California English Language Development Test (CELDT) Bookmark Standard Setting

TECHNICAL REPORT

July 2006

Grades 2, 4, 7, 10 Reading and Writing

Grades 1, 4, 7, 10 Listening and Speaking

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Section A: Executive Summary

Staff from CTB/McGraw-Hill conducted the California English Language Development Test (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, proficiency-level cut scores for the CELDT. Participants participated in three rounds of activities in which they determined two cut scores (Early Intermediate and Early Advanced). These scores were then used to establish cut scores for all five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

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 skill areas of Reading and Writing and Grades 1, 4, 7, and 10 for the skill areas of Listening and Speaking.

During the standard setting, CTB used data from the Standard Setting to help determine Intermediate and Advanced proficiency 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 proficiency 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. Table A1 summarizes the final cut scores that were determined following the standard setting and smoothing.

This report summarizes the 2006 CELDT Standard Setting process and results. A round-by-round synopsis of the workshop is provided in Section B with the workshop agenda in Section C. Section D provides the training and orientation materials used with workshop leaders and participants. This section includes example items, or check set, used to calibrate decision making. In Section E, detailed results of each round of the participants' recommendations are provided by grade and content area. Section E also reports estimated percentages of students at each proficiency level + 1, 2, and 3 Standard Error (SE) for the participants' recommended cut scores for each grade and content area. Finally, Section F provides the executive summary for the CELDT Linkage and Alignment Study. This study further evaluated the CELDT and provided implications to future development efforts.

Table A1 Final Proficiency Level Cut Scores by Grade Level and Skill Area

Proficiency Level*	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
Early Intermediate			**421****	448	**474**	478	481	**485**	497	509	**521**	521	521
Intermediate				482	**491**	504	516	**529**	543	557	**571**	571	571
Early Advanced				542	**560**	564	568	**572**	588	605	**621**	621	621
Advanced		**473**	**554**	577	**600**	604	609	**613**	627	648	**665**	665	665
524 — **Writing**													
Early Intermediate			**423**	437	**451**	455	458	**462**	465	467	**470**	470	470
Intermediate				479	**489**	497	502	**508**	511	514	**517**	517	517
Early Advanced				537	**550**	551	553	**554**	557	560	**563**	563	563
Advanced		**469**	**560**	570	**580**	587	593	**600**	602	606	**610**	610	610
514 — **Listening**													
Early Intermediate	362	**362**	375	389	**402**	411	413	**418**	427	436	**445**	445	445
Intermediate	409	**409**	426	443	**461**	473	484	**495**	508	519	**534**	534	534
Early Advanced	455	**455**	476	498	**519**	537	570	**572**	595	606	**623**	623	623
Advanced	502	**502**	527	552	**578**	601	638	**649**	670	691	**712**	712	712
Speaking													
Early Intermediate	353	**353**	370	388	**405**	411	417	**423**	423	423	**423**	423	423
Intermediate	405	**405**	420	436	**451**	459	467	**476**	480	485	**490**	490	490
Early Advanced	457	**457**	470	482	**497**	507	518	**528**	539	547	**557**	557	557
Advanced	509	**509**	520	532	**543**	556	568	**581**	595	610	**624**	624	624
Overall													
Early Intermediate	357	357	389	415	433	438	442	447	453	458	464	464	464
Intermediate	407	407	447	460	473	483	492	502	510	518	528	528	528
Early Advanced	456	456	496	514	531	539	552	556	569	579	591	591	591
Advanced	505	505	540	557	575	587	602	610	623	638	652	652	652

Notes. * Each scale score cut represents a given student's mastery of content expected up to that proficiency level. ** Bold-faced values represent recommendations made during the Standard Setting. Other cut scores were determined through interpolation, extrapolation, and smoothing.

Section B: CELDT Bookmark Standard Setting Process and Results

The Bookmark Standard Setting Procedure (BSSP) was used to set standards for 16 grade and content areas: Grades 2, 4, 7, and 10 in Reading and Writing and Grades 1, 4, 7, and 10 in Listening and Speaking. Participants in each grade/content area participated in several rounds of activities in which they determined two cut scores (*Early Intermediate* and *Early Advanced*). During the standard setting, the remaining cuts (*Intermediate* and *Advanced*) were determined. These four cuts define five proficiency levels: *Beginning, Early Intermediate, Intermediate, Early Advanced,* and *Advanced.*

Approximately 100 participants were recruited from across California to establish the cut scores. Participants for each grade were divided into two groups, one group working with Reading then Writing, the other group working with Listening then Speaking. The groups ranged in size from 10 to 14people; most had 12 participants. Within each group, participants were divided into two tables.

The CELDT Standard Setting process consisted of training, orientation, three or four rounds of judgments, smoothing of the cut scores, and description writing over a period of four days. Table Leaders were trained to lead and facilitate group discussions. After the participants finished the task of setting two cut points per skill area, CTB staff used data to determine the remaining cuts (*Intermediate* and *Advanced*) and to interpolate or extrapolate the cut scores for the remaining grades: Grades K, 3, 5, 6, 8, 9, 11, and 12 for Reading and Writing and Grades 2, 3, 5, 6, 8, 9, 11, and 12 for

Listening and Speaking. Subsequently, the participants engaged in discussions to help smooth the data.

Each group also wrote descriptors for each of the five categories based on items falling below the cut score. Table Leaders participated in a final examination of the articulation of the cut scores; they edited the descriptors to improve consistency and to ensure that scores progressed across the grades.

Bookmark Roles

CTB Staff

The Standard Setting Team included Donald Ross Green, Ph.D., Daniel Lewis, Ph.D., Ricardo Mercado, Adele Brandstrom, Hillory White, and Marie Huchton. Dr. Green has been the CTB Project Manager for CELDT from its inception. Dr. Lewis and Dr. Green conducted the standard setting. Mr. Mercado and Ms. Brandstrom served as Standard Setting Specialists, and Ms. White and Ms. Huchton served as Research Associates. This team prepared all materials for the workshop, facilitated the workshop, trained participants, entered participant bookmarks into a database, and tracked secure materials. Following the workshop, the team helped to prepare the technical report with assistance from Anne Murphy, M.Ed. Lorena Houston served as Development Manager and Kobi Goessel served as the Program Manager for CEDLT. Hilary Silver, Program Office Coordinator, for CELDT was assisted by Beth Naranjo, CTB Program Office Coordinator. Keith Boughton, Ph.D., also attended the standard setting as Co-Project Manager for CELDT.

Group Leaders

Group Leaders provided direction for sessions in which participants were working in breakout rooms. For each grade and content area, the Group Leader served as a facilitator and was in charge of time management, focused participants' attention on the task, and interacted with the participants. Group Leaders also facilitated large-group discussions and were in charge of security and data management, collecting Bookmark data from participants, and communicating with CTB Research and staff. Group Leaders did not vote due to their CTB affiliation. Group Leaders' names are listed in Table B1.

Table B1 Group Leaders for Each Grade/Content Area

Content Area	Grade	Group Leader
Listening and Speaking	1	Debbie Busch
	4	Suzanne Romero
	7	Hoda Behnam
	10	Kenneth Boyte & Kathy Wendell
Reading and Writing	2	Peggy Tharpe
	4	Nicole Saunders
	7	Lori Sheirich
	10	Mark Rathjen

Table Leaders

Each grade and content area had two Table Leaders. Table Leaders were voting participants in their grade/content areas. These leaders' primary role was to monitor the group discourse by providing focus, keeping time, and facilitating discussions and participation.

Participants

Participants made recommendations for CELDT cut scores came from across California. They provided the necessary expertise and insight needed to set meaningful

and rational performance standards, and were full, voting members of their Standard Setting committees. Table B2 shows the number of participants in each grade/content area. Within each grade/content area participants were divided into two tables, each with a Table Leader.

Table B2 Number of Participants in Each Grade/Content Area

Content Area	Grade	Number of Participants
Listening and Speaking	1	12
	4	14
	7	12
	10	12
Reading and Writing	2	12
	4	12 (13 for Writing)
	7	10
	10	12

Following the Standard Setting, participants completed evaluations and their demographic information was summarized. Tables B3 and B4 show the educational background and work experience of the participants, respectively.

Table B3 Educational Background of Participants in Each Grade/Content Area

Content Area	Grade	*N*	Bachelor's	Master's	Doctorate
Overall		**88**	**27.3%**	**65.9%**	**6.8%**
Listening and Speaking	1	11	18.2%	72.7%	9.1%
	4	13	15.4%	76.9%	7.7%
	7	12	8.3%	83.3%	8.3%
	10	10	40.0%	40.0%	20.0%
Reading and Writing	2	11	27.3%	72.7%	0.0%
	4	12	33.3%	66.7%	0.0%
	7	11	36.4%	54.5%	9.1%
	10	8	50.0%	50.0%	0.0%

Table B4 Work experience of Participants in Each Grade/Content Area

Content Area	Grade	*N*	Teacher	Administrator	Other
Overall		**88**	**53.4%**	**22.7%**	**23.9%**
Listening and Speaking	1	11	63.6%	18.2%	18.2%
	4	13	23.1%	30.8%	46.2%
	7	12	41.7%	41.7%	16.7%
	10	10	50.0%	20.0%	30.0%
Reading and Writing	2	10	50.0%	40.0%	10.0%
	4	12	66.7%	8.3%	25.0%
	7	11	81.8%	9.1%	9.1%
	10	9	55.6%	11.1%	33.3%

Bookmark Materials

Ordered Item Booklets

Ordered Item Booklets (OIBs) were comprised of items from the 2005

administration of CELDT, supplemented by items from the 2004 administration. Table

B5 provides the number of items and score points in each OIB by grade and content

area.

Table B5 Number of Items/score Points in Ordered Item Booklets by Grade/Content Area

Grade	Number of Items/Score Points	Number of Items/Score Points
	Reading	Writing
Grade 2	60	60
Grade 4	60	55
Grade 7	60	56
Grade 10	62	60
	Speaking	Listening
Grade 1	47	48
Grade 4	60	52
Grade 7	59	51
Grade 10	60	48

Item Maps

Item maps summarized information about each item in the OIB and consisted of

nine columns: The first column indicated each item's order of difficulty. Next, a column

provided the empirical location of that item on the scale. A third column indicated the

form of the CELDT. Other columns provided information to indicate item number in the

test booklet, item type (MC for a multiple-choice item, CR for a constructed-response

item, DCR for a dichotomous constructed-response item), score key (correct response

for an MC item and score points for a CR or DCR item), and content standard that the

item measures. Participants filled in the final two columns as they studied the items in

the OIB. In these columns, participants responded to the questions, "What does this item measure? That is, what do you know about a student who can respond successfully to this item/score point?" and, "Why is this item more difficult than the preceding items?"

Day 1 Activities

Table Leader Training

Table Leaders were trained on the afternoon of the first day of the CELDT Standard Setting. During this training session, Table Leaders were given an overview of the rationale for Standard Setting and were instructed in the details of the Bookmark Standard Setting Procedure and were given a synopsis of each day's activities as well as their responsibilities. The workshop agenda is included in Section C, and the training overheads presented to the Table Leaders are included in Section D.

Day 2 Activities

Opening Session

Staff from the California Department of Education (CDE) welcomed the participants to the CELDT Standard Setting and introduced key staff. Dr. Ross Green provided a brief history of the testing program, Lorena Houston discussed the proficiency level descriptions, and Dr. Daniel Lewis provided an overview of Standard Setting processes (see Section D). Following the opening session, participants moved to their assigned breakout rooms.

Breakout Room Activities

In their breakout rooms, participants reviewed the operational CELDT for the first of their respective grade/content areas. Participants were engaged all the activities for their first grade/content area before repeating the activities for a second grade/content area. For groups evaluating on Reading and Writing cut scores, standards were set for Reading first followed by Writing. For groups evaluating Listening and Speaking, standards were set for Listening first followed by Speaking. Subtests for Listening and Reading were comprised of only multiple-choice items, except for Grade 1 Listening which included dichotomous constructed-response items. For Speaking and Writing, Group Leaders conducted a discussion of item rubrics, and, for Writing, a review of the anchor papers as well. Participants at each table then studied items in the OIB, inspecting each item and its score point, the construct it measures, and asking why it is more difficult than the items preceding it.

Bookmark Training and Check Set Calibration

In a final portion of the first day's activities, Dr. Lewis and Dr. Green instructed participants regarding how to place their bookmarks. Following Bookmark training, participants were assessed to evaluate their understanding of bookmark placement with a short check set. The check set results were discussed with each group and misconceptions corrected. Check set questions and the results are presented in Tables B6 and B7, respectively; check set graphics are included in Section D.

Table B6 Questions in the Check Set

		Question
	1.	Which items does a student need to master to just make it into the *Early Intermediate* proficiency level?
	2.	If a student mastered only items 1 through 5, in which proficiency level would this student be?
	3.	Suppose a student mastered items 1 through 6. Which proficiency level is this student in?
	4.	For students who are classified as *Early Intermediate*, with at least what likelihood will they be able to answer item 6?
	5.	Will the items BEFORE the *Early Intermediate* bookmark be more or less difficult to answer than the items AFTER the bookmark or about the same?

Table B7 Results of the Check Set

Question	Total Count	Count Correct	Percent Correct
1	83	69	83%
2	83	71	86%
3	83	63	76%
4	83	70	84%
5	83	81	98%

Section E reports detailed results of each round of the participants' judgments for each grade and content area. *Section F reports estimated percentages of students at each proficiency level + 1, 2, and 3 Standard Error (SE) for the participants' recommended cut scores for each grade and content area. Section G reports graphical representations of participants' judgments and SE, and Section H provides participants' evaluation results.*

Round 1

Once participants understood bookmark placement, they placed their Round 1 bookmarks for *Early Intermediate* and *Early Advanced*, while incorporating proficiency-

level definitions and the California ELD Standards. Leaders emphasized that bookmark placement is always an individual activity based on each participants expert judgment.

Round 2

Table Leaders facilitated participant discussions of their bookmark placements in small groups at their tables. Participants were instructed to discuss those items for which there was disagreement within the small group; thus, groups discussed a range of items between the lowest and highest bookmarks for each proficiency level. After this discussion, participants again placed their bookmarks. Participants were reminded that bookmark placement is always an individual activity.

Round 3

At the beginning of Round 3, participants were presented with their Round 2 results and impact data. They were shown "contextual" impact data that showed how students performed in 2005 using the existing cuts. Group Leaders then facilitated discussion among the participants regarding their bookmark placements. After this discussion, participants again placed bookmarks. Throughout participants were reminded that bookmark placement is an individual activity. All Reading and Listening groups finished their Round 3 bookmark placements by the end of the first day with the exception of Grade 4 Listening. CTB used these data to interpolate the *Intermediate* cuts between the *Early Intermediate* and *Early Advanced* cuts and between the *Early Advanced* and highest possible score for the *Advanced cut*. The data were also used to interpolate or extrapolate all the cuts for the other grades.

Day 3 Activities

Participants from Listening gathered for a presentation of the interpolated *Intermediate* and *Advanced* cuts and the interpolated or extrapolated the cuts for the other grades. Participants aided in smoothing the data? In the afternoon, participants from Reading gathered for a similar presentation. After these presentations, the following groups chose to place bookmarks for Round 4: Grade 7/Reading and Grade 10/Reading.

Second Content Area

Participants received their packets for their second content area. Participants who finished Reading portion began to evaluate Writing, and participants who finished the Listening portion went on to Speaking. Participants repeated the tasks for examining the items in the ordered item booklets for their second content area, round by round. They placed their Round-1, Round-2, and Round-3 bookmarks, discussing items for which there was disagreement. CTB used these data to interpolate the *Intermediate* and *Advanced* cuts and to interpolate or extrapolate all the cuts for the other grades.

Day 4 Activities

Participants from Listening and Speaking gathered for a smoothing discussion of all the cross-grade data. After the presentation, Grade 4/Listening and Grade 4/Speaking placed their Round 3 bookmarks. The following groups chose to place bookmarks for Round 4 for their second content area: Grade 7/Speaking, Grade 10/Speaking, and Grade 10/Writing.

Descriptor Writing

Participants edited the existing proficiency level descriptors that detail the skills needed to be classified in each proficiency level for Grades 2, 4, 7, and 10 in Reading and Writing and Grades 1, 4, 7, and 10 for Listening and Speaking.

Evaluations

Participants were asked to complete an evaluation of the CELDT Standard Setting. The results of the evaluation are included in Section H.

Day 5 Activities

Table Leaders met to review the cut scores and descriptors for articulation across the levels in each content area and completed the task by noon.

Effectiveness of Training

Evaluation results indicated that in general participants believed that they understood the goals and tasks of the Standard Setting. Table B8 presents participants' responses regarding how to place their bookmarks. Table B9 summarizes the percentage of participants who agreed that bookmark training made the task of bookmark placement clear. Table B10 summarizes the percentage of participants who agreed that the training materials were helpful. Once more, participants generally agreed that the training materials were helpful. Table B11 shows that most participants agreed that the Bookmark Procedure was described well, and, results also show that most participants agreed that the goals of the process was clear (Table B12).

Table B8 Participants' agreement/disagreement with the statement, "I understood how to place my bookmarks."

Content Area	Grade	*N*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		**88**	**0.0%**	**4.5%**	**3.4%**	**45.5%**	**46.6%**
Listening and Speaking	1	11	0.0%	9.1%	9.1%	36.4%	45.5%
	4	12	0.0%	8.3%	0.0%	66.7%	25.0%
	7	12	0.0%	8.3%	0.0%	58.3%	33.3%
	10	10	0.0%	0.0%	0.0%	60.0%	40.0%
Reading and Writing	2	11	0.0%	0.0%	0.0%	45.5%	54.5%
	4	12	0.0%	8.3%	8.3%	0.0%	83.3%
	7	11	0.0%	0.0%	0.0%	54.5%	45.5%
	10	9	0.0%	0.0%	11.1%	44.4%	44.4%

Table B9 Participants' agreement/disagreement with the statement, "The training on Bookmark placement made the task clear to me."

Content Area	Grade	*N*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		**89**	**1.1%**	**5.6%**	**13.5%**	**52.8%**	**27.0%**
Listening and Speaking	1	11	0.0%	0.0%	18.2%	54.5%	27.3%
	4	13	7.7%	15.4%	7.7%	61.5%	7.7%
	7	12	0.0%	8.3%	0.0%	66.7%	25.0%
	10	10	0.0%	10.0%	20.0%	50.0%	20.0%
Reading and Writing	2	11	0.0%	0.0%	18.2%	54.5%	27.3%
	4	12	0.0%	0.0%	16.7%	33.3%	50.0%
	7	11	0.0%	9.1%	18.2%	36.4%	36.4%
	10	9	0.0%	0.0%	11.1%	66.7%	22.2%

Table B10 Participants' agreement/disagreement with the statement, "The training materials were helpful."

Content Area	Grade	*N*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		89	1.1%	4.5%	14.6%	58.4%	21.3%
Listening and Speaking	1	11	0.0%	0.0%	0.0%	90.9%	9.1%
	4	13	0.0%	0.0%	23.1%	46.2%	30.8%
	7	12	0.0%	8.3%	25.0%	58.3%	8.3%
	10	10	0.0%	10.0%	10.0%	70.0%	10.0%
Reading and Writing	2	11	9.1%	18.2%	0.0%	45.5%	27.3%
	4	12	0.0%	0.0%	16.7%	41.7%	41.7%
	7	11	0.0%	0.0%	27.3%	54.5%	18.2%
	10	9	0.0%	0.0%	11.1%	66.7%	22.2%

Table B11 Participants' agreement/disagreement with the statement, "The Bookmark Standard Setting Procedure was well described."

Content Area	Grade	*N*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		89	0.0%	10.1%	7.9%	62.9%	19.1%
Listening and Speaking	1	11	0.0%	0.0%	0.0%	100.0%	0.0%
	4	13	0.0%	15.4%	0.0%	76.9%	7.7%
	7	12	0.0%	16.7%	8.3%	41.7%	33.3%
	10	10	0.0%	20.0%	10.0%	70.0%	0.0%
Reading and Writing	2	11	0.0%	9.1%	9.1%	36.4%	45.5%
	4	12	0.0%	8.3%	8.3%	50.0%	33.3%
	7	11	0.0%	0.0%	9.1%	81.8%	9.1%
	10	9	0.0%	11.1%	22.2%	44.4%	22.2%

Table B12 Participants' agreement/disagreement with the statement, "The goals for this procedure were clear."

Content Area	Grade	N	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		89	2.2%	4.5%	15.7%	56.2%	21.3%
Listening and Speaking	1	11	0.0%	0.0%	18.2%	72.7%	9.1%
	4	13	7.7%	7.7%	0.0%	53.8%	30.8%
	7	12	8.3%	0.0%	16.7%	50.0%	25.0%
	10	10	0.0%	10.0%	20.0%	60.0%	10.0%
Reading and Writing	2	11	0.0%	9.1%	9.1%	54.5%	27.3%
	4	12	0.0%	8.3%	25.0%	33.3%	33.3%
	7	11	0.0%	0.0%	9.1%	72.7%	18.2%
	10	9	0.0%	0.0%	33.3%	55.6%	11.1%

Perceived Validity

Another indication of the successfulness of the standard setting may be found in the participants' perceived validity of the Bookmark Standard Setting Procedure itself. Table B13 reports the percentage of participants who agreed/disagreed that the Bookmark Procedure produced appropriate cut scores. Most participants agreed or strongly agreed that the Bookmark Procedure produced appropriate cut scores. Table B14 reports that the participants' satisfaction with their group's final decisions: most participants agreed that they were satisfied with their group's final bookmarks.

Table B13 Participants' agreement/disagreement with the statement, "I am confident that the Bookmark Procedure produced appropriate cut scores."

Content Area	Grade	*N*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		88	0.0%	0.0%	6.8%	52.3%	40.9%
Listening and Speaking	1	11	0.0%	0.0%	0.0%	72.7%	27.3%
	4	13	0.0%	0.0%	7.7%	38.5%	53.8%
	7	12	0.0%	0.0%	25.0%	66.7%	8.3%
	10	10	0.0%	0.0%	10.0%	40.0%	50.0%
Reading and Writing	2	11	0.0%	0.0%	0.0%	54.5%	45.5%
	4	12	0.0%	0.0%	8.3%	25.0%	66.7%
	7	10	0.0%	0.0%	0.0%	70.0%	30.0%
	10	9	0.0%	0.0%	0.0%	55.6%	44.4%

Table B14 Participants' Agreement/Disagreement with the Statement, "Overall, I was satisfied with my group's final bookmarks."

Content Area	Grade	*N*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall		89	0.0%	0.0%	4.5%	39.3%	56.2%
Listening and Speaking	1	11	0.0%	0.0%	9.1%	45.5%	45.5%
	4	13	0.0%	0.0%	7.7%	38.5%	53.8%
	7	12	0.0%	0.0%	16.7%	58.3%	25.0%
	10	10	0.0%	0.0%	0.0%	40.0%	60.0%
Reading and Writing	2	11	0.0%	0.0%	0.0%	36.4%	63.6%
	4	12	0.0%	0.0%	0.0%	25.0%	75.0%
	7	11	0.0%	0.0%	0.0%	36.4%	63.6%
	10	9	0.0%	0.0%	0.0%	33.3%	66.7%

Quality Control Procedures

The CTB Standard Setting Team adhered to quality control procedures to foster the accuracy of the materials used and the results presented during the Standard Setting. Prior to the workshop, the Standard Setting Team cross-checked the ordering of items in the OIBs, the accuracy of information in the item maps, and the accuracy of the macros and software used to generate results. During the workshop, all data were

scanned and any results that appeared questionable were further investigated and resolved.

Resulting Cut Scores

Table B15 summarizes the final cut scores that were determined from the standard setting. Results strongly reflect the recommendations of the workshop participants. Scale score cuts are reported for all grades and skill areas at each proficiency level and reflect the CELDT common, vertical scaling.

Table B15 Final Proficiency Level Cut Scores by Grade Level and Skill Area

Proficiency Level*	K	1	2	3	4	5	6	7	8	9	10	11	12
						Grade Level							
Reading													
Early Intermediate			421**	448	**474**	478	481	**485**	497	509	**521**	521	521
Intermediate				482	**491**	504	516	**529**	543	557	**571**	571	571
Early Advanced				542	**560**	564	568	**572**	588	605	**621**	621	621
Advanced		**473**	554	577	**600**	604	609	**613**	627	648	**665**	665	665
524 — **Writing**													
Early Intermediate			**423**	437	**451**	455	458	**462**	465	467	**470**	470	470
Intermediate				479	**489**	497	502	**508**	511	514	**517**	517	517
Early Advanced				537	**550**	551	553	**554**	557	560	**563**	563	563
Advanced		**469**	560	570	**580**	587	593	**600**	602	606	**610**	610	610
514 — **Listening**													
Early Intermediate	362	**362**	375	389	**402**	411	413	**418**	427	436	**445**	445	445
Intermediate	409	**409**	426	443	**461**	473	484	**495**	508	519	**534**	534	534
Early Advanced	455	**455**	476	498	**519**	537	570	**572**	595	606	**623**	623	623
Advanced	502	**502**	527	552	**578**	601	638	**649**	670	691	**712**	712	712
Speaking													
Early Intermediate	353	**353**	370	388	**405**	411	417	**423**	423	423	**423**	423	423
Intermediate	405	**405**	420	436	**451**	459	467	**476**	480	485	**490**	490	490
Early Advanced	457	**457**	470	482	**497**	507	518	**528**	539	547	**557**	557	557
Advanced	509	**509**	520	532	**543**	556	568	**581**	595	610	**624**	624	624
Overall													
Early Intermediate	357	357	389	415	433	438	442	447	453	458	464	464	464
Intermediate	407	407	447	460	473	483	492	502	510	518	528	528	528
Early Advanced	456	456	496	514	531	539	552	556	569	579	591	591	591
Advanced	505	505	540	557	575	587	602	610	623	638	652	652	652

Notes. * Each scale score cut represents a given student's mastery of content expected up to that proficiency level. ** Bold-faced values represent recommendations made during the Standard Setting. Other cut scores were determined through interpolation, extrapolation, and smoothing.

Section C: Workshop Master Agenda

The workshop agenda details the events of the Bookmark Standard Setting process chronologically. Each participant received the agenda to assist them through workshop activities and to set expectations for tasks. The agenda includes training, bookmark decision making, descriptor writing, and smoothing procedures.

**CELDT 2006
Bookmark Standard Setting Master Agenda**

February 12, 2006 – Training

- **2:00 – 7:00 PM:** *Participant Registration*
  - Participants receive participant agendas, contracts, non-disclosure agreements, and nametags at the registration desk.

- **3:00 – 6:00 PM:** *Table Leader Training*
  - CTB welcomes the table leaders, provides a brief overview of ELD, and the purpose of the standard setting
  - CTB provides an orientation to the ELD assessment and scoring rubrics, the standard setting process, and reviews the role of the Group Leaders and Table Leaders at each part of the standard setting.

- **6:00 – 7 PM:** *CTB meeting*

February 13, 2006 – Listening & Reading

- **7:00 – 8:00 AM:** C*ontinental breakfast and Participant Registration*

- **8:00 – 8:30 AM:** *Complete Participant Registration in General Assembly Room*
  - Participants receive participant agendas, contracts, non-disclosure agreements, and nametags at the registration desk.

- **8:30 – 9:45 AM:** *Opening Session*
  - CDE: Welcome by the California Department of Education and introduction of key staff.
  - Ross Green: A Brief History of CELDT
  - Lorena Houston: CELDT and revised Proficiency Level descriptions
  - Daniel Lewis: Standard Setting Overview

- **9:45 – 10 AM:** *Break*

- **10 – 10:30 AM:** *Move into Breakout rooms, sign out materials, review the Form E test*
  - Materials in break-out room:
    - participant packet: test book (Form E2 for RD/WR or E11 for LI/SP), ordered item booklet, item map, rating form, passage booklet (listening and reading)
    - table materials: examiners manual, scoring guide (SP/WR) notepads, pens, highlighters, index cards
    - Group Leader materials in the room: CD/CD player for Speaking example responses, overhead projector, overhead slides, overhead pens, post-its, paper clips, and binder clips.
  - All secure materials are printed on colored paper.
  - **Group Leader Responsibilities**
    1. Conduct brief introductions around each table (Be careful, if each participant takes 1 minute, you lose 15 minutes. Keep it to 15 seconds, just name, title, and work locale).
    2. Pass out material packets and have participants sign material tracking form.
    3. Have participants sign each piece of secure material (test booklets and all secure materials on colored paper)
    4. Direct participants to the Listening or Reading Section of the Form E book. When all participants have their books open to the right section (Table Leaders please confirm), have participants take 20 minutes to read the section from beginning to end, including all text (directions and items) and answer the questions. *For Listening, serve as the examiner while participants answer in their test books. For Grade 2 Reading, serve as administrator as required. Reading groups should focus on reading the passages and observing the configuration of items and passages (items reviewed in detail later).*
  - **Table Leader Responsibilities:** See that participants write their names on test books and all secure materials when prompted by Group Leader.
  - **General Note:** Participants tend to want to spend time critiquing the items; however, extended discussion of this type will not be useful and should be discouraged. Announce that participants may write comments about items on the provided index cards and that they will be reviewed.

- **10:30 – Noon:** *Begin study of Listening or Reading ordered item booklets (OIBs) and Item Maps*
  - **Group Leader Responsibilities:**
    1. Introduce the activity by identifying the OIB, item map, and passages.
    2. Have each Table Leader designate a scribe to keep an accurate record of the discussions on the item maps. It is recommended that the Table Leader not serve as scribe, so he or she can focus on facilitating the discussion.
    3. Participants review the Listening or Reading ordered item booklets, item by item, from the easiest to the hardest, discussing what each item measures and what makes items harder than items that precede it. Participants note these observations on the item map.
  - **Table Leader Responsibilities:** Facilitate this activity. Monitor your small group—if the group is not proceeding efficiently, work with the group to bring greater focus to the task. Each member of the group should be examining the same item. If you see the group breaking up into cliques, work to bring the group together. Keep track of time to stay on schedule. If you see problems developing, notify the Group Leader.

- **12 – 12:45 PM:** *Lunch*

- **12:45 – 1:30 PM: *Complete study of the Ordered Item Booklet***

- **1:30 – 2:15 PM: *Bookmark Training in the General Assembly Room***

  - **Group Leader Responsibilities**
    - ***Direct participants to the general assembly room at this time even if they have not yet completed the OIB. They can complete it after training if necessary.***
    - CTB Research provides an overview of how to place the Early Intermediate and Early Advanced English Learner bookmarks and how to record their judgments.

- **2:15 – 3:30 PM: *Complete Rounds 1 and 2 ratings***
  1. **Group leader** directs participants to place Round 1 bookmarks individually for EA and EI, in that order, indicate their ratings on the rating forms provided (write and bubble), and provide their completed rating forms to the Table Leader.
  2. **Table Leaders** should note their participants' bookmark judgments on the form provided and turn in the individual rating forms to the Group Leader.
  3. **Table Leaders** begin facilitating Round 2 activities as directed in training.
     a. Discuss range of Early Advanced items from first to last bookmark *(See Example in box below)*
     b. Q: Should "just" Early Advanced Students be expected to master the skill reflected by the item?
     c. After discussing the range of Early Advanced items, participants make individual Round 2 Early Advanced ratings on rating form (write and bubble)
     d. Repeat for Early Intermediate bookmarks
     e. Pass completed forms to Group Leader

Table C1 Sample Table 1 Round 1 Results Provided Before Round 2
(Table Leader creates this table on the form provided)

Table 1 Round 1	Early Intermediate Bookmark on page	Early Advanced Bookmark on page
Participant 1	19	32
Participant 2	20	45
Participant 3	22	45
Participant 4	24	48
Participant 5	17	48

Round 2 Procedures using Table 1 data

- **Table 1 Leader facilitation of Round 2 using sample output above**
    - Facilitate discussion of your table's Early Intermediate bookmark results and make Round 2 ratings.
        - Have each participant place a bookmark (post-it) in his/her ordered item booklet that shows where each of the other participants in the small group made their Early Advanced bookmark placements. According to the sample Round 1 results above, for the Early Advanced bookmark, each participant would place a post-it on pages 32, 45, and 48.
        - Direct the participants' attention to the items between the first and last bookmarks. Using the sample results above, these would be items 32 to 47.
        - Facilitate a group discussion of these items in terms of what they are measuring, and whether a student just at the Early Advanced cut score should master the skills reflected by these items.
        - Following discussion of all these items, direct each participant to make a Round 2 Early Advanced bookmark rating based on each participant's new perspective and transfer to the rating form. This should be done independently for each participant. Participants do not have to agree.
    - Repeat for the Early Intermediate bookmarks
    - When rating forms are all complete, collect participant rating forms and turn them in to the Group Leader.

- **3:30 – 4:45 PM: *Large Group Discussion and Round 3 ratings*.**
  - When results have been processed the Round 2 results will be presented on an overhead by a Research Monitor. (*See Example in box below)*
  - **The Group Leader** facilitates a discussion of the items between the two tables' median bookmarks, beginning with the Early Advanced bookmark, in a manner similar to what occurred at each table in Round 2. When the conversation is complete, have participants make their Round 3 Early Advanced ratings on the rating form. Repeat for the Early Intermediate results.
  - When both ratings are complete, collect the rating forms and provide them to a Research Monitor.

Table C2 Sample Round 2 Results Presented before Round 3 Ratings

	Basic Proficiency Proficient Bookmark	Proficient Bookmark	Advanced Bookmark
Table 1	20	45	55
Table 2	20	37	51
Group Median	20	36	53

Impact data: estimated percent of students in each performance level based on current Large Group median		
Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
? %	? %	? %

- **4:45 – 5:00 PM:** *Collection of secure materials*
  - It is very important that all secure materials be organized prior to participant departure each evening. In order to account for all secure materials, the group leader should lead the materials collection process in a highly structured and organized manner.

Group Leader procedures for collecting materials:

1. Get the attention of all participants and Table Leaders. *Do not proceed until all eyes are on you!*
2. Tell the participants that it is very important that they follow your instructions exactly, placing their materials in the order you specify in one stack per participant.
   - The Group Leader places the provided overhead listing each secure material on the projector.
   - Call out the first secure material, for example, "ordered item booklet."
   - Ask each Table Leader to watch and let you know when each of his/her participants has placed that item on the table in front of them.
   - Proceed in this manner through the list of secure materials, one at a time, until each is accounted for, with each piece placed on top of the previous piece, in one stack for each participant.
   - Any additional materials the participants would like to leave overnight may be placed *beneath the stack* inside the rubber band.
3. Group Leader reviews collected materials before dismissing the participants.

- **5:15 – 5:30 PM:** *Table Leader debriefing with CTB and CDE*
  - Meet to discuss how the day went for each group, any problems that may have occurred, etc.

February 14, 2006 – Speaking and Writing

- **7:00 – 8:00 AM:** *Continental Breakfast*
  - Participants go immediately to their break-out rooms following breakfast.

- **8:00 – 8:45 AM:** *Review the Form E Speaking or Writing test*
  - Sign out materials as for Day 1 (assign materials to participants and complete tracking form)
  - Have participants sign secure materials.
  - Have participants review the Form E Speaking or Writing test.
    - *Speaking Group Leader* reads the "say" text for the Speaking items. Have Table Leaders show and point to the associated cue pictures. Note you will only go through the stimuli. You will review sample responses in the next session.

- **8:45 – 9:30 AM:** *Review Speaking or Writing rubrics and anchors.*
  - *Speaking Speech Functions , Choose and Give Reasons, and 4-Picture Narrative Items*
    - Speech Functions and Choose and Give Reasons items have possible score points of 0-3 while 4-Picture Narrative items have possible score points of 0-4. We will listen to examples for each score point. All item types' example responses are on one CD. A

transcript for each of the responses is in each participant packet. Direct participants to the transcripts before you begin the CD.

- *Writing Sentences and Writing Short Composition Items*
  - Writing Sentences items have possible score points of 0-3 while Short Composition items have possible score points of 0-4. The rubrics are new for Form F and some time should be spent familiarizing the participants with the new scoring rules. One sample response for each score point is included in each participant packet. Direct participants to read the sample responses.

- **9:30 – 9:45 AM:** *Break*

- **9:45 AM– Noon:** *Begin study of Speaking or Writing ordered item booklets*
  - Table Leader facilitates study of the OIB as done the previous day.

- **12 – 12:45 PM:** *Lunch*

- **12:45 – 1:15 PM:** *Complete study of ordered item booklets and make Round 1 ratings*
  - Table Leader completes facilitating discussion of OIB and directs participants to make their Round 1 Early Advanced and Early Intermediate bookmark ratings, collects rating forms, and notes participants ratings on the form provided.

- **1:15 – 2:30 PM:** *Round 2 ratings.*

- **2:30 – 3:45 PM:** *Round 3 ratings.*

- **3:45 – 4:45 PM:** *Research Smoothing*
  - If needed, Research will bring groups together to smooth cut scores across the common scale.

- **4:45 – 5:00 PM:** *Collection of Secure Materials.*

- **5:00 – 5:15 PM:** *Table Leader debriefing with CTB and CDE*
  - Meet to discuss how the day went for each group, any problems that may have occurred, etc.
- **5:15 PM:** *CTB and CDE debrief and plan for Day 3*

February 15, 2006 – Descriptor Writing

- **7:00 – 8:00 AM:** *Continental Breakfast*
  - Participants go immediately to their break-out rooms after breakfast.

- **8:00 – 9:30 AM:** *Research Smoothing*
  - If needed, Research will bring groups together to smooth cut scores across the common scale.

- **9:30 – 10:15 AM:** *Begin Descriptor Writing—Listening or Reading.* This activity is facilitated by the Development Group Leaders.
  - Group Leaders will introduce the current descriptors and train the participants in the process they will follow to produce new descriptors using descriptor-writing guidelines.
  - Participants will mark on their test maps the cut score ranges for Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
  - Participants will review their notes on each of the items within the Early Intermediate range and compare the skills described with the text in the corresponding descriptor.
  - They will make any adjustments to the descriptor text to reflect the skills that are now represented within the new cut scores.
  - They will continue similarly with the Intermediate, Early Advanced, Advanced, and Beginning proficiency levels.

- **10:15 –10:30 AM:** *Break*

- **10:30 AM – Noon:** *Complete Descriptor Writing—Listening or Reading*

- **Noon – 1:00 PM:** *Lunch*

- **1:00 – 2:30 PM:** *Begin Descriptor Writing—Speaking or Writing*
  - Participants repeat the above process for the next content area.

- **2:30 – 2:45 PM: Snack Break**

- **2:45 – 3:30 PM:** *Complete Descriptor Writing—Speaking or Writing*

  - **3:30 – 5:00 PM:** *Complete Evaluations and Collect Secure Material*

1. **Group Leader** has participants complete evaluations
2. Participants cannot take test materials or personal notes made during discussions with them. Only non-secure materials printed on white pieces of paper may be taken by participants. They can take the colored bookmarks home if they like, but all other colored paper must be accounted for.
3. Separate all participants Item Maps (make sure the scribe's Map is designated appropriately). The Maps will be used by Content to finalize the descriptors.
4. Keep the Group and Table Leader packets separate as they will be used Thursday morning to finalize the cuts and descriptors.
5. Collect secure materials using the same systematic process used the prior day.

February 16, 2006 – Review Smoothed Cut scores and Descriptors

- **7:00 – 8:00 AM:** *Continental Breakfast for Table Leaders*

- **8:00 – 10:00 AM:** *Research Smoothing*

- Table Leaders will split into two groups, one for Listening/Speaking and the other Reading/Writing.
- Each group will review the smoothed cut scores set by the participants across all grade spans and the impact data for these cuts. Any final discussion or changes will be made, and participants will be able to see all four final cut scores on the new common scale.

- **10:00 – 11:00 AM:** *Finalize Descriptors*
  - Working with the Content Group Leaders, Table Leaders should review, edit, and finalize descriptors for all proficiency levels based upon the final cut scores.

- **11:00 – 11:15 AM:** *Final Materials Collection from Table Leader*
  - Collect secure materials and participants are dismissed.
  - All Group Leader and Table Leader materials will be collected and brought back to CTB as reference copies.

Section D: Training Materials

Section D provides the introductory and training materials used with all participants of the CELDT Standard Setting. First, we provide the contents of the presentation introducing the workshop, it's context and purpose, as well as the research basis for the Bookmark Standard Setting process including images of slides with visual representations. Next, we provide training materials specific to deriving the new CELDT cut scores. Finally, the check set materials that were used to calibrate participants' decision making are included.

CELDT Standard Setting Introduction

A Brief History of CELDT 1999-2006
- Mandated by California Legislature 1997-1999
- K–12 (K & 1 Listening/Speaking only)
- Administered by trained staff
- Initial & Annual assessment
- 5 Proficiency levels

Development of blueprint
- Winter 1999 – Spring 2000
- By CTB & CDE and committees of ELD & ELA teachers and professionals

Development
- Items written and tryout materials for Form A produced Summer, 2000
- About 70% of the Listening, Speaking, and Writing items were from the Language Assessment Scales (LAS)
- Reading items were new
- Field test Fall, 2000 (voluntary)
- Common scale developed

Changes after 2001 Administration
- Changes from Form A
- Story Retelling replaced by 4 picture narratives
- Phonemic Awareness deleted
- Reading test shortened
- Writing essay deleted and replaced by sentences and short composition
- Oral comprehension added
- All LAS items replaced
- Reasons for revisiting Cut Scores
- The test has changed
- The population has changed
- New common scale
- New separate listening score
- New separate speaking score
- Revision of Proficiency Level Definitions to represent more rigor and a shift toward more academic language

Reasons for revisiting Cut Scores
- Discontinuities when students move to next grade span
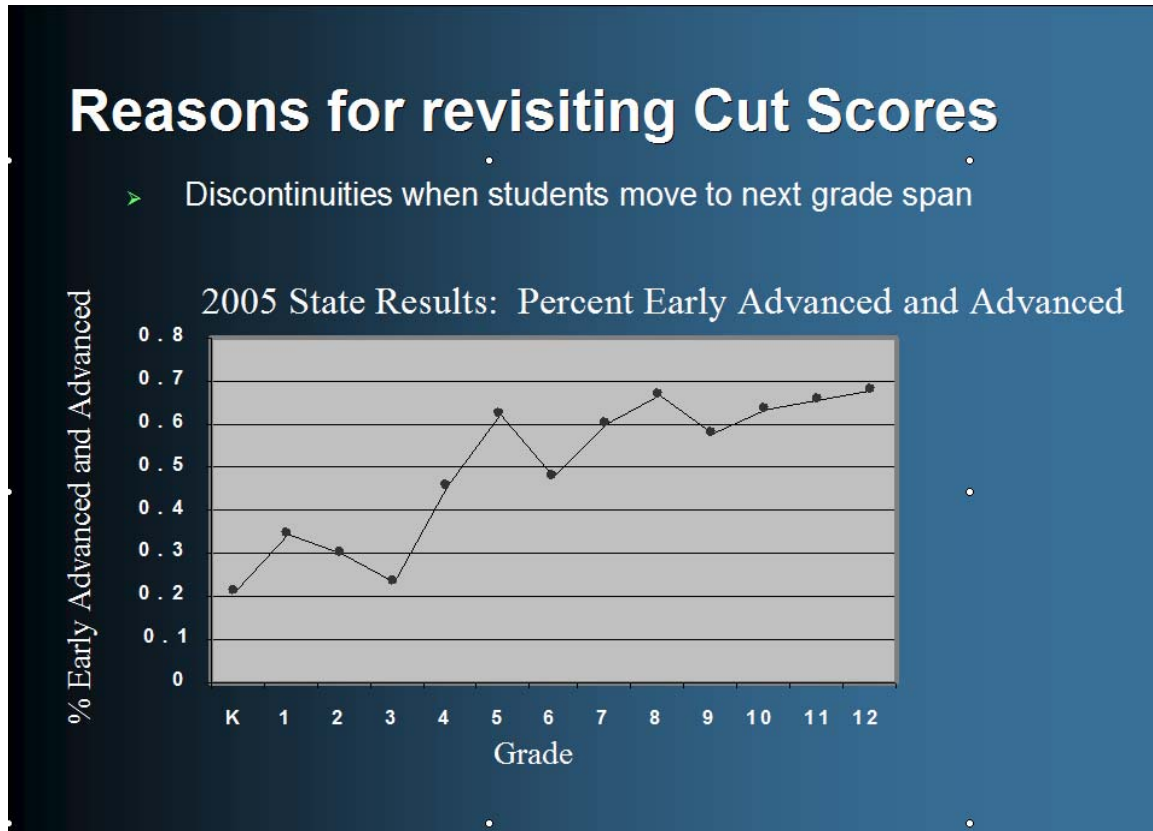
Figure D1 Training Slide: 2005 State Results

Advisory Panel Recommendations
- Raise the cut-scores for all proficiency levels, all grades and grade spans
- Significantly increase the standards for IFEP for Kindergarten and Grade 1
- Advisory Panel recommendations to raise cut scores, particularly in Kindergarten and Grade 1
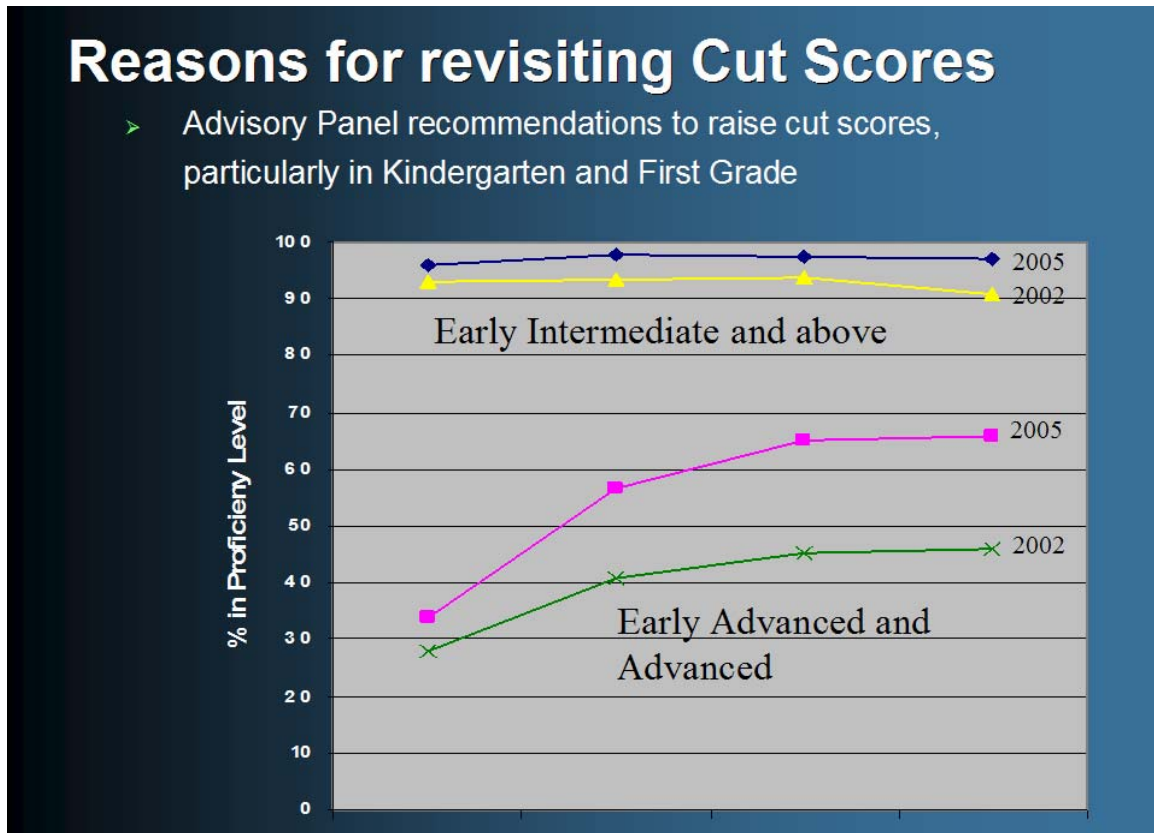
Figure D2 Training Slide: Reasons for Revisiting Cut Scores

Revised CELDT Proficiency Level Descriptions

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.

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.

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 Advanced**: Students performing at this level of English language proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in content areas. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production is characterized by more elaborate discourse and fully-developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Advanced: Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all content areas. Oral and written production reflects discourse appropriate for content areas. Errors are infrequent and do not reduce communication.

4 Cut Scores Determine the 5 CELDT Proficiency Levels
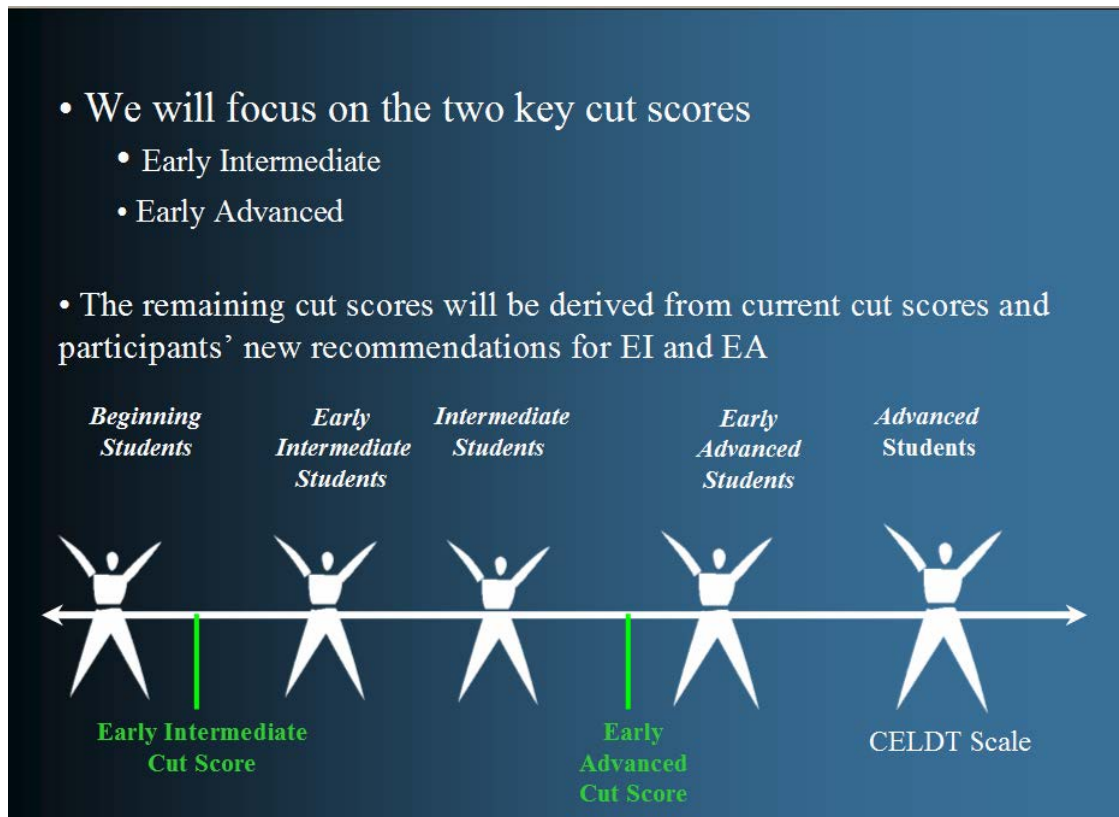
Figure D3 Training Slide: Placing Cuts

Target Student for whom we set the cut score
- The "just" Early Advanced Student
- We want to consider the required knowledge, skills, and abilities of the student who is just barely Early Advanced
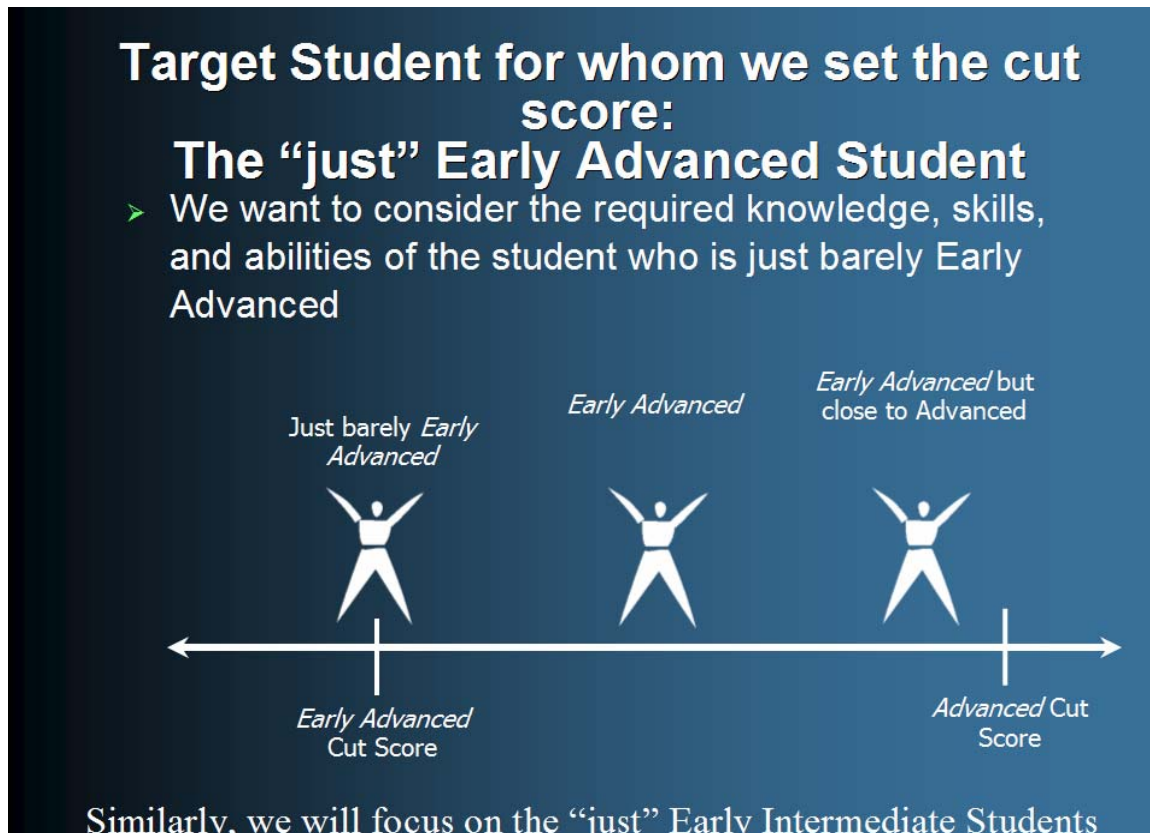
Figure D4 Training Slide: Target Student

Standard Setting Configuration
- Eight Committees will focus on one grade per grade span and skill area
- Listening and Speaking Grade 1
- Listening and Speaking Grade 4
- Listening and Speaking Grade 7
- Listening and Speaking Grade 10
- Reading and Writing Grade 2
- Reading and Writing Grade 4
- Reading and Writing Grade 7
- Reading and Writing Grade 10

Committee Roles
- Group Leader
- Table Leader
- Participants

- CTB Staff (process and logistics)
- CDE (policy)

Day 1 Agenda: Listening/Reading
- Sign out secure materials and review Form E
- Study the ordered item booklet
- Training in making cut score recommendations
- Round 1: Individual recommendations
- Round 2: Recommendations after table discussion
- Round 3: Recommendations after group discussion
- Secure materials collection

-

Day 2 Agenda: Speaking/Writing
- Sign out secure materials and review Form E
- Study CR rubrics and anchors
- Study the ordered item booklet
- Round 1: Individual recommendations
- Round 2: Recommendations after table discussion
- Round 3: Recommendations after group discussion
- Smoothing of Listening and Reading (if necessary)
- Complete evaluations
- Secure materials collection

Day 3 Agenda: Description Writing
- Ordered Item Booklets
- One item per page
- Easiest item first, hardest item last
- Items ascend by difficulty

View Sample OIB
- Study ordered item booklets
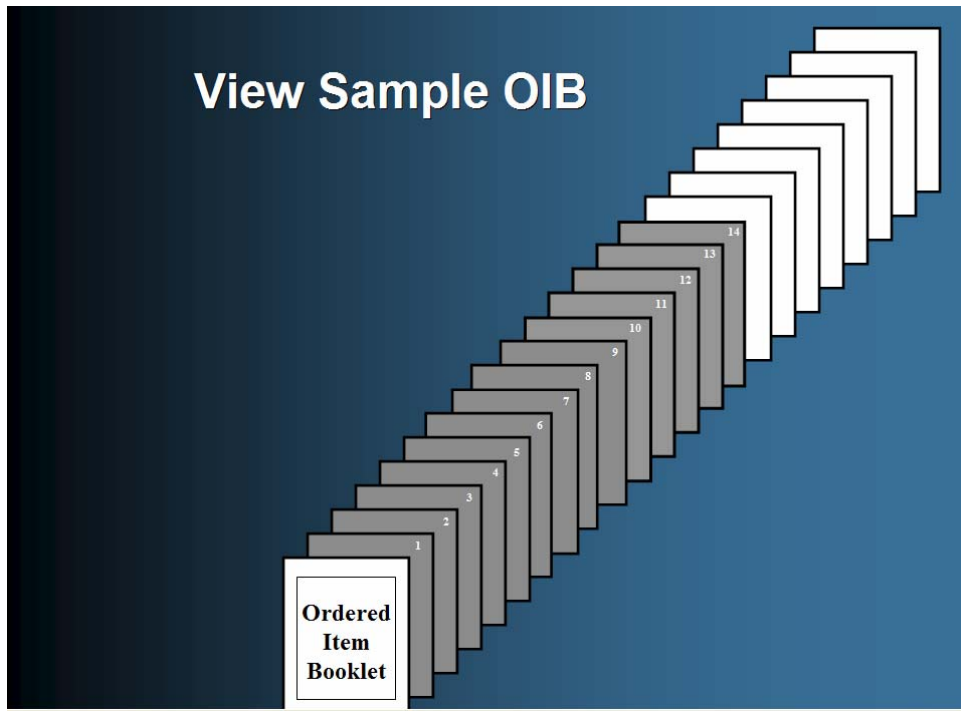
Figure D5 Training Slide: OIB Graphic

Sample Item Map

Order of difficulty	Location	Form	Item No.	Item Type	Score Key	Standard	What does this item measure? That is, what do you know about a student who can respond successfully to this item/score point?	Why is this item more difficult than the preceding items?
9	426	E1	5	MC	3	76.01		
10	429	E1	21	CR	1 of 3	51.01		
14	442	E12	6	MC	1	76.01		
15	444	E1	21	CR	2 of 3	51.01		
20	455	E1	2	MC	2	76.01		
54	572	E1	21	CR	3 of 3	51.01		

Figure D6 Training Slide: Sample Item Map

Room Assignments (These assignments were reviewed for participants.)

Setting the Cut Score

Review

- CELDT Bookmark Training
- Target Student
- We want to describe the skills held in common by all these students.
- These are the skills of the Just Early Advanced student (similarly for Early Intermediate).
- Bookmark Placement
- Items preceding your Bookmark reflect skills that you believe all students at the Early Advanced cut score should master.
- For MC items, this means you believe that Early Advanced students should know the correct responses.
- For CR items this means that you believe that Early Advanced students should obtain at least that score point.
- Students may get some items right after the bookmark but will not have mastery of them.
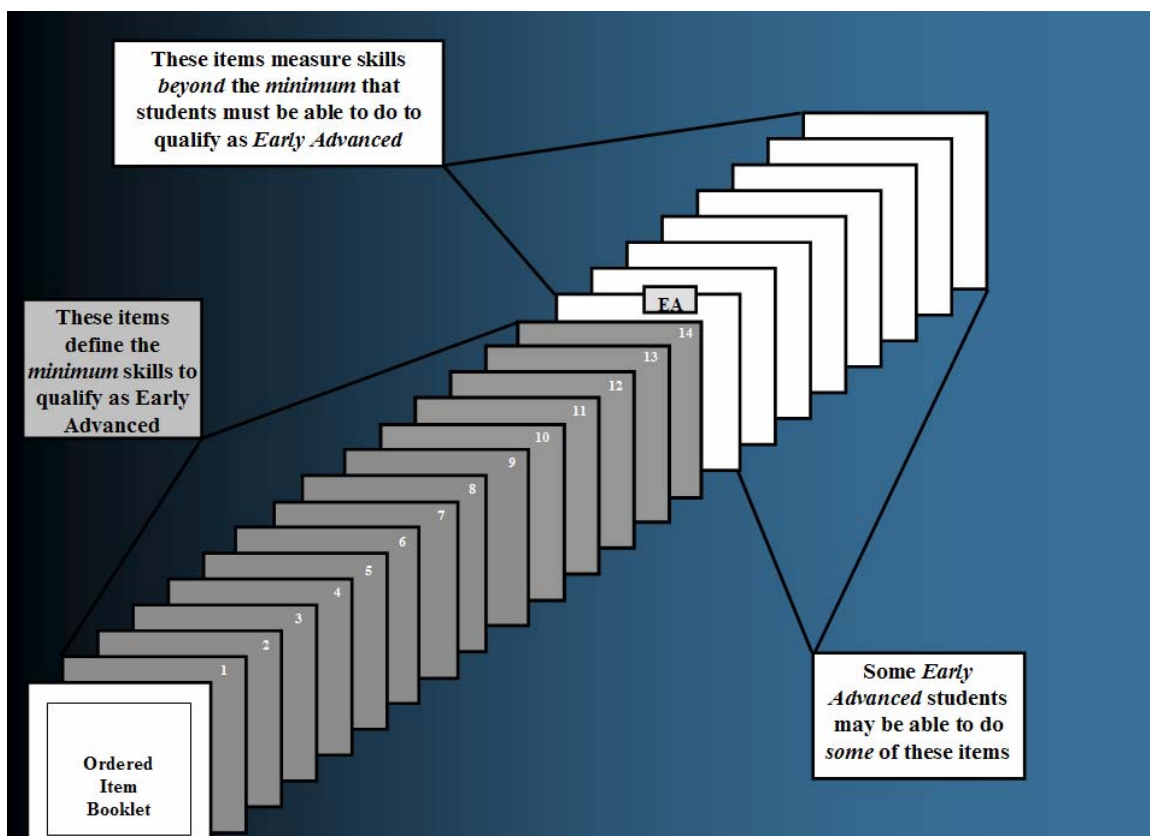
Figure D7 Training Slide: OIB Graphic 2

Test Scale
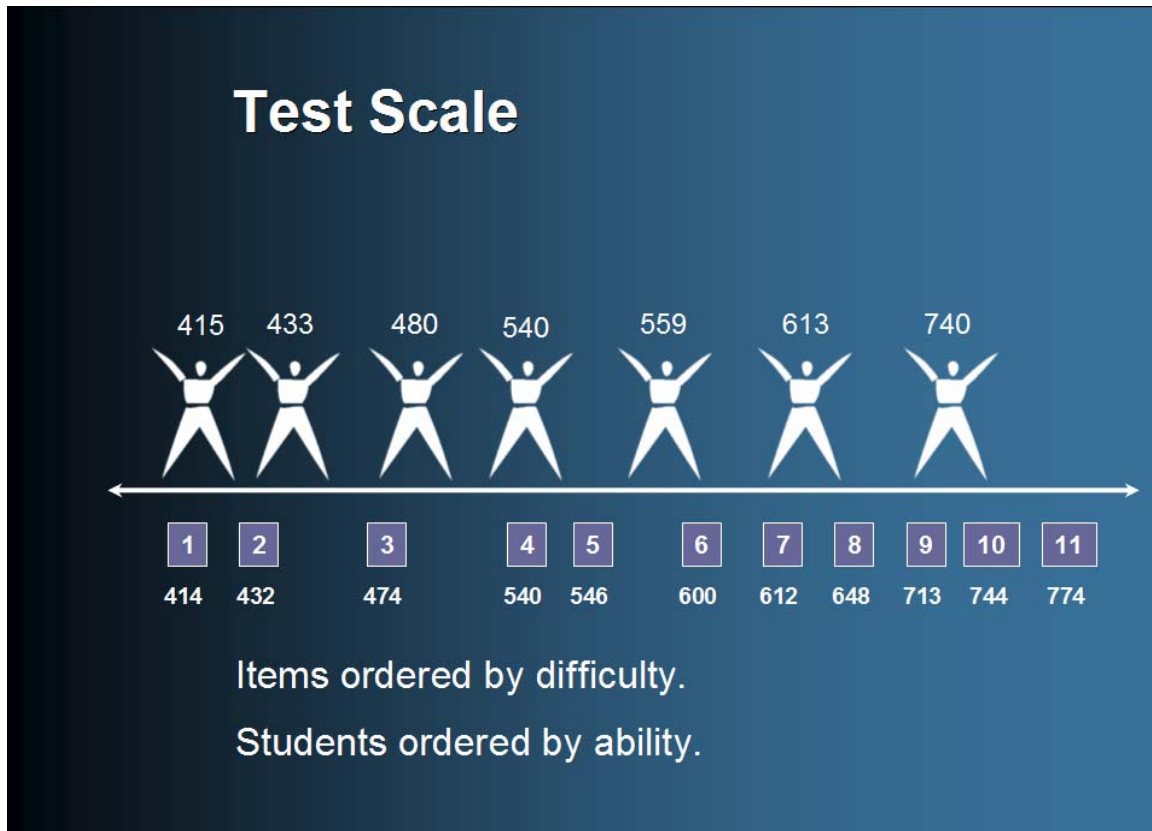
Figure D8 Training Slide: Test Scale

Mastery and Your Bookmark Placement
- Students show mastery when they have at least a 2/3 chance of answering an item correctly.
- Decision to use 2/3 based on research
- Place the bookmark at the first point where you feel that a student who has mastered the skills reflected by the items before the bookmark has demonstrated sufficient skills to be Early Advanced.

Mastery and the Target Student
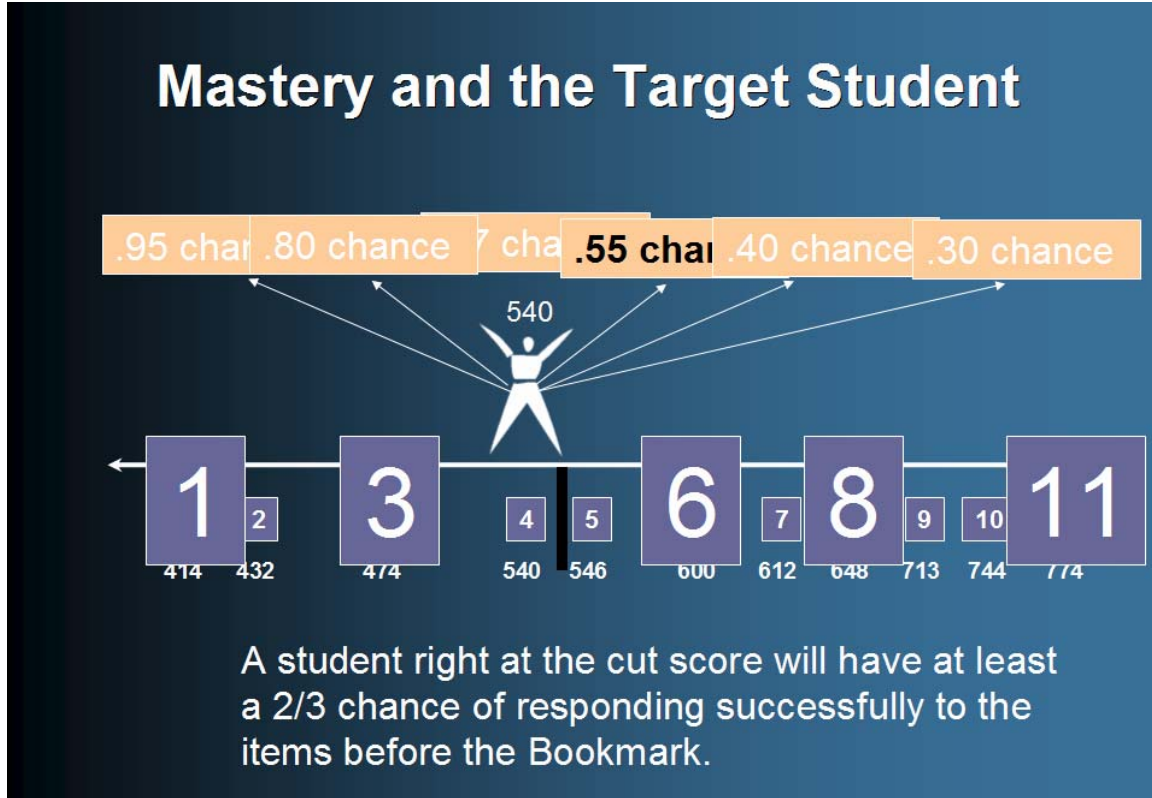
Figure D9 Training Slide: Mastery and the Target Student

Contextual Bookmarks
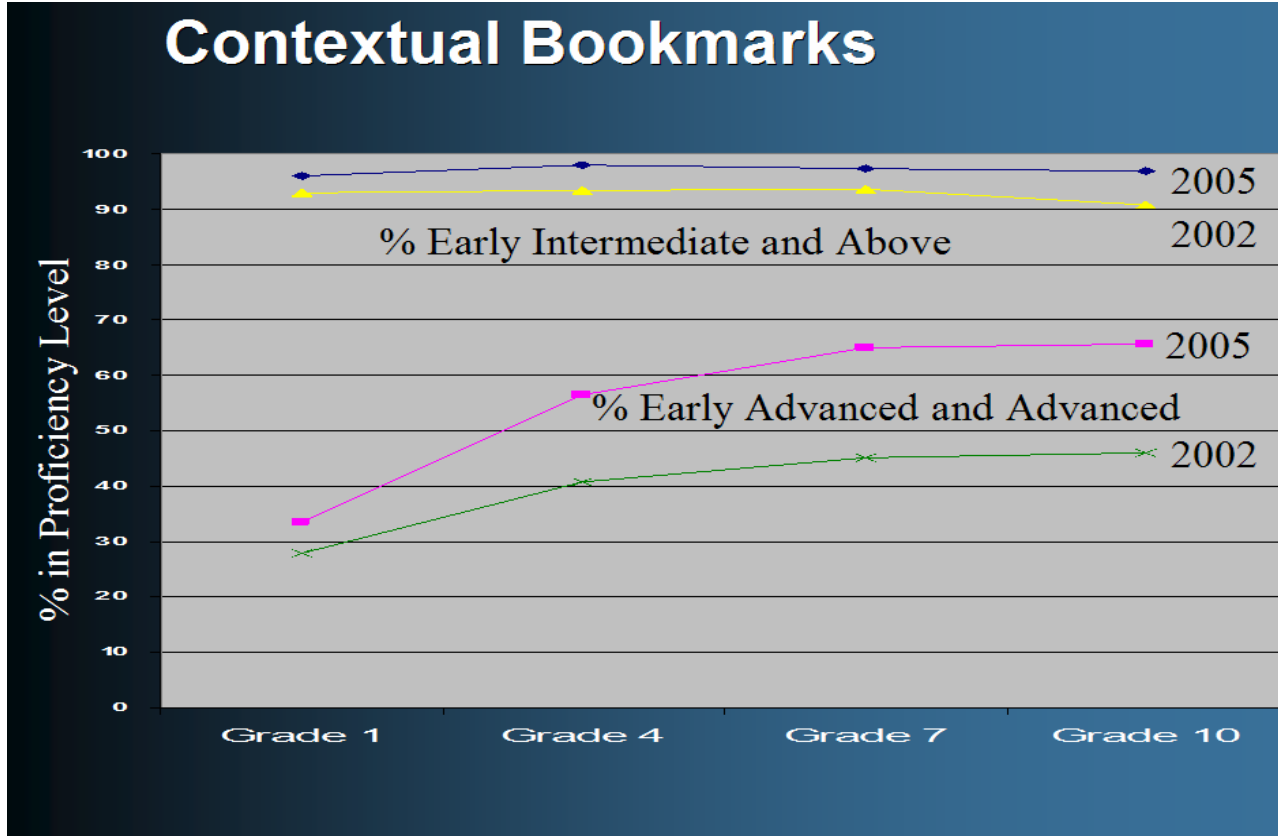
Figure D10 Training Slide: Contextual Bookmarks

- Example: Contextual Cut Scores: Listening Grade 1
- Bookmarks based on current cut scores and those associated with 2002 impact data
- Your judgments are in no way bound by these intervals; they are provided as contextual information.
- All ratings must be made on the rating form provided

Bookmark Placement

These directions are written for placing the *Early Advanced* bookmark and apply analogously to the *Early Intermediate* bookmark. They were used with participants in the 2006 CELDT Standard Setting.

For whom am I placing this bookmark?   The Target Student

When you place your *Early Advanced* bookmark, you are targeting the student who just qualifies as *Early Advanced*. A student with less skill than this Target Student would not yet be considered *Early Advanced*.

How do I place my bookmark?   The Mechanics

The bookmark is exactly that: a bookmark. It separates the minimum set of skills that *Early Advanced* students are expected to have from more advanced skills. In the example below, a participant has placed the *Early Advanced* bookmark on page 7. With this bookmark placement, the participant says that a student should have the skills represented in items 1 through 6 to be *Early Advanced*.

To place your bookmark, start at page 1 in the Ordered Item Booklet (OIB). Page through the OIB **looking at the skills covered** until you find the *first* page where you think a student has demonstrated a sufficient body of evidence to indicate that the student is *Early Advanced* relative to the ELD standards. These are the skills you are saying an *Early Advanced* student needs to master to just make it into the *Early Advanced* level.

Example of an *Early Advanced* bookmark placed on page 7.

10
9
8
7
6
5
4
3
2
1

Place your bookmark on the page AFTER the last item you expect the student to master. This page number is your bookmark. Write and bubble it on your Rating Form.

Hint: It may be helpful to first identify the interval of items in which you are reasonably certain the bookmark should be placed; then you can place the bookmark within that interval. If you are uncertain about where to place your bookmark, make your best decision; you will have another opportunity to reconsider your bookmark in the next round.
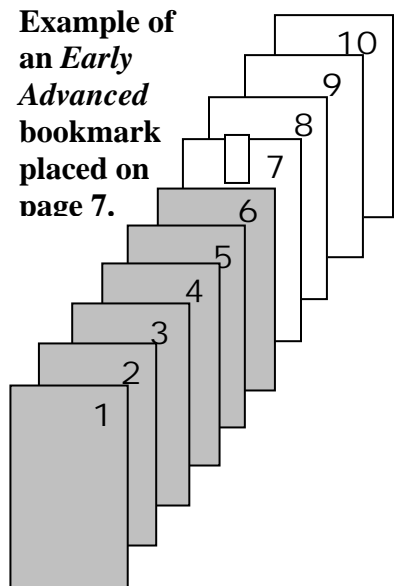
What does my *Early Advanced* Bookmark mean?   Some Answers

- You expect *Early Advanced* students to have the skills reflected by the items *before* your bookmark. They may have some of the skills reflected by items after the bookmark, but not enough to make it into the *Advanced* category.
- For multiple-choice items, *Early Advanced* students should know the correct response. For constructed-response items, *Early Advanced* students should achieve the score points before the bookmark, but not necessarily the score points after the bookmark.

Is my bookmark the same as a raw score?   NO

- It is very important to remember that your bookmark placement is *not* equal to a raw score. In the example above, the *Early Advanced* bookmark was placed on page 7. The participant was *not* saying that a student must get six items correct to be classified as *Early Advanced*. This participant is saying that a just *Early Advanced* student should have the skills represented in the items on pages 1 through 6. The numbers in the OIB correspond to the rank order of difficulty of each item. These numbers do *not* correspond to raw scores. Students may miss some of the items before the bookmark and will most likely get some of the items right after the bookmark.

Check Set

Content Area: O   O
         Speaking & Listening   Reading & Writing

Grade: O   O   O   O   O
     1   2   4   7   10

CELDT 2006

17

16

15

14

13

E

12

11

10

9

8

EI

7

6

5

4

3

2

1

**Ordered
Item
Booklet**
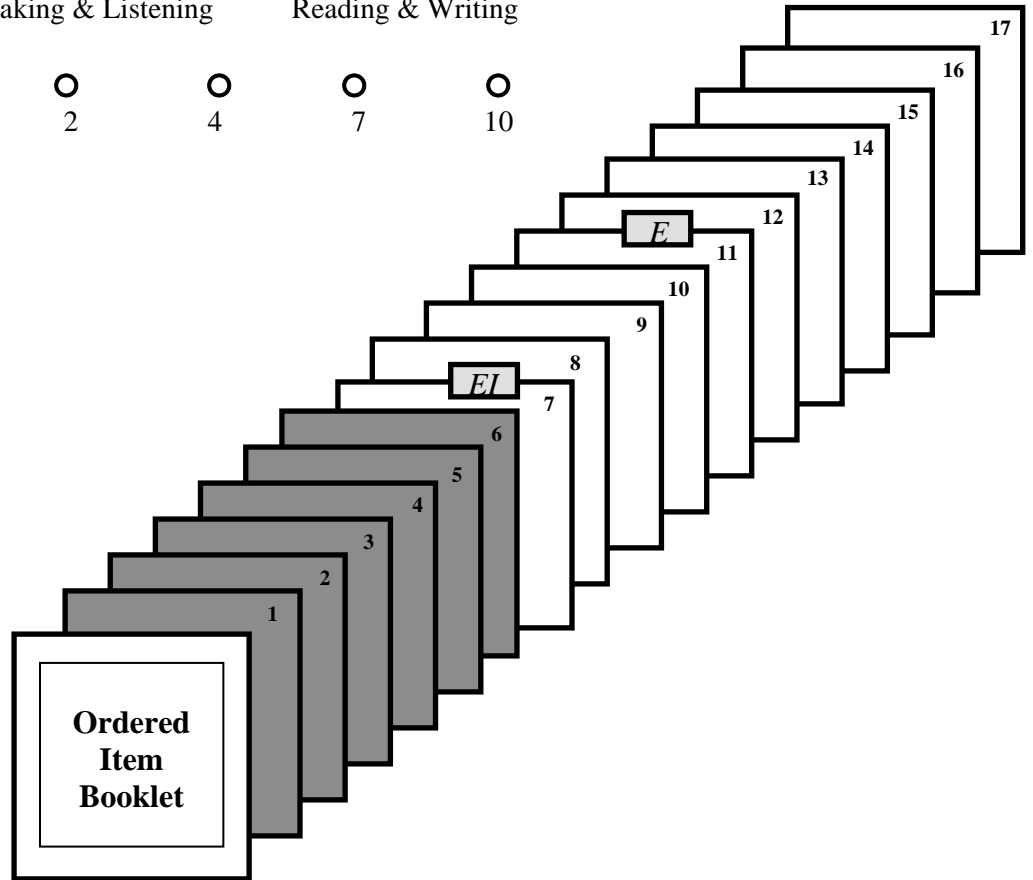
Suppose the bookmarks were placed in this sample ordered item booklet as follows:

	Early Intermediate Bookmark on Page #	Early Advanced Bookmark on Page #
Round 1	7	11

1. Which items does a student need to master to just make it into the *Early Intermediate* proficiency level?

    O 1 to 5   O 1 to 6   O 1 to 7   O 1 to 8

2. If a student mastered only items 1 through 5, in which proficiency level would this student be?

    O Beginning   O Early Intermediate   O Inter-mediate   O Early Adv   O Adv

3. Suppose a student mastered items 1 through 6. Which proficiency level is this student in?

    O Beginning   O Early Intermediate   O Inter-mediate   O Early Adv   O Adv

4. For students who are classified as *Early Intermediate*, with at least what likelihood will they be able to answer item 6?

    O 1/3   O 1/2   O 2/3   O 3/4

5. Will the items BEFORE the *Early Intermediate* bookmark be more or less difficult to answer than the items AFTER the bookmark or about the same?

    O More difficult to answer   O About the same   O Less difficult to answer

These items measure skills *beyond* the *minimum* that students must be able to do to qualify as *Early Advanced*

These items define the *minimum* skills to qualify as *Early Advanced*

EA

EI

22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Ordered Item Booklet

Some *Early Advanced* students may be able to do
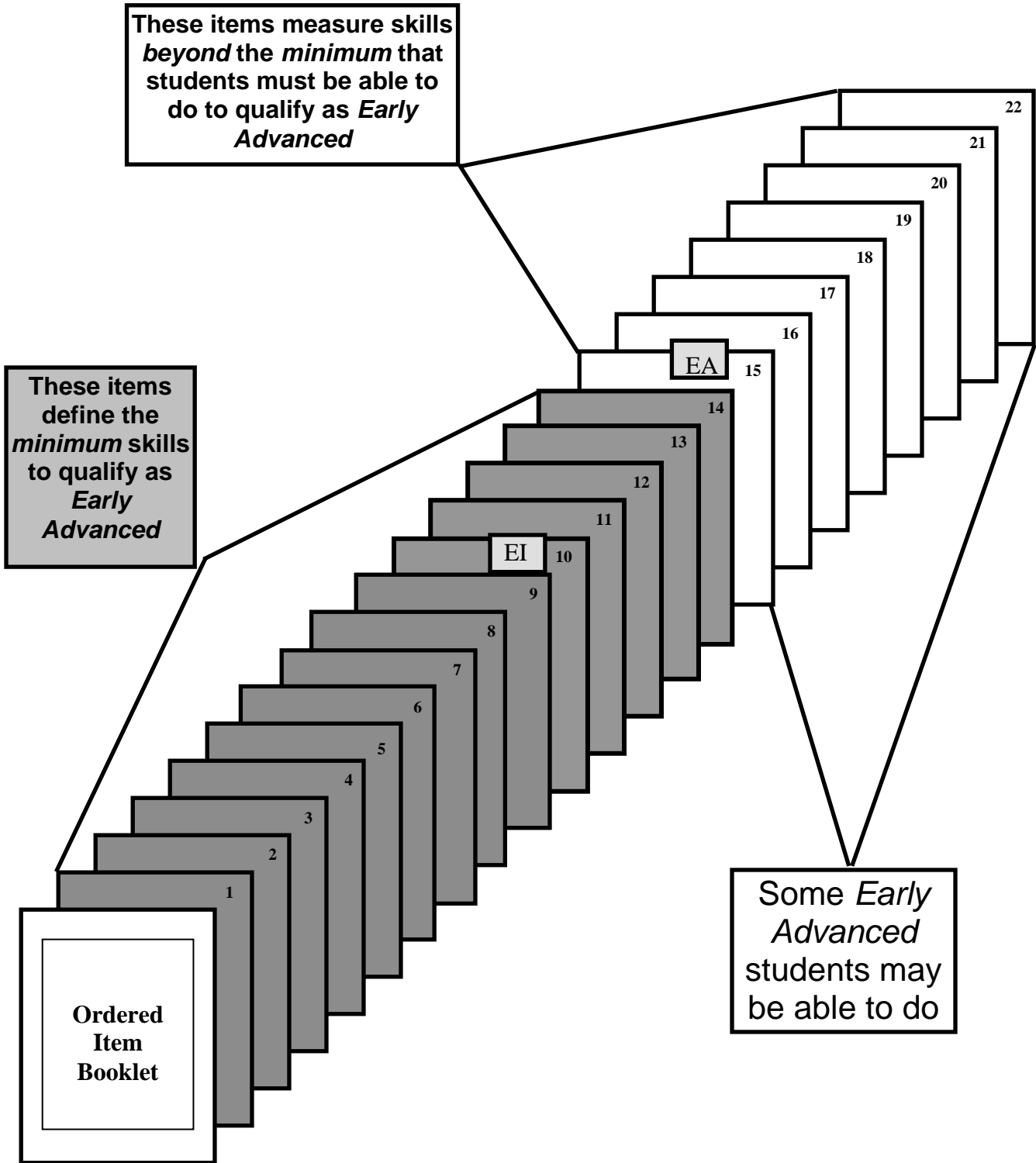
Section E: Standard Setting Results

The Section E first presents the round-by-round results of the CELDT Standard Setting by skill area (Listening, Reading, Speaking, and Writing) and grade evaluated. These tables (E1-E270) include bookmark placement decisions, cut scores, and summaries of bookmark placements and cut scores and the impact data accompanying each change. Also, standard error is discussed and the error associated with final decisions are reported (Tables E271-E286)

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Listening

Table E1 Listening Grade 1 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	1	28
1	4	9	26
1	5	9	34
1	6	2	24
1	7	11	26
1	8	3	33
2	2	7	35
2	9	5	29
2	10	3	38
2	11	12	36
2	12	9	38
2	13	5	36
Overall	Median	6	33.5
	Minimum	2	24
	Maximum	12	38
	Standard Deviation	3.55	5.04

Table E2 Listening Grade 1 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	336	432
1	4	366	419
1	5	366	448
1	6	336	416
1	7	375	419
1	8	349	438
2	2	364	452
2	9	362	432
2	10	349	462
2	11	379	455
2	12	366	462
2	13	362	455
Overall	Median	363	438
	Minimum	336	416
	Maximum	379	462
	Standard Deviation	13.83	17.03

Table E3 Listening Grade 1 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	6	27
Median	2	6	36
Median	Overall	6	33.5
Minimum	1	2	24
Minimum	2	3	29
Minimum	Overall	2	24
Maximum	1	11	34
Maximum	2	12	38
Maximum	Overall	12	38
Standard Deviation	1	4.10	4.09
Standard Deviation	2	3.25	3.33
Standard Deviation	Overall	3.55	5.04
Overall	Median	6	33.5
	Minimum	2	24
	Maximum	12	38
	Standard Deviation	3.55	5.04

Table E4 Listening Grade 1 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	358	426
Median	2	363	455
Median	Overall	363	438
Minimum	1	336	416
Minimum	2	349	432
Minimum	Overall	336	416
Maximum	1	375	448
Maximum	2	379	462
Maximum	Overall	379	462
Standard Deviation	1	16.73	12.80
Standard Deviation	2	9.61	11.06
Standard Deviation	Overall	13.83	17.03
Overall	Median	363	438
	Minimum	336	416
	Maximum	379	462
	Standard Deviation	13.83	17.03

Table E5 Listening Grade 1 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	6	27	
2	6	36	
Overall	6	33.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	16.4	47.2	36.4

Table E6 Listening Grade 1 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	6	32
1	4	9	31
1	5	9	33
1	6	6	32
1	7	6	31
1	8	4	32
2	2	5	34
2	9	5	35
2	10	5	36
2	11	5	34
2	12	5	36
2	13	5	35
Overall	Median	5	33.5
	Minimum	4	31
	Maximum	9	36
	Standard Deviation	1.59	1.83

Table E7 Listening Grade 1 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	363	437
1	4	366	435
1	5	366	438
1	6	363	437
1	7	363	435
1	8	359	437
2	2	362	448
2	9	362	452
2	10	362	455
2	11	362	448
2	12	362	455
2	13	362	452
Overall	Median	362	438
	Minimum	359	435
	Maximum	366	455
	Standard Deviation	1.94	8.10

Table E8 Listening Grade 1 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	6	32
Median	2	5	35
Median	Overall	5	33.5
Minimum	1	4	31
Minimum	2	5	34
Minimum	Overall	4	31
Maximum	1	9	33
Maximum	2	5	36
Maximum	Overall	9	36
Standard Deviation	1	1.97	0.75
Standard Deviation	2	0.00	0.89
Standard Deviation	Overall	1.59	1.83
Overall	Median	5	33.5
	Minimum	4	31
	Maximum	9	36
	Standard Deviation	1.59	1.83

Table E9 Listening Grade 1 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	363	437
Median	2	362	452
Median	Overall	362	438
Minimum	1	359	435
Minimum	2	362	448
Minimum	Overall	359	435
Maximum	1	366	438
Maximum	2	362	455
Maximum	Overall	366	455
Standard Deviation	1	2.58	1.22
Standard Deviation	2	0.00	3.14
Standard Deviation	Overall	1.94	8.10
Overall	Median	362	438
	Minimum	359	435
	Maximum	366	455
	Standard Deviation	1.94	8.1

Table E10 Listening Grade 1 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	6	32	
2	5	35	
Overall	5	33.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	16.4	47.2	36.4

Table E11 Listening Grade 1 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	5	33
1	4	4	36
1	5	7	36
1	6	4	36
1	7	4	36
1	8	4	34
2	2	5	35
2	9	5	35
2	10	5	36
2	11	5	34
2	12	5	36
2	13	5	36
Overall	Median	5	36
	Minimum	4	33
	Maximum	7	36
	Standard Deviation	0.83	1.06

Table E12 Listening Grade 1 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	362	438
1	4	359	455
1	5	364	455
1	6	359	455
1	7	359	455
1	8	359	448
2	2	362	452
2	9	362	452
2	10	362	455
2	11	362	448
2	12	362	455
2	13	362	455
Overall	Median	362	455
	Minimum	359	438
	Maximum	364	455
	Standard Deviation	1.67	4.92

Table E13 Listening Grade 1 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	4	36
Median	2	5	35.5
Median	Overall	5	36
Minimum	1	4	33
Minimum	2	5	34
Minimum	Overall	4	33
Maximum	1	7	36
Maximum	2	5	36
Maximum	Overall	7	36
Standard Deviation	1	1.21	1.33
Standard Deviation	2	0.00	0.82
Standard Deviation	Overall	0.83	1.06
Overall	Median	5	36
	Minimum	4	33
	Maximum	7	36
	Standard Deviation	0.83	1.06

Table E14 Listening Grade 1 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	359	455
Median	2	362	454
Median	Overall	362	455
Minimum	1	359	438
Minimum	2	362	448
Minimum	Overall	359	438
Maximum	1	364	455
Maximum	2	362	455
Maximum	Overall	364	455
Standard Deviation	1	2.16	6.96
Standard Deviation	2	0	2.79
Standard Deviation	Overall	1.67	4.92
Overall	Median	362	455
	Minimum	359	438
	Maximum	364	455
	Standard Deviation	1.67	4.92

Table E15 Listening Grade 1 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	4	36	
2	5	35.5	
Overall	5	36	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	16.4	58.7	24.9

Table E16 Listening Grade 4 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	6	46
1	9	8	41
1	10	9	31
1	11	23	47
1	12	22	45
1	13	6	47
1	14	26	50
2	2	14	47
2	4	16	47
2	5	6	43
2	6	8	40
2	7	19	47
2	8	9	46
2	15	6	45
Overall	Median	9	46
	Minimum	6	31
	Maximum	26	50
	Standard Deviation	7.19	4.67

Table E17 Listening Grade 4 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	377	505
1	9	385	477
1	10	387	428
1	11	416	505
1	12	415	494
1	13	377	505
1	14	423	551
2	2	400	505
2	4	401	505
2	5	377	478
2	6	385	466
2	7	403	505
2	8	387	505
2	15	377	494
Overall	Median	387	505
	Minimum	377	428
	Maximum	423	551
	Standard Deviation	15.92	27.35

Table E18 Listening Grade 4 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	9	46
Median	2	9	46
Median	Overall	9	46
Minimum	1	6	31
Minimum	2	6	40
Minimum	Overall	6	31
Maximum	1	26	50
Maximum	2	19	47
Maximum	Overall	26	50
Standard Deviation	1	8.92	6.28
Standard Deviation	2	5.18	2.65
Standard Deviation	Overall	7.19	4.67
Overall	Median	9	46
	Minimum	6	31
	Maximum	26	50
	Standard Deviation	7.19	4.67

Table E19 Listening Grade 4 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	387	505
Median	2	387	505
Median	Overall	387	505
Minimum	1	377	428
Minimum	2	377	466
Minimum	Overall	377	428
Maximum	1	423	551
Maximum	2	403	505
Maximum	Overall	423	551
Standard Deviation	1	20.02	37.08
Standard Deviation	2	11.27	15.94
Standard Deviation	Overall	15.92	27.35
Overall	Median	387	505
	Minimum	377	428
	Maximum	423	551
	Standard Deviation	15.92	27.35

Table E20 Listening Grade 4 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	9	46	
2	9	46	
Overall	9	46	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	4.3	46	49.7

Table E21 Listening Grade 4 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	14	46
1	9	14	46
1	10	13	42
1	11	14	47
1	12	14	47
1	13	14	47
1	14	14	46
2	2	12	45
2	4	16	47
2	5	9	48
2	6	8	43
2	7	13	44
2	8	10	46
2	15	9	45
Overall	Median	13.5	46
	Minimum	8	42
	Maximum	16	48
	Standard Deviation	2.44	1.69

Table E22 Listening Grade 4 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	400	505
1	9	400	505
1	10	399	477
1	11	400	505
1	12	400	505
1	13	400	505
1	14	400	505
2	2	398	494
2	4	401	505
2	5	387	509
2	6	385	478
2	7	399	483
2	8	392	505
2	15	387	494
Overall	Median	399	505
	Minimum	385	477
	Maximum	401	509
	Standard Deviation	5.89	11.08

Table E23 Listening Grade 4 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	14	46
Median	2	10	45
Median	Overall	13.5	46
Minimum	1	13	42
Minimum	2	8	43
Minimum	Overall	8	42
Maximum	1	14	47
Maximum	2	16	48
Maximum	Overall	16	48
Standard Deviation	1	0.38	1.77
Standard Deviation	2	2.83	1.72
Standard Deviation	Overall	2.44	1.69
Overall	Median	13.5	46
	Minimum	8	42
	Maximum	16	48
	Standard Deviation	2.44	1.69

Table E24 Listening Grade 4 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	400	505
Median	2	392	494
Median	Overall	399	505
Minimum	1	399	477
Minimum	2	385	478
Minimum	Overall	385	477
Maximum	1	400	505
Maximum	2	401	509
Maximum	Overall	401	509
Standard Deviation	1	0.38	10.58
Standard Deviation	2	6.6	11.76
Standard Deviation	Overall	5.89	11.08
Overall	Median	399	505
	Minimum	385	477
	Maximum	401	509
	Standard Deviation	5.89	11.08

Table E25 Listening Grade 4 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	14	46	
2	10	45	
Overall	13.5	46	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	6	44.4	49.6

Table E26 Listening Grade 4 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	16	49
1	10	14	44
1	11	18	49
1	12	18	49
1	13	18	49
1	14	18	49
2	2	18	49
2	4	18	49
2	5	18	49
2	6	13	48
2	7	18	49
2	8	18	49
2	15	18	49
Overall	Median	18	49
	Minimum	13	44
	Maximum	18	49
	Standard Deviation	1.72	1.39

Table E27 Listening Grade 4 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	401	519
1	10	400	483
1	11	402	519
1	12	402	519
1	13	402	519
1	14	402	519
2	2	402	519
2	4	402	519
2	5	402	519
2	6	399	509
2	7	402	519
2	8	402	519
2	15	402	519
Overall	Median	402	519
	Minimum	399	483
	Maximum	402	519
	Standard Deviation	0.80	10.23

Table E28 Listening Grade 4 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	18	49
Median	2	18	49
Median	Overall	18	49
Minimum	1	14	44
Minimum	2	13	48
Minimum	Overall	13	44
Maximum	1	18	49
Maximum	2	18	49
Maximum	Overall	18	49
Standard Deviation	1	1.67	2.04
Standard Deviation	2	1.89	0.38
Standard Deviation	Overall	1.72	1.39
Overall	Median	18	49
	Minimum	13	44
	Maximum	18	49
	Standard Deviation	1.72	1.39

Table E29 Listening Grade 4 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	402	519
Median	2	402	519
Median	Overall	402	519
Minimum	1	400	483
Minimum	2	399	509
Minimum	Overall	399	483
Maximum	1	402	519
Maximum	2	402	519
Maximum	Overall	402	519
Standard Deviation	1	0.84	14.70
Standard Deviation	2	1.13	3.78
Standard Deviation	Overall	0.80	10.23
Overall	Median	402	519
	Minimum	399	483
	Maximum	402	519
	Standard Deviation	0.80	10.23

Table E30 Listening Grade 4 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	18	49	
2	18	49	
Overall	18	49	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	6	62.5	31.5

Table E31 Listening Grade 7 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	12	44
1	4	13	44
1	6	16	46
1	7	18	39
1	8	7	44
1	9	20	44
2	2	8	44
2	5	12	42
2	10	8	35
2	11	10	40
2	12	5	39
2	13	10	45
Overall	Median	11	44
	Minimum	5	35
	Maximum	20	46
	Standard Deviation	4.56	3.24

Table E32 Listening Grade 7 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	419	572
1	4	427	572
1	6	432	584
1	7	439	528
1	8	409	572
1	9	450	572
2	2	413	572
2	5	419	560
2	10	413	494
2	11	416	535
2	12	370	528
2	13	416	575
Overall	Median	418	572
	Minimum	370	494
	Maximum	450	584
	Standard Deviation	19.62	27.47

Table E33 Listening Grade 7 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	14.5	44
Median	2	9	41
Median	Overall	11	44
Minimum	1	7	39
Minimum	2	5	35
Minimum	Overall	5	35
Maximum	1	20	46
Maximum	2	12	45
Maximum	Overall	20	46
Standard Deviation	1	4.68	2.35
Standard Deviation	2	2.4	3.66
Standard Deviation	Overall	4.56	3.24
Overall	Median	11	44
	Minimum	5	35
	Maximum	20	46
	Standard Deviation	4.56	3.24

Table E34 Listening Grade 7 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	430	572
Median	2	415	548
Median	Overall	418	572
Minimum	1	409	528
Minimum	2	370	494
Minimum	Overall	370	494
Maximum	1	450	584
Maximum	2	419	575
Maximum	Overall	450	584
Standard Deviation	1	14.51	19.54
Standard Deviation	2	18.67	31.11
Standard Deviation	Overall	19.62	27.47
Overall	Median	418	572
	Minimum	370	494
	Maximum	450	584
	Standard Deviation	19.62	27.47

Table E35 Listening Grade 7 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	14.5	44	
2	9	41	
Overall	11	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	5.1	60.4	34.5

Table E36 Listening Grade 7 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	16	44
1	4	17	45
1	6	16	46
1	7	16	44
1	8	18	46
1	9	16	44
2	2	10	45
2	5	10	45
2	10	10	44
2	11	10	45
2	12	10	42
2	13	10	45
Overall	Median	13	45
	Minimum	10	42
	Maximum	18	46
	Standard Deviation	3.44	1.08

Table E37 Listening Grade 7 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	432	572
1	4	436	575
1	6	432	584
1	7	432	572
1	8	439	584
1	9	432	572
2	2	416	575
2	5	416	575
2	10	416	572
2	11	416	575
2	12	416	560
2	13	416	575
Overall	Median	427	575
	Minimum	416	560
	Maximum	439	584
	Standard Deviation	9.47	6.15

Table E38 Listening Grade 7 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	16	44.5
Median	2	10	45
Median	Overall	13	45
Minimum	1	16	44
Minimum	2	10	42
Minimum	Overall	10	42
Maximum	1	18	46
Maximum	2	10	45
Maximum	Overall	18	46
Standard Deviation	1	0.84	0.98
Standard Deviation	2	0.00	1.21
Standard Deviation	Overall	3.44	1.08
Overall	Median	13	45
	Minimum	10	42
	Maximum	18	46
	Standard Deviation	3.44	1.08

Table E39 Listening Grade 7 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	432	574
Median	2	416	575
Median	Overall	427	575
Minimum	1	432	572
Minimum	2	416	560
Minimum	Overall	416	560
Maximum	1	439	584
Maximum	2	416	575
Maximum	Overall	439	584
Standard Deviation	1	2.99	5.92
Standard Deviation	2	0.00	6.00
Standard Deviation	Overall	9.47	6.15
Overall	Median	427	575
	Minimum	416	560
	Maximum	439	584
	Standard Deviation	9.47	6.15

Table E40 Listening Grade 7 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	16	44.5	
2	10	45	
Overall	13	45	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	6.5	59	34.5

Table E41 Listening Grade 7 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	12	44
1	4	10	42
1	6	16	46
1	7	11	42
1	8	11	42
1	9	12	44
2	2	10	44
2	5	10	45
2	10	10	44
2	11	10	44
2	12	11	44
2	13	11	45
Overall	Median	11	44
	Minimum	10	42
	Maximum	16	46
	Standard Deviation	1.70	1.27

Table E42 Listening Grade 7 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	419	572
1	4	416	560
1	6	432	584
1	7	418	560
1	8	418	560
1	9	419	572
2	2	416	572
2	5	416	575
2	10	416	572
2	11	416	572
2	12	418	572
2	13	418	575
Overall	Median	418	572
	Minimum	416	560
	Maximum	432	584
	Standard Deviation	4.5	7.14

Table E43 Listening Grade 7 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	11.5	43
Median	2	10	44
Median	Overall	11	44
Minimum	1	10	42
Minimum	2	10	44
Minimum	Overall	10	42
Maximum	1	16	46
Maximum	2	11	45
Maximum	Overall	16	46
Standard Deviation	1	2.10	1.63
Standard Deviation	2	0.52	0.52
Standard Deviation	Overall	1.70	1.27
Overall	Median	11	44
	Minimum	10	42
	Maximum	16	46
	Standard Deviation	1.70	1.27

Table E44 Listening Grade 7 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	419	566
Median	2	416	572
Median	Overall	418	572
Minimum	1	416	560
Minimum	2	416	572
Minimum	Overall	416	560
Maximum	1	432	584
Maximum	2	418	575
Maximum	Overall	432	584
Standard Deviation	1	5.82	9.80
Standard Deviation	2	1.03	1.55
Standard Deviation	Overall	4.50	7.14
Overall	Median	418	572
	Minimum	416	560
	Maximum	432	584
	Standard Deviation	4.50	7.14

Table E45 Listening Grade 7 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	11.5	43	
2	10	44	
Overall	11	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	5.1	60.4	34.5

Table E46 Listening Grade 10 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	11	31
1	4	9	31
1	5	10	35
1	6	7	38
1	7	9	27
1	8	11	39
2	2	10	36
2	9	4	31
2	10	7	39
2	11	9	39
2	13	9	41
2	14	10	41
Overall	Median	9	37
	Minimum	4	27
	Maximum	11	41
	Standard Deviation	1.99	4.64

Table E47 Listening Grade 10 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	447	526
1	4	439	526
1	5	445	554
1	6	436	619
1	7	439	515
1	8	447	623
2	2	445	564
2	9	411	526
2	10	436	623
2	11	439	623
2	13	439	628
2	14	445	628
Overall	Median	439	591
	Minimum	411	515
	Maximum	447	628
	Standard Deviation	9.67	48.13

Table E48 Listening Grade 10 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	9.5	33
Median	2	9	39
Median	Overall	9	37
Minimum	1	7	27
Minimum	2	4	31
Minimum	Overall	4	27
Maximum	1	11	39
Maximum	2	10	41
Maximum	Overall	11	41
Standard Deviation	1	1.52	4.64
Standard Deviation	2	2.32	3.82
Standard Deviation	Overall	1.99	4.64
Overall	Median	9	37
	Minimum	4	27
	Maximum	11	41
	Standard Deviation	1.99	4.64

Table E49 Listening Grade 10 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	442	540
Median	2	439	623
Median	Overall	439	591
Minimum	1	436	515
Minimum	2	411	526
Minimum	Overall	411	515
Maximum	1	447	623
Maximum	2	445	628
Maximum	Overall	447	628
Standard Deviation	1	4.75	48.62
Standard Deviation	2	12.69	43.33
Standard Deviation	Overall	9.67	48.13
Overall	Median	439	591
	Minimum	411	515
	Maximum	447	628
	Standard Deviation	9.67	48.13

Table E50 Listening Grade 10 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	9.5	33	
2	9	39	
Overall	9	37	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.6	58.9	33.5

Table E51 Listening Grade 10 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	10	38
1	4	10	38
1	5	10	38
1	6	10	38
1	7	10	38
1	8	11	38
2	2	9	39
2	9	9	39
2	10	9	39
2	11	9	39
2	13	9	39
2	14	9	39
Overall	Median	9.5	38.5
	Minimum	9	38
	Maximum	11	39
	Standard Deviation	0.67	0.52

Table E52 Listening Grade 10 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	445	619
1	4	445	619
1	5	445	619
1	6	445	619
1	7	445	619
1	8	447	619
2	2	439	623
2	9	439	623
2	10	439	623
2	11	439	623
2	13	439	623
2	14	439	623
Overall	Median	439	619
	Minimum	439	619
	Maximum	447	623
	Standard Deviation	2.97	2.47

Table E53 Listening Grade 10 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	10	38
Median	2	9	39
Median	Overall	9.5	38.5
Minimum	1	10	38
Minimum	2	9	39
Minimum	Overall	9	38
Maximum	1	11	38
Maximum	2	9	39
Maximum	Overall	11	39
Standard Deviation	1	0.41	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.67	0.52
Overall	Median	9.5	38.5
	Minimum	9	38
	Maximum	11	39
	Standard Deviation	0.67	0.52

Table E54 Listening Grade 10 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	445	619
Median	2	439	623
Median	Overall	439	619
Minimum	1	445	619
Minimum	2	439	623
Minimum	Overall	439	619
Maximum	1	447	619
Maximum	2	439	623
Maximum	Overall	447	623
Standard Deviation	1	0.82	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	2.97	2.47
Overall	Median	439	619
	Minimum	439	619
	Maximum	447	623
	Standard Deviation	2.97	2.47

Table E55 Listening Grade 10 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	10	38	
2	9	39	
Overall	9.5	38.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.6	58.9	33.5

Table E56 Listening Grade 10 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	10	38
1	4	10	38
1	5	10	39
1	6	10	38
1	7	11	38
1	8	11	39
2	2	10	39
2	9	10	38
2	10	9	39
2	11	9	39
2	13	10	41
2	14	10	41
Overall	Median	10	39
	Minimum	9	38
	Maximum	11	41
	Standard Deviation	0.60	1.08

Table E57 Listening Grade 10 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	445	619
1	4	445	619
1	5	445	623
1	6	445	619
1	7	447	619
1	8	447	623
2	2	445	623
2	9	445	619
2	10	439	623
2	11	439	623
2	13	445	628
2	14	445	628
Overall	Median	445	623
	Minimum	439	619
	Maximum	447	628
	Standard Deviation	2.33	3.43

Table E58 Listening Grade 10 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	10	38
Median	2	10	39
Median	Overall	10	39
Minimum	1	10	38
Minimum	2	9	38
Minimum	Overall	9	38
Maximum	1	11	39
Maximum	2	10	41
Maximum	Overall	11	41
Standard Deviation	1	0.52	0.52
Standard Deviation	2	0.52	1.22
Standard Deviation	Overall	0.60	1.08
Overall	Median	10	39
	Minimum	9	38
	Maximum	11	41
	Standard Deviation	0.60	1.08

Table E59 Listening Grade 10 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	445	619
Median	2	445	623
Median	Overall	445	623
Minimum	1	445	619
Minimum	2	439	619
Minimum	Overall	439	619
Maximum	1	447	623
Maximum	2	445	628
Maximum	Overall	447	628
Standard Deviation	1	1.03	2.07
Standard Deviation	2	3.10	3.46
Standard Deviation	Overall	2.33	3.43
Overall	Median	445	623
	Minimum	439	619
	Maximum	447	628
	Standard Deviation	2.33	3.43

Table E60 Listening Grade 10 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	10	38	
2	10	39	
Overall	10	39	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.6	58.9	33.5

Table E61 Listening Grade 10 Round 4 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	10	38
1	4	10	39
1	5	10	39
1	6	10	39
1	8	11	39
2	2	9	39
2	9	9	39
2	10	9	39
2	11	9	39
2	13	10	39
2	14	9	39
Overall	Median	10	39
	Minimum	9	38
	Maximum	11	39
	Standard Deviation	0.67	0.30

Table E62 Listening Grade 10 Round 4 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	445	619
1	4	445	623
1	5	445	623
1	6	445	623
1	8	447	623
2	2	439	623
2	9	439	623
2	10	439	623
2	11	439	623
2	13	445	623
2	14	439	623
Overall	Median	445	623
	Minimum	439	619
	Maximum	447	623
	Standard Deviation	2.98	1.43

Table E63 Listening Grade 10 Round 4 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	10	39
Median	2	9	39
Median	Overall	10	39
Minimum	1	10	38
Minimum	2	9	39
Minimum	Overall	9	38
Maximum	1	11	39
Maximum	2	10	39
Maximum	Overall	11	39
Standard Deviation	1	0.45	0.45
Standard Deviation	2	0.41	0.00
Standard Deviation	Overall	0.67	0.30
Overall	Median	10	39
	Minimum	9	38
	Maximum	11	39
	Standard Deviation	0.67	0.30

Table E64 Listening Grade 10 Round 4 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	445	623
Median	2	439	623
Median	Overall	445	623
Minimum	1	445	619
Minimum	2	439	623
Minimum	Overall	439	619
Maximum	1	447	623
Maximum	2	445	623
Maximum	Overall	447	623
Standard Deviation	1	0.89	1.79
Standard Deviation	2	2.45	0.00
Standard Deviation	Overall	2.98	1.43
Overall	Median	445	623
	Minimum	439	619
	Maximum	447	623
	Standard Deviation	2.98	1.43

Table E65 Listening Grade 10 Round 4 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	10	39	
2	9	39	
Overall	10	39	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.6	58.9	33.5

Table E66 Reading Grade 2 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	8	50
1	6	10	41
1	7	7	50
1	8	8	50
1	9	4	50
1	10	7	48
2	2	11	55
2	11	16	56
2	12	17	48
2	13	8	53
2	14	8	50
2	15	7	55
Overall	Median	8	50
	Minimum	4	41
	Maximum	17	56
	Standard Deviation	3.79	4.06

Reading

Table E67 Reading Grade 2 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	421	519
1	6	423	482
1	7	413	519
1	8	421	519
1	9	407	519
1	10	413	514
2	2	428	526
2	11	443	543
2	12	446	514
2	13	421	524
2	14	421	519
2	15	413	526
Overall	Median	421	519
	Minimum	407	482
	Maximum	446	543
	Standard Deviation	11.91	13.88

Table E68 Reading Grade 2 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	7.5	50
Median	2	9.5	54
Median	Overall	8	50
Minimum	1	4	41
Minimum	2	7	48
Minimum	Overall	4	41
Maximum	1	10	50
Maximum	2	17	56
Maximum	Overall	17	56
Standard Deviation	1	1.97	3.60
Standard Deviation	2	4.36	3.19
Standard Deviation	Overall	3.79	4.06
Overall	Median	8	50
	Minimum	4	41
	Maximum	17	56
	Standard Deviation	3.79	4.06

Table E69 Reading Grade 2 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	417	519
Median	2	425	525
Median	Overall	421	519
Minimum	1	407	482
Minimum	2	413	514
Minimum	Overall	407	482
Maximum	1	423	519
Maximum	2	446	543
Maximum	Overall	446	543
Standard Deviation	1	6.28	14.83
Standard Deviation	2	13.19	9.83
Standard Deviation	Overall	11.91	13.88
Overall	Median	421	519
	Minimum	407	482
	Maximum	446	543
	Standard Deviation	11.91	13.88

Table E70 Reading Grade 2 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	7.5	50	
2	9.5	54	
Overall	8	50	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	43.9	49.1	7

Table E71 Reading Grade 2 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	8	50
1	6	8	50
1	7	8	50
1	9	8	50
1	10	8	50
2	2	11	55
2	11	11	55
2	12	13	55
2	13	9	53
2	14	8	52
2	15	11	55
Overall	Median	8	52
	Minimum	8	50
	Maximum	13	55
	Standard Deviation	1.80	2.37

Table E72 Reading Grade 2 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	421	519
1	6	421	519
1	7	421	519
1	9	421	519
1	10	421	519
2	2	428	526
2	11	428	526
2	12	439	526
2	13	422	524
2	14	421	524
2	15	428	526
Overall	Median	421	524
	Minimum	421	519
	Maximum	439	526
	Standard Deviation	5.77	3.18

Table E73 Reading Grade 2 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	50
Median	2	11	55
Median	Overall	8	52
Minimum	1	8	50
Minimum	2	8	52
Minimum	Overall	8	50
Maximum	1	8	50
Maximum	2	13	55
Maximum	Overall	13	55
Standard Deviation	1	0.00	0.00
Standard Deviation	2	1.76	1.33
Standard Deviation	Overall	1.80	2.37
Overall	Median	8	52
	Minimum	8	50
	Maximum	13	55
	Standard Deviation	1.80	2.37

Table E74 Reading Grade 2 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	421	519
Median	2	428	526
Median	Overall	421	524
Minimum	1	421	519
Minimum	2	421	524
Minimum	Overall	421	519
Maximum	1	421	519
Maximum	2	439	526
Maximum	Overall	439	526
Standard Deviation	1	0.00	0.00
Standard Deviation	2	6.41	1.03
Standard Deviation	Overall	5.77	3.18
Overall	Median	421	524
	Minimum	421	519
	Maximum	439	526
	Standard Deviation	5.77	3.18

Table E75 Reading Grade 2 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	50	
2	11	55	
Overall	8	52	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	43.9	51.2	4.9

Table E76 Reading Grade 2 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	8	52
1	6	8	52
1	7	8	52
1	9	8	52
1	10	8	50
2	2	9	52
2	11	9	52
2	12	9	52
2	13	8	52
2	14	8	52
2	15	9	53
Overall	Median	8	52
	Minimum	8	50
	Maximum	9	53
	Standard Deviation	0.50	0.70

Table E77 Reading Grade 2 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	421	524
1	6	421	524
1	7	421	524
1	9	421	524
1	10	421	519
2	2	422	524
2	11	422	524
2	12	422	524
2	13	421	524
2	14	421	524
2	15	422	524
Overall	Median	421	524
	Minimum	421	519
	Maximum	422	524
	Standard Deviation	0.46	1.28

Table E78 Reading Grade 2 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	52
Median	2	9	52
Median	Overall	8	52
Minimum	1	8	50
Minimum	2	8	52
Minimum	Overall	8	50
Maximum	1	8	52
Maximum	2	9	53
Maximum	Overall	9	53
Standard Deviation	1	0.00	0.89
Standard Deviation	2	0.52	0.41
Standard Deviation	Overall	0.50	0.70
Overall	Median	8	52
	Minimum	8	50
	Maximum	9	53
	Standard Deviation	0.50	0.70

Table E79 Reading Grade 2 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	421	524
Median	2	422	524
Median	Overall	421	524
Minimum	1	421	519
Minimum	2	421	524
Minimum	Overall	421	519
Maximum	1	421	524
Maximum	2	422	524
Maximum	Overall	422	524
Standard Deviation	1	0.00	2.24
Standard Deviation	2	0.52	0.00
Standard Deviation	Overall	0.46	1.28
Overall	Median	421	524
	Minimum	421	519
	Maximum	422	524
	Standard Deviation	0.46	1.28

Table E80 Reading Grade 2 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	52	
2	9	52	
Overall	8	52	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	43.9	51.2	4.9

Table E81 Reading Grade 4 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	1	12	55
1	3	7	51
1	9	5	47
1	10	7	54
1	11	10	50
1	12	8	52
2	2	7	54
2	4	47	59
2	5	7	54
2	6	5	46
2	7	9	54
2	8	31	59
Overall	Median	7.5	54
	Minimum	5	46
	Maximum	47	59
	Standard Deviation	12.80	4.03

Table E82 Reading Grade 4 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	1	479	563
1	3	466	544
1	9	450	530
1	10	466	560
1	11	476	540
1	12	468	553
2	2	466	560
2	4	530	600
2	5	466	560
2	6	450	526
2	7	474	560
2	8	505	600
Overall	Median	466	560
	Minimum	450	526
	Maximum	530	600
	Standard Deviation	22.63	23.32

Table E83 Reading Grade 4 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	7.5	51.5
Median	2	8	54
Median	Overall	7.5	54
Minimum	1	5	47
Minimum	2	5	46
Minimum	Overall	5	46
Maximum	1	12	55
Maximum	2	47	59
Maximum	Overall	47	59
Standard Deviation	1	2.48	2.88
Standard Deviation	2	17.33	4.76
Standard Deviation	Overall	12.80	4.03
Overall	Median	7.5	54
	Minimum	5	46
	Maximum	47	59
	Standard Deviation	12.80	4.03

Table E84 Reading Grade 4 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	467	549
Median	2	470	560
Median	Overall	466	560
Minimum	1	450	530
Minimum	2	450	526
Minimum	Overall	450	526
Maximum	1	479	563
Maximum	2	530	600
Maximum	Overall	530	600
Standard Deviation	1	10.15	12.63
Standard Deviation	2	29.78	28.30
Standard Deviation	Overall	22.63	23.32
Overall	Median	466	560
	Minimum	450	526
	Maximum	530	600
	Standard Deviation	22.63	23.32

Table E85 Reading Grade 4 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	7.5	51.5	
2	8	54	
Overall	7.5	54	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	25.6	61	13.4

Table E86 Reading Grade 4 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	1	10	55
1	3	8	54
1	9	5	50
1	10	8	54
1	11	8	50
1	12	9	53
2	2	9	54
2	4	38	54
2	5	11	54
2	6	9	56
2	7	10	54
2	8	9	50
Overall	Median	9	54
	Minimum	5	50
	Maximum	38	56
	Standard Deviation	8.58	2.04

Table E87 Reading Grade 4 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	1	476	563
1	3	468	560
1	9	450	540
1	10	468	560
1	11	468	540
1	12	474	559
2	2	474	560
2	4	514	560
2	5	476	560
2	6	474	568
2	7	476	560
2	8	474	540
Overall	Median	474	560
	Minimum	450	540
	Maximum	514	568
	Standard Deviation	14.34	9.84

Table E88 Reading Grade 4 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	53.5
Median	2	9.5	54
Median	Overall	9	54
Minimum	1	5	50
Minimum	2	9	50
Minimum	Overall	5	50
Maximum	1	10	55
Maximum	2	38	56
Maximum	Overall	38	56
Standard Deviation	1	1.67	2.16
Standard Deviation	2	11.62	1.97
Standard Deviation	Overall	8.58	2.04
Overall	Median	9	54
	Minimum	5	50
	Maximum	38	56
	Standard Deviation	8.58	2.04

Table E89 Reading Grade 4 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	468	560
Median	2	475	560
Median	Overall	474	560
Minimum	1	450	540
Minimum	2	474	540
Minimum	Overall	450	540
Maximum	1	476	563
Maximum	2	514	568
Maximum	Overall	514	568
Standard Deviation	1	9.18	10.67
Standard Deviation	2	16.03	9.38
Standard Deviation	Overall	14.34	9.84
Overall	Median	474	560
	Minimum	450	540
	Maximum	514	568
	Standard Deviation	14.34	9.84

Table E90 Reading Grade 4 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	53.5	
2	9.5	54	
Overall	9	54	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	32.1	54.5	13.4

Table E91 Reading Grade 4 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	1	11	55
1	3	8	54
1	9	8	54
1	10	8	54
1	11	8	50
1	12	8	54
2	2	9	54
2	4	38	54
2	5	11	54
2	6	9	54
2	7	9	54
2	8	9	54
Overall	Median	9	54
	Minimum	8	50
	Maximum	38	55
	Standard Deviation	8.47	1.22

Table E92 Reading Grade 4 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	1	476	563
1	3	468	560
1	9	468	560
1	10	468	560
1	11	468	540
1	12	468	560
2	2	474	560
2	4	514	560
2	5	476	560
2	6	474	560
2	7	474	560
2	8	474	560
Overall	Median	474	560
	Minimum	468	540
	Maximum	514	563
	Standard Deviation	12.53	5.95

Table E93 Reading Grade 4 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	54
Median	2	9	54
Median	Overall	9	54
Minimum	1	8	50
Minimum	2	9	54
Minimum	Overall	8	50
Maximum	1	11	55
Maximum	2	38	54
Maximum	Overall	38	55
Standard Deviation	1	1.22	1.76
Standard Deviation	2	11.70	0.00
Standard Deviation	Overall	8.47	1.22
Overall	Median	9	54
	Minimum	8	50
	Maximum	38	55
	Standard Deviation	8.47	1.22

Table E94 Reading Grade 4 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	468	560
Median	2	474	560
Median	Overall	474	560
Minimum	1	468	540
Minimum	2	474	560
Minimum	Overall	468	540
Maximum	1	476	563
Maximum	2	514	560
Maximum	Overall	514	563
Standard Deviation	1	3.27	8.50
Standard Deviation	2	16.19	0.00
Standard Deviation	Overall	12.53	5.95
Overall	Median	474	560
	Minimum	468	540
	Maximum	514	563
	Standard Deviation	12.53	5.95

Table E95 Reading Grade 4 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	54	
2	9	54	
Overall	9	54	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	32.1	54.5	13.4

Table E96 Reading Grade 7 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	6	36
1	4	12	48
1	5	6	38
1	6	7	37
1	10	8	36
2	3	4	40
2	7	8	36
2	8	8	36
2	9	8	36
2	11	8	36
Overall	Median	8	36
	Minimum	4	36
	Maximum	12	48
	Standard Deviation	2.07	3.78

Table E97 Reading Grade 7 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	474	567
1	4	492	589
1	5	474	567
1	6	477	567
1	10	478	567
2	3	465	572
2	7	478	567
2	8	478	567
2	9	478	567
2	11	478	567
Overall	Median	478	567
	Minimum	465	567
	Maximum	492	589
	Standard Deviation	6.37	7.11

Table E98 Reading Grade 7 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	7	37
Median	2	8	36
Median	Overall	8	36
Minimum	1	6	36
Minimum	2	4	36
Minimum	Overall	4	36
Maximum	1	12	48
Maximum	2	8	40
Maximum	Overall	12	48
Standard Deviation	1	2.49	5.10
Standard Deviation	2	1.79	1.79
Standard Deviation	Overall	2.07	3.78
Overall	Median	8	36
	Minimum	4	36
	Maximum	12	48
	Standard Deviation	2.07	3.78

Table E99 Reading Grade 7 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	477	567
Median	2	478	567
Median	Overall	478	567
Minimum	1	474	567
Minimum	2	465	567
Minimum	Overall	465	567
Maximum	1	492	589
Maximum	2	478	572
Maximum	Overall	492	589
Standard Deviation	1	7.48	9.84
Standard Deviation	2	5.81	2.24
Standard Deviation	Overall	6.37	7.11
Overall	Median	478	567
	Minimum	465	567
	Maximum	492	589
	Standard Deviation	6.37	7.11

Table E100 Reading Grade 7 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	7	37	
2	8	36	
Overall	8	36	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	14.4	52.1	33.5

Table E101 Reading Grade 7 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	8	38
1	4	12	36
1	5	8	38
1	6	8	37
1	10	8	36
2	3	8	38
2	7	8	38
2	8	8	38
2	9	8	38
2	11	8	38
Overall	Median	8	38
	Minimum	8	36
	Maximum	12	38
	Standard Deviation	1.26	0.85

Table E102 Reading Grade 7 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	478	567
1	4	492	567
1	5	478	567
1	6	478	567
1	10	478	567
2	3	478	567
2	7	478	567
2	8	478	567
2	9	478	567
2	11	478	567
Overall	Median	478	567
	Minimum	478	567
	Maximum	492	567
	Standard Deviation	4.39	0.32

Table E103 Reading Grade 7 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	37
Median	2	8	38
Median	Overall	8	38
Minimum	1	8	36
Minimum	2	8	38
Minimum	Overall	8	36
Maximum	1	12	38
Maximum	2	8	38
Maximum	Overall	12	38
Standard Deviation	1	1.79	1.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	1.26	0.85
Overall	Median	8	38
	Minimum	8	36
	Maximum	12	38
	Standard Deviation	1.26	0.85

Table E104 Reading Grade 7 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	478	567
Median	2	478	567
Median	Overall	478	567
Minimum	1	478	567
Minimum	2	478	567
Minimum	Overall	478	567
Maximum	1	492	567
Maximum	2	478	567
Maximum	Overall	492	567
Standard Deviation	1	6.26	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	4.39	0.32
Overall	Median	478	567
	Minimum	478	567
	Maximum	492	567
	Standard Deviation	4.39	0.32

Table E105 Reading Grade 7 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	37	
2	8	38	
Overall	8	38	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	14.4	52.1	33.5

Table E106 Reading Grade 7 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	8	38
1	4	12	36
1	5	8	38
1	6	8	37
1	10	8	38
2	3	8	40
2	7	8	38
2	8	8	38
2	9	8	38
2	11	8	38
Overall	Median	8	38
	Minimum	8	36
	Maximum	12	40
	Standard Deviation	1.26	0.99

Table E107 Reading Grade 7 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	478	567
1	4	492	567
1	5	478	567
1	6	478	567
1	10	478	567
2	3	478	572
2	7	478	567
2	8	478	567
2	9	478	567
2	11	478	567
Overall	Median	478	567
	Minimum	478	567
	Maximum	492	572
	Standard Deviation	4.39	1.66

Table E108 Reading Grade 7 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	38
Median	2	8	38
Median	Overall	8	38
Minimum	1	8	36
Minimum	2	8	38
Minimum	Overall	8	36
Maximum	1	12	38
Maximum	2	8	40
Maximum	Overall	12	40
Standard Deviation	1	1.79	0.89
Standard Deviation	2	0.00	0.89
Standard Deviation	Overall	1.26	0.99
Overall	Median	8	38
	Minimum	8	36
	Maximum	12	40
	Standard Deviation	1.26	0.99

Table E109 Reading Grade 7 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	478	567
Median	2	478	567
Median	Overall	478	567
Minimum	1	478	567
Minimum	2	478	567
Minimum	Overall	478	567
Maximum	1	492	567
Maximum	2	478	572
Maximum	Overall	492	572
Standard Deviation	1	6.26	0.00
Standard Deviation	2	0.00	2.24
Standard Deviation	Overall	4.39	1.66
Overall	Median	478	567
	Minimum	478	567
	Maximum	492	572
	Standard Deviation	4.39	1.66

Table E110 Reading Grade 7 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	38	
2	8	38	
Overall	8	38	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	14.4	52.1	33.5

Table E111 Reading Grade 7 Round 4 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	10	40
1	4	12	42
1	5	10	40
1	6	11	40
1	10	13	40
2	3	9	38
2	7	11	40
2	8	11	40
2	9	10	40
2	11	9	40
Overall	Median	10.5	40
	Minimum	9	38
	Maximum	13	42
	Standard Deviation	1.26	0.94

Table E112 Reading Grade 7 Round 4 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	485	572
1	4	492	577
1	5	485	572
1	6	490	572
1	10	492	572
2	3	481	567
2	7	490	572
2	8	490	572
2	9	485	572
2	11	481	572
Overall	Median	485	572
	Minimum	481	567
	Maximum	492	577
	Standard Deviation	4.17	2.24

Table E113 Reading Grade 7 Round 4 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	11	40
Median	2	10	40
Median	Overall	10.5	40
Minimum	1	10	40
Minimum	2	9	38
Minimum	Overall	9	38
Maximum	1	13	42
Maximum	2	11	40
Maximum	Overall	13	42
Standard Deviation	1	1.30	0.89
Standard Deviation	2	1.00	0.89
Standard Deviation	Overall	1.26	0.94
Overall	Median	10.5	40
	Minimum	9	38
	Maximum	13	42
	Standard Deviation	1.26	0.94

Table E114 Reading Grade 7 Round 4 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	490	572
Median	2	485	572
Median	Overall	485	572
Minimum	1	485	572
Minimum	2	481	567
Minimum	Overall	481	567
Maximum	1	492	577
Maximum	2	490	572
Maximum	Overall	492	577
Standard Deviation	1	3.56	2.24
Standard Deviation	2	4.51	2.24
Standard Deviation	Overall	4.17	2.24
Overall	Median	485	572
	Minimum	481	567
	Maximum	492	577
	Standard Deviation	4.17	2.24

Table E115 Reading Grade 7 Round 4 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	11	40	
2	10	40	
Overall	10.5	40	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	17.2	54.2	28.6

Table E116 Reading Grade 10 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	12	55
1	4	20	42
1	5	12	40
1	7	10	47
1	8	11	28
1	9	21	47
2	3	6	54
2	10	6	47
2	11	7	42
2	12	6	46
2	13	7	45
2	14	10	41
Overall	Median	10	45.5
	Minimum	6	28
	Maximum	21	55
	Standard Deviation	5.14	7.00

Table E117 Reading Grade 10 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	534	655
1	4	554	613
1	5	534	606
1	7	526	621
1	8	532	575
1	9	557	621
2	3	518	645
2	10	518	621
2	11	518	613
2	12	518	621
2	13	518	621
2	14	526	611
Overall	Median	526	621
	Minimum	518	575
	Maximum	557	655
	Standard Deviation	13.94	19.58

Table E118 Reading Grade 10 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	12	44.5
Median	2	6.5	45.5
Median	Overall	10	45.5
Minimum	1	10	28
Minimum	2	6	41
Minimum	Overall	6	28
Maximum	1	21	55
Maximum	2	10	54
Maximum	Overall	21	55
Standard Deviation	1	4.84	9.06
Standard Deviation	2	1.55	4.62
Standard Deviation	Overall	5.14	7.00
Overall	Median	10	45.5
	Minimum	6	28
	Maximum	21	55
	Standard Deviation	5.14	7.00

Table E119 Reading Grade 10 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	534	617
Median	2	518	621
Median	Overall	526	621
Minimum	1	526	575
Minimum	2	518	611
Minimum	Overall	518	575
Maximum	1	557	655
Maximum	2	526	645
Maximum	Overall	557	655
Standard Deviation	1	12.77	25.91
Standard Deviation	2	3.27	12.12
Standard Deviation	Overall	13.94	19.58
Overall	Median	526	621
	Minimum	518	575
	Maximum	557	655
	Standard Deviation	13.94	19.58

Table E120 Reading Grade 10 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	12	44.5	
2	6.5	45.5	
Overall	10	45.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	26.1	55.2	18.7

Table E121 Reading Grade 10 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	13	47
1	4	14	48
1	5	14	48
1	7	14	48
1	8	13	48
1	9	14	48
2	3	6	46
2	10	6	46
2	11	6	46
2	12	6	46
2	13	6	46
2	14	6	46
Overall	Median	9.5	46.5
	Minimum	6	46
	Maximum	14	48
	Standard Deviation	4.02	1.00

Table E122 Reading Grade 10 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	537	621
1	4	541	626
1	5	541	626
1	7	541	626
1	8	537	626
1	9	541	626
2	3	518	621
2	10	518	621
2	11	518	621
2	12	518	621
2	13	518	621
2	14	518	621
Overall	Median	521	621
	Minimum	518	621
	Maximum	541	626
	Standard Deviation	11.74	2.77

Table E123 Reading Grade 10 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	14	48
Median	2	6	46
Median	Overall	9.5	46.5
Minimum	1	13	47
Minimum	2	6	46
Minimum	Overall	6	46
Maximum	1	14	48
Maximum	2	6	46
Maximum	Overall	14	48
Standard Deviation	1	0.52	0.41
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	4.02	1.00
Overall	Median	9.5	46.5
	Minimum	6	46
	Maximum	14	48
	Standard Deviation	4.02	1.00

Table E124 Reading Grade 10 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	541	626
Median	2	518	621
Median	Overall	521	621
Minimum	1	537	621
Minimum	2	518	621
Minimum	Overall	518	621
Maximum	1	541	626
Maximum	2	518	621
Maximum	Overall	541	626
Standard Deviation	1	2.07	2.04
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	11.74	2.77
Overall	Median	521	621
	Minimum	518	621
	Maximum	541	626
	Standard Deviation	11.74	2.77

Table E125 Reading Grade 10 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	14	48	
2	6	46	
Overall	9.5	46.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	23.1	58.2	18.7

Table 126 Reading Grade 10 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	10	47
1	4	10	47
1	5	10	46
1	7	10	47
1	8	10	47
1	9	10	47
2	3	10	46
2	10	10	46
2	11	10	46
2	12	10	46
2	13	10	46
2	14	10	46
Overall	Median	10	46
	Minimum	10	46
	Maximum	10	47
	Standard Deviation	0.00	0.51

Table E127 Reading Grade 10 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	526	621
1	4	526	621
1	5	526	621
1	7	526	621
1	8	526	621
1	9	526	621
2	3	526	621
2	10	526	621
2	11	526	621
2	12	526	621
2	13	526	621
2	14	526	621
Overall	Median	526	621
	Minimum	526	621
	Maximum	526	621
	Standard Deviation	0.00	0.18

Table E128 Reading Grade 10 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	10	47
Median	2	10	46
Median	Overall	10	46
Minimum	1	10	46
Minimum	2	10	46
Minimum	Overall	10	46
Maximum	1	10	47
Maximum	2	10	46
Maximum	Overall	10	47
Standard Deviation	1	0.00	0.41
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.00	0.51
Overall	Median	10	46
	Minimum	10	46
	Maximum	10	47
	Standard Deviation	0.00	0.51

Table E129 Reading Grade 10 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	526	621
Median	2	526	621
Median	Overall	526	621
Minimum	1	526	621
Minimum	2	526	621
Minimum	Overall	526	621
Maximum	1	526	621
Maximum	2	526	621
Maximum	Overall	526	621
Standard Deviation	1	0.00	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.00	0.18
Overall	Median	526	621
	Minimum	526	621
	Maximum	526	621
	Standard Deviation	0.00	0.18

Table E130 Reading Grade 10 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	10	47	
2	10	46	
Overall	10	46	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	26.1	55.2	18.7

Table E131 Reading Grade 10 Round 4 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	9	47
1	4	9	47
1	5	9	47
1	7	9	47
1	8	9	47
1	9	9	47
2	3	9	46
2	10	9	46
2	11	9	46
2	12	9	46
2	13	9	46
2	14	9	46
Overall	Median	9	46.5
	Minimum	9	46
	Maximum	9	47
	Standard Deviation	0.00	0.52

Table E132 Reading Grade 10 Round 4 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	521	621
1	4	521	621
1	5	521	621
1	7	521	621
1	8	521	621
1	9	521	621
2	3	521	621
2	10	521	621
2	11	521	621
2	12	521	621
2	13	521	621
2	14	521	621
Overall	Median	521	621
	Minimum	521	621
	Maximum	521	621
	Standard Deviation	0.00	0.18

Table E133 Reading Grade 10 Round 4 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	9	47
Median	2	9	46
Median	Overall	9	46.5
Minimum	1	9	47
Minimum	2	9	46
Minimum	Overall	9	46
Maximum	1	9	47
Maximum	2	9	46
Maximum	Overall	9	47
Standard Deviation	1	0.00	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.00	0.52
Overall	Median	9	46.5
	Minimum	9	46
	Maximum	9	47
	Standard Deviation	0.00	0.52

Table E134 Reading Grade 10 Round 4 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	521	621
Median	2	521	621
Median	Overall	521	621
Minimum	1	521	621
Minimum	2	521	621
Minimum	Overall	521	621
Maximum	1	521	621
Maximum	2	521	621
Maximum	Overall	521	621
Standard Deviation	1	0.00	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.00	0.18
Overall	Median	521	621
	Minimum	521	621
	Maximum	521	621
	Standard Deviation	0.00	0.18

Table E135 Reading Grade 10 Round 4 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	9	47	
2	9	46	
Overall	9	46.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	23.1	58.2	18.7

Speaking

Table E136 Speaking Grade 1 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	4	34
1	4	6	33
1	5	8	33
1	6	6	32
1	7	4	33
1	8	6	34
2	2	5	34
2	9	6	39
2	10	10	40
2	11	6	35
2	12	6	36
2	13	6	34
Overall	Median	6	34
	Minimum	4	32
	Maximum	10	40
	Standard Deviation	1.62	2.45

Table E137 Speaking Grade 1 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	311	456
1	4	353	447
1	5	360	447
1	6	353	436
1	7	311	447
1	8	353	456
2	2	343	456
2	9	353	470
2	10	363	477
2	11	353	457
2	12	353	457
2	13	353	456
Overall	Median	353	456
	Minimum	311	436
	Maximum	363	477
	Standard Deviation	17.48	10.75

Table E138 Speaking Grade 1 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	6	33
Median	2	6	35.5
Median	Overall	6	34
Minimum	1	4	32
Minimum	2	5	34
Minimum	Overall	4	32
Maximum	1	8	34
Maximum	2	10	40
Maximum	Overall	10	40
Standard Deviation	1	1.51	0.75
Standard Deviation	2	1.76	2.58
Standard Deviation	Overall	1.62	2.45
Overall	Median	6	34
	Minimum	4	32
	Maximum	10	40
	Standard Deviation	1.62	2.45

Table E139 Speaking Grade 1 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	353	447
Median	2	353	457
Median	Overall	353	456
Minimum	1	311	436
Minimum	2	343	456
Minimum	Overall	311	436
Maximum	1	360	456
Maximum	2	363	477
Maximum	Overall	363	477
Standard Deviation	1	22.75	7.41
Standard Deviation	2	6.32	9.06
Standard Deviation	Overall	17.48	10.75
Overall	Median	353	456
	Minimum	311	436
	Maximum	363	477
	Standard Deviation	17.48	10.75

Table E140 Speaking Grade 1 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	6	33	
2	6	35.5	
Overall	6	34	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	13.2	55.2	31.6

Table E141 Speaking Grade 1 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	6	36
1	4	6	36
1	5	6	36
1	6	6	36
1	7	6	36
1	8	6	36
2	2	6	36
2	9	6	39
2	10	6	40
2	11	5	37
2	12	5	40
2	13	6	40
Overall	Median	6	36
	Minimum	5	36
	Maximum	6	40
	Standard Deviation	0.39	1.83

Table E142 Speaking Grade 1 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	353	457
1	4	353	457
1	5	353	457
1	6	353	457
1	7	353	457
1	8	353	457
2	2	353	457
2	9	353	470
2	10	353	477
2	11	343	468
2	12	343	477
2	13	353	477
Overall	Median	353	457
	Minimum	343	457
	Maximum	353	477
	Standard Deviation	4.07	8.90

Table E143 Speaking Grade 1 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	6	36
Median	2	6	39.5
Median	Overall	6	36
Minimum	1	6	36
Minimum	2	5	36
Minimum	Overall	5	36
Maximum	1	6	36
Maximum	2	6	40
Maximum	Overall	6	40
Standard Deviation	1	0.00	0.00
Standard Deviation	2	0.52	1.75
Standard Deviation	Overall	0.39	1.83
Overall	Median	6	36
	Minimum	5	36
	Maximum	6	40
	Standard Deviation	0.39	1.83

Table E144 Speaking Grade 1 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	353	457
Median	2	353	474
Median	Overall	353	457
Minimum	1	353	457
Minimum	2	343	457
Minimum	Overall	343	457
Maximum	1	353	457
Maximum	2	353	477
Maximum	Overall	353	477
Standard Deviation	1	0.00	0.00
Standard Deviation	2	5.16	7.92
Standard Deviation	Overall	4.07	8.90
Overall	Median	353	457
	Minimum	343	457
	Maximum	353	477
	Standard Deviation	4.07	8.90

Table E145 Speaking Grade 1 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	6	36	
2	6	39.5	
Overall	6	36	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	13.2	55.2	31.6

Table E146 Speaking Grade 1 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	6	36
1	4	6	36
1	5	6	36
1	6	6	36
1	7	6	36
1	8	6	36
2	2	6	36
2	9	6	36
2	10	6	40
2	11	6	38
2	12	6	38
2	13	6	38
Overall	Median	6	36
	Minimum	6	36
	Maximum	6	40
	Standard Deviation	0.00	1.34

Table E147 Speaking Grade 1 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	353	457
1	4	353	457
1	5	353	457
1	6	353	457
1	7	353	457
1	8	353	457
2	2	353	457
2	9	353	457
2	10	353	477
2	11	353	469
2	12	353	469
2	13	353	469
Overall	Median	353	457
	Minimum	353	457
	Maximum	353	477
	Standard Deviation	0.00	6.98

Table E148 Speaking Grade 1 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	6	36
Median	2	6	38
Median	Overall	6	36
Minimum	1	6	36
Minimum	2	6	36
Minimum	Overall	6	36
Maximum	1	6	36
Maximum	2	6	40
Maximum	Overall	6	40
Standard Deviation	1	0	0
Standard Deviation	2	0	1.51
Standard Deviation	Overall	0	1.34
Overall	Median	6	36
	Minimum	6	36
	Maximum	6	40
	Standard Deviation	0.00	1.34

Table E149 Speaking Grade 1 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	353	457
Median	2	353	469
Median	Overall	353	457
Minimum	1	353	457
Minimum	2	353	457
Minimum	Overall	353	457
Maximum	1	353	457
Maximum	2	353	477
Maximum	Overall	353	477
Standard Deviation	1	0.00	0.00
Standard Deviation	2	0.00	7.87
Standard Deviation	Overall	0.00	6.98
Overall	Median	353	457
	Minimum	353	457
	Maximum	353	477
	Standard Deviation	0.00	6.98

Table E150 Speaking Grade 1 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	6	36	
2	6	38	
Overall	6	36	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	13.2	55.2	31.6

Table E151 Speaking Grade 4 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	12	47
1	9	20	39
1	10	12	41
1	11	5	55
1	12	13	50
1	13	18	52
1	14	20	52
2	2	20	51
2	4	9	46
2	5	10	56
2	6	15	52
2	7	12	49
2	8	19	51
2	15	10	47
Overall	Median	12.5	50.5
	Minimum	5	39
	Maximum	20	56
	Standard Deviation	4.81	4.82

Table E152 Speaking Grade 4 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	400	491
1	9	421	475
1	10	400	479
1	11	386	508
1	12	400	495
1	13	410	497
1	14	421	497
2	2	421	496
2	4	390	491
2	5	390	539
2	6	405	497
2	7	400	493
2	8	414	496
2	15	390	491
Overall	Median	400	495
	Minimum	386	475
	Maximum	421	539
	Standard Deviation	12.08	14.61

Table E153 Speaking Grade 4 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	13	50
Median	2	12	51
Median	Overall	12.5	50.5
Minimum	1	5	39
Minimum	2	9	46
Minimum	Overall	5	39
Maximum	1	20	55
Maximum	2	20	56
Maximum	Overall	20	56
Standard Deviation	1	5.44	6.00
Standard Deviation	2	4.50	3.35
Standard Deviation	Overall	4.81	4.82
Overall	Median	12.5	50.5
	Minimum	5	39
	Maximum	20	56
	Standard Deviation	4.81	4.82

Table E154 Speaking Grade 4 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	400	495
Median	2	400	496
Median	Overall	400	495
Minimum	1	386	475
Minimum	2	390	491
Minimum	Overall	386	475
Maximum	1	421	508
Maximum	2	421	539
Maximum	Overall	421	539
Standard Deviation	1	12.73	11.35
Standard Deviation	2	12.57	17.18
Standard Deviation	Overall	12.08	14.61
Overall	Median	400	495
	Minimum	386	475
	Maximum	421	539
	Standard Deviation	12.08	14.61

Table E155 Speaking Grade 4 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	13	50	
2	12	51	
Overall	12.5	50.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	3.7	41.6	54.7

Table E156 Speaking Grade 4 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	12	47
1	9	14	50
1	10	12	45
1	11	15	54
1	12	13	50
1	13	12	54
1	14	11	53
2	2	12	51
2	4	10	47
2	5	10	47
2	6	12	48
2	7	12	46
2	8	12	50
2	15	10	48
Overall	Median	12	49
	Minimum	10	45
	Maximum	15	54
	Standard Deviation	1.44	2.92

Table E157 Speaking Grade 4 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	400	491
1	9	401	495
1	10	400	485
1	11	405	502
1	12	400	495
1	13	400	502
1	14	396	502
2	2	400	496
2	4	390	491
2	5	390	491
2	6	400	492
2	7	400	491
2	8	400	495
2	15	390	492
Overall	Median	400	493
	Minimum	390	485
	Maximum	405	502
	Standard Deviation	4.53	4.91

Table E158 Speaking Grade 4 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	12	50
Median	2	12	48
Median	Overall	12	49
Minimum	1	11	45
Minimum	2	10	46
Minimum	Overall	10	45
Maximum	1	15	54
Maximum	2	12	51
Maximum	Overall	15	54
Standard Deviation	1	1.38	3.51
Standard Deviation	2	1.07	1.77
Standard Deviation	Overall	1.44	2.92
Overall	Median	12	49
	Minimum	10	45
	Maximum	15	54
	Standard Deviation	1.44	2.92

Table E159 Speaking Grade 4 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	400	495
Median	2	400	492
Median	Overall	400	493
Minimum	1	396	485
Minimum	2	390	491
Minimum	Overall	390	485
Maximum	1	405	502
Maximum	2	400	496
Maximum	Overall	405	502
Standard Deviation	1	2.63	6.53
Standard Deviation	2	5.35	2.07
Standard Deviation	Overall	4.53	4.91
Overall	Median	400	493
	Minimum	390	485
	Maximum	405	502
	Standard Deviation	4.53	4.91

Table E160 Speaking Grade 4 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	12	50	
2	12	48	
Overall	12	49	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	3.7	41.6	54.7

Table E161 Speaking Grade 4 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	15	52
1	10	16	50
1	11	18	54
1	12	16	54
1	13	16	52
1	14	15	52
2	2	15	52
2	4	18	52
2	5	19	52
2	6	14	52
2	7	14	52
2	8	18	51
2	15	14	52
Overall	Median	16	52
	Minimum	14	50
	Maximum	19	54
	Standard Deviation	1.73	1.04

Table E162 Speaking Grade 4 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	405	497
1	10	405	495
1	11	410	502
1	12	405	502
1	13	405	497
1	14	405	497
2	2	405	497
2	4	410	497
2	5	414	497
2	6	401	497
2	7	401	497
2	8	410	496
2	15	401	497
Overall	Median	405	497
	Minimum	401	495
	Maximum	414	502
	Standard Deviation	3.82	2.08

Table E163 Speaking Grade 4 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	16	52
Median	2	15	52
Median	Overall	16	52
Minimum	1	15	50
Minimum	2	14	51
Minimum	Overall	14	50
Maximum	1	18	54
Maximum	2	19	52
Maximum	Overall	19	54
Standard Deviation	1	1.1	1.51
Standard Deviation	2	2.24	0.38
Standard Deviation	Overall	1.73	1.04
Overall	Median	16	52
	Minimum	14	50
	Maximum	19	54
	Standard Deviation	1.73	1.04

Table E164 Speaking Grade 4 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	405	497
Median	2	405	497
Median	Overall	405	497
Minimum	1	405	495
Minimum	2	401	496
Minimum	Overall	401	495
Maximum	1	410	502
Maximum	2	414	497
Maximum	Overall	414	502
Standard Deviation	1	2.04	2.94
Standard Deviation	2	5.35	0.38
Standard Deviation	Overall	3.82	2.08
Overall	Median	405	497
	Minimum	401	495
	Maximum	414	502
	Standard Deviation	3.82	2.08

Table E165 Speaking Grade 4 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	16	52	
2	15	52	
Overall	16	52	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	4.3	41	54.7

Table E166 Speaking Grade 7 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	16	44
1	4	13	40
1	6	17	49
1	7	13	41
1	8	16	43
1	9	17	44
2	2	12	43
2	5	12	43
2	10	13	44
2	11	11	43
2	12	14	44
2	13	12	43
Overall	Median	13	43
	Minimum	11	40
	Maximum	17	49
	Standard Deviation	2.12	2.15

Table E167 Speaking Grade 7 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	436	503
1	4	423	497
1	6	436	520
1	7	423	501
1	8	436	502
1	9	436	503
2	2	422	502
2	5	422	502
2	10	423	503
2	11	418	502
2	12	430	503
2	13	422	502
Overall	Median	423	502
	Minimum	418	497
	Maximum	436	520
	Standard Deviation	6.87	5.36

Table E168 Speaking Grade 7 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	16	43.5
Median	2	12	43
Median	Overall	13	43
Minimum	1	13	40
Minimum	2	11	43
Minimum	Overall	11	40
Maximum	1	17	49
Maximum	2	14	44
Maximum	Overall	17	49
Standard Deviation	1	1.86	3.15
Standard Deviation	2	1.03	0.52
Standard Deviation	Overall	2.12	2.15
Overall	Median	13	43
	Minimum	11	40
	Maximum	17	49
	Standard Deviation	2.12	2.15

Table E169 Speaking Grade 7 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate Early	Early Advanced and Advanced Int
Statistic	Table	Early	Int
Median	1	436	503
Median	2	422	502
Median	Overall	423	502
Minimum	1	423	497
Minimum	2	418	502
Minimum	Overall	418	497
Maximum	1	436	520
Maximum	2	430	503
Maximum	Overall	436	520
Standard Deviation	1	6.71	7.99
Standard Deviation	2	3.92	0.52
Standard Deviation	Overall	6.87	5.36
Overall	Median	423	502
	Minimum	418	497
	Maximum	436	520
	Standard Deviation	6.87	5.36

Table E170 Speaking Grade 7 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	16	43.5	
2	12	43	
Overall	13	43	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	5.6	24.4	70

Table E171 Speaking Grade 7 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	16	44
1	4	14	42
1	6	17	44
1	7	14	43
1	8	16	43
1	9	17	44
2	2	12	43
2	5	12	43
2	10	12	43
2	11	12	43
2	12	12	43
2	13	12	43
Overall	Median	13	43
	Minimum	12	42
	Maximum	17	44
	Standard Deviation	2.12	0.58

Table E172 Speaking Grade 7 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	436	503
1	4	430	502
1	6	436	503
1	7	430	502
1	8	436	502
1	9	436	503
2	2	422	502
2	5	422	502
2	10	422	502
2	11	422	502
2	12	422	502
2	13	422	502
Overall	Median	423	502
	Minimum	422	502
	Maximum	436	503
	Standard Deviation	6.39	0.39

Table E173 Speaking Grade 7 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	16	43.5
Median	2	12	43
Median	Overall	13	43
Minimum	1	14	42
Minimum	2	12	43
Minimum	Overall	12	42
Maximum	1	17	44
Maximum	2	12	43
Maximum	Overall	17	44
Standard Deviation	1	1.37	0.82
Standard Deviation	2	0	0
Standard Deviation	Overall	2.12	0.58
Overall	Median	13	43
	Minimum	12	42
	Maximum	17	44
	Standard Deviation	2.12	0.58

Table E174 Speaking Grade 7 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	436	503
Median	2	422	502
Median	Overall	423	502
Minimum	1	430	502
Minimum	2	422	502
Minimum	Overall	422	502
Maximum	1	436	503
Maximum	2	422	502
Maximum	Overall	436	503
Standard Deviation	1	3.10	0.55
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	6.39	0.39
Overall	Median	423	502
	Minimum	422	502
	Maximum	436	503
	Standard Deviation	6.39	0.39

Table E175 Speaking Grade 7 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	16	43.5	
2	12	43	
Overall	13	43	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	5.6	24.4	70

Table E176 Speaking Grade 7 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	16	44
1	4	14	44
1	6	17	44
1	7	16	44
1	8	16	44
1	9	17	44
2	2	12	51
2	5	12	51
2	10	12	51
2	11	12	51
2	12	12	51
2	13	13	51
Overall	Median	13.5	47.5
	Minimum	12	44
	Maximum	17	51
	Standard Deviation	2.15	3.66

Table E177 Speaking Grade 7 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	436	503
1	4	430	503
1	6	436	503
1	7	436	503
1	8	436	503
1	9	436	503
2	2	422	523
2	5	422	523
2	10	422	523
2	11	422	523
2	12	422	523
2	13	423	523
Overall	Median	423	511
	Minimum	422	503
	Maximum	436	523
	Standard Deviation	6.7	10.54

Table E178 Speaking Grade 7 Round 3 Summary of Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	16	44
Median	2	12	51
Median	Overall	13.5	47.5
Minimum	1	14	44
Minimum	2	12	51
Minimum	Overall	12	44
Maximum	1	17	44
Maximum	2	13	51
Maximum	Overall	17	51
Standard Deviation	1	1.10	0.00
Standard Deviation	2	0.41	0.00
Standard Deviation	Overall	2.15	3.66
Overall	Median	13.5	47.5
	Minimum	12	44
	Maximum	17	51
	Standard Deviation	2.15	3.66

Table E179 Speaking Grade 7 Round 3 Summary of Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	436	503
Median	2	422	523
Median	Overall	423	511
Minimum	1	430	503
Minimum	2	422	523
Minimum	Overall	422	503
Maximum	1	436	503
Maximum	2	423	523
Maximum	Overall	436	523
Standard Deviation	1	2.45	0.00
Standard Deviation	2	0.41	0.00
Standard Deviation	Overall	6.70	10.54
Overall	Median	423	511
	Minimum	422	503
	Maximum	436	523
	Standard Deviation	6.70	10.54

Table E180 Speaking Grade 7 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	16	44	
2	12	51	
Overall	13.5	47.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	5.6	24.4	70

Table E181 Speaking Grade 7 Round 4 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	16	52
1	4	14	52
1	6	17	52
1	7	16	52
1	8	16	52
1	9	17	52
2	2	12	52
2	5	12	52
2	10	12	52
2	11	12	52
2	12	12	52
2	13	12	52
Overall	Median	13	52
	Minimum	12	52
	Maximum	17	52
	Standard Deviation	2.22	0

Table E182 Speaking Grade 7 Round 4 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	436	528
1	4	430	528
1	6	436	528
1	7	436	528
1	8	436	528
1	9	436	528
2	2	422	528
2	5	422	528
2	10	422	528
2	11	422	528
2	12	422	528
2	13	422	528
Overall	Median	423	528
	Minimum	422	528
	Maximum	436	528
	Standard Deviation	6.73	0.00

Table E183 Speaking Grade 7 Round 4 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	16	52
Median	2	12	52
Median	Overall	13	52
Minimum	1	14	52
Minimum	2	12	52
Minimum	Overall	12	52
Maximum	1	17	52
Maximum	2	12	52
Maximum	Overall	17	52
Standard Deviation	1	1.10	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	2.22	0.00
Overall	Median	13	52
	Minimum	12	52
	Maximum	17	52
	Standard Deviation	2.22	0.00

Table E184 Speaking Grade 7 Round 4 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	436	528
Median	2	422	528
Median	Overall	423	528
Minimum	1	430	528
Minimum	2	422	528
Minimum	Overall	422	528
Maximum	1	436	528
Maximum	2	422	528
Maximum	Overall	436	528
Standard Deviation	1	2.45	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	6.73	0.00
Overall	Median	423	528
	Minimum	422	528
	Maximum	436	528
	Standard Deviation	6.73	0.00

Table E185 Speaking Grade 7 Round 4 Median Bookmark Summary

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	16	52	
2	12	52	
Overall	13	52	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	5.6	40.8	53.6

Table E186 Speaking Grade 10 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	10	43
1	4	13	35
1	5	7	24
1	6	9	49
1	7	10	41
1	8	9	50
2	2	13	48
2	9	11	49
2	10	10	40
2	11	11	55
2	13	12	45
2	14	11	45
Overall	Median	10.5	45
	Minimum	7	24
	Maximum	13	55
	Standard Deviation	1.73	8.15

Table E187 Speaking Grade 10 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	439	540
1	4	460	504
1	5	416	487
1	6	423	557
1	7	439	528
1	8	423	559
2	2	460	553
2	9	448	557
2	10	439	523
2	11	448	578
2	13	450	546
2	14	448	546
Overall	Median	439	546
	Minimum	416	487
	Maximum	460	578
	Standard Deviation	14.35	25.42

Table E188 Speaking Grade 10 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	9.5	42
Median	2	11	46.5
Median	Overall	10.5	45
Minimum	1	7	24
Minimum	2	10	40
Minimum	Overall	7	24
Maximum	1	13	50
Maximum	2	13	55
Maximum	Overall	13	55
Standard Deviation	1	1.97	9.71
Standard Deviation	2	1.03	5.02
Standard Deviation	Overall	1.73	8.15
Overall	Median	10.5	45
	Minimum	7	24
	Maximum	13	55
	Standard Deviation	1.73	8.15

Table E189 Speaking Grade 10 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	431	534
Median	2	448	550
Median	Overall	439	546
Minimum	1	416	487
Minimum	2	439	523
Minimum	Overall	416	487
Maximum	1	460	559
Maximum	2	460	578
Maximum	Overall	460	578
Standard Deviation	1	16.06	28.96
Standard Deviation	2	6.71	17.9
Standard Deviation	Overall	14.35	25.42
Overall	Median	439	546
	Minimum	416	487
	Maximum	460	578
	Standard Deviation	14.35	25.42

Table E190 Speaking Grade 10 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	9.5	42	
2	11	46.5	
Overall	10.5	45	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	9.4	35.3	55.3

Table E191 Speaking Grade 10 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	9	50
1	4	9	51
1	5	9	51
1	6	9	50
1	7	9	51
1	8	9	51
2	2	9	49
2	9	9	49
2	10	9	49
2	11	9	55
2	13	12	49
2	14	9	52
Overall	Median	9	50.5
	Minimum	9	49
	Maximum	12	55
	Standard Deviation	0.87	1.73

Table E192 Speaking Grade 10 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	423	559
1	4	423	559
1	5	423	559
1	6	423	559
1	7	423	559
1	8	423	559
2	2	423	557
2	9	423	557
2	10	423	557
2	11	423	578
2	13	450	557
2	14	423	567
Overall	Median	423	559
	Minimum	423	557
	Maximum	450	578
	Standard Deviation	7.76	6.34

Table E193 Speaking Grade 10 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	9	51
Median	2	9	49
Median	Overall	9	50.5
Minimum	1	9	50
Minimum	2	9	49
Minimum	Overall	9	49
Maximum	1	9	51
Maximum	2	12	55
Maximum	Overall	12	55
Standard Deviation	1	0.00	0.52
Standard Deviation	2	1.22	2.51
Standard Deviation	Overall	0.87	1.73
Overall	Median	9	50.5
	Minimum	9	49
	Maximum	12	55
	Standard Deviation	0.87	1.73

Table E194 Speaking Grade 10 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	423	559
Median	2	423	557
Median	Overall	423	559
Minimum	1	423	559
Minimum	2	423	557
Minimum	Overall	423	557
Maximum	1	423	559
Maximum	2	450	578
Maximum	Overall	450	578
Standard Deviation	1	0	0
Standard Deviation	2	11.02	8.73
Standard Deviation	Overall	7.76	6.34
Overall	Median	423	559
	Minimum	423	557
	Maximum	450	578
	Standard Deviation	7.76	6.34

Table E195 Speaking Grade 10 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	9	51	
2	9	49	
Overall	9	50.5	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.7	44.3	48

Table E196 Speaking Grade 10 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	9	51
1	4	9	51
1	5	9	51
1	6	9	49
1	7	9	51
1	8	9	51
2	2	9	49
2	9	9	49
2	10	9	51
2	11	9	51
2	13	9	51
2	14	9	52
Overall	Median	9	51
	Minimum	9	49
	Maximum	9	52
	Standard Deviation	0.00	1.00

Table E197 Speaking Grade 10 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	423	559
1	4	423	559
1	5	423	559
1	6	423	557
1	7	423	559
1	8	423	559
2	2	423	557
2	9	423	557
2	10	423	559
2	11	423	559
2	13	423	559
2	14	423	567
Overall	Median	423	559
	Minimum	423	557
	Maximum	423	567
	Standard Deviation	0.00	2.79

Table E198 Speaking Grade 10 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	9	51
Median	2	9	51
Median	Overall	9	51
Minimum	1	9	49
Minimum	2	9	49
Minimum	Overall	9	49
Maximum	1	9	51
Maximum	2	9	52
Maximum	Overall	9	52
Standard Deviation	1	0.00	0.82
Standard Deviation	2	0.00	1.22
Standard Deviation	Overall	0.00	1.00
Overall	Median	9	51
	Minimum	9	49
	Maximum	9	52
	Standard Deviation	0.00	1.00

Table E199 Speaking Grade 10 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	423	559
Median	2	423	559
Median	Overall	423	559
Minimum	1	423	557
Minimum	2	423	557
Minimum	Overall	423	557
Maximum	1	423	559
Maximum	2	423	567
Maximum	Overall	423	567
Standard Deviation	1	0.00	0.82
Standard Deviation	2	0.00	3.72
Standard Deviation	Overall	0.00	2.79
Overall	Median	423	559
	Minimum	423	557
	Maximum	423	567
	Standard Deviation	0.00	2.79

Table E200 Speaking Grade 10 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	9	51	
2	9	51	
Overall	9	51	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.7	44.3	48

Table E201 Speaking Grade 10 Round 4 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	9	49
1	4	9	49
1	5	9	49
1	6	9	49
1	8	9	50
2	2	9	49
2	9	9	49
2	10	9	49
2	11	9	49
2	13	9	49
2	14	9	49
Overall	Median	9	49
	Minimum	9	49
	Maximum	9	50
	Standard Deviation	0.00	0.30

Table E202 Speaking Grade 10 Round 4 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	423	557
1	4	423	557
1	5	423	557
1	6	423	557
1	8	423	559
2	2	423	557
2	9	423	557
2	10	423	557
2	11	423	557
2	13	423	557
2	14	423	557
Overall	Median	423	557
	Minimum	423	557
	Maximum	423	559
	Standard Deviation	0.00	0.62

Table E203 Speaking Grade 10 Round 4 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	9	49
Median	2	9	49
Median	Overall	9	49
Minimum	1	9	49
Minimum	2	9	49
Minimum	Overall	9	49
Maximum	1	9	50
Maximum	2	9	49
Maximum	Overall	9	50
Standard Deviation	1	0.00	0.45
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.00	0.30
Overall	Median	9	49
	Minimum	9	49
	Maximum	9	50
	Standard Deviation	0.00	0.30

Table E204 Speaking Grade 4 Round 10 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	423	557
Median	2	423	557
Median	Overall	423	557
Minimum	1	423	557
Minimum	2	423	557
Minimum	Overall	423	557
Maximum	1	423	559
Maximum	2	423	557
Maximum	Overall	423	559
Standard Deviation	1	0.00	0.89
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.00	0.62
Overall	Median	423	557
	Minimum	423	557
	Maximum	423	559
	Standard Deviation	0.00	0.62

Table E205 Speaking Grade 10 Round 4 Median Bookmark Summary

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	9	49	
2	9	49	
Overall	9	49	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.7	44.3	48

Writing

Table E206 Writing Grade 2 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	2	45
1	6	4	45
1	7	2	46
1	8	4	45
1	9	2	46
1	10	5	44
2	2	8	52
2	11	8	52
2	12	15	53
2	13	8	46
2	14	8	45
2	15	8	52
Overall	Median	6.5	46
	Minimum	2	44
	Maximum	15	53
	Standard Deviation	3.79	3.50

Table E207 Writing Grade 2 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	389	511
1	6	405	511
1	7	389	512
1	8	405	511
1	9	389	512
1	10	414	505
2	2	423	533
2	11	423	533
2	12	442	539
2	13	423	512
2	14	423	511
2	15	423	533
Overall	Median	415	512
	Minimum	389	505
	Maximum	442	539
	Standard Deviation	16.99	12.08

Table E208 Writing Grade 2 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	3	45
Median	2	8	52
Median	Overall	6.5	46
Minimum	1	2	44
Minimum	2	8	45
Minimum	Overall	2	44
Maximum	1	5	46
Maximum	2	15	53
Maximum	Overall	15	53
Standard Deviation	1	1.33	0.75
Standard Deviation	2	2.86	3.52
Standard Deviation	Overall	3.79	3.50
Overall	Median	6.5	46
	Minimum	2	44
	Maximum	15	53
	Standard Deviation	3.79	3.50

Table E209 Writing Grade 2 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	397	511
Median	2	423	533
Median	Overall	415	512
Minimum	1	389	505
Minimum	2	423	511
Minimum	Overall	389	505
Maximum	1	414	512
Maximum	2	442	539
Maximum	Overall	442	539
Standard Deviation	1	10.91	2.66
Standard Deviation	2	7.76	12.11
Standard Deviation	Overall	16.99	12.08
Overall	Median	415	512
	Minimum	389	505
	Maximum	442	539
	Standard Deviation	16.99	12.08

Table E210 Writing Grade 2 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	3	45	
2	8	52	
Overall	6.5	46	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	24.8	63.3	11.9

Table E211 Writing Grade 2 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	3	46
1	6	3	46
1	7	3	46
1	8	3	46
1	9	3	46
1	10	4	44
2	2	8	52
2	11	8	48
2	12	9	48
2	13	8	46
2	14	8	46
2	15	8	47
Overall	Median	6	46
	Minimum	3	44
	Maximum	9	52
	Standard Deviation	2.64	1.96

Table E212 Writing Grade 2 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	402	512
1	6	402	512
1	7	402	512
1	8	402	512
1	9	402	512
1	10	405	505
2	2	423	533
2	11	423	517
2	12	426	517
2	13	423	512
2	14	423	512
2	15	423	514
Overall	Median	415	512
	Minimum	402	505
	Maximum	426	533
	Standard Deviation	10.90	6.75

Table E213 Writing Grade 2 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	3	46
Median	2	8	47.5
Median	Overall	6	46
Minimum	1	3	44
Minimum	2	8	46
Minimum	Overall	3	44
Maximum	1	4	46
Maximum	2	9	52
Maximum	Overall	9	52
Standard Deviation	1	0.41	0.82
Standard Deviation	2	0.41	2.23
Standard Deviation	Overall	2.64	1.96
Overall	Median	6	46
	Minimum	3	44
	Maximum	9	52
	Standard Deviation	2.64	1.96

Table E214 Writing Grade 2 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	402	512
Median	2	423	516
Median	Overall	415	512
Minimum	1	402	505
Minimum	2	423	512
Minimum	Overall	402	505
Maximum	1	405	512
Maximum	2	426	533
Maximum	Overall	426	533
Standard Deviation	1	1.22	2.86
Standard Deviation	2	1.22	7.92
Standard Deviation	Overall	10.90	6.75
Overall	Median	415	512
	Minimum	402	505
	Maximum	426	533
	Standard Deviation	10.90	6.75

Table E215 Writing Grade 2 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	3	46	
2	8	47.5	
Overall	6	46	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	24.8	63.3	11.9

Table E216 Writing Grade 2 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	8	47
1	6	8	47
1	7	8	47
1	8	8	47
1	9	8	47
1	10	8	48
2	2	8	46
2	11	8	47
2	12	8	47
2	13	8	47
2	14	8	47
2	15	8	47
Overall	Median	8	47
	Minimum	8	46
	Maximum	8	48
	Standard Deviation	0.00	0.43

Table E217 Writing Grade 2 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	423	514
1	6	423	514
1	7	423	514
1	8	423	514
1	9	423	514
1	10	423	517
2	2	423	512
2	11	423	514
2	12	423	514
2	13	423	514
2	14	423	514
2	15	423	514
Overall	Median	423	514
	Minimum	423	512
	Maximum	423	517
	Standard Deviation	0.00	1.10

Table E218 Writing Grade 2 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	47
Median	2	8	47
Median	Overall	8	47
Minimum	1	8	47
Minimum	2	8	46
Minimum	Overall	8	46
Maximum	1	8	48
Maximum	2	8	47
Maximum	Overall	8	48
Standard Deviation	1	0	0.41
Standard Deviation	2	0	0.41
Standard Deviation	Overall	0	0.43
Overall	Median	8	47
	Minimum	8	46
	Maximum	8	48
	Standard Deviation	0.00	0.43

Table E219 Writing Grade 2 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	423	514
Median	2	423	514
Median	Overall	423	514
Minimum	1	423	514
Minimum	2	423	512
Minimum	Overall	423	512
Maximum	1	423	517
Maximum	2	423	514
Maximum	Overall	423	517
Standard Deviation	1	0.00	1.22
Standard Deviation	2	0.00	0.82
Standard Deviation	Overall	0.00	1.10
Overall	Median	423	514
	Minimum	423	512
	Maximum	423	517
	Standard Deviation	0.00	1.10

Table E220 Writing Grade 2 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	47	
2	8	47	
Overall	8	47	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	29.2	62.5	8.3

Table E221 Writing Grade 4 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	8	45
1	9	6	41
1	10	8	41
1	11	8	38
1	12	5	50
1	13	8	44
1	14	12	46
2	2	9	49
2	4	22	41
2	5	9	41
2	6	25	50
2	7	10	38
2	8	9	51
Overall	Median	9	44
	Minimum	5	38
	Maximum	25	51
	Standard Deviation	5.96	4.64

Table E222 Writing Grade 4 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	444	549
1	9	442	531
1	10	444	531
1	11	444	508
1	12	430	611
1	13	444	537
1	14	458	550
2	2	451	609
2	4	468	531
2	5	451	531
2	6	472	611
2	7	454	508
2	8	451	636
Overall	Median	451	537
	Minimum	430	508
	Maximum	472	636
	Standard Deviation	11.24	43.61

Table E223 Writing Grade 4 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	44
Median	2	9.5	45
Median	Overall	9	44
Minimum	1	5	38
Minimum	2	9	38
Minimum	Overall	5	38
Maximum	1	12	50
Maximum	2	25	51
Maximum	Overall	25	51
Standard Deviation	1	2.19	3.95
Standard Deviation	2	7.43	5.62
Standard Deviation	Overall	5.96	4.64
Overall	Median	9	44
	Minimum	5	38
	Maximum	25	51
	Standard Deviation	5.96	4.64

Table E224 Writing Grade 4 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	444	537
Median	2	453	570
Median	Overall	451	537
Minimum	1	430	508
Minimum	2	451	508
Minimum	Overall	430	508
Maximum	1	458	611
Maximum	2	472	636
Maximum	Overall	472	636
Standard Deviation	1	8.12	32.2
Standard Deviation	2	9.58	53.74
Standard Deviation	Overall	11.24	43.61
Overall	Median	451	537
	Minimum	430	508
	Maximum	472	636
	Standard Deviation	11.24	43.61

Table E225 Writing Grade 4 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	44	
2	9.5	45	
Overall	9	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	14.5	63.2	22.3

Table E226 Writing Grade 4 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	8	43
1	9	8	46
1	10	8	46
1	11	8	46
1	12	8	46
1	13	6	43
1	14	10	50
2	2	10	50
2	4	22	50
2	5	9	50
2	6	10	50
2	7	10	50
2	8	11	50
Overall	Median	9	50
	Minimum	6	43
	Maximum	22	50
	Standard Deviation	3.89	2.78

Table E227 Writing Grade 4 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	444	535
1	9	444	550
1	10	444	550
1	11	444	550
1	12	444	550
1	13	442	535
1	14	454	611
2	2	454	611
2	4	468	611
2	5	451	611
2	6	454	611
2	7	454	611
2	8	458	611
Overall	Median	451	611
	Minimum	442	535
	Maximum	468	611
	Standard Deviation	7.90	34.51

Table E228 Writing Grade 4 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	46
Median	2	10	50
Median	Overall	9	50
Minimum	1	6	43
Minimum	2	9	50
Minimum	Overall	6	43
Maximum	1	10	50
Maximum	2	22	50
Maximum	Overall	22	50
Standard Deviation	1	1.15	2.36
Standard Deviation	2	4.94	0.00
Standard Deviation	Overall	3.89	2.78
Overall	Median	9	50
	Minimum	6	43
	Maximum	22	50
	Standard Deviation	3.89	2.78

Table E229 Writing Grade 4 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	444	550
Median	2	454	611
Median	Overall	451	611
Minimum	1	442	535
Minimum	2	451	611
Minimum	Overall	442	535
Maximum	1	454	611
Maximum	2	468	611
Maximum	Overall	468	611
Standard Deviation	1	3.98	25.93
Standard Deviation	2	6.06	0
Standard Deviation	Overall	7.9	34.51
Overall	Median	451	611
	Minimum	442	535
	Maximum	468	611
	Standard Deviation	7.90	34.51

Table E230 Writing Grade 4 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	46	
2	10	50	
Overall	9	50	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	14.5	84.4	1.1

Table E231 Writing Grade 4 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	8	43
1	9	8	46
1	10	8	46
1	11	8	46
1	12	8	46
1	13	6	46
1	14	12	47
2	2	10	47
2	4	12	47
2	5	9	46
2	6	10	46
2	7	10	46
2	8	13	46
Overall	Median	9	46
	Minimum	6	43
	Maximum	13	47
	Standard Deviation	2.02	1.00

Table E232 Writing Grade 4 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	3	444	535
1	9	444	550
1	10	444	550
1	11	444	550
1	12	444	550
1	13	442	550
1	14	458	590
2	2	454	590
2	4	458	590
2	5	451	550
2	6	454	550
2	7	454	550
2	8	459	550
Overall	Median	451	550
	Minimum	442	535
	Maximum	459	590
	Standard Deviation	6.70	18.55

Table E233 Writing Grade 4 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	8	46
Median	2	10	46
Median	Overall	9	46
Minimum	1	6	43
Minimum	2	9	46
Minimum	Overall	6	43
Maximum	1	12	47
Maximum	2	13	47
Maximum	Overall	13	47
Standard Deviation	1	1.8	1.25
Standard Deviation	2	1.51	0.52
Standard Deviation	Overall	2.02	1
Overall	Median	9	46
	Minimum	6	43
	Maximum	13	47
	Standard Deviation	2.02	1.00

Table E234 Writing Grade 4 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	444	550
Median	2	454	550
Median	Overall	451	550
Minimum	1	442	535
Minimum	2	451	550
Minimum	Overall	442	535
Maximum	1	458	590
Maximum	2	459	590
Maximum	Overall	459	590
Standard Deviation	1	5.47	17.01
Standard Deviation	2	2.97	20.66
Standard Deviation	Overall	6.70	18.55
Overall	Median	451	550
	Minimum	442	535
	Maximum	459	590
	Standard Deviation	6.70	18.55

Table E235 Writing Grade 4 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	8	46	
2	10	46	
Overall	9	46	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	14.5	71.2	14.3

Table E236 Writing Grade 7 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	6	44
1	4	10	44
1	5	13	44
1	6	7	44
1	10	13	44
2	3	5	41
2	7	7	44
2	8	7	36
2	9	5	42
2	11	10	40
Overall	Median	7	44
	Minimum	5	36
	Maximum	13	44
	Standard Deviation	3.02	2.67

Table E237 Writing Grade 7 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	443	554
1	4	456	554
1	5	465	554
1	6	449	554
1	10	465	554
2	3	438	536
2	7	449	554
2	8	449	508
2	9	438	539
2	11	456	526
Overall	Median	449	554
	Minimum	438	508
	Maximum	465	554
	Standard Deviation	10.07	15.81

Table E238 Writing Grade 7 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	10	44
Median	2	7	41
Median	Overall	7	44
Minimum	1	6	44
Minimum	2	5	36
Minimum	Overall	5	36
Maximum	1	13	44
Maximum	2	10	44
Maximum	Overall	13	44
Standard Deviation	1	3.27	0.00
Standard Deviation	2	2.05	2.97
Standard Deviation	Overall	3.02	2.67
Overall	Median	7	44
	Minimum	5	36
	Maximum	13	44
	Standard Deviation	3.02	2.67

Table E239 Writing Grade 7 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	456	554
Median	2	449	536
Median	Overall	449	554
Minimum	1	443	554
Minimum	2	438	508
Minimum	Overall	438	508
Maximum	1	465	554
Maximum	2	456	554
Maximum	Overall	465	554
Standard Deviation	1	9.74	0.00
Standard Deviation	2	7.84	17.02
Standard Deviation	Overall	10.07	15.81
Overall	Median	449	554
	Minimum	438	508
	Maximum	465	554
	Standard Deviation	10.07	15.81

Table E240 Writing Grade 7 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	10	44	
2	7	41	
Overall	7	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	7.9	63	29.1

Table E241 Writing Grade 7 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	10	44
1	4	13	44
1	5	13	44
1	6	14	44
1	10	13	44
2	3	7	41
2	7	7	44
2	8	7	40
2	9	8	42
2	11	8	40
Overall	Median	9	44
	Minimum	7	40
	Maximum	14	44
	Standard Deviation	2.94	1.77

Table E242 Writing Grade 7 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	456	554
1	4	465	554
1	5	465	554
1	6	468	554
1	10	465	554
2	3	449	536
2	7	449	554
2	8	449	526
2	9	452	539
2	11	452	526
Overall	Median	455	554
	Minimum	449	526
	Maximum	468	554
	Standard Deviation	8.21	11.99

Table E243 Writing Grade 7 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	13	44
Median	2	7	41
Median	Overall	9	44
Minimum	1	10	44
Minimum	2	7	40
Minimum	Overall	7	40
Maximum	1	14	44
Maximum	2	8	44
Maximum	Overall	14	44
Standard Deviation	1	1.52	0.00
Standard Deviation	2	0.55	1.67
Standard Deviation	Overall	2.94	1.77
Overall	Median	9	44
	Minimum	7	40
	Maximum	14	44
	Standard Deviation	2.94	1.77

Table E244 Writing Grade 7 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	465	554
Median	2	449	536
Median	Overall	455	554
Minimum	1	456	554
Minimum	2	449	526
Minimum	Overall	449	526
Maximum	1	468	554
Maximum	2	452	554
Maximum	Overall	468	554
Standard Deviation	1	4.55	0.00
Standard Deviation	2	1.64	11.54
Standard Deviation	Overall	8.21	11.99
Overall	Median	455	554
	Minimum	449	526
	Maximum	468	554
	Standard Deviation	8.21	11.99

Table E245 Writing Grade 7 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	13	44	
2	7	41	
Overall	9	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	9.2	61.7	29.1

Table E246 Writing Grade 7 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	10	44
1	4	13	44
1	5	11	44
1	6	14	44
1	10	13	44
2	3	8	41
2	7	13	44
2	8	11	42
2	9	12	44
2	11	13	44
Overall	Median	12.5	44
	Minimum	8	41
	Maximum	14	44
	Standard Deviation	1.81	1.08

Table E247 Writing Grade 7 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	456	554
1	4	465	554
1	5	459	554
1	6	468	554
1	10	465	554
2	3	452	536
2	7	465	554
2	8	459	539
2	9	462	554
2	11	465	554
Overall	Median	462	554
	Minimum	452	536
	Maximum	468	554
	Standard Deviation	5.23	6.95

Table E248 Writing Grade 7 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	13	44
Median	2	12	44
Median	Overall	12.5	44
Minimum	1	10	44
Minimum	2	8	41
Minimum	Overall	8	41
Maximum	1	14	44
Maximum	2	13	44
Maximum	Overall	14	44
Standard Deviation	1	1.64	0
Standard Deviation	2	2.07	1.41
Standard Deviation	Overall	1.81	1.08
Overall	Median	12.5	44
	Minimum	8	41
	Maximum	14	44
	Standard Deviation	1.81	1.08

Table E249 Writing Grade 7 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	465	554
Median	2	462	554
Median	Overall	462	554
Minimum	1	456	554
Minimum	2	452	536
Minimum	Overall	452	536
Maximum	1	468	554
Maximum	2	465	554
Maximum	Overall	468	554
Standard Deviation	1	4.93	0.00
Standard Deviation	2	5.41	9.10
Standard Deviation	Overall	5.23	6.95
Overall	Median	462	554
	Minimum	452	536
	Maximum	468	554
	Standard Deviation	5.23	6.95

Table E250 Writing Grade 7 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	13	44	
2	12	44	
Overall	12.5	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	10.6	60.3	29.1

Table E251 Writing Grade 10 Round 1 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	27	47
1	4	18	44
1	5	17	43
1	7	12	47
1	8	15	43
1	9	27	48
2	3	14	48
2	10	6	44
2	11	7	38
2	12	8	48
2	13	17	42
2	14	9	43
Overall	Median	14.5	44
	Minimum	6	38
	Maximum	27	48
	Standard Deviation	7.03	3.09

Table E252 Writing Grade 10 Round 1 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	498	545
1	4	472	536
1	5	472	534
1	7	470	545
1	8	471	534
1	9	498	547
2	3	470	547
2	10	442	536
2	11	444	523
2	12	446	547
2	13	472	531
2	14	446	534
Overall	Median	470	536
	Minimum	442	523
	Maximum	498	547
	Standard Deviation	19.21	7.72

Table E253 Writing Grade 10 Round 1 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	17.5	45.5
Median	2	8.5	43.5
Median	Overall	14.5	44
Minimum	1	12	43
Minimum	2	6	38
Minimum	Overall	6	38
Maximum	1	27	48
Maximum	2	17	48
Maximum	Overall	27	48
Standard Deviation	1	6.28	2.25
Standard Deviation	2	4.36	3.82
Standard Deviation	Overall	7.03	3.09
Overall	Median	14.5	44
	Minimum	6	38
	Maximum	27	48
	Standard Deviation	7.03	3.09

Table E254 Writing Grade 10 Round 1 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	472	541
Median	2	446	535
Median	Overall	470	536
Minimum	1	470	534
Minimum	2	442	523
Minimum	Overall	442	523
Maximum	1	498	547
Maximum	2	472	547
Maximum	Overall	498	547
Standard Deviation	1	13.83	6.11
Standard Deviation	2	13.78	9.37
Standard Deviation	Overall	19.21	7.72
Overall	Median	470	536
	Minimum	442	523
	Maximum	498	547
	Standard Deviation	19.21	7.72

Table E255 Writing Grade 10 Round 1 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	17.5	45.5	
2	8.5	43.5	
Overall	14.5	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	11.9	33.1	55

Table E256 Writing Grade 10 Round 2 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	17	45
1	4	18	44
1	5	18	45
1	7	19	45
1	8	18	44
1	9	19	45
2	3	9	44
2	10	9	44
2	11	9	44
2	12	9	44
2	13	9	44
2	14	9	44
Overall	Median	13	44
	Minimum	9	44
	Maximum	19	45
	Standard Deviation	4.81	0.49

Table E257 Writing Grade 10 Round 2 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	472	544
1	4	472	536
1	5	472	544
1	7	474	544
1	8	472	536
1	9	474	544
2	3	446	536
2	10	446	536
2	11	446	536
2	12	446	536
2	13	446	536
2	14	446	536
Overall	Median	470	536
	Minimum	446	536
	Maximum	474	544
	Standard Deviation	14.12	3.79

Table E258 Writing Grade 10 Round 2 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	18	45
Median	2	9	44
Median	Overall	13	44
Minimum	1	17	44
Minimum	2	9	44
Minimum	Overall	9	44
Maximum	1	19	45
Maximum	2	9	44
Maximum	Overall	19	45
Standard Deviation	1	0.75	0.52
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	4.81	0.49
Overall	Median	13	44
	Minimum	9	44
	Maximum	19	45
	Standard Deviation	4.81	0.49

Table E259 Writing Grade 10 Round 2 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	472	544
Median	2	446	536
Median	Overall	470	536
Minimum	1	472	536
Minimum	2	446	536
Minimum	Overall	446	536
Maximum	1	474	544
Maximum	2	446	536
Maximum	Overall	474	544
Standard Deviation	1	1.03	4.13
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	14.12	3.79
Overall	Median	470	536
	Minimum	446	536
	Maximum	474	544
	Standard Deviation	14.12	3.79

Table E260 Writing Grade 10 Round 2 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	18	45	
2	9	44	
Overall	13	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	11.9	33.1	55

Table E261 Writing Grade 10 Round 3 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	12	44
1	4	12	44
1	5	12	44
1	7	12	44
1	8	12	44
1	9	13	44
2	3	12	44
2	10	12	44
2	11	12	44
2	12	12	44
2	13	12	44
2	14	12	44
Overall	Median	12	44
	Minimum	12	44
	Maximum	13	44
	Standard Deviation	0.29	0.00

Table E262 Writing Grade 10 Round 3 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	470	536
1	4	470	536
1	5	470	536
1	7	470	536
1	8	470	536
1	9	470	536
2	3	470	536
2	10	470	536
2	11	470	536
2	12	470	536
2	13	470	536
2	14	470	536
Overall	Median	470	536
	Minimum	470	536
	Maximum	470	536
	Standard Deviation	0.05	0.00

Table E263 Writing Grade 10 Round 3 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	12	44
Median	2	12	44
Median	Overall	12	44
Minimum	1	12	44
Minimum	2	12	44
Minimum	Overall	12	44
Maximum	1	13	44
Maximum	2	12	44
Maximum	Overall	13	44
Standard Deviation	1	0.41	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.29	0.00
Overall	Median	12	44
	Minimum	12	44
	Maximum	13	44
	Standard Deviation	0.29	0.00

Table E264 Writing Grade 10 Round 3 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	470	536
Median	2	470	536
Median	Overall	470	536
Minimum	1	470	536
Minimum	2	470	536
Minimum	Overall	470	536
Maximum	1	470	536
Maximum	2	470	536
Maximum	Overall	470	536
Standard Deviation	1	0.00	0.00
Standard Deviation	2	0.00	0.00
Standard Deviation	Overall	0.05	0.00
Overall	Median	470	536
	Minimum	470	536
	Maximum	470	536
	Standard Deviation	0.05	0.00

Table E265 Writing Grade 10 Round 3 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	12	44	
2	12	44	
Overall	12	44	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	11.9	33.1	55

Table E266 Writing Grade 10 Round 4 Bookmark Placements

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	12	51
1	4	12	51
1	5	12	51
1	7	12	51
1	8	12	50
2	3	12	49
2	10	12	49
2	11	12	49
2	12	12	50
2	13	12	50
2	14	12	50
Overall	Median	12	50
	Minimum	12	49
	Maximum	12	51
	Standard Deviation	0.00	0.83

Table E267 Writing Grade 10 Round 4 Cut Scores

Table	Participant	Early Intermediate and Intermediate	Early Advanced and Advanced
1	2	470	565
1	4	470	565
1	5	470	565
1	7	470	565
1	8	470	563
2	3	470	553
2	10	470	553
2	11	470	553
2	12	470	563
2	13	470	563
2	14	470	563
Overall	Median	470	563
	Minimum	470	553
	Maximum	470	565
	Standard Deviation	0.00	5.20

Table E268 Writing Grade 10 Round 4 Summary of Bookmark Placements

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	12	51
Median	2	12	49.5
Median	Overall	12	50
Minimum	1	12	50
Minimum	2	12	49
Minimum	Overall	12	49
Maximum	1	12	51
Maximum	2	12	50
Maximum	Overall	12	51
Standard Deviation	1	0.00	0.45
Standard Deviation	2	0.00	0.55
Standard Deviation	Overall	0.00	0.83
Overall	Median	12	50
	Minimum	12	49
	Maximum	12	51
	Standard Deviation	0.00	0.83

Table E269 Writing Grade 10 Round 4 Summary of Cut Scores

Statistic	Table	Early Intermediate and Intermediate	Early Advanced and Advanced
Median	1	470	565
Median	2	470	558
Median	Overall	470	563
Minimum	1	470	563
Minimum	2	470	553
Minimum	Overall	470	553
Maximum	1	470	565
Maximum	2	470	563
Maximum	Overall	470	565
Standard Deviation	1	0.00	0.89
Standard Deviation	2	0.00	5.48
Standard Deviation	Overall	0.00	5.20
Overall	Median	470	563
	Minimum	470	553
	Maximum	470	565
	Standard Deviation	0.00	5.20

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Table E270 Writing Grade 10 Round 4 Median Bookmark Summary

Table	Early Intermediate and Intermediate	Early Advanced and Advanced	
1	12	51	
2	12	49.5	
Overall	12	50	
Impact Data			
	Beginning	Early Intermediate and Intermediate	Early Advanced and Advanced
Overall	11.9	52.1	36

Calculating a Meaningful Standard Error for the Bookmark Cut Score

In the Bookmark Standard Setting Procedure for a given grade and content area, participants are assigned to roughly equivalent small groups that work independently through Round 2. Thus, the set of Round 2 cut scores provide some information about the stability of consensus in Bookmark cut scores across independent small group replications. To quantify this degree of consensus, we calculate the cluster sample standard error (Cochran, 1963, p. 210) of the Round 2 mean cut score. Cluster sample standard errors are appropriate when, as may be reasonably assumed here, data are collected from groups and independence can be assumed between groups but not within groups.

For the Bookmark Procedure, the standard error of the Bookmark cut score (SE_{cut}) is based on the cluster sample standard error of the Round 2 mean cut score. Because the final Bookmark cut scores are based on the median of the group instead of the mean, this cluster sample standard error (SE_{cut}) is adjusted by $\sqrt{\dfrac{\pi}{2}}$ (Huynh, 2003). The standard error of the Bookmark cut score is:

$$SE_{cut} = \left(\sqrt{\frac{\pi}{2}}\right)\left(\sqrt{\frac{S^2}{N}\left[1+\left(\frac{N}{n}-1\right)r\right]}\right),$$

where s^2 is the sample variance of individual Round 2 cut scores, r is the Round 2 intraclass correlation, N is the number of participants, and n is the number of groups. To be precise, if Y_{ik} is the cut score from the ith participant in the kth group, $\overline{Y}_k$ is the average cut score for group k, and $\overline{\overline{Y}}$ is the average of all Round 2 cut scores, then

$$r = \frac{Var(\overline{Y}_k)}{Var(\overline{Y}_k) + Var(Y_{ik} - \overline{Y}_k)} \quad \text{and} \quad S^2 = \frac{1}{N-1}\sum_{n,k}\left(Y_{nk} - \overline{\overline{Y}}\right)^2$$

If we have only two groups $(n=2)$ and perfect dependence (agreement) within groups $(r=1)$, then the cluster sample standard error simplifies to $SE_{cut} = \left(\sqrt{\frac{\pi}{2}}\right)\left(\frac{|Y_1 - Y_2|}{2}\right)$, which is the standard error formula employed by NAEP for two independent replications of a modified Angoff procedure (ACT, 1983, pp. 4-8). If, on the other hand, individual participants acted independently of their groups $(r=0)$, then the cluster sample standard error simplifies to the traditional standard error of the mean for independent observations, $SE_{cut} = \left(\sqrt{\pi/2}\right)\left(\sqrt{S^2/N}\right)$. In this manner, SE_{cut} provides a simple, flexible, and general way to quantify the amount of uncertainty associated with final Bookmark cut scores.

It is appropriate (if statistically imprecise) to say that repeated replications of this very standard setting procedure with different judges sampled from the same population of potential judges would result in a range of cut scores, most of which would fall in a band of width $4 * SE_{cut}$. Reported here, we depict such an interval centered at the median of the

Round 3 cut to illustrate the amount of error at each proficiency level. Tables in Section F

report the SE_{cut}.

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Table E271 Listening Grade 1 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		19.02	28.86	
Recommended Cut Point* + 3 SE		419	541	+ 3 SE
Percent of Students in Each Level	52.9	42.6	4.5	
Recommended Cut Point* + 2 SE		400	512	+ 2 SE
Percent of Students in Each Level	34.6	60.9	4.5	
Recommended Cut Point* + 1 SE		381	484	+ 1 SE
Percent of Students in Each Level	27.3	59.1	13.6	
Recommended Cut Point*		362	455	Recommended Cut Points*
Percent of Students in Each Level	16.4	58.7	24.9	
Recommended Cut Point* -1 SE		343	426	-1 SE
Percent of Students in Each Level	9.4	54.2	36.4	
Recommended Cut Point* -2 SE		324	397	-2 SE
Percent of Students in Each Level	5.1	29.4	65.5	
Recommended Cut Point* -3 SE		305	368	-3 SE
Percent of Students in Each Level	3.7	12.6	83.7	

* Participants' Large Group Medians

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Table E272 Listening Grade 4 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		30.27	56.21	
Recommended Cut Point* + 3 SE		492	688	+ 3 SE
Percent of Students in Each Level	35.7	64.3	0.0	
Recommended Cut Point* + 2 SE		462	631	+ 2 SE
Percent of Students in Each Level	24.8	62.6	12.6	
Recommended Cut Point* + 1 SE		432	575	+ 1 SE
Percent of Students in Each Level	11.9	75.5	12.6	
Recommended Cut Point*		402	519	Recommended Cut Points*
Percent of Students in Each Level	6.0	62.5	31.5	
Recommended Cut Point* -1 SE		371	463	-1 SE
Percent of Students in Each Level	3.2	21.6	75.2	
Recommended Cut Point* -2 SE		341	407	-2 SE
Percent of Students in Each Level	1.9	4.1	94.0	
Recommended Cut Point* -3 SE		311	350	-3 SE
Percent of Students in Each Level	1.5	1.0	97.5	

* Participants' Large Group Medians

Table E273 Listening Grade 7 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		33.06	84.06	
Recommended Cut Point* + 3 SE		517	824	+ 3 SE
Percent of Students in Each Level	28.5	71.5	0.0	
Recommended Cut Point* + 2 SE		484	740	+ 2 SE
Percent of Students in Each Level	18.4	81.6	0.0	
Recommended Cut Point* + 1 SE		451	656	+ 1 SE
Percent of Students in Each Level	8.7	78.8	12.5	
Recommended Cut Point*		418	572	Recommended Cut Points*
Percent of Students in Each Level	5.1	60.4	34.5	
Recommended Cut Point* -1 SE		385	488	-1 SE
Percent of Students in Each Level	3.3	15.1	81.6	
Recommended Cut Point* -2 SE		352	404	-2 SE
Percent of Students in Each Level	2.1	1.9	96.0	
Recommended Cut Point* -3 SE		319	320	-3 SE
Percent of Students in Each Level	1.7	0.0	98.3	

* Participants' Large Group Medians

Table E274 Listening Grade 10 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		31.10	77.03	
Recommended Cut Point* + 3 SE		538	854	+ 3 SE
Percent of Students in Each Level	34.1	65.9	0.0	
Recommended Cut Point* + 2 SE		507	777	+ 2 SE
Percent of Students in Each Level	24.2	75.8	0.0	
Recommended Cut Point* + 1 SE		476	700	+ 1 SE
Percent of Students in Each Level	12.9	73.5	13.6	
Recommended Cut Point*		445	623	Recommended Cut Points*
Percent of Students in Each Level	7.6	58.9	33.5	
Recommended Cut Point* -1 SE		414	546	-1 SE
Percent of Students in Each Level	4.7	29.4	65.9	
Recommended Cut Point* -2 SE		382	469	-2 SE
Percent of Students in Each Level	2.8	10.1	87.1	
Recommended Cut Point* -3 SE		351	392	-3 SE
Percent of Students in Each Level	2.2	1.5	96.3	

* Participants' Large Group Medians

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Table E275 Reading Grade 2 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		18.40	17.20	
Recommended Cut Point* + 3 SE		476	575	+ 3 SE
Percent of Students in Each Level	77.2	21.9	0.9	
Recommended Cut Point* + 2 SE		458	558	+ 2 SE
Percent of Students in Each Level	66.3	32.9	0.8	
Recommended Cut Point* + 1 SE		440	541	+ 1 SE
Percent of Students in Each Level	55.3	42.8	1.9	
Recommended Cut Point*		421	524	Recommended Cut Points*
Percent of Students in Each Level	43.9	51.2	4.9	
Recommended Cut Point* -1 SE		403	506	-1 SE
Percent of Students in Each Level	29.5	60.9	9.6	
Recommended Cut Point* -2 SE		384	489	-2 SE
Percent of Students in Each Level	18.7	65.5	15.8	
Recommended Cut Point* -3 SE		366	472	-3 SE
Percent of Students in Each Level	13.6	60.0	26.4	

* Participants' Large Group Medians

Table E276 Reading Grade 4 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		18.31	24.37	
Recommended Cut Point* + 3 SE		529	633	+ 3 SE
Percent of Students in Each Level	69.8	28.1	2.1	
Recommended Cut Point* + 2 SE		511	609	+ 2 SE
Percent of Students in Each Level	58.4	39.4	2.2	
Recommended Cut Point* + 1 SE		493	584	+ 1 SE
Percent of Students in Each Level	43.7	51.3	5.0	
Recommended Cut Point*		474	560	Recommended Cut Points*
Percent of Students in Each Level	32.1	54.5	13.4	
Recommended Cut Point* -1 SE		456	536	-1 SE
Percent of Students in Each Level	22.8	52.8	24.4	
Recommended Cut Point* -2 SE		438	511	-2 SE
Percent of Students in Each Level	15.0	43.4	41.6	
Recommended Cut Point* -3 SE		420	487	-3 SE
Percent of Students in Each Level	10.4	29.2	60.4	

* Participants' Large Group Medians

Table E277 Reading Grade 7 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		23.11	17.00	
Recommended Cut Point* + 3 SE		554	623	+ 3 SE
Percent of Students in Each Level	56.9	35.8	7.3	
Recommended Cut Point* + 2 SE		531	606	+ 2 SE
Percent of Students in Each Level	43.0	46.2	10.8	
Recommended Cut Point* + 1 SE		508	589	+ 1 SE
Percent of Students in Each Level	26.9	53.9	19.2	
Recommended Cut Point*		485	572	Recommended Cut Points*
Percent of Students in Each Level	17.2	54.2	28.6	
Recommended Cut Point* -1 SE		462	555	-1 SE
Percent of Students in Each Level	11.8	50.0	38.2	
Recommended Cut Point* -2 SE		439	538	-2 SE
Percent of Students in Each Level	7.1	40.5	52.4	
Recommended Cut Point* -3 SE		416	521	-3 SE
Percent of Students in Each Level	3.5	31.0	65.5	

* Participants' Large Group Medians

Table E278 Reading Grade 10 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		23.42	25.10	
Recommended Cut Point* + 3 SE		591	696	+ 3 SE
Percent of Students in Each Level	64.0	31.7	4.3	
Recommended Cut Point* + 2 SE		568	671	+ 2 SE
Percent of Students in Each Level	49.2	46.4	4.4	
Recommended Cut Point* + 1 SE		544	646	+ 1 SE
Percent of Students in Each Level	36.4	55.3	8.3	
Recommended Cut Point*		521	621	Recommended Cut Points*
Percent of Students in Each Level	23.1	58.2	18.7	
Recommended Cut Point* -1 SE		497	596	-1 SE
Percent of Students in Each Level	15.0	49.0	36.0	
Recommended Cut Point* -2 SE		474	571	-2 SE
Percent of Students in Each Level	10.2	39.0	50.8	
Recommended Cut Point* -3 SE		450	546	-3 SE
Percent of Students in Each Level	6.2	30.2	63.6	

* Participants' Large Group Medians

Table E279 Speaking Grade 1 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		18.15	26.94	
Recommended Cut Point* + 3 SE		408	538	+ 3 SE
Percent of Students in Each Level	35.5	58.3	6.2	
Recommended Cut Point* + 2 SE		390	511	+ 2 SE
Percent of Students in Each Level	25.1	68.8	6.1	
Recommended Cut Point* + 1 SE		371	484	+ 1 SE
Percent of Students in Each Level	17.8	68.8	13.4	
Recommended Cut Point*		353	457	Recommended Cut Points*
Percent of Students in Each Level	13.2	55.2	31.6	
Recommended Cut Point* -1 SE		335	430	-1 SE
Percent of Students in Each Level	10.1	40.1	49.8	
Recommended Cut Point* -2 SE		317	403	-2 SE
Percent of Students in Each Level	7.9	27.6	64.5	
Recommended Cut Point* -3 SE		299	377	-3 SE
Percent of Students in Each Level	6.2	14.8	79.0	

* Participants' Large Group Medians

Table E280 Speaking Grade 4 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		18.21	20.15	
Recommended Cut Point* + 3 SE		460	557	+ 3 SE
Percent of Students in Each Level	20.0	57.8	22.2	
Recommended Cut Point* + 2 SE		442	537	+ 2 SE
Percent of Students in Each Level	10.7	67.0	22.3	
Recommended Cut Point* + 1 SE		424	517	+ 1 SE
Percent of Students in Each Level	6.0	60.0	34.0	
Recommended Cut Point*		405	497	Recommended Cut Points*
Percent of Students in Each Level	4.3	41.0	54.7	
Recommended Cut Point* -1 SE		387	477	-1 SE
Percent of Students in Each Level	3.3	26.9	69.8	
Recommended Cut Point* -2 SE		369	456	-2 SE
Percent of Students in Each Level	2.7	13.6	83.7	
Recommended Cut Point* -3 SE		351	436	-3 SE
Percent of Students in Each Level	2.2	6.6	91.2	

* Participants' Large Group Medians

Table E281 Speaking Grade 7 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		16.93	27.00	
Recommended Cut Point* + 3 SE		474	609	+ 3 SE
Percent of Students in Each Level	13.5	68.5	18.0	
Recommended Cut Point* + 2 SE		457	582	+ 2 SE
Percent of Students in Each Level	9.8	59.6	30.6	
Recommended Cut Point* + 1 SE		440	555	+ 1 SE
Percent of Students in Each Level	7.6	49.8	42.6	
Recommended Cut Point*		423	528	Recommended Cut Points*
Percent of Students in Each Level	5.6	40.8	53.6	
Recommended Cut Point* -1 SE		406	501	-1 SE
Percent of Students in Each Level	4.4	25.6	70.0	
Recommended Cut Point* -2 SE		389	474	-2 SE
Percent of Students in Each Level	3.7	9.8	86.5	
Recommended Cut Point* -3 SE		372	447	-3 SE
Percent of Students in Each Level	3.2	5.3	91.5	

* Participants' Large Group Medians

Table E282 Speaking Grade 10 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		22.31	26.14	
Recommended Cut Point* + 3 SE		490	635	+ 3 SE
Percent of Students in Each Level	17.1	68.8	14.1	
Recommended Cut Point* + 2 SE		468	609	+ 2 SE
Percent of Students in Each Level	12.4	65.0	22.6	
Recommended Cut Point* + 1 SE		445	583	+ 1 SE
Percent of Students in Each Level	10.3	49.8	39.9	
Recommended Cut Point*		423	557	Recommended Cut Points*
Percent of Students in Each Level	7.7	44.3	48.0	
Recommended Cut Point* -1 SE		401	530	-1 SE
Percent of Students in Each Level	6.2	26.7	67.1	
Recommended Cut Point* -2 SE		378	504	-2 SE
Percent of Students in Each Level	4.8	16.8	78.4	
Recommended Cut Point* -3 SE		356	478	-3 SE
Percent of Students in Each Level	4.1	11.3	84.6	

* Participants' Large Group Medians

Table E283 Writing Grade 2 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		22.20	15.58	
Recommended Cut Point* + 3 SE		490	560	+ 3 SE
Percent of Students in Each Level	74.8	24.6	0.6	
Recommended Cut Point* + 2 SE		467	545	+ 2 SE
Percent of Students in Each Level	60.4	38.0	1.6	
Recommended Cut Point* + 1 SE		445	529	+ 1 SE
Percent of Students in Each Level	42.5	52.2	5.3	
Recommended Cut Point*		423	514	Recommended Cut Points*
Percent of Students in Each Level	29.2	62.5	8.3	
Recommended Cut Point* -1 SE		401	498	-1 SE
Percent of Students in Each Level	20.4	59.0	20.6	
Recommended Cut Point* -2 SE		379	482	-2 SE
Percent of Students in Each Level	12.8	57.2	30.0	
Recommended Cut Point* -3 SE		356	467	-3 SE
Percent of Students in Each Level	9.7	50.7	39.6	

* Participants' Large Group Medians

Table E284 Writing Grade 4 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		18.01	35.60	
Recommended Cut Point* + 3 SE		505	657	+ 3 SE
Percent of Students in Each Level	43.3	56.6	0.1	
Recommended Cut Point* + 2 SE		487	621	+ 2 SE
Percent of Students in Each Level	31.2	67.7	1.1	
Recommended Cut Point* + 1 SE		469	586	+ 1 SE
Percent of Students in Each Level	22.7	73.8	3.5	
Recommended Cut Point*		451	550	Recommended Cut Points*
Percent of Students in Each Level	14.5	71.2	14.3	
Recommended Cut Point* -1 SE		433	515	-1 SE
Percent of Students in Each Level	10.7	48.9	40.4	
Recommended Cut Point* -2 SE		415	479	-2 SE
Percent of Students in Each Level	6.1	20.4	73.5	
Recommended Cut Point* -3 SE		397	443	-3 SE
Percent of Students in Each Level	4.9	7.5	87.6	

* Participants' Large Group Medians

Table E285 Writing Grade 7 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		18.38	26.71	
Recommended Cut Point* + 3 SE		517	634	+ 3 SE
Percent of Students in Each Level	35.5	63.0	1.5	
Recommended Cut Point* + 2 SE		499	607	+ 2 SE
Percent of Students in Each Level	25.2	69.9	4.9	
Recommended Cut Point* + 1 SE		480	581	+ 1 SE
Percent of Students in Each Level	16.2	64.5	19.3	
Recommended Cut Point*		462	554	Recommended Cut Points*
Percent of Students in Each Level	10.6	60.3	29.1	
Recommended Cut Point* -1 SE		444	527	-1 SE
Percent of Students in Each Level	7.9	34.9	57.2	
Recommended Cut Point* -2 SE		425	501	-2 SE
Percent of Students in Each Level	4.4	20.7	74.9	
Recommended Cut Point* -3 SE		407	474	-3 SE
Percent of Students in Each Level	3.6	10.5	85.9	

* Participants' Large Group Medians

Table E286 Writing Grade 10 Final Round Standard Error

Recommended Cut Points* Plus/Minus Selected Standard Errors (SEs) of Measurement and the Cut Score

Performance Level	Beginning	Early Int & Int	Early Adv & Adv	
Standard Error (SE) measurement + cutscore		21.92	27.14	
Recommended Cut Point* + 3 SE		536	645	+ 3 SE
Percent of Students in Each Level	45.0	47.8	7.2	
Recommended Cut Point* + 2 SE		514	618	+ 2 SE
Percent of Students in Each Level	27.9	64.9	7.2	
Recommended Cut Point* + 1 SE		492	590	+ 1 SE
Percent of Students in Each Level	18.2	56.6	25.2	
Recommended Cut Point*		470	563	Recommended Cut Points*
Percent of Students in Each Level	11.9	52.1	36.0	
Recommended Cut Point* -1 SE		448	536	-1 SE
Percent of Students in Each Level	7.4	37.6	55.0	
Recommended Cut Point* -2 SE		426	509	-2 SE
Percent of Students in Each Level	5.2	18.8	76.0	
Recommended Cut Point* -3 SE		404	482	-3 SE
Percent of Students in Each Level	3.5	12.4	84.1	

* Participants' Large Group Medians

Section F: Linkage and Alignment Study

Executive Summary

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. This report details the evaluation study conducted for the State of California to provide evidence of linkage and alignment. *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.

Sato, Lagunoff, Worth, Bailey, and Butler (2005) developed an approach appropriate to assessments of ELD to evaluate linkage and alignment based on research in the areas of education and applied linguistics. Their approach 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 content areas 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 396 CELDT Form

E items were used to evaluate alignment.

Analyses examined (a) *ratability* (whether sufficient evidence exists in the items

themselves to rate language demands); (b) *modality* (whether an item's language

demands occur in *listening*, *speaking*, *reading*, and *writing*); (c) *complexity* (related to

depth-of-knowledge and the nature of the content or skills reflected in an item or standard);

and, (d) specific *language demands* (types of linguistic skill and/or academic language

function codes).

A total of 1,381 content and ELD standards were analyzed with an overall ratability

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% ratability.

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.

Overall, the findings of this study confirm many of the results reported by Sato, et al.

(2005). Linkage was inconsistent across groups of standards. Most ELD and ELA

standards were ratable (greater than 90%); however, only 13% to 38% of the Math 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.

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., ratability, 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.

Implications of the study are described below.

1. If the correspondence between California's ELD standards and content standards is strengthened on all language dimensions, the CELDT can be better aligned to the content standards. The development of CELDT items that reflect more academic language functions and higher levels of complexity would improve overall alignment of the system.

2. The CELDT item development should target the following priorities for the purpose of strengthening alignment: (a) items that incorporate academic language functions in the form of high-frequency, non-specific, academic vocabulary; (b) items that address specific language demands at the word and sentence levels (e.g., *identification*, *labeling and enumeration*, *description*); and (c) items that reflect greater depth (i.e., complexity). Given that the ELD standards and the CELDT tend to have lower complexity ratings, higher levels of complexity in item development will improve alignment, as well as the test's ability to discriminate at the higher proficiency levels.

3. Although classroom and formative assessments are well suited to assess certain academic language functions at the discourse level, increased emphasis on academic language functions is needed in order to bring the ELD standards and CELDT into better compliance with NCLB Title I and Title III requirements.

4. Each content area has standards with unique linguistic demands, lexicons, expectations, and assumptions. Further work to understand these unique aspects of content standards and how they are related on the language demands dimensions would help to inform the effort to bring the ELD standards and the CELDT into better compliance with NCLB Title I and Title III requirements.

5. The linkage and alignment methodology used for this study promises to be a useful tool for item development and has the potential for aiding in the development of curricular materials. The approach taken here will help test developers and state assessment decision makers by to improve the processes that guide item development and fill gaps in alignment.

Reference

Sato, E., Lagunoff, R., Worth, P. Bailey A.L., & Butler, F. A. (2005). ELD standards linkage and test alignment under Title III: A pilot study of the CELDT and the California ELD and content standards. Final report (June) to the California Department of Education, Sacramento, CA.