62,751	36.3
299	372	.2	45,454	26.3	337	651	.4	63,402	36.7
300	505	.3	45,959	26.6	338	501	.3	63,903	37.0
301	393	.2	46,352	26.8	339	596	.3	64,499	37.3
302	280	.2	46,632	27.0	340	508	.3	65,007	37.6
303	370	.2	47,002	27.2	341	632	.4	65,639	38.0
304	554	.3	47,556	27.5	342	478	.3	66,117	38.3
305	483	.3	48,039	27.8	343	508	.3	66,625	38.6
306	456	.3	48,495	28.1	344	829	.5	67,454	39.1
307	541	.3	49,036	28.4	345	457	.3	67,911	39.3
308	344	.2	49,380	28.6	346	636	.4	68,547	39.7
309	716	.4	50,096	29.0	347	603	.3	69,150	40.0
310	322	.2	50,418	29.2	348	690	.4	69,840	40.4

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
349	562	.3	70,402	40.8	387	1,146	.7	103,722	60.1
350	622	.4	71,024	41.1	388	974	.6	104,696	60.6
351	820	.5	71,844	41.6	389	1,088	.6	105,784	61.3
352	606	.4	72,450	42.0	390	971	.6	106,755	61.8
353	754	.4	73,204	42.4	391	1,027	.6	107,782	62.4
354	500	.3	73,704	42.7	392	1,096	.6	108,878	63.0
355	868	.5	74,572	43.2	393	965	.6	109,843	63.6
356	667	.4	75,239	43.6	394	931	.5	110,774	64.1
357	594	.3	75,833	43.9	395	1,130	.7	111,904	64.8
358	622	.4	76,455	44.3	396	1,002	.6	112,906	65.4
359	945	.5	77,400	44.8	397	1,014	.6	113,920	66.0
360	741	.4	78,141	45.2	398	1,115	.6	115,035	66.6
361	810	.5	78,951	45.7	399	988	.6	116,023	67.2
362	775	.4	79,726	46.2	400	1,227	.7	117,250	67.9
363	910	.5	80,636	46.7	401	917	.5	118,167	68.4
364	895	.5	81,531	47.2	402	928	.5	119,095	69.0
365	846	.5	82,377	47.7	403	1,055	.6	120,150	69.6
366	828	.5	83,205	48.2	404	993	.6	121,143	70.1
367	802	.5	84,007	48.6	405	913	.5	122,056	70.7
368	983	.6	84,990	49.2	406	1,091	.6	123,147	71.3
369	828	.5	85,818	49.7	407	935	.5	124,082	71.9
370	970	.6	86,788	50.3	408	893	.5	124,975	72.4
371	803	.5	87,591	50.7	409	1,038	.6	126,013	73.0
372	1,057	.6	88,648	51.3	410	837	.5	126,850	73.5
373	967	.6	89,615	51.9	411	929	.5	127,779	74.0
374	823	.5	90,438	52.4	412	843	.5	128,622	74.5
375	1,095	.6	91,533	53.0	413	909	.5	129,531	75.0
376	972	.6	92,505	53.6	414	998	.6	130,529	75.6
377	835	.5	93,340	54.0	415	848	.5	131,377	76.1
378	1,221	.7	94,561	54.8	416	777	.4	132,154	76.5
379	918	.5	95,479	55.3	417	810	.5	132,964	77.0
380	882	.5	96,361	55.8	418	855	.5	133,819	77.5
381	1,170	.7	97,531	56.5	419	881	.5	134,700	78.0
382	944	.5	98,475	57.0	420	868	.5	135,568	78.5
383	978	.6	99,453	57.6	421	794	.5	136,362	79.0
384	1,144	.7	100,597	58.3	422	724	.4	137,086	79.4
385	925	.5	101,522	58.8	423	780	.5	137,866	79.8
386	1,054	.6	102,576	59.4	424	737	.4	138,603	80.3

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
425	746	.4	139,349	80.7	463	391	.2	159,492	92.4
426	671	.4	140,020	81.1	464	402	.2	159,894	92.6
427	737	.4	140,757	81.5	465	282	.2	160,176	92.8
428	668	.4	141,425	81.9	466	360	.2	160,536	93.0
429	690	.4	142,115	82.3	467	314	.2	160,850	93.1
430	618	.4	142,733	82.7	468	310	.2	161,160	93.3
431	677	.4	143,410	83.0	469	317	.2	161,477	93.5
432	628	.4	144,038	83.4	470	332	.2	161,809	93.7
433	670	.4	144,708	83.8	471	310	.2	162,119	93.9
434	639	.4	145,347	84.2	472	317	.2	162,436	94.1
435	585	.3	145,932	84.5	473	284	.2	162,720	94.2
436	667	.4	146,599	84.9	474	251	.1	162,971	94.4
437	531	.3	147,130	85.2	475	253	.1	163,224	94.5
438	578	.3	147,708	85.5	476	279	.2	163,503	94.7
439	531	.3	148,239	85.8	477	272	.2	163,775	94.8
440	555	.3	148,794	86.2	478	248	.1	164,023	95.0
441	604	.3	149,398	86.5	479	240	.1	164,263	95.1
442	563	.3	149,961	86.8	480	204	.1	164,467	95.2
443	556	.3	150,517	87.2	481	225	.1	164,692	95.4
444	507	.3	151,024	87.5	482	226	.1	164,918	95.5
445	476	.3	151,500	87.7	483	238	.1	165,156	95.6
446	516	.3	152,016	88.0	484	216	.1	165,372	95.8
447	442	.3	152,458	88.3	485	195	.1	165,567	95.9
448	536	.3	152,994	88.6	486	182	.1	165,749	96.0
449	508	.3	153,502	88.9	487	180	.1	165,929	96.1
450	485	.3	153,987	89.2	488	206	.1	166,135	96.2
451	452	.3	154,439	89.4	489	194	.1	166,329	96.3
452	499	.3	154,938	89.7	490	158	.1	166,487	96.4
453	480	.3	155,418	90.0	491	173	.1	166,660	96.5
454	461	.3	155,879	90.3	492	179	.1	166,839	96.6
455	460	.3	156,339	90.5	493	159	.1	166,998	96.7
456	462	.3	156,801	90.8	494	180	.1	167,178	96.8
457	394	.2	157,195	91.0	495	177	.1	167,355	96.9
458	409	.2	157,604	91.3	496	164	.1	167,519	97.0
459	395	.2	157,999	91.5	497	147	.1	167,666	97.1
460	351	.2	158,350	91.7	498	158	.1	167,824	97.2
461	380	.2	158,730	91.9	499	156	.1	167,980	97.3
462	371	.2	159,101	92.1	500	154	.1	168,134	97.4

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
501	114	.1	168,248	97.4	539	47	.0	171,271	99.2
502	144	.1	168,392	97.5	540	53	.0	171,324	99.2
503	146	.1	168,538	97.6	541	59	.0	171,383	99.2
504	111	.1	168,649	97.7	542	47	.0	171,430	99.3
505	145	.1	168,794	97.7	543	46	.0	171,476	99.3
506	113	.1	168,907	97.8	544	58	.0	171,534	99.3
507	101	.1	169,008	97.9	545	41	.0	171,575	99.4
508	129	.1	169,137	97.9	546	57	.0	171,632	99.4
509	108	.1	169,245	98.0	547	32	.0	171,664	99.4
510	113	.1	169,358	98.1	548	53	.0	171,717	99.4
511	78	.0	169,436	98.1	549	41	.0	171,758	99.5
512	104	.1	169,540	98.2	550	36	.0	171,794	99.5
513	92	.1	169,632	98.2	551	28	.0	171,822	99.5
514	94	.1	169,726	98.3	552	37	.0	171,859	99.5
515	101	.1	169,827	98.3	553	32	.0	171,891	99.5
516	79	.0	169,906	98.4	554	29	.0	171,920	99.6
517	67	.0	169,973	98.4	555	29	.0	171,949	99.6
518	109	.1	170,082	98.5	556	30	.0	171,979	99.6
519	59	.0	170,141	98.5	557	23	.0	172,002	99.6
520	74	.0	170,215	98.6	558	34	.0	172,036	99.6
521	61	.0	170,276	98.6	559	47	.0	172,083	99.6
522	81	.0	170,357	98.6	560	20	.0	172,103	99.7
523	77	.0	170,434	98.7	561	14	.0	172,117	99.7
524	65	.0	170,499	98.7	562	26	.0	172,143	99.7
525	62	.0	170,561	98.8	563	27	.0	172,170	99.7
526	75	.0	170,636	98.8	564	18	.0	172,188	99.7
527	50	.0	170,686	98.8	565	17	.0	172,205	99.7
528	50	.0	170,736	98.9	566	11	.0	172,216	99.7
529	43	.0	170,779	98.9	567	18	.0	172,234	99.7
530	52	.0	170,831	98.9	568	5	.0	172,239	99.7
531	60	.0	170,891	99.0	569	21	.0	172,260	99.7
532	43	.0	170,934	99.0	570	9	.0	172,269	99.8
533	46	.0	170,980	99.0	571	23	.0	172,292	99.8
534	65	.0	171,045	99.0	572	19	.0	172,311	99.8
535	48	.0	171,093	99.1	573	16	.0	172,327	99.8
536	45	.0	171,138	99.1	574	10	.0	172,337	99.8
537	49	.0	171,187	99.1	575	27	.0	172,364	99.8
538	37	.0	171,224	99.1	576	11	.0	172,375	99.8

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
577	18	.0	172,393	99.8
578	15	.0	172,408	99.8
579	27	.0	172,435	99.8
580	9	.0	172,444	99.9
581	33	.0	172,477	99.9
582	10	.0	172,487	99.9
583	17	.0	172,504	99.9
584	16	.0	172,520	99.9
585	12	.0	172,532	99.9
586	21	.0	172,553	99.9
587	25	.0	172,578	99.9
588	23	.0	172,601	99.9
589	5	.0	172,606	99.9
590	20	.0	172,626	100.0
591	13	.0	172,639	100.0
592	8	.0	172,647	100.0
594	27	.0	172,674	100.0
598	21	.0	172,695	100.0

Table I-57: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade 2

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
215	1,573	24.0	1,573	24.0
225	44	.7	1,617	24.7
231	79	1.2	1,696	25.9
236	34	.5	1,730	26.4
238	37	.6	1,767	27.0
241	4	.1	1,771	27.0
243	33	.5	1,804	27.5
244	50	.8	1,854	28.3
247	118	1.8	1,972	30.1
249	48	.7	2,020	30.8
250	15	.2	2,035	31.0
251	11	.2	2,046	31.2
253	9	.1	2,055	31.4
254	70	1.1	2,125	32.4
255	18	.3	2,143	32.7
257	2	.0	2,145	32.7
258	9	.1	2,154	32.9
259	29	.4	2,183	33.3
260	37	.6	2,220	33.9
261	10	.2	2,230	34.0
262	9	.1	2,239	34.2
263	22	.3	2,261	34.5
264	11	.2	2,272	34.7
265	26	.4	2,298	35.1
266	15	.2	2,313	35.3
267	5	.1	2,318	35.4
268	38	.6	2,356	35.9
269	2	.0	2,358	36.0
270	14	.2	2,372	36.2
271	21	.3	2,393	36.5
272	19	.3	2,412	36.8
273	7	.1	2,419	36.9
274	5	.1	2,424	37.0
275	15	.2	2,439	37.2
276	20	.3	2,459	37.5

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
277	31	.5	2,490	38.0
278	9	.1	2,499	38.1
279	10	.2	2,509	38.3
280	6	.1	2,515	38.4
281	33	.5	2,548	38.9
282	12	.2	2,560	39.1
283	28	.4	2,588	39.5
284	8	.1	2,596	39.6
285	17	.3	2,613	39.9
286	12	.2	2,625	40.1
287	30	.5	2,655	40.5
288	17	.3	2,672	40.8
289	14	.2	2,686	41.0
290	23	.4	2,709	41.3
291	12	.2	2,721	41.5
292	10	.2	2,731	41.7
293	17	.3	2,748	41.9
294	23	.4	2,771	42.3
295	12	.2	2,783	42.5
296	5	.1	2,788	42.5
297	12	.2	2,800	42.7
298	11	.2	2,811	42.9
299	13	.2	2,824	43.1
300	10	.2	2,834	43.2
301	4	.1	2,838	43.3
302	15	.2	2,853	43.5
303	12	.2	2,865	43.7
304	9	.1	2,874	43.9
305	8	.1	2,882	44.0
306	6	.1	2,888	44.1
307	13	.2	2,901	44.3
308	7	.1	2,908	44.4
309	2	.0	2,910	44.4
310	8	.1	2,918	44.5
311	7	.1	2,925	44.6
312	12	.2	2,937	44.8
313	8	.1	2,945	44.9
314	4	.1	2,949	45.0

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
315	5	.1	2,954	45.1	353	6	.1	3,250	49.6
316	6	.1	2,960	45.2	354	4	.1	3,254	49.6
317	7	.1	2,967	45.3	355	11	.2	3,265	49.8
318	8	.1	2,975	45.4	356	6	.1	3,271	49.9
319	13	.2	2,988	45.6	357	5	.1	3,276	50.0
320	8	.1	2,996	45.7	358	13	.2	3,289	50.2
321	8	.1	3,004	45.8	359	6	.1	3,295	50.3
322	7	.1	3,011	45.9	360	8	.1	3,303	50.4
323	9	.1	3,020	46.1	361	5	.1	3,308	50.5
324	6	.1	3,026	46.2	362	11	.2	3,319	50.6
325	8	.1	3,034	46.3	363	3	.0	3,322	50.7
326	10	.2	3,044	46.4	364	11	.2	3,333	50.9
327	14	.2	3,058	46.7	365	6	.1	3,339	50.9
328	9	.1	3,067	46.8	366	6	.1	3,345	51.0
329	9	.1	3,076	46.9	367	6	.1	3,351	51.1
330	6	.1	3,082	47.0	368	6	.1	3,357	51.2
331	5	.1	3,087	47.1	369	5	.1	3,362	51.3
332	10	.2	3,097	47.3	370	6	.1	3,368	51.4
333	6	.1	3,103	47.3	371	11	.2	3,379	51.6
334	8	.1	3,111	47.5	372	9	.1	3,388	51.7
335	11	.2	3,122	47.6	373	5	.1	3,393	51.8
336	2	.0	3,124	47.7	374	10	.2	3,403	51.9
337	6	.1	3,130	47.8	375	11	.2	3,414	52.1
338	7	.1	3,137	47.9	376	5	.1	3,419	52.2
339	9	.1	3,146	48.0	377	5	.1	3,424	52.2
340	13	.2	3,159	48.2	378	9	.1	3,433	52.4
341	4	.1	3,163	48.3	379	4	.1	3,437	52.4
342	6	.1	3,169	48.4	380	10	.2	3,447	52.6
343	7	.1	3,176	48.5	381	5	.1	3,452	52.7
344	8	.1	3,184	48.6	382	10	.2	3,462	52.8
345	2	.0	3,186	48.6	383	8	.1	3,470	52.9
346	6	.1	3,192	48.7	384	7	.1	3,477	53.1
347	9	.1	3,201	48.8	385	7	.1	3,484	53.2
348	5	.1	3,206	48.9	386	14	.2	3,498	53.4
349	8	.1	3,214	49.0	387	6	.1	3,504	53.5
350	6	.1	3,220	49.1	388	6	.1	3,510	53.6
351	13	.2	3,233	49.3	389	10	.2	3,520	53.7
352	11	.2	3,244	49.5	390	10	.2	3,530	53.9

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
391	12	.2	3,542	54.0	429	11	.2	3,934	60.0
392	2	.0	3,544	54.1	430	13	.2	3,947	60.2
393	8	.1	3,552	54.2	431	14	.2	3,961	60.4
394	7	.1	3,559	54.3	432	13	.2	3,974	60.6
395	8	.1	3,567	54.4	433	16	.2	3,990	60.9
396	14	.2	3,581	54.6	434	11	.2	4,001	61.0
397	7	.1	3,588	54.7	435	12	.2	4,013	61.2
398	10	.2	3,598	54.9	436	15	.2	4,028	61.5
399	11	.2	3,609	55.1	437	10	.2	4,038	61.6
400	8	.1	3,617	55.2	438	6	.1	4,044	61.7
401	14	.2	3,631	55.4	439	10	.2	4,054	61.9
402	7	.1	3,638	55.5	440	6	.1	4,060	61.9
403	12	.2	3,650	55.7	441	10	.2	4,070	62.1
404	18	.3	3,668	56.0	442	10	.2	4,080	62.3
405	5	.1	3,673	56.0	443	16	.2	4,096	62.5
406	14	.2	3,687	56.3	444	13	.2	4,109	62.7
407	6	.1	3,693	56.3	445	21	.3	4,130	63.0
408	10	.2	3,703	56.5	446	18	.3	4,148	63.3
409	9	.1	3,712	56.6	447	17	.3	4,165	63.5
410	10	.2	3,722	56.8	448	19	.3	4,184	63.8
411	11	.2	3,733	57.0	449	19	.3	4,203	64.1
412	14	.2	3,747	57.2	450	9	.1	4,212	64.3
413	11	.2	3,758	57.3	451	20	.3	4,232	64.6
414	11	.2	3,769	57.5	452	16	.2	4,248	64.8
415	7	.1	3,776	57.6	453	23	.4	4,271	65.2
416	13	.2	3,789	57.8	454	19	.3	4,290	65.5
417	9	.1	3,798	57.9	455	21	.3	4,311	65.8
418	7	.1	3,805	58.1	456	13	.2	4,324	66.0
419	12	.2	3,817	58.2	457	16	.2	4,340	66.2
420	14	.2	3,831	58.5	458	12	.2	4,352	66.4
421	11	.2	3,842	58.6	459	11	.2	4,363	66.6
422	11	.2	3,853	58.8	460	21	.3	4,384	66.9
423	17	.3	3,870	59.0	461	23	.4	4,407	67.2
424	12	.2	3,882	59.2	462	20	.3	4,427	67.5
425	14	.2	3,896	59.4	463	20	.3	4,447	67.9
426	9	.1	3,905	59.6	464	14	.2	4,461	68.1
427	7	.1	3,912	59.7	465	23	.4	4,484	68.4
428	11	.2	3,923	59.9	466	17	.3	4,501	68.7

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
467	19	.3	4,520	69.0	505	16	.2	5,274	80.5
468	23	.4	4,543	69.3	506	15	.2	5,289	80.7
469	19	.3	4,562	69.6	507	20	.3	5,309	81.0
470	16	.2	4,578	69.9	508	23	.4	5,332	81.4
471	22	.3	4,600	70.2	509	17	.3	5,349	81.6
472	21	.3	4,621	70.5	510	16	.2	5,365	81.9
473	15	.2	4,636	70.7	511	21	.3	5,386	82.2
474	20	.3	4,656	71.0	512	24	.4	5,410	82.5
475	25	.4	4,681	71.4	513	13	.2	5,423	82.7
476	13	.2	4,694	71.6	514	25	.4	5,448	83.1
477	19	.3	4,713	71.9	515	18	.3	5,466	83.4
478	23	.4	4,736	72.3	516	20	.3	5,486	83.7
479	28	.4	4,764	72.7	517	27	.4	5,513	84.1
480	15	.2	4,779	72.9	518	15	.2	5,528	84.3
481	21	.3	4,800	73.2	519	22	.3	5,550	84.7
482	14	.2	4,814	73.5	520	13	.2	5,563	84.9
483	25	.4	4,839	73.8	521	19	.3	5,582	85.2
484	9	.1	4,848	74.0	522	27	.4	5,609	85.6
485	15	.2	4,863	74.2	523	11	.2	5,620	85.7
486	23	.4	4,886	74.5	524	25	.4	5,645	86.1
487	19	.3	4,905	74.8	525	22	.3	5,667	86.5
488	26	.4	4,931	75.2	526	17	.3	5,684	86.7
489	19	.3	4,950	75.5	527	16	.2	5,700	87.0
490	24	.4	4,974	75.9	528	16	.2	5,716	87.2
491	15	.2	4,989	76.1	529	15	.2	5,731	87.4
492	17	.3	5,006	76.4	530	13	.2	5,744	87.6
493	23	.4	5,029	76.7	531	16	.2	5,760	87.9
494	16	.2	5,045	77.0	532	23	.4	5,783	88.2
495	15	.2	5,060	77.2	533	19	.3	5,802	88.5
496	20	.3	5,080	77.5	534	16	.2	5,818	88.8
497	18	.3	5,098	77.8	535	19	.3	5,837	89.1
498	16	.2	5,114	78.0	536	20	.3	5,857	89.4
499	29	.4	5,143	78.5	537	19	.3	5,876	89.7
500	18	.3	5,161	78.7	538	15	.2	5,891	89.9
501	19	.3	5,180	79.0	539	24	.4	5,915	90.3
502	25	.4	5,205	79.4	540	21	.3	5,936	90.6
503	26	.4	5,231	79.8	541	20	.3	5,956	90.9
504	27	.4	5,258	80.2	542	23	.4	5,979	91.2

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
543	23	.4	6,002	91.6	581	5	.1	6,463	98.6
544	7	.1	6,009	91.7	582	11	.2	6,474	98.8
545	24	.4	6,033	92.1	584	9	.1	6,483	98.9
546	19	.3	6,052	92.3	585	5	.1	6,488	99.0
547	16	.2	6,068	92.6	586	4	.1	6,492	99.1
548	17	.3	6,085	92.8	587	4	.1	6,496	99.1
549	18	.3	6,103	93.1	588	8	.1	6,504	99.2
550	22	.3	6,125	93.5	589	3	.0	6,507	99.3
551	22	.3	6,147	93.8	590	1	.0	6,508	99.3
552	12	.2	6,159	94.0	591	4	.1	6,512	99.4
553	8	.1	6,167	94.1	594	5	.1	6,517	99.4
554	15	.2	6,182	94.3	595	6	.1	6,523	99.5
555	10	.2	6,192	94.5	596	1	.0	6,524	99.5
556	8	.1	6,200	94.6	599	1	.0	6,525	99.6
557	24	.4	6,224	95.0	600	1	.0	6,526	99.6
558	15	.2	6,239	95.2	601	3	.0	6,529	99.6
559	16	.2	6,255	95.4	603	2	.0	6,531	99.6
560	16	.2	6,271	95.7	605	4	.1	6,535	99.7
561	8	.1	6,279	95.8	606	2	.0	6,537	99.7
562	14	.2	6,293	96.0	607	3	.0	6,540	99.8
563	4	.1	6,297	96.1	608	3	.0	6,543	99.8
564	12	.2	6,309	96.3	609	1	.0	6,544	99.8
565	14	.2	6,323	96.5	611	2	.0	6,546	99.9
566	11	.2	6,334	96.6	613	4	.1	6,550	99.9
567	8	.1	6,342	96.8	615	1	.0	6,551	100.0
568	5	.1	6,347	96.8	617	1	.0	6,552	100.0
569	8	.1	6,355	97.0	622	1	.0	6,553	100.0
570	20	.3	6,375	97.3	624	1	.0	6,554	100.0
571	7	.1	6,382	97.4					
572	9	.1	6,391	97.5					
573	2	.0	6,393	97.5					
574	15	.2	6,408	97.8					
575	3	.0	6,411	97.8					
576	12	.2	6,423	98.0					
577	4	.1	6,427	98.1					
578	14	.2	6,441	98.3					
579	9	.1	6,450	98.4					
580	8	.1	6,458	98.5					

Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
230	3,654	21.4	3,654	21.4
235	154	.9	3,808	22.3
251	52	.3	3,860	22.6
253	37	.2	3,897	22.8
256	18	.1	3,915	23.0
258	143	.8	4,058	23.8
259	211	1.2	4,269	25.0
261	29	.2	4,298	25.2
263	39	.2	4,337	25.4
265	12	.1	4,349	25.5
266	23	.1	4,372	25.6
267	99	.6	4,471	26.2
268	177	1.0	4,648	27.3
271	49	.3	4,697	27.5
272	53	.3	4,750	27.9
273	30	.2	4,780	28.0
274	120	.7	4,900	28.7
275	45	.3	4,945	29.0
276	9	.1	4,954	29.0
277	38	.2	4,992	29.3
278	25	.1	5,017	29.4
279	16	.1	5,033	29.5
280	88	.5	5,121	30.0
281	23	.1	5,144	30.2
282	34	.2	5,178	30.4
283	20	.1	5,198	30.5
284	11	.1	5,209	30.5
285	20	.1	5,229	30.7
286	26	.2	5,255	30.8
287	5	.0	5,260	30.8
288	30	.2	5,290	31.0
289	40	.2	5,330	31.3
290	38	.2	5,368	31.5
291	42	.2	5,410	31.7
292	24	.1	5,434	31.9

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
293	28	.2	5,462	32.0
294	25	.1	5,487	32.2
295	21	.1	5,508	32.3
296	54	.3	5,562	32.6
297	65	.4	5,627	33.0
298	31	.2	5,658	33.2
299	36	.2	5,694	33.4
300	62	.4	5,756	33.7
301	50	.3	5,806	34.0
302	10	.1	5,816	34.1
303	70	.4	5,886	34.5
304	30	.2	5,916	34.7
305	70	.4	5,986	35.1
306	58	.3	6,044	35.4
307	17	.1	6,061	35.5
308	41	.2	6,102	35.8
309	52	.3	6,154	36.1
310	39	.2	6,193	36.3
311	33	.2	6,226	36.5
312	64	.4	6,290	36.9
313	68	.4	6,358	37.3
314	46	.3	6,404	37.5
315	15	.1	6,419	37.6
316	39	.2	6,458	37.9
317	39	.2	6,497	38.1
318	45	.3	6,542	38.4
319	40	.2	6,582	38.6
320	40	.2	6,622	38.8
321	39	.2	6,661	39.1
322	46	.3	6,707	39.3
323	62	.4	6,769	39.7
324	32	.2	6,801	39.9
325	36	.2	6,837	40.1
326	24	.1	6,861	40.2
327	31	.2	6,892	40.4
328	34	.2	6,926	40.6
329	58	.3	6,984	40.9
330	28	.2	7,012	41.1

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
331	19	.1	7,031	41.2	369	25	.1	8,172	47.9
332	26	.2	7,057	41.4	370	15	.1	8,187	48.0
333	34	.2	7,091	41.6	371	26	.2	8,213	48.2
334	39	.2	7,130	41.8	372	33	.2	8,246	48.3
335	23	.1	7,153	41.9	373	29	.2	8,275	48.5
336	25	.1	7,178	42.1	374	20	.1	8,295	48.6
337	34	.2	7,212	42.3	375	13	.1	8,308	48.7
338	44	.3	7,256	42.5	376	20	.1	8,328	48.8
339	26	.2	7,282	42.7	377	27	.2	8,355	49.0
340	39	.2	7,321	42.9	378	25	.1	8,380	49.1
341	30	.2	7,351	43.1	379	24	.1	8,404	49.3
342	43	.3	7,394	43.4	380	24	.1	8,428	49.4
343	45	.3	7,439	43.6	381	23	.1	8,451	49.6
344	19	.1	7,458	43.7	382	16	.1	8,467	49.6
345	41	.2	7,499	44.0	383	30	.2	8,497	49.8
346	33	.2	7,532	44.2	384	21	.1	8,518	49.9
347	29	.2	7,561	44.3	385	22	.1	8,540	50.1
348	38	.2	7,599	44.6	386	20	.1	8,560	50.2
349	45	.3	7,644	44.8	387	18	.1	8,578	50.3
350	30	.2	7,674	45.0	388	16	.1	8,594	50.4
351	36	.2	7,710	45.2	389	29	.2	8,623	50.6
352	26	.2	7,736	45.4	390	24	.1	8,647	50.7
353	20	.1	7,756	45.5	391	26	.2	8,673	50.9
354	43	.3	7,799	45.7	392	20	.1	8,693	51.0
355	28	.2	7,827	45.9	393	24	.1	8,717	51.1
356	26	.2	7,853	46.0	394	17	.1	8,734	51.2
357	19	.1	7,872	46.2	395	36	.2	8,770	51.4
358	29	.2	7,901	46.3	396	31	.2	8,801	51.6
359	29	.2	7,930	46.5	397	28	.2	8,829	51.8
360	25	.1	7,955	46.6	398	19	.1	8,848	51.9
361	36	.2	7,991	46.9	399	20	.1	8,868	52.0
362	22	.1	8,013	47.0	400	21	.1	8,889	52.1
363	22	.1	8,035	47.1	401	35	.2	8,924	52.3
364	23	.1	8,058	47.2	402	26	.2	8,950	52.5
365	26	.2	8,084	47.4	403	23	.1	8,973	52.6
366	19	.1	8,103	47.5	404	24	.1	8,997	52.8
367	26	.2	8,129	47.7	405	23	.1	9,020	52.9
368	18	.1	8,147	47.8	406	28	.2	9,048	53.1

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
407	26	.2	9,074	53.2	445	25	.1	10,057	59.0
408	21	.1	9,095	53.3	446	32	.2	10,089	59.2
409	24	.1	9,119	53.5	447	19	.1	10,108	59.3
410	33	.2	9,152	53.7	448	42	.2	10,150	59.5
411	19	.1	9,171	53.8	449	31	.2	10,181	59.7
412	25	.1	9,196	53.9	450	24	.1	10,205	59.8
413	35	.2	9,231	54.1	451	22	.1	10,227	60.0
414	24	.1	9,255	54.3	452	31	.2	10,258	60.1
415	25	.1	9,280	54.4	453	36	.2	10,294	60.4
416	23	.1	9,303	54.5	454	26	.2	10,320	60.5
417	19	.1	9,322	54.7	455	24	.1	10,344	60.7
418	30	.2	9,352	54.8	456	24	.1	10,368	60.8
419	22	.1	9,374	55.0	457	31	.2	10,399	61.0
420	15	.1	9,389	55.1	458	31	.2	10,430	61.2
421	21	.1	9,410	55.2	459	26	.2	10,456	61.3
422	15	.1	9,425	55.3	460	29	.2	10,485	61.5
423	25	.1	9,450	55.4	461	26	.2	10,511	61.6
424	22	.1	9,472	55.5	462	35	.2	10,546	61.8
425	13	.1	9,485	55.6	463	31	.2	10,577	62.0
426	36	.2	9,521	55.8	464	35	.2	10,612	62.2
427	33	.2	9,554	56.0	465	32	.2	10,644	62.4
428	18	.1	9,572	56.1	466	40	.2	10,684	62.6
429	39	.2	9,611	56.4	467	30	.2	10,714	62.8
430	23	.1	9,634	56.5	468	33	.2	10,747	63.0
431	36	.2	9,670	56.7	469	38	.2	10,785	63.2
432	24	.1	9,694	56.8	470	33	.2	10,818	63.4
433	30	.2	9,724	57.0	471	40	.2	10,858	63.7
434	29	.2	9,753	57.2	472	25	.1	10,883	63.8
435	29	.2	9,782	57.4	473	34	.2	10,917	64.0
436	31	.2	9,813	57.5	474	33	.2	10,950	64.2
437	25	.1	9,838	57.7	475	41	.2	10,991	64.4
438	27	.2	9,865	57.8	476	21	.1	11,012	64.6
439	30	.2	9,895	58.0	477	37	.2	11,049	64.8
440	27	.2	9,922	58.2	478	48	.3	11,097	65.1
441	32	.2	9,954	58.4	479	37	.2	11,134	65.3
442	29	.2	9,983	58.5	480	42	.2	11,176	65.5
443	21	.1	10,004	58.7	481	39	.2	11,215	65.8
444	28	.2	10,032	58.8	482	45	.3	11,260	66.0

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
483	29	.2	11,289	66.2	521	37	.2	12,856	75.4
484	45	.3	11,334	66.5	522	56	.3	12,912	75.7
485	45	.3	11,379	66.7	523	39	.2	12,951	75.9
486	47	.3	11,426	67.0	524	45	.3	12,996	76.2
487	31	.2	11,457	67.2	525	47	.3	13,043	76.5
488	31	.2	11,488	67.4	526	53	.3	13,096	76.8
489	48	.3	11,536	67.6	527	46	.3	13,142	77.1
490	25	.1	11,561	67.8	528	40	.2	13,182	77.3
491	47	.3	11,608	68.1	529	38	.2	13,220	77.5
492	49	.3	11,657	68.3	530	45	.3	13,265	77.8
493	40	.2	11,697	68.6	531	43	.3	13,308	78.0
494	39	.2	11,736	68.8	532	31	.2	13,339	78.2
495	47	.3	11,783	69.1	533	41	.2	13,380	78.5
496	33	.2	11,816	69.3	534	45	.3	13,425	78.7
497	36	.2	11,852	69.5	535	34	.2	13,459	78.9
498	39	.2	11,891	69.7	536	32	.2	13,491	79.1
499	43	.3	11,934	70.0	537	49	.3	13,540	79.4
500	50	.3	11,984	70.3	538	32	.2	13,572	79.6
501	45	.3	12,029	70.5	539	49	.3	13,621	79.9
502	30	.2	12,059	70.7	540	42	.2	13,663	80.1
503	64	.4	12,123	71.1	541	39	.2	13,702	80.3
504	44	.3	12,167	71.3	542	45	.3	13,747	80.6
505	47	.3	12,214	71.6	543	42	.2	13,789	80.9
506	54	.3	12,268	71.9	544	44	.3	13,833	81.1
507	38	.2	12,306	72.2	545	48	.3	13,881	81.4
508	46	.3	12,352	72.4	546	28	.2	13,909	81.6
509	30	.2	12,382	72.6	547	55	.3	13,964	81.9
510	43	.3	12,425	72.9	548	35	.2	13,999	82.1
511	30	.2	12,455	73.0	549	48	.3	14,047	82.4
512	41	.2	12,496	73.3	550	47	.3	14,094	82.6
513	48	.3	12,544	73.6	551	41	.2	14,135	82.9
514	39	.2	12,583	73.8	552	39	.2	14,174	83.1
515	42	.2	12,625	74.0	553	52	.3	14,226	83.4
516	28	.2	12,653	74.2	554	51	.3	14,277	83.7
517	45	.3	12,698	74.5	555	41	.2	14,318	84.0
518	40	.2	12,738	74.7	556	33	.2	14,351	84.1
519	41	.2	12,779	74.9	557	42	.2	14,393	84.4
520	40	.2	12,819	75.2	558	39	.2	14,432	84.6

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
559	38	.2	14,470	84.8	597	19	.1	15,796	92.6
560	33	.2	14,503	85.0	598	47	.3	15,843	92.9
561	31	.2	14,534	85.2	599	11	.1	15,854	93.0
562	60	.4	14,594	85.6	600	38	.2	15,892	93.2
563	37	.2	14,631	85.8	601	22	.1	15,914	93.3
564	47	.3	14,678	86.1	602	23	.1	15,937	93.4
565	32	.2	14,710	86.3	603	41	.2	15,978	93.7
566	35	.2	14,745	86.5	604	22	.1	16,000	93.8
567	37	.2	14,782	86.7	605	16	.1	16,016	93.9
568	43	.3	14,825	86.9	606	36	.2	16,052	94.1
569	32	.2	14,857	87.1	607	17	.1	16,069	94.2
570	43	.3	14,900	87.4	608	30	.2	16,099	94.4
571	28	.2	14,928	87.5	609	25	.1	16,124	94.5
572	32	.2	14,960	87.7	610	13	.1	16,137	94.6
573	40	.2	15,000	88.0	611	29	.2	16,166	94.8
574	24	.1	15,024	88.1	612	23	.1	16,189	94.9
575	39	.2	15,063	88.3	613	28	.2	16,217	95.1
576	33	.2	15,096	88.5	614	26	.2	16,243	95.2
577	40	.2	15,136	88.7	615	27	.2	16,270	95.4
578	39	.2	15,175	89.0	616	29	.2	16,299	95.6
579	37	.2	15,212	89.2	617	11	.1	16,310	95.6
580	44	.3	15,256	89.5	618	20	.1	16,330	95.7
581	44	.3	15,300	89.7	619	33	.2	16,363	95.9
582	41	.2	15,341	90.0	620	18	.1	16,381	96.0
583	35	.2	15,376	90.2	621	29	.2	16,410	96.2
584	43	.3	15,419	90.4	622	19	.1	16,429	96.3
585	36	.2	15,455	90.6	623	29	.2	16,458	96.5
586	26	.2	15,481	90.8	624	10	.1	16,468	96.6
587	37	.2	15,518	91.0	625	11	.1	16,479	96.6
588	35	.2	15,553	91.2	626	22	.1	16,501	96.8
589	21	.1	15,574	91.3	627	19	.1	16,520	96.9
590	42	.2	15,616	91.6	628	27	.2	16,547	97.0
591	31	.2	15,647	91.7	629	13	.1	16,560	97.1
592	26	.2	15,673	91.9	630	9	.1	16,569	97.2
593	38	.2	15,711	92.1	631	18	.1	16,587	97.3
594	18	.1	15,729	92.2	632	16	.1	16,603	97.3
595	23	.1	15,752	92.4	633	8	.0	16,611	97.4
596	25	.1	15,777	92.5	634	18	.1	16,629	97.5

Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
635	6	.0	16,635	97.5
636	18	.1	16,653	97.6
637	15	.1	16,668	97.7
638	21	.1	16,689	97.9
639	27	.2	16,716	98.0
640	4	.0	16,720	98.0
641	8	.0	16,728	98.1
642	15	.1	16,743	98.2
643	6	.0	16,749	98.2
644	20	.1	16,769	98.3
645	11	.1	16,780	98.4
646	6	.0	16,786	98.4
647	17	.1	16,803	98.5
648	9	.1	16,812	98.6
649	17	.1	16,829	98.7
650	7	.0	16,836	98.7
651	11	.1	16,847	98.8
652	12	.1	16,859	98.9
653	1	.0	16,860	98.9
654	9	.1	16,869	98.9
655	14	.1	16,883	99.0
656	15	.1	16,898	99.1
657	18	.1	16,916	99.2
658	8	.0	16,924	99.2
659	2	.0	16,926	99.2
661	1	.0	16,927	99.2
662	16	.1	16,943	99.3
663	9	.1	16,952	99.4
664	10	.1	16,962	99.5
665	4	.0	16,966	99.5
666	4	.0	16,970	99.5
667	3	.0	16,973	99.5
668	14	.1	16,987	99.6
670	1	.0	16,988	99.6
673	10	.1	16,998	99.7
674	1	.0	16,999	99.7
675	26	.2	17,025	99.8
676	1	.0	17,026	99.8

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
679	1	.0	17,027	99.8
681	3	.0	17,030	99.9
684	2	.0	17,032	99.9
685	16	.1	17,048	100.0
689	2	.0	17,050	100.0
698	2	.0	17,052	100.0
700	3	.0	17,055	100.0

Table I-59: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 6–8

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
248	3,082	21.3	3,082	21.3
264	239	1.7	3,321	23.0
266	103	.7	3,424	23.7
273	50	.3	3,474	24.0
274	77	.5	3,551	24.6
275	1	.0	3,552	24.6
277	90	.6	3,642	25.2
278	88	.6	3,730	25.8
281	40	.3	3,770	26.1
282	61	.4	3,831	26.5
284	85	.6	3,916	27.1
286	20	.1	3,936	27.2
287	43	.3	3,979	27.5
289	59	.4	4,038	27.9
290	6	.0	4,044	28.0
291	51	.4	4,095	28.3
292	13	.1	4,108	28.4
293	76	.5	4,184	28.9
294	69	.5	4,253	29.4
296	24	.2	4,277	29.6
297	47	.3	4,324	29.9
299	37	.3	4,361	30.2
300	35	.2	4,396	30.4
301	27	.2	4,423	30.6
302	62	.4	4,485	31.0
303	42	.3	4,527	31.3
304	10	.1	4,537	31.4
305	45	.3	4,582	31.7
306	12	.1	4,594	31.8
307	28	.2	4,622	32.0
308	15	.1	4,637	32.1
309	73	.5	4,710	32.6
310	17	.1	4,727	32.7
311	57	.4	4,784	33.1
312	25	.2	4,809	33.3

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
313	16	.1	4,825	33.4
314	60	.4	4,885	33.8
315	17	.1	4,902	33.9
316	44	.3	4,946	34.2
317	14	.1	4,960	34.3
318	34	.2	4,994	34.5
319	46	.3	5,040	34.9
320	37	.3	5,077	35.1
321	24	.2	5,101	35.3
322	35	.2	5,136	35.5
323	48	.3	5,184	35.9
324	33	.2	5,217	36.1
325	13	.1	5,230	36.2
326	38	.3	5,268	36.4
327	81	.6	5,349	37.0
328	17	.1	5,366	37.1
329	21	.1	5,387	37.3
330	41	.3	5,428	37.5
331	43	.3	5,471	37.8
332	68	.5	5,539	38.3
333	28	.2	5,567	38.5
334	28	.2	5,595	38.7
335	49	.3	5,644	39.0
336	38	.3	5,682	39.3
337	12	.1	5,694	39.4
338	43	.3	5,737	39.7
339	40	.3	5,777	40.0
340	28	.2	5,805	40.2
341	23	.2	5,828	40.3
342	30	.2	5,858	40.5
343	42	.3	5,900	40.8
344	31	.2	5,931	41.0
345	33	.2	5,964	41.3
346	35	.2	5,999	41.5
347	28	.2	6,027	41.7
348	25	.2	6,052	41.9
349	19	.1	6,071	42.0
350	35	.2	6,106	42.2

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
351	20	.1	6,126	42.4	389	27	.2	7,103	49.1
352	25	.2	6,151	42.5	390	25	.2	7,128	49.3
353	39	.3	6,190	42.8	391	24	.2	7,152	49.5
354	22	.2	6,212	43.0	392	25	.2	7,177	49.6
355	32	.2	6,244	43.2	393	26	.2	7,203	49.8
356	22	.2	6,266	43.3	394	18	.1	7,221	49.9
357	22	.2	6,288	43.5	395	23	.2	7,244	50.1
358	33	.2	6,321	43.7	396	18	.1	7,262	50.2
359	18	.1	6,339	43.8	397	21	.1	7,283	50.4
360	22	.2	6,361	44.0	398	19	.1	7,302	50.5
361	19	.1	6,380	44.1	399	20	.1	7,322	50.6
362	21	.1	6,401	44.3	400	26	.2	7,348	50.8
363	37	.3	6,438	44.5	401	23	.2	7,371	51.0
364	30	.2	6,468	44.7	402	27	.2	7,398	51.2
365	30	.2	6,498	44.9	403	16	.1	7,414	51.3
366	22	.2	6,520	45.1	404	20	.1	7,434	51.4
367	18	.1	6,538	45.2	405	18	.1	7,452	51.5
368	32	.2	6,570	45.4	406	12	.1	7,464	51.6
369	28	.2	6,598	45.6	407	19	.1	7,483	51.8
370	28	.2	6,626	45.8	408	19	.1	7,502	51.9
371	16	.1	6,642	45.9	409	18	.1	7,520	52.0
372	32	.2	6,674	46.2	410	17	.1	7,537	52.1
373	26	.2	6,700	46.3	411	20	.1	7,557	52.3
374	21	.1	6,721	46.5	412	17	.1	7,574	52.4
375	23	.2	6,744	46.6	413	25	.2	7,599	52.6
376	34	.2	6,778	46.9	414	23	.2	7,622	52.7
377	28	.2	6,806	47.1	415	17	.1	7,639	52.8
378	20	.1	6,826	47.2	416	15	.1	7,654	52.9
379	14	.1	6,840	47.3	417	23	.2	7,677	53.1
380	26	.2	6,866	47.5	418	27	.2	7,704	53.3
381	32	.2	6,898	47.7	419	15	.1	7,719	53.4
382	17	.1	6,915	47.8	420	15	.1	7,734	53.5
383	24	.2	6,939	48.0	421	10	.1	7,744	53.6
384	28	.2	6,967	48.2	422	22	.2	7,766	53.7
385	23	.2	6,990	48.3	423	20	.1	7,786	53.9
386	17	.1	7,007	48.5	424	8	.1	7,794	53.9
387	35	.2	7,042	48.7	425	14	.1	7,808	54.0
388	34	.2	7,076	48.9	426	18	.1	7,826	54.1

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
427	14	.1	7,840	54.2	465	16	.1	8,445	58.4
428	16	.1	7,856	54.3	466	23	.2	8,468	58.6
429	18	.1	7,874	54.5	467	16	.1	8,484	58.7
430	15	.1	7,889	54.6	468	21	.1	8,505	58.8
431	16	.1	7,905	54.7	469	12	.1	8,517	58.9
432	11	.1	7,916	54.8	470	20	.1	8,537	59.0
433	20	.1	7,936	54.9	471	20	.1	8,557	59.2
434	10	.1	7,946	55.0	472	17	.1	8,574	59.3
435	13	.1	7,959	55.0	473	15	.1	8,589	59.4
436	14	.1	7,973	55.1	474	18	.1	8,607	59.5
437	16	.1	7,989	55.3	475	21	.1	8,628	59.7
438	24	.2	8,013	55.4	476	10	.1	8,638	59.7
439	16	.1	8,029	55.5	477	22	.2	8,660	59.9
440	19	.1	8,048	55.7	478	17	.1	8,677	60.0
441	11	.1	8,059	55.7	479	18	.1	8,695	60.1
442	13	.1	8,072	55.8	480	19	.1	8,714	60.3
443	12	.1	8,084	55.9	481	21	.1	8,735	60.4
444	17	.1	8,101	56.0	482	28	.2	8,763	60.6
445	13	.1	8,114	56.1	483	29	.2	8,792	60.8
446	22	.2	8,136	56.3	484	25	.2	8,817	61.0
447	19	.1	8,155	56.4	485	21	.1	8,838	61.1
448	13	.1	8,168	56.5	486	28	.2	8,866	61.3
449	14	.1	8,182	56.6	487	24	.2	8,890	61.5
450	12	.1	8,194	56.7	488	13	.1	8,903	61.6
451	15	.1	8,209	56.8	489	25	.2	8,928	61.8
452	25	.2	8,234	57.0	490	22	.2	8,950	61.9
453	18	.1	8,252	57.1	491	28	.2	8,978	62.1
454	14	.1	8,266	57.2	492	25	.2	9,003	62.3
455	21	.1	8,287	57.3	493	11	.1	9,014	62.3
456	17	.1	8,304	57.4	494	28	.2	9,042	62.5
457	14	.1	8,318	57.5	495	21	.1	9,063	62.7
458	18	.1	8,336	57.7	496	24	.2	9,087	62.9
459	17	.1	8,353	57.8	497	22	.2	9,109	63.0
460	21	.1	8,374	57.9	498	22	.2	9,131	63.2
461	13	.1	8,387	58.0	499	19	.1	9,150	63.3
462	14	.1	8,401	58.1	500	20	.1	9,170	63.4
463	12	.1	8,413	58.2	501	19	.1	9,189	63.6
464	16	.1	8,429	58.3	502	28	.2	9,217	63.8

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
503	15	.1	9,232	63.9	541	32	.2	10,202	70.6
504	23	.2	9,255	64.0	542	31	.2	10,233	70.8
505	18	.1	9,273	64.1	543	37	.3	10,270	71.0
506	27	.2	9,300	64.3	544	31	.2	10,301	71.2
507	21	.1	9,321	64.5	545	31	.2	10,332	71.5
508	23	.2	9,344	64.6	546	32	.2	10,364	71.7
509	29	.2	9,373	64.8	547	29	.2	10,393	71.9
510	25	.2	9,398	65.0	548	21	.1	10,414	72.0
511	17	.1	9,415	65.1	549	20	.1	10,434	72.2
512	23	.2	9,438	65.3	550	33	.2	10,467	72.4
513	24	.2	9,462	65.4	551	22	.2	10,489	72.5
514	21	.1	9,483	65.6	552	25	.2	10,514	72.7
515	22	.2	9,505	65.7	553	24	.2	10,538	72.9
516	25	.2	9,530	65.9	554	31	.2	10,569	73.1
517	31	.2	9,561	66.1	555	24	.2	10,593	73.3
518	23	.2	9,584	66.3	556	32	.2	10,625	73.5
519	22	.2	9,606	66.4	557	33	.2	10,658	73.7
520	25	.2	9,631	66.6	558	21	.1	10,679	73.9
521	24	.2	9,655	66.8	559	32	.2	10,711	74.1
522	32	.2	9,687	67.0	560	26	.2	10,737	74.3
523	24	.2	9,711	67.2	561	28	.2	10,765	74.5
524	22	.2	9,733	67.3	562	37	.3	10,802	74.7
525	28	.2	9,761	67.5	563	26	.2	10,828	74.9
526	27	.2	9,788	67.7	564	31	.2	10,859	75.1
527	29	.2	9,817	67.9	565	25	.2	10,884	75.3
528	34	.2	9,851	68.1	566	22	.2	10,906	75.4
529	26	.2	9,877	68.3	567	21	.1	10,927	75.6
530	13	.1	9,890	68.4	568	33	.2	10,960	75.8
531	22	.2	9,912	68.6	569	28	.2	10,988	76.0
532	28	.2	9,940	68.8	570	34	.2	11,022	76.2
533	32	.2	9,972	69.0	571	28	.2	11,050	76.4
534	23	.2	9,995	69.1	572	44	.3	11,094	76.7
535	23	.2	10,018	69.3	573	33	.2	11,127	77.0
536	30	.2	10,048	69.5	574	38	.3	11,165	77.2
537	40	.3	10,088	69.8	575	32	.2	11,197	77.4
538	25	.2	10,113	69.9	576	34	.2	11,231	77.7
539	21	.1	10,134	70.1	577	22	.2	11,253	77.8
540	36	.2	10,170	70.3	578	30	.2	11,283	78.0

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
579	31	.2	11,314	78.3	617	37	.3	12,540	86.7
580	37	.3	11,351	78.5	618	30	.2	12,570	86.9
581	27	.2	11,378	78.7	619	23	.2	12,593	87.1
582	40	.3	11,418	79.0	620	26	.2	12,619	87.3
583	38	.3	11,456	79.2	621	28	.2	12,647	87.5
584	36	.2	11,492	79.5	622	26	.2	12,673	87.7
585	29	.2	11,521	79.7	623	27	.2	12,700	87.8
586	35	.2	11,556	79.9	624	36	.2	12,736	88.1
587	30	.2	11,586	80.1	625	14	.1	12,750	88.2
588	31	.2	11,617	80.3	626	33	.2	12,783	88.4
589	26	.2	11,643	80.5	627	27	.2	12,810	88.6
590	35	.2	11,678	80.8	628	22	.2	12,832	88.8
591	28	.2	11,706	81.0	629	22	.2	12,854	88.9
592	45	.3	11,751	81.3	630	33	.2	12,887	89.1
593	26	.2	11,777	81.5	631	33	.2	12,920	89.4
594	19	.1	11,796	81.6	632	33	.2	12,953	89.6
595	35	.2	11,831	81.8	633	39	.3	12,992	89.9
596	37	.3	11,868	82.1	634	15	.1	13,007	90.0
597	27	.2	11,895	82.3	635	22	.2	13,029	90.1
598	30	.2	11,925	82.5	636	34	.2	13,063	90.4
599	33	.2	11,958	82.7	637	28	.2	13,091	90.5
600	27	.2	11,985	82.9	638	27	.2	13,118	90.7
601	32	.2	12,017	83.1	639	35	.2	13,153	91.0
602	33	.2	12,050	83.3	640	32	.2	13,185	91.2
603	35	.2	12,085	83.6	641	20	.1	13,205	91.3
604	35	.2	12,120	83.8	642	29	.2	13,234	91.5
605	28	.2	12,148	84.0	643	21	.1	13,255	91.7
606	38	.3	12,186	84.3	644	30	.2	13,285	91.9
607	38	.3	12,224	84.5	645	19	.1	13,304	92.0
608	24	.2	12,248	84.7	646	17	.1	13,321	92.1
609	51	.4	12,299	85.1	647	10	.1	13,331	92.2
610	29	.2	12,328	85.3	648	33	.2	13,364	92.4
611	30	.2	12,358	85.5	649	38	.3	13,402	92.7
612	26	.2	12,384	85.7	650	24	.2	13,426	92.9
613	33	.2	12,417	85.9	651	16	.1	13,442	93.0
614	27	.2	12,444	86.1	652	13	.1	13,455	93.1
615	29	.2	12,473	86.3	653	35	.2	13,490	93.3
616	30	.2	12,503	86.5	654	19	.1	13,509	93.4

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
655	18	.1	13,527	93.6	693	18	.1	14,203	98.2
656	17	.1	13,544	93.7	694	2	.0	14,205	98.3
657	17	.1	13,561	93.8	695	10	.1	14,215	98.3
658	29	.2	13,590	94.0	696	3	.0	14,218	98.3
659	13	.1	13,603	94.1	697	12	.1	14,230	98.4
660	26	.2	13,629	94.3	698	15	.1	14,245	98.5
661	25	.2	13,654	94.4	699	23	.2	14,268	98.7
662	14	.1	13,668	94.5	700	12	.1	14,280	98.8
663	23	.2	13,691	94.7	701	1	.0	14,281	98.8
664	8	.1	13,699	94.8	702	11	.1	14,292	98.9
665	24	.2	13,723	94.9	705	13	.1	14,305	98.9
666	22	.2	13,745	95.1	706	17	.1	14,322	99.1
667	27	.2	13,772	95.3	707	18	.1	14,340	99.2
668	9	.1	13,781	95.3	708	6	.0	14,346	99.2
669	8	.1	13,789	95.4	710	8	.1	14,354	99.3
670	9	.1	13,798	95.4	711	2	.0	14,356	99.3
671	16	.1	13,814	95.5	712	12	.1	14,368	99.4
672	34	.2	13,848	95.8	713	9	.1	14,377	99.4
673	8	.1	13,856	95.8	714	8	.1	14,385	99.5
674	24	.2	13,880	96.0	715	2	.0	14,387	99.5
675	16	.1	13,896	96.1	718	2	.0	14,389	99.5
676	4	.0	13,900	96.1	720	18	.1	14,407	99.6
677	31	.2	13,931	96.4	721	10	.1	14,417	99.7
678	11	.1	13,942	96.4	723	1	.0	14,418	99.7
679	24	.2	13,966	96.6	725	6	.0	14,424	99.8
680	16	.1	13,982	96.7	727	5	.0	14,429	99.8
681	19	.1	14,001	96.8	728	10	.1	14,439	99.9
682	21	.1	14,022	97.0	733	9	.1	14,448	99.9
683	14	.1	14,036	97.1	734	4	.0	14,452	100.0
684	17	.1	14,053	97.2	741	6	.0	14,458	100.0
685	21	.1	14,074	97.3					
686	11	.1	14,085	97.4					
687	10	.1	14,095	97.5					
688	26	.2	14,121	97.7					
689	13	.1	14,134	97.8					
690	14	.1	14,148	97.9					
691	16	.1	14,164	98.0					
692	21	.1	14,185	98.1					

Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
251	4,170	19.9	4,170	19.9
257	111	.5	4,281	20.4
269	91	.4	4,372	20.9
270	63	.3	4,435	21.2
276	138	.7	4,573	21.8
277	66	.3	4,639	22.2
282	7	.0	4,646	22.2
283	51	.2	4,697	22.4
284	153	.7	4,850	23.2
286	37	.2	4,887	23.3
288	46	.2	4,933	23.6
289	62	.3	4,995	23.9
290	25	.1	5,020	24.0
292	19	.1	5,039	24.1
294	71	.3	5,110	24.4
295	25	.1	5,135	24.5
296	7	.0	5,142	24.6
297	21	.1	5,163	24.7
298	110	.5	5,273	25.2
299	11	.1	5,284	25.2
300	16	.1	5,300	25.3
301	20	.1	5,320	25.4
302	67	.3	5,387	25.7
303	46	.2	5,433	26.0
304	15	.1	5,448	26.0
305	13	.1	5,461	26.1
306	56	.3	5,517	26.4
307	13	.1	5,530	26.4
308	22	.1	5,552	26.5
309	71	.3	5,623	26.9
310	9	.0	5,632	26.9
311	25	.1	5,657	27.0
312	18	.1	5,675	27.1
313	61	.3	5,736	27.4
314	20	.1	5,756	27.5

Scale Score	Freq.	Per-cent	Cum. Freq.	Cum. Percent
315	2	.0	5,758	27.5
316	103	.5	5,861	28.0
317	31	.1	5,892	28.1
318	12	.1	5,904	28.2
319	31	.1	5,935	28.4
320	34	.2	5,969	28.5
321	40	.2	6,009	28.7
322	36	.2	6,045	28.9
323	59	.3	6,104	29.2
324	28	.1	6,132	29.3
325	52	.2	6,184	29.5
326	30	.1	6,214	29.7
327	22	.1	6,236	29.8
328	43	.2	6,279	30.0
329	31	.1	6,310	30.1
330	23	.1	6,333	30.3
331	67	.3	6,400	30.6
332	20	.1	6,420	30.7
333	66	.3	6,486	31.0
334	35	.2	6,521	31.2
335	34	.2	6,555	31.3
336	55	.3	6,610	31.6
337	35	.2	6,645	31.7
338	37	.2	6,682	31.9
339	22	.1	6,704	32.0
340	28	.1	6,732	32.2
341	73	.3	6,805	32.5
342	30	.1	6,835	32.7
343	26	.1	6,861	32.8
344	24	.1	6,885	32.9
345	64	.3	6,949	33.2
346	42	.2	6,991	33.4
347	27	.1	7,018	33.5
348	33	.2	7,051	33.7
349	48	.2	7,099	33.9
350	48	.2	7,147	34.1
351	36	.2	7,183	34.3
352	45	.2	7,228	34.5

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
353	25	.1	7,253	34.6	391	32	.2	8,622	41.2
354	51	.2	7,304	34.9	392	35	.2	8,657	41.4
355	23	.1	7,327	35.0	393	32	.2	8,689	41.5
356	51	.2	7,378	35.2	394	25	.1	8,714	41.6
357	25	.1	7,403	35.4	395	31	.1	8,745	41.8
358	43	.2	7,446	35.6	396	49	.2	8,794	42.0
359	41	.2	7,487	35.8	397	32	.2	8,826	42.2
360	23	.1	7,510	35.9	398	18	.1	8,844	42.2
361	43	.2	7,553	36.1	399	42	.2	8,886	42.4
362	37	.2	7,590	36.3	400	35	.2	8,921	42.6
363	68	.3	7,658	36.6	401	26	.1	8,947	42.7
364	32	.2	7,690	36.7	402	26	.1	8,973	42.9
365	24	.1	7,714	36.8	403	34	.2	9,007	43.0
366	58	.3	7,772	37.1	404	26	.1	9,033	43.1
367	27	.1	7,799	37.3	405	31	.1	9,064	43.3
368	40	.2	7,839	37.4	406	25	.1	9,089	43.4
369	28	.1	7,867	37.6	407	23	.1	9,112	43.5
370	44	.2	7,911	37.8	408	35	.2	9,147	43.7
371	43	.2	7,954	38.0	409	35	.2	9,182	43.9
372	26	.1	7,980	38.1	410	32	.2	9,214	44.0
373	37	.2	8,017	38.3	411	19	.1	9,233	44.1
374	32	.2	8,049	38.4	412	33	.2	9,266	44.3
375	32	.2	8,081	38.6	413	32	.2	9,298	44.4
376	38	.2	8,119	38.8	414	17	.1	9,315	44.5
377	40	.2	8,159	39.0	415	31	.1	9,346	44.6
378	39	.2	8,198	39.2	416	31	.1	9,377	44.8
379	33	.2	8,231	39.3	417	28	.1	9,405	44.9
380	26	.1	8,257	39.4	418	35	.2	9,440	45.1
381	36	.2	8,293	39.6	419	25	.1	9,465	45.2
382	23	.1	8,316	39.7	420	31	.1	9,496	45.4
383	30	.1	8,346	39.9	421	38	.2	9,534	45.5
384	44	.2	8,390	40.1	422	32	.2	9,566	45.7
385	21	.1	8,411	40.2	423	17	.1	9,583	45.8
386	30	.1	8,441	40.3	424	33	.2	9,616	45.9
387	39	.2	8,480	40.5	425	27	.1	9,643	46.1
388	41	.2	8,521	40.7	426	26	.1	9,669	46.2
389	34	.2	8,555	40.9	427	26	.1	9,695	46.3
390	35	.2	8,590	41.0	428	36	.2	9,731	46.5

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
429	22	.1	9,753	46.6	467	24	.1	10,707	51.1
430	23	.1	9,776	46.7	468	23	.1	10,730	51.3
431	28	.1	9,804	46.8	469	22	.1	10,752	51.4
432	16	.1	9,820	46.9	470	31	.1	10,783	51.5
433	33	.2	9,853	47.1	471	18	.1	10,801	51.6
434	32	.2	9,885	47.2	472	31	.1	10,832	51.7
435	23	.1	9,908	47.3	473	31	.1	10,863	51.9
436	27	.1	9,935	47.5	474	26	.1	10,889	52.0
437	24	.1	9,959	47.6	475	28	.1	10,917	52.1
438	22	.1	9,981	47.7	476	28	.1	10,945	52.3
439	29	.1	10,010	47.8	477	29	.1	10,974	52.4
440	18	.1	10,028	47.9	478	32	.2	11,006	52.6
441	27	.1	10,055	48.0	479	26	.1	11,032	52.7
442	30	.1	10,085	48.2	480	29	.1	11,061	52.8
443	34	.2	10,119	48.3	481	31	.1	11,092	53.0
444	26	.1	10,145	48.5	482	31	.1	11,123	53.1
445	22	.1	10,167	48.6	483	25	.1	11,148	53.3
446	24	.1	10,191	48.7	484	32	.2	11,180	53.4
447	26	.1	10,217	48.8	485	27	.1	11,207	53.5
448	20	.1	10,237	48.9	486	34	.2	11,241	53.7
449	21	.1	10,258	49.0	487	30	.1	11,271	53.8
450	32	.2	10,290	49.2	488	20	.1	11,291	53.9
451	17	.1	10,307	49.2	489	23	.1	11,314	54.0
452	24	.1	10,331	49.4	490	30	.1	11,344	54.2
453	29	.1	10,360	49.5	491	31	.1	11,375	54.3
454	17	.1	10,377	49.6	492	33	.2	11,408	54.5
455	22	.1	10,399	49.7	493	31	.1	11,439	54.6
456	26	.1	10,425	49.8	494	39	.2	11,478	54.8
457	28	.1	10,453	49.9	495	32	.2	11,510	55.0
458	34	.2	10,487	50.1	496	29	.1	11,539	55.1
459	17	.1	10,504	50.2	497	32	.2	11,571	55.3
460	21	.1	10,525	50.3	498	42	.2	11,613	55.5
461	19	.1	10,544	50.4	499	32	.2	11,645	55.6
462	30	.1	10,574	50.5	500	31	.1	11,676	55.8
463	31	.1	10,605	50.7	501	37	.2	11,713	56.0
464	21	.1	10,626	50.8	502	29	.1	11,742	56.1
465	27	.1	10,653	50.9	503	36	.2	11,778	56.3
466	30	.1	10,683	51.0	504	30	.1	11,808	56.4

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Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
505	29	.1	11,837	56.5	543	36	.2	13,211	63.1
506	33	.2	11,870	56.7	544	43	.2	13,254	63.3
507	34	.2	11,904	56.9	545	39	.2	13,293	63.5
508	42	.2	11,946	57.1	546	36	.2	13,329	63.7
509	36	.2	11,982	57.2	547	44	.2	13,373	63.9
510	33	.2	12,015	57.4	548	35	.2	13,408	64.0
511	35	.2	12,050	57.6	549	43	.2	13,451	64.3
512	36	.2	12,086	57.7	550	26	.1	13,477	64.4
513	31	.1	12,117	57.9	551	35	.2	13,512	64.5
514	32	.2	12,149	58.0	552	48	.2	13,560	64.8
515	59	.3	12,208	58.3	553	42	.2	13,602	65.0
516	30	.1	12,238	58.5	554	40	.2	13,642	65.2
517	28	.1	12,266	58.6	555	44	.2	13,686	65.4
518	44	.2	12,310	58.8	556	29	.1	13,715	65.5
519	20	.1	12,330	58.9	557	44	.2	13,759	65.7
520	33	.2	12,363	59.1	558	44	.2	13,803	65.9
521	29	.1	12,392	59.2	559	41	.2	13,844	66.1
522	39	.2	12,431	59.4	560	39	.2	13,883	66.3
523	32	.2	12,463	59.5	561	37	.2	13,920	66.5
524	37	.2	12,500	59.7	562	54	.3	13,974	66.8
525	30	.1	12,530	59.9	563	35	.2	14,009	66.9
526	43	.2	12,573	60.1	564	37	.2	14,046	67.1
527	32	.2	12,605	60.2	565	40	.2	14,086	67.3
528	39	.2	12,644	60.4	566	44	.2	14,130	67.5
529	42	.2	12,686	60.6	567	40	.2	14,170	67.7
530	25	.1	12,711	60.7	568	63	.3	14,233	68.0
531	40	.2	12,751	60.9	569	51	.2	14,284	68.2
532	30	.1	12,781	61.1	570	58	.3	14,342	68.5
533	37	.2	12,818	61.2	571	51	.2	14,393	68.8
534	45	.2	12,863	61.4	572	46	.2	14,439	69.0
535	39	.2	12,902	61.6	573	43	.2	14,482	69.2
536	39	.2	12,941	61.8	574	41	.2	14,523	69.4
537	42	.2	12,983	62.0	575	46	.2	14,569	69.6
538	44	.2	13,027	62.2	576	59	.3	14,628	69.9
539	28	.1	13,055	62.4	577	43	.2	14,671	70.1
540	37	.2	13,092	62.5	578	51	.2	14,722	70.3
541	44	.2	13,136	62.7	579	45	.2	14,767	70.5
542	39	.2	13,175	62.9	580	50	.2	14,817	70.8

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
581	40	.2	14,857	71.0	619	38	.2	16,629	79.4
582	31	.1	14,888	71.1	620	31	.1	16,660	79.6
583	37	.2	14,925	71.3	621	41	.2	16,701	79.8
584	33	.2	14,958	71.5	622	44	.2	16,745	80.0
585	58	.3	15,016	71.7	623	51	.2	16,796	80.2
586	60	.3	15,076	72.0	624	43	.2	16,839	80.4
587	58	.3	15,134	72.3	625	45	.2	16,884	80.7
588	40	.2	15,174	72.5	626	50	.2	16,934	80.9
589	38	.2	15,212	72.7	627	35	.2	16,969	81.1
590	51	.2	15,263	72.9	628	38	.2	17,007	81.2
591	44	.2	15,307	73.1	629	37	.2	17,044	81.4
592	51	.2	15,358	73.4	630	60	.3	17,104	81.7
593	50	.2	15,408	73.6	631	35	.2	17,139	81.9
594	52	.2	15,460	73.9	632	52	.2	17,191	82.1
595	43	.2	15,503	74.1	633	55	.3	17,246	82.4
596	42	.2	15,545	74.3	634	49	.2	17,295	82.6
597	41	.2	15,586	74.5	635	48	.2	17,343	82.8
598	48	.2	15,634	74.7	636	53	.3	17,396	83.1
599	51	.2	15,685	74.9	637	47	.2	17,443	83.3
600	24	.1	15,709	75.0	638	40	.2	17,483	83.5
601	52	.2	15,761	75.3	639	46	.2	17,529	83.7
602	47	.2	15,808	75.5	640	41	.2	17,570	83.9
603	47	.2	15,855	75.7	641	38	.2	17,608	84.1
604	44	.2	15,899	75.9	642	53	.3	17,661	84.4
605	51	.2	15,950	76.2	643	44	.2	17,705	84.6
606	42	.2	15,992	76.4	644	35	.2	17,740	84.7
607	54	.3	16,046	76.7	645	46	.2	17,786	85.0
608	53	.3	16,099	76.9	646	60	.3	17,846	85.2
609	56	.3	16,155	77.2	647	50	.2	17,896	85.5
610	44	.2	16,199	77.4	648	44	.2	17,940	85.7
611	43	.2	16,242	77.6	649	57	.3	17,997	86.0
612	40	.2	16,282	77.8	650	34	.2	18,031	86.1
613	47	.2	16,329	78.0	651	38	.2	18,069	86.3
614	49	.2	16,378	78.2	652	47	.2	18,116	86.5
615	54	.3	16,432	78.5	653	43	.2	18,159	86.7
616	49	.2	16,481	78.7	654	40	.2	18,199	86.9
617	54	.3	16,535	79.0	655	55	.3	18,254	87.2
618	56	.3	16,591	79.3	656	56	.3	18,310	87.5

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Appendix I: Scale Score Frequency Distributions

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
657	19	.1	18,329	87.6	695	28	.1	19,841	94.8
658	54	.3	18,383	87.8	696	13	.1	19,854	94.8
659	27	.1	18,410	87.9	697	17	.1	19,871	94.9
660	51	.2	18,461	88.2	698	28	.1	19,899	95.1
661	55	.3	18,516	88.4	699	49	.2	19,948	95.3
662	39	.2	18,555	88.6	700	27	.1	19,975	95.4
663	34	.2	18,589	88.8	701	31	.1	20,006	95.6
664	59	.3	18,648	89.1	702	23	.1	20,029	95.7
665	41	.2	18,689	89.3	703	33	.2	20,062	95.8
666	35	.2	18,724	89.4	704	38	.2	20,100	96.0
667	36	.2	18,760	89.6	705	20	.1	20,120	96.1
668	36	.2	18,796	89.8	706	35	.2	20,155	96.3
669	48	.2	18,844	90.0	707	19	.1	20,174	96.4
670	37	.2	18,881	90.2	708	19	.1	20,193	96.5
671	34	.2	18,915	90.4	709	19	.1	20,212	96.6
672	44	.2	18,959	90.6	710	42	.2	20,254	96.8
673	20	.1	18,979	90.7	711	25	.1	20,279	96.9
674	63	.3	19,042	91.0	712	17	.1	20,296	97.0
675	28	.1	19,070	91.1	713	19	.1	20,315	97.0
676	44	.2	19,114	91.3	714	4	.0	20,319	97.1
677	43	.2	19,157	91.5	715	39	.2	20,358	97.2
678	21	.1	19,178	91.6	716	3	.0	20,361	97.3
679	33	.2	19,211	91.8	717	23	.1	20,384	97.4
680	51	.2	19,262	92.0	718	66	.3	20,450	97.7
681	36	.2	19,298	92.2	719	33	.2	20,483	97.8
682	24	.1	19,322	92.3	720	11	.1	20,494	97.9
683	38	.2	19,360	92.5	721	2	.0	20,496	97.9
684	34	.2	19,394	92.6	722	9	.0	20,505	98.0
685	36	.2	19,430	92.8	723	21	.1	20,526	98.1
686	58	.3	19,488	93.1	724	2	.0	20,528	98.1
687	48	.2	19,536	93.3	725	43	.2	20,571	98.3
688	41	.2	19,577	93.5	726	34	.2	20,605	98.4
689	30	.1	19,607	93.7	727	58	.3	20,663	98.7
690	36	.2	19,643	93.8	728	4	.0	20,667	98.7
691	24	.1	19,667	93.9	729	4	.0	20,671	98.7
692	64	.3	19,731	94.3	730	14	.1	20,685	98.8
693	52	.2	19,783	94.5	733	3	.0	20,688	98.8
694	30	.1	19,813	94.6	734	64	.3	20,752	99.1

Scale Score	Freq.	Per- cent	Cum. Freq.	Cum. Percent
735	12	.1	20,764	99.2
736	3	.0	20,767	99.2
737	2	.0	20,769	99.2
740	22	.1	20,791	99.3
741	25	.1	20,816	99.4
742	20	.1	20,836	99.5
746	2	.0	20,838	99.5
747	7	.0	20,845	99.6
748	48	.2	20,893	99.8
753	8	.0	20,901	99.8
754	9	.0	20,910	99.9
761	24	.1	20,934	100.0

Appendix J: Demographic Frequency Distributions

Notes: The tables in this appendix provide frequency distributions of the number of students tested by home language, ethnicity, migrant education, and primary disability for initial assessment data.

Beginning with the 2014–15 Edition, the category “Student receives no Special Education Services” includes student records with no data for the Primary Disability field.

Data for ethnicity, gifted and talented, and English learner program participation was not collected on the California English Language Development Test Answer Book nor merged from the California Longitudinal Pupil Achievement Data System for the 2017–18 Edition. Therefore, tables J-11 through J-20 and J-23 through J-34, which were presented in reports through the 2013–14 Edition, have been removed. Table numbers are maintained to provide comparisons with previous years’ data.

Tables that contained annual assessment data (including tables J-1 through J-5) in previous editions are not included in this report because the 2017–18 Edition included initial assessments only. However, the table numbering has been maintained to enable edition-to-edition comparisons.

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	122,886	73.3	122,886	73.3
Mandarin	6,061	3.6	128,947	76.9
Vietnamese	4,648	2.8	133,595	79.6
Other Non-English languages	2,775	1.7	136,370	81.3
Cantonese	2,633	1.6	139,003	82.9
Arabic	2,578	1.5	141,581	84.4
Korean	2,562	1.5	144,143	85.9
Filipino	2,000	1.2	146,143	87.1
Russian	1,859	1.1	148,002	88.2
Punjabi	1,668	1.0	149,670	89.2
Hindi	1,473	0.9	151,143	90.1
Japanese	1,331	0.8	152,474	90.9
Farsi	1,299	0.8	153,773	91.7
Telugu	1,293	0.8	155,066	92.4
English	1,284	0.8	156,350	93.2
Armenian	1,163	0.7	157,513	93.9
Hmong	1,100	0.7	158,613	94.6
Tamil	959	0.6	159,572	95.1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Portuguese	605	0.4	160,177	95.5
Urdu	564	0.3	160,741	95.8
Khmer	508	0.3	161,249	96.1
Mixteco	502	0.3	161,751	96.4
Pashto	475	0.3	162,226	96.7
French	461	0.3	162,687	97.0
Hebrew	412	0.2	163,099	97.2
Gujarati	350	0.2	163,449	97.4
Bengali	301	0.2	163,750	97.6
German	288	0.2	164,038	97.8
Marathi	285	0.2	164,323	98.0
Ukrainian	276	0.2	164,599	98.1
Chaldean	248	0.1	164,847	98.3
Kannada	232	0.1	165,079	98.4
Turkish	228	0.1	165,307	98.5
Thai	193	0.1	165,500	98.7
Somali	166	0.1	165,666	98.8
Amharic	164	0.1	165,830	98.9
Lao	145	0.1	165,975	98.9
Indonesian	144	0.1	166,119	99.0
Burmese	123	0.1	166,242	99.1
Italian	120	0.1	166,362	99.2
Rumanian	112	0.1	166,474	99.2
Polish	105	0.1	166,579	99.3
Serbo-Croatian	105	0.1	166,684	99.4
Tongan	88	0.1	166,772	99.4
Swedish	86	0.1	166,858	99.5
Tigrinya	74	0.0	166,932	99.5
Hungarian	67	0.0	166,999	99.6
Samoan	67	0.0	167,066	99.6
Assyrian	66	0.0	167,132	99.6
Dutch	63	0.0	167,195	99.7
Marshallese	56	0.0	167,251	99.7
Greek	51	0.0	167,302	99.7
Bulgarian	48	0.0	167,350	99.8
Kurdish	47	0.0	167,397	99.8
Ilocano	42	0.0	167,439	99.8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mien	39	0.0	167,478	99.8
Taiwanese	39	0.0	167,517	99.9
Toishanese	38	0.0	167,555	99.9
Cebuano	37	0.0	167,592	99.9
Chaozhou	27	0.0	167,619	99.9
Albanian	26	0.0	167,645	99.9
Zapoteco	26	0.0	167,671	100.0
Uzbek	26	0.0	167,697	100.0
Lahu	23	0.0	167,720	100.0
Khmu	14	0.0	167,734	100.0
Chamorro	4	0.0	167,738	100.0
Sign Language	3	0.0	167,741	100.0
Kikuyu	3	0.0	167,744	100.0
Kashmiri	2	0.0	167,746	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	3,020	48.7	3,020	48.7
Mandarin	447	7.2	3,467	55.9
Other Non-English languages	286	4.6	3,753	60.5
Korean	256	4.1	4,009	64.7
Arabic	225	3.6	4,234	68.3
Filipino	220	3.5	4,454	71.8
Vietnamese	146	2.4	4,600	74.2
Japanese	138	2.2	4,738	76.4
Russian	133	2.1	4,871	78.6
Hindi	111	1.8	4,982	80.4
Telugu	107	1.7	5,089	82.1
Farsi	100	1.6	5,189	83.7
English	90	1.5	5,279	85.1
Cantonese	84	1.4	5,363	86.5
Tamil	80	1.3	5,443	87.8
Armenian	71	1.1	5,514	88.9
Pashto	64	1.0	5,578	90.0
Portuguese	62	1.0	5,640	91.0
Hebrew	49	0.8	5,689	91.8
Urdu	45	0.7	5,734	92.5
French	42	0.7	5,776	93.2
Punjabi	36	0.6	5,812	93.7
Marathi	31	0.5	5,843	94.2
German	27	0.4	5,870	94.7
Kannada	22	0.4	5,892	95.0
Ukrainian	20	0.3	5,912	95.4
Hmong	19	0.3	5,931	95.7
Turkish	19	0.3	5,950	96.0
Bengali	19	0.3	5,969	96.3
Thai	17	0.3	5,986	96.5
Swedish	16	0.3	6,002	96.8
Rumanian	15	0.2	6,017	97.0
Italian	14	0.2	6,031	97.3
Gujarati	14	0.2	6,045	97.5
Khmer	13	0.2	6,058	97.7
Mixteco	13	0.2	6,071	97.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Marshallese	12	0.2	6,083	98.1
Ilocano	11	0.2	6,094	98.3
Amharic	11	0.2	6,105	98.5
Burmese	10	0.2	6,115	98.6
Polish	9	0.1	6,124	98.8
Samoan	7	0.1	6,131	98.9
Tigrinya	7	0.1	6,138	99.0
Somali	7	0.1	6,145	99.1
Indonesian	6	0.1	6,151	99.2
Lao	5	0.1	6,156	99.3
Hungarian	5	0.1	6,161	99.4
Toishanese	5	0.1	6,166	99.5
Dutch	4	0.1	6,170	99.5
Greek	4	0.1	6,174	99.6
Tongan	4	0.1	6,178	99.6
Cebuano	4	0.1	6,182	99.7
Taiwanese	3	0.0	6,185	99.8
Kurdish	3	0.0	6,188	99.8
Chaozhou	2	0.0	6,190	99.8
Serbo-Croatian	2	0.0	6,192	99.9
Bulgarian	2	0.0	6,194	99.9
Zapoteco	2	0.0	6,196	99.9
Uzbek	2	0.0	6,198	100.0
Sign Language	1	0.0	6,199	100.0
Chaldean	1	0.0	6,200	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	8,063	49.7	8,063	49.7
Mandarin	1,188	7.3	9,251	57.0
Korean	730	4.5	9,981	61.5
Other Non-English languages	711	4.4	10,692	65.9
Filipino	616	3.8	11,308	69.7
Arabic	521	3.2	11,829	72.9
Vietnamese	498	3.1	12,327	76.0
Russian	321	2.0	12,648	78.0
Japanese	289	1.8	12,937	79.7
Cantonese	262	1.6	13,199	81.3
Farsi	259	1.6	13,458	82.9
Hindi	222	1.4	13,680	84.3
Portuguese	218	1.3	13,898	85.7
English	191	1.2	14,089	86.8
Armenian	178	1.1	14,267	87.9
French	178	1.1	14,445	89.0
Pashto	171	1.1	14,616	90.1
Telugu	165	1.0	14,781	91.1
Punjabi	156	1.0	14,937	92.1
Tamil	125	0.8	15,062	92.8
Hebrew	107	0.7	15,169	93.5
Urdu	103	0.6	15,272	94.1
German	84	0.5	15,356	94.6
Hmong	61	0.4	15,417	95.0
Turkish	55	0.3	15,472	95.4
Bengali	53	0.3	15,525	95.7
Ukrainian	47	0.3	15,572	96.0
Thai	46	0.3	15,618	96.3
Mixteco	43	0.3	15,661	96.5
Marathi	43	0.3	15,704	96.8
Gujarati	42	0.3	15,746	97.0
Dutch	40	0.2	15,786	97.3
Khmer	37	0.2	15,823	97.5
Marshallese	28	0.2	15,851	97.7
Swedish	28	0.2	15,879	97.9

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	26	0.2	15,905	98.0
Italian	26	0.2	15,931	98.2
Indonesian	25	0.2	15,956	98.3
Ilocano	24	0.1	15,980	98.5
Cebuano	22	0.1	16,002	98.6
Rumanian	21	0.1	16,023	98.8
Polish	19	0.1	16,042	98.9
Kannada	19	0.1	16,061	99.0
Somali	17	0.1	16,078	99.1
Samoan	16	0.1	16,094	99.2
Tigrinya	16	0.1	16,110	99.3
Amharic	16	0.1	16,126	99.4
Lao	13	0.1	16,139	99.5
Tongan	13	0.1	16,152	99.6
Taiwanese	10	0.1	16,162	99.6
Hungarian	9	0.1	16,171	99.7
Serbo-Croatian	7	0.0	16,178	99.7
Kurdish	6	0.0	16,184	99.7
Greek	5	0.0	16,189	99.8
Toishanese	5	0.0	16,194	99.8
Chaldean	5	0.0	16,199	99.8
Bulgarian	5	0.0	16,204	99.9
Assyrian	4	0.0	16,208	99.9
Zapoteco	4	0.0	16,212	99.9
Chaozhou	3	0.0	16,215	99.9
Uzbek	3	0.0	16,218	100.0
Mien	2	0.0	16,220	100.0
Albanian	2	0.0	16,222	100.0
Chamorro	1	0.0	16,223	100.0
Khmu	1	0.0	16,224	100.0
Kashmiri	1	0.0	16,225	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	7,049	52.0	7,049	52.0
Mandarin	973	7.2	8,022	59.1
Filipino	656	4.8	8,678	64.0
Other Non-English languages	583	4.3	9,261	68.3
Vietnamese	498	3.7	9,759	71.9
Arabic	460	3.4	10,219	75.3
Korean	416	3.1	10,635	78.4
Cantonese	248	1.8	10,883	80.2
Russian	228	1.7	11,111	81.9
Portuguese	209	1.5	11,320	83.4
Farsi	208	1.5	11,528	85.0
Armenian	172	1.3	11,700	86.2
Japanese	167	1.2	11,867	87.5
Punjabi	153	1.1	12,020	88.6
Hindi	126	0.9	12,146	89.5
English	123	0.9	12,269	90.4
French	123	0.9	12,392	91.3
Pashto	120	0.9	12,512	92.2
Urdu	74	0.5	12,586	92.8
German	62	0.5	12,648	93.2
Telugu	62	0.5	12,710	93.7
Hebrew	57	0.4	12,767	94.1
Mixteco	57	0.4	12,824	94.5
Turkish	55	0.4	12,879	94.9
Thai	49	0.4	12,928	95.3
Tamil	48	0.4	12,976	95.6
Gujarati	41	0.3	13,017	95.9
Swedish	38	0.3	13,055	96.2
Hmong	35	0.3	13,090	96.5
Ukrainian	34	0.3	13,124	96.7
Bengali	30	0.2	13,154	97.0
Khmer	29	0.2	13,183	97.2
Ilocano	27	0.2	13,210	97.4
Dutch	24	0.2	13,234	97.5
Italian	24	0.2	13,258	97.7

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Rumanian	23	0.2	13,281	97.9
Burmese	22	0.2	13,303	98.1
Indonesian	22	0.2	13,325	98.2
Cebuano	21	0.2	13,346	98.4
Polish	19	0.1	13,365	98.5
Kannada	18	0.1	13,383	98.6
Amharic	18	0.1	13,401	98.8
Marshallese	16	0.1	13,417	98.9
Marathi	15	0.1	13,432	99.0
Samoan	14	0.1	13,446	99.1
Somali	14	0.1	13,460	99.2
Lao	13	0.1	13,473	99.3
Tongan	12	0.1	13,485	99.4
Tigrinya	12	0.1	13,497	99.5
Hungarian	8	0.1	13,505	99.5
Greek	7	0.1	13,512	99.6
Serbo-Croatian	7	0.1	13,519	99.6
Taiwanese	6	0.0	13,525	99.7
Albanian	6	0.0	13,531	99.7
Bulgarian	6	0.0	13,537	99.8
Zapoteco	6	0.0	13,543	99.8
Assyrian	4	0.0	13,547	99.9
Kurdish	4	0.0	13,551	99.9
Toishanese	4	0.0	13,555	99.9
Chaldean	4	0.0	13,559	99.9
Chaozhou	2	0.0	13,561	100.0
Mien	2	0.0	13,563	100.0
Uzbek	2	0.0	13,565	100.0
Khmu	1	0.0	13,566	100.0
Kashmiri	1	0.0	13,567	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	10,945	56.2	10,945	56.2
Mandarin	1,054	5.4	11,999	61.7
Filipino	996	5.1	12,995	66.8
Other Non-English languages	914	4.7	13,909	71.5
Vietnamese	748	3.8	14,657	75.3
Arabic	463	2.4	15,120	77.7
Cantonese	334	1.7	15,454	79.4
German	311	1.6	15,765	81.0
Korean	307	1.6	16,072	82.6
Portuguese	290	1.5	16,362	84.1
Punjabi	283	1.5	16,645	85.5
Armenian	251	1.3	16,896	86.8
Russian	245	1.3	17,141	88.1
Farsi	241	1.2	17,382	89.3
English	223	1.1	17,605	90.5
French	209	1.1	17,814	91.5
Italian	192	1.0	18,006	92.5
Japanese	158	0.8	18,164	93.3
Thai	100	0.5	18,264	93.9
Pashto	98	0.5	18,362	94.4
Hindi	97	0.5	18,459	94.9
Urdu	92	0.5	18,551	95.3
Swedish	62	0.3	18,613	95.7
Hebrew	59	0.3	18,672	96.0
Dutch	50	0.3	18,722	96.2
Turkish	47	0.2	18,769	96.5
Ukrainian	47	0.2	18,816	96.7
Mixteco	43	0.2	18,859	96.9
Indonesian	40	0.2	18,899	97.1
Gujarati	39	0.2	18,938	97.3
Bengali	39	0.2	18,977	97.5
Khmer	36	0.2	19,013	97.7
Tamil	34	0.2	19,047	97.9
Telugu	32	0.2	19,079	98.0
Burmese	31	0.2	19,110	98.2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hmong	28	0.1	19,138	98.4
Ilocano	27	0.1	19,165	98.5
Cebuano	26	0.1	19,191	98.6
Samoan	24	0.1	19,215	98.7
Rumanian	23	0.1	19,238	98.9
Amharic	23	0.1	19,261	99.0
Kannada	21	0.1	19,282	99.1
Tongan	19	0.1	19,301	99.2
Tigrinya	18	0.1	19,319	99.3
Somali	14	0.1	19,333	99.4
Marathi	14	0.1	19,347	99.4
Polish	13	0.1	19,360	99.5
Marshallese	12	0.1	19,372	99.6
Taiwanese	9	0.0	19,381	99.6
Serbo-Croatian	9	0.0	19,390	99.6
Greek	8	0.0	19,398	99.7
Hungarian	8	0.0	19,406	99.7
Bulgarian	8	0.0	19,414	99.8
Zapoteco	8	0.0	19,422	99.8
Lao	7	0.0	19,429	99.8
Assyrian	7	0.0	19,436	99.9
Mien	4	0.0	19,440	99.9
Albanian	4	0.0	19,444	99.9
Toishanese	3	0.0	19,447	99.9
Chaldean	3	0.0	19,450	100.0
Chaozhou	2	0.0	19,452	100.0
Uzbek	2	0.0	19,454	100.0
Chamorro	1	0.0	19,455	100.0
Sign Language	1	0.0	19,456	100.0
Kurdish	1	0.0	19,457	100.0
Kikuyu	1	0.0	19,458	100.0
Kashmiri	1	0.0	19,459	100.0

Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans

Grade Span	Number of Students	
	Frequency	Percent
K–1	3,334	1.9
2	125	1.9
3–5	343	2.0
6–8	312	2.2
9–12	358	1.7

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	158,522	91.8	158,522	91.8
Speech or Language Impairment (SLI)	9,267	5.4	167,789	97.2
Autism (AUT)	2,512	1.5	170,301	98.6
Mental Retardation/Intellectual Disability (MR/ID)	674	0.4	170,975	99.0
Other Health Impairment (OHI)	638	0.4	171,613	99.4
Specific Learning Disability (SLD)	558	0.3	172,171	99.7
Orthopedic Impairment (OI)	183	0.1	172,354	99.8
Hard of Hearing (HH)	149	0.1	172,503	99.9
Multiple Disabilities (MD)	80	0.0	172,583	99.9
Visual Impairment (VI)	43	0.0	172,626	100.0
Deafness/Hearing Impairment (DEAF/HI)	25	0.0	172,651	100.0
Emotional Disturbance (ED)	24	0.0	172,675	100.0
Established Medical Disability (EMD)	14	0.0	172,689	100.0
Traumatic Brain Injury (TBI)	6	0.0	172,695	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	6,273	95.7	6,273	95.7
Speech or Language Impairment (SLI)	91	1.4	6,364	97.1
Autism (AUT)	58	0.9	6,422	98.0
Specific Learning Disability (SLD)	50	0.8	6,472	98.7
Mental Retardation/Intellectual Disability (MR/ID)	34	0.5	6,506	99.3
Other Health Impairment (OHI)	32	0.5	6,538	99.8
Multiple Disabilities (MD)	6	0.1	6,544	99.8
Deafness/Hearing Impairment (DEAF/HI)	3	0.0	6,547	99.9
Orthopedic Impairment (OI)	3	0.0	6,550	99.9
Visual Impairment (VI)	2	0.0	6,552	100.0
Emotional Disturbance (ED)	1	0.0	6,553	100.0
Traumatic Brain Injury (TBI)	1	0.0	6,554	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	16,410	96.2	16,410	96.2
Specific Learning Disability (SLD)	224	1.3	16,634	97.5
Speech or Language Impairment (SLI)	112	0.7	16,746	98.2
Autism (AUT)	91	0.5	16,837	98.7
Mental Retardation/Intellectual Disability (MR/ID)	81	0.5	16,918	99.2
Other Health Impairment (OHI)	72	0.4	16,990	99.6
Multiple Disabilities (MD)	15	0.1	17,005	99.7
Orthopedic Impairment (OI)	14	0.1	17,019	99.8
Hard of Hearing (HH)	12	0.1	17,031	99.9
Deafness/Hearing Impairment (DEAF/HI)	9	0.1	17,040	99.9
Emotional Disturbance (ED)	8	0.0	17,048	100.0
Visual Impairment (VI)	6	0.0	17,054	100.0
Traumatic Brain Injury (TBI)	1	0.0	17,055	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	14,062	97.3	14,062	97.3
Specific Learning Disability (SLD)	167	1.2	14,229	98.4
Mental Retardation/Intellectual Disability (MR/ID)	60	0.4	14,289	98.8
Autism (AUT)	56	0.4	14,345	99.2
Other Health Impairment (OHI)	49	0.3	14,394	99.6
Speech or Language Impairment (SLI)	22	0.2	14,416	99.7
Hard of Hearing (HH)	10	0.1	14,426	99.8
Orthopedic Impairment (OI)	10	0.1	14,436	99.8
Emotional Disturbance (ED)	8	0.1	14,444	99.9
Multiple Disabilities (MD)	7	0.0	14,451	100.0
Visual Impairment (VI)	4	0.0	14,455	100.0
Deafness/Hearing Impairment (DEAF/HI)	3	0.0	14,458	100.0

**Table J-44: Frequency Distribution, Primary Disability,
Initial Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student Receives No Special Education Services	20,517	98.0	20,517	98.0
Specific Learning Disability (SLD)	173	0.8	20,690	98.8
Mental Retardation/Intellectual Disability (MR/ID)	87	0.4	20,777	99.3
Autism (AUT)	58	0.3	20,835	99.5
Other Health Impairment (OHI)	47	0.2	20,882	99.8
Speech or Language Impairment (SLI)	17	0.1	20,899	99.8
Orthopedic Impairment (OI)	10	0.0	20,909	99.9
Multiple Disabilities (MD)	7	0.0	20,916	99.9
Emotional Disturbance (ED)	6	0.0	20,922	99.9
Hard of Hearing (HH)	5	0.0	20,927	100.0
Deafness/Hearing Impairment (DEAF/HI)	3	0.0	20,930	100.0
Visual Impairment (VI)	3	0.0	20,933	100.0
Traumatic Brain Injury (TBI)	1	0.0	20,934	100.0

Appendix K: Classical Item Statistics

Notes: Refer to *Appendix D: Item Maps* to determine the corresponding position in the test form of each Item ID. Appendix D and appendix K tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

MC refers to multiple-choice, DCR refers to dichotomous-constructed-response, and CR refers to constructed-response item types. For CR 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.

Because the 2017–18 Edition included initial assessments only, tables related to annual assessments in previous edition reports are not included in this report. However, the table numbering has been maintained to enable edition-to-edition comparisons.

Table K-24: Item Analysis, Initial Assessment, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	172,694	0.41	0.336	6.13
CEL00526	00940028	MC	172,694	0.19	0.209	6.69
CEL00786	01208385	MC	172,694	0.36	0.282	10.08
CEL00399	00676871	MC	172,694	0.37	0.292	6.64
CEL00899	01210599	MC	172,694	0.30	0.342	6.84
CEL00515	00940005	MC	172,694	0.42	0.278	6.86
CEL00330	00545930	MC	172,694	0.42	0.283	6.93
CEL00284	00437120	MC	172,694	0.41	0.327	6.69
CEL00285	00437122	MC	172,694	0.64	0.445	6.56
CEL00286	00437124	MC	172,694	0.60	0.425	6.60
CEL00730	01057174	DCR	172,694	0.40	0.578	1.33
CEL00782	01208376	DCR	172,694	0.25	0.562	1.38
CEL00788	01208389	DCR	172,694	0.47	0.451	1.48
CEL00471	00803313	DCR	172,694	0.52	0.608	1.54
CEL00787	01208387	DCR	172,694	0.43	0.596	20.65
CEL00397	00676867	DCR	172,694	0.50	0.583	20.69
CEL00836	01210292	DCR	172,694	0.24	0.549	20.85
CEL00400	00676873	DCR	172,694	0.11	0.455	20.83
CEL00789	01208391	DCR	172,694	0.10	0.417	1.89
CEL00463	00803297	DCR	172,694	0.12	0.437	1.96

Table K-25: Item Analysis, Initial Assessment, Listening, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	6,553	0.53	0.714	19.04
CEL00526	00940028	MC	6,553	0.31	0.593	19.53
CEL00786	01208385	MC	6,553	0.41	0.637	21.65
CEL00399	00676871	MC	6,553	0.47	0.671	19.64
CEL00899	01210599	MC	6,553	0.38	0.639	19.91
CEL00515	00940005	MC	6,553	0.54	0.493	19.98
CEL00330	00545930	MC	6,553	0.47	0.725	19.90
CEL00284	00437120	MC	6,553	0.45	0.603	19.85
CEL00285	00437122	MC	6,553	0.57	0.749	19.79
CEL00286	00437124	MC	6,553	0.57	0.740	19.85
CEL00730	01057174	DCR	6,553	0.46	0.835	4.65
CEL00782	01208376	DCR	6,553	0.38	0.765	4.67
CEL00788	01208389	DCR	6,553	0.48	0.754	4.75
CEL00471	00803313	DCR	6,553	0.51	0.849	5.07
CEL00787	01208387	DCR	6,553	0.41	0.825	31.68
CEL00397	00676867	DCR	6,553	0.49	0.830	31.77
CEL00836	01210292	DCR	6,553	0.37	0.786	31.92
CEL00400	00676873	DCR	6,553	0.27	0.701	31.99
CEL00789	01208391	DCR	6,553	0.29	0.669	6.03
CEL00463	00803297	DCR	6,553	0.33	0.713	6.17

Table K-26: Item Analysis, Initial Assessment, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	17,055	0.57	0.693	20.43
CEL00425	00687427	MC	17,055	0.49	0.743	20.24
CEL00154	00382862	MC	17,055	0.55	0.683	20.64
CEL00177	00382908	MC	17,055	0.55	0.664	20.75
CEL00484	00803461	MC	17,055	0.52	0.653	21.47
CEL00554	00940959	MC	17,055	0.45	0.653	21.07
CEL00800	01208912	MC	17,055	0.54	0.485	20.91
CEL00352	00546104	MC	17,055	0.40	0.536	21.23
CEL00186	00382926	MC	17,055	0.49	0.631	21.59
CEL00357	00546114	MC	17,055	0.44	0.566	22.00
CEL00435	00687449	MC	17,055	0.57	0.698	21.93
CEL00356	00546112	MC	17,055	0.52	0.689	22.12
CEL00793	01208897	MC	17,055	0.39	0.580	22.40
CEL00843	01210299	MC	17,055	0.46	0.637	22.16
CEL00744	01057650	MC	17,055	0.37	0.517	22.49
CEL00557	00940965	MC	17,055	0.46	0.654	22.61
CEL00736	01057633	MC	17,055	0.37	0.564	22.67
CEL00738	01057637	MC	17,055	0.40	0.576	22.86
CEL00740	01057641	MC	17,055	0.40	0.544	23.11
CEL00739	01057639	MC	17,055	0.37	0.524	23.20

Table K-27: Item Analysis, Initial Assessment, Listening, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	14,457	0.54	0.635	20.88
CEL00538	00940177	MC	14,457	0.47	0.582	20.27
CEL00307	00437690	MC	14,457	0.47	0.622	21.08
CEL00804	01209037	MC	14,457	0.41	0.641	20.74
CEL00531	00940162	MC	14,457	0.33	0.673	20.79
CEL00224	00383002	MC	14,457	0.47	0.686	21.42
CEL00363	00546267	MC	14,457	0.52	0.691	21.52
CEL00806	01209041	MC	14,457	0.45	0.713	21.69
CEL00453	00693734	MC	14,457	0.41	0.506	21.86
CEL00754	01059779	MC	14,457	0.45	0.697	22.02
CEL00230	00383014	MC	14,457	0.45	0.517	22.22
CEL00540	00940181	MC	14,457	0.52	0.661	22.72
CEL00805	01209039	MC	14,457	0.38	0.576	22.42
CEL00451	00693730	MC	14,457	0.36	0.620	22.60
CEL00532	00940164	MC	14,457	0.41	0.566	22.75
CEL00489	00803591	MC	14,457	0.41	0.604	22.49
CEL00541	00940183	MC	14,457	0.34	0.560	22.70
CEL00437	00693699	MC	14,457	0.46	0.651	23.08
CEL00438	00693701	MC	14,457	0.38	0.583	23.32
CEL00439	00693703	MC	14,457	0.43	0.601	23.56

Table K-28: Item Analysis, Initial Assessment, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00768	01059883	MC	20,934	0.34	0.496	20.85
CEL00262	00383078	MC	20,934	0.59	0.664	20.41
CEL00551	00940438	MC	20,934	0.53	0.640	21.45
CEL00823	01209203	MC	20,934	0.51	0.535	20.77
CEL00319	00437841	MC	20,934	0.57	0.695	20.94
CEL00379	00546440	MC	20,934	0.42	0.605	22.24
CEL00542	00940419	MC	20,934	0.58	0.686	21.32
CEL10017	n/a	MC	20,934	0.46	0.604	22.13
CEL00995	01211127	MC	20,934	0.48	0.600	21.24
CEL00817	01209180	MC	20,934	0.39	0.635	21.73
CEL00386	00546454	MC	20,934	0.51	0.550	21.92
CEL00412	00682950	MC	20,934	0.60	0.731	21.86
CEL00818	01209182	MC	20,934	0.40	0.571	21.98
CEL10032	n/a	MC	20,934	0.48	0.642	22.24
CEL00997	01211129	MC	20,934	0.43	0.581	22.65
CEL00761	01059869	MC	20,934	0.45	0.591	22.15
CEL00865	01210321	MC	20,934	0.52	0.695	22.56
CEL00546	00940427	MC	20,934	0.52	0.676	22.62
CEL00547	00940429	MC	20,934	0.46	0.582	22.91
CEL00549	00940433	MC	20,934	0.51	0.661	22.93

Table K-29: Item Analysis, Initial Assessment, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	172,694	0.58	0.602	0.94
CES00346	00680889	DCR	172,694	0.32	0.522	0.97
CES00436	00940039	DCR	172,694	0.52	0.537	1.29
CES00770	01210323	DCR	172,694	0.50	0.620	8.88
CES00396	00803337	DCR	172,694	0.58	0.642	9.18
CES00680	01057195	DCR	172,694	0.58	0.695	9.57
CES00391	00803327	DCR	172,694	0.57	0.587	9.67
CES00675	01057185	DCR	172,694	0.43	0.625	9.89
CES00728	01208460	DCR	172,694	0.54	0.622	9.94
CES00723	01208450	DCR	172,694	0.68	0.659	9.98
CES00290	00545983	DCR	172,694	0.36	0.570	10.01
CES00287	00545977	DCR	172,694	0.44	0.640	10.06
CES00148	00382772	DCR	172,694	0.70	0.658	10.10
CES00818	01210562	CR	172,694	0.25	0.664	1.96
CES00774	01210327	CR	172,694	0.30	0.673	2.22
CES00439	00940045	CR	172,694	0.21	0.637	32.49
CES00967	01211280	CR	172,694	0.29	0.686	32.98
CES10058	n/a	CR	172,694	0.40	0.733	1.75
CES00778	01210331	CR	172,694	0.32	0.713	2.41
CES00649	01003861	CR	172,694	0.36	0.770	1.74

Table K-30: Item Analysis, Initial Assessment, Speaking, Grade Span 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	6,553	0.41	0.858	3.25
CES00346	00680889	DCR	6,553	0.36	0.770	3.36
CES00436	00940039	DCR	6,553	0.45	0.837	4.67
CES00770	01210323	DCR	6,553	0.50	0.848	22.33
CES00396	00803337	DCR	6,553	0.49	0.893	23.06
CES00680	01057195	DCR	6,553	0.45	0.915	24.66
CES00391	00803327	DCR	6,553	0.45	0.859	24.84
CES00675	01057185	DCR	6,553	0.43	0.892	25.33
CES00728	01208460	DCR	6,553	0.48	0.892	25.44
CES00723	01208450	DCR	6,553	0.50	0.902	25.50
CES00290	00545983	DCR	6,553	0.36	0.808	25.48
CES00287	00545977	DCR	6,553	0.43	0.889	25.50
CES00148	00382772	DCR	6,553	0.52	0.886	25.56
CES00818	01210562	CR	6,553	0.38	0.889	5.98
CES00774	01210327	CR	6,553	0.41	0.906	6.65
CES00439	00940045	CR	6,553	0.38	0.886	32.69
CES00967	01211280	CR	6,553	0.39	0.906	33.24
CES10058	n/a	CR	6,553	0.42	0.919	5.33
CES00778	01210331	CR	6,553	0.38	0.896	6.81
CES00649	01003861	CR	6,553	0.38	0.939	5.34

Table K-31: Item Analysis, Initial Assessment, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	17,055	0.41	0.827	2.81
CES00402	00803468	DCR	17,055	0.38	0.841	2.89
CES00258	00437544	DCR	17,055	0.37	0.697	3.71
CES00168	00383154	DCR	17,055	0.45	0.831	19.98
CES00780	01210333	DCR	17,055	0.44	0.858	23.38
CES00692	01059014	DCR	17,055	0.41	0.854	23.73
CES00371	00687645	DCR	17,055	0.43	0.871	24.10
CES00304	00546147	DCR	17,055	0.39	0.840	24.37
CES00693	01059016	DCR	17,055	0.35	0.831	24.69
CES00741	01208978	DCR	17,055	0.37	0.817	24.81
CES00920	01211035	DCR	17,055	0.30	0.757	24.91
CES00471	00940353	DCR	17,055	0.24	0.688	25.06
CES00687	01059004	DCR	17,055	0.28	0.744	25.05
CES00835	01210664	CR	17,055	0.31	0.853	5.45
CES00925	01211040	CR	17,055	0.35	0.884	6.21
CES00178	00383174	CR	17,055	0.35	0.880	33.41
CES00466	00940342	CR	17,055	0.30	0.841	34.07
CES00406	00803476	CR	17,055	0.38	0.895	4.85
CES00467	00940344	CR	17,055	0.36	0.895	6.33
CES00739	01208974	CR	17,055	0.35	0.928	4.84

Table K-32: Item Analysis, Initial Assessment, Speaking, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	14,457	0.33	0.719	3.55
CES00455	00940203	DCR	14,457	0.54	0.751	3.71
CES00790	01210343	DCR	14,457	0.44	0.782	4.07
CES00412	00803613	DCR	14,457	0.28	0.679	17.03
CES00752	01209118	DCR	14,457	0.15	0.557	21.63
CES00456	00940205	DCR	14,457	0.24	0.684	21.97
CES00747	01209108	DCR	14,457	0.31	0.782	22.49
CES00856	01210762	DCR	14,457	0.22	0.657	22.75
CES00449	00940191	DCR	14,457	0.28	0.750	22.93
CES00263	00437722	DCR	14,457	0.40	0.813	23.17
CES00847	01210729	DCR	14,457	0.28	0.772	23.31
CES00386	00693765	DCR	14,457	0.18	0.650	23.41
CES00190	00383201	DCR	14,457	0.30	0.796	23.48
CES00748	01209110	CR	14,457	0.30	0.855	7.03
CES00706	01059809	CR	14,457	0.39	0.889	7.82
CES00958	01211254	CR	14,457	0.38	0.885	29.98
CES00701	01059799	CR	14,457	0.34	0.880	30.62
CES00849	01210733	CR	14,457	0.43	0.896	6.07
CES00708	01059813	CR	14,457	0.41	0.896	7.84
CES00635	01003521	CR	14,457	0.36	0.926	6.16

Table K-33: Item Analysis, Initial Assessment, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	20,934	0.20	0.622	4.16
CES00475	00940480	DCR	20,934	0.39	0.678	4.22
CES00872	01210841	DCR	20,934	0.30	0.729	4.56
CES00476	00940482	DCR	20,934	0.16	0.595	21.75
CES00483	00940497	DCR	20,934	0.19	0.615	22.18
CES00801	01210354	DCR	20,934	0.26	0.746	22.76
CES00477	00940484	DCR	20,934	0.25	0.728	23.67
CES00759	01209258	DCR	20,934	0.27	0.734	23.92
CES00897	01210890	DCR	20,934	0.34	0.848	24.02
CES00764	01209269	DCR	20,934	0.39	0.853	24.14
CES00802	01210355	DCR	20,934	0.38	0.792	23.63
CES00367	00683682	DCR	20,934	0.28	0.741	23.78
CES00236	00383295	DCR	20,934	0.34	0.817	24.00
CES00274	00437871	CR	20,934	0.38	0.888	7.43
CES10052	n/a	CR	20,934	0.41	0.872	8.67
CES00364	00683675	CR	20,934	0.38	0.894	26.38
CES00712	01059905	CR	20,934	0.38	0.907	26.91
CES00486	00940503	CR	20,934	0.44	0.876	7.04
CES00808	01210361	CR	20,934	0.41	0.898	9.19
CES00969	01211282	CR	20,934	0.40	0.925	7.07

Table K-34: Item Analysis, Initial Assessment, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K-1	CES00818	01210562	172,694	64.6	21.5	13.9	n/a	n/a	0.664	0.49	0.25	0.727
	CES00774	01210327	172,694	62.9	14.1	23.0	n/a	n/a	0.673	0.60	0.30	0.837
	CES00439	00940045	172,694	73.0	12.6	14.5	n/a	n/a	0.637	0.42	0.21	0.730
	CES00967	01211280	172,694	65.2	12.4	22.5	n/a	n/a	0.686	0.57	0.29	0.833
	CES10058	n/a	172,694	40.4	38.3	21.3	n/a	n/a	0.733	0.81	0.40	0.762
	CES00778	01210331	172,694	51.2	34.4	14.4	n/a	n/a	0.713	0.63	0.32	0.721
	CES00649	01003861	172,694	31.1	21.3	23.5	18.7	5.4	0.770	1.46	0.36	1.252
2	CES00818	01210562	6,553	55.6	11.9	32.5	n/a	n/a	0.889	0.77	0.38	0.910
	CES00774	01210327	6,553	55.1	7.4	37.5	n/a	n/a	0.906	0.82	0.41	0.946
	CES00439	00940045	6,553	58.1	8.8	33.1	n/a	n/a	0.886	0.75	0.38	0.922
	CES00967	01211280	6,553	57.1	7.3	35.6	n/a	n/a	0.906	0.78	0.39	0.938
	CES10058	n/a	6,553	49.7	16.2	34.1	n/a	n/a	0.919	0.84	0.42	0.902
	CES00778	01210331	6,553	53.2	17.8	29.0	n/a	n/a	0.896	0.76	0.38	0.874
	CES00649	01003861	6,553	47.7	5.9	9.8	20.0	16.5	0.939	1.52	0.38	1.610
3-5	CES00835	01210664	17,055	62.4	12.6	25.0	n/a	n/a	0.853	0.63	0.31	0.857
	CES00925	01211040	17,055	59.5	11.8	28.7	n/a	n/a	0.884	0.69	0.35	0.887
	CES00178	00383174	17,055	60.7	9.5	29.8	n/a	n/a	0.880	0.69	0.35	0.900
	CES00466	00940342	17,055	65.8	8.0	26.2	n/a	n/a	0.841	0.60	0.30	0.874
	CES00406	00803476	17,055	54.6	15.8	29.7	n/a	n/a	0.895	0.75	0.38	0.883
	CES00467	00940344	17,055	57.9	13.0	29.1	n/a	n/a	0.895	0.71	0.36	0.887
	CES00739	01208974	17,055	48.5	7.9	12.2	18.6	12.6	0.928	1.39	0.35	1.530

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Pro-portion of Max.	Std Dev
6–8	CES00748	01209110	14,457	63.8	11.4	24.7	n/a	n/a	0.855	0.61	0.30	0.856
	CES00706	01059809	14,457	54.0	13.2	32.8	n/a	n/a	0.889	0.79	0.39	0.907
	CES00958	01211254	14,457	56.9	10.8	32.3	n/a	n/a	0.885	0.75	0.38	0.912
	CES00701	01059799	14,457	58.2	14.7	27.0	n/a	n/a	0.880	0.69	0.34	0.869
	CES00849	01210733	14,457	51.0	12.1	36.9	n/a	n/a	0.896	0.86	0.43	0.927
	CES00708	01059813	14,457	51.7	14.8	33.5	n/a	n/a	0.896	0.82	0.41	0.905
	CES00635	01003521	14,457	46.4	9.0	12.7	17.7	14.2	0.926	1.44	0.36	1.543
9–12	CES00274	00437871	20,934	56.1	11.9	31.9	n/a	n/a	0.888	0.76	0.38	0.907
	CES10052	n/a	20,934	53.5	11.8	34.7	n/a	n/a	0.872	0.81	0.41	0.920
	CES00364	00683675	20,934	55.5	12.0	32.4	n/a	n/a	0.894	0.77	0.38	0.909
	CES00712	01059905	20,934	56.2	11.5	32.3	n/a	n/a	0.907	0.76	0.38	0.910
	CES00486	00940503	20,934	49.3	14.5	36.3	n/a	n/a	0.876	0.87	0.44	0.916
	CES00808	01210361	20,934	53.9	10.6	35.5	n/a	n/a	0.898	0.82	0.41	0.927
	CES00969	01211282	20,934	44.6	7.7	10.9	16.9	19.9	0.925	1.60	0.40	1.633

Table K-35: Item Analysis, Initial Assessment, Reading, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	172,694	0.54	0.409	7.73
CER01030	01210024	MC	172,694	0.43	0.333	8.13
CER01041	01210046	MC	172,694	0.31	0.181	8.51
CER01314	01210917	MC	172,694	0.34	0.311	11.22
CER01315	01210918	MC	172,694	0.40	0.321	10.86
CER01312	01210915	MC	172,694	0.44	0.389	10.61
CER01316	01210919	MC	172,694	0.34	0.366	10.96
CER01216	01210596	MC	172,694	0.32	0.251	11.07
CER01311	01210914	MC	172,694	0.27	0.254	11.20
CER01034	01210032	MC	172,694	0.44	0.457	10.52
CER01179	01210529	MC	172,694	0.36	0.302	12.95
CER01025	01210014	MC	172,694	0.30	0.378	13.08
CER01079	01210122	MC	172,694	0.37	0.365	13.38
CER01055	01210074	MC	172,694	0.25	0.384	13.50
CER01083	01210130	DCR	172,694	0.07	0.524	4.38
CER01027	01210018	DCR	172,694	0.07	0.523	4.59
CER01047	01210058	DCR	172,694	0.18	0.355	3.39
CER01057	01210078	DCR	172,694	0.25	0.393	3.48
CER01066	01210096	CR	172,694	0.44	0.649	3.15
CER01033	01210030	CR	172,694	0.41	0.664	3.24

Table K-36: Item Analysis, Initial Assessment, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	6,553	0.35	0.594	27.30
CER00353	00546036	MC	6,553	0.41	0.690	28.80
CER00270	00437237	MC	6,553	0.24	0.431	29.22
CER01090	01210364	MC	6,553	0.40	0.635	30.14
CER01212	01210592	MC	6,553	0.23	0.504	30.08
CER00032	00240821	MC	6,553	0.41	0.629	30.00
CER00011	00240727	MC	6,553	0.36	0.618	30.57
CER00009	00240723	MC	6,553	0.43	0.681	29.82
CER01099	01210373	MC	6,553	0.41	0.686	29.85
CER00336	00545999	MC	6,553	0.35	0.596	29.62
CER00343	00546014	MC	6,553	0.45	0.713	29.70
CER01100	01210374	MC	6,553	0.22	0.493	29.99
CER01101	01210375	MC	6,553	0.37	0.725	29.68
CER00442	00680991	MC	6,553	0.38	0.673	30.09
CER01200	01210580	MC	6,553	0.36	0.609	30.32
CER00955	01208496	MC	6,553	0.29	0.565	30.58
CER00211	00353933	MC	6,553	0.44	0.763	29.88
CER00220	00353951	MC	6,553	0.46	0.728	30.02
CER00545	00940074	MC	6,553	0.32	0.661	30.43
CER01192	01210559	MC	6,553	0.34	0.625	30.96
CER00546	00940076	MC	6,553	0.34	0.665	30.64
CER00877	01059047	MC	6,553	0.34	0.635	30.90
CER00338	00546003	MC	6,553	0.36	0.727	30.73
CER00949	01208484	MC	6,553	0.27	0.538	31.22
CER00355	00546040	MC	6,553	0.27	0.558	30.67
CER00957	01208500	MC	6,553	0.27	0.477	32.79
CER00958	01208502	MC	6,553	0.41	0.739	33.60
CER00959	01208504	MC	6,553	0.27	0.588	33.04
CER01103	01210377	MC	6,553	0.35	0.670	33.13
CER01104	01210378	MC	6,553	0.44	0.693	33.60
CER01105	01210379	MC	6,553	0.34	0.707	33.36
CER01094	01210368	MC	6,553	0.31	0.607	33.18
CER01096	01210370	MC	6,553	0.37	0.704	33.42
CER01171	01210493	MC	6,553	0.33	0.670	33.39
CER01097	01210371	MC	6,553	0.30	0.608	33.40

Table K-37: Item Analysis, Initial Assessment, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	17,055	0.32	0.649	25.11
CER00463	00691065	MC	17,055	0.30	0.524	25.40
CER01242	01210671	MC	17,055	0.27	0.632	25.67
CER00050	00241059	MC	17,055	0.31	0.497	25.87
CER00964	01208922	MC	17,055	0.38	0.594	26.47
CER00052	00241063	MC	17,055	0.33	0.551	26.23
CER00072	00241154	MC	17,055	0.31	0.629	26.34
CER01108	01210382	MC	17,055	0.33	0.606	26.33
CER01107	01210381	MC	17,055	0.31	0.555	26.81
CER00377	00546207	MC	17,055	0.35	0.592	26.36
CER00898	01059107	MC	17,055	0.35	0.716	26.46
CER00897	01059105	MC	17,055	0.36	0.568	26.70
CER01241	01210657	MC	17,055	0.26	0.492	26.77
CER00458	00691051	MC	17,055	0.30	0.638	26.70
CER00296	00437620	MC	17,055	0.34	0.649	27.02
CER00498	00803539	MC	17,055	0.37	0.662	27.25
CER00235	00354168	MC	17,055	0.34	0.691	27.20
CER00896	01059103	MC	17,055	0.44	0.643	27.26
CER00599	00940990	MC	17,055	0.34	0.647	27.53
CER01110	01210384	MC	17,055	0.40	0.664	27.37
CER00900	01059111	MC	17,055	0.38	0.679	27.36
CER00604	00941000	MC	17,055	0.42	0.736	27.38
CER00600	00940992	MC	17,055	0.32	0.655	27.73
CER00972	01208938	MC	17,055	0.38	0.662	27.38
CER00895	01059101	MC	17,055	0.31	0.621	27.48
CER01113	01210387	MC	17,055	0.34	0.603	27.73
CER01114	01210388	MC	17,055	0.28	0.540	28.03
CER01115	01210389	MC	17,055	0.41	0.665	27.99
CER01112	01210386	MC	17,055	0.40	0.701	28.07
CER01161	01210483	MC	17,055	0.40	0.716	28.46
CER01121	01210395	MC	17,055	0.34	0.622	28.33
CER01123	01210397	MC	17,055	0.36	0.681	28.47
CER00974	01208944	MC	17,055	0.34	0.678	28.50
CER00975	01208946	MC	17,055	0.39	0.633	28.46
CER00977	01208950	MC	17,055	0.28	0.548	28.51

Table K-38: Item Analysis, Initial Assessment, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	14,457	0.44	0.599	23.87
CER00982	01209064	MC	14,457	0.42	0.648	23.77
CER00128	00241514	MC	14,457	0.44	0.752	24.05
CER00380	00546334	MC	14,457	0.41	0.539	23.88
CER00513	00803707	MC	14,457	0.34	0.598	24.10
CER00303	00437751	MC	14,457	0.38	0.632	24.26
CER00393	00546361	MC	14,457	0.33	0.554	24.34
CER00987	01209074	MC	14,457	0.40	0.596	24.47
CER00988	01209076	MC	14,457	0.33	0.533	24.36
CER00934	01060128	MC	14,457	0.36	0.597	24.30
CER00510	00803693	MC	14,457	0.41	0.507	24.33
CER00514	00803709	MC	14,457	0.26	0.581	24.88
CER00985	01209070	MC	14,457	0.42	0.705	24.80
CER00564	00940275	MC	14,457	0.34	0.583	25.05
CER00990	01209080	MC	14,457	0.42	0.744	24.91
CER00515	00803711	MC	14,457	0.30	0.566	24.98
CER00563	00940273	MC	14,457	0.43	0.682	25.24
CER01128	01210402	MC	14,457	0.44	0.696	24.94
CER00402	00546380	MC	14,457	0.43	0.678	24.87
CER00932	01060124	MC	14,457	0.36	0.659	25.35
CER00937	01060134	MC	14,457	0.33	0.604	25.35
CER00569	00940285	MC	14,457	0.30	0.597	25.43
CER00144	00241558	MC	14,457	0.43	0.694	25.23
CER00145	00241560	MC	14,457	0.45	0.698	25.41
CER00143	00241556	MC	14,457	0.32	0.572	25.41
CER10050	n/a	MC	14,457	0.35	0.651	25.51
CER10051	n/a	MC	14,457	0.33	0.631	25.70
CER10052	n/a	MC	14,457	0.37	0.694	25.70
CER10056	n/a	MC	14,457	0.44	0.705	25.67
CER01130	01210404	MC	14,457	0.42	0.761	25.68
CER01173	01210495	MC	14,457	0.38	0.682	25.80
CER01133	01210407	MC	14,457	0.44	0.752	25.63
CER00521	00803735	MC	14,457	0.36	0.642	25.81
CER00523	00803739	MC	14,457	0.33	0.568	26.16
CER00524	00803741	MC	14,457	0.38	0.669	25.88

Table K-39: Item Analysis, Initial Assessment, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	20,934	0.51	0.724	22.16
CER01415	01211145	MC	20,934	0.54	0.652	22.13
CER01143	01210417	MC	20,934	0.45	0.618	22.69
CER00327	00437909	MC	20,934	0.42	0.616	22.77
CER00531	00804714	MC	20,934	0.44	0.613	23.03
CER00451	00684030	MC	20,934	0.49	0.588	23.08
CER00471	00717216	MC	20,934	0.48	0.672	23.11
CER01006	01209227	MC	20,934	0.55	0.702	22.85
CER00911	01059967	MC	20,934	0.48	0.727	23.00
CER01005	01209225	MC	20,934	0.39	0.615	22.89
CER00157	00241779	MC	20,934	0.45	0.626	23.43
CER00242	00354274	MC	20,934	0.19	0.477	23.45
CER00533	00804718	MC	20,934	0.37	0.487	23.42
CER00918	01059981	MC	20,934	0.38	0.583	23.57
CER00419	00546536	MC	20,934	0.38	0.627	23.57
CER00457	00684045	MC	20,934	0.36	0.536	23.50
CER00321	00437896	MC	20,934	0.34	0.548	23.96
CER00418	00546534	MC	20,934	0.46	0.682	23.81
CER01007	01209229	MC	20,934	0.43	0.637	23.59
CER00912	01059969	MC	20,934	0.41	0.542	23.96
CER00443	00683949	MC	20,934	0.43	0.648	23.47
CER01309	01210900	MC	20,934	0.38	0.627	24.09
CER10057	n/a	MC	20,934	0.43	0.579	23.66
CER10058	n/a	MC	20,934	0.42	0.651	23.95
CER10063	n/a	MC	20,934	0.45	0.679	23.94
CER01016	01209249	MC	20,934	0.34	0.536	24.25
CER01017	01209251	MC	20,934	0.36	0.649	24.23
CER01014	01209245	MC	20,934	0.40	0.708	24.28
CER10088	n/a	MC	20,934	0.43	0.691	24.19
CER10089	n/a	MC	20,934	0.45	0.704	24.47
CER10092	n/a	MC	20,934	0.40	0.688	24.50
CER10094	n/a	MC	20,934	0.44	0.708	24.39
CER01011	01209238	MC	20,934	0.35	0.599	24.54
CER01012	01209240	MC	20,934	0.50	0.682	24.56
CER01013	01209242	MC	20,934	0.36	0.638	24.68

Table K-40: Item Analysis, Initial Assessment, Reading, Constructed-Response Items, Grade Span K–1

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
K–1	CER01066	01210096	172,694	44.2	12.8	10.2	32.7	n/a	0.649	1.31	0.44	1.325
	CER01033	01210030	172,694	47.0	12.4	10.2	30.5	n/a	0.664	1.24	0.41	1.316

Table K-41: Item Analysis, Initial Assessment, Writing, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	172,694	0.42	0.239	15.38
CEW00932	01210272	MC	172,694	0.23	0.159	15.57
CEW00885	01210178	MC	172,694	0.22	0.169	15.77
CEW00876	01210160	MC	172,694	0.43	0.289	15.78
CEW00884	01210176	DCR	172,694	0.20	0.191	4.39
CEW00905	01210218	DCR	172,694	0.23	0.265	4.69
CEW00875	01210158	DCR	172,694	0.28	0.293	5.18
CEW00931	01210270	DCR	172,694	0.14	0.227	5.34
CEW00877	01210162	CR	172,694	0.60	0.489	3.55
CEW00909	01210226	CR	172,694	0.53	0.491	4.71
CEW00868	01210144	CR	172,694	0.47	0.520	4.51
CEW00898	01210204	CR	172,694	0.56	0.509	4.47
CEW00919	01210246	CR	172,694	0.48	0.581	6.69
CEW00889	01210186	CR	172,694	0.48	0.635	7.56
CEW00890	01210188	CR	172,694	0.56	0.611	7.93
CEW00891	01210190	CR	172,694	0.19	0.682	32.17
CEW00923	01210254	CR	172,694	0.13	0.650	37.58
CEW00871	01210150	CR	172,694	0.16	0.674	35.81
CEW00989	01210552	CR	172,694	0.12	0.614	44.86
CEW00902	01210212	CR	172,694	0.11	0.594	44.56

Table K-42: Item Analysis, Initial Assessment, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	6,553	0.48	0.689	29.22
CEW00020	00353996	MC	6,553	0.51	0.738	29.48
CEW00004	00353963	MC	6,553	0.45	0.696	30.00
CEW00298	00681402	MC	6,553	0.45	0.800	30.29
CEW00939	01210436	MC	6,553	0.39	0.657	30.55
CEW00220	00546085	MC	6,553	0.42	0.737	30.80
CEW00021	00353998	MC	6,553	0.40	0.615	30.55
CEW00209	00546063	MC	6,553	0.44	0.714	30.78
CEW00941	01210438	MC	6,553	0.36	0.673	30.92
CEW00940	01210437	MC	6,553	0.46	0.739	31.41
CEW00796	01208524	MC	6,553	0.37	0.686	31.36
CEW00981	01210528	MC	6,553	0.32	0.522	31.56
CEW00800	01208532	MC	6,553	0.30	0.419	31.60
CEW00974	01210499	MC	6,553	0.43	0.694	31.15
CEW00975	01210500	MC	6,553	0.32	0.571	31.37
CEW00976	01210501	MC	6,553	0.33	0.584	31.54
CEW00390	00940137	MC	6,553	0.35	0.605	31.48
CEW00391	00940139	MC	6,553	0.39	0.663	31.50
CEW00392	00940141	MC	6,553	0.42	0.706	31.50
CEW00389	00940135	CR	6,553	0.25	0.859	36.23
CEW00995	01210574	CR	6,553	0.29	0.877	39.17
CEW00381	00940119	CR	6,553	0.25	0.860	40.56
CEW00802	01208536	CR	6,553	0.25	0.855	41.19
CEW01084	01210937	CR	6,553	0.23	0.857	43.37

Table K-43: Item Analysis, Initial Assessment, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	17,055	0.49	0.702	25.57
CEW00088	00354202	MC	17,055	0.49	0.722	25.89
CEW00077	00354179	MC	17,055	0.42	0.657	26.12
CEW00228	00546226	MC	17,055	0.41	0.606	26.29
CEW00090	00354206	MC	17,055	0.44	0.644	26.47
CEW00239	00546248	MC	17,055	0.38	0.577	26.53
CEW00950	01210447	MC	17,055	0.40	0.627	26.60
CEW00813	01208994	MC	17,055	0.38	0.543	26.95
CEW00815	01208998	MC	17,055	0.46	0.677	27.04
CEW01019	01210694	MC	17,055	0.42	0.661	27.27
CEW00747	01059936	MC	17,055	0.49	0.727	27.06
CEW00748	01059938	MC	17,055	0.47	0.730	26.89
CEW00749	01059940	MC	17,055	0.49	0.765	26.92
CEW00755	01059952	MC	17,055	0.51	0.700	27.11
CEW00756	01059954	MC	17,055	0.39	0.649	27.03
CEW00757	01059956	MC	17,055	0.43	0.682	26.98
CEW00422	00940377	MC	17,055	0.52	0.738	27.02
CEW00423	00940379	MC	17,055	0.41	0.646	27.11
CEW00424	00940381	MC	17,055	0.40	0.598	27.00
CEW01110	01211075	CR	17,055	0.37	0.879	31.19
CEW00175	00437661	CR	17,055	0.31	0.868	34.44
CEW01015	01210690	CR	17,055	0.36	0.888	34.85
CEW00094	00354214	CR	17,055	0.35	0.871	34.46
CEW01014	01210688	CR	17,055	0.29	0.880	40.09

Table K-44: Item Analysis, Initial Assessment, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	14,457	0.42	0.709	23.44
CEW00145	00354697	MC	14,457	0.50	0.696	23.52
CEW00833	01209140	MC	14,457	0.43	0.655	23.53
CEW00832	01209138	MC	14,457	0.48	0.675	23.69
CEW00178	00437794	MC	14,457	0.45	0.644	23.71
CEW00147	00354701	MC	14,457	0.43	0.507	23.80
CEW00837	01209148	MC	14,457	0.48	0.628	24.42
CEW00836	01209146	MC	14,457	0.37	0.536	24.56
CEW00961	01210458	MC	14,457	0.48	0.696	24.00
CEW00262	00546419	MC	14,457	0.41	0.577	24.07
CEW00255	00546405	MC	14,457	0.42	0.634	24.23
CEW00959	01210456	MC	14,457	0.42	0.573	23.95
CEW00256	00546407	MC	14,457	0.52	0.743	24.01
CEW00350	00803765	MC	14,457	0.39	0.622	24.39
CEW00351	00803767	MC	14,457	0.40	0.702	24.27
CEW00352	00803769	MC	14,457	0.44	0.642	24.24
CEW00779	01069233	MC	14,457	0.50	0.731	24.43
CEW00780	01069235	MC	14,457	0.49	0.740	24.51
CEW00781	01069237	MC	14,457	0.44	0.667	24.35
CEW00794	01069263	CR	14,457	0.38	0.871	28.95
CEW00782	01069239	CR	14,457	0.45	0.872	29.18
CEW00842	01209158	CR	14,457	0.38	0.869	31.36
CEW00963	01210460	CR	14,457	0.42	0.862	29.28
CEW00709	01003901	CR	14,457	0.33	0.879	35.88

Table K-45: Item Analysis, Initial Assessment, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	20,934	0.48	0.669	22.24
CEW00283	00546586	MC	20,934	0.42	0.698	22.21
CEW00060	00354095	MC	20,934	0.44	0.668	22.55
CEW00849	01209287	MC	20,934	0.48	0.668	22.30
CEW00966	01210463	MC	20,934	0.48	0.639	22.51
CEW00278	00546576	MC	20,934	0.41	0.631	22.57
CEW00850	01209289	MC	20,934	0.54	0.736	22.73
CEW00041	00354047	MC	20,934	0.41	0.626	23.09
CEW00061	00354097	MC	20,934	0.66	0.718	22.50
CEW00279	00546578	MC	20,934	0.57	0.707	23.00
CEW00970	01210467	MC	20,934	0.39	0.650	22.91
CEW00855	01209299	MC	20,934	0.37	0.540	23.13
CEW00854	01209297	MC	20,934	0.53	0.666	23.03
CEW00431	00940507	MC	20,934	0.49	0.717	22.83
CEW00432	00940509	MC	20,934	0.38	0.561	23.13
CEW00433	00940511	MC	20,934	0.64	0.681	22.97
CEW00769	01060031	MC	20,934	0.49	0.729	23.09
CEW00770	01060033	MC	20,934	0.52	0.655	23.07
CEW00771	01060035	MC	20,934	0.50	0.699	23.14
CEW00764	01060021	CR	20,934	0.52	0.829	22.94
CEW00856	01209301	CR	20,934	0.47	0.844	27.06
CEW00971	01210468	CR	20,934	0.47	0.868	25.26
CEW00972	01210469	CR	20,934	0.48	0.832	24.80
CEW00447	00940539	CR	20,934	0.32	0.813	33.77

Table K-46: Item Analysis, Initial Assessment, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Pro-portion of Max.	Std Dev
K-1	CEW00919	01210246	172,694	34.4	34.5	31.1	n/a	n/a	0.581	0.97	0.48	0.809
	CEW00889	01210186	172,694	27.7	48.6	23.7	n/a	n/a	0.635	0.96	0.48	0.716
	CEW00890	01210188	172,694	28.2	30.8	41.0	n/a	n/a	0.611	1.13	0.56	0.822
	CEW00891	01210190	172,694	69.1	22.9	8.0	n/a	n/a	0.682	0.39	0.19	0.631
	CEW00923	01210254	172,694	76.8	21.0	2.1	n/a	n/a	0.650	0.25	0.13	0.481
	CEW00871	01210150	172,694	73.1	22.5	4.4	n/a	n/a	0.674	0.31	0.16	0.550
	CEW00989	01210552	172,694	79.5	16.6	3.9	n/a	n/a	0.614	0.24	0.12	0.512
	CEW00902	01210212	172,694	81.1	16.0	2.8	n/a	n/a	0.594	0.22	0.11	0.475
2	CEW00389	00940135	6,553	54.7	20.0	22.4	3.0	n/a	0.859	0.74	0.25	0.905
	CEW00995	01210574	6,553	53.8	14.5	21.9	9.8	n/a	0.877	0.88	0.29	1.065
	CEW00381	00940119	6,553	55.9	17.6	22.1	4.4	n/a	0.860	0.75	0.25	0.945
	CEW00802	01208536	6,553	55.8	18.0	20.9	5.2	n/a	0.855	0.76	0.25	0.958
	CEW01084	01210937	6,553	56.5	11.8	15.7	14.6	1.4	0.857	0.93	0.23	1.195
3-5	CEW01110	01211075	17,055	45.1	15.5	21.2	18.1	n/a	0.879	1.12	0.37	1.172
	CEW00175	00437661	17,055	47.5	16.4	30.6	5.6	n/a	0.868	0.94	0.31	1.001
	CEW01015	01210690	17,055	47.5	12.9	23.0	16.7	n/a	0.888	1.09	0.36	1.168
	CEW00094	00354214	17,055	47.0	15.2	23.0	14.8	n/a	0.871	1.05	0.35	1.135
	CEW01014	01210688	17,055	50.5	9.4	17.6	20.1	2.3	0.880	1.14	0.29	1.295
6-8	CEW00794	01069263	14,457	41.9	15.9	27.6	14.6	n/a	0.871	1.15	0.38	1.121
	CEW00782	01069239	14,457	38.7	12.8	24.6	23.9	n/a	0.872	1.34	0.45	1.215
	CEW00842	01209158	14,457	42.0	17.8	24.5	15.7	n/a	0.869	1.14	0.38	1.128
	CEW00963	01210460	14,457	38.7	13.7	31.6	16.0	n/a	0.862	1.25	0.42	1.132
	CEW00709	01003901	14,457	45.5	7.4	18.8	24.7	3.5	0.879	1.33	0.33	1.356

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Std Dev
9–12	CEW00764	01060021	20,934	30.7	11.8	28.5	29.0	n/a	0.829	1.56	0.52	1.201
	CEW00856	01209301	20,934	34.9	12.9	28.9	23.2	n/a	0.844	1.41	0.47	1.185
	CEW00971	01210468	20,934	32.9	17.0	27.4	22.7	n/a	0.868	1.40	0.47	1.163
	CEW00972	01210469	20,934	31.2	11.2	40.2	17.4	n/a	0.832	1.44	0.48	1.104
	CEW00447	00940539	20,934	49.1	6.9	17.1	21.0	5.9	0.813	1.28	0.32	1.398

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Note: Because the 2017–18 Edition was administered only for the purpose of initial assessment, there is no comparison with annual assessment item difficulty values. Therefore, these tables are not included in this report.

However, the appendix numbering has been maintained from previous editions.

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Appendix M: Unscaled Item Parameters

Notes: Unscaled item parameter estimates were obtained from calibrations using 2017–18 end-of-year initial assessment data; previous editions used samples of annual assessment data. Therefore, the item parameters in this appendix should not be directly compared with results from previous editions.

The scaling constants found in table 8.8 may be applied to these parameter estimates to produce the California English Language Development Test scale parameter values. However, these on-scale values were not used to produce scores for any 2017–18 Edition reports.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

The 3PL model (multiple-choice items) uses the a , b , and c parameters (also known as the discrimination, difficulty, and guessing parameters, respectively). The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit (GPC) model (GPC: constructed-response items) uses the alpha and gamma (step) parameters.

Table M-1: Unscaled Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	1.0967	1.1517	0.3102
CEL00526	00940028	3PL	2.9560	2.0575	0.3102
CEL00786	01208385	3PL	1.1075	1.5310	0.3102
CEL00399	00676871	3PL	1.1859	1.4377	0.3102
CEL00899	01210599	3PL	1.8846	1.4823	0.3102
CEL00515	00940005	3PL	0.8052	1.2806	0.3102
CEL00330	00545930	3PL	0.7916	1.2972	0.3102
CEL00284	00437120	3PL	1.0869	1.1954	0.3102
CEL00285	00437122	3PL	0.8873	–0.1797	0.3102
CEL00286	00437124	3PL	0.9108	0.0601	0.3102
CEL00730	01057174	2PL	1.2371	0.1421	n/a
CEL00782	01208376	2PL	1.3451	0.7166	n/a
CEL00788	01208389	2PL	0.6360	–0.1764	n/a
CEL00471	00803313	2PL	1.5507	–0.2580	n/a
CEL00787	01208387	2PL	1.0247	–0.0817	n/a
CEL00397	00676867	2PL	0.8978	–0.3845	n/a
CEL00836	01210292	2PL	1.1751	0.7572	n/a
CEL00400	00676873	2PL	1.2704	1.4602	n/a
CEL00789	01208391	2PL	1.0940	1.3202	n/a
CEL00463	00803297	2PL	1.0819	1.1752	n/a

Note: These parameters were not used for calculating 2017–18 scores.

Table M-2: Unscaled Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	1.5428	–0.3608	0.2791
CEL00425	00687427	3PL	4.0594	0.0180	0.2791
CEL00154	00382862	3PL	1.4919	–0.2461	0.2791
CEL00177	00382908	3PL	1.2659	–0.2364	0.2791
CEL00484	00803461	3PL	1.3741	–0.0387	0.2791
CEL00554	00940959	3PL	1.5630	0.2550	0.2791
CEL00800	01208912	3PL	0.2972	–0.4976	0.2791
CEL00352	00546104	3PL	1.1782	0.6603	0.2791
CEL00186	00382926	3PL	1.2723	0.1156	0.2791
CEL00357	00546114	3PL	1.0217	0.4250	0.2791
CEL00435	00687449	3PL	1.5683	–0.3641	0.2791
CEL00356	00546112	3PL	1.6726	–0.0804	0.2791
CEL00793	01208897	3PL	1.8903	0.6135	0.2791
CEL00843	01210299	3PL	1.5418	0.2437	0.2791
CEL00744	01057650	3PL	1.5149	0.8049	0.2791
CEL00557	00940965	3PL	1.5919	0.2052	0.2791
CEL00736	01057633	3PL	1.8902	0.6816	0.2791
CEL00738	01057637	3PL	1.3670	0.5515	0.2791
CEL00740	01057641	3PL	1.0947	0.6225	0.2791
CEL00739	01057639	3PL	1.3190	0.8023	0.2791

Note: These parameters were not used for calculating 2017–18 scores.

Table M-3: Unscaled Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	1.2837	–0.1417	0.3081
CEL00538	00940177	3PL	1.3181	0.3389	0.3081
CEL00307	00437690	3PL	1.4475	0.2779	0.3081
CEL00804	01209037	3PL	2.1456	0.5151	0.3081
CEL00531	00940162	3PL	2.9077	0.6711	0.3081
CEL00224	00383002	3PL	2.1937	0.2366	0.3081
CEL00363	00546267	3PL	2.1251	–0.0019	0.3081
CEL00806	01209041	3PL	2.8860	0.2595	0.3081
CEL00453	00693734	3PL	0.8053	0.7986	0.3081
CEL00754	01059779	3PL	2.8544	0.3081	0.3081
CEL00230	00383014	3PL	0.7373	0.5310	0.3081
CEL00540	00940181	3PL	1.7204	0.0136	0.3081
CEL00805	01209039	3PL	1.4851	0.7244	0.3081
CEL00451	00693730	3PL	2.3779	0.6989	0.3081
CEL00532	00940164	3PL	1.1449	0.6442	0.3081
CEL00489	00803591	3PL	1.5362	0.5733	0.3081
CEL00541	00940183	3PL	1.6958	0.9068	0.3081
CEL00437	00693699	3PL	2.1084	0.3216	0.3081
CEL00438	00693701	3PL	1.7427	0.7246	0.3081
CEL00439	00693703	3PL	1.3577	0.4683	0.3081

Note: These parameters were not used for calculating 2017–18 scores.

Table M-4: Unscaled Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	1.3747	0.9758	0.2980
CEL00262	00383078	3PL	1.0754	−0.4756	0.2980
CEL00551	00940438	3PL	1.1498	−0.0953	0.2980
CEL00823	01209203	3PL	0.6322	0.0605	0.2980
CEL00319	00437841	3PL	1.4898	−0.3201	0.2980
CEL00379	00546440	3PL	1.9148	0.4661	0.2980
CEL00542	00940419	3PL	1.3190	−0.4007	0.2980
CEL10017	n/a	3PL	1.5229	0.3389	0.2980
CEL00995	01211127	3PL	0.9225	0.1778	0.2980
CEL00817	01209180	3PL	2.1634	0.5223	0.2980
CEL00386	00546454	3PL	0.5671	−0.0099	0.2980
CEL00412	00682950	3PL	1.7967	−0.4974	0.2980
CEL00818	01209182	3PL	1.4654	0.6096	0.2980
CEL10032	n/a	3PL	1.5697	0.1933	0.2980
CEL00997	01211129	3PL	1.2176	0.4830	0.2980
CEL00761	01059869	3PL	0.9765	0.3401	0.2980
CEL00865	01210321	3PL	1.9857	−0.0288	0.2980
CEL00546	00940427	3PL	1.3693	−0.0848	0.2980
CEL00547	00940429	3PL	0.8599	0.2991	0.2980
CEL00549	00940433	3PL	1.4665	0.0074	0.2980

Note: These parameters were not used for calculating 2017–18 scores.

Table M-5: Unscaled Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
CES00674	01057183	2PL	0.9970	-0.5102	n/a	n/a	n/a	n/a	n/a
CES00346	00680889	2PL	0.9642	0.5383	n/a	n/a	n/a	n/a	n/a
CES00436	00940039	2PL	0.8243	-0.2906	n/a	n/a	n/a	n/a	n/a
CES00770	01210323	2PL	1.0617	-0.1904	n/a	n/a	n/a	n/a	n/a
CES00396	00803337	2PL	1.1790	-0.6228	n/a	n/a	n/a	n/a	n/a
CES00680	01057195	2PL	1.4870	-0.3565	n/a	n/a	n/a	n/a	n/a
CES00391	00803327	2PL	0.8485	-0.4989	n/a	n/a	n/a	n/a	n/a
CES00675	01057185	2PL	1.1475	0.0886	n/a	n/a	n/a	n/a	n/a
CES00728	01208460	2PL	1.0281	-0.3312	n/a	n/a	n/a	n/a	n/a
CES00723	01208450	2PL	1.3344	-0.8247	n/a	n/a	n/a	n/a	n/a
CES00290	00545983	2PL	1.0113	0.3139	n/a	n/a	n/a	n/a	n/a
CES00287	00545977	2PL	1.2631	0.0984	n/a	n/a	n/a	n/a	n/a
CES00148	00382772	2PL	1.3503	-0.9373	n/a	n/a	n/a	n/a	n/a
CES00818	01210562	GPC	n/a	n/a	1.3409	0.5679	1.0269	n/a	n/a
CES00774	01210327	GPC	n/a	n/a	1.1483	0.7577	0.4316	n/a	n/a
CES00439	00940045	GPC	n/a	n/a	1.2559	0.8366	0.8354	n/a	n/a
CES00967	01211280	GPC	n/a	n/a	1.1510	0.6215	0.4288	n/a	n/a
CES10058	n/a	GPC	n/a	n/a	1.4396	-0.2323	0.8458	n/a	n/a
CES00778	01210331	GPC	n/a	n/a	1.5077	0.0877	1.1151	n/a	n/a
CES00649	01003861	GPC	n/a	n/a	1.0563	-0.3658	0.0391	0.7087	1.7890

Note: These parameters were not used for calculating 2017–18 scores.

Table M-6: Unscaled Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
CES00252	00437531	2PL	2.2185	0.1306	n/a	n/a	n/a	n/a	n/a
CES00402	00803468	2PL	2.5427	0.2050	n/a	n/a	n/a	n/a	n/a
CES00258	00437544	2PL	1.0774	0.0293	n/a	n/a	n/a	n/a	n/a
CES00168	00383154	2PL	1.9525	-0.1420	n/a	n/a	n/a	n/a	n/a
CES00780	01210333	2PL	2.4615	-0.0036	n/a	n/a	n/a	n/a	n/a
CES00692	01059014	2PL	2.3151	0.0509	n/a	n/a	n/a	n/a	n/a
CES00371	00687645	2PL	2.7638	-0.0220	n/a	n/a	n/a	n/a	n/a
CES00304	00546147	2PL	2.3235	0.1912	n/a	n/a	n/a	n/a	n/a
CES00693	01059016	2PL	2.4353	0.2891	n/a	n/a	n/a	n/a	n/a
CES00741	01208978	2PL	1.8918	0.1521	n/a	n/a	n/a	n/a	n/a
CES00920	01211035	2PL	1.7946	0.4263	n/a	n/a	n/a	n/a	n/a
CES00471	00940353	2PL	1.5730	0.5869	n/a	n/a	n/a	n/a	n/a
CES00687	01059004	2PL	1.8672	0.4979	n/a	n/a	n/a	n/a	n/a
CES00835	01210664	GPC	n/a	n/a	2.2838	0.4356	0.5823	n/a	n/a
CES00925	01211040	GPC	n/a	n/a	2.5401	0.3345	0.4874	n/a	n/a
CES00178	00383174	GPC	n/a	n/a	2.2299	0.3548	0.3977	n/a	n/a
CES00466	00940342	GPC	n/a	n/a	1.9679	0.6171	0.4241	n/a	n/a
CES00406	00803476	GPC	n/a	n/a	2.7947	0.1230	0.5091	n/a	n/a
CES00467	00940344	GPC	n/a	n/a	2.8491	0.2509	0.5087	n/a	n/a
CES00739	01208974	GPC	n/a	n/a	2.4136	0.0137	0.0780	0.4658	1.0939

Note: These parameters were not used for calculating 2017–18 scores.

Table M-7: Unscaled Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
CES00183	00383187	2PL	1.3231	0.2799	n/a	n/a	n/a	n/a	n/a
CES00455	00940203	2PL	1.6380	-0.5664	n/a	n/a	n/a	n/a	n/a
CES00790	01210343	2PL	1.6322	-0.1640	n/a	n/a	n/a	n/a	n/a
CES00412	00803613	2PL	1.3074	0.5102	n/a	n/a	n/a	n/a	n/a
CES00752	01209118	2PL	1.6962	0.9108	n/a	n/a	n/a	n/a	n/a
CES00456	00940205	2PL	1.6934	0.5467	n/a	n/a	n/a	n/a	n/a
CES00747	01209108	2PL	1.9406	0.3540	n/a	n/a	n/a	n/a	n/a
CES00856	01210762	2PL	1.5959	0.7449	n/a	n/a	n/a	n/a	n/a
CES00449	00940191	2PL	1.9350	0.4536	n/a	n/a	n/a	n/a	n/a
CES00263	00437722	2PL	1.8224	0.0021	n/a	n/a	n/a	n/a	n/a
CES00847	01210729	2PL	2.2871	0.4913	n/a	n/a	n/a	n/a	n/a
CES00386	00693765	2PL	2.2714	0.7331	n/a	n/a	n/a	n/a	n/a
CES00190	00383201	2PL	2.3365	0.3767	n/a	n/a	n/a	n/a	n/a
CES00748	01209110	GPC	n/a	n/a	2.5552	0.4618	0.5745	n/a	n/a
CES00706	01059809	GPC	n/a	n/a	2.6787	0.1187	0.3822	n/a	n/a
CES00958	01211254	GPC	n/a	n/a	2.2929	0.2048	0.3424	n/a	n/a
CES00701	01059799	GPC	n/a	n/a	2.3942	0.2058	0.5458	n/a	n/a
CES00849	01210733	GPC	n/a	n/a	3.1475	-0.0018	0.2877	n/a	n/a
CES00708	01059813	GPC	n/a	n/a	3.0912	0.0077	0.3959	n/a	n/a
CES00635	01003521	GPC	n/a	n/a	2.4972	-0.1115	0.0639	0.4485	0.9949

Note: These parameters were not used for calculating 2017–18 scores.

Table M-8: Unscaled Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	α	γ_1	γ_2	γ_3	γ_4
CES00335	00546487	2PL	1.6704	0.7403	n/a	n/a	n/a	n/a	n/a
CES00475	00940480	2PL	1.0277	-0.1021	n/a	n/a	n/a	n/a	n/a
CES00872	01210841	2PL	1.7416	0.4270	n/a	n/a	n/a	n/a	n/a
CES00476	00940482	2PL	2.2291	0.8072	n/a	n/a	n/a	n/a	n/a
CES00483	00940497	2PL	1.6808	0.7466	n/a	n/a	n/a	n/a	n/a
CES00801	01210354	2PL	2.4167	0.5068	n/a	n/a	n/a	n/a	n/a
CES00477	00940484	2PL	2.2272	0.5799	n/a	n/a	n/a	n/a	n/a
CES00759	01209258	2PL	1.8212	0.4949	n/a	n/a	n/a	n/a	n/a
CES00897	01210890	2PL	2.9540	0.2736	n/a	n/a	n/a	n/a	n/a
CES00764	01209269	2PL	2.5297	0.0737	n/a	n/a	n/a	n/a	n/a
CES00802	01210355	2PL	1.5575	0.0247	n/a	n/a	n/a	n/a	n/a
CES00367	00683682	2PL	1.8327	0.3933	n/a	n/a	n/a	n/a	n/a
CES00236	00383295	2PL	2.2089	0.2116	n/a	n/a	n/a	n/a	n/a
CES00274	00437871	GPC	n/a	n/a	2.5702	0.1949	0.3582	n/a	n/a
CES10052	n/a	GPC	n/a	n/a	2.1887	0.1389	0.2391	n/a	n/a
CES00364	00683675	GPC	n/a	n/a	2.5692	0.1265	0.3514	n/a	n/a
CES00712	01059905	GPC	n/a	n/a	3.0451	0.1403	0.3781	n/a	n/a
CES00486	00940503	GPC	n/a	n/a	2.5144	-0.0674	0.2577	n/a	n/a
CES00808	01210361	GPC	n/a	n/a	2.8349	0.1150	0.2678	n/a	n/a
CES00969	01211282	GPC	n/a	n/a	2.6248	-0.1914	-0.0622	0.2856	0.7618

Note: These parameters were not used for calculating 2017–18 scores.

Table M-9: Unscaled Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3
CER01031	01210026	3PL	1.0755	0.6704	0.4110	n/a	n/a	n/a	n/a
CER01030	01210024	3PL	0.7331	1.1840	0.2968	n/a	n/a	n/a	n/a
CER01041	01210046	3PL	1.7707	1.8618	0.2647	n/a	n/a	n/a	n/a
CER01314	01210917	3PL	1.6178	1.5614	0.3148	n/a	n/a	n/a	n/a
CER01315	01210918	3PL	0.3361	0.6461	0.0544	n/a	n/a	n/a	n/a
CER01312	01210915	3PL	1.3773	0.9675	0.3335	n/a	n/a	n/a	n/a
CER01316	01210919	3PL	3.7005	1.3704	0.3413	n/a	n/a	n/a	n/a
CER01216	01210596	3PL	1.6791	1.9271	0.3263	n/a	n/a	n/a	n/a
CER01311	01210914	3PL	3.6777	1.6664	0.2625	n/a	n/a	n/a	n/a
CER01034	01210032	3PL	1.1639	0.6547	0.2434	n/a	n/a	n/a	n/a
CER01179	01210529	3PL	2.0170	1.5678	0.3488	n/a	n/a	n/a	n/a
CER01025	01210014	3PL	2.9734	1.2614	0.2474	n/a	n/a	n/a	n/a
CER01079	01210122	3PL	2.8405	1.3101	0.3489	n/a	n/a	n/a	n/a
CER01055	01210074	3PL	4.3295	1.3551	0.2285	n/a	n/a	n/a	n/a
CER01083	01210130	2PL	1.7099	1.4966	n/a	n/a	n/a	n/a	n/a
CER01027	01210018	2PL	2.0244	1.5252	n/a	n/a	n/a	n/a	n/a
CER01047	01210058	3PL	1.4430	1.7259	0.1578	n/a	n/a	n/a	n/a
CER01057	01210078	3PL	1.1840	1.4644	0.2032	n/a	n/a	n/a	n/a
CER01066	01210096	GPC	n/a	n/a	n/a	2.3881	-0.1762	0.1071	0.2459
CER01033	01210030	GPC	n/a	n/a	n/a	2.5975	-0.1112	0.1547	0.3329

Note: These parameters were not used for calculating 2017–18 scores.

Table M-10: Unscaled Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00348	00546026	3PL	1.1511	0.5617	0.2241
CER00353	00546036	3PL	1.7331	0.2115	0.2805
CER00270	00437237	3PL	0.9340	1.4214	0.1943
CER01090	01210364	3PL	1.2345	0.3027	0.2867
CER01212	01210592	3PL	1.1952	1.1452	0.1629
CER00032	00240821	3PL	1.3201	0.3874	0.3276
CER00011	00240727	3PL	0.9568	0.2928	0.1663
CER00009	00240723	3PL	1.2261	0.0272	0.2515
CER01099	01210373	3PL	1.3856	0.0556	0.1931
CER00336	00545999	3PL	1.7837	0.7453	0.3207
CER00343	00546014	3PL	1.6689	-0.0362	0.2611
CER01100	01210374	3PL	1.4038	1.2303	0.1915
CER01101	01210375	3PL	1.5611	0.0507	0.0855
CER00442	00680991	3PL	1.7173	0.3317	0.2454
CER01200	01210580	3PL	1.8192	0.7051	0.3442
CER00955	01208496	3PL	1.7669	0.8933	0.2446
CER00211	00353933	3PL	2.8513	-0.0686	0.2399
CER00220	00353951	3PL	1.6414	-0.2295	0.2089
CER00545	00940074	3PL	1.2132	0.3489	0.0896
CER01192	01210559	3PL	1.2177	0.4788	0.1988
CER00546	00940076	3PL	1.0578	0.1619	0.0658
CER00877	01059047	3PL	0.9980	0.3022	0.1175
CER00338	00546003	3PL	1.5149	0.0599	0.0737
CER00949	01208484	3PL	0.9695	1.0320	0.2075
CER00355	00546040	3PL	1.3880	0.9395	0.2018
CER00957	01208500	3PL	1.1023	1.3440	0.2783
CER00958	01208502	3PL	2.3507	-0.0085	0.2284
CER00959	01208504	3PL	1.9066	0.8317	0.2023
CER01103	01210377	3PL	1.9979	0.5129	0.2767
CER01104	01210378	3PL	1.1433	-0.1955	0.2075
CER01105	01210379	3PL	1.8359	0.3533	0.1882
CER01094	01210368	3PL	0.8622	0.4824	0.1170
CER01096	01210370	3PL	1.8256	0.2980	0.2201
CER01171	01210493	3PL	1.3327	0.3695	0.1644
CER01097	01210371	3PL	1.0005	0.5636	0.1471

Note: These parameters were not used for calculating 2017–18 scores.

Table M-11: Unscaled Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	1.2009	0.3804	0.0731
CER00463	00691065	3PL	1.1226	0.9118	0.1931
CER01242	01210671	3PL	1.5010	0.6590	0.0943
CER00050	00241059	3PL	0.9475	1.0008	0.2356
CER00964	01208922	3PL	1.4776	0.5942	0.2966
CER00052	00241063	3PL	1.1349	0.7309	0.2155
CER00072	00241154	3PL	1.1255	0.4534	0.0793
CER01108	01210382	3PL	1.3051	0.5996	0.1931
CER01107	01210381	3PL	1.5368	0.8668	0.2424
CER00377	00546207	3PL	0.9570	0.4281	0.1460
CER00898	01059107	3PL	1.7377	0.2247	0.0886
CER00897	01059105	3PL	1.9992	0.8326	0.3501
CER01241	01210657	3PL	0.7242	0.9494	0.0956
CER00458	00691051	3PL	1.3942	0.5383	0.1080
CER00296	00437620	3PL	1.2426	0.3487	0.1130
CER00498	00803539	3PL	1.1851	0.1825	0.1111
CER00235	00354168	3PL	1.6153	0.3262	0.1157
CER00896	01059103	3PL	1.0207	-0.0169	0.1931
CER00599	00940990	3PL	1.9558	0.5626	0.2207
CER01110	01210384	3PL	1.1468	0.0457	0.1067
CER00900	01059111	3PL	1.6848	0.2869	0.2028
CER00604	00941000	3PL	2.6186	0.0730	0.2122
CER00600	00940992	3PL	2.0717	0.6185	0.2247
CER00972	01208938	3PL	1.3784	0.2759	0.1735
CER00895	01059101	3PL	1.6407	0.6669	0.1895
CER01113	01210387	3PL	1.0552	0.5187	0.1931
CER01114	01210388	3PL	0.9729	0.9460	0.1931
CER01115	01210389	3PL	1.5471	0.2441	0.2621
CER01112	01210386	3PL	2.1982	0.2793	0.2491
CER01161	01210483	3PL	1.7849	0.0727	0.1463
CER01121	01210395	3PL	1.2247	0.5196	0.1931
CER01123	01210397	3PL	1.8994	0.3952	0.1960
CER00974	01208944	3PL	1.9061	0.4571	0.1913
CER00975	01208946	3PL	1.1243	0.2398	0.1931
CER00977	01208950	3PL	1.9296	0.9211	0.1961

Note: These parameters were not used for calculating 2017–18 scores.

Table M-12: Unscaled Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.8473	0.0898	0.1947
CER00982	01209064	3PL	1.1719	0.1750	0.1947
CER00128	00241514	3PL	1.7115	–0.1970	0.0376
CER00380	00546334	3PL	0.6860	0.2759	0.1721
CER00513	00803707	3PL	1.2269	0.6205	0.1947
CER00303	00437751	3PL	1.2766	0.4093	0.1947
CER00393	00546361	3PL	1.1586	0.7268	0.1947
CER00987	01209074	3PL	0.9349	0.2958	0.1947
CER00988	01209076	3PL	0.8946	0.7760	0.1947
CER00934	01060128	3PL	0.9632	0.4992	0.1947
CER00510	00803693	3PL	0.5675	0.3755	0.1947
CER00514	00803709	3PL	1.9765	0.8590	0.1457
CER00985	01209070	3PL	1.6656	0.1449	0.1947
CER00564	00940275	3PL	1.4333	0.6435	0.1795
CER00990	01209080	3PL	1.5461	–0.1183	0.0351
CER00515	00803711	3PL	1.4248	0.8211	0.1947
CER00563	00940273	3PL	1.4021	0.0983	0.1683
CER01128	01210402	3PL	1.3004	–0.0650	0.1211
CER00402	00546380	3PL	1.2491	0.0218	0.1465
CER00932	01060124	3PL	1.7357	0.4439	0.1898
CER00937	01060134	3PL	1.6002	0.6755	0.2067
CER00569	00940285	3PL	1.8269	0.7416	0.1779
CER00144	00241558	3PL	1.7196	0.1556	0.2205
CER00145	00241560	3PL	1.8509	0.1157	0.2493
CER00143	00241556	3PL	1.1625	0.6924	0.1726
CER10050	n/a	3PL	1.5573	0.4531	0.1619
CER10051	n/a	3PL	1.9914	0.6326	0.2064
CER10052	n/a	3PL	2.6912	0.4563	0.2284
CER10056	n/a	3PL	2.0202	0.1724	0.2613
CER01130	01210404	3PL	2.5952	0.0678	0.1658
CER01173	01210495	3PL	2.6595	0.4470	0.2271
CER01133	01210407	3PL	2.3533	0.0103	0.1809
CER00521	00803735	3PL	1.5317	0.4507	0.1802
CER00523	00803739	3PL	1.1737	0.7149	0.1966
CER00524	00803741	3PL	1.6787	0.3420	0.1990

Note: These parameters were not used for calculating 2017–18 scores.

Table M-13: Unscaled Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	1.6928	-0.2300	0.2059
CER01415	01211145	3PL	0.9522	-0.4032	0.2059
CER01143	01210417	3PL	0.9204	0.1105	0.2059
CER00327	00437909	3PL	1.1287	0.2980	0.2059
CER00531	00804714	3PL	1.0656	0.2492	0.2528
CER00451	00684030	3PL	0.7075	-0.1211	0.2059
CER00471	00717216	3PL	1.2039	-0.0890	0.2059
CER01006	01209227	3PL	1.3208	-0.4416	0.2059
CER00911	01059967	3PL	1.4136	-0.3266	0.0546
CER01005	01209225	3PL	1.1222	0.2884	0.1345
CER00157	00241779	3PL	1.0134	0.0971	0.2059
CER00242	00354274	3PL	2.4199	1.2642	0.2059
CER00533	00804718	3PL	0.6569	0.7636	0.2059
CER00918	01059981	3PL	1.0450	0.4904	0.2059
CER00419	00546536	3PL	1.4791	0.4276	0.2059
CER00457	00684045	3PL	1.4629	0.6541	0.2002
CER00321	00437896	3PL	1.4111	0.7315	0.2059
CER00418	00546534	3PL	1.3225	0.0061	0.2059
CER01007	01209229	3PL	1.5528	0.3865	0.3094
CER00912	01059969	3PL	0.7629	0.3815	0.2059
CER00443	00683949	3PL	1.2122	0.1974	0.2153
CER01309	01210900	3PL	1.3068	0.4004	0.1844
CER10057	n/a	3PL	0.7343	0.1928	0.2059
CER10058	n/a	3PL	1.0439	0.0554	0.1158
CER10063	n/a	3PL	1.2197	-0.0154	0.1594
CER01016	01209249	3PL	1.1105	0.7801	0.2310
CER01017	01209251	3PL	1.5662	0.4210	0.1580
CER01014	01209245	3PL	2.0962	0.2436	0.1894
CER10088	n/a	3PL	2.1336	0.2251	0.2079
CER10089	n/a	3PL	2.1315	0.1522	0.2451
CER10092	n/a	3PL	1.9438	0.3057	0.2145
CER10094	n/a	3PL	1.7356	0.0898	0.2057
CER01011	01209238	3PL	0.9956	0.4689	0.1501
CER01012	01209240	3PL	1.4614	0.0069	0.3034
CER01013	01209242	3PL	1.6845	0.4685	0.1932

Note: These parameters were not used for calculating 2017–18 scores.

Table M-14: Unscaled Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00896	01210200	3PL	1.3884	1.7799	0.4679	n/a	n/a	n/a	n/a	n/a
CEW00932	01210272	3PL	2.9528	1.8947	0.2477	n/a	n/a	n/a	n/a	n/a
CEW00885	01210178	3PL	2.8322	1.8752	0.2407	n/a	n/a	n/a	n/a	n/a
CEW00876	01210160	3PL	1.1554	1.5520	0.4573	n/a	n/a	n/a	n/a	n/a
CEW00884	01210176	3PL	1.7564	2.0955	0.2235	n/a	n/a	n/a	n/a	n/a
CEW00905	01210218	3PL	1.0876	2.0189	0.2495	n/a	n/a	n/a	n/a	n/a
CEW00875	01210158	3PL	1.1489	1.8420	0.3120	n/a	n/a	n/a	n/a	n/a
CEW00931	01210270	3PL	2.3846	2.0305	0.1690	n/a	n/a	n/a	n/a	n/a
CEW00877	01210162	2PL	0.9260	−0.4775	n/a	n/a	n/a	n/a	n/a	n/a
CEW00909	01210226	2PL	0.8853	−0.2130	n/a	n/a	n/a	n/a	n/a	n/a
CEW00868	01210144	2PL	0.9658	0.0215	n/a	n/a	n/a	n/a	n/a	n/a
CEW00898	01210204	2PL	0.9629	−0.2894	n/a	n/a	n/a	n/a	n/a	n/a
CEW00919	01210246	GPC	n/a	n/a	n/a	0.7934	−0.5465	0.4596	n/a	n/a
CEW00889	01210186	GPC	n/a	n/a	n/a	1.0967	−0.9568	0.8564	n/a	n/a
CEW00890	01210188	GPC	n/a	n/a	n/a	0.9727	−0.8276	0.0886	n/a	n/a
CEW00891	01210190	GPC	n/a	n/a	n/a	1.8239	0.2470	1.3723	n/a	n/a
CEW00923	01210254	GPC	n/a	n/a	n/a	2.0646	0.4763	2.0660	n/a	n/a
CEW00871	01210150	GPC	n/a	n/a	n/a	2.1060	0.3467	1.6964	n/a	n/a
CEW00989	01210552	GPC	n/a	n/a	n/a	1.5669	0.5420	1.7926	n/a	n/a
CEW00902	01210212	GPC	n/a	n/a	n/a	1.3697	0.6695	2.0491	n/a	n/a

Note: These parameters were not used for calculating 2017–18 scores.

Table M-15: Unscaled Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	1.2392	-0.0795	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00020	00353996	3PL	1.7544	-0.2326	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00004	00353963	3PL	2.1078	0.2460	0.3583	n/a	n/a	n/a	n/a	n/a
CEW00298	00681402	3PL	4.7710	0.0895	0.2879	n/a	n/a	n/a	n/a	n/a
CEW00939	01210436	3PL	2.6606	0.4926	0.3096	n/a	n/a	n/a	n/a	n/a
CEW00220	00546085	3PL	2.7737	0.2481	0.3064	n/a	n/a	n/a	n/a	n/a
CEW00021	00353998	3PL	1.1187	0.4251	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00209	00546063	3PL	2.1823	0.2194	0.3297	n/a	n/a	n/a	n/a	n/a
CEW00941	01210438	3PL	4.2625	0.5358	0.2923	n/a	n/a	n/a	n/a	n/a
CEW00940	01210437	3PL	2.7073	0.1609	0.3684	n/a	n/a	n/a	n/a	n/a
CEW00796	01208524	3PL	1.8233	0.3772	0.2070	n/a	n/a	n/a	n/a	n/a
CEW00981	01210528	3PL	0.8755	1.0382	0.3013	n/a	n/a	n/a	n/a	n/a
CEW00800	01208532	3PL	0.9649	1.5315	0.3520	n/a	n/a	n/a	n/a	n/a
CEW00974	01210499	3PL	1.6655	0.2494	0.3186	n/a	n/a	n/a	n/a	n/a
CEW00975	01210500	3PL	1.0701	0.6821	0.2000	n/a	n/a	n/a	n/a	n/a
CEW00976	01210501	3PL	1.0040	0.6344	0.2106	n/a	n/a	n/a	n/a	n/a
CEW00390	00940137	3PL	2.7721	0.7129	0.3373	n/a	n/a	n/a	n/a	n/a
CEW00391	00940139	3PL	2.4909	0.5397	0.3665	n/a	n/a	n/a	n/a	n/a
CEW00392	00940141	3PL	2.3574	0.3671	0.3589	n/a	n/a	n/a	n/a	n/a
CEW00389	00940135	GPC	n/a	n/a	n/a	1.6828	-0.5286	0.4498	1.8098	n/a
CEW00995	01210574	GPC	n/a	n/a	n/a	1.7591	-0.6021	0.1858	1.1636	n/a
CEW00381	00940119	GPC	n/a	n/a	n/a	1.6109	-0.5007	0.3876	1.6343	n/a
CEW00802	01208536	GPC	n/a	n/a	n/a	1.5822	-0.5221	0.4107	1.5348	n/a
CEW01084	01210937	GPC	n/a	n/a	n/a	1.2982	-0.4587	0.1617	0.7917	2.2675

Note: These parameters were not used for calculating 2017–18 scores.

Table M-16: Unscaled Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00100	00354226	3PL	1.7602	0.0197	0.2793	n/a	n/a	n/a	n/a	n/a
CEW00088	00354202	3PL	1.6431	-0.0055	0.2793	n/a	n/a	n/a	n/a	n/a
CEW00077	00354179	3PL	2.5811	0.4414	0.3411	n/a	n/a	n/a	n/a	n/a
CEW00228	00546226	3PL	1.2895	0.4230	0.2793	n/a	n/a	n/a	n/a	n/a
CEW00090	00354206	3PL	2.5718	0.4567	0.3767	n/a	n/a	n/a	n/a	n/a
CEW00239	00546248	3PL	1.7245	0.5443	0.2296	n/a	n/a	n/a	n/a	n/a
CEW00950	01210447	3PL	1.5921	0.4319	0.2576	n/a	n/a	n/a	n/a	n/a
CEW00813	01208994	3PL	1.5469	0.7553	0.3351	n/a	n/a	n/a	n/a	n/a
CEW00815	01208998	3PL	1.7703	0.2470	0.3157	n/a	n/a	n/a	n/a	n/a
CEW01019	01210694	3PL	2.4199	0.4194	0.3140	n/a	n/a	n/a	n/a	n/a
CEW00747	01059936	3PL	2.0409	0.0003	0.2725	n/a	n/a	n/a	n/a	n/a
CEW00748	01059938	3PL	2.1020	0.0842	0.2516	n/a	n/a	n/a	n/a	n/a
CEW00749	01059940	3PL	2.5224	-0.0333	0.2381	n/a	n/a	n/a	n/a	n/a
CEW00755	01059952	3PL	1.4266	-0.0977	0.2940	n/a	n/a	n/a	n/a	n/a
CEW00756	01059954	3PL	1.7620	0.4175	0.2394	n/a	n/a	n/a	n/a	n/a
CEW00757	01059956	3PL	1.9584	0.2714	0.2440	n/a	n/a	n/a	n/a	n/a
CEW00422	00940377	3PL	2.5796	0.0026	0.3524	n/a	n/a	n/a	n/a	n/a
CEW00423	00940379	3PL	1.8103	0.4016	0.2785	n/a	n/a	n/a	n/a	n/a
CEW00424	00940381	3PL	1.2161	0.4863	0.2793	n/a	n/a	n/a	n/a	n/a
CEW01110	01211075	GPC	n/a	n/a	n/a	1.5806	-0.9120	-0.0288	0.7440	n/a
CEW00175	00437661	GPC	n/a	n/a	n/a	1.5458	-0.8194	0.0250	1.5682	n/a
CEW01015	01210690	GPC	n/a	n/a	n/a	1.7899	-0.7812	-0.0701	0.8205	n/a
CEW00094	00354214	GPC	n/a	n/a	n/a	1.4977	-0.8487	0.0022	0.9161	n/a
CEW01014	01210688	GPC	n/a	n/a	n/a	1.4779	-0.6428	-0.1512	0.5467	1.9898

Note: These parameters were not used for calculating 2017–18 scores.

Table M-17: Unscaled Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	α	γ_1	γ_2	γ_3	γ_4
CEW00265	00546425	3PL	2.5373	0.2422	0.1813	n/a	n/a	n/a	n/a	n/a
CEW00145	00354697	3PL	1.7992	0.0352	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00833	01209140	3PL	2.0305	0.3655	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00832	01209138	3PL	1.9736	0.1668	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00178	00437794	3PL	2.5092	0.4287	0.3457	n/a	n/a	n/a	n/a	n/a
CEW00147	00354701	3PL	0.9026	0.9620	0.4148	n/a	n/a	n/a	n/a	n/a
CEW00837	01209148	3PL	1.7393	0.2825	0.3145	n/a	n/a	n/a	n/a	n/a
CEW00836	01209146	3PL	2.8795	0.7164	0.2725	n/a	n/a	n/a	n/a	n/a
CEW00961	01210458	3PL	2.0784	0.1246	0.2648	n/a	n/a	n/a	n/a	n/a
CEW00262	00546419	3PL	1.3740	0.5306	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00255	00546405	3PL	1.8492	0.4268	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00959	01210456	3PL	1.9628	0.5156	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00256	00546407	3PL	2.5321	-0.0353	0.3153	n/a	n/a	n/a	n/a	n/a
CEW00350	00803765	3PL	1.8446	0.4015	0.1728	n/a	n/a	n/a	n/a	n/a
CEW00351	00803767	3PL	3.6912	0.3716	0.2369	n/a	n/a	n/a	n/a	n/a
CEW00352	00803769	3PL	1.8793	0.3360	0.2761	n/a	n/a	n/a	n/a	n/a
CEW00779	01069233	3PL	1.9576	-0.0569	0.2282	n/a	n/a	n/a	n/a	n/a
CEW00780	01069235	3PL	2.2617	-0.0519	0.1855	n/a	n/a	n/a	n/a	n/a
CEW00781	01069237	3PL	1.8107	0.2650	0.2546	n/a	n/a	n/a	n/a	n/a
CEW00794	01069263	GPC	n/a	n/a	n/a	1.4976	-0.9770	-0.1673	0.9897	n/a
CEW00782	01069239	GPC	n/a	n/a	n/a	1.4654	-1.1986	-0.4247	0.5603	n/a
CEW00842	01209158	GPC	n/a	n/a	n/a	1.4817	-1.0745	-0.0501	0.9148	n/a
CEW00963	01210460	GPC	n/a	n/a	n/a	1.4048	-1.1972	-0.4297	0.9514	n/a
CEW00709	01003901	GPC	n/a	n/a	n/a	1.3854	-0.7800	-0.5173	0.3569	1.8935

Note: These parameters were not used for calculating 2017–18 scores.

Table M-18: Unscaled Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			a	b	c	α	γ_1	γ_2	γ_3	γ_4
CEW00306	00684130	3PL	2.8155	0.2116	0.2305	n/a	n/a	n/a	n/a	n/a
CEW00283	00546586	3PL	2.2217	0.3223	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00060	00354095	3PL	2.5461	0.3399	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00849	01209287	3PL	1.2297	0.1433	0.2915	n/a	n/a	n/a	n/a	n/a
CEW00966	01210463	3PL	1.2180	0.1308	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00278	00546576	3PL	1.8870	0.4314	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00850	01209289	3PL	1.7339	-0.1558	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00041	00354047	3PL	1.2948	0.4218	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00061	00354097	3PL	0.9242	-1.2039	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00279	00546578	3PL	1.7018	-0.0863	0.3800	n/a	n/a	n/a	n/a	n/a
CEW00970	01210467	3PL	2.1166	0.3932	0.1602	n/a	n/a	n/a	n/a	n/a
CEW00855	01209299	3PL	1.7037	0.6280	0.2003	n/a	n/a	n/a	n/a	n/a
CEW00854	01209297	3PL	1.0077	-0.1736	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00431	00940507	3PL	2.0244	0.1046	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00432	00940509	3PL	1.5726	0.6433	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00433	00940511	3PL	0.6979	-1.1902	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00769	01060031	3PL	1.6927	0.0350	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00770	01060033	3PL	1.8015	0.1443	0.3301	n/a	n/a	n/a	n/a	n/a
CEW00771	01060035	3PL	1.6460	0.0310	0.2535	n/a	n/a	n/a	n/a	n/a
CEW00764	01060021	GPC	n/a	n/a	n/a	0.8972	-1.5034	-0.8737	0.4003	n/a
CEW00856	01209301	GPC	n/a	n/a	n/a	1.0169	-1.3544	-0.6064	0.6674	n/a
CEW00971	01210468	GPC	n/a	n/a	n/a	1.3253	-1.4403	-0.3457	0.6655	n/a
CEW00972	01210469	GPC	n/a	n/a	n/a	1.0151	-1.5443	-0.9651	1.0431	n/a
CEW00447	00940539	GPC	n/a	n/a	n/a	0.8817	0.0368	-0.4914	0.4073	1.8093

Note: These parameters were not used for calculating 2017–18 scores.

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Appendix N: Item-Type Correlations

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 initial assessment data.

Note: Because the 2017–18 Edition included initial assessment only, table N-1, which included annual assessment data in previous editions, is not included in this report. However, the table numbering has been maintained to enable edition-to-edition comparisons.

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

Domain	Grade Span	N	Item Type	Raw Score			Pearson Correlation	
				Mean Score	Standard Deviation	Maximum Score		
Listening	K–1	172,694	MC	4.1301	2.2715	10	0.601	
		172,694	DCR	3.1442	2.8049	10		
	2	6,553	MC	4.6966	3.5484	10	0.869	
		6,553	DCR	3.9994	3.9807	10		
Speaking	K–1	172,694	DCR	6.7923	4.4119	13	0.753	
		172,694	CR	4.9832	4.6852	16		
	2	6,553	DCR	5.8506	5.7245	13	0.946	
		6,553	CR	6.2431	6.6326	16		
	3–5	17,055	DCR	4.8209	5.1961	13	0.942	
		17,055	CR	5.4643	6.2401	16		
	6–8	14,457	DCR	3.9506	4.4758	13	0.911	
		14,457	CR	5.9597	6.4027	16		
	9–12	20,934	DCR	3.7279	4.5269	13	0.897	
		20,934	CR	6.3837	6.6299	16		
Reading	K–1	172,694	MC	5.1218	3.0978	14	0.558	
		172,694	DCR	0.5742	0.9390	4		
		172,694	MC	5.1218	3.0978	14		
		172,694	CR	2.5568	2.5519	6		
	K–1	172,694	DCR	0.5742	0.9390	4	0.422	
		172,694	CR	2.5568	2.5519	6		
		172,694	MC	1.3013	1.0441	4		0.348
		172,694	DCR	0.8417	0.9902	4		
Writing	K–1	172,694	MC	1.3013	1.0441	4	0.317	
		172,694	CR	6.6317	4.7814	20		
	K–1	172,694	DCR	0.8417	0.9902	4	0.318	
		172,694	CR	6.6317	4.7814	20		
	2	6,553	MC	7.5988	6.4831	19	0.867	
		6,553	CR	4.0449	4.7009	16		
	3–5	17,055	MC	8.3909	6.6455	19	0.875	
		17,055	CR	5.3540	5.3983	16		
6–8	14,457	MC	8.4757	6.5430	19	0.868		
	14,457	CR	6.2072	5.5426	16			
9–12	20,934	MC	9.2063	6.6254	19	0.880		
	20,934	CR	7.0759	5.4408	16			

Appendix O: Rater Consistency and Reliability

Notes: Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

In the following tables, “discrepant” indicates more than one score point difference between two readers. For example, one reader assigned a score of 1 and the other reader a score of 3.

The population in these tables has changed from annual assessment in previous edition reports to initial assessment (IA) in this report because the 2017–18 Edition included IAs only; therefore, the data cannot be compared to the data in previous reports.

Table O-1: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span K–1

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Copying Letters								
CEW00877	01210162	9	172,694	22,778	21,719	95.4	0	0.0
CEW00909	01210226	10	172,694	24,466	23,000	94.0	0	0.0
CEW00868	01210144	11	172,694	24,406	22,881	93.8	0	0.0
CEW00898	01210204	12	172,694	24,240	22,909	94.5	0	0.0
Copying Words								
CEW00919	01210246	13	172,694	27,816	26,129	93.9	81	0.3
CEW00889	01210186	14	172,694	28,919	27,236	94.2	28	0.1
CEW00890	01210188	15	172,694	29,196	27,544	94.3	65	0.2
Writing Words								
CEW00891	01210190	16	172,694	65,329	64,860	99.3	9	0.0
CEW00923	01210254	17	172,694	73,483	73,251	99.7	1	0.0
CEW00871	01210150	18	172,694	70,741	70,470	99.6	3	0.0
CEW00989	01210552	19	172,694	83,917	83,692	99.7	5	0.0
CEW00902	01210212	20	172,694	82,744	82,296	99.5	3	0.0

Table O-2: Inter-Rater Agreement, Initial Assessment, Writing, Grade 2

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00389	00940135	20	6,553	2,878	2,823	98.1	1	0.0
CEW00995	01210574	21	6,553	3,039	2,985	98.2	1	0.0
CEW00381	00940119	22	6,553	3,029	2,987	98.6	1	0.0
CEW00802	01208536	23	6,553	3,097	3,051	98.5	1	0.0
Short Compositions								
CEW01084	01210937	24	6,553	3,120	3,057	98.0	2	0.1

Table O-3: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span 3–5

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW01110	01211075	20	17,055	6,808	6,654	97.7	3	0.0
CEW00175	00437661	21	17,055	7,498	7,350	98.0	2	0.0
CEW01015	01210690	22	17,055	7,531	7,362	97.8	2	0.0
CEW00094	00354214	23	17,055	7,458	7,291	97.8	4	0.1
Short Compositions								
CEW01014	01210688	24	17,055	7,080	6,918	97.7	1	0.0

Table O-4: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span 6–8

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00794	01069263	20	14,457	5,129	4,955	96.6	1	0.0
CEW00782	01069239	21	14,457	5,493	5,344	97.3	1	0.0
CEW00842	01209158	22	14,457	5,738	5,559	96.9	0	0.0
CEW00963	01210460	23	14,457	5,455	5,326	97.6	1	0.0
Short Compositions								
CEW00709	01003901	24	14,457	5,470	5,290	96.7	1	0.0

Table O-5: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span 9–12

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
Sentences								
CEW00764	01060021	20	20,934	6,097	5,838	95.8	5	0.1
CEW00856	01209301	21	20,934	7,049	6,836	97.0	1	0.0
CEW00971	01210468	22	20,934	6,771	6,544	96.6	1	0.0
CEW00972	01210469	23	20,934	6,642	6,457	97.2	3	0.0
Short Compositions								
CEW00447	00940539	24	20,934	6,939	6,669	96.1	12	0.2

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Appendix P: Test Characteristic and Standard Error Curves

Note: The following test characteristic curves were calculated using item parameter values from the 2015–16 Edition Form Planner that were reused in the 2016–17 Edition and 2017–18 Edition. These item parameters were calculated from random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment students (kindergarten) tested during the AA window.

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

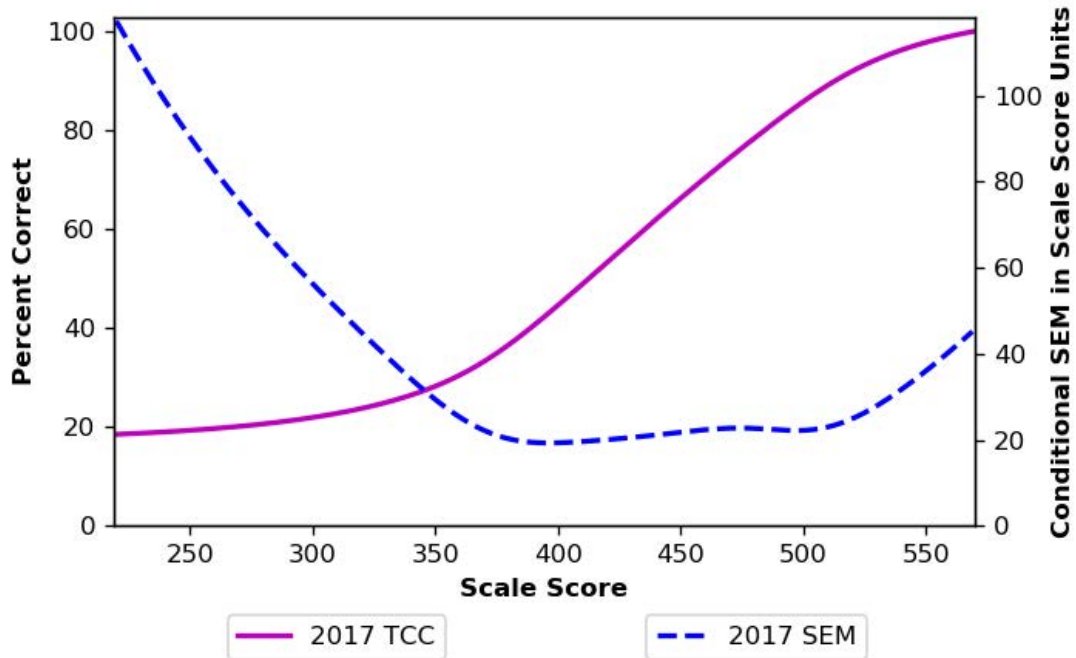


Table P-1: Test Characteristic Percent Correct and Standard Errors, Listening, Grades K–2

Scale Score	Percent Correct	Conditional SEM
225	18	112
250	19	90
275	20	72
300	21	56
325	23	42
350	27	29
375	33	21
400	43	19
425	53	20
450	63	21
475	73	22
500	82	22
525	89	26
550	94	36

Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

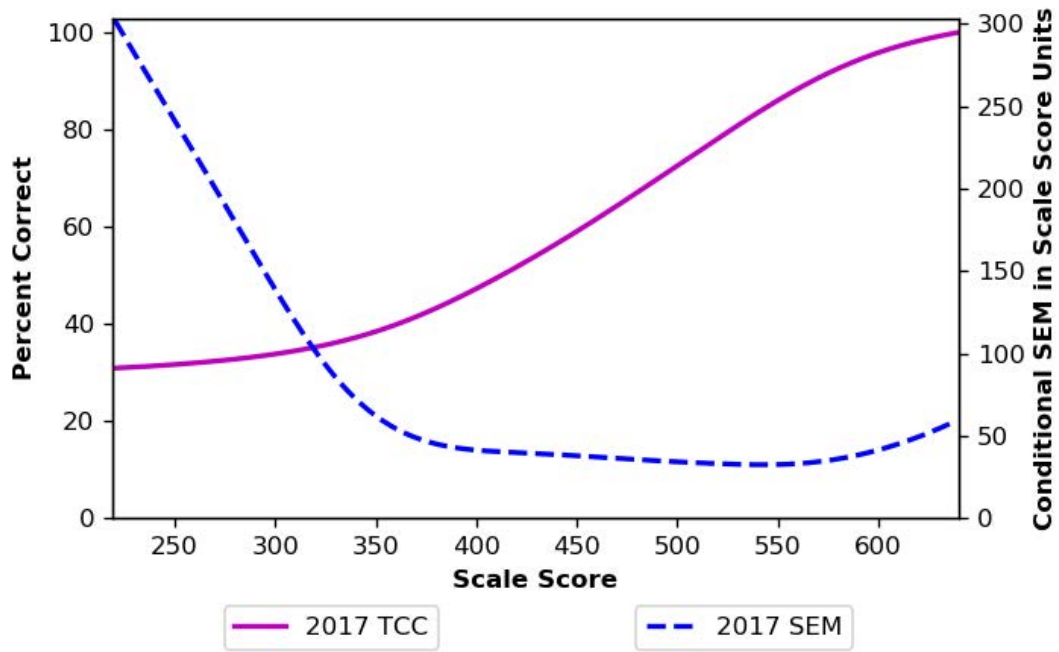


Table P-2: Test Characteristic Percent Correct and Standard Errors, Listening, Grades 3–5

Scale Score	Percent Correct	Conditional SEM
225	30	292
250	30	241
275	31	190
300	32	138
325	34	93
350	37	62
375	40	46
400	45	41
425	51	39
450	56	38
475	63	36
500	69	34
525	76	33
550	82	32
575	87	35
600	92	41
625	94	51

Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

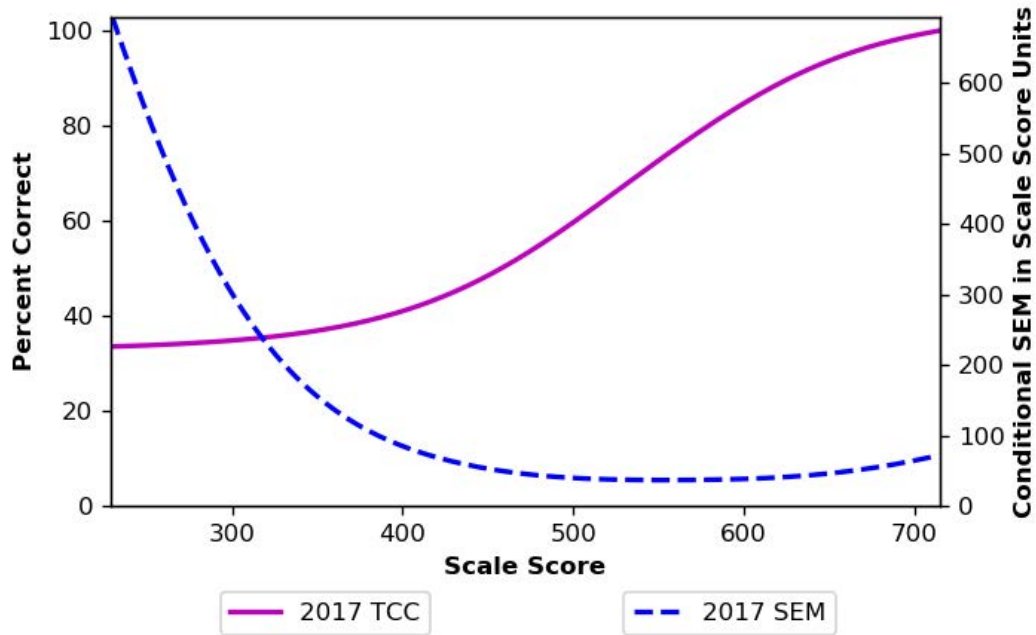


Table P-3: Test Characteristic Percent Correct and Standard Errors, Listening, Grades 6–8

Scale Score	Percent Correct	Conditional SEM
250	32	558
275	32	415
300	33	301
325	34	216
350	35	155
375	37	113
400	39	85
425	42	66
450	46	53
475	51	45
500	56	40
525	63	38
550	69	37
575	75	37
600	80	38
625	85	41
650	89	46
675	92	54
700	94	64

Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

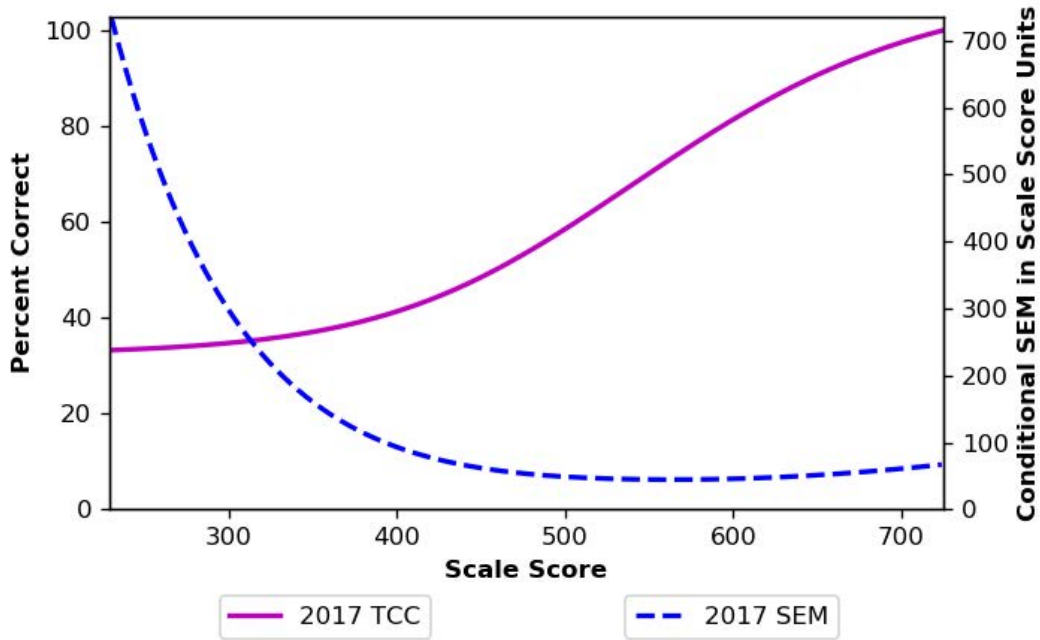


Table P-4: Test Characteristic Percent Correct and Standard Errors, Listening, Grades 9–12

Scale Score	Percent Correct	Conditional SEM
250	31	566
275	31	409
300	32	297
325	33	217
350	34	160
375	36	120
400	38	93
425	41	74
450	45	61
475	49	53
500	54	48
525	59	46
550	65	44
575	70	44
600	75	45
625	80	48
650	84	51
675	87	55
700	90	60

Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

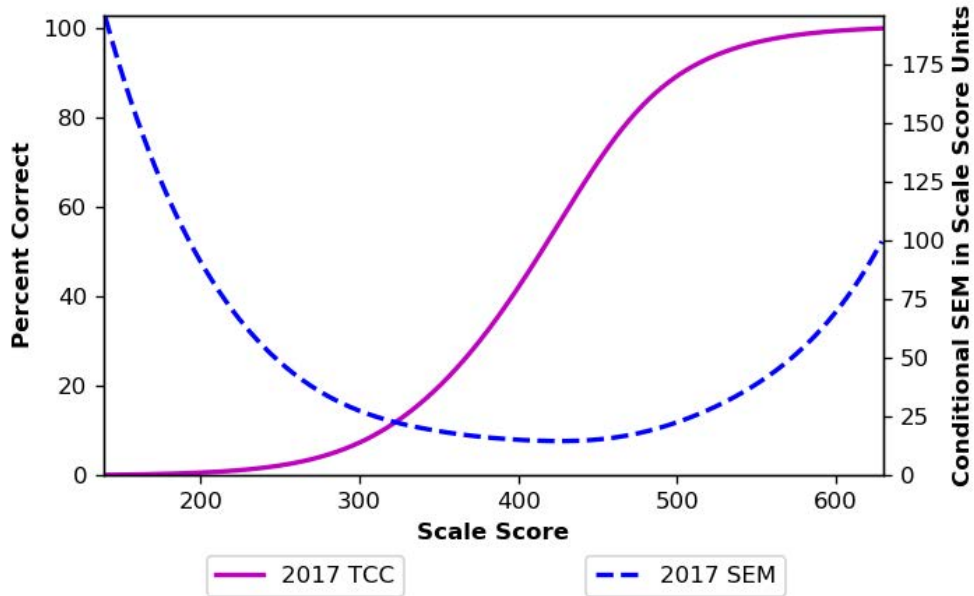


Table P-5: Test Characteristic Percent Correct and Standard Errors, Speaking, Grades K–2

Scale Score	Percent Correct	Conditional SEM
150	0	172
175	0	125
200	1	91
225	1	66
250	2	48
275	4	35
300	7	27
325	12	22
350	20	18
375	30	16
400	42	15
425	56	14
450	70	15
475	81	17
500	89	22
525	94	29
550	96	39
575	98	51
600	99	69
625	99	94

Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

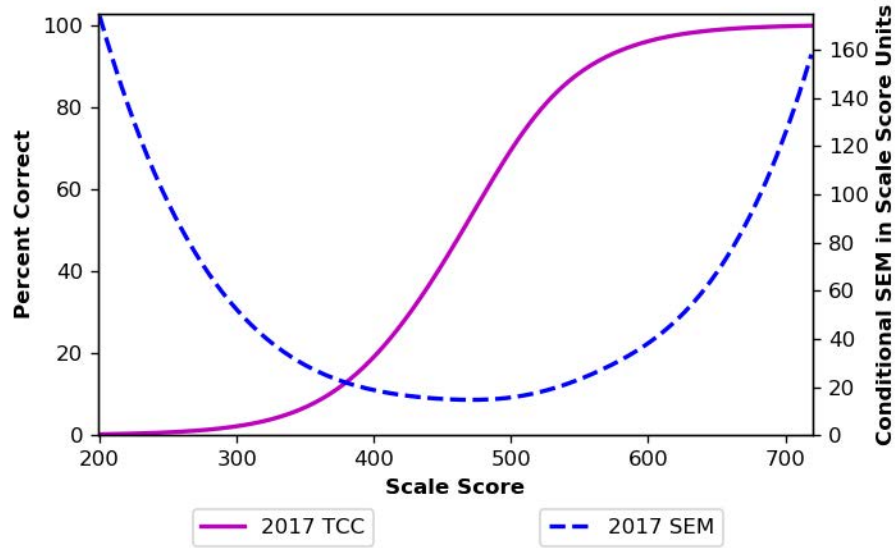


Table P-6: Test Characteristic Percent Correct and Standard Errors, Speaking, Grades 3–5

Scale Score	Percent Correct	Conditional SEM
200	0	173
225	0	130
250	1	96
275	1	70
300	2	52
325	4	38
350	7	29
375	12	22
400	19	18
425	28	16
450	42	15
475	56	14
500	69	15
525	81	18
550	88	23
575	93	29
600	96	38
625	98	50
650	99	67
675	99	91
700	100	125

Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

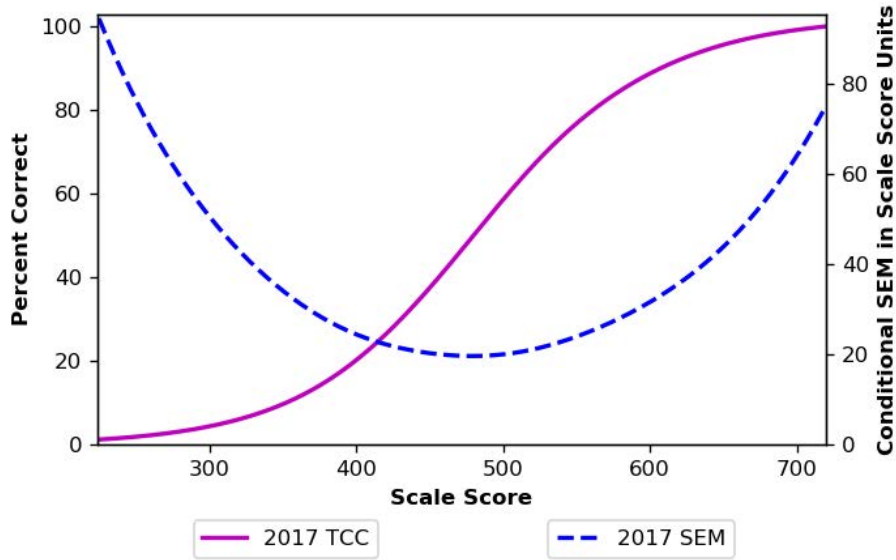


Table P-7: Test Characteristic Percent Correct and Standard Errors, Speaking, Grades 6–8

Scale Score	Percent Correct	Conditional SEM
225	1	94
250	2	76
275	3	62
300	4	50
325	6	41
350	9	34
375	14	28
400	20	24
425	27	21
450	37	20
475	47	19
500	56	20
525	67	21
550	75	24
575	82	27
600	87	31
625	91	37
650	93	43
675	95	52
700	97	64

Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

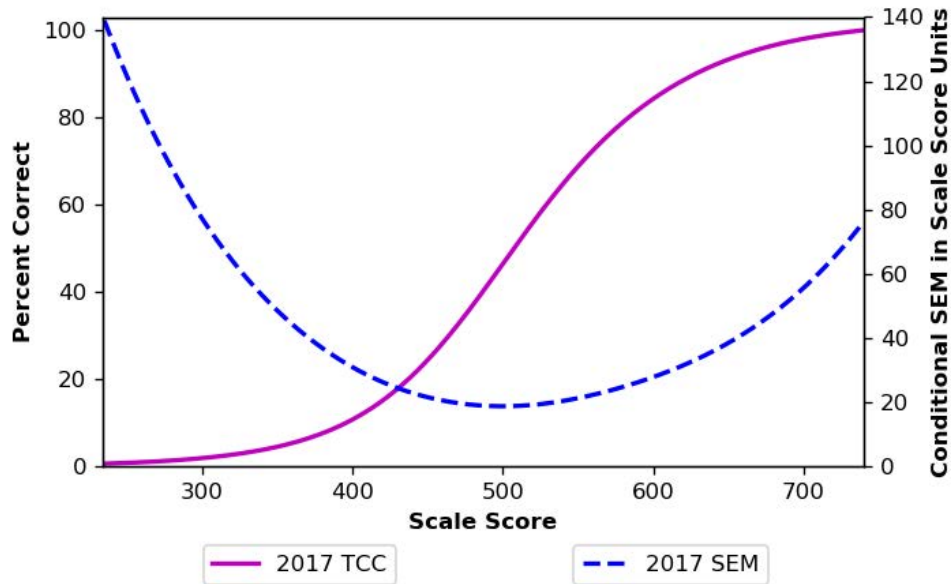


Table P-8: Test Characteristic Percent Correct and Standard Errors, Speaking, Grades 9–12

Scale Score	Percent Correct	Conditional SEM
250	1	121
275	1	97
300	2	77
325	3	61
350	4	48
375	7	38
400	11	31
425	16	25
450	24	21
475	34	19
500	45	18
525	56	19
550	67	21
575	76	24
600	82	27
625	87	32
650	91	38
675	94	46
700	96	55
725	97	67

Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

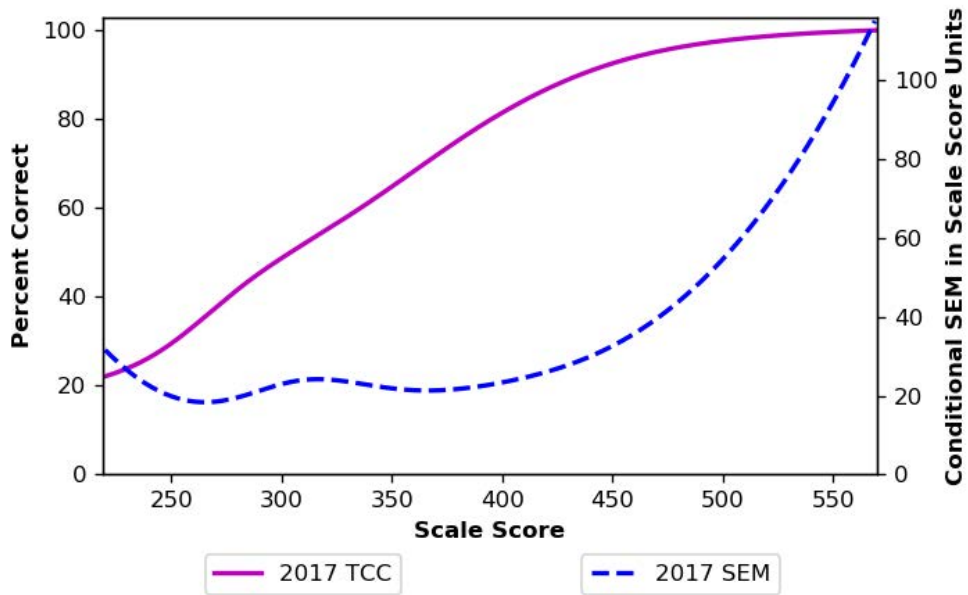


Table P-9: Test Characteristic Percent Correct and Standard Errors, Reading, Grades K–1

Scale Score	Percent Correct	Conditional SEM
225	23	28
250	28	19
275	39	18
300	48	22
325	56	23
350	64	21
375	73	21
400	81	23
425	87	26
450	92	32
475	95	41
500	97	54
525	98	71
550	99	94

Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

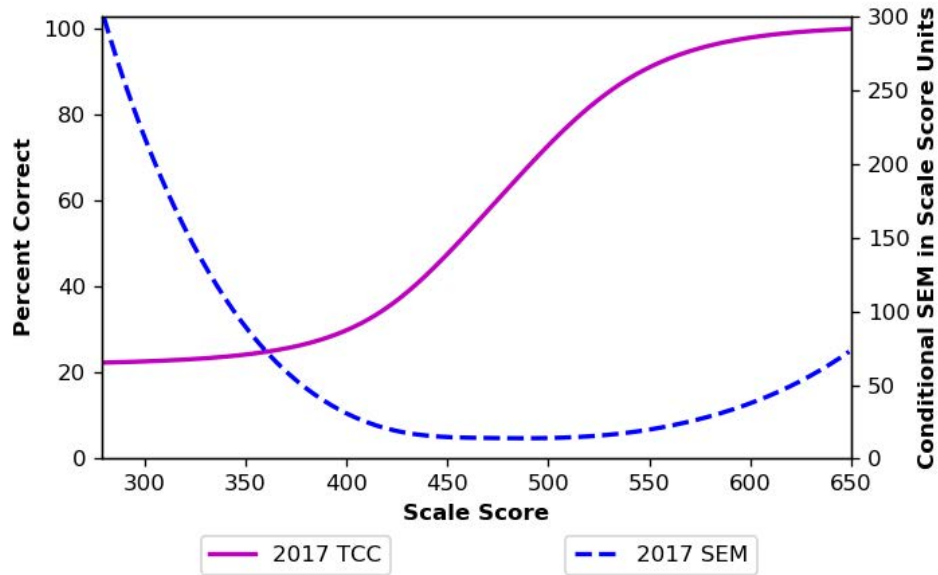


Table P-10: Test Characteristic Percent Correct and Standard Errors, Reading, Grade 2

Scale Score	Percent Correct	Conditional SEM
300	22	218
325	23	143
350	24	89
375	26	53
400	30	30
425	36	18
450	47	14
475	60	13
500	72	14
525	83	15
550	90	19
575	95	26
600	97	37
625	98	52

Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

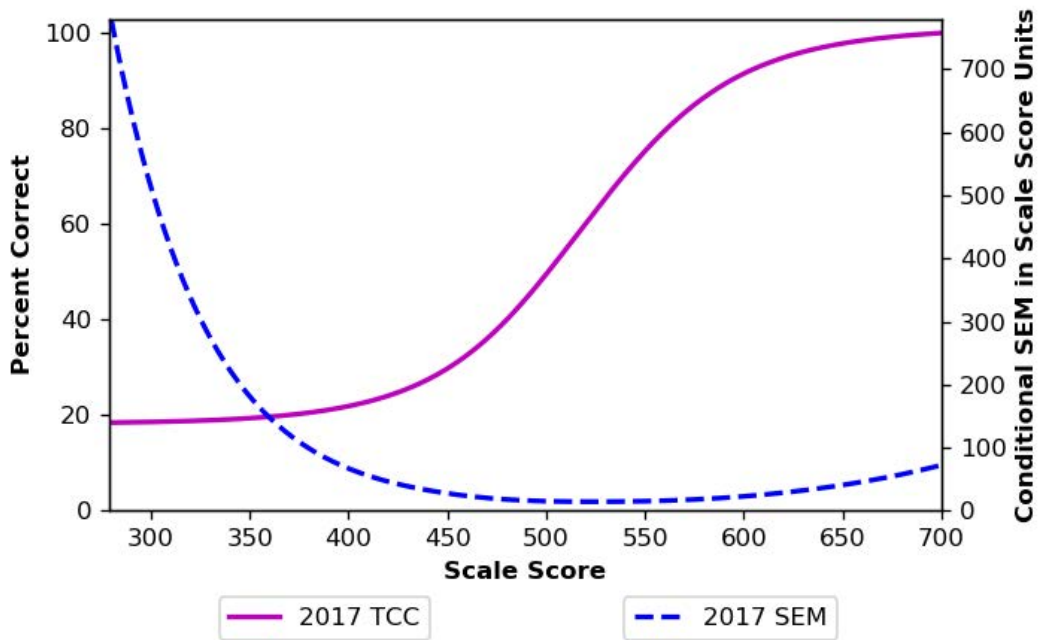


Table P-11: Test Characteristic Percent Correct and Standard Errors, Reading, Grades 3–5

Scale Score	Percent Correct	Conditional SEM
300	18	514
325	19	305
350	19	181
375	20	109
400	22	67
425	24	42
450	28	27
475	37	19
500	49	15
525	62	14
550	74	15
575	84	17
600	90	22
625	94	30
650	97	40
675	98	54

Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

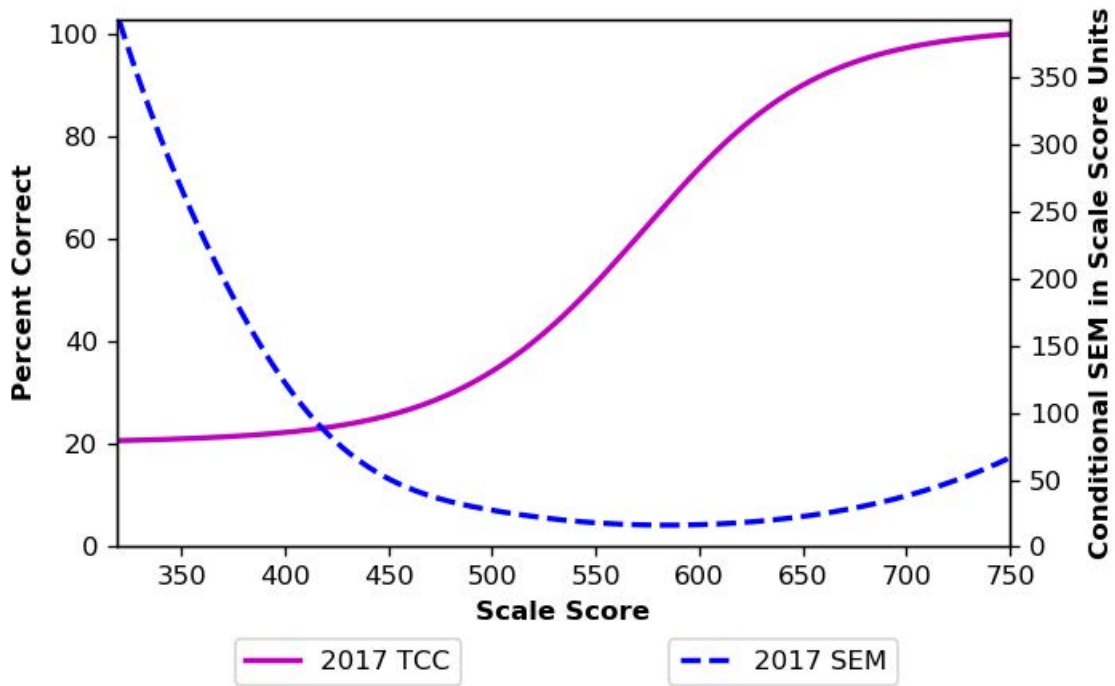


Table P-12: Test Characteristic Percent Correct and Standard Errors, Reading, Grades 6–8

Scale Score	Percent Correct	Conditional SEM
325	20	369
350	21	267
375	21	186
400	22	122
425	23	77
450	25	50
475	28	35
500	34	27
525	41	21
550	51	17
575	62	16
600	73	16
625	82	18
650	89	22
675	93	28
700	96	37
725	97	50

Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

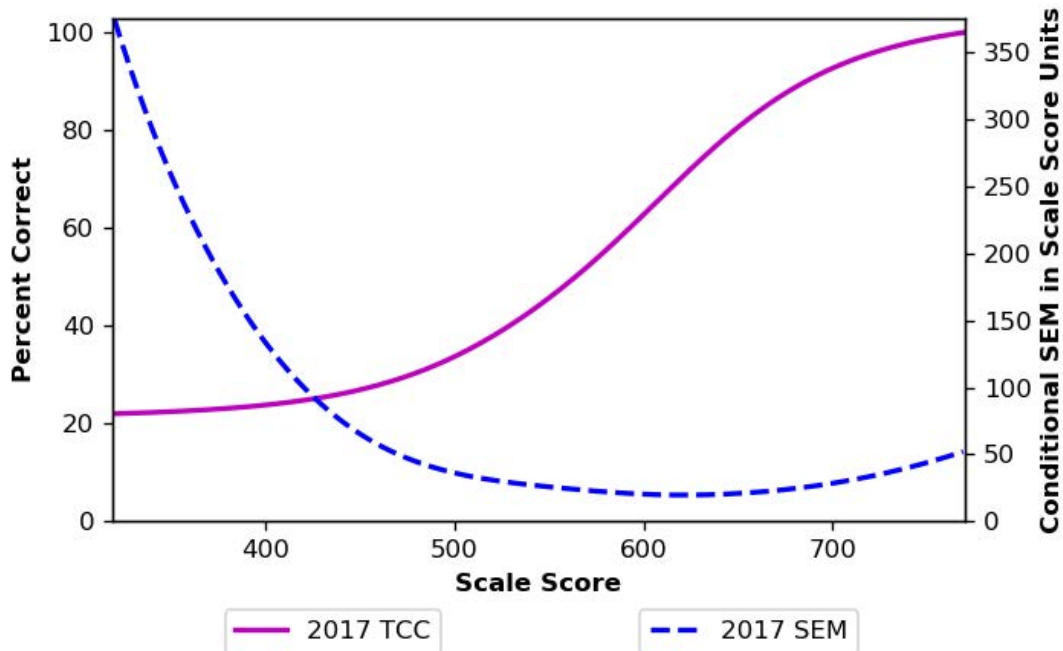


Table P-13: Test Characteristic Percent Correct and Standard Errors, Reading, Grades 9–12

Scale Score	Percent Correct	Conditional SEM
325	21	352
350	22	258
375	22	187
400	23	133
425	24	93
450	26	65
475	28	47
500	33	36
525	38	29
550	44	25
575	52	22
600	61	20
625	70	19
650	78	20
675	84	23
700	89	28
725	93	35
750	95	43

Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

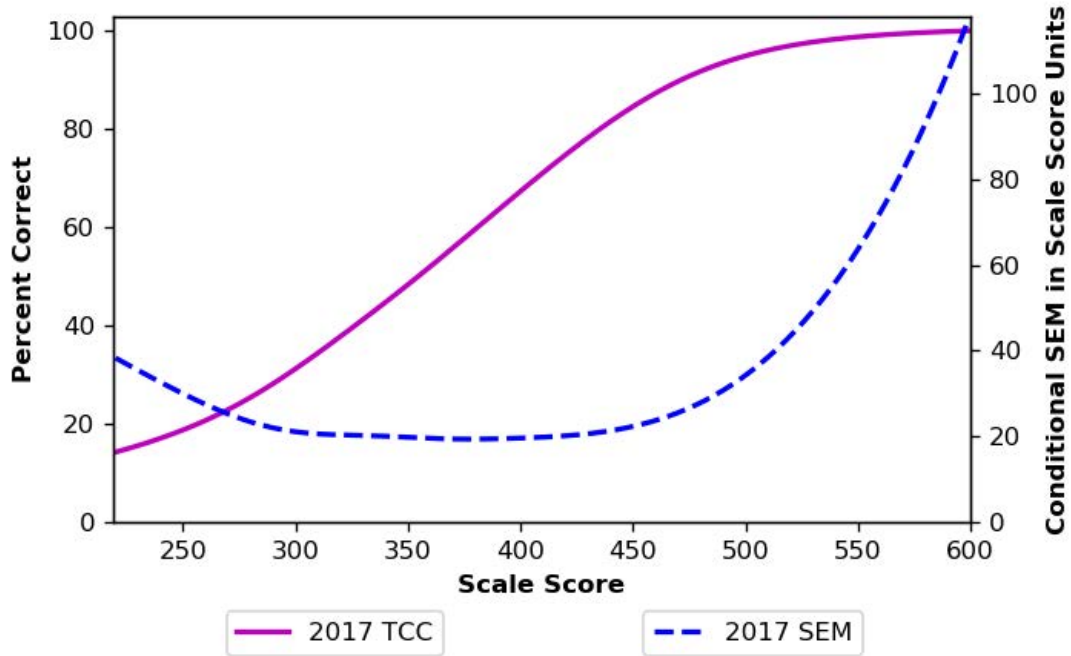


Table P-14: Test Characteristic Percent Correct and Standard Errors, Writing, Grades K–1

Scale Score	Percent Correct	Conditional SEM
225	13	36
250	16	30
275	21	24
300	27	21
325	34	20
350	41	19
375	49	19
400	56	19
425	65	20
450	72	22
475	77	26
500	81	34
525	83	46
550	84	63
575	85	87

Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

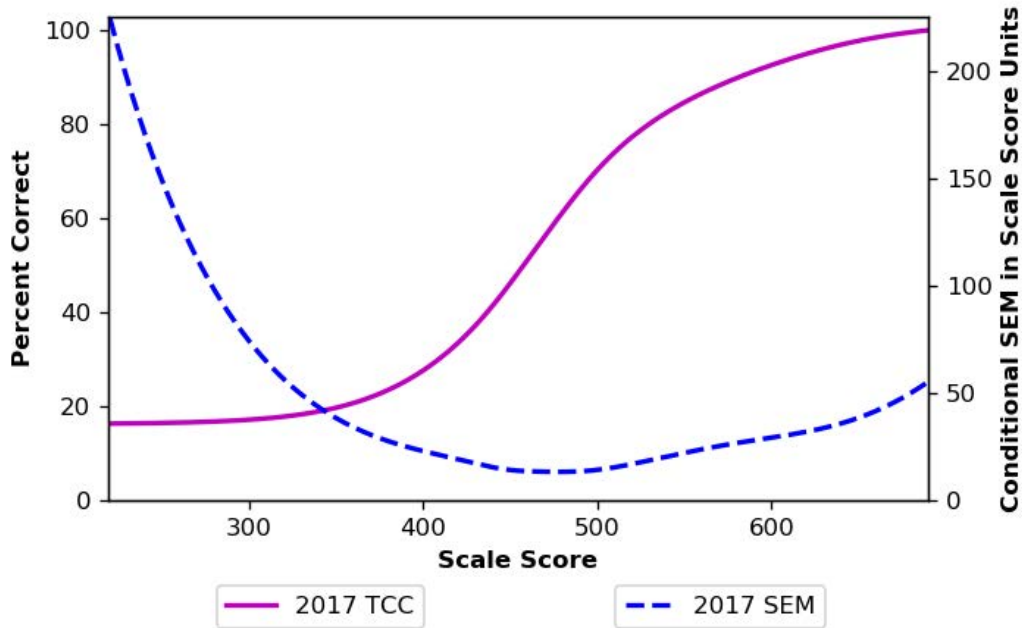


Table P-15: Test Characteristic Percent Correct and Standard Errors, Writing, Grade 2

Scale Score	Percent Correct	Conditional SEM
225	16	209
250	16	148
275	17	105
300	17	74
325	18	52
350	19	38
375	22	29
400	27	23
425	35	18
450	45	14
475	57	13
500	69	14
525	77	18
550	83	22
575	88	26
600	91	29
625	94	33
650	96	38
675	98	47

Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

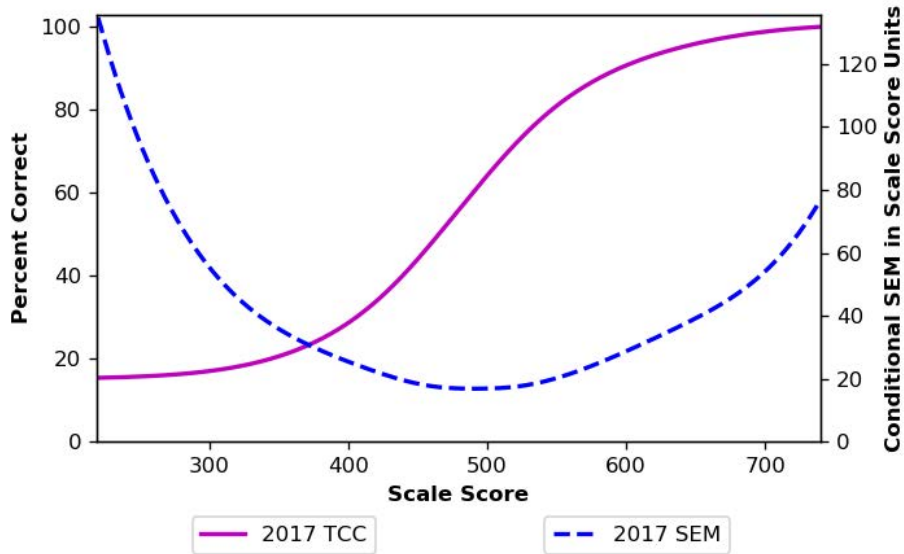


Table P-16: Test Characteristic Percent Correct and Standard Errors, Writing, Grades 3–5

Scale Score	Percent Correct	Conditional SEM
225	15	126
250	16	95
275	16	71
300	17	55
325	18	43
350	20	35
375	24	30
400	28	25
425	35	21
450	44	18
475	54	17
500	64	16
525	73	17
550	80	20
575	86	24
600	90	28
625	93	33
650	95	39
675	97	45
700	98	54
725	99	66

Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

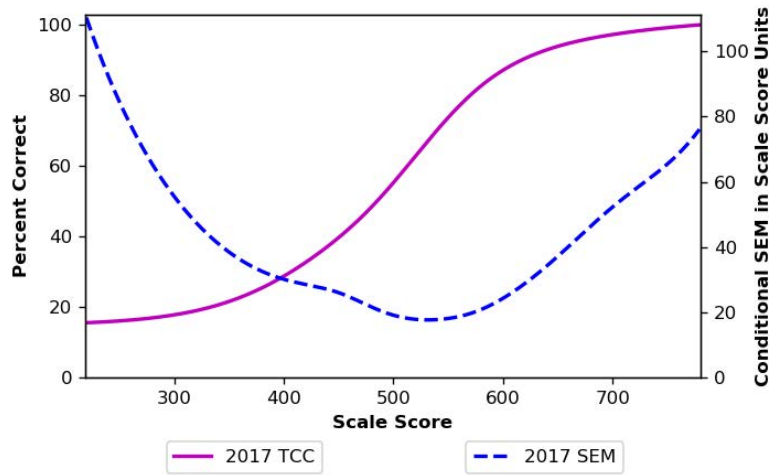


Table P-17: Test Characteristic Percent Correct and Standard Errors, Writing, Grades 6–8

Scale Score	Percent Correct	Conditional SEM
225	15	105
250	16	84
275	17	68
300	18	55
325	19	45
350	21	38
375	24	33
400	28	30
425	33	28
450	39	26
475	46	22
500	55	19
525	64	17
550	73	18
575	80	20
600	86	24
625	90	30
650	93	37
675	95	44
700	96	52
725	97	58
750	98	65
775	99	74

Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12

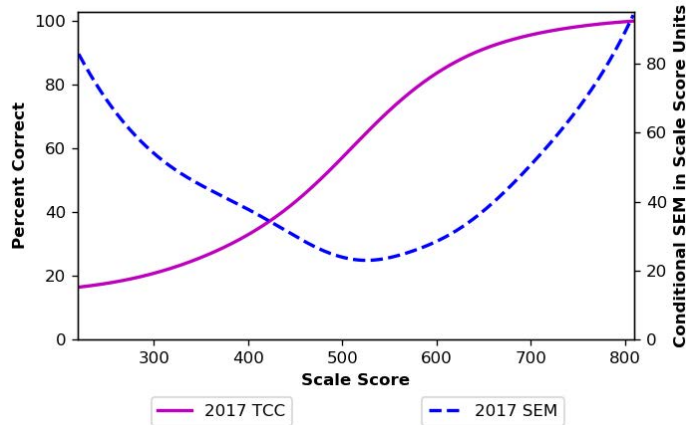


Table P-18: Test Characteristic Percent Correct and Standard Errors, Writing, Grades 9–12

Scale Score	Percent Correct	Conditional SEM
225	16	80
250	17	69
275	19	60
300	21	53
325	23	48
350	25	44
375	28	41
400	33	37
425	37	33
450	43	30
475	49	26
500	56	23
525	64	23
550	71	23
575	77	25
600	82	28
625	87	32
650	90	37
675	92	43
700	94	50
725	96	58
750	97	66
775	98	76
800	98	88

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Appendix Q: Score Report Samples

Note: The following sample score reports contain fictitious data; they are shown for illustrative purposes only.

Figure Q-1, which showed a sample report that contained annual assessment test results in previous edition reports, is not included in this report because only initial assessment students were tested in the 2017–18 Edition. However, the figure numbering in this appendix has been maintained to enable edition-to-edition comparisons.

Figure Q-2: Sample Student Performance-Level Report, Initial Assessment

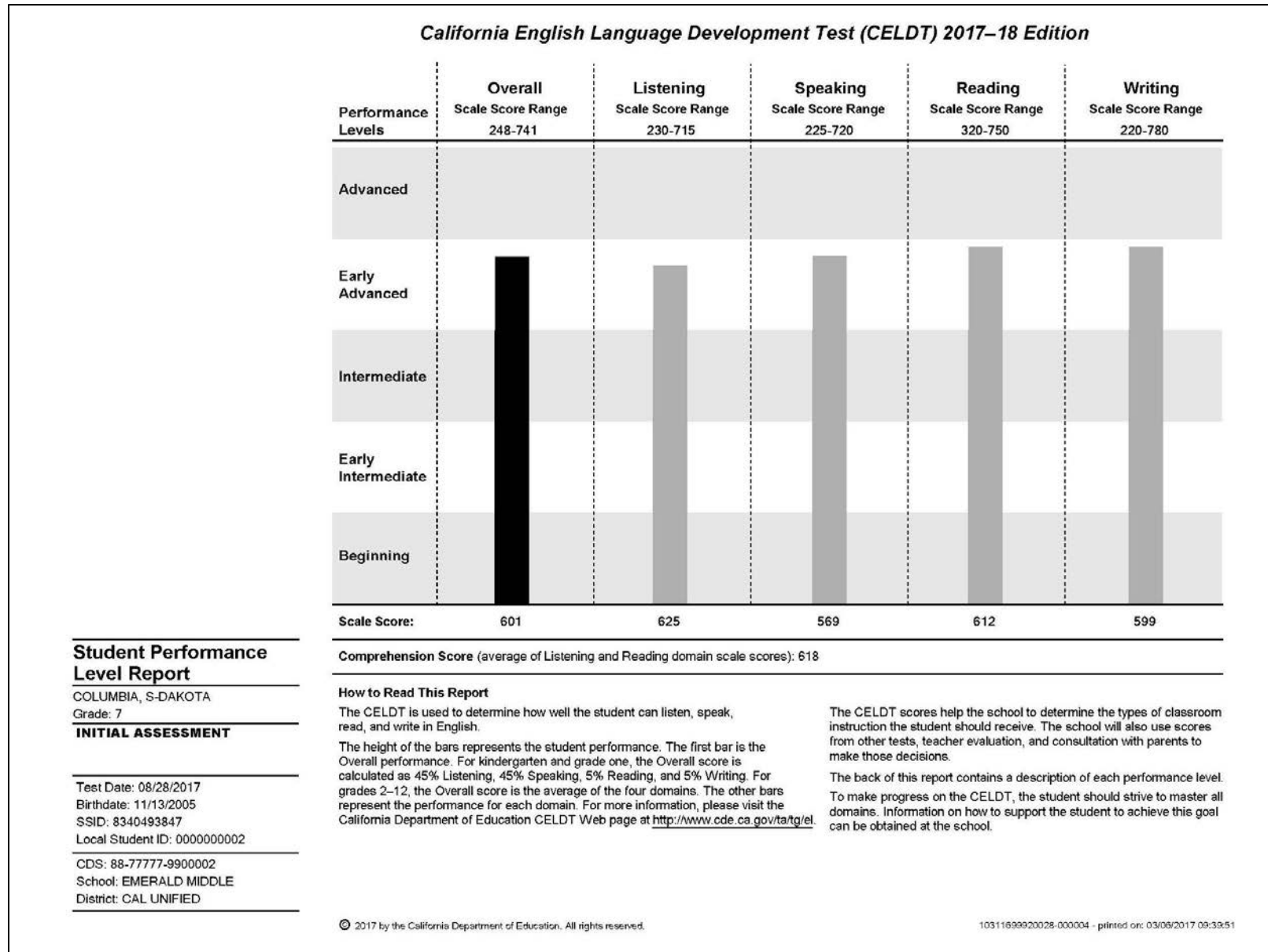


Figure Q-3: Sample Student Record Labels

**California
English Language
Development Test (CELDT)**

CDS: 88-88888-9999998
 DISTRICT: CAL UNIFIED
 SCHOOL: RED ELEMENTARY
 GRADE: 2
 INITIAL ASSESSMENT

California English Language Development Test (CELDT)			
2017–18 Edition			
Domain	Score	Performance Level	
ALASKA, SARA			
Overall	537	Early Advanced	
Listening	530	Advanced	
Speaking	525	Advanced	
Reading	526	Early Advanced	
Writing	568	Advanced	
Local Stu ID: 7777777777		Local Use:	

California English Language Development Test (CELDT)			
2017–18 Edition			
Domain	Score	Performance Level	
ARIZONA, VERGINIA D			
Overall	215	Beginning	
Listening	220	Beginning	
Speaking	140	Beginning	
Reading	280	Beginning	
Writing	220	Beginning	
Local Stu ID: 9999922224		Local Use:	

California English Language Development Test (CELDT)			
2017–18 Edition			
Domain	Score	Performance Level	
CALIFORNIA, POPPIES A			
Overall	365	Beginning	
Listening	467	Intermediate	
Speaking	494	Early Advanced	
Reading	280	Beginning	
Writing	220	Beginning	
Local Stu ID: 8888888888		Local Use:	

California English Language Development Test (CELDT)			
2017–18 Edition			
Domain	Score	Performance Level	
NEBRASKA, JASMIN			
Overall	428	Early Intermediate	
Listening	467	Intermediate	
Speaking	494	Early Advanced	
Reading	280	Beginning	
Writing	473	Intermediate	
Local Stu ID: 9999922243		Local Use:	

California English Language Development Test (CELDT)			
2017–18 Edition			
Domain	Score	Performance Level	
OHIO, FLOWER			
Overall	477	Intermediate	
Listening	454	Intermediate	
Speaking	525	Advanced	
Reading	453	Early Intermediate	
Writing	478	Intermediate	
Local Stu ID: 7777777776		Local Use:	

California English Language Development Test (CELDT)			
2017–18 Edition			
Domain	Score	Performance Level	
OREGON, ROSE			
Overall	522	Early Advanced	
Listening	530	Advanced	
Speaking	549	Advanced	
Reading	533	Early Advanced	
Writing	478	Intermediate	
Local Stu ID:		Local Use:	

California English Language Development Test (CELDT)			
2017–18 Edition			
Domain	Score	Performance Level	
WASHINGTON, LILLIES J			
Overall	215	Beginning	
Listening	220	Beginning	
Speaking	140	Beginning	
Reading	280	Beginning	
Writing	220	Beginning	
Local Stu ID:		Local Use:	

Figure Q-4: Sample Local Educational Agency/School Performance-Level Summary Report

California English Language Development Test (CELDT) 2017–18 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	0	0	0	0	0	0	0	0	0	0
District: CAL UNIFIED	Early Advanced	1	33	2	67	2	67	1	33	2	67
Grade: 7	Intermediate	1	33	0	0	0	0	0	0	0	0
INITIAL ASSESSMENT	Early Intermediate	1	33	1	33	1	33	1	33	1	33
Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	0	0	0	0	0	0	1	33	0	0
	Total Number of Students	3		3		3		3		3	
	Mean Scale Score	537.0		572.7		531.7		482.0		562.7	
CD: 88-7777	Standard Deviation	44.2		69.4		51.4		146.2		51.3	
County: SAMPLE COUNTY State: CALIFORNIA	Number (percent) of students who met the CELDT Criterion: 1 (33%)										

Figure Q-5: Sample School Roster Report

California English Language Development Test (CELDT) 2017–18 Edition	Student	Overall Scale Score Range 184-598 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range 220-570 Performance Level	Writing Scale Score Range 220-600 Performance Level
Roster Report School: LILAC ELEMENTARY Grade: K INITIAL ASSESSMENT Purpose The report displays how each student, at this grade and school, performed Overall and on each domain. Students are listed alphabetically by last name.	ARLINGTON, VIRGINIA Birthdate: 08/08/2013 SSID: 3993393396 Local Student ID: 2345678901 Test Date: 08/26/2017	439 Intermediate	442 Intermediate	453 Intermediate	368 Intermediate	374 Intermediate
	BERKELEY, CAL Birthdate: 03/16/2013 SSID: 6385012330 Local Student ID: 6789012345 Test Date: 07/29/2017	329 Beginning	338 Beginning	342 Beginning	220 Beginning	247 Beginning
	CALI, BALDWIN A Birthdate: 10/24/2012 SSID: 8121456775 Local Student ID: 0123456780 Test Date: 10/14/2017	392 Early Intermediate	406 Early Intermediate	399 Early Intermediate	291 Early Intermediate	320 Early Intermediate
	CALIFORNIA, DIEGO Birthdate: 08/08/2011 SSID: 7230567881 Local Student ID: 123475 Test Date: 08/26/2017	446 Intermediate	454 Intermediate	455 Intermediate	368 Intermediate	385 Early Advanced
	CANADA, PHOENIX Birthdate: 06/08/2012 SSID: 2703234532 Local Student ID: Test Date: 10/01/2017	598 Advanced	570 Advanced	630 Advanced	570 Advanced	600 Advanced
	COLORADO, CAMDEN Birthdate: 10/24/2011 SSID: 5430567824 Local Student ID: 00000004 Test Date: 10/04/2017	270 Beginning	220 Beginning	330 Beginning	220 Beginning	230 Beginning
	COLORADO, SANDIEGO Birthdate: 12/23/2011 SSID: 7294123440 Local Student ID: 7890123456 Test Date: 10/01/2017	375 Early Intermediate	393 Early Intermediate	378 Early Intermediate	280 Early Intermediate	299 Early Intermediate
	HAWAII, PEARL Birthdate: 12/24/2013 SSID: 1931567894 Local Student ID: 1234567890 Test Date: 08/13/2017	184 Beginning	220^ Beginning	140** Beginning	220^ Beginning	220** Beginning
	MINN, PAUL S Birthdate: 07/24/2013 SSID: 6349678997 Local Student ID: 6666666666 Test Date: 10/01/2017	492 Early Advanced	494 Early Advanced	503 Early Advanced	450 Early Advanced	419 Early Advanced

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Appendix R: Proficiency by Grade and Grade Span

Notes: The historical tables from the 2006–07 Edition, the first year the common scale was used, through the 2016–17 Edition (tables R-1 through R-11) are not included in this report because the 2017–18 initial assessment (IA) results are not directly comparable to the previous annual assessment results. In this report, table R-12, which contains only IA student results, was added.

For proficiency results from previous editions, see the California English Language Development Test Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and by request from the California Department of Education at elpac@cde.ca.gov.

“N Prof” and “Percent Prof” refer, respectively, to the number and percent of students at the Early Advanced and Advanced performance levels.

Table R-12: 2017–18 Edition, Initial Assessment, Proficiency

Grade/ Grade Span	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
K	162,937	15,928	9.8	24,756	15.2	8,552	5.2	6,514	4.0	16,795	10.3
1	9,758	3,125	32.0	3,360	34.4	1,478	15.1	1,546	15.8	3,168	32.5
2	6,554	2,094	31.9	2,260	34.5	797	12.2	1,093	16.7	1,494	22.8
3	6,059	1,555	25.7	1,866	30.8	768	12.7	929	15.3	1,231	20.3
4	5,781	1,663	28.8	1,853	32.1	880	15.2	937	16.2	1,365	23.6
5	5,215	1,536	29.5	1,591	30.5	1,011	19.4	1,101	21.1	1,366	26.2
6	5,142	1,340	26.1	1,583	30.8	1,370	26.6	1,351	26.3	1,410	27.4
7	4,987	1,268	25.4	1,318	26.4	1,374	27.6	1,280	25.7	1,308	26.2
8	4,329	970	22.4	1,074	24.8	1,194	27.6	1,091	25.2	1,077	24.9
9	8,457	1,924	22.8	2,175	25.7	2,172	25.7	2,259	26.7	2,132	25.2
10	5,399	1,257	23.3	1,267	23.5	1,353	25.1	1,555	28.8	1,293	23.9
11	4,345	1,300	29.9	1,305	30.0	1,471	33.9	1,569	36.1	1,360	31.3
12	2,733	986	36.1	1,002	36.7	1,131	41.4	1,164	42.6	1,035	37.9
K–1	172,695	19,053	11.0	28,116	16.3	10,030	5.8	8,060	4.7	19,963	11.6
2	6,554	2,094	31.9	2,260	34.5	797	12.2	1,093	16.7	1,494	22.8
3–5	17,055	4,754	27.9	5,310	31.1	2,659	15.6	2,967	17.4	3,962	23.2
6–8	14,458	3,578	24.7	3,975	27.5	3,938	27.2	3,722	25.7	3,795	26.2
9–12	20,934	5,467	26.1	5,749	27.5	6,127	29.3	6,547	31.3	5,820	27.8
Total	231,696	34,946	15.1	45,410	19.6	23,551	10.2	22,389	9.7	35,034	15.1

Appendix S: Consistency of Local and Centralized Scoring

Notes: Refer to *Appendix D: Item Maps* to determine the Item ID and position in the test form from the Item Sequence Number below.

The Number of Examinees column refers to the number of students for whom local scores were provided by those administering the test. The remaining columns refer to a raw score discrepancy (“Discrep”) between the local scorers and the centralized contractor scorers, where “Discrep = 0” indicates that the local scorer and the contractor assigned the same raw score. Each value represents the percentage of students who received discrepant scores of the indicated magnitude.

Because only initial assessment students were tested in the 2017–18 Edition, the population in the table below has changed from annual assessment in previous edition reports to initial assessment in this report and, therefore, cannot be compared to the data in previous edition reports.

Table S-1: Consistency of Local and Centralized Scoring, Initial Assessment, Writing

Grade Span	Item Sequence Number	Number of Examinees	Percentage of Examinees with Discrepant Scores				
			Discrep = 0	Discrep = 1	Discrep = 2	Discrep = 3	Discrep = 4
K–1	9	136,173	84.3	15.7	n/a	n/a	n/a
	10	135,981	84.6	15.4	n/a	n/a	n/a
	11	136,045	81.3	18.7	n/a	n/a	n/a
	12	135,960	86.0	14.0	n/a	n/a	n/a
	13	135,828	66.7	29.7	3.5	n/a	n/a
	14	135,710	70.5	28.3	1.2	n/a	n/a
	15	135,757	67.0	29.9	3.1	n/a	n/a
	16	134,552	91.4	8.3	0.3	n/a	n/a
	17	134,363	95.2	4.7	0.1	n/a	n/a
	18	134,308	93.5	6.4	0.2	n/a	n/a
	19	134,126	93.1	6.7	0.2	n/a	n/a
2	20	132,872	91.6	8.2	0.2	n/a	n/a
	20	3,834	76.3	22.6	1.1	n/a	n/a
	21	3,826	78.0	21.1	0.9	n/a	n/a
	22	3,823	77.6	21.1	1.2	0.1	n/a
	23	3,816	76.5	21.9	1.5	0.1	n/a
3–5	24	3,802	74.3	22.7	2.8	0.2	n/a
	20	10,866	74.6	23.5	1.8	0.1	n/a
	21	10,834	72.9	25.6	1.4	n/a	n/a
	22	10,825	76.3	22.1	1.6	0.1	n/a
	23	10,798	75.0	23.3	1.7	0.1	n/a
	24	10,817	72.1	24.4	3.2	0.2	n/a

Grade Span	Item Sequence Number	Number of Examinees	Percentage of Examinees with Discrepant Scores				
			Discrep = 0	Discrep = 1	Discrep = 2	Discrep = 3	Discrep = 4
6–8	20	8,252	71.7	26.2	2.0	0.1	n/a
	21	8,245	73.9	24.0	2.0	0.1	n/a
	22	8,228	72.2	25.8	1.9	0.1	n/a
	23	8,207	69.6	28.4	2.0	n/a	n/a
	24	8,207	67.4	28.4	3.8	0.5	0.1
9–12	20	10,791	68.4	28.7	2.6	0.2	n/a
	21	10,767	67.7	29.6	2.6	0.1	n/a
	22	10,758	68.7	28.9	2.3	0.1	n/a
	23	10,734	63.4	34.1	2.3	0.1	n/a
	24	10,714	64.9	28.0	6.1	1.0	0.1

Appendix T: On-Scale Item Parameters

Notes: Items appear in the Form 1 delivery order described in appendix D.

The California English Language Development Test (CELDT) forms are pre-equated (see section 4.1.2 for a description of this process). The CELDT 2017–18 Edition scores were developed using on-scale item parameter estimates drawn from the CELDT Item Bank when those forms were created. Tables in appendix T show those on-scale item parameter estimates. Conversion tables produced by these on-scale item parameter estimates can be found in appendix H.

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 (GPC) model (GPC: constructed-response items) uses the alpha and gamma parameters.

Table T-1: On-Scale Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.0203	427.7721	0.3102
CEL00526	00940028	3PL	0.0389	500.9873	0.3102
CEL00786	01208385	3PL	0.0137	457.3214	0.3102
CEL00399	00676871	3PL	0.0178	449.3493	0.3102
CEL00899	01210599	3PL	0.0196	470.5812	0.3102
CEL00515	00940005	3PL	0.0121	452.7342	0.3102
CEL00330	00545930	3PL	0.0138	460.3603	0.3102
CEL00284	00437120	3PL	0.0149	565.2850	0.2304
CEL00285	00437122	3PL	0.0215	489.8008	0.4532
CEL00286	00437124	3PL	0.0225	498.9356	0.4312
CEL00730	01057174	2PL	0.0256	399.1103	n/a
CEL00782	01208376	2PL	0.0275	422.6248	n/a
CEL00788	01208389	2PL	0.0091	311.3949	n/a
CEL00471	00803313	2PL	0.0383	383.5944	n/a
CEL00787	01208387	2PL	0.0142	408.4550	n/a
CEL00397	00676867	2PL	0.0153	351.1369	n/a
CEL00836	01210292	2PL	0.0161	459.5296	n/a
CEL00400	00676873	2PL	0.0178	482.7694	n/a
CEL00789	01208391	2PL	0.0151	438.9876	n/a
CEL00463	00803297	2PL	0.0153	426.7540	n/a

Table T-2: On-Scale Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.0051	317.4340	0.2833
CEL00425	00687427	3PL	0.0225	381.2408	0.2132
CEL00154	00382862	3PL	0.0084	412.8152	0.2791
CEL00177	00382908	3PL	0.0122	421.6133	0.2791
CEL00484	00803461	3PL	0.0109	436.3005	0.2791
CEL00554	00940959	3PL	0.0098	469.7983	0.2791
CEL00800	01208912	3PL	0.0060	457.9585	0.2791
CEL00352	00546104	3PL	0.0084	523.9698	0.2791
CEL00186	00382926	3PL	0.0159	487.6790	0.2791
CEL00357	00546114	3PL	0.0125	486.3483	0.2791
CEL00435	00687449	3PL	0.0149	406.0795	0.2631
CEL00356	00546112	3PL	0.0136	474.1220	0.2791
CEL00793	01208897	3PL	0.0143	508.9141	0.2791
CEL00843	01210299	3PL	0.0117	482.5618	0.2791
CEL00744	01057650	3PL	0.0192	559.2226	0.2791
CEL00557	00940965	3PL	0.0120	468.2545	0.2791
CEL00736	01057633	3PL	0.0212	550.4205	0.2791
CEL00738	01057637	3PL	0.0144	540.0034	0.2791
CEL00740	01057641	3PL	0.0076	511.7473	0.2791
CEL00739	01057639	3PL	0.0096	567.0166	0.2791

Table T-3: On-Scale Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.0117	447.6242	0.3081
CEL00538	00940177	3PL	0.0138	508.7225	0.3081
CEL00307	00437690	3PL	0.0106	491.6819	0.3081
CEL00804	01209037	3PL	0.0108	560.3988	0.3081
CEL00531	00940162	3PL	0.0121	579.3180	0.3081
CEL00224	00383002	3PL	0.0105	465.0393	0.3081
CEL00363	00546267	3PL	0.0110	460.8068	0.3081
CEL00806	01209041	3PL	0.0091	498.4065	0.3081
CEL00453	00693734	3PL	0.0037	587.1384	0.3081
CEL00754	01059779	3PL	0.0141	515.4001	0.3081
CEL00230	00383014	3PL	0.0066	575.1001	0.3081
CEL00540	00940181	3PL	0.0154	488.4415	0.3081
CEL00805	01209039	3PL	0.0128	589.2821	0.3081
CEL00451	00693730	3PL	0.0110	551.0355	0.3081
CEL00532	00940164	3PL	0.0042	619.1159	0.3081
CEL00489	00803591	3PL	0.0070	500.2320	0.3081
CEL00541	00940183	3PL	0.0102	623.2712	0.3081
CEL00437	00693699	3PL	0.0124	548.9771	0.3081
CEL00438	00693701	3PL	0.0154	614.2005	0.3081
CEL00439	00693703	3PL	0.0113	574.2514	0.3081

Table T-4: On-Scale Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	0.0099	714.0594	0.2980
CEL00262	00383078	3PL	0.0098	502.2631	0.2980
CEL00551	00940438	3PL	0.0069	567.8114	0.2980
CEL00823	01209203	3PL	0.0100	527.3978	0.2980
CEL00319	00437841	3PL	0.0107	486.6184	0.2980
CEL00379	00546440	3PL	0.0090	593.9732	0.2980
CEL00542	00940419	3PL	0.0089	489.9142	0.2980
CEL10017	n/a	3PL	0.0082	465.0370	0.2980
CEL00995	01211127	3PL	0.0068	575.0469	0.2980
CEL00817	01209180	3PL	0.0110	577.7524	0.2980
CEL00386	00546454	3PL	0.0061	585.1543	0.2980
CEL00412	00682950	3PL	0.0108	477.1949	0.2980
CEL00818	01209182	3PL	0.0072	618.3242	0.2980
CEL10032	n/a	3PL	0.0077	529.6902	0.2980
CEL00997	01211129	3PL	0.0072	591.0878	0.2980
CEL00761	01059869	3PL	0.0072	537.5550	0.2980
CEL00865	01210321	3PL	0.0106	489.9360	0.2980
CEL00546	00940427	3PL	0.0102	591.0224	0.2980
CEL00547	00940429	3PL	0.0064	609.9817	0.2980
CEL00549	00940433	3PL	0.0096	579.3654	0.2980

Table T-5: On-Scale Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00674	01057183	2PL	0.0131	382.4669	n/a	n/a	n/a	n/a
CES00346	00680889	2PL	0.0126	426.5144	n/a	n/a	n/a	n/a
CES00436	00940039	2PL	0.0117	371.9232	n/a	n/a	n/a	n/a
CES00770	01210323	2PL	0.0156	404.0259	n/a	n/a	n/a	n/a
CES00396	00803337	2PL	0.0175	337.0495	n/a	n/a	n/a	n/a
CES00680	01057195	2PL	0.0198	386.4913	n/a	n/a	n/a	n/a
CES00391	00803327	2PL	0.0112	381.7484	n/a	n/a	n/a	n/a
CES00675	01057185	2PL	0.0168	394.5848	n/a	n/a	n/a	n/a
CES00728	01208460	2PL	0.0161	356.2680	n/a	n/a	n/a	n/a
CES00723	01208450	2PL	0.0201	330.3210	n/a	n/a	n/a	n/a
CES00290	00545983	2PL	0.0136	435.1545	n/a	n/a	n/a	n/a
CES00287	00545977	2PL	0.0174	403.6238	n/a	n/a	n/a	n/a
CES00148	00382772	2PL	0.0160	328.4503	n/a	n/a	n/a	n/a
CES00818	01210562	GPC	0.0179	n/a	438.8763	463.2395	n/a	n/a
CES00774	01210327	GPC	0.0157	n/a	440.3346	423.2130	n/a	n/a
CES00439	00940045	GPC	0.0172	n/a	443.2203	453.8081	n/a	n/a
CES00967	01211280	GPC	0.0135	n/a	454.0793	426.0991	n/a	n/a
CES10058	n/a	GPC	0.0219	n/a	384.2453	449.1127	n/a	n/a
CES00778	01210331	GPC	0.0180	n/a	400.1378	474.4927	n/a	n/a
CES00649	01003861	GPC	0.0157	n/a	378.0417	402.5029	454.4905	530.7982

Table T-6: On-Scale Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00252	00437531	2PL	0.0163	443.8779	n/a	n/a	n/a	n/a
CES00402	00803468	2PL	0.0159	435.9281	n/a	n/a	n/a	n/a
CES00258	00437544	2PL	0.0087	422.4826	n/a	n/a	n/a	n/a
CES00168	00383154	2PL	0.0150	400.6685	n/a	n/a	n/a	n/a
CES00780	01210333	2PL	0.0175	413.1304	n/a	n/a	n/a	n/a
CES00692	01059014	2PL	0.0157	403.6332	n/a	n/a	n/a	n/a
CES00371	00687645	2PL	0.0182	392.4789	n/a	n/a	n/a	n/a
CES00304	00546147	2PL	0.0154	447.6841	n/a	n/a	n/a	n/a
CES00693	01059016	2PL	0.0218	452.0529	n/a	n/a	n/a	n/a
CES00741	01208978	2PL	0.0142	448.2911	n/a	n/a	n/a	n/a
CES00920	01211035	2PL	0.0091	491.8116	n/a	n/a	n/a	n/a
CES00471	00940353	2PL	0.0114	459.5863	n/a	n/a	n/a	n/a
CES00687	01059004	2PL	0.0142	513.6793	n/a	n/a	n/a	n/a
CES00835	01210664	GPC	0.0156	n/a	501.7637	503.8207	n/a	n/a
CES00925	01211040	GPC	0.0159	n/a	480.8150	488.1021	n/a	n/a
CES00178	00383174	GPC	0.0170	n/a	488.3154	477.8950	n/a	n/a
CES00466	00940342	GPC	0.0139	n/a	521.3775	495.0044	n/a	n/a
CES00406	00803476	GPC	0.0169	n/a	430.6240	492.7648	n/a	n/a
CES00467	00940344	GPC	0.0196	n/a	442.5425	481.8223	n/a	n/a
CES00739	01208974	GPC	0.0181	n/a	400.7539	435.2562	499.2626	578.9288

Table T-7: On-Scale Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00183	00383187	2PL	0.0100	490.1223	n/a	n/a	n/a	n/a
CES00455	00940203	2PL	0.0100	340.7519	n/a	n/a	n/a	n/a
CES00790	01210343	2PL	0.0119	377.2679	n/a	n/a	n/a	n/a
CES00412	00803613	2PL	0.0089	561.1995	n/a	n/a	n/a	n/a
CES00752	01209118	2PL	0.0087	476.3625	n/a	n/a	n/a	n/a
CES00456	00940205	2PL	0.0101	568.1815	n/a	n/a	n/a	n/a
CES00747	01209108	2PL	0.0090	509.1968	n/a	n/a	n/a	n/a
CES00856	01210762	2PL	0.0069	587.3041	n/a	n/a	n/a	n/a
CES00449	00940191	2PL	0.0100	506.2093	n/a	n/a	n/a	n/a
CES00263	00437722	2PL	0.0098	401.3412	n/a	n/a	n/a	n/a
CES00847	01210729	2PL	0.0112	508.4455	n/a	n/a	n/a	n/a
CES00386	00693765	2PL	0.0122	598.1604	n/a	n/a	n/a	n/a
CES00190	00383201	2PL	0.0108	508.5711	n/a	n/a	n/a	n/a
CES00748	01209110	GPC	0.0132	n/a	490.8974	499.7862	n/a	n/a
CES00706	01059809	GPC	0.0134	n/a	448.0368	496.1564	n/a	n/a
CES00958	01211254	GPC	0.0105	n/a	467.2801	465.7098	n/a	n/a
CES00701	01059799	GPC	0.0143	n/a	485.7067	545.0584	n/a	n/a
CES00849	01210733	GPC	0.0163	n/a	407.2539	475.8823	n/a	n/a
CES00708	01059813	GPC	0.0163	n/a	428.5789	508.7248	n/a	n/a
CES00635	01003521	GPC	0.0121	n/a	401.4139	422.6038	497.5618	591.4888

Table T-8: On-Scale Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00335	00546487	2PL	0.0073	531.9909	n/a	n/a	n/a	n/a
CES00475	00940480	2PL	0.0066	472.1673	n/a	n/a	n/a	n/a
CES00872	01210841	2PL	0.0119	468.1290	n/a	n/a	n/a	n/a
CES00476	00940482	2PL	0.0088	555.2626	n/a	n/a	n/a	n/a
CES00483	00940497	2PL	0.0091	598.4081	n/a	n/a	n/a	n/a
CES00801	01210354	2PL	0.0119	546.2167	n/a	n/a	n/a	n/a
CES00477	00940484	2PL	0.0102	581.9516	n/a	n/a	n/a	n/a
CES00759	01209258	2PL	0.0085	554.5015	n/a	n/a	n/a	n/a
CES00897	01210890	2PL	0.0143	509.3157	n/a	n/a	n/a	n/a
CES00764	01209269	2PL	0.0115	478.7169	n/a	n/a	n/a	n/a
CES00802	01210355	2PL	0.0094	550.8147	n/a	n/a	n/a	n/a
CES00367	00683682	2PL	0.0114	591.8138	n/a	n/a	n/a	n/a
CES00236	00383295	2PL	0.0117	485.5333	n/a	n/a	n/a	n/a
CES00274	00437871	GPC	0.0108	n/a	499.5326	539.8126	n/a	n/a
CES10052	n/a	GPC	0.0127	n/a	477.3093	506.5513	n/a	n/a
CES00364	00683675	GPC	0.0128	n/a	476.7266	541.2533	n/a	n/a
CES00712	01059905	GPC	0.0152	n/a	470.4975	518.7432	n/a	n/a
CES00486	00940503	GPC	0.0117	n/a	454.8043	518.2227	n/a	n/a
CES00808	01210361	GPC	0.0146	n/a	498.4722	519.5761	n/a	n/a
CES00969	01211282	GPC	0.0120	n/a	434.8794	457.7724	490.8188	589.4010

Table T-9: On-Scale Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3
CER01031	01210026	3PL	0.0151	292.2344	0.3250	n/a	n/a	n/a
CER01030	01210024	3PL	0.0126	337.1067	0.3342	n/a	n/a	n/a
CER01041	01210046	3PL	0.0164	404.3882	0.3183	n/a	n/a	n/a
CER01314	01210917	3PL	0.0122	379.0330	0.2693	n/a	n/a	n/a
CER01315	01210918	3PL	0.0051	325.3091	0.1415	n/a	n/a	n/a
CER01312	01210915	3PL	0.0189	334.0460	0.3202	n/a	n/a	n/a
CER01316	01210919	3PL	0.0194	374.7909	0.2967	n/a	n/a	n/a
CER01216	01210596	3PL	0.0110	442.4067	0.3052	n/a	n/a	n/a
CER01311	01210914	3PL	0.0198	418.0823	0.2610	n/a	n/a	n/a
CER01066	01210096	GPC	0.0189	n/a	n/a	252.2272	268.5073	267.7920
CER01033	01210030	GPC	0.0225	n/a	n/a	250.7469	263.6857	271.6979
CER01034	01210032	3PL	0.0244	310.5716	0.2839	n/a	n/a	n/a
CER01179	01210529	3PL	0.0170	401.0348	0.3054	n/a	n/a	n/a
CER01025	01210014	3PL	0.0262	355.2508	0.2064	n/a	n/a	n/a
CER01079	01210122	3PL	0.0227	359.7899	0.2793	n/a	n/a	n/a
CER01055	01210074	3PL	0.0245	356.5402	0.2226	n/a	n/a	n/a
CER01083	01210130	2PL	0.0200	367.9282	n/a	n/a	n/a	n/a
CER01027	01210018	2PL	0.0186	412.9375	n/a	n/a	n/a	n/a
CER01047	01210058	3PL	0.0115	381.4967	0.0940	n/a	n/a	n/a
CER01057	01210078	3PL	0.0084	346.9807	0.0738	n/a	n/a	n/a

Table T-10: On-Scale Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00348	00546026	3PL	0.0205	459.0338	0.2346
CER00353	00546036	3PL	0.0217	451.9080	0.3784
CER00270	00437237	3PL	0.0202	542.5749	0.1872
CER01090	01210364	3PL	0.0128	467.3301	0.2611
CER01212	01210592	3PL	0.0190	498.1526	0.2068
CER00032	00240821	3PL	0.0195	487.3306	0.3381
CER00011	00240727	3PL	0.0226	457.8800	0.1360
CER00009	00240723	3PL	0.0214	438.9923	0.2472
CER01099	01210373	3PL	0.0142	444.6427	0.1287
CER00336	00545999	3PL	0.0347	522.1844	0.3439
CER00343	00546014	3PL	0.0166	435.5115	0.2487
CER01100	01210374	3PL	0.0222	522.0285	0.2328
CER01101	01210375	3PL	0.0207	441.7398	0.0940
CER00442	00680991	3PL	0.0278	462.8191	0.2538
CER01200	01210580	3PL	0.0209	496.9863	0.3745
CER00955	01208496	3PL	0.0191	500.8147	0.2115
CER00211	00353933	3PL	0.0369	436.7470	0.2305
CER00220	00353951	3PL	0.0287	440.4540	0.1380
CER00545	00940074	3PL	0.0151	498.8810	0.1526
CER01192	01210559	3PL	0.0178	488.1431	0.2607
CER00546	00940076	3PL	0.0155	454.0406	0.0823
CER00877	01059047	3PL	0.0131	478.5067	0.1669
CER00338	00546003	3PL	0.0243	443.7668	0.1030
CER00949	01208484	3PL	0.0094	516.5010	0.1329
CER00355	00546040	3PL	0.0212	518.0813	0.1957
CER00957	01208500	3PL	0.0129	522.6301	0.2175
CER00958	01208502	3PL	0.0339	448.0897	0.2626
CER00959	01208504	3PL	0.0348	494.9429	0.1909
CER01103	01210377	3PL	0.0268	495.5197	0.2558
CER01104	01210378	3PL	0.0095	411.8611	0.2075
CER01105	01210379	3PL	0.0239	483.0956	0.2037
CER01094	01210368	3PL	0.0157	509.0431	0.2152
CER01096	01210370	3PL	0.0286	489.2531	0.3053
CER01171	01210493	3PL	0.0176	479.4684	0.1836
CER01097	01210371	3PL	0.0149	510.6633	0.1810

Table T-11: On-Scale Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	0.0158	515.0278	0.1931
CER00463	00691065	3PL	0.0112	521.4483	0.1931
CER01242	01210671	3PL	0.0155	522.0991	0.0974
CER00050	00241059	3PL	0.0098	547.2893	0.1931
CER00964	01208922	3PL	0.0179	505.5543	0.2540
CER00052	00241063	3PL	0.0178	536.6107	0.2250
CER00072	00241154	3PL	0.0161	516.4833	0.0700
CER01108	01210382	3PL	0.0131	477.9248	0.1931
CER01107	01210381	3PL	0.0149	537.7679	0.2023
CER00377	00546207	3PL	0.0161	489.9572	0.1931
CER00898	01059107	3PL	0.0202	495.0900	0.0730
CER00897	01059105	3PL	0.0165	566.6820	0.3321
CER01241	01210657	3PL	0.0109	582.2645	0.1304
CER00458	00691051	3PL	0.0176	519.9984	0.1291
CER00296	00437620	3PL	0.0146	498.6853	0.1285
CER00498	00803539	3PL	0.0166	513.3921	0.1453
CER00235	00354168	3PL	0.0204	525.4779	0.1499
CER00896	01059103	3PL	0.0144	481.6207	0.1931
CER00599	00940990	3PL	0.0257	514.6338	0.2305
CER01110	01210384	3PL	0.0148	487.7148	0.0824
CER00900	01059111	3PL	0.0198	521.1990	0.2161
CER00604	00941000	3PL	0.0336	489.7012	0.2200
CER00600	00940992	3PL	0.0247	534.2002	0.2075
CER00972	01208938	3PL	0.0185	520.5227	0.1968
CER00895	01059101	3PL	0.0180	559.4905	0.1992
CER01113	01210387	3PL	0.0093	553.7386	0.1931
CER01114	01210388	3PL	0.0122	554.3438	0.1892
CER01115	01210389	3PL	0.0201	521.6114	0.2679
CER01112	01210386	3PL	0.0198	488.8801	0.1695
CER01161	01210483	3PL	0.0209	504.2173	0.1680
CER01121	01210395	3PL	0.0121	511.1664	0.0916
CER01123	01210397	3PL	0.0200	523.2966	0.2165
CER00974	01208944	3PL	0.0192	523.3589	0.1681
CER00975	01208946	3PL	0.0125	518.7477	0.1855
CER00977	01208950	3PL	0.0271	561.0712	0.1977

Table T-12: On-Scale Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00928	01060116	3PL	0.0081	510.4385	0.1947
CER00982	01209064	3PL	0.0115	531.5629	0.1947
CER00128	00241514	3PL	0.0194	511.0855	0.1947
CER00380	00546334	3PL	0.0151	608.9663	0.1801
CER00513	00803707	3PL	0.0093	545.7438	0.1947
CER00303	00437751	3PL	0.0129	555.4127	0.1947
CER00393	00546361	3PL	0.0110	573.8719	0.1947
CER00987	01209074	3PL	0.0127	580.7107	0.1947
CER00988	01209076	3PL	0.0092	559.8461	0.1947
CER00934	01060128	3PL	0.0064	556.8548	0.1947
CER00510	00803693	3PL	0.0088	604.4145	0.1947
CER00514	00803709	3PL	0.0137	605.3857	0.1584
CER00985	01209070	3PL	0.0155	543.2674	0.1947
CER00564	00940275	3PL	0.0142	584.2400	0.1789
CER00990	01209080	3PL	0.0220	491.7762	0.0425
CER00515	00803711	3PL	0.0127	609.3996	0.1947
CER00563	00940273	3PL	0.0179	535.5266	0.1698
CER01128	01210402	3PL	0.0155	537.3098	0.1947
CER00402	00546380	3PL	0.0149	538.2337	0.1947
CER00932	01060124	3PL	0.0194	581.9938	0.1913
CER00937	01060134	3PL	0.0153	599.1147	0.2018
CER00569	00940285	3PL	0.0218	611.5553	0.1793
CER00144	00241558	3PL	0.0192	560.8429	0.2279
CER00145	00241560	3PL	0.0209	554.9119	0.2416
CER00143	00241556	3PL	0.0129	608.3689	0.1816
CER10050	n/a	3PL	0.0177	601.6382	0.2246
CER10051	n/a	3PL	0.0185	616.4880	0.1985
CER10052	n/a	3PL	0.0235	584.1158	0.2698
CER10056	n/a	3PL	0.0214	574.9093	0.2768
CER01130	01210404	3PL	0.0274	548.1024	0.2081
CER01173	01210495	3PL	0.0271	585.7007	0.2241
CER01133	01210407	3PL	0.0223	554.8319	0.2062
CER00521	00803735	3PL	0.0171	592.7134	0.2014
CER00523	00803739	3PL	0.0162	617.5880	0.2121
CER00524	00803741	3PL	0.0166	585.7720	0.2149

Table T-13: On-Scale Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER01152	01210426	3PL	0.0076	497.0677	0.2059
CER01415	01211145	3PL	0.0088	526.8556	0.2059
CER01143	01210417	3PL	0.0114	600.9413	0.2059
CER00327	00437909	3PL	0.0112	565.8966	0.2059
CER00531	00804714	3PL	0.0091	599.0548	0.2059
CER00451	00684030	3PL	0.0104	561.1187	0.2059
CER00471	00717216	3PL	0.0086	587.5063	0.2059
CER01006	01209227	3PL	0.0156	509.4677	0.2059
CER00911	01059967	3PL	0.0180	536.8581	0.2059
CER01005	01209225	3PL	0.0133	594.3796	0.1405
CER00157	00241779	3PL	0.0121	529.6766	0.2059
CER00242	00354274	3PL	0.0090	651.2232	0.0924
CER00533	00804718	3PL	0.0075	666.0662	0.2059
CER00918	01059981	3PL	0.0071	631.5174	0.2059
CER00419	00546536	3PL	0.0145	520.1608	0.2059
CER00457	00684045	3PL	0.0144	610.1175	0.1744
CER00321	00437896	3PL	0.0126	607.7666	0.2059
CER00418	00546534	3PL	0.0178	520.4875	0.2059
CER01007	01209229	3PL	0.0154	627.0578	0.3081
CER00912	01059969	3PL	0.0103	582.6724	0.2059
CER00443	00683949	3PL	0.0127	649.6746	0.1949
CER01309	01210900	3PL	0.0129	626.2778	0.1983
CER10057	n/a	3PL	0.0077	615.6676	0.2059
CER10058	n/a	3PL	0.0137	618.3512	0.1909
CER10063	n/a	3PL	0.0150	608.7652	0.2071
CER01016	01209249	3PL	0.0139	651.3917	0.2304
CER01017	01209251	3PL	0.0186	642.9207	0.1726
CER01014	01209245	3PL	0.0183	595.7655	0.2057
CER10088	n/a	3PL	0.0206	602.9957	0.2261
CER10089	n/a	3PL	0.0221	614.4455	0.2808
CER10092	n/a	3PL	0.0189	615.5338	0.2222
CER10094	n/a	3PL	0.0165	584.2883	0.2145
CER01011	01209238	3PL	0.0107	687.0596	0.1519
CER01012	01209240	3PL	0.0141	605.1716	0.2800
CER01013	01209242	3PL	0.0183	657.1344	0.2053

Table T-14: On-Scale Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00877	01210162	2PL	0.0141	250.2476	n/a	n/a	n/a	n/a	n/a
CEW00909	01210226	2PL	0.0130	244.5721	n/a	n/a	n/a	n/a	n/a
CEW00868	01210144	2PL	0.0132	276.2197	n/a	n/a	n/a	n/a	n/a
CEW00898	01210204	2PL	0.0120	230.0086	n/a	n/a	n/a	n/a	n/a
CEW00919	01210246	GPC	0.0079	n/a	n/a	240.3334	288.9963	n/a	n/a
CEW00889	01210186	GPC	0.0157	n/a	n/a	225.7417	304.7668	n/a	n/a
CEW00890	01210188	GPC	0.0109	n/a	n/a	175.0446	339.3712	n/a	n/a
CEW00891	01210190	GPC	0.0278	n/a	n/a	299.1935	369.1473	n/a	n/a
CEW00923	01210254	GPC	0.0203	n/a	n/a	306.8151	461.7757	n/a	n/a
CEW00871	01210150	GPC	0.0202	n/a	n/a	302.8660	386.7254	n/a	n/a
CEW00989	01210552	GPC	0.0178	n/a	n/a	350.9011	399.1229	n/a	n/a
CEW00902	01210212	GPC	0.0186	n/a	n/a	329.9003	423.5985	n/a	n/a
CEW00884	01210176	3PL	0.0200	436.4815	0.1891	n/a	n/a	n/a	n/a
CEW00905	01210218	3PL	0.0099	404.6363	0.1872	n/a	n/a	n/a	n/a
CEW00875	01210158	3PL	0.0095	404.1717	0.2162	n/a	n/a	n/a	n/a
CEW00931	01210270	3PL	0.0190	440.6982	0.1592	n/a	n/a	n/a	n/a
CEW00896	01210200	3PL	0.0134	443.4661	0.4076	n/a	n/a	n/a	n/a
CEW00932	01210272	3PL	0.0198	421.9622	0.2219	n/a	n/a	n/a	n/a
CEW00885	01210178	3PL	0.0215	416.0047	0.2103	n/a	n/a	n/a	n/a
CEW00876	01210160	3PL	0.0103	410.3017	0.2984	n/a	n/a	n/a	n/a

Table T-15: On-Scale Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	0.0189	433.0173	0.3013	n/a	n/a	n/a	n/a
CEW00020	00353996	3PL	0.0186	405.7580	0.3013	n/a	n/a	n/a	n/a
CEW00004	00353963	3PL	0.0208	450.6537	0.2879	n/a	n/a	n/a	n/a
CEW00298	00681402	3PL	0.0449	449.3478	0.2803	n/a	n/a	n/a	n/a
CEW00939	01210436	3PL	0.0310	469.1926	0.2584	n/a	n/a	n/a	n/a
CEW00220	00546085	3PL	0.0271	450.4386	0.2839	n/a	n/a	n/a	n/a
CEW00021	00353998	3PL	0.0103	493.6736	0.3013	n/a	n/a	n/a	n/a
CEW00209	00546063	3PL	0.0218	445.9091	0.3521	n/a	n/a	n/a	n/a
CEW00941	01210438	3PL	0.0416	485.5606	0.2871	n/a	n/a	n/a	n/a
CEW00940	01210437	3PL	0.0334	451.9141	0.3637	n/a	n/a	n/a	n/a
CEW00796	01208524	3PL	0.0211	490.6302	0.2501	n/a	n/a	n/a	n/a
CEW00981	01210528	3PL	0.0111	518.5560	0.2977	n/a	n/a	n/a	n/a
CEW00800	01208532	3PL	0.0113	547.4884	0.2878	n/a	n/a	n/a	n/a
CEW00974	01210499	3PL	0.0254	475.8090	0.3438	n/a	n/a	n/a	n/a
CEW00975	01210500	3PL	0.0169	498.2407	0.1747	n/a	n/a	n/a	n/a
CEW00976	01210501	3PL	0.0150	506.5876	0.2416	n/a	n/a	n/a	n/a
CEW00390	00940137	3PL	0.0333	495.5189	0.3225	n/a	n/a	n/a	n/a
CEW00391	00940139	3PL	0.0255	489.3093	0.3099	n/a	n/a	n/a	n/a
CEW00392	00940141	3PL	0.0314	484.4821	0.3609	n/a	n/a	n/a	n/a
CEW00389	00940135	GPC	0.0145	n/a	n/a	438.7655	459.6004	607.3673	n/a
CEW00995	01210574	GPC	0.0201	n/a	n/a	401.2047	456.8687	538.4576	n/a
CEW00381	00940119	GPC	0.0134	n/a	n/a	427.3888	462.4559	598.4720	n/a
CEW00802	01208536	GPC	0.0133	n/a	n/a	434.7649	452.1337	620.6626	n/a
CEW01084	01210937	GPC	0.0187	n/a	n/a	380.9007	451.9351	532.2132	619.4513

Table T-16: On-Scale Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00100	00354226	3PL	0.0200	440.7359	0.2793	n/a	n/a	n/a	n/a
CEW00088	00354202	3PL	0.0113	484.7231	0.2793	n/a	n/a	n/a	n/a
CEW00077	00354179	3PL	0.0220	516.5711	0.3415	n/a	n/a	n/a	n/a
CEW00228	00546226	3PL	0.0115	500.9542	0.2793	n/a	n/a	n/a	n/a
CEW00090	00354206	3PL	0.0262	510.9374	0.3689	n/a	n/a	n/a	n/a
CEW00239	00546248	3PL	0.0168	511.8669	0.2285	n/a	n/a	n/a	n/a
CEW00950	01210447	3PL	0.0182	508.5244	0.2476	n/a	n/a	n/a	n/a
CEW00813	01208994	3PL	0.0140	550.7568	0.2822	n/a	n/a	n/a	n/a
CEW00815	01208998	3PL	0.0180	502.8003	0.3176	n/a	n/a	n/a	n/a
CEW01019	01210694	3PL	0.0254	514.3582	0.3107	n/a	n/a	n/a	n/a
CEW00747	01059936	3PL	0.0218	460.4169	0.2374	n/a	n/a	n/a	n/a
CEW00748	01059938	3PL	0.0190	478.9361	0.2305	n/a	n/a	n/a	n/a
CEW00749	01059940	3PL	0.0277	456.6280	0.2135	n/a	n/a	n/a	n/a
CEW00755	01059952	3PL	0.0211	470.0864	0.2813	n/a	n/a	n/a	n/a
CEW00756	01059954	3PL	0.0117	535.3141	0.2193	n/a	n/a	n/a	n/a
CEW00757	01059956	3PL	0.0206	498.9371	0.2588	n/a	n/a	n/a	n/a
CEW00422	00940377	3PL	0.0289	469.3582	0.3379	n/a	n/a	n/a	n/a
CEW00423	00940379	3PL	0.0174	512.9126	0.2564	n/a	n/a	n/a	n/a
CEW00424	00940381	3PL	0.0132	532.9287	0.2793	n/a	n/a	n/a	n/a
CEW01110	01211075	GPC	0.0138	n/a	n/a	416.6901	445.7913	539.3997	n/a
CEW00175	00437661	GPC	0.0137	n/a	n/a	431.7808	432.9548	633.5358	n/a
CEW01015	01210690	GPC	0.0151	n/a	n/a	382.3098	449.0777	556.9070	n/a
CEW00094	00354214	GPC	0.0138	n/a	n/a	361.6522	456.7809	580.2882	n/a
CEW01014	01210688	GPC	0.0149	n/a	n/a	361.9729	451.6241	539.0979	673.1297

Table T-17: On-Scale Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00265	00546425	3PL	0.0211	512.4984	0.1848	n/a	n/a	n/a	n/a
CEW00145	00354697	3PL	0.0148	514.3736	0.2761	n/a	n/a	n/a	n/a
CEW00833	01209140	3PL	0.0124	515.3157	0.2761	n/a	n/a	n/a	n/a
CEW00832	01209138	3PL	0.0146	501.5526	0.2761	n/a	n/a	n/a	n/a
CEW00178	00437794	3PL	0.0222	552.8562	0.3461	n/a	n/a	n/a	n/a
CEW00147	00354701	3PL	0.0174	572.5593	0.4070	n/a	n/a	n/a	n/a
CEW00837	01209148	3PL	0.0174	529.8270	0.3060	n/a	n/a	n/a	n/a
CEW00836	01209146	3PL	0.0266	559.6906	0.2631	n/a	n/a	n/a	n/a
CEW00961	01210458	3PL	0.0248	521.5559	0.2709	n/a	n/a	n/a	n/a
CEW00262	00546419	3PL	0.0132	565.1871	0.2761	n/a	n/a	n/a	n/a
CEW00255	00546405	3PL	0.0181	537.2518	0.2761	n/a	n/a	n/a	n/a
CEW00959	01210456	3PL	0.0148	532.2569	0.2761	n/a	n/a	n/a	n/a
CEW00256	00546407	3PL	0.0230	491.7645	0.2761	n/a	n/a	n/a	n/a
CEW00350	00803765	3PL	0.0153	544.1826	0.1839	n/a	n/a	n/a	n/a
CEW00351	00803767	3PL	0.0238	522.5347	0.2275	n/a	n/a	n/a	n/a
CEW00352	00803769	3PL	0.0139	538.8356	0.2761	n/a	n/a	n/a	n/a
CEW00779	01069233	3PL	0.0218	503.9445	0.2761	n/a	n/a	n/a	n/a
CEW00780	01069235	3PL	0.0237	490.9796	0.2114	n/a	n/a	n/a	n/a
CEW00781	01069237	3PL	0.0190	518.0760	0.2603	n/a	n/a	n/a	n/a
CEW00794	01069263	GPC	0.0115	n/a	n/a	377.6588	424.7878	617.8307	n/a
CEW00782	01069239	GPC	0.0113	n/a	n/a	396.4195	438.7867	566.9646	n/a
CEW00842	01209158	GPC	0.0122	n/a	n/a	380.9013	438.2274	592.9349	n/a
CEW00963	01210460	GPC	0.0100	n/a	n/a	341.5756	437.1107	598.8789	n/a
CEW00709	01003901	GPC	0.0135	n/a	n/a	414.1629	450.7988	562.2627	747.3576

Table T-18: On-Scale Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00306	00684130	3PL	0.0221	493.8156	0.2535	n/a	n/a	n/a	n/a
CEW00283	00546586	3PL	0.0137	518.4860	0.2535	n/a	n/a	n/a	n/a
CEW00060	00354095	3PL	0.0135	553.6084	0.2535	n/a	n/a	n/a	n/a
CEW00849	01209287	3PL	0.0110	562.1061	0.2535	n/a	n/a	n/a	n/a
CEW00966	01210463	3PL	0.0148	512.6830	0.2535	n/a	n/a	n/a	n/a
CEW00278	00546576	3PL	0.0101	551.8200	0.2535	n/a	n/a	n/a	n/a
CEW00850	01209289	3PL	0.0148	487.2593	0.2535	n/a	n/a	n/a	n/a
CEW00041	00354047	3PL	0.0116	557.7644	0.2535	n/a	n/a	n/a	n/a
CEW00061	00354097	3PL	0.0101	442.3221	0.2535	n/a	n/a	n/a	n/a
CEW00279	00546578	3PL	0.0186	484.7678	0.2535	n/a	n/a	n/a	n/a
CEW00970	01210467	3PL	0.0151	548.1393	0.2535	n/a	n/a	n/a	n/a
CEW00855	01209299	3PL	0.0166	594.8644	0.1942	n/a	n/a	n/a	n/a
CEW00854	01209297	3PL	0.0077	536.3785	0.2535	n/a	n/a	n/a	n/a
CEW00431	00940507	3PL	0.0137	542.5606	0.2535	n/a	n/a	n/a	n/a
CEW00432	00940509	3PL	0.0122	564.3905	0.2535	n/a	n/a	n/a	n/a
CEW00433	00940511	3PL	0.0081	452.0278	0.2535	n/a	n/a	n/a	n/a
CEW00769	01060031	3PL	0.0097	538.8839	0.2535	n/a	n/a	n/a	n/a
CEW00770	01060033	3PL	0.0250	523.8633	0.3134	n/a	n/a	n/a	n/a
CEW00771	01060035	3PL	0.0125	518.3258	0.2535	n/a	n/a	n/a	n/a
CEW00764	01060021	GPC	0.0070	n/a	n/a	353.7908	381.0214	575.5992	n/a
CEW00856	01209301	GPC	0.0076	n/a	n/a	328.7083	417.1398	565.0884	n/a
CEW00971	01210468	GPC	0.0101	n/a	n/a	324.1315	473.3419	590.3047	n/a
CEW00972	01210469	GPC	0.0081	n/a	n/a	332.4181	395.4993	649.7747	n/a
CEW00447	00940539	GPC	0.0100	n/a	n/a	467.2412	429.7036	545.4646	735.8102

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Appendix U: Reference Item Parameters

Notes: Items appear in the Form 1 delivery order described in appendix D.

All tests from the California English Language Development Test (CELDT) 2015–16 Edition were reused in the 2017–18 Edition; the parameter estimates used to produce the scores were also reused. This means that the conversion tables for these tests in appendix H are identical for the two editions. The reused on-scale (CELDT Scale) parameter estimates in appendix T are also identical for the two editions.

The item parameter estimates reported in appendix U supported the CELDT Item Bank updates after administration of the 2016–17 Edition and were not used for score reporting for 2017–18. After each edition, raw item parameter estimates in appendix M are put onto the CELDT common scale edition using the Stocking and Lord (1983) method. This method requires reference item parameter estimates already on the CELDT common scale to be the basis for transforming the updated raw item parameter estimates; the most recent on-scale parameter estimates found in appendix U of the 2016–17 Edition were used for the transformation.

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 (GPC) model (GPC: constructed-response items) uses the alpha (listed in the “a” column in the appendix U tables) and gamma parameters.

Table U-1: Reference Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.0185	417.4286	0.3102
CEL00526	00940028	3PL	0.0438	513.9983	0.3102
CEL00786	01208385	3PL	0.0181	468.4949	0.3102
CEL00399	00676871	3PL	0.0179	457.4396	0.3102
CEL00899	01210599	3PL	0.0232	469.6870	0.3102
CEL00515	00940005	3PL	0.0135	452.2102	0.3102
CEL00330	00545930	3PL	0.0209	454.8353	0.3102
CEL00284	00437120	3PL	0.0169	461.4607	0.3102
CEL00285	00437122	3PL	0.0202	386.0304	0.3102
CEL00286	00437124	3PL	0.0191	387.8619	0.3102
CEL00730	01057174	2PL	0.0186	384.5951	n/a
CEL00782	01208376	2PL	0.0162	418.5547	n/a
CEL00788	01208389	2PL	0.0112	380.1496	n/a
CEL00471	00803313	2PL	0.0245	368.7193	n/a
CEL00787	01208387	2PL	0.0200	388.0004	n/a
CEL00397	00676867	2PL	0.0170	362.5804	n/a
CEL00836	01210292	2PL	0.0177	432.4247	n/a
CEL00400	00676873	2PL	0.0209	472.2799	n/a
CEL00789	01208391	2PL	0.0140	458.0621	n/a
CEL00463	00803297	2PL	0.0142	444.3106	n/a

Table U-2: Reference Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.0104	376.6488	0.2791
CEL00425	00687427	3PL	0.0166	398.6814	0.2791
CEL00154	00382862	3PL	0.0099	411.9504	0.2791
CEL00177	00382908	3PL	0.0112	423.5865	0.2791
CEL00484	00803461	3PL	0.0123	444.4316	0.2791
CEL00554	00940959	3PL	0.0103	440.3657	0.2791
CEL00800	01208912	3PL	0.0062	434.1511	0.2791
CEL00352	00546104	3PL	0.0078	537.6234	0.2791
CEL00186	00382926	3PL	0.0142	478.0847	0.2791
CEL00357	00546114	3PL	0.0105	521.1385	0.2791
CEL00435	00687449	3PL	0.0142	400.6366	0.2791
CEL00356	00546112	3PL	0.0154	461.3955	0.2791
CEL00793	01208897	3PL	0.0140	521.6228	0.2791
CEL00843	01210299	3PL	0.0126	492.4052	0.2791
CEL00744	01057650	3PL	0.0200	553.6081	0.2791
CEL00557	00940965	3PL	0.0127	462.7272	0.2791
CEL00736	01057633	3PL	0.0202	553.9012	0.2791
CEL00738	01057637	3PL	0.0136	539.7999	0.2791
CEL00740	01057641	3PL	0.0086	512.1705	0.2791
CEL00739	01057639	3PL	0.0093	581.5379	0.2791

Table U-3: Reference Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00487	00803587	3PL	0.0111	461.8169	0.3081
CEL00538	00940177	3PL	0.0139	504.0497	0.3081
CEL00307	00437690	3PL	0.0096	493.2122	0.3081
CEL00804	01209037	3PL	0.0129	570.1355	0.3081
CEL00531	00940162	3PL	0.0114	575.9079	0.3081
CEL00224	00383002	3PL	0.0124	474.7566	0.3081
CEL00363	00546267	3PL	0.0117	463.3540	0.3081
CEL00806	01209041	3PL	0.0121	503.7763	0.3081
CEL00453	00693734	3PL	0.0027	635.9859	0.3081
CEL00754	01059779	3PL	0.0137	497.7710	0.3081
CEL00230	00383014	3PL	0.0054	580.1585	0.3081
CEL00540	00940181	3PL	0.0150	499.5860	0.3081
CEL00805	01209039	3PL	0.0103	579.3832	0.3081
CEL00451	00693730	3PL	0.0111	570.5958	0.3081
CEL00532	00940164	3PL	0.0048	611.6971	0.3081
CEL00489	00803591	3PL	0.0071	514.6901	0.3081
CEL00541	00940183	3PL	0.0094	611.8242	0.3081
CEL00437	00693699	3PL	0.0136	537.2386	0.3081
CEL00438	00693701	3PL	0.0129	619.7101	0.3081
CEL00439	00693703	3PL	0.0107	568.1843	0.3081

Table U-4: Reference Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00768	01059883	3PL	0.0089	738.5131	0.2980
CEL00262	00383078	3PL	0.0095	489.8039	0.2980
CEL00551	00940438	3PL	0.0073	566.8731	0.2980
CEL00823	01209203	3PL	0.0069	534.7886	0.2980
CEL00319	00437841	3PL	0.0114	480.4070	0.2980
CEL00379	00546440	3PL	0.0090	605.9751	0.2980
CEL00542	00940419	3PL	0.0076	517.6090	0.2980
CEL10017	n/a	3PL	0.0089	497.4766	0.2980
CEL00995	01211127	3PL	0.0056	570.1903	0.2980
CEL00817	01209180	3PL	0.0113	579.7804	0.2980
CEL00386	00546454	3PL	0.0054	598.2173	0.2980
CEL00412	00682950	3PL	0.0124	482.2092	0.2980
CEL00818	01209182	3PL	0.0080	613.6870	0.2980
CEL10032	n/a	3PL	0.0086	540.3634	0.2980
CEL00997	01211129	3PL	0.0071	600.2852	0.2980
CEL00761	01059869	3PL	0.0073	544.1905	0.2980
CEL00865	01210321	3PL	0.0113	496.9905	0.2980
CEL00546	00940427	3PL	0.0102	575.6532	0.2980
CEL00547	00940429	3PL	0.0062	599.9870	0.2980
CEL00549	00940433	3PL	0.0097	572.5363	0.2980

Table U-5: Reference Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00674	01057183	2PL	0.0128	371.9047	n/a	n/a	n/a	n/a
CES00346	00680889	2PL	0.0126	424.5294	n/a	n/a	n/a	n/a
CES00436	00940039	2PL	0.0112	370.1264	n/a	n/a	n/a	n/a
CES00770	01210323	2PL	0.0168	389.3613	n/a	n/a	n/a	n/a
CES00396	00803337	2PL	0.0179	338.1368	n/a	n/a	n/a	n/a
CES00680	01057195	2PL	0.0225	382.6562	n/a	n/a	n/a	n/a
CES00391	00803327	2PL	0.0114	374.3508	n/a	n/a	n/a	n/a
CES00675	01057185	2PL	0.0173	397.9485	n/a	n/a	n/a	n/a
CES00728	01208460	2PL	0.0165	358.2372	n/a	n/a	n/a	n/a
CES00723	01208450	2PL	0.0233	331.0256	n/a	n/a	n/a	n/a
CES00290	00545983	2PL	0.0140	435.9884	n/a	n/a	n/a	n/a
CES00287	00545977	2PL	0.0186	411.8175	n/a	n/a	n/a	n/a
CES00148	00382772	2PL	0.0190	334.1282	n/a	n/a	n/a	n/a
CES00818	01210562	GPC	0.0190	n/a	436.7110	467.0065	n/a	n/a
CES00774	01210327	GPC	0.0170	n/a	441.1620	426.9555	n/a	n/a
CES00439	00940045	GPC	0.0191	n/a	448.3143	454.8588	n/a	n/a
CES00967	01211280	GPC	0.0171	n/a	442.5552	429.4926	n/a	n/a
CES10058	n/a	GPC	0.0190	n/a	381.0391	460.0222	n/a	n/a
CES00778	01210331	GPC	0.0182	n/a	405.3298	477.2631	n/a	n/a
CES00649	01003861	GPC	0.0141	n/a	377.7483	405.8194	452.1183	532.7072

Table U-6: Reference Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00252	00437531	2PL	0.0177	434.4379	n/a	n/a	n/a	n/a
CES00402	00803468	2PL	0.0161	433.5249	n/a	n/a	n/a	n/a
CES00258	00437544	2PL	0.0088	436.4909	n/a	n/a	n/a	n/a
CES00168	00383154	2PL	0.0172	413.3357	n/a	n/a	n/a	n/a
CES00780	01210333	2PL	0.0167	410.9760	n/a	n/a	n/a	n/a
CES00692	01059014	2PL	0.0162	398.3074	n/a	n/a	n/a	n/a
CES00371	00687645	2PL	0.0199	396.2967	n/a	n/a	n/a	n/a
CES00304	00546147	2PL	0.0152	447.0480	n/a	n/a	n/a	n/a
CES00693	01059016	2PL	0.0186	472.9480	n/a	n/a	n/a	n/a
CES00741	01208978	2PL	0.0143	442.7985	n/a	n/a	n/a	n/a
CES00920	01211035	2PL	0.0105	491.6595	n/a	n/a	n/a	n/a
CES00471	00940353	2PL	0.0105	484.1260	n/a	n/a	n/a	n/a
CES00687	01059004	2PL	0.0132	516.3945	n/a	n/a	n/a	n/a
CES00835	01210664	GPC	0.0165	n/a	490.6154	499.9364	n/a	n/a
CES00925	01211040	GPC	0.0156	n/a	478.9022	484.7213	n/a	n/a
CES00178	00383174	GPC	0.0167	n/a	488.1427	478.9754	n/a	n/a
CES00466	00940342	GPC	0.0158	n/a	506.6400	486.6068	n/a	n/a
CES00406	00803476	GPC	0.0165	n/a	432.9737	500.1577	n/a	n/a
CES00467	00940344	GPC	0.0190	n/a	453.5433	490.3903	n/a	n/a
CES00739	01208974	GPC	0.0145	n/a	409.9218	421.9711	483.7017	568.9037

Table U-7: Reference Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00183	00383187	2PL	0.0102	500.0737	n/a	n/a	n/a	n/a
CES00455	00940203	2PL	0.0118	361.9359	n/a	n/a	n/a	n/a
CES00790	01210343	2PL	0.0142	392.0117	n/a	n/a	n/a	n/a
CES00412	00803613	2PL	0.0097	548.9098	n/a	n/a	n/a	n/a
CES00752	01209118	2PL	0.0086	493.9338	n/a	n/a	n/a	n/a
CES00456	00940205	2PL	0.0104	580.8653	n/a	n/a	n/a	n/a
CES00747	01209108	2PL	0.0095	491.8787	n/a	n/a	n/a	n/a
CES00856	01210762	2PL	0.0084	585.9528	n/a	n/a	n/a	n/a
CES00449	00940191	2PL	0.0097	509.5249	n/a	n/a	n/a	n/a
CES00263	00437722	2PL	0.0109	421.2242	n/a	n/a	n/a	n/a
CES00847	01210729	2PL	0.0116	515.8323	n/a	n/a	n/a	n/a
CES00386	00693765	2PL	0.0124	616.0938	n/a	n/a	n/a	n/a
CES00190	00383201	2PL	0.0111	510.4260	n/a	n/a	n/a	n/a
CES00748	01209110	GPC	0.0137	n/a	491.2855	499.0589	n/a	n/a
CES00706	01059809	GPC	0.0150	n/a	450.1798	500.0035	n/a	n/a
CES00958	01211254	GPC	0.0112	n/a	465.7725	465.3134	n/a	n/a
CES00701	01059799	GPC	0.0134	n/a	471.1753	536.7713	n/a	n/a
CES00849	01210733	GPC	0.0161	n/a	411.0517	472.4883	n/a	n/a
CES00708	01059813	GPC	0.0148	n/a	413.6893	506.1726	n/a	n/a
CES00635	01003521	GPC	0.0110	n/a	408.1403	409.5431	483.6337	589.7555

Table U-8: Reference Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	γ_1	γ_2	γ_3	γ_4
CES00335	00546487	2PL	0.0075	542.3209	n/a	n/a	n/a	n/a
CES00475	00940480	2PL	0.0065	472.2653	n/a	n/a	n/a	n/a
CES00872	01210841	2PL	0.0130	461.6172	n/a	n/a	n/a	n/a
CES00476	00940482	2PL	0.0099	559.2115	n/a	n/a	n/a	n/a
CES00483	00940497	2PL	0.0092	614.9379	n/a	n/a	n/a	n/a
CES00801	01210354	2PL	0.0127	550.2281	n/a	n/a	n/a	n/a
CES00477	00940484	2PL	0.0104	586.6950	n/a	n/a	n/a	n/a
CES00759	01209258	2PL	0.0084	574.3179	n/a	n/a	n/a	n/a
CES00897	01210890	2PL	0.0176	519.2227	n/a	n/a	n/a	n/a
CES00764	01209269	2PL	0.0132	477.4216	n/a	n/a	n/a	n/a
CES00802	01210355	2PL	0.0089	542.8543	n/a	n/a	n/a	n/a
CES00367	00683682	2PL	0.0117	592.4426	n/a	n/a	n/a	n/a
CES00236	00383295	2PL	0.0149	503.1050	n/a	n/a	n/a	n/a
CES00274	00437871	GPC	0.0112	n/a	497.5653	531.6455	n/a	n/a
CES10052	n/a	GPC	0.0114	n/a	475.5340	491.0135	n/a	n/a
CES00364	00683675	GPC	0.0120	n/a	473.0130	533.0598	n/a	n/a
CES00712	01059905	GPC	0.0138	n/a	470.4182	515.6791	n/a	n/a
CES00486	00940503	GPC	0.0116	n/a	456.6351	516.7903	n/a	n/a
CES00808	01210361	GPC	0.0134	n/a	482.2721	507.7281	n/a	n/a
CES00969	01211282	GPC	0.0122	n/a	435.6241	443.9810	490.6295	589.2627

Table U-9: Reference Item Parameters, Reading, Grade Span K–1

Item ID	Legacy ID	Model	Parameters					
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3
CER01031	01210026	3PL	0.0127	289.0913	0.4110	n/a	n/a	n/a
CER01030	01210024	3PL	0.0107	335.0595	0.2968	n/a	n/a	n/a
CER01041	01210046	3PL	0.0170	410.4819	0.2647	n/a	n/a	n/a
CER01314	01210917	3PL	0.0147	383.8364	0.3148	n/a	n/a	n/a
CER01315	01210918	3PL	0.0047	301.4837	0.0544	n/a	n/a	n/a
CER01312	01210915	3PL	0.0161	330.5380	0.3335	n/a	n/a	n/a
CER01316	01210919	3PL	0.0302	379.6769	0.3413	n/a	n/a	n/a
CER01216	01210596	3PL	0.0151	441.9363	0.3263	n/a	n/a	n/a
CER01311	01210914	3PL	0.0312	408.7378	0.2625	n/a	n/a	n/a
CER01066	01210096	GPC	0.0238	n/a	n/a	250.2172	270.7085	277.5251
CER01033	01210030	GPC	0.0297	n/a	n/a	251.6732	265.6278	279.7140
CER01034	01210032	3PL	0.0161	292.5125	0.2434	n/a	n/a	n/a
CER01179	01210529	3PL	0.0235	397.1601	0.3488	n/a	n/a	n/a
CER01025	01210014	3PL	0.0342	362.4124	0.2474	n/a	n/a	n/a
CER01079	01210122	3PL	0.0319	361.4658	0.3489	n/a	n/a	n/a
CER01055	01210074	3PL	0.0357	362.7741	0.2285	n/a	n/a	n/a
CER01083	01210130	2PL	0.0148	380.7974	n/a	n/a	n/a	n/a
CER01027	01210018	2PL	0.0207	399.5141	n/a	n/a	n/a	n/a
CER01047	01210058	3PL	0.0147	383.1420	0.1578	n/a	n/a	n/a
CER01057	01210078	3PL	0.0122	362.1719	0.2032	n/a	n/a	n/a

Table U-10: Reference Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00348	00546026	3PL	0.0192	476.6247	0.2241
CER00353	00546036	3PL	0.0207	452.8178	0.2805
CER00270	00437237	3PL	0.0223	550.3876	0.1943
CER01090	01210364	3PL	0.0145	469.1958	0.2867
CER01212	01210592	3PL	0.0189	514.5803	0.1629
CER00032	00240821	3PL	0.0170	477.4375	0.3276
CER00011	00240727	3PL	0.0151	466.2282	0.1663
CER00009	00240723	3PL	0.0211	444.1962	0.2515
CER01099	01210373	3PL	0.0190	452.8921	0.1931
CER00336	00545999	3PL	0.0311	516.4947	0.3207
CER00343	00546014	3PL	0.0191	427.4069	0.2611
CER01100	01210374	3PL	0.0215	533.8445	0.1915
CER01101	01210375	3PL	0.0202	446.4135	0.0855
CER00442	00680991	3PL	0.0254	465.9173	0.2454
CER01200	01210580	3PL	0.0221	491.0722	0.3442
CER00955	01208496	3PL	0.0208	508.5223	0.2446
CER00211	00353933	3PL	0.0380	437.6022	0.2399
CER00220	00353951	3PL	0.0221	420.8758	0.2089
CER00545	00940074	3PL	0.0150	477.5645	0.0896
CER01192	01210559	3PL	0.0142	479.4894	0.1988
CER00546	00940076	3PL	0.0154	456.0188	0.0658
CER00877	01059047	3PL	0.0123	473.9610	0.1175
CER00338	00546003	3PL	0.0232	453.8448	0.0737
CER00949	01208484	3PL	0.0129	514.9337	0.2075
CER00355	00546040	3PL	0.0245	527.6102	0.2018
CER00957	01208500	3PL	0.0156	532.8879	0.2783
CER00958	01208502	3PL	0.0317	439.2719	0.2284
CER00959	01208504	3PL	0.0332	496.6818	0.2023
CER01103	01210377	3PL	0.0299	488.7201	0.2767
CER01104	01210378	3PL	0.0134	423.3135	0.2075
CER01105	01210379	3PL	0.0248	473.5113	0.1882
CER01094	01210368	3PL	0.0119	485.3210	0.1170
CER01096	01210370	3PL	0.0226	468.7957	0.2201
CER01171	01210493	3PL	0.0170	472.7131	0.1644
CER01097	01210371	3PL	0.0141	491.5517	0.1471

Table U-11: Reference Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00893	01059097	3PL	0.0139	514.7314	0.0731
CER00463	00691065	3PL	0.0114	533.9153	0.1931
CER01242	01210671	3PL	0.0173	534.6541	0.0943
CER00050	00241059	3PL	0.0104	565.8134	0.2356
CER00964	01208922	3PL	0.0165	517.3971	0.2966
CER00052	00241063	3PL	0.0145	563.1656	0.2155
CER00072	00241154	3PL	0.0158	521.6754	0.0793
CER01108	01210382	3PL	0.0138	507.5651	0.1931
CER01107	01210381	3PL	0.0164	552.7282	0.2424
CER00377	00546207	3PL	0.0126	515.4000	0.1460
CER00898	01059107	3PL	0.0191	504.3546	0.0886
CER00897	01059105	3PL	0.0168	562.1108	0.3501
CER01241	01210657	3PL	0.0092	569.6328	0.0956
CER00458	00691051	3PL	0.0180	516.5039	0.1080
CER00296	00437620	3PL	0.0148	492.7907	0.1130
CER00498	00803539	3PL	0.0154	511.4825	0.1111
CER00235	00354168	3PL	0.0227	505.9020	0.1157
CER00896	01059103	3PL	0.0139	467.9261	0.1931
CER00599	00940990	3PL	0.0240	528.8500	0.2207
CER01110	01210384	3PL	0.0153	485.0736	0.1067
CER00900	01059111	3PL	0.0191	507.7642	0.2028
CER00604	00941000	3PL	0.0328	484.3710	0.2122
CER00600	00940992	3PL	0.0243	539.6591	0.2247
CER00972	01208938	3PL	0.0188	512.4099	0.1735
CER00895	01059101	3PL	0.0178	550.3977	0.1895
CER01113	01210387	3PL	0.0107	518.9122	0.1931
CER01114	01210388	3PL	0.0129	541.0519	0.1931
CER01115	01210389	3PL	0.0199	504.7482	0.2621
CER01112	01210386	3PL	0.0217	503.6636	0.2491
CER01161	01210483	3PL	0.0227	491.9585	0.1463
CER01121	01210395	3PL	0.0155	518.7045	0.1931
CER01123	01210397	3PL	0.0215	512.0234	0.1960
CER00974	01208944	3PL	0.0214	520.1921	0.1913
CER00975	01208946	3PL	0.0123	504.8264	0.1931
CER00977	01208950	3PL	0.0246	564.8459	0.1961

Table U-12: Reference Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER00928	01060116	3PL	0.0066	523.4468	0.1947
CER00982	01209064	3PL	0.0104	560.4107	0.1947
CER00128	00241514	3PL	0.0166	505.6307	0.0376
CER00380	00546334	3PL	0.0154	617.0314	0.1721
CER00513	00803707	3PL	0.0095	561.1311	0.1947
CER00303	00437751	3PL	0.0128	561.5148	0.1947
CER00393	00546361	3PL	0.0111	586.7380	0.1947
CER00987	01209074	3PL	0.0121	590.5757	0.1947
CER00988	01209076	3PL	0.0089	558.2460	0.1947
CER00934	01060128	3PL	0.0057	558.6654	0.1947
CER00510	00803693	3PL	0.0083	592.4769	0.1947
CER00514	00803709	3PL	0.0123	609.5015	0.1457
CER00985	01209070	3PL	0.0151	540.7429	0.1947
CER00564	00940275	3PL	0.0140	588.9863	0.1795
CER00990	01209080	3PL	0.0206	488.9093	0.0351
CER00515	00803711	3PL	0.0126	609.4698	0.1947
CER00563	00940273	3PL	0.0160	538.0821	0.1683
CER01128	01210402	3PL	0.0137	531.2192	0.1211
CER00402	00546380	3PL	0.0131	532.3263	0.1465
CER00932	01060124	3PL	0.0195	586.9909	0.1898
CER00937	01060134	3PL	0.0170	608.0708	0.2067
CER00569	00940285	3PL	0.0236	616.3839	0.1779
CER00144	00241558	3PL	0.0189	552.6246	0.2205
CER00145	00241560	3PL	0.0204	550.7610	0.2493
CER00143	00241556	3PL	0.0131	615.4873	0.1726
CER10050	n/a	3PL	0.0133	584.9419	0.1619
CER10051	n/a	3PL	0.0187	604.1813	0.2064
CER10052	n/a	3PL	0.0216	565.5492	0.2284
CER10056	n/a	3PL	0.0207	555.3133	0.2613
CER01130	01210404	3PL	0.0268	541.0904	0.1658
CER01173	01210495	3PL	0.0277	579.6182	0.2271
CER01133	01210407	3PL	0.0235	544.8538	0.1809
CER00521	00803735	3PL	0.0165	582.5851	0.1802
CER00523	00803739	3PL	0.0140	607.2750	0.1966
CER00524	00803741	3PL	0.0175	576.3138	0.1990

Table U-13: Reference Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER01152	01210426	3PL	0.0106	507.2223	0.2059
CER01415	01211145	3PL	0.0083	546.9342	0.2059
CER01143	01210417	3PL	0.0115	590.3263	0.2059
CER00327	00437909	3PL	0.0112	575.1072	0.2059
CER00531	00804714	3PL	0.0099	624.9451	0.2528
CER00451	00684030	3PL	0.0097	565.0566	0.2059
CER00471	00717216	3PL	0.0086	587.5903	0.2059
CER01006	01209227	3PL	0.0152	511.6521	0.2059
CER00911	01059967	3PL	0.0160	526.4702	0.0546
CER01005	01209225	3PL	0.0138	602.8879	0.1345
CER00157	00241779	3PL	0.0120	529.4637	0.2059
CER00242	00354274	3PL	0.0118	667.0770	0.2059
CER00533	00804718	3PL	0.0065	679.5959	0.2059
CER00918	01059981	3PL	0.0071	628.1827	0.2059
CER00419	00546536	3PL	0.0139	527.5035	0.2059
CER00457	00684045	3PL	0.0156	617.6435	0.2002
CER00321	00437896	3PL	0.0129	592.4746	0.2059
CER00418	00546534	3PL	0.0176	518.8238	0.2059
CER01007	01209229	3PL	0.0151	632.7032	0.3094
CER00912	01059969	3PL	0.0093	584.3409	0.2059
CER00443	00683949	3PL	0.0132	648.8036	0.2153
CER01309	01210900	3PL	0.0134	619.6342	0.1844
CER10057	n/a	3PL	0.0058	627.4799	0.2059
CER10058	n/a	3PL	0.0105	592.6975	0.1158
CER10063	n/a	3PL	0.0112	591.6953	0.1594
CER01016	01209249	3PL	0.0128	654.4669	0.2310
CER01017	01209251	3PL	0.0189	634.3561	0.1580
CER01014	01209245	3PL	0.0178	593.8691	0.1894
CER10088	n/a	3PL	0.0220	602.6025	0.2079
CER10089	n/a	3PL	0.0210	612.9877	0.2451
CER10092	n/a	3PL	0.0191	611.9755	0.2145
CER10094	n/a	3PL	0.0141	598.3050	0.2057
CER01011	01209238	3PL	0.0099	667.7252	0.1501
CER01012	01209240	3PL	0.0137	607.7779	0.3034
CER01013	01209242	3PL	0.0187	647.9626	0.1932

Table U-14: Reference Item Parameters, Writing, Grade Span K–1

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00877	01210162	2PL	0.0129	245.2094	n/a	n/a	n/a	n/a	n/a
CEW00909	01210226	2PL	0.0131	268.4081	n/a	n/a	n/a	n/a	n/a
CEW00868	01210144	2PL	0.0156	273.7599	n/a	n/a	n/a	n/a	n/a
CEW00898	01210204	2PL	0.0145	263.3454	n/a	n/a	n/a	n/a	n/a
CEW00919	01210246	GPC	0.0088	n/a	n/a	243.7352	300.1797	n/a	n/a
CEW00889	01210186	GPC	0.0125	n/a	n/a	209.2343	334.4836	n/a	n/a
CEW00890	01210188	GPC	0.0114	n/a	n/a	227.5298	282.3065	n/a	n/a
CEW00891	01210190	GPC	0.0248	n/a	n/a	291.3945	366.3903	n/a	n/a
CEW00923	01210254	GPC	0.0235	n/a	n/a	313.9145	457.7750	n/a	n/a
CEW00871	01210150	GPC	0.0214	n/a	n/a	298.4480	397.8716	n/a	n/a
CEW00989	01210552	GPC	0.0188	n/a	n/a	319.0796	432.7392	n/a	n/a
CEW00902	01210212	GPC	0.0194	n/a	n/a	329.1009	426.4627	n/a	n/a
CEW00884	01210176	3PL	0.0224	430.2949	0.2235	n/a	n/a	n/a	n/a
CEW00905	01210218	3PL	0.0139	421.7804	0.2495	n/a	n/a	n/a	n/a
CEW00875	01210158	3PL	0.0130	413.0975	0.3120	n/a	n/a	n/a	n/a
CEW00931	01210270	3PL	0.0265	432.0137	0.1690	n/a	n/a	n/a	n/a
CEW00896	01210200	3PL	0.0212	420.8671	0.4679	n/a	n/a	n/a	n/a
CEW00932	01210272	3PL	0.0299	414.3378	0.2477	n/a	n/a	n/a	n/a
CEW00885	01210178	3PL	0.0267	414.3314	0.2407	n/a	n/a	n/a	n/a
CEW00876	01210160	3PL	0.0158	397.0471	0.4573	n/a	n/a	n/a	n/a

Table U-15: Reference Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00005	00353965	3PL	0.0138	421.2495	0.3013	n/a	n/a	n/a	n/a
CEW00020	00353996	3PL	0.0172	404.2699	0.3013	n/a	n/a	n/a	n/a
CEW00004	00353963	3PL	0.0209	457.5400	0.3583	n/a	n/a	n/a	n/a
CEW00298	00681402	3PL	0.0505	447.0169	0.2879	n/a	n/a	n/a	n/a
CEW00939	01210436	3PL	0.0302	468.1703	0.3096	n/a	n/a	n/a	n/a
CEW00220	00546085	3PL	0.0312	452.3706	0.3064	n/a	n/a	n/a	n/a
CEW00021	00353998	3PL	0.0107	483.1300	0.3013	n/a	n/a	n/a	n/a
CEW00209	00546063	3PL	0.0213	448.9996	0.3297	n/a	n/a	n/a	n/a
CEW00941	01210438	3PL	0.0379	485.7459	0.2923	n/a	n/a	n/a	n/a
CEW00940	01210437	3PL	0.0368	454.9556	0.3684	n/a	n/a	n/a	n/a
CEW00796	01208524	3PL	0.0233	483.9632	0.2070	n/a	n/a	n/a	n/a
CEW00981	01210528	3PL	0.0121	527.7818	0.3013	n/a	n/a	n/a	n/a
CEW00800	01208532	3PL	0.0119	588.0621	0.3520	n/a	n/a	n/a	n/a
CEW00974	01210499	3PL	0.0210	470.4931	0.3186	n/a	n/a	n/a	n/a
CEW00975	01210500	3PL	0.0141	510.9004	0.2000	n/a	n/a	n/a	n/a
CEW00976	01210501	3PL	0.0111	511.1363	0.2106	n/a	n/a	n/a	n/a
CEW00390	00940137	3PL	0.0380	497.1933	0.3373	n/a	n/a	n/a	n/a
CEW00391	00940139	3PL	0.0300	490.9995	0.3665	n/a	n/a	n/a	n/a
CEW00392	00940141	3PL	0.0330	482.9776	0.3589	n/a	n/a	n/a	n/a
CEW00389	00940135	GPC	0.0204	n/a	n/a	384.0281	482.2348	586.7660	n/a
CEW00995	01210574	GPC	0.0185	n/a	n/a	365.5774	456.9605	535.2718	n/a
CEW00381	00940119	GPC	0.0193	n/a	n/a	379.8376	477.7788	578.1796	n/a
CEW00802	01208536	GPC	0.0175	n/a	n/a	368.8015	472.6247	577.2651	n/a
CEW01084	01210937	GPC	0.0132	n/a	n/a	368.1885	442.3970	494.6833	671.4013

Table U-16: Reference Item Parameters, Writing, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00100	00354226	3PL	0.0195	440.4495	0.2793	n/a	n/a	n/a	n/a
CEW00088	00354202	3PL	0.0120	473.0506	0.2793	n/a	n/a	n/a	n/a
CEW00077	00354179	3PL	0.0231	515.9010	0.3411	n/a	n/a	n/a	n/a
CEW00228	00546226	3PL	0.0117	502.6664	0.2793	n/a	n/a	n/a	n/a
CEW00090	00354206	3PL	0.0277	513.4963	0.3767	n/a	n/a	n/a	n/a
CEW00239	00546248	3PL	0.0173	516.1177	0.2296	n/a	n/a	n/a	n/a
CEW00950	01210447	3PL	0.0158	529.3374	0.2576	n/a	n/a	n/a	n/a
CEW00813	01208994	3PL	0.0150	566.1699	0.3351	n/a	n/a	n/a	n/a
CEW00815	01208998	3PL	0.0192	503.2447	0.3157	n/a	n/a	n/a	n/a
CEW01019	01210694	3PL	0.0267	513.6852	0.3140	n/a	n/a	n/a	n/a
CEW00747	01059936	3PL	0.0227	459.3711	0.2725	n/a	n/a	n/a	n/a
CEW00748	01059938	3PL	0.0230	479.1292	0.2516	n/a	n/a	n/a	n/a
CEW00749	01059940	3PL	0.0284	457.6320	0.2381	n/a	n/a	n/a	n/a
CEW00755	01059952	3PL	0.0218	472.7204	0.2940	n/a	n/a	n/a	n/a
CEW00756	01059954	3PL	0.0134	523.6746	0.2394	n/a	n/a	n/a	n/a
CEW00757	01059956	3PL	0.0216	499.1362	0.2440	n/a	n/a	n/a	n/a
CEW00422	00940377	3PL	0.0306	467.4307	0.3524	n/a	n/a	n/a	n/a
CEW00423	00940379	3PL	0.0188	516.3166	0.2785	n/a	n/a	n/a	n/a
CEW00424	00940381	3PL	0.0121	535.1886	0.2793	n/a	n/a	n/a	n/a
CEW01110	01211075	GPC	0.0127	n/a	n/a	341.0389	447.9530	543.8715	n/a
CEW00175	00437661	GPC	0.0142	n/a	n/a	346.6178	479.2575	619.6375	n/a
CEW01015	01210690	GPC	0.0154	n/a	n/a	366.6933	453.6016	558.2311	n/a
CEW00094	00354214	GPC	0.0141	n/a	n/a	354.4985	455.2597	584.2832	n/a
CEW01014	01210688	GPC	0.0130	n/a	n/a	371.4944	436.7376	509.8074	679.3561

Table U-17: Reference Item Parameters, Writing, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00265	00546425	3PL	0.0224	518.4505	0.1813	n/a	n/a	n/a	n/a
CEW00145	00354697	3PL	0.0153	513.0310	0.2761	n/a	n/a	n/a	n/a
CEW00833	01209140	3PL	0.0124	517.3871	0.2761	n/a	n/a	n/a	n/a
CEW00832	01209138	3PL	0.0152	502.7428	0.2761	n/a	n/a	n/a	n/a
CEW00178	00437794	3PL	0.0226	557.2248	0.3457	n/a	n/a	n/a	n/a
CEW00147	00354701	3PL	0.0166	584.1979	0.4148	n/a	n/a	n/a	n/a
CEW00837	01209148	3PL	0.0182	529.3594	0.3145	n/a	n/a	n/a	n/a
CEW00836	01209146	3PL	0.0272	566.1688	0.2725	n/a	n/a	n/a	n/a
CEW00961	01210458	3PL	0.0241	525.4503	0.2648	n/a	n/a	n/a	n/a
CEW00262	00546419	3PL	0.0123	573.4629	0.2761	n/a	n/a	n/a	n/a
CEW00255	00546405	3PL	0.0179	539.1045	0.2761	n/a	n/a	n/a	n/a
CEW00959	01210456	3PL	0.0157	536.0846	0.2761	n/a	n/a	n/a	n/a
CEW00256	00546407	3PL	0.0246	494.0665	0.3153	n/a	n/a	n/a	n/a
CEW00350	00803765	3PL	0.0148	545.4882	0.1728	n/a	n/a	n/a	n/a
CEW00351	00803767	3PL	0.0262	514.8203	0.2369	n/a	n/a	n/a	n/a
CEW00352	00803769	3PL	0.0140	536.2769	0.2761	n/a	n/a	n/a	n/a
CEW00779	01069233	3PL	0.0212	497.8756	0.2282	n/a	n/a	n/a	n/a
CEW00780	01069235	3PL	0.0215	488.7451	0.1855	n/a	n/a	n/a	n/a
CEW00781	01069237	3PL	0.0175	520.6648	0.2546	n/a	n/a	n/a	n/a
CEW00794	01069263	GPC	0.0124	n/a	n/a	370.4337	456.6394	622.1678	n/a
CEW00782	01069239	GPC	0.0118	n/a	n/a	362.5115	429.1825	568.8244	n/a
CEW00842	01209158	GPC	0.0124	n/a	n/a	362.8396	472.7077	598.0461	n/a
CEW00963	01210460	GPC	0.0111	n/a	n/a	361.5522	430.1103	588.2788	n/a
CEW00709	01003901	GPC	0.0113	n/a	n/a	410.8483	414.4150	529.0904	709.3896

Table U-18: Reference Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	γ_1	γ_2	γ_3	γ_4
CEW00306	00684130	3PL	0.0236	498.1521	0.2305	n/a	n/a	n/a	n/a
CEW00283	00546586	3PL	0.0152	531.6195	0.2535	n/a	n/a	n/a	n/a
CEW00060	00354095	3PL	0.0156	553.6830	0.2535	n/a	n/a	n/a	n/a
CEW00849	01209287	3PL	0.0112	576.1978	0.2915	n/a	n/a	n/a	n/a
CEW00966	01210463	3PL	0.0153	515.4610	0.2535	n/a	n/a	n/a	n/a
CEW00278	00546576	3PL	0.0108	551.2933	0.2535	n/a	n/a	n/a	n/a
CEW00850	01209289	3PL	0.0176	493.2846	0.2535	n/a	n/a	n/a	n/a
CEW00041	00354047	3PL	0.0133	555.9316	0.2535	n/a	n/a	n/a	n/a
CEW00061	00354097	3PL	0.0095	434.4902	0.2535	n/a	n/a	n/a	n/a
CEW00279	00546578	3PL	0.0217	497.5155	0.3800	n/a	n/a	n/a	n/a
CEW00970	01210467	3PL	0.0144	537.7433	0.1602	n/a	n/a	n/a	n/a
CEW00855	01209299	3PL	0.0176	595.8367	0.2003	n/a	n/a	n/a	n/a
CEW00854	01209297	3PL	0.0076	534.2265	0.2535	n/a	n/a	n/a	n/a
CEW00431	00940507	3PL	0.0134	545.1201	0.2535	n/a	n/a	n/a	n/a
CEW00432	00940509	3PL	0.0140	558.8423	0.2535	n/a	n/a	n/a	n/a
CEW00433	00940511	3PL	0.0071	432.6645	0.2535	n/a	n/a	n/a	n/a
CEW00769	01060031	3PL	0.0104	529.8079	0.2535	n/a	n/a	n/a	n/a
CEW00770	01060033	3PL	0.0256	524.2492	0.3301	n/a	n/a	n/a	n/a
CEW00771	01060035	3PL	0.0126	517.0009	0.2535	n/a	n/a	n/a	n/a
CEW00764	01060021	GPC	0.0070	n/a	n/a	286.9813	417.4537	579.0585	n/a
CEW00856	01209301	GPC	0.0082	n/a	n/a	326.7962	425.3655	581.1845	n/a
CEW00971	01210468	GPC	0.0098	n/a	n/a	343.7128	453.8819	578.3230	n/a
CEW00972	01210469	GPC	0.0082	n/a	n/a	329.9514	385.9522	626.2154	n/a
CEW00447	00940539	GPC	0.0063	n/a	n/a	536.4658	442.3597	556.1515	771.6986

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Appendix V: Long Descriptions

Chapter 2

Section 2.5.2 3PL Model Section

The equation reads the Probability of Success subscript j given the person ability parameter subscript i equals the guessing parameter subscript j plus the quotient of the quantity 1 minus the guessing parameter subscript j end quantity, all over the quantity of 1 plus the exponential of negative D times the item discrimination parameter subscript j times the quantity of the person ability parameter subscript i minus the item difficulty parameter subscript j end quantity end quantity.

Section 2.5.2 2PL Model Section

The equation reads the Probability of Success subscript j given the person ability parameter subscript i equals the quotient of 1 over the quantity of 1 plus the exponential of negative D times the item discrimination parameter subscript j times the quantity of the person ability parameter subscript i minus the item difficulty parameter subscript j end quantity end exponential end quantity.

Section 2.5.2 GPC Model Section – 1

The equation reads the Probability of Success subscript jk given the person ability parameter subscript i equals the quotient of the exponential of the sum from v equals 1 through v equals k of the item discrimination parameter subscript j times the quantity of the person ability parameter subscript i minus the item difficulty parameter subscript jv end quantity end sum end exponential, all over the quantity of 1 plus the sum from c equals 1 through c equals m subscript j of the exponential of the sum from v equals 1 through v equals c of the item discrimination parameter subscript j times the quantity of the person ability parameter subscript i minus the item difficulty parameter subscript jv end quantity end sum end exponential end sum end quantity.

Section 2.5.2 GPC Model Section – 2

The equation reads the Probability of Success subscript jk given the person ability parameter subscript i equals the quotient of the exponential of the sum from v equals 0 through v equals k of Z subscript jv of person ability parameter subscript i end sum end exponential, all over the sum from c equals 0 through m subscript j of the exponential of the sum from v equals 0 through v equals c of Z subscript jv of the person ability parameter subscript i end sum end exponential end sum.

Where Z subscript jk of the person ability parameter subscript i equals the item discrimination parameter subscript j times the quantity of the person ability parameter subscript i minus the item difficulty parameter subscript jk end quantity.

Section 2.5.2 Stocking Lord Method Section (a and b lines in same text)

The equation reads lowercase A subscript celdt equals uppercase A subscript i divided by M subscript 1.

Followed by:

Lowercase B subscript celdt equals M subscript 1 times uppercase B subscript i plus M subscript 2.

Chapter 8

Section 8.3.1 Internal Consistency Reliability Coefficients

The equation reads coefficient alpha equals the quotient of the number of items over the quantity of the number of items minus 1 end quantity end quotient times the quantity of 1 minus the quotient of the sum from i equals 1 through i equals k of sigma hat subscript i superscript 2 end sum over sigma hat subscript x superscript 2, end quantity, where sigma hat subscript i superscript 2 is the variance of item i and sigma hat subscript x superscript 2 is the total test variance.

Section 8.3.2 – 1 Standard Error of Measurement (SEM) – Classical Test Theory (CTT)

The equation reads SEM equals SD times the square root of the quantity 1 minus coefficient alpha end quantity, where SEM is the margin of error associated with an examinee's score, SD is the standard deviation, and coefficient alpha is the reliability of the score for which an SEM is being calculated.

Section 8.3.2 – 2 Standard Error of Measurement (SEM) – Classical Test Theory (CTT)

The equation reads SEM subscript overall equals the square root of the quantity of 0.25 superscript 2 times SEM subscript LS superscript 2 plus 0.25 superscript 2 times SEM subscript SP superscript 2 plus 0.25 superscript 2 times SEM subscript RD superscript 2 plus 0.25 superscript 2 times SEM subscript WR superscript 2 end quantity.

Section 8.3.2 – 3 Standard Error of Measurement (SEM) – Classical Test Theory (CTT)

The equation reads SEM subscript overall equals the square root of the quantity of 0.45 superscript 2 times SEM subscript LS superscript 2 plus 0.45 superscript 2 times SEM subscript SP superscript 2 plus 0.05 superscript 2 times SEM subscript RD superscript 2 plus 0.05 superscript 2 times SEM subscript WR superscript 2 end quantity.

Section 8.3.3 Conditional Standard Error of Measurement

The equation reads the SEM of the person ability parameter equals 1 divided by the square root of I of the person ability parameter, where I of the person ability parameter is the test information function.

Section 8.6.1 Item Response Theory (IRT) Model Fit Analyses

The equation reads Z subscript j equals the quotient of the quantity Q subscript j minus DF of Q subscript j end quantity, all over the square root of 2 times DF, where DF stands for degrees of freedom and equals M subscript j minus 1.

Section 8.6.3 Operational Test Scaling Constants

The equation reads lowercase A subscript celdt equals uppercase A subscript i divided by M subscript 1.

Followed by:

Lowercase B subscript celdt equals M subscript 1 times uppercase B subscript i plus M subscript 2.

Section 8.7.1 – 1 Mantel-Haenszel (MH) Procedure

The equation reads Alpha subscript MH equals the quotient of the sum through k of the quotient of A subscript k times D subscript k over N subscript Tk end sum, all over the sum through k of the quotient of B subscript k times C subscript k over N subscript Tk end sum.

Table 8.9: Mantel-Haenszel (MH) Data Structure

The table 8.9 column headers are Group, Item j Correct, Item J Incorrect, Total. Row 1 displays Reference Group, A subscript k, B subscript k, and N subscript Rk. Row 2 displays Focal Group, C subscript k, D subscript k, and N subscript Fk. Row 3 displays Total Group, R subscript k, W subscript k, and N subscript Tk.

Appendix K

Table K-34: Item Analysis, Initial Assessment, Speaking, Constructed-Response Items, All Grade Spans

The initial assessment item analysis for speaking constructed-response items for all grade spans. Provides the item ID, legacy item ID, item type, N-count, percent of students at each possible score point, item-test correlation, raw score mean, mean proportion of maximum, and standard deviation.

Table K-40: Item Analysis, Initial Assessment, Reading, Constructed-Response Items, Grade Span K–1

The initial assessment item analysis for reading constructed-response items, grades kindergarten through one. Provides the item ID, legacy item ID, item type, N-count, percent of students at each possible score point, item-test correlation, raw score mean, mean proportion of maximum, and standard deviation.

Table K-46: Item Analysis, Initial Assessment, Writing, Constructed-Response Items, All Grade Spans

The initial assessment item analysis for writing constructed-response items for all grades. Provides the item ID, legacy item ID, item type, N-count, percent of students at each possible score point, item-test correlation, raw score mean, mean proportion of maximum, and standard deviation.

Appendix M

Table M-5: Unscaled Item Parameters, Speaking, Grade Span K–2

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades kindergarten through two. The table provides the unscaled a and b parameters for 2PL items and the unscaled alpha and gamma parameters for GPC items.

Table M-6: Unscaled Item Parameters, Speaking, Grade Span 3–5

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades three through five. The table provides the unscaled a and b parameters for 2PL items and the unscaled alpha and gamma parameters for GPC items.

Table M-7: Unscaled Item Parameters, Speaking, Grade Span 6–8

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades six through eight. The table provides the unscaled a and b parameters for 2PL items and the unscaled alpha and gamma parameters for GPC items.

Table M-8: Unscaled Item Parameters, Speaking, Grade Span 9–12

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades nine through twelve. The table provides the unscaled a and b parameters for 2PL items and the unscaled alpha and gamma parameters for GPC items.

Table M-9: Unscaled Item Parameters, Reading, Grade Span K–1

The table displays the item ID, legacy item ID, and IRT model type for each reading item, grades kindergarten through one. The table provides the unscaled a and b parameters for the 2PL items; unscaled a, b, and c parameters for the 3PL items; and the unscaled alpha and gamma parameters for the GPC items.

Table M-14: Unscaled Item Parameters, Writing, Grade Span K–1

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades kindergarten through one. The table provides the unscaled a and b parameters for the 2PL items; unscaled a, b, and c parameters for the 3PL items; and the unscaled alpha and gamma parameters for the GPC items.

Table M-15: Unscaled Item Parameters, Writing, Grade 2

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grade two. The table provides the a, b, and c unscaled parameters for 3PL items and the alpha and gamma unscaled parameters for the GPC items.

Table M-16: Unscaled Item Parameters, Writing, Grade Span 3–5

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades three through five. The table provides the a, b, and c unscaled parameters for 3PL items and the alpha and gamma unscaled parameters for the GPC items.

Table M-17: Unscaled Item Parameters, Writing, Grade Span 6–8

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades six through eight. The table provides the a, b, and c unscaled parameters for 3PL items and the alpha and gamma unscaled parameters for the GPC items.

Table M-18: Unscaled Item Parameters, Writing, Grade Span 9–12

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades nine through twelve. The table provides the a, b, and c unscaled parameters for 3PL items and the alpha and gamma unscaled parameters for the GPC items.

Appendix N

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

The table displays the initial assessment descriptive statistics—N-count, item type, raw score means, standard deviation, and maximum score—for the items of each type: MC, DCR, and CR. The table also provides the Pearson correlation coefficients among the raw scores by item type. All statistics are given for each domain and grade span.

Appendix O

Table O-1: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span K–1

The table displays the initial assessment writing item ID, legacy item ID, item sequence number, item total (number of items read), the number of items read twice, the number and percent in perfect agreement between the two reads, and the number and percent discrepant between the two reads, for grades kindergarten through one by test component.

Table O-2: Inter-Rater Agreement, Initial Assessment, Writing, Grade 2

The table displays the initial assessment writing item ID, legacy item ID, item sequence number, item total (number of items read), the number of items read twice, the number and percent in perfect agreement between the two reads, and the number and percent discrepant between the two reads, for grade two by test component.

Table O-3: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span 3–5

The table displays the initial assessment writing item ID, legacy item ID, item sequence number, item total (number of items read), the number of items read twice, the number and percent in perfect agreement between the two reads, and the number and percent discrepant between the two reads, for grades three through five by test component.

Table O-4: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span 6–8

The table displays the initial assessment writing item ID, legacy item ID, item sequence number, item total (number of items read), the number of items read twice, the number and percent in perfect agreement between the two reads, and the number and percent discrepant between the two reads, for grades six through eight by test component.

Table O-5: Inter-Rater Agreement, Initial Assessment, Writing, Grade Span 9–12

The table displays the initial assessment writing item ID, legacy item ID, item sequence number, item total (number of items read), the number of items read twice, the number and percent in perfect agreement between the two reads, and the number and percent discrepant between the two reads, for grades nine through twelve by test component.

Appendix Q

Figure Q-2: Sample Student Performance-Level Report, Initial Assessment

This figure contains a sample CELDT Student Performance Level Report that is used for all grades and test purposes. The report includes the name of the test, the test edition, student name and address, if provided, grade, test purpose, test date, birthdate, SSID, local student ID, district and school names, and County-District-School (C-D-S) code. In the middle of the report, the scale scores for each domain and overall score are displayed as a bar graph

showing into which performance level each score falls. The comprehension score (the average of the listening and speaking domains) is displayed underneath the graph as well as the “How to Read This Report” section, which contains the following text:

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2–12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/el>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of this report contains a description of each performance level.

To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

* 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.

^ A testing irregularity occurred during the administration of this domain. More information can be obtained at the school.

This text is dynamic based on the grade of the student. This sample is for an initial assessment grade seven student.

Figure Q-3: Sample Student Record Labels

This figure contains seven CELDT Student Record Labels and one header label for the district, school, and grade in the sample. The individual labels display the name of the test, the test edition, student name, birthdate, grade, district and school names, test date, SSID, test purpose, and scale scores and performance levels for each domain and overall.

This set of samples are for initial assessment grade two students.

Figure Q-4: Sample Local Educational Agency/School Performance-Level Summary Report

This figure contains the CELDT Performance Level Summary Report, run by grade. The report includes, in table format, the total number of students, the number and percent of students, and mean scale score and standard deviation at the level (district or school) at each

performance level. Underneath the table, the number and percent of students who met the CELDT Criterion is displayed.

On the left margin of the report, the name of the test, the test edition, district name, grade, county name, state name, County-District code, and purpose of the report are also displayed.

The “Purpose” section contains the following text:

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.

This sample is for an initial assessment grade seven student.

Figure Q-5: Sample School Roster Report

This figure contains the CELDT Roster Report, run by grade. The report includes a list of students, in table format, showing the student’s name, birthdate, SSID, local student ID, test date, and student’s scale score and performance level on each domain and overall.

Above the student list and in the cells with the names of the domains are the Performance Level ranges for that domain for the specific grade. On the left margin of the report, the name of the test, test edition, district name, grade, county name, state name, County-District-School code, and purpose of the report are also displayed.

The “Purpose” section contains the following text:

The report displays how each student, at this grade and school, performed Overall and on each domain. Students are listed alphabetically by last name.

This sample is for an initial assessment grade kindergarten student.

Appendix S

Table S-1: Consistency of Local and Centralized Scoring, Initial Assessment, Writing

The table displays the item sequence number, N-count of students for whom local scores were provided, and the difference in the percent of examinees, by score point, between centralized and local scoring reported for each writing constructed-response item for each grade span.

Appendix T

Table T-5: On-Scale Item Parameters, Speaking, Grade Span K–2

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades kindergarten through two. The table provides the on-scale a and b parameters for 2PL items and the on-scale alpha and gamma parameters for GPC items.

Table T-6: On-Scale Item Parameters, Speaking, Grade Span 3–5

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades three through five. The table provides the on-scale a and b parameters for 2PL items and the on-scale alpha and gamma parameters for GPC items.

Table T-7: On-Scale Item Parameters, Speaking, Grade Span 6–8

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades six through eight. The table provides the on-scale a and b parameters for 2PL items and the on-scale alpha and gamma parameters for GPC items.

Table T-8: On-Scale Item Parameters, Speaking, Grade Span 9–12

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades nine through twelve. The table provides the on-scale a and b parameters for 2PL items and the on-scale alpha and gamma parameters for GPC items.

Table T-9: On-Scale Item Parameters, Reading, Grade Span K–1

The table displays the item ID, legacy item ID, and IRT model type for each reading item, grades kindergarten through one. The table provides the on-scale a and b parameters for the 2PL items; on-scale a, b, and c parameters for the 3PL items; and the on-scale alpha and gamma parameters for the GPC items.

Table T-14: On-Scale Item Parameters, Writing, Grade Span K–1

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades kindergarten through one. The table provides the on-scale a and b parameters for the 2PL items; on-scale a, b, and c parameters for the 3PL items; and the on-scale alpha and gamma parameters for the GPC items.

Table T-15: On-Scale Item Parameters, Writing, Grade 2

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grade two. The table provides the on-scale a, b, and c parameters for the 3PL items and the on-scale alpha and gamma parameters for the GPC items.

Table T-16: On-Scale Item Parameters, Writing, Grade Span 3–5

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades three through five. The table provides the on-scale a, b, and c parameters for the 3PL items and the on-scale alpha and gamma parameters for the GPC items.

Table T-17: On-Scale Item Parameters, Writing, Grade Span 6–8

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades six through eight. The table provides the on-scale a, b, and c parameters for the 3PL items and the on-scale alpha and gamma parameters for the GPC items.

Table T-18: On-Scale Item Parameters, Writing, Grade Span 9–12

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades nine through twelve. The table provides the on-scale a, b, and c parameters for the 3PL items and the on-scale alpha and gamma parameters for the GPC items.

Appendix U

Table U-5: Reference Item Parameters, Speaking, Grade Span K–2

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades kindergarten through two. The table provides reference a and b parameters for 2PL items and reference alpha and gamma parameters for GPC items.

Table U-6: Reference Item Parameters, Speaking, Grade Span 3–5

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades three through five. The table provides reference a and b parameters for 2PL items and reference alpha and gamma parameters for GPC items.

Table U-7: Reference Item Parameters, Speaking, Grade Span 6–8

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades six through eight. The table provides reference a and b parameters for 2PL items and reference alpha and gamma parameters for GPC items.

Table U-8: Reference Item Parameters, Speaking, Grade Span 9–12

The table displays the item ID, legacy item ID, and IRT model type for each speaking item, grades nine through twelve. The table provides reference a and b parameters for 2PL items and reference alpha and gamma parameters for GPC items.

Table U-9: Reference Item Parameters, Reading, Grade Span K–1

The table displays the item ID, legacy item ID, and IRT model type for each reading item, grades kindergarten through one. The table provides reference a and b parameters for the 2PL items; reference a, b, and c parameters for the 3PL items; and reference alpha and gamma parameters for the GPC items.

Table U-14: Reference Item Parameters, Writing, Grade Span K–1

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades kindergarten through one. The table provides the reference a and b parameters for the 2PL items; reference a, b, and c parameters for the 3PL items; and reference alpha and gamma parameters for the GPC items.

Table U-15: Reference Item Parameters, Writing, Grade 2

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grade two. The table provides the reference a and b parameters for the 2PL items; reference a, b, and c parameters for the 3PL items; and reference alpha and gamma parameters for the GPC items.

Table U-16: Reference Item Parameters, Writing, Grade Span 3–5

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades three through five. The table provides the reference a and b parameters for the 2PL items; reference a, b, and c parameters for the 3PL items; and reference alpha and gamma parameters for the GPC items.

Table U-17: Reference Item Parameters, Writing, Grade Span 6–8

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades six through eight. The table provides the reference a and b parameters for the 2PL items; reference a, b, and c parameters for the 3PL items; and reference alpha and gamma parameters for the GPC items.

Table U-18: Reference Item Parameters, Writing, Grade Span 9–12

The table displays the item ID, legacy item ID, and IRT model type for each writing item, grades nine through twelve. The table provides the reference a and b parameters for the 2PL items; reference a, b, and c parameters for the 3PL items; and reference alpha and gamma parameters for the GPC items.

This is the end of the report.