



# California English Language Development Test



Technical Report  
**2014–15 Edition**

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



**California English Language  
Development Test  
Annual Technical Report  
2014–15 Edition**

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## Chapter 1: Introduction

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

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

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

The following sections examine the test’s purpose, intended population, development history, administration windows, and significant developments that occurred during the 2014–15 test cycle.

### 1.1 *Test Purpose*

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

The test shall be used for the following purposes:

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

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

### 1.2 *Intended Population*

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

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

### **1.3** *CELDT Development History*

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

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

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

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

The CELDT Technical Advisory Group (TAG) has actively advised the CDE throughout the history of the CELDT, including test blueprint creation, performance standards setting, content standards alignment, and technical evaluation of the test. Members include experts in test development, English language acquisition, applied linguistics, psychometrics, EL issues, and data analysis, representing numerous campuses of the University of California and California school districts. See appendix B for more information about the 2014–15 group.



## 1.4 *Testing Windows*

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

## 1.5 *Significant Developments Related to the 2014–15 Edition*

**1.5.1 *Field Testing and Item Writing.*** When a CELDT edition is typically developed, field test items that are aligned to the 1999 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (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 English Language Proficiency Assessments for California (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.

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

**1.5.3 *Scoring Training of Trainers (STOT) workshops.*** In-person training for LEA staff on test administration and the scoring of speaking and writing constructed response (CR) items is accomplished through a series of day-long workshops called STOT workshops. The number of these workshops decreased from seventeen in the 2013–14 administration year to nine in the 2014–15 administration year.

**1.5.4 *CALPADS Merge.*** Title III of the Elementary and Secondary Education Act provides supplemental funding to local educational agencies (LEAs) to help ELs attain English language proficiency (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 (ODS). 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.

## 1.6 *Limitations to Test Interpretation*

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

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

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

## 1.7 *Organizations Involved with the CELDT 2014–15 Edition*

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

**1.7.2 *MetriTech, Inc.*** MetriTech, Inc. is responsible for scoring writing CR items.

**1.7.3 *Educational Testing Service (ETS).*** ETS is responsible for managing the CELDT Item Bank, item development, test form assembly, psychometrics, post-administration psychometric activities, and compiling this Technical Report.

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

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

**1.7.6 *Iron Mountain Films, Inc.*** IMF professionally records and produces the CELDT Fundamentals videos and the administration and scoring video used in the STOT workshops and provided to districts for their local training. IMF also records and

produces audio tracks of students' responses to speaking items for use in training and calibration activities.

## **1.8 Overview of the Technical Report**

This report describes test development activities and the psychometric qualities of the 2014–15 Edition of the CELDT. Chapter 2 provides a summary of the CELDT test development, the types of items used in the CELDT, and the equating processes. Details of the item development process are presented in chapter 3. Chapters 4 and 5 discuss test assembly and administration, respectively. The CELDT standard setting procedures are described in chapter 6, and chapter 7 summarizes the scoring and reporting procedures. The analyses and results, including reliability and validity analyses, are contained in chapter 8. Quality control procedures are discussed in chapter 9. Chapter 10 provides historical comparisons of examinee performance and test characteristics. Additional tables and supporting documents are included in appendixes at the end of the report.

Appendix A includes a description of the technical history of the CELDT. Appendix B contains information about the participants involved in the TAG. Appendix C contains the scoring rubrics for writing and speaking and the history of changes dating back to the 2010–11 test administration. Appendix D provides “item maps,” or listings by grade span and domain, of the operational items and their positions in the test forms. Appendix E includes scale score summary statistics for the 2014–15 Edition, along with those from previous editions for comparison. Appendix F reports the correlations among student performance in the domains of listening, speaking, reading, and writing.

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

This report provides technical details on the operational test for the 2014–15 CELDT Edition only. Technical reports for previous years' tests are available on the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and by request from the California Department of Education at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

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## Chapter 2: CELDT Test Design and Format

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

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

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

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

### 2.1 *CELDT Blueprint*

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

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

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

## ***2.2 Item Formats, Test Components, and Language Functions***

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

CELDT MC items consist of a stem (question) and three or four response options. DCR items, which are found primarily in the speaking test, usually require a constructed response (i.e., a reply to a question), which is then evaluated as right or wrong by the test examiner. CR items are evaluated with respect to a rubric and, depending on the rubric, may receive a score of 0 through 2, or up to 4 points.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **2.3 Test Length**

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



Table 2.1: Number of Operational Items

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

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

The testing time for each domain varies depending on the form of the test that is being administered. Table 2.2 provides estimates of the approximate time required to administer each domain. For grades 2–12, the writing test may be administered in two sessions to reduce student fatigue. The two sessions may not break up a test component.

**Table 2.2: Estimated Time Required to Administer the CELDT**

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

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

## **2.4 CELDT Scores and Reports**

The CELDT raw score is calculated as the number of operational MC and DCR items answered correctly plus the number of points received on the operational CR items. Raw scores are then converted, via look-up tables, to scale scores, which range from 140 to 810 across domains and grades. Table 2.3 summarizes the numbers of items by type (MC, DCR, CR) and the total domain raw score range for each domain.

**Table 2.3: Number of Operational Items by Type and Domain Raw Score Ranges**

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

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

<sup>b</sup> Maximum score points = (14 \* 1) + (4 \* 1) + (2 \* 3) = 24

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

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

Both the annual assessment (AA) and initial assessment (IA) administrations involve local scoring as well as official scoring by the CELDT contractor. Because the CELDT is used to identify students who will benefit from ELD instruction, examiners administer the test to incoming students throughout the year and then locally score the test using the Examiner’s Manuals provided. These local scores are used for determining appropriate instructional programs for immediate placement purposes. For both AA and IA administrations, the tests are then sent to the CELDT contractor for official scoring and reporting to the CDE and to districts. The local scores in the speaking domain remain as the official scores for the student. The contractor scores all other items. Individual

student reports and electronic data files are sent to the districts within six to eight weeks after receipt of the scorable materials at the contractor's processing facility.

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

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

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

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

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

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

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

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

For the remaining IA window (November 1 through June 30), only the PLSR is provided (no Roster Report). Districts are provided a PLSR for all initial assessment student results and one for the combined groups of initial assessment and annual assessment student results (IA and IA/AA combined).

## 2.5 Equating Across CELDT Editions

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

CELDT items are those that have been previously evaluated with the CELDT population and found to possess the psychometric qualities required of the CELDT.

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

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

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

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

where  $a_j$  represents the item discrimination,  $b_j$  the item difficulty, and  $c_j$  the probability of a correct response by a very low-scoring student (also known as the “guessing” parameter).  $D$  is a scaling factor that brings the interpretation of the logistic model parameters in line with the normal distribution model parameters.

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

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

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

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

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

Or equivalently,

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

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

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

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

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

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

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

The first is a calibration analysis that produces a set of item parameters for every item. This set of item parameters, however, is not yet expressed in terms of the common scale, which it must be in order to maintain the continuity of the scale over time. Since the items already have parameters expressed in terms of the common scale (from previous test administrations), an equating analysis, which updates these known parameters with new values on the common scale, is conducted.

The CELDT equating analyses make use of data samples, which are random samples of approximately 75,000 students tested during the AA window at each grade span.<sup>2</sup> Before the equating analyses are conducted, a preliminary analysis is conducted to

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

check the scoring key. During the calibration analyses, analysts check the adequacy of the solution (e.g., the convergence of the calibrations, the fit of the model to the items).

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## **Chapter 3: Item Development**

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The process of developing new California English Language Development Test (CELDT) items involves specifying item writing guidelines, selecting and training qualified item writers, writing items, reviewing and editing newly written items, and evaluating items to determine if they meet test form specification criteria. Additionally, to field test newly written items, the CELDT uses an embedded field testing model, which embeds items within the operational form of the test to create multiple field test forms. Samples of students are given different field test forms so that data are collected on all items without overburdening students with a long test.

In the 2014–15 test administration year, as a result of redirecting funds to its new assessment, the English Language Proficiency Assessments for California (ELPAC), the California Department of Education eliminated item writing and all field testing.

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## Chapter 4: Test Assembly

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Each form of the California English Language Development Test (CELDT) assesses the four domains of listening, speaking, reading, and writing. All items included on the 2014–15 Edition operational test were administered in previous editions, either as operational or field test items. This chapter explains the rules for item selection and the structure of the test forms.

### 4.1 *Rules for Item Selection*

**4.1.1 *Content Rules and Item Selection.*** The construction of the CELDT necessitates fulfilling the requirements of the test blueprints as well as meeting the statistical and psychometric criteria specified, as described in the next section. Test validity requires that content coverage adheres to test blueprints. The blueprints specify the number of items to include in each domain and which English language development (ELD) standards to assess within each domain.

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

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

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

This approach to test development is called “pre-equating” because the test scale is set before the test is administered. The pre-equating model allows publication of the CELDT raw score to scale score and performance level conversion tables concurrent with the publication of the test forms. This is important because there can be no delay between administering and scoring the tests. Districts administering the CELDT must

use these tables to score the tests locally just after administering the test to determine students' English language proficiency level and to make decisions related to additional ELD and instructional placement.

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

**4.1.3 Rules for Item Sequence and Layout.** The 2014–15 Edition consisted of test forms that were previously administered in the 2013–14 Edition. Because the same items were maintained in the same item position, the stability of item parameters would not have been affected by changes in the position of items on the test.

**4.1.4 Item Status Codes.** In the CELDT Item Bank, where all items and their statistical data are stored, item status codes are used to indicate whether an item has been administered and whether it is ready to be used as a field test item or an operational item.

The CELDT item status codes are as follows:

- **Field test ready:** Items approved and available for use as field test items during the current year's test assembly.
- **Field tested awaiting statistics:** Items administered as field test items and awaiting statistics and statistical reviews to determine whether they will be rejected or approved for operational use. These items are not available for use during the current year's test assembly.
- **Operational ready:** Items field tested and approved for operational use, but not used operationally yet. They are available for use as operational items during the current year's test assembly.
- **Used operationally:** Items field tested, approved as Operational ready, and used operationally one or more times. They are available for use as operational items during the current year's test assembly.
- **Legacy unavailable:** Items previously known as "Dormant" and made unavailable for use prior to the development of the 2013–14 Edition. They are no longer available for test assembly.
- **Rejected before use:** Items rejected during a content or a bias and sensitivity review. They are no longer available for test assembly.
- **Rejected after use for content reasons:** Items rejected after an administration for content reasons. They are no longer available for test assembly.
- **Rejected after use for statistical reasons:** Items rejected after an administration because the statistics were not acceptable. They are not available for test assembly.

- **Released:** Items used in publicly accessible materials, such as an edition of *CELDT Released Test Questions*. They are no longer available for test assembly.
- **Resting:** Items used operationally and removed from use for a set period of time and that can be used again after the resting period is over. These items are not available for test assembly until the resting period has passed and the item has been redesignated as Used operationally.
- **Ready for piloting:** These items have been developed and are awaiting initial piloting, or awaiting re-piloting after edits were made that warrant further piloting. They are not available for use as field test items during the current year’s test assembly.

As with all CELDT editions, all operational items in the 2014–15 Edition had the status of Operational ready or Used operationally.

## ***4.2 Test Forms and Structure***

The 2014–15 Edition of the CELDT was composed of one form at each grade span, and because of the elimination of field testing, each form contained only operational items. The operational test forms each contained the four domains of listening, speaking, reading, and writing at each grade span. For more details on the structure of the 2014–15 CELDT, including the numbers and types of items, item sequences, and item identifiers for each grade span and domain, see the item maps in appendix D.

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## Chapter 5: Test Administration

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Procedures are in place to ensure that test security is maintained throughout the testing process, from item development to reporting. To ensure standardization of the administration of the CELDT throughout the state, instruction manuals are provided along with the test materials to local educational agencies (LEAs). LEA-designated trainers participate in state-run trainings designed to ensure test examiners are trained to administer and locally score the tests. Special versions of the test and accommodation procedures exist to make the test accessible to the broadest range of students possible. This chapter describes the security and standardization features of the CELDT program.

### 5.1 *Test Security and Confidentiality*

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

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

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

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

Transfer of student data between the CELDT contractor, subcontractors, and the California Department of Education (CDE) follows secure procedures. Data files are

exchanged through the same SFTP site used for test materials. During analysis, the data files reside on secure servers with controlled access.

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

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

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

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

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

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



for retrieval, as needed. Documents are stored for a minimum of one year or until the CDE provides express written consent to destroy them.

## **5.2 Procedures to Maintain Standardization**

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

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

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

**5.2.1 CELDT District Coordinator (CDC).** Each year, all CDCs are required to fill out and submit to the CELDT contractor a *Superintendent's Designation of CELDT District Coordinator* form before any testing materials are sent to the district. The form is available through the District Portal to the current CDC prior to the start of the annual administration activities or via the CELDT Customer Support Center for districts that do not have access to the portal.

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

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

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

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

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

**5.2.4 Training for General Test Administration.** For the 2014–15 administration, general test administration training was accomplished through e-mail communication and Web-based recordings. Monthly update e-mails were provided to CDCs containing upcoming important dates and deadlines for the CELDT.

A series of recorded tutorials on how to use CELDT related Web applications, including Initial Ordering, the Local Scoring Tool, Packing and Returning Scorable Documents, Pre-Identification, and the Data Review Module (DRM) were created and posted to the CELDT Web site to support district staff as they used these applications.

A series of short videos called CELDT Fundamentals were available on the CELDT Web site, in both English and Spanish, to provide basic CELDT information to new coordinators, district staff, parents, and the public.

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

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

**5.2.5 Scoring Training of Trainers (STOT) Workshops.** For the 2014–15 Edition, test administration training was accomplished through a series of day-long in-person workshops called STOT workshops. The purposes of the STOT workshops are to train participants to (a) standardize the administration of the CELDT, (b) reliably score the speaking and writing constructed response (CR) items, and (c) train other qualified persons locally to administer and score the CELDT as test examiners.

In prior years, at least one person from each school district or independent charter school that administers the CELDT attended a STOT workshop. However, for the 2014–15 Edition, the workshops were reduced in number and limited to new CELDT district trainers (i.e., a district trainer who had not attended a STOT workshop the previous year) and people who served as lead trainers at regional training workshops. Although

the attendance at STOT workshops was limited, the online Moodle Training Site was expanded and available to all school districts.

Each year, these workshops are conducted at various locations around the state. New CELDT district trainers and regional trainers were invited to learn about administering and scoring the 2014–15 Edition of the CELDT, and about changes in the test materials and administration procedures (if any) that all examiners are required to know. Administration of the CELDT involves scoring a student's responses to the speaking items during test administration and scoring a student's responses to the CR writing items just after testing. Thus, standardization of the scoring is critical, and extensive training is provided in these two areas to accomplish this.

A total of 727 participants from 484 districts and independent charter schools attended 9 workshops held between March 26 and August 27, 2014. This represents approximately 30% of the 1,602 districts registered for testing at the end of August 2014. Twelve county offices of education hosted an additional 27 regional training workshops. No participation data are available on these trainings.

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

- **Training Materials:** Due to the reuse of the 2013–14 test forms for the 2014–15 Edition, the contents of the training materials remained consistent with the 2013–14 Edition training materials. The Training Resources Disc and Speaking Samples CD that were used in previous editions were eliminated, and all training resources were posted online. The CELDT Administration and Scoring Videos were reused from the previous year and a new document, *Administration and Scoring Videos—References Not Applicable to the 2014–15 Edition*, was provided as a resource for anyone using a 2013–14 Edition training binder for their local training. Based on feedback and questions from the field, a new Training Sample Prompts page was added to the 4-Picture Narrative section to assist trainers with discussion activities during the training of this test component.
- **Online Training Resources:** Online training is provided through an online classroom called Moodle. There was a significant increase in the number of users of the online training resources as compared to the previous year. As of December 31, 2014, for 2014–15 Edition training, there were 10,675 Moodle users from 439 district groups (as compared to 6,937 users from 170 districts for the same time period the previous year). This was a 54 percent increase in the number of Moodle accounts and a 158 percent increase in district user groups.

Online training resources were expanded in 2014–15. The training modules used in the STOT workshops were posted to Moodle for district training purposes. These training modules included the workshop presenters' scripts, embedded

audio samples and video clips from the training video, training exercises for scoring, and calibration quizzes for most test components. These online resources were intended to supplement local training or allow local trainers to recreate the STOT workshop training. Trainees were given access to take the calibration quizzes on their own after completing either in-person or online training. They could take the online quizzes as many times as necessary to achieve the required calibration level. For the Choose and Give Reasons, Speech Functions, and 4-Picture Narrative test components, examiners could train and calibrate on items by grade span. Once a trainee completed a quiz and met or exceeded the required calibration level, the trainee could print a report showing that she or he passed the calibration quiz. This report could be used as documentation that the trainee had been calibrated and could serve as a CELDT examiner.

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

The scoring rubric for Sentences and another rubric for Short Compositions are applied across all CR writing items for grade spans 2–12. There are also separate rubrics for the K–1 writing domain.<sup>3</sup> The writing rubrics are presented in appendix C.

### 5.3 Testing Students with Disabilities

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

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

The purpose of test variations, accommodations, and modifications is to enable the students to take the CELDT, not to give them an advantage over other students or to improve their scores. Providing students with test variations and accommodations does

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<sup>3</sup>For more information on the rationale for the development of the CELDT scoring rubrics, see the technical report for the 2006–07 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> or by request from CDE at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

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

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

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

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

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

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

The use of accommodations, modifications, and alternate assessment administrations for one or more domains of the CELDT should be considered carefully when interpreting scores.<sup>4</sup> When a student achieves the proficient performance level with, for example, the accommodation “test over more than one day for a test or test part to be administered in a single sitting,” the testing conditions should be considered along with the knowledge and skills ascribed to the student. Table 5.2 summarizes the number of students who used accommodations, modifications, and alternate assessments during the 2014–15 administration of the CELDT broken down by test purpose.

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

Type	Number of Students			
	Listening	Speaking	Reading	Writing
<b>Annual Assessment</b>				
<b>Accommodations</b>	8,927	7,080	9,701	10,087
<b>Modifications</b>	504	461	871	533
<b>Alternate Assessments</b>	7,208	7,188	7,112	7,132
<b>Initial Assessment</b>				
<b>Accommodations</b>	354	325	360	366
<b>Modifications</b>	37	40	35	32
<b>Alternate Assessments</b>	1,152	1,146	1,145	1,147

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

The Braille Version is available only to students who are blind or visually impaired with documentation in an IEP or Section 504 plan. The student may have responses recorded by a test proctor or aide. Specific instructions and a Braille Version Examiner’s Manual are provided for the test examiners because the item content differs from that of the regular version. Despite the different item content, the Braille Version has been equated to produce scale scores equivalent to the regular edition. Braille CELDT forms were created for the 2013–14 Edition and reused in their entirety for the 2014–15 Edition. These forms consisted largely of Braille versions of Form 1 items, which differed in modest ways to allow for Braille delivery. For example, pictures may have been replaced with descriptions of pictures. Items were replaced when a Braille version was not viable.

<sup>4</sup>Students who take an alternate assessment are assigned the LOSS for the domain. If a student takes an alternate assessment in only one domain, for example, the interpretation of the overall score or comprehension score should be considered with special care.

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

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

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

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

Forms for the three special versions used in the 2013–14 Edition were reused in testing materials updated for the 2014–15 Edition.

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

#### **5.4 Demographic Data and Data Correction**

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

For tests submitted during the annual assessment (AA) window, districts receive an opportunity to make corrections to the demographic data before the group-level reports are issued to districts and electronic summary data files are posted by the CDE to the public Web site, DataQuest. The correction process is done electronically through the Data Review Module (DRM), an online, interactive application accessed through the



secure District Portal of the CELDT Web site. Districts have access to detailed instructions on how to use the DRM both online and in a detailed *DRM User Guide*.

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

For the 2014–15 Edition of CELDT, there was a change in the process of collecting some of the demographic data provided in the Student Score File (SSF). Instead of collecting these demographic fields through the Pre-ID file or on the Answer Book demographic pages, the CELDT SSF data was merged with the California Longitudinal Pupil Achievement Data System (CALPADS) data records and certain data fields (see below) were populated into the CELDT student records from CALPADS student records. A merge was successful if a CELDT student record matched with a CALPADS record.

In the CELDT/CALPADS record merge, the following fields were populated into CELDT student records from CALPADS data:

- Primary Language Code
- Primary Disability Code
- Date First Enrolled in USA School
- Program Participation: Migrant Education
- Special Education Services at an NPS
- NPS Code
- County/District of Residence—Only for students with individualized education programs (IEPs)

In the case of a successful match between CALPADS and CELDT student records, the CALPADS data overrode the district-provided data for the following fields:

- Date of Birth
- Gender

The following fields were not collected on the CELDT Answer Book nor merged from CALPADS, thus were no longer included in the CELDT records or reports:

- Ethnicity/Race

- Reporting Ethnicity
- Program Participation: Gifted and Talented, English Learner Services

Prior to opening the DRM window for LEA data corrections, the CALPADS data were merged with the CELDT data to establish error flags on fields that were important to an accurate record match. Two fields essential to an accurate match were the Statewide Student Identifier (SSID) and the Date Testing Completed (DTC).

- The errors and warnings for the SSID field in the DRM were altered to provide details on the type of error that could be causing an SSF record not to match with a CALPADS record.
- A CALPADS Comparison Data File was provided for download by the CELDT District Coordinator so he or she could work with their local CALPADS Administrator to resolve the SSID errors and warnings in either system.
- If the DTC was blank on the student’s Answer Book, it was populated in the scoring process as the first day of the month and year that the document was submitted for scoring.

The DRM was the only opportunity for districts to make corrections to the SSID and other CELDT student demographics that were not populated from CALPADS data. Because of this new process and the importance of correct demographic data to a successful CELDT/CALPADS record merge, all districts were urged to participate in the DRM to correct as many errors and warnings as possible.

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

Once the DRM data correction window closes, student records, including all corrections, are downloaded from the DRM and integrated into the official student records. In this process, if demographic corrections affect the assignment of a performance level to a student (e.g., the student’s grade level changed or an erroneous modification code was removed), the record is rescored and a new performance level is assigned. To ensure quality control, two independent programs merge the corrected data into two copies of the original scored file, and outputs from the two programs are compared and corrected, if necessary, until the outputs from both programs match.

After the data correction process is complete, an updated SSF is provided to the CDE. The CDE merges the data records with CALPADS data and populates the designated fields into the CELDT student records. This merged file is provided back to the vendor, and is then used to create all group-level data reports and data files for the AA window test results.

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## Chapter 6: Performance Standards

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

### 6.1 Common Scale Development

**6.1.1 2006–07 Scale Development.** A common scale<sup>5</sup> across all grade levels of CELDT was first implemented operationally with the 2006–07 Edition (Form F) and applied operationally in each administration thereafter. This scale design places all CELDT scores onto a common scale to allow comparison of scores across adjacent grade spans and across testing administrations.

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

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

**6.1.2 2009–10 K–1 Reading and Writing Scale Development.** The K–1 reading and writing domains were administered for the first time in 2009–10. The K–1 reading test

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<sup>5</sup>While vertical in design, the CELDT scale is called a *common scale* since English language development does not show growth at the same starting point.

was linked to the common scale through a set of previously calibrated grade 2 items embedded in the operational K–1 test. Although CELDT item calibration is usually restricted to annual assessment (AA) student records and since most kindergarten students are initial testers, this calibration sample included AA students as well as initial assessment (IA) kindergarten students because kindergarten students would have essentially been eliminated from the analysis if IA records were eliminated.

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

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

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

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

## 6.2 Standard Setting Procedures

**6.2.1 2006 Standard Setting.** The purpose of the standard setting was to establish new cut scores for the CELDT on the common scale for the Early Intermediate and Early Advanced performance levels. These scores were then used to establish cut scores for all five performance levels: Beginning, Early Intermediate, Intermediate, Early

Advanced, and Advanced. Cut scores were established for all grade levels and domains except K–1 reading and writing, which were not administered at that time.

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

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

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

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

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

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

The CELDT cut points for other grades and domains were initially set by using the Bookmark method, the well-established procedure also used for this standard setting. The work of the panel required one full day to complete. The day began with a large-group presentation that summarized the test development process, oriented participants to the task, and explained the procedures that would be followed. The panelists then focused on draft K–1 reading and writing Test Performance Descriptors, which had been prepared prior to the meeting. The purpose of this exercise was to ensure that panelists had a clear picture in mind of the type of student whose responses were to be rated before they began to place their bookmarks.

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

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

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

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

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

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

Table 6.2: CELDT Cut Scores

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

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

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



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

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

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

## Chapter 7: Scoring and Reporting

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

### 7.1 *Procedures for Maintaining and Retrieving Individual Scores*

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

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

- **Test Form Distribution Plan:** There was no Test Form Distribution Plan in the 2014–15 Edition as there was no field testing and all students were administered Form 1.
- **Operations Specifications:** These specifications outline how scorable answer documents are retrieved from districts and how they are processed through scanning along with the rules for handling anomalies found during document processing.
- **Data Processing Specifications:** This document provides details on how scanned data are edited, how CR items are scored, and how scoring calculations, including default values and override circumstances, are applied. The methods used to merge data provided by the district through the Pre-ID and the DRM Web-based applications are also included in the specifications.
- **Reporting Specifications:** These specifications provide the reporting categories and calculation rules for the information presented on CELDT individual and summary paper reports as well as electronic files. Approved paper report mock-ups, reporting rules, and footnotes to use when a domain on the answer document is marked with a testing irregularity or modification and/or alternate assessment are included in the specifications.

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

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

**7.1.3 Scanning and Editing.** The scanning, editing, and scoring processes were performed throughout the year (July 1, 2014 through June 30, 2015), although most of the material was received in November after the close of the annual assessment (AA) window.

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

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

**7.1.4 Record Merge Process.** Prior to completing the testing for the AA window, districts were given the option of uploading Pre-ID files containing student demographic and identification data to a secure district portal. The Pre-ID system employed data checks according to the rules established in the *2014–15 Edition Pre-ID Data File Layout*, prior to acceptance of each record. Due to the new CALPADS/CELDT record merge process, the following demographic fields were not included in the Pre-ID File layout for the 2014–15 Edition of CELDT: District Name, School Name, Ethnicity/Race, Primary Language Code, Primary Disability Code, Program Participation Migrant Education, Program Participation Gifted and Talented, Program Participation English Learner Services, Date First Enrolled (USA), Special Ed Services Code, NPS Code, and County/District of Residence for students with IEPs.

Once the student records were uploaded by the districts and accepted by the Pre-ID system, the system applied a unique sequence number to each record in the Pre-ID file. This unique number was printed on the Pre-ID label as a bar code, and districts placed the labels on the scannable answer documents to identify them. After testing, when documents were scanned, this bar-code number was attached to the scan record and was used as the “key” for merging the scanned data (described in section 7.1.3) with the Pre-ID file data. Checks were performed to eliminate duplicate bar-code numbers during each step of the merging process.

## **7.2 Multiple-Choice Scoring**

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

**7.2.1 Scoring Key Verification Process.** Scoring keys, in the form of item maps, were produced during the item development process and verified by performing various

quality control checks upon delivery for use in scoring. The item maps contained information about each test form, including item identification information, correct key (MC items), and statistics associated with each item. As a last step in the verification process, item maps were verified against the print-ready copy of the Test and Answer Books to ensure that any item positional shift that might have occurred before the book was finalized was correctly accounted for.

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

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

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

### **7.3 Constructed-Response Scoring**

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

**7.3.1 Writing Anchor Paper Selection.** The purpose of anchor paper selection is the identification of student work samples used both to train and to evaluate scorers, thereby maintaining quality control throughout the scoring process. This process is referred to as range finding, and the samples of student work selected are called anchor papers. When field testing occurs, anchor papers must be selected for new items, and these papers remain associated with that item throughout its use on the test, potentially over multiple years. If, for example, an operational item is furloughed for a year or more and then reappears on a test, the original anchor papers chosen the first time the item was field tested are used to train the scorers. This helps ensure that scores do not drift over time as the pool of scorers and/or trainers shifts. Because field testing did not occur for the 2014–15 Edition, this process was not performed.

**7.3.2 Writing Scorer Selection.** CELDT scorers for the contractor were selected from a pool of 1,033 applicants. The application process included a battery of pre-

employment tests, which have been found to predict scorer performance and measure three characteristics:

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

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

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

Ultimately, 390 applicants (38 percent of the 1,033 applicants) scored the CELDT. Of this number, 36 percent had prior teaching experience or were currently teaching, 29 percent had post-baccalaureate degrees, 64 percent had previously scored for the contractor, and 54 percent had previously scored the CELDT.

In addition to meeting these requirements, 56 members of the lead scoring staff (master scorers, trainers, and table leaders) had extensive scoring experience. Master scorers, for example, had multiple years of experience and had worked with scoring protocols for multiple programs and states. Table leaders, whose role is to respond to questions and issues of scorers as they arise during scoring, had at least two years' experience. All 56 members had previously scored the CELDT.

**7.3.3 Writing Scorer Training.** Each successful applicant completed an extensive training program and demonstrated mastery of the rubrics prior to operational scoring. To guide the scorers, scorer training addressed the rubrics for each item and used sets of anchor papers that had been selected through a group process during previous anchor paper selections (see section 7.3.1) to concretely illustrate each rubric score point. Multiple anchor papers were used throughout the training process.

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

The training began by orienting the scorer to the scoring process and the use of the computer. The scorers then encountered modules that addressed each CELDT writing rubric. The training covered both general aspects of the rubric as well as aspects of the specific item(s) they would encounter. Each score point on each rubric was defined, and at least six approved examples of student work that met the criteria for each score point (i.e., anchor papers) were presented and discussed. A quiz followed each learning

activity and quiz results controlled the pace of instruction. Trainees whose quiz results indicated mastery of the topic moved on, while an indication of inadequate mastery caused the training program to redirect the trainee to additional instructional material on the topic.

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

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

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

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

- Student-identifying data such as name, ID number, gender, etc., were stripped from the image record and not shown on the scorer’s screen.
- Browser restrictions prevented scorers from printing any image or portion of an image. An exception existed for scoring supervisors, who may have needed to print a student response in cases of the discovery of sensitive writing that required handling offline.
- Images were available only through the scoring application and were not distributed to any other network or data server.

- Access to the system was only permitted using SSL browser encryption, ensuring that communication between the scorer and the server was protected from outside hacking.

The image-based scoring system presents scanned images of student responses to the scorers on the computer screen. The scorers then read and evaluate the student responses and enter their score for that response on the computer. The system only allows input of an appropriate score for that item (e.g., items with a maximum possible score of 3 only accept a score of 0, 1, 2, or 3) or a defined non-scoring code (e.g., blank, illegible, unintelligible). Data regarding the scorers (i.e., scorer ID number, metadata related to time and date of scoring, etc.) and the scores they assign are recorded in a database dynamically at the time of scoring.

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

## **7.4** *Types of Scores*

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

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

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



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

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

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

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

## **7.5 Types of Reports**

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

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

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

**7.5.3 Roster Report.** The Roster Report displays by school and grade how each student performed on the CELDT. This report is produced after the student demographic data are corrected using the DRM. Rosters include data for only AA students tested within the AA window. The roster provides the scale score and the

performance level for each domain and overall scores in addition to some demographic data. Students are listed alphabetically by last name.

**7.5.4 Performance Level Summary Report (PLSR).** This one-page report summarizes how students at a grade scored. It provides the number and percent of students at each performance level for each domain and overall. The total number of students, the mean scale score, and the standard deviation<sup>6</sup> of scale scores are also provided for each domain and overall. Three separate reports are provided at school and district levels: (1) aggregated results of students with a test purpose of AA tested within the AA window, (2) results of students with a test purpose of IA tested throughout the administration year, and (3) results of students with a test purpose of AA or IA combined for all students tested throughout the year.

Samples of each report are shown in appendix Q.

## 7.6 Score Aggregation

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

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

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

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<sup>6</sup>The standard deviation is provided only for groups of two or more students.

Table 7.1: Percentage of Examinees by Performance Level

Domain	Grade	N	Percentage of Examinees					
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Listening	K	24,176	16.2	30.6	31.9	15.4	5.9	21.3
	1	158,886	7.8	20.0	33.2	24.5	14.4	38.9
	2	160,419	3.5	9.2	26.5	34.6	26.3	60.9
	3	158,374	9.2	12.0	30.4	31.8	16.6	48.4
	4	124,932	7.4	9.1	27.5	37.0	19.0	56.0
	5	105,769	4.6	9.1	24.5	43.0	18.8	61.8
	6	78,398	9.4	8.9	37.1	33.1	11.5	44.6
	7	68,123	7.5	11.1	26.2	37.5	17.7	55.3
	8	60,915	6.8	8.8	33.9	39.4	11.1	50.5
	9	55,388	8.0	14.3	43.9	23.1	10.7	33.8
	10	52,149	7.7	17.8	32.1	35.8	6.7	42.5
	11	45,637	6.9	15.3	29.9	38.8	9.2	47.9
12	44,781	9.3	14.3	26.4	38.8	11.1	49.9	
Speaking	K	24,176	10.9	21.2	39.0	21.4	7.5	28.9
	1	158,886	6.0	12.1	34.5	31.4	16.0	47.4
	2	160,419	3.1	5.8	27.9	36.1	27.1	63.2
	3	158,374	2.4	6.3	27.9	38.9	24.5	63.4
	4	124,932	2.7	4.9	24.2	37.0	31.2	68.2
	5	105,769	2.8	3.4	19.4	39.7	34.6	74.3
	6	78,398	4.6	8.0	28.9	34.1	24.5	58.5
	7	68,123	4.6	6.9	24.2	36.7	27.6	64.3
	8	60,915	4.9	5.8	25.5	38.1	25.7	63.8
	9	55,388	6.0	5.5	32.8	38.6	17.1	55.7
	10	52,149	6.7	6.4	31.3	31.8	23.8	55.7
	11	45,637	6.1	5.7	28.6	31.4	28.2	59.7
12	44,781	8.2	5.7	25.6	29.9	30.5	60.4	

**CELDT 2014–15 Edition Technical Report**

			Percentage of Examinees					
Domain	Grade	N	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Reading	K	24,176	6.6	29.3	46.6	15.2	2.3	17.5
	1	158,886	38.1	15.9	34.5	7.2	4.3	11.6
	2	160,419	29.8	33.0	27.3	6.5	3.4	9.9
	3	158,374	31.5	21.8	34.3	8.8	3.6	12.4
	4	124,932	25.7	11.5	49.0	10.5	3.3	13.8
	5	105,769	17.6	10.2	48.3	19.0	5.0	23.9
	6	78,398	21.0	16.0	34.8	20.4	7.9	28.3
	7	68,123	15.3	16.3	32.1	25.2	11.1	36.3
	8	60,915	14.7	16.7	30.4	24.3	13.9	38.2
	9	55,388	22.3	16.5	34.9	19.0	7.4	26.4
	10	52,149	17.9	22.0	27.4	22.6	10.1	32.7
	11	45,637	15.2	18.6	26.0	26.1	14.2	40.2
12	44,781	17.3	17.3	24.4	25.8	15.2	41.1	
Writing	K	24,176	4.9	30.4	43.8	17.7	3.1	20.9
	1	158,886	32.3	30.1	23.4	13.2	0.9	14.1
	2	160,419	16.4	31.6	30.5	17.4	4.1	21.5
	3	158,374	12.8	23.9	45.0	12.6	5.7	18.3
	4	124,932	11.5	15.2	50.3	13.0	10.0	23.0
	5	105,769	8.8	11.0	42.8	26.6	10.9	37.5
	6	78,398	8.6	15.2	43.9	21.6	10.7	32.4
	7	68,123	7.1	14.6	34.5	33.9	9.9	43.7
	8	60,915	7.7	10.1	29.6	38.2	14.3	52.6
	9	55,388	9.5	12.3	24.2	37.6	16.4	54.0
	10	52,149	9.4	11.0	29.1	29.4	21.0	50.4
	11	45,637	8.5	10.1	27.1	30.5	23.8	54.3
12	44,781	11.3	10.4	25.7	28.1	24.5	52.6	

Domain	Grade	N	Percentage of Examinees					
			Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Early Advanced + Advanced
Overall	K	24,176	14.2	22.0	39.7	19.9	4.2	24.1
	1	158,886	7.9	14.6	37.2	31.2	9.0	40.3
	2	160,419	7.9	19.9	39.0	26.1	7.0	33.2
	3	158,374	9.8	18.3	40.7	23.0	8.1	31.1
	4	124,932	7.7	11.3	42.5	29.6	8.9	38.5
	5	105,769	5.4	8.1	33.2	40.0	13.2	53.3
	6	78,398	8.2	11.5	39.8	32.2	8.2	40.4
	7	68,123	7.2	9.8	30.2	40.4	12.5	52.9
	8	60,915	7.1	9.0	30.7	40.5	12.8	53.2
	9	55,388	8.3	12.1	36.1	35.0	8.4	43.4
	10	52,149	9.0	11.8	33.2	36.8	9.2	46.1
	11	45,637	8.0	10.2	29.2	39.5	13.1	52.6
12	44,781	10.5	9.7	26.4	38.0	15.4	53.4	

### 7.7 *Criteria for Interpreting Test Scores*

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

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

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## Chapter 8: Test Analyses and Results

As in prior editions, results of the 2014–15 CELDT were analyzed using various widely accepted statistical approaches for evaluating validity and reliability, and for scaling and equating. Classical test statistics were used to evaluate item difficulty, item discrimination, and participation. Differential item functioning (DIF) analyses were performed to flag items that might be biased against certain student groups. Item response theory (IRT) was also used to calibrate results, and to evaluate goodness of fit.

Table 8.1 shows the number of students tested by grade and test purpose. This table includes the counts for all students tested from July 1, 2014 through June 30, 2015. The N-counts here may not match those in other reports, nor will they always match those shown in other tables and appendixes of this report. This is due to different reporting specifications requiring demographic information that may be missing from some records and the addition of student records to the final data file after the analyses for this report were completed. Table 8.1 also shows the number of annual assessment (AA) students tested outside the AA window, and the number of students with an unknown test purpose (i.e., the test purpose was not marked, or both test purposes were marked, on the student’s answer document).

**Table 8.1: Number of Students in the 2014–15 Test Population by Test Purpose**

Grade	Initial Assessment	Annual Assessment	AA Outside the Window	Purpose Unknown	Total
<b>K</b>	186,269	24,176	326	121	210,892
<b>1</b>	16,559	158,886	1,650	156	177,251
<b>2</b>	11,169	160,419	1,756	162	173,506
<b>3</b>	9,996	158,374	1,790	119	170,279
<b>4</b>	8,593	124,932	1,496	76	135,097
<b>5</b>	7,825	105,769	1,434	68	115,096
<b>6</b>	7,695	78,398	1,306	72	87,471
<b>7</b>	7,497	68,123	1,265	49	76,934
<b>8</b>	6,459	60,915	1,222	45	68,641
<b>9</b>	12,797	55,388	1,964	123	70,272
<b>10</b>	7,362	52,149	1,526	105	61,142
<b>11</b>	5,676	45,637	1,378	52	52,743
<b>12</b>	4,237	44,781	1,200	63	50,281
<b>Total</b>	292,134	1,137,947	18,313	1,211	1,449,605

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

## 8.1 *Definition of Reporting Populations and Samples*

Students tested during the AA window (July 1, 2014 through October 31, 2014) who were classified as English learners (ELs) and had previously taken the CELDT are identified in this report as “AA.” Students whose primary language was a language other than English who took the CELDT for the first time during the administration year (July 1, 2014 through June 30, 2015) are identified in this report as “IA” (initial assessment). Results reported in most of the appendixes and tables of this report are based on the AA and IA populations.

The equating analyses are based on subsets of these two test populations. The subsets consisted of random samples of approximately 75,000 students for each grade span drawn from the AA population (for grades 1–12) or the AA and IA population (for kindergarten) tested during the AA window. Students taking the Braille Version or answering fewer than five questions were also excluded. Results based on the equating samples are reported in appendix M, appendix P, table 8.7, and table 8.8. All other appendixes and tables provide population values.

## 8.2 *Classical Test Theory (CTT) Item Analysis*

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

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

The  $p$ -values based on the AA sample were generally within the expected range of above 0.20 and below 0.95, and most were also in the desired difficulty range of 0.30 to 0.90. These ranges were defined to produce items that discriminate most effectively throughout the range of student proficiency. Mean item  $p$ -values computed using students in the AA population are presented in table 8.2.



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

Grade Span	Mean $p$ -Values			
	Listening	Speaking	Reading	Writing
K–1	.58	.67	.65	.65
2	.74	.81	.51	.58
3–5	.71	.73	.52	.68
6–8	.70	.68	.52	.69
9–12	.71	.64	.54	.72

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

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

**Table 8.3: Mean Point-Biserial Correlations, Annual Assessment**

Grade Span	Mean Point-Biserial Correlations			
	Listening	Speaking	Reading	Writing
K–1	.38	.54	.43	.36
2	.37	.52	.40	.46
3–5	.32	.47	.42	.45
6–8	.33	.49	.37	.43
9–12	.37	.54	.36	.46

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

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

**Table 8.4: Mean Omit Rates, Annual Assessment**

Grade Span	Mean Percent Items Omitted			
	Listening	Speaking	Reading	Writing <sup>a</sup>
<b>K–1</b>	1.62	3.17	1.46	1.95
<b>2</b>	1.30	1.66	2.07	2.18
<b>3–5</b>	1.07	1.82	1.32	1.36
<b>6–8</b>	1.39	1.67	1.57	1.63
<b>9–12</b>	2.54	3.18	2.60	2.72

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

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

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

### **8.3 Reliability Analyses**

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

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

The CELDT reliabilities were evaluated by grade and domain by the coefficient  $\alpha$  index of internal consistency (Cronbach, 1951), which is calculated as

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

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

The reliability coefficients for the CELDT were of typical magnitude for assessments of these lengths, and ranged from 0.68 to 0.90 across all grades and domains. Table 8.5 presents reliability coefficients for each domain of the test by grade.

**Table 8.5: Test Reliability Coefficients**

Grade	Reliability-Coefficient Alpha			
	Listening	Speaking	Reading	Writing
<b>K</b>	.79	.90	.78	.77
<b>1</b>	.80	.89	.83	.77
<b>2</b>	.79	.87	.88	.88
<b>3</b>	.68	.85	.86	.86
<b>4</b>	.70	.84	.88	.86
<b>5</b>	.72	.85	.89	.86
<b>6</b>	.70	.84	.83	.84
<b>7</b>	.72	.86	.86	.85
<b>8</b>	.75	.88	.87	.86
<b>9</b>	.70	.88	.81	.83
<b>10</b>	.73	.89	.84	.85
<b>11</b>	.75	.89	.85	.85
<b>12</b>	.79	.90	.86	.87

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

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

The SEM is expressed in the same units as the test score, whether they are in raw score or scale score points. In a large group of students, about two-thirds of the

students will earn scores within one SEM of the scores they would earn on a perfectly reliable test.

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

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

where *SD* represents the standard deviation and  $\alpha$  represents the reliability of the score for which an SEM is being calculated.

For grades 2 through 12, the SEM for the overall score is calculated according to the formula

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

and for grades K and 1

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

These SEM values are shown in table 8.6. The range of raw score standard errors for the CELDT 2014–15 Edition is between 1.63 and 2.68 points across all grades and domains. In general, this translates into an error band of about two raw score points in most domains. For example, if a student received a raw score of 25 with a standard error of 2.00 points, upon retesting the student would be expected to obtain a score between 23 and 27 about two-thirds of the time. It is important to remember that assessments are not perfectly reliable and only offer an estimate of what the student is capable of in a specified domain. As the table shows, the SEM scale score values average about 31 scale score points across the four domains.

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

Grade	SEM (Raw Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	1.91	2.32	2.22	2.11	1.36
1	1.87	2.28	1.91	2.02	1.34
2	1.69	2.03	2.60	2.43	1.11
3	1.90	2.29	2.66	2.47	1.17
4	1.78	2.20	2.64	2.34	1.13
5	1.63	2.07	2.52	2.21	1.07
6	1.91	2.17	2.68	2.31	1.14
7	1.82	2.06	2.65	2.23	1.10
8	1.75	2.00	2.59	2.15	1.07
9	1.83	2.19	2.65	2.29	1.13
10	1.78	2.14	2.63	2.25	1.11
11	1.75	2.10	2.61	2.22	1.10
12	1.73	2.09	2.59	2.23	1.09

Grade	SEM (Scale Score Units)				
	Listening	Speaking	Reading	Writing	Overall
K	33.41	24.68	28.90	23.47	18.79
1	29.96	23.85	30.13	24.76	17.34
2	26.71	24.66	23.62	22.88	12.25
3	44.24	23.82	27.92	23.67	15.54
4	40.62	25.90	24.01	22.53	14.59
5	37.93	27.67	21.57	22.17	14.06
6	52.77	26.30	30.02	24.31	17.62
7	50.27	27.04	27.33	24.30	16.95
8	48.74	27.36	25.85	24.28	16.55
9	54.62	28.99	34.05	29.66	19.14
10	53.32	29.30	32.24	29.99	18.78
11	51.99	29.47	31.22	30.06	18.46
12	50.51	29.88	31.32	30.51	18.30

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

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

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

$$\frac{1}{\sqrt{I(\theta)}} \text{ where } I(\theta) \text{ is the test information function.}$$

The item response theory's SEM has an inverse normal distribution in which SEM values decrease as scores move toward the center of the range. Conditional SEM values are reported as part of the raw score to scale score conversion tables presented in appendix H.

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

Appendix O provides inter-rater agreement statistics for all CR items. Exact agreement ranges from 80 percent to 98 percent across items, and averages 90 percent. When considering only those items that used rubrics with more than three score points, discrepant scores (i.e., cases in which two readers assigned scores that were more than one point apart) occurred, on average, less than 1 percent of the time.

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

## 8.4 Decision Classification Analyses

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

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

on a hypothetical parallel test. The examinees' scores on the second form are modeled

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

Consistency and accuracy are important to consider in concert. The probability of accuracy represents the agreement between the observed classification based on the actual test form and true classification, given the modeled form.

Cohen's kappa (Fleiss kappa) represents the agreement of the classifications between two parallel versions of the same test, taking into account the probability of a correct classification by chance.

In general, the value of kappa is lower than the value of the probability of correct classification because the probability of a correct classification by chance is larger than zero.

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

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

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

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

Overall, accuracy ranged from 0.533 to 0.744, consistency measures ranged from 0.423 to 0.655, and kappa ranged from 0.236 to 0.532. These values are consistent with those obtained on past editions of the test. Decision accuracy at the critical cut point between Intermediate and Early Advanced ranged from 0.811 in grade 11 listening to 0.953 in grade 2 reading. Decision consistency at the critical cut point between Intermediate and Early Advanced ranged from 0.747 in grade 3 listening to 0.934 in grade 2 reading.

## 8.5 Validity Analyses

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

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

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



therefore, the most fundamental consideration in developing and evaluating tests. The process of validation involves accumulating evidence to provide a sound, scientific basis for the proposed score interpretations” (AERA, APA, & NCME, 1999, p. 9).

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

The CELDT is a standardized test that assesses the construct of English language proficiency of ELs in grades K–12 in California public schools, per the California *Education Code*. It was designed to be in alignment with the 1999 ELD Standards for the domains of listening, speaking, reading, and writing. The CELDT is also designed to help the State of California meet the primary purpose of Title III regulations: to “assist all limited English proficient children . . . to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102).

In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the 1999 ELD Standards and linked to the academic content standards for English-language arts, mathematics, and science. (See <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.) A recommendation from the study was the inclusion of items with greater linguistic complexity than in the ELD Standards or on the test itself, and that has been the goal of test development activities since.

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

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

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

## 8.6 *Item Response Theory Analyses*

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

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

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

where  $df = m_j - 1$ .

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

**8.6.2 Model Fit Assessment Results.** Table 8.7 presents a summary of the fit results by showing the number of items that were flagged by the significance test. The pattern of item misfit is consistent with previous administrations, with the most items identified in the speaking tests, K–1 tests, and K–2 tests. The greatest lack of model fit lies with test forms administered at the early grades, where most misfitting items are found. The K–2 speaking test and the 9–12 speaking test, in particular, have a number of items that do not fit the IRT models well.

Table 8.7: Summary of Model Fit Statistics

Domain	Item Type	Number of Items Showing Misfit				
		K–1 <sup>a</sup>	2 <sup>a</sup>	3–5	6–8	9–12
Listening	Operational	1		0	0	0
Speaking	Operational	7		1	0	9
Reading	Operational	2	0	0	0	0
Writing	Operational	5	0	0	0	0

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

**8.6.3 Operational Test Scaling Constants.** The Stocking and Lord scaling method (1983) was used to put the item-parameter estimates obtained during calibration<sup>7</sup> onto the CELDT common scale. The multiplicative ( $m_1$ ) and additive ( $m_2$ ) constants were applied to the item-parameter estimates to obtain the scaled item-parameter estimates, using the following formula

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

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

The Stocking-Lord coefficients applied after the 2014–15 Edition item calibrations are shown in table 8.8.

Table 8.8: Operational Test Scaling Constants

Domain	Grade Span	Multiplicative Constants ( $m_1$ )	Additive Constants ( $m_2$ )
Listening	K–2	51.6961	437.7151
	3–5	59.8774	513.7168
	6–8	65.6075	566.6468
	9–12	77.2099	597.3546
Speaking	K–2	57.1964	455.6213
	3–5	45.4113	522.2503
	6–8	61.3257	553.0793
	9–12	69.7186	581.4076

<sup>7</sup>Stocking and Lord was performed with two sets of item parameter estimates. Appendix M contains the recalibrated unscaled item-parameter estimates for 2014–15. Appendix U contains on-scale item parameter estimates previously determined using 2013–14 unscaled item parameter estimates (Appendix M) and 2013–14 scaling constants (table 8.8).

Domain	Grade Span	Multiplicative Constants ( $m_1$ )	Additive Constants ( $m_2$ )
Reading	K–1	75.5030	336.4419
	2	51.1402	454.1381
	3–5	53.7992	501.5875
	6–8	53.6560	549.4450
	9–12	59.9773	585.9590
Writing	K–1	57.5213	353.6076
	2	53.4742	465.8073
	3–5	51.6428	510.1129
	6–8	48.0614	542.3482
	9–12	56.6060	563.9483

The application of scaling constants in table 8.8 to the 2014–15 unscaled item parameter estimates yields on-scale item parameter estimates that will support the creation of CELDT common scale scores in future editions.

CELDT scores for 2014–15 were developed using on-scale item parameter estimates determined in past administrations; those are found in appendix T.

### 8.7 Differential Item Functioning (DIF) Analyses

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

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

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

**Table 8.9: Mantel-Haenszel Data Structure**

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

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

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

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

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

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

Dichotomous items are assigned one of three DIF classifications.

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

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

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

Polytomous items are also assigned one of three DIF classifications.

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

3. “A” - otherwise.

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

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

**Table 8.10: Gender DIF Classifications**

Domain	Grade Span	Number of Items by Gender DIF Category					Total
		+C	+B	A	-B	-C	
Listening	K–2	0	0	20	0	0	20
	3–5	0	0	20	0	0	20
	6–8	0	0	19	1	0	20
	9–12	0	1	18	1	0	20
Speaking	K–2	0	0	17	2	1	20
	3–5	0	0	18	1	1	20
	6–8	0	2	16	1	1	20
	9–12	0	1	17	1	1	20
Reading	K–1	0	0	20	0	0	20
	2	0	0	35	0	0	35
	3–5	0	0	35	0	0	35
	6–8	0	2	31	2	0	35
	9–12	0	0	33	2	0	35
Writing	K–1	0	0	20	0	0	20
	2	0	0	24	0	0	24
	3–5	0	0	24	0	0	24
	6–8	0	0	24	0	0	24
	9–12	0	0	24	0	0	24

## Chapter 9: Quality Control Procedures

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

### 9.1 *Quality Control of Test Materials*

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

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

**9.1.2 *Distribution of Test Materials.*** A Web-based ordering system allows authorized district personnel to enter the numbers of students to be tested by school and grade for the initial order and quantities of each material needed for additional orders through the secure CELDT District Portal. Based on this information, packing lists are generated. These lists display in detail the quantity of all the testing and support materials that the districts will need in order to administer the CELDT, including the required overage for the initial order. Before all the packing lists are printed, a few samples are checked to make sure that the quantities of the materials on the packing list are in accordance with the 2014–15 Fulfillment and Overage Formulas document. These packing lists are printed on three-part carbonless paper so that copies may be provided to each school as well as the district, while one is kept on file with the contractor. Packers use the packing list to identify the exact package size and quantity of materials to be packed into boxes for each school and district. A second packer double-checks quantities and items before each box is labeled and sealed.

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

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

CDE is informed of any missing materials, the circumstances surrounding the incident, and all communications made to reconcile and recover the missing materials.

**9.1.3 Retrieval of Test Materials.** Districts enter their requests for pickup of materials through the online application within the secure CELDT District Portal, which then generates a log of materials to be received by the contractor. The contracted carrier arrives at the district office with the pre-paid shipping labels and picks up the boxes or pallets for delivery to the contractor. Upon receipt, each shipment is checked in against the pickup log. All scorable and nonscorable requests for pickup are reconciled to ensure 100% accountability. The same reconciling process as detailed in section 9.1.2 is used for the retrieval of secure materials.

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

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

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



## 9.2 *Quality Control of Scanning*

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

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

Scanner operators perform ongoing maintenance checks, which are designed to ensure that the scanners read reliably. After two hours of scanning, operators clean and dust all open areas with continuous-stream compressed air and perform a quick check. If the quick check fails, the read heads are calibrated. Calibration occurs at a minimum of every four hours of scanning, and an Image Calibration Log is completed and checked by the lead operator. A software utility program notifies the scanner operator of a buildup of dust, erasure fragments, or other irregularities that affect the quality of the images. This utility notifies the scanner operators of an issue in time to prevent data errors. A user exit program checks whether the scanner read heads are registering values in coordinates that should be blank and alerts the operator that the read heads need cleaning. In addition, cleaning of the rollers, read-head de-skew tests, and bar-code-reader tests are performed periodically.

A final check is made of the actual counts of student documents scanned compared to the expected counts from the Group Identification Sheet (GIS) and School/Group List(s) (SGL). Large discrepancies are investigated and resolved.

## 9.3 *Quality Control of Image Editing*

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

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

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

#### **9.4 Quality Control of Answer Document Processing and Scoring**

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

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

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

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

Steps are in place to process the Student Score File (SSF) on two different software platforms. Only when the outputs from both processes match are the student reports printed. This process continued during the monthly processing of data for the entire 2014–15 Edition.

## 9.5 *Quality Control of Psychometric Processes*

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

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

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

The review may extend beyond the psychometric staff. If the preliminary item analysis conducted to verify the key identifies any questionable items, the question is referred to development staff and content experts to verify the correctness of the key. No questionable items were identified in the 2014–15 Edition

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

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

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

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

They also review the outcomes against the results of past administrations to test for reasonableness. At least with respect to student test data, large populations tend not to

change dramatically from year to year. A significant shift in score levels or distributions would trigger the need for additional review to ensure that the shift is not a scoring anomaly.

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

## **9.6 Quality Control of Data Aggregation and Reporting**

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

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## Chapter 10: Historical Comparisons

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

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

### **10.1 Test Summary Statistics**

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

Table 10.1: Summary Statistics, Annual Assessment Data

Grade/ Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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 10.2: Summary Statistics, Initial Assessment Data**

Grade/Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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

## 10.2 Examinee Performance Over Time

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

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

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

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

**Table 10.3: 2001–02 to 2014–15 Editions Percent English Proficient Students, Annual Assessment Data**

Edition	Percent of Students					
	K–2		3–5	6–8	9–12	All Grades
	K–1	2				
2014–15 <sup>a</sup>	38.0	26.9	37.4	45.3	44.9	38.8
2013–14 <sup>a</sup>	35.6	27.1	38.1	45.8	44.5	38.6
2012–13 <sup>a</sup>	34.0	27.8	36.9	44.4	45.1	38.0
2011–12 <sup>a</sup>	34.4	24.5	39.9	48.3	42.7	39.1
2010–11 <sup>a</sup>	31.4	23.6	33.0	45.2	36.2	34.5
2009–10 <sup>a</sup>	33.8	21.7	34.9	47.0	41.0	36.7
2008–09		26.6	35.9	44.8	40.4	36.2
2007–08		23.6	31.5	42.4	36.8	32.8
2006–07 <sup>b</sup>		20.0	27.3	37.4	34.3	29.1
2005–06		31.3	40.9	56.8	64.1	46.8
2004–05		28.7	37.0	54.0	62.5	43.9
2003–04		28.8	34.2	47.4	54.9	39.7
2002–03		21.7	25.1	39.5	46.7	31.5
2001–02		14.9	16.8	30.0	44.4	24.4

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

<sup>b</sup>Beginning in 2006–07, percentages are based on the new common scale and cut scores.



The percent of students achieving English proficiency broken down by grade and domain, including the overall score, is shown in appendix R. Proficiency results for the 2013–14 and the 2014–15 AA test administrations are illustrated in figures 10.1–10.5.

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

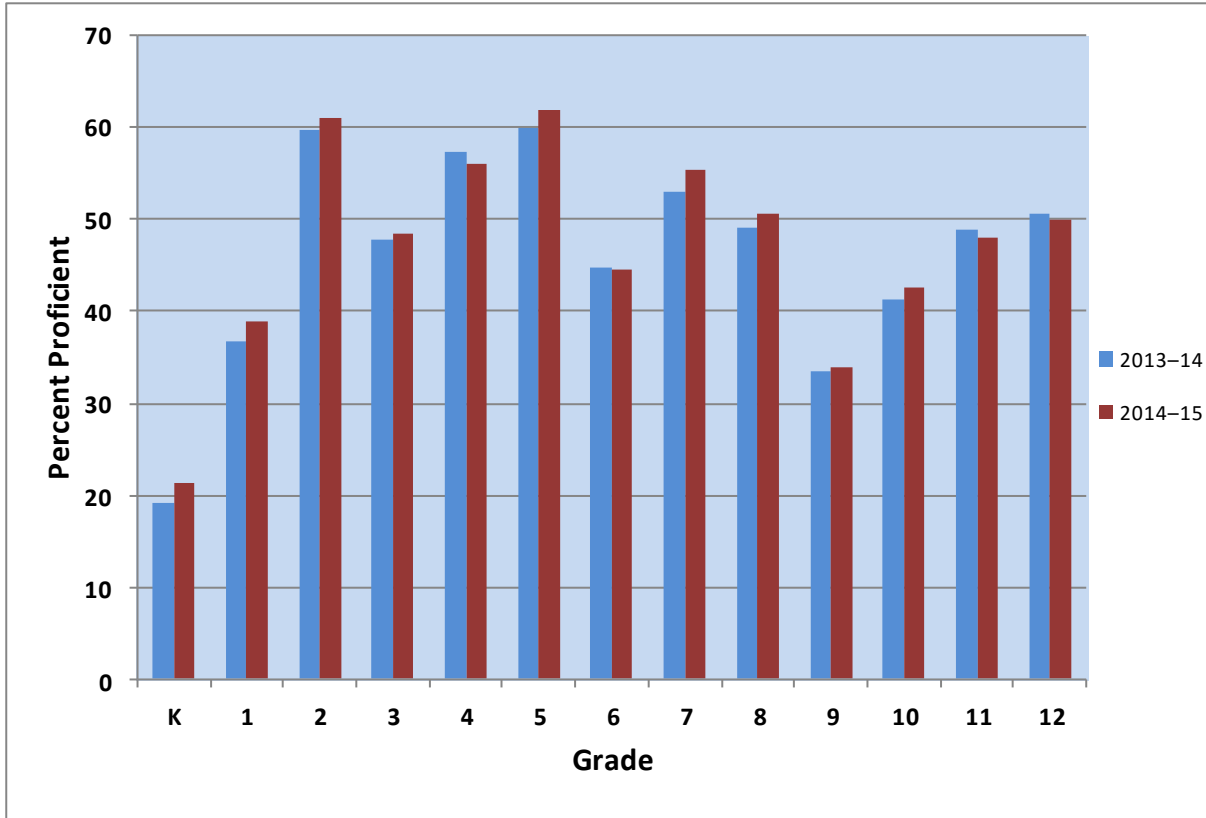


Figure 10.2: Speaking Percent Proficient, Annual Assessment Data

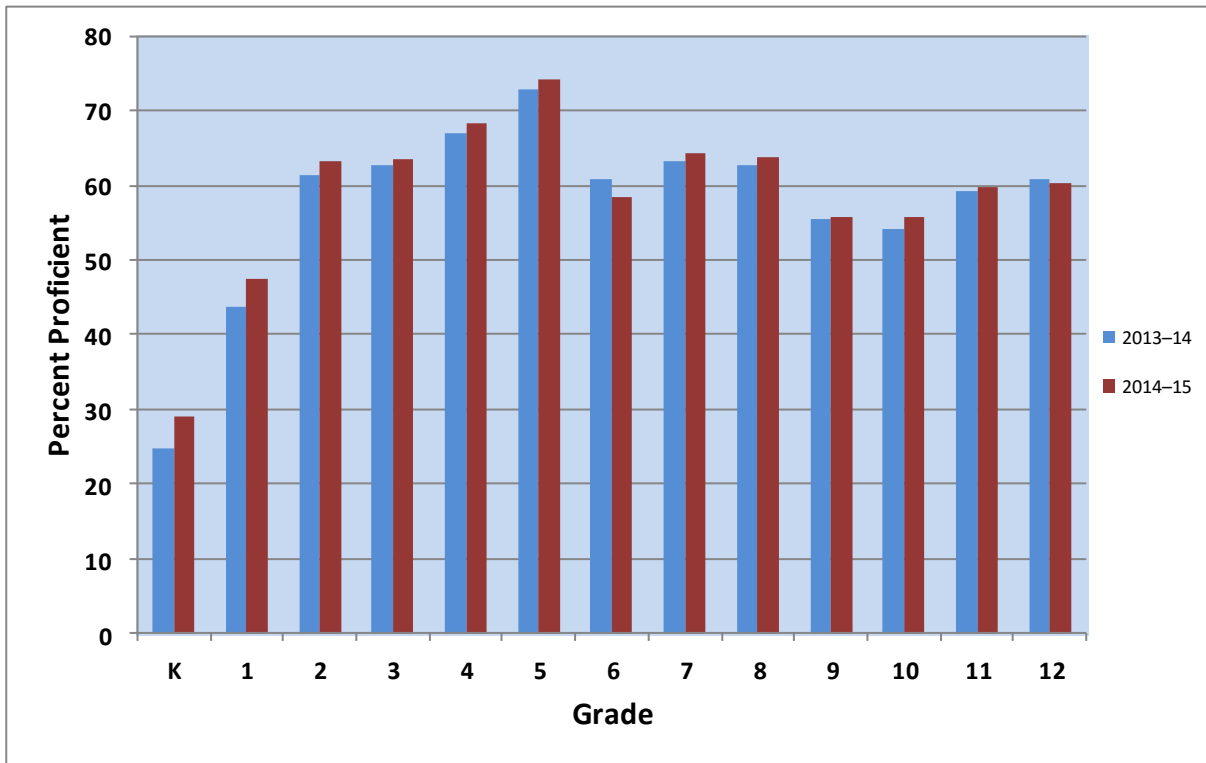


Figure 10.3: Reading Percent Proficient, Annual Assessment Data

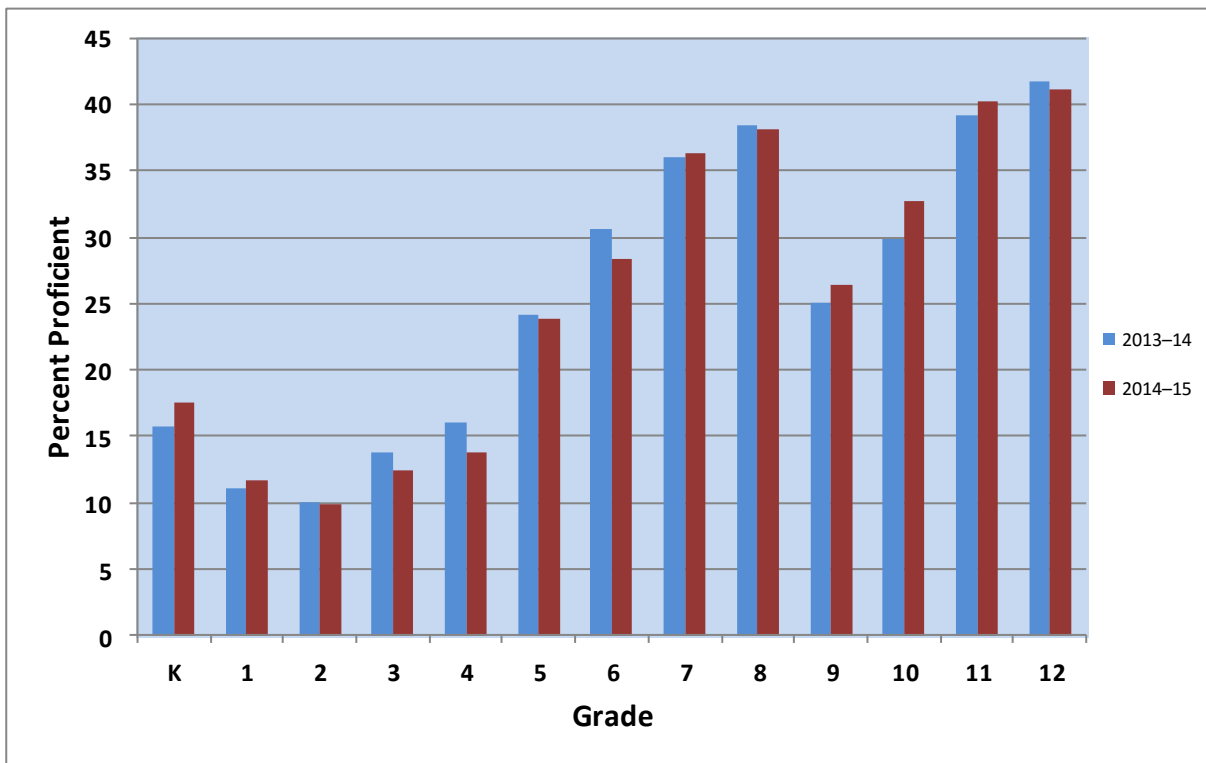


Figure 10.4: Writing Percent Proficient, Annual Assessment Data

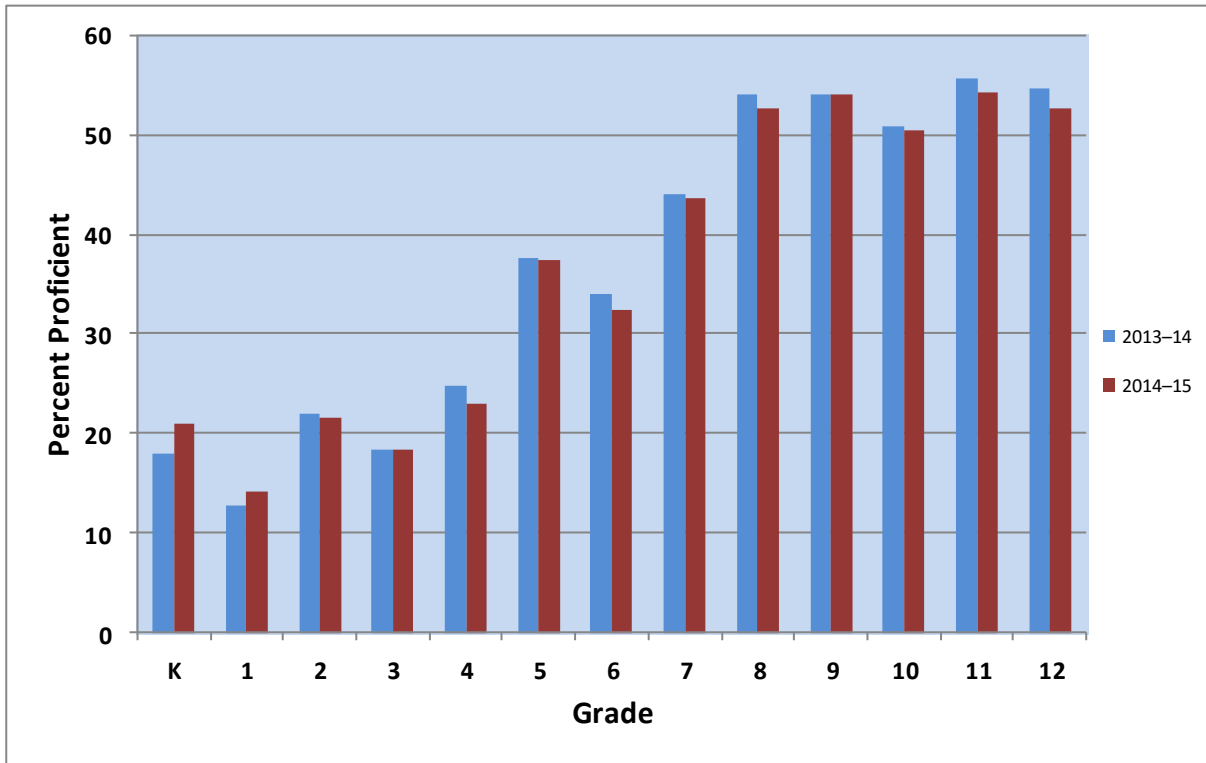
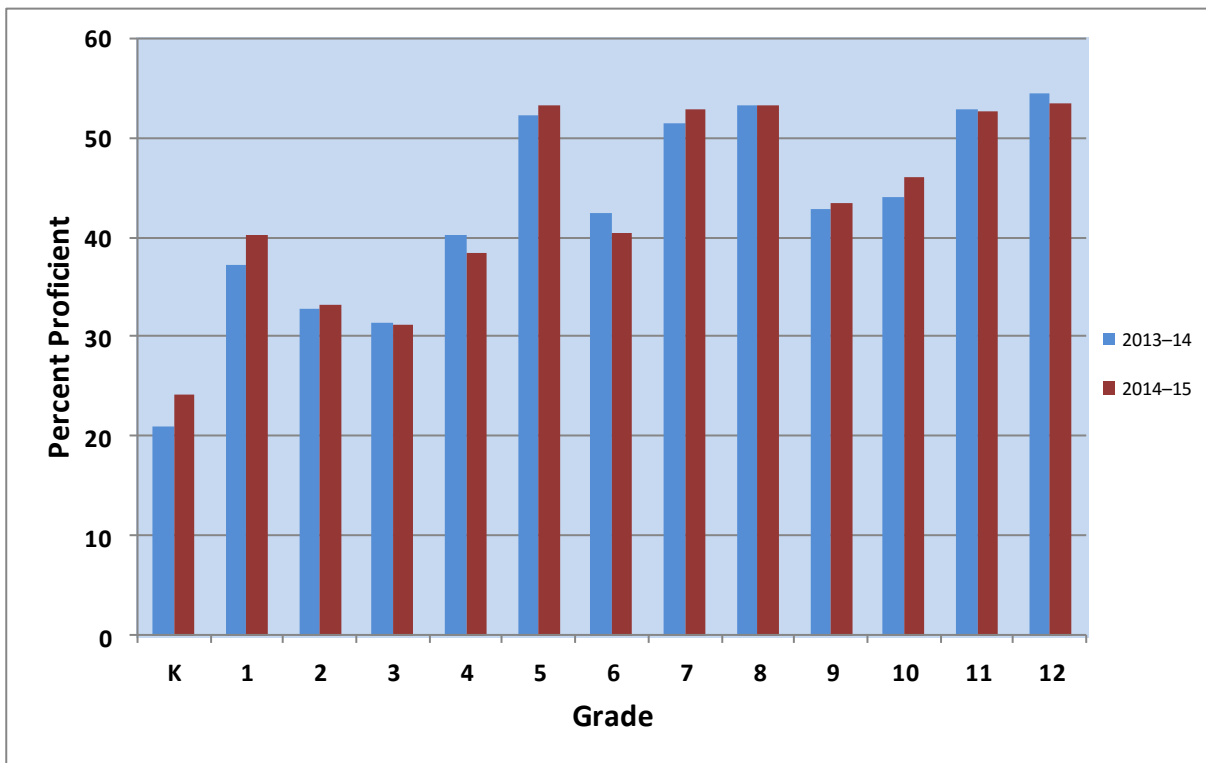


Figure 10.5: Overall Percent Proficient, Annual Assessment Data



### 10.3 Test Characteristics 2006–07 to 2014–15

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

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

**Table 10.4: 2006–07 to 2014–15 Editions Average  $p$ -Values, Annual Assessment Data**

Domain	Edition	Average $p$ -Values				
		K–2				
		K–1	2	3–5	6–8	9–12
Listening	2014–15	.58	.74	.71	.70	.71
	2013–14	.58	.74	.72	.71	.71
	2012–13	.50	.69	.69	.68	.67
	2011–12	.53	.70	.73	.73	.67
	2010–11	.60	.74	.67	.73	.66
	2009–10	.64	.79	.71	.80	.76
	2008–09	.71	.74	.82	.78	
	2007–08	.72	.77	.85	.81	
	2006–07	.73	.79	.86	.83	
Speaking	2014–15	.67	.81	.73	.68	.64
	2013–14	.66	.80	.73	.68	.64
	2012–13	.57	.75	.70	.72	.64
	2011–12	.59	.76	.70	.70	.67
	2010–11	.58	.76	.70	.73	.64
	2009–10	.59	.75	.71	.72	.63
	2008–09	.71	.77	.74	.65	
	2007–08	.71	.76	.74	.66	
	2006–07	.69	.74	.76	.68	

Domain	Edition	Average <i>p</i> -Values				
		K–2				
		K–1	2	3–5	6–8	9–12
Reading	2014–15	.65	.51	.52	.52	.54
	2013–14	.66	.51	.53	.53	.54
	2012–13	.70	.48	.53	.50	.55
	2011–12	.69	.48	.56	.52	.55
	2010–11	.72	.48	.53	.51	.57
	2009–10	.74	.50	.55	.59	.57
	2008–09		.53	.57	.59	.60
	2007–08		.53	.58	.59	.62
	2006–07		.51	.58	.59	.62
Writing	2014–15	.65	.58	.68	.69	.72
	2013–14	.65	.59	.68	.70	.72
	2012–13	.66	.60	.65	.68	.71
	2011–12	.65	.58	.64	.68	.72
	2010–11	.63	.59	.64	.68	.72
	2009–10	.67	.56	.64	.70	.71
	2008–09		.57	.67	.70	.75
	2007–08		.59	.71	.71	.76
	2006–07		.57	.70	.71	.74

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

**Table 10.5: 2006–07 to 2014–15 Editions Average Point-Biserial Coefficients, Annual Assessment Data**

Domain	Edition	Average Point-Biserial Coefficients				
		K–2				
		K–1	2	3–5	6–8	9–12
Listening	2014–15	.38	.37	.32	.33	.37
	2013–14	.37	.37	.31	.31	.36
	2012–13	.35	.38	.29	.28	.33
	2011–12	.34	.35	.30	.30	.32
	2010–11	.36	.36	.31	.30	.32
	2009–10	.37	.37	.32	.36	.38
	2008–09	.46		.41	.40	.41
	2007–08	.46		.43	.41	.43
	2006–07	.39		.33	.35	.37
Speaking	2014–15	.54	.52	.47	.49	.54
	2013–14	.54	.51	.47	.47	.52
	2012–13	.52	.50	.46	.48	.51
	2011–12	.54	.51	.48	.47	.53
	2010–11	.54	.50	.47	.51	.52
	2009–10	.53	.49	.47	.48	.53
	2008–09	.55		.51	.52	.56
	2007–08	.52		.50	.52	.57
	2006–07	.54		.47	.51	.53
Reading	2014–15	.43	.40	.42	.37	.36
	2013–14	.42	.40	.41	.37	.35
	2012–13	.44	.38	.37	.33	.35
	2011–12	.44	.37	.36	.33	.35
	2010–11	.46	.37	.38	.33	.36
	2009–10	.43	.36	.40	.37	.37
	2008–09	.42		.44	.42	.40
	2007–08	.42		.45	.44	.42
	2006–07	.38		.40	.38	.35

Domain	Edition	Average Point-Biserial Coefficients				
		K–2				
		K–1	2	3–5	6–8	9–12
Writing	2014–15	.36	.46	.45	.43	.46
	2013–14	.35	.45	.44	.43	.45
	2012–13	.34	.46	.41	.38	.43
	2011–12	.32	.46	.39	.40	.43
	2010–11	.35	.43	.42	.42	.45
	2009–10	.35	.43	.43	.43	.46
	2008–09		.49	.48	.46	.48
	2007–08		.50	.51	.49	.52
	2006–07		.49	.50	.49	.54

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

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

Table 10.6: 2006–07 to 2014–15 Editions Standard Errors of Measurement, Annual Assessment Data

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	2014–15	1.91	1.87	1.69	1.90	1.78	1.63	1.91	1.82	1.75	1.83	1.78	1.75	1.73
	2013–14	1.93	1.89	1.71	1.90	1.77	1.65	1.90	1.84	1.77	1.84	1.80	1.75	1.73
	2012–13	1.90	1.96	1.80	1.90	1.81	1.70	1.98	1.91	1.85	1.87	1.84	1.81	1.81
	2011–12	1.92	2.01	1.82	1.84	1.72	1.64	1.87	1.80	1.73	1.84	1.82	1.77	1.76
	2010–11	1.92	1.86	1.70	1.95	1.82	1.70	1.86	1.78	1.73	1.82	1.78	1.75	1.73
	2009–10	1.96	1.81	1.57	1.91	1.76	1.62	1.64	1.54	1.51	1.74	1.66	1.59	1.57
	2008–09	1.91	1.84	1.60	1.87	1.71	1.55	1.59	1.52	1.48	1.70	1.64	1.59	1.55
	2007–08	1.85	1.75	1.55	1.87	1.66	1.47	1.51	1.43	1.36	1.61	1.57	1.51	1.47
	2006–07	1.80	1.70	1.49	1.79	1.59	1.44	1.46	1.37	1.30	1.53	1.50	1.46	1.40
Speaking	2014–15	2.32	2.28	2.03	2.29	2.20	2.07	2.17	2.06	2.00	2.19	2.14	2.10	2.09
	2013–14	2.30	2.30	2.06	2.29	2.21	2.09	2.16	2.07	2.01	2.18	2.15	2.10	2.08
	2012–13	2.24	2.41	2.25	2.34	2.19	2.05	2.14	2.04	1.98	2.21	2.16	2.12	2.12
	2011–12	2.19	2.32	2.18	2.26	2.11	2.03	2.14	2.10	2.01	2.16	2.06	2.10	2.02
	2010–11	2.19	2.35	2.15	2.26	2.11	1.99	2.21	2.10	2.03	2.20	2.17	2.13	2.12
	2009–10	2.25	2.39	2.19	2.33	2.20	2.01	2.18	2.09	1.99	2.25	2.13	2.14	2.15
	2008–09	2.25	2.36	2.13	2.28	2.11	1.95	2.14	2.04	1.99	2.20	2.17	2.14	2.12
	2007–08	2.09	2.17	2.00	2.26	2.07	1.90	2.14	2.03	1.97	2.23	2.19	2.15	2.12
	2006–07	1.56	1.62	1.45	1.20	1.10	1.06	1.33	1.27	1.23	1.52	1.51	1.50	1.48



Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	2014–15	2.22	1.91	2.60	2.66	2.64	2.52	2.68	2.65	2.59	2.65	2.63	2.61	2.59
	2013–14	2.24	1.92	2.60	2.66	2.63	2.53	2.68	2.65	2.59	2.66	2.64	2.61	2.59
	2012–13	2.36	1.87	2.61	2.68	2.65	2.56	2.71	2.69	2.66	2.65	2.63	2.60	2.58
	2011–12	2.57	2.11	2.62	2.67	2.62	2.48	2.76	2.69	2.61	2.66	2.64	2.63	2.56
	2010–11	2.55	2.01	2.64	2.70	2.67	2.55	2.71	2.67	2.63	2.67	2.62	2.57	2.53
	2009–10	2.58	2.01	2.68	2.68	2.64	2.47	2.56	2.54	2.47	2.58	2.61	2.50	2.48
	2008–09			2.61	2.65	2.59	2.47	2.57	2.51	2.46	2.61	2.57	2.53	2.48
	2007–08			2.59	2.66	2.59	2.45	2.56	2.51	2.44	2.57	2.52	2.47	2.42
	2006–07			2.57	2.63	2.53	2.41	2.57	2.51	2.44	2.52	2.50	2.46	2.41
Writing	2014–15	2.11	2.02	2.43	2.47	2.34	2.21	2.31	2.23	2.15	2.29	2.25	2.22	2.23
	2013–14	2.16	2.07	2.42	2.46	2.32	2.20	2.28	2.21	2.12	2.27	2.24	2.20	2.21
	2012–13	2.19	2.09	2.38	2.41	2.31	2.21	2.35	2.28	2.22	2.35	2.30	2.26	2.28
	2011–12	2.20	2.16	2.42	2.44	2.34	2.23	2.43	2.33	2.30	2.30	2.27	2.25	2.25
	2010–11	2.16	2.13	2.67	2.54	2.40	2.27	2.42	2.33	2.25	2.29	2.26	2.24	2.26
	2009–10	1.97	2.01	2.69	2.50	2.40	2.25	2.35	2.26	2.18	2.30	2.27	2.28	2.23
	2008–09			2.70	2.56	2.38	2.23	2.40	2.32	2.26	2.25	2.22	2.20	2.20
	2007–08			2.66	2.45	2.26	2.12	2.34	2.28	2.21	2.20	2.17	2.14	2.15
	2006–07			2.66	2.48	2.29	2.18	2.32	2.27	2.22	2.23	2.19	2.16	2.17

Domain	Year	Standard Errors of Measurement												
		K	1	2	3	4	5	6	7	8	9	10	11	12
Overall	2014–15	1.36	1.34	1.11	1.17	1.13	1.07	1.14	1.10	1.07	1.13	1.11	1.10	1.09
	2013–14	1.36	1.35	1.11	1.17	1.13	1.07	1.14	1.11	1.07	1.13	1.11	1.09	1.09
	2012–13	1.33	1.40	1.14	1.17	1.13	1.08	1.16	1.12	1.10	1.14	1.13	1.11	1.11
	2011–12	1.32	1.39	1.14	1.16	1.11	1.06	1.16	1.13	1.09	1.13	1.11	1.10	1.08
	2010–11	1.32	1.36	1.16	1.19	1.14	1.08	1.16	1.12	1.09	1.13	1.11	1.10	1.09
	2009–10	1.49	1.50	1.16	1.19	1.14	1.06	1.10	1.07	1.03	1.12	1.10	1.08	1.07
	2008–09	2.08	2.10	2.26	2.34	2.19	2.05	2.18	2.10	2.05	2.19	2.15	2.11	2.09
	2007–08	1.97	1.96	2.20	2.31	2.15	1.98	2.14	2.06	1.99	2.15	2.11	2.07	2.04
	2006–07	1.68	1.66	2.12	2.11	1.96	1.85	1.99	1.93	1.88	2.00	1.97	1.94	1.91

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

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**Appendix A: Technical History of the CELDT and CELDT Blueprints****2006–07 Edition through 2013–14 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 school districts to assess the English language proficiency of all students with a primary language other than English upon initial enrollment and to assess all English learners annually. Technical reports dating from the CELDT inception through the 2005–06 Edition can be found at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and via request from the CDE at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

**2006–07 Edition (Form F)**

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

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

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

### Appendix A: Technical History of the CELDT and CELDT Blueprints

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

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

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

### 2007–08 Edition (Form G)<sup>8</sup>

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

The writing domain in the 2007–08 Edition included the open-ended Sentences format that was developed in July 2006 in response to the recommendations of the *California English Language Development Standards & Assessment: Evaluating Linkage & Alignment* (Sato, Lagunoff, Worth, Bailey, & Butler, 2005).<sup>9</sup> The expectation was that including these open-ended text prompts would elicit an independent clause, providing

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<sup>8</sup>Detailed results are reported in the technical report for the 2007–08 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0708.pdf> and via request from the CDE at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

<sup>9</sup>These results are reported in the linkage alignment study found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/linkagealignstudy.pdf>.

students the opportunity to construct more complex sentences than the picture-based items. Item writers were provided samples of the new open-ended format along with a rationale for why the format was being developed. Unfortunately, when these items were administered to students, they exhibited several problems. The items required students to include the stem along with their own contribution to the sentence, and students often incorrectly copied the prompt. This introduced the possibility that errors were related to incorrect copying rather than actual failures in grammar or syntax. Furthermore, providing students with part of a complex sentence requires that they be fully competent in reading in order to respond appropriately to the prompts. Students who might have achieved basic communication (simple sentences) may be at a loss when trying to finish a complex sentence, resulting in a much lower score than would be obtained from a language sample elicited by a picture. In this case, the lower scores are not necessarily an accurate reflection of the students' writing ability. As a result of these issues, the items were suppressed and did not contribute to students' writing scores 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 Edition<sup>10</sup>**

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

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<sup>10</sup>Detailed results are reported in the technical report for the 2008–09 Edition found on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/techrpt0809.pdf> and via request from the CDE at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).

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).

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

### **2009–10 Edition**

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

A standard setting was conducted in January 2010 to establish performance level cut scores for the K–1 reading and writing domains. The SBE subsequently adopted the cut scores at their May 2010 meeting. School districts were provided the new reading and writing scale scores and performance levels in a supplemental student score file in June 2010 for the 2009–10 Edition scores. The overall score for 2009–10 K–1 students remained as the average of the listening and speaking scores only.<sup>11</sup> The composite overall score for other students was computed as the truncated average of the four domain scores. For students in grades 2–12, a scale score composite for

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<sup>11</sup>These results are reported in the technical report for the 2009–10 Edition. The 2009–10 Edition is archived. For a copy of archived reports, please contact the English Language Proficiency Assessments Office via e-mail at [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov).



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 districts. This approach resulted in a sufficient sample for statistical analysis of items but substantially reduced the total testing time required across all schools in the state.

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

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

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

#### **Test Material Formats**

- The following new sections were added to the Test Coordinator’s Manual: “Who Should Take the CELDT?,” “Special Testing Situations,” “Alternate Assessments,” “Report Test Irregularities,” “Return and Destroy Nonscorable and Unused Materials,” “Test Irregularities and Security Breach Report Form,” and “Special Charges.”

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- The grades K–1 Examiner's Manual was separated from the grade 2 Examiner's Manual.
- The labels for the multiple-choice item answer choices were changed from "1," "2," "3," and "4" to "A," "B," "C," and "D" for all domains.
- The order of the response circles for each Speaking dichotomous constructed-response item in the Answer Book was changed from (left to right) "C" (correct), "I" (incorrect), "NR" (no response) to "NR," "I," "C."
- The Sentences test component was modified in the Answer Book to increase from three to five the number of lines on which students write their responses.
- Horizontal dashed guide lines were added to the K–1 Writing Letters test component response boxes in the Answer Book.
- The CDE established a policy that the K–1 Writing Words story prompt items with pictures would be administered without them and in the future new Writing Words items would be developed without any pictures.
- The location of the Oral Vocabulary practice items was changed because Oral Vocabulary has different types of items. Previously, two practice items were shown sequentially one after the other at the beginning of the test component and they were both of the same type. This was changed so that there were either two or three practice questions, one at the beginning and one or two later, to introduce a new type of question.

**Directions and Test Administration**

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

## Scoring

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

## Pre-Identification (Pre-ID) Data Management

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

## Other

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

## 2011–12 Edition

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

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

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

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

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

**Test Material Formats**

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

**Directions and Test Administration**

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

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- The Short Compositions writing prompt was added to the directions that are read to the student by the test examiner.
- The directions read by the test examiner for the K–1 writing items were revised to tell students to write inside the box provided for the response.

**Scoring**

- Samples of student writing (anchors) for each writing test component were added to the rubric pages in the Examiner’s Manuals.
- The charts from the Trainer’s Kit binder that list sample correct responses, sample responses that are not entirely accurate (for which the test examiner is to ask the question again), and sample incorrect responses were added to the Examiner’s Manual for the Oral Vocabulary test component.
- The layout of the pictures and charts in the speaking section were reformatted so that when the Examiner’s Manual is laid open, the test examiner’s pages face the examiner, while the pictures face the student.
- Guidelines on scoring common types of responses for Oral Vocabulary, Speech Functions, and Choose and Give Reasons test components were added to the Trainer’s Kit binder.
- The term “letter reversals” was defined both in the Trainer’s Kit binder and K–1 Examiner’s Manual for the Copying Words and Writing Words test components.
- The rules for scoring Sentences responses with multiple sentences were simplified. A response with more than one sentence was given the score of the highest-scored sentence.
- The contractor rules for evaluating spelling within constructed-response Sentences responses was provided for local scorers in the Trainer’s Kit binder for the first time.
- Rules for scoring multiple-choice test items in the Word Analysis, Fluency and Vocabulary, and Punctuation and Capitalization test components were changed. Test examiners were trained to record the specific response selected by the student (“A,” “B,” or “C”) rather than marking “NR” (for no response), “I” (for an incorrect response), or “C” (for a correct response). Directions clarified that if a student did not respond to the question or provided a response other than the “A,” “B,” or “C” response options, the test examiner was not to mark anything in the Answer Book.
- A statement about the difference in scoring and how to mark the Answer Book for the speaking domain when there is “No Response,” versus when a student responds incorrectly, was added to the Important Points to Remember section of the Examiner’s Manuals. It was further clarified that when a student’s score is determined, both “no response” and “incorrect” are counted as zeros.

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- For the Speech Functions items, directions to the test examiners were rewritten to clarify that the student’s response does not necessarily have to be in the form of a question. As long as the student’s response fulfills the speech function specified with the item, the response can be in the form of a question or a statement. Examples of reasonable responses were added to the Examiner’s Manuals.
- For Oral Vocabulary, test component directions were rewritten to clarify that student responses may be in any verb tense.

**Other**

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

**2012–13 Edition**

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

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

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

**Directions and Test Administration**

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

**Other**

- The Request a Pickup tutorial was replaced by the Packing and Returning Scorable Documents tutorial.
- The field testing plan changed to improve sample representation. Large high schools were limited to 500 students participating per grade, and some large

districts were not given the same form at all schools with the same grade spans. See section 3.3 for a detailed explanation of the new field testing plan.

### **Item Alignment Study**

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

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

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

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

The key findings are as follows:

- (1) overall, 26 percent of the sampled active CELDT items in the item pool were found to have primary alignment to one of the 2012 ELD Standards;
- (2) in the domain of listening, 24 percent of sampled items had primary alignment;
- (3) in the domain of speaking, 30 percent of sampled items had primary alignment;
- (4) in the domain of reading, 35 percent of sampled items had primary alignment;

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- (5) in the domain of writing, 8 percent of sampled items had primary alignment to the 2012 ELD Standards;
- (6) of the 2012 ELD Standards for Part I: Interacting in Meaningful Ways, alignment from the existing CELDT items was minimal; and
- (7) of the 2012 ELD Standards for Part II: Learning About How English Works, there were no items with primary alignment to any of the seven standards.

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

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

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

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

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

### **Scale Score Comparisons of K–1 Reading and Writing**

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



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

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

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

**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 districts and schools across California was selected by stratified cluster probability sampling. The initial stage included the construction of a sample frame, partitioning school districts into three strata defined by geographic areas of contiguous counties: North, Central, and South. Los Angeles County was defined as the fourth stratum due to its size. Within each stratum, school districts were sorted by their sizes and were further grouped into substrata. Sample size was proportionally allocated according to the stratum proportions, and school districts were randomly sorted within each substratum. Systematic probability sampling was used to select districts for each test form from the substrata within each of the four strata. A sample of school districts was drawn with balanced sizes so that every student had approximately equal probability of selection 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 English-Language Development Standards for California Public Schools, Kindergarten Through Grade Twelve (1999 ELD Standards) were embedded in the tests. In November 2012, just after the development of this edition, new ELD standards were adopted by the SBE, and Educational Data Systems conducted an item alignment study in 2013 to determine the alignment of the CELDT items to the new 2012 ELD standards. In this study, it was determined that many of the writing items did not align to the new standards, and

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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 time frame needed to be recalculated with data pooled across these four preceding years. A study was conducted to measure the impact of updating the item parameters. In the case of K–1 reading and writing, it was found that the updated item parameters would result in student classifications that would not be comparable to those from previous years. No other tests had this issue.

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

- 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 California Department of Education (CDE) had not set a resting period for Dormant items or ever reactivated any Dormant items. The CDE decided to reclassify dormant items as “Legacy unavailable” to indicate that they are items that cannot be used operationally and to indicate that the Dormant classification cannot be used going forward. That is, Legacy unavailable items are items that the CDE decided were unavailable at some point prior to the 2012–2016 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

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additional items are scheduled to be written under the current contract. ETS recommended that the “Ready for piloting” status code be implemented during the next contract.

### **CELDT Blueprint Preface**

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

**CELDT Blueprint for Kindergarten–Grade One**

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

**CELDT Blueprint for Kindergarten–Grade One (continued)**

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



**CELDT Blueprint for Kindergarten–Grade One (continued)**

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

**CELDT Blueprint for Grade Two**

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

**CELDT Blueprint for Grade Two (continued)**

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

**CELDT Blueprint for Grade Two (continued)**

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

**CELDT Blueprint for Grade Two (continued)**

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

**CELDT Blueprint for Grade Two (continued)**

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

**CELDT Blueprint for Grade Two (continued)**

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

**CELDT Blueprint for Grades Three–Five**

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



**CELDT Blueprint for Grades Three–Five (continued)**

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

**CELDT Blueprint for Grades Three–Five (continued)**

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

**CELDT Blueprint for Grades Three–Five (continued)**

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

**CELDT Blueprint for Grades Three–Five (continued)**

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

**CELDT Blueprint for Grades Three–Five (continued)**

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

**CELDT Blueprint for Grades Three–Five (continued)**

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

**CELDT Blueprint for Grades Six–Eight**

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

**CELDT Blueprint for Grades Six–Eight (continued)**

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



**CELDT Blueprint for Grades Six–Eight (continued)**

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

**CELDT Blueprint for Grades Six–Eight (continued)**

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

**CELDT Blueprint for Grades Six–Eight (continued)**

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

**CELDT Blueprint for Grades Six–Eight (continued)**

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

**CELDT Blueprint for Grades Six–Eight (continued)**

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

**CELDT Blueprint for Grades Nine–Twelve**

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

**CELDT Blueprint for Grades Nine–Twelve (continued)**

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

**CELDT Blueprint for Grades Nine–Twelve (continued)**

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



**CELDT Blueprint for Grades Nine–Twelve (continued)**

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

**CELDT Blueprint for Grades Nine–Twelve (continued)**

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

**CELDT Blueprint for Grades Nine–Twelve (continued)**

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

**CELDT Blueprint for Grades Nine–Twelve (continued)**

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

**Appendix B:** Information Related to Content Validity

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

Notes: This appendix first shows the official scoring rubrics for the 2014–15 administration, followed by rubrics from previous administrations where revisions occurred, dating back to the 2010–11 Edition.

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

## 2014–15 CURRENT SCORING RUBRICS

### Writing—Short Compositions

#### **NONSCORABLE**

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

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

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



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

Writing—Sentences

**NONSCORABLE**

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

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

SCORE	SCORING RUBRIC
0	<p><b>NO COMMUNICATION</b>  <b>Subject or predicate is missing.</b> The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> <li>• <b>Content</b> is not related to the prompt.</li> <li>• <b>Response</b> consists of single words or simple phrases and is not meaningful.</li> <li>• <b>Grammar and syntax</b> distort meaning.</li> <li>• <b>Articles, possessives, prepositions, or plural endings</b> are missing or incorrect.</li> <li>• <b>Vocabulary</b> is severely limited (random words with no indication of comprehension).</li> <li>• <b>Spelling</b> errors interfere with comprehensibility.</li> <li>• <b>Punctuation and capitalization</b> errors distort meaning.</li> </ul>
1	<p><b>EMERGING COMMUNICATION</b>  <b>Subject and predicate</b> are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> <li>• <b>Content</b> is reasonably related to the prompt.</li> <li>• <b>Response</b> contains awkward clauses and/or non-standard wording that affect meaning.</li> <li>• <b>Grammar and syntax</b> 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).</li> <li>• <b>Articles, possessives, prepositions, or plural endings</b> are often missing or incorrect.</li> <li>• <b>Vocabulary</b> is limited, imprecise, or does not adequately address the prompt.</li> <li>• <b>Spelling</b> errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”).</li> <li>• <b>Punctuation and/or capitalization</b> errors may interfere with meaning.</li> </ul>

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

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

Writing—Copying Words	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> <li>• Draws illegible lines or unacceptable response.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.</li> </ul>
2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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

Writing—Writing Words (Response to a story read by the examiner)	
SCORE	SCORING RUBRIC
0	<ul style="list-style-type: none"> <li>• Draws illegible lines or unacceptable response.</li> </ul>
1	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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

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

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

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

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

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

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

## CHANGES FOR THE 2014–15 EDITION SCORING RUBRICS

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

There were no changes to the other rubrics for the 2014–15 Edition.

## **CHANGES FOR THE 2013–14 EDITION SCORING RUBRICS**

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



Writing—Sentences

**NONSCORABLE**

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

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

SCORE	SCORING RUBRIC
0	<p><b>NO COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• <b>Subject or predicate is missing.</b> The following characteristics may be seen as well.</li> <li>• <b>Content</b> is not related to the prompt.</li> <li>• <b>Response</b> consists of single words or simple phrases and is not meaningful.</li> <li>• <b>Grammar and syntax</b> distort meaning.</li> <li>• <b>Articles, possessives, prepositions, or plural endings</b> are missing or incorrect.</li> <li>• <b>Vocabulary</b> is severely limited (random words with no indication of comprehension).</li> <li>• <b>Spelling</b> errors interfere with comprehensibility.</li> <li>• <b>Punctuation and capitalization</b> errors distort meaning.</li> </ul>
1	<p><b>EMERGING COMMUNICATION</b></p> <p><b>Simple subject and a simple predicate</b> are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"> <li>• <b>Content</b> is reasonably related to the prompt.</li> <li>• <b>Response</b> contains awkward clauses and/or non-standard wording that affect meaning.</li> <li>• <b>Grammar and syntax</b> 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).</li> <li>• <b>Articles, possessives, prepositions, or plural endings</b> are often missing or incorrect.</li> <li>• <b>Vocabulary</b> is limited, imprecise, or does not adequately address the prompt.</li> <li>• <b>Spelling</b> errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”).</li> <li>• <b>Punctuation and/or capitalization</b> errors may interfere with meaning.</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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

## CHANGES FOR THE 2012–13 EDITION SCORING RUBRICS

### Writing—Short Compositions

#### **NONSCORABLE**

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

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

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

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

Writing—Sentences

**NONSCORABLE**

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

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

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



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

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

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

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

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

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

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

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

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

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

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

## **CHANGES FOR THE 2011–12 EDITION SCORING RUBRICS**

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

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

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

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

0	<ul style="list-style-type: none"> <li>• Draws illegible lines or unacceptable response.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.</li> </ul>
2	

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

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

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

Writing—Writing Words (story prompt)^	
0	<ul style="list-style-type: none"> <li>• Draws illegible lines or unacceptable response.</li> </ul>
1	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
2	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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

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

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

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

## CHANGES FOR THE 2010–11 EDITION SCORING RUBRICS

### Writing—Short Compositions

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

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

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

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



SCORE	SCORING RUBRIC
3	<p data-bbox="321 289 1421 321"><b>{COMPETENT COMMUNICATION}</b></p> <ul data-bbox="329 325 1421 758" style="list-style-type: none"> <li>• <b>Content</b> reasonably addresses the prompt.</li> <li>• <b>Response</b> is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.</li> <li>• <b>Subject and predicate</b> are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence for grade 2 [two sentences for grades 3–5; three sentences for grades 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.</li> <li>• <b>Grammar and syntax</b> contain few errors that occasionally interfere with meaning.</li> <li>• <b>Vocabulary</b> adequately addresses the prompt.</li> <li>• <b>Spelling and capitalization</b> errors occasionally interfere with meaning.</li> </ul>
4	<p data-bbox="321 762 1421 793"><b>{EXPRESSIVE COMMUNICATION}</b></p> <ul data-bbox="329 798 1421 1327" style="list-style-type: none"> <li>• <b>Content</b> fully addresses the prompt.</li> <li>• <b>Response</b> is in <b>paragraph form</b> with sentences that support the topic sentence and may contain a concluding sentence. Response is written in <b>Standard English</b> and contains <b>well-organized events or ideas</b> as well as a few <b>effective details</b> and <b>transitional devices</b>.</li> <li>• <b>Subject and predicate</b> are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/ objects, use of infinitive or gerund as an object, compound/ complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.</li> <li>• <b>Grammar and syntax</b> contain minimal errors that do not interfere with meaning.</li> <li>• <b>Vocabulary</b> is precise and may include idioms or figurative language.</li> <li>• <b>Spelling and mechanics</b> errors are minimal and do not interfere with meaning.</li> </ul>

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

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

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

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

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

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

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

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

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

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

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

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**Appendix D: Item Maps**

The tables in appendix D identify the position (Item Number) of each item within test books for all items across the forms. The Item Sequence Number is used for other alignments, such as those in appendixes K–M. Only operational items are included here as there were no field test items in the 2014–15 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

<b>Item Number</b>		<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
<b>Form 1</b>	<b>Item Sequence Number</b>			
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		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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

<b>Item Number</b>		<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
<b>Form 1</b>	<b>Item Sequence Number</b>			
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

<b>Item Number</b>		<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
<b>Form 1</b>	<b>Item Sequence Number</b>			
1	1	OP	CEL00415	00683420
2	2	OP	CEL00262	00383078
3	3	OP	CEL00551	00940438
4	4	OP	CEL00543	00940421
5	5	OP	CEL00319	00437841
6	6	OP	CEL00379	00546440
7	7	OP	CEL00244	00383042
8	8	OP	CEL00767	01059881
9	9	OP	CEL00862	01210318
10	10	OP	CEL00817	01209180
11	11	OP	CEL00417	00683424
12	12	OP	CEL00412	00682950
13	13	OP	CEL00818	01209182
14	14	OP	CEL00863	01210319
15	15	OP	CEL00418	00683426
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		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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	CES00682	01057199
17		17	OP	CES00683	01057201
18		18	OP	CES00777	01210330
19		19	OP	CES00823	01210576
20		20	OP	CES00813	01210534

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

<b>Item Number</b>		<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
<b>Form 1</b>	<b>Item Sequence Number</b>			
1	1	OP	CES00252	00437531
2	2	OP	CES00402	00803468
3	3	OP	CES00258	00437544
4	4	OP	CES00463	00940336
5	5	OP	CES00243	00407629
6	6	OP	CES00692	01059014
7	7	OP	CES00371	00687645
8	8	OP	CES00304	00546147
9	9	OP	CES00844	01210696
10	10	OP	CES00693	01059016
11	11	OP	CES00741	01208978
12	12	OP	CES00471	00940353
13	13	OP	CES00687	01059004
14	14	OP	CES00835	01210664
15	15	OP	CES00404	00803472
16	16	OP	CES00838	01210668
17	17	OP	CES00466	00940342
18	18	OP	CES00744	01208984
19	19	OP	CES00832	01210658
20	20	OP	CES00840	01210672

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

<b>Item Number</b>		<b>Function</b>	<b>Item ID</b>	<b>Legacy ID</b>
<b>Form 1</b>	<b>Item Sequence Number</b>			
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	CES00704	01059805
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	CES00384	00693760
17	17	OP	CES00317	00546312
18	18	OP	CES00798	01210351
19	19	OP	CES00460	00940213
20	20	OP	CES00461	00940215

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
1		1	OP	CES00335	00546487
2		2	OP	CES00475	00940480
3		3	OP	CES00430	00803814
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	CES00710	01059901
10		10	OP	CES00218	00383258
11		11	OP	CES00802	01210355
12		12	OP	CES00367	00683682
13		13	OP	CES00338	00546493
14		14	OP	CES00426	00803676
15		15	OP	CES00368	00683684
16		16	OP	CES00364	00683675
17		17	OP	CES00712	01059905
18		18	OP	CES00768	01209277
19		19	OP	CES00807	01210360
20		20	OP	CES00909	01210966

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
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	CER00906	01059125
27	27	OP	CER00907	01059127
28	28	OP	CER00908	01059129
29	29	OP	CER00909	01059131
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		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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	CER00995	01209092
27		27	OP	CER00993	01209088
28		28	OP	CER00992	01209086
29		29	OP	CER00994	01209090
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		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
1	1	OP	CER01152	01210426
2	2	OP	CER00179	00241856
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	CER00926	01059999
24	24	OP	CER00924	01059995
25	25	OP	CER00925	01059997
26	26	OP	CER01016	01209249
27	27	OP	CER01017	01209251
28	28	OP	CER01014	01209245
29	29	OP	CER01279	01210821
30	30	OP	CER01280	01210822
31	31	OP	CER01277	01210819
32	32	OP	CER01282	01210824
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		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
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		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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		Function	Item ID	Legacy ID
Form 1	Item Sequence Number			
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	CEW00246	00546262
21	21	OP	CEW00746	01059934
22	22	OP	CEW01015	01210690
23	23	OP	CEW00094	00354214
24	24	OP	CEW01008	01210666

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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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	CEW00142	00354689
22		22	OP	CEW00842	01209158
23		23	OP	CEW00834	01209142
24		24	OP	CEW00413	00940259



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

Item Number		Item Sequence Number	Function	Item ID	Legacy ID
Form 1					
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	CEW00307	00684132
23		23	OP	CEW00860	01209309
24		24	OP	CEW00448	00940541

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Appendix E: Scale Score Summary Statistics

Note: The following tables display 2014–15 Edition results first, followed by historical results through the 2006–07 Edition, the first edition that used the common scale.

**Table E-1: 2014–15 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-2: 2014–15 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K–1</b>	183,062	434.39	69.281	445.64	75.162	375.26	75.108	382.32	54.753	404.61	63.560	433.42	63.801
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-3: 2014–15 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-4: 2014–15 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-5: 2013–14 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-6: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-7: 2013–14 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

Grade	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K</b>	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
<b>1</b>	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
<b>2</b>	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
<b>3</b>	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
<b>4</b>	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
<b>5</b>	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
<b>6</b>	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
<b>7</b>	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
<b>8</b>	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
<b>9</b>	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
<b>10</b>	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
<b>11</b>	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
<b>12</b>	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-8: 2013–14 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

Grade Span	N	Listening		Speaking		Reading		Writing		Comprehension		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
<b>K–1</b>	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
<b>2</b>	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
<b>3–5</b>	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
<b>6–8</b>	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
<b>9–12</b>	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-9: 2012–13 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-10: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

**Table E-11: 2012–13 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-12: 2012–13 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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



**Table E-13: 2011–12 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-14: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

**Table E-15: 2011–12 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-16: 2011–12 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

**Table E-17: 2010–11 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-18: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

**Table E-19: 2010–11 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-20: 2010–11 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

**Table E-21: 2009–10 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-22: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

**Table E-23: 2009–10 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-24: 2009–10 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

**Table E-25: 2008–09 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-26: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

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

**Table E-27: 2008–09 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-28: 2008–09 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

\*N-count for grade span K–2 is 242,794 overall, but reading and writing include only grade 2 data, for which the N-count is 13,599.



**Table E-29: 2007–08 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-30: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

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

**Table E-31: 2007–08 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-32: 2007–08 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

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

**Table E-33: 2006–07 Edition Scale Score Summary Statistics by Grade, Annual Assessment Data**

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

**Table E-34: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Annual Assessment Data**

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

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

**Table E-35: 2006–07 Edition Scale Score Summary Statistics by Grade, Initial Assessment Data**

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

**Table E-36: 2006–07 Edition Scale Score Summary Statistics by Grade Span, Initial Assessment Data**

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

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

**Appendix F: Descriptive Statistics and Domain Correlations**

The following tables detail descriptive statistics and domain correlations by grade span for both annual assessment and initial assessment data. All analyses are based on scale scores.

**Annual Assessment Data**

**Table F-1: Descriptive Statistics, Annual Assessment, Grade Span K–1**

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	183,062	434.39	69.281	220	570
Speaking	183,062	445.64	75.162	140	630
Reading	183,062	375.26	75.108	220	570
Writing	183,062	382.32	54.753	220	600

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.697	.549	.561
Speaking	.697	1.000	.519	.511
Reading	.549	.519	1.000	.719
Writing	.561	.511	.719	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	160,419	482.21	59.971	220	570
Speaking	160,419	489.99	71.452	140	630
Reading	160,419	445.05	69.294	280	650
Writing	160,419	464.28	67.634	220	690

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.667	.509	.559
Speaking	.667	1.000	.409	.478
Reading	.509	.409	1.000	.713
Writing	.559	.478	.713	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	389,075	509.10	81.615	220	640
Speaking	389,075	518.00	70.351	200	720
Reading	389,075	492.36	75.621	280	700
Writing	389,075	507.62	65.706	220	740

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.582	.606	.609
Speaking	.582	1.000	.515	.566
Reading	.606	.515	1.000	.729
Writing	.609	.566	.729	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	207,436	558.74	101.398	230	715
Speaking	207,436	540.53	78.847	225	720
Reading	207,436	540.05	76.837	320	750
Writing	207,436	538.81	69.404	220	780

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.620	.622	.626
Speaking	.620	1.000	.551	.632
Reading	.622	.551	1.000	.697
Writing	.626	.632	.697	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	197,955	583.15	112.310	230	725
Speaking	197,955	562.05	97.424	235	740
Reading	197,955	574.23	86.348	320	770
Writing	197,955	558.14	87.493	220	810

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.664	.701	.686
Speaking	.664	1.000	.626	.667
Reading	.701	.626	1.000	.731
Writing	.686	.667	.731	1.000

**Initial Assessment Data**

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	202,828	359.31	90.273	220	570
Speaking	202,828	368.60	113.766	140	630
Reading	202,828	278.70	64.973	220	570
Writing	202,828	289.70	60.562	220	600

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.714	.545	.527
Speaking	.714	1.000	.489	.448
Reading	.545	.489	1.000	.755
Writing	.527	.448	.755	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	11,169	405.74	124.676	220	570
Speaking	11,169	382.96	167.971	140	630
Reading	11,169	406.60	94.772	280	650
Writing	11,169	397.20	120.343	220	666

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.910	.738	.810
Speaking	.910	1.000	.705	.797
Reading	.738	.705	1.000	.843
Writing	.810	.797	.843	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	26,414	429.45	140.654	220	640
Speaking	26,414	415.35	155.325	200	720
Reading	26,414	444.41	114.786	280	700
Writing	26,414	429.89	137.799	220	740

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.833	.809	.846
Speaking	.833	1.000	.770	.865
Reading	.809	.770	1.000	.853
Writing	.846	.865	.853	1.000



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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	21,651	452.98	174.626	230	715
Speaking	21,651	436.24	157.824	225	720
Reading	21,651	498.71	123.669	320	750
Writing	21,651	459.21	149.502	220	780

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.851	.823	.827
Speaking	.851	1.000	.820	.875
Reading	.823	.820	1.000	.863
Writing	.827	.875	.863	1.000

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

Domain	N	Scale Scores			
		Mean	Std Dev	Minimum	Maximum
Listening	30,072	493.93	176.133	230	725
Speaking	30,072	453.37	164.970	235	740
Reading	30,072	528.09	136.603	320	770
Writing	30,072	481.80	161.010	220	810

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

	Listening	Speaking	Reading	Writing
Listening	1.000	.849	.850	.849
Speaking	.849	1.000	.839	.866
Reading	.850	.839	1.000	.877
Writing	.849	.866	.877	1.000

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**Appendix G: Classification Consistency and Accuracy**

Note: All values are based on annual assessment data.

**Table G-1: Classification Consistency and Accuracy, Listening**

Grade	Accuracy	Consistency	Kappa
<b>K</b>	.624	.508	.345
<b>1</b>	.612	.496	.340
<b>2</b>	.636	.528	.357
<b>3</b>	.533	.423	.238
<b>4</b>	.545	.438	.236
<b>5</b>	.590	.479	.276
<b>6</b>	.576	.462	.261
<b>7</b>	.566	.457	.275
<b>8</b>	.606	.492	.295
<b>9</b>	.570	.455	.248
<b>10</b>	.585	.469	.281
<b>11</b>	.584	.469	.283
<b>12</b>	.600	.490	.321

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

Grade	Accuracy	Consistency	Kappa
<b>K</b>	.728	.626	.500
<b>1</b>	.724	.626	.499
<b>2</b>	.716	.627	.484
<b>3</b>	.718	.619	.463
<b>4</b>	.712	.619	.462
<b>5</b>	.721	.631	.466
<b>6</b>	.678	.584	.438
<b>7</b>	.694	.605	.463
<b>8</b>	.711	.624	.489
<b>9</b>	.712	.621	.477
<b>10</b>	.715	.631	.505
<b>11</b>	.723	.641	.513
<b>12</b>	.733	.655	.532

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

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	.688	.581	.382
<b>1</b>	.670	.581	.406
<b>2</b>	.744	.649	.514
<b>3</b>	.709	.622	.474
<b>4</b>	.737	.655	.484
<b>5</b>	.728	.638	.474
<b>6</b>	.645	.540	.394
<b>7</b>	.665	.558	.424
<b>8</b>	.666	.558	.431
<b>9</b>	.619	.512	.358
<b>10</b>	.627	.515	.381
<b>11</b>	.627	.515	.383
<b>12</b>	.633	.524	.396

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

<b>Grade</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa</b>
<b>K</b>	.650	.552	.347
<b>1</b>	.605	.511	.335
<b>2</b>	.698	.594	.456
<b>3</b>	.691	.589	.417
<b>4</b>	.696	.599	.428
<b>5</b>	.678	.574	.419
<b>6</b>	.671	.566	.401
<b>7</b>	.672	.563	.413
<b>8</b>	.678	.573	.433
<b>9</b>	.624	.520	.378
<b>10</b>	.643	.543	.411
<b>11</b>	.649	.552	.419
<b>12</b>	.663	.571	.447

**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
<b>K</b>	.910	.855	.893	.957
<b>1</b>	.953	.887	.859	.905
<b>2</b>	.978	.926	.852	.866
<b>3</b>	.936	.875	.814	.873
<b>4</b>	.955	.908	.825	.828
<b>5</b>	.970	.915	.824	.866
<b>6</b>	.938	.887	.813	.908
<b>7</b>	.954	.892	.819	.877
<b>8</b>	.960	.906	.815	.904
<b>9</b>	.948	.863	.822	.913
<b>10</b>	.955	.867	.814	.929
<b>11</b>	.960	.879	.811	.912
<b>12</b>	.959	.889	.822	.905

**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
<b>K</b>	.952	.907	.900	.957
<b>1</b>	.967	.932	.880	.927
<b>2</b>	.979	.957	.873	.889
<b>3</b>	.984	.952	.877	.895
<b>4</b>	.981	.958	.879	.879
<b>5</b>	.980	.966	.885	.871
<b>6</b>	.970	.936	.856	.893
<b>7</b>	.969	.946	.862	.887
<b>8</b>	.968	.953	.865	.895
<b>9</b>	.959	.945	.860	.913
<b>10</b>	.957	.945	.868	.909
<b>11</b>	.961	.951	.875	.903
<b>12</b>	.961	.953	.883	.904

**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
<b>K</b>	.955	.850	.893	.977
<b>1</b>	.880	.865	.923	.963
<b>2</b>	.898	.905	.953	.979
<b>3</b>	.879	.875	.938	.971
<b>4</b>	.906	.897	.934	.973
<b>5</b>	.936	.919	.902	.953
<b>6</b>	.897	.874	.896	.954
<b>7</b>	.929	.895	.888	.939
<b>8</b>	.938	.905	.888	.923
<b>9</b>	.894	.863	.884	.952
<b>10</b>	.922	.881	.880	.935
<b>11</b>	.937	.894	.877	.910
<b>12</b>	.944	.903	.882	.894

**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
<b>K</b>	.956	.834	.855	.969
<b>1</b>	.867	.833	.880	.991
<b>2</b>	.941	.896	.899	.958
<b>3</b>	.946	.890	.893	.948
<b>4</b>	.948	.894	.892	.946
<b>5</b>	.961	.914	.855	.930
<b>6</b>	.957	.899	.867	.935
<b>7</b>	.967	.909	.846	.930
<b>8</b>	.965	.925	.846	.914
<b>9</b>	.955	.898	.831	.903
<b>10</b>	.958	.906	.845	.903
<b>11</b>	.963	.912	.846	.896
<b>12</b>	.960	.908	.853	.904

**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
<b>K</b>	.873	.799	.850	.937
<b>1</b>	.932	.842	.805	.866
<b>2</b>	.968	.898	.802	.816
<b>3</b>	.905	.825	.747	.822
<b>4</b>	.933	.871	.761	.773
<b>5</b>	.954	.876	.770	.817
<b>6</b>	.909	.843	.751	.867
<b>7</b>	.931	.848	.762	.830
<b>8</b>	.940	.869	.763	.866
<b>9</b>	.921	.815	.763	.868
<b>10</b>	.932	.818	.760	.895
<b>11</b>	.940	.833	.758	.874
<b>12</b>	.940	.852	.776	.865

**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
<b>K</b>	.932	.871	.867	.938
<b>1</b>	.959	.902	.844	.897
<b>2</b>	.979	.935	.838	.852
<b>3</b>	.983	.929	.836	.856
<b>4</b>	.981	.937	.843	.839
<b>5</b>	.981	.948	.851	.828
<b>6</b>	.969	.904	.819	.858
<b>7</b>	.970	.918	.830	.852
<b>8</b>	.969	.927	.833	.860
<b>9</b>	.960	.918	.822	.881
<b>10</b>	.959	.918	.837	.879
<b>11</b>	.962	.925	.845	.872
<b>12</b>	.962	.928	.855	.874

**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
<b>K</b>	.933	.800	.851	.976
<b>1</b>	.833	.815	.892	.943
<b>2</b>	.859	.867	.934	.969
<b>3</b>	.844	.835	.914	.964
<b>4</b>	.870	.857	.907	.961
<b>5</b>	.913	.888	.863	.933
<b>6</b>	.856	.825	.855	.936
<b>7</b>	.901	.854	.845	.915
<b>8</b>	.914	.868	.845	.892
<b>9</b>	.852	.810	.838	.931
<b>10</b>	.890	.834	.833	.907
<b>11</b>	.911	.851	.829	.874
<b>12</b>	.920	.868	.837	.854

**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
<b>K</b>	.948	.805	.814	.956
<b>1</b>	.823	.776	.834	.990
<b>2</b>	.917	.855	.860	.940
<b>3</b>	.923	.851	.851	.927
<b>4</b>	.924	.853	.855	.919
<b>5</b>	.942	.878	.815	.900
<b>6</b>	.937	.857	.827	.908
<b>7</b>	.951	.872	.806	.901
<b>8</b>	.951	.894	.809	.884
<b>9</b>	.934	.864	.796	.868
<b>10</b>	.939	.870	.810	.868
<b>11</b>	.945	.878	.812	.862
<b>12</b>	.942	.878	.822	.872



**Appendix H: Raw Score to Scale Score Tables**

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

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

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

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

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

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

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

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

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	302	Beginning
1	220	302	
2	220	302	
3	220	302	
4	220	302	
5	220	302	
6	241	259	
7	335	79	
8	372	48	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	
17	563	34	Advanced
18	589	38	
19	633	56	
20	640	60	

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

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

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

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

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

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

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

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

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

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

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	
9	449	58	Early Intermediate
10	477	50	
11	502	45	
12	525	44	Intermediate
13	549	44	
14	573	45	
15	600	47	
16	630	51	Early Advanced
17	666	55	
18	710	62	Advanced
19	725	66	
20	725	66	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	
9	449	58	Early Intermediate
10	477	50	
11	502	45	
12	525	44	
13	549	44	Intermediate
14	573	45	
15	600	47	
16	630	51	Early Advanced
17	666	55	
18	710	62	
19	725	66	Advanced
20	725	66	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	
9	449	58	Early Intermediate
10	477	50	
11	502	45	
12	525	44	
13	549	44	Intermediate
14	573	45	
15	600	47	
16	630	51	Early Advanced
17	666	55	
18	710	62	
19	725	66	Advanced
20	725	66	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	230	607	Beginning
1	230	607	
2	230	607	
3	230	607	
4	230	607	
5	230	607	
6	230	607	
7	360	135	
8	414	77	Early Intermediate
9	449	58	
10	477	50	
11	502	45	
12	525	44	Intermediate
13	549	44	
14	573	45	
15	600	47	Early Advanced
16	630	51	
17	666	55	
18	710	62	Advanced
19	725	66	
20	725	66	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	203	Beginning
1	273	41	
2	304	29	
3	323	24	
4	337	21	
5	348	19	Early Intermediate
6	358	18	
7	367	17	
8	375	17	
9	383	16	
10	390	16	
11	397	16	Intermediate
12	403	16	
13	410	15	
14	416	15	
15	423	15	
16	429	15	
17	435	15	
18	441	15	Early Advanced
19	448	15	
20	455	16	
21	462	16	
22	469	17	
23	478	18	Advanced
24	487	19	
25	499	21	
26	513	25	
27	533	31	Advanced
28	568	43	
29	630	82	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	203	Beginning
1	273	41	
2	304	29	
3	323	24	
4	337	21	
5	348	19	Early Intermediate
6	358	18	
7	367	17	
8	375	17	
9	383	16	
10	390	16	
11	397	16	Intermediate
12	403	16	
13	410	15	
14	416	15	
15	423	15	
16	429	15	
17	435	15	
18	441	15	Early Advanced
19	448	15	
20	455	16	
21	462	16	
22	469	17	
23	478	18	Advanced
24	487	19	
25	499	21	
26	513	25	
27	533	31	Advanced
28	568	43	
29	630	82	



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

Raw Score	Scale Score	Standard Error	Performance Level
0	140	203	Beginning
1	273	41	
2	304	29	
3	323	24	
4	337	21	
5	348	19	
6	358	18	
7	367	17	
8	375	17	Early Intermediate
9	383	16	
10	390	16	
11	397	16	
12	403	16	
13	410	15	
14	416	15	
15	423	15	Intermediate
16	429	15	
17	435	15	
18	441	15	
19	448	15	
20	455	16	
21	462	16	
22	469	17	
23	478	18	Early Advanced
24	487	19	
25	499	21	
26	513	25	
27	533	31	Advanced
28	568	43	
29	630	82	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	147	Beginning
1	308	45	
2	341	31	
3	361	25	
4	376	22	Early Intermediate
5	388	20	
6	398	19	
7	407	18	
8	416	17	
9	424	17	
10	431	17	
11	438	17	Intermediate
12	446	16	
13	453	16	
14	460	16	
15	467	16	
16	474	17	
17	481	17	
18	488	17	Early Advanced
19	496	17	
20	503	18	
21	512	18	
22	520	19	
23	530	20	Advanced
24	540	21	
25	552	23	
26	566	25	
27	584	30	
28	615	42	
29	720	149	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	147	Beginning
1	308	45	
2	341	31	
3	361	25	
4	376	22	
5	388	20	
6	398	19	
7	407	18	Early Intermediate
8	416	17	
9	424	17	
10	431	17	
11	438	17	
12	446	16	
13	453	16	Intermediate
14	460	16	
15	467	16	
16	474	17	
17	481	17	
18	488	17	
19	496	17	
20	503	18	Early Advanced
21	512	18	
22	520	19	
23	530	20	
24	540	21	
25	552	23	Advanced
26	566	25	
27	584	30	
28	615	42	
29	720	149	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	200	147	Beginning
1	308	45	
2	341	31	
3	361	25	
4	376	22	
5	388	20	
6	398	19	
7	407	18	
8	416	17	Early Intermediate
9	424	17	
10	431	17	
11	438	17	
12	446	16	
13	453	16	
14	460	16	Intermediate
15	467	16	
16	474	17	
17	481	17	
18	488	17	
19	496	17	
20	503	18	
21	512	18	Early Advanced
22	520	19	
23	530	20	
24	540	21	
25	552	23	
26	566	25	Advanced
27	584	30	
28	615	42	
29	720	149	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	108	Beginning
1	300	53	
2	340	37	
3	363	30	
4	380	26	
5	394	24	
6	405	22	
7	416	21	
8	425	20	Early Intermediate
9	433	19	
10	442	19	
11	450	19	
12	457	19	
13	465	19	
14	473	19	Intermediate
15	481	19	
16	489	19	
17	497	19	
18	505	20	
19	514	20	
20	523	21	Early Advanced
21	533	22	
22	545	24	
23	557	26	Advanced
24	572	28	
25	590	31	
26	612	36	
27	641	43	
28	687	60	
29	720	78	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	108	Beginning
1	300	53	
2	340	37	
3	363	30	
4	380	26	
5	394	24	
6	405	22	
7	416	21	
8	425	20	Early Intermediate
9	433	19	
10	442	19	
11	450	19	
12	457	19	
13	465	19	
14	473	19	Intermediate
15	481	19	
16	489	19	
17	497	19	
18	505	20	
19	514	20	
20	523	21	Early Advanced
21	533	22	
22	545	24	
23	557	26	Advanced
24	572	28	
25	590	31	
26	612	36	
27	641	43	
28	687	60	
29	720	78	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	225	108	Beginning
1	300	53	
2	340	37	
3	363	30	
4	380	26	
5	394	24	
6	405	22	
7	416	21	
8	425	20	Early Intermediate
9	433	19	
10	442	19	
11	450	19	
12	457	19	
13	465	19	
14	473	19	
15	481	19	Intermediate
16	489	19	
17	497	19	
18	505	20	
19	514	20	
20	523	21	
21	533	22	
22	545	24	Early Advanced
23	557	26	
24	572	28	
25	590	31	
26	612	36	Advanced
27	641	43	
28	687	60	
29	720	78	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	Intermediate
13	494	19	
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	Early Advanced
21	566	24	
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	
13	494	19	Intermediate
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	
21	566	24	Early Advanced
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	
13	494	19	Intermediate
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	
21	566	24	Early Advanced
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	235	124	Beginning
1	319	57	
2	361	39	
3	386	32	
4	404	28	
5	418	25	
6	431	23	Early Intermediate
7	442	22	
8	452	21	
9	461	21	
10	470	20	
11	478	20	
12	486	19	
13	494	19	Intermediate
14	502	19	
15	510	19	
16	518	20	
17	527	20	
18	535	21	
19	545	22	
20	555	23	
21	566	24	Early Advanced
22	578	26	
23	591	28	
24	607	30	
25	626	34	Advanced
26	649	39	
27	680	47	
28	731	67	
29	740	72	

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

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

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

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

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

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

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

Raw Score	Scale Score	Standard Error	Performance Level
0	280	726	Beginning
1	280	726	
2	280	726	
3	280	726	
4	280	726	
5	280	726	
6	280	726	
7	370	116	
8	411	54	
9	431	38	
10	446	29	
11	457	25	Early Intermediate
12	466	22	
13	474	20	
14	481	18	
15	487	17	Intermediate
16	493	16	
17	499	16	
18	504	15	
19	510	15	
20	515	15	
21	521	14	
22	526	14	
23	531	14	
24	537	15	
25	543	15	Early Advanced
26	549	15	
27	555	16	
28	563	16	
29	570	17	Advanced
30	579	18	
31	589	20	
32	602	23	
33	620	28	
34	649	40	
35	700	75	



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

Raw Score	Scale Score	Standard Error	Performance Level
0	280	726	Beginning
1	280	726	
2	280	726	
3	280	726	
4	280	726	
5	280	726	
6	280	726	
7	370	116	
8	411	54	
9	431	38	
10	446	29	
11	457	25	
12	466	22	
13	474	20	Early Intermediate
14	481	18	
15	487	17	
16	493	16	Intermediate
17	499	16	
18	504	15	
19	510	15	
20	515	15	
21	521	14	
22	526	14	
23	531	14	
24	537	15	
25	543	15	
26	549	15	
27	555	16	
28	563	16	Early Advanced
29	570	17	
30	579	18	
31	589	20	
32	602	23	Advanced
33	620	28	
34	649	40	
35	700	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	280	726	Beginning
1	280	726	
2	280	726	
3	280	726	
4	280	726	
5	280	726	
6	280	726	
7	370	116	
8	411	54	
9	431	38	
10	446	29	
11	457	25	
12	466	22	
13	474	20	Early Intermediate
14	481	18	
15	487	17	
16	493	16	Intermediate
17	499	16	
18	504	15	
19	510	15	
20	515	15	
21	521	14	
22	526	14	
23	531	14	
24	537	15	
25	543	15	
26	549	15	
27	555	16	
28	563	16	Early Advanced
29	570	17	
30	579	18	
31	589	20	
32	602	23	Advanced
33	620	28	
34	649	40	
35	700	75	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	428	Beginning
1	320	428	
2	320	428	
3	320	428	
4	320	428	
5	320	428	
6	320	428	
7	338	327	
8	428	69	
9	458	43	
10	477	33	
11	491	29	Early Intermediate
12	503	26	
13	513	23	
14	522	22	Intermediate
15	530	20	
16	537	19	
17	545	18	
18	551	18	
19	558	17	
20	565	17	
21	571	17	Early Advanced
22	577	16	
23	584	16	
24	590	17	
25	597	17	
26	604	17	
27	612	17	Advanced
28	620	18	
29	629	19	
30	639	21	
31	651	23	
32	666	26	
33	686	32	
34	721	48	
35	750	65	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	428	Beginning
1	320	428	
2	320	428	
3	320	428	
4	320	428	
5	320	428	
6	320	428	
7	338	327	
8	428	69	
9	458	43	
10	477	33	
11	491	29	Early Intermediate
12	503	26	
13	513	23	
14	522	22	Intermediate
15	530	20	
16	537	19	
17	545	18	
18	551	18	
19	558	17	
20	565	17	
21	571	17	Early Advanced
22	577	16	
23	584	16	
24	590	17	
25	597	17	
26	604	17	
27	612	17	Advanced
28	620	18	
29	629	19	
30	639	21	
31	651	23	
32	666	26	
33	686	32	
34	721	48	
35	750	65	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	428	Beginning
1	320	428	
2	320	428	
3	320	428	
4	320	428	
5	320	428	
6	320	428	
7	338	327	
8	428	69	
9	458	43	
10	477	33	
11	491	29	
12	503	26	Early Intermediate
13	513	23	
14	522	22	
15	530	20	
16	537	19	
17	545	18	Intermediate
18	551	18	
19	558	17	
20	565	17	
21	571	17	
22	577	16	
23	584	16	
24	590	17	Early Advanced
25	597	17	
26	604	17	
27	612	17	
28	620	18	
29	629	19	Advanced
30	639	21	
31	651	23	
32	666	26	
33	686	32	
34	721	48	
35	750	65	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	
13	522	31	Early Intermediate
14	535	29	
15	546	28	
16	557	26	Intermediate
17	567	25	
18	577	24	
19	586	24	
20	595	23	
21	604	23	
22	612	22	Early Advanced
23	621	22	
24	629	21	
25	638	21	
26	647	21	
27	656	22	Advanced
28	666	22	
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	
13	522	31	Early Intermediate
14	535	29	
15	546	28	
16	557	26	
17	567	25	
18	577	24	Intermediate
19	586	24	
20	595	23	
21	604	23	
22	612	22	
23	621	22	Early Advanced
24	629	21	
25	638	21	
26	647	21	
27	656	22	
28	666	22	Advanced
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	
13	522	31	Early Intermediate
14	535	29	
15	546	28	
16	557	26	
17	567	25	
18	577	24	Intermediate
19	586	24	
20	595	23	
21	604	23	
22	612	22	
23	621	22	Early Advanced
24	629	21	
25	638	21	
26	647	21	
27	656	22	
28	666	22	Advanced
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	320	334	Beginning
1	320	334	
2	320	334	
3	320	334	
4	320	334	
5	320	334	
6	320	334	
7	320	334	
8	398	118	
9	445	65	
10	472	47	
11	492	39	
12	508	34	
13	522	31	Early Intermediate
14	535	29	
15	546	28	
16	557	26	
17	567	25	
18	577	24	Intermediate
19	586	24	
20	595	23	
21	604	23	
22	612	22	
23	621	22	Early Advanced
24	629	21	
25	638	21	
26	647	21	
27	656	22	
28	666	22	Advanced
29	677	23	
30	689	25	
31	703	27	
32	721	31	
33	745	38	
34	770	48	
35	770	48	

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

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

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

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

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

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

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	157	Beginning
1	220	157	
2	220	157	
3	220	157	
4	220	157	
5	220	157	
6	297	57	
7	343	35	
8	367	29	
9	384	26	
10	398	24	
11	410	23	
12	420	22	
13	430	21	
14	438	20	Early Intermediate
15	447	19	
16	454	18	
17	461	18	
18	469	17	
19	476	17	
20	483	17	Intermediate
21	490	17	
22	497	17	
23	504	17	
24	511	17	
25	519	17	
26	527	17	
27	536	18	
28	545	19	Early Advanced
29	556	20	
30	568	22	
31	582	24	Advanced
32	599	27	
33	623	33	
34	661	44	
35	740	100	

Appendix H: Raw Score to Scale Score Tables

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	157	Beginning
1	220	157	
2	220	157	
3	220	157	
4	220	157	
5	220	157	
6	297	57	
7	343	35	
8	367	29	
9	384	26	
10	398	24	
11	410	23	
12	420	22	
13	430	21	
14	438	20	
15	447	19	
16	454	18	Early Intermediate
17	461	18	
18	469	17	
19	476	17	
20	483	17	
21	490	17	Intermediate
22	497	17	
23	504	17	
24	511	17	
25	519	17	
26	527	17	
27	536	18	
28	545	19	
29	556	20	Early Advanced
30	568	22	
31	582	24	Advanced
32	599	27	
33	623	33	
34	661	44	
35	740	100	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	157	Beginning
1	220	157	
2	220	157	
3	220	157	
4	220	157	
5	220	157	
6	297	57	
7	343	35	
8	367	29	
9	384	26	
10	398	24	
11	410	23	
12	420	22	
13	430	21	
14	438	20	
15	447	19	
16	454	18	Early Intermediate
17	461	18	
18	469	17	
19	476	17	
20	483	17	
21	490	17	Intermediate
22	497	17	
23	504	17	
24	511	17	
25	519	17	
26	527	17	
27	536	18	
28	545	19	
29	556	20	Early Advanced
30	568	22	
31	582	24	Advanced
32	599	27	
33	623	33	
34	661	44	
35	740	100	



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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	125	Beginning
1	220	125	
2	220	125	
3	220	125	
4	220	125	
5	220	125	
6	295	64	
7	342	43	
8	369	36	
9	388	32	
10	404	30	
11	418	28	
12	431	27	
13	442	26	
14	453	25	
15	462	24	Early Intermediate
16	472	22	
17	480	21	
18	488	20	
19	496	19	
20	504	18	Intermediate
21	511	18	
22	519	18	
23	526	18	
24	534	18	
25	542	18	
26	551	19	
27	561	20	Early Advanced
28	572	21	
29	584	23	
30	599	26	Advanced
31	617	30	
32	642	36	
33	680	49	
34	764	82	
35	780	85	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	125	Beginning
1	220	125	
2	220	125	
3	220	125	
4	220	125	
5	220	125	
6	295	64	
7	342	43	
8	369	36	
9	388	32	
10	404	30	
11	418	28	
12	431	27	
13	442	26	
14	453	25	
15	462	24	Early Intermediate
16	472	22	
17	480	21	
18	488	20	
19	496	19	
20	504	18	Intermediate
21	511	18	
22	519	18	
23	526	18	
24	534	18	
25	542	18	
26	551	19	
27	561	20	Early Advanced
28	572	21	
29	584	23	
30	599	26	Advanced
31	617	30	
32	642	36	
33	680	49	
34	764	82	
35	780	85	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	125	Beginning
1	220	125	
2	220	125	
3	220	125	
4	220	125	
5	220	125	
6	295	64	
7	342	43	
8	369	36	
9	388	32	
10	404	30	
11	418	28	
12	431	27	
13	442	26	
14	453	25	
15	462	24	
16	472	22	Early Intermediate
17	480	21	
18	488	20	
19	496	19	
20	504	18	
21	511	18	Intermediate
22	519	18	
23	526	18	
24	534	18	
25	542	18	
26	551	19	
27	561	20	Early Advanced
28	572	21	
29	584	23	
30	599	26	
31	617	30	Advanced
32	642	36	
33	680	49	
34	764	82	
35	780	85	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	Beginning
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	Early Intermediate
18	484	23	
19	493	22	
20	502	22	
21	511	22	
22	520	22	Intermediate
23	530	22	
24	540	23	
25	551	24	
26	562	25	Early Advanced
27	575	26	
28	588	28	
29	604	30	
30	623	34	Advanced
31	646	39	
32	678	47	
33	727	64	
34	810	86	
35	810	86	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	Beginning
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	Early Intermediate
18	484	23	
19	493	22	
20	502	22	
21	511	22	
22	520	22	Intermediate
23	530	22	
24	540	23	
25	551	24	
26	562	25	
27	575	26	Early Advanced
28	588	28	
29	604	30	
30	623	34	Advanced
31	646	39	
32	678	47	
33	727	64	
34	810	86	
35	810	86	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	Beginning
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	Early Intermediate
18	484	23	
19	493	22	
20	502	22	
21	511	22	
22	520	22	Intermediate
23	530	22	
24	540	23	
25	551	24	
26	562	25	
27	575	26	Early Advanced
28	588	28	
29	604	30	
30	623	34	Advanced
31	646	39	
32	678	47	
33	727	64	
34	810	86	
35	810	86	

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

Raw Score	Scale Score	Standard Error	Performance Level
0	220	97	Beginning
1	220	97	
2	220	97	
3	220	97	
4	220	97	
5	220	97	
6	263	75	
7	314	57	
8	346	48	
9	370	42	
10	389	38	
11	405	35	
12	420	33	
13	432	31	
14	444	29	
15	455	28	
16	465	26	
17	475	24	Early Intermediate
18	484	23	
19	493	22	
20	502	22	
21	511	22	
22	520	22	Intermediate
23	530	22	
24	540	23	
25	551	24	
26	562	25	
27	575	26	Early Advanced
28	588	28	
29	604	30	
30	623	34	Advanced
31	646	39	
32	678	47	
33	727	64	
34	810	86	
35	810	86	

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

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

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

Note: The Overall 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**

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

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

**Appendix I: Scale Score Frequency Distributions**

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

**Annual Assessment Data**

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,679	3.6	6,679	3.6	220	2,111	1.3	2,111	1.3
285	4,201	2.3	10,880	5.9	285	779	.5	2,890	1.8
338	5,468	3.0	16,348	8.9	338	1,117	.7	4,007	2.5
343	1	.0	16,349	8.9	363	1,604	1.0	5,611	3.5
361	1	.0	16,350	8.9	380	2,108	1.3	7,719	4.8
363	7,170	3.9	23,520	12.8	393	3,018	1.9	10,737	6.7
380	8,790	4.8	32,310	17.6	406	4,002	2.5	14,739	9.2
393	10,764	5.9	43,074	23.5	418	5,565	3.5	20,304	12.7
406	12,464	6.8	55,538	30.3	430	7,192	4.5	27,496	17.1
418	13,877	7.6	69,415	37.9	442	9,417	5.9	36,913	23.0
430	15,091	8.2	84,506	46.2	454	11,645	7.3	48,558	30.3
442	15,751	8.6	100,257	54.8	457	1	.0	48,559	30.3
454	15,817	8.6	116,074	63.4	467	14,237	8.9	62,796	39.1
467	15,589	8.5	131,663	71.9	480	16,859	10.5	79,655	49.7
480	14,518	7.9	146,181	79.9	487	1	.0	79,656	49.7
494	12,549	6.9	158,730	86.7	494	18,710	11.7	98,366	61.3
503	1	.0	158,731	86.7	509	19,862	12.4	118,228	73.7
509	10,293	5.6	169,024	92.3	528	18,912	11.8	137,140	85.5
528	7,500	4.1	176,524	96.4	562	15,018	9.4	152,158	94.9
562	4,537	2.5	181,061	98.9	570	8,261	5.1	160,419	100.0
570	2,001	1.1	183,062	100.0					

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,576	1.7	6,576	1.7
241	3,124	.8	9,700	2.5
252	1	.0	9,701	2.5
335	5,676	1.5	15,377	4.0
372	8,665	2.2	24,042	6.2
398	1	.0	24,043	6.2
399	12,680	3.3	36,723	9.4
421	1	.0	36,724	9.4
423	17,701	4.5	54,425	14.0
441	2	.0	54,427	14.0
444	23,620	6.1	78,047	20.1
461	4	.0	78,051	20.1
464	30,043	7.7	108,094	27.8
484	35,676	9.2	143,770	37.0
499	2	.0	143,772	37.0
502	40,468	10.4	184,240	47.4
518	2	.0	184,242	47.4
521	43,981	11.3	228,223	58.7
541	44,360	11.4	272,583	70.1
559	2	.0	272,585	70.1
563	42,272	10.9	314,857	80.9
585	1	.0	314,858	80.9
589	36,138	9.3	350,996	90.2
633	25,555	6.6	376,551	96.8
640	12,524	3.2	389,075	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	8,434	4.1	8,434	4.1
350	3,459	1.7	11,893	5.7
410	4,690	2.3	16,583	8.0
445	6,168	3.0	22,751	11.0
471	8,072	3.9	30,823	14.9
494	10,907	5.3	41,730	20.1
514	14,706	7.1	56,436	27.2
534	18,311	8.8	74,747	36.0
555	22,222	10.7	96,969	46.7
576	25,170	12.1	122,139	58.9
599	26,067	12.6	148,206	71.4
625	24,121	11.6	172,327	83.1
660	19,395	9.3	191,722	92.4
715	15,714	7.6	207,436	100.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	8,688	4.4	8,688	4.4
360	2,937	1.5	11,625	5.9
414	4,112	2.1	15,737	7.9
449	5,528	2.8	21,265	10.7
477	7,202	3.6	28,467	14.4
502	9,649	4.9	38,116	19.3
525	12,773	6.5	50,889	25.7
549	16,520	8.3	67,409	34.1
573	20,860	10.5	88,269	44.6
600	24,589	12.4	112,858	57.0
630	26,522	13.4	139,380	70.4
666	24,647	12.5	164,027	82.9
710	18,946	9.6	182,973	92.4
725	14,982	7.6	197,955	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
140	4,560	2.5	4,560	2.5
273	1,462	.8	6,022	3.3
304	1,373	.8	7,395	4.0
323	1,477	.8	8,872	4.8
337	1,549	.8	10,421	5.7
348	1,783	1.0	12,204	6.7
358	2,173	1.2	14,377	7.9
367	2,446	1.3	16,823	9.2
371	1	.0	16,824	9.2
375	2,907	1.6	19,731	10.8
383	3,366	1.8	23,097	12.6
390	3,992	2.2	27,089	14.8
397	4,431	2.4	31,520	17.2
403	5,019	2.7	36,539	20.0
410	5,697	3.1	42,236	23.1
416	6,438	3.5	48,674	26.6
423	7,017	3.8	55,691	30.4
429	7,798	4.3	63,489	34.7
435	8,376	4.6	71,865	39.3
441	9,037	4.9	80,902	44.2
448	9,734	5.3	90,636	49.5
455	10,174	5.6	100,810	55.1
460	1	.0	100,811	55.1
462	10,712	5.9	111,523	60.9
469	10,952	6.0	122,475	66.9
478	11,274	6.2	133,749	73.1
487	11,348	6.2	145,097	79.3
492	1	.0	145,098	79.3
499	10,754	5.9	155,852	85.1
513	9,777	5.3	165,629	90.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>533</b>	8,345	4.6	173,974	95.0
<b>568</b>	6,325	3.5	180,299	98.5
<b>630</b>	2,763	1.5	183,062	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>140</b>	2,160	1.3	2,160	1.3
<b>273</b>	376	.2	2,536	1.6
<b>304</b>	333	.2	2,869	1.8
<b>323</b>	344	.2	3,213	2.0
<b>336</b>	1	.0	3,214	2.0
<b>337</b>	396	.2	3,610	2.3
<b>348</b>	394	.2	4,004	2.5
<b>358</b>	446	.3	4,450	2.8
<b>367</b>	579	.4	5,029	3.1
<b>375</b>	662	.4	5,691	3.5
<b>383</b>	779	.5	6,470	4.0
<b>390</b>	970	.6	7,440	4.6
<b>397</b>	1,254	.8	8,694	5.4
<b>403</b>	1,543	1.0	10,237	6.4
<b>410</b>	1,851	1.2	12,088	7.5
<b>416</b>	2,169	1.4	14,257	8.9
<b>423</b>	2,604	1.6	16,861	10.5
<b>429</b>	3,192	2.0	20,053	12.5
<b>435</b>	3,730	2.3	23,783	14.8
<b>441</b>	4,698	2.9	28,481	17.8
<b>448</b>	5,593	3.5	34,074	21.2
<b>455</b>	6,741	4.2	40,815	25.4
<b>460</b>	1	.0	40,816	25.4
<b>462</b>	8,324	5.2	49,140	30.6
<b>469</b>	9,838	6.1	58,978	36.8
<b>474</b>	1	.0	58,979	36.8
<b>478</b>	11,612	7.2	70,591	44.0
<b>487</b>	13,502	8.4	84,093	52.4
<b>499</b>	15,665	9.8	99,758	62.2
<b>513</b>	17,130	10.7	116,888	72.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>533</b>	17,649	11.0	134,537	83.9
<b>568</b>	16,202	10.1	150,739	94.0
<b>630</b>	9,680	6.0	160,419	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>200</b>	4,923	1.3	4,923	1.3
<b>308</b>	1,053	.3	5,976	1.5
<b>341</b>	944	.2	6,920	1.8
<b>361</b>	935	.2	7,855	2.0
<b>369</b>	1	.0	7,856	2.0
<b>376</b>	957	.2	8,813	2.3
<b>388</b>	1,255	.3	10,068	2.6
<b>393</b>	1	.0	10,069	2.6
<b>398</b>	1,580	.4	11,649	3.0
<b>407</b>	2,074	.5	13,723	3.5
<b>416</b>	2,556	.7	16,279	4.2
<b>424</b>	3,451	.9	19,730	5.1
<b>431</b>	4,464	1.1	24,194	6.2
<b>438</b>	5,736	1.5	29,930	7.7
<b>440</b>	1	.0	29,931	7.7
<b>446</b>	7,262	1.9	37,193	9.6
<b>453</b>	8,862	2.3	46,055	11.8
<b>460</b>	10,646	2.7	56,701	14.6
<b>467</b>	12,516	3.2	69,217	17.8
<b>472</b>	2	.0	69,219	17.8
<b>474</b>	14,348	3.7	83,567	21.5
<b>481</b>	16,392	4.2	99,959	25.7
<b>488</b>	18,441	4.7	118,400	30.4
<b>496</b>	20,639	5.3	139,039	35.7
<b>503</b>	22,860	5.9	161,899	41.6
<b>506</b>	2	.0	161,901	41.6
<b>512</b>	25,591	6.6	187,492	48.2
<b>515</b>	2	.0	187,494	48.2
<b>520</b>	27,608	7.1	215,102	55.3
<b>524</b>	2	.0	215,104	55.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
530	29,213	7.5	244,317	62.8
540	29,815	7.7	274,132	70.5
546	2	.0	274,134	70.5
552	30,041	7.7	304,175	78.2
560	1	.0	304,176	78.2
566	29,018	7.5	333,194	85.6
578	1	.0	333,195	85.6
584	24,709	6.4	357,904	92.0
615	19,554	5.0	377,458	97.0
720	11,617	3.0	389,075	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
225	4,065	2.0	4,065	2.0
300	978	.5	5,043	2.4
340	807	.4	5,850	2.8
363	649	.3	6,499	3.1
380	736	.4	7,235	3.5
394	715	.3	7,950	3.8
405	840	.4	8,790	4.2
416	980	.5	9,770	4.7
425	1,247	.6	11,017	5.3
433	1,390	.7	12,407	6.0
442	1,717	.8	14,124	6.8
450	2,100	1.0	16,224	7.8
457	2,746	1.3	18,970	9.1
465	3,294	1.6	22,264	10.7
473	4,041	1.9	26,305	12.7
481	5,044	2.4	31,349	15.1
488	1	.0	31,350	15.1
489	6,469	3.1	37,819	18.2
497	7,942	3.8	45,761	22.1
504	1	.0	45,762	22.1
505	9,667	4.7	55,429	26.7
514	11,808	5.7	67,237	32.4
523	13,858	6.7	81,095	39.1
532	1	.0	81,096	39.1
533	16,113	7.8	97,209	46.9
542	1	.0	97,210	46.9
545	18,070	8.7	115,280	55.6
557	19,224	9.3	134,504	64.8
572	19,179	9.2	153,683	74.1
590	17,607	8.5	171,290	82.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>612</b>	14,859	7.2	186,149	89.7
<b>641</b>	11,041	5.3	197,190	95.1
<b>687</b>	6,818	3.3	204,008	98.3
<b>720</b>	3,428	1.7	207,436	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>235</b>	7,210	3.6	7,210	3.6
<b>319</b>	1,607	.8	8,817	4.5
<b>361</b>	1,243	.6	10,060	5.1
<b>386</b>	1,089	.6	11,149	5.6
<b>404</b>	1,045	.5	12,194	6.2
<b>418</b>	1,077	.5	13,271	6.7
<b>431</b>	1,135	.6	14,406	7.3
<b>442</b>	1,272	.6	15,678	7.9
<b>452</b>	1,420	.7	17,098	8.6
<b>461</b>	1,631	.8	18,729	9.5
<b>470</b>	1,928	1.0	20,657	10.4
<b>476</b>	1	.0	20,658	10.4
<b>478</b>	2,333	1.2	22,991	11.6
<b>486</b>	2,765	1.4	25,756	13.0
<b>492</b>	1	.0	25,757	13.0
<b>494</b>	3,565	1.8	29,322	14.8
<b>502</b>	4,305	2.2	33,627	17.0
<b>508</b>	1	.0	33,628	17.0
<b>510</b>	5,401	2.7	39,029	19.7
<b>518</b>	6,631	3.3	45,660	23.1
<b>524</b>	1	.0	45,661	23.1
<b>527</b>	7,858	4.0	53,519	27.0
<b>532</b>	2	.0	53,521	27.0
<b>535</b>	9,765	4.9	63,286	32.0
<b>541</b>	2	.0	63,288	32.0
<b>545</b>	11,480	5.8	74,768	37.8
<b>551</b>	1	.0	74,769	37.8
<b>555</b>	13,177	6.7	87,946	44.4
<b>562</b>	1	.0	87,947	44.4
<b>566</b>	14,459	7.3	102,406	51.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>573</b>	4	.0	102,410	51.7
<b>578</b>	15,607	7.9	118,017	59.6
<b>591</b>	15,947	8.1	133,964	67.7
<b>602</b>	2	.0	133,966	67.7
<b>607</b>	15,525	7.8	149,491	75.5
<b>626</b>	14,663	7.4	164,154	82.9
<b>649</b>	12,523	6.3	176,677	89.3
<b>673</b>	1	.0	176,678	89.3
<b>680</b>	9,941	5.0	186,619	94.3
<b>731</b>	6,851	3.5	193,470	97.7
<b>740</b>	4,485	2.3	197,955	100.0

**Table I-11: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>220</b>	5,042	2.8	5,042	2.8
<b>233</b>	1,976	1.1	7,018	3.8
<b>248</b>	2,246	1.2	9,264	5.1
<b>259</b>	2,916	1.6	12,180	6.7
<b>270</b>	3,562	1.9	15,742	8.6
<b>280</b>	4,892	2.7	20,634	11.3
<b>291</b>	6,304	3.4	26,938	14.7
<b>304</b>	8,093	4.4	35,031	19.1
<b>318</b>	9,366	5.1	44,397	24.3
<b>331</b>	10,559	5.8	54,956	30.0
<b>344</b>	11,657	6.4	66,613	36.4
<b>356</b>	12,535	6.8	79,148	43.2
<b>368</b>	13,339	7.3	92,487	50.5
<b>381</b>	14,154	7.7	106,641	58.3
<b>394</b>	14,607	8.0	121,248	66.2
<b>409</b>	14,740	8.1	135,988	74.3
<b>427</b>	14,243	7.8	150,231	82.1
<b>450</b>	13,908	7.6	164,139	89.7
<b>488</b>	11,831	6.5	175,970	96.1
<b>570</b>	7,092	3.9	183,062	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	11,293	7.0	11,293	7.0
321	5,742	3.6	17,035	10.6
373	6,963	4.3	23,998	15.0
395	7,834	4.9	31,832	19.8
408	8,031	5.0	39,863	24.8
419	7,981	5.0	47,844	29.8
427	7,486	4.7	55,330	34.5
434	6,990	4.4	62,320	38.8
441	6,762	4.2	69,082	43.1
447	6,468	4.0	75,550	47.1
453	6,468	4.0	82,018	51.1
459	6,245	3.9	88,263	55.0
464	6,288	3.9	94,551	58.9
470	6,244	3.9	100,795	62.8
476	6,121	3.8	106,916	66.6
481	6,116	3.8	113,032	70.5
487	5,933	3.7	118,965	74.2
493	5,670	3.5	124,635	77.7
498	5,360	3.3	129,995	81.0
504	5,303	3.3	135,298	84.3
511	4,798	3.0	140,096	87.3
518	4,508	2.8	144,604	90.1
525	3,966	2.5	148,570	92.6
534	3,488	2.2	152,058	94.8
543	2,960	1.8	155,018	96.6
556	2,466	1.5	157,484	98.2
573	1,709	1.1	159,193	99.2
601	898	.6	160,091	99.8
650	328	.2	160,419	100.0

**Table I-13: Scale Score Frequency Distribution, Annual Assessment, Reading, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	22,310	5.7	22,310	5.7
370	12,059	3.1	34,369	8.8
411	14,934	3.8	49,303	12.7
431	16,745	4.3	66,048	17.0
446	17,325	4.5	83,373	21.4
457	17,043	4.4	100,416	25.8
466	16,513	4.2	116,929	30.1
474	15,392	4.0	132,321	34.0
481	14,779	3.8	147,100	37.8
487	14,469	3.7	161,569	41.5
493	14,166	3.6	175,735	45.2
499	13,924	3.6	189,659	48.7
504	13,925	3.6	203,584	52.3
510	14,165	3.6	217,749	56.0
515	14,218	3.7	231,967	59.6
521	14,262	3.7	246,229	63.3
526	14,184	3.6	260,413	66.9
531	14,312	3.7	274,725	70.6
537	14,413	3.7	289,138	74.3
543	14,062	3.6	303,200	77.9
549	13,836	3.6	317,036	81.5
555	13,152	3.4	330,188	84.9
563	12,681	3.3	342,869	88.1
570	11,465	2.9	354,334	91.1
579	10,282	2.6	364,616	93.7
589	8,766	2.3	373,382	96.0
602	6,733	1.7	380,115	97.7
620	4,859	1.2	384,974	98.9
649	2,885	.7	387,859	99.7
700	1,216	.3	389,075	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	8,915	4.3	8,915	4.3
338	4,307	2.1	13,222	6.4
428	5,815	2.8	19,037	9.2
458	7,155	3.4	26,192	12.6
477	7,889	3.8	34,081	16.4
491	8,403	4.1	42,484	20.5
503	8,842	4.3	51,326	24.7
513	8,940	4.3	60,266	29.1
522	9,162	4.4	69,428	33.5
530	9,070	4.4	78,498	37.8
537	9,359	4.5	87,857	42.4
545	9,465	4.6	97,322	46.9
551	9,250	4.5	106,572	51.4
558	9,324	4.5	115,896	55.9
565	9,468	4.6	125,364	60.4
571	9,288	4.5	134,652	64.9
577	9,190	4.4	143,842	69.3
584	8,818	4.3	152,660	73.6
590	8,694	4.2	161,354	77.8
597	8,134	3.9	169,488	81.7
604	7,648	3.7	177,136	85.4
612	6,955	3.4	184,091	88.7
620	6,237	3.0	190,328	91.8
629	5,227	2.5	195,555	94.3
639	4,212	2.0	199,767	96.3
651	3,189	1.5	202,956	97.8
666	2,233	1.1	205,189	98.9
686	1,358	.7	206,547	99.6
721	668	.3	207,215	99.9
750	221	.1	207,436	100.0

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	9,492	4.8	9,492	4.8
398	3,287	1.7	12,779	6.5
445	4,527	2.3	17,306	8.7
472	5,455	2.8	22,761	11.5
492	6,462	3.3	29,223	14.8
508	7,103	3.6	36,326	18.4
522	7,497	3.8	43,823	22.1
535	8,228	4.2	52,051	26.3
546	8,767	4.4	60,818	30.7
557	9,294	4.7	70,112	35.4
567	9,735	4.9	79,847	40.3
577	9,974	5.0	89,821	45.4
586	10,373	5.2	100,194	50.6
595	10,686	5.4	110,880	56.0
604	10,746	5.4	121,626	61.4
612	10,587	5.3	132,213	66.8
621	10,370	5.2	142,583	72.0
629	9,634	4.9	152,217	76.9
638	8,894	4.5	161,111	81.4
647	8,229	4.2	169,340	85.5
656	7,167	3.6	176,507	89.2
666	6,133	3.1	182,640	92.3
677	5,048	2.6	187,688	94.8
689	3,922	2.0	191,610	96.8
703	2,736	1.4	194,346	98.2
721	1,844	.9	196,190	99.1
745	1,075	.5	197,265	99.7
770	690	.3	197,955	100.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,354	1.3	2,354	1.3
230	505	.3	2,859	1.6
247	737	.4	3,596	2.0
262	1,176	.6	4,772	2.6
275	1,772	1.0	6,544	3.6
287	2,511	1.4	9,055	4.9
299	3,347	1.8	12,402	6.8
310	4,495	2.5	16,897	9.2
320	6,020	3.3	22,917	12.5
331	7,712	4.2	30,629	16.7
342	10,003	5.5	40,632	22.2
353	12,454	6.8	53,086	29.0
363	15,499	8.5	68,585	37.5
374	17,393	9.5	85,978	47.0
385	18,031	9.8	104,009	56.8
396	17,300	9.5	121,309	66.3
407	15,300	8.4	136,609	74.6
419	13,065	7.1	149,674	81.8
431	10,577	5.8	160,251	87.5
444	8,273	4.5	168,524	92.1
460	6,241	3.4	174,765	95.5
480	4,213	2.3	178,978	97.8
511	2,636	1.4	181,614	99.2
600	1,448	.8	183,062	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,146	3.2	5,146	3.2
307	2,208	1.4	7,354	4.6
356	2,752	1.7	10,106	6.3
378	3,360	2.1	13,466	8.4
393	3,811	2.4	17,277	10.8
405	4,327	2.7	21,604	13.5
415	4,682	2.9	26,286	16.4
424	5,308	3.3	31,594	19.7
431	5,713	3.6	37,307	23.3
438	5,889	3.7	43,196	26.9
444	6,282	3.9	49,478	30.8
450	6,519	4.1	55,997	34.9
456	6,713	4.2	62,710	39.1
462	7,004	4.4	69,714	43.5
468	7,342	4.6	77,056	48.0
474	7,598	4.7	84,654	52.8
479	7,987	5.0	92,641	57.7
485	8,109	5.1	100,750	62.8
492	8,314	5.2	109,064	68.0
499	8,351	5.2	117,415	73.2
506	8,490	5.3	125,905	78.5
514	8,297	5.2	134,202	83.7
524	7,686	4.8	141,888	88.4
535	6,774	4.2	148,662	92.7
548	5,188	3.2	153,850	95.9
564	3,354	2.1	157,204	98.0
582	1,892	1.2	159,096	99.2
603	879	.5	159,975	99.7
629	345	.2	160,320	99.9
666	82	.1	160,402	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>690</b>	17	.0	160,419	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>220</b>	6,255	1.6	6,255	1.6
<b>297</b>	1,388	.4	7,643	2.0
<b>343</b>	1,905	.5	9,548	2.5
<b>367</b>	2,347	.6	11,895	3.1
<b>384</b>	2,909	.7	14,804	3.8
<b>398</b>	3,643	.9	18,447	4.7
<b>410</b>	4,541	1.2	22,988	5.9
<b>420</b>	5,627	1.4	28,615	7.4
<b>430</b>	6,766	1.7	35,381	9.1
<b>438</b>	8,170	2.1	43,551	11.2
<b>447</b>	9,136	2.3	52,687	13.5
<b>454</b>	10,410	2.7	63,097	16.2
<b>461</b>	11,617	3.0	74,714	19.2
<b>469</b>	12,939	3.3	87,653	22.5
<b>476</b>	14,186	3.6	101,839	26.2
<b>483</b>	15,897	4.1	117,736	30.3
<b>490</b>	17,050	4.4	134,786	34.6
<b>497</b>	18,844	4.8	153,630	39.5
<b>504</b>	20,526	5.3	174,156	44.8
<b>511</b>	22,465	5.8	196,621	50.5
<b>519</b>	24,074	6.2	220,695	56.7
<b>527</b>	25,496	6.6	246,191	63.3
<b>536</b>	26,537	6.8	272,728	70.1
<b>545</b>	26,680	6.9	299,408	77.0
<b>556</b>	25,608	6.6	325,016	83.5
<b>568</b>	22,689	5.8	347,705	89.4
<b>582</b>	18,025	4.6	365,730	94.0
<b>599</b>	12,714	3.3	378,444	97.3
<b>623</b>	7,332	1.9	385,776	99.2
<b>661</b>	2,882	.7	388,658	99.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>740</b>	417	.1	389,075	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>220</b>	3,646	1.8	3,646	1.8
<b>295</b>	401	.2	4,047	2.0
<b>342</b>	485	.2	4,532	2.2
<b>369</b>	686	.3	5,218	2.5
<b>388</b>	829	.4	6,047	2.9
<b>404</b>	1,037	.5	7,084	3.4
<b>418</b>	1,378	.7	8,462	4.1
<b>431</b>	1,867	.9	10,329	5.0
<b>442</b>	2,248	1.1	12,577	6.1
<b>453</b>	2,879	1.4	15,456	7.5
<b>462</b>	3,634	1.8	19,090	9.2
<b>472</b>	4,421	2.1	23,511	11.3
<b>480</b>	5,083	2.5	28,594	13.8
<b>488</b>	5,639	2.7	34,233	16.5
<b>496</b>	6,385	3.1	40,618	19.6
<b>504</b>	7,084	3.4	47,702	23.0
<b>511</b>	8,212	4.0	55,914	27.0
<b>519</b>	9,435	4.5	65,349	31.5
<b>526</b>	11,169	5.4	76,518	36.9
<b>534</b>	12,915	6.2	89,433	43.1
<b>542</b>	14,665	7.1	104,098	50.2
<b>551</b>	16,153	7.8	120,251	58.0
<b>561</b>	17,635	8.5	137,886	66.5
<b>572</b>	18,162	8.8	156,048	75.2
<b>584</b>	16,953	8.2	173,001	83.4
<b>599</b>	14,445	7.0	187,446	90.4
<b>617</b>	10,433	5.0	197,879	95.4
<b>642</b>	6,090	2.9	203,969	98.3
<b>680</b>	2,738	1.3	206,707	99.6
<b>764</b>	693	.3	207,400	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
780	36	.0	207,436	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,415	2.7	5,415	2.7
263	319	.2	5,734	2.9
314	439	.2	6,173	3.1
346	526	.3	6,699	3.4
370	684	.3	7,383	3.7
389	868	.4	8,251	4.2
405	1,086	.5	9,337	4.7
420	1,265	.6	10,602	5.4
432	1,595	.8	12,197	6.2
443	1	.0	12,198	6.2
444	1,947	1.0	14,145	7.1
455	2,278	1.2	16,423	8.3
465	2,690	1.4	19,113	9.7
473	1	.0	19,114	9.7
475	3,027	1.5	22,141	11.2
482	1	.0	22,142	11.2
484	3,698	1.9	25,840	13.1
493	4,171	2.1	30,011	15.2
502	5,017	2.5	35,028	17.7
509	1	.0	35,029	17.7
511	5,908	3.0	40,937	20.7
518	1	.0	40,938	20.7
520	7,137	3.6	48,075	24.3
530	9,021	4.6	57,096	28.8
538	1	.0	57,097	28.8
540	11,374	5.7	68,471	34.6
548	2	.0	68,473	34.6
551	13,540	6.8	82,013	41.4
559	3	.0	82,016	41.4
562	16,390	8.3	98,406	49.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
575	18,313	9.3	116,719	59.0
584	1	.0	116,720	59.0
588	20,006	10.1	136,726	69.1
599	1	.0	136,727	69.1
604	19,301	9.8	156,028	78.8
617	1	.0	156,029	78.8
623	16,806	8.5	172,835	87.3
646	12,795	6.5	185,630	93.8
678	7,785	3.9	193,415	97.7
727	3,478	1.8	196,893	99.5
810	1,062	.5	197,955	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,079	1.1	2,079	1.1
226	378	.2	2,457	1.3
234	314	.2	2,771	1.5
239	330	.2	3,101	1.7
245	380	.2	3,481	1.9
250	428	.2	3,909	2.1
252	444	.2	4,353	2.4
255	409	.2	4,762	2.6
259	187	.1	4,949	2.7
262	469	.3	5,418	3.0
266	199	.1	5,617	3.1
269	399	.2	6,016	3.3
272	257	.1	6,273	3.4
275	352	.2	6,625	3.6
277	251	.1	6,876	3.8
279	429	.2	7,305	4.0
281	1	.0	7,306	4.0
282	589	.3	7,895	4.3
285	212	.1	8,107	4.4
288	612	.3	8,719	4.8
291	373	.2	9,092	5.0
293	201	.1	9,293	5.1
294	559	.3	9,852	5.4
298	471	.3	10,323	5.6
300	479	.3	10,802	5.9
301	343	.2	11,145	6.1
304	299	.2	11,444	6.3
305	243	.1	11,687	6.4
306	492	.3	12,179	6.7
307	104	.1	12,283	6.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
308	305	.2	12,588	6.9
309	356	.2	12,944	7.1
311	320	.2	13,264	7.2
313	452	.2	13,716	7.5
314	1,069	.6	14,785	8.1
316	348	.2	15,133	8.3
319	629	.3	15,762	8.6
320	433	.2	16,195	8.8
321	917	.5	17,112	9.3
323	39	.0	17,151	9.4
325	670	.4	17,821	9.7
326	506	.3	18,327	10.0
327	715	.4	19,042	10.4
328	467	.3	19,509	10.7
330	488	.3	19,997	10.9
331	575	.3	20,572	11.2
332	262	.1	20,834	11.4
333	933	.5	21,767	11.9
334	415	.2	22,182	12.1
335	631	.3	22,813	12.5
336	517	.3	23,330	12.7
337	182	.1	23,512	12.8
338	576	.3	24,088	13.2
339	285	.2	24,373	13.3
340	607	.3	24,980	13.6
341	422	.2	25,402	13.9
342	1,314	.7	26,716	14.6
343	674	.4	27,390	15.0
344	530	.3	27,920	15.3
345	111	.1	28,031	15.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
346	1	.0	28,032	15.3
347	1,087	.6	29,119	15.9
348	1,413	.8	30,532	16.7
349	1,203	.7	31,735	17.3
350	492	.3	32,227	17.6
351	76	.0	32,303	17.6
353	873	.5	33,176	18.1
354	600	.3	33,776	18.5
355	2,857	1.6	36,633	20.0
356	386	.2	37,019	20.2
357	90	.0	37,109	20.3
359	792	.4	37,901	20.7
360	521	.3	38,422	21.0
361	1,156	.6	39,578	21.6
362	2,780	1.5	42,358	23.1
363	81	.0	42,439	23.2
364	74	.0	42,513	23.2
365	466	.3	42,979	23.5
366	648	.4	43,627	23.8
367	1,055	.6	44,682	24.4
368	3,738	2.0	48,420	26.5
369	57	.0	48,477	26.5
371	30	.0	48,507	26.5
372	753	.4	49,260	26.9
373	1,032	.6	50,292	27.5
374	3,644	2.0	53,936	29.5
375	1,172	.6	55,108	30.1
376	35	.0	55,143	30.1
378	338	.2	55,481	30.3
379	835	.5	56,316	30.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
380	3,465	1.9	59,781	32.7
381	2,280	1.2	62,061	33.9
382	140	.1	62,201	34.0
384	15	.0	62,216	34.0
385	610	.3	62,826	34.3
386	2,023	1.1	64,849	35.4
387	4,940	2.7	69,789	38.1
388	4	.0	69,793	38.1
389	23	.0	69,816	38.1
391	5	.0	69,821	38.1
392	1,921	1.0	71,742	39.2
393	5,516	3.0	77,258	42.2
394	481	.3	77,739	42.5
395	179	.1	77,918	42.6
399	6,210	3.4	84,128	46.0
400	971	.5	85,099	46.5
401	511	.3	85,610	46.8
403	261	.1	85,871	46.9
404	23	.0	85,894	46.9
405	5,484	3.0	91,378	49.9
406	1,623	.9	93,001	50.8
407	773	.4	93,774	51.2
409	43	.0	93,817	51.2
410	436	.2	94,253	51.5
411	3,941	2.2	98,194	53.6
412	2,380	1.3	100,574	54.9
413	1,197	.7	101,771	55.6
414	1	.0	101,772	55.6
415	180	.1	101,952	55.7
416	634	.3	102,586	56.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	2,858	1.6	105,444	57.6
418	2,414	1.3	107,858	58.9
419	1,651	.9	109,509	59.8
420	214	.1	109,723	59.9
421	301	.2	110,024	60.1
422	775	.4	110,799	60.5
423	64	.0	110,863	60.6
424	4,103	2.2	114,966	62.8
425	2,185	1.2	117,151	64.0
426	308	.2	117,459	64.2
427	3	.0	117,462	64.2
428	1,446	.8	118,908	65.0
429	108	.1	119,016	65.0
430	2,902	1.6	121,918	66.6
431	2,311	1.3	124,229	67.9
432	398	.2	124,627	68.1
433	16	.0	124,643	68.1
434	1,966	1.1	126,609	69.2
436	163	.1	126,772	69.3
437	2,498	1.4	129,270	70.6
438	2,287	1.2	131,557	71.9
440	2,523	1.4	134,080	73.2
442	227	.1	134,307	73.4
444	2,910	1.6	137,217	75.0
445	673	.4	137,890	75.3
446	1,117	.6	139,007	75.9
447	1,916	1.0	140,923	77.0
448	296	.2	141,219	77.1
450	6	.0	141,225	77.1
451	2,322	1.3	143,547	78.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
452	1,276	.7	144,823	79.1
453	2,096	1.1	146,919	80.3
454	448	.2	147,367	80.5
457	18	.0	147,385	80.5
458	1,540	.8	148,925	81.4
459	1,786	1.0	150,711	82.3
460	1,576	.9	152,287	83.2
461	583	.3	152,870	83.5
463	25	.0	152,895	83.5
465	2,598	1.4	155,493	84.9
466	17	.0	155,510	84.9
468	2,150	1.2	157,660	86.1
469	41	.0	157,701	86.1
471	1,160	.6	158,861	86.8
472	1,736	.9	160,597	87.7
475	101	.1	160,698	87.8
477	2,165	1.2	162,863	89.0
478	309	.2	163,172	89.1
479	1,587	.9	164,759	90.0
481	46	.0	164,805	90.0
482	104	.1	164,909	90.1
484	1,497	.8	166,406	90.9
485	386	.2	166,792	91.1
488	89	.0	166,881	91.2
489	1,391	.8	168,272	91.9
491	1,552	.8	169,824	92.8
494	684	.4	170,508	93.1
498	1,841	1.0	172,349	94.1
500	193	.1	172,542	94.3
506	1,071	.6	173,613	94.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
508	1,377	.8	174,990	95.6
510	337	.2	175,327	95.8
512	436	.2	175,763	96.0
518	581	.3	176,344	96.3
525	1,777	1.0	178,121	97.3
529	441	.2	178,562	97.5
532	909	.5	179,471	98.0
539	1,019	.6	180,490	98.6
549	1,102	.6	181,592	99.2
566	885	.5	182,477	99.7
570	585	.3	183,062	100.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	1,408	.9	1,408	.9
270	95	.1	1,503	.9
282	218	.1	1,721	1.1
296	110	.1	1,831	1.1
303	83	.1	1,914	1.2
307	101	.1	2,015	1.3
309	266	.2	2,281	1.4
314	113	.1	2,394	1.5
319	76	.0	2,470	1.5
321	356	.2	2,826	1.8
323	59	.0	2,885	1.8
327	45	.0	2,930	1.8
329	159	.1	3,089	1.9
330	426	.3	3,515	2.2
333	9	.0	3,524	2.2
336	465	.3	3,989	2.5
339	11	.0	4,000	2.5
340	82	.1	4,082	2.5
342	170	.1	4,252	2.7
343	569	.4	4,821	3.0
345	4	.0	4,825	3.0
346	88	.1	4,913	3.1
348	5	.0	4,918	3.1
349	722	.5	5,640	3.5
350	190	.1	5,830	3.6
352	70	.0	5,900	3.7
353	3	.0	5,903	3.7
355	933	.6	6,836	4.3
356	59	.0	6,895	4.3
357	273	.2	7,168	4.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
359	37	.0	7,205	4.5
361	966	.6	8,171	5.1
363	340	.2	8,511	5.3
365	2	.0	8,513	5.3
366	142	.1	8,655	5.4
367	993	.6	9,648	6.0
368	149	.1	9,797	6.1
369	419	.3	10,216	6.4
372	11	.0	10,227	6.4
373	1,109	.7	11,336	7.1
374	2	.0	11,338	7.1
375	483	.3	11,821	7.4
376	225	.1	12,046	7.5
377	4	.0	12,050	7.5
378	111	.1	12,161	7.6
379	171	.1	12,332	7.7
380	976	.6	13,308	8.3
381	542	.3	13,850	8.6
382	74	.0	13,924	8.7
383	257	.2	14,181	8.8
385	164	.1	14,345	8.9
386	59	.0	14,404	9.0
387	1,596	1.0	16,000	10.0
389	442	.3	16,442	10.2
391	142	.1	16,584	10.3
392	29	.0	16,613	10.4
394	1,740	1.1	18,353	11.4
395	589	.4	18,942	11.8
398	95	.1	19,037	11.9
399	187	.1	19,224	12.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	1,229	.8	20,453	12.7
401	564	.4	21,017	13.1
402	62	.0	21,079	13.1
403	151	.1	21,230	13.2
404	438	.3	21,668	13.5
405	46	.0	21,714	13.5
406	753	.5	22,467	14.0
407	1,701	1.1	24,168	15.1
408	45	.0	24,213	15.1
409	5	.0	24,218	15.1
410	323	.2	24,541	15.3
411	20	.0	24,561	15.3
412	983	.6	25,544	15.9
413	1,519	.9	27,063	16.9
415	421	.3	27,484	17.1
416	355	.2	27,839	17.4
417	152	.1	27,991	17.4
418	1,181	.7	29,172	18.2
419	687	.4	29,859	18.6
420	1,121	.7	30,980	19.3
421	215	.1	31,195	19.4
422	468	.3	31,663	19.7
423	292	.2	31,955	19.9
424	1,704	1.1	33,659	21.0
425	876	.5	34,535	21.5
426	1,378	.9	35,913	22.4
428	591	.4	36,504	22.8
429	436	.3	36,940	23.0
430	722	.5	37,662	23.5
431	1,743	1.1	39,405	24.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
432	805	.5	40,210	25.1
433	636	.4	40,846	25.5
434	666	.4	41,512	25.9
435	721	.4	42,233	26.3
436	774	.5	43,007	26.8
437	1,709	1.1	44,716	27.9
438	1,209	.8	45,925	28.6
439	4	.0	45,929	28.6
440	820	.5	46,749	29.1
441	1,749	1.1	48,498	30.2
442	3	.0	48,501	30.2
443	949	.6	49,450	30.8
444	3,131	2.0	52,581	32.8
445	71	.0	52,652	32.8
446	39	.0	52,691	32.8
447	2,282	1.4	54,973	34.3
448	14	.0	54,987	34.3
449	1,036	.6	56,023	34.9
450	2,352	1.5	58,375	36.4
451	844	.5	59,219	36.9
452	719	.4	59,938	37.4
453	2,069	1.3	62,007	38.7
454	733	.5	62,740	39.1
455	217	.1	62,957	39.2
456	1,753	1.1	64,710	40.3
457	1,593	1.0	66,303	41.3
458	810	.5	67,113	41.8
459	823	.5	67,936	42.3
460	2,472	1.5	70,408	43.9
461	829	.5	71,237	44.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
462	466	.3	71,703	44.7
463	1,536	1.0	73,239	45.7
464	1,771	1.1	75,010	46.8
465	1,107	.7	76,117	47.4
466	843	.5	76,960	48.0
467	1,587	1.0	78,547	49.0
468	1,918	1.2	80,465	50.2
469	843	.5	81,308	50.7
470	1,320	.8	82,628	51.5
471	1,380	.9	84,008	52.4
472	837	.5	84,845	52.9
473	1,717	1.1	86,562	54.0
474	576	.4	87,138	54.3
475	1,588	1.0	88,726	55.3
476	1,191	.7	89,917	56.1
477	1,057	.7	90,974	56.7
478	1,809	1.1	92,783	57.8
479	999	.6	93,782	58.5
480	1,271	.8	95,053	59.3
481	1,418	.9	96,471	60.1
482	1,450	.9	97,921	61.0
483	727	.5	98,648	61.5
484	1,494	.9	100,142	62.4
485	1,481	.9	101,623	63.3
486	1,585	1.0	103,208	64.3
487	1,470	.9	104,678	65.3
488	18	.0	104,696	65.3
489	1,885	1.2	106,581	66.4
490	1,728	1.1	108,309	67.5
492	1,594	1.0	109,903	68.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	1,561	1.0	111,464	69.5
494	427	.3	111,891	69.7
495	1,433	.9	113,324	70.6
496	1,627	1.0	114,951	71.7
498	1,449	.9	116,400	72.6
499	1,853	1.2	118,253	73.7
500	83	.1	118,336	73.8
501	1,326	.8	119,662	74.6
502	1,821	1.1	121,483	75.7
503	1,004	.6	122,487	76.4
504	1,289	.8	123,776	77.2
505	178	.1	123,954	77.3
506	1,505	.9	125,459	78.2
507	1,615	1.0	127,074	79.2
508	142	.1	127,216	79.3
509	407	.3	127,623	79.6
510	2,310	1.4	129,933	81.0
511	274	.2	130,207	81.2
513	2,263	1.4	132,470	82.6
514	477	.3	132,947	82.9
515	1	.0	132,948	82.9
516	1,598	1.0	134,546	83.9
517	793	.5	135,339	84.4
518	298	.2	135,637	84.6
519	1,622	1.0	137,259	85.6
520	234	.1	137,493	85.7
521	1,221	.8	138,714	86.5
523	1,207	.8	139,921	87.2
524	717	.4	140,638	87.7
525	462	.3	141,100	88.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
526	1,344	.8	142,444	88.8
527	781	.5	143,225	89.3
528	322	.2	143,547	89.5
530	828	.5	144,375	90.0
531	1,145	.7	145,520	90.7
532	298	.2	145,818	90.9
533	1,008	.6	146,826	91.5
534	393	.2	147,219	91.8
535	664	.4	147,883	92.2
536	941	.6	148,824	92.8
537	469	.3	149,293	93.1
540	1,454	.9	150,747	94.0
541	161	.1	150,908	94.1
542	513	.3	151,421	94.4
543	921	.6	152,342	95.0
544	575	.4	152,917	95.3
546	1	.0	152,918	95.3
547	665	.4	153,583	95.7
548	862	.5	154,445	96.3
550	339	.2	154,784	96.5
552	1,396	.9	156,180	97.4
555	72	.0	156,252	97.4
556	670	.4	156,922	97.8
559	733	.5	157,655	98.3
563	625	.4	158,280	98.7
564	161	.1	158,441	98.8
565	3	.0	158,444	98.8
567	520	.3	158,964	99.1
571	532	.3	159,496	99.4
572	10	.0	159,506	99.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
579	15	.0	159,521	99.4
581	301	.2	159,822	99.6
585	300	.2	160,122	99.8
589	57	.0	160,179	99.9
606	108	.1	160,287	99.9
610	132	.1	160,419	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	4,023	1.0	4,023	1.0
260	721	.2	4,744	1.2
295	373	.1	5,117	1.3
305	366	.1	5,483	1.4
307	1,210	.3	6,693	1.7
315	398	.1	7,091	1.8
325	376	.1	7,467	1.9
326	1,975	.5	9,442	2.4
333	315	.1	9,757	2.5
336	403	.1	10,160	2.6
338	302	.1	10,462	2.7
339	1,970	.5	12,432	3.2
343	539	.1	12,971	3.3
347	131	.0	13,102	3.4
349	262	.1	13,364	3.4
350	85	.0	13,449	3.5
351	2,155	.6	15,604	4.0
352	581	.1	16,185	4.2
353	270	.1	16,455	4.2
356	45	.0	16,500	4.2
357	164	.0	16,664	4.3
359	44	.0	16,708	4.3
361	90	.0	16,798	4.3
362	2,289	.6	19,087	4.9
363	1	.0	19,088	4.9
364	53	.0	19,141	4.9
365	22	.0	19,163	4.9
367	60	.0	19,223	4.9
370	44	.0	19,267	5.0
371	847	.2	20,114	5.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
372	2,275	.6	22,389	5.8
373	729	.2	23,118	5.9
375	29	.0	23,147	5.9
378	21	.0	23,168	6.0
381	19	.0	23,187	6.0
382	1,905	.5	25,092	6.4
383	696	.2	25,788	6.6
384	1,103	.3	26,891	6.9
386	6	.0	26,897	6.9
387	11	.0	26,908	6.9
389	3	.0	26,911	6.9
390	620	.2	27,531	7.1
391	2,624	.7	30,155	7.8
392	2	.0	30,157	7.8
395	15	.0	30,172	7.8
396	1,842	.5	32,014	8.2
398	3	.0	32,017	8.2
399	4	.0	32,021	8.2
400	1,567	.4	33,588	8.6
401	1,021	.3	34,609	8.9
402	4	.0	34,613	8.9
404	302	.1	34,915	9.0
405	1,369	.4	36,284	9.3
407	1,460	.4	37,744	9.7
408	202	.1	37,946	9.8
409	899	.2	38,845	10.0
410	731	.2	39,576	10.2
411	132	.0	39,708	10.2
414	925	.2	40,633	10.4
415	1,347	.3	41,980	10.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	3,304	.8	45,284	11.6
419	671	.2	45,955	11.8
420	5	.0	45,960	11.8
421	380	.1	46,340	11.9
422	1,329	.3	47,669	12.3
423	457	.1	48,126	12.4
425	18	.0	48,144	12.4
426	341	.1	48,485	12.5
427	4,880	1.3	53,365	13.7
428	1,174	.3	54,539	14.0
429	282	.1	54,821	14.1
430	15	.0	54,836	14.1
432	1,177	.3	56,013	14.4
433	11	.0	56,024	14.4
434	1,928	.5	57,952	14.9
435	134	.0	58,086	14.9
436	1,846	.5	59,932	15.4
437	3,952	1.0	63,884	16.4
438	123	.0	64,007	16.5
439	10	.0	64,017	16.5
440	2,162	.6	66,179	17.0
441	94	.0	66,273	17.0
442	4	.0	66,277	17.0
443	534	.1	66,811	17.2
444	1,367	.4	68,178	17.5
445	2,859	.7	71,037	18.3
446	448	.1	71,485	18.4
447	3,785	1.0	75,270	19.3
448	1,123	.3	76,393	19.6
449	327	.1	76,720	19.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
450	1,949	.5	78,669	20.2
451	260	.1	78,929	20.3
452	960	.2	79,889	20.5
454	213	.1	80,102	20.6
455	5,388	1.4	85,490	22.0
456	1,544	.4	87,034	22.4
457	2,219	.6	89,253	22.9
458	668	.2	89,921	23.1
459	1,560	.4	91,481	23.5
460	2,338	.6	93,819	24.1
461	524	.1	94,343	24.2
462	1,446	.4	95,789	24.6
463	457	.1	96,246	24.7
465	5,545	1.4	101,791	26.2
466	3,527	.9	105,318	27.1
467	5	.0	105,323	27.1
468	1,075	.3	106,398	27.3
469	2,249	.6	108,647	27.9
470	2,162	.6	110,809	28.5
471	955	.2	111,764	28.7
472	2,051	.5	113,815	29.3
474	2,947	.8	116,762	30.0
475	3,857	1.0	120,619	31.0
476	2,065	.5	122,684	31.5
477	874	.2	123,558	31.8
478	1,538	.4	125,096	32.2
479	4,815	1.2	129,911	33.4
480	121	.0	130,032	33.4
481	1,327	.3	131,359	33.8
482	2,483	.6	133,842	34.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
483	1,647	.4	135,489	34.8
484	3,353	.9	138,842	35.7
485	2,372	.6	141,214	36.3
486	1,026	.3	142,240	36.6
487	1,829	.5	144,069	37.0
488	3,886	1.0	147,955	38.0
489	2,689	.7	150,644	38.7
490	267	.1	150,911	38.8
491	3,832	1.0	154,743	39.8
492	893	.2	155,636	40.0
493	2,968	.8	158,604	40.8
494	3,888	1.0	162,492	41.8
495	691	.2	163,183	41.9
496	172	.0	163,355	42.0
497	6,764	1.7	170,119	43.7
499	2,731	.7	172,850	44.4
500	2,763	.7	175,613	45.1
501	1,941	.5	177,554	45.6
502	1,349	.3	178,903	46.0
503	3,818	1.0	182,721	47.0
504	2,690	.7	185,411	47.7
505	1,200	.3	186,611	48.0
506	2,313	.6	188,924	48.6
507	4,641	1.2	193,565	49.8
508	2,019	.5	195,584	50.3
509	253	.1	195,837	50.3
510	4,118	1.1	199,955	51.4
511	3,453	.9	203,408	52.3
512	2,235	.6	205,643	52.9
513	933	.2	206,576	53.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
514	4,178	1.1	210,754	54.2
515	2,208	.6	212,962	54.7
516	2,343	.6	215,305	55.3
517	2,150	.6	217,455	55.9
518	3,128	.8	220,583	56.7
519	1,943	.5	222,526	57.2
520	1,841	.5	224,367	57.7
521	2,355	.6	226,722	58.3
522	4,272	1.1	230,994	59.4
523	2,908	.7	233,902	60.1
525	4,267	1.1	238,169	61.2
526	2,181	.6	240,350	61.8
527	696	.2	241,046	62.0
528	4,414	1.1	245,460	63.1
529	2,077	.5	247,537	63.6
531	4,426	1.1	251,963	64.8
532	2,725	.7	254,688	65.5
533	4,068	1.0	258,756	66.5
535	2,357	.6	261,113	67.1
536	4,904	1.3	266,017	68.4
538	2,194	.6	268,211	68.9
539	4,507	1.2	272,718	70.1
540	362	.1	273,080	70.2
541	781	.2	273,861	70.4
542	5,917	1.5	279,778	71.9
543	85	.0	279,863	71.9
544	3,026	.8	282,889	72.7
545	3,775	1.0	286,664	73.7
546	969	.2	287,633	73.9
547	2,396	.6	290,029	74.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
548	2,239	.6	292,268	75.1
549	1,401	.4	293,669	75.5
550	3,298	.8	296,967	76.3
552	3,346	.9	300,313	77.2
553	2,888	.7	303,201	77.9
555	3,691	.9	306,892	78.9
556	2,677	.7	309,569	79.6
557	1,987	.5	311,556	80.1
559	2,479	.6	314,035	80.7
560	3,548	.9	317,583	81.6
561	402	.1	317,985	81.7
563	4,983	1.3	322,968	83.0
565	951	.2	323,919	83.3
566	4,958	1.3	328,877	84.5
568	438	.1	329,315	84.6
569	2,528	.6	331,843	85.3
570	176	.0	332,019	85.3
571	3,043	.8	335,062	86.1
572	2,616	.7	337,678	86.8
574	696	.2	338,374	87.0
575	215	.1	338,589	87.0
576	4,089	1.1	342,678	88.1
577	995	.3	343,673	88.3
579	3,371	.9	347,044	89.2
580	598	.2	347,642	89.4
582	2,220	.6	349,862	89.9
583	303	.1	350,165	90.0
584	2,391	.6	352,556	90.6
585	1,677	.4	354,233	91.0
587	1	.0	354,234	91.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
588	1,949	.5	356,183	91.5
589	2,003	.5	358,186	92.1
591	2,939	.8	361,125	92.8
594	2,475	.6	363,600	93.5
595	1,599	.4	365,199	93.9
597	779	.2	365,978	94.1
598	2,081	.5	368,059	94.6
601	3,052	.8	371,111	95.4
604	1,083	.3	372,194	95.7
605	1,048	.3	373,242	95.9
606	2,445	.6	375,687	96.6
609	1,159	.3	376,846	96.9
610	20	.0	376,866	96.9
611	2,039	.5	378,905	97.4
614	1,270	.3	380,175	97.7
617	1,689	.4	381,864	98.1
619	578	.1	382,442	98.3
620	34	.0	382,476	98.3
621	1,306	.3	383,782	98.6
626	1,388	.4	385,170	99.0
630	1,049	.3	386,219	99.3
631	124	.0	386,343	99.3
641	848	.2	387,191	99.5
644	1,085	.3	388,276	99.8
666	346	.1	388,622	99.9
670	453	.1	389,075	100.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	3,875	1.9	3,875	1.9
284	613	.3	4,488	2.2
329	738	.4	5,226	2.5
335	584	.3	5,810	2.8
344	1,124	.5	6,934	3.3
353	631	.3	7,565	3.6
360	506	.2	8,071	3.9
365	622	.3	8,693	4.2
366	421	.2	9,114	4.4
371	287	.1	9,401	4.5
374	408	.2	9,809	4.7
376	184	.1	9,993	4.8
380	124	.1	10,117	4.9
382	633	.3	10,750	5.2
383	62	.0	10,812	5.2
387	46	.0	10,858	5.2
389	392	.2	11,250	5.4
390	32	.0	11,282	5.4
391	409	.2	11,691	5.6
394	29	.0	11,720	5.6
395	601	.3	12,321	5.9
397	13	.0	12,334	5.9
400	17	.0	12,351	6.0
403	11	.0	12,362	6.0
404	877	.4	13,239	6.4
407	553	.3	13,792	6.6
410	11	.0	13,803	6.7
413	398	.2	14,201	6.8
416	408	.2	14,609	7.0
417	549	.3	15,158	7.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
419	466	.2	15,624	7.5
420	319	.2	15,943	7.7
421	2	.0	15,945	7.7
425	5	.0	15,950	7.7
426	696	.3	16,646	8.0
427	441	.2	17,087	8.2
429	2	.0	17,089	8.2
431	209	.1	17,298	8.3
434	525	.3	17,823	8.6
436	1,067	.5	18,890	9.1
437	364	.2	19,254	9.3
440	103	.0	19,357	9.3
443	570	.3	19,927	9.6
446	341	.2	20,268	9.8
447	59	.0	20,327	9.8
448	281	.1	20,608	9.9
449	577	.3	21,185	10.2
450	530	.3	21,715	10.5
451	594	.3	22,309	10.8
454	29	.0	22,338	10.8
456	383	.2	22,721	11.0
457	256	.1	22,977	11.1
458	1	.0	22,978	11.1
459	216	.1	23,194	11.2
460	11	.0	23,205	11.2
461	1,571	.8	24,776	11.9
463	10	.0	24,786	11.9
464	676	.3	25,462	12.3
466	250	.1	25,712	12.4
467	6	.0	25,718	12.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
468	752	.4	26,470	12.8
470	170	.1	26,640	12.8
471	581	.3	27,221	13.1
472	119	.1	27,340	13.2
473	139	.1	27,479	13.2
474	1,256	.6	28,735	13.9
476	740	.4	29,475	14.2
477	127	.1	29,602	14.3
479	473	.2	30,075	14.5
480	89	.0	30,164	14.5
481	1,341	.6	31,505	15.2
483	392	.2	31,897	15.4
484	58	.0	31,955	15.4
485	849	.4	32,804	15.8
486	810	.4	33,614	16.2
487	1,060	.5	34,674	16.7
490	93	.0	34,767	16.8
491	742	.4	35,509	17.1
492	1,522	.7	37,031	17.9
493	31	.0	37,062	17.9
494	1	.0	37,063	17.9
495	1,115	.5	38,178	18.4
496	1,274	.6	39,452	19.0
497	15	.0	39,467	19.0
498	1,013	.5	40,480	19.5
499	72	.0	40,552	19.5
500	463	.2	41,015	19.8
501	122	.1	41,137	19.8
502	1,280	.6	42,417	20.4
503	850	.4	43,267	20.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
504	419	.2	43,686	21.1
505	927	.4	44,613	21.5
506	660	.3	45,273	21.8
507	4	.0	45,277	21.8
508	2,196	1.1	47,473	22.9
511	366	.2	47,839	23.1
512	1,716	.8	49,555	23.9
513	1,315	.6	50,870	24.5
514	272	.1	51,142	24.7
515	640	.3	51,782	25.0
516	749	.4	52,531	25.3
517	533	.3	53,064	25.6
518	2,301	1.1	55,365	26.7
519	588	.3	55,953	27.0
521	167	.1	56,120	27.1
522	1,408	.7	57,528	27.7
523	2,076	1.0	59,604	28.7
524	113	.1	59,717	28.8
525	908	.4	60,625	29.2
526	1,305	.6	61,930	29.9
527	95	.0	62,025	29.9
528	1,602	.8	63,627	30.7
529	2,216	1.1	65,843	31.7
530	58	.0	65,901	31.8
532	2,199	1.1	68,100	32.8
533	811	.4	68,911	33.2
534	1,147	.6	70,058	33.8
535	1,395	.7	71,453	34.4
536	735	.4	72,188	34.8
537	33	.0	72,221	34.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
538	1,703	.8	73,924	35.6
539	2,882	1.4	76,806	37.0
541	235	.1	77,041	37.1
542	3,134	1.5	80,175	38.7
544	1,173	.6	81,348	39.2
545	1,129	.5	82,477	39.8
546	2,302	1.1	84,779	40.9
548	1	.0	84,780	40.9
549	2,650	1.3	87,430	42.1
550	1,379	.7	88,809	42.8
551	988	.5	89,797	43.3
552	1,140	.5	90,937	43.8
553	2,702	1.3	93,639	45.1
555	1,043	.5	94,682	45.6
556	3,495	1.7	98,177	47.3
557	37	.0	98,214	47.3
558	372	.2	98,586	47.5
559	920	.4	99,506	48.0
560	3,660	1.8	103,166	49.7
561	30	.0	103,196	49.7
562	618	.3	103,814	50.0
563	2,777	1.3	106,591	51.4
564	1,577	.8	108,168	52.1
565	467	.2	108,635	52.4
566	1,159	.6	109,794	52.9
567	1,632	.8	111,426	53.7
568	1,341	.6	112,767	54.4
569	1,977	1.0	114,744	55.3
570	1,469	.7	116,213	56.0
571	92	.0	116,305	56.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
572	2,216	1.1	118,521	57.1
573	2,416	1.2	120,937	58.3
575	1,615	.8	122,552	59.1
576	2,200	1.1	124,752	60.1
577	966	.5	125,718	60.6
578	1,433	.7	127,151	61.3
579	640	.3	127,791	61.6
580	1,409	.7	129,200	62.3
581	1,337	.6	130,537	62.9
582	1,611	.8	132,148	63.7
583	1,818	.9	133,966	64.6
585	2,591	1.2	136,557	65.8
586	1,624	.8	138,181	66.6
587	410	.2	138,591	66.8
588	2,624	1.3	141,215	68.1
590	1,067	.5	142,282	68.6
591	3,097	1.5	145,379	70.1
592	317	.2	145,696	70.2
594	2,403	1.2	148,099	71.4
595	1,729	.8	149,828	72.2
596	75	.0	149,903	72.3
597	158	.1	150,061	72.3
598	4,169	2.0	154,230	74.4
600	26	.0	154,256	74.4
601	2,900	1.4	157,156	75.8
602	1,169	.6	158,325	76.3
603	202	.1	158,527	76.4
604	1,515	.7	160,042	77.2
605	1,919	.9	161,961	78.1
607	1,908	.9	163,869	79.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
609	1,931	.9	165,800	79.9
610	81	.0	165,881	80.0
611	1,549	.7	167,430	80.7
612	912	.4	168,342	81.2
613	197	.1	168,539	81.2
614	2,426	1.2	170,965	82.4
615	988	.5	171,953	82.9
618	2,699	1.3	174,652	84.2
619	599	.3	175,251	84.5
620	25	.0	175,276	84.5
621	114	.1	175,390	84.6
622	2,654	1.3	178,044	85.8
625	1,670	.8	179,714	86.6
626	303	.1	180,017	86.8
627	1,074	.5	181,091	87.3
628	1,303	.6	182,394	87.9
630	354	.2	182,748	88.1
631	62	.0	182,810	88.1
632	2,470	1.2	185,280	89.3
633	386	.2	185,666	89.5
636	1,778	.9	187,444	90.4
638	616	.3	188,060	90.7
640	1,891	.9	189,951	91.6
642	126	.1	190,077	91.6
643	625	.3	190,702	91.9
644	1,137	.5	191,839	92.5
645	391	.2	192,230	92.7
646	705	.3	192,935	93.0
648	21	.0	192,956	93.0
649	1,768	.9	194,724	93.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
652	929	.4	195,653	94.3
655	1,011	.5	196,664	94.8
656	946	.5	197,610	95.3
659	1,086	.5	198,696	95.8
660	51	.0	198,747	95.8
663	1,696	.8	200,443	96.6
667	1,204	.6	201,647	97.2
672	1,175	.6	202,822	97.8
673	399	.2	203,221	98.0
674	4	.0	203,225	98.0
677	1,104	.5	204,329	98.5
683	978	.5	205,307	99.0
687	21	.0	205,328	99.0
690	970	.5	206,298	99.5
700	591	.3	206,889	99.7
705	47	.0	206,936	99.8
718	358	.2	207,294	99.9
732	142	.1	207,436	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	5,333	2.7	5,333	2.7
314	457	.2	5,790	2.9
337	491	.2	6,281	3.2
340	523	.3	6,804	3.4
351	570	.3	7,374	3.7
361	486	.2	7,860	4.0
367	599	.3	8,459	4.3
369	398	.2	8,857	4.5
376	271	.1	9,128	4.6
379	280	.1	9,408	4.8
382	187	.1	9,595	4.8
384	608	.3	10,203	5.2
388	116	.1	10,319	5.2
393	85	.0	10,404	5.3
398	573	.3	10,977	5.5
402	349	.2	11,326	5.7
403	44	.0	11,370	5.7
406	387	.2	11,757	5.9
408	31	.0	11,788	6.0
411	490	.2	12,278	6.2
412	35	.0	12,313	6.2
416	376	.2	12,689	6.4
417	26	.0	12,715	6.4
421	20	.0	12,735	6.4
422	400	.2	13,135	6.6
423	369	.2	13,504	6.8
425	13	.0	13,517	6.8
426	374	.2	13,891	7.0
429	470	.2	14,361	7.3
434	659	.3	15,020	7.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
437	363	.2	15,383	7.8
438	13	.0	15,396	7.8
441	240	.1	15,636	7.9
443	487	.2	16,123	8.1
446	246	.1	16,369	8.3
447	659	.3	17,028	8.6
448	3	.0	17,031	8.6
450	347	.2	17,378	8.8
453	577	.3	17,955	9.1
458	80	.0	18,035	9.1
459	2	.0	18,037	9.1
460	756	.4	18,793	9.5
461	1,275	.6	20,068	10.1
463	53	.0	20,121	10.2
466	4	.0	20,125	10.2
468	379	.2	20,504	10.4
470	625	.3	21,129	10.7
473	777	.4	21,906	11.1
474	827	.4	22,733	11.5
475	111	.1	22,844	11.5
477	17	.0	22,861	11.5
478	528	.3	23,389	11.8
480	200	.1	23,589	11.9
482	8	.0	23,597	11.9
484	679	.3	24,276	12.3
485	1,353	.7	25,629	12.9
486	5	.0	25,634	12.9
487	626	.3	26,260	13.3
490	111	.1	26,371	13.3
492	1,126	.6	27,497	13.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	64	.0	27,561	13.9
494	3	.0	27,564	13.9
495	62	.0	27,626	14.0
497	1,430	.7	29,056	14.7
498	586	.3	29,642	15.0
499	803	.4	30,445	15.4
500	53	.0	30,498	15.4
503	255	.1	30,753	15.5
504	33	.0	30,786	15.6
505	814	.4	31,600	16.0
506	656	.3	32,256	16.3
508	988	.5	33,244	16.8
509	344	.2	33,588	17.0
510	555	.3	34,143	17.2
511	506	.3	34,649	17.5
512	799	.4	35,448	17.9
513	184	.1	35,632	18.0
514	85	.0	35,717	18.0
515	34	.0	35,751	18.1
516	856	.4	36,607	18.5
517	652	.3	37,259	18.8
518	830	.4	38,089	19.2
520	705	.4	38,794	19.6
521	6	.0	38,800	19.6
522	1,131	.6	39,931	20.2
523	920	.5	40,851	20.6
524	807	.4	41,658	21.0
526	56	.0	41,714	21.1
527	293	.1	42,007	21.2
528	864	.4	42,871	21.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
529	725	.4	43,596	22.0
530	989	.5	44,585	22.5
531	230	.1	44,815	22.6
532	676	.3	45,491	23.0
534	592	.3	46,083	23.3
535	2,097	1.1	48,180	24.3
536	513	.3	48,693	24.6
537	157	.1	48,850	24.7
539	572	.3	49,422	25.0
540	963	.5	50,385	25.5
541	976	.5	51,361	25.9
542	1,106	.6	52,467	26.5
543	15	.0	52,482	26.5
544	568	.3	53,050	26.8
545	3	.0	53,053	26.8
546	1,424	.7	54,477	27.5
547	2,182	1.1	56,659	28.6
548	372	.2	57,031	28.8
549	68	.0	57,099	28.8
551	1,012	.5	58,111	29.4
552	2	.0	58,113	29.4
553	1,607	.8	59,720	30.2
554	1,783	.9	61,503	31.1
555	796	.4	62,299	31.5
557	256	.1	62,555	31.6
558	1,257	.6	63,812	32.2
559	1,280	.6	65,092	32.9
560	647	.3	65,739	33.2
561	1,259	.6	66,998	33.8
562	21	.0	67,019	33.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
563	1,229	.6	68,248	34.5
564	570	.3	68,818	34.8
565	1,575	.8	70,393	35.6
566	20	.0	70,413	35.6
567	2,128	1.1	72,541	36.6
568	486	.2	73,027	36.9
569	545	.3	73,572	37.2
570	1,566	.8	75,138	38.0
571	13	.0	75,151	38.0
572	1,046	.5	76,197	38.5
573	1,565	.8	77,762	39.3
574	56	.0	77,818	39.3
575	1,521	.8	79,339	40.1
576	1,478	.7	80,817	40.8
577	317	.2	81,134	41.0
578	1,376	.7	82,510	41.7
579	1,716	.9	84,226	42.5
580	770	.4	84,996	42.9
581	206	.1	85,202	43.0
582	727	.4	85,929	43.4
583	1,570	.8	87,499	44.2
584	1,551	.8	89,050	45.0
585	710	.4	89,760	45.3
586	152	.1	89,912	45.4
587	231	.1	90,143	45.5
588	4,001	2.0	94,144	47.6
589	540	.3	94,684	47.8
590	101	.1	94,785	47.9
591	50	.0	94,835	47.9
592	1,204	.6	96,039	48.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
593	3,256	1.6	99,295	50.2
594	338	.2	99,633	50.3
595	62	.0	99,695	50.4
597	3,014	1.5	102,709	51.9
598	1,700	.9	104,409	52.7
600	459	.2	104,868	53.0
601	1,029	.5	105,897	53.5
602	2,087	1.1	107,984	54.5
603	1,538	.8	109,522	55.3
605	765	.4	110,287	55.7
606	2,380	1.2	112,667	56.9
607	156	.1	112,823	57.0
608	1,800	.9	114,623	57.9
609	95	.0	114,718	58.0
610	2,267	1.1	116,985	59.1
611	736	.4	117,721	59.5
612	1,902	1.0	119,623	60.4
613	84	.0	119,707	60.5
614	1,898	1.0	121,605	61.4
616	1,129	.6	122,734	62.0
617	1,983	1.0	124,717	63.0
619	1,622	.8	126,339	63.8
621	3,174	1.6	129,513	65.4
622	218	.1	129,731	65.5
623	1,153	.6	130,884	66.1
625	2,214	1.1	133,098	67.2
626	1,348	.7	134,446	67.9
628	1,087	.5	135,533	68.5
629	1,885	1.0	137,418	69.4
630	1,608	.8	139,026	70.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
631	133	.1	139,159	70.3
633	994	.5	140,153	70.8
634	1,727	.9	141,880	71.7
635	1,786	.9	143,666	72.6
638	2,555	1.3	146,221	73.9
639	1,851	.9	148,072	74.8
641	211	.1	148,283	74.9
643	3,851	1.9	152,134	76.9
644	289	.1	152,423	77.0
646	240	.1	152,663	77.1
647	1,989	1.0	154,652	78.1
648	1,840	.9	156,492	79.1
651	424	.2	156,916	79.3
652	2,700	1.4	159,616	80.6
653	776	.4	160,392	81.0
655	394	.2	160,786	81.2
656	1,782	.9	162,568	82.1
657	1,130	.6	163,698	82.7
659	528	.3	164,226	83.0
660	621	.3	164,847	83.3
661	2,878	1.5	167,725	84.7
664	604	.3	168,329	85.0
665	1,361	.7	169,690	85.7
666	1,642	.8	171,332	86.6
668	740	.4	172,072	86.9
669	1,487	.8	173,559	87.7
671	1,103	.6	174,662	88.2
672	30	.0	174,692	88.2
673	888	.4	175,580	88.7
674	1,538	.8	177,118	89.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
675	173	.1	177,291	89.6
677	1,756	.9	179,047	90.4
678	1,465	.7	180,512	91.2
681	1,101	.6	181,613	91.7
683	1,476	.7	183,089	92.5
684	558	.3	183,647	92.8
685	15	.0	183,662	92.8
686	1,181	.6	184,843	93.4
687	97	.0	184,940	93.4
688	1,303	.7	186,243	94.1
690	1,215	.6	187,458	94.7
693	1,531	.8	188,989	95.5
695	1,289	.7	190,278	96.1
699	972	.5	191,250	96.6
700	36	.0	191,286	96.6
701	1,218	.6	192,504	97.2
705	174	.1	192,678	97.3
706	688	.3	193,366	97.7
707	1,130	.6	194,496	98.3
714	891	.5	195,387	98.7
715	461	.2	195,848	98.9
718	79	.0	195,927	99.0
723	726	.4	196,653	99.3
727	251	.1	196,904	99.5
735	500	.3	197,404	99.7
740	156	.1	197,560	99.8
747	395	.2	197,955	100.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	1,251	.7	1,251	.7
185	61	.0	1,312	.7
186	116	.1	1,428	.8
187	147	.1	1,575	.9
188	122	.1	1,697	.9
189	171	.1	1,868	1.0
190	135	.1	2,003	1.1
191	92	.1	2,095	1.1
192	116	.1	2,211	1.2
193	94	.1	2,305	1.3
194	69	.0	2,374	1.3
195	54	.0	2,428	1.3
196	36	.0	2,464	1.3
197	38	.0	2,502	1.4
198	16	.0	2,518	1.4
199	14	.0	2,532	1.4
200	9	.0	2,541	1.4
201	6	.0	2,547	1.4
202	4	.0	2,551	1.4
204	2	.0	2,553	1.4
208	1	.0	2,554	1.4
213	44	.0	2,598	1.4
214	11	.0	2,609	1.4
215	19	.0	2,628	1.4
216	50	.0	2,678	1.5
217	60	.0	2,738	1.5
218	39	.0	2,777	1.5
219	52	.0	2,829	1.5
220	71	.0	2,900	1.6
221	52	.0	2,952	1.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
222	39	.0	2,991	1.6
223	39	.0	3,030	1.7
224	22	.0	3,052	1.7
225	26	.0	3,078	1.7
226	26	.0	3,104	1.7
227	6	.0	3,110	1.7
228	6	.0	3,116	1.7
229	3	.0	3,119	1.7
230	2	.0	3,121	1.7
231	2	.0	3,123	1.7
236	1	.0	3,124	1.7
237	26	.0	3,150	1.7
238	7	.0	3,157	1.7
239	26	.0	3,183	1.7
240	25	.0	3,208	1.8
241	45	.0	3,253	1.8
242	41	.0	3,294	1.8
243	72	.0	3,366	1.8
244	62	.0	3,428	1.9
245	71	.0	3,499	1.9
246	55	.0	3,554	1.9
247	56	.0	3,610	2.0
248	72	.0	3,682	2.0
249	54	.0	3,736	2.0
250	78	.0	3,814	2.1
251	61	.0	3,875	2.1
252	87	.0	3,962	2.2
253	55	.0	4,017	2.2
254	65	.0	4,082	2.2
255	54	.0	4,136	2.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
256	46	.0	4,182	2.3
257	57	.0	4,239	2.3
258	56	.0	4,295	2.3
259	50	.0	4,345	2.4
260	56	.0	4,401	2.4
261	66	.0	4,467	2.4
262	53	.0	4,520	2.5
263	44	.0	4,564	2.5
264	63	.0	4,627	2.5
265	69	.0	4,696	2.6
266	73	.0	4,769	2.6
267	73	.0	4,842	2.6
268	55	.0	4,897	2.7
269	71	.0	4,968	2.7
270	65	.0	5,033	2.7
271	53	.0	5,086	2.8
272	77	.0	5,163	2.8
273	65	.0	5,228	2.9
274	61	.0	5,289	2.9
275	72	.0	5,361	2.9
276	81	.0	5,442	3.0
277	101	.1	5,543	3.0
278	81	.0	5,624	3.1
279	76	.0	5,700	3.1
280	91	.0	5,791	3.2
281	73	.0	5,864	3.2
282	97	.1	5,961	3.3
283	63	.0	6,024	3.3
284	73	.0	6,097	3.3
285	84	.0	6,181	3.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
286	81	.0	6,262	3.4
287	69	.0	6,331	3.5
288	69	.0	6,400	3.5
289	83	.0	6,483	3.5
290	96	.1	6,579	3.6
291	90	.0	6,669	3.6
292	75	.0	6,744	3.7
293	81	.0	6,825	3.7
294	95	.1	6,920	3.8
295	97	.1	7,017	3.8
296	120	.1	7,137	3.9
297	90	.0	7,227	3.9
298	88	.0	7,315	4.0
299	85	.0	7,400	4.0
300	129	.1	7,529	4.1
301	116	.1	7,645	4.2
302	112	.1	7,757	4.2
303	129	.1	7,886	4.3
304	114	.1	8,000	4.4
305	130	.1	8,130	4.4
306	105	.1	8,235	4.5
307	104	.1	8,339	4.6
308	135	.1	8,474	4.6
309	127	.1	8,601	4.7
310	95	.1	8,696	4.8
311	106	.1	8,802	4.8
312	141	.1	8,943	4.9
313	108	.1	9,051	4.9
314	117	.1	9,168	5.0
315	135	.1	9,303	5.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
316	142	.1	9,445	5.2
317	138	.1	9,583	5.2
318	148	.1	9,731	5.3
319	119	.1	9,850	5.4
320	121	.1	9,971	5.4
321	147	.1	10,118	5.5
322	132	.1	10,250	5.6
323	134	.1	10,384	5.7
324	123	.1	10,507	5.7
325	142	.1	10,649	5.8
326	117	.1	10,766	5.9
327	149	.1	10,915	6.0
328	166	.1	11,081	6.1
329	138	.1	11,219	6.1
330	139	.1	11,358	6.2
331	148	.1	11,506	6.3
332	135	.1	11,641	6.4
333	147	.1	11,788	6.4
334	155	.1	11,943	6.5
335	155	.1	12,098	6.6
336	169	.1	12,267	6.7
337	168	.1	12,435	6.8
338	150	.1	12,585	6.9
339	190	.1	12,775	7.0
340	180	.1	12,955	7.1
341	184	.1	13,139	7.2
342	193	.1	13,332	7.3
343	204	.1	13,536	7.4
344	193	.1	13,729	7.5
345	206	.1	13,935	7.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
346	195	.1	14,130	7.7
347	183	.1	14,313	7.8
348	207	.1	14,520	7.9
349	238	.1	14,758	8.1
350	198	.1	14,956	8.2
351	225	.1	15,181	8.3
352	238	.1	15,419	8.4
353	235	.1	15,654	8.6
354	237	.1	15,891	8.7
355	258	.1	16,149	8.8
356	306	.2	16,455	9.0
357	255	.1	16,710	9.1
358	278	.2	16,988	9.3
359	334	.2	17,322	9.5
360	298	.2	17,620	9.6
361	329	.2	17,949	9.8
362	318	.2	18,267	10.0
363	276	.2	18,543	10.1
364	354	.2	18,897	10.3
365	361	.2	19,258	10.5
366	374	.2	19,632	10.7
367	379	.2	20,011	10.9
368	369	.2	20,380	11.1
369	410	.2	20,790	11.4
370	433	.2	21,223	11.6
371	405	.2	21,628	11.8
372	423	.2	22,051	12.0
373	466	.3	22,517	12.3
374	436	.2	22,953	12.5
375	491	.3	23,444	12.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
376	509	.3	23,953	13.1
377	514	.3	24,467	13.4
378	531	.3	24,998	13.7
379	531	.3	25,529	13.9
380	569	.3	26,098	14.3
381	597	.3	26,695	14.6
382	604	.3	27,299	14.9
383	590	.3	27,889	15.2
384	611	.3	28,500	15.6
385	639	.3	29,139	15.9
386	690	.4	29,829	16.3
387	759	.4	30,588	16.7
388	683	.4	31,271	17.1
389	723	.4	31,994	17.5
390	685	.4	32,679	17.9
391	750	.4	33,429	18.3
392	745	.4	34,174	18.7
393	806	.4	34,980	19.1
394	861	.5	35,841	19.6
395	824	.5	36,665	20.0
396	885	.5	37,550	20.5
397	932	.5	38,482	21.0
398	910	.5	39,392	21.5
399	871	.5	40,263	22.0
400	967	.5	41,230	22.5
401	1,013	.6	42,243	23.1
402	977	.5	43,220	23.6
403	964	.5	44,184	24.1
404	1,020	.6	45,204	24.7
405	1,034	.6	46,238	25.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
406	1,028	.6	47,266	25.8
407	1,068	.6	48,334	26.4
408	1,086	.6	49,420	27.0
409	1,094	.6	50,514	27.6
410	1,108	.6	51,622	28.2
411	1,135	.6	52,757	28.8
412	1,260	.7	54,017	29.5
413	1,175	.6	55,192	30.1
414	1,202	.7	56,394	30.8
415	1,159	.6	57,553	31.4
416	1,285	.7	58,838	32.1
417	1,222	.7	60,060	32.8
418	1,262	.7	61,322	33.5
419	1,299	.7	62,621	34.2
420	1,345	.7	63,966	34.9
421	1,307	.7	65,273	35.7
422	1,348	.7	66,621	36.4
423	1,383	.8	68,004	37.1
424	1,322	.7	69,326	37.9
425	1,343	.7	70,669	38.6
426	1,366	.7	72,035	39.4
427	1,382	.8	73,417	40.1
428	1,374	.8	74,791	40.9
429	1,434	.8	76,225	41.6
430	1,403	.8	77,628	42.4
431	1,444	.8	79,072	43.2
432	1,442	.8	80,514	44.0
433	1,401	.8	81,915	44.7
434	1,424	.8	83,339	45.5
435	1,429	.8	84,768	46.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
436	1,527	.8	86,295	47.1
437	1,515	.8	87,810	48.0
438	1,456	.8	89,266	48.8
439	1,440	.8	90,706	49.5
440	1,438	.8	92,144	50.3
441	1,498	.8	93,642	51.2
442	1,487	.8	95,129	52.0
443	1,452	.8	96,581	52.8
444	1,524	.8	98,105	53.6
445	1,560	.9	99,665	54.4
446	1,417	.8	101,082	55.2
447	1,441	.8	102,523	56.0
448	1,530	.8	104,053	56.8
449	1,475	.8	105,528	57.6
450	1,477	.8	107,005	58.5
451	1,470	.8	108,475	59.3
452	1,520	.8	109,995	60.1
453	1,442	.8	111,437	60.9
454	1,499	.8	112,936	61.7
455	1,521	.8	114,457	62.5
456	1,416	.8	115,873	63.3
457	1,400	.8	117,273	64.1
458	1,570	.9	118,843	64.9
459	1,307	.7	120,150	65.6
460	1,392	.8	121,542	66.4
461	1,380	.8	122,922	67.1
462	1,412	.8	124,334	67.9
463	1,175	.6	125,509	68.6
464	1,476	.8	126,985	69.4
465	1,325	.7	128,310	70.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
466	1,270	.7	129,580	70.8
467	1,299	.7	130,879	71.5
468	1,358	.7	132,237	72.2
469	1,288	.7	133,525	72.9
470	1,235	.7	134,760	73.6
471	1,339	.7	136,099	74.3
472	1,193	.7	137,292	75.0
473	1,154	.6	138,446	75.6
474	1,157	.6	139,603	76.3
475	1,200	.7	140,803	76.9
476	1,054	.6	141,857	77.5
477	1,128	.6	142,985	78.1
478	1,111	.6	144,096	78.7
479	1,107	.6	145,203	79.3
480	1,026	.6	146,229	79.9
481	1,074	.6	147,303	80.5
482	1,065	.6	148,368	81.0
483	983	.5	149,351	81.6
484	996	.5	150,347	82.1
485	1,074	.6	151,421	82.7
486	988	.5	152,409	83.3
487	854	.5	153,263	83.7
488	913	.5	154,176	84.2
489	853	.5	155,029	84.7
490	789	.4	155,818	85.1
491	819	.4	156,637	85.6
492	966	.5	157,603	86.1
493	748	.4	158,351	86.5
494	815	.4	159,166	86.9
495	777	.4	159,943	87.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
496	724	.4	160,667	87.8
497	671	.4	161,338	88.1
498	710	.4	162,048	88.5
499	710	.4	162,758	88.9
500	603	.3	163,361	89.2
501	685	.4	164,046	89.6
502	649	.4	164,695	90.0
503	566	.3	165,261	90.3
504	524	.3	165,785	90.6
505	586	.3	166,371	90.9
506	607	.3	166,978	91.2
507	521	.3	167,499	91.5
508	532	.3	168,031	91.8
509	532	.3	168,563	92.1
510	487	.3	169,050	92.3
511	446	.2	169,496	92.6
512	501	.3	169,997	92.9
513	465	.3	170,462	93.1
514	409	.2	170,871	93.3
515	410	.2	171,281	93.6
516	466	.3	171,747	93.8
517	301	.2	172,048	94.0
518	407	.2	172,455	94.2
519	412	.2	172,867	94.4
520	411	.2	173,278	94.7
521	317	.2	173,595	94.8
522	439	.2	174,034	95.1
523	271	.1	174,305	95.2
524	344	.2	174,649	95.4
525	281	.2	174,930	95.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
526	298	.2	175,228	95.7
527	270	.1	175,498	95.9
528	323	.2	175,821	96.0
529	263	.1	176,084	96.2
530	269	.1	176,353	96.3
531	272	.1	176,625	96.5
532	227	.1	176,852	96.6
533	241	.1	177,093	96.7
534	248	.1	177,341	96.9
535	279	.2	177,620	97.0
536	275	.2	177,895	97.2
537	260	.1	178,155	97.3
538	216	.1	178,371	97.4
539	241	.1	178,612	97.6
540	166	.1	178,778	97.7
541	169	.1	178,947	97.8
542	146	.1	179,093	97.8
543	148	.1	179,241	97.9
544	129	.1	179,370	98.0
545	165	.1	179,535	98.1
546	105	.1	179,640	98.1
547	143	.1	179,783	98.2
548	111	.1	179,894	98.3
549	116	.1	180,010	98.3
550	120	.1	180,130	98.4
551	179	.1	180,309	98.5
552	133	.1	180,442	98.6
553	126	.1	180,568	98.6
554	133	.1	180,701	98.7
555	158	.1	180,859	98.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
556	148	.1	181,007	98.9
557	96	.1	181,103	98.9
558	109	.1	181,212	99.0
559	106	.1	181,318	99.0
560	97	.1	181,415	99.1
561	75	.0	181,490	99.1
562	162	.1	181,652	99.2
563	62	.0	181,714	99.3
564	97	.1	181,811	99.3
565	59	.0	181,870	99.3
566	74	.0	181,944	99.4
567	52	.0	181,996	99.4
568	22	.0	182,018	99.4
569	27	.0	182,045	99.4
570	38	.0	182,083	99.5
571	58	.0	182,141	99.5
572	30	.0	182,171	99.5
573	18	.0	182,189	99.5
574	20	.0	182,209	99.5
575	50	.0	182,259	99.6
576	16	.0	182,275	99.6
577	39	.0	182,314	99.6
578	31	.0	182,345	99.6
579	58	.0	182,403	99.6
580	44	.0	182,447	99.7
581	65	.0	182,512	99.7
582	41	.0	182,553	99.7
583	63	.0	182,616	99.8
584	51	.0	182,667	99.8
585	33	.0	182,700	99.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
586	53	.0	182,753	99.8
587	43	.0	182,796	99.9
588	59	.0	182,855	99.9
589	20	.0	182,875	99.9
590	54	.0	182,929	99.9
591	19	.0	182,948	99.9
592	32	.0	182,980	100.0
594	52	.0	183,032	100.0
598	30	.0	183,062	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,059	.7	1,059	.7
225	9	.0	1,068	.7
231	23	.0	1,091	.7
236	9	.0	1,100	.7
238	12	.0	1,112	.7
241	4	.0	1,116	.7
243	14	.0	1,130	.7
244	16	.0	1,146	.7
247	20	.0	1,166	.7
248	25	.0	1,191	.7
249	16	.0	1,207	.8
250	15	.0	1,222	.8
251	7	.0	1,229	.8
253	10	.0	1,239	.8
254	16	.0	1,255	.8
255	9	.0	1,264	.8
256	29	.0	1,293	.8
258	16	.0	1,309	.8
259	3	.0	1,312	.8
260	32	.0	1,344	.8
261	10	.0	1,354	.8
263	10	.0	1,364	.9
264	28	.0	1,392	.9
265	7	.0	1,399	.9
266	9	.0	1,408	.9
267	26	.0	1,434	.9
268	16	.0	1,450	.9
269	12	.0	1,462	.9
270	5	.0	1,467	.9
271	19	.0	1,486	.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
272	18	.0	1,504	.9
273	14	.0	1,518	.9
274	12	.0	1,530	1.0
275	10	.0	1,540	1.0
276	8	.0	1,548	1.0
277	28	.0	1,576	1.0
278	6	.0	1,582	1.0
279	19	.0	1,601	1.0
280	14	.0	1,615	1.0
281	16	.0	1,631	1.0
282	13	.0	1,644	1.0
283	19	.0	1,663	1.0
284	17	.0	1,680	1.0
285	18	.0	1,698	1.1
286	12	.0	1,710	1.1
287	24	.0	1,734	1.1
288	19	.0	1,753	1.1
289	7	.0	1,760	1.1
290	37	.0	1,797	1.1
291	16	.0	1,813	1.1
292	17	.0	1,830	1.1
293	27	.0	1,857	1.2
294	19	.0	1,876	1.2
295	19	.0	1,895	1.2
296	25	.0	1,920	1.2
297	20	.0	1,940	1.2
298	17	.0	1,957	1.2
299	18	.0	1,975	1.2
300	18	.0	1,993	1.2
301	40	.0	2,033	1.3



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
302	26	.0	2,059	1.3
303	22	.0	2,081	1.3
304	31	.0	2,112	1.3
305	27	.0	2,139	1.3
306	16	.0	2,155	1.3
307	37	.0	2,192	1.4
308	14	.0	2,206	1.4
309	42	.0	2,248	1.4
310	21	.0	2,269	1.4
311	46	.0	2,315	1.4
312	34	.0	2,349	1.5
313	36	.0	2,385	1.5
314	22	.0	2,407	1.5
315	35	.0	2,442	1.5
316	36	.0	2,478	1.5
317	42	.0	2,520	1.6
318	40	.0	2,560	1.6
319	35	.0	2,595	1.6
320	42	.0	2,637	1.6
321	33	.0	2,670	1.7
322	42	.0	2,712	1.7
323	35	.0	2,747	1.7
324	56	.0	2,803	1.7
325	60	.0	2,863	1.8
326	40	.0	2,903	1.8
327	52	.0	2,955	1.8
328	49	.0	3,004	1.9
329	51	.0	3,055	1.9
330	65	.0	3,120	1.9
331	40	.0	3,160	2.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
332	54	.0	3,214	2.0
333	74	.0	3,288	2.0
334	49	.0	3,337	2.1
335	78	.0	3,415	2.1
336	62	.0	3,477	2.2
337	49	.0	3,526	2.2
338	69	.0	3,595	2.2
339	68	.0	3,663	2.3
340	49	.0	3,712	2.3
341	54	.0	3,766	2.3
342	93	.1	3,859	2.4
343	64	.0	3,923	2.4
344	79	.0	4,002	2.5
345	79	.0	4,081	2.5
346	63	.0	4,144	2.6
347	81	.1	4,225	2.6
348	74	.0	4,299	2.7
349	92	.1	4,391	2.7
350	90	.1	4,481	2.8
351	92	.1	4,573	2.9
352	93	.1	4,666	2.9
353	88	.1	4,754	3.0
354	100	.1	4,854	3.0
355	100	.1	4,954	3.1
356	92	.1	5,046	3.1
357	118	.1	5,164	3.2
358	131	.1	5,295	3.3
359	87	.1	5,382	3.4
360	129	.1	5,511	3.4
361	101	.1	5,612	3.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
362	112	.1	5,724	3.6
363	113	.1	5,837	3.6
364	142	.1	5,979	3.7
365	130	.1	6,109	3.8
366	149	.1	6,258	3.9
367	127	.1	6,385	4.0
368	145	.1	6,530	4.1
369	154	.1	6,684	4.2
370	162	.1	6,846	4.3
371	141	.1	6,987	4.4
372	141	.1	7,128	4.4
373	178	.1	7,306	4.6
374	165	.1	7,471	4.7
375	178	.1	7,649	4.8
376	214	.1	7,863	4.9
377	172	.1	8,035	5.0
378	177	.1	8,212	5.1
379	181	.1	8,393	5.2
380	192	.1	8,585	5.4
381	219	.1	8,804	5.5
382	192	.1	8,996	5.6
383	191	.1	9,187	5.7
384	203	.1	9,390	5.9
385	222	.1	9,612	6.0
386	214	.1	9,826	6.1
387	248	.2	10,074	6.3
388	258	.2	10,332	6.4
389	248	.2	10,580	6.6
390	290	.2	10,870	6.8
391	245	.2	11,115	6.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
392	311	.2	11,426	7.1
393	321	.2	11,747	7.3
394	283	.2	12,030	7.5
395	316	.2	12,346	7.7
396	355	.2	12,701	7.9
397	325	.2	13,026	8.1
398	357	.2	13,383	8.3
399	331	.2	13,714	8.5
400	359	.2	14,073	8.8
401	354	.2	14,427	9.0
402	384	.2	14,811	9.2
403	424	.3	15,235	9.5
404	413	.3	15,648	9.8
405	421	.3	16,069	10.0
406	440	.3	16,509	10.3
407	465	.3	16,974	10.6
408	476	.3	17,450	10.9
409	372	.2	17,822	11.1
410	501	.3	18,323	11.4
411	477	.3	18,800	11.7
412	464	.3	19,264	12.0
413	569	.4	19,833	12.4
414	501	.3	20,334	12.7
415	553	.3	20,887	13.0
416	604	.4	21,491	13.4
417	542	.3	22,033	13.7
418	604	.4	22,637	14.1
419	537	.3	23,174	14.4
420	646	.4	23,820	14.8
421	694	.4	24,514	15.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
422	563	.4	25,077	15.6
423	672	.4	25,749	16.1
424	644	.4	26,393	16.5
425	607	.4	27,000	16.8
426	738	.5	27,738	17.3
427	702	.4	28,440	17.7
428	639	.4	29,079	18.1
429	770	.5	29,849	18.6
430	706	.4	30,555	19.0
431	731	.5	31,286	19.5
432	796	.5	32,082	20.0
433	810	.5	32,892	20.5
434	701	.4	33,593	20.9
435	883	.6	34,476	21.5
436	805	.5	35,281	22.0
437	834	.5	36,115	22.5
438	1,007	.6	37,122	23.1
439	748	.5	37,870	23.6
440	952	.6	38,822	24.2
441	923	.6	39,745	24.8
442	879	.5	40,624	25.3
443	994	.6	41,618	25.9
444	886	.6	42,504	26.5
445	999	.6	43,503	27.1
446	1,102	.7	44,605	27.8
447	856	.5	45,461	28.3
448	1,147	.7	46,608	29.1
449	1,091	.7	47,699	29.7
450	958	.6	48,657	30.3
451	1,227	.8	49,884	31.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
452	995	.6	50,879	31.7
453	1,138	.7	52,017	32.4
454	1,169	.7	53,186	33.2
455	1,096	.7	54,282	33.8
456	1,190	.7	55,472	34.6
457	1,108	.7	56,580	35.3
458	1,091	.7	57,671	36.0
459	1,344	.8	59,015	36.8
460	1,182	.7	60,197	37.5
461	1,337	.8	61,534	38.4
462	1,371	.9	62,905	39.2
463	1,299	.8	64,204	40.0
464	1,274	.8	65,478	40.8
465	1,295	.8	66,773	41.6
466	1,290	.8	68,063	42.4
467	1,253	.8	69,316	43.2
468	1,327	.8	70,643	44.0
469	1,271	.8	71,914	44.8
470	1,360	.8	73,274	45.7
471	1,442	.9	74,716	46.6
472	1,302	.8	76,018	47.4
473	1,354	.8	77,372	48.2
474	1,513	.9	78,885	49.2
475	1,193	.7	80,078	49.9
476	1,444	.9	81,522	50.8
477	1,346	.8	82,868	51.7
478	1,346	.8	84,214	52.5
479	1,478	.9	85,692	53.4
480	1,275	.8	86,967	54.2
481	1,400	.9	88,367	55.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
482	1,451	.9	89,818	56.0
483	1,393	.9	91,211	56.9
484	1,394	.9	92,605	57.7
485	1,381	.9	93,986	58.6
486	1,351	.8	95,337	59.4
487	1,398	.9	96,735	60.3
488	1,357	.8	98,092	61.1
489	1,311	.8	99,403	62.0
490	1,299	.8	100,702	62.8
491	1,303	.8	102,005	63.6
492	1,349	.8	103,354	64.4
493	1,283	.8	104,637	65.2
494	1,256	.8	105,893	66.0
495	1,290	.8	107,183	66.8
496	1,275	.8	108,458	67.6
497	1,275	.8	109,733	68.4
498	1,227	.8	110,960	69.2
499	1,282	.8	112,242	70.0
500	1,289	.8	113,531	70.8
501	1,257	.8	114,788	71.6
502	1,315	.8	116,103	72.4
503	1,142	.7	117,245	73.1
504	1,193	.7	118,438	73.8
505	1,155	.7	119,593	74.6
506	1,185	.7	120,778	75.3
507	1,065	.7	121,843	76.0
508	1,207	.8	123,050	76.7
509	1,131	.7	124,181	77.4
510	940	.6	125,121	78.0
511	1,251	.8	126,372	78.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
512	1,051	.7	127,423	79.4
513	1,044	.7	128,467	80.1
514	1,082	.7	129,549	80.8
515	981	.6	130,530	81.4
516	1,064	.7	131,594	82.0
517	946	.6	132,540	82.6
518	1,031	.6	133,571	83.3
519	988	.6	134,559	83.9
520	839	.5	135,398	84.4
521	922	.6	136,320	85.0
522	835	.5	137,155	85.5
523	859	.5	138,014	86.0
524	732	.5	138,746	86.5
525	883	.6	139,629	87.0
526	781	.5	140,410	87.5
527	761	.5	141,171	88.0
528	827	.5	141,998	88.5
529	699	.4	142,697	89.0
530	752	.5	143,449	89.4
531	608	.4	144,057	89.8
532	783	.5	144,840	90.3
533	702	.4	145,542	90.7
534	550	.3	146,092	91.1
535	714	.4	146,806	91.5
536	560	.3	147,366	91.9
537	579	.4	147,945	92.2
538	713	.4	148,658	92.7
539	457	.3	149,115	93.0
540	579	.4	149,694	93.3
541	489	.3	150,183	93.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
542	516	.3	150,699	93.9
543	450	.3	151,149	94.2
544	504	.3	151,653	94.5
545	442	.3	152,095	94.8
546	554	.3	152,649	95.2
547	379	.2	153,028	95.4
548	298	.2	153,326	95.6
549	434	.3	153,760	95.8
550	342	.2	154,102	96.1
551	311	.2	154,413	96.3
552	349	.2	154,762	96.5
553	217	.1	154,979	96.6
554	382	.2	155,361	96.8
555	281	.2	155,642	97.0
556	311	.2	155,953	97.2
557	260	.2	156,213	97.4
558	275	.2	156,488	97.5
559	216	.1	156,704	97.7
560	246	.2	156,950	97.8
561	222	.1	157,172	98.0
562	256	.2	157,428	98.1
563	132	.1	157,560	98.2
564	225	.1	157,785	98.4
565	184	.1	157,969	98.5
566	211	.1	158,180	98.6
567	114	.1	158,294	98.7
568	190	.1	158,484	98.8
569	169	.1	158,653	98.9
570	145	.1	158,798	99.0
571	88	.1	158,886	99.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
572	108	.1	158,994	99.1
573	84	.1	159,078	99.2
574	144	.1	159,222	99.3
575	63	.0	159,285	99.3
576	132	.1	159,417	99.4
577	45	.0	159,462	99.4
578	111	.1	159,573	99.5
579	47	.0	159,620	99.5
580	89	.1	159,709	99.6
581	35	.0	159,744	99.6
582	62	.0	159,806	99.6
583	24	.0	159,830	99.6
584	86	.1	159,916	99.7
585	42	.0	159,958	99.7
586	40	.0	159,998	99.7
587	34	.0	160,032	99.8
588	36	.0	160,068	99.8
589	29	.0	160,097	99.8
590	20	.0	160,117	99.8
591	31	.0	160,148	99.8
592	17	.0	160,165	99.8
593	22	.0	160,187	99.9
594	30	.0	160,217	99.9
595	30	.0	160,247	99.9
596	6	.0	160,253	99.9
597	17	.0	160,270	99.9
598	3	.0	160,273	99.9
599	14	.0	160,287	99.9
600	7	.0	160,294	99.9
601	22	.0	160,316	99.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
602	6	.0	160,322	99.9
603	8	.0	160,330	99.9
604	4	.0	160,334	99.9
605	6	.0	160,340	100.0
606	6	.0	160,346	100.0
607	12	.0	160,358	100.0
608	10	.0	160,368	100.0
609	3	.0	160,371	100.0
611	7	.0	160,378	100.0
613	16	.0	160,394	100.0
614	4	.0	160,398	100.0
615	1	.0	160,399	100.0
616	2	.0	160,401	100.0
617	3	.0	160,404	100.0
619	9	.0	160,413	100.0
624	1	.0	160,414	100.0
627	1	.0	160,415	100.0
629	3	.0	160,418	100.0
633	1	.0	160,419	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	2,756	.7	2,756	.7
235	35	.0	2,791	.7
249	6	.0	2,797	.7
252	12	.0	2,809	.7
254	11	.0	2,820	.7
257	112	.0	2,932	.8
258	44	.0	2,976	.8
260	11	.0	2,987	.8
262	18	.0	3,005	.8
265	74	.0	3,079	.8
266	18	.0	3,097	.8
267	17	.0	3,114	.8
268	50	.0	3,164	.8
270	69	.0	3,233	.8
271	20	.0	3,253	.8
272	4	.0	3,257	.8
273	5	.0	3,262	.8
274	101	.0	3,363	.9
275	9	.0	3,372	.9
276	14	.0	3,386	.9
277	40	.0	3,426	.9
278	9	.0	3,435	.9
279	67	.0	3,502	.9
280	21	.0	3,523	.9
281	58	.0	3,581	.9
282	12	.0	3,593	.9
283	11	.0	3,604	.9
284	47	.0	3,651	.9
285	21	.0	3,672	.9
286	27	.0	3,699	1.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
287	66	.0	3,765	1.0
288	4	.0	3,769	1.0
289	53	.0	3,822	1.0
290	9	.0	3,831	1.0
291	47	.0	3,878	1.0
292	10	.0	3,888	1.0
293	52	.0	3,940	1.0
294	36	.0	3,976	1.0
295	39	.0	4,015	1.0
296	41	.0	4,056	1.0
297	8	.0	4,064	1.0
298	56	.0	4,120	1.1
299	24	.0	4,144	1.1
300	42	.0	4,186	1.1
301	44	.0	4,230	1.1
302	36	.0	4,266	1.1
303	46	.0	4,312	1.1
304	27	.0	4,339	1.1
305	43	.0	4,382	1.1
306	16	.0	4,398	1.1
307	32	.0	4,430	1.1
308	61	.0	4,491	1.2
309	42	.0	4,533	1.2
310	51	.0	4,584	1.2
311	30	.0	4,614	1.2
312	82	.0	4,696	1.2
313	19	.0	4,715	1.2
314	35	.0	4,750	1.2
315	62	.0	4,812	1.2
316	48	.0	4,860	1.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
317	67	.0	4,927	1.3
318	72	.0	4,999	1.3
319	45	.0	5,044	1.3
320	61	.0	5,105	1.3
321	65	.0	5,170	1.3
322	64	.0	5,234	1.3
323	42	.0	5,276	1.4
324	68	.0	5,344	1.4
325	53	.0	5,397	1.4
326	59	.0	5,456	1.4
327	75	.0	5,531	1.4
328	50	.0	5,581	1.4
329	62	.0	5,643	1.5
330	59	.0	5,702	1.5
331	71	.0	5,773	1.5
332	85	.0	5,858	1.5
333	58	.0	5,916	1.5
334	105	.0	6,021	1.5
335	62	.0	6,083	1.6
336	89	.0	6,172	1.6
337	69	.0	6,241	1.6
338	80	.0	6,321	1.6
339	80	.0	6,401	1.6
340	86	.0	6,487	1.7
341	79	.0	6,566	1.7
342	122	.0	6,688	1.7
343	97	.0	6,785	1.7
344	84	.0	6,869	1.8
345	109	.0	6,978	1.8
346	97	.0	7,075	1.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
347	123	.0	7,198	1.9
348	76	.0	7,274	1.9
349	100	.0	7,374	1.9
350	89	.0	7,463	1.9
351	124	.0	7,587	2.0
352	116	.0	7,703	2.0
353	132	.0	7,835	2.0
354	118	.0	7,953	2.0
355	101	.0	8,054	2.1
356	101	.0	8,155	2.1
357	134	.0	8,289	2.1
358	124	.0	8,413	2.2
359	119	.0	8,532	2.2
360	160	.0	8,692	2.2
361	118	.0	8,810	2.3
362	159	.0	8,969	2.3
363	125	.0	9,094	2.3
364	146	.0	9,240	2.4
365	130	.0	9,370	2.4
366	170	.0	9,540	2.5
367	154	.0	9,694	2.5
368	188	.0	9,882	2.5
369	157	.0	10,039	2.6
370	156	.0	10,195	2.6
371	172	.0	10,367	2.7
372	170	.0	10,537	2.7
373	182	.0	10,719	2.8
374	187	.0	10,906	2.8
375	221	.1	11,127	2.9
376	207	.1	11,334	2.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
377	214	.1	11,548	3.0
378	240	.1	11,788	3.0
379	182	.0	11,970	3.1
380	272	.1	12,242	3.1
381	199	.1	12,441	3.2
382	280	.1	12,721	3.3
383	227	.1	12,948	3.3
384	280	.1	13,228	3.4
385	292	.1	13,520	3.5
386	279	.1	13,799	3.5
387	323	.1	14,122	3.6
388	248	.1	14,370	3.7
389	349	.1	14,719	3.8
390	246	.1	14,965	3.8
391	386	.1	15,351	3.9
392	268	.1	15,619	4.0
393	371	.1	15,990	4.1
394	310	.1	16,300	4.2
395	373	.1	16,673	4.3
396	386	.1	17,059	4.4
397	332	.1	17,391	4.5
398	470	.1	17,861	4.6
399	325	.1	18,186	4.7
400	496	.1	18,682	4.8
401	372	.1	19,054	4.9
402	487	.1	19,541	5.0
403	427	.1	19,968	5.1
404	418	.1	20,386	5.2
405	483	.1	20,869	5.4
406	446	.1	21,315	5.5



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
407	591	.2	21,906	5.6
408	391	.1	22,297	5.7
409	641	.2	22,938	5.9
410	460	.1	23,398	6.0
411	581	.1	23,979	6.2
412	568	.1	24,547	6.3
413	630	.2	25,177	6.5
414	567	.1	25,744	6.6
415	608	.2	26,352	6.8
416	662	.2	27,014	6.9
417	544	.1	27,558	7.1
418	723	.2	28,281	7.3
419	631	.2	28,912	7.4
420	742	.2	29,654	7.6
421	652	.2	30,306	7.8
422	698	.2	31,004	8.0
423	752	.2	31,756	8.2
424	737	.2	32,493	8.4
425	796	.2	33,289	8.6
426	733	.2	34,022	8.7
427	779	.2	34,801	8.9
428	859	.2	35,660	9.2
429	819	.2	36,479	9.4
430	841	.2	37,320	9.6
431	811	.2	38,131	9.8
432	882	.2	39,013	10.0
433	887	.2	39,900	10.3
434	962	.2	40,862	10.5
435	902	.2	41,764	10.7
436	932	.2	42,696	11.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
437	963	.2	43,659	11.2
438	999	.3	44,658	11.5
439	1,019	.3	45,677	11.7
440	1,078	.3	46,755	12.0
441	1,143	.3	47,898	12.3
442	1,017	.3	48,915	12.6
443	1,185	.3	50,100	12.9
444	1,013	.3	51,113	13.1
445	1,244	.3	52,357	13.5
446	1,172	.3	53,529	13.8
447	1,277	.3	54,806	14.1
448	1,112	.3	55,918	14.4
449	1,237	.3	57,155	14.7
450	1,267	.3	58,422	15.0
451	1,193	.3	59,615	15.3
452	1,447	.4	61,062	15.7
453	1,230	.3	62,292	16.0
454	1,548	.4	63,840	16.4
455	1,264	.3	65,104	16.7
456	1,462	.4	66,566	17.1
457	1,363	.4	67,929	17.5
458	1,428	.4	69,357	17.8
459	1,730	.4	71,087	18.3
460	1,306	.3	72,393	18.6
461	1,831	.5	74,224	19.1
462	1,327	.3	75,551	19.4
463	1,824	.5	77,375	19.9
464	1,547	.4	78,922	20.3
465	1,690	.4	80,612	20.7
466	1,746	.4	82,358	21.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
467	1,596	.4	83,954	21.6
468	2,072	.5	86,026	22.1
469	1,379	.4	87,405	22.5
470	2,136	.5	89,541	23.0
471	1,754	.5	91,295	23.5
472	2,014	.5	93,309	24.0
473	2,005	.5	95,314	24.5
474	1,764	.5	97,078	25.0
475	2,151	.6	99,229	25.5
476	1,682	.4	100,911	25.9
477	2,274	.6	103,185	26.5
478	1,991	.5	105,176	27.0
479	2,185	.6	107,361	27.6
480	2,126	.5	109,487	28.1
481	2,020	.5	111,507	28.7
482	2,330	.6	113,837	29.3
483	2,091	.5	115,928	29.8
484	2,436	.6	118,364	30.4
485	2,271	.6	120,635	31.0
486	2,494	.6	123,129	31.6
487	2,361	.6	125,490	32.3
488	2,494	.6	127,984	32.9
489	2,515	.6	130,499	33.5
490	2,258	.6	132,757	34.1
491	2,624	.7	135,381	34.8
492	2,398	.6	137,779	35.4
493	2,716	.7	140,495	36.1
494	2,428	.6	142,923	36.7
495	2,587	.7	145,510	37.4
496	2,645	.7	148,155	38.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
497	2,481	.6	150,636	38.7
498	2,825	.7	153,461	39.4
499	2,632	.7	156,093	40.1
500	2,836	.7	158,929	40.8
501	2,734	.7	161,663	41.6
502	2,656	.7	164,319	42.2
503	2,897	.7	167,216	43.0
504	2,661	.7	169,877	43.7
505	2,753	.7	172,630	44.4
506	2,846	.7	175,476	45.1
507	2,874	.7	178,350	45.8
508	2,878	.7	181,228	46.6
509	2,905	.7	184,133	47.3
510	2,822	.7	186,955	48.1
511	2,957	.8	189,912	48.8
512	2,909	.7	192,821	49.6
513	2,818	.7	195,639	50.3
514	2,992	.8	198,631	51.1
515	2,973	.8	201,604	51.8
516	2,993	.8	204,597	52.6
517	3,069	.8	207,666	53.4
518	2,933	.8	210,599	54.1
519	2,976	.8	213,575	54.9
520	3,010	.8	216,585	55.7
521	3,028	.8	219,613	56.4
522	3,010	.8	222,623	57.2
523	2,862	.7	225,485	58.0
524	2,981	.8	228,466	58.7
525	3,052	.8	231,518	59.5
526	2,922	.8	234,440	60.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
527	2,900	.7	237,340	61.0
528	2,979	.8	240,319	61.8
529	3,047	.8	243,366	62.5
530	2,992	.8	246,358	63.3
531	2,809	.7	249,167	64.0
532	2,746	.7	251,913	64.7
533	3,063	.8	254,976	65.5
534	2,707	.7	257,683	66.2
535	3,082	.8	260,765	67.0
536	2,786	.7	263,551	67.7
537	2,828	.7	266,379	68.5
538	2,958	.8	269,337	69.2
539	2,659	.7	271,996	69.9
540	2,812	.7	274,808	70.6
541	2,754	.7	277,562	71.3
542	2,809	.7	280,371	72.1
543	2,815	.7	283,186	72.8
544	2,664	.7	285,850	73.5
545	2,701	.7	288,551	74.2
546	2,797	.7	291,348	74.9
547	2,451	.6	293,799	75.5
548	2,454	.6	296,253	76.1
549	2,648	.7	298,901	76.8
550	2,393	.6	301,294	77.4
551	2,509	.6	303,803	78.1
552	2,424	.6	306,227	78.7
553	2,390	.6	308,617	79.3
554	2,439	.6	311,056	79.9
555	2,326	.6	313,382	80.5
556	2,002	.5	315,384	81.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
557	2,414	.6	317,798	81.7
558	2,232	.6	320,030	82.3
559	1,978	.5	322,008	82.8
560	1,971	.5	323,979	83.3
561	2,274	.6	326,253	83.9
562	1,736	.4	327,989	84.3
563	2,424	.6	330,413	84.9
564	1,502	.4	331,915	85.3
565	2,177	.6	334,092	85.9
566	2,020	.5	336,112	86.4
567	1,505	.4	337,617	86.8
568	1,851	.5	339,468	87.3
569	1,934	.5	341,402	87.7
570	1,535	.4	342,937	88.1
571	1,765	.5	344,702	88.6
572	1,646	.4	346,348	89.0
573	1,539	.4	347,887	89.4
574	1,587	.4	349,474	89.8
575	1,432	.4	350,906	90.2
576	1,390	.4	352,296	90.5
577	1,541	.4	353,837	90.9
578	1,194	.3	355,031	91.3
579	1,517	.4	356,548	91.6
580	1,305	.3	357,853	92.0
581	1,217	.3	359,070	92.3
582	1,297	.3	360,367	92.6
583	1,164	.3	361,531	92.9
584	961	.2	362,492	93.2
585	1,308	.3	363,800	93.5
586	915	.2	364,715	93.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
587	1,169	.3	365,884	94.0
588	873	.2	366,757	94.3
589	959	.2	367,716	94.5
590	974	.3	368,690	94.8
591	824	.2	369,514	95.0
592	763	.2	370,277	95.2
593	1,021	.3	371,298	95.4
594	733	.2	372,031	95.6
595	728	.2	372,759	95.8
596	777	.2	373,536	96.0
597	539	.1	374,075	96.1
598	916	.2	374,991	96.4
599	440	.1	375,431	96.5
600	725	.2	376,156	96.7
601	625	.2	376,781	96.8
602	637	.2	377,418	97.0
603	391	.1	377,809	97.1
604	691	.2	378,500	97.3
605	412	.1	378,912	97.4
606	555	.1	379,467	97.5
607	392	.1	379,859	97.6
608	484	.1	380,343	97.8
609	358	.1	380,701	97.8
610	475	.1	381,176	98.0
611	339	.1	381,515	98.1
612	404	.1	381,919	98.2
613	418	.1	382,337	98.3
614	332	.1	382,669	98.4
615	255	.1	382,924	98.4
616	442	.1	383,366	98.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
617	249	.1	383,615	98.6
618	290	.1	383,905	98.7
619	297	.1	384,202	98.7
620	209	.1	384,411	98.8
621	311	.1	384,722	98.9
622	271	.1	384,993	99.0
623	127	.0	385,120	99.0
624	350	.1	385,470	99.1
625	183	.0	385,653	99.1
626	192	.0	385,845	99.2
627	238	.1	386,083	99.2
628	146	.0	386,229	99.3
629	147	.0	386,376	99.3
630	196	.1	386,572	99.4
631	155	.0	386,727	99.4
632	212	.1	386,939	99.5
633	80	.0	387,019	99.5
634	142	.0	387,161	99.5
635	110	.0	387,271	99.5
636	111	.0	387,382	99.6
637	62	.0	387,444	99.6
638	181	.0	387,625	99.6
639	68	.0	387,693	99.6
640	111	.0	387,804	99.7
641	106	.0	387,910	99.7
642	40	.0	387,950	99.7
643	62	.0	388,012	99.7
644	134	.0	388,146	99.8
645	29	.0	388,175	99.8
646	92	.0	388,267	99.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
647	59	.0	388,326	99.8
648	16	.0	388,342	99.8
649	40	.0	388,382	99.8
650	81	.0	388,463	99.8
651	12	.0	388,475	99.8
652	78	.0	388,553	99.9
653	14	.0	388,567	99.9
654	50	.0	388,617	99.9
655	32	.0	388,649	99.9
656	25	.0	388,674	99.9
657	7	.0	388,681	99.9
658	79	.0	388,760	99.9
659	10	.0	388,770	99.9
660	39	.0	388,809	99.9
661	9	.0	388,818	99.9
662	2	.0	388,820	99.9
663	18	.0	388,838	99.9
664	17	.0	388,855	99.9
665	16	.0	388,871	99.9
666	4	.0	388,875	99.9
667	34	.0	388,909	100.0
668	6	.0	388,915	100.0
669	15	.0	388,930	100.0
670	29	.0	388,959	100.0
672	5	.0	388,964	100.0
673	9	.0	388,973	100.0
674	4	.0	388,977	100.0
675	3	.0	388,980	100.0
678	18	.0	388,998	100.0
680	42	.0	389,040	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
685	5	.0	389,045	100.0
687	10	.0	389,055	100.0
698	6	.0	389,061	100.0
700	14	.0	389,075	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
248	2,366	1.1	2,366	1.1
253	17	.0	2,383	1.1
267	125	.1	2,508	1.2
272	11	.0	2,519	1.2
275	22	.0	2,541	1.2
277	63	.0	2,604	1.3
278	26	.0	2,630	1.3
279	18	.0	2,648	1.3
282	2	.0	2,650	1.3
283	70	.0	2,720	1.3
286	30	.0	2,750	1.3
287	31	.0	2,781	1.3
288	8	.0	2,789	1.3
290	40	.0	2,829	1.4
291	33	.0	2,862	1.4
292	3	.0	2,865	1.4
293	44	.0	2,909	1.4
294	25	.0	2,934	1.4
295	13	.0	2,947	1.4
296	17	.0	2,964	1.4
297	21	.0	2,985	1.4
298	54	.0	3,039	1.5
299	6	.0	3,045	1.5
300	21	.0	3,066	1.5
301	14	.0	3,080	1.5
302	47	.0	3,127	1.5
303	15	.0	3,142	1.5
304	22	.0	3,164	1.5
305	14	.0	3,178	1.5
306	34	.0	3,212	1.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
307	15	.0	3,227	1.6
308	23	.0	3,250	1.6
309	36	.0	3,286	1.6
310	16	.0	3,302	1.6
311	6	.0	3,308	1.6
312	28	.0	3,336	1.6
313	71	.0	3,407	1.6
314	23	.0	3,430	1.7
315	9	.0	3,439	1.7
316	17	.0	3,456	1.7
317	33	.0	3,489	1.7
318	26	.0	3,515	1.7
319	23	.0	3,538	1.7
320	47	.0	3,585	1.7
321	29	.0	3,614	1.7
322	18	.0	3,632	1.8
323	31	.0	3,663	1.8
324	28	.0	3,691	1.8
325	65	.0	3,756	1.8
326	8	.0	3,764	1.8
327	23	.0	3,787	1.8
328	49	.0	3,836	1.8
329	32	.0	3,868	1.9
330	30	.0	3,898	1.9
331	56	.0	3,954	1.9
332	32	.0	3,986	1.9
333	37	.0	4,023	1.9
334	28	.0	4,051	2.0
335	34	.0	4,085	2.0
336	47	.0	4,132	2.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
337	34	.0	4,166	2.0
338	43	.0	4,209	2.0
339	33	.0	4,242	2.0
340	51	.0	4,293	2.1
341	36	.0	4,329	2.1
342	26	.0	4,355	2.1
343	49	.0	4,404	2.1
344	63	.0	4,467	2.2
345	28	.0	4,495	2.2
346	38	.0	4,533	2.2
347	54	.0	4,587	2.2
348	63	.0	4,650	2.2
349	32	.0	4,682	2.3
350	49	.0	4,731	2.3
351	55	.0	4,786	2.3
352	64	.0	4,850	2.3
353	39	.0	4,889	2.4
354	77	.0	4,966	2.4
355	56	.0	5,022	2.4
356	73	.0	5,095	2.5
357	47	.0	5,142	2.5
358	85	.0	5,227	2.5
359	77	.0	5,304	2.6
360	60	.0	5,364	2.6
361	52	.0	5,416	2.6
362	59	.0	5,475	2.6
363	79	.0	5,554	2.7
364	65	.0	5,619	2.7
365	71	.0	5,690	2.7
366	49	.0	5,739	2.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
367	75	.0	5,814	2.8
368	64	.0	5,878	2.8
369	58	.0	5,936	2.9
370	84	.0	6,020	2.9
371	66	.0	6,086	2.9
372	69	.0	6,155	3.0
373	91	.0	6,246	3.0
374	61	.0	6,307	3.0
375	78	.0	6,385	3.1
376	87	.0	6,472	3.1
377	76	.0	6,548	3.2
378	76	.0	6,624	3.2
379	90	.0	6,714	3.2
380	63	.0	6,777	3.3
381	105	.1	6,882	3.3
382	62	.0	6,944	3.3
383	85	.0	7,029	3.4
384	77	.0	7,106	3.4
385	86	.0	7,192	3.5
386	82	.0	7,274	3.5
387	79	.0	7,353	3.5
388	110	.1	7,463	3.6
389	100	.0	7,563	3.6
390	95	.0	7,658	3.7
391	98	.0	7,756	3.7
392	86	.0	7,842	3.8
393	119	.1	7,961	3.8
394	73	.0	8,034	3.9
395	108	.1	8,142	3.9
396	99	.0	8,241	4.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
397	113	.1	8,354	4.0
398	108	.1	8,462	4.1
399	99	.0	8,561	4.1
400	130	.1	8,691	4.2
401	100	.0	8,791	4.2
402	123	.1	8,914	4.3
403	101	.0	9,015	4.3
404	125	.1	9,140	4.4
405	103	.0	9,243	4.5
406	118	.1	9,361	4.5
407	111	.1	9,472	4.6
408	120	.1	9,592	4.6
409	112	.1	9,704	4.7
410	151	.1	9,855	4.8
411	119	.1	9,974	4.8
412	129	.1	10,103	4.9
413	153	.1	10,256	4.9
414	122	.1	10,378	5.0
415	129	.1	10,507	5.1
416	162	.1	10,669	5.1
417	119	.1	10,788	5.2
418	171	.1	10,959	5.3
419	153	.1	11,112	5.4
420	146	.1	11,258	5.4
421	143	.1	11,401	5.5
422	143	.1	11,544	5.6
423	146	.1	11,690	5.6
424	144	.1	11,834	5.7
425	140	.1	11,974	5.8
426	175	.1	12,149	5.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
427	164	.1	12,313	5.9
428	183	.1	12,496	6.0
429	146	.1	12,642	6.1
430	149	.1	12,791	6.2
431	145	.1	12,936	6.2
432	175	.1	13,111	6.3
433	151	.1	13,262	6.4
434	194	.1	13,456	6.5
435	178	.1	13,634	6.6
436	171	.1	13,805	6.7
437	184	.1	13,989	6.7
438	221	.1	14,210	6.9
439	199	.1	14,409	6.9
440	195	.1	14,604	7.0
441	202	.1	14,806	7.1
442	245	.1	15,051	7.3
443	210	.1	15,261	7.4
444	208	.1	15,469	7.5
445	231	.1	15,700	7.6
446	220	.1	15,920	7.7
447	226	.1	16,146	7.8
448	226	.1	16,372	7.9
449	240	.1	16,612	8.0
450	268	.1	16,880	8.1
451	256	.1	17,136	8.3
452	258	.1	17,394	8.4
453	234	.1	17,628	8.5
454	276	.1	17,904	8.6
455	285	.1	18,189	8.8
456	259	.1	18,448	8.9



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
457	291	.1	18,739	9.0
458	278	.1	19,017	9.2
459	273	.1	19,290	9.3
460	287	.1	19,577	9.4
461	300	.1	19,877	9.6
462	346	.2	20,223	9.7
463	288	.1	20,511	9.9
464	348	.2	20,859	10.1
465	344	.2	21,203	10.2
466	337	.2	21,540	10.4
467	332	.2	21,872	10.5
468	346	.2	22,218	10.7
469	364	.2	22,582	10.9
470	380	.2	22,962	11.1
471	345	.2	23,307	11.2
472	405	.2	23,712	11.4
473	391	.2	24,103	11.6
474	437	.2	24,540	11.8
475	348	.2	24,888	12.0
476	422	.2	25,310	12.2
477	405	.2	25,715	12.4
478	426	.2	26,141	12.6
479	428	.2	26,569	12.8
480	503	.2	27,072	13.1
481	433	.2	27,505	13.3
482	497	.2	28,002	13.5
483	459	.2	28,461	13.7
484	541	.3	29,002	14.0
485	452	.2	29,454	14.2
486	500	.2	29,954	14.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
487	498	.2	30,452	14.7
488	545	.3	30,997	14.9
489	531	.3	31,528	15.2
490	573	.3	32,101	15.5
491	495	.2	32,596	15.7
492	602	.3	33,198	16.0
493	542	.3	33,740	16.3
494	642	.3	34,382	16.6
495	553	.3	34,935	16.8
496	673	.3	35,608	17.2
497	664	.3	36,272	17.5
498	674	.3	36,946	17.8
499	643	.3	37,589	18.1
500	673	.3	38,262	18.4
501	723	.3	38,985	18.8
502	716	.3	39,701	19.1
503	738	.4	40,439	19.5
504	777	.4	41,216	19.9
505	794	.4	42,010	20.3
506	745	.4	42,755	20.6
507	820	.4	43,575	21.0
508	778	.4	44,353	21.4
509	878	.4	45,231	21.8
510	848	.4	46,079	22.2
511	893	.4	46,972	22.6
512	893	.4	47,865	23.1
513	871	.4	48,736	23.5
514	925	.4	49,661	23.9
515	919	.4	50,580	24.4
516	944	.5	51,524	24.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
517	946	.5	52,470	25.3
518	998	.5	53,468	25.8
519	991	.5	54,459	26.3
520	1,092	.5	55,551	26.8
521	998	.5	56,549	27.3
522	1,080	.5	57,629	27.8
523	1,143	.6	58,772	28.3
524	1,050	.5	59,822	28.8
525	1,196	.6	61,018	29.4
526	1,117	.5	62,135	30.0
527	1,161	.6	63,296	30.5
528	1,323	.6	64,619	31.2
529	1,094	.5	65,713	31.7
530	1,377	.7	67,090	32.3
531	1,240	.6	68,330	32.9
532	1,299	.6	69,629	33.6
533	1,241	.6	70,870	34.2
534	1,292	.6	72,162	34.8
535	1,358	.7	73,520	35.4
536	1,421	.7	74,941	36.1
537	1,413	.7	76,354	36.8
538	1,482	.7	77,836	37.5
539	1,396	.7	79,232	38.2
540	1,470	.7	80,702	38.9
541	1,426	.7	82,128	39.6
542	1,461	.7	83,589	40.3
543	1,445	.7	85,034	41.0
544	1,560	.8	86,594	41.7
545	1,519	.7	88,113	42.5
546	1,561	.8	89,674	43.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
547	1,583	.8	91,257	44.0
548	1,459	.7	92,716	44.7
549	1,586	.8	94,302	45.5
550	1,609	.8	95,911	46.2
551	1,711	.8	97,622	47.1
552	1,614	.8	99,236	47.8
553	1,647	.8	100,883	48.6
554	1,580	.8	102,463	49.4
555	1,801	.9	104,264	50.3
556	1,571	.8	105,835	51.0
557	1,769	.9	107,604	51.9
558	1,621	.8	109,225	52.7
559	1,580	.8	110,805	53.4
560	1,656	.8	112,461	54.2
561	1,674	.8	114,135	55.0
562	1,655	.8	115,790	55.8
563	1,787	.9	117,577	56.7
564	1,601	.8	119,178	57.5
565	1,694	.8	120,872	58.3
566	1,670	.8	122,542	59.1
567	1,788	.9	124,330	59.9
568	1,670	.8	126,000	60.7
569	1,658	.8	127,658	61.5
570	1,716	.8	129,374	62.4
571	1,594	.8	130,968	63.1
572	1,694	.8	132,662	64.0
573	1,772	.9	134,434	64.8
574	1,535	.7	135,969	65.5
575	1,649	.8	137,618	66.3
576	1,588	.8	139,206	67.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
577	1,575	.8	140,781	67.9
578	1,597	.8	142,378	68.6
579	1,515	.7	143,893	69.4
580	1,561	.8	145,454	70.1
581	1,528	.7	146,982	70.9
582	1,489	.7	148,471	71.6
583	1,481	.7	149,952	72.3
584	1,529	.7	151,481	73.0
585	1,466	.7	152,947	73.7
586	1,612	.8	154,559	74.5
587	1,274	.6	155,833	75.1
588	1,361	.7	157,194	75.8
589	1,430	.7	158,624	76.5
590	1,329	.6	159,953	77.1
591	1,391	.7	161,344	77.8
592	1,268	.6	162,612	78.4
593	1,309	.6	163,921	79.0
594	1,413	.7	165,334	79.7
595	1,185	.6	166,519	80.3
596	1,254	.6	167,773	80.9
597	1,168	.6	168,941	81.4
598	1,253	.6	170,194	82.0
599	1,188	.6	171,382	82.6
600	1,178	.6	172,560	83.2
601	1,138	.5	173,698	83.7
602	1,212	.6	174,910	84.3
603	968	.5	175,878	84.8
604	1,124	.5	177,002	85.3
605	1,019	.5	178,021	85.8
606	1,011	.5	179,032	86.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
607	1,034	.5	180,066	86.8
608	927	.4	180,993	87.3
609	859	.4	181,852	87.7
610	1,046	.5	182,898	88.2
611	798	.4	183,696	88.6
612	904	.4	184,600	89.0
613	863	.4	185,463	89.4
614	672	.3	186,135	89.7
615	911	.4	187,046	90.2
616	773	.4	187,819	90.5
617	744	.4	188,563	90.9
618	787	.4	189,350	91.3
619	814	.4	190,164	91.7
620	679	.3	190,843	92.0
621	676	.3	191,519	92.3
622	723	.3	192,242	92.7
623	601	.3	192,843	93.0
624	562	.3	193,405	93.2
625	686	.3	194,091	93.6
626	497	.2	194,588	93.8
627	623	.3	195,211	94.1
628	473	.2	195,684	94.3
629	542	.3	196,226	94.6
630	503	.2	196,729	94.8
631	394	.2	197,123	95.0
632	537	.3	197,660	95.3
633	397	.2	198,057	95.5
634	434	.2	198,491	95.7
635	473	.2	198,964	95.9
636	323	.2	199,287	96.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
637	408	.2	199,695	96.3
638	326	.2	200,021	96.4
639	427	.2	200,448	96.6
640	249	.1	200,697	96.8
641	352	.2	201,049	96.9
642	344	.2	201,393	97.1
643	294	.1	201,687	97.2
644	237	.1	201,924	97.3
645	324	.2	202,248	97.5
646	247	.1	202,495	97.6
647	241	.1	202,736	97.7
648	320	.2	203,056	97.9
649	219	.1	203,275	98.0
650	194	.1	203,469	98.1
651	177	.1	203,646	98.2
652	191	.1	203,837	98.3
653	235	.1	204,072	98.4
654	152	.1	204,224	98.5
655	138	.1	204,362	98.5
656	199	.1	204,561	98.6
657	173	.1	204,734	98.7
658	114	.1	204,848	98.8
659	212	.1	205,060	98.9
660	130	.1	205,190	98.9
661	74	.0	205,264	99.0
662	166	.1	205,430	99.0
663	103	.0	205,533	99.1
664	124	.1	205,657	99.1
665	60	.0	205,717	99.2
666	148	.1	205,865	99.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
667	66	.0	205,931	99.3
668	153	.1	206,084	99.3
669	45	.0	206,129	99.4
670	61	.0	206,190	99.4
671	129	.1	206,319	99.5
672	76	.0	206,395	99.5
673	88	.0	206,483	99.5
674	20	.0	206,503	99.6
675	67	.0	206,570	99.6
676	64	.0	206,634	99.6
677	68	.0	206,702	99.6
678	15	.0	206,717	99.7
679	61	.0	206,778	99.7
680	65	.0	206,843	99.7
681	9	.0	206,852	99.7
682	47	.0	206,899	99.7
683	27	.0	206,926	99.8
684	27	.0	206,953	99.8
685	47	.0	207,000	99.8
686	13	.0	207,013	99.8
687	40	.0	207,053	99.8
688	15	.0	207,068	99.8
689	30	.0	207,098	99.8
690	12	.0	207,110	99.8
691	40	.0	207,150	99.9
692	28	.0	207,178	99.9
693	13	.0	207,191	99.9
694	11	.0	207,202	99.9
695	24	.0	207,226	99.9
696	18	.0	207,244	99.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
697	3	.0	207,247	99.9
698	12	.0	207,259	99.9
699	18	.0	207,277	99.9
700	31	.0	207,308	99.9
701	12	.0	207,320	99.9
703	5	.0	207,325	99.9
704	7	.0	207,332	99.9
706	7	.0	207,339	100.0
707	3	.0	207,342	100.0
708	9	.0	207,351	100.0
709	7	.0	207,358	100.0
710	11	.0	207,369	100.0
712	4	.0	207,373	100.0
713	6	.0	207,379	100.0
714	1	.0	207,380	100.0
716	10	.0	207,390	100.0
717	1	.0	207,391	100.0
720	1	.0	207,392	100.0
721	19	.0	207,411	100.0
723	3	.0	207,414	100.0
725	1	.0	207,415	100.0
729	9	.0	207,424	100.0
730	8	.0	207,432	100.0
733	2	.0	207,434	100.0
737	2	.0	207,436	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	4,094	2.1	4,094	2.1
262	28	.0	4,122	2.1
270	20	.0	4,142	2.1
272	75	.0	4,217	2.1
274	24	.0	4,241	2.1
281	4	.0	4,245	2.1
282	70	.0	4,315	2.2
283	42	.0	4,357	2.2
288	30	.0	4,387	2.2
289	33	.0	4,420	2.2
291	5	.0	4,425	2.2
293	39	.0	4,464	2.3
294	46	.0	4,510	2.3
295	8	.0	4,518	2.3
297	52	.0	4,570	2.3
298	14	.0	4,584	2.3
299	1	.0	4,585	2.3
300	18	.0	4,603	2.3
301	19	.0	4,622	2.3
302	12	.0	4,634	2.3
303	26	.0	4,660	2.4
304	29	.0	4,689	2.4
305	17	.0	4,706	2.4
306	29	.0	4,735	2.4
307	32	.0	4,767	2.4
308	20	.0	4,787	2.4
309	10	.0	4,797	2.4
310	17	.0	4,814	2.4
311	1	.0	4,815	2.4
312	31	.0	4,846	2.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
313	23	.0	4,869	2.5
314	39	.0	4,908	2.5
315	33	.0	4,941	2.5
316	19	.0	4,960	2.5
317	18	.0	4,978	2.5
318	28	.0	5,006	2.5
319	14	.0	5,020	2.5
320	58	.0	5,078	2.6
321	28	.0	5,106	2.6
322	16	.0	5,122	2.6
323	17	.0	5,139	2.6
324	29	.0	5,168	2.6
325	44	.0	5,212	2.6
326	53	.0	5,265	2.7
327	12	.0	5,277	2.7
328	65	.0	5,342	2.7
329	23	.0	5,365	2.7
330	19	.0	5,384	2.7
331	64	.0	5,448	2.8
332	30	.0	5,478	2.8
333	19	.0	5,497	2.8
334	46	.0	5,543	2.8
335	62	.0	5,605	2.8
336	30	.0	5,635	2.8
337	50	.0	5,685	2.9
338	40	.0	5,725	2.9
339	46	.0	5,771	2.9
340	64	.0	5,835	2.9
341	40	.0	5,875	3.0
342	29	.0	5,904	3.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
343	37	.0	5,941	3.0
344	74	.0	6,015	3.0
345	32	.0	6,047	3.1
346	30	.0	6,077	3.1
347	54	.0	6,131	3.1
348	39	.0	6,170	3.1
349	64	.0	6,234	3.1
350	49	.0	6,283	3.2
351	38	.0	6,321	3.2
352	48	.0	6,369	3.2
353	57	.0	6,426	3.2
354	49	.0	6,475	3.3
355	42	.0	6,517	3.3
356	43	.0	6,560	3.3
357	48	.0	6,608	3.3
358	53	.0	6,661	3.4
359	52	.0	6,713	3.4
360	44	.0	6,757	3.4
361	53	.0	6,810	3.4
362	65	.0	6,875	3.5
363	60	.0	6,935	3.5
364	70	.0	7,005	3.5
365	45	.0	7,050	3.6
366	54	.0	7,104	3.6
367	58	.0	7,162	3.6
368	54	.0	7,216	3.6
369	76	.0	7,292	3.7
370	38	.0	7,330	3.7
371	70	.0	7,400	3.7
372	61	.0	7,461	3.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
373	60	.0	7,521	3.8
374	67	.0	7,588	3.8
375	84	.0	7,672	3.9
376	55	.0	7,727	3.9
377	83	.0	7,810	3.9
378	69	.0	7,879	4.0
379	61	.0	7,940	4.0
380	66	.0	8,006	4.0
381	91	.0	8,097	4.1
382	79	.0	8,176	4.1
383	58	.0	8,234	4.2
384	75	.0	8,309	4.2
385	60	.0	8,369	4.2
386	98	.0	8,467	4.3
387	60	.0	8,527	4.3
388	77	.0	8,604	4.3
389	57	.0	8,661	4.4
390	107	.1	8,768	4.4
391	69	.0	8,837	4.5
392	96	.0	8,933	4.5
393	96	.0	9,029	4.6
394	78	.0	9,107	4.6
395	75	.0	9,182	4.6
396	77	.0	9,259	4.7
397	95	.0	9,354	4.7
398	87	.0	9,441	4.8
399	113	.1	9,554	4.8
400	88	.0	9,642	4.9
401	63	.0	9,705	4.9
402	96	.0	9,801	5.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
403	70	.0	9,871	5.0
404	82	.0	9,953	5.0
405	80	.0	10,033	5.1
406	106	.1	10,139	5.1
407	80	.0	10,219	5.2
408	82	.0	10,301	5.2
409	116	.1	10,417	5.3
410	85	.0	10,502	5.3
411	89	.0	10,591	5.4
412	126	.1	10,717	5.4
413	106	.1	10,823	5.5
414	103	.1	10,926	5.5
415	95	.0	11,021	5.6
416	108	.1	11,129	5.6
417	101	.1	11,230	5.7
418	119	.1	11,349	5.7
419	105	.1	11,454	5.8
420	106	.1	11,560	5.8
421	125	.1	11,685	5.9
422	117	.1	11,802	6.0
423	108	.1	11,910	6.0
424	115	.1	12,025	6.1
425	104	.1	12,129	6.1
426	116	.1	12,245	6.2
427	97	.0	12,342	6.2
428	145	.1	12,487	6.3
429	126	.1	12,613	6.4
430	140	.1	12,753	6.4
431	111	.1	12,864	6.5
432	139	.1	13,003	6.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
433	108	.1	13,111	6.6
434	146	.1	13,257	6.7
435	145	.1	13,402	6.8
436	162	.1	13,564	6.9
437	145	.1	13,709	6.9
438	116	.1	13,825	7.0
439	168	.1	13,993	7.1
440	116	.1	14,109	7.1
441	129	.1	14,238	7.2
442	162	.1	14,400	7.3
443	157	.1	14,557	7.4
444	139	.1	14,696	7.4
445	143	.1	14,839	7.5
446	169	.1	15,008	7.6
447	160	.1	15,168	7.7
448	151	.1	15,319	7.7
449	140	.1	15,459	7.8
450	189	.1	15,648	7.9
451	151	.1	15,799	8.0
452	175	.1	15,974	8.1
453	168	.1	16,142	8.2
454	172	.1	16,314	8.2
455	171	.1	16,485	8.3
456	185	.1	16,670	8.4
457	187	.1	16,857	8.5
458	186	.1	17,043	8.6
459	163	.1	17,206	8.7
460	180	.1	17,386	8.8
461	220	.1	17,606	8.9
462	195	.1	17,801	9.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
463	207	.1	18,008	9.1
464	203	.1	18,211	9.2
465	212	.1	18,423	9.3
466	223	.1	18,646	9.4
467	211	.1	18,857	9.5
468	215	.1	19,072	9.6
469	232	.1	19,304	9.8
470	237	.1	19,541	9.9
471	245	.1	19,786	10.0
472	198	.1	19,984	10.1
473	234	.1	20,218	10.2
474	218	.1	20,436	10.3
475	247	.1	20,683	10.4
476	256	.1	20,939	10.6
477	252	.1	21,191	10.7
478	265	.1	21,456	10.8
479	255	.1	21,711	11.0
480	252	.1	21,963	11.1
481	265	.1	22,228	11.2
482	278	.1	22,506	11.4
483	304	.2	22,810	11.5
484	268	.1	23,078	11.7
485	313	.2	23,391	11.8
486	271	.1	23,662	12.0
487	317	.2	23,979	12.1
488	284	.1	24,263	12.3
489	296	.1	24,559	12.4
490	310	.2	24,869	12.6
491	298	.2	25,167	12.7
492	308	.2	25,475	12.9



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	313	.2	25,788	13.0
494	357	.2	26,145	13.2
495	349	.2	26,494	13.4
496	378	.2	26,872	13.6
497	381	.2	27,253	13.8
498	360	.2	27,613	13.9
499	362	.2	27,975	14.1
500	356	.2	28,331	14.3
501	431	.2	28,762	14.5
502	373	.2	29,135	14.7
503	385	.2	29,520	14.9
504	421	.2	29,941	15.1
505	402	.2	30,343	15.3
506	440	.2	30,783	15.6
507	441	.2	31,224	15.8
508	428	.2	31,652	16.0
509	399	.2	32,051	16.2
510	485	.2	32,536	16.4
511	488	.2	33,024	16.7
512	448	.2	33,472	16.9
513	473	.2	33,945	17.1
514	495	.3	34,440	17.4
515	457	.2	34,897	17.6
516	523	.3	35,420	17.9
517	576	.3	35,996	18.2
518	511	.3	36,507	18.4
519	496	.3	37,003	18.7
520	505	.3	37,508	18.9
521	556	.3	38,064	19.2
522	534	.3	38,598	19.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
523	654	.3	39,252	19.8
524	483	.2	39,735	20.1
525	646	.3	40,381	20.4
526	561	.3	40,942	20.7
527	630	.3	41,572	21.0
528	704	.4	42,276	21.4
529	712	.4	42,988	21.7
530	689	.3	43,677	22.1
531	686	.3	44,363	22.4
532	665	.3	45,028	22.7
533	712	.4	45,740	23.1
534	733	.4	46,473	23.5
535	770	.4	47,243	23.9
536	660	.3	47,903	24.2
537	732	.4	48,635	24.6
538	707	.4	49,342	24.9
539	841	.4	50,183	25.4
540	722	.4	50,905	25.7
541	978	.5	51,883	26.2
542	725	.4	52,608	26.6
543	849	.4	53,457	27.0
544	930	.5	54,387	27.5
545	817	.4	55,204	27.9
546	766	.4	55,970	28.3
547	1,044	.5	57,014	28.8
548	805	.4	57,819	29.2
549	905	.5	58,724	29.7
550	911	.5	59,635	30.1
551	928	.5	60,563	30.6
552	841	.4	61,404	31.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
553	1,203	.6	62,607	31.6
554	890	.4	63,497	32.1
555	947	.5	64,444	32.6
556	1,169	.6	65,613	33.1
557	857	.4	66,470	33.6
558	1,081	.5	67,551	34.1
559	1,152	.6	68,703	34.7
560	1,074	.5	69,777	35.2
561	1,058	.5	70,835	35.8
562	1,043	.5	71,878	36.3
563	1,127	.6	73,005	36.9
564	1,069	.5	74,074	37.4
565	1,272	.6	75,346	38.1
566	1,074	.5	76,420	38.6
567	1,034	.5	77,454	39.1
568	1,329	.7	78,783	39.8
569	1,096	.6	79,879	40.4
570	1,192	.6	81,071	41.0
571	1,232	.6	82,303	41.6
572	1,171	.6	83,474	42.2
573	1,252	.6	84,726	42.8
574	1,200	.6	85,926	43.4
575	1,227	.6	87,153	44.0
576	1,286	.6	88,439	44.7
577	1,279	.6	89,718	45.3
578	1,217	.6	90,935	45.9
579	1,526	.8	92,461	46.7
580	1,120	.6	93,581	47.3
581	1,446	.7	95,027	48.0
582	1,297	.7	96,324	48.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
583	1,267	.6	97,591	49.3
584	1,292	.7	98,883	50.0
585	1,309	.7	100,192	50.6
586	1,413	.7	101,605	51.3
587	1,320	.7	102,925	52.0
588	1,403	.7	104,328	52.7
589	1,334	.7	105,662	53.4
590	1,338	.7	107,000	54.1
591	1,369	.7	108,369	54.7
592	1,303	.7	109,672	55.4
593	1,421	.7	111,093	56.1
594	1,399	.7	112,492	56.8
595	1,404	.7	113,896	57.5
596	1,258	.6	115,154	58.2
597	1,494	.8	116,648	58.9
598	1,315	.7	117,963	59.6
599	1,356	.7	119,319	60.3
600	1,361	.7	120,680	61.0
601	1,365	.7	122,045	61.7
602	1,442	.7	123,487	62.4
603	1,184	.6	124,671	63.0
604	1,380	.7	126,051	63.7
605	1,343	.7	127,394	64.4
606	1,424	.7	128,818	65.1
607	1,377	.7	130,195	65.8
608	1,217	.6	131,412	66.4
609	1,352	.7	132,764	67.1
610	1,309	.7	134,073	67.7
611	1,288	.7	135,361	68.4
612	1,198	.6	136,559	69.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
613	1,474	.7	138,033	69.7
614	1,303	.7	139,336	70.4
615	1,317	.7	140,653	71.1
616	1,246	.6	141,899	71.7
617	1,192	.6	143,091	72.3
618	1,310	.7	144,401	72.9
619	1,170	.6	145,571	73.5
620	1,202	.6	146,773	74.1
621	1,014	.5	147,787	74.7
622	1,467	.7	149,254	75.4
623	1,004	.5	150,258	75.9
624	1,252	.6	151,510	76.5
625	1,201	.6	152,711	77.1
626	1,140	.6	153,851	77.7
627	1,173	.6	155,024	78.3
628	1,104	.6	156,128	78.9
629	1,111	.6	157,239	79.4
630	1,059	.5	158,298	80.0
631	1,154	.6	159,452	80.5
632	917	.5	160,369	81.0
633	1,110	.6	161,479	81.6
634	931	.5	162,410	82.0
635	1,082	.5	163,492	82.6
636	1,028	.5	164,520	83.1
637	1,076	.5	165,596	83.7
638	967	.5	166,563	84.1
639	1,036	.5	167,599	84.7
640	887	.4	168,486	85.1
641	841	.4	169,327	85.5
642	989	.5	170,316	86.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
643	759	.4	171,075	86.4
644	813	.4	171,888	86.8
645	968	.5	172,856	87.3
646	875	.4	173,731	87.8
647	783	.4	174,514	88.2
648	755	.4	175,269	88.5
649	800	.4	176,069	88.9
650	801	.4	176,870	89.3
651	760	.4	177,630	89.7
652	697	.4	178,327	90.1
653	721	.4	179,048	90.4
654	652	.3	179,700	90.8
655	642	.3	180,342	91.1
656	752	.4	181,094	91.5
657	680	.3	181,774	91.8
658	574	.3	182,348	92.1
659	617	.3	182,965	92.4
660	671	.3	183,636	92.8
661	478	.2	184,114	93.0
662	649	.3	184,763	93.3
663	464	.2	185,227	93.6
664	632	.3	185,859	93.9
665	483	.2	186,342	94.1
666	533	.3	186,875	94.4
667	440	.2	187,315	94.6
668	464	.2	187,779	94.9
669	316	.2	188,095	95.0
670	550	.3	188,645	95.3
671	465	.2	189,110	95.5
672	298	.2	189,408	95.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
673	352	.2	189,760	95.9
674	409	.2	190,169	96.1
675	351	.2	190,520	96.2
676	325	.2	190,845	96.4
677	360	.2	191,205	96.6
678	283	.1	191,488	96.7
679	368	.2	191,856	96.9
680	286	.1	192,142	97.1
681	272	.1	192,414	97.2
682	318	.2	192,732	97.4
683	281	.1	193,013	97.5
684	156	.1	193,169	97.6
685	305	.2	193,474	97.7
686	186	.1	193,660	97.8
687	255	.1	193,915	98.0
688	231	.1	194,146	98.1
689	184	.1	194,330	98.2
690	151	.1	194,481	98.2
691	235	.1	194,716	98.4
692	109	.1	194,825	98.4
693	239	.1	195,064	98.5
694	162	.1	195,226	98.6
695	133	.1	195,359	98.7
696	113	.1	195,472	98.7
697	213	.1	195,685	98.9
698	40	.0	195,725	98.9
699	156	.1	195,881	99.0
700	85	.0	195,966	99.0
701	145	.1	196,111	99.1
702	128	.1	196,239	99.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
703	89	.0	196,328	99.2
704	53	.0	196,381	99.2
705	185	.1	196,566	99.3
706	45	.0	196,611	99.3
707	56	.0	196,667	99.3
708	84	.0	196,751	99.4
709	73	.0	196,824	99.4
710	31	.0	196,855	99.4
711	86	.0	196,941	99.5
712	59	.0	197,000	99.5
713	70	.0	197,070	99.6
714	79	.0	197,149	99.6
715	33	.0	197,182	99.6
716	52	.0	197,234	99.6
717	49	.0	197,283	99.7
718	63	.0	197,346	99.7
719	30	.0	197,376	99.7
720	41	.0	197,417	99.7
721	29	.0	197,446	99.7
722	34	.0	197,480	99.8
723	14	.0	197,494	99.8
724	26	.0	197,520	99.8
725	28	.0	197,548	99.8
726	51	.0	197,599	99.8
727	3	.0	197,602	99.8
728	52	.0	197,654	99.8
729	9	.0	197,663	99.9
730	10	.0	197,673	99.9
731	2	.0	197,675	99.9
732	31	.0	197,706	99.9

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

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
733	3	.0	197,709	99.9
734	24	.0	197,733	99.9
735	17	.0	197,750	99.9
736	9	.0	197,759	99.9
737	6	.0	197,765	99.9
738	46	.0	197,811	99.9
740	28	.0	197,839	99.9
741	5	.0	197,844	99.9
742	5	.0	197,849	99.9
743	6	.0	197,855	99.9
744	10	.0	197,865	100.0
745	4	.0	197,869	100.0
746	17	.0	197,886	100.0
749	6	.0	197,892	100.0
751	2	.0	197,894	100.0
752	12	.0	197,906	100.0
755	11	.0	197,917	100.0
757	3	.0	197,920	100.0
759	17	.0	197,937	100.0
761	18	.0	197,955	100.0

Initial Assessment Data

**Table I-31: Scale Score Frequency Distribution, Initial Assessment,**

**Listening, Grade Span K–1**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	42,218	20.8	42,218	20.8
269	1	.0	42,219	20.8
285	18,037	8.9	60,256	29.7
338	18,098	8.9	78,354	38.6
363	17,245	8.5	95,599	47.1
376	1	.0	95,600	47.1
380	15,985	7.9	111,585	55.0
393	15,077	7.4	126,662	62.4
402	1	.0	126,663	62.4
406	13,891	6.8	140,554	69.3
418	12,233	6.0	152,787	75.3
430	10,488	5.2	163,275	80.5
442	8,850	4.4	172,125	84.9
454	7,568	3.7	179,693	88.6
467	6,452	3.2	186,145	91.8
480	5,096	2.5	191,241	94.3
494	3,988	2.0	195,229	96.3
509	3,140	1.5	198,369	97.8
528	2,302	1.1	200,671	98.9
562	1,420	.7	202,091	99.6
570	737	.4	202,828	100.0

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

**Listening, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,761	24.7	2,761	24.7
285	446	4.0	3,207	28.7
317	1	.0	3,208	28.7
338	342	3.1	3,550	31.8
363	257	2.3	3,807	34.1
380	238	2.1	4,045	36.2
393	251	2.2	4,296	38.5
406	260	2.3	4,556	40.8
418	289	2.6	4,845	43.4
430	329	2.9	5,174	46.3
442	395	3.5	5,569	49.9
454	483	4.3	6,052	54.2
467	607	5.4	6,659	59.6
480	730	6.5	7,389	66.2
494	787	7.0	8,176	73.2
509	814	7.3	8,990	80.5
523	1	.0	8,991	80.5
528	839	7.5	9,830	88.0
562	812	7.3	10,642	95.3
570	527	4.7	11,169	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,505	20.8	5,505	20.8
241	1,054	4.0	6,559	24.8
335	1,207	4.6	7,766	29.4
372	1,299	4.9	9,065	34.3
373	1	.0	9,066	34.3
399	1,423	5.4	10,489	39.7
423	1,248	4.7	11,737	44.4
444	1,283	4.9	13,020	49.3
464	1,336	5.1	14,356	54.3
484	1,431	5.4	15,787	59.8
502	1,473	5.6	17,260	65.3
521	1,621	6.1	18,881	71.5
541	1,696	6.4	20,577	77.9
563	1,703	6.4	22,280	84.3
589	1,635	6.2	23,915	90.5
633	1,438	5.4	25,353	96.0
640	1,061	4.0	26,414	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	6,767	31.3	6,767	31.3
350	1,201	5.5	7,968	36.8
410	1,033	4.8	9,001	41.6
445	904	4.2	9,905	45.7
471	771	3.6	10,676	49.3
494	808	3.7	11,484	53.0
514	853	3.9	12,337	57.0
534	900	4.2	13,237	61.1
555	1,041	4.8	14,278	65.9
576	1,209	5.6	15,487	71.5
599	1,349	6.2	16,836	77.8
625	1,385	6.4	18,221	84.2
660	1,396	6.4	19,617	90.6
715	2,034	9.4	21,651	100.0

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*Appendix I: Scale Score Frequency Distributions*

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

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

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>	<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>230</b>	7,058	23.5	7,058	23.5	<b>140</b>	31,333	15.4	31,333	15.4
<b>360</b>	1,442	4.8	8,500	28.3	<b>273</b>	7,085	3.5	38,418	18.9
<b>414</b>	1,580	5.3	10,080	33.5	<b>304</b>	5,824	2.9	44,242	21.8
<b>449</b>	1,567	5.2	11,647	38.7	<b>319</b>	1	.0	44,243	21.8
<b>477</b>	1,419	4.7	13,066	43.4	<b>323</b>	5,428	2.7	49,671	24.5
<b>502</b>	1,346	4.5	14,412	47.9	<b>337</b>	5,527	2.7	55,198	27.2
<b>525</b>	1,315	4.4	15,727	52.3	<b>348</b>	5,869	2.9	61,067	30.1
<b>549</b>	1,443	4.8	17,170	57.1	<b>358</b>	6,058	3.0	67,125	33.1
<b>573</b>	1,658	5.5	18,828	62.6	<b>367</b>	6,518	3.2	73,643	36.3
<b>600</b>	1,831	6.1	20,659	68.7	<b>375</b>	6,846	3.4	80,489	39.7
<b>630</b>	2,022	6.7	22,681	75.4	<b>383</b>	7,200	3.5	87,689	43.2
<b>666</b>	2,195	7.3	24,876	82.7	<b>389</b>	1	.0	87,690	43.2
<b>710</b>	2,214	7.4	27,090	90.1	<b>390</b>	7,404	3.7	95,094	46.9
<b>725</b>	2,982	9.9	30,072	100.0	<b>397</b>	7,604	3.7	102,698	50.6
					<b>403</b>	8,032	4.0	110,730	54.6
					<b>410</b>	7,897	3.9	118,627	58.5
					<b>416</b>	7,894	3.9	126,521	62.4
					<b>423</b>	7,667	3.8	134,188	66.2
					<b>429</b>	7,492	3.7	141,680	69.9
					<b>435</b>	7,092	3.5	148,772	73.3
					<b>441</b>	6,696	3.3	155,468	76.7
					<b>448</b>	6,351	3.1	161,819	79.8
					<b>455</b>	6,030	3.0	167,849	82.8
					<b>462</b>	5,813	2.9	173,662	85.6
					<b>469</b>	5,440	2.7	179,102	88.3
					<b>474</b>	1	.0	179,103	88.3
					<b>478</b>	5,004	2.5	184,107	90.8
					<b>487</b>	4,524	2.2	188,631	93.0
					<b>499</b>	4,152	2.0	192,783	95.0



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>513</b>	3,633	1.8	196,416	96.8
<b>533</b>	2,939	1.4	199,355	98.3
<b>568</b>	2,339	1.2	201,694	99.4
<b>630</b>	1,134	.6	202,828	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>140</b>	3,162	28.3	3,162	28.3
<b>273</b>	269	2.4	3,431	30.7
<b>304</b>	162	1.5	3,593	32.2
<b>323</b>	128	1.1	3,721	33.3
<b>337</b>	85	.8	3,806	34.1
<b>348</b>	91	.8	3,897	34.9
<b>358</b>	74	.7	3,971	35.6
<b>367</b>	66	.6	4,037	36.1
<b>371</b>	1	.0	4,038	36.2
<b>375</b>	82	.7	4,120	36.9
<b>383</b>	75	.7	4,195	37.6
<b>390</b>	75	.7	4,270	38.2
<b>397</b>	95	.9	4,365	39.1
<b>403</b>	92	.8	4,457	39.9
<b>410</b>	97	.9	4,554	40.8
<b>416</b>	112	1.0	4,666	41.8
<b>423</b>	143	1.3	4,809	43.1
<b>429</b>	148	1.3	4,957	44.4
<b>435</b>	182	1.6	5,139	46.0
<b>441</b>	204	1.8	5,343	47.8
<b>448</b>	248	2.2	5,591	50.1
<b>455</b>	267	2.4	5,858	52.4
<b>462</b>	326	2.9	6,184	55.4
<b>469</b>	388	3.5	6,572	58.8
<b>478</b>	496	4.4	7,068	63.3
<b>487</b>	496	4.4	7,564	67.7
<b>492</b>	1	.0	7,565	67.7
<b>499</b>	672	6.0	8,237	73.7
<b>513</b>	711	6.4	8,948	80.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>533</b>	775	6.9	9,723	87.1
<b>568</b>	843	7.5	10,566	94.6
<b>630</b>	603	5.4	11,169	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>200</b>	7,251	27.5	7,251	27.5
<b>308</b>	1,141	4.3	8,392	31.8
<b>341</b>	736	2.8	9,128	34.6
<b>361</b>	448	1.7	9,576	36.3
<b>376</b>	341	1.3	9,917	37.5
<b>388</b>	298	1.1	10,215	38.7
<b>398</b>	285	1.1	10,500	39.8
<b>407</b>	295	1.1	10,795	40.9
<b>416</b>	259	1.0	11,054	41.8
<b>424</b>	283	1.1	11,337	42.9
<b>431</b>	330	1.2	11,667	44.2
<b>438</b>	316	1.2	11,983	45.4
<b>446</b>	388	1.5	12,371	46.8
<b>447</b>	1	.0	12,372	46.8
<b>453</b>	429	1.6	12,801	48.5
<b>460</b>	458	1.7	13,259	50.2
<b>467</b>	524	2.0	13,783	52.2
<b>474</b>	583	2.2	14,366	54.4
<b>481</b>	639	2.4	15,005	56.8
<b>488</b>	665	2.5	15,670	59.3
<b>496</b>	697	2.6	16,367	62.0
<b>503</b>	798	3.0	17,165	65.0
<b>512</b>	802	3.0	17,967	68.0
<b>520</b>	916	3.5	18,883	71.5
<b>530</b>	976	3.7	19,859	75.2
<b>540</b>	1,029	3.9	20,888	79.1
<b>552</b>	1,144	4.3	22,032	83.4
<b>566</b>	1,137	4.3	23,169	87.7
<b>584</b>	1,186	4.5	24,355	92.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>615</b>	1,119	4.2	25,474	96.4
<b>720</b>	940	3.6	26,414	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>225</b>	5,776	26.7	5,776	26.7
<b>300</b>	1,063	4.9	6,839	31.6
<b>340</b>	623	2.9	7,462	34.5
<b>363</b>	421	1.9	7,883	36.4
<b>380</b>	325	1.5	8,208	37.9
<b>394</b>	290	1.3	8,498	39.2
<b>405</b>	254	1.2	8,752	40.4
<b>416</b>	292	1.3	9,044	41.8
<b>425</b>	287	1.3	9,331	43.1
<b>433</b>	268	1.2	9,599	44.3
<b>442</b>	285	1.3	9,884	45.7
<b>450</b>	284	1.3	10,168	47.0
<b>457</b>	265	1.2	10,433	48.2
<b>465</b>	323	1.5	10,756	49.7
<b>473</b>	360	1.7	11,116	51.3
<b>481</b>	370	1.7	11,486	53.1
<b>488</b>	1	.0	11,487	53.1
<b>489</b>	425	2.0	11,912	55.0
<b>497</b>	437	2.0	12,349	57.0
<b>505</b>	483	2.2	12,832	59.3
<b>514</b>	584	2.7	13,416	62.0
<b>523</b>	623	2.9	14,039	64.8
<b>533</b>	678	3.1	14,717	68.0
<b>545</b>	829	3.8	15,546	71.8
<b>557</b>	869	4.0	16,415	75.8
<b>572</b>	963	4.4	17,378	80.3
<b>590</b>	959	4.4	18,337	84.7
<b>612</b>	988	4.6	19,325	89.3
<b>641</b>	936	4.3	20,261	93.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
687	799	3.7	21,060	97.3
720	591	2.7	21,651	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
235	8,492	28.2	8,492	28.2
319	1,393	4.6	9,885	32.9
361	702	2.3	10,587	35.2
386	555	1.8	11,142	37.1
404	439	1.5	11,581	38.5
418	389	1.3	11,970	39.8
431	357	1.2	12,327	41.0
442	374	1.2	12,701	42.2
452	383	1.3	13,084	43.5
459	1	.0	13,085	43.5
461	367	1.2	13,452	44.7
470	432	1.4	13,884	46.2
478	451	1.5	14,335	47.7
486	464	1.5	14,799	49.2
494	509	1.7	15,308	50.9
502	494	1.6	15,802	52.5
510	582	1.9	16,384	54.5
518	642	2.1	17,026	56.6
527	697	2.3	17,723	58.9
535	828	2.8	18,551	61.7
545	928	3.1	19,479	64.8
555	994	3.3	20,473	68.1
566	1,091	3.6	21,564	71.7
578	1,156	3.8	22,720	75.6
591	1,165	3.9	23,885	79.4
607	1,153	3.8	25,038	83.3
626	1,234	4.1	26,272	87.4
649	1,165	3.9	27,437	91.2
680	1,011	3.4	28,448	94.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>731</b>	908	3.0	29,356	97.6
<b>740</b>	716	2.4	30,072	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
<b>220</b>	58,330	28.8	58,330	28.8
<b>233</b>	16,477	8.1	74,807	36.9
<b>248</b>	15,304	7.5	90,111	44.4
<b>259</b>	14,169	7.0	104,280	51.4
<b>270</b>	13,033	6.4	117,313	57.8
<b>280</b>	12,634	6.2	129,947	64.1
<b>291</b>	12,084	6.0	142,031	70.0
<b>304</b>	11,263	5.6	153,294	75.6
<b>318</b>	9,807	4.8	163,101	80.4
<b>331</b>	7,940	3.9	171,041	84.3
<b>344</b>	6,051	3.0	177,092	87.3
<b>356</b>	4,631	2.3	181,723	89.6
<b>368</b>	3,695	1.8	185,418	91.4
<b>381</b>	3,172	1.6	188,590	93.0
<b>394</b>	2,867	1.4	191,457	94.4
<b>409</b>	2,574	1.3	194,031	95.7
<b>427</b>	2,582	1.3	196,613	96.9
<b>450</b>	2,407	1.2	199,020	98.1
<b>488</b>	2,302	1.1	201,322	99.3
<b>570</b>	1,506	.7	202,828	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	3,087	27.6	3,087	27.6
321	431	3.9	3,518	31.5
373	531	4.8	4,049	36.3
395	573	5.1	4,622	41.4
408	519	4.6	5,141	46.0
419	499	4.5	5,640	50.5
427	405	3.6	6,045	54.1
434	335	3.0	6,380	57.1
441	299	2.7	6,679	59.8
447	279	2.5	6,958	62.3
453	266	2.4	7,224	64.7
459	237	2.1	7,461	66.8
464	278	2.5	7,739	69.3
470	256	2.3	7,995	71.6
476	295	2.6	8,290	74.2
481	256	2.3	8,546	76.5
487	275	2.5	8,821	79.0
493	276	2.5	9,097	81.4
498	226	2.0	9,323	83.5
504	225	2.0	9,548	85.5
511	235	2.1	9,783	87.6
518	216	1.9	9,999	89.5
525	260	2.3	10,259	91.9
534	200	1.8	10,459	93.6
543	188	1.7	10,647	95.3
556	188	1.7	10,835	97.0
573	166	1.5	11,001	98.5
601	119	1.1	11,120	99.6
650	49	.4	11,169	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
280	6,824	25.8	6,824	25.8
370	1,115	4.2	7,939	30.1
411	1,325	5.0	9,264	35.1
431	1,314	5.0	10,578	40.0
446	1,307	4.9	11,885	45.0
457	1,054	4.0	12,939	49.0
466	898	3.4	13,837	52.4
474	817	3.1	14,654	55.5
481	680	2.6	15,334	58.1
487	617	2.3	15,951	60.4
493	577	2.2	16,528	62.6
499	515	1.9	17,043	64.5
504	545	2.1	17,588	66.6
510	519	2.0	18,107	68.6
515	509	1.9	18,616	70.5
521	490	1.9	19,106	72.3
526	537	2.0	19,643	74.4
531	543	2.1	20,186	76.4
537	506	1.9	20,692	78.3
543	549	2.1	21,241	80.4
549	519	2.0	21,760	82.4
555	545	2.1	22,305	84.4
563	530	2.0	22,835	86.5
570	541	2.0	23,376	88.5
579	558	2.1	23,934	90.6
589	533	2.0	24,467	92.6
602	557	2.1	25,024	94.7
620	583	2.2	25,607	96.9
649	493	1.9	26,100	98.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
700	314	1.2	26,414	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	4,877	22.5	4,877	22.5	750	242	1.1	21,651	100.0
338	798	3.7	5,675	26.2					
428	935	4.3	6,610	30.5					
458	982	4.5	7,592	35.1					
477	930	4.3	8,522	39.4					
491	823	3.8	9,345	43.2					
503	726	3.4	10,071	46.5					
513	618	2.9	10,689	49.4					
522	576	2.7	11,265	52.0					
530	505	2.3	11,770	54.4					
537	542	2.5	12,312	56.9					
545	472	2.2	12,784	59.0					
551	496	2.3	13,280	61.3					
558	436	2.0	13,716	63.4					
565	442	2.0	14,158	65.4					
571	490	2.3	14,648	67.7					
577	511	2.4	15,159	70.0					
584	492	2.3	15,651	72.3					
590	487	2.2	16,138	74.5					
597	506	2.3	16,644	76.9					
604	570	2.6	17,214	79.5					
612	529	2.4	17,743	82.0					
620	549	2.5	18,292	84.5					
629	567	2.6	18,859	87.1					
639	568	2.6	19,427	89.7					
651	536	2.5	19,963	92.2					
666	550	2.5	20,513	94.7					
686	503	2.3	21,016	97.1					
721	393	1.8	21,409	98.9					



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
320	6,545	21.8	6,545	21.8
398	1,049	3.5	7,594	25.3
445	1,163	3.9	8,757	29.1
472	1,212	4.0	9,969	33.2
492	1,171	3.9	11,140	37.0
508	1,172	3.9	12,312	40.9
522	1,060	3.5	13,372	44.5
535	919	3.1	14,291	47.5
546	838	2.8	15,129	50.3
557	805	2.7	15,934	53.0
567	754	2.5	16,688	55.5
577	815	2.7	17,503	58.2
586	796	2.6	18,299	60.9
595	827	2.8	19,126	63.6
604	785	2.6	19,911	66.2
612	795	2.6	20,706	68.9
621	805	2.7	21,511	71.5
629	820	2.7	22,331	74.3
638	869	2.9	23,200	77.1
647	796	2.6	23,996	79.8
656	849	2.8	24,845	82.6
666	847	2.8	25,692	85.4
677	832	2.8	26,524	88.2
689	792	2.6	27,316	90.8
703	738	2.5	28,054	93.3
721	693	2.3	28,747	95.6
745	557	1.9	29,304	97.4
770	768	2.6	30,072	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	43,017	21.2	43,017	21.2
230	11,509	5.7	54,526	26.9
247	13,312	6.6	67,838	33.4
262	14,836	7.3	82,674	40.8
275	15,648	7.7	98,322	48.5
287	15,789	7.8	114,111	56.3
299	14,074	6.9	128,185	63.2
310	12,356	6.1	140,541	69.3
320	10,748	5.3	151,289	74.6
331	9,145	4.5	160,434	79.1
342	8,000	3.9	168,434	83.0
353	6,881	3.4	175,315	86.4
363	6,092	3.0	181,407	89.4
374	5,058	2.5	186,465	91.9
385	3,936	1.9	190,401	93.9
396	3,159	1.6	193,560	95.4
407	2,368	1.2	195,928	96.6
419	1,862	.9	197,790	97.5
431	1,382	.7	199,172	98.2
444	1,124	.6	200,296	98.8
460	858	.4	201,154	99.2
480	717	.4	201,871	99.5
511	584	.3	202,455	99.8
600	373	.2	202,828	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	2,964	26.5	2,964	26.5
307	375	3.4	3,339	29.9
356	383	3.4	3,722	33.3
378	342	3.1	4,064	36.4
393	348	3.1	4,412	39.5
405	267	2.4	4,679	41.9
415	274	2.5	4,953	44.3
424	272	2.4	5,225	46.8
431	290	2.6	5,515	49.4
438	268	2.4	5,783	51.8
444	275	2.5	6,058	54.2
450	302	2.7	6,360	56.9
456	263	2.4	6,623	59.3
462	298	2.7	6,921	62.0
468	309	2.8	7,230	64.7
474	299	2.7	7,529	67.4
479	328	2.9	7,857	70.3
485	343	3.1	8,200	73.4
492	341	3.1	8,541	76.5
499	419	3.8	8,960	80.2
506	356	3.2	9,316	83.4
514	386	3.5	9,702	86.9
524	360	3.2	10,062	90.1
535	349	3.1	10,411	93.2
548	292	2.6	10,703	95.8
564	217	1.9	10,920	97.8
582	133	1.2	11,053	99.0
603	79	.7	11,132	99.7
629	29	.3	11,161	99.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
666	8	.1	11,169	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	6,181	23.4	6,181	23.4	661	433	1.6	26,281	99.5
297	759	2.9	6,940	26.3	740	133	.5	26,414	100.0
343	762	2.9	7,702	29.2					
367	683	2.6	8,385	31.7					
384	539	2.0	8,924	33.8					
398	508	1.9	9,432	35.7					
410	447	1.7	9,879	37.4					
420	456	1.7	10,335	39.1					
430	453	1.7	10,788	40.8					
438	526	2.0	11,314	42.8					
447	488	1.8	11,802	44.7					
454	500	1.9	12,302	46.6					
461	552	2.1	12,854	48.7					
469	501	1.9	13,355	50.6					
476	550	2.1	13,905	52.6					
483	608	2.3	14,513	54.9					
490	704	2.7	15,217	57.6					
497	695	2.6	15,912	60.2					
504	758	2.9	16,670	63.1					
511	786	3.0	17,456	66.1					
519	873	3.3	18,329	69.4					
527	884	3.3	19,213	72.7					
536	934	3.5	20,147	76.3					
545	1,007	3.8	21,154	80.1					
556	1,040	3.9	22,194	84.0					
568	1,121	4.2	23,315	88.3					
582	997	3.8	24,312	92.0					
599	858	3.2	25,170	95.3					
623	678	2.6	25,848	97.9					

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	4,401	20.3	4,401	20.3
295	577	2.7	4,978	23.0
342	578	2.7	5,556	25.7
369	551	2.5	6,107	28.2
388	503	2.3	6,610	30.5
404	375	1.7	6,985	32.3
418	404	1.9	7,389	34.1
431	379	1.8	7,768	35.9
442	430	2.0	8,198	37.9
453	437	2.0	8,635	39.9
462	442	2.0	9,077	41.9
472	487	2.2	9,564	44.2
480	508	2.3	10,072	46.5
488	464	2.1	10,536	48.7
496	466	2.2	11,002	50.8
504	455	2.1	11,457	52.9
511	484	2.2	11,941	55.2
519	502	2.3	12,443	57.5
526	533	2.5	12,976	59.9
534	589	2.7	13,565	62.7
542	727	3.4	14,292	66.0
551	737	3.4	15,029	69.4
561	770	3.6	15,799	73.0
572	941	4.3	16,740	77.3
584	1,023	4.7	17,763	82.0
599	998	4.6	18,761	86.7
617	1,016	4.7	19,777	91.3
642	864	4.0	20,641	95.3
680	611	2.8	21,252	98.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
764	332	1.5	21,584	99.7
780	67	.3	21,651	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	5,510	18.3	5,510	18.3
263	562	1.9	6,072	20.2
314	579	1.9	6,651	22.1
346	608	2.0	7,259	24.1
370	578	1.9	7,837	26.1
389	575	1.9	8,412	28.0
405	554	1.8	8,966	29.8
420	586	1.9	9,552	31.8
432	556	1.8	10,108	33.6
444	523	1.7	10,631	35.4
455	519	1.7	11,150	37.1
465	491	1.6	11,641	38.7
475	550	1.8	12,191	40.5
484	564	1.9	12,755	42.4
493	596	2.0	13,351	44.4
502	712	2.4	14,063	46.8
509	1	.0	14,064	46.8
511	713	2.4	14,777	49.1
520	718	2.4	15,495	51.5
530	799	2.7	16,294	54.2
540	941	3.1	17,235	57.3
551	1,005	3.3	18,240	60.7
562	1,234	4.1	19,474	64.8
575	1,335	4.4	20,809	69.2
588	1,463	4.9	22,272	74.1
604	1,590	5.3	23,862	79.3
623	1,662	5.5	25,524	84.9
646	1,575	5.2	27,099	90.1
668	1	.0	27,100	90.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
678	1,365	4.5	28,465	94.7
727	962	3.2	29,427	97.9
810	645	2.1	30,072	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
220	24,876	12.3	24,876	12.3	307	58	.0	90,010	44.4
226	3,923	1.9	28,799	14.2	308	353	.2	90,363	44.6
234	3,109	1.5	31,908	15.7	309	1,123	.6	91,486	45.1
239	2,458	1.2	34,366	16.9	311	1,596	.8	93,082	45.9
244	1	.0	34,367	16.9	312	1	.0	93,083	45.9
245	1,968	1.0	36,335	17.9	313	3,872	1.9	96,955	47.8
250	1,616	.8	37,951	18.7	314	2,757	1.4	99,712	49.2
252	7,020	3.5	44,971	22.2	316	1,305	.6	101,017	49.8
255	1,353	.7	46,324	22.8	319	4,374	2.2	105,391	52.0
259	2,118	1.0	48,442	23.9	320	1,487	.7	106,878	52.7
262	971	.5	49,413	24.4	321	2,177	1.1	109,055	53.8
266	1,881	.9	51,294	25.3	323	20	.0	109,075	53.8
269	734	.4	52,028	25.7	325	3,414	1.7	112,489	55.5
272	1,514	.7	53,542	26.4	326	1,363	.7	113,852	56.1
275	442	.2	53,984	26.6	327	2,285	1.1	116,137	57.3
277	1,247	.6	55,231	27.2	328	641	.3	116,778	57.6
279	6,218	3.1	61,449	30.3	330	1,258	.6	118,036	58.2
282	1,382	.7	62,831	31.0	331	2,653	1.3	120,689	59.5
285	2,140	1.1	64,971	32.0	332	1,121	.6	121,810	60.1
288	1,073	.5	66,044	32.6	333	1,847	.9	123,657	61.0
291	5,171	2.5	71,215	35.1	334	455	.2	124,112	61.2
293	1,822	.9	73,037	36.0	335	1,168	.6	125,280	61.8
294	853	.4	73,890	36.4	336	1,216	.6	126,496	62.4
298	3,361	1.7	77,251	38.1	337	917	.5	127,413	62.8
300	4,169	2.1	81,420	40.1	338	2,028	1.0	129,441	63.8
301	544	.3	81,964	40.4	339	710	.4	130,151	64.2
304	1,365	.7	83,329	41.1	340	763	.4	130,914	64.5
305	1,737	.9	85,066	41.9	341	254	.1	131,168	64.7
306	4,886	2.4	89,952	44.3	342	2,160	1.1	133,328	65.7

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
343	1,741	.9	135,069	66.6	376	99	.0	165,904	81.8
344	1,647	.8	136,716	67.4	378	125	.1	166,029	81.9
345	460	.2	137,176	67.6	379	1,051	.5	167,080	82.4
347	713	.4	137,889	68.0	380	2,065	1.0	169,145	83.4
348	2,215	1.1	140,104	69.1	381	943	.5	170,088	83.9
349	1,856	.9	141,960	70.0	382	158	.1	170,246	83.9
350	1,660	.8	143,620	70.8	384	64	.0	170,310	84.0
351	304	.1	143,924	71.0	385	819	.4	171,129	84.4
353	493	.2	144,417	71.2	386	1,320	.7	172,449	85.0
354	1,015	.5	145,432	71.7	387	1,597	.8	174,046	85.8
355	3,406	1.7	148,838	73.4	388	23	.0	174,069	85.8
356	1,068	.5	149,906	73.9	389	68	.0	174,137	85.9
357	318	.2	150,224	74.1	391	7	.0	174,144	85.9
359	290	.1	150,514	74.2	392	1,606	.8	175,750	86.6
360	822	.4	151,336	74.6	393	1,560	.8	177,310	87.4
361	1,694	.8	153,030	75.4	394	173	.1	177,483	87.5
362	2,447	1.2	155,477	76.7	395	41	.0	177,524	87.5
363	345	.2	155,822	76.8	397	3	.0	177,527	87.5
364	176	.1	155,998	76.9	399	2,569	1.3	180,096	88.8
365	160	.1	156,158	77.0	400	277	.1	180,373	88.9
366	769	.4	156,927	77.4	401	110	.1	180,483	89.0
367	1,343	.7	158,270	78.0	403	69	.0	180,552	89.0
368	2,537	1.3	160,807	79.3	404	38	.0	180,590	89.0
369	161	.1	160,968	79.4	405	1,835	.9	182,425	89.9
371	128	.1	161,096	79.4	406	595	.3	183,020	90.2
372	655	.3	161,751	79.7	407	128	.1	183,148	90.3
373	1,180	.6	162,931	80.3	409	52	.0	183,200	90.3
374	2,171	1.1	165,102	81.4	410	87	.0	183,287	90.4
375	703	.3	165,805	81.7	411	1,015	.5	184,302	90.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
412	804	.4	185,106	91.3
413	328	.2	185,434	91.4
414	3	.0	185,437	91.4
415	26	.0	185,463	91.4
416	203	.1	185,666	91.5
417	634	.3	186,300	91.9
418	621	.3	186,921	92.2
419	444	.2	187,365	92.4
420	173	.1	187,538	92.5
421	76	.0	187,614	92.5
422	166	.1	187,780	92.6
423	92	.0	187,872	92.6
424	874	.4	188,746	93.1
425	486	.2	189,232	93.3
426	217	.1	189,449	93.4
428	260	.1	189,709	93.5
429	95	.0	189,804	93.6
430	587	.3	190,391	93.9
431	498	.2	190,889	94.1
432	176	.1	191,065	94.2
433	33	.0	191,098	94.2
434	307	.2	191,405	94.4
436	122	.1	191,527	94.4
437	516	.3	192,043	94.7
438	454	.2	192,497	94.9
440	458	.2	192,955	95.1
442	149	.1	193,104	95.2
444	521	.3	193,625	95.5
445	206	.1	193,831	95.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
446	221	.1	194,052	95.7
447	295	.1	194,347	95.8
448	144	.1	194,491	95.9
450	28	.0	194,519	95.9
451	434	.2	194,953	96.1
452	209	.1	195,162	96.2
453	378	.2	195,540	96.4
454	119	.1	195,659	96.5
457	17	.0	195,676	96.5
458	274	.1	195,950	96.6
459	353	.2	196,303	96.8
460	262	.1	196,565	96.9
461	138	.1	196,703	97.0
463	16	.0	196,719	97.0
465	456	.2	197,175	97.2
466	1	.0	197,176	97.2
468	382	.2	197,558	97.4
469	32	.0	197,590	97.4
471	243	.1	197,833	97.5
472	259	.1	198,092	97.7
475	41	.0	198,133	97.7
477	414	.2	198,547	97.9
478	80	.0	198,627	97.9
479	292	.1	198,919	98.1
481	8	.0	198,927	98.1
482	30	.0	198,957	98.1
484	280	.1	199,237	98.2
485	99	.0	199,336	98.3
488	5	.0	199,341	98.3



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*Appendix I: Scale Score Frequency Distributions*

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

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>489</b>	299	.1	199,640	98.4
<b>491</b>	281	.1	199,921	98.6
<b>494</b>	136	.1	200,057	98.6
<b>498</b>	363	.2	200,420	98.8
<b>500</b>	23	.0	200,443	98.8
<b>506</b>	197	.1	200,640	98.9
<b>508</b>	328	.2	200,968	99.1
<b>510</b>	79	.0	201,047	99.1
<b>512</b>	71	.0	201,118	99.2
<b>518</b>	102	.1	201,220	99.2
<b>525</b>	380	.2	201,600	99.4
<b>529</b>	149	.1	201,749	99.5
<b>532</b>	166	.1	201,915	99.5
<b>539</b>	225	.1	202,140	99.7
<b>549</b>	254	.1	202,394	99.8
<b>566</b>	255	.1	202,649	99.9
<b>570</b>	179	.1	202,828	100.0

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

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>250</b>	2,054	18.4	2,054	18.4
<b>270</b>	107	1.0	2,161	19.3
<b>282</b>	185	1.7	2,346	21.0
<b>296</b>	128	1.1	2,474	22.2
<b>303</b>	41	.4	2,515	22.5
<b>307</b>	132	1.2	2,647	23.7
<b>309</b>	121	1.1	2,768	24.8
<b>314</b>	96	.9	2,864	25.6
<b>319</b>	86	.8	2,950	26.4
<b>321</b>	90	.8	3,040	27.2
<b>323</b>	60	.5	3,100	27.8
<b>327</b>	34	.3	3,134	28.1
<b>329</b>	72	.6	3,206	28.7
<b>330</b>	100	.9	3,306	29.6
<b>333</b>	12	.1	3,318	29.7
<b>336</b>	70	.6	3,388	30.3
<b>339</b>	6	.1	3,394	30.4
<b>340</b>	47	.4	3,441	30.8
<b>342</b>	24	.2	3,465	31.0
<b>343</b>	59	.5	3,524	31.6
<b>345</b>	2	.0	3,526	31.6
<b>346</b>	29	.3	3,555	31.8
<b>348</b>	3	.0	3,558	31.9
<b>349</b>	46	.4	3,604	32.3
<b>350</b>	23	.2	3,627	32.5
<b>352</b>	39	.3	3,666	32.8
<b>353</b>	2	.0	3,668	32.8
<b>355</b>	87	.8	3,755	33.6
<b>356</b>	20	.2	3,775	33.8

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
357	18	.2	3,793	34.0	398	16	.1	4,649	41.6
359	18	.2	3,811	34.1	399	21	.2	4,670	41.8
361	60	.5	3,871	34.7	400	66	.6	4,736	42.4
362	1	.0	3,872	34.7	401	24	.2	4,760	42.6
363	30	.3	3,902	34.9	402	4	.0	4,764	42.7
366	44	.4	3,946	35.3	403	10	.1	4,774	42.7
367	53	.5	3,999	35.8	404	26	.2	4,800	43.0
368	19	.2	4,018	36.0	405	6	.1	4,806	43.0
369	19	.2	4,037	36.1	406	34	.3	4,840	43.3
372	2	.0	4,039	36.2	407	91	.8	4,931	44.1
373	80	.7	4,119	36.9	408	7	.1	4,938	44.2
374	1	.0	4,120	36.9	409	2	.0	4,940	44.2
375	20	.2	4,140	37.1	410	23	.2	4,963	44.4
376	18	.2	4,158	37.2	411	3	.0	4,966	44.5
377	2	.0	4,160	37.2	412	56	.5	5,022	45.0
378	27	.2	4,187	37.5	413	87	.8	5,109	45.7
379	18	.2	4,205	37.6	415	14	.1	5,123	45.9
380	65	.6	4,270	38.2	416	29	.3	5,152	46.1
381	15	.1	4,285	38.4	417	6	.1	5,158	46.2
382	22	.2	4,307	38.6	418	51	.5	5,209	46.6
383	19	.2	4,326	38.7	419	30	.3	5,239	46.9
385	29	.3	4,355	39.0	420	57	.5	5,296	47.4
386	9	.1	4,364	39.1	421	13	.1	5,309	47.5
387	77	.7	4,441	39.8	422	21	.2	5,330	47.7
389	25	.2	4,466	40.0	423	16	.1	5,346	47.9
391	18	.2	4,484	40.1	424	64	.6	5,410	48.4
392	9	.1	4,493	40.2	425	37	.3	5,447	48.8
394	100	.9	4,593	41.1	426	59	.5	5,506	49.3
395	40	.4	4,633	41.5	428	26	.2	5,532	49.5

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
429	16	.1	5,548	49.7	460	90	.8	6,926	62.0
430	31	.3	5,579	50.0	461	45	.4	6,971	62.4
431	64	.6	5,643	50.5	462	24	.2	6,995	62.6
432	45	.4	5,688	50.9	463	61	.5	7,056	63.2
433	31	.3	5,719	51.2	464	80	.7	7,136	63.9
434	34	.3	5,753	51.5	465	51	.5	7,187	64.3
435	35	.3	5,788	51.8	466	40	.4	7,227	64.7
436	26	.2	5,814	52.1	467	76	.7	7,303	65.4
437	69	.6	5,883	52.7	468	68	.6	7,371	66.0
438	40	.4	5,923	53.0	469	26	.2	7,397	66.2
439	2	.0	5,925	53.0	470	49	.4	7,446	66.7
440	32	.3	5,957	53.3	471	54	.5	7,500	67.2
441	79	.7	6,036	54.0	472	24	.2	7,524	67.4
443	42	.4	6,078	54.4	473	45	.4	7,569	67.8
444	124	1.1	6,202	55.5	474	36	.3	7,605	68.1
445	6	.1	6,208	55.6	475	70	.6	7,675	68.7
446	3	.0	6,211	55.6	476	41	.4	7,716	69.1
447	91	.8	6,302	56.4	477	43	.4	7,759	69.5
449	61	.5	6,363	57.0	478	73	.7	7,832	70.1
450	92	.8	6,455	57.8	479	42	.4	7,874	70.5
451	31	.3	6,486	58.1	480	50	.4	7,924	70.9
452	34	.3	6,520	58.4	481	52	.5	7,976	71.4
453	84	.8	6,604	59.1	482	77	.7	8,053	72.1
454	31	.3	6,635	59.4	483	39	.3	8,092	72.5
455	15	.1	6,650	59.5	484	49	.4	8,141	72.9
456	54	.5	6,704	60.0	485	56	.5	8,197	73.4
457	62	.6	6,766	60.6	486	63	.6	8,260	74.0
458	32	.3	6,798	60.9	487	52	.5	8,312	74.4
459	38	.3	6,836	61.2	488	2	.0	8,314	74.4

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
489	67	.6	8,381	75.0	523	58	.5	9,841	88.1
490	73	.7	8,454	75.7	524	30	.3	9,871	88.4
492	56	.5	8,510	76.2	525	21	.2	9,892	88.6
493	59	.5	8,569	76.7	526	81	.7	9,973	89.3
494	21	.2	8,590	76.9	527	41	.4	10,014	89.7
495	62	.6	8,652	77.5	528	19	.2	10,033	89.8
496	92	.8	8,744	78.3	530	33	.3	10,066	90.1
498	56	.5	8,800	78.8	531	60	.5	10,126	90.7
499	83	.7	8,883	79.5	532	19	.2	10,145	90.8
500	6	.1	8,889	79.6	533	51	.5	10,196	91.3
501	62	.6	8,951	80.1	534	10	.1	10,206	91.4
502	109	1.0	9,060	81.1	535	44	.4	10,250	91.8
503	41	.4	9,101	81.5	536	41	.4	10,291	92.1
504	45	.4	9,146	81.9	537	18	.2	10,309	92.3
505	7	.1	9,153	82.0	540	79	.7	10,388	93.0
506	62	.6	9,215	82.5	541	18	.2	10,406	93.2
507	70	.6	9,285	83.1	542	31	.3	10,437	93.4
508	2	.0	9,287	83.1	543	55	.5	10,492	93.9
509	27	.2	9,314	83.4	544	22	.2	10,514	94.1
510	89	.8	9,403	84.2	547	48	.4	10,562	94.6
511	8	.1	9,411	84.3	548	56	.5	10,618	95.1
513	78	.7	9,489	85.0	550	31	.3	10,649	95.3
514	16	.1	9,505	85.1	552	93	.8	10,742	96.2
516	67	.6	9,572	85.7	555	6	.1	10,748	96.2
517	43	.4	9,615	86.1	556	44	.4	10,792	96.6
518	21	.2	9,636	86.3	559	64	.6	10,856	97.2
519	76	.7	9,712	87.0	563	53	.5	10,909	97.7
520	12	.1	9,724	87.1	564	9	.1	10,918	97.8
521	59	.5	9,783	87.6	565	2	.0	10,920	97.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
567	49	.4	10,969	98.2
571	58	.5	11,027	98.7
572	2	.0	11,029	98.7
579	1	.0	11,030	98.8
581	35	.3	11,065	99.1
585	60	.5	11,125	99.6
589	9	.1	11,134	99.7
606	10	.1	11,144	99.8
610	25	.2	11,169	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
250	4,523	17.1	4,523	17.1
260	389	1.5	4,912	18.6
295	165	.6	5,077	19.2
305	117	.4	5,194	19.7
307	352	1.3	5,546	21.0
315	165	.6	5,711	21.6
325	184	.7	5,895	22.3
326	527	2.0	6,422	24.3
333	166	.6	6,588	24.9
336	106	.4	6,694	25.3
338	106	.4	6,800	25.7
339	360	1.4	7,160	27.1
343	173	.7	7,333	27.8
347	45	.2	7,378	27.9
349	78	.3	7,456	28.2
350	25	.1	7,481	28.3
351	230	.9	7,711	29.2
352	134	.5	7,845	29.7
353	68	.3	7,913	30.0
356	12	.0	7,925	30.0
357	35	.1	7,960	30.1
359	2	.0	7,962	30.1
361	19	.1	7,981	30.2
362	178	.7	8,159	30.9
364	14	.1	8,173	30.9
365	2	.0	8,175	30.9
367	9	.0	8,184	31.0
370	3	.0	8,187	31.0
371	133	.5	8,320	31.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
372	132	.5	8,452	32.0
373	168	.6	8,620	32.6
375	4	.0	8,624	32.6
378	1	.0	8,625	32.7
382	107	.4	8,732	33.1
383	141	.5	8,873	33.6
384	147	.6	9,020	34.1
390	126	.5	9,146	34.6
391	213	.8	9,359	35.4
396	207	.8	9,566	36.2
399	1	.0	9,567	36.2
400	111	.4	9,678	36.6
401	136	.5	9,814	37.2
404	49	.2	9,863	37.3
405	157	.6	10,020	37.9
407	92	.3	10,112	38.3
408	24	.1	10,136	38.4
409	149	.6	10,285	38.9
410	27	.1	10,312	39.0
411	18	.1	10,330	39.1
414	106	.4	10,436	39.5
415	147	.6	10,583	40.1
417	193	.7	10,776	40.8
419	75	.3	10,851	41.1
421	12	.0	10,863	41.1
422	144	.5	11,007	41.7
423	69	.3	11,076	41.9
425	3	.0	11,079	41.9
426	46	.2	11,125	42.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
427	329	1.2	11,454	43.4
428	118	.4	11,572	43.8
429	19	.1	11,591	43.9
432	108	.4	11,699	44.3
434	126	.5	11,825	44.8
435	10	.0	11,835	44.8
436	104	.4	11,939	45.2
437	196	.7	12,135	45.9
438	5	.0	12,140	46.0
440	155	.6	12,295	46.5
441	3	.0	12,298	46.6
443	42	.2	12,340	46.7
444	85	.3	12,425	47.0
445	144	.5	12,569	47.6
446	28	.1	12,597	47.7
447	192	.7	12,789	48.4
448	72	.3	12,861	48.7
449	22	.1	12,883	48.8
450	92	.3	12,975	49.1
451	20	.1	12,995	49.2
452	58	.2	13,053	49.4
454	17	.1	13,070	49.5
455	268	1.0	13,338	50.5
456	45	.2	13,383	50.7
457	86	.3	13,469	51.0
458	41	.2	13,510	51.1
459	81	.3	13,591	51.5
460	97	.4	13,688	51.8
461	22	.1	13,710	51.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
462	81	.3	13,791	52.2
463	21	.1	13,812	52.3
465	233	.9	14,045	53.2
466	131	.5	14,176	53.7
468	51	.2	14,227	53.9
469	103	.4	14,330	54.3
470	66	.2	14,396	54.5
471	42	.2	14,438	54.7
472	77	.3	14,515	55.0
474	111	.4	14,626	55.4
475	148	.6	14,774	55.9
476	71	.3	14,845	56.2
477	48	.2	14,893	56.4
478	62	.2	14,955	56.6
479	171	.6	15,126	57.3
480	5	.0	15,131	57.3
481	48	.2	15,179	57.5
482	99	.4	15,278	57.8
483	68	.3	15,346	58.1
484	127	.5	15,473	58.6
485	105	.4	15,578	59.0
486	30	.1	15,608	59.1
487	67	.3	15,675	59.3
488	132	.5	15,807	59.8
489	94	.4	15,901	60.2
490	12	.0	15,913	60.2
491	122	.5	16,035	60.7
492	48	.2	16,083	60.9
493	73	.3	16,156	61.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
494	134	.5	16,290	61.7
495	40	.2	16,330	61.8
496	12	.0	16,342	61.9
497	257	1.0	16,599	62.8
499	82	.3	16,681	63.2
500	115	.4	16,796	63.6
501	68	.3	16,864	63.8
502	48	.2	16,912	64.0
503	126	.5	17,038	64.5
504	90	.3	17,128	64.8
505	53	.2	17,181	65.0
506	84	.3	17,265	65.4
507	174	.7	17,439	66.0
508	78	.3	17,517	66.3
509	17	.1	17,534	66.4
510	148	.6	17,682	66.9
511	113	.4	17,795	67.4
512	84	.3	17,879	67.7
513	42	.2	17,921	67.8
514	161	.6	18,082	68.5
515	79	.3	18,161	68.8
516	99	.4	18,260	69.1
517	79	.3	18,339	69.4
518	92	.3	18,431	69.8
519	74	.3	18,505	70.1
520	61	.2	18,566	70.3
521	88	.3	18,654	70.6
522	164	.6	18,818	71.2
523	92	.3	18,910	71.6

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
525	133	.5	19,043	72.1
526	84	.3	19,127	72.4
527	28	.1	19,155	72.5
528	199	.8	19,354	73.3
529	70	.3	19,424	73.5
531	143	.5	19,567	74.1
532	96	.4	19,663	74.4
533	133	.5	19,796	74.9
535	83	.3	19,879	75.3
536	177	.7	20,056	75.9
538	77	.3	20,133	76.2
539	159	.6	20,292	76.8
540	20	.1	20,312	76.9
541	19	.1	20,331	77.0
542	215	.8	20,546	77.8
543	7	.0	20,553	77.8
544	106	.4	20,659	78.2
545	147	.6	20,806	78.8
546	26	.1	20,832	78.9
547	84	.3	20,916	79.2
548	89	.3	21,005	79.5
549	41	.2	21,046	79.7
550	147	.6	21,193	80.2
552	137	.5	21,330	80.8
553	109	.4	21,439	81.2
555	140	.5	21,579	81.7
556	92	.3	21,671	82.0
557	73	.3	21,744	82.3
559	100	.4	21,844	82.7

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
560	159	.6	22,003	83.3
561	17	.1	22,020	83.4
563	187	.7	22,207	84.1
565	49	.2	22,256	84.3
566	218	.8	22,474	85.1
568	20	.1	22,494	85.2
569	92	.3	22,586	85.5
570	19	.1	22,605	85.6
571	138	.5	22,743	86.1
572	108	.4	22,851	86.5
574	15	.1	22,866	86.6
575	7	.0	22,873	86.6
576	194	.7	23,067	87.3
577	26	.1	23,093	87.4
579	152	.6	23,245	88.0
580	32	.1	23,277	88.1
582	105	.4	23,382	88.5
583	9	.0	23,391	88.6
584	121	.5	23,512	89.0
585	63	.2	23,575	89.3
588	67	.3	23,642	89.5
589	136	.5	23,778	90.0
591	155	.6	23,933	90.6
594	88	.3	24,021	90.9
595	140	.5	24,161	91.5
597	36	.1	24,197	91.6
598	69	.3	24,266	91.9
601	141	.5	24,407	92.4
604	118	.4	24,525	92.8



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
605	58	.2	24,583	93.1
606	154	.6	24,737	93.7
609	70	.3	24,807	93.9
610	3	.0	24,810	93.9
611	131	.5	24,941	94.4
614	98	.4	25,039	94.8
617	166	.6	25,205	95.4
619	88	.3	25,293	95.8
620	4	.0	25,297	95.8
621	132	.5	25,429	96.3
626	173	.7	25,602	96.9
630	174	.7	25,776	97.6
631	21	.1	25,797	97.7
641	154	.6	25,951	98.2
644	219	.8	26,170	99.1
666	88	.3	26,258	99.4
670	156	.6	26,414	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	4,083	18.9	4,083	18.9
284	406	1.9	4,489	20.7
329	453	2.1	4,942	22.8
335	268	1.2	5,210	24.1
344	561	2.6	5,771	26.7
353	398	1.8	6,169	28.5
360	295	1.4	6,464	29.9
365	186	.9	6,650	30.7
366	229	1.1	6,879	31.8
371	132	.6	7,011	32.4
374	86	.4	7,097	32.8
376	99	.5	7,196	33.2
380	62	.3	7,258	33.5
382	129	.6	7,387	34.1
383	58	.3	7,445	34.4
387	37	.2	7,482	34.6
389	134	.6	7,616	35.2
390	16	.1	7,632	35.3
391	61	.3	7,693	35.5
394	18	.1	7,711	35.6
395	70	.3	7,781	35.9
397	8	.0	7,789	36.0
400	4	.0	7,793	36.0
403	7	.0	7,800	36.0
404	169	.8	7,969	36.8
407	61	.3	8,030	37.1
410	4	.0	8,034	37.1
413	139	.6	8,173	37.7
416	29	.1	8,202	37.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
417	37	.2	8,239	38.1
419	98	.5	8,337	38.5
420	113	.5	8,450	39.0
421	1	.0	8,451	39.0
426	104	.5	8,555	39.5
427	16	.1	8,571	39.6
429	1	.0	8,572	39.6
431	44	.2	8,616	39.8
434	106	.5	8,722	40.3
436	139	.6	8,861	40.9
437	14	.1	8,875	41.0
440	36	.2	8,911	41.2
443	107	.5	9,018	41.7
446	12	.1	9,030	41.7
447	18	.1	9,048	41.8
448	8	.0	9,056	41.8
449	31	.1	9,087	42.0
450	103	.5	9,190	42.4
451	90	.4	9,280	42.9
454	9	.0	9,289	42.9
456	79	.4	9,368	43.3
457	10	.0	9,378	43.3
459	5	.0	9,383	43.3
460	9	.0	9,392	43.4
461	167	.8	9,559	44.2
463	5	.0	9,564	44.2
464	43	.2	9,607	44.4
466	55	.3	9,662	44.6
467	2	.0	9,664	44.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
468	67	.3	9,731	44.9
470	34	.2	9,765	45.1
471	38	.2	9,803	45.3
472	6	.0	9,809	45.3
473	49	.2	9,858	45.5
474	120	.6	9,978	46.1
476	42	.2	10,020	46.3
477	25	.1	10,045	46.4
479	64	.3	10,109	46.7
480	16	.1	10,125	46.8
481	91	.4	10,216	47.2
483	47	.2	10,263	47.4
484	23	.1	10,286	47.5
485	43	.2	10,329	47.7
486	40	.2	10,369	47.9
487	102	.5	10,471	48.4
490	14	.1	10,485	48.4
491	51	.2	10,536	48.7
492	100	.5	10,636	49.1
493	7	.0	10,643	49.2
495	68	.3	10,711	49.5
496	71	.3	10,782	49.8
497	12	.1	10,794	49.9
498	77	.4	10,871	50.2
499	1	.0	10,872	50.2
500	52	.2	10,924	50.5
501	16	.1	10,940	50.5
502	53	.2	10,993	50.8
503	55	.3	11,048	51.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
504	50	.2	11,098	51.3
505	46	.2	11,144	51.5
506	20	.1	11,164	51.6
507	2	.0	11,166	51.6
508	146	.7	11,312	52.2
511	40	.2	11,352	52.4
512	74	.3	11,426	52.8
513	64	.3	11,490	53.1
514	39	.2	11,529	53.2
515	50	.2	11,579	53.5
516	23	.1	11,602	53.6
517	24	.1	11,626	53.7
518	109	.5	11,735	54.2
519	37	.2	11,772	54.4
521	26	.1	11,798	54.5
522	87	.4	11,885	54.9
523	63	.3	11,948	55.2
524	23	.1	11,971	55.3
525	53	.2	12,024	55.5
526	63	.3	12,087	55.8
527	16	.1	12,103	55.9
528	59	.3	12,162	56.2
529	94	.4	12,256	56.6
530	19	.1	12,275	56.7
532	129	.6	12,404	57.3
533	16	.1	12,420	57.4
534	59	.3	12,479	57.6
535	75	.3	12,554	58.0
536	33	.2	12,587	58.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
537	9	.0	12,596	58.2
538	58	.3	12,654	58.4
539	134	.6	12,788	59.1
541	11	.1	12,799	59.1
542	179	.8	12,978	59.9
544	36	.2	13,014	60.1
545	84	.4	13,098	60.5
546	90	.4	13,188	60.9
548	1	.0	13,189	60.9
549	130	.6	13,319	61.5
550	57	.3	13,376	61.8
551	33	.2	13,409	61.9
552	83	.4	13,492	62.3
553	97	.4	13,589	62.8
555	71	.3	13,660	63.1
556	128	.6	13,788	63.7
557	9	.0	13,797	63.7
558	13	.1	13,810	63.8
559	70	.3	13,880	64.1
560	139	.6	14,019	64.7
561	5	.0	14,024	64.8
562	41	.2	14,065	65.0
563	127	.6	14,192	65.5
564	39	.2	14,231	65.7
565	32	.1	14,263	65.9
566	68	.3	14,331	66.2
567	76	.4	14,407	66.5
568	48	.2	14,455	66.8
569	105	.5	14,560	67.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
570	61	.3	14,621	67.5
571	12	.1	14,633	67.6
572	96	.4	14,729	68.0
573	107	.5	14,836	68.5
575	53	.2	14,889	68.8
576	121	.6	15,010	69.3
577	43	.2	15,053	69.5
578	44	.2	15,097	69.7
579	56	.3	15,153	70.0
580	68	.3	15,221	70.3
581	45	.2	15,266	70.5
582	55	.3	15,321	70.8
583	115	.5	15,436	71.3
585	85	.4	15,521	71.7
586	93	.4	15,614	72.1
587	26	.1	15,640	72.2
588	111	.5	15,751	72.7
590	80	.4	15,831	73.1
591	118	.5	15,949	73.7
592	35	.2	15,984	73.8
594	126	.6	16,110	74.4
595	52	.2	16,162	74.6
596	4	.0	16,166	74.7
597	21	.1	16,187	74.8
598	216	1.0	16,403	75.8
600	5	.0	16,408	75.8
601	161	.7	16,569	76.5
602	77	.4	16,646	76.9
603	27	.1	16,673	77.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
604	65	.3	16,738	77.3
605	118	.5	16,856	77.9
607	121	.6	16,977	78.4
609	99	.5	17,076	78.9
610	11	.1	17,087	78.9
611	88	.4	17,175	79.3
612	34	.2	17,209	79.5
613	32	.1	17,241	79.6
614	189	.9	17,430	80.5
615	34	.2	17,464	80.7
618	145	.7	17,609	81.3
619	70	.3	17,679	81.7
620	5	.0	17,684	81.7
621	24	.1	17,708	81.8
622	168	.8	17,876	82.6
625	113	.5	17,989	83.1
626	8	.0	17,997	83.1
627	102	.5	18,099	83.6
628	69	.3	18,168	83.9
630	12	.1	18,180	84.0
631	14	.1	18,194	84.0
632	239	1.1	18,433	85.1
633	16	.1	18,449	85.2
636	94	.4	18,543	85.6
638	87	.4	18,630	86.0
640	132	.6	18,762	86.7
642	30	.1	18,792	86.8
643	20	.1	18,812	86.9
644	110	.5	18,922	87.4

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
645	81	.4	19,003	87.8
646	29	.1	19,032	87.9
648	3	.0	19,035	87.9
649	159	.7	19,194	88.7
652	55	.3	19,249	88.9
655	167	.8	19,416	89.7
656	54	.2	19,470	89.9
659	62	.3	19,532	90.2
660	16	.1	19,548	90.3
663	207	1.0	19,755	91.2
667	102	.5	19,857	91.7
672	153	.7	20,010	92.4
673	145	.7	20,155	93.1
674	10	.0	20,165	93.1
677	170	.8	20,335	93.9
683	206	1.0	20,541	94.9
687	14	.1	20,555	94.9
690	333	1.5	20,888	96.5
700	287	1.3	21,175	97.8
705	35	.2	21,210	98.0
718	260	1.2	21,470	99.2
732	181	.8	21,651	100.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
275	5,101	17.0	5,101	17.0
314	335	1.1	5,436	18.1
337	344	1.1	5,780	19.2
340	337	1.1	6,117	20.3
351	318	1.1	6,435	21.4
361	290	1.0	6,725	22.4
367	365	1.2	7,090	23.6
369	215	.7	7,305	24.3
376	164	.5	7,469	24.8
379	164	.5	7,633	25.4
382	97	.3	7,730	25.7
384	279	.9	8,009	26.6
388	61	.2	8,070	26.8
393	39	.1	8,109	27.0
398	209	.7	8,318	27.7
402	182	.6	8,500	28.3
403	15	.0	8,515	28.3
406	169	.6	8,684	28.9
408	13	.0	8,697	28.9
411	107	.4	8,804	29.3
412	7	.0	8,811	29.3
416	166	.6	8,977	29.9
417	9	.0	8,986	29.9
421	6	.0	8,992	29.9
422	84	.3	9,076	30.2
423	127	.4	9,203	30.6
425	6	.0	9,209	30.6
426	148	.5	9,357	31.1
429	179	.6	9,536	31.7

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
434	174	.6	9,710	32.3
437	91	.3	9,801	32.6
438	1	.0	9,802	32.6
441	111	.4	9,913	33.0
443	168	.6	10,081	33.5
446	17	.1	10,098	33.6
447	219	.7	10,317	34.3
448	1	.0	10,318	34.3
450	71	.2	10,389	34.5
453	207	.7	10,596	35.2
458	25	.1	10,621	35.3
460	195	.6	10,816	36.0
461	286	1.0	11,102	36.9
463	16	.1	11,118	37.0
468	120	.4	11,238	37.4
470	151	.5	11,389	37.9
473	108	.4	11,497	38.2
474	200	.7	11,697	38.9
475	8	.0	11,705	38.9
477	10	.0	11,715	39.0
478	154	.5	11,869	39.5
480	67	.2	11,936	39.7
482	4	.0	11,940	39.7
484	134	.4	12,074	40.2
485	226	.8	12,300	40.9
486	4	.0	12,304	40.9
487	89	.3	12,393	41.2
490	35	.1	12,428	41.3
492	213	.7	12,641	42.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
493	4	.0	12,645	42.0
494	2	.0	12,647	42.1
495	20	.1	12,667	42.1
497	192	.6	12,859	42.8
498	67	.2	12,926	43.0
499	127	.4	13,053	43.4
500	18	.1	13,071	43.5
503	57	.2	13,128	43.7
504	12	.0	13,140	43.7
505	108	.4	13,248	44.1
506	115	.4	13,363	44.4
508	109	.4	13,472	44.8
509	28	.1	13,500	44.9
510	38	.1	13,538	45.0
511	78	.3	13,616	45.3
512	103	.3	13,719	45.6
513	43	.1	13,762	45.8
514	3	.0	13,765	45.8
515	3	.0	13,768	45.8
516	90	.3	13,858	46.1
517	105	.3	13,963	46.4
518	105	.3	14,068	46.8
520	52	.2	14,120	47.0
521	3	.0	14,123	47.0
522	113	.4	14,236	47.3
523	89	.3	14,325	47.6
524	98	.3	14,423	48.0
526	14	.0	14,437	48.0
527	44	.1	14,481	48.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
528	71	.2	14,552	48.4
529	87	.3	14,639	48.7
530	85	.3	14,724	49.0
531	59	.2	14,783	49.2
532	41	.1	14,824	49.3
534	70	.2	14,894	49.5
535	185	.6	15,079	50.1
536	54	.2	15,133	50.3
537	6	.0	15,139	50.3
539	84	.3	15,223	50.6
540	88	.3	15,311	50.9
541	87	.3	15,398	51.2
542	81	.3	15,479	51.5
543	2	.0	15,481	51.5
544	82	.3	15,563	51.8
545	1	.0	15,564	51.8
546	114	.4	15,678	52.1
547	150	.5	15,828	52.6
548	51	.2	15,879	52.8
549	15	.0	15,894	52.9
551	100	.3	15,994	53.2
552	2	.0	15,996	53.2
553	144	.5	16,140	53.7
554	131	.4	16,271	54.1
555	74	.2	16,345	54.4
557	35	.1	16,380	54.5
558	95	.3	16,475	54.8
559	86	.3	16,561	55.1
560	83	.3	16,644	55.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
561	80	.3	16,724	55.6
562	10	.0	16,734	55.6
563	102	.3	16,836	56.0
564	63	.2	16,899	56.2
565	124	.4	17,023	56.6
566	5	.0	17,028	56.6
567	138	.5	17,166	57.1
568	59	.2	17,225	57.3
569	41	.1	17,266	57.4
570	101	.3	17,367	57.8
571	2	.0	17,369	57.8
572	86	.3	17,455	58.0
573	111	.4	17,566	58.4
574	9	.0	17,575	58.4
575	121	.4	17,696	58.8
576	130	.4	17,826	59.3
577	29	.1	17,855	59.4
578	83	.3	17,938	59.7
579	125	.4	18,063	60.1
580	73	.2	18,136	60.3
581	26	.1	18,162	60.4
582	36	.1	18,198	60.5
583	86	.3	18,284	60.8
584	132	.4	18,416	61.2
585	66	.2	18,482	61.5
586	8	.0	18,490	61.5
587	13	.0	18,503	61.5
588	258	.9	18,761	62.4
589	60	.2	18,821	62.6

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
590	11	.0	18,832	62.6
591	1	.0	18,833	62.6
592	105	.3	18,938	63.0
593	213	.7	19,151	63.7
594	14	.0	19,165	63.7
595	8	.0	19,173	63.8
597	199	.7	19,372	64.4
598	117	.4	19,489	64.8
599	1	.0	19,490	64.8
600	18	.1	19,508	64.9
601	96	.3	19,604	65.2
602	148	.5	19,752	65.7
603	88	.3	19,840	66.0
605	87	.3	19,927	66.3
606	138	.5	20,065	66.7
607	16	.1	20,081	66.8
608	98	.3	20,179	67.1
609	6	.0	20,185	67.1
610	184	.6	20,369	67.7
611	39	.1	20,408	67.9
612	111	.4	20,519	68.2
613	15	.0	20,534	68.3
614	193	.6	20,727	68.9
616	61	.2	20,788	69.1
617	120	.4	20,908	69.5
619	173	.6	21,081	70.1
621	175	.6	21,256	70.7
622	10	.0	21,266	70.7
623	93	.3	21,359	71.0

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
625	171	.6	21,530	71.6
626	70	.2	21,600	71.8
628	108	.4	21,708	72.2
629	143	.5	21,851	72.7
630	96	.3	21,947	73.0
631	15	.0	21,962	73.0
633	99	.3	22,061	73.4
634	167	.6	22,228	73.9
635	99	.3	22,327	74.2
636	2	.0	22,329	74.3
638	229	.8	22,558	75.0
639	117	.4	22,675	75.4
641	4	.0	22,679	75.4
643	297	1.0	22,976	76.4
644	46	.2	23,022	76.6
646	11	.0	23,033	76.6
647	154	.5	23,187	77.1
648	180	.6	23,367	77.7
651	44	.1	23,411	77.8
652	232	.8	23,643	78.6
653	108	.4	23,751	79.0
655	18	.1	23,769	79.0
656	172	.6	23,941	79.6
657	65	.2	24,006	79.8
659	69	.2	24,075	80.1
660	53	.2	24,128	80.2
661	261	.9	24,389	81.1
664	25	.1	24,414	81.2
665	98	.3	24,512	81.5



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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
666	208	.7	24,720	82.2
668	47	.2	24,767	82.4
669	103	.3	24,870	82.7
671	164	.5	25,034	83.2
672	8	.0	25,042	83.3
673	39	.1	25,081	83.4
674	129	.4	25,210	83.8
675	47	.2	25,257	84.0
677	224	.7	25,481	84.7
678	145	.5	25,626	85.2
681	97	.3	25,723	85.5
683	194	.6	25,917	86.2
684	128	.4	26,045	86.6
685	5	.0	26,050	86.6
686	109	.4	26,159	87.0
687	31	.1	26,190	87.1
688	194	.6	26,384	87.7
690	142	.5	26,526	88.2
693	285	.9	26,811	89.2
695	199	.7	27,010	89.8
699	202	.7	27,212	90.5
700	16	.1	27,228	90.5
701	255	.8	27,483	91.4
705	48	.2	27,531	91.6
706	179	.6	27,710	92.1
707	299	1.0	28,009	93.1
714	327	1.1	28,336	94.2
715	156	.5	28,492	94.7
718	59	.2	28,551	94.9

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
723	370	1.2	28,921	96.2
727	118	.4	29,039	96.6
735	347	1.2	29,386	97.7
740	130	.4	29,516	98.2
747	556	1.8	30,072	100.0

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
184	10,633	5.2	10,633	5.2	222	67	.0	25,406	12.5
185	1,889	.9	12,522	6.2	223	47	.0	25,453	12.5
186	2,829	1.4	15,351	7.6	224	24	.0	25,477	12.6
187	2,167	1.1	17,518	8.6	225	24	.0	25,501	12.6
188	1,077	.5	18,595	9.2	226	17	.0	25,518	12.6
189	937	.5	19,532	9.6	227	10	.0	25,528	12.6
190	535	.3	20,067	9.9	228	8	.0	25,536	12.6
191	249	.1	20,316	10.0	229	3	.0	25,539	12.6
192	310	.2	20,626	10.2	230	4	.0	25,543	12.6
193	175	.1	20,801	10.3	231	2	.0	25,545	12.6
194	112	.1	20,913	10.3	233	1	.0	25,546	12.6
195	75	.0	20,988	10.3	234	1	.0	25,547	12.6
196	52	.0	21,040	10.4	237	928	.5	26,475	13.1
197	35	.0	21,075	10.4	238	289	.1	26,764	13.2
198	10	.0	21,085	10.4	239	479	.2	27,243	13.4
199	24	.0	21,109	10.4	240	230	.1	27,473	13.5
200	13	.0	21,122	10.4	241	302	.1	27,775	13.7
201	4	.0	21,126	10.4	242	182	.1	27,957	13.8
202	3	.0	21,129	10.4	243	1,022	.5	28,979	14.3
203	1	.0	21,130	10.4	244	386	.2	29,365	14.5
213	1,448	.7	22,578	11.1	245	559	.3	29,924	14.8
214	425	.2	23,003	11.3	246	325	.2	30,249	14.9
215	410	.2	23,413	11.5	247	386	.2	30,635	15.1
216	622	.3	24,035	11.8	248	626	.3	31,261	15.4
217	502	.2	24,537	12.1	249	376	.2	31,637	15.6
218	311	.2	24,848	12.3	250	307	.2	31,944	15.7
219	232	.1	25,080	12.4	251	344	.2	32,288	15.9
220	162	.1	25,242	12.4	252	227	.1	32,515	16.0
221	97	.0	25,339	12.5	253	171	.1	32,686	16.1

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
254	103	.1	32,789	16.2	283	241	.1	43,523	21.5
255	77	.0	32,866	16.2	284	346	.2	43,869	21.6
256	244	.1	33,110	16.3	285	241	.1	44,110	21.7
257	728	.4	33,838	16.7	286	622	.3	44,732	22.1
258	313	.2	34,151	16.8	287	590	.3	45,322	22.3
259	475	.2	34,626	17.1	288	441	.2	45,763	22.6
260	317	.2	34,943	17.2	289	634	.3	46,397	22.9
261	386	.2	35,329	17.4	290	428	.2	46,825	23.1
262	217	.1	35,546	17.5	291	452	.2	47,277	23.3
263	223	.1	35,769	17.6	292	330	.2	47,607	23.5
264	170	.1	35,939	17.7	293	565	.3	48,172	23.8
265	150	.1	36,089	17.8	294	348	.2	48,520	23.9
266	645	.3	36,734	18.1	295	465	.2	48,985	24.2
267	352	.2	37,086	18.3	296	772	.4	49,757	24.5
268	242	.1	37,328	18.4	297	556	.3	50,313	24.8
269	309	.2	37,637	18.6	298	482	.2	50,795	25.0
270	198	.1	37,835	18.7	299	615	.3	51,410	25.3
271	168	.1	38,003	18.7	300	459	.2	51,869	25.6
272	568	.3	38,571	19.0	301	591	.3	52,460	25.9
273	669	.3	39,240	19.3	302	616	.3	53,076	26.2
274	441	.2	39,681	19.6	303	458	.2	53,534	26.4
275	447	.2	40,128	19.8	304	385	.2	53,919	26.6
276	344	.2	40,472	20.0	305	490	.2	54,409	26.8
277	748	.4	41,220	20.3	306	510	.3	54,919	27.1
278	432	.2	41,652	20.5	307	340	.2	55,259	27.2
279	332	.2	41,984	20.7	308	710	.4	55,969	27.6
280	346	.2	42,330	20.9	309	398	.2	56,367	27.8
281	274	.1	42,604	21.0	310	631	.3	56,998	28.1
282	678	.3	43,282	21.3	311	630	.3	57,628	28.4

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
312	551	.3	58,179	28.7	341	656	.3	74,149	36.6
313	453	.2	58,632	28.9	342	673	.3	74,822	36.9
314	481	.2	59,113	29.1	343	609	.3	75,431	37.2
315	579	.3	59,692	29.4	344	738	.4	76,169	37.6
316	429	.2	60,121	29.6	345	500	.2	76,669	37.8
317	435	.2	60,556	29.9	346	897	.4	77,566	38.2
318	404	.2	60,960	30.1	347	630	.3	78,196	38.6
319	667	.3	61,627	30.4	348	630	.3	78,826	38.9
320	457	.2	62,084	30.6	349	719	.4	79,545	39.2
321	430	.2	62,514	30.8	350	837	.4	80,382	39.6
322	719	.4	63,233	31.2	351	740	.4	81,122	40.0
323	490	.2	63,723	31.4	352	764	.4	81,886	40.4
324	456	.2	64,179	31.6	353	686	.3	82,572	40.7
325	669	.3	64,848	32.0	354	841	.4	83,413	41.1
326	488	.2	65,336	32.2	355	823	.4	84,236	41.5
327	551	.3	65,887	32.5	356	864	.4	85,100	42.0
328	521	.3	66,408	32.7	357	704	.3	85,804	42.3
329	472	.2	66,880	33.0	358	978	.5	86,782	42.8
330	610	.3	67,490	33.3	359	824	.4	87,606	43.2
331	556	.3	68,046	33.5	360	841	.4	88,447	43.6
332	643	.3	68,689	33.9	361	997	.5	89,444	44.1
333	465	.2	69,154	34.1	362	832	.4	90,276	44.5
334	597	.3	69,751	34.4	363	788	.4	91,064	44.9
335	685	.3	70,436	34.7	364	1,020	.5	92,084	45.4
336	481	.2	70,917	35.0	365	1,027	.5	93,111	45.9
337	711	.4	71,628	35.3	366	941	.5	94,052	46.4
338	566	.3	72,194	35.6	367	1,010	.5	95,062	46.9
339	737	.4	72,931	36.0	368	1,007	.5	96,069	47.4
340	562	.3	73,493	36.2	369	1,100	.5	97,169	47.9

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
370	930	.5	98,099	48.4	399	1,114	.5	132,197	65.2
371	1,111	.5	99,210	48.9	400	1,309	.6	133,506	65.8
372	990	.5	100,200	49.4	401	1,207	.6	134,713	66.4
373	1,181	.6	101,381	50.0	402	1,132	.6	135,845	67.0
374	1,051	.5	102,432	50.5	403	1,220	.6	137,065	67.6
375	1,169	.6	103,601	51.1	404	1,176	.6	138,241	68.2
376	1,060	.5	104,661	51.6	405	1,204	.6	139,445	68.8
377	1,152	.6	105,813	52.2	406	1,261	.6	140,706	69.4
378	1,180	.6	106,993	52.8	407	1,126	.6	141,832	69.9
379	996	.5	107,989	53.2	408	1,108	.5	142,940	70.5
380	1,303	.6	109,292	53.9	409	1,164	.6	144,104	71.0
381	1,096	.5	110,388	54.4	410	1,094	.5	145,198	71.6
382	1,190	.6	111,578	55.0	411	1,196	.6	146,394	72.2
383	1,268	.6	112,846	55.6	412	1,149	.6	147,543	72.7
384	1,140	.6	113,986	56.2	413	1,100	.5	148,643	73.3
385	1,106	.5	115,092	56.7	414	1,057	.5	149,700	73.8
386	1,328	.7	116,420	57.4	415	1,094	.5	150,794	74.3
387	1,187	.6	117,607	58.0	416	1,112	.5	151,906	74.9
388	1,177	.6	118,784	58.6	417	983	.5	152,889	75.4
389	1,244	.6	120,028	59.2	418	1,094	.5	153,983	75.9
390	1,186	.6	121,214	59.8	419	1,106	.5	155,089	76.5
391	1,386	.7	122,600	60.4	420	1,050	.5	156,139	77.0
392	1,107	.5	123,707	61.0	421	976	.5	157,115	77.5
393	1,250	.6	124,957	61.6	422	989	.5	158,104	77.9
394	1,232	.6	126,189	62.2	423	953	.5	159,057	78.4
395	1,208	.6	127,397	62.8	424	966	.5	160,023	78.9
396	1,163	.6	128,560	63.4	425	945	.5	160,968	79.4
397	1,329	.7	129,889	64.0	426	920	.5	161,888	79.8
398	1,194	.6	131,083	64.6	427	863	.4	162,751	80.2

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
428	876	.4	163,627	80.7
429	861	.4	164,488	81.1
430	813	.4	165,301	81.5
431	837	.4	166,138	81.9
432	836	.4	166,974	82.3
433	790	.4	167,764	82.7
434	841	.4	168,605	83.1
435	773	.4	169,378	83.5
436	788	.4	170,166	83.9
437	690	.3	170,856	84.2
438	707	.3	171,563	84.6
439	706	.3	172,269	84.9
440	713	.4	172,982	85.3
441	711	.4	173,693	85.6
442	684	.3	174,377	86.0
443	610	.3	174,987	86.3
444	633	.3	175,620	86.6
445	677	.3	176,297	86.9
446	600	.3	176,897	87.2
447	624	.3	177,521	87.5
448	612	.3	178,133	87.8
449	653	.3	178,786	88.1
450	616	.3	179,402	88.5
451	642	.3	180,044	88.8
452	565	.3	180,609	89.0
453	529	.3	181,138	89.3
454	570	.3	181,708	89.6
455	554	.3	182,262	89.9
456	492	.2	182,754	90.1

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
457	538	.3	183,292	90.4
458	547	.3	183,839	90.6
459	486	.2	184,325	90.9
460	479	.2	184,804	91.1
461	477	.2	185,281	91.3
462	444	.2	185,725	91.6
463	437	.2	186,162	91.8
464	480	.2	186,642	92.0
465	395	.2	187,037	92.2
466	415	.2	187,452	92.4
467	420	.2	187,872	92.6
468	393	.2	188,265	92.8
469	376	.2	188,641	93.0
470	376	.2	189,017	93.2
471	414	.2	189,431	93.4
472	371	.2	189,802	93.6
473	382	.2	190,184	93.8
474	362	.2	190,546	93.9
475	352	.2	190,898	94.1
476	299	.1	191,197	94.3
477	337	.2	191,534	94.4
478	315	.2	191,849	94.6
479	303	.1	192,152	94.7
480	272	.1	192,424	94.9
481	302	.1	192,726	95.0
482	292	.1	193,018	95.2
483	258	.1	193,276	95.3
484	283	.1	193,559	95.4
485	272	.1	193,831	95.6

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

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
486	281	.1	194,112	95.7	515	111	.1	199,210	98.2
487	233	.1	194,345	95.8	516	135	.1	199,345	98.3
488	262	.1	194,607	95.9	517	87	.0	199,432	98.3
489	227	.1	194,834	96.1	518	126	.1	199,558	98.4
490	208	.1	195,042	96.2	519	114	.1	199,672	98.4
491	222	.1	195,264	96.3	520	108	.1	199,780	98.5
492	232	.1	195,496	96.4	521	101	.0	199,881	98.5
493	234	.1	195,730	96.5	522	98	.0	199,979	98.6
494	210	.1	195,940	96.6	523	74	.0	200,053	98.6
495	199	.1	196,139	96.7	524	83	.0	200,136	98.7
496	163	.1	196,302	96.8	525	95	.0	200,231	98.7
497	186	.1	196,488	96.9	526	72	.0	200,303	98.8
498	186	.1	196,674	97.0	527	81	.0	200,384	98.8
499	165	.1	196,839	97.0	528	83	.0	200,467	98.8
500	178	.1	197,017	97.1	529	76	.0	200,543	98.9
501	186	.1	197,203	97.2	530	78	.0	200,621	98.9
502	168	.1	197,371	97.3	531	83	.0	200,704	99.0
503	175	.1	197,546	97.4	532	72	.0	200,776	99.0
504	140	.1	197,686	97.5	533	68	.0	200,844	99.0
505	169	.1	197,855	97.5	534	82	.0	200,926	99.1
506	148	.1	198,003	97.6	535	65	.0	200,991	99.1
507	130	.1	198,133	97.7	536	69	.0	201,060	99.1
508	156	.1	198,289	97.8	537	86	.0	201,146	99.2
509	144	.1	198,433	97.8	538	56	.0	201,202	99.2
510	131	.1	198,564	97.9	539	63	.0	201,265	99.2
511	131	.1	198,695	98.0	540	45	.0	201,310	99.3
512	151	.1	198,846	98.0	541	58	.0	201,368	99.3
513	134	.1	198,980	98.1	542	60	.0	201,428	99.3
514	119	.1	199,099	98.2	543	57	.0	201,485	99.3

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
544	45	.0	201,530	99.4
545	58	.0	201,588	99.4
546	60	.0	201,648	99.4
547	48	.0	201,696	99.4
548	38	.0	201,734	99.5
549	37	.0	201,771	99.5
550	53	.0	201,824	99.5
551	55	.0	201,879	99.5
552	34	.0	201,913	99.5
553	36	.0	201,949	99.6
554	48	.0	201,997	99.6
555	38	.0	202,035	99.6
556	36	.0	202,071	99.6
557	23	.0	202,094	99.6
558	53	.0	202,147	99.7
559	23	.0	202,170	99.7
560	34	.0	202,204	99.7
561	27	.0	202,231	99.7
562	51	.0	202,282	99.7
563	13	.0	202,295	99.7
564	29	.0	202,324	99.8
565	13	.0	202,337	99.8
566	37	.0	202,374	99.8
567	26	.0	202,400	99.8
568	8	.0	202,408	99.8
569	15	.0	202,423	99.8
570	26	.0	202,449	99.8
571	28	.0	202,477	99.8
572	10	.0	202,487	99.8

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
573	6	.0	202,493	99.8
574	13	.0	202,506	99.8
575	16	.0	202,522	99.8
576	11	.0	202,533	99.9
577	19	.0	202,552	99.9
578	14	.0	202,566	99.9
579	19	.0	202,585	99.9
580	9	.0	202,594	99.9
581	21	.0	202,615	99.9
582	18	.0	202,633	99.9
583	18	.0	202,651	99.9
584	26	.0	202,677	99.9
585	12	.0	202,689	99.9
586	7	.0	202,696	99.9
587	19	.0	202,715	99.9
588	19	.0	202,734	100.0
589	8	.0	202,742	100.0
590	28	.0	202,770	100.0
591	9	.0	202,779	100.0
592	10	.0	202,789	100.0
594	30	.0	202,819	100.0
598	9	.0	202,828	100.0



**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
215	1,729	15.5	1,729	15.5
225	37	.3	1,766	15.8
231	105	.9	1,871	16.8
236	39	.3	1,910	17.1
238	42	.4	1,952	17.5
241	10	.1	1,962	17.6
243	52	.5	2,014	18.0
244	44	.4	2,058	18.4
247	36	.3	2,094	18.7
248	73	.7	2,167	19.4
249	55	.5	2,222	19.9
250	27	.2	2,249	20.1
251	11	.1	2,260	20.2
253	13	.1	2,273	20.4
254	39	.3	2,312	20.7
255	19	.2	2,331	20.9
256	30	.3	2,361	21.1
258	37	.3	2,398	21.5
259	15	.1	2,413	21.6
260	51	.5	2,464	22.1
261	17	.2	2,481	22.2
263	10	.1	2,491	22.3
264	41	.4	2,532	22.7
265	21	.2	2,553	22.9
266	17	.2	2,570	23.0
267	14	.1	2,584	23.1
268	30	.3	2,614	23.4
269	15	.1	2,629	23.5
270	10	.1	2,639	23.6

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
271	29	.3	2,668	23.9
272	27	.2	2,695	24.1
273	21	.2	2,716	24.3
274	12	.1	2,728	24.4
275	9	.1	2,737	24.5
276	15	.1	2,752	24.6
277	50	.4	2,802	25.1
278	4	.0	2,806	25.1
279	9	.1	2,815	25.2
280	10	.1	2,825	25.3
281	39	.3	2,864	25.6
282	6	.1	2,870	25.7
283	28	.3	2,898	25.9
284	26	.2	2,924	26.2
285	17	.2	2,941	26.3
286	13	.1	2,954	26.4
287	42	.4	2,996	26.8
288	13	.1	3,009	26.9
289	23	.2	3,032	27.1
290	32	.3	3,064	27.4
291	24	.2	3,088	27.6
292	2	.0	3,090	27.7
293	26	.2	3,116	27.9
294	27	.2	3,143	28.1
295	15	.1	3,158	28.3
296	21	.2	3,179	28.5
297	17	.2	3,196	28.6
298	14	.1	3,210	28.7
299	9	.1	3,219	28.8

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
300	16	.1	3,235	29.0
301	24	.2	3,259	29.2
302	13	.1	3,272	29.3
303	14	.1	3,286	29.4
304	14	.1	3,300	29.5
305	12	.1	3,312	29.7
306	10	.1	3,322	29.7
307	19	.2	3,341	29.9
308	14	.1	3,355	30.0
309	16	.1	3,371	30.2
310	4	.0	3,375	30.2
311	15	.1	3,390	30.4
312	11	.1	3,401	30.5
313	11	.1	3,412	30.5
314	9	.1	3,421	30.6
315	12	.1	3,433	30.7
316	12	.1	3,445	30.8
317	12	.1	3,457	31.0
318	13	.1	3,470	31.1
319	12	.1	3,482	31.2
320	12	.1	3,494	31.3
321	10	.1	3,504	31.4
322	14	.1	3,518	31.5
323	8	.1	3,526	31.6
324	12	.1	3,538	31.7
325	11	.1	3,549	31.8
326	7	.1	3,556	31.8
327	10	.1	3,566	31.9
328	22	.2	3,588	32.1

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
329	11	.1	3,599	32.2
330	12	.1	3,611	32.3
331	8	.1	3,619	32.4
332	10	.1	3,629	32.5
333	10	.1	3,639	32.6
334	9	.1	3,648	32.7
335	15	.1	3,663	32.8
336	16	.1	3,679	32.9
337	13	.1	3,692	33.1
338	17	.2	3,709	33.2
339	23	.2	3,732	33.4
340	11	.1	3,743	33.5
341	17	.2	3,760	33.7
342	15	.1	3,775	33.8
343	12	.1	3,787	33.9
344	15	.1	3,802	34.0
345	10	.1	3,812	34.1
346	11	.1	3,823	34.2
347	11	.1	3,834	34.3
348	12	.1	3,846	34.4
349	11	.1	3,857	34.5
350	15	.1	3,872	34.7
351	5	.0	3,877	34.7
352	12	.1	3,889	34.8
353	10	.1	3,899	34.9
354	11	.1	3,910	35.0
355	8	.1	3,918	35.1
356	11	.1	3,929	35.2
357	11	.1	3,940	35.3

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
358	12	.1	3,952	35.4
359	15	.1	3,967	35.5
360	14	.1	3,981	35.6
361	11	.1	3,992	35.7
362	9	.1	4,001	35.8
363	6	.1	4,007	35.9
364	13	.1	4,020	36.0
365	12	.1	4,032	36.1
366	20	.2	4,052	36.3
367	14	.1	4,066	36.4
368	14	.1	4,080	36.5
369	15	.1	4,095	36.7
370	19	.2	4,114	36.8
371	21	.2	4,135	37.0
372	14	.1	4,149	37.1
373	13	.1	4,162	37.3
374	12	.1	4,174	37.4
375	13	.1	4,187	37.5
376	22	.2	4,209	37.7
377	16	.1	4,225	37.8
378	6	.1	4,231	37.9
379	13	.1	4,244	38.0
380	21	.2	4,265	38.2
381	16	.1	4,281	38.3
382	26	.2	4,307	38.6
383	22	.2	4,329	38.8
384	18	.2	4,347	38.9
385	16	.1	4,363	39.1
386	13	.1	4,376	39.2

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
387	17	.2	4,393	39.3
388	15	.1	4,408	39.5
389	17	.2	4,425	39.6
390	22	.2	4,447	39.8
391	9	.1	4,456	39.9
392	23	.2	4,479	40.1
393	19	.2	4,498	40.3
394	16	.1	4,514	40.4
395	10	.1	4,524	40.5
396	21	.2	4,545	40.7
397	22	.2	4,567	40.9
398	27	.2	4,594	41.1
399	25	.2	4,619	41.4
400	19	.2	4,638	41.5
401	29	.3	4,667	41.8
402	28	.3	4,695	42.0
403	18	.2	4,713	42.2
404	20	.2	4,733	42.4
405	20	.2	4,753	42.6
406	14	.1	4,767	42.7
407	20	.2	4,787	42.9
408	24	.2	4,811	43.1
409	27	.2	4,838	43.3
410	21	.2	4,859	43.5
411	26	.2	4,885	43.7
412	30	.3	4,915	44.0
413	28	.3	4,943	44.3
414	19	.2	4,962	44.4
415	22	.2	4,984	44.6

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
416	19	.2	5,003	44.8
417	26	.2	5,029	45.0
418	30	.3	5,059	45.3
419	24	.2	5,083	45.5
420	21	.2	5,104	45.7
421	37	.3	5,141	46.0
422	18	.2	5,159	46.2
423	41	.4	5,200	46.6
424	32	.3	5,232	46.8
425	22	.2	5,254	47.0
426	29	.3	5,283	47.3
427	37	.3	5,320	47.6
428	27	.2	5,347	47.9
429	43	.4	5,390	48.3
430	33	.3	5,423	48.6
431	29	.3	5,452	48.8
432	29	.3	5,481	49.1
433	25	.2	5,506	49.3
434	34	.3	5,540	49.6
435	41	.4	5,581	50.0
436	35	.3	5,616	50.3
437	36	.3	5,652	50.6
438	48	.4	5,700	51.0
439	38	.3	5,738	51.4
440	34	.3	5,772	51.7
441	49	.4	5,821	52.1
442	31	.3	5,852	52.4
443	35	.3	5,887	52.7
444	33	.3	5,920	53.0

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
445	39	.3	5,959	53.4
446	35	.3	5,994	53.7
447	36	.3	6,030	54.0
448	46	.4	6,076	54.4
449	50	.4	6,126	54.8
450	43	.4	6,169	55.2
451	40	.4	6,209	55.6
452	42	.4	6,251	56.0
453	42	.4	6,293	56.3
454	40	.4	6,333	56.7
455	51	.5	6,384	57.2
456	47	.4	6,431	57.6
457	47	.4	6,478	58.0
458	42	.4	6,520	58.4
459	55	.5	6,575	58.9
460	45	.4	6,620	59.3
461	39	.3	6,659	59.6
462	41	.4	6,700	60.0
463	49	.4	6,749	60.4
464	37	.3	6,786	60.8
465	46	.4	6,832	61.2
466	53	.5	6,885	61.6
467	52	.5	6,937	62.1
468	60	.5	6,997	62.6
469	42	.4	7,039	63.0
470	64	.6	7,103	63.6
471	51	.5	7,154	64.1
472	52	.5	7,206	64.5
473	52	.5	7,258	65.0

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
474	66	.6	7,324	65.6
475	57	.5	7,381	66.1
476	65	.6	7,446	66.7
477	40	.4	7,486	67.0
478	52	.5	7,538	67.5
479	52	.5	7,590	68.0
480	49	.4	7,639	68.4
481	47	.4	7,686	68.8
482	56	.5	7,742	69.3
483	57	.5	7,799	69.8
484	60	.5	7,859	70.4
485	46	.4	7,905	70.8
486	57	.5	7,962	71.3
487	61	.5	8,023	71.8
488	59	.5	8,082	72.4
489	54	.5	8,136	72.8
490	49	.4	8,185	73.3
491	56	.5	8,241	73.8
492	63	.6	8,304	74.3
493	50	.4	8,354	74.8
494	51	.5	8,405	75.3
495	57	.5	8,462	75.8
496	58	.5	8,520	76.3
497	38	.3	8,558	76.6
498	52	.5	8,610	77.1
499	63	.6	8,673	77.7
500	49	.4	8,722	78.1
501	38	.3	8,760	78.4
502	55	.5	8,815	78.9

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
503	49	.4	8,864	79.4
504	59	.5	8,923	79.9
505	37	.3	8,960	80.2
506	44	.4	9,004	80.6
507	42	.4	9,046	81.0
508	52	.5	9,098	81.5
509	49	.4	9,147	81.9
510	36	.3	9,183	82.2
511	47	.4	9,230	82.6
512	36	.3	9,266	83.0
513	50	.4	9,316	83.4
514	40	.4	9,356	83.8
515	47	.4	9,403	84.2
516	50	.4	9,453	84.6
517	39	.3	9,492	85.0
518	49	.4	9,541	85.4
519	38	.3	9,579	85.8
520	47	.4	9,626	86.2
521	35	.3	9,661	86.5
522	43	.4	9,704	86.9
523	36	.3	9,740	87.2
524	33	.3	9,773	87.5
525	53	.5	9,826	88.0
526	34	.3	9,860	88.3
527	32	.3	9,892	88.6
528	37	.3	9,929	88.9
529	42	.4	9,971	89.3
530	40	.4	10,011	89.6
531	38	.3	10,049	90.0

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
532	43	.4	10,092	90.4
533	33	.3	10,125	90.7
534	25	.2	10,150	90.9
535	32	.3	10,182	91.2
536	30	.3	10,212	91.4
537	38	.3	10,250	91.8
538	37	.3	10,287	92.1
539	30	.3	10,317	92.4
540	31	.3	10,348	92.6
541	31	.3	10,379	92.9
542	37	.3	10,416	93.3
543	20	.2	10,436	93.4
544	29	.3	10,465	93.7
545	25	.2	10,490	93.9
546	37	.3	10,527	94.3
547	27	.2	10,554	94.5
548	13	.1	10,567	94.6
549	24	.2	10,591	94.8
550	26	.2	10,617	95.1
551	16	.1	10,633	95.2
552	30	.3	10,663	95.5
553	13	.1	10,676	95.6
554	20	.2	10,696	95.8
555	18	.2	10,714	95.9
556	20	.2	10,734	96.1
557	21	.2	10,755	96.3
558	30	.3	10,785	96.6
559	18	.2	10,803	96.7
560	16	.1	10,819	96.9

**Table I-57: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade 2**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
561	8	.1	10,827	96.9
562	13	.1	10,840	97.1
563	5	.0	10,845	97.1
564	20	.2	10,865	97.3
565	16	.1	10,881	97.4
566	15	.1	10,896	97.6
567	16	.1	10,912	97.7
568	15	.1	10,927	97.8
569	21	.2	10,948	98.0
570	13	.1	10,961	98.1
571	12	.1	10,973	98.2
572	7	.1	10,980	98.3
573	9	.1	10,989	98.4
574	12	.1	11,001	98.5
575	7	.1	11,008	98.6
576	8	.1	11,016	98.6
577	7	.1	11,023	98.7
578	11	.1	11,034	98.8
579	1	.0	11,035	98.8
580	14	.1	11,049	98.9
581	4	.0	11,053	99.0
582	14	.1	11,067	99.1
583	4	.0	11,071	99.1
584	16	.1	11,087	99.3
585	5	.0	11,092	99.3
586	3	.0	11,095	99.3
587	4	.0	11,099	99.4
588	3	.0	11,102	99.4
589	6	.1	11,108	99.5

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

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
590	3	.0	11,111	99.5
591	6	.1	11,117	99.5
592	5	.0	11,122	99.6
593	2	.0	11,124	99.6
594	3	.0	11,127	99.6
595	10	.1	11,137	99.7
596	2	.0	11,139	99.7
597	1	.0	11,140	99.7
599	2	.0	11,142	99.8
600	4	.0	11,146	99.8
601	4	.0	11,150	99.8
602	2	.0	11,152	99.8
603	1	.0	11,153	99.9
604	2	.0	11,155	99.9
606	1	.0	11,156	99.9
608	5	.0	11,161	99.9
613	2	.0	11,163	99.9
616	3	.0	11,166	100.0
619	1	.0	11,167	100.0
627	1	.0	11,168	100.0
629	1	.0	11,169	100.0

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
230	3,706	14.0	3,706	14.0
235	136	.5	3,842	14.5
249	39	.1	3,881	14.7
252	30	.1	3,911	14.8
254	20	.1	3,931	14.9
257	295	1.1	4,226	16.0
258	120	.5	4,346	16.5
260	46	.2	4,392	16.6
262	60	.2	4,452	16.9
265	102	.4	4,554	17.2
266	69	.3	4,623	17.5
267	35	.1	4,658	17.6
268	156	.6	4,814	18.2
270	61	.2	4,875	18.5
271	59	.2	4,934	18.7
272	14	.1	4,948	18.7
273	22	.1	4,970	18.8
274	188	.7	5,158	19.5
275	4	.0	5,162	19.5
276	44	.2	5,206	19.7
277	39	.1	5,245	19.9
278	26	.1	5,271	20.0
279	42	.2	5,313	20.1
280	57	.2	5,370	20.3
281	43	.2	5,413	20.5
282	29	.1	5,442	20.6
283	19	.1	5,461	20.7
284	19	.1	5,480	20.7
285	31	.1	5,511	20.9

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>286</b>	32	.1	5,543	21.0
<b>287</b>	62	.2	5,605	21.2
<b>288</b>	11	.0	5,616	21.3
<b>289</b>	41	.2	5,657	21.4
<b>290</b>	33	.1	5,690	21.5
<b>291</b>	45	.2	5,735	21.7
<b>292</b>	10	.0	5,745	21.7
<b>293</b>	51	.2	5,796	21.9
<b>294</b>	49	.2	5,845	22.1
<b>295</b>	54	.2	5,899	22.3
<b>296</b>	46	.2	5,945	22.5
<b>297</b>	26	.1	5,971	22.6
<b>298</b>	75	.3	6,046	22.9
<b>299</b>	29	.1	6,075	23.0
<b>300</b>	66	.2	6,141	23.2
<b>301</b>	41	.2	6,182	23.4
<b>302</b>	34	.1	6,216	23.5
<b>303</b>	79	.3	6,295	23.8
<b>304</b>	36	.1	6,331	24.0
<b>305</b>	59	.2	6,390	24.2
<b>306</b>	19	.1	6,409	24.3
<b>307</b>	57	.2	6,466	24.5
<b>308</b>	48	.2	6,514	24.7
<b>309</b>	70	.3	6,584	24.9
<b>310</b>	48	.2	6,632	25.1
<b>311</b>	35	.1	6,667	25.2
<b>312</b>	82	.3	6,749	25.6
<b>313</b>	41	.2	6,790	25.7
<b>314</b>	42	.2	6,832	25.9

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>315</b>	46	.2	6,878	26.0
<b>316</b>	73	.3	6,951	26.3
<b>317</b>	34	.1	6,985	26.4
<b>318</b>	58	.2	7,043	26.7
<b>319</b>	42	.2	7,085	26.8
<b>320</b>	30	.1	7,115	26.9
<b>321</b>	45	.2	7,160	27.1
<b>322</b>	62	.2	7,222	27.3
<b>323</b>	25	.1	7,247	27.4
<b>324</b>	50	.2	7,297	27.6
<b>325</b>	39	.1	7,336	27.8
<b>326</b>	45	.2	7,381	27.9
<b>327</b>	57	.2	7,438	28.2
<b>328</b>	53	.2	7,491	28.4
<b>329</b>	14	.1	7,505	28.4
<b>330</b>	28	.1	7,533	28.5
<b>331</b>	77	.3	7,610	28.8
<b>332</b>	35	.1	7,645	28.9
<b>333</b>	39	.1	7,684	29.1
<b>334</b>	36	.1	7,720	29.2
<b>335</b>	51	.2	7,771	29.4
<b>336</b>	48	.2	7,819	29.6
<b>337</b>	41	.2	7,860	29.8
<b>338</b>	47	.2	7,907	29.9
<b>339</b>	39	.1	7,946	30.1
<b>340</b>	41	.2	7,987	30.2
<b>341</b>	45	.2	8,032	30.4
<b>342</b>	31	.1	8,063	30.5
<b>343</b>	28	.1	8,091	30.6



**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
344	60	.2	8,151	30.9
345	31	.1	8,182	31.0
346	35	.1	8,217	31.1
347	55	.2	8,272	31.3
348	32	.1	8,304	31.4
349	62	.2	8,366	31.7
350	27	.1	8,393	31.8
351	27	.1	8,420	31.9
352	37	.1	8,457	32.0
353	50	.2	8,507	32.2
354	36	.1	8,543	32.3
355	65	.2	8,608	32.6
356	33	.1	8,641	32.7
357	48	.2	8,689	32.9
358	42	.2	8,731	33.1
359	46	.2	8,777	33.2
360	49	.2	8,826	33.4
361	27	.1	8,853	33.5
362	47	.2	8,900	33.7
363	38	.1	8,938	33.8
364	47	.2	8,985	34.0
365	28	.1	9,013	34.1
366	37	.1	9,050	34.3
367	30	.1	9,080	34.4
368	38	.1	9,118	34.5
369	44	.2	9,162	34.7
370	19	.1	9,181	34.8
371	35	.1	9,216	34.9
372	40	.2	9,256	35.0

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
373	43	.2	9,299	35.2
374	31	.1	9,330	35.3
375	44	.2	9,374	35.5
376	38	.1	9,412	35.6
377	29	.1	9,441	35.7
378	36	.1	9,477	35.9
379	30	.1	9,507	36.0
380	46	.2	9,553	36.2
381	44	.2	9,597	36.3
382	55	.2	9,652	36.5
383	35	.1	9,687	36.7
384	40	.2	9,727	36.8
385	35	.1	9,762	37.0
386	36	.1	9,798	37.1
387	40	.2	9,838	37.2
388	35	.1	9,873	37.4
389	41	.2	9,914	37.5
390	41	.2	9,955	37.7
391	28	.1	9,983	37.8
392	27	.1	10,010	37.9
393	44	.2	10,054	38.1
394	32	.1	10,086	38.2
395	36	.1	10,122	38.3
396	28	.1	10,150	38.4
397	36	.1	10,186	38.6
398	34	.1	10,220	38.7
399	29	.1	10,249	38.8
400	42	.2	10,291	39.0
401	26	.1	10,317	39.1

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
402	44	.2	10,361	39.2
403	42	.2	10,403	39.4
404	37	.1	10,440	39.5
405	35	.1	10,475	39.7
406	41	.2	10,516	39.8
407	38	.1	10,554	40.0
408	40	.2	10,594	40.1
409	40	.2	10,634	40.3
410	29	.1	10,663	40.4
411	35	.1	10,698	40.5
412	40	.2	10,738	40.7
413	50	.2	10,788	40.8
414	46	.2	10,834	41.0
415	44	.2	10,878	41.2
416	51	.2	10,929	41.4
417	47	.2	10,976	41.6
418	51	.2	11,027	41.7
419	43	.2	11,070	41.9
420	64	.2	11,134	42.2
421	39	.1	11,173	42.3
422	47	.2	11,220	42.5
423	49	.2	11,269	42.7
424	46	.2	11,315	42.8
425	67	.3	11,382	43.1
426	62	.2	11,444	43.3
427	48	.2	11,492	43.5
428	51	.2	11,543	43.7
429	47	.2	11,590	43.9
430	41	.2	11,631	44.0

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
431	55	.2	11,686	44.2
432	48	.2	11,734	44.4
433	43	.2	11,777	44.6
434	44	.2	11,821	44.8
435	55	.2	11,876	45.0
436	52	.2	11,928	45.2
437	40	.2	11,968	45.3
438	45	.2	12,013	45.5
439	56	.2	12,069	45.7
440	49	.2	12,118	45.9
441	58	.2	12,176	46.1
442	42	.2	12,218	46.3
443	61	.2	12,279	46.5
444	40	.2	12,319	46.6
445	82	.3	12,401	46.9
446	56	.2	12,457	47.2
447	72	.3	12,529	47.4
448	56	.2	12,585	47.6
449	58	.2	12,643	47.9
450	47	.2	12,690	48.0
451	63	.2	12,753	48.3
452	70	.3	12,823	48.5
453	62	.2	12,885	48.8
454	65	.2	12,950	49.0
455	58	.2	13,008	49.2
456	66	.2	13,074	49.5
457	69	.3	13,143	49.8
458	55	.2	13,198	50.0
459	79	.3	13,277	50.3

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
460	58	.2	13,335	50.5
461	69	.3	13,404	50.7
462	56	.2	13,460	51.0
463	73	.3	13,533	51.2
464	64	.2	13,597	51.5
465	63	.2	13,660	51.7
466	74	.3	13,734	52.0
467	77	.3	13,811	52.3
468	73	.3	13,884	52.6
469	53	.2	13,937	52.8
470	83	.3	14,020	53.1
471	67	.3	14,087	53.3
472	70	.3	14,157	53.6
473	81	.3	14,238	53.9
474	67	.3	14,305	54.2
475	103	.4	14,408	54.5
476	71	.3	14,479	54.8
477	88	.3	14,567	55.1
478	68	.3	14,635	55.4
479	84	.3	14,719	55.7
480	79	.3	14,798	56.0
481	77	.3	14,875	56.3
482	84	.3	14,959	56.6
483	86	.3	15,045	57.0
484	90	.3	15,135	57.3
485	84	.3	15,219	57.6
486	78	.3	15,297	57.9
487	84	.3	15,381	58.2
488	68	.3	15,449	58.5

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
489	90	.3	15,539	58.8
490	71	.3	15,610	59.1
491	100	.4	15,710	59.5
492	95	.4	15,805	59.8
493	91	.3	15,896	60.2
494	87	.3	15,983	60.5
495	79	.3	16,062	60.8
496	97	.4	16,159	61.2
497	87	.3	16,246	61.5
498	93	.4	16,339	61.9
499	87	.3	16,426	62.2
500	106	.4	16,532	62.6
501	111	.4	16,643	63.0
502	101	.4	16,744	63.4
503	89	.3	16,833	63.7
504	91	.3	16,924	64.1
505	97	.4	17,021	64.4
506	93	.4	17,114	64.8
507	92	.3	17,206	65.1
508	84	.3	17,290	65.5
509	105	.4	17,395	65.9
510	102	.4	17,497	66.2
511	105	.4	17,602	66.6
512	97	.4	17,699	67.0
513	98	.4	17,797	67.4
514	96	.4	17,893	67.7
515	89	.3	17,982	68.1
516	104	.4	18,086	68.5
517	92	.3	18,178	68.8

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

**Table I-58: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
518	101	.4	18,279	69.2	547	78	.3	21,040	79.7
519	88	.3	18,367	69.5	548	100	.4	21,140	80.0
520	105	.4	18,472	69.9	549	97	.4	21,237	80.4
521	109	.4	18,581	70.3	550	70	.3	21,307	80.7
522	97	.4	18,678	70.7	551	80	.3	21,387	81.0
523	94	.4	18,772	71.1	552	99	.4	21,486	81.3
524	119	.5	18,891	71.5	553	97	.4	21,583	81.7
525	96	.4	18,987	71.9	554	87	.3	21,670	82.0
526	102	.4	19,089	72.3	555	83	.3	21,753	82.4
527	88	.3	19,177	72.6	556	88	.3	21,841	82.7
528	86	.3	19,263	72.9	557	86	.3	21,927	83.0
529	98	.4	19,361	73.3	558	86	.3	22,013	83.3
530	100	.4	19,461	73.7	559	81	.3	22,094	83.6
531	90	.3	19,551	74.0	560	77	.3	22,171	83.9
532	92	.3	19,643	74.4	561	69	.3	22,240	84.2
533	90	.3	19,733	74.7	562	63	.2	22,303	84.4
534	83	.3	19,816	75.0	563	99	.4	22,402	84.8
535	115	.4	19,931	75.5	564	48	.2	22,450	85.0
536	99	.4	20,030	75.8	565	84	.3	22,534	85.3
537	97	.4	20,127	76.2	566	93	.4	22,627	85.7
538	108	.4	20,235	76.6	567	70	.3	22,697	85.9
539	78	.3	20,313	76.9	568	93	.4	22,790	86.3
540	102	.4	20,415	77.3	569	62	.2	22,852	86.5
541	99	.4	20,514	77.7	570	69	.3	22,921	86.8
542	87	.3	20,601	78.0	571	80	.3	23,001	87.1
543	85	.3	20,686	78.3	572	77	.3	23,078	87.4
544	109	.4	20,795	78.7	573	62	.2	23,140	87.6
545	77	.3	20,872	79.0	574	67	.3	23,207	87.9
546	90	.3	20,962	79.4	575	60	.2	23,267	88.1

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
576	67	.3	23,334	88.3
577	75	.3	23,409	88.6
578	56	.2	23,465	88.8
579	85	.3	23,550	89.2
580	66	.2	23,616	89.4
581	68	.3	23,684	89.7
582	74	.3	23,758	89.9
583	64	.2	23,822	90.2
584	50	.2	23,872	90.4
585	78	.3	23,950	90.7
586	54	.2	24,004	90.9
587	60	.2	24,064	91.1
588	55	.2	24,119	91.3
589	47	.2	24,166	91.5
590	60	.2	24,226	91.7
591	57	.2	24,283	91.9
592	46	.2	24,329	92.1
593	68	.3	24,397	92.4
594	42	.2	24,439	92.5
595	40	.2	24,479	92.7
596	56	.2	24,535	92.9
597	53	.2	24,588	93.1
598	61	.2	24,649	93.3
599	26	.1	24,675	93.4
600	51	.2	24,726	93.6
601	49	.2	24,775	93.8
602	46	.2	24,821	94.0
603	29	.1	24,850	94.1
604	65	.2	24,915	94.3

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
605	24	.1	24,939	94.4
606	41	.2	24,980	94.6
607	32	.1	25,012	94.7
608	30	.1	25,042	94.8
609	49	.2	25,091	95.0
610	37	.1	25,128	95.1
611	41	.2	25,169	95.3
612	34	.1	25,203	95.4
613	36	.1	25,239	95.6
614	41	.2	25,280	95.7
615	23	.1	25,303	95.8
616	40	.2	25,343	95.9
617	19	.1	25,362	96.0
618	40	.2	25,402	96.2
619	21	.1	25,423	96.2
620	25	.1	25,448	96.3
621	28	.1	25,476	96.4
622	38	.1	25,514	96.6
623	15	.1	25,529	96.6
624	55	.2	25,584	96.9
625	28	.1	25,612	97.0
626	24	.1	25,636	97.1
627	17	.1	25,653	97.1
628	17	.1	25,670	97.2
629	21	.1	25,691	97.3
630	32	.1	25,723	97.4
631	37	.1	25,760	97.5
632	40	.2	25,800	97.7
633	21	.1	25,821	97.8

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>634</b>	17	.1	25,838	97.8
<b>635</b>	24	.1	25,862	97.9
<b>636</b>	23	.1	25,885	98.0
<b>637</b>	11	.0	25,896	98.0
<b>638</b>	36	.1	25,932	98.2
<b>639</b>	17	.1	25,949	98.2
<b>640</b>	19	.1	25,968	98.3
<b>641</b>	32	.1	26,000	98.4
<b>642</b>	10	.0	26,010	98.5
<b>643</b>	15	.1	26,025	98.5
<b>644</b>	33	.1	26,058	98.7
<b>645</b>	9	.0	26,067	98.7
<b>646</b>	19	.1	26,086	98.8
<b>647</b>	12	.0	26,098	98.8
<b>648</b>	10	.0	26,108	98.8
<b>649</b>	6	.0	26,114	98.9
<b>650</b>	24	.1	26,138	99.0
<b>651</b>	5	.0	26,143	99.0
<b>652</b>	16	.1	26,159	99.0
<b>653</b>	3	.0	26,162	99.0
<b>654</b>	25	.1	26,187	99.1
<b>655</b>	8	.0	26,195	99.2
<b>656</b>	12	.0	26,207	99.2
<b>657</b>	1	.0	26,208	99.2
<b>658</b>	32	.1	26,240	99.3
<b>659</b>	1	.0	26,241	99.3
<b>660</b>	16	.1	26,257	99.4
<b>661</b>	5	.0	26,262	99.4
<b>662</b>	1	.0	26,263	99.4

**Table I-58: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 3–5**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>663</b>	3	.0	26,266	99.4
<b>664</b>	10	.0	26,276	99.5
<b>665</b>	9	.0	26,285	99.5
<b>667</b>	20	.1	26,305	99.6
<b>669</b>	7	.0	26,312	99.6
<b>670</b>	13	.0	26,325	99.7
<b>672</b>	4	.0	26,329	99.7
<b>673</b>	8	.0	26,337	99.7
<b>675</b>	2	.0	26,339	99.7
<b>678</b>	11	.0	26,350	99.8
<b>680</b>	33	.1	26,383	99.9
<b>685</b>	5	.0	26,388	99.9
<b>687</b>	9	.0	26,397	99.9
<b>698</b>	7	.0	26,404	100.0
<b>700</b>	10	.0	26,414	100.0

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>248</b>	2,989	13.8	2,989	13.8
<b>253</b>	73	.3	3,062	14.1
<b>267</b>	271	1.3	3,333	15.4
<b>272</b>	33	.2	3,366	15.5
<b>275</b>	80	.4	3,446	15.9
<b>277</b>	75	.3	3,521	16.3
<b>278</b>	74	.3	3,595	16.6
<b>279</b>	59	.3	3,654	16.9
<b>282</b>	9	.0	3,663	16.9
<b>283</b>	144	.7	3,807	17.6
<b>286</b>	71	.3	3,878	17.9
<b>287</b>	28	.1	3,906	18.0
<b>288</b>	37	.2	3,943	18.2
<b>290</b>	68	.3	4,011	18.5
<b>291</b>	39	.2	4,050	18.7
<b>292</b>	3	.0	4,053	18.7
<b>293</b>	47	.2	4,100	18.9
<b>294</b>	107	.5	4,207	19.4
<b>295</b>	22	.1	4,229	19.5
<b>296</b>	16	.1	4,245	19.6
<b>297</b>	40	.2	4,285	19.8
<b>298</b>	56	.3	4,341	20.0
<b>299</b>	18	.1	4,359	20.1
<b>300</b>	4	.0	4,363	20.2
<b>301</b>	14	.1	4,377	20.2
<b>302</b>	115	.5	4,492	20.7
<b>303</b>	5	.0	4,497	20.8
<b>304</b>	31	.1	4,528	20.9
<b>305</b>	16	.1	4,544	21.0

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>306</b>	97	.4	4,641	21.4
<b>307</b>	23	.1	4,664	21.5
<b>308</b>	15	.1	4,679	21.6
<b>309</b>	57	.3	4,736	21.9
<b>310</b>	24	.1	4,760	22.0
<b>311</b>	10	.0	4,770	22.0
<b>312</b>	24	.1	4,794	22.1
<b>313</b>	115	.5	4,909	22.7
<b>314</b>	25	.1	4,934	22.8
<b>315</b>	10	.0	4,944	22.8
<b>316</b>	20	.1	4,964	22.9
<b>317</b>	39	.2	5,003	23.1
<b>318</b>	53	.2	5,056	23.4
<b>319</b>	14	.1	5,070	23.4
<b>320</b>	82	.4	5,152	23.8
<b>321</b>	44	.2	5,196	24.0
<b>322</b>	29	.1	5,225	24.1
<b>323</b>	18	.1	5,243	24.2
<b>324</b>	47	.2	5,290	24.4
<b>325</b>	97	.4	5,387	24.9
<b>326</b>	5	.0	5,392	24.9
<b>327</b>	24	.1	5,416	25.0
<b>328</b>	82	.4	5,498	25.4
<b>329</b>	44	.2	5,542	25.6
<b>330</b>	40	.2	5,582	25.8
<b>331</b>	62	.3	5,644	26.1
<b>332</b>	56	.3	5,700	26.3
<b>333</b>	33	.2	5,733	26.5
<b>334</b>	44	.2	5,777	26.7

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>335</b>	35	.2	5,812	26.8
<b>336</b>	52	.2	5,864	27.1
<b>337</b>	36	.2	5,900	27.3
<b>338</b>	40	.2	5,940	27.4
<b>339</b>	49	.2	5,989	27.7
<b>340</b>	53	.2	6,042	27.9
<b>341</b>	34	.2	6,076	28.1
<b>342</b>	18	.1	6,094	28.1
<b>343</b>	57	.3	6,151	28.4
<b>344</b>	46	.2	6,197	28.6
<b>345</b>	27	.1	6,224	28.7
<b>346</b>	30	.1	6,254	28.9
<b>347</b>	45	.2	6,299	29.1
<b>348</b>	55	.3	6,354	29.3
<b>349</b>	23	.1	6,377	29.5
<b>350</b>	39	.2	6,416	29.6
<b>351</b>	36	.2	6,452	29.8
<b>352</b>	50	.2	6,502	30.0
<b>353</b>	12	.1	6,514	30.1
<b>354</b>	41	.2	6,555	30.3
<b>355</b>	63	.3	6,618	30.6
<b>356</b>	33	.2	6,651	30.7
<b>357</b>	36	.2	6,687	30.9
<b>358</b>	46	.2	6,733	31.1
<b>359</b>	38	.2	6,771	31.3
<b>360</b>	45	.2	6,816	31.5
<b>361</b>	31	.1	6,847	31.6
<b>362</b>	38	.2	6,885	31.8
<b>363</b>	41	.2	6,926	32.0

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>364</b>	26	.1	6,952	32.1
<b>365</b>	51	.2	7,003	32.3
<b>366</b>	31	.1	7,034	32.5
<b>367</b>	48	.2	7,082	32.7
<b>368</b>	30	.1	7,112	32.8
<b>369</b>	14	.1	7,126	32.9
<b>370</b>	53	.2	7,179	33.2
<b>371</b>	24	.1	7,203	33.3
<b>372</b>	31	.1	7,234	33.4
<b>373</b>	40	.2	7,274	33.6
<b>374</b>	29	.1	7,303	33.7
<b>375</b>	32	.1	7,335	33.9
<b>376</b>	20	.1	7,355	34.0
<b>377</b>	31	.1	7,386	34.1
<b>378</b>	35	.2	7,421	34.3
<b>379</b>	48	.2	7,469	34.5
<b>380</b>	25	.1	7,494	34.6
<b>381</b>	39	.2	7,533	34.8
<b>382</b>	28	.1	7,561	34.9
<b>383</b>	39	.2	7,600	35.1
<b>384</b>	33	.2	7,633	35.3
<b>385</b>	40	.2	7,673	35.4
<b>386</b>	39	.2	7,712	35.6
<b>387</b>	29	.1	7,741	35.8
<b>388</b>	22	.1	7,763	35.9
<b>389</b>	36	.2	7,799	36.0
<b>390</b>	26	.1	7,825	36.1
<b>391</b>	44	.2	7,869	36.3
<b>392</b>	27	.1	7,896	36.5



**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>393</b>	35	.2	7,931	36.6
<b>394</b>	34	.2	7,965	36.8
<b>395</b>	29	.1	7,994	36.9
<b>396</b>	25	.1	8,019	37.0
<b>397</b>	27	.1	8,046	37.2
<b>398</b>	23	.1	8,069	37.3
<b>399</b>	30	.1	8,099	37.4
<b>400</b>	33	.2	8,132	37.6
<b>401</b>	28	.1	8,160	37.7
<b>402</b>	38	.2	8,198	37.9
<b>403</b>	27	.1	8,225	38.0
<b>404</b>	31	.1	8,256	38.1
<b>405</b>	27	.1	8,283	38.3
<b>406</b>	30	.1	8,313	38.4
<b>407</b>	39	.2	8,352	38.6
<b>408</b>	31	.1	8,383	38.7
<b>409</b>	38	.2	8,421	38.9
<b>410</b>	39	.2	8,460	39.1
<b>411</b>	32	.1	8,492	39.2
<b>412</b>	28	.1	8,520	39.4
<b>413</b>	40	.2	8,560	39.5
<b>414</b>	34	.2	8,594	39.7
<b>415</b>	31	.1	8,625	39.8
<b>416</b>	26	.1	8,651	40.0
<b>417</b>	21	.1	8,672	40.1
<b>418</b>	31	.1	8,703	40.2
<b>419</b>	25	.1	8,728	40.3
<b>420</b>	28	.1	8,756	40.4
<b>421</b>	35	.2	8,791	40.6

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>422</b>	19	.1	8,810	40.7
<b>423</b>	23	.1	8,833	40.8
<b>424</b>	21	.1	8,854	40.9
<b>425</b>	29	.1	8,883	41.0
<b>426</b>	39	.2	8,922	41.2
<b>427</b>	23	.1	8,945	41.3
<b>428</b>	35	.2	8,980	41.5
<b>429</b>	20	.1	9,000	41.6
<b>430</b>	33	.2	9,033	41.7
<b>431</b>	28	.1	9,061	41.9
<b>432</b>	18	.1	9,079	41.9
<b>433</b>	23	.1	9,102	42.0
<b>434</b>	32	.1	9,134	42.2
<b>435</b>	35	.2	9,169	42.3
<b>436</b>	25	.1	9,194	42.5
<b>437</b>	15	.1	9,209	42.5
<b>438</b>	26	.1	9,235	42.7
<b>439</b>	22	.1	9,257	42.8
<b>440</b>	20	.1	9,277	42.8
<b>441</b>	25	.1	9,302	43.0
<b>442</b>	20	.1	9,322	43.1
<b>443</b>	19	.1	9,341	43.1
<b>444</b>	28	.1	9,369	43.3
<b>445</b>	32	.1	9,401	43.4
<b>446</b>	42	.2	9,443	43.6
<b>447</b>	28	.1	9,471	43.7
<b>448</b>	22	.1	9,493	43.8
<b>449</b>	23	.1	9,516	44.0
<b>450</b>	22	.1	9,538	44.1

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
451	30	.1	9,568	44.2
452	37	.2	9,605	44.4
453	32	.1	9,637	44.5
454	31	.1	9,668	44.7
455	35	.2	9,703	44.8
456	30	.1	9,733	45.0
457	19	.1	9,752	45.0
458	32	.1	9,784	45.2
459	25	.1	9,809	45.3
460	31	.1	9,840	45.4
461	31	.1	9,871	45.6
462	31	.1	9,902	45.7
463	30	.1	9,932	45.9
464	25	.1	9,957	46.0
465	38	.2	9,995	46.2
466	37	.2	10,032	46.3
467	36	.2	10,068	46.5
468	36	.2	10,104	46.7
469	36	.2	10,140	46.8
470	35	.2	10,175	47.0
471	34	.2	10,209	47.2
472	23	.1	10,232	47.3
473	26	.1	10,258	47.4
474	27	.1	10,285	47.5
475	37	.2	10,322	47.7
476	37	.2	10,359	47.8
477	30	.1	10,389	48.0
478	34	.2	10,423	48.1
479	26	.1	10,449	48.3

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
480	37	.2	10,486	48.4
481	32	.1	10,518	48.6
482	38	.2	10,556	48.8
483	46	.2	10,602	49.0
484	39	.2	10,641	49.1
485	38	.2	10,679	49.3
486	41	.2	10,720	49.5
487	39	.2	10,759	49.7
488	28	.1	10,787	49.8
489	44	.2	10,831	50.0
490	41	.2	10,872	50.2
491	48	.2	10,920	50.4
492	43	.2	10,963	50.6
493	35	.2	10,998	50.8
494	37	.2	11,035	51.0
495	40	.2	11,075	51.2
496	46	.2	11,121	51.4
497	43	.2	11,164	51.6
498	38	.2	11,202	51.7
499	33	.2	11,235	51.9
500	44	.2	11,279	52.1
501	43	.2	11,322	52.3
502	41	.2	11,363	52.5
503	45	.2	11,408	52.7
504	46	.2	11,454	52.9
505	45	.2	11,499	53.1
506	47	.2	11,546	53.3
507	41	.2	11,587	53.5
508	50	.2	11,637	53.7

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
509	62	.3	11,699	54.0
510	53	.2	11,752	54.3
511	41	.2	11,793	54.5
512	45	.2	11,838	54.7
513	44	.2	11,882	54.9
514	42	.2	11,924	55.1
515	51	.2	11,975	55.3
516	64	.3	12,039	55.6
517	54	.2	12,093	55.9
518	62	.3	12,155	56.1
519	36	.2	12,191	56.3
520	60	.3	12,251	56.6
521	47	.2	12,298	56.8
522	54	.2	12,352	57.1
523	68	.3	12,420	57.4
524	51	.2	12,471	57.6
525	56	.3	12,527	57.9
526	54	.2	12,581	58.1
527	54	.2	12,635	58.4
528	53	.2	12,688	58.6
529	44	.2	12,732	58.8
530	53	.2	12,785	59.1
531	67	.3	12,852	59.4
532	72	.3	12,924	59.7
533	60	.3	12,984	60.0
534	67	.3	13,051	60.3
535	60	.3	13,111	60.6
536	67	.3	13,178	60.9
537	62	.3	13,240	61.2

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
538	71	.3	13,311	61.5
539	51	.2	13,362	61.7
540	74	.3	13,436	62.1
541	49	.2	13,485	62.3
542	60	.3	13,545	62.6
543	59	.3	13,604	62.8
544	62	.3	13,666	63.1
545	64	.3	13,730	63.4
546	51	.2	13,781	63.7
547	53	.2	13,834	63.9
548	66	.3	13,900	64.2
549	67	.3	13,967	64.5
550	79	.4	14,046	64.9
551	61	.3	14,107	65.2
552	79	.4	14,186	65.5
553	78	.4	14,264	65.9
554	70	.3	14,334	66.2
555	59	.3	14,393	66.5
556	57	.3	14,450	66.7
557	77	.4	14,527	67.1
558	68	.3	14,595	67.4
559	59	.3	14,654	67.7
560	56	.3	14,710	67.9
561	67	.3	14,777	68.3
562	75	.3	14,852	68.6
563	69	.3	14,921	68.9
564	60	.3	14,981	69.2
565	83	.4	15,064	69.6
566	72	.3	15,136	69.9

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>567</b>	78	.4	15,214	70.3
<b>568</b>	68	.3	15,282	70.6
<b>569</b>	64	.3	15,346	70.9
<b>570</b>	79	.4	15,425	71.2
<b>571</b>	82	.4	15,507	71.6
<b>572</b>	65	.3	15,572	71.9
<b>573</b>	79	.4	15,651	72.3
<b>574</b>	56	.3	15,707	72.5
<b>575</b>	72	.3	15,779	72.9
<b>576</b>	64	.3	15,843	73.2
<b>577</b>	72	.3	15,915	73.5
<b>578</b>	73	.3	15,988	73.8
<b>579</b>	73	.3	16,061	74.2
<b>580</b>	87	.4	16,148	74.6
<b>581</b>	68	.3	16,216	74.9
<b>582</b>	59	.3	16,275	75.2
<b>583</b>	61	.3	16,336	75.5
<b>584</b>	60	.3	16,396	75.7
<b>585</b>	78	.4	16,474	76.1
<b>586</b>	85	.4	16,559	76.5
<b>587</b>	57	.3	16,616	76.7
<b>588</b>	66	.3	16,682	77.0
<b>589</b>	82	.4	16,764	77.4
<b>590</b>	64	.3	16,828	77.7
<b>591</b>	70	.3	16,898	78.0
<b>592</b>	76	.4	16,974	78.4
<b>593</b>	75	.3	17,049	78.7
<b>594</b>	75	.3	17,124	79.1
<b>595</b>	62	.3	17,186	79.4

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>596</b>	65	.3	17,251	79.7
<b>597</b>	48	.2	17,299	79.9
<b>598</b>	69	.3	17,368	80.2
<b>599</b>	52	.2	17,420	80.5
<b>600</b>	76	.4	17,496	80.8
<b>601</b>	62	.3	17,558	81.1
<b>602</b>	55	.3	17,613	81.3
<b>603</b>	53	.2	17,666	81.6
<b>604</b>	67	.3	17,733	81.9
<b>605</b>	53	.2	17,786	82.1
<b>606</b>	53	.2	17,839	82.4
<b>607</b>	71	.3	17,910	82.7
<b>608</b>	63	.3	17,973	83.0
<b>609</b>	58	.3	18,031	83.3
<b>610</b>	61	.3	18,092	83.6
<b>611</b>	41	.2	18,133	83.8
<b>612</b>	54	.2	18,187	84.0
<b>613</b>	60	.3	18,247	84.3
<b>614</b>	50	.2	18,297	84.5
<b>615</b>	72	.3	18,369	84.8
<b>616</b>	50	.2	18,419	85.1
<b>617</b>	48	.2	18,467	85.3
<b>618</b>	61	.3	18,528	85.6
<b>619</b>	65	.3	18,593	85.9
<b>620</b>	46	.2	18,639	86.1
<b>621</b>	51	.2	18,690	86.3
<b>622</b>	72	.3	18,762	86.7
<b>623</b>	43	.2	18,805	86.9
<b>624</b>	48	.2	18,853	87.1

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>625</b>	68	.3	18,921	87.4
<b>626</b>	48	.2	18,969	87.6
<b>627</b>	55	.3	19,024	87.9
<b>628</b>	46	.2	19,070	88.1
<b>629</b>	56	.3	19,126	88.3
<b>630</b>	52	.2	19,178	88.6
<b>631</b>	50	.2	19,228	88.8
<b>632</b>	52	.2	19,280	89.0
<b>633</b>	47	.2	19,327	89.3
<b>634</b>	46	.2	19,373	89.5
<b>635</b>	55	.3	19,428	89.7
<b>636</b>	30	.1	19,458	89.9
<b>637</b>	51	.2	19,509	90.1
<b>638</b>	49	.2	19,558	90.3
<b>639</b>	55	.3	19,613	90.6
<b>640</b>	44	.2	19,657	90.8
<b>641</b>	37	.2	19,694	91.0
<b>642</b>	57	.3	19,751	91.2
<b>643</b>	47	.2	19,798	91.4
<b>644</b>	42	.2	19,840	91.6
<b>645</b>	51	.2	19,891	91.9
<b>646</b>	31	.1	19,922	92.0
<b>647</b>	35	.2	19,957	92.2
<b>648</b>	60	.3	20,017	92.5
<b>649</b>	34	.2	20,051	92.6
<b>650</b>	26	.1	20,077	92.7
<b>651</b>	30	.1	20,107	92.9
<b>652</b>	46	.2	20,153	93.1
<b>653</b>	48	.2	20,201	93.3

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>654</b>	24	.1	20,225	93.4
<b>655</b>	19	.1	20,244	93.5
<b>656</b>	44	.2	20,288	93.7
<b>657</b>	42	.2	20,330	93.9
<b>658</b>	42	.2	20,372	94.1
<b>659</b>	40	.2	20,412	94.3
<b>660</b>	28	.1	20,440	94.4
<b>661</b>	21	.1	20,461	94.5
<b>662</b>	43	.2	20,504	94.7
<b>663</b>	36	.2	20,540	94.9
<b>664</b>	33	.2	20,573	95.0
<b>665</b>	13	.1	20,586	95.1
<b>666</b>	51	.2	20,637	95.3
<b>667</b>	21	.1	20,658	95.4
<b>668</b>	34	.2	20,692	95.6
<b>669</b>	11	.1	20,703	95.6
<b>670</b>	13	.1	20,716	95.7
<b>671</b>	42	.2	20,758	95.9
<b>672</b>	17	.1	20,775	96.0
<b>673</b>	43	.2	20,818	96.2
<b>674</b>	13	.1	20,831	96.2
<b>675</b>	33	.2	20,864	96.4
<b>676</b>	25	.1	20,889	96.5
<b>677</b>	26	.1	20,915	96.6
<b>678</b>	4	.0	20,919	96.6
<b>679</b>	31	.1	20,950	96.8
<b>680</b>	32	.1	20,982	96.9
<b>681</b>	5	.0	20,987	96.9
<b>682</b>	43	.2	21,030	97.1

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
683	11	.1	21,041	97.2
684	15	.1	21,056	97.3
685	31	.1	21,087	97.4
686	10	.0	21,097	97.4
687	32	.1	21,129	97.6
688	12	.1	21,141	97.6
689	23	.1	21,164	97.8
690	16	.1	21,180	97.8
691	27	.1	21,207	97.9
692	23	.1	21,230	98.1
693	18	.1	21,248	98.1
694	9	.0	21,257	98.2
695	12	.1	21,269	98.2
696	28	.1	21,297	98.4
697	4	.0	21,301	98.4
698	15	.1	21,316	98.5
699	14	.1	21,330	98.5
700	43	.2	21,373	98.7
701	6	.0	21,379	98.7
702	2	.0	21,381	98.8
703	7	.0	21,388	98.8
704	3	.0	21,391	98.8
705	2	.0	21,393	98.8
706	17	.1	21,410	98.9
707	5	.0	21,415	98.9
708	29	.1	21,444	99.0
709	24	.1	21,468	99.2
710	12	.1	21,480	99.2
711	1	.0	21,481	99.2

**Table I-59: Scale Score Frequency Distribution, Initial Assessment,**

**Overall, Grade Span 6–8**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
712	5	.0	21,486	99.2
713	15	.1	21,501	99.3
714	6	.0	21,507	99.3
715	3	.0	21,510	99.3
716	22	.1	21,532	99.5
717	6	.0	21,538	99.5
719	3	.0	21,541	99.5
720	6	.0	21,547	99.5
721	24	.1	21,571	99.6
723	1	.0	21,572	99.6
725	7	.0	21,579	99.7
727	1	.0	21,580	99.7
729	18	.1	21,598	99.8
730	19	.1	21,617	99.8
733	5	.0	21,622	99.9
734	2	.0	21,624	99.9
737	21	.1	21,645	100.0
741	6	.0	21,651	100.0

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
251	4,209	14.0	4,209	14.0	313	61	.2	5,746	19.1
262	104	.3	4,313	14.3	314	43	.1	5,789	19.3
270	60	.2	4,373	14.5	315	67	.2	5,856	19.5
272	137	.5	4,510	15.0	316	23	.1	5,879	19.5
274	67	.2	4,577	15.2	317	39	.1	5,918	19.7
281	23	.1	4,600	15.3	318	27	.1	5,945	19.8
282	156	.5	4,756	15.8	319	22	.1	5,967	19.8
283	100	.3	4,856	16.1	320	81	.3	6,048	20.1
288	57	.2	4,913	16.3	321	61	.2	6,109	20.3
289	55	.2	4,968	16.5	322	13	.0	6,122	20.4
291	13	.0	4,981	16.6	323	24	.1	6,146	20.4
293	74	.2	5,055	16.8	324	15	.0	6,161	20.5
294	80	.3	5,135	17.1	325	73	.2	6,234	20.7
295	6	.0	5,141	17.1	326	74	.2	6,308	21.0
297	111	.4	5,252	17.5	327	21	.1	6,329	21.0
298	17	.1	5,269	17.5	328	61	.2	6,390	21.2
300	24	.1	5,293	17.6	329	46	.2	6,436	21.4
301	45	.1	5,338	17.8	330	29	.1	6,465	21.5
302	25	.1	5,363	17.8	331	46	.2	6,511	21.7
303	39	.1	5,402	18.0	332	42	.1	6,553	21.8
304	14	.0	5,416	18.0	333	27	.1	6,580	21.9
305	22	.1	5,438	18.1	334	46	.2	6,626	22.0
306	95	.3	5,533	18.4	335	65	.2	6,691	22.2
307	34	.1	5,567	18.5	336	56	.2	6,747	22.4
308	30	.1	5,597	18.6	337	49	.2	6,796	22.6
309	20	.1	5,617	18.7	338	36	.1	6,832	22.7
310	16	.1	5,633	18.7	339	74	.2	6,906	23.0
311	1	.0	5,634	18.7	340	57	.2	6,963	23.2
312	51	.2	5,685	18.9	341	36	.1	6,999	23.3

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
342	32	.1	7,031	23.4	371	54	.2	8,386	27.9
343	35	.1	7,066	23.5	372	35	.1	8,421	28.0
344	78	.3	7,144	23.8	373	38	.1	8,459	28.1
345	45	.1	7,189	23.9	374	54	.2	8,513	28.3
346	41	.1	7,230	24.0	375	53	.2	8,566	28.5
347	54	.2	7,284	24.2	376	42	.1	8,608	28.6
348	65	.2	7,349	24.4	377	55	.2	8,663	28.8
349	29	.1	7,378	24.5	378	40	.1	8,703	28.9
350	55	.2	7,433	24.7	379	46	.2	8,749	29.1
351	32	.1	7,465	24.8	380	43	.1	8,792	29.2
352	49	.2	7,514	25.0	381	51	.2	8,843	29.4
353	53	.2	7,567	25.2	382	40	.1	8,883	29.5
354	35	.1	7,602	25.3	383	37	.1	8,920	29.7
355	38	.1	7,640	25.4	384	43	.1	8,963	29.8
356	54	.2	7,694	25.6	385	35	.1	8,998	29.9
357	48	.2	7,742	25.7	386	67	.2	9,065	30.1
358	43	.1	7,785	25.9	387	59	.2	9,124	30.3
359	45	.1	7,830	26.0	388	58	.2	9,182	30.5
360	35	.1	7,865	26.2	389	24	.1	9,206	30.6
361	48	.2	7,913	26.3	390	69	.2	9,275	30.8
362	35	.1	7,948	26.4	391	48	.2	9,323	31.0
363	60	.2	8,008	26.6	392	35	.1	9,358	31.1
364	49	.2	8,057	26.8	393	49	.2	9,407	31.3
365	35	.1	8,092	26.9	394	37	.1	9,444	31.4
366	73	.2	8,165	27.2	395	41	.1	9,485	31.5
367	45	.1	8,210	27.3	396	37	.1	9,522	31.7
368	52	.2	8,262	27.5	397	55	.2	9,577	31.8
369	42	.1	8,304	27.6	398	42	.1	9,619	32.0
370	28	.1	8,332	27.7	399	55	.2	9,674	32.2



**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
400	36	.1	9,710	32.3	429	29	.1	10,871	36.1
401	49	.2	9,759	32.5	430	46	.2	10,917	36.3
402	28	.1	9,787	32.5	431	38	.1	10,955	36.4
403	51	.2	9,838	32.7	432	41	.1	10,996	36.6
404	42	.1	9,880	32.9	433	37	.1	11,033	36.7
405	34	.1	9,914	33.0	434	37	.1	11,070	36.8
406	61	.2	9,975	33.2	435	31	.1	11,101	36.9
407	43	.1	10,018	33.3	436	41	.1	11,142	37.1
408	34	.1	10,052	33.4	437	48	.2	11,190	37.2
409	55	.2	10,107	33.6	438	38	.1	11,228	37.3
410	32	.1	10,139	33.7	439	46	.2	11,274	37.5
411	36	.1	10,175	33.8	440	46	.2	11,320	37.6
412	45	.1	10,220	34.0	441	41	.1	11,361	37.8
413	36	.1	10,256	34.1	442	30	.1	11,391	37.9
414	44	.1	10,300	34.3	443	38	.1	11,429	38.0
415	45	.1	10,345	34.4	444	37	.1	11,466	38.1
416	37	.1	10,382	34.5	445	35	.1	11,501	38.2
417	30	.1	10,412	34.6	446	36	.1	11,537	38.4
418	39	.1	10,451	34.8	447	38	.1	11,575	38.5
419	37	.1	10,488	34.9	448	38	.1	11,613	38.6
420	31	.1	10,519	35.0	449	39	.1	11,652	38.7
421	44	.1	10,563	35.1	450	39	.1	11,691	38.9
422	44	.1	10,607	35.3	451	39	.1	11,730	39.0
423	43	.1	10,650	35.4	452	30	.1	11,760	39.1
424	35	.1	10,685	35.5	453	36	.1	11,796	39.2
425	44	.1	10,729	35.7	454	35	.1	11,831	39.3
426	35	.1	10,764	35.8	455	41	.1	11,872	39.5
427	36	.1	10,800	35.9	456	37	.1	11,909	39.6
428	42	.1	10,842	36.1	457	47	.2	11,956	39.8

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
458	45	.1	12,001	39.9	487	48	.2	13,237	44.0
459	43	.1	12,044	40.1	488	34	.1	13,271	44.1
460	30	.1	12,074	40.2	489	39	.1	13,310	44.3
461	28	.1	12,102	40.2	490	49	.2	13,359	44.4
462	40	.1	12,142	40.4	491	55	.2	13,414	44.6
463	30	.1	12,172	40.5	492	41	.1	13,455	44.7
464	51	.2	12,223	40.6	493	37	.1	13,492	44.9
465	51	.2	12,274	40.8	494	49	.2	13,541	45.0
466	37	.1	12,311	40.9	495	47	.2	13,588	45.2
467	32	.1	12,343	41.0	496	40	.1	13,628	45.3
468	48	.2	12,391	41.2	497	51	.2	13,679	45.5
469	33	.1	12,424	41.3	498	50	.2	13,729	45.7
470	45	.1	12,469	41.5	499	61	.2	13,790	45.9
471	45	.1	12,514	41.6	500	39	.1	13,829	46.0
472	42	.1	12,556	41.8	501	52	.2	13,881	46.2
473	47	.2	12,603	41.9	502	45	.1	13,926	46.3
474	48	.2	12,651	42.1	503	57	.2	13,983	46.5
475	51	.2	12,702	42.2	504	67	.2	14,050	46.7
476	32	.1	12,734	42.3	505	54	.2	14,104	46.9
477	63	.2	12,797	42.6	506	50	.2	14,154	47.1
478	37	.1	12,834	42.7	507	58	.2	14,212	47.3
479	27	.1	12,861	42.8	508	53	.2	14,265	47.4
480	50	.2	12,911	42.9	509	57	.2	14,322	47.6
481	45	.1	12,956	43.1	510	69	.2	14,391	47.9
482	36	.1	12,992	43.2	511	66	.2	14,457	48.1
483	45	.1	13,037	43.4	512	66	.2	14,523	48.3
484	33	.1	13,070	43.5	513	44	.1	14,567	48.4
485	70	.2	13,140	43.7	514	63	.2	14,630	48.6
486	49	.2	13,189	43.9	515	77	.3	14,707	48.9

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
516	58	.2	14,765	49.1	545	74	.2	16,617	55.3
517	47	.2	14,812	49.3	546	61	.2	16,678	55.5
518	62	.2	14,874	49.5	547	86	.3	16,764	55.7
519	38	.1	14,912	49.6	548	80	.3	16,844	56.0
520	52	.2	14,964	49.8	549	83	.3	16,927	56.3
521	66	.2	15,030	50.0	550	61	.2	16,988	56.5
522	50	.2	15,080	50.1	551	81	.3	17,069	56.8
523	53	.2	15,133	50.3	552	69	.2	17,138	57.0
524	55	.2	15,188	50.5	553	70	.2	17,208	57.2
525	49	.2	15,237	50.7	554	67	.2	17,275	57.4
526	53	.2	15,290	50.8	555	79	.3	17,354	57.7
527	56	.2	15,346	51.0	556	86	.3	17,440	58.0
528	71	.2	15,417	51.3	557	63	.2	17,503	58.2
529	82	.3	15,499	51.5	558	87	.3	17,590	58.5
530	65	.2	15,564	51.8	559	68	.2	17,658	58.7
531	67	.2	15,631	52.0	560	66	.2	17,724	58.9
532	63	.2	15,694	52.2	561	77	.3	17,801	59.2
533	67	.2	15,761	52.4	562	79	.3	17,880	59.5
534	61	.2	15,822	52.6	563	85	.3	17,965	59.7
535	69	.2	15,891	52.8	564	79	.3	18,044	60.0
536	64	.2	15,955	53.1	565	86	.3	18,130	60.3
537	73	.2	16,028	53.3	566	76	.3	18,206	60.5
538	74	.2	16,102	53.5	567	61	.2	18,267	60.7
539	69	.2	16,171	53.8	568	92	.3	18,359	61.1
540	65	.2	16,236	54.0	569	82	.3	18,441	61.3
541	86	.3	16,322	54.3	570	84	.3	18,525	61.6
542	64	.2	16,386	54.5	571	80	.3	18,605	61.9
543	82	.3	16,468	54.8	572	87	.3	18,692	62.2
544	75	.2	16,543	55.0	573	84	.3	18,776	62.4

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
574	72	.2	18,848	62.7	603	80	.3	21,467	71.4
575	87	.3	18,935	63.0	604	88	.3	21,555	71.7
576	74	.2	19,009	63.2	605	83	.3	21,638	72.0
577	88	.3	19,097	63.5	606	98	.3	21,736	72.3
578	78	.3	19,175	63.8	607	89	.3	21,825	72.6
579	111	.4	19,286	64.1	608	84	.3	21,909	72.9
580	62	.2	19,348	64.3	609	79	.3	21,988	73.1
581	108	.4	19,456	64.7	610	83	.3	22,071	73.4
582	87	.3	19,543	65.0	611	112	.4	22,183	73.8
583	98	.3	19,641	65.3	612	95	.3	22,278	74.1
584	87	.3	19,728	65.6	613	95	.3	22,373	74.4
585	77	.3	19,805	65.9	614	97	.3	22,470	74.7
586	99	.3	19,904	66.2	615	109	.4	22,579	75.1
587	104	.3	20,008	66.5	616	97	.3	22,676	75.4
588	82	.3	20,090	66.8	617	79	.3	22,755	75.7
589	106	.4	20,196	67.2	618	94	.3	22,849	76.0
590	104	.3	20,300	67.5	619	84	.3	22,933	76.3
591	95	.3	20,395	67.8	620	91	.3	23,024	76.6
592	94	.3	20,489	68.1	621	74	.2	23,098	76.8
593	84	.3	20,573	68.4	622	103	.3	23,201	77.2
594	94	.3	20,667	68.7	623	71	.2	23,272	77.4
595	93	.3	20,760	69.0	624	95	.3	23,367	77.7
596	88	.3	20,848	69.3	625	79	.3	23,446	78.0
597	95	.3	20,943	69.6	626	88	.3	23,534	78.3
598	95	.3	21,038	70.0	627	108	.4	23,642	78.6
599	78	.3	21,116	70.2	628	73	.2	23,715	78.9
600	95	.3	21,211	70.5	629	80	.3	23,795	79.1
601	86	.3	21,297	70.8	630	111	.4	23,906	79.5
602	90	.3	21,387	71.1	631	93	.3	23,999	79.8

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
632	75	.2	24,074	80.1	661	78	.3	26,473	88.0
633	111	.4	24,185	80.4	662	65	.2	26,538	88.2
634	83	.3	24,268	80.7	663	67	.2	26,605	88.5
635	113	.4	24,381	81.1	664	84	.3	26,689	88.8
636	95	.3	24,476	81.4	665	74	.2	26,763	89.0
637	98	.3	24,574	81.7	666	60	.2	26,823	89.2
638	79	.3	24,653	82.0	667	76	.3	26,899	89.4
639	93	.3	24,746	82.3	668	55	.2	26,954	89.6
640	89	.3	24,835	82.6	669	40	.1	26,994	89.8
641	87	.3	24,922	82.9	670	81	.3	27,075	90.0
642	101	.3	25,023	83.2	671	78	.3	27,153	90.3
643	64	.2	25,087	83.4	672	31	.1	27,184	90.4
644	79	.3	25,166	83.7	673	63	.2	27,247	90.6
645	77	.3	25,243	83.9	674	80	.3	27,327	90.9
646	75	.2	25,318	84.2	675	61	.2	27,388	91.1
647	78	.3	25,396	84.5	676	52	.2	27,440	91.2
648	92	.3	25,488	84.8	677	69	.2	27,509	91.5
649	76	.3	25,564	85.0	678	52	.2	27,561	91.7
650	76	.3	25,640	85.3	679	82	.3	27,643	91.9
651	72	.2	25,712	85.5	680	46	.2	27,689	92.1
652	71	.2	25,783	85.7	681	52	.2	27,741	92.2
653	86	.3	25,869	86.0	682	46	.2	27,787	92.4
654	65	.2	25,934	86.2	683	52	.2	27,839	92.6
655	63	.2	25,997	86.4	684	40	.1	27,879	92.7
656	112	.4	26,109	86.8	685	72	.2	27,951	92.9
657	68	.2	26,177	87.0	686	48	.2	27,999	93.1
658	71	.2	26,248	87.3	687	69	.2	28,068	93.3
659	68	.2	26,316	87.5	688	56	.2	28,124	93.5
660	79	.3	26,395	87.8	689	39	.1	28,163	93.7

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

**Table I-60: Scale Score Frequency Distribution, Initial Assessment, Overall, Grade Span 9–12**

Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent	Scale Score	Freq.	Percent	Cum. Freq.	Cum. Percent
690	28	.1	28,191	93.7	719	30	.1	29,309	97.5
691	52	.2	28,243	93.9	720	40	.1	29,349	97.6
692	27	.1	28,270	94.0	721	33	.1	29,382	97.7
693	75	.2	28,345	94.3	722	37	.1	29,419	97.8
694	35	.1	28,380	94.4	723	16	.1	29,435	97.9
695	48	.2	28,428	94.5	724	19	.1	29,454	97.9
696	31	.1	28,459	94.6	725	39	.1	29,493	98.1
697	68	.2	28,527	94.9	726	56	.2	29,549	98.3
698	21	.1	28,548	94.9	727	1	.0	29,550	98.3
699	61	.2	28,609	95.1	728	43	.1	29,593	98.4
700	33	.1	28,642	95.2	729	7	.0	29,600	98.4
701	64	.2	28,706	95.5	730	10	.0	29,610	98.5
702	33	.1	28,739	95.6	731	2	.0	29,612	98.5
703	26	.1	28,765	95.7	732	43	.1	29,655	98.6
704	8	.0	28,773	95.7	733	2	.0	29,657	98.6
705	96	.3	28,869	96.0	734	42	.1	29,699	98.8
706	10	.0	28,879	96.0	735	8	.0	29,707	98.8
707	37	.1	28,916	96.2	736	11	.0	29,718	98.8
708	51	.2	28,967	96.3	738	66	.2	29,784	99.0
709	26	.1	28,993	96.4	740	55	.2	29,839	99.2
710	12	.0	29,005	96.5	741	2	.0	29,841	99.2
711	35	.1	29,040	96.6	742	9	.0	29,850	99.3
712	38	.1	29,078	96.7	743	3	.0	29,853	99.3
713	44	.1	29,122	96.8	744	2	.0	29,855	99.3
714	31	.1	29,153	96.9	745	4	.0	29,859	99.3
715	17	.1	29,170	97.0	746	43	.1	29,902	99.4
716	46	.2	29,216	97.2	749	16	.1	29,918	99.5
717	22	.1	29,238	97.2	751	6	.0	29,924	99.5
718	41	.1	29,279	97.4	752	22	.1	29,946	99.6

**Table I-60: Scale Score Frequency  
Distribution, Initial Assessment,  
Overall, Grade Span 9–12**

<b>Scale Score</b>	<b>Freq.</b>	<b>Percent</b>	<b>Cum. Freq.</b>	<b>Cum. Percent</b>
<b>755</b>	30	.1	29,976	99.7
<b>757</b>	3	.0	29,979	99.7
<b>759</b>	39	.1	30,018	99.8
<b>761</b>	54	.2	30,072	100.0

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**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 annual assessment and initial assessment data.

Data for ethnicity were not collected on the CELDT Answer Book nor merged from CALPADS for the 2014-15 Edition. Data for gifted and talented and English learner program participation were also not collected for the 2014–15 Edition. Therefore, table numbers J-11 through J-20 and J-23 through J-34, which were presented in prior reports, have been removed. Table numbers are maintained to provide comparisons with previous years' data.

Beginning with this edition, the category “Student receives no Special Education Services” includes student records with no data for the Primary Disability field.

**Annual Assessment**

**Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	150,783	82.8	150,783	82.8
Vietnamese	5,219	2.9	156,002	85.7
Cantonese	2,738	1.5	158,740	87.2
Mandarin (Putonghua)	2,722	1.5	161,462	88.7
Filipino (Pilipino or Tagalog)	2,001	1.1	163,463	89.8
Korean	1,862	1.0	165,325	90.8
Arabic	1,838	1.0	167,163	91.8
All other non-English languages	1,638	.9	168,801	92.7
Punjabi	1,364	.7	170,165	93.4
Hmong	1,294	.7	171,459	94.1
Russian	1,131	.6	172,590	94.8
Armenian	971	.5	173,561	95.3
Japanese	937	.5	174,498	95.8
Hindi	725	.4	175,223	96.2
Farsi (Persian)	724	.4	175,947	96.6
Khmer (Cambodian)	596	.3	176,543	96.9
Telugu	468	.3	177,011	97.2
Urdu	443	.2	177,454	97.4

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Mixteco	366	.2	177,820	97.6
Tamil	321	.2	178,141	97.8
Portuguese	267	.1	178,408	98.0
Lao	231	.1	178,639	98.1
French	219	.1	178,858	98.2
Chaldean	207	.1	179,065	98.3
Ukrainian	205	.1	179,270	98.4
Gujarati	204	.1	179,474	98.5
Pashto	195	.1	179,669	98.7
Bengali	178	.1	179,847	98.8
Hebrew	174	.1	180,021	98.9
German	166	.1	180,187	98.9
Somali	155	.1	180,342	99.0
Thai	150	.1	180,492	99.1
Indonesian	118	.1	180,610	99.2
Tongan	102	.1	180,712	99.2
Rumanian	100	.1	180,812	99.3
Marathi	93	.1	180,905	99.3
Samoan	88	.0	180,993	99.4
Mien (Yao)	85	.0	181,078	99.4
Kannada	84	.0	181,162	99.5
Burmese	82	.0	181,244	99.5
Turkish	82	.0	181,326	99.6
Assyrian	76	.0	181,402	99.6
Serbo-Croatian (Bosnian, Croatian, and Serbian)	74	.0	181,476	99.6
Ilocano	70	.0	181,546	99.7
Polish	68	.0	181,614	99.7
Toishanese	61	.0	181,675	99.8

Table J-1: Frequency Distribution, Home Language, Annual Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Italian	55	.0	181,730	99.8
Cebuano (Visayan)	52	.0	181,782	99.8
Tigrinya	45	.0	181,827	99.8
Kurdish (Kurdi, Kurmanji)	42	.0	181,869	99.9
Chaozhou (Chiuchow)	41	.0	181,910	99.9
Dutch	35	.0	181,945	99.9
Hungarian	35	.0	181,980	99.9
Lahu	31	.0	182,011	99.9
Greek	28	.0	182,039	100.0
Taiwanese	28	.0	182,067	100.0
Marshallese	23	.0	182,090	100.0
Albanian	18	.0	182,108	100.0
Khmu	6	.0	182,114	100.0
Chamorro (Guamanian)	1	.0	182,115	100.0

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	132,754	83.1	132,754	83.1
Vietnamese	4,197	2.6	136,951	85.7
Cantonese	2,489	1.6	139,440	87.2
Mandarin (Putonghua)	2,182	1.4	141,622	88.6
Filipino (Pilipino or Tagalog)	1,961	1.2	143,583	89.8
Korean	1,729	1.1	145,312	90.9
Arabic	1,614	1.0	146,926	91.9
All other non-English languages	1,323	.8	148,249	92.8
Punjabi	1,194	.7	149,443	93.5
Hmong	1,193	.7	150,636	94.2
Russian	999	.6	151,635	94.9
Armenian	871	.5	152,506	95.4
Japanese	763	.5	153,269	95.9
Farsi (Persian)	634	.4	153,903	96.3
Hindi	604	.4	154,507	96.7
Khmer (Cambodian)	496	.3	155,003	97.0
Mixteco	385	.2	155,388	97.2
Urdu	352	.2	155,740	97.4
Telugu	277	.2	156,017	97.6
Lao	235	.1	156,252	97.8
Portuguese	229	.1	156,481	97.9
Ukrainian	228	.1	156,709	98.0
Tamil	218	.1	156,927	98.2
French	211	.1	157,138	98.3
Chaldean	183	.1	157,321	98.4
Hebrew	181	.1	157,502	98.5
Pashto	169	.1	157,671	98.6
Gujarati	163	.1	157,834	98.8
Somali	145	.1	157,979	98.8

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students		Cumulative Frequency	Cumulative Percent
	Frequency	Percent		
Bengali	141	.1	158,120	98.9
German	112	.1	158,232	99.0
Thai	110	.1	158,342	99.1
Rumanian	106	.1	158,448	99.1
Indonesian	99	.1	158,547	99.2
Mien (Yao)	87	.1	158,634	99.3
Burmese	77	.0	158,711	99.3
Marathi	74	.0	158,785	99.3
Assyrian	73	.0	158,858	99.4
Tongan	72	.0	158,930	99.4
Ilocano	69	.0	158,999	99.5
Turkish	68	.0	159,067	99.5
Samoan	66	.0	159,133	99.6
Italian	62	.0	159,195	99.6
Toishanese	60	.0	159,255	99.6
Kannada	59	.0	159,314	99.7
Lahu	57	.0	159,371	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	53	.0	159,424	99.7
Polish	48	.0	159,472	99.8
Tigrinya	48	.0	159,520	99.8
Cebuano (Visayan)	45	.0	159,565	99.8
Marshallese	44	.0	159,609	99.9
Taiwanese	39	.0	159,648	99.9
Kurdish (Kurdi, Kurmanji)	38	.0	159,686	99.9
Dutch	36	.0	159,722	99.9
Hungarian	36	.0	159,758	100.0
Chaozhou (Chiuchow)	23	.0	159,781	100.0
Greek	21	.0	159,802	100.0
Albanian	18	.0	159,820	100.0

Table J-2: Frequency Distribution, Home Language, Annual Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Khmu	9	.0	159,829	100.0
Chamorro (Guamanian)	2	.0	159,831	100.0

**Table J-3: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	330,826	85.4	330,826	85.4
Vietnamese	8,585	2.2	339,411	87.6
Filipino (Pilipino or Tagalog)	4,954	1.3	344,365	88.9
Cantonese	4,622	1.2	348,987	90.1
Arabic	4,127	1.1	353,114	91.2
Mandarin (Putonghua)	3,416	.9	356,530	92.1
Hmong	3,291	.8	359,821	92.9
All other non-English languages	2,943	.8	362,764	93.7
Korean	2,566	.7	365,330	94.3
Punjabi	2,538	.7	367,868	95.0
Russian	2,115	.5	369,983	95.5
Armenian	1,805	.5	371,788	96.0
Farsi (Persian)	1,503	.4	373,291	96.4
Japanese	1,495	.4	374,786	96.8
Khmer (Cambodian)	1,209	.3	375,995	97.1
Hindi	1,149	.3	377,144	97.4
Mixteco	874	.2	378,018	97.6
Urdu	802	.2	378,820	97.8
Lao	631	.2	379,451	98.0
Chaldean	534	.1	379,985	98.1
Ukrainian	483	.1	380,468	98.2
Portuguese	481	.1	380,949	98.4
Telugu	385	.1	381,334	98.5
French	375	.1	381,709	98.6
Somali	362	.1	382,071	98.7
Pashto	325	.1	382,396	98.7
Thai	294	.1	382,690	98.8
Hebrew	287	.1	382,977	98.9

Table J-3: Frequency Distribution, Home Language, Annual Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Gujarati	276	.1	383,253	99.0
Mien (Yao)	259	.1	383,512	99.0
Tongan	252	.1	383,764	99.1
Indonesian	249	.1	384,013	99.2
Bengali	241	.1	384,254	99.2
Samoan	240	.1	384,494	99.3
Tamil	240	.1	384,734	99.3
Ilocano	225	.1	384,959	99.4
German	212	.1	385,171	99.5
Rumanian	200	.1	385,371	99.5
Assyrian	194	.1	385,565	99.6
Turkish	146	.0	385,711	99.6
Burmese	145	.0	385,856	99.6
Italian	124	.0	385,980	99.7
Cebuano (Visayan)	119	.0	386,099	99.7
Toishanese	117	.0	386,216	99.7
Serbo-Croatian (Bosnian, Croatian, and Serbian)	99	.0	386,315	99.7
Tigrinya	94	.0	386,409	99.8
Marshallese	93	.0	386,502	99.8
Lahu	89	.0	386,591	99.8
Chaozhou (Chiuchow)	85	.0	386,676	99.8
Hungarian	76	.0	386,752	99.9
Kannada	74	.0	386,826	99.9
Taiwanese	72	.0	386,898	99.9
Marathi	72	.0	386,970	99.9
Kurdish (Kurdi, Kurmanji)	69	.0	387,039	99.9
Dutch	67	.0	387,106	100.0
Polish	64	.0	387,170	100.0



**Table J-3: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 3–5**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Greek</b>	47	.0	387,217	100.0
<b>Albanian</b>	34	.0	387,251	100.0
<b>Khmu</b>	25	.0	387,276	100.0
<b>Chamorro (Guamanian)</b>	10	.0	387,286	100.0

**Table J-4: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	179,124	87.0	179,124	87.0
Vietnamese	3,743	1.8	182,867	88.8
Filipino (Pilipino or Tagalog)	2,864	1.4	185,731	90.2
Arabic	2,397	1.2	188,128	91.4
Hmong	2,034	1.0	190,162	92.4
Mandarin (Putonghua)	1,780	.9	191,942	93.2
Cantonese	1,696	.8	193,638	94.0
All other non-English languages	1,424	.7	195,062	94.7
Korean	1,087	.5	196,149	95.3
Punjabi	1,002	.5	197,151	95.8
Russian	787	.4	197,938	96.1
Farsi (Persian)	783	.4	198,721	96.5
Armenian	693	.3	199,414	96.9
Khmer (Cambodian)	676	.3	200,090	97.2
Japanese	588	.3	200,678	97.5
Mixteco	459	.2	201,137	97.7
Hindi	400	.2	201,537	97.9
Urdu	370	.2	201,907	98.1
Lao	368	.2	202,275	98.2
Chaldean	284	.1	202,559	98.4
Ukrainian	224	.1	202,783	98.5
Portuguese	211	.1	202,994	98.6
Thai	204	.1	203,198	98.7
Somali	196	.1	203,394	98.8
Tongan	185	.1	203,579	98.9
Ilocano	184	.1	203,763	99.0
Pashto	173	.1	203,936	99.1
French	165	.1	204,101	99.1

Table J-4: Frequency Distribution, Home Language, Annual Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Samoan</b>	159	.1	204,260	99.2
<b>Mien (Yao)</b>	135	.1	204,395	99.3
<b>Gujarati</b>	110	.1	204,505	99.3
<b>Bengali</b>	107	.1	204,612	99.4
<b>Assyrian</b>	106	.1	204,718	99.4
<b>Hebrew</b>	99	.0	204,817	99.5
<b>Burmese</b>	96	.0	204,913	99.5
<b>Rumanian</b>	96	.0	205,009	99.6
<b>Indonesian</b>	85	.0	205,094	99.6
<b>Marshallese</b>	76	.0	205,170	99.7
<b>Turkish</b>	68	.0	205,238	99.7
<b>Cebuano (Visayan)</b>	64	.0	205,302	99.7
<b>German</b>	63	.0	205,365	99.7
<b>Telugu</b>	46	.0	205,411	99.8
<b>Tamil</b>	46	.0	205,457	99.8
<b>Tigrinya</b>	43	.0	205,500	99.8
<b>Italian</b>	42	.0	205,542	99.8
<b>Taiwanese</b>	41	.0	205,583	99.9
<b>Lahu</b>	41	.0	205,624	99.9
<b>Dutch</b>	39	.0	205,663	99.9
<b>Kurdish (Kurdi, Kurmanji)</b>	39	.0	205,702	99.9
<b>Serbo-Croatian (Bosnian, Croatian, and Serbian)</b>	37	.0	205,739	99.9
<b>Toishanese</b>	34	.0	205,773	99.9
<b>Chaozhou (Chiuchow)</b>	24	.0	205,797	100.0
<b>Hungarian</b>	22	.0	205,819	100.0
<b>Polish</b>	16	.0	205,835	100.0
<b>Greek</b>	14	.0	205,849	100.0
<b>Khmu</b>	13	.0	205,862	100.0

**Table J-4: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 6–8**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Marathi</b>	11	.0	205,873	100.0
<b>Albanian</b>	8	.0	205,881	100.0
<b>Kannada</b>	6	.0	205,887	100.0
<b>Chamorro (Guamanian)</b>	3	.0	205,890	100.0

**Table J-5: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	166,387	85.0	166,387	85.0
Vietnamese	3,557	1.8	169,944	86.8
Filipino (Pilipino or Tagalog)	3,138	1.6	173,082	88.4
Mandarin (Putonghua)	2,774	1.4	175,856	89.8
Cantonese	2,710	1.4	178,566	91.2
Arabic	2,513	1.3	181,079	92.5
Hmong	2,064	1.1	183,143	93.6
All other non-English languages	1,566	.8	184,709	94.4
Korean	1,123	.6	185,832	94.9
Punjabi	1,089	.6	186,921	95.5
Armenian	929	.5	187,850	96.0
Farsi (Persian)	817	.4	188,667	96.4
Khmer (Cambodian)	792	.4	189,459	96.8
Russian	698	.4	190,157	97.1
Chaldean	446	.2	190,603	97.4
Japanese	438	.2	191,041	97.6
Hindi	407	.2	191,448	97.8
Urdu	348	.2	191,796	98.0
Mixteco	335	.2	192,131	98.2
Thai	296	.2	192,427	98.3
Lao	289	.1	192,716	98.5
Portuguese	246	.1	192,962	98.6
Samoan	224	.1	193,186	98.7
Ilocano	212	.1	193,398	98.8
Tongan	204	.1	193,602	98.9
Ukrainian	203	.1	193,805	99.0
Somali	171	.1	193,976	99.1
French	165	.1	194,141	99.2

Table J-5: Frequency Distribution, Home Language, Annual Assessment, Grade Span 9–12

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Pashto	144	.1	194,285	99.3
Burmese	137	.1	194,422	99.3
Assyrian	124	.1	194,546	99.4
Gujarati	108	.1	194,654	99.4
Mien (Yao)	95	.0	194,749	99.5
Indonesian	88	.0	194,837	99.5
Bengali	85	.0	194,922	99.6
Rumanian	83	.0	195,005	99.6
Hebrew	69	.0	195,074	99.7
Tigrinya	63	.0	195,137	99.7
Marshallese	61	.0	195,198	99.7
Cebuano (Visayan)	56	.0	195,254	99.7
German	55	.0	195,309	99.8
Toishanese	42	.0	195,351	99.8
Turkish	40	.0	195,391	99.8
Taiwanese	39	.0	195,430	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	39	.0	195,469	99.9
Kurdish (Kurdi, Kurmanji)	35	.0	195,504	99.9
Italian	34	.0	195,538	99.9
Greek	29	.0	195,567	99.9
Chaozhou (Chiuchow)	28	.0	195,595	99.9
Lahu	26	.0	195,621	99.9
Tamil	24	.0	195,645	99.9
Telugu	19	.0	195,664	100.0
Hungarian	17	.0	195,681	100.0
Polish	17	.0	195,698	100.0
Dutch	16	.0	195,714	100.0
Khmu	12	.0	195,726	100.0

**Table J-5: Frequency Distribution, Home Language, Annual Assessment,  
Grade Span 9–12**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Chamorro (Guamanian)</b>	7	.0	195,733	100.0
<b>Albanian</b>	7	.0	195,740	100.0
<b>Marathi</b>	4	.0	195,744	100.0
<b>Kannada</b>	2	.0	195,746	100.0

Initial Assessment

Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	121,983	79.3	121,983	79.3
Vietnamese	3,508	2.3	125,491	81.5
Mandarin (Putonghua)	3,249	2.1	128,740	83.6
Filipino (Pilipino or Tagalog)	2,138	1.4	130,878	85.0
Arabic	2,097	1.4	132,975	86.4
All other non-English languages	1,966	1.3	134,941	87.7
Cantonese	1,918	1.2	136,859	88.9
Korean	1,873	1.2	138,732	90.1
Russian	1,420	.9	140,152	91.1
Punjabi	1,386	.9	141,538	92.0
Hmong	1,147	.7	142,685	92.7
Japanese	985	.6	143,670	93.3
Hindi	935	.6	144,605	93.9
Farsi (Persian)	857	.6	145,462	94.5
Telugu	815	.5	146,277	95.0
Armenian	720	.5	146,997	95.5
Tamil	549	.4	147,546	95.9
Khmer (Cambodian)	541	.4	148,087	96.2
Urdu	458	.3	148,545	96.5
Mixteco	406	.3	148,951	96.8
French	381	.2	149,332	97.0
Hebrew	359	.2	149,691	97.3
Portuguese	347	.2	150,038	97.5
Chaldean	277	.2	150,315	97.7
Gujarati	263	.2	150,578	97.8
German	261	.2	150,839	98.0
Ukrainian	213	.1	151,052	98.1



Table J-6: Frequency Distribution, Home Language, Initial Assessment, Grade Span K–1

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	199	.1	151,251	98.3
Pashto	192	.1	151,443	98.4
Lao	184	.1	151,627	98.5
Kannada	184	.1	151,811	98.6
Marathi	181	.1	151,992	98.7
Somali	176	.1	152,168	98.9
Thai	165	.1	152,333	99.0
Rumanian	126	.1	152,459	99.1
Indonesian	123	.1	152,582	99.1
Tongan	105	.1	152,687	99.2
Italian	102	.1	152,789	99.3
Assyrian	93	.1	152,882	99.3
Turkish	92	.1	152,974	99.4
Ilocano	87	.1	153,061	99.4
Samoan	85	.1	153,146	99.5
Polish	83	.1	153,229	99.6
Serbo-Croatian (Bosnian, Croatian, and Serbian)	81	.1	153,310	99.6
Burmese	68	.0	153,378	99.6
Dutch	68	.0	153,446	99.7
Tigrinya	59	.0	153,505	99.7
Hungarian	53	.0	153,558	99.8
Mien (Yao)	51	.0	153,609	99.8
Marshallese	51	.0	153,660	99.8
Greek	45	.0	153,705	99.9
Toishanese	44	.0	153,749	99.9
Kurdish (Kurdi, Kurmanji)	34	.0	153,783	99.9
Cebuano (Visayan)	33	.0	153,816	99.9
Chaozhou (Chiuchow)	26	.0	153,842	99.9

**Table J-6: Frequency Distribution, Home Language, Initial Assessment,  
Grade Span K–1**

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Taiwanese	24	.0	153,866	100.0
Albanian	22	.0	153,888	100.0
Lahu	20	.0	153,908	100.0
Chamorro (Guamanian)	6	.0	153,914	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	5,705	65.7	5,705	65.7
Mandarin (Putonghua)	415	4.8	6,120	70.4
Arabic	272	3.1	6,392	73.6
Korean	234	2.7	6,626	76.3
Filipino (Pilipino or Tagalog)	232	2.7	6,858	78.9
All other non-English languages	221	2.5	7,079	81.5
Vietnamese	186	2.1	7,265	83.6
Russian	119	1.4	7,384	85.0
Cantonese	116	1.3	7,500	86.3
Japanese	101	1.2	7,601	87.5
Hindi	100	1.2	7,701	88.6
Farsi (Persian)	83	1.0	7,784	89.6
Telugu	76	.9	7,860	90.5
Punjabi	69	.8	7,929	91.3
French	57	.7	7,986	91.9
Tamil	55	.6	8,041	92.5
Portuguese	54	.6	8,095	93.2
Hmong	54	.6	8,149	93.8
Armenian	53	.6	8,202	94.4
Urdu	50	.6	8,252	95.0
Mixteco	32	.4	8,284	95.3
Hebrew	28	.3	8,312	95.7
Marathi	26	.3	8,338	96.0
German	24	.3	8,362	96.2
Bengali	24	.3	8,386	96.5
Chaldean	22	.3	8,408	96.8
Pashto	20	.2	8,428	97.0
Ukrainian	18	.2	8,446	97.2
Gujarati	17	.2	8,463	97.4

Table J-7: Frequency Distribution, Home Language, Initial Assessment, Grade 2

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Thai	16	.2	8,479	97.6
Tongan	15	.2	8,494	97.8
Rumanian	15	.2	8,509	97.9
Somali	15	.2	8,524	98.1
Khmer (Cambodian)	14	.2	8,538	98.3
Kannada	14	.2	8,552	98.4
Samoan	13	.1	8,565	98.6
Indonesian	12	.1	8,577	98.7
Lao	11	.1	8,588	98.8
Italian	11	.1	8,599	99.0
Turkish	11	.1	8,610	99.1
Burmese	10	.1	8,620	99.2
Cebuano (Visayan)	8	.1	8,628	99.3
Ilocano	7	.1	8,635	99.4
Dutch	5	.1	8,640	99.4
Polish	5	.1	8,645	99.5
Assyrian	5	.1	8,650	99.6
Marshallese	5	.1	8,655	99.6
Tigrinya	5	.1	8,660	99.7
Greek	4	.0	8,664	99.7
Mien (Yao)	4	.0	8,668	99.8
Taiwanese	4	.0	8,672	99.8
Serbo-Croatian (Bosnian, Croatian, and Serbian)	4	.0	8,676	99.9
Albanian	4	.0	8,680	99.9
Hungarian	3	.0	8,683	99.9
Kurdish (Kurdi, Kurmanji)	3	.0	8,686	100.0
Toishanese	2	.0	8,688	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	13,028	63.8	13,028	63.8
Mandarin (Putonghua)	972	4.8	14,000	68.5
Arabic	786	3.8	14,786	72.4
Filipino (Pilipino or Tagalog)	739	3.6	15,525	76.0
Korean	566	2.8	16,091	78.8
All other non-English languages	559	2.7	16,650	81.5
Vietnamese	459	2.2	17,109	83.8
Cantonese	331	1.6	17,440	85.4
Russian	264	1.3	17,704	86.7
Farsi (Persian)	230	1.1	17,934	87.8
Hindi	227	1.1	18,161	88.9
Japanese	209	1.0	18,370	89.9
Punjabi	194	.9	18,564	90.9
Hmong	156	.8	18,720	91.6
French	143	.7	18,863	92.3
Urdu	111	.5	18,974	92.9
Portuguese	104	.5	19,078	93.4
Telugu	102	.5	19,180	93.9
Hebrew	92	.5	19,272	94.3
Tamil	90	.4	19,362	94.8
Armenian	86	.4	19,448	95.2
German	78	.4	19,526	95.6
Mixteco	68	.3	19,594	95.9
Pashto	64	.3	19,658	96.2
Chaldean	56	.3	19,714	96.5
Somali	55	.3	19,769	96.8
Bengali	43	.2	19,812	97.0
Ukrainian	41	.2	19,853	97.2

Table J-8: Frequency Distribution, Home Language, Initial Assessment, Grade Span 3–5

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Marathi	40	.2	19,893	97.4
Kannada	39	.2	19,932	97.6
Thai	35	.2	19,967	97.7
Gujarati	35	.2	20,002	97.9
Khmer (Cambodian)	33	.2	20,035	98.1
Dutch	32	.2	20,067	98.2
Italian	32	.2	20,099	98.4
Ilocano	26	.1	20,125	98.5
Indonesian	26	.1	20,151	98.6
Samoan	25	.1	20,176	98.8
Tongan	25	.1	20,201	98.9
Turkish	24	.1	20,225	99.0
Cebuano (Visayan)	23	.1	20,248	99.1
Rumanian	23	.1	20,271	99.2
Burmese	17	.1	20,288	99.3
Marshallese	16	.1	20,304	99.4
Kurdish (Kurdi, Kurmanji)	16	.1	20,320	99.5
Polish	14	.1	20,334	99.5
Assyrian	14	.1	20,348	99.6
Serbo-Croatian (Bosnian, Croatian, and Serbian)	13	.1	20,361	99.7
Mien (Yao)	12	.1	20,373	99.7
Lao	11	.1	20,384	99.8
Tigrinya	11	.1	20,395	99.8
Greek	10	.0	20,405	99.9
Hungarian	7	.0	20,412	99.9
Taiwanese	7	.0	20,419	100.0
Toishanese	4	.0	20,423	100.0
Albanian	3	.0	20,426	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
Chaozhou (Chiuchow)	1	.0	20,427	100.0
Khmu	1	.0	20,428	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	10,532	67.8	10,532	67.8
Mandarin (Putonghua)	640	4.1	11,172	71.9
Filipino (Pilipino or Tagalog)	602	3.9	11,774	75.8
Arabic	518	3.3	12,292	79.1
Vietnamese	416	2.7	12,708	81.8
All other non-English languages	370	2.4	13,078	84.2
Korean	299	1.9	13,377	86.1
Cantonese	277	1.8	13,654	87.9
Russian	217	1.4	13,871	89.3
Farsi (Persian)	155	1.0	14,026	90.3
Punjabi	147	.9	14,173	91.2
Japanese	100	.6	14,273	91.9
French	87	.6	14,360	92.4
Hmong	86	.6	14,446	93.0
Hindi	81	.5	14,527	93.5
Armenian	80	.5	14,607	94.0
Urdu	80	.5	14,687	94.5
Portuguese	79	.5	14,766	95.0
Hebrew	46	.3	14,812	95.3
German	43	.3	14,855	95.6
Ukrainian	43	.3	14,898	95.9
Telugu	40	.3	14,938	96.2
Thai	37	.2	14,975	96.4
Pashto	37	.2	15,012	96.6
Chaldean	36	.2	15,048	96.9
Somali	36	.2	15,084	97.1
Mixteco	35	.2	15,119	97.3
Gujarati	34	.2	15,153	97.5



Table J-9: Frequency Distribution, Home Language, Initial Assessment, Grade Span 6–8

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Khmer (Cambodian)</b>	33	.2	15,186	97.7
<b>Samoan</b>	26	.2	15,212	97.9
<b>Ilocano</b>	25	.2	15,237	98.1
<b>Bengali</b>	25	.2	15,262	98.2
<b>Italian</b>	23	.1	15,285	98.4
<b>Tamil</b>	23	.1	15,308	98.5
<b>Indonesian</b>	20	.1	15,328	98.7
<b>Marshallese</b>	18	.1	15,346	98.8
<b>Rumanian</b>	17	.1	15,363	98.9
<b>Lao</b>	16	.1	15,379	99.0
<b>Burmese</b>	16	.1	15,395	99.1
<b>Assyrian</b>	16	.1	15,411	99.2
<b>Turkish</b>	15	.1	15,426	99.3
<b>Tongan</b>	14	.1	15,440	99.4
<b>Dutch</b>	11	.1	15,451	99.5
<b>Polish</b>	11	.1	15,462	99.5
<b>Kannada</b>	11	.1	15,473	99.6
<b>Cebuano (Visayan)</b>	10	.1	15,483	99.7
<b>Tigrinya</b>	9	.1	15,492	99.7
<b>Mien (Yao)</b>	8	.1	15,500	99.8
<b>Marathi</b>	7	.0	15,507	99.8
<b>Hungarian</b>	5	.0	15,512	99.8
<b>Taiwanese</b>	5	.0	15,517	99.9
<b>Kurdish (Kurdi, Kurmanji)</b>	5	.0	15,522	99.9
<b>Greek</b>	4	.0	15,526	99.9
<b>Serbo-Croatian (Bosnian, Croatian, and Serbian)</b>	4	.0	15,530	100.0
<b>Albanian</b>	4	.0	15,534	100.0
<b>Khmu</b>	2	.0	15,536	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	13,526	68.9	13,526	68.9
Mandarin (Putonghua)	697	3.5	14,223	72.4
Filipino (Pilipino or Tagalog)	618	3.1	14,841	75.6
Arabic	614	3.1	15,455	78.7
Vietnamese	561	2.9	16,016	81.5
All other non-English languages	547	2.8	16,563	84.3
Cantonese	310	1.6	16,873	85.9
German	291	1.5	17,164	87.4
Korean	232	1.2	17,396	88.6
Punjabi	203	1.0	17,599	89.6
Russian	197	1.0	17,796	90.6
Portuguese	196	1.0	17,992	91.6
Farsi (Persian)	193	1.0	18,185	92.6
Italian	130	.7	18,315	93.2
French	127	.6	18,442	93.9
Japanese	122	.6	18,564	94.5
Armenian	84	.4	18,648	94.9
Urdu	84	.4	18,732	95.4
Hmong	70	.4	18,802	95.7
Thai	70	.4	18,872	96.1
Hindi	65	.3	18,937	96.4
Ukrainian	54	.3	18,991	96.7
Gujarati	39	.2	19,030	96.9
Chaldean	39	.2	19,069	97.1
Khmer (Cambodian)	38	.2	19,107	97.3
Mixteco	37	.2	19,144	97.5
Pashto	36	.2	19,180	97.6
Somali	36	.2	19,216	97.8

Table J-10: Frequency Distribution, Home Language, Initial Assessment, Grade Span 9–12

Home Language	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Samoan</b>	32	.2	19,248	98.0
<b>Dutch</b>	31	.2	19,279	98.2
<b>Burmese</b>	30	.2	19,309	98.3
<b>Indonesian</b>	26	.1	19,335	98.4
<b>Lao</b>	24	.1	19,359	98.6
<b>Bengali</b>	22	.1	19,381	98.7
<b>Ilocano</b>	21	.1	19,402	98.8
<b>Hebrew</b>	20	.1	19,422	98.9
<b>Tongan</b>	20	.1	19,442	99.0
<b>Rumanian</b>	18	.1	19,460	99.1
<b>Turkish</b>	17	.1	19,477	99.2
<b>Marshallese</b>	17	.1	19,494	99.2
<b>Tigrinya</b>	17	.1	19,511	99.3
<b>Telugu</b>	16	.1	19,527	99.4
<b>Tamil</b>	15	.1	19,542	99.5
<b>Hungarian</b>	14	.1	19,556	99.6
<b>Polish</b>	14	.1	19,570	99.6
<b>Assyrian</b>	13	.1	19,583	99.7
<b>Taiwanese</b>	13	.1	19,596	99.8
<b>Serbo-Croatian (Bosnian, Croatian, and Serbian)</b>	11	.1	19,607	99.8
<b>Kurdish (Kurdi, Kurmanji)</b>	6	.0	19,613	99.9
<b>Marathi</b>	6	.0	19,619	99.9
<b>Greek</b>	5	.0	19,624	99.9
<b>Cebuano (Visayan)</b>	5	.0	19,629	99.9
<b>Kannada</b>	4	.0	19,633	100.0
<b>Mien (Yao)</b>	3	.0	19,636	100.0
<b>Albanian</b>	2	.0	19,638	100.0
<b>Chamorro (Guamanian)</b>	1	.0	19,639	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
<b>Chaozhou (Chiuchow)</b>	1	.0	19,640	100.0
<b>Lahu</b>	1	.0	19,641	100.0
<b>Toishanese</b>	1	.0	19,642	100.0

Data for ethnicity were not collected on the CELDT Answer Book nor merged from CALPADS for the 2014–15 Edition. Therefore, table numbers J-11 through J-20, which were presented in prior reports, have been removed. Table numbers are maintained to provide comparisons with previous years' data.

**Annual Assessment**

**Table J-21: Frequency Distribution, Migrant Education, Annual Assessment, All Grade Spans**

Grade Span	Number of Students	
	Frequency	Percent
K–1	5,015	2.7
2	4,635	2.9
3–5	12,137	3.1
6–8	6,889	3.3
9–12	6,479	3.3

**Initial Assessment**

**Table J-22: Frequency Distribution, Migrant Education, Initial Assessment, All Grade Spans**

Grade Span	Number of Students	
	Frequency	Percent
K–1	4,330	2.1
2	331	3.0
3–5	764	2.9
6–8	603	2.8
9–12	743	2.5

Table numbers J-23 through J-34, which were presented in prior reports, have been removed. Data for gifted and talented and English learner program participation were not collected for the 2014–15 Edition. Table numbers are maintained to provide comparisons with previous years' data.

Annual Assessment

Table J-35: Frequency Distribution, Primary Disability, Annual Assessment, Grade Span K–1

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	168,062	91.8	168,062	91.8
Speech or Language Impairment (SLI)	9,507	5.2	177,569	97.0
Autism (AUT)	1,741	1.0	179,310	98.0
Specific Learning Disability (SLD)	1,710	.9	181,020	98.9
Mental Retardation/Intellectual Disability (MR/ID)	769	.4	181,789	99.3
Other Health Impairment (OHI)	636	.3	182,425	99.7
Hard of Hearing (HH)	197	.1	182,622	99.8
Orthopedic Impairment (OI)	189	.1	182,811	99.9
Multiple Disabilities (MD)	89	.0	182,900	99.9
Visual Impairment (VI)	66	.0	182,966	99.9
Deafness/Hearing Impairment (DEAF/HI)	42	.0	183,008	100.0
Emotional Disturbance (ED)	27	.0	183,035	100.0
Traumatic Brain Injury (TBI)	17	.0	183,052	100.0
Established Medical Disability (EMD)	9	.0	183,061	100.0
Deaf-Blindness (DB)	1	.0	183,062	100.0

**Table J-36: Frequency Distribution, Primary Disability,  
Annual Assessment, Grade 2**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Student receives no Special Education Services</b>	145,476	90.7	145,476	90.7
<b>Speech or Language Impairment (SLI)</b>	7,364	4.6	152,840	95.3
<b>Specific Learning Disability (SLD)</b>	3,596	2.2	156,436	97.5
<b>Autism (AUT)</b>	1,678	1.0	158,114	98.6
<b>Other Health Impairment (OHI)</b>	846	.5	158,960	99.1
<b>Mental Retardation/Intellectual Disability (MR/ID)</b>	778	.5	159,738	99.6
<b>Orthopedic Impairment (OI)</b>	219	.1	159,957	99.7
<b>Hard of Hearing (HH)</b>	206	.1	160,163	99.8
<b>Multiple Disabilities (MD)</b>	66	.0	160,229	99.9
<b>Emotional Disturbance (ED)</b>	62	.0	160,291	99.9
<b>Visual Impairment (VI)</b>	51	.0	160,342	100.0
<b>Deafness/Hearing Impairment (DEAF/HI)</b>	43	.0	160,385	100.0
<b>Traumatic Brain Injury (TBI)</b>	23	.0	160,408	100.0
<b>Established Medical Disability (EMD)</b>	8	.0	160,416	100.0
<b>Deaf-Blindness (DB)</b>	3	.0	160,419	100.0

Table J-37: Frequency Distribution, Primary Disability,  
Annual Assessment, Grade Span 3–5

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	332,648	85.5	332,648	85.5
Specific Learning Disability (SLD)	27,398	7.0	360,046	92.5
Speech or Language Impairment (SLI)	15,402	4.0	375,448	96.5
Autism (AUT)	4,546	1.2	379,994	97.7
Other Health Impairment (OHI)	4,055	1.0	384,049	98.7
Mental Retardation/Intellectual Disability (MR/ID)	2,647	.7	386,696	99.4
Hard of Hearing (HH)	751	.2	387,447	99.6
Orthopedic Impairment (OI)	620	.2	388,067	99.7
Emotional Disturbance (ED)	353	.1	388,420	99.8
Multiple Disabilities (MD)	212	.1	388,632	99.9
Visual Impairment (VI)	199	.1	388,831	99.9
Deafness/Hearing Impairment (DEAF/HI)	138	.0	388,969	100.0
Traumatic Brain Injury (TBI)	82	.0	389,051	100.0
Deaf-Blindness (DB)	13	.0	389,064	100.0
Established Medical Disability (EMD)	11	.0	389,075	100.0



**Table J-38: Frequency Distribution, Primary Disability,  
Annual Assessment, Grade Span 6–8**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Student receives no Special Education Services</b>	157,917	76.1	157,917	76.1
<b>Specific Learning Disability (SLD)</b>	32,896	15.9	190,813	92.0
<b>Speech or Language Impairment (SLI)</b>	5,271	2.5	196,084	94.5
<b>Other Health Impairment (OHI)</b>	3,537	1.7	199,621	96.2
<b>Autism (AUT)</b>	3,126	1.5	202,747	97.7
<b>Mental Retardation/Intellectual Disability (MR/ID)</b>	2,546	1.2	205,293	99.0
<b>Orthopedic Impairment (OI)</b>	542	.3	205,835	99.2
<b>Hard of Hearing (HH)</b>	535	.3	206,370	99.5
<b>Emotional Disturbance (ED)</b>	526	.3	206,896	99.7
<b>Multiple Disabilities (MD)</b>	193	.1	207,089	99.8
<b>Visual Impairment (VI)</b>	145	.1	207,234	99.9
<b>Deafness/Hearing Impairment (DEAF/HI)</b>	112	.1	207,346	100.0
<b>Traumatic Brain Injury (TBI)</b>	81	.0	207,427	100.0
<b>Deaf-Blindness (DB)</b>	5	.0	207,432	100.0
<b>Established Medical Disability (EMD)</b>	4	.0	207,436	100.0

Table J-39: Frequency Distribution, Primary Disability,  
Annual Assessment, Grade Span 9–12

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	150,350	76.0	150,350	76.0
Specific Learning Disability (SLD)	33,330	16.8	183,680	92.8
Mental Retardation/Intellectual Disability (MR/ID)	3,685	1.9	187,365	94.7
Other Health Impairment (OHI)	2,882	1.5	190,247	96.1
Speech or Language Impairment (SLI)	2,371	1.2	192,618	97.3
Autism (AUT)	2,336	1.2	194,954	98.5
Orthopedic Impairment (OI)	890	.4	195,844	98.9
Emotional Disturbance (ED)	850	.4	196,694	99.4
Hard of Hearing (HH)	547	.3	197,241	99.6
Multiple Disabilities (MD)	251	.1	197,492	99.8
Visual Impairment (VI)	170	.1	197,662	99.9
Deafness/Hearing Impairment (DEAF/HI)	144	.1	197,806	99.9
Traumatic Brain Injury (TBI)	141	.1	197,947	100.0
Deaf-Blindness (DB)	5	.0	197,952	100.0
Established Medical Disability (EMD)	3	.0	197,955	100.0

Initial Assessment

Table J-40: Frequency Distribution, Primary Disability, Initial Assessment, Grade Span K–1

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	190,354	93.8	190,354	93.8
Speech or Language Impairment (SLI)	8,144	4.0	198,498	97.9
Autism (AUT)	1,905	.9	200,403	98.8
Mental Retardation/Intellectual Disability (MR/ID)	804	.4	201,207	99.2
Specific Learning Disability (SLD)	565	.3	201,772	99.5
Other Health Impairment (OHI)	438	.2	202,210	99.7
Orthopedic Impairment (OI)	182	.1	202,392	99.8
Hard of Hearing (HH)	174	.1	202,566	99.9
Multiple Disabilities (MD)	105	.1	202,671	99.9
Visual Impairment (VI)	57	.0	202,728	100.0
Deafness/Hearing Impairment (DEAF/HI)	38	.0	202,766	100.0
Established Medical Disability (EMD)	28	.0	202,794	100.0
Emotional Disturbance (ED)	24	.0	202,818	100.0
Traumatic Brain Injury (TBI)	9	.0	202,827	100.0
Deaf-Blindness (DB)	1	.0	202,828	100.0

Table J-41: Frequency Distribution, Primary Disability, Initial Assessment, Grade 2

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	10,674	95.6	10,674	95.6
Speech or Language Impairment (SLI)	173	1.5	10,847	97.1
Specific Learning Disability (SLD)	101	.9	10,948	98.0
Autism (AUT)	63	.6	11,011	98.6
Mental Retardation/Intellectual Disability (MR/ID)	61	.5	11,072	99.1
Other Health Impairment (OHI)	48	.4	11,120	99.6
Multiple Disabilities (MD)	15	.1	11,135	99.7
Orthopedic Impairment (OI)	12	.1	11,147	99.8
Hard of Hearing (HH)	8	.1	11,155	99.9
Deafness/Hearing Impairment (DEAF/HI)	5	.0	11,160	99.9
Visual Impairment (VI)	5	.0	11,165	100.0
Emotional Disturbance (ED)	3	.0	11,168	100.0
Established Medical Disability (EMD)	1	.0	11,169	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	25,145	95.2	25,145	95.2
Specific Learning Disability (SLD)	470	1.8	25,615	97.0
Speech or Language Impairment (SLI)	275	1.0	25,890	98.0
Mental Retardation/Intellectual Disability (MR/ID)	172	.7	26,062	98.7
Autism (AUT)	137	.5	26,199	99.2
Other Health Impairment (OHI)	95	.4	26,294	99.5
Orthopedic Impairment (OI)	28	.1	26,322	99.7
Hard of Hearing (HH)	27	.1	26,349	99.8
Emotional Disturbance (ED)	22	.1	26,371	99.8
Multiple Disabilities (MD)	22	.1	26,393	99.9
Visual Impairment (VI)	12	.0	26,405	100.0
Deafness/Hearing Impairment (DEAF/HI)	5	.0	26,410	100.0
Traumatic Brain Injury (TBI)	2	.0	26,412	100.0
Established Medical Disability (EMD)	1	.0	26,413	100.0
Deaf-Blindness (DB)	1	.0	26,414	100.0

Table J-43: Frequency Distribution, Primary Disability,  
Initial Assessment, Grade Span 6–8

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Student receives no Special Education Services	20,618	95.2	20,618	95.2
Specific Learning Disability (SLD)	576	2.7	21,194	97.9
Mental Retardation/Intellectual Disability (MR/ID)	116	.5	21,310	98.4
Autism (AUT)	95	.4	21,405	98.9
Speech or Language Impairment (SLI)	73	.3	21,478	99.2
Other Health Impairment (OHI)	70	.3	21,548	99.5
Orthopedic Impairment (OI)	27	.1	21,575	99.6
Emotional Disturbance (ED)	24	.1	21,599	99.8
Multiple Disabilities (MD)	19	.1	21,618	99.8
Hard of Hearing (HH)	14	.1	21,632	99.9
Deafness/Hearing Impairment (DEAF/HI)	7	.0	21,639	99.9
Visual Impairment (VI)	7	.0	21,646	100.0
Traumatic Brain Injury (TBI)	5	.0	21,651	100.0

**Table J-44: Frequency Distribution, Primary Disability,  
Initial Assessment, Grade Span 9–12**

Primary Disability	Number of Students			
	Frequency	Percent	Cumulative Frequency	Cumulative Percent
<b>Student receives no Special Education Services</b>	28,780	95.7	28,780	95.7
<b>Specific Learning Disability (SLD)</b>	740	2.5	29,520	98.2
<b>Mental Retardation/Intellectual Disability (MR/ID)</b>	181	.6	29,701	98.8
<b>Autism (AUT)</b>	94	.3	29,795	99.1
<b>Other Health Impairment (OHI)</b>	93	.3	29,888	99.4
<b>Emotional Disturbance (ED)</b>	61	.2	29,949	99.6
<b>Speech or Language Impairment (SLI)</b>	44	.1	29,993	99.7
<b>Orthopedic Impairment (OI)</b>	24	.1	30,017	99.8
<b>Multiple Disabilities (MD)</b>	17	.1	30,034	99.9
<b>Hard of Hearing (HH)</b>	12	.0	30,046	99.9
<b>Deafness/Hearing Impairment (DEAF/HI)</b>	10	.0	30,056	99.9
<b>Visual Impairment (VI)</b>	10	.0	30,066	100.0
<b>Traumatic Brain Injury (TBI)</b>	6	.0	30,072	100.0

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**Appendix K: Classical Item Statistics**

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and appendix K tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

MC refers to multiple-choice, DCR refers to dichotomous-constructed-response, and CR refers to constructed-response item types. For constructed-response items,  $p$ -value is the item mean divided by the maximum number of points.

The N counts shown in the following tables represent the total number of records available for analysis, not the records with complete data. Because of missing data, individual statistics may be based on different N counts.

Annual Assessment

Table K-1: Item Analysis, Annual Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	183,058	.70	.345	.97
CEL00526	00940028	MC	183,058	.27	.287	1.23
CEL00786	01208385	MC	183,058	.51	.285	2.14
CEL00399	00676871	MC	183,058	.55	.305	1.01
CEL00899	01210599	MC	183,058	.48	.345	1.10
CEL00515	00940005	MC	183,058	.57	.239	1.09
CEL00330	00545930	MC	183,058	.53	.313	1.11
CEL00284	00437120	MC	183,058	.53	.317	1.16
CEL00285	00437122	MC	183,058	.82	.396	1.11
CEL00286	00437124	MC	183,058	.82	.382	1.18
CEL00730	01057174	DCR	183,058	.76	.460	.67
CEL00782	01208376	DCR	183,058	.59	.453	.71
CEL00788	01208389	DCR	183,058	.69	.310	.81
CEL00471	00803313	DCR	183,058	.84	.462	1.01
CEL00787	01208387	DCR	183,058	.69	.494	3.78
CEL00397	00676867	DCR	183,058	.81	.438	3.79
CEL00836	01210292	DCR	183,058	.46	.463	3.95
CEL00400	00676873	DCR	183,058	.26	.438	3.91
CEL00789	01208391	DCR	183,058	.35	.380	.86
CEL00463	00803297	DCR	183,058	.43	.406	.90

Table: K-2: Item Analysis, Annual Assessment Data, Listening, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	160,416	.89	.355	1.05
CEL00526	00940028	MC	160,416	.44	.339	1.22
CEL00786	01208385	MC	160,416	.69	.363	2.61
CEL00399	00676871	MC	160,416	.75	.338	1.04
CEL00899	01210599	MC	160,416	.67	.362	1.01
CEL00515	00940005	MC	160,416	.75	.257	1.01
CEL00330	00545930	MC	160,416	.73	.398	1.06
CEL00284	00437120	MC	160,416	.67	.317	1.24
CEL00285	00437122	MC	160,416	.91	.403	1.25
CEL00286	00437124	MC	160,416	.91	.390	1.46
CEL00730	01057174	DCR	160,416	.87	.391	.82
CEL00782	01208376	DCR	160,416	.72	.370	.84
CEL00788	01208389	DCR	160,416	.83	.321	.96
CEL00471	00803313	DCR	160,416	.93	.393	1.22
CEL00787	01208387	DCR	160,416	.85	.457	1.70
CEL00397	00676867	DCR	160,416	.91	.401	1.71
CEL00836	01210292	DCR	160,416	.69	.433	1.82
CEL00400	00676873	DCR	160,416	.48	.420	1.82
CEL00789	01208391	DCR	160,416	.52	.347	1.04
CEL00463	00803297	DCR	160,416	.59	.365	1.06

Table K-3: Item Analysis, Annual Assessment Data, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	389,057	.91	.312	1.23
CEL00425	00687427	MC	389,057	.93	.365	.89
CEL00154	00382862	MC	389,057	.86	.301	.99
CEL00177	00382908	MC	389,057	.86	.328	.95
CEL00484	00803461	MC	389,057	.82	.347	1.00
CEL00554	00940959	MC	389,057	.78	.302	.93
CEL00800	01208912	MC	389,057	.74	.224	.93
CEL00352	00546104	MC	389,057	.60	.240	.95
CEL00186	00382926	MC	389,057	.74	.383	1.07
CEL00357	00546114	MC	389,057	.64	.298	.98
CEL00435	00687449	MC	389,057	.90	.353	.96
CEL00356	00546112	MC	389,057	.78	.384	.95
CEL00793	01208897	MC	389,057	.61	.349	1.04
CEL00843	01210299	MC	389,057	.69	.348	.99
CEL00744	01057650	MC	389,057	.49	.338	1.01
CEL00557	00940965	MC	389,057	.76	.351	1.02
CEL00736	01057633	MC	389,057	.49	.335	1.18
CEL00738	01057637	MC	389,057	.57	.304	1.30
CEL00740	01057641	MC	389,057	.63	.259	1.37
CEL00739	01057639	MC	389,057	.49	.210	1.58

Table K-4: Item Analysis, Annual Assessment Data, Listening, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	207,432	.87	.382	1.44
CEL00538	00940177	MC	207,432	.81	.411	1.31
CEL00307	00437690	MC	207,432	.82	.350	1.33
CEL00804	01209037	MC	207,432	.62	.341	1.30
CEL00531	00940162	MC	207,432	.62	.349	1.32
CEL00224	00383002	MC	207,432	.86	.393	1.31
CEL00363	00546267	MC	207,432	.86	.374	1.34
CEL00806	01209041	MC	207,432	.79	.376	1.38
CEL00453	00693734	MC	207,432	.60	.140	1.36
CEL00754	01059779	MC	207,432	.81	.412	1.35
CEL00230	00383014	MC	207,432	.64	.233	1.36
CEL00540	00940181	MC	207,432	.83	.425	1.37
CEL00805	01209039	MC	207,432	.60	.313	1.36
CEL00451	00693730	MC	207,432	.65	.343	1.35
CEL00532	00940164	MC	207,432	.57	.192	1.37
CEL00489	00803591	MC	207,432	.74	.288	1.35
CEL00541	00940183	MC	207,432	.55	.270	1.42
CEL00437	00693699	MC	207,432	.71	.364	1.52
CEL00438	00693701	MC	207,432	.50	.282	1.58
CEL00439	00693703	MC	207,432	.63	.314	1.70

Table K-5: Item Analysis, Annual Assessment Data, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00415	00683420	MC	197,938	.89	.471	2.71
CEL00262	00383078	MC	197,938	.83	.419	2.51
CEL00551	00940438	MC	197,938	.69	.334	2.62
CEL00543	00940421	MC	197,938	.47	.182	2.59
CEL00319	00437841	MC	197,938	.86	.454	2.48
CEL00379	00546440	MC	197,938	.63	.357	2.56
CEL00244	00383042	MC	197,938	.35	.209	2.43
CEL00767	01059881	MC	197,938	.58	.251	2.42
CEL00862	01210318	MC	197,938	.84	.450	2.41
CEL00817	01209180	MC	197,938	.68	.412	2.56
CEL00417	00683424	MC	197,938	.83	.487	2.46
CEL00412	00682950	MC	197,938	.87	.473	2.48
CEL00818	01209182	MC	197,938	.59	.291	2.50
CEL00863	01210319	MC	197,938	.82	.375	2.56
CEL00418	00683426	MC	197,938	.71	.328	2.46
CEL00761	01059869	MC	197,938	.73	.348	2.50
CEL00865	01210321	MC	197,938	.84	.437	2.53
CEL00546	00940427	MC	197,938	.67	.394	2.58
CEL00547	00940429	MC	197,938	.62	.297	2.64
CEL00549	00940433	MC	197,938	.68	.377	2.74

Table K-6: Item Analysis, Annual Assessment Data, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	183,058	.73	.500	.54
CES00346	00680889	DCR	183,058	.57	.438	.56
CES00436	00940039	DCR	183,058	.74	.431	.61
CES00770	01210323	DCR	183,058	.68	.521	2.81
CES00396	00803337	DCR	183,058	.87	.507	2.95
CES00680	01057195	DCR	183,058	.80	.587	2.87
CES00391	00803327	DCR	183,058	.73	.452	2.93
CES00675	01057185	DCR	183,058	.71	.542	2.95
CES00728	01208460	DCR	183,058	.85	.501	2.96
CES00723	01208450	DCR	183,058	.93	.513	3.02
CES00290	00545983	DCR	183,058	.51	.480	3.00
CES00287	00545977	DCR	183,058	.68	.551	3.09
CES00148	00382772	DCR	183,058	.90	.507	3.17
CES00818	01210562	CR	183,058	.50	.622	.82
CES00774	01210327	CR	183,058	.61	.620	.87
CES00682	01057199	CR	183,058	.39	.561	13.73
CES00683	01057201	CR	183,058	.50	.597	14.03
CES00777	01210330	CR	183,058	.66	.631	.76
CES00823	01210576	CR	183,058	.55	.633	.95
CES00813	01210534	CR	183,058	.54	.659	.79

Table K-7: Item Analysis, Annual Assessment Data, Speaking, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	160,416	.84	.454	.65
CES00346	00680889	DCR	160,416	.70	.388	.67
CES00436	00940039	DCR	160,416	.86	.398	.67
CES00770	01210323	DCR	160,416	.85	.484	1.61
CES00396	00803337	DCR	160,416	.95	.495	1.74
CES00680	01057195	DCR	160,416	.91	.563	1.62
CES00391	00803327	DCR	160,416	.83	.426	1.66
CES00675	01057185	DCR	160,416	.87	.510	1.65
CES00728	01208460	DCR	160,416	.94	.491	1.67
CES00723	01208450	DCR	160,416	.96	.516	1.72
CES00290	00545983	DCR	160,416	.67	.465	1.68
CES00287	00545977	DCR	160,416	.83	.521	1.81
CES00148	00382772	DCR	160,416	.95	.486	1.95
CES00818	01210562	CR	160,416	.73	.611	.80
CES00774	01210327	CR	160,416	.81	.587	.79
CES00682	01057199	CR	160,416	.61	.546	4.89
CES00683	01057201	CR	160,416	.74	.595	5.03
CES00777	01210330	CR	160,416	.82	.593	.76
CES00823	01210576	CR	160,416	.71	.594	.91
CES00813	01210534	CR	160,416	.66	.611	.85



Table K-8: Item Analysis, Annual Assessment Data, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	389,057	.84	.459	.70
CES00402	00803468	DCR	389,057	.83	.446	.77
CES00258	00437544	DCR	389,057	.72	.330	.72
CES00463	00940336	DCR	389,057	.40	.396	1.31
CES00243	00407629	DCR	389,057	.98	.373	1.30
CES00692	01059014	DCR	389,057	.91	.426	1.31
CES00371	00687645	DCR	389,057	.94	.448	1.36
CES00304	00546147	DCR	389,057	.81	.439	1.32
CES00844	01210696	DCR	389,057	.91	.480	1.36
CES00693	01059016	DCR	389,057	.81	.521	1.43
CES00741	01208978	DCR	389,057	.78	.417	1.36
CES00471	00940353	DCR	389,057	.61	.382	1.43
CES00687	01059004	DCR	389,057	.46	.402	1.63
CES00835	01210664	CR	389,057	.62	.581	.82
CES00404	00803472	CR	389,057	.41	.541	.82
CES00838	01210668	CR	389,057	.64	.534	7.99
CES00466	00940342	CR	389,057	.59	.594	8.23
CES00744	01208984	CR	389,057	.83	.557	.78
CES00832	01210658	CR	389,057	.76	.565	.89
CES00840	01210672	CR	389,057	.73	.584	.90

Table K-9: Item Analysis, Annual Assessment Data, Speaking, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	207,432	.67	.426	1.15
CES00455	00940203	DCR	207,432	.94	.447	1.09
CES00790	01210343	DCR	207,432	.92	.486	1.18
CES00412	00803613	DCR	207,432	.45	.351	1.54
CES00752	01209118	DCR	207,432	.57	.378	1.61
CES00456	00940205	DCR	207,432	.30	.325	1.64
CES00747	01209108	DCR	207,432	.58	.400	1.64
CES00704	01059805	DCR	207,432	.75	.492	1.66
CES00449	00940191	DCR	207,432	.57	.415	1.76
CES00263	00437722	DCR	207,432	.85	.463	1.77
CES00847	01210729	DCR	207,432	.65	.482	1.78
CES00386	00693765	DCR	207,432	.18	.299	1.81
CES00190	00383201	DCR	207,432	.61	.450	1.87
CES00748	01209110	CR	207,432	.75	.609	1.24
CES00706	01059809	CR	207,432	.80	.600	1.23
CES00384	00693760	CR	207,432	.88	.624	3.22
CES00317	00546312	CR	207,432	.69	.623	3.31
CES00798	01210351	CR	207,432	.88	.585	1.20
CES00460	00940213	CR	207,432	.87	.599	1.33
CES00461	00940215	CR	207,432	.70	.657	1.38

Table K-10: Item Analysis, Annual Assessment Data, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	197,938	.57	.413	2.21
CES00475	00940480	DCR	197,938	.68	.413	2.18
CES00430	00803814	DCR	197,938	.50	.389	2.20
CES00476	00940482	DCR	197,938	.46	.421	3.36
CES00483	00940497	DCR	197,938	.33	.360	3.45
CES00801	01210354	DCR	197,938	.54	.508	3.48
CES00477	00940484	DCR	197,938	.45	.449	3.52
CES00759	01209258	DCR	197,938	.51	.443	3.55
CES00710	01059901	DCR	197,938	.87	.617	3.58
CES00218	00383258	DCR	197,938	.81	.581	3.59
CES00802	01210355	DCR	197,938	.52	.445	3.63
CES00367	00683682	DCR	197,938	.36	.420	3.68
CES00338	00546493	DCR	197,938	.71	.512	3.75
CES00426	00803676	CR	197,938	.83	.694	2.37
CES00368	00683684	CR	197,938	.73	.629	2.39
CES00364	00683675	CR	197,938	.75	.671	4.54
CES00712	01059905	CR	197,938	.79	.702	4.69
CES00768	01209277	CR	197,938	.84	.674	2.30
CES00807	01210360	CR	197,938	.76	.680	2.54
CES00909	01210966	CR	197,938	.74	.694	2.58

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CES00818	01210562	183,058	34.4	30.5	35.1			.622	1.01	.50	.834
	CES00774	01210327	183,058	28.8	20.2	51.1			.620	1.22	.61	.865
	CES00682	01057199	183,058	48.1	26.3	25.6			.561	.77	.39	.828
	CES00683	01057201	183,058	41.0	17.1	41.8			.597	1.01	.50	.910
	CES00777	01210330	183,058	16.1	35.3	48.6			.631	1.32	.66	.736
	CES00823	01210576	183,058	26.2	38.6	35.2			.633	1.09	.55	.778
	CES00813	01210534	183,058	8.4	14.9	36.9	31.8	8.0	.659	2.16	.54	1.047
2	CES00818	01210562	160,416	15.4	23.3	61.3			.611	1.46	.73	.745
	CES00774	01210327	160,416	11.5	15.7	72.8			.587	1.61	.81	.684
	CES00682	01057199	160,416	25.4	26.7	47.9			.546	1.22	.61	.826
	CES00683	01057201	160,416	18.9	14.5	66.6			.595	1.48	.74	.792
	CES00777	01210330	160,416	6.4	23.9	69.7			.593	1.63	.82	.600
	CES00823	01210576	160,416	12.4	33.1	54.5			.594	1.42	.71	.701
	CES00813	01210534	160,416	3.3	6.9	29.9	41.7	18.2	.611	2.65	.66	.964
3-5	CES00835	01210664	389,057	25.7	24.2	50.1			.581	1.24	.62	.836
	CES00404	00803472	389,057	47.5	23.1	29.4			.541	.82	.41	.858
	CES00838	01210668	389,057	26.0	20.8	53.2			.534	1.27	.64	.848
	CES00466	00940342	389,057	31.9	18.0	50.1			.594	1.18	.59	.887
	CES00744	01208984	389,057	5.6	22.8	71.6			.557	1.66	.83	.580
	CES00832	01210658	389,057	8.3	31.0	60.7			.565	1.52	.76	.645
	CES00840	01210672	389,057	2.5	3.8	19.4	48.1	26.1	.584	2.92	.73	.909
6-8	CES00748	01209110	207,432	15.5	20.0	64.5			.609	1.49	.75	.748
	CES00706	01059809	207,432	9.1	22.1	68.8			.600	1.60	.80	.650
	CES00384	00693760	207,432	7.7	9.4	82.9			.624	1.75	.88	.584
	CES00317	00546312	207,432	18.8	25.2	56.0			.623	1.37	.69	.781
	CES00798	01210351	207,432	4.4	16.0	79.6			.585	1.75	.88	.525
	CES00460	00940213	207,432	5.1	15.0	79.9			.599	1.75	.87	.539
	CES00461	00940215	207,432	3.9	5.1	22.4	45.0	23.7	.657	2.79	.70	.986

Table K-11: Item Analysis, Annual Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
9–12	CES00426	00803676	197,938	10.0	14.5	75.5			.694	1.65	.83	.652
	CES00368	00683684	197,938	14.1	26.3	59.6			.629	1.45	.73	.728
	CES00364	00683675	197,938	13.1	24.8	62.1			.671	1.49	.75	.716
	CES00712	01059905	197,938	11.4	19.0	69.7			.702	1.58	.79	.686
	CES00768	01209277	197,938	6.8	18.0	75.2			.674	1.68	.84	.594
	CES00807	01210360	197,938	10.5	27.0	62.4			.680	1.52	.76	.678
	CES00909	01210966	197,938	5.0	3.7	15.1	40.8	35.4	.694	2.98	.74	1.049

Table K-12: Item Analysis, Annual Assessment Data, Reading, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	183,058	.88	.360	1.06
CER01030	01210024	MC	183,058	.75	.355	1.38
CER01041	01210046	MC	183,058	.50	.354	1.35
CER01314	01210917	MC	183,058	.63	.358	1.95
CER01315	01210918	MC	183,058	.65	.215	1.69
CER01312	01210915	MC	183,058	.79	.429	1.33
CER01316	01210919	MC	183,058	.64	.453	1.45
CER01216	01210596	MC	183,058	.47	.250	1.46
CER01311	01210914	MC	183,058	.49	.369	1.62
CER01034	01210032	MC	183,058	.86	.436	1.37
CER01179	01210529	MC	183,058	.59	.391	2.04
CER01025	01210014	MC	183,058	.67	.546	1.98
CER01079	01210122	MC	183,058	.72	.514	2.12
CER01055	01210074	MC	183,058	.68	.547	2.15
CER01083	01210130	DCR	183,058	.46	.487	1.20
CER01027	01210018	DCR	183,058	.33	.509	1.31
CER01047	01210058	DCR	183,058	.51	.429	.96
CER01057	01210078	DCR	183,058	.62	.407	.99
CER01066	01210096	CR	183,058	.90	.555	.84
CER01033	01210030	CR	183,058	.92	.539	.88

Table K-13: Item Analysis, Annual Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	160,416	.53	.429	1.31
CER00353	00546036	MC	160,416	.66	.447	1.51
CER00270	00437237	MC	160,416	.25	.188	2.11
CER01090	01210364	MC	160,416	.59	.348	2.76
CER01212	01210592	MC	160,416	.33	.341	1.77
CER00032	00240821	MC	160,416	.58	.356	2.26
CER00011	00240727	MC	160,416	.53	.418	3.00
CER00009	00240723	MC	160,416	.66	.474	1.95
CER01099	01210373	MC	160,416	.60	.476	2.32
CER00336	00545999	MC	160,416	.42	.272	2.05
CER00343	00546014	MC	160,416	.72	.419	1.76
CER01100	01210374	MC	160,416	.29	.273	1.87
CER01101	01210375	MC	160,416	.58	.520	1.60
CER00442	00680991	MC	160,416	.56	.484	1.89
CER01200	01210580	MC	160,416	.53	.348	1.83
CER00955	01208496	MC	160,416	.40	.324	2.07
CER00211	00353933	MC	160,416	.69	.551	1.61
CER00220	00353951	MC	160,416	.75	.459	1.73
CER00545	00940074	MC	160,416	.42	.404	1.63
CER01192	01210559	MC	160,416	.48	.357	2.25
CER00546	00940076	MC	160,416	.52	.446	1.96
CER00877	01059047	MC	160,416	.48	.376	2.33
CER00338	00546003	MC	160,416	.53	.561	1.99
CER00949	01208484	MC	160,416	.38	.301	2.16
CER00355	00546040	MC	160,416	.32	.299	2.07
CER00957	01208500	MC	160,416	.40	.240	1.76
CER00958	01208502	MC	160,416	.66	.526	2.55
CER00959	01208504	MC	160,416	.39	.444	1.89
CER01103	01210377	MC	160,416	.46	.404	2.04
CER01104	01210378	MC	160,416	.70	.345	2.65
CER01105	01210379	MC	160,416	.48	.484	2.24
CER01094	01210368	MC	160,416	.42	.336	2.21
CER01096	01210370	MC	160,416	.53	.463	2.46
CER01171	01210493	MC	160,416	.49	.418	2.39
CER01097	01210371	MC	160,416	.41	.354	2.42

Table K-14: Item Analysis, Annual Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	389,057	.51	.445	1.08
CER00463	00691065	MC	389,057	.52	.341	1.12
CER01242	01210671	MC	389,057	.44	.462	1.07
CER00050	00241059	MC	389,057	.46	.277	1.12
CER00964	01208922	MC	389,057	.61	.412	1.24
CER00052	00241063	MC	389,057	.44	.344	1.14
CER00072	00241154	MC	389,057	.46	.479	1.20
CER01108	01210382	MC	389,057	.62	.416	1.25
CER01107	01210381	MC	389,057	.46	.358	1.21
CER00377	00546207	MC	389,057	.58	.424	1.22
CER00898	01059107	MC	389,057	.55	.547	1.26
CER00897	01059105	MC	389,057	.48	.247	1.29
CER01241	01210657	MC	389,057	.33	.276	1.46
CER00458	00691051	MC	389,057	.48	.476	1.16
CER00296	00437620	MC	389,057	.58	.439	1.21
CER00498	00803539	MC	389,057	.51	.455	1.32
CER00235	00354168	MC	389,057	.49	.514	1.21
CER00896	01059103	MC	389,057	.69	.404	1.27
CER00599	00940990	MC	389,057	.52	.480	1.39
CER01110	01210384	MC	389,057	.61	.448	1.26
CER00900	01059111	MC	389,057	.55	.447	1.31
CER00604	00941000	MC	389,057	.68	.568	1.38
CER00600	00940992	MC	389,057	.45	.427	1.38
CER00972	01208938	MC	389,057	.53	.450	1.42
CER00895	01059101	MC	389,057	.38	.346	1.48
CER00906	01059125	MC	389,057	.67	.476	1.30
CER00907	01059127	MC	389,057	.41	.356	1.37
CER00908	01059129	MC	389,057	.52	.339	1.33
CER00909	01059131	MC	389,057	.58	.416	1.38
CER01161	01210483	MC	389,057	.58	.513	1.81
CER01121	01210395	MC	389,057	.51	.422	1.41
CER01123	01210397	MC	389,057	.52	.457	1.48
CER00974	01208944	MC	389,057	.48	.440	1.59
CER00975	01208946	MC	389,057	.55	.341	1.55
CER00977	01208950	MC	389,057	.33	.316	1.65



Table K-15: Item Analysis, Annual Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	207,432	.68	.272	1.47
CER00982	01209064	MC	207,432	.62	.361	1.51
CER00128	00241514	MC	207,432	.74	.483	1.47
CER00380	00546334	MC	207,432	.37	.322	1.48
CER00513	00803707	MC	207,432	.59	.320	1.43
CER00303	00437751	MC	207,432	.57	.383	1.50
CER00393	00546361	MC	207,432	.50	.331	1.46
CER00987	01209074	MC	207,432	.48	.352	1.57
CER00988	01209076	MC	207,432	.57	.304	1.52
CER00934	01060128	MC	207,432	.58	.228	1.57
CER00510	00803693	MC	207,432	.46	.247	1.44
CER00514	00803709	MC	207,432	.38	.318	1.49
CER00985	01209070	MC	207,432	.62	.426	1.56
CER00564	00940275	MC	207,432	.46	.359	1.50
CER00990	01209080	MC	207,432	.79	.487	1.48
CER00515	00803711	MC	207,432	.40	.309	1.59
CER00563	00940273	MC	207,432	.65	.461	1.52
CER01128	01210402	MC	207,432	.64	.436	1.48
CER00402	00546380	MC	207,432	.64	.424	1.52
CER00932	01060124	MC	207,432	.45	.412	1.51
CER00937	01060134	MC	207,432	.42	.334	1.54
CER00569	00940285	MC	207,432	.33	.330	1.63
CER00144	00241558	MC	207,432	.58	.445	1.52
CER00145	00241560	MC	207,432	.61	.457	1.56
CER00143	00241556	MC	207,432	.38	.308	1.65
CER00995	01209092	MC	207,432	.49	.378	1.57
CER00993	01209088	MC	207,432	.42	.322	1.60
CER00992	01209086	MC	207,432	.56	.485	1.71
CER00994	01209090	MC	207,432	.31	.260	1.62
CER01130	01210404	MC	207,432	.61	.520	1.67
CER01173	01210495	MC	207,432	.46	.422	1.76
CER01133	01210407	MC	207,432	.59	.477	1.65
CER00521	00803735	MC	207,432	.44	.367	1.72
CER00523	00803739	MC	207,432	.38	.290	1.79
CER00524	00803741	MC	207,432	.47	.378	1.80

Table K-16: Item Analysis, Annual Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	197,938	.76	.343	2.40
CER00179	00241856	MC	197,938	.65	.235	2.43
CER01143	01210417	MC	197,938	.54	.388	2.50
CER00327	00437909	MC	197,938	.63	.403	2.45
CER00531	00804714	MC	197,938	.53	.324	2.55
CER00451	00684030	MC	197,938	.65	.378	2.55
CER00471	00717216	MC	197,938	.58	.332	2.51
CER01006	01209227	MC	197,938	.82	.447	2.42
CER00911	01059967	MC	197,938	.75	.492	2.43
CER01005	01209225	MC	197,938	.52	.424	2.50
CER00157	00241779	MC	197,938	.75	.419	2.56
CER00242	00354274	MC	197,938	.35	.291	2.64
CER00533	00804718	MC	197,938	.41	.238	2.51
CER00918	01059981	MC	197,938	.49	.264	2.63
CER00419	00546536	MC	197,938	.78	.436	2.46
CER00457	00684045	MC	197,938	.49	.401	2.57
CER00321	00437896	MC	197,938	.54	.398	2.68
CER00418	00546534	MC	197,938	.81	.484	2.51
CER01007	01209229	MC	197,938	.50	.331	2.55
CER00912	01059969	MC	197,938	.59	.348	2.59
CER00443	00683949	MC	197,938	.40	.318	2.57
CER01309	01210900	MC	197,938	.47	.366	2.68
CER00926	01059999	MC	197,938	.50	.319	2.59
CER00924	01059995	MC	197,938	.37	.304	2.57
CER00925	01059997	MC	197,938	.44	.274	2.71
CER01016	01209249	MC	197,938	.41	.301	2.63
CER01017	01209251	MC	197,938	.37	.384	2.62
CER01014	01209245	MC	197,938	.56	.465	2.70
CER01279	01210821	MC	197,938	.57	.411	2.69
CER01280	01210822	MC	197,938	.67	.440	2.68
CER01277	01210819	MC	197,938	.34	.266	2.83
CER01282	01210824	MC	197,938	.51	.410	2.73
CER01011	01209238	MC	197,938	.32	.252	2.82
CER01012	01209240	MC	197,938	.57	.370	2.88
CER01013	01209242	MC	197,938	.35	.321	2.96

Table K-17: Item Analysis, Annual Assessment Data, Reading, Constructed-Response Items

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CER01066	01210096	183,058	4.3	4.2	7.3	84.2		.555	2.71	.90	.739
	CER01033	01210030	183,058	4.3	2.7	6.0	87.1		.539	2.76	.92	.702

Table K-18: Item Analysis, Annual Assessment Data, Writing, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	183,058	.57	.244	2.31
CEW00932	01210272	MC	183,058	.45	.329	2.39
CEW00885	01210178	MC	183,058	.44	.327	2.46
CEW00876	01210160	MC	183,058	.64	.279	2.47
CEW00884	01210176	DCR	183,058	.40	.305	1.31
CEW00905	01210218	DCR	183,058	.48	.281	1.42
CEW00875	01210158	DCR	183,058	.54	.284	1.58
CEW00931	01210270	DCR	183,058	.33	.332	1.65
CEW00877	01210162	CR	183,058	.94	.283	.70
CEW00909	01210226	CR	183,058	.91	.295	.73
CEW00868	01210144	CR	183,058	.93	.318	.72
CEW00898	01210204	CR	183,058	.93	.305	.74
CEW00919	01210246	CR	183,058	.86	.312	.79
CEW00889	01210186	CR	183,058	.83	.338	.87
CEW00890	01210188	CR	183,058	.90	.363	.93
CEW00891	01210190	CR	183,058	.77	.577	3.06
CEW00923	01210254	CR	183,058	.46	.525	4.64
CEW00871	01210150	CR	183,058	.65	.524	4.00
CEW00989	01210552	CR	183,058	.48	.525	8.43
CEW00902	01210212	CR	183,058	.52	.547	6.69

Table K-19: Item Analysis, Annual Assessment Data, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	160,416	.77	.376	1.46
CEW00020	00353996	MC	160,416	.84	.428	1.77
CEW00004	00353963	MC	160,416	.69	.427	1.78
CEW00298	00681402	MC	160,416	.73	.600	1.76
CEW00939	01210436	MC	160,416	.64	.485	2.05
CEW00220	00546085	MC	160,416	.70	.516	2.40
CEW00021	00353998	MC	160,416	.60	.316	1.99
CEW00209	00546063	MC	160,416	.72	.448	2.41
CEW00941	01210438	MC	160,416	.55	.470	2.47
CEW00940	01210437	MC	160,416	.72	.489	3.66
CEW00796	01208524	MC	160,416	.51	.454	2.01
CEW00981	01210528	MC	160,416	.47	.284	2.19
CEW00800	01208532	MC	160,416	.40	.104	2.28
CEW00974	01210499	MC	160,416	.64	.429	1.85
CEW00975	01210500	MC	160,416	.43	.340	2.02
CEW00976	01210501	MC	160,416	.46	.289	2.24
CEW00390	00940137	MC	160,416	.53	.398	2.28
CEW00391	00940139	MC	160,416	.59	.411	2.31
CEW00392	00940141	MC	160,416	.61	.452	2.48
CEW00389	00940135	CR	160,416	.44	.657	2.07
CEW00995	01210574	CR	160,416	.54	.665	1.73
CEW00381	00940119	CR	160,416	.44	.648	2.03
CEW00802	01208536	CR	160,416	.47	.627	2.26
CEW01084	01210937	CR	160,416	.48	.643	1.97

Table K-20: Item Analysis, Annual Assessment Data, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	389,057	.87	.455	1.16
CEW00088	00354202	MC	389,057	.72	.333	1.25
CEW00077	00354179	MC	389,057	.65	.395	1.24
CEW00228	00546226	MC	389,057	.66	.322	1.19
CEW00090	00354206	MC	389,057	.67	.425	1.24
CEW00239	00546248	MC	389,057	.59	.395	1.28
CEW00950	01210447	MC	389,057	.60	.392	1.32
CEW00813	01208994	MC	389,057	.50	.249	1.27
CEW00815	01208998	MC	389,057	.68	.405	1.31
CEW01019	01210694	MC	389,057	.64	.438	1.43
CEW00747	01059936	MC	389,057	.82	.477	1.56
CEW00748	01059938	MC	389,057	.74	.469	1.31
CEW00749	01059940	MC	389,057	.84	.532	1.38
CEW00755	01059952	MC	389,057	.79	.471	1.45
CEW00756	01059954	MC	389,057	.55	.316	1.44
CEW00757	01059956	MC	389,057	.67	.453	1.38
CEW00422	00940377	MC	389,057	.83	.509	1.49
CEW00423	00940379	MC	389,057	.61	.390	1.56
CEW00424	00940381	MC	389,057	.55	.306	1.56
CEW00246	00546262	CR	389,057	.71	.602	1.20
CEW00746	01059934	CR	389,057	.67	.565	1.34
CEW01015	01210690	CR	389,057	.66	.622	1.46
CEW00094	00354214	CR	389,057	.63	.587	1.50
CEW01008	01210666	CR	389,057	.55	.612	1.53

Table K-21: Item Analysis, Annual Assessment Data, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	207,432	.72	.488	1.58
CEW00145	00354697	MC	207,432	.73	.383	1.55
CEW00833	01209140	MC	207,432	.71	.353	1.71
CEW00832	01209138	MC	207,432	.78	.414	1.53
CEW00178	00437794	MC	207,432	.63	.372	1.54
CEW00147	00354701	MC	207,432	.60	.265	1.56
CEW00837	01209148	MC	207,432	.70	.393	1.63
CEW00836	01209146	MC	207,432	.55	.372	1.59
CEW00961	01210458	MC	207,432	.73	.472	1.57
CEW00262	00546419	MC	207,432	.55	.292	1.63
CEW00255	00546405	MC	207,432	.66	.403	1.60
CEW00959	01210456	MC	207,432	.66	.369	1.57
CEW00256	00546407	MC	207,432	.84	.492	1.58
CEW00350	00803765	MC	207,432	.58	.368	1.68
CEW00351	00803767	MC	207,432	.73	.485	1.69
CEW00352	00803769	MC	207,432	.65	.360	1.64
CEW00779	01069233	MC	207,432	.80	.481	1.76
CEW00780	01069235	MC	207,432	.83	.512	1.78
CEW00781	01069237	MC	207,432	.72	.426	1.78
CEW00794	01069263	CR	207,432	.68	.530	1.67
CEW00142	00354689	CR	207,432	.71	.550	1.75
CEW00842	01209158	CR	207,432	.70	.564	1.80
CEW00834	01209142	CR	207,432	.74	.497	1.83
CEW00413	00940259	CR	207,432	.61	.587	1.85

Table K-22: Item Analysis, Annual Assessment Data, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	197,938	.85	.565	2.67
CEW00283	00546586	MC	197,938	.74	.450	2.64
CEW00060	00354095	MC	197,938	.65	.408	2.93
CEW00849	01209287	MC	197,938	.60	.330	2.63
CEW00966	01210463	MC	197,938	.78	.467	2.62
CEW00278	00546576	MC	197,938	.64	.352	2.63
CEW00850	01209289	MC	197,938	.84	.515	2.68
CEW00041	00354047	MC	197,938	.63	.385	2.70
CEW00061	00354097	MC	197,938	.87	.440	2.62
CEW00279	00546578	MC	197,938	.86	.537	2.69
CEW00970	01210467	MC	197,938	.67	.424	2.68
CEW00855	01209299	MC	197,938	.47	.327	2.70
CEW00854	01209297	MC	197,938	.67	.313	2.69
CEW00431	00940507	MC	197,938	.68	.414	2.69
CEW00432	00940509	MC	197,938	.62	.380	2.73
CEW00433	00940511	MC	197,938	.83	.384	2.69
CEW00769	01060031	MC	197,938	.69	.385	2.85
CEW00770	01060033	MC	197,938	.80	.533	2.87
CEW00771	01060035	MC	197,938	.76	.434	2.89
CEW00764	01060021	CR	197,938	.76	.556	2.64
CEW00856	01209301	CR	197,938	.76	.574	2.79
CEW00307	00684132	CR	197,938	.69	.567	3.22
CEW00860	01209309	CR	197,938	.73	.572	2.79
CEW00448	00940541	CR	197,938	.60	.669	3.28



Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K–1	CEW00919	01210246	183,058	4.6	19.6	75.9			.312	1.71	.86	.544
	CEW00889	01210186	183,058	3.3	27.4	69.2			.338	1.66	.83	.540
	CEW00890	01210188	183,058	2.7	15.5	81.8			.363	1.79	.90	.468
	CEW00891	01210190	183,058	7.4	30.5	62.0			.577	1.55	.77	.630
	CEW00923	01210254	183,058	17.4	72.3	10.3			.525	.93	.46	.521
	CEW00871	01210150	183,058	11.5	47.7	40.8			.524	1.29	.65	.661
	CEW00989	01210552	183,058	24.0	56.7	19.3			.525	.95	.48	.656
	CEW00902	01210212	183,058	23.3	49.7	27.1			.547	1.04	.52	.708
2	CEW00389	00940135	160,416	17.2	39.0	39.9	3.9		.657	1.30	.44	.796
	CEW00995	01210574	160,416	12.8	28.1	44.8	14.3		.665	1.61	.54	.883
	CEW00381	00940119	160,416	17.3	39.6	37.9	5.3		.648	1.31	.44	.816
	CEW00802	01208536	160,416	12.9	40.1	41.6	5.4		.627	1.39	.47	.778
	CEW01084	01210937	160,416	7.4	21.4	45.0	25.3	1.0	.643	1.91	.48	.891
3–5	CEW00246	00546262	389,057	3.5	22.5	32.7	41.3		.602	2.12	.71	.874
	CEW00746	01059934	389,057	4.7	17.7	50.8	26.8		.565	2.00	.67	.797
	CEW01015	01210690	389,057	5.4	17.7	50.0	27.0		.622	1.99	.66	.813
	CEW00094	00354214	389,057	4.6	22.1	53.8	19.5		.587	1.88	.63	.765
	CEW01008	01210666	389,057	5.0	8.7	49.3	35.7	1.4	.612	2.20	.55	.811
6–8	CEW00794	01069263	207,432	3.3	11.0	64.9	20.8		.530	2.03	.68	.670
	CEW00142	00354689	207,432	3.0	7.7	62.3	27.1		.550	2.13	.71	.669
	CEW00842	01209158	207,432	3.4	11.1	57.9	27.5		.564	2.09	.70	.718
	CEW00834	01209142	207,432	3.6	7.3	52.2	36.9		.497	2.22	.74	.731
	CEW00413	00940259	207,432	3.4	4.9	38.4	52.6	0.7	.587	2.42	.61	.750

Table K-23: Item Analysis, Annual Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
9–12	CEW00764	01060021	197,938	3.6	8.0	45.0	43.5		.556	2.28	.76	.761
	CEW00856	01209301	197,938	3.8	9.3	42.0	44.8		.574	2.28	.76	.786
	CEW00307	00684132	197,938	4.5	10.8	58.1	26.6		.567	2.07	.69	.741
	CEW00860	01209309	197,938	4.1	10.8	47.5	37.5		.572	2.18	.73	.784
	CEW00448	00940541	197,938	5.3	4.8	35.8	52.9	1.2	.669	2.40	.60	.823

Initial Assessment

Table K-24: Item Analysis, Initial Assessment Data, Listening, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	202,824	.41	.342	5.68
CEL00526	00940028	MC	202,824	.20	.211	6.22
CEL00786	01208385	MC	202,824	.36	.272	9.23
CEL00399	00676871	MC	202,824	.38	.289	6.20
CEL00899	01210599	MC	202,824	.32	.331	6.43
CEL00515	00940005	MC	202,824	.43	.260	6.47
CEL00330	00545930	MC	202,824	.40	.280	6.51
CEL00284	00437120	MC	202,824	.40	.324	6.50
CEL00285	00437122	MC	202,824	.63	.447	6.36
CEL00286	00437124	MC	202,824	.61	.420	6.41
CEL00730	01057174	DCR	202,824	.44	.585	1.16
CEL00782	01208376	DCR	202,824	.27	.562	1.22
CEL00788	01208389	DCR	202,824	.49	.433	1.35
CEL00471	00803313	DCR	202,824	.54	.603	1.43
CEL00787	01208387	DCR	202,824	.42	.589	19.02
CEL00397	00676867	DCR	202,824	.52	.570	19.07
CEL00836	01210292	DCR	202,824	.23	.532	19.22
CEL00400	00676873	DCR	202,824	.11	.446	19.19
CEL00789	01208391	DCR	202,824	.12	.428	1.67
CEL00463	00803297	DCR	202,824	.14	.450	1.77

Table K-25: Item Analysis, Initial Assessment Data, Listening, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00728	01057170	MC	11,166	.65	.690	12.95
CEL00526	00940028	MC	11,166	.35	.496	13.51
CEL00786	01208385	MC	11,166	.50	.612	15.68
CEL00399	00676871	MC	11,166	.55	.620	13.68
CEL00899	01210599	MC	11,166	.47	.593	13.85
CEL00515	00940005	MC	11,166	.60	.473	13.92
CEL00330	00545930	MC	11,166	.55	.651	13.94
CEL00284	00437120	MC	11,166	.52	.564	14.20
CEL00285	00437122	MC	11,166	.68	.733	14.19
CEL00286	00437124	MC	11,166	.68	.727	14.41
CEL00730	01057174	DCR	11,166	.58	.805	3.89
CEL00782	01208376	DCR	11,166	.49	.715	3.90
CEL00788	01208389	DCR	11,166	.59	.699	3.96
CEL00471	00803313	DCR	11,166	.63	.827	4.30
CEL00787	01208387	DCR	11,166	.54	.798	22.71
CEL00397	00676867	DCR	11,166	.63	.804	22.76
CEL00836	01210292	DCR	11,166	.46	.731	22.94
CEL00400	00676873	DCR	11,166	.34	.622	22.88
CEL00789	01208391	DCR	11,166	.36	.596	4.95
CEL00463	00803297	DCR	11,166	.41	.639	5.04

Table K-26: Item Analysis, Initial Assessment Data, Listening, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00151	00382856	MC	26,412	.68	.670	14.07
CEL00425	00687427	MC	26,412	.62	.726	13.83
CEL00154	00382862	MC	26,412	.65	.653	14.15
CEL00177	00382908	MC	26,412	.65	.644	14.27
CEL00484	00803461	MC	26,412	.61	.628	14.94
CEL00554	00940959	MC	26,412	.53	.608	14.67
CEL00800	01208912	MC	26,412	.58	.425	14.46
CEL00352	00546104	MC	26,412	.46	.497	14.72
CEL00186	00382926	MC	26,412	.57	.608	15.03
CEL00357	00546114	MC	26,412	.51	.531	15.17
CEL00435	00687449	MC	26,412	.67	.680	15.16
CEL00356	00546112	MC	26,412	.59	.645	15.19
CEL00793	01208897	MC	26,412	.45	.553	15.52
CEL00843	01210299	MC	26,412	.53	.592	15.32
CEL00744	01057650	MC	26,412	.41	.485	15.59
CEL00557	00940965	MC	26,412	.55	.627	15.61
CEL00736	01057633	MC	26,412	.42	.502	15.78
CEL00738	01057637	MC	26,412	.46	.534	16.08
CEL00740	01057641	MC	26,412	.47	.516	16.35
CEL00739	01057639	MC	26,412	.41	.463	16.53

Table K-27: Item Analysis, Initial Assessment Data, Listening, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00487	00803587	MC	21,650	.64	.644	14.17
CEL00538	00940177	MC	21,650	.57	.587	13.63
CEL00307	00437690	MC	21,650	.57	.626	14.30
CEL00804	01209037	MC	21,650	.47	.584	13.98
CEL00531	00940162	MC	21,650	.41	.651	13.88
CEL00224	00383002	MC	21,650	.58	.677	14.48
CEL00363	00546267	MC	21,650	.62	.681	14.56
CEL00806	01209041	MC	21,650	.55	.684	14.48
CEL00453	00693734	MC	21,650	.47	.450	14.58
CEL00754	01059779	MC	21,650	.55	.687	14.67
CEL00230	00383014	MC	21,650	.52	.475	14.64
CEL00540	00940181	MC	21,650	.61	.664	15.14
CEL00805	01209039	MC	21,650	.45	.551	14.84
CEL00451	00693730	MC	21,650	.45	.602	14.86
CEL00532	00940164	MC	21,650	.46	.487	14.91
CEL00489	00803591	MC	21,650	.50	.585	14.85
CEL00541	00940183	MC	21,650	.41	.516	14.96
CEL00437	00693699	MC	21,650	.53	.617	15.24
CEL00438	00693701	MC	21,650	.43	.518	15.45
CEL00439	00693703	MC	21,650	.49	.560	15.64

Table K-28: Item Analysis, Initial Assessment Data, Listening, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEL00415	00683420	MC	30,070	.63	.687	15.58
CEL00262	00383078	MC	30,070	.66	.620	14.59
CEL00551	00940438	MC	30,070	.57	.590	15.46
CEL00543	00940421	MC	30,070	.49	.431	15.48
CEL00319	00437841	MC	30,070	.65	.672	14.82
CEL00379	00546440	MC	30,070	.47	.573	15.71
CEL00244	00383042	MC	30,070	.39	.314	15.10
CEL00767	01059881	MC	30,070	.55	.501	14.93
CEL00862	01210318	MC	30,070	.56	.601	14.73
CEL00817	01209180	MC	30,070	.46	.616	15.21
CEL00417	00683424	MC	30,070	.53	.699	15.12
CEL00412	00682950	MC	30,070	.67	.710	15.19
CEL00818	01209182	MC	30,070	.44	.509	15.33
CEL00863	01210319	MC	30,070	.64	.632	15.64
CEL00418	00683426	MC	30,070	.59	.564	15.29
CEL00761	01059869	MC	30,070	.51	.556	15.44
CEL00865	01210321	MC	30,070	.59	.672	15.62
CEL00546	00940427	MC	30,070	.57	.626	15.71
CEL00547	00940429	MC	30,070	.50	.521	16.02
CEL00549	00940433	MC	30,070	.56	.608	15.99

Table K-29: Item Analysis, Initial Assessment Data, Speaking, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	202,824	.53	.619	.95
CES00346	00680889	DCR	202,824	.32	.522	.98
CES00436	00940039	DCR	202,824	.52	.552	1.36
CES00770	01210323	DCR	202,824	.45	.620	9.77
CES00396	00803337	DCR	202,824	.58	.653	10.06
CES00680	01057195	DCR	202,824	.54	.697	10.56
CES00391	00803327	DCR	202,824	.54	.602	10.67
CES00675	01057185	DCR	202,824	.43	.630	10.86
CES00728	01208460	DCR	202,824	.54	.630	10.94
CES00723	01208450	DCR	202,824	.68	.661	10.99
CES00290	00545983	DCR	202,824	.34	.577	11.02
CES00287	00545977	DCR	202,824	.44	.653	11.09
CES00148	00382772	DCR	202,824	.68	.660	11.14
CES00818	01210562	CR	202,824	.26	.662	1.90
CES00774	01210327	CR	202,824	.30	.668	2.30
CES00682	01057199	CR	202,824	.17	.575	31.66
CES00683	01057201	CR	202,824	.25	.632	32.26
CES00777	01210330	CR	202,824	.40	.719	1.67
CES00823	01210576	CR	202,824	.31	.702	2.40
CES00813	01210534	CR	202,824	.37	.771	1.61



Table K-30: Item Analysis, Initial Assessment Data, Speaking, Grade Span 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00674	01057183	DCR	11,166	.54	.826	2.48
CES00346	00680889	DCR	11,166	.46	.717	2.51
CES00436	00940039	DCR	11,166	.58	.812	3.61
CES00770	01210323	DCR	11,166	.60	.819	16.61
CES00396	00803337	DCR	11,166	.63	.877	17.31
CES00680	01057195	DCR	11,166	.58	.890	18.69
CES00391	00803327	DCR	11,166	.56	.812	18.83
CES00675	01057185	DCR	11,166	.56	.863	19.15
CES00728	01208460	DCR	11,166	.62	.876	19.33
CES00723	01208450	DCR	11,166	.64	.888	19.44
CES00290	00545983	DCR	11,166	.44	.745	19.48
CES00287	00545977	DCR	11,166	.55	.845	19.60
CES00148	00382772	DCR	11,166	.64	.873	19.67
CES00818	01210562	CR	11,166	.49	.851	4.34
CES00774	01210327	CR	11,166	.52	.874	5.11
CES00682	01057199	CR	11,166	.40	.762	24.21
CES00683	01057201	CR	11,166	.49	.840	24.76
CES00777	01210330	CR	11,166	.54	.890	4.07
CES00823	01210576	CR	11,166	.47	.859	5.32
CES00813	01210534	CR	11,166	.44	.905	4.04

Table K-31: Item Analysis, Initial Assessment Data, Speaking, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00252	00437531	DCR	26,412	.52	.811	2.32
CES00402	00803468	DCR	26,412	.50	.820	2.43
CES00258	00437544	DCR	26,412	.45	.675	3.35
CES00463	00940336	DCR	26,412	.30	.622	14.44
CES00243	00407629	DCR	26,412	.68	.755	17.56
CES00692	01059014	DCR	26,412	.54	.828	17.79
CES00371	00687645	DCR	26,412	.57	.856	18.04
CES00304	00546147	DCR	26,412	.50	.801	18.34
CES00844	01210696	DCR	26,412	.53	.861	18.64
CES00693	01059016	DCR	26,412	.50	.836	18.77
CES00741	01208978	DCR	26,412	.48	.769	18.84
CES00471	00940353	DCR	26,412	.35	.678	18.98
CES00687	01059004	DCR	26,412	.33	.671	19.08
CES00835	01210664	CR	26,412	.39	.804	4.16
CES00404	00803472	CR	26,412	.28	.707	5.05
CES00838	01210668	CR	26,412	.39	.786	27.57
CES00466	00940342	CR	26,412	.36	.780	28.43
CES00744	01208984	CR	26,412	.51	.883	3.78
CES00832	01210658	CR	26,412	.48	.872	5.15
CES00840	01210672	CR	26,412	.46	.905	3.75

Table K-32: Item Analysis, Initial Assessment Data, Speaking, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00183	00383187	DCR	21,650	.43	.698	3.16
CES00455	00940203	DCR	21,650	.64	.754	3.22
CES00790	01210343	DCR	21,650	.56	.798	3.47
CES00412	00803613	DCR	21,650	.33	.610	12.81
CES00752	01209118	DCR	21,650	.24	.576	16.05
CES00456	00940205	DCR	21,650	.27	.595	16.24
CES00747	01209108	DCR	21,650	.37	.716	16.70
CES00704	01059805	DCR	21,650	.43	.807	16.88
CES00449	00940191	DCR	21,650	.36	.713	17.02
CES00263	00437722	DCR	21,650	.51	.800	17.39
CES00847	01210729	DCR	21,650	.38	.761	17.48
CES00386	00693765	DCR	21,650	.20	.549	17.55
CES00190	00383201	DCR	21,650	.39	.755	17.64
CES00748	01209110	CR	21,650	.42	.849	5.48
CES00706	01059809	CR	21,650	.50	.871	6.62
CES00384	00693760	CR	21,650	.52	.894	22.45
CES00317	00546312	CR	21,650	.41	.856	22.99
CES00798	01210351	CR	21,650	.55	.869	4.92
CES00460	00940213	CR	21,650	.55	.881	6.44
CES00461	00940215	CR	21,650	.43	.910	5.02

Table K-33: Item Analysis, Initial Assessment Data, Speaking, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CES00335	00546487	DCR	30,070	.28	.618	3.66
CES00475	00940480	DCR	30,070	.45	.636	3.66
CES00430	00803814	DCR	30,070	.28	.564	3.81
CES00476	00940482	DCR	30,070	.23	.590	17.79
CES00483	00940497	DCR	30,070	.22	.567	18.14
CES00801	01210354	DCR	30,070	.32	.708	18.47
CES00477	00940484	DCR	30,070	.29	.672	19.04
CES00759	01209258	DCR	30,070	.31	.673	19.20
CES00710	01059901	DCR	30,070	.49	.816	19.30
CES00218	00383258	DCR	30,070	.48	.825	19.38
CES00802	01210355	DCR	30,070	.39	.704	19.53
CES00367	00683682	DCR	30,070	.29	.643	19.66
CES00338	00546493	DCR	30,070	.48	.778	19.75
CES00426	00803676	CR	30,070	.50	.882	5.71
CES00368	00683684	CR	30,070	.46	.845	6.62
CES00364	00683675	CR	30,070	.47	.873	21.15
CES00712	01059905	CR	30,070	.47	.887	21.77
CES00768	01209277	CR	30,070	.55	.870	5.32
CES00807	01210360	CR	30,070	.47	.883	6.84
CES00909	01210966	CR	30,070	.48	.893	5.40

Table K-34: Item Analysis, Initial Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CES00818	01210562	202,824	63.5	22.0	14.5			.662	.51	.26	.734
	CES00774	01210327	202,824	62.0	15.3	22.7			.668	.61	.30	.833
	CES00682	01057199	202,824	75.7	15.5	8.8			.575	.33	.17	.630
	CES00683	01057201	202,824	68.9	12.5	18.6			.632	.50	.25	.788
	CES00777	01210330	202,824	42.9	34.8	22.3			.719	.79	.40	.781
	CES00823	01210576	202,824	54.7	29.6	15.7			.702	.61	.31	.742
	CES00813	01210534	202,824	28.1	21.0	28.5	18.3	4.1	.771	1.49	.37	1.193
2	CES00818	01210562	11,166	43.7	15.4	40.8			.851	.97	.49	.919
	CES00774	01210327	11,166	42.1	11.4	46.6			.874	1.04	.52	.940
	CES00682	01057199	11,166	52.4	16.2	31.4			.762	.79	.40	.891
	CES00683	01057201	11,166	46.6	9.6	43.8			.840	.97	.49	.950
	CES00777	01210330	11,166	37.6	16.9	45.5			.890	1.08	.54	.908
	CES00823	01210576	11,166	42.3	21.2	36.5			.859	.94	.47	.886
	CES00813	01210534	11,166	34.7	7.0	18.3	26.0	14.0	.905	1.78	.44	1.492
3-5	CES00835	01210664	26,412	53.2	16.1	30.7			.804	.77	.39	.888
	CES00404	00803472	26,412	65.2	14.0	20.8			.707	.56	.28	.815
	CES00838	01210668	26,412	54.4	12.7	32.9			.786	.79	.39	.910
	CES00466	00940342	26,412	58.4	10.9	30.6			.780	.72	.36	.902
	CES00744	01208984	26,412	40.8	15.6	43.6			.883	1.03	.51	.918
	CES00832	01210658	26,412	42.3	19.7	38.0			.872	.96	.48	.895
	CES00840	01210672	26,412	35.5	6.3	14.4	26.2	17.5	.905	1.84	.46	1.556
6-8	CES00748	01209110	21,650	51.2	14.0	34.8			.849	.84	.42	.913
	CES00706	01059809	21,650	42.5	16.2	41.4			.871	.99	.50	.915
	CES00384	00693760	21,650	44.4	8.1	47.5			.894	1.03	.52	.958
	CES00317	00546312	21,650	51.5	14.4	34.1			.856	.83	.41	.909
	CES00798	01210351	21,650	37.4	14.4	48.1			.869	1.11	.55	.919
	CES00460	00940213	21,650	39.0	12.6	48.4			.881	1.09	.55	.930
	CES00461	00940215	21,650	36.6	8.8	16.1	23.4	15.1	.910	1.72	.43	1.520

Table K-34: Item Analysis, Initial Assessment Data, Speaking, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
9–12	CES00426	00803676	30,070	42.9	13.3	43.8			.882	1.01	.50	.931
	CES00368	00683684	30,070	44.3	19.5	36.3			.845	.92	.46	.894
	CES00364	00683675	30,070	45.6	15.6	38.9			.873	.93	.47	.917
	CES00712	01059905	30,070	45.9	15.0	39.1			.887	.93	.47	.920
	CES00768	01209277	30,070	37.3	16.0	46.7			.870	1.09	.55	.911
	CES00807	01210360	30,070	44.2	18.1	37.7			.883	.94	.47	.903
	CES00909	01210966	30,070	32.9	8.0	14.5	23.9	20.7	.893	1.91	.48	1.568

Table K-35: Item Analysis, Initial Assessment Data, Reading, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01031	01210026	MC	202,824	.58	.416	6.59
CER01030	01210024	MC	202,824	.46	.348	7.04
CER01041	01210046	MC	202,824	.31	.193	7.34
CER01314	01210917	MC	202,824	.36	.315	9.73
CER01315	01210918	MC	202,824	.42	.323	9.34
CER01312	01210915	MC	202,824	.46	.393	9.18
CER01316	01210919	MC	202,824	.36	.367	9.48
CER01216	01210596	MC	202,824	.33	.239	9.55
CER01311	01210914	MC	202,824	.28	.252	9.72
CER01034	01210032	MC	202,824	.47	.466	9.05
CER01179	01210529	MC	202,824	.38	.294	11.22
CER01025	01210014	MC	202,824	.30	.398	11.51
CER01079	01210122	MC	202,824	.39	.374	11.80
CER01055	01210074	MC	202,824	.28	.390	11.95
CER01083	01210130	DCR	202,824	.09	.521	3.85
CER01027	01210018	DCR	202,824	.07	.510	4.05
CER01047	01210058	DCR	202,824	.20	.374	2.92
CER01057	01210078	DCR	202,824	.28	.408	3.06
CER01066	01210096	CR	202,824	.51	.648	2.69
CER01033	01210030	CR	202,824	.49	.656	2.78

Table K-36: Item Analysis, Initial Assessment Data, Reading, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00348	00546026	MC	11,166	.41	.553	17.97
CER00353	00546036	MC	11,166	.50	.637	18.86
CER00270	00437237	MC	11,166	.24	.364	19.45
CER01090	01210364	MC	11,166	.46	.558	20.54
CER01212	01210592	MC	11,166	.27	.466	20.08
CER00032	00240821	MC	11,166	.46	.541	20.16
CER00011	00240727	MC	11,166	.42	.584	20.87
CER00009	00240723	MC	11,166	.51	.632	20.01
CER01099	01210373	MC	11,166	.47	.632	20.29
CER00336	00545999	MC	11,166	.37	.495	20.01
CER00343	00546014	MC	11,166	.53	.647	19.67
CER01100	01210374	MC	11,166	.25	.409	19.85
CER01101	01210375	MC	11,166	.43	.669	19.60
CER00442	00680991	MC	11,166	.43	.620	20.03
CER01200	01210580	MC	11,166	.42	.528	20.01
CER00955	01208496	MC	11,166	.32	.487	20.31
CER00211	00353933	MC	11,166	.52	.702	19.72
CER00220	00353951	MC	11,166	.54	.684	20.06
CER00545	00940074	MC	11,166	.34	.571	20.09
CER01192	01210559	MC	11,166	.38	.545	20.97
CER00546	00940076	MC	11,166	.39	.595	20.36
CER00877	01059047	MC	11,166	.38	.560	20.74
CER00338	00546003	MC	11,166	.41	.683	20.36
CER00949	01208484	MC	11,166	.30	.450	20.82
CER00355	00546040	MC	11,166	.28	.463	20.45
CER00957	01208500	MC	11,166	.31	.397	21.07
CER00958	01208502	MC	11,166	.49	.680	21.94
CER00959	01208504	MC	11,166	.31	.537	21.35
CER01103	01210377	MC	11,166	.38	.551	21.39
CER01104	01210378	MC	11,166	.53	.598	21.93
CER01105	01210379	MC	11,166	.37	.615	21.70
CER01094	01210368	MC	11,166	.33	.493	21.68
CER01096	01210370	MC	11,166	.40	.616	21.96
CER01171	01210493	MC	11,166	.37	.583	21.97
CER01097	01210371	MC	11,166	.32	.525	21.91



Table K-37: Item Analysis, Initial Assessment Data, Reading, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00893	01059097	MC	26,412	.39	.614	16.98
CER00463	00691065	MC	26,412	.37	.511	17.31
CER01242	01210671	MC	26,412	.33	.607	17.53
CER00050	00241059	MC	26,412	.37	.460	17.84
CER00964	01208922	MC	26,412	.45	.590	18.26
CER00052	00241063	MC	26,412	.39	.527	18.06
CER00072	00241154	MC	26,412	.36	.620	18.15
CER01108	01210382	MC	26,412	.42	.605	18.15
CER01107	01210381	MC	26,412	.37	.522	18.48
CER00377	00546207	MC	26,412	.42	.586	18.18
CER00898	01059107	MC	26,412	.41	.691	18.27
CER00897	01059105	MC	26,412	.40	.496	18.55
CER01241	01210657	MC	26,412	.29	.432	18.60
CER00458	00691051	MC	26,412	.36	.601	18.26
CER00296	00437620	MC	26,412	.41	.613	18.54
CER00498	00803539	MC	26,412	.42	.609	18.77
CER00235	00354168	MC	26,412	.37	.642	18.74
CER00896	01059103	MC	26,412	.51	.608	18.84
CER00599	00940990	MC	26,412	.41	.630	19.06
CER01110	01210384	MC	26,412	.46	.635	18.96
CER00900	01059111	MC	26,412	.44	.628	18.87
CER00604	00941000	MC	26,412	.50	.706	18.97
CER00600	00940992	MC	26,412	.37	.605	19.17
CER00972	01208938	MC	26,412	.43	.621	19.01
CER00895	01059101	MC	26,412	.33	.548	19.10
CER00906	01059125	MC	26,412	.48	.677	19.26
CER00907	01059127	MC	26,412	.35	.535	19.54
CER00908	01059129	MC	26,412	.42	.528	19.59
CER00909	01059131	MC	26,412	.43	.619	19.75
CER01161	01210483	MC	26,412	.45	.664	20.16
CER01121	01210395	MC	26,412	.39	.594	19.85
CER01123	01210397	MC	26,412	.40	.622	19.93
CER00974	01208944	MC	26,412	.38	.616	20.07
CER00975	01208946	MC	26,412	.44	.566	20.05
CER00977	01208950	MC	26,412	.30	.498	20.10

Table K-38: Item Analysis, Initial Assessment Data, Reading, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER00928	01060116	MC	21,650	.52	.578	15.98
CER00982	01209064	MC	21,650	.50	.604	15.88
CER00128	00241514	MC	21,650	.53	.716	16.18
CER00380	00546334	MC	21,650	.44	.484	15.89
CER00513	00803707	MC	21,650	.42	.578	16.14
CER00303	00437751	MC	21,650	.45	.601	16.21
CER00393	00546361	MC	21,650	.41	.540	16.23
CER00987	01209074	MC	21,650	.44	.550	16.46
CER00988	01209076	MC	21,650	.40	.505	16.39
CER00934	01060128	MC	21,650	.43	.551	16.22
CER00510	00803693	MC	21,650	.45	.451	16.32
CER00514	00803709	MC	21,650	.31	.545	16.71
CER00985	01209070	MC	21,650	.49	.660	16.55
CER00564	00940275	MC	21,650	.40	.554	16.76
CER00990	01209080	MC	21,650	.53	.709	16.61
CER00515	00803711	MC	21,650	.35	.516	16.54
CER00563	00940273	MC	21,650	.50	.655	16.80
CER01128	01210402	MC	21,650	.51	.670	16.48
CER00402	00546380	MC	21,650	.51	.643	16.49
CER00932	01060124	MC	21,650	.41	.616	16.82
CER00937	01060134	MC	21,650	.38	.566	16.82
CER00569	00940285	MC	21,650	.34	.525	16.79
CER00144	00241558	MC	21,650	.49	.651	16.78
CER00145	00241560	MC	21,650	.51	.666	16.95
CER00143	00241556	MC	21,650	.37	.515	16.88
CER00995	01209092	MC	21,650	.45	.587	16.89
CER00993	01209088	MC	21,650	.38	.535	17.15
CER00992	01209086	MC	21,650	.48	.673	17.23
CER00994	01209090	MC	21,650	.28	.466	17.18
CER01130	01210404	MC	21,650	.49	.720	17.08
CER01173	01210495	MC	21,650	.41	.629	17.19
CER01133	01210407	MC	21,650	.50	.690	17.07
CER00521	00803735	MC	21,650	.39	.582	17.23
CER00523	00803739	MC	21,650	.35	.497	17.40
CER00524	00803741	MC	21,650	.43	.601	17.25

Table K-39: Item Analysis, Initial Assessment Data, Reading, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CER01152	01210426	MC	30,070	.58	.669	15.19
CER00179	00241856	MC	30,070	.54	.493	15.28
CER01143	01210417	MC	30,070	.47	.572	15.81
CER00327	00437909	MC	30,070	.47	.577	15.77
CER00531	00804714	MC	30,070	.46	.533	15.89
CER00451	00684030	MC	30,070	.53	.546	16.07
CER00471	00717216	MC	30,070	.52	.588	16.02
CER01006	01209227	MC	30,070	.62	.661	15.81
CER00911	01059967	MC	30,070	.55	.692	15.96
CER01005	01209225	MC	30,070	.44	.590	15.85
CER00157	00241779	MC	30,070	.53	.592	16.32
CER00242	00354274	MC	30,070	.23	.440	16.39
CER00533	00804718	MC	30,070	.39	.438	16.26
CER00918	01059981	MC	30,070	.41	.517	16.48
CER00419	00546536	MC	30,070	.48	.605	16.36
CER00457	00684045	MC	30,070	.41	.507	16.34
CER00321	00437896	MC	30,070	.39	.509	16.72
CER00418	00546534	MC	30,070	.54	.660	16.51
CER01007	01209229	MC	30,070	.47	.564	16.49
CER00912	01059969	MC	30,070	.46	.506	16.67
CER00443	00683949	MC	30,070	.44	.562	16.40
CER01309	01210900	MC	30,070	.41	.576	16.86
CER00926	01059999	MC	30,070	.44	.583	16.71
CER00924	01059995	MC	30,070	.39	.541	16.65
CER00925	01059997	MC	30,070	.41	.489	16.90
CER01016	01209249	MC	30,070	.37	.498	17.09
CER01017	01209251	MC	30,070	.37	.581	17.02
CER01014	01209245	MC	30,070	.45	.663	17.13
CER01279	01210821	MC	30,070	.52	.632	17.23
CER01280	01210822	MC	30,070	.53	.670	17.18
CER01277	01210819	MC	30,070	.35	.517	17.39
CER01282	01210824	MC	30,070	.48	.645	17.30
CER01011	01209238	MC	30,070	.35	.506	17.38
CER01012	01209240	MC	30,070	.54	.616	17.52
CER01013	01209242	MC	30,070	.37	.562	17.54

Table K-40: Item Analysis, Initial Assessment Data, Reading, Constructed-Response Items

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CER01066	01210096	202,824	37.0	12.6	11.2	39.2		.648	1.52	.51	1.332
	CER01033	01210030	202,824	38.8	12.1	11.5	37.6		.656	1.48	.49	1.334

Table K-41: Item Analysis, Initial Assessment Data, Writing, Grade Span K–1

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00896	01210200	MC	202,824	.42	.231	13.21
CEW00932	01210272	MC	202,824	.24	.182	13.45
CEW00885	01210178	MC	202,824	.24	.188	13.73
CEW00876	01210160	MC	202,824	.43	.280	13.74
CEW00884	01210176	DCR	202,824	.21	.212	3.51
CEW00905	01210218	DCR	202,824	.25	.276	3.85
CEW00875	01210158	DCR	202,824	.30	.302	4.68
CEW00931	01210270	DCR	202,824	.15	.237	4.79
CEW00877	01210162	CR	202,824	.70	.458	2.81
CEW00909	01210226	CR	202,824	.63	.469	3.80
CEW00868	01210144	CR	202,824	.58	.500	3.53
CEW00898	01210204	CR	202,824	.66	.482	3.46
CEW00919	01210246	CR	202,824	.59	.551	4.89
CEW00889	01210186	CR	202,824	.54	.600	5.43
CEW00890	01210188	CR	202,824	.63	.584	5.69
CEW00891	01210190	CR	202,824	.24	.690	29.02
CEW00923	01210254	CR	202,824	.16	.648	33.96
CEW00871	01210150	CR	202,824	.20	.675	32.35
CEW00989	01210552	CR	202,824	.15	.614	41.31
CEW00902	01210212	CR	202,824	.14	.605	40.50

Table K-42: Item Analysis, Initial Assessment Data, Writing, Grade 2

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00005	00353965	MC	11,166	.58	.647	19.23
CEW00020	00353996	MC	11,166	.62	.704	19.48
CEW00004	00353963	MC	11,166	.53	.629	19.73
CEW00298	00681402	MC	11,166	.53	.750	19.81
CEW00939	01210436	MC	11,166	.46	.607	20.10
CEW00220	00546085	MC	11,166	.51	.686	20.27
CEW00021	00353998	MC	11,166	.45	.517	20.19
CEW00209	00546063	MC	11,166	.53	.659	20.56
CEW00941	01210438	MC	11,166	.43	.605	20.70
CEW00940	01210437	MC	11,166	.54	.675	21.30
CEW00796	01208524	MC	11,166	.41	.606	20.52
CEW00981	01210528	MC	11,166	.37	.428	20.80
CEW00800	01208532	MC	11,166	.34	.319	20.80
CEW00974	01210499	MC	11,166	.49	.603	20.30
CEW00975	01210500	MC	11,166	.35	.497	20.54
CEW00976	01210501	MC	11,166	.36	.487	20.65
CEW00390	00940137	MC	11,166	.41	.543	20.75
CEW00391	00940139	MC	11,166	.44	.585	20.87
CEW00392	00940141	MC	11,166	.46	.629	21.00
CEW00389	00940135	CR	11,166	.30	.818	23.31
CEW00995	01210574	CR	11,166	.36	.833	25.13
CEW00381	00940119	CR	11,166	.30	.811	26.02
CEW00802	01208536	CR	11,166	.32	.812	26.73
CEW01084	01210937	CR	11,166	.31	.832	27.46

Table K-43: Item Analysis, Initial Assessment Data, Writing, Grade Span 3–5

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00100	00354226	MC	26,412	.60	.699	17.37
CEW00088	00354202	MC	26,412	.56	.656	17.53
CEW00077	00354179	MC	26,412	.50	.620	17.79
CEW00228	00546226	MC	26,412	.50	.563	17.79
CEW00090	00354206	MC	26,412	.53	.614	18.02
CEW00239	00546248	MC	26,412	.45	.561	18.11
CEW00950	01210447	MC	26,412	.47	.596	18.13
CEW00813	01208994	MC	26,412	.42	.489	18.55
CEW00815	01208998	MC	26,412	.53	.627	18.57
CEW01019	01210694	MC	26,412	.49	.621	18.79
CEW00747	01059936	MC	26,412	.58	.706	18.66
CEW00748	01059938	MC	26,412	.54	.694	18.46
CEW00749	01059940	MC	26,412	.58	.755	18.56
CEW00755	01059952	MC	26,412	.60	.677	18.73
CEW00756	01059954	MC	26,412	.43	.569	18.70
CEW00757	01059956	MC	26,412	.50	.641	18.58
CEW00422	00940377	MC	26,412	.61	.718	18.64
CEW00423	00940379	MC	26,412	.48	.603	18.70
CEW00424	00940381	MC	26,412	.45	.542	18.69
CEW00246	00546262	CR	26,412	.47	.858	20.98
CEW00746	01059934	CR	26,412	.45	.839	22.71
CEW01015	01210690	CR	26,412	.45	.863	23.46
CEW00094	00354214	CR	26,412	.44	.850	23.49
CEW01008	01210666	CR	26,412	.36	.867	26.66

Table K-44: Item Analysis, Initial Assessment Data, Writing, Grade Span 6–8

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00265	00546425	MC	21,650	.51	.695	15.61
CEW00145	00354697	MC	21,650	.58	.643	15.58
CEW00833	01209140	MC	21,650	.51	.624	15.62
CEW00832	01209138	MC	21,650	.56	.644	15.63
CEW00178	00437794	MC	21,650	.53	.612	15.63
CEW00147	00354701	MC	21,650	.50	.485	15.72
CEW00837	01209148	MC	21,650	.55	.588	16.27
CEW00836	01209146	MC	21,650	.43	.521	16.27
CEW00961	01210458	MC	21,650	.56	.665	15.80
CEW00262	00546419	MC	21,650	.46	.525	15.91
CEW00255	00546405	MC	21,650	.49	.598	16.09
CEW00959	01210456	MC	21,650	.50	.552	15.83
CEW00256	00546407	MC	21,650	.61	.722	15.90
CEW00350	00803765	MC	21,650	.45	.583	16.22
CEW00351	00803767	MC	21,650	.49	.670	16.15
CEW00352	00803769	MC	21,650	.51	.590	16.09
CEW00779	01069233	MC	21,650	.59	.712	16.18
CEW00780	01069235	MC	21,650	.60	.714	16.25
CEW00781	01069237	MC	21,650	.52	.633	16.19
CEW00794	01069263	CR	21,650	.48	.850	19.23
CEW00142	00354689	CR	21,650	.49	.858	20.41
CEW00842	01209158	CR	21,650	.49	.856	20.81
CEW00834	01209142	CR	21,650	.53	.828	20.45
CEW00413	00940259	CR	21,650	.41	.869	21.65



Table K-45: Item Analysis, Initial Assessment Data, Writing, Grade Span 9–12

Item ID	Legacy ID	Type	N	p-Value	Point-Biserial	Percent Omit
CEW00306	00684130	MC	30,070	.56	.670	15.70
CEW00283	00546586	MC	30,070	.51	.683	15.54
CEW00060	00354095	MC	30,070	.49	.622	15.88
CEW00849	01209287	MC	30,070	.53	.608	15.61
CEW00966	01210463	MC	30,070	.57	.651	15.71
CEW00278	00546576	MC	30,070	.48	.595	15.72
CEW00850	01209289	MC	30,070	.61	.716	15.87
CEW00041	00354047	MC	30,070	.47	.589	16.09
CEW00061	00354097	MC	30,070	.73	.681	15.69
CEW00279	00546578	MC	30,070	.64	.694	16.04
CEW00970	01210467	MC	30,070	.47	.629	15.99
CEW00855	01209299	MC	30,070	.41	.511	16.19
CEW00854	01209297	MC	30,070	.58	.597	16.12
CEW00431	00940507	MC	30,070	.55	.677	15.93
CEW00432	00940509	MC	30,070	.43	.528	16.15
CEW00433	00940511	MC	30,070	.71	.635	16.05
CEW00769	01060031	MC	30,070	.54	.676	16.20
CEW00770	01060033	MC	30,070	.61	.651	16.20
CEW00771	01060035	MC	30,070	.58	.667	16.27
CEW00764	01060021	CR	30,070	.60	.811	15.53
CEW00856	01209301	CR	30,070	.56	.830	18.00
CEW00307	00684132	CR	30,070	.51	.827	21.06
CEW00860	01209309	CR	30,070	.53	.816	17.52
CEW00448	00940541	CR	30,070	.42	.871	22.14

Table K-46: Item Analysis, Initial Assessment Data, Writing, Constructed-Response Items, All Grade Spans

Grade Span	Item ID	Legacy ID	N	Percent Score Point = 0	Percent Score Point = 1	Percent Score Point = 2	Percent Score Point = 3	Percent Score Point = 4	Item-Test Corr.	Mean	Mean Proportion of Max.	Stand. Dev.
K-1	CEW00919	01210246	202,824	24.2	34.2	41.6			.551	1.17	.59	.792
	CEW00889	01210186	202,824	21.0	49.8	29.1			.600	1.08	.54	.704
	CEW00890	01210188	202,824	19.4	34.5	46.1			.584	1.27	.63	.764
	CEW00891	01210190	202,824	61.6	27.9	10.5			.690	.49	.24	.678
	CEW00923	01210254	202,824	71.0	26.5	2.5			.648	.31	.16	.515
	CEW00871	01210150	202,824	66.8	27.1	6.1			.675	.39	.20	.600
	CEW00989	01210552	202,824	74.5	20.8	4.8			.614	.30	.15	.554
	CEW00902	01210212	202,824	76.1	20.1	3.7			.605	.28	.14	.524
2	CEW00389	00940135	11,166	43.9	24.7	28.3	3.1		.818	.91	.30	.915
	CEW00995	01210574	11,166	42.2	17.2	30.3	10.4		.833	1.09	.36	1.064
	CEW00381	00940119	11,166	45.1	23.8	26.9	4.2		.811	.90	.30	.937
	CEW00802	01208536	11,166	42.9	24.1	28.2	4.8		.812	.95	.32	.949
	CEW01084	01210937	11,166	38.4	17.2	28.0	15.4	0.9	.832	1.23	.31	1.144
3-5	CEW00246	00546262	26,412	33.9	18.5	20.2	27.4		.858	1.41	.47	1.212
	CEW00746	01059934	26,412	34.6	14.8	31.8	18.8		.839	1.35	.45	1.138
	CEW01015	01210690	26,412	36.3	13.3	29.9	20.5		.863	1.35	.45	1.167
	CEW00094	00354214	26,412	35.2	16.5	30.3	18.0		.850	1.31	.44	1.130
	CEW01008	01210666	26,412	37.5	8.1	29.7	22.3	2.3	.867	1.44	.36	1.258
6-8	CEW00794	01069263	21,650	30.8	13.6	36.4	19.2		.850	1.44	.48	1.116
	CEW00142	00354689	21,650	30.8	12.3	36.9	20.0		.858	1.46	.49	1.125
	CEW00842	01209158	21,650	30.8	13.7	34.1	21.3		.856	1.46	.49	1.137
	CEW00834	01209142	21,650	29.8	9.4	33.2	27.6		.828	1.59	.53	1.179
	CEW00413	00940259	21,650	32.5	7.2	25.0	33.3	2.0	.869	1.65	.41	1.290
9-12	CEW00764	01060021	30,070	22.6	10.7	31.7	34.9		.811	1.79	.60	1.148
	CEW00856	01209301	30,070	25.5	12.7	29.0	32.8		.830	1.69	.56	1.174
	CEW00307	00684132	30,070	29.0	13.1	33.8	24.1		.827	1.53	.51	1.145
	CEW00860	01209309	30,070	25.1	14.8	35.0	25.1		.816	1.60	.53	1.115
	CEW00448	00940541	30,070	32.2	7.1	24.2	33.0	3.5	.871	1.68	.42	1.315

**Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty**

Notes: Refer to Appendix D: Item Maps to determine the corresponding position in the test form from the Item ID. Appendix D and appendix L tables are ordered by the Item Sequence Number.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

Item difficulty values are *p*-values for multiple-choice items or item means divided by the maximum number of points for constructed-response items.

**Table L-1: Comparison of Item Difficulty, Listening, Grade Span K–1**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	.70	.41	.29
CEL00526	00940028	.27	.20	.07
CEL00786	01208385	.51	.36	.15
CEL00399	00676871	.55	.38	.17
CEL00899	01210599	.48	.32	.16
CEL00515	00940005	.57	.43	.14
CEL00330	00545930	.53	.40	.13
CEL00284	00437120	.53	.40	.13
CEL00285	00437122	.82	.63	.19
CEL00286	00437124	.82	.61	.21
CEL00730	01057174	.76	.44	.32
CEL00782	01208376	.59	.27	.32
CEL00788	01208389	.69	.49	.20
CEL00471	00803313	.84	.54	.30
CEL00787	01208387	.69	.42	.27
CEL00397	00676867	.81	.52	.29
CEL00836	01210292	.46	.23	.23
CEL00400	00676873	.26	.11	.15
CEL00789	01208391	.35	.12	.23
CEL00463	00803297	.43	.14	.29
			<b>Sum</b>	<b>4.24</b>
			<b>Average</b>	<b>.21</b>

*Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty*

**Table L-2: Comparison of Item Difficulty, Listening, Grade 2**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00728	01057170	.89	.65	.24
CEL00526	00940028	.44	.35	.09
CEL00786	01208385	.69	.50	.19
CEL00399	00676871	.75	.55	.20
CEL00899	01210599	.67	.47	.20
CEL00515	00940005	.75	.60	.15
CEL00330	00545930	.73	.55	.18
CEL00284	00437120	.67	.52	.15
CEL00285	00437122	.91	.68	.23
CEL00286	00437124	.91	.68	.23
CEL00730	01057174	.87	.58	.29
CEL00782	01208376	.72	.49	.23
CEL00788	01208389	.83	.59	.24
CEL00471	00803313	.93	.63	.30
CEL00787	01208387	.85	.54	.31
CEL00397	00676867	.91	.63	.28
CEL00836	01210292	.69	.46	.23
CEL00400	00676873	.48	.34	.14
CEL00789	01208391	.52	.36	.16
CEL00463	00803297	.59	.41	.18
			<b>Sum</b>	<b>4.22</b>
			<b>Average</b>	<b>.21</b>

*Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty*

**Table L-3: Comparison of Item Difficulty, Listening, Grade Span 3–5**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00151	00382856	.91	.68	.23
CEL00425	00687427	.93	.62	.31
CEL00154	00382862	.86	.65	.21
CEL00177	00382908	.86	.65	.21
CEL00484	00803461	.82	.61	.21
CEL00554	00940959	.78	.53	.25
CEL00800	01208912	.74	.58	.16
CEL00352	00546104	.60	.46	.14
CEL00186	00382926	.74	.57	.17
CEL00357	00546114	.64	.51	.13
CEL00435	00687449	.90	.67	.23
CEL00356	00546112	.78	.59	.19
CEL00793	01208897	.61	.45	.16
CEL00843	01210299	.69	.53	.16
CEL00744	01057650	.49	.41	.08
CEL00557	00940965	.76	.55	.21
CEL00736	01057633	.49	.42	.07
CEL00738	01057637	.57	.46	.11
CEL00740	01057641	.63	.47	.16
CEL00739	01057639	.49	.41	.08
			<b>Sum</b>	<b>3.47</b>
			<b>Average</b>	<b>.17</b>

*Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty*

**Table L-4: Comparison of Item Difficulty, Listening, Grade Span 6–8**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00487	00803587	.87	.64	.23
CEL00538	00940177	.81	.57	.24
CEL00307	00437690	.82	.57	.25
CEL00804	01209037	.62	.47	.15
CEL00531	00940162	.62	.41	.21
CEL00224	00383002	.86	.58	.28
CEL00363	00546267	.86	.62	.24
CEL00806	01209041	.79	.55	.24
CEL00453	00693734	.60	.47	.13
CEL00754	01059779	.81	.55	.26
CEL00230	00383014	.64	.52	.12
CEL00540	00940181	.83	.61	.22
CEL00805	01209039	.60	.45	.15
CEL00451	00693730	.65	.45	.20
CEL00532	00940164	.57	.46	.11
CEL00489	00803591	.74	.50	.24
CEL00541	00940183	.55	.41	.14
CEL00437	00693699	.71	.53	.18
CEL00438	00693701	.50	.43	.07
CEL00439	00693703	.63	.49	.14
			<b>Sum</b>	<b>3.80</b>
			<b>Average</b>	<b>.19</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-5: Comparison of Item Difficulty, Listening, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEL00415	00683420	.89	.63	.26
CEL00262	00383078	.83	.66	.17
CEL00551	00940438	.69	.57	.12
CEL00543	00940421	.47	.49	-.02
CEL00319	00437841	.86	.65	.21
CEL00379	00546440	.63	.47	.16
CEL00244	00383042	.35	.39	-.04
CEL00767	01059881	.58	.55	.03
CEL00862	01210318	.84	.56	.28
CEL00817	01209180	.68	.46	.22
CEL00417	00683424	.83	.53	.30
CEL00412	00682950	.87	.67	.20
CEL00818	01209182	.59	.44	.15
CEL00863	01210319	.82	.64	.18
CEL00418	00683426	.71	.59	.12
CEL00761	01059869	.73	.51	.22
CEL00865	01210321	.84	.59	.25
CEL00546	00940427	.67	.57	.10
CEL00547	00940429	.62	.50	.12
CEL00549	00940433	.68	.56	.12
			<b>Sum</b>	<b>3.15</b>
			<b>Average</b>	<b>.16</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-6: Comparison of Item Difficulty, Speaking, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	.73	.53	.20
CES00346	00680889	.57	.32	.25
CES00436	00940039	.74	.52	.22
CES00770	01210323	.68	.45	.23
CES00396	00803337	.87	.58	.29
CES00680	01057195	.80	.54	.26
CES00391	00803327	.73	.54	.19
CES00675	01057185	.71	.43	.28
CES00728	01208460	.85	.54	.31
CES00723	01208450	.93	.68	.25
CES00290	00545983	.51	.34	.17
CES00287	00545977	.68	.44	.24
CES00148	00382772	.90	.68	.22
CES00818	01210562	.50	.26	.24
CES00774	01210327	.61	.30	.31
CES00682	01057199	.39	.17	.22
CES00683	01057201	.50	.25	.25
CES00777	01210330	.66	.40	.26
CES00823	01210576	.55	.31	.24
CES00813	01210534	.54	.37	.17
			<b>Sum</b>	<b>4.80</b>
			<b>Average</b>	<b>.24</b>



Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-7: Comparison of Item Difficulty, Speaking, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00674	01057183	.84	.54	.30
CES00346	00680889	.70	.46	.24
CES00436	00940039	.86	.58	.28
CES00770	01210323	.85	.60	.25
CES00396	00803337	.95	.63	.32
CES00680	01057195	.91	.58	.33
CES00391	00803327	.83	.56	.27
CES00675	01057185	.87	.56	.31
CES00728	01208460	.94	.62	.32
CES00723	01208450	.96	.64	.32
CES00290	00545983	.67	.44	.23
CES00287	00545977	.83	.55	.28
CES00148	00382772	.95	.64	.31
CES00818	01210562	.73	.49	.24
CES00774	01210327	.81	.52	.29
CES00682	01057199	.61	.40	.21
CES00683	01057201	.74	.49	.25
CES00777	01210330	.82	.54	.28
CES00823	01210576	.71	.47	.24
CES00813	01210534	.66	.44	.22
			<b>Sum</b>	<b>5.49</b>
			<b>Average</b>	<b>.27</b>

*Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty*

**Table L-8: Comparison of Item Difficulty, Speaking, Grade Span 3–5**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00252	00437531	.84	.52	.32
CES00402	00803468	.83	.50	.33
CES00258	00437544	.72	.45	.27
CES00463	00940336	.40	.30	.10
CES00243	00407629	.98	.68	.30
CES00692	01059014	.91	.54	.37
CES00371	00687645	.94	.57	.37
CES00304	00546147	.81	.50	.31
CES00844	01210696	.91	.53	.38
CES00693	01059016	.81	.50	.31
CES00741	01208978	.78	.48	.30
CES00471	00940353	.61	.35	.26
CES00687	01059004	.46	.33	.13
CES00835	01210664	.62	.39	.23
CES00404	00803472	.41	.28	.13
CES00838	01210668	.64	.39	.25
CES00466	00940342	.59	.36	.23
CES00744	01208984	.83	.51	.32
CES00832	01210658	.76	.48	.28
CES00840	01210672	.73	.46	.27
			<b>Sum</b>	<b>5.46</b>
			<b>Average</b>	<b>.27</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-9: Comparison of Item Difficulty, Speaking, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00183	00383187	.67	.43	.24
CES00455	00940203	.94	.64	.30
CES00790	01210343	.92	.56	.36
CES00412	00803613	.45	.33	.12
CES00752	01209118	.57	.24	.33
CES00456	00940205	.30	.27	.03
CES00747	01209108	.58	.37	.21
CES00704	01059805	.75	.43	.32
CES00449	00940191	.57	.36	.21
CES00263	00437722	.85	.51	.34
CES00847	01210729	.65	.38	.27
CES00386	00693765	.18	.20	-.02
CES00190	00383201	.61	.39	.22
CES00748	01209110	.75	.42	.33
CES00706	01059809	.80	.50	.30
CES00384	00693760	.88	.52	.36
CES00317	00546312	.69	.41	.28
CES00798	01210351	.88	.55	.33
CES00460	00940213	.87	.55	.32
CES00461	00940215	.70	.43	.27
			<b>Sum</b>	<b>5.12</b>
			<b>Average</b>	<b>.26</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-10: Comparison of Item Difficulty, Speaking, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CES00335	00546487	.57	.28	.29
CES00475	00940480	.68	.45	.23
CES00430	00803814	.50	.28	.22
CES00476	00940482	.46	.23	.23
CES00483	00940497	.33	.22	.11
CES00801	01210354	.54	.32	.22
CES00477	00940484	.45	.29	.16
CES00759	01209258	.51	.31	.20
CES00710	01059901	.87	.49	.38
CES00218	00383258	.81	.48	.33
CES00802	01210355	.52	.39	.13
CES00367	00683682	.36	.29	.07
CES00338	00546493	.71	.48	.23
CES00426	00803676	.83	.50	.33
CES00368	00683684	.73	.46	.27
CES00364	00683675	.75	.47	.28
CES00712	01059905	.79	.47	.32
CES00768	01209277	.84	.55	.29
CES00807	01210360	.76	.47	.29
CES00909	01210966	.74	.48	.26
			<b>Sum</b>	<b>4.84</b>
			<b>Average</b>	<b>.24</b>

*Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty*

**Table L-11: Comparison of Item Difficulty, Reading, Grade Span K–1**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01031	01210026	.88	.58	.30
CER01030	01210024	.75	.46	.29
CER01041	01210046	.50	.31	.19
CER01314	01210917	.63	.36	.27
CER01315	01210918	.65	.42	.23
CER01312	01210915	.79	.46	.33
CER01316	01210919	.64	.36	.28
CER01216	01210596	.47	.33	.14
CER01311	01210914	.49	.28	.21
CER01034	01210032	.86	.47	.39
CER01179	01210529	.59	.38	.21
CER01025	01210014	.67	.30	.37
CER01079	01210122	.72	.39	.33
CER01055	01210074	.68	.28	.40
CER01083	01210130	.46	.09	.37
CER01027	01210018	.33	.07	.26
CER01047	01210058	.51	.20	.31
CER01057	01210078	.62	.28	.34
CER01066	01210096	.90	.51	.39
CER01033	01210030	.92	.49	.43
			<b>Sum</b>	<b>6.04</b>
			<b>Average</b>	<b>.30</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-12: Comparison of Item Difficulty, Reading, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00348	00546026	.53	.41	.12
CER00353	00546036	.66	.50	.16
CER00270	00437237	.25	.24	.01
CER01090	01210364	.59	.46	.13
CER01212	01210592	.33	.27	.06
CER00032	00240821	.58	.46	.12
CER00011	00240727	.53	.42	.11
CER00009	00240723	.66	.51	.15
CER01099	01210373	.60	.47	.13
CER00336	00545999	.42	.37	.05
CER00343	00546014	.72	.53	.19
CER01100	01210374	.29	.25	.04
CER01101	01210375	.58	.43	.15
CER00442	00680991	.56	.43	.13
CER01200	01210580	.53	.42	.11
CER00955	01208496	.40	.32	.08
CER00211	00353933	.69	.52	.17
CER00220	00353951	.75	.54	.21
CER00545	00940074	.42	.34	.08
CER01192	01210559	.48	.38	.10
CER00546	00940076	.52	.39	.13
CER00877	01059047	.48	.38	.10
CER00338	00546003	.53	.41	.12
CER00949	01208484	.38	.30	.08
CER00355	00546040	.32	.28	.04
CER00957	01208500	.40	.31	.09
CER00958	01208502	.66	.49	.17
CER00959	01208504	.39	.31	.08
CER01103	01210377	.46	.38	.08
CER01104	01210378	.70	.53	.17
CER01105	01210379	.48	.37	.11
CER01094	01210368	.42	.33	.09
CER01096	01210370	.53	.40	.13
CER01171	01210493	.49	.37	.12
CER01097	01210371	.41	.32	.09
			<b>Sum</b>	<b>3.90</b>
			<b>Average</b>	<b>.11</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-13: Comparison of Item Difficulty, Reading, Grade Span 3–5

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00893	01059097	.51	.39	.12
CER00463	00691065	.52	.37	.15
CER01242	01210671	.44	.33	.11
CER00050	00241059	.46	.37	.09
CER00964	01208922	.61	.45	.16
CER00052	00241063	.44	.39	.05
CER00072	00241154	.46	.36	.10
CER01108	01210382	.62	.42	.20
CER01107	01210381	.46	.37	.09
CER00377	00546207	.58	.42	.16
CER00898	01059107	.55	.41	.14
CER00897	01059105	.48	.40	.08
CER01241	01210657	.33	.29	.04
CER00458	00691051	.48	.36	.12
CER00296	00437620	.58	.41	.17
CER00498	00803539	.51	.42	.09
CER00235	00354168	.49	.37	.12
CER00896	01059103	.69	.51	.18
CER00599	00940990	.52	.41	.11
CER01110	01210384	.61	.46	.15
CER00900	01059111	.55	.44	.11
CER00604	00941000	.68	.50	.18
CER00600	00940992	.45	.37	.08
CER00972	01208938	.53	.43	.10
CER00895	01059101	.38	.33	.05
CER00906	01059125	.67	.48	.19
CER00907	01059127	.41	.35	.06
CER00908	01059129	.52	.42	.10
CER00909	01059131	.58	.43	.15
CER01161	01210483	.58	.45	.13
CER01121	01210395	.51	.39	.12
CER01123	01210397	.52	.40	.12
CER00974	01208944	.48	.38	.10
CER00975	01208946	.55	.44	.11
CER00977	01208950	.33	.30	.03
			<b>Sum</b>	<b>4.06</b>
			<b>Average</b>	<b>.12</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-14: Comparison of Item Difficulty, Reading, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER00928	01060116	.68	.52	.16
CER00982	01209064	.62	.50	.12
CER00128	00241514	.74	.53	.21
CER00380	00546334	.37	.44	-.07
CER00513	00803707	.59	.42	.17
CER00303	00437751	.57	.45	.12
CER00393	00546361	.50	.41	.09
CER00987	01209074	.48	.44	.04
CER00988	01209076	.57	.40	.17
CER00934	01060128	.58	.43	.15
CER00510	00803693	.46	.45	.01
CER00514	00803709	.38	.31	.07
CER00985	01209070	.62	.49	.13
CER00564	00940275	.46	.40	.06
CER00990	01209080	.79	.53	.26
CER00515	00803711	.40	.35	.05
CER00563	00940273	.65	.50	.15
CER01128	01210402	.64	.51	.13
CER00402	00546380	.64	.51	.13
CER00932	01060124	.45	.41	.04
CER00937	01060134	.42	.38	.04
CER00569	00940285	.33	.34	-.01
CER00144	00241558	.58	.49	.09
CER00145	00241560	.61	.51	.10
CER00143	00241556	.38	.37	.01
CER00995	01209092	.49	.45	.04
CER00993	01209088	.42	.38	.04
CER00992	01209086	.56	.48	.08
CER00994	01209090	.31	.28	.03
CER01130	01210404	.61	.49	.12
CER01173	01210495	.46	.41	.05
CER01133	01210407	.59	.50	.09
CER00521	00803735	.44	.39	.05
CER00523	00803739	.38	.35	.03
CER00524	00803741	.47	.43	.04
			<b>Sum</b>	<b>2.99</b>
			<b>Average</b>	<b>.09</b>



Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-15: Comparison of Item Difficulty, Reading, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CER01152	01210426	.76	.58	.18
CER00179	00241856	.65	.54	.11
CER01143	01210417	.54	.47	.07
CER00327	00437909	.63	.47	.16
CER00531	00804714	.53	.46	.07
CER00451	00684030	.65	.53	.12
CER00471	00717216	.58	.52	.06
CER01006	01209227	.82	.62	.20
CER00911	01059967	.75	.55	.20
CER01005	01209225	.52	.44	.08
CER00157	00241779	.75	.53	.22
CER00242	00354274	.35	.23	.12
CER00533	00804718	.41	.39	.02
CER00918	01059981	.49	.41	.08
CER00419	00546536	.78	.48	.30
CER00457	00684045	.49	.41	.08
CER00321	00437896	.54	.39	.15
CER00418	00546534	.81	.54	.27
CER01007	01209229	.50	.47	.03
CER00912	01059969	.59	.46	.13
CER00443	00683949	.40	.44	-.04
CER01309	01210900	.47	.41	.06
CER00926	01059999	.50	.44	.06
CER00924	01059995	.37	.39	-.02
CER00925	01059997	.44	.41	.03
CER01016	01209249	.41	.37	.04
CER01017	01209251	.37	.37	.00
CER01014	01209245	.56	.45	.11
CER01279	01210821	.57	.52	.05
CER01280	01210822	.67	.53	.14
CER01277	01210819	.34	.35	-.01
CER01282	01210824	.51	.48	.03
CER01011	01209238	.32	.35	-.03
CER01012	01209240	.57	.54	.03
CER01013	01209242	.35	.37	-.02
			<b>Sum</b>	<b>3.08</b>
			<b>Average</b>	<b>.09</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-16: Comparison of Item Difficulty, Writing, Grade Span K–1

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00896	01210200	.57	.42	.15
CEW00932	01210272	.45	.24	.21
CEW00885	01210178	.44	.24	.20
CEW00876	01210160	.64	.43	.21
CEW00884	01210176	.40	.21	.19
CEW00905	01210218	.48	.25	.23
CEW00875	01210158	.54	.30	.24
CEW00931	01210270	.33	.15	.18
CEW00877	01210162	.94	.70	.24
CEW00909	01210226	.91	.63	.28
CEW00868	01210144	.93	.58	.35
CEW00898	01210204	.93	.66	.27
CEW00919	01210246	.86	.59	.27
CEW00889	01210186	.83	.54	.29
CEW00890	01210188	.90	.63	.27
CEW00891	01210190	.77	.24	.53
CEW00923	01210254	.46	.16	.30
CEW00871	01210150	.65	.20	.45
CEW00989	01210552	.48	.15	.33
CEW00902	01210212	.52	.14	.38
			<b>Sum</b>	<b>5.57</b>
			<b>Average</b>	<b>.28</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-17: Comparison of Item Difficulty, Writing, Grade 2

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00005	00353965	.77	.58	.19
CEW00020	00353996	.84	.62	.22
CEW00004	00353963	.69	.53	.16
CEW00298	00681402	.73	.53	.20
CEW00939	01210436	.64	.46	.18
CEW00220	00546085	.70	.51	.19
CEW00021	00353998	.60	.45	.15
CEW00209	00546063	.72	.53	.19
CEW00941	01210438	.55	.43	.12
CEW00940	01210437	.72	.54	.18
CEW00796	01208524	.51	.41	.10
CEW00981	01210528	.47	.37	.10
CEW00800	01208532	.40	.34	.06
CEW00974	01210499	.64	.49	.15
CEW00975	01210500	.43	.35	.08
CEW00976	01210501	.46	.36	.10
CEW00390	00940137	.53	.41	.12
CEW00391	00940139	.59	.44	.15
CEW00392	00940141	.61	.46	.15
CEW00389	00940135	.44	.30	.14
CEW00995	01210574	.54	.36	.18
CEW00381	00940119	.44	.30	.14
CEW00802	01208536	.47	.32	.15
CEW01084	01210937	.48	.31	.17
			<b>Sum</b>	<b>3.57</b>
			<b>Average</b>	<b>.15</b>

*Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty*

**Table L-18: Comparison of Item Difficulty, Writing, Grade Span 3–5**

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00100	00354226	.87	.60	.27
CEW00088	00354202	.72	.56	.16
CEW00077	00354179	.65	.50	.15
CEW00228	00546226	.66	.50	.16
CEW00090	00354206	.67	.53	.14
CEW00239	00546248	.59	.45	.14
CEW00950	01210447	.60	.47	.13
CEW00813	01208994	.50	.42	.08
CEW00815	01208998	.68	.53	.15
CEW01019	01210694	.64	.49	.15
CEW00747	01059936	.82	.58	.24
CEW00748	01059938	.74	.54	.20
CEW00749	01059940	.84	.58	.26
CEW00755	01059952	.79	.60	.19
CEW00756	01059954	.55	.43	.12
CEW00757	01059956	.67	.50	.17
CEW00422	00940377	.83	.61	.22
CEW00423	00940379	.61	.48	.13
CEW00424	00940381	.55	.45	.10
CEW00246	00546262	.71	.47	.24
CEW00746	01059934	.67	.45	.22
CEW01015	01210690	.66	.45	.21
CEW00094	00354214	.63	.44	.19
CEW01008	01210666	.55	.36	.19
			<b>Sum</b>	<b>4.21</b>
			<b>Average</b>	<b>.18</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-19: Comparison of Item Difficulty, Writing, Grade Span 6–8

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00265	00546425	.72	.51	.21
CEW00145	00354697	.73	.58	.15
CEW00833	01209140	.71	.51	.20
CEW00832	01209138	.78	.56	.22
CEW00178	00437794	.63	.53	.10
CEW00147	00354701	.60	.50	.10
CEW00837	01209148	.70	.55	.15
CEW00836	01209146	.55	.43	.12
CEW00961	01210458	.73	.56	.17
CEW00262	00546419	.55	.46	.09
CEW00255	00546405	.66	.49	.17
CEW00959	01210456	.66	.50	.16
CEW00256	00546407	.84	.61	.23
CEW00350	00803765	.58	.45	.13
CEW00351	00803767	.73	.49	.24
CEW00352	00803769	.65	.51	.14
CEW00779	01069233	.80	.59	.21
CEW00780	01069235	.83	.60	.23
CEW00781	01069237	.72	.52	.20
CEW00794	01069263	.68	.48	.20
CEW00142	00354689	.71	.49	.22
CEW00842	01209158	.70	.49	.21
CEW00834	01209142	.74	.53	.21
CEW00413	00940259	.61	.41	.20
			<b>Sum</b>	<b>4.26</b>
			<b>Average</b>	<b>.18</b>

Appendix L: Comparison of Annual Assessment Versus Initial Assessment Item Difficulty

Table L-20: Comparison of Item Difficulty, Writing, Grade Span 9–12

Item ID	Legacy ID	Item Difficulty		
		Annual Assessment	Initial Assessment	Difference (Annual–Initial)
CEW00306	00684130	.85	.56	.29
CEW00283	00546586	.74	.51	.23
CEW00060	00354095	.65	.49	.16
CEW00849	01209287	.60	.53	.07
CEW00966	01210463	.78	.57	.21
CEW00278	00546576	.64	.48	.16
CEW00850	01209289	.84	.61	.23
CEW00041	00354047	.63	.47	.16
CEW00061	00354097	.87	.73	.14
CEW00279	00546578	.86	.64	.22
CEW00970	01210467	.67	.47	.20
CEW00855	01209299	.47	.41	.06
CEW00854	01209297	.67	.58	.09
CEW00431	00940507	.68	.55	.13
CEW00432	00940509	.62	.43	.19
CEW00433	00940511	.83	.71	.12
CEW00769	01060031	.69	.54	.15
CEW00770	01060033	.80	.61	.19
CEW00771	01060035	.76	.58	.18
CEW00764	01060021	.76	.60	.16
CEW00856	01209301	.76	.56	.20
CEW00307	00684132	.69	.51	.18
CEW00860	01209309	.73	.53	.20
CEW00448	00940541	.60	.42	.18
			<b>Sum</b>	<b>4.10</b>
			<b>Average</b>	<b>.17</b>

**Appendix M: Unscaled Item Parameters****Notes:**

Unscaled item parameter estimates were obtained from calibrations using 2014–15 data. After scaling constants found in table 8.8 were applied to these parameter estimates, the item bank was refreshed. This made these most recent parameter estimates available for future form construction. These parameter estimates were not used to produce scores reported to CELDT 2014–15 Edition students.

Minor differences in unscaled item parameter estimates (in this case, the 2013–14 Appendix M and the 2014–15 Appendix M) should be present each year due to sampling error, modeling error, and due to variation in overall student performance from year to year as it applied to the definition of the theta metric.

Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

The 3PL model (multiple-choice items) uses the  $a$ ,  $b$ , and  $c$  parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the  $a$  and  $b$  parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.

Table M-1: Unscaled Item Parameters, Listening, Grade Span K–2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00728	01057170	3PL	0.9754	-0.3481	0.3102
CEL00526	00940028	3PL	2.1370	1.4048	0.3102
CEL00786	01208385	3PL	0.9938	0.5589	0.3102
CEL00399	00676871	3PL	0.9589	0.3838	0.3102
CEL00899	01210599	3PL	1.2134	0.6148	0.3102
CEL00515	00940005	3PL	0.6701	0.3023	0.3102
CEL00330	00545930	3PL	1.2166	0.4458	0.3102
CEL00284	00437120	3PL	0.9193	0.5133	0.3102
CEL00285	00437122	3PL	1.0276	-0.9477	0.3102
CEL00286	00437124	3PL	0.9691	-0.9608	0.3102
CEL00730	01057174	2PL	1.0142	-1.0478	
CEL00782	01208376	2PL	0.8539	-0.3621	
CEL00788	01208389	2PL	0.5627	-1.2211	
CEL00471	00803313	2PL	1.3101	-1.3134	
CEL00787	01208387	2PL	1.0179	-0.8934	
CEL00397	00676867	2PL	0.9097	-1.4456	
CEL00836	01210292	2PL	0.9573	-0.0393	
CEL00400	00676873	2PL	1.0670	0.7161	
CEL00789	01208391	2PL	0.7101	0.2603	
CEL00463	00803297	2PL	0.7139	0.0044	



Table M-2: Unscaled Item Parameters, Listening, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CEL00151	00382856	3PL	0.6712	-2.2546	0.2791
CEL00425	00687427	3PL	0.9965	-2.0389	0.2791
CEL00154	00382862	3PL	0.5725	-1.8271	0.2791
CEL00177	00382908	3PL	0.6583	-1.6239	0.2791
CEL00484	00803461	3PL	0.7219	-1.2241	0.2791
CEL00554	00940959	3PL	0.5519	-1.0883	0.2791
CEL00800	01208912	3PL	0.3615	-1.1318	0.2791
CEL00352	00546104	3PL	0.4461	0.2986	0.2791
CEL00186	00382926	3PL	0.8474	-0.5837	0.2791
CEL00357	00546114	3PL	0.6331	-0.0235	0.2791
CEL00435	00687449	3PL	0.8568	-1.7463	0.2791
CEL00356	00546112	3PL	0.8857	-0.7947	0.2791
CEL00793	01208897	3PL	0.9054	0.1447	0.2791
CEL00843	01210299	3PL	0.7390	-0.3503	0.2791
CEL00744	01057650	3PL	1.1777	0.6573	0.2791
CEL00557	00940965	3PL	0.7417	-0.8015	0.2791
CEL00736	01057633	3PL	1.2889	0.6639	0.2791
CEL00738	01057637	3PL	0.7829	0.3877	0.2791
CEL00740	01057641	3PL	0.5335	0.0372	0.2791
CEL00739	01057639	3PL	0.5498	1.0147	0.2791

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	0.7732	-1.6282	0.3081
CEL00538	00940177	3PL	0.8883	-0.9939	0.3081
CEL00307	00437690	3PL	0.6529	-1.2608	0.3081
CEL00804	01209037	3PL	0.8279	0.1137	0.3081
CEL00531	00940162	3PL	0.7488	0.1139	0.3081
CEL00224	00383002	3PL	0.7870	-1.4743	0.3081
CEL00363	00546267	3PL	0.7606	-1.4875	0.3081
CEL00806	01209041	3PL	0.7484	-0.9545	0.3081
CEL00453	00693734	3PL	0.1713	0.9500	0.3081
CEL00754	01059779	3PL	0.9198	-0.9832	0.3081
CEL00230	00383014	3PL	0.3706	0.0459	0.3081
CEL00540	00940181	3PL	0.9991	-1.0688	0.3081
CEL00805	01209039	3PL	0.6772	0.2686	0.3081
CEL00451	00693730	3PL	0.7221	-0.0459	0.3081
CEL00532	00940164	3PL	0.3220	0.8458	0.3081
CEL00489	00803591	3PL	0.4584	-0.8054	0.3081
CEL00541	00940183	3PL	0.6207	0.6536	0.3081
CEL00437	00693699	3PL	0.8664	-0.3616	0.3081
CEL00438	00693701	3PL	0.9516	0.7893	0.3081
CEL00439	00693703	3PL	0.7400	0.0904	0.3081

Table M-4: Unscaled Item Parameters, Listening, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CEL00415	00683420	3PL	0.8995	-1.8327	0.2980
CEL00262	00383078	3PL	0.7379	-1.3223	0.2980
CEL00551	00940438	3PL	0.5457	-0.4290	0.2980
CEL00543	00940421	3PL	0.4328	1.5944	0.2980
CEL00319	00437841	3PL	0.8635	-1.4550	0.2980
CEL00379	00546440	3PL	0.7423	0.0354	0.2980
CEL00244	00383042	3PL	1.3804	1.5681	0.2980
CEL00767	01059881	3PL	0.4166	0.4439	0.2980
CEL00862	01210318	3PL	0.8954	-1.2804	0.2980
CEL00817	01209180	3PL	0.8575	-0.2698	0.2980
CEL00417	00683424	3PL	1.0939	-1.1149	0.2980
CEL00412	00682950	3PL	0.8914	-1.5881	0.2980
CEL00818	01209182	3PL	0.5615	0.3552	0.2980
CEL00863	01210319	3PL	0.5423	-1.5096	0.2980
CEL00418	00683426	3PL	0.4926	-0.6500	0.2980
CEL00761	01059869	3PL	0.5492	-0.7455	0.2980
CEL00865	01210321	3PL	0.7799	-1.3891	0.2980
CEL00546	00940427	3PL	0.8202	-0.1991	0.2980
CEL00547	00940429	3PL	0.4617	0.0642	0.2980
CEL00549	00940433	3PL	0.7711	-0.2992	0.2980

Table M-5: Unscaled Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00674	01057183	2PL	0.7697	-1.3440						
CES00346	00680889	2PL	0.7417	-0.5342						
CES00436	00940039	2PL	0.6643	-1.4355						
CES00770	01210323	2PL	0.9233	-0.9665						
CES00396	00803337	2PL	1.0292	-2.0796						
CES00680	01057195	2PL	1.2331	-1.2350						
CES00391	00803327	2PL	0.6443	-1.3799						
CES00675	01057185	2PL	0.9748	-1.0335						
CES00728	01208460	2PL	0.9419	-1.7180						
CES00723	01208450	2PL	1.2431	-2.1897						
CES00290	00545983	2PL	0.8107	-0.3246						
CES00287	00545977	2PL	1.0424	-0.8178						
CES00148	00382772	2PL	1.0369	-2.1005						
CES00818	01210562	GPC			1.0402	-0.3117	0.1572			
CES00774	01210327	GPC			0.9117	-0.2613	-0.4856			
CES00682	01057199	GPC			0.8141	0.0880	0.4316			
CES00683	01057201	GPC			0.8061	0.0684	-0.4023			
CES00777	01210330	GPC			1.0873	-1.1268	-0.0868			
CES00823	01210576	GPC			1.0918	-0.6931	0.3167			
CES00813	01210534	GPC			0.8003	-1.5428	-1.0968	0.2151	1.6797	

Table M-6: Unscaled Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00252	00437531	2PL	0.8211	-1.7929						
CES00402	00803468	2PL	0.7483	-1.8702						
CES00258	00437544	2PL	0.4101	-2.0380						
CES00463	00940336	2PL	0.7274	0.0880						
CES00243	00407629	2PL	0.7118	-4.5137						
CES00692	01059014	2PL	0.7179	-2.6568						
CES00371	00687645	2PL	0.8720	-2.8156						
CES00304	00546147	2PL	0.6935	-1.6762						
CES00844	01210696	2PL	0.8909	-2.3877						
CES00693	01059016	2PL	0.9771	-1.4187						
CES00741	01208978	2PL	0.6465	-1.6576						
CES00471	00940353	2PL	0.5182	-1.1403						
CES00687	01059004	2PL	0.6433	-0.1955						
CES00835	01210664	GPC			0.6989	-0.4989	-0.4280			
CES00404	00803472	GPC			0.7888	0.3260	0.3184			
CES00838	01210668	GPC			0.4884	-0.5574	-0.9620			
CES00466	00940342	GPC			0.6726	-0.1576	-0.6668			
CES00744	01208984	GPC			0.7949	-2.2483	-1.0098			
CES00832	01210658	GPC			0.7915	-1.9638	-0.5284			
CES00840	01210672	GPC			0.6117	-2.5426	-2.5081	-1.1475	0.9632	

Table M-7: Unscaled Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00183	00383187	2PL	0.6206	-1.0261						
CES00455	00940203	2PL	0.6487	-3.3330						
CES00790	01210343	2PL	0.7960	-2.8077						
CES00412	00803613	2PL	0.5605	0.0450						
CES00752	01209118	2PL	0.5408	-1.1542						
CES00456	00940205	2PL	0.6468	0.3023						
CES00747	01209108	2PL	0.5289	-0.6823						
CES00704	01059805	2PL	0.7907	-1.5196						
CES00449	00940191	2PL	0.5951	-0.7472						
CES00263	00437722	2PL	0.6615	-2.3855						
CES00847	01210729	2PL	0.7344	-0.7625						
CES00386	00693765	2PL	0.7631	0.8761						
CES00190	00383201	2PL	0.7031	-0.7194						
CES00748	01209110	GPC			0.8098	-1.0308	-0.8493			
CES00706	01059809	GPC			0.8129	-1.7223	-0.9164			
CES00384	00693760	GPC			0.8471	-1.6426	-1.7707			
CES00317	00546312	GPC			0.8608	-0.9713	-0.4583			
CES00798	01210351	GPC			0.8163	-2.4906	-1.4082			
CES00460	00940213	GPC			0.8503	-2.2572	-1.4221			
CES00461	00940215	GPC			0.7008	-2.2965	-2.0911	-0.7972	0.9712	

Table M-8: Unscaled Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00335	00546487	2PL	0.5359	-0.6538						
CES00475	00940480	2PL	0.4942	-1.5008						
CES00430	00803814	2PL	0.5561	-0.1813						
CES00476	00940482	2PL	0.6474	-0.3097						
CES00483	00940497	2PL	0.6492	0.3175						
CES00801	01210354	2PL	0.8769	-0.4789						
CES00477	00940484	2PL	0.7303	-0.0427						
CES00759	01209258	2PL	0.5981	-0.2913						
CES00710	01059901	2PL	0.9459	-2.0131						
CES00218	00383258	2PL	0.7874	-1.7359						
CES00802	01210355	2PL	0.6421	-0.4646						
CES00367	00683682	2PL	0.7956	0.2065						
CES00338	00546493	2PL	0.7291	-1.5444						
CES00426	00803676	GPC			1.0168	-1.5282	-1.1394			
CES00368	00683684	GPC			0.7816	-1.4011	-0.5818			
CES00364	00683675	GPC			0.9039	-1.5114	-0.6019			
CES00712	01059905	GPC			1.0185	-1.5667	-0.8562			
CES00768	01209277	GPC			0.9996	-2.1541	-1.0610			
CES00807	01210360	GPC			1.0001	-1.7331	-0.5317			
CES00909	01210966	GPC			0.7093	-2.3062	-2.1982	-1.1861	0.4102	

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>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$
CER01031	01210026	3PL	1.0104	-0.5868	0.4029				
CER01030	01210024	3PL	0.8278	0.0028	0.3170				
CER01041	01210046	3PL	1.3312	1.0199	0.2705				
CER01314	01210917	3PL	1.0708	0.6326	0.3166				
CER01315	01210918	3PL	0.3514	-0.4824	0.0493				
CER01312	01210915	3PL	1.1635	-0.0854	0.3275				
CER01316	01210919	3PL	2.0500	0.5528	0.3302				
CER01216	01210596	3PL	1.0065	1.3955	0.3169				
CER01311	01210914	3PL	2.1490	0.9934	0.2651				
CER01034	01210032	3PL	1.2797	-0.4968	0.2699				
CER01179	01210529	3PL	1.5334	0.8103	0.3599				
CER01025	01210014	3PL	2.5058	0.3333	0.2398				
CER01079	01210122	3PL	2.2503	0.3155	0.3426				
CER01055	01210074	3PL	2.5224	0.3186	0.2279				
CER01083	01210130	2PL	1.1063	0.5646					
CER01027	01210018	2PL	1.4495	0.8727					
CER01047	01210058	3PL	1.1241	0.6520	0.1436				
CER01057	01210078	3PL	0.9353	0.3179	0.1833				
CER01066	01210096	GPC				1.8439	-1.1274	-0.8727	-0.7847
CER01033	01210030	GPC				2.3870	-1.1184	-0.9374	-0.7516



Table M-10: Unscaled Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00348	00546026	3PL	0.9638	0.3327	0.2165
CER00353	00546036	3PL	1.0944	-0.1260	0.2899
CER00270	00437237	3PL	1.2893	1.8532	0.1943
CER01090	01210364	3PL	0.7237	0.2026	0.2695
CER01212	01210592	3PL	0.9326	1.1708	0.1596
CER00032	00240821	3PL	0.9202	0.4383	0.3336
CER00011	00240727	3PL	0.8140	0.1921	0.1653
CER00009	00240723	3PL	1.1381	-0.2140	0.2372
CER01099	01210373	3PL	1.0591	-0.0628	0.1957
CER00336	00545999	3PL	1.6607	1.2170	0.3315
CER00343	00546014	3PL	0.8963	-0.6124	0.2178
CER01100	01210374	3PL	1.1507	1.4981	0.1905
CER01101	01210375	3PL	1.0887	-0.1313	0.0980
CER00442	00680991	3PL	1.3227	0.2091	0.2395
CER01200	01210580	3PL	1.1235	0.7285	0.3464
CER00955	01208496	3PL	1.1077	1.0903	0.2515
CER00211	00353933	3PL	1.9453	-0.3113	0.2402
CER00220	00353951	3PL	1.1530	-0.6703	0.2218
CER00545	00940074	3PL	0.7211	0.5478	0.0899
CER01192	01210559	3PL	0.7061	0.5704	0.2011
CER00546	00940076	3PL	0.7806	0.0548	0.0783
CER00877	01059047	3PL	0.6803	0.3942	0.1360
CER00338	00546003	3PL	1.2389	-0.0195	0.0688
CER00949	01208484	3PL	0.6403	1.2834	0.2075
CER00355	00546040	3PL	1.1834	1.3714	0.2065
CER00957	01208500	3PL	0.7638	1.4717	0.2726
CER00958	01208502	3PL	1.6865	-0.1919	0.2473
CER00959	01208504	3PL	1.6993	0.7877	0.1962
CER01103	01210377	3PL	1.5676	0.7454	0.2801
CER01104	01210378	3PL	0.6157	-0.6916	0.2075
CER01105	01210379	3PL	1.3623	0.4616	0.2029
CER01094	01210368	3PL	0.5828	0.7607	0.1306
CER01096	01210370	3PL	1.2258	0.3622	0.2334
CER01171	01210493	3PL	0.8605	0.4332	0.1813
CER01097	01210371	3PL	0.7079	0.8277	0.1485

Table M-11: Unscaled Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00893	01059097	3PL	0.7229	0.0424	0.0500
CER00463	00691065	3PL	0.6054	0.3621	0.1683
CER01242	01210671	3PL	0.8772	0.4202	0.0812
CER00050	00241059	3PL	0.5890	1.0276	0.2269
CER00964	01208922	3PL	0.9430	0.1450	0.2865
CER00052	00241063	3PL	0.8690	0.8673	0.2156
CER00072	00241154	3PL	0.8634	0.2556	0.0575
CER01108	01210382	3PL	0.7619	-0.1711	0.1931
CER01107	01210381	3PL	0.8828	0.7612	0.2291
CER00377	00546207	3PL	0.7560	-0.0986	0.1319
CER00898	01059107	3PL	1.1386	-0.0222	0.0950
CER00897	01059105	3PL	0.8686	1.2148	0.3388
CER01241	01210657	3PL	0.4808	1.3658	0.0830
CER00458	00691051	3PL	0.9444	0.2925	0.1114
CER00296	00437620	3PL	0.7440	-0.1846	0.0904
CER00498	00803539	3PL	0.8907	0.2208	0.1372
CER00235	00354168	3PL	1.1893	0.2609	0.1288
CER00896	01059103	3PL	0.7382	-0.5226	0.1931
CER00599	00940990	3PL	1.3612	0.3556	0.2282
CER01110	01210384	3PL	0.8133	-0.2436	0.1278
CER00900	01059111	3PL	1.0626	0.2302	0.2201
CER00604	00941000	3PL	1.8080	-0.2955	0.2181
CER00600	00940992	3PL	1.3152	0.6633	0.2235
CER00972	01208938	3PL	0.9456	0.2447	0.1737
CER00895	01059101	3PL	0.9388	1.0166	0.1896
CER00906	01059125	3PL	0.8783	-0.5572	0.0909
CER00907	01059127	3PL	0.7723	0.8474	0.1666
CER00908	01059129	3PL	0.8417	0.6554	0.2854
CER00909	01059131	3PL	0.8050	0.0273	0.1931
CER01161	01210483	3PL	1.1052	-0.0888	0.1396
CER01121	01210395	3PL	0.6795	0.0362	0.0598
CER01123	01210397	3PL	1.0817	0.3222	0.1944
CER00974	01208944	3PL	1.0027	0.4751	0.1796
CER00975	01208946	3PL	0.6087	0.2386	0.1931
CER00977	01208950	3PL	1.3657	1.1912	0.1996

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	0.3902	-0.7383	0.1947
CER00982	01209064	3PL	0.5984	-0.1752	0.1947
CER00128	00241514	3PL	1.0377	-0.6853	0.1947
CER00380	00546334	3PL	0.7878	1.1469	0.1752
CER00513	00803707	3PL	0.4868	-0.0334	0.1947
CER00303	00437751	3PL	0.7028	0.1355	0.1947
CER00393	00546361	3PL	0.5996	0.5410	0.1947
CER00987	01209074	3PL	0.6582	0.6402	0.1947
CER00988	01209076	3PL	0.4880	0.1554	0.1947
CER00934	01060128	3PL	0.3276	0.1108	0.1947
CER00510	00803693	3PL	0.4507	1.0192	0.1947
CER00514	00803709	3PL	0.6871	1.0782	0.1547
CER00985	01209070	3PL	0.7392	-0.3179	0.1135
CER00564	00940275	3PL	0.7411	0.6767	0.1822
CER00990	01209080	3PL	1.1060	-1.1307	0.0356
CER00515	00803711	3PL	0.6636	1.1367	0.1947
CER00563	00940273	3PL	0.8950	-0.3066	0.1675
CER01128	01210402	3PL	0.8800	-0.2308	0.1947
CER00402	00546380	3PL	0.8323	-0.2211	0.1947
CER00932	01060124	3PL	1.0851	0.6364	0.1964
CER00937	01060134	3PL	0.9470	0.9413	0.2200
CER00569	00940285	3PL	1.1979	1.1652	0.1737
CER00144	00241558	3PL	1.0745	0.1398	0.2299
CER00145	00241560	3PL	1.1214	0.0478	0.2478
CER00143	00241556	3PL	0.7365	1.0866	0.1771
CER00995	01209092	3PL	0.8600	0.5591	0.2095
CER00993	01209088	3PL	0.7218	0.9343	0.1855
CER00992	01209086	3PL	1.3904	0.2023	0.2288
CER00994	01209090	3PL	0.7993	1.5271	0.1686
CER01130	01210404	3PL	1.4414	-0.0532	0.1976
CER01173	01210495	3PL	1.5378	0.6393	0.2295
CER01133	01210407	3PL	1.1867	0.0358	0.2004
CER00521	00803735	3PL	0.9243	0.7430	0.1916
CER00523	00803739	3PL	0.8183	1.1865	0.2126
CER00524	00803741	3PL	0.9377	0.6016	0.2111

Table M-13: Unscaled Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER01152	01210426	3PL	0.5011	-1.2724	0.2059
CER00179	00241856	3PL	0.2810	-0.7189	0.2059
CER01143	01210417	3PL	0.6377	0.1244	0.1578
CER00327	00437909	3PL	0.6834	-0.2563	0.2059
CER00531	00804714	3PL	0.6234	0.5316	0.2610
CER00451	00684030	3PL	0.6054	-0.3528	0.2059
CER00471	00717216	3PL	0.5172	0.0878	0.2059
CER01006	01209227	3PL	0.9094	-1.2563	0.2059
CER00911	01059967	3PL	1.0982	-0.7204	0.2059
CER01005	01209225	3PL	0.7798	0.1190	0.1179
CER00157	00241779	3PL	0.7476	-0.9085	0.2059
CER00242	00354274	3PL	0.7553	1.3952	0.2059
CER00533	00804718	3PL	0.4490	1.4654	0.2059
CER00918	01059981	3PL	0.4310	0.7770	0.2059
CER00419	00546536	3PL	0.8728	-1.0217	0.2059
CER00457	00684045	3PL	0.8954	0.4111	0.1712
CER00321	00437896	3PL	0.7869	0.2139	0.2059
CER00418	00546534	3PL	1.0874	-1.1029	0.2059
CER01007	01209229	3PL	0.9182	0.7993	0.3063
CER00912	01059969	3PL	0.5864	0.0157	0.2059
CER00443	00683949	3PL	0.8056	1.0799	0.2171
CER01309	01210900	3PL	0.7557	0.5993	0.1835
CER00926	01059999	3PL	0.5532	0.5792	0.2059
CER00924	01059995	3PL	0.9340	1.1889	0.2178
CER00925	01059997	3PL	0.5547	1.1654	0.2379
CER01016	01209249	3PL	0.7671	1.1036	0.2256
CER01017	01209251	3PL	1.0309	0.9093	0.1544
CER01014	01209245	3PL	1.0548	0.1043	0.1889
CER01279	01210821	3PL	1.1159	0.3698	0.3087
CER01280	01210822	3PL	0.7996	-0.4186	0.2059
CER01277	01210819	3PL	0.9261	1.4396	0.2183
CER01282	01210824	3PL	0.8871	0.3868	0.2088
CER01011	01209238	3PL	0.5793	1.6421	0.1553
CER01012	01209240	3PL	0.8032	0.3704	0.3061
CER01013	01209242	3PL	0.9985	1.1642	0.1922

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>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00896	01210200	3PL	1.2445	1.3181	0.4566					
CEW00932	01210272	3PL	1.7817	1.1410	0.2528					
CEW00885	01210178	3PL	1.5656	1.1464	0.2450					
CEW00876	01210160	3PL	0.8086	0.9114	0.4337					
CEW00884	01210176	3PL	1.2289	1.3005	0.2228					
CEW00905	01210218	3PL	0.7642	1.1574	0.2407					
CEW00875	01210158	3PL	0.7605	0.9963	0.2977					
CEW00931	01210270	3PL	1.5093	1.3595	0.1617					
CEW00877	01210162	2PL	0.8157	-1.8511						
CEW00909	01210226	2PL	0.8038	-1.5589						
CEW00868	01210144	2PL	0.9879	-1.4006						
CEW00898	01210204	2PL	0.9131	-1.6200						
CEW00919	01210246	GPC				0.5523	-1.9592	-1.0373		
CEW00889	01210186	GPC				0.6845	-2.3782	-0.3326		
CEW00890	01210188	GPC				0.7137	-2.2907	-1.0274		
CEW00891	01210190	GPC				1.5442	-1.0484	0.2181		
CEW00923	01210254	GPC				1.3651	-0.6526	1.8249		
CEW00871	01210150	GPC				1.2956	-0.8921	0.7244		
CEW00989	01210552	GPC				1.0505	-0.5505	1.4042		
CEW00902	01210212	GPC				1.1526	-0.4522	1.1707		

Table M-15: Unscaled Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00005	00353965	3PL	0.6951	-0.8545	0.3013					
CEW00020	00353996	3PL	0.9228	-1.1761	0.3013					
CEW00004	00353963	3PL	1.0672	-0.1366	0.3476					
CEW00298	00681402	3PL	2.6690	-0.3138	0.2760					
CEW00939	01210436	3PL	1.5999	0.0786	0.3054					
CEW00220	00546085	3PL	1.5656	-0.2490	0.2982					
CEW00021	00353998	3PL	0.5900	0.3076	0.3013					
CEW00209	00546063	3PL	1.1448	-0.3008	0.3464					
CEW00941	01210438	3PL	2.1877	0.3595	0.2888					
CEW00940	01210437	3PL	1.8937	-0.1771	0.3801					
CEW00796	01208524	3PL	1.2382	0.3743	0.2069					
CEW00981	01210528	3PL	0.5380	0.8073	0.2028					
CEW00800	01208532	3PL	0.7807	2.3216	0.3583					
CEW00974	01210499	3PL	1.1447	0.1307	0.3393					
CEW00975	01210500	3PL	0.7889	0.8040	0.1852					
CEW00976	01210501	3PL	0.5861	0.8956	0.2081					
CEW00390	00940137	3PL	1.9611	0.5882	0.3361					
CEW00391	00940139	3PL	1.5862	0.4338	0.3679					
CEW00392	00940141	3PL	1.7616	0.3056	0.3534					
CEW00389	00940135	GPC				1.0275	-1.2634	0.1830	2.2963	
CEW00995	01210574	GPC				0.9601	-1.5131	-0.3350	1.3743	
CEW00381	00940119	GPC				0.9644	-1.2738	0.2221	2.1266	
CEW00802	01208536	GPC				0.9126	-1.6676	0.1002	2.1785	
CEW01084	01210937	GPC				0.8348	-2.1736	-0.8110	0.8521	3.4280

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>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00100	00354226	3PL	0.9824	-1.3674	0.2793					
CEW00088	00354202	3PL	0.6005	-0.5539	0.2793					
CEW00077	00354179	3PL	1.1495	0.1087	0.3389					
CEW00228	00546226	3PL	0.5998	-0.1631	0.2793					
CEW00090	00354206	3PL	1.3165	0.0361	0.3582					
CEW00239	00546248	3PL	0.8756	0.0813	0.2257					
CEW00950	01210447	3PL	0.9324	0.1044	0.2492					
CEW00813	01208994	3PL	0.7183	0.9292	0.3078					
CEW00815	01208998	3PL	0.9458	-0.1154	0.3120					
CEW01019	01210694	3PL	1.3342	0.0878	0.3146					
CEW00747	01059936	3PL	1.1188	-0.9447	0.2769					
CEW00748	01059938	3PL	1.0680	-0.5501	0.2366					
CEW00749	01059940	3PL	1.4422	-1.0069	0.2300					
CEW00755	01059952	3PL	1.1173	-0.7404	0.2972					
CEW00756	01059954	3PL	0.6594	0.4258	0.2432					
CEW00757	01059956	3PL	1.1249	-0.1837	0.2542					
CEW00422	00940377	3PL	1.5074	-0.8414	0.3330					
CEW00423	00940379	3PL	0.9222	0.0994	0.2731					
CEW00424	00940381	3PL	0.6514	0.4933	0.2793					
CEW00246	00546262	GPC				0.6684	-3.2280	-0.7462	0.0599	
CEW00746	01059934	GPC				0.6234	-2.7140	-1.3359	0.9688	
CEW01015	01210690	GPC				0.7741	-2.4345	-1.1594	0.8598	
CEW00094	00354214	GPC				0.7279	-2.7664	-1.0063	1.2994	
CEW01008	01210666	GPC				0.7396	-2.1714	-1.9073	0.4800	3.5636

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>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$			
CEW00265	00546425	3PL	1.0392	-0.5832	0.1793								
CEW00145	00354697	3PL	0.7195	-0.6075	0.2761								
CEW00833	01209140	3PL	0.5765	-0.5840	0.2761								
CEW00832	01209138	3PL	0.7292	-0.8841	0.2761								
CEW00178	00437794	3PL	1.0815	0.1813	0.3416								
CEW00147	00354701	3PL	0.7696	0.6353	0.3940								
CEW00837	01209148	3PL	0.8709	-0.2722	0.3136								
CEW00836	01209146	3PL	1.2635	0.3862	0.2739								
CEW00961	01210458	3PL	1.1575	-0.4206	0.2682								
CEW00262	00546419	3PL	0.6113	0.5309	0.2761								
CEW00255	00546405	3PL	0.8539	-0.1293	0.2761								
CEW00959	01210456	3PL	0.7126	-0.1900	0.2761								
CEW00256	00546407	3PL	1.1466	-1.0351	0.3138								
CEW00350	00803765	3PL	0.7365	0.0403	0.1908								
CEW00351	00803767	3PL	1.1218	-0.5206	0.2249								
CEW00352	00803769	3PL	0.6728	-0.1405	0.2761								
CEW00779	01069233	3PL	1.0433	-0.8766	0.2490								
CEW00780	01069235	3PL	1.1553	-1.0018	0.2761								
CEW00781	01069237	3PL	0.8543	-0.5446	0.2353								
CEW00794	01069263	GPC				0.5502	-3.3966	-2.2919	1.5314				
CEW00142	00354689	GPC				0.5937	-3.4154	-2.5934	1.1046				
CEW00842	01209158	GPC				0.5990	-3.3346	-2.0724	1.0082				
CEW00834	01209142	GPC				0.4299	-3.2960	-3.1397	0.6382				
CEW00413	00940259	GPC				0.6000	-2.8257	-2.7525	-0.2498	4.9252			



Table M-18: Unscaled Item Parameters, Writing, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters							
			<i>a</i>	<i>b</i>	<i>c</i>	$\alpha$	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00306	00684130	3PL	1.2437	-1.2281	0.2521					
CEW00283	00546586	3PL	0.7635	-0.7575	0.2535					
CEW00060	00354095	3PL	0.7750	-0.1919	0.2535					
CEW00849	01209287	3PL	0.5761	0.0679	0.2535					
CEW00966	01210463	3PL	0.8443	-0.9035	0.2535					
CEW00278	00546576	3PL	0.5602	-0.1909	0.2535					
CEW00850	01209289	3PL	0.8504	-1.3768	0.2535					
CEW00041	00354047	3PL	0.6732	-0.0915	0.2535					
CEW00061	00354097	3PL	0.5318	-2.2727	0.2535					
CEW00279	00546578	3PL	1.1457	-1.2067	0.3712					
CEW00970	01210467	3PL	0.8622	-0.2822	0.2535					
CEW00855	01209299	3PL	0.9533	0.5752	0.2027					
CEW00854	01209297	3PL	0.4089	-0.5191	0.2535					
CEW00431	00940507	3PL	0.7612	-0.3459	0.2535					
CEW00432	00940509	3PL	0.7016	-0.0716	0.2535					
CEW00433	00940511	3PL	0.4189	-2.1667	0.2535					
CEW00769	01060031	3PL	0.5605	-0.5379	0.2535					
CEW00770	01060033	3PL	1.4029	-0.7308	0.3294					
CEW00771	01060035	3PL	0.6904	-0.8915	0.2535					
CEW00764	01060021	GPC				0.4080	-4.3384	-2.9898	0.1537	
CEW00856	01209301	GPC				0.4332	-4.3497	-2.5035	0.0304	
CEW00307	00684132	GPC				0.4553	-3.9861	-2.5428	1.2699	
CEW00860	01209309	GPC				0.4517	-4.0075	-2.3847	0.4868	
CEW00448	00940541	GPC				0.6509	-2.4210	-2.5574	-0.2917	4.1776

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**Appendix N: Item-Type Correlations**

Note: The tables in this appendix present item-type descriptive statistics and correlations among multiple-choice (MC), dichotomous-constructed-response (DCR), and constructed-response (CR) items by grade span for annual assessment and initial assessment data.

**Table N-1: Item-Type Descriptive Statistics, Annual Assessment**

Domain	Grade Span	N	Item Type	Raw Score			Pearson Correlation
				Mean Score	Standard Deviation	Maximum Score	
Listening	K-1	183,058	MC	5.7689	2.2367	10	.566
		183,058	DCR	5.8792	2.5750	10	
	2	160,416	MC	7.4205	2.1139	10	.511
		160,416	DCR	7.3898	2.2095	10	
Speaking	K-1	183,058	DCR	9.6975	3.3103	13	.662
		183,058	CR	8.5892	4.4271	16	
	2	160,416	DCR	11.1637	2.5245	13	.649
		160,416	CR	11.4737	3.8026	16	
	3-5	389,057	DCR	9.9961	2.6248	13	.673
		389,057	CR	10.6151	3.8557	16	
	6-8	207,432	DCR	8.0420	2.9215	13	.687
		207,432	CR	12.5050	3.5506	16	
	9-12	197,938	DCR	7.3043	3.3951	13	.707
		197,938	CR	12.3652	4.0081	16	
Reading	K-1	183,058	MC	9.3060	3.1722	14	.629
		183,058	DCR	1.9239	1.3505	4	
		183,058	MC	9.3060	3.1722	14	.485
		183,058	CR	5.4732	1.3639	6	
		183,058	DCR	1.9239	1.3505	4	.355
		183,058	CR	5.4732	1.3639	6	
Writing	K-1	183,058	MC	2.0969	1.2251	4	.350
		183,058	DCR	1.7438	1.2212	4	
		183,058	MC	2.0969	1.2251	4	.373
		183,058	CR	14.6330	3.3144	20	
		183,058	DCR	1.7438	1.2212	4	.381
		183,058	CR	14.6330	3.3144	20	
	2	160,416	MC	11.6036	4.3486	19	.708
		160,416	CR	7.5276	3.3000	16	
	3-5	389,057	MC	12.9829	4.1598	19	.688
		389,057	CR	10.1781	3.0677	16	
6-8	207,432	MC	13.1668	4.2045	19	.623	
	207,432	CR	10.9070	2.6085	16		
9-12	197,938	MC	13.6517	4.1187	19	.684	
	197,938	CR	11.2114	2.9214	16		

Table N-2: Item-Type Descriptive Statistics, Initial Assessment

Domain	Grade Span	N	Item Type	Raw Score			Pearson Correlation	
				Mean Score	Standard Deviation	Maximum Score		
Listening	K-1	202,824	MC	4.1424	2.2624	10	.599	
		202,824	DCR	3.2778	2.8146	10		
	2	11,166	MC	5.5478	3.3801	10	.821	
		11,166	DCR	5.0370	3.8556	10		
Speaking	K-1	202,824	DCR	6.5695	4.4555	13	.751	
		202,824	CR	4.8398	4.4777	16		
	2	11,166	DCR	7.3921	5.5391	13	.917	
		11,166	CR	7.5741	6.2685	16		
	3-5	26,412	DCR	6.2416	5.1311	13	.920	
		26,412	CR	6.6617	5.9918	16		
	6-8	21,650	DCR	5.1091	4.6142	13	.912	
		21,650	CR	7.5972	6.4520	16		
	9-12	30,070	DCR	4.5153	4.4529	13	.878	
		30,070	CR	7.7384	6.4663	16		
Reading	K-1	202,824	MC	5.3473	3.1379	14	.574	
		202,824	DCR	0.6415	0.9865	4		
		202,824	MC	5.3473	3.1379	14		
		202,824	CR	3.0045	2.5735	6		
		202,824	DCR	0.6415	0.9865	4		
		202,824	CR	3.0045	2.5735	6		
Writing	K-1	202,824	MC	1.3270	1.0446	4	.346	
		202,824	DCR	0.9025	1.0183	4		
		202,824	MC	1.3270	1.0446	4		
		202,824	CR	7.8605	4.7401	20		
		202,824	DCR	0.9025	1.0183	4		
		202,824	CR	7.8605	4.7401	20		
	2	11,166	MC	8.8004	5.9865	19	.838	
		11,166	CR	5.0739	4.5150	16		
		3-5	26,412	MC	9.8261	6.3581		19
			26,412	CR	6.8546	5.4294		16
6-8	21,650	MC	9.9408	6.3125	19	.846		
	21,650	CR	7.5977	5.3902	16			
9-12	30,070	MC	10.4795	6.3236	19	.873		
	30,070	CR	8.2967	5.2922	16			

**Appendix O: Rater Consistency and Reliability**

Note: Item ID refers to unique item identifiers that were first implemented in 2013–14. Legacy ID refers to unique item identifiers used through 2012–13.

In the following tables, “discrepant” indicates more than one score point difference between two readers. For example, one reader assigned a score of 1 and the other reader a score of 3.

**Table O-1: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span K–1**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Copying Letters</b>								
CEW00877	01210162	9	182,783	18,325	17,879	97.6	0	0.0
CEW00909	01210226	10	182,783	18,206	17,452	95.9	0	0.0
CEW00868	01210144	11	182,783	18,123	17,485	96.5	0	0.0
CEW00898	01210204	12	182,783	18,281	17,533	95.9	0	0.0
<b>Copying Words</b>								
CEW00919	01210246	13	182,783	18,507	16,297	88.1	216	1.2
CEW00889	01210186	14	182,783	18,478	15,644	84.7	138	0.7
CEW00890	01210188	15	182,783	18,278	16,643	91.1	62	0.3
<b>Writing Words</b>								
CEW00891	01210190	16	182,783	17,910	16,809	93.9	102	0.6
CEW00923	01210254	17	182,783	17,818	17,426	97.8	14	0.1
CEW00871	01210150	18	182,783	17,662	17,204	97.4	33	0.2
CEW00989	01210552	19	182,783	17,143	16,794	98.0	15	0.1
CEW00902	01210212	20	182,783	17,462	16,707	95.7	55	0.3

**Table O-2: Inter-Rater Agreement, Annual Assessment, Writing, Grade 2**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW00389	00940135	20	160,358	16,057	14,028	87.4	38	0.2
CEW00995	01210574	21	160,358	15,849	13,809	87.1	73	0.5
CEW00381	00940119	22	160,358	15,815	14,030	88.7	65	0.4
CEW00802	01208536	23	160,358	15,729	13,826	87.9	48	0.3
<b>Short Compositions</b>								
CEW01084	01210937	24	160,358	15,739	12,842	81.6	67	0.4

**Table O-3: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 3–5**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW00246	00546262	20	388,904	38,646	33,880	87.7	229	0.6
CEW00746	01059934	21	388,904	38,595	32,632	84.5	240	0.6
CEW01015	01210690	22	388,904	38,613	33,517	86.8	212	0.5
CEW00094	00354214	23	388,904	38,826	33,822	87.1	132	0.3
<b>Short Compositions</b>								
CEW01008	01210666	24	388,904	38,596	30,936	80.2	281	0.7

**Table O-4: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 6–8**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW00794	01069263	20	207,367	20,888	18,549	88.8	76	0.4
CEW00142	00354689	21	207,367	20,642	18,387	89.1	53	0.3
CEW00842	01209158	22	207,367	20,692	18,178	87.9	96	0.5
CEW00834	01209142	23	207,367	20,538	17,892	87.1	105	0.5
<b>Short Compositions</b>								
CEW00413	00940259	24	207,367	20,626	18,413	89.3	49	0.2

**Table O-5: Inter-Rater Agreement, Annual Assessment, Writing, Grade Span 9–12**

Item ID	Legacy ID	Item Seq.	Items Total	N Items Read Twice	N Perfect Agree	Percent Perfect Agree	N Discrepant	Percent Discrepant
<b>Sentences</b>								
CEW00764	01060021	20	197,857	19,641	17,266	87.9	83	0.4
CEW00856	01209301	21	197,857	19,572	17,329	88.5	86	0.4
CEW00307	00684132	22	197,857	19,363	17,201	88.8	61	0.3
CEW00860	01209309	23	197,857	19,355	16,920	87.4	91	0.5
<b>Short Compositions</b>								
CEW00448	00940541	24	197,857	19,656	16,868	85.8	88	0.4

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**Appendix P: Test Characteristic and Standard Error Curves**

Note: The samples for these analyses consisted of random samples of approximately 75,000 students for each grade span drawn from annual assessment (AA) students (grades 1–12) and initial assessment (IA) students (kindergarten) tested during the AA window.

Figure P-1: Test Characteristic and Standard Error Curves, Listening, Grades K–2

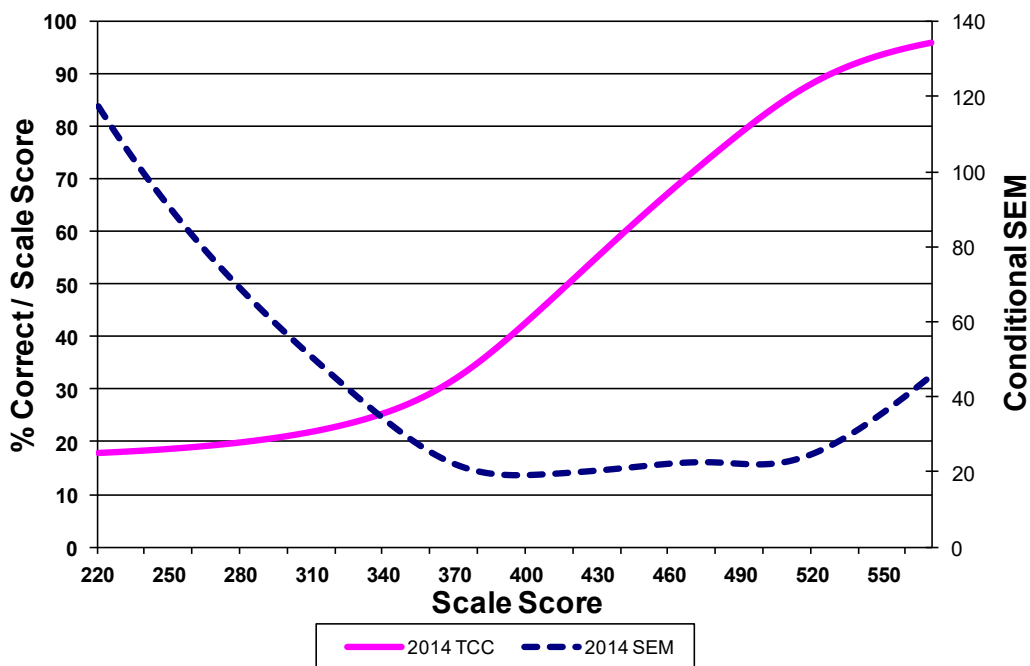


Figure P-2: Test Characteristic and Standard Error Curves, Listening, Grades 3–5

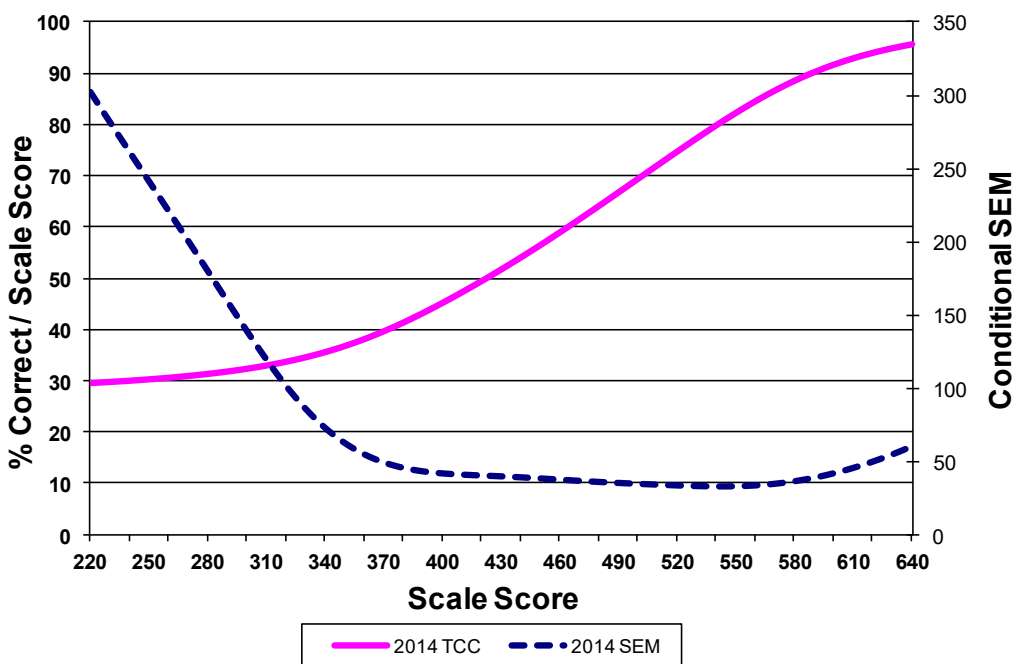


Figure P-3: Test Characteristic and Standard Error Curves, Listening, Grades 6–8

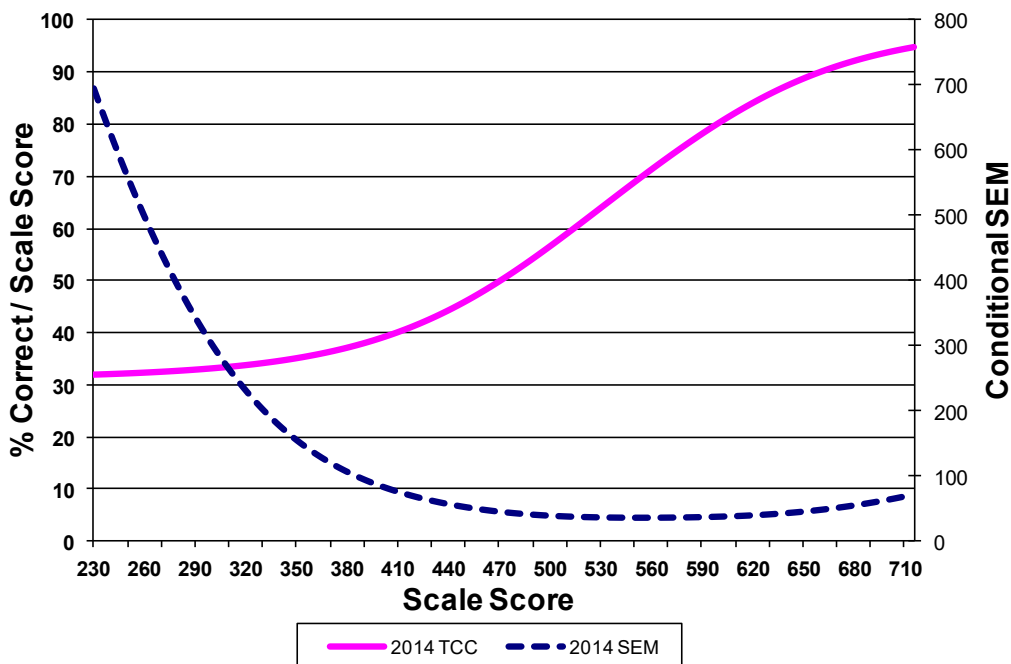


Figure P-4: Test Characteristic and Standard Error Curves, Listening, Grades 9–12

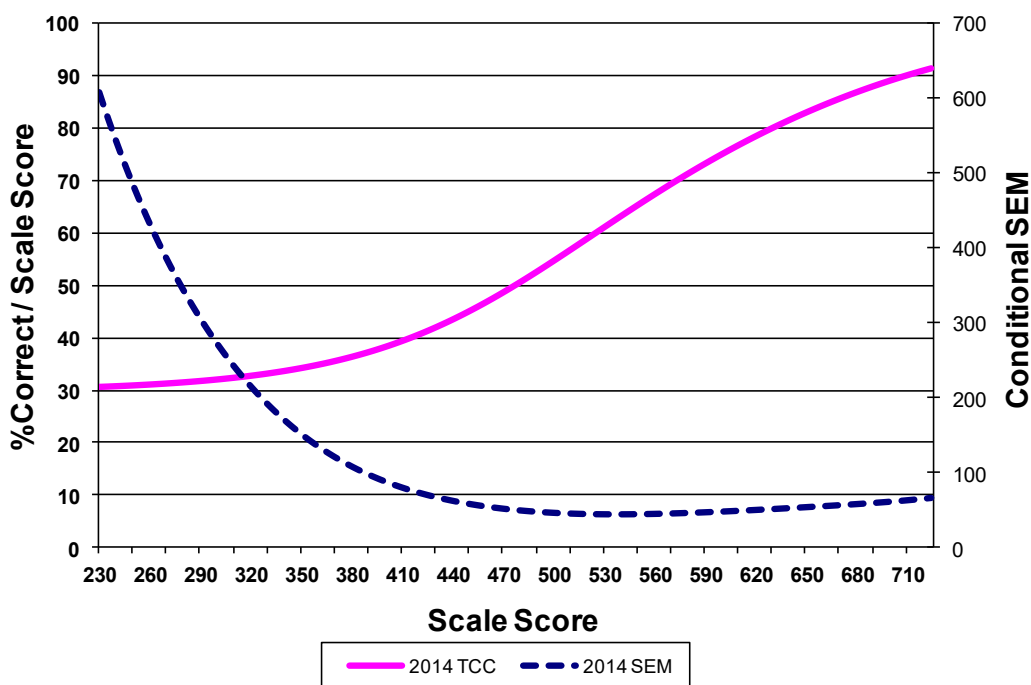


Figure P-5: Test Characteristic and Standard Error Curves, Speaking, Grades K–2

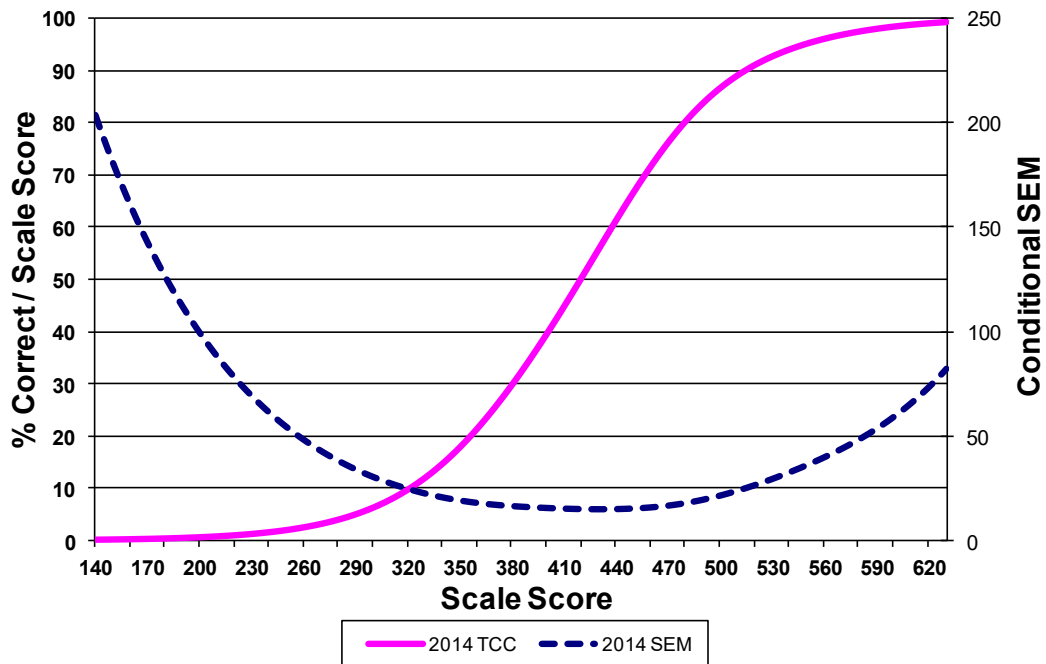


Figure P-6: Test Characteristic and Standard Error Curves, Speaking, Grades 3–5

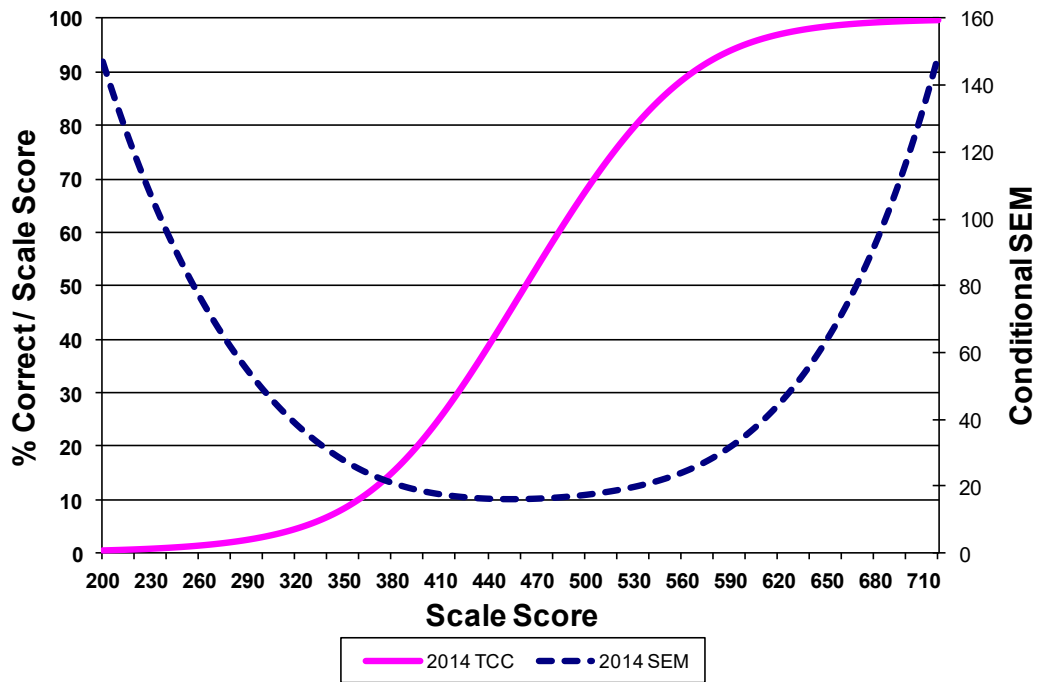


Figure P-7: Test Characteristic and Standard Error Curves, Speaking, Grades 6–8

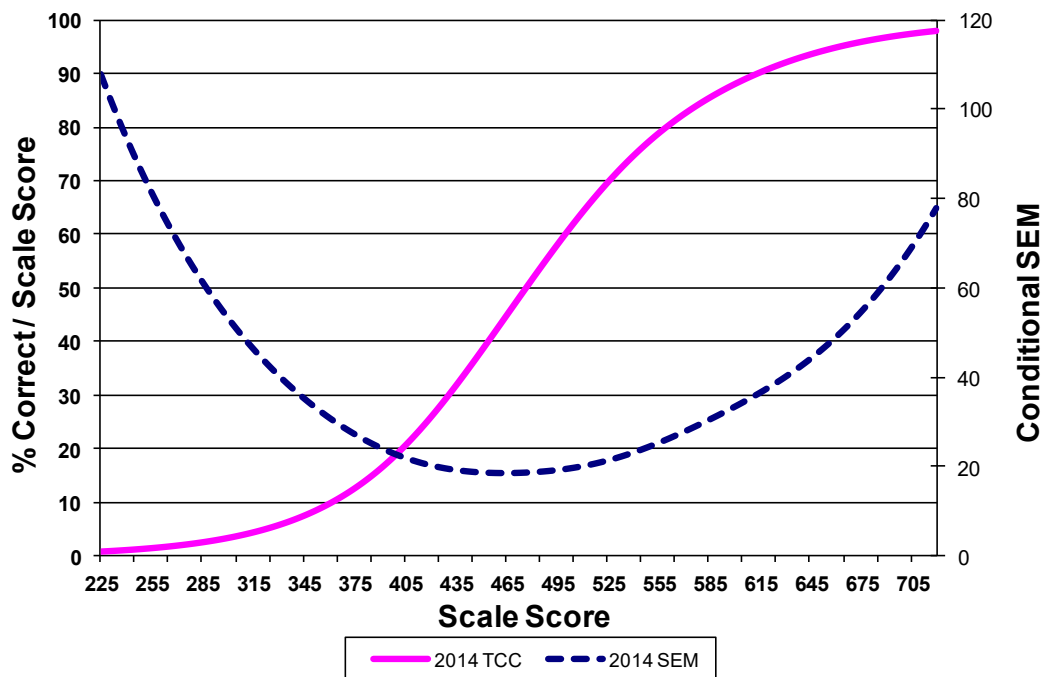


Figure P-8: Test Characteristic and Standard Error Curves, Speaking, Grades 9–12

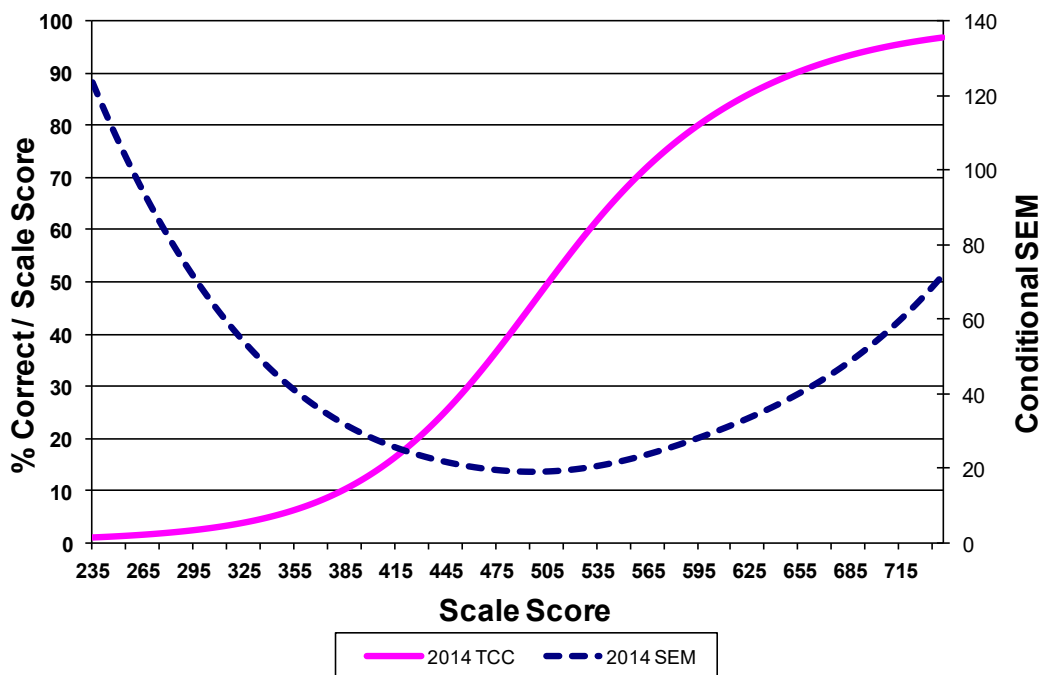


Figure P-9: Test Characteristic and Standard Error Curves, Reading, Grades K–1

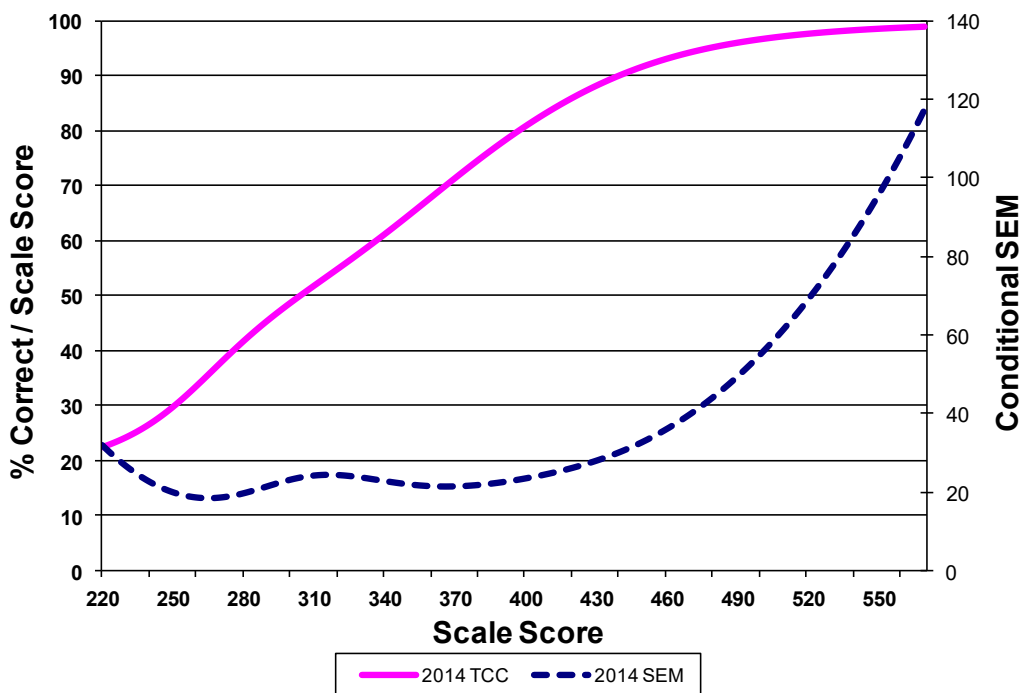


Figure P-10: Test Characteristic and Standard Error Curves, Reading, Grade 2

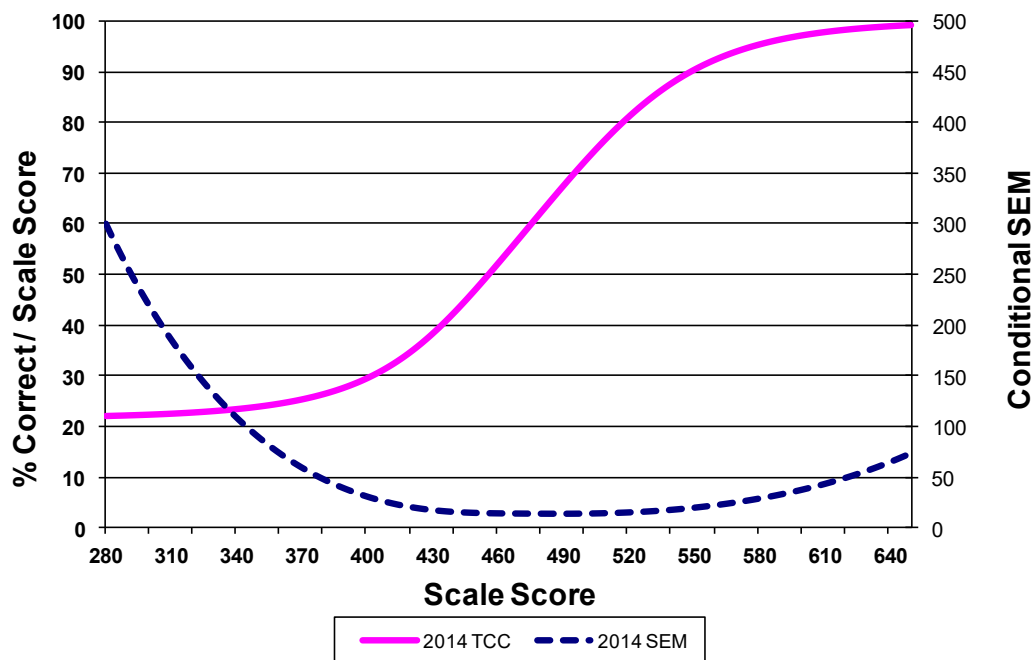


Figure P-11: Test Characteristic and Standard Error Curves, Reading, Grades 3–5

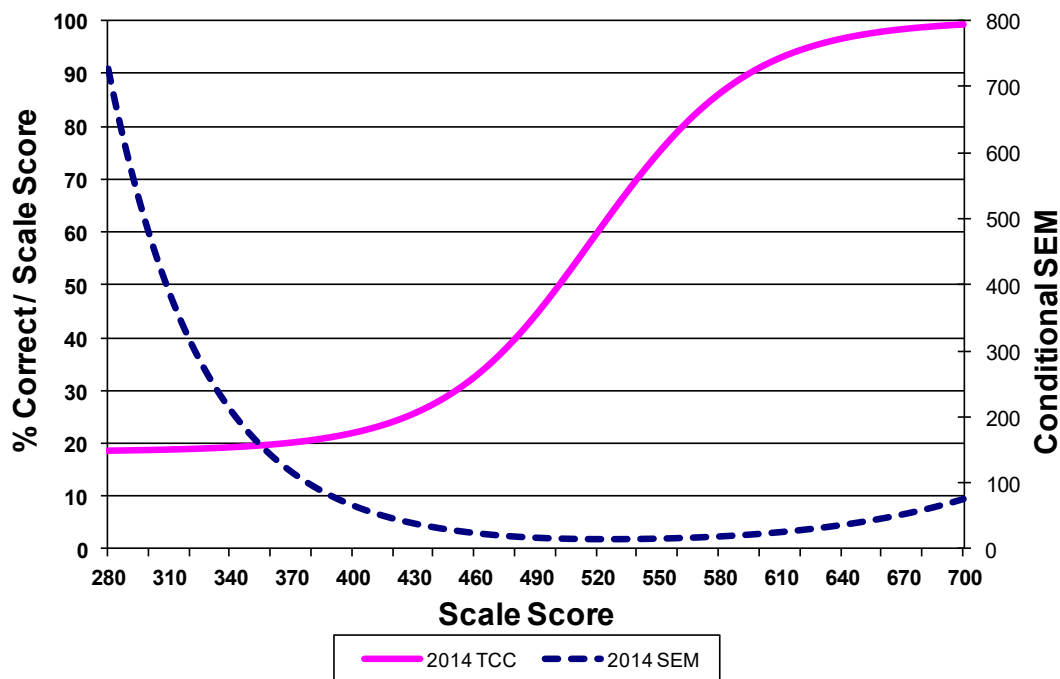


Figure P-12: Test Characteristic and Standard Error Curves, Reading, Grades 6–8

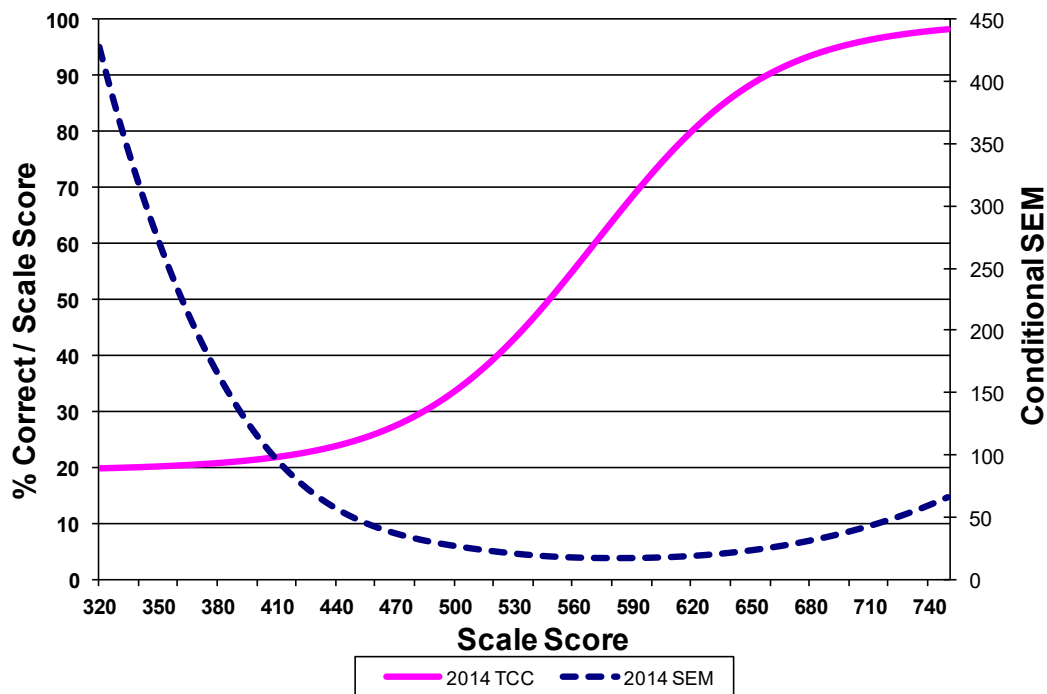


Figure P-13: Test Characteristic and Standard Error Curves, Reading, Grades 9–12

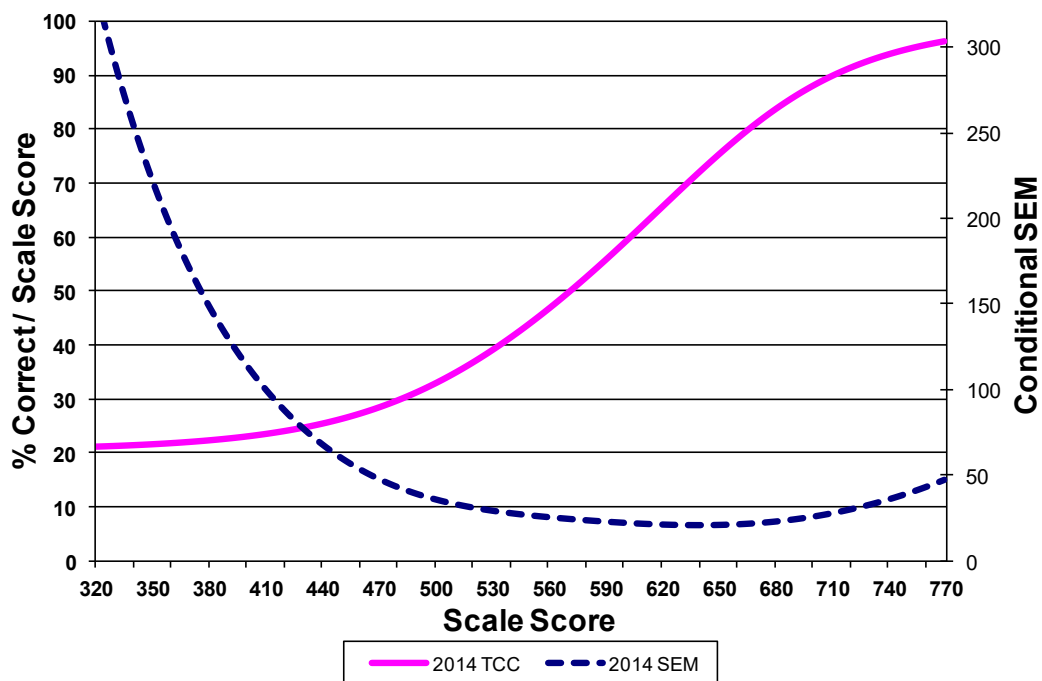


Figure P-14: Test Characteristic and Standard Error Curves, Writing, Grades K–1

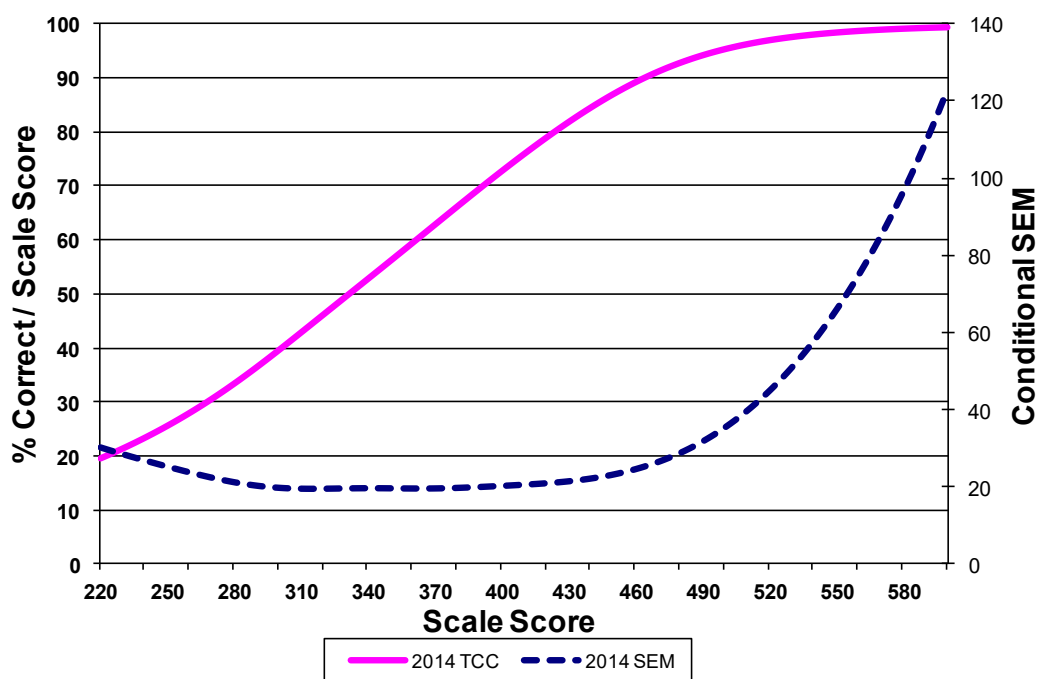




Figure P-15: Test Characteristic and Standard Error Curves, Writing, Grade 2

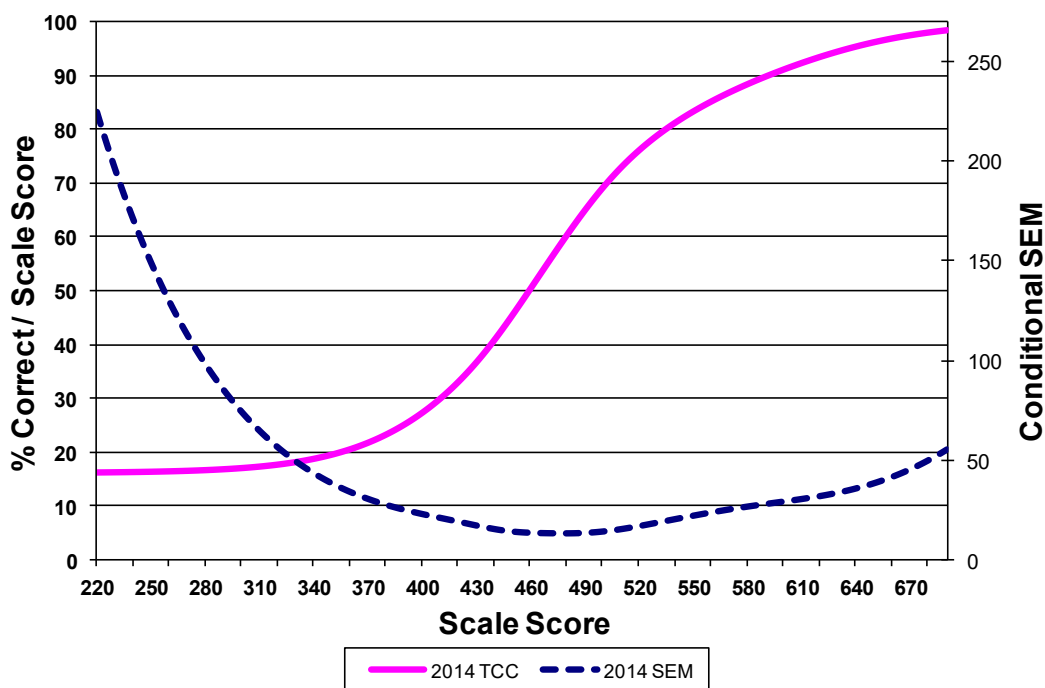


Figure P-16: Test Characteristic and Standard Error Curves, Writing, Grades 3–5

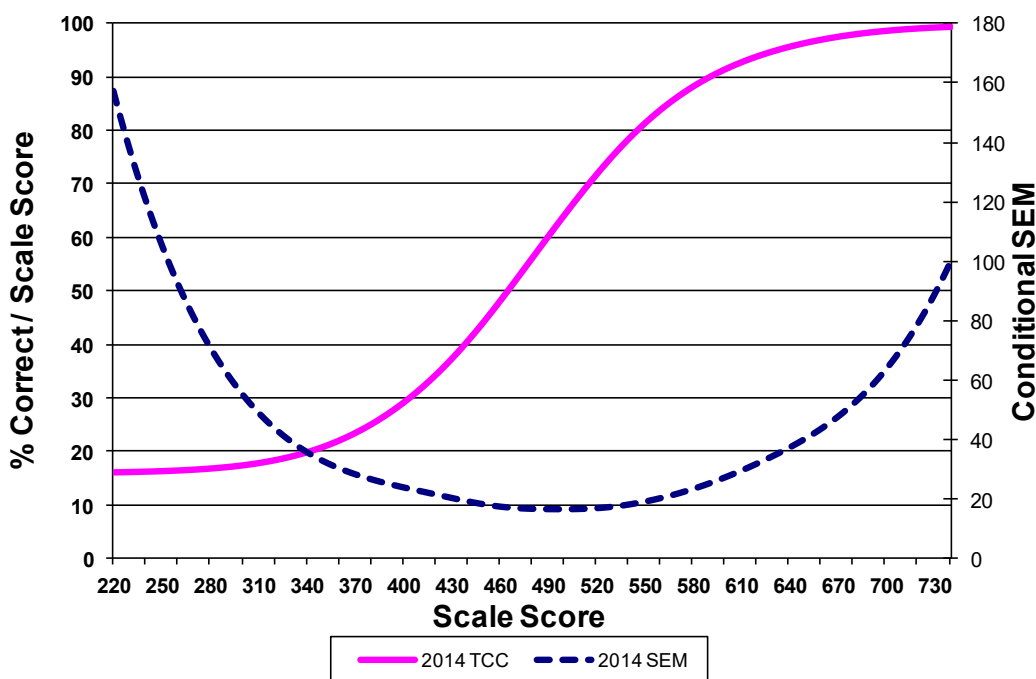


Figure P-17: Test Characteristic and Standard Error Curves, Writing, Grades 6–8

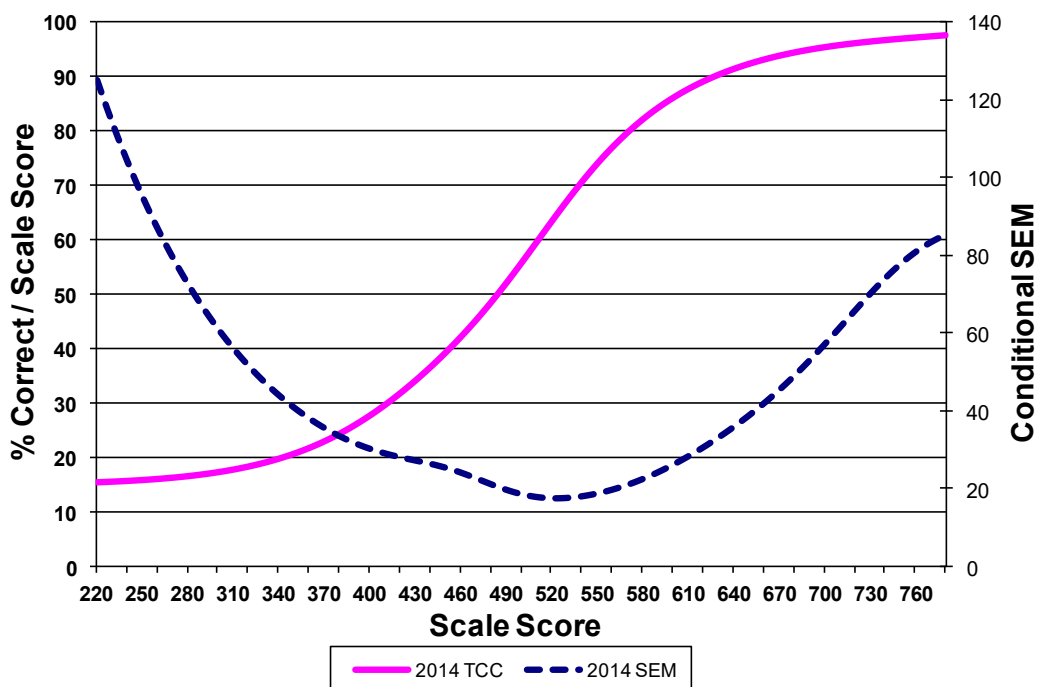
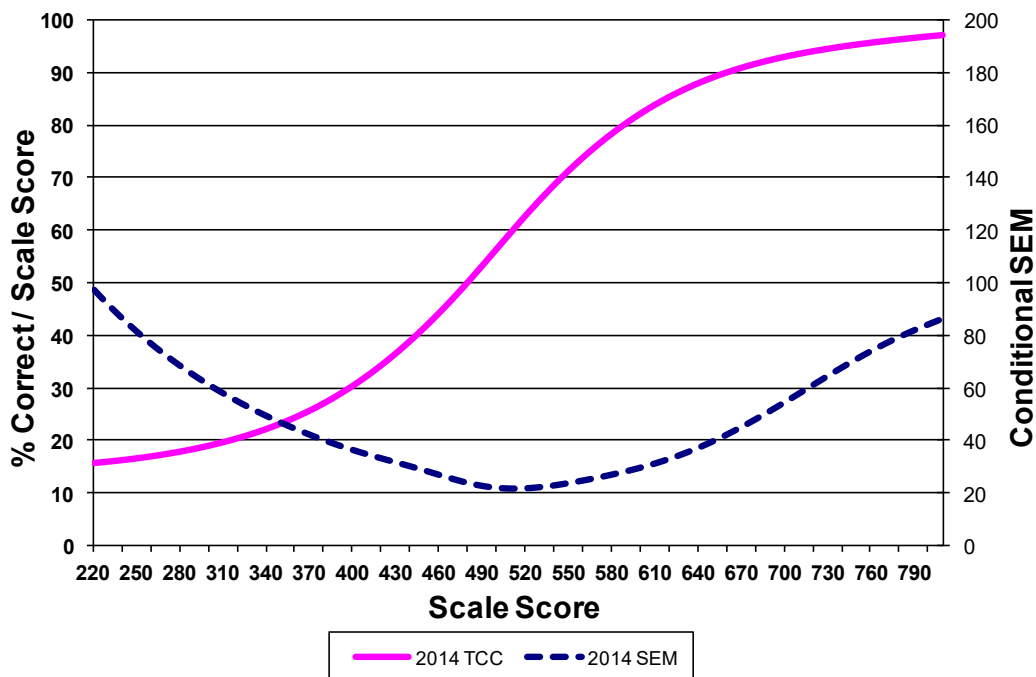


Figure P-18: Test Characteristic and Standard Error Curves, Writing, Grades 9–12



**Appendix Q: Score Report Samples**

Note: The data in these reports are not real. The reports are shown for illustration purposes only.

Figure Q-1: Sample Student Performance Level Report, Annual Assessment

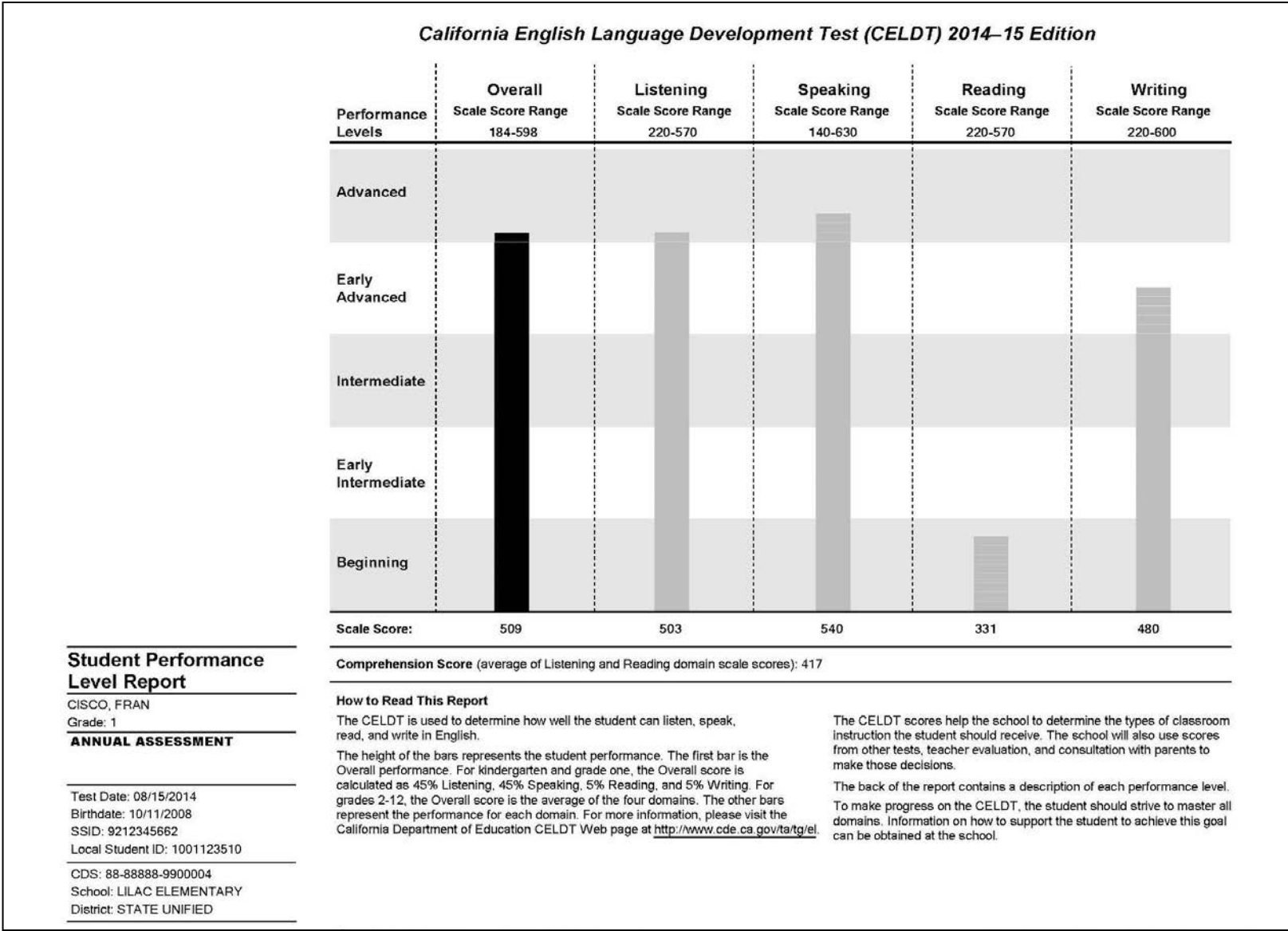


Figure Q-2: Sample Student Performance Level Report, Initial Assessment

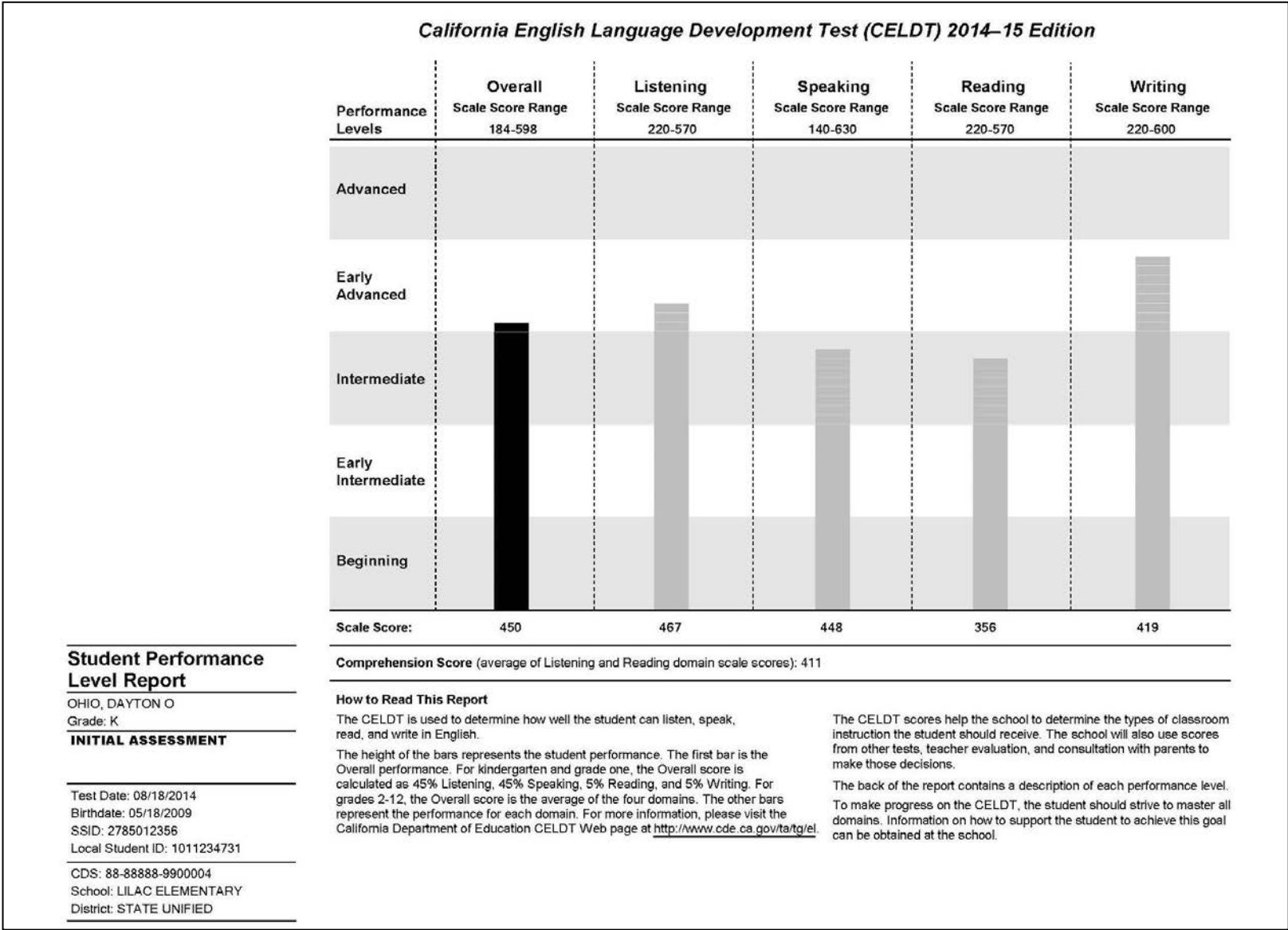


Figure Q-3: Sample Student Record Labels

**California  
English Language  
Development Test (CELDT)**

CDS: 88-88888-9999998  
 DISTRICT: CAL UNIFIED  
 SCHOOL: RED ELEMENTARY  
 GRADE: 2  
**ANNUAL ASSESSMENT**

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>CAROLINA, MANNY</b>	<b>Overall</b>	<b>479</b>	<b>Intermediate</b>
Birthdate: 05/09/2007 Grade: 2	Listening	501	Early Advanced
District: CAL UNIFIED	Speaking	449	Intermediate
School: RED ELEMENTARY	Reading	459	Early Intermediate
Test Date: 10/03/2014	Writing	510	Intermediate
SSID: 999999918	Local Stu ID:		
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>KANSAS, VERGINIA A</b>	<b>Overall</b>	<b>392</b>	<b>Beginning</b>
Birthdate: 07/21/2007 Grade: 2	Listening	220	Beginning
District: CAL UNIFIED	Speaking	449	Intermediate
School: RED ELEMENTARY	Reading	446	Early Intermediate
Test Date: 10/03/2014	Writing	456	Early Intermediate
SSID: 888888807	Local Stu ID: 6666666777		
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>NEVADA, RENA</b>	<b>Overall</b>	<b>215</b>	<b>Beginning</b>
Birthdate: 08/11/2007 Grade: 2	Listening	220	Beginning
District: CAL UNIFIED	Speaking	140	Beginning
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2014	Writing	220	Beginning
SSID: 999999919	Local Stu ID:		
ANNUAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>VERGINIA, MAPLE A</b>	<b>Overall</b>	<b>368</b>	<b>Beginning</b>
Birthdate: 12/18/2007 Grade: 2	Listening	429	Intermediate
District: CAL UNIFIED	Speaking	394	Early Intermediate
School: RED ELEMENTARY	Reading	432	Early Intermediate
Test Date: 10/03/2014	Writing	220	Beginning
SSID: 888888805	Local Stu ID: 7777777666		
ANNUAL ASSESSMENT	Local Use:		

**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)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>ALASKA, SARA</b>	<b>Overall</b>	<b>537</b>	<b>Early Advanced</b>
Birthdate: 06/20/2007 Grade: 2	Listening	530	Advanced
District: CAL UNIFIED	Speaking	525	Advanced
School: RED ELEMENTARY	Reading	526	Early Advanced
Test Date: 10/03/2014	Writing	568	Advanced
SSID: 888888803	Local Stu ID: 7777777777		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>ARIZONA, VERGINIA D</b>	<b>Overall</b>	<b>215</b>	<b>Beginning</b>
Birthdate: 03/04/2008 Grade: 2	Listening	220	Beginning
District: CAL UNIFIED	Speaking	140	Beginning
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2014	Writing	220	Beginning
SSID: 999999904	Local Stu ID: 9999922224		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>CALIFORNIA, POPPIES A</b>	<b>Overall</b>	<b>365</b>	<b>Beginning</b>
Birthdate: 06/11/2007 Grade: 2	Listening	467	Intermediate
District: CAL UNIFIED	Speaking	494	Early Advanced
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2014	Writing	220	Beginning
SSID: 999999922	Local Stu ID: 8888888888		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>NEBRASKA, JASMIN</b>	<b>Overall</b>	<b>428</b>	<b>Early Intermediate</b>
Birthdate: 02/15/2008 Grade: 2	Listening	467	Intermediate
District: CAL UNIFIED	Speaking	494	Early Advanced
School: RED ELEMENTARY	Reading	280	Beginning
Test Date: 10/03/2014	Writing	473	Intermediate
SSID: 999999917	Local Stu ID: 9999922243		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>OHIO, FLOWER</b>	<b>Overall</b>	<b>477</b>	<b>Intermediate</b>
Birthdate: 01/20/2007 Grade: 2	Listening	454	Intermediate
District: CAL UNIFIED	Speaking	525	Advanced
School: RED ELEMENTARY	Reading	453	Early Intermediate
Test Date: 10/03/2014	Writing	478	Intermediate
SSID: 888888804	Local Stu ID: 7777777776		
INITIAL ASSESSMENT	Local Use:		

California English Language Development Test (CELDT)			
2014–15 Edition			
Domain	Score	Performance Level	
<b>OREGON, ROSE</b>	<b>Overall</b>	<b>522</b>	<b>Early Advanced</b>
Birthdate: 02/03/2008 Grade: 2	Listening	530	Advanced
District: CAL UNIFIED	Speaking	549	Advanced
School: RED ELEMENTARY	Reading	533	Early Advanced
Test Date: 10/03/2014	Writing	478	Intermediate
SSID: 888888801	Local Stu ID:		
INITIAL ASSESSMENT	Local Use:		

Figure Q-4: Sample District Performance Level Summary Report

California English Language Development Test (CELDT) 2014–15 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Performance Level Summary Report</b>	Advanced	4	50	4	50	5	63	4	50	5	63
District: CAL UNIFIED	Early Advanced	2	25	1	13	1	13	2	25	1	13
Grade: 6	Intermediate	0	0	1	13	0	0	0	0	0	0
<b>ANNUAL ASSESSMENT</b>	Early Intermediate	1	13	1	13	1	13	1	13	1	13
<b>Purpose</b> This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	1	13	1	13	1	13	1	13	1	13
	Total Number of Students	8		8		8		8		8	
	Mean Scale Score	616.0		593.8		605.6		625.8		640.4	
	Standard Deviation	154.5		158.0		134.7		157.3		170.3	
CD: 88-7777	<b>Number (percent) of students who met the CELDT Criterion: 6 (75%)</b>										
County: XYZ State: CALIFORNIA											

Figure Q-5: Sample School Performance Level Summary Report

California English Language Development Test (CELDT) 2015–16 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Performance Level Summary Report</b>	Advanced	4	50	4	50	5	63	4	50	5	63
School: EMERALD MIDDLE	Early Advanced	2	25	1	13	1	13	2	25	1	13
Grade: 6	Intermediate	0	0	1	13	0	0	0	0	0	0
<b>ANNUAL ASSESSMENT</b>	Early Intermediate	1	13	1	13	1	13	1	13	1	13
<b>Purpose</b> This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Beginning	1	13	1	13	1	13	1	13	1	13
	Total Number of Students	8		8		8		8		8	
	Mean Scale Score	616.0		593.8		605.6		625.8		640.4	
	Standard Deviation	154.5		158.0		134.7		157.3		170.3	
CDS: 88-77777-9900002 District: CAL UNIFIED County: XYZ State: CALIFORNIA	Number (percent) of students who met the CELDT Criterion: 6 (75%)										



Figure Q-6: Sample Roster Report

<b>California English Language Development Test (CELDT) 2014–15 Edition</b>  <b>Roster Report</b>	Student	Overall	Listening	Speaking	Reading	Writing
		Scale Score Range	Scale Score Range	Scale Score Range	Scale Score Range	Scale Score Range
		248-741	230-715	225-720	320-750	220-780
		Performance Level	Performance Level	Performance Level	Performance Level	Performance Level
<b>ANNUAL ASSESSMENT</b>  <b>Purpose</b> The report displays how each student, at this grade and school, performed Overall and on each domain. Students are listed alphabetically by last name.	DAKOTA, NORTON T Birthdate: 11/14/2004 SSID: 7294123440 Local Student ID: 1001123512 Test Date: 07/01/2014	498 Early Intermediate	494 Early Intermediate	473 Early Intermediate	522 Early Intermediate	504 Early Intermediate
	IDAHO, CALDWELL W Birthdate: 12/15/2002 SSID: 8103234554 Local Student ID: Test Date: 07/01/2014	550 Intermediate	555 Intermediate	523 Intermediate	571 Intermediate	551 Intermediate
	KENTUCKY, FLORENCE Birthdate: 02/17/2002 SSID: 8521456770 Local Student ID: Test Date: 07/01/2014	741 Advanced	715 Advanced	720 Advanced	750 Advanced	780 Advanced
	MAINE, ALFRED E Birthdate: 04/19/2002 SSID: 6749678992 Local Student ID: Test Date: 07/01/2014	455 Early Intermediate	445 Early Intermediate	425 Early Intermediate	491 Early Intermediate	462 Early Intermediate
	MARYLAND, CROFTON F Birthdate: 05/20/2002 SSID: 5958789085 Local Student ID: Test Date: 07/20/2014	509 Intermediate	514 Intermediate	481 Intermediate	530 Intermediate	511 Intermediate
	MASS, DANVERS G Birthdate: 06/21/2002 SSID: 4767890174 Local Student ID: Test Date: 07/01/2014	561 Early Advanced	576 Early Advanced	533 Early Advanced	577 Early Advanced	561 Early Advanced
	TEXAS, AUSTIN O Birthdate: 10/13/2004 SSID: 6185012332 Local Student ID: 1001123507 Test Date: 07/01/2014	439 Beginning	410 Beginning	416 Beginning	477 Beginning	453 Beginning

CDS: 88-77777-9900002  
 District: CAL UNIFIED  
 County: XYZ  
 State: CALIFORNIA

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**Appendix R:** Proficiency by Grade and Grade Span

Note: This appendix contains historical tables from the 2006–07 Edition, the first year the common scale was used. For proficiency results for previous editions, see CELDT Technical Reports available at <http://www.cde.ca.gov/ta/tg/el/techreport.asp> and by request from the California Department of Education at [celdt@cde.ca.gov](mailto:celdt@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-1: 2014–15 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	24,176	5,141	21.3	6,976	28.9	4,230	17.5	5,041	20.9	5,827	24.1
<b>1</b>	158,886	61,847	38.9	75,276	47.4	18,379	11.6	22,383	14.1	63,999	40.3
<b>2</b>	160,419	97,623	60.9	101,441	63.2	15,815	9.9	34,514	21.5	53,236	33.2
<b>3</b>	158,374	76,591	48.4	100,355	63.4	19,667	12.4	29,022	18.3	49,303	31.1
<b>4</b>	124,932	69,944	56.0	85,236	68.2	17,274	13.8	28,752	23.0	48,080	38.5
<b>5</b>	105,769	65,330	61.8	78,629	74.3	25,321	23.9	39,674	37.5	56,355	53.3
<b>6</b>	78,398	34,970	44.6	45,897	58.5	22,187	28.3	25,375	32.4	31,685	40.4
<b>7</b>	68,123	37,653	55.3	43,809	64.3	24,762	36.3	29,789	43.7	36,012	52.9
<b>8</b>	60,915	30,735	50.5	38,848	63.8	23,283	38.2	32,021	52.6	32,424	53.2
<b>9</b>	55,388	18,707	33.8	30,842	55.7	14,611	26.4	29,928	54.0	24,052	43.4
<b>10</b>	52,149	22,148	42.5	29,025	55.7	17,057	32.7	26,308	50.4	24,015	46.1
<b>11</b>	45,637	21,877	47.9	27,225	59.7	18,361	40.2	24,775	54.3	24,021	52.6
<b>12</b>	44,781	22,365	49.9	27,064	60.4	18,390	41.1	23,572	52.6	23,910	53.4
<b>Grade Span</b>											
<b>K–1</b>	183,062	66,988	36.6	82,252	44.9	22,609	12.4	27,424	15.0	69,826	38.1
<b>2</b>	160,419	97,623	60.9	101,441	63.2	15,815	9.9	34,514	21.5	53,236	33.2
<b>3–5</b>	389,075	211,865	54.5	264,220	67.9	62,262	16.0	97,448	25.0	153,738	39.5
<b>6–8</b>	207,436	103,358	49.8	128,554	62.0	70,232	33.9	87,185	42.0	100,121	48.3
<b>9–12</b>	197,955	85,097	43.0	114,156	57.7	68,419	34.6	104,583	52.8	95,998	48.5
<b>Total</b>	<b>1,137,947</b>	<b>564,931</b>	<b>49.6</b>	<b>690,623</b>	<b>60.7</b>	<b>239,337</b>	<b>21.0</b>	<b>351,154</b>	<b>30.9</b>	<b>472,919</b>	<b>41.6</b>

Table R-2: 2013–14 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	16,220	3,117	19.2	4,017	24.8	2,555	15.8	2,907	17.9	3,386	20.9
<b>1</b>	164,316	60,241	36.7	71,948	43.8	18,088	11.0	21,091	12.8	61,100	37.2
<b>2</b>	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
<b>3</b>	151,443	72,277	47.7	94,902	62.7	20,894	13.8	27,690	18.3	47,353	31.3
<b>4</b>	125,029	71,791	57.4	83,870	67.1	20,094	16.1	31,053	24.8	50,244	40.2
<b>5</b>	102,894	61,783	60.0	75,122	73.0	24,763	24.1	38,830	37.7	53,814	52.3
<b>6</b>	79,222	35,525	44.8	48,240	60.9	24,217	30.6	26,981	34.1	33,604	42.4
<b>7</b>	69,771	36,964	53.0	44,127	63.2	25,107	36.0	30,774	44.1	35,950	51.5
<b>8</b>	62,000	30,462	49.1	38,931	62.8	23,887	38.5	33,484	54.0	32,955	53.2
<b>9</b>	55,499	18,524	33.4	30,800	55.5	13,953	25.1	30,013	54.1	23,788	42.9
<b>10</b>	52,923	21,834	41.3	28,700	54.2	15,752	29.8	26,931	50.9	23,356	44.1
<b>11</b>	50,182	24,532	48.9	29,772	59.3	19,651	39.2	27,940	55.7	26,490	52.8
<b>12</b>	48,802	24,674	50.6	29,714	60.9	20,369	41.7	26,687	54.7	26,525	54.4
<b>Grade Span</b>											
<b>K–1</b>	180,536	63,358	35.1	75,965	42.1	20,643	11.4	23,998	13.3	64,486	35.7
<b>2</b>	172,295	102,940	59.7	105,537	61.3	17,301	10.0	37,805	21.9	56,502	32.8
<b>3–5</b>	379,366	205,851	54.3	253,894	66.9	65,751	17.3	97,573	25.7	151,411	39.9
<b>6–8</b>	210,993	102,951	48.8	131,298	62.2	73,211	34.7	91,239	43.2	102,509	48.6
<b>9–12</b>	207,406	89,564	43.2	118,986	57.4	69,725	33.6	111,571	53.8	100,159	48.3
<b>Total</b>	<b>1,150,596</b>	<b>564,664</b>	<b>49.1</b>	<b>685,680</b>	<b>59.6</b>	<b>246,631</b>	<b>21.4</b>	<b>362,186</b>	<b>31.5</b>	<b>475,067</b>	<b>41.3</b>

Table R-3: 2012–13 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	6,662	994	14.9	891	13.4	576	8.6	847	12.7	824	12.4
<b>1</b>	177,548	68,310	38.5	61,925	34.9	29,601	16.7	27,175	15.3	61,999	34.9
<b>2</b>	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
<b>3</b>	155,038	65,819	42.5	88,802	57.3	24,305	15.7	33,319	21.5	48,785	31.5
<b>4</b>	124,612	59,206	47.5	76,207	61.2	24,415	19.6	34,630	27.8	46,245	37.1
<b>5</b>	107,379	55,441	51.6	62,975	58.6	31,368	29.2	47,064	43.8	54,478	50.7
<b>6</b>	83,807	29,778	35.5	55,331	66.0	25,633	30.6	29,097	34.7	35,155	41.9
<b>7</b>	72,940	33,331	45.7	50,416	69.1	26,244	36.0	33,860	46.4	38,356	52.6
<b>8</b>	62,426	25,019	40.1	42,069	67.4	21,999	35.2	33,765	54.1	32,426	51.9
<b>9</b>	58,667	18,950	32.3	36,665	62.5	12,820	21.9	33,898	57.8	25,484	43.4
<b>10</b>	60,070	24,699	41.1	37,264	62.0	13,067	21.8	33,807	56.3	27,704	46.1
<b>11</b>	54,667	26,106	47.8	36,053	66.0	16,780	30.7	32,996	60.4	29,578	54.1
<b>12</b>	50,369	24,338	48.3	32,747	65.0	16,617	33.0	29,459	58.5	27,403	54.4
<b>Grade Span</b>											
<b>K–1</b>	184,210	69,304	37.6	62,816	34.1	30,177	16.4	28,022	15.2	62,823	34.1
<b>2</b>	172,770	103,149	59.7	107,456	62.2	16,762	9.7	29,404	17.0	57,358	33.2
<b>3–5</b>	387,029	180,466	46.6	227,984	58.9	80,088	20.7	115,013	29.7	149,508	38.6
<b>6–8</b>	219,173	88,128	40.2	147,816	67.4	73,876	33.7	96,722	44.1	105,937	48.3
<b>9–12</b>	223,773	94,093	42.0	142,729	63.8	59,284	26.5	130,160	58.2	110,169	49.2
<b>Total</b>	<b>1,186,955</b>	<b>535,140</b>	<b>45.1</b>	<b>688,801</b>	<b>58.0</b>	<b>260,187</b>	<b>21.9</b>	<b>399,321</b>	<b>33.6</b>	<b>485,795</b>	<b>40.9</b>

Table R-4: 2011–12 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	5,293	670	12.7	712	13.5	388	7.3	773	14.6	593	11.2
<b>1</b>	178,350	63,447	35.6	67,264	37.7	26,087	14.6	22,231	12.5	62,704	35.2
<b>2</b>	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
<b>3</b>	156,427	85,034	54.4	99,667	63.7	26,704	17.1	30,462	19.5	53,685	34.3
<b>4</b>	134,180	79,489	59.2	85,032	63.4	24,807	18.5	34,792	25.9	55,101	41.1
<b>5</b>	115,116	69,073	60.0	78,276	68.0	38,939	33.8	45,923	39.9	60,348	52.4
<b>6</b>	89,574	44,364	49.5	60,402	67.4	30,279	33.8	40,083	44.7	42,033	46.9
<b>7</b>	75,043	44,223	58.9	52,414	69.8	32,610	43.5	35,355	47.1	41,919	55.9
<b>8</b>	66,702	36,013	54.0	46,284	69.4	25,341	38.0	37,160	55.7	37,437	56.1
<b>9</b>	67,243	22,390	33.3	45,859	68.2	15,547	23.1	35,973	53.5	28,712	42.7
<b>10</b>	65,548	27,471	41.9	43,792	66.8	14,723	22.5	38,733	59.1	29,113	44.4
<b>11</b>	57,551	27,314	47.5	40,182	69.8	17,097	29.7	35,604	61.9	29,498	51.3
<b>12</b>	53,893	27,253	50.6	38,376	71.2	17,700	32.8	32,929	61.1	29,154	54.1
<b>Grade Span</b>											
<b>K–1</b>	183,643	64,117	34.9	67,976	37.0	26,475	14.4	23,004	12.5	63,297	34.5
<b>2</b>	171,468	103,474	60.3	102,939	60.0	15,435	9.0	25,678	15.0	51,964	30.3
<b>3–5</b>	405,723	233,596	57.6	262,975	64.8	90,450	22.3	111,177	27.4	169,134	41.7
<b>6–8</b>	231,319	124,600	53.9	159,100	68.8	88,230	38.1	112,598	48.7	121,389	52.5
<b>9–12</b>	244,235	104,428	42.8	168,209	68.9	65,067	26.6	143,239	58.6	116,477	47.7
<b>Total</b>	<b>1,236,388</b>	<b>630,215</b>	<b>51.0</b>	<b>761,199</b>	<b>61.6</b>	<b>285,657</b>	<b>23.1</b>	<b>415,696</b>	<b>33.6</b>	<b>522,261</b>	<b>42.2</b>

Table R-5: 2010–11 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	4,992	421	8.4	680	13.6	327	6.6	482	9.7	443	8.9
<b>1</b>	176,263	50,043	28.4	68,732	39.0	33,579	19.1	17,966	10.2	56,929	32.3
<b>2</b>	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
<b>3</b>	159,336	55,671	34.9	97,575	61.2	23,510	14.8	32,826	20.6	41,860	26.3
<b>4</b>	135,881	62,234	45.8	87,654	64.5	24,463	18.0	37,518	27.6	46,356	34.1
<b>5</b>	114,585	56,826	49.6	69,587	60.7	31,766	27.7	48,048	41.9	52,723	46.0
<b>6</b>	87,958	43,039	48.9	53,796	61.2	28,500	32.4	30,037	34.1	38,167	43.4
<b>7</b>	77,574	44,583	57.5	50,465	65.1	28,080	36.2	34,686	44.7	40,923	52.8
<b>8</b>	74,156	37,541	50.6	48,347	65.2	26,709	36.0	40,184	54.2	39,104	52.7
<b>9</b>	70,547	20,990	29.8	42,435	60.2	15,547	22.0	35,878	50.9	25,411	36.0
<b>10</b>	67,867	16,124	23.8	40,182	59.2	14,381	21.2	31,832	46.9	25,077	37.0
<b>11</b>	60,748	18,093	29.8	38,505	63.4	17,371	28.6	31,295	51.5	27,455	45.2
<b>12</b>	54,030	17,554	32.5	35,228	65.2	17,328	32.1	27,793	51.4	26,007	48.1
<b>Grade Span</b>											
<b>K–1</b>	181,255	50,464	27.8	69,412	38.3	33,906	18.7	18,448	10.2	57,372	31.7
<b>2</b>	169,646	83,268	49.1	112,137	66.1	12,561	7.4	26,080	15.4	47,925	28.3
<b>3–5</b>	409,802	174,731	42.6	254,816	62.2	79,739	19.5	118,392	28.9	140,939	34.4
<b>6–8</b>	239,688	125,163	52.2	152,608	63.7	83,289	34.7	104,907	43.8	118,194	49.3
<b>9–12</b>	253,192	72,761	28.7	156,350	61.8	64,627	25.5	126,798	50.1	103,950	41.1
<b>Total</b>	<b>1,253,583</b>	<b>506,387</b>	<b>40.4</b>	<b>745,323</b>	<b>59.5</b>	<b>274,122</b>	<b>21.9</b>	<b>394,625</b>	<b>31.5</b>	<b>468,380</b>	<b>37.4</b>



Table R-6: 2009–10 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	5,374	337	6.3	802	15.0	411	7.7	717	13.4	490	9.1
<b>1</b>	176,848	48,884	27.7	72,399	41.1	33,340	18.9	24,471	13.9	61,713	34.9
<b>2</b>	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
<b>3</b>	162,713	73,745	45.3	97,307	59.8	23,182	14.2	31,600	19.4	46,340	28.5
<b>4</b>	134,728	56,554	42.0	87,854	65.2	21,987	16.3	25,510	18.9	49,235	36.5
<b>5</b>	113,840	67,728	59.5	71,902	63.2	33,599	29.5	35,495	31.2	55,232	48.5
<b>6</b>	91,535	40,685	44.4	57,737	63.1	32,020	35.0	36,580	40.0	40,204	43.9
<b>7</b>	85,982	47,386	55.1	57,642	67.0	33,630	39.1	36,535	42.5	46,872	54.6
<b>8</b>	80,638	36,090	44.8	47,696	59.1	29,653	36.8	41,683	51.7	43,648	54.1
<b>9</b>	76,820	26,858	35.0	44,903	58.5	18,118	23.6	30,035	39.1	31,295	40.7
<b>10</b>	73,224	31,575	43.1	41,895	57.2	16,569	22.6	33,235	45.4	30,960	42.3
<b>11</b>	63,464	31,579	49.8	39,014	61.5	18,690	29.4	30,970	48.8	31,527	49.7
<b>12</b>	55,103	28,422	51.6	35,253	64.0	17,946	32.6	26,647	48.4	28,653	52.0
<b>Grade Span</b>											
<b>K–1</b>	182,222	49,221	27.0	73,201	40.2	33,751	18.5	25,188	13.8	62,203	34.1
<b>2</b>	172,461	89,709	52.0	105,713	61.3	14,518	8.4	23,331	13.5	47,854	27.7
<b>3–5</b>	411,281	198,027	48.1	257,063	62.5	78,768	19.2	92,605	22.5	150,807	36.7
<b>6–8</b>	258,155	124,161	48.1	163,075	63.2	95,303	36.9	114,798	44.5	130,724	50.6
<b>9–12</b>	268,611	118,434	44.1	161,065	60.0	71,323	26.6	120,887	45.0	122,435	45.6
<b>Total</b>	<b>1,292,730</b>	<b>579,552</b>	<b>44.8</b>	<b>760,117</b>	<b>58.8</b>	<b>293,663</b>	<b>22.7</b>	<b>376,809</b>	<b>29.1</b>	<b>517,053</b>	<b>40.0</b>

Table R-7: 2008–09 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	5,276	481	9.1	651	12.3	N/A	N/A	N/A	N/A	471	8.9
<b>1</b>	179,992	60,703	33.7	62,219	34.6	N/A	N/A	N/A	N/A	58,123	32.3
<b>2</b>	176,098	81,289	46.2	98,864	56.1	15,158	8.6	27,279	15.5	46,462	26.4
<b>3</b>	160,147	65,950	41.2	89,718	56.0	23,786	14.9	32,514	20.3	45,383	28.3
<b>4</b>	135,258	69,148	51.1	84,616	62.6	24,418	18.1	36,105	26.7	51,620	38.2
<b>5</b>	118,512	64,055	54.0	80,948	68.3	31,684	26.7	46,118	38.9	60,389	51.0
<b>6</b>	102,527	52,087	50.8	62,016	60.5	29,226	28.5	34,818	34.0	44,221	43.1
<b>7</b>	94,686	38,726	40.9	60,574	64.0	37,019	39.1	42,348	44.7	50,003	52.8
<b>8</b>	82,946	38,089	45.9	51,686	62.3	29,662	35.8	42,623	51.4	42,384	51.1
<b>9</b>	83,558	30,612	36.6	45,628	54.6	18,138	21.7	41,264	49.4	33,796	40.4
<b>10</b>	75,684	33,572	44.4	40,179	53.1	15,843	20.9	40,843	54.0	31,036	41.0
<b>11</b>	63,299	31,732	50.1	36,407	57.5	17,033	26.9	35,635	56.3	30,226	47.8
<b>12</b>	55,134	29,190	52.9	33,300	60.4	17,118	31.0	30,847	55.9	28,272	51.3
<b>Grade Span</b>											
<b>K–2</b>	361,366	142,473	39.4	161,734	44.8	15,158	4.2	27,279	7.5	105,056	29.1
<b>3–5</b>	413,917	199,153	48.1	255,282	61.7	79,888	19.3	114,737	27.7	157,392	38.0
<b>6–8</b>	280,159	128,902	46.0	174,276	62.2	95,907	34.2	119,789	42.8	136,608	48.8
<b>9–12</b>	277,675	125,106	45.1	155,514	56.0	68,132	24.5	148,589	53.5	123,330	44.4
<b>Total</b>	<b>1,333,117</b>	<b>595,634</b>	<b>44.7</b>	<b>746,806</b>	<b>56.2</b>	<b>259,085</b>	<b>20.6</b>	<b>410,394</b>	<b>32.9</b>	<b>522,386</b>	<b>40.1</b>

Table R-8: 2007–08 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening		Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	5,967	404	6.8	802	13.4	N/A	N/A	N/A	N/A	466	7.8
<b>1</b>	182,795	54,121	29.6	69,111	37.8	N/A	N/A	N/A	N/A	56,365	30.8
<b>2</b>	168,016	56,488	33.6	92,660	55.2	8,970	5.3	23,378	13.9	35,167	20.9
<b>3</b>	153,171	53,249	34.8	78,835	51.5	15,293	10.0	28,779	18.8	36,264	23.7
<b>4</b>	135,399	63,835	47.1	75,429	55.7	20,039	14.8	31,065	22.9	45,151	33.3
<b>5</b>	128,432	63,758	49.6	77,933	60.7	30,842	24.0	45,054	35.1	60,048	46.8
<b>6</b>	109,440	48,659	44.5	57,006	52.1	34,369	31.4	34,252	31.3	44,841	41.0
<b>7</b>	92,909	48,084	51.8	51,429	55.4	31,998	34.4	36,471	39.3	45,369	48.8
<b>8</b>	87,158	33,998	39.0	53,998	62.0	29,043	33.3	41,489	47.6	42,524	48.8
<b>9</b>	81,401	24,472	30.1	38,164	46.9	18,050	22.2	36,100	44.3	29,947	36.8
<b>10</b>	74,483	26,984	36.2	34,117	45.8	15,522	20.8	36,498	49.0	27,596	37.1
<b>11</b>	63,845	27,180	42.6	32,999	51.7	17,509	27.4	33,125	51.9	28,371	44.4
<b>12</b>	51,770	23,301	45.0	28,809	55.6	16,045	31.0	26,890	51.9	24,676	47.7
<b>Grade Span</b>											
<b>K–2</b>	356,778	111,013	31.1	162,573	45.6	8,970	2.5	23,378	6.6	91,998	25.8
<b>3–5</b>	417,002	180,842	43.4	232,197	55.7	66,174	15.9	104,898	25.2	141,463	33.9
<b>6–8</b>	289,507	130,741	45.2	162,433	56.1	95,410	33.0	112,212	38.8	132,734	45.8
<b>9–12</b>	271,499	101,937	37.5	134,089	49.4	67,126	24.7	132,613	48.8	110,590	40.7
<b>Total</b>	<b>1,334,786</b>	<b>524,533</b>	<b>39.3</b>	<b>691,292</b>	<b>51.7</b>	<b>237,680</b>	<b>19.0</b>	<b>373,101</b>	<b>29.8</b>	<b>476,785</b>	<b>36.6</b>

Table R-9: 2006–07 Edition, Proficiency, Annual Assessment Data

Grade	N Tested	Listening/Speaking		Reading		Writing		Overall	
		N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof	N Prof	Percent Prof
<b>K</b>	5,993	1,054	17.6	N/A	N/A	N/A	N/A	1,054	17.6
<b>1</b>	159,686	54,344	34.0	N/A	N/A	N/A	N/A	54,344	34.0
<b>2</b>	156,889	71,633	45.7	15,139	9.6	39,526	25.2	45,471	29.0
<b>3</b>	158,731	49,508	31.2	16,110	10.1	41,474	26.1	33,668	21.2
<b>4</b>	148,801	81,834	55.0	36,311	24.4	60,229	40.5	66,034	44.4
<b>5</b>	130,703	90,311	69.1	50,320	38.5	67,057	51.3	79,554	60.9
<b>6</b>	111,464	61,276	55.0	37,471	33.6	56,238	50.5	53,372	47.9
<b>7</b>	97,445	62,641	64.3	41,974	43.1	55,703	57.2	57,067	58.6
<b>8</b>	89,276	61,972	69.4	47,413	53.1	56,658	63.5	58,931	66.0
<b>9</b>	85,846	52,877	61.6	45,468	53.0	44,577	51.9	50,730	59.1
<b>10</b>	74,813	49,293	65.9	44,567	59.6	41,124	55.0	47,760	63.8
<b>11</b>	59,133	40,685	68.8	38,209	64.6	33,447	56.6	39,707	67.1
<b>12</b>	46,951	33,422	71.2	31,984	68.1	26,526	56.5	32,592	69.4
<b>Grade Span</b>									
<b>K–2</b>	322,568	127,220	39.4	15,152	4.7	39,580	12.3	100,997	31.3
<b>3–5</b>	438,235	221,762	50.6	102,791	23.5	168,827	38.5	179,339	40.9
<b>6–8</b>	298,185	185,960	62.4	126,908	42.6	168,667	56.6	169,439	56.8
<b>9–12</b>	266,743	176,333	66.1	160,286	60.1	145,740	54.6	170,850	64.1
<b>Total</b>	<b>1,325,731</b>	<b>711,275</b>	<b>54.6</b>	<b>405,137</b>	<b>32.7</b>	<b>522,814</b>	<b>40.5</b>	<b>620,625</b>	<b>48.3</b>

**Appendix S:** Consistency of Local and Centralized Scoring

Notes: Refer to Appendix D: Item Maps to determine the Item ID and position in the test form from the Item Sequence Number below.

The number of examinees refers to the number of students for whom local scores were provided by those administering the test.

**Table S-1: Consistency of Local and Centralized Scoring, Writing**

Grade Span	Item Sequence Number	Number of Examinees	Difference in Percent of Examinees				
			Score Point = 0	Score Point = 1	Score Point = 2	Score Point = 3	Score Point = 4
K-1	9	252,342	88.5	11.5			
	10	252,060	86.7	13.3			
	11	252,199	84.8	15.2			
	12	252,032	88.8	11.2			
	13	252,033	69.4	27.2	3.4		
	14	251,846	70.9	27.8	1.4		
	15	251,922	71.0	27.0	2.0		
	16	250,780	88.7	10.8	0.5		
	17	250,648	91.6	8.2	0.2		
	18	250,553	86.1	13.4	0.5		
	19	250,220	88.3	11.3	0.4		
	20	248,577	88.0	11.6	0.4		
2	20	37,258	58.9	38.0	3.0	0.2	
	21	37,178	60.4	36.4	3.0	0.1	
	22	37,148	59.2	37.2	3.4	0.2	
	23	37,126	58.9	37.4	3.6	0.2	
	24	36,964	49.6	43.1	6.7	0.5	0.1
3-5	20	90,992	63.7	33.5	2.6	0.2	
	21	90,844	62.7	34.4	2.7	0.1	
	22	90,751	64.3	33.0	2.5	0.1	
	23	90,622	64.2	33.4	2.3	0.1	
	24	90,533	52.6	41.8	5.3	0.3	0.1
6-8	20	42,537	62.9	34.6	2.4	0.1	
	21	42,451	65.6	32.5	1.8	0.1	
	22	42,430	64.2	33.4	2.3	0.1	
	23	42,333	61.1	35.3	3.4	0.2	
	24	42,389	55.5	40.3	4.0	0.2	0.0
9-12	20	35,762	64.1	32.8	2.8	0.2	
	21	35,709	63.6	33.2	3.0	0.2	
	22	35,655	66.6	30.6	2.6	0.2	
	23	35,621	60.2	36.5	3.2	0.1	
	24	35,553	55.3	40.0	4.5	0.2	0.1

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**Appendix T: On-scale Item Parameters**

Notes: Items appear in the delivery order described in appendix D.

CELDT forms are pre-equated (see section 4.1.2 for a description of this process). CELDT 2013–14 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, which were reused for 2014–15. 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 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	
CEL00782	01208376	2PL	0.0275	422.6248	
CEL00788	01208389	2PL	0.0091	311.3949	
CEL00471	00803313	2PL	0.0383	383.5944	
CEL00787	01208387	2PL	0.0142	408.4550	
CEL00397	00676867	2PL	0.0153	351.1369	
CEL00836	01210292	2PL	0.0161	459.5296	
CEL00400	00676873	2PL	0.0178	482.7694	
CEL00789	01208391	2PL	0.0151	438.9876	
CEL00463	00803297	2PL	0.0153	426.7540	



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>
CEL00415	00683420	3PL	0.0119	455.8931	0.2980
CEL00262	00383078	3PL	0.0079	487.9071	0.2980
CEL00551	00940438	3PL	0.0075	573.5379	0.2980
CEL00543	00940421	3PL	0.0067	724.4779	0.2980
CEL00319	00437841	3PL	0.0112	494.0306	0.2980
CEL00379	00546440	3PL	0.0100	575.3452	0.2980
CEL00244	00383042	3PL	0.0124	701.0404	0.2980
CEL00767	01059881	3PL	0.0055	637.2583	0.2980
CEL00862	01210318	3PL	0.0135	511.0196	0.2980
CEL00817	01209180	3PL	0.0096	584.4893	0.2980
CEL00417	00683424	3PL	0.0126	506.8308	0.2980
CEL00412	00682950	3PL	0.0109	471.1764	0.2980
CEL00818	01209182	3PL	0.0080	610.8807	0.2980
CEL00863	01210319	3PL	0.0067	454.1239	0.2980
CEL00418	00683426	3PL	0.0060	543.3804	0.2980
CEL00761	01059869	3PL	0.0078	525.1347	0.2980
CEL00865	01210321	3PL	0.0094	489.1187	0.2980
CEL00546	00940427	3PL	0.0090	588.0331	0.2980
CEL00547	00940429	3PL	0.0061	628.2878	0.2980
CEL00549	00940433	3PL	0.0098	584.2903	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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00674	01057183	2PL	0.0116	375.7044					
CES00346	00680889	2PL	0.0112	425.4339					
CES00436	00940039	GPC	0.0126		374.1066				
CES00770	01210323	2PL	0.0130	374.5359					
CES00396	00803337	GPC	0.0182		345.9095				
CES00680	01057195	2PL	0.0177	375.9191					
CES00391	00803327	2PL	0.0121	405.1370					
CES00675	01057185	2PL	0.0155	399.2581					
CES00728	01208460	2PL	0.0148	357.9378					
CES00723	01208450	2PL	0.0260	368.3816					
CES00290	00545983	2PL	0.0128	430.9901					
CES00287	00545977	2PL	0.0156	407.8756					
CES00148	00382772	GPC	0.0288		463.1042				
CES00818	01210562	GPC	0.0170		438.2680	461.5480			
CES00774	01210327	GPC	0.0163		440.0121	406.9007			
CES00682	01057199	GPC	0.0149		457.7040	483.8112			
CES00683	01057201	GPC	0.0141		442.6893	432.0618			
CES00777	01210330	GPC	0.0185		379.6690	444.3026			
CES00823	01210576	GPC	0.0179		405.3591	472.1831			
CES00813	01210534	GPC	0.0154		353.6869	404.1339	460.0918	556.9419	

Table T-6: On-scale Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00252	00437531	2PL	0.0159	444.0609					
CES00402	00803468	2PL	0.0136	434.3611					
CES00258	00437544	2PL	0.0091	424.0985					
CES00463	00940336	2PL	0.0152	504.0295					
CES00243	00407629	GPC	0.0220		394.0533				
CES00692	01059014	2PL	0.0148	409.7464					
CES00371	00687645	GPC	0.0104		373.8093				
CES00304	00546147	2PL	0.0144	454.0300					
CES00844	01210696	2PL	0.0167	415.9691					
CES00693	01059016	2PL	0.0206	443.3417					
CES00741	01208978	2PL	0.0132	458.1071					
CES00471	00940353	2PL	0.0103	448.9140					
CES00687	01059004	2PL	0.0132	500.5299					
CES00835	01210664	GPC	0.0154		488.0870	501.8288			
CES00404	00803472	GPC	0.0145		548.6433	540.6594			
CES00838	01210668	GPC	0.0114		474.9047	474.5907			
CES00466	00940342	GPC	0.0126		519.4950	503.4587			
CES00744	01208984	GPC	0.0188		421.9019	471.6904			
CES00832	01210658	GPC	0.0159		430.0050	499.0806			
CES00840	01210672	GPC	0.0171		383.3770	423.3637	472.8881	566.4922	

Table T-7: On-scale Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00183	00383187	2PL	0.0104	482.4681					
CES00455	00940203	2PL	0.0105	383.9122					
CES00790	01210343	2PL	0.0123	385.5447					
CES00412	00803613	2PL	0.0092	547.1870					
CES00752	01209118	2PL	0.0078	461.8977					
CES00456	00940205	2PL	0.0091	559.3985					
CES00747	01209108	2PL	0.0075	520.4644					
CES00704	01059805	2PL	0.0115	447.5313					
CES00449	00940191	2PL	0.0102	474.4672					
CES00263	00437722	GPC	0.0155		435.3517				
CES00847	01210729	2PL	0.0075	526.7598					
CES00386	00693765	2PL	0.0103	602.5342					
CES00190	00383201	2PL	0.0091	507.0498					
CES00748	01209110	GPC	0.0137		497.9116	500.9263			
CES00706	01059809	GPC	0.0154		461.3539	505.0422			
CES00384	00693760	GPC	0.0134		431.4517	435.8155			
CES00317	00546312	GPC	0.0142		506.3816	531.4097			
CES00798	01210351	GPC	0.0155		415.4533	487.0184			
CES00460	00940213	GPC	0.0153		426.0335	473.5818			
CES00461	00940215	GPC	0.0145		420.7322	436.9772	509.1123	614.1271	

Table T-8: On-scale Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00335	00546487	2PL	0.0071	520.7974					
CES00475	00940480	2PL	0.0059	467.8636					
CES00430	00803814	2PL	0.0079	542.0525					
CES00476	00940482	2PL	0.0084	566.5379					
CES00483	00940497	2PL	0.0075	593.9716					
CES00801	01210354	2PL	0.0104	542.9477					
CES00477	00940484	2PL	0.0099	575.6492					
CES00759	01209258	2PL	0.0075	560.9342					
CES00710	01059901	GPC	0.0124		482.2491				
CES00218	00383258	GPC	0.0108		457.1405				
CES00802	01210355	2PL	0.0086	547.2515					
CES00367	00683682	2PL	0.0093	598.0774					
CES00338	00546493	GPC	0.0167		519.6724				
CES00426	00803676	GPC	0.0141		472.2164	514.2641			
CES00368	00683684	GPC	0.0106		472.0345	520.3836			
CES00364	00683675	GPC	0.0156		480.1583	517.8598			
CES00712	01059905	GPC	0.0142		465.4567	521.3529			
CES00768	01209277	GPC	0.0146		424.3552	499.3198			
CES00807	01210360	GPC	0.0142		456.2584	537.3798			
CES00909	01210966	GPC	0.0125		400.3805	439.5083	520.0612	631.3552	

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$
CER01031	01210026	3PL	0.0151	292.2344	0.3250			
CER01030	01210024	3PL	0.0126	337.1067	0.3342			
CER01041	01210046	3PL	0.0164	404.3882	0.3183			
CER01314	01210917	3PL	0.0122	379.0330	0.2693			
CER01315	01210918	3PL	0.0051	325.3091	0.1415			
CER01312	01210915	3PL	0.0189	334.0460	0.3202			
CER01316	01210919	3PL	0.0194	374.7909	0.2967			
CER01216	01210596	3PL	0.0110	442.4067	0.3052			
CER01311	01210914	3PL	0.0198	418.0823	0.2610			
CER01066	01210096	GPC	0.0189			252.2272	268.5073	267.7920
CER01033	01210030	GPC	0.0225			250.7469	263.6857	271.6979
CER01034	01210032	3PL	0.0244	310.5716	0.2839			
CER01179	01210529	3PL	0.0170	401.0348	0.3054			
CER01025	01210014	3PL	0.0262	355.2508	0.2064			
CER01079	01210122	3PL	0.0227	359.7899	0.2793			
CER01055	01210074	3PL	0.0245	356.5402	0.2226			
CER01083	01210130	2PL	0.0200	367.9282				
CER01027	01210018	2PL	0.0186	412.9375				
CER01047	01210058	3PL	0.0115	381.4967	0.0940			
CER01057	01210078	3PL	0.0084	346.9807	0.0738			



Table T-10: On-scale Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			a	b	c
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

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>
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		
			a	b	c
CER00893	01059097	3PL	0.0156	513.6752	0.1931
CER00463	00691065	3PL	0.0107	529.6907	0.1931
CER01242	01210671	3PL	0.0124	521.1153	0.0889
CER00050	00241059	3PL	0.0146	526.0000	0.2549
CER00964	01208922	3PL	0.0170	501.5512	0.2045
CER00052	00241063	3PL	0.0190	494.6823	0.1642
CER00072	00241154	3PL	0.0172	519.2573	0.1039
CER01108	01210382	3PL	0.0120	482.4182	0.1931
CER01107	01210381	3PL	0.0163	550.5038	0.2423
CER00377	00546207	3PL	0.0145	497.8495	0.1931
CER00898	01059107	3PL	0.0205	496.5667	0.0847
CER00897	01059105	3PL	0.0149	555.5094	0.2732
CER01241	01210657	3PL	0.0129	588.6815	0.1568
CER00458	00691051	3PL	0.0169	528.3229	0.1369
CER00296	00437620	3PL	0.0184	492.6085	0.1482
CER00498	00803539	3PL	0.0160	518.3972	0.1556
CER00235	00354168	3PL	0.0194	535.3911	0.1517
CER00896	01059103	3PL	0.0136	474.5815	0.0672
CER00599	00940990	3PL	0.0228	505.2061	0.2445
CER01110	01210384	3PL	0.0170	500.9494	0.1931
CER00900	01059111	3PL	0.0168	518.3971	0.1939
CER00604	00941000	3PL	0.0295	494.8467	0.2045
CER00600	00940992	3PL	0.0253	527.8675	0.2273
CER00972	01208938	3PL	0.0172	521.7434	0.1527
CER00895	01059101	3PL	0.0186	563.6495	0.1866
CER00906	01059125	3PL	0.0167	475.5153	0.1240
CER00907	01059127	3PL	0.0152	550.0047	0.1912
CER00908	01059129	3PL	0.0185	548.7557	0.3183
CER00909	01059131	3PL	0.0146	506.8936	0.1931
CER01161	01210483	3PL	0.0231	513.0661	0.1941

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>
CER01121	01210395	3PL	0.0144	517.5664	0.1420
CER01123	01210397	3PL	0.0244	521.5707	0.2249
CER00974	01208944	3PL	0.0202	529.6913	0.2222
CER00975	01208946	3PL	0.0116	518.5526	0.1931
CER00977	01208950	3PL	0.0255	561.9055	0.1845

Table T-12: On-scale 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	0.0098	521.9998	0.1947
CER00982	01209064	3PL	0.0119	532.7171	0.1947
CER00128	00241514	3PL	0.0198	514.4906	0.0311
CER00380	00546334	3PL	0.0142	597.7565	0.1592
CER00513	00803707	3PL	0.0089	541.7154	0.1947
CER00303	00437751	3PL	0.0108	534.3453	0.1267
CER00393	00546361	3PL	0.0117	576.2707	0.1947
CER00987	01209074	3PL	0.0126	578.9562	0.1947
CER00988	01209076	3PL	0.0088	567.3398	0.1947
CER00934	01060128	3PL	0.0068	558.3677	0.1947
CER00510	00803693	3PL	0.0093	610.3125	0.1772
CER00514	00803709	3PL	0.0134	595.3468	0.1732
CER00985	01209070	3PL	0.0149	542.2011	0.1947
CER00564	00940275	3PL	0.0159	600.1949	0.2289
CER00990	01209080	3PL	0.0207	493.1248	0.0544
CER00515	00803711	3PL	0.0129	607.6176	0.1947
CER00563	00940273	3PL	0.0174	531.2055	0.1547
CER01128	01210402	3PL	0.0139	541.7896	0.1947
CER00402	00546380	3PL	0.0201	521.9110	0.2471
CER00932	01060124	3PL	0.0200	587.4164	0.2082
CER00937	01060134	3PL	0.0157	590.1555	0.2050
CER00569	00940285	3PL	0.0225	615.4677	0.1956
CER00144	00241558	3PL	0.0191	563.8296	0.2461
CER00145	00241560	3PL	0.0215	554.2758	0.2542
CER00143	00241556	3PL	0.0145	594.2523	0.2183
CER00995	01209092	3PL	0.0159	584.7454	0.2504
CER00993	01209088	3PL	0.0127	600.9599	0.1609
CER00992	01209086	3PL	0.0235	562.8043	0.2264
CER00994	01209090	3PL	0.0148	620.0477	0.1606
CER01130	01210404	3PL	0.0285	551.2196	0.1883

Table T-12: On-scale Item Parameters, Reading, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01173	01210495	3PL	0.0271	600.4034	0.2327
CER01133	01210407	3PL	0.0233	560.5676	0.2358
CER00521	00803735	3PL	0.0175	596.8694	0.2018
CER00523	00803739	3PL	0.0165	616.7197	0.2388
CER00524	00803741	3PL	0.0170	592.0842	0.2250

Table T-13: On-scale Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01152	01210426	3PL	0.0100	468.2200	0.2059
CER00179	00241856	3PL	0.0061	554.9420	0.2059
CER01143	01210417	3PL	0.0111	600.4057	0.1656
CER00327	00437909	3PL	0.0110	546.9751	0.2059
CER00531	00804714	3PL	0.0103	612.0810	0.2513
CER00451	00684030	3PL	0.0095	555.1863	0.2059
CER00471	00717216	3PL	0.0093	589.8525	0.2059
CER01006	01209227	3PL	0.0154	514.5405	0.2059
CER00911	01059967	3PL	0.0178	543.0046	0.2059
CER01005	01209225	3PL	0.0136	589.7540	0.1429
CER00157	00241779	3PL	0.0120	527.2835	0.2059
CER00242	00354274	3PL	0.0102	656.6658	0.1226
CER00533	00804718	3PL	0.0078	674.8774	0.2059
CER00918	01059981	3PL	0.0090	626.1331	0.2059
CER00419	00546536	3PL	0.0121	516.5624	0.2059
CER00457	00684045	3PL	0.0142	614.4475	0.1733
CER00321	00437896	3PL	0.0109	566.6240	0.0584
CER00418	00546534	3PL	0.0157	513.4235	0.2059
CER01007	01209229	3PL	0.0154	636.4710	0.2710
CER00912	01059969	3PL	0.0099	595.4915	0.2059
CER00443	00683949	3PL	0.0130	632.4428	0.2197
CER01309	01210900	3PL	0.0111	629.2490	0.1825
CER00926	01059999	3PL	0.0102	622.2137	0.2141
CER00924	01059995	3PL	0.0176	661.4389	0.2264
CER00925	01059997	3PL	0.0111	657.7668	0.2384
CER01016	01209249	3PL	0.0149	657.5378	0.2364
CER01017	01209251	3PL	0.0186	658.7074	0.1750
CER01014	01209245	3PL	0.0152	606.6884	0.1940
CER01279	01210821	3PL	0.0184	611.8949	0.2640
CER01280	01210822	3PL	0.0147	565.9444	0.2284

Table T-13: On-scale Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01277	01210819	3PL	0.0160	657.9725	0.2024
CER01282	01210824	3PL	0.0151	612.8211	0.2150
CER01011	01209238	3PL	0.0102	679.2784	0.1745
CER01012	01209240	3PL	0.0146	605.7515	0.2826
CER01013	01209242	3PL	0.0177	658.3023	0.1990



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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CEW00877	01210162	2PL	0.0141	250.2476						
CEW00909	01210226	2PL	0.0130	244.5721						
CEW00868	01210144	2PL	0.0132	276.2197						
CEW00898	01210204	2PL	0.0120	230.0086						
CEW00919	01210246	GPC	0.0079			240.3334	288.9963			
CEW00889	01210186	GPC	0.0157			225.7417	304.7668			
CEW00890	01210188	GPC	0.0109			175.0446	339.3712			
CEW00891	01210190	GPC	0.0278			299.1935	369.1473			
CEW00923	01210254	GPC	0.0203			306.8151	461.7757			
CEW00871	01210150	GPC	0.0202			302.8660	386.7254			
CEW00989	01210552	GPC	0.0178			350.9011	399.1229			
CEW00902	01210212	GPC	0.0186			329.9003	423.5985			
CEW00884	01210176	3PL	0.0200	436.4815	0.1891					
CEW00905	01210218	3PL	0.0099	404.6363	0.1872					
CEW00875	01210158	3PL	0.0095	404.1717	0.2162					
CEW00931	01210270	3PL	0.0190	440.6982	0.1592					
CEW00896	01210200	3PL	0.0134	443.4661	0.4076					
CEW00932	01210272	3PL	0.0198	421.9622	0.2219					
CEW00885	01210178	3PL	0.0215	416.0047	0.2103					
CEW00876	01210160	3PL	0.0103	410.3017	0.2984					

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00005	00353965	3PL	0.0189	433.0173	0.3013				
CEW00020	00353996	3PL	0.0186	405.7580	0.3013				
CEW00004	00353963	3PL	0.0208	450.6537	0.2879				
CEW00298	00681402	3PL	0.0449	449.3478	0.2803				
CEW00939	01210436	3PL	0.0310	469.1926	0.2584				
CEW00220	00546085	3PL	0.0271	450.4386	0.2839				
CEW00021	00353998	3PL	0.0103	493.6736	0.3013				
CEW00209	00546063	3PL	0.0218	445.9091	0.3521				
CEW00941	01210438	3PL	0.0416	485.5606	0.2871				
CEW00940	01210437	3PL	0.0334	451.9141	0.3637				
CEW00796	01208524	3PL	0.0211	490.6302	0.2501				
CEW00981	01210528	3PL	0.0111	518.5560	0.2977				
CEW00800	01208532	3PL	0.0113	547.4884	0.2878				
CEW00974	01210499	3PL	0.0254	475.8090	0.3438				
CEW00975	01210500	3PL	0.0169	498.2407	0.1747				
CEW00976	01210501	3PL	0.0150	506.5876	0.2416				
CEW00390	00940137	3PL	0.0333	495.5189	0.3225				
CEW00391	00940139	3PL	0.0255	489.3093	0.3099				
CEW00392	00940141	3PL	0.0314	484.4821	0.3609				
CEW00389	00940135	GPC	0.0145			438.7655	459.6004	607.3673	
CEW00995	01210574	GPC	0.0201			401.2047	456.8687	538.4576	
CEW00381	00940119	GPC	0.0134			427.3888	462.4559	598.4720	
CEW00802	01208536	GPC	0.0133			434.7649	452.1337	620.6626	
CEW01084	01210937	GPC	0.0187			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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00100	00354226	3PL	0.0196	449.2739	0.2793				
CEW00088	00354202	3PL	0.0147	509.4631	0.3753				
CEW00077	00354179	3PL	0.0237	517.3862	0.3442				
CEW00228	00546226	3PL	0.0119	500.8160	0.2793				
CEW00090	00354206	3PL	0.0258	513.6919	0.3586				
CEW00239	00546248	3PL	0.0175	512.9581	0.2522				
CEW00950	01210447	3PL	0.0183	504.0852	0.2723				
CEW00813	01208994	3PL	0.0171	556.7870	0.3139				
CEW00815	01208998	3PL	0.0181	485.9103	0.2299				
CEW01019	01210694	3PL	0.0246	513.8027	0.3380				
CEW00747	01059936	3PL	0.0241	462.3801	0.2902				
CEW00748	01059938	3PL	0.0186	486.7510	0.2603				
CEW00749	01059940	3PL	0.0288	461.2472	0.2082				
CEW00755	01059952	3PL	0.0176	464.3144	0.2793				
CEW00756	01059954	3PL	0.0126	540.3264	0.2524				
CEW00757	01059956	3PL	0.0211	502.0886	0.3062				
CEW00422	00940377	3PL	0.0252	470.0373	0.3487				
CEW00423	00940379	3PL	0.0176	512.0453	0.2544				
CEW00424	00940381	3PL	0.0124	533.7384	0.2700				
CEW00246	00546262	GPC	0.0126			412.7776	444.5162	518.1514	
CEW00746	01059934	GPC	0.0106			435.9405	442.9177	596.7087	
CEW01015	01210690	GPC	0.0174			359.5542	453.9562	553.2303	
CEW00094	00354214	GPC	0.0192			372.0454	449.4174	568.0527	
CEW01008	01210666	GPC	0.0170			394.2858	429.7881	537.3562	646.3259

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00265	00546425	3PL	0.0296	514.0024	0.2373				
CEW00145	00354697	3PL	0.0125	522.5345	0.2761				
CEW00833	01209140	3PL	0.0114	516.8064	0.2761				
CEW00832	01209138	3PL	0.0153	495.5962	0.2761				
CEW00178	00437794	3PL	0.0205	542.2027	0.3380				
CEW00147	00354701	3PL	0.0133	565.4534	0.3930				
CEW00837	01209148	3PL	0.0153	540.2785	0.2761				
CEW00836	01209146	3PL	0.0229	554.0948	0.2558				
CEW00961	01210458	3PL	0.0236	516.2617	0.2801				
CEW00262	00546419	3PL	0.0141	556.9684	0.2761				
CEW00255	00546405	3PL	0.0179	527.9667	0.2761				
CEW00959	01210456	3PL	0.0153	523.7966	0.2761				
CEW00256	00546407	3PL	0.0240	495.4106	0.2756				
CEW00350	00803765	3PL	0.0154	535.8324	0.1782				
CEW00351	00803767	3PL	0.0226	525.4768	0.2264				
CEW00352	00803769	3PL	0.0133	526.2730	0.2761				
CEW00779	01069233	3PL	0.0196	497.7595	0.2761				
CEW00780	01069235	3PL	0.0254	489.5919	0.2761				
CEW00781	01069237	3PL	0.0184	516.1106	0.2761				
CEW00794	01069263	GPC	0.0122			411.2598	451.1349	629.1473	
CEW00142	00354689	GPC	0.0119			439.9466	445.0131	615.9137	
CEW00842	01209158	GPC	0.0121			371.4336	463.9890	595.5875	
CEW00834	01209142	GPC	0.0094			365.6222	404.7156	561.3681	
CEW00413	00940259	GPC	0.0115			417.3078	410.1663	519.2297	830.9109

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00306	00684130	3PL	0.0273	498.8947	0.2475				
CEW00283	00546586	3PL	0.0138	516.6862	0.2535				
CEW00060	00354095	3PL	0.0144	553.9532	0.2535				
CEW00849	01209287	3PL	0.0099	561.3120	0.2535				
CEW00966	01210463	3PL	0.0159	512.6066	0.2535				
CEW00278	00546576	3PL	0.0139	539.2366	0.2535				
CEW00850	01209289	3PL	0.0138	483.5295	0.2535				
CEW00041	00354047	3PL	0.0127	547.3732	0.2535				
CEW00061	00354097	3PL	0.0167	465.7300	0.2833				
CEW00279	00546578	3PL	0.0248	485.0665	0.2409				
CEW00970	01210467	3PL	0.0138	531.4256	0.2535				
CEW00855	01209299	3PL	0.0163	592.5935	0.1969				
CEW00854	01209297	3PL	0.0075	525.4764	0.2535				
CEW00431	00940507	3PL	0.0133	538.1187	0.2535				
CEW00432	00940509	3PL	0.0125	573.6997	0.2535				
CEW00433	00940511	3PL	0.0075	449.7042	0.2535				
CEW00769	01060031	3PL	0.0099	528.3262	0.2535				
CEW00770	01060033	3PL	0.0251	519.8366	0.3247				
CEW00771	01060035	3PL	0.0127	508.6225	0.2535				
CEW00764	01060021	GPC	0.0072			399.8098	399.8049	654.0487	
CEW00856	01209301	GPC	0.0078			319.7237	437.9702	569.4457	
CEW00307	00684132	GPC	0.0082			423.8155	429.0835	652.3978	
CEW00860	01209309	GPC	0.0083			336.1431	442.0131	598.3992	
CEW00448	00940541	GPC	0.0097			467.6687	397.3665	520.8127	846.5659

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**Appendix U: Reference Item Parameters**

Notes: Items appear in the delivery order described in appendix D.

Forms from the CELDT 2013–14 Edition were reused in the 2014–15 Edition, and the parameter estimates used to produce the 2013–14 scores were also reused. This meant that the conversion tables in appendix H are identical for the two editions. The reused parameter estimates reported in appendix T are also identical for the two editions.

Appendix U results support CELDT Item Bank updates, and were not used for score reporting for 2014–15. Raw item parameter estimates in appendix M are put onto the CELDT common scale after each edition using Stocking and Lord (1983), and loaded into the CELDT Item Bank. Stocking and Lord requires reference item parameter estimates already on the CELDT common scale to be the basis for transforming the raw item parameter estimates; therefore, the most recent 2013–14 parameter estimates were used for Appendix U.

The 3PL model (multiple-choice items) uses the a, b, and c parameters, also known as the discrimination, difficulty, and guessing parameters, respectively. The 2PL model (dichotomous-constructed-response items) uses only the a and b parameters. The generalized partial credit model (GPC: constructed-response items) uses the alpha and gamma parameters.

Table 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	0.0199	421.4585	0.3102
CEL00526	00940028	3PL	0.0375	508.6099	0.3102
CEL00786	01208385	3PL	0.0182	460.0111	0.3102
CEL00399	00676871	3PL	0.0184	458.3263	0.3102
CEL00899	01210599	3PL	0.0218	468.3161	0.3102
CEL00515	00940005	3PL	0.0124	455.9684	0.3102
CEL00330	00545930	3PL	0.0216	460.6683	0.3102
CEL00284	00437120	3PL	0.0169	469.8392	0.3102
CEL00285	00437122	3PL	0.0176	387.5009	0.3102
CEL00286	00437124	3PL	0.0179	391.7731	0.3102
CEL00730	01057174	2PL	0.0185	387.7453	
CEL00782	01208376	2PL	0.0168	423.4666	
CEL00788	01208389	2PL	0.0105	362.0007	
CEL00471	00803313	2PL	0.0255	369.3961	
CEL00787	01208387	2PL	0.0195	391.8570	
CEL00397	00676867	2PL	0.0176	357.8051	
CEL00836	01210292	2PL	0.0179	442.1935	
CEL00400	00676873	2PL	0.0204	475.1425	
CEL00789	01208391	2PL	0.0155	445.4021	
CEL00463	00803297	2PL	0.0154	434.2075	



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	0.0113	372.4705	0.2791
CEL00425	00687427	3PL	0.0168	386.6773	0.2791
CEL00154	00382862	3PL	0.0091	396.6415	0.2791
CEL00177	00382908	3PL	0.0106	408.0110	0.2791
CEL00484	00803461	3PL	0.0112	434.1395	0.2791
CEL00554	00940959	3PL	0.0095	458.3117	0.2791
CEL00800	01208912	3PL	0.0059	441.3866	0.2791
CEL00352	00546104	3PL	0.0079	527.2400	0.2791
CEL00186	00382926	3PL	0.0141	482.7770	0.2791
CEL00357	00546114	3PL	0.0112	507.7239	0.2791
CEL00435	00687449	3PL	0.0139	408.4315	0.2791
CEL00356	00546112	3PL	0.0147	473.6545	0.2791
CEL00793	01208897	3PL	0.0147	518.5908	0.2791
CEL00843	01210299	3PL	0.0124	490.1962	0.2791
CEL00744	01057650	3PL	0.0195	553.6949	0.2791
CEL00557	00940965	3PL	0.0130	471.0438	0.2791
CEL00736	01057633	3PL	0.0213	550.3877	0.2791
CEL00738	01057637	3PL	0.0137	542.6740	0.2791
CEL00740	01057641	3PL	0.0090	519.8546	0.2791
CEL00739	01057639	3PL	0.0089	572.8493	0.2791

Table U-3: Reference Item Parameters, Listening, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CEL00487	00803587	3PL	0.0119	453.7773	0.3081
CEL00538	00940177	3PL	0.0144	500.5134	0.3081
CEL00307	00437690	3PL	0.0103	484.4211	0.3081
CEL00804	01209037	3PL	0.0126	571.9956	0.3081
CEL00531	00940162	3PL	0.0116	572.9836	0.3081
CEL00224	00383002	3PL	0.0114	467.6081	0.3081
CEL00363	00546267	3PL	0.0110	462.1259	0.3081
CEL00806	01209041	3PL	0.0114	501.4776	0.3081
CEL00453	00693734	3PL	0.0029	613.0467	0.3081
CEL00754	01059779	3PL	0.0136	505.4871	0.3081
CEL00230	00383014	3PL	0.0061	571.4077	0.3081
CEL00540	00940181	3PL	0.0149	496.9542	0.3081
CEL00805	01209039	3PL	0.0111	585.0886	0.3081
CEL00451	00693730	3PL	0.0113	557.5830	0.3081
CEL00532	00940164	3PL	0.0048	626.9803	0.3081
CEL00489	00803591	3PL	0.0065	511.8475	0.3081
CEL00541	00940183	3PL	0.0099	609.9258	0.3081
CEL00437	00693699	3PL	0.0127	547.7772	0.3081
CEL00438	00693701	3PL	0.0147	619.1538	0.3081
CEL00439	00693703	3PL	0.0111	576.8501	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>
CEL00415	00683420	3PL	0.0110	451.4377	0.2980
CEL00262	00383078	3PL	0.0098	502.2631	0.2980
CEL00551	00940438	3PL	0.0069	567.8114	0.2980
CEL00543	00940421	3PL	0.0058	718.8233	0.2980
CEL00319	00437841	3PL	0.0107	486.6184	0.2980
CEL00379	00546440	3PL	0.0090	593.9732	0.2980
CEL00244	00383042	3PL	0.0147	708.2867	0.2980
CEL00767	01059881	3PL	0.0048	625.6607	0.2980
CEL00862	01210318	3PL	0.0124	495.5631	0.2980
CEL00817	01209180	3PL	0.0110	577.7524	0.2980
CEL00417	00683424	3PL	0.0131	506.1150	0.2980
CEL00412	00682950	3PL	0.0108	477.1949	0.2980
CEL00818	01209182	3PL	0.0072	618.3242	0.2980
CEL00863	01210319	3PL	0.0071	480.1094	0.2980
CEL00418	00683426	3PL	0.0066	550.2335	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 U-5: Reference Item Parameters, Speaking, Grade Span K–2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00674	01057183	2PL	0.0131	382.4669					
CES00346	00680889	2PL	0.0126	426.5144					
CES00436	00940039	2PL	0.0117	371.9232					
CES00770	01210323	2PL	0.0156	404.0259					
CES00396	00803337	2PL	0.0175	337.0495					
CES00680	01057195	2PL	0.0198	386.4913					
CES00391	00803327	2PL	0.0112	381.7484					
CES00675	01057185	2PL	0.0168	394.5848					
CES00728	01208460	2PL	0.0161	356.2680					
CES00723	01208450	2PL	0.0201	330.3210					
CES00290	00545983	2PL	0.0136	435.1545					
CES00287	00545977	2PL	0.0174	403.6238					
CES00148	00382772	2PL	0.0160	328.4503					
CES00818	01210562	GPC	0.0179		438.8763	463.2395			
CES00774	01210327	GPC	0.0157		440.3346	423.2130			
CES00682	01057199	GPC	0.0141		461.0749	478.9582			
CES00683	01057201	GPC	0.0139		458.0087	430.1201			
CES00777	01210330	GPC	0.0198		389.2322	448.3213			
CES00823	01210576	GPC	0.0194		413.4621	471.1606			
CES00813	01210534	GPC	0.0149		364.6830	396.8323	468.2245	552.2215	

Table U-6: Reference Item Parameters, Speaking, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00252	00437531	2PL	0.0163	443.8779					
CES00402	00803468	2PL	0.0159	435.9281					
CES00258	00437544	2PL	0.0087	422.4826					
CES00463	00940336	2PL	0.0160	523.9486					
CES00243	00407629	2PL	0.0134	298.1663					
CES00692	01059014	2PL	0.0157	403.6332					
CES00371	00687645	2PL	0.0182	392.4789					
CES00304	00546147	2PL	0.0154	447.6841					
CES00844	01210696	2PL	0.0190	414.1133					
CES00693	01059016	2PL	0.0218	452.0529					
CES00741	01208978	2PL	0.0142	448.2911					
CES00471	00940353	2PL	0.0114	459.5863					
CES00687	01059004	2PL	0.0142	513.6793					
CES00835	01210664	GPC	0.0156		501.7637	503.8207			
CES00404	00803472	GPC	0.0169		538.2995	535.2451			
CES00838	01210668	GPC	0.0105		499.5846	476.4925			
CES00466	00940342	GPC	0.0139		521.3775	495.0044			
CES00744	01208984	GPC	0.0186		424.2073	476.8146			
CES00832	01210658	GPC	0.0179		434.5678	497.5726			
CES00840	01210672	GPC	0.0142		403.6285	413.2251	475.2540	567.9216	

Table U-7: Reference Item Parameters, Speaking, Grade Span 6–8

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00183	00383187	2PL	0.0100	490.1223					
CES00455	00940203	2PL	0.0100	340.7519					
CES00790	01210343	2PL	0.0119	377.2679					
CES00412	00803613	2PL	0.0089	561.1995					
CES00752	01209118	2PL	0.0087	476.3625					
CES00456	00940205	2PL	0.0101	568.1815					
CES00747	01209108	2PL	0.0090	509.1968					
CES00704	01059805	2PL	0.0128	458.2846					
CES00449	00940191	2PL	0.0100	506.2093					
CES00263	00437722	2PL	0.0098	401.3412					
CES00847	01210729	2PL	0.0112	508.4455					
CES00386	00693765	2PL	0.0122	598.1604					
CES00190	00383201	2PL	0.0108	508.5711					
CES00748	01209110	GPC	0.0132		490.8974	499.7862			
CES00706	01059809	GPC	0.0134		448.0368	496.1564			
CES00384	00693760	GPC	0.0136		456.4444	446.4295			
CES00317	00546312	GPC	0.0137		493.4706	523.5309			
CES00798	01210351	GPC	0.0134		404.0430	466.9882			
CES00460	00940213	GPC	0.0145		417.1034	468.8933			
CES00461	00940215	GPC	0.0121		416.5461	427.8078	509.4550	615.6442	

Table U-8: Reference Item Parameters, Speaking, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$	
CES00335	00546487	2PL	0.0073	531.9909					
CES00475	00940480	2PL	0.0066	472.1673					
CES00430	00803814	2PL	0.0078	572.0605					
CES00476	00940482	2PL	0.0088	555.2626					
CES00483	00940497	2PL	0.0091	598.4081					
CES00801	01210354	2PL	0.0119	546.2167					
CES00477	00940484	2PL	0.0102	581.9516					
CES00759	01209258	2PL	0.0085	554.5015					
CES00710	01059901	2PL	0.0131	437.5976					
CES00218	00383258	2PL	0.0104	464.3836					
CES00802	01210355	2PL	0.0094	550.8147					
CES00367	00683682	2PL	0.0114	591.8138					
CES00338	00546493	2PL	0.0103	480.9963					
CES00426	00803676	GPC	0.0148		473.9985	500.1372			
CES00368	00683684	GPC	0.0117		481.6005	541.6991			
CES00364	00683675	GPC	0.0128		476.7266	541.2533			
CES00712	01059905	GPC	0.0152		470.4975	518.7432			
CES00768	01209277	GPC	0.0153		432.9578	508.0441			
CES00807	01210360	GPC	0.0153		462.0663	540.8337			
CES00909	01210966	GPC	0.0104		413.6638	432.4003	506.3784	616.0231	

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$
CER01031	01210026	3PL	0.0135	291.7927	0.3837			
CER01030	01210024	3PL	0.0117	334.0188	0.3251			
CER01041	01210046	3PL	0.0175	409.6471	0.2871			
CER01314	01210917	3PL	0.0135	375.1058	0.2900			
CER01315	01210918	3PL	0.0044	313.2413	0.0979			
CER01312	01210915	3PL	0.0161	334.7405	0.3025			
CER01316	01210919	3PL	0.0245	377.2266	0.3228			
CER01216	01210596	3PL	0.0139	444.0465	0.3284			
CER01311	01210914	3PL	0.0268	410.7990	0.2609			
CER01066	01210096	GPC	0.0219			250.8074	269.4430	270.5261
CER01033	01210030	GPC	0.0286			250.3851	264.3762	276.8523
CER01034	01210032	3PL	0.0185	304.1511	0.2958			
CER01179	01210529	3PL	0.0196	400.0862	0.3395			
CER01025	01210014	3PL	0.0317	359.9250	0.2362			
CER01079	01210122	3PL	0.0296	360.1439	0.3411			
CER01055	01210074	3PL	0.0311	360.7275	0.2145			
CER01083	01210130	2PL	0.0171	373.4851				
CER01027	01210018	2PL	0.0194	406.3605				
CER01047	01210058	3PL	0.0141	386.7971	0.1281			
CER01057	01210078	3PL	0.0115	356.3437	0.1448			



Table U-10: Reference Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			a	b	c
CER00348	00546026	3PL	0.0197	465.8643	0.2183
CER00353	00546036	3PL	0.0201	441.5018	0.2447
CER00270	00437237	3PL	0.0255	546.0842	0.1930
CER01090	01210364	3PL	0.0127	461.5852	0.2611
CER01212	01210592	3PL	0.0186	513.0278	0.1634
CER00032	00240821	3PL	0.0178	474.6214	0.3359
CER00011	00240727	3PL	0.0175	461.5959	0.1762
CER00009	00240723	3PL	0.0231	443.6470	0.2300
CER01099	01210373	3PL	0.0184	441.8324	0.1227
CER00336	00545999	3PL	0.0334	517.8281	0.3341
CER00343	00546014	3PL	0.0183	426.6800	0.2611
CER01100	01210374	3PL	0.0227	524.8265	0.2002
CER01101	01210375	3PL	0.0207	444.8247	0.0735
CER00442	00680991	3PL	0.0258	460.7563	0.2178
CER01200	01210580	3PL	0.0211	494.0450	0.3455
CER00955	01208496	3PL	0.0201	509.3077	0.2418
CER00211	00353933	3PL	0.0376	438.2744	0.2391
CER00220	00353951	3PL	0.0234	420.7470	0.2432
CER00545	00940074	3PL	0.0137	487.8493	0.0988
CER01192	01210559	3PL	0.0145	484.1466	0.2048
CER00546	00940076	3PL	0.0149	456.9343	0.0624
CER00877	01059047	3PL	0.0120	473.1475	0.1176
CER00338	00546003	3PL	0.0246	450.6682	0.0660
CER00949	01208484	3PL	0.0127	518.9027	0.2075
CER00355	00546040	3PL	0.0233	519.9665	0.2061
CER00957	01208500	3PL	0.0141	529.0956	0.2661
CER00958	01208502	3PL	0.0332	443.6106	0.2370
CER00959	01208504	3PL	0.0324	493.9759	0.1961
CER01103	01210377	3PL	0.0298	495.6121	0.2726
CER01104	01210378	3PL	0.0121	424.5114	0.2075

Table U-10: Reference Item Parameters, Reading, Grade 2

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01105	01210379	3PL	0.0259	478.8060	0.1861
CER01094	01210368	3PL	0.0116	501.4056	0.1493
CER01096	01210370	3PL	0.0225	475.0746	0.2291
CER01171	01210493	3PL	0.0177	481.8470	0.1908
CER01097	01210371	3PL	0.0144	501.5239	0.1592

Table U-11: Reference Item Parameters, Reading, Grade Span 3–5

Item ID	Legacy ID	Model	Parameters		
			a	b	c
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
CER00906	01059125	3PL	0.0163	473.1599	0.0980
CER00907	01059127	3PL	0.0136	546.2118	0.1554
CER00908	01059129	3PL	0.0159	538.2586	0.2804
CER00909	01059131	3PL	0.0147	509.2029	0.1931
CER01161	01210483	3PL	0.0209	504.2173	0.1680

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>
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 U-12: Reference 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
CER00995	01209092	3PL	0.0169	581.4528	0.2367
CER00993	01209088	3PL	0.0131	601.4053	0.1839
CER00992	01209086	3PL	0.0260	559.8478	0.2340
CER00994	01209090	3PL	0.0154	627.6068	0.1778
CER01130	01210404	3PL	0.0274	548.1024	0.2081

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>
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 U-13: Reference 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
CER00179	00241856	3PL	0.0050	535.2497	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
CER00926	01059999	3PL	0.0091	618.2294	0.2059
CER00924	01059995	3PL	0.0171	656.4348	0.2176
CER00925	01059997	3PL	0.0090	648.6766	0.2099
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
CER01279	01210821	3PL	0.0203	617.1392	0.3168
CER01280	01210822	3PL	0.0146	574.0585	0.2383

Table U-13: Reference Item Parameters, Reading, Grade Span 9–12

Item ID	Legacy ID	Model	Parameters		
			<i>a</i>	<i>b</i>	<i>c</i>
CER01277	01210819	3PL	0.0172	674.7089	0.2173
CER01282	01210824	3PL	0.0150	616.9100	0.2213
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 U-14: Reference Item Parameters, Writing, Grade Span K–1

F			Parameters						
Item ID	Legacy ID	Model	<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00877	01210162	2PL	0.0131	241.9971					
CEW00909	01210226	2PL	0.0128	260.7171					
CEW00868	01210144	2PL	0.0159	270.1231					
CEW00898	01210204	2PL	0.0144	258.5489					
CEW00919	01210246	GPC	0.0086			245.2389	299.9435		
CEW00889	01210186	GPC	0.0115			216.9835	340.2739		
CEW00890	01210188	GPC	0.0104			221.2547	288.7693		
CEW00891	01210190	GPC	0.0267			292.6614	363.7422		
CEW00923	01210254	GPC	0.0242			314.2828	455.6190		
CEW00871	01210150	GPC	0.0230			301.1864	392.7985		
CEW00989	01210552	GPC	0.0181			319.3796	431.6108		
CEW00902	01210212	GPC	0.0194			326.0707	417.4986		
CEW00884	01210176	3PL	0.0205	427.1870	0.2202				
CEW00905	01210218	3PL	0.0121	415.5552	0.2293				
CEW00875	01210158	3PL	0.0125	406.5867	0.2753				
CEW00931	01210270	3PL	0.0227	431.2652	0.1492				
CEW00896	01210200	3PL	0.0185	430.6900	0.4333				
CEW00932	01210272	3PL	0.0250	419.0989	0.2520				
CEW00885	01210178	3PL	0.0235	420.6355	0.2439				
CEW00876	01210160	3PL	0.0119	399.1904	0.3899				

Table U-15: Reference Item Parameters, Writing, Grade 2

Item ID	Legacy ID	Model	Parameters						
			<i>a</i>	<i>b</i>	<i>c</i>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00005	00353965	3PL	0.0135	421.0031	0.3013				
CEW00020	00353996	3PL	0.0171	401.3006	0.3013				
CEW00004	00353963	3PL	0.0204	457.6349	0.3375				
CEW00298	00681402	3PL	0.0484	447.9668	0.2754				
CEW00939	01210436	3PL	0.0299	469.8716	0.3038				
CEW00220	00546085	3PL	0.0289	450.9361	0.2841				
CEW00021	00353998	3PL	0.0114	485.0846	0.3013				
CEW00209	00546063	3PL	0.0216	448.9461	0.3380				
CEW00941	01210438	3PL	0.0396	484.1031	0.2783				
CEW00940	01210437	3PL	0.0346	454.8277	0.3653				
CEW00796	01208524	3PL	0.0220	483.8980	0.2003				
CEW00981	01210528	3PL	0.0129	524.3909	0.3013				
CEW00800	01208532	3PL	0.0140	588.8622	0.3461				
CEW00974	01210499	3PL	0.0209	473.6496	0.3307				
CEW00975	01210500	3PL	0.0144	507.2918	0.1866				
CEW00976	01210501	3PL	0.0109	514.3632	0.2104				
CEW00390	00940137	3PL	0.0374	497.2976	0.3437				
CEW00391	00940139	3PL	0.0301	489.3648	0.3684				
CEW00392	00940141	3PL	0.0337	483.6926	0.3648				
CEW00389	00940135	GPC	0.0199			397.5069	476.2321	588.1021	
CEW00995	01210574	GPC	0.0181			385.9931	447.5987	538.8524	
CEW00381	00940119	GPC	0.0174			397.0690	474.5892	580.3148	
CEW00802	01208536	GPC	0.0170			376.3630	467.9441	585.7591	
CEW01084	01210937	GPC	0.0151			348.1142	432.0239	509.5275	678.0808

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00100	00354226	3PL	0.0200	440.7359	0.2793				
CEW00088	00354202	3PL	0.0113	484.7231	0.2793				
CEW00077	00354179	3PL	0.0220	516.5711	0.3415				
CEW00228	00546226	3PL	0.0115	500.9542	0.2793				
CEW00090	00354206	3PL	0.0262	510.9374	0.3689				
CEW00239	00546248	3PL	0.0168	511.8669	0.2285				
CEW00950	01210447	3PL	0.0182	508.5244	0.2476				
CEW00813	01208994	3PL	0.0140	550.7568	0.2822				
CEW00815	01208998	3PL	0.0180	502.8003	0.3176				
CEW01019	01210694	3PL	0.0254	514.3582	0.3107				
CEW00747	01059936	3PL	0.0218	460.4169	0.2374				
CEW00748	01059938	3PL	0.0190	478.9361	0.2305				
CEW00749	01059940	3PL	0.0277	456.6280	0.2135				
CEW00755	01059952	3PL	0.0211	470.0864	0.2813				
CEW00756	01059954	3PL	0.0117	535.3141	0.2193				
CEW00757	01059956	3PL	0.0206	498.9371	0.2588				
CEW00422	00940377	3PL	0.0289	469.3582	0.3379				
CEW00423	00940379	3PL	0.0174	512.9126	0.2564				
CEW00424	00940381	3PL	0.0132	532.9287	0.2793				
CEW00246	00546262	GPC	0.0124			331.6367	471.1394	512.8175	
CEW00746	01059934	GPC	0.0120			365.2125	442.1751	560.8755	
CEW01015	01210690	GPC	0.0151			382.3098	449.0777	556.9070	
CEW00094	00354214	GPC	0.0138			361.6522	456.7809	580.2882	
CEW01008	01210666	GPC	0.0147			402.1975	424.9943	532.9038	707.1455

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00265	00546425	3PL	0.0211	512.4984	0.1848				
CEW00145	00354697	3PL	0.0148	514.3736	0.2761				
CEW00833	01209140	3PL	0.0124	515.3157	0.2761				
CEW00832	01209138	3PL	0.0146	501.5526	0.2761				
CEW00178	00437794	3PL	0.0222	552.8562	0.3461				
CEW00147	00354701	3PL	0.0174	572.5593	0.4070				
CEW00837	01209148	3PL	0.0174	529.8270	0.3060				
CEW00836	01209146	3PL	0.0266	559.6906	0.2631				
CEW00961	01210458	3PL	0.0248	521.5559	0.2709				
CEW00262	00546419	3PL	0.0132	565.1871	0.2761				
CEW00255	00546405	3PL	0.0181	537.2518	0.2761				
CEW00959	01210456	3PL	0.0148	532.2569	0.2761				
CEW00256	00546407	3PL	0.0230	491.7645	0.2761				
CEW00350	00803765	3PL	0.0153	544.1826	0.1839				
CEW00351	00803767	3PL	0.0238	522.5347	0.2275				
CEW00352	00803769	3PL	0.0139	538.8356	0.2761				
CEW00779	01069233	3PL	0.0218	503.9445	0.2761				
CEW00780	01069235	3PL	0.0237	490.9796	0.2114				
CEW00781	01069237	3PL	0.0190	518.0760	0.2603				
CEW00794	01069263	GPC	0.0115			377.6588	424.7878	617.8307	
CEW00142	00354689	GPC	0.0120			375.2565	414.6525	593.8701	
CEW00842	01209158	GPC	0.0122			380.9013	438.2274	592.9349	
CEW00834	01209142	GPC	0.0090			392.0796	381.0945	572.0105	
CEW00413	00940259	GPC	0.0125			399.9984	408.0777	527.7706	757.5059

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>	$\gamma_1$	$\gamma_2$	$\gamma_3$	$\gamma_4$
CEW00306	00684130	3PL	0.0221	493.8156	0.2535				
CEW00283	00546586	3PL	0.0137	518.4860	0.2535				
CEW00060	00354095	3PL	0.0135	553.6084	0.2535				
CEW00849	01209287	3PL	0.0110	562.1061	0.2535				
CEW00966	01210463	3PL	0.0148	512.6830	0.2535				
CEW00278	00546576	3PL	0.0101	551.8200	0.2535				
CEW00850	01209289	3PL	0.0148	487.2593	0.2535				
CEW00041	00354047	3PL	0.0116	557.7644	0.2535				
CEW00061	00354097	3PL	0.0101	442.3221	0.2535				
CEW00279	00546578	3PL	0.0186	484.7678	0.2535				
CEW00970	01210467	3PL	0.0151	548.1393	0.2535				
CEW00855	01209299	3PL	0.0166	594.8644	0.1942				
CEW00854	01209297	3PL	0.0077	536.3785	0.2535				
CEW00431	00940507	3PL	0.0137	542.5606	0.2535				
CEW00432	00940509	3PL	0.0122	564.3905	0.2535				
CEW00433	00940511	3PL	0.0081	452.0278	0.2535				
CEW00769	01060031	3PL	0.0097	538.8839	0.2535				
CEW00770	01060033	3PL	0.0250	523.8633	0.3134				
CEW00771	01060035	3PL	0.0125	518.3258	0.2535				
CEW00764	01060021	GPC	0.0070			353.7908	381.0214	575.5992	
CEW00856	01209301	GPC	0.0076			328.7083	417.1398	565.0884	
CEW00307	00684132	GPC	0.0078			354.9432	412.7176	641.4720	
CEW00860	01209309	GPC	0.0081			355.3044	421.8789	595.4043	
CEW00448	00940541	GPC	0.0112			433.6539	411.2339	547.6150	777.1164

This is the end of the report.