



California Department of
EDUCATION

Technical Report for the California English Language Development Test (CELDT)

2006–07 Edition (Form F)

Submitted to the California Department of Education on May 30, 2007



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Introduction

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill (CTB) in conjunction with the California Department of Education (CDE) Standards and Assessment Division in response to legislation requiring school districts to assess annually the English language proficiency of all students with a primary language other than English, called English learners, upon initial enrollment. As stated in California Assembly Bill 748 (Statutes of 1997), the Superintendent of Public Instruction 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. Subsequently, California Senate Bill 638 (Statutes of 1999) required school districts to assess the English language development of all English Learners. The California English Language Development Test (CELDT) was designed to fulfill these requirements.

The California *Education Code* 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 (Section 60810.d).

The testing window for Annual Assessment begins on July 1 and ends on October 31. Initial Identification testing may be conducted at any time during the year (July 1 to June 30).

Responding to these requirements, CDE, with the approval of the Superintendent of Public Instruction and the State Board of Education (SBE), developed the CELDT. The test assesses English Learners in the domains of Listening, Speaking, Reading, and Writing. The test is administered to four separate grade span levels (K–2, 3–5, 6–8, and 9–12).

During the past six years of operational testing, CTB and CDE have received feedback from classroom teachers, administrators, and the SBE regarding critical issues for the CELDT Program. These recommendations have guided the improvement of assessment and other aspects of the program. The original blueprint for the CELDT was developed by a number of committees representing California English Language learning 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 persuaded to administer the test to a small number of classes. The 2001–02 Edition (Form A) then was created using the Field Test items and data.

The original scale and performance cut scores created for the CELDT assessment were based on the 2000 Field Test and 2001–02 Edition (Form A) data. The 2001–02 Edition (Form A) operational administration was not strictly speaking vertically linked across grade spans. Forms B, C, D, and E used in 2002–03, 2003–04, 2004–05, and 2005–06, respectively, were each anchored to the 2001–02 Edition (Form A) scale. For more information about the technical history of the CELDT test, see Appendix A. Following the 2005–06 Edition (Form E) Annual Administration, the CELDT test was rescaled on a vertically-linked common scale, and a new standard setting was held to set new performance level cut scores. The results of this administration of common items enabled the creation of a common scale across all grade levels for the 2006–07 Edition (Form F) test. The details of this linking procedure and the creation of new performance levels will be discussed later in this text.

The CELDT Technical Advisory Group has actively advised CTB and the California Department of Education throughout the history of the CELDT, including test blueprint creation, setting performance standards, content standards alignment, and technical evaluation of the test. Members include experts in test development, English language acquisition, applied linguistics, psychometrics, English language learner issues, and data analysis, and represent numerous campuses of the University of California, CRESST, San Joaquin County Office of Education, and various divisions of the CDE.

More than 50 English learner experts participate in CELDT content reviews annually, including Item and Bias/Sensitivity Reviews, the selection of Writing anchor papers, and Braille adaptation. The experts are selected to represent different cultural backgrounds and school districts.

2006–07 Edition (Form F) Overview

CELDT was designed prior to the passage of NCLB; therefore, when Title III of NCLB imposed new requirements for state English language proficiency assessments, CTB worked with the CDE and the CELDT Technical Advisory Group to make changes to the test to ensure that 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 subtest in alignment with the California ELD Standards. With NCLB, Listening and Speaking now had to be assessed as separate subtests.

2. The consideration of non-specific 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 English Language Development (ELD) standards and linked to the academic content standards for English/Language Arts, Mathematics, and Science. Recommendations from the study included 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 assessment to be operationally scored using the new common scale and performance cut scores. This change in scale was accompanied by the creation and re-definition of several content areas. First, separate scores for the domains of Listening and Speaking were reported. Second, the combined Listening/Speaking score was changed to a composite score composed of the truncated average of the Listening and Speaking scores, rather than a separately calibrated scale. Finally, a scale score composite for Comprehension was created from the truncated average of the Listening and Reading scale scores.

The 2006–07 Edition (Form F) 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 English Language Development (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. Table 2 shows the number of operational and field test items in the CELDT 2006–07 Edition (Form F).

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

A new *Rhyming* item format was developed for the K–2 grade span Listening subtest in an effort to expand the breadth of coverage of the ELD standards. This new subtest 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 have been incorporated into the operational 2007–08 Edition (Form G).

To ensure a representative sample population, all 2005–06 Edition (Form E) books and items were taken by all CELDT test-takers. The purpose of this broad sampling was to

(a) ensure an accurate and representative calibration and (b) conduct the common scaling prior to the Standard Setting.

Staff from CTB conducted the CELDT Standard Setting, using the Bookmark Standard Setting Procedure during a workshop held in Sacramento, California, February 12–16, 2006. The purpose of the Standard Setting was to establish new, baseline, performance level cut scores for the CELDT.

Overview of the Technical Report

This report describes the test development and psychometric qualities of the CELDT, 2006–07 Edition (Form F) and the development of the CELDT common scale. The CELDT common scale was developed using the 2005–06 (Form E) data and was operational for the 2006–07 (Form F) administration. Included in this report are discussions of the test's validity, test design, performance descriptors, scaling and equating, decision consistency and accuracy, and summary results.

Appendices provide specific results of the 2005–06 operational administration. Appendix A includes a description of the technical history of the CELDT, the blueprint, and performance level cut scores. Appendix B contains supplementary information about the development and review of the CELDT items while Appendix C contains the new scoring rubrics for Writing. Appendix D provides maps of the items and their distribution in the test booklets. Appendix E includes summary statistics for the 2006–07 Edition (Form F); for summary statistics from previous administrations, see previous CELDT Technical Reports. Appendix F describes the relation between student performance in the domains of Listening, Speaking, Reading, and Writing. Appendix G provides information on the accuracy and consistency of the performance-level classifications. The scoring tables, or Raw Score to Scale Score Conversion tables, are presented in Appendix H, and the frequencies of scores at each score point are reported in Appendix I. Student demographic information is reported in Appendix J by home language and primary ethnicity.

Item statistics are reported in Appendices K–M, including classical item analyses, comparisons of item difficulty between Annual Administration and Initial Identification data, unscaled item parameters, item-type correlations, and inter-rater reliability for CR items. Appendix N provides a graphic representation of each form's test characteristic curves and standard error of measurement (SEM), and Appendix O includes concordance tables of the 2005–06 Edition (Form E) on the old and new scales. Mock-ups of the performance reports are illustrated in Appendix P.

CTB endeavored to follow the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & the National Council on Measurement in Education, 1999). Information regarding documentation and compliance can be found in Appendix Q.

This document provides technical details on the operational test for the 2006–07 Edition (Form F) only. As such, it is an extension of previous technical reports. For information regarding the CELDT Standard Settings, refer to the 2001 *California English Language Development Bookmark Standard Setting Technical Report* and the 2006 *California English Language Development Bookmark Standard Setting Technical Report* (CTB/McGraw-Hill, 2006, 2001). For the 2000 Field Test or the 2001 operational test, refer to the *Technical Report for the California English Language Development Test (CELDT) 2000–2001* (CTB/McGraw-Hill, 2001). For information regarding the operational tests since, refer to subsequent technical reports (CTB/McGraw-Hill, 2002b, 2003, 2004a, 2005).

Test Development

This portion describes the test construct in terms of content, structure, and development procedures of the CELDT.

CELDT Construct and Design

The CELDT assesses the construct of English language proficiency, as defined by the California ELD standards. The Overall proficiency construct is composed of the four domains of Listening, Speaking, Reading, and Writing. These domains also comprise the subtest structure of the CELDT. A Comprehension composite is derived from the joint construct of Reading and Listening. Each domain will be further described in terms of the item types administered to assess students' proficiency in English.

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. CELDT (and other states' language proficiency assessments) differs from academic achievement tests in several ways. CELDT content is selected to measure how proficient students are in the English language—how well they can listen, speak, read, and write in English—rather than to measure achievement on the CA Frameworks and standards. The CA English Language Arts standards and related state assessments include much more academic content and measurement of reading/language arts, including such things as plot elements, author's purpose, comparing and contrasting text, etc., than they address the precursor English language skills needed to access academic subject matter, including Listening and Speaking.

Unlike academic achievement tests in reading/language arts or any other domain, which usually assume that content standards are vertically-articulated (increasing across grade levels), language proficiency assessments, including CELDT, do not work in the same way. Instead, language tests are organized by performance level; students can enter English Learner programs at any grade and be at any point in the spectrum of English proficiency. Students perform in one or more domains from among Listening, Speaking, Reading, or Writing. The domains of Listening and Speaking do not generally appear on academic achievement assessments. The Reading subtests in CELDT assess Word Analysis at all grade levels. In achievement tests, this is usually assessed only at K–2, when students are learning to decode words.

In the Reading and Writing subtests, items are written to reflect errors that non-native-English students might make; these are special types of items included in language proficiency tests. CELDT scoring rubrics focus on English-language proficiency and are the same across all grade spans, demonstrating the focus on language knowledge, and not on content.

Test Design and Development

Each booklet in the 2006–07 Edition (Form F) series was divided into the four domains of Listening, Speaking, Reading, and Writing. All items included in the 2006–07 Edition (Form F) operational test were administered in the 2005–06 Edition (Form E) either as operational or field test items. New items developed for subsequent test editions were included in each booklet as field test items. The layout of the booklets varied with every booklet in the series containing the operational test for the given grade span and also containing embedded field test items for the four domains. For details on the item distributions across forms, see Appendix D.

Listening

The Listening portion of CELDT assesses students' receptive skills vital for effectively processing information presented orally in English. The Listening test consists of the following test components and their language functions:

1. *Following Oral Directions*: Identify classroom-related nouns and verbs, prepositions; understand relationship of words—do not have to read or reconfigure the direction to show aural comprehension.
2. *Teacher Talk*: Comprehend important details, make high-level summary, understand classroom directions and common contexts.
3. *Extended Listening Comprehension*: Follow the thread of a story, dialogue, and/or a presentation of ideas; extract more details, pick out what is important, use inference; listen to learn.

Speaking

The Speaking portion of the CELDT assesses students' productive skills necessary for communicating in both social and academic settings. The Speaking test consists of the following test components and their language functions:

1. *Oral Vocabulary*: Elicits single word or short phrase. Assesses simple to complex vocabulary, especially academic and classroom vocabulary.
2. *Speech Functions (3-12 only)*: Elicits one declarative or interrogative statement. Assesses formation of response appropriate to situation. Focuses on question formation.
3. *Choose and Give Reasons*: Elicits two sentences or complete thoughts. Assesses independent clause formation and ability to make rudimentary explanations or persuasive statements.
4. *Four-Picture Narrative*: Elicits paragraph-length story. Assesses vocabulary, sentence formation, ability to describe, use transitions, use past tense, sustain ideas on a topic, show fluency.

Reading

The Reading portion of the CELDT assesses students' receptive skills of written language required to process information presented in written materials in English. The Reading test consists of the following test components and their language functions:

1. *Word Analysis*: Initial, medial, final sounds; rhyming, syllables, affixes, root word.
2. *Fluency and Vocabulary*: Word-to-picture match, multi-meaning words, synonyms, antonyms, phrasal verbs, common idioms, modified cloze.
3. *Reading Comprehension/Literary Analysis*: Follow the thread of a story or informational passage; extract meaningful details, pick out what is important; determine main idea, author purpose, cause and effect; read idioms; determine setting, character, theme; extend/apply to new situations; use inference; read to learn.

Writing

The Writing portion of the CELDT assesses students' productive skills in written language critical for communication of ideas and assignments in English. The Writing test consists of the following test components and their language functions:

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

Operational Test Forms and Structure

Across all grade spans, Form F1 has a unique layout. It contains only the operational items for each grade span. For each grade span, F1 is also used for Large Print, Braille, and CD-Rom versions of the test.

There were 5 booklets for Kindergarten and Grade 1 (F1–F5), consisting only of the Listening and Speaking tests. Kindergarten and Grade 1 students were not administered the Reading or Writing portions of the CELDT, and their overall scores were based solely on the results of their Listening and Speaking tests. Each of the five booklets contained the same operational items, while Forms F2–F5 also contained unique embedded field test items created for the 2006–07 Edition (Form F) (Appendix D).

There were 11 booklets for Grade 2 students; in addition to the same Listening and Speaking items administered to Kindergarten and Grade 1, the Grade 2 booklets also

contained Reading and Writing tests. Booklets for test Forms F1–F6 contained Listening and Speaking sections identical to the Kindergarten and Grade 1 tests, as well as operational Reading and Writing items. Booklets F6–F11 contained only the operational Listening and Speaking items, as well as operational and field test items for both Reading and Writing.

Grade Spans 3–5, 6–8, and 9–12 had parallel booklet layouts. Each grade span had 11 booklets (F1–F11). Within each grade span, one set of operational items was used across all 11 booklets. In addition to the operational items, Forms F2–F5 contained embedded field test items for Listening and Speaking and booklets F6–F11 contained field test items for Reading and Writing.

Regarding the items field-tested in booklets F2–F11 for each grade span, it should be noted that each booklet usually contained different embedded field test items, though there were some cases of overlap. Forms F1–F11 were randomly distributed across districts, and specific precautions were taken to ensure that no more than 30% of the sample for any field test item came from a single school district.

Each question in each domain had a set number of obtainable score points. In the case of multiple-choice (MC) items, either 0 or 1 score point could be obtained on the question. In the case of constructed-response (CR) items, the number of score points was higher; in such cases the scoring was based on a scoring rubric. For each section the points achieved on each question were then summed to provide a total raw score. Each total raw score had a particular scale score associated with it, based on the raw score and the item parameters.

For Listening on the 2006–07 (Form F) operational CELDT, in grade span K–2, there were 10 MC items with two score points (0 or 1) and 10 dichotomous constructed-response (DCR) items with two score points (0 or 1). For the remaining grade spans, Listening contained 20 MC items with two score points (0 or 1). The Listening section of the test for all grade spans had up to 20 raw score points.

In Speaking, the grade span K–2 operational test contained 13 DCR items with two score points (0 or 1), two *Choose and Give Reasons* questions with three score points (0, 1, or 2), and one *4-Picture Narrative* question with five score points (0, 1, 2, 3, or 4).¹ For grade span 3–12, there were 13 DCR items with two score points (0 or 1), four *Speech Functions* questions with three score points (0, 1, or 2), two *Choose and Give Reasons* questions with three score points (0, 1, or 2), and one *Four-Picture Narrative* question with five score points (0, 1, 2, 3, or 4). In sum, the Speaking section of the test for grade span 3–5, 6–8, and 9–12 had up to 29 raw score points.²

For Reading on the 2006–07 (Form F) operational CELDT, at each grade span, there were 35 MC items with two score points (0 or 1). In sum, the Reading section of the test had up to 35 raw score points.

¹ Score points = (17x1) + (2x2) + (1x4)

² Score points = (13x1) + (4x2) + (2x2) + (1x4)

For Writing on the 2006–07 (Form F) operational CELDT at each grade span, there were 19 MC items with two score points (0 or 1), four *Sentences* CR items with four score points (0, 1, 2, or 3), and one *Short Composition* CR item with five score points (0, 1, 2, 3, or 4). In sum, the Writing section of the test had up to 35 raw score points.³

For more detail on the structure of the 2006–07 Edition (Form F) CELDT, including the types of items and the distribution of field test items, please see Appendix D.

Table 1. 2006–07 (Form F) Operational Test Administration Structure

Subject	Grade Span				
	K–2: Grades K–1	K–2: Grade 2	3–5	6–8	9–12
Listening	✓	✓	✓	✓	✓
Speaking	✓	✓	✓	✓	✓
Reading	Not Tested	✓	✓	✓	✓
Writing	Not Tested	✓	✓	✓	✓

✓ = Subject Area Administered

Item Development

The development of new items for field testing in 2006-07 included selecting qualified expert item writers, specifying item writing guidelines, preliminary review and editing processes, extensive item reviews by outside experts, and evaluation of items to meet form assembly criteria.

CELDT Item Writers

Item writers who worked on the development of items for field testing with the 2006-07 Edition (Form F) had backgrounds in English as a Second Language (ESL) as well as teaching experience and credentials. Of the seven writers, all had Bachelor of Arts and a Master or Arts degree in related fields, one had a Ph.D. in Curriculum and Instruction, and one was a doctoral candidate in Applied Linguistics. All have experience teaching ESL, and all have taught ESL overseas. Degree backgrounds of the item writing team include Journalism, Linguistics, Educational Linguistics, TESOL, English Rhetoric, English Literature, Curriculum and Instruction, Reading Writing and Literacy, Business, Social Communication, and Liberal Studies. At least one item writer has a current teaching credential in the state of California.

³ Score points = (19x1) + (4x3) + (1x4)

Item Writer Training

Following CTB's standard procedures for item development, item writers were trained prior to developing new items. The training included an overview of the CELDT program as well as the work requirements for item writing. The content of the training manual and slides is summarized here.

First, the introduction described the CELDT program and English language proficiency for students in K–12. Also, the CELDT performance levels and specific goals for item writing were presented.

Next, item formats were described by domain (i.e., Listening, Speaking, Reading, and Writing). A description of each subtest (e.g., Listening – *Following Oral Directions*) and the subtest item formats followed. In the description of each subtest, the administration method, item type (i.e., MC, CR or DCR), the type of prompt or stem, types of answer choices, and scoring method were specified. The grades 3–12 items were specified to be group-administered with multiple-choice format. Students were given an oral prompt (usually one sentence) stating what a student was directed to do. Answer choices were to be mostly art and show action done correctly and incorrectly. The construct of a given subtest was described with the skills to be assessed. Sample items were presented, and description of these samples were included for writers' reference. Also, item statistics, including p-values and point-biserial correlations, were used to provide writers reference for item difficulty and discrimination.

Item-writing training materials described item illustration formats. By subtest, writers were presented with descriptions of how art was to be integrated into the items and used in administration and scoring.

Finally, training focused on CELDT passage and item writing considerations: guidelines for strong item writing. These considerations included direction to maintain appropriate and targeted cognitive load of items. Writers were presented with examples of both strong and weak items along with rationale for why an item succeeded at assessing the target construct or not. Also, the training included examples of strong or weak passages.

Item writing training was reinforced in the feedback process during the development of the new items and tasks and in the item review processes.

New Item Development

Item writing staff developed items for four grade spans: K–2 (Listening and Speaking, and Reading and Writing for Grade 2 only), 3–5, 6–8, 9–12 (Listening, Speaking, Reading, and Writing). The total item development effort consisted of MC, CR, and Dichotomous CR items. The items developed during this period were either field-tested in 2006–07 Edition (Form F) or stored in the CELDT item bank.

Evidence from years past showed that, while students might perform at proficient levels on the CELDT, many would still not succeed in the academic classrooms. To better align the CELDT with expectations for student academic performance, the main goal of the 2006–07 item development effort was to develop items that mostly target the Intermediate and the Early Advanced levels of the CELDT. This effort aimed for the following performance level targets: 50% Early Advanced, 10% Advanced, 35% Intermediate, and 5% Early Intermediate. The current item pool contains adequate numbers of items at the lower performance levels, so development was focused on items at the Intermediate and Early Advanced performance levels. In this process, emphasis was placed on creating items that allow students at the higher performance levels to demonstrate that they have the language proficiency to learn in the content areas at grade level.

The effort to increase item difficulty was addressed in two ways: (a) developing and selecting items aligned to target performance levels in all relevant item types; and (b) creating more items which have the language of academic discourse appropriate to the given grade levels.

In developing discrete items for Reading and Writing, emphasis was given to items that are more challenging and that approximate the upper-Intermediate performance level. These MC items required the most substantial changes in the domain of Listening. The decision was made to have all Listening stimuli read only once. This policy aimed to ensure the highest test reliability possible.

For *Following Oral Directions*, difficulty was increased by writing items that assess comprehension of more complex syntactic structures (this addresses the standards' call for comprehending "multi-step oral directions"), including comparatives, prepositional phrases, etc.

For the items types in the *Teacher Talk* and *Extended Listening Comprehension* sections, items were developed that, in many cases, involve higher-order linguistic and cognitive skills. For example, an item in which the stimulus consists of a teacher announcing a change of time for a field trip. Rather than asking a simple detail-based question such as "What time should the students be at the school?", the item might ask a more holistic question such as "Why is the teacher making this announcement?" (key: "To explain a change in schedule").

The potential difficulty of *Teacher Talk* and *Extended Listening Comprehension* items at the lower grade levels might be affected by the use of picture options. Using picture options restricts the test to asking questions that can be answered by a simple noun phrase or, in some cases, a simple verb (i.e., those ideas that can be represented by a simple picture). An effort was made to write items using picture options as challenging as possible.

To minimize test fatigue and maximize student engagement and motivation, item length for Listening and Speaking domains was kept to a minimum, so that administration of

CELDT would stay within 10 minutes for the individually-administered Speaking test and within 15 minutes for the group-administered Listening test.

All the items developed meet the high quality testing industry criteria as established in the current CELDT test. Also, all items developed have been aligned to the California ELD Standards within the corresponding grade span.

Passage Development

A passage is a short story, poem, informational text, or environmental print text (i.e., poster, flyer, ad, form, label, recipe, directions to do a task, memo from school, etc.) that forms the basis upon which items are asked. The purpose of a passage is to be rich and substantial enough to yield items that describe student performance well. A passage is a highly specific piece of writing that must also be rich and deep with enough substance to get different levels of comprehension out of it. A student should be able to respond to items using understanding or information drawn directly—or indirectly by inference—from a passage.

A passage needs to have thematic substance leading to text-based conclusions rather than speculative conclusions. In a testing situation, we have to ask questions that are supported heavily in the text. Test questions are designed for a right answer, without ambiguity.

A passage needs a strong main idea, setting and character, beginning, middle, and ending. It also needs to be imbued with a strong author presence or point of view. For example, a non-fiction piece will be more than just a chronological piecing together of facts. It should contain interesting information and be written to appeal to children.

Guidelines for passages are strict as compared to children’s literature in general, and the challenge is to make passages imaginative and rich notwithstanding. Effort is made to ensure there is nothing to distract, engender undue emotional reaction, or otherwise draw the child’s attention and focus away from taking the test. Subjects discussed in a classroom moderated by a teacher may not be appropriate for a student who is reading alone.

In creating domain-specific items involving the use of passage stimuli, CTB item writers both create original works as well as use existing sources. An existing work could be used if defined as an adaptation (i.e., a portion of a work with deleted or changed words within a sentence), an abridgment (i.e., a compilation of an entire work, minus a few sections, without deleting or changing any words within sentences), or an excerpt (unaltered portion of a work, with no omitted or changed words within a sentence). Each of these sources require item writers to seek and obtain permission to use stimulus material from the copyright owners.

In expository or biographical passages, CTB item writers created original passages, using knowledge gained from research into external sources. Quotations from a

previously published work that were not of public domain were avoided, while quotations that people have adopted and use so frequently that they have become public domain were considered acceptable.

Writing Tasks' Development

There are two types of CR items within the domain of Writing. The first type, *Sentences*, are scored on a 0-3 scale. Students are assessed on their ability to write one detailed sentence describing a picture. For grades 3–12, instead of a picture prompt, students complete an open-ended sentence suggested by an adverbial clause. The *Sentences* items are graded on sentence formation, use of prepositional phrases, compound and complex structures, and descriptive language.

A *Short Composition* item makes up the second Writing task. Scored on a scale of 0-4, this CR item is expected to take students approximately ten minutes to complete. Students see a series of four pictures that suggest a story and are given a story starter to provide context. They are then directed to complete the story in writing. Older students may be directed to respond to a text prompt about a topic or situation. *Short Composition* items are intended to assess sentence formation, paragraph writing, composition structure, transitions and descriptive, expository, or persuasive writing. Additionally students are graded on the ability to sustain a topic, show fluency and utilize correct spelling and mechanics.

Minimizing Test Bias

The position of CTB/McGraw-Hill concerning test bias is based on two general propositions. First, students may differ in their background knowledge, cognitive and academic skills, language, attitudes, and values. To the degree that these differences are large, no one curriculum and no one set of instructional materials will be equally suitable for all. Therefore, no one test will be equally appropriate for all. Furthermore, it is difficult to specify what amount of difference can be called large and to determine how these differences will affect the outcome of a particular test.

Second, schools have been assigned the tasks of developing certain basic cognitive skills and supporting English language proficiency among all students. Therefore, there is a need for English language proficiency tests that measure the common skills and bodies of knowledge that are common to English learners. The test publisher's task is to develop assessments that measure English language proficiency without introducing extraneous or construct-irrelevant elements in the performances on which the measurement is based. If these tests require that students have cultural specific knowledge and skills not taught in school, differences in performance among students can occur because of differences in student background and out-of-school learning. Such tests are measuring different things for different groups and can be called empirically biased (Camilli & Shepard, 1994; Green, 1975). In order to lessen this bias, CTB strives to minimize the role of the extraneous elements, thereby, increasing the number of students for whom the test is appropriate. Careful attention is taken in the

test construction process to lessen the influence of these elements for large numbers of students.

Four measures were taken to minimize bias in the 2006–07 Edition (Form F) assessment. The first was based on the premise that careful editorial attention to validity was an essential step in keeping bias to a minimum. Bias can occur only if the test is measuring different things for different groups. If the test entails irrelevant skills or knowledge, however common, the possibility of bias is increased. Thus, careful attention was paid to content validity during the item-writing and item-selection process.

The second way bias was minimized was by following the McGraw-Hill guidelines designed to reduce or eliminate bias. Item writers were directed to the following published guidelines: *Guidelines for Bias-Free Publishing* (MacMillan/McGraw-Hill, 1993a) and *Reflecting Diversity: Multicultural Guidelines for Educational Publishing Professionals* (Macmillan/McGraw-Hill, 1993b). Developers reviewed CELDT materials with these considerations in mind. Such internal editorial reviews were conducted by at least four separate people: a content editor, who directly supervised the item writers; the project director; a style editor; and a proofreader. The final test form was again reviewed by at least these same people.

In the third effort to minimize bias, educational community professionals who represent diverse groups reviewed all CELDT tryout materials. They were asked to consider and comment on the appropriateness of language, subject matter, and representation of groups of people. Further information about this Content and Bias/Sensitivity Review is in the forthcoming section, *External Review of CELDT Items*.

The three procedures described here both improve the quality of an assessment and reduce item and test bias. However, current evidence suggests that expertise is further validated by data (Camilli & Shepard, 1994; Sandoval & Mille, 1979; Scheuneman, 1984). Thus, a fourth method for minimizing bias, an empirical approach, was used to identify potential sources of item bias to bias for gender. Differential item functioning (DIF) studies include a systematic item analysis to determine if examinees with the same underlying level of ability have the same probability of getting the item correct across the two groups of interest. Items identified with DIF are then examined to determine if item performance differences between identifiable subgroups of the population are due to extraneous or construct-irrelevant information, making the items unfairly difficult. The inclusion of these items is minimized in the test development process. Differential item functioning of the CELDT assessment field test items was assessed for students identified as males and females at each grade level in which the items were administered. While home language and/or ethnicity would be of interest in the evaluation of DIF, the large number of home languages and ethnic groups represented by CELDT takers – as well as the lack of an English-only group taking CELDT – precluded a more in-depth DIF evaluation for this report. However, future evaluation studies could investigate DIF in regard to home language and/or ethnicity of students.

Because CELDT was built using item response theory, DIF analyses that capitalized on the information and item statistics provided by this theory were implemented. There are several IRT-based DIF procedures, including those that assess the equality of item parameters across groups (Lord, 1980) and those that assess area differences between item characteristic curves (Linn, Levine, Hastings, & Wardrop, 1981; Camilli & Shepard, 1994). However, these procedures require a minimum of 800 to 1000 cases in each group of comparison to produce reliable and consistent results. In contrast, the Linn-Harnisch procedure (Linn & Harnisch, 1981) utilizes the information provided by the three-parameter IRT model but requires fewer cases. This was the procedure used to complete the gender DIF studies for the CELDT field test data. (See *Differential Item Functioning (DIF) Statistics*.)

Item Reviews

The development of items included two types of item reviews: internal and external reviews. Both reviews aimed to remove items that were inappropriate, inaccurate, or otherwise flawed.

Internal Reviews of CELDT Items

As stated in the CELDT contract, all the items have to meet standard testing industry quality. Items will go through internal reviews for content accuracy as well as an external bias and sensitivity review.

After the items have been written by trained item writers and evaluated at workshops and/or submitted subsequent to the workshops, CTB employed a series of extensive internal reviews. These reviews enabled the assessment specialists to evaluate and verify the overall quality of the test items before they were prepared for presentation to the CDE and the CELDT Content and Bias/Sensitivity review committees.

The process also assures that items are being developed to meet the CTB criteria for excellence.

The review process proposed for the CELDT program included the following:

- an internal content review
- an internal editorial review
- an internal bias and sensitivity review

Throughout this multi-step item review process, the Development Team's assessment specialists evaluated the importance of the information being assessed, the item's match to the standards, the item's appropriateness to the population being assessed. Many test items were strengthened considerably in the internal review process, improving the match between the measurement goal and the measurement task, as well as the overall clarity of the item. If an item were judged to measure trivial information, to be imprecisely related to the content standards or to be developmentally inappropriate, it was revised or eliminated early in this rigorous review process.

Every item received at least two reviews by the assessment specialists to ensure the following:

- alignment of each item to the identified ELD standard and construct
- relevance of each item as the item relates to the purpose of the test
- alignment of each item to the principles of good, quality item development
- appropriateness of the difficulty level of the items
- accuracy of content presented in the item
- appropriateness of any graphics artwork and figures

After evaluating each item against these criteria, the reviewers accepted the item as written, suggested revisions, or recommended that the item be discarded. The reviews also ensured that the test items are in compliance with the style guidelines, as well as CELDT style requirements.

Internal Editorial Review

After the designated assessment specialists reviewed each item, specially trained editors reviewed each item in preparation for review by the CDE and the CELDT committees. The editors checked each item for clarity, correctness of language, appropriateness of language for the grade level, adherence to style guidelines, and conformity with acceptable item-writing practices.

Internal Bias and Sensitivity Review

Prior to external Bias and Sensitivity Review, CTB conducted an internal review using trained staff. This review was conducted by CTB staff members. These staff members have been trained to identify and eliminate questions that contain content or wording that could be construed as potentially offensive to members of specific ethnic, racial, or gender groups. These trained staff members reviewed each item before it was prepared for committee review. Again, items that did not meet the criteria were revised or discarded.

External Review of CELDT Items

All items were reviewed by the California Department of Education representative prior to review by the Content and Bias/Sensitivity Review panels. CTB made an effort to incorporate all changes requested by the CDE into the final item pool submitted to the Content and Bias Review panels.

The purpose of the Content and Bias/Sensitivity Review Session is to ensure that the CELDT test items benefit from the input of California teachers. To assure the validity, fairness, and effectiveness of the items, it is important that they reflect the teachers' knowledge of students who are English learners and of the classroom environment.

This Content and Bias/Sensitivity Review was held by CTB in Sacramento, California, on October 18–19, 2005. There were four participant panels: K–5 and 6–12 Content Review Panels and K–5 and 6–12 Bias/Sensitivity Review Panels. Demographic information for these participants is included in Appendix B.

CTB staff facilitated the panel discussions, but were not participants. The role of CTB facilitators included giving explanations of the intended purpose of a given item, helping panel members reach consensus on a given item, suggesting ways of revising the item based on teachers' input, and serving as the general recorder and time-keeper for the group.

Review panel participants received training for appropriate modeling of the review and clear instructions of their role as reviewers for either content or bias/sensitivity issues contained in the items. They also were instructed that they were reviewing a pool of items, not a specific test; each item was to be looked at separately and judged for its individual merits. Review Panels were given specific responsibilities for making recommendations. They could not call for a change in the item types, distribution of item types, or other, predetermined test specifications. The panels were asked to make revisions to individual items or item sets that would improve item validity, fairness, and effectiveness. They were also asked to reject any individual items or items sets that they deemed “unsaveable” — that could not be turned into valid, fair, and effective test items. When the decision was made to reject an item, the rationale for the decision was documented. Participants were instructed to judge each item without confusing an item which assessed a high performance level or was highly challenging with one that was unfair or inappropriate.

A fair item is one that, while challenging, can be answered successfully by a student who has the English proficiency to succeed in the mainstream classroom. An unfair item may test an aspect of language proficiency not related to the English-language skills needed to succeed in school or could not be answered successfully even by students who have the language skills to succeed in the mainstream classroom. An item that in some other way does not assess an appropriate construct can also be considered unfair.

A checklist providing a framework for evaluating the test items was given to members of the content review panel. Content panel participants were asked to check that the content of each item

- was aligned to the correct California ELD Standard
- dealt with material that was important in testing the targeted standard or skill,
- used age- and grade-appropriate content and performance level of the standard being assessed,
- was presented at a reading level suitable for the grade level being tested.

Additionally for MC items, reviewers were tasked to ensure that each item

- had a stem that facilitated answering the question or completing the statement without looking at the answer choices,

- had answer choices that were plausible and attractive to the student who had not mastered the skill,
- was conceptually, grammatically, and syntactically consistent—between the stem and answer choices, and among the answer choices, and
- had one and only one correct answer choice.

Finally for CR items, reviewers checked that an item

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

The purpose of the Bias and Sensitivity Review was to ensure that test items were free of stereotypes or other sources of bias—such as gender, religion, ethnic, racial, or socioeconomic status and that test items reflect community norms. Participants of the panel were given guidelines for the reasoning necessary to reject an item.

Examples of good reasons for rejecting an item included the following:

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

Examples of poor reasons for rejecting an item included the following:

- there are too many difficult items, and
- there are too many items dealing with family topics.

Participants were informed that their recommendations would go to CDE for approval before being incorporated into the test.

Form Assembly

The construction of one operational form, 2006–07 Edition (Form F), for the California CELDT requires fulfillment of domain subtest category quotas, as well as statistical/psychometric requirements specified below. Test validity requires that content coverage adhere to test blueprints. Content Developers were responsible for constructing an operational test that matches the blueprint, reuses a certain number of previously-operational items and adheres to the following guidelines:

- Item locations represent difficulty levels spanning the scale, with more items around the Early Advanced cut score
- Proportion of Maximum score values (p-values) generally between 0.30 and 0.90
- Item-total correlations (point biserial correlations) greater than 0.15
- Minimal use of items with poor fit.
- Minimal use of items flagged for DIF.

In addition to selecting items that fulfill content guidelines, the overall test must be psychometrically equivalent to previous versions. To accomplish this, a Test Characteristic Curve (TCC) was constructed for each grade level and domain from the Item Characteristic Curves (ICCs) of all the selected items. This TCC represents the likelihood that a student at a given ability level will be able to correctly answer a question of a specific difficulty level (see Appendix N for TCCs by grade and domain). To ensure across year comparability, Content Developers constructed domain and grade level tests by matching TCC and SE curves of the operational 2006–07 Edition (Form F) with the curves of the operational 2005–06 Edition (Form E) using ItemWin (Burket, 1999). The conditional standard error of measurement (SE) is also used in test selection. The SE varies with student ability level. The lower the SE, the more information we can obtain from a test. The 2005–06 Edition TCC and SE curves served as reference, and the 2006–07 Edition TCC and SE curves were built to match.

Content Development then submitted the proposed item selections to Research. Each selection was evaluated in terms of the relationship between the TCC and SE curves in addition to conformity with the above guidelines.

Writing Rubrics

The growth in the percent of students who tested proficient in Writing was a bit larger than was the case for the other skill areas in the 2004–05 (Form D) Annual Administration, especially for Grades Spans 6–8 and 9–12. There had been consistent growth over the first several years of CELDT administration for these grade spans, however the increase in 2004–05 Writing scores was more pronounced than previous administrations. These higher than expected growth rates resulted in an in-depth review of all potential sources of test and scoring error by CTB Research. After a thorough review of all available evidence, CTB Research was confident that the growth rates for CELDT Writing represented true student growth.

These results were presented at the CELDT Advisory Committee Meeting on September 16, 2005. The expert panelists general conclusion was that teacher and administrator expectations of English learners had risen since the creation of the CELDT and what had previously been seen as beyond the skills of an English learner, they now felt was appropriate.

In accordance with the panels recommendations to change the Writing test, CTB revised the CR scoring rubrics for both *Writing Sentences* (0–3 point) and *Short*

Composition (0–4 point) items. This proposed change did not require a separate field test of the Writing rubrics and enabled the implementation of the new rubrics in the 2006–07 Edition (Form F) operational test. The transition to the new common scale and cut scores set at the February 2006 Standard Setting, made the transition to the new rubrics immediately desirable. The new scale as well as the cut scores were set on the data scored using the more difficult Writing CR rubrics. Rather than forcing the common scale set on the original rubrics to adapt to the more difficult scoring guidelines in upcoming forms, the new rubric ensured a scale tailored to scoring rubrics that reflect the changing direction of the CELDT test.

However, due to the limited timeframe of the initial request to change the Writing rubrics, CTB piloted the rubric change internally and after reviewing the results implemented the transition to the new rubric for 2006–07. This pilot test was completed internally within CTB’s Content Development, Handscoring, and Research departments.

CTB revised the rubrics, increasing the required skill set for each of the score points. These changes decreased the proportion of students receiving the higher score points and increased the proportion of students at the lower score points. This shift in the CR score distributions has helped lessen the number of students scoring at the Early Advanced and Advanced proficiency levels on the Writing portion of the CELDT, particularly at the lower grade spans. Based upon the recommendations of the Advisory Committee, this decrease in students classified as proficient will more accurately reflect the required ability level of English learner students functioning within a mainstream academic environment.

These new rubrics were then used for the scoring of the 2005–06 Edition (Form E) field test items in order to operationalize the new rubric in the 2006–07 Edition (Form F) test. This transition required the new rubrics be used for the 2005–06 Edition (Form E) Anchor Pull at the end of October 2005. The sample student responses used for the anchor papers and scoring guides were selected using the new rubric and all CTB Handscoring personnel were trained on the new rubrics for scoring the 2005–06 Edition (Form E) field test items.

The second responsibility of the Handscoring department was to rescore a random sample of 2005–06 (Form E) operational CR items. For each item, the Research department selected a random sample of 2000 student responses per grade span that were already scored for the 2005–06 Annual Administration and were representative of the overall distribution of CELDT CR scores. These items were then scored on the new rubric and given to Research in conjunction with the field test data. This rescoring took place independently of the operational scoring of 2005–06 (Form E) items and was used for internal data analyses only. No students received scores on the new Writing rubric during the 2005–06 (Form E) administration cycle.

The Research department used the results of the field test and re-scored data to produce item parameters based exclusively upon the new CR rubrics. Both the field test and operational Writing CR items therefore showed increased difficulty levels and

served to adjust the level of the Writing test as a whole. These item parameters formed the basis of the new common scale and enabled the Standard Setting participants to adjust the difficulty level of the Writing cut scores based upon actual item content and student responses. The current form of the CELDT test as well as all future forms will continue to use the new rubrics and will anchor back onto the item parameters from this pilot.

Having successfully implemented the above changes, the 2006–07 Edition (Form F) and all subsequent forms of the CELDT contain the updated CR rubrics. The process of developing the 2006–07 Edition (Form F) test was made simpler with the inclusion of only a single scoring rubric across grade spans and all other necessary changes were internally incorporated by CTB. The introduction of the new common scale and cut scores has already disrupted the continuity of student scores between the 2005–06 and 2006–07 Editions; therefore, the external impact of this rubric change has proven minimal.

Scale Development

Although the creation of the CELDT had intended to include a common scale design, limitations in the field test sample and subsequent operational administration made this impossible (see Appendix A for further details). The original CELDT scale was not vertically linked; therefore, comparisons across grade spans and years could not be made. Furthermore, the performance level cut scores applied to these individual test scales were set at the grade span level.

New Common Scale

A new common scale across all grade levels of CELDT was first implemented operationally with the administration 2006–07 Edition (Form F). This scale design placed all CELDT scores onto a single, vertical scale to allow the comparison of scores across adjacent grade spans and across testing administrations.⁴ To accomplish this task, CTB modified the 2005–06 (Form E) test design in order to gather data during the 2005 Annual Administration testing window to produce the CELDT Common Scale.

In approaching the creation of the new common scale, the CELDT Technical Advisory Group (TAG) was consulted and ideas were gathered for the proper method of implementing a new scale and cut scores in a way that would provide consistency across scales and grade spans, but allow for the growth of student scores. The topic of properly representing student performance and teacher expectations was another key issue and led to a recommendation by the TAG committee to convene another advisory panel comprised of state and school level teachers and administrators who were knowledgeable about and had experience with the changing population of California English learners.

Following this recommendation a secondary Advisory Panel meeting was held on September 16, 2005 in Sacramento, California. The general recommendations of this stakeholder panel included raising the cut between Beginner and Early Intermediate, and expanding the definition of Beginner to include some of the characteristics previously identified as Early Intermediate. There was a misalignment between the difficulty of the CELDT test and the skills required to achieve the Basic level on the California Standardized Test (CST). This misalignment in the rigor of the language demands tested for English language versus academic proficiency explained the length of time it takes a student scoring as proficient on the CELDT to be officially reclassified. This lag time served as the basis for the panelists' firm conviction that the cut scores for the CELDT should be reconsidered. The participants also voiced opinions as to the need for increased expectations of proficiency that are comparable across grades. In order to adequately compete with their peers, EL students need considerably more complex and well-developed skills than those currently defined as proficient. The

⁴ While vertical in design, the CELDT scale is called a common scale since it is not assumed that all students will show growth at the same starting point as other students in their grade or cognitive level. To illustrate this distinction, the term common scale is used here.

panelists agreed that the February 2006 Standard Setting would provide CTB the opportunity to revise the cut scores so that a student defined as proficient would be able to access the academic standards at each grade level. This goal necessitated revising the Early Advanced and Advanced cut scores within a grade span as well as across grade spans.

Common Scale Linking and Field Test Structure

The field testing and common linking were conducted in conjunction with the administration of 2005–06 (Form E). This test design consisted of three components: operational test, field test, and inter-level linking. In order to populate each of these components with an adequate number of items, without lengthening the required testing time, there were an increased number of test forms.

Table 2 describes the distribution of operational, field test, and linking items. Grades K–1 had 6 test forms, Grade 2 and grade spans 9–12 each had 12 test forms, and grade spans 3–5 and 6–8 each had 14 test forms. For each grade span, Form E1 consisted of the operational items plus one Writing field test item and one Speaking field test item. There were no inter-level linking items (also referred to as common scale items) in this form.

Grades K–1 students are not administered the domains of Reading and Writing. They took the Listening and Speaking sections of the grade span K–2 test in six test forms. These forms contained embedded Listening and Speaking inter-level linking, and field test items. For Grade 2, five forms contained embedded Listening and Speaking inter-level linking items and field test items, while six forms contained Reading and Writing inter-level linking and field test items. For Grades 3–5 and 6–8, seven of the forms contained embedded Listening and Speaking inter-level linking items and field test items, while the other six forms contained Reading and Writing inter-level linking and field test items. For Grades 9–12, six forms contained embedded Listening and Speaking inter-level linking items and field test items, while the other five forms contained Reading and Writing inter-level linking and field test items.

The operational component of each form consisted of on-level items that matched the overall objective structure of the test. These items contributed to the students' reported score. For Grades K–2, there were 19 Listening, 12 Speaking, 35 Reading, and 24 Writing items. Reading and Writing items were taken by Grade 2 students only. For grade spans 3–5, 6–8, and 9–12, there were 19 Listening, 16 Speaking, 35 Reading, and 24 Writing items.

As with previous CELDT forms, new items were created for each domain to replenish the CELDT item pool for use in future test forms. These unique embedded field test items appeared in each test form. The 2005–06 Edition (Form E) has an increased number of Listening and Speaking field test items in preparation for reporting Listening and Speaking scores separately. Field test items were not used as common scale items and were not included in student score reports.

A subset of items was selected from the operational item component of 2005–06 Edition (Form E) at each grade span for use as inter-level linking items. For Grades K–2, appropriate items from the 3–5 operational test were embedded in the K–2 test forms. Items from both the K–2 and 6–8 operational tests were embedded in the 3–5 test forms. Items from both the 3–5 and 9–12 operational tests were embedded in the 6–8 test forms while items from the 6–8 operational test were embedded in the 9–12 test forms.

For the on-level grade span, these items will contribute to the students' reported scores. For the off-level grade span, these linking items will not be included in student's reported scores. MC, DCR, and CR common scale items were chosen in approximately the same ratios as for the total test. Common items were selected representing each of the content categories in approximately the same ratio as for the total test. Each set of off-level common scale items spans the objectives of the test and an appropriate range of difficulty. Common items appear in approximately the same location in both on and off-level test forms.

Table 2. 2005–06 Edition (Form E) Common and Field Test Item Design

Grade Span	Test Materials	Skill Area	Item Type*	No. of Common Scale Items from Level Below (all forms)	No. of Operational Items (per form)	No. of Common Scale Items from Level Above (all forms)	No. of Unique Field Test Items (all forms)
Grades K–1: Operational 2005–06 Edition (Form E) with Embedded Listening and Speaking Common Scale and Field Test Items							
Grades K-1 6 forms (E1-E6)	6 scannable test books	Listening		-	20	13	13
			DCR	-	11	6	3
			MC	-	9	7	10
		Speaking		-	20	12	12
			DCR	-	17	10	9
			NA	NA	NA	NA	NA
			CR 0-2	-	2	1	1
CR 0-4	-	1	1	2			
Grade 2: Operational 2005–06 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Common Scale and Field Test Items							
Grade 2 12 forms (E1-E12)	12 scannable test books	Listening		-	20	13	13
			DCR	-	11	6	3
			MC	-	9	7	10
		Speaking		-	20	12	12
			DCR	-	17	10	9
			CR 0-2	-	2	1	1
			CR 0-4	-	1	1	2
		Reading	MC	-	35	13	11
		Writing		-	24	13	10
			MC	-	19	8	4
CR 0-3	-		4	4	4		
CR 0-4	-		1	1	2		
Grades 3–5: Operational 2005–06 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Common Scale and Field Test Items							
Grades 3–5 14 forms (E1-E14)	14 reusable test books	Listening		11	20	14	18
			Speaking	12	20	11	10
			DCR	10	13	6	2
			CR 0-2	1	6	4	6
			CR 0-4	1	1	1	2
		Reading		11	35	11	10
		Writing		10	24	10	2
			MC	6	19	6	0
			CR 0-3	3	4	3	0
CR 0-4	1		1	1	2		

Table 2. 2006–07 Edition (Form F) Common and Field Test Item Design (continued)

Grade Span	Test Materials	Skill Area	Item Type*	No. of Common Scale Items from Level Below (all forms)	No. of Operational Items (per form)	No. of Common Scale Items from Level Above (all forms)	No. of Unique Field Test Items (all forms)
Grades 6–8: Operational 2005–06 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Common Scale and Field Test Items							
Grades 6–8 14 forms (E1-E14)	14 reusable test books	Listening		11	20	11	17
		Speaking		15	20	14	11
			DCR	11	13	10	1
			CR 0-2	3	6	3	8
			CR 0-4	1	1	1	2
		Reading		12	35	12	3
		Writing		11	24	11	3
	MC	7	19	7	1		
	CR 0-3	3	4	3	0		
	CR 0-4	1	1	1	2		
Grades 9–12: Operational 2005–06 Edition (Form E) with Embedded Listening, Speaking, Reading, and Writing Common Scale and Field Test Items							
Grades 9–12 12 forms (E1-E12)	12 reusable test books	Listening		13	20	-	14
		Speaking		12	20	-	18
			DCR	6	13	-	9
			CR 0-2	5	6	-	7
			CR 0-4	1	1	-	2
		Reading		13	35	-	16
		Writing		12	24	-	10
	MC	8	19	-	5		
	CR 0-3	3	4	-	3		
	CR 0-4	1	1	-	2		

Rescaling Procedure

In order to create the new common scale, the calibrations procedure for the 2005–06 Edition (Form E) differed from previous administrations. Following the collection of data, PARDUX calibrations were run on the grade span 3–5 data in each domain. A linear transformation is applied to the calibration scale such that the mean and standard deviation of item difficulty in grade span 3–5 are 500 and 50 respectively. Using these newly scaled grade span 3–5 parameters, files containing the parameters of the items common to grades spans 3–5 and 6–8 were created. These common items served as anchors to place the 6–8 items onto the new common scale. The anchor items served to equate the operational and field test items onto the new CELDT scale. This equating was conducted using the procedure by Stocking and Lord (Stocking and Lord, 1983). The Stocking and Lord procedure is based on determining the linear equating constants, M1 and M2, 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 M1 and M2 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 3–5 and could not directly be equated, the newly-scaled parameters from grade span 6–8 were placed into an anchor file and used to place the 9–12 items onto the common scale. The use of these anchor items to establish a common metric of performance will allow comparison of the scale scores from test forms across adjacent grade spans. For further information about calibration and equating procedures see *Item Response Theory (IRT) Analysis* later in this document.

The new common scale parameters were used in the selection of the 2006–07 Edition (Form F) test and during the next calibration cycle each grade span and domain area was used as anchor items.

Development of Lowest and Highest Obtainable Scale Scores

In order to create the new common scale, Research set new endpoints for the scale scores for each domain and grade span. These endpoints are referred to as the lowest obtainable scale score (LOSS) and the highest obtainable scale score (HOSS). This process was carried out using WinFlux (Burket, 1999), and the values were arrived at using the following guidelines.

For the LOSS, the following specifications were used.

- The LOSS should be lower than the scale score associated with the sum of C's. The sum of C's is obtained by adding up the guessing parameters for all the items and represents the score a student could obtain merely by chance.
- The LOSS should be high enough that the SE at the LOSS is less than or equal to 15 times the minimum SE. This restriction on the HOSS value ensures that the maximum SE of a scale does not become too large.
- The number of points between the LOSS and the second lowest score should be similar to the number of points between the second lowest and third lowest scores. Although the gaps between scores at the edges of a scale tend to be larger than in the center of the scale, these gaps should not become too large.

For the HOSS, the following specifications were used.

- The HOSS should be at least 10 points higher than the penultimate scale score to allow for growth.
- The HOSS should be low enough so that the Standard Error (SE) at the HOSS is less than or equal to 10 times the minimum SE. As with the HOSS, this restriction ensures that the SE does not become too large.
- The mean and SD of scale scores calculated using Item Pattern and Number correct scoring procedures should be Tau equivalent. Although the CELDT is scored using Number Correct scoring, it is important that both methodologies of scoring would return similar values for describing the score distribution.

- The number of points between the HOSS and the penultimate scale score should be similar to the number of points between the penultimate scale score and the next lower scale score. As above, this guideline limits the gap in scores at the low end of the scale.

Table 3. Lowest Obtainable and Highest Obtainable Scale Score values

		Listening	Speaking	Reading	Writing	Overall
Grades K–2	LOSS	220	140	280	220	180 (Gr. K-1); 215 (Gr. 2)
	HOSS	570	630	650	690	600 (Gr. K-1); 635 (Gr. 2)
Grades 3–5	LOSS	220	200	280	220	230
	HOSS	640	720	700	740	700
Grades 6–8	LOSS	230	225	320	220	248
	HOSS	715	720	750	780	741
Grades 9–12	LOSS	230	235	320	220	251
	HOSS	725	740	770	810	761

Performance Levels and Cut Scores

The five performance levels⁵ described in the California ELD Standards, and previously used with the CELDT, are termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Each student’s performance on the CELDT is then defined by *performance levels* on the test scale delineated by cut scores. Proficiency levels specified in the ELD Standards are also termed Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Initial descriptions of student performance at each level were developed to define what students know and are able to do (CTB/McGraw-Hill, 2002a). These were revised in advance of the February 2006 Standard Setting to reflect the changing standards and expectations of the CELDT. Performance level descriptions are reported in Appendix A.

Cut scores and performance level descriptions had remained the same from 2000 through 2006 (Forms A–E). The following section describes the process of revising these cut scores following the 2005–06 administration. The 2006–07 Edition (Form F) Operational Test was the first to use the new cut scores and Performance Level Descriptors. A table of the new cut scores is included in Appendix A.

Standard Setting

Staff from CTB conducted the CELDT Standard Setting, using the Bookmark Standard Setting Procedure during a workshop held in Sacramento, California, February 12–16, 2006. The purpose of the Standard Setting was to establish new, baseline, performance level cut scores for the CELDT. Participants participated in three rounds of activities in

⁵ Due to the need to distinguish between the proficiency levels as described by the California English Language Development (ELD) Standards and students’ performance on the CELDT, the previously-termed “proficiency levels” have been renamed to “performance levels” going forward.

which they determined two cut scores (Early Intermediate and Early Advanced). These scores were then used to establish cut scores for all five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Participants were recruited from across the State of California and were selected based on their expertise with English Language Development, their experience in the field of education, and their knowledge of the CELDT. The participants were divided into two groups. One group evaluated the Reading and Writing portions of the test while the other group evaluated Listening and Speaking portions. Each group had 10 to 14 participants. Thus, approximately 100 educational experts participated to set cut scores for the eight groups (four grades; two groups per grade). Participants decided on cut scores for Grades 2, 4, 7, and 10 for the domains of Reading and Writing and Grades 1, 4, 7, and 10 for the domains of Listening and Speaking.

During the standard setting, CTB used data from the Standard Setting to help determine Intermediate and Advanced performance cut scores and to interpolate or extrapolate cut scores for the remaining grades (Grades K, 3, 5, 6, 8, 9, 11, and 12 for Reading and Writing; Grades 2, 3, 5, 6, 8, 9, 11, and 12 for Listening and Speaking). In addition, participants engaged in discussions to smooth data and to produce a set of performance levels that best reflect English language development at all grades. Table Leaders and CTB/McGraw-Hill staff participated in the final smoothing of the cut scores. Summaries of the final cut scores that were determined following the standard setting and smoothing are included in Appendix A. For more information about the 2006 CELDT Standard Setting, see the *California English Language Development Bookmark Standard Setting Technical Report (2007)* for further information.

Administration of the 2006–07 Edition (Form F)

The CELDT is administered for three purposes: to identify students who are EL, to determine the level of English language proficiency of EL students, and to assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English. Students newly identified by the Home Language Survey take the test for the purpose of Initial Identification (II). These students' test results, along with other criteria, are used to place students into the appropriate instructional programs. Students who are already considered ELs take the CELDT as the Annual Assessment (AA) for the purpose of determining their proficiency in English after a course of instruction.

The II testing window is year-round—July 1 through June 30—and occurs on an individual basis, student-by-student, within 30 days of a student's entrance into the school district. The AA testing window is July 1 through October 31.

The operational administration of the CELDT 2006–07 Edition (Form F) was conducted during 2006–07. The Annual Administration data was collected between July 1 and October 31, 2006 (N=1,311,112); Initial Identification data was collected throughout the year (N=18,370). Initial data were collected from students whose home language is a language other than English, who have never taken the CELDT, and who took the test between July 1, 2006, and June 30, 2007. Students who took the CELDT for purposes of Initial Identification after July 1, 2006, did not retake the test during the 2006 annual administration.

Both II and AA CELDT administrations involve local scoring as well as official scoring at CTB/McGraw-Hill. For Initial Identification, the districts administer the test to incoming students and then locally score the test for immediate placement purposes. Once individual student testing is completed, the results for Listening, Speaking⁶, Reading and Writing domain tests are also scored in the district using the scoring guides provided with CELDT. When this local scoring is completed, the information can be used to place students in the appropriate instructional programs. The tests are then sent to CTB for official scoring and reporting to the State and districts. CTB produces individual student reports and electronic reports that are sent to the districts within approximately 6–8 weeks.

For the Annual Assessment, districts administer all four domains of the test; the Speaking subtest is administered one student at a time and scored real-time by the test examiner. The examiner indicates the student's responses to the speaking items on the individual's student answer document and return this and the other subtest responses to CTB for scoring. CTB produces individual reports and electronic reports and returns these to the State and to the districts within approximately 6–8 weeks. See Appendix P for score report mock-ups.

⁶ The Speaking domain test is administered live to an individual student by the test administrator. The administrator reads the test question, points to any necessary illustrations, and scores the responses as *correct*, *incorrect*, or *no response* on the answer sheet. These answer sheets are then scored officially through CTB.

Test Summary Statistics

Tables 4 and 5 summarize the operational test scale scores for the 2006–07 Edition (Form F) Annual Assessment. These statistics are based on data from the General Research File (GRF).⁷ This student data file is a compilation of all score, biographical, and programmatic data for a given administration. An overview of summary statistics from the CELDT 2006–07 Edition (Forms F) is available in Appendix E. Descriptive statistics for each domain (Listening, Speaking, Reading, and Writing) are provided. Correlations between domain scores are detailed in Appendix F.

Tables 6 and 7 summarize the operational test scale scores for the 2006–07 Edition (Form F) Initial Identification. These statistics are also based on data from the GRF. Descriptive statistics for each domain (Listening, Speaking, Reading, and Writing) are provided in Appendix E. Correlations between domain scores are detailed in Appendix F.

⁷ The GRF data includes all 2006-07 Edition (Form F) data received at CTB/McGraw-Hill prior to November 15, 2006 (testing completed prior to October 31, 2006), without exclusions.

Table 4. 2006–07 Edition (Form F) Summary Statistics by Grade, Annual Assessment Data

Grade	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	7143	340.5	91.66	354.02	77.21	327.41	118.11	NA	NA	NA	NA	340.5	91.66
1	168999	414.77	68.59	415.34	63.11	414.68	86.86	NA	NA	NA	NA	414.77	68.59
2	158997	462.1	64.54	463.00	63.73	461.68	79.51	431.42	67.11	438.34	81.27	448.24	58.11
3	149266	471.98	60.25	466.49	70.84	477.92	68.30	467.81	63.76	479.34	68.64	472.52	54.84
4	143822	504.09	62.68	504.26	73.20	504.40	72.29	498.86	62.93	502.65	63.97	502.17	55.23
5	129088	523.24	64.61	526.37	73.27	520.64	76.75	519.03	63.88	516.35	62.61	520.22	56.17
6	103392	535.38	75.49	548.31	94.25	522.97	77.91	518.25	66.23	522.86	64.15	527.72	62.42
7	94727	551.85	80.27	567.07	99.97	537.17	82.57	532.95	68.23	532.62	65.5	542.08	65.67
8	87490	563.05	85.01	580.19	104.13	546.48	87.88	547.43	70.11	540.67	68.17	553.31	69.5
9	82319	549.39	83.91	562.96	93.93	536.40	96.11	551.64	71.75	546.52	76.09	549.01	70.5
10	75913	558.78	89.57	572.28	98.08	545.84	103.33	563.71	73.96	551.14	80.07	557.87	74.91
11	61375	567.88	90.08	581.51	99.32	554.80	103.65	574.9	75.03	555.37	80.75	566.27	75.67
12	48581	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 5. 2006–07 Edition (Form F) Summary Statistics by Grade Span, Annual Assessment Data

Grade Span	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2*	335139	435.64	72.61	436.64	69.04	435.12	88.85	431.42	67.11	438.34	81.27	429.06	67.81
3–5	422176	498.59	65.91	497.66	76.50	500.00	74.43	494.05	66.91	498.60	67.02	497.20	58.76
6–8	285609	549.32	80.89	564.30	100.12	534.88	83.18	532.06	69.13	531.55	66.25	540.32	66.56
9–12	268188	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 includes only Grade 2 data, for which the N-count is 158,997.

Table 6. 2006–07 Edition (Form F) Summary Statistics by Grade, Initial Identification 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	211087	336.90	98.86	345.12	83.45	329.10	125.74	NA	NA	NA	NA	336.90	98.86
1	27833	377.45	117.41	384.86	100.80	370.45	141.60	NA	NA	NA	NA	377.45	117.41
2	18370	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	16577	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	15130	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	14304	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	14029	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	14245	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	12231	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	23504	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	14180	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	10211	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	6272	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 7. 2006–07 Edition (Form F) Summary Statistics by Grade Span, Initial Identification 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	257290	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	46011	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	40505	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	54167	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 includes only Grade 2 data, for which the N-count is 18,370.

Classification Consistency and Accuracy

As is common in criterion-referenced tests, the accuracy and consistency of decisions made in classifying students into performance levels is very important. Decision accuracy is the extent to which the test's classification of examinees into mastery levels agrees with the examinees' true classification. The examinees' true scores and therefore true classification are not known but can be modeled.

Decision consistency is the extent to which the test classification of examinees into mastery levels agrees with classifications due to a hypothetical parallel test. Again, the examinees' scores on the second form are modeled. Most popular indices are decision consistency at each cut score, overall decision consistency across all cut scores, and coefficient kappa. The last index measures how much the test contributes to the classification of examinees into mastery levels over and above chance classifications.

The Livingston-Lewis (1995) methodology was used to calculate classification consistency and accuracy on the CELDT 2006–07 Edition (Form F) results. The Livingston-Lewis procedure utilizes a beta-binomial model, thus requiring two steps. First, proportion-correct true scores are fitted to a 4-parameter beta distribution. Then, the binomial distribution is used to estimate classification accuracy and consistency. Documentation for CTB/McGraw-Hill's implementation of this procedure was written by Chen and Finkelman (2004).

Results of classification consistency and accuracy are reported in Appendix D by grade span and domain. The overall decision accuracy and consistency represent classification across all cut scores and are therefore lower than would be expected for individual cut scores.

Scoring Tables

Tables for the conversion of the 2006–07 Edition (Form F) raw scores (number correct) to scale scores are provided in Appendix H.

Scale Score Distributions

The distribution of scale scores for Annual Assessment and Initial Identification Listening, Speaking, Reading, and Writing data for each of the four grade spans is reported in Appendix I.

Student Population

The 2006–07 (Form F) Annual Administration operational test was administered to all students in California whose home language was a language other than English and who had previously taken the CELDT. During this administration 1,311,112 students took the CELDT for this purpose.

The 2006–07 (Form F) Initial Identification operational test was administered to all students in California whose home language was a language other than English and who had not taken the CELDT previously. During this administration, 397,973 students took the CELDT for this purpose.

Student demographic characteristics are reported in Appendix J by home language and ethnicity.

Classical Item Analysis

Classical item analyses for each of the operational Listening, Speaking, Reading, and Writing items were conducted. In addition, the field tested Listening, Speaking, Reading, and Writing items were studied. The results of both the operational and field test item analyses are located in Appendix K1.

Item Difficulty Statistics (p-values)

The statistics for individual items at each grade span are provided in the item analysis tables in Appendix K1. In these tables, item difficulty is expressed in terms of p-values. For MC items, the p-value is the proportion of students answering the item correctly. For CR items, the p-value is the mean item score expressed as a proportion of the total score points possible on that item. (i.e., each raw item score is divided by the maximum possible score on the item).

The statistics for individual items at each grade span are provided in the item analysis tables in Appendix K1. The operational p-values in Appendix K1 are above 0.20 except for two items in 3–5 Speaking, one item in 6–8 Speaking, and one item in 6–8 Writing; most are in the desired difficulty range between 0.30 and 0.90.

The range of p-values varies by grade span and content domain. Across grade spans, the p-values range from 0.31 to 0.96 for Listening; 0.08 to 0.96 for Speaking; 0.22 to 0.91 for Reading; and 0.19 to 0.92 for Writing. Within Listening and Speaking for grade span K–2, p-values range from 0.31 to 0.95; for Grade 2 Reading and Writing, p-values range from 0.22 to 0.75. Across all content areas p-values range from 0.08 to 0.96 in grade span 3–5; from 0.14 to 0.96 in Grade Span 6–8; and from 0.24 to 0.96 in grade span 9–12.

Table 8. Annual Assessment Mean P-Values by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	0.73	0.69	0.51	0.57
3–5	0.79	0.74	0.58	0.70
6–8	0.86	0.76	0.59	0.71
9–12	0.83	0.68	0.62	0.74

Item-Total Correlations

An important indicator of item quality is the correlation of scores on that item with scores on the total test. These item total correlations (point biserial correlation coefficients) are included in the item analysis tables in Appendix K1. To compute these correlations, the “total” score was defined as the total score on the specific content domain. To avoid artificially inflating the correlation coefficients, the contribution of the item in question was removed from the total when calculating each of the correlations. Thus, performance on each Listening item was correlated with the total Listening score minus the score on the item in question, performance on each Speaking item was correlated with the total Speaking score minus the score on the item in question, and so on for the Reading, and Writing scales.

Across all grade spans, item-total correlations for the Listening items range from 0.15 to 0.50, with two items below 0.20. Item-total correlations for Speaking range from 0.19 to 0.71, with one item below 0.20. For Reading, the correlations range from 0.11 to 0.56, with seven items below 0.20, and for Writing, the correlations range from 0.14 to 0.72, with one item below 0.20.

Table 9. Annual Assessment Mean Point Biseriars by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	0.388	0.542	0.381	0.487
3–5	0.327	0.473	0.403	0.496
6–8	0.354	0.513	0.382	0.486
9–12	0.366	0.530	0.351	0.537

Item Omit Rates

The item analysis tables in Appendix K1 also show the rate at which students omit items. 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 speededness is not an issue, high item omit rates may indicate ambiguity or extreme item difficulty.

Omit rates were generally low for students in Grades 3 through 12. Omit rates for grade spans 3-5, 6-8, and 9–12 were below 5 percent for all items in all of the domains. For the K–2 grade span, six Speaking items had omit rates between 5 and 6 percent, but omit rates were below 5 percent for all of the other items in all domains.

Table 10. Annual Assessment Mean Omit Rates by Grade Span

Grade Span	Listening	Speaking	Reading	Writing
K–2	1.38%	3.53%	1.78%	2.20%
3–5	0.30%	0.62%	0.40%	1.10%
6–8	0.17%	0.92%	0.24%	1.01%
9–12	0.21%	1.20%	0.28%	1.38%

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 Identification data and is reported in Appendix K2. Correlations between MC, dichotomous CR, and CR items are available in Appendix L.

Item Response Theory (IRT) Analyses

Calibration and scaling of the 2006–07 (Form F) operational test data was accomplished using the PARDUX and Winflux computer programs (Burkett, 1999, 1998). This proprietary software, developed at CTB/McGraw-Hill, enabled scaling and linking of complex assessment data such as that produced for the CELDT.

Because the characteristics of MC and CR items are different, two item response theory models were used in the analysis of the data. The three-parameter logistic model (3PL; Lord & Novick, 1968; Lord, 1980) was used in the analysis of selected response (MC) items. In this model, the probability that a student with scale score θ responds correctly to item i is

$$P_i(\theta) = c_i + \frac{1 - c_i}{1 + \exp[-1.7a_i(\theta - b_i)]},$$

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

For analysis of the CR items in the CELDT, the two-parameter partial credit model (2PPC; Muraki, 1992; Yen, 1993) was used. The 2PPC model is a special case of Bock's (1972) nominal model. Bock's model states that the probability of an examinee with ability θ having a score at the k -th level of the j -th item is

$$P_{jk}(\theta) = P(x_j = k - 1|\theta) = \frac{\exp Z_{jk}}{\sum_{i=1}^{m_j} \exp Z_{ji}},$$

where

$$k = 1, \dots, m_j, \text{ and}$$

$$Z_{jk} = A_{jk}\theta + C_{jk}.$$

For the special case of the 2PPC model used here, the following constraints were used:

$$A_{jk} = \alpha_j(k-1),$$

and

$$C_{jk} = -\sum_{i=0}^{k-1} \gamma_{ji}, \text{ where } \gamma_{j0} = 0,$$

where α_j and γ_{ji} are parameters freely estimated from the data. The first constraint implies that higher item scores reflect higher ability levels and that items can vary in their discriminations. The 2PPC model estimates a total of m_j independent item parameters; for each item there are m_j independent γ_{ji} parameters and one α_j parameter. See Appendices K3 and N for item parameter statistics, test characteristic curves, and conditional standard errors from the 2006–07 (Form F) test.

Operational Test Scaling Constants

The Stocking and Lord scaling method (Stocking & Lord, 1983) is used to put the item parameter estimates obtained in the calibration (reported in Appendix K3) onto the CELDT common scale. The multiplicative ($m1$) and additive ($m2$) constants can be applied to the item parameter estimates to obtain the scaled item parameter estimates, using the following formula.

$$A_{celdt} = A_i/m1$$

$$B_{celdt} = m1*B_i + m2$$

Table 11. 2006–07 Operational Test Scaling Constants

Domain	Grade Span	Multiplicative Constants (m1)	Additive Constants (m2)
Listening	K–2	53.0527	426.7851
	3–5	51.5486	497.7583
	6–8	67.4609	566.5715
	9–12	66.0566	582.9739
Speaking	K–2	55.2862	442.2658
	3–5	51.9080	498.9391
	6–8	57.5834	535.2238
	9–12	79.1312	549.9592
Reading	K–2	53.4416	435.1693
	3–5	50.9894	501.6910
	6–8	50.9572	542.7670
	9–12	54.5491	576.9734
Writing	K–2	53.8379	449.7407
	3–5	50.1190	503.5394
	6–8	48.3843	532.8776
	9–12	55.0856	551.2176

Goodness-of-Fit

Goodness-of-fit statistics were computed for each item to examine how closely the item’s data conform to the item response models. A procedure described by Yen (1981) was used to measure fit. In this procedure, students are rank ordered on the basis of their $\hat{\theta}$ values and sorted into ten cells with ten percent of the sample in each cell. Each item j in each decile i has a response from N_{ij} examinees. The fitted IRT models are used to calculate an expected proportion E_{ijk} of examinees who respond to item j in category k . The observed proportion O_{ijk} is also tabulated for each decile, and the approximate chi-square statistic

$$Q_{1j} = \sum_{i=1}^{10} \sum_{k=1}^{m_j} \frac{N_{ij} (O_{ijk} - E_{ijk})^2}{E_{ijk}}$$

Q_{1j} should be approximately chi-square distributed with degrees of freedom (DF) equal to the number of “independent” cells, $10(m_j-1)$, minus the number of estimated parameters. The number of score levels for an item j are represented by m_j , so for the 3PL model $m_j=2$, and $DF = 10(2-1) - 3 = 7$. For the 2PPC model, $DF = 10(m_j - 1) - m_j = 9m_j - 10$. Since DF differs between MC and performance assessment (PA) items and between PA items with different score levels m_j , Q_{1j} is transformed, yielding the test statistic

$$Z_j = \frac{Q_{1j} - DF}{\sqrt{2DF}}$$

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 cut-off value is $(N/1500 \times 4)$ for a given test, where N is the sample size.

Model fit information is obtained from the Z-statistic. The Z-statistic is a transformation of the chi-square (Q_1) statistic that takes into account differing numbers of score levels as well as sample size:

$$Z_j = \frac{(Q_{1j} - DF)}{\sqrt{2DF}}, \text{ where } j = \text{item } j.$$

The Z statistic is an index of the degree to which obtained proportions of students with each item score are close to the proportions that would be predicted by the estimated thetas and item parameters. These values are computed for ten intervals corresponding to deciles of the theta distribution (Burket, 1991). The Z statistic is used to characterize item fit. The critical value of Z is different for each grade or grade span because it is dependent on sample size.

Differential Item Functioning (DIF) Statistics

In addition to the analyses that were conducted as part of the CELDT development process, Linn-Harnisch (1981) gender DIF analyses were conducted on data from the 2006–07 (Form F) administration. For the CELDT analyses, a separate IRT calibration and separate DIF analysis was conducted for each grade span and language domain (Listening, Speaking, Reading, and Writing). To calculate DIF for the CELDT assessments, the IRT parameters for each item (a_i , b_i , c_i) and the trait or ability estimate (θ_j) for each examinee were estimated for the three-parameter logistic model:

$$P_{ij} = c_i + \frac{1 - c_i}{1 + \exp[-1.7a_i(\theta_j - b_i)]},$$

where P_{ij} is the probability that examinee j will pass item i . The total population is then divided into two groups by gender, and the members in each group are sorted into ten equal score categories (deciles) based upon their location on the scale score (θ_j) scale. The expected proportion correct for each group based on the model prediction is compared to the observed (actual) proportion correct obtained by the group. The proportion of examinees in decile g who are expected to answer item i correctly is

$$P_{ig} = \frac{1}{n_g} \sum_{j \in g} P_{ij},$$

where n_g is the number of examinees in decile g . The proportion of examinees expected to answer item i correctly (over all deciles) for a group (e.g., female) is

$$P_i = \frac{\sum_{g=1}^{10} n_g P_{ig}}{\sum_{g=1}^{10} n_g}.$$

The corresponding observed proportion correct for examinees in a decile (O_{ig}) is defined as the number of examinees in decile g who answered item i correctly divided by the total number of examinees in the decile (n_g). That is,

$$O_{ig} = \frac{\sum_{j \in g} u_{ij}}{n_g},$$

where u_{ij} is the dichotomous score for item i for examinee j .

The corresponding formula to compute the observed proportion answering each item correctly (over all deciles) for a complete gender group is given by

$$O_i = \frac{\sum_{g=1}^{10} n_g O_{ig}}{\sum_{g=1}^{10} n_g}.$$

After the values are calculated for these variables, the difference between the observed proportion correct for a gender group and expected proportion correct can be computed. The decile group difference (D_{ig}) for observed and expected proportion correctly answering item i in decile g is

$$D_{ig} = O_{ig} - P_{ig},$$

and the overall group difference (D_i) between observed and expected proportion correct for item i in the complete group (over all deciles) is

$$D_i = O_i - P_i.$$

DIF is defined in terms of the decile group and total target subsample differences, the D_{i-} (sum of the negative group differences) and D_{i+} (sum of the positive group differences) values, and the corresponding standardized difference (Z_i) for the subsample (see Linn & Harnisch, 1981, p. 112). Items for which $|D_i| \geq 0.10$ and $|Z_i| \geq 2.58$ are flagged as DIF items. If D_i is positive, the item favors the target subsample. If D_i is negative, the item favors the standard sample.

These indices are indicators of the degree to which members of a gender group perform better or worse than expected on each item, based on the parameter estimates from all subsamples. Differences for decile groups provide an index for each of the ten regions on the scale score (θ) scale. The decile group difference (D_{ig}) can be either positive or negative. Use of the decile group differences as well as the overall group difference allows one to detect items that give a large positive difference in one range of θ and a large negative difference in another range of θ , yet have a small overall difference. A generalization of the Linn and Harnisch (1981) procedure was used to measure DIF for CR items.

Overall, no operational or field test items exhibited differential item functioning by gender.

Reliability

The reliability for a particular group of students' test scores is the extent to which the scores would remain consistent if those same students were retested with another parallel version of the same test, written to measure the same set of skills. If the test includes constructed-response questions, the reliability is the extent to which the students' scores would remain consistent if both the questions and the scorers were changed.

Note that Speaking CR items are scored by local raters who have been trained in reliable scoring by CTB-certified trainers. All Writing CR items are officially scored by two professional CTB raters; additional data on rater consistency and reliability for hand-scored Writing CR items are available in Appendix M.

Reliability Coefficient

The reliability coefficient is the correlation between the students' scores and the scores that would result if the students were retested with a parallel form of the same test (and scored by different scorers, if the test includes constructed response questions). The reliability coefficient, in fact, cannot be computed directly unless the student actually takes two parallel forms 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 correlations, 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 reliability coefficients for the CELDT 2006–07 Edition (Form F) are between 0.80 to 0.93 across all grades and domains, and these are typical coefficients for assessments of these lengths. Please see Table 12 for reliabilities for each domain of the test by grade span.

Table 12. 2006–07 Operational Test Reliability Coefficients by Grade Span and Domain*

Grade	Reliability Coefficients*			
	Listening (20 items)	Speaking (20 items)	Reading (35 items)	Writing (24 items)
K	0.871	0.925		
1	0.825	0.885		
2	0.832	0.873	0.891	0.893
3	0.784	0.793	0.873	0.888
4	0.809	0.801	0.894	0.889
5	0.828	0.816	0.903	0.892
6	0.843	0.807	0.878	0.886
7	0.874	0.831	0.892	0.893
8	0.888	0.847	0.901	0.898
9	0.874	0.818	0.882	0.914
10	0.870	0.825	0.884	0.913
11	0.866	0.821	0.886	0.908
12	0.885	0.821	0.899	0.906

*Cronbach's Alpha

Standard Error of Measurement

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. The SEM is the difference between each student's score and the score that a student would earn on a perfectly reliable test. If it were possible to compute the error of measurement for each student's score, in a large group of students, these errors of measurement would have a mean of zero. The standard deviation of the errors of measurement would be an indication of how much the errors of measurement are affecting the students' scores. This statistic is the standard error of measurement.

The SEM is expressed in the same units as the test score, whether they are in raw score or scale score points. It is important to note that the SEM tends to be much more consistent across different groups of students than the reliability coefficient. 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. The range of standard errors for the CELDT 2006–07 Edition (Form F) is between 1.06 and 2.66 points across all grades and subject areas in raw score units. In general, this translates into an error band of about one to two raw score points, depending on the students' score. For example, if a student received a raw score of 25 with a standard error of 2 points, on retesting, the student might have attained a score between 23 to 27 about two-thirds of the time. It is important to remember that assessments are not perfectly

reliable and only offer an estimate of what the student is capable of in a specified domain of knowledge.

CELDT classical standard errors of measurement for each domain and overall are shown in Table 13 below. For conditional SEM and SEM curves, see Appendix N.

The reliability from year to year is maintained by equating each new test form to a previous form, thus producing a relationship in which one can compare students' performance levels across years.

Table 13. 2006–07 Operational Test Standard Errors of Measurement (SEM)*
SEM (Raw Score Units)

Grade	Listening	Speaking	Reading	Writing	Overall
K	1.80	1.56			1.68
1	1.70	1.62			1.66
2	1.49	1.45	2.57	2.66	2.12
3	1.79	1.20	2.63	2.48	2.11
4	1.59	1.10	2.53	2.29	1.96
5	1.44	1.06	2.41	2.18	1.85
6	1.46	1.33	2.57	2.32	1.99
7	1.37	1.27	2.51	2.27	1.93
8	1.30	1.23	2.44	2.22	1.88
9	1.53	1.52	2.52	2.23	2.00
10	1.50	1.51	2.50	2.19	1.97
11	1.46	1.50	2.46	2.16	1.94
12	1.40	1.48	2.41	2.17	1.91

* SEM for each domain calculated according to the formula: $SEM = SD\sqrt{1-\alpha}$, where SD represents the standard deviation and α represents the test reliability. Overall Standard Error of Measurement calculated

according to the formula: $SEM_{all} = \sqrt{\frac{2(SEM_{LS}^2) + SEM_{RD}^2 + SEM_{WT}^2}{4}}$.

Inter-rater Reliability

Many monitoring techniques were used to ensure scoring reliability and accuracy. Scoring Guides were used with reader training, and monitoring of readers continued through the scoring process. Supervision included empirical determinants of reader readiness such as check set papers, read behinds, and double-blind reads.

Scoring Procedures

For the CELDT assessment, CTB's imaging handscoring system presents images of scanned test books to trained readers, who assign scores for CR items. Scanned images are viewed on high quality 19-inch workstation monitors. Images of each student's responses are automatically routed to two or more readers when required, and images of specific subsets of test items are routed to designated groups of readers trained to score these items. CTB is committed to using the finest imaging equipment, software presentation system, data management system, and quality control to provide valid, reliable, cost-efficient scoring. The scoring procedures are described in greater detail here.

Readers

In order to work as a Handscoring reader at CTB, one must possess and show evidence of either a BA or BS degree. The evaluator staff is comprised of individuals from many walks of life—from retired or current educators to engineers, all possessing BAs to PhDs.

Many CTB readers also have a great deal of classroom teaching experience. Our reader pool includes editors, published authors, and a number of individuals with advanced degrees.

Team Leaders

Scoring team leaders are selected on the basis of having demonstrated a high degree of scoring accuracy and consistency, often across multiple subjects and grades. They must also possess good interpersonal and leadership skills in order to be effective when training and counseling readers. The ratio of readers to team leaders is no more than 10 to 1. While it is possible to conduct handscoring with more readers per team leader, it has been CTB's experience that inter-rater reliability and production goals are jeopardized unless a trained leader can frequently monitor all readers.

Scoring Supervisors

Scoring Supervisors are the core group at CTB scoring centers. They direct and organize the assessment process, and train team leaders and readers. Scoring Supervisors have extensive experience as Team Leaders prior to their qualification and selection. The Scoring Supervisors are subject area experts in the content(s) that they supervise and train.

Anchor and Training Papers

Prior to the actual scoring, an Anchor Pull meeting was held at the CTB Scoring Center in Sacramento, CA in October of 2006. Educators and administrators from across the state were invited to participate. Demographic information on the participants is included in Appendix B. The purpose of the Anchor Pull meeting was to create training materials for scoring the operational and field test items from the 2006–07 test. The process included several presorting steps done by CTB scoring supervisors in which a selection of student responses were assigned preliminary score categories. These potential anchors were then reviewed by the meeting participants. Using an iterative/consensus process in order to achieve ever-increasing agreement and precision through a kind of “round robin” scoring, members discussed and selected student responses to serve as anchor papers for scoring the CR items on the CELDT test. When all papers for a form had been selected and assigned status as good anchors, training, qualifying, or check-set papers, they were consolidated into training formats. Scoring Guides (consisting of rubrics, anchors, and annotations) served as a constant, setting the course for all subsequent training and scoring.

Rater Training and Cross Checking

Cross checking is a critical task in the assessment training process. It is the final determinant in reader readiness. All readers, including team leaders, must achieve 80 percent exact agreement on the qualifying round following training. Those readers not validating on the first attempt receive further training prior to taking an additional qualifying round. Only those who successfully cross check are qualified as readers and allowed to score tests. Team leaders are required to complete two cross-checking rounds with 80 percent exact agreement in each round.

Check Set Papers and Second Reads

Check set papers were distributed daily to the table leaders and the item readers. Check set papers included papers selected by the scoring supervisor that closely matched the established scoring rubrics and guidelines. Several check set papers were administered each day. These check set papers were used to monitor scoring accuracy and to maintain the established rubrics and guidelines. Readers whose scores differed from the check-set papers were removed from live scoring and given additional training followed by another qualifying round. Readers unable to re-qualify were dismissed from scoring. Exact agreement between reader scores and check-set scores was obtained on approximately 80 to 100 percent of the check-set papers across all grade levels and domains.

In addition, 100% of papers for each operational item were scored by a second reader to establish inter-rater reliability statistics for all CR items and ensure score consistency. This procedure is called a double-blind read because the second reader does not know the first reader’s score. All readers participated in the blind second reading. Operational items with discrepant scores were sent to the table leader for a third, and final read. The score given by the table leader was considered the official score. 30% of CR field test items were also read a second time. Field test items with discrepant scores were not

given a third read. These double-blind reads were used to maintain high rates of inter-rater reliability over time.

Second, the read-behind procedure was used to help readers maintain consistent scoring. Read-behind procedures required that 10% of the items scored a third time by table leaders. On a daily basis, table leaders read and scored a random selection of each reader's scored papers. When there was close agreement of the two scores, the table leader was able to give feedback that enhanced the reader's confidence and ability to score quickly and accurately. On the other hand, if the reader's scores were different from those of the leader, guidance necessary to refocus effort was provided to the reader. This read-behind procedure allowed for early detection of aberrant scores and their correction.

Inter-Rater Agreement

Intraclass correlation and weighted Kappa coefficients were calculated to measure reader agreement (Fleiss & Cohen, 1973). The intraclass correlation does not consider chance agreement between two raters, but the weighted Kappa does take into account chance agreement. Therefore, in general, weighted Kappa will have values equal to or smaller than the intraclass correlations. If agreement is perfect, then Kappa is +1.00. In the situation when agreement is at chance levels, Kappa is 0. Kappa values between 0.40 and 0.74 represent good agreement beyond chance, and values below 0.40 indicate poor agreement. Appendix M provides the results of inter-rater agreement study for all CR items.

Scaling and Equating

The CELDT program uses a pre-equated scaling design. This equating design is based on shared anchor items to maintain the CELDT scales year to year. For the 2006-07 scale, the new common scale was established with items administered in 2005-06. Anchor items from the previous administration's field test (i.e., the 2005-06 Edition, Form E) were used to equate 2006-07 field test items onto the new CELDT common scale, and new operational test forms were selected from the field test items to maintain the scale. New forms could then be constructed on the CELDT scale for future administrations.

The use of shared anchor items has become an industry-standard procedure for ensuring that an equivalent scale can be established across the test forms. The linking and equating is conducted using the procedure by Stocking and Lord (Stocking and Lord, 1983). The Stocking and Lord procedure is based on determining the linear equating constants, M1 and M2, that minimize the difference between two test characteristic curves, such that, for a suitable group of examinees, the average squared difference between true-score estimates is as small as possible.

Due to the development of the new CELDT scale, the CELDT was rescaled for operational scoring of the 2006–07 Edition (Form F). In order for CDE to complete Title III federal accountability requirements in May 2007, the previous year's scale scores were also required for estimating growth. Therefore, the previous year's 2005–06 Edition (Form E) scale scores were brought onto the newly-baselined CELDT scale. This second form of equating is described below.

Unique Comparison of 2005–06 and 2006–07 Scores

This section describes the process for reporting to CDE the 2005–06 Edition (Form E) scale scores and performance levels on the new scale.

With the transition to the new CELDT common scale and the separation of the Listening and Speaking domains into separate subtests, comparisons between scores on the original and new scales could not be compared. However, the CDE had to conduct accountability analyses on scores between 2005–06 operational CELDT on the original scale and the 2006–07 CELDT on the new scale.

The entire task required (a) establishing concordance linking between 2005–06 Edition (Form E) scores on both original and new scales, (b) producing concordance tables of original and new 2005–06 Edition (Form E) scale scores, and (c) populating one state-level General Research File (GRF) with 2005–06 Edition (Form E) scale scores on the new scale.

Scoring Tables

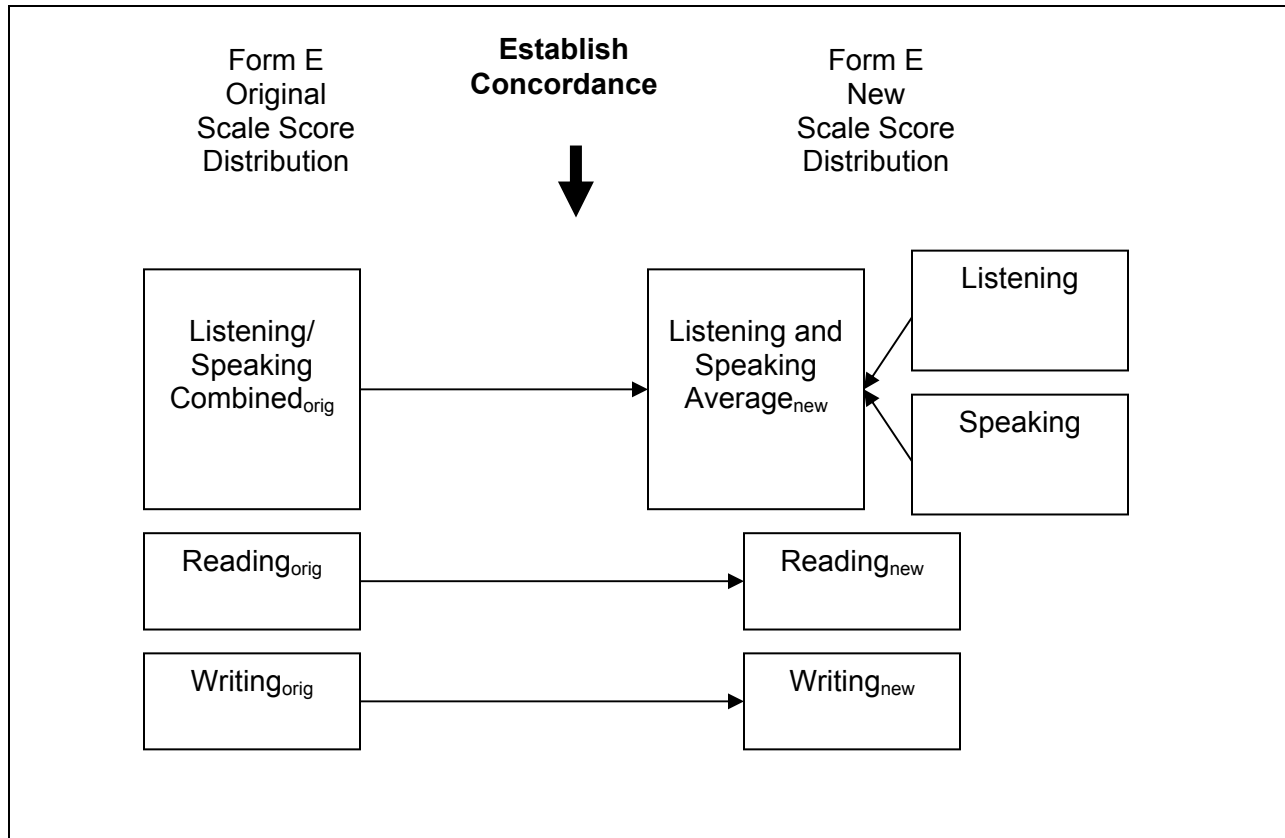
Pre-equated scoring tables had been produced after 2004–05 Edition (Form D) calibrations and were used to score 2005–06 Edition (Form E) test takers. These scoring tables will be called **original scoring tables** here. There were three original scoring tables per grade span: Listening/Speaking (combined=calibrated together), Reading and Writing. Each student's raw score was computed from the 2005–06 Edition (Form E) GRF files and converted to the three corresponding original scale scores. The 2005–06 Edition (Form E) GRF files included separate number-correct scores for each domain of Listening, Speaking, Reading, and Writing. A weighted average of the three scale scores was computed as the original Overall score, where Listening/Speaking was weighted 0.50, Reading 0.25, and Writing 0.25. Four original scale scores distributions were created from student responses to 2005–06 Edition (Form E), as recorded in the GRF: Listening/Speaking (combined), Reading, Writing, and Overall (weighted average).

The 2005–06 Edition (Form E) operational items were calibrated on four new scales (i.e., Listening, Speaking, Reading, and Writing) set at a mean of 500 and SD of 50. Scoring tables were created using parameters generated from calibrations to the new scale for each of four domains: Listening, Speaking, Reading, and Writing. These scoring tables will be called **new scoring tables**. Each student's raw scores were converted to the four corresponding new scale scores. A straight average of the Listening score and Speaking score was computed. A straight average of the four scale scores was computed and truncated to create the new Overall score. Four score distributions resulted from student responses to 2005–06 Edition (Form E): Listening/Speaking (average of Listening and Speaking), Reading, Writing, and Overall (average)

Note that the Writing scoring tables on the new scale included item parameters generated from CR items scored with the operational, 2005–06 Edition (Form E) scoring rubric. While a second, revised rubric was used for the hand-scoring of a sample of field test items in the same administration (N≈3000 per field test item), the resulting parameters were not relevant to the equating of 2005–06 Edition (Form E) scores. For more information on the revised Writing rubrics, see Appendix C.

Students' number correct scores were converted onto each scale. An equipercntile method (Kim, 2006) established the relationship between each student's 2005–06 Edition (Form E) scores on the original and new scales, respectively (see Figure 1). This equating resulted in concordance tables between the two scales which were used to populate the previous year's score in the 2006-07 Edition (Form F) GRF (see Appendix O).

Figure 1. Establishing the Equipercentile Linking Relationships between Scale Scores



The 2005–06 Edition (Form E) scores on the (a) original and (b) new scales were linked using the equipercentile method. The equipercentile procedure is preferred for several reasons. First, it is a standard industry procedure that CTB has used successfully for other linking studies for large-scale, high-stakes state assessment programs. Compared to linear techniques such as regression, equipercentile linking generally provides greater similarity between distributions of equated scores than does linear equating, particularly at the extreme ends of a distribution. This is because the equipercentile method uses the first four moments of the distribution whereas regression using only the first two. Linking based on regression tends to focus on the middle of the distribution, near the mean. Finally, regression does not provide symmetrical results whereas equipercentile linking does.

Equipercentile linking procedure was run on all of the matched data sets. For example, we first scored students who took 2005–06 Edition (Form E) CELDT on both the original and the new scales. Therefore, two distributions were generated for the one group of 2005–06 Edition (Form E) test-takers.

To estimate the standard error of linking, or standard errors of equating, the bootstrap method described in detail by Kolen and Brennan (1995) was used with 1,000 replications. The following procedures were used to obtain standard errors of linking (SEL), using the bootstrap method:

1. Begin with a sample of size N. In this study, N was total sample.
2. Draw a random sample of size N with replacement.
3. Construct a linking relationship using the equipercentile procedure.
4. Repeat Steps 2 and 3 1,000 times.
5. Calculate the standard deviation of the 1,000 scale scores. This standard deviation is the estimated bootstrap.

Quality Assurance

Strategies were conducted throughout the processes described here to ensure that the final GRF file was of high quality. For example, once the students were scored on both scales, score frequency distributions for those scores were examined for each grade span and domain. Further checking included comparing resultant distributions for both original and new scores with results from preliminary equipercentile linking run in spring 2006 with partial 2005–06 Edition (Form E) data. Comparisons of score look-up tables were run for checking the creation of the new-scale scoring tables.

After linking was completed for each grade span and domain, all the item collections were checked and confirmed using the 2005–06 Edition (Form E) item map. The score distributions from equipercentile linking results were reviewed for reasonableness. Then the means and standard deviations of the 2005–06 Edition (Form E) distributions (new and original) and 2005–06 and 2006–07 distributions on the new scale were calculated and compared for reasonableness. Finally, the percent proficient in each grade span and domain for students' 2005–06 Edition (Form E) performance levels was computed and evaluated for reasonableness. If the equipercentile method is successfully applied to the matched data sets the distributions of the target test form and test form linked should be similar. Also, similar standard deviation, skewness, and kurtosis should be found.

Results for placing the 2005–06 Edition (Form E) onto the common scale were as expected. There were no unexpected results. Scores differed within range expected by measurement error, duration between administrations, test structure differences, and norm group differences. The final concordance tables are included as Appendix O.

Appropriate Interpretation of Results

Concordance tables resulting from the linkages produced in this study are appropriate for interpretation at the level of the test scales and are not intended to predict individual student scores (Pommerich, Hanson, Harris, & Sconing, 2000). Although it is tempting to use the tables from this study to interpret an individual student's scale score, there are a number of reasons why this is not advisable. First, although great care was taken

to use a sample of students that represent the population of students in the state of California, there is likely some degree of sampling error present in the results. Second, this study represents a snapshot of the relationship between the two sets of test scores. The linking relationships based on these data are not expected to remain constant over time. Changes in student population or instruction decrease the generalizability of the results as time passes.

Growth in the Baseline Year

The new CELDT common scale was used operationally for the first time in the scoring of the 2006–07 Edition (Form F). In addition to this scale transition, the inclusion of separate Listening and Speaking scale scores and new cut scores necessitated a break in the comparability of scores from previous forms. For this reason, growth from the 2005–06 Edition cannot be calculated, and the percentages of students previously achieving proficiency should not be compared to the 2006–07 Edition. In future years, growth will be reported on the common scale, across grades and grade spans. Growth on the 2007–08 Edition (Form G) will then be compared to the baseline year of 2006–07.

The 2006–07 Edition (Form F) administration showed variable growth patterns across the grades and domains. Figures 2–5 illustrate these patterns. Mean scale scores and standard deviations are reported in Appendix E.

Note that the annual data do not include Initial Identification data and therefore do not include the lowest scoring students who often show substantial growth in their first month in the school year. As illustrated in Table 7 as compared to Table 5, there was a much larger standard deviation for the Initial Identification group.

Proficiency for CELDT is defined as an Overall score of Early Advanced or higher, and each domain performance level (Listening, Speaking, Reading, Writing) as Intermediate or higher. The percent of California English Learners who attained English proficiency had increased in each grade span each year up until the rescaling took place, as shown in Table 14. The transition to the new scale and new cut scores resulted in changes to the percent of students classified as English-proficient; therefore, comparisons to previous administrations are not appropriate.

Table 14. Percent English-Proficient Students on the CELDT 2001–07 (Forms A–F) Annual Assessment

Year	Grade Spans				All Grades K–12
	K–2	3–5	6–8	9–12	
2006–07*	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

* Starting in 2006–07 percentages are based upon on the new common scale and cut scores

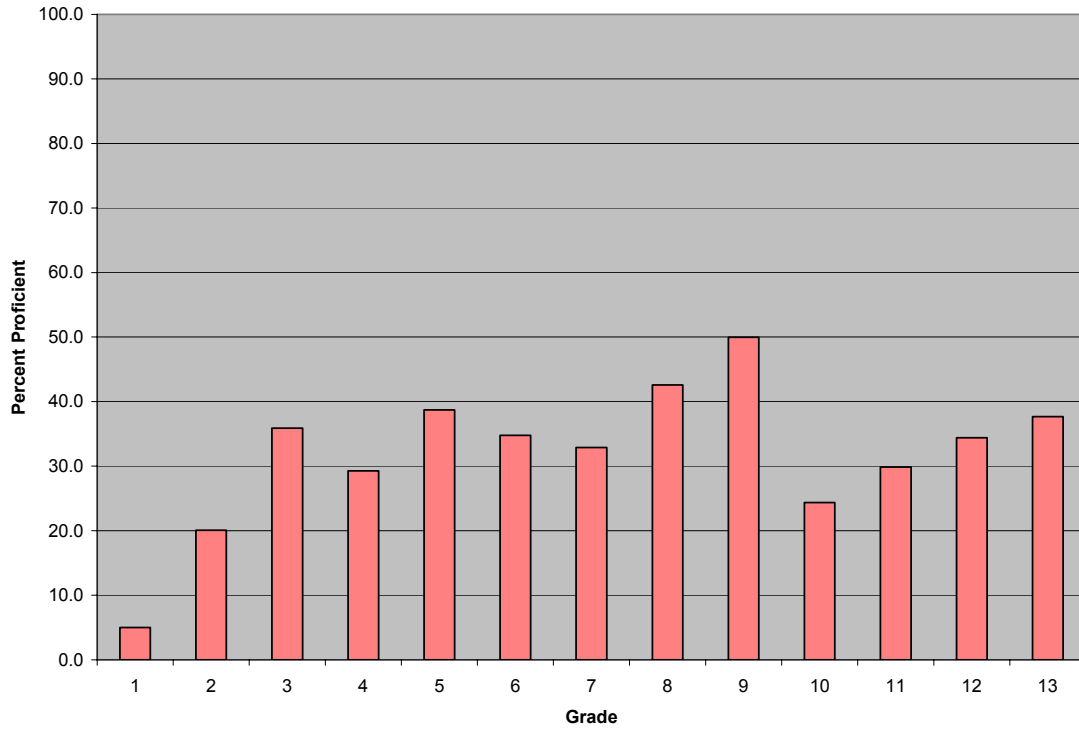
Percent proficiency by grade and domain, including Overall, is shown for each administration year in Tables 15–20 and is illustrated in Figures 2–5.

Table 15. Proficiency by Grade and Grade Span for 2006–07 Edition (Form F), Annual Assessment Data

Grade	N Tested	N Prof		% Prof		N Prof		% Prof		N Prof		% Prof	
		Listening/Speaking	Listening/Speaking	Listening	Listening	Speaking	Speaking	Reading	Reading	Writing	Writing	Overall	Overall
K*	7143	431	6.0	358	5.0	537	7.5	N/A	N/A	N/A	N/A	407	5.7
1	168999	42736	25.3	33911	20.1	43992	26.0	N/A	N/A	N/A	N/A	41825	24.7
2	158997	71341	44.9	57044	35.9	68573	43.1	11072	7.0	17537	11.0	24845	15.6
3	149266	54398	36.4	43667	29.3	65393	43.8	12152	8.1	21311	14.3	27847	18.7
4	143822	69341	48.2	55681	38.7	79131	55.0	17484	12.2	25312	17.6	40348	28.1
5	129088	68790	53.3	44877	34.8	73666	57.1	28869	22.4	33336	25.8	46866	36.3
6	103392	45731	44.2	34012	32.9	60291	58.3	19873	19.2	32720	31.6	33589	32.5
7	94727	51970	54.9	40341	42.6	56785	59.9	26576	28.1	37945	40.1	37664	39.8
8	87490	46306	52.9	43732	50.0	50312	57.5	24004	27.4	41384	47.3	35470	40.5
9	82319	30695	37.3	20045	24.4	38079	46.3	18429	22.4	36808	44.7	24745	30.1
10	75913	29840	39.3	22670	29.9	34144	45.0	14955	19.7	36719	48.4	24106	31.8
11	61375	27204	44.3	21105	34.4	30030	48.9	15719	25.6	30829	50.2	23106	37.6
12	48581	23324	48.0	18309	37.7	25490	52.5	14570	30.0	24701	50.8	20163	41.5
K-2	335139	114508	34.2	91313	27.2	113102	33.7	11072	3.3	17537	5.2	67077	20.0
3-5	422176	192529	45.6	144225	34.2	218190	51.7	58505	13.9	79959	18.9	115061	27.3
6-8	285609	144007	50.4	118085	41.3	167388	58.6	70453	24.7	112049	39.2	106723	37.4
9-12	268188	111063	41.4	82129	30.6	127743	47.6	63673	23.7	129057	48.1	92120	34.3
Overall	1311112	562107	42.9	435752	33.2	626423	47.8	203703	15.5	338602	25.8	380981	29.1

Note. For Proficiency results for previous forms, see Technical Reports for CELDT Forms A–E.

Figure 2. Listening Percent Proficient, Annual Assessment Data



* 2006–07 marks the transition to the common scale and new cut scores.

Figure 3. Speaking Percent Proficient, Annual Assessment Data

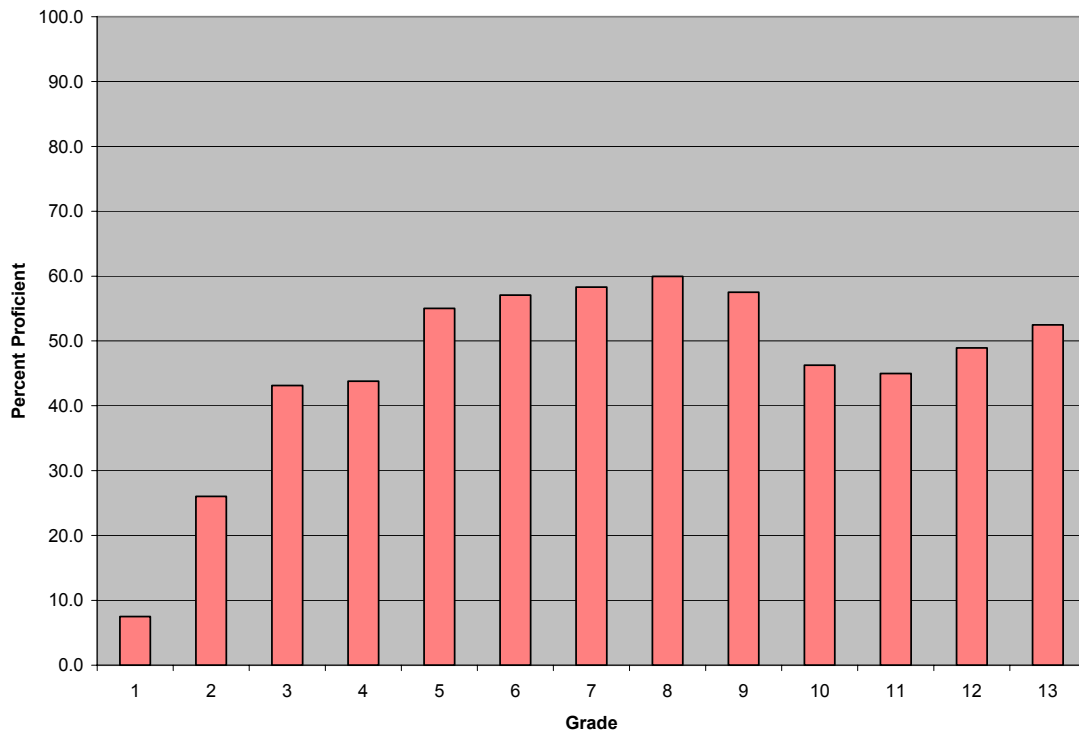
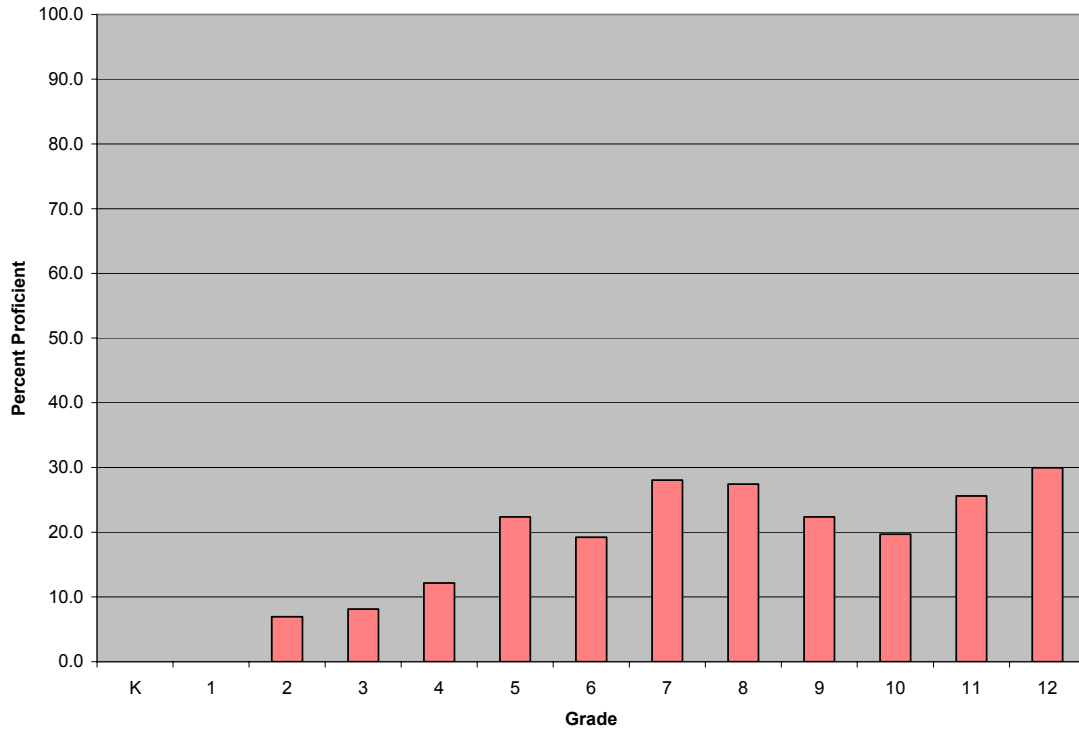
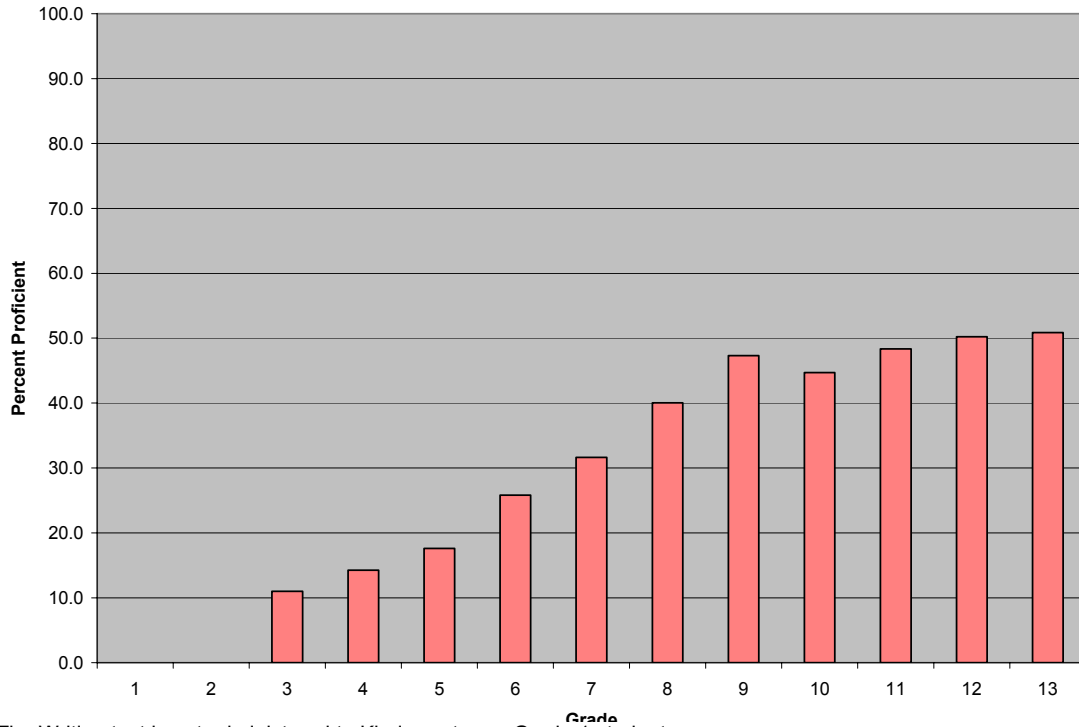


Figure 4. Reading Percent Proficient, Annual Assessment Data



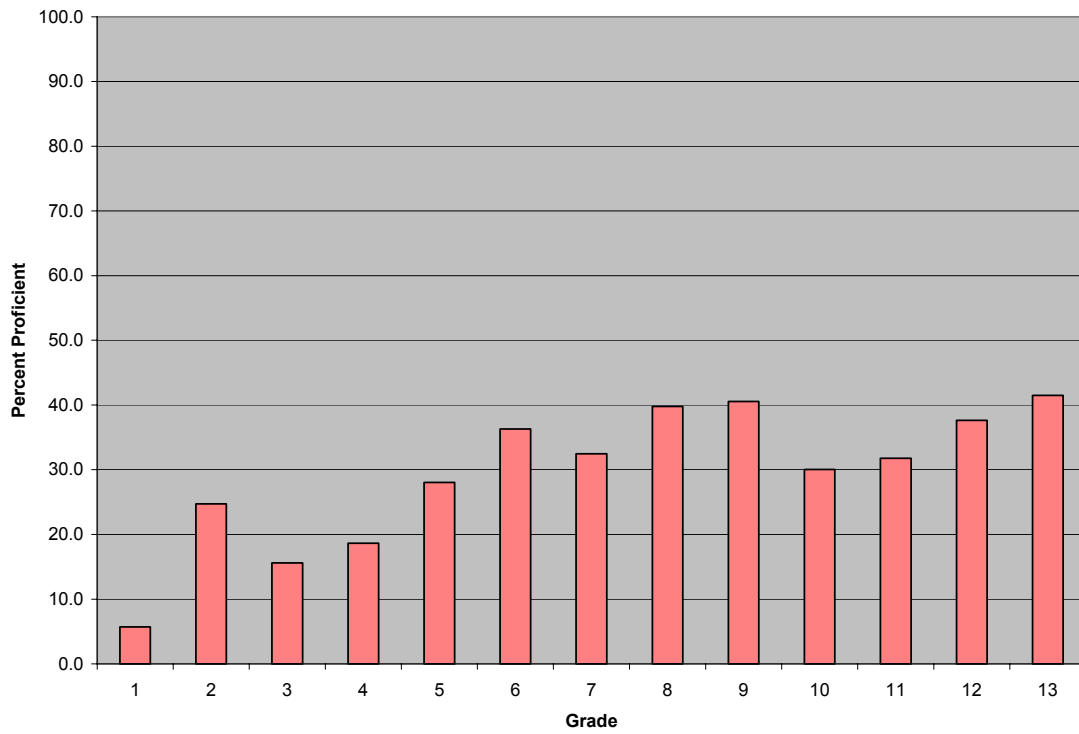
* The Reading test is not administered to Kindergarten or Grade 1 students.

Figure 5. Writing Percent Proficient, Annual Assessment Data



* The Writing test is not administered to Kindergarten or Grade 1 students.

Figure 6. Overall Percent Proficient, Annual Assessment Data



* Kindergarten students are not reported here.

Summary of Validity Evidence

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 of test scores entailed by proposed uses of tests. 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, 2002, 2004, p. 9).

The CELDT was designed and developed to provide scores of English language proficiency (i.e., English language development) that are valid for most types of educational decision making. The primary inferences from the test results include measurement of the proficiency of individual students relative to the larger EL population in California and relative program effectiveness based on the results of groups of students. Progress can be tracked over years and grades. The results can be used in a criterion-referenced manner to analyze the strengths and weaknesses of students’ growth in the domain subtests and to report progress to parents. The results can also be used as one body of evidence in making administrative decisions about program effectiveness, class grouping, needs assessment, and placement in ELD 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). See Appendix Q for more information on the CELDT program’s alignment to these standards.

Construct Validity

Construct validity—what test scores mean and what kinds of inferences they support—is the central concept underlying a test’s validation process. Evidence for CELDT’s construct validity is comprehensive and integrates evidence from both content- and criterion-related validity. To establish meaningfulness, the tests must correlate highly with independent measures of achievement and cognitive ability. Additionally, tests designed to measure similar skills should correlate more highly than tests designed to measure distinctly different skills. To establish meaningfulness, CELDT should correlate highly with independent measures of achievement and cognitive ability.

The CELDT is a standardized test that assesses the construct of English language proficiency (ELP) of English learners (EL) in grades K–12 in California public schools, per California Education Code. It was designed in alignment with the California English Language Development (ELD) standards for the domains of Listening, Speaking,

Reading, and Writing. CELDT is also designed to meet the primary purpose of Title III regulations: to “assist all limited English proficient children... to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet” (Title III, Part A, Section 3102). In response to this and in accordance with advice from the CELDT Technical Advisory Group, a study was conducted in 2006 to assess the degree to which the CELDT items were aligned with the English Language Development (ELD) standards and linked to the academic content standards for English/Language Arts, Mathematics, and Science (see following section “Evaluating Linkage and Alignment”). Recommendations from the study included the inclusion of items with greater linguistic complexity than currently in the ELD standards or on the test itself.

Content Appropriateness: Language Proficiency vs. Academic Achievement

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 content area. CELDT (and other states’ language proficiency assessments) differs from academic achievement tests in several ways.

First, CELDT content is selected to measure how proficient students are in the English language – how well they can listen, speak, read, and write English – rather than to measure achievement on the CA Frameworks and standards.

Also, the CA English-language Arts standards and related state assessments include much more academic content and measurement of reading/language arts, including such things as plot elements, author’s purpose, comparing and contrasting text, etc., than they do to address the precursor English language skills needed to access academic subject matter, including Listening and Speaking. For example, there are two English-language Arts standards that address Listening and Speaking Strategies for grade 2 students, while the ELD Standards define 26 separate Listening and Speaking standards to be assessed at grade 2.

Unlike academic achievement tests in reading/language arts or any other content area, which usually assume that content standards are vertically-articulated (increasing across grade levels), language proficiency assessments, including CELDT, do not work in the same way. Instead, language tests are organized by performance level; students can enter English Learner programs at any grade and be at any point in the spectrum of English proficiency.

Students can show their proficiency in one or more domains from among Listening, Speaking, Reading, or Writing. The domains of Listening and Speaking do not generally appear on academic achievement assessments. In contrast, Listening and Speaking items comprise 50% of the overall CELDT score at grades 2-12, and 100% of the language proficiency score at grades K-1; this is far greater emphasis of these two domains than on an academic achievement test.

The Reading subtests in CELDT assess Word Analysis at all grade levels. In achievement tests, this is usually assessed only at K-2, when students are learning to decode words. Also, in the Reading and Writing subtests, items are written to reflect errors that non-native-English students might 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 knowledge, and not on content.

Content Validity

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 assessment.

Minimization of construct-irrelevant variance and construct under representation is addressed in all the steps of the test development process through specification, item writing, review, field testing, test construction, and standardized administration. This report provides available evidence for the assessment's content validity in the section entitled "Test Specification" and in the descriptions of special studies and Appendix B, to follow.

Convergent Validity

Convergent and discriminate 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 that they purport to measure. While we have no external measures available at present to correlate with the CELDT scale scores, the pattern of correlations within CELDT provides preliminary validity evidence. The intercorrelations among the CELDT scales for each grade and grade span are presented in Appendix F.

Test Consequences

Criterion-referenced interpretations of test scores may be supported for the CELDT results, based on evidence in this report. Such interpretations represent a fixed level of English language proficiency that can be interpreted in terms of what students know and are able to do at a given score—raw score, scale score, or performance level defined by a range of scale scores. For example, a student who achieves a performance level designated as "Proficient" on a second-grade Listening test may demonstrate the knowledge, skills, and abilities as defined by the Performance Level Descriptors (Appendix A).

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

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

Test Changes

Test changes, including accommodations, modifications, and alternate administrations of CELDT, should be considered carefully when interpreting scores. When a student achieves the “Proficient” performance level with the accommodation “extra time,” for example, the testing conditions should be considered along with the knowledge and skills ascribed to the student. In this case, the interpretation may be that, given the particular raw score, scale score, or performance level, the student can demonstrate the knowledge, skills, and abilities cited above with the accommodation “extra time.” CTB recommends that summaries of results that are used for accountability purposes be presented cautiously in aggregated and disaggregated forms. Aggregated results are summaries of results that include all students tested. These should be presented with the number and percent of students who took the test(s) using accommodations so that the aggregated results can be interpreted with respect to changes in the use of accommodations across groups and years. Identifying the number and percent of students using accommodations provides valuable information.

Braille versions of tests are only for students who are trained Braille users. Depending on what is appropriate for each student, the student may use a Braille answer document, mark answers in the test booklet, or have responses recorded by a test proctor or aide. A regular-print version of the Braille test is provided for test administrators or proctors working with Braille readers. Experience has shown the utility of providing transcribers’ notes for the Braille booklets. It is understood, of course, that not all test items lend themselves to translation into Braille, so the content of the Braille tests will not be exactly parallel to that of the regular tests.

The large-print editions were produced in conjunction with guidelines from the American Printing House for the Blind. We strongly suggest that consideration be given to providing environmental adjustments for students who use a large-print edition. Such adjustments may include:

- 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
- allowance to mark answers in the test booklet or on a large-print answer document, which must then be transcribed to a regular answer document by the test proctor.

Other CELDT Validation and Evaluation Studies

Summarized here are four CELDT validation and evaluation studies related to (a) the original scale cut score validation, (b) considerations prior to revisiting cut scores in 2006, (c) evaluation of linkage and alignment of standards and the CELDT, and (d) the communication of changes to the CELDT program in 2005 through 2007.

Original Scale Cut Score Validation Study

In order to assess the appropriateness of the current CELDT cut scores for grade spans 3–5, 6–8, and 9–12, a validation study was conducted by CTB/McGraw-Hill in cooperation with the California Department of Education and the San Joaquin County Office of Education. The general procedure was to send a group of English Language Development Experts to pre-selected schools in order to conduct approximately 40 individual student evaluations. CTB/McGraw-Hill then compared the results of these evaluations to the CELDT Form C scores for each group of 40 students.

A total of 58 experts attended one of the two orientation sessions and 31 schools from throughout California provided students to be evaluated for the study. The student evaluations took place from July 1st to November 15th, 2003. Each student was to spend approximately 30 minutes with an expert. The students selected for the study represented the range of performance levels that are assessed by CELDT.

For the purpose of establishing the reliability of the experts' ratings, 189 of the students selected to participate in the study met separately with each of two experts for a total of two 30 minutes evaluations. The experts evaluated each student's proficiency according to the five State defined performance levels in order to place each student within one of the performance levels, or between two adjacent performance levels. The student's scores on the CELDT were not known by the experts. The evaluation was to be on the basis of a personal interview using procedures chosen by the expert that did not employ an administration of the CELDT or any other formal published test.

Although this validation study encountered significant restrictions that may limit the applicability of the findings, the results generally support the appropriateness of the CELDT cut scores in Grades 3–12. Consequently, the study results indirectly support the validity of the test itself as they demonstrate that student classifications, based on the test results, are consistent with the judgments of a group of English language development experts. The appropriateness of the cut scores is further supported by the fact that when the analyses are conducted on all grades combined, the same conclusions may be drawn. For further information see, CTB/McGraw-Hill (2002a).

CELDT Advisory Panel Meeting: Standard Setting Considerations

On Friday, September 16, 2005, the CTB CELDT staff met with six consultants in Sacramento to obtain information about the characteristics of the EL population in the state. The particular issues examined were some questions that could influence the manner in which the Standard Setting scheduled for February 2006 should proceed.

Panel participants identified two changes that appeared to be in progress regarding the population of EL students. The first was that the proportion of the students coming from homes where Spanish was spoken had increased, approaching 90%. Second was that many more of these students regardless of home language were not new immigrants, i.e. they were born in the U.S., and therefore, albeit English learners, they were not beginners in the language. These observations gave rise to speculation among the panelists and observers that the cut between the Beginner category and the Early Intermediate category should be raised and that the definition of Beginner should be expanded to include some of the characteristics of what are now identified as Early Intermediate characteristics. The relatively low proportion of Initial Identification students scoring at the Beginning level further supports this proposed change. The participants generally agreed that the likely changes in the next several years would be a continuation of the trends above: increasing students with a home language of Spanish who have been born in the US.

The panelists observed that a majority of older students had been enrolled in ELD programs for many years and so were gradually being reclassified, whereas younger students were still acquiring the necessary academic and language skills. The Advisory Panel members supported the opinion that older students do make more initial progress but seem to hit a plateau. Factors for this may include motivation, drop-out rates, reclassification rates, and the number of peer students who speak the same language.

Kindergarten and Grade 1 students were considered a unique subgroup of the EL population and were a topic of significant conversation among the panelists. Another point of agreement was that the initial classification of Kindergarten and Grade 1 students as Fluent English Proficient (IFEPs) occurred far too frequently. Although these students might speak and understand spoken English adequately, they do not always have the necessary English language skills to attain academic literacy which leads to serious academic difficulties in Grade 2 and beyond.

In general, it was the opinion of the panelists that there has not been a systematic relationship between years in EL programs and reclassification. Many students start in ELD programs in Kindergarten and may not be reclassified until sixth or eighth grade, while others were placed in ELD programs for their entire school careers. The panelists were unanimous in their assertion that most students scored at proficient levels on the CELDT several years in a row before being reclassified Fluent English Proficient (RFEP). This re-testing was due to the other requirements for reclassification, particularly scoring at the beginning of the Basic Level on the California Standardized Test (CST). This disconnect between the difficulty of the language demands tested on the CELDT and those required for the CST served as the basis for the panelists firm conviction that the

cut-scores for the CELDT should be increased. All the participants voiced opinions as to the need for increased expectations of proficiency that are comparable across grades.

Another opinion unanimously expressed by the panelists is that the CELDT, particularly the Writing portion, was too easy. In 2000 during the original Standard Setting, teachers felt the CELDT was too difficult for EL students, but the past five years of administration changed the opinions of all the panelists. In addition to this, several panelists noted that a portion of the students in the upper grade spans have taken CELDT several times, were not challenged by the test, and were not motivated to try and do well on it. The major recommendation of the panelists was that CTB needs to make the test harder and increase the cut-scores.

The overall recommendations of the Advisory Panel included independently raising the cut-scores for all performance levels across all grades and grade spans, significantly increasing the standards for IFEP Kindergarteners and first graders, as well as gradually increasing the difficulty of the items included on the CELDT test.

Evaluating Linkage and Alignment

Under Title III of No Child Left Behind Act of 2001 (NCLB), English language development (ELD) standards must be linked to content standards and the English language proficiency test must be appropriately aligned to the ELD standards. States are held accountable for the academic progress of English learners (EL) and for their ability to sustain academic performance after they exit EL programs. *Linkage* is defined here as the correspondence between the ELD standards and content standards, and *alignment* is defined here as the correspondence between the ELD standards and the ELD assessment.

Using an approach developed by Sato, Lagunoff, Worth, Bailey, and Butler (2005) applied to assessments of ELD to evaluate linkage and alignment, this study looked for correspondences across standards and tests in terms of *language demands*. The language demands include both *linguistic features* (phonological, lexical, syntactic) as well as *academic language functions* (discourse) commonly learned in the K–12 context. This study used the language-demands approach in the evaluation of linkage of the California ELD standards to the state content standards.

The domains of English Language Arts, Mathematics, and Science were analyzed for four grade levels (Grades 2, 5, 7, and 9); in Grade 9, Biology and Algebra I were analyzed for Science and Mathematics, respectively. Also, the study evaluated the alignment of the Form E California English Language Development Test (CELDT, CTB/McGraw-Hill, 2005) to the ELD standards. All ELD standards at four grade spans (K–2, 3 – 5, 6 – 8, and 9 – 12) and the 396 CELDT 2005-06 Edition (Form E) items were used to evaluate alignment. A total of 1,381 content and ELD standards were analyzed with an overall ratable of 74.0%. Few standards in Mathematics and Science provided enough information to allow for a rating on a language dimension (21.1% and 21.9%, respectively) while most ELD and English Language Arts (ELA) standards were ratable (96.2% and 95.8%, respectively). A total of 396 CELDT Form E items were analyzed with 100% ratable. These 396 items, 99 per grade span, represented 20 ELD standards in Grade K–2, 25 in Grades 3–5, 21 in Grades 6–8, and 19 in Grades 9–12.

Most ELD and ELA standards were ratable (greater than 90%); however, only 13% to 38% of the Mathematics and Science standards were ratable using both the standards themselves and accompanying frameworks documents. There were variable degrees of alignment between ELD standards and the CELDT depending on language demands and proficiency levels (i.e., as defined by the ELD standards). Strongest alignment appeared in items in the Reading and Writing sections on the language-demand dimensions. Reading and Speaking items generally showed moderate to strong alignment across sections of the test on all dimensions (i.e., ratable, modality, complexity, and language demands), especially in the lower two grade spans. Items in the Writing sections were weakly aligned on the modality and complexity dimensions, and Listening items showed the weakest alignment on all dimensions. The 6 – 8 grade span showed the weakest alignment of the four spans, especially on complexity and language-demands dimensions.

Statewide Communication of Changes to the CELDT in 2005–07

The California English Language Development Test (CELDT) underwent various changes in the administration of Form E during the 2005–06 school year. These mandated changes included the separation of the Listening and Speaking content areas and the development of a new, common scale with linking across grade spans to allow for comparisons of scores grade-to-grade and year-to-year. In order to accurately and effectively communicate these changes and their impact to the State’s educational community, the California Department of Education (CDE) identified the need to gather information from CELDT administrators and data users. A key informant study design was used, and participants were invited to participate in one of two focus groups. Interview notes were reviewed using open coding. Further analysis of data produced seven themes: (a) key stakeholders, (b) specific tools used to communicate information, (c) questions about the CELDT program and its changes, (d) concerns about the CELDT program and communicating changes, (e) perceptions about the CELDT and its changes, (f) specific suggestions regarding how to effectively communicate, and (g) most relevant information to convey. Study participants identified four critical pieces of information that will need to be communicated effectively.

1. Data Review Module (DRM). Clarify the DRM process and instruct educator stakeholders in how to complete the DRM accurately and within the timeframe. One participant thought it important to clarify that only students who took the 2005–06 test will get converted scores for year-to-year comparison in 2006–07.
2. New Common Scale. Clarify the rationale for the creation of and interpretation of the new common scale.
3. Performance-Level Cut Scores and Descriptors. Explain how specific changes to the performance-level cut scores and descriptors were made and what those changes mean for the interpretation of CELDT results.
4. Annual Measurable Achievement Objectives (AMAOs) for Title III. Districts need more information on how the CELDT changes will impact these reporting requirements.

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Appendices

Appendix A Technical History of the CELDT

2001–02 Edition (Form A) through 2005–06 Edition (Form E)

The California English Language Development Test (CELDT) was developed by CTB/McGraw-Hill in conjunction with the CDE Standards and Assessment 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.

During the past seven years of operational testing, CTB and CDE have received invaluable input from classroom teachers, administrators, and the State Board of Education (SBE) regarding critical issues for the CELDT Program. These recommendations have helped guide CTB and CDE decisions about how to improve the assessment and many other aspects of the program. This input has influenced the changes made to the CELDT content and format, as well its scoring, administration, and item data management. The content and timing of these improvements have been included below, detailing the evolution of the CELDT since its inception. For specific information regarding test content and test-taker populations, please see the Technical Reports for CELDT Form A–C.

The blueprint for the CELDT test was developed by a series 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 agreeing to administer the test to a small number of classes. Form A was then created using the Field Test items and data.

The scale and proficiency cut scores created for the CELDT assessment were based on the 2000 Field Test data. After the first annual administration of the 2001–02 Edition (Form A), CTB conducted a series of analyses that showed discrepancies between the Field Test and 2001–02 Edition (Form A) data. The field test sample, from which the original calibration was created, was not very representative of the state’s English learner population. Due to these discrepancies, recalibration was suggested. Because the 2001–02 Edition (Form A) operational administration did not involve any common items or groups for establishing a vertical scale, the recalibrated scale was not strictly speaking vertically linked. Although the new 2001–02 (Form A) scale was anchored back to the Field Test scale, CTB recommended that the new scale not be considered a true vertical scale. Test forms in 2001–02, 2002–03, 2003–04, 2004–05 and 2005–06 were each anchored back to the original 2001–02 (Form A) scale. Furthermore, each of these forms contained changes, some of them significant, which are detailed below.

2001–02 Edition (Form A)

The CELDT Field Test was developed between the Winter of 1999 and the Summer of 2000; it contained 70% Language Assessment Survey (LAS) items (Listening/Speaking, and Writing), and 30% new items (Reading). The Reading test was newly developed by CTB in alignment

with the California English Language Development Standards. The Listening/Speaking domains were administered individually while the Reading and Writing items were administered in groups. This Field Test was administered in the Fall of 2000 to obtain parameters for the California population and place all the grade spans on a vertical scale. The sample included English learners as well as students with English as a primary language. In addition to on-level testing, test books were created for the transitions between grade spans. The transitional books contained one form from the on-level grade span and one form from the grade span above. The inclusion of these transitional forms enabled CTB to create a vertical scale during item parameter calibrations.

A Standard Setting was conducted from March 30 to April 2, 2001, to set proficiency cut scores for each domain and grade span based upon the Field Test data. CTB and CDE made the decision to assign identical cut scores for grade spans 3–5, 6–8 and 9–12 across all proficiency levels. Within the first grade span, Kindergarten, grade 1, and grade 2 were assigned separate Listening/Speaking proficiency cut scores. Second grade Reading and Writing were also assigned unique cut scores. These cut scores remained unchanged from 2001 to the Standard Setting in 2006.

The data from the original Field Test and Standard Setting were then used in selecting items and producing the operational 2001–02 Edition (Form A). The first full scale operational assessment of all students took place between May and October of 2001. Comparing the data from the Field Test and Form A operational test, CTB found the sampling discrepancy significant enough to recalibrate the item parameters for Form A. Though anchored back onto the Field Test scale, this recalibration altered the scale enough that it could no longer be considered a true vertical scale. The cut scores were also re-examined but no changes were made.

Among the goals of the changes found in the 2002–03 Edition (Form B) was to eliminate all items not owned by CDE. As part of that effort CTB developed a second operational test, Form A+, which was administered during the Fall 2001–Summer 2002 testing window. Form A+ contained field test items for Listening/Speaking in addition to the 2001–02 Edition (Form A) operational items. Data analysis conducted on the Form A/A+ sample was used in the selection of the 2002–03 Edition (Form B).

Following the Operational Administration of 2001–02, CTB and CDE received significant negative feedback regarding the amount of time required to administer the test (particularly the individually administered Listening/Speaking portion). In response, CTB and CDE recommended that the Story Retelling item be eliminated from the Speaking portion of the test. This recommendation was supported by a large number of school administrators during a State Board of Education meeting but opposed by many professional language educators who supported the item's continuing inclusion. The language educators were supported by the Latino Caucus, and the State Board of Education eventually reversed CDE's recommendation, retaining the item.

2002–03 Edition (Form B)

The 2002–03 (Form B) operational administration for Annual Assessment students took place between July 1 and October 31, 2002. Testing for initial identification continued until June 30, 2003. The 2002–03 Edition (Form B) was the first form to test exclusively in these dates, and all subsequent operational CELDT forms have followed the same pattern of testing.

Another major improvement to the CELDT program was the creation of an operational only version of the test for Initial Identification. The 2001–02 Edition (Form A) had a single version used for both Annual Assessment and Initial Identification testing. This meant that Initial Identification students took Field Test items even though the data from these items arrived at CTB too late to be included in analysis. Starting with the 2002–03 Edition (Form B), this shorter version of the test was administered during the Annual Administration window and continued to be used for Initial Identification testing until July 30 of the following year. This version was also used for students taking the Large Print or the Braille version of the test.

The 2002–03 Edition (Form B) was based upon the format and item types used in the 2001–02 Edition (Form A/A+), but several changes were incorporated. The first of these changes was to the layout of the test. Rather than all grades having scannable test booklets, grade spans 3–5, 6–8, 9–12 changed to reusable test booklets with scannable answer documents. Grades K–2 are the only ones with completely scannable test booklets. 2002–03 Edition (Form B) also had field test items interspersed with the operational items in each of the published forms. These embedded field test items ensured a representative sample of the English learner population would take each field test item without being aware that the item was not being scored. This eliminated the need to administer a separate field test form (i.e., Form A+), while continuing to enable CTB's replacement of 30% of its item pool each year. As with the above improvements, a similar format has been followed in the forms administered since 2002–03.

CTB made the decision to field test a shorter Reading test in the 2002–03 Edition (Form B) containing 35, rather than 45 items. The intention of this reduction was to minimize testing time without sacrificing the validity and reliability of student scores. The format of the Reading section was also modified, with the inclusion of fewer stop points for the administration of sample items. Analyses conducted on 2002–03 data supported CTB's decision to shorten this portion of the test.

In addition to the Reading section, a portion of the Writing section was field tested. The Extended Writing item was redesigned to elicit sufficient writing to show students' proficiency. CTB data showed that less than 1% of students would achieve the highest score-point of 5/5; therefore it was appropriate to create a simpler 4-point rubric. These rubrics were also moved to a new Scoring Guide separate from the Examiner's Manual.

During the administration of 2002–03 Edition (Form B), CTB continued to receive criticism of the LAS *Story Retelling* item, and so examined the data produced by this item. It was found that the item added little to the information and discrimination of the test (for a complete description of test information and discrimination see pages 262–269 in Allen & Yen, 1979). The reliability with and without the item was also analyzed. With story retelling (scored from 1–

5, and then multiplied by five to give a total score out of 25) the reliability of the Listening/Speaking section was between 0.64 and 0.75 for each grade span, while without the *Story Retelling* item the reliability was around 0.90. This made it clear that deleting the item improved the test's reliability. The next task for CTB was to create replacement items that tested the same construct and speech functions.

2003–04 Edition (Form C)

In order to replace the LAS Listening/Speaking items, particularly the *Story Retelling* item, a Field Test was conducted during the Winter of 2003. This Field Test was composed of new items created specifically for the CELDT (except for the Oral Vocabulary) and featured a *4-Picture Narrative* item to replace the *Story Retelling* in Speaking. Accompanying these new items were new scoring rubrics designed to lessen the administrator demands and shorten testing time. The Field Test items focused more on performance based tasks and a language function approach. Unlike the *Story Retelling* item, which required a tape recorder and transcription of student responses, the *4-Picture Narrative* needed no special equipment and was much easier to score. Although the mode of administration of these items is slightly different, actual student responses show that constructing a complete story is not that dissimilar to retelling a previously heard story. CTB provided training for all administrators to ensure the validity and reliability of student scores and to reduce the burden of test examiners needing to internalize the new scoring rubrics.

The Listening portion of the test was also modified so that it could be given in groups for grades 3–12 rather than individually administered, further shortening testing time. A Comprehension section was also added to the Listening/Speaking which assesses students' oral comprehension conducive to the requirements of Title 3.

The changes to Writing were fully implemented and new descriptors were written for the scoring rubrics.

The operational version of the 2002–03 Edition (Form C) was administered during the Annual Assessment window of July 1– October 31, 2003 while testing for Initial Identification continued until June 30, 2004. The most significant change to the test starting with the 2002–03 Edition was the complete elimination of LAS items, and the inclusion of only CDE owned items. Through gradual replacement and the process of field testing, 100% of the CELDT was, and continues to be, CDE owned.

Throughout the evolution of the CELDT, CTB has focused on maximizing the reliability of the test around the Intermediate and Early Advanced categories, within the limits of maintaining reasonable reliability elsewhere on the scale. This has been a gradual process of selecting items for each new form that help discriminate at the Intermediate and Early Advanced cut scores.

2004–05 Edition (Form D)

The Annual Administration of the 2004–05 Edition (Form D) took place between July 1 and October 31, 2004, while testing for Initial Identification ran from July 1, 2004 to June 30, 2005. The 2004–05 Edition (Form D) received only minor modification including new field test items and an increased number of forms. In order to comply with Title III requirements, the decision was made to begin the process of breaking Listening and Speaking into separate domains. This meant a slight re-shuffling in the number of items in each domain. Separate Listening and Speaking raw scores were reported in the General Research File (GRF), but were not scaled or given cut scores until the 2006 Standard Setting. Also reported in the GRF was a Comprehension scale-score, taken as the weighted average of the Listening and Reading scores. As with Listening and Speaking separately, proficiency cut scores were not set until 2006.

2005–06 Edition (Form E)

Form E was the transitional form between the original CELDT scale and the new CELDT scale that was created at the 2006 Standard Setting prior to the 2006–07 administration. In addition to the usual number of operational and field test items, Form E contained embedded common scale items for each domain. Within a given grade span and domain approximately 12 items were included from the operational test from the grade span above, and 12 items from the grade span below. The lowest grade span contained only items from above, while the highest grade span contained only items from below. These above- and below-level items, called common scale items, were interspersed among the 2005–06 Edition (Form E) operational and field test items within each grade span. This embedded structure prevented students from differentiating between the operational items being scored and the unscored field test and common scale items. In selecting the common scale items, CTB made a significant effort to include a content-representative sample of items from the above and below grade spans. This content and standards-based focus ensured appropriate linkages were created during calibrations for the common scale.

In developing the test forms with common scale items, efforts were also made to avoid potential differences due to the position of an item and to include all relevant examples and directions to ensure item comparability across grades. Test Characteristic Curves (TCCs) for both on- and off-level grade spans were compared and common items selected that created a TCC generally falling between the two grade spans.

As a further precaution against sampling difficulty similar to that of the CELDT Field Test, the 2005–06 Edition (Form E) common scale books and items were taken by all English learner students across the state of California as well as a sample of students whose primary language is English. This ensured an accurate and representative calibration and vertical scaling was conducted prior to the Standard Setting.

Unlike previous administrations, which required only 10% of student responses to the Writing constructed-response (CR) items to be scored twice, 2005–06 Edition (Form E) required double CR scoring for 100% of student responses. This modification will ensure the reliability and validity of student CR scores for all future forms.

The 2005–06 Edition (Form E) continues the practice of reporting separate Listening and Speaking raw scores as well as a Comprehension scale score only in the GRF.

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CELDT Blueprint

**California English Language Development Test (CELDT)
Grades K-2 Form F – Test Blueprint¹**

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC/CR Items
Beginning (B)	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	
Intermediate (I)	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Retell stories in greater detail including characters, setting, and plot.	
READING (Grade 2 only)		35 MC Items
Word Analysis		12 MC Items
Beginning (B)	Recognize English phonemes that correspond to phonemes students already hear and produce.	
Early Intermediate (EI)	Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “cat” and final consonants).	
Intermediate (I)	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.	
Early Advanced (EA)	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	
Fluency and Vocabulary Development		12 MC Items
Intermediate (I)	Apply knowledge of content-related vocabulary to discussions and reading.	
Early Advanced (EA)	Recognize simple antonyms & synonyms in stories or games	
Reading Comprehension		11 MC Items
Beginning (B)	Identify the basic sequences of events in stories read to them, using key words or pictures.	
Intermediate (I)	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	

¹ This Blueprint contains the number of items that contribute to the student’s score only. Test content is based on the English Language Development Standards.

CR= Constructed Response
MC= Multiple Choices

Proficiency Levels: B=Beginning; EI= Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

Early Advanced (EA)	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.
Early Advanced (EA)	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.
Early Advanced (EA)	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.

California English Language Development Test (CELDT)
 Grades K-2 Form F – Test Blueprint (continued)

WRITING (Grade 2 only)		24 MC/CR Items
Writing Conventions		19 MC items
Advanced (A)	Use correct parts of speech, including correct subject/verb agreement.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write one or two simple sentences (e.g., "I went to the park.")	
Intermediate (I)	Write short narrative stories that include the elements of setting and character.	

California English Language Development Test (CELDT)
Grades 3-5 Form F – Test Blueprint

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI) Intermediate (I)	Restate and execute multi-step oral directions. Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Beginning (B)	Answer simple questions with one- to two-word responses	
Early Intermediate (EI)	Orally communicate basic needs (e.g., “May I get a drink of water?”).	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	
READING		35 MC Items
Word Analysis		12 MC Items
Beginning (B)	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	
Early Intermediate (EI)	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in “cat” and final consonants).	
Early Intermediate (EI)	Read simple vocabulary, phrases, and sentences independently.	
Early Intermediate (EI)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	
Early Intermediate (EI)	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	
Advanced (A)	Apply knowledge of word relationships, such as roots and affixes to derive meaning from literature and texts in content areas.	
Fluency and Vocabulary Development		12 MC Items
Beginning (B)	Demonstrate comprehension of simple vocabulary with an appropriate action.	
Early Intermediate (EI)	Read simple vocabulary, phrases, and sentences independently.	
Intermediate (I)	Use content-related vocabulary in discussions and reading.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Early Advanced (EA)	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., <i>present (gift)</i> , <i>present (time)</i>).	
Early Advanced (EA)	Use some common idioms in discussions and reading (e.g., “scared silly”).	
Reading Comprehension and Literary Analysis		11 MC Items
Beginning (B)	Orally identify different characters and settings in simple literary texts using words or phrases.	
Intermediate (I)	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	
Early Advanced (EA)	Describe the main ideas and supporting details of a text.	
Early Advanced (EA)	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	

California English Language Development Test (CELDT)

CELDT 2006–07 Edition (Form F) Technical Report

Appendix A: Technical History of CELDT

Grades 3-5 Form F – Test Blueprint

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Advanced (A)	Use correct parts of speech, including correct subject/verb agreement.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Advanced (A)	Write narratives that describe the setting, character, objects, and events.	

CELDT 2006–07 Edition (Form F) Technical Report

Appendix A: Technical History of CELDT

**California English Language Development Test (CELDT)
Grades 6-8 Form F – Test Blueprint**

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI)	Restate and execute multi-step oral directions.	
Intermediate (I)	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)	
Beginning (B)	Ask and answer questions using simple sentences or phrases.	
Early Intermediate (EI)	Orally communicate basic needs (e.g., "I need to borrow a pencil").	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	
READING		35 MC Items
Word Analysis		12 MC Items
Beginning (B)	Recognize and correctly pronounce most English phonemes while reading aloud.	
Early Intermediate (EI)	Use common English morphemes in oral and silent reading.	
Early Advanced (EA)	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	
Fluency and Vocabulary Development		13 MC Items
Intermediate (I)	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Early Advanced (EA)	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.	
Reading Comprehension and Literary Analysis		10 MC Items
Beginning (B)	Orally identify main ideas and some details of familiar texts using key words or phrases.	
Beginning (B)	Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).	
Intermediate (I)	Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.	
Early Advanced (EA)	Identify & explain main ideas & critical details of informational materials, literary texts, and tests in content areas.	

**California English Language Development Test (CELDT)
Grades 6-8 Form F – Test Blueprint**

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Early Advanced (EA)	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Early Intermediate (EI)	Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.	

California English Language Development Test (CELDT)
Grades 9-12 Form F –Test Blueprint

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI) Intermediate (I)	Restate and execute multi-step oral directions. Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)	
Beginning (B)	Ask and answer questions using simple sentences or phrases.	
Early Intermediate (EI)	Orally communicate basic needs (e.g., “Do we have to ?”)	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	
READING		35 MC Items
Word Analysis		11 MC Items
Beginning (B)	Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	
Early Intermediate (EI)	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).	
Fluency and Vocabulary Development		11 MC Items
Early Intermediate (EI)	Recognize simple idioms, analogies, and figures of speech in literature and content area texts (e.g., “the last word”).	
Early Intermediate (EI)	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social to read independently.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Reading Comprehension and Literary Analysis		13 MC Items
Beginning (B)	Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.	
Early Intermediate (EI)	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	
Intermediate (I)	Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary text, and text in content areas.	
Early Advanced (EA)	Use knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts.	
Advanced (A)	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.	

California English Language Development Test (CELDT)
Grades 9-12 Form F – Test Blueprint (continued)

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Early Advanced (EA)	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	
Advanced (A)	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.	
Advanced (A)	Edit writing for conventions of writing to approximate standard grammatical forms.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Early Intermediate (EI)	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	

CELDT Cut Scores and Performance Level Descriptors

CELDT Common Scale Performance Level Cut Scores

Grade	Performance Level	Listening+ Speaking	Listening	Speaking	Reading	Writing	Comprehension (Listening+ Reading)	Overall
K	Early Intermediate	357	362	353	NA	NA	NA	357
	Intermediate	407	409	405	NA	NA	NA	407
	Early Advanced	456	455	457	NA	NA	NA	456
	Advanced	505	502	509	NA	NA	NA	505
1	Early Intermediate	357	362	353	NA	NA	NA	357
	Intermediate	407	409	405	NA	NA	NA	407
	Early Advanced	456	455	457	NA	NA	NA	456
	Advanced	505	502	509	NA	NA	NA	505
2	Early Intermediate	372	375	370	421	423	398	397
	Intermediate	423	426	420	473	469	449	447
	Early Advanced	473	476	470	524	514	500	496
	Advanced	523	527	520	554	560	540	540
3	Early Intermediate	388	389	388	448	437	418	415
	Intermediate	439	443	436	482	479	462	460
	Early Advanced	490	498	482	542	537	520	514
	Advanced	542	552	532	577	570	564	557
4	Early Intermediate	403	402	405	474	451	438	433
	Intermediate	456	461	451	491	489	476	473
	Early Advanced	508	519	497	560	550	539	531
	Advanced	560	578	543	600	580	589	575
5	Early Intermediate	411	411	411	478	455	444	438
	Intermediate	466	473	459	504	497	488	483
	Early Advanced	522	537	507	564	551	550	539
	Advanced	578	601	556	604	587	602	587
6	Early Intermediate	415	413	417	481	458	447	442
	Intermediate	475	484	467	516	502	500	492
	Early Advanced	544	570	518	568	553	569	552
	Advanced	603	638	568	609	593	623	602
7	Early Intermediate	420	418	423	485	462	451	447
	Intermediate	485	495	476	529	508	512	502
	Early Advanced	550	572	528	572	554	572	556
	Advanced	615	649	581	613	600	631	610
8	Early Intermediate	425	427	423	497	465	462	453
	Intermediate	494	508	480	543	511	525	510
	Early Advanced	567	595	539	588	557	591	569
	Advanced	632	670	595	627	602	648	623
9	Early Intermediate	429	436	423	509	467	472	458
	Intermediate	502	519	485	557	514	538	518
	Early Advanced	576	606	547	605	560	605	579
	Advanced	650	691	610	648	606	669	638
10	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652
11	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652
12	Early Intermediate	434	445	423	521	470	483	464
	Intermediate	512	534	490	571	517	552	528
	Early Advanced	590	623	557	621	563	622	591
	Advanced	668	712	624	665	610	688	652

Revised CELDT Performance Level Descriptors (Overall)

Proficiency Level	Descriptor
Advanced	Students performing at this level of English language proficiency 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.
Early Advanced	Students performing at this level of English language proficiency 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 production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.
Intermediate	Students performing at this level of English language proficiency 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 production has usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.
Early Intermediate	Students performing at this level of English language proficiency 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 production is usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.
Beginning	Students performing at this level of English language proficiency 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.

Appendix B Subject Matter Experts Involved in Content Validation

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California English Language Development Test (CELDT)
Technical Advisory Group (TAG) Members
2007-08**

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Table 1. 2006–07 (Form F) Anchor Pull Participants

Special Ed	No Info	1	12.5%
	Yes	5	62.5%
	No	2	25.0%
Level	K-8	2	25.0%
	K-12	3	37.5%
	High school	2	25.0%
Ethnicity	Caucasian	5	62.5%
	Hispanic	1	12.5%
	African-American	1	12.5%
Languages	Spanish	5	62.5%
	Farsi	1	12.5%
	None	1	12.5%
Gender	Male	3	37.5%
	Female	5	62.5%
Position	Teacher/Educator	6	75.0%
	EL Advisor	1	12.5%
	Administrator	3	37.5%
	Supervisor	1	12.5%
Geography	No Info	1	12.5%
	North	3	37.5%
	Central	1	12.5%
	South	3	37.5%
Area	No Info	1	12.5%
	Rural	1	12.5%
	Suburban	4	50.0%
	Urban	1	12.5%
	Central	1	12.5%
Years	2 years	1	12.5%
	5 years	3	37.5%
	6 years	2	25.0%
District Coordinator	Yes	5	62.5%
Site Coordinator	Yes	6	75.0%
Examiner	Yes	6	75.0%
Content Review	Yes	2	25.0%
Sensitivity Review	Yes	1	12.5%
Standard Setting	Yes	3	37.5%
Trainer	Yes	3	37.5%
Anchor Pull	Yes	1	12.5%

Table 2. 2006-07 (Form F) Content and Bias/Sensitivity Review Participants

Special Education	No Info	5	17.2%
	No	19	65.5%
	Yes	5	17.2%
Level	No Info	1	3.4%
	Elementary	15	51.7%
	K-12	7	24.1%
	K-8	1	3.4%
	Middle	1	3.4%
	Secondary	4	13.8%
Ethnicity	No Info	1	3.4%
	Armenian	1	3.4%
	Caucasian	11	37.9%
	Chinese	1	3.4%
	Hispanic	8	27.6%
	Latino	4	13.8%
	Multi-Ethnic	3	10.3%
Gender	No Info	1	3.4%
	Female	19	65.5%
	Male	9	31.0%
Geography	No Info	1	3.4%
	Central	7	24.1%
	North	8	27.6%
	South	13	44.8%
Area	No Info	4	13.8%
	All	1	3.4%
	Central	4	13.8%
	Rural	8	27.6%
	Suburban	12	41.4%
Years	No Info	3	10.3%
	<1 YR	1	3.4%
	2 years	1	3.4%
	3 years	4	13.8%
	4 years	2	6.9%
	5 years	15	51.7%
	6 years	3	10.3%
District Coordinator?	Yes	12	41.4%
Site Coordinator?	Yes	16	55.2%
Examiner?	Yes	21	72.4%
Educ Researcher?	Yes	3	10.3%
Content Review	Yes	9	31.0%
Sensitivity Review	Yes	8	27.6%
Standard Setting	Yes	5	17.2%
Trainer	Yes	3	10.3%
Anchor Pull	Yes	1	3.4%

Table 3. 2006-07 (Form F) Item Writer Credentials and Experience

Educational Background	ESL Experience	Classroom Experience
MA.. in Journalism. M.A. in Linguistics (TESOL). B.A. in Journalism	While teaching at a University in South Korea, was involved in proposing and developing the University's first online English proficiency test, and served as Faculty Advisor to Student Publications.	Taught ESL for 7.5 years at University level, including Universities in South Korea. Taught students grades K-12.
Completing PH.D. Educational Linguistics. M.A. in TESOL.	During 25 years experience in the field, has taught all ESL proficiency levels in the U.S. and abroad. Taught Second Language Acquisition Theory, Teaching Methodology and Linguistics in grades K-12 CLAD/BCLAD at the University level. Taught in MATESOL and other teacher training programs at the University level.	During 25 years experience in the field, has taught all ESL proficiency levels in the U.S. and abroad. Taught Second Language Acquisition Theory, Teaching Methodology and Linguistics in grades K-12 CLAD/BCLAD at the University level. Taught in MATESOL and other teacher training programs at the University level.
M.A. English Rhetoric and Comp. M.A. English Literature.	Worked with a range of non-native English speaking students as an English Instructor.	Taught Basic Skills and Freshmen Level Composition courses as a Community College English Instructor.
Postdoctoral Researcher at UCSC on Immigrants' Education in the Public School System. PH.D. in Curriculum and Instruction M.A. in Reading, Writing and Literacy.	Native Spanish speaker (proficient in German, Hebrew, French and Portuguese). Worked in ESL assessment on the following projects: CELDT, SUPERA, LAS Links and LAS Links Español. Assessment (LAS Links).	College level (Writing). Taught in High school and Middle School. Early Literacy (Students aged 4-8 years). through adult.
⁴ B.A. in Liberal Studies. California Teaching Credential.	Taught grades 1-3 bilingual Spanish classroom for seven years. Taught as pull-out ESL teacher for grades 1-5 (multiple languages spoken). Incorporated training in the CA Writing Project into classroom.	Taught grades 1-3 bilingual Spanish classroom for seven years. Taught as pull-out ESL teacher for grades 1-5 (multiple languages spoken). Incorporated training in the CA Writing Project into classroom.
B.A. Liberal Arts (Music Education major, English minor).	Taught ESL for one semester at College level.	Tutored privately for three years, students ranged from Grade 2 to Adult. Taught music in public schools grades 2-12 for 1.5 years.

Appendix C CELDT Writing Rubrics

Scoring Rationale and Sample Responses Writing—Sentences

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

0 (Non-scorable)

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

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

0 (NO COMMUNICATION)

☆ **Subject or predicate is missing**. The following characteristics may be seen as well.

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

1 (EMERGING COMMUNICATION)

☆ **Simple subject and a simple predicate** are evident. The following characteristics may be seen as well.

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

2 (BASIC COMMUNICATION)

☆ **Subject and predicate** are in the correct word order. The following characteristics may be seen as well.

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

- **Spelling** errors do not interfere with meaning.
- **Punctuation and/or capitalization** have few errors that do not interfere with meaning.

3 (FULLY COMPETENT COMMUNICATION)

- ☆ **Subject and predicate** have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.
- **Content** is clear and appropriate to the prompt.
- **Response** is written in Standard English.
- **Grammar and syntax** contain no errors.
- **Articles, possessives, prepositions, and plural endings** are correct.
- **Vocabulary** is detailed and precise with descriptive adjectives and adverbs.
- **Spelling** contains no errors.
- **Punctuation and capitalization** errors can only be at the beginning of the sentence or in the ending punctuation, and may contain minor mechanical errors: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas.

Scoring Rationale and Sample Responses Writing—Short Compositions

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

0 (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**.

0 (NO COMMUNICATION)

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

1 (EMERGING COMMUNICATION)

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

2 (DEVELOPING COMMUNICATION)

- **Content** is clearly related to the prompt.

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

3 (COMPETENT COMMUNICATION)

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

4 (EXPRESSIVE COMMUNICATION)

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

Appendix D 2006–07 Edition (Form F) Item Maps

Appendix D provides booklet numbers for all items across the forms of CELDT 2006–07 Edition (Form F). The Item Sequence Number is used for other alignments, such as those in Appendix K1–K3. Both operational and field test items are included here.

2006–07 Edition (Form F) Item Map, Listening, Grade Span K–2

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00382784
2	2	2	2	2	2	2	LI	00676869
3	4	4	3	3	3	3	LI	00382780
4	5	5	4	4	4	4	LI	00437162
5	6	6	5	5	5	5	LI	00676875
6	7	7	6	6	6	6	LI	00545930
7	9	9	9	9	7	7	LI	00676871
8	10	10	10	10	8	8	LI	00676857
9	11	11	11	11	9	9	LI	00676859
10	12	12	12	12	10	10	LI	00676861
11	17	17	13	13	11	11	LI	00382750
12	18	18	14	14	12	12	LI	00382710
13	19	19	15	15	13	13	LI	00382746
14	20	20	16	16	14	14	LI	00382754
15	21	21	17	17	15	15	LI	00545952
16	22	22	18	18	16	16	LI	00545948
17	23	23	19	19	17	17	LI	00382748
18	24	24	22	22	18	18	LI	00676873
19	25	25	23	23	19	19	LI	00676881
20	26	26	25	25	20	20	LI	00676867

continues. . .

2006–07 Edition (Form F) Item Map, Listening, Grade Span K–2

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
	3					21	LI_FT	00803279
	8					22	LI_FT	00803281
	13					23	LI_FT	00803283
	14					24	LI_FT	00803285
	15					25	LI_FT	00803287
	16					26	LI_FT	00803289
	27					27	LI_FT	00803291
	28					28	LI_FT	00803293
	29	29				29	LI_FT	00803295
	30					30	LI_FT	00803297
	31					31	LI_FT	00803299
		3				32	LI_FT	00803301
		8				33	LI_FT	00803303
		13				34	LI_FT	00803305
		14				35	LI_FT	00803307
		15				36	LI_FT	00803309
		16				37	LI_FT	00803311
		27				38	LI_FT	00803313
		28				39	LI_FT	00803315
		30				40	LI_FT	00803319
		31				41	LI_FT	00803321

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Listening, Grade Span 3–5

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00382854
2	2	2	2	2	2	2	LI	00382906
3	3	3	3	3	3	3	LI	00437523
4	4	4	4	4	4	4	LI	00687436
5	5	5	5	5	5	5	LI	00546102
6	6	6	6	6	6	6	LI	00382904
7	7	7	7	7	7	7	LI	00687447
8	8	8	8	8	8	8	LI	00382908
9	11	11	9	9	9	9	LI	00546100
10	12	12	10	10	10	10	LI	00546104
11	13	13	11	11	11	11	LI	00687431
12	14	14	12	12	12	12	LI	00382922
13	15	15	13	13	13	13	LI	00382920
14	16	16	14	14	14	14	LI	00382926
15	19	19	15	15	15	15	LI	00687440
16	20	20	16	16	16	16	LI	00546112
17	21	21	17	17	17	17	LI	00546114
18	22	22	18	18	18	18	LI	00687418
19	23	23	19	19	19	19	LI	00687420
20	24	24	20	20	20	20	LI	00687422

continues. . .

2006–07 Edition (Form F) Item Map, Listening, Grade Span 3–5

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
	9					21	LI_FT	00803441
	10					22	LI_FT	00803443
	17					23	LI_FT	00803445
	18					24	LI_FT	00803447
	25	25				25	LI_FT	00803449
	26	26				26	LI_FT	00803451
	27	27				27	LI_FT	00803453
	28	28				28	LI_FT	00803455
		9				29	LI_FT	00803459
		10				30	LI_FT	00803461
		17				31	LI_FT	00803463
		18				32	LI_FT	00803465

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Listening, Grade Span 6–8

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00546265
2	2	2	2	2	2	2	LI	00546267
3	3	3	3	3	3	3	LI	00382940
4	5	5	4	4	4	4	LI	00693720
5	6	6	5	5	5	5	LI	00437690
6	7	7	6	6	6	6	LI	00383000
7	9	9	7	7	7	7	LI	00693722
8	10	10	8	8	8	8	LI	00693728
9	11	11	9	9	9	9	LI	00382948
10	12	12	10	10	10	10	LI	00546273
11	13	13	11	11	11	11	LI	00437712
12	14	14	12	12	12	12	LI	00382960
13	15	15	13	13	13	13	LI	00382968
14	16	16	14	14	14	14	LI	00546283
15	17	17	15	15	15	15	LI	00693730
16	19	19	16	16	16	16	LI	00693717
17	20	20	17	17	17	17	LI	00693724
18	22	22	18	18	18	18	LI	00437696
19	23	23	19	19	19	19	LI	00437698
20	24	24	20	20	20	20	LI	00437702

continues. . .

2006–07 Edition (Form F) Item Map, Listening, Grade Span 6–8

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
	4					21	LI_FT	00803604
	8					22	LI_FT	00803606
	18					23	LI_FT	00803608
	21					24	LI_FT	00803610
	25	25				25	LI_FT	00803595
	26	26				26	LI_FT	00803597
	27	27				27	LI_FT	00803599
	28	28				28	LI_FT	00803601
		4				29	LI_FT	00803587
		8				30	LI_FT	00803589
		18				31	LI_FT	00803591
		21				32	LI_FT	00803593

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Listening, Grade Span 9–12

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	LI	00383044
2	2	2	2	2	2	2	LI	00383090
3	3	3	3	3	3	3	LI	00546436
4	4	4	4	4	4	4	LI	00546438
5	5	5	5	5	5	5	LI	00683420
6	6	6	6	6	6	6	LI	00437841
7	7	7	7	7	7	7	LI	00383034
8	8	8	8	8	8	8	LI	00546440
9	9	9	9	9	9	9	LI	00682948
10	10	10	10	10	10	10	LI	00546444
11	13	13	11	11	11	11	LI	00383054
12	14	14	12	12	12	12	LI	00383058
13	15	15	13	13	13	13	LI	00383100
14	16	16	14	14	14	14	LI	00683424
15	17	17	15	15	15	15	LI	00546452
16	18	18	16	16	16	16	LI	00546454
17	19	19	17	17	17	17	LI	00683417
18	22	22	18	18	18	18	LI	00682941
19	23	23	19	19	19	19	LI	00682943
20	24	24	20	20	20	20	LI	00682945

continues. . .

2006–07 Edition (Form F) Item Map, Listening, Grade Span 9–12

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
	11					21	LI_FT	00803639
	12					22	LI_FT	00803641
	20	20				23	LI_FT	00803643
	21					24	LI_FT	00803645
	25					25	LI_FT	00803647
	26					26	LI_FT	00803649
	27					27	LI_FT	00803651
	28					28	LI_FT	00803653
		11				29	LI_FT	00803657
		12				30	LI_FT	00803659
		21				31	LI_FT	00803661
		25				32	LI_FT	00803663
		26				33	LI_FT	00803665
		27				34	LI_FT	00803667
		28				35	LI_FT	00803669

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Speaking, Grade Span K–2

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00382718
2	2	2	2	2	2	2	SP	00382766
3	3	3	3	3	3	3	SP	00545983
4	4	4	4	4	4	4	SP	00382722
5	5	5	5	5	5	5	SP	00382724
6	6	6	6	6	6	6	SP	00545981
7	7	7	9	9	7	7	SP	00545971
8	8	8	10	10	8	8	SP	00545973
9	9	9	11	11	9	9	SP	00680900
10	10	10	12	12	10	10	SP	00545977
11	11	11	13	13	11	11	SP	00680889
12	12	12	14	14	12	12	SP	00680897
13	13	13	15	15	13	13	SP	00382726
14	14	14	16	16	14	14	SP	00545985
15	15	15	17	17	15	15	SP	00680885
16	16	16	18	18	16	16	SP	00545987
17	17	17	19	19	17	17	SP	00382732
18	18	18	22	22	18	18	SP	00437143
19	19	19	23	23	19	19	SP	00545989
20	20	20	25	25	20	20	SP	00678424

continues. . .

2006–07 Edition (Form F) Item Map, Speaking, Grade Span K–2

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
			7			21	SP_FT	00803325
			8			22	SP_FT	00803327
			20			23	SP_FT	00803329
			21			24	SP_FT	00803331
			24			25	SP_FT	00803333
			26			26	SP_FT	00803335
				7		27	SP_FT	00803337
				8		28	SP_FT	00803339
				20		29	SP_FT	00803341
				21		30	SP_FT	00803343
				24		31	SP_FT	00803345
				26		32	SP_FT	00803347

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Speaking, Grade Span 3–5

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00295698
2	2	2	2	2	2	2	SP	00383131
3	3	3	3	3	3	3	SP	00546131
4	4	4	4	4	4	4	SP	00546133
5	5	5	5	5	5	5	SP	00437542
6	6	6	6	6	6	6	SP	00546145
7	7	7	9	9	7	7	SP	00383154
8	8	8	10	10	8	8	SP	00383158
9	9	9	11	11	9	9	SP	00383160
10	10	10	12	12	10	10	SP	00546147
11	11	11	13	13	11	11	SP	00437544
12	12	12	14	14	12	12	SP	00546137
13	13	13	15	15	13	13	SP	00546151
14	14	14	16	16	14	14	SP	00383174
15	15	15	17	17	15	15	SP	00383139
16	16	16	20	20	16	16	SP	00687647
17	17	17	21	21	17	17	SP	00546139
18	18	18	22	22	18	18	SP	00687652
19	19	19	23	23	19	19	SP	00546143
20	20	20	25	25	20	20	SP	00437550

continues. . .

2006–07 Edition (Form F) Item Map, Speaking, Grade Span 3–5

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
			7			21	SP_FT	00803468
			8			22	SP_FT	00803470
			18	18		23	SP_FT	00803472
			19	19		24	SP_FT	00803474
			24			25	SP_FT	00803476
			26			26	SP_FT	00803478
				7		27	SP_FT	00803482
				8		28	SP_FT	00803484
				24		29	SP_FT	00803486
				26		30	SP_FT	00803488

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Speaking, Grade Span 6–8

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00383183
2	2	2	2	2	2	2	SP	00383187
3	3	3	3	3	3	3	SP	00546302
4	4	4	4	4	4	4	SP	00546304
5	5	5	5	5	5	5	SP	00546316
6	6	6	6	6	6	6	SP	00546318
7	7	7	9	9	7	7	SP	00693765
8	8	8	10	10	8	8	SP	00437722
9	9	9	11	11	9	9	SP	00437734
10	10	10	12	12	10	10	SP	00383225
11	11	11	13	13	11	11	SP	00383201
12	12	12	14	14	12	12	SP	00546308
13	13	13	15	15	13	13	SP	00546322
14	14	14	16	16	14	14	SP	00383207
15	15	15	17	17	15	15	SP	00546312
16	16	16	19	19	16	16	SP	00693767
17	17	17	20	20	17	17	SP	00546324
18	18	18	22	22	18	18	SP	00437726
19	19	19	23	23	19	19	SP	00693762
20	20	20	25	25	20	20	SP	00693773

continues. . .

2006–07 Edition (Form F) Item Map, Speaking, Grade Span 6–8

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
			7			21	SP_FT	00803613
			8			22	SP_FT	00803615
			18			23	SP_FT	00803617
			21			24	SP_FT	00803619
			24			25	SP_FT	00803621
			26			26	SP_FT	00803623
				7		27	SP_FT	00803626
				8		28	SP_FT	00803628
				18		29	SP_FT	00803630
				21		30	SP_FT	00803632
				24		31	SP_FT	00803634
				26		32	SP_FT	00803636

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Speaking, Grade Span 9–12

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	SP	00383289
2	2	2	2	2	2	2	SP	00437878
3	3	3	3	3	3	3	SP	00546491
4	4	4	4	4	4	4	SP	00546473
5	5	5	5	5	5	5	SP	00546475
6	6	6	6	6	6	6	SP	00683631
7	7	7	7	7	7	7	SP	00546487
8	8	8	8	8	8	8	SP	00546489
9	9	9	9	9	9	9	SP	00683640
10	10	10	12	12	10	10	SP	00683673
11	11	11	13	13	11	11	SP	00437869
12	12	12	14	14	12	12	SP	00383291
13	13	13	15	15	13	13	SP	00683682
14	14	14	16	16	14	14	SP	00437871
15	15	15	17	17	15	15	SP	00546483
16	16	16	18	18	16	16	SP	00546497
17	17	17	19	19	17	17	SP	00683642
18	18	18	22	22	18	18	SP	00437873
19	19	19	23	23	19	19	SP	00683644
20	20	20	25	25	20	20	SP	00683677

continues. . .

2006–07 Edition (Form F) Item Map, Speaking, Grade Span 9–12

Form F1 Item No.	Form F2 Item No.	Form F3 Item No.	Form F4 Item No.	Form F5 Item No.	Forms F6– F11 Item No.	Sequence Number	Content Area	Item ID
			10			21	SP_FT	00803672
			11			22	SP_FT	00803674
			20			23	SP_FT	00803676
			21			24	SP_FT	00803678
			24			25	SP_FT	00803680
			26			26	SP_FT	00803682
				10		27	SP_FT	00803814
				11		28	SP_FT	00803816
				20		29	SP_FT	00803818
				21		30	SP_FT	00803820
				24		31	SP_FT	00803822
				26		32	SP_FT	00803824

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Reading, Grade Span K–2: Grade 2

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00240708
2	2	2	2	2	2	2	2	2	RD	00240809
3	3	5	5	3	3	3	3	3	RD	00240717
4	4	6	6	4	4	4	4	4	RD	00240819
5	5	7	7	5	5	5	5	5	RD	00240821
6	6	8	8	6	6	6	6	6	RD	00437237
7	7	9	9	7	7	7	7	7	RD	00240725
8	8	10	10	8	8	8	8	8	RD	00545999
9	9	11	11	9	9	9	9	9	RD	00546036
10	10	12	12	10	10	10	10	10	RD	00680947
11	11	13	13	11	11	11	11	11	RD	00546026
12	12	14	14	12	12	12	12	12	RD	00680989
13	13	15	15	13	13	13	13	13	RD	00240825
14	14	16	16	14	14	14	14	14	RD	00240731
15	15	19	19	15	15	15	15	15	RD	00240835
16	16	20	20	16	16	16	16	16	RD	00680991
17	17	21	21	17	17	17	17	17	RD	00680949
18	18	22	22	18	18	18	18	18	RD	00546003
19	19	23	23	19	19	19	19	19	RD	00680938
20	20	24	24	20	20	20	20	20	RD	00353943
21	21	25	25	21	21	21	21	21	RD	00353935
22	22	26	26	22	22	22	22	22	RD	00437243
23	23	27	27	23	23	23	23	23	RD	00546018
24	24	28	28	24	24	24	24	24	RD	00546040
25	25	30	30	25	25	25	25	25	RD	00437262
26	26	31	31	26	26	26	26	26	RD	00437264
27	27	32	32	27	27	27	27	27	RD	00437266

continues. . .

2006–07 Edition (Form F) Item Map, Reading, Grade Span K–2: Grade 2

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
28	28	33	33	28	28	28	28	28	RD	00437268
29	29	34	34	29	29	29	29	29	RD	00546005
30	30	35	35	30	30	30	30	30	RD	00546007
31	31	36	36	31	31	31	31	31	RD	00546009
32	32	37	37	32	32	32	32	32	RD	00546011
33	33	38	38	33	33	33	33	33	RD	00680932
34	34	39	39	34	34	34	34	34	RD	00680934
35	35	40	40	35	35	35	35	35	RD	00680936
		3						36	RD_FT	00803364
		4						37	RD_FT	00803366
		17						38	RD_FT	00803368
		18						39	RD_FT	00803370
		29						40	RD_FT	00803372
			3					41	RD_FT	00803374
			4					42	RD_FT	00803376
			17					43	RD_FT	00803378
			18					44	RD_FT	00803380
			29					45	RD_FT	00803382
				36				46	RD_FT	00803384
				37				47	RD_FT	00803386
				38				48	RD_FT	00803388
				39				49	RD_FT	00803390
					36			50	RD_FT	00803392
					37			51	RD_FT	00803394
					38			52	RD_FT	00803396
					39			53	RD_FT	00803398

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Reading, Grade Span 3–5

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00437616
2	2	2	2	2	2	2	2	2	RD	00241154
3	3	3	3	3	3	3	3	3	RD	00546190
4	4	4	4	4	4	4	4	4	RD	00241158
5	5	5	5	5	5	5	5	5	RD	00546163
6	6	6	6	6	6	6	6	6	RD	00437618
7	7	9	9	7	7	7	7	7	RD	00691063
8	8	10	10	8	8	8	8	8	RD	00691072
9	9	11	11	9	9	9	9	9	RD	00241063
10	10	12	12	10	10	10	10	10	RD	00691065
11	11	13	13	11	11	11	11	11	RD	00546207
12	12	14	14	12	12	12	12	12	RD	00546205
13	13	15	15	13	13	13	13	13	RD	00241075
14	14	16	16	14	14	14	14	14	RD	00437602
15	15	17	17	15	15	15	15	15	RD	00437620
16	16	18	18	16	16	16	16	16	RD	00691051
17	17	21	21	17	17	17	17	17	RD	00241071
18	18	22	22	18	18	18	18	18	RD	00241073
19	19	23	23	19	19	19	19	19	RD	00546209
20	20	24	24	20	20	20	20	20	RD	00691067
21	21	26	26	21	21	21	21	21	RD	00354162
22	22	27	27	22	22	22	22	22	RD	00691074
23	23	28	28	23	23	23	23	23	RD	00354168
24	24	29	29	24	24	24	24	24	RD	00546211
25	25	30	30	25	25	25	25	25	RD	00437624
26	26	31	31	26	26	26	26	26	RD	00437626
27	27	32	32	27	27	27	27	27	RD	00437628

continues. . .

2006–07 Edition (Form F) Item Map, Reading, Grade Span 3–5

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
28	28	33	33	28	28	28	28	28	RD	00437630
29	29	34	34	29	29	29	29	29	RD	00546196
30	30	35	35	30	30	30	30	30	RD	00546198
31	31	36	36	31	31	31	31	31	RD	00546200
32	32	37	37	32	32	32	32	32	RD	00546202
33	33	38	38	33	33	33	33	33	RD	00691055
34	34	39	39	34	34	34	34	34	RD	00691057
35	35	40	40	35	35	35	35	35	RD	00691059
		7						36	RD_FT	00803523
		8						37	RD_FT	00803525
		19						38	RD_FT	00803527
		20						39	RD_FT	00803529
		25						40	RD_FT	00803531
			7					41	RD_FT	00803533
			8					42	RD_FT	00803535
			19					43	RD_FT	00803537
			20					44	RD_FT	00803539
			25					45	RD_FT	00803541
				36				46	RD_FT	00803544
				37				47	RD_FT	00803546
				38				48	RD_FT	00803548
				39				49	RD_FT	00803550
					36			50	RD_FT	00803553
					37			51	RD_FT	00803555
					38			52	RD_FT	00803557
					39			53	RD_FT	00803559

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Reading, Grade Span 6–8

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00546351
2	2	2	2	2	2	2	2	2	RD	00241504
3	3	3	3	3	3	3	3	3	RD	00437749
4	4	5	5	4	4	4	4	4	RD	00241506
5	5	6	6	5	5	5	5	5	RD	00546361
6	6	7	7	6	6	6	6	6	RD	00546365
7	7	8	8	7	7	7	7	7	RD	00437751
8	8	10	10	8	8	8	8	8	RD	00546336
9	9	11	11	9	9	9	9	9	RD	00241514
10	10	12	12	10	10	10	10	10	RD	00437772
11	11	13	13	11	11	11	11	11	RD	00546334
12	12	14	14	12	12	12	12	12	RD	00546378
13	13	15	15	13	13	13	13	13	RD	00354604
14	14	16	16	14	14	14	14	14	RD	00354594
15	15	18	18	15	15	15	15	15	RD	00354598
16	16	19	19	16	16	16	16	16	RD	00354592
17	17	20	20	17	17	17	17	17	RD	00546355
18	18	21	21	18	18	18	18	18	RD	00354610
19	19	22	22	19	19	19	19	19	RD	00354614
20	20	23	23	20	20	20	20	20	RD	00354616
21	21	24	24	21	21	21	21	21	RD	00546363
22	22	25	25	22	22	22	22	22	RD	00546380
23	23	26	26	23	23	23	23	23	RD	00241510
24	24	28	28	24	24	24	24	24	RD	00241528
25	25	30	30	25	25	25	25	25	RD	00241447
26	26	31	31	26	26	26	26	26	RD	00693798
27	27	32	32	27	27	27	27	27	RD	00693800

continues. . .

2006–07 Edition (Form F) Item Map, Reading, Grade Span 6–8

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
28	28	33	33	28	28	28	28	28	RD	00693802
29	29	34	34	29	29	29	29	29	RD	00241556
30	30	35	35	30	30	30	30	30	RD	00241558
31	31	36	36	31	31	31	31	31	RD	00241560
32	32	37	37	32	32	32	32	32	RD	00546342
33	33	38	38	33	33	33	33	33	RD	00546344
34	34	39	39	34	34	34	34	34	RD	00546346
35	35	40	40	35	35	35	35	35	RD	00546348
		4						36	RD_FT	00803689
		9						37	RD_FT	00803691
		17						38	RD_FT	00803693
		27						39	RD_FT	00803695
		29	29					40	RD_FT	00803715
			4					41	RD_FT	00803705
			9					42	RD_FT	00803707
			17					43	RD_FT	00803709
			27					44	RD_FT	00803711
				36				45	RD_FT	00803721
				37				46	RD_FT	00803723
				38				47	RD_FT	00803725
				39				48	RD_FT	00803727
					36			49	RD_FT	00803735
					37			50	RD_FT	00803737
					38			51	RD_FT	00803739
					39			52	RD_FT	00803741

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Reading, Grade Span 9–12

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	RD	00241753
2	2	2	2	2	2	2	2	2	RD	00437890
3	3	4	4	3	3	3	3	3	RD	00437909
4	4	5	5	4	4	4	4	4	RD	00683952
5	5	7	7	5	5	5	5	5	RD	00546505
6	6	8	8	6	6	6	6	6	RD	00546507
7	7	9	9	7	7	7	7	7	RD	00683964
8	8	10	10	8	8	8	8	8	RD	00684030
9	9	11	11	9	9	9	9	9	RD	00684039
10	10	12	12	10	10	10	10	10	RD	00684041
11	11	13	13	11	11	11	11	11	RD	00717216
12	12	14	14	12	12	12	12	12	RD	00546534
13	13	17	17	13	13	13	13	13	RD	00354288
14	14	18	18	14	14	14	14	14	RD	00354292
15	15	19	19	15	15	15	15	15	RD	00546511
16	16	20	20	16	16	16	16	16	RD	00683949
17	17	21	21	17	17	17	17	17	RD	00354294
18	18	23	23	18	18	18	18	18	RD	00241775
19	19	24	24	19	19	19	19	19	RD	00437896
20	20	25	25	20	20	20	20	20	RD	00546528
21	21	26	26	21	21	21	21	21	RD	00684034
22	22	27	27	22	22	22	22	22	RD	00241783
23	23	28	28	23	23	23	23	23	RD	00546538
24	24	29	29	24	24	24	24	24	RD	00546540
25	25	30	30	25	25	25	25	25	RD	00546542
26	26	31	31	26	26	26	26	26	RD	00241795
27	27	32	32	27	27	27	27	27	RD	00241799

continues. . .

2006–07 Edition (Form F) Item Map, Reading, Grade Span 9–12

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
28	28	33	33	28	28	28	28	28	RD	00241801
29	29	34	34	29	29	29	29	29	RD	00546513
30	30	35	35	30	30	30	30	30	RD	00546515
31	31	36	36	31	31	31	31	31	RD	00546517
32	32	37	37	32	32	32	32	32	RD	00546519
33	33	38	38	33	33	33	33	33	RD	00683956
34	34	39	39	34	34	34	34	34	RD	00683958
35	35	40	40	35	35	35	35	35	RD	00683960
		3						36	RD_FT	00804686
		6						37	RD_FT	00804688
		15						38	RD_FT	00804690
		16						39	RD_FT	00804692
		22						40	RD_FT	00804694
			3					41	RD_FT	00804712
			6					42	RD_FT	00804714
			15					43	RD_FT	00804716
			16					44	RD_FT	00804718
			22					45	RD_FT	00804720
				36				46	RD_FT	00804734
				37				47	RD_FT	00804736
				38				48	RD_FT	00804738
				39				49	RD_FT	00804740
					36			50	RD_FT	00804754
					37			51	RD_FT	00804756
					38			52	RD_FT	00804758
					39			53	RD_FT	00804760

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Writing, Grade Span K–2: Grade 2

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00353969
2	2	2	2	2	2	2	2	2	WR	00681402
3	3	3	3	3	3	3	3	3	WR	00681404
4	4	4	4	4	4	4	4	4	WR	00354019
5	5	5	5	5	5	5	5	5	WR	00681406
6	6	6	6	6	6	6	6	6	WR	00681408
7	7	7	7	7	7	7	7	7	WR	00353978
8	8	8	8	8	8	8	8	8	WR	00546063
9	9	9	9	9	9	9	9	9	WR	00353990
10	10	10	10	10	10	10	10	10	WR	00353998
11	11	11	11	11	11	11	11	11	WR	00546073
12	12	12	12	12	12	12	12	12	WR	00546083
13	13	13	13	13	13	13	13	13	WR	00353963
14	14	14	14	14	14	14	14	14	WR	00354008
15	15	15	15	15	15	15	15	15	WR	00354025
16	16	16	16	16	16	16	16	16	WR	00546075
17	17	17	17	17	17	17	17	17	WR	00353982
18	18	18	18	18	18	18	18	18	WR	00546055
19	19	19	19	19	19	19	19	19	WR	00546067
20	20	23	23	23	23	20	20	20	WR	00437293
21	21	24	24	24	24	21	21	21	WR	00546079
22	22	26	26	26	26	22	22	22	WR	00546071
23	23	27	27	27	27	23	23	23	WR	00681316
24	24	28	28	28	28	24	24	24	WR	00681241

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2006–07 Edition (Form F) Item Map, Writing, Grade Span K–2: Grade 2

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
		20						25	WR_FT	00803404
		21						26	WR_FT	00803406
		22						27	WR_FT	00803408
		25						28	WR_FT	00803410
			20					29	WR_FT	00803415
			21					30	WR_FT	00803417
			22					31	WR_FT	00803419
			25					32	WR_FT	00803421
				20	20			33	WR_FT	00803423
				21	21			34	WR_FT	00803425
				22	22			35	WR_FT	00803427
				25				36	WR_FT	00803429
					25			37	WR_FT	00803432
						25		38	WR_FT	00803436
							25	39	WR_FT	00803438

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Writing, Grade Span 3–5

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00354249
2	2	2	2	2	2	2	2	2	WR	00354224
3	3	3	3	3	3	3	3	3	WR	00354191
4	4	4	4	4	4	4	4	4	WR	00546224
5	5	5	5	5	5	5	5	5	WR	00546244
6	6	6	6	6	6	6	6	6	WR	00546234
7	7	7	7	7	7	7	7	7	WR	00354187
8	8	8	8	8	8	8	8	8	WR	00354204
9	9	9	9	9	9	9	9	9	WR	00546246
10	10	10	10	10	10	10	10	10	WR	00354181
11	11	11	11	11	11	11	11	11	WR	00354226
12	12	12	12	12	12	12	12	12	WR	00354239
13	13	13	13	13	13	13	13	13	WR	00354230
14	14	14	14	14	14	14	14	14	WR	00354179
15	15	15	15	15	15	15	15	15	WR	00354208
16	16	16	16	16	16	16	16	16	WR	00546226
17	17	17	17	17	17	17	17	17	WR	00546228
18	18	18	18	18	18	18	18	18	WR	00546236
19	19	19	19	19	19	19	19	19	WR	00546248
20	20	23	23	23	23	20	20	20	WR	00437661
21	21	24	24	24	24	21	21	21	WR	00546230
22	22	25	25	25	25	22	22	22	WR	00546262
23	23	26	26	26	26	23	23	23	WR	00354234
24	24	28	28	28	28	24	24	24	WR	00691078

continues. . .

2006–07 Edition (Form F) Item Map, Writing, Grade Span 3–5

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
		20		20				25	WR_FT	00803496
		21		21				26	WR_FT	00803498
		22		22				27	WR_FT	00803500
		27						28	WR_FT	00803502
			20					29	WR_FT	00803505
			21					30	WR_FT	00803507
			22					31	WR_FT	00803509
			27					32	WR_FT	00803511
				27				33	WR_FT	00803513
					20			34	WR_FT	00803515
					21			35	WR_FT	00803517
					22			36	WR_FT	00803519
					27			37	WR_FT	00803521
						25		38	WR_FT	00803492
							25	39	WR_FT	00803494

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Writing, Grade Span 6–8

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00437792
2	2	2	2	2	2	2	2	2	WR	00437794
3	3	3	3	3	3	3	3	3	WR	00354653
4	4	4	4	4	4	4	4	4	WR	00437796
5	5	5	5	5	5	5	5	5	WR	00354663
6	6	6	6	6	6	6	6	6	WR	00546415
7	7	7	7	7	7	7	7	7	WR	00692850
8	8	8	8	8	8	8	8	8	WR	00546405
9	9	9	9	9	9	9	9	9	WR	00546425
10	10	10	10	10	10	10	10	10	WR	00354683
11	11	11	11	11	11	11	11	11	WR	00354655
12	12	12	12	12	12	12	12	12	WR	00354707
13	13	13	13	13	13	13	13	13	WR	00354699
14	14	14	14	14	14	14	14	14	WR	00354685
15	15	15	15	15	15	15	15	15	WR	00354697
16	16	16	16	16	16	16	16	16	WR	00546409
17	17	17	17	17	17	17	17	17	WR	00546427
18	18	18	18	18	18	18	18	18	WR	00546419
19	19	19	19	19	19	19	19	19	WR	00546399
20	20	23	23	23	23	20	20	20	WR	00437813
21	21	24	24	24	24	21	21	21	WR	00546421
22	22	25	25	25	25	22	22	22	WR	00546423
23	23	26	26	26	26	23	23	23	WR	00354689
24	24	28	28	28	28	24	24	24	WR	00693197

continues. . .

2006–07 Edition (Form F) Item Map, Writing, Grade Span 6–8

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
		20						25	WR_FT	00803765
		21						26	WR_FT	00803767
		22						27	WR_FT	00803769
		27						28	WR_FT	00803771
			20					29	WR_FT	00803806
			21					30	WR_FT	00803808
			22					31	WR_FT	00803810
			27					32	WR_FT	00803781
				20	20			33	WR_FT	00803785
				21	21			34	WR_FT	00803787
				22	22			35	WR_FT	00803789
				27				36	WR_FT	00803791
					27			37	WR_FT	00803801
						25		38	WR_FT	00803751
							25	39	WR_FT	00803763

*Shading indicates Field Test Items for each form.

2006–07 Edition (Form F) Item Map, Writing, Grade Span 9–12

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
1	1	1	1	1	1	1	1	1	WR	00354070
2	2	2	2	2	2	2	2	2	WR	00684125
3	3	3	3	3	3	3	3	3	WR	00437926
4	4	4	4	4	4	4	4	4	WR	00354119
5	5	5	5	5	5	5	5	5	WR	00354117
6	6	6	6	6	6	6	6	6	WR	00437928
7	7	7	7	7	7	7	7	7	WR	00354053
8	8	8	8	8	8	8	8	8	WR	00684130
9	9	9	9	9	9	9	9	9	WR	00684167
10	10	10	10	10	10	10	10	10	WR	00354123
11	11	11	11	11	11	11	11	11	WR	00354074
12	12	12	12	12	12	12	12	12	WR	00684172
13	13	13	13	13	13	13	13	13	WR	00354093
14	14	14	14	14	14	14	14	14	WR	00354047
15	15	15	15	15	15	15	15	15	WR	00354078
16	16	16	16	16	16	16	16	16	WR	00546568
17	17	17	17	17	17	17	17	17	WR	00546576
18	18	18	18	18	18	18	18	18	WR	00684175
19	19	19	19	19	19	19	19	19	WR	00546600
20	20	23	23	23	23	20	20	20	WR	00684169
21	21	24	24	24	24	21	21	21	WR	00546592
22	22	25	25	25	25	22	22	22	WR	00546602
23	23	26	26	26	26	23	23	23	WR	00684132
24	24	28	28	28	28	24	24	24	WR	00684085

continues. . .

2006–07 Edition (Form F) Item Map, Writing, Grade Span 9–12

Form F1 Item No.	Forms F2– F5 Item No.	Form F6 Item No.	Form F7 Item No.	Form F8 Item No.	Form F9 Item No.	Form F10 Item No.	Form F11 Item No.	Sequence Number	Content Area	Item ID
		20			20			25	WR_FT	00804700
		21			21			26	WR_FT	00804702
		22			22			27	WR_FT	00804704
		27						28	WR_FT	00804706
			20					29	WR_FT	00804724
			21					30	WR_FT	00804726
			22					31	WR_FT	00804728
			27					32	WR_FT	00804730
				20				33	WR_FT	00804744
				21				34	WR_FT	00804746
				22				35	WR_FT	00804748
				27				36	WR_FT	00804750
					27			37	WR_FT	00804770
						25		38	WR_FT	00804774
							25	39	WR_FT	00804784

*Shading indicates Field Test Items for each form.

**Appendix E CELDT Summary Statistics and Proficiency, 2006–07 Editions (Form F)
2006–07 Edition (Form F) Summary Statistics by Grade, Annual Assessment Data**

Grade	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K	7143	340.5	91.66	354.02	77.21	327.41	118.11	NA	NA	NA	NA	340.5	91.66
1	168999	414.77	68.59	415.34	63.11	414.68	86.86	NA	NA	NA	NA	414.77	68.59
2	158997	462.10	64.54	463.00	63.73	461.68	79.51	431.42	67.11	438.34	81.27	448.24	58.11
3	149266	471.98	60.25	466.49	70.84	477.92	68.30	467.81	63.76	479.34	68.64	472.52	54.84
4	143822	504.09	62.68	504.26	73.20	504.40	72.29	498.86	62.93	502.65	63.97	502.17	55.23
5	129088	523.24	64.61	526.37	73.27	520.64	76.75	519.03	63.88	516.35	62.61	520.22	56.17
6	103392	535.38	75.49	548.31	94.25	522.97	77.91	518.25	66.23	522.86	64.15	527.72	62.42
7	94727	551.85	80.27	567.07	99.97	537.17	82.57	532.95	68.23	532.62	65.50	542.08	65.67
8	87490	563.05	85.01	580.19	104.13	546.48	87.88	547.43	70.11	540.67	68.17	553.31	69.50
9	82319	549.39	83.91	562.96	93.93	536.40	96.11	551.64	71.75	546.52	76.09	549.01	70.50
10	75913	558.78	89.57	572.28	98.08	545.84	103.33	563.71	73.96	551.14	80.07	557.87	74.91
11	61375	567.88	90.08	581.51	99.32	554.80	103.65	574.9	75.03	555.37	80.75	566.27	75.67
12	48581	573.64	94.93	586.12	105.48	561.72	106.61	579.87	80.67	554.83	88.06	570.27	81.71

2006–07 Edition (Form F) Summary Statistics by Grade Span, Annual Assessment Data

Grade Span	N	Listening/Speaking		Listening		Speaking		Reading		Writing		Overall	
		Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
K–2	335139	435.64	72.61	436.64	69.04	435.12	88.85	431.42	67.11	438.34	81.27	429.06	67.81
3–5	422176	498.59	65.91	497.66	76.50	500.00	74.43	494.05	66.91	498.60	67.02	497.20	58.76
6–8	285609	549.32	80.89	564.30	100.12	534.88	83.18	532.06	69.13	531.55	66.25	540.32	66.56
9–12	268188	560.67	89.47	574.04	98.90	547.87	102.28	565.49	75.58	551.36	80.63	559.32	75.50

Note. For previous years' summary statistics, please see Technical Reports for CELDT Forms A–E. * N-count for grade span K–2 is 335,139 overall, but Reading and Writing includes only Grade 2 data, for which the N-count is 158,997.

Appendix F Domain Correlations

The following tables detail simple statistics and domain correlations by grade span, for both Annual Assessment and Initial Identification data. All analyses shown are based on scale scores.

Annual Assessment Data

2006–07 Edition (Form F) Simple Statistics, Annual Assessment, Grade Span K–2: Grade 2*

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	158997	463.00	63.73	220	570
Speaking	158997	461.68	79.51	140	630
Reading	158997	431.42	67.11	280	650
Writing	158997	438.34	81.27	220	690

*Please note that for grade span K–1, data are shown for only Grade 2; Kindergarten and Grade 1 are not administered the Reading and Writing tests, and so do not have data to calculate correlations.

2006–07 Edition (Form F) Pearson Correlation Coefficients, Annual Assessment, Grade Span K–2: Grade 2

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.62	0.43	0.46
Speaking	0.62	1.00	0.41	0.48
Reading	0.43	0.41	1.00	0.67
Writing	0.46	0.48	0.67	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

2006–07 Edition (Form F) Simple Statistics, Annual Assessment, Grade Span 3–5

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	422176	497.66	76.50	220	640
Speaking	422176	500.00	74.43	200	720
Reading	422176	494.05	66.91	280	700
Writing	422176	498.60	67.02	220	740

2006–07 Edition (Form F) Pearson Correlation Coefficients, Annual Assessment, Grade Span 3–5

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.53	0.61	0.56
Speaking	0.53	1.00	0.51	0.52
Reading	0.61	0.51	1.00	0.75
Writing	0.56	0.52	0.75	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

2006–07 Edition (Form F) Simple Statistics, Annual Assessment, Grade Span 6–8

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	285609	564.30	100.12	230	715
Speaking	285609	534.88	83.18	225	720
Reading	285609	532.06	69.13	320	750
Writing	285609	531.55	66.25	220	780

**2006–07 Edition (Form F) Pearson Correlation Coefficients,
Annual Assessment, Grade Span 6–8**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.55	0.59	0.59
Speaking	0.55	1.00	0.54	0.59
Reading	0.59	0.54	1.00	0.73
Writing	0.59	0.59	0.73	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

2006–07 Edition (Form F) Simple Statistics, Annual Assessment, Grade Span 9–12

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	268188	574.04	99.90	230	725
Speaking	268188	547.87	102.28	235	740
Reading	268188	565.49	75.58	320	770
Writing	268188	551.36	80.63	220	810

**2006–07 Edition (Form F) Pearson Correlation Coefficients,
Annual Assessment, Grade Span 9–12**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.58	0.67	0.64
Speaking	0.58	1.00	0.54	0.60
Reading	0.67	0.54	1.00	0.70
Writing	0.64	0.60	0.70	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

Initial Identification Data

**2006–07 Edition (Form F) Simple Statistics, Initial Identification,
Grade Span K–2: Grade 2***

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	18370	411.14	115.11	220	570
Speaking	18370	392.36	154.58	140	630
Reading	18370	405.19	88.67	280	650
Writing	18370	390.17	117.79	220	690

*Please note that for Grade Span K–2, data are shown for only Grade 2; Kindergarten and Grade 1 are not administered the Reading and Writing tests, and so do not have data to calculate correlations.

**2006–07 Edition (Form F) Pearson Correlation Coefficients,
Initial Identification, Grade Span K–2: Grade 2**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.90	0.70	0.77
Speaking	0.90	1.00	0.69	0.77
Reading	0.70	0.69	1.00	0.83
Writing	0.77	0.77	0.83	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

2006–07 Edition (Form F) Simple Statistics, Initial Identification, Grade Span 3–5

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	46011	439.92	127.99	220	640
Speaking	46011	430.20	145.40	200	720
Reading	46011	453.68	106.78	280	700
Writing	46011	436.49	128.33	220	740

**2006–07 Edition (Form F) Pearson Correlation Coefficients,
Initial Identification, Grade Span 3–5**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.84	0.84	0.85
Speaking	0.84	1.00	0.80	0.84
Reading	0.84	0.80	1.00	0.89
Writing	0.85	0.84	0.89	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

2006–07 Edition (Form F) Simple Statistics, Initial Identification, Grade Span 6–8

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	40505	490.27	160.19	230	715
Speaking	40505	463.36	155.81	225	720
Reading	40505	503.07	113.54	320	750
Writing	40505	473.48	139.32	220	780

**2006–07 Edition (Form F) Pearson Correlation Coefficients,
Initial Identification, Grade Span 6–8**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.86	0.85	0.86
Speaking	0.86	1.00	0.83	0.87
Reading	0.85	0.83	1.00	0.88
Writing	0.86	0.87	0.88	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

2006–07 Edition (Form F) Simple Statistics, Initial Identification, Grade Span 9–12

Domain	N	Mean	Std Dev	Minimum	Maximum
Listening	54167	512.82	157.32	230	725
Speaking	54167	482.31	159.94	235	740
Reading	54167	536.89	122.27	320	770
Writing	54167	501.78	148.55	220	810

**2006–07 Edition (Form F) Pearson Correlation Coefficients,
Initial Identification, Grade Span 9–12**

	Listening*	Speaking	Reading	Writing
Listening	1.00	0.84	0.87	0.87
Speaking	0.84	1.00	0.81	0.84
Reading	0.87	0.81	1.00	0.88
Writing	0.87	0.84	0.88	1.00

*In the administration of the 2006–07 Edition (Form F), the domains of Listening and Speaking were administered separately.

Appendix G Classification Accuracy and Consistency

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy and Consistency, Listening**

Grade Span	Grades	Accuracy	Consistency	Kappa
	K	0.755	0.678	0.481
1	1	0.622	0.511	0.368
	2	0.623	0.527	0.386
	3	0.593	0.483	0.325
2	4	0.604	0.493	0.349
	5	0.637	0.542	0.390
	6	0.622	0.526	0.388
3	7	0.661	0.575	0.440
	8	0.682	0.606	0.466
	9	0.656	0.560	0.435
4	10	0.642	0.547	0.422
	11	0.643	0.550	0.421
	12	0.668	0.581	0.455

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy and Consistency, Speaking**

Grade Span	Grades	Accuracy	Consistency	Kappa
	K	0.779	0.704	0.560
1	1	0.678	0.573	0.452
	2	0.657	0.560	0.431
	3	0.608	0.502	0.340
2	4	0.606	0.504	0.348
	5	0.632	0.542	0.384
	6	0.599	0.496	0.347
3	7	0.617	0.524	0.375
	8	0.628	0.534	0.393
	9	0.605	0.504	0.370
4	10	0.624	0.528	0.390
	11	0.625	0.531	0.387
	12	0.634	0.542	0.392

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy and Consistency, Reading**

Grade Span	Grades	Accuracy	Consistency	Kappa
1	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	0.770	0.683	0.541
2	3	0.735	0.645	0.496
	4	0.739	0.659	0.509
	5	0.710	0.614	0.491
	6	0.698	0.597	0.464
3	7	0.688	0.583	0.466
	8	0.699	0.595	0.482
	9	0.677	0.574	0.453
4	10	0.694	0.590	0.465
	11	0.688	0.581	0.461
	12	0.690	0.586	0.475

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy and Consistency, Writing**

Grade Span	Grades	Accuracy	Consistency	Kappa
1	K	N/A	N/A	N/A
	1	N/A	N/A	N/A
	2	0.733	0.641	0.503
2	3	0.701	0.601	0.474
	4	0.690	0.585	0.462
	5	0.696	0.595	0.471
	6	0.669	0.566	0.450
3	7	0.684	0.580	0.464
	8	0.680	0.580	0.470
	9	0.701	0.608	0.506
4	10	0.702	0.608	0.504
	11	0.697	0.602	0.494
	12	0.697	0.604	0.495

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Listening**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.893	0.918	0.954	0.980
	1	0.913	0.869	0.889	0.938
	2	0.948	0.893	0.866	0.842
	3	0.924	0.873	0.861	0.912
2	4	0.947	0.889	0.860	0.894
	5	0.963	0.916	0.864	0.866
	6	0.957	0.899	0.867	0.869
3	7	0.963	0.920	0.884	0.869
	8	0.961	0.922	0.896	0.874
	9	0.954	0.901	0.884	0.893
4	10	0.951	0.903	0.879	0.883
	11	0.957	0.907	0.877	0.875
	12	0.960	0.919	0.888	0.877

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Speaking**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.919	0.932	0.954	0.969
	1	0.932	0.900	0.905	0.933
	2	0.954	0.907	0.883	0.891
	3	0.956	0.891	0.853	0.880
2	4	0.960	0.900	0.854	0.865
	5	0.962	0.900	0.865	0.860
	6	0.958	0.893	0.860	0.865
3	7	0.953	0.900	0.869	0.861
	8	0.956	0.903	0.872	0.869
	9	0.940	0.885	0.870	0.885
4	10	0.945	0.894	0.871	0.880
	11	0.952	0.898	0.867	0.874
	12	0.958	0.904	0.868	0.870

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Reading**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.902	0.912	0.966	0.988
2	3	0.902	0.888	0.957	0.981
	4	0.911	0.901	0.937	0.969
	5	0.931	0.910	0.916	0.945
3	6	0.917	0.894	0.921	0.959
	7	0.925	0.898	0.910	0.951
	8	0.933	0.904	0.913	0.945
4	9	0.915	0.893	0.912	0.949
	10	0.918	0.894	0.918	0.960
	11	0.928	0.898	0.909	0.948
	12	0.935	0.906	0.908	0.938

**2006–07 Edition (Form F) Annual Assessment
Classification Accuracy at Each Performance Cut Score, Writing**

Grade Span	Grades	Accuracy at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	N/A*	N/A*	N/A*	N/A*
2	3	0.918	0.896	0.924	0.956
	4	0.928	0.898	0.912	0.947
	5	0.942	0.901	0.909	0.932
3	6	0.938	0.897	0.900	0.923
	7	0.944	0.905	0.901	0.925
	8	0.945	0.909	0.900	0.917
4	9	0.946	0.916	0.910	0.918
	10	0.950	0.918	0.909	0.916
	11	0.953	0.917	0.904	0.912
	12	0.953	0.919	0.904	0.909

*Due to inadequate sample size per cell of analysis, accuracy could not be computed for this group.

**2006–07 Edition (Form F) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Listening**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.850	0.885	0.935	0.971
	1	0.877	0.817	0.845	0.911
	2	0.927	0.850	0.813	0.822
2	3	0.892	0.823	0.807	0.876
	4	0.925	0.845	0.806	0.855
	5	0.947	0.882	0.811	0.818
3	6	0.939	0.858	0.815	0.824
	7	0.947	0.887	0.838	0.823
	8	0.945	0.890	0.854	0.829
4	9	0.934	0.862	0.839	0.853
	10	0.931	0.863	0.832	0.841
	11	0.939	0.870	0.830	0.831
	12	0.943	0.887	0.844	0.833

**2006–07 Edition (Form F) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Speaking**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	0.886	0.904	0.935	0.956
	1	0.905	0.860	0.867	0.906
	2	0.935	0.869	0.837	0.848
2	3	0.936	0.847	0.796	0.832
	4	0.942	0.860	0.798	0.812
	5	0.945	0.860	0.812	0.806
3	6	0.939	0.850	0.806	0.813
	7	0.933	0.859	0.818	0.808
	8	0.937	0.864	0.822	0.819
4	9	0.914	0.839	0.819	0.840
	10	0.922	0.852	0.820	0.834
	11	0.932	0.857	0.815	0.825
	12	0.939	0.865	0.816	0.820

**2006–07 Edition (Form F) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Reading**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	0.863	0.877	0.951	0.983
2	3	0.861	0.844	0.938	0.973
	4	0.876	0.861	0.910	0.956
	5	0.903	0.873	0.882	0.922
3	6	0.884	0.851	0.889	0.941
	7	0.895	0.857	0.873	0.931
	8	0.905	0.865	0.877	0.923
4	9	0.880	0.851	0.876	0.928
	10	0.884	0.852	0.885	0.943
	11	0.899	0.857	0.873	0.927
	12	0.908	0.867	0.871	0.912

**2006–07 Edition (Form F) Annual Assessment
Classification Consistency at Each Proficiency Cut Score, Writing**

Grade Span	Grades	Consistency at Cut Score			
		Beginning/ Early Intermediate	Early Intermediate/ Intermediate	Intermediate/ Early Advanced	Early Advanced/ Advanced
1	K	N/A	N/A	N/A	N/A
	1	N/A	N/A	N/A	N/A
	2	N/A*	N/A*	N/A*	N/A*
2	3	0.884	0.855	0.893	0.937
	4	0.898	0.856	0.877	0.924
	5	0.918	0.861	0.873	0.904
3	6	0.912	0.855	0.860	0.892
	7	0.921	0.867	0.862	0.894
	8	0.922	0.872	0.860	0.883
4	9	0.924	0.882	0.874	0.885
	10	0.929	0.884	0.872	0.882
	11	0.934	0.883	0.866	0.877
	12	0.933	0.886	0.866	0.873

*Because of inadequate sample size, consistency could not be computed.

Appendix H Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Kindergarten

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	283	62	
6	312	37	
7	329	29	
8	343	25	
9	356	22	
10	367	21	Early Intermediate
11	378	21	
12	390	22	
13	402	24	Intermediate
14	417	25	
15	433	27	
16	451	29	Early Advanced
17	473	30	
18	499	34	Advanced
19	538	46	
20	570	64	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 1

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	283	62	
6	312	37	
7	329	29	
8	343	25	
9	356	22	
10	367	21	Early Intermediate
11	378	21	
12	390	22	
13	402	24	Intermediate
14	417	25	
15	433	27	
16	451	29	Early Advanced
17	473	30	
18	499	34	Advanced
19	538	46	
20	570	64	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 2

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	283	62	
6	312	37	
7	329	29	
8	343	25	
9	356	22	
10	367	21	
11	378	21	Early Intermediate
12	390	22	
13	402	24	
14	417	25	
15	433	27	Intermediate
16	451	29	
17	473	30	Early Adv.
18	499	34	
19	538	46	Advanced
20	570	64	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	178	Beginning
1	220	178	
2	220	178	
3	220	178	
4	220	178	
5	221	177	
6	315	83	
7	347	51	
8	368	39	
9	385	34	
10	401	31	Early Intermediate
11	415	30	
12	429	29	
13	443	28	Intermediate
14	457	28	
15	473	28	
16	489	30	
17	509	32	Early Advanced
18	534	38	
19	576	55	Advanced
20	640	99	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	178	Beginning
1	220	178	
2	220	178	
3	220	178	
4	220	178	
5	221	177	
6	315	83	
7	347	51	
8	368	39	
9	385	34	
10	401	31	
11	415	30	Early Intermediate
12	429	29	
13	443	28	
14	457	28	
15	473	28	Intermediate
16	489	30	
17	509	32	
18	534	38	Early Advanced
19	576	55	
20	640	99	Advanced

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	178	Beginning
1	220	178	
2	220	178	
3	220	178	
4	220	178	
5	221	177	
6	315	83	
7	347	51	
8	368	39	
9	385	34	
10	401	31	
11	415	30	Early Intermediate
12	429	29	
13	443	28	
14	457	28	
15	473	28	Intermediate
16	489	30	
17	509	32	
18	534	38	Early Adv.
19	576	55	
20	640	99	Advanced

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	230	178	Beginning
1	230	178	
2	230	178	
3	230	178	
4	230	178	
5	230	178	
6	315	93	
7	351	57	
8	374	43	
9	392	37	
10	408	33	
11	423	31	Early Intermediate
12	437	30	
13	451	30	
14	466	30	
15	483	32	
16	501	35	Intermediate
17	525	40	
18	556	49	
19	609	71	Early Adv.
20	715	151	Advanced

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	230	178	Beginning
1	230	178	
2	230	178	
3	230	178	
4	230	178	
5	230	178	
6	315	93	
7	351	57	
8	374	43	
9	392	37	
10	408	33	
11	423	31	Early Intermediate
12	437	30	
13	451	30	
14	466	30	
15	483	32	
16	501	35	Intermediate
17	525	40	
18	556	49	
19	609	71	Early Adv.
20	715	151	Advanced

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	230	178	Beginning
1	230	178	
2	230	178	
3	230	178	
4	230	178	
5	230	178	
6	315	93	
7	351	57	
8	374	43	
9	392	37	
10	408	33	
11	423	31	
12	437	30	Early Intermediate
13	451	30	
14	466	30	
15	483	32	
16	501	35	
17	525	40	Intermediate
18	556	49	
19	609	71	Early Adv.
20	715	151	Advanced

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	230	200	Beginning
1	230	200	
2	230	200	
3	230	200	
4	230	200	
5	267	163	
6	352	78	
7	383	49	
8	404	40	
9	422	35	
10	438	33	Early Intermediate
11	454	32	
12	469	32	
13	484	32	
14	501	32	
15	518	33	
16	539	36	Intermediate
17	564	42	
18	598	52	
19	656	75	Early Adv.
20	725	116	Advanced

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	230	200	Beginning
1	230	200	
2	230	200	
3	230	200	
4	230	200	
5	267	163	
6	352	78	
7	383	49	
8	404	40	
9	422	35	
10	438	33	
11	454	32	Early Intermediate
12	469	32	
13	484	32	
14	501	32	
15	518	33	
16	539	36	Intermediate
17	564	42	
18	598	52	
19	656	75	Early Adv.
20	725	116	Advanced

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	230	200	Beginning
1	230	200	
2	230	200	
3	230	200	
4	230	200	
5	267	163	
6	352	78	
7	383	49	
8	404	40	
9	422	35	
10	438	33	
11	454	32	Early Intermediate
12	469	32	
13	484	32	
14	501	32	
15	518	33	
16	539	36	Intermediate
17	564	42	
18	598	52	
19	656	75	Early Adv.
20	725	116	Advanced

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2006–07 Edition (Form F) Raw Score to Scale Score Table: Listening, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	230	200	Beginning
1	230	200	
2	230	200	
3	230	200	
4	230	200	
5	267	163	
6	352	78	
7	383	49	
8	404	40	
9	422	35	
10	438	33	
11	454	32	Early Intermediate
12	469	32	
13	484	32	
14	501	32	
15	518	33	
16	539	36	Intermediate
17	564	42	
18	598	52	
19	656	75	Early Adv.
20	725	116	Advanced

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Kindergarten

Raw Score	Scale Score	Standard Error	Performance Level
0	140	154	Beginning
1	249	45	
2	281	32	
3	301	26	
4	316	23	
5	328	21	
6	338	20	
7	348	19	
8	357	19	Early Intermediate
9	365	18	
10	374	18	
11	382	18	
12	390	18	
13	398	18	
14	406	19	Intermediate
15	415	19	
16	424	19	
17	433	20	
18	444	21	
19	455	22	
20	467	24	Early Advanced
21	482	26	
22	501	30	
23	524	34	Advanced
24	561	46	
25	630	100	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 1

Raw Score	Scale Score	Standard Error	Performance Level
0	140	154	Beginning
1	249	45	
2	281	32	
3	301	26	
4	316	23	
5	328	21	
6	338	20	
7	348	19	
8	357	19	Early Intermediate
9	365	18	
10	374	18	
11	382	18	
12	390	18	
13	398	18	
14	406	19	Intermediate
15	415	19	
16	424	19	
17	433	20	
18	444	21	
19	455	22	
20	467	24	Early Advanced
21	482	26	
22	501	30	
23	524	34	Advanced
24	561	46	
25	630	100	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

CELDT 2006–07 Edition (Form F) Technical Report

Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	140	154	Beginning
1	249	45	
2	281	32	
3	301	26	
4	316	23	
5	328	21	
6	338	20	
7	348	19	
8	357	19	
9	365	18	
10	374	18	Early Intermediate
11	382	18	
12	390	18	
13	398	18	
14	406	19	
15	415	19	
16	424	19	Intermediate
17	433	20	
18	444	21	
19	455	22	
20	467	24	
21	482	26	Early Advanced
22	501	30	Advanced
23	524	34	
24	561	46	
25	630	100	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	200	102	Beginning
1	274	45	
2	307	32	
3	327	26	
4	342	23	
5	354	22	
6	365	20	
7	375	19	
8	384	19	
9	393	18	Early Intermediate
10	401	17	
11	408	17	
12	416	16	
13	423	16	
14	430	16	
15	437	15	Intermediate
16	444	15	
17	451	15	
18	458	15	
19	465	16	
20	472	16	
21	481	17	
22	490	18	Early Advanced
23	501	20	
24	515	24	
25	533	29	Advanced
26	561	38	
27	602	50	
28	665	66	
29	720	88	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

CELDT 2006–07 Edition (Form F) Technical Report

Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	200	102	Beginning
1	274	45	
2	307	32	
3	327	26	
4	342	23	
5	354	22	
6	365	20	
7	375	19	
8	384	19	
9	393	18	
10	401	17	
11	408	17	Early Intermediate
12	416	16	
13	423	16	
14	430	16	
15	437	15	
16	444	15	
17	451	15	Intermediate
18	458	15	
19	465	16	
20	472	16	
21	481	17	
22	490	18	
23	501	20	Early Advanced
24	515	24	
25	533	29	
26	561	38	Advanced
27	602	50	
28	665	66	
29	720	88	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	200	102	Beginning
1	274	45	
2	307	32	
3	327	26	
4	342	23	
5	354	22	
6	365	20	
7	375	19	
8	384	19	
9	393	18	
10	401	17	
11	408	17	Early Intermediate
12	416	16	
13	423	16	
14	430	16	
15	437	15	
16	444	15	
17	451	15	Intermediate
18	458	15	
19	465	16	
20	472	16	
21	481	17	
22	490	18	
23	501	20	Early Advanced
24	515	24	
25	533	29	
26	561	38	Advanced
27	602	50	
28	665	66	
29	720	88	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	225	92	Beginning
1	288	48	
2	323	34	
3	344	28	
4	360	25	
5	373	23	
6	384	21	
7	393	20	
8	402	19	
9	410	19	
10	418	18	Early Intermediate
11	426	18	
12	433	18	
13	441	18	
14	448	18	
15	456	18	
16	463	18	
17	471	19	Intermediate
18	479	19	
19	488	20	
20	497	21	
21	507	22	
22	518	23	Early Advanced
23	530	25	
24	545	27	
25	562	30	
26	585	35	Advanced
27	616	43	
28	666	58	
29	720	85	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	225	92	Beginning
1	288	48	
2	323	34	
3	344	28	
4	360	25	
5	373	23	
6	384	21	
7	393	20	
8	402	19	
9	410	19	
10	418	18	Early Intermediate
11	426	18	
12	433	18	
13	441	18	
14	448	18	
15	456	18	
16	463	18	
17	471	19	Intermediate
18	479	19	
19	488	20	
20	497	21	
21	507	22	
22	518	23	Early Advanced
23	530	25	
24	545	27	
25	562	30	
26	585	35	Advanced
27	616	43	
28	666	58	
29	720	85	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	225	92	Beginning
1	288	48	
2	323	34	
3	344	28	
4	360	25	
5	373	23	
6	384	21	
7	393	20	
8	402	19	
9	410	19	
10	418	18	
11	426	18	Early Intermediate
12	433	18	
13	441	18	
14	448	18	
15	456	18	
16	463	18	
17	471	19	
18	479	19	
19	488	20	Intermediate
20	497	21	
21	507	22	
22	518	23	
23	530	25	
24	545	27	Early Advanced
25	562	30	
26	585	35	
27	616	43	Advanced
28	666	58	
29	720	85	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	235	97	Beginning
1	289	60	
2	332	41	
3	357	33	
4	376	29	
5	390	26	
6	403	24	
7	413	23	
8	423	22	Early Intermediate
9	433	21	
10	441	21	
11	450	21	
12	458	20	
13	466	20	
14	474	21	
15	483	21	
16	491	21	Intermediate
17	500	22	
18	509	22	
19	519	23	
20	529	24	
21	541	26	
22	553	27	Early Advanced
23	567	29	
24	584	32	
25	603	35	Advanced
26	627	40	
27	660	49	
28	712	69	
29	740	84	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	235	97	Beginning
1	289	60	
2	332	41	
3	357	33	
4	376	29	
5	390	26	
6	403	24	
7	413	23	
8	423	22	Early Intermediate
9	433	21	
10	441	21	
11	450	21	
12	458	20	
13	466	20	
14	474	21	
15	483	21	
16	491	21	Intermediate
17	500	22	
18	509	22	
19	519	23	
20	529	24	
21	541	26	
22	553	27	
23	567	29	Early Advanced
24	584	32	
25	603	35	
26	627	40	Advanced
27	660	49	
28	712	69	
29	740	84	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	235	97	Beginning
1	289	60	
2	332	41	
3	357	33	
4	376	29	
5	390	26	
6	403	24	
7	413	23	
8	423	22	Early Intermediate
9	433	21	
10	441	21	
11	450	21	
12	458	20	
13	466	20	
14	474	21	
15	483	21	
16	491	21	Intermediate
17	500	22	
18	509	22	
19	519	23	
20	529	24	
21	541	26	
22	553	27	
23	567	29	Early Advanced
24	584	32	
25	603	35	
26	627	40	Advanced
27	660	49	
28	712	69	
29	740	84	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2006–07 Edition (Form F) Raw Score to Scale Score Table: Speaking, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	235	97	Beginning
1	289	60	
2	332	41	
3	357	33	
4	376	29	
5	390	26	
6	403	24	
7	413	23	
8	423	22	Early Intermediate
9	433	21	
10	441	21	
11	450	21	
12	458	20	
13	466	20	
14	474	21	
15	483	21	
16	491	21	Intermediate
17	500	22	
18	509	22	
19	519	23	
20	529	24	
21	541	26	
22	553	27	
23	567	29	
24	584	32	
25	603	35	
26	627	40	Advanced
27	660	49	
28	712	69	
29	740	84	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

CELDT 2006–07 Edition (Form F) Technical Report

Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	280	143	Beginning
1	280	143	
2	280	143	
3	280	143	
4	280	143	
5	280	143	
6	280	143	
7	280	143	
8	299	124	
9	357	66	
10	379	44	
11	393	32	
12	404	26	
13	412	22	
14	420	20	
15	426	18	Early Intermediate
16	433	17	
17	439	16	
18	444	15	
19	450	15	
20	456	15	
21	461	15	
22	467	15	
23	473	15	Intermediate
24	480	16	
25	486	16	
26	493	16	
27	500	16	
28	508	16	
29	516	16	
30	524	16	Early Advanced
31	533	16	
32	543	17	Advanced
33	556	20	
34	577	29	
35	650	102	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	280	164	Beginning
1	280	164	
2	280	164	
3	280	164	
4	280	164	
5	280	164	
6	315	129	
7	374	70	
8	398	46	
9	414	34	
10	426	28	
11	436	24	
12	444	22	
13	452	20	Early Intermediate
14	459	19	
15	465	18	
16	472	17	
17	478	17	
18	483	16	Intermediate
19	489	16	
20	495	16	
21	500	16	
22	506	16	
23	512	16	
24	518	16	
25	525	17	
26	531	17	
27	539	18	
28	547	19	Early Advanced
29	556	20	
30	567	22	Advanced
31	579	24	
32	595	28	
33	616	33	
34	653	53	
35	700	91	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	280	164	Beginning
1	280	164	
2	280	164	
3	280	164	
4	280	164	
5	280	164	
6	315	129	
7	374	70	
8	398	46	
9	414	34	
10	426	28	
11	436	24	
12	444	22	
13	452	20	
14	459	19	
15	465	18	
16	472	17	
17	478	17	Early Intermediate
18	483	16	
19	489	16	
20	495	16	Intermediate
21	500	16	
22	506	16	
23	512	16	
24	518	16	
25	525	17	
26	531	17	
27	539	18	
28	547	19	
29	556	20	
30	567	22	Early Advanced
31	579	24	
32	595	28	
33	616	33	Advanced
34	653	53	
35	700	91	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	280	164	Beginning
1	280	164	
2	280	164	
3	280	164	
4	280	164	
5	280	164	
6	315	129	
7	374	70	
8	398	46	
9	414	34	
10	426	28	
11	436	24	
12	444	22	
13	452	20	
14	459	19	
15	465	18	
16	472	17	
17	478	17	Early Intermediate
18	483	16	
19	489	16	
20	495	16	Intermediate
21	500	16	
22	506	16	
23	512	16	
24	518	16	
25	525	17	
26	531	17	
27	539	18	
28	547	19	
29	556	20	
30	567	22	Early Advanced
31	579	24	
32	595	28	
33	616	33	Advanced
34	653	53	
35	700	91	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	320	157	Beginning
1	320	157	
2	320	157	
3	320	157	
4	320	157	
5	320	157	
6	320	157	
7	368	109	
8	411	66	
9	433	44	
10	448	35	
11	460	30	
12	471	27	
13	481	25	Early Intermediate
14	490	23	
15	498	22	
16	506	21	
17	513	20	
18	520	19	Intermediate
19	527	18	
20	534	18	
21	540	17	
22	547	17	
23	553	17	
24	560	17	
25	566	17	
26	573	17	Early Advanced
27	581	18	
28	589	19	
29	598	20	
30	609	22	Advanced
31	621	25	
32	638	30	
33	663	39	
34	712	69	
35	750	102	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	320	157	Beginning
1	320	157	
2	320	157	
3	320	157	
4	320	157	
5	320	157	
6	320	157	
7	368	109	
8	411	66	
9	433	44	
10	448	35	
11	460	30	
12	471	27	
13	481	25	
14	490	23	Early Intermediate
15	498	22	
16	506	21	
17	513	20	
18	520	19	
19	527	18	Intermediate
20	534	18	
21	540	17	
22	547	17	
23	553	17	
24	560	17	
25	566	17	
26	573	17	Early Advanced
27	581	18	
28	589	19	
29	598	20	
30	609	22	Advanced
31	621	25	
32	638	30	
33	663	39	
34	712	69	
35	750	102	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	320	157	Beginning
1	320	157	
2	320	157	
3	320	157	
4	320	157	
5	320	157	
6	320	157	
7	368	109	
8	411	66	
9	433	44	
10	448	35	
11	460	30	
12	471	27	
13	481	25	
14	490	23	
15	498	22	Early Intermediate
16	506	21	
17	513	20	
18	520	19	
19	527	18	
20	534	18	
21	540	17	
22	547	17	Intermediate
23	553	17	
24	560	17	
25	566	17	
26	573	17	
27	581	18	
28	589	19	Early Advanced
29	598	20	
30	609	22	
31	621	25	Advanced
32	638	30	
33	663	39	
34	712	69	
35	750	102	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	320	170	Beginning
1	320	170	
2	320	170	
3	320	170	
4	320	170	
5	320	170	
6	320	170	
7	320	170	
8	391	99	
9	425	65	
10	447	50	
11	465	41	
12	479	36	
13	492	32	
14	503	29	
15	513	27	Early Intermediate
16	523	25	
17	532	24	
18	540	23	
19	548	22	
20	556	22	
21	564	21	Intermediate
22	572	21	
23	580	21	
24	588	21	
25	597	21	
26	606	22	Early Advanced
27	615	22	
28	625	23	
29	637	24	Advanced
30	649	26	
31	664	29	
32	683	33	
33	709	40	
34	750	55	
35	770	65	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	320	170	Beginning
1	320	170	
2	320	170	
3	320	170	
4	320	170	
5	320	170	
6	320	170	
7	320	170	
8	391	99	
9	425	65	
10	447	50	
11	465	41	
12	479	36	
13	492	32	
14	503	29	
15	513	27	
16	523	25	Early Intermediate
17	532	24	
18	540	23	
19	548	22	
20	556	22	
21	564	21	
22	572	21	Intermediate
23	580	21	
24	588	21	
25	597	21	
26	606	22	
27	615	22	
28	625	23	Early Advanced
29	637	24	
30	649	26	
31	664	29	Advanced
32	683	33	
33	709	40	
34	750	55	
35	770	65	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	320	170	Beginning
1	320	170	
2	320	170	
3	320	170	
4	320	170	
5	320	170	
6	320	170	
7	320	170	
8	391	99	
9	425	65	
10	447	50	
11	465	41	
12	479	36	
13	492	32	
14	503	29	
15	513	27	
16	523	25	Early Intermediate
17	532	24	
18	540	23	
19	548	22	
20	556	22	
21	564	21	
22	572	21	Intermediate
23	580	21	
24	588	21	
25	597	21	
26	606	22	
27	615	22	
28	625	23	Early Advanced
29	637	24	
30	649	26	
31	664	29	Advanced
32	683	33	
33	709	40	
34	750	55	
35	770	65	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2006–07 Edition (Form F) Raw Score to Scale Score Table: Reading, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	320	170	Beginning
1	320	170	
2	320	170	
3	320	170	
4	320	170	
5	320	170	
6	320	170	
7	320	170	
8	391	99	
9	425	65	
10	447	50	
11	465	41	
12	479	36	
13	492	32	
14	503	29	
15	513	27	
16	523	25	Early Intermediate
17	532	24	
18	540	23	
19	548	22	
20	556	22	
21	564	21	
22	572	21	Intermediate
23	580	21	
24	588	21	
25	597	21	
26	606	22	
27	615	22	
28	625	23	Early Advanced
29	637	24	
30	649	26	
31	664	29	
32	683	33	Advanced
33	709	40	
34	750	55	
35	770	65	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 2

Raw Score	Scale Score	Standard Error	Performance Level
0	220	195	Beginning
1	220	195	
2	220	195	
3	220	195	
4	220	195	
5	220	195	
6	220	195	
7	347	68	
8	373	42	
9	388	29	
10	399	23	
11	407	20	
12	414	18	
13	420	16	
14	426	15	Early Intermediate
15	431	15	
16	437	14	
17	442	14	
18	447	13	
19	452	13	
20	457	13	
21	463	14	
22	468	14	
23	474	14	Intermediate
24	480	14	
25	487	14	
26	494	15	
27	502	15	
28	510	16	
29	519	17	Early Advanced
30	530	19	
31	543	21	
32	559	24	Advanced
33	579	28	
34	610	37	
35	690	101	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 3

Raw Score	Scale Score	Standard Error	Performance Level
0	220	200	Beginning
1	220	200	
2	220	200	
3	220	200	
4	220	200	
5	220	200	
6	334	86	
7	369	51	
8	387	35	
9	400	27	
10	410	23	
11	418	20	
12	425	18	
13	431	17	
14	437	16	Early Intermediate
15	443	15	
16	449	15	
17	454	15	
18	459	15	
19	465	15	
20	470	15	
21	476	15	
22	483	16	Intermediate
23	489	16	
24	496	17	
25	504	17	
26	513	18	
27	522	19	
28	533	20	
29	545	22	Early Advanced
30	559	24	
31	575	27	Advanced
32	595	30	
33	620	34	
34	657	45	
35	740	107	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 4

Raw Score	Scale Score	Standard Error	Performance Level
0	220	200	Beginning
1	220	200	
2	220	200	
3	220	200	
4	220	200	
5	220	200	
6	334	86	
7	369	51	
8	387	35	
9	400	27	
10	410	23	
11	418	20	
12	425	18	
13	431	17	
14	437	16	
15	443	15	
16	449	15	
17	454	15	Early Intermediate
18	459	15	
19	465	15	
20	470	15	
21	476	15	
22	483	16	
23	489	16	Intermediate
24	496	17	
25	504	17	
26	513	18	
27	522	19	
28	533	20	
29	545	22	
30	559	24	Early Advanced
31	575	27	
32	595	30	Advanced
33	620	34	
34	657	45	
35	740	107	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 5

Raw Score	Scale Score	Standard Error	Performance Level
0	220	200	Beginning
1	220	200	
2	220	200	
3	220	200	
4	220	200	
5	220	200	
6	334	86	
7	369	51	
8	387	35	
9	400	27	
10	410	23	
11	418	20	
12	425	18	
13	431	17	
14	437	16	
15	443	15	
16	449	15	
17	454	15	
18	459	15	Early Intermediate
19	465	15	
20	470	15	
21	476	15	
22	483	16	
23	489	16	
24	496	17	Intermediate
25	504	17	
26	513	18	
27	522	19	
28	533	20	
29	545	22	
30	559	24	
31	575	27	
32	595	30	Advanced
33	620	34	
34	657	45	
35	740	107	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

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Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 6

Raw Score	Scale Score	Standard Error	Performance Level
0	220	209	Beginning
1	220	209	
2	220	209	
3	220	209	
4	220	209	
5	345	84	
6	381	48	
7	399	34	
8	412	27	
9	422	24	
10	430	22	
11	438	20	
12	445	18	
13	451	17	
14	457	17	
15	463	16	Early Intermediate
16	468	16	
17	474	15	
18	479	15	
19	485	15	
20	491	16	
21	497	16	
22	504	17	Intermediate
23	511	17	
24	519	18	
25	527	19	
26	536	21	
27	546	22	
28	558	23	Early Advanced
29	571	25	
30	585	26	
31	602	29	Advanced
32	622	32	
33	649	38	
34	692	56	
35	780	128	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 7

Raw Score	Scale Score	Standard Error	Performance Level
0	220	209	Beginning
1	220	209	
2	220	209	
3	220	209	
4	220	209	
5	345	84	
6	381	48	
7	399	34	
8	412	27	
9	422	24	
10	430	22	
11	438	20	
12	445	18	
13	451	17	
14	457	17	
15	463	16	Early Intermediate
16	468	16	
17	474	15	
18	479	15	
19	485	15	
20	491	16	
21	497	16	
22	504	17	Intermediate
23	511	17	
24	519	18	
25	527	19	
26	536	21	
27	546	22	
28	558	23	Early Advanced
29	571	25	
30	585	26	
31	602	29	Advanced
32	622	32	
33	649	38	
34	692	56	
35	780	128	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

CELDT 2006–07 Edition (Form F) Technical Report

Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 8

Raw Score	Scale Score	Standard Error	Performance Level
0	220	209	Beginning
1	220	209	
2	220	209	
3	220	209	
4	220	209	
5	345	84	
6	381	48	
7	399	34	
8	412	27	
9	422	24	
10	430	22	
11	438	20	
12	445	18	
13	451	17	
14	457	17	
15	463	16	
16	468	16	Early Intermediate
17	474	15	
18	479	15	
19	485	15	
20	491	16	
21	497	16	
22	504	17	
23	511	17	Intermediate
24	519	18	
25	527	19	
26	536	21	
27	546	22	
28	558	23	Early Advanced
29	571	25	
30	585	26	
31	602	29	Advanced
32	622	32	
33	649	38	
34	692	56	
35	780	128	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 9

Raw Score	Scale Score	Standard Error	Performance Level
0	220	208	Beginning
1	220	208	
2	220	208	
3	220	208	
4	257	171	
5	346	82	
6	377	51	
7	396	39	
8	410	33	
9	422	28	
10	432	26	
11	440	24	
12	448	22	
13	456	21	
14	463	20	
15	470	19	Early Intermediate
16	476	18	
17	482	18	
18	489	17	
19	495	17	
20	501	16	
21	507	16	
22	513	17	
23	520	17	Intermediate
24	527	18	
25	535	19	
26	543	20	
27	553	23	
28	565	25	Early Advanced
29	580	30	
30	599	35	
31	623	42	Advanced
32	657	52	
33	704	64	
34	779	90	
35	810	105	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

CELDT 2006–07 Edition (Form F) Technical Report

Appendix H: Raw Score to Scale Score Tables

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 10

Raw Score	Scale Score	Standard Error	Performance Level
0	220	208	Beginning
1	220	208	
2	220	208	
3	220	208	
4	257	171	
5	346	82	
6	377	51	
7	396	39	
8	410	33	
9	422	28	
10	432	26	
11	440	24	
12	448	22	
13	456	21	
14	463	20	
15	470	19	Early Intermediate
16	476	18	
17	482	18	
18	489	17	
19	495	17	
20	501	16	
21	507	16	
22	513	17	
23	520	17	Intermediate
24	527	18	
25	535	19	
26	543	20	
27	553	23	
28	565	25	Early Advanced
29	580	30	
30	599	35	
31	623	42	Advanced
32	657	52	
33	704	64	
34	779	90	
35	810	105	

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 11

Raw Score	Scale Score	Standard Error	Performance Level
0	220	208	Beginning
1	220	208	
2	220	208	
3	220	208	
4	257	171	
5	346	82	
6	377	51	
7	396	39	
8	410	33	
9	422	28	
10	432	26	
11	440	24	
12	448	22	
13	456	21	
14	463	20	
15	470	19	Early Intermediate
16	476	18	
17	482	18	
18	489	17	
19	495	17	
20	501	16	
21	507	16	
22	513	17	
23	520	17	Intermediate
24	527	18	
25	535	19	
26	543	20	
27	553	23	
28	565	25	Early Advanced
29	580	30	
30	599	35	
31	623	42	Advanced
32	657	52	
33	704	64	
34	779	90	
35	810	105	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2006–07 Edition (Form F) Raw Score to Scale Score Table: Writing, Grade 12

Raw Score	Scale Score	Standard Error	Performance Level
0	220	183	Beginning
1	220	183	
2	220	183	
3	220	183	
4	220	183	
5	304	99	
6	344	70	
7	372	53	
8	392	43	
9	408	36	
10	421	31	
11	432	27	
12	442	25	
13	451	23	
14	459	21	
15	466	20	
16	473	19	Early Intermediate
17	480	18	
18	486	17	
19	493	17	
20	499	17	
21	505	17	
22	512	17	
23	518	17	Intermediate
24	525	18	
25	533	19	
26	542	20	
27	551	22	
28	563	25	Early Advanced
29	577	28	
30	595	34	
31	618	41	Advanced
32	651	51	
33	698	64	
34	775	91	
35	810	108	

Note: Standard errors can be large at the ends of these scales due to the small number of items at those extremes.

2006–07 Edition (Form F) Listening+Speaking Scale Score Ranges
Performance Level

Grade	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
	Kindergarten	180–356	357–406	407–455	456–504
Grade 1	180–356	357–406	407–455	456–504	505–600
Grade 2	180–371	372–422	423–472	473–522	523–600
Grade 3	210–387	388–438	439–489	490–541	542–680
Grade 4	210–402	403–455	456–507	508–559	560–680
Grade 5	210–410	411–465	466–521	522–577	578–680
Grade 6	227–414	415–474	475–543	544–602	603–717
Grade 7	227–419	420–484	485–549	550–614	615–717
Grade 8	227–424	425–493	494–566	567–631	632–717
Grade 9	232–428	429–501	502–575	576–649	650–732
Grade 10	232–433	434–511	512–589	590–667	668–732
Grade 11	232–433	434–511	512–589	590–667	668–732
Grade 12	232–433	434–511	512–589	590–667	668–732

2006–07 Edition (Form F) Comprehension Scale Score Ranges
Performance Level

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

2006–07 Edition (Form F) Overall Scale Score Ranges
Performance Level

	Performance Level				
	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	180–356	357–406	407–455	456–504	505–600
Grade 1	180–356	357–406	407–455	456–504	505–600
Grade 2	215–396	397–446	447–495	496–539	540–635
Grade 3	230–414	415–459	460–513	514–556	557–700
Grade 4	230–432	433–472	473–530	531–574	575–700
Grade 5	230–437	438–482	483–538	539–586	587–700
Grade 6	248–441	442–491	492–551	552–601	602–741
Grade 7	248–446	447–501	502–555	556–609	610–741
Grade 8	248–452	453–509	510–568	569–622	623–741
Grade 9	251–457	458–517	518–578	579–637	638–761
Grade 10	251–463	464–527	528–590	591–651	652–761
Grade 11	251–463	464–527	528–590	591–651	652–761
Grade 12	251–463	464–527	528–590	591–651	652–761

Appendix I Scale Score Frequency Distributions

Annual Assessment Data

CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	5659	1.69	5659	1.69
211	1309	0.39	6968	2.08
226	1218	0.36	8186	2.44
234	1643	0.49	9829	2.93
241	1037	0.31	10866	3.24
248	879	0.26	11745	3.50
250	284	0.08	12029	3.59
253	656	0.20	12685	3.78
259	529	0.16	13214	3.94
260	255	0.08	13469	4.02
265	405	0.12	13874	4.14
266	278	0.08	14152	4.22
268	154	0.05	14306	4.27
271	288	0.09	14594	4.35
274	144	0.04	14738	4.40
278	188	0.06	14926	4.45
279	120	0.04	15046	4.49
280	306	0.09	15352	4.58
282	167	0.05	15519	4.63
284	123	0.04	15642	4.67
286	164	0.05	15806	4.72
288	134	0.04	15940	4.76
289	333	0.10	16273	4.86
292	252	0.08	16525	4.93
295	88	0.03	16613	4.96
296	543	0.16	17156	5.12
297	78	0.02	17234	5.14
299	106	0.03	17340	5.17
301	74	0.02	17414	5.20
302	315	0.09	17729	5.29
305	448	0.13	18177	5.42
306	240	0.07	18417	5.50
308	303	0.09	18720	5.59

continues. . .

CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
309	66	0.02	18786	5.61
310	99	0.03	18885	5.63
312	254	0.08	19139	5.71
313	296	0.09	19435	5.80
314	182	0.05	19617	5.85
315	338	0.10	19955	5.95
317	40	0.01	19995	5.97
318	285	0.09	20280	6.05
319	240	0.07	20520	6.12
320	264	0.08	20784	6.20
322	494	0.15	21278	6.35
324	346	0.10	21624	6.45
325	340	0.10	21964	6.55
326	27	0.01	21991	6.56
328	610	0.18	22601	6.74
329	481	0.14	23082	6.89
330	162	0.05	23244	6.94
332	105	0.03	23349	6.97
333	323	0.10	23672	7.06
334	475	0.14	24147	7.21
335	444	0.13	24591	7.34
336	316	0.09	24907	7.43
337	20	0.01	24927	7.44
338	381	0.11	25308	7.55
339	298	0.09	25606	7.64
340	346	0.10	25952	7.74
341	520	0.16	26472	7.90
342	295	0.09	26767	7.99
343	475	0.14	27242	8.13
344	59	0.02	27301	8.15
345	544	0.16	27845	8.31
347	1312	0.39	29157	8.70
349	188	0.06	29345	8.76

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
350	374	0.11	29719	8.87
351	560	0.17	30279	9.03
352	714	0.21	30993	9.25
353	628	0.19	31621	9.44
354	351	0.10	31972	9.54
355	366	0.11	32338	9.65
356	432	0.13	32770	9.78
357	514	0.15	33284	9.93
358	720	0.21	34004	10.15
359	945	0.28	34949	10.43
360	470	0.14	35419	10.57
361	19	0.01	35438	10.57
362	867	0.26	36305	10.83
363	790	0.24	37095	11.07
364	334	0.10	37429	11.17
365	789	0.24	38218	11.40
366	1144	0.34	39362	11.74
367	845	0.25	40207	12.00
368	61	0.02	40268	12.02
369	972	0.29	41240	12.31
370	1253	0.37	42493	12.68
371	653	0.19	43146	12.87
372	391	0.12	43537	12.99
373	1092	0.33	44629	13.32
374	1131	0.34	45760	13.65
375	390	0.12	46150	13.77
376	1029	0.31	47179	14.08
377	1499	0.45	48678	14.52
378	795	0.24	49473	14.76
379	853	0.25	50326	15.02
380	1078	0.32	51404	15.34
381	600	0.18	52004	15.52
382	2003	0.60	54007	16.11
383	1073	0.32	55080	16.43
384	1039	0.31	56119	16.74
385	651	0.19	56770	16.94
386	1896	0.57	58666	17.50

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
387	479	0.14	59145	17.65
388	2282	0.68	61427	18.33
389	81	0.02	61508	18.35
390	1876	0.56	63384	18.91
391	1325	0.40	64709	19.31
392	2396	0.71	67105	20.02
393	172	0.05	67277	20.07
394	1846	0.55	69123	20.63
395	1733	0.52	70856	21.14
396	2578	0.77	73434	21.91
397	14	0.00	73448	21.92
398	1551	0.46	74999	22.38
399	1797	0.54	76796	22.91
400	2633	0.79	79429	23.70
401	1045	0.31	80474	24.01
402	1648	0.49	82122	24.50
403	2063	0.62	84185	25.12
404	2064	0.62	86249	25.74
405	1888	0.56	88137	26.30
406	9	0.00	88146	26.30
407	4211	1.26	92357	27.56
408	2345	0.70	94702	28.26
409	3	0.00	94705	28.26
410	61	0.02	94766	28.28
411	6268	1.87	101034	30.15
412	570	0.17	101604	30.32
413	2224	0.66	103828	30.98
415	1775	0.53	105603	31.51
416	3833	1.14	109436	32.65
417	3832	1.14	113268	33.80
418	20	0.01	113288	33.80
419	2431	0.73	115719	34.53
420	3611	1.08	119330	35.61
422	1780	0.53	121110	36.14
423	2449	0.73	123559	36.87
424	3997	1.19	127556	38.06
425	2963	0.88	130519	38.94

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Listening/Speaking, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
426	17	0.01	130536	38.95
427	365	0.11	130901	39.06
428	7807	2.33	138708	41.39
430	3449	1.03	142157	42.42
431	532	0.16	142689	42.58
432	53	0.02	142742	42.59
433	5927	1.77	148669	44.36
434	1799	0.54	150468	44.90
435	752	0.22	151220	45.12
436	3714	1.11	154934	46.23
437	2828	0.84	157762	47.07
438	3776	1.13	161538	48.20
439	1332	0.40	162870	48.60
440	215	0.06	163085	48.66
442	7503	2.24	170588	50.90
443	10	0.00	170598	50.90
444	5785	1.73	176383	52.63
445	620	0.18	177003	52.81
447	4084	1.22	181087	54.03
448	2509	0.75	183596	54.78
449	2229	0.67	185825	55.45
450	3805	1.14	189630	56.58
451	1070	0.32	190700	56.90
452	577	0.17	191277	57.07
453	7330	2.19	198607	59.26
454	3	0.00	198610	59.26
456	33	0.01	198643	59.27
457	4427	1.32	203070	60.59
458	3532	1.05	206602	61.65
459	6211	1.85	212813	63.50
460	49	0.01	212862	63.51
461	1281	0.38	214143	63.90
463	560	0.17	214703	64.06
464	4421	1.32	219124	65.38
466	6395	1.91	225519	67.29
467	2726	0.81	228245	68.10
468	137	0.04	228382	68.15

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Listening/Speaking, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
469	58	0.02	228440	68.16
470	5958	1.78	234398	69.94
471	2577	0.77	236975	70.71
472	255	0.08	237230	70.79
475	122	0.04	237352	70.82
476	4326	1.29	241678	72.11
477	8378	2.50	250056	74.61
478	1834	0.55	251890	75.16
479	4	0.00	251894	75.16
480	22	0.01	251916	75.17
481	871	0.26	252787	75.43
483	3982	1.19	256769	76.62
484	35	0.01	256804	76.63
485	974	0.29	257778	76.92
486	4	0.00	257782	76.92
487	7709	2.30	265491	79.22
488	67	0.02	265558	79.24
489	460	0.14	266018	79.38
490	4696	1.40	270714	80.78
491	1474	0.44	272188	81.22
492	111	0.03	272299	81.25
493	10	0.00	272309	81.25
496	1941	0.58	274250	81.83
497	1210	0.36	275460	82.19
498	4090	1.22	279550	83.41
500	4974	1.48	284524	84.90
501	331	0.10	284855	85.00
502	2659	0.79	287514	85.79
504	17	0.01	287531	85.79
506	1757	0.52	289288	86.32
507	482	0.14	289770	86.46
510	3505	1.05	293275	87.51
511	4733	1.41	298008	88.92
512	774	0.23	298782	89.15
516	48	0.01	298830	89.17
517	2765	0.83	301595	89.99
518	1116	0.33	302711	90.32

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
519	4126	1.23	306837	91.56
523	118	0.04	306955	91.59
526	1580	0.47	308535	92.06
530	3667	1.09	312202	93.16
531	4732	1.41	316934	94.57
535	2134	0.64	319068	95.20
540	540	0.16	319608	95.37
547	2589	0.77	322197	96.14
549	4073	1.22	326270	97.35
551	942	0.28	327212	97.63
564	1497	0.45	328709	98.08
565	2848	0.85	331557	98.93
584	1951	0.58	333508	99.51
600	1631	0.49	335139	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
210	2673	0.63	2673	0.63
247	281	0.07	2954	0.70
257	357	0.08	3311	0.78
263	157	0.04	3468	0.82
264	77	0.02	3545	0.84
273	523	0.12	4068	0.96
274	66	0.02	4134	0.98
281	157	0.04	4291	1.02
284	355	0.08	4646	1.10
287	144	0.03	4790	1.13
292	414	0.10	5204	1.23
293	46	0.01	5250	1.24
294	131	0.03	5381	1.27
297	101	0.02	5482	1.30
298	59	0.01	5541	1.31
300	278	0.07	5819	1.38
302	153	0.04	5972	1.41
306	68	0.02	6040	1.43
307	307	0.07	6347	1.50
310	243	0.06	6590	1.56
311	174	0.04	6764	1.60
314	323	0.08	7087	1.68
318	136	0.03	7223	1.71
321	469	0.11	7692	1.82
322	64	0.02	7756	1.84
325	152	0.04	7908	1.87
327	156	0.04	8064	1.91
328	333	0.08	8397	1.99
329	186	0.04	8583	2.03
332	145	0.03	8728	2.07
334	88	0.02	8816	2.09
335	79	0.02	8895	2.11
336	207	0.05	9102	2.16
337	407	0.10	9509	2.25
339	130	0.03	9639	2.28
340	84	0.02	9723	2.30

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
342	77	0.02	9800	2.32
343	38	0.01	9838	2.33
344	382	0.09	10220	2.42
345	78	0.02	10298	2.44
346	265	0.06	10563	2.50
347	150	0.04	10713	2.54
349	98	0.02	10811	2.56
350	208	0.05	11019	2.61
351	104	0.02	11123	2.63
354	413	0.10	11536	2.73
355	276	0.07	11812	2.80
356	252	0.06	12064	2.86
358	176	0.04	12240	2.90
360	109	0.03	12349	2.93
361	474	0.11	12823	3.04
363	119	0.03	12942	3.07
364	124	0.03	13066	3.09
365	257	0.06	13323	3.16
366	112	0.03	13435	3.18
367	295	0.07	13730	3.25
368	101	0.02	13831	3.28
369	262	0.06	14093	3.34
370	140	0.03	14233	3.37
371	384	0.09	14617	3.46
372	126	0.03	14743	3.49
373	33	0.01	14776	3.50
374	176	0.04	14952	3.54
375	202	0.05	15154	3.59
376	358	0.08	15512	3.67
377	296	0.07	15808	3.74
378	187	0.04	15995	3.79
379	115	0.03	16110	3.82
380	370	0.09	16480	3.90
381	214	0.05	16694	3.95
382	54	0.01	16748	3.97
383	275	0.07	17023	4.03

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
384	542	0.13	17565	4.16
385	333	0.08	17898	4.24
386	92	0.02	17990	4.26
388	832	0.20	18822	4.46
389	242	0.06	19064	4.52
390	401	0.09	19465	4.61
391	138	0.03	19603	4.64
392	856	0.20	20459	4.85
393	375	0.09	20834	4.93
395	672	0.16	21506	5.09
396	324	0.08	21830	5.17
397	436	0.10	22266	5.27
398	191	0.05	22457	5.32
399	801	0.19	23258	5.51
400	410	0.10	23668	5.61
401	346	0.08	24014	5.69
402	698	0.17	24712	5.85
404	1202	0.28	25914	6.14
405	66	0.02	25980	6.15
406	679	0.16	26659	6.31
407	433	0.10	27092	6.42
408	900	0.21	27992	6.63
409	630	0.15	28622	6.78
411	1336	0.32	29958	7.10
412	527	0.12	30485	7.22
413	533	0.13	31018	7.35
414	573	0.14	31591	7.48
415	1554	0.37	33145	7.85
416	394	0.09	33539	7.94
418	1332	0.32	34871	8.26
419	1315	0.31	36186	8.57
420	522	0.12	36708	8.69
421	443	0.10	37151	8.80
422	2338	0.55	39489	9.35
424	422	0.10	39911	9.45
425	1186	0.28	41097	9.73
426	2243	0.53	43340	10.27

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
427	51	0.01	43391	10.28
428	517	0.12	43908	10.40
429	3395	0.80	47303	11.20
430	10	0.00	47313	11.21
431	88	0.02	47401	11.23
432	480	0.11	47881	11.34
433	3784	0.90	51665	12.24
434	176	0.04	51841	12.28
436	4311	1.02	56152	13.30
437	653	0.15	56805	13.46
438	38	0.01	56843	13.46
440	4445	1.05	61288	14.52
441	880	0.21	62168	14.73
442	74	0.02	62242	14.74
443	4670	1.11	66912	15.85
444	519	0.12	67431	15.97
445	758	0.18	68189	16.15
446	53	0.01	68242	16.16
447	3958	0.94	72200	17.10
448	1929	0.46	74129	17.56
449	17	0.00	74146	17.56
450	4765	1.13	78911	18.69
451	1432	0.34	80343	19.03
452	1387	0.33	81730	19.36
454	3429	0.81	85159	20.17
455	2681	0.64	87840	20.81
456	585	0.14	88425	20.95
457	3749	0.89	92174	21.83
458	2874	0.68	95048	22.51
459	2399	0.57	97447	23.08
461	2163	0.51	99610	23.59
462	4067	0.96	103677	24.56
463	1044	0.25	104721	24.81
464	2527	0.60	107248	25.40
465	4062	0.96	111310	26.37
466	3870	0.92	115180	27.28
467	422	0.10	115602	27.38

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
469	5704	1.35	121306	28.73
470	1665	0.39	122971	29.13
471	138	0.03	123109	29.16
472	6039	1.43	129148	30.59
473	5763	1.37	134911	31.96
474	618	0.15	135529	32.10
475	213	0.05	135742	32.15
476	1050	0.25	136792	32.40
477	5792	1.37	142584	33.77
478	302	0.07	142886	33.85
479	4877	1.16	147763	35.00
480	4655	1.10	152418	36.10
481	4869	1.15	157287	37.26
482	434	0.10	157721	37.36
483	1848	0.44	159569	37.80
484	34	0.01	159603	37.80
485	4410	1.04	164013	38.85
486	2841	0.67	166854	39.52
487	6328	1.50	173182	41.02
488	2141	0.51	175323	41.53
489	5243	1.24	180566	42.77
490	3123	0.74	183689	43.51
491	1	0.00	183690	43.51
492	1171	0.28	184861	43.79
493	67	0.02	184928	43.80
494	3931	0.93	188859	44.73
495	12363	2.93	201222	47.66
496	1735	0.41	202957	48.07
497	2	0.00	202959	48.07
499	7297	1.73	210256	49.80
501	110	0.03	210366	49.83
502	6669	1.58	217035	51.41
503	6924	1.64	223959	53.05
505	5978	1.42	229937	54.46
506	376	0.09	230313	54.55
507	3718	0.88	234031	55.43
508	164	0.04	234195	55.47

continues . . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
509	1988	0.47	236183	55.94
510	563	0.13	236746	56.08
511	5400	1.28	242146	57.36
512	11931	2.83	254077	60.18
513	736	0.17	254813	60.36
515	341	0.08	255154	60.44
516	16	0.00	255170	60.44
517	10513	2.49	265683	62.93
520	1487	0.35	267170	63.28
521	7239	1.71	274409	65.00
522	601	0.14	275010	65.14
524	9808	2.32	284818	67.46
525	4783	1.13	289601	68.60
528	2919	0.69	292520	69.29
529	923	0.22	293443	69.51
531	61	0.01	293504	69.52
533	12653	3.00	306157	72.52
535	7001	1.66	313158	74.18
537	1812	0.43	314970	74.61
538	5561	1.32	320531	75.92
540	42	0.01	320573	75.93
542	194	0.05	320767	75.98
544	1	0.00	320768	75.98
545	10194	2.41	330962	78.39
547	9097	2.15	340059	80.55
549	434	0.10	340493	80.65
552	612	0.14	341105	80.80
554	8874	2.10	349979	82.90
555	4433	1.05	354412	83.95
556	968	0.23	355380	84.18
560	1430	0.34	356810	84.52
561	290	0.07	357100	84.59
565	2022	0.48	359122	85.06
567	10	0.00	359132	85.07
568	16031	3.80	375163	88.86
569	475	0.11	375638	88.98
570	2917	0.69	378555	89.67

continues . . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
574	24	0.01	378579	89.67
577	4688	1.11	383267	90.78
581	43	0.01	383310	90.79
586	5129	1.21	388439	92.01
587	1522	0.36	389961	92.37
588	73	0.02	390034	92.39
589	7536	1.79	397570	94.17
596	146	0.03	397716	94.21
599	2394	0.57	400110	94.77
600	6266	1.48	406376	96.26
604	244	0.06	406620	96.32
614	477	0.11	407097	96.43
620	3377	0.80	410474	97.23
621	5376	1.27	415850	98.50
627	771	0.18	416621	98.68
648	1233	0.29	417854	98.98
652	3062	0.73	420916	99.70
680	1260	0.30	422176	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
227	2528	0.89	2528	0.89
259	269	0.09	2797	0.98
270	366	0.13	3163	1.11
276	173	0.06	3336	1.17
287	140	0.05	3476	1.22
288	400	0.14	3876	1.36
295	107	0.04	3983	1.39
299	399	0.14	4382	1.53
301	229	0.08	4611	1.61
307	75	0.03	4686	1.64
308	348	0.12	5034	1.76
311	86	0.03	5120	1.79
316	280	0.10	5400	1.89
319	261	0.09	5661	1.98
320	61	0.02	5722	2.00
324	215	0.08	5937	2.08
328	41	0.01	5978	2.09
329	95	0.03	6073	2.13
331	335	0.12	6408	2.24
335	33	0.01	6441	2.26
337	209	0.07	6650	2.33
338	102	0.04	6752	2.36
339	22	0.01	6774	2.37
340	150	0.05	6924	2.42
343	24	0.01	6948	2.43
344	67	0.02	7015	2.46
345	96	0.03	7111	2.49
346	38	0.01	7149	2.50
347	116	0.04	7265	2.54
348	272	0.10	7537	2.64
349	55	0.02	7592	2.66
350	32	0.01	7624	2.67
354	179	0.06	7803	2.73
355	174	0.06	7977	2.79
357	130	0.05	8107	2.84
358	40	0.01	8147	2.85

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
359	172	0.06	8319	2.91
362	163	0.06	8482	2.97
363	139	0.05	8621	3.02
365	112	0.04	8733	3.06
366	30	0.01	8763	3.07
367	175	0.06	8938	3.13
368	171	0.06	9109	3.19
369	48	0.02	9157	3.21
370	33	0.01	9190	3.22
372	57	0.02	9247	3.24
373	194	0.07	9441	3.31
374	68	0.02	9509	3.33
375	115	0.04	9624	3.37
376	326	0.11	9950	3.48
377	35	0.01	9985	3.50
378	30	0.01	10015	3.51
379	100	0.04	10115	3.54
380	172	0.06	10287	3.60
381	15	0.01	10302	3.61
382	110	0.04	10412	3.65
383	171	0.06	10583	3.71
384	154	0.05	10737	3.76
385	43	0.02	10780	3.77
387	127	0.04	10907	3.82
388	239	0.08	11146	3.90
389	11	0.00	11157	3.91
390	324	0.11	11481	4.02
391	84	0.03	11565	4.05
392	244	0.09	11809	4.13
393	11	0.00	11820	4.14
394	57	0.02	11877	4.16
396	337	0.12	12214	4.28
397	153	0.05	12367	4.33
398	178	0.06	12545	4.39
399	32	0.01	12577	4.40
400	193	0.07	12770	4.47

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
401	107	0.04	12877	4.51
403	245	0.09	13122	4.59
405	421	0.15	13543	4.74
406	25	0.01	13568	4.75
407	194	0.07	13762	4.82
408	113	0.04	13875	4.86
409	266	0.09	14141	4.95
410	89	0.03	14230	4.98
411	96	0.03	14326	5.02
412	298	0.10	14624	5.12
413	213	0.07	14837	5.19
415	210	0.07	15047	5.27
416	273	0.10	15320	5.36
417	417	0.15	15737	5.51
418	51	0.02	15788	5.53
419	206	0.07	15994	5.60
420	406	0.14	16400	5.74
421	27	0.01	16427	5.75
422	167	0.06	16594	5.81
423	227	0.08	16821	5.89
424	439	0.15	17260	6.04
425	66	0.02	17326	6.07
426	155	0.05	17481	6.12
427	247	0.09	17728	6.21
428	360	0.13	18088	6.33
429	97	0.03	18185	6.37
430	162	0.06	18347	6.42
431	322	0.11	18669	6.54
432	371	0.13	19040	6.67
433	44	0.02	19084	6.68
434	261	0.09	19345	6.77
435	669	0.23	20014	7.01
437	34	0.01	20048	7.02
438	377	0.13	20425	7.15
439	629	0.22	21054	7.37
440	113	0.04	21167	7.41
442	840	0.29	22007	7.71

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
443	318	0.11	22325	7.82
444	70	0.02	22395	7.84
446	893	0.31	23288	8.15
447	242	0.08	23530	8.24
448	158	0.06	23688	8.29
449	632	0.22	24320	8.52
450	462	0.16	24782	8.68
451	273	0.10	25055	8.77
452	95	0.03	25150	8.81
453	633	0.22	25783	9.03
454	547	0.19	26330	9.22
455	312	0.11	26642	9.33
456	9	0.00	26651	9.33
457	848	0.30	27499	9.63
458	583	0.20	28082	9.83
459	173	0.06	28255	9.89
460	167	0.06	28422	9.95
461	1002	0.35	29424	10.30
462	613	0.21	30037	10.52
463	271	0.09	30308	10.61
464	564	0.20	30872	10.81
465	1141	0.40	32013	11.21
466	7	0.00	32020	11.21
467	641	0.22	32661	11.44
468	654	0.23	33315	11.66
469	1095	0.38	34410	12.05
470	274	0.10	34684	12.14
471	435	0.15	35119	12.30
472	979	0.34	36098	12.64
473	687	0.24	36785	12.88
474	957	0.34	37742	13.21
475	172	0.06	37914	13.27
476	137	0.05	38051	13.32
477	1836	0.64	39887	13.97
478	585	0.20	40472	14.17
479	692	0.24	41164	14.41
481	1806	0.63	42970	15.05

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
482	832	0.29	43802	15.34
483	515	0.18	44317	15.52
484	540	0.19	44857	15.71
485	1174	0.41	46031	16.12
486	2185	0.77	48216	16.88
487	64	0.02	48280	16.90
488	14	0.00	48294	16.91
490	3458	1.21	51752	18.12
491	268	0.09	52020	18.21
492	785	0.27	52805	18.49
494	2433	0.85	55238	19.34
495	1281	0.45	56519	19.79
496	23	0.01	56542	19.80
498	2398	0.84	58940	20.64
499	1955	0.68	60895	21.32
500	1415	0.50	62310	21.82
501	21	0.01	62331	21.82
502	1858	0.65	64189	22.47
504	2061	0.72	66250	23.20
505	631	0.22	66881	23.42
506	3978	1.39	70859	24.81
508	3	0.00	70862	24.81
509	3082	1.08	73944	25.89
511	2485	0.87	76429	26.76
512	18	0.01	76447	26.77
513	1137	0.40	77584	27.16
514	1725	0.60	79309	27.77
515	2443	0.86	81752	28.62
516	2973	1.04	84725	29.66
517	1699	0.59	86424	30.26
518	165	0.06	86589	30.32
519	30	0.01	86619	30.33
520	3	0.00	86622	30.33
521	3401	1.19	90023	31.52
522	3211	1.12	93234	32.64
523	2190	0.77	95424	33.41
525	502	0.18	95926	33.59

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
526	2926	1.02	98852	34.61
527	3825	1.34	102677	35.95
528	211	0.07	102888	36.02
529	9	0.00	102897	36.03
531	5720	2.00	108617	38.03
532	394	0.14	109011	38.17
533	107	0.04	109118	38.21
534	808	0.28	109926	38.49
535	3995	1.40	113921	39.89
536	621	0.22	114542	40.10
537	4623	1.62	119165	41.72
540	858	0.30	120023	42.02
541	237	0.08	120260	42.11
543	10967	3.84	131227	45.95
544	1307	0.46	132534	46.40
547	1	0.00	132535	46.40
548	1771	0.62	134306	47.02
549	587	0.21	134893	47.23
550	5902	2.07	140795	49.30
551	27	0.01	140822	49.31
553	2646	0.93	143468	50.23
554	8	0.00	143476	50.24
555	3397	1.19	146873	51.42
556	4	0.00	146877	51.43
558	5007	1.75	151884	53.18
559	6301	2.21	158185	55.39
562	11	0.00	158196	55.39
563	4808	1.68	163004	57.07
564	4	0.00	163008	57.07
566	178	0.06	163186	57.14
569	5940	2.08	169126	59.22
570	8676	3.04	177802	62.25
571	10	0.00	177812	62.26
574	328	0.11	178140	62.37
577	7533	2.64	185673	65.01
578	78	0.03	185751	65.04
581	98	0.03	185849	65.07

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
583	711	0.25	186560	65.32
585	8612	3.02	195172	68.34
586	5063	1.77	200235	70.11
589	246	0.09	200481	70.19
593	489	0.17	200970	70.37
595	1502	0.53	202472	70.89
597	9563	3.35	212035	74.24
601	1138	0.40	213173	74.64
606	1640	0.57	214813	75.21
610	219	0.08	215032	75.29
611	5464	1.91	220496	77.20
612	8167	2.86	228663	80.06
616	3370	1.18	232033	81.24
622	4967	1.74	237000	82.98
630	5957	2.09	242957	85.07
637	5319	1.86	248276	86.93
638	8607	3.01	256883	89.94
650	8482	2.97	265365	92.91
664	2142	0.75	267507	93.66
665	8636	3.02	276143	96.69
690	6486	2.27	282629	98.96
717	2980	1.04	285609	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
232	3070	1.14	3070	1.14
251	326	0.12	3396	1.27
259	162	0.06	3558	1.33
278	127	0.05	3685	1.37
281	139	0.05	3824	1.43
293	553	0.21	4377	1.63
299	100	0.04	4477	1.67
303	88	0.03	4565	1.70
309	487	0.18	5052	1.88
310	72	0.03	5124	1.91
312	66	0.02	5190	1.94
316	40	0.01	5230	1.95
319	523	0.20	5753	2.15
320	195	0.07	5948	2.22
321	118	0.04	6066	2.26
326	39	0.01	6105	2.28
328	528	0.20	6633	2.47
331	38	0.01	6671	2.49
335	68	0.03	6739	2.51
336	604	0.23	7343	2.74
340	79	0.03	7422	2.77
342	144	0.05	7566	2.82
344	353	0.13	7919	2.95
345	32	0.01	7951	2.96
346	268	0.10	8219	3.06
348	39	0.01	8258	3.08
350	30	0.01	8288	3.09
352	278	0.10	8566	3.19
354	120	0.04	8686	3.24
355	240	0.09	8926	3.33
356	36	0.01	8962	3.34
357	209	0.08	9171	3.42
358	16	0.01	9187	3.43
359	208	0.08	9395	3.50
360	61	0.02	9456	3.53
362	17	0.01	9473	3.53

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
363	186	0.07	9659	3.60
364	90	0.03	9749	3.64
365	48	0.02	9797	3.65
366	18	0.01	9815	3.66
368	397	0.15	10212	3.81
369	59	0.02	10271	3.83
370	197	0.07	10468	3.90
371	239	0.09	10707	3.99
374	66	0.02	10773	4.02
375	5	0.00	10778	4.02
376	207	0.08	10985	4.10
377	320	0.12	11305	4.22
379	363	0.14	11668	4.35
380	205	0.08	11873	4.43
382	58	0.02	11931	4.45
383	6	0.00	11937	4.45
385	292	0.11	12229	4.56
386	231	0.09	12460	4.65
387	295	0.11	12755	4.76
388	15	0.01	12770	4.76
389	223	0.08	12993	4.84
390	180	0.07	13173	4.91
391	77	0.03	13250	4.94
392	57	0.02	13307	4.96
393	326	0.12	13633	5.08
395	71	0.03	13704	5.11
396	44	0.02	13748	5.13
397	365	0.14	14113	5.26
398	180	0.07	14293	5.33
399	429	0.16	14722	5.49
400	142	0.05	14864	5.54
401	23	0.01	14887	5.55
403	282	0.11	15169	5.66
404	8	0.00	15177	5.66
405	208	0.08	15385	5.74
406	188	0.07	15573	5.81

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
407	310	0.12	15883	5.92
408	305	0.11	16188	6.04
409	22	0.01	16210	6.04
410	3	0.00	16213	6.05
412	239	0.09	16452	6.13
413	330	0.12	16782	6.26
414	249	0.09	17031	6.35
415	206	0.08	17237	6.43
416	503	0.19	17740	6.61
417	189	0.07	17929	6.69
418	110	0.04	18039	6.73
420	390	0.15	18429	6.87
421	24	0.01	18453	6.88
422	708	0.26	19161	7.14
424	44	0.02	19205	7.16
425	262	0.10	19467	7.26
426	51	0.02	19518	7.28
427	246	0.09	19764	7.37
428	344	0.13	20108	7.50
429	325	0.12	20433	7.62
430	356	0.13	20789	7.75
431	244	0.09	21033	7.84
433	275	0.10	21308	7.95
435	359	0.13	21667	8.08
436	366	0.14	22033	8.22
437	322	0.12	22355	8.34
438	364	0.14	22719	8.47
439	252	0.09	22971	8.57
440	144	0.05	23115	8.62
441	264	0.10	23379	8.72
443	501	0.19	23880	8.90
444	296	0.11	24176	9.01
445	473	0.18	24649	9.19
446	291	0.11	24940	9.30
447	413	0.15	25353	9.45
448	624	0.23	25977	9.69
451	268	0.10	26245	9.79

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
452	707	0.26	26952	10.05
453	254	0.09	27206	10.14
454	120	0.04	27326	10.19
455	273	0.10	27599	10.29
456	582	0.22	28181	10.51
457	276	0.10	28457	10.61
458	272	0.10	28729	10.71
459	291	0.11	29020	10.82
460	628	0.23	29648	11.05
461	125	0.05	29773	11.10
462	611	0.23	30384	11.33
463	299	0.11	30683	11.44
464	465	0.17	31148	11.61
465	310	0.12	31458	11.73
466	36	0.01	31494	11.74
467	938	0.35	32432	12.09
468	260	0.10	32692	12.19
469	172	0.06	32864	12.25
470	344	0.13	33208	12.38
471	1301	0.49	34509	12.87
472	272	0.10	34781	12.97
473	134	0.05	34915	13.02
475	1039	0.39	35954	13.41
476	505	0.19	36459	13.59
477	350	0.13	36809	13.73
478	163	0.06	36972	13.79
479	1161	0.43	38133	14.22
480	535	0.20	38668	14.42
481	457	0.17	39125	14.59
483	1151	0.43	40276	15.02
484	783	0.29	41059	15.31
485	53	0.02	41112	15.33
486	458	0.17	41570	15.50
487	1196	0.45	42766	15.95
488	612	0.23	43378	16.17
489	454	0.17	43832	16.34
490	284	0.11	44116	16.45

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
491	212	0.08	44328	16.53
492	1747	0.65	46075	17.18
493	154	0.06	46229	17.24
494	825	0.31	47054	17.55
495	84	0.03	47138	17.58
496	1952	0.73	49090	18.30
497	175	0.07	49265	18.37
498	691	0.26	49956	18.63
499	311	0.12	50267	18.74
500	1603	0.60	51870	19.34
501	590	0.22	52460	19.56
502	955	0.36	53415	19.92
503	184	0.07	53599	19.99
504	899	0.34	54498	20.32
505	1311	0.49	55809	20.81
506	1384	0.52	57193	21.33
507	339	0.13	57532	21.45
509	1139	0.42	58671	21.88
510	1149	0.43	59820	22.31
511	1638	0.61	61458	22.92
512	549	0.20	62007	23.12
513	1245	0.46	63252	23.58
515	2747	1.02	65999	24.61
516	22	0.01	66021	24.62
518	2049	0.76	68070	25.38
519	2256	0.84	70326	26.22
520	52	0.02	70378	26.24
521	946	0.35	71324	26.59
523	2390	0.89	73714	27.49
524	1824	0.68	75538	28.17
525	424	0.16	75962	28.32
526	210	0.08	76172	28.40
527	2034	0.76	78206	29.16
528	387	0.14	78593	29.31
529	3276	1.22	81869	30.53
532	1960	0.73	83829	31.26
534	3274	1.22	87103	32.48

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
535	1477	0.55	88580	33.03
536	2561	0.95	91141	33.98
539	55	0.02	91196	34.00
540	3165	1.18	94361	35.18
541	2286	0.85	96647	36.04
542	2111	0.79	98758	36.82
543	265	0.10	99023	36.92
544	1167	0.44	100190	37.36
546	4873	1.82	105063	39.18
547	6	0.00	105069	39.18
548	222	0.08	105291	39.26
549	1513	0.56	106804	39.82
550	8	0.00	106812	39.83
551	1210	0.45	108022	40.28
552	3553	1.32	111575	41.60
553	4269	1.59	115844	43.20
555	195	0.07	116039	43.27
557	270	0.10	116309	43.37
558	5559	2.07	121868	45.44
560	985	0.37	122853	45.81
561	2341	0.87	125194	46.68
563	2915	1.09	128109	47.77
564	517	0.19	128626	47.96
565	3800	1.42	132426	49.38
567	7	0.00	132433	49.38
569	3950	1.47	136383	50.85
571	1753	0.65	138136	51.51
572	957	0.36	139093	51.86
573	786	0.29	139879	52.16
574	3309	1.23	143188	53.39
575	3999	1.49	147187	54.88
578	1073	0.40	148260	55.28
579	23	0.01	148283	55.29
580	323	0.12	148606	55.41
581	11	0.00	148617	55.42
582	5996	2.24	154613	57.65
583	4523	1.69	159136	59.34

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
587	1999	0.75	161135	60.08
589	612	0.23	161747	60.31
590	48	0.02	161795	60.33
591	4608	1.72	166403	62.05
592	2551	0.95	168954	63.00
595	2728	1.02	171682	64.02
597	35	0.01	171717	64.03
598	3401	1.27	175118	65.30
599	1298	0.48	176416	65.78
600	4336	1.62	180752	67.40
604	4298	1.60	185050	69.00
606	212	0.08	185262	69.08
608	331	0.12	185593	69.20
611	4501	1.68	190094	70.88
612	6550	2.44	196644	73.32
615	404	0.15	197048	73.47
617	710	0.26	197758	73.74
620	5078	1.89	202836	75.63
622	937	0.35	203773	75.98
625	849	0.32	204622	76.30
627	1348	0.50	205970	76.80
629	8935	3.33	214905	80.13
633	1826	0.68	216731	80.81
638	1524	0.57	218255	81.38
639	2849	1.06	221104	82.44
641	5101	1.90	226205	84.35
646	2792	1.04	228997	85.39
652	1169	0.44	230166	85.82
654	3565	1.33	233731	87.15
655	2569	0.96	236300	88.11
658	4445	1.66	240745	89.77
664	3821	1.42	244566	91.19
669	2082	0.78	246648	91.97

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
676	3896	1.45	250544	93.42
684	3696	1.38	254240	94.80
692	3840	1.43	258080	96.23
698	2976	1.11	261056	97.34
718	3478	1.30	264534	98.64
732	3654	1.36	268188	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	7951	2.37	7951	2.37
283	3065	0.91	11016	3.29
312	3950	1.18	14966	4.47
329	5186	1.55	20152	6.01
343	6719	2.00	26871	8.02
356	8774	2.62	35645	10.64
367	11420	3.41	47065	14.04
378	14966	4.47	62031	18.51
390	19610	5.85	81641	24.36
402	25613	7.64	107254	32.00
417	31871	9.51	139125	41.51
433	38346	11.44	177471	52.95
451	41645	12.43	219116	65.38
473	40246	12.01	259362	77.39
499	35027	10.45	294389	87.84
538	26797	8.00	321186	95.84
570	13953	4.16	335139	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	4961	1.18	4961	1.18
221	1679	0.40	6640	1.57
315	2709	0.64	9349	2.21
347	4120	0.98	13469	3.19
368	5572	1.32	19041	4.51
385	7875	1.87	26916	6.38
401	10810	2.56	37726	8.94
415	14924	3.54	52650	12.47
429	19170	4.54	71820	17.01
443	25127	5.95	96947	22.96
457	31663	7.50	128610	30.46
473	38983	9.23	167593	39.70
489	47142	11.17	214735	50.86
509	55528	13.15	270263	64.02
534	60348	14.29	330611	78.31
576	57218	13.55	387829	91.86
640	34347	8.14	422176	100.00

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	4511	1.58	4511	1.58
315	1247	0.44	5758	2.02
351	1693	0.59	7451	2.61
374	2181	0.76	9632	3.37
392	2637	0.92	12269	4.30
408	3123	1.09	15392	5.39
423	3792	1.33	19184	6.72
437	5191	1.82	24375	8.53
451	6900	2.42	31275	10.95
466	10027	3.51	41302	14.46
483	15357	5.38	56659	19.84
501	23697	8.30	80356	28.13
525	35806	12.54	116162	40.67
556	51362	17.98	167524	58.66
609	63323	22.17	230847	80.83
715	54762	19.17	285609	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Listening, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	4922	1.84	4922	1.84
267	1043	0.39	5965	2.22
352	1605	0.60	7570	2.82
383	2259	0.84	9829	3.66
404	2944	1.10	12773	4.76
422	3639	1.36	16412	6.12
438	4413	1.65	20825	7.77
454	5445	2.03	26270	9.80
469	7278	2.71	33548	12.51
484	9596	3.58	43144	16.09
501	13831	5.16	56975	21.24
518	19384	7.23	76359	28.47
539	27327	10.19	103686	38.66
564	36686	13.68	140372	52.34
598	45687	17.04	186059	69.38
656	48305	18.01	234364	87.39
725	33824	12.61	268188	100.00

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span K–2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
140	13736	4.10	13736	4.10
249	3171	0.95	16907	5.04
281	2626	0.78	19533	5.83
301	2778	0.83	22311	6.66
316	2508	0.75	24819	7.41
328	2676	0.80	27495	8.20
338	3087	0.92	30582	9.13
348	3756	1.12	34338	10.25
357	4725	1.41	39063	11.66
365	5687	1.70	44750	13.35
374	7085	2.11	51835	15.47
382	8502	2.54	60337	18.00
390	10241	3.06	70578	21.06
398	12184	3.64	82762	24.69
406	14450	4.31	97212	29.01
415	16911	5.05	114123	34.05
424	19277	5.75	133400	39.80
433	22115	6.60	155515	46.40
444	24547	7.32	180062	53.73
455	26522	7.91	206584	61.64
467	27391	8.17	233975	69.81
482	27807	8.30	261782	78.11
501	26248	7.83	288030	85.94
524	22893	6.83	310923	92.77
561	17136	5.11	328059	97.89
630	7080	2.11	335139	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
200	6130	1.45	6130	1.45
274	1234	0.29	7364	1.74
307	1318	0.31	8682	2.06
327	1230	0.29	9912	2.35
342	1199	0.28	11111	2.63
354	1253	0.30	12364	2.93
365	1388	0.33	13752	3.26
375	1792	0.42	15544	3.68
384	2142	0.51	17686	4.19
393	2614	0.62	20300	4.81
401	3381	0.80	23681	5.61
408	4270	1.01	27951	6.62
416	5472	1.30	33423	7.92
423	6614	1.57	40037	9.48
430	8176	1.94	48213	11.42
437	10055	2.38	58268	13.80
444	11805	2.80	70073	16.60
451	13867	3.28	83940	19.88
458	16334	3.87	100274	23.75
465	19532	4.63	119806	28.38
472	23283	5.51	143089	33.89
481	27867	6.60	170956	40.49
490	32814	7.77	203770	48.27
501	38052	9.01	241822	57.28
515	42601	10.09	284423	67.37
533	45670	10.82	330093	78.19
561	44825	10.62	374918	88.81
602	30676	7.27	405594	96.07
665	12280	2.91	417874	98.98
720	4302	1.02	422176	100.00

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
225	5513	1.93	5513	1.93
288	1292	0.45	6805	2.38
323	1158	0.41	7963	2.79
344	1105	0.39	9068	3.17
360	940	0.33	10008	3.50
373	962	0.34	10970	3.84
384	1015	0.36	11985	4.20
393	1106	0.39	13091	4.58
402	1171	0.41	14262	4.99
410	1382	0.48	15644	5.48
418	1589	0.56	17233	6.03
426	1881	0.66	19114	6.69
433	2175	0.76	21289	7.45
441	2775	0.97	24064	8.43
448	3574	1.25	27638	9.68
456	4584	1.60	32222	11.28
463	5767	2.02	37989	13.30
471	7280	2.55	45269	15.85
479	9399	3.29	54668	19.14
488	11499	4.03	66167	23.17
497	14699	5.15	80866	28.31
507	17776	6.22	98642	34.54
518	21545	7.54	120187	42.08
530	25003	8.75	145190	50.84
545	28110	9.84	173300	60.68
562	30246	10.59	203546	71.27
585	30109	10.54	233655	81.81
616	26950	9.44	260605	91.25
666	17753	6.22	278358	97.46
720	7251	2.54	285609	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Speaking, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
235	7983	2.98	7983	2.98
289	2106	0.79	10089	3.76
332	2076	0.77	12165	4.54
357	2005	0.75	14170	5.28
376	2016	0.75	16186	6.04
390	1958	0.73	18144	6.77
403	2049	0.76	20193	7.53
413	2208	0.82	22401	8.35
423	2465	0.92	24866	9.27
433	2627	0.98	27493	10.25
441	3003	1.12	30496	11.37
450	3311	1.23	33807	12.61
458	3886	1.45	37693	14.05
466	4481	1.67	42174	15.73
474	5303	1.98	47477	17.70
483	6258	2.33	53735	20.04
491	7569	2.82	61304	22.86
500	9323	3.48	70627	26.33
509	11048	4.12	81675	30.45
519	13060	4.87	94735	35.32
529	15304	5.71	110039	41.03
541	17473	6.52	127512	47.55
553	19272	7.19	146784	54.73
567	20689	7.71	167473	62.45
584	21123	7.88	188596	70.32
603	20349	7.59	208945	77.91
627	18851	7.03	227796	84.94
660	16030	5.98	243826	90.92
712	13025	4.86	256851	95.77
740	11337	4.23	268188	100.00

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	10276	6.46	10276	6.46
299	5329	3.35	15605	9.81
357	7199	4.53	22804	14.34
379	8209	5.16	31013	19.51
393	8875	5.58	39888	25.09
404	8682	5.46	48570	30.55
412	8275	5.20	56845	35.75
420	7665	4.82	64510	40.57
426	6958	4.38	71468	44.95
433	6559	4.13	78027	49.07
439	6275	3.95	84302	53.02
444	5950	3.74	90252	56.76
450	6045	3.80	96297	60.57
456	5814	3.66	102111	64.22
461	5774	3.63	107885	67.85
467	5550	3.49	113435	71.34
473	5645	3.55	119080	74.89
480	5563	3.50	124643	78.39
486	5348	3.36	129991	81.76
493	5025	3.16	135016	84.92
500	4714	2.96	139730	87.88
508	4361	2.74	144091	90.62
516	3834	2.41	147925	93.04
524	3196	2.01	151121	95.05
533	2694	1.69	153815	96.74
543	2140	1.35	155955	98.09
556	1598	1.01	157553	99.09
577	1013	0.64	158566	99.73
650	431	0.27	158997	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	9982	2.36	9982	2.36
315	5343	1.27	15325	3.63
374	7898	1.87	23223	5.50
398	10171	2.41	33394	7.91
414	11863	2.81	45257	10.72
426	12998	3.08	58255	13.80
436	13297	3.15	71552	16.95
444	13270	3.14	84822	20.09
452	13438	3.18	98260	23.27
459	13732	3.25	111992	26.53
465	13894	3.29	125886	29.82
472	14269	3.38	140155	33.20
478	14696	3.48	154851	36.68
483	15280	3.62	170131	40.30
489	15833	3.75	185964	44.05
495	16456	3.90	202420	47.95
500	17169	4.07	219589	52.01
506	17727	4.20	237316	56.21
512	18546	4.39	255862	60.61
518	19307	4.57	275169	65.18
525	19173	4.54	294342	69.72
531	19405	4.60	313747	74.32
539	19422	4.60	333169	78.92
547	18907	4.48	352076	83.40
556	17783	4.21	369859	87.61
567	16034	3.80	385893	91.41
579	13571	3.21	399464	94.62
595	10324	2.45	409788	97.07
616	7252	1.72	417040	98.78
653	3840	0.91	420880	99.69
700	1296	0.31	422176	100.00

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	7576	2.65	7576	2.65
368	3818	1.34	11394	3.99
411	5202	1.82	16596	5.81
433	6766	2.37	23362	8.18
448	7780	2.72	31142	10.90
460	8544	2.99	39686	13.90
471	8976	3.14	48662	17.04
481	9833	3.44	58495	20.48
490	10205	3.57	68700	24.05
498	10689	3.74	79389	27.80
506	10922	3.82	90311	31.62
513	11531	4.04	101842	35.66
520	12133	4.25	113975	39.91
527	12385	4.34	126360	44.24
534	12865	4.50	139225	48.75
540	13056	4.57	152281	53.32
547	13463	4.71	165744	58.03
553	13294	4.65	179038	62.69
560	13340	4.67	192378	67.36
566	13433	4.70	205811	72.06
573	13155	4.61	218966	76.67
581	12474	4.37	231440	81.03
589	11661	4.08	243101	85.12
598	10585	3.71	253686	88.82
609	9230	3.23	262916	92.05
621	7854	2.75	270770	94.80
638	6394	2.24	277164	97.04
663	4709	1.65	281873	98.69
712	2765	0.97	284638	99.66
750	971	0.34	285609	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Reading, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	7282	2.72	7282	2.72
391	2548	0.95	9830	3.67
425	3577	1.33	13407	5.00
447	4686	1.75	18093	6.75
465	5865	2.19	23958	8.93
479	6996	2.61	30954	11.54
492	7876	2.94	38830	14.48
503	8498	3.17	47328	17.65
513	9244	3.45	56572	21.09
523	10291	3.84	66863	24.93
532	10722	4.00	77585	28.93
540	11510	4.29	89095	33.22
548	12193	4.55	101288	37.77
556	12529	4.67	113817	42.44
564	13146	4.90	126963	47.34
572	13801	5.15	140764	52.49
580	14057	5.24	154821	57.73
588	14359	5.35	169180	63.08
597	14458	5.39	183638	68.47
606	14206	5.30	197844	73.77
615	13873	5.17	211717	78.94
625	13049	4.87	224766	83.81
637	11598	4.32	236364	88.13
649	9871	3.68	246235	91.81
664	8263	3.08	254498	94.90
683	6361	2.37	260859	97.27
709	4231	1.58	265090	98.84
750	2316	0.86	267406	99.71
770	782	0.29	268188	100.00

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	13273	8.35	13273	8.35
347	4751	2.99	18024	11.34
373	5093	3.20	23117	14.54
388	4936	3.10	28053	17.64
399	4913	3.09	32966	20.73
407	5056	3.18	38022	23.91
414	5005	3.15	43027	27.06
420	5086	3.20	48113	30.26
426	5280	3.32	53393	33.58
431	5380	3.38	58773	36.96
437	5132	3.23	63905	40.19
442	5362	3.37	69267	43.56
447	5673	3.57	74940	47.13
452	5785	3.64	80725	50.77
457	5892	3.71	86617	54.48
463	6262	3.94	92879	58.42
468	6562	4.13	99441	62.54
474	6731	4.23	106172	66.78
480	7152	4.50	113324	71.27
487	7261	4.57	120585	75.84
494	7266	4.57	127851	80.41
502	7118	4.48	134969	84.89
510	6491	4.08	141460	88.97
519	5598	3.52	147058	92.49
530	4643	2.92	151701	95.41
543	3278	2.06	154979	97.47
559	2170	1.36	157149	98.84
579	1198	0.75	158347	99.59
610	549	0.35	158896	99.94
690	101	0.06	158997	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	9573	2.27	9573	2.27
334	3262	0.77	12835	3.04
369	3973	0.94	16808	3.98
387	4357	1.03	21165	5.01
400	4575	1.08	25740	6.10
410	4848	1.15	30588	7.25
418	5242	1.24	35830	8.49
425	5665	1.34	41495	9.83
431	6055	1.43	47550	11.26
437	6615	1.57	54165	12.83
443	7177	1.70	61342	14.53
449	8077	1.91	69419	16.44
454	8766	2.08	78185	18.52
459	9854	2.33	88039	20.85
465	11260	2.67	99299	23.52
470	12530	2.97	111829	26.49
476	14707	3.48	126536	29.97
483	17249	4.09	143785	34.06
489	20158	4.77	163943	38.83
496	23600	5.59	187543	44.42
504	27403	6.49	214946	50.91
513	30945	7.33	245891	58.24
522	34078	8.07	279969	66.32
533	35711	8.46	315680	74.77
545	34571	8.19	350251	82.96
559	29780	7.05	380031	90.02
575	21903	5.19	401934	95.21
595	12786	3.03	414720	98.23
620	5658	1.34	420378	99.57
657	1621	0.38	421999	99.96
740	177	0.04	422176	100.00

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	4373	1.53	4373	1.53
345	1057	0.37	5430	1.90
381	1385	0.48	6815	2.39
399	1719	0.60	8534	2.99
412	1937	0.68	10471	3.67
422	2171	0.76	12642	4.43
430	2450	0.86	15092	5.28
438	2688	0.94	17780	6.23
445	3002	1.05	20782	7.28
451	3338	1.17	24120	8.45
457	3619	1.27	27739	9.71
463	4183	1.46	31922	11.18
468	4603	1.61	36525	12.79
474	5006	1.75	41531	14.54
479	5668	1.98	47199	16.53
485	6460	2.26	53659	18.79
491	7432	2.60	61091	21.39
497	8752	3.06	69843	24.45
504	10449	3.66	80292	28.11
511	12679	4.44	92971	32.55
519	15250	5.34	108221	37.89
527	18612	6.52	126833	44.41
536	21883	7.66	148716	52.07
546	24844	8.70	173560	60.77
558	26228	9.18	199788	69.95
571	25752	9.02	225540	78.97
585	23344	8.17	248884	87.14
602	18094	6.34	266978	93.48
622	11462	4.01	278440	97.49
649	5432	1.90	283872	99.39
692	1545	0.54	285417	99.93
780	192	0.07	285609	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Writing, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	4568	1.70	4568	1.70
257	619	0.23	5187	1.93
346	870	0.32	6057	2.26
377	1175	0.44	7232	2.70
396	1430	0.53	8662	3.23
410	1655	0.62	10317	3.85
422	1940	0.72	12257	4.57
432	2241	0.84	14498	5.41
440	2550	0.95	17048	6.36
448	2820	1.05	19868	7.41
456	3112	1.16	22980	8.57
463	3420	1.28	26400	9.84
470	3630	1.35	30030	11.20
476	4149	1.55	34179	12.74
482	4517	1.68	38696	14.43
489	5030	1.88	43726	16.30
495	5465	2.04	49191	18.34
501	6032	2.25	55223	20.59
507	6670	2.49	61893	23.08
513	7772	2.90	69665	25.98
520	8869	3.31	78534	29.28
527	10716	4.00	89250	33.28
535	13155	4.91	102405	38.18
543	16291	6.07	118696	44.26
553	20435	7.62	139131	51.88
565	24727	9.22	163858	61.10
580	27678	10.32	191536	71.42
599	27724	10.34	219260	81.76
623	23004	8.58	242264	90.33
657	15659	5.84	257923	96.17
704	7638	2.85	265561	99.02
779	2345	0.87	267906	99.89
810	282	0.11	268188	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	981	0.62	981	0.62
259	99	0.06	1080	0.68
281	162	0.10	1242	0.78
288	116	0.07	1358	0.85
291	54	0.03	1412	0.89
296	183	0.12	1595	1.00
299	105	0.07	1700	1.07
304	219	0.14	1919	1.21
305	66	0.04	1985	1.25
306	116	0.07	2101	1.32
311	278	0.17	2379	1.50
312	72	0.05	2451	1.54
314	79	0.05	2530	1.59
316	85	0.05	2615	1.64
318	310	0.19	2925	1.84
320	113	0.07	3038	1.91
321	130	0.08	3168	1.99
323	428	0.27	3596	2.26
326	20	0.01	3616	2.27
327	142	0.09	3758	2.36
329	486	0.31	4244	2.67
331	66	0.04	4310	2.71
332	15	0.01	4325	2.72
333	193	0.12	4518	2.84
334	73	0.05	4591	2.89
335	664	0.42	5255	3.31
338	325	0.20	5580	3.51
340	6	0.00	5586	3.51
341	789	0.50	6375	4.01
343	155	0.10	6530	4.11
344	335	0.21	6865	4.32
345	89	0.06	6954	4.37
346	4	0.00	6958	4.38
347	42	0.03	7000	4.40
348	954	0.60	7954	5.00
350	600	0.38	8554	5.38

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
351	32	0.02	8586	5.40
352	80	0.05	8666	5.45
353	7	0.00	8673	5.45
354	147	0.09	8820	5.55
356	1301	0.82	10121	6.37
358	653	0.41	10774	6.78
360	3	0.00	10777	6.78
361	255	0.16	11032	6.94
362	305	0.19	11337	7.13
363	11	0.01	11348	7.14
364	2	0.00	11350	7.14
365	1199	0.75	12549	7.89
366	805	0.51	13354	8.40
367	529	0.33	13883	8.73
368	160	0.10	14043	8.83
369	34	0.02	14077	8.85
370	96	0.06	14173	8.91
372	33	0.02	14206	8.93
373	779	0.49	14985	9.42
374	250	0.16	15235	9.58
375	739	0.46	15974	10.05
376	1139	0.72	17113	10.76
377	165	0.10	17278	10.87
378	339	0.21	17617	11.08
379	575	0.36	18192	11.44
380	447	0.28	18639	11.72
381	110	0.07	18749	11.79
384	739	0.46	19488	12.26
385	602	0.38	20090	12.64
386	732	0.46	20822	13.10
387	808	0.51	21630	13.60
388	179	0.11	21809	13.72
389	1002	0.63	22811	14.35
390	617	0.39	23428	14.73
391	950	0.60	24378	15.33
392	21	0.01	24399	15.35

continues. . .

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
393	179	0.11	24578	15.46
394	85	0.05	24663	15.51
395	1226	0.77	25889	16.28
396	161	0.10	26050	16.38
397	1234	0.78	27284	17.16
398	882	0.55	28166	17.71
399	779	0.49	28945	18.20
400	151	0.09	29096	18.30
401	410	0.26	29506	18.56
402	177	0.11	29683	18.67
403	761	0.48	30444	19.15
404	1045	0.66	31489	19.80
405	1400	0.88	32889	20.69
406	1069	0.67	33958	21.36
407	561	0.35	34519	21.71
408	522	0.33	35041	22.04
409	483	0.30	35524	22.34
410	884	0.56	36408	22.90
411	960	0.60	37368	23.50
413	1125	0.71	38493	24.21
414	1619	1.02	40112	25.23
415	2084	1.31	42196	26.54
417	684	0.43	42880	26.97
418	2204	1.39	45084	28.36
419	64	0.04	45148	28.40
420	557	0.35	45705	28.75
421	658	0.41	46363	29.16
422	2432	1.53	48795	30.69
423	445	0.28	49240	30.97
424	14	0.01	49254	30.98
425	919	0.58	50173	31.56
426	2331	1.47	52504	33.02
427	1303	0.82	53807	33.84
428	1405	0.88	55212	34.73
429	1211	0.76	56423	35.49
430	514	0.32	56937	35.81

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
431	1531	0.96	58468	36.77
432	40	0.03	58508	36.80
433	2494	1.57	61002	38.37
434	317	0.20	61319	38.57
435	1218	0.77	62537	39.33
436	1168	0.73	63705	40.07
437	208	0.13	63913	40.20
438	3032	1.91	66945	42.10
439	1275	0.80	68220	42.91
440	9	0.01	68229	42.91
441	900	0.57	69129	43.48
442	2605	1.64	71734	45.12
443	9	0.01	71743	45.12
444	806	0.51	72549	45.63
445	1373	0.86	73922	46.49
446	2132	1.34	76054	47.83
447	2037	1.28	78091	49.11
448	220	0.14	78311	49.25
449	1113	0.70	79424	49.95
450	1478	0.93	80902	50.88
451	1259	0.79	82161	51.67
453	2482	1.56	84643	53.24
455	1241	0.78	85884	54.02
456	2457	1.55	88341	55.56
457	12	0.01	88353	55.57
458	1745	1.10	90098	56.67
459	2328	1.46	92426	58.13
460	3	0.00	92429	58.13
461	1159	0.73	93588	58.86
462	1797	1.13	95385	59.99
463	516	0.32	95901	60.32
464	1080	0.68	96981	61.00
465	1386	0.87	98367	61.87
466	1365	0.86	99732	62.73
467	1063	0.67	100795	63.39
468	716	0.45	101511	63.84

continues. . .

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
469	943	0.59	102454	64.44
470	1338	0.84	103792	65.28
471	1634	1.03	105426	66.31
472	640	0.40	106066	66.71
473	1056	0.66	107122	67.37
474	1369	0.86	108491	68.23
475	1273	0.80	109764	69.04
476	1026	0.65	110790	69.68
477	1054	0.66	111844	70.34
478	141	0.09	111985	70.43
479	2103	1.32	114088	71.75
480	1102	0.69	115190	72.45
481	221	0.14	115411	72.59
482	687	0.43	116098	73.02
483	2367	1.49	118465	74.51
485	728	0.46	119193	74.97
486	1969	1.24	121162	76.20
487	484	0.30	121646	76.51
488	753	0.47	122399	76.98
489	1124	0.71	123523	77.69
490	764	0.48	124287	78.17
491	1032	0.65	125319	78.82
492	1282	0.81	126601	79.62
494	1375	0.86	127976	80.49
495	262	0.16	128238	80.65
496	1114	0.70	129352	81.35
497	842	0.53	130194	81.88
498	798	0.50	130992	82.39
499	1943	1.22	132935	83.61
501	269	0.17	133204	83.78
502	881	0.55	134085	84.33
503	1401	0.88	135486	85.21
504	275	0.17	135761	85.39
505	970	0.61	136731	86.00
507	1191	0.75	137922	86.75

continues . . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span K–2:
Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
508	252	0.16	138174	86.90
509	1107	0.70	139281	87.60
510	326	0.21	139607	87.80
511	674	0.42	140281	88.23
512	1061	0.67	141342	88.90
513	361	0.23	141703	89.12
514	193	0.12	141896	89.24
515	1448	0.91	143344	90.16
516	595	0.37	143939	90.53
518	383	0.24	144322	90.77
519	1039	0.65	145361	91.42
520	1	0.00	145362	91.42
521	915	0.58	146277	92.00
523	1046	0.66	147323	92.66
525	629	0.40	147952	93.05
527	1312	0.83	149264	93.88
528	581	0.37	149845	94.24
531	1481	0.93	151326	95.18
535	1404	0.88	152730	96.06
538	204	0.13	152934	96.19
539	682	0.43	153616	96.62
540	628	0.39	154244	97.01
541	1	0.00	154245	97.01
543	733	0.46	154978	97.47
547	1162	0.73	156140	98.20
550	9	0.01	156149	98.21
551	632	0.40	156781	98.61
556	620	0.39	157401	99.00
557	297	0.19	157698	99.18
561	20	0.01	157718	99.20
563	523	0.33	158241	99.52
573	358	0.23	158599	99.75
574	63	0.04	158662	99.79
594	132	0.08	158794	99.87
610	203	0.13	158997	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	3203	0.76	3203	0.76
267	145	0.03	3348	0.79
268	117	0.03	3465	0.82
297	722	0.17	4187	0.99
309	419	0.10	4606	1.09
313	482	0.11	5088	1.21
315	180	0.04	5268	1.25
317	422	0.10	5690	1.35
323	378	0.09	6068	1.44
324	502	0.12	6570	1.56
328	288	0.07	6858	1.62
331	262	0.06	7120	1.69
332	880	0.21	8000	1.89
336	170	0.04	8170	1.94
339	70	0.02	8240	1.95
340	706	0.17	8946	2.12
341	332	0.08	9278	2.20
342	56	0.01	9334	2.21
343	53	0.01	9387	2.22
344	245	0.06	9632	2.28
346	58	0.01	9690	2.30
347	798	0.19	10488	2.48
349	71	0.02	10559	2.50
350	417	0.10	10976	2.60
351	39	0.01	11015	2.61
352	10	0.00	11025	2.61
354	674	0.16	11699	2.77
355	11	0.00	11710	2.77
356	344	0.08	12054	2.86
357	35	0.01	12089	2.86
358	454	0.11	12543	2.97
360	447	0.11	12990	3.08
361	652	0.15	13642	3.23
363	22	0.01	13664	3.24
364	311	0.07	13975	3.31
365	556	0.13	14531	3.44
366	31	0.01	14562	3.45

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
368	596	0.14	15158	3.59
369	38	0.01	15196	3.60
370	298	0.07	15494	3.67
371	497	0.12	15991	3.79
372	1020	0.24	17011	4.03
373	5	0.00	17016	4.03
375	266	0.06	17282	4.09
376	472	0.11	17754	4.21
379	1296	0.31	19050	4.51
380	462	0.11	19512	4.62
383	727	0.17	20239	4.79
384	417	0.10	20656	4.89
386	998	0.24	21654	5.13
387	811	0.19	22465	5.32
388	30	0.01	22495	5.33
390	67	0.02	22562	5.34
391	1682	0.40	24244	5.74
393	93	0.02	24337	5.76
394	1449	0.34	25786	6.11
395	316	0.07	26102	6.18
396	42	0.01	26144	6.19
397	567	0.13	26711	6.33
399	1910	0.45	28621	6.78
400	1	0.00	28622	6.78
401	812	0.19	29434	6.97
402	841	0.20	30275	7.17
403	164	0.04	30439	7.21
405	791	0.19	31230	7.40
406	1599	0.38	32829	7.78
407	1143	0.27	33972	8.05
408	840	0.20	34812	8.25
409	99	0.02	34911	8.27
410	1013	0.24	35924	8.51
412	318	0.08	36242	8.58
413	2305	0.55	38547	9.13
414	1695	0.40	40242	9.53
415	792	0.19	41034	9.72

continues. . .

**CELDT 2006–07 (Form F) Annual
Assessment Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
416	180	0.04	41214	9.76
418	1505	0.36	42719	10.12
420	2374	0.56	45093	10.68
421	1247	0.30	46340	10.98
422	1225	0.29	47565	11.27
423	836	0.20	48401	11.46
424	171	0.04	48572	11.51
425	1605	0.38	50177	11.89
426	749	0.18	50926	12.06
427	2398	0.57	53324	12.63
428	1780	0.42	55104	13.05
429	1132	0.27	56236	13.32
430	659	0.16	56895	13.48
431	827	0.20	57722	13.67
432	1380	0.33	59102	14.00
433	1569	0.37	60671	14.37
434	1643	0.39	62314	14.76
435	2078	0.49	64392	15.25
436	1793	0.42	66185	15.68
437	1155	0.27	67340	15.95
439	1800	0.43	69140	16.38
440	2173	0.51	71313	16.89
441	1817	0.43	73130	17.32
442	432	0.10	73562	17.42
443	3980	0.94	77542	18.37
444	1167	0.28	78709	18.64
445	459	0.11	79168	18.75
446	2114	0.50	81282	19.25
447	2601	0.62	83883	19.87
448	317	0.08	84200	19.94
449	1803	0.43	86003	20.37
450	2742	0.65	88745	21.02
451	2467	0.58	91212	21.61
452	461	0.11	91673	21.71
453	1689	0.40	93362	22.11
454	4703	1.11	98065	23.23
455	475	0.11	98540	23.34

continues. . .

**CELDT 2006–07 (Form F) Annual
Assessment Scale Score Frequency
Distribution**

Comprehension, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
456	1054	0.25	99594	23.59
457	2935	0.70	102529	24.29
458	3246	0.77	105775	25.05
459	850	0.20	106625	25.26
460	1619	0.38	108244	25.64
461	2357	0.56	110601	26.20
462	3636	0.86	114237	27.06
463	1660	0.39	115897	27.45
464	2384	0.56	118281	28.02
466	4915	1.16	123196	29.18
467	3155	0.75	126351	29.93
469	3003	0.71	129354	30.64
470	3958	0.94	133312	31.58
471	1032	0.24	134344	31.82
472	2883	0.68	137227	32.50
473	2211	0.52	139438	33.03
474	3030	0.72	142468	33.75
475	2134	0.51	144602	34.25
476	2748	0.65	147350	34.90
477	3125	0.74	150475	35.64
478	3622	0.86	154097	36.50
480	4722	1.12	158819	37.62
481	3580	0.85	162399	38.47
482	3	0.00	162402	38.47
483	2120	0.50	164522	38.97
484	5702	1.35	170224	40.32
485	682	0.16	170906	40.48
486	4316	1.02	175222	41.50
487	3482	0.82	178704	42.33
488	142	0.03	178846	42.36
489	5315	1.26	184161	43.62
490	1838	0.44	185999	44.06
491	1459	0.35	187458	44.40
492	4553	1.08	192011	45.48
493	3001	0.71	195012	46.19
494	3503	0.83	198515	47.02
495	2323	0.55	200838	47.57

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
496	3270	0.77	204108	48.35
497	2729	0.65	206837	48.99
498	819	0.19	207656	49.19
499	5608	1.33	213264	50.52
500	2589	0.61	215853	51.13
501	305	0.07	216158	51.20
502	4705	1.11	220863	52.32
503	4025	0.95	224888	53.27
504	2943	0.70	227831	53.97
505	160	0.04	227991	54.00
506	3644	0.86	231635	54.87
507	5608	1.33	237243	56.20
508	1810	0.43	239053	56.62
510	7271	1.72	246324	58.35
511	2207	0.52	248531	58.87
512	315	0.07	248846	58.94
513	3503	0.83	252349	59.77
514	6066	1.44	258415	61.21
515	7	0.00	258422	61.21
517	6739	1.60	265161	62.81
518	2104	0.50	267265	63.31
519	92	0.02	267357	63.33
520	7632	1.81	274989	65.14
522	1545	0.37	276534	65.50
523	3461	0.82	279995	66.32
524	4198	0.99	284193	67.32
526	4306	1.02	288499	68.34
527	1058	0.25	289557	68.59
528	4263	1.01	293820	69.60
529	5046	1.20	298866	70.79
532	8280	1.96	307146	72.75
533	110	0.03	307256	72.78
534	1118	0.26	308374	73.04
535	1630	0.39	310004	73.43
536	4211	1.00	314215	74.43
538	4353	1.03	318568	75.46
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
540	4286	1.02	322854	76.47
541	2332	0.55	325186	77.03
542	629	0.15	325815	77.18
544	4602	1.09	330417	78.27
545	3999	0.95	334416	79.21
546	163	0.04	334579	79.25
547	3170	0.75	337749	80.00
548	7	0.00	337756	80.00
549	173	0.04	337929	80.04
550	7256	1.72	345185	81.76
552	1640	0.39	346825	82.15
553	4026	0.95	350851	83.11
555	12	0.00	350863	83.11
556	3275	0.78	354138	83.88
557	4398	1.04	358536	84.93
559	362	0.09	358898	85.01
561	5068	1.20	363966	86.21
562	650	0.15	364616	86.37
563	45	0.01	364661	86.38
564	2695	0.64	367356	87.01
566	4680	1.11	372036	88.12
567	696	0.16	372732	88.29
570	836	0.20	373568	88.49
571	4665	1.10	378233	89.59
573	1016	0.24	379249	89.83
575	1397	0.33	380646	90.16
576	1348	0.32	381994	90.48
577	3959	0.94	385953	91.42
578	2	0.00	385955	91.42
579	1565	0.37	387520	91.79
581	278	0.07	387798	91.86
582	1782	0.42	389580	92.28
585	5419	1.28	394999	93.56
586	5	0.00	395004	93.56
589	2442	0.58	397446	94.14
593	3450	0.82	400896	94.96
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
594	26	0.01	400922	94.97
596	2408	0.57	403330	95.54
598	3180	0.75	406510	96.29
603	3268	0.77	409778	97.06
604	86	0.02	409864	97.08
609	3215	0.76	413079	97.85
614	1316	0.31	414395	98.16
617	3092	0.73	417487	98.89
628	2294	0.54	419781	99.43
638	389	0.09	420170	99.52
646	1405	0.33	421575	99.86
670	601	0.14	422176	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	2738	0.96	2738	0.96
299	164	0.06	2902	1.02
317	228	0.08	3130	1.10
320	200	0.07	3330	1.17
331	225	0.08	3555	1.24
335	278	0.10	3833	1.34
339	235	0.08	4068	1.42
341	127	0.04	4195	1.47
345	164	0.06	4359	1.53
347	349	0.12	4708	1.65
350	154	0.05	4862	1.70
355	110	0.04	4972	1.74
356	335	0.12	5307	1.86
359	157	0.05	5464	1.91
360	63	0.02	5527	1.94
363	166	0.06	5693	1.99
364	414	0.14	6107	2.14
368	44	0.02	6151	2.15
371	628	0.22	6779	2.37
374	157	0.05	6936	2.43
375	29	0.01	6965	2.44
378	391	0.14	7356	2.58
380	231	0.08	7587	2.66
381	346	0.12	7933	2.78
382	28	0.01	7961	2.79
385	386	0.14	8347	2.92
387	123	0.04	8470	2.97
388	285	0.10	8755	3.07
391	29	0.01	8784	3.08
392	475	0.17	9259	3.24
393	491	0.17	9750	3.41
395	316	0.11	10066	3.52
398	90	0.03	10156	3.56
399	225	0.08	10381	3.63
401	688	0.24	11069	3.88
402	319	0.11	11388	3.99
403	263	0.09	11651	4.08

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
405	200	0.07	11851	4.15
406	31	0.01	11882	4.16
409	636	0.22	12518	4.38
410	399	0.14	12917	4.52
411	411	0.14	13328	4.67
412	333	0.12	13661	4.78
414	18	0.01	13679	4.79
416	94	0.03	13773	4.82
417	878	0.31	14651	5.13
419	8	0.00	14659	5.13
420	740	0.26	15399	5.39
421	3	0.00	15402	5.39
422	575	0.20	15977	5.59
424	428	0.15	16405	5.74
425	352	0.12	16757	5.87
426	299	0.10	17056	5.97
427	144	0.05	17200	6.02
428	782	0.27	17982	6.30
431	611	0.21	18593	6.51
432	111	0.04	18704	6.55
434	667	0.23	19371	6.78
435	861	0.30	20232	7.08
436	251	0.09	20483	7.17
438	771	0.27	21254	7.44
439	305	0.11	21559	7.55
440	25	0.01	21584	7.56
441	500	0.18	22084	7.73
442	1027	0.36	23111	8.09
443	24	0.01	23135	8.10
444	223	0.08	23358	8.18
445	96	0.03	23454	8.21
446	305	0.11	23759	8.32
447	887	0.31	24646	8.63
448	523	0.18	25169	8.81
449	1385	0.48	26554	9.30
450	12	0.00	26566	9.30
452	325	0.11	26891	9.42

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
453	123	0.04	27014	9.46
454	476	0.17	27490	9.63
455	597	0.21	28087	9.83
456	808	0.28	28895	10.12
457	764	0.27	29659	10.38
458	687	0.24	30346	10.63
459	438	0.15	30784	10.78
460	270	0.09	31054	10.87
461	552	0.19	31606	11.07
462	261	0.09	31867	11.16
463	1079	0.38	32946	11.54
464	415	0.15	33361	11.68
465	770	0.27	34131	11.95
466	619	0.22	34750	12.17
467	1085	0.38	35835	12.55
468	1420	0.50	37255	13.04
469	3	0.00	37258	13.05
470	551	0.19	37809	13.24
471	1356	0.47	39165	13.71
472	4	0.00	39169	13.71
473	753	0.26	39922	13.98
474	1326	0.46	41248	14.44
475	273	0.10	41521	14.54
476	4	0.00	41525	14.54
477	969	0.34	42494	14.88
478	1317	0.46	43811	15.34
479	709	0.25	44520	15.59
480	1084	0.38	45604	15.97
481	44	0.02	45648	15.98
482	2275	0.80	47923	16.78
483	389	0.14	48312	16.92
484	12	0.00	48324	16.92
485	414	0.14	48738	17.06
486	3676	1.29	52414	18.35
487	2	0.00	52416	18.35
488	280	0.10	52696	18.45
489	783	0.27	53479	18.72

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
490	1034	0.36	54513	19.09
491	1271	0.45	55784	19.53
492	1359	0.48	57143	20.01
493	536	0.19	57679	20.20
494	1562	0.55	59241	20.74
495	1635	0.57	60876	21.31
496	438	0.15	61314	21.47
498	2271	0.80	63585	22.26
499	1577	0.55	65162	22.82
500	340	0.12	65502	22.93
501	884	0.31	66386	23.24
502	899	0.31	67285	23.56
503	3335	1.17	70620	24.73
505	906	0.32	71526	25.04
506	262	0.09	71788	25.14
507	3118	1.09	74906	26.23
508	1794	0.63	76700	26.85
509	223	0.08	76923	26.93
510	1749	0.61	78672	27.55
511	2471	0.87	81143	28.41
512	43	0.02	81186	28.43
513	1356	0.47	82542	28.90
514	1384	0.48	83926	29.38
515	2474	0.87	86400	30.25
516	130	0.05	86530	30.30
517	1456	0.51	87986	30.81
518	1916	0.67	89902	31.48
519	2117	0.74	92019	32.22
520	1233	0.43	93252	32.65
521	763	0.27	94015	32.92
522	2098	0.73	96113	33.65
523	1767	0.62	97880	34.27
524	1424	0.50	99304	34.77
526	2117	0.74	101421	35.51
527	2945	1.03	104366	36.54
528	776	0.27	105142	36.81
529	2098	0.73	107240	37.55

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
530	898	0.31	108138	37.86
531	2143	0.75	110281	38.61
532	2212	0.77	112493	39.39
533	759	0.27	113252	39.65
534	3025	1.06	116277	40.71
535	1	0.00	116278	40.71
536	2164	0.76	118442	41.47
537	615	0.22	119057	41.69
538	2606	0.91	121663	42.60
539	1901	0.67	123564	43.26
540	968	0.34	124532	43.60
541	3382	1.18	127914	44.79
542	1789	0.63	129703	45.41
543	15	0.01	129718	45.42
544	2	0.00	129720	45.42
545	6055	2.12	135775	47.54
546	58	0.02	135833	47.56
548	3066	1.07	138899	48.63
549	2998	1.05	141897	49.68
551	3123	1.09	145020	50.78
552	59	0.02	145079	50.80
553	2867	1.00	147946	51.80
554	2967	1.04	150913	52.84
555	185	0.06	151098	52.90
557	2849	1.00	153947	53.90
558	3021	1.06	156968	54.96
560	32	0.01	157000	54.97
561	6075	2.13	163075	57.10
563	93	0.03	163168	57.13
564	5215	1.83	168383	58.96
567	646	0.23	169029	59.18
568	5182	1.81	174211	61.00
569	101	0.04	174312	61.03
571	3020	1.06	177332	62.09
572	2236	0.78	179568	62.87
573	450	0.16	180018	63.03
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
574	3446	1.21	183464	64.24
577	1877	0.66	185341	64.89
578	3603	1.26	188944	66.15
581	4350	1.52	193294	67.68
582	1486	0.52	194780	68.20
584	3821	1.34	198601	69.54
587	4440	1.55	203041	71.09
588	1247	0.44	204288	71.53
589	1	0.00	204289	71.53
591	4113	1.44	208402	72.97
593	346	0.12	208748	73.09
594	165	0.06	208913	73.15
595	4046	1.42	212959	74.56
597	865	0.30	213824	74.87
598	459	0.16	214283	75.03
599	3805	1.33	218088	76.36
602	610	0.21	218698	76.57
603	3509	1.23	222207	77.80
606	756	0.26	222963	78.07
608	1	0.00	222964	78.07
609	3562	1.25	226526	79.31
610	937	0.33	227463	79.64
614	1117	0.39	228580	80.03
615	2538	0.89	231118	80.92
616	1	0.00	231119	80.92
617	1360	0.48	232479	81.40
618	78	0.03	232557	81.42
621	1620	0.57	234177	81.99
623	2032	0.71	236209	82.70
624	1932	0.68	238141	83.38
625	9	0.00	238150	83.38
627	2243	0.79	240393	84.17
631	2569	0.90	242962	85.07
634	3072	1.08	246034	86.14
636	1399	0.49	247433	86.63
637	3118	1.09	250551	87.73
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
640	3385	1.19	253936	88.91
644	3827	1.34	257763	90.25
648	3844	1.35	261607	91.60
652	3966	1.39	265573	92.98
653	72	0.03	265645	93.01
656	3948	1.38	269593	94.39
660	773	0.27	270366	94.66
662	3846	1.35	274212	96.01
668	3372	1.18	277584	97.19
676	3046	1.07	280630	98.26
679	244	0.09	280874	98.34
689	2513	0.88	283387	99.22
713	1596	0.56	284983	99.78
732	626	0.22	285609	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	3380	1.26	3380	1.26
293	189	0.07	3569	1.33
310	107	0.04	3676	1.37
327	151	0.06	3827	1.43
329	75	0.03	3902	1.45
336	244	0.09	4146	1.55
338	142	0.05	4288	1.60
346	110	0.04	4398	1.64
347	157	0.06	4555	1.70
351	277	0.10	4832	1.80
354	139	0.05	4971	1.85
357	142	0.05	5113	1.91
361	105	0.04	5218	1.95
362	328	0.12	5546	2.07
366	218	0.08	5764	2.15
371	562	0.21	6326	2.36
373	111	0.04	6437	2.40
376	65	0.02	6502	2.42
379	416	0.16	6918	2.58
381	41	0.02	6959	2.59
385	110	0.04	7069	2.64
387	447	0.17	7516	2.80
388	142	0.05	7658	2.86
389	47	0.02	7705	2.87
390	52	0.02	7757	2.89
393	48	0.02	7805	2.91
394	312	0.12	8117	3.03
395	36	0.01	8153	3.04
397	217	0.08	8370	3.12
399	196	0.07	8566	3.19
401	36	0.01	8602	3.21
402	275	0.10	8877	3.31
403	11	0.00	8888	3.31
404	214	0.08	9102	3.39
405	38	0.01	9140	3.41
406	204	0.08	9344	3.48
407	12	0.00	9356	3.49

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
408	180	0.07	9536	3.56
409	26	0.01	9562	3.57
410	285	0.11	9847	3.67
411	8	0.00	9855	3.67
413	37	0.01	9892	3.69
414	469	0.17	10361	3.86
415	423	0.16	10784	4.02
418	25	0.01	10809	4.03
419	293	0.11	11102	4.14
422	417	0.16	11519	4.30
423	270	0.10	11789	4.40
424	242	0.09	12031	4.49
425	310	0.12	12341	4.60
427	136	0.05	12477	4.65
429	222	0.08	12699	4.74
430	208	0.08	12907	4.81
431	526	0.20	13433	5.01
432	88	0.03	13521	5.04
433	17	0.01	13538	5.05
434	653	0.24	14191	5.29
436	4	0.00	14195	5.29
437	532	0.20	14727	5.49
439	298	0.11	15025	5.60
441	326	0.12	15351	5.72
442	647	0.24	15998	5.97
443	564	0.21	16562	6.18
446	241	0.09	16803	6.27
447	295	0.11	17098	6.38
448	397	0.15	17495	6.52
450	820	0.31	18315	6.83
451	380	0.14	18695	6.97
453	363	0.14	19058	7.11
454	481	0.18	19539	7.29
456	6	0.00	19545	7.29
457	417	0.16	19962	7.44
458	1079	0.40	21041	7.85
459	595	0.22	21636	8.07

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
461	47	0.02	21683	8.09
462	309	0.12	21992	8.20
463	517	0.19	22509	8.39
465	988	0.37	23497	8.76
466	515	0.19	24012	8.95
467	752	0.28	24764	9.23
468	106	0.04	24870	9.27
469	24	0.01	24894	9.28
470	425	0.16	25319	9.44
471	271	0.10	25590	9.54
472	321	0.12	25911	9.66
473	587	0.22	26498	9.88
474	1628	0.61	28126	10.49
475	377	0.14	28503	10.63
476	37	0.01	28540	10.64
477	271	0.10	28811	10.74
478	516	0.19	29327	10.94
479	2	0.00	29329	10.94
480	947	0.35	30276	11.29
481	771	0.29	31047	11.58
482	643	0.24	31690	11.82
483	1080	0.40	32770	12.22
484	21	0.01	32791	12.23
485	301	0.11	33092	12.34
486	627	0.23	33719	12.57
488	1246	0.46	34965	13.04
489	229	0.09	35194	13.12
490	708	0.26	35902	13.39
491	1205	0.45	37107	13.84
492	11	0.00	37118	13.84
493	1653	0.62	38771	14.46
494	276	0.10	39047	14.56
496	1407	0.52	40454	15.08
497	376	0.14	40830	15.22
498	1515	0.56	42345	15.79
499	3	0.00	42348	15.79
500	513	0.19	42861	15.98

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Comprehension, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
501	284	0.11	43145	16.09
502	1438	0.54	44583	16.62
503	808	0.30	45391	16.93
504	438	0.16	45829	17.09
505	1377	0.51	47206	17.60
507	999	0.37	48205	17.97
508	1097	0.41	49302	18.38
509	866	0.32	50168	18.71
510	1076	0.40	51244	19.11
511	161	0.06	51405	19.17
512	2010	0.75	53415	19.92
513	122	0.05	53537	19.96
514	438	0.16	53975	20.13
515	2076	0.77	56051	20.90
516	1873	0.70	57924	21.60
517	83	0.03	58007	21.63
518	3	0.00	58010	21.63
520	3122	1.16	61132	22.79
521	1716	0.64	62848	23.43
522	268	0.10	63116	23.53
523	50	0.02	63166	23.55
524	1521	0.57	64687	24.12
525	1425	0.53	66112	24.65
526	1330	0.50	67442	25.15
528	2087	0.78	69529	25.93
529	1424	0.53	70953	26.46
530	20	0.01	70973	26.46
531	1812	0.68	72785	27.14
532	1073	0.40	73858	27.54
533	2380	0.89	76238	28.43
534	15	0.01	76253	28.43
535	1695	0.63	77948	29.06
536	863	0.32	78811	29.39
537	1399	0.52	80210	29.91
538	1544	0.58	81754	30.48
539	1880	0.70	83634	31.18
540	754	0.28	84388	31.47

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
541	1207	0.45	85595	31.92
542	26	0.01	85621	31.93
543	3465	1.29	89086	33.22
544	433	0.16	89519	33.38
545	1800	0.67	91319	34.05
547	1916	0.71	93235	34.76
548	1756	0.65	94991	35.42
549	1394	0.52	96385	35.94
550	671	0.25	97056	36.19
551	2030	0.76	99086	36.95
552	2003	0.75	101089	37.69
553	1091	0.41	102180	38.10
554	52	0.02	102232	38.12
555	2777	1.04	105009	39.15
556	2209	0.82	107218	39.98
557	745	0.28	107963	40.26
558	184	0.07	108147	40.33
559	1761	0.66	109908	40.98
560	3642	1.36	113550	42.34
562	575	0.21	114125	42.55
563	1713	0.64	115838	43.19
564	2509	0.94	118347	44.13
565	1445	0.54	119792	44.67
566	496	0.18	120288	44.85
567	186	0.07	120474	44.92
568	3984	1.49	124458	46.41
569	1839	0.69	126297	47.09
571	295	0.11	126592	47.20
572	3893	1.45	130485	48.65
573	2116	0.79	132601	49.44
574	277	0.10	132878	49.55
575	90	0.03	132968	49.58
576	2596	0.97	135564	50.55
577	3635	1.36	139199	51.90
579	343	0.13	139542	52.03
580	2424	0.90	141966	52.94

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
581	2742	1.02	144708	53.96
582	798	0.30	145506	54.26
583	160	0.06	145666	54.31
584	485	0.18	146151	54.50
585	5146	1.92	151297	56.41
586	32	0.01	151329	56.43
588	554	0.21	151883	56.63
589	5866	2.19	157749	58.82
591	67	0.02	157816	58.85
592	18	0.01	157834	58.85
593	3419	1.27	161253	60.13
594	2920	1.09	164173	61.22
595	45	0.02	164218	61.23
596	5	0.00	164223	61.23
597	3493	1.30	167716	62.54
598	1071	0.40	168787	62.94
600	1334	0.50	170121	63.43
601	227	0.08	170348	63.52
602	5007	1.87	175355	65.39
604	2	0.00	175357	65.39
605	2	0.00	175359	65.39
606	5956	2.22	181315	67.61
608	82	0.03	181397	67.64
609	1	0.00	181398	67.64
610	2106	0.79	183504	68.42
611	3086	1.15	186590	69.57
612	2	0.00	186592	69.58
613	22	0.01	186614	69.58
614	3355	1.25	189969	70.83
617	2634	0.98	192603	71.82
618	2910	1.09	195513	72.90
619	166	0.06	195679	72.96
622	3322	1.24	199001	74.20
623	2462	0.92	201463	75.12
624	313	0.12	201776	75.24
625	4	0.00	201780	75.24

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Comprehension, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
626	3620	1.35	205400	76.59
627	1	0.00	205401	76.59
628	294	0.11	205695	76.70
631	5357	2.00	211052	78.70
632	438	0.16	211490	78.86
634	9	0.00	211499	78.86
635	4102	1.53	215601	80.39
636	707	0.26	216308	80.66
640	5803	2.16	222111	82.82
644	918	0.34	223029	83.16
646	3628	1.35	226657	84.51
648	1120	0.42	227777	84.93
652	4645	1.73	232422	86.66
653	585	0.22	233007	86.88
654	8	0.00	233015	86.88
656	1770	0.66	234785	87.54
657	65	0.02	234850	87.57
660	2843	1.06	237693	88.63
661	2149	0.80	239842	89.43
665	2517	0.94	242359	90.37
667	18	0.01	242377	90.38
669	2102	0.78	244479	91.16
670	2794	1.04	247273	92.20
674	237	0.09	247510	92.29
675	3027	1.13	250537	93.42
681	3130	1.17	253667	94.59
682	1387	0.52	255054	95.10
684	52	0.02	255106	95.12
687	2935	1.09	258041	96.22
694	2896	1.08	260937	97.30
703	667	0.25	261604	97.55
704	2619	0.98	264223	98.52
713	189	0.07	264412	98.59
717	1968	0.73	266380	99.33
737	1306	0.49	267686	99.81
747	502	0.19	268188	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	4266	2.42	4266	2.42
211	1039	0.59	5305	3.01
226	959	0.54	6264	3.56
234	1243	0.71	7507	4.26
241	726	0.41	8233	4.67
248	625	0.35	8858	5.03
250	230	0.13	9088	5.16
253	444	0.25	9532	5.41
259	384	0.22	9916	5.63
260	215	0.12	10131	5.75
265	280	0.16	10411	5.91
266	216	0.12	10627	6.03
268	128	0.07	10755	6.11
271	202	0.11	10957	6.22
274	124	0.07	11081	6.29
278	123	0.07	11204	6.36
279	105	0.06	11309	6.42
280	255	0.14	11564	6.57
282	132	0.07	11696	6.64
284	101	0.06	11797	6.70
286	94	0.05	11891	6.75
288	115	0.07	12006	6.82
289	266	0.15	12272	6.97
292	211	0.12	12483	7.09
295	42	0.02	12525	7.11
296	432	0.25	12957	7.36
297	69	0.04	13026	7.40
299	96	0.05	13122	7.45
301	54	0.03	13176	7.48
302	241	0.14	13417	7.62
305	376	0.21	13793	7.83
306	177	0.10	13970	7.93
308	221	0.13	14191	8.06
309	58	0.03	14249	8.09
310	86	0.05	14335	8.14
312	200	0.11	14535	8.25
313	234	0.13	14769	8.38

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
314	153	0.09	14922	8.47
315	282	0.16	15204	8.63
317	32	0.02	15236	8.65
318	210	0.12	15446	8.77
319	164	0.09	15610	8.86
320	218	0.12	15828	8.99
322	415	0.24	16243	9.22
324	269	0.15	16512	9.37
325	257	0.15	16769	9.52
326	19	0.01	16788	9.53
328	492	0.28	17280	9.81
329	380	0.22	17660	10.03
330	137	0.08	17797	10.10
332	85	0.05	17882	10.15
333	245	0.14	18127	10.29
334	372	0.21	18499	10.50
335	342	0.19	18841	10.70
336	246	0.14	19087	10.84
337	12	0.01	19099	10.84
338	318	0.18	19417	11.02
339	208	0.12	19625	11.14
340	286	0.16	19911	11.30
341	372	0.21	20283	11.52
342	233	0.13	20516	11.65
343	401	0.23	20917	11.88
344	47	0.03	20964	11.90
345	431	0.24	21395	12.15
347	1047	0.59	22442	12.74
349	120	0.07	22562	12.81
350	308	0.17	22870	12.98
351	439	0.25	23309	13.23
352	595	0.34	23904	13.57
353	480	0.27	24384	13.84
354	285	0.16	24669	14.01
355	287	0.16	24956	14.17
356	359	0.20	25315	14.37
357	395	0.22	25710	14.60

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
358	594	0.34	26304	14.93
359	722	0.41	27026	15.34
360	391	0.22	27417	15.57
361	10	0.01	27427	15.57
362	724	0.41	28151	15.98
363	631	0.36	28782	16.34
364	262	0.15	29044	16.49
365	640	0.36	29684	16.85
366	889	0.50	30573	17.36
367	670	0.38	31243	17.74
368	39	0.02	31282	17.76
369	787	0.45	32069	18.21
370	1002	0.57	33071	18.78
371	532	0.30	33603	19.08
372	297	0.17	33900	19.25
373	905	0.51	34805	19.76
374	891	0.51	35696	20.27
375	286	0.16	35982	20.43
376	821	0.47	36803	20.89
377	1182	0.67	37985	21.56
378	649	0.37	38634	21.93
379	664	0.38	39298	22.31
380	852	0.48	40150	22.79
381	459	0.26	40609	23.05
382	1561	0.89	42170	23.94
383	828	0.47	42998	24.41
384	821	0.47	43819	24.88
385	485	0.28	44304	25.15
386	1451	0.82	45755	25.98
387	344	0.20	46099	26.17
388	1763	1.00	47862	27.17
389	47	0.03	47909	27.20
390	1394	0.79	49303	27.99
391	1010	0.57	50313	28.56
392	1790	1.02	52103	29.58
393	132	0.07	52235	29.66
394	1366	0.78	53601	30.43

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
395	1252	0.71	54853	31.14
396	1955	1.11	56808	32.25
397	5	0.00	56813	32.25
398	1151	0.65	57964	32.91
399	1225	0.70	59189	33.60
400	1933	1.10	61122	34.70
401	791	0.45	61913	35.15
402	1224	0.69	63137	35.84
403	1452	0.82	64589	36.67
404	1485	0.84	66074	37.51
405	1330	0.76	67404	38.27
406	1	0.00	67405	38.27
407	2978	1.69	70383	39.96
408	1658	0.94	72041	40.90
409	2	0.00	72043	40.90
410	32	0.02	72075	40.92
411	4299	2.44	76374	43.36
412	340	0.19	76714	43.55
413	1567	0.89	78281	44.44
415	1145	0.65	79426	45.09
416	2572	1.46	81998	46.55
417	2647	1.50	84645	48.05
418	8	0.00	84653	48.06
419	1539	0.87	86192	48.93
420	2270	1.29	88462	50.22
422	1187	0.67	89649	50.90
423	1593	0.90	91242	51.80
424	2413	1.37	93655	53.17
425	1916	1.09	95571	54.26
426	11	0.01	95582	54.26
427	205	0.12	95787	54.38
428	4805	2.73	100592	57.11
430	2151	1.22	102743	58.33
431	267	0.15	103010	58.48
432	18	0.01	103028	58.49
433	3414	1.94	106442	60.43
434	1112	0.63	107554	61.06

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
435	380	0.22	107934	61.28
436	2288	1.30	110222	62.58
437	1498	0.85	111720	63.43
438	2171	1.23	113891	64.66
439	685	0.39	114576	65.05
440	96	0.05	114672	65.10
442	4178	2.37	118850	67.47
443	4	0.00	118854	67.48
444	3095	1.76	121949	69.23
445	357	0.20	122306	69.44
447	2052	1.16	124358	70.60
448	1139	0.65	125497	71.25
449	1257	0.71	126754	71.96
450	2012	1.14	128766	73.10
451	593	0.34	129359	73.44
452	238	0.14	129597	73.58
453	3377	1.92	132974	75.49
454	1	0.00	132975	75.49
456	17	0.01	132992	75.50
457	2150	1.22	135142	76.72
458	1411	0.80	136553	77.52
459	2929	1.66	139482	79.19
460	22	0.01	139504	79.20
461	516	0.29	140020	79.49
463	316	0.18	140336	79.67
464	1827	1.04	142163	80.71
466	2599	1.48	144762	82.18
467	1297	0.74	146059	82.92
468	48	0.03	146107	82.95
469	29	0.02	146136	82.96
470	2427	1.38	148563	84.34
471	920	0.52	149483	84.87
472	91	0.05	149574	84.92
475	67	0.04	149641	84.95
476	1804	1.02	151445	85.98
477	2896	1.64	154341	87.62
478	850	0.48	155191	88.11

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
479	2	0.00	155193	88.11
480	9	0.01	155202	88.11
481	330	0.19	155532	88.30
483	1223	0.69	156755	88.99
484	13	0.01	156768	89.00
485	288	0.16	157056	89.16
486	1	0.00	157057	89.16
487	2733	1.55	159790	90.72
488	21	0.01	159811	90.73
489	210	0.12	160021	90.85
490	1356	0.77	161377	91.62
491	407	0.23	161784	91.85
492	30	0.02	161814	91.87
493	2	0.00	161816	91.87
496	491	0.28	162307	92.15
497	490	0.28	162797	92.42
498	1306	0.74	164103	93.17
500	1366	0.78	165469	93.94
501	84	0.05	165553	93.99
502	608	0.35	166161	94.33
504	8	0.00	166169	94.34
506	627	0.36	166796	94.69
507	110	0.06	166906	94.76
510	744	0.42	167650	95.18
511	1240	0.70	168890	95.88
512	172	0.10	169062	95.98
516	23	0.01	169085	95.99
517	750	0.43	169835	96.42
518	190	0.11	170025	96.53
519	877	0.50	170902	97.03
523	57	0.03	170959	97.06
526	291	0.17	171250	97.22
530	811	0.46	172061	97.68
531	957	0.54	173018	98.23
535	320	0.18	173338	98.41
540	162	0.09	173500	98.50
547	365	0.21	173865	98.71

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
549	789	0.45	174654	99.16
551	279	0.16	174933	99.31
564	311	0.18	175244	99.49
565	399	0.23	175643	99.72
584	294	0.17	175937	99.88
600	205	0.12	176142	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
215	763	0.48	763	0.48
219	37	0.02	800	0.50
230	44	0.03	844	0.53
234	38	0.02	882	0.55
235	14	0.01	896	0.56
238	43	0.03	939	0.59
239	36	0.02	975	0.61
242	86	0.05	1061	0.67
243	40	0.03	1101	0.69
245	39	0.02	1140	0.72
246	41	0.03	1181	0.74
247	14	0.01	1195	0.75
248	25	0.02	1220	0.77
249	22	0.01	1242	0.78
250	71	0.04	1313	0.83
251	42	0.03	1355	0.85
253	26	0.02	1381	0.87
254	17	0.01	1398	0.88
255	32	0.02	1430	0.90
256	9	0.01	1439	0.91
257	43	0.03	1482	0.93
258	18	0.01	1500	0.94
259	43	0.03	1543	0.97
260	6	0.00	1549	0.97
261	40	0.03	1589	1.00
262	29	0.02	1618	1.02
263	9	0.01	1627	1.02
264	21	0.01	1648	1.04
265	38	0.02	1686	1.06
266	33	0.02	1719	1.08
267	35	0.02	1754	1.10
268	19	0.01	1773	1.12
269	40	0.03	1813	1.14
270	40	0.03	1853	1.17
271	39	0.02	1892	1.19
272	15	0.01	1907	1.20
273	57	0.04	1964	1.24

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
274	40	0.03	2004	1.26
275	40	0.03	2044	1.29
276	44	0.03	2088	1.31
277	52	0.03	2140	1.35
278	53	0.03	2193	1.38
279	31	0.02	2224	1.40
280	35	0.02	2259	1.42
281	51	0.03	2310	1.45
282	71	0.04	2381	1.50
283	20	0.01	2401	1.51
284	65	0.04	2466	1.55
285	51	0.03	2517	1.58
286	32	0.02	2549	1.60
287	45	0.03	2594	1.63
288	44	0.03	2638	1.66
289	61	0.04	2699	1.70
290	43	0.03	2742	1.72
291	48	0.03	2790	1.75
292	74	0.05	2864	1.80
293	37	0.02	2901	1.82
294	51	0.03	2952	1.86
295	44	0.03	2996	1.88
296	54	0.03	3050	1.92
297	70	0.04	3120	1.96
298	77	0.05	3197	2.01
299	34	0.02	3231	2.03
300	58	0.04	3289	2.07
301	62	0.04	3351	2.11
302	62	0.04	3413	2.15
303	60	0.04	3473	2.18
304	74	0.05	3547	2.23
305	57	0.04	3604	2.27
306	83	0.05	3687	2.32
307	66	0.04	3753	2.36
308	74	0.05	3827	2.41
309	67	0.04	3894	2.45
310	75	0.05	3969	2.50

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
311	69	0.04	4038	2.54
312	109	0.07	4147	2.61
313	79	0.05	4226	2.66
314	78	0.05	4304	2.71
315	101	0.06	4405	2.77
316	82	0.05	4487	2.82
317	110	0.07	4597	2.89
318	108	0.07	4705	2.96
319	80	0.05	4785	3.01
320	137	0.09	4922	3.10
321	112	0.07	5034	3.17
322	122	0.08	5156	3.24
323	127	0.08	5283	3.32
324	124	0.08	5407	3.40
325	110	0.07	5517	3.47
326	112	0.07	5629	3.54
327	134	0.08	5763	3.62
328	115	0.07	5878	3.70
329	125	0.08	6003	3.78
330	158	0.10	6161	3.87
331	152	0.10	6313	3.97
332	109	0.07	6422	4.04
333	208	0.13	6630	4.17
334	127	0.08	6757	4.25
335	166	0.10	6923	4.35
336	153	0.10	7076	4.45
337	195	0.12	7271	4.57
338	107	0.07	7378	4.64
339	207	0.13	7585	4.77
340	168	0.11	7753	4.88
341	186	0.12	7939	4.99
342	183	0.12	8122	5.11
343	167	0.11	8289	5.21
344	201	0.13	8490	5.34
345	145	0.09	8635	5.43
346	206	0.13	8841	5.56
347	217	0.14	9058	5.70

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
348	169	0.11	9227	5.80
349	187	0.12	9414	5.92
350	216	0.14	9630	6.06
351	239	0.15	9869	6.21
352	207	0.13	10076	6.34
353	215	0.14	10291	6.47
354	252	0.16	10543	6.63
355	209	0.13	10752	6.76
356	222	0.14	10974	6.90
357	218	0.14	11192	7.04
358	300	0.19	11492	7.23
359	274	0.17	11766	7.40
360	224	0.14	11990	7.54
361	282	0.18	12272	7.72
362	208	0.13	12480	7.85
363	308	0.19	12788	8.04
364	281	0.18	13069	8.22
365	299	0.19	13368	8.41
366	289	0.18	13657	8.59
367	295	0.19	13952	8.78
368	295	0.19	14247	8.96
369	294	0.18	14541	9.15
370	336	0.21	14877	9.36
371	323	0.20	15200	9.56
372	300	0.19	15500	9.75
373	336	0.21	15836	9.96
374	321	0.20	16157	10.16
375	355	0.22	16512	10.39
376	277	0.17	16789	10.56
377	398	0.25	17187	10.81
378	327	0.21	17514	11.02
379	406	0.26	17920	11.27
380	318	0.20	18238	11.47
381	347	0.22	18585	11.69
382	420	0.26	19005	11.95
383	402	0.25	19407	12.21
384	406	0.26	19813	12.46

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
385	382	0.24	20195	12.70
386	411	0.26	20606	12.96
387	397	0.25	21003	13.21
388	444	0.28	21447	13.49
389	469	0.29	21916	13.78
390	460	0.29	22376	14.07
391	463	0.29	22839	14.36
392	462	0.29	23301	14.65
393	509	0.32	23810	14.98
394	492	0.31	24302	15.28
395	499	0.31	24801	15.60
396	517	0.33	25318	15.92
397	453	0.28	25771	16.21
398	556	0.35	26327	16.56
399	547	0.34	26874	16.90
400	597	0.38	27471	17.28
401	555	0.35	28026	17.63
402	564	0.35	28590	17.98
403	621	0.39	29211	18.37
404	614	0.39	29825	18.76
405	578	0.36	30403	19.12
406	663	0.42	31066	19.54
407	647	0.41	31713	19.95
408	702	0.44	32415	20.39
409	648	0.41	33063	20.79
410	727	0.46	33790	21.25
411	706	0.44	34496	21.70
412	726	0.46	35222	22.15
413	672	0.42	35894	22.58
414	787	0.49	36681	23.07
415	793	0.50	37474	23.57
416	855	0.54	38329	24.11
417	832	0.52	39161	24.63
418	843	0.53	40004	25.16
419	815	0.51	40819	25.67
420	864	0.54	41683	26.22
421	902	0.57	42585	26.78

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
422	820	0.52	43405	27.30
423	920	0.58	44325	27.88
424	951	0.60	45276	28.48
425	922	0.58	46198	29.06
426	966	0.61	47164	29.66
427	973	0.61	48137	30.28
428	961	0.60	49098	30.88
429	1038	0.65	50136	31.53
430	941	0.59	51077	32.12
431	1079	0.68	52156	32.80
432	984	0.62	53140	33.42
433	1016	0.64	54156	34.06
434	1036	0.65	55192	34.71
435	1066	0.67	56258	35.38
436	1196	0.75	57454	36.14
437	970	0.61	58424	36.75
438	1142	0.72	59566	37.46
439	1142	0.72	60708	38.18
440	1052	0.66	61760	38.84
441	1190	0.75	62950	39.59
442	1137	0.72	64087	40.31
443	1232	0.77	65319	41.08
444	1157	0.73	66476	41.81
445	1107	0.70	67583	42.51
446	1376	0.87	68959	43.37
447	1211	0.76	70170	44.13
448	1189	0.75	71359	44.88
449	1314	0.83	72673	45.71
450	1284	0.81	73957	46.51
451	1302	0.82	75259	47.33
452	1258	0.79	76517	48.12
453	1415	0.89	77932	49.01
454	1326	0.83	79258	49.85
455	1199	0.75	80457	50.60
456	1357	0.85	81814	51.46
457	1318	0.83	83132	52.29
458	1209	0.76	84341	53.05

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
459	1264	0.79	85605	53.84
460	1284	0.81	86889	54.65
461	1311	0.82	88200	55.47
462	1174	0.74	89374	56.21
463	1310	0.82	90684	57.04
464	1337	0.84	92021	57.88
465	1227	0.77	93248	58.65
466	1356	0.85	94604	59.50
467	1255	0.79	95859	60.29
468	1332	0.84	97191	61.13
469	1312	0.83	98503	61.95
470	1274	0.80	99777	62.75
471	1306	0.82	101083	63.58
472	1160	0.73	102243	64.30
473	1322	0.83	103565	65.14
474	1162	0.73	104727	65.87
475	1315	0.83	106042	66.69
476	1214	0.76	107256	67.46
477	1212	0.76	108468	68.22
478	1208	0.76	109676	68.98
479	1135	0.71	110811	69.69
480	1117	0.70	111928	70.40
481	1145	0.72	113073	71.12
482	1229	0.77	114302	71.89
483	1166	0.73	115468	72.62
484	1004	0.63	116472	73.25
485	1214	0.76	117686	74.02
486	1100	0.69	118786	74.71
487	1010	0.64	119796	75.34
488	1090	0.69	120886	76.03
489	978	0.62	121864	76.65
490	1056	0.66	122920	77.31
491	1027	0.65	123947	77.96
492	1078	0.68	125025	78.63
493	987	0.62	126012	79.25
494	968	0.61	126980	79.86
495	968	0.61	127948	80.47

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
496	1087	0.68	129035	81.16
497	805	0.51	129840	81.66
498	1012	0.64	130852	82.30
499	792	0.50	131644	82.80
500	971	0.61	132615	83.41
501	815	0.51	133430	83.92
502	789	0.50	134219	84.42
503	839	0.53	135058	84.94
504	878	0.55	135936	85.50
505	782	0.49	136718	85.99
506	788	0.50	137506	86.48
507	752	0.47	138258	86.96
508	810	0.51	139068	87.47
509	593	0.37	139661	87.84
510	840	0.53	140501	88.37
511	616	0.39	141117	88.75
512	733	0.46	141850	89.22
513	681	0.43	142531	89.64
514	672	0.42	143203	90.07
515	583	0.37	143786	90.43
516	652	0.41	144438	90.84
517	478	0.30	144916	91.14
518	670	0.42	145586	91.57
519	455	0.29	146041	91.85
520	562	0.35	146603	92.20
521	531	0.33	147134	92.54
522	527	0.33	147661	92.87
523	387	0.24	148048	93.11
524	537	0.34	148585	93.45
525	357	0.22	148942	93.68
526	488	0.31	149430	93.98
527	408	0.26	149838	94.24
528	433	0.27	150271	94.51
529	438	0.28	150709	94.79
530	340	0.21	151049	95.00
531	437	0.27	151486	95.28
532	284	0.18	151770	95.45

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
533	399	0.25	152169	95.71
534	342	0.22	152511	95.92
535	301	0.19	152812	96.11
536	273	0.17	153085	96.28
537	312	0.20	153397	96.48
538	257	0.16	153654	96.64
539	341	0.21	153995	96.85
540	249	0.16	154244	97.01
541	279	0.18	154523	97.19
542	175	0.11	154698	97.30
543	302	0.19	155000	97.49
544	185	0.12	155185	97.60
545	209	0.13	155394	97.73
546	223	0.14	155617	97.87
547	143	0.09	155760	97.96
548	179	0.11	155939	98.08
549	177	0.11	156116	98.19
550	139	0.09	156255	98.28
551	189	0.12	156444	98.39
552	118	0.07	156562	98.47
553	155	0.10	156717	98.57
554	199	0.13	156916	98.69
555	117	0.07	157033	98.76
556	125	0.08	157158	98.84
557	136	0.09	157294	98.93
558	137	0.09	157431	99.02
559	51	0.03	157482	99.05
560	101	0.06	157583	99.11
561	91	0.06	157674	99.17
562	79	0.05	157753	99.22
563	123	0.08	157876	99.29
564	29	0.02	157905	99.31
565	72	0.05	157977	99.36
566	113	0.07	158090	99.43
567	38	0.02	158128	99.45
568	64	0.04	158192	99.49
569	30	0.02	158222	99.51

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
570	52	0.03	158274	99.55
571	92	0.06	158366	99.60
572	28	0.02	158394	99.62
573	29	0.02	158423	99.64
574	47	0.03	158470	99.67
575	57	0.04	158527	99.70
576	21	0.01	158548	99.72
577	22	0.01	158570	99.73
578	42	0.03	158612	99.76
579	20	0.01	158632	99.77
580	49	0.03	158681	99.80
581	17	0.01	158698	99.81
582	11	0.01	158709	99.82
583	22	0.01	158731	99.83
584	29	0.02	158760	99.85
585	16	0.01	158776	99.86
586	4	0.00	158780	99.86
587	4	0.00	158784	99.87
588	18	0.01	158802	99.88
589	25	0.02	158827	99.89
590	23	0.01	158850	99.91
591	13	0.01	158863	99.92
592	5	0.00	158868	99.92
594	15	0.01	158883	99.93
595	4	0.00	158887	99.93
596	15	0.01	158902	99.94
597	11	0.01	158913	99.95
598	8	0.01	158921	99.95
599	6	0.00	158927	99.96
600	2	0.00	158929	99.96
602	21	0.01	158950	99.97
603	1	0.00	158951	99.97
607	13	0.01	158964	99.98
608	7	0.00	158971	99.98
609	2	0.00	158973	99.98
610	1	0.00	158974	99.99
611	3	0.00	158977	99.99

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span K–2: Grade 2**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
615	9	0.01	158986	99.99
616	2	0.00	158988	99.99
617	4	0.00	158992	100.00
627	3	0.00	158995	100.00
635	2	0.00	158997	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	1967	0.47	1967	0.47
238	14	0.00	1981	0.47
239	10	0.00	1991	0.47
248	92	0.02	2083	0.49
253	75	0.02	2158	0.51
256	71	0.02	2229	0.53
257	4	0.00	2233	0.53
258	13	0.00	2246	0.53
259	34	0.01	2280	0.54
261	102	0.02	2382	0.56
262	17	0.00	2399	0.57
263	21	0.00	2420	0.57
265	59	0.01	2479	0.59
266	21	0.00	2500	0.59
267	46	0.01	2546	0.60
268	51	0.01	2597	0.62
269	16	0.00	2613	0.62
270	17	0.00	2630	0.62
271	106	0.03	2736	0.65
272	16	0.00	2752	0.65
273	48	0.01	2800	0.66
274	15	0.00	2815	0.67
275	44	0.01	2859	0.68
276	48	0.01	2907	0.69
277	22	0.01	2929	0.69
278	67	0.02	2996	0.71
279	3	0.00	2999	0.71
280	72	0.02	3071	0.73
281	5	0.00	3076	0.73
282	74	0.02	3150	0.75
283	18	0.00	3168	0.75
284	26	0.01	3194	0.76
285	89	0.02	3283	0.78
286	22	0.01	3305	0.78
287	57	0.01	3362	0.80
288	29	0.01	3391	0.80
289	63	0.01	3454	0.82

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
290	54	0.01	3508	0.83
291	50	0.01	3558	0.84
292	49	0.01	3607	0.85
293	49	0.01	3656	0.87
294	54	0.01	3710	0.88
295	72	0.02	3782	0.90
296	45	0.01	3827	0.91
297	61	0.01	3888	0.92
298	93	0.02	3981	0.94
299	50	0.01	4031	0.95
300	82	0.02	4113	0.97
301	38	0.01	4151	0.98
302	103	0.02	4254	1.01
303	68	0.02	4322	1.02
304	72	0.02	4394	1.04
305	103	0.02	4497	1.07
306	54	0.01	4551	1.08
307	71	0.02	4622	1.09
308	129	0.03	4751	1.13
309	53	0.01	4804	1.14
310	81	0.02	4885	1.16
311	72	0.02	4957	1.17
312	92	0.02	5049	1.20
313	112	0.03	5161	1.22
314	66	0.02	5227	1.24
315	96	0.02	5323	1.26
316	51	0.01	5374	1.27
317	110	0.03	5484	1.30
318	50	0.01	5534	1.31
319	117	0.03	5651	1.34
320	98	0.02	5749	1.36
321	93	0.02	5842	1.38
322	95	0.02	5937	1.41
323	99	0.02	6036	1.43
324	61	0.01	6097	1.44
325	92	0.02	6189	1.47
326	108	0.03	6297	1.49

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
327	125	0.03	6422	1.52
328	100	0.02	6522	1.54
329	119	0.03	6641	1.57
330	132	0.03	6773	1.60
331	110	0.03	6883	1.63
332	142	0.03	7025	1.66
333	94	0.02	7119	1.69
334	127	0.03	7246	1.72
335	78	0.02	7324	1.73
336	149	0.04	7473	1.77
337	96	0.02	7569	1.79
338	118	0.03	7687	1.82
339	143	0.03	7830	1.85
340	104	0.02	7934	1.88
341	118	0.03	8052	1.91
342	138	0.03	8190	1.94
343	177	0.04	8367	1.98
344	113	0.03	8480	2.01
345	168	0.04	8648	2.05
346	158	0.04	8806	2.09
347	126	0.03	8932	2.12
348	122	0.03	9054	2.14
349	145	0.03	9199	2.18
350	176	0.04	9375	2.22
351	138	0.03	9513	2.25
352	191	0.05	9704	2.30
353	156	0.04	9860	2.34
354	183	0.04	10043	2.38
355	187	0.04	10230	2.42
356	191	0.05	10421	2.47
357	190	0.05	10611	2.51
358	192	0.05	10803	2.56
359	167	0.04	10970	2.60
360	214	0.05	11184	2.65
361	221	0.05	11405	2.70
362	194	0.05	11599	2.75
363	204	0.05	11803	2.80

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
364	213	0.05	12016	2.85
365	188	0.04	12204	2.89
366	215	0.05	12419	2.94
367	200	0.05	12619	2.99
368	225	0.05	12844	3.04
369	230	0.05	13074	3.10
370	227	0.05	13301	3.15
371	234	0.06	13535	3.21
372	261	0.06	13796	3.27
373	207	0.05	14003	3.32
374	249	0.06	14252	3.38
375	217	0.05	14469	3.43
376	258	0.06	14727	3.49
377	248	0.06	14975	3.55
378	302	0.07	15277	3.62
379	302	0.07	15579	3.69
380	290	0.07	15869	3.76
381	307	0.07	16176	3.83
382	298	0.07	16474	3.90
383	328	0.08	16802	3.98
384	325	0.08	17127	4.06
385	364	0.09	17491	4.14
386	383	0.09	17874	4.23
387	350	0.08	18224	4.32
388	346	0.08	18570	4.40
389	324	0.08	18894	4.48
390	350	0.08	19244	4.56
391	383	0.09	19627	4.65
392	418	0.10	20045	4.75
393	378	0.09	20423	4.84
394	440	0.10	20863	4.94
395	394	0.09	21257	5.04
396	467	0.11	21724	5.15
397	463	0.11	22187	5.26
398	454	0.11	22641	5.36
399	530	0.13	23171	5.49
400	425	0.10	23596	5.59

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
401	521	0.12	24117	5.71
402	458	0.11	24575	5.82
403	529	0.13	25104	5.95
404	540	0.13	25644	6.07
405	574	0.14	26218	6.21
406	543	0.13	26761	6.34
407	608	0.14	27369	6.48
408	583	0.14	27952	6.62
409	611	0.14	28563	6.77
410	632	0.15	29195	6.92
411	651	0.15	29846	7.07
412	599	0.14	30445	7.21
413	618	0.15	31063	7.36
414	648	0.15	31711	7.51
415	684	0.16	32395	7.67
416	673	0.16	33068	7.83
417	720	0.17	33788	8.00
418	792	0.19	34580	8.19
419	788	0.19	35368	8.38
420	794	0.19	36162	8.57
421	840	0.20	37002	8.76
422	849	0.20	37851	8.97
423	816	0.19	38667	9.16
424	842	0.20	39509	9.36
425	871	0.21	40380	9.56
426	930	0.22	41310	9.79
427	884	0.21	42194	9.99
428	974	0.23	43168	10.23
429	1070	0.25	44238	10.48
430	953	0.23	45191	10.70
431	1030	0.24	46221	10.95
432	1027	0.24	47248	11.19
433	1104	0.26	48352	11.45
434	1201	0.28	49553	11.74
435	1201	0.28	50754	12.02
436	1133	0.27	51887	12.29
437	1231	0.29	53118	12.58

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
438	1296	0.31	54414	12.89
439	1230	0.29	55644	13.18
440	1359	0.32	57003	13.50
441	1270	0.30	58273	13.80
442	1427	0.34	59700	14.14
443	1437	0.34	61137	14.48
444	1459	0.35	62596	14.83
445	1388	0.33	63984	15.16
446	1615	0.38	65599	15.54
447	1501	0.36	67100	15.89
448	1564	0.37	68664	16.26
449	1583	0.37	70247	16.64
450	1695	0.40	71942	17.04
451	1764	0.42	73706	17.46
452	1745	0.41	75451	17.87
453	1956	0.46	77407	18.34
454	1629	0.39	79036	18.72
455	2017	0.48	81053	19.20
456	1814	0.43	82867	19.63
457	2016	0.48	84883	20.11
458	2022	0.48	86905	20.59
459	1794	0.42	88699	21.01
460	2121	0.50	90820	21.51
461	1999	0.47	92819	21.99
462	2272	0.54	95091	22.52
463	2068	0.49	97159	23.01
464	2408	0.57	99567	23.58
465	2163	0.51	101730	24.10
466	2434	0.58	104164	24.67
467	2271	0.54	106435	25.21
468	2450	0.58	108885	25.79
469	2406	0.57	111291	26.36
470	2444	0.58	113735	26.94
471	2532	0.60	116267	27.54
472	2369	0.56	118636	28.10
473	2679	0.63	121315	28.74
474	2546	0.60	123861	29.34

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
475	2662	0.63	126523	29.97
476	2649	0.63	129172	30.60
477	2722	0.64	131894	31.24
478	2697	0.64	134591	31.88
479	2745	0.65	137336	32.53
480	2888	0.68	140224	33.21
481	2860	0.68	143084	33.89
482	2910	0.69	145994	34.58
483	3041	0.72	149035	35.30
484	2987	0.71	152022	36.01
485	2995	0.71	155017	36.72
486	3093	0.73	158110	37.45
487	2936	0.70	161046	38.15
488	3359	0.80	164405	38.94
489	3056	0.72	167461	39.67
490	2984	0.71	170445	40.37
491	3240	0.77	173685	41.14
492	3120	0.74	176805	41.88
493	3301	0.78	180106	42.66
494	3141	0.74	183247	43.41
495	3357	0.80	186604	44.20
496	3144	0.74	189748	44.95
497	3434	0.81	193182	45.76
498	3321	0.79	196503	46.55
499	3233	0.77	199736	47.31
500	3597	0.85	203333	48.16
501	3350	0.79	206683	48.96
502	3263	0.77	209946	49.73
503	3556	0.84	213502	50.57
504	3302	0.78	216804	51.35
505	3291	0.78	220095	52.13
506	3389	0.80	223484	52.94
507	3365	0.80	226849	53.73
508	3643	0.86	230492	54.60
509	3463	0.82	233955	55.42
510	3173	0.75	237128	56.17
511	3327	0.79	240455	56.96

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
512	3492	0.83	243947	57.78
513	3208	0.76	247155	58.54
514	3416	0.81	250571	59.35
515	3583	0.85	254154	60.20
516	3093	0.73	257247	60.93
517	3449	0.82	260696	61.75
518	3186	0.75	263882	62.51
519	3143	0.74	267025	63.25
520	3306	0.78	270331	64.03
521	3308	0.78	273639	64.82
522	3103	0.74	276742	65.55
523	3402	0.81	280144	66.36
524	3101	0.73	283245	67.09
525	3083	0.73	286328	67.82
526	3323	0.79	289651	68.61
527	2926	0.69	292577	69.30
528	3108	0.74	295685	70.04
529	3223	0.76	298908	70.80
530	2961	0.70	301869	71.50
531	3102	0.73	304971	72.24
532	3026	0.72	307997	72.95
533	2749	0.65	310746	73.61
534	3181	0.75	313927	74.36
535	2862	0.68	316789	75.04
536	2601	0.62	319390	75.65
537	3091	0.73	322481	76.39
538	2653	0.63	325134	77.01
539	2584	0.61	327718	77.63
540	2626	0.62	330344	78.25
541	2802	0.66	333146	78.91
542	2427	0.57	335573	79.49
543	2701	0.64	338274	80.13
544	2232	0.53	340506	80.65
545	2734	0.65	343240	81.30
546	2095	0.50	345335	81.80
547	2602	0.62	347937	82.42
548	2313	0.55	350250	82.96

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
549	2273	0.54	352523	83.50
550	2202	0.52	354725	84.02
551	2129	0.50	356854	84.53
552	2238	0.53	359092	85.06
553	1982	0.47	361074	85.53
554	2017	0.48	363091	86.00
555	2086	0.49	365177	86.50
556	2006	0.48	367183	86.97
557	1871	0.44	369054	87.42
558	1832	0.43	370886	87.85
559	2102	0.50	372988	88.35
560	1674	0.40	374662	88.75
561	1629	0.39	376291	89.13
562	1854	0.44	378145	89.57
563	1584	0.38	379729	89.95
564	1383	0.33	381112	90.27
565	1933	0.46	383045	90.73
566	1502	0.36	384547	91.09
567	1479	0.35	386026	91.44
568	1105	0.26	387131	91.70
569	1837	0.44	388968	92.13
570	1025	0.24	389993	92.38
571	1297	0.31	391290	92.68
572	1421	0.34	392711	93.02
573	1134	0.27	393845	93.29
574	1080	0.26	394925	93.55
575	1170	0.28	396095	93.82
576	1238	0.29	397333	94.12
577	1044	0.25	398377	94.36
578	1059	0.25	399436	94.61
579	869	0.21	400305	94.82
580	886	0.21	401191	95.03
581	1274	0.30	402465	95.33
582	820	0.19	403285	95.53
583	932	0.22	404217	95.75
584	530	0.13	404747	95.87
585	1119	0.27	405866	96.14

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
586	512	0.12	406378	96.26
587	704	0.17	407082	96.42
588	1054	0.25	408136	96.67
589	419	0.10	408555	96.77
590	451	0.11	409006	96.88
591	784	0.19	409790	97.07
592	784	0.19	410574	97.25
593	507	0.12	411081	97.37
594	419	0.10	411500	97.47
595	548	0.13	412048	97.60
596	481	0.11	412529	97.71
597	576	0.14	413105	97.85
598	514	0.12	413619	97.97
599	440	0.10	414059	98.08
600	394	0.09	414453	98.17
601	333	0.08	414786	98.25
602	410	0.10	415196	98.35
603	427	0.10	415623	98.45
604	486	0.12	416109	98.56
605	205	0.05	416314	98.61
606	198	0.05	416512	98.66
607	413	0.10	416925	98.76
608	361	0.09	417286	98.84
609	212	0.05	417498	98.89
610	200	0.05	417698	98.94
611	258	0.06	417956	99.00
612	233	0.06	418189	99.06
613	310	0.07	418499	99.13
614	339	0.08	418838	99.21
615	72	0.02	418910	99.23
616	175	0.04	419085	99.27
617	161	0.04	419246	99.31
618	256	0.06	419502	99.37
619	166	0.04	419668	99.41
620	109	0.03	419777	99.43
621	121	0.03	419898	99.46
622	163	0.04	420061	99.50

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
623	154	0.04	420215	99.54
624	150	0.04	420365	99.57
625	98	0.02	420463	99.59
626	52	0.01	420515	99.61
627	63	0.01	420578	99.62
628	179	0.04	420757	99.66
629	149	0.04	420906	99.70
630	86	0.02	420992	99.72
631	34	0.01	421026	99.73
632	47	0.01	421073	99.74
633	147	0.03	421220	99.77
634	50	0.01	421270	99.79
635	57	0.01	421327	99.80
636	25	0.01	421352	99.80
637	90	0.02	421442	99.83
638	80	0.02	421522	99.85
639	35	0.01	421557	99.85
640	33	0.01	421590	99.86
641	22	0.01	421612	99.87
642	76	0.02	421688	99.88
643	38	0.01	421726	99.89
644	54	0.01	421780	99.91
645	29	0.01	421809	99.91
646	1	0.00	421810	99.91
647	35	0.01	421845	99.92
648	7	0.00	421852	99.92
649	42	0.01	421894	99.93
650	32	0.01	421926	99.94
651	9	0.00	421935	99.94
652	33	0.01	421968	99.95
653	25	0.01	421993	99.96
654	14	0.00	422007	99.96
656	18	0.00	422025	99.96
658	60	0.01	422085	99.98
660	4	0.00	422089	99.98

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 3–5**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
661	1	0.00	422090	99.98
663	23	0.01	422113	99.99
665	16	0.00	422129	99.99
667	8	0.00	422137	99.99
669	1	0.00	422138	99.99
670	20	0.00	422158	100.00
673	1	0.00	422159	100.00
674	1	0.00	422160	100.00
679	10	0.00	422170	100.00
686	2	0.00	422172	100.00
688	1	0.00	422173	100.00
700	3	0.00	422176	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
248	1942	0.68	1942	0.68
260	12	0.00	1954	0.68
264	81	0.03	2035	0.71
270	36	0.01	2071	0.73
271	15	0.01	2086	0.73
273	56	0.02	2142	0.75
276	3	0.00	2145	0.75
277	21	0.01	2166	0.76
278	51	0.02	2217	0.78
279	31	0.01	2248	0.79
280	21	0.01	2269	0.79
282	35	0.01	2304	0.81
283	10	0.00	2314	0.81
284	27	0.01	2341	0.82
285	33	0.01	2374	0.83
286	13	0.00	2387	0.84
287	1	0.00	2388	0.84
288	16	0.01	2404	0.84
289	42	0.01	2446	0.86
290	25	0.01	2471	0.87
291	12	0.00	2483	0.87
292	21	0.01	2504	0.88
293	42	0.01	2546	0.89
294	19	0.01	2565	0.90
295	14	0.00	2579	0.90
296	31	0.01	2610	0.91
297	20	0.01	2630	0.92
298	6	0.00	2636	0.92
299	25	0.01	2661	0.93
300	29	0.01	2690	0.94
301	47	0.02	2737	0.96
302	27	0.01	2764	0.97
303	13	0.00	2777	0.97
304	16	0.01	2793	0.98
305	36	0.01	2829	0.99
306	12	0.00	2841	0.99
307	35	0.01	2876	1.01
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
308	31	0.01	2907	1.02
309	30	0.01	2937	1.03
310	23	0.01	2960	1.04
311	27	0.01	2987	1.05
312	59	0.02	3046	1.07
313	34	0.01	3080	1.08
314	34	0.01	3114	1.09
315	19	0.01	3133	1.10
316	53	0.02	3186	1.12
317	45	0.02	3231	1.13
318	21	0.01	3252	1.14
319	66	0.02	3318	1.16
320	10	0.00	3328	1.17
321	50	0.02	3378	1.18
322	50	0.02	3428	1.20
323	36	0.01	3464	1.21
324	32	0.01	3496	1.22
325	71	0.02	3567	1.25
326	43	0.02	3610	1.26
327	50	0.02	3660	1.28
328	51	0.02	3711	1.30
329	56	0.02	3767	1.32
330	25	0.01	3792	1.33
331	68	0.02	3860	1.35
332	47	0.02	3907	1.37
333	118	0.04	4025	1.41
334	40	0.01	4065	1.42
335	34	0.01	4099	1.44
336	37	0.01	4136	1.45
337	70	0.02	4206	1.47
338	69	0.02	4275	1.50
339	56	0.02	4331	1.52
340	43	0.02	4374	1.53
341	71	0.02	4445	1.56
342	48	0.02	4493	1.57
343	60	0.02	4553	1.59
344	53	0.02	4606	1.61
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
345	81	0.03	4687	1.64
346	69	0.02	4756	1.67
347	94	0.03	4850	1.70
348	55	0.02	4905	1.72
349	79	0.03	4984	1.75
350	41	0.01	5025	1.76
351	72	0.03	5097	1.78
352	94	0.03	5191	1.82
353	72	0.03	5263	1.84
354	73	0.03	5336	1.87
355	81	0.03	5417	1.90
356	64	0.02	5481	1.92
357	103	0.04	5584	1.96
358	62	0.02	5646	1.98
359	99	0.03	5745	2.01
360	76	0.03	5821	2.04
361	98	0.03	5919	2.07
362	67	0.02	5986	2.10
363	104	0.04	6090	2.13
364	81	0.03	6171	2.16
365	87	0.03	6258	2.19
366	87	0.03	6345	2.22
367	99	0.03	6444	2.26
368	92	0.03	6536	2.29
369	109	0.04	6645	2.33
370	95	0.03	6740	2.36
371	93	0.03	6833	2.39
372	92	0.03	6925	2.42
373	132	0.05	7057	2.47
374	88	0.03	7145	2.50
375	111	0.04	7256	2.54
376	94	0.03	7350	2.57
377	119	0.04	7469	2.62
378	81	0.03	7550	2.64
379	115	0.04	7665	2.68
380	124	0.04	7789	2.73
381	107	0.04	7896	2.76

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
382	100	0.04	7996	2.80
383	121	0.04	8117	2.84
384	104	0.04	8221	2.88
385	128	0.04	8349	2.92
386	128	0.04	8477	2.97
387	123	0.04	8600	3.01
388	102	0.04	8702	3.05
389	136	0.05	8838	3.09
390	109	0.04	8947	3.13
391	143	0.05	9090	3.18
392	114	0.04	9204	3.22
393	141	0.05	9345	3.27
394	152	0.05	9497	3.33
395	127	0.04	9624	3.37
396	119	0.04	9743	3.41
397	159	0.06	9902	3.47
398	115	0.04	10017	3.51
399	143	0.05	10160	3.56
400	131	0.05	10291	3.60
401	147	0.05	10438	3.65
402	172	0.06	10610	3.71
403	151	0.05	10761	3.77
404	165	0.06	10926	3.83
405	164	0.06	11090	3.88
406	167	0.06	11257	3.94
407	179	0.06	11436	4.00
408	170	0.06	11606	4.06
409	206	0.07	11812	4.14
410	174	0.06	11986	4.20
411	178	0.06	12164	4.26
412	189	0.07	12353	4.33
413	189	0.07	12542	4.39
414	209	0.07	12751	4.46
415	189	0.07	12940	4.53
416	186	0.07	13126	4.60
417	196	0.07	13322	4.66
418	263	0.09	13585	4.76

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
419	201	0.07	13786	4.83
420	237	0.08	14023	4.91
421	220	0.08	14243	4.99
422	237	0.08	14480	5.07
423	217	0.08	14697	5.15
424	232	0.08	14929	5.23
425	252	0.09	15181	5.32
426	235	0.08	15416	5.40
427	292	0.10	15708	5.50
428	271	0.09	15979	5.59
429	255	0.09	16234	5.68
430	250	0.09	16484	5.77
431	289	0.10	16773	5.87
432	284	0.10	17057	5.97
433	307	0.11	17364	6.08
434	275	0.10	17639	6.18
435	288	0.10	17927	6.28
436	296	0.10	18223	6.38
437	320	0.11	18543	6.49
438	336	0.12	18879	6.61
439	305	0.11	19184	6.72
440	360	0.13	19544	6.84
441	310	0.11	19854	6.95
442	340	0.12	20194	7.07
443	356	0.12	20550	7.20
444	408	0.14	20958	7.34
445	379	0.13	21337	7.47
446	385	0.13	21722	7.61
447	410	0.14	22132	7.75
448	368	0.13	22500	7.88
449	388	0.14	22888	8.01
450	400	0.14	23288	8.15
451	454	0.16	23742	8.31
452	423	0.15	24165	8.46
453	454	0.16	24619	8.62
454	469	0.16	25088	8.78
455	438	0.15	25526	8.94

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
456	503	0.18	26029	9.11
457	458	0.16	26487	9.27
458	491	0.17	26978	9.45
459	499	0.17	27477	9.62
460	550	0.19	28027	9.81
461	492	0.17	28519	9.99
462	523	0.18	29042	10.17
463	527	0.18	29569	10.35
464	533	0.19	30102	10.54
465	613	0.21	30715	10.75
466	631	0.22	31346	10.98
467	541	0.19	31887	11.16
468	633	0.22	32520	11.39
469	635	0.22	33155	11.61
470	650	0.23	33805	11.84
471	642	0.22	34447	12.06
472	684	0.24	35131	12.30
473	665	0.23	35796	12.53
474	678	0.24	36474	12.77
475	762	0.27	37236	13.04
476	679	0.24	37915	13.28
477	763	0.27	38678	13.54
478	758	0.27	39436	13.81
479	809	0.28	40245	14.09
480	726	0.25	40971	14.35
481	877	0.31	41848	14.65
482	912	0.32	42760	14.97
483	828	0.29	43588	15.26
484	837	0.29	44425	15.55
485	949	0.33	45374	15.89
486	965	0.34	46339	16.22
487	968	0.34	47307	16.56
488	921	0.32	48228	16.89
489	963	0.34	49191	17.22
490	990	0.35	50181	17.57
491	1015	0.36	51196	17.93
492	1031	0.36	52227	18.29

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
493	1040	0.36	53267	18.65
494	1014	0.36	54281	19.01
495	1208	0.42	55489	19.43
496	979	0.34	56468	19.77
497	1290	0.45	57758	20.22
498	1019	0.36	58777	20.58
499	1280	0.45	60057	21.03
500	1098	0.38	61155	21.41
501	1382	0.48	62537	21.90
502	1183	0.41	63720	22.31
503	1362	0.48	65082	22.79
504	1159	0.41	66241	23.19
505	1434	0.50	67675	23.69
506	1262	0.44	68937	24.14
507	1488	0.52	70425	24.66
508	1263	0.44	71688	25.10
509	1494	0.52	73182	25.62
510	1301	0.46	74483	26.08
511	1563	0.55	76046	26.63
512	1374	0.48	77420	27.11
513	1609	0.56	79029	27.67
514	1389	0.49	80418	28.16
515	1663	0.58	82081	28.74
516	1498	0.52	83579	29.26
517	1596	0.56	85175	29.82
518	1561	0.55	86736	30.37
519	1540	0.54	88276	30.91
520	1740	0.61	90016	31.52
521	1729	0.61	91745	32.12
522	1753	0.61	93498	32.74
523	1743	0.61	95241	33.35
524	1813	0.63	97054	33.98
525	1735	0.61	98789	34.59
526	1848	0.65	100637	35.24
527	1878	0.66	102515	35.89
528	1793	0.63	104308	36.52
529	2031	0.71	106339	37.23

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
530	1655	0.58	107994	37.81
531	2057	0.72	110051	38.53
532	1760	0.62	111811	39.15
533	2045	0.72	113856	39.86
534	1832	0.64	115688	40.51
535	1991	0.70	117679	41.20
536	1898	0.66	119577	41.87
537	2110	0.74	121687	42.61
538	1936	0.68	123623	43.28
539	2092	0.73	125715	44.02
540	1994	0.70	127709	44.71
541	1967	0.69	129676	45.40
542	1922	0.67	131598	46.08
543	2189	0.77	133787	46.84
544	2010	0.70	135797	47.55
545	1960	0.69	137757	48.23
546	2103	0.74	139860	48.97
547	2045	0.72	141905	49.69
548	2211	0.77	144116	50.46
549	2191	0.77	146307	51.23
550	1942	0.68	148249	51.91
551	2262	0.79	150511	52.70
552	2176	0.76	152687	53.46
553	1946	0.68	154633	54.14
554	2215	0.78	156848	54.92
555	1937	0.68	158785	55.60
556	2204	0.77	160989	56.37
557	1930	0.68	162919	57.04
558	2115	0.74	165034	57.78
559	2359	0.83	167393	58.61
560	1953	0.68	169346	59.29
561	2143	0.75	171489	60.04
562	1784	0.62	173273	60.67
563	2048	0.72	175321	61.38
564	1979	0.69	177300	62.08
565	1922	0.67	179222	62.75
566	2053	0.72	181275	63.47

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
567	2025	0.71	183300	64.18
568	1750	0.61	185050	64.79
569	2287	0.80	187337	65.59
570	1745	0.61	189082	66.20
571	2051	0.72	191133	66.92
572	1788	0.63	192921	67.55
573	1902	0.67	194823	68.21
574	2080	0.73	196903	68.94
575	1785	0.62	198688	69.57
576	1687	0.59	200375	70.16
577	2076	0.73	202451	70.88
578	1731	0.61	204182	71.49
579	1833	0.64	206015	72.13
580	1819	0.64	207834	72.77
581	1726	0.60	209560	73.37
582	1897	0.66	211457	74.04
583	1479	0.52	212936	74.56
584	2060	0.72	214996	75.28
585	1601	0.56	216597	75.84
586	1793	0.63	218390	76.46
587	1727	0.60	220117	77.07
588	1599	0.56	221716	77.63
589	1522	0.53	223238	78.16
590	1873	0.66	225111	78.82
591	1473	0.52	226584	79.33
592	1611	0.56	228195	79.90
593	1269	0.44	229464	80.34
594	1659	0.58	231123	80.92
595	1636	0.57	232759	81.50
596	1449	0.51	234208	82.00
597	1431	0.50	235639	82.50
598	1634	0.57	237273	83.08
599	1270	0.44	238543	83.52
600	1435	0.50	239978	84.02
601	1500	0.53	241478	84.55
602	1218	0.43	242696	84.97
603	1369	0.48	244065	85.45

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
604	1592	0.56	245657	86.01
605	961	0.34	246618	86.35
606	1402	0.49	248020	86.84
607	1357	0.48	249377	87.31
608	1224	0.43	250601	87.74
609	1254	0.44	251855	88.18
610	1176	0.41	253031	88.59
611	1138	0.40	254169	88.99
612	1081	0.38	255250	89.37
613	1047	0.37	256297	89.74
614	1137	0.40	257434	90.14
615	906	0.32	258340	90.45
616	985	0.34	259325	90.80
617	1253	0.44	260578	91.24
618	868	0.30	261446	91.54
619	669	0.23	262115	91.77
620	1289	0.45	263404	92.23
621	830	0.29	264234	92.52
622	866	0.30	265100	92.82
623	690	0.24	265790	93.06
624	925	0.32	266715	93.38
625	742	0.26	267457	93.64
626	779	0.27	268236	93.92
627	878	0.31	269114	94.22
628	745	0.26	269859	94.49
629	405	0.14	270264	94.63
630	901	0.32	271165	94.94
631	635	0.22	271800	95.17
632	537	0.19	272337	95.35
633	508	0.18	272845	95.53
634	584	0.20	273429	95.74
635	833	0.29	274262	96.03
636	374	0.13	274636	96.16
637	466	0.16	275102	96.32
638	560	0.20	275662	96.52
639	294	0.10	275956	96.62
640	640	0.22	276596	96.84

continues. . .

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
641	415	0.15	277011	96.99
642	318	0.11	277329	97.10
643	594	0.21	277923	97.31
644	333	0.12	278256	97.43
645	243	0.09	278499	97.51
646	433	0.15	278932	97.66
647	516	0.18	279448	97.84
648	295	0.10	279743	97.95
649	236	0.08	279979	98.03
650	291	0.10	280270	98.13
651	266	0.09	280536	98.22
652	175	0.06	280711	98.29
653	388	0.14	281099	98.42
654	300	0.11	281399	98.53
655	163	0.06	281562	98.58
656	188	0.07	281750	98.65
657	303	0.11	282053	98.75
658	160	0.06	282213	98.81
659	148	0.05	282361	98.86
660	273	0.10	282634	98.96
661	299	0.10	282933	99.06
662	100	0.04	283033	99.10
663	80	0.03	283113	99.13
664	149	0.05	283262	99.18
665	80	0.03	283342	99.21
666	257	0.09	283599	99.30
667	120	0.04	283719	99.34
668	106	0.04	283825	99.38
669	128	0.04	283953	99.42
670	115	0.04	284068	99.46
671	38	0.01	284106	99.47
672	19	0.01	284125	99.48
673	293	0.10	284418	99.58
674	24	0.01	284442	99.59
675	119	0.04	284561	99.63
676	45	0.02	284606	99.65

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
677	21	0.01	284627	99.66
678	70	0.02	284697	99.68
679	52	0.02	284749	99.70
680	75	0.03	284824	99.73
681	5	0.00	284829	99.73
682	26	0.01	284855	99.74
683	72	0.03	284927	99.76
684	37	0.01	284964	99.77
685	71	0.02	285035	99.80
686	48	0.02	285083	99.82
687	61	0.02	285144	99.84
688	35	0.01	285179	99.85
689	2	0.00	285181	99.85
691	15	0.01	285196	99.86
692	68	0.02	285264	99.88
693	25	0.01	285289	99.89
695	40	0.01	285329	99.90
696	36	0.01	285365	99.91
697	24	0.01	285389	99.92
698	4	0.00	285393	99.92
699	43	0.02	285436	99.94
701	29	0.01	285465	99.95
703	3	0.00	285468	99.95
705	23	0.01	285491	99.96
706	5	0.00	285496	99.96
707	1	0.00	285497	99.96
708	24	0.01	285521	99.97
709	29	0.01	285550	99.98
713	4	0.00	285554	99.98
714	3	0.00	285557	99.98
715	5	0.00	285562	99.98
718	7	0.00	285569	99.99
719	21	0.01	285590	99.99
727	7	0.00	285597	100.00
731	6	0.00	285603	100.00
741	6	0.00	285609	100.00

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
251	2470	0.92	2470	0.92
260	36	0.01	2506	0.93
264	42	0.02	2548	0.95
269	9	0.00	2557	0.95
274	13	0.00	2570	0.96
275	41	0.02	2611	0.97
277	4	0.00	2615	0.98
278	8	0.00	2623	0.98
281	59	0.02	2682	1.00
282	9	0.00	2691	1.00
283	6	0.00	2697	1.01
284	7	0.00	2704	1.01
286	31	0.01	2735	1.02
287	12	0.00	2747	1.02
289	20	0.01	2767	1.03
290	31	0.01	2798	1.04
291	18	0.01	2816	1.05
292	16	0.01	2832	1.06
293	10	0.00	2842	1.06
294	28	0.01	2870	1.07
295	33	0.01	2903	1.08
296	23	0.01	2926	1.09
297	2	0.00	2928	1.09
298	21	0.01	2949	1.10
299	38	0.01	2987	1.11
300	25	0.01	3012	1.12
301	18	0.01	3030	1.13
302	13	0.00	3043	1.13
303	31	0.01	3074	1.15
304	26	0.01	3100	1.16
305	19	0.01	3119	1.16
306	10	0.00	3129	1.17
307	19	0.01	3148	1.17
308	40	0.01	3188	1.19
309	29	0.01	3217	1.20
310	10	0.00	3227	1.20
311	25	0.01	3252	1.21
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
312	18	0.01	3270	1.22
313	42	0.02	3312	1.23
314	24	0.01	3336	1.24
315	37	0.01	3373	1.26
316	21	0.01	3394	1.27
317	38	0.01	3432	1.28
318	14	0.01	3446	1.28
319	44	0.02	3490	1.30
320	14	0.01	3504	1.31
321	52	0.02	3556	1.33
322	65	0.02	3621	1.35
323	32	0.01	3653	1.36
324	44	0.02	3697	1.38
325	39	0.01	3736	1.39
326	34	0.01	3770	1.41
327	53	0.02	3823	1.43
328	39	0.01	3862	1.44
329	27	0.01	3889	1.45
330	80	0.03	3969	1.48
331	52	0.02	4021	1.50
332	26	0.01	4047	1.51
333	36	0.01	4083	1.52
334	102	0.04	4185	1.56
335	39	0.01	4224	1.58
336	30	0.01	4254	1.59
337	37	0.01	4291	1.60
338	96	0.04	4387	1.64
339	45	0.02	4432	1.65
340	52	0.02	4484	1.67
341	44	0.02	4528	1.69
342	57	0.02	4585	1.71
343	89	0.03	4674	1.74
344	62	0.02	4736	1.77
345	37	0.01	4773	1.78
346	47	0.02	4820	1.80
347	70	0.03	4890	1.82
348	46	0.02	4936	1.84
continues. . .				

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
349	85	0.03	5021	1.87
350	65	0.02	5086	1.90
351	61	0.02	5147	1.92
352	86	0.03	5233	1.95
353	62	0.02	5295	1.97
354	46	0.02	5341	1.99
355	63	0.02	5404	2.02
356	64	0.02	5468	2.04
357	93	0.03	5561	2.07
358	69	0.03	5630	2.10
359	55	0.02	5685	2.12
360	69	0.03	5754	2.15
361	55	0.02	5809	2.17
362	56	0.02	5865	2.19
363	54	0.02	5919	2.21
364	68	0.03	5987	2.23
365	85	0.03	6072	2.26
366	66	0.02	6138	2.29
367	45	0.02	6183	2.31
368	106	0.04	6289	2.34
369	92	0.03	6381	2.38
370	111	0.04	6492	2.42
371	78	0.03	6570	2.45
372	95	0.04	6665	2.49
373	94	0.04	6759	2.52
374	119	0.04	6878	2.56
375	93	0.03	6971	2.60
376	93	0.03	7064	2.63
377	110	0.04	7174	2.67
378	109	0.04	7283	2.72
379	101	0.04	7384	2.75
380	85	0.03	7469	2.78
381	112	0.04	7581	2.83
382	132	0.05	7713	2.88
383	95	0.04	7808	2.91
384	88	0.03	7896	2.94
385	119	0.04	8015	2.99

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
386	104	0.04	8119	3.03
387	124	0.05	8243	3.07
388	121	0.05	8364	3.12
389	129	0.05	8493	3.17
390	140	0.05	8633	3.22
391	107	0.04	8740	3.26
392	135	0.05	8875	3.31
393	120	0.04	8995	3.35
394	122	0.05	9117	3.40
395	129	0.05	9246	3.45
396	127	0.05	9373	3.49
397	114	0.04	9487	3.54
398	134	0.05	9621	3.59
399	153	0.06	9774	3.64
400	157	0.06	9931	3.70
401	160	0.06	10091	3.76
402	172	0.06	10263	3.83
403	146	0.05	10409	3.88
404	168	0.06	10577	3.94
405	154	0.06	10731	4.00
406	157	0.06	10888	4.06
407	152	0.06	11040	4.12
408	142	0.05	11182	4.17
409	157	0.06	11339	4.23
410	154	0.06	11493	4.29
411	155	0.06	11648	4.34
412	146	0.05	11794	4.40
413	161	0.06	11955	4.46
414	171	0.06	12126	4.52
415	159	0.06	12285	4.58
416	204	0.08	12489	4.66
417	183	0.07	12672	4.73
418	176	0.07	12848	4.79
419	179	0.07	13027	4.86
420	212	0.08	13239	4.94
421	210	0.08	13449	5.01
422	196	0.07	13645	5.09

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
423	187	0.07	13832	5.16
424	217	0.08	14049	5.24
425	190	0.07	14239	5.31
426	223	0.08	14462	5.39
427	247	0.09	14709	5.48
428	247	0.09	14956	5.58
429	182	0.07	15138	5.64
430	225	0.08	15363	5.73
431	215	0.08	15578	5.81
432	252	0.09	15830	5.90
433	239	0.09	16069	5.99
434	248	0.09	16317	6.08
435	258	0.10	16575	6.18
436	260	0.10	16835	6.28
437	207	0.08	17042	6.35
438	283	0.11	17325	6.46
439	298	0.11	17623	6.57
440	290	0.11	17913	6.68
441	293	0.11	18206	6.79
442	296	0.11	18502	6.90
443	288	0.11	18790	7.01
444	304	0.11	19094	7.12
445	287	0.11	19381	7.23
446	294	0.11	19675	7.34
447	276	0.10	19951	7.44
448	297	0.11	20248	7.55
449	346	0.13	20594	7.68
450	336	0.13	20930	7.80
451	361	0.13	21291	7.94
452	288	0.11	21579	8.05
453	354	0.13	21933	8.18
454	328	0.12	22261	8.30
455	367	0.14	22628	8.44
456	346	0.13	22974	8.57
457	396	0.15	23370	8.71
458	324	0.12	23694	8.83
459	381	0.14	24075	8.98

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
460	388	0.14	24463	9.12
461	391	0.15	24854	9.27
462	410	0.15	25264	9.42
463	387	0.14	25651	9.56
464	387	0.14	26038	9.71
465	443	0.17	26481	9.87
466	414	0.15	26895	10.03
467	419	0.16	27314	10.18
468	407	0.15	27721	10.34
469	415	0.15	28136	10.49
470	465	0.17	28601	10.66
471	446	0.17	29047	10.83
472	422	0.16	29469	10.99
473	452	0.17	29921	11.16
474	453	0.17	30374	11.33
475	464	0.17	30838	11.50
476	479	0.18	31317	11.68
477	497	0.19	31814	11.86
478	507	0.19	32321	12.05
479	513	0.19	32834	12.24
480	526	0.20	33360	12.44
481	521	0.19	33881	12.63
482	561	0.21	34442	12.84
483	526	0.20	34968	13.04
484	530	0.20	35498	13.24
485	593	0.22	36091	13.46
486	600	0.22	36691	13.68
487	531	0.20	37222	13.88
488	650	0.24	37872	14.12
489	607	0.23	38479	14.35
490	629	0.23	39108	14.58
491	625	0.23	39733	14.82
492	618	0.23	40351	15.05
493	655	0.24	41006	15.29
494	701	0.26	41707	15.55
495	661	0.25	42368	15.80
496	720	0.27	43088	16.07

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
497	729	0.27	43817	16.34
498	685	0.26	44502	16.59
499	712	0.27	45214	16.86
500	742	0.28	45956	17.14
501	779	0.29	46735	17.43
502	786	0.29	47521	17.72
503	792	0.30	48313	18.01
504	837	0.31	49150	18.33
505	796	0.30	49946	18.62
506	912	0.34	50858	18.96
507	837	0.31	51695	19.28
508	889	0.33	52584	19.61
509	793	0.30	53377	19.90
510	974	0.36	54351	20.27
511	926	0.35	55277	20.61
512	987	0.37	56264	20.98
513	918	0.34	57182	21.32
514	973	0.36	58155	21.68
515	949	0.35	59104	22.04
516	1017	0.38	60121	22.42
517	1002	0.37	61123	22.79
518	1006	0.38	62129	23.17
519	1062	0.40	63191	23.56
520	1009	0.38	64200	23.94
521	1089	0.41	65289	24.34
522	1046	0.39	66335	24.73
523	1123	0.42	67458	25.15
524	1193	0.44	68651	25.60
525	1056	0.39	69707	25.99
526	1282	0.48	70989	26.47
527	1062	0.40	72051	26.87
528	1262	0.47	73313	27.34
529	1095	0.41	74408	27.74
530	1309	0.49	75717	28.23
531	1119	0.42	76836	28.65
532	1373	0.51	78209	29.16
533	1208	0.45	79417	29.61

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
534	1360	0.51	80777	30.12
535	1237	0.46	82014	30.58
536	1373	0.51	83387	31.09
537	1365	0.51	84752	31.60
538	1356	0.51	86108	32.11
539	1387	0.52	87495	32.62
540	1426	0.53	88921	33.16
541	1365	0.51	90286	33.67
542	1398	0.52	91684	34.19
543	1487	0.55	93171	34.74
544	1406	0.52	94577	35.27
545	1556	0.58	96133	35.85
546	1411	0.53	97544	36.37
547	1552	0.58	99096	36.95
548	1440	0.54	100536	37.49
549	1622	0.60	102158	38.09
550	1427	0.53	103585	38.62
551	1650	0.62	105235	39.24
552	1594	0.59	106829	39.83
553	1610	0.60	108439	40.43
554	1574	0.59	110013	41.02
555	1730	0.65	111743	41.67
556	1662	0.62	113405	42.29
557	1452	0.54	114857	42.83
558	1772	0.66	116629	43.49
559	1547	0.58	118176	44.06
560	1730	0.65	119906	44.71
561	1549	0.58	121455	45.29
562	1750	0.65	123205	45.94
563	1635	0.61	124840	46.55
564	1788	0.67	126628	47.22
565	1653	0.62	128281	47.83
566	1752	0.65	130033	48.49
567	1568	0.58	131601	49.07
568	1698	0.63	133299	49.70
569	1696	0.63	134995	50.34
570	1680	0.63	136675	50.96

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
571	1707	0.64	138382	51.60
572	1698	0.63	140080	52.23
573	1758	0.66	141838	52.89
574	1648	0.61	143486	53.50
575	1813	0.68	145299	54.18
576	1574	0.59	146873	54.76
577	1960	0.73	148833	55.50
578	1520	0.57	150353	56.06
579	1934	0.72	152287	56.78
580	1581	0.59	153868	57.37
581	1811	0.68	155679	58.05
582	1655	0.62	157334	58.67
583	1825	0.68	159159	59.35
584	1588	0.59	160747	59.94
585	1791	0.67	162538	60.61
586	1976	0.74	164514	61.34
587	1379	0.51	165893	61.86
588	1947	0.73	167840	62.58
589	1559	0.58	169399	63.16
590	1857	0.69	171256	63.86
591	1421	0.53	172677	64.39
592	2041	0.76	174718	65.15
593	1403	0.52	176121	65.67
594	1767	0.66	177888	66.33
595	1572	0.59	179460	66.92
596	1959	0.73	181419	67.65
597	1403	0.52	182822	68.17
598	1615	0.60	184437	68.77
599	1627	0.61	186064	69.38
600	1724	0.64	187788	70.02
601	1348	0.50	189136	70.52
602	1838	0.69	190974	71.21
603	1646	0.61	192620	71.82
604	1367	0.51	193987	72.33
605	1603	0.60	195590	72.93
606	1482	0.55	197072	73.48
607	1739	0.65	198811	74.13

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
608	1173	0.44	199984	74.57
609	1905	0.71	201889	75.28
610	1083	0.40	202972	75.68
611	1849	0.69	204821	76.37
612	1194	0.45	206015	76.82
613	1707	0.64	207722	77.45
614	1077	0.40	208799	77.86
615	1785	0.67	210584	78.52
616	1011	0.38	211595	78.90
617	1682	0.63	213277	79.53
618	1401	0.52	214678	80.05
619	1333	0.50	216011	80.54
620	1186	0.44	217197	80.99
621	1160	0.43	218357	81.42
622	1448	0.54	219805	81.96
623	1123	0.42	220928	82.38
624	1308	0.49	222236	82.87
625	1138	0.42	223374	83.29
626	1563	0.58	224937	83.87
627	714	0.27	225651	84.14
628	1341	0.50	226992	84.64
629	1019	0.38	228011	85.02
630	1317	0.49	229328	85.51
631	886	0.33	230214	85.84
632	1508	0.56	231722	86.40
633	786	0.29	232508	86.70
634	910	0.34	233418	87.04
635	1060	0.40	234478	87.43
636	1229	0.46	235707	87.89
637	675	0.25	236382	88.14
638	1301	0.49	237683	88.63
639	890	0.33	238573	88.96
640	585	0.22	239158	89.18
641	1454	0.54	240612	89.72
642	598	0.22	241210	89.94
643	976	0.36	242186	90.30
644	861	0.32	243047	90.63

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
645	867	0.32	243914	90.95
646	526	0.20	244440	91.15
647	1237	0.46	245677	91.61
648	370	0.14	246047	91.74
649	979	0.37	247026	92.11
650	804	0.30	247830	92.41
651	564	0.21	248394	92.62
652	591	0.22	248985	92.84
653	940	0.35	249925	93.19
654	521	0.19	250446	93.38
655	659	0.25	251105	93.63
656	680	0.25	251785	93.88
657	469	0.17	252254	94.06
658	829	0.31	253083	94.37
659	483	0.18	253566	94.55
660	411	0.15	253977	94.70
661	616	0.23	254593	94.93
662	744	0.28	255337	95.21
663	269	0.10	255606	95.31
664	729	0.27	256335	95.58
665	395	0.15	256730	95.73
666	370	0.14	257100	95.87
667	427	0.16	257527	96.02
668	532	0.20	258059	96.22
669	406	0.15	258465	96.37
670	322	0.12	258787	96.49
671	411	0.15	259198	96.65
672	456	0.17	259654	96.82
673	347	0.13	260001	96.95
674	287	0.11	260288	97.05
675	505	0.19	260793	97.24
676	197	0.07	260990	97.32
677	346	0.13	261336	97.45
678	287	0.11	261623	97.55
679	353	0.13	261976	97.68
680	204	0.08	262180	97.76
681	365	0.14	262545	97.90

continues. . .

**CELDT 2006–07 (Form F)
Annual Assessment Scale Score
Frequency Distribution
Overall, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
682	302	0.11	262847	98.01
683	176	0.07	263023	98.07
684	356	0.13	263379	98.21
685	207	0.08	263586	98.28
686	296	0.11	263882	98.39
687	114	0.04	263996	98.44
688	244	0.09	264240	98.53
689	264	0.10	264504	98.63
690	76	0.03	264580	98.65
691	149	0.06	264729	98.71
692	303	0.11	265032	98.82
693	180	0.07	265212	98.89
694	178	0.07	265390	98.96
695	129	0.05	265519	99.00
696	126	0.05	265645	99.05
697	88	0.03	265733	99.08
698	118	0.04	265851	99.13
699	133	0.05	265984	99.18
700	141	0.05	266125	99.23
701	197	0.07	266322	99.30
702	88	0.03	266410	99.34
703	115	0.04	266525	99.38
704	63	0.02	266588	99.40
705	34	0.01	266622	99.42
706	83	0.03	266705	99.45
707	123	0.05	266828	99.49
708	69	0.03	266897	99.52
709	102	0.04	266999	99.56
710	46	0.02	267045	99.57
711	92	0.03	267137	99.61
712	81	0.03	267218	99.64
713	64	0.02	267282	99.66
714	80	0.03	267362	99.69
715	2	0.00	267364	99.69
716	43	0.02	267407	99.71
717	33	0.01	267440	99.72
718	85	0.03	267525	99.75

continues. . .

**CELDT 2006–07 (Form F) Annual
Assessment Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
719	50	0.02	267575	99.77
720	43	0.02	267618	99.79
721	21	0.01	267639	99.80
722	56	0.02	267695	99.82
723	40	0.01	267735	99.83
724	25	0.01	267760	99.84
725	7	0.00	267767	99.84
726	8	0.00	267775	99.85
727	47	0.02	267822	99.86
728	35	0.01	267857	99.88
729	61	0.02	267918	99.90
731	53	0.02	267971	99.92
732	5	0.00	267976	99.92
733	14	0.01	267990	99.93
734	28	0.01	268018	99.94
736	8	0.00	268026	99.94
738	31	0.01	268057	99.95
739	10	0.00	268067	99.95
741	25	0.01	268092	99.96
744	3	0.00	268095	99.97
746	26	0.01	268121	99.98
748	25	0.01	268146	99.98
749	8	0.00	268154	99.99
753	18	0.01	268172	99.99
754	4	0.00	268176	100.00
756	6	0.00	268182	100.00
761	6	0.00	268188	100.00

Initial Identification Data

CELDT 2006–07 (Form F) Initial Identification Scale Score Frequency Distribution

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	44621	17.34	44621	17.34
211	5823	2.26	50444	19.61
226	4233	1.65	54677	21.25
234	5675	2.21	60352	23.46
241	2233	0.87	62585	24.32
248	1569	0.61	64154	24.93
250	1711	0.67	65865	25.60
253	1139	0.44	67004	26.04
259	780	0.30	67784	26.35
260	1327	0.52	69111	26.86
265	470	0.18	69581	27.04
266	957	0.37	70538	27.42
268	972	0.38	71510	27.79
271	271	0.11	71781	27.90
274	830	0.32	72611	28.22
278	151	0.06	72762	28.28
279	817	0.32	73579	28.60
280	941	0.37	74520	28.96
282	723	0.28	75243	29.24
284	682	0.27	75925	29.51
286	77	0.03	76002	29.54
288	585	0.23	76587	29.77
289	850	0.33	77437	30.10
292	1163	0.45	78600	30.55
295	55	0.02	78655	30.57
296	1416	0.55	80071	31.12
297	456	0.18	80527	31.30
299	505	0.20	81032	31.49
301	352	0.14	81384	31.63
302	560	0.22	81944	31.85
305	1433	0.56	83377	32.41
306	617	0.24	83994	32.65
308	419	0.16	84413	32.81

continues. . .

CELDT 2006–07 (Form F) Initial Identification Scale Score Frequency Distribution

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
309	181	0.07	84594	32.88
310	442	0.17	85036	33.05
312	635	0.25	85671	33.30
313	416	0.16	86087	33.46
314	560	0.22	86647	33.68
315	1085	0.42	87732	34.10
317	114	0.04	87846	34.14
318	555	0.22	88401	34.36
319	209	0.08	88610	34.44
320	989	0.38	89599	34.82
322	1349	0.52	90948	35.35
324	784	0.30	91732	35.65
325	654	0.25	92386	35.91
326	55	0.02	92441	35.93
328	1505	0.58	93946	36.51
329	932	0.36	94878	36.88
330	597	0.23	95475	37.11
332	319	0.12	95794	37.23
333	786	0.31	96580	37.54
334	1034	0.40	97614	37.94
335	796	0.31	98410	38.25
336	755	0.29	99165	38.54
337	23	0.01	99188	38.55
338	1204	0.47	100392	39.02
339	317	0.12	100709	39.14
340	931	0.36	101640	39.50
341	609	0.24	102249	39.74
342	588	0.23	102837	39.97
343	1192	0.46	104029	40.43
344	151	0.06	104180	40.49
345	999	0.39	105179	40.88
347	2633	1.02	107812	41.90
349	173	0.07	107985	41.97

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
350	839	0.33	108824	42.30
351	1164	0.45	109988	42.75
352	1344	0.52	111332	43.27
353	702	0.27	112034	43.54
354	840	0.33	112874	43.87
355	913	0.35	113787	44.23
356	868	0.34	114655	44.56
357	740	0.29	115395	44.85
358	1432	0.56	116827	45.41
359	1272	0.49	118099	45.90
360	943	0.37	119042	46.27
361	3	0.00	119045	46.27
362	1629	0.63	120674	46.90
363	1335	0.52	122009	47.42
364	389	0.15	122398	47.57
365	1175	0.46	123573	48.03
366	1798	0.70	125371	48.73
367	1191	0.46	126562	49.19
368	121	0.05	126683	49.24
369	1472	0.57	128155	49.81
370	1928	0.75	130083	50.56
371	880	0.34	130963	50.90
372	520	0.20	131483	51.10
373	1581	0.61	133064	51.72
374	1679	0.65	134743	52.37
375	347	0.13	135090	52.50
376	1261	0.49	136351	53.00
377	1797	0.70	138148	53.69
378	1195	0.46	139343	54.16
379	888	0.35	140231	54.50
380	1236	0.48	141467	54.98
381	919	0.36	142386	55.34
382	2164	0.84	144550	56.18
383	988	0.38	145538	56.57
384	1141	0.44	146679	57.01
385	773	0.30	147452	57.31

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
386	2143	0.83	149595	58.14
387	310	0.12	149905	58.26
388	2212	0.86	152117	59.12
389	42	0.02	152159	59.14
390	1866	0.73	154025	59.86
391	1334	0.52	155359	60.38
392	2140	0.83	157499	61.21
393	207	0.08	157706	61.30
394	1792	0.70	159498	61.99
395	1536	0.60	161034	62.59
396	2129	0.83	163163	63.42
397	15	0.01	163178	63.42
398	1417	0.55	164595	63.97
399	1048	0.41	165643	64.38
400	2214	0.86	167857	65.24
401	1003	0.39	168860	65.63
402	1283	0.50	170143	66.13
403	1193	0.46	171336	66.59
404	1271	0.49	172607	67.09
405	1844	0.72	174451	67.80
406	9	0.00	174460	67.81
407	2607	1.01	177067	68.82
408	1480	0.58	178547	69.40
409	4	0.00	178551	69.40
410	25	0.01	178576	69.41
411	4096	1.59	182672	71.00
412	217	0.08	182889	71.08
413	1350	0.52	184239	71.61
415	752	0.29	184991	71.90
416	2097	0.82	187088	72.71
417	2474	0.96	189562	73.68
418	15	0.01	189577	73.68
419	1013	0.39	190590	74.08
420	1791	0.70	192381	74.77
422	1292	0.50	193673	75.27
423	1283	0.50	194956	75.77

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
424	1672	0.65	196628	76.42
425	1332	0.52	197960	76.94
426	6	0.00	197966	76.94
427	122	0.05	198088	76.99
428	3573	1.39	201661	78.38
430	1649	0.64	203310	79.02
431	179	0.07	203489	79.09
432	13	0.01	203502	79.09
433	1949	0.76	205451	79.85
434	962	0.37	206413	80.23
435	250	0.10	206663	80.32
436	1722	0.67	208385	80.99
437	850	0.33	209235	81.32
438	1309	0.51	210544	81.83
439	499	0.19	211043	82.03
440	85	0.03	211128	82.06
442	2802	1.09	213930	83.15
443	2	0.00	213932	83.15
444	1760	0.68	215692	83.83
445	353	0.14	216045	83.97
447	1123	0.44	217168	84.41
448	640	0.25	217808	84.65
449	854	0.33	218662	84.99
450	1243	0.48	219905	85.47
451	588	0.23	220493	85.70
452	141	0.05	220634	85.75
453	1800	0.70	222434	86.45
454	2	0.00	222436	86.45
456	11	0.00	222447	86.46
457	1535	0.60	223982	87.05
458	858	0.33	224840	87.39
459	1962	0.76	226802	88.15
460	11	0.00	226813	88.15
461	269	0.10	227082	88.26
463	285	0.11	227367	88.37
464	989	0.38	228356	88.75

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
466	1648	0.64	230004	89.39
467	1003	0.39	231007	89.78
468	41	0.02	231048	89.80
469	39	0.02	231087	89.82
470	1671	0.65	232758	90.47
471	491	0.19	233249	90.66
472	60	0.02	233309	90.68
475	84	0.03	233393	90.71
476	1249	0.49	234642	91.20
477	1861	0.72	236503	91.92
478	717	0.28	237220	92.20
479	2	0.00	237222	92.20
480	6	0.00	237228	92.20
481	246	0.10	237474	92.30
483	785	0.31	238259	92.60
484	15	0.01	238274	92.61
485	174	0.07	238448	92.68
487	2129	0.83	240577	93.50
488	13	0.01	240590	93.51
489	242	0.09	240832	93.60
490	978	0.38	241810	93.98
491	244	0.09	242054	94.08
492	17	0.01	242071	94.08
493	3	0.00	242074	94.09
496	365	0.14	242439	94.23
497	424	0.16	242863	94.39
498	1114	0.43	243977	94.83
500	1052	0.41	245029	95.23
501	65	0.03	245094	95.26
502	509	0.20	245603	95.46
504	10	0.00	245613	95.46
506	564	0.22	246177	95.68
507	86	0.03	246263	95.71
510	583	0.23	246846	95.94
511	1125	0.44	247971	96.38
512	111	0.04	248082	96.42

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
516	28	0.01	248110	96.43
517	834	0.32	248944	96.76
518	176	0.07	249120	96.82
519	799	0.31	249919	97.14
523	61	0.02	249980	97.16
526	258	0.10	250238	97.26
530	977	0.38	251215	97.64
531	1040	0.40	252255	98.04
535	396	0.15	252651	98.20
540	182	0.07	252833	98.27
547	559	0.22	253392	98.48
549	1025	0.40	254417	98.88
551	339	0.13	254756	99.02
564	511	0.20	255267	99.21
565	785	0.31	256052	99.52
584	637	0.25	256689	99.77
600	601	0.23	257290	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
210	6919	15.04	6919	15.04
247	510	1.11	7429	16.15
257	628	1.36	8057	17.51
263	246	0.53	8303	18.05
264	51	0.11	8354	18.16
273	754	1.64	9108	19.80
274	40	0.09	9148	19.88
281	117	0.25	9265	20.14
284	458	1.00	9723	21.13
287	67	0.15	9790	21.28
292	377	0.82	10167	22.10
293	16	0.03	10183	22.13
294	107	0.23	10290	22.36
297	28	0.06	10318	22.43
298	9	0.02	10327	22.44
300	280	0.61	10607	23.05
302	30	0.07	10637	23.12
306	18	0.04	10655	23.16
307	185	0.40	10840	23.56
310	122	0.27	10962	23.82
311	73	0.16	11035	23.98
314	123	0.27	11158	24.25
318	15	0.03	11173	24.28
321	237	0.52	11410	24.80
322	3	0.01	11413	24.80
325	7	0.02	11420	24.82
327	81	0.18	11501	25.00
328	96	0.21	11597	25.20
329	87	0.19	11684	25.39
332	14	0.03	11698	25.42
334	25	0.05	11723	25.48
335	5	0.01	11728	25.49
336	57	0.12	11785	25.61
337	218	0.47	12003	26.09
339	6	0.01	12009	26.10
340	27	0.06	12036	26.16

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
342	6	0.01	12042	26.17
343	3	0.01	12045	26.18
344	130	0.28	12175	26.46
345	18	0.04	12193	26.50
346	87	0.19	12280	26.69
347	81	0.18	12361	26.87
349	22	0.05	12383	26.91
350	49	0.11	12432	27.02
351	31	0.07	12463	27.09
354	106	0.23	12569	27.32
355	59	0.13	12628	27.45
356	118	0.26	12746	27.70
358	35	0.08	12781	27.78
360	6	0.01	12787	27.79
361	122	0.27	12909	28.06
363	52	0.11	12961	28.17
364	60	0.13	13021	28.30
365	53	0.12	13074	28.41
366	45	0.10	13119	28.51
367	33	0.07	13152	28.58
368	42	0.09	13194	28.68
369	46	0.10	13240	28.78
370	16	0.03	13256	28.81
371	131	0.28	13387	29.10
372	7	0.02	13394	29.11
373	7	0.02	13401	29.13
374	23	0.05	13424	29.18
375	59	0.13	13483	29.30
376	49	0.11	13532	29.41
377	62	0.13	13594	29.55
378	85	0.18	13679	29.73
379	11	0.02	13690	29.75
380	67	0.15	13757	29.90
381	21	0.05	13778	29.95
382	14	0.03	13792	29.98
383	45	0.10	13837	30.07

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
384	95	0.21	13932	30.28
385	78	0.17	14010	30.45
386	13	0.03	14023	30.48
388	103	0.22	14126	30.70
389	39	0.08	14165	30.79
390	68	0.15	14233	30.93
391	33	0.07	14266	31.01
392	124	0.27	14390	31.28
393	43	0.09	14433	31.37
395	80	0.17	14513	31.54
396	37	0.08	14550	31.62
397	72	0.16	14622	31.78
398	31	0.07	14653	31.85
399	100	0.22	14753	32.06
400	62	0.13	14815	32.20
401	25	0.05	14840	32.25
402	74	0.16	14914	32.41
404	148	0.32	15062	32.74
405	8	0.02	15070	32.75
406	71	0.15	15141	32.91
407	44	0.10	15185	33.00
408	95	0.21	15280	33.21
409	39	0.08	15319	33.29
411	163	0.35	15482	33.65
412	51	0.11	15533	33.76
413	62	0.13	15595	33.89
414	43	0.09	15638	33.99
415	192	0.42	15830	34.40
416	49	0.11	15879	34.51
418	131	0.28	16010	34.80
419	113	0.25	16123	35.04
420	59	0.13	16182	35.17
421	35	0.08	16217	35.25
422	201	0.44	16418	35.68
424	45	0.10	16463	35.78
425	95	0.21	16558	35.99

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
426	183	0.40	16741	36.38
427	9	0.02	16750	36.40
428	39	0.08	16789	36.49
429	305	0.66	17094	37.15
431	11	0.02	17105	37.18
432	64	0.14	17169	37.31
433	303	0.66	17472	37.97
434	11	0.02	17483	38.00
436	334	0.73	17817	38.72
437	60	0.13	17877	38.85
438	3	0.01	17880	38.86
440	374	0.81	18254	39.67
441	67	0.15	18321	39.82
442	6	0.01	18327	39.83
443	391	0.85	18718	40.68
444	50	0.11	18768	40.79
445	50	0.11	18818	40.90
446	8	0.02	18826	40.92
447	274	0.60	19100	41.51
448	136	0.30	19236	41.81
449	3	0.01	19239	41.81
450	331	0.72	19570	42.53
451	137	0.30	19707	42.83
452	95	0.21	19802	43.04
454	280	0.61	20082	43.65
455	181	0.39	20263	44.04
456	46	0.10	20309	44.14
457	256	0.56	20565	44.70
458	209	0.45	20774	45.15
459	143	0.31	20917	45.46
461	164	0.36	21081	45.82
462	276	0.60	21357	46.42
463	92	0.20	21449	46.62
464	183	0.40	21632	47.01
465	261	0.57	21893	47.58
466	287	0.62	22180	48.21

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
467	28	0.06	22208	48.27
469	406	0.88	22614	49.15
470	134	0.29	22748	49.44
471	10	0.02	22758	49.46
472	408	0.89	23166	50.35
473	389	0.85	23555	51.19
474	43	0.09	23598	51.29
475	23	0.05	23621	51.34
476	66	0.14	23687	51.48
477	399	0.87	24086	52.35
478	18	0.04	24104	52.39
479	344	0.75	24448	53.14
480	309	0.67	24757	53.81
481	335	0.73	25092	54.53
482	26	0.06	25118	54.59
483	127	0.28	25245	54.87
484	4	0.01	25249	54.88
485	318	0.69	25567	55.57
486	191	0.42	25758	55.98
487	432	0.94	26190	56.92
488	127	0.28	26317	57.20
489	352	0.77	26669	57.96
490	185	0.40	26854	58.36
491	1	0.00	26855	58.37
492	92	0.20	26947	58.57
493	8	0.02	26955	58.58
494	254	0.55	27209	59.14
495	823	1.79	28032	60.92
496	121	0.26	28153	61.19
499	507	1.10	28660	62.29
501	12	0.03	28672	62.32
502	422	0.92	29094	63.23
503	465	1.01	29559	64.24
505	382	0.83	29941	65.07
506	26	0.06	29967	65.13
507	259	0.56	30226	65.69

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
508	12	0.03	30238	65.72
509	147	0.32	30385	66.04
510	34	0.07	30419	66.11
511	378	0.82	30797	66.93
512	790	1.72	31587	68.65
513	60	0.13	31647	68.78
515	20	0.04	31667	68.82
516	3	0.01	31670	68.83
517	711	1.55	32381	70.38
520	100	0.22	32481	70.59
521	525	1.14	33006	71.74
522	42	0.09	33048	71.83
524	657	1.43	33705	73.25
525	343	0.75	34048	74.00
528	177	0.38	34225	74.38
529	67	0.15	34292	74.53
531	3	0.01	34295	74.54
533	924	2.01	35219	76.54
535	533	1.16	35752	77.70
537	147	0.32	35899	78.02
538	361	0.78	36260	78.81
540	8	0.02	36268	78.82
542	13	0.03	36281	78.85
545	729	1.58	37010	80.44
547	758	1.65	37768	82.08
549	27	0.06	37795	82.14
552	27	0.06	37822	82.20
554	643	1.40	38465	83.60
555	372	0.81	38837	84.41
556	74	0.16	38911	84.57
560	108	0.23	39019	84.80
561	16	0.03	39035	84.84
565	129	0.28	39164	85.12
568	1483	3.22	40647	88.34
569	53	0.12	40700	88.46
570	195	0.42	40895	88.88

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
574	3	0.01	40898	88.89
577	376	0.82	41274	89.70
581	2	0.00	41276	89.71
586	412	0.90	41688	90.60
587	149	0.32	41837	90.93
588	6	0.01	41843	90.94
589	791	1.72	42634	92.66
596	9	0.02	42643	92.68
599	297	0.65	42940	93.33
600	618	1.34	43558	94.67
604	21	0.05	43579	94.71
614	52	0.11	43631	94.83
620	490	1.06	44121	95.89
621	629	1.37	44750	97.26
627	109	0.24	44859	97.50
648	233	0.51	45092	98.00
652	534	1.16	45626	99.16
680	385	0.84	46011	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
227	6281	15.51	6281	15.51
259	373	0.92	6654	16.43
270	482	1.19	7136	17.62
276	189	0.47	7325	18.08
287	143	0.35	7468	18.44
288	539	1.33	8007	19.77
295	95	0.23	8102	20.00
299	476	1.18	8578	21.18
301	137	0.34	8715	21.52
307	38	0.09	8753	21.61
308	391	0.97	9144	22.57
311	27	0.07	9171	22.64
316	309	0.76	9480	23.40
319	199	0.49	9679	23.90
320	22	0.05	9701	23.95
324	195	0.48	9896	24.43
328	16	0.04	9912	24.47
329	49	0.12	9961	24.59
331	216	0.53	10177	25.13
335	3	0.01	10180	25.13
337	104	0.26	10284	25.39
338	67	0.17	10351	25.55
339	5	0.01	10356	25.57
340	95	0.23	10451	25.80
343	4	0.01	10455	25.81
344	21	0.05	10476	25.86
345	38	0.09	10514	25.96
346	3	0.01	10517	25.96
347	67	0.17	10584	26.13
348	166	0.41	10750	26.54
349	14	0.03	10764	26.57
350	3	0.01	10767	26.58
354	40	0.10	10807	26.68
355	79	0.20	10886	26.88
357	73	0.18	10959	27.06
358	16	0.04	10975	27.10

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
359	63	0.16	11038	27.25
362	72	0.18	11110	27.43
363	19	0.05	11129	27.48
365	61	0.15	11190	27.63
366	11	0.03	11201	27.65
367	77	0.19	11278	27.84
368	59	0.15	11337	27.99
369	19	0.05	11356	28.04
370	7	0.02	11363	28.05
372	17	0.04	11380	28.10
373	57	0.14	11437	28.24
374	9	0.02	11446	28.26
375	26	0.06	11472	28.32
376	132	0.33	11604	28.65
377	13	0.03	11617	28.68
378	3	0.01	11620	28.69
379	31	0.08	11651	28.76
380	44	0.11	11695	28.87
381	5	0.01	11700	28.89
382	35	0.09	11735	28.97
383	78	0.19	11813	29.16
384	69	0.17	11882	29.33
385	16	0.04	11898	29.37
387	23	0.06	11921	29.43
388	66	0.16	11987	29.59
389	4	0.01	11991	29.60
390	95	0.23	12086	29.84
391	40	0.10	12126	29.94
392	70	0.17	12196	30.11
393	1	0.00	12197	30.11
394	12	0.03	12209	30.14
396	73	0.18	12282	30.32
397	57	0.14	12339	30.46
398	55	0.14	12394	30.60
399	7	0.02	12401	30.62
400	68	0.17	12469	30.78

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
401	27	0.07	12496	30.85
403	58	0.14	12554	30.99
405	116	0.29	12670	31.28
406	8	0.02	12678	31.30
407	25	0.06	12703	31.36
408	51	0.13	12754	31.49
409	68	0.17	12822	31.66
410	24	0.06	12846	31.71
411	20	0.05	12866	31.76
412	61	0.15	12927	31.91
413	55	0.14	12982	32.05
415	54	0.13	13036	32.18
416	70	0.17	13106	32.36
417	74	0.18	13180	32.54
418	6	0.01	13186	32.55
419	53	0.13	13239	32.68
420	77	0.19	13316	32.87
421	8	0.02	13324	32.89
422	30	0.07	13354	32.97
423	34	0.08	13388	33.05
424	96	0.24	13484	33.29
425	6	0.01	13490	33.30
426	35	0.09	13525	33.39
427	47	0.12	13572	33.51
428	74	0.18	13646	33.69
429	25	0.06	13671	33.75
430	33	0.08	13704	33.83
431	49	0.12	13753	33.95
432	71	0.18	13824	34.13
433	13	0.03	13837	34.16
434	51	0.13	13888	34.29
435	108	0.27	13996	34.55
437	6	0.01	14002	34.57
438	75	0.19	14077	34.75
439	83	0.20	14160	34.96
440	10	0.02	14170	34.98

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
442	147	0.36	14317	35.35
443	45	0.11	14362	35.46
444	8	0.02	14370	35.48
446	140	0.35	14510	35.82
447	42	0.10	14552	35.93
448	23	0.06	14575	35.98
449	96	0.24	14671	36.22
450	82	0.20	14753	36.42
451	34	0.08	14787	36.51
452	22	0.05	14809	36.56
453	93	0.23	14902	36.79
454	79	0.20	14981	36.99
455	43	0.11	15024	37.09
457	120	0.30	15144	37.39
458	67	0.17	15211	37.55
459	23	0.06	15234	37.61
460	22	0.05	15256	37.66
461	125	0.31	15381	37.97
462	80	0.20	15461	38.17
463	29	0.07	15490	38.24
464	75	0.19	15565	38.43
465	125	0.31	15690	38.74
466	3	0.01	15693	38.74
467	64	0.16	15757	38.90
468	75	0.19	15832	39.09
469	127	0.31	15959	39.40
470	32	0.08	15991	39.48
471	55	0.14	16046	39.61
472	109	0.27	16155	39.88
473	65	0.16	16220	40.04
474	87	0.21	16307	40.26
475	16	0.04	16323	40.30
476	13	0.03	16336	40.33
477	178	0.44	16514	40.77
478	63	0.16	16577	40.93
479	66	0.16	16643	41.09

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
481	186	0.46	16829	41.55
482	83	0.20	16912	41.75
483	42	0.10	16954	41.86
484	51	0.13	17005	41.98
485	102	0.25	17107	42.23
486	188	0.46	17295	42.70
487	8	0.02	17303	42.72
490	279	0.69	17582	43.41
491	20	0.05	17602	43.46
492	75	0.19	17677	43.64
494	221	0.55	17898	44.19
495	121	0.30	18019	44.49
496	4	0.01	18023	44.50
498	212	0.52	18235	45.02
499	164	0.40	18399	45.42
500	90	0.22	18489	45.65
502	153	0.38	18642	46.02
504	174	0.43	18816	46.45
505	34	0.08	18850	46.54
506	326	0.80	19176	47.34
508	1	0.00	19177	47.34
509	260	0.64	19437	47.99
511	185	0.46	19622	48.44
512	2	0.00	19624	48.45
513	78	0.19	19702	48.64
514	144	0.36	19846	49.00
515	172	0.42	20018	49.42
516	211	0.52	20229	49.94
517	113	0.28	20342	50.22
518	8	0.02	20350	50.24
519	2	0.00	20352	50.25
521	275	0.68	20627	50.92
522	257	0.63	20884	51.56
523	151	0.37	21035	51.93
525	47	0.12	21082	52.05
526	213	0.53	21295	52.57

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
527	276	0.68	21571	53.26
528	14	0.03	21585	53.29
529	1	0.00	21586	53.29
531	462	1.14	22048	54.43
532	16	0.04	22064	54.47
533	9	0.02	22073	54.49
534	81	0.20	22154	54.69
535	331	0.82	22485	55.51
536	37	0.09	22522	55.60
537	342	0.84	22864	56.45
540	40	0.10	22904	56.55
541	23	0.06	22927	56.60
543	895	2.21	23822	58.81
544	80	0.20	23902	59.01
548	126	0.31	24028	59.32
549	40	0.10	24068	59.42
550	469	1.16	24537	60.58
551	2	0.00	24539	60.58
553	190	0.47	24729	61.05
554	1	0.00	24730	61.05
555	303	0.75	25033	61.80
558	390	0.96	25423	62.77
559	556	1.37	25979	64.14
563	377	0.93	26356	65.07
566	11	0.03	26367	65.10
569	487	1.20	26854	66.30
570	781	1.93	27635	68.23
571	1	0.00	27636	68.23
574	22	0.05	27658	68.28
577	634	1.57	28292	69.85
578	6	0.01	28298	69.86
581	6	0.01	28304	69.88
583	62	0.15	28366	70.03
585	779	1.92	29145	71.95
586	550	1.36	29695	73.31
589	19	0.05	29714	73.36

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
593	32	0.08	29746	73.44
595	198	0.49	29944	73.93
597	953	2.35	30897	76.28
601	73	0.18	30970	76.46
606	109	0.27	31079	76.73
610	31	0.08	31110	76.81
611	554	1.37	31664	78.17
612	934	2.31	32598	80.48
616	266	0.66	32864	81.14
622	437	1.08	33301	82.21
630	545	1.35	33846	83.56
637	879	2.17	34725	85.73
638	941	2.32	35666	88.05
650	938	2.32	36604	90.37
664	472	1.17	37076	91.53
665	1210	2.99	38286	94.52
690	1287	3.18	39573	97.70
717	932	2.30	40505	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
232	7230	13.35	7230	13.35
251	419	0.77	7649	14.12
259	366	0.68	8015	14.80
278	91	0.17	8106	14.96
281	181	0.33	8287	15.30
293	742	1.37	9029	16.67
299	56	0.10	9085	16.77
303	67	0.12	9152	16.90
309	585	1.08	9737	17.98
310	43	0.08	9780	18.06
312	55	0.10	9835	18.16
316	34	0.06	9869	18.22
319	559	1.03	10428	19.25
320	137	0.25	10565	19.50
321	49	0.09	10614	19.59
326	12	0.02	10626	19.62
328	478	0.88	11104	20.50
331	15	0.03	11119	20.53
335	19	0.04	11138	20.56
336	470	0.87	11608	21.43
340	18	0.03	11626	21.46
342	91	0.17	11717	21.63
344	229	0.42	11946	22.05
345	9	0.02	11955	22.07
346	173	0.32	12128	22.39
348	2	0.00	12130	22.39
350	9	0.02	12139	22.41
352	153	0.28	12292	22.69
354	72	0.13	12364	22.83
355	164	0.30	12528	23.13
356	7	0.01	12535	23.14
357	112	0.21	12647	23.35
358	10	0.02	12657	23.37
359	91	0.17	12748	23.53
360	6	0.01	12754	23.55
362	7	0.01	12761	23.56

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
363	117	0.22	12878	23.77
364	41	0.08	12919	23.85
365	6	0.01	12925	23.86
366	2	0.00	12927	23.87
368	199	0.37	13126	24.23
369	3	0.01	13129	24.24
370	73	0.13	13202	24.37
371	122	0.23	13324	24.60
374	8	0.01	13332	24.61
376	64	0.12	13396	24.73
377	149	0.28	13545	25.01
379	140	0.26	13685	25.26
380	115	0.21	13800	25.48
382	24	0.04	13824	25.52
383	1	0.00	13825	25.52
385	106	0.20	13931	25.72
386	86	0.16	14017	25.88
387	59	0.11	14076	25.99
389	111	0.20	14187	26.19
390	64	0.12	14251	26.31
391	7	0.01	14258	26.32
392	11	0.02	14269	26.34
393	128	0.24	14397	26.58
395	33	0.06	14430	26.64
396	13	0.02	14443	26.66
397	143	0.26	14586	26.93
398	39	0.07	14625	27.00
399	152	0.28	14777	27.28
400	57	0.11	14834	27.39
401	4	0.01	14838	27.39
403	101	0.19	14939	27.58
405	74	0.14	15013	27.72
406	84	0.16	15097	27.87
407	87	0.16	15184	28.03
408	121	0.22	15305	28.26
412	76	0.14	15381	28.40

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
413	84	0.16	15465	28.55
414	80	0.15	15545	28.70
415	76	0.14	15621	28.84
416	106	0.20	15727	29.03
417	59	0.11	15786	29.14
418	25	0.05	15811	29.19
420	120	0.22	15931	29.41
421	3	0.01	15934	29.42
422	204	0.38	16138	29.79
424	9	0.02	16147	29.81
425	68	0.13	16215	29.94
426	11	0.02	16226	29.96
427	57	0.11	16283	30.06
428	90	0.17	16373	30.23
429	93	0.17	16466	30.40
430	96	0.18	16562	30.58
431	48	0.09	16610	30.66
433	65	0.12	16675	30.78
435	104	0.19	16779	30.98
436	75	0.14	16854	31.11
437	84	0.16	16938	31.27
438	94	0.17	17032	31.44
439	63	0.12	17095	31.56
440	28	0.05	17123	31.61
441	50	0.09	17173	31.70
443	136	0.25	17309	31.95
444	70	0.13	17379	32.08
445	76	0.14	17455	32.22
446	72	0.13	17527	32.36
447	102	0.19	17629	32.55
448	133	0.25	17762	32.79
451	77	0.14	17839	32.93
452	163	0.30	18002	33.23
453	57	0.11	18059	33.34
454	40	0.07	18099	33.41
455	69	0.13	18168	33.54

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
456	123	0.23	18291	33.77
457	58	0.11	18349	33.87
458	66	0.12	18415	34.00
459	66	0.12	18481	34.12
460	117	0.22	18598	34.33
461	23	0.04	18621	34.38
462	121	0.22	18742	34.60
463	63	0.12	18805	34.72
464	107	0.20	18912	34.91
465	65	0.12	18977	35.03
466	7	0.01	18984	35.05
467	157	0.29	19141	35.34
468	41	0.08	19182	35.41
469	19	0.04	19201	35.45
470	84	0.16	19285	35.60
471	214	0.40	19499	36.00
472	41	0.08	19540	36.07
473	15	0.03	19555	36.10
475	188	0.35	19743	36.45
476	96	0.18	19839	36.63
477	77	0.14	19916	36.77
478	26	0.05	19942	36.82
479	209	0.39	20151	37.20
480	128	0.24	20279	37.44
481	85	0.16	20364	37.59
483	196	0.36	20560	37.96
484	126	0.23	20686	38.19
485	11	0.02	20697	38.21
486	84	0.16	20781	38.36
487	212	0.39	20993	38.76
488	102	0.19	21095	38.94
489	73	0.13	21168	39.08
490	55	0.10	21223	39.18
491	22	0.04	21245	39.22
492	279	0.52	21524	39.74
493	25	0.05	21549	39.78

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
494	125	0.23	21674	40.01
495	15	0.03	21689	40.04
496	270	0.50	21959	40.54
497	19	0.04	21978	40.57
498	108	0.20	22086	40.77
499	41	0.08	22127	40.85
500	239	0.44	22366	41.29
501	79	0.15	22445	41.44
502	127	0.23	22572	41.67
503	21	0.04	22593	41.71
504	117	0.22	22710	41.93
505	175	0.32	22885	42.25
506	197	0.36	23082	42.61
507	50	0.09	23132	42.70
509	136	0.25	23268	42.96
510	151	0.28	23419	43.23
511	256	0.47	23675	43.71
512	77	0.14	23752	43.85
513	161	0.30	23913	44.15
515	391	0.72	24304	44.87
516	2	0.00	24306	44.87
518	270	0.50	24576	45.37
519	329	0.61	24905	45.98
520	1	0.00	24906	45.98
521	118	0.22	25024	46.20
523	301	0.56	25325	46.75
524	231	0.43	25556	47.18
525	60	0.11	25616	47.29
526	18	0.03	25634	47.32
527	260	0.48	25894	47.80
528	56	0.10	25950	47.91
529	380	0.70	26330	48.61
532	250	0.46	26580	49.07
534	380	0.70	26960	49.77
535	168	0.31	27128	50.08
536	347	0.64	27475	50.72

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
539	11	0.02	27486	50.74
540	386	0.71	27872	51.46
541	288	0.53	28160	51.99
542	230	0.42	28390	52.41
543	34	0.06	28424	52.47
544	130	0.24	28554	52.71
546	559	1.03	29113	53.75
548	27	0.05	29140	53.80
549	212	0.39	29352	54.19
550	2	0.00	29354	54.19
551	159	0.29	29513	54.49
552	380	0.70	29893	55.19
553	497	0.92	30390	56.10
555	33	0.06	30423	56.17
557	35	0.06	30458	56.23
558	653	1.21	31111	57.44
560	117	0.22	31228	57.65
561	308	0.57	31536	58.22
563	370	0.68	31906	58.90
564	61	0.11	31967	59.02
565	409	0.76	32376	59.77
567	1	0.00	32377	59.77
569	446	0.82	32823	60.60
571	231	0.43	33054	61.02
572	137	0.25	33191	61.28
573	98	0.18	33289	61.46
574	416	0.77	33705	62.22
575	467	0.86	34172	63.09
578	130	0.24	34302	63.33
579	2	0.00	34304	63.33
580	45	0.08	34349	63.41
581	1	0.00	34350	63.41
582	725	1.34	35075	64.75
583	585	1.08	35660	65.83
587	256	0.47	35916	66.31
589	70	0.13	35986	66.44

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening/Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
590	6	0.01	35992	66.45
591	591	1.09	36583	67.54
592	283	0.52	36866	68.06
595	349	0.64	37215	68.70
597	2	0.00	37217	68.71
598	394	0.73	37611	69.44
599	172	0.32	37783	69.75
600	635	1.17	38418	70.93
604	558	1.03	38976	71.96
606	25	0.05	39001	72.00
608	48	0.09	39049	72.09
611	596	1.10	39645	73.19
612	919	1.70	40564	74.89
615	69	0.13	40633	75.01
617	87	0.16	40720	75.17
620	730	1.35	41450	76.52
622	131	0.24	41581	76.76
625	124	0.23	41705	76.99
627	168	0.31	41873	77.30
629	1320	2.44	43193	79.74
633	243	0.45	43436	80.19
638	239	0.44	43675	80.63
639	434	0.80	44109	81.43
641	870	1.61	44979	83.04
646	458	0.85	45437	83.88
652	148	0.27	45585	84.16
654	579	1.07	46164	85.23
655	420	0.78	46584	86.00
658	858	1.58	47442	87.58
664	745	1.38	48187	88.96
669	309	0.57	48496	89.53
676	888	1.64	49384	91.17
684	759	1.40	50143	92.57
692	1004	1.85	51147	94.42
698	682	1.26	51829	95.68
718	1083	2.00	52912	97.68
732	1255	2.32	54167	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	56469	21.95	56469	21.95
283	12197	4.74	68666	26.69
312	12293	4.78	80959	31.47
329	12916	5.02	93875	36.49
343	13867	5.39	107742	41.88
356	14694	5.71	122436	47.59
367	15666	6.09	138102	53.68
378	16314	6.34	154416	60.02
390	16637	6.47	171053	66.48
402	16259	6.32	187312	72.80
417	15874	6.17	203186	78.97
433	14540	5.65	217726	84.62
451	12510	4.86	230236	89.49
473	10473	4.07	240709	93.56
499	7797	3.03	248506	96.59
538	5648	2.20	254154	98.78
570	3136	1.22	257290	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score
Frequency Distribution**

Listening, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	7630	16.58	7630	16.58
221	836	1.82	8466	18.40
315	1117	2.43	9583	20.83
347	1198	2.60	10781	23.43
368	1267	2.75	12048	26.19
385	1312	2.85	13360	29.04
401	1458	3.17	14818	32.21
415	1580	3.43	16398	35.64
429	1756	3.82	18154	39.46
443	2041	4.44	20195	43.89
457	2490	5.41	22685	49.30
473	2869	6.24	25554	55.54
489	3426	7.45	28980	62.98
509	3990	8.67	32970	71.66
534	4686	10.18	37656	81.84
576	4842	10.52	42498	92.36
640	3513	7.64	46011	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Listening, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	7325	18.08	7325	18.08
315	861	2.13	8186	20.21
351	1067	2.63	9253	22.84
374	1088	2.69	10341	25.53
392	1014	2.50	11355	28.03
408	1020	2.52	12375	30.55
423	909	2.24	13284	32.80
437	880	2.17	14164	34.97
451	955	2.36	15119	37.33
466	1157	2.86	16276	40.18
483	1475	3.64	17751	43.82
501	2087	5.15	19838	48.98
525	3084	7.61	22922	56.59
556	4503	11.12	27425	67.71
609	6269	15.48	33694	83.18
715	6811	16.82	40505	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score
Frequency Distribution**

Listening, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	8267	15.26	8267	15.26
267	745	1.38	9012	16.64
352	1093	2.02	10105	18.66
383	1238	2.29	11343	20.94
404	1415	2.61	12758	23.55
422	1501	2.77	14259	26.32
438	1355	2.50	15614	28.83
454	1408	2.60	17022	31.43
469	1533	2.83	18555	34.26
484	1707	3.15	20262	37.41
501	2127	3.93	22389	41.33
518	2682	4.95	25071	46.28
539	3647	6.73	28718	53.02
564	4659	8.60	33377	61.62
598	6098	11.26	39475	72.88
656	7406	13.67	46881	86.55
725	7286	13.45	54167	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Speaking, Grade Span K–2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
140	64518	25.08	64518	25.08
249	7776	3.02	72294	28.10
281	6181	2.40	78475	30.50
301	5701	2.22	84176	32.72
316	5126	1.99	89302	34.71
328	5251	2.04	94553	36.75
338	6095	2.37	100648	39.12
348	6497	2.53	107145	41.64
357	7301	2.84	114446	44.48
365	8066	3.13	122512	47.62
374	8446	3.28	130958	50.90
382	9031	3.51	139989	54.41
390	9584	3.72	149573	58.13
398	9806	3.81	159379	61.95
406	10124	3.93	169503	65.88
415	10245	3.98	179748	69.86
424	10241	3.98	189989	73.84
433	9917	3.85	199906	77.70
444	9686	3.76	209592	81.46
455	9059	3.52	218651	84.98
467	8865	3.45	227516	88.43
482	8114	3.15	235630	91.58
501	7520	2.92	243150	94.50
524	6518	2.53	249668	97.04
561	5138	2.00	254806	99.03
630	2484	0.97	257290	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score
Frequency Distribution**

Speaking, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
200	9783	21.26	9783	21.26
274	1106	2.40	10889	23.67
307	818	1.78	11707	25.44
327	703	1.53	12410	26.97
342	535	1.16	12945	28.13
354	395	0.86	13340	28.99
365	397	0.86	13737	29.86
375	358	0.78	14095	30.63
384	357	0.78	14452	31.41
393	374	0.81	14826	32.22
401	393	0.85	15219	33.08
408	430	0.93	15649	34.01
416	521	1.13	16170	35.14
423	550	1.20	16720	36.34
430	638	1.39	17358	37.73
437	746	1.62	18104	39.35
444	890	1.93	18994	41.28
451	1023	2.22	20017	43.50
458	1154	2.51	21171	46.01
465	1404	3.05	22575	49.06
472	1552	3.37	24127	52.44
481	1889	4.11	26016	56.54
490	2189	4.76	28205	61.30
501	2534	5.51	30739	66.81
515	2927	6.36	33666	73.17
533	3291	7.15	36957	80.32
561	3654	7.94	40611	88.26
602	2927	6.36	43538	94.63
665	1651	3.59	45189	98.21
720	822	1.79	46011	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Speaking, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
225	8961	22.12	8961	22.12
288	1025	2.53	9986	24.65
323	661	1.63	10647	26.29
344	560	1.38	11207	27.67
360	426	1.05	11633	28.72
373	293	0.72	11926	29.44
384	284	0.70	12210	30.14
393	334	0.82	12544	30.97
402	297	0.73	12841	31.70
410	337	0.83	13178	32.53
418	319	0.79	13497	33.32
426	318	0.79	13815	34.11
433	357	0.88	14172	34.99
441	406	1.00	14578	35.99
448	436	1.08	15014	37.07
456	494	1.22	15508	38.29
463	586	1.45	16094	39.73
471	662	1.63	16756	41.37
479	792	1.96	17548	43.32
488	962	2.38	18510	45.70
497	1163	2.87	19673	48.57
507	1378	3.40	21051	51.97
518	1693	4.18	22744	56.15
530	1983	4.90	24727	61.05
545	2314	5.71	27041	66.76
562	2806	6.93	29847	73.69
585	2966	7.32	32813	81.01
616	3147	7.77	35960	88.78
666	2840	7.01	38800	95.79
720	1705	4.21	40505	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Speaking, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
235	11017	20.34	11017	20.34
289	1485	2.74	12502	23.08
332	1052	1.94	13554	25.02
357	912	1.68	14466	26.71
376	728	1.34	15194	28.05
390	686	1.27	15880	29.32
403	590	1.09	16470	30.41
413	574	1.06	17044	31.47
423	551	1.02	17595	32.48
433	560	1.03	18155	33.52
441	607	1.12	18762	34.64
450	579	1.07	19341	35.71
458	676	1.25	20017	36.95
466	734	1.36	20751	38.31
474	854	1.58	21605	39.89
483	946	1.75	22551	41.63
491	1069	1.97	23620	43.61
500	1260	2.33	24880	45.93
509	1394	2.57	26274	48.51
519	1671	3.08	27945	51.59
529	1875	3.46	29820	55.05
541	2055	3.79	31875	58.85
553	2427	4.48	34302	63.33
567	2620	4.84	36922	68.16
584	2867	5.29	39789	73.46
603	3036	5.60	42825	79.06
627	3103	5.73	45928	84.79
660	2928	5.41	48856	90.20
712	2756	5.09	51612	95.28
740	2555	4.72	54167	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Reading, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	4348	23.67	4348	23.67
299	605	3.29	4953	26.96
357	731	3.98	5684	30.94
379	879	4.78	6563	35.73
393	915	4.98	7478	40.71
404	807	4.39	8285	45.10
412	792	4.31	9077	49.41
420	680	3.70	9757	53.11
426	613	3.34	10370	56.45
433	531	2.89	10901	59.34
439	482	2.62	11383	61.97
444	459	2.50	11842	64.46
450	448	2.44	12290	66.90
456	489	2.66	12779	69.56
461	436	2.37	13215	71.94
467	451	2.46	13666	74.39
473	472	2.57	14138	76.96
480	428	2.33	14566	79.29
486	485	2.64	15051	81.93
493	441	2.40	15492	84.33
500	419	2.28	15911	86.61
508	454	2.47	16365	89.09
516	391	2.13	16756	91.21
524	383	2.08	17139	93.30
533	349	1.90	17488	95.20
543	310	1.69	17798	96.89
556	270	1.47	18068	98.36
577	199	1.08	18267	99.44
650	103	0.56	18370	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score
Frequency Distribution**

Reading, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
280	8868	19.27	8868	19.27
315	902	1.96	9770	21.23
374	1221	2.65	10991	23.89
398	1441	3.13	12432	27.02
414	1673	3.64	14105	30.66
426	1619	3.52	15724	34.17
436	1517	3.30	17241	37.47
444	1494	3.25	18735	40.72
452	1310	2.85	20045	43.57
459	1155	2.51	21200	46.08
465	1173	2.55	22373	48.63
472	1072	2.33	23445	50.96
478	1097	2.38	24542	53.34
483	1026	2.23	25568	55.57
489	1100	2.39	26668	57.96
495	1185	2.58	27853	60.54
500	1212	2.63	29065	63.17
506	1199	2.61	30264	65.78
512	1197	2.60	31461	68.38
518	1274	2.77	32735	71.15
525	1364	2.96	34099	74.11
531	1320	2.87	35419	76.98
539	1399	3.04	36818	80.02
547	1485	3.23	38303	83.25
556	1392	3.03	39695	86.27
567	1429	3.11	41124	89.38
579	1367	2.97	42491	92.35
595	1232	2.68	43723	95.03
616	1077	2.34	44800	97.37
653	786	1.71	45586	99.08
700	425	0.92	46011	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score
Frequency Distribution
Reading, Grade Span 6–8**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	7554	18.65	7554	18.65
368	763	1.88	8317	20.53
411	1058	2.61	9375	23.15
433	1241	3.06	10616	26.21
448	1331	3.29	11947	29.50
460	1286	3.17	13233	32.67
471	1247	3.08	14480	35.75
481	1131	2.79	15611	38.54
490	1103	2.72	16714	41.26
498	919	2.27	17633	43.53
506	967	2.39	18600	45.92
513	980	2.42	19580	48.34
520	918	2.27	20498	50.61
527	1009	2.49	21507	53.10
534	999	2.47	22506	55.56
540	1049	2.59	23555	58.15
547	1024	2.53	24579	60.68
553	1103	2.72	25682	63.40
560	1125	2.78	26807	66.18
566	1245	3.07	28052	69.26
573	1257	3.10	29309	72.36
581	1361	3.36	30670	75.72
589	1454	3.59	32124	79.31
598	1365	3.37	33489	82.68
609	1325	3.27	34814	85.95
621	1329	3.28	36143	89.23
638	1357	3.35	37500	92.58
663	1259	3.11	38759	95.69
712	1114	2.75	39873	98.44
750	632	1.56	40505	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution
Reading, Grade Span 9–12**

Scale Score	Freq.	%	Cum. Freq.	Cum. %
320	8791	16.23	8791	16.23
391	782	1.44	9573	17.67
425	1084	2.00	10657	19.67
447	1353	2.50	12010	22.17
465	1454	2.68	13464	24.86
479	1591	2.94	15055	27.79
492	1574	2.91	16629	30.70
503	1610	2.97	18239	33.67
513	1656	3.06	19895	36.73
523	1564	2.89	21459	39.62
532	1527	2.82	22986	42.44
540	1527	2.82	24513	45.25
548	1571	2.90	26084	48.15
556	1554	2.87	27638	51.02
564	1592	2.94	29230	53.96
572	1659	3.06	30889	57.03
580	1691	3.12	32580	60.15
588	1821	3.36	34401	63.51
597	1888	3.49	36289	66.99
606	1975	3.65	38264	70.64
615	2018	3.73	40282	74.37
625	2106	3.89	42388	78.25
637	2049	3.78	44437	82.04
649	1999	3.69	46436	85.73
664	1896	3.50	48332	89.23
683	1791	3.31	50123	92.53
709	1699	3.14	51822	95.67
750	1474	2.72	53296	98.39
770	871	1.61	54167	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Writing, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	5238	28.51	5238	28.51
347	640	3.48	5878	32.00
373	634	3.45	6512	35.45
388	595	3.24	7107	38.69
399	473	2.57	7580	41.26
407	457	2.49	8037	43.75
414	416	2.26	8453	46.02
420	435	2.37	8888	48.38
426	440	2.40	9328	50.78
431	402	2.19	9730	52.97
437	367	2.00	10097	54.96
442	448	2.44	10545	57.40
447	476	2.59	11021	59.99
452	454	2.47	11475	62.47
457	496	2.70	11971	65.17
463	455	2.48	12426	67.64
468	481	2.62	12907	70.26
474	472	2.57	13379	72.83
480	524	2.85	13903	75.68
487	602	3.28	14505	78.96
494	614	3.34	15119	82.30
502	621	3.38	15740	85.68
510	586	3.19	16326	88.87
519	546	2.97	16872	91.85
530	476	2.59	17348	94.44
543	389	2.12	17737	96.55
559	293	1.59	18030	98.15
579	207	1.13	18237	99.28
610	101	0.55	18338	99.83
690	32	0.17	18370	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score
Frequency Distribution**

Writing, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	9920	21.56	9920	21.56
334	1074	2.33	10994	23.89
369	1069	2.32	12063	26.22
387	1026	2.23	13089	28.45
400	815	1.77	13904	30.22
410	707	1.54	14611	31.76
418	672	1.46	15283	33.22
425	657	1.43	15940	34.64
431	628	1.36	16568	36.01
437	645	1.40	17213	37.41
443	732	1.59	17945	39.00
449	782	1.70	18727	40.70
454	730	1.59	19457	42.29
459	831	1.81	20288	44.09
465	867	1.88	21155	45.98
470	952	2.07	22107	48.05
476	1029	2.24	23136	50.28
483	1171	2.55	24307	52.83
489	1363	2.96	25670	55.79
496	1588	3.45	27258	59.24
504	1823	3.96	29081	63.20
513	2098	4.56	31179	67.76
522	2296	4.99	33475	72.75
533	2583	5.61	36058	78.37
545	2700	5.87	38758	84.24
559	2496	5.42	41254	89.66
575	2088	4.54	43342	94.20
595	1495	3.25	44837	97.45
620	811	1.76	45648	99.21
657	298	0.65	45946	99.86
740	65	0.14	46011	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Writing, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	7421	18.32	7421	18.32
345	747	1.84	8168	20.17
381	828	2.04	8996	22.21
399	765	1.89	9761	24.10
412	750	1.85	10511	25.95
422	594	1.47	11105	27.42
430	567	1.40	11672	28.82
438	538	1.33	12210	30.14
445	566	1.40	12776	31.54
451	591	1.46	13367	33.00
457	580	1.43	13947	34.43
463	576	1.42	14523	35.85
468	537	1.33	15060	37.18
474	575	1.42	15635	38.60
479	584	1.44	16219	40.04
485	642	1.58	16861	41.63
491	670	1.65	17531	43.28
497	771	1.90	18302	45.18
504	881	2.18	19183	47.36
511	1006	2.48	20189	49.84
519	1156	2.85	21345	52.70
527	1437	3.55	22782	56.24
536	1595	3.94	24377	60.18
546	2030	5.01	26407	65.19
558	2204	5.44	28611	70.64
571	2515	6.21	31126	76.84
585	2620	6.47	33746	83.31
602	2399	5.92	36145	89.24
622	2020	4.99	38165	94.22
649	1463	3.61	39628	97.83
692	687	1.70	40315	99.53
780	190	0.47	40505	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score
Frequency Distribution**

Writing, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
220	8039	14.84	8039	14.84
257	628	1.16	8667	16.00
346	788	1.45	9455	17.46
377	853	1.57	10308	19.03
396	875	1.62	11183	20.65
410	843	1.56	12026	22.20
422	806	1.49	12832	23.69
432	754	1.39	13586	25.08
440	731	1.35	14317	26.43
448	743	1.37	15060	27.80
456	764	1.41	15824	29.21
463	751	1.39	16575	30.60
470	715	1.32	17290	31.92
476	785	1.45	18075	33.37
482	785	1.45	18860	34.82
489	847	1.56	19707	36.38
495	848	1.57	20555	37.95
501	1002	1.85	21557	39.80
507	963	1.78	22520	41.58
513	1067	1.97	23587	43.54
520	1165	2.15	24752	45.70
527	1271	2.35	26023	48.04
535	1607	2.97	27630	51.01
543	1910	3.53	29540	54.54
553	2398	4.43	31938	58.96
565	2927	5.40	34865	64.37
580	3672	6.78	38537	71.14
599	3919	7.24	42456	78.38
623	4186	7.73	46642	86.11
657	3581	6.61	50223	92.72
704	2450	4.52	52673	97.24
779	1209	2.23	53882	99.47
810	285	0.53	54167	100.00

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	2859	15.56	2859	15.56
259	102	0.56	2961	16.12
281	139	0.76	3100	16.88
288	98	0.53	3198	17.41
291	29	0.16	3227	17.57
296	126	0.69	3353	18.25
299	127	0.69	3480	18.94
304	96	0.52	3576	19.47
305	17	0.09	3593	19.56
306	121	0.66	3714	20.22
311	66	0.36	3780	20.58
312	94	0.51	3874	21.09
314	17	0.09	3891	21.18
316	104	0.57	3995	21.75
318	72	0.39	4067	22.14
320	90	0.49	4157	22.63
321	21	0.11	4178	22.74
323	118	0.64	4296	23.39
326	21	0.11	4317	23.50
327	24	0.13	4341	23.63
329	83	0.45	4424	24.08
331	28	0.15	4452	24.24
332	11	0.06	4463	24.30
333	18	0.10	4481	24.39
334	25	0.14	4506	24.53
335	88	0.48	4594	25.01
338	63	0.34	4657	25.35
340	2	0.01	4659	25.36
341	88	0.48	4747	25.84
343	55	0.30	4802	26.14
344	33	0.18	4835	26.32
345	34	0.19	4869	26.51
346	1	0.01	4870	26.51
347	23	0.13	4893	26.64
348	120	0.65	5013	27.29
350	52	0.28	5065	27.57
351	10	0.05	5075	27.63

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
352	18	0.10	5093	27.72
353	1	0.01	5094	27.73
354	41	0.22	5135	27.95
356	162	0.88	5297	28.84
358	72	0.39	5369	29.23
360	3	0.02	5372	29.24
361	61	0.33	5433	29.58
362	39	0.21	5472	29.79
363	3	0.02	5475	29.80
364	1	0.01	5476	29.81
365	126	0.69	5602	30.50
366	85	0.46	5687	30.96
367	53	0.29	5740	31.25
368	27	0.15	5767	31.39
369	9	0.05	5776	31.44
370	21	0.11	5797	31.56
372	10	0.05	5807	31.61
373	93	0.51	5900	32.12
374	35	0.19	5935	32.31
375	68	0.37	6003	32.68
376	113	0.62	6116	33.29
377	33	0.18	6149	33.47
378	33	0.18	6182	33.65
379	45	0.24	6227	33.90
380	47	0.26	6274	34.15
381	29	0.16	6303	34.31
384	76	0.41	6379	34.73
385	57	0.31	6436	35.04
386	68	0.37	6504	35.41
387	60	0.33	6564	35.73
388	23	0.13	6587	35.86
389	124	0.68	6711	36.53
390	60	0.33	6771	36.86
391	83	0.45	6854	37.31
393	22	0.12	6876	37.43
394	15	0.08	6891	37.51
395	89	0.48	6980	38.00

continues. . .

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
396	22	0.12	7002	38.12
397	92	0.50	7094	38.62
398	71	0.39	7165	39.00
399	73	0.40	7238	39.40
400	13	0.07	7251	39.47
401	34	0.19	7285	39.66
402	22	0.12	7307	39.78
403	74	0.40	7381	40.18
404	68	0.37	7449	40.55
405	114	0.62	7563	41.17
406	77	0.42	7640	41.59
407	48	0.26	7688	41.85
408	44	0.24	7732	42.09
409	67	0.36	7799	42.46
410	70	0.38	7869	42.84
411	73	0.40	7942	43.23
413	83	0.45	8025	43.69
414	132	0.72	8157	44.40
415	143	0.78	8300	45.18
417	53	0.29	8353	45.47
418	149	0.81	8502	46.28
419	2	0.01	8504	46.29
420	40	0.22	8544	46.51
421	46	0.25	8590	46.76
422	169	0.92	8759	47.68
423	46	0.25	8805	47.93
424	4	0.02	8809	47.95
425	92	0.50	8901	48.45
426	164	0.89	9065	49.35
427	90	0.49	9155	49.84
428	91	0.50	9246	50.33
429	100	0.54	9346	50.88
430	42	0.23	9388	51.11
431	129	0.70	9517	51.81
432	5	0.03	9522	51.83
433	192	1.05	9714	52.88
434	25	0.14	9739	53.02

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
435	94	0.51	9833	53.53
436	73	0.40	9906	53.92
437	18	0.10	9924	54.02
438	238	1.30	10162	55.32
439	108	0.59	10270	55.91
441	66	0.36	10336	56.27
442	177	0.96	10513	57.23
443	3	0.02	10516	57.25
444	73	0.40	10589	57.64
445	100	0.54	10689	58.19
446	176	0.96	10865	59.15
447	170	0.93	11035	60.07
448	28	0.15	11063	60.22
449	85	0.46	11148	60.69
450	103	0.56	11251	61.25
451	95	0.52	11346	61.76
453	174	0.95	11520	62.71
455	99	0.54	11619	63.25
456	166	0.90	11785	64.15
457	1	0.01	11786	64.16
458	131	0.71	11917	64.87
459	169	0.92	12086	65.79
461	78	0.42	12164	66.22
462	152	0.83	12316	67.04
463	57	0.31	12373	67.35
464	82	0.45	12455	67.80
465	120	0.65	12575	68.45
466	96	0.52	12671	68.98
467	69	0.38	12740	69.35
468	53	0.29	12793	69.64
469	62	0.34	12855	69.98
470	122	0.66	12977	70.64
471	118	0.64	13095	71.28
472	47	0.26	13142	71.54
473	90	0.49	13232	72.03
474	84	0.46	13316	72.49
475	114	0.62	13430	73.11

continues. . .

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Appendix I: Scale Score Frequency Distributions

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
476	75	0.41	13505	73.52
477	84	0.46	13589	73.97
478	10	0.05	13599	74.03
479	157	0.85	13756	74.88
480	69	0.38	13825	75.26
481	29	0.16	13854	75.42
482	59	0.32	13913	75.74
483	195	1.06	14108	76.80
485	57	0.31	14165	77.11
486	177	0.96	14342	78.07
487	43	0.23	14385	78.31
488	59	0.32	14444	78.63
489	81	0.44	14525	79.07
490	71	0.39	14596	79.46
491	78	0.42	14674	79.88
492	121	0.66	14795	80.54
494	130	0.71	14925	81.25
495	28	0.15	14953	81.40
496	96	0.52	15049	81.92
497	62	0.34	15111	82.26
498	77	0.42	15188	82.68
499	151	0.82	15339	83.50
501	19	0.10	15358	83.60
502	71	0.39	15429	83.99
503	153	0.83	15582	84.82
504	25	0.14	15607	84.96
505	87	0.47	15694	85.43
507	119	0.65	15813	86.08
508	30	0.16	15843	86.24
509	81	0.44	15924	86.68
510	40	0.22	15964	86.90
511	81	0.44	16045	87.34
512	99	0.54	16144	87.88
513	42	0.23	16186	88.11
514	29	0.16	16215	88.27
515	128	0.70	16343	88.97

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
516	57	0.31	16400	89.28
518	41	0.22	16441	89.50
519	101	0.55	16542	90.05
521	106	0.58	16648	90.63
523	98	0.53	16746	91.16
525	56	0.30	16802	91.46
527	160	0.87	16962	92.34
528	67	0.36	17029	92.70
531	163	0.89	17192	93.59
535	177	0.96	17369	94.55
538	20	0.11	17389	94.66
539	84	0.46	17473	95.12
540	84	0.46	17557	95.57
541	1	0.01	17558	95.58
543	85	0.46	17643	96.04
547	169	0.92	17812	96.96
550	1	0.01	17813	96.97
551	103	0.56	17916	97.53
556	107	0.58	18023	98.11
557	74	0.40	18097	98.51
561	5	0.03	18102	98.54
563	91	0.50	18193	99.04
573	82	0.45	18275	99.48
574	6	0.03	18281	99.52
594	34	0.19	18315	99.70
610	55	0.30	18370	100.00

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3-5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
250	7075	15.38	7075	15.38
267	83	0.18	7158	15.56
268	72	0.16	7230	15.71
297	434	0.94	7664	16.66
309	207	0.45	7871	17.11
313	264	0.57	8135	17.68
315	82	0.18	8217	17.86
317	210	0.46	8427	18.32
323	197	0.43	8624	18.74
324	247	0.54	8871	19.28
328	157	0.34	9028	19.62
331	91	0.20	9119	19.82
332	308	0.67	9427	20.49
336	64	0.14	9491	20.63
339	18	0.04	9509	20.67
340	220	0.48	9729	21.14
341	102	0.22	9831	21.37
342	13	0.03	9844	21.39
343	9	0.02	9853	21.41
344	103	0.22	9956	21.64
346	12	0.03	9968	21.66
347	152	0.33	10120	21.99
349	7	0.02	10127	22.01
350	75	0.16	10202	22.17
351	2	0.00	10204	22.18
352	1	0.00	10205	22.18
354	131	0.28	10336	22.46
355	3	0.01	10339	22.47
356	133	0.29	10472	22.76
357	2	0.00	10474	22.76
358	78	0.17	10552	22.93
360	124	0.27	10676	23.20
361	85	0.18	10761	23.39
363	1	0.00	10762	23.39
364	130	0.28	10892	23.67
365	63	0.14	10955	23.81
366	3	0.01	10958	23.82

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3-5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
368	71	0.15	11029	23.97
369	2	0.00	11031	23.97
370	136	0.30	11167	24.27
371	116	0.25	11283	24.52
372	176	0.38	11459	24.90
375	91	0.20	11550	25.10
376	53	0.12	11603	25.22
379	243	0.53	11846	25.75
380	152	0.33	11998	26.08
383	176	0.38	12174	26.46
384	61	0.13	12235	26.59
386	147	0.32	12382	26.91
387	109	0.24	12491	27.15
388	1	0.00	12492	27.15
390	28	0.06	12520	27.21
391	378	0.82	12898	28.03
393	9	0.02	12907	28.05
394	161	0.35	13068	28.40
395	89	0.19	13157	28.60
396	5	0.01	13162	28.61
397	133	0.29	13295	28.90
399	302	0.66	13597	29.55
401	85	0.18	13682	29.74
402	120	0.26	13802	30.00
403	42	0.09	13844	30.09
405	122	0.27	13966	30.35
406	235	0.51	14201	30.86
407	171	0.37	14372	31.24
408	74	0.16	14446	31.40
409	17	0.04	14463	31.43
410	184	0.40	14647	31.83
412	31	0.07	14678	31.90
413	261	0.57	14939	32.47
414	270	0.59	15209	33.06
415	71	0.15	15280	33.21
416	30	0.07	15310	33.27
418	186	0.40	15496	33.68

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3-5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
420	256	0.56	15752	34.24
421	123	0.27	15875	34.50
422	189	0.41	16064	34.91
423	73	0.16	16137	35.07
424	11	0.02	16148	35.10
425	145	0.32	16293	35.41
426	91	0.20	16384	35.61
427	219	0.48	16603	36.08
428	176	0.38	16779	36.47
429	114	0.25	16893	36.72
430	67	0.15	16960	36.86
431	79	0.17	17039	37.03
432	125	0.27	17164	37.30
433	174	0.38	17338	37.68
434	135	0.29	17473	37.98
435	161	0.35	17634	38.33
436	170	0.37	17804	38.70
437	86	0.19	17890	38.88
439	179	0.39	18069	39.27
440	216	0.47	18285	39.74
441	130	0.28	18415	40.02
442	43	0.09	18458	40.12
443	327	0.71	18785	40.83
444	108	0.23	18893	41.06
445	47	0.10	18940	41.16
446	181	0.39	19121	41.56
447	224	0.49	19345	42.04
448	29	0.06	19374	42.11
449	141	0.31	19515	42.41
450	252	0.55	19767	42.96
451	233	0.51	20000	43.47
452	42	0.09	20042	43.56
453	140	0.30	20182	43.86
454	379	0.82	20561	44.69
455	41	0.09	20602	44.78
456	72	0.16	20674	44.93
457	229	0.50	20903	45.43

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3-5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
458	262	0.57	21165	46.00
459	67	0.15	21232	46.15
460	118	0.26	21350	46.40
461	174	0.38	21524	46.78
462	267	0.58	21791	47.36
463	132	0.29	21923	47.65
464	195	0.42	22118	48.07
466	347	0.75	22465	48.83
467	235	0.51	22700	49.34
469	229	0.50	22929	49.83
470	291	0.63	23220	50.47
471	78	0.17	23298	50.64
472	184	0.40	23482	51.04
473	180	0.39	23662	51.43
474	217	0.47	23879	51.90
475	173	0.38	24052	52.27
476	215	0.47	24267	52.74
477	217	0.47	24484	53.21
478	249	0.54	24733	53.75
480	335	0.73	25068	54.48
481	242	0.53	25310	55.01
483	153	0.33	25463	55.34
484	384	0.83	25847	56.18
485	48	0.10	25895	56.28
486	311	0.68	26206	56.96
487	227	0.49	26433	57.45
488	6	0.01	26439	57.46
489	352	0.77	26791	58.23
490	117	0.25	26908	58.48
491	115	0.25	27023	58.73
492	307	0.67	27330	59.40
493	191	0.42	27521	59.81
494	239	0.52	27760	60.33
495	168	0.37	27928	60.70
496	210	0.46	28138	61.15
497	182	0.40	28320	61.55
498	65	0.14	28385	61.69

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3-5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
499	386	0.84	28771	62.53
500	178	0.39	28949	62.92
501	19	0.04	28968	62.96
502	316	0.69	29284	63.65
503	272	0.59	29556	64.24
504	203	0.44	29759	64.68
505	10	0.02	29769	64.70
506	246	0.53	30015	65.23
507	402	0.87	30417	66.11
508	114	0.25	30531	66.36
510	473	1.03	31004	67.38
511	143	0.31	31147	67.69
512	23	0.05	31170	67.74
513	235	0.51	31405	68.26
514	368	0.80	31773	69.06
517	465	1.01	32238	70.07
518	154	0.33	32392	70.40
519	5	0.01	32397	70.41
520	569	1.24	32966	71.65
522	138	0.30	33104	71.95
523	217	0.47	33321	72.42
524	280	0.61	33601	73.03
526	299	0.65	33900	73.68
527	73	0.16	33973	73.84
528	341	0.74	34314	74.58
529	338	0.73	34652	75.31
532	581	1.26	35233	76.58
533	10	0.02	35243	76.60
534	91	0.20	35334	76.79
535	112	0.24	35446	77.04
536	324	0.70	35770	77.74
538	330	0.72	36100	78.46
540	350	0.76	36450	79.22
541	164	0.36	36614	79.58
542	64	0.14	36678	79.72
544	324	0.70	37002	80.42

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3-5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
545	307	0.67	37309	81.09
546	12	0.03	37321	81.11
547	216	0.47	37537	81.58
549	17	0.04	37554	81.62
550	569	1.24	38123	82.86
552	152	0.33	38275	83.19
553	281	0.61	38556	83.80
555	3	0.01	38559	83.80
556	309	0.67	38868	84.48
557	311	0.68	39179	85.15
559	28	0.06	39207	85.21
561	376	0.82	39583	86.03
562	79	0.17	39662	86.20
563	5	0.01	39667	86.21
564	280	0.61	39947	86.82
566	365	0.79	40312	87.61
567	46	0.10	40358	87.71
570	40	0.09	40398	87.80
571	433	0.94	40831	88.74
573	56	0.12	40887	88.86
575	188	0.41	41075	89.27
576	72	0.16	41147	89.43
577	428	0.93	41575	90.36
578	2	0.00	41577	90.36
579	79	0.17	41656	90.53
581	36	0.08	41692	90.61
582	128	0.28	41820	90.89
585	530	1.15	42350	92.04
589	198	0.43	42548	92.47
593	327	0.71	42875	93.18
594	4	0.01	42879	93.19
596	348	0.76	43227	93.95
598	264	0.57	43491	94.52
603	327	0.71	43818	95.23
604	11	0.02	43829	95.26
609	368	0.80	44197	96.06

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 3-5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
614	256	0.56	44453	96.61
617	425	0.92	44878	97.54
628	417	0.91	45295	98.44
638	116	0.25	45411	98.70
646	361	0.78	45772	99.48
670	239	0.52	46011	100.00

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6-8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	6211	15.33	6211	15.33
299	132	0.33	6343	15.66
317	229	0.57	6572	16.23
320	180	0.44	6752	16.67
331	180	0.44	6932	17.11
335	211	0.52	7143	17.63
339	159	0.39	7302	18.03
341	62	0.15	7364	18.18
345	144	0.36	7508	18.54
347	219	0.54	7727	19.08
350	94	0.23	7821	19.31
355	74	0.18	7895	19.49
356	173	0.43	8068	19.92
359	92	0.23	8160	20.15
360	55	0.14	8215	20.28
363	94	0.23	8309	20.51
364	169	0.42	8478	20.93
368	24	0.06	8502	20.99
371	189	0.47	8691	21.46
374	99	0.24	8790	21.70
375	8	0.02	8798	21.72
378	60	0.15	8858	21.87
380	82	0.20	8940	22.07
381	211	0.52	9151	22.59
382	3	0.01	9154	22.60
385	51	0.13	9205	22.73
387	89	0.22	9294	22.95
388	77	0.19	9371	23.14
391	2	0.00	9373	23.14
392	255	0.63	9628	23.77
393	114	0.28	9742	24.05
395	50	0.12	9792	24.17
398	49	0.12	9841	24.30
399	131	0.32	9972	24.62
401	141	0.35	10113	24.97
402	57	0.14	10170	25.11
403	128	0.32	10298	25.42

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6-8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
405	123	0.30	10421	25.73
406	20	0.05	10441	25.78
409	132	0.33	10573	26.10
410	38	0.09	10611	26.20
411	217	0.54	10828	26.73
412	106	0.26	10934	26.99
414	7	0.02	10941	27.01
416	60	0.15	11001	27.16
417	227	0.56	11228	27.72
419	4	0.01	11232	27.73
420	255	0.63	11487	28.36
421	1	0.00	11488	28.36
422	116	0.29	11604	28.65
424	68	0.17	11672	28.82
425	26	0.06	11698	28.88
426	93	0.23	11791	29.11
427	75	0.19	11866	29.30
428	218	0.54	12084	29.83
431	126	0.31	12210	30.14
432	52	0.13	12262	30.27
434	122	0.30	12384	30.57
435	172	0.42	12556	31.00
436	89	0.22	12645	31.22
438	57	0.14	12702	31.36
439	79	0.20	12781	31.55
440	22	0.05	12803	31.61
441	142	0.35	12945	31.96
442	128	0.32	13073	32.28
443	15	0.04	13088	32.31
444	69	0.17	13157	32.48
445	45	0.11	13202	32.59
446	22	0.05	13224	32.65
447	146	0.36	13370	33.01
448	80	0.20	13450	33.21
449	203	0.50	13653	33.71
450	10	0.02	13663	33.73
452	98	0.24	13761	33.97

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6-8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
453	53	0.13	13814	34.10
454	85	0.21	13899	34.31
455	64	0.16	13963	34.47
456	90	0.22	14053	34.69
457	114	0.28	14167	34.98
458	61	0.15	14228	35.13
459	74	0.18	14302	35.31
460	67	0.17	14369	35.47
461	77	0.19	14446	35.66
462	20	0.05	14466	35.71
463	136	0.34	14602	36.05
464	73	0.18	14675	36.23
465	59	0.15	14734	36.38
466	67	0.17	14801	36.54
467	112	0.28	14913	36.82
468	174	0.43	15087	37.25
469	3	0.01	15090	37.25
470	78	0.19	15168	37.45
471	154	0.38	15322	37.83
472	1	0.00	15323	37.83
473	89	0.22	15412	38.05
474	162	0.40	15574	38.45
475	67	0.17	15641	38.61
476	1	0.00	15642	38.62
477	80	0.20	15722	38.81
478	185	0.46	15907	39.27
479	50	0.12	15957	39.40
480	74	0.18	16031	39.58
481	9	0.02	16040	39.60
482	218	0.54	16258	40.14
483	27	0.07	16285	40.20
484	1	0.00	16286	40.21
485	76	0.19	16362	40.40
486	339	0.84	16701	41.23
487	1	0.00	16702	41.23
488	34	0.08	16736	41.32
489	92	0.23	16828	41.55

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6-8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
490	61	0.15	16889	41.70
491	95	0.23	16984	41.93
492	113	0.28	17097	42.21
493	67	0.17	17164	42.38
494	125	0.31	17289	42.68
495	145	0.36	17434	43.04
496	58	0.14	17492	43.18
498	189	0.47	17681	43.65
499	131	0.32	17812	43.97
500	48	0.12	17860	44.09
501	107	0.26	17967	44.36
502	76	0.19	18043	44.55
503	263	0.65	18306	45.19
505	86	0.21	18392	45.41
506	39	0.10	18431	45.50
507	247	0.61	18678	46.11
508	156	0.39	18834	46.50
509	31	0.08	18865	46.57
510	126	0.31	18991	46.89
511	181	0.45	19172	47.33
512	14	0.03	19186	47.37
513	87	0.21	19273	47.58
514	144	0.36	19417	47.94
515	178	0.44	19595	48.38
516	24	0.06	19619	48.44
517	134	0.33	19753	48.77
518	159	0.39	19912	49.16
519	161	0.40	20073	49.56
520	119	0.29	20192	49.85
521	77	0.19	20269	50.04
522	140	0.35	20409	50.39
523	125	0.31	20534	50.69
524	151	0.37	20685	51.07
526	160	0.40	20845	51.46
527	195	0.48	21040	51.94
528	62	0.15	21102	52.10
529	154	0.38	21256	52.48

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6-8

Scale Score	Freq.	%	Cum.	
			Freq.	%
530	90	0.22	21346	52.70
531	136	0.34	21482	53.04
532	203	0.50	21685	53.54
533	81	0.20	21766	53.74
534	173	0.43	21939	54.16
536	189	0.47	22128	54.63
537	80	0.20	22208	54.83
538	154	0.38	22362	55.21
539	159	0.39	22521	55.60
540	71	0.18	22592	55.78
541	270	0.67	22862	56.44
542	168	0.41	23030	56.86
543	5	0.01	23035	56.87
544	1	0.00	23036	56.87
545	466	1.15	23502	58.02
546	14	0.03	23516	58.06
548	244	0.60	23760	58.66
549	267	0.66	24027	59.32
551	210	0.52	24237	59.84
552	12	0.03	24249	59.87
553	227	0.56	24476	60.43
554	227	0.56	24703	60.99
555	32	0.08	24735	61.07
557	251	0.62	24986	61.69
558	272	0.67	25258	62.36
560	7	0.02	25265	62.38
561	566	1.40	25831	63.77
563	5	0.01	25836	63.78
564	365	0.90	26201	64.69
567	102	0.25	26303	64.94
568	466	1.15	26769	66.09
569	26	0.06	26795	66.15
571	192	0.47	26987	66.63
572	281	0.69	27268	67.32
573	80	0.20	27348	67.52
574	213	0.53	27561	68.04

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6-8

Scale Score	Freq.	%	Cum.	
			Freq.	%
577	259	0.64	27820	68.68
578	242	0.60	28062	69.28
581	357	0.88	28419	70.16
582	214	0.53	28633	70.69
584	291	0.72	28924	71.41
587	360	0.89	29284	72.30
588	191	0.47	29475	72.77
589	1	0.00	29476	72.77
591	396	0.98	29872	73.75
593	16	0.04	29888	73.79
594	35	0.09	29923	73.87
595	411	1.01	30334	74.89
597	183	0.45	30517	75.34
598	32	0.08	30549	75.42
599	430	1.06	30979	76.48
602	27	0.07	31006	76.55
603	411	1.01	31417	77.56
606	42	0.10	31459	77.67
609	525	1.30	31984	78.96
610	47	0.12	32031	79.08
614	62	0.15	32093	79.23
615	420	1.04	32513	80.27
617	81	0.20	32594	80.47
618	22	0.05	32616	80.52
621	91	0.22	32707	80.75
623	414	1.02	33121	81.77
624	111	0.27	33232	82.04
625	2	0.00	33234	82.05
627	144	0.36	33378	82.40
631	149	0.37	33527	82.77
634	273	0.67	33800	83.45
636	425	1.05	34225	84.50
637	220	0.54	34445	85.04
640	277	0.68	34722	85.72
644	326	0.80	35048	86.53
648	364	0.90	35412	87.43

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 6-8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
652	495	1.22	35907	88.65
653	35	0.09	35942	88.73
656	505	1.25	36447	89.98
660	311	0.77	36758	90.75
662	550	1.36	37308	92.11
668	590	1.46	37898	93.56
676	651	1.61	38549	95.17
679	156	0.39	38705	95.56
689	670	1.65	39375	97.21
713	698	1.72	40073	98.93
732	432	1.07	40505	100.00

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9-12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
275	7330	13.53	7330	13.53
293	160	0.30	7490	13.83
310	80	0.15	7570	13.98
327	117	0.22	7687	14.19
329	65	0.12	7752	14.31
336	210	0.39	7962	14.70
338	134	0.25	8096	14.95
346	71	0.13	8167	15.08
347	117	0.22	8284	15.29
351	210	0.39	8494	15.68
354	109	0.20	8603	15.88
357	74	0.14	8677	16.02
361	98	0.18	8775	16.20
362	179	0.33	8954	16.53
366	141	0.26	9095	16.79
371	294	0.54	9389	17.33
373	80	0.15	9469	17.48
376	38	0.07	9507	17.55
379	206	0.38	9713	17.93
381	34	0.06	9747	17.99
385	62	0.11	9809	18.11
387	202	0.37	10011	18.48
388	103	0.19	10114	18.67
389	13	0.02	10127	18.70
390	38	0.07	10165	18.77
393	9	0.02	10174	18.78
394	67	0.12	10241	18.91
395	18	0.03	10259	18.94
397	111	0.20	10370	19.14
399	160	0.30	10530	19.44
401	9	0.02	10539	19.46
402	50	0.09	10589	19.55
403	14	0.03	10603	19.57
404	132	0.24	10735	19.82
405	7	0.01	10742	19.83
406	77	0.14	10819	19.97
407	6	0.01	10825	19.98

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9-12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
408	112	0.21	10937	20.19
409	4	0.01	10941	20.20
410	40	0.07	10981	20.27
411	3	0.01	10984	20.28
413	3	0.01	10987	20.28
414	197	0.36	11184	20.65
415	264	0.49	11448	21.13
418	6	0.01	11454	21.15
419	53	0.10	11507	21.24
422	137	0.25	11644	21.50
423	121	0.22	11765	21.72
424	121	0.22	11886	21.94
425	148	0.27	12034	22.22
427	82	0.15	12116	22.37
429	25	0.05	12141	22.41
430	32	0.06	12173	22.47
431	211	0.39	12384	22.86
432	73	0.13	12457	23.00
433	6	0.01	12463	23.01
434	276	0.51	12739	23.52
437	180	0.33	12919	23.85
439	81	0.15	13000	24.00
441	147	0.27	13147	24.27
442	163	0.30	13310	24.57
443	233	0.43	13543	25.00
446	52	0.10	13595	25.10
447	61	0.11	13656	25.21
448	232	0.43	13888	25.64
450	279	0.52	14167	26.15
451	121	0.22	14288	26.38
453	179	0.33	14467	26.71
454	73	0.13	14540	26.84
456	5	0.01	14545	26.85
457	160	0.30	14705	27.15
458	296	0.55	15001	27.69
459	129	0.24	15130	27.93
461	17	0.03	15147	27.96

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9-12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
462	127	0.23	15274	28.20
463	101	0.19	15375	28.38
465	225	0.42	15600	28.80
466	111	0.20	15711	29.00
467	210	0.39	15921	29.39
468	50	0.09	15971	29.48
469	13	0.02	15984	29.51
470	131	0.24	16115	29.75
471	36	0.07	16151	29.82
472	113	0.21	16264	30.03
473	123	0.23	16387	30.25
474	303	0.56	16690	30.81
475	104	0.19	16794	31.00
476	21	0.04	16815	31.04
477	76	0.14	16891	31.18
478	133	0.25	17024	31.43
479	1	0.00	17025	31.43
480	217	0.40	17242	31.83
481	167	0.31	17409	32.14
482	82	0.15	17491	32.29
483	211	0.39	17702	32.68
484	4	0.01	17706	32.69
485	85	0.16	17791	32.84
486	137	0.25	17928	33.10
488	259	0.48	18187	33.58
489	64	0.12	18251	33.69
490	95	0.18	18346	33.87
491	194	0.36	18540	34.23
492	3	0.01	18543	34.23
493	305	0.56	18848	34.80
494	15	0.03	18863	34.82
496	222	0.41	19085	35.23
497	108	0.20	19193	35.43
498	209	0.39	19402	35.82
500	113	0.21	19515	36.03
501	83	0.15	19598	36.18
502	197	0.36	19795	36.54

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9-12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
503	145	0.27	19940	36.81
504	96	0.18	20036	36.99
505	178	0.33	20214	37.32
507	143	0.26	20357	37.58
508	198	0.37	20555	37.95
509	98	0.18	20653	38.13
510	132	0.24	20785	38.37
511	11	0.02	20796	38.39
512	324	0.60	21120	38.99
513	45	0.08	21165	39.07
514	44	0.08	21209	39.15
515	234	0.43	21443	39.59
516	313	0.58	21756	40.16
517	28	0.05	21784	40.22
518	1	0.00	21785	40.22
520	446	0.82	22231	41.04
521	192	0.35	22423	41.40
522	38	0.07	22461	41.47
523	3	0.01	22464	41.47
524	261	0.48	22725	41.95
525	193	0.36	22918	42.31
526	152	0.28	23070	42.59
528	339	0.63	23409	43.22
529	192	0.35	23601	43.57
530	7	0.01	23608	43.58
531	177	0.33	23785	43.91
532	169	0.31	23954	44.22
533	304	0.56	24258	44.78
534	11	0.02	24269	44.80
535	200	0.37	24469	45.17
536	173	0.32	24642	45.49
537	180	0.33	24822	45.82
538	151	0.28	24973	46.10
539	213	0.39	25186	46.50
540	100	0.18	25286	46.68
541	171	0.32	25457	47.00
542	15	0.03	25472	47.02

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9-12

Scale Score	Freq.	%	Cum.	
			Freq.	%
543	371	0.68	25843	47.71
544	93	0.17	25936	47.88
545	227	0.42	26163	48.30
547	238	0.44	26401	48.74
548	174	0.32	26575	49.06
549	235	0.43	26810	49.50
550	70	0.13	26880	49.62
551	265	0.49	27145	50.11
552	199	0.37	27344	50.48
553	184	0.34	27528	50.82
554	20	0.04	27548	50.86
555	333	0.61	27881	51.47
556	269	0.50	28150	51.97
557	128	0.24	28278	52.21
558	37	0.07	28315	52.27
559	279	0.52	28594	52.79
560	386	0.71	28980	53.50
562	106	0.20	29086	53.70
563	248	0.46	29334	54.15
564	287	0.53	29621	54.68
565	136	0.25	29757	54.94
566	99	0.18	29856	55.12
567	17	0.03	29873	55.15
568	472	0.87	30345	56.02
569	191	0.35	30536	56.37
571	67	0.12	30603	56.50
572	468	0.86	31071	57.36
573	208	0.38	31279	57.75
574	21	0.04	31300	57.78
575	20	0.04	31320	57.82
576	331	0.61	31651	58.43
577	497	0.92	32148	59.35
579	29	0.05	32177	59.40
580	358	0.66	32535	60.06
581	286	0.53	32821	60.59
582	140	0.26	32961	60.85

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9-12

Scale Score	Freq.	%	Cum.	
			Freq.	%
583	38	0.07	32999	60.92
584	57	0.11	33056	61.03
585	628	1.16	33684	62.19
586	2	0.00	33686	62.19
588	114	0.21	33800	62.40
589	682	1.26	34482	63.66
591	15	0.03	34497	63.69
592	5	0.01	34502	63.70
593	378	0.70	34880	64.39
594	454	0.84	35334	65.23
595	5	0.01	35339	65.24
597	408	0.75	35747	65.99
598	90	0.17	35837	66.16
600	218	0.40	36055	66.56
601	59	0.11	36114	66.67
602	593	1.09	36707	67.77
605	3	0.01	36710	67.77
606	848	1.57	37558	69.34
608	11	0.02	37569	69.36
610	197	0.36	37766	69.72
611	446	0.82	38212	70.54
613	2	0.00	38214	70.55
614	419	0.77	38633	71.32
617	451	0.83	39084	72.15
618	294	0.54	39378	72.70
619	17	0.03	39395	72.73
622	346	0.64	39741	73.37
623	465	0.86	40206	74.23
624	29	0.05	40235	74.28
625	1	0.00	40236	74.28
626	415	0.77	40651	75.05
628	24	0.04	40675	75.09
631	847	1.56	41522	76.66
632	44	0.08	41566	76.74
634	3	0.01	41569	76.74
635	543	1.00	42112	77.74

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Comprehension, Grade Span 9-12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
636	100	0.18	42212	77.93
640	961	1.77	43173	79.70
644	91	0.17	43264	79.87
646	631	1.16	43895	81.04
648	92	0.17	43987	81.21
652	786	1.45	44773	82.66
653	194	0.36	44967	83.02
654	1	0.00	44968	83.02
656	208	0.38	45176	83.40
657	32	0.06	45208	83.46
660	594	1.10	45802	84.56
661	233	0.43	46035	84.99
665	303	0.56	46338	85.55
667	11	0.02	46349	85.57
669	596	1.10	46945	86.67
670	355	0.66	47300	87.32
674	111	0.20	47411	87.53
675	510	0.94	47921	88.47
681	568	1.05	48489	89.52
682	518	0.96	49007	90.47
684	43	0.08	49050	90.55
687	625	1.15	49675	91.71
694	690	1.27	50365	92.98
703	374	0.69	50739	93.67
704	770	1.42	51509	95.09
713	184	0.34	51693	95.43
717	907	1.67	52600	97.11
737	937	1.73	53537	98.84
747	630	1.16	54167	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
180	41234	17.26	41234	17.26
211	5589	2.34	46823	19.60
226	4037	1.69	50860	21.29
234	5439	2.28	56299	23.56
241	2151	0.90	58450	24.46
248	1496	0.63	59946	25.09
250	1668	0.70	61614	25.79
253	1098	0.46	62712	26.25
259	749	0.31	63461	26.56
260	1279	0.54	64740	27.10
265	452	0.19	65192	27.29
266	931	0.39	66123	27.68
268	935	0.39	67058	28.07
271	260	0.11	67318	28.18
274	811	0.34	68129	28.52
278	148	0.06	68277	28.58
279	802	0.34	69079	28.91
280	923	0.39	70002	29.30
282	708	0.30	70710	29.60
284	674	0.28	71384	29.88
286	74	0.03	71458	29.91
288	577	0.24	72035	30.15
289	824	0.34	72859	30.50
292	1144	0.48	74003	30.97
295	52	0.02	74055	31.00
296	1390	0.58	75445	31.58
297	454	0.19	75899	31.77
299	488	0.20	76387	31.97
301	347	0.15	76734	32.12
302	544	0.23	77278	32.34
305	1402	0.59	78680	32.93
306	605	0.25	79285	33.18
308	407	0.17	79692	33.36
309	179	0.07	79871	33.43
310	439	0.18	80310	33.61
312	625	0.26	80935	33.88
313	408	0.17	81343	34.05

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
314	553	0.23	81896	34.28
315	1063	0.44	82959	34.72
317	112	0.05	83071	34.77
318	539	0.23	83610	34.99
319	200	0.08	83810	35.08
320	974	0.41	84784	35.49
322	1323	0.55	86107	36.04
324	767	0.32	86874	36.36
325	645	0.27	87519	36.63
326	54	0.02	87573	36.65
328	1481	0.62	89054	37.27
329	908	0.38	89962	37.65
330	589	0.25	90551	37.90
332	315	0.13	90866	38.03
333	773	0.32	91639	38.36
334	1023	0.43	92662	38.78
335	775	0.32	93437	39.11
336	735	0.31	94172	39.42
337	23	0.01	94195	39.43
338	1178	0.49	95373	39.92
339	307	0.13	95680	40.05
340	916	0.38	96596	40.43
341	591	0.25	97187	40.68
342	579	0.24	97766	40.92
343	1181	0.49	98947	41.41
344	150	0.06	99097	41.48
345	985	0.41	100082	41.89
347	2590	1.08	102672	42.97
349	171	0.07	102843	43.04
350	830	0.35	103673	43.39
351	1158	0.48	104831	43.88
352	1318	0.55	106149	44.43
353	685	0.29	106834	44.72
354	831	0.35	107665	45.06
355	904	0.38	108569	45.44
356	852	0.36	109421	45.80
357	722	0.30	110143	46.10

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
358	1399	0.59	111542	46.69
359	1246	0.52	112788	47.21
360	932	0.39	113720	47.60
361	3	0.00	113723	47.60
362	1602	0.67	115325	48.27
363	1313	0.55	116638	48.82
364	382	0.16	117020	48.98
365	1151	0.48	118171	49.46
366	1766	0.74	119937	50.20
367	1163	0.49	121100	50.69
368	118	0.05	121218	50.74
369	1443	0.60	122661	51.34
370	1893	0.79	124554	52.13
371	863	0.36	125417	52.49
372	508	0.21	125925	52.71
373	1543	0.65	127468	53.35
374	1642	0.69	129110	54.04
375	329	0.14	129439	54.18
376	1239	0.52	130678	54.70
377	1766	0.74	132444	55.43
378	1175	0.49	133619	55.93
379	872	0.36	134491	56.29
380	1208	0.51	135699	56.80
381	909	0.38	136608	57.18
382	2110	0.88	138718	58.06
383	960	0.40	139678	58.46
384	1125	0.47	140803	58.93
385	753	0.32	141556	59.25
386	2103	0.88	143659	60.13
387	301	0.13	143960	60.25
388	2152	0.90	146112	61.16
389	40	0.02	146152	61.17
390	1824	0.76	147976	61.94
391	1303	0.55	149279	62.48
392	2087	0.87	151366	63.35
393	201	0.08	151567	63.44
394	1749	0.73	153316	64.17

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
395	1486	0.62	154802	64.79
396	2075	0.87	156877	65.66
397	13	0.01	156890	65.67
398	1382	0.58	158272	66.24
399	1005	0.42	159277	66.67
400	2161	0.90	161438	67.57
401	979	0.41	162417	67.98
402	1253	0.52	163670	68.50
403	1135	0.48	164805	68.98
404	1219	0.51	166024	69.49
405	1807	0.76	167831	70.25
406	8	0.00	167839	70.25
407	2498	1.05	170337	71.29
408	1422	0.60	171759	71.89
409	4	0.00	171763	71.89
410	23	0.01	171786	71.90
411	3960	1.66	175746	73.56
412	206	0.09	175952	73.64
413	1290	0.54	177242	74.18
415	714	0.30	177956	74.48
416	2009	0.84	179965	75.32
417	2387	1.00	182352	76.32
418	12	0.01	182364	76.33
419	951	0.40	183315	76.73
420	1691	0.71	185006	77.43
422	1251	0.52	186257	77.96
423	1214	0.51	187471	78.47
424	1562	0.65	189033	79.12
425	1266	0.53	190299	79.65
426	6	0.00	190305	79.65
427	108	0.05	190413	79.70
428	3325	1.39	193738	81.09
430	1535	0.64	195273	81.73
431	156	0.07	195429	81.80
432	11	0.00	195440	81.80
433	1765	0.74	197205	82.54
434	929	0.39	198134	82.93

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
435	225	0.09	198359	83.02
436	1619	0.68	199978	83.70
437	736	0.31	200714	84.01
438	1213	0.51	201927	84.52
439	461	0.19	202388	84.71
440	74	0.03	202462	84.74
442	2545	1.07	205007	85.81
443	2	0.00	205009	85.81
444	1542	0.65	206551	86.45
445	332	0.14	206883	86.59
447	981	0.41	207864	87.00
448	537	0.22	208401	87.23
449	769	0.32	209170	87.55
450	1122	0.47	210292	88.02
451	548	0.23	210840	88.25
452	117	0.05	210957	88.30
453	1516	0.63	212473	88.93
454	2	0.00	212475	88.93
456	8	0.00	212483	88.93
457	1361	0.57	213844	89.50
458	706	0.30	214550	89.80
459	1708	0.71	216258	90.51
460	11	0.00	216269	90.52
461	205	0.09	216474	90.61
463	269	0.11	216743	90.72
464	809	0.34	217552	91.06
466	1377	0.58	218929	91.63
467	884	0.37	219813	92.00
468	36	0.02	219849	92.02
469	36	0.02	219885	92.03
470	1420	0.59	221305	92.63
471	354	0.15	221659	92.78
472	52	0.02	221711	92.80
475	75	0.03	221786	92.83
476	1061	0.44	222847	93.27
477	1447	0.61	224294	93.88
478	633	0.26	224927	94.14

continues . . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
479	2	0.00	224929	94.14
480	6	0.00	224935	94.15
481	204	0.09	225139	94.23
483	578	0.24	225717	94.47
484	10	0.00	225727	94.48
485	125	0.05	225852	94.53
487	1728	0.72	227580	95.25
488	8	0.00	227588	95.26
489	215	0.09	227803	95.35
490	729	0.31	228532	95.65
491	172	0.07	228704	95.72
492	10	0.00	228714	95.73
493	2	0.00	228716	95.73
496	247	0.10	228963	95.83
497	368	0.15	229331	95.99
498	883	0.37	230214	96.36
500	737	0.31	230951	96.66
501	38	0.02	230989	96.68
502	334	0.14	231323	96.82
504	10	0.00	231333	96.82
506	466	0.20	231799	97.02
507	62	0.03	231861	97.05
510	383	0.16	232244	97.21
511	797	0.33	233041	97.54
512	59	0.02	233100	97.56
516	23	0.01	233123	97.57
517	631	0.26	233754	97.84
518	92	0.04	233846	97.88
519	518	0.22	234364	98.09
523	51	0.02	234415	98.11
526	138	0.06	234553	98.17
530	706	0.30	235259	98.47
531	668	0.28	235927	98.75
535	234	0.10	236161	98.85
540	151	0.06	236312	98.91
547	309	0.13	236621	99.04
549	609	0.25	237230	99.29

continues . . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grades K–1

Scale Score	Freq.	%	Cum. Freq.	Cum. %
551	264	0.11	237494	99.40
564	348	0.15	237842	99.55
565	419	0.18	238261	99.72
584	354	0.15	238615	99.87
600	305	0.13	238920	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
215	2628	14.31	2628	14.31
219	57	0.31	2685	14.62
230	80	0.44	2765	15.05
234	54	0.29	2819	15.35
235	13	0.07	2832	15.42
238	60	0.33	2892	15.74
239	63	0.34	2955	16.09
242	90	0.49	3045	16.58
243	58	0.32	3103	16.89
245	20	0.11	3123	17.00
246	66	0.36	3189	17.36
247	5	0.03	3194	17.39
248	56	0.30	3250	17.69
249	17	0.09	3267	17.78
250	65	0.35	3332	18.14
251	39	0.21	3371	18.35
253	27	0.15	3398	18.50
254	19	0.10	3417	18.60
255	48	0.26	3465	18.86
256	1	0.01	3466	18.87
257	27	0.15	3493	19.01
258	20	0.11	3513	19.12
259	47	0.26	3560	19.38
260	6	0.03	3566	19.41
261	31	0.17	3597	19.58
262	30	0.16	3627	19.74
263	9	0.05	3636	19.79
264	17	0.09	3653	19.89
265	14	0.08	3667	19.96
266	26	0.14	3693	20.10
267	21	0.11	3714	20.22
268	3	0.02	3717	20.23
269	28	0.15	3745	20.39
270	18	0.10	3763	20.48
271	29	0.16	3792	20.64
272	15	0.08	3807	20.72
273	23	0.13	3830	20.85

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
274	13	0.07	3843	20.92
275	29	0.16	3872	21.08
276	22	0.12	3894	21.20
277	25	0.14	3919	21.33
278	37	0.20	3956	21.54
279	22	0.12	3978	21.65
280	18	0.10	3996	21.75
281	43	0.23	4039	21.99
282	21	0.11	4060	22.10
283	19	0.10	4079	22.20
284	32	0.17	4111	22.38
285	20	0.11	4131	22.49
286	22	0.12	4153	22.61
287	14	0.08	4167	22.68
288	24	0.13	4191	22.81
289	31	0.17	4222	22.98
290	34	0.19	4256	23.17
291	14	0.08	4270	23.24
292	11	0.06	4281	23.30
293	22	0.12	4303	23.42
294	31	0.17	4334	23.59
295	18	0.10	4352	23.69
296	9	0.05	4361	23.74
297	20	0.11	4381	23.85
298	19	0.10	4400	23.95
299	13	0.07	4413	24.02
300	16	0.09	4429	24.11
301	18	0.10	4447	24.21
302	12	0.07	4459	24.27
303	21	0.11	4480	24.39
304	22	0.12	4502	24.51
305	19	0.10	4521	24.61
306	18	0.10	4539	24.71
307	18	0.10	4557	24.81
308	27	0.15	4584	24.95
309	23	0.13	4607	25.08
310	27	0.15	4634	25.23

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
311	26	0.14	4660	25.37
312	22	0.12	4682	25.49
313	24	0.13	4706	25.62
314	10	0.05	4716	25.67
315	26	0.14	4742	25.81
316	31	0.17	4773	25.98
317	19	0.10	4792	26.09
318	23	0.13	4815	26.21
319	15	0.08	4830	26.29
320	34	0.19	4864	26.48
321	25	0.14	4889	26.61
322	26	0.14	4915	26.76
323	25	0.14	4940	26.89
324	22	0.12	4962	27.01
325	22	0.12	4984	27.13
326	16	0.09	5000	27.22
327	17	0.09	5017	27.31
328	18	0.10	5035	27.41
329	29	0.16	5064	27.57
330	26	0.14	5090	27.71
331	28	0.15	5118	27.86
332	16	0.09	5134	27.95
333	29	0.16	5163	28.11
334	17	0.09	5180	28.20
335	18	0.10	5198	28.30
336	17	0.09	5215	28.39
337	15	0.08	5230	28.47
338	17	0.09	5247	28.56
339	33	0.18	5280	28.74
340	16	0.09	5296	28.83
341	19	0.10	5315	28.93
342	16	0.09	5331	29.02
343	27	0.15	5358	29.17
344	31	0.17	5389	29.34
345	15	0.08	5404	29.42
346	26	0.14	5430	29.56
347	28	0.15	5458	29.71
continues. . .				

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
348	32	0.17	5490	29.89
349	30	0.16	5520	30.05
350	27	0.15	5547	30.20
351	31	0.17	5578	30.36
352	16	0.09	5594	30.45
353	20	0.11	5614	30.56
354	35	0.19	5649	30.75
355	31	0.17	5680	30.92
356	22	0.12	5702	31.04
357	24	0.13	5726	31.17
358	34	0.19	5760	31.36
359	27	0.15	5787	31.50
360	37	0.20	5824	31.70
361	21	0.11	5845	31.82
362	20	0.11	5865	31.93
363	46	0.25	5911	32.18
364	18	0.10	5929	32.28
365	33	0.18	5962	32.46
366	26	0.14	5988	32.60
367	29	0.16	6017	32.75
368	27	0.15	6044	32.90
369	40	0.22	6084	33.12
370	21	0.11	6105	33.23
371	29	0.16	6134	33.39
372	15	0.08	6149	33.47
373	39	0.21	6188	33.69
374	40	0.22	6228	33.90
375	37	0.20	6265	34.10
376	31	0.17	6296	34.27
377	40	0.22	6336	34.49
378	27	0.15	6363	34.64
379	36	0.20	6399	34.83
380	40	0.22	6439	35.05
381	47	0.26	6486	35.31
382	36	0.20	6522	35.50
383	26	0.14	6548	35.65
384	40	0.22	6588	35.86
continues. . .				

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
385	39	0.21	6627	36.08
386	35	0.19	6662	36.27
387	26	0.14	6688	36.41
388	26	0.14	6714	36.55
389	44	0.24	6758	36.79
390	47	0.26	6805	37.04
391	43	0.23	6848	37.28
392	41	0.22	6889	37.50
393	44	0.24	6933	37.74
394	50	0.27	6983	38.01
395	33	0.18	7016	38.19
396	44	0.24	7060	38.43
397	41	0.22	7101	38.66
398	51	0.28	7152	38.93
399	31	0.17	7183	39.10
400	57	0.31	7240	39.41
401	43	0.23	7283	39.65
402	36	0.20	7319	39.84
403	61	0.33	7380	40.17
404	46	0.25	7426	40.42
405	46	0.25	7472	40.68
406	44	0.24	7516	40.91
407	53	0.29	7569	41.20
408	60	0.33	7629	41.53
409	70	0.38	7699	41.91
410	57	0.31	7756	42.22
411	64	0.35	7820	42.57
412	50	0.27	7870	42.84
413	48	0.26	7918	43.10
414	58	0.32	7976	43.42
415	50	0.27	8026	43.69
416	59	0.32	8085	44.01
417	74	0.40	8159	44.41
418	72	0.39	8231	44.81
419	58	0.32	8289	45.12
420	75	0.41	8364	45.53
421	75	0.41	8439	45.94
continues. . .				

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
422	55	0.30	8494	46.24
423	64	0.35	8558	46.59
424	70	0.38	8628	46.97
425	59	0.32	8687	47.29
426	74	0.40	8761	47.69
427	70	0.38	8831	48.07
428	96	0.52	8927	48.60
429	80	0.44	9007	49.03
430	72	0.39	9079	49.42
431	81	0.44	9160	49.86
432	66	0.36	9226	50.22
433	64	0.35	9290	50.57
434	81	0.44	9371	51.01
435	81	0.44	9452	51.45
436	75	0.41	9527	51.86
437	76	0.41	9603	52.28
438	82	0.45	9685	52.72
439	80	0.44	9765	53.16
440	76	0.41	9841	53.57
441	90	0.49	9931	54.06
442	73	0.40	10004	54.46
443	107	0.58	10111	55.04
444	79	0.43	10190	55.47
445	80	0.44	10270	55.91
446	98	0.53	10368	56.44
447	88	0.48	10456	56.92
448	93	0.51	10549	57.43
449	84	0.46	10633	57.88
450	90	0.49	10723	58.37
451	100	0.54	10823	58.92
452	104	0.57	10927	59.48
453	92	0.50	11019	59.98
454	98	0.53	11117	60.52
455	81	0.44	11198	60.96
456	114	0.62	11312	61.58
457	89	0.48	11401	62.06
458	84	0.46	11485	62.52
continues. . .				

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
459	82	0.45	11567	62.97
460	111	0.60	11678	63.57
461	91	0.50	11769	64.07
462	78	0.42	11847	64.49
463	102	0.56	11949	65.05
464	97	0.53	12046	65.57
465	106	0.58	12152	66.15
466	102	0.56	12254	66.71
467	96	0.52	12350	67.23
468	100	0.54	12450	67.77
469	102	0.56	12552	68.33
470	97	0.53	12649	68.86
471	91	0.50	12740	69.35
472	86	0.47	12826	69.82
473	106	0.58	12932	70.40
474	83	0.45	13015	70.85
475	108	0.59	13123	71.44
476	87	0.47	13210	71.91
477	79	0.43	13289	72.34
478	103	0.56	13392	72.90
479	86	0.47	13478	73.37
480	86	0.47	13564	73.84
481	77	0.42	13641	74.26
482	88	0.48	13729	74.74
483	85	0.46	13814	75.20
484	82	0.45	13896	75.65
485	88	0.48	13984	76.12
486	72	0.39	14056	76.52
487	85	0.46	14141	76.98
488	97	0.53	14238	77.51
489	85	0.46	14323	77.97
490	89	0.48	14412	78.45
491	77	0.42	14489	78.87
492	99	0.54	14588	79.41
493	90	0.49	14678	79.90
494	81	0.44	14759	80.34
495	71	0.39	14830	80.73

continues. . .

**CELDT 2006-07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K-2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
496	78	0.42	14908	81.15
497	63	0.34	14971	81.50
498	96	0.52	15067	82.02
499	81	0.44	15148	82.46
500	96	0.52	15244	82.98
501	84	0.46	15328	83.44
502	55	0.30	15383	83.74
503	79	0.43	15462	84.17
504	65	0.35	15527	84.52
505	68	0.37	15595	84.89
506	71	0.39	15666	85.28
507	69	0.38	15735	85.66
508	86	0.47	15821	86.12
509	48	0.26	15869	86.39
510	75	0.41	15944	86.79
511	66	0.36	16010	87.15
512	67	0.36	16077	87.52
513	74	0.40	16151	87.92
514	74	0.40	16225	88.32
515	52	0.28	16277	88.61
516	65	0.35	16342	88.96
517	44	0.24	16386	89.20
518	56	0.30	16442	89.50
519	41	0.22	16483	89.73
520	58	0.32	16541	90.04
521	44	0.24	16585	90.28
522	45	0.24	16630	90.53
523	38	0.21	16668	90.73
524	53	0.29	16721	91.02
525	30	0.16	16751	91.19
526	48	0.26	16799	91.45
527	52	0.28	16851	91.73
528	55	0.30	16906	92.03
529	53	0.29	16959	92.32
530	36	0.20	16995	92.51
531	51	0.28	17046	92.79
532	38	0.21	17084	93.00

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
533	59	0.32	17143	93.32
534	38	0.21	17181	93.53
535	62	0.34	17243	93.86
536	25	0.14	17268	94.00
537	39	0.21	17307	94.21
538	40	0.22	17347	94.43
539	56	0.30	17403	94.74
540	35	0.19	17438	94.93
541	31	0.17	17469	95.10
542	20	0.11	17489	95.20
543	58	0.32	17547	95.52
544	22	0.12	17569	95.64
545	33	0.18	17602	95.82
546	35	0.19	17637	96.01
547	22	0.12	17659	96.13
548	44	0.24	17703	96.37
549	22	0.12	17725	96.49
550	29	0.16	17754	96.65
551	37	0.20	17791	96.85
552	21	0.11	17812	96.96
553	26	0.14	17838	97.10
554	29	0.16	17867	97.26
555	20	0.11	17887	97.37
556	25	0.14	17912	97.51
557	17	0.09	17929	97.60
558	35	0.19	17964	97.79
559	12	0.07	17976	97.86
560	24	0.13	18000	97.99
561	19	0.10	18019	98.09
562	14	0.08	18033	98.17
563	30	0.16	18063	98.33
564	8	0.04	18071	98.37
565	15	0.08	18086	98.45
566	34	0.19	18120	98.64
567	4	0.02	18124	98.66
568	11	0.06	18135	98.72
569	5	0.03	18140	98.75

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span K–2: Grade 2

Scale Score	Freq.	%	Cum. Freq.	Cum. %
570	12	0.07	18152	98.81
571	23	0.13	18175	98.94
572	8	0.04	18183	98.98
573	9	0.05	18192	99.03
574	11	0.06	18203	99.09
575	14	0.08	18217	99.17
576	10	0.05	18227	99.22
577	5	0.03	18232	99.25
578	7	0.04	18239	99.29
579	6	0.03	18245	99.32
580	11	0.06	18256	99.38
581	12	0.07	18268	99.44
582	1	0.01	18269	99.45
583	4	0.02	18273	99.47
584	9	0.05	18282	99.52
585	7	0.04	18289	99.56
586	2	0.01	18291	99.57
587	3	0.02	18294	99.59
588	7	0.04	18301	99.62
589	6	0.03	18307	99.66
590	10	0.05	18317	99.71
591	4	0.02	18321	99.73
594	5	0.03	18326	99.76
595	1	0.01	18327	99.77
596	5	0.03	18332	99.79
597	1	0.01	18333	99.80
598	2	0.01	18335	99.81
599	5	0.03	18340	99.84
602	10	0.05	18350	99.89
607	6	0.03	18356	99.92
615	3	0.02	18359	99.94
616	4	0.02	18363	99.96
617	2	0.01	18365	99.97
627	1	0.01	18366	99.98
635	4	0.02	18370	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
230	5954	12.94	5954	12.94
238	25	0.05	5979	12.99
239	23	0.05	6002	13.04
248	348	0.76	6350	13.80
253	186	0.40	6536	14.21
256	192	0.42	6728	14.62
257	18	0.04	6746	14.66
258	32	0.07	6778	14.73
259	46	0.10	6824	14.83
261	255	0.55	7079	15.39
262	33	0.07	7112	15.46
263	62	0.13	7174	15.59
265	78	0.17	7252	15.76
266	41	0.09	7293	15.85
267	114	0.25	7407	16.10
268	37	0.08	7444	16.18
269	33	0.07	7477	16.25
270	16	0.03	7493	16.29
271	109	0.24	7602	16.52
272	22	0.05	7624	16.57
273	36	0.08	7660	16.65
274	7	0.02	7667	16.66
275	83	0.18	7750	16.84
276	22	0.05	7772	16.89
277	32	0.07	7804	16.96
278	45	0.10	7849	17.06
279	8	0.02	7857	17.08
280	66	0.14	7923	17.22
281	3	0.01	7926	17.23
282	54	0.12	7980	17.34
283	39	0.08	8019	17.43
284	15	0.03	8034	17.46
285	93	0.20	8127	17.66
286	12	0.03	8139	17.69
287	40	0.09	8179	17.78
288	39	0.08	8218	17.86
289	35	0.08	8253	17.94

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
290	91	0.20	8344	18.13
291	54	0.12	8398	18.25
292	44	0.10	8442	18.35
293	56	0.12	8498	18.47
294	48	0.10	8546	18.57
295	86	0.19	8632	18.76
296	38	0.08	8670	18.84
297	62	0.13	8732	18.98
298	83	0.18	8815	19.16
299	60	0.13	8875	19.29
300	82	0.18	8957	19.47
301	58	0.13	9015	19.59
302	50	0.11	9065	19.70
303	73	0.16	9138	19.86
304	79	0.17	9217	20.03
305	65	0.14	9282	20.17
306	59	0.13	9341	20.30
307	54	0.12	9395	20.42
308	107	0.23	9502	20.65
309	34	0.07	9536	20.73
310	54	0.12	9590	20.84
311	62	0.13	9652	20.98
312	56	0.12	9708	21.10
313	62	0.13	9770	21.23
314	62	0.13	9832	21.37
315	48	0.10	9880	21.47
316	45	0.10	9925	21.57
317	51	0.11	9976	21.68
318	50	0.11	10026	21.79
319	71	0.15	10097	21.94
320	53	0.12	10150	22.06
321	51	0.11	10201	22.17
322	52	0.11	10253	22.28
323	51	0.11	10304	22.39
324	37	0.08	10341	22.48
325	55	0.12	10396	22.59
326	40	0.09	10436	22.68

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
327	70	0.15	10506	22.83
328	36	0.08	10542	22.91
329	48	0.10	10590	23.02
330	70	0.15	10660	23.17
331	34	0.07	10694	23.24
332	110	0.24	10804	23.48
333	53	0.12	10857	23.60
334	51	0.11	10908	23.71
335	52	0.11	10960	23.82
336	74	0.16	11034	23.98
337	69	0.15	11103	24.13
338	65	0.14	11168	24.27
339	54	0.12	11222	24.39
340	76	0.17	11298	24.55
341	40	0.09	11338	24.64
342	74	0.16	11412	24.80
343	65	0.14	11477	24.94
344	38	0.08	11515	25.03
345	64	0.14	11579	25.17
346	53	0.12	11632	25.28
347	69	0.15	11701	25.43
348	39	0.08	11740	25.52
349	57	0.12	11797	25.64
350	60	0.13	11857	25.77
351	58	0.13	11915	25.90
352	47	0.10	11962	26.00
353	56	0.12	12018	26.12
354	53	0.12	12071	26.24
355	63	0.14	12134	26.37
356	49	0.11	12183	26.48
357	54	0.12	12237	26.60
358	54	0.12	12291	26.71
359	42	0.09	12333	26.80
360	63	0.14	12396	26.94
361	55	0.12	12451	27.06
362	39	0.08	12490	27.15
363	51	0.11	12541	27.26

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
364	50	0.11	12591	27.37
365	41	0.09	12632	27.45
366	48	0.10	12680	27.56
367	58	0.13	12738	27.68
368	43	0.09	12781	27.78
369	52	0.11	12833	27.89
370	44	0.10	12877	27.99
371	53	0.12	12930	28.10
372	62	0.13	12992	28.24
373	49	0.11	13041	28.34
374	60	0.13	13101	28.47
375	52	0.11	13153	28.59
376	50	0.11	13203	28.70
377	69	0.15	13272	28.85
378	49	0.11	13321	28.95
379	37	0.08	13358	29.03
380	50	0.11	13408	29.14
381	43	0.09	13451	29.23
382	48	0.10	13499	29.34
383	75	0.16	13574	29.50
384	64	0.14	13638	29.64
385	59	0.13	13697	29.77
386	55	0.12	13752	29.89
387	48	0.10	13800	29.99
388	71	0.15	13871	30.15
389	60	0.13	13931	30.28
390	57	0.12	13988	30.40
391	55	0.12	14043	30.52
392	54	0.12	14097	30.64
393	46	0.10	14143	30.74
394	52	0.11	14195	30.85
395	56	0.12	14251	30.97
396	57	0.12	14308	31.10
397	62	0.13	14370	31.23
398	57	0.12	14427	31.36
399	65	0.14	14492	31.50
400	51	0.11	14543	31.61

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
401	70	0.15	14613	31.76
402	45	0.10	14658	31.86
403	70	0.15	14728	32.01
404	63	0.14	14791	32.15
405	74	0.16	14865	32.31
406	65	0.14	14930	32.45
407	81	0.18	15011	32.62
408	58	0.13	15069	32.75
409	73	0.16	15142	32.91
410	57	0.12	15199	33.03
411	70	0.15	15269	33.19
412	70	0.15	15339	33.34
413	87	0.19	15426	33.53
414	72	0.16	15498	33.68
415	59	0.13	15557	33.81
416	80	0.17	15637	33.99
417	80	0.17	15717	34.16
418	96	0.21	15813	34.37
419	75	0.16	15888	34.53
420	75	0.16	15963	34.69
421	75	0.16	16038	34.86
422	89	0.19	16127	35.05
423	97	0.21	16224	35.26
424	88	0.19	16312	35.45
425	86	0.19	16398	35.64
426	102	0.22	16500	35.86
427	98	0.21	16598	36.07
428	96	0.21	16694	36.28
429	85	0.18	16779	36.47
430	99	0.22	16878	36.68
431	79	0.17	16957	36.85
432	75	0.16	17032	37.02
433	98	0.21	17130	37.23
434	113	0.25	17243	37.48
435	116	0.25	17359	37.73
436	105	0.23	17464	37.96
437	112	0.24	17576	38.20

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
438	100	0.22	17676	38.42
439	108	0.23	17784	38.65
440	117	0.25	17901	38.91
441	122	0.27	18023	39.17
442	119	0.26	18142	39.43
443	127	0.28	18269	39.71
444	117	0.25	18386	39.96
445	110	0.24	18496	40.20
446	126	0.27	18622	40.47
447	121	0.26	18743	40.74
448	137	0.30	18880	41.03
449	124	0.27	19004	41.30
450	131	0.28	19135	41.59
451	138	0.30	19273	41.89
452	130	0.28	19403	42.17
453	143	0.31	19546	42.48
454	123	0.27	19669	42.75
455	142	0.31	19811	43.06
456	151	0.33	19962	43.39
457	180	0.39	20142	43.78
458	152	0.33	20294	44.11
459	136	0.30	20430	44.40
460	155	0.34	20585	44.74
461	142	0.31	20727	45.05
462	184	0.40	20911	45.45
463	141	0.31	21052	45.75
464	158	0.34	21210	46.10
465	190	0.41	21400	46.51
466	184	0.40	21584	46.91
467	173	0.38	21757	47.29
468	160	0.35	21917	47.63
469	147	0.32	22064	47.95
470	171	0.37	22235	48.33
471	197	0.43	22432	48.75
472	168	0.37	22600	49.12
473	185	0.40	22785	49.52
474	193	0.42	22978	49.94

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
475	180	0.39	23158	50.33
476	178	0.39	23336	50.72
477	195	0.42	23531	51.14
478	163	0.35	23694	51.50
479	207	0.45	23901	51.95
480	183	0.40	24084	52.34
481	201	0.44	24285	52.78
482	194	0.42	24479	53.20
483	194	0.42	24673	53.62
484	219	0.48	24892	54.10
485	168	0.37	25060	54.47
486	209	0.45	25269	54.92
487	197	0.43	25466	55.35
488	209	0.45	25675	55.80
489	181	0.39	25856	56.20
490	197	0.43	26053	56.62
491	226	0.49	26279	57.11
492	224	0.49	26503	57.60
493	217	0.47	26720	58.07
494	206	0.45	26926	58.52
495	223	0.48	27149	59.01
496	199	0.43	27348	59.44
497	216	0.47	27564	59.91
498	221	0.48	27785	60.39
499	224	0.49	28009	60.87
500	227	0.49	28236	61.37
501	204	0.44	28440	61.81
502	207	0.45	28647	62.26
503	210	0.46	28857	62.72
504	184	0.40	29041	63.12
505	194	0.42	29235	63.54
506	221	0.48	29456	64.02
507	212	0.46	29668	64.48
508	233	0.51	29901	64.99
509	202	0.44	30103	65.43
510	206	0.45	30309	65.87
511	241	0.52	30550	66.40

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
512	246	0.53	30796	66.93
513	204	0.44	31000	67.38
514	228	0.50	31228	67.87
515	229	0.50	31457	68.37
516	207	0.45	31664	68.82
517	233	0.51	31897	69.32
518	210	0.46	32107	69.78
519	194	0.42	32301	70.20
520	217	0.47	32518	70.67
521	222	0.48	32740	71.16
522	225	0.49	32965	71.65
523	237	0.52	33202	72.16
524	194	0.42	33396	72.58
525	193	0.42	33589	73.00
526	221	0.48	33810	73.48
527	197	0.43	34007	73.91
528	211	0.46	34218	74.37
529	220	0.48	34438	74.85
530	200	0.43	34638	75.28
531	222	0.48	34860	75.76
532	221	0.48	35081	76.24
533	195	0.42	35276	76.67
534	227	0.49	35503	77.16
535	186	0.40	35689	77.57
536	194	0.42	35883	77.99
537	187	0.41	36070	78.39
538	189	0.41	36259	78.81
539	183	0.40	36442	79.20
540	175	0.38	36617	79.58
541	201	0.44	36818	80.02
542	181	0.39	36999	80.41
543	184	0.40	37183	80.81
544	193	0.42	37376	81.23
545	182	0.40	37558	81.63
546	143	0.31	37701	81.94
547	185	0.40	37886	82.34
548	180	0.39	38066	82.73

continues. . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix I: Scale Score Frequency Distributions

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
549	161	0.35	38227	83.08
550	166	0.36	38393	83.44
551	166	0.36	38559	83.80
552	187	0.41	38746	84.21
553	144	0.31	38890	84.52
554	181	0.39	39071	84.92
555	163	0.35	39234	85.27
556	181	0.39	39415	85.66
557	151	0.33	39566	85.99
558	156	0.34	39722	86.33
559	159	0.35	39881	86.68
560	117	0.25	39998	86.93
561	139	0.30	40137	87.23
562	171	0.37	40308	87.61
563	123	0.27	40431	87.87
564	132	0.29	40563	88.16
565	183	0.40	40746	88.56
566	127	0.28	40873	88.83
567	138	0.30	41011	89.13
568	117	0.25	41128	89.39
569	173	0.38	41301	89.76
570	87	0.19	41388	89.95
571	124	0.27	41512	90.22
572	143	0.31	41655	90.53
573	99	0.22	41754	90.75
574	95	0.21	41849	90.95
575	116	0.25	41965	91.21
576	133	0.29	42098	91.50
577	89	0.19	42187	91.69
578	104	0.23	42291	91.91
579	94	0.20	42385	92.12
580	82	0.18	42467	92.30
581	155	0.34	42622	92.63
582	73	0.16	42695	92.79
583	120	0.26	42815	93.05
584	66	0.14	42881	93.20
585	108	0.23	42989	93.43

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
586	67	0.15	43056	93.58
587	93	0.20	43149	93.78
588	146	0.32	43295	94.10
589	55	0.12	43350	94.22
590	59	0.13	43409	94.34
591	81	0.18	43490	94.52
592	111	0.24	43601	94.76
593	72	0.16	43673	94.92
594	60	0.13	43733	95.05
595	63	0.14	43796	95.19
596	70	0.15	43866	95.34
597	91	0.20	43957	95.54
598	55	0.12	44012	95.66
599	58	0.13	44070	95.78
600	51	0.11	44121	95.89
601	40	0.09	44161	95.98
602	54	0.12	44215	96.10
603	82	0.18	44297	96.27
604	87	0.19	44384	96.46
605	36	0.08	44420	96.54
606	33	0.07	44453	96.61
607	81	0.18	44534	96.79
608	65	0.14	44599	96.93
609	37	0.08	44636	97.01
610	29	0.06	44665	97.07
611	60	0.13	44725	97.21
612	49	0.11	44774	97.31
613	73	0.16	44847	97.47
614	52	0.11	44899	97.58
615	9	0.02	44908	97.60
616	30	0.07	44938	97.67
617	53	0.12	44991	97.78
618	47	0.10	45038	97.89
619	43	0.09	45081	97.98
620	26	0.06	45107	98.04
621	31	0.07	45138	98.10
622	46	0.10	45184	98.20

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
623	40	0.09	45224	98.29
624	38	0.08	45262	98.37
625	25	0.05	45287	98.43
626	12	0.03	45299	98.45
627	20	0.04	45319	98.50
628	48	0.10	45367	98.60
629	49	0.11	45416	98.71
630	24	0.05	45440	98.76
631	10	0.02	45450	98.78
632	14	0.03	45464	98.81
633	38	0.08	45502	98.89
634	19	0.04	45521	98.94
635	18	0.04	45539	98.97
636	10	0.02	45549	99.00
637	29	0.06	45578	99.06
638	25	0.05	45603	99.11
639	20	0.04	45623	99.16
640	17	0.04	45640	99.19
641	6	0.01	45646	99.21
642	28	0.06	45674	99.27
643	21	0.05	45695	99.31
644	32	0.07	45727	99.38
645	14	0.03	45741	99.41
646	1	0.00	45742	99.42
647	17	0.04	45759	99.45
648	1	0.00	45760	99.45
649	30	0.07	45790	99.52
650	13	0.03	45803	99.55
651	10	0.02	45813	99.57
652	21	0.05	45834	99.62
653	12	0.03	45846	99.64
654	8	0.02	45854	99.66
656	12	0.03	45866	99.68
658	43	0.09	45909	99.78
660	1	0.00	45910	99.78

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 3–5

Scale Score	Freq.	%	Cum. Freq.	Cum. %
663	19	0.04	45929	99.82
665	10	0.02	45939	99.84
667	9	0.02	45948	99.86
669	1	0.00	45949	99.87
670	28	0.06	45977	99.93
672	2	0.00	45979	99.93
673	1	0.00	45980	99.93
674	1	0.00	45981	99.93
679	20	0.04	46001	99.98
684	3	0.01	46004	99.98
686	1	0.00	46005	99.99
688	4	0.01	46009	100.00
700	2	0.00	46011	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
248	5427	13.40	5427	13.40
260	24	0.06	5451	13.46
264	201	0.50	5652	13.95
270	74	0.18	5726	14.14
271	27	0.07	5753	14.20
273	106	0.26	5859	14.46
276	4	0.01	5863	14.47
277	27	0.07	5890	14.54
278	73	0.18	5963	14.72
279	76	0.19	6039	14.91
280	63	0.16	6102	15.06
282	61	0.15	6163	15.22
283	30	0.07	6193	15.29
284	62	0.15	6255	15.44
285	28	0.07	6283	15.51
286	21	0.05	6304	15.56
287	6	0.01	6310	15.58
288	12	0.03	6322	15.61
289	102	0.25	6424	15.86
290	7	0.02	6431	15.88
291	23	0.06	6454	15.93
292	40	0.10	6494	16.03
293	86	0.21	6580	16.24
294	28	0.07	6608	16.31
295	17	0.04	6625	16.36
296	27	0.07	6652	16.42
297	23	0.06	6675	16.48
298	15	0.04	6690	16.52
299	26	0.06	6716	16.58
300	22	0.05	6738	16.63
301	57	0.14	6795	16.78
302	41	0.10	6836	16.88
303	10	0.02	6846	16.90
304	16	0.04	6862	16.94
305	46	0.11	6908	17.05
306	2	0.00	6910	17.06
307	48	0.12	6958	17.18

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
308	35	0.09	6993	17.26
309	22	0.05	7015	17.32
310	36	0.09	7051	17.41
311	35	0.09	7086	17.49
312	51	0.13	7137	17.62
313	38	0.09	7175	17.71
314	32	0.08	7207	17.79
315	24	0.06	7231	17.85
316	78	0.19	7309	18.04
317	54	0.13	7363	18.18
318	24	0.06	7387	18.24
319	51	0.13	7438	18.36
320	29	0.07	7467	18.43
321	61	0.15	7528	18.59
322	36	0.09	7564	18.67
323	32	0.08	7596	18.75
324	54	0.13	7650	18.89
325	56	0.14	7706	19.02
326	47	0.12	7753	19.14
327	44	0.11	7797	19.25
328	51	0.13	7848	19.38
329	72	0.18	7920	19.55
330	18	0.04	7938	19.60
331	70	0.17	8008	19.77
332	38	0.09	8046	19.86
333	68	0.17	8114	20.03
334	27	0.07	8141	20.10
335	49	0.12	8190	20.22
336	46	0.11	8236	20.33
337	67	0.17	8303	20.50
338	47	0.12	8350	20.61
339	59	0.15	8409	20.76
340	43	0.11	8452	20.87
341	71	0.18	8523	21.04
342	41	0.10	8564	21.14
343	38	0.09	8602	21.24
344	30	0.07	8632	21.31

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
345	73	0.18	8705	21.49
346	43	0.11	8748	21.60
347	48	0.12	8796	21.72
348	62	0.15	8858	21.87
349	45	0.11	8903	21.98
350	46	0.11	8949	22.09
351	59	0.15	9008	22.24
352	75	0.19	9083	22.42
353	34	0.08	9117	22.51
354	51	0.13	9168	22.63
355	57	0.14	9225	22.77
356	54	0.13	9279	22.91
357	66	0.16	9345	23.07
358	52	0.13	9397	23.20
359	44	0.11	9441	23.31
360	42	0.10	9483	23.41
361	67	0.17	9550	23.58
362	46	0.11	9596	23.69
363	45	0.11	9641	23.80
364	52	0.13	9693	23.93
365	56	0.14	9749	24.07
366	65	0.16	9814	24.23
367	59	0.15	9873	24.37
368	43	0.11	9916	24.48
369	55	0.14	9971	24.62
370	42	0.10	10013	24.72
371	58	0.14	10071	24.86
372	58	0.14	10129	25.01
373	63	0.16	10192	25.16
374	45	0.11	10237	25.27
375	65	0.16	10302	25.43
376	55	0.14	10357	25.57
377	62	0.15	10419	25.72
378	31	0.08	10450	25.80
379	43	0.11	10493	25.91
380	50	0.12	10543	26.03
381	49	0.12	10592	26.15

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
382	38	0.09	10630	26.24
383	61	0.15	10691	26.39
384	49	0.12	10740	26.52
385	64	0.16	10804	26.67
386	56	0.14	10860	26.81
387	55	0.14	10915	26.95
388	42	0.10	10957	27.05
389	47	0.12	11004	27.17
390	48	0.12	11052	27.29
391	49	0.12	11101	27.41
392	41	0.10	11142	27.51
393	39	0.10	11181	27.60
394	47	0.12	11228	27.72
395	44	0.11	11272	27.83
396	40	0.10	11312	27.93
397	53	0.13	11365	28.06
398	45	0.11	11410	28.17
399	42	0.10	11452	28.27
400	35	0.09	11487	28.36
401	36	0.09	11523	28.45
402	42	0.10	11565	28.55
403	56	0.14	11621	28.69
404	30	0.07	11651	28.76
405	55	0.14	11706	28.90
406	45	0.11	11751	29.01
407	40	0.10	11791	29.11
408	33	0.08	11824	29.19
409	44	0.11	11868	29.30
410	46	0.11	11914	29.41
411	35	0.09	11949	29.50
412	51	0.13	12000	29.63
413	42	0.10	12042	29.73
414	55	0.14	12097	29.87
415	49	0.12	12146	29.99
416	37	0.09	12183	30.08
417	39	0.10	12222	30.17
418	48	0.12	12270	30.29

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
419	46	0.11	12316	30.41
420	51	0.13	12367	30.53
421	49	0.12	12416	30.65
422	51	0.13	12467	30.78
423	51	0.13	12518	30.90
424	55	0.14	12573	31.04
425	57	0.14	12630	31.18
426	43	0.11	12673	31.29
427	60	0.15	12733	31.44
428	48	0.12	12781	31.55
429	55	0.14	12836	31.69
430	54	0.13	12890	31.82
431	38	0.09	12928	31.92
432	56	0.14	12984	32.06
433	57	0.14	13041	32.20
434	58	0.14	13099	32.34
435	47	0.12	13146	32.46
436	57	0.14	13203	32.60
437	48	0.12	13251	32.71
438	56	0.14	13307	32.85
439	50	0.12	13357	32.98
440	64	0.16	13421	33.13
441	72	0.18	13493	33.31
442	44	0.11	13537	33.42
443	53	0.13	13590	33.55
444	60	0.15	13650	33.70
445	53	0.13	13703	33.83
446	65	0.16	13768	33.99
447	48	0.12	13816	34.11
448	68	0.17	13884	34.28
449	67	0.17	13951	34.44
450	63	0.16	14014	34.60
451	48	0.12	14062	34.72
452	51	0.13	14113	34.84
453	58	0.14	14171	34.99
454	73	0.18	14244	35.17
455	80	0.20	14324	35.36

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
456	61	0.15	14385	35.51
457	67	0.17	14452	35.68
458	58	0.14	14510	35.82
459	69	0.17	14579	35.99
460	56	0.14	14635	36.13
461	62	0.15	14697	36.28
462	72	0.18	14769	36.46
463	81	0.20	14850	36.66
464	65	0.16	14915	36.82
465	58	0.14	14973	36.97
466	74	0.18	15047	37.15
467	75	0.19	15122	37.33
468	92	0.23	15214	37.56
469	76	0.19	15290	37.75
470	78	0.19	15368	37.94
471	70	0.17	15438	38.11
472	69	0.17	15507	38.28
473	69	0.17	15576	38.45
474	66	0.16	15642	38.62
475	83	0.20	15725	38.82
476	82	0.20	15807	39.02
477	78	0.19	15885	39.22
478	58	0.14	15943	39.36
479	93	0.23	16036	39.59
480	82	0.20	16118	39.79
481	93	0.23	16211	40.02
482	84	0.21	16295	40.23
483	94	0.23	16389	40.46
484	87	0.21	16476	40.68
485	85	0.21	16561	40.89
486	89	0.22	16650	41.11
487	94	0.23	16744	41.34
488	80	0.20	16824	41.54
489	95	0.23	16919	41.77
490	83	0.20	17002	41.98
491	90	0.22	17092	42.20
492	79	0.20	17171	42.39

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
493	101	0.25	17272	42.64
494	95	0.23	17367	42.88
495	95	0.23	17462	43.11
496	76	0.19	17538	43.30
497	109	0.27	17647	43.57
498	75	0.19	17722	43.75
499	117	0.29	17839	44.04
500	90	0.22	17929	44.26
501	98	0.24	18027	44.51
502	91	0.22	18118	44.73
503	123	0.30	18241	45.03
504	92	0.23	18333	45.26
505	130	0.32	18463	45.58
506	99	0.24	18562	45.83
507	111	0.27	18673	46.10
508	95	0.23	18768	46.34
509	113	0.28	18881	46.61
510	103	0.25	18984	46.87
511	116	0.29	19100	47.15
512	112	0.28	19212	47.43
513	123	0.30	19335	47.73
514	96	0.24	19431	47.97
515	137	0.34	19568	48.31
516	93	0.23	19661	48.54
517	132	0.33	19793	48.87
518	133	0.33	19926	49.19
519	120	0.30	20046	49.49
520	126	0.31	20172	49.80
521	130	0.32	20302	50.12
522	131	0.32	20433	50.45
523	125	0.31	20558	50.75
524	130	0.32	20688	51.08
525	122	0.30	20810	51.38
526	125	0.31	20935	51.68
527	116	0.29	21051	51.97
528	117	0.29	21168	52.26
529	161	0.40	21329	52.66

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
530	113	0.28	21442	52.94
531	133	0.33	21575	53.27
532	140	0.35	21715	53.61
533	136	0.34	21851	53.95
534	120	0.30	21971	54.24
535	162	0.40	22133	54.64
536	144	0.36	22277	55.00
537	151	0.37	22428	55.37
538	136	0.34	22564	55.71
539	164	0.40	22728	56.11
540	170	0.42	22898	56.53
541	156	0.39	23054	56.92
542	136	0.34	23190	57.25
543	168	0.41	23358	57.67
544	146	0.36	23504	58.03
545	143	0.35	23647	58.38
546	186	0.46	23833	58.84
547	134	0.33	23967	59.17
548	168	0.41	24135	59.59
549	137	0.34	24272	59.92
550	147	0.36	24419	60.29
551	175	0.43	24594	60.72
552	156	0.39	24750	61.10
553	138	0.34	24888	61.44
554	166	0.41	25054	61.85
555	153	0.38	25207	62.23
556	160	0.40	25367	62.63
557	159	0.39	25526	63.02
558	139	0.34	25665	63.36
559	165	0.41	25830	63.77
560	154	0.38	25984	64.15
561	160	0.40	26144	64.55
562	157	0.39	26301	64.93
563	177	0.44	26478	65.37
564	177	0.44	26655	65.81
565	134	0.33	26789	66.14
566	175	0.43	26964	66.57

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
567	167	0.41	27131	66.98
568	138	0.34	27269	67.32
569	201	0.50	27470	67.82
570	127	0.31	27597	68.13
571	168	0.41	27765	68.55
572	131	0.32	27896	68.87
573	166	0.41	28062	69.28
574	183	0.45	28245	69.73
575	150	0.37	28395	70.10
576	147	0.36	28542	70.47
577	189	0.47	28731	70.93
578	152	0.38	28883	71.31
579	147	0.36	29030	71.67
580	164	0.40	29194	72.08
581	172	0.42	29366	72.50
582	170	0.42	29536	72.92
583	143	0.35	29679	73.27
584	178	0.44	29857	73.71
585	139	0.34	29996	74.06
586	165	0.41	30161	74.46
587	169	0.42	30330	74.88
588	159	0.39	30489	75.27
589	149	0.37	30638	75.64
590	218	0.54	30856	76.18
591	133	0.33	30989	76.51
592	154	0.38	31143	76.89
593	139	0.34	31282	77.23
594	154	0.38	31436	77.61
595	170	0.42	31606	78.03
596	141	0.35	31747	78.38
597	145	0.36	31892	78.74
598	184	0.45	32076	79.19
599	99	0.24	32175	79.43
600	157	0.39	32332	79.82
601	153	0.38	32485	80.20
602	114	0.28	32599	80.48
603	137	0.34	32736	80.82

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
604	159	0.39	32895	81.21
605	91	0.22	32986	81.44
606	146	0.36	33132	81.80
607	174	0.43	33306	82.23
608	144	0.36	33450	82.58
609	163	0.40	33613	82.98
610	151	0.37	33764	83.36
611	125	0.31	33889	83.67
612	113	0.28	34002	83.95
613	136	0.34	34138	84.28
614	164	0.40	34302	84.69
615	72	0.18	34374	84.86
616	126	0.31	34500	85.17
617	168	0.41	34668	85.59
618	112	0.28	34780	85.87
619	91	0.22	34871	86.09
620	174	0.43	35045	86.52
621	135	0.33	35180	86.85
622	124	0.31	35304	87.16
623	86	0.21	35390	87.37
624	141	0.35	35531	87.72
625	99	0.24	35630	87.96
626	130	0.32	35760	88.29
627	147	0.36	35907	88.65
628	101	0.25	36008	88.90
629	61	0.15	36069	89.05
630	164	0.40	36233	89.45
631	98	0.24	36331	89.70
632	78	0.19	36409	89.89
633	105	0.26	36514	90.15
634	111	0.27	36625	90.42
635	179	0.44	36804	90.86
636	74	0.18	36878	91.05
637	101	0.25	36979	91.29
638	109	0.27	37088	91.56
639	72	0.18	37160	91.74
640	120	0.30	37280	92.04

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
641	81	0.20	37361	92.24
642	76	0.19	37437	92.43
643	123	0.30	37560	92.73
644	79	0.20	37639	92.92
645	56	0.14	37695	93.06
646	95	0.23	37790	93.30
647	133	0.33	37923	93.63
648	74	0.18	37997	93.81
649	66	0.16	38063	93.97
650	65	0.16	38128	94.13
651	53	0.13	38181	94.26
652	58	0.14	38239	94.41
653	102	0.25	38341	94.66
654	78	0.19	38419	94.85
655	38	0.09	38457	94.94
656	56	0.14	38513	95.08
657	105	0.26	38618	95.34
658	49	0.12	38667	95.46
659	61	0.15	38728	95.61
660	84	0.21	38812	95.82
661	106	0.26	38918	96.08
662	33	0.08	38951	96.16
663	30	0.07	38981	96.24
664	44	0.11	39025	96.35
665	49	0.12	39074	96.47
666	103	0.25	39177	96.72
667	37	0.09	39214	96.81
668	38	0.09	39252	96.91
669	45	0.11	39297	97.02
670	47	0.12	39344	97.13
671	16	0.04	39360	97.17
672	17	0.04	39377	97.22
673	135	0.33	39512	97.55
674	9	0.02	39521	97.57
675	53	0.13	39574	97.70

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 6–8

Scale Score	Freq.	%	Cum. Freq.	Cum. %
676	23	0.06	39597	97.76
677	13	0.03	39610	97.79
678	38	0.09	39648	97.88
679	36	0.09	39684	97.97
680	45	0.11	39729	98.08
681	10	0.02	39739	98.11
682	27	0.07	39766	98.18
683	64	0.16	39830	98.33
684	22	0.05	39852	98.39
685	54	0.13	39906	98.52
686	26	0.06	39932	98.59
687	35	0.09	39967	98.67
688	24	0.06	39991	98.73
689	8	0.02	39999	98.75
691	12	0.03	40011	98.78
692	57	0.14	40068	98.92
693	20	0.05	40088	98.97
695	35	0.09	40123	99.06
696	45	0.11	40168	99.17
697	18	0.04	40186	99.21
698	3	0.01	40189	99.22
699	51	0.13	40240	99.35
701	17	0.04	40257	99.39
705	46	0.11	40303	99.50
706	9	0.02	40312	99.52
707	7	0.02	40319	99.54
708	47	0.12	40366	99.66
709	37	0.09	40403	99.75
713	4	0.01	40407	99.76
714	2	0.00	40409	99.76
715	5	0.01	40414	99.78
718	11	0.03	40425	99.80
719	35	0.09	40460	99.89
727	8	0.02	40468	99.91
731	15	0.04	40483	99.95
741	22	0.05	40505	100.00

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
251	6353	11.73	6353	11.73
260	137	0.25	6490	11.98
264	190	0.35	6680	12.33
269	15	0.03	6695	12.36
274	16	0.03	6711	12.39
275	78	0.14	6789	12.53
277	20	0.04	6809	12.57
278	19	0.04	6828	12.61
281	124	0.23	6952	12.83
282	56	0.10	7008	12.94
283	14	0.03	7022	12.96
284	11	0.02	7033	12.98
286	49	0.09	7082	13.07
287	14	0.03	7096	13.10
289	59	0.11	7155	13.21
290	77	0.14	7232	13.35
291	41	0.08	7273	13.43
292	27	0.05	7300	13.48
293	14	0.03	7314	13.50
294	42	0.08	7356	13.58
295	60	0.11	7416	13.69
296	29	0.05	7445	13.74
297	5	0.01	7450	13.75
298	48	0.09	7498	13.84
299	62	0.11	7560	13.96
300	30	0.06	7590	14.01
301	20	0.04	7610	14.05
302	8	0.01	7618	14.06
303	33	0.06	7651	14.12
304	47	0.09	7698	14.21
305	7	0.01	7705	14.22
306	30	0.06	7735	14.28
307	38	0.07	7773	14.35
308	55	0.10	7828	14.45
309	24	0.04	7852	14.50
310	9	0.02	7861	14.51
311	27	0.05	7888	14.56

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
312	34	0.06	7922	14.63
313	58	0.11	7980	14.73
314	27	0.05	8007	14.78
315	30	0.06	8037	14.84
316	36	0.07	8073	14.90
317	30	0.06	8103	14.96
318	24	0.04	8127	15.00
319	30	0.06	8157	15.06
320	9	0.02	8166	15.08
321	76	0.14	8242	15.22
322	50	0.09	8292	15.31
323	19	0.04	8311	15.34
324	24	0.04	8335	15.39
325	50	0.09	8385	15.48
326	51	0.09	8436	15.57
327	43	0.08	8479	15.65
328	33	0.06	8512	15.71
329	17	0.03	8529	15.75
330	65	0.12	8594	15.87
331	58	0.11	8652	15.97
332	28	0.05	8680	16.02
333	40	0.07	8720	16.10
334	74	0.14	8794	16.23
335	56	0.10	8850	16.34
336	31	0.06	8881	16.40
337	50	0.09	8931	16.49
338	85	0.16	9016	16.64
339	53	0.10	9069	16.74
340	54	0.10	9123	16.84
341	41	0.08	9164	16.92
342	55	0.10	9219	17.02
343	36	0.07	9255	17.09
344	52	0.10	9307	17.18
345	55	0.10	9362	17.28
346	37	0.07	9399	17.35
347	79	0.15	9478	17.50
348	52	0.10	9530	17.59

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
349	45	0.08	9575	17.68
350	45	0.08	9620	17.76
351	42	0.08	9662	17.84
352	78	0.14	9740	17.98
353	43	0.08	9783	18.06
354	35	0.06	9818	18.13
355	48	0.09	9866	18.21
356	67	0.12	9933	18.34
357	67	0.12	10000	18.46
358	51	0.09	10051	18.56
359	35	0.06	10086	18.62
360	78	0.14	10164	18.76
361	66	0.12	10230	18.89
362	46	0.08	10276	18.97
363	52	0.10	10328	19.07
364	58	0.11	10386	19.17
365	86	0.16	10472	19.33
366	68	0.13	10540	19.46
367	43	0.08	10583	19.54
368	71	0.13	10654	19.67
369	65	0.12	10719	19.79
370	66	0.12	10785	19.91
371	53	0.10	10838	20.01
372	47	0.09	10885	20.10
373	64	0.12	10949	20.21
374	96	0.18	11045	20.39
375	63	0.12	11108	20.51
376	85	0.16	11193	20.66
377	79	0.15	11272	20.81
378	80	0.15	11352	20.96
379	71	0.13	11423	21.09
380	59	0.11	11482	21.20
381	61	0.11	11543	21.31
382	71	0.13	11614	21.44
383	82	0.15	11696	21.59
384	66	0.12	11762	21.71
385	68	0.13	11830	21.84

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
386	66	0.12	11896	21.96
387	63	0.12	11959	22.08
388	63	0.12	12022	22.19
389	52	0.10	12074	22.29
390	73	0.13	12147	22.43
391	50	0.09	12197	22.52
392	72	0.13	12269	22.65
393	77	0.14	12346	22.79
394	55	0.10	12401	22.89
395	73	0.13	12474	23.03
396	65	0.12	12539	23.15
397	49	0.09	12588	23.24
398	67	0.12	12655	23.36
399	71	0.13	12726	23.49
400	52	0.10	12778	23.59
401	65	0.12	12843	23.71
402	55	0.10	12898	23.81
403	66	0.12	12964	23.93
404	73	0.13	13037	24.07
405	67	0.12	13104	24.19
406	77	0.14	13181	24.33
407	64	0.12	13245	24.45
408	61	0.11	13306	24.56
409	59	0.11	13365	24.67
410	53	0.10	13418	24.77
411	70	0.13	13488	24.90
412	60	0.11	13548	25.01
413	74	0.14	13622	25.15
414	54	0.10	13676	25.25
415	65	0.12	13741	25.37
416	65	0.12	13806	25.49
417	72	0.13	13878	25.62
418	72	0.13	13950	25.75
419	70	0.13	14020	25.88
420	61	0.11	14081	26.00
421	50	0.09	14131	26.09
422	64	0.12	14195	26.21

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
423	66	0.12	14261	26.33
424	74	0.14	14335	26.46
425	62	0.11	14397	26.58
426	62	0.11	14459	26.69
427	60	0.11	14519	26.80
428	58	0.11	14577	26.91
429	64	0.12	14641	27.03
430	78	0.14	14719	27.17
431	77	0.14	14796	27.32
432	65	0.12	14861	27.44
433	59	0.11	14920	27.54
434	50	0.09	14970	27.64
435	67	0.12	15037	27.76
436	86	0.16	15123	27.92
437	64	0.12	15187	28.04
438	60	0.11	15247	28.15
439	77	0.14	15324	28.29
440	56	0.10	15380	28.39
441	63	0.12	15443	28.51
442	81	0.15	15524	28.66
443	82	0.15	15606	28.81
444	83	0.15	15689	28.96
445	68	0.13	15757	29.09
446	74	0.14	15831	29.23
447	82	0.15	15913	29.38
448	71	0.13	15984	29.51
449	85	0.16	16069	29.67
450	71	0.13	16140	29.80
451	84	0.16	16224	29.95
452	90	0.17	16314	30.12
453	86	0.16	16400	30.28
454	87	0.16	16487	30.44
455	89	0.16	16576	30.60
456	93	0.17	16669	30.77
457	77	0.14	16746	30.92
458	97	0.18	16843	31.09
459	91	0.17	16934	31.26

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
460	84	0.16	17018	31.42
461	100	0.18	17118	31.60
462	87	0.16	17205	31.76
463	92	0.17	17297	31.93
464	62	0.11	17359	32.05
465	105	0.19	17464	32.24
466	106	0.20	17570	32.44
467	88	0.16	17658	32.60
468	79	0.15	17737	32.75
469	93	0.17	17830	32.92
470	73	0.13	17903	33.05
471	90	0.17	17993	33.22
472	99	0.18	18092	33.40
473	97	0.18	18189	33.58
474	89	0.16	18278	33.74
475	97	0.18	18375	33.92
476	84	0.16	18459	34.08
477	102	0.19	18561	34.27
478	92	0.17	18653	34.44
479	90	0.17	18743	34.60
480	81	0.15	18824	34.75
481	98	0.18	18922	34.93
482	88	0.16	19010	35.10
483	94	0.17	19104	35.27
484	91	0.17	19195	35.44
485	94	0.17	19289	35.61
486	107	0.20	19396	35.81
487	101	0.19	19497	35.99
488	93	0.17	19590	36.17
489	113	0.21	19703	36.37
490	101	0.19	19804	36.56
491	91	0.17	19895	36.73
492	83	0.15	19978	36.88
493	114	0.21	20092	37.09
494	107	0.20	20199	37.29
495	106	0.20	20305	37.49
496	132	0.24	20437	37.73

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
497	110	0.20	20547	37.93
498	113	0.21	20660	38.14
499	115	0.21	20775	38.35
500	109	0.20	20884	38.55
501	127	0.23	21011	38.79
502	133	0.25	21144	39.03
503	107	0.20	21251	39.23
504	131	0.24	21382	39.47
505	115	0.21	21497	39.69
506	147	0.27	21644	39.96
507	123	0.23	21767	40.18
508	121	0.22	21888	40.41
509	122	0.23	22010	40.63
510	124	0.23	22134	40.86
511	111	0.20	22245	41.07
512	129	0.24	22374	41.31
513	124	0.23	22498	41.53
514	143	0.26	22641	41.80
515	131	0.24	22772	42.04
516	142	0.26	22914	42.30
517	145	0.27	23059	42.57
518	119	0.22	23178	42.79
519	122	0.23	23300	43.02
520	138	0.25	23438	43.27
521	129	0.24	23567	43.51
522	153	0.28	23720	43.79
523	139	0.26	23859	44.05
524	150	0.28	24009	44.32
525	144	0.27	24153	44.59
526	145	0.27	24298	44.86
527	132	0.24	24430	45.10
528	148	0.27	24578	45.37
529	146	0.27	24724	45.64
530	195	0.36	24919	46.00
531	140	0.26	25059	46.26
532	176	0.32	25235	46.59
533	123	0.23	25358	46.81

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
534	154	0.28	25512	47.10
535	135	0.25	25647	47.35
536	179	0.33	25826	47.68
537	166	0.31	25992	47.98
538	152	0.28	26144	48.27
539	166	0.31	26310	48.57
540	164	0.30	26474	48.87
541	160	0.30	26634	49.17
542	176	0.32	26810	49.50
543	188	0.35	26998	49.84
544	151	0.28	27149	50.12
545	170	0.31	27319	50.43
546	179	0.33	27498	50.77
547	188	0.35	27686	51.11
548	140	0.26	27826	51.37
549	176	0.32	28002	51.70
550	159	0.29	28161	51.99
551	198	0.37	28359	52.35
552	193	0.36	28552	52.71
553	185	0.34	28737	53.05
554	204	0.38	28941	53.43
555	190	0.35	29131	53.78
556	195	0.36	29326	54.14
557	178	0.33	29504	54.47
558	206	0.38	29710	54.85
559	210	0.39	29920	55.24
560	184	0.34	30104	55.58
561	152	0.28	30256	55.86
562	226	0.42	30482	56.27
563	187	0.35	30669	56.62
564	189	0.35	30858	56.97
565	234	0.43	31092	57.40
566	200	0.37	31292	57.77
567	182	0.34	31474	58.11
568	193	0.36	31667	58.46
569	218	0.40	31885	58.86
570	163	0.30	32048	59.17

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
571	206	0.38	32254	59.55
572	182	0.34	32436	59.88
573	200	0.37	32636	60.25
574	191	0.35	32827	60.60
575	202	0.37	33029	60.98
576	167	0.31	33196	61.28
577	233	0.43	33429	61.71
578	148	0.27	33577	61.99
579	216	0.40	33793	62.39
580	188	0.35	33981	62.73
581	196	0.36	34177	63.10
582	205	0.38	34382	63.47
583	243	0.45	34625	63.92
584	178	0.33	34803	64.25
585	188	0.35	34991	64.60
586	237	0.44	35228	65.04
587	152	0.28	35380	65.32
588	209	0.39	35589	65.70
589	190	0.35	35779	66.05
590	220	0.41	35999	66.46
591	173	0.32	36172	66.78
592	238	0.44	36410	67.22
593	203	0.37	36613	67.59
594	208	0.38	36821	67.98
595	198	0.37	37019	68.34
596	239	0.44	37258	68.78
597	164	0.30	37422	69.09
598	209	0.39	37631	69.47
599	186	0.34	37817	69.82
600	237	0.44	38054	70.25
601	175	0.32	38229	70.58
602	201	0.37	38430	70.95
603	206	0.38	38636	71.33
604	179	0.33	38815	71.66
605	196	0.36	39011	72.02
606	198	0.37	39209	72.39
607	220	0.41	39429	72.79

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
608	140	0.26	39569	73.05
609	277	0.51	39846	73.56
610	126	0.23	39972	73.79
611	250	0.46	40222	74.26
612	165	0.30	40387	74.56
613	229	0.42	40616	74.98
614	163	0.30	40779	75.28
615	203	0.37	40982	75.66
616	136	0.25	41118	75.91
617	254	0.47	41372	76.38
618	183	0.34	41555	76.72
619	184	0.34	41739	77.06
620	168	0.31	41907	77.37
621	169	0.31	42076	77.68
622	211	0.39	42287	78.07
623	158	0.29	42445	78.36
624	174	0.32	42619	78.68
625	202	0.37	42821	79.05
626	251	0.46	43072	79.52
627	120	0.22	43192	79.74
628	209	0.39	43401	80.12
629	152	0.28	43553	80.41
630	218	0.40	43771	80.81
631	136	0.25	43907	81.06
632	253	0.47	44160	81.53
633	143	0.26	44303	81.79
634	147	0.27	44450	82.06
635	181	0.33	44631	82.40
636	233	0.43	44864	82.83
637	117	0.22	44981	83.04
638	207	0.38	45188	83.42
639	147	0.27	45335	83.69
640	98	0.18	45433	83.88
641	250	0.46	45683	84.34
642	88	0.16	45771	84.50
643	183	0.34	45954	84.84
644	164	0.30	46118	85.14

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
645	164	0.30	46282	85.44
646	91	0.17	46373	85.61
647	275	0.51	46648	86.12
648	71	0.13	46719	86.25
649	197	0.36	46916	86.61
650	140	0.26	47056	86.87
651	105	0.19	47161	87.07
652	136	0.25	47297	87.32
653	190	0.35	47487	87.67
654	111	0.20	47598	87.87
655	139	0.26	47737	88.13
656	143	0.26	47880	88.39
657	95	0.18	47975	88.57
658	156	0.29	48131	88.86
659	116	0.21	48247	89.07
660	81	0.15	48328	89.22
661	156	0.29	48484	89.51
662	191	0.35	48675	89.86
663	60	0.11	48735	89.97
664	202	0.37	48937	90.34
665	104	0.19	49041	90.54
666	95	0.18	49136	90.71
667	115	0.21	49251	90.92
668	167	0.31	49418	91.23
669	117	0.22	49535	91.45
670	85	0.16	49620	91.61
671	116	0.21	49736	91.82
672	125	0.23	49861	92.05
673	108	0.20	49969	92.25
674	92	0.17	50061	92.42
675	148	0.27	50209	92.69
676	66	0.12	50275	92.81
677	96	0.18	50371	92.99
678	75	0.14	50446	93.13
679	124	0.23	50570	93.36
680	75	0.14	50645	93.50

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
681	107	0.20	50752	93.70
682	82	0.15	50834	93.85
683	52	0.10	50886	93.94
684	112	0.21	50998	94.15
685	106	0.20	51104	94.35
686	96	0.18	51200	94.52
687	44	0.08	51244	94.60
688	97	0.18	51341	94.78
689	125	0.23	51466	95.01
690	31	0.06	51497	95.07
691	66	0.12	51563	95.19
692	115	0.21	51678	95.40
693	66	0.12	51744	95.53
694	81	0.15	51825	95.68
695	74	0.14	51899	95.81
696	46	0.08	51945	95.90
697	41	0.08	51986	95.97
698	63	0.12	52049	96.09
699	98	0.18	52147	96.27
700	69	0.13	52216	96.40
701	95	0.18	52311	96.57
702	62	0.11	52373	96.69
703	68	0.13	52441	96.81
704	22	0.04	52463	96.85
705	30	0.06	52493	96.91
706	66	0.12	52559	97.03
707	92	0.17	52651	97.20
708	37	0.07	52688	97.27
709	94	0.17	52782	97.44
710	31	0.06	52813	97.50
711	72	0.13	52885	97.63
712	65	0.12	52950	97.75
713	33	0.06	52983	97.81
714	75	0.14	53058	97.95
716	55	0.10	53113	98.05
717	12	0.02	53125	98.08

continues. . .

**CELDT 2006–07 (Form F) Initial
Identification Scale Score Frequency
Distribution**

Overall, Grade Span 9–12

Scale Score	Freq.	%	Cum. Freq.	Cum. %
718	83	0.15	53208	98.23
719	64	0.12	53272	98.35
720	40	0.07	53312	98.42
721	17	0.03	53329	98.45
722	59	0.11	53388	98.56
723	44	0.08	53432	98.64
724	22	0.04	53454	98.68
725	12	0.02	53466	98.71
726	3	0.01	53469	98.71
727	54	0.10	53523	98.81
728	44	0.08	53567	98.89
729	85	0.16	53652	99.05
731	52	0.10	53704	99.15
732	11	0.02	53715	99.17
733	24	0.04	53739	99.21
734	54	0.10	53793	99.31
736	22	0.04	53815	99.35
737	2	0.00	53817	99.35
738	38	0.07	53855	99.42
739	14	0.03	53869	99.45
741	34	0.06	53903	99.51
744	5	0.01	53908	99.52
746	42	0.08	53950	99.60
748	64	0.12	54014	99.72
749	18	0.03	54032	99.75
753	56	0.10	54088	99.85
754	25	0.05	54113	99.90
756	22	0.04	54135	99.94
761	32	0.06	54167	100.00

Appendix J Demographic Frequency Distributions

Annual Assessment

**2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	146258	83.03	146258	83.03
Vietnamese	5308	3.01	151566	86.05
Cantonese	2977	1.69	154543	87.74
Unknown	2971	1.69	157514	89.42
Filipino (Pilipino or Tagalog)	2039	1.16	159553	90.58
All Other Non-English Language	1820	1.03	161373	91.62
Hmong	1738	0.99	163111	92.60
Korean	1704	0.97	164815	93.57
Mandarin (Putonghua)	1662	0.94	166477	94.51
Punjabi	1109	0.63	167586	95.14
Arabic	968	0.55	168554	95.69
Armenian	806	0.46	169360	96.15
Russian	755	0.43	170115	96.58
Khmer (Cambodian)	733	0.42	170848	96.99
Japanese	640	0.36	171488	97.36
Farsi (Persian)	614	0.35	172102	97.71
Hindi	454	0.26	172556	97.96
Lao	375	0.21	172931	98.18
Urdu	305	0.17	173236	98.35
Portuguese	225	0.13	173461	98.48
Ukrainian	223	0.13	173684	98.60
Mien (Yao)	167	0.09	173851	98.70
Gujarati	163	0.09	174014	98.79
Tongan	140	0.08	174154	98.87
Somali	129	0.07	174283	98.94
Indonesian	117	0.07	174400	99.01
Thai	115	0.07	174515	99.08
Hebrew	110	0.06	174625	99.14
French	108	0.06	174733	99.20
Samoan	105	0.06	174838	99.26
Pashto	105	0.06	174943	99.32
Mixteco	103	0.06	175046	99.38
Bengali	95	0.05	175141	99.43
Rumanian	92	0.05	175233	99.48
Chaozhou (Chaochow)	88	0.05	175321	99.53
Ilocano	81	0.05	175402	99.58
German	79	0.04	175481	99.62
Chaldean	69	0.04	175550	99.66
Burmese	56	0.03	175606	99.70
Assyrian	53	0.03	175659	99.73

continues . . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Serbo-Croatian	53	0.03	175712	99.76
Tigrinya	53	0.03	175765	99.79
Polish	43	0.02	175808	99.81
Turkish	34	0.02	175842	99.83
Cebuano (Visayan)	34	0.02	175876	99.85
Lahu	34	0.02	175910	99.87
Kurdish (Kurdi, Kurmanji)	31	0.02	175941	99.89
Dutch	28	0.02	175969	99.90
Italian	27	0.02	175996	99.92
Taiwanese	26	0.01	176022	99.93
Greek	21	0.01	176043	99.94
Marshallese	21	0.01	176064	99.96
Albanian	20	0.01	176084	99.97
Toishanese	19	0.01	176103	99.98
Hungarian	17	0.01	176120	99.99
Khmu	17	0.01	176137	100.00
Chamorro (Guamanian)	5	0.00	176142	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span K–2: Grades K–1**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	147420	83.69	147420	83.69
Vietnamese	5027	2.85	152447	86.55
Chinese	4906	2.79	157353	89.33
White (not of Hispanic origin)	4136	2.35	161489	91.68
Other Asian	3349	1.90	164838	93.58
Filipino	2334	1.33	167172	94.91
Asian Indian	2226	1.26	169398	96.17
Korean	1676	0.95	171074	97.12
Unknown	1030	0.58	172104	97.71
Declined to state	853	0.48	172957	98.19
African American or Black	661	0.38	173618	98.57
Laotian	617	0.35	174235	98.92
Japanese	601	0.34	174836	99.26
Cambodian	590	0.33	175426	99.59
Other Pacific Islander	383	0.22	175809	99.81
American Indian or Alaskan Native	191	0.11	176000	99.92
Samoan	110	0.06	176110	99.98
Native Hawaiian	23	0.01	176133	99.99
Guamanian	5	0.00	176138	100.00
Tahitian	4	0.00	176142	100.00

2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span K–2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	132942	83.61	132942	83.61
Vietnamese	4564	2.87	137506	86.48
Cantonese	2595	1.63	140101	88.12
Filipino (Pilipino or Tagalog)	2083	1.31	142184	89.43
Unknown	1795	1.13	143979	90.55
Hmong	1633	1.03	145612	91.58
Korean	1583	1.00	147195	92.58
All Other Non-English Language	1493	0.94	148688	93.52
Mandarin (Putonghua)	1286	0.81	149974	94.33
Punjabi	955	0.60	150929	94.93
Armenian	865	0.54	151794	95.47
Arabic	859	0.54	152653	96.01
Russian	839	0.53	153492	96.54
Khmer (Cambodian)	709	0.45	154201	96.98
Japanese	626	0.39	154827	97.38
Farsi (Persian)	513	0.32	155340	97.70
Hindi	424	0.27	155764	97.97
Urdu	304	0.19	156068	98.16
Lao	302	0.19	156370	98.35
Ukrainian	238	0.15	156608	98.50
Portuguese	181	0.11	156789	98.61
Gujarati	153	0.10	156942	98.71
Mien (Yao)	147	0.09	157089	98.80
Tongan	135	0.08	157224	98.88
Samoan	119	0.07	157343	98.96
Somali	118	0.07	157461	99.03
Indonesian	104	0.07	157565	99.10
Thai	104	0.07	157669	99.16
Ilocano	97	0.06	157766	99.23
French	96	0.06	157862	99.29
Chaozhou (Chaochow)	92	0.06	157954	99.34
Rumanian	90	0.06	158044	99.40
Hebrew	82	0.05	158126	99.45
Pashto	76	0.05	158202	99.50
Chaldean	69	0.04	158271	99.54
German	67	0.04	158338	99.59
Mixteco	62	0.04	158400	99.62
Bengali	62	0.04	158462	99.66
Burmese	59	0.04	158521	99.70
Serbo-Croatian	59	0.04	158580	99.74
Assyrian	52	0.03	158632	99.77

continues . . .

CELDT 2006–07 Edition (Form F) Technical Report

Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution Annual Assessment,
Grade Span K–2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	42	0.03	158674	99.80
Cebuano (Visayan)	40	0.03	158714	99.82
Italian	33	0.02	158747	99.84
Tigrinya	33	0.02	158780	99.86
Hungarian	26	0.02	158806	99.88
Kurdish (Kurdi, Kurmanji)	24	0.02	158830	99.89
Lahu	22	0.01	158852	99.91
Greek	21	0.01	158873	99.92
Polish	21	0.01	158894	99.94
Toishanese	21	0.01	158915	99.95
Dutch	20	0.01	158935	99.96
Marshallese	19	0.01	158954	99.97
Taiwanese	18	0.01	158972	99.98
Khmu	12	0.01	158984	99.99
Albanian	11	0.01	158995	100.00
Chamorro (Guamanian)	2	0.00	158997	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span K–2: Grade 2**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	133252	83.81	133252	83.81
Vietnamese	4196	2.64	137448	86.45
White (not of Hispanic origin)	4135	2.60	141583	89.05
Chinese	4024	2.53	145607	91.58
Other Asian	3232	2.03	148839	93.61
Filipino	2365	1.49	151204	95.10
Asian Indian	1812	1.14	153016	96.24
Korean	1512	0.95	154528	97.19
Unknown	893	0.56	155421	97.75
Laotian	615	0.39	156036	98.14
African American or Black	604	0.38	156640	98.52
Cambodian	595	0.37	157235	98.89
Declined to state	594	0.37	157829	99.27
Japanese	543	0.34	158372	99.61
Other Pacific Islander	348	0.22	158720	99.83
American Indian or Alaskan Native	133	0.08	158853	99.91
Samoan	114	0.07	158967	99.98
Native Hawaiian	19	0.01	158986	99.99
Guamanian	8	0.01	158994	100.00
Tahitian	3	0.00	158997	100.00

2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span 3–5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	361297	85.58	361297	85.58
Vietnamese	8856	2.10	370153	87.68
Cantonese	5809	1.38	375962	89.05
Filipino (Pilipino or Tagalog)	5379	1.27	381341	90.33
Hmong	5177	1.23	386518	91.55
Unknown	4848	1.15	391366	92.70
Korean	3702	0.88	395068	93.58
All Other Non-English Language	3006	0.71	398074	94.29
Armenian	2309	0.55	400383	94.84
Punjabi	2264	0.54	402647	95.37
Mandarin (Putonghua)	2143	0.51	404790	95.88
Arabic	2067	0.49	406857	96.37
Khmer (Cambodian)	1952	0.46	408809	96.83
Russian	1768	0.42	410577	97.25
Japanese	1230	0.29	411807	97.54
Farsi (Persian)	1207	0.29	413014	97.83
Lao	927	0.22	413941	98.05
Hindi	887	0.21	414828	98.26
Ukrainian	654	0.15	415482	98.41
Urdu	630	0.15	416112	98.56
Mien (Yao)	455	0.11	416567	98.67
Portuguese	454	0.11	417021	98.78
Tongan	377	0.09	417398	98.87
Samoan	347	0.08	417745	98.95
Somali	327	0.08	418072	99.03
Thai	301	0.07	418373	99.10
Ilocano	281	0.07	418654	99.17
Indonesian	274	0.06	418928	99.23
Rumanian	273	0.06	419201	99.30
Gujarati	248	0.06	419449	99.35
Mixteco	235	0.06	419684	99.41
French	232	0.05	419916	99.46
Hebrew	197	0.05	420113	99.51
Pashto	188	0.04	420301	99.56
Chaldean	184	0.04	420485	99.60
Serbo-Croatian	164	0.04	420649	99.64
Chaozhou (Chaochow)	157	0.04	420806	99.68
Assyrian	144	0.03	420950	99.71
German	131	0.03	421081	99.74
Burmese	121	0.03	421202	99.77
Cebuano (Visayan)	103	0.02	421305	99.79

continues . . .

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Bengali	103	0.02	421408	99.82
Tigrinya	93	0.02	421501	99.84
Kurdish (Kurdi, Kurmanji)	84	0.02	421585	99.86
Italian	75	0.02	421660	99.88
Lahu	68	0.02	421728	99.89
Turkish	63	0.01	421791	99.91
Toishanese	57	0.01	421848	99.92
Polish	56	0.01	421904	99.94
Taiwanese	47	0.01	421951	99.95
Marshallese	45	0.01	421996	99.96
Greek	43	0.01	422039	99.97
Dutch	37	0.01	422076	99.98
Albanian	35	0.01	422111	99.98
Hungarian	32	0.01	422143	99.99
Khmu	21	0.00	422164	100.00
Chamorro (Guamanian)	12	0.00	422176	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Annual Assessment , Grade Span 3–5**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	362350	85.83	362350	85.83
White (not of Hispanic origin)	9963	2.36	372313	88.19
Other Asian	8642	2.05	380955	90.24
Chinese	8236	1.95	389191	92.19
Vietnamese	8090	1.92	397281	94.10
Filipino	6074	1.44	403355	95.54
Asian Indian	3637	0.86	406992	96.40
Korean	3536	0.84	410528	97.24
Unknown	2396	0.57	412924	97.81
Laotian	2241	0.53	415165	98.34
Cambodian	1682	0.40	416847	98.74
African American or Black	1556	0.37	418403	99.11
Declined to state	1166	0.28	419569	99.38
Japanese	1036	0.25	420605	99.63
Other Pacific Islander	874	0.21	421479	99.83
Samoan	325	0.08	421804	99.91
American Indian or Alaskan Native	301	0.07	422105	99.98
Native Hawaiian	27	0.01	422132	99.99
Guamanian	24	0.01	422156	100.00
Tahitian	20	0.00	422176	100.00

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	248688	87.07	248688	87.07
Vietnamese	4834	1.69	253522	88.77
Hmong	4785	1.68	258307	90.44
Filipino (Pilipino or Tagalog)	3133	1.10	261440	91.54
Cantonese	2924	1.02	264364	92.56
Unknown	2401	0.84	266765	93.40
Korean	2280	0.80	269045	94.20
All Other Non-English Language	1710	0.60	270755	94.80
Khmer (Cambodian)	1512	0.53	272267	95.33
Armenian	1432	0.50	273699	95.83
Punjabi	1264	0.44	274963	96.27
Mandarin (Putonghua)	1224	0.43	276187	96.70
Arabic	1145	0.40	277332	97.10
Russian	1085	0.38	278417	97.48
Lao	684	0.24	279101	97.72
Farsi (Persian)	682	0.24	279783	97.96
Japanese	633	0.22	280416	98.18
Hindi	538	0.19	280954	98.37
Ukrainian	402	0.14	281356	98.51
Mien (Yao)	379	0.13	281735	98.64
Urdu	337	0.12	282072	98.76
Portuguese	301	0.11	282373	98.87
Tongan	300	0.11	282673	98.97
Samoan	248	0.09	282921	99.06
Thai	248	0.09	283169	99.15
Ilocano	235	0.08	283404	99.23
Somali	204	0.07	283608	99.30
Mixteco	179	0.06	283787	99.36
Rumanian	166	0.06	283953	99.42
Indonesian	139	0.05	284092	99.47
Pashto	128	0.04	284220	99.51
Hebrew	120	0.04	284340	99.56
Gujarati	119	0.04	284459	99.60
Chaldean	115	0.04	284574	99.64
French	100	0.04	284674	99.67
Assyrian	100	0.04	284774	99.71
Chaozhou (Chaochow)	77	0.03	284851	99.73
Serbo-Croatian	76	0.03	284927	99.76
Kurdish (Kurdi, Kurmanji)	59	0.02	284986	99.78
Tigrinya	57	0.02	285043	99.80
Lahu	55	0.02	285098	99.82

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	53	0.02	285151	99.84
German	51	0.02	285202	99.86
Turkish	49	0.02	285251	99.87
Cebuano (Visayan)	49	0.02	285300	99.89
Toishanese	38	0.01	285338	99.91
Taiwanese	35	0.01	285373	99.92
Italian	33	0.01	285406	99.93
Marshallese	31	0.01	285437	99.94
Polish	28	0.01	285465	99.95
Bengali	28	0.01	285493	99.96
Albanian	27	0.01	285520	99.97
Hungarian	25	0.01	285545	99.98
Khmu	21	0.01	285566	99.98
Greek	19	0.01	285585	99.99
Dutch	18	0.01	285603	100.00
Chamorro (Guamanian)	6	0.00	285609	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span 6–8**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	248802	87.11	248802	87.11
Other Asian	6761	2.37	255563	89.48
White (not of Hispanic origin)	5818	2.04	261381	91.52
Vietnamese	4390	1.54	265771	93.05
Chinese	4318	1.51	270089	94.57
Filipino	3589	1.26	273678	95.82
Korean	2201	0.77	275879	96.59
Laotian	1829	0.64	277708	97.23
Asian Indian	1820	0.64	279528	97.87
Unknown	1589	0.56	281117	98.43
Cambodian	1139	0.40	282256	98.83
African American or Black	926	0.32	283182	99.15
Other Pacific Islander	762	0.27	283944	99.42
Declined to state	632	0.22	284576	99.64
Japanese	607	0.21	285183	99.85
Samoan	220	0.08	285403	99.93
American Indian or Alaskan Native	156	0.05	285559	99.98
Native Hawaiian	24	0.01	285583	99.99
Guamanian	15	0.01	285598	100.00
Tahitian	11	0.00	285609	100.00

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment , Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	225552	84.10	225552	84.10
Hmong	5261	1.96	230813	86.06
Vietnamese	4891	1.82	235704	87.89
Cantonese	3647	1.36	239351	89.25
Filipino (Pilipino or Tagalog)	3279	1.22	242630	90.47
Korean	2810	1.05	245440	91.52
Mandarin (Putonghua)	2593	0.97	248033	92.48
All Other Non-English Language	2303	0.86	250336	93.34
Unknown	2293	0.85	252629	94.20
Khmer (Cambodian)	1925	0.72	254554	94.92
Punjabi	1800	0.67	256354	95.59
Armenian	1674	0.62	258028	96.21
Arabic	1256	0.47	259284	96.68
Russian	1161	0.43	260445	97.11
Farsi (Persian)	853	0.32	261298	97.43
Lao	722	0.27	262020	97.70
Hindi	650	0.24	262670	97.94
Japanese	467	0.17	263137	98.12
Mien (Yao)	465	0.17	263602	98.29
Ukrainian	405	0.15	264007	98.44
Portuguese	361	0.13	264368	98.58
Urdu	349	0.13	264717	98.71
Thai	301	0.11	265018	98.82
Samoan	289	0.11	265307	98.93
Tongan	254	0.09	265561	99.02
Ilocano	242	0.09	265803	99.11
Somali	209	0.08	266012	99.19
Rumanian	174	0.06	266186	99.25
Indonesian	164	0.06	266350	99.31
Gujarati	159	0.06	266509	99.37
French	138	0.05	266647	99.43
Assyrian	134	0.05	266781	99.48
Chaldean	133	0.05	266914	99.52
Pashto	111	0.04	267025	99.57
Mixteco	111	0.04	267136	99.61
Hebrew	99	0.04	267235	99.64
Burmese	90	0.03	267325	99.68
Cebuano (Visayan)	70	0.03	267395	99.70
Serbo-Croatian	68	0.03	267463	99.73
Taiwanese	67	0.02	267530	99.75
Lahu	65	0.02	267595	99.78

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Annual Assessment, Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Tigrinya	63	0.02	267658	99.80
Chaozhou (Chaochow)	58	0.02	267716	99.82
Kurdish (Kurdi, Kurmanji)	57	0.02	267773	99.85
German	52	0.02	267825	99.86
Turkish	51	0.02	267876	99.88
Bengali	49	0.02	267925	99.90
Albanian	40	0.01	267965	99.92
Toishanese	39	0.01	268004	99.93
Marshallese	35	0.01	268039	99.94
Polish	34	0.01	268073	99.96
Khmu	26	0.01	268099	99.97
Greek	22	0.01	268121	99.98
Italian	20	0.01	268141	99.98
Hungarian	19	0.01	268160	99.99
Dutch	19	0.01	268179	100.00
Chamorro (Guamanian)	9	0.00	268188	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Annual Assessment, Grade Span 9–12**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	225599	84.12	225599	84.12
Other Asian	8084	3.01	233683	87.13
Chinese	6514	2.43	240197	89.56
White (not of Hispanic origin)	6369	2.37	246566	91.94
Vietnamese	4518	1.68	251084	93.62
Filipino	3770	1.41	254854	95.03
Korean	2634	0.98	257488	96.01
Asian Indian	2312	0.86	259800	96.87
Unknown	1745	0.65	261545	97.52
Laotian	1604	0.60	263149	98.12
Cambodian	1442	0.54	264591	98.66
African American or Black	1125	0.42	265716	99.08
Other Pacific Islander	861	0.32	266577	99.40
Declined to state	667	0.25	267244	99.65
Japanese	456	0.17	267700	99.82
Samoan	234	0.09	267934	99.91
American Indian or Alaskan Native	216	0.08	268150	99.99
Native Hawaiian	14	0.01	268164	99.99
Guamanian	14	0.01	268178	100.00
Tahitian	10	0.00	268188	100.00

Initial Identification

2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	191830	80.61	191830	80.61
Vietnamese	6673	2.80	198503	83.41
All Other Non-English Language	4177	1.76	202680	85.17
Filipino (Pilipino or Tagalog)	4083	1.72	206763	86.88
Cantonese	3817	1.60	210580	88.48
Mandarin (Putonghua)	3777	1.59	214357	90.07
Korean	3609	1.52	217966	91.59
Hmong	2023	0.85	219989	92.44
Arabic	1743	0.73	221732	93.17
Punjabi	1591	0.67	223323	93.84
Russian	1469	0.62	224792	94.46
Japanese	1356	0.57	226148	95.03
Farsi (Persian)	1242	0.52	227390	95.55
Armenian	1192	0.50	228582	96.05
Hindi	1075	0.45	229657	96.50
Khmer (Cambodian)	913	0.38	230570	96.88
Urdu	619	0.26	231189	97.14
Unknown	488	0.21	231677	97.35
Portuguese	452	0.19	232129	97.54
Lao	449	0.19	232578	97.73
French	399	0.17	232977	97.90
Hebrew	393	0.17	233370	98.06
Ukrainian	369	0.16	233739	98.22
German	350	0.15	234089	98.36
Gujarati	336	0.14	234425	98.50
Somali	292	0.12	234717	98.63
Indonesian	268	0.11	234985	98.74
Tongan	212	0.09	235197	98.83
Thai	210	0.09	235407	98.92
Samoan	192	0.08	235599	99.00
Mien (Yao)	183	0.08	235782	99.07
Rumanian	183	0.08	235965	99.15
Bengali	175	0.07	236140	99.22
Ilocano	152	0.06	236292	99.29
Pashto	148	0.06	236440	99.35
Mixteco	144	0.06	236584	99.41
Italian	124	0.05	236708	99.46
Serbo-Croatian	120	0.05	236828	99.51
Assyrian	110	0.05	236938	99.56
Chaozhou (Chaochow)	104	0.04	237042	99.60
Dutch	101	0.04	237143	99.65

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Burmese	94	0.04	237237	99.69
Turkish	89	0.04	237326	99.72
Polish	79	0.03	237405	99.76
Chaldean	75	0.03	237480	99.79
Cebuano (Visayan)	72	0.03	237552	99.82
Greek	63	0.03	237615	99.84
Tigrinya	61	0.03	237676	99.87
Hungarian	51	0.02	237727	99.89
Lahu	48	0.02	237775	99.91
Marshallese	44	0.02	237819	99.93
Taiwanese	41	0.02	237860	99.95
Kurdish (Kurdi, Kurmanji)	38	0.02	237898	99.96
Toishanese	38	0.02	237936	99.98
Albanian	21	0.01	237957	99.99
Khmu	16	0.01	237973	99.99
Chamorro (Guamanian)	12	0.01	237985	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span K–2: Grades K–1**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	191165	80.01	191165	80.01
White (not of Hispanic origin)	8713	3.65	199878	83.66
Chinese	8084	3.38	207962	87.04
Vietnamese	6367	2.66	214329	89.71
Asian Indian	4599	1.92	218928	91.63
Other Asian	4569	1.91	223497	93.54
Filipino	4524	1.89	228021	95.44
Korean	3539	1.48	231560	96.92
Declined to state	1399	0.59	232959	97.51
African American or Black	1326	0.55	234285	98.06
Japanese	1303	0.55	235588	98.61
Cambodian	872	0.36	236460	98.97
Laotian	767	0.32	237830	99.54
Unknown	603	0.25	237063	99.22
Other Pacific Islander	526	0.22	238356	99.76
American Indian or Alaskan Native	303	0.13	238659	99.89
Samoan	195	0.08	238854	99.97
Native Hawaiian	26	0.01	238880	99.98
Tahitian	22	0.01	238902	99.99
Guamanian	18	0.01	238920	100.00

2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	13430	73.11	13430	73.11
Filipino (Pilipino or Tagalog)	744	4.05	14174	77.16
Korean	603	3.28	14777	80.44
All Other Non-English Language	464	2.53	15241	82.97
Vietnamese	369	2.01	15610	84.98
Mandarin (Putonghua)	334	1.82	15944	86.79
Cantonese	237	1.29	16181	88.08
Arabic	219	1.19	16400	89.28
Unknown	196	1.07	16596	90.34
Japanese	180	0.98	16776	91.32
Hmong	177	0.96	16953	92.29
Punjabi	156	0.85	17109	93.14
Russian	154	0.84	17263	93.97
Farsi (Persian)	110	0.60	17373	94.57
Hindi	110	0.60	17483	95.17
Armenian	84	0.46	17567	95.63
Urdu	64	0.35	17631	95.98
Khmer (Cambodian)	60	0.33	17691	96.30
French	55	0.30	17746	96.60
Portuguese	52	0.28	17798	96.89
Indonesian	47	0.26	17845	97.14
Lao	37	0.20	17882	97.34
Hebrew	37	0.20	17919	97.54
Somali	35	0.19	17954	97.74
Gujarati	34	0.19	17988	97.92
German	32	0.17	18020	98.09
Tongan	28	0.15	18048	98.25
Ilocano	26	0.14	18074	98.39
Samoan	25	0.14	18099	98.52
Mixteco	25	0.14	18124	98.66
Ukrainian	22	0.12	18146	98.78
Rumanian	22	0.12	18168	98.90
Thai	21	0.11	18189	99.01
Assyrian	18	0.10	18207	99.11
Italian	16	0.09	18223	99.20
Cebuano (Visayan)	15	0.08	18238	99.28
Mien (Yao)	13	0.07	18251	99.35
Marshallese	13	0.07	18264	99.42
Burmese	12	0.07	18276	99.49
Turkish	12	0.07	18288	99.55
Bengali	12	0.07	18300	99.62

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Pashto	11	0.06	18311	99.68
Serbo-Croatian	9	0.05	18320	99.73
Dutch	7	0.04	18327	99.77
Taiwanese	7	0.04	18334	99.80
Polish	6	0.03	18340	99.84
Greek	5	0.03	18345	99.86
Hungarian	5	0.03	18350	99.89
Chaldean	5	0.03	18355	99.92
Chamorro (Guamanian)	4	0.02	18359	99.94
Tigrinya	4	0.02	18363	99.96
Kurdish (Kurdi, Kurmanji)	3	0.02	18366	99.98
Chaozhou (Chaochow)	2	0.01	18368	99.99
Khmu	1	0.01	18369	99.99
Toishanese	1	0.01	18370	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span K–2: Grade 2**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Samoan	13465	73.29	13465	73.29
Tahitian	846	4.60	14311	77.90
American Indian or Alaskan Native	821	4.47	15132	82.36
Chinese	601	3.27	15733	85.64
Asian Indian	599	3.26	16332	88.90
Filipino	471	2.56	16803	91.46
African American or Black	430	2.34	17233	93.80
Other Asian	346	1.88	17579	95.68
Vietnamese	174	0.95	17753	96.63
Native Hawaiian	173	0.94	17926	97.57
Guamanian	120	0.65	18046	98.23
Other Pacific Islander	75	0.41	18121	98.63
Korean	73	0.40	18264	99.41
Unknown	70	0.38	18191	99.01
Declined to state	55	0.30	18319	99.71
Laotian	24	0.13	18343	99.84
White (not of Hispanic origin)	19	0.10	18362	99.95
Japanese	6	0.03	18368	99.98
Hispanic or Latino	2	0.01	18370	99.99
Cambodian	2	0.01	18372	100.00

2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span 3–5

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	33082	72.40	33082	72.40
Filipino (Pilipino or Tagalog)	2010	4.40	35092	76.80
Korean	1870	4.09	36962	80.89
Vietnamese	1012	2.21	37974	83.11
All Other Non-English Language	971	2.13	38945	85.23
Mandarin (Putonghua)	927	2.03	39872	87.26
Cantonese	723	1.58	40595	88.84
Arabic	486	1.06	41081	89.90
Japanese	408	0.89	41489	90.80
Hmong	407	0.89	41896	91.69
Punjabi	402	0.88	42298	92.57
Russian	359	0.79	42657	93.35
Armenian	309	0.68	42966	94.03
Farsi (Persian)	264	0.58	43230	94.61
Hindi	242	0.53	43472	95.14
Unknown	179	0.39	43651	95.53
Khmer (Cambodian)	165	0.36	43816	95.89
Urdu	155	0.34	43971	96.23
French	128	0.28	44099	96.51
Portuguese	114	0.25	44213	96.76
German	98	0.21	44311	96.97
Somali	97	0.21	44408	97.19
Hebrew	96	0.21	44504	97.40
Thai	93	0.20	44597	97.60
Lao	90	0.20	44687	97.80
Indonesian	80	0.18	44767	97.97
Gujarati	77	0.17	44844	98.14
Tongan	74	0.16	44918	98.30
Samoan	73	0.16	44991	98.46
Ukrainian	66	0.14	45057	98.61
Ilocano	62	0.14	45119	98.74
Mixteco	62	0.14	45181	98.88
Rumanian	50	0.11	45231	98.99
Burmese	45	0.10	45276	99.09
Cebuano (Visayan)	36	0.08	45312	99.16
Assyrian	33	0.07	45345	99.24
Pashto	31	0.07	45376	99.30
Mien (Yao)	31	0.07	45407	99.37
Marshallese	31	0.07	45438	99.44
Tigrinya	28	0.06	45466	99.50
Turkish	27	0.06	45493	99.56

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span 3–5**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Dutch	26	0.06	45519	99.62
Bengali	26	0.06	45545	99.67
Polish	20	0.04	45565	99.72
Serbo-Croatian	17	0.04	45582	99.75
Chaldean	17	0.04	45599	99.79
Italian	16	0.04	45615	99.83
Greek	15	0.03	45630	99.86
Taiwanese	11	0.02	45641	99.88
Chaozhou (Chaochow)	9	0.02	45650	99.90
Lahu	9	0.02	45659	99.92
Hungarian	8	0.02	45667	99.94
Kurdish (Kurdi, Kurmanji)	8	0.02	45675	99.96
Khmu	7	0.02	45682	99.97
Albanian	6	0.01	45688	99.99
Chamorro (Guamanian)	3	0.01	45691	99.99
Toishanese	3	0.01	45694	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 3–5**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	33198	72.15	33198	72.15
Filipino	2195	4.77	35393	76.92
White (not of Hispanic origin)	2041	4.44	37434	81.36
Korean	1857	4.04	39291	85.39
Chinese	1710	3.72	41001	89.11
Asian Indian	1012	2.20	42013	91.31
Other Asian	1006	2.19	43019	93.50
Vietnamese	944	2.05	43963	95.55
African American or Black	442	0.96	44405	96.51
Japanese	395	0.86	44800	97.37
Declined to state	261	0.57	45061	97.94
Laotian	243	0.53	45304	98.46
Other Pacific Islander	212	0.46	45713	99.35
Unknown	197	0.43	45501	98.89
Cambodian	161	0.35	45874	99.70
Samoan	75	0.16	45949	99.87
American Indian or Alaskan Native	35	0.08	45984	99.94
Native Hawaiian	17	0.04	46001	99.98
Guamanian	6	0.01	46007	99.99
Tahitian	4	0.01	46011	100.00

2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span 6–8

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	29216	72.86	29216	72.86
Korean	1590	3.97	30806	76.83
Filipino (Pilipino or Tagalog)	1438	3.59	32244	80.41
Mandarin (Putonghua)	899	2.24	33143	82.66
Vietnamese	824	2.06	33967	84.71
All Other Non-English Language	800	2.00	34767	86.71
Cantonese	750	1.87	35517	88.58
Arabic	370	0.92	35887	89.50
Punjabi	369	0.92	36256	90.42
Hmong	348	0.87	36604	91.29
Russian	344	0.86	36948	92.15
Armenian	282	0.70	37230	92.85
Farsi (Persian)	276	0.69	37506	93.54
Japanese	261	0.65	37767	94.19
Unknown	213	0.53	37980	94.72
Khmer (Cambodian)	181	0.45	38161	95.17
Hindi	152	0.38	38313	95.55
Urdu	131	0.33	38444	95.88
Thai	130	0.32	38574	96.20
Portuguese	123	0.31	38697	96.51
French	112	0.28	38809	96.79
Samoan	92	0.23	38901	97.02
Gujarati	91	0.23	38992	97.24
Somali	86	0.21	39078	97.46
Lao	83	0.21	39161	97.67
Hebrew	77	0.19	39238	97.86
Tongan	77	0.19	39315	98.05
Ukrainian	76	0.19	39391	98.24
German	74	0.18	39465	98.42
Indonesian	73	0.18	39538	98.61
Ilocano	55	0.14	39593	98.74
Mixteco	53	0.13	39646	98.88
Rumanian	47	0.12	39693	98.99
Mien (Yao)	39	0.10	39732	99.09
Assyrian	32	0.08	39764	99.17
Burmese	30	0.07	39794	99.24
Tigrinya	30	0.07	39824	99.32
Pashto	25	0.06	39849	99.38
Cebuano (Visayan)	24	0.06	39873	99.44
Taiwanese	22	0.05	39895	99.50
Marshallese	22	0.05	39917	99.55

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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span 6–8**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	21	0.05	39938	99.60
Polish	21	0.05	39959	99.66
Bengali	21	0.05	39980	99.71
Italian	17	0.04	39997	99.75
Chaldean	17	0.04	40014	99.79
Serbo-Croatian	16	0.04	40030	99.83
Hungarian	15	0.04	40045	99.87
Greek	12	0.03	40057	99.90
Dutch	11	0.03	40068	99.93
Chamorro (Guamanian)	7	0.02	40075	99.95
Kurdish (Kurdi, Kurmanji)	6	0.01	40081	99.96
Khmu	4	0.01	40085	99.97
Chaozhou (Chaochow)	3	0.01	40088	99.98
Lahu	3	0.01	40091	99.99
Toishanese	3	0.01	40094	99.99
Albanian	3	0.01	40097	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 6–8**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	29380	72.53	29380	72.53
White (not of Hispanic origin)	1825	4.51	31205	77.04
Chinese	1749	4.32	32954	81.36
Filipino	1617	3.99	34571	85.35
Korean	1583	3.91	36154	89.26
Other Asian	1034	2.55	37188	91.81
Vietnamese	776	1.92	37964	93.73
Asian Indian	743	1.83	38707	95.56
African American or Black	388	0.96	39095	96.52
Japanese	255	0.63	39350	97.15
Declined to state	235	0.58	39585	97.73
Unknown	233	0.58	39818	98.30
Other Pacific Islander	185	0.46	40003	98.76
Cambodian	172	0.42	40175	99.19
Laotian	165	0.41	40340	99.59
Samoan	99	0.24	40439	99.84
American Indian or Alaskan Native	48	0.12	40487	99.96
Tahitian	8	0.02	40495	99.98
Guamanian	7	0.02	40502	99.99
Native Hawaiian	3	0.01	40505	100.00

2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span 9–12

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Spanish	38308	71.80	38308	71.80
Filipino (Pilipino or Tagalog)	1773	3.32	40081	75.12
Korean	1509	2.83	41590	77.95
Cantonese	1413	2.65	43003	80.60
Mandarin (Putonghua)	1384	2.59	44387	83.19
Vietnamese	1335	2.50	45722	85.70
All Other Non-English Language	1113	2.09	46835	87.78
Arabic	562	1.05	47397	88.84
Hmong	528	0.99	47925	89.83
Punjabi	516	0.97	48441	90.79
Russian	424	0.79	48865	91.59
Farsi (Persian)	385	0.72	49250	92.31
German	357	0.67	49607	92.98
Armenian	339	0.64	49946	93.61
Unknown	322	0.60	50268	94.22
Khmer (Cambodian)	282	0.53	50550	94.75
Japanese	261	0.49	50811	95.24
Portuguese	252	0.47	51063	95.71
Thai	197	0.37	51260	96.08
French	196	0.37	51456	96.44
Hindi	196	0.37	51652	96.81
Indonesian	141	0.26	51793	97.08
Urdu	134	0.25	51927	97.33
Lao	120	0.22	52047	97.55
Samoan	106	0.20	52153	97.75
Somali	98	0.18	52251	97.93
Ukrainian	92	0.17	52343	98.11
Tongan	80	0.15	52423	98.26
Gujarati	78	0.15	52501	98.40
Rumanian	78	0.15	52579	98.55
Italian	73	0.14	52652	98.69
Burmese	65	0.12	52717	98.81
Hebrew	55	0.10	52772	98.91
Mien (Yao)	55	0.10	52827	99.01
Ilocano	53	0.10	52880	99.11
Assyrian	46	0.09	52926	99.20
Pashto	37	0.07	52963	99.27
Dutch	33	0.06	52996	99.33
Polish	30	0.06	53026	99.39
Taiwanese	29	0.05	53055	99.44
Cebuano (Visayan)	27	0.05	53082	99.49
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Appendix J: Demographic Frequency Distributions

**2006–07 Edition (Form F) Home Language Frequency Distribution
Initial Identification, Grade Span 9–12**

Home Language	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Turkish	26	0.05	53108	99.54
Kurdish (Kurdi, Kurmanji)	26	0.05	53134	99.59
Chaozhou (Chaochow)	24	0.04	53158	99.63
Marshallese	24	0.04	53182	99.68
Chaldean	24	0.04	53206	99.72
Bengali	24	0.04	53230	99.77
Tigrinya	22	0.04	53252	99.81
Serbo-Croatian	19	0.04	53271	99.85
Hungarian	15	0.03	53286	99.87
Lahu	15	0.03	53301	99.90
Mixteco	14	0.03	53315	99.93
Toishanese	10	0.02	53325	99.95
Albanian	10	0.02	53335	99.97
Greek	9	0.02	53344	99.98
Chamorro (Guamanian)	7	0.01	53351	100.00
Khmu	2	0.00	53353	100.00

**2006–07 Edition (Form F) Primary Ethnicity Frequency Distribution
Initial Identification, Grade Span 9–12**

Primary Ethnicity	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Hispanic or Latino	38687	71.43	38687	71.43
Chinese	2956	71.43	38687	71.43
White (not of Hispanic origin)	2817	5.46	41643	76.89
Filipino	1942	5.20	44460	82.09
Other Asian	1608	3.59	46402	85.67
Korean	1452	2.97	48010	88.64
Vietnamese	1184	2.68	49462	91.32
Asian Indian	820	2.19	50646	93.51
Unknown	538	1.51	51466	95.02
African American or Black	534	0.99	52004	96.02
Declined to state	483	0.99	52538	97.00
Other Pacific Islander	279	0.89	53021	97.89
Japanese	248	0.52	53300	98.41
Cambodian	245	0.46	53548	98.87
Laotian	200	0.45	53793	99.32
Samoan	93	0.37	53993	99.69
American Indian or Alaskan Native	58	0.17	54086	99.86
Native Hawaiian	12	0.11	54144	99.97
Tahitian	6	0.02	54156	99.99
Guamanian	5	0.01	54162	100.00

Appendix K1 2006–07 Edition (Form F) Classical Item Analysis

Item Analysis for Annual Assessment Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	MC	333175	0.92	0.343	0.81%
2	MC	333175	0.91	0.374	0.92%
3	MC	333175	0.94	0.374	0.79%
4	MC	333175	0.86	0.407	0.81%
5	MC	333175	0.90	0.357	0.84%
6	MC	333175	0.62	0.314	0.93%
7	MC	333175	0.68	0.342	0.94%
8	MC	333175	0.60	0.226	1.17%
9	MC	333175	0.68	0.325	1.46%
10	DCR	333175	0.33	0.204	1.73%
11	DCR	333175	0.77	0.455	0.41%
12	DCR	333175	0.95	0.398	0.42%
13	DCR	333175	0.82	0.503	0.90%
14	DCR	333175	0.75	0.371	1.98%
15	DCR	333175	0.80	0.487	1.98%
16	DCR	333175	0.84	0.501	2.04%
17	DCR	333175	0.84	0.488	2.82%
18	DCR	333175	0.31	0.445	2.17%
19	DCR	333175	0.33	0.437	2.20%
20	DCR	333175	0.76	0.418	2.29%
Item Sequence Numbers 21–41 are Field Test Items					
21	MC	11460	0.90	0.379	0.56%
22	MC	11242	0.48	0.154	2.39%
23	MC	10966	0.56	0.252	4.84%
24	MC	11281	0.58	0.306	2.00%
25	MC	11323	0.86	0.374	1.66%
26	MC	11309	0.81	0.358	1.90%
27	DCR	11291	0.72	0.409	2.06%
28	DCR	11286	0.85	0.381	2.11%
29***	DCR	29765	0.61	0.445	0.76%
30	DCR	11390	0.48	0.403	1.21%
31	DCR	11381	0.49	0.443	1.28%
32	MC	18257	0.67	0.118	0.81%
33	MC	17909	0.49	0.288	2.86%
34	MC	18262	0.71	0.366	1.00%
35	MC	18275	0.78	0.421	0.98%
36	MC	18236	0.80	0.399	1.18%
37	MC	18129	0.75	0.445	1.78%

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Item Analysis for Annual Assessment Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
38	DCR	17884	0.84	0.511	3.15%
39	DCR	17870	0.88	0.476	3.22%
40	DCR	18370	0.50	0.399	0.51%
41	DCR	18368	0.43	0.395	0.53%

MC=Multiple-choice

DCR=Dichotomous Constructed-response

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**K–2 Listening DCR items, items 10–20, are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

***Item was included in two field test forms. The N-count, p-value and percent omit are based upon the aggregated sample population. The point biserial is a correlation between performance on a given item and the entire test, including both operational and field test items, and could not be calculated for more than one form. Instead, the point biserial for the form with the larger N-count was included.

Item Analysis for Annual Assessment Data
Listening, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	419076	0.92	0.322	0.48%
2	MC	419076	0.79	0.338	0.27%
3	MC	419076	0.90	0.316	0.33%
4	MC	419076	0.94	0.341	0.20%
5	MC	419076	0.89	0.278	0.27%
6	MC	419076	0.92	0.285	0.18%
7	MC	419076	0.91	0.299	0.20%
8	MC	419076	0.85	0.301	0.18%
9	MC	419076	0.81	0.344	0.30%
10	MC	419076	0.55	0.220	0.25%
11	MC	419076	0.76	0.329	0.31%
12	MC	419076	0.77	0.376	0.20%
13	MC	419076	0.72	0.355	0.31%
14	MC	419076	0.70	0.399	0.22%
15	MC	419076	0.71	0.273	0.25%
16	MC	419076	0.75	0.348	0.23%
17	MC	419076	0.68	0.335	0.32%
18	MC	419076	0.55	0.342	0.42%
19	MC	419076	0.70	0.361	0.47%
20	MC	419076	0.92	0.370	0.56%
Item Sequence Numbers 21–32 are Field Test Items					
21	MC	8188	0.17	-0.019	0.33%
22	MC	8188	0.70	0.211	0.48%
23	MC	8188	0.81	0.224	0.34%
24	MC	8188	0.74	0.199	0.40%
25**	MC	21248	0.59	0.190	0.74%
26**	MC	21248	0.47	0.139	0.77%
27**	MC	21248	0.42	0.165	0.81%
28**	MC	21248	0.61	0.243	1.17%
29	MC	13060	0.98	0.207	0.15%
30	MC	13060	0.77	0.305	0.12%
31	MC	13060	0.81	0.260	0.21%
32	MC	13060	0.78	0.270	0.15%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**Item was included in two field test forms. The N-count, p-value and percent omit are based upon the aggregated sample population. The point biserial is a correlation between performance on a given item and the entire test, including both operational and field test items, and could not be calculated for more than one form. Instead, the point biserial for the form with the larger N-count was included.

Item Analysis for Annual Assessment Data
Listening, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	282862	0.96	0.360	0.28%
2	MC	282862	0.84	0.327	0.24%
3	MC	282862	0.95	0.335	0.15%
4	MC	282862	0.92	0.321	0.12%
5	MC	282862	0.76	0.328	0.15%
6	MC	282862	0.73	0.287	0.21%
7	MC	282862	0.92	0.433	0.10%
8	MC	282862	0.88	0.311	0.10%
9	MC	282862	0.89	0.292	0.09%
10	MC	282862	0.90	0.343	0.12%
11	MC	282862	0.91	0.403	0.17%
12	MC	282862	0.91	0.403	0.12%
13	MC	282862	0.91	0.452	0.17%
14	MC	282862	0.85	0.246	0.13%
15	MC	282862	0.65	0.326	0.16%
16	MC	282862	0.79	0.341	0.17%
17	MC	282862	0.73	0.284	0.18%
18	MC	282862	0.89	0.432	0.22%
19	MC	282862	0.90	0.468	0.25%
20	MC	282862	0.93	0.389	0.27%
Item Sequence Numbers 21–32 are Field Test Items					
21	MC	3921	0.73	0.244	0.20%
22	MC	3921	0.88	0.211	0.08%
23	MC	3921	0.69	0.206	0.23%
24	MC	3921	0.83	0.339	0.36%
25**	MC	13343	0.67	0.157	0.46%
26**	MC	13343	0.32	-0.059	0.38%
27**	MC	13343	0.36	0.053	0.46%
28**	MC	13343	0.62	0.145	0.61%
29	MC	9422	0.89	0.295	0.18%
30	MC	9422	0.96	0.220	0.10%
31	MC	9422	0.71	0.203	0.08%
32	MC	9422	0.85	0.356	0.16%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**Item was included in two field test forms. The N-count, p-value and percent omit are based upon the aggregated sample population. The point biserial is a correlation between performance on a given item and the entire test, including both operational and field test items, and could not be calculated for more than one form. Instead, the point biserial for the form with the larger N-count was included.

Item Analysis for Annual Assessment Data
Listening, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	263983	0.91	0.375	0.89%
2	MC	263983	0.94	0.375	0.57%
3	MC	263983	0.63	0.404	0.44%
4	MC	263983	0.85	0.399	0.30%
5	MC	263983	0.89	0.401	0.32%
6	MC	263983	0.83	0.376	0.32%
7	MC	263983	0.76	0.358	0.21%
8	MC	263983	0.65	0.301	0.58%
9	MC	263983	0.96	0.326	0.15%
10	MC	263983	0.85	0.390	0.16%
11	MC	263983	0.95	0.418	0.18%
12	MC	263983	0.91	0.450	0.16%
13	MC	263983	0.93	0.444	0.17%
14	MC	263983	0.78	0.418	0.18%
15	MC	263983	0.61	0.146	0.27%
16	MC	263983	0.66	0.175	0.28%
17	MC	263983	0.88	0.297	0.18%
18	MC	263983	0.86	0.432	0.25%
19	MC	263983	0.90	0.423	0.30%
20	MC	263983	0.78	0.402	0.32%
Item Sequence Numbers 21–35 are Field Test Items					
21	MC	1939	0.88	0.312	0.10%
22	MC	1939	0.92	0.175	0.05%
23**	MC	10570	0.91	0.336	0.17%
24	MC	1939	0.88	0.411	0.10%
25	MC	1939	0.80	0.340	0.57%
26	MC	1939	0.54	0.263	0.36%
27	MC	1939	0.62	0.198	0.46%
28	MC	1939	0.73	0.269	0.46%
29	MC	8631	0.93	0.386	0.23%
30	MC	8631	0.86	0.388	0.21%
31	MC	8631	0.50	0.186	0.30%
32	MC	8631	0.61	0.296	0.53%
33	MC	8631	0.68	0.250	0.29%
34	MC	8631	0.78	0.407	0.31%
35	MC	8631	0.81	0.348	0.39%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

***Item was included in two field test forms. The N-count, p-value and percent omit are based upon the aggregated sample population. The point biserial is a correlation between performance on a given item and the entire test, including both operational and field test items, and could not be calculated for more than one form. Instead, the point biserial for the form with the larger N-count was included.

Item Analysis for Annual Assessment Data
Speaking, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	332999	0.85	0.576	0.16%
2	DCR	332999	0.72	0.521	0.09%
3	DCR	332999	0.52	0.507	0.26%
4	DCR	332999	0.82	0.545	5.12%
5	DCR	332999	0.79	0.533	4.74%
6	DCR	332999	0.57	0.505	4.92%
7	DCR	332999	0.76	0.548	4.96%
8	DCR	332999	0.57	0.406	5.10%
9	DCR	332999	0.83	0.557	5.02%
10	DCR	332999	0.65	0.560	4.97%
11	DCR	332999	0.46	0.412	5.02%
12	DCR	332999	0.69	0.513	4.98%
13	DCR	332999	0.88	0.608	5.18%
14	DCR	332999	0.70	0.490	4.98%
15	DCR	332999	0.68	0.530	5.36%
16	DCR	332999	0.76	0.534	4.87%
17	DCR	332999	0.82	0.541	4.90%
Item Sequence Numbers 18–20 are Operational CR Items					
Item Sequence Numbers 21–32 are Field Test Items					
21	MC	8425	0.87	0.358	0.81%
22	MC	8422	0.65	0.484	0.85%
Item Sequence Numbers 23–26 and 29–32 are Field Test CR Items					
27	MC	10609	0.91	0.392	2.60%
28	MC	10609	0.72	0.352	2.61%

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**K–2 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	419497	0.94	0.357	0.12%
2	DCR	419497	0.93	0.417	0.11%
3	DCR	419497	0.93	0.455	0.67%
4	DCR	419497	0.79	0.444	1.01%
5	DCR	419497	0.87	0.464	1.10%
6	DCR	419497	0.90	0.417	1.33%
7	DCR	419497	0.84	0.465	1.06%
8	DCR	419497	0.96	0.477	1.08%
9	DCR	419497	0.93	0.443	1.27%
10	DCR	419497	0.76	0.453	1.12%
11	DCR	419497	0.66	0.355	1.34%
12	DCR	419497	0.08	0.185	1.06%
13	DCR	419497	0.14	0.223	1.07%
Item Sequence Numbers 14–20 are Operational CR Items					
Item Sequence Numbers 21–32 are Field Test Items					
21	MC	7257	0.68	0.425	0.33%
22	MC	7236	0.77	0.438	0.62%
Item Sequence Numbers 23–26 and 29–30 are Field Test CR Items					
27	MC	4724	0.65	0.354	5.58%
28	MC	4732	0.95	0.300	5.42%

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**3–5 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	283457	0.90	0.481	0.15%
2	DCR	283457	0.66	0.399	0.15%
3	DCR	283457	0.67	0.437	0.36%
4	DCR	283457	0.89	0.539	1.74%
5	DCR	283457	0.95	0.525	1.78%
6	DCR	283457	0.93	0.522	2.09%
7	DCR	283457	0.14	0.242	1.82%
8	DCR	283457	0.87	0.545	1.61%
9	DCR	283457	0.83	0.415	1.62%
10	DCR	283457	0.86	0.580	1.71%
11	DCR	283457	0.56	0.425	1.75%
12	DCR	283457	0.68	0.481	1.75%
13	DCR	283457	0.77	0.447	1.84%
Item Sequence Numbers 14–20 are Operational CR Items					
Item Sequence Numbers 21–32 are Field Test Items					
21	MC	4116	0.38	0.318	0.68%
22	MC	4114	0.73	0.465	0.72%
Item Sequence Numbers 23–26 and 29–32 are Field Test CR Items					
27	MC	4812	0.92	0.352	0.27%
28	MC	4810	0.87	0.407	0.31%

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**6–8 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit**
1	DCR	264220	0.82	0.410	0.11%
2	DCR	264220	0.81	0.507	0.11%
3	DCR	264220	0.78	0.561	0.33%
4	DCR	264220	0.84	0.596	2.10%
5	DCR	264220	0.69	0.542	2.31%
6	DCR	264220	0.64	0.457	2.30%
7	DCR	264220	0.56	0.449	2.34%
8	DCR	264220	0.62	0.505	2.47%
9	DCR	264220	0.66	0.366	2.82%
10	DCR	264220	0.37	0.366	2.31%
11	DCR	264220	0.60	0.424	2.21%
12	DCR	264220	0.45	0.387	2.25%
13	DCR	264220	0.35	0.393	2.35%
Item Sequence Numbers 14–20 are Operational CR Items					
Item Sequence Numbers 21–32 are Field Test Items					
21	MC	3211	0.28	0.304	1.80%
22	MC	3185	0.73	0.425	2.60%
Item Sequence Numbers 23–26 and 29–32 are Field Test CR Items					
27	MC	2847	0.60	0.350	0.59%
28	MC	2807	0.92	0.391	2.02%

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**9–12 Speaking DCR items are individually administered. If students do not respond to the first three items, teachers are instructed to skip the remaining DCR items. This may account for the increase in percent omit reported in the table above.

Item Analysis for Annual Assessment Data
Speaking, Constructed-response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K-2	18	332999	16.49%	39.41%	44.11%			0.64	0.89	1.28	0.64	0.51
K-2	19	332999	16.91%	40.64%	42.45%			0.64	0.89	1.26	0.63	0.51
K-2	20	332999	13.14%	19.35%	30.41%	29.14%	7.97%	0.67	0.89	1.99	0.50	0.58
K-2	23	8356	24.58%	26.71%	47.08%	.	.	0.587	0.89	1.21	0.61	0.58
K-2	24	8350	36.63%	20.04%	41.64%	.	.	0.550	0.89	1.03	0.53	0.63
K-2	25	8469	15.88%	41.36%	42.47%	.	.	0.648	0.89	1.26	0.63	0.51
K-2	26	8442	12.28%	21.24%	31.61%	28.17%	6.09%	0.717	0.88	1.93	0.49	0.56
K-2	29	10479	28.53%	36.36%	31.31%	.	.	0.542	0.88	0.99	0.51	0.56
K-2	30	10479	27.25%	45.98%	22.97%	.	.	0.564	0.88	0.92	0.48	0.51
K-2	31	10620	12.97%	42.71%	41.82%	.	.	0.633	0.87	1.26	0.65	0.49
K-2	32	10576	14.27%	21.85%	28.84%	25.27%	6.86%	0.707	0.87	1.83	0.47	0.58
3-5	14	419497	19.22%	21.77%	59.01%			0.65	0.85	1.40	0.70	0.56
3-5	15	419497	17.58%	20.03%	62.39%			0.64	0.85	1.45	0.72	0.55
3-5	16	419497	10.62%	12.93%	76.45%			0.64	0.85	1.66	0.83	0.47
3-5	17	419497	31.15%	33.33%	35.52%			0.57	0.86	1.04	0.52	0.58
3-5	18	419497	7.89%	28.40%	63.71%			0.60	0.85	1.56	0.78	0.45
3-5	19	419497	4.51%	23.05%	72.45%			0.58	0.85	1.68	0.84	0.39
3-5	20	419497	3.05%	5.21%	20.46%	50.36%	20.92%	0.62	0.85	2.81	0.70	0.46
3-5		10958	45.18%	21.88%	22.14%	.	.	0.469	0.90	1.40	0.37	0.58
3-5	23****	10899	25.11%	30.10%	33.52%	.	.	0.562	0.89	1.99	0.55	0.58
3-5	24*25	7256	9.13%	32.30%	58.22%	.	.	0.591	0.89	1.49	0.75	0.47
3-5	26	7259	2.87%	5.85%	23.69%	49.61%	17.68%	0.657	0.89	2.73	0.68	0.46
3-5	29	4736	3.92%	23.91%	66.84%	.	.	0.542	0.86	1.58	0.83	0.39
3-5	30	4736	1.02%	3.18%	18.07%	46.83%	25.57%	0.619	0.87	2.82	0.74	0.42
6-8	14	283457	5.26%	11.25%	83.48%			0.61	0.87	1.78	0.89	0.37
6-8	15	283457	24.11%	27.08%	48.82%			0.57	0.87	1.25	0.62	0.58
6-8	16	283457	17.50%	28.96%	53.54%			0.57	0.87	1.36	0.68	0.54
6-8	17	283457	12.61%	21.97%	65.43%			0.60	0.87	1.53	0.76	0.50
6-8	18	283457	3.08%	14.18%	82.75%			0.61	0.87	1.80	0.90	0.33

continues...

Item Analysis for Annual Assessment Data
Speaking, Constructed-response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
6–8	19	283457	4.27%	17.41%	78.33%			0.62	0.87	1.74	0.87	0.37
6–8	20	283457	3.08%	4.36%	18.98%	50.36%	23.22%	0.65	0.87	2.86	0.72	0.46
6–8	23	4025	6.13%	10.35%	80.65%	.	.	0.469	0.89	1.72	0.88	0.39
6–8	24	4005	5.43%	10.96%	80.26%	.	.	0.503	0.88	1.71	0.89	0.38
6–8	25	4130	2.32%	14.99%	82.36%	.	.	0.551	0.89	1.80	0.90	0.32
6–8	26	4133	1.26%	2.73%	13.80%	56.15%	25.80%	0.646	0.88	3.02	0.76	0.39
6–8	29	4750	8.89%	24.35%	65.20%	.	.	0.562	0.89	1.55	0.79	0.46
6–8	30	4773	13.93%	29.78%	55.21%	.	.	0.525	0.89	1.40	0.71	0.51
6–8	31	4809	3.54%	19.17%	76.95%	.	.	0.597	0.89	1.73	0.87	0.36
6–8	32	4811	2.09%	2.90%	18.86%	54.65%	21.20%	0.679	0.88	2.89	0.73	0.42
9–12	14	264220	18.26%	26.06%	55.68%			0.64	0.89	1.37	0.69	0.55
9–12	15	264220	18.80%	31.17%	50.03%			0.63	0.89	1.31	0.66	0.54
9–12	16	264220	16.73%	21.01%	62.26%			0.67	0.89	1.46	0.73	0.54
9–12	17	264220	14.81%	15.25%	69.94%			0.70	0.89	1.55	0.78	0.52
9–12	18	264220	7.45%	15.37%	77.17%			0.66	0.89	1.70	0.85	0.42
9–12	19	264220	5.03%	13.40%	81.57%			0.63	0.89	1.77	0.88	0.37
9–12	20	264220	4.35%	4.89%	14.97%	42.43%	33.35%	0.70	0.89	2.96	0.74	0.52
9–12	23	3062	11.19%	27.71%	54.74%	.	.	0.620	0.90	1.37	0.73	0.49
9–12	24	3054	9.85%	20.61%	62.94%	.	.	0.614	0.90	1.46	0.78	0.48
9–12	25	2986	4.71%	11.90%	74.71%	.	.	0.659	0.90	1.61	0.88	0.38
9–12	26	2984	2.78%	3.15%	13.61%	43.73%	27.98%	0.740	0.90	2.73	0.75	0.47
9–12	29	2755	10.68%	23.00%	62.48%	.	.	0.627	0.90	1.48	0.77	0.49
9–12	30	2756	8.94%	17.70%	69.56%	.	.	0.632	0.90	1.57	0.82	0.46
9–12	31	2840	9.39%	22.16%	67.57%	.	.	0.622	0.90	1.57	0.79	0.46
9–12	32	2836	3.63%	5.72%	21.71%	46.49%	21.43%	0.687	0.90	2.74	0.69	0.49

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**For the 2006–07 Edition (Form F) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

***The alphas noted here indicate the reliability of the test with that particular Constructed-response item removed.

****Item was included in two field test forms. The N-count, p-value and percent omit are based upon the aggregated sample population. The point biserial is a correlation between performance on a given item and the entire test, including both operational and field test items, and could not be calculated for more than one form. Instead, the point biserial for the form with the larger N-count was included.

Item Analysis for Annual Assessment Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	157295	0.63	0.490	0.86%
2	MC	157295	0.72	0.382	0.86%
3	MC	157295	0.56	0.394	0.69%
4	MC	157295	0.56	0.442	0.91%
5	MC	157295	0.51	0.301	1.75%
6	MC	157295	0.23	0.196	2.48%
7	MC	157295	0.22	0.131	0.91%
8	MC	157295	0.38	0.229	1.56%
9	MC	157295	0.64	0.427	2.37%
10	MC	157295	0.69	0.414	1.36%
11	MC	157295	0.51	0.463	1.46%
12	MC	157295	0.63	0.326	1.30%
13	MC	157295	0.57	0.369	0.89%
14	MC	157295	0.68	0.433	1.18%
15	MC	157295	0.46	0.446	3.75%
16	MC	157295	0.51	0.430	3.93%
17	MC	157295	0.61	0.424	3.75%
18	MC	157295	0.55	0.498	1.70%
19	MC	157295	0.62	0.449	0.74%
20	MC	157295	0.34	0.333	1.39%
21	MC	157295	0.26	0.190	1.86%
22	MC	157295	0.60	0.508	3.43%
23	MC	157295	0.67	0.517	1.39%
24	MC	157295	0.30	0.309	1.36%
25	MC	157295	0.41	0.416	0.89%
26	MC	157295	0.62	0.397	1.40%
27	MC	157295	0.64	0.478	1.66%
28	MC	157295	0.58	0.448	2.72%
29	MC	157295	0.42	0.413	1.37%
30	MC	157295	0.57	0.479	2.84%
31	MC	157295	0.40	0.277	1.90%
32	MC	157295	0.48	0.461	1.98%
33	MC	157295	0.55	0.425	1.75%
34	MC	157295	0.31	0.294	2.05%
35	MC	157295	0.34	0.129	1.97%
Item Sequence Numbers 36–53 are Field Test Items					
36	MC	2265	0.65	0.299	0.71%
37	MC	2265	0.85	0.140	2.30%
38	MC	2265	0.66	0.480	0.84%
39	MC	2265	0.35	0.266	0.93%

continues...

Item Analysis for Annual Assessment Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	2265	0.64	0.402	1.55%
41	MC	4369	0.65	0.342	0.78%
42	MC	4369	0.64	0.232	3.73%
43	MC	4369	0.42	0.100	0.87%
44	MC	4369	0.83	0.404	0.98%
45	MC	4369	0.61	0.441	1.21%
46	MC	4269	0.77	0.454	1.08%
47	MC	4269	0.71	0.490	1.69%
48	MC	4269	0.70	0.505	1.31%
49	MC	4269	0.71	0.474	1.36%
50	MC	4659	0.45	0.365	2.94%
51	MC	4659	0.43	0.346	3.07%
52	MC	4659	0.25	0.041	3.37%
53	MC	4659	0.38	0.207	7.38%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	418412	0.61	0.459	0.20%
2	MC	418412	0.48	0.451	0.25%
3	MC	418412	0.59	0.261	0.13%
4	MC	418412	0.63	0.463	0.17%
5	MC	418412	0.63	0.430	0.28%
6	MC	418412	0.59	0.392	0.20%
7	MC	418412	0.61	0.475	0.25%
8	MC	418412	0.55	0.274	0.35%
9	MC	418412	0.60	0.465	0.32%
10	MC	418412	0.48	0.308	0.34%
11	MC	418412	0.60	0.436	0.41%
12	MC	418412	0.60	0.396	0.47%
13	MC	418412	0.65	0.480	0.40%
14	MC	418412	0.73	0.513	0.47%
15	MC	418412	0.63	0.493	0.40%
16	MC	418412	0.49	0.455	0.48%
17	MC	418412	0.78	0.398	0.37%
18	MC	418412	0.55	0.392	0.48%
19	MC	418412	0.63	0.546	0.37%
20	MC	418412	0.64	0.563	0.43%
21	MC	418412	0.73	0.532	0.46%
22	MC	418412	0.59	0.378	0.55%
23	MC	418412	0.43	0.400	0.51%
24	MC	418412	0.48	0.404	0.57%
25	MC	418412	0.66	0.453	0.28%
26	MC	418412	0.56	0.275	0.34%
27	MC	418412	0.83	0.461	0.52%
28	MC	418412	0.57	0.450	0.33%
29	MC	418412	0.49	0.210	0.40%
30	MC	418412	0.76	0.498	0.47%
31	MC	418412	0.61	0.328	0.59%
32	MC	418412	0.47	0.267	0.46%
33	MC	418412	0.40	0.251	0.57%
34	MC	418412	0.54	0.429	0.65%
35	MC	418412	0.24	0.114	0.70%
Item Sequence Numbers 36–53 are Field Test Items					
36	MC	6462	0.66	0.343	0.14%
37	MC	6456	0.08	0.040	0.26%
38	MC	6431	0.46	0.248	0.40%
39	MC	6441	0.59	0.289	0.45%

continues...

Item Analysis for Annual Assessment Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	6444	0.30	0.115	0.40%
41	MC	11287	0.60	0.213	0.12%
42	MC	11274	0.23	0.171	0.22%
43	MC	11255	0.29	0.151	0.23%
44	MC	11255	0.50	0.368	0.35%
45	MC	11274	0.43	0.256	0.21%
46	MC	12708	0.37	0.282	0.35%
47	MC	12690	0.47	0.338	0.45%
48	MC	12676	0.31	0.315	0.54%
49	MC	12689	0.32	0.071	0.50%
50	MC	11403	0.49	0.324	0.91%
51	MC	11394	0.28	0.052	0.95%
52	MC	11374	0.74	0.455	1.05%
53	MC	11387	0.57	0.342	1.03%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	282819	0.84	0.293	0.08%
2	MC	282819	0.59	0.394	0.10%
3	MC	282819	0.48	0.440	0.06%
4	MC	282819	0.70	0.289	0.14%
5	MC	282819	0.50	0.352	0.10%
6	MC	282819	0.75	0.479	0.12%
7	MC	282819	0.58	0.350	0.16%
8	MC	282819	0.86	0.361	0.11%
9	MC	282819	0.63	0.537	0.12%
10	MC	282819	0.61	0.452	0.29%
11	MC	282819	0.41	0.333	0.16%
12	MC	282819	0.45	0.108	0.29%
13	MC	282819	0.88	0.439	0.08%
14	MC	282819	0.82	0.444	0.11%
15	MC	282819	0.75	0.450	0.18%
16	MC	282819	0.85	0.503	0.11%
17	MC	282819	0.70	0.467	0.15%
18	MC	282819	0.45	0.404	0.42%
19	MC	282819	0.42	0.330	0.18%
20	MC	282819	0.50	0.264	0.20%
21	MC	282819	0.52	0.393	0.29%
22	MC	282819	0.54	0.378	0.15%
23	MC	282819	0.54	0.459	0.27%
24	MC	282819	0.44	0.346	0.32%
25	MC	282819	0.56	0.427	0.45%
26	MC	282819	0.38	0.287	0.23%
27	MC	282819	0.64	0.410	0.28%
28	MC	282819	0.44	0.227	0.31%
29	MC	282819	0.41	0.277	0.47%
30	MC	282819	0.51	0.356	0.33%
31	MC	282819	0.55	0.412	0.40%
32	MC	282819	0.49	0.363	0.43%
33	MC	282819	0.51	0.437	0.46%
34	MC	282819	0.63	0.474	0.46%
35	MC	282819	0.57	0.425	0.49%
Item Sequence Numbers 36–52 are Field Test Items					
36	MC	3445	0.53	0.270	0.20%
37	MC	3448	0.21	-0.016	0.09%
38	MC	3448	0.43	0.275	0.12%
39	MC	3445	0.21	0.106	0.14%

continues...

Item Analysis for Annual Assessment Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40**	MC	8953	0.17	0.023	0.36%
41	MC	5524	0.32	0.172	0.16%
42	MC	5525	0.52	0.283	0.14%
43	MC	5518	0.39	0.386	0.25%
44	MC	5525	0.33	0.239	0.13%
45	MC	7637	0.31	0.178	0.38%
46	MC	7636	0.48	0.302	0.40%
47	MC	7640	0.32	0.169	0.37%
48	MC	7634	0.33	0.059	0.43%
49	MC	6995	0.40	0.340	0.44%
50	MC	6990	0.25	0.085	0.50%
51	MC	6988	0.36	0.211	0.48%
52	MC	6989	0.43	0.307	0.53%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**Item was included in two field test forms. The N-count, p-value and percent omit are based upon the aggregated sample population. The point biserial is a correlation between performance on a given item and the entire test, including both operational and field test items, and could not be calculated for more than one form. Instead, the point biserial for the form with the larger N-count was included.

Item Analysis for Annual Assessment Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	264054	0.75	0.382	0.11%
2	MC	264054	0.84	0.390	0.09%
3	MC	264054	0.69	0.380	0.15%
4	MC	264054	0.84	0.324	0.09%
5	MC	264054	0.48	0.373	0.10%
6	MC	264054	0.91	0.356	0.10%
7	MC	264054	0.87	0.345	0.09%
8	MC	264054	0.69	0.344	0.17%
9	MC	264054	0.90	0.324	0.09%
10	MC	264054	0.24	0.107	0.42%
11	MC	264054	0.55	0.285	0.39%
12	MC	264054	0.79	0.407	0.16%
13	MC	264054	0.61	0.394	0.27%
14	MC	264054	0.53	0.363	0.22%
15	MC	264054	0.60	0.369	0.27%
16	MC	264054	0.47	0.292	0.19%
17	MC	264054	0.32	0.256	0.19%
18	MC	264054	0.70	0.424	0.23%
19	MC	264054	0.57	0.351	0.39%
20	MC	264054	0.76	0.370	0.33%
21	MC	264054	0.49	0.178	0.37%
22	MC	264054	0.70	0.460	0.47%
23	MC	264054	0.62	0.382	0.25%
24	MC	264054	0.77	0.261	0.18%
25	MC	264054	0.44	0.357	0.33%
26	MC	264054	0.57	0.535	0.25%
27	MC	264054	0.57	0.330	0.26%
28	MC	264054	0.49	0.407	0.33%
29	MC	264054	0.62	0.415	0.34%
30	MC	264054	0.56	0.392	0.36%
31	MC	264054	0.32	0.219	0.50%
32	MC	264054	0.63	0.454	0.40%
33	MC	264054	0.59	0.231	0.52%
34	MC	264054	0.67	0.426	0.58%
35	MC	264054	0.51	0.402	0.66%
Item Sequence Numbers 36–53 are Field Test Items					
36	MC	2491	0.43	0.105	0.08%
37	MC	2491	0.66	0.333	0.08%
38	MC	2492	0.66	0.271	0.00%
39	MC	2484	0.49	0.164	0.28%

continues...

Item Analysis for Annual Assessment Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
40	MC	2487	0.17	0.097	0.20%
41	MC	7105	0.23	0.108	0.60%
42	MC	7124	0.47	0.219	0.34%
43	MC	7141	0.85	0.366	0.08%
44	MC	7125	0.40	0.166	0.28%
45	MC	7103	0.50	0.404	0.60%
46	MC	6703	0.52	0.436	0.50%
47	MC	6699	0.48	0.407	0.59%
48	MC	6697	0.30	0.165	0.62%
49	MC	6694	0.68	0.388	0.65%
50	MC	3123	0.38	0.248	0.54%
51	MC	3123	0.43	0.333	0.57%
52	MC	3128	0.49	0.290	0.41%
53	MC	3119	0.20	-0.100	0.70%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	158997	0.44	0.334	1.69%
2	MC	158997	0.681	0.575	2.05%
3	MC	158997	0.662	0.449	3.26%
4	MC	158997	0.675	0.489	4.47%
5	MC	158997	0.679	0.498	1.96%
6	MC	158997	0.723	0.601	2.76%
7	MC	158997	0.449	0.327	2.92%
8	MC	158997	0.68	0.442	3.47%
9	MC	158997	0.488	0.377	2.48%
10	MC	158997	0.536	0.31	2.68%
11	MC	158997	0.39	0.313	2.63%
12	MC	158997	0.576	0.504	2.96%
13	MC	158997	0.629	0.482	2.28%
14	MC	158997	0.75	0.501	2.72%
15	MC	158997	0.713	0.522	2.65%
16	MC	158997	0.619	0.471	3.41%
17	MC	158997	0.608	0.496	2.82%
18	MC	158997	0.588	0.253	2.90%
19	MC	158997	0.511	0.247	2.81%
Item Sequence Numbers 20–24 are Operational CR Items					
Item Sequence Numbers 25–39 are Field Test Items					
25	MC	12213	0.63	0.339	1.61%
26	MC	12213	0.73	0.391	1.85%
27	MC	12213	0.67	0.471	1.82%
Item Sequence Numbers 28, 32, and 36–39 are Field Test CR Items					
29	MC	15764	0.58	0.2021	1.58%
30	MC	15764	0.61	0.3366	1.70%
31	MC	15764	0.65	0.4424	1.63%
33**	MC	27362	0.58	0.4313	1.41%
34**	MC	27362	0.41	0.1965	1.73%
35**	MC	27362	0.46	0.3411	1.56%

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	422176	0.776	0.517	1.14%
2	MC	422176	0.876	0.539	1.20%
3	MC	422176	0.851	0.467	1.24%
4	MC	422176	0.802	0.534	1.16%
5	MC	422176	0.795	0.529	1.20%
6	MC	422176	0.85	0.58	1.35%
7	MC	422176	0.854	0.531	1.54%
8	MC	422176	0.832	0.481	1.22%
9	MC	422176	0.86	0.534	1.25%
10	MC	422176	0.541	0.402	1.35%
11	MC	422176	0.816	0.515	1.53%
12	MC	422176	0.77	0.521	1.27%
13	MC	422176	0.72	0.424	1.33%
14	MC	422176	0.66	0.386	1.52%
15	MC	422176	0.659	0.367	1.90%
16	MC	422176	0.66	0.32	1.40%
17	MC	422176	0.466	0.258	1.46%
18	MC	422176	0.534	0.366	1.66%
19	MC	422176	0.588	0.379	1.78%
Item Sequence Numbers 20–24 are Operational CR Items					
Item Sequence Numbers 25–39 are Field Test Items					
25**	MC	68587	0.24	-0.077	0.71%
26**	MC	68587	0.82	0.444	0.77%
27**	MC	68587	0.67	0.319	0.84%
Item Sequence Numbers 28, 32–33, and 37–39 are Field Test CR Items					
29	MC	41628	0.63	0.272	0.79%
30	MC	41628	0.71	0.431	0.87%
31	MC	41628	0.49	0.244	0.91%
34	MC	38306	0.82	0.465	0.74%
35	MC	38306	0.35	0.201	0.80%
36	MC	38306	0.66	0.451	0.87%

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	285609	0.729	0.491	1.20%
2	MC	285609	0.655	0.379	1.17%
3	MC	285609	0.883	0.539	1.21%
4	MC	285609	0.847	0.455	1.15%
5	MC	285609	0.897	0.536	1.17%
6	MC	285609	0.845	0.565	1.22%
7	MC	285609	0.194	0.137	1.42%
8	MC	285609	0.641	0.422	1.20%
9	MC	285609	0.729	0.526	1.21%
10	MC	285609	0.858	0.61	1.29%
11	MC	285609	0.846	0.556	1.45%
12	MC	285609	0.81	0.57	1.22%
13	MC	285609	0.577	0.272	1.23%
14	MC	285609	0.677	0.456	1.33%
15	MC	285609	0.618	0.315	1.56%
16	MC	285609	0.7	0.388	1.28%
17	MC	285609	0.815	0.562	1.28%
18	MC	285609	0.544	0.323	1.36%
19	MC	285609	0.786	0.485	1.39%
Item Sequence Numbers 20–24 are Operational CR Items					
Item Sequence Numbers 25–39 are Field Test Items					
25	MC	22577	0.57	0.357	0.43%
26	MC	22577	0.63	0.395	0.45%
27	MC	22577	0.65	0.317	0.51%
Item Sequence Numbers 28, 32, and 36–39 are Field Test CR Items					
29	MC	24934	0.50	0.229	0.49%
30	MC	24934	0.51	0.103	0.48%
31	MC	24934	0.45	0.187	0.55%
33**	MC	50568	0.47	0.135	0.47%
34**	MC	50568	0.61	0.361	0.52%
35**	MC	50568	0.74	0.425	0.57%

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	267769	0.921	0.542	1.58%
2	MC	267769	0.751	0.534	1.65%
3	MC	267769	0.908	0.539	1.68%
4	MC	267769	0.892	0.573	1.61%
5	MC	267769	0.811	0.557	1.61%
6	MC	267769	0.673	0.5	1.72%
7	MC	267769	0.72	0.574	2.03%
8	MC	267769	0.818	0.583	1.66%
9	MC	267769	0.73	0.521	1.69%
10	MC	267769	0.785	0.58	1.69%
11	MC	267769	0.755	0.504	1.93%
12	MC	267769	0.843	0.639	1.68%
13	MC	267769	0.827	0.577	1.66%
14	MC	267769	0.648	0.468	1.75%
15	MC	267769	0.623	0.395	2.08%
16	MC	267769	0.695	0.385	1.73%
17	MC	267769	0.642	0.44	1.72%
18	MC	267769	0.777	0.539	1.80%
19	MC	267769	0.684	0.48	1.88%
Item Sequence Numbers 20–24 are Operational CR Items					
Item Sequence Numbers 25–39 are Field Test Items					
25**	MC	46421	0.85	0.547	0.33%
26**	MC	46421	0.51	0.064	0.34%
27**	MC	46421	0.56	0.190	0.37%
Item Sequence Numbers 28, 32, and 36–39 are Field Test CR Items					
29	MC	26361	0.76	0.323	0.35%
30	MC	26361	0.70	0.310	0.40%
31	MC	26361	0.90	0.487	0.42%
33	MC	16598	0.77	0.406	0.28%
34	MC	16598	0.79	0.293	0.31%
35	MC	16598	0.20	-0.106	0.36%

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

* Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Annual Assessment Data
Writing, Constructed-response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K-2	20	158997	24.44%	14.87%	52.54%	8.15%	.	0.68	0.89	1.44	0.48	0.55
K-2	21	158997	21.60%	16.88%	42.09%	19.43%	.	0.71	0.88	1.59	0.53	0.60
K-2	22	158997	25.96%	26.86%	41.28%	5.90%	.	0.70	0.88	1.27	0.42	0.53
K-2	23	158997	32.75%	12.99%	44.04%	10.22%	.	0.68	0.89	1.32	0.44	0.60
K-2	24	158997	24.16%	24.42%	30.73%	19.88%	0.82%	0.72	0.88	1.49	0.37	0.54
K-2	28	2789	20.37%	17.50%	49.52%	6.95%	.	0.67	0.89	0.46	1.37	0.55
K-2	32	2880	14.09%	15.87%	53.16%	11.88%	.	0.63	0.89	0.53	1.58	0.54
K-2	36	2689	32.88%	21.87%	31.54%	4.80%	.	0.57	0.89	0.33	0.99	0.56
K-2	37	3257	18.88%	15.10%	49.65%	11.73%	.	0.66	0.89	0.50	1.50	0.56
K-2	38	2673	23.76%	27.72%	29.41%	15.98%	1.27%	0.68	0.88	0.35	1.40	0.54
K-2	39	2750	43.93%	12.29%	27.60%	11.71%	2.25%	0.53	0.89	0.28	1.12	0.59
3-5	20	422176	8.86%	10.12%	72.98%	8.05%	.	0.63	0.88	1.80	0.60	0.41
3-5	21	422176	11.85%	13.34%	61.54%	13.27%	.	0.67	0.88	1.76	0.59	0.48
3-5	22	422176	7.78%	12.88%	39.12%	40.21%	.	0.65	0.88	2.12	0.71	0.53
3-5	23	422176	10.85%	10.88%	62.55%	15.73%	.	0.65	0.88	1.83	0.61	0.47
3-5	24	422176	9.29%	21.27%	33.44%	34.06%	1.96%	0.67	0.89	1.98	0.50	0.50
3-5	28	2781	19.02%	8.02%	50.05%	14.16%	.	0.46	0.88	0.50	1.51	0.60
3-5	32	2778	20.12%	11.99%	40.43%	13.58%	.	0.52	0.88	0.45	1.34	0.63
3-5	33	2901	31.81%	9.73%	40.23%	8.68%	.	0.48	0.87	0.39	1.16	0.62
3-5	37	3500	11.94%	12.74%	56.17%	8.83%	.	0.52	0.89	0.51	1.52	0.54
3-5	38	2732	6.08%	16.80%	50.04%	19.98%	5.74%	0.59	0.88	0.50	2.00	0.47
3-5	39	3541	5.65%	11.24%	37.73%	33.46%	10.13%	0.61	0.88	0.57	2.28	0.52
6-8	20	285609	4.62%	10.32%	40.83%	44.23%	.	0.63	0.88	2.25	0.75	0.47
6-8	21	285609	6.31%	14.64%	48.00%	31.05%	.	0.60	0.88	2.04	0.68	0.49
6-8	22	285609	4.25%	5.68%	52.03%	38.04%	.	0.59	0.88	2.24	0.75	0.43
6-8	23	285609	5.99%	5.97%	69.21%	18.83%	.	0.61	0.88	2.01	0.67	0.40
6-8	24	285609	6.29%	10.62%	38.98%	42.12%	1.98%	0.66	0.88	2.23	0.56	0.45
6-8	28	2673	5.80%	15.60%	61.77%	12.20%	.	0.52	0.87	0.59	1.76	0.46

continues...

Item Analysis for Annual Assessment Data
Writing, Constructed-response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
6–8	32	2807	6.16%	32.74%	47.38%	9.12%	.	0.54	0.86	0.52	1.55	0.46
6–8	36	2820	4.82%	7.31%	68.65%	17.02%	.	0.54	0.88	0.65	1.96	0.42
6–8	37	3457	9.05%	13.97%	57.48%	12.73%	.	0.51	0.88	0.56	1.67	0.51
6–8	38	2746	2.40%	7.90%	40.49%	42.17%	5.79%	0.58	0.87	0.60	2.39	0.43
6–8	39	3003	2.23%	6.79%	41.23%	42.20%	6.00%	0.55	0.87	0.60	2.40	0.43
9–12	20	267769	5.21%	11.16%	60.61%	23.02%	.	0.57	0.90	2.01	0.67	0.43
9–12	21	267769	4.90%	8.56%	52.80%	33.75%	.	0.59	0.90	2.15	0.72	0.45
9–12	22	267769	5.19%	14.01%	50.06%	30.74%	.	0.58	0.90	2.06	0.69	0.47
9–12	23	267769	7.22%	10.86%	66.36%	15.56%	.	0.55	0.90	1.90	0.63	0.43
9–12	24	267769	6.49%	6.32%	34.93%	50.00%	2.26%	0.66	0.90	2.35	0.59	0.44
9–12	28	2788	3.73%	10.07%	60.37%	22.56%	.	0.49	0.88	0.66	1.98	0.45
9–12	32	2674	3.67%	6.17%	64.85%	19.29%	.	0.60	0.89	0.65	1.94	0.46
9–12	36	2762	7.03%	5.40%	62.82%	22.70%	.	0.48	0.88	0.66	1.99	0.46
9–12	37	2894	2.90%	4.25%	67.66%	22.74%	.	0.44	0.89	0.69	2.08	0.40
9–12	38	2842	3.41%	9.22%	36.17%	43.56%	6.65%	0.63	0.89	0.60	2.39	0.45
9–12	39	3536	5.03%	8.79%	40.89%	37.36%	6.96%	0.61	0.89	0.58	2.30	0.47

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**For the 2006–07 Edition (Form F) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

***The alphas noted here indicate the reliability of the test with that particular Constructed-response item removed.

Item Analysis for Initial Identification Data
Listening, Grade Span K–2

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	238277	0.71	0.470	3.28%
2	MC	238277	0.73	0.438	3.35%
3	MC	238277	0.78	0.498	3.68%
4	MC	238277	0.64	0.451	3.88%
5	MC	238277	0.67	0.430	3.84%
6	MC	238277	0.46	0.307	3.99%
7	MC	238277	0.42	0.314	4.18%
8	MC	238277	0.50	0.281	4.60%
9	MC	238277	0.45	0.386	4.57%
10	DCR	238277	0.26	0.172	4.74%
11	DCR	238277	0.47	0.550	0.29%
12	DCR	238277	0.78	0.548	0.27%
13	DCR	238277	0.51	0.623	0.78%
14	DCR	238277	0.48	0.531	11.32%
15	DCR	238277	0.54	0.592	11.45%
16	DCR	238277	0.54	0.625	11.88%
17	DCR	238277	0.50	0.638	12.21%
18	DCR	238277	0.13	0.431	12.19%
19	DCR	238277	0.14	0.450	12.28%
20	DCR	238277	0.53	0.571	12.23%

MC=Multiple-choice

DCR=Dichotomous Constructed-response

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	39585	0.87	0.439	0.78%
2	MC	39585	0.72	0.442	0.48%
3	MC	39585	0.82	0.478	0.77%
4	MC	39585	0.84	0.571	0.45%
5	MC	39585	0.80	0.490	0.73%
6	MC	39585	0.84	0.498	0.61%
7	MC	39585	0.83	0.479	0.62%
8	MC	39585	0.78	0.446	0.56%
9	MC	39585	0.74	0.468	1.14%
10	MC	39585	0.53	0.306	0.82%
11	MC	39585	0.68	0.475	1.12%
12	MC	39585	0.71	0.480	1.14%
13	MC	39585	0.68	0.435	1.37%
14	MC	39585	0.64	0.473	1.27%
15	MC	39585	0.66	0.424	1.40%
16	MC	39585	0.70	0.456	1.33%
17	MC	39585	0.63	0.409	1.51%
18	MC	39585	0.53	0.343	1.73%
19	MC	39585	0.66	0.445	1.92%
20	MC	39585	0.80	0.603	2.01%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	34757	0.87	0.541	0.88%
2	MC	34757	0.77	0.507	1.00%
3	MC	34757	0.86	0.557	0.47%
4	MC	34757	0.82	0.507	0.46%
5	MC	34757	0.70	0.516	0.83%
6	MC	34757	0.63	0.425	1.06%
7	MC	34757	0.79	0.638	0.54%
8	MC	34757	0.81	0.517	0.60%
9	MC	34757	0.83	0.496	0.63%
10	MC	34757	0.83	0.511	0.67%
11	MC	34757	0.82	0.518	0.89%
12	MC	34757	0.82	0.587	0.84%
13	MC	34757	0.81	0.666	0.90%
14	MC	34757	0.80	0.395	0.98%
15	MC	34757	0.59	0.470	1.08%
16	MC	34757	0.74	0.472	1.04%
17	MC	34757	0.66	0.446	1.06%
18	MC	34757	0.77	0.589	1.28%
19	MC	34757	0.79	0.612	1.36%
20	MC	34757	0.84	0.585	1.41%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Listening, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	46956	0.83	0.520	2.10%
2	MC	46956	0.87	0.519	1.53%
3	MC	46956	0.59	0.480	1.02%
4	MC	46956	0.78	0.537	0.78%
5	MC	46956	0.80	0.542	1.05%
6	MC	46956	0.76	0.479	0.93%
7	MC	46956	0.73	0.476	0.75%
8	MC	46956	0.61	0.416	1.45%
9	MC	46956	0.90	0.506	0.61%
10	MC	46956	0.76	0.564	0.57%
11	MC	46956	0.88	0.548	0.70%
12	MC	46956	0.84	0.569	0.82%
13	MC	46956	0.84	0.602	0.82%
14	MC	46956	0.67	0.591	0.77%
15	MC	46956	0.63	0.219	0.95%
16	MC	46956	0.67	0.258	0.95%
17	MC	46956	0.84	0.394	0.87%
18	MC	46956	0.80	0.547	1.10%
19	MC	46956	0.84	0.546	1.27%
20	MC	46956	0.71	0.525	1.31%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**Item Analysis for Initial Identification Data
Speaking, Grade Span K–2**

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	249819	0.55	0.719	0.20%
2	DCR	249819	0.49	0.672	0.10%
3	DCR	249819	0.33	0.620	0.31%
4	DCR	249819	0.54	0.691	23.54%
5	DCR	249819	0.54	0.718	23.69%
6	DCR	249819	0.36	0.640	24.37%
7	DCR	249819	0.46	0.658	24.53%
8	DCR	249819	0.33	0.539	24.70%
9	DCR	249819	0.59	0.740	24.62%
10	DCR	249819	0.38	0.672	24.65%
11	DCR	249819	0.25	0.538	24.69%
12	DCR	249819	0.35	0.614	24.67%
13	DCR	249819	0.59	0.738	24.80%
14	DCR	249819	0.45	0.666	24.70%
15	DCR	249819	0.39	0.652	24.94%
16	DCR	249819	0.47	0.688	24.46%
17	DCR	249819	0.52	0.712	24.48%
Item Sequence Numbers 18-20 are Operational CR Items					

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	43737	0.77	0.721	0.11%
2	DCR	43737	0.70	0.823	0.11%
3	DCR	43737	0.71	0.816	0.56%
4	DCR	43737	0.59	0.765	15.24%
5	DCR	43737	0.67	0.792	15.45%
6	DCR	43737	0.71	0.784	16.11%
7	DCR	43737	0.65	0.780	16.24%
8	DCR	43737	0.72	0.848	16.33%
9	DCR	43737	0.68	0.842	16.47%
10	DCR	43737	0.57	0.750	16.42%
11	DCR	43737	0.50	0.632	16.57%
12	DCR	43737	0.10	0.280	16.12%
13	DCR	43737	0.15	0.349	16.13%
Item Sequence Numbers 14-20 are Operational CR Items					

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**Item Analysis for Initial Identification Data
Speaking, Grade Span 6–8**

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	38541	0.69	0.797	0.20%
2	DCR	38541	0.54	0.650	0.24%
3	DCR	38541	0.53	0.707	0.43%
4	DCR	38541	0.66	0.838	15.26%
5	DCR	38541	0.75	0.809	15.52%
6	DCR	38541	0.70	0.849	16.36%
7	DCR	38541	0.18	0.393	16.06%
8	DCR	38541	0.64	0.832	16.04%
9	DCR	38541	0.63	0.754	16.13%
10	DCR	38541	0.64	0.846	16.33%
11	DCR	38541	0.46	0.665	16.45%
12	DCR	38541	0.51	0.737	16.53%
13	DCR	38541	0.59	0.750	16.60%
Item Sequence Numbers 14-20 are Operational CR Items					

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	DCR	51815	0.67	0.672	0.15%
2	DCR	51815	0.64	0.756	0.15%
3	DCR	51815	0.58	0.777	0.36%
4	DCR	51815	0.65	0.809	13.15%
5	DCR	51815	0.53	0.735	13.45%
6	DCR	51815	0.51	0.688	14.16%
7	DCR	51815	0.40	0.622	14.36%
8	DCR	51815	0.48	0.693	14.55%
9	DCR	51815	0.54	0.610	14.81%
10	DCR	51815	0.34	0.516	14.35%
11	DCR	51815	0.47	0.607	14.32%
12	DCR	51815	0.38	0.543	14.37%
13	DCR	51815	0.36	0.568	14.50%
Item Sequence Numbers 14-20 are Operational CR Items					

DCR=Dichotomous Constructed-response

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Speaking, Constructed-response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K–2	18	249819	45.99%	33.11%	20.90%	.	.	0.75	0.94	0.75	0.37	0.55
K–2	19	249819	45.25%	34.74%	20.01%	.	.	0.75	0.94	0.75	0.37	0.54
K–2	20	249819	42.53%	23.70%	18.35%	12.14%	3.28%	0.77	0.94	1.10	0.27	0.59
3–5	14	43737	38.84%	16.89%	44.27%	.	.	0.82	0.95	1.05	0.53	0.64
3–5	15	43737	37.19%	15.17%	47.64%	.	.	0.83	0.95	1.10	0.55	0.65
3–5	16	43737	32.78%	10.01%	57.21%	.	.	0.87	0.95	1.24	0.62	0.65
3–5	17	43737	46.58%	23.88%	29.54%	.	.	0.73	0.95	0.83	0.41	0.61
3–5	18	43737	30.53%	21.07%	48.39%	.	.	0.86	0.95	1.18	0.59	0.62
3–5	19	43737	26.96%	18.31%	54.73%	.	.	0.88	0.95	1.28	0.64	0.61
3–5	20	43737	25.37%	5.90%	15.27%	35.71%	17.74%	0.90	0.96	2.15	0.54	0.73
6–8	14	38541	28.07%	10.62%	61.32%	.	.	0.88	0.96	1.33	0.67	0.63
6–8	15	38541	41.82%	18.46%	39.72%	.	.	0.78	0.96	0.98	0.49	0.64
6–8	16	38541	37.32%	20.64%	42.04%	.	.	0.81	0.96	1.05	0.52	0.63
6–8	17	38541	34.03%	16.27%	49.70%	.	.	0.86	0.96	1.16	0.58	0.64
6–8	18	38541	25.14%	13.47%	61.40%	.	.	0.89	0.96	1.36	0.68	0.61
6–8	19	38541	26.71%	14.63%	58.65%	.	.	0.89	0.96	1.32	0.66	0.61
6–8	20	38541	24.76%	6.21%	14.61%	33.32%	21.10%	0.90	0.96	2.20	0.55	0.74
9–12	14	51815	36.27%	19.54%	44.19%	.	.	0.82	0.95	1.08	0.54	0.63
9–12	15	51815	37.38%	21.85%	40.78%	.	.	0.81	0.95	1.03	0.52	0.62
9–12	16	51815	35.91%	16.16%	47.93%	.	.	0.84	0.95	1.12	0.56	0.64
9–12	17	51815	33.73%	11.45%	54.82%	.	.	0.87	0.95	1.21	0.61	0.65
9–12	18	51815	27.72%	14.21%	58.07%	.	.	0.87	0.95	1.30	0.65	0.62
9–12	19	51815	23.86%	12.43%	63.72%	.	.	0.85	0.95	1.40	0.70	0.60
9–12	20	51815	22.47%	7.00%	13.01%	29.41%	28.12%	0.89	0.95	2.34	0.58	0.75

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**For the 2006–07 Edition (Form F) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

***The alphas noted here indicate the reliability of the test with that particular Constructed-response item removed.

Item Analysis for Initial Identification Data
Reading, Grade Span K–2: Grade 2 Only

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	15183	0.61	0.521	1.23%
2	MC	15183	0.68	0.429	1.19%
3	MC	15183	0.55	0.418	0.86%
4	MC	15183	0.56	0.463	1.10%
5	MC	15183	0.52	0.346	2.06%
6	MC	15183	0.26	0.249	2.69%
7	MC	15183	0.25	0.209	1.30%
8	MC	15183	0.41	0.320	2.06%
9	MC	15183	0.62	0.465	3.12%
10	MC	15183	0.68	0.449	1.88%
11	MC	15183	0.49	0.495	2.09%
12	MC	15183	0.59	0.374	1.98%
13	MC	15183	0.57	0.436	1.57%
14	MC	15183	0.65	0.476	1.86%
15	MC	15183	0.47	0.470	4.27%
16	MC	15183	0.53	0.465	4.46%
17	MC	15183	0.58	0.482	4.27%
18	MC	15183	0.54	0.543	2.51%
19	MC	15183	0.59	0.498	1.69%
20	MC	15183	0.33	0.364	2.29%
21	MC	15183	0.29	0.268	3.30%
22	MC	15183	0.60	0.529	4.66%
23	MC	15183	0.63	0.554	2.34%
24	MC	15183	0.31	0.372	2.31%
25	MC	15183	0.42	0.442	2.44%
26	MC	15183	0.61	0.454	2.91%
27	MC	15183	0.64	0.528	3.31%
28	MC	15183	0.57	0.497	4.41%
29	MC	15183	0.44	0.476	3.02%
30	MC	15183	0.56	0.531	4.21%
31	MC	15183	0.43	0.364	3.51%
32	MC	15183	0.49	0.520	3.63%
33	MC	15183	0.55	0.481	3.37%
34	MC	15183	0.34	0.359	3.53%
35	MC	15183	0.38	0.215	3.66%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	38503	0.57	0.531	0.41%
2	MC	38503	0.46	0.508	0.55%
3	MC	38503	0.58	0.326	0.35%
4	MC	38503	0.56	0.527	0.48%
5	MC	38503	0.58	0.501	0.68%
6	MC	38503	0.54	0.477	0.77%
7	MC	38503	0.58	0.543	0.76%
8	MC	38503	0.56	0.306	0.81%
9	MC	38503	0.58	0.521	0.83%
10	MC	38503	0.45	0.366	0.87%
11	MC	38503	0.54	0.503	0.94%
12	MC	38503	0.59	0.473	1.04%
13	MC	38503	0.60	0.545	1.20%
14	MC	38503	0.64	0.594	1.34%
15	MC	38503	0.57	0.558	1.27%
16	MC	38503	0.48	0.518	1.38%
17	MC	38503	0.75	0.449	1.20%
18	MC	38503	0.54	0.456	1.34%
19	MC	38503	0.57	0.612	1.17%
20	MC	38503	0.59	0.615	1.30%
21	MC	38503	0.67	0.594	1.47%
22	MC	38503	0.55	0.462	1.47%
23	MC	38503	0.43	0.489	1.56%
24	MC	38503	0.49	0.495	1.55%
25	MC	38503	0.61	0.543	1.21%
26	MC	38503	0.55	0.346	1.39%
27	MC	38503	0.77	0.530	1.53%
28	MC	38503	0.56	0.507	1.44%
29	MC	38503	0.48	0.265	1.63%
30	MC	38503	0.69	0.592	1.70%
31	MC	38503	0.58	0.409	1.94%
32	MC	38503	0.46	0.361	1.78%
33	MC	38503	0.41	0.326	1.90%
34	MC	38503	0.53	0.512	1.99%
35	MC	38503	0.28	0.234	2.10%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	34138	0.79	0.446	0.24%
2	MC	34138	0.58	0.519	0.30%
3	MC	34138	0.48	0.570	0.23%
4	MC	34138	0.69	0.404	0.42%
5	MC	34138	0.50	0.460	0.45%
6	MC	34138	0.72	0.584	0.50%
7	MC	34138	0.58	0.456	0.61%
8	MC	34138	0.82	0.484	0.59%
9	MC	34138	0.62	0.637	0.62%
10	MC	34138	0.65	0.529	0.82%
11	MC	34138	0.51	0.382	0.45%
12	MC	34138	0.48	0.156	0.66%
13	MC	34138	0.78	0.569	0.60%
14	MC	34138	0.76	0.517	0.75%
15	MC	34138	0.70	0.582	0.83%
16	MC	34138	0.79	0.580	0.69%
17	MC	34138	0.67	0.557	0.85%
18	MC	34138	0.46	0.500	1.03%
19	MC	34138	0.45	0.417	0.95%
20	MC	34138	0.51	0.372	0.98%
21	MC	34138	0.55	0.418	1.01%
22	MC	34138	0.54	0.464	0.79%
23	MC	34138	0.55	0.569	1.17%
24	MC	34138	0.48	0.437	1.18%
25	MC	34138	0.59	0.525	1.31%
26	MC	34138	0.43	0.412	0.95%
27	MC	34138	0.67	0.521	0.96%
28	MC	34138	0.42	0.300	1.16%
29	MC	34138	0.45	0.376	1.28%
30	MC	34138	0.57	0.456	1.17%
31	MC	34138	0.60	0.521	1.37%
32	MC	34138	0.51	0.489	1.32%
33	MC	34138	0.55	0.566	1.31%
34	MC	34138	0.67	0.554	1.26%
35	MC	34138	0.61	0.539	1.37%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Reading, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	46716	0.71	0.482	0.33%
2	MC	46716	0.76	0.531	0.44%
3	MC	46716	0.65	0.479	0.49%
4	MC	46716	0.78	0.467	0.52%
5	MC	46716	0.55	0.462	0.25%
6	MC	46716	0.86	0.461	0.58%
7	MC	46716	0.86	0.397	0.48%
8	MC	46716	0.69	0.404	0.69%
9	MC	46716	0.83	0.439	0.68%
10	MC	46716	0.30	0.232	1.15%
11	MC	46716	0.58	0.403	0.98%
12	MC	46716	0.71	0.520	1.01%
13	MC	46716	0.60	0.474	1.09%
14	MC	46716	0.54	0.452	0.98%
15	MC	46716	0.62	0.411	0.92%
16	MC	46716	0.52	0.382	0.79%
17	MC	46716	0.39	0.354	0.91%
18	MC	46716	0.67	0.497	0.85%
19	MC	46716	0.55	0.438	1.57%
20	MC	46716	0.73	0.432	1.10%
21	MC	46716	0.53	0.267	1.25%
22	MC	46716	0.65	0.558	1.29%
23	MC	46716	0.63	0.474	1.02%
24	MC	46716	0.78	0.279	0.87%
25	MC	46716	0.50	0.445	1.22%
26	MC	46716	0.59	0.636	1.08%
27	MC	46716	0.54	0.412	1.43%
28	MC	46716	0.51	0.523	1.34%
29	MC	46716	0.63	0.542	1.33%
30	MC	46716	0.57	0.481	1.53%
31	MC	46716	0.38	0.344	1.71%
32	MC	46716	0.65	0.533	1.54%
33	MC	46716	0.63	0.280	1.68%
34	MC	46716	0.69	0.508	1.78%
35	MC	46716	0.57	0.522	1.90%

MC=Multiple-choice

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**Item Analysis for Initial Identification Data
Writing, Grade Span K–2: Grade 2 Only**

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	18370	0.38	0.483	18.33%
2	MC	18370	0.54	0.718	18.88%
3	MC	18370	0.53	0.633	20.06%
4	MC	18370	0.52	0.656	20.85%
5	MC	18370	0.54	0.676	18.97%
6	MC	18370	0.55	0.746	19.50%
7	MC	18370	0.37	0.471	19.77%
8	MC	18370	0.54	0.637	20.06%
9	MC	18370	0.43	0.548	19.48%
10	MC	18370	0.44	0.507	19.62%
11	MC	18370	0.34	0.459	19.55%
12	MC	18370	0.46	0.628	19.78%
13	MC	18370	0.51	0.638	19.32%
14	MC	18370	0.59	0.696	19.69%
15	MC	18370	0.56	0.701	19.65%
16	MC	18370	0.49	0.623	20.10%
17	MC	18370	0.48	0.635	19.84%
18	MC	18370	0.49	0.494	19.99%
19	MC	18370	0.44	0.479	19.82%

Item Sequence Numbers 20-24 are Operational CR Items

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 3–5

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	46011	0.60	0.713	16.78%
2	MC	46011	0.67	0.767	16.88%
3	MC	46011	0.67	0.722	16.90%
4	MC	46011	0.60	0.726	16.98%
5	MC	46011	0.60	0.723	16.99%
6	MC	46011	0.64	0.777	17.19%
7	MC	46011	0.66	0.756	17.37%
8	MC	46011	0.63	0.724	17.09%
9	MC	46011	0.66	0.764	17.16%
10	MC	46011	0.47	0.583	17.29%
11	MC	46011	0.61	0.728	17.39%
12	MC	46011	0.58	0.702	17.18%
13	MC	46011	0.55	0.624	17.22%
14	MC	46011	0.53	0.623	17.45%
15	MC	46011	0.52	0.587	17.74%
16	MC	46011	0.53	0.582	17.33%
17	MC	46011	0.37	0.436	17.40%
18	MC	46011	0.44	0.549	17.59%
19	MC	46011	0.47	0.547	17.66%

Item Sequence Numbers 20-24 are Operational CR Items

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 6–8

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	40505	0.56	0.707	15.77%
2	MC	40505	0.57	0.625	15.70%
3	MC	40505	0.67	0.780	15.78%
4	MC	40505	0.67	0.724	15.76%
5	MC	40505	0.68	0.780	15.87%
6	MC	40505	0.62	0.773	15.84%
7	MC	40505	0.22	0.286	16.12%
8	MC	40505	0.52	0.630	16.00%
9	MC	40505	0.57	0.726	16.00%
10	MC	40505	0.64	0.791	16.03%
11	MC	40505	0.65	0.783	16.12%
12	MC	40505	0.62	0.765	16.01%
13	MC	40505	0.50	0.515	15.95%
14	MC	40505	0.53	0.676	16.04%
15	MC	40505	0.53	0.597	16.33%
16	MC	40505	0.60	0.626	15.99%
17	MC	40505	0.64	0.783	16.06%
18	MC	40505	0.46	0.539	16.17%
19	MC	40505	0.62	0.715	16.17%

Item Sequence Numbers 20-24 are Operational CR Items

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Grade Span 9–12

Item Sequence Number*	Type	N	P-Value	Point Biserial	Percent Omit
1	MC	54167	0.76	0.775	13.67%
2	MC	54167	0.62	0.671	13.87%
3	MC	54167	0.74	0.762	13.91%
4	MC	54167	0.71	0.796	13.83%
5	MC	54167	0.65	0.765	13.89%
6	MC	54167	0.56	0.684	14.13%
7	MC	54167	0.58	0.725	14.47%
8	MC	54167	0.64	0.733	14.05%
9	MC	54167	0.61	0.718	14.18%
10	MC	54167	0.64	0.754	14.08%
11	MC	54167	0.62	0.718	14.55%
12	MC	54167	0.65	0.777	14.22%
13	MC	54167	0.67	0.765	14.17%
14	MC	54167	0.53	0.636	14.34%
15	MC	54167	0.56	0.643	14.36%
16	MC	54167	0.57	0.618	14.11%
17	MC	54167	0.53	0.641	14.14%
18	MC	54167	0.64	0.735	14.27%
19	MC	54167	0.58	0.672	14.44%

Item Sequence Numbers 20-24 are Operational CR Items

MC=Multiple-choice

CR=Constructed-response with Number of Score Point Options

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

Item Analysis for Initial Identification Data
Writing, Constructed-response Items

Grade Span	Item Sequence Number*	N	Percent Score Point =0**	Percent Score Point =1	Percent Score Point =2	Percent Score Point =3	Percent Score Point =4	Item-Test Corr.	Alpha ***	Mean	Mean Percent of Max.	Stand. Dev.
K–2	20	18370	43.30%	10.64%	38.39%	7.67%	.	0.81	0.94	1.10	0.37	0.61
K–2	21	18370	42.28%	12.11%	29.06%	16.55%	.	0.83	0.94	1.20	0.40	0.67
K–2	22	18370	45.23%	17.66%	30.72%	6.39%	.	0.81	0.94	0.98	0.33	0.58
K–2	23	18370	49.84%	9.83%	31.27%	9.06%	.	0.79	0.94	1.00	0.33	0.63
K–2	24	18370	43.89%	18.29%	21.33%	15.30%	1.19%	0.81	0.94	1.12	0.28	0.58
3–5	20	46011	32.88%	8.48%	51.00%	7.64%	.	0.85	0.95	1.33	0.44	0.59
3–5	21	46011	34.89%	10.47%	42.73%	11.92%	.	0.85	0.95	1.32	0.44	0.62
3–5	22	46011	32.81%	9.97%	26.50%	30.72%	.	0.86	0.95	1.55	0.52	0.71
3–5	23	46011	34.29%	8.74%	43.88%	13.09%	.	0.85	0.95	1.36	0.45	0.63
3–5	24	46011	32.97%	15.28%	24.15%	25.07%	2.54%	0.84	0.95	1.49	0.37	0.63
6–8	20	40505	26.38%	9.13%	30.02%	34.47%	.	0.86	0.95	1.73	0.58	0.69
6–8	21	40505	28.02%	11.86%	33.03%	27.09%	.	0.85	0.95	1.59	0.53	0.67
6–8	22	40505	25.69%	6.58%	36.07%	31.66%	.	0.85	0.95	1.74	0.58	0.67
6–8	23	40505	29.35%	6.26%	45.96%	18.44%	.	0.86	0.95	1.53	0.51	0.63
6–8	24	40505	30.85%	8.52%	25.77%	31.06%	3.81%	0.87	0.95	1.68	0.42	0.65
9–12	20	54167	22.11%	10.14%	46.17%	21.58%	.	0.83	0.96	1.67	0.56	0.60
9–12	21	54167	21.82%	9.11%	40.40%	28.67%	.	0.83	0.96	1.76	0.59	0.63
9–12	22	54167	22.66%	12.37%	37.12%	27.85%	.	0.83	0.96	1.70	0.57	0.64
9–12	23	54167	25.50%	9.50%	48.75%	16.26%	.	0.81	0.96	1.56	0.52	0.60
9–12	24	54167	27.04%	6.03%	24.84%	38.05%	4.05%	0.86	0.96	1.86	0.47	0.65

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**For the 2006–07 Edition (Form F) data, all omits and blanks were treated as condition codes and given a Score Point of zero.

***The alphas noted here indicate the reliability of the test with that particular Constructed-response item removed.

Appendix K2 2006-07 Edition (Form F) Comparison of Annual Assessment versus Initial Identification Item Difficulty

2006-07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span K-2

Operational Item Number*	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.92	0.71	0.20
2	0.91	0.73	0.18
3	0.94	0.78	0.16
4	0.86	0.64	0.22
5	0.90	0.67	0.23
6	0.62	0.46	0.17
7	0.68	0.42	0.26
8	0.60	0.50	0.10
9	0.68	0.45	0.23
10	0.33	0.26	0.06
11	0.77	0.47	0.31
12	0.95	0.78	0.17
13	0.82	0.51	0.31
14	0.75	0.48	0.27
15	0.80	0.54	0.26
16	0.84	0.54	0.30
17	0.84	0.50	0.34
18	0.31	0.13	0.18
19	0.33	0.14	0.19
20	0.76	0.53	0.24
		Sum	4.37
		Average	0.22

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span 3-5

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.92	0.87	0.05
2	0.79	0.72	0.07
3	0.90	0.82	0.08
4	0.94	0.84	0.10
5	0.89	0.80	0.09
6	0.92	0.84	0.08
7	0.91	0.83	0.09
8	0.85	0.78	0.08
9	0.81	0.74	0.07
10	0.55	0.53	0.02
11	0.76	0.68	0.07
12	0.77	0.71	0.06
13	0.72	0.68	0.04
14	0.70	0.64	0.06
15	0.71	0.66	0.05
16	0.75	0.70	0.05
17	0.68	0.63	0.05
18	0.55	0.53	0.02
19	0.70	0.66	0.04
20	0.92	0.80	0.12
		Sum	1.29
		Average	0.06

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span 6-8

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.96	0.87	0.09
2	0.84	0.77	0.07
3	0.95	0.86	0.09
4	0.92	0.82	0.10
5	0.76	0.70	0.07
6	0.73	0.63	0.09
7	0.92	0.79	0.13
8	0.88	0.81	0.07
9	0.89	0.83	0.06
10	0.90	0.83	0.07
11	0.91	0.82	0.08
12	0.91	0.82	0.09
13	0.91	0.81	0.11
14	0.85	0.80	0.05
15	0.65	0.59	0.06
16	0.79	0.74	0.06
17	0.73	0.66	0.07
18	0.89	0.77	0.11
19	0.90	0.79	0.11
20	0.93	0.84	0.09
		Sum	1.69
		Average	0.08

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Listening Grade Span 9-12

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.91	0.83	0.08
2	0.94	0.87	0.07
3	0.63	0.59	0.03
4	0.85	0.78	0.08
5	0.89	0.80	0.09
6	0.83	0.76	0.07
7	0.76	0.73	0.04
8	0.65	0.61	0.03
9	0.96	0.90	0.06
10	0.85	0.76	0.09
11	0.95	0.88	0.07
12	0.91	0.84	0.07
13	0.93	0.84	0.09
14	0.78	0.67	0.10
15	0.61	0.63	-0.02
16	0.66	0.67	-0.01
17	0.88	0.84	0.04
18	0.86	0.80	0.06
19	0.90	0.84	0.06
20	0.78	0.71	0.07
		Sum	1.18
		Average	0.06

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span K-2

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.85	0.55	0.30
2	0.72	0.49	0.23
3	0.52	0.33	0.19
4	0.82	0.54	0.27
5	0.79	0.54	0.25
6	0.57	0.36	0.21
7	0.76	0.46	0.30
8	0.57	0.33	0.24
9	0.83	0.59	0.24
10	0.65	0.38	0.27
11	0.46	0.25	0.21
12	0.69	0.35	0.34
13	0.88	0.59	0.30
14	0.70	0.45	0.25
15	0.68	0.39	0.29
16	0.76	0.47	0.29
17	0.82	0.52	0.30
18	0.64	0.37	0.26
19	0.63	0.37	0.25
20	0.50	0.27	0.22
		Sum	5.23
		Average	0.26

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span 3-5

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.94	0.77	0.17
2	0.93	0.70	0.22
3	0.93	0.71	0.22
4	0.79	0.59	0.21
5	0.87	0.67	0.20
6	0.90	0.71	0.20
7	0.84	0.65	0.18
8	0.96	0.72	0.23
9	0.93	0.68	0.24
10	0.76	0.57	0.19
11	0.66	0.50	0.16
12	0.08	0.10	-0.02
13	0.14	0.15	0.00
14	0.70	0.53	0.17
15	0.72	0.55	0.17
16	0.83	0.62	0.21
17	0.52	0.41	0.11
18	0.78	0.59	0.19
19	0.84	0.64	0.20
20	0.70	0.54	0.17
		Sum	3.42
		Average	0.17

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span 6-8

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.90	0.69	0.21
2	0.66	0.54	0.12
3	0.67	0.53	0.15
4	0.89	0.66	0.23
5	0.95	0.75	0.20
6	0.93	0.70	0.23
7	0.14	0.18	-0.04
8	0.87	0.64	0.23
9	0.83	0.63	0.19
10	0.86	0.64	0.22
11	0.56	0.46	0.10
12	0.68	0.51	0.17
13	0.77	0.59	0.18
14	0.89	0.67	0.22
15	0.62	0.49	0.13
16	0.68	0.52	0.16
17	0.76	0.58	0.19
18	0.90	0.68	0.22
19	0.87	0.66	0.21
20	0.72	0.55	0.17
		Sum	3.49
		Average	0.17

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Speaking Grade Span 9-12

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.82	0.67	0.15
2	0.81	0.64	0.17
3	0.78	0.58	0.20
4	0.84	0.65	0.19
5	0.69	0.53	0.16
6	0.64	0.51	0.13
7	0.56	0.40	0.16
8	0.62	0.48	0.13
9	0.66	0.54	0.12
10	0.37	0.34	0.02
11	0.60	0.47	0.13
12	0.45	0.38	0.07
13	0.35	0.36	-0.01
14	0.69	0.54	0.15
15	0.66	0.52	0.14
16	0.73	0.56	0.17
17	0.78	0.61	0.17
18	0.85	0.65	0.20
19	0.88	0.70	0.18
20	0.74	0.58	0.15
		Sum	2.79
		Average	0.14

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span K-2

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.63	0.61	0.03
2	0.72	0.68	0.04
3	0.56	0.55	0.01
4	0.56	0.56	0.00
5	0.51	0.52	-0.01
6	0.23	0.26	-0.03
7	0.22	0.25	-0.04
8	0.38	0.41	-0.03
9	0.64	0.62	0.02
10	0.69	0.68	0.01
11	0.51	0.49	0.02
12	0.63	0.59	0.04
13	0.57	0.57	0.00
14	0.68	0.65	0.03
15	0.46	0.47	-0.02
16	0.51	0.53	-0.02
17	0.61	0.58	0.03
18	0.55	0.54	0.01
19	0.62	0.59	0.03
20	0.34	0.33	0.01
21	0.26	0.29	-0.03
22	0.60	0.60	0.00
23	0.67	0.63	0.03
24	0.30	0.31	-0.01
25	0.41	0.42	-0.01
26	0.62	0.61	0.00
27	0.64	0.64	0.01
28	0.58	0.57	0.01
29	0.42	0.44	-0.02
30	0.57	0.56	0.01
31	0.40	0.43	-0.04
32	0.48	0.49	0.00
33	0.55	0.55	0.01
34	0.31	0.34	-0.04
35	0.34	0.38	-0.03
		Sum	0.02
		Average	0.00

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span 3-5

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.61	0.57	0.04
2	0.48	0.46	0.03
3	0.59	0.58	0.02
4	0.63	0.56	0.06
5	0.63	0.58	0.05
6	0.59	0.54	0.04
7	0.61	0.58	0.02
8	0.55	0.56	-0.01
9	0.60	0.58	0.02
10	0.48	0.45	0.03
11	0.60	0.54	0.06
12	0.60	0.59	0.01
13	0.65	0.60	0.06
14	0.73	0.64	0.08
15	0.63	0.57	0.06
16	0.49	0.48	0.01
17	0.78	0.75	0.03
18	0.55	0.54	0.01
19	0.63	0.57	0.05
20	0.64	0.59	0.05
21	0.73	0.67	0.07
22	0.59	0.55	0.04
23	0.43	0.43	0.00
24	0.48	0.49	-0.02
25	0.66	0.61	0.05
26	0.56	0.55	0.01
27	0.83	0.77	0.06
28	0.57	0.56	0.01
29	0.49	0.48	0.01
30	0.76	0.69	0.07
31	0.61	0.58	0.04
32	0.47	0.46	0.01
33	0.40	0.41	-0.01
34	0.54	0.53	0.01
35	0.24	0.28	-0.04
		Sum	1.03
		Average	0.03

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span 6-8

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.84	0.79	0.05
2	0.59	0.58	0.00
3	0.48	0.48	0.00
4	0.70	0.69	0.01
5	0.50	0.50	0.00
6	0.75	0.72	0.03
7	0.58	0.58	0.00
8	0.86	0.82	0.05
9	0.63	0.62	0.01
10	0.61	0.65	-0.04
11	0.41	0.51	-0.10
12	0.45	0.48	-0.03
13	0.88	0.78	0.10
14	0.82	0.76	0.06
15	0.75	0.70	0.05
16	0.85	0.79	0.06
17	0.70	0.67	0.03
18	0.45	0.46	-0.02
19	0.42	0.45	-0.03
20	0.50	0.51	-0.01
21	0.52	0.55	-0.03
22	0.54	0.54	0.00
23	0.54	0.55	-0.01
24	0.44	0.48	-0.04
25	0.56	0.59	-0.03
26	0.38	0.43	-0.04
27	0.64	0.67	-0.03
28	0.44	0.42	0.01
29	0.41	0.45	-0.04
30	0.51	0.57	-0.06
31	0.55	0.60	-0.05
32	0.49	0.51	-0.02
33	0.51	0.55	-0.05
34	0.63	0.67	-0.03
35	0.57	0.61	-0.04
		Sum	-0.25
		Average	-0.01

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Reading Grade Span 9-12

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.75	0.71	0.04
2	0.84	0.76	0.07
3	0.69	0.65	0.04
4	0.84	0.78	0.06
5	0.48	0.55	-0.07
6	0.91	0.86	0.05
7	0.87	0.86	0.01
8	0.69	0.69	0.01
9	0.90	0.83	0.07
10	0.24	0.30	-0.06
11	0.55	0.58	-0.03
12	0.79	0.71	0.08
13	0.61	0.60	0.01
14	0.53	0.54	-0.01
15	0.60	0.62	-0.01
16	0.47	0.52	-0.05
17	0.32	0.39	-0.07
18	0.70	0.67	0.03
19	0.57	0.55	0.02
20	0.76	0.73	0.03
21	0.49	0.53	-0.04
22	0.70	0.65	0.06
23	0.62	0.63	-0.02
24	0.77	0.78	0.00
25	0.44	0.50	-0.06
26	0.57	0.59	-0.02
27	0.57	0.54	0.03
28	0.49	0.51	-0.02
29	0.62	0.63	0.00
30	0.56	0.57	-0.02
31	0.32	0.38	-0.06
32	0.63	0.65	-0.02
33	0.59	0.63	-0.04
34	0.67	0.69	-0.03
35	0.51	0.57	-0.06
		Sum	-0.11
		Average	0.00

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span K-2

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.44	0.38	0.06
2	0.68	0.54	0.14
3	0.66	0.53	0.13
4	0.68	0.52	0.15
5	0.68	0.54	0.14
6	0.72	0.55	0.17
7	0.45	0.37	0.08
8	0.68	0.54	0.14
9	0.49	0.43	0.06
10	0.54	0.44	0.09
11	0.39	0.34	0.05
12	0.58	0.46	0.12
13	0.63	0.51	0.12
14	0.75	0.59	0.16
15	0.71	0.56	0.16
16	0.62	0.49	0.12
17	0.61	0.48	0.13
18	0.59	0.49	0.10
19	0.51	0.44	0.07
20	0.48	0.37	0.11
21	0.53	0.40	0.13
22	0.42	0.33	0.10
23	0.44	0.33	0.11
24	0.37	0.28	0.09
		Sum	2.76
		Average	0.11

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span 3-5

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.78	0.60	0.18
2	0.88	0.67	0.20
3	0.85	0.67	0.18
4	0.80	0.60	0.20
5	0.79	0.60	0.19
6	0.85	0.64	0.21
7	0.85	0.66	0.20
8	0.83	0.63	0.21
9	0.86	0.66	0.20
10	0.54	0.47	0.07
11	0.82	0.61	0.20
12	0.77	0.58	0.19
13	0.72	0.55	0.17
14	0.66	0.53	0.13
15	0.66	0.52	0.14
16	0.66	0.53	0.13
17	0.47	0.37	0.09
18	0.53	0.44	0.09
19	0.59	0.47	0.12
20	0.60	0.44	0.16
21	0.59	0.44	0.15
22	0.71	0.52	0.19
23	0.61	0.45	0.16
24	0.50	0.37	0.12
		Sum	3.89
		Average	0.16

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span 6-8

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.73	0.56	0.17
2	0.66	0.57	0.08
3	0.88	0.67	0.21
4	0.85	0.67	0.18
5	0.90	0.68	0.22
6	0.84	0.62	0.22
7	0.19	0.22	-0.02
8	0.64	0.52	0.12
9	0.73	0.57	0.16
10	0.86	0.64	0.22
11	0.85	0.65	0.19
12	0.81	0.62	0.19
13	0.58	0.50	0.08
14	0.68	0.53	0.15
15	0.62	0.53	0.09
16	0.70	0.60	0.10
17	0.82	0.64	0.18
18	0.54	0.46	0.08
19	0.79	0.62	0.17
20	0.75	0.58	0.17
21	0.68	0.53	0.15
22	0.75	0.58	0.17
23	0.67	0.51	0.16
24	0.56	0.42	0.14
		Sum	3.55
		Average	0.15

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

2006–07 Edition (Form F) P-Value Comparison of Annual Assessment to Initial Identification Data Writing Grade Span 9-12

Operational Item Number	Annual Data	Initial Data	Difference (Annual-Initial)
1	0.92	0.76	0.16
2	0.75	0.62	0.13
3	0.91	0.74	0.17
4	0.89	0.71	0.19
5	0.81	0.65	0.16
6	0.67	0.56	0.12
7	0.72	0.58	0.14
8	0.82	0.64	0.18
9	0.73	0.61	0.12
10	0.79	0.64	0.14
11	0.75	0.62	0.13
12	0.84	0.65	0.19
13	0.83	0.67	0.16
14	0.65	0.53	0.11
15	0.62	0.56	0.07
16	0.70	0.57	0.13
17	0.64	0.53	0.11
18	0.78	0.64	0.14
19	0.68	0.58	0.11
20	0.67	0.56	0.11
21	0.72	0.59	0.13
22	0.69	0.57	0.12
23	0.63	0.52	0.12
24	0.59	0.47	0.12
		Sum	3.26
		Average	0.14

*The operational item number is equivalent to the Sequence Number in Appendix D: 2006–07 Edition (Form F) Item Map; please refer to the 2006–07 Edition (Form F) Item Map to determine the corresponding book number.

Appendix K3 Unscaled Item Parameters

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span K–2

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.670	-2.405	0.161
2	3PL	0.733	-2.215	0.128
3	3PL	0.853	-2.353	0.161
4	3PL	0.768	-1.689	0.135
5	3PL	0.669	-2.162	0.161
6	3PL	0.476	-0.259	0.143
7	3PL	0.519	-0.749	0.107
8	3PL	0.490	0.277	0.105
9	3PL	0.538	-0.500	0.283
Item Sequence Numbers 10-20 are 2PPC operational items				
Item Sequence Numbers 21-37 are 3PL field test items				
21	3PL	0.919	-1.747	0.098
22	3PL	0.668	1.415	0.334
23	3PL	0.741	0.623	0.291
24	3PL	0.763	0.281	0.247
25	3PL	0.949	-1.188	0.225
26	3PL	0.776	-1.090	0.178
Item Sequence Numbers 27-31 are 2PPC field test items				
32	3PL	0.231	-0.191	0.283
33	3PL	0.577	0.571	0.136
34	3PL	0.732	-0.542	0.182
35	3PL	0.880	-0.863	0.158
36	3PL	0.870	-0.854	0.214
37	3PL	0.975	-0.612	0.179
Item Sequence Numbers 38-41 are 2PPC field test items				

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span K–2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
10	***					
11	2PPC	1.228	-1.698	NA	NA	NA
12	2PPC	1.817	-3.134	NA	NA	NA
13	2PPC	1.574	-2.110	NA	NA	NA
14	2PPC	0.878	-1.427	NA	NA	NA
15	2PPC	1.429	-2.062	NA	NA	NA
16	2PPC	2.218	-1.363	NA	NA	NA
17	2PPC	2.349	-1.546	NA	NA	NA
18	2PPC	2.481	1.861	NA	NA	NA
19	2PPC	2.174	1.545	NA	NA	NA
20	2PPC	1.290	-1.304	NA	NA	NA
27	2PPC	1.468	-1.224	NA	NA	NA
28	2PPC	1.598	-2.242	NA	NA	NA
29	2PPC	1.350	-0.533	NA	NA	NA
30	2PPC	1.247	0.087	NA	NA	NA
31	2PPC	1.440	0.056	NA	NA	NA
38	2PPC	2.639	-2.612	NA	NA	NA
39	2PPC	2.535	-2.981	NA	NA	NA
40	2PPC	1.155	0.053	NA	NA	NA
41	2PPC	1.201	0.392	NA	NA	NA

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.771	-2.420	0.091
2	3PL	0.593	-1.597	0.065
3	3PL	0.685	-2.203	0.200
4	3PL	0.932	-2.349	0.200
5	3PL	0.614	-2.155	0.283
6	3PL	0.675	-2.375	0.283
7	3PL	0.701	-2.330	0.200
8	3PL	0.584	-1.948	0.200
9	3PL	0.665	-1.379	0.193
10	3PL	0.383	0.175	0.149
11	3PL	0.601	-1.134	0.163
12	3PL	0.899	-0.747	0.298
13	3PL	0.924	-0.349	0.331
14	3PL	0.894	-0.516	0.204
15	3PL	0.442	-1.161	0.116
16	3PL	0.775	-0.640	0.294
17	3PL	0.680	-0.484	0.216
18	3PL	0.835	0.143	0.181
19	3PL	1.061	-0.198	0.353
20	3PL	1.038	-1.847	0.313
Item Sequence Numbers 21-37 are 3PL field test items				
21	3PL	2.353	3.185	0.165
22	3PL	0.316	-0.744	0.283
23	3PL	0.448	-1.587	0.283
24	3PL	0.294	-1.248	0.283
25	3PL	0.703	0.826	0.417
26	3PL	0.284	1.382	0.204
27	3PL	0.988	1.341	0.315
28	3PL	0.805	0.545	0.408
29	3PL	1.042	-3.149	0.283
30	3PL	0.514	-1.515	0.133
31	3PL	0.463	-1.653	0.283
32	3PL	0.460	-1.626	0.200

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.059	-2.569	0.283
2	3PL	0.604	-1.767	0.187
3	3PL	0.782	-2.841	0.167
4	3PL	0.679	-2.397	0.283
5	3PL	0.543	-1.519	0.056
6	3PL	0.455	-1.055	0.167
7	3PL	1.038	-2.181	0.167
8	3PL	0.570	-2.304	0.167
9	3PL	0.640	-2.163	0.283
10	3PL	0.651	-2.356	0.167
11	3PL	0.831	-2.234	0.059
12	3PL	0.834	-2.288	0.062
13	3PL	1.014	-2.037	0.167
14	3PL	0.487	-1.899	0.283
15	3PL	0.604	-0.550	0.119
16	3PL	0.663	-1.183	0.250
17	3PL	0.468	-1.180	0.139
18	3PL	0.952	-1.940	0.100
19	3PL	1.400	-1.597	0.266
20	3PL	0.943	-2.359	0.167
Item Sequence Numbers 21-32 are 3PL field test items				
21	3PL	0.572	-0.047	0.482
22	***			
23	3PL	0.391	-0.632	0.283
24	3PL	0.450	-2.490	0.000
25	3PL	0.303	-0.495	0.283
26	***			
27	3PL	0.184	5.645	0.249
28	3PL	0.296	0.067	0.283
29	3PL	0.642	-2.171	0.283
30	3PL	0.641	-3.382	0.283
31	3PL	0.362	-0.936	0.283
32	3PL	0.692	-1.891	0.167

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Listening, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.817	-2.258	0.222
2	3PL	0.929	-2.369	0.283
3	3PL	0.935	-0.347	0.146
4	3PL	0.739	-1.943	0.062
5	3PL	0.816	-1.982	0.222
6	3PL	0.777	-1.453	0.251
7	3PL	0.813	-0.803	0.305
8	3PL	0.563	-0.390	0.208
9	3PL	0.929	-2.886	0.222
10	3PL	0.736	-1.700	0.222
11	3PL	1.211	-2.421	0.222
12	3PL	1.291	-1.767	0.290
13	3PL	1.166	-2.345	0.055
14	3PL	0.778	-1.155	0.222
15	3PL	0.852	0.953	0.481
16	3PL	0.502	0.658	0.449
17	3PL	0.659	-1.875	0.337
18	3PL	1.044	-1.462	0.256
19	3PL	0.965	-2.022	0.153
20	3PL	0.772	-1.338	0.109
Item Sequence Numbers 21-35 are 3PL field test items				
21	3PL	1.635	-0.996	0.495
22	3PL	0.358	-4.042	0.283
23	3PL	0.750	-2.207	0.283
24	3PL	1.885	-1.034	0.492
25	3PL	0.699	-1.249	0.283
26	3PL	0.882	0.374	0.288
27	3PL	0.372	-0.002	0.283
28	3PL	0.606	-0.818	0.283
29	3PL	0.947	-2.327	0.222
30	3PL	1.183	-1.074	0.471
31	3PL	0.544	1.017	0.298
32	3PL	0.830	0.143	0.316
33	3PL	0.570	-0.199	0.362
34	3PL	0.893	-0.985	0.274
35	3PL	0.616	-1.523	0.222

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span K–2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.583	-2.818	NA	NA	NA
2	2PPC	1.324	-1.423	NA	NA	NA
3	2PPC	1.495	-0.140	NA	NA	NA
4	2PPC	1.333	-2.171	NA	NA	NA
5	2PPC	1.310	-1.912	NA	NA	NA
6	2PPC	1.263	-0.397	NA	NA	NA
7	2PPC	1.347	-1.696	NA	NA	NA
8	2PPC	0.832	-0.374	NA	NA	NA
9	2PPC	1.494	-2.424	NA	NA	NA
10	2PPC	1.616	-1.034	NA	NA	NA
11	2PPC	0.972	0.209	NA	NA	NA
12	2PPC	1.183	-1.090	NA	NA	NA
13	2PPC	1.891	-3.564	NA	NA	NA
14	2PPC	1.103	-1.084	NA	NA	NA
15	2PPC	1.285	-1.043	NA	NA	NA
16	2PPC	1.262	-1.657	NA	NA	NA
17	2PPC	1.316	-2.255	NA	NA	NA
18	2PPC	1.551	-2.156	0.209	NA	NA
19	2PPC	1.544	-2.129	0.312	NA	NA
20	2PPC	1.337	-1.976	-0.808	0.520	2.679
Item Sequence Numbers 21-32 are 2PPC field test items						
21	2PPC	1.432	-2.555	NA	NA	NA
22	2PPC	1.526	-1.074	NA	NA	NA
23	2PPC	1.069	-0.755	-0.531	NA	NA
24	2PPC	0.925	0.163	-0.617	NA	NA
25	2PPC	1.628	-2.406	0.021	NA	NA
26	2PPC	1.457	-2.210	-1.021	0.368	2.792
27	2PPC	1.711	-2.981	NA	NA	NA
28	2PPC	1.079	-1.087	NA	NA	NA
29	2PPC	1.130	-0.581	0.471	NA	NA
30	2PPC	1.335	-0.934	1.214	NA	NA
31	2PPC	1.601	-2.230	0.222	NA	NA
32	2PPC	1.424	-1.501	-0.622	0.572	2.657

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span 3–5

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.099	-3.381	NA	NA	NA
2	2PPC	1.409	-3.503	NA	NA	NA
3	2PPC	1.537	-3.651	NA	NA	NA
4	2PPC	1.223	-1.749	NA	NA	NA
5	2PPC	1.368	-2.543	NA	NA	NA
6	2PPC	1.238	-2.840	NA	NA	NA
7	2PPC	1.344	-2.184	NA	NA	NA
8	2PPC	1.980	-4.961	NA	NA	NA
9	2PPC	1.388	-3.391	NA	NA	NA
10	2PPC	1.221	-1.457	NA	NA	NA
11	2PPC	0.825	-0.750	NA	NA	NA
12	2PPC	1.022	2.865	NA	NA	NA
13	2PPC	0.903	2.062	NA	NA	NA
14	2PPC	1.825	-1.502	-0.885	NA	NA
15	2PPC	1.680	-1.467	-1.142	NA	NA
16	2PPC	1.758	-2.154	-2.110	NA	NA
17	2PPC	1.528	-0.685	0.557	NA	NA
18	2PPC	1.424	-2.787	-0.935	NA	NA
19	2PPC	1.421	-3.543	-1.443	NA	NA
20	2PPC	1.097	-2.656	-2.343	-1.160	1.461
Item Sequence Numbers 21-30 are 2PPC field test items						
21	2PPC	1.072	-1.048	NA	NA	NA
22	2PPC	1.181	-1.606	NA	NA	NA
23	2PPC	1.304	0.814	0.843	NA	NA
24	2PPC	1.691	-0.448	0.634	NA	NA
25	2PPC	1.314	-2.584	-0.712	NA	NA
26	2PPC	1.160	-2.796	-2.518	-1.061	1.565
27	2PPC	1.056	-0.390	NA	NA	NA
28	2PPC	1.436	-2.612	NA	NA	NA
29	2PPC	1.340	-1.909	-0.954	NA	NA
30	2PPC	0.977	-0.371	-2.292	-1.024	1.129

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span 6–8

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.410	-2.973	NA	NA	NA
2	2PPC	1.009	-0.789	NA	NA	NA
3	2PPC	1.137	-0.865	NA	NA	NA
4	2PPC	1.749	-3.303	NA	NA	NA
5	2PPC	2.006	-5.093	NA	NA	NA
6	2PPC	1.773	-4.039	NA	NA	NA
7	2PPC	1.227	2.348	NA	NA	NA
8	2PPC	1.633	-2.780	NA	NA	NA
9	2PPC	1.015	-1.935	NA	NA	NA
10	2PPC	1.893	-2.912	NA	NA	NA
11	2PPC	1.215	-0.285	NA	NA	NA
12	2PPC	1.336	-1.002	NA	NA	NA
13	2PPC	1.086	-1.486	NA	NA	NA
14	2PPC	1.303	-2.825	-2.361	NA	NA
15	2PPC	1.245	-0.802	-0.328	NA	NA
16	2PPC	1.153	-1.321	-0.501	NA	NA
17	2PPC	1.226	-1.723	-1.124	NA	NA
18	2PPC	1.225	-3.735	-2.176	NA	NA
19	2PPC	1.375	-3.564	-1.867	NA	NA
20	2PPC	1.115	-2.838	-2.551	-1.219	1.381
Item Sequence Numbers 21-32 are 2PPC field test items						
21	2PPC	0.986	0.616	NA	NA	NA
22	2PPC	1.444	-1.354	NA	NA	NA
23	2PPC	1.242	-1.440	-2.330	NA	NA
24	2PPC	1.372	-1.729	-2.316	NA	NA
25	2PPC	1.350	-3.648	-2.159	NA	NA
26	2PPC	1.251	-3.357	-3.155	-1.933	1.210
27	2PPC	1.179	-2.921	NA	NA	NA
28	2PPC	1.270	-2.393	NA	NA	NA
29	2PPC	1.302	-1.942	-1.037	NA	NA
30	2PPC	1.183	-1.460	-0.538	NA	NA
31	2PPC	1.558	-3.644	-1.742	NA	NA
32	2PPC	1.485	-3.349	-3.405	-1.501	1.588

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Speaking, Grade Span 9–12

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
1	2PPC	1.058	-1.906	NA	NA	NA
2	2PPC	1.463	-2.141	NA	NA	NA
3	2PPC	1.870	-2.037	NA	NA	NA
4	2PPC	2.109	-2.798	NA	NA	NA
5	2PPC	1.665	-1.127	NA	NA	NA
6	2PPC	1.233	-0.734	NA	NA	NA
7	2PPC	1.229	-0.290	NA	NA	NA
8	2PPC	1.492	-0.541	NA	NA	NA
9	2PPC	0.861	-0.784	NA	NA	NA
10	2PPC	1.131	0.816	NA	NA	NA
11	2PPC	1.084	-0.463	NA	NA	NA
12	2PPC	1.032	0.283	NA	NA	NA
13	2PPC	1.270	0.789	NA	NA	NA
14	2PPC	1.539	-1.395	-0.704	NA	NA
15	2PPC	1.348	-1.191	-0.219	NA	NA
16	2PPC	1.639	-1.427	-1.027	NA	NA
17	2PPC	1.846	-1.643	-1.652	NA	NA
18	2PPC	1.760	-3.051	-2.025	NA	NA
19	2PPC	1.747	-3.721	-2.463	NA	NA
20	2PPC	1.373	-2.651	-2.541	-1.515	0.655
Item Sequence Numbers 21-32 are 2PPC field test items						
21	2PPC	1.133	1.159	NA	NA	NA
22	2PPC	1.448	-1.107	NA	NA	NA
23	2PPC	2.385	-1.958	-0.471	NA	NA
24	2PPC	2.373	-1.906	-1.079	NA	NA
25	2PPC	1.270	-0.861	-1.903	NA	NA
26	2PPC	1.052	0.053	-1.940	-1.234	0.820
27	2PPC	1.001	-0.346	NA	NA	NA
28	2PPC	1.265	-2.528	NA	NA	NA
29	2PPC	2.015	-1.891	-0.842	NA	NA
30	2PPC	2.086	-2.006	-1.374	NA	NA
31	2PPC	1.641	-2.148	-1.077	NA	NA
32	2PPC	1.431	-2.339	-2.227	-0.872	1.552

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span K–2: Grade 2

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	1.124	-0.242	0.146
2	MC	0.802	-0.662	0.163
3	MC	1.182	0.523	0.316
4	MC	1.325	0.369	0.286
5	MC	1.129	0.968	0.350
6	MC	1.141	1.866	0.172
7	MC	2.202	1.860	0.185
8	MC	1.702	1.444	0.306
9	MC	1.133	0.056	0.293
10	MC	1.200	-0.035	0.355
11	MC	1.053	0.366	0.176
12	MC	0.558	-0.226	0.177
13	MC	1.103	0.517	0.331
14	MC	1.197	-0.151	0.290
15	MC	1.339	0.669	0.215
16	MC	1.395	0.593	0.281
17	MC	0.771	-0.298	0.073
18	MC	1.146	0.167	0.167
19	MC	1.106	0.034	0.234
20	MC	0.544	1.151	0.065
21	MC	1.567	1.794	0.206
22	MC	1.750	0.156	0.272
23	MC	1.762	-0.132	0.264
24	MC	0.703	1.461	0.117
25	MC	0.726	0.619	0.061
26	MC	0.890	0.074	0.245
27	MC	1.399	0.026	0.280
28	MC	1.231	0.282	0.274
29	MC	1.398	0.895	0.222
30	MC	1.250	0.197	0.225
31	MC	1.503	1.278	0.288
32	MC	1.306	0.528	0.203
33	MC	0.825	0.107	0.151
34	MC	1.112	1.417	0.184
35	MC	2.097	1.754	0.302
Item Sequence Numbers 36-53 are 3PL field test items				
36	MC	0.659	0.174	0.338
37	MC	0.281	-2.876	0.283

continues...

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span K–2: Grade 2**

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	1.336	-0.085	0.267
39	MC	1.013	1.478	0.228
40	MC	0.933	0.020	0.272
41	MC	0.722	-0.037	0.294
42	MC	0.425	-0.015	0.283
43	MC	2.029	1.938	0.391
44	MC	1.501	-0.788	0.347
45	MC	1.078	0.110	0.261
46	MC	1.791	-0.495	0.326
47	MC	1.757	-0.276	0.294
48	MC	1.672	-0.330	0.248
49	MC	1.425	-0.352	0.263
50	MC	1.225	0.855	0.268
51	MC	1.030	0.903	0.240
52	MC	1.078	3.049	0.242
53	MC	0.997	1.627	0.288

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 3–5

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	0.844	-0.296	0.121
2	MC	0.925	0.263	0.122
3	MC	0.432	-0.116	0.182
4	MC	0.752	-0.573	0.027
5	MC	0.656	-0.642	0.032
6	MC	0.591	-0.366	0.053
7	MC	0.908	-0.255	0.128
8	MC	0.701	0.716	0.329
9	MC	0.967	-0.107	0.170
10	MC	0.603	0.574	0.180
11	MC	0.733	-0.374	0.073
12	MC	0.822	0.005	0.223
13	MC	1.071	-0.314	0.194
14	MC	1.148	-0.726	0.141
15	MC	1.036	-0.324	0.150
16	MC	1.026	0.287	0.141
17	MC	0.752	-1.112	0.150
18	MC	0.720	0.148	0.165
19	MC	1.556	-0.231	0.171
20	MC	1.628	-0.273	0.163
21	MC	1.274	-0.693	0.156
22	MC	0.568	-0.432	0.050
23	MC	0.996	0.621	0.164
24	MC	1.136	0.538	0.214
25	MC	0.838	-0.453	0.154
26	MC	0.572	0.430	0.259
27	MC	1.050	-1.414	0.030
28	MC	1.392	0.238	0.274
29	MC	0.301	0.485	0.088
30	MC	0.997	-1.067	0.022
31	MC	0.461	-0.545	0.062
32	MC	0.668	0.969	0.261
33	MC	0.402	0.990	0.089
34	MC	0.971	0.221	0.203
35	MC	1.407	1.913	0.198
Item Sequence Numbers 36-53 are 3PL field test items				
36	MC	0.721	-0.130	0.293
37	MC	1.055	3.093	0.071

continues...

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 3–5**

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	0.331	0.258	0.000
39	MC	0.452	-0.105	0.154
40	MC	1.048	1.977	0.244
41	MC	0.332	-0.093	0.200
42	MC	0.856	1.978	0.150
43	MC	0.469	2.742	0.200
44	MC	0.745	0.356	0.182
45	MC	0.711	1.108	0.248
46	MC	0.986	1.220	0.213
47	MC	0.989	0.764	0.248
48	MC	1.821	1.135	0.171
49	MC	1.145	2.243	0.280
50	MC	0.533	0.287	0.115
51	MC	1.081	2.460	0.250
52	MC	0.849	-0.993	0.073
53	MC	0.649	0.092	0.205

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 6–8

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	0.573	-1.893	0.200
2	MC	0.668	-0.248	0.122
3	MC	0.841	0.378	0.175
4	MC	0.466	-0.955	0.175
5	MC	0.521	0.140	0.088
6	MC	1.009	-0.871	0.146
7	MC	0.548	-0.165	0.127
8	MC	0.810	-1.688	0.200
9	MC	1.061	-0.447	0.069
10	MC	0.939	-0.208	0.174
11	MC	0.795	0.788	0.167
12	MC	0.231	2.744	0.260
13	MC	1.372	-1.656	0.045
14	MC	1.044	-1.376	0.097
15	MC	0.869	-1.155	0.050
16	MC	1.736	-1.320	0.098
17	MC	0.915	-0.767	0.105
18	MC	0.963	0.658	0.216
19	MC	0.767	0.887	0.212
20	MC	0.406	0.258	0.106
21	MC	0.827	0.440	0.252
22	***			
23	MC	1.074	0.094	0.191
24	MC	0.798	0.661	0.184
25	MC	0.890	0.021	0.177
26	MC	0.843	1.038	0.202
27	MC	1.035	-0.086	0.293
28	MC	0.421	1.152	0.200
29	MC	0.739	1.010	0.218
30	MC	1.092	0.504	0.273
31	MC	1.217	0.276	0.263
32	MC	0.913	0.494	0.228
33	MC	1.330	0.325	0.219
34	MC	1.370	-0.122	0.264
35	MC	1.554	0.258	0.296
Item Sequence Numbers 36-52 are 3PL field test items				
36	MC	0.427	0.239	0.155
37	MC	1.423	4.229	0.209

continues...

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 6–8**

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	0.744	0.978	0.238
39	MC	0.850	2.482	0.166
40	MC	1.483	2.465	0.156
41	MC	0.500	2.076	0.187
42	MC	0.485	0.378	0.200
43	MC	0.778	0.573	0.102
44	MC	0.539	1.460	0.139
45	MC	0.900	1.753	0.221
46	MC	0.713	0.781	0.232
47	MC	0.714	1.900	0.213
48	MC	0.173	5.502	0.200
49	MC	0.928	0.804	0.177
50	MC	1.755	1.961	0.217
51	MC	0.821	1.464	0.237
52	MC	0.995	0.884	0.239

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	MC	0.612	-1.307	0.091
2	MC	0.858	-1.517	0.187
3	MC	0.645	-0.678	0.187
4	MC	0.642	-1.750	0.200
5	MC	0.634	0.200	0.097
6	MC	0.957	-2.135	0.080
7	MC	0.933	-1.197	0.437
8	MC	0.520	-1.088	0.073
9	MC	0.819	-2.082	0.187
10	MC	0.721	2.632	0.188
11	MC	0.535	0.409	0.225
12	MC	0.814	-1.366	0.105
13	MC	0.925	0.070	0.289
14	MC	0.994	0.480	0.280
15	MC	1.109	0.306	0.356
16	MC	0.898	0.870	0.282
17	MC	1.699	1.208	0.208
18	MC	0.843	-0.662	0.184
19	MC	0.525	-0.448	0.050
20	MC	0.827	-0.767	0.319
21	MC	0.683	1.450	0.361
22	MC	0.833	-0.911	0.056
23	MC	0.807	-0.122	0.238
24	MC	0.426	-1.534	0.200
25	MC	0.708	0.524	0.128
26	MC	1.229	-0.173	0.110
27	MC	0.612	0.106	0.208
28	MC	0.975	0.322	0.172
29	MC	0.799	-0.276	0.182
30	MC	0.861	0.113	0.212
31	MC	0.659	1.622	0.180
32	MC	1.084	-0.153	0.229
33	MC	0.543	0.593	0.358
34	MC	1.237	-0.113	0.335
35	MC	1.015	0.356	0.214
Item Sequence Numbers 36-53 are 3PL field test items				
36	MC	0.657	2.237	0.363
37	MC	0.798	-0.069	0.326

continues...

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Reading, Grade Span 9–12

Item Sequence		Parameters		
Number*	Model**	A	B	C
38	MC	0.453	-0.572	0.200
39	MC	0.293	1.171	0.200
40	MC	1.016	2.386	0.134
41	MC	0.783	2.343	0.184
42	MC	0.637	1.045	0.301
43	MC	0.856	-1.839	0.135
44	MC	0.288	1.611	0.154
45	MC	0.794	-0.032	0.125
46	MC	0.930	0.318	0.165
47	MC	0.809	0.413	0.134
48	MC	0.826	1.968	0.213
49	MC	0.656	-0.596	0.123
50	MC	0.901	1.183	0.224
51	MC	0.910	0.748	0.199
52	MC	0.864	0.740	0.276
53	***			

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span K–2: Grade 2**

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.657	0.901	0.285
2	3PL	2.126	-0.134	0.287
3	3PL	1.420	0.114	0.373
4	3PL	1.193	-0.182	0.275
5	3PL	1.079	-0.307	0.229
6	3PL	2.256	-0.341	0.264
7	3PL	1.286	0.929	0.288
8	3PL	1.169	-0.041	0.352
9	3PL	1.981	0.716	0.309
10	3PL	0.614	0.584	0.262
11	3PL	1.253	1.046	0.236
12	3PL	1.809	0.253	0.275
13	3PL	1.389	0.096	0.301
14	3PL	2.064	-0.162	0.437
15	3PL	1.335	-0.341	0.277
16	3PL	1.473	0.167	0.314
17	3PL	1.153	0.007	0.222
18	3PL	1.146	0.968	0.472
19	3PL	1.395	1.131	0.413
Item Sequence Numbers 20-24 are 2PPC operational items				
Item Sequence Numbers 25-27, 29-31, and 33-35 are 3PL field test items				
25	3PL	1.123	0.479	0.384
26	3PL	1.405	0.138	0.447
27	3PL	1.382	0.075	0.290
Item Sequence Numbers 28, 32, and 36-39 are 2PPC field test items				
29	3PL	0.445	0.780	0.330
30	3PL	0.753	0.240	0.300
31	3PL	1.305	0.095	0.325
33	3PL	1.033	0.226	0.235
34	3PL	0.982	1.519	0.306
35	3PL	1.540	0.853	0.286

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span K–2: Grade 2

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.504	-0.642	-1.194	3.012	NA
21	2PPC	1.604	-1.107	-1.001	1.777	NA
22	2PPC	1.753	-1.167	-0.077	3.587	NA
23	2PPC	1.351	0.150	-1.018	2.491	NA
24	2PPC	1.590	-1.097	-0.090	1.509	5.313
Item Sequence Numbers 28, 32 and 36-39 are 2PPC field test items						
28	2PPC	1.401	-0.299	-0.692	3.224	NA
32	2PPC	1.338	-0.866	-1.246	2.354	NA
36	2PPC	1.036	0.325	-0.044	2.736	NA
37	2PPC	1.394	-0.618	-1.193	2.381	NA
38	2PPC	1.493	-1.037	0.012	1.516	4.291
39	2PPC	0.748	1.134	-0.657	1.313	2.399

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 3–5**

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.252	-0.669	0.269
2	3PL	1.340	-1.289	0.263
3	3PL	0.908	-1.373	0.226
4	3PL	1.296	-0.816	0.257
5	3PL	1.381	-0.706	0.292
6	3PL	1.480	-1.143	0.199
7	3PL	1.259	-1.165	0.256
8	3PL	0.947	-1.212	0.223
9	3PL	1.479	-1.028	0.339
10	3PL	1.378	0.327	0.241
11	3PL	1.141	-0.975	0.242
12	3PL	1.328	-0.605	0.279
13	3PL	0.708	-0.784	0.154
14	3PL	1.031	0.033	0.337
15	3PL	0.877	0.002	0.328
16	3PL	0.657	-0.003	0.331
17	3PL	0.543	0.858	0.202
18	3PL	0.787	0.270	0.184
19	3PL	0.852	0.124	0.232
Item Sequence Numbers 20-24 are 2PPC operational items				
Item Sequence Numbers 25-27, 29-31, and 34-36 are 3PL field test items				
25	3PL	1.749	2.768	0.235
26	3PL	1.138	-0.759	0.300
27	3PL	0.527	-0.610	0.127
Item Sequence Numbers 28, 32, 33, and 37-39 are 2PPC field test items				
29	3PL	0.496	-0.135	0.220
30	3PL	1.020	-0.369	0.262
31	3PL	0.711	0.850	0.267
34	3PL	1.033	-1.000	0.238
35	3PL	0.911	1.325	0.211

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 3–5

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.358	-1.897	-2.369	2.985	NA
21	2PPC	1.451	-1.778	-1.855	2.356	NA
22	2PPC	1.180	-2.097	-1.638	0.270	NA
23	2PPC	1.318	-1.568	-2.110	2.033	NA
24	2PPC	1.245	-2.275	-0.785	0.434	4.080
Item Sequence Numbers 28, 32, 33 and 37-39 are 2PPC field test items						
28	***					
32	***					
33	***					
37	***					
38	2PPC	1.108	-1.832	-1.329	1.341	2.280
39	2PPC	1.066	-1.587	-1.645	0.348	2.051

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 6–8**

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	0.953	-0.687	0.149
2	3PL	0.963	0.002	0.311
3	3PL	1.260	-1.382	0.250
4	3PL	0.784	-1.548	0.161
5	3PL	1.305	-1.487	0.251
6	3PL	1.428	-1.077	0.218
7	3PL	0.817	2.135	0.117
8	3PL	0.741	-0.385	0.124
9	3PL	1.451	-0.438	0.235
10	3PL	2.089	-1.016	0.243
11	3PL	1.336	-1.120	0.210
12	3PL	1.366	-0.936	0.176
13	3PL	0.708	0.575	0.335
14	3PL	0.877	-0.448	0.157
15	3PL	0.710	0.200	0.307
16	3PL	0.828	-0.279	0.306
17	3PL	1.493	-0.841	0.250
18	3PL	0.644	0.291	0.194
19	3PL	1.084	-0.763	0.264
Item Sequence Numbers 20-24 are 2PPC operational items				
Item Sequence Numbers 25-27, 29-31, and 33-35 are 3PL field test items				
25	3PL	0.789	0.164	0.172
26	3PL	0.996	0.025	0.221
27	3PL	0.570	-0.280	0.175
Item Sequence Numbers 28, 32, and 36-39 are 2PPC field test items				
29	3PL	0.389	0.524	0.141
30	3PL	0.226	2.095	0.283
31	3PL	0.911	1.151	0.306
33	3PL	1.070	1.305	0.356
34	3PL	1.012	0.152	0.269
35	3PL	1.042	-0.503	0.263

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 6–8

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	1.131	-2.689	-2.014	0.130	NA
21	2PPC	1.013	-2.218	-1.550	0.754	NA
22	2PPC	1.075	-2.193	-2.849	0.522	NA
23	2PPC	1.194	-1.847	-2.975	1.768	NA
24	2PPC	1.192	-2.279	-1.862	0.181	4.128
Item Sequence Numbers 28, 32 and 36-39 are 2PPC field test items						
28	***					
32	***					
36	***					
37	***					
38	2PPC	1.114	-2.346	-2.311	0.079	2.838
39	2PPC	1.001	-1.908	-2.349	0.103	2.690

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

**Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 9–12**

Item Sequence		Parameters		
Number*	Model**	A	B	C
1	3PL	1.142	-2.031	0.123
2	3PL	1.424	-0.544	0.247
3	3PL	1.191	-1.700	0.254
4	3PL	1.156	-1.756	0.058
5	3PL	1.088	-1.125	0.125
6	3PL	1.037	-0.423	0.144
7	3PL	1.423	-0.542	0.147
8	3PL	1.763	-0.799	0.279
9	3PL	1.161	-0.575	0.194
10	3PL	1.408	-0.784	0.200
11	3PL	0.993	-0.754	0.199
12	3PL	1.843	-1.059	0.178
13	3PL	1.490	-0.917	0.268
14	3PL	0.881	-0.395	0.119
15	3PL	0.635	-0.369	0.117
16	3PL	0.581	-0.459	0.283
17	3PL	0.701	-0.561	0.053
18	3PL	1.090	-0.869	0.176
19	3PL	0.985	-0.414	0.188
Item Sequence Numbers 20-24 are 2PPC operational items				
Item Sequence Numbers 25-27, 29-31, and 33-35 are 3PL field test items				
25	3PL	1.252	-1.252	0.103
26	3PL	0.147	3.106	0.283
27	3PL	0.625	0.857	0.346
Item Sequence Numbers 28, 32, and 36-39 are 2PPC field test items				
29	3PL	0.572	-0.912	0.283
30	3PL	0.494	-0.952	0.118
31	3PL	1.420	-1.423	0.283
33	3PL	0.744	-0.973	0.145
34	3PL	0.537	-1.023	0.283
35	***			

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 3PL model, typically used for multiple choice items, uses the A, B, and C parameters, also known as the discrimination, difficulty, and guessing parameters, respectively.

Unscaled Parameters for 3PL Model Items, Annual Assessment Data,
Writing, Grade Span 9–12

Item Sequence		Parameters				
Number*	Model**	Alpha	Gamma 1	Gamma 2	Gamma 3	Gamma 4
20	2PPC	0.946	-2.251	-2.048	1.282	NA
21	2PPC	0.972	-2.208	-2.287	0.676	NA
22	2PPC	0.945	-2.467	-1.638	0.760	NA
23	2PPC	0.826	-1.482	-2.032	1.758	NA
24	2PPC	1.100	-1.755	-2.359	-0.246	3.969
Item Sequence Numbers 28, 32 and 36-39 are 2PPC field test items						
28	***					
32	***					
36	***					
37	***					
38	2PPC	1.229	-2.446	-2.030	-0.014	2.807
39	2PPC	1.071	-1.742	-2.102	0.251	2.511

*Refer to Appendix D: 2006–07 Edition (Form F) Item Map to determine the corresponding book form and item number.

**The 2PPC model, typically used for constructed response items, uses the alpha and gamma parameters.

***Non-converging items were excluded from parameter estimation.

Appendix L Item-Type Correlations

The following tables detail correlations between multiple-choice (MC), dichotomous constructed-response (DCR), and constructed-response (CR) items by grade span for Annual Assessment and Initial Identification data.

2006–07 Edition (Form F) Item-Type Descriptive Statistics, Annual Assessment

Skill Area	Grade Span	N	Item Type**	Mean Score***	SD	Maximum Score
Listening*	K–2	335139	DCR	7.12	2.41	10
		335139	MC	7.39	1.97	10
Speaking	K–2	335139	CR	4.50	2.26	8
		335139	DCR	12.00	4.46	17
	3–5	422176	CR	11.52	3.88	16
		422176	DCR	9.67	2.32	13
	6–8	285609	CR	12.23	3.57	16
		285609	DCR	9.62	2.83	13
	9–12	268188	CR	11.93	4.24	16
		268188	DCR	8.07	3.41	13
Writing	K–2: Grade 2	158997	CR	7.11	4.12	16
		158997	MC	11.40	4.61	19
	3–5	422176	CR	9.50	3.38	16
		422176	MC	13.91	4.19	19
	6–8	285609	CR	10.76	3.07	16
		285609	MC	13.65	4.11	19
	9–12	268188	CR	10.47	2.98	16
		268188	MC	14.48	4.61	19

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice; CR = constructed-response

***All analyses are based on raw scores.

**2006–07 Edition (Form F) Item-Type Correlations,
Annual Assessment**

Skill Area	Grade Span	Item Type**		Pearson Correlation***
Listening*	K–2	DCR	MC	0.54
		CR	DCR	0.69
Speaking	3–5	CR	DCR	0.67
	6–8	CR	DCR	0.74
	9–12	CR	DCR	0.75
	K–2: Grade 2	CR	MC	0.73
Writing	3–5	CR	MC	0.72
	6–8	CR	MC	0.71
	9–12	CR	MC	0.71

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice;
CR = constructed-response

***Two-tailed

2006–07 Edition (Form F) Item-Type Descriptive Statistics, Initial Identification

Skill Area	Grade Span	N	Item Type**	Mean Score***	SD	Maximum Score
Listening*	K–2	397973	DCR	3.85	2.91	10
		397973	MC	5.73	3.12	10
Speaking	K–2	397973	CR	3.26	2.91	8
		397973	DCR	7.40	5.64	17
	3–5	46011	CR	8.40	6.17	16
		46011	DCR	7.15	4.63	13
	6–8	40505	CR	8.94	6.28	16
		40505	DCR	7.14	4.96	13
	9–12	54167	CR	9.07	6.30	16
		54167	DCR	6.28	4.63	13
Writing	K–2: Grade 2	18370	CR	5.40	4.87	16
		18370	MC	9.18	6.13	19
	3–5	46011	CR	7.05	5.17	16
		46011	MC	10.79	6.54	19
	6–8	40505	CR	8.27	5.41	16
		40505	MC	10.88	6.56	19
	9–12	54167	CR	8.55	5.00	16
		54167	MC	11.85	6.83	19

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice; CR = constructed-response

***All analyses are based on raw scores.

**2006–07 Edition (Form F) Item-Type Correlations,
Initial Identification**

Skill Area	Grade Span	Item Type**		Pearson Correlation***
Listening*	K–2	DCR	MC	0.53
Speaking	K–2	CR	DCR	0.77
	3–5	CR	DCR	0.87
	6–8	CR	DCR	0.93
	9–12	CR	DCR	0.90
Writing	K–2: Grade 2	CR	MC	0.84
	3–5	CR	MC	0.91
	6–8	CR	MC	0.89
	9–12	CR	MC	0.89

*Listening had more than one item type in Grade Span K–2 only.

**DCR = dichotomous constructed-response; MC = multiple-choice;
CR = constructed-response

***Two-tailed

Appendix M Rater Consistency and Reliability

Writing Sentences

2006–07 Edition (Form F) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span K–2: Grade 2

Item Seq.	Form	Total	Read Twice	Perfect Agree	%	Disc.*	%	Score Point Distribution (%)			
								0	1	2	3
20	F1, F10–11	71977	71974	59918	83.2%	2452	3.4%	27	15	50	8
	F2–3	71664	71664	58206	81.2%	3244	4.5%	28	15	49	7
	F4–5	71566	71566	57304	80.1%	3282	4.6%	25	14	52	9
	F6–7	65966	65966	55524	84.2%	2436	3.7%	23	15	53	8
	F8	27700	27700	22946	82.8%	1072	3.9%	24	15	55	7
	F9	33820	33820	28352	83.8%	1334	3.9%	26	14	52	8
	Overall		342693	342690	282250	82.4%	13820	4.0%			
21	F1, F10–11	71977	71974	57768	81.0%	2120	2.9%	24	17	40	20
	F2–3	71664	71664	55488	77.4%	2814	3.9%	25	17	41	17
	F4–5	71566	71566	55238	77.2%	2770	3.9%	23	17	42	20
	F6–7	65966	65966	52806	80.1%	2182	3.3%	21	17	42	20
	F8	27700	27700	21836	78.8%	860	3.1%	19	17	44	20
	F9	33820	33820	27338	80.8%	1176	3.5%	23	16	42	19
	Overall		342693	342690	270474	78.9%	11922	3.5%			
22	F1, F10–11	71977	71974	56336	78.3%	1878	2.6%	27	26	41	6
	F2–3	71664	71664	54522	76.1%	2664	3.7%	29	26	39	5
	F4–5	71566	71566	53538	74.8%	2618	3.7%	27	26	41	7
	F6–7	65966	65966	51572	78.2%	2048	3.1%	26	26	42	6
	F8	27700	27700	21216	76.6%	842	3.0%	25	27	42	5
	F9	33820	33820	26608	79.0%	1064	3.1%	27	26	40	6
	Overall		342693	342690	263792	77.0%	11114	3.2%			
23	F1, F10–11	71977	71974	56842	79.0%	2936	4.1%	35	14	42	10
	F2–3	71664	71664	55518	77.5%	3784	5.3%	36	14	41	9
	F4–5	71566	71566	53824	75.2%	4016	5.6%	33	14	44	11
	F6–7	65966	65966	52506	79.6%	3036	4.6%	32	13	44	10
	F8	27700	27700	21532	77.7%	1310	4.7%	31	14	44	10
	F9	33820	33820	27548	81.5%	1456	4.3%	34	12	43	10
	Overall		342693	342690	267770	78.1%	16538	4.8%			

*Discrepancy 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.

CELDT 2006–07 Edition (Form F) Technical Report

Appendix M: Rater Consistency and Reliability

**2006–07 Edition (Form F) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span 3–5**

Item Seq.	Form	Total	Read Twice	Perfect Agree	%	Disc.*	%	Score Point Distribution (%)			
								0	1	2	3
20	F1–5, F10–11	569534	569534	469836	82.5%	11846	2.1%	12	11	70	8
	F6–9	336673	336672	279940	83.1%	6444	1.9%	10	11	72	8
	Overall	906207	906206	749776	82.7%	18290	2.0%				
21	F1–5, F10–11	569534	569534	484304	85.0%	11204	2.0%	14	14	59	13
	F6–9	336673	336672	288966	85.8%	6118	1.8%	13	14	61	13
	Overall	906207	906206	773270	85.3%	17322	1.9%				
22	F1–5, F10–11	569534	569534	476048	83.6%	8350	1.5%	11	13	38	39
	F6–9	336673	336672	283724	84.3%	4544	1.3%	9	13	39	40
	Overall	906207	906206	759772	83.8%	12894	1.4%				
23	F1–5, F10–11	569534	569534	470892	82.7%	11844	2.1%	13	11	61	15
	F6–9	336673	336672	280204	83.2%	6462	1.9%	12	11	62	15
	Overall	906207	906206	751096	82.9%	18306	2.0%				

*Discrepancy 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.

**2006–07 Edition (Form F) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span 6–8**

Item Seq.	Form	Total	Read Twice	Perfect Agree	%	Disc.*	%	Score Point Distribution (%)			
								0	1	2	3
20	F1–5, F10–11	398287	398286	327128	82.1%	4010	1.0%	7	10	39	44
	F6–9	229238	229238	190258	83.0%	1866	0.8%	5	11	40	44
	Overall	627525	627524	517386	82.4%	5876	0.9%				
21	F1–5, F10–11	398287	398286	311734	78.3%	5990	1.5%	8	14	47	31
	F6–9	229238	229238	181720	79.3%	2862	1.2%	7	15	47	31
	Overall	627525	627524	493454	78.6%	8852	1.4%				
22	F1–5, F10–11	398287	398286	332582	83.5%	4318	1.1%	6	6	50	38
	F6–9	229238	229238	193634	84.5%	2220	1.0%	5	6	50	38
	Overall	627525	627524	526216	83.9%	6538	1.0%				
23	F1–5, F10–11	398287	398286	335122	84.1%	6218	1.6%	8	6	66	20
	F6–9	229238	229238	193252	84.3%	3330	1.5%	7	7	66	20
	Overall	627525	627524	528374	84.2%	9548	1.5%				

*Discrepancy 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.

CELDT 2006–07 Edition (Form F) Technical Report

Appendix M: Rater Consistency and Reliability

**2006–07 Edition (Form F) Annual Assessment Inter-rater Agreement
Writing Sentences, Grade Span 9–12**

Item Seq.	Form	Total	Read Twice	Perfect Agree	%	Disc.*	%	Score Point Distribution (%)			
								0	1	2	3
20	F1–5, F10–11	399587	399578	323200	80.9%	3852	1.0%	6	11	59	23
	F6–9	213954	213952	172860	80.8%	2126	1.0%	7	11	59	23
	Overall	613541	613530	496060	80.9%	5978	1.0%				
21	F1–5, F10–11	399587	399578	319022	79.8%	4948	1.2%	7	9	51	33
	F6–9	213954	213952	171596	80.2%	2536	1.2%	6	9	51	34
	Overall	613541	613530	490618	80.0%	7484	1.2%				
22	F1–5, F10–11	399587	399578	319798	80.0%	5208	1.3%	7	14	48	31
	F6–9	213954	213952	171288	80.1%	2778	1.3%	6	14	49	30
	Overall	613541	613530	491086	80.0%	7986	1.3%				
23	F1–5, F10–11	399587	399578	330472	82.7%	6016	1.5%	9	11	64	16
	F6–9	213954	213952	176614	82.5%	3436	1.6%	9	11	64	16
	Overall	613541	613530	507086	82.7%	9452	1.5%				

*Discrepancy 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.

Writing, Short Compositions

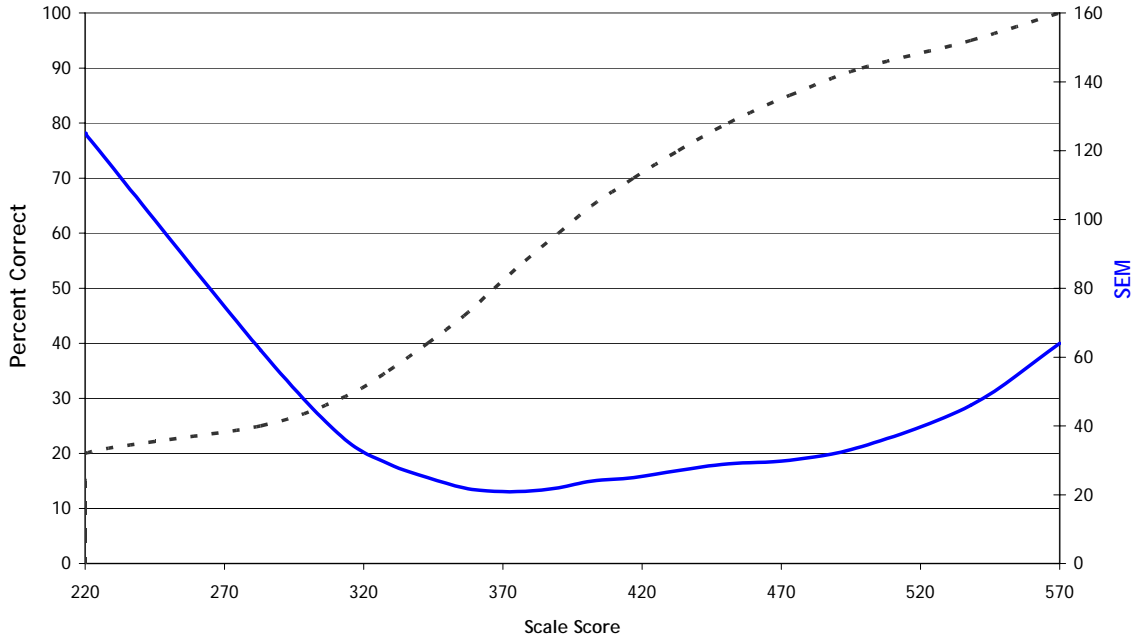
2006–07 Edition (Form F) Annual Assessment Inter-rater Agreement
Writing Short Compositions, All grade spans

Grade Span	Item Seq.	Forms	Total	Read Twice	Perfect Agree	%	Disc.*	%	Score Distribution (%)				
									0	1	2	3	4
K–2: Grade 2	24	F1, F10–11	71989	71988	48684	67.6%	2784	3.9%	23	23	29	23	2
K–2: Grade 2		F2–3	71666	71666	47712	66.6%	3098	4.3%	24	24	29	21	2
K–2: Grade 2		F4–5	71570	71570	45736	63.9%	3748	5.2%	21	21	29	27	3
K–2: Grade 2		F6–7	65962	65962	45316	68.7%	2534	3.8%	21	22	30	25	2
K–2: Grade 2		F8	27818	27818	18988	68.3%	1076	3.9%	20	24	30	24	2
K–2: Grade 2		F9	33830	33830	23556	69.6%	1350	4.0%	22	23	26	27	2
Overall			342835	342834	229992	67.1%	14590	4.3%					
3–5	24	F1–5, F10–11	569535	569534	376612	69.0%	14836	2.6%	10	18	30	37	5
3–5		F6–9	336430	336430	222190	66.0%	8442	2.5%	9	18	31	37	5
Overall			905965	905964	598802	66.1%	23278	2.6%					
6–8	24	F1–5, F10–11	398292	398292	279586	70.2%	7026	1.8%	7	8	34	44	6
6–8		F6–9	229252	229252	163196	71.2%	3870	1.7%	6	8	34	44	6
Overall			627544	627544	442782	70.6%	10896	1.7%					
9–12	24	F1–5, F10–11	399568	399566	283842	71.0%	6296	1.6%	8	5	28	52	7
9–12		F6–9	213954	213954	152120	71.1%	3450	1.6%	7	5	29	51	7
Overall			613522	613520	435962	71.1%	9746	1.6%					

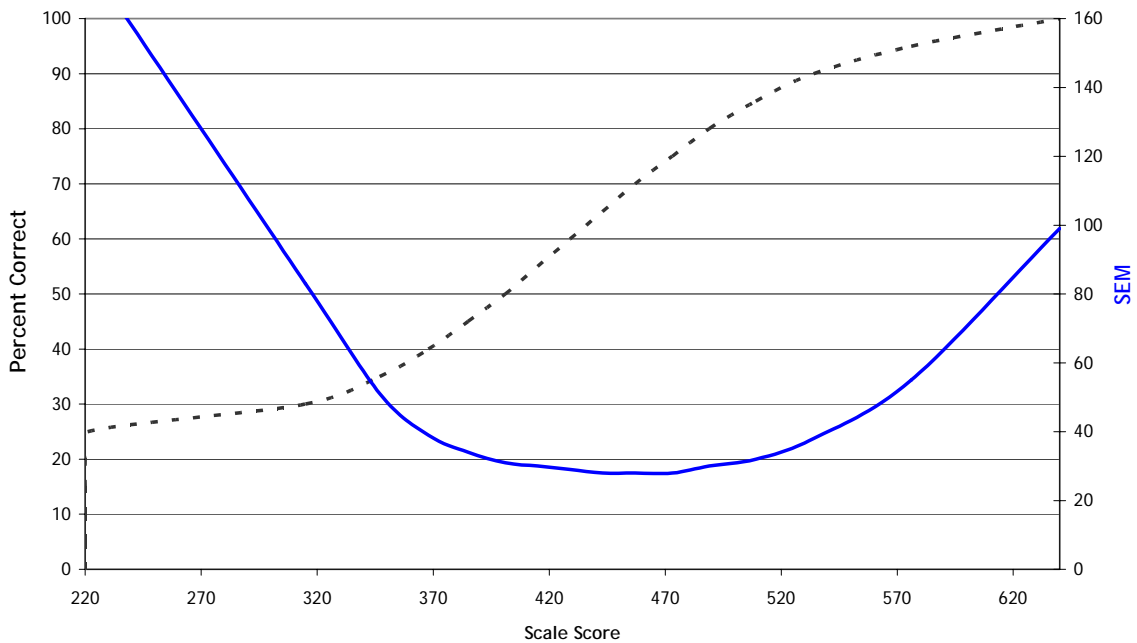
*Discrepancy indicates more than one score point difference between two readers; for example, one reader assigned a score of 1, the other reader a score of 3.

Appendix N Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Listening, Grade Span K-2



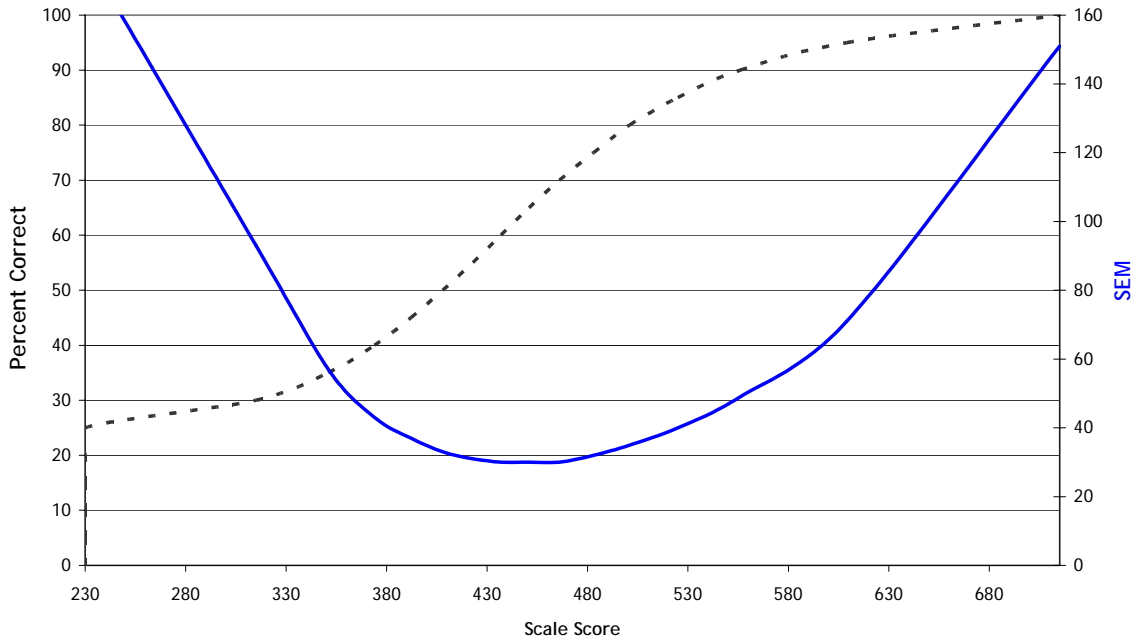
Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Listening, Grade Span 3-5



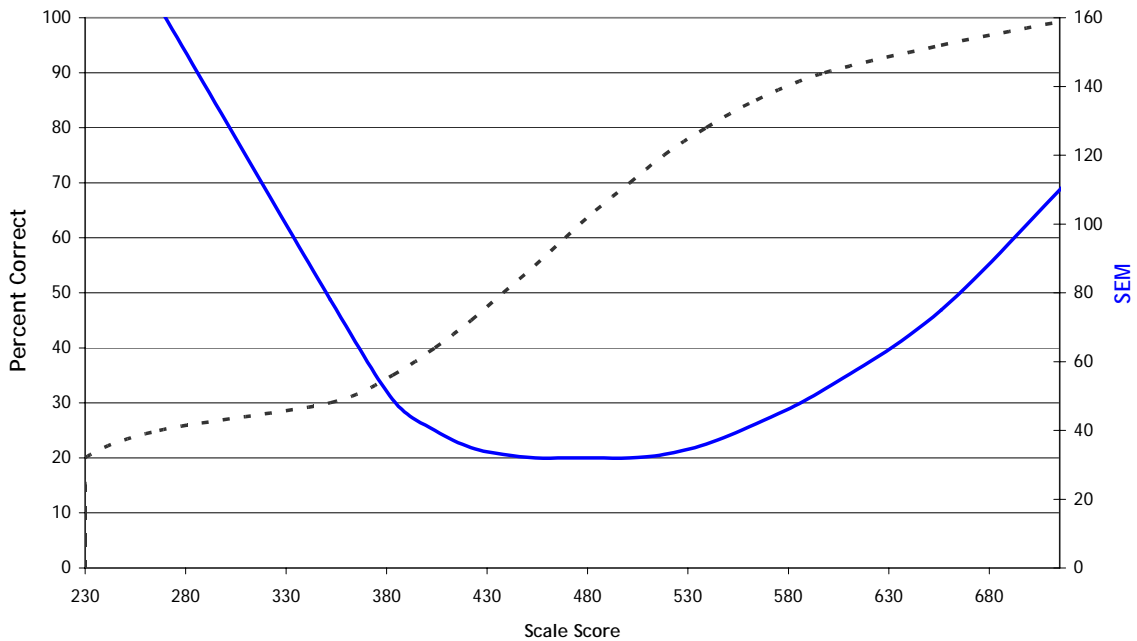
CELDT 2006–07 Edition (Form F) Technical Report

Appendix N: Test Characteristic and Standard Error Curves

**Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Listening, Grade Span 6-8**

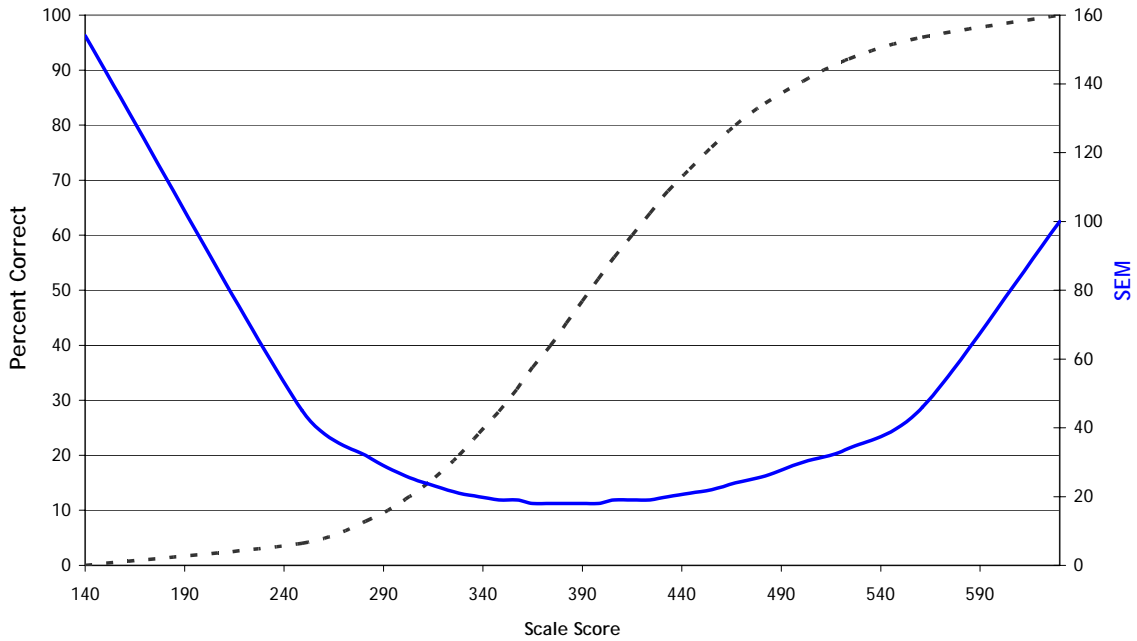


**Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Listening, Grade Span 9-12**

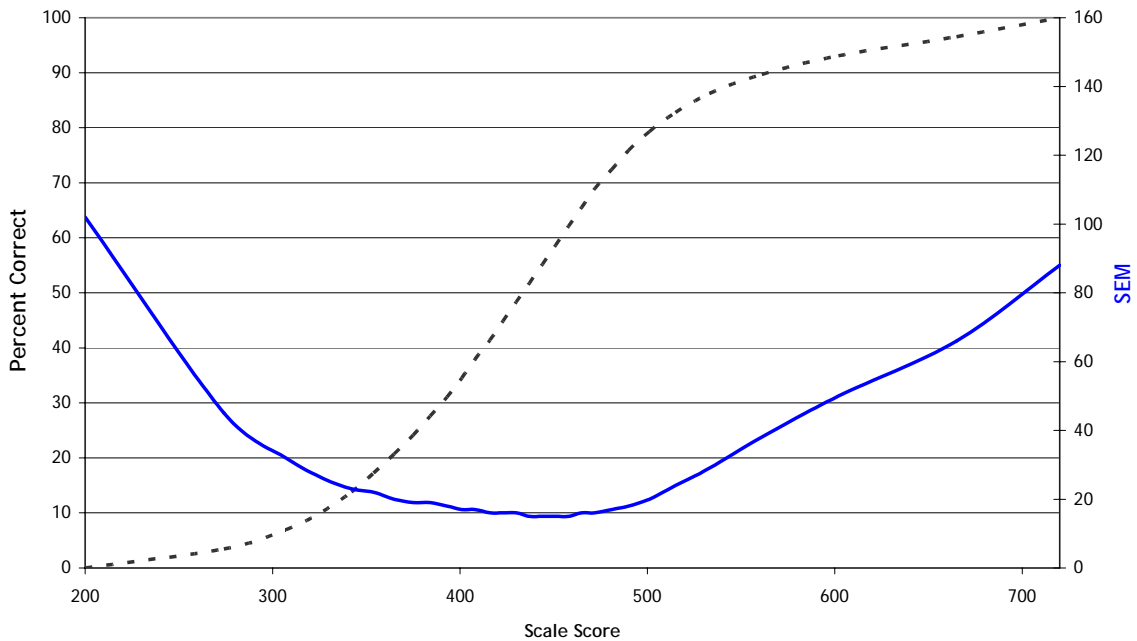


Appendix N: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Speaking, Grade Span K-2

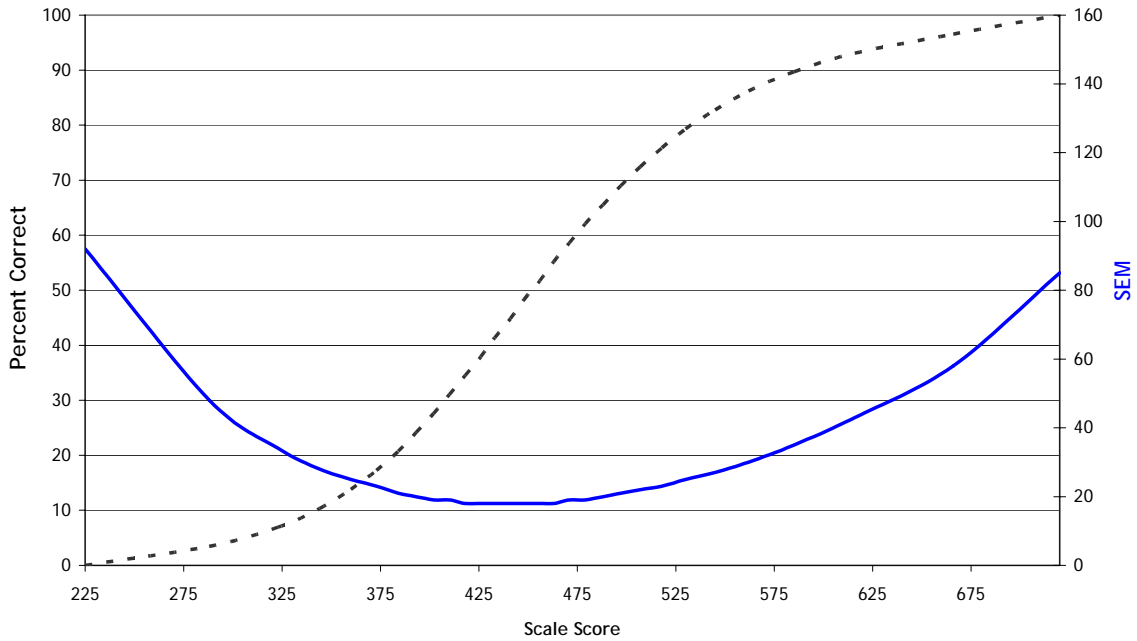


Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Speaking, Grade Span 3-5

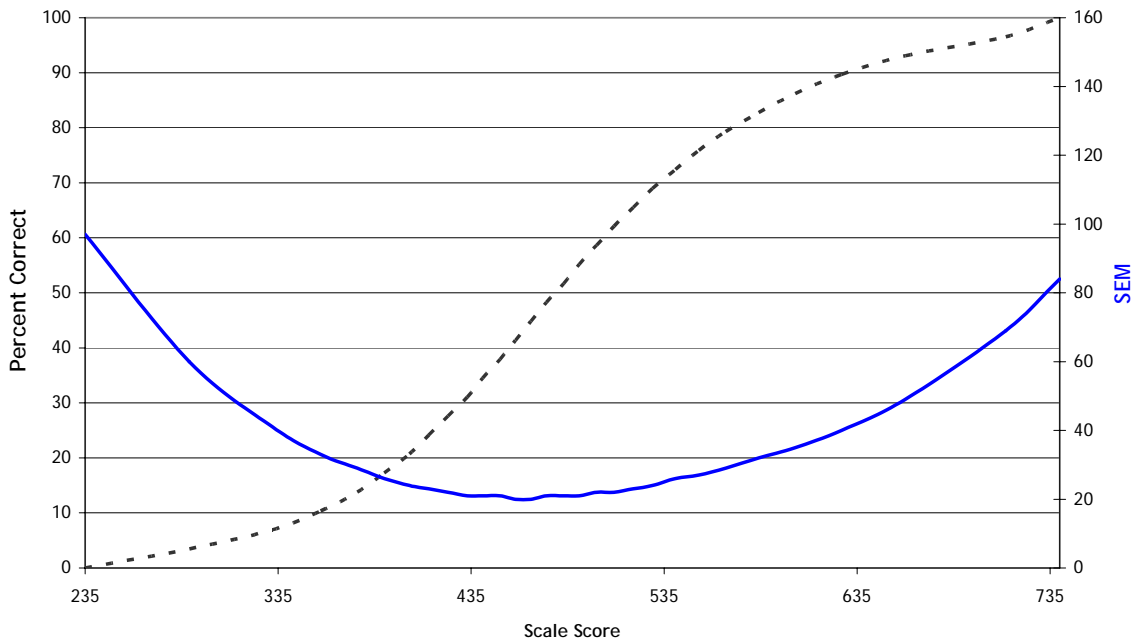


Appendix N: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Speaking, Grade Span 6-8



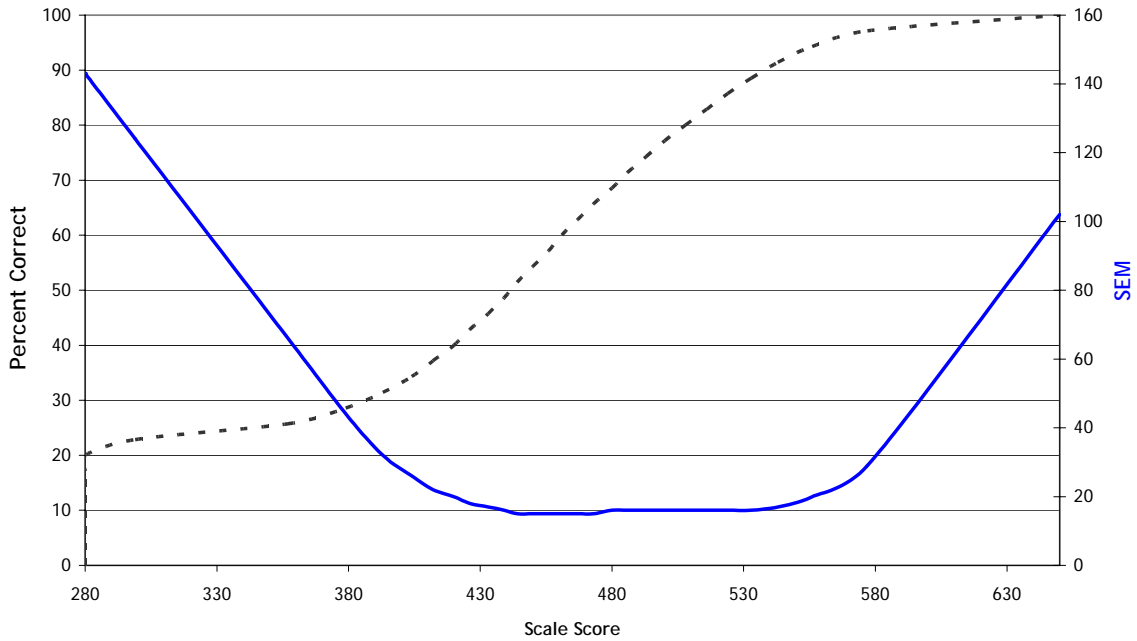
Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Speaking, Grade Span 9-12



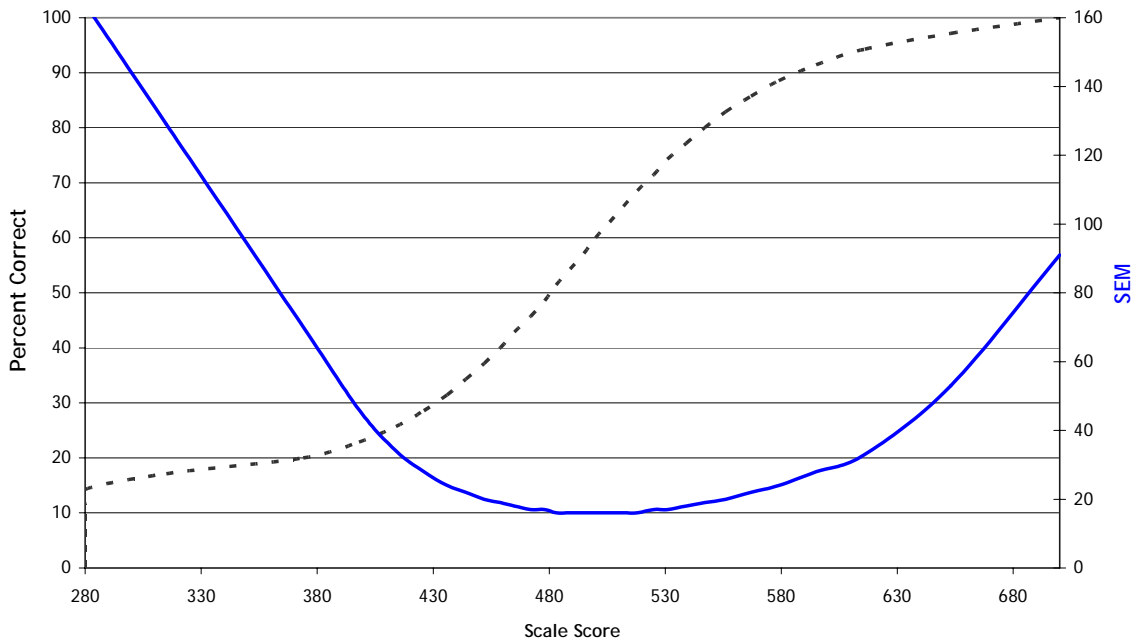
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Appendix N: Test Characteristic and Standard Error Curves

**Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Reading, Grade Span K-2: Grade 2**



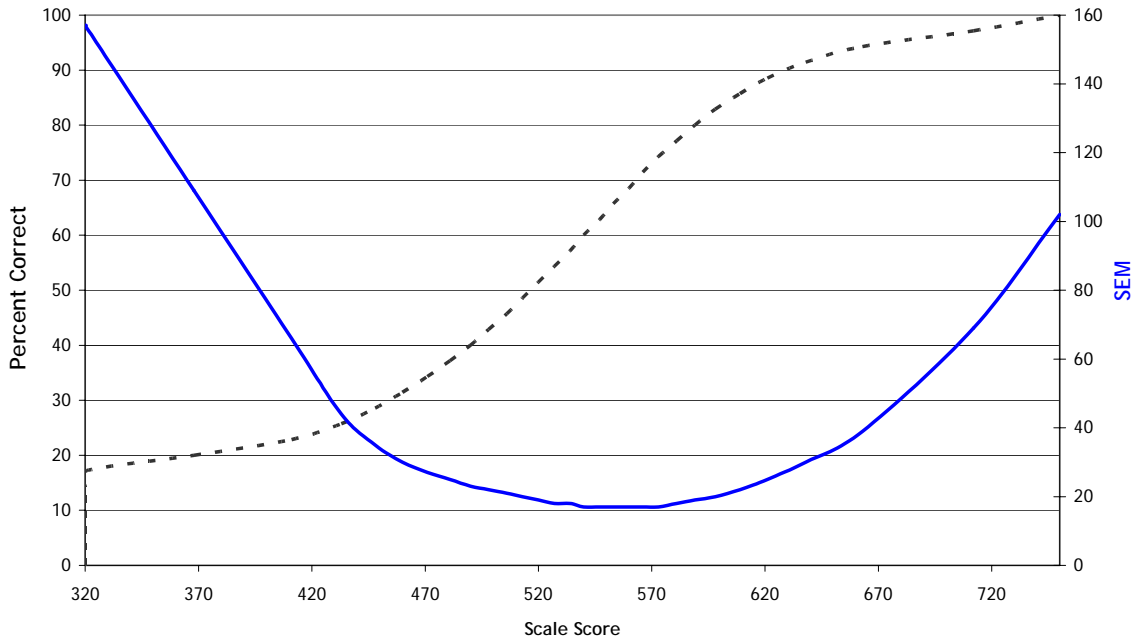
**Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Reading, Grade Span 3-5**



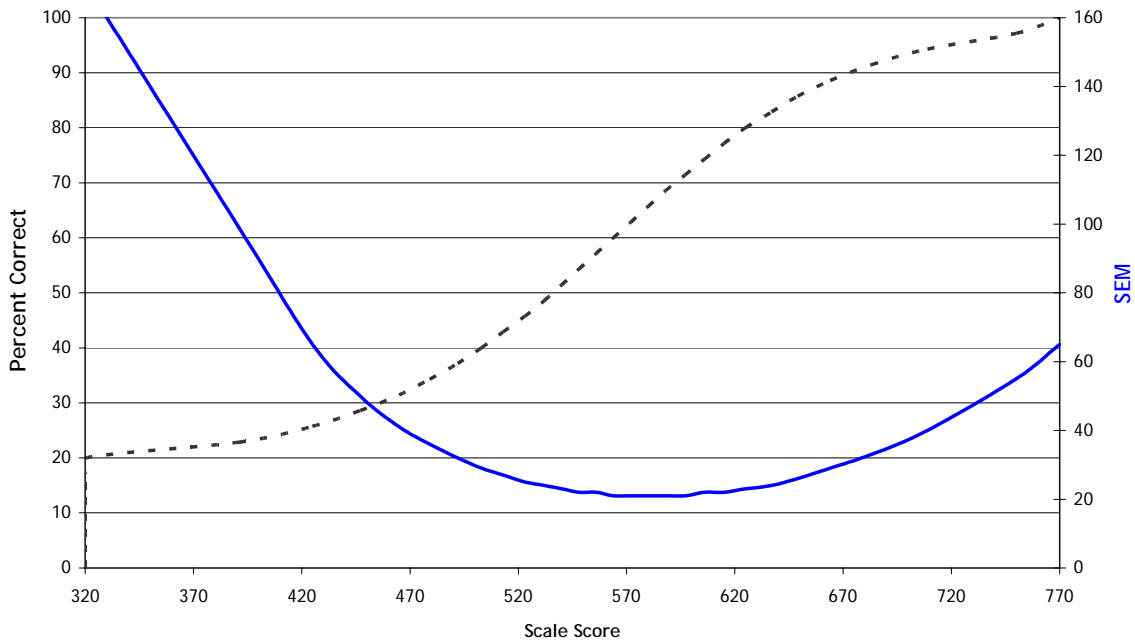
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Appendix N: Test Characteristic and Standard Error Curves

**Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Reading, Grade Span 6-8**



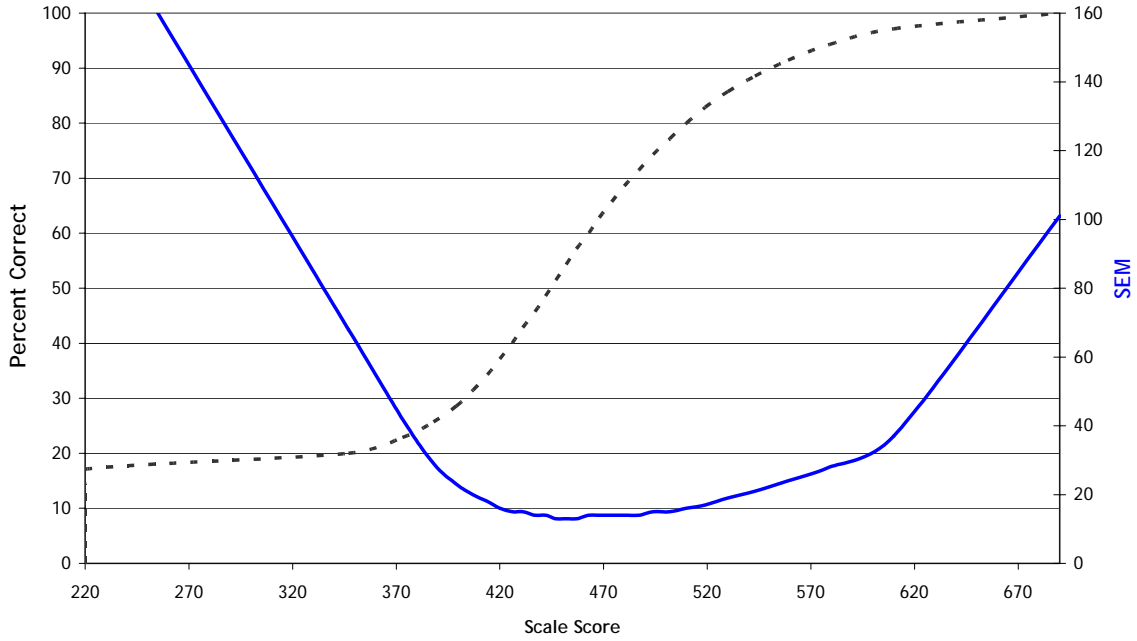
**Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Reading, Grade Span 9-12**



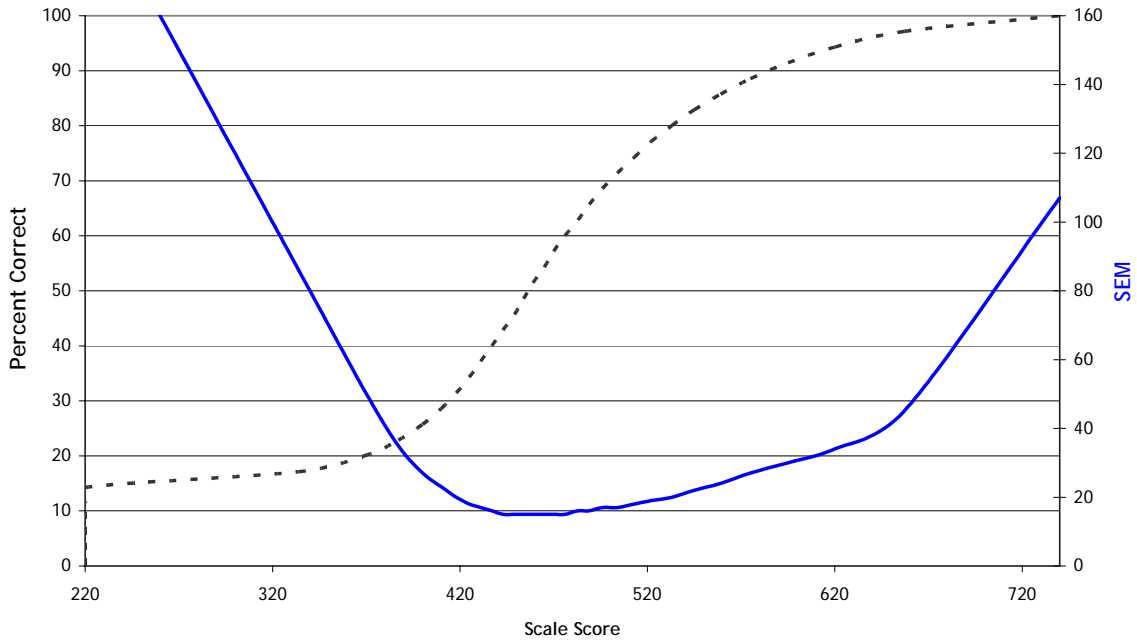
CELDT 2006–07 Edition (Form F) Technical Report

Appendix N: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Writing, Grade Span K-2: Grade 2



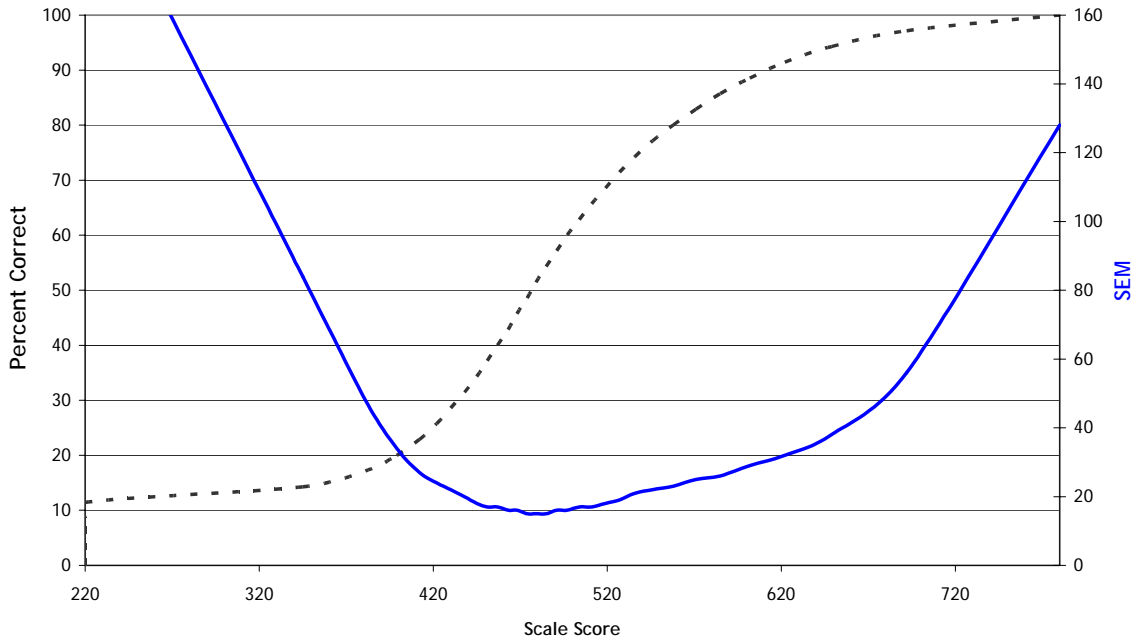
Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Writing, Grade Span 3-5



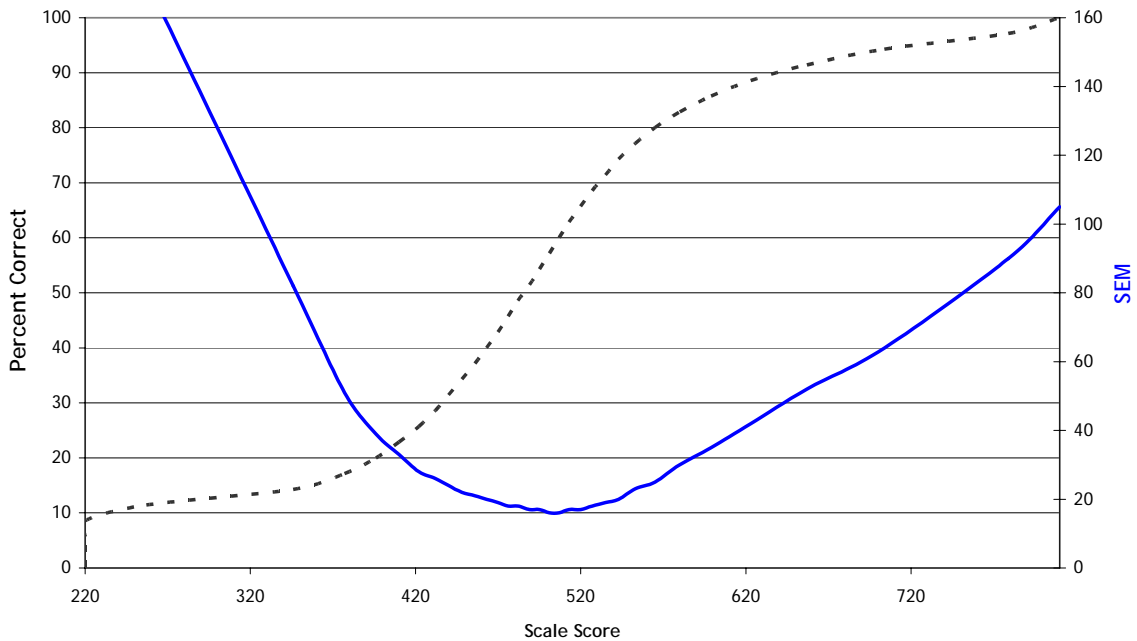
CELDT 2006–07 Edition (Form F) Technical Report

Appendix N: Test Characteristic and Standard Error Curves

Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Writing, Grade Span 6-8



Test Characteristic and Standard Error Curves for CELDT 2006-2007 Edition (Form F)
Based on the 2006-2007 Edition (Form F) Scoring Table
Writing, Grade Span 9-12



Appendix O Concordance Tables for the 2005-06 Edition (Form E) Scores**Important Notes on the Form F GRF!****Appropriate Uses of Converted Form E Scores**

For the 2006-07 CELDT administration only, converted scores (scale scores and proficiency levels) for the Form E (2005-06) administration of the CELDT are included in the Annual Administration GRF files (available from the secure CELDT Web site at <http://www.ctb.com/celdt/>). [Note: the preceding Web address is no longer valid.] These converted scores are the previous year's CELDT scores placed on the new CELDT scale.

The converted scores appear in the GRF and are described in the [CELDT Form F GRF Layout and Data Dictionary](#) (also available at <http://www.ctb.com/celdt/>, [Reporting and Interpretation Materials](#) link). [Note: the preceding Web address is no longer valid.]

2006-07 CELDT Annual Assessment Results

To allow for comparisons during this transition year to Form F (2006-07), CTB conducted an equi-percentile method to derive concordance tables from the original to the new scale using Form E results. The concordance tables were applied to the Form E results reported with the Form F student demographic information.

The following guidance is provided in terms of comparing this year's results to past years' results (see Figure 1). Only the original cut scores approved by the SBE in 2001 should be used with the original-scale CELDT scores. Only the new cut scores approved by the SBE in March 2006 should be used with the new-scale CELDT scores.

Appropriate Comparisons: 2000-06

What scores were appropriate to compare for the original-scale CELDT in 2000 through 2005–06?

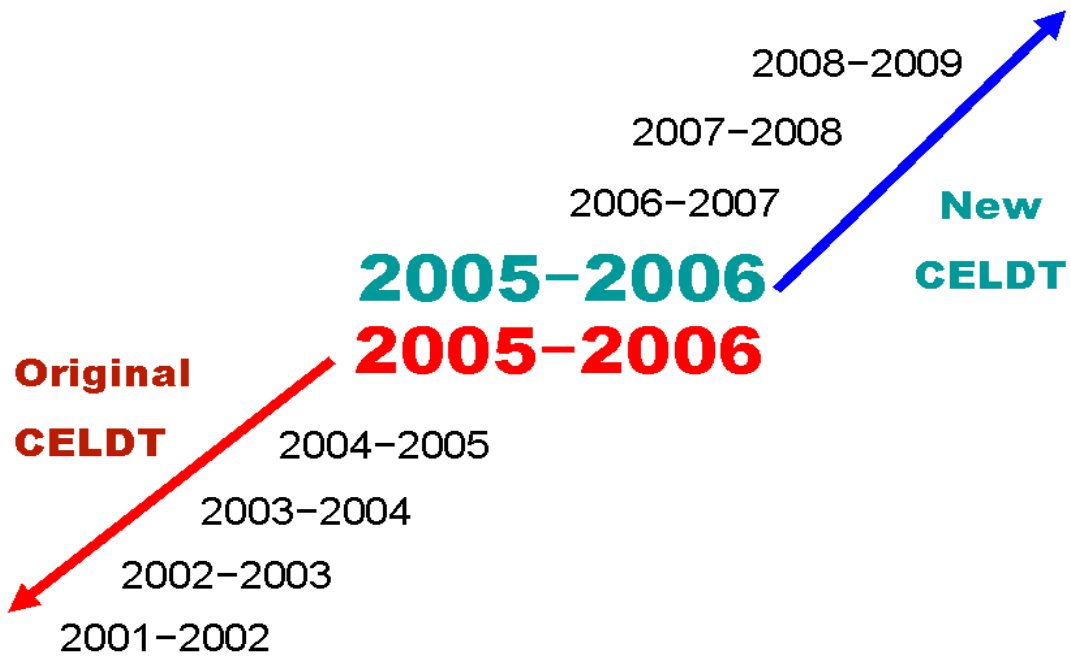
- A student's scale scores can be compared from grade to adjacent grade within the same grade span only.

Appropriate Comparisons: 2006 and Beyond

What scores are appropriate to compare to the new-scale CELDT scores in Form F (2006–07)?

- Form F scale scores can be compared to converted Form E (2005–06) scores on the new scale.
- Scale scores can be compared from grade level to adjacent grade level within and across grade spans.

Figure 1. Appropriate Comparisons for CELDT Across Years



CELDT 2006-07 Edition (Form F) Technical Report

Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables

Listening/Speaking, Grade Span K-2

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
368	→	236	407	→	291	446	→	350	485	→	400
369	→	237	408	→	293	447	→	351	486	→	401
370	→	238	409	→	295	448	→	352	487	→	402
371	→	239	410	→	297	449	→	354	488	→	404
372	→	240	411	→	298	450	→	355	489	→	405
373	→	241	412	→	298	451	→	357	490	→	406
374	→	242	413	→	300	452	→	358	491	→	406
375	→	242	414	→	302	453	→	360	492	→	408
376	→	243	415	→	304	454	→	360	493	→	410
377	→	244	416	→	305	455	→	362	494	→	411
378	→	244	417	→	306	456	→	364	495	→	411
379	→	245	418	→	310	457	→	365	496	→	413
380	→	245	419	→	311	458	→	365	497	→	415
381	→	246	420	→	313	459	→	367	498	→	416
382	→	247	421	→	314	460	→	368	499	→	416
383	→	248	422	→	316	461	→	370	500	→	418
384	→	250	423	→	317	462	→	371	501	→	420
385	→	252	424	→	319	463	→	372	502	→	421
386	→	253	425	→	321	464	→	374	503	→	422
387	→	255	426	→	322	465	→	375	504	→	423
388	→	257	427	→	324	466	→	376	505	→	425
389	→	259	428	→	325	467	→	377	506	→	427
390	→	261	429	→	326	468	→	378	507	→	428
391	→	262	430	→	329	469	→	380	508	→	429
392	→	264	431	→	330	470	→	381	509	→	430
393	→	266	432	→	331	471	→	381	510	→	430
394	→	268	433	→	332	472	→	383	511	→	434
395	→	269	434	→	334	473	→	385	512	→	434
396	→	272	435	→	335	474	→	385	513	→	435
397	→	276	436	→	336	475	→	386	514	→	435
398	→	276	437	→	337	476	→	389	515	→	437
399	→	277	438	→	340	477	→	390	516	→	439
400	→	278	439	→	341	478	→	391	517	→	441
401	→	280	440	→	342	479	→	392	518	→	441
402	→	283	441	→	344	480	→	394	519	→	442
403	→	285	442	→	345	481	→	395	520	→	444
404	→	286	443	→	346	482	→	396	521	→	444
405	→	288	444	→	347	483	→	397	522	→	445
406	→	289	445	→	349	484	→	399	523	→	448

continues...

CELDT 2005-06 Edition (Form E) Concordance Tables
Listening/Speaking, Grade Span K-2

Original Scale	Common Scale
680	→ 586
681	→ 586
682	→ 587
683	→ 587
684	→ 588
685	→ 588
686	→ 589
687	→ 589
688	→ 590
689	→ 590
690	→ 590
691	→ 591
692	→ 591
693	→ 592
694	→ 592
695	→ 593
696	→ 593
697	→ 594
698	→ 594
699	→ 595
700	→ 595
701	→ 595
702	→ 596
703	→ 596
704	→ 597
705	→ 597
706	→ 598
707	→ 598
708	→ 599
709	→ 599
710	→ 600

CELDT 2006-07 Edition (Form F) Technical Report

Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

**CELDT 2005-06 Edition (Form E) Concordance Tables
Listening/Speaking, Grade Span 3-5**

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
220	→	262	259	→	264	298	→	273	337	→	288
221	→	262	260	→	264	299	→	274	338	→	289
222	→	262	261	→	264	300	→	275	339	→	290
223	→	262	262	→	265	301	→	275	340	→	291
224	→	262	263	→	265	302	→	275	341	→	291
225	→	262	264	→	265	303	→	275	342	→	292
226	→	262	265	→	265	304	→	275	343	→	292
227	→	262	266	→	265	305	→	275	344	→	293
228	→	262	267	→	265	306	→	275	345	→	293
229	→	262	268	→	265	307	→	276	346	→	295
230	→	262	269	→	266	308	→	276	347	→	297
231	→	262	270	→	266	309	→	276	348	→	298
232	→	262	271	→	266	310	→	276	349	→	298
233	→	262	272	→	266	311	→	276	350	→	299
234	→	262	273	→	266	312	→	276	351	→	299
235	→	262	274	→	266	313	→	276	352	→	300
236	→	262	275	→	266	314	→	277	353	→	300
237	→	262	276	→	267	315	→	277	354	→	301
238	→	262	277	→	267	316	→	277	355	→	301
239	→	262	278	→	267	317	→	277	356	→	303
240	→	262	279	→	267	318	→	278	357	→	304
241	→	262	280	→	267	319	→	278	358	→	305
242	→	262	281	→	267	320	→	279	359	→	306
243	→	262	282	→	267	321	→	280	360	→	307
244	→	262	283	→	268	322	→	281	361	→	309
245	→	262	284	→	268	323	→	282	362	→	310
246	→	262	285	→	268	324	→	284	363	→	311
247	→	262	286	→	268	325	→	284	364	→	312
248	→	262	287	→	268	326	→	284	365	→	312
249	→	262	288	→	269	327	→	284	366	→	313
250	→	262	289	→	269	328	→	284	367	→	314
251	→	263	290	→	269	329	→	284	368	→	316
252	→	263	291	→	270	330	→	285	369	→	317
253	→	263	292	→	270	331	→	285	370	→	318
254	→	263	293	→	270	332	→	285	371	→	319
255	→	263	294	→	271	333	→	285	372	→	320
256	→	264	295	→	271	334	→	285	373	→	321
257	→	264	296	→	271	335	→	286	374	→	323
258	→	264	297	→	272	336	→	287	375	→	325

continues...

CELDT 2005-06 Edition (Form E) Concordance Tables
Listening/Speaking, Grade Span 3-5

Original Scale		Common Scale
688	→	652
689	→	653
690	→	654
691	→	655
692	→	655
693	→	656
694	→	657
695	→	658
696	→	659
697	→	660
698	→	660
699	→	661
700	→	662
701	→	663
702	→	664
703	→	665
704	→	667
705	→	669
706	→	671
707	→	673
708	→	675
709	→	677
710	→	680

CELDT 2006-07 Edition (Form F) Technical Report

Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables

Listening/Speaking, Grade Span 6-8

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
220	→	271	259	→	275	298	→	285	337	→	297
221	→	271	260	→	276	299	→	286	338	→	297
222	→	271	261	→	276	300	→	286	339	→	298
223	→	271	262	→	277	301	→	286	340	→	298
224	→	271	263	→	277	302	→	286	341	→	299
225	→	271	264	→	278	303	→	287	342	→	301
226	→	271	265	→	278	304	→	287	343	→	302
227	→	271	266	→	279	305	→	287	344	→	303
228	→	271	267	→	279	306	→	287	345	→	304
229	→	271	268	→	280	307	→	288	346	→	305
230	→	271	269	→	280	308	→	288	347	→	305
231	→	271	270	→	281	309	→	288	348	→	305
232	→	271	271	→	281	310	→	289	349	→	306
233	→	271	272	→	282	311	→	289	350	→	306
234	→	271	273	→	282	312	→	289	351	→	306
235	→	271	274	→	282	313	→	289	352	→	306
236	→	271	275	→	282	314	→	290	353	→	306
237	→	271	276	→	282	315	→	290	354	→	306
238	→	271	277	→	282	316	→	290	355	→	307
239	→	271	278	→	283	317	→	291	356	→	307
240	→	271	279	→	283	318	→	292	357	→	311
241	→	271	280	→	283	319	→	293	358	→	311
242	→	271	281	→	283	320	→	295	359	→	312
243	→	271	282	→	283	321	→	295	360	→	312
244	→	271	283	→	283	322	→	295	361	→	313
245	→	271	284	→	283	323	→	295	362	→	314
246	→	271	285	→	284	324	→	295	363	→	314
247	→	271	286	→	284	325	→	296	364	→	318
248	→	271	287	→	284	326	→	296	365	→	318
249	→	272	288	→	284	327	→	296	366	→	319
250	→	272	289	→	284	328	→	296	367	→	319
251	→	272	290	→	284	329	→	296	368	→	319
252	→	272	291	→	284	330	→	296	369	→	319
253	→	272	292	→	285	331	→	296	370	→	320
254	→	273	293	→	285	332	→	296	371	→	320
255	→	273	294	→	285	333	→	296	372	→	325
256	→	273	295	→	285	334	→	297	373	→	326
257	→	274	296	→	285	335	→	297	374	→	327
258	→	274	297	→	285	336	→	297	375	→	328

continues...

CELDT 2006-07 Edition (Form F) Technical Report

Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables
Listening/Speaking, Grade Span 6-8

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
532	→	540	571	→	594	610	→	632	649	→	665
533	→	542	572	→	594	611	→	633	650	→	666
534	→	543	573	→	595	612	→	634	651	→	666
535	→	543	574	→	595	613	→	635	652	→	667
536	→	544	575	→	595	614	→	636	653	→	668
537	→	545	576	→	596	615	→	637	654	→	668
538	→	549	577	→	600	616	→	638	655	→	669
539	→	552	578	→	604	617	→	639	656	→	669
540	→	553	579	→	605	618	→	640	657	→	670
541	→	553	580	→	605	619	→	641	658	→	670
542	→	554	581	→	606	620	→	642	659	→	671
543	→	554	582	→	606	621	→	643	660	→	671
544	→	556	583	→	607	622	→	644	661	→	672
545	→	560	584	→	607	623	→	645	662	→	673
546	→	561	585	→	608	624	→	645	663	→	674
547	→	561	586	→	608	625	→	647	664	→	676
548	→	561	587	→	611	626	→	648	665	→	677
549	→	562	588	→	613	627	→	649	666	→	678
550	→	564	589	→	616	628	→	650	667	→	679
551	→	568	590	→	618	629	→	651	668	→	680
552	→	571	591	→	620	630	→	652	669	→	681
553	→	572	592	→	622	631	→	653	670	→	682
554	→	574	593	→	624	632	→	655	671	→	683
555	→	574	594	→	625	633	→	656	672	→	684
556	→	574	595	→	625	634	→	657	673	→	686
557	→	574	596	→	626	635	→	658	674	→	687
558	→	575	597	→	626	636	→	658	675	→	688
559	→	575	598	→	627	637	→	659	676	→	689
560	→	577	599	→	627	638	→	659	677	→	690
561	→	577	600	→	628	639	→	660	678	→	691
562	→	583	601	→	628	640	→	660	679	→	692
563	→	584	602	→	629	641	→	661	680	→	693
564	→	585	603	→	629	642	→	662	681	→	694
565	→	585	604	→	630	643	→	662	682	→	695
566	→	587	605	→	630	644	→	663	683	→	696
567	→	592	606	→	630	645	→	663	684	→	697
568	→	592	607	→	630	646	→	664	685	→	698
569	→	593	608	→	631	647	→	664	686	→	699
570	→	593	609	→	631	648	→	665	687	→	699

continues...

CELDT 2005-06 Edition (Form E) Concordance Tables
Listening/Speaking, Grade Span 6-8

Original Scale		Common Scale
688	→	700
689	→	701
690	→	702
691	→	702
692	→	703
693	→	704
694	→	705
695	→	705
696	→	706
697	→	707
698	→	708
699	→	708
700	→	709
701	→	710
702	→	711
703	→	711
704	→	712
705	→	713
706	→	714
707	→	714
708	→	715
709	→	716
710	→	717

CELDT 2006-07 Edition (Form F) Technical Report

Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

**CELDT 2005-06 Edition (Form E) Concordance Tables
Listening/Speaking, Grade Span 9-12**

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	
532	→	549	571	→	626	610	→	667
533	→	553	572	→	627	611	→	668
534	→	554	573	→	628	612	→	669
535	→	557	574	→	630	613	→	671
536	→	559	575	→	632	614	→	672
537	→	560	576	→	633	615	→	674
538	→	562	577	→	633	616	→	675
539	→	565	578	→	634	617	→	677
540	→	566	579	→	635	618	→	679
541	→	571	580	→	637	619	→	680
542	→	571	581	→	638	620	→	682
543	→	572	582	→	640	621	→	683
544	→	573	583	→	641	622	→	683
545	→	574	584	→	643	623	→	684
546	→	580	585	→	645	624	→	684
547	→	581	586	→	647	625	→	685
548	→	582	587	→	649	626	→	685
549	→	585	588	→	651	627	→	685
550	→	586	589	→	653	628	→	686
551	→	589	590	→	654	629	→	686
552	→	590	591	→	655	630	→	687
553	→	591	592	→	656	631	→	687
554	→	594	593	→	657	632	→	688
555	→	595	594	→	657	633	→	688
556	→	596	595	→	658	634	→	689
557	→	602	596	→	658	635	→	689
558	→	603	597	→	659	636	→	690
559	→	604	598	→	659	637	→	690
560	→	605	599	→	659	638	→	691
561	→	607	600	→	660	639	→	691
562	→	609	601	→	660	640	→	691
563	→	610	602	→	660	641	→	692
564	→	611	603	→	660	642	→	692
565	→	615	604	→	661	643	→	693
566	→	619	605	→	661	644	→	693
567	→	620	606	→	662	645	→	694
568	→	621	607	→	663	646	→	694
569	→	621	608	→	665	647	→	695
570	→	625	609	→	666	648	→	695

continues...

CELDT 2005-06 Edition (Form E) Concordance Tables
Listening/Speaking, Grade Span 9-12

Original Scale		Common Scale
688	→	721
689	→	722
690	→	722
691	→	723
692	→	723
693	→	723
694	→	724
695	→	724
696	→	725
697	→	725
698	→	726
699	→	726
700	→	727
701	→	727
702	→	728
703	→	728
704	→	729
705	→	729
706	→	730
707	→	730
708	→	731
709	→	731
710	→	732

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Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables
Reading, Grade Span K-2: Grade 2

Commo		Original		Common		Original		Common			
Original Scale	n Scale	Scale	Scale	Scale	Scale	Scale	Scale	Scale	Scale		
496	→	486	535	→	537	574	→	584	613	→	630
497	→	487	536	→	539	575	→	585	614	→	631
498	→	489	537	→	540	576	→	587	615	→	632
499	→	490	538	→	541	577	→	588	616	→	633
500	→	492	539	→	542	578	→	589	617	→	634
501	→	493	540	→	543	579	→	590	618	→	636
502	→	495	541	→	545	580	→	591	619	→	637
503	→	496	542	→	546	581	→	592	620	→	638
504	→	498	543	→	547	582	→	594	621	→	639
505	→	499	544	→	548	583	→	595	622	→	640
506	→	501	545	→	549	584	→	596	623	→	641
507	→	502	546	→	551	585	→	597	624	→	643
508	→	503	547	→	552	586	→	598	625	→	644
509	→	505	548	→	553	587	→	599	626	→	645
510	→	506	549	→	554	588	→	601	627	→	646
511	→	507	550	→	556	589	→	602	628	→	647
512	→	509	551	→	557	590	→	603	629	→	648
513	→	510	552	→	558	591	→	604	630	→	650
514	→	511	553	→	559	592	→	605			
515	→	512	554	→	560	593	→	606			
516	→	513	555	→	562	594	→	608			
517	→	515	556	→	563	595	→	609			
518	→	516	557	→	564	596	→	610			
519	→	517	558	→	565	597	→	611			
520	→	518	559	→	567	598	→	612			
521	→	520	560	→	568	599	→	614			
522	→	521	561	→	569	600	→	615			
523	→	522	562	→	570	601	→	616			
524	→	524	563	→	571	602	→	617			
525	→	525	564	→	572	603	→	618			
526	→	526	565	→	574	604	→	619			
527	→	527	566	→	575	605	→	620			
528	→	529	567	→	576	606	→	622			
529	→	530	568	→	577	607	→	623			
530	→	531	569	→	578	608	→	624			
531	→	532	570	→	579	609	→	625			
532	→	534	571	→	581	610	→	626			
533	→	535	572	→	582	611	→	627			
534	→	536	573	→	583	612	→	629			

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Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables

Reading, Grade Span 3-5

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale
496 →	492	535 →	538	574 →	584	613 →	640
497 →	493	536 →	539	575 →	585	614 →	642
498 →	494	537 →	540	576 →	587	615 →	644
499 →	495	538 →	542	577 →	588	616 →	646
500 →	496	539 →	543	578 →	589	617 →	648
501 →	498	540 →	544	579 →	590	618 →	650
502 →	499	541 →	545	580 →	592	619 →	651
503 →	500	542 →	546	581 →	593	620 →	653
504 →	501	543 →	547	582 →	594	621 →	655
505 →	502	544 →	549	583 →	595	622 →	657
506 →	504	545 →	550	584 →	596	623 →	659
507 →	505	546 →	551	585 →	598	624 →	661
508 →	506	547 →	552	586 →	599	625 →	662
509 →	507	548 →	553	587 →	600	626 →	664
510 →	508	549 →	554	588 →	601	627 →	666
511 →	509	550 →	556	589 →	603	628 →	668
512 →	511	551 →	557	590 →	604	629 →	671
513 →	512	552 →	558	591 →	605	630 →	674
514 →	513	553 →	559	592 →	606	631 →	676
515 →	514	554 →	560	593 →	608	632 →	679
516 →	515	555 →	562	594 →	609	633 →	681
517 →	517	556 →	563	595 →	610	634 →	684
518 →	518	557 →	564	596 →	611	635 →	687
519 →	519	558 →	565	597 →	612	636 →	689
520 →	520	559 →	566	598 →	614	637 →	692
521 →	521	560 →	567	599 →	615	638 →	694
522 →	522	561 →	569	600 →	616	639 →	697
523 →	524	562 →	570	601 →	618	640 →	700
524 →	525	563 →	571	602 →	620		
525 →	526	564 →	572	603 →	622		
526 →	527	565 →	573	604 →	624		
527 →	528	566 →	575	605 →	626		
528 →	529	567 →	576	606 →	627		
529 →	531	568 →	577	607 →	629		
530 →	532	569 →	578	608 →	631		
531 →	533	570 →	579	609 →	633		
532 →	534	571 →	581	610 →	635		
533 →	536	572 →	582	611 →	637		
534 →	537	573 →	583	612 →	638		

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Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

**CELDT 2005-06 Edition (Form E) Concordance Tables
Reading, Grade Span 6-8**

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale
496 →	499	535 →	556	574 →	610	613 →	665
497 →	501	536 →	558	575 →	611	614 →	667
498 →	502	537 →	559	576 →	613	615 →	669
499 →	503	538 →	560	577 →	614	616 →	671
500 →	504	539 →	562	578 →	616	617 →	673
501 →	506	540 →	563	579 →	617	618 →	675
502 →	507	541 →	565	580 →	619	619 →	678
503 →	509	542 →	566	581 →	620	620 →	680
504 →	510	543 →	568	582 →	621	621 →	682
505 →	512	544 →	569	583 →	623	622 →	684
506 →	514	545 →	570	584 →	624	623 →	686
507 →	515	546 →	572	585 →	626	624 →	688
508 →	517	547 →	573	586 →	627	625 →	690
509 →	518	548 →	574	587 →	628	626 →	692
510 →	520	549 →	576	588 →	630	627 →	694
511 →	521	550 →	577	589 →	631	628 →	696
512 →	523	551 →	579	590 →	633	629 →	698
513 →	524	552 →	580	591 →	634	630 →	700
514 →	526	553 →	581	592 →	635	631 →	702
515 →	528	554 →	583	593 →	637	632 →	705
516 →	529	555 →	584	594 →	638	633 →	707
517 →	531	556 →	586	595 →	640	634 →	709
518 →	533	557 →	587	596 →	641	635 →	711
519 →	534	558 →	588	597 →	642	636 →	713
520 →	535	559 →	590	598 →	644	637 →	715
521 →	537	560 →	591	599 →	645	638 →	717
522 →	538	561 →	593	600 →	647	639 →	720
523 →	539	562 →	594	601 →	648	640 →	723
524 →	541	563 →	595	602 →	650	641 →	725
525 →	542	564 →	597	603 →	651	642 →	728
526 →	544	565 →	598	604 →	652	643 →	731
527 →	545	566 →	599	605 →	654	644 →	733
528 →	546	567 →	601	606 →	655	645 →	736
529 →	548	568 →	602	607 →	657	646 →	739
530 →	549	569 →	603	608 →	658	647 →	741
531 →	551	570 →	605	609 →	659	648 →	744
532 →	552	571 →	606	610 →	661	649 →	747
533 →	554	572 →	607	611 →	662	650 →	750
534 →	555	573 →	609	612 →	664		

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Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

**CELDT 2005-06 Edition (Form E) Concordance Tables
Reading, Grade Span 9-12**

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale
496 →	501	535 →	556	574 →	613	613 →	670
497 →	503	536 →	557	575 →	615	614 →	672
498 →	504	537 →	559	576 →	616	615 →	673
499 →	506	538 →	560	577 →	618	616 →	675
500 →	507	539 →	562	578 →	619	617 →	676
501 →	508	540 →	564	579 →	621	618 →	678
502 →	510	541 →	565	580 →	622	619 →	679
503 →	511	542 →	567	581 →	624	620 →	680
504 →	512	543 →	568	582 →	625	621 →	682
505 →	514	544 →	570	583 →	626	622 →	683
506 →	515	545 →	571	584 →	628	623 →	685
507 →	516	546 →	572	585 →	629	624 →	688
508 →	518	547 →	574	586 →	631	625 →	690
509 →	519	548 →	575	587 →	632	626 →	693
510 →	521	549 →	577	588 →	634	627 →	696
511 →	522	550 →	578	589 →	635	628 →	698
512 →	523	551 →	579	590 →	637	629 →	701
513 →	525	552 →	581	591 →	638	630 →	703
514 →	526	553 →	582	592 →	640	631 →	706
515 →	527	554 →	584	593 →	641	632 →	708
516 →	529	555 →	585	594 →	643	633 →	711
517 →	530	556 →	587	595 →	644	634 →	714
518 →	532	557 →	588	596 →	646	635 →	716
519 →	533	558 →	590	597 →	647	636 →	719
520 →	535	559 →	591	598 →	649	637 →	721
521 →	536	560 →	593	599 →	650	638 →	724
522 →	538	561 →	595	600 →	652	639 →	726
523 →	539	562 →	596	601 →	653	640 →	729
524 →	541	563 →	598	602 →	655	641 →	732
525 →	542	564 →	599	603 →	656	642 →	734
526 →	543	565 →	601	604 →	657	643 →	738
527 →	545	566 →	602	605 →	659	644 →	742
528 →	546	567 →	603	606 →	660	645 →	747
529 →	547	568 →	605	607 →	662	646 →	751
530 →	549	569 →	606	608 →	663	647 →	756
531 →	550	570 →	608	609 →	665	648 →	760
532 →	552	571 →	609	610 →	666	649 →	765
533 →	553	572 →	611	611 →	667	650 →	770
534 →	554	573 →	612	612 →	669		

CELDT 2006-07 Edition (Form F) Technical Report

Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables

Writing, Grade Span K-2: Grade 2

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
280	→	255	319	→	258	358	→	298	397	→	344
281	→	255	320	→	259	359	→	299	398	→	345
282	→	255	321	→	260	360	→	300	399	→	346
283	→	255	322	→	261	361	→	301	400	→	348
284	→	255	323	→	262	362	→	302	401	→	349
285	→	255	324	→	263	363	→	303	402	→	350
286	→	255	325	→	264	364	→	303	403	→	351
287	→	255	326	→	265	365	→	305	404	→	352
288	→	255	327	→	266	366	→	306	405	→	354
289	→	255	328	→	267	367	→	307	406	→	355
290	→	255	329	→	268	368	→	308	407	→	356
291	→	255	330	→	269	369	→	310	408	→	357
292	→	255	331	→	270	370	→	311	409	→	359
293	→	255	332	→	271	371	→	312	410	→	360
294	→	255	333	→	272	372	→	313	411	→	361
295	→	255	334	→	273	373	→	314	412	→	362
296	→	255	335	→	274	374	→	316	413	→	363
297	→	255	336	→	275	375	→	317	414	→	365
298	→	255	337	→	277	376	→	318	415	→	366
299	→	255	338	→	278	377	→	319	416	→	367
300	→	255	339	→	279	378	→	321	417	→	368
301	→	255	340	→	280	379	→	322	418	→	370
302	→	255	341	→	281	380	→	323	419	→	371
303	→	255	342	→	282	381	→	324	420	→	372
304	→	255	343	→	283	382	→	325	421	→	373
305	→	255	344	→	284	383	→	327	422	→	375
306	→	255	345	→	285	384	→	328	423	→	376
307	→	255	346	→	286	385	→	329	424	→	377
308	→	255	347	→	287	386	→	330	425	→	378
309	→	255	348	→	288	387	→	332	426	→	379
310	→	255	349	→	289	388	→	333	427	→	381
311	→	255	350	→	290	389	→	334	428	→	382
312	→	255	351	→	291	390	→	335	429	→	383
313	→	255	352	→	292	391	→	336	430	→	384
314	→	255	353	→	293	392	→	338	431	→	386
315	→	255	354	→	294	393	→	339	432	→	387
316	→	255	355	→	295	394	→	340	433	→	388
317	→	256	356	→	296	395	→	341	434	→	389
318	→	257	357	→	297	396	→	343	435	→	391

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Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables
Writing, Grade Span K-2: Grade 2

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
436	→	392	475	→	440	514	→	486	553	→	533
437	→	393	476	→	441	515	→	487	554	→	534
438	→	394	477	→	442	516	→	488	555	→	535
439	→	395	478	→	443	517	→	489	556	→	536
440	→	397	479	→	444	518	→	491	557	→	538
441	→	398	480	→	446	519	→	492	558	→	539
442	→	399	481	→	447	520	→	493	559	→	540
443	→	400	482	→	448	521	→	494	560	→	541
444	→	401	483	→	449	522	→	495	561	→	542
445	→	403	484	→	450	523	→	496	562	→	544
446	→	404	485	→	452	524	→	498	563	→	545
447	→	405	486	→	453	525	→	499	564	→	546
448	→	406	487	→	454	526	→	500	565	→	547
449	→	408	488	→	455	527	→	501	566	→	549
450	→	409	489	→	456	528	→	502	567	→	550
451	→	410	490	→	458	529	→	504	568	→	551
452	→	411	491	→	459	530	→	505	569	→	552
453	→	413	492	→	460	531	→	506	570	→	553
454	→	414	493	→	461	532	→	507	571	→	555
455	→	415	494	→	462	533	→	509	572	→	556
456	→	417	495	→	463	534	→	510	573	→	557
457	→	418	496	→	465	535	→	511	574	→	558
458	→	419	497	→	466	536	→	512	575	→	560
459	→	421	498	→	467	537	→	513	576	→	561
460	→	422	499	→	468	538	→	515	577	→	562
461	→	423	500	→	469	539	→	516	578	→	563
462	→	424	501	→	471	540	→	517	579	→	564
463	→	426	502	→	472	541	→	518	580	→	566
464	→	427	503	→	473	542	→	519	581	→	567
465	→	428	504	→	474	543	→	521	582	→	568
466	→	429	505	→	475	544	→	522	583	→	569
467	→	430	506	→	476	545	→	523	584	→	571
468	→	432	507	→	478	546	→	524	585	→	573
469	→	433	508	→	479	547	→	525	586	→	575
470	→	434	509	→	480	548	→	527	587	→	577
471	→	435	510	→	481	549	→	528	588	→	579
472	→	436	511	→	482	550	→	529	589	→	581
473	→	437	512	→	484	551	→	530	590	→	583
474	→	439	513	→	485	552	→	531	591	→	585

CELDT 2005-06 Edition (Form E) Concordance Tables
Writing, Grade Span K-2: Grade 2

Original Scale	Common Scale	Original Scale	Common Scale
592	→	587	631 → 669
593	→	589	632 → 671
594	→	591	633 → 673
595	→	593	634 → 676
596	→	595	635 → 678
597	→	597	636 → 680
598	→	599	637 → 683
599	→	601	638 → 685
600	→	603	639 → 687
601	→	605	640 → 690
602	→	607	
603	→	609	
604	→	611	
605	→	613	
606	→	615	
607	→	617	
608	→	619	
609	→	621	
610	→	623	
611	→	625	
612	→	627	
613	→	629	
614	→	631	
615	→	633	
616	→	635	
617	→	637	
618	→	639	
619	→	641	
620	→	644	
621	→	646	
622	→	648	
623	→	650	
624	→	653	
625	→	655	
626	→	657	
627	→	660	
628	→	662	
629	→	664	
630	→	667	

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Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables

Writing, Grade Span 3-5

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
436	→	410	475	→	454	514	→	497	553	→	542
437	→	411	476	→	455	515	→	498	554	→	543
438	→	412	477	→	456	516	→	499	555	→	544
439	→	413	478	→	457	517	→	501	556	→	545
440	→	415	479	→	458	518	→	502	557	→	546
441	→	416	480	→	460	519	→	503	558	→	547
442	→	417	481	→	461	520	→	504	559	→	548
443	→	418	482	→	462	521	→	505	560	→	549
444	→	419	483	→	463	522	→	507	561	→	551
445	→	420	484	→	464	523	→	508	562	→	552
446	→	421	485	→	465	524	→	509	563	→	553
447	→	422	486	→	467	525	→	510	564	→	554
448	→	424	487	→	468	526	→	511	565	→	555
449	→	425	488	→	469	527	→	512	566	→	556
450	→	426	489	→	470	528	→	513	567	→	557
451	→	427	490	→	471	529	→	515	568	→	558
452	→	428	491	→	472	530	→	516	569	→	559
453	→	429	492	→	473	531	→	517	570	→	560
454	→	430	493	→	474	532	→	518	571	→	561
455	→	432	494	→	475	533	→	519	572	→	562
456	→	433	495	→	476	534	→	520	573	→	563
457	→	434	496	→	478	535	→	521	574	→	564
458	→	435	497	→	479	536	→	522	575	→	565
459	→	436	498	→	480	537	→	523	576	→	566
460	→	437	499	→	481	538	→	525	577	→	567
461	→	438	500	→	482	539	→	526	578	→	568
462	→	439	501	→	483	540	→	527	579	→	570
463	→	440	502	→	484	541	→	528	580	→	571
464	→	441	503	→	485	542	→	529	581	→	572
465	→	443	504	→	486	543	→	530	582	→	573
466	→	444	505	→	487	544	→	531	583	→	574
467	→	445	506	→	488	545	→	532	584	→	575
468	→	446	507	→	489	546	→	534	585	→	576
469	→	447	508	→	490	547	→	535	586	→	577
470	→	448	509	→	492	548	→	536	587	→	578
471	→	449	510	→	493	549	→	537	588	→	579
472	→	450	511	→	494	550	→	538	589	→	580
473	→	451	512	→	495	551	→	539	590	→	581
474	→	453	513	→	496	552	→	540	591	→	582

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Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables

Writing, Grade Span 6-8

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
436	→	412	475	→	460	514	→	508	553	→	557
437	→	413	476	→	461	515	→	510	554	→	558
438	→	415	477	→	463	516	→	511	555	→	559
439	→	416	478	→	464	517	→	512	556	→	561
440	→	417	479	→	465	518	→	513	557	→	562
441	→	418	480	→	466	519	→	515	558	→	563
442	→	420	481	→	467	520	→	516	559	→	564
443	→	421	482	→	468	521	→	517	560	→	566
444	→	422	483	→	470	522	→	518	561	→	567
445	→	423	484	→	471	523	→	520	562	→	568
446	→	425	485	→	472	524	→	521	563	→	569
447	→	426	486	→	473	525	→	522	564	→	571
448	→	427	487	→	474	526	→	524	565	→	572
449	→	428	488	→	476	527	→	525	566	→	573
450	→	430	489	→	477	528	→	526	567	→	574
451	→	431	490	→	478	529	→	527	568	→	576
452	→	432	491	→	479	530	→	529	569	→	577
453	→	433	492	→	480	531	→	530	570	→	578
454	→	434	493	→	482	532	→	531	571	→	579
455	→	435	494	→	483	533	→	532	572	→	581
456	→	436	495	→	484	534	→	534	573	→	582
457	→	438	496	→	486	535	→	535	574	→	583
458	→	439	497	→	487	536	→	536	575	→	584
459	→	440	498	→	489	537	→	537	576	→	586
460	→	441	499	→	490	538	→	538	577	→	587
461	→	442	500	→	491	539	→	540	578	→	588
462	→	443	501	→	493	540	→	541	579	→	589
463	→	444	502	→	494	541	→	542	580	→	591
464	→	446	503	→	495	542	→	543	581	→	592
465	→	447	504	→	496	543	→	545	582	→	593
466	→	448	505	→	498	544	→	546	583	→	594
467	→	450	506	→	499	545	→	547	584	→	595
468	→	451	507	→	500	546	→	548	585	→	597
469	→	452	508	→	501	547	→	549	586	→	598
470	→	454	509	→	502	548	→	551	587	→	599
471	→	455	510	→	504	549	→	552	588	→	600
472	→	456	511	→	505	550	→	553	589	→	601
473	→	458	512	→	506	551	→	554	590	→	603
474	→	459	513	→	507	552	→	556	591	→	604

continues...

CELDT 2006-07 Edition (Form F) Technical Report

Appendix O: Concordance Tables for the 2005-06 Edition (Form E) Scores

CELDT 2005-06 Edition (Form E) Concordance Tables

Writing, Grade Span 9-12

Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale	Original Scale	Common Scale				
280	→	249	319	→	266	358	→	309	397	→	355
281	→	249	320	→	267	359	→	310	398	→	356
282	→	249	321	→	268	360	→	312	399	→	358
283	→	249	322	→	269	361	→	313	400	→	359
284	→	249	323	→	270	362	→	314	401	→	360
285	→	249	324	→	271	363	→	316	402	→	362
286	→	249	325	→	272	364	→	316	403	→	363
287	→	249	326	→	273	365	→	317	404	→	364
288	→	249	327	→	274	366	→	317	405	→	365
289	→	249	328	→	275	367	→	318	406	→	366
290	→	249	329	→	276	368	→	319	407	→	368
291	→	249	330	→	277	369	→	319	408	→	369
292	→	249	331	→	278	370	→	320	409	→	370
293	→	249	332	→	278	371	→	321	410	→	372
294	→	249	333	→	279	372	→	322	411	→	373
295	→	249	334	→	280	373	→	324	412	→	374
296	→	249	335	→	281	374	→	325	413	→	376
297	→	249	336	→	282	375	→	327	414	→	377
298	→	249	337	→	283	376	→	328	415	→	379
299	→	249	338	→	283	377	→	329	416	→	380
300	→	249	339	→	284	378	→	331	417	→	381
301	→	249	340	→	285	379	→	332	418	→	382
302	→	249	341	→	286	380	→	334	419	→	384
303	→	249	342	→	287	381	→	335	420	→	385
304	→	250	343	→	288	382	→	336	421	→	386
305	→	251	344	→	289	383	→	338	422	→	388
306	→	252	345	→	291	384	→	339	423	→	389
307	→	253	346	→	292	385	→	341	424	→	391
308	→	254	347	→	294	386	→	342	425	→	392
309	→	255	348	→	295	387	→	343	426	→	393
310	→	256	349	→	296	388	→	343	427	→	394
311	→	257	350	→	298	389	→	344	428	→	396
312	→	258	351	→	299	390	→	345	429	→	397
313	→	259	352	→	301	391	→	347	430	→	398
314	→	260	353	→	302	392	→	348	431	→	400
315	→	261	354	→	303	393	→	350	432	→	401
316	→	263	355	→	305	394	→	351	433	→	402
317	→	264	356	→	306	395	→	352	434	→	404
318	→	265	357	→	308	396	→	354	435	→	405

continues...

Appendix P Score Report Mock-Ups

CELDT report designs are represented in mock-up form in Appendix P.

Annual Assessment Reports

- Proficiency Level Summary Reports

 - Grade K

 - Grade 2

- Student Proficiency Level Reports

 - Grade K

 - Grade 2

- Roster Report (Grade K)

- Roster Report (Grade 2)

- Roster Report Totals (Grade K)

- Roster Report Totals (Grade 2)

- Student Label (Grade K)

- Student Label (Grade 2)

Barcode Labels

- Annual Assessment Barcode Label (Grade K)

- Initial Identification Barcode Label (Grade K)

- Barcode Roster (Grade 1)

Report Backers (Proficiency Level Descriptions)

- Grades K–1

- Grade 2

- Grades 3–5

- Grades 6–8

- Grades 9–12

California English Language Development Test

Proficiency Level Summary Report

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT). This information may be used to determine overall performance and identify areas of strength and need for English learners at this grade level.

Simulated Data

2006-07 Form F
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3				
Early Advanced	3	5	0	0	0	0				
Intermediate	18	29	11	17	11	17	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.			
Early Intermediate	7	11	15	24	15	24				
Beginning	33	52	35	56	35	56				
Total Number of Students	63		63		63					
Mean Scale Score	424.7		416.2		416.2					
Standard Deviation	98.4		115.0		115.0					

Number of students meeting the State Board of Education criterion for English Language Proficiency: XXX

California English Language Development Test

Proficiency Level Summary Report

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This summary report displays how students at this grade scored on the California English Language Development Test (CELDT). This information may be used to determine overall performance and identify areas of strength and need for English learners at this grade level.

Simulated Data

2006-07 Form F
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall		Listening		Speaking		Reading		Writing	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Advanced	2	3	2	3	2	3	4	6	4	6
Early Advanced	3	5	0	0	0	0	7	11	12	19
Intermediate	18	29	11	17	11	17	13	21	14	22
Early Intermediate	7	11	15	24	15	24	9	14	11	17
Beginning	33	52	35	56	35	56	30	48	22	35
Total Number of Students	63		63		63		63		63	
Mean Scale Score	424.7		416.2		416.2		438.3		429.6	
Standard Deviation	98.4		115.0		115.0		83.2		105.5	

Number of students meeting the State Board of Education criterion for English Language Proficiency: XXX

California English Language Development Test

Student Proficiency Level Report

LARRY RIVAS

Grade: K

ANNUAL ASSESSMENT

Purpose

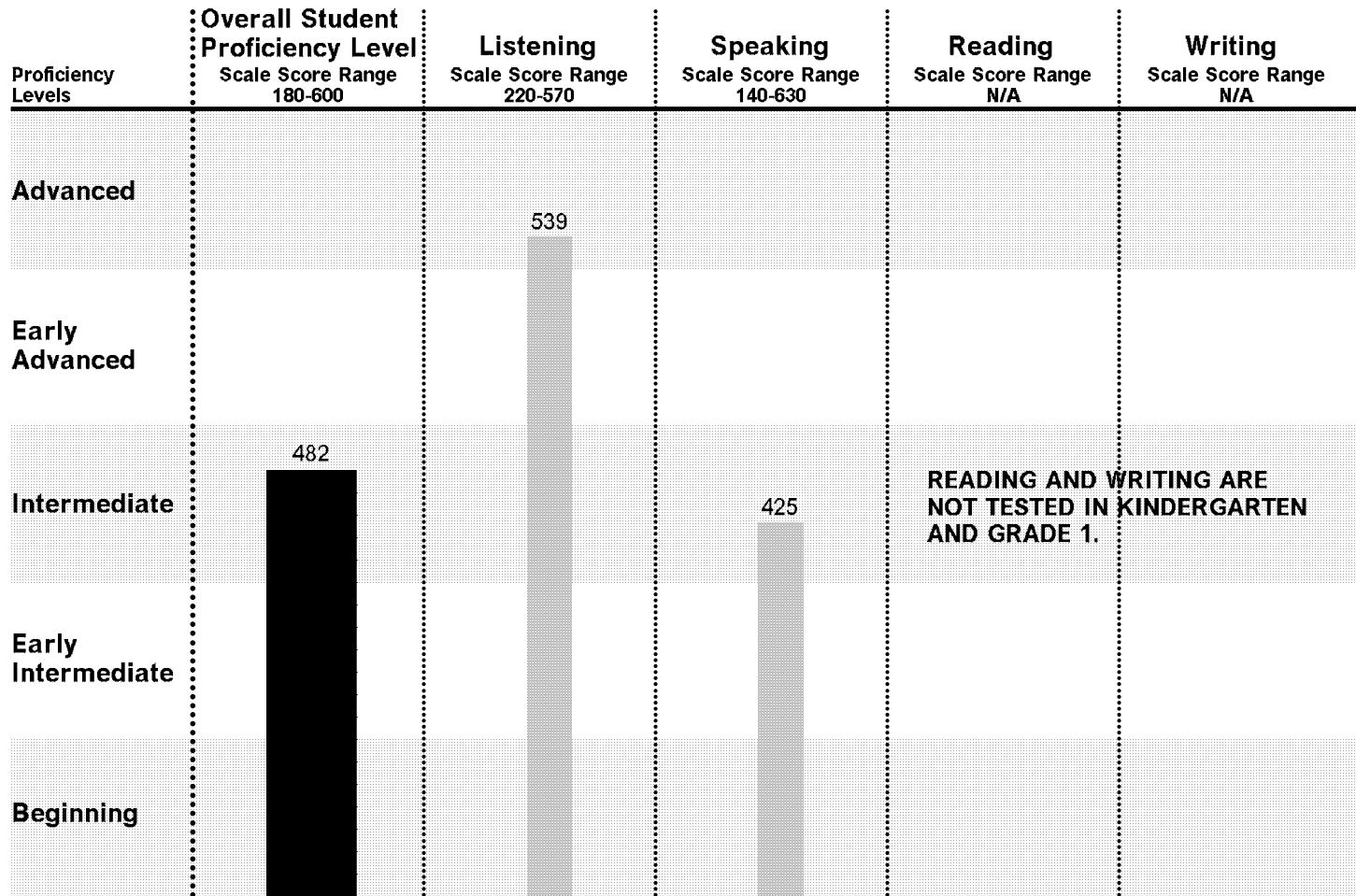
This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/01
 Special Codes:
 ABCDEFGHIJKLMNOPQRST
 9000017384.....
 SSID: 0123456789

2006-07 Form F
 CDS#: 12-12345-1234567

School: ANYSCHOOL
 District: ANYDISTRICT
 County: ANYCOUNTY
 State: CALIFORNIA



Listening and Speaking combined Score: 482 An average of the scale scores for Listening and Speaking. Individual proficiency levels and scores are indicated above.
Comprehension Score: N/A An average of the scale scores for Listening and Reading. Individual proficiency levels and scores are indicated above.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening, Speaking, Reading, and Writing) and as an overall proficiency level.

Each score that falls within a proficiency level indicates that the student can display the majority of skills for that

level and the lower levels, as described on the back of the report. A student may use some of the skills at higher levels of proficiency, but may not be performing consistently at the next level.

In order to progress toward higher levels of proficiency, a student needs to master the skills at next higher levels of proficiency in all skill areas.

California English Language Development Test

Student Proficiency Level Report

LARRY GARCIA

Grade: 2

ANNUAL ASSESSMENT

Purpose

This report shows the English language development (ELD) proficiency levels that this student demonstrated on the California English Language Development Test (CELDT). It is one source of information that teachers may use with parents, and to plan instruction. The test results are to be added to a student's cumulative record. Parents are to be notified of test results.

Simulated Data

Birthdate: 04/19/97

Special Codes:

ABCDEFGHIJKLMNQRST

9000017384.....

SSID: 0123456789

2006-07 Form F

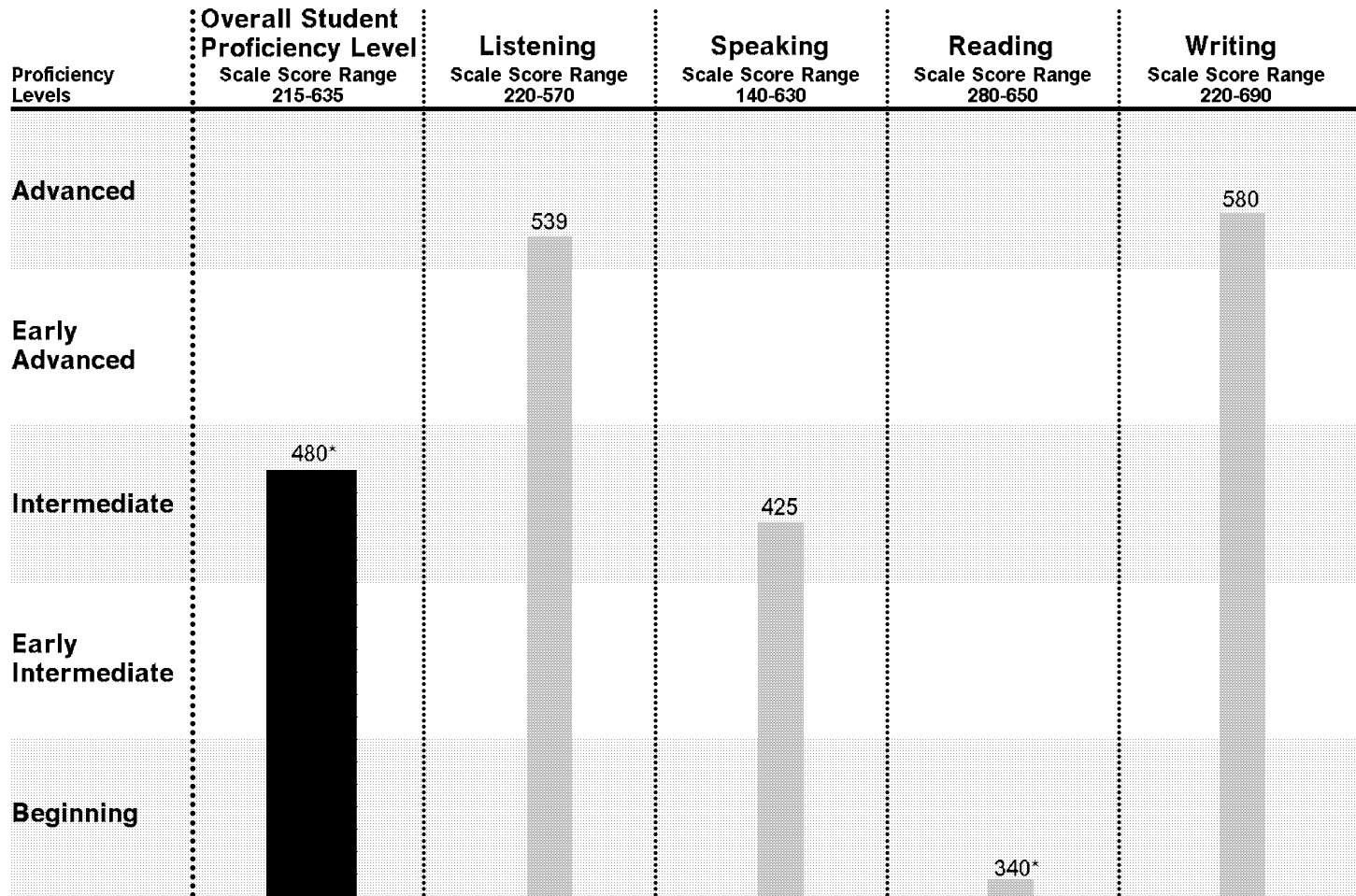
CDS#: 12-12345-1234567

School: ANYSCHOOL

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA



Listening and Speaking combined Score: 482 An average of the scale scores for Listening and Speaking. Individual proficiency levels and scores are indicated above.

Comprehension Score: 439 An average of the scale scores for Listening and Reading. Individual proficiency levels and scores are indicated above.

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

How To Read This Report

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening, Speaking, Reading, and Writing) and as an overall proficiency level.

level and the lower levels, as described on the back of the report. A student may use some of the skills at higher levels of proficiency, but may not be performing consistently at the next level.

In order to progress toward higher levels of proficiency, a student needs to master the skills at next higher levels of proficiency in all skill areas.

Each score that falls within a proficiency level indicates that the student can display the majority of skills for that

California English Language Development Test

Roster Report

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2006-07 Form F
CDS#: 12-12345-1234567

District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Student	Overall Scale Score Range 180-600 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 140-630 Proficiency Level	Reading Scale Score Range N/A Proficiency Level	Writing Scale Score Range N/A Proficiency Level
AYLLON, SALLY Birthdate: 03/21/98 Local Student ID: 1234567890 SSID: 0987654321 Other Codes: 1234567890123456	450 Intermediate	401 Early Intermediate	455 Intermediate		
BARRIENTOS, JOANNE M Birthdate: 03/23/98 Local Student ID: 0234567890 SSID: 0098765432 Other Codes: 1234567890123456	480 Early Advanced	540 Advanced	505 Early Advanced		
BOUSCAREN, MARIE Birthdate: 03/25/98 Local Student ID: 0034567890 SSID: 0009876543 Other Codes: 1234567890123456	500 Early Advanced	551 Advanced	475 Early Advanced		
BUSTAMANTE, AMY Birthdate: 03/27/98 Local Student ID: 0004567890 SSID: 0000987654 Other Codes: 1234567890123456	401 Early Intermediate	436 Intermediate	330 Beginning		
EMMANUEL, BOBBY L Birthdate: 03/29/98 Local Student ID: 0000567890 SSID: 0000098765 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
FIGUEROA, PAM Birthdate: 03/31/98 Local Student ID: 0000067890 SSID: 0000009876 Other Codes: 1234567890123456	430 Intermediate	540 Advanced	455 Intermediate		
GARCIA, ROSA W Birthdate: 04/01/98 Local Student ID: 0000007890 SSID: 0000000987 Other Codes: 1234567890123456	542 Advanced	450 Intermediate	610 Advanced		
HINOJOSA, DEBRA A Birthdate: 04/03/98 Local Student ID: 0000000890 SSID: 0000000098 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate		
LING, KAMI C Birthdate: 04/05/98 Local Student ID: 0000000090 SSID: 0000000008 Other Codes: 1234567890123456	180* Beginning	220* Beginning	140* Beginning		
ORTIZ, JEAN Birthdate: 07/05/98 Local Student ID: 0000000099 SSID: 0000000025 Other Codes: 1234567890123456	423 Intermediate	440 Intermediate	500 Early Advanced		

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

California English Language Development Test

Roster Report

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

Student	Overall Scale Score Range 215-635 Proficiency Level	Listening Scale Score Range 220-570 Proficiency Level	Speaking Scale Score Range 140-630 Proficiency Level	Reading Scale Score Range 280-650 Proficiency Level	Writing Scale Score Range 220-690 Proficiency Level
AYLLON, SALLY Birthdate: 03/21/98 Local Student ID: 1234567890 SSID: 0987654321 Other Codes: 1234567890123456	458 Intermediate	420 Early Intermediate	455 Intermediate	453 Early Intermediate	505 Intermediate
BARRIENTOS, JOANNE M Birthdate: 03/23/98 Local Student ID: 0234567890 SSID: 0098765432 Other Codes: 1234567890123456	514 Early Advanced	553 Advanced	505 Early Advanced	506 Intermediate	495 Intermediate
BOUSCAREN, MARIE Birthdate: 03/25/98 Local Student ID: 0034567890 SSID: 0009876543 Other Codes: 1234567890123456	533 Early Advanced	528 Advanced	475 Early Advanced	606 Advanced	525 Early Advanced
BUSTAMANTE, AMY Birthdate: 03/27/98 Local Student ID: 0004567890 SSID: 0000987654 Other Codes: 1234567890123456	415 Early Intermediate	436 Intermediate	360 Beginning	490 Intermediate	375 Beginning
EMMANUEL, BOBBY L Birthdate: 03/29/98 Local Student ID: 0000567890 SSID: 0000098765 Other Codes: 1234567890123456	399 Early Intermediate	305 Beginning	429 Intermediate	375 Beginning	490 Intermediate
FIGUEROA, PAM Birthdate: 03/31/98 Local Student ID: 0000067890 SSID: 0000009876 Other Codes: 1234567890123456	481 Intermediate	540 Advanced	455 Intermediate	505 Intermediate	425 Early Intermediate
GARCIA, ROSA W Birthdate: 04/01/98 Local Student ID: 0000007890 SSID: 0000000987 Other Codes: 1234567890123456	542 Advanced	455 Intermediate	610 Advanced	534 Early Advanced	570 Advanced
HINOJOSA, DEBRA A Birthdate: 04/03/98 Local Student ID: 0000000890 SSID: 0000000098 Other Codes: 1234567890123456	338 Beginning	230 Beginning	375 Early Intermediate	375 Beginning	375 Beginning
LING, KAMI C Birthdate: 04/05/98 Local Student ID: 0000000090 SSID: 0000000008 Other Codes: 1234567890123456	215* Beginning	220* Beginning	140* Beginning	280* Beginning	220* Beginning
ORTIZ, JEAN Birthdate: 07/05/98 Local Student ID: 0000000099 SSID: 0000000025 Other Codes: 1234567890123456	494 Intermediate	440 Intermediate	500 Early Advanced	535 Early Advanced	504 Intermediate

*An asterisk indicates that the CELDT was administered with a modification or that an alternate assessment was used. Given that the use of a modification or alternate assessment fundamentally alters what the test intends to measure, interpretation of the results should take into account the effect of the modification or alternate assessment on the reported scores.

2006-07 Form F
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

California English Language Development Test

Roster Report

School: ANYSCHOOL

Grade: K

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2006-07 Form F
CDS#: 12-12345-1234567
District: ANYDISTRICT
County: ANYCOUNTY
State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1		
Early Advanced	2	0	3		
Intermediate	3	3	3	READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.	
Early Intermediate	2	1	1		
Beginning	2	3	2		
Number of Students Tested	10	10	10		

California English Language Development Test

Roster Report

School: ANYSCHOOL

Grade: 2

ANNUAL ASSESSMENT

Purpose

This roster report provides a record of test results for students in this group.

Simulated Data

2006-07 Form F

CDS#: 12-12345-1234567

District: ANYDISTRICT

County: ANYCOUNTY

State: CALIFORNIA

Summary	Overall	Listening	Speaking	Reading	Writing
	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students	Total No. of Students
Advanced	1	3	1	1	1
Early Advanced	2	0	3	2	1
Intermediate	3	3	3	3	4
Early Intermediate	2	1	1	1	1
Beginning	2	3	2	3	3
Number of Students Tested	10	10	10	10	10

LABEL

Shown actual size (1 3/8" x 4")

Simulated Data

California English Language Development Test CHANG, SUSAN Birthdate: 01/19/01 Grade: K Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2006-07 Form F ANNUAL ASSESSMENT	Skill Area	Scale Score	Proficiency Level
	Overall	427	Intermediate
	Listening	380	Early Intermediate
	Speaking	475	Early Advanced
	Reading		Not Tested in K-1
	Writing		Not Tested in K-1
Local Student ID: 1234567890 SSID: 0987654321			
Other Codes: 1234567890123456			

06/09/06

LABEL

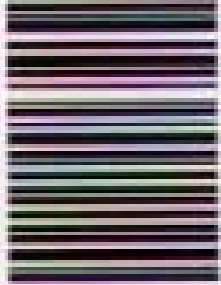

Shown actual size (1 3/8" x 4")

Simulated Data

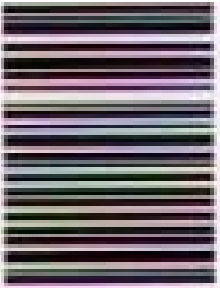
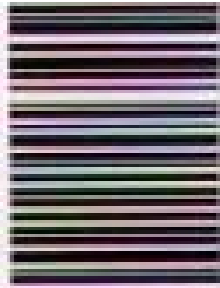
California English Language Development Test CHANG, ANNIE Birthdate: 01/19/92 Grade: 2 Primary Lang: Mandarin District: ANYDISTRICT School: ANYSCHOOL 2006-07 Form F ANNUAL ASSESSMENT	Skill Area	Scale Score	Proficiency Level
	Overall	483	Intermediate
	Listening	440	Early Intermediate
	Speaking	520	Early Advanced
	Reading	483	Intermediate
	Writing	491	Intermediate
Local Student ID: 1234567890		SSID: 0987654321	
Other Codes: 1234567890123456			

05/03/06

CELDT Form 'F' 2006-2007
Bar-Code Label AA Mockup

<p>STUDENT#: 009999999 NAME : YARROW, PETER SCHOOL : PALOMARES ELE DISTRICT: CASTRO VALLEY GRADE : K DOB: 11/18/1991 GENDER : F ETH: Other Asian PRIM LANG: Khmer(Cambodian) SSID: 1234567890 Test Purpose: Annual Assessment GR00 PREV.SS: LS-256 R- W-</p> <p>CELDT 2006_07 FORM F BARCODE ID 00001271</p>	<p>0099999999 YARROW, PETER GRADE: K</p> <p>PALOMARES ELE CASTRO VALLEY SSID: 1234567890</p> <p>GR00 SS:LS256 R- W-</p> <p>CELDT 2006_07 FORM F 00001271</p> 	<p>0099999999 YARROW, PETER GRADE: K</p> <p>PALOMARES ELE CASTRO VALLEY SSID: 1234567890</p> <p>GR00 SS:LS256 R- W-</p> <p>CELDT 2006_07 FORM F 00001271</p> 
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CELDT Form 'F' 2006-2007
Bar-Code II Label Mockup

<p>STUDENT#: 0099999999 NAME : YARROW, PETER SCHOOL : PALOMARES ELE DISTRICT: CASTRO VALLEY GRADE : K DOB: 11/18/1991 GENDER : F ETH: Other Asian PRIM LANG: Khmer(Cambodian) SSID: 1234567890 Test Purpose: Initial Ident.</p> <p>CELDT 2006_07 FORM F BARCODE ID 00001271</p>	<p>0099999999 YARROW, PETER GRADE: K</p> <p>PALOMARES ELE CASTRO VALLEY SSID: 1234567890</p> <p>CELDT 2006_07 FORM F 00001271</p>		<p>0099999999 YARROW, PETER GRADE: K</p> <p>PALOMARES ELE CASTRO VALLEY SSID: 1234567890</p> <p>CELDT 2006_07 FORM F 00001271</p>	
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Grades K-1
Overall Proficiency
Levels

California English Language Development Test Proficiency Descriptors

	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</p>		
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>		
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>READING AND WRITING ARE NOT TESTED IN KINDERGARTEN AND GRADE 1.</p>	
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary; they understand and attempt to follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>		
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words and attempt to follow simple oral directions with limited success.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>		

Grade 2
Overall Proficiency
Levels

California English Language Development Test Proficiency Descriptors

	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary and understand and follow all simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose and tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.</p>	<p>Students who perform at this level on the CELDT typically identify a complex verb tense, write a complete sentence with few or no mechanical errors appropriate to a picture prompt, and write a short story in response to a picture sequence (contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors).</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language and some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals; identify antonyms; use context clues to complete sentences in a short passage; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences; and recognize common abbreviations and more complex grammar and spelling patterns.</p>	<p>Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; write a complete sentence appropriate to a picture prompt (may contain minor grammatical, syntactical, mechanical, or spelling errors); and write a short story in response to sequenced pictures (contains clear ideas and accurate transitions with few errors).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and follow simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.</p>	<p>Students who perform at this level on the CELDT typically use standard writing conventions such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use common vocabulary; write a simple sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a short story by listing events or ideas based on sequenced pictures (may contain repetitive transitions and errors that do not affect meaning).</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language, and understand and follow some simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed form from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; use phonemic awareness and phonics skills, such as rhyming, at a higher level.</p>	<p>Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrases or a simple sentence based on a prompt (may contain numerous errors that obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases and understand and follow few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word and begin to recognize some basic groups of related words.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions and attempt to write a short story in response to a picture sequence (writing is minimal and contains some isolated English words).</p>

Grades 3-5
Overall Proficiency
Levels

California English Language Development Test Proficiency Descriptors

	Listening	Speaking	Reading	Writing
<p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning, medial, or ending sounds; use context clues to determine/ negotiate meaning of complex vocabulary; and put events in sequence and make inferences, predictions, and generalizations based on a given text.</p>	<p>Students who perform at this level on the CELDT typically write a complete sentence in response to a picture prompt (contains few or no mechanical errors) and write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt (contains minimal errors in grammar and mechanics).</p>
<p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically interpret figures of speech, recognize more complex synonyms and antonyms, identify root words and the number of syllables in a word, use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings, and distinguish between fact and opinion and make more subtle inferences from a text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence, write a sentence in response to a picture prompt (may contain minor errors in grammar and mechanics), and write a composition that clearly communicates a series of events or ideas based on a prompt (has relevant details connected by accurate transitions and may contain few errors in grammar and mechanics).</p>
<p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure; recognize synonyms and antonyms; use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings; match more difficult vocabulary words to pictures; and answer factual comprehension questions, identify events, draw conclusions, or make inferences based on a given text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence, write a complete sentence in response to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax), and write a composition based on a prompt (may have a disorganized sequence of events, containing some details and repetitive transitions).</p>
<p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow some simple multistep oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match vocabulary words to pictures, recognize sound/symbol relationship, use context clues to choose the correct word to complete a sentence, answer some factual comprehension questions after reading a simple text, recognize some basic groups of related words, and recall minimal details from a simple text.</p>	<p>Students who perform at this level on the CELDT typically choose the appropriate word to complete a sentence, use some capitalization and punctuation correctly, and write at least one complete sentence in response to a prompt (includes a simple subject and predicate, but errors obscure meaning).</p>
<p>Beginning Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand some basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships and match commonly used nouns to pictures.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p>

Overall Proficiency

Levels

Listening

Speaking

Reading

Writing

Advanced

Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.

Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.

Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.

Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.

Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; write a complete sentence that is appropriate to the topic in response to a picture prompt (contains few or no mechanical errors); and write a composition that is well organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words (may contain minimal errors).

Early Advanced

Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.

Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multistep oral directions.

Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.

Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.

Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; write a sentence in response to a picture prompt (may contain minor errors in grammar and mechanics); and write a composition that contains relevant details and a logical sequence of events or ideas (may contain few errors in grammar and mechanics).

Intermediate

Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.

Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multistep oral directions.

Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.

Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.

Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; write a complete sentence appropriate to a picture prompt (may contain errors in grammar, vocabulary, and/or syntax); and write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitions.

Early Intermediate

Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.

Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.

Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.

Students who perform at this level on the CELDT typically use articles and pronouns correctly, use capitalization and punctuation correctly, and write at least one complete sentence in response to a prompt (may contain correct word order, but may include errors that obscure meaning).

Beginning

Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.

Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.

Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.

Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences, match commonly used nouns to pictures, and recall minimal details from a simple story.

Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Levels

Listening

Speaking

Reading

Writing

Advanced

Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.

Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.

Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.

Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; put in sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters, intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.

Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt (contains some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses) and write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.

Early Advanced

Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.

Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension; they understand and follow most complex, multistep oral directions.

Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.

Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author's purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.

Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses; and write a composition that contains relevant details and a logical sequencing of events (may contain few errors in grammar and mechanics).

Intermediate

Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and questions. Errors complicate communication.

Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension; they understand and follow complex, multistep oral directions.

Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.

Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative, identify stated and implied themes in literary passages, demonstrate knowledge of antonyms and synonyms, identify the correct meaning of a word in a given context, make logical inferences in narrative passages, infer meaning from commonly used idioms, and use an expanded vocabulary.

Students who perform at this level on the CELDT typically use more complex sentence structure; use articles, possessives, prepositions, plural endings, pronouns, adjectives, auxiliary verbs, present tense verbs, and subject/verb agreement; write one complete sentence in response to a picture prompt (may contain errors in vocabulary, grammar, and/or syntax); and write on a topic by producing a simple list of events or ideas that may be disorganized or contain repetitive transitions.

Early Intermediate

Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.

Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.

Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage, use irregular plurals and words with multiple meanings, identify the number of syllables in a word, identify the sequence of events in a passage, demonstrate simple decoding skills, and demonstrate knowledge of simple synonyms and simple antonyms.

Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt (may contain correct word order, but may include errors that obscure meaning).

Beginning

Students performing at this level of English language proficiency demonstrate little or no 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, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.

Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.

Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.

Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships and locate information in a simple text.

Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation, begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Appendix Q AERA/APA/NCME Standards Compliance

Efforts were made to adhere to the AERA Standards included in the following publications:

- 2005-2006 Edition (Form E) CELDT Technical Report
- 2004-2005 Form D CELDT Technical Report
- 2003-2004 Form C CELDT Technical Report
- CELDT Bookmark Standard Setting Technical Report (2006)
- CELDT Bookmark Standard Setting Technical Report (2001)
- CELDT Contract
- 2006 Administration Trainer's Kit
- 2006 Training Video
- 2006 Test Coordinator's Manual
- Scoring Guides: Grades K-2, 3-5, 6-8, and 9-12
- Examiner's Manuals: Grades K-2, 3-5, 6-8, and 9-12
- Student Test Booklets: Grades K-2, 3-5, 6-8, and 9-12
- Student Answer Books: Grades K-2, 3-5, 6-8, and 9-12

		2006 Technical Report	Other Documents
1. Validity			
1.1 –	Interpretation and use of test scores Summary of evidence and theory	Report text , App A Report text, App A	
1.2 –	Intention and interpretation of scores Appropriate population(s) Construct the test assesses	Report text, App A Report text, App A Report text, App A	
1.3 –	Cautions against invalid common misinterpretations	Report text, App A	N/A
1.4 –	Justify new use, collecting new evidence if necessary	Report text	N/A
1.5 –	Composition of examinee sample	Report text, App J	
1.6 –	Specification and generation of test content Construct the test is intended to measure Criteria such as importance, frequency, or criticality, explained and justified	Report text, App B Report text Report text	 N/A
1.7 –	Procedures for selecting experts and for eliciting judgments or ratings Judges qualifications- including training and instruction provided Scorer independence and level of score agreement reached Scorer interaction/influence	Report text, App A, App C Report text, App C App M Report text, App M	Admin Trainer's Kit Admin Trainer's Kit, Examiner's Mnls N/A
1.8 –	Psychological processes or cognitive operations used by examinees The theoretical or empirical evidence in support of those premises Same for observers or scorers	Report text Report text Report text, App M	Scoring Guides
1.9 –	If unaffected by practice, the sensitivity to repeated testing	N/A	N/A

Appendix Q: Standards Compliance

	2006 Technical Report	Other Documents
1.10 – Interpreting only specific items or small subset of items User warned against making interpretations contrary to developer specifics	N/A Report text	N/A N/A
1.11 – If parts interdependent, internal structure demonstrated	Report text	
1.12 – Interpretation of subscores Score difference or profiles including rationale and relevant evidence Composite scores	Report text App A Report text, App P	
1.13 – Data collection procedures Potential differences from typical operational testing	Report text Report text	Test Coordntr's Mnl
1.14 – Other measured variables, rational and analysis Any features likely to differ from typical operational testing.	N/A N/A	N/A N/A
1.15 - Levels of criterion performance and justification	Report text, App A, B, C	
1.16- Criterion variables: suitability and technical quality	Report text, App A, B, C	Bookmark Standard Setting TR
1.17 – Other quantifiable variables	N/A	N/A
1.18 – Statistical adjustments and procedures for restriction or attenuation Coefficients for restriction or attenuation	N/A N/A	N/A N/A
1.19 – For classification into treatments, evidence of differential outcomes	Report text, App G	N/A
1.20 – Ensure meta-analysis is comparable to other studies Test-criterion relationship and influencing factors	App E Report text	N/A N/A
1.21 – Choice of meta-analytic evidence	N/A	N/A
1.22 – Expectation for stated outcome from test recommendation	Report text	

Appendix Q: Standards Compliance

		2006 Technical Report	Other Documents
1.23 –	Indirect benefits	N/A	N/A
1.24 –	Unintended consequences of test construct	Report text	N/A
2. Reliability and Errors of Measurement			
2.1 –	Reliabilities and standard errors	Report text, Apps K	
2.2 –	Standard error: overall and conditional for both raw and scale scores	Report text, Apps K	
2.3 –	When emphasizing differences between two tests, reliability data and SE's	Report text	N/A
2.4 –	Method for quantifying precision or consistency Sampling procedures	Report text, App G Report text	Test Coordntr's Mnl
2.5 –	Reliability coefficient and SE for each statistical approach/method	Report text, Apps K	N/A
2.6 –	Reliability coefficient's adjusted and unadjusted SE's and rationale for adjusting	Report text, Apps K Report text, Apps K	
2.7 –	Multifactor instrument explanation	N/A	N/A
2.8 –	Degree to which rate influences performance	Report text	Examiner's Mnls
2.9 –	Reliability for speeded tests	N/A	N/A
2.10 –	Subjective scoring- inter-rater consistency	Report text, App M	
2.11 –	Reliability and SE for subpopulations	Report text	N/A
2.12 –	Reliability by grade	Report text	
2.13 –	Local scorer reliability data	N/A	N/A

	2006 Technical Report	Other Documents
2.14 – Conditional SE at several score levels Cut-score SE	Report text, App H N/A	Bookmark Standard Setting TR
2.15 – Categorical classification: % in each test form	Report text, App M	
2.16 – Adaptive testing reliability	N/A	N/A
2.17 – Long and short version reliability data	N/A	Previous Technical Reports
2.18 – Reliability for variations in test administration procedure	N/A	N/A
2.19 – Test scores for groups regarded as sample of larger pop	Report text, App E	
2.20 – Reliability data for aggregated group performance	Report text, App E	N/A
3. Test Development and Revision		
3.1 – Document evidence of scientific development	Report text	
3.2 – Purpose of test Definitions of domain Test specifications	Report text Report text Report text	
3.3 – Test specifications: rationale and development process Define content Number of items, item formats, and item section arrangement Psychometric properties of items Time for testing Directions for test takers Procedures for administration and scoring	Report text Report text Report text Report text Report text Report text Report text	Examiner's MnIs Examiner's MnIs, Test Booklets Examiner's MnIs
3.4 – Score interpretation: normative or standardization samples	Report text	

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		2006 Technical Report	Other Documents
3.5 –	Expert review of test	Report text, App B	
3.6 –	Type of items	Report text	
	Response formats	Report text	
	Scoring procedures	Report text	Training Video, Scoring Guides
	Domain to be measured	Report text, App A	
	Intended test takers	Report text, App A	
3.7 –	Procedures for development, review, and tryout items	Report text, App D	
	Selection of item formats and categories	Report text	
3.8 –	Tryout or field tests: procedures for selecting sample, and data collected	Report text, App D	N/A
3.9 –	IRT documentation: difficulty, discrimination, information, etc	Report text	
	Parameter estimation process	Report text	
3.10 –	Cross-validation studies for item sets	Report text	
3.11 –	Extent to which content domain represents desired test domain	Report text	
3.12 –	Computerized adaptive tests	N/A	N/A
3.13 –	Weighting items	Report text	
3.14 –	Scoring for extended-response items	Report text, App C	Scoring Guides
3.15 –	Behavior as test sample	N/A	N/A
3.16 –	Short form of test	N/A	N/A
3.17 –	Sources of irrelevant variance	N/A	N/A

	2006 Technical Report	Other Documents
3.18 – Scores reflecting speededness	N/A	N/A
3.19 – Test directions enable reproducible testing	N/A	Test Booklets, Examiner's MnIs
3.20 – Sufficient instructions for test-takers	N/A	Examiner's MnIs, Test Booklets
3.21 – Permissible variation in condition for test administration	Report text	Training Video, Admin Trainer's Kit
3.22 – Procedures for scoring Rating scales Scaled scores	Report text, App A, C Report text, App A, C Report text, App H, I	Scoring Guides
3.23 – Process of selecting and training scorers	Report text	Training Video, Admin Trainer's Kit
Training materials and procedures Scorer reliability and potential drift evaluated	Report text Report text, App M	Training Video, Admin Trainer's Kit Admin Trainer's Kit
3.24 – Local scoring and required training – expected agreement/accuracy	Report text	Admin Trainer's Kit
3.25 – Changes in validity	Report text	N/A
3.26 – 'Revised' edition for significant changes, otherwise 'with minor modification'	Report text	N/A
3.27 – Pieces of test only for research use clearly marked	N/A	N/A
4. Scales, Norms and Score Comparability		
4.1- Derived scale scores: meaning and intended interpretation	Report text, App C, H	

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		2006 Technical Report	Other Documents
4.2 –	Construction of scales for reporting scores	Report text	Bookmark Standard Setting TR
4.3 –	Warning for misinterpretation of scale scores	Report text	Scoring Guides, Standard Setting TR
4.4 –	Interpretable raw scores: meaning, intended interpretation, limitations	Report text	CTB CELDT Website
4.5 –	Population norms	N/A	N/A
4.6 –	Sample population: procedures, participation, weighting, descriptive statistics	Report text	
	User able to judge appropriateness of norms	N/A	N/A
	Precision of norms	N/A	N/A
4.7 –	Local examinees differing from norm population	N/A	N/A
4.8 –	Norms used to characterize examinees	N/A	N/A
4.9 –	Score interpretations for criterion-referenced tests	Report text	
4.10 –	Score equivalence: rationale for interchangeable test form scores	Report text	
	Procedure for creating comparable test forms	Report text, App A, B, C, D	
4.11 –	Form-to-form equivalence: equating functions, linkages, and accuracy	Report text	
4.12 –	Statistical equivalence for different test forms	Report text, App N	
4.13 –	Anchor test design: content and empirical relations among scores	Report text, App D, N	
	Representativeness and psychometric characteristics of anchors	Report text, App D, N	
4.14 –	Score conversions: construction, interpretation, and limitations	Report text, App H, O	
4.15 –	Assurance against item context effects	Report text	N/A

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	2006 Technical Report	Other Documents
4.16 – Changes in test specifications noted in test manuals Caution against score equivalence	Report text	N/A
	Report text	N/A
4.17 – Stability of common scale tests	Report text	Previous Technical Reports
4.18 – Re-norming of test to ensure accuracy	N/A	N/A
4.19 – Rationale and procedures for establishing cut scores	Report text	Bookmark Standard Setting TR
4.20 – Evidence for cut scores and categories	Report text, App G	
4.21 - Cut-scores enable judges to use own knowledge and experience	Report text, App A	Previous Technical Reports
5. Test Administration, Scoring and Reporting		
5.1 – Administration follows standardized procedures	Report text	Training Video, Examiner's Mnls
5.2 – Modifications or disruptions of administration or scoring procedures	Report text	Test Booklets, Answer Books
5.3 – Accommodation procedures	Report text	Test Coordntr's Mnl, Answer Books
5.4 – Testing environment: comfort without distraction	Report text	Examiner's Mnls
5.5 – Instructions to test takers: how to respond, equipment explanation	Report text	Examiner's Mnls, Test Booklets
5.6 – Assurance of test score integrity	Report text	Training Video, Test Coordntr's Mnl
5.7 – Test users responsibility for security of test materials	Report text	Training Video, Test Coordntr's Mnl

		2006 Technical Report	Other Documents
5.8 –	Procedures for scoring	Report text	Training Video, Scoring Guides
	Monitor and report frequency of scoring errors	Report text	
	Correct systematic scoring error	Report text	N/A
5.9 –	Scoring rubrics for human judges	Report text, App C	Scoring Guides
	Monitoring and documenting adherence to rubrics	Report text	Admin Trainer's Kit
5.10 –	Released test materials use simple language	Report text	
	Materials include coverage, scores, precision, and common misinterpretations	Report text	
5.11 –	Computer-prepared interpretations include sources, rationale, and justification	Report text	CTB CELDT Website
5.12 –	Group-level info from aggregated test: validity and reliability for aggregate	Report text, App E, F, L	N/A
5.13 –	Protection of confidentiality for score/identification transmission	Report text	Test Coordntrs Mnl
5.14 –	Corrected score reports sent out for material errors	N/A	CTB Helpdesk
5.15 –	Guidelines for test data, test protocol, and technical report retention	N/A	CTB Helpdesk, Admin Trainer's Kit
5.16 –	Guidelines for retention of test records	N/A	CTB Helpdesk, Admin Trainer's Kit
6. Supporting Documentation for Tests			
6.1 –	Test documents made available to prospective test users	N/A	CELDT Contract
6.2 –	Test documents complete, accurate, and written for intended audience	N/A	Answer Books, Examiner's Mnls

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	2006 Technical Report	Other Documents
6.3 – Rationale for test including recommended use and support Information for score interpretation with caution against misinterpretation	Report text	CTB CELDT Website
	Report text	Scoring Guides
6.4 – Intended population and specifications Item pool and scale development procedures Norm population demographic variables and years of data collection	Report text	CTB CELDT Website
	Report text, App D, H, I, N App A	Bookmark Standard Setting TR Previous Technical Reports
6.5 – Statistical descriptions and analyses of scores and validity of interpretation Item level information Cut scores and configural rules Raw and derived scores Normative data Standard Errors Equating procedures	Report text	
	Report text, App D, K, L	
	Report text, App A	
	Report text, App H	
	Report text	
	Report text, App H Report text, App N, O	
6.6 – Test relating to curriculum or material	Report text	N/A
6.7 – Qualifications required to administer test and interpret scores accurately	Report text	Admin Trainer's Kit
6.8 – Validity for local scoring includes interpretative materials for scores	N/A	CTB CELDT Website
6.9 – Test documents cite representative sample of studies pertaining to test use	Report text	
6.10 – For case studies include examples of test taker diversity	N/A	N/A
6.11 – Score interchangeability for multiple methods of administration	Report text	N/A
6.12 – Computer-generated interpretations include summary of support	N/A	N/A
6.13 – Documentation amended or revised for test changes	Report text	2003-05 CELDT Materials

	2006 Technical Report	Other Documents
6.14 – All test documents contain copyright or publication date	Back of title page	All Documents
6.15 – General information for test users and researchers on appropriateness of use General information for guardian consent prior to administration	Report text N/A	Admin Trainer's Kit Admin Trainer's Kit
7. Fairness in Testing and Test Use		
7.1 – Data for each relevant subgroup as well as whole population Subgroup differences in content, scores, response structure or process	Report text, App E Report text, App E	N/A
7.2 – Construct-irrelevant variance across sub-groups and effect on valid inferences	Report text	N/A
7.3 – DIF prompts study into test design, content, and format	Report text, App K1	N/A
7.4 – Elimination of offensive content	Report text	N/A
7.5 – Alternate explanations for interpretation of individualized performance	Report text	N/A

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	2006 Technical Report	Other Documents
7.6 – Differential prediction of a criterion for sub-groups	N/A	N/A
7.7 – Elimination of unnecessary reading or linguistic demands	Report text	N/A
7.8 – Caution against comparability for scores disaggregated by subgroups	Report text	N/A
7.9 – Policy instruments: inform policymakers of test implications	Report text	
7.10 – Mean difference studies for sub-groups	Report text, App K2	Previous Technical Reports
7.11 – Mean score differences determine testing model	N/A	N/A
7.12 – Comparable and equitable treatment for all test takers	Report text	Examiner's Mnls

8. The Rights and Responsibilities of Test Takers

* Standards 8.1-8.13 Not Applicable to the 2006-07 CELDT Administration

9. Testing Individuals of Diverse Linguistic Backgrounds

9.1 – Test practices reduce threats to reliability and validity due to language	Report text	Admin Trainer's Kit, Examiner's Mnls
9.2 – Collect validity evidence for linguistic subgroups with differing test scores	N/A	N/A
9.3 – Test multilingual test taker in most proficient language of available test forms	N/A	N/A
9.4 – Describe in test manual linguistic modifications recommended by publisher	Report text	N/A
9.5 – Non-comparable regular and modified test versions flagged and explained	Report text, App O	N/A

		2006 Technical Report	Other Documents
9.6 –	Information for appropriate test use and interpretation for multilingual tests	N/A	Test Booklets
9.7 –	Methods of translation and equivalency, including reliability and validity	Report text	N/A
9.8 –	Language usage appropriate to relevant occupation or profession	N/A	N/A
9.9 –	Test comparability for multiple language versions of a test	N/A	N/A
9.10 –	Tests of language proficiency based on range of language features	Report text	Evaluating Linkage and Alignment report
9.11 –	Test interpreters fluent in language of test and examiner's native language	N/A	N/A
	Interpreters experienced in translating and understand assessment process	Report text	N/A
10. Testing Individuals with Disabilities			
10.1 –	Ensure scores accurately reflect intended construct rather than disability	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.2 –	Individuals knowledgeable of disabilities modify test and administration	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.3 –	Pilot test modified tests with examinees with similar disabilities	N/A	N/A
10.4 –	Modifications made for disability and evidence of validity in test manual	Report text	11
	Caution regarding confidence of score interpretation	Report text	Scoring Guides
10.5 –	Documents with modified tests state modifying steps likely to alter validity	Report text	Scoring Guides

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	2006 Technical Report	Other Documents
10.6 – Appropriate times for speeded tests (not multiple of standard time) Fatigue investigated as important factor	Report text N/A	N/A N/A
10.7 – Effects of modifications for people with various disabilities	Report text	N/A
10.8 – Responsibilities of administrators for modified forms	CDE's Special Accommodations/Modifications for California Statewide Assessments	
10.9 – Use of norms appropriate to test purpose	Report text	N/A
10.10 – Test modifications appropriate for test taker yet maintain validity	CDE's Special Accommodations/Modifications for California Statewide Assessments continues...	
10.11 – Lacking evidence of comparability, modification info provided to test users	Report text	Scoring Guides
10.12 – Test is not the sole indicator of functioning, use of multiple sources	Report text	Scoring Guides
11. The Responsibilities of Test Users	* Standards 11.1-11.24 Not Applicable to the CELDT	
12. Psychological Testing and Assessment	* Standards 12.1-12.20 Not Applicable to the CELDT	
13. Educational Testing and Assessment		
13.1 – Intended use of results when mandated by school, district, or state Responsibility of mandating authority to monitor impact and consequences	Report text Report text	State responsibility
13.2 – Evidence of test's technical quality for each (if multiple) purpose	Report text	

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		2006 Technical Report	Other Documents
13.3 –	Appropriate range of knowledge tested and elicited target-domain responses	Report text	
	Aspects of target domain test represents as well as those it fails to represent	Report text	
13.4 –	Development of local norms to support user’s intended interpretation	N/A	N/A
13.5 –	Tests for promotion cover only specified content and skills	Report text	
13.6 –	Multiple opportunities on equivalent test forms to qualify for promotion	Report text	
	Time interval enables instructional experience	Report text	
13.7 –	Multiple factors contribute to promotion decisions	N/A	Local responsibility
13.8 –	Effect of construct and reliability overlap in comparing scores on different tests	Report text	N/A
13.9 –	Relationship among test scores, instructional programs, and desired outcomes	Report text	State responsibility
13.10 –	Test administrators proficient in test procedures and adhere to directions	N/A	Admin Trainer's Kit
13.11 –	Test users ensure preparation activities or materials do not affect score validity	N/A	Admin Trainer's Kit, Examiners Mnl's
13.12 –	Individuals selecting tests understand test process and outcomes	N/A	Local responsibility
13.13 –	Individuals interpreting tests have qualified backgrounds	N/A	Admin Trainer's Kit
13.14 –	Score reports contain statement of measurement error and score interpretation	Report text, App P	CTB CELDT Website
13.15 –	Reports of group differences are accompanied by contextual information	Report text	CTB CELDT Website

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2006 Technical Report	Other Documents
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13.16 – Date of administration reported with test score, as well as age of norms

App P

13.17 – Change or gain in scores defined and technical qualities reported

Report text

13.18 – Documentation for tests administered and scored using multimedia/computers
Construct-irrelevant variance of computer-based testing addressed in design

N/A

N/A

N/A

N/A

13.19 – Sample size and shape of score distributions for groups on score summaries

Report text, App I

14. Testing in Employment and Credentialing

* Standards 14.1-14.17 Not Applicable to the CELDT

15. Testing in Program Evaluation and Public Policy

* Standards 15.1-15.13 Not Applicable to the CELDT