

Annual Technical Report for ACCESS for ELLsTM Paper English Language Proficiency Test

Series 603, 2024-2025 Administration
Annual Technical Report No. 21B

Part 2: Technical Results

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1. Annual Test Results

In this section of the report, detail is provided on students' participation in ACCESS Paper and on scale score and proficiency level (PL) results. These data are disaggregated in several ways, including by grade-level cluster, grade, and tier, and also by gender, ethnicity, and race.

Analyses use the [Census Bureau approach to reporting race and ethnicity](#). Ethnicity is conceptualized as a binary category (Hispanic or non-Hispanic). There are five categories for race: American Indian/Alaskan Native, Asian, Black/African American, Pacific Islander/Hawaiian, and White. The race and ethnicity categories are not mutually exclusive. Thus, for example, Student A may be labeled as Hispanic for ethnicity and Asian for race, while Student B may be labeled as non-Hispanic for ethnicity and both American Indian/Alaskan Native and Black/African American for race. Starting with Series 202, students who are labeled as Hispanic are included in the Hispanic (of any race) category, regardless of how many racial categories they are included in. Students who are identified as one of the racial categories (e.g., Asian) and have not been identified as Hispanic are identified in only one racial category; if they are identified in more than one racial category, and have not been identified as Hispanic, then they are labeled non-Hispanic multiracial.

A total of 34,479 students taking ACCESS Paper tests in Colorado and Illinois used equated scores to the ACCESS Online tests; therefore, their score analyses were not included in this 603 Paper Annual Technical Report. For the equated scoring procedure, please refer to the *WIDA's Equipercentile Method and Procedure for Comparability Analysis* report located in the SEA Secure Portal on the WIDA website.

1.1 Participation

Participation in ACCESS Paper is shown in three ways: by grade-level cluster, by grade, and by tier. Participation data are reported by state, by gender, and ethnicity.

1.1.1 Grade-Level Cluster

Table 1.1.1.1 summarizes student participation by grade-level cluster across the 40 WIDA states and U.S. territories/agencies that took part in the 2024–2025 operational ACCESS Paper testing program. Each row displays the number of students in a given grade-level cluster who participated in the assessment by state, with the final row showing the total number of participants across all 40 jurisdictions.

Due to the widespread use of the online format, some states have relatively small sample sizes for grade-level clusters other than kindergarten, which is exclusively administered as a paper-based assessment. Florida had the highest number of ACCESS Paper participants, accounting for approximately 60% of all students who took the paper-and-pencil version. Illinois and Virginia followed as the next largest groups.

The full names of acronyms of U.S. territories are: BI, Bureau of Indian Education; DC, District of Columbia; DD, Department of Defense Education Activity; MP, Northern Mariana Islands; and VI, Virgin Islands.

Table 1.1.1.1. Participation by Grade-Level Cluster by State, 603 Paper [Cluster = C]

State	C K	C 1	C 2	C 3	C 4-5	C 6-8	C 9-12	Total
AK	598	0	1	0	1	0	35	635
AL	4842	1	1	1	1	0	4	4850
BI	574	47	52	53	130	122	0	978
CO	9344	55	49	43	52	24	17	9584
DC	1032	1	0	1	2	3	1	1040
DD	481	1	2	1	4	0	0	489
DE	1474	5	1	1	3	3	1	1488
FL	42296	42843	41415	38871	54797	60875	62640	343737
GA	13286	135	134	23	24	24	25	13651
HI	1293	1	3	1	4	6	7	1315
ID	1703	4	1	8	13	2	2	1733
IL	23568	120	107	85	161	273	106	24420
IN	9792	20	17	9	20	25	21	9904
KY	5433	6	3	2	10	1	2	5457
MA	13455	47	29	42	66	25	17	13681
MD	11203	2	10	20	32	22	21	11310
ME	656	9	2	1	3	0	1	672
MI	10512	34	32	44	51	42	41	10756
MN	7883	53	45	72	86	53	278	8470
MO	5087	4	16	7	21	8	5	5148
MP	55	0	0	0	0	0	0	55
MT	257	0	0	0	0	0	0	257
NC	16086	6	5	7	11	3	2	16120
ND	446	2	2	2	5	13	7	477
NH	521	3	5	1	1	1	8	540
NJ	14651	191	127	103	100	32	30	15234
NM	3411	1	4	2	7	11	7	3443
NV	5710	1	2	1	0	0	5	5719
OK	4995	7	5	15	34	31	35	5122
PA	9517	192	128	78	99	78	97	10189
RI	1691	2	2	1	1	2	1	1700
SC	5302	5	6	7	5	4	4	5333
SD	928	10	8	7	22	10	0	985
UT	4640	2	3	4	10	3	1	4663
VA	14376	688	288	152	219	188	218	16129
VI	106	0	0	0	0	0	0	106
VT	148	2	0	2	0	0	0	152

State	C K	C 1	C 2	C 3	C 4-5	C 6-8	C 9-12	Total
WA	13935	22	10	11	26	14	10	14028
WI	4762	16	30	17	49	48	3	4925
WY	305	6	2	3	1	2	4	323
Total	266354	44544	42547	39698	56071	61948	63656	574818

Table 1.1.1.2 presents student participation by grade-level cluster and gender across all states and territories for those who took the ACCESS Paper assessment. Table 1.1.1.3 displays participation by grade-level cluster and ethnicity. The overall gender distribution was 48% female and 52% male across all grade-level clusters, with the exception of kindergarten, which showed a different pattern: 42% female, 45% male, and 13% categorized as Unknown. Regarding ethnicity, approximately 78% of students identified as Hispanic in all grade-level clusters except kindergarten, where the percentage was 66%.

Table 1.1.1.2. Participation by Grade-Level Cluster by Gender, 603 Paper

Cluster	Statistic	Gender F	Gender M	Gender Missing	Total
K	N	111277	120376	34701	266354
K	%	41.78%	45.19%	13.03%	100.00%
1	N	21354	23084	106	44544
1	%	47.94%	51.82%	0.24%	100.00%
2	N	20217	22255	75	42547
2	%	47.52%	52.31%	0.18%	100.00%
3	N	18861	20750	87	39698
3	%	47.51%	52.27%	0.22%	100.00%
4-5	N	26595	29331	145	56071
4-5	%	47.43%	52.31%	0.26%	100.00%
6-8	N	29311	32466	171	61948
6-8	%	47.32%	52.41%	0.28%	100.00%
9-12	N	30492	32992	172	63656
9-12	%	47.90%	51.83%	0.27%	100.00%
Total	N	258107	281254	35457	574818
Total	%	44.90%	48.93%	6.17%	100.00%

Table 1.1.1.3. Participation by Grade-Level Cluster by Ethnicity, 603 Paper

Cluster	Statistic	Hispanic	Non-Hispanic	Unknown	Total
K	N	176851	74328	15175	266354
K	%	66.40%	27.91%	5.70%	100.00%
1	N	34127	10109	308	44544
1	%	76.61%	22.69%	0.69%	100.00%
2	N	33259	9066	222	42547
2	%	78.17%	21.31%	0.52%	100.00%
3	N	31703	7808	187	39698
3	%	79.86%	19.67%	0.47%	100.00%
4-5	N	44058	11717	296	56071
4-5	%	78.58%	20.90%	0.53%	100.00%
6-8	N	48263	13277	408	61948
6-8	%	77.91%	21.43%	0.66%	100.00%
9-12	N	48663	14522	471	63656
9-12	%	76.45%	22.81%	0.74%	100.00%
Total	N	416924	140827	17067	574818
Total	%	72.53%	24.50%	2.97%	100.00%

1.1.2 Grade

This section presents tables parallel to those in the previous section, but organized by grade rather than by grade-level cluster.

- Table 1.1.2.1 shows student participation counts by grade and state. Among all grades, grade K had the highest number of participants, while grade 12 had the lowest. Across states, Florida had the largest number of test takers.
- Table 1.1.2.2 presents student counts by grade and gender. The gender distribution was generally consistent across grades, with approximately 48% female, 52% male, and less than 1% with missing gender information—except in grade K, which showed a different pattern.
- Table 1.1.2.3 displays student counts by grade and ethnicity. Roughly 78% of participants in each grade identified as Hispanic, with the exception of grade K and grade 12, where the proportions were 66% and 71%, respectively.

Table 1.1.2.1. Participation by Grade by State, 603 Paper [Grade = G]

State	G K	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	G 12	Total
AK	598	0	1	0	1	0	0	0	0	12	8	9	6	635
AL	4842	1	1	1	0	1	0	0	0	1	3	0	0	4850
BI	574	47	52	53	62	68	52	42	28	0	0	0	0	978
CO	9344	55	49	43	26	26	14	5	5	6	6	3	2	9584
DC	1032	1	0	1	2	0	2	0	1	0	0	1	0	1040
DD	481	1	2	1	3	1	0	0	0	0	0	0	0	489

State	G K	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	G 12	Total
DE	1474	5	1	1	2	1	0	2	1	1	0	0	0	1488
FL	42296	42843	41415	38871	28309	26488	19951	20150	20774	19486	18155	15027	9972	343737
GA	13286	135	134	23	11	13	6	11	7	9	6	7	3	13651
HI	1293	1	3	1	3	1	2	1	3	2	2	0	3	1315
ID	1703	4	1	8	7	6	1	0	1	0	0	2	0	1733
IL	23568	120	107	85	91	70	82	84	107	25	26	26	29	24420
IN	9792	20	17	9	10	10	5	16	4	8	2	7	4	9904
KY	5433	6	3	2	6	4	0	0	1	1	0	1	0	5457
MA	13455	47	29	42	38	28	12	5	8	3	10	1	3	13681
MD	11203	2	10	20	17	15	5	11	6	6	5	5	5	11310
ME	656	9	2	1	1	2	0	0	0	1	0	0	0	672
MI	10512	34	32	44	32	19	15	14	13	12	10	9	10	10756
MN	7883	53	45	72	49	37	18	22	13	65	64	71	78	8470
MO	5087	4	16	7	10	11	5	1	2	2	0	1	2	5148
MP	55	0	0	0	0	0	0	0	0	0	0	0	0	55
MT	257	0	0	0	0	0	0	0	0	0	0	0	0	257
NC	16086	6	5	7	8	3	1	1	1	0	1	1	0	16120
ND	446	2	2	2	5	0	8	2	3	1	3	2	1	477
NH	521	3	5	1	0	1	0	0	1	2	1	0	5	540
NJ	14651	191	127	103	65	35	17	7	8	13	7	5	5	15234
NM	3411	1	4	2	4	3	3	3	5	4	3	0	0	3443
NV	5710	1	2	1	0	0	0	0	0	3	2	0	0	5719
OK	4995	7	5	15	17	17	10	11	10	10	6	5	14	5122
PA	9517	192	128	78	57	42	35	24	19	16	17	31	33	10189
RI	1691	2	2	1	0	1	2	0	0	0	1	0	0	1700
SC	5302	5	6	7	3	2	1	1	2	1	2	0	1	5333
SD	928	10	8	7	11	11	3	3	4	0	0	0	0	985
UT	4640	2	3	4	7	3	2	0	1	0	0	0	1	4663
VA	14376	688	288	152	120	99	58	67	63	90	52	44	32	16129
VI	106	0	0	0	0	0	0	0	0	0	0	0	0	106
VT	148	2	0	2	0	0	0	0	0	0	0	0	0	152
WA	13935	22	10	11	16	10	6	4	4	1	4	2	3	14028
WI	4762	16	30	17	23	26	16	20	12	2	0	0	1	4925
WY	305	6	2	3	1	0	1	0	1	2	2	0	0	323
Total	266354	44544	42547	39698	29017	27054	20333	20507	21108	19785	18398	15260	10213	574818

Table 1.1.2.2. Participation by Grade by Gender, 603 Paper

Grade	Statistic	Gender F	Gender M	Gender Missing	Total
K	N	111277	120376	34701	266354
K	%	41.78%	45.19%	13.03%	100.00%
1	N	21354	23084	106	44544
1	%	47.94%	51.82%	0.24%	100.00%
2	N	20217	22255	75	42547
2	%	47.52%	52.31%	0.18%	100.00%
3	N	18861	20750	87	39698
3	%	47.51%	52.27%	0.22%	100.00%
4	N	13827	15084	106	29017
4	%	47.65%	51.98%	0.37%	100.00%
5	N	12768	14247	39	27054
5	%	47.19%	52.66%	0.14%	100.00%
6	N	9736	10503	94	20333
6	%	47.88%	51.65%	0.46%	100.00%
7	N	9700	10768	39	20507
7	%	47.30%	52.51%	0.19%	100.00%
8	N	9875	11195	38	21108
8	%	46.78%	53.04%	0.18%	100.00%
9	N	9351	10342	92	19785
9	%	47.26%	52.27%	0.46%	100.00%
10	N	8715	9643	40	18398
10	%	47.37%	52.41%	0.22%	100.00%
11	N	7365	7876	19	15260
11	%	48.26%	51.61%	0.12%	100.00%
12	N	5061	5131	21	10213
12	%	49.55%	50.24%	0.21%	100.00%
Total	N	258107	281254	35457	574818
Total	%	44.90%	48.93%	6.17%	100.00%

Table 1.1.2.3. Participation by Grade by Ethnicity, 603 Paper

Grade	Statistic	Hispanic	Non-Hispanic	Unknown	Total
K	N	176851	74328	15175	266354
K	%	66.40%	27.91%	5.70%	100.00%
1	N	34127	10109	308	44544
1	%	76.61%	22.69%	0.69%	100.00%
2	N	33259	9066	222	42547
2	%	78.17%	21.31%	0.52%	100.00%
3	N	31703	7808	187	39698
3	%	79.86%	19.67%	0.47%	100.00%
4	N	22725	6093	199	29017
4	%	78.32%	21.00%	0.69%	100.00%
5	N	21333	5624	97	27054
5	%	78.85%	20.79%	0.36%	100.00%
6	N	15815	4331	187	20333
6	%	77.78%	21.30%	0.92%	100.00%
7	N	15981	4414	112	20507
7	%	77.93%	21.52%	0.55%	100.00%
8	N	16467	4532	109	21108
8	%	78.01%	21.47%	0.52%	100.00%
9	N	15530	4050	205	19785
9	%	78.49%	20.47%	1.04%	100.00%
10	N	14309	3984	105	18398
10	%	77.77%	21.65%	0.57%	100.00%
11	N	11581	3580	99	15260
11	%	75.89%	23.46%	0.65%	100.00%
12	N	7243	2908	62	10213
12	%	70.92%	28.47%	0.61%	100.00%
Total	N	416924	140827	17067	574818
Total	%	72.53%	24.50%	2.97%	100.00%

1.1.3 Tier

This section provides information on participation by tier. The tables show this information in several ways:

- By grade-level cluster, tier, and domain
- By grade, tier, and domain
- By grade-level cluster and tier for gender
- By grade-level cluster and tier for ethnicity

Table 1.1.3.1. Participation by Grade-Level Cluster by Tier by Domain, 603 Paper

Cluster	Tier	Listening	Reading	Writing	Speaking
K	N/A	266349	266344	266345	266348
1	A	28387	28400	28398	28397
1	BC	16125	16135	16135	16134
1	Total	44512	44535	44533	44531
2	A	15431	15433	15433	15433
2	BC	27101	27107	27109	27108
2	Total	42532	42540	42542	42541
3	A	12512	12512	12513	12511
3	BC	27179	27182	27182	27181
3	Total	39691	39694	39695	39692
4-5	A	18199	18201	18199	18199
4-5	BC	37868	37868	37868	37867
4-5	Total	56067	56069	56067	56066
6-8	A	26982	26980	26981	26984
6-8	BC	34956	34955	34955	34955
6-8	Total	61938	61935	61936	61939
9-12	A	27579	27581	27576	27574
9-12	BC	36069	36069	36069	36065
9-12	Total	63648	63650	63645	63639

Table 1.1.3.2. Participation by Grade by Tier by Domain, 603 Paper

Grade	Tier	Listening	Reading	Writing	Speaking
K	N/A	266349	266344	266345	266348
1	A	28387	28400	28398	28397
1	BC	16125	16135	16135	16134
1	Total	44512	44535	44533	44531
2	A	15431	15433	15433	15433
2	BC	27101	27107	27109	27108
2	Total	42532	42540	42542	42541
3	A	12512	12512	12513	12511
3	BC	27179	27182	27182	27181
3	Total	39691	39694	39695	39692
4	A	9160	9161	9160	9160
4	BC	19854	19854	19854	19855
4	Total	29014	29015	29014	29015
5	A	9039	9040	9039	9039
5	BC	18014	18014	18014	18012
5	Total	27053	27054	27053	27051
6	A	8643	8642	8642	8641
6	BC	11686	11686	11686	11686
6	Total	20329	20328	20328	20327
7	A	9082	9081	9082	9084
7	BC	11423	11422	11422	11422
7	Total	20505	20503	20504	20506
8	A	9257	9257	9257	9259
8	BC	11847	11847	11847	11847
8	Total	21104	21104	21104	21106
9	A	9547	9547	9545	9547
9	BC	10236	10236	10236	10234
9	Total	19783	19783	19781	19781
10	A	7900	7900	7899	7897
10	BC	10497	10496	10497	10496
10	Total	18397	18396	18396	18393
11	A	6210	6212	6210	6208
11	BC	9048	9048	9048	9047
11	Total	15258	15260	15258	15255
12	A	3922	3922	3922	3922
12	BC	6288	6289	6288	6288
12	Total	10210	10211	10210	10210

Table 1.1.3.3. Participation by Grade-Level Cluster by Tier by Gender, 603 Paper

Cluster	Statistic	Tier	Gender F	Gender M	Gender Missing	Total
K	N	N/A	111277	120376	34701	266354
K	%	N/A	41.78%	45.19%	13.03%	100.00%
1	N	A	13340	14989	76	28405
1	%	A	46.96%	52.77%	0.27%	100.00%
1	N	BC	8014	8095	30	16139
1	%	BC	49.66%	50.16%	0.19%	100.00%
2	N	A	6970	8414	50	15434
2	%	A	45.16%	54.52%	0.32%	100.00%
2	N	BC	13247	13841	25	27113
2	%	BC	48.86%	51.05%	0.09%	100.00%
3	N	A	5752	6714	47	12513
3	%	A	45.97%	53.66%	0.38%	100.00%
3	N	BC	13109	14036	40	27185
3	%	BC	48.22%	51.63%	0.15%	100.00%
4-5	N	A	8682	9446	74	18202
4-5	%	A	47.70%	51.90%	0.41%	100.00%
4-5	N	BC	17913	19885	71	37869
4-5	%	BC	47.30%	52.51%	0.19%	100.00%
6-8	N	A	12821	14057	109	26987
6-8	%	A	47.51%	52.09%	0.40%	100.00%
6-8	N	BC	16490	18409	62	34961
6-8	%	BC	47.17%	52.66%	0.18%	100.00%
9-12	N	A	13299	14191	95	27585
9-12	%	A	48.21%	51.44%	0.34%	100.00%
9-12	N	BC	17193	18801	77	36071
9-12	%	BC	47.66%	52.12%	0.21%	100.00%

Table 1.1.3.4 presents percentages of Hispanic and other ethnic groups in tiers. Overall, the percentages of Hispanic students in Tier A was consistently 1% to 4% higher than in Tier BC, with the exception of grade-level clusters 3 and 9-12, where the opposite pattern was observed.

Table 1.1.3.4. Participation by Grade-Level Cluster by Tier by Ethnicity, 603 Paper

Cluster	Statistic	Tier	Hispanic	Non-Hispanic	Unknown	Total
K	N	N/A	176851	74328	15175	266354
K	%	N/A	66.40%	27.91%	5.70%	100.00%
1	N	A	22196	5999	210	28405
1	%	A	78.14%	21.12%	0.74%	100.00%
1	N	BC	11931	4110	98	16139
1	%	BC	73.93%	25.47%	0.61%	100.00%
2	N	A	12239	3072	123	15434
2	%	A	79.30%	19.90%	0.80%	100.00%
2	N	BC	21020	5994	99	27113
2	%	BC	77.53%	22.11%	0.37%	100.00%
3	N	A	9969	2458	86	12513
3	%	A	79.67%	19.64%	0.69%	100.00%
3	N	BC	21734	5350	101	27185
3	%	BC	79.95%	19.68%	0.37%	100.00%
4-5	N	A	14402	3666	134	18202
4-5	%	A	79.12%	20.14%	0.74%	100.00%
4-5	N	BC	29656	8051	162	37869
4-5	%	BC	78.31%	21.26%	0.43%	100.00%
6-8	N	A	21326	5423	238	26987
6-8	%	A	79.02%	20.09%	0.88%	100.00%
6-8	N	BC	26937	7854	170	34961
6-8	%	BC	77.05%	22.47%	0.49%	100.00%
9-12	N	A	20866	6499	220	27585
9-12	%	A	75.64%	23.56%	0.80%	100.00%
9-12	N	BC	27797	8023	251	36071
9-12	%	BC	77.06%	22.24%	0.70%	100.00%

1.2 Scale Score Results

This section provides information on students' scale score results. Please note that students from Colorado and Illinois were excluded from the scale score computations since they are included in the Equipercentile study for comparability analysis between ACCESS Paper and ACCESS Online.

1.2.1 Mean Scale Score Across Domain and Composite Score by Cluster

This section presents mean (average) scale scores by grade-level cluster across the eight scores reported on ACCESS Paper. The scores are first shown for the four individual domains—Listening, Speaking, Reading, and Writing—followed by the four composite scores—Oral Language, Literacy, Comprehension, and Overall.

Because ACCESS Paper is vertically scaled, mean scale scores are generally expected to increase with grade-level cluster. However, this trend is influenced by the characteristics of the test-taking population. For each mean score reported, the corresponding number of students in that group is also provided. Tables are included for:

- the total student population,
- the student population by gender, and
- the student population by race and ethnicity.

In Table 1.2.1.1, the average scale scores for both domains and composites generally increase with grade-level cluster. An exception to this pattern is observed in the Listening and Writing domains, where grade-level cluster 4–5 had higher mean scores than that of 6–8.

Table 1.2.1.1. Mean Scale Scores by Grade-Level Cluster, 603 Paper

Cluster	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
K	Mean	238	168.87	185.07	238.01	238.27	177.19	189.6	195.3
K	N	233296	233289	233285	233276	233276	233283	233289	233267
1	Mean	297.57	282.47	238.43	258.6	280.16	261.63	287.69	267.99
1	N	38868	36609	44340	44103	38656	36598	33221	33039
2	Mean	323.48	304.62	271.62	275.45	300.53	289.06	310.82	293.06
2	N	39803	36936	42370	42159	39602	36928	35159	34984
3	Mean	349.91	329.48	288.41	285.98	318.69	309.58	335.87	312.57
3	N	37819	34558	39557	39329	37594	34551	33340	33141
4-5	Mean	366.41	343.17	319.46	318.08	343.1	332.04	350.53	335.62
4-5	N	54018	50215	55820	55574	53751	50185	48911	48656
6-8	Mean	365.3	350.25	313.25	326.67	346.88	332.15	354.93	336.61
6-8	N	58600	54969	61614	61273	58246	54951	52816	52483
9-12	Mean	367.53	378.22	340.93	327.08	348.58	360.01	375.5	356.93
9-12	N	60115	57122	63497	63059	59687	57099	54670	54252

Table 1.2.1.2 illustrates gender-based performance differences across grade-level clusters. In clusters 1 and 2, female students outperformed male students across all assessed categories. In the upper clusters, male students generally achieved slightly higher mean scores in the Listening and Speaking domains. However, gender-based variation was observed across other categories, indicating a more nuanced performance pattern in the higher grade-level clusters. The female group outperformed the male group in all grade-level clusters in the Writing domain.

Table 1.2.1.2. Mean Scale Scores by Grade-Level Cluster by Gender, 603 Paper

Cluster	Gender	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
K	F	Mean	245.1	169.2	188.86	246.22	245.92	179.26	191.96	199.04
K	F	N	95815	95814	95814	95811	95811	95814	95814	95810

Cluster	Gender	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
K	M	Mean	232.45	169.03	181.36	229.94	231.46	175.41	188.05	192.01
K	M	N	102821	102816	102811	102806	102806	102810	102816	102799
K	Missing	Mean	234.85	167.49	185.6	239.26	237.31	176.76	187.69	194.71
K	Missing	N	34660	34659	34660	34659	34659	34659	34659	34658
1	F	Mean	300.67	283.14	243.31	263.63	284.08	264.31	289.09	271.01
1	F	N	18996	17709	21280	21168	18899	17707	16241	16156
1	M	Mean	294.68	281.87	234	254.09	276.51	259.17	286.38	265.15
1	M	N	19777	18823	22954	22830	19663	18814	16909	16812
1	Missing	Mean	278.28	275.58	218.18	227.17	255.47	247.42	277.41	250.7
1	Missing	N	95	77	106	105	94	77	71	71
2	F	Mean	326.3	305.32	277.25	277.36	302.69	292.07	312.08	295.65
2	F	N	19115	17683	20153	20053	19020	17677	16939	16855
2	M	Mean	320.98	304.04	266.59	273.87	298.67	286.37	309.73	290.74
2	M	N	20619	19185	22142	22031	20513	19183	18156	18065
2	Missing	Mean	287.35	288.51	244.56	230.09	258.94	267.03	288.28	264.09
2	Missing	N	69	68	75	75	69	68	64	64
3	F	Mean	349.85	329.29	294.94	286.54	318.81	312.62	335.62	314.59
3	F	N	18148	16601	18805	18704	18048	16597	16132	16047
3	M	Mean	350.04	329.71	282.56	285.58	318.66	306.84	336.17	310.73
3	M	N	19590	17885	20665	20538	19465	17882	17139	17025
3	Missing	Mean	330.04	315.71	267.31	257.53	296.58	292.36	321.3	296.03
3	Missing	N	81	72	87	87	81	72	69	69
4-5	F	Mean	365.73	342.52	324.44	318.27	342.83	334.08	349.81	336.88
4-5	F	N	25729	24077	26497	26374	25592	24061	23495	23363
4-5	M	Mean	367.13	343.83	315.05	318.09	343.48	330.23	351.28	334.56
4-5	M	N	28150	26018	29179	29056	28020	26004	25299	25176
4-5	Missing	Mean	348.47	328.96	296.89	282.1	316.22	314.04	334.72	314.16
4-5	Missing	N	139	120	144	144	139	120	117	117
6-8	F	Mean	365.09	351.11	318.39	325.44	346.16	335.08	355.45	338.45
6-8	F	N	27793	26173	29173	29000	27615	26164	25163	24995
6-8	M	Mean	365.6	349.53	308.73	327.97	347.67	329.56	354.53	335.03
6-8	M	N	30651	28651	32271	32103	30475	28642	27517	27352
6-8	Missing	Mean	342.46	337.66	287.66	292.81	319.63	312.51	339.44	315.29
6-8	Missing	N	156	145	170	170	156	145	136	136
9-12	F	Mean	367.4	379.98	344.77	325.61	347.82	362.73	376.65	358.62
9-12	F	N	28911	27597	30431	30196	28686	27587	26478	26255
9-12	M	Mean	367.73	376.62	337.45	328.51	349.36	357.52	374.48	355.42
9-12	M	N	31045	29371	32894	32693	30844	29358	28045	27852
9-12	Missing	Mean	353.77	369.08	324.92	312.88	335.14	347.17	364.69	343.22
9-12	Missing	N	159	154	172	170	157	154	147	145

Tables 1.2.1.3 through 1.2.1.9 presents scale score performance along with the corresponding counts by ethnic and race groups. The top three performing groups across most domains and clusters were Asian, White, and Multiracial.

Table 1.2.1.3. Mean Scale Scores by Ethnicity for Cluster K, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	227.45	160.37	177.06	224.47	226.21	168.93	180.48	185.9
Hispanic (any of Race)	N	153349	153345	153343	153336	153336	153342	153345	153331
Non-Hispanic American Indian	Mean	257.71	169.47	178.6	257.59	257.91	174.26	195.94	199.14
Non-Hispanic American Indian	N	1683	1683	1683	1683	1683	1683	1683	1683
Non-Hispanic Asian	Mean	278.33	209.33	224.03	283.82	281.34	216.92	230.01	236.02
Non-Hispanic Asian	N	24293	24293	24292	24292	24292	24292	24293	24291
Non-Hispanic Black	Mean	250.26	177.42	186.71	264.92	257.85	182.29	199.27	204.74
Non-Hispanic Black	N	17367	17365	17365	17366	17366	17364	17365	17364
Non-Hispanic Multiracial	Mean	263.24	189.55	200.82	267.1	265.44	195.41	211.65	216.2
Non-Hispanic Multiracial	N	1129	1129	1129	1129	1129	1129	1129	1129
Non-Hispanic Pacific Islander	Mean	250.23	163.96	184.82	259.37	255.07	174.62	189.85	198.53
Non-Hispanic Pacific Islander	N	1320	1320	1320	1320	1320	1320	1320	1320
Non-Hispanic White	Mean	257.9	182.37	201.32	262.65	260.54	192.07	205.02	212.4
Non-Hispanic White	N	20221	20220	20219	20217	20217	20219	20220	20216
Unknown	Mean	234.16	160.35	179.28	231.18	232.92	170.02	182.48	188.68
Unknown	N	13934	13934	13934	13933	13933	13934	13934	13933

Table 1.2.1.4. Mean Scale Scores by Ethnicity for Cluster 1, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	296.23	281.23	237.63	255	277.67	260.53	286.4	266.46
Hispanic (any of Race)	N	29821	28097	33992	33811	29661	28089	25479	25341
Non-Hispanic American Indian	Mean	302.01	286.87	242.51	263.2	283.89	266.71	292.29	272.6
Non-Hispanic American Indian	N	136	128	152	151	135	128	119	118
Non-Hispanic Asian	Mean	310.8	295.67	258.28	279.23	296.73	277.89	300.82	283.93
Non-Hispanic Asian	N	1482	1379	1622	1609	1468	1379	1285	1272
Non-Hispanic Black	Mean	293.94	281.28	230.08	264.96	281.51	257.5	285.75	265.4
Non-Hispanic Black	N	3764	3577	4463	4439	3741	3574	3179	3159
Non-Hispanic Multiracial	Mean	304.28	290.3	245.33	275.74	294.54	268.38	296.25	277.51
Non-Hispanic Multiracial	N	204	192	236	236	204	192	174	174
Non-Hispanic Pacific Islander	Mean	297.02	283.5	240.67	268.18	284.17	261.82	287.74	268.18
Non-Hispanic Pacific Islander	N	42	34	45	45	42	34	34	34
Non-Hispanic White	Mean	308.14	288.71	247.25	274.63	293.61	268.97	295.06	277.03
Non-Hispanic White	N	3151	2957	3529	3513	3138	2957	2722	2712
Unknown	Mean	292.63	283.51	234.17	255.43	275.86	260.77	287.73	266.92
Unknown	N	268	245	301	299	267	245	229	229

Table 1.2.1.5. Mean Scale Scores by Ethnicity for Cluster 2, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	322.45	303.54	270.74	272.64	298.6	288.04	309.73	291.77
Hispanic (any of Race)	N	31148	28921	33138	32981	31000	28916	27542	27414
Non-Hispanic American Indian	Mean	326.27	304.59	265.11	264.79	296.67	285.77	312.04	289.53
Non-Hispanic American Indian	N	139	123	149	149	139	123	114	114
Non-Hispanic Asian	Mean	336.04	321.38	291.71	294.08	316.15	307.45	326.64	310.76
Non-Hispanic Asian	N	1404	1338	1486	1483	1401	1338	1281	1279
Non-Hispanic Black	Mean	319.75	299.88	263.28	281.63	302.07	282.61	306.37	288.93
Non-Hispanic Black	N	3478	3192	3793	3769	3456	3190	2976	2958
Non-Hispanic Multiracial	Mean	329.8	312.09	280.41	287.35	309.32	296.34	317.21	300.12
Non-Hispanic Multiracial	N	213	194	217	216	212	194	193	192
Non-Hispanic Pacific Islander	Mean	306.62	298.46	264.09	269.62	285.61	281.79	303.29	285.26
Non-Hispanic Pacific Islander	N	34	24	35	34	33	24	24	23
Non-Hispanic White	Mean	332.56	312.51	281.13	288.42	311.46	297.78	318.87	302.11
Non-Hispanic White	N	3182	2957	3337	3314	3158	2956	2850	2826
Unknown	Mean	310.02	301.98	264.16	265.44	287.38	284.2	304.65	285.08
Unknown	N	205	187	215	213	203	187	179	178

Table 1.2.1.6. Mean Scale Scores by Ethnicity for Cluster 3, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	348.95	328.88	288.24	283.53	316.95	309.17	335.15	311.73
Hispanic (any of Race)	N	30287	27718	31600	31428	30116	27712	26780	26629
Non-Hispanic American Indian	Mean	347.72	327.28	282.12	276.84	313.41	303.76	333.08	306.92
Non-Hispanic American Indian	N	124	116	132	130	122	116	108	106
Non-Hispanic Asian	Mean	359.17	340.17	301.53	301.73	331.25	321.69	346.26	324.9
Non-Hispanic Asian	N	1146	1046	1192	1186	1141	1046	1015	1010
Non-Hispanic Black	Mean	348.28	326.44	281.11	293.8	321.88	304.49	333.24	310.1
Non-Hispanic Black	N	3213	2898	3395	3372	3191	2898	2773	2753
Non-Hispanic Multiracial	Mean	366.09	338.71	297.93	309.01	338.73	319.64	348.12	326.35
Non-Hispanic Multiracial	N	163	149	174	172	161	149	142	141
Non-Hispanic Pacific Islander	Mean	343	328.17	285.71	300.13	319.7	306	333.26	310.04
Non-Hispanic Pacific Islander	N	30	23	31	31	30	23	23	23
Non-Hispanic White	Mean	358.3	334.92	293.57	296.5	328.46	314.88	342.21	319.21
Non-Hispanic White	N	2689	2458	2852	2829	2666	2457	2356	2336
Unknown	Mean	343.32	328.52	283.61	279.89	312.83	308.85	334.09	311.93
Unknown	N	167	150	181	181	167	150	143	143

Table 1.2.1.7. Mean Scale Scores by Ethnicity for Cluster 4-5, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	365.19	342.62	319	314.78	340.84	331.51	349.75	334.54
Hispanic (any of Race)	N	42552	39561	43890	43698	42340	39536	38596	38390
Non-Hispanic American Indian	Mean	375.93	349.12	331.59	322.37	349.18	340.59	357.03	342.92
Non-Hispanic American Indian	N	246	218	252	251	245	218	215	214
Non-Hispanic Asian	Mean	376.95	353.5	332.2	335.91	357.38	343.42	360.76	347.74
Non-Hispanic Asian	N	1645	1539	1692	1690	1642	1538	1508	1504
Non-Hispanic Black	Mean	365.22	338.55	313.2	326.55	346.76	326.8	347.09	333.2
Non-Hispanic Black	N	5235	4820	5491	5469	5213	4817	4633	4618
Non-Hispanic Multiracial	Mean	374.56	348.66	324.43	336.84	356.62	336.32	356.51	342.27
Non-Hispanic Multiracial	N	200	193	207	205	199	193	188	187
Non-Hispanic Pacific Islander	Mean	371.3	354.16	331.58	341.46	356.83	344.06	360.04	348.08
Non-Hispanic Pacific Islander	N	54	50	55	54	53	50	49	48
Non-Hispanic White	Mean	376.96	350.71	327.54	334.99	356.92	339.8	359.13	345.52
Non-Hispanic White	N	3815	3579	3950	3925	3788	3578	3476	3449
Unknown	Mean	354.08	335.88	307.38	301.1	327.63	322.4	341.59	324.12
Unknown	N	271	255	283	282	271	255	246	246

Table 1.2.1.8. Mean Scale Scores by Ethnicity for Cluster 6-8, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	363.44	349.19	312.26	321.91	343.59	331.08	353.6	334.82
Hispanic (any of Race)	N	45852	43030	47988	47725	45572	43013	41462	41193
Non-Hispanic American Indian	Mean	389.7	359.65	326.06	333.67	362.9	343.55	369.06	349.9
Non-Hispanic American Indian	N	207	197	221	221	206	196	186	184
Non-Hispanic Asian	Mean	388.09	365.01	332.78	361.01	375.46	349.7	372.43	357.76
Non-Hispanic Asian	N	1420	1342	1496	1487	1412	1342	1291	1284
Non-Hispanic Black	Mean	362.92	347.66	308.01	337.13	351	328.24	352.4	335.2
Non-Hispanic Black	N	6347	5866	6844	6805	6309	5866	5546	5515
Non-Hispanic Multiracial	Mean	369.01	353.47	312.86	335.86	353.12	334.12	358.73	340.72
Non-Hispanic Multiracial	N	207	195	222	221	206	195	188	187
Non-Hispanic Pacific Islander	Mean	373.1	356.03	317.61	346.65	358.82	336.41	359.11	341.39
Non-Hispanic Pacific Islander	N	78	76	83	82	77	76	72	72
Non-Hispanic White	Mean	381.15	360.25	326.01	351.3	367.02	343.6	366.89	350.91
Non-Hispanic White	N	4131	3916	4369	4345	4110	3916	3746	3726
Unknown	Mean	354.68	346.84	301.03	308.42	333.62	325.29	349.63	328.45
Unknown	N	358	347	391	387	354	347	325	322

Table 1.2.1.9. Mean Scale Scores by Ethnicity for Cluster 9-12, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	366.63	377.59	340.37	323.61	346.35	359.33	374.73	355.73
Hispanic (any of Race)	N	46196	43995	48540	48195	45857	43977	42234	41900
Non-Hispanic American Indian	Mean	365.7	370.83	332.34	323.9	346.97	352.11	369.92	350.97
Non-Hispanic American Indian	N	127	123	134	132	125	123	118	116
Non-Hispanic Asian	Mean	391.39	393.04	363.24	366.52	379.99	378.73	393.19	379.46
Non-Hispanic Asian	N	1431	1348	1485	1479	1425	1348	1310	1304
Non-Hispanic Black	Mean	359.14	373.73	333.88	327.41	344.67	354.48	369.96	352.01
Non-Hispanic Black	N	7903	7412	8626	8562	7844	7410	6929	6875
Non-Hispanic Multiracial	Mean	385.19	386.48	353.86	352.81	370.27	370.58	386.21	370.74
Non-Hispanic Multiracial	N	260	245	274	274	259	245	236	235
Non-Hispanic Pacific Islander	Mean	376.39	381.84	355.64	361.4	371.54	369.91	380.8	370.53
Non-Hispanic Pacific Islander	N	72	67	75	72	69	67	65	62
Non-Hispanic White	Mean	386.02	389.48	354.21	351.54	370.3	372.35	388.88	371.99
Non-Hispanic White	N	3706	3531	3904	3892	3693	3528	3397	3383
Unknown	Mean	368.39	378.03	339.97	330.05	351.43	359.9	376.17	357.93
Unknown	N	420	401	459	453	415	401	381	377

1.2.2 Mean Scale Score Across Domain and Composite Score by Grade

This section provides parallel information to the previous section, with mean scale scores broken down by grade rather than by grade-level cluster.

- Table 1.2.2.1 shows the progression of scale scores by grade. Scores peaked at grade 12 in all score categories.
- Table 1.2.2.2 demonstrates student performance by grade and gender. Although female students generally achieved higher mean scores than male students in clusters 0, 1, and 2 in the Listening, Reading and Speaking domains, in the Writing domain, the female group outperformed the male group in all grades.
- Tables 1.2.2.3 through 1.2.2.14 show student performance by race and ethnicity for each grade. Across most domains and grade levels, the Asian, White, and Multiracial groups ranked as the top three performing groups.

Table 1.2.2.1. Mean Scale Scores by Grade, 603 Paper

Grade	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
K	Mean	238	168.87	185.07	238.01	238.27	177.19	189.6	195.3
K	N	233296	233289	233285	233276	233276	233283	233289	233267
1	Mean	297.57	282.47	238.43	258.6	280.16	261.63	287.69	267.99
1	N	38868	36609	44340	44103	38656	36598	33221	33039
2	Mean	323.48	304.62	271.62	275.45	300.53	289.06	310.82	293.06
2	N	39803	36936	42370	42159	39602	36928	35159	34984
3	Mean	349.91	329.48	288.41	285.98	318.69	309.58	335.87	312.57
3	N	37819	34558	39557	39329	37594	34551	33340	33141
4	Mean	363	339.95	315.13	316.25	340.55	328.21	347.24	332.17
4	N	27891	25716	28878	28769	27768	25700	25007	24891
5	Mean	370.05	346.54	324.11	320.05	345.82	336.06	353.98	339.24
5	N	26127	24499	26942	26805	25983	24485	23904	23765
6	Mean	362.29	346.15	308.09	323.83	343.92	327.56	351.05	332.45
6	N	19161	17807	20224	20110	19042	17800	17076	16962
7	Mean	364.43	349.37	312.37	324.25	345.18	331.28	354.06	335.46
7	N	19446	18293	20407	20303	19340	18288	17602	17499
8	Mean	369.03	354.98	319.07	331.78	351.38	337.31	359.42	341.64
8	N	19993	18869	20983	20860	19864	18863	18138	18022
9	Mean	362.58	372.56	334.89	319.39	342.35	354.13	369.93	350.83
9	N	18669	17654	19746	19599	18527	17647	16890	16753
10	Mean	367.97	378.1	340.65	324.52	347.64	359.75	375.61	356.53
10	N	17356	16449	18355	18220	17223	16441	15719	15592
11	Mean	371.03	382.12	345.64	332.39	352.85	364.29	379.34	361.23
11	N	14447	13771	15224	15134	14365	13767	13204	13122
12	Mean	371.09	383.43	346.08	338.65	355.94	365.3	380.24	362.86
12	N	9643	9248	10172	10106	9572	9244	8857	8785

Table 1.2.2.2. Mean Scale Scores by Grade by Gender, 603 Paper

Grade	Gender	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
K	F	Mean	245.1	169.2	188.86	246.22	245.92	179.26	191.96	199.04
K	F	N	95815	95814	95814	95811	95811	95814	95814	95810
K	M	Mean	232.45	169.03	181.36	229.94	231.46	175.41	188.05	192.01
K	M	N	102821	102816	102811	102806	102806	102810	102816	102799
K	Missing	Mean	234.85	167.49	185.6	239.26	237.31	176.76	187.69	194.71
K	Missing	N	34660	34659	34660	34659	34659	34659	34659	34658
1	F	Mean	300.67	283.14	243.31	263.63	284.08	264.31	289.09	271.01
1	F	N	18996	17709	21280	21168	18899	17707	16241	16156
1	M	Mean	294.68	281.87	234	254.09	276.51	259.17	286.38	265.15
1	M	N	19777	18823	22954	22830	19663	18814	16909	16812
1	Missing	Mean	278.28	275.58	218.18	227.17	255.47	247.42	277.41	250.7
1	Missing	N	95	77	106	105	94	77	71	71
2	F	Mean	326.3	305.32	277.25	277.36	302.69	292.07	312.08	295.65
2	F	N	19115	17683	20153	20053	19020	17677	16939	16855
2	M	Mean	320.98	304.04	266.59	273.87	298.67	286.37	309.73	290.74
2	M	N	20619	19185	22142	22031	20513	19183	18156	18065
2	Missing	Mean	287.35	288.51	244.56	230.09	258.94	267.03	288.28	264.09
2	Missing	N	69	68	75	75	69	68	64	64
3	F	Mean	349.85	329.29	294.94	286.54	318.81	312.62	335.62	314.59
3	F	N	18148	16601	18805	18704	18048	16597	16132	16047
3	M	Mean	350.04	329.71	282.56	285.58	318.66	306.84	336.17	310.73
3	M	N	19590	17885	20665	20538	19465	17882	17139	17025
3	Missing	Mean	330.04	315.71	267.31	257.53	296.58	292.36	321.3	296.03
3	Missing	N	81	72	87	87	81	72	69	69
4	F	Mean	362.23	338.91	319.51	316.41	340.18	329.71	346.19	332.97
4	F	N	13362	12379	13768	13721	13303	12367	12074	12015
4	M	Mean	363.85	341.01	311.29	316.38	341.1	326.92	348.33	331.57
4	M	N	14427	13248	15004	14942	14363	13244	12846	12789
4	Missing	Mean	344.65	327.71	290.52	277.36	312.03	310.15	333.21	310.31
4	Missing	N	102	89	106	106	102	89	87	87
5	F	Mean	369.51	346.34	329.78	320.29	345.69	338.71	353.65	341.02
5	F	N	12367	11698	12729	12653	12289	11694	11421	11348
5	M	Mean	370.57	346.76	319.04	319.9	345.99	333.66	354.32	337.64
5	M	N	13723	12770	14175	14114	13657	12760	12453	12387
5	Missing	Mean	359	332.55	314.66	295.32	327.78	325.23	339.1	325.33
5	Missing	N	37	31	38	38	37	31	30	30
6	F	Mean	362.27	346.86	313.29	322.73	343.38	330.44	351.56	334.35
6	F	N	9216	8598	9685	9625	9154	8594	8274	8212
6	M	Mean	362.47	345.55	303.46	325.18	344.65	324.99	350.65	330.79
6	M	N	9863	9133	10446	10392	9806	9130	8734	8682

Grade	Gender	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
6	Missing	Mean	343.43	338.04	286.94	286.82	317.3	311.74	340.85	315.28
6	Missing	N	82	76	93	93	82	76	68	68
7	F	Mean	363.81	350.14	317.38	323.01	344.31	334.1	354.4	337.17
7	F	N	9200	8710	9663	9602	9138	8708	8367	8307
7	M	Mean	365.1	348.72	307.94	325.45	346.05	328.78	353.84	334.01
7	M	N	10209	9548	10705	10662	10165	9545	9201	9158
7	Missing	Mean	332.22	334.29	286.49	301.49	317.62	310.46	332.53	311.09
7	Missing	N	37	35	39	39	37	35	34	34
8	F	Mean	369.12	356.2	324.42	330.49	350.7	340.55	360.26	343.68
8	F	N	9377	8865	9825	9773	9323	8862	8522	8476
8	M	Mean	369.01	353.94	314.43	333.03	352.06	334.51	358.73	339.9
8	M	N	10579	9970	11120	11049	10504	9967	9582	9512
8	Missing	Mean	350.57	340.29	290.66	298.55	326.81	316.35	343.53	319.53
8	Missing	N	37	34	38	38	37	34	34	34
9	F	Mean	362.59	374.57	339.27	318.66	342.05	357.29	371.29	352.92
9	F	N	8844	8398	9337	9255	8765	8395	8041	7964
9	M	Mean	362.68	370.77	331.04	320.13	342.72	351.31	368.74	349.01
9	M	N	9741	9176	10317	10254	9680	9172	8773	8715
9	Missing	Mean	349.96	367.88	323.25	309.71	331.26	346.1	363.14	341.09
9	Missing	N	84	80	92	90	82	80	76	74
10	F	Mean	368.13	380.19	344.85	323.66	347.36	362.75	377.12	358.65
10	F	N	8251	7865	8696	8630	8187	7861	7533	7471
10	M	Mean	367.93	376.25	336.94	325.37	347.97	357.07	374.29	354.65
10	M	N	9068	8545	9619	9550	8999	8541	8149	8084
10	Missing	Mean	343.24	363.54	320.12	307	328.19	342.69	357.59	338.76
10	Missing	N	37	39	40	40	37	39	37	37
11	F	Mean	371.01	383.81	349.31	330.68	352.01	366.81	380.38	362.67
11	F	N	7017	6715	7354	7307	6976	6713	6467	6424
11	M	Mean	371.08	380.55	342.26	334.07	353.69	361.94	378.38	359.9
11	M	N	7412	7041	7851	7808	7371	7039	6722	6683
11	Missing	Mean	356.06	364.67	323.79	301.58	332.72	341.47	360.13	336.13
11	Missing	N	18	15	19	19	18	15	15	15
12	F	Mean	369.71	383.9	348.23	334.43	353.12	366.63	380.13	362.97
12	F	N	4799	4619	5044	5004	4758	4618	4437	4396
12	M	Mean	372.4	382.94	343.98	342.76	358.7	363.98	380.31	362.75
12	M	N	4824	4609	5107	5081	4794	4606	4401	4370
12	Missing	Mean	387.2	388.05	342.43	347.9	366.1	364.45	388.32	365.79
12	Missing	N	20	20	21	21	20	20	19	19

Table 1.2.2.3. Mean Scale Scores by Ethnicity for Grade K, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	227.45	160.37	177.06	224.47	226.21	168.93	180.48	185.9
Hispanic (any of Race)	N	153349	153345	153343	153336	153336	153342	153345	153331
Non-Hispanic American Indian	Mean	257.71	169.47	178.6	257.59	257.91	174.26	195.94	199.14
Non-Hispanic American Indian	N	1683	1683	1683	1683	1683	1683	1683	1683
Non-Hispanic Asian	Mean	278.33	209.33	224.03	283.82	281.34	216.92	230.01	236.02
Non-Hispanic Asian	N	24293	24293	24292	24292	24292	24292	24293	24291
Non-Hispanic Black	Mean	250.26	177.42	186.71	264.92	257.85	182.29	199.27	204.74
Non-Hispanic Black	N	17367	17365	17365	17366	17366	17364	17365	17364
Non-Hispanic Multiracial	Mean	263.24	189.55	200.82	267.1	265.44	195.41	211.65	216.2
Non-Hispanic Multiracial	N	1129	1129	1129	1129	1129	1129	1129	1129
Non-Hispanic Pacific Islander	Mean	250.23	163.96	184.82	259.37	255.07	174.62	189.85	198.53
Non-Hispanic Pacific Islander	N	1320	1320	1320	1320	1320	1320	1320	1320
Non-Hispanic White	Mean	257.9	182.37	201.32	262.65	260.54	192.07	205.02	212.4
Non-Hispanic White	N	20221	20220	20219	20217	20217	20219	20220	20216
Unknown	Mean	234.16	160.35	179.28	231.18	232.92	170.02	182.48	188.68
Unknown	N	13934	13934	13934	13933	13933	13934	13934	13933

Table 1.2.2.4. Mean Scale Scores by Ethnicity for Grade 1, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	296.23	281.23	237.63	255	277.67	260.53	286.4	266.46
Hispanic (any of Race)	N	29821	28097	33992	33811	29661	28089	25479	25341
Non-Hispanic American Indian	Mean	302.01	286.87	242.51	263.2	283.89	266.71	292.29	272.6
Non-Hispanic American Indian	N	136	128	152	151	135	128	119	118
Non-Hispanic Asian	Mean	310.8	295.67	258.28	279.23	296.73	277.89	300.82	283.93
Non-Hispanic Asian	N	1482	1379	1622	1609	1468	1379	1285	1272
Non-Hispanic Black	Mean	293.94	281.28	230.08	264.96	281.51	257.5	285.75	265.4
Non-Hispanic Black	N	3764	3577	4463	4439	3741	3574	3179	3159
Non-Hispanic Multiracial	Mean	304.28	290.3	245.33	275.74	294.54	268.38	296.25	277.51
Non-Hispanic Multiracial	N	204	192	236	236	204	192	174	174
Non-Hispanic Pacific Islander	Mean	297.02	283.5	240.67	268.18	284.17	261.82	287.74	268.18
Non-Hispanic Pacific Islander	N	42	34	45	45	42	34	34	34
Non-Hispanic White	Mean	308.14	288.71	247.25	274.63	293.61	268.97	295.06	277.03
Non-Hispanic White	N	3151	2957	3529	3513	3138	2957	2722	2712
Unknown	Mean	292.63	283.51	234.17	255.43	275.86	260.77	287.73	266.92
Unknown	N	268	245	301	299	267	245	229	229

Table 1.2.2.5. Mean Scale Scores by Ethnicity for Grade 2, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	322.45	303.54	270.74	272.64	298.6	288.04	309.73	291.77
Hispanic (any of Race)	N	31148	28921	33138	32981	31000	28916	27542	27414
Non-Hispanic American Indian	Mean	326.27	304.59	265.11	264.79	296.67	285.77	312.04	289.53
Non-Hispanic American Indian	N	139	123	149	149	139	123	114	114
Non-Hispanic Asian	Mean	336.04	321.38	291.71	294.08	316.15	307.45	326.64	310.76
Non-Hispanic Asian	N	1404	1338	1486	1483	1401	1338	1281	1279
Non-Hispanic Black	Mean	319.75	299.88	263.28	281.63	302.07	282.61	306.37	288.93
Non-Hispanic Black	N	3478	3192	3793	3769	3456	3190	2976	2958
Non-Hispanic Multiracial	Mean	329.8	312.09	280.41	287.35	309.32	296.34	317.21	300.12
Non-Hispanic Multiracial	N	213	194	217	216	212	194	193	192
Non-Hispanic Pacific Islander	Mean	306.62	298.46	264.09	269.62	285.61	281.79	303.29	285.26
Non-Hispanic Pacific Islander	N	34	24	35	34	33	24	24	23
Non-Hispanic White	Mean	332.56	312.51	281.13	288.42	311.46	297.78	318.87	302.11
Non-Hispanic White	N	3182	2957	3337	3314	3158	2956	2850	2826
Unknown	Mean	310.02	301.98	264.16	265.44	287.38	284.2	304.65	285.08
Unknown	N	205	187	215	213	203	187	179	178

Table 1.2.2.6. Mean Scale Scores by Ethnicity for Grade 3, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	348.95	328.88	288.24	283.53	316.95	309.17	335.15	311.73
Hispanic (any of Race)	N	30287	27718	31600	31428	30116	27712	26780	26629
Non-Hispanic American Indian	Mean	347.72	327.28	282.12	276.84	313.41	303.76	333.08	306.92
Non-Hispanic American Indian	N	124	116	132	130	122	116	108	106
Non-Hispanic Asian	Mean	359.17	340.17	301.53	301.73	331.25	321.69	346.26	324.9
Non-Hispanic Asian	N	1146	1046	1192	1186	1141	1046	1015	1010
Non-Hispanic Black	Mean	348.28	326.44	281.11	293.8	321.88	304.49	333.24	310.1
Non-Hispanic Black	N	3213	2898	3395	3372	3191	2898	2773	2753
Non-Hispanic Multiracial	Mean	366.09	338.71	297.93	309.01	338.73	319.64	348.12	326.35
Non-Hispanic Multiracial	N	163	149	174	172	161	149	142	141
Non-Hispanic Pacific Islander	Mean	343	328.17	285.71	300.13	319.7	306	333.26	310.04
Non-Hispanic Pacific Islander	N	30	23	31	31	30	23	23	23
Non-Hispanic White	Mean	358.3	334.92	293.57	296.5	328.46	314.88	342.21	319.21
Non-Hispanic White	N	2689	2458	2852	2829	2666	2457	2356	2336
Unknown	Mean	343.32	328.52	283.61	279.89	312.83	308.85	334.09	311.93
Unknown	N	167	150	181	181	167	150	143	143

Table 1.2.2.7 Mean Scale Scores by Ethnicity for Grade 4, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	361.8	339.54	314.53	313.34	338.53	327.69	346.57	331.18
Hispanic (any of Race)	N	21902	20201	22627	22539	21801	20188	19685	19589
Non-Hispanic American Indian	Mean	372.55	345.68	328.31	317.06	344.77	337.75	353.5	339.39
Non-Hispanic American Indian	N	121	105	126	125	120	105	103	102
Non-Hispanic Asian	Mean	373.97	349.67	328.31	332.94	354.34	339.57	357.12	344.21
Non-Hispanic Asian	N	909	842	938	936	907	842	823	821
Non-Hispanic Black	Mean	362.08	334.81	309.5	322.88	343.5	322.92	343.58	329.47
Non-Hispanic Black	N	2631	2410	2769	2762	2623	2408	2303	2298
Non-Hispanic Multiracial	Mean	369.73	345.5	320.13	328.94	350.17	332.61	352.61	337.99
Non-Hispanic Multiracial	N	111	107	114	112	110	107	105	104
Non-Hispanic Pacific Islander	Mean	360.88	350.04	330.04	343.27	353.04	340.96	352.86	343.55
Non-Hispanic Pacific Islander	N	25	23	26	26	25	23	22	22
Non-Hispanic White	Mean	372.5	346.59	322.97	332.2	353.09	335.35	354.78	341.06
Non-Hispanic White	N	2009	1857	2086	2078	1999	1856	1802	1791
Unknown	Mean	350.95	333.24	304.62	296.98	323.31	320.26	338.91	321.35
Unknown	N	183	171	192	191	183	171	164	164

Table 1.2.2.8. Mean Scale Scores by Ethnicity for Grade 5, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	368.77	345.84	323.76	316.33	343.3	335.5	353.07	338.03
Hispanic (any of Race)	N	20650	19360	21263	21159	20539	19348	18911	18801
Non-Hispanic American Indian	Mean	379.21	352.32	334.87	327.63	353.42	343.22	360.28	346.12
Non-Hispanic American Indian	N	125	113	126	126	125	113	112	112
Non-Hispanic Asian	Mean	380.63	358.12	337.04	339.6	361.13	348.07	365.12	352
Non-Hispanic Asian	N	736	697	754	754	735	696	685	683
Non-Hispanic Black	Mean	368.4	342.29	316.96	330.3	350.05	330.69	350.57	336.89
Non-Hispanic Black	N	2604	2410	2722	2707	2590	2409	2330	2320
Non-Hispanic Multiracial	Mean	380.58	352.6	329.71	346.37	364.6	340.94	361.43	347.63
Non-Hispanic Multiracial	N	89	86	93	93	89	86	83	83
Non-Hispanic Pacific Islander	Mean	380.28	357.67	332.97	339.79	360.21	346.7	365.89	351.92
Non-Hispanic Pacific Islander	N	29	27	29	28	28	27	27	26
Non-Hispanic White	Mean	381.93	355.15	332.66	338.13	361.2	344.59	363.82	350.34
Non-Hispanic White	N	1806	1722	1864	1847	1789	1722	1674	1658
Unknown	Mean	360.6	341.25	313.21	309.74	336.62	326.74	346.96	329.66
Unknown	N	88	84	91	91	88	84	82	82

Table 1.2.2.9. Mean Scale Scores by Ethnicity for Grade 6, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	360.33	345.15	307.21	319.47	340.75	326.6	349.71	330.73
Hispanic (any of Race)	N	14963	13909	15723	15637	14870	13902	13369	13279
Non-Hispanic American Indian	Mean	384.31	358.07	315.3	317.42	352.95	337.12	366.6	342.18
Non-Hispanic American Indian	N	77	69	84	84	77	69	65	65
Non-Hispanic Asian	Mean	386.15	360.29	327.44	354.46	371.01	344.41	368.6	352.83
Non-Hispanic Asian	N	507	478	529	526	504	478	464	461
Non-Hispanic Black	Mean	360.52	342.88	301.66	334.81	348.66	322.48	348.01	330.26
Non-Hispanic Black	N	1960	1793	2123	2108	1946	1793	1694	1682
Non-Hispanic Multiracial	Mean	361.93	350.65	308.14	325.4	343.12	330.84	355.31	336.83
Non-Hispanic Multiracial	N	69	69	77	77	69	69	65	65
Non-Hispanic Pacific Islander	Mean	362.7	349.9	305.46	333.08	345.13	327.29	351	329.65
Non-Hispanic Pacific Islander	N	23	21	24	24	23	21	20	20
Non-Hispanic White	Mean	377.92	355.71	321.07	346.9	363.53	338.92	362.89	346.73
Non-Hispanic White	N	1394	1312	1480	1473	1388	1312	1254	1248
Unknown	Mean	345.92	341.48	294.67	296.93	322.8	319.2	343.39	321.58
Unknown	N	168	156	184	181	165	156	145	142

Table 1.2.2.10. Mean Scale Scores by Ethnicity for Grade 7, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	362.63	348.32	311.26	319.34	341.89	330.16	352.76	333.68
Hispanic (any of Race)	N	15215	14298	15895	15822	15137	14293	13798	13720
Non-Hispanic American Indian	Mean	397.2	360.55	332.15	341.42	368.72	345.92	371.74	352.72
Non-Hispanic American Indian	N	75	75	82	81	74	75	69	68
Non-Hispanic Asian	Mean	385.38	364.38	330.59	356.63	372.23	348.59	371.33	356.38
Non-Hispanic Asian	N	472	449	500	496	469	449	430	427
Non-Hispanic Black	Mean	359.96	345.55	306.24	332.78	347.09	326.32	349.95	332.35
Non-Hispanic Black	N	2093	1952	2258	2245	2081	1952	1846	1835
Non-Hispanic Multiracial	Mean	380.68	357.73	324.35	355.6	367.24	341.11	364.15	348.28
Non-Hispanic Multiracial	N	66	62	68	68	66	62	60	60
Non-Hispanic Pacific Islander	Mean	380.3	359.53	323.14	349.62	364.75	339.11	364.53	345.68
Non-Hispanic Pacific Islander	N	20	19	21	21	20	19	19	19
Non-Hispanic White	Mean	381.8	360.38	326.68	351.35	367.18	343.94	367.2	351.19
Non-Hispanic White	N	1405	1339	1477	1465	1394	1339	1285	1275
Unknown	Mean	349.78	343.21	299.24	312.5	333.58	322.18	345.84	325.86
Unknown	N	100	99	106	105	99	99	95	95

Table 1.2.2.11. Mean Scale Scores by Ethnicity for Grade 8, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	367.18	353.83	318.07	326.76	347.97	336.16	358.04	339.76
Hispanic (any of Race)	N	15674	14823	16370	16266	15565	14818	14295	14194
Non-Hispanic American Indian	Mean	387	360.45	333.44	346.84	369	348.65	368.6	355.96
Non-Hispanic American Indian	N	55	53	55	56	55	52	52	51
Non-Hispanic Asian	Mean	393.24	371.12	341.19	373.1	384.03	356.98	378.11	365
Non-Hispanic Asian	N	441	415	467	465	439	415	397	396
Non-Hispanic Black	Mean	367.67	353.63	315.11	343.1	356.56	334.86	358.35	341.97
Non-Hispanic Black	N	2294	2121	2463	2452	2282	2121	2006	1998
Non-Hispanic Multiracial	Mean	365.11	352.38	307.43	328.79	349.72	330.88	357.1	337.47
Non-Hispanic Multiracial	N	72	64	77	76	71	64	63	62
Non-Hispanic Pacific Islander	Mean	375.83	357.75	322.24	353.76	364.59	340.31	360.91	346.03
Non-Hispanic Pacific Islander	N	35	36	38	37	34	36	33	33
Non-Hispanic White	Mean	383.86	364.82	330.5	355.86	370.49	348.09	370.71	354.94
Non-Hispanic White	N	1332	1265	1412	1407	1328	1265	1207	1203
Unknown	Mean	376.47	359.84	314.48	324.77	353.51	338.96	364.52	342.81
Unknown	N	90	92	101	101	90	92	85	85

Table 1.2.2.12. Mean Scale Scores by Ethnicity for Grade 9, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	361.15	371.77	334.3	315.46	339.57	353.36	368.85	349.4
Hispanic (any of Race)	N	14735	13983	15502	15380	14620	13978	13418	13307
Non-Hispanic American Indian	Mean	361.45	368.39	331.55	329.73	347.4	349.43	367.86	349.76
Non-Hispanic American Indian	N	47	44	49	49	47	44	42	42
Non-Hispanic Asian	Mean	386.86	388.31	355.14	357.4	373.34	372.27	388.85	373.28
Non-Hispanic Asian	N	398	375	418	415	395	375	362	359
Non-Hispanic Black	Mean	356.37	367.38	326.59	323.08	341.83	347.63	364.76	346.36
Non-Hispanic Black	N	2014	1854	2220	2203	1996	1853	1727	1711
Non-Hispanic Multiracial	Mean	382.93	380.56	347.82	348.35	367.06	364.33	380.56	364.11
Non-Hispanic Multiracial	N	85	81	89	89	85	81	79	79
Non-Hispanic Pacific Islander	Mean	375.68	375.63	349.87	358.09	370.52	363.47	376.89	365.41
Non-Hispanic Pacific Islander	N	22	19	23	22	21	19	18	17
Non-Hispanic White	Mean	381.61	385.27	350.31	345.68	364.85	368.28	384.5	367.43
Non-Hispanic White	N	1181	1129	1243	1240	1177	1128	1083	1078
Unknown	Mean	359.94	372.11	328.78	319.16	342.22	350.31	369.17	347.99
Unknown	N	187	169	202	201	186	169	161	160

Table 1.2.2.13. Mean Scale Scores by Ethnicity for Grade 10, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	367.29	377.71	340.28	321.14	345.61	359.28	375.06	355.55
Hispanic (any of Race)	N	13580	12873	14274	14165	13470	12867	12348	12241
Non-Hispanic American Indian	Mean	369.14	369.84	332.92	310.02	344.46	353.19	368.92	350.14
Non-Hispanic American Indian	N	37	37	40	40	37	37	36	36
Non-Hispanic Asian	Mean	394.62	394.25	364.88	368.58	383.21	380.28	395.14	381.42
Non-Hispanic Asian	N	405	387	421	421	405	387	375	375
Non-Hispanic Black	Mean	358.13	372.19	332.18	325.08	342.72	352.66	368.53	350.06
Non-Hispanic Black	N	2130	1997	2335	2314	2114	1997	1855	1841
Non-Hispanic Multiracial	Mean	381.9	386.25	355.94	351.71	367.77	371.81	385.2	371.34
Non-Hispanic Multiracial	N	70	69	77	78	70	69	65	65
Non-Hispanic Pacific Islander	Mean	369	385.19	354.44	350.17	361.59	372	379.12	367.62
Non-Hispanic Pacific Islander	N	17	16	18	18	17	16	16	16
Non-Hispanic White	Mean	385.94	388.35	352.81	346.97	368.37	371.13	388.36	370.75
Non-Hispanic White	N	1023	976	1087	1084	1019	974	935	931
Unknown	Mean	368.51	380.29	345.07	340.31	354.96	363.79	377.12	360.85
Unknown	N	94	94	103	100	91	94	89	87

Table 1.2.2.14. Mean Scale Scores by Ethnicity for Grade 11, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	369.92	381.59	345	329.01	350.56	363.62	378.59	360.01
Hispanic (any of Race)	N	10989	10528	11552	11485	10926	10524	10101	10036
Non-Hispanic American Indian	Mean	367.54	376.28	336.04	332.4	348.96	357.72	375.25	357.32
Non-Hispanic American Indian	N	26	25	27	25	24	25	24	22
Non-Hispanic Asian	Mean	390.87	393.39	366.74	366.49	379.22	380.5	392.8	380.28
Non-Hispanic Asian	N	373	341	380	380	373	341	337	337
Non-Hispanic Black	Mean	363.76	378.1	338.83	331.89	348.96	359.16	374.42	356.61
Non-Hispanic Black	N	1979	1855	2133	2119	1967	1855	1749	1739
Non-Hispanic Multiracial	Mean	387.28	391.07	358.79	358.62	373.81	375.72	391.04	377
Non-Hispanic Multiracial	N	65	58	66	65	64	58	57	56
Non-Hispanic Pacific Islander	Mean	374.79	379.33	353	371.37	373.37	367.17	379.11	370.17
Non-Hispanic Pacific Islander	N	19	18	19	19	19	18	18	18
Non-Hispanic White	Mean	390.12	392.37	359.18	358.21	375.53	376.25	392.12	376.32
Non-Hispanic White	N	912	861	952	948	909	861	837	834
Unknown	Mean	378.81	383.69	348.38	332.27	359.06	367.24	383.95	365.69
Unknown	N	84	85	95	93	83	85	81	80

Table 1.2.2.15. Mean Scale Scores by Ethnicity for Grade 12, 603 Paper

Ethnicity	Statistic	L	R	W	S	Oral Lang	Lit	Comp	Overall
Hispanic (any of Race)	Mean	371.8	383.31	346.15	337.35	355.54	365.21	380.36	362.65
Hispanic (any of Race)	N	6892	6611	7212	7165	6841	6608	6367	6316
Non-Hispanic American Indian	Mean	367.18	371.29	327.61	327.06	348.41	348.47	369.56	347.31
Non-Hispanic American Indian	N	17	17	18	18	17	17	16	16
Non-Hispanic Asian	Mean	394.05	397.88	368.41	377.63	386.36	383.71	397.3	384.67
Non-Hispanic Asian	N	255	245	266	263	252	245	236	233
Non-Hispanic Black	Mean	358.35	377.69	338.81	330.23	345.44	358.94	372.34	355.32
Non-Hispanic Black	N	1780	1706	1938	1926	1767	1705	1598	1584
Non-Hispanic Multiracial	Mean	392.38	392.7	355.14	355.31	375.82	373.92	392.97	374.6
Non-Hispanic Multiracial	N	40	37	42	42	40	37	35	35
Non-Hispanic Pacific Islander	Mean	388.64	389.64	369.27	368	384.5	379.79	390.62	383.27
Non-Hispanic Pacific Islander	N	14	14	15	13	12	14	13	11
Non-Hispanic White	Mean	388.67	395.45	356.85	361.06	376.5	376.62	393.56	376.56
Non-Hispanic White	N	590	565	622	620	588	565	542	540
Unknown	Mean	381	383.83	355.81	346.25	365.24	371.83	384.38	372.22
Unknown	N	55	53	59	59	55	53	50	50

1.2.3 Correlations

Tables in this section present Pearson correlation coefficients among the four domain scale scores by grade-level cluster, along with the number of students included in each calculation. In all clusters, the strongest correlations were observed between the Listening and Reading domains, and Reading and Writing domains. In kindergarten and grade 1, the Listening and Speaking correlation was the highest.

Table 1.2.3.1. Correlations Among Scale Scores: Cluster K, 603 Paper

Domain	Statistic	Listening	Reading	Speaking	Writing
Listening	Correlation	1	0.559	0.815	0.609
Listening	N	233296	233289	233276	233285
Reading	Correlation	N/A	1	0.525	0.695
Reading	N	N/A	233289	233269	233283
Speaking	Correlation	N/A	N/A	1	0.58
Speaking	N	N/A	N/A	233276	233269
Writing	Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	233285

Table 1.2.3.2. Correlations Among Scale Scores: Cluster 1, 603 Paper

Domain	Statistic	Listening	Reading	Speaking	Writing
Listening	Correlation	1	0.529	0.571	0.52
Listening	N	38868	33221	38656	38857
Reading	Correlation	N/A	1	0.453	0.51
Reading	N	N/A	36609	36412	36598
Speaking	Correlation	N/A	N/A	1	0.507
Speaking	N	N/A	N/A	44103	44087
Writing	Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	44340

Table 1.2.3.3. Correlations Among Scale Scores: Cluster 2, 603 Paper

Domain	Statistic	Listening	Reading	Speaking	Writing
Listening	Correlation	1	0.626	0.588	0.592
Listening	N	39803	35159	39602	39794
Reading	Correlation	N/A	1	0.53	0.671
Reading	N	N/A	36936	36749	36928
Speaking	Correlation	N/A	N/A	1	0.555
Speaking	N	N/A	N/A	42159	42147
Writing	Correlation	N/A	N/A	N/A	1
Writing	Count	N/A	N/A	N/A	42370

Table 1.2.3.4. Correlations Among Scale Scores: Cluster 3, 603 Paper

Domain	Statistic	Listening	Reading	Speaking	Writing
Listening	Correlation	1	0.674	0.568	0.585
Listening	N	37819	33340	37594	37811
Reading	Correlation	N/A	1	0.569	0.643
Reading	N	N/A	34558	34356	34551
Speaking	Correlation	N/A	N/A	1	0.584
Speaking	N	N/A	N/A	39329	39321
Writing	Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	39557

Table 1.2.3.5. Correlations Among Scale Scores: Cluster 4–5, 603 Paper

Domain	Statistic	Listening	Reading	Speaking	Writing
Listening	Correlation	1	0.755	0.659	0.649
Listening	N	54018	48911	53751	53994
Reading	Correlation	N/A	1	0.661	0.71
Reading	N	N/A	50215	49974	50185
Speaking	Correlation	N/A	N/A	1	0.664
Speaking	N	N/A	N/A	55574	55542
Writing	Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	55820

Table 1.2.3.6. Correlations Among Scale Scores: Cluster 6–8, 603 Paper

Domain	Statistic	Listening	Reading	Speaking	Writing
Listening	Correlation	1	0.748	0.656	0.713
Listening	N	58600	52816	58246	58583
Reading	Correlation	N/A	1	0.627	0.718
Reading	N	N/A	54969	54638	54951
Speaking	Correlation	N/A	N/A	1	0.684
Speaking	N	N/A	N/A	61273	61243
Writing	Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	61614

Table 1.2.3.7. Correlations Among Scale Scores: Cluster 9–12, 603 Paper

Domain	Statistic	Listening	Reading	Speaking	Writing
Listening	Correlation	1	0.762	0.654	0.687
Listening	N	60115	54670	59687	60091
Reading	Correlation	N/A	1	0.634	0.718
Reading	N	N/A	57122	56700	57099
Speaking	Correlation	N/A	N/A	1	0.688
Speaking	N	N/A	N/A	63059	63031
Writing	Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	63497

1.3 Proficiency Level Results

Proficiency level results show the distribution of students across the six language PLs defined by the WIDA English Language Development (ELD) Standards. These results are presented in eight subsections—covering the four domains (Listening, Speaking, Reading, and Writing) and the four composite scores (Oral Language, Literacy, Comprehension, and Overall)—and are reported by both N (count) and percentage.

Each table in this section shows either the number or percentage of students classified into each language proficiency level. Results are first presented by grade-level cluster and tier, then by grade and tier, and then by grade alone.

It is important to note that students from Colorado and Illinois were excluded from the computations in this section, as previously described.

1.3.1 Domains

This section presents student performance across the four domains—Listening, Reading, Speaking, Writing—categorized by PL. The accompanying tables display the number and percentage of students at each PL, disaggregated by grade-level cluster and grade.

Higher proportions of students performing at PLs 5 and 6 were observed in the following order of domains: Listening, followed by Reading, then Speaking, and finally Writing. This indicates that Listening had the highest concentration of advanced-level students, while Writing had the lowest. Percentages of PL 6 across grades ranged from 4% to 28% (Listening), 0% to 12% (Reading), 1% to 21% (Speaking), and 0% (Writing). Grades with the highest percentages of students attaining PL 6 in each domain are grade 3 (Listening), grade 10 (Reading), grade K (Speaking), and grade 4 (Writing).

1.3.1.1 Listening

1.3.1.1.1 By Cluster by Tier

Table 1.3.1.1.1.1. Proficiency Level by Grade-Level Cluster and Tier (N): Listening, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	97917	21759	17370	11127	27210	57913	233296
1	A	3019	4554	4415	2619	5992	3587	24186
1	BC	221	564	2028	2394	3054	6421	14682
2	A	2348	3751	2938	1885	3105	0	14027
2	BC	224	1577	4159	2367	6619	10830	25776
3	A	432	3386	3738	2016	1273	841	11686
3	BC	15	474	3589	2454	9718	9883	26133
4-5	A	1306	5891	4945	2609	1448	1022	17221
4-5	BC	35	736	3651	6008	14139	12228	36797
6-8	A	7845	10963	3952	1563	929	117	25369
6-8	BC	50	869	4205	8670	8862	10575	33231
9-12	A	13467	7574	3221	979	242	0	25483
9-12	BC	897	3892	9600	9549	6028	4666	34632

Table 1.3.1.1.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent): Listening, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	41.97%	9.33%	7.45%	4.77%	11.66%	24.82%	100%
1	A	12.48%	18.83%	18.25%	10.83%	24.77%	14.83%	100%
1	BC	1.51%	3.84%	13.81%	16.31%	20.8%	43.73%	100%
2	A	16.74%	26.74%	20.95%	13.44%	22.14%	0%	100%
2	BC	0.87%	6.12%	16.14%	9.18%	25.68%	42.02%	100%
3	A	3.7%	28.97%	31.99%	17.25%	10.89%	7.2%	100%
3	BC	0.06%	1.81%	13.73%	9.39%	37.19%	37.82%	100%
4-5	A	7.58%	34.21%	28.71%	15.15%	8.41%	5.93%	100%
4-5	BC	0.1%	2%	9.92%	16.33%	38.42%	33.23%	100%
6-8	A	30.92%	43.21%	15.58%	6.16%	3.66%	0.46%	100%
6-8	BC	0.15%	2.62%	12.65%	26.09%	26.67%	31.82%	100%
9-12	A	52.85%	29.72%	12.64%	3.84%	0.95%	0%	100%
9-12	BC	2.59%	11.24%	27.72%	27.57%	17.41%	13.47%	100%

1.3.1.1.2 By Grade by Tier

Table 1.3.1.1.2.1. Proficiency Level by Grade and Tier (N): Listening, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	97917	21759	17370	11127	27210	57913	233296
1	A	3019	4554	4415	2619	5992	3587	24186
1	BC	221	564	2028	2394	3054	6421	14682
2	A	2348	3751	2938	1885	3105	0	14027
2	BC	224	1577	4159	2367	6619	10830	25776
3	A	432	3386	3738	2016	1273	841	11686
3	BC	15	474	3589	2454	9718	9883	26133
4	A	512	2902	2519	1282	972	440	8627
4	BC	24	328	1864	3193	7356	6499	19264
5	A	794	2989	2426	1327	476	582	8594
5	BC	11	408	1787	2815	6783	5729	17533
6	A	2038	3910	1147	649	326	57	8127
6	BC	11	230	1040	2993	2917	3843	11034
7	A	3000	3097	1752	300	350	60	8559
7	BC	23	345	1318	3356	2870	2975	10887
8	A	2807	3956	1053	614	253	0	8683
8	BC	16	294	1847	2321	3075	3757	11310
9	A	3944	3253	1100	444	94	0	8835
9	BC	43	886	2040	3037	1961	1867	9834
10	A	4131	1663	1183	166	120	0	7263
10	BC	163	881	2933	3071	1768	1277	10093
11	A	3078	1878	560	213	19	0	5748
11	BC	249	1044	2935	1797	1527	1147	8699
12	A	2314	780	378	156	9	0	3637
12	BC	442	1081	1692	1644	772	375	6006

Table 1.3.1.1.2.2. Proficiency Level by Grade and Tier (Percent): Listening, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	41.97%	9.33%	7.45%	4.77%	11.66%	24.82%	100%
1	A	12.48%	18.83%	18.25%	10.83%	24.77%	14.83%	100%
1	BC	1.51%	3.84%	13.81%	16.31%	20.8%	43.73%	100%
2	A	16.74%	26.74%	20.95%	13.44%	22.14%	0%	100%
2	BC	0.87%	6.12%	16.14%	9.18%	25.68%	42.02%	100%
3	A	3.7%	28.97%	31.99%	17.25%	10.89%	7.2%	100%
3	BC	0.06%	1.81%	13.73%	9.39%	37.19%	37.82%	100%
4	A	5.93%	33.64%	29.2%	14.86%	11.27%	5.1%	100%
4	BC	0.12%	1.7%	9.68%	16.57%	38.19%	33.74%	100%
5	A	9.24%	34.78%	28.23%	15.44%	5.54%	6.77%	100%
5	BC	0.06%	2.33%	10.19%	16.06%	38.69%	32.68%	100%
6	A	25.08%	48.11%	14.11%	7.99%	4.01%	0.7%	100%
6	BC	0.1%	2.08%	9.43%	27.13%	26.44%	34.83%	100%
7	A	35.05%	36.18%	20.47%	3.51%	4.09%	0.7%	100%
7	BC	0.21%	3.17%	12.11%	30.83%	26.36%	27.33%	100%
8	A	32.33%	45.56%	12.13%	7.07%	2.91%	0%	100%
8	BC	0.14%	2.6%	16.33%	20.52%	27.19%	33.22%	100%
9	A	44.64%	36.82%	12.45%	5.03%	1.06%	0%	100%
9	BC	0.44%	9.01%	20.74%	30.88%	19.94%	18.99%	100%
10	A	56.88%	22.9%	16.29%	2.29%	1.65%	0%	100%
10	BC	1.61%	8.73%	29.06%	30.43%	17.52%	12.65%	100%
11	A	53.55%	32.67%	9.74%	3.71%	0.33%	0%	100%
11	BC	2.86%	12%	33.74%	20.66%	17.55%	13.19%	100%
12	A	63.62%	21.45%	10.39%	4.29%	0.25%	0%	100%
12	BC	7.36%	18%	28.17%	27.37%	12.85%	6.24%	100%

1.3.1.1.3 By Grade

Table 1.3.1.1.3.1. Proficiency Level by Grade (N): Listening, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	97917	21759	17370	11127	27210	57913	233296
1	3240	5118	6443	5013	9046	10008	38868
2	2572	5328	7097	4252	9724	10830	39803
3	447	3860	7327	4470	10991	10724	37819
4	536	3230	4383	4475	8328	6939	27891
5	805	3397	4213	4142	7259	6311	26127
6	2049	4140	2187	3642	3243	3900	19161
7	3023	3442	3070	3656	3220	3035	19446
8	2823	4250	2900	2935	3328	3757	19993
9	3987	4139	3140	3481	2055	1867	18669
10	4294	2544	4116	3237	1888	1277	17356
11	3327	2922	3495	2010	1546	1147	14447
12	2756	1861	2070	1800	781	375	9643

Table 1.3.1.1.3.2. Proficiency Level by Grade (Percent): Listening, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	41.97%	9.33%	7.45%	4.77%	11.66%	24.82%	100%
1	8.34%	13.17%	16.58%	12.9%	23.27%	25.75%	100%
2	6.46%	13.39%	17.83%	10.68%	24.43%	27.21%	100%
3	1.18%	10.21%	19.37%	11.82%	29.06%	28.36%	100%
4	1.92%	11.58%	15.71%	16.04%	29.86%	24.88%	100%
5	3.08%	13%	16.13%	15.85%	27.78%	24.16%	100%
6	10.69%	21.61%	11.41%	19.01%	16.93%	20.35%	100%
7	15.55%	17.7%	15.79%	18.8%	16.56%	15.61%	100%
8	14.12%	21.26%	14.51%	14.68%	16.65%	18.79%	100%
9	21.36%	22.17%	16.82%	18.65%	11.01%	10%	100%
10	24.74%	14.66%	23.72%	18.65%	10.88%	7.36%	100%
11	23.03%	20.23%	24.19%	13.91%	10.7%	7.94%	100%
12	28.58%	19.3%	21.47%	18.67%	8.1%	3.89%	100%

1.3.1.2 Reading

1.3.1.2.1 By Cluster by Tier

Table 1.3.1.2.1.1. Proficiency Level by Grade-Level Cluster and Tier (N): Reading, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	187253	5448	14162	9376	17050	0	233289
1	A	10195	7884	2797	1131	720	510	23237
1	BC	147	2997	5301	1586	1855	1486	13372
2	A	7875	3487	1225	284	408	54	13333
2	BC	1445	6886	6356	2515	3457	2944	23603
3	A	5979	3287	943	237	312	104	10862
3	BC	118	2389	10020	4300	4518	2351	23696
4-5	A	9461	4423	1207	548	617	60	16316
4-5	BC	370	5717	11084	5735	6735	4258	33899
6-8	A	12770	8993	1831	345	423	216	24578
6-8	BC	1120	10781	9204	3545	3950	1791	30391
9-12	A	10148	10325	2968	847	864	311	25463
9-12	BC	656	7327	8991	3368	5639	5678	31659

Table 1.3.1.2.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent): Reading, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	80.27%	2.34%	6.07%	4.02%	7.31%	0%	100%
1	A	43.87%	33.93%	12.04%	4.87%	3.1%	2.19%	100%
1	BC	1.1%	22.41%	39.64%	11.86%	13.87%	11.11%	100%
2	A	59.06%	26.15%	9.19%	2.13%	3.06%	0.41%	100%
2	BC	6.12%	29.17%	26.93%	10.66%	14.65%	12.47%	100%
3	A	55.05%	30.26%	8.68%	2.18%	2.87%	0.96%	100%
3	BC	0.5%	10.08%	42.29%	18.15%	19.07%	9.92%	100%
4-5	A	57.99%	27.11%	7.4%	3.36%	3.78%	0.37%	100%
4-5	BC	1.09%	16.86%	32.7%	16.92%	19.87%	12.56%	100%
6-8	A	51.96%	36.59%	7.45%	1.4%	1.72%	0.88%	100%
6-8	BC	3.69%	35.47%	30.29%	11.66%	13%	5.89%	100%
9-12	A	39.85%	40.55%	11.66%	3.33%	3.39%	1.22%	100%
9-12	BC	2.07%	23.14%	28.4%	10.64%	17.81%	17.93%	100%

1.3.1.2.2 By Grade by Tier

Table 1.3.1.2.2.1. Proficiency Level by Grade and Tier (N): Reading, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	187253	5448	14162	9376	17050	0	233289
1	A	10195	7884	2797	1131	720	510	23237
1	BC	147	2997	5301	1586	1855	1486	13372
2	A	7875	3487	1225	284	408	54	13333
2	BC	1445	6886	6356	2515	3457	2944	23603
3	A	5979	3287	943	237	312	104	10862
3	BC	118	2389	10020	4300	4518	2351	23696
4	A	4503	2431	565	255	331	60	8145
4	BC	126	2527	5731	3790	3268	2129	17571
5	A	4958	1992	642	293	286	0	8171
5	BC	244	3190	5353	1945	3467	2129	16328
6	A	3773	3107	572	108	161	77	7798
6	BC	228	3497	3083	1231	1458	512	10009
7	A	4376	2961	596	137	170	46	8286
7	BC	392	3494	3420	1021	1106	574	10007
8	A	4621	2925	663	100	92	93	8494
8	BC	500	3790	2701	1293	1386	705	10375
9	A	3620	3302	1130	284	373	99	8808
9	BC	62	1783	2569	1062	1452	1918	8846
10	A	2663	3126	949	239	148	137	7262
10	BC	156	2011	2591	1053	1588	1788	9187
11	A	2309	2408	526	209	265	45	5762
11	BC	242	1820	2261	950	1419	1317	8009
12	A	1556	1489	363	115	78	30	3631
12	BC	196	1713	1570	303	1180	655	5617

Table 1.3.1.2.2.2. Proficiency Level by Grade and Tier (Percent): Reading, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	80.27%	2.34%	6.07%	4.02%	7.31%	0%	100%
1	A	43.87%	33.93%	12.04%	4.87%	3.1%	2.19%	100%
1	BC	1.1%	22.41%	39.64%	11.86%	13.87%	11.11%	100%
2	A	59.06%	26.15%	9.19%	2.13%	3.06%	0.41%	100%
2	BC	6.12%	29.17%	26.93%	10.66%	14.65%	12.47%	100%
3	A	55.05%	30.26%	8.68%	2.18%	2.87%	0.96%	100%
3	BC	0.5%	10.08%	42.29%	18.15%	19.07%	9.92%	100%
4	A	55.29%	29.85%	6.94%	3.13%	4.06%	0.74%	100%
4	BC	0.72%	14.38%	32.62%	21.57%	18.6%	12.12%	100%
5	A	60.68%	24.38%	7.86%	3.59%	3.5%	0%	100%
5	BC	1.49%	19.54%	32.78%	11.91%	21.23%	13.04%	100%
6	A	48.38%	39.84%	7.34%	1.38%	2.06%	0.99%	100%
6	BC	2.28%	34.94%	30.8%	12.3%	14.57%	5.12%	100%
7	A	52.81%	35.73%	7.19%	1.65%	2.05%	0.56%	100%
7	BC	3.92%	34.92%	34.18%	10.2%	11.05%	5.74%	100%
8	A	54.4%	34.44%	7.81%	1.18%	1.08%	1.09%	100%
8	BC	4.82%	36.53%	26.03%	12.46%	13.36%	6.8%	100%
9	A	41.1%	37.49%	12.83%	3.22%	4.23%	1.12%	100%
9	BC	0.7%	20.16%	29.04%	12.01%	16.41%	21.68%	100%
10	A	36.67%	43.05%	13.07%	3.29%	2.04%	1.89%	100%
10	BC	1.7%	21.89%	28.2%	11.46%	17.29%	19.46%	100%
11	A	40.07%	41.79%	9.13%	3.63%	4.6%	0.78%	100%
11	BC	3.02%	22.72%	28.23%	11.86%	17.72%	16.44%	100%
12	A	42.85%	41.01%	10%	3.17%	2.15%	0.83%	100%
12	BC	3.49%	30.5%	27.95%	5.39%	21.01%	11.66%	100%

1.3.1.2.3 By Grade

Table 1.3.1.2.3.1. Proficiency Level by Grade (N): Reading, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	187253	5448	14162	9376	17050	0	233289
1	10342	10881	8098	2717	2575	1996	36609
2	9320	10373	7581	2799	3865	2998	36936
3	6097	5676	10963	4537	4830	2455	34558
4	4629	4958	6296	4045	3599	2189	25716
5	5202	5182	5995	2238	3753	2129	24499
6	4001	6604	3655	1339	1619	589	17807
7	4768	6455	4016	1158	1276	620	18293
8	5121	6715	3364	1393	1478	798	18869
9	3682	5085	3699	1346	1825	2017	17654
10	2819	5137	3540	1292	1736	1925	16449
11	2551	4228	2787	1159	1684	1362	13771
12	1752	3202	1933	418	1258	685	9248

Table 1.3.1.2.3.2. Proficiency Level by Grade (Percent): Reading, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	80.27%	2.34%	6.07%	4.02%	7.31%	0%	100%
1	28.25%	29.72%	22.12%	7.42%	7.03%	5.45%	100%
2	25.23%	28.08%	20.52%	7.58%	10.46%	8.12%	100%
3	17.64%	16.42%	31.72%	13.13%	13.98%	7.1%	100%
4	18%	19.28%	24.48%	15.73%	14%	8.51%	100%
5	21.23%	21.15%	24.47%	9.14%	15.32%	8.69%	100%
6	22.47%	37.09%	20.53%	7.52%	9.09%	3.31%	100%
7	26.06%	35.29%	21.95%	6.33%	6.98%	3.39%	100%
8	27.14%	35.59%	17.83%	7.38%	7.83%	4.23%	100%
9	20.86%	28.8%	20.95%	7.62%	10.34%	11.43%	100%
10	17.14%	31.23%	21.52%	7.85%	10.55%	11.7%	100%
11	18.52%	30.7%	20.24%	8.42%	12.23%	9.89%	100%
12	18.94%	34.62%	20.9%	4.52%	13.6%	7.41%	100%

1.3.1.3 Writing

1.3.1.3.1 By Cluster by Tier

Table 1.3.1.3.1.1. Proficiency Level by Grade-Level Cluster and Tier (N): Writing, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	170022	36722	20708	5833	0	0	233285
1	A	15825	11734	689	0	0	0	28248
1	BC	3058	6871	5926	236	1	0	16092
2	A	7732	4843	2742	8	0	0	15325
2	BC	2328	5661	17201	1844	10	1	27045
3	A	5424	4752	2255	9	0	0	12440
3	BC	1587	3447	18554	3508	20	1	27117
4-5	A	5933	5612	6483	63	0	0	18091
4-5	BC	653	1653	21810	13061	536	16	37729
6-8	A	12637	9058	5053	107	0	0	26855
6-8	BC	1584	3155	21507	8463	50	0	34759
9-12	A	11464	8864	6592	595	2	0	27517
9-12	BC	2316	3635	18224	11546	259	0	35980

Table 1.3.1.3.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent): Writing, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	72.88%	15.74%	8.88%	2.5%	0%	0%	100%
1	A	56.02%	41.54%	2.44%	NA%	0%	0%	100%
1	BC	19%	42.7%	36.83%	1.47%	0.01%	0%	100%
2	A	50.45%	31.6%	17.89%	0.05%	0%	0%	100%
2	BC	8.61%	20.93%	63.6%	6.82%	0.04%	0%	100%
3	A	43.6%	38.2%	18.13%	0.07%	0%	0%	100%
3	BC	5.85%	12.71%	68.42%	12.94%	0.07%	0%	100%
4-5	A	32.8%	31.02%	35.84%	0.35%	0%	0%	100%
4-5	BC	1.73%	4.38%	57.81%	34.62%	1.42%	0.04%	100%
6-8	A	47.06%	33.73%	18.82%	0.4%	0%	0%	100%
6-8	BC	4.56%	9.08%	61.87%	24.35%	0.14%	0%	100%
9-12	A	41.66%	32.21%	23.96%	2.16%	0.01%	0%	100%
9-12	BC	6.44%	10.1%	50.65%	32.09%	0.72%	0%	100%

1.3.1.3.2 By Grade by Tier

Table 1.3.1.3.2.1. Proficiency Level by Grade and Tier (N): Writing, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	170022	36722	20708	5833	0	0	233285
1	A	15825	11734	689	0	0	0	28248
1	BC	3058	6871	5926	236	1	0	16092
2	A	7732	4843	2742	8	0	0	15325
2	BC	2328	5661	17201	1844	10	1	27045
3	A	5424	4752	2255	9	0	0	12440
3	BC	1587	3447	18554	3508	20	1	27117
4	A	3252	2877	2935	32	0	0	9096
4	BC	354	900	12218	6013	287	10	19782
5	A	2681	2735	3548	31	0	0	8995
5	BC	299	753	9592	7048	249	6	17947
6	A	3661	3079	1829	32	0	0	8601
6	BC	450	1236	7175	2741	21	0	11623
7	A	4267	3258	1477	42	0	0	9044
7	BC	517	1167	7042	2623	14	0	11363
8	A	4709	2721	1747	33	0	0	9210
8	BC	617	752	7290	3099	15	0	11773
9	A	3367	3275	2595	292	1	0	9530
9	BC	367	755	4983	3984	127	0	10216
10	A	2989	2895	1815	184	1	0	7884
10	BC	583	980	5185	3648	75	0	10471
11	A	2868	1997	1254	74	0	0	6193
11	BC	599	1081	4446	2862	43	0	9031
12	A	2240	697	928	45	0	0	3910
12	BC	767	819	3610	1052	14	0	6262

Table 1.3.1.3.2.2. Proficiency Level by Grade and Tier (Percent): Writing, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	72.88%	15.74%	8.88%	2.5%	0%	0%	100%
1	A	56.02%	41.54%	2.44%	NA%	0%	0%	100%
1	BC	19%	42.7%	36.83%	1.47%	0.01%	0%	100%
2	A	50.45%	31.6%	17.89%	0.05%	0%	0%	100%
2	BC	8.61%	20.93%	63.6%	6.82%	0.04%	0%	100%
3	A	43.6%	38.2%	18.13%	0.07%	0%	0%	100%
3	BC	5.85%	12.71%	68.42%	12.94%	0.07%	0%	100%
4	A	35.75%	31.63%	32.27%	0.35%	0%	0%	100%
4	BC	1.79%	4.55%	61.76%	30.4%	1.45%	0.05%	100%
5	A	29.81%	30.41%	39.44%	0.34%	0%	0%	100%
5	BC	1.67%	4.2%	53.45%	39.27%	1.39%	0.03%	100%
6	A	42.56%	35.8%	21.26%	0.37%	0%	0%	100%
6	BC	3.87%	10.63%	61.73%	23.58%	0.18%	0%	100%
7	A	47.18%	36.02%	16.33%	0.46%	0%	0%	100%
7	BC	4.55%	10.27%	61.97%	23.08%	0.12%	0%	100%
8	A	51.13%	29.54%	18.97%	0.36%	0%	0%	100%
8	BC	5.24%	6.39%	61.92%	26.32%	0.13%	0%	100%
9	A	35.33%	34.37%	27.23%	3.06%	0.01%	0%	100%
9	BC	3.59%	7.39%	48.78%	39%	1.24%	0%	100%
10	A	37.91%	36.72%	23.02%	2.33%	0.01%	0%	100%
10	BC	5.57%	9.36%	49.52%	34.84%	0.72%	0%	100%
11	A	46.31%	32.25%	20.25%	1.19%	0%	0%	100%
11	BC	6.63%	11.97%	49.23%	31.69%	0.48%	0%	100%
12	A	57.29%	17.83%	23.73%	1.15%	0%	0%	100%
12	BC	12.25%	13.08%	57.65%	16.8%	0.22%	0%	100%

1.3.1.3.3 By Grade

Table 1.3.1.3.3.1. Proficiency Level by Grade (N): Writing, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	170022	36722	20708	5833	0	0	233285
1	18883	18605	6615	236	1	0	44340
2	10060	10504	19943	1852	10	1	42370
3	7011	8199	20809	3517	20	1	39557
4	3606	3777	15153	6045	287	10	28878
5	2980	3488	13140	7079	249	6	26942
6	4111	4315	9004	2773	21	0	20224
7	4784	4425	8519	2665	14	0	20407
8	5326	3473	9037	3132	15	0	20983
9	3734	4030	7578	4276	128	0	19746
10	3572	3875	7000	3832	76	0	18355
11	3467	3078	5700	2936	43	0	15224
12	3007	1516	4538	1097	14	0	10172

Table 1.3.1.3.3.2. Proficiency Level by Grade (Percent): Writing, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	72.88%	15.74%	8.88%	2.5%	0%	0%	100%
1	42.59%	41.96%	14.92%	0.53%	0%	0%	100%
2	23.74%	24.79%	47.07%	4.37%	0.02%	0%	100%
3	17.72%	20.73%	52.61%	8.89%	0.05%	0%	100%
4	12.49%	13.08%	52.47%	20.93%	0.99%	0.03%	100%
5	11.06%	12.95%	48.77%	26.27%	0.92%	0.02%	100%
6	20.33%	21.34%	44.52%	13.71%	0.1%	0%	100%
7	23.44%	21.68%	41.75%	13.06%	0.07%	0%	100%
8	25.38%	16.55%	43.07%	14.93%	0.07%	0%	100%
9	18.91%	20.41%	38.38%	21.66%	0.65%	0%	100%
10	19.46%	21.11%	38.14%	20.88%	0.41%	0%	100%
11	22.77%	20.22%	37.44%	19.29%	0.28%	0%	100%
12	29.56%	14.9%	44.61%	10.78%	0.14%	0%	100%

1.3.1.4 Speaking

1.3.1.4.1 By Cluster by Tier

Table 1.3.1.4.1.1. Proficiency Level by Grade-Level Cluster (N): Speaking, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	88188	47197	14619	15283	19860	48129	233276
1	A	9789	9067	5073	3048	1115	0	28092
1	BC	558	3492	5149	4870	1445	497	16011
2	A	6727	3452	3903	853	305	0	15240
2	BC	1644	5482	10563	6415	1759	1056	26919
3	A	6594	2985	1885	890	0	0	12354
3	BC	1423	5584	11703	5721	1105	1439	26975
4-5	A	10318	4050	2048	1243	317	0	17976
4-5	BC	1079	3559	9894	14481	5630	2955	37598
6-8	A	15598	4156	4311	1889	544	171	26669
6-8	BC	1961	5008	9024	11773	4053	2785	34604
9-12	A	18599	3168	4172	1175	162	0	27276
9-12	BC	4733	5887	12136	7733	2219	3075	35783

**Table 1.3.1.4.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent):
Speaking, 603 Paper**

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	37.8%	20.23%	6.27%	6.55%	8.51%	20.63%	100%
1	A	34.85%	32.28%	18.06%	10.85%	3.97%	0%	100%
1	BC	3.49%	21.81%	32.16%	30.42%	9.03%	3.1%	100%
2	A	44.14%	22.65%	25.61%	5.6%	2%	0%	100%
2	BC	6.11%	20.36%	39.24%	23.83%	6.53%	3.92%	100%
3	A	53.38%	24.16%	15.26%	7.2%	0%	0%	100%
3	BC	5.28%	20.7%	43.38%	21.21%	4.1%	5.33%	100%
4-5	A	57.4%	22.53%	11.39%	6.91%	1.76%	0%	100%
4-5	BC	2.87%	9.47%	26.32%	38.52%	14.97%	7.86%	100%
6-8	A	58.49%	15.58%	16.16%	7.08%	2.04%	0.64%	100%
6-8	BC	5.67%	14.47%	26.08%	34.02%	11.71%	8.05%	100%
9-12	A	68.19%	11.61%	15.3%	4.31%	0.59%	0%	100%
9-12	BC	13.23%	16.45%	33.92%	21.61%	6.2%	8.59%	100%

1.3.1.4.2 By Grade by Tier

Table 1.3.1.4.2.1. Proficiency Level by Grade and Tier (N): Speaking, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	88188	47197	14619	15283	19860	48129	233276
1	A	9789	9067	5073	3048	1115	0	28092
1	BC	558	3492	5149	4870	1445	497	16011
2	A	6727	3452	3903	853	305	0	15240
2	BC	1644	5482	10563	6415	1759	1056	26919
3	A	6594	2985	1885	890	0	0	12354
3	BC	1423	5584	11703	5721	1105	1439	26975
4	A	4819	2463	1032	516	216	0	9046
4	BC	494	1792	5064	7885	2819	1669	19723
5	A	5499	1587	1016	727	101	0	8930
5	BC	585	1767	4830	6596	2811	1286	17875
6	A	4742	1665	1214	605	216	91	8533
6	BC	424	1922	3109	3841	1392	889	11577
7	A	5031	1692	1310	794	86	80	8993
7	BC	675	1494	2982	4163	966	1030	11310
8	A	5825	799	1787	490	242	0	9143
8	BC	862	1592	2933	3769	1695	866	11717
9	A	6682	917	1410	277	162	0	9448
9	BC	998	1870	3167	2325	976	815	10151
10	A	5460	776	1182	379	0	0	7797
10	BC	1564	1627	3129	2762	503	838	10423
11	A	4093	697	1011	351	0	0	6152
11	BC	1172	1345	3459	1725	445	836	8982
12	A	2364	778	569	168	0	0	3879
12	BC	999	1045	2381	921	295	586	6227

Table 1.3.1.4.2.2. Proficiency Level by Grade and Tier (Percent): Speaking, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	37.8%	20.23%	6.27%	6.55%	8.51%	20.63%	100%
1	A	34.85%	32.28%	18.06%	10.85%	3.97%	0%	100%
1	BC	3.49%	21.81%	32.16%	30.42%	9.03%	3.1%	100%
2	A	44.14%	22.65%	25.61%	5.6%	2%	0%	100%
2	BC	6.11%	20.36%	39.24%	23.83%	6.53%	3.92%	100%
3	A	53.38%	24.16%	15.26%	7.2%	0%	0%	100%
3	BC	5.28%	20.7%	43.38%	21.21%	4.1%	5.33%	100%
4	A	53.27%	27.23%	11.41%	5.7%	2.39%	0%	100%
4	BC	2.5%	9.09%	25.68%	39.98%	14.29%	8.46%	100%
5	A	61.58%	17.77%	11.38%	8.14%	1.13%	0%	100%
5	BC	3.27%	9.89%	27.02%	36.9%	15.73%	7.19%	100%
6	A	55.57%	19.51%	14.23%	7.09%	2.53%	1.07%	100%
6	BC	3.66%	16.6%	26.85%	33.18%	12.02%	7.68%	100%
7	A	55.94%	18.81%	14.57%	8.83%	0.96%	0.89%	100%
7	BC	5.97%	13.21%	26.37%	36.81%	8.54%	9.11%	100%
8	A	63.71%	8.74%	19.55%	5.36%	2.65%	0%	100%
8	BC	7.36%	13.59%	25.03%	32.17%	14.47%	7.39%	100%
9	A	70.72%	9.71%	14.92%	2.93%	1.71%	0%	100%
9	BC	9.83%	18.42%	31.2%	22.9%	9.61%	8.03%	100%
10	A	70.03%	9.95%	15.16%	4.86%	0%	0%	100%
10	BC	15.01%	15.61%	30.02%	26.5%	4.83%	8.04%	100%
11	A	66.53%	11.33%	16.43%	5.71%	0%	0%	100%
11	BC	13.05%	14.97%	38.51%	19.21%	4.95%	9.31%	100%
12	A	60.94%	20.06%	14.67%	4.33%	0%	0%	100%
12	BC	16.04%	16.78%	38.24%	14.79%	4.74%	9.41%	100%

1.3.1.4.3 By Grade

Table 1.3.1.4.3.1. Proficiency Level by Grade (N): Speaking, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	88188	47197	14619	15283	19860	48129	233276
1	10347	12559	10222	7918	2560	497	44103
2	8371	8934	14466	7268	2064	1056	42159
3	8017	8569	13588	6611	1105	1439	39329
4	5313	4255	6096	8401	3035	1669	28769
5	6084	3354	5846	7323	2912	1286	26805
6	5166	3587	4323	4446	1608	980	20110
7	5706	3186	4292	4957	1052	1110	20303
8	6687	2391	4720	4259	1937	866	20860
9	7680	2787	4577	2602	1138	815	19599
10	7024	2403	4311	3141	503	838	18220
11	5265	2042	4470	2076	445	836	15134
12	3363	1823	2950	1089	295	586	10106

Table 1.3.1.4.3.2. Proficiency Level by Grade (Percent): Speaking, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	37.8%	20.23%	6.27%	6.55%	8.51%	20.63%	100%
1	23.46%	28.48%	23.18%	17.95%	5.8%	1.13%	100%
2	19.86%	21.19%	34.31%	17.24%	4.9%	2.5%	100%
3	20.38%	21.79%	34.55%	16.81%	2.81%	3.66%	100%
4	18.47%	14.79%	21.19%	29.2%	10.55%	5.8%	100%
5	22.7%	12.51%	21.81%	27.32%	10.86%	4.8%	100%
6	25.69%	17.84%	21.5%	22.11%	8%	4.87%	100%
7	28.1%	15.69%	21.14%	24.42%	5.18%	5.47%	100%
8	32.06%	11.46%	22.63%	20.42%	9.29%	4.15%	100%
9	39.19%	14.22%	23.35%	13.28%	5.81%	4.16%	100%
10	38.55%	13.19%	23.66%	17.24%	2.76%	4.6%	100%
11	34.79%	13.49%	29.54%	13.72%	2.94%	5.52%	100%
12	33.28%	18.04%	29.19%	10.78%	2.92%	5.8%	100%

1.3.2 Composites

This section presents student performance across the four composite domains, categorized by proficiency level. The accompanying tables display the number and percentage of students at each PL, disaggregated by grade-level cluster and grade. Across all four composite scores—Oral Language, Literacy, Comprehension, and Overall—grade-level cluster 4–5 consistently demonstrated the strongest performance, with the highest percentages of students reaching PLs 5 and 6.

1.3.2.1 Oral Language

1.3.2.1.1 By Cluster by Tier

Table 1.3.2.1.1. Proficiency Level by Grade-Level Cluster and Tier (N): Oral Language, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	96615	32347	23442	17127	29806	33939	233276
1	A	5130	5676	7394	4070	1699	80	24049
1	BC	187	1449	4326	4221	3402	1022	14607
2	A	4531	3608	3978	1549	284	0	13950
2	BC	307	2455	7937	9453	4158	1342	25652
3	A	4020	3458	2829	1060	219	16	11602
3	BC	102	1706	8823	10048	4260	1053	25992
4-5	A	7035	4751	3093	1770	435	19	17103
4-5	BC	170	1403	7100	14701	9662	3612	36648
6-8	A	11945	7463	3813	1553	362	36	25172
6-8	BC	277	2012	8374	12599	7076	2736	33074
9-12	A	16051	5039	3217	891	54	0	25252
9-12	BC	1548	5139	12043	10965	3721	1019	34435

Table 1.3.2.1.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent): Oral, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	41.42%	13.87%	10.05%	7.34%	12.78%	14.55%	100%
1	A	21.33%	23.6%	30.75%	16.92%	7.06%	0.33%	100%
1	BC	1.28%	9.92%	29.62%	28.9%	23.29%	7%	100%
2	A	32.48%	25.86%	28.52%	11.1%	2.04%	0%	100%
2	BC	1.2%	9.57%	30.94%	36.85%	16.21%	5.23%	100%
3	A	34.65%	29.81%	24.38%	9.14%	1.89%	0.14%	100%
3	BC	0.39%	6.56%	33.95%	38.66%	16.39%	4.05%	100%
4-5	A	41.13%	27.78%	18.08%	10.35%	2.54%	0.11%	100%
4-5	BC	0.46%	3.83%	19.37%	40.11%	26.36%	9.86%	100%
6-8	A	47.45%	29.65%	15.15%	6.17%	1.44%	0.14%	100%
6-8	BC	0.84%	6.08%	25.32%	38.09%	21.39%	8.27%	100%
9-12	A	63.56%	19.95%	12.74%	3.53%	0.21%	0%	100%
9-12	BC	4.5%	14.92%	34.97%	31.84%	10.81%	2.96%	100%

1.3.2.1.2 By Grade by Tier

Table 1.3.2.1.2.1. Proficiency Level by Grade and Tier (N): Oral Language, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	96615	32347	23442	17127	29806	33939	233276
1	A	5130	5676	7394	4070	1699	80	24049
1	BC	187	1449	4326	4221	3402	1022	14607
2	A	4531	3608	3978	1549	284	0	13950
2	BC	307	2455	7937	9453	4158	1342	25652
3	A	4020	3458	2829	1060	219	16	11602
3	BC	102	1706	8823	10048	4260	1053	25992
4	A	3266	2502	1656	889	239	19	8571
4	BC	76	652	3824	7548	5137	1960	19197
5	A	3769	2249	1437	881	196	0	8532
5	BC	94	751	3276	7153	4525	1652	17451
6	A	3368	2581	1367	565	144	32	8057
6	BC	78	494	2656	4204	2522	1031	10985
7	A	4159	2475	1258	498	110	4	8504
7	BC	105	747	2819	4120	2226	819	10836
8	A	4418	2407	1188	490	108	0	8611
8	BC	94	771	2899	4275	2328	886	11253
9	A	5315	1884	1172	362	24	0	8757
9	BC	212	1222	3205	3394	1339	398	9770
10	A	4666	1392	847	253	24	0	7182
10	BC	422	1565	3443	3171	1144	296	10041
11	A	3747	1121	668	169	6	0	5711
11	BC	483	1350	3053	2720	817	231	8654
12	A	2323	642	530	107	0	0	3602
12	BC	431	1002	2342	1680	421	94	5970

Table 1.3.2.1.2.2. Proficiency Level by Grade and Tier (Percent): Oral Language, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	41.42%	13.87%	10.05%	7.34%	12.78%	14.55%	100%
1	A	21.33%	23.6%	30.75%	16.92%	7.06%	0.33%	100%
1	BC	1.28%	9.92%	29.62%	28.9%	23.29%	7%	100%
2	A	32.48%	25.86%	28.52%	11.1%	2.04%	0%	100%
2	BC	1.2%	9.57%	30.94%	36.85%	16.21%	5.23%	100%
3	A	34.65%	29.81%	24.38%	9.14%	1.89%	0.14%	100%
3	BC	0.39%	6.56%	33.95%	38.66%	16.39%	4.05%	100%
4	A	38.11%	29.19%	19.32%	10.37%	2.79%	0.22%	100%
4	BC	0.4%	3.4%	19.92%	39.32%	26.76%	10.21%	100%
5	A	44.17%	26.36%	16.84%	10.33%	2.3%	0%	100%
5	BC	0.54%	4.3%	18.77%	40.99%	25.93%	9.47%	100%
6	A	41.8%	32.03%	16.97%	7.01%	1.79%	0.4%	100%
6	BC	0.71%	4.5%	24.18%	38.27%	22.96%	9.39%	100%
7	A	48.91%	29.1%	14.79%	5.86%	1.29%	0.05%	100%
7	BC	0.97%	6.89%	26.02%	38.02%	20.54%	7.56%	100%
8	A	51.31%	27.95%	13.8%	5.69%	1.25%	0%	100%
8	BC	0.84%	6.85%	25.76%	37.99%	20.69%	7.87%	100%
9	A	60.69%	21.51%	13.38%	4.13%	0.27%	0%	100%
9	BC	2.17%	12.51%	32.8%	34.74%	13.71%	4.07%	100%
10	A	64.97%	19.38%	11.79%	3.52%	0.33%	0%	100%
10	BC	4.2%	15.59%	34.29%	31.58%	11.39%	2.95%	100%
11	A	65.61%	19.63%	11.7%	2.96%	0.11%	0%	100%
11	BC	5.58%	15.6%	35.28%	31.43%	9.44%	2.67%	100%
12	A	64.49%	17.82%	14.71%	2.97%	0%	0%	100%
12	BC	7.22%	16.78%	39.23%	28.14%	7.05%	1.57%	100%

1.3.2.1.3 By Grade

Table 1.3.2.1.3.1. Proficiency Level by Grade (N): Oral Language, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	96615	32347	23442	17127	29806	33939	233276
1	5317	7125	11720	8291	5101	1102	38656
2	4838	6063	11915	11002	4442	1342	39602
3	4122	5164	11652	11108	4479	1069	37594
4	3342	3154	5480	8437	5376	1979	27768
5	3863	3000	4713	8034	4721	1652	25983
6	3446	3075	4023	4769	2666	1063	19042
7	4264	3222	4077	4618	2336	823	19340
8	4512	3178	4087	4765	2436	886	19864
9	5527	3106	4377	3756	1363	398	18527
10	5088	2957	4290	3424	1168	296	17223
11	4230	2471	3721	2889	823	231	14365
12	2754	1644	2872	1787	421	94	9572

Table 1.3.2.1.3.2. Proficiency Level by Grade (Percent): Oral Language, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	41.42%	13.87%	10.05%	7.34%	12.78%	14.55%	100%
1	13.75%	18.43%	30.32%	21.45%	13.2%	2.85%	100%
2	12.22%	15.31%	30.09%	27.78%	11.22%	3.39%	100%
3	10.96%	13.74%	30.99%	29.55%	11.91%	2.84%	100%
4	12.04%	11.36%	19.73%	30.38%	19.36%	7.13%	100%
5	14.87%	11.55%	18.14%	30.92%	18.17%	6.36%	100%
6	18.1%	16.15%	21.13%	25.04%	14%	5.58%	100%
7	22.05%	16.66%	21.08%	23.88%	12.08%	4.26%	100%
8	22.71%	16%	20.57%	23.99%	12.26%	4.46%	100%
9	29.83%	16.76%	23.62%	20.27%	7.36%	2.15%	100%
10	29.54%	17.17%	24.91%	19.88%	6.78%	1.72%	100%
11	29.45%	17.2%	25.9%	20.11%	5.73%	1.61%	100%
12	28.77%	17.18%	30%	18.67%	4.4%	0.98%	100%

1.3.2.2 Literacy

1.3.2.2.1 By Cluster by Tier

Table 1.3.2.2.1.1. Proficiency Level by Grade-Level Cluster and Tier (N): Literacy, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	187290	22287	16734	6972	0	0	233283
1	A	11355	9613	2252	10	0	0	23230
1	BC	1328	4607	6394	933	101	5	13368
2	A	7414	4035	1823	55	0	0	13327
2	BC	1554	5675	12393	3693	277	9	23601
3	A	5077	3977	1728	78	0	0	10860
3	BC	473	2714	15423	4764	296	21	23691
4-5	A	7490	5302	3345	168	0	0	16305
4-5	BC	319	1802	17175	12310	2048	226	33880
6-8	A	12096	9163	3082	220	4	0	24565
6-8	BC	675	4571	17865	6788	477	10	30386
9-12	A	9959	9816	4962	700	13	0	25450
9-12	BC	956	4252	14057	10189	2138	57	31649

Table 1.3.2.2.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent): Literacy, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	80.28%	9.55%	7.17%	2.99%	0%	0%	100%
1	A	48.88%	41.38%	9.69%	0.04%	0%	0%	100%
1	BC	9.93%	34.46%	47.83%	6.98%	0.76%	0.04%	100%
2	A	55.63%	30.28%	13.68%	0.41%	0%	0%	100%
2	BC	6.58%	24.05%	52.51%	15.65%	1.17%	0.04%	100%
3	A	46.75%	36.62%	15.91%	0.72%	0%	0%	100%
3	BC	2%	11.46%	65.1%	20.11%	1.25%	0.09%	100%
4-5	A	45.94%	32.52%	20.52%	1.03%	0%	0%	100%
4-5	BC	0.94%	5.32%	50.69%	36.33%	6.04%	0.67%	100%
6-8	A	49.24%	37.3%	12.55%	0.9%	0.02%	0%	100%
6-8	BC	2.22%	15.04%	58.79%	22.34%	1.57%	0.03%	100%
9-12	A	39.13%	38.57%	19.5%	2.75%	0.05%	0%	100%
9-12	BC	3.02%	13.43%	44.42%	32.19%	6.76%	0.18%	100%

1.3.2.2.2 By Grade by Tier

Table 1.3.2.2.1. Proficiency Level by Grade and Tier (N): Literacy, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	187290	22287	16734	6972	0	0	233283
1	A	11355	9613	2252	10	0	0	23230
1	BC	1328	4607	6394	933	101	5	13368
2	A	7414	4035	1823	55	0	0	13327
2	BC	1554	5675	12393	3693	277	9	23601
3	A	5077	3977	1728	78	0	0	10860
3	BC	473	2714	15423	4764	296	21	23691
4	A	3763	2579	1713	81	0	0	8136
4	BC	159	886	9568	6102	754	95	17564
5	A	3727	2723	1632	87	0	0	8169
5	BC	160	916	7607	6208	1294	131	16316
6	A	3478	3095	1131	87	2	0	7793
6	BC	175	1519	5971	2207	129	6	10007
7	A	4016	3202	1005	59	0	0	8282
7	BC	221	1578	5999	2063	143	2	10006
8	A	4602	2866	946	74	2	0	8490
8	BC	279	1474	5895	2518	205	2	10373
9	A	3030	3564	1922	283	4	0	8803
9	BC	128	849	3779	3297	757	34	8844
10	A	2755	2885	1390	224	6	0	7260
10	BC	211	1133	4026	3109	682	20	9181
11	A	2465	2116	1028	146	3	0	5758
11	BC	251	1180	3562	2513	501	2	8009
12	A	1709	1251	622	47	0	0	3629
12	BC	366	1090	2690	1270	198	1	5615

Table 1.3.2.2.2. Proficiency Level by Grade and Tier (Percent): Literacy, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	80.28%	9.55%	7.17%	2.99%	0%	0%	100%
1	A	48.88%	41.38%	9.69%	0.04%	0%	0%	100%
1	BC	9.93%	34.46%	47.83%	6.98%	0.76%	0.04%	100%
2	A	55.63%	30.28%	13.68%	0.41%	0%	0%	100%
2	BC	6.58%	24.05%	52.51%	15.65%	1.17%	0.04%	100%
3	A	46.75%	36.62%	15.91%	0.72%	0%	0%	100%
3	BC	2%	11.46%	65.1%	20.11%	1.25%	0.09%	100%
4	A	46.25%	31.7%	21.05%	1%	0%	0%	100%
4	BC	0.91%	5.04%	54.48%	34.74%	4.29%	0.54%	100%
5	A	45.62%	33.33%	19.98%	1.07%	0%	0%	100%
5	BC	0.98%	5.61%	46.62%	38.05%	7.93%	0.8%	100%
6	A	44.63%	39.72%	14.51%	1.12%	0.03%	0%	100%
6	BC	1.75%	15.18%	59.67%	22.05%	1.29%	0.06%	100%
7	A	48.49%	38.66%	12.13%	0.71%	0%	0%	100%
7	BC	2.21%	15.77%	59.95%	20.62%	1.43%	0.02%	100%
8	A	54.2%	33.76%	11.14%	0.87%	0.02%	0%	100%
8	BC	2.69%	14.21%	56.83%	24.27%	1.98%	0.02%	100%
9	A	34.42%	40.49%	21.83%	3.21%	0.05%	0%	100%
9	BC	1.45%	9.6%	42.73%	37.28%	8.56%	0.38%	100%
10	A	37.95%	39.74%	19.15%	3.09%	0.08%	0%	100%
10	BC	2.3%	12.34%	43.85%	33.86%	7.43%	0.22%	100%
11	A	42.81%	36.75%	17.85%	2.54%	0.05%	0%	100%
11	BC	3.13%	14.73%	44.47%	31.38%	6.26%	0.02%	100%
12	A	47.09%	34.47%	17.14%	1.3%	0%	0%	100%
12	BC	6.52%	19.41%	47.91%	22.62%	3.53%	0.02%	100%

1.3.2.2.3 By Grade

Table 1.3.2.2.3.1. Proficiency Level by Grade (N): Literacy, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	187290	22287	16734	6972	0	0	233283
1	12683	14220	8646	943	101	5	36598
2	8968	9710	14216	3748	277	9	36928
3	5550	6691	17151	4842	296	21	34551
4	3922	3465	11281	6183	754	95	25700
5	3887	3639	9239	6295	1294	131	24485
6	3653	4614	7102	2294	131	6	17800
7	4237	4780	7004	2122	143	2	18288
8	4881	4340	6841	2592	207	2	18863
9	3158	4413	5701	3580	761	34	17647
10	2966	4018	5416	3333	688	20	16441
11	2716	3296	4590	2659	504	2	13767
12	2075	2341	3312	1317	198	1	9244

Table 1.3.2.2.3.2. Proficiency Level by Grade (Percent): Literacy, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	80.28%	9.55%	7.17%	2.99%	0%	0%	100%
1	34.65%	38.85%	23.62%	2.58%	0.28%	0.01%	100%
2	24.29%	26.29%	38.5%	10.15%	0.75%	0.02%	100%
3	16.06%	19.37%	49.64%	14.01%	0.86%	0.06%	100%
4	15.26%	13.48%	43.89%	24.06%	2.93%	0.37%	100%
5	15.88%	14.86%	37.73%	25.71%	5.28%	0.54%	100%
6	20.52%	25.92%	39.9%	12.89%	0.74%	0.03%	100%
7	23.17%	26.14%	38.3%	11.6%	0.78%	0.01%	100%
8	25.88%	23.01%	36.27%	13.74%	1.1%	0.01%	100%
9	17.9%	25.01%	32.31%	20.29%	4.31%	0.19%	100%
10	18.04%	24.44%	32.94%	20.27%	4.18%	0.12%	100%
11	19.73%	23.94%	33.34%	19.31%	3.66%	0.01%	100%
12	22.45%	25.32%	35.83%	14.25%	2.14%	0.01%	100%

1.3.2.3 Comprehension

1.3.2.3.1 By Cluster by Tier

**Table 1.3.2.3.1.1. Proficiency Level by Grade-Level Cluster and Tier (N):
Comprehension, 603 Paper**

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	172466	14937	16051	7737	17552	4546	233289
1	A	4365	7188	6037	1603	1197	420	20810
1	BC	16	771	4318	2215	3199	1892	12411
2	A	4487	4786	2014	598	544	24	12453
2	BC	223	3705	6501	3836	5094	3347	22706
3	A	2421	5093	1696	521	440	171	10342
3	BC	9	456	6249	6067	7173	3044	22998
4-5	A	6142	5698	2126	818	779	120	15683
4-5	BC	20	1706	8518	7376	9666	5942	33228
6-8	A	10800	9352	2237	578	420	93	23480
6-8	BC	108	4268	10133	6239	5931	2657	29336
9-12	A	9989	10030	2682	792	428	34	23955
9-12	BC	300	5287	8906	5661	6188	4373	30715

**Table 1.3.2.3.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent):
Comprehension, 603 Paper**

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	73.93%	6.4%	6.88%	3.32%	7.52%	1.95%	100%
1	A	20.98%	34.54%	29.01%	7.7%	5.75%	2.02%	100%
1	BC	0.13%	6.21%	34.79%	17.85%	25.78%	15.24%	100%
2	A	36.03%	38.43%	16.17%	4.8%	4.37%	0.19%	100%
2	BC	0.98%	16.32%	28.63%	16.89%	22.43%	14.74%	100%
3	A	23.41%	49.25%	16.4%	5.04%	4.25%	1.65%	100%
3	BC	0.04%	1.98%	27.17%	26.38%	31.19%	13.24%	100%
4-5	A	39.16%	36.33%	13.56%	5.22%	4.97%	0.77%	100%
4-5	BC	0.06%	5.13%	25.64%	22.2%	29.09%	17.88%	100%
6-8	A	46%	39.83%	9.53%	2.46%	1.79%	0.4%	100%
6-8	BC	0.37%	14.55%	34.54%	21.27%	20.22%	9.06%	100%
9-12	A	41.7%	41.87%	11.2%	3.31%	1.79%	0.14%	100%
9-12	BC	0.98%	17.21%	29%	18.43%	20.15%	14.24%	100%

1.3.2.3.2 By Grade by Tier

Table 1.3.2.3.2.1. Proficiency Level by Grade and Tier (N): Comprehension, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	172466	14937	16051	7737	17552	4546	233289
1	A	4365	7188	6037	1603	1197	420	20810
1	BC	16	771	4318	2215	3199	1892	12411
2	A	4487	4786	2014	598	544	24	12453
2	BC	223	3705	6501	3836	5094	3347	22706
3	A	2421	5093	1696	521	440	171	10342
3	BC	9	456	6249	6067	7173	3044	22998
4	A	2734	3028	1125	394	432	93	7806
4	BC	4	605	4478	3977	5213	2924	17201
5	A	3408	2670	1001	424	347	27	7877
5	BC	16	1101	4040	3399	4453	3018	16027
6	A	2871	3394	782	216	145	51	7459
6	BC	21	1100	3261	2376	2016	843	9617
7	A	3813	3040	732	189	137	20	7931
7	BC	30	1536	3489	1896	1819	901	9671
8	A	4116	2918	723	173	138	22	8090
8	BC	57	1632	3383	1967	2096	913	10048
9	A	3072	3791	967	287	169	19	8305
9	BC	29	1000	2332	1781	1987	1456	8585
10	A	2727	2952	743	223	134	10	6789
10	BC	57	1393	2657	1652	1723	1448	8930
11	A	2546	2041	569	183	85	5	5429
11	BC	74	1552	2241	1273	1648	987	7775
12	A	1644	1246	403	99	40	0	3432
12	BC	140	1342	1676	955	830	482	5425

Table 1.3.2.3.2.2. Proficiency Level by Grade and Tier (Percent): Comprehension, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	73.93%	6.4%	6.88%	3.32%	7.52%	1.95%	100%
1	A	20.98%	34.54%	29.01%	7.7%	5.75%	2.02%	100%
1	BC	0.13%	6.21%	34.79%	17.85%	25.78%	15.24%	100%
2	A	36.03%	38.43%	16.17%	4.8%	4.37%	0.19%	100%
2	BC	0.98%	16.32%	28.63%	16.89%	22.43%	14.74%	100%
3	A	23.41%	49.25%	16.4%	5.04%	4.25%	1.65%	100%
3	BC	0.04%	1.98%	27.17%	26.38%	31.19%	13.24%	100%
4	A	35.02%	38.79%	14.41%	5.05%	5.53%	1.19%	100%
4	BC	0.02%	3.52%	26.03%	23.12%	30.31%	17%	100%
5	A	43.27%	33.9%	12.71%	5.38%	4.41%	0.34%	100%
5	BC	0.1%	6.87%	25.21%	21.21%	27.78%	18.83%	100%
6	A	38.49%	45.5%	10.48%	2.9%	1.94%	0.68%	100%
6	BC	0.22%	11.44%	33.91%	24.71%	20.96%	8.77%	100%
7	A	48.08%	38.33%	9.23%	2.38%	1.73%	0.25%	100%
7	BC	0.31%	15.88%	36.08%	19.61%	18.81%	9.32%	100%
8	A	50.88%	36.07%	8.94%	2.14%	1.71%	0.27%	100%
8	BC	0.57%	16.24%	33.67%	19.58%	20.86%	9.09%	100%
9	A	36.99%	45.65%	11.64%	3.46%	2.03%	0.23%	100%
9	BC	0.34%	11.65%	27.16%	20.75%	23.15%	16.96%	100%
10	A	40.17%	43.48%	10.94%	3.28%	1.97%	0.15%	100%
10	BC	0.64%	15.6%	29.75%	18.5%	19.29%	16.22%	100%
11	A	46.9%	37.59%	10.48%	3.37%	1.57%	0.09%	100%
11	BC	0.95%	19.96%	28.82%	16.37%	21.2%	12.69%	100%
12	A	47.9%	36.31%	11.74%	2.88%	1.17%	0%	100%
12	BC	2.58%	24.74%	30.89%	17.6%	15.3%	8.88%	100%

1.3.2.3.3 By Grade

Table 1.3.2.3.3.1. Proficiency Level by Grade (N): Comprehension, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	172466	14937	16051	7737	17552	4546	233289
1	4381	7959	10355	3818	4396	2312	33221
2	4710	8491	8515	4434	5638	3371	35159
3	2430	5549	7945	6588	7613	3215	33340
4	2738	3633	5603	4371	5645	3017	25007
5	3424	3771	5041	3823	4800	3045	23904
6	2892	4494	4043	2592	2161	894	17076
7	3843	4576	4221	2085	1956	921	17602
8	4173	4550	4106	2140	2234	935	18138
9	3101	4791	3299	2068	2156	1475	16890
10	2784	4345	3400	1875	1857	1458	15719
11	2620	3593	2810	1456	1733	992	13204
12	1784	2588	2079	1054	870	482	8857

Table 1.3.2.3.3.2. Proficiency Level by Grade (Percent): Comprehension, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	73.93%	6.4%	6.88%	3.32%	7.52%	1.95%	100%
1	13.19%	23.96%	31.17%	11.49%	13.23%	6.96%	100%
2	13.4%	24.15%	24.22%	12.61%	16.04%	9.59%	100%
3	7.29%	16.64%	23.83%	19.76%	22.83%	9.64%	100%
4	10.95%	14.53%	22.41%	17.48%	22.57%	12.06%	100%
5	14.32%	15.78%	21.09%	15.99%	20.08%	12.74%	100%
6	16.94%	26.32%	23.68%	15.18%	12.66%	5.24%	100%
7	21.83%	26%	23.98%	11.85%	11.11%	5.23%	100%
8	23.01%	25.09%	22.64%	11.8%	12.32%	5.15%	100%
9	18.36%	28.37%	19.53%	12.24%	12.76%	8.73%	100%
10	17.71%	27.64%	21.63%	11.93%	11.81%	9.28%	100%
11	19.84%	27.21%	21.28%	11.03%	13.12%	7.51%	100%
12	20.14%	29.22%	23.47%	11.9%	9.82%	5.44%	100%

1.3.2.4 Overall

1.3.2.4.1 By Cluster by Tier

Table 1.3.2.4.1.1. Proficiency Level by Grade-Level Cluster and Tier (N): Overall, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	157068	33012	25104	15410	2673	0	233267
1	A	6406	8736	5423	130	0	0	20695
1	BC	653	2214	7225	1945	297	10	12344
2	A	5124	4819	2314	126	0	0	12383
2	BC	561	3588	12281	5564	594	13	22601
3	A	4056	4077	1946	186	0	0	10265
3	BC	189	1636	13277	7135	607	32	22876
4-5	A	6634	5026	3516	401	1	0	15578
4-5	BC	234	944	12438	15898	3324	240	33078
6-8	A	11215	8205	3448	420	6	0	23294
6-8	BC	255	2478	14136	11197	1095	28	29189
9-12	A	11525	7777	3885	536	4	0	23727
9-12	BC	740	3703	13596	10493	1939	54	30525

Table 1.3.2.4.1.2. Proficiency Level by Grade-Level Cluster and Tier (Percent): Overall, 603 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	67.33%	14.15%	10.76%	6.61%	1.15%	0%	100%
1	A	30.95%	42.21%	26.2%	0.63%	0%	0%	100%
1	BC	5.29%	17.94%	58.53%	15.76%	2.41%	0.08%	100%
2	A	41.38%	38.92%	18.69%	1.02%	0%	0%	100%
2	BC	2.48%	15.88%	54.34%	24.62%	2.63%	0.06%	100%
3	A	39.51%	39.72%	18.96%	1.81%	0%	0%	100%
3	BC	0.83%	7.15%	58.04%	31.19%	2.65%	0.14%	100%
4-5	A	42.59%	32.26%	22.57%	2.57%	0.01%	0%	100%
4-5	BC	0.71%	2.85%	37.6%	48.06%	10.05%	0.73%	100%
6-8	A	48.15%	35.22%	14.8%	1.8%	0.03%	0%	100%
6-8	BC	0.87%	8.49%	48.43%	38.36%	3.75%	0.1%	100%
9-12	A	48.57%	32.78%	16.37%	2.26%	0.02%	0%	100%
9-12	BC	2.42%	12.13%	44.54%	34.38%	6.35%	0.18%	100%

1.3.2.4.2 By Grade by Tier

Table 1.3.2.4.2.1. Proficiency Level by Grade and Tier (N): Overall, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	157068	33012	25104	15410	2673	0	233267
1	A	6406	8736	5423	130	0	0	20695
1	BC	653	2214	7225	1945	297	10	12344
2	A	5124	4819	2314	126	0	0	12383
2	BC	561	3588	12281	5564	594	13	22601
3	A	4056	4077	1946	186	0	0	10265
3	BC	189	1636	13277	7135	607	32	22876
4	A	3171	2557	1816	212	1	0	7757
4	BC	116	432	6792	8220	1458	116	17134
5	A	3463	2469	1700	189	0	0	7821
5	BC	118	512	5646	7678	1866	124	15944
6	A	3112	2878	1234	162	5	0	7391
6	BC	64	716	4687	3748	343	13	9571
7	A	3935	2687	1135	122	0	0	7879
7	BC	91	873	4763	3545	337	11	9620
8	A	4168	2640	1079	136	1	0	8024
8	BC	100	889	4686	3904	415	4	9998
9	A	3619	2871	1521	215	1	0	8227
9	BC	97	714	3563	3378	737	37	8526
10	A	3307	2183	1043	177	3	0	6713
10	BC	178	1066	3811	3209	605	10	8879
11	A	2774	1703	811	103	0	0	5391
11	BC	211	957	3605	2527	424	7	7731
12	A	1825	1020	510	41	0	0	3396
12	BC	254	966	2617	1379	173	0	5389

Table 1.3.2.4.2.2. Proficiency Level by Grade and Tier (Percent): Overall, 603 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	67.33%	14.15%	10.76%	6.61%	1.15%	0%	100%
1	A	30.95%	42.21%	26.2%	0.63%	0%	0%	100%
1	BC	5.29%	17.94%	58.53%	15.76%	2.41%	0.08%	100%
2	A	41.38%	38.92%	18.69%	1.02%	0%	0%	100%
2	BC	2.48%	15.88%	54.34%	24.62%	2.63%	0.06%	100%
3	A	39.51%	39.72%	18.96%	1.81%	0%	0%	100%
3	BC	0.83%	7.15%	58.04%	31.19%	2.65%	0.14%	100%
4	A	40.88%	32.96%	23.41%	2.73%	0.01%	0%	100%
4	BC	0.68%	2.52%	39.64%	47.97%	8.51%	0.68%	100%
5	A	44.28%	31.57%	21.74%	2.42%	0%	0%	100%
5	BC	0.74%	3.21%	35.41%	48.16%	11.7%	0.78%	100%
6	A	42.11%	38.94%	16.7%	2.19%	0.07%	0%	100%
6	BC	0.67%	7.48%	48.97%	39.16%	3.58%	0.14%	100%
7	A	49.94%	34.1%	14.41%	1.55%	0%	0%	100%
7	BC	0.95%	9.07%	49.51%	36.85%	3.5%	0.11%	100%
8	A	51.94%	32.9%	13.45%	1.69%	0.01%	0%	100%
8	BC	1%	8.89%	46.87%	39.05%	4.15%	0.04%	100%
9	A	43.99%	34.9%	18.49%	2.61%	0.01%	0%	100%
9	BC	1.14%	8.37%	41.79%	39.62%	8.64%	0.43%	100%
10	A	49.26%	32.52%	15.54%	2.64%	0.04%	0%	100%
10	BC	2%	12.01%	42.92%	36.14%	6.81%	0.11%	100%
11	A	51.46%	31.59%	15.04%	1.91%	0%	0%	100%
11	BC	2.73%	12.38%	46.63%	32.69%	5.48%	0.09%	100%
12	A	53.74%	30.04%	15.02%	1.21%	0%	0%	100%
12	BC	4.71%	17.93%	48.56%	25.59%	3.21%	0%	100%

1.3.2.4.3 By Grade

Table 1.3.2.4.3.1. Proficiency Level by Grade (N): Overall, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	157068	33012	25104	15410	2673	0	233267
1	7059	10950	12648	2075	297	10	33039
2	5685	8407	14595	5690	594	13	34984
3	4245	5713	15223	7321	607	32	33141
4	3287	2989	8608	8432	1459	116	24891
5	3581	2981	7346	7867	1866	124	23765
6	3176	3594	5921	3910	348	13	16962
7	4026	3560	5898	3667	337	11	17499
8	4268	3529	5765	4040	416	4	18022
9	3716	3585	5084	3593	738	37	16753
10	3485	3249	4854	3386	608	10	15592
11	2985	2660	4416	2630	424	7	13122
12	2079	1986	3127	1420	173	0	8785

Table 1.3.2.4.3.2. Proficiency Level by Grade (Percent): Overall, 603 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	67.33%	14.15%	10.76%	6.61%	1.15%	0%	100%
1	21.37%	33.14%	38.28%	6.28%	0.9%	0.03%	100%
2	16.25%	24.03%	41.72%	16.26%	1.7%	0.04%	100%
3	12.81%	17.24%	45.93%	22.09%	1.83%	0.1%	100%
4	13.21%	12.01%	34.58%	33.88%	5.86%	0.47%	100%
5	15.07%	12.54%	30.91%	33.1%	7.85%	0.52%	100%
6	18.72%	21.19%	34.91%	23.05%	2.05%	0.08%	100%
7	23.01%	20.34%	33.7%	20.96%	1.93%	0.06%	100%
8	23.68%	19.58%	31.99%	22.42%	2.31%	0.02%	100%
9	22.18%	21.4%	30.35%	21.45%	4.41%	0.22%	100%
10	22.35%	20.84%	31.13%	21.72%	3.9%	0.06%	100%
11	22.75%	20.27%	33.65%	20.04%	3.23%	0.05%	100%
12	23.67%	22.61%	35.59%	16.16%	1.97%	0%	100%

2. Analysis of Domains

The measurement model that forms the basis of the analysis for the development of ACCESS for ELLs is the Rasch measurement model (Wright & Stone, 1979). Additional information on its use in the development of the ACCESS for ELLs assessment program is available in WIDA Consortium Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* (Kenyon, 2006). The original ACCESS test developers used Rasch measurement principles, and in that sense, the Rasch model guided all decisions throughout the development of the assessment and was not just a tool for the statistical analysis of the data. Thus, for example, data based on Rasch fit statistics guided the inclusion, revision, or deletion of items during the development and field testing of the test forms. All Rasch analyses are conducted using the Rasch measurement software program *Winsteps* (Linacre, 2006).

For Listening and Reading, the dichotomous Rasch model was used as the measurement model. Mathematically, the measurement model may be presented as

$$\log\left(\frac{P_{ni1}}{P_{ni0}}\right) = B_n - D_i$$

where

P_{ni1} = probability of providing a correct response "1" by student "n" to item "i"

P_{ni0} = probability of providing an incorrect response "0" by student "n" to item "i"

B_n = ability of student "n"

D_i = difficulty of item "i"

When the probability of a student providing a correct answer to an item equals the probability of a student providing an incorrect answer (i.e., 50% probability of getting it right and 50% probability of getting it wrong), P_{ni1}/P_{ni0} is equal to 1. The log of 1 is 0. This is the point at which a student's ability equals the difficulty of an item. For example, a student whose ability estimate is 1.56 on the Rasch logit scale encountering an item whose difficulty is 1.56 on the Rasch logit scale would have a 50% probability of providing a correct answer to that item.

The Rasch model was also used to score polytomous tasks. For Writing and Speaking tasks, a Rasch-grouped rating scale model, which is an extension of Andrich's rating scale model (Andrich, 1978), is used. Mathematically, this can be represented as

$$\log\left(\frac{P_{ngik}}{P_{ngi(k-1)}}\right) = \beta_n - D_{gi} - F_{gk}$$

where

P_{ngik} = probability of student "n" on task "i" receiving a rating at level "k" on rating scale "g"

$P_{ngi(k-1)}$ = probability of student "n" on task "i" receiving a rating at level "k – 1" on rating scale "g" (i.e., the next lowest rating)

β_n = ability of student "n"

D_{gi} = difficulty of task "i" specific to rating scale "g"

F_{gk} = step calibration value of category “k” relative to category “k-1” on rating scale “g”

The subscript “g” is a group index specifying the group of tasks to which task “i” belongs. It also identifies the rating scale that was used for the group of tasks. There is only one rating scale ($g = 1$) in the Writing domain and two grouped rating scales ($g = 2$) in the Speaking domain. As with the dichotomous Rasch model, there is an item difficulty parameter (D_{gi}) for each item for the rating scale “g” modeled by the Rasch rating scale model (Andrich, 1978). In addition, there is a step calibration value or *step measure* (F_{gk}) that corresponds to the location on the latent variable where the probability of being observed in the “k” and “k – 1” category for the rating scale “g” is equal relative to the difficulty measure of the task. The step measures are also the points where adjacent category probability “k – 1” and “k” curves for rating scale “g” intersect. All tasks that belong to the same rating scale group have the same step measures.

As described in Part 1, Section 4.3, ratings on the ACCESS Writing Scoring Scale range from 0, 1, 1+, and so on, up to 6, and the possible raw scores range from 0 to 9. All Writing tasks are scored using this scale except for grade 1 Tier A Tasks 1 and 2. The profiles of the responses to these two tasks do not fit the generic scoring scale well, so additional task-specific instructions are provided to raters. These instructions guide raters in applying a limited number of score points on the scoring scale to responses elicited by these two tasks. The possible ratings for grade 1 Tier A Task 1 are 0 or 1, and the possible ratings for grade 1 Tier A Task 2 are 0, 1, 1+, or 2. To simplify the year-to-year linking process, the grade 1 Writing Tier A Task 1 is treated as a dichotomously scored task. Grade 1 Writing Tier A Task 2 is modeled using a rating scale with a possible raw score of 0 to 3. All other Writing tasks are modeled using a rating scale with possible raw scores of 0 to 9. Thus, a total of two rating scales is modeled for ACCESS Writing. One rating scale is associated with the grade 1 Writing Tier A Task 2, and the other rating scale is associated with all Writing tasks that are scored using the rating scale with raw score values of 0–9. We conducted a study in the summer of 2016 to reconstruct the logit scales. Detailed information about the derivation of the Writing rating scales as well as the psychometric properties of Writing rating scales are available in the scaling report (see Center for Applied Linguistics, 2017).

For Speaking, we model proficiency level 1 tasks as a group on a 0–2 scale, and PL 3 and PL 5 tasks as a group on a 0–4 scale (see Part 1, Section 4.4). We conducted a study in the summer of 2016 to reconstruct logit scales and detailed information about the derivation as well as the psychometric properties of Speaking rating scales are available in the scaling report (Center for Applied Linguistics, 2017).

Scale Scores are converted to proficiency level scores by a calculation transforming the student ability estimate via a scaling equation.

For ACCESS for ELLs Paper Grades 1–12, the following scaling equations are used to convert ability measures in logits to scale scores:

- L: (Ability Measure in Logits * 37.571) + 316.637
- R: (Ability Measure in Logits * 26.000) + 323.272
- W: (Ability Measure in Logits * 26.851) + 303.332

- S: (Ability Measure in Logits * 29.248) + 265.076

In the domains of Listening and Reading, we established the current ACCESS scale for the original paper-only version of the test and maintained this scale through the transition to offering both online and paper-delivered tests in the 2015–2016 school year (Series 400). Evidence for scale maintenance in the transitional year is described elsewhere (Center for Applied Linguistics, 2016). In the domains of Writing and Speaking, we conducted a study in the summer of 2016 to reconstruct the logit scale (see Center for Applied Linguistics, 2017).

Note that these new scales were not applied to the Kindergarten ACCESS for ELLs test, which is a static form. The following scaling equations are used for Kindergarten ACCESS:

- L: (Ability Measure in Logits * 37.571) + 316.637
- R: (Ability Measure in Logits * 26.000) + 323.272
- W: (Ability Measure in Logits * 31.097) + 317.068
- S: (Ability Measure in Logits * 20.084) + 322.686

Proficiency level scores are interpretations of these scale scores in terms of the proficiency levels described in the WIDA ELD Standards. These interpretations derive from a series of standard-setting studies, in which educators reviewed evidence from the test, either in the form of items for the selected response sections (Listening and Reading) or student portfolios for the constructed response sections (Writing and Speaking), to establish cut scores between the proficiency levels. The first standard-setting study for ACCESS took place in 2005; it established cut scores for all four domains by grade-level cluster (Kenyon, 2006). The second cut score study took place in 2007; it established cut scores for all four domains by grade level (Kenyon et al., 2013). These cut scores were used to derive proficiency level scores through the 2015–2016 administration (Series 400) of ACCESS for ELLs. WIDA and CAL conducted a third cut score study in the summer of 2016 (Cook & MacGregor, 2017). The purpose of this study was to re-examine cut scores for each of the proficiency levels considering the migration from the paper-only assessment to both online and paper delivery, the revision of the Speaking test, and the influence of college- and career-ready standards. These new cut scores were first used for ACCESS Series 401 (2016–2017 school year).

A proficiency level score consists of a two-digit decimal number (e.g., 4.5). The first digit represents the student's overall proficiency level range based on the student's scale score. The number to the right of the decimal is an indication of the proportion of the range between cut scores that the student's scale score represents. A score of 4.5, for example, tells us that the student is in PL 4 and that the student's scale score is halfway between the cut scores for PLs 4 and 5.

Unlike the scale scores, which form an interval scale and are continuous across grades from kindergarten to grade 12, PL scores are dependent upon the grade a student was in when the student took the assessment. For example, a score of 350 in Listening would be interpreted as a PL score of 5.8 for a grade 2 student, a 3.8 for a grade 5 student, a 3.1 for a grade 8 student, and a 2.3 for a grade 12 student.

Because the bands between cut scores on the score scale vary in width, PL scores do not form an interval scale. Only scale scores should be used as interval measures. PL scores are at even intervals within a grade and proficiency level (e.g., in grade 3, the distance between 3.1 and 3.2 is the same as the distance between 3.7 and 3.8), but they do not form an interval scale across proficiency levels.

2.1 Complete Item or Task Analysis and Summary

The tables in this section provide information on the psychometric qualities of the items and tasks. We provide values for item or task difficulties in logits, the number of items or tasks on the form, the average *p-value* (for forms with selected response items), and the Rasch model fit statistics. For Writing and Speaking, we also provide raw score distributions by task.

For Listening and Reading, there are two tables per grade-level cluster/tier, and in the case of Writing and Speaking, there are three. The first table gives a summary of the total set of items or tasks on the form. The second provides statistics about the individual items or tasks, and the third (for Writing and Speaking only) shows raw score distributions by task.

All Rasch analyses were conducted using the Rasch measurement software program Winsteps 5.2.4.0 (Linacre, 2006). When speaking of the measure of student ability, we use the term *ability measure* (rather than *theta* used commonly when discussing models based on item response theory). When speaking of the measure of how hard an item is, we use the term *item difficulty measure* (rather than *b parameter* used commonly when discussing models based on item response theory). *Step measures* refer to the calibration of the steps in the Rasch rating scale model previously presented. All three measures (ability, difficulty, and step) are expressed in terms of Rasch logits, which are then converted into scores on the ACCESS score scale for reporting purposes.

Fit statistics for the Rasch model are calculated by comparing the observed empirical data with the data that the Rasch model would be expected to produce if the data fit the model perfectly. Outfit mean square statistics for items and tasks are influenced by outlier responses for machine-scored dichotomous items or outlier ratings for rater-scored performance tasks. For example, a difficult item that some low-ability students get correct—for reasons unknown—will have a high outfit mean square statistic. Similarly, an easy item that some high-ability students get wrong will also have a high outfit mean square statistic. Infit mean square statistics are influenced by unexpected patterns of students' responses and ratings on items and tasks that are targeted for them and indicate a more serious measurement problem. The expectation for both statistics is 1.00, and values near 1.00 are not of great concern. Values less than 1.00 indicate that the response and rating patterns are too predictable and thus redundant, or the model is overfitting the data, but are not of great concern. High values are of greater concern.

Linacre (2002) provided more guidance on how to interpret these statistics for dichotomous items. He wrote:

- Values greater than 2.0 “distort or degrade¹ the measurement system.”
- Values between 1.5 and 2.0 are “unproductive for construction of measurement, but not degrading.”
- Values between 0.5 and 1.5 should be considered “productive for measurement.”
- Values below 0.5 are “less productive for measurement, but not degrading.”

Linacre also stated in his guidance that infit problems are more serious to the construction of measurement than outfit problems.

Because we follow conservative guidelines in the development of ACCESS for ELLs, it is desired that the dichotomous items on the test forms have mean square fit statistics in the range of 0.5 to 1.5; and thus, they fit the range that is “productive for measurement” according to the guidelines. The percentages of dichotomous items which have mean square statistics within this range, are included in the following sub-sections, by domain.

Since performance tasks are constructed and scored very differently from dichotomous items, it is not as straightforward to apply this same guidance to interpret these fit statistics for performance tasks that raters scored polytomously on a rubric scale. We design some performance tasks to elicit a restricted range of performances (for example, very easy tasks where we expect that most students will get the highest rating), and these tasks can cause the model to predict the data *too well* (overfitting). Conversely, when raters score performance tasks using a very wide scale, such as the [WIDA Writing Scoring Scale](#), sometimes unmodeled noise or other sources of variance in the ratings of the students’ responses to the task will cause the model to underpredict those ratings (underfitting). Overall, for ACCESS for ELLs performance tasks, overfitting is more common than underfitting. Underfitting indicates that the task is less productive for measurement, but, according to Linacre (2002), the rating of the student’s performance on the task when calculating that student’s score does not degrade the measurement of the student’s performance.

Tables in this section are presented by test form (i.e., by grade-level cluster and tier) for Listening, Reading, and Writing. For the Speaking test, due to the design of the test, several items are shared between tiers. To best present the results of the Speaking task analysis, all Speaking items in a grade-level cluster are presented in one single table.

The first Complete Item/Task Analysis and Summary table in each subsection provides information about the total set of items or tasks and includes the item type (selected response or constructed response), the average item difficulty measure (in logits), the number of items, the average *p-value* (for Listening and Reading only), the average infit mean square statistic, and the average outfit mean square statistic.

The second of these tables presents results from the analyses of all the items or tasks on the test form. The first column provides the unique item name. The second column in this section presents the item or task difficulty measure in logits. For Listening and Reading, the third column shows the *p-value* (percentage of correct answers on that item), while the next column

¹ We interpret “degrade” here in the sense of lowering the quality of the measurement system.

for Writing and Speaking shows the task difficulty in logits. The final two columns show the Rasch fit statistics for the item or task. Folders with items that have fit statistics greater than 2.0 are evaluated by the test development team to determine whether and when the folders can be refreshed in the next test refreshment cycle.

In addition, the Writing and Speaking sections include a table that provides raw score distributions by task.

For the grade 1–12 tests, all items and tasks across domains have infit mean square statistics less than 2, indicating that the items and tasks provide good measurement for students around the ability range that the items and tasks are targeting. One task in the Writing grade 1 Tier A form has an outfit mean square statistic greater than 2. This is the easiest task for this test form, and there might be some high-ability students receiving a low rating, causing the outfit mean square statistics to be inflated.

The results show that for the kindergarten test, all items and tasks across domains have infit mean square statistics less than 2, except for the fifth task in the Writing domain, indicating that the items and tasks provide trustworthy measures of ability for those students whose ability measures are in the region of the ability distribution that the items and tasks are targeting. As discussed earlier, the outfit mean square statistic is sensitive to outlier responses and ratings that are not close to the ability range that the items and tasks are targeting. Four items in the Listening domain, 11 items in the Reading domain, one task in the Writing domain, and two tasks in the Speaking domain have outfit mean square statistics greater than 2. For the most part, these are very easy items or tasks (with p values > 0.85) early in the test. These outfit values are likely due to high-ability students getting these early test items incorrect. The test design includes multiple easy items at the onset of the test to ensure that kindergarten students, who are often unfamiliar with standardized testing, are not presented with discouraging difficult items at the beginning of their test administration.

Outfit values are exceedingly high (9.90) for the first three Reading items. The Kindergarten ACCESS technical brief notes that the items in this folder are prereading items and that children with high reading ability who are not familiar with these items may not answer correctly, leading to high outfit values.

All Listening and Reading items in grades 1–12 have infit mean square statistics range between 0.65 and 1.65, and outfit mean square statistics range between 0.33 and 9.90. The percentage of kindergarten Listening items that have infit mean square statistics between 0.5 and 1.5 is 97% and the percentage of outfit mean square statistics between 0.5 and 1.5 is 70%. The percentage of kindergarten Reading items with infit mean square statistics between 0.5 and 1.5 is 100%, while the percentage of those items with outfit mean square statistics between 0.5 and 1.5 is 40%.

Information withheld due to confidentiality requirements.

2.1.1 Listening

2.1.1.0 Kindergarten

Table 2.1.1.0.1. Complete Item Analysis and Summary: L K Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.0.2. Complete Item Analysis and Summary: L K Complete Item Analysis 603 Paper

[illegible]

Information withheld due to confidentiality requirements.

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

2.1.1.1 Grade 1

Table 2.1.1.1.1. Complete Item Analysis and Summary: L 1 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.1.2. Complete Item Analysis and Summary: L 1 A Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Note: The test form is shared between 1A and 2A.

Table 2.1.1.1.3. Complete Item Analysis and Summary: L 1 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.1.4. Complete Item Analysis and Summary: L 1 B/C Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Note: The test form is shared between 1B/C and 2B/C.

2.1.1.2 Grade 2

Table 2.1.1.2.1. Complete Item Analysis and Summary: L 2 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.2.2. Complete Item Analysis and Summary: L 2 A Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Note: The test form is shared between 1A and 2A.

Table 2.1.1.2.3. Complete Item Analysis and Summary: L 2 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.2.4. Complete Item Analysis and Summary: L 2 B/C Complete Item Analysis
603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Note: The test form is shared between 1B/C and 2B/C.

2.1.1.3 Grade 3

Table 2.1.1.3.1. Complete Item Analysis and Summary: L 3 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.3.2. Complete Item Analysis and Summary: L 3 A Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Note: The test form is shared between 3A and 4-5A.

Table 2.1.1.3.3. Complete Item Analysis and Summary: L 3 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.3.4. Complete Item Analysis and Summary: L 3 B/C Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Note: The test form is shared between 3B/C and 4-5B/C.

2.1.1.4 Grades 4-5

Table 2.1.1.4.1. Complete Item Analysis and Summary: L 4-5 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.4.2. Complete Item Analysis and Summary: L 4-5 A Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Table 2.1.1.4.3. Complete Item Analysis and Summary: L 4-5 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Information withheld due to confidentiality requirements.

Table 2.1.1.4.4. Complete Item Analysis and Summary: L 4-5 B/C Complete Item Analysis 603 Paper

[illegible]

Note: The test form is shared between 3B/C and 4-5B/C.

2.1.1.5 Grades 6-8

Table 2.1.1.5.1. Complete Item Analysis and Summary: L 6-8 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.5.2. Complete Item Analysis and Summary: L 6-8 A Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Information withheld due to confidentiality requirements.

Table 2.1.1.5.3. Complete Item Analysis and Summary: L 6-8 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.5.4. Complete Item Analysis and Summary: L 6-8 B/C Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

2.1.1.6 Grades 9-12

Table 2.1.1.6.1. Complete Item Analysis and Summary: L 9-12 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.1.6.2. Complete Item Analysis and Summary: L 9-12 A Complete Item Analysis 603 Paper

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

Table 2.1.1.6.3. Complete Item Analysis and Summary: L 9-12 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Information withheld due to confidentiality requirements.

Table 2.1.1.6.4. Complete Item Analysis and Summary: L 9-12 B/C Complete Item Analysis 603 Paper

[illegible]

Information withheld due to confidentiality requirements.

2.1.2 Reading

2.1.2.0 Kindergarten

Table 2.1.2.0.1. Complete Item Analysis and Summary: R K Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.2.0.2. Complete Item Analysis and Summary: R K Complete Item Analysis 603 Paper

[illegible]

Information withheld due to confidentiality requirements.

Item Name	Item Difficulty (in logits)	P-value	Infit Mean Square	Outfit Mean Square

2.1.2.1 Grade 1

Table 2.1.2.1.1. Complete Item Analysis and Summary: R 1 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Information withheld due to confidentiality requirements.

Table 2.1.2.1.2. Complete Item Analysis and Summary: R 1 A Complete Item Analysis 603 Paper

[illegible]

Note: The test form is shared between 1A and 2A.

Table 2.1.2.1.3. Complete Item Analysis and Summary: R 1 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Information withheld due to confidentiality requirements.

**Table 2.1.2.1.4. Complete Item Analysis and Summary: R 2 A Complete Item Analysis
603 Paper**

[illegible]

Note: The test form is shared between 1A and 2A.

Information withheld due to confidentiality requirements.

2.1.2.2 Grade 2

Table 2.1.2.2.1. Complete Item Analysis and Summary: R 2 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.2.2.2. Complete Item Analysis and Summary: R 2 A Complete Item Analysis
603 Paper

[illegible]

Note: The test form is shared between 1A and 2A.

Information withheld due to confidentiality requirements.

Table 2.1.2.2.3. Complete Item Analysis and Summary: R 2 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

**Table 2.1.2.2.4. Complete Item Analysis and Summary: R 2 B/C Complete Item Analysis
603 Paper**

[illegible]

Note: The test form is shared between 1B/C and 2B/C.

Information withheld due to confidentiality requirements.

2.1.2.3 Grade 3

Table 2.1.2.3.1. Complete Item Analysis and Summary: R 3 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

**Table 2.1.2.3.2. Complete Item Analysis and Summary: R 3 A Complete Item Analysis
603 Paper**

[illegible]

Note: The test form is shared between 3A and 4-5A.

Information withheld due to confidentiality requirements.

Table 2.1.2.3.3. Complete Item Analysis and Summary: R 3 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

**Table 2.1.2.3.4. Complete Item Analysis and Summary: R 3 B/C Complete Item Analysis
603 Paper**

[illegible]

Note: The test form is shared between 3B/C and 4-5B/C.

Information withheld due to confidentiality requirements.

2.1.2.4 Grades 4-5

Table 2.1.2.4.1. Complete Item Analysis and Summary: R 4-5 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.2.4.2. Complete Item Analysis and Summary: R 4-5 A Complete Item Analysis
603 Paper

[illegible]

Note: The test form is shared between 3A and 4-5A.

Information withheld due to confidentiality requirements.

Table 2.1.2.4.3. Complete Item Analysis and Summary: R 4-5 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.2.4.4. Complete Item Analysis and Summary: R 4-5 B/C Complete Item Analysis 603 Paper

[illegible]

Note: The test form is shared between 3B/C and 4-5B/C.

Information withheld due to confidentiality requirements.

2.1.2.5 Grades 6–8

Table 2.1.2.5.1. Complete Item Analysis and Summary: R 6-8 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

**Table 2.1.2.5.2. Complete Item Analysis and Summary: R 6-8 A Complete Item Analysis
603 Paper**

[illegible]

Information withheld due to confidentiality requirements.

Table 2.1.2.5.3. Complete Item Analysis and Summary: R 6-8 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.2.5.4. Complete Item Analysis and Summary: R 6-8 B/C Complete Item Analysis 603 Paper

[illegible]

Information withheld due to confidentiality requirements.

2.1.2.6 Grades 9–12

Table 2.1.2.6.1. Complete Item Analysis and Summary: R 9-12 A Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

**Table 2.1.2.6.2. Complete Item Analysis and Summary: R 9-12 A Complete Item Analysis
603 Paper**

[illegible]

Information withheld due to confidentiality requirements.

Table 2.1.2.6.3. Complete Item Analysis and Summary: R 9-12 B/C Summary 603 Paper

Item Type	Average Item Difficulty (in logits)	Number of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.2.6.4. Complete Item Analysis and Summary: R 9-12 B/C Complete Item Analysis 603 Paper

[illegible]

2.1.3 Writing

2.1.3.0 Kindergarten

Table 2.1.3.0.1. Complete Task Analysis and Summary: W K Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.0.2. Complete Task Analysis and Summary: W K Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.0.3. Complete Task Analysis and Summary: W K Raw Score Distribution by Task 603 Paper

Raw Score	Task 2	Task 6

2.1.3.1 Grade 1

Table 2.1.3.1.1. Complete Task Analysis and Summary: W 1 A Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.1.2. Complete Task Analysis and Summary: W 1 A Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.1.3. Complete Task Analysis and Summary: W 1 A Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3	Task 4

Table 2.1.3.1.4. Complete Task Analysis and Summary: W 1 B/C Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.1.5. Complete Task Analysis and Summary: W 1 B/C Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.1.6. Complete Task Analysis and Summary: W 1 B/C Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

2.1.3.2 Grade 2

Table 2.1.3.2.1. Complete Task Analysis and Summary: W 2 A Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.2.2. Complete Task Analysis and Summary: W 2 A Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.2.3. Complete Task Analysis and Summary: W 2 A Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

Note: The test form is shared between 2A and 3A.

Table 2.1.3.2.4. Complete Task Analysis and Summary: W 2 B/C Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.2.5. Complete Task Analysis and Summary: W 2 B/C Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Raw Score	Task 1	Task 2	Task 3

Note: The test form is shared between 2BC and 3BC.

2.1.3.3 Grade 3

Table 2.1.3.3.1. Complete Task Analysis and Summary: W 3 A Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.3.2. Complete Task Analysis and Summary: W 3 A Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.3.3. Complete Task Analysis and Summary: W 3 A Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

Note: The test form is shared between 2A and 3A.

Table 2.1.3.3.4. Complete Task Analysis and Summary: W 3 B/C Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.3.5. Complete Task Analysis and Summary: W 3 B/C Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.3.6. Complete Task Analysis and Summary: W 3 B/C Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

Note: The test form is shared between 2BC and 3BC.

2.1.3.4 Grades 4-5

Table 2.1.3.4.1. Complete Task Analysis and Summary: W 4-5 A Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.4.2. Complete Task Analysis and Summary: W 4-5 A Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.4.3. Complete Task Analysis and Summary: W 4-5 A Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

Information withheld due to confidentiality requirements.

Table 2.1.3.4.4. Complete Task Analysis and Summary: W 4-5 B/C Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.4.5. Complete Task Analysis and Summary: W 4-5 B/C Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Raw Score	Task 1	Task 2	Task 3

2.1.3.5 Grades 6-8

Table 2.1.3.5.1. Complete Task Analysis and Summary: W 6-8 A Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.5.2. Complete Task Analysis and Summary: W 6-8 A Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.5.3. Complete Task Analysis and Summary: W 6-8 A Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

Table 2.1.3.5.4. Complete Task Analysis and Summary: W 6-8 B/C Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.5.5. Complete Task Analysis and Summary: W 6-8 B/C Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.5.6. Complete Task Analysis and Summary: W 6-8 B/C Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

2.1.3.6 Grades 9-12

Table 2.1.3.6.1. Complete Task Analysis and Summary: W 9-12 A Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.6.2. Complete Task Analysis and Summary: W 9-12 A Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.6.3. Complete Task Analysis and Summary: W 9-12 A Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

Table 2.1.3.6.4. Complete Task Analysis and Summary: W 9-12 B/C Summary 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.3.6.5. Complete Task Analysis and Summary: W 9-12 B/C Complete Task Analysis 603 Paper

Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.3.6.6. Complete Task Analysis and Summary: W 9-12 B/C Raw Score Distribution by Task 603 Paper

Raw Score	Task 1	Task 2	Task 3

2.1.4 Speaking

2.1.4.0 Kindergarten

Table 2.1.4.0.1 Complete Task Analysis and Summary: S K 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.4.0.2 Complete Task Analysis and Summary: S K Complete Task Analysis 603 Paper

Task Name	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.4.0.3. Complete Task Analysis and Summary: S K Raw Score Distribution by Task 603 Paper

Raw Score Distribution by Task	0	1	2	3	4

2.1.4.1 Grade 1

Table 2.1.4.1.1. Complete Task Analysis and Summary: S 1 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.4.1.2. Complete Task Analysis and Summary: S 1 Complete Task Analysis 603 Paper

Task Name	Tier	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.4.1.3. Complete Task Analysis and Summary: S 1 Raw Score Distribution by Task 603 Paper

Raw Score Distribution by Task	0	1	2	3	4

2.1.4.2 Grade 2

Table 2.1.4.2.1. Complete Task Analysis and Summary: S 2 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.4.2.2. Complete Task Analysis and Summary: S 2 Complete Task Analysis 603 Paper

Task Name	Tier	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.4.2.3. Complete Task Analysis and Summary: S 2 Raw Score Distribution by Task 603 Paper

Raw Score Distribution by Task	0	1	2	3	4

2.1.4.3 Grade 3

Table 2.1.4.3.1. Complete Task Analysis and Summary S 3 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.4.3.2. Complete Task Analysis and Summary: S 3 Complete Task Analysis 603 Paper

Task Name	Tier	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.4.3.3. Complete Task Analysis and Summary: S 3 Raw Score Distribution by Task 603 Paper

Raw Score Distribution by Task	0	1	2	3	4

2.1.4.4 Grades 4-5

Table 2.1.4.4.1. Complete Task Analysis and Summary: S 4-5 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.4.4.2. Complete Task Analysis and Summary: S 4-5 Complete Task Analysis 603 Paper

Task Name	Tier	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.4.4.3. Complete Task Analysis and Summary: S 4-5 Raw Score Distribution by Task 603 Paper

Raw Score Distribution by Task	0	1	2	3	4
	12.97%				

2.1.4.5 Grades 6-8

Table 2.1.4.5.1. Complete Task Analysis and Summary: S 6-8 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.4.5.2. Complete Task Analysis and Summary: S 6-8 Complete Task Analysis 603 Paper

Task Name	Tier	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Table 2.1.4.5.3. Complete Task Analysis and Summary: S 6-8 Raw Score Distribution by Task 603 Paper

Raw Score Distribution by Task	0	1	2	3	4

2.1.4.6 Grades 9-12

Table 2.1.4.6.1. Complete Task Analysis and Summary: S 9-12 603 Paper

Task Type	Average Task Difficulty (in logits)	Number of Tasks	Average Infit Mean Square	Average Outfit Mean Square

Table 2.1.4.6.2. Complete Task Analysis and Summary: S 9-12 Complete Task Analysis 603 Paper

Task Name	Tier	Task Difficulty (in logits)	Infit Mean Square	Outfit Mean Square

Information withheld due to confidentiality requirements.

Table 2.1.4.6.3. Complete Task Analysis and Summary: S 9-12 Raw Score Distribution by Task 603 Paper

Raw Score Distribution by Task	0	1	2	3	4

2.2 DIF Analysis and Summary

Before field testing, the Bias and Sensitivity Review Panel ensures that test items and tasks are free of material that (1) might favor any subgroup of students over another based on gender, race/ethnicity, home language, religion, culture, region, or socioeconomic status, and (2) might be upsetting to students. The Bias and Sensitivity Review Panel process is qualitatively driven, while the DIF analysis, described in this section, is data driven. Please see Part 1, Section 2.3 for more information on Bias and Sensitivity panels.

CAL uses differential item functioning (DIF) analysis to investigate whether factors extraneous to English language proficiency (ELP, i.e., the construct being measured on the test) may have influenced some students' performances on items. DIF analysis attempts to find items that may be functioning differently for different groups based on criteria irrelevant to the construct that is purportedly being measured. We compare the performance of students on ACCESS for ELLs Paper items and tasks by dividing students into two different groupings: first, males versus females; second, students of Hispanic ethnic background versus students of all other ethnic backgrounds. For the former analysis, females are the reference group, while males are the focal group. For the latter analysis, Hispanics are the reference group, while "other ethnicities" are the focal group. We exclude students for whom gender or ethnicity² was unknown from both analyses. We used two commonly used procedures for detecting DIF: one for dichotomously scored items (Listening and Reading) and one for polytomously scored items (Writing and Speaking).

It should be noted that for ACCESS Paper Listening, Reading, Writing, and Speaking, static forms are used. As such, the DIF analysis was conducted in the first year these forms were used operationally, using ATR data. Please see Section 2.7 for further explanation and an operational history of forms.

For the dichotomous items, the Mantel-Haenszel (M-H) chi-square statistic (Mantel & Haenszel, 1959) procedure for dichotomous items, originally proposed by the Educational Testing Service (ETS), was used. This procedure compares item-level performances of students in the two groups (e.g., males versus females) who are divided into subgroups based on their performance on the total test. We assume that if there is no DIF, a similar percentage of students in each group should get the item correct at any ability level (based on performance on the total test). We use the M-H chi-square statistic to check the probability that the two groups performed comparably on each item across the ability groupings. The statistic is transformed into the "M-H delta" scale. This scale is symmetrical around zero, with a delta zero interpreted as indicating that neither group is favored. A positive result indicates that the focal group is favored; a negative result indicates that the reference group is favored.

Because DIF is measured on a continuous scale, and because most items are likely to show some degree of DIF, it is useful to have guidelines to determine when the level of DIF requires

² In the dataset, Hispanic ethnicity, as well as each of the race categories, is coded as a binary variable (Y/blank). Ethnicity information is counted as "Unknown" in cases where the student is recorded as blank for Hispanic ethnicity and blank for every race category.

further review of the item. We follow the guidance provided by ETS (Zieky, 1993) to classify items into DIF levels as follows:

- A (no DIF) when the absolute value of delta is <1.0
- B (weak DIF) when the absolute value of delta is 1.0 to 1.5
- C (strong DIF) when the absolute value of the delta is >1.5

We used the software program *EZDIF* (Waller, n.d.) to run the DIF analyses for all forms containing dichotomous items. For each test form, the greatest number of ability-level groupings is used; however, for many test forms, students scoring some of the lowest and highest raw scores need to be grouped to have enough cases in each cell for the statistic to be appropriately calculated. Note that this software program uses a two-step purification process; that is, items with C-level DIF in the first pass are removed from the matching variable in the second stage, and the DIF is then recalculated for the remaining items.

For polytomous items (i.e., Writing and Speaking tasks), we take a similar approach. Our approach is based on the M-H chi-square statistic and the standardized mean difference following procedures that ETS developed (Allen et al., 1999; Zwick et al., 1993). These DIF procedures for polytomous items were used to identify tasks that exhibit DIF. We used JMetrik (Meyer, 2018), an open-source computer program for psychometric analysis, to conduct the analyses. The procedures implemented in JMetrik first calculate the Cochran-Mantel-Haenszel chi-square statistic for testing statistical significance. This statistic indicates the probability that observed differences are the result of chance but does not indicate how significant that difference is. To indicate how significant the difference is, we calculate the standardized mean difference between the performances of the two comparison groups. The standardized mean difference compares the means of the two groups, adjusting for differences in the distribution of the groups across the values of the total raw scores. To standardize the outcome, this difference is divided by the item score range and serves as an effect size measure for the Cochran-Mantel-Haenszel chi-square statistic. This effect size measure (reported as standardized P-DIF in JMetrik) ranges from -1 to 1, which may present some interpretation challenges. To mitigate the negative value, the absolute value of the Cochran-Mantel-Haenszel chi-square statistic is used in JMetrik (Meyer, 2018), and the range of the rescaled effect size (standardized P-DIF*) is restricted to fall between 0 and 1. The effect size flagging criterion for polytomous items that ETS proposed (Allen et al., 1999) is also rescaled to the standardized P-DIF* metric (Meyer, 2018).

Following guidance that ETS proposed for the National Assessment of Educational Progress (Allen et al., 1999), we classify ACCESS for ELLs Writing and Speaking tasks into three DIF levels as follows:

- AA (no DIF), when the Cochran-Mantel-Haenszel chi-square statistic is not significant or when it is significant and standardized P-DIF* is <0.05
- BB (weak DIF), when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF* is ≥ 0.05 but <0.10

- CC (strong DIF) when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF* is ≥ 0.10

The tables in this section are presented by grade-level cluster. Each grade or grade-level cluster presents two tables. The first table provides a summary of the findings of the DIF analyses, followed by the second table, which gives information for any item or task that shows B, BB, C, or CC-level DIF. The first column of the second table gives the DIF level: A, B, or C for dichotomous items or AA, BB, or CC for polytomous tasks (i.e., Writing and Speaking tasks). The next columns show the contrasting groups in the DIF analyses: either male (focal group) versus female (reference group) or Hispanic (reference group) versus non-Hispanic ethnicities (focal group). The top part of the table summarizes the number of items that exhibit DIF falling into each of the three categories (A, B, or C for Listening and Reading, and AA, BB, or CC for Writing and Speaking). Any items that show B (or BB) or C (or CC)-level DIF are reported in the bottom part of the table.

ACCESS Paper is administered as two rotating static forms. Bias and Sensitivity Panels reviewed these items before any field testing, as described in Section 2.3. We conducted a DIF analysis before the final selection of the two static forms. For any items or tasks that showed C-level (or CC-level) DIF, an additional DIF review panel was convened to re-examine the item for bias concerns.

2.2.1 Listening

2.2.1.0 Kindergarten

Table 2.2.1.0.1. DIF Analysis over Gender and Ethnicities: L K 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.0.2. DIF Summary: L K 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

2.2.1.1 Grade 1

Table 2.2.1.1.1. DIF Analysis and Summary: L 1 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1A and 2A.

Table 2.2.1.1.2. DIF Analysis and Summary: L 1 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1B/C and 2B/C.

2.2.1.2 Grade 2

Table 2.2.1.2.1. DIF Analysis and Summary: L 2 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1A and 2A.

Table 2.2.1.2.2. DIF Analysis and Summary: L 2 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1B/C and 2B/C.

2.2.1.3 Grade 3

Table 2.2.1.3.1. DIF Analysis over Gender and Ethnicities: L 3 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.3.2 DIF Summary: L 3 A 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

Note: The test form is shared between 3A and 4-5A.

Table 2.2.1.3.3.DIF Analysis over Gender and Ethnicities: L 3 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.3.4. DIF Summary: L 3 B/C 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

Note: The test form is shared between 3B/C and 4-5B/C.

2.2.1.4 Grades 4–5

Table 2.2.1.4.1. DIF Analysis over Gender and Ethnicities: L 4-5 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.4.2. DIF Summary: L 4-5 A 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

Note: The test form is shared between 3A and 4-5A.

Table 2.2.1.4.3. DIF Analysis over Gender and Ethnicities: L 4-5 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.4.4. DIF Summary: L 4-5 B/C 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)
	B			

Note: The test form is shared between 3B/C and 4-5B/C.

2.2.1.5 Grades 6–8

Table 2.2.1.5.1. DIF Analysis over Gender and Ethnicities: L 6-8 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.5.2. DIF Summary: L 6-8 A 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

Table 2.2.1.5.3. DIF Analysis and Summary: L 6-8 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.5.4. DIF Summary: L 6-8 B/C 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

2.2.1.6 Grades 9–12

Table 2.2.1.6.1. DIF Analysis over Gender and Ethnicities: L 9–12 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.6.2. DIF Summary: L 9–12 A 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

Table 2.2.1.6.3. DIF Analysis over Gender and Ethnicities: L 9–12 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.1.6.4. DIF Summary: L 9–12 B/C 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

2.2.2 Reading

2.2.2.0 Kindergarten

Table 2.2.2.0. DIF Analysis and Summary: R K 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.2.1 Grade 1

Table 2.2.2.1.1. DIF Analysis and Summary: R 1 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1A and 2A.

Table 2.2.2.1.2. DIF Analysis and Summary: R 1 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1B/C and 2B/C.

2.2.2.2 Grade 2

Table 2.2.2.2.1. DIF Analysis and Summary: R 2 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1A and 2A.

Table 2.2.2.2. DIF Analysis and Summary: R 2 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 1B/C and 2B/C.

2.2.2.3 Grade 3

Table 2.2.2.3.1. DIF Analysis and Summary: R 3 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.2.3.2. DIF Analysis and Summary: R 3 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 3B/C and 4-5B/C.

2.2.2.4 Grades 4-5

Table 2.2.2.4.1. DIF Analysis over Gender and Ethnicities: R 4-5 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 3A and 4-5A.

Table 2.2.2.4.2. DIF Analysis and Summary: R 4-5 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 3B/C and 4-5B/C.

2.2.2.5 Grades 6-8

Table 2.2.2.5.1. DIF Analysis over Gender and Ethnicities: R 6-8 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.2.5.2. DIF Analysis and Summary: R 6-8 A 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

Table 2.2.2.5.3. DIF Analysis over Gender and Ethnicities: R 6-8 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.2.5.4. DIF Analysis and Summary: R 6-8 B/C 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

2.2.2.6 Grades 9–12

Table 2.2.2.6.1. DIF Analysis over Gender and Ethnicities: R 9–12 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.2.6.2. DIF Analysis and Summary: R 9–12 A 603 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)

Table 2.2.2.6.3. DIF Analysis and Summary: R 9–12 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.3 Writing

2.2.3.0 Kindergarten

Table 2.2.3.0. DIF Analysis and Summary: W K 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.3.1 Grade 1

Table 2.2.3.1.1. DIF Analysis and Summary: W 1 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.3.1.2. DIF Analysis and Summary: W 1 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.3.2 Grade 2

Table 2.2.3.2.1. DIF Analysis and Summary: W 2 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2A and 3A.

Table 2.2.3.2.2. DIF Analysis and Summary: W 2 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2B/C and 3B/C.

2.2.3.3 Grade 3

Table 2.2.3.3.1. DIF Analysis and Summary: W 3 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2A and 3A.

Table 2.2.3.3.2. DIF Analysis and Summary: W 3 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2B/C and 3B/C.

2.2.3.4 Grades 4–5

Table 2.2.3.4.1. DIF Analysis and Summary: W 4-5 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.3.4.2. DIF Analysis and Summary: W 4-5 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.3.5 Grades 6–8

Table 2.2.3.5.1. DIF Analysis and Summary: W 6-8 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.3.5.2. DIF Analysis and Summary: W 6-8 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.3.6 Grades 9–12

Table 2.2.3.6.1. DIF Analysis and Summary: W 9-12 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.3.6.2. DIF Analysis and Summary: W 9-12 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.4 Speaking

2.2.4.0 Kindergarten

Table 2.2.4.0. DIF Analysis and Summary: S K 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.4.1 Grade 1

Table 2.2.4.1.1. DIF Analysis and Summary: S 1 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.4.1.2. DIF Analysis and Summary: S 1 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.4.2 Grade 2

Table 2.2.4.2.1. DIF Analysis and Summary: S 2 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2A and 3A.

Table 2.2.4.2.2. DIF Analysis and Summary: S 2 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2B/C and 3B/C.

2.2.4.3 Grade 3

Table 2.2.4.3.1. DIF Analysis and Summary: S 3 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2A and 3A.

Table 2.2.4.3.2. DIF Analysis and Summary: S 3 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Note: The test form is shared between 2B/C and 3B/C.

2.2.4.4 Grades 4–5

Table 2.2.4.4.1. DIF Analysis and Summary: S 4-5 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.4.4.2. DIF Analysis and Summary: S 4-5 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.4.5 Grades 6–8

Table 2.2.4.5.1. DIF Analysis and Summary: S 6-8 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.4.5.2. DIF Analysis and Summary: S 6-8 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.2.4.6 Grades 9–12

Table 2.2.4.6.1. DIF Analysis and Summary: S 9-12 A 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

Table 2.2.4.6.2. DIF Analysis and Summary: S 9-12 B/C 603 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Other Ethnic Groups

2.3 *Raw Score Distribution*

The figures and tables in this section detail the distribution of raw scores. For each grade-level cluster and tier combination, the figure shows the distribution of raw scores: the horizontal axis shows the raw scores, while the vertical axis indicates the number of students (count). Each bar shows how many students received each raw score.

Each table in this section summarizes results for a grade-level cluster and tier combination (e.g., Speaking 4–5 Tier A). For each table, results are broken down by grade and presented for the grade-level cluster for that tier. The following information is included in each table:

- The number of students in the analysis (the number of students who were not absent, invalid, refused, exempt, or in the wrong grade-level cluster)
- The minimum observed raw score
- The maximum observed raw score
- The mean (average) raw score
- The standard deviation (std. dev./SD) of the raw scores

Test design and student population impact the distribution of raw scores. In general, raw score distributions tend to be smoothly distributed with a single peak; however, there are several exceptions. Understanding these distributions supports the understanding of other statistical properties of the test forms.

In the domain of Writing, in Tier B/C, the three tasks are weighted once, twice, and three times, respectively. The impact of this weighting is that the raw scores are not smoothly distributed.

In the domain of Speaking, on Tier A forms, three of the six tasks are scored on a restricted portion of the rubric (with possible raw scores of 0 to 2). Most students score all six of these points; however, less proficient students may score only one or two points consistently on the remaining tasks. On Tier B/C, students are automatically awarded these six points (as it is assumed they would have the ability to achieve the maximum possible points on the easiest tasks). These aspects of the test design impact raw score distribution.

As mentioned, students routed to the Tier A form took three P1 tasks, scoring 0 to 2. They also take three P3 tasks, scored 0 to 4, for a total raw score range of 0 to 18. Students who are routed to take the Tier B/C form do not take the P1 tasks, as it is assumed that they would be able to get the full two points on these very easy P1 tasks. These students take three P3 and three P5 tasks, each scoring 0 to 4, and they are awarded two points on each of the three P1 tasks. The total raw score range for Tier B/C form is 6 to 30.

The Kindergarten test design includes skipping and stopping rules intended to reduce testing time for young children; these rules also have an impact on the distribution of raw scores, leading to less smooth distributions.

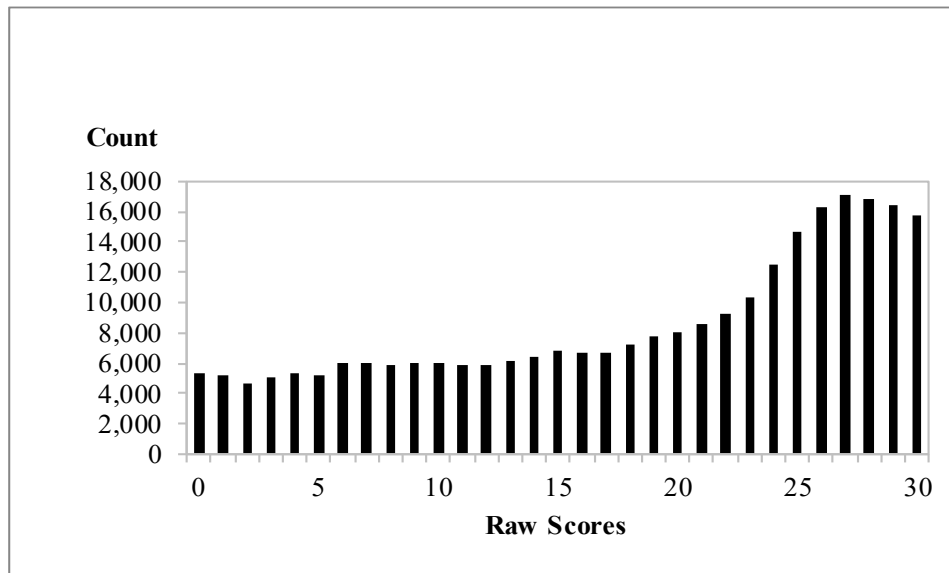
2.3.1 Listening

2.3.1.0 Kindergarten

Table 2.3.1.0. Raw Score Descriptive Statistics: L K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation.
K	266,071	0	30	18.72	8.95
Total	266,071	0	30	18.72	8.95

Figure 2.3.1.0. Raw Scores: L K 603 Paper



2.3.1.1 Grade 1

Table 2.3.1.1.1. Raw Score Descriptive Statistics: L 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	24,309	0	18	12.95	3.39
Total	24,309	0	18	12.95	3.39

Figure 2.3.1.1.1. Raw Scores: L 1A 603 Paper

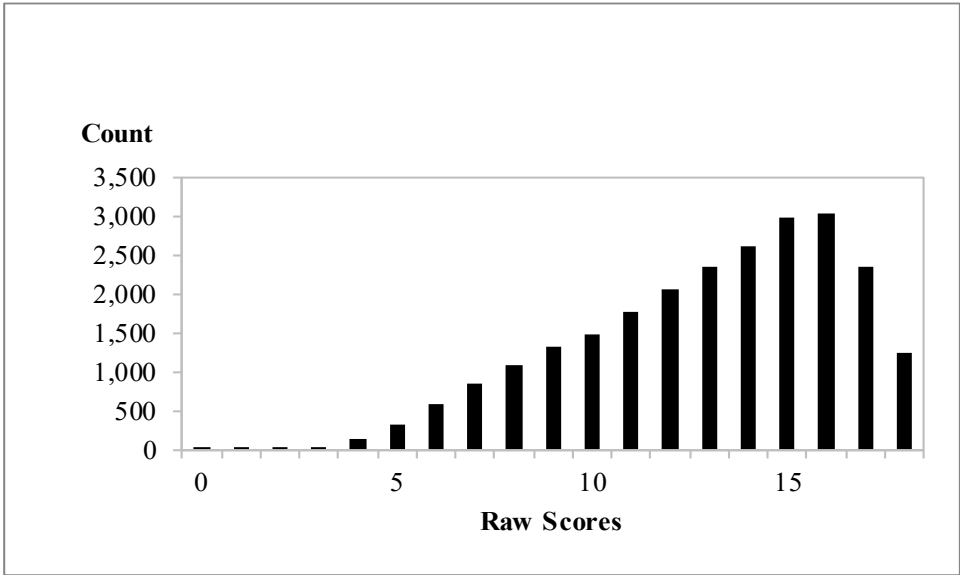
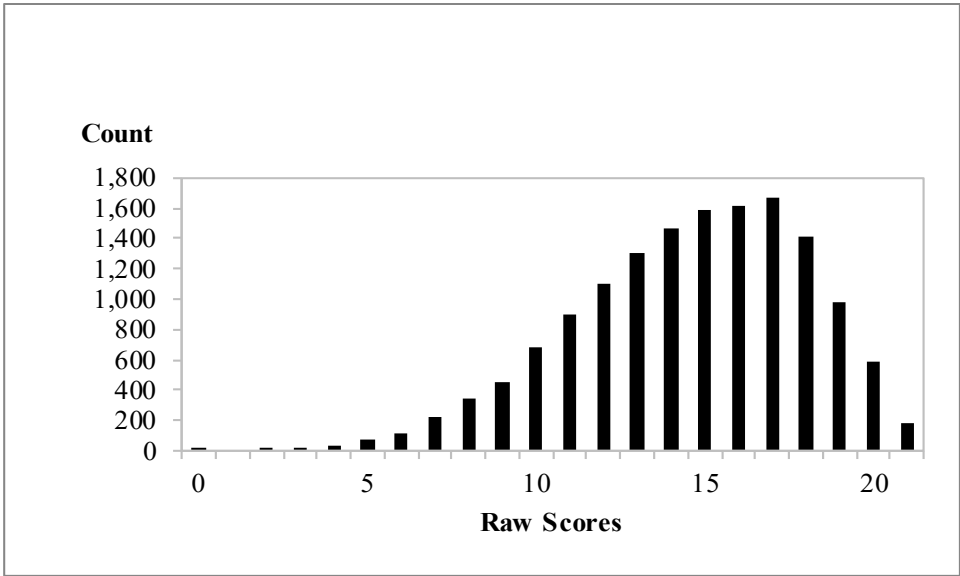


Table 2.3.1.1.2. Raw Score Descriptive Statistics: L 1 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	14,719	0	21	14.57	3.41
Total	14,719	0	21	14.57	3.41

Figure 2.3.1.1.2. Raw Scores: L 1B/C 603 Paper



2.3.1.2 Grade 2

Table 2.3.1.2.1. Raw Score Descriptive Statistics: L 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	14,120	0	18	13.40	3.53
Total	14,120	0	18	13.40	3.53

Figure 2.3.1.2.1. Raw Scores: L 2A 603 Paper

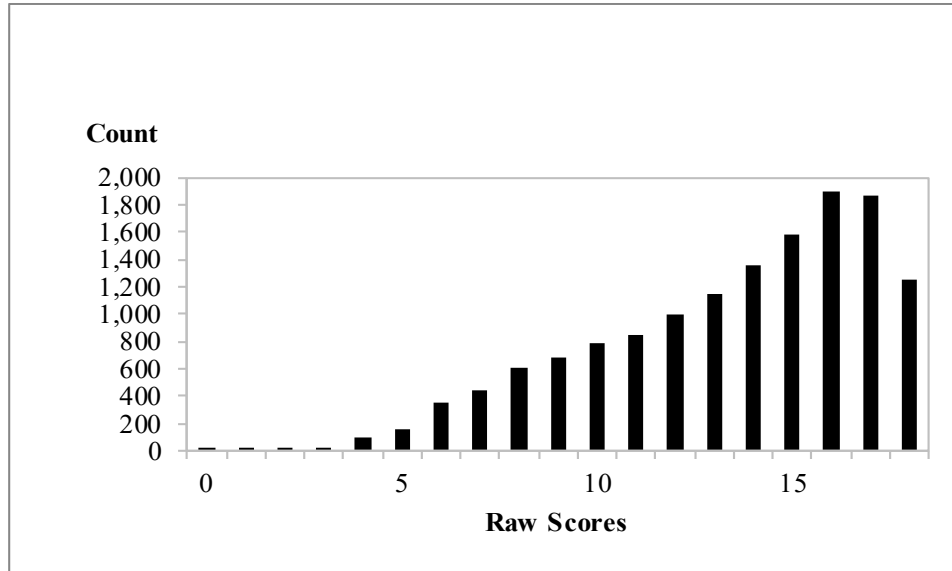
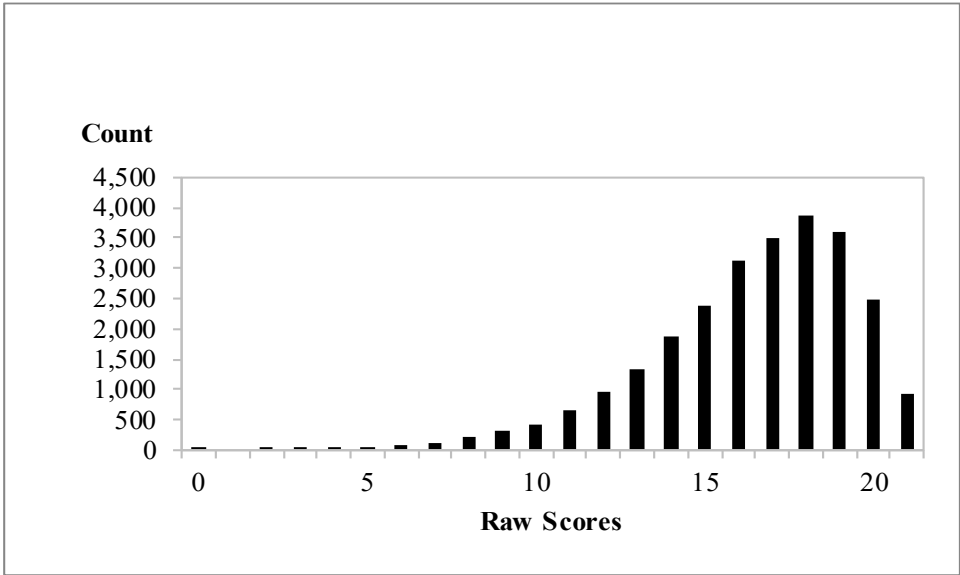


Table 2.3.1.2.2. Raw Score Descriptive Statistics: L 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	25,830	0	21	16.42	2.97
Total	25,830	0	21	16.42	2.97

Figure 2.3.1.2.2. Raw Scores: L 2B/C 603 Paper



2.3.1.3 Grade 3

Table 2.3.1.3.1. Raw Score Descriptive Statistics: L 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	11,750	1	18	10.22	3.38
Total	11,750	1	18	10.22	3.38

Figure 2.3.1.3.1. Raw Scores: L 3A 603 Paper

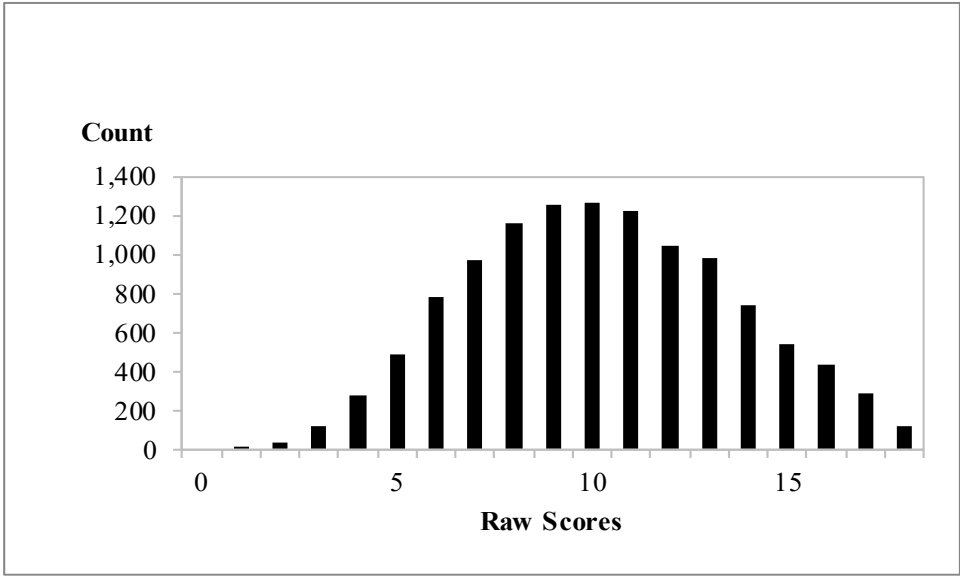
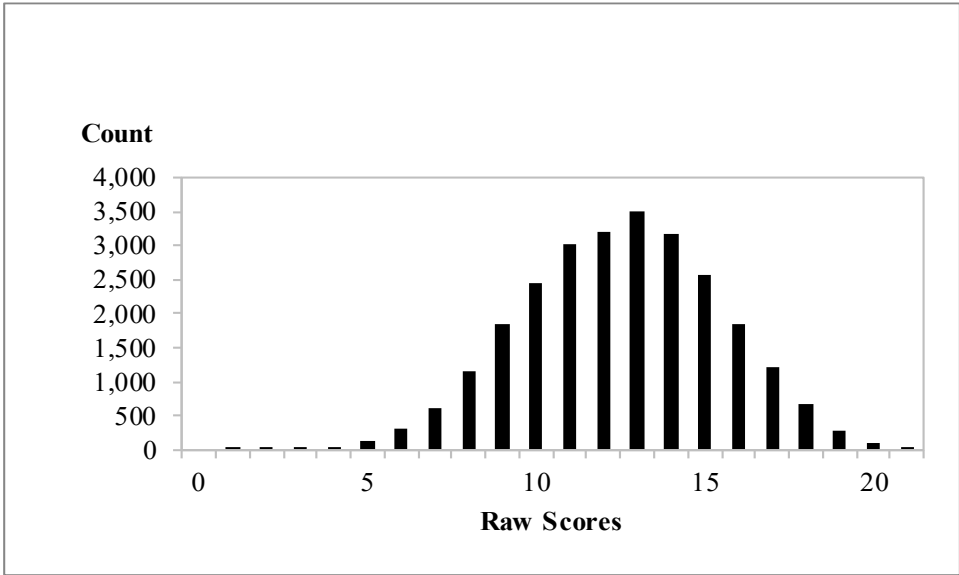


Table 2.3.1.3.2. Raw Score Descriptive Statistics: L 3 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	26,188	1	21	12.53	2.92
Total	26,188	1	21	12.53	2.92

Figure 2.3.1.3.2. Raw Scores: L 3B/C 603 Paper



2.3.1.4 Grades 4-5

Table 2.3.1.4.1. Raw Score Descriptive Statistics: L 4-5 A S603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	8,675	0	18	10.68	3.47
5	8,632	1	18	11.14	3.47
Total	17,307	0	18	10.91	3.48

Figure 2.3.1.4.1. Raw Scores: L 4-5A 603 Paper

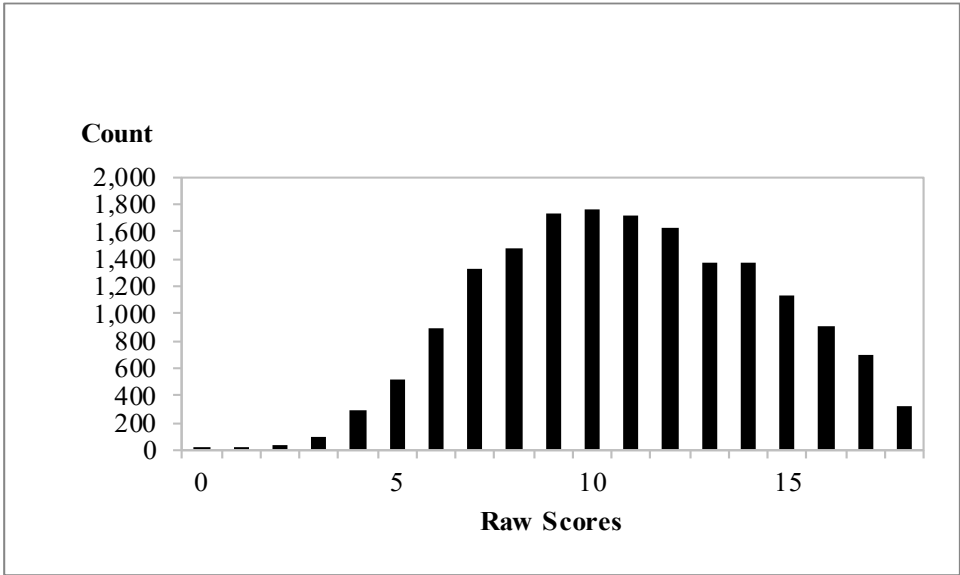
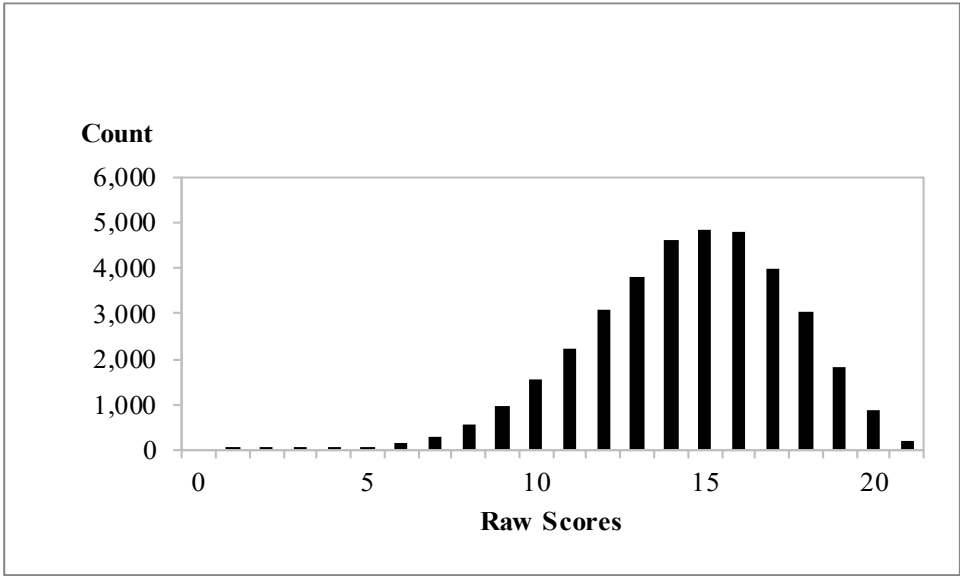


Table 2.3.1.4.2. Raw Score Descriptive Statistics: L 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	19,323	1	21	14.11	2.93
5	17,580	2	21	14.97	2.93
Total	36,903	1	21	14.52	2.96

Figure 2.3.1.4.2. Raw Scores: L 4-5B/C 603 Paper



2.3.1.5 Grades 6-8

Table 2.3.1.5.1. Raw Score Descriptive Statistics: L 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard. Deviation
6	8,162	0	18	9.70	3.11
7	8,588	1	18	9.87	3.08
8	8,723	1	18	10.12	3.11
Total	25,473	0	18	9.90	3.11

Figure 2.3.1.5.1. Raw Scores: L 6-8A 603 Paper

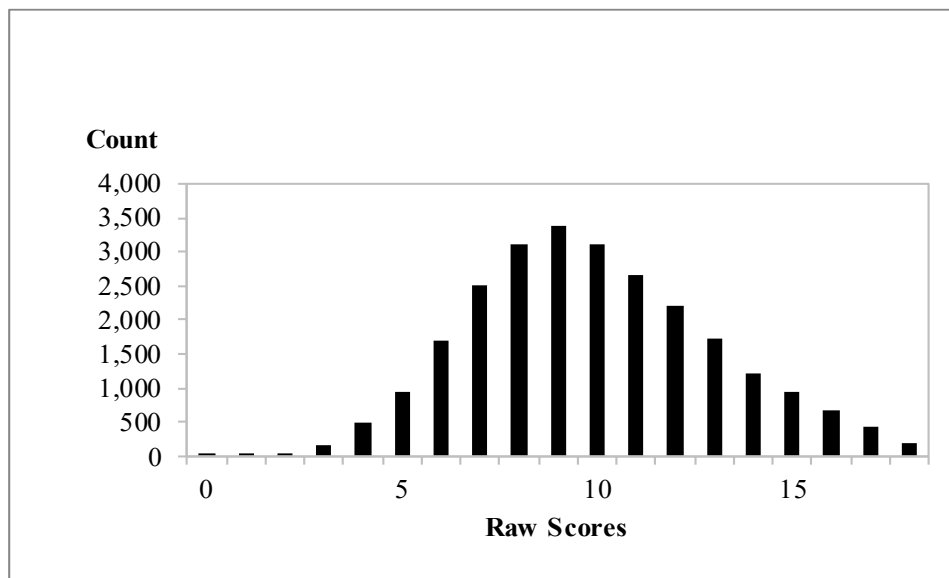
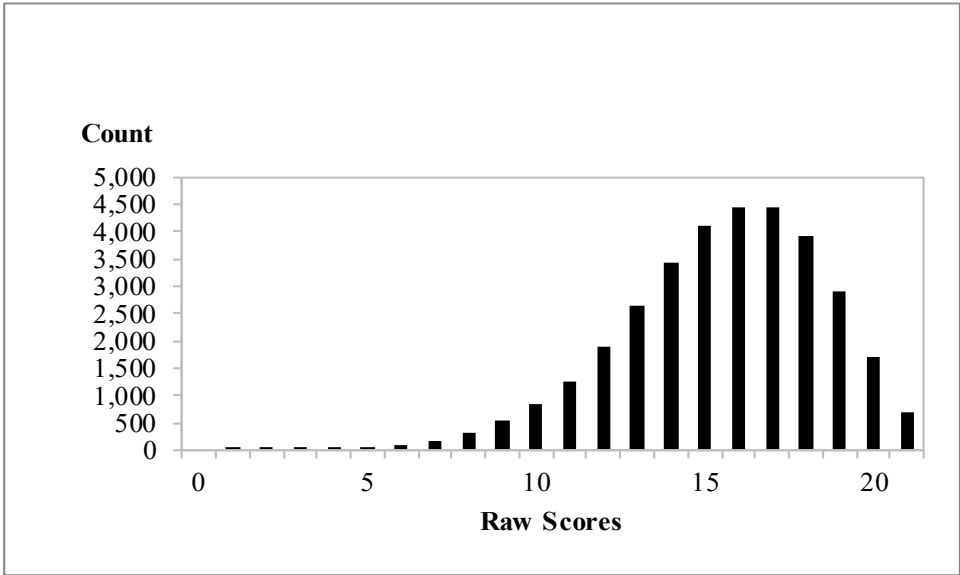


Table 2.3.1.5.2. Raw Score Descriptive Statistics: L 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	11,085	3	21	15.10	2.93
7	10,944	1	21	15.51	2.97
8	11,374	1	21	15.96	2.92
Total	33,403	1	21	15.53	2.96

Figure 2.3.1.5.2. Raw Scores: L 6-8B/C 603 Paper



2.3.1.6 Grades 9-12

Table 2.3.1.6.1. Raw Score Descriptive Statistics: L 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	8,846	1	18	9.96	2.83
10	7,273	1	18	10.13	2.85
11	5,760	2	18	10.32	2.82
12	3,643	2	18	10.55	2.81
Total	25,522	1	18	10.17	2.84

Figure 2.3.1.6.1. Raw Scores: L 9-12A 603 Paper

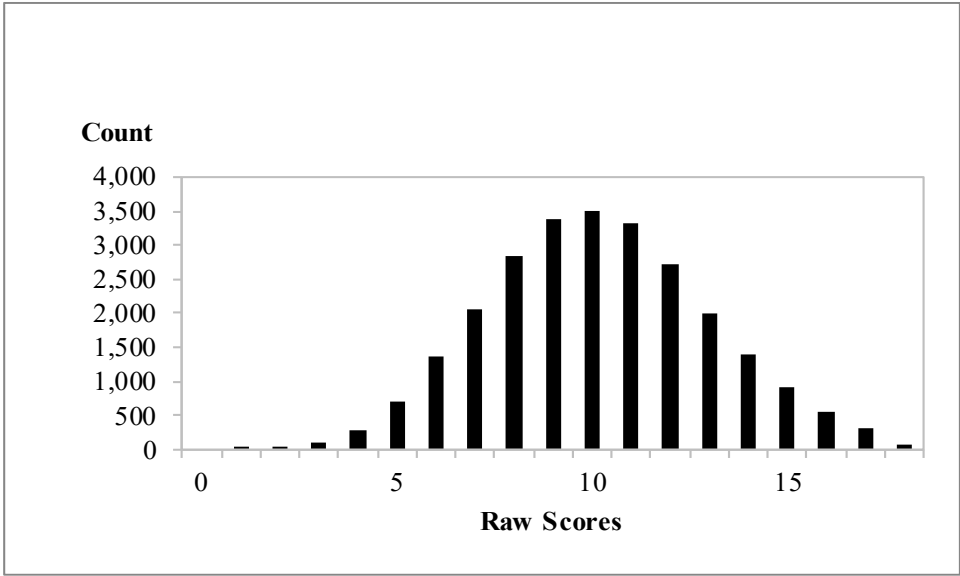
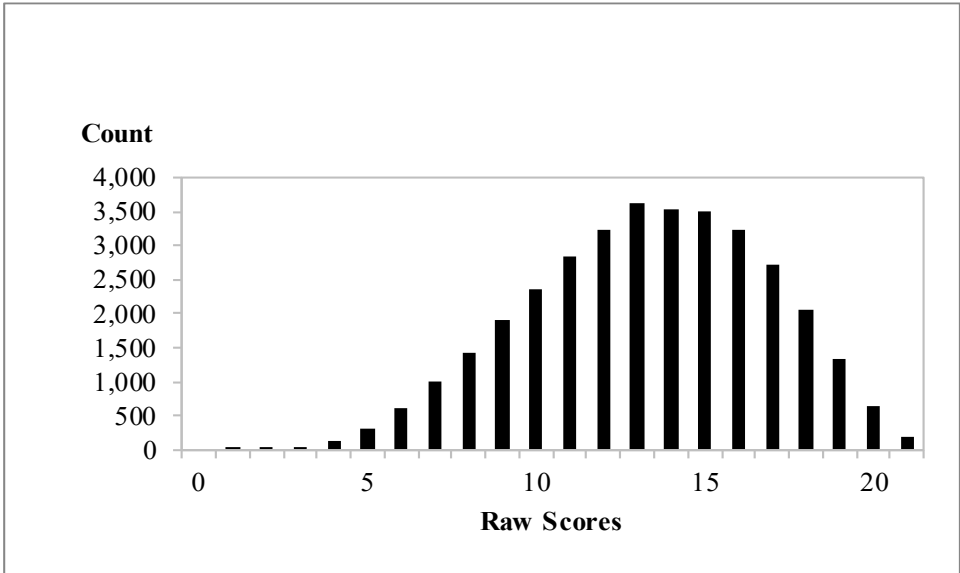


Table 2.3.1.6.2. Raw Score Descriptive Statistics: L 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	9,850	1	21	13.29	3.44
10	10,113	1	21	13.33	3.58
11	8,713	2	21	13.43	3.55
12	6,030	1	21	13.03	3.67
Total	34,706	1	21	13.29	3.55

Figure 2.3.1.6.2. Raw Scores: L 9-12B/C 603 Paper



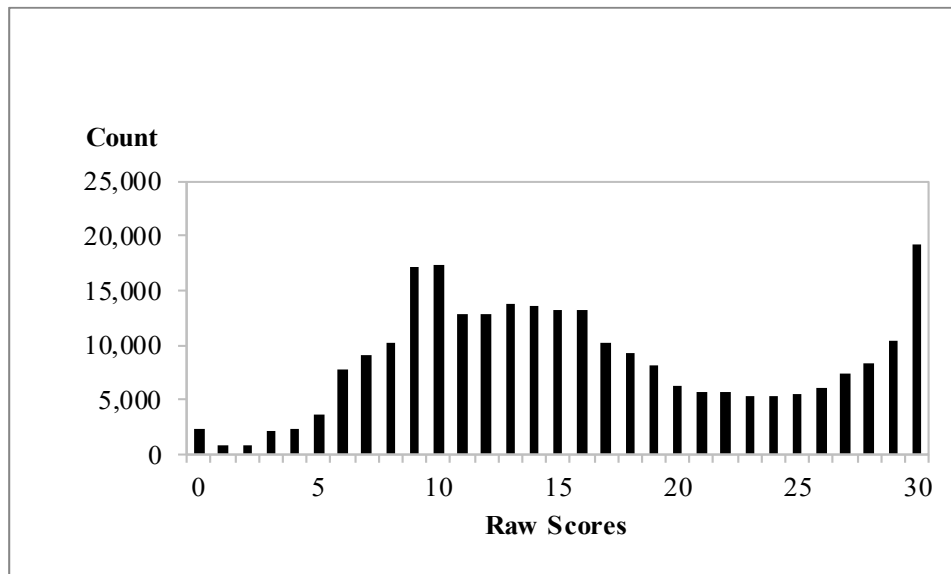
2.3.2 Reading

2.3.2.0 Kindergarten

Table 2.3.2.0. Raw Score Descriptive Statistics: R K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,064	0	30	16.37	7.81
Total	266,064	0	30	16.37	7.81

Figure 2.3.2.0. Raw Scores: R K 603 Paper



2.3.2.1 Grade 1

Table 2.3.2.1.1. Raw Score Descriptive Statistics: R 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	23,351	0	24	10.74	4.02
Total	23,351	0	24	10.74	4.02

Figure 2.3.2.1.1. Raw Scores: R 1A 603 Paper

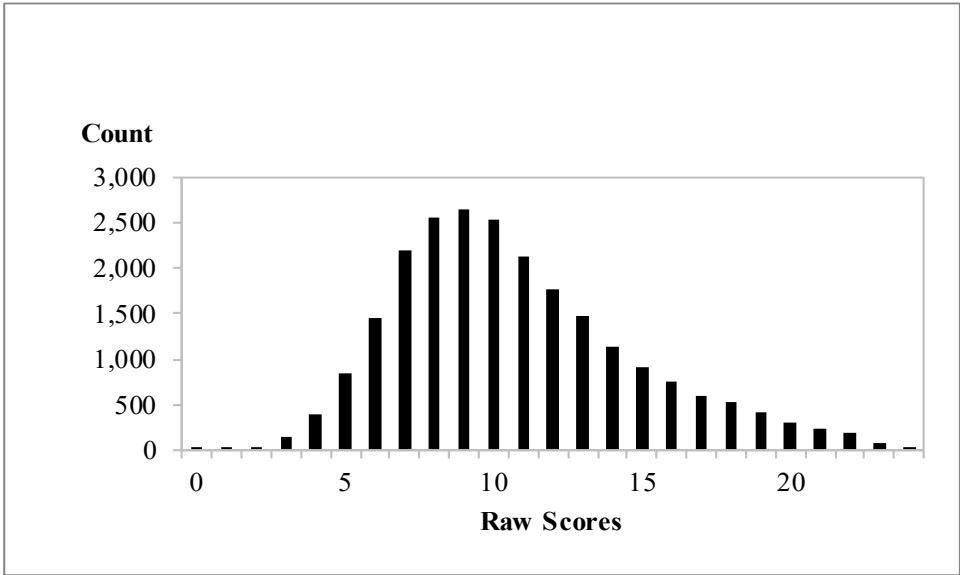
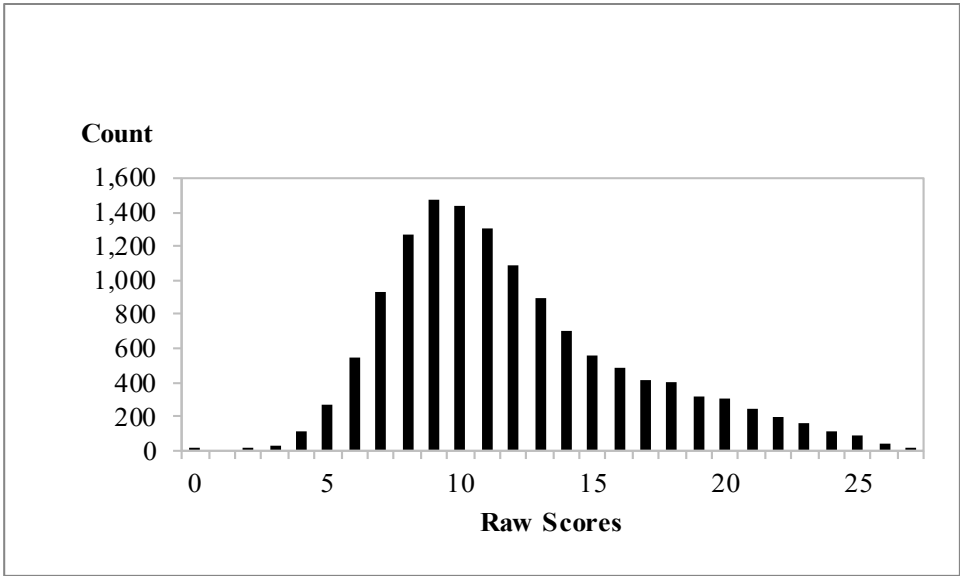


Table 2.3.2.1.2. Raw Score Descriptive Statistics: R 1 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	13,403	0	27	11.97	4.62
Total	13,403	0	27	11.97	4.62

Figure 2.3.2.1.2. Raw Scores: R 1B/C 603 Paper



2.3.2.2 Grade 2

Table 2.3.2.2.1. Raw Score Descriptive Statistics: R 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	13,419	0	24	12.10	4.57
Total	13,419	0	24	12.10	4.57

Figure 2.3.2.2.1. Raw Scores: R 2A 603 Paper

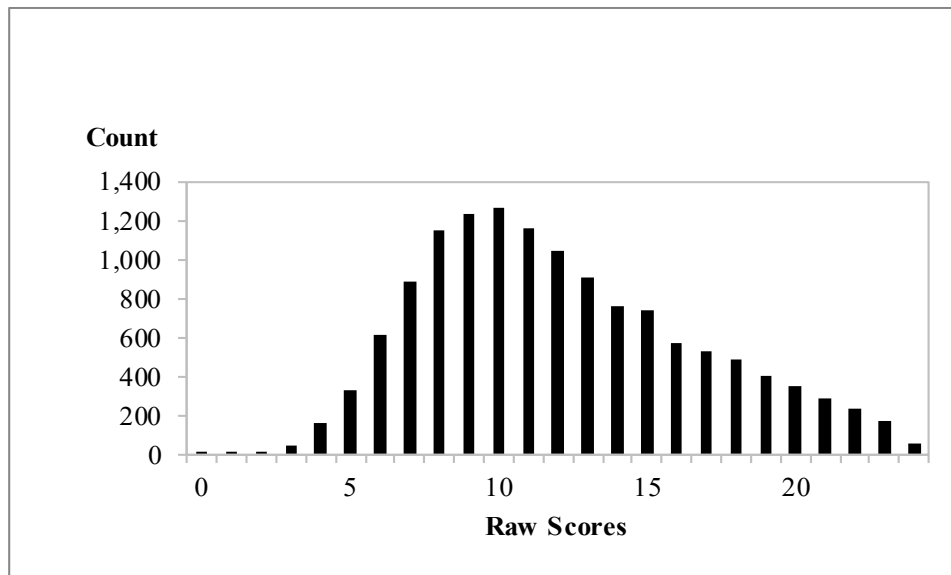
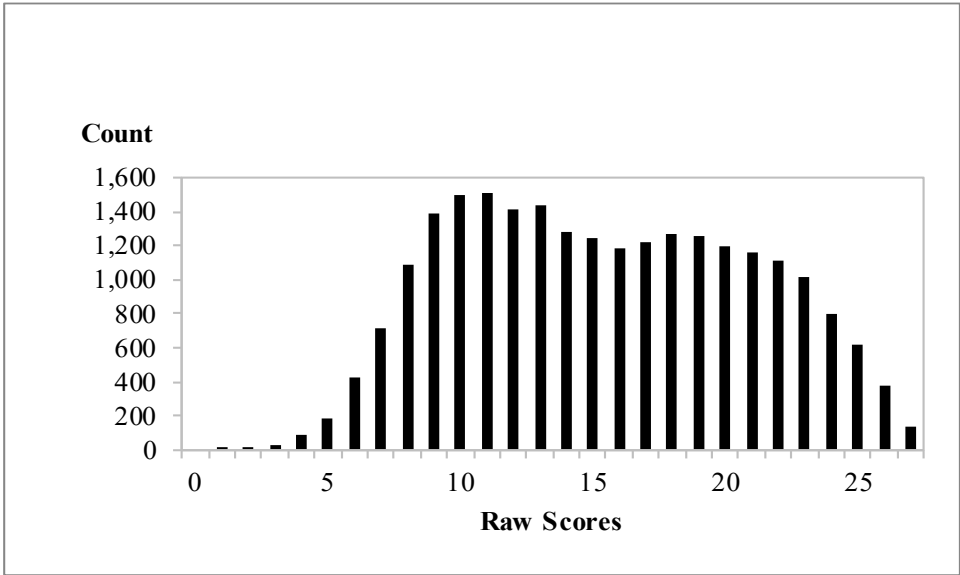


Table 2.3.2.2.2. Raw Score Descriptive Statistics: R 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	23,654	1	27	15.41	5.50
Total	23,654	1	27	15.41	5.50

Figure 2.3.2.2.2. Raw Scores: R 2B/C 603 Paper



2.3.2.3 Grade 3

Table 2.3.2.3.1. Raw Score Descriptive Statistics: R 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	10,917	1	23	10.77	4.13
Total	10,917	1	23	10.77	4.13

Figure 2.3.2.3.1. Raw Scores: R 3A 603 Paper

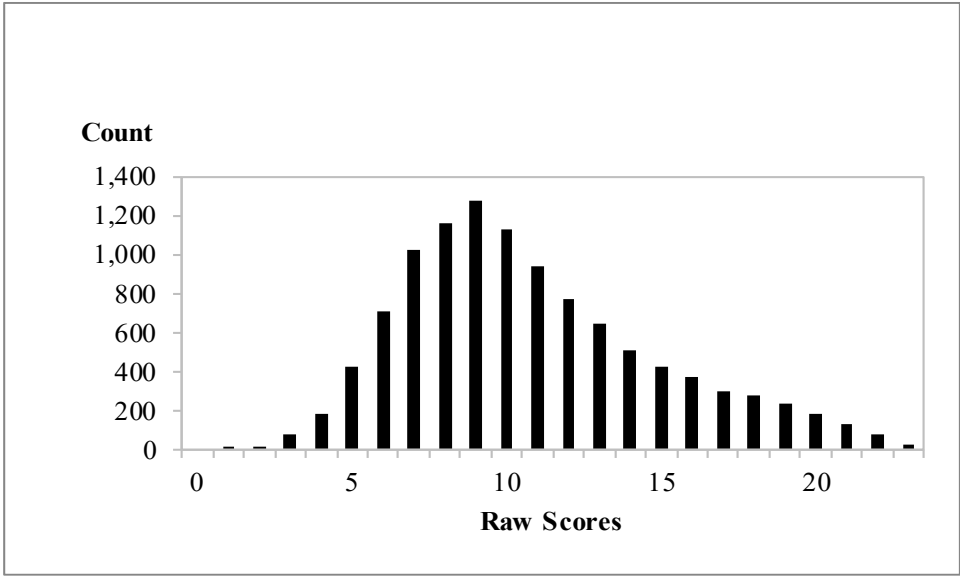
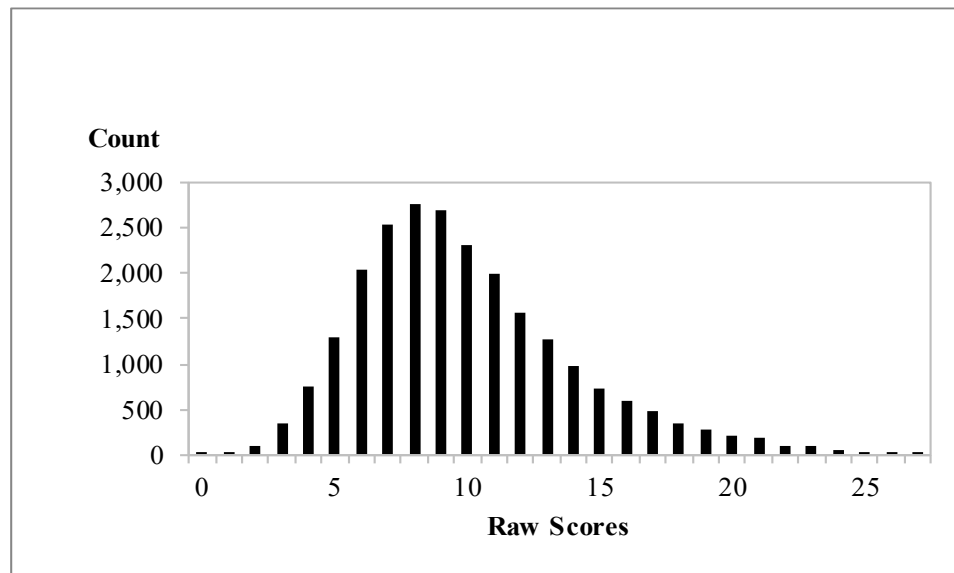


Table 2.3.2.3.2. Raw Score Descriptive Statistics: R 3 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	23,747	0	27	9.92	4.05
Total	23,747	0	27	9.92	4.05

Figure 2.3.2.3.2. Raw Scores: R 3B/C 603 Paper



2.3.2.4 Grades 4-5

Table 2.3.2.4.1. Raw Score Descriptive Statistics: R 4-5 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	8,190	2	24	12.62	4.77
5	8,208	1	24	13.50	4.85
Total	16,398	1	24	13.06	4.83

Figure 2.3.2.4.1. Raw Scores: R 4-5A 603 Paper

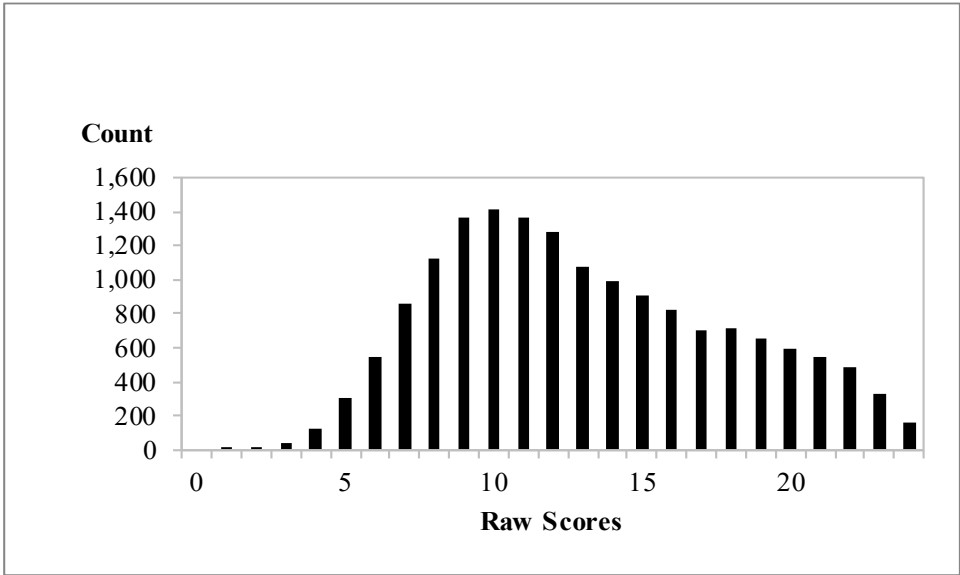
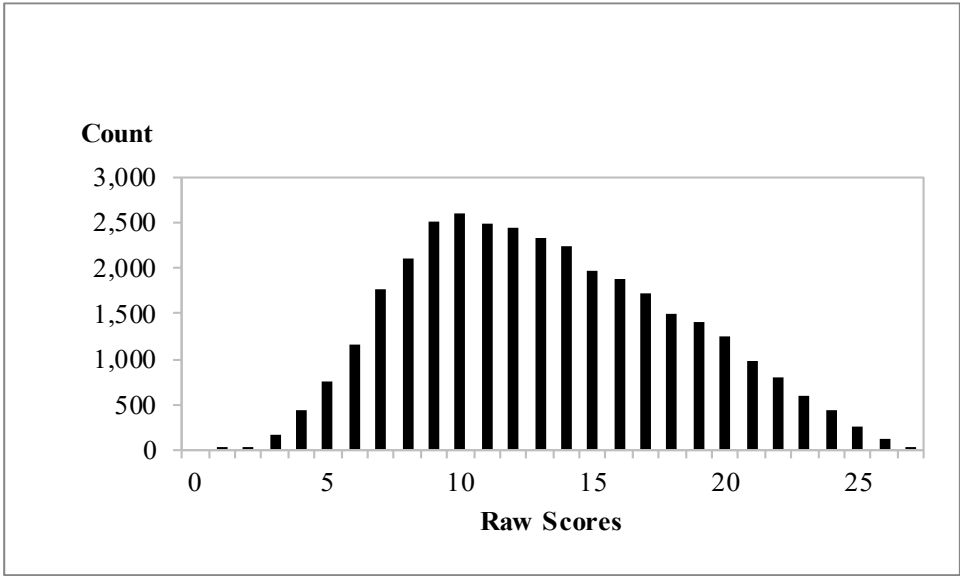


Table 2.3.2.4.2. Raw Score Descriptive Statistics: R 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	17,627	1	27	12.37	4.73
5	16,373	1	27	14.16	5.18
Total	34,000	1	27	13.23	5.03

Figure 2.3.2.4.2. Raw Scores: R 4-5B/C 603 Paper



2.3.2.5 Grades 6-8

Table 2.3.2.5.1. Raw Score Descriptive Statistics: R 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	7,832	0	24	10.34	4.07
7	8,312	1	24	10.88	4.24
8	8,531	0	24	11.53	4.41
Total	24,675	0	24	10.93	4.27

Figure 2.3.2.5.1. Raw Scores: R 6-8A 603 Paper

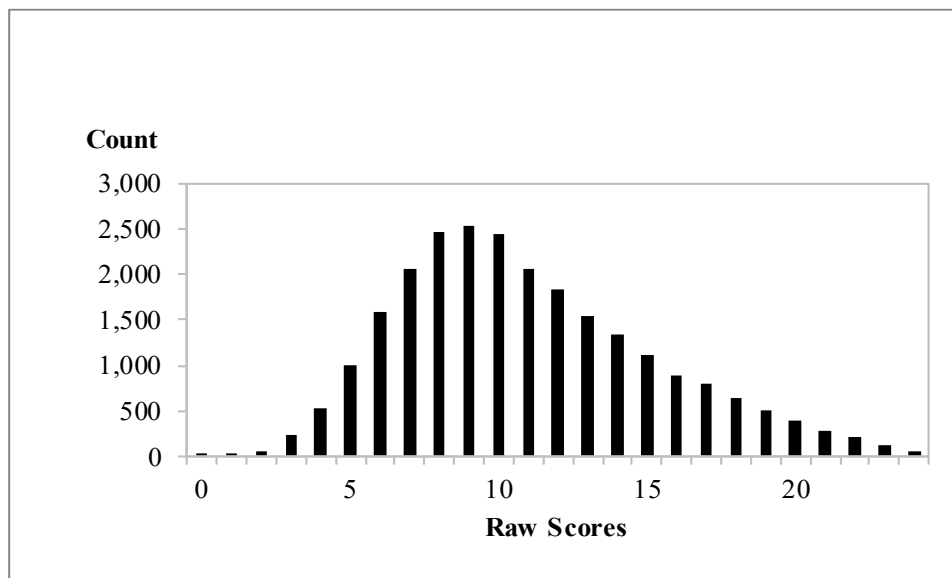
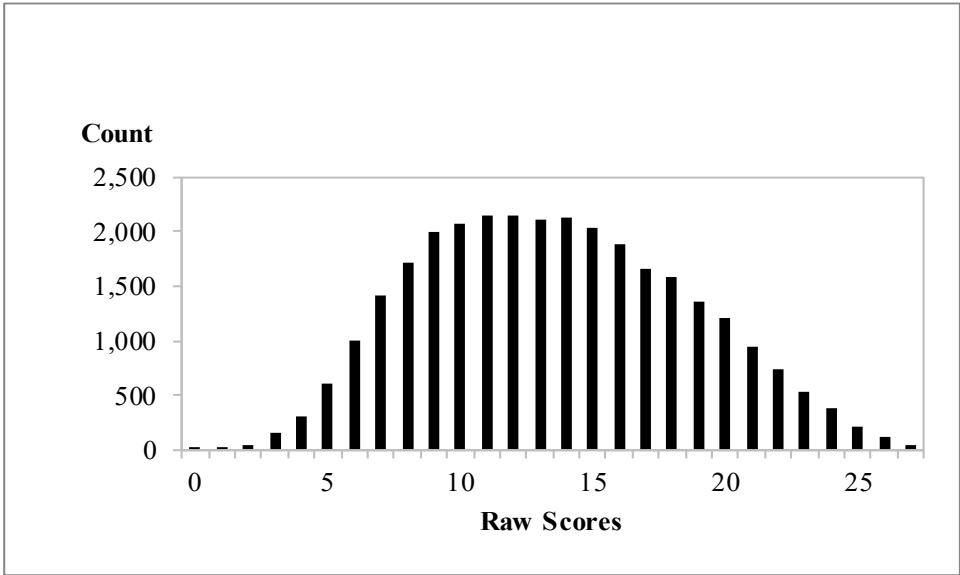


Table 2.3.2.5.2. Raw Score Descriptive Statistics: R 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	10,059	0	27	12.44	4.61
7	10,060	1	27	13.36	4.91
8	10,437	1	27	14.80	5.13
Total	30,556	0	27	13.55	4.99

Figure 2.3.2.5.2. Raw Scores: R 6-8B/C 603 Paper



2.3.2.6 Grades 9-12

Table 2.3.2.6.1. Raw Score Descriptive Statistics: R 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	8,818	1	24	12.89	4.31
10	7,270	1	24	13.43	4.43
11	5,775	3	24	14.03	4.42
12	3,636	1	24	14.47	4.48
Total	25,499	1	24	13.53	4.43

Figure 2.3.2.6.1. Raw Scores: R 9-12A 603 Paper

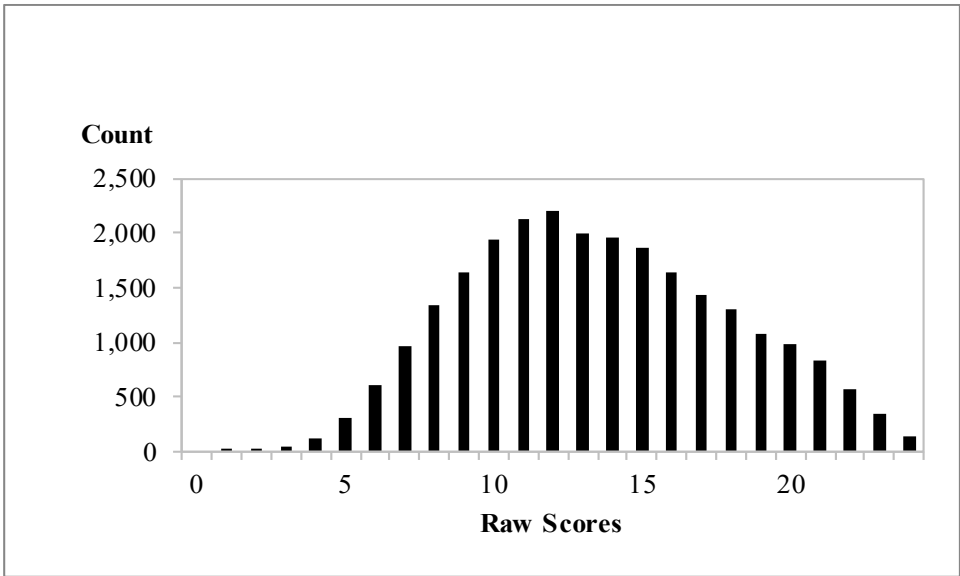
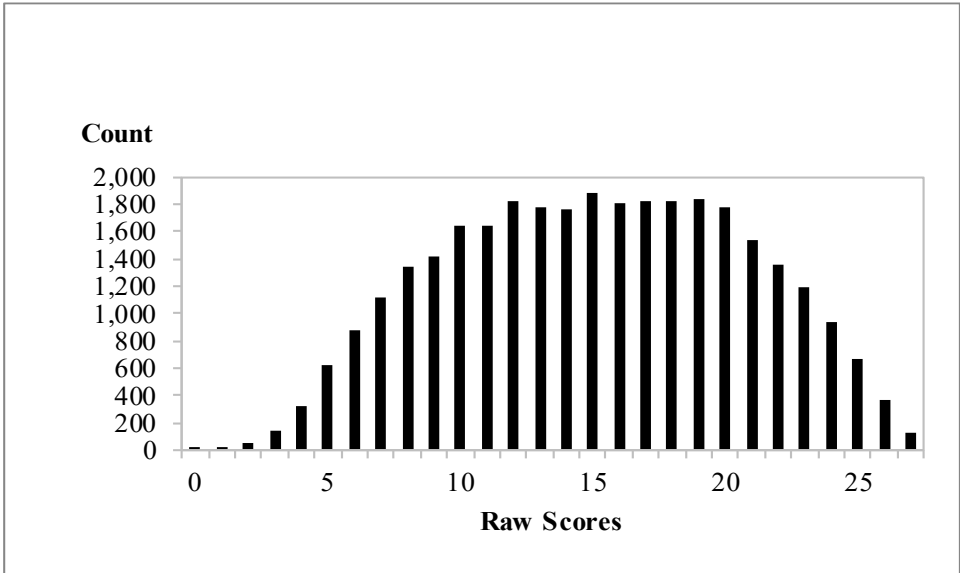


Table 2.3.2.6.2. Raw Score Descriptive Statistics: R 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	8,861	0	27	14.56	5.50
10	9,206	1	27	15.10	5.57
11	8,022	1	27	15.59	5.55
12	5,638	1	27	15.29	5.69
Total	31,727	0	27	15.11	5.58

Figure 2.3.2.6.2. Raw Scores: R 9-12B/C 603 Paper



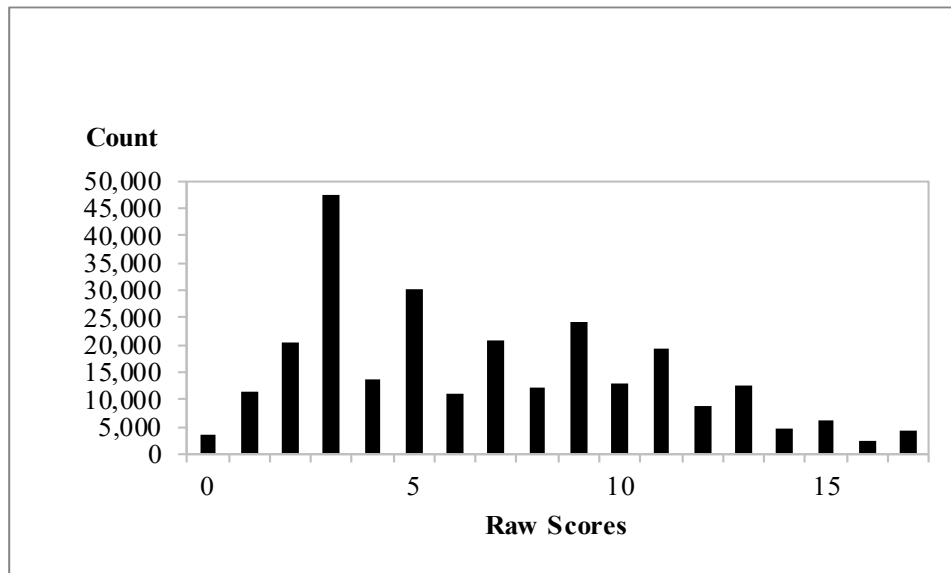
2.3.3 Writing

2.3.3.0 Kindergarten

Table 2.3.3.0. Raw Score Descriptive Statistics: W K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,060	0	17	6.80	4.13
Total	266,060	0	17	6.80	4.13

Figure 2.3.3.0. Raw Scores: W K 603 Paper



2.3.3.1 Grade 1

Table 2.3.3.1.1. Raw Score Descriptive Statistics: W 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	28,382	0	26	10.10	5.72
Total	28,382	0	26	10.10	5.72

Figure 2.3.3.1.1. Raw Scores: W 1A 603 Paper

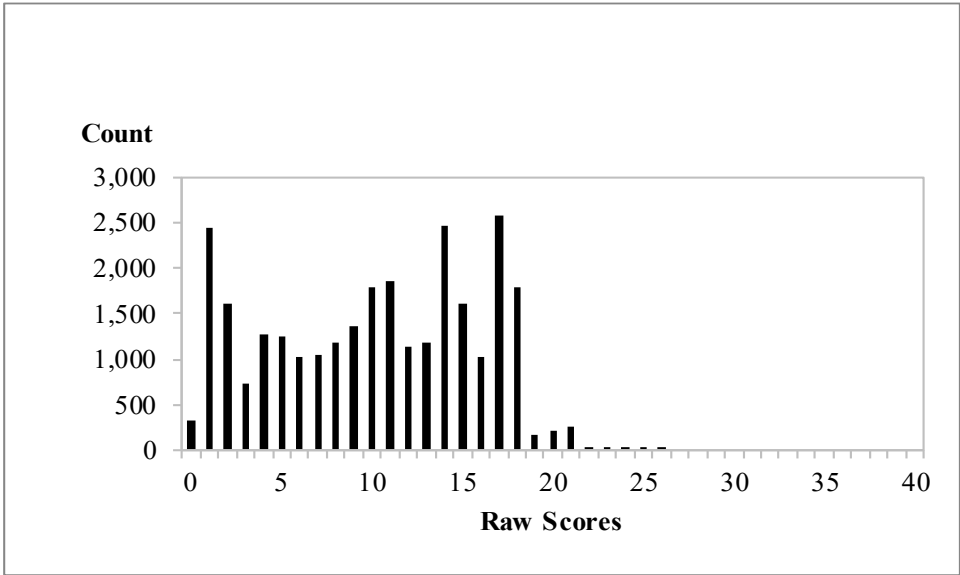
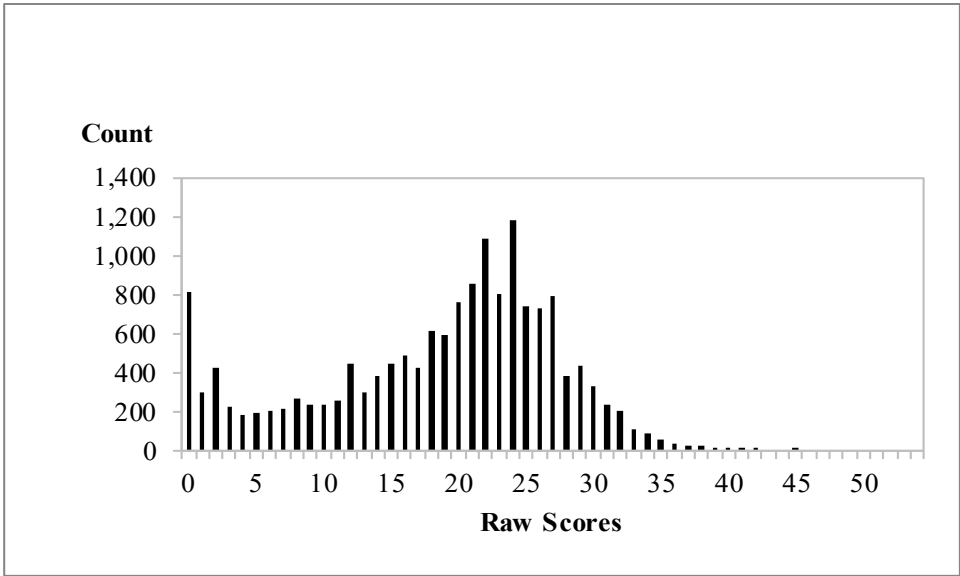


Table 2.3.3.1.2. Raw Score Descriptive Statistics: W 1 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	16,130	0	45	18.36	8.98
Total	16,130	0	45	18.36	8.98

Figure 2.3.3.1.2. Raw Scores: W 1B/C 603 Paper



2.3.3.2 Grade 2

Table 2.3.3.2.1. Raw Score Descriptive Statistics: W 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	15,422	0	19	6.56	4.53
Total	15,422	0	19	6.56	4.53

Figure 2.3.3.2.1. Raw Scores: W 2A 603 Paper

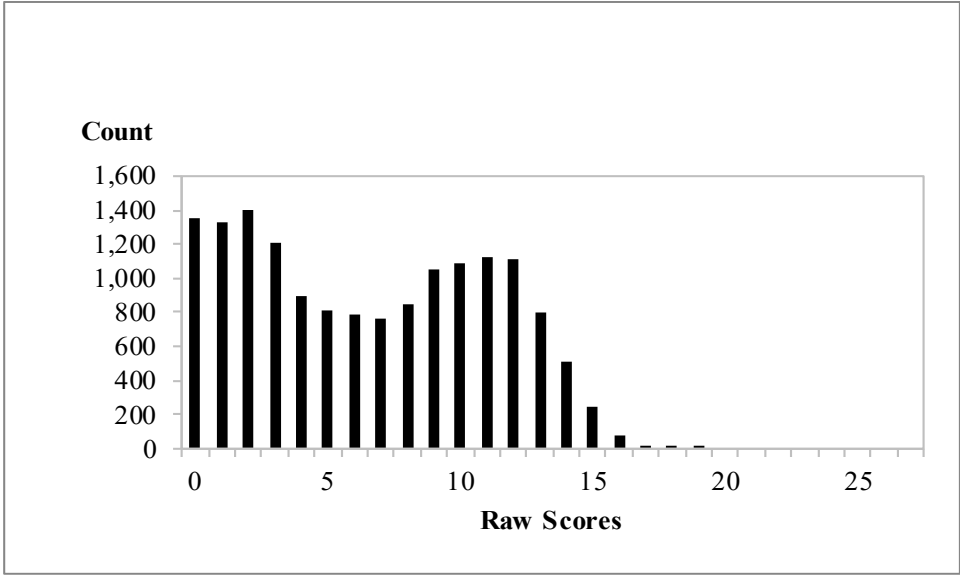
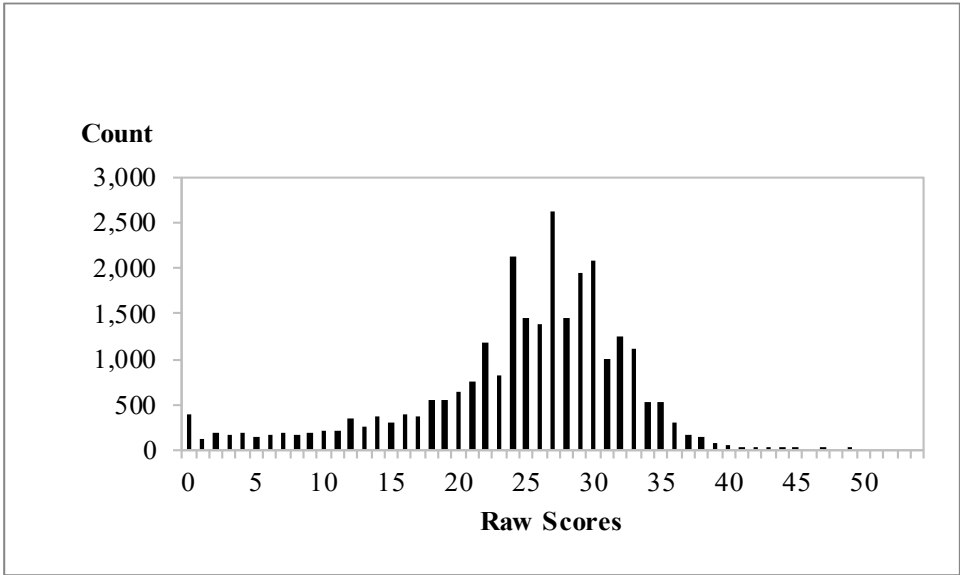


Table 2.3.3.2.2. Raw Score Descriptive Statistics: W 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	27,101	0	49	24.47	8.03
Total	27,101	0	49	24.47	8.03

Figure 2.3.3.2.2. Raw Scores: W 2B/C 603 Paper



2.3.3.3 Grade 3

Table 2.3.3.3.1. Raw Score Descriptive Statistics: W 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	12,509	0	20	7.84	4.63
Total	12,509	0	20	7.84	4.63

Figure 2.3.3.3.1. Raw Scores: W 3A 603 Paper

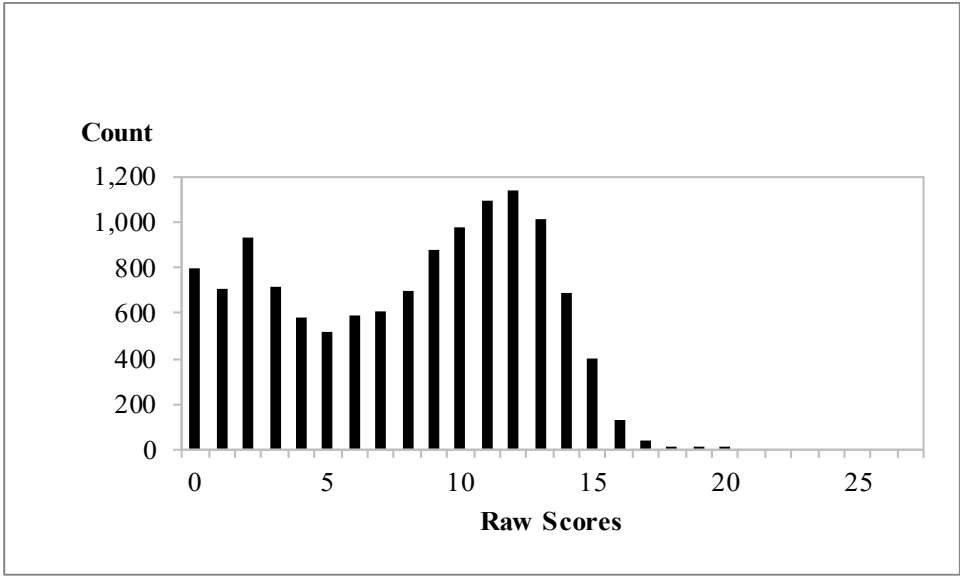
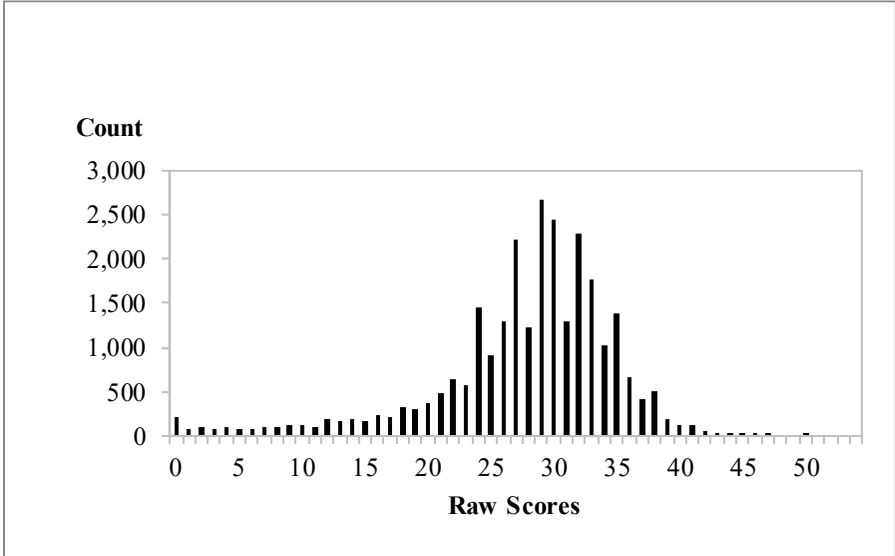


Table 2.3.3.3.2 Raw Score Descriptive Statistics: W 3 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	27,176	0	50	27.67	7.37
Total	27,176	0	50	27.67	7.37

Figure 2.3.3.3.2. Raw Scores: W 3B/C 603 Paper



2.3.3.4 Grades 4-5

Table 2.3.3.4.1. Raw Score Descriptive Statistics: W 4-5 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	9,153	0	18	7.03	4.06
5	9,038	0	19	7.74	4.15
Total	18,191	0	19	7.38	4.12

Figure 2.3.3.4.1. Raw Scores: W 4-5A 603 Paper

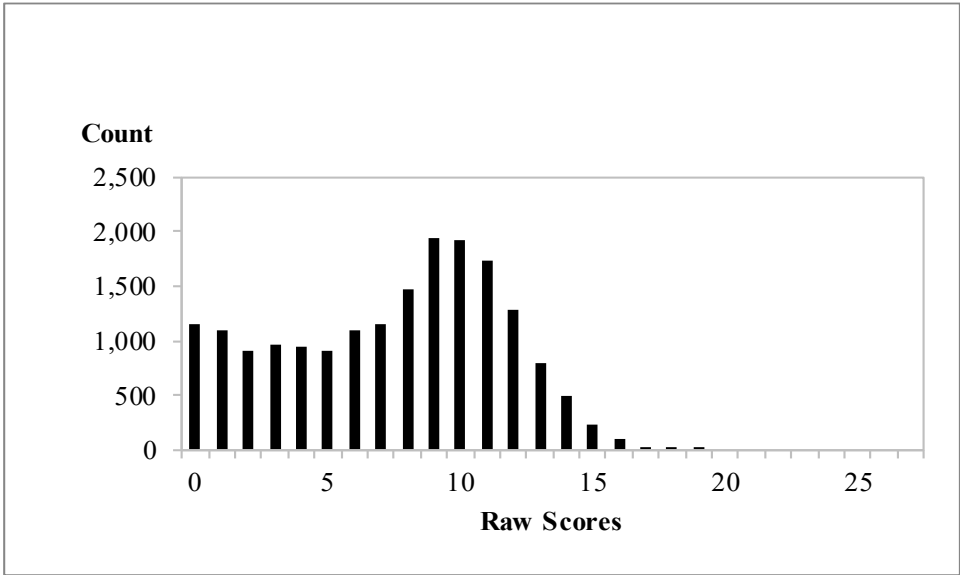
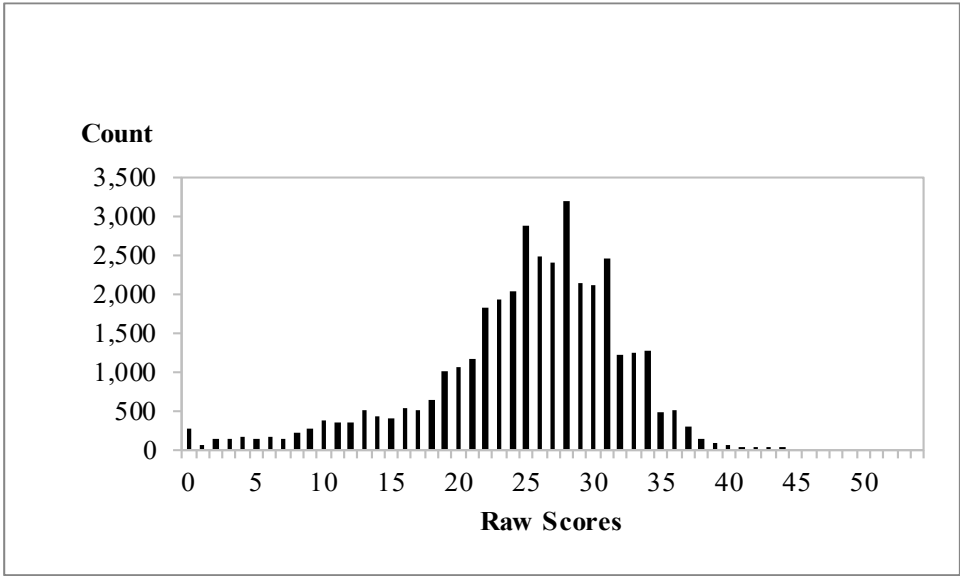


Table 2.3.3.4.2. Raw Score Descriptive Statistics: W 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	19,841	0	44	23.67	7.12
5	17,999	0	44	26.16	7.11
Total	37,840	0	44	24.86	7.22

Figure 2.3.3.4.2. Raw Scores: W 4-5B/C 603 Paper



2.3.3.5 Grades 6-8

Table 2.3.3.5.1. Raw Score Descriptive Statistics: W 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	8,638	0	22	7.98	4.16
7	9,073	0	22	8.39	4.15
8	9,253	0	22	8.92	4.12
Total	26,964	0	22	8.44	4.16

Figure 2.3.3.5.1. Raw Scores: W 6-8A 603 Paper

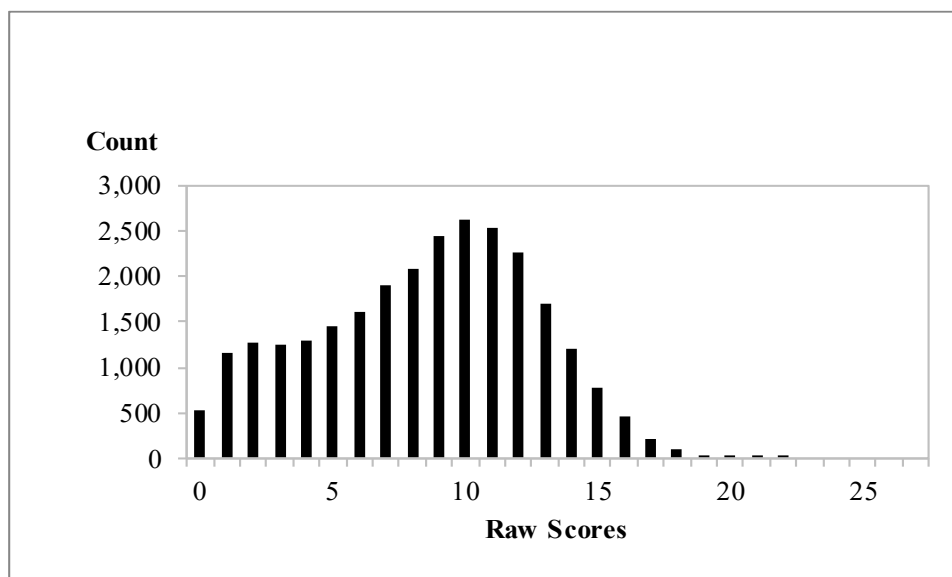
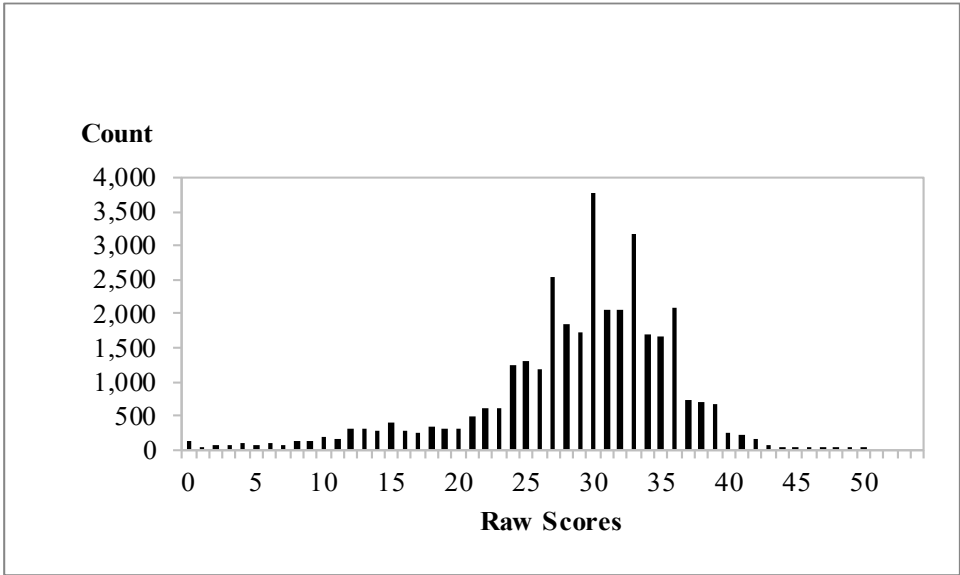


Table 2.3.3.5.2 Raw Score Descriptive Statistics: W 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	11,682	0	47	27.29	7.35
7	11,422	0	48	28.66	7.31
8	11,842	0	50	30.25	6.96
Total	34,946	0	50	28.74	7.31

Figure 2.3.3.5.2 Raw Scores: W 6-8B/C 603 Paper



2.3.3.6 Grades 9-12

Table 2.3.3.6.1. Raw Score Descriptive Statistics: W 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	9,542	0	21	7.68	4.50
10	7,894	0	22	8.10	4.46
11	6,206	0	22	8.74	4.34
12	3,916	0	20	9.32	4.19
Total	27,558	0	22	8.27	4.44

Figure 2.3.3.6.1 Raw Scores: W 9-12A 603 Paper

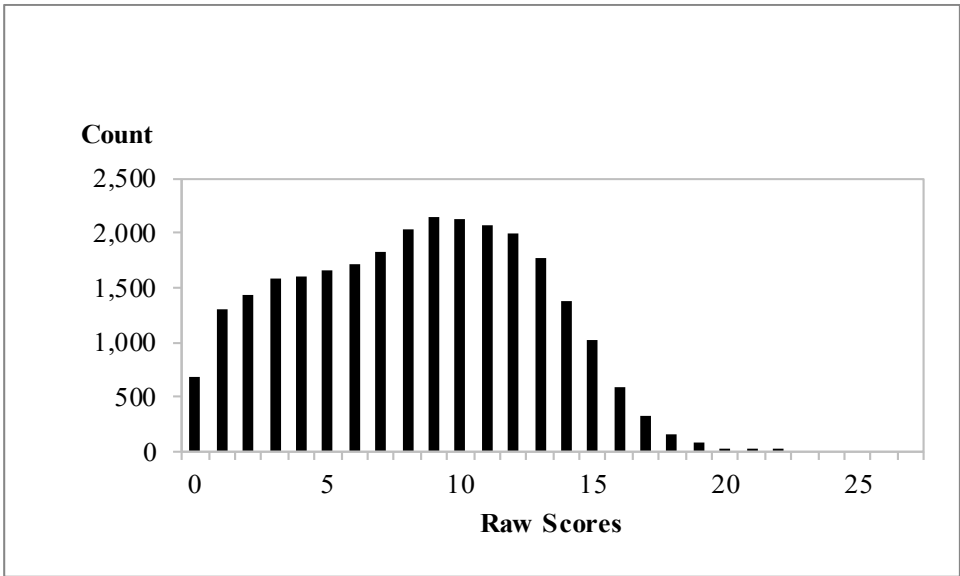
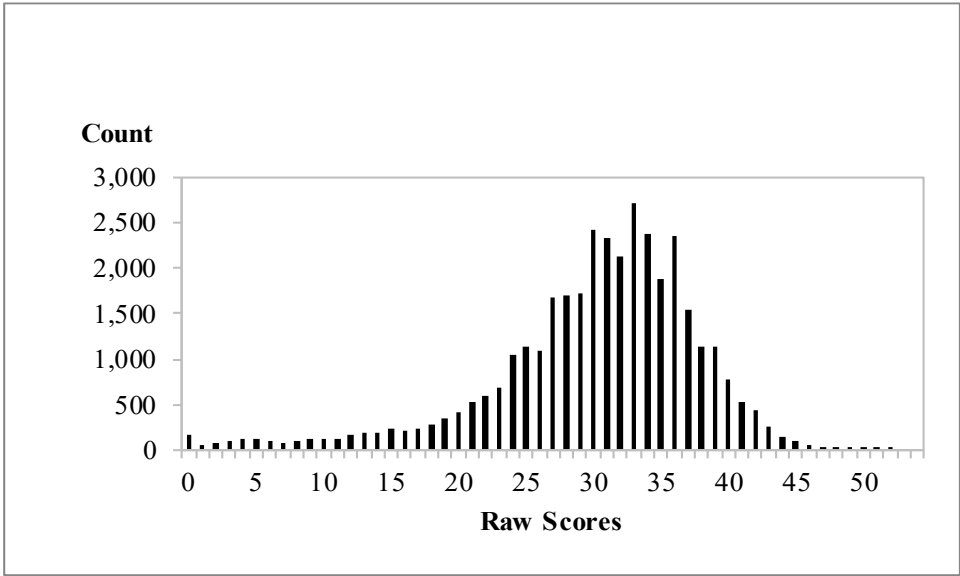


Table 2.3.3.6.2 Raw Score Descriptive Statistics: W 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	10,234	0	50	29.81	7.49
10	10,492	0	51	30.15	7.80
11	9,046	0	52	30.73	7.65
12	6,287	0	52	29.91	8.15
Total	36,059	0	52	30.16	7.74

Figure 2.3.3.6.2. Raw Scores: W 9-12B/C 603 Paper



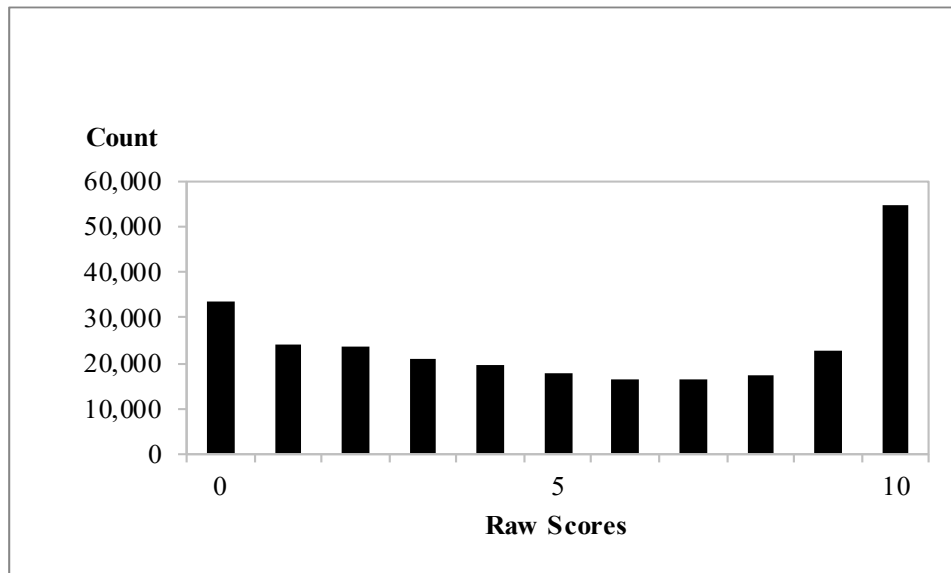
2.3.4 Speaking

2.3.4.0 Kindergarten

Table 2.3.4.0. Raw Score Descriptive Statistics: S K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,051	0	10	5.26	3.62
Total	266,051	0	10	5.26	3.62

Figure 2.3.4.0 Raw Scores: S K 603 Paper



2.3.4.1 Grade 1

Table 2.3.4.1.1. Raw Score Descriptive Statistics: S 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	28,224	0	18	10.27	4.38
Total	28,224	0	18	10.27	4.38

Figure 2.3.4.1.1. Raw Scores: S 1A 603 Paper

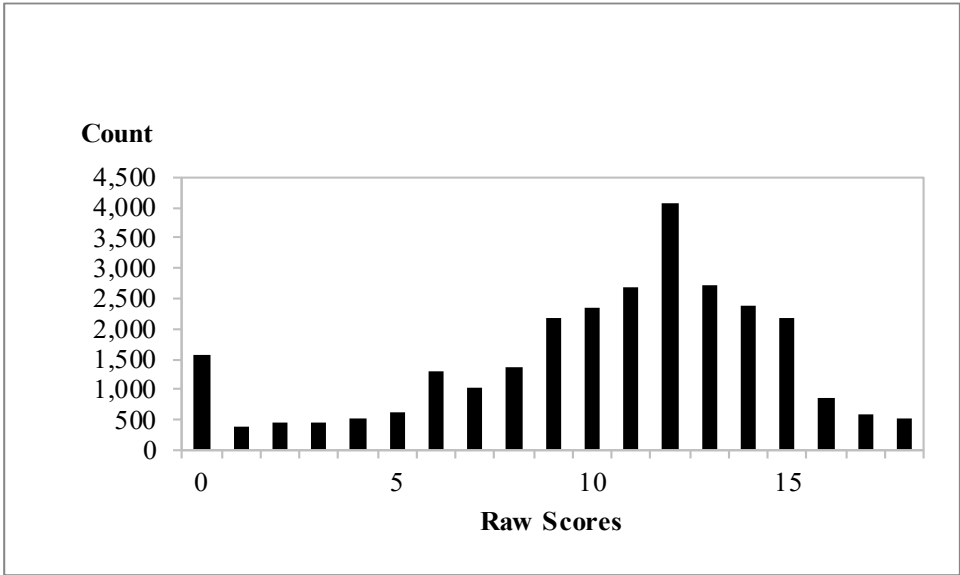
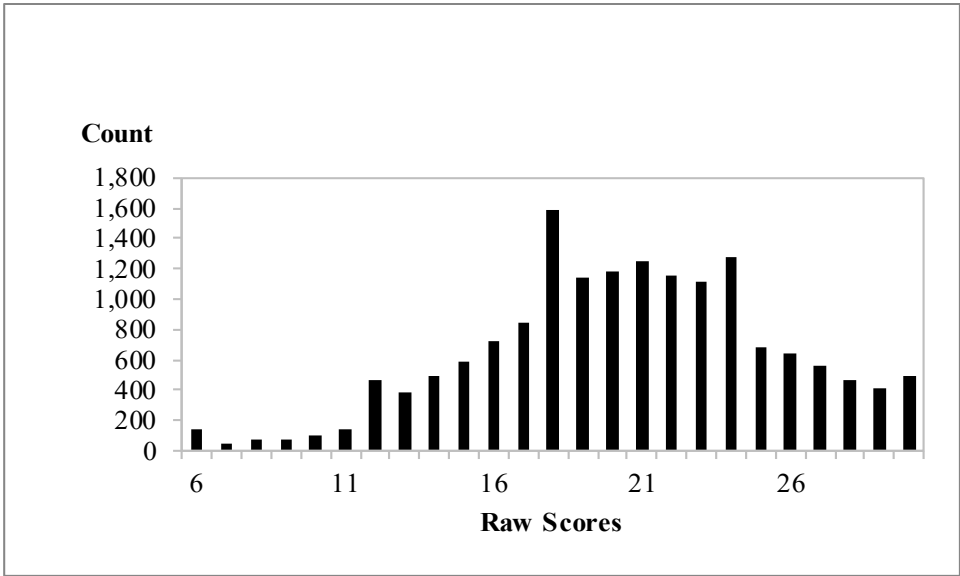


Table 2.3.4.1.2 Raw Score Descriptive Statistics: S 1 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	16,049	6	30	20.45	4.97
Total	16,049	6	30	20.45	4.97

Figure 2.3.4.1.2 Raw Scores: S 1B/C 603 Paper



2.3.4.2 Grade 2

Table 2.3.4.2.1. Raw Score Descriptive Statistics: S 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	15,336	0	18	10.11	4.61
Total	15,336	0	18	10.11	4.61

Figure 2.3.4.2.1. Raw Scores: S 2A 603 Paper

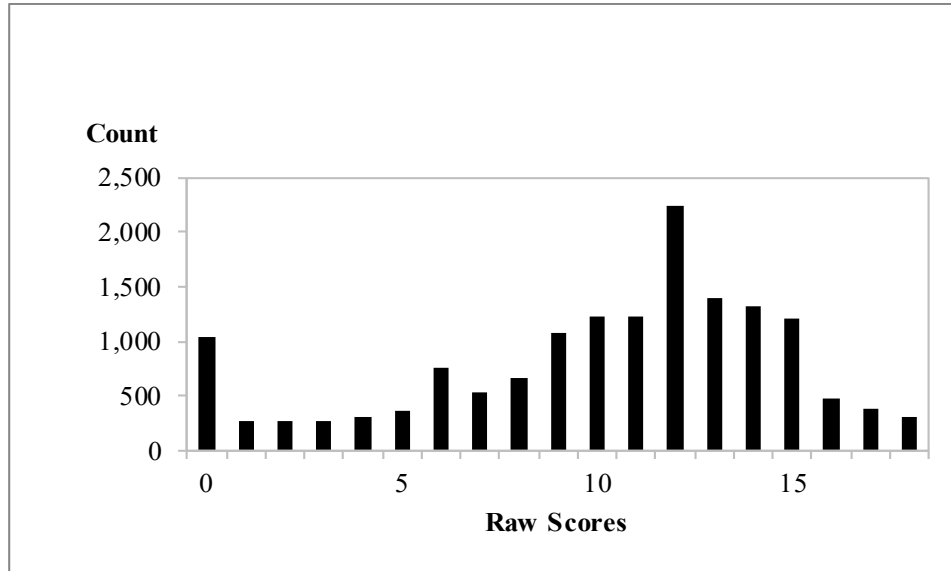
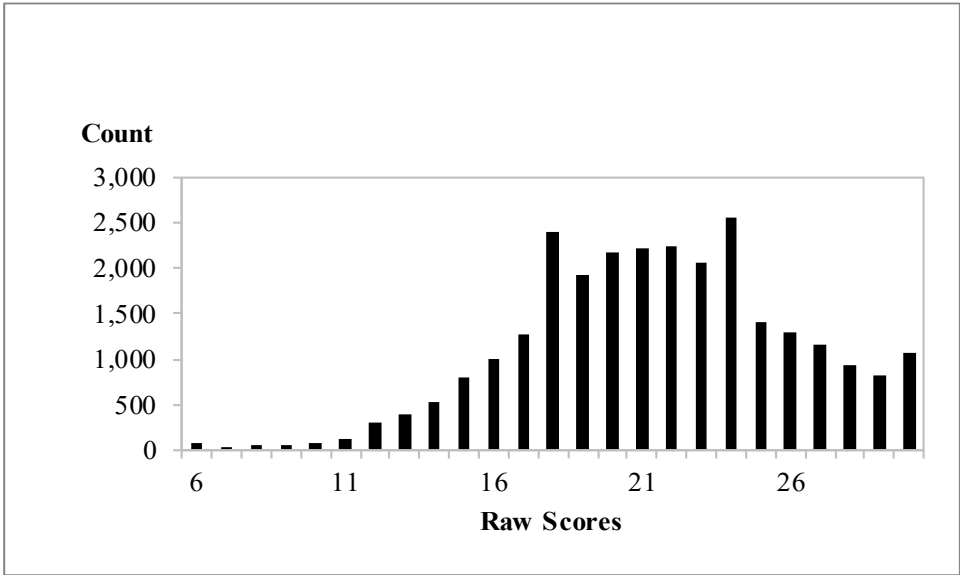


Table 2.3.4.2.2 Raw Score Descriptive Statistics: S 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	26,975	6	30	21.48	4.53
Total	26,975	6	30	21.48	4.53

Figure 2.3.4.2.2 Raw Scores: S 2B/C 603 Paper



2.3.4.3 Grade 3

Table 2.3.4.3.1 Raw Score Descriptive Statistics: S 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	12,422	0	18	10.01	4.61
Total	12,422	0	18	10.01	4.61

Figure 2.3.4.3.1. Raw Scores: S 3A 603 Paper

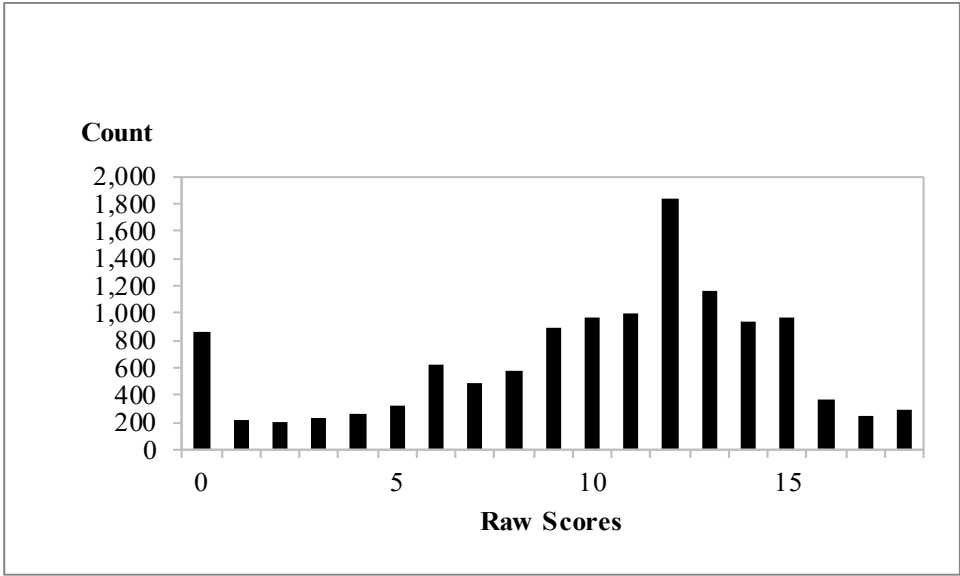
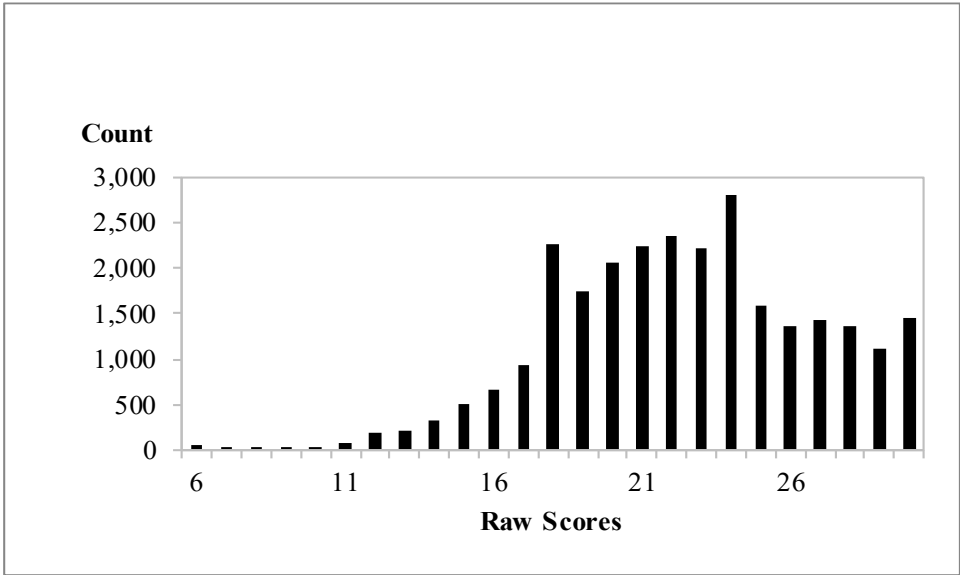


Table 2.3.4.3.2 Raw Score Descriptive Statistics: S 3 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	27,034	6	30	22.39	4.33
Total	27,034	6	30	22.39	4.33

Figure 2.3.4.3.2 Raw Scores: S 3B/C 603 Paper



2.3.4.4 Grades 4-5

Table 2.3.4.4.1. Raw Score Descriptive Statistics: S 4-5 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	9,102	0	18	8.63	4.50
5	8,973	0	18	8.83	4.45
Total	18,075	0	18	8.73	4.48

Figure 2.3.4.4.1. Raw Scores: S 4-5A 603 Paper

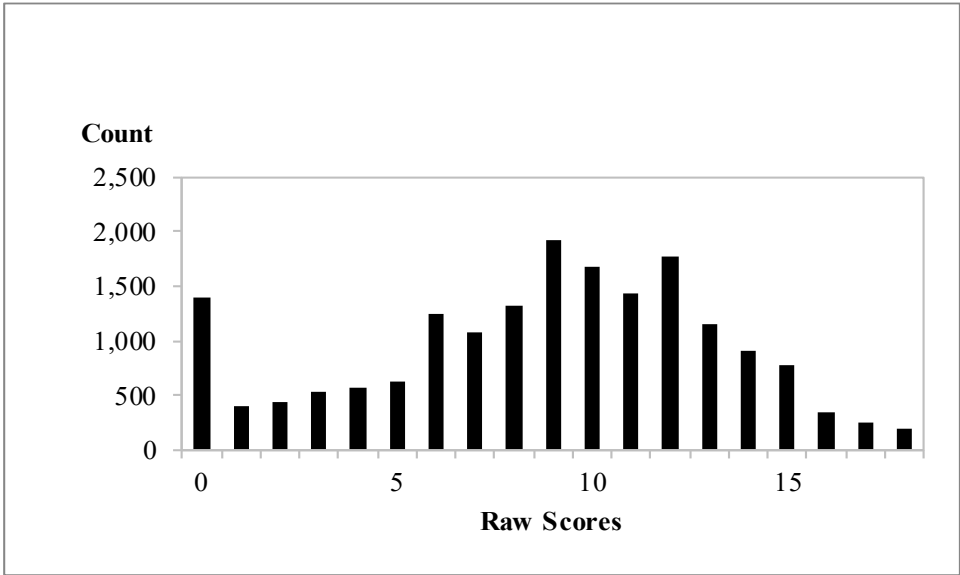
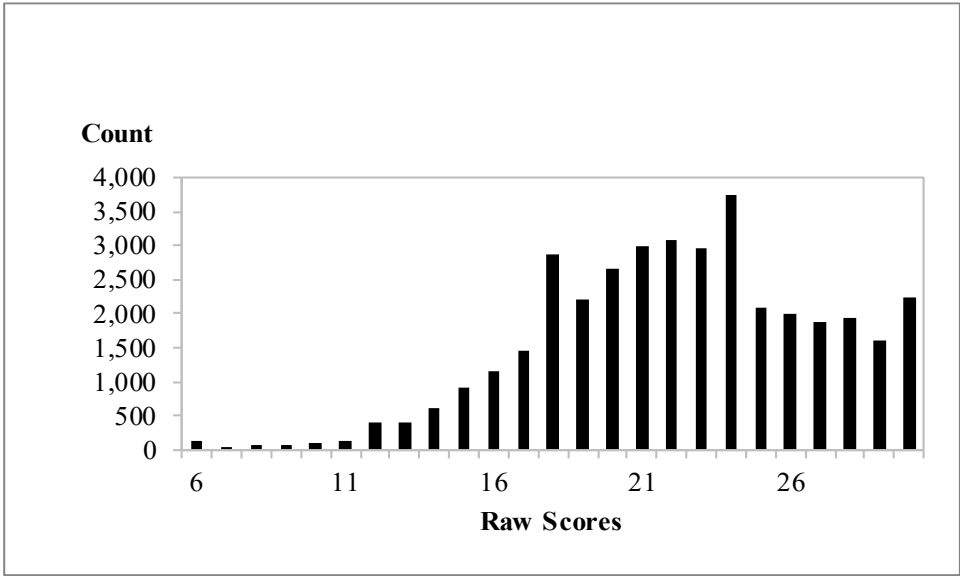


Table 2.3.4.4.2. Raw Score Descriptive Statistics: S 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	19,782	6	30	21.91	4.58
5	17,926	6	30	22.54	4.70
Total	37,708	6	30	22.21	4.65

Figure 2.3.4.4.2. Raw Scores: S 4-5B/C 603 Paper



2.3.4.5 Grades 6-8

Table 2.3.4.5.1. Raw Score Descriptive Statistics: S 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	8,568	0	18	8.58	4.26
7	9,020	0	18	8.68	4.13
8	9,186	0	18	9.01	4.10
Total	26,774	0	18	8.76	4.17

Figure 2.3.4.5.1. Raw Scores: S 6-8A S603 Paper

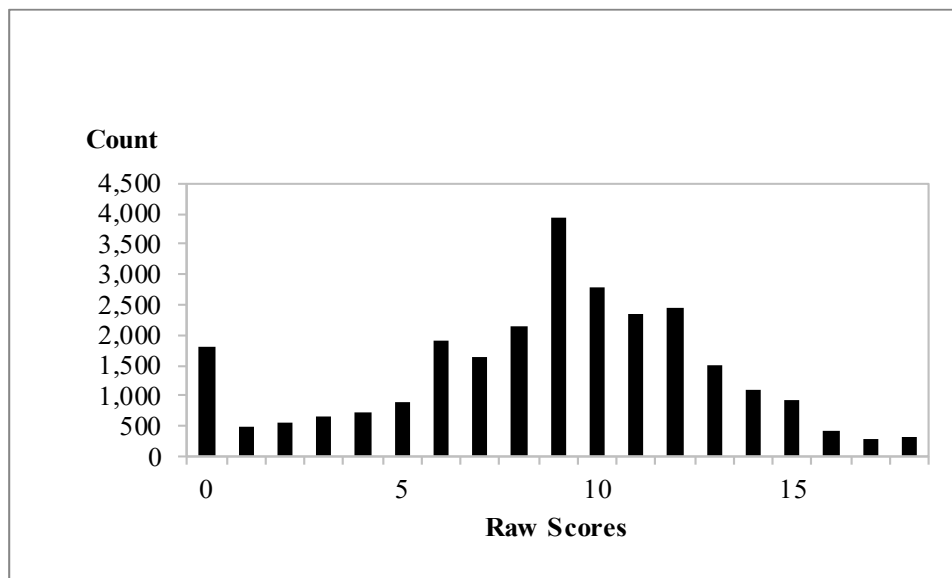
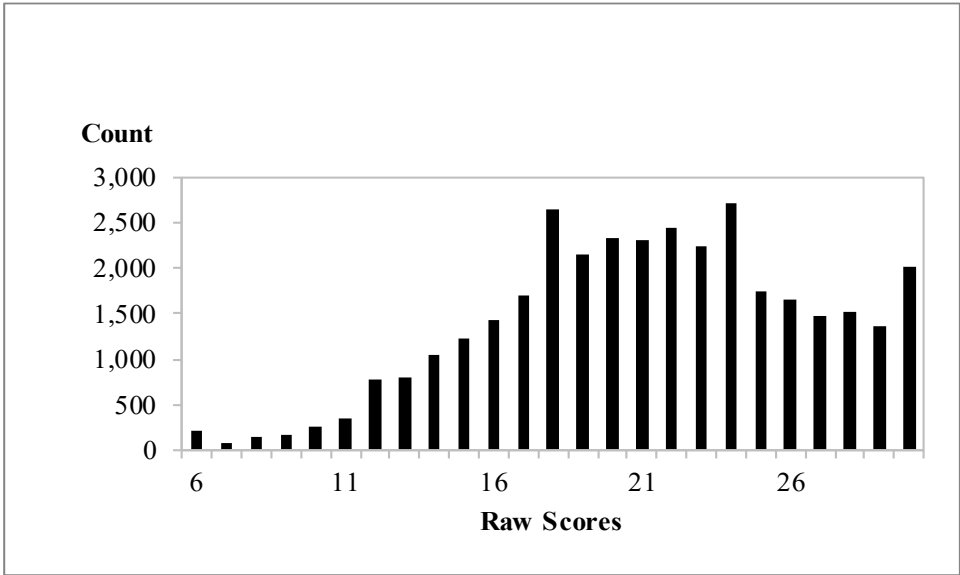


Table 2.3.4.5.2. Raw Score Descriptive Statistics: S 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	11,636	6	30	20.81	5.17
7	11,369	6	30	21.08	5.28
8	11,786	6	30	21.78	5.31
Total	34,791	6	30	21.23	5.27

Figure 2.3.4.5.2. Raw Scores: S 6-8B/C 603 Paper



2.3.4.6 Grades 9-12

Table 2.3.4.6.1. Raw Score Descriptive Statistics: S 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	9,460	0	18	8.70	4.50
10	7,807	0	18	8.95	4.29
11	6,165	0	18	9.41	4.18
12	3,885	0	18	10.05	3.97
Total	27,317	0	18	9.12	4.32

Figure 2.3.4.6.1. Raw Scores: S 9-12A 603 Paper

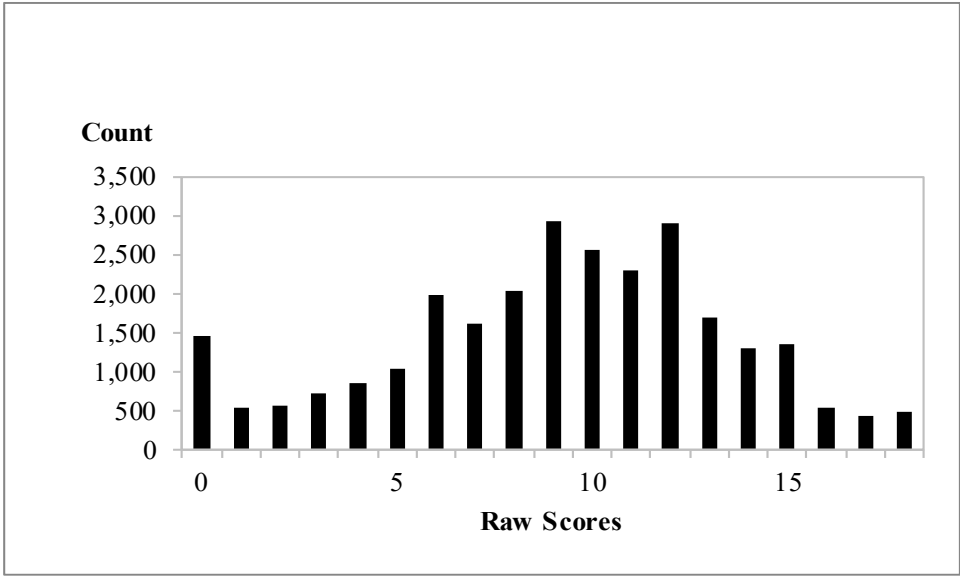
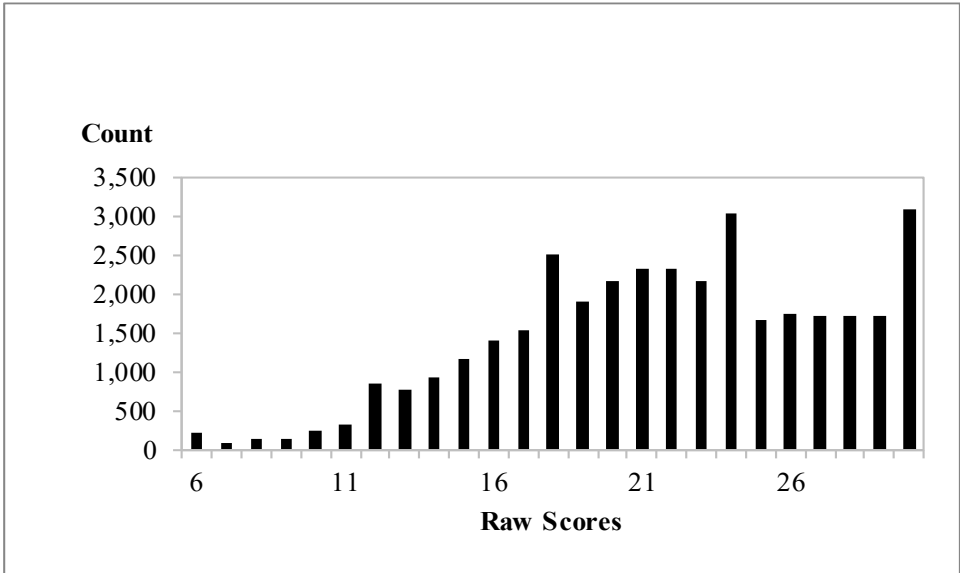


Table 2.3.4.6.2 Raw Score Descriptive Statistics: S 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	10,169	6	30	21.76	5.38
10	10,443	6	30	21.49	5.57
11	8,997	6	30	21.91	5.43
12	6,252	6	30	21.96	5.40
Total	35,861	6	30	21.75	5.45

Figure 2.3.4.6.2 Raw Scores: S 9-12B/C 603 Paper



2.4 Scale Score Distribution

The figures and tables in this section relate to the ACCESS for ELLs scale scores on each test form. Raw scores were converted to vertically equated scale scores for each test form. Scale score distribution is presented by grade-level cluster and tier, and by grade-level cluster, combining tiers.

For each test form, the figure shows the distribution of the scale scores. Scale scores are plotted on the horizontal axis and grouped into units of five scale score points (e.g., 100–104, 105–109, 110–114, etc.). The number of students with scale scores falling into each range is plotted on the vertical axis. ACCESS Paper is tiered; therefore, depending on the tiers the students were placed in, their range of possible scale scores will vary.

The tables in this section show, by grade and by total for the grade-level cluster:

- The number of students in the analysis (count)
- The minimum observed scale score
- The maximum observed scale score
- The mean (average) scale score
- The standard deviation (std. dev./SD) of the scale score

As is the case for raw scores, scale score distributions are impacted by the test design and student population. Scale score distribution figures for the grade-level cluster incorporate distributions from Tier A and Tier B/C test forms and so will not appear smooth.

In the domain of Writing, task weighting results in raw scores that are not smoothly distributed. This distribution is also apparent in the distribution of scale scores.

The Kindergarten test design includes skipping and stopping rules intended to reduce testing time for young children; these rules also have an impact on the distribution of raw scores and subsequently on the distribution of scale scores, leading to less smooth distributions.

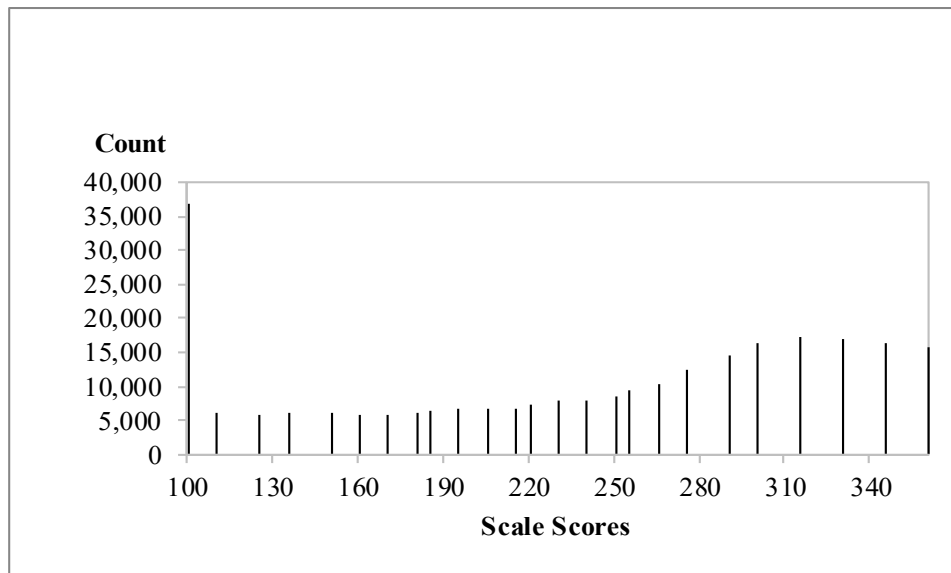
2.4.1 Listening

2.4.1.0 Kindergarten

Table 2.4.1.0 Scale Score Descriptive Statistics: L K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,071	100	363	237.37	85.47
Total	266,071	100	363	237.37	85.47

Figure 2.4.1.0 Scale Scores: L K 603 Paper



2.4.1.1 Grade 1

Table 2.4.1.1.1. Scale Score Descriptive Statistics: L 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	24,186	104	352	283.83	40.83
Total	24,186	104	352	283.83	40.83

Figure 2.4.1.1.1. Scale Scores: L 1A 603 Paper

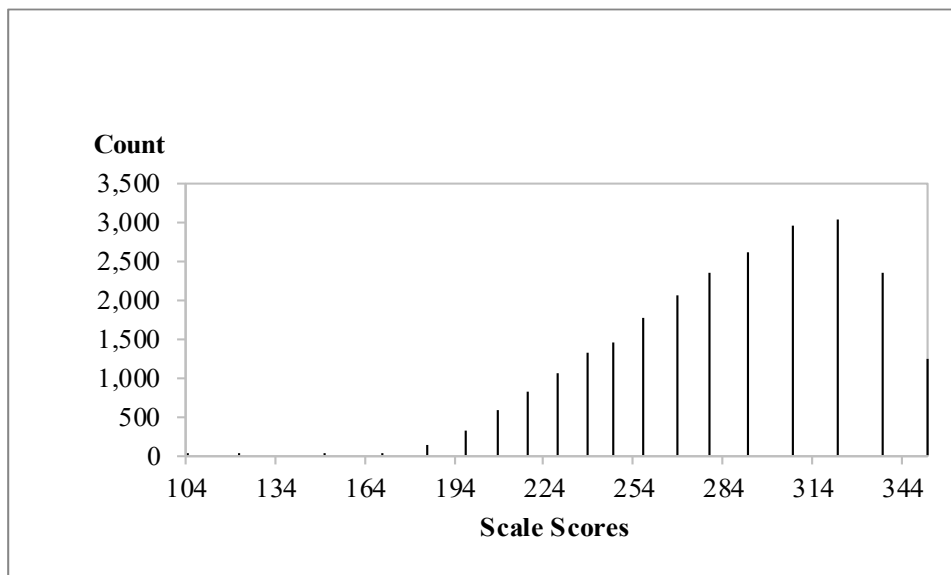


Table 2.4.1.1.2. Scale Score Descriptive Statistics: L 1 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	14,682	104	405	320.20	38.16
Total	14,682	104	405	320.20	38.16

Figure 2.4.1.1.2 Scale Scores: L 1B/C 603 Paper

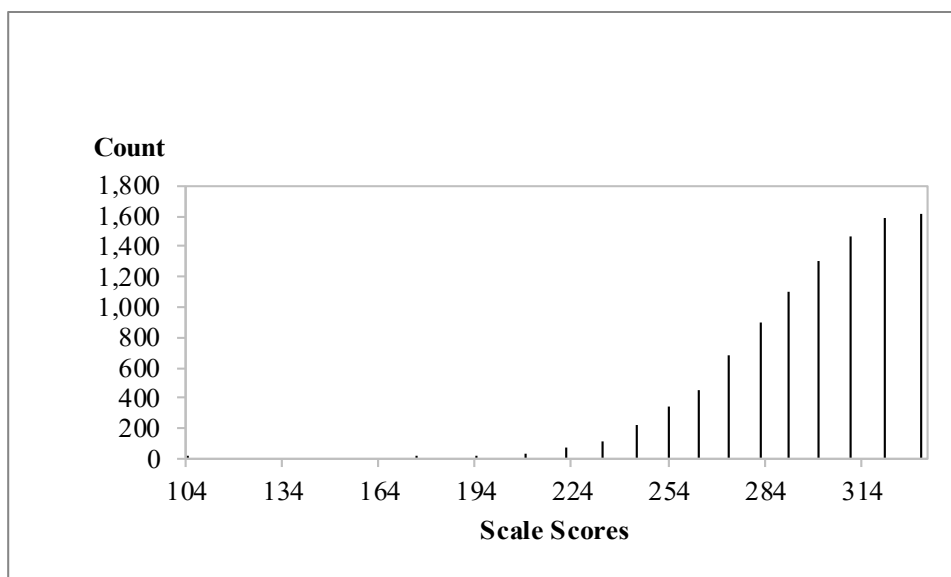
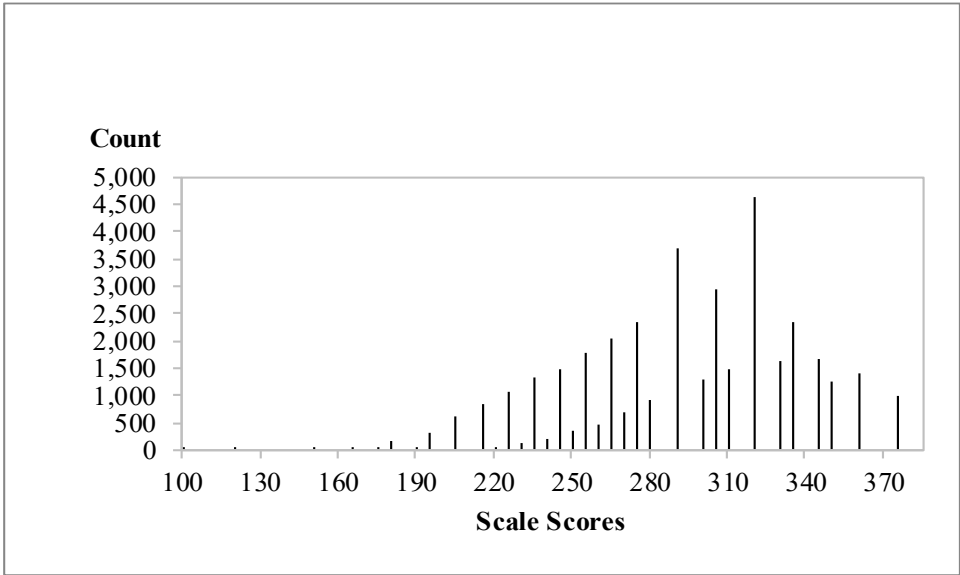


Table 2.4.1.1.3. Scale Score Descriptive Statistics: L 1 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	38,868	104	405	297.57	43.57
Total	38,868	104	405	297.57	43.57

Figure 2.4.1.1.3 Scale Scores: L 1 603 Paper



2.4.1.2 Grade 2

Table 2.4.1.2.1. Scale Score Descriptive Statistics: L 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	14,027	112	352	289.84	43.01
Total	14,027	112	352	289.84	43.01

Figure 2.4.1.2.1. Scale Scores: L 2A 603 Paper

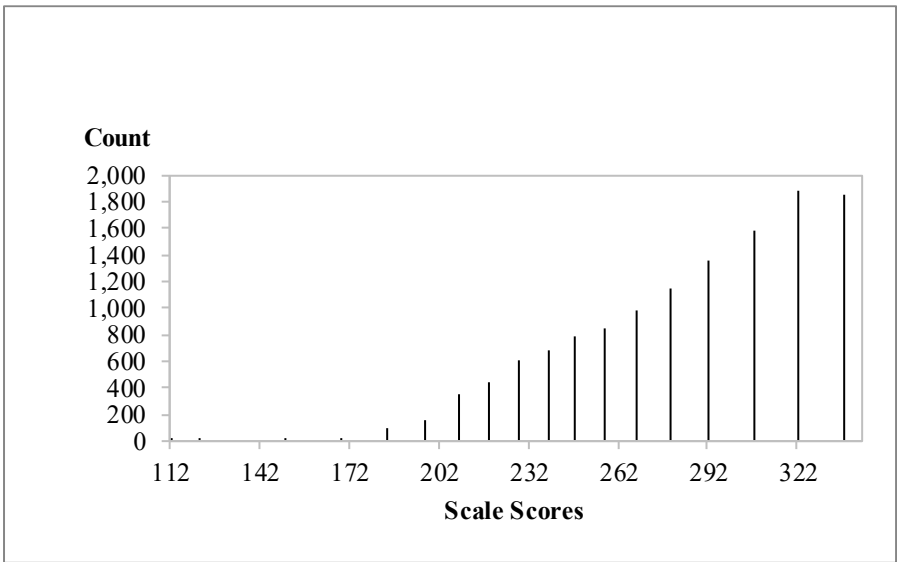


Table 2.4.1.2.2. Scale Score Descriptive Statistics: L 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	25,776	112	405	341.78	35.84
Total	25,776	112	405	341.78	35.84

Figure 2.4.1.2.2 Scale Scores: L 2B/C 603 Paper

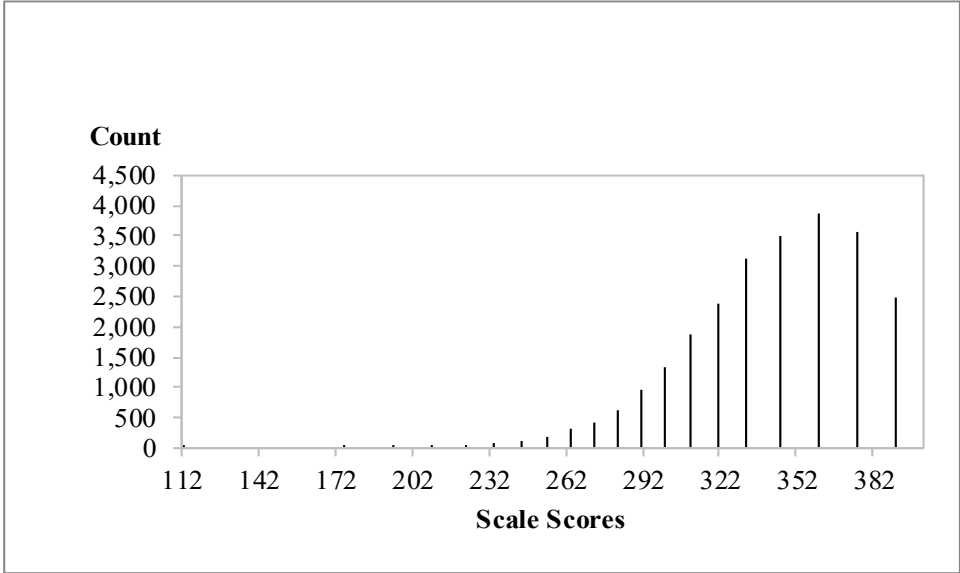
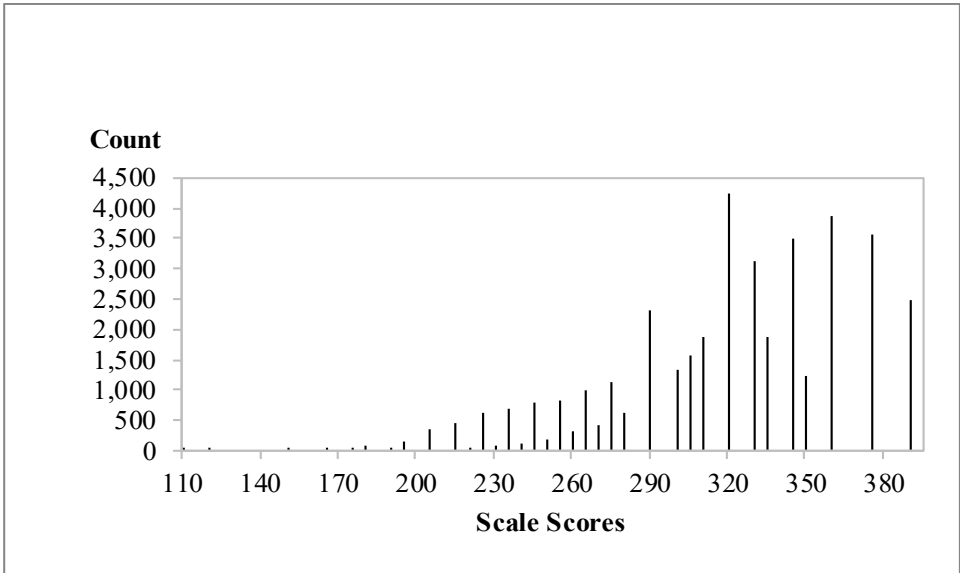


Table 2.4.1.2.3. Scale Score Descriptive Statistics: L 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	39,803	112	405	323.48	45.82
Total	39,803	112	405	323.48	45.82

Figure 2.4.1.2.3 Scale Scores: L 2 603 Paper



2.4.1.3 Grade 3

Table 2.4.1.3.1. Scale Score Descriptive Statistics: L 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	11,686	184	416	317.98	36.83
Total	11,686	184	416	317.98	36.83

Figure 2.4.1.3.1. Scale Scores: L 3A 603 Paper

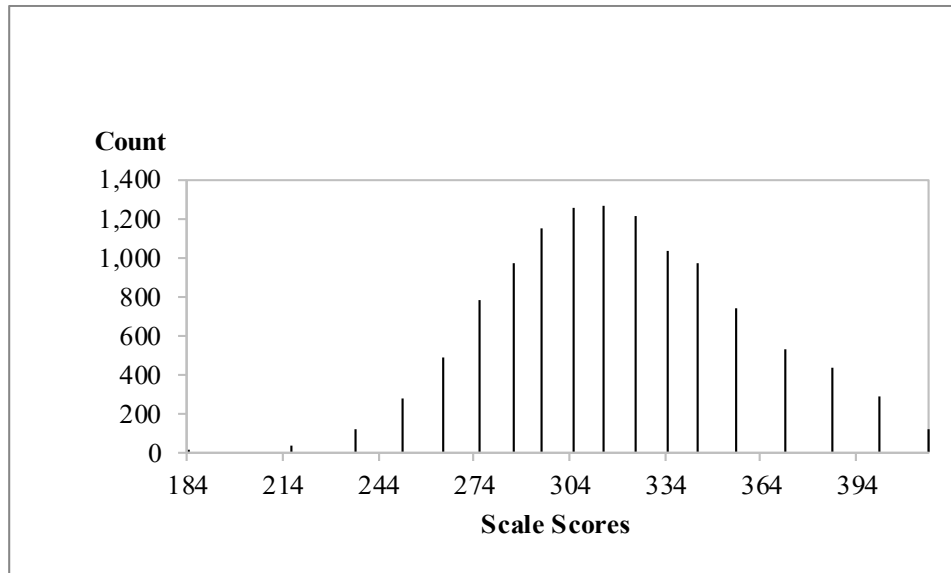


Table 2.4.1.3.2. Scale Score Descriptive Statistics: L 3 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	26,133	201	471	364.18	29.88
Total	26,133	201	471	364.18	29.88

Figure 2.4.1.3.2. Scale Scores: L 3B/C 603 Paper

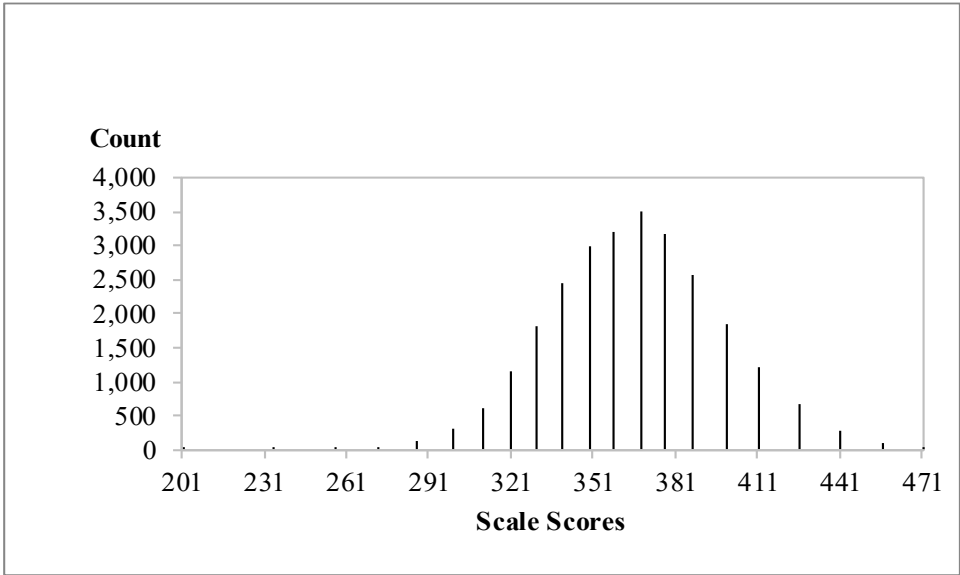
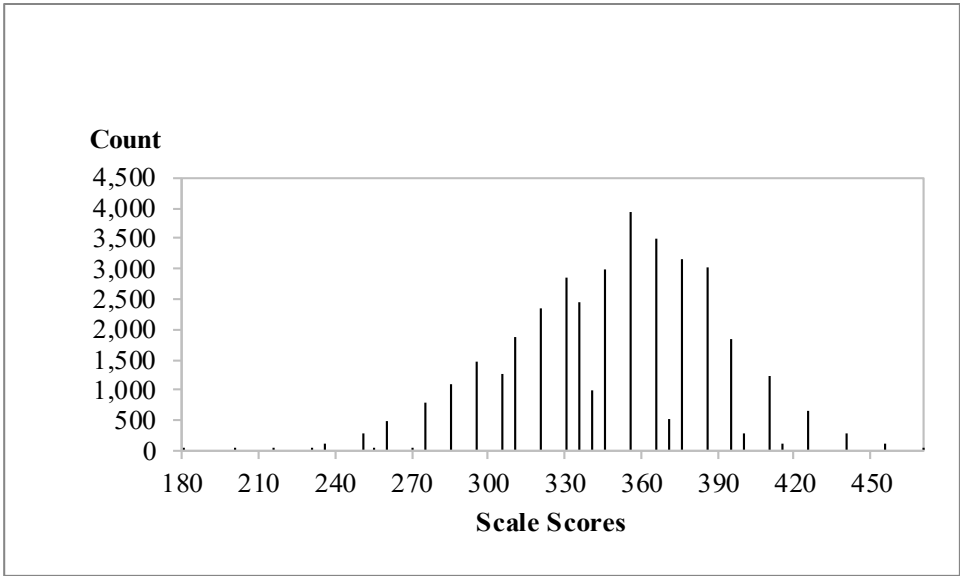


Table 2.4.1.3.3 Scale Score Descriptive Statistics: L 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	37,819	184	471	349.91	38.62
Total	37,819	184	471	349.91	38.62

Figure 2.4.1.3.3. Scale Scores: L 3 603 Paper



2.4.1.4 Grades 4-5

Table 2.4.1.4.1. Scale Score Descriptive Statistics: L 4-5 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	8,627	120	416	323.15	38.31
5	8,594	184	416	328.20	38.71
Total	17,221	120	416	325.67	38.59

Figure 2.4.1.4.1. Scale Scores: L 4-5A 603 Paper

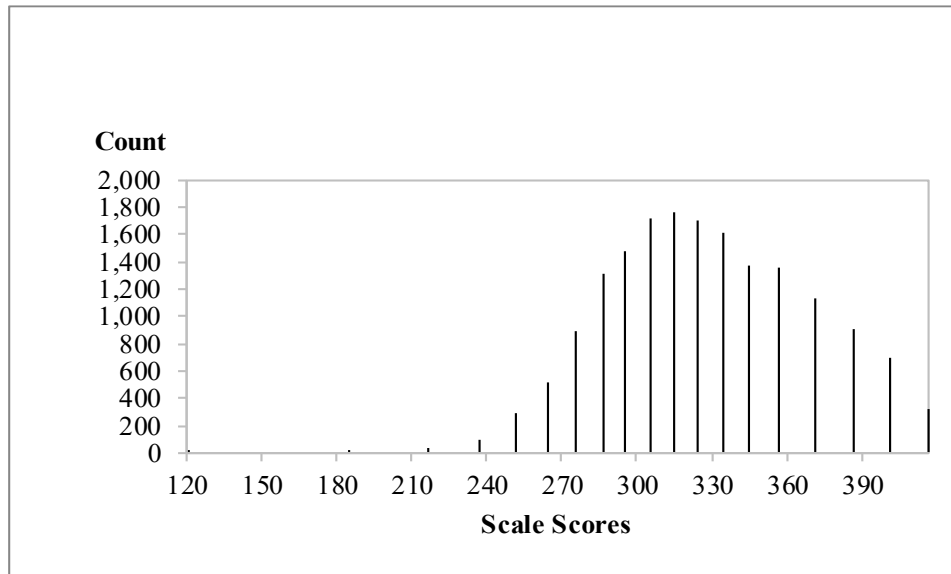


Table 2.4.1.4.2 Scale Score Descriptive Statistics: L 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	19,264	201	471	380.85	31.69
5	17,533	234	471	390.57	32.89
Total	36,797	201	471	385.48	32.63

Figure 2.4.1.4.2 Scale Scores: L 4-5B/C 603 Paper

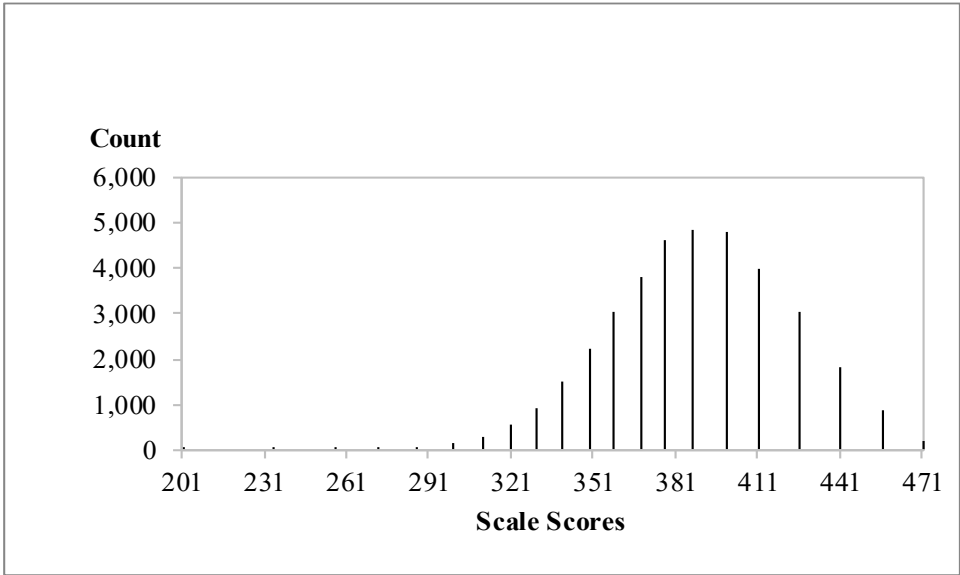
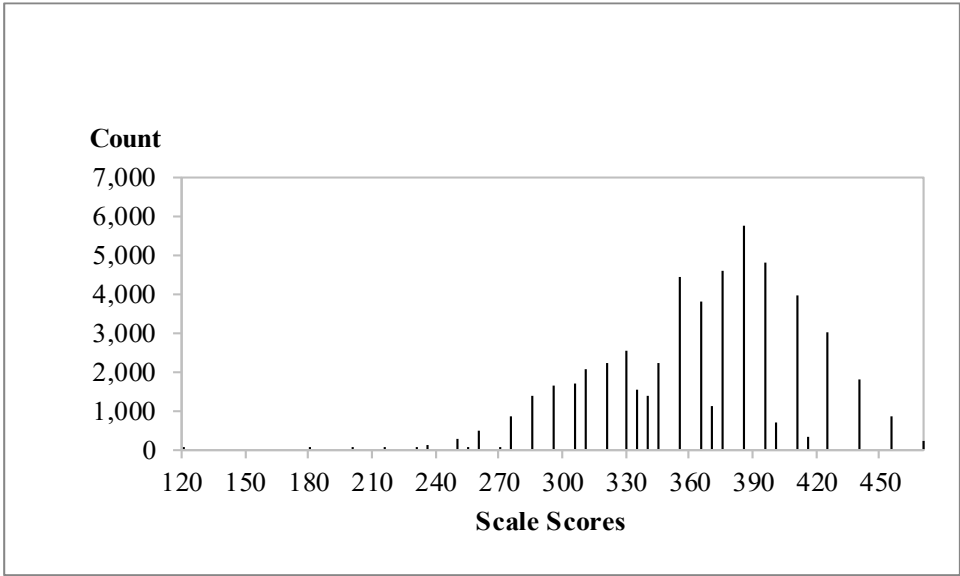


Table 2.4.1.4.3. Scale Score Descriptive Statistics: L 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	27,891	120	471	363.00	43.11
5	26,127	184	471	370.05	45.58
Total	54,018	120	471	366.41	44.46

Figure 2.4.1.4.3. Scale Scores: L 4-5 603 Paper



2.4.1.5 Grades 6-8

Table 2.4.1.5.1. Scale Score Descriptive Statistics: L 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	8,127	132	424	316.47	36.13
7	8,559	181	424	318.36	35.62
8	8,683	181	424	321.21	36.16
Total	25,369	132	424	318.73	36.02

Figure 2.4.1.5.1. Scale Scores: L 6-8A 603 Paper

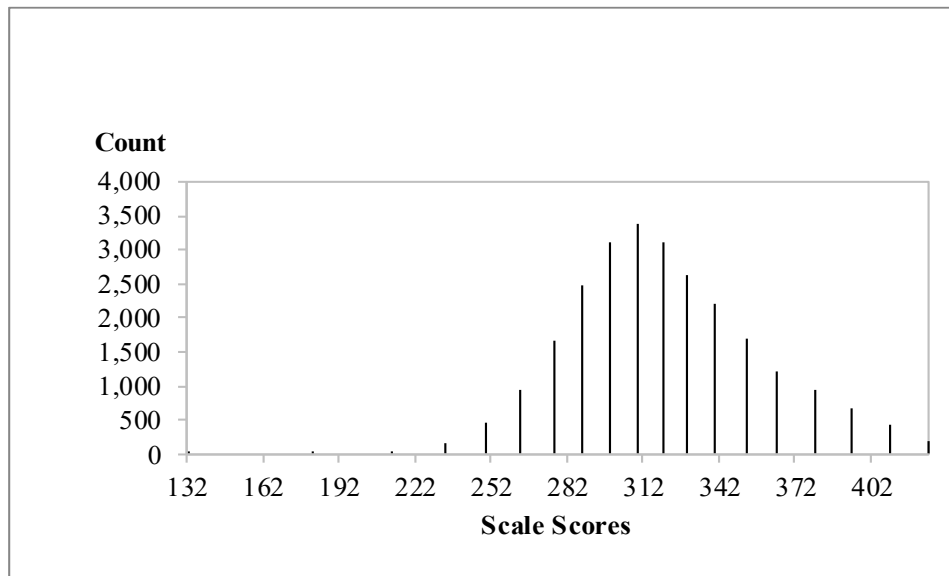


Table 2.4.1.5.2. Scale Score Descriptive Statistics: L 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	11,034	273	473	396.04	31.29
7	10,887	225	473	400.64	32.56
8	11,310	225	473	405.74	32.82
Total	33,231	225	473	400.85	32.48

Figure 2.4.1.5.2. Scale Scores: L 6-8B/C 603 Paper

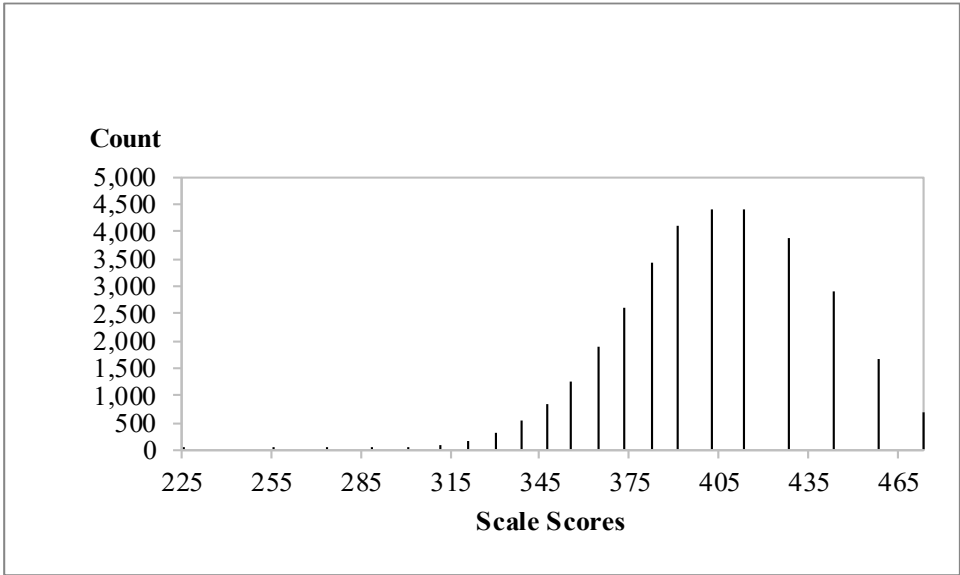
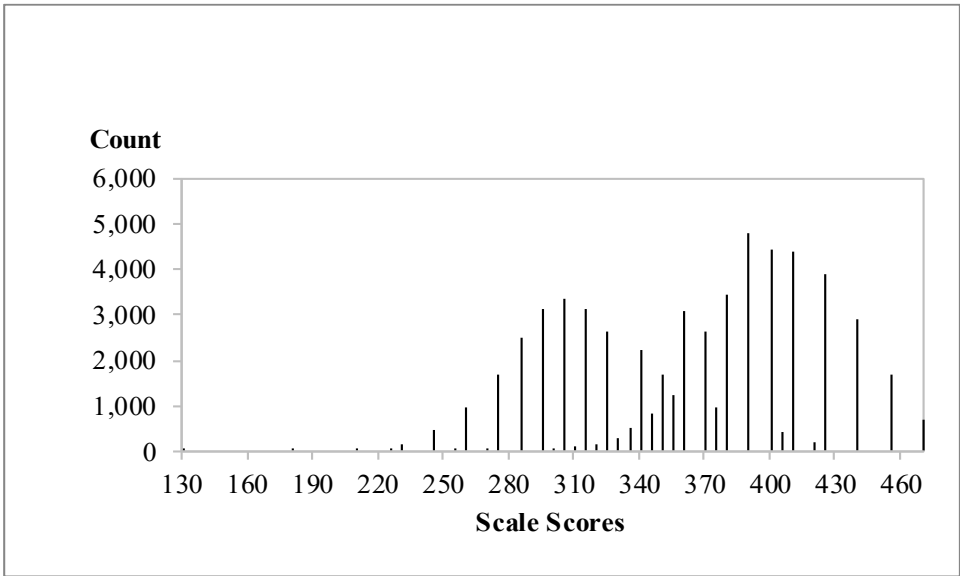


Table 2.4.1.5.3. Scale Score Descriptive Statistics: L 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	19,161	132	473	362.29	51.61
7	19,446	181	473	364.43	53.11
8	19,993	181	473	369.03	54.15
Total	58,600	132	473	365.30	53.06

Figure 2.4.1.5.3 Scale Scores: L 6-8 603 Paper



2.4.1.6 Grades 9-12

Table 2.4.1.6.1. Scale Score Descriptive Statistics: L 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	8,835	172	432	323.05	34.72
10	7,263	172	432	325.28	35.18
11	5,748	205	432	327.54	34.75
12	3,637	205	432	330.24	34.63
Total	25,483	172	432	325.73	34.93

Figure 2.4.1.6.1. Scale Scores: L 9-12A 603 Paper

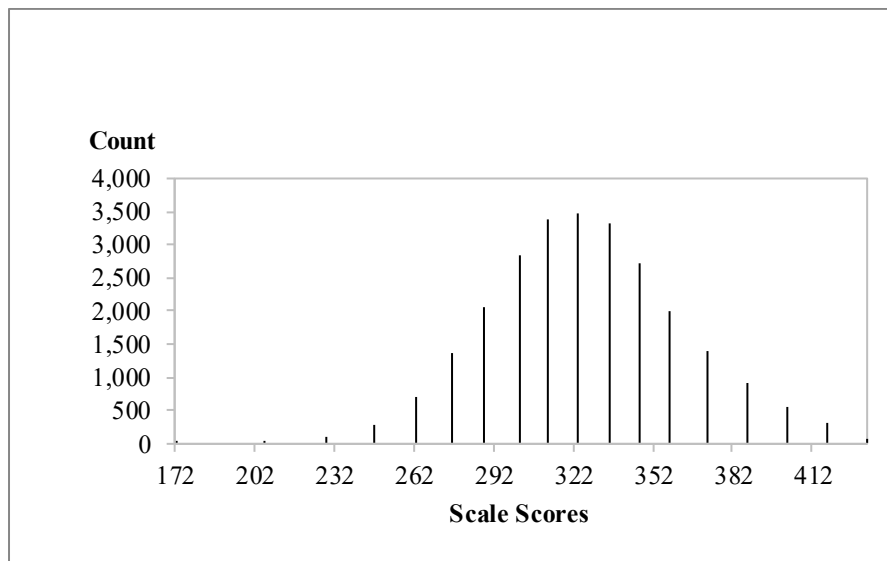


Table 2.4.1.6.2. Scale Score Descriptive Statistics: L 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	9,834	248	490	398.09	33.80
10	10,093	248	490	398.69	35.27
11	8,699	277	490	399.76	35.20
12	6,006	248	490	395.82	36.03
Total	34,632	248	490	398.29	35.00

Figure 2.4.1.6.2. Scale Scores: L 9-12B/C 603 Paper

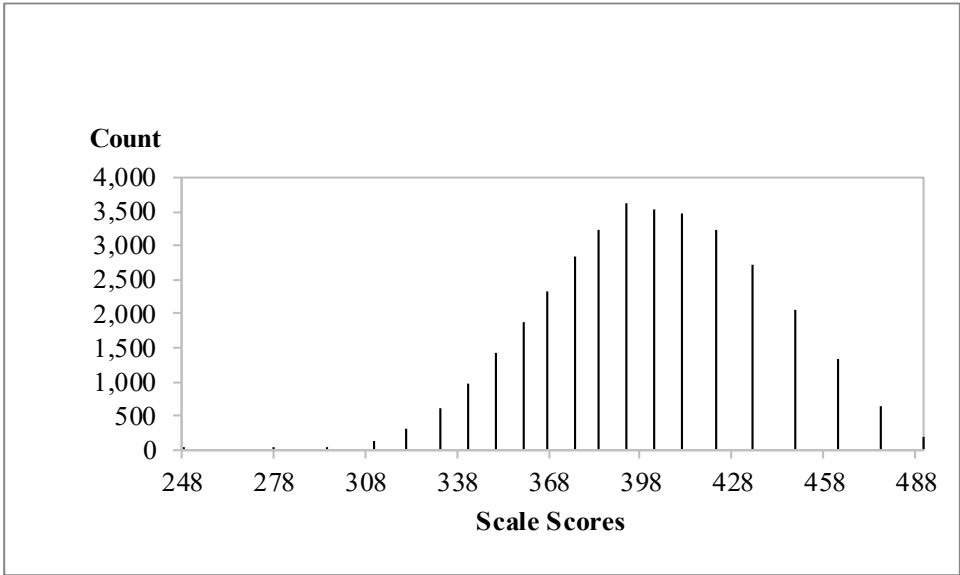
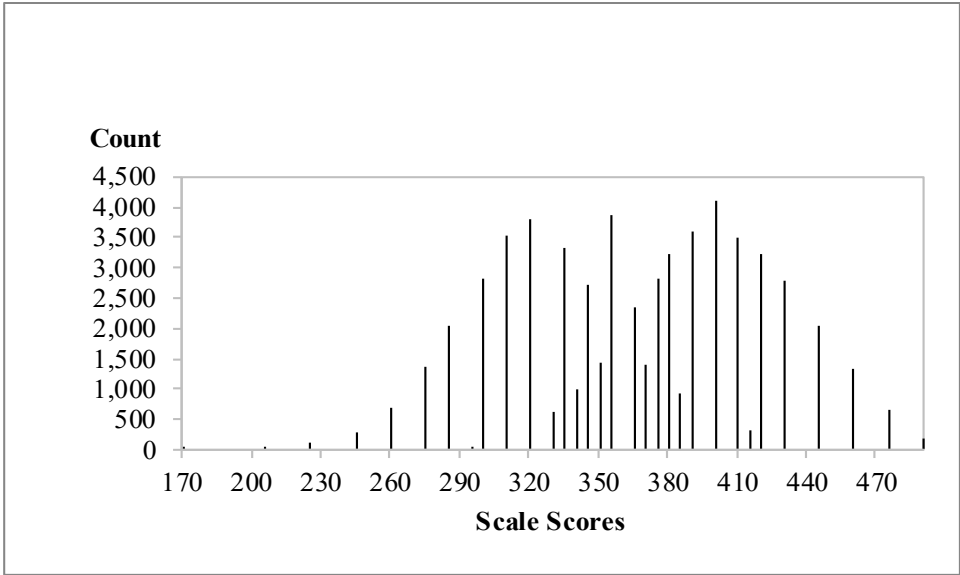


Table 2.4.1.6.3. Scale Score Descriptive Statistics: L 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	18,669	172	490	362.58	50.75
10	17,356	172	490	367.97	50.53
11	14,447	205	490	371.03	49.76
12	9,643	205	490	371.09	47.66
Total	60,115	172	490	367.53	50.09

Figure 2.4.1.6.3. Scale Scores: L 9-12 603 Paper



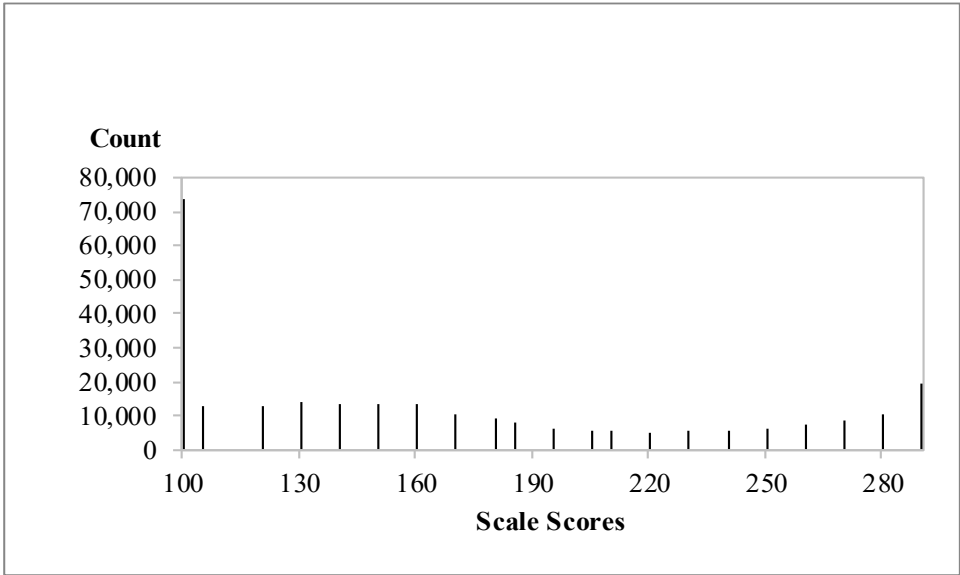
2.4.2 Reading

2.4.2.0 Kindergarten

Table 2.4.2.0. Scale Score Descriptive Statistics: R K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,064	100	290	167.97	65.68
Total	266,064	100	290	167.97	65.68

Figure 2.4.2.0. Scale Scores: R K 603 Paper



2.4.2.1 Grade 1

Table 2.4.2.1.1. Scale Score Descriptive Statistics: R 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	23,237	141	361	271.19	22.81
Total	23,237	141	361	271.19	22.81

Figure 2.4.2.1.1. Scale Scores: R 1A 603 Paper

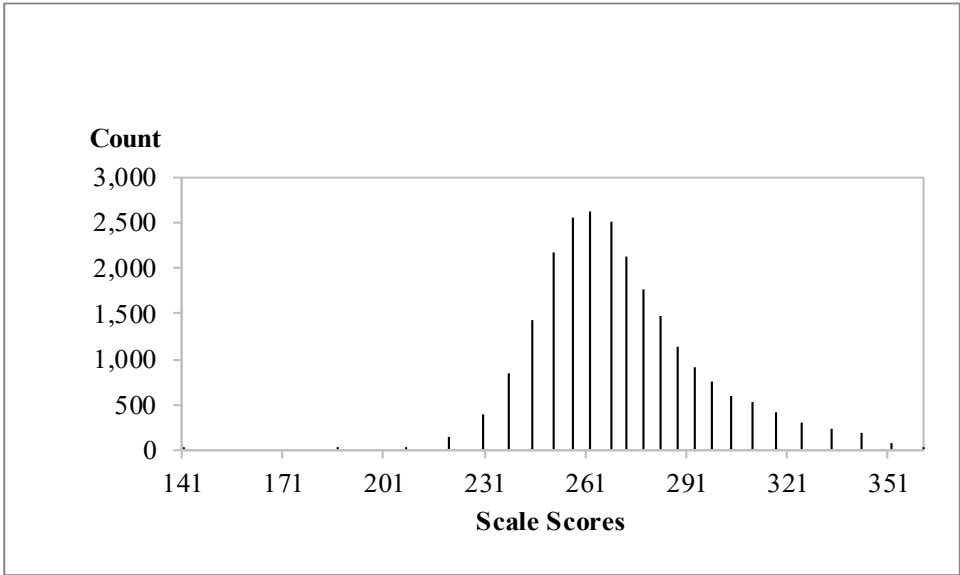


Table 2.4.2.1.2. Scale Score Descriptive Statistics: R 1 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	13,372	141	394	302.07	22.72
Total	13,372	141	394	302.07	22.72

Figure 2.4.2.1.2. Scale Scores: R 1B/C 603 Paper

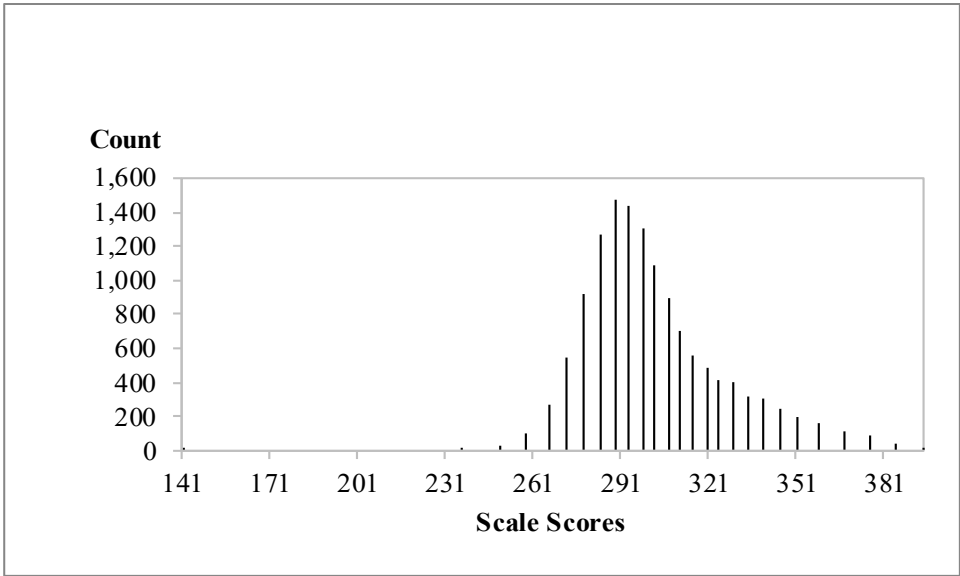
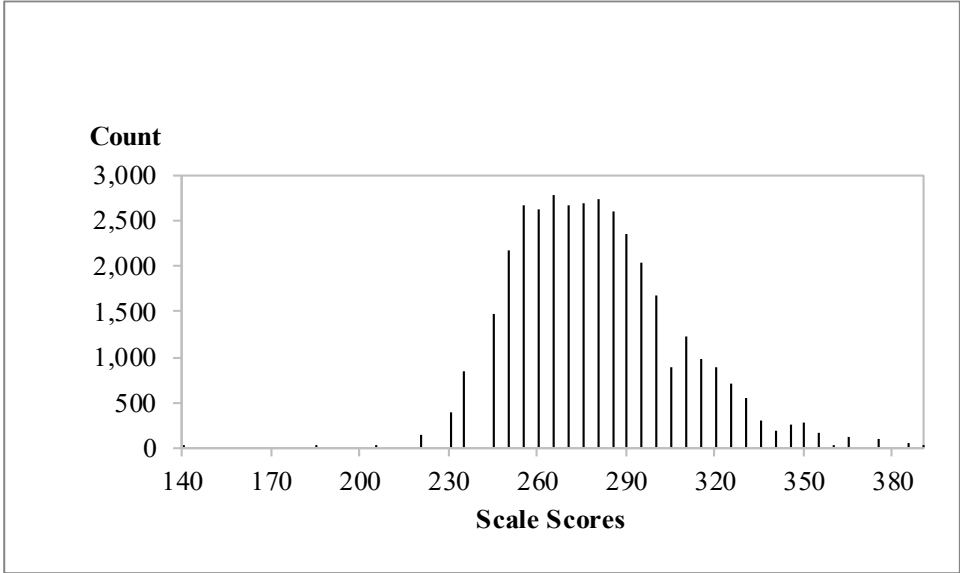


Table 2.4.2.1.3. Scale Score Descriptive Statistics: R 1 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	36,609	141	394	282.47	27.20
Total	36,609	141	394	282.47	27.20

Figure 2.4.2.1.3. Scale Scores: R 1 603 Paper



2.4.2.2 Grade 2

Table 2.4.2.2.1. Scale Score Descriptive Statistics: R 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	13,333	158	361	278.97	26.45
Total	13,333	158	361	278.97	26.45

Figure 2.4.2.2.1. Scale Scores: R 2A 603 Paper

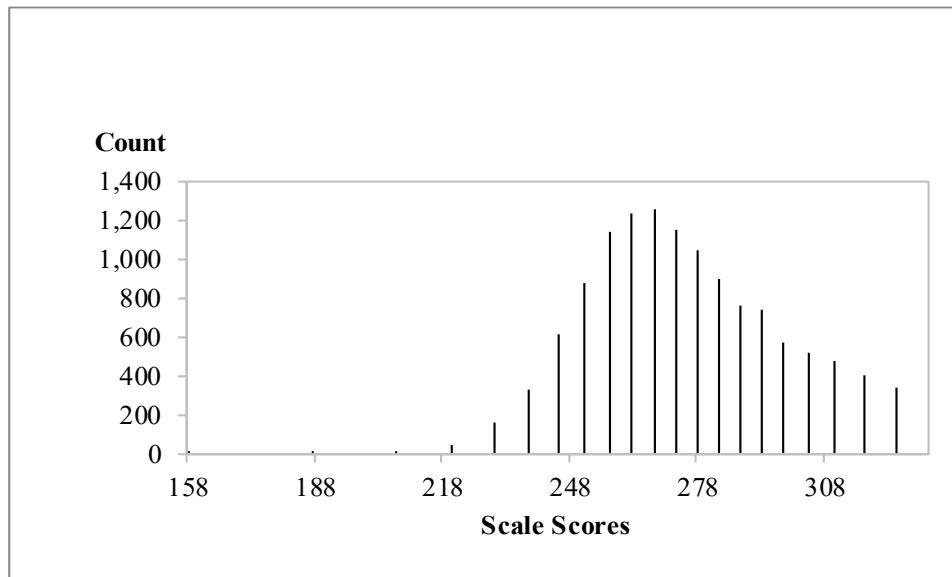


Table 2.4.2.2.2. Scale Score Descriptive Statistics: R 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	23,603	216	394	319.12	28.20
Total	23,603	216	394	319.12	28.20

Figure 2.4.2.2.2. Scale Scores: R 2B/C 603 Paper

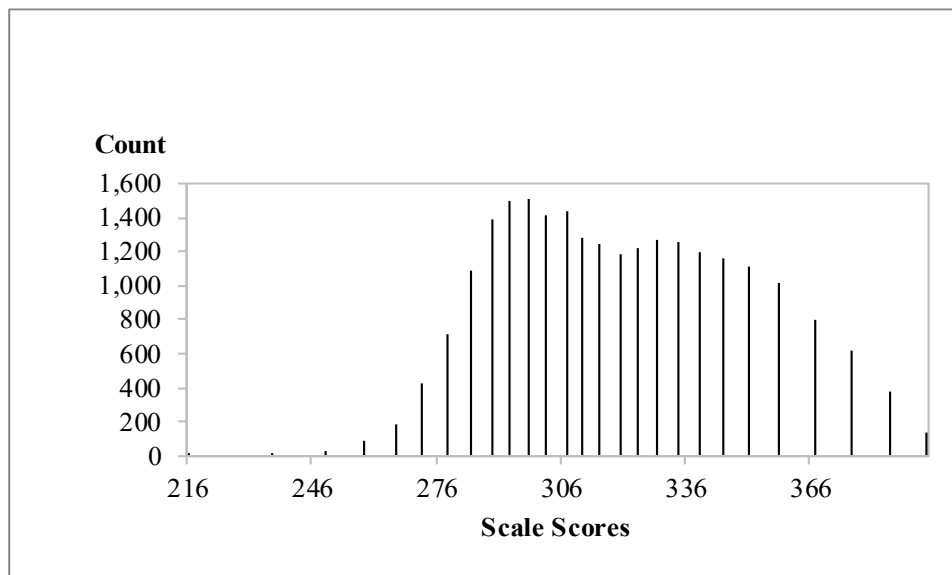
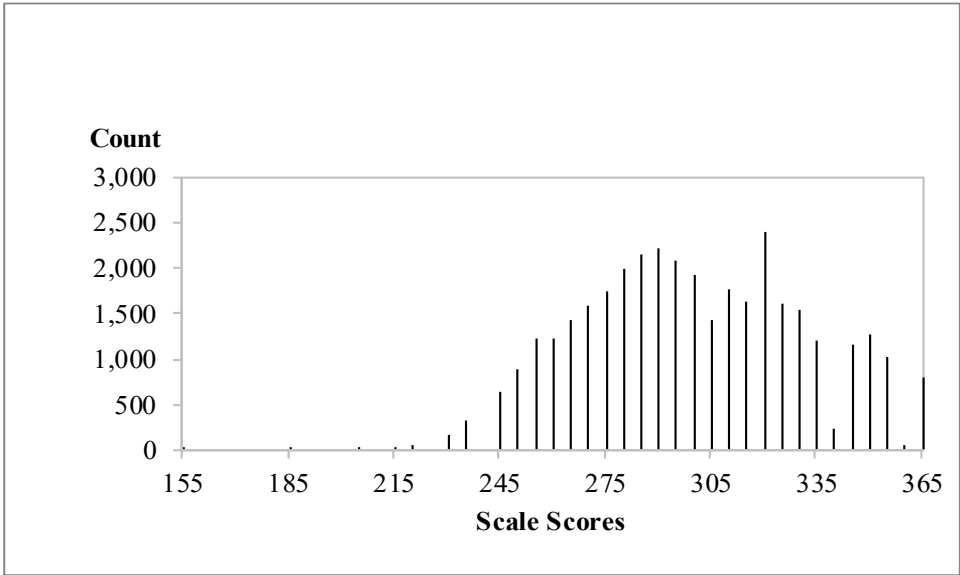


Table 2.4.2.2.3. Scale Score Descriptive Statistics: R 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	36,936	158	394	304.62	33.65
Total	36,936	158	394	304.62	33.65

Figure 2.4.2.2.3. Scale Scores: R 2 603 Paper



2.4.2.3 Grade 3

Table 2.4.2.3.1. Scale Score Descriptive Statistics: R 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	10,862	214	387	298.32	24.67
Total	10,862	214	387	298.32	24.67

Figure 2.4.2.3.1. Scale Scores: R 3A 603 Paper

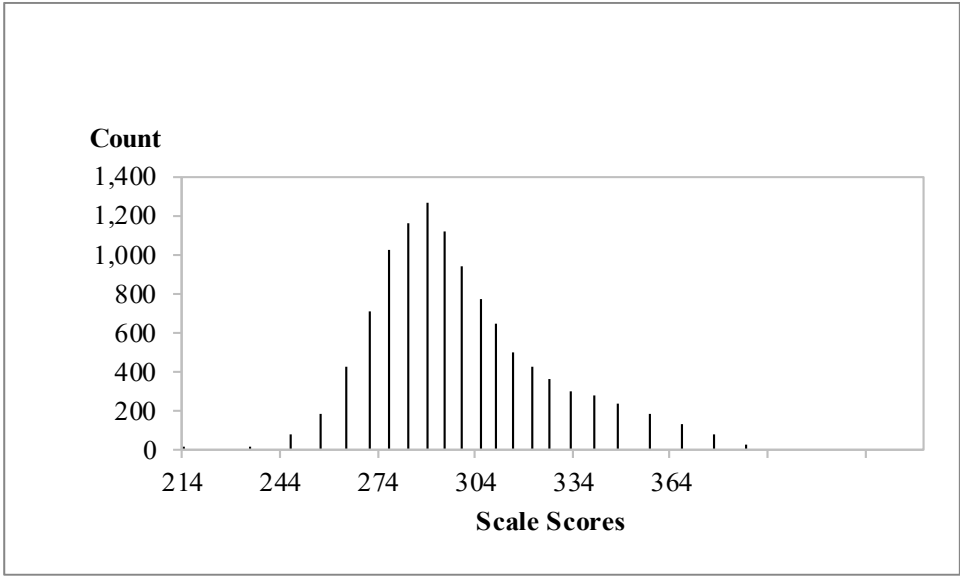


Table 2.4.2.3.2. Scale Score Descriptive Statistics: R 3 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	23,696	158	445	343.76	19.89
Total	23,696	158	445	343.76	19.89

Figure 2.4.2.3.2. Scale Scores: R 3B/C 603 Paper

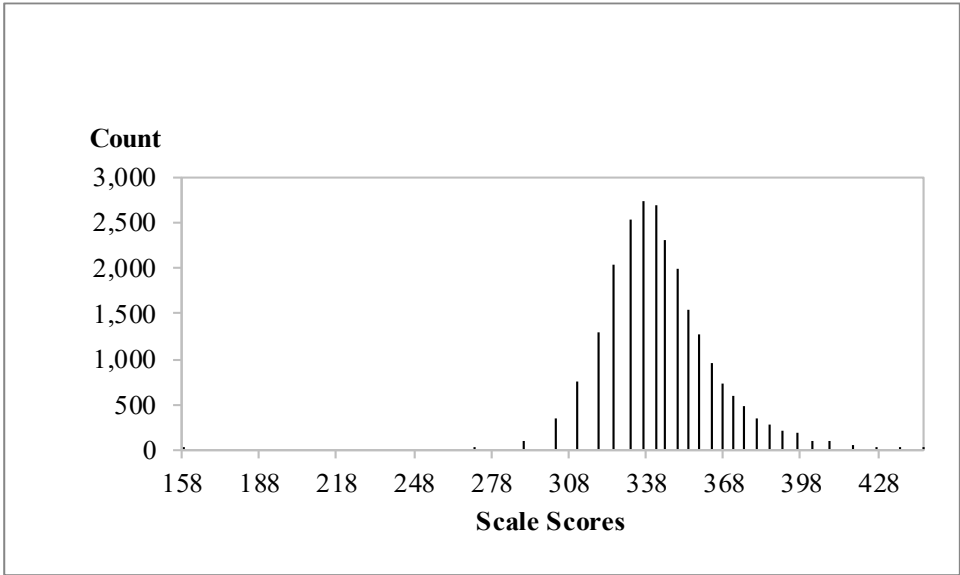
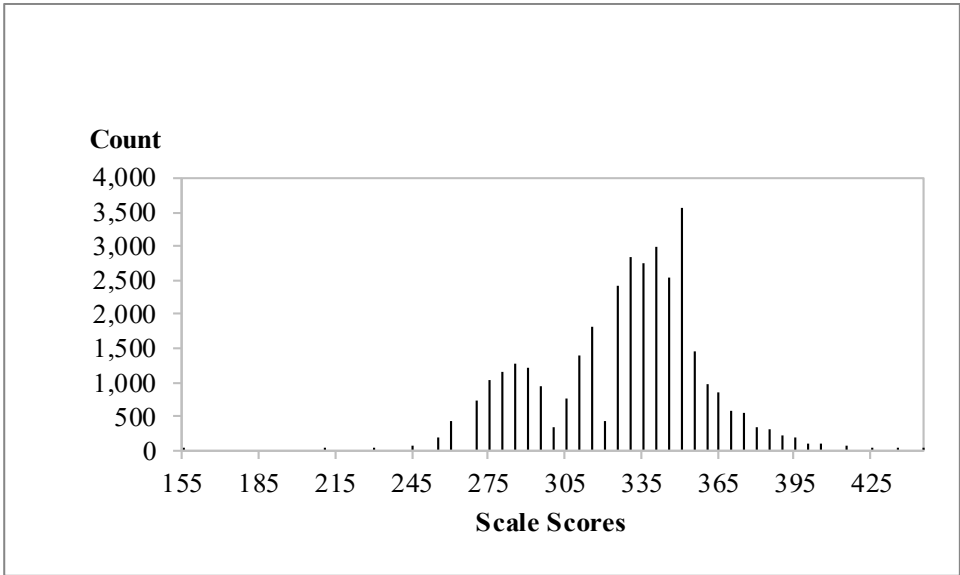


Table 2.4.2.3.3. Scale Score Descriptive Statistics: R 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	34,558	158	445	329.48	30.13
Total	34,558	158	445	329.48	30.13

Figure 2.4.2.3.3. Scale Scores: R 3 603 Paper



2.4.2.4 Grades 4-5

Table 2.4.2.4.1. Scale Score Descriptive Statistics: R 4-5 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	8,145	233	385	306.52	27.61
5	8,171	213	385	311.59	28.61
Total	16,316	213	385	309.06	28.23

Figure 2.4.2.4.1. Scale Scores: R 4-5A 603 Paper

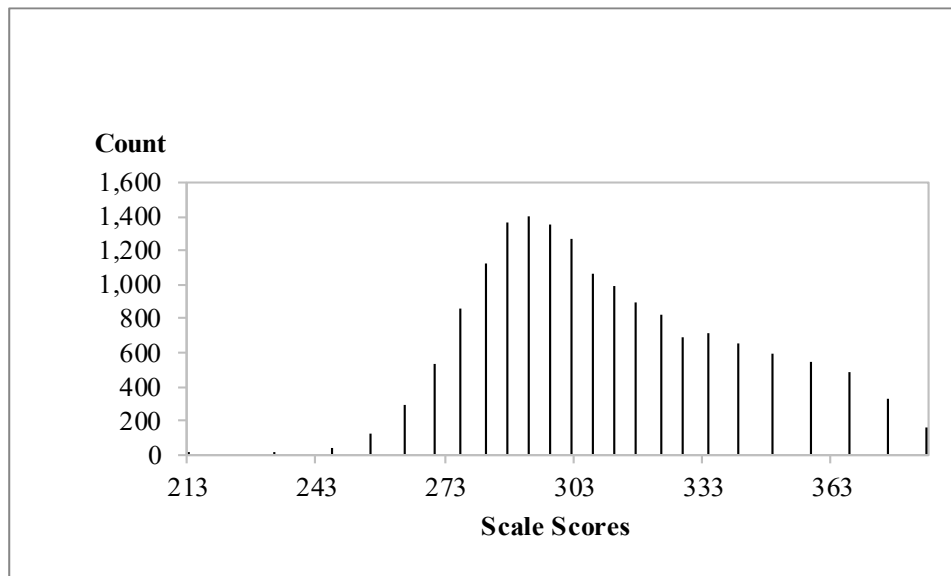


Table 2.4.2.4.2 Scale Score Descriptive Statistics: R 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	17,571	271	445	355.45	22.64
5	16,328	271	445	364.04	25.20
Total	33,899	271	445	359.59	24.29

Figure 2.4.2.4.2. Scale Scores: R 4-5B/C 603 Paper

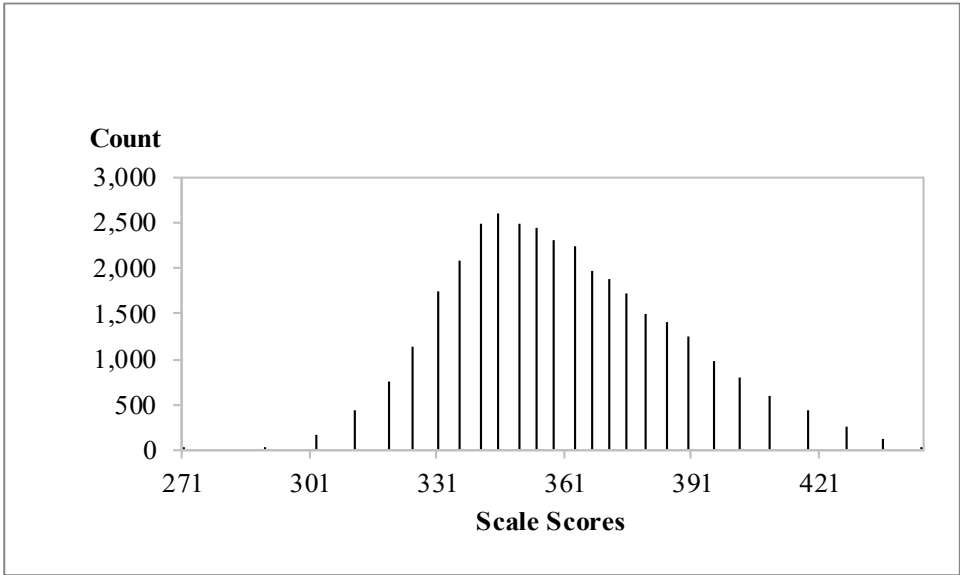
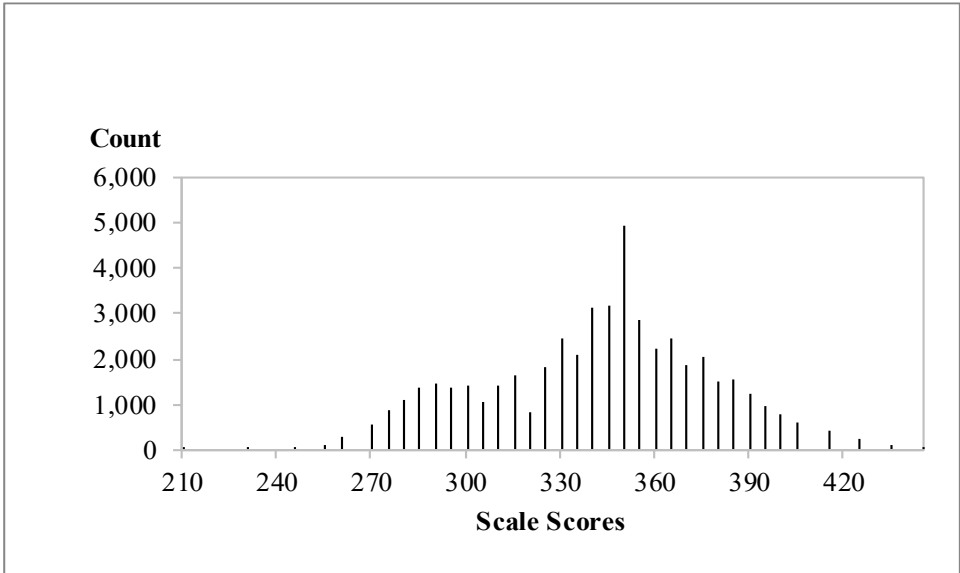


Table 2.4.2.4.3. Scale Score Descriptive Statistics: R 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	25,716	233	445	339.95	33.31
5	24,499	213	445	346.54	36.16
Total	50,215	213	445	343.17	34.89

Figure 2.4.2.4.3. Scale Scores: R 4-5 603 Paper



2.4.2.5 Grades 6-8

Table 2.4.2.5.1. Scale Score Descriptive Statistics: R 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	7,798	200	422	326.03	23.49
7	8,286	245	422	329.07	24.47
8	8,494	200	422	332.80	25.71
Total	24,578	200	422	329.39	24.76

Figure 2.4.2.5.1. Scale Scores: R 6-8A 603 Paper

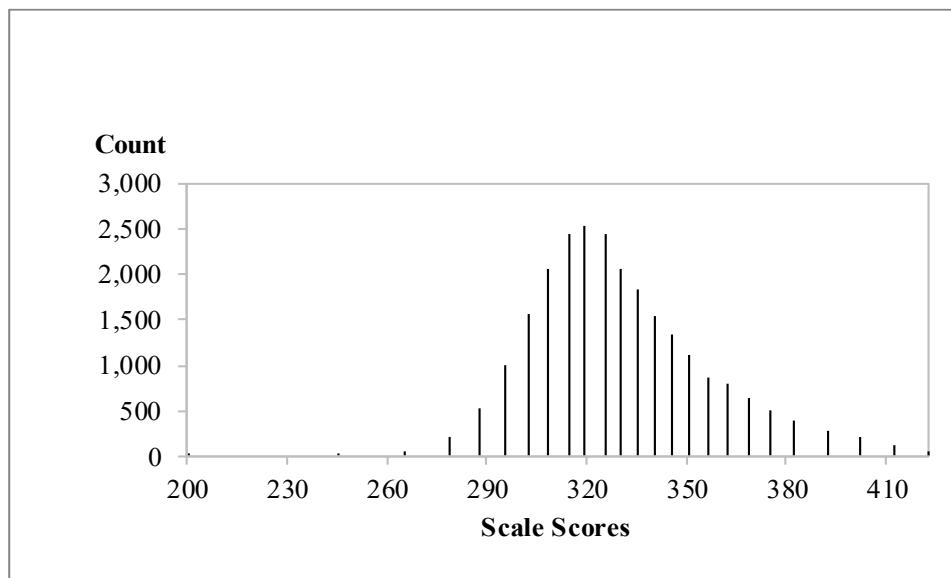


Table 2.4.2.5.2. Scale Score Descriptive Statistics: R 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	10,009	200	448	361.83	22.11
7	10,007	276	448	366.17	23.48
8	10,375	276	448	373.13	25.01
Total	30,391	200	448	367.12	24.04

Figure 2.4.2.5.2. Scale Scores: R 6-8B/C S603 Paper

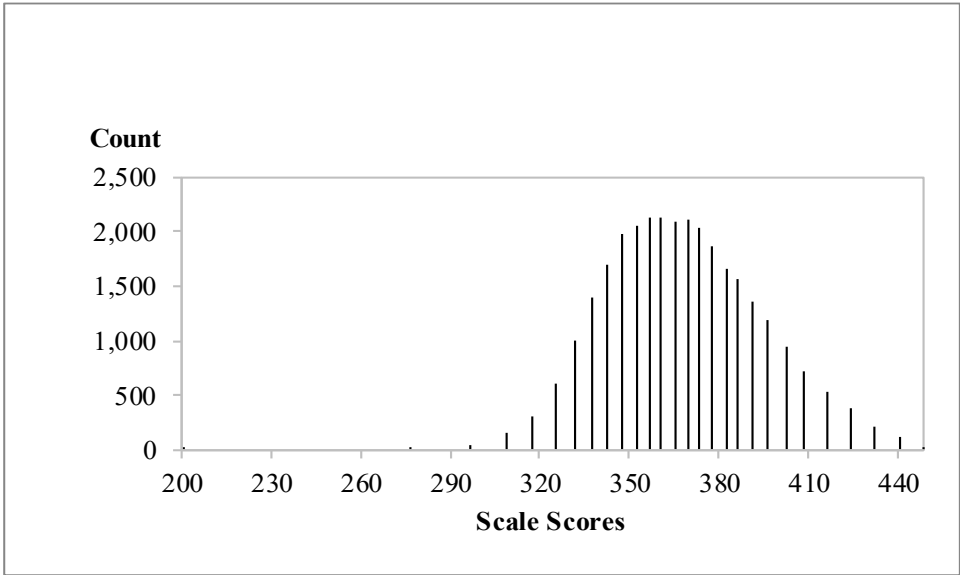
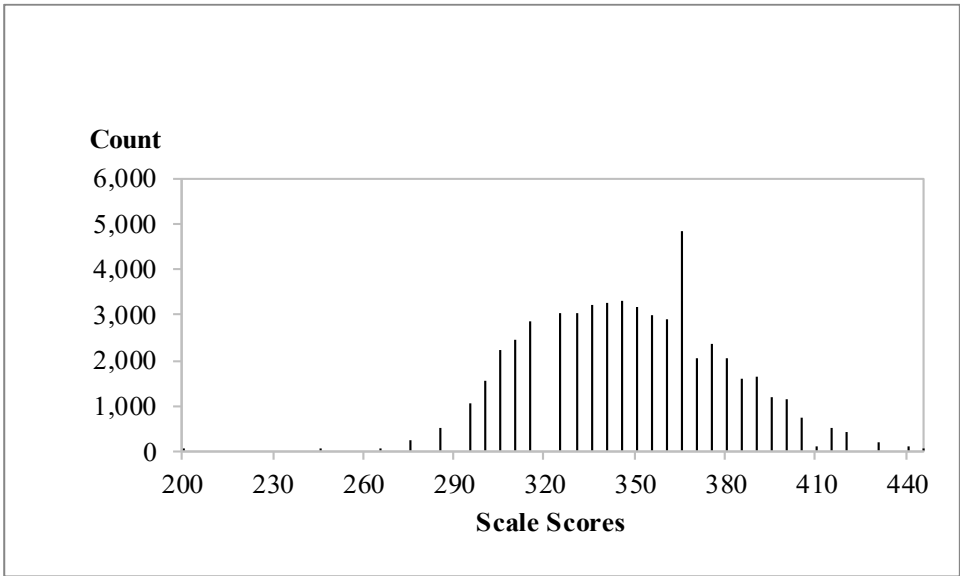


Table 2.4.2.5.3. Scale Score Descriptive Statistics: R 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	17,807	200	448	346.15	28.84
7	18,293	245	448	349.37	30.23
8	18,869	200	448	354.98	32.31
Total	54,969	200	448	350.25	30.75

Figure 2.4.2.5.3. Scale Scores: R 6-8 603 Paper



2.4.2.6 Grades 9-12

Table 2.4.2.6.1. Scale Score Descriptive Statistics: R 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	8,808	252	433	350.12	25.82
10	7,262	252	433	353.39	26.92
11	5,762	285	433	357.05	27.16
12	3,631	252	433	359.71	27.82
Total	25,463	252	433	353.99	26.95

Figure 2.4.2.6.1. Scale Scores: R 9-12A 603 Paper

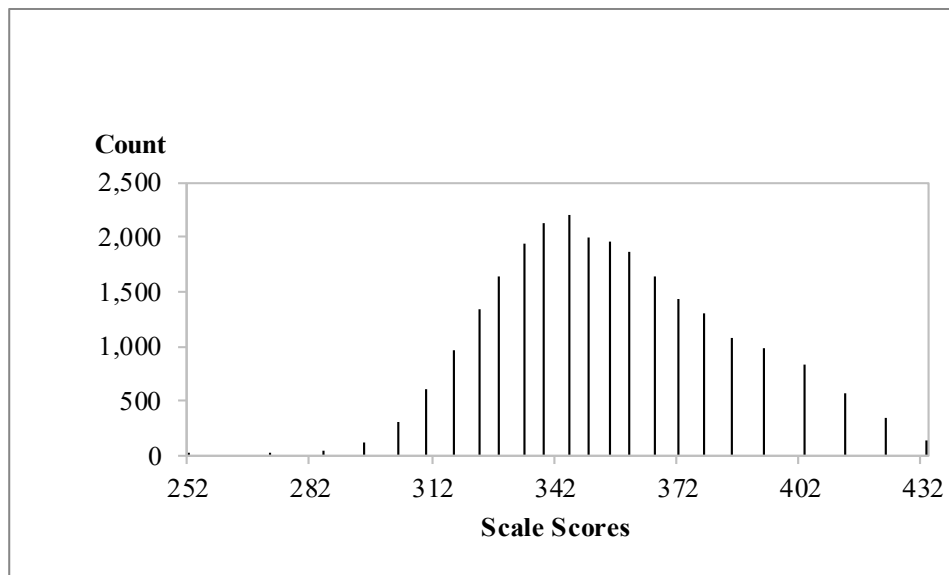


Table 2.4.2.6.2. Scale Score Descriptive Statistics: R 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	8,846	233	478	394.91	27.68
10	9,187	299	478	397.64	28.28
11	8,009	299	478	400.16	28.43
12	5,617	299	478	398.76	29.16
Total	31,659	233	478	397.71	28.38

Figure 2.4.2.6.2. Scale Scores: R 9-12B/C 603 Paper

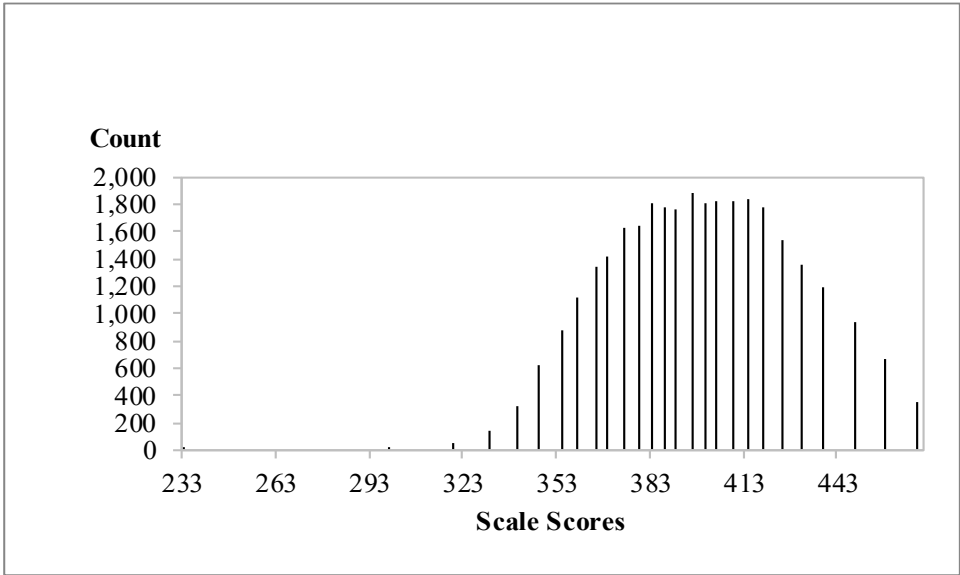
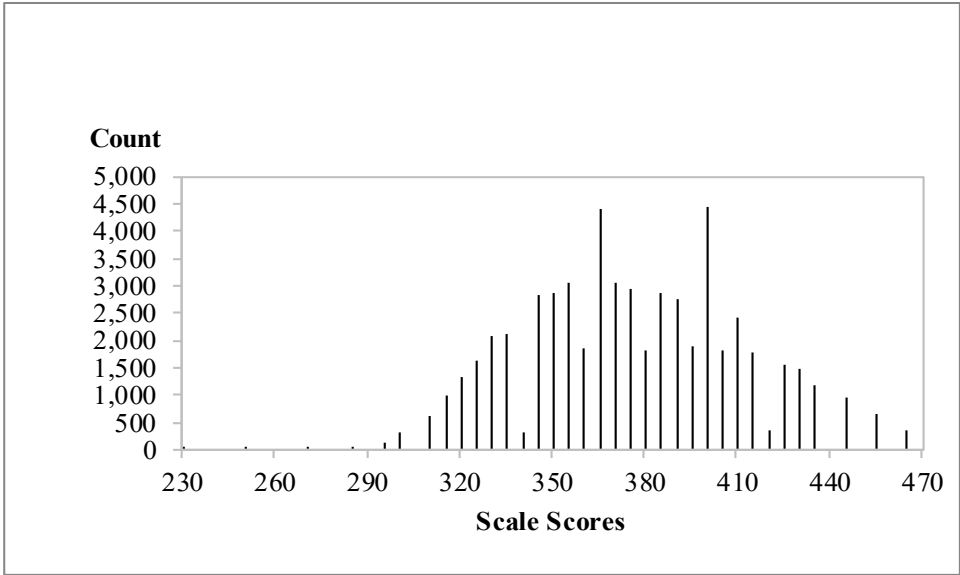


Table 2.4.2.6.3. Scale Score Descriptive Statistics: R 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	17,654	233	478	372.56	34.90
10	16,449	252	478	378.10	35.35
11	13,771	285	478	382.12	35.08
12	9,248	252	478	383.43	34.41
Total	57,122	233	478	378.22	35.25

Figure 2.4.2.6.3. Scale Scores: R 9-12 603 Paper



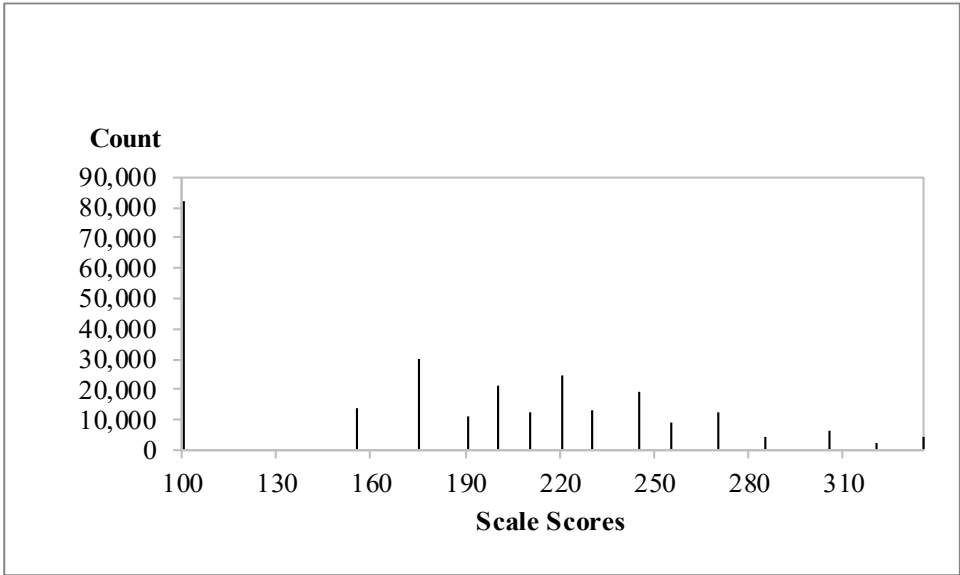
2.4.3 Writing

2.4.3.0 Kindergarten

Table 2.4.3.0. Scale Score Descriptive Statistics: W K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,060	100	339	184.15	66.86
Total	266,060	100	339	184.15	66.86

Figure 2.4.3.0. Scale Scores: W K 603 Paper



2.4.3.1 Grade 1

Table 2.4.3.1.1. Scale Score Descriptive Statistics: W 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	28,382	111	328	225.75	36.92
Total	28,382	111	328	225.75	36.92

Figure 2.4.3.1.1. Scale Scores: W 1A 603 Paper

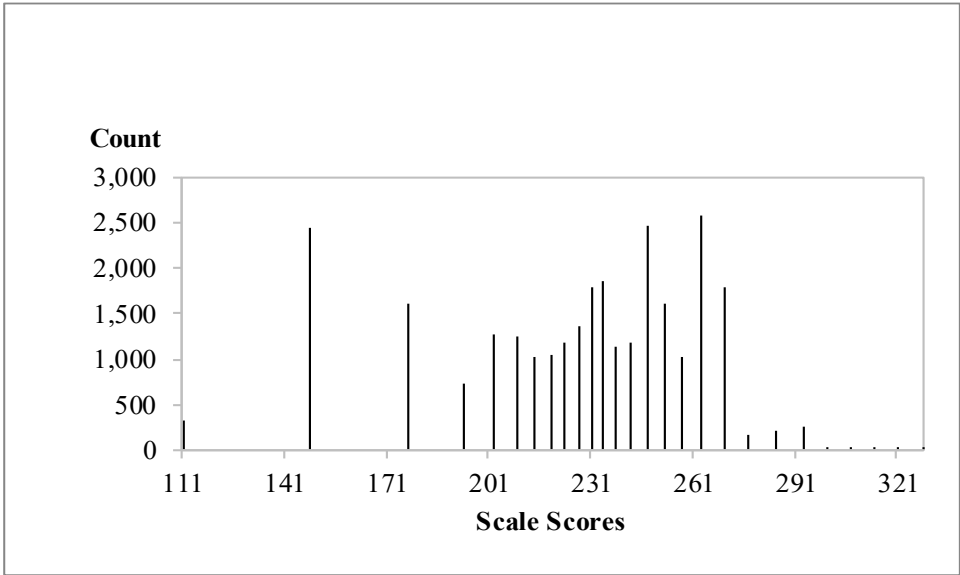


Table 2.4.3.1.2. Scale Score Descriptive Statistics: W 1 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	16,130	111	393	260.56	46.51
Total	16,130	111	393	260.56	46.51

Figure 2.4.3.1.2. Scale Scores: W 1B/C 603 Paper

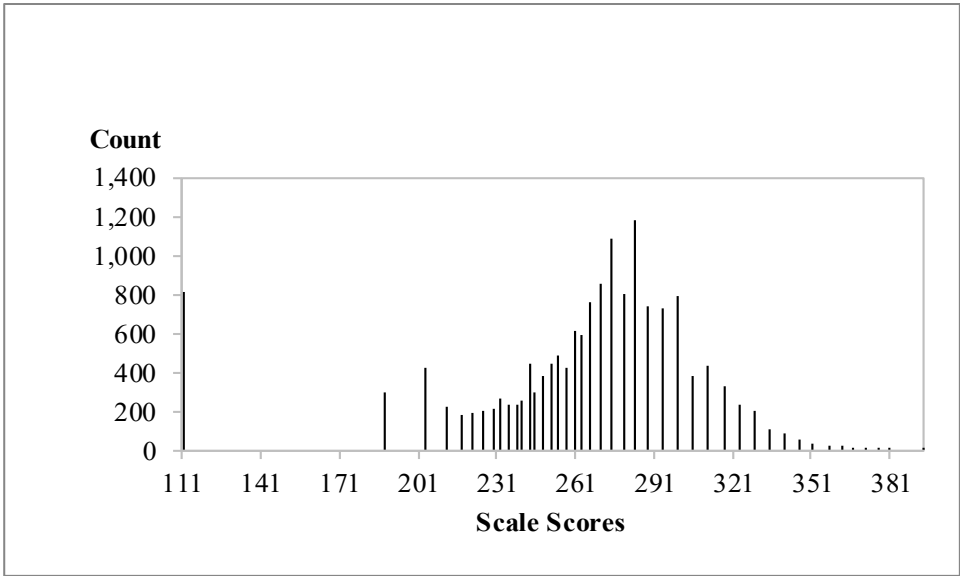
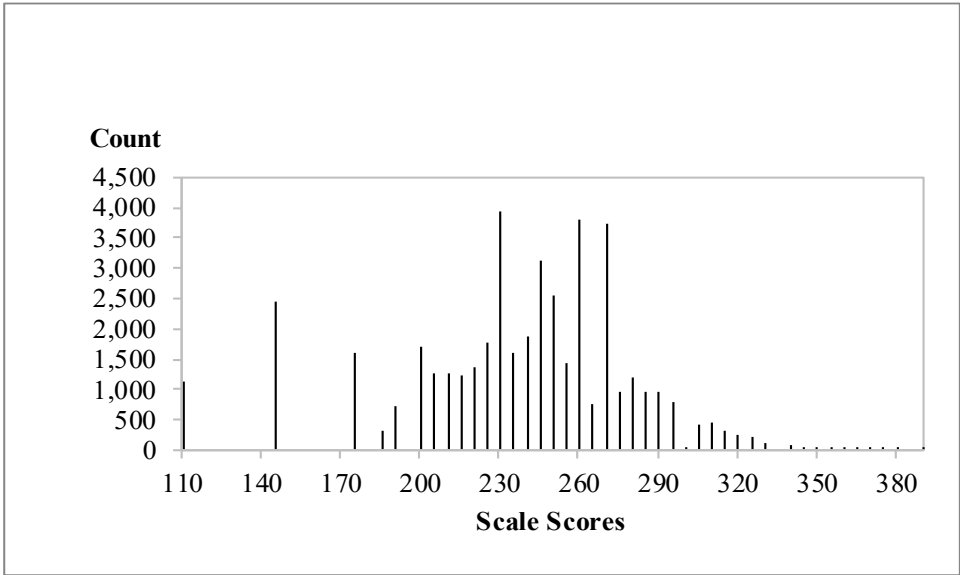


Table 2.4.3.1.3. Scale Score Descriptive Statistics: W 1 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	44,512	111	393	238.36	43.97
Total	44,512	111	393	238.36	43.97

Figure 2.4.3.1.3. Scale Scores: W 1 603 Paper



2.4.3.2 Grade 2

Table 2.4.3.2.1. Scale Score Descriptive Statistics: W 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	15,422	133	358	236.77	43.17
Total	15,422	133	358	236.77	43.17

Figure 2.4.3.2.1. Scale Scores: W 2A 603 Paper

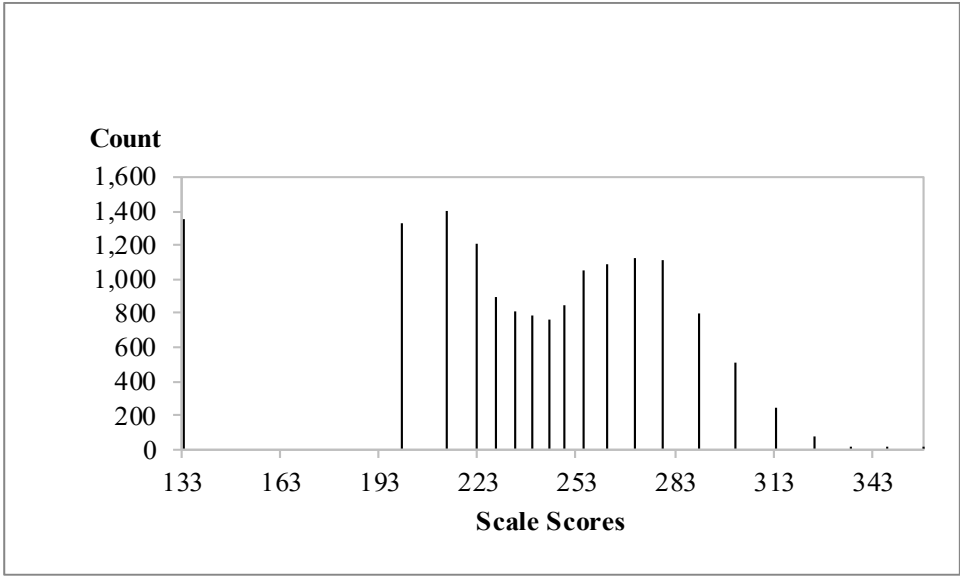


Table 2.4.3.2.2. Scale Score Descriptive Statistics: W 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	27,101	133	415	291.35	37.94
Total	27,101	133	415	291.35	37.94

Figure 2.4.3.2.2. Scale Scores: W B/C 603 Paper

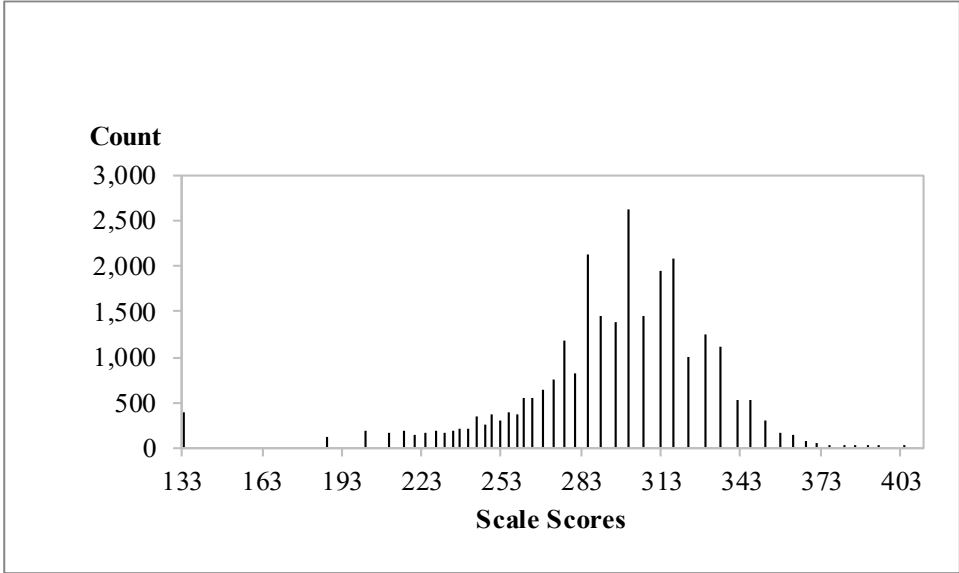
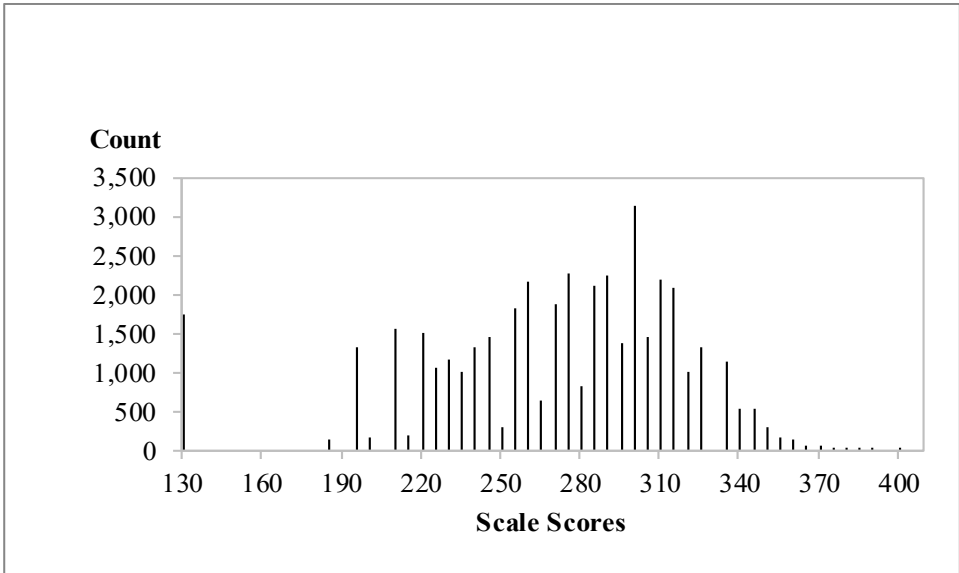


Table 2.4.3.2.3. Scale Score Descriptive Statistics: W 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	42,523	133	415	271.55	47.77
Total	42,523	133	415	271.55	47.77

Figure 2.4.3.2.3. Scale Scores: W 2 603 Paper



2.4.3.3 Grade 3

Table 2.4.3.3.1. Scale Score Descriptive Statistics: W 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	12,509	133	367	247.59	42.52
Total	12,509	133	367	247.59	42.52

Figure 2.4.3.3.1. Scale Scores: W 3A 603 Paper

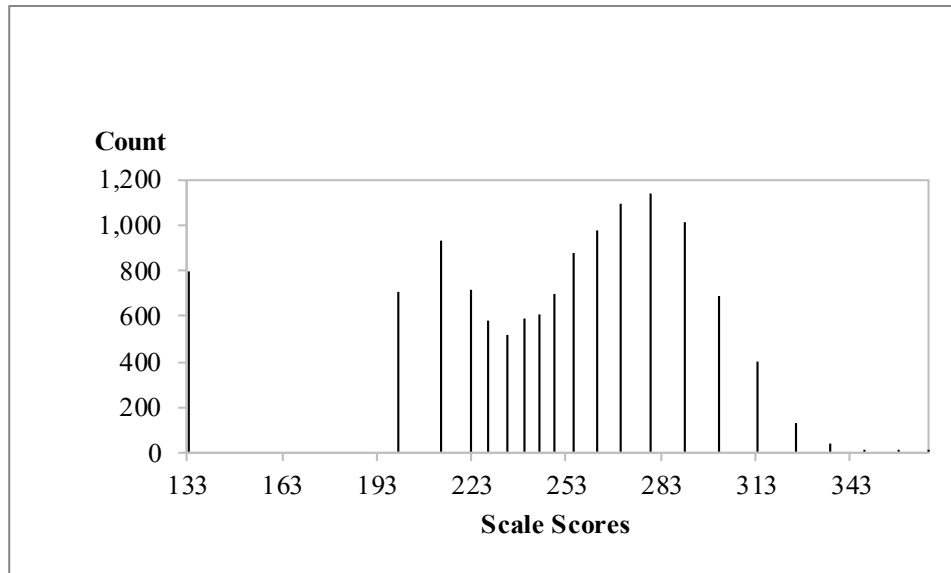


Table 2.4.3.3.2. Scale Score Descriptive Statistics: W 3 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	27,176	133	422	307.12	35.96
Total	27,176	133	422	307.12	35.96

Figure 2.4.3.3.2. Scale Scores: W 3B/C 603 Paper

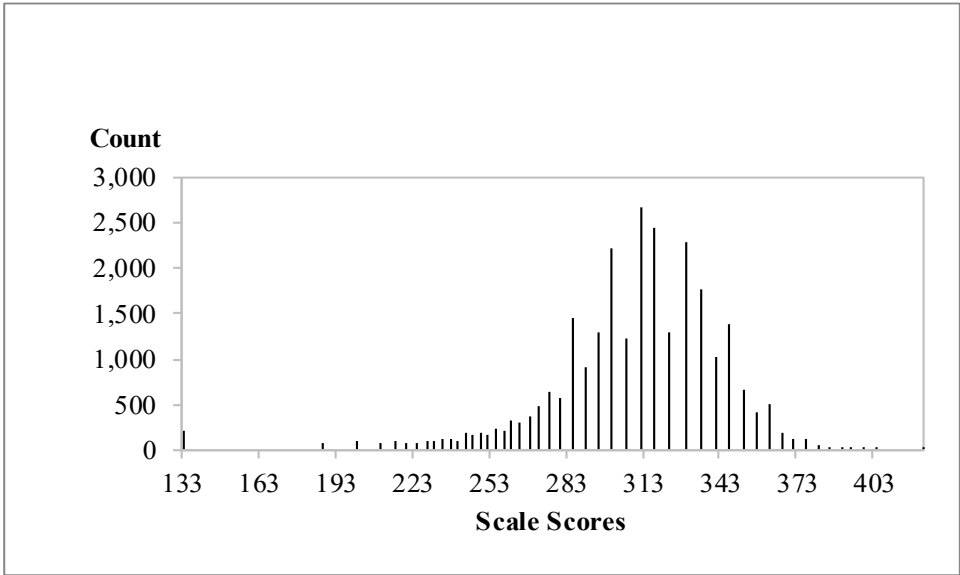
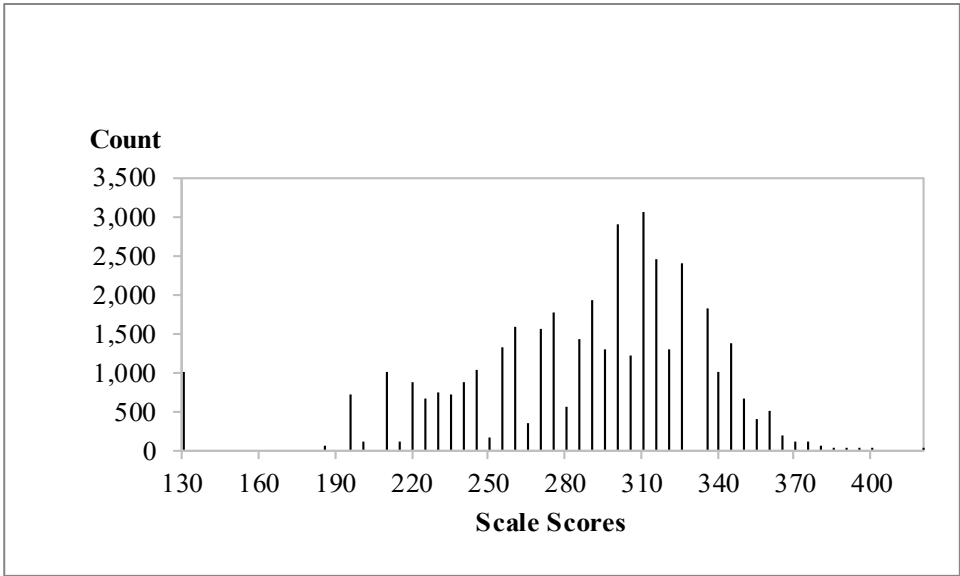


Table 2.4.3.3.3. Scale Score Descriptive Statistics: W 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	39,685	133	422	288.36	47.12
Total	39,685	133	422	288.36	47.12

Figure 2.4.3.3.3. Scale Scores: W 3 603 Paper



2.4.3.4 Grades 4-5

Table 2.4.3.4.1. Scale Score Descriptive Statistics: W 4-5 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	9,096	155	378	270.79	39.89
5	8,995	155	388	276.91	39.79
Total	18,091	155	388	273.83	39.96

Figure 2.4.3.4.1. Scale Scores: W 4-5A 603 Paper

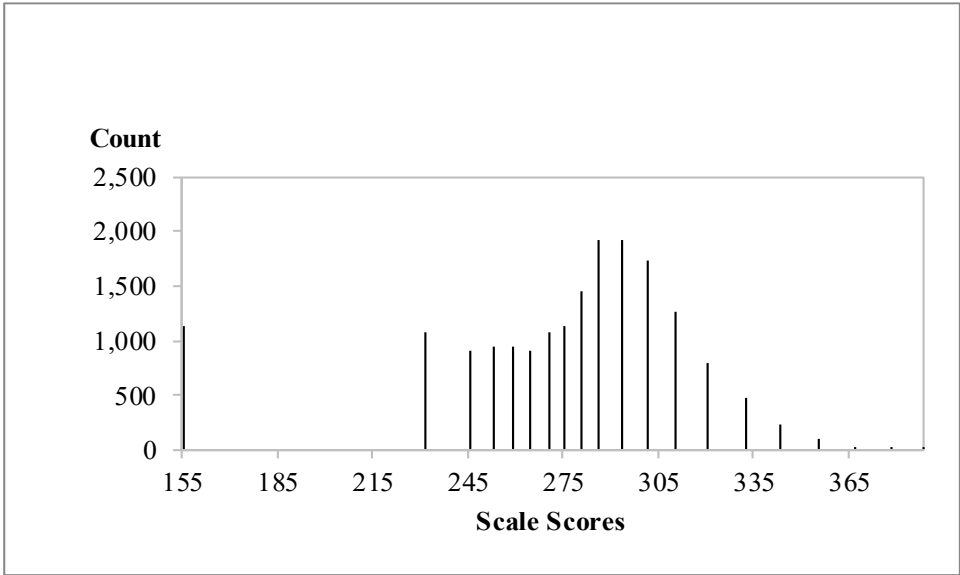


Table 2.4.3.4.2. Scale Score Descriptive Statistics: W 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	19,782	155	438	335.52	33.24
5	17,947	155	438	347.76	34.89
Total	37,729	155	438	341.35	34.58

Figure 2.4.3.4.2. Scale Scores: W 4-5B/C 603 Paper

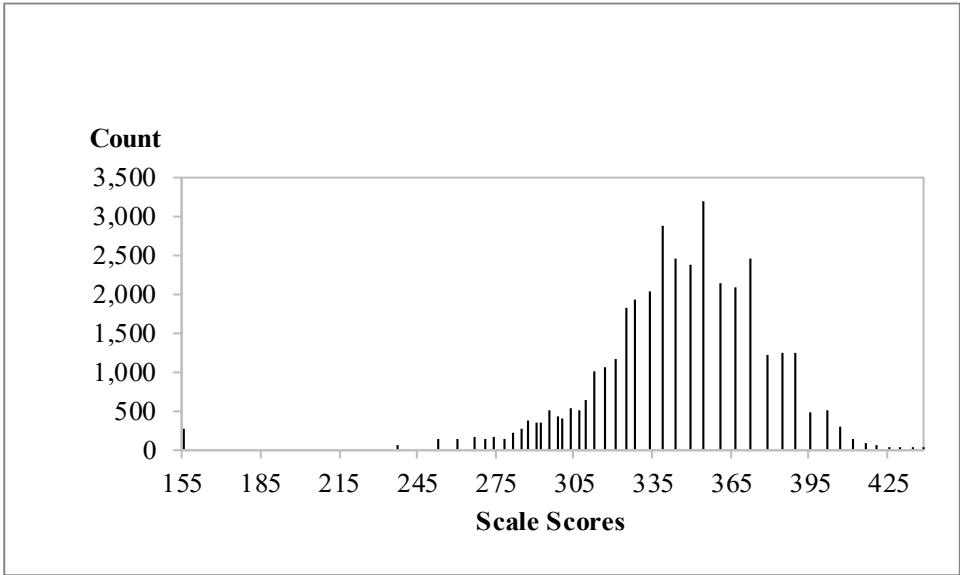
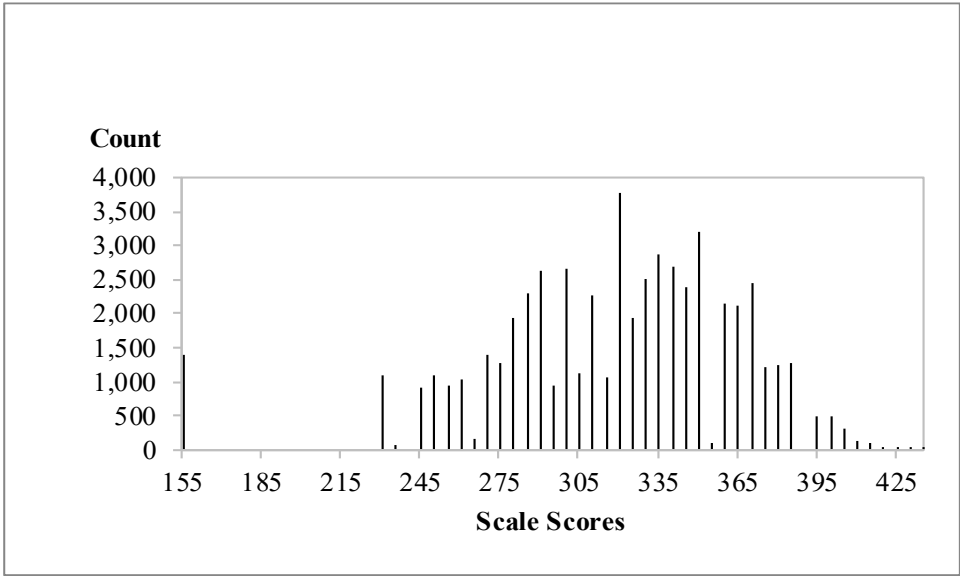


Table 2.4.3.4.3. Scale Score Descriptive Statistics: W 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	28,878	155	438	315.13	46.50
5	26,942	155	438	324.11	49.56
Total	55,820	155	438	319.46	48.21

Figure 2.4.3.4.3. Scale Scores: W 4-5 603 Paper



2.4.3.5 Grades 6-8

Table 2.4.3.5.1. Scale Score Descriptive Statistics: W 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	8,601	188	407	273.11	32.33
7	9,044	188	407	276.41	32.41
8	9,210	188	407	280.56	32.51
Total	26,855	188	407	276.77	32.56

Figure 2.4.3.5.1. Scale Scores: W 6-8A 603 Paper

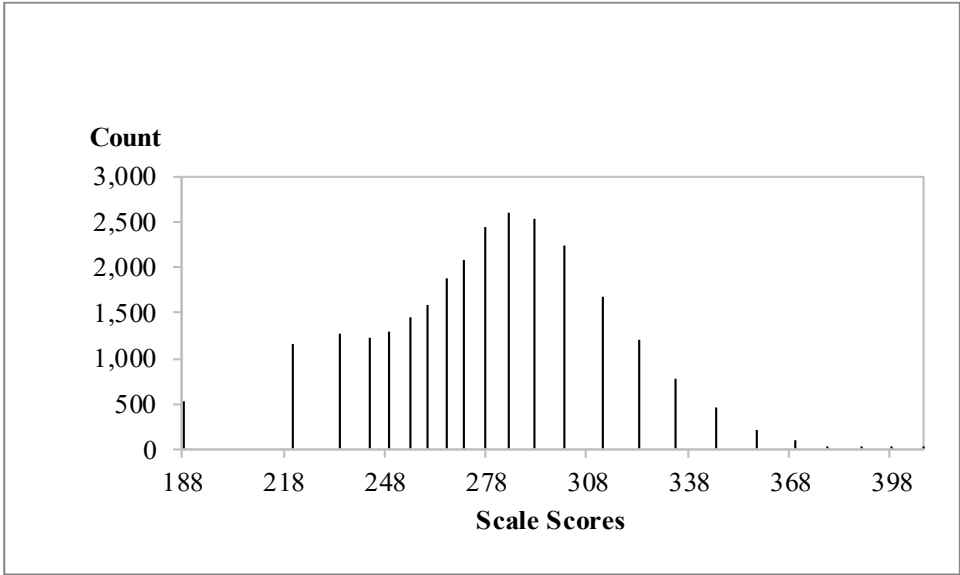


Table 2.4.3.5.2. Scale Score Descriptive Statistics: W 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	11,623	188	431	333.98	34.60
7	11,363	188	436	340.99	35.19
8	11,773	188	448	349.20	34.21
Total	34,759	188	448	341.42	35.22

Figure 2.4.3.5.2. Scale Scores: W 6-8B/C 603 Paper

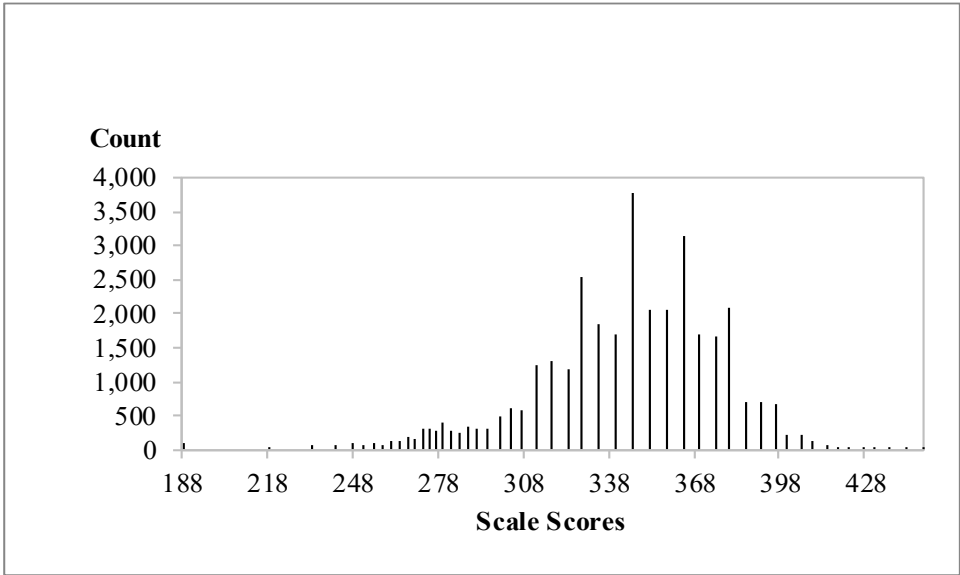
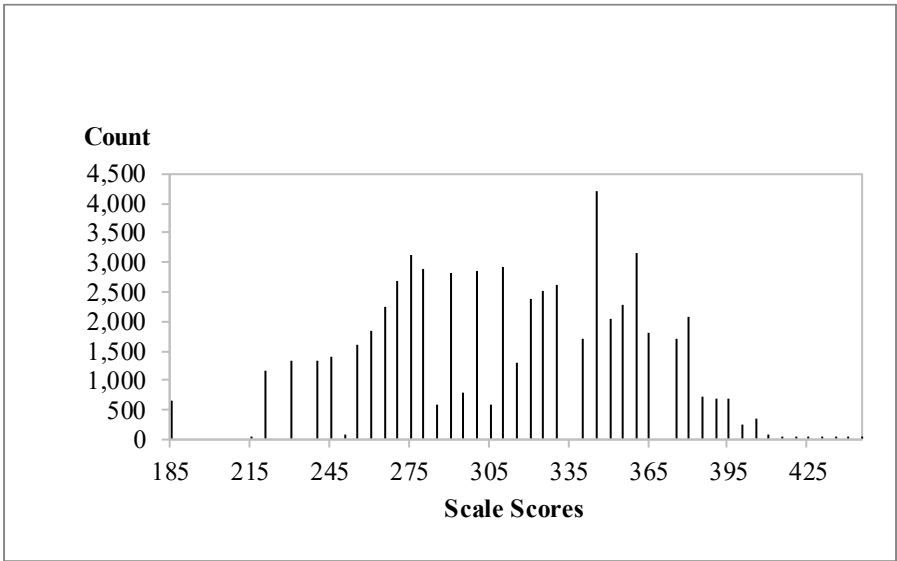


Table 2.4.3.5.3. Scale Score Descriptive Statistics: W 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	20,224	188	431	308.09	45.14
7	20,407	188	436	312.37	46.74
8	20,983	188	448	319.07	47.76
Total	61,614	188	448	313.25	46.79

Figure 2.4.3.5.3. Scale Scores: W 6-8 603 Paper



2.4.3.6 Grades 9-12

Table 2.4.3.6.1. Scale Score Descriptive Statistics: W 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	9,530	232	430	304.47	34.93
10	7,884	232	439	307.96	34.87
11	6,193	232	439	312.77	34.07
12	3,910	232	421	317.06	33.07
Total	27,517	232	439	309.13	34.75

Figure 2.4.3.6.1. Scale Scores: W 9-12A 603 Paper

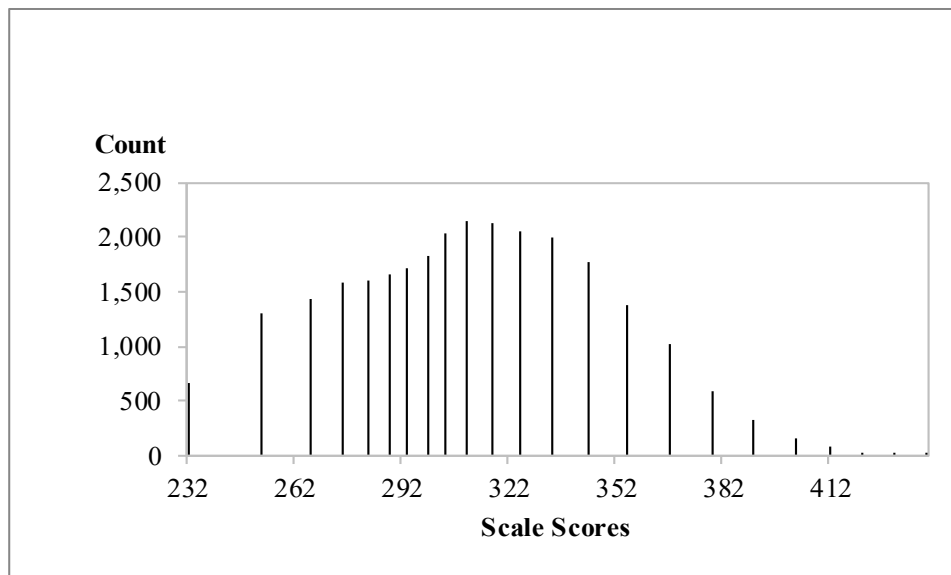


Table 2.4.3.6.2. Scale Score Descriptive Statistics: W 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	10,216	232	464	363.28	36.45
10	10,471	232	472	365.27	37.84
11	9,031	232	483	368.18	37.41
12	6,262	232	483	364.20	39.13
Total	35,980	232	483	365.25	37.62

Figure 2.4.3.6.2. Scale Scores: W 9-12B/C 603 Paper

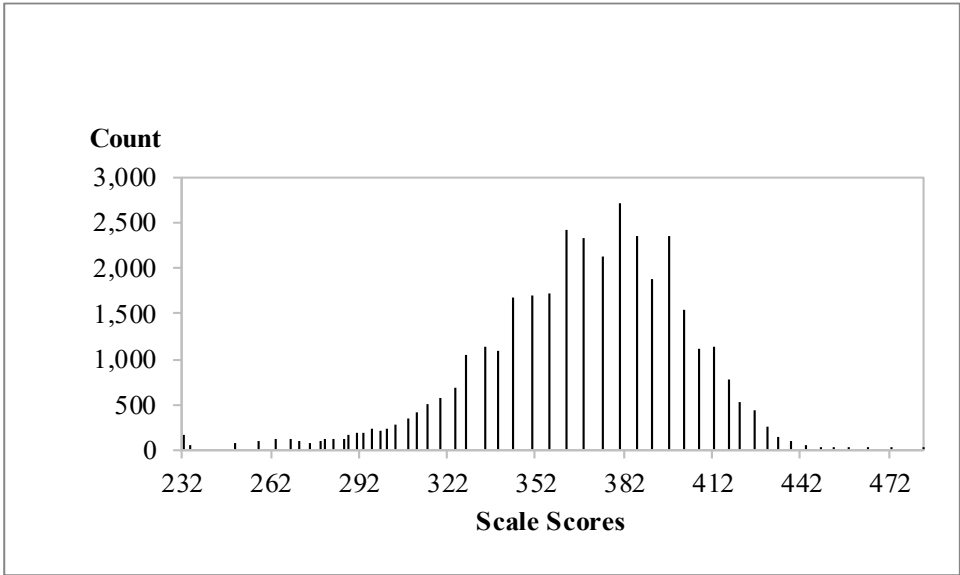
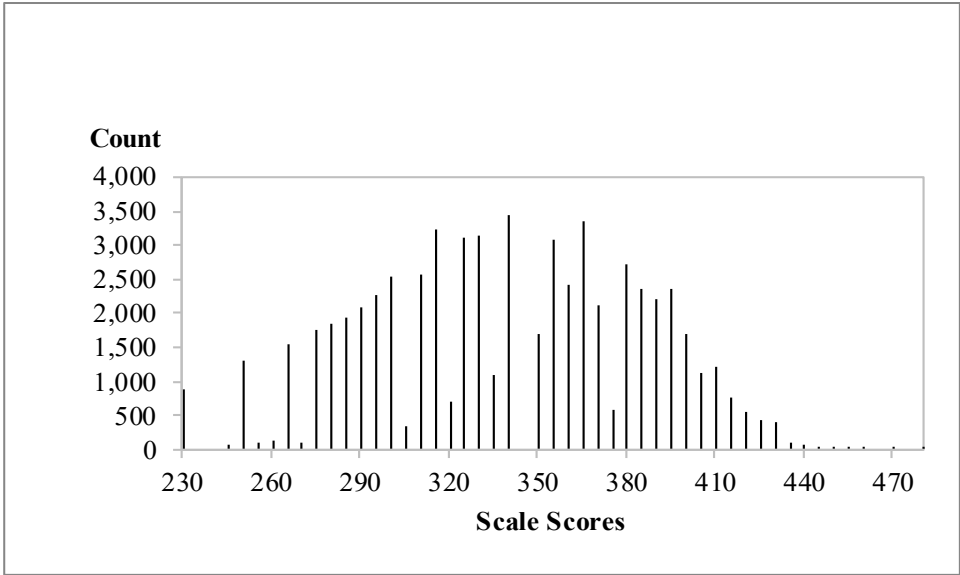


Table 2.4.3.6.3. Scale Score Descriptive Statistics: W 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	19,746	232	464	334.89	46.26
10	18,355	232	472	340.65	46.30
11	15,224	232	483	345.64	45.20
12	10,172	232	483	346.08	43.46
Total	63,497	232	483	340.93	45.81

Figure 2.4.3.6.3. Scale Scores: W 9-12 603 Paper



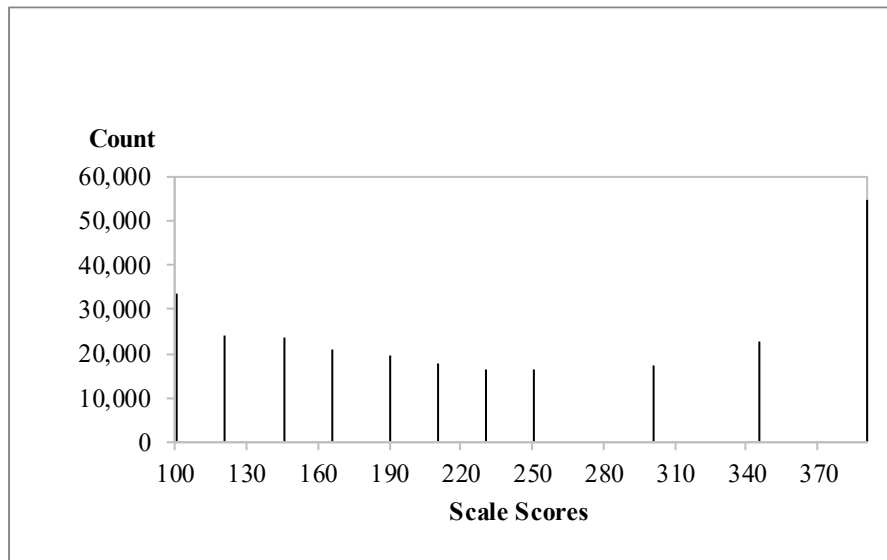
2.4.4 Speaking

2.4.4.0 Kindergarten

Table 2.4.4.0. Scale Score Descriptive Statistics: S K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,051	100	392	237.08	105.30
Total	266,051	100	392	237.08	105.30

Figure 2.4.4.0. Scale Scores: S K 603 Paper



2.4.4.1 Grade 1

Table 2.4.4.1.1. Scale Score Descriptive Statistics: S 1 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	28,092	106	391	237.84	71.88
Total	28,092	106	391	237.84	71.88

Figure 2.4.4.1.1. Scale Scores: S 1A 603 Paper

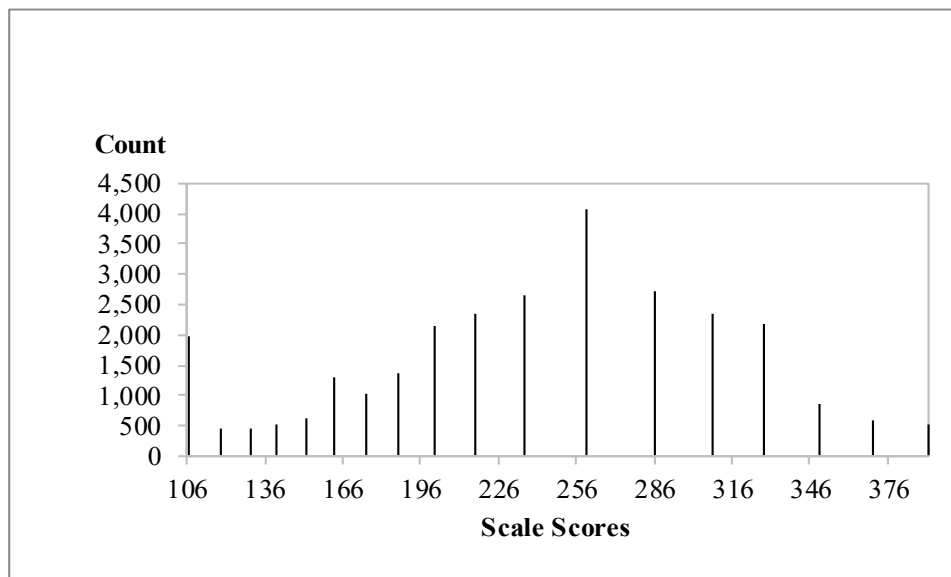


Table 2.4.4.1.2. Scale Score Descriptive Statistics: S 1B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	16,011	106	407	295.03	56.47
Total	16,011	106	407	295.03	56.47

Figure 2.4.4.1.2. Scale Scores: S 1B/C 603 Paper

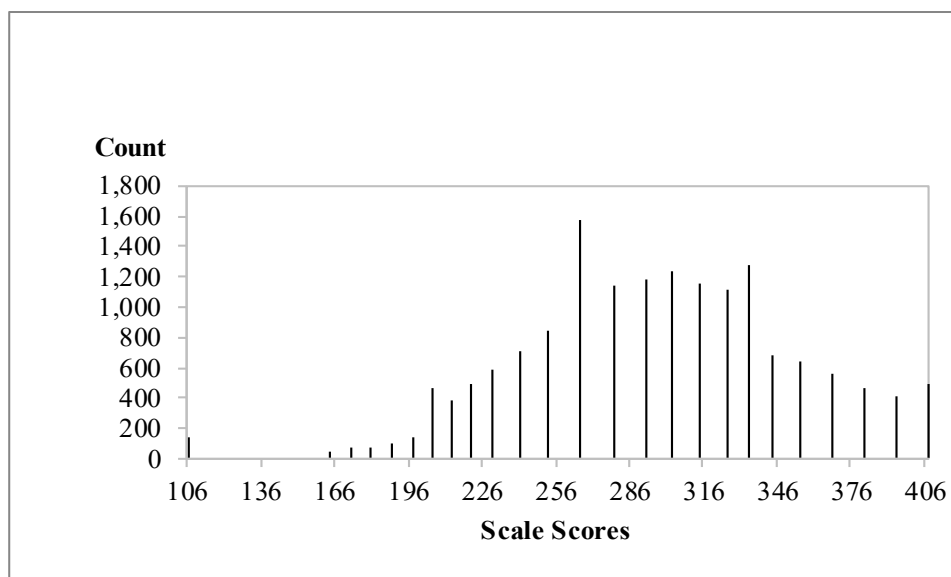
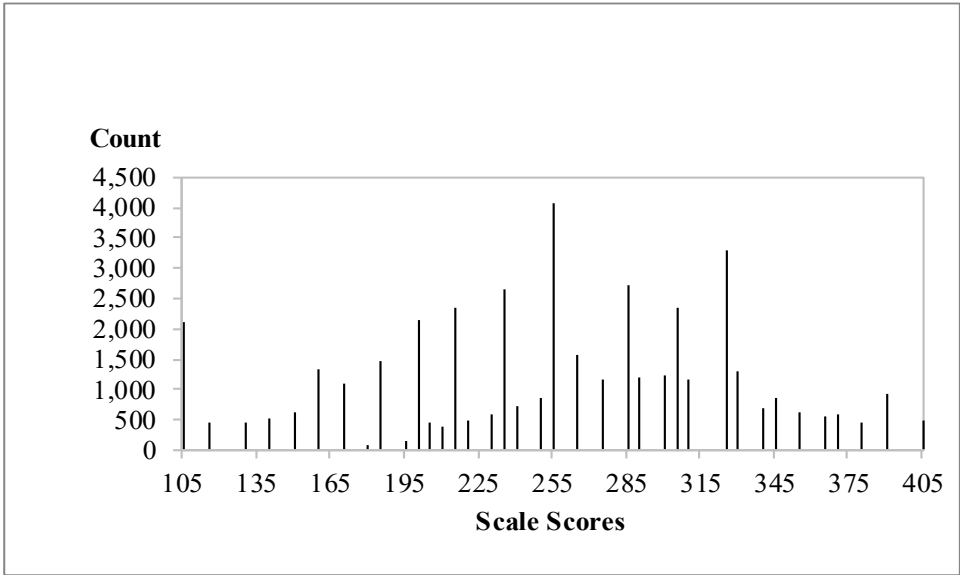


Table 2.4.4.1.3. Scale Score Descriptive Statistics: S 1 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	44,103	106	407	258.60	72.14
Total	44,103	106	407	258.60	72.14

Figure 2.4.4.1.3. Scale Scores: S 1603 Paper



2.4.4.2 Grade 2

Table 2.4.4.2.1. Scale Score Descriptive Statistics: S 2 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	15,240	118	383	224.62	74.66
Total	15,240	118	383	224.62	74.66

Figure 2.4.4.2.1. Scale Scores: S 2A 603 Paper

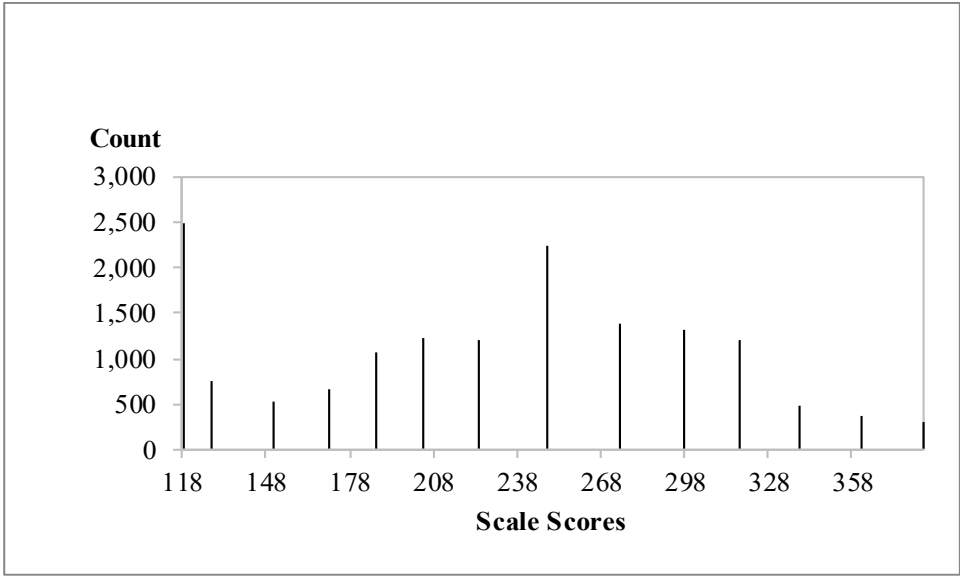


Table 2.4.4.2.2. Scale Score Descriptive Statistics: S 2 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	26,919	118	425	304.23	54.09
Total	26,919	118	425	304.23	54.09

Figure 2.4.4.2.2. Scale Scores: S 2B/C 603 Paper

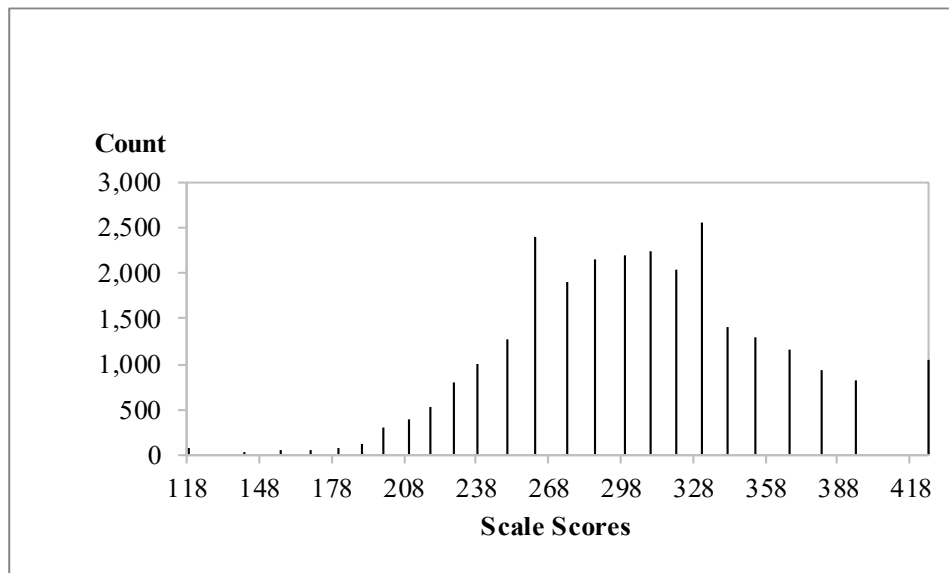
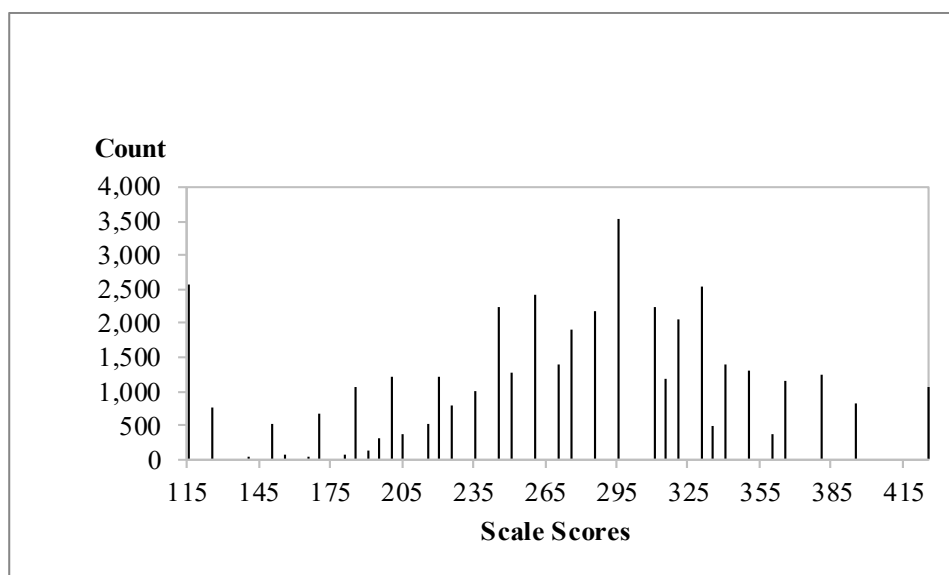


Table 2.4.4.2.3. Scale Score Descriptive Statistics: S 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	42,159	118	425	275.45	73.12
Total	42,159	118	425	275.45	73.12

Figure 2.4.4.2.3. Scale Scores: S 2 603 Paper



2.4.4.3 Grade 3

Table 2.4.4.3.1. Scale Score Descriptive Statistics: S 3 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	12,354	118	383	222.37	74.60
Total	12,354	118	383	222.37	74.60

Figure 2.4.4.3.1. Scale Scores: S 3A 603 Paper

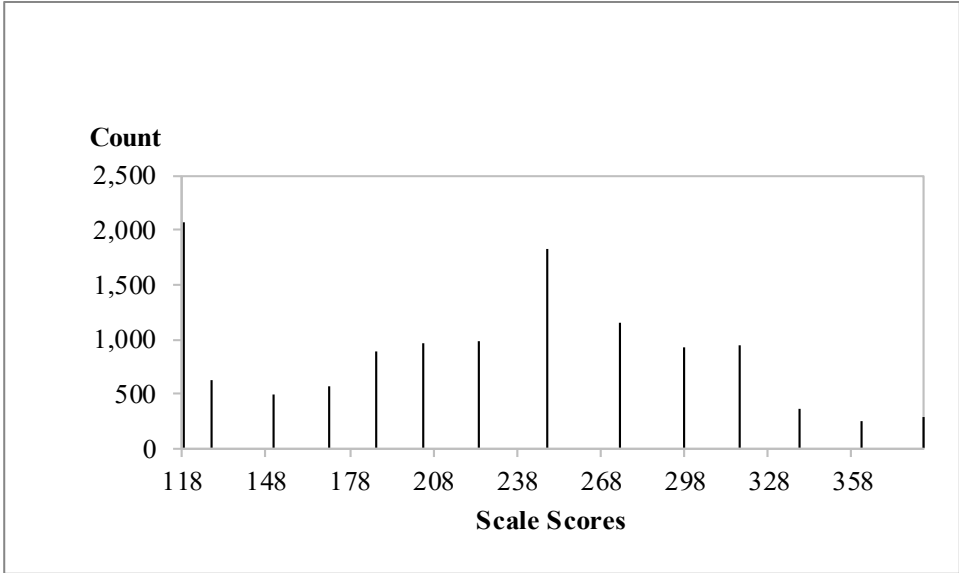


Table 2.4.4.3.2. Scale Score Descriptive Statistics: S 3 B/C S603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	26,975	118	425	315.11	52.55
Total	26,975	118	425	315.11	52.55

Figure 2.4.4.3.2. Scale Scores: S 3B/C 603 Paper

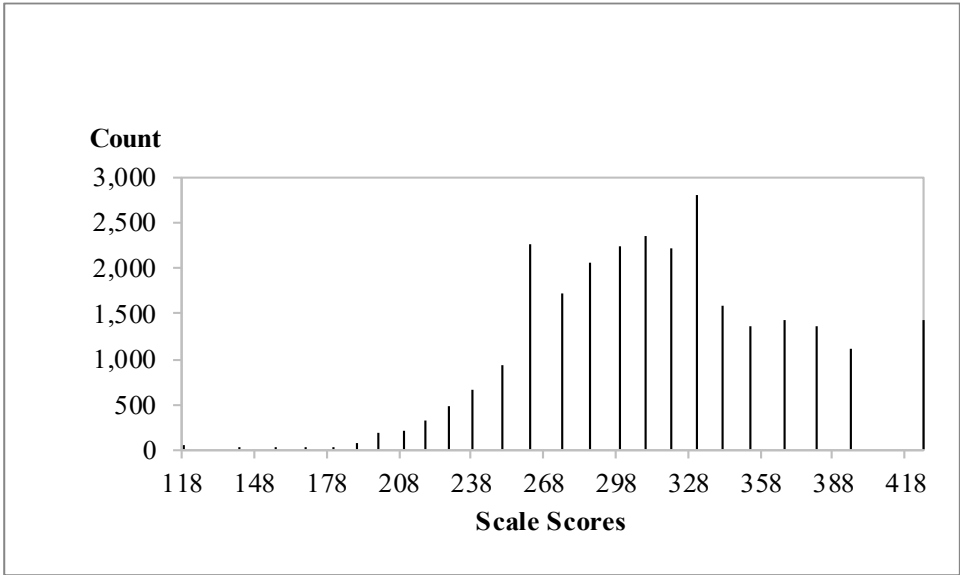
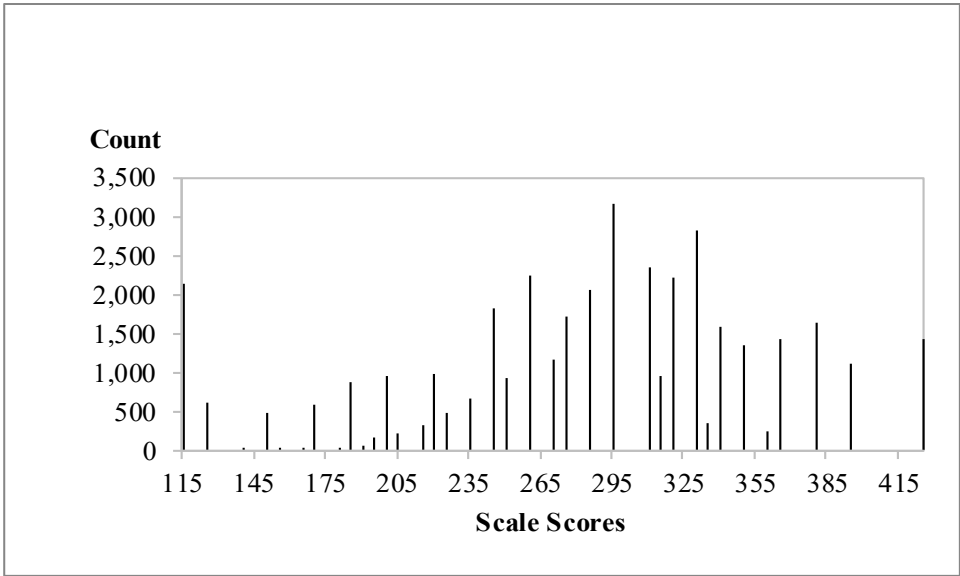


Table 2.4.4.3.3. Scale Score Descriptive Statistics: S 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	39,329	118	425	285.98	74.13
Total	39,329	118	425	285.98	74.13

Figure 2.4.4.3.3. Scale Scores: S 3 603 Paper



2.4.4.4 Grades 4-5

Table 2.4.4.4.1. Scale Score Descriptive Statistics: S 4-5 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	9,046	130	423	237.17	73.81
5	8,930	130	423	240.29	74.29
Total	17,976	130	423	238.72	74.06

Figure 2.4.4.4.1. Scale Scores: S 4-5A 603 Paper

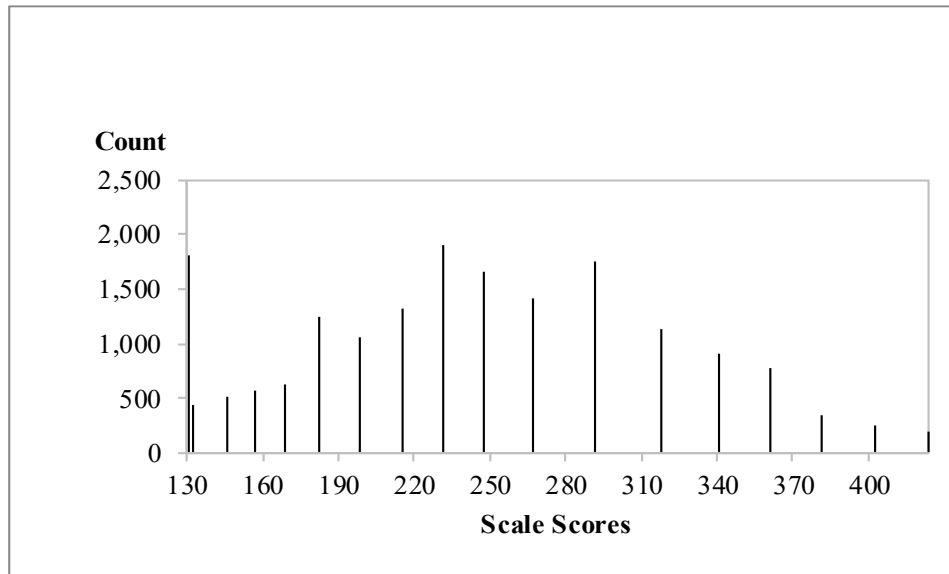


Table 2.4.4.4.2. Scale Score Descriptive Statistics: S 4-5 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	19,723	130	450	352.52	53.39
5	17,875	130	450	359.90	54.97
Total	37,598	130	450	356.03	54.27

Figure 2.4.4.4.2. Scale Scores: S 4-5B/C 603 Paper

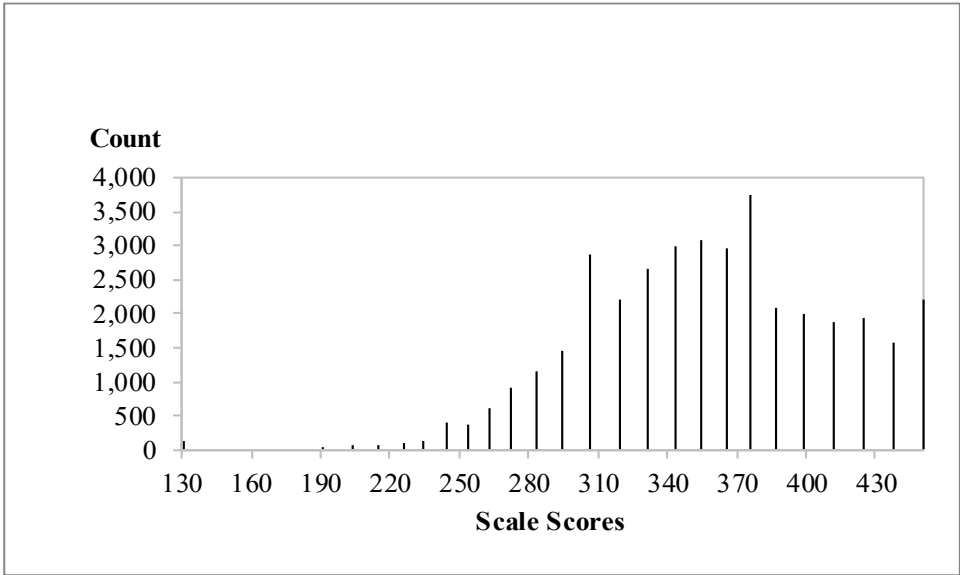
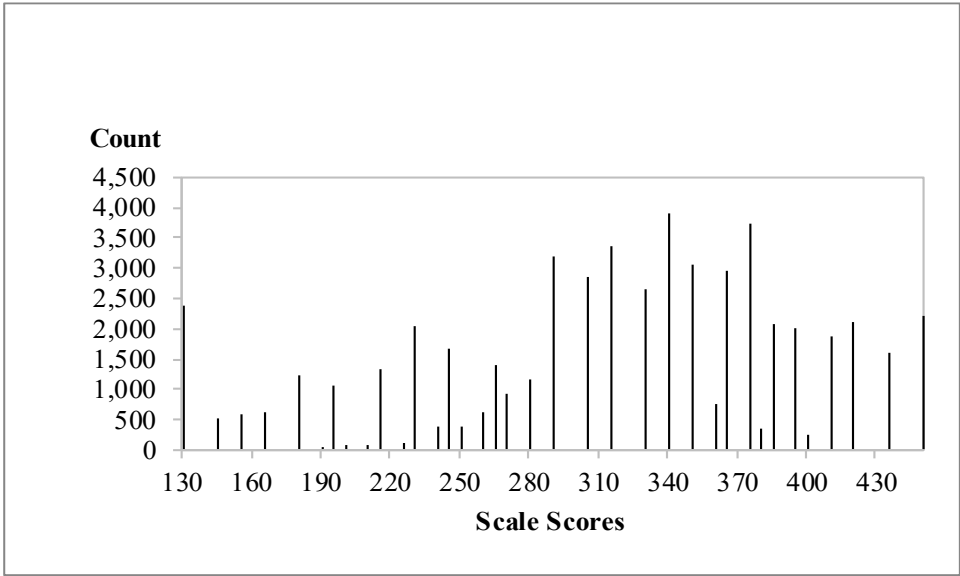


Table 2.4.4.4.3. Scale Score Descriptive Statistics: S 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	28,769	130	450	316.25	80.84
5	26,805	130	450	320.05	83.86
Total	55,574	130	450	318.08	82.33

Figure 2.4.4.4.3. Scale Scores: S 4-5 603 Paper



2.4.4.5 Grades 6-8

Table 2.4.4.5.1. Scale Score Descriptive Statistics: S 6-8 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	8,533	148	459	266.76	74.27
7	8,993	148	459	268.11	72.66
8	9,143	148	459	274.00	73.46
Total	26,669	148	459	269.70	73.52

Figure 2.4.4.5.1. Scale Scores: S 6-8A 603 Paper

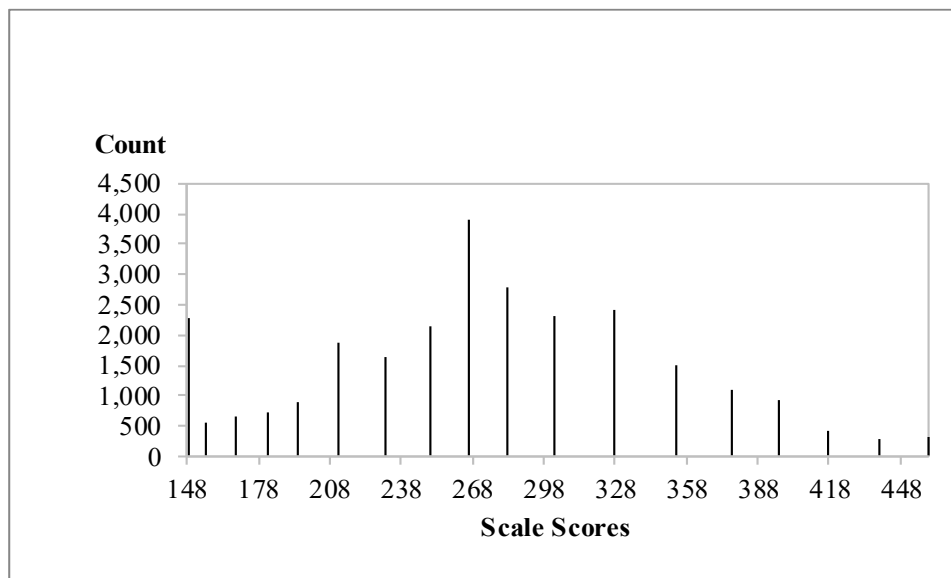


Table 2.4.4.5.2. Scale Score Descriptive Statistics: S 6-8 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	11,577	148	471	365.89	59.24
7	11,310	148	471	368.89	60.52
8	11,717	148	471	376.86	60.69
Total	34,604	148	471	370.58	60.33

Figure 2.4.4.5.2. Scale Scores: S 6-8B/C 603 Paper

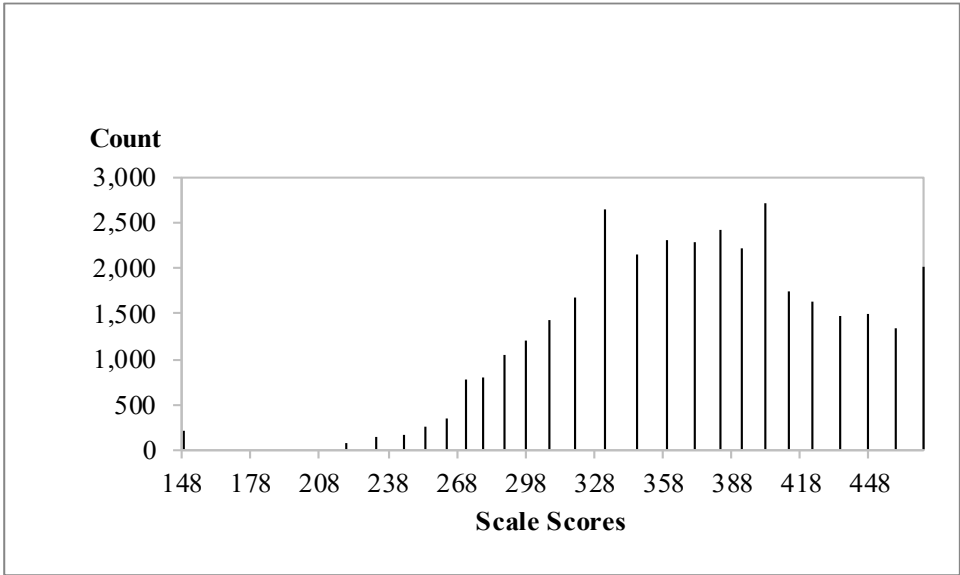
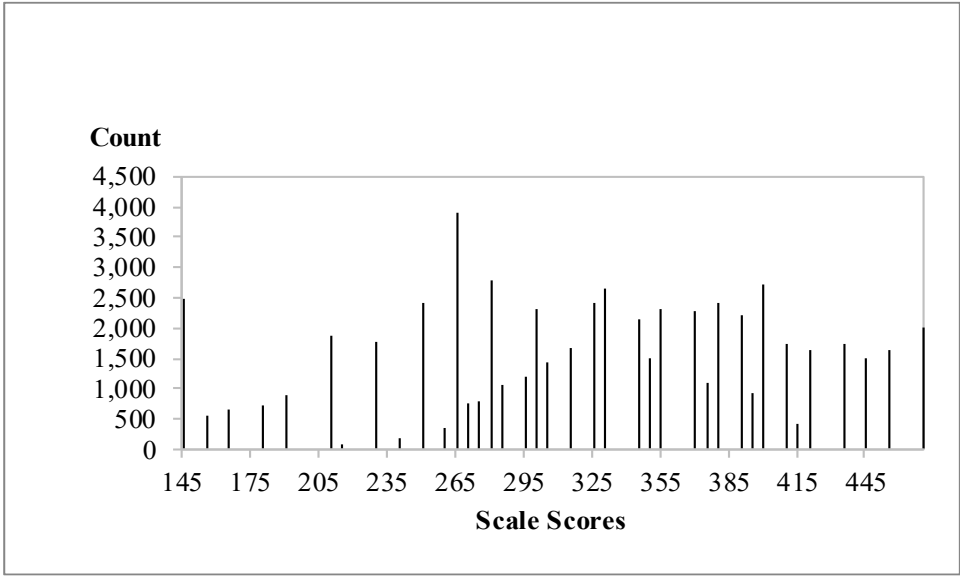


Table 2.4.4.5.3. Scale Score Descriptive Statistics: S 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	20,110	148	471	323.83	82.23
7	20,303	148	471	324.25	82.97
8	20,860	148	471	331.78	83.89
Total	61,273	148	471	326.67	83.12

Figure 2.4.4.5.3. Scale Scores: S 6-8 603 Paper



2.4.4.6 Grades 9-12

Table 2.4.4.6.1. Scale Score Descriptive Statistics: S 9-12 A 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	9,448	172	445	265.10	69.72
10	7,797	172	445	267.88	67.92
11	6,152	172	445	274.83	68.00
12	3,879	172	445	284.58	68.09
Total	27,276	172	445	270.86	68.91

Figure 2.4.4.6.1. Scale Scores: S 9-12A 603 Paper

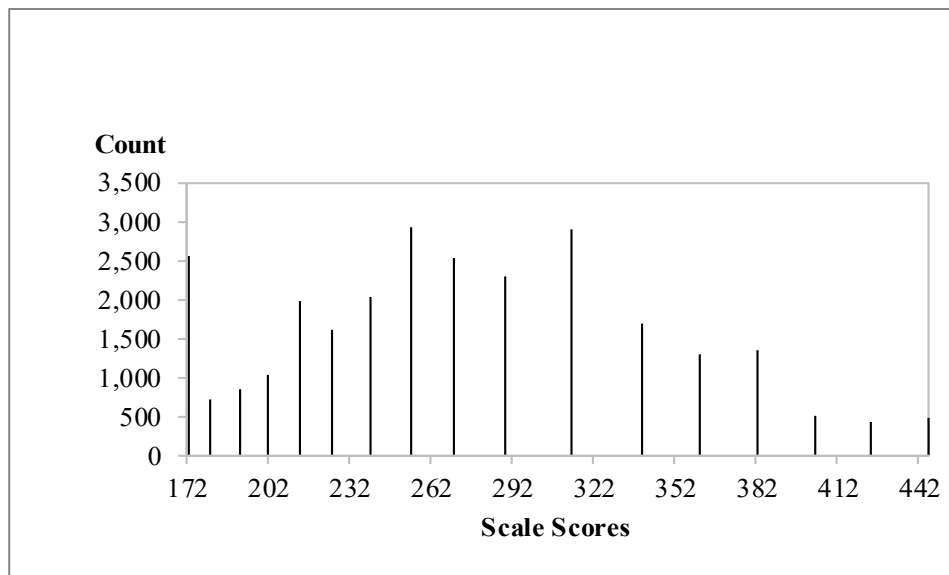


Table 2.4.4.6.2. Scale Score Descriptive Statistics: S 9-12 B/C 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	10,151	172	476	369.91	62.88
10	10,423	172	476	366.88	65.00
11	8,982	172	476	371.81	63.67
12	6,227	172	476	372.33	63.33
Total	35,783	172	476	369.93	63.81

Figure 2.4.4.6.2. Scale Scores: S 9-12B/C 603 Paper

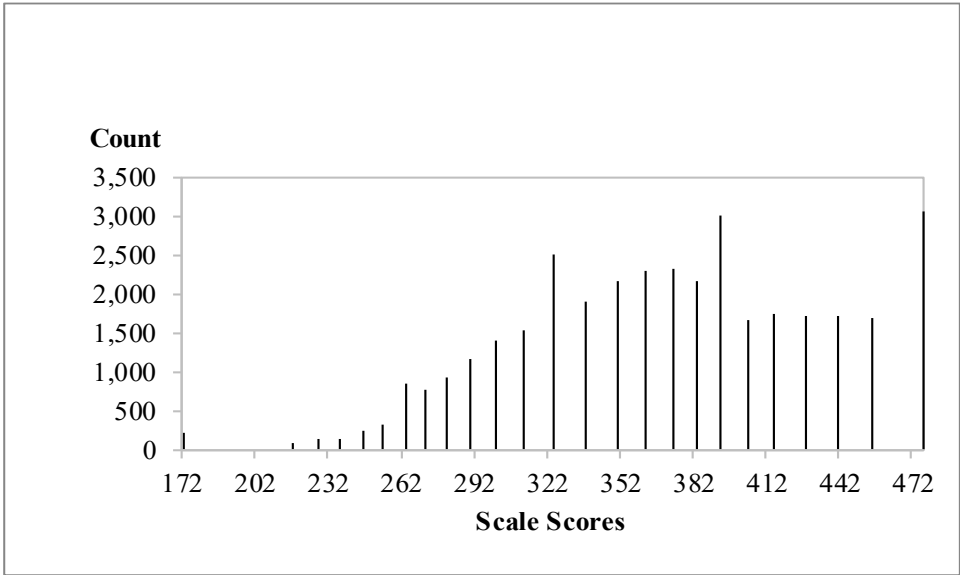
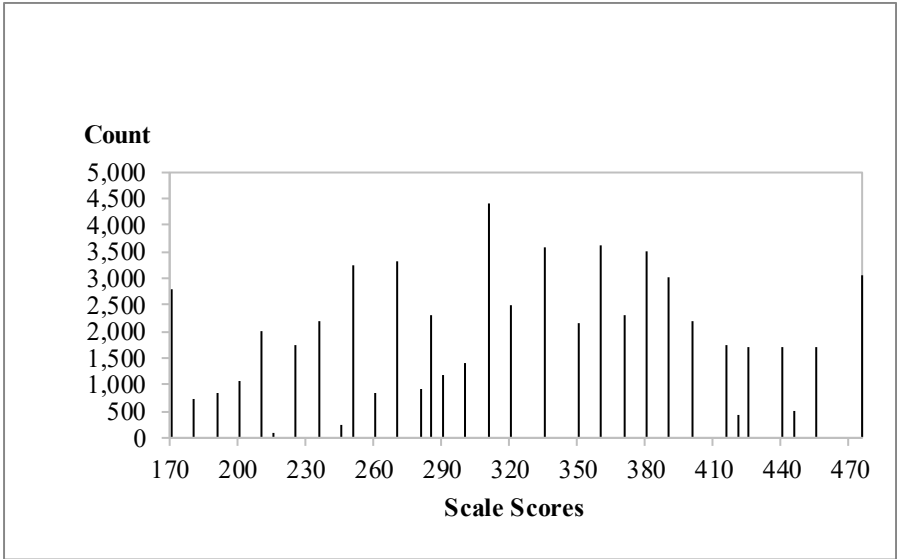


Table 2.4.4.6.3. Scale Score Descriptive Statistics: S 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	19,599	172	476	319.39	84.46
10	18,220	172	476	324.52	82.40
11	15,134	172	476	332.39	80.96
12	10,106	172	476	338.65	77.92
Total	63,059	172	476	327.08	82.30

Figure 2.4.4.6.3. Scale Scores: S 9-12 603 Paper



2.5 Proficiency Level Distribution

Figures and tables in this section provide information on the proficiency level distribution for each of the domains, for each grade-level cluster. In each figure, the horizontal axis shows the six WIDA proficiency levels. The vertical axis shows the percentage of students. Each bar shows the percentage of students who were placed into each proficiency level in the domain being tested on this test form.

The tables in this section present, by grade (denoted by G plus a digit), and by total for the grade-level cluster:

- The WIDA proficiency level designation (1–6)
- The number of students (count) whose performance on the test form placed them into that proficiency level in the domain being tested
- The percentage of students, out of the total number of students taking the form, who were placed into that proficiency level in the domain being tested

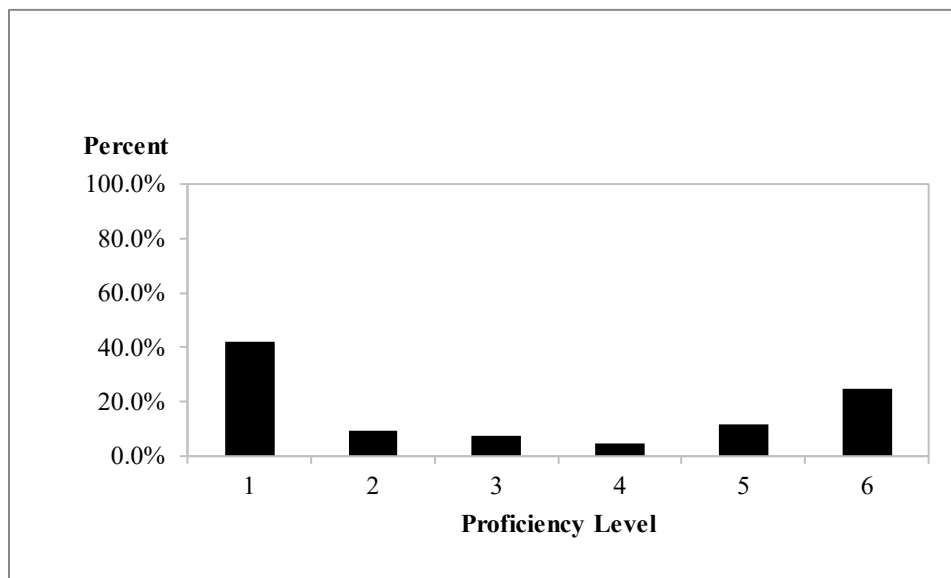
2.5.1 Listening

2.5.1.0 Kindergarten

Table 2.5.1.0. Proficiency Level Distribution: L K 603 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	112,263	42.19%	112,263	42.19%
2	24,462	9.19%	24,462	9.19%
3	19,678	7.40%	19,678	7.40%
4	12,556	4.72%	12,556	4.72%
5	30,864	11.60%	30,864	11.60%
6	66,248	24.90%	66,248	24.90%
Total	266,071	100.00%	266,071	100.00%

Figure 2.5.1.0. Proficiency Level: L K 603 Paper



2.5.1.1 Grade 1

Table 2.5.1.1.1. Proficiency Level Distribution: L 1 A 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	3,019	12.48%	3,019	12.48%
2	4,554	18.83%	4,554	18.83%
3	4,415	18.25%	4,415	18.25%
4	2,619	10.83%	2,619	10.83%
5	5,992	24.77%	5,992	24.77%
6	3,587	14.83%	3,587	14.83%
Total	24,186	100.00%	24,186	100.00%

Figure 2.5.1.1.1. Proficiency Level: L 1A 603 Paper

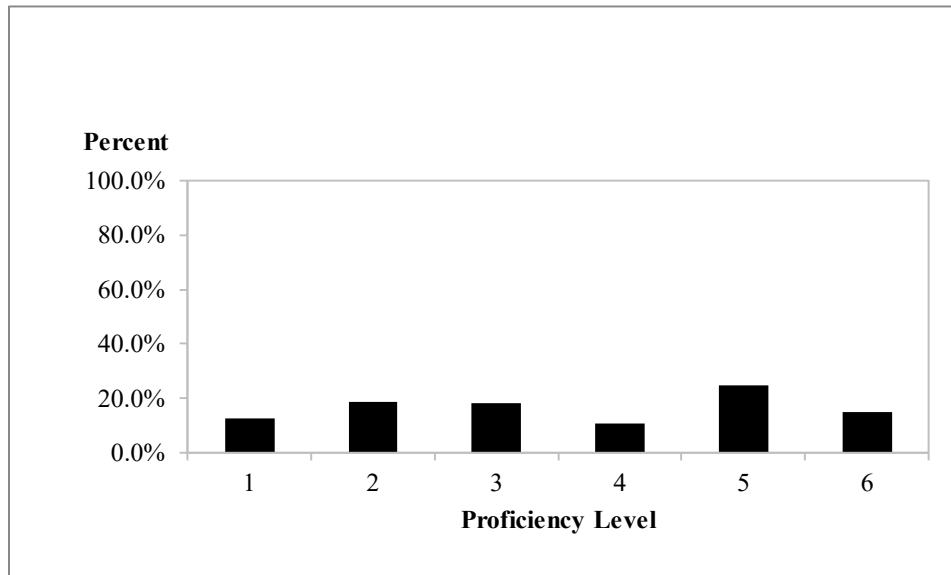


Table 2.5.1.1.2. Proficiency Level Distribution: L 1 B/C 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	221	1.51%	221	1.51%
2	564	3.84%	564	3.84%
3	2,028	13.81%	2,028	13.81%
4	2,394	16.31%	2,394	16.31%
5	3,054	20.80%	3,054	20.80%
6	6,421	43.73%	6,421	43.73%
Total	14,682	100.00%	14,682	100.00%

Figure 2.5.1.1.2. Proficiency Level: L 1B/C 603 Paper

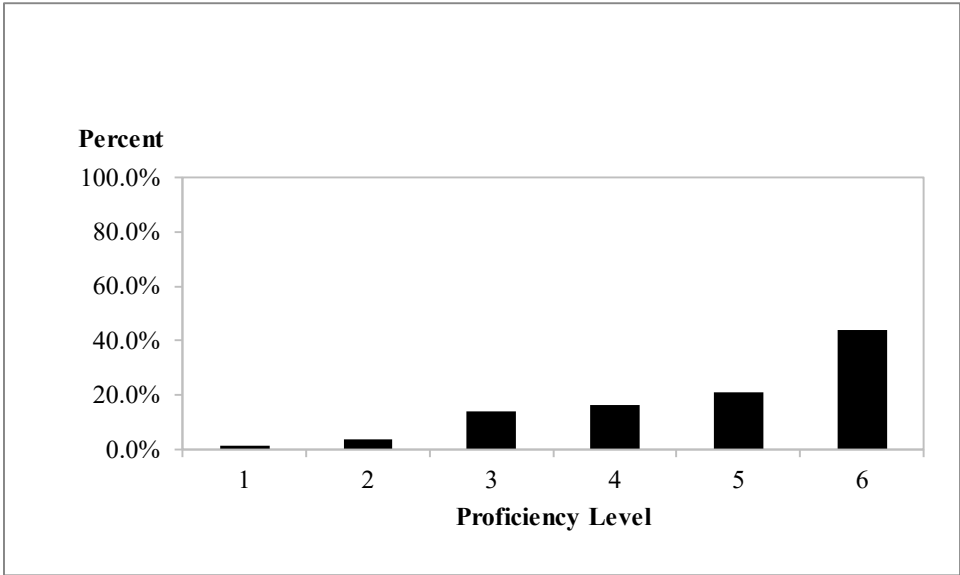
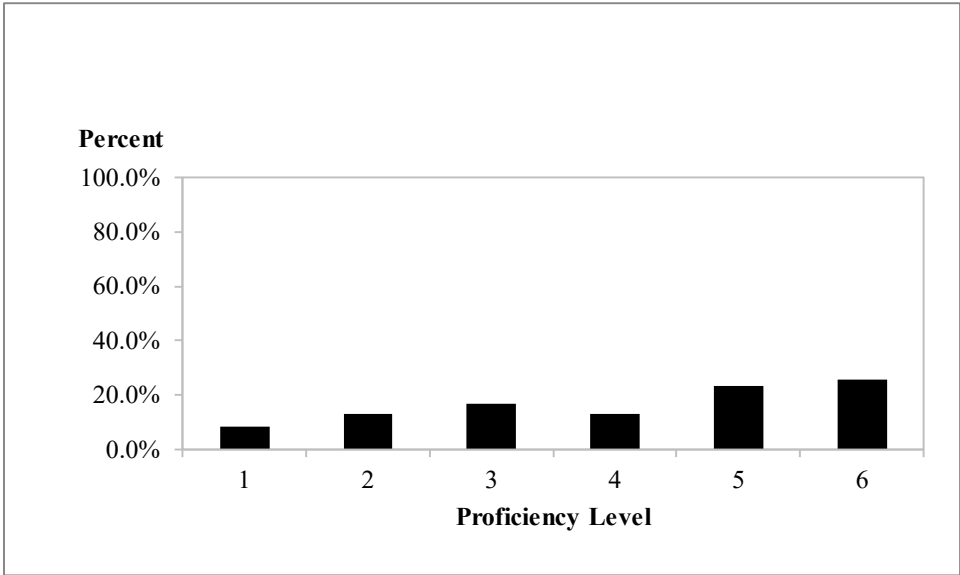


Table 2.5.1.1.3. Proficiency Level Distribution: L 1 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	3,240	8.34%	3,240	8.34%
2	5,118	13.17%	5,118	13.17%
3	6,443	16.58%	6,443	16.58%
4	5,013	12.90%	5,013	12.90%
5	9,046	23.27%	9,046	23.27%
6	10,008	25.75%	10,008	25.75%
Total	38,868	100.00%	38,868	100.00%

Figure 2.5.1.1.3. Proficiency Level: L 1 603 Paper



2.5.1.2 Grade 2

Table 2.5.1.2.1. Proficiency Level Distribution: L 2 A 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	2,348	16.74%	2,348	16.74%
2	3,751	26.74%	3,751	26.74%
3	2,938	20.95%	2,938	20.95%
4	1,885	13.44%	1,885	13.44%
5	3,105	22.14%	3,105	22.14%
6	0	0.00%	0	0.00%
Total	14,027	100.00%	14,027	100.00%

Figure 2.5.1.2.1. Proficiency Level: L 2A 603 Paper

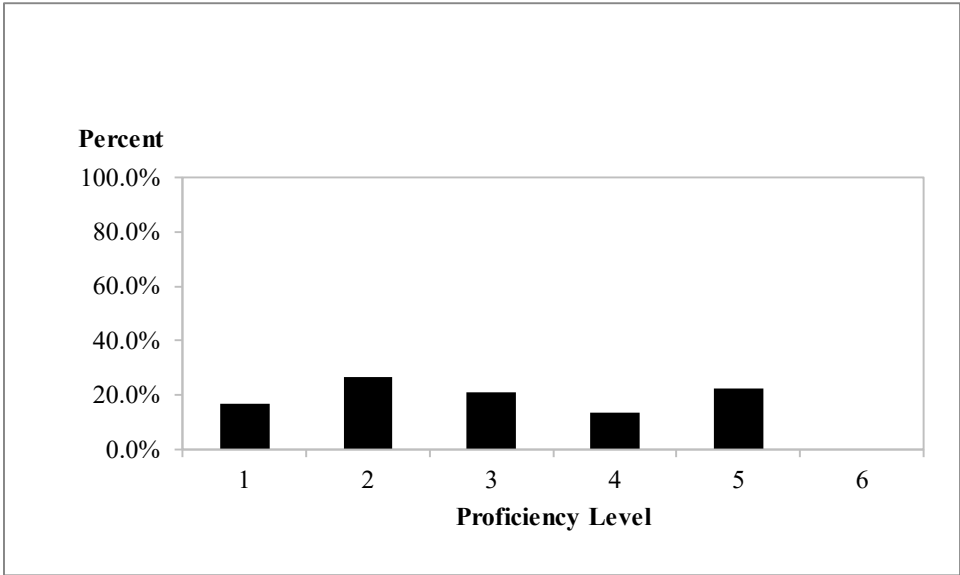


Table 2.5.1.2.2. Proficiency Level Distribution: L 2 B/C 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	224	0.87%	224	0.87%
2	1,577	6.12%	1,577	6.12%
3	4,159	16.14%	4,159	16.14%
4	2,367	9.18%	2,367	9.18%
5	6,619	25.68%	6,619	25.68%
6	10,830	42.02%	10,830	42.02%
Total	25,776	100.00%	25,776	100.00%

Figure 2.5.1.2.2. Proficiency Level: L 2B/C 603 Paper

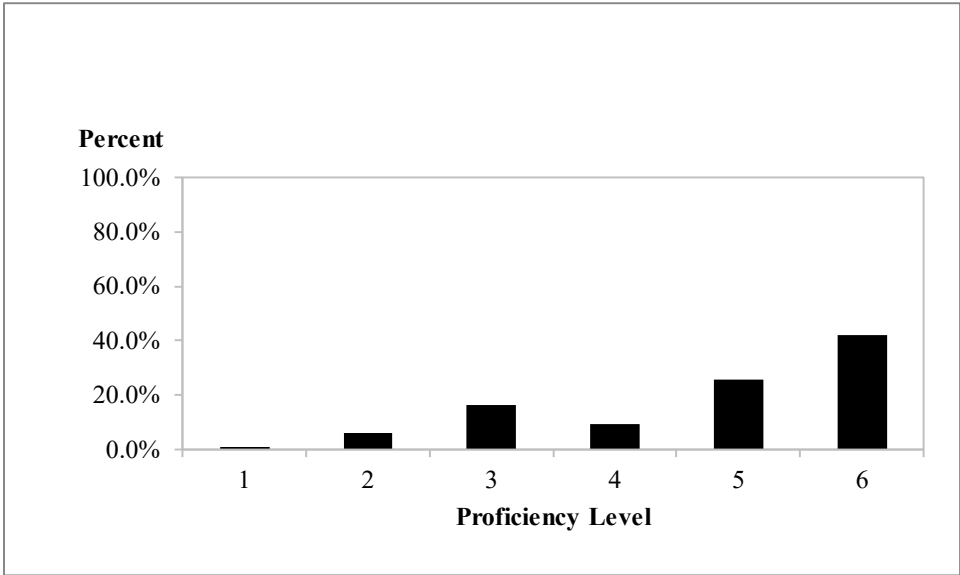
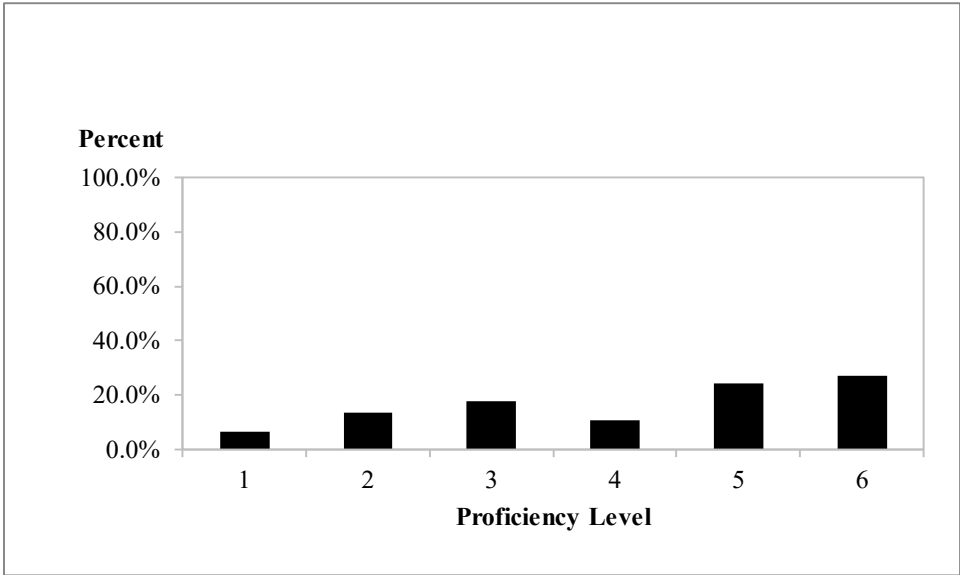


Table 2.5.1.2.3. Proficiency Level Distribution: L 2 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	2,572	6.46%	2,572	6.46%
2	5,328	13.39%	5,328	13.39%
3	7,097	17.83%	7,097	17.83%
4	4,252	10.68%	4,252	10.68%
5	9,724	24.43%	9,724	24.43%
6	10,830	27.21%	10,830	27.21%
Total	39,803	100.00%	39,803	100.00%

Figure 2.5.1.2.3. Proficiency Level: L 2 603 Paper



2.5.1.3 Grade 3

Table 2.5.1.3.1. Proficiency Level Distribution: L 3 A 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	432	3.70%	432	3.70%
2	3,386	28.97%	3,386	28.97%
3	3,738	31.99%	3,738	31.99%
4	2,016	17.25%	2,016	17.25%
5	1,273	10.89%	1,273	10.89%
6	841	7.20%	841	7.20%
Total	11,686	100.00%	11,686	100.00%

Figure 2.5.1.3.1. Proficiency Level: L 3A 603 Paper

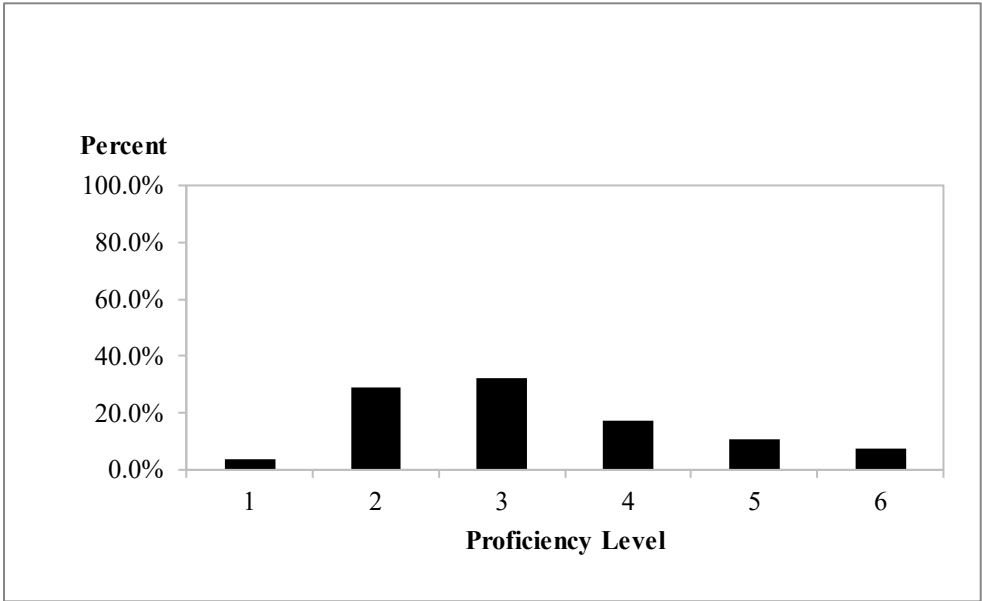


Table 2.5.1.3.2. Proficiency Level Distribution: L 3 B/C 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	15	0.06%	15	0.06%
2	474	1.81%	474	1.81%
3	3,589	13.73%	3,589	13.73%
4	2,454	9.39%	2,454	9.39%
5	9,718	37.19%	9,718	37.19%
6	9,883	37.82%	9,883	37.82%
Total	26,133	100.00%	26,133	100.00%

Figure 2.5.1.3.2. Proficiency Level: L 3B/C 603 Paper

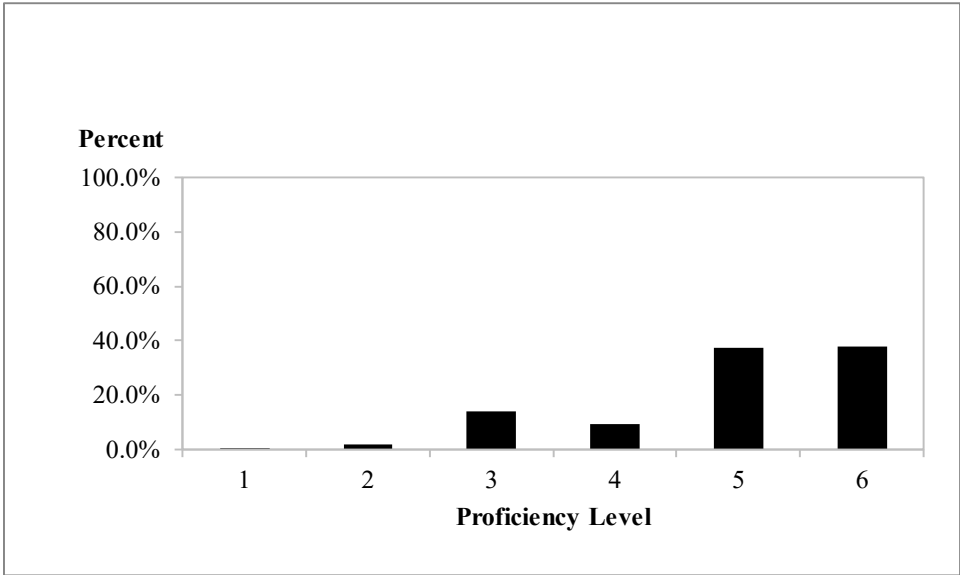
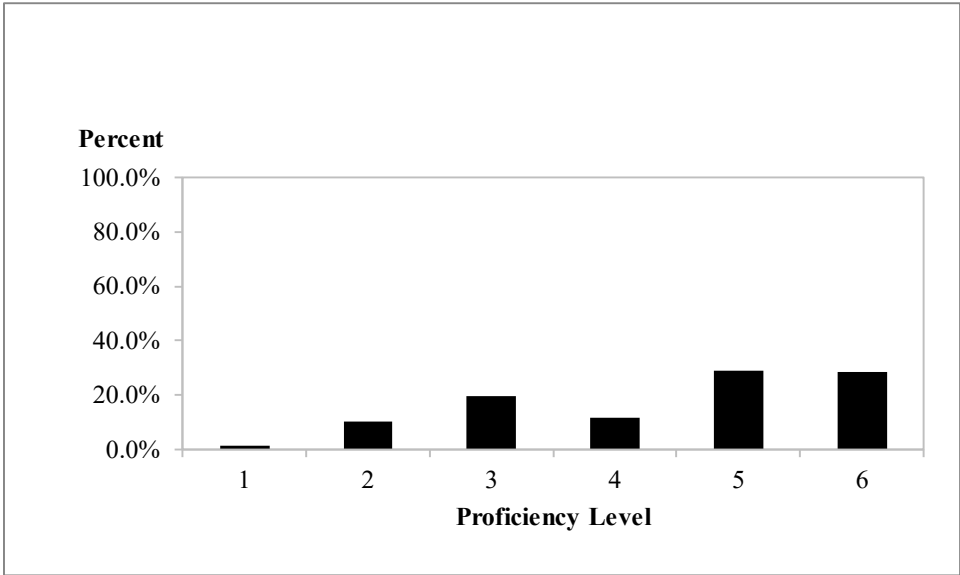


Table 2.5.1.3.3. Proficiency Level Distribution: L 3 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	447	1.18%	447	1.18%
2	3,860	10.21%	3,860	10.21%
3	7,327	19.37%	7,327	19.37%
4	4,470	11.82%	4,470	11.82%
5	10,991	29.06%	10,991	29.06%
6	10,724	28.36%	10,724	28.36%
Total	37,819	100.00%	37,819	100.00%

Figure 2.5.1.3.3. Proficiency Level: L 3 603 Paper



2.5.1.4 Grades 4-5

Table 2.5.1.4.1. Proficiency Level Distribution: L 4-5 A 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	512	5.93%	794	9.24%	1,306	7.58%
2	2,902	33.64%	2,989	34.78%	5,891	34.21%
3	2,519	29.20%	2,426	28.23%	4,945	28.71%
4	1,282	14.86%	1,327	15.44%	2,609	15.15%
5	972	11.27%	476	5.54%	1,448	8.41%
6	440	5.10%	582	6.77%	1,022	5.93%
Total	8,627	100.00%	8,594	100.00%	17,221	100.00%

Figure 2.5.1.4.1. Proficiency Level: L 4-5A 603 Paper

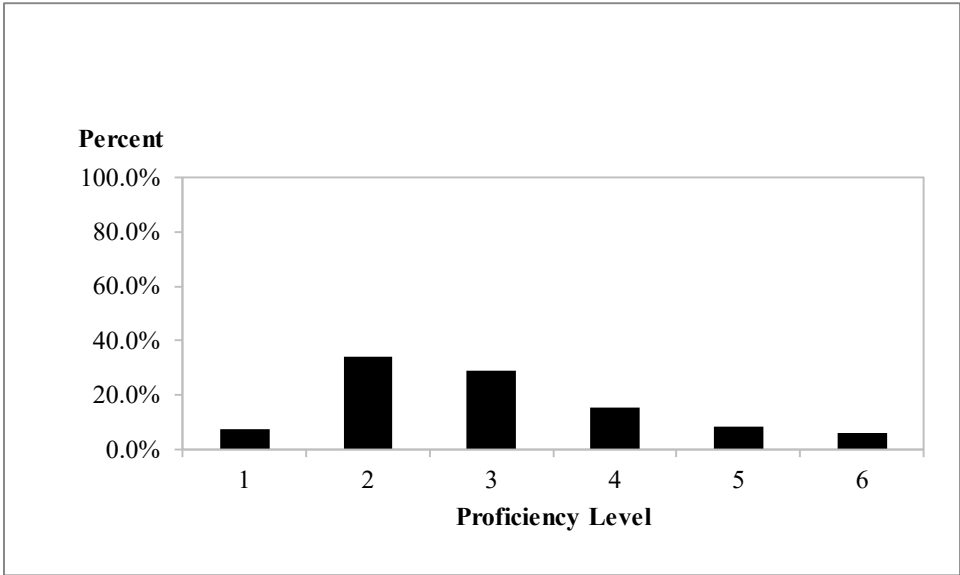


Table 2.5.1.4.2. Proficiency Level Distribution: L 4-5 B/C 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	24	0.12%	11	0.06%	35	0.10%
2	328	1.70%	408	2.33%	736	2.00%
3	1,864	9.68%	1,787	10.19%	3,651	9.92%
4	3,193	16.57%	2,815	16.06%	6,008	16.33%
5	7,356	38.19%	6,783	38.69%	14,139	38.42%
6	6,499	33.74%	5,729	32.68%	12,228	33.23%
Total	19,264	100.00%	17,533	100.00%	36,797	100.00%

Figure 2.5.1.4.2. Proficiency Level: L 4-5B/C 603 Paper

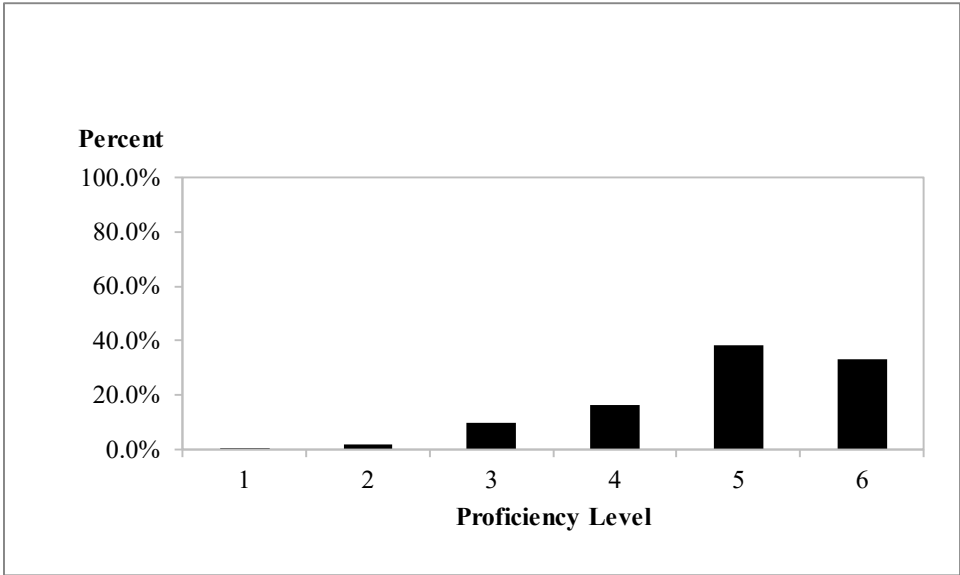
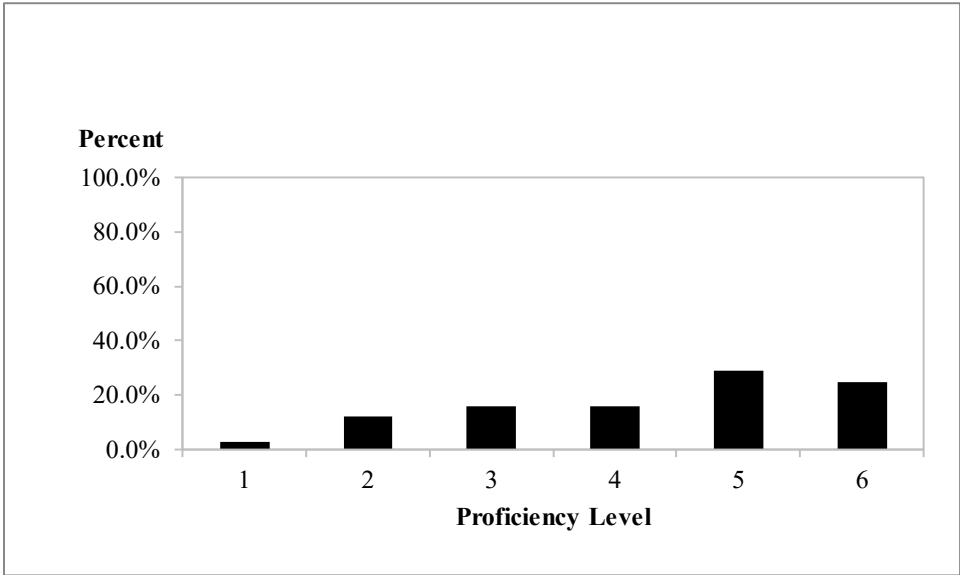


Table 2.5.1.4.3. Proficiency Level Distribution: L 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	536	1.92%	805	3.08%	1,341	2.48%
2	3,230	11.58%	3,397	13.00%	6,627	12.27%
3	4,383	15.71%	4,213	16.13%	8,596	15.91%
4	4,475	16.04%	4,142	15.85%	8,617	15.95%
5	8,328	29.86%	7,259	27.78%	15,587	28.86%
6	6,939	24.88%	6,311	24.16%	13,250	24.53%
Total	27,891	100.00%	26,127	100.00%	54,018	100.00%

Figure 2.5.1.4.3. Proficiency Level: L 4-5 603 Paper



2.5.1.5 Grades 6-8

Table 2.5.1.5.1. Proficiency Level Distribution: L 6-8 A 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	2,038	25.08%	3,000	35.05%	2,807	32.33%	7,845	30.92%
2	3,910	48.11%	3,097	36.18%	3,956	45.56%	10,963	43.21%
3	1,147	14.11%	1,752	20.47%	1,053	12.13%	3,952	15.58%
4	649	7.99%	300	3.51%	614	7.07%	1,563	6.16%
5	326	4.01%	350	4.09%	253	2.91%	929	3.66%
6	57	0.70%	60	0.70%	0	0.00%	117	0.46%
Total	8,127	100.00%	8,559	100.00%	8,683	100.00%	25,369	100.00%

Figure 2.5.1.5.1. Proficiency Level: L 6-8A 603 Paper

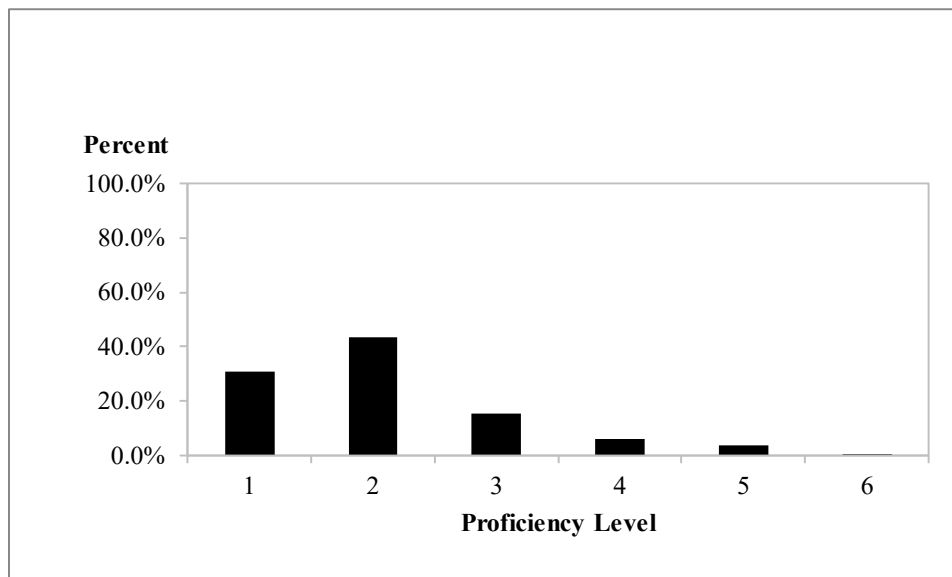


Table 2.5.1.5.2. Proficiency Level Distribution: L 6-8 B/C 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	11	0.10%	23	0.21%	16	0.14%	50	0.15%
2	230	2.08%	345	3.17%	294	2.60%	869	2.62%
3	1,040	9.43%	1,318	12.11%	1,847	16.33%	4,205	12.65%
4	2,993	27.13%	3,356	30.83%	2,321	20.52%	8,670	26.09%
5	2,917	26.44%	2,870	26.36%	3,075	27.19%	8,862	26.67%
6	3,843	34.83%	2,975	27.33%	3,757	33.22%	10,575	31.82%
Total	11,034	100.00%	10,887	100.00%	11,310	100.00%	33,231	100.00%

Figure 2.5.1.5.2. Proficiency Level: L 6-8B/C 603 Paper

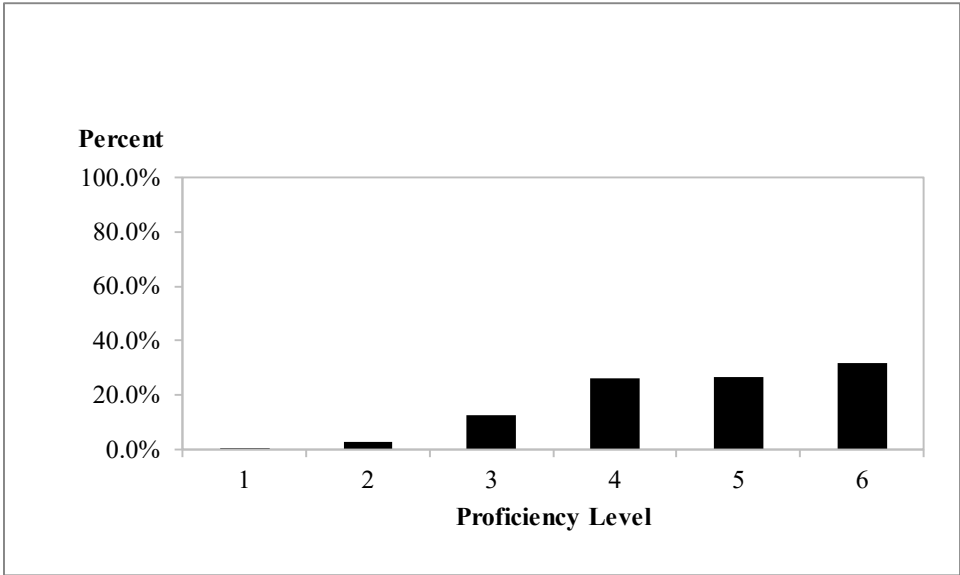
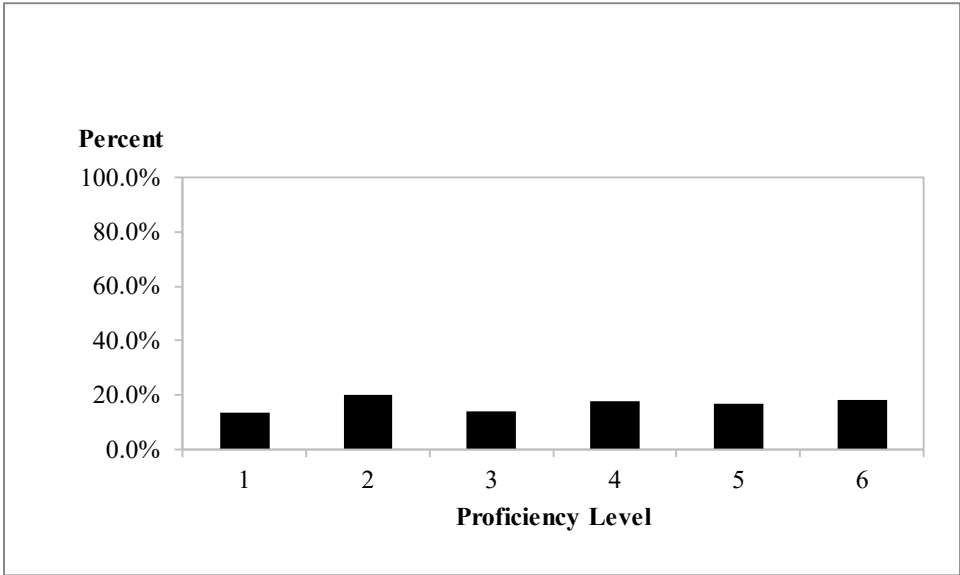


Table 2.5.1.5.3. Proficiency Level Distribution: L 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	2,049	10.69%	3,023	15.55%	2,823	14.12%	7,895	13.47%
2	4,140	21.61%	3,442	17.70%	4,250	21.26%	11,832	20.19%
3	2,187	11.41%	3,070	15.79%	2,900	14.51%	8,157	13.92%
4	3,642	19.01%	3,656	18.80%	2,935	14.68%	10,233	17.46%
5	3,243	16.93%	3,220	16.56%	3,328	16.65%	9,791	16.71%
6	3,900	20.35%	3,035	15.61%	3,757	18.79%	10,692	18.25%
Total	19,161	100.00%	19,446	100.00%	19,993	100.00%	58,600	100.00%

Figure 2.5.1.5.3. Proficiency Level: L 6-8 603 Paper



2.5.1.6 Grades 9-12

Table 2.5.1.6.1. Proficiency Level Distribution: L 9-12 A 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,944	44.64%	4,131	56.88%	3,078	53.55%	2,314	63.62%	13,467	52.85%
2	3,253	36.82%	1,663	22.90%	1,878	32.67%	780	21.45%	7,574	29.72%
3	1,100	12.45%	1,183	16.29%	560	9.74%	378	10.39%	3,221	12.64%
4	444	5.03%	166	2.29%	213	3.71%	156	4.29%	979	3.84%
5	94	1.06%	120	1.65%	19	0.33%	9	0.25%	242	0.95%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	8,835	100.00%	7,263	100.00%	5,748	100.00%	3,637	100.00%	25,483	100.00%

Figure 2.5.1.6.1. Proficiency Level: L 9-12A 603 Paper

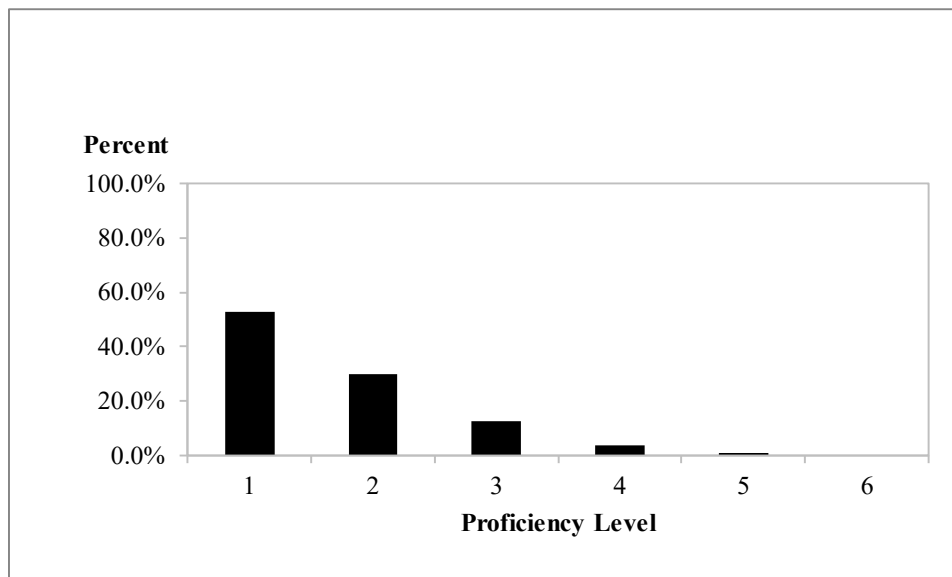


Table 2.5.1.6.2. Proficiency Level Distribution: L 9-12 B/C 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	43	0.44%	163	1.61%	249	2.86%	442	7.36%	897	2.59%
2	886	9.01%	881	8.73%	1,044	12.00%	1,081	18.00%	3,892	11.24%
3	2,040	20.74%	2,933	29.06%	2,935	33.74%	1,692	28.17%	9,600	27.72%
4	3,037	30.88%	3,071	30.43%	1,797	20.66%	1,644	27.37%	9,549	27.57%
5	1,961	19.94%	1,768	17.52%	1,527	17.55%	772	12.85%	6,028	17.41%
6	1,867	18.99%	1,277	12.65%	1,147	13.19%	375	6.24%	4,666	13.47%
Total	9,834	100.00%	10,093	100.00%	8,699	100.00%	6,006	100.00%	34,632	100.00%

Figure 2.5.1.6.2. Proficiency Level: L 9-12B/C 603 Paper

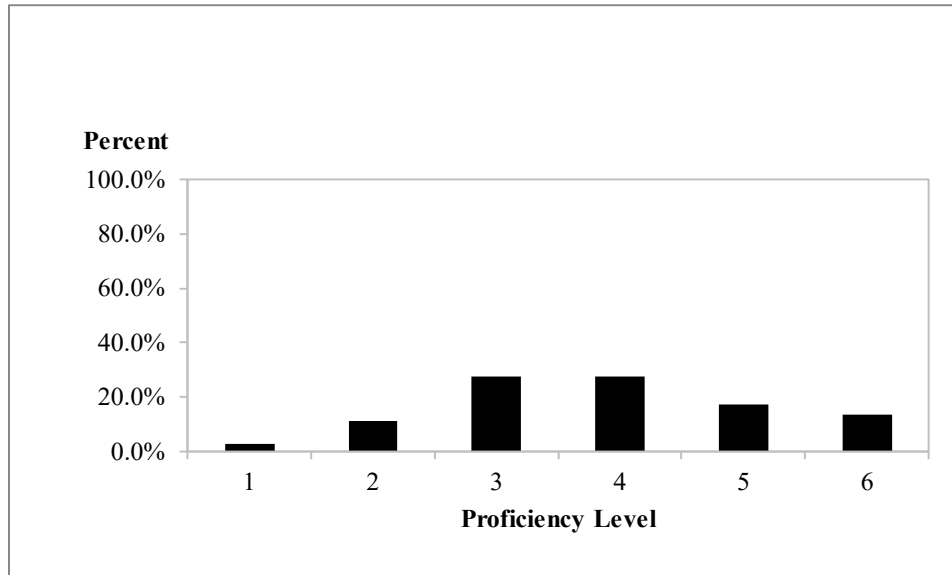
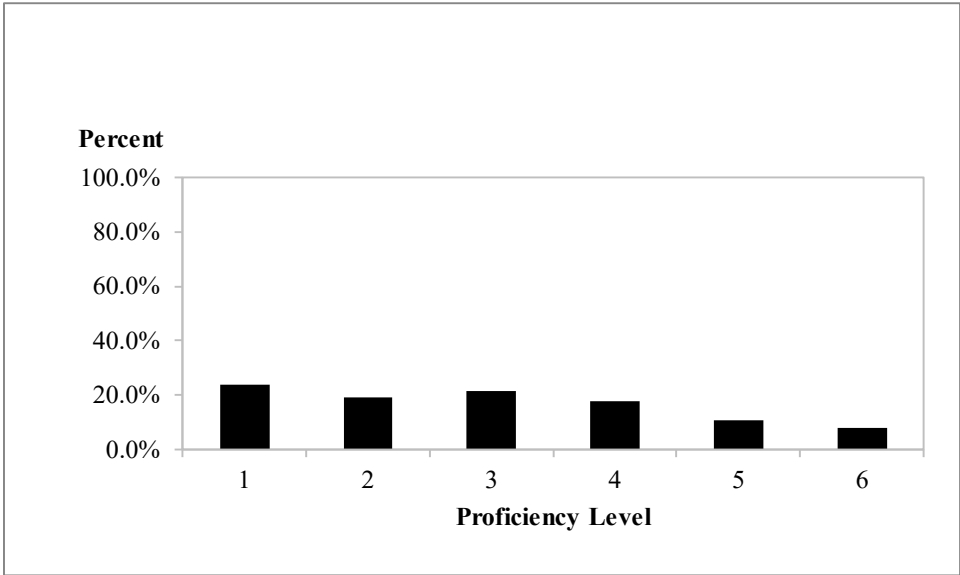


Table 2.5.1.6.3. Proficiency Level Distribution: L 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,987	21.36%	4,294	24.74%	3,327	23.03%	2,756	28.58%	14,364	23.89%
2	4,139	22.17%	2,544	14.66%	2,922	20.23%	1,861	19.30%	11,466	19.07%
3	3,140	16.82%	4,116	23.72%	3,495	24.19%	2,070	21.47%	12,821	21.33%
4	3,481	18.65%	3,237	18.65%	2,010	13.91%	1,800	18.67%	10,528	17.51%
5	2,055	11.01%	1,888	10.88%	1,546	10.70%	781	8.10%	6,270	10.43%
6	1,867	10.00%	1,277	7.36%	1,147	7.94%	375	3.89%	4,666	7.76%
Total	18,669	100.00%	17,356	100.00%	14,447	100.00%	9,643	100.00%	60,115	100.00%

Figure 2.5.1.6.3. Proficiency Level: L 9-12 603 Paper



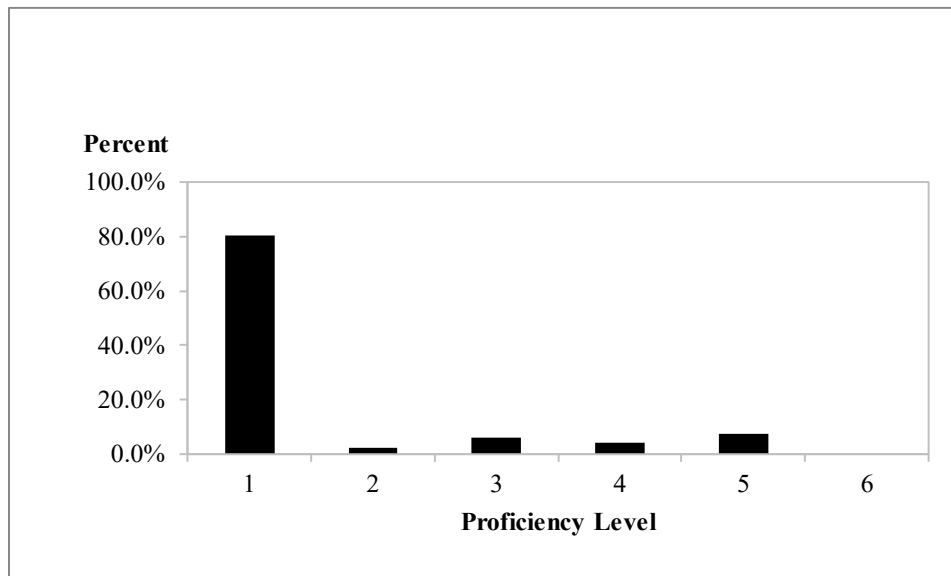
2.5.2 Reading

2.5.2.0 Kindergarten

Table 2.5.2.0. Proficiency Level Distribution: R K 603 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	214,465	80.61%	214,465	80.61%
2	6,069	2.28%	6,069	2.28%
3	15,763	5.92%	15,763	5.92%
4	10,458	3.93%	10,458	3.93%
5	19,309	7.26%	19,309	7.26%
6	0	0.00%	0	0.00%
Total	266,064	100.00%	266,064	100.00%

Figure 2.5.2.0. Proficiency Level: R K 603 Paper



2.5.2.1 Grade 1

Table 2.5.2.1.1. Proficiency Level Distribution: R 1 A 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	10,195	43.87%	10,195	43.87%
2	7,884	33.93%	7,884	33.93%
3	2,797	12.04%	2,797	12.04%
4	1,131	4.87%	1,131	4.87%
5	720	3.10%	720	3.10%
6	510	2.19%	510	2.19%
Total	23,237	100.00%	23,237	100.00%

Figure 2.5.2.1.1. Proficiency Level: R 1A 603 Paper

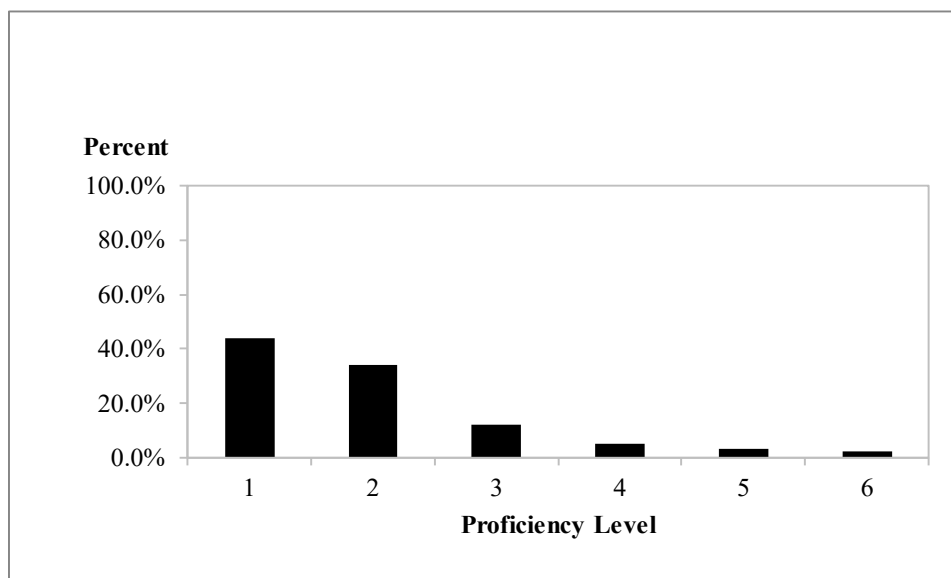


Table 2.5.2.1.2. Proficiency Level Distribution: R 1 B/C 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	147	1.10%	147	1.10%
2	2,997	22.41%	2,997	22.41%
3	5,301	39.64%	5,301	39.64%
4	1,586	11.86%	1,586	11.86%
5	1,855	13.87%	1,855	13.87%
6	1,486	11.11%	1,486	11.11%
Total	13,372	100.00%	13,372	100.00%

Figure 2.5.2.1.2. Proficiency Level: R 1B/C 603 Paper

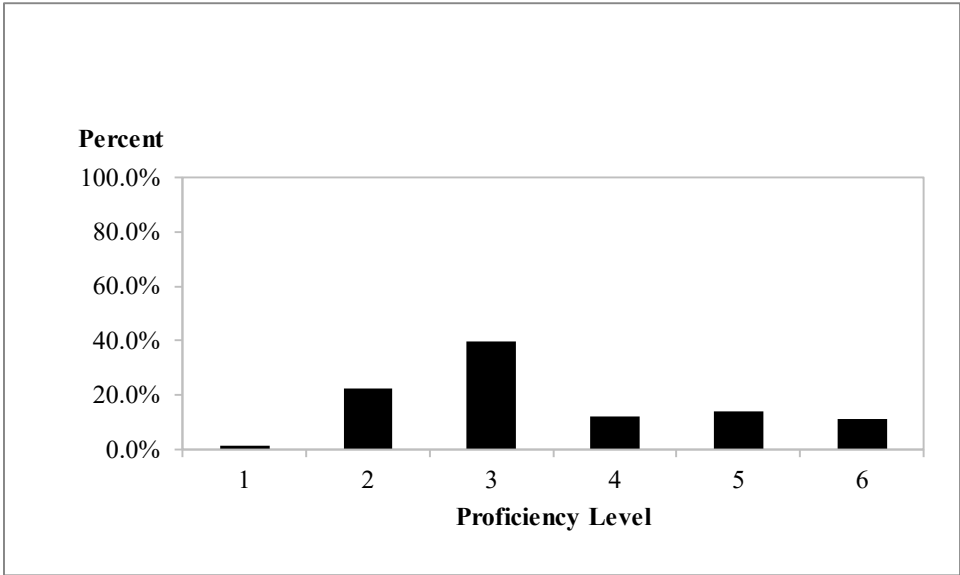
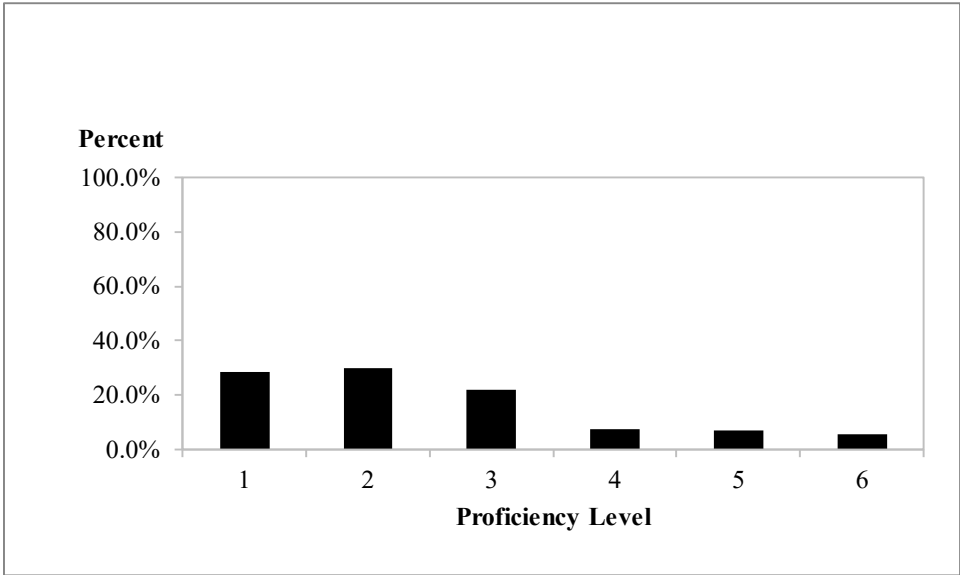


Table 2.5.2.1.3. Proficiency Level Distribution: R 1 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	10,342	28.25%	10,342	28.25%
2	10,881	29.72%	10,881	29.72%
3	8,098	22.12%	8,098	22.12%
4	2,717	7.42%	2,717	7.42%
5	2,575	7.03%	2,575	7.03%
6	1,996	5.45%	1,996	5.45%
Total	36,609	100.00%	36,609	100.00%

Figure 2.5.2.1.3. Proficiency Level: R 1 603 Paper



2.5.2.2 Grade 2

Table 2.5.2.2.1. Proficiency Level Distribution: R 2 A 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	7,875	59.06%	7,875	59.06%
2	3,487	26.15%	3,487	26.15%
3	1,225	9.19%	1,225	9.19%
4	284	2.13%	284	2.13%
5	408	3.06%	408	3.06%
6	54	0.41%	54	0.41%
Total	13,333	100.00%	13,333	100.00%

Figure 2.5.2.2.1. Proficiency Level: R 2A 603 Paper

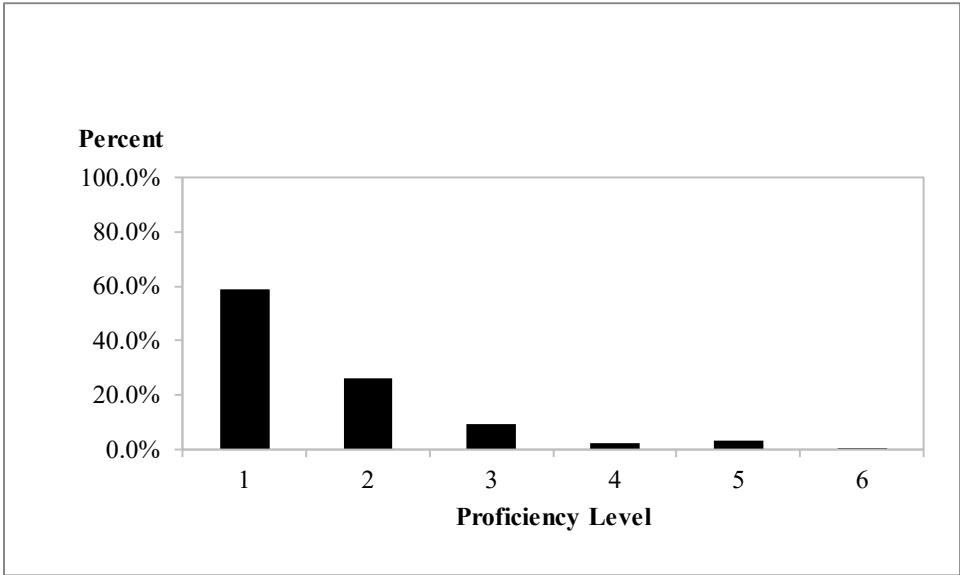


Table 2.5.2.2.2. Proficiency Level Distribution: R 2 B/C 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	1,445	6.12%	1,445	6.12%
2	6,886	29.17%	6,886	29.17%
3	6,356	26.93%	6,356	26.93%
4	2,515	10.66%	2,515	10.66%
5	3,457	14.65%	3,457	14.65%
6	2,944	12.47%	2,944	12.47%
Total	23,603	100.00%	23,603	100.00%

Figure 2.5.2.2.2. Proficiency Level: R 2B/C 603 Paper

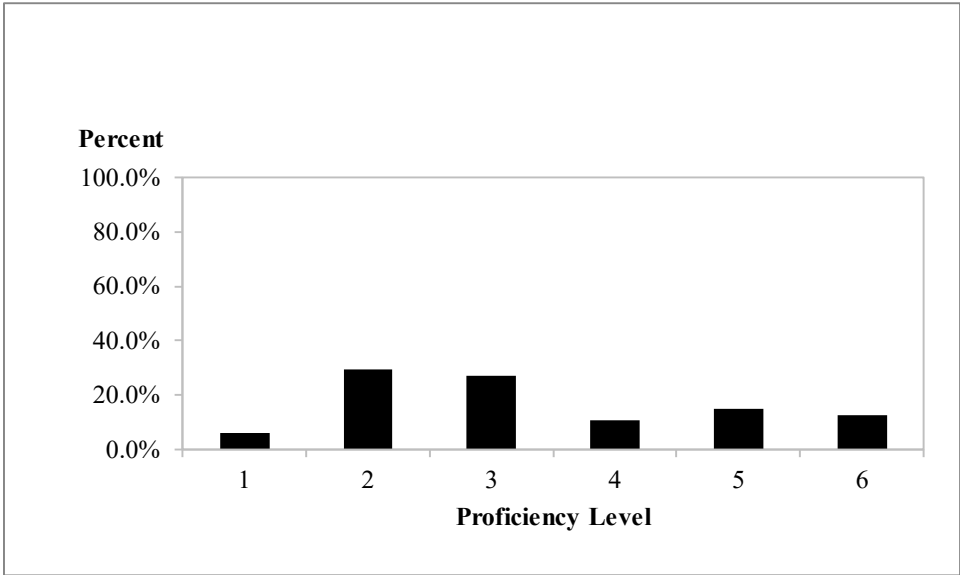
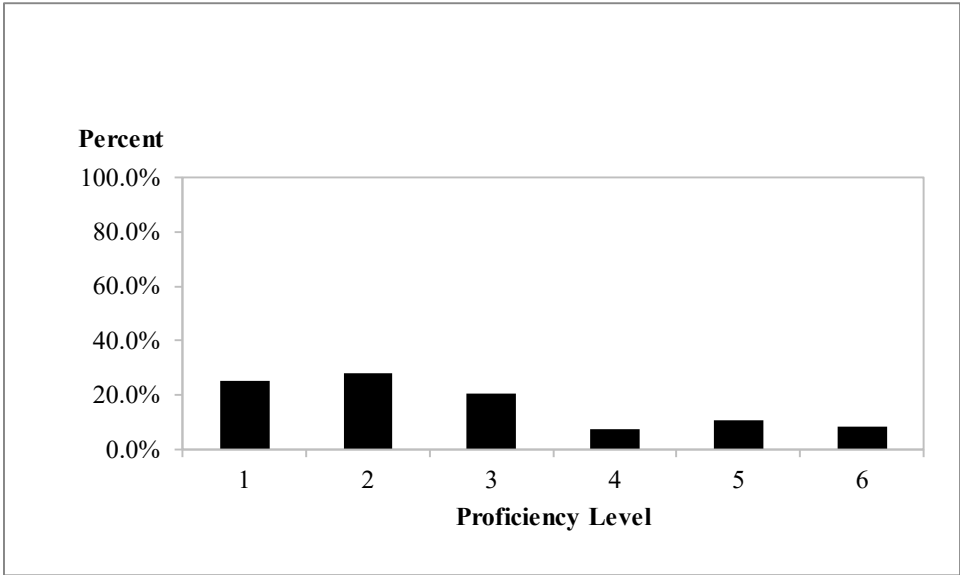


Table 2.5.2.2.3. Proficiency Level Distribution: R 2 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	9,320	25.23%	9,320	25.23%
2	10,373	28.08%	10,373	28.08%
3	7,581	20.52%	7,581	20.52%
4	2,799	7.58%	2,799	7.58%
5	3,865	10.46%	3,865	10.46%
6	2,998	8.12%	2,998	8.12%
Total	36,936	100.00%	36,936	100.00%

Figure 2.5.2.2.3.Proficiency Level: R 2 603 Paper



2.5.2.3 Grade 3

Table 2.5.2.3.1. Proficiency Level Distribution: R 3 A 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	5,979	55.05%	5,979	55.05%
2	3,287	30.26%	3,287	30.26%
3	943	8.68%	943	8.68%
4	237	2.18%	237	2.18%
5	312	2.87%	312	2.87%
6	104	0.96%	104	0.96%
Total	10,862	100.00%	10,862	100.00%

Figure 2.5.2.3.1. Proficiency Level: R 3A 603 Paper

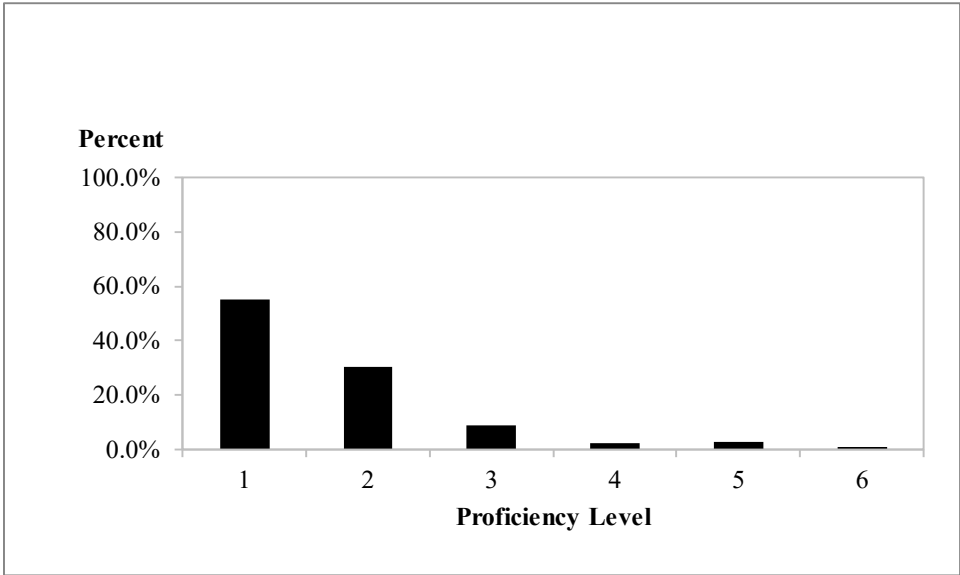


Table 2.5.2.3.2. Proficiency Level Distribution: R 3 B/C 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	118	0.50%	118	0.50%
2	2,389	10.08%	2,389	10.08%
3	10,020	42.29%	10,020	42.29%
4	4,300	18.15%	4,300	18.15%
5	4,518	19.07%	4,518	19.07%
6	2,351	9.92%	2,351	9.92%
Total	23,696	100.00%	23,696	100.00%

Figure 2.5.2.3.2. Proficiency Level: R 3B/C 603 Paper

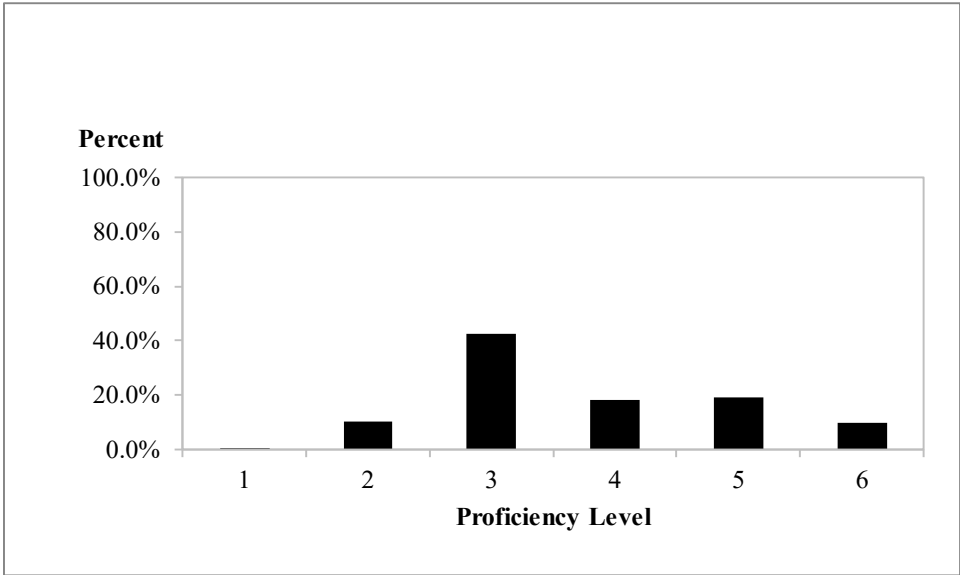
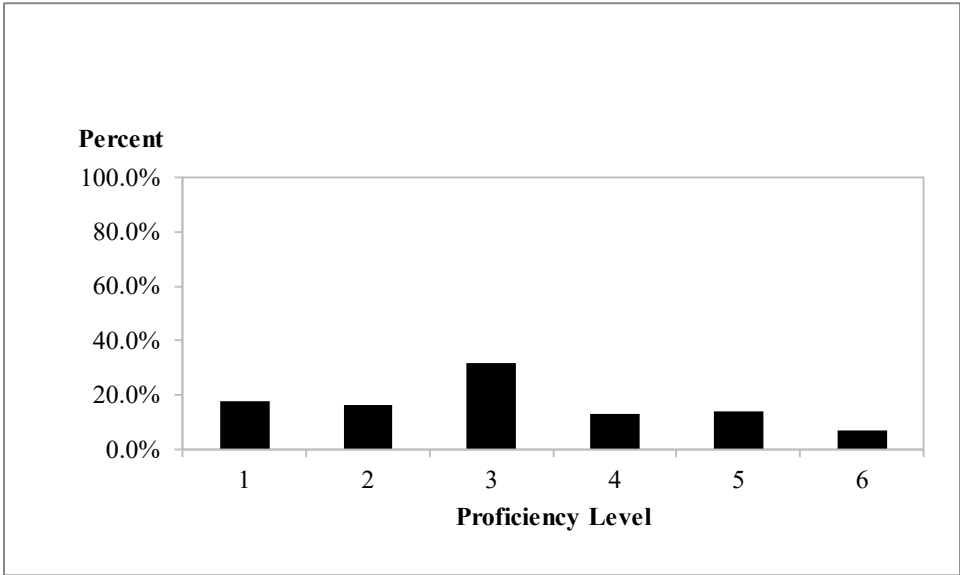


Table 2.5.2.3.3. Proficiency Level Distribution: R 3 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	6,097	17.64%	6,097	17.64%
2	5,676	16.42%	5,676	16.42%
3	10,963	31.72%	10,963	31.72%
4	4,537	13.13%	4,537	13.13%
5	4,830	13.98%	4,830	13.98%
6	2,455	7.10%	2,455	7.10%
Total	34,558	100.00%	34,558	100.00%

Figure 2.5.2.3.3. Proficiency Level: R 3 603 Paper



2.5.2.4 Grades 4-5

Table 2.5.2.4.1. Proficiency Level Distribution: R 4-5 A 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	4,503	55.29%	4,958	60.68%	9,461	57.99%
2	2,431	29.85%	1,992	24.38%	4,423	27.11%
3	565	6.94%	642	7.86%	1,207	7.40%
4	255	3.13%	293	3.59%	548	3.36%
5	331	4.06%	286	3.50%	617	3.78%
6	60	0.74%	0	0.00%	60	0.37%
Total	8,145	100.00%	8,171	100.00%	16,316	100.00%

Figure 2.5.2.4.1. Proficiency Level: R 4-5A 603 Paper

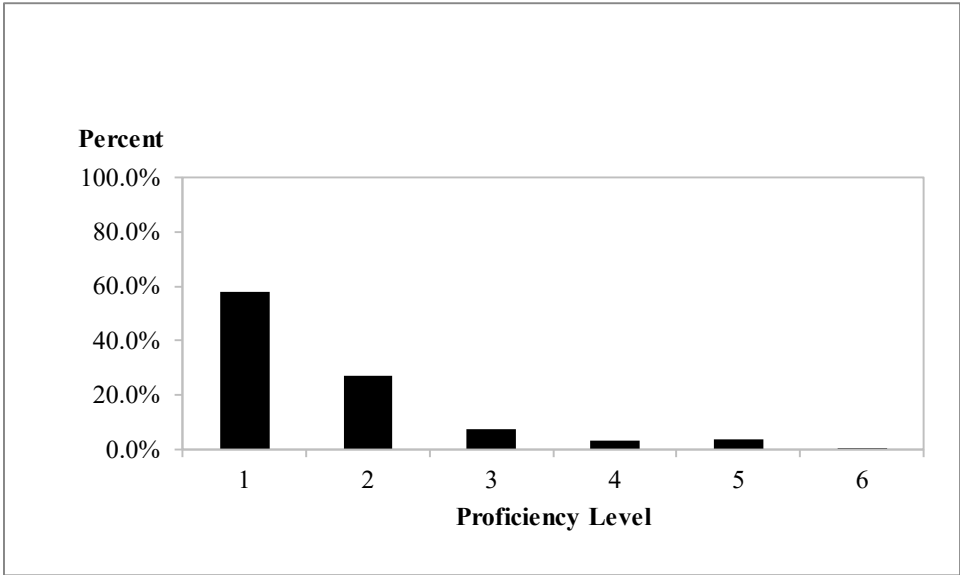


Table 2.5.2.4.2. Proficiency Level Distribution: R 4-5 B/C 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	126	0.72%	244	1.49%	370	1.09%
2	2,527	14.38%	3,190	19.54%	5,717	16.86%
3	5,731	32.62%	5,353	32.78%	11,084	32.70%
4	3,790	21.57%	1,945	11.91%	5,735	16.92%
5	3,268	18.60%	3,467	21.23%	6,735	19.87%
6	2,129	12.12%	2,129	13.04%	4,258	12.56%
Total	17,571	100.00%	16,328	100.00%	33,899	100.00%

Figure 2.5.2.4.2. Proficiency Level: R 4-5B/C 603 Paper

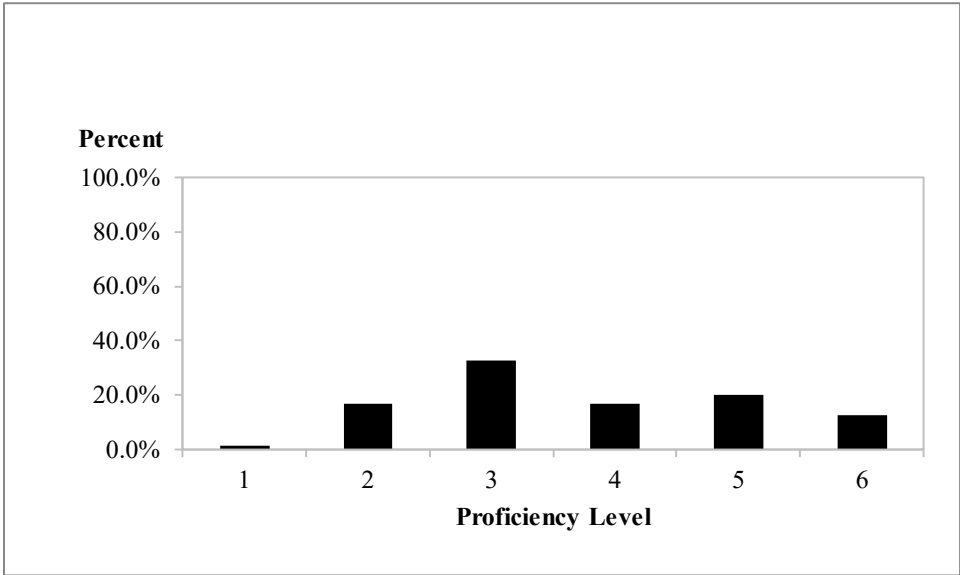
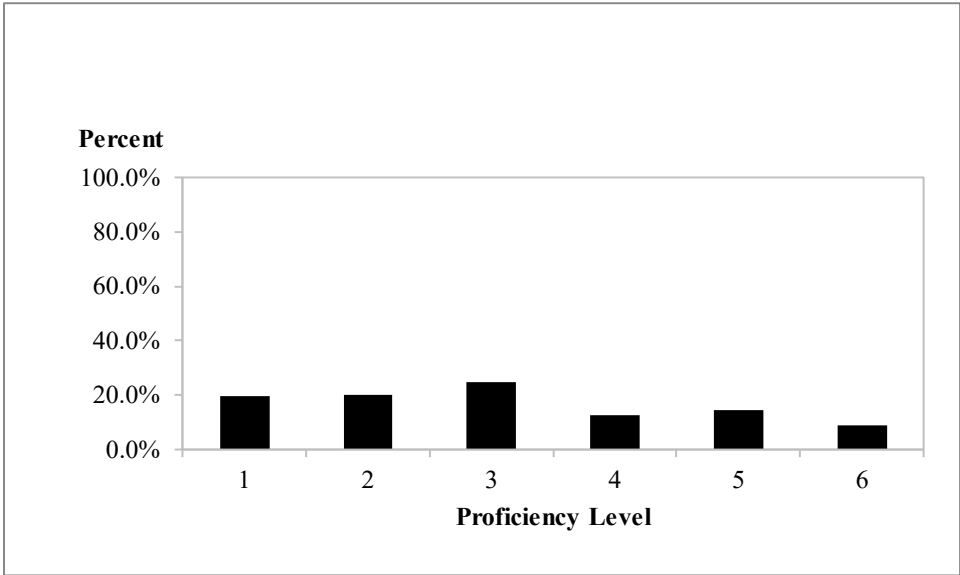


Table 2.5.2.4.3. Proficiency Level Distribution: R 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	4,629	18.00%	5,202	21.23%	9,831	19.58%
2	4,958	19.28%	5,182	21.15%	10,140	20.19%
3	6,296	24.48%	5,995	24.47%	12,291	24.48%
4	4,045	15.73%	2,238	9.14%	6,283	12.51%
5	3,599	14.00%	3,753	15.32%	7,352	14.64%
6	2,189	8.51%	2,129	8.69%	4,318	8.60%
Total	25,716	100.00%	24,499	100.00%	50,215	100.00%

Figure 2.5.2.4.3. Proficiency Level: R 4-5 603 Paper



2.5.2.5 Grades 6-8

Table 2.5.2.5.1. Proficiency Level Distribution: R 6-8 A 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,773	48.38%	4,376	52.81%	4,621	54.40%	12,770	51.96%
2	3,107	39.84%	2,961	35.73%	2,925	34.44%	8,993	36.59%
3	572	7.34%	596	7.19%	663	7.81%	1,831	7.45%
4	108	1.38%	137	1.65%	100	1.18%	345	1.40%
5	161	2.06%	170	2.05%	92	1.08%	423	1.72%
6	77	0.99%	46	0.56%	93	1.09%	216	0.88%
Total	7,798	100.00%	8,286	100.00%	8,494	100.00%	24,578	100.00%

Figure 2.5.2.5.1. Proficiency Level: R 6-8A 603 Paper

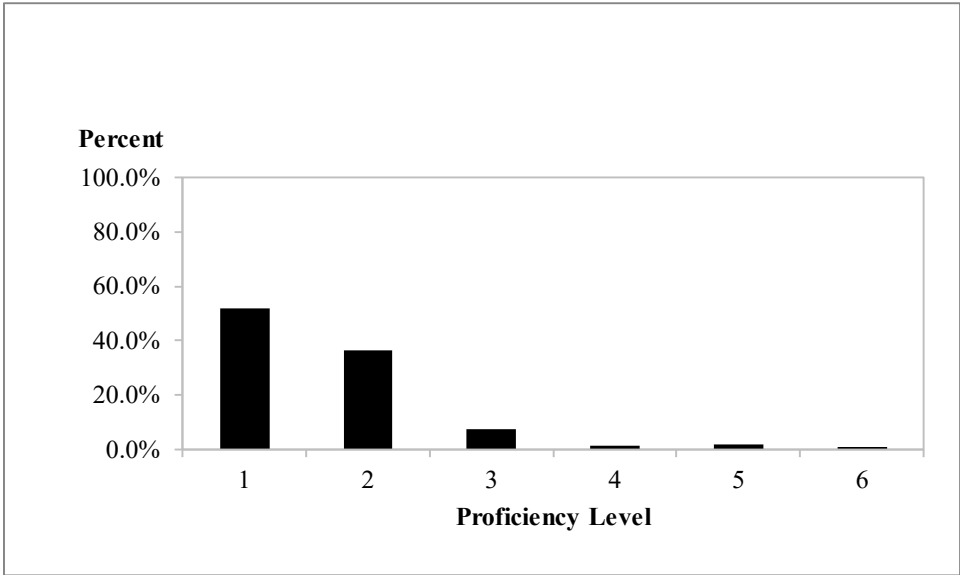


Table 2.5.2.5.2. Proficiency Level Distribution: R 6-8 B/C 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	228	2.28%	392	3.92%	500	4.82%	1,120	3.69%
2	3,497	34.94%	3,494	34.92%	3,790	36.53%	10,781	35.47%
3	3,083	30.80%	3,420	34.18%	2,701	26.03%	9,204	30.29%
4	1,231	12.30%	1,021	10.20%	1,293	12.46%	3,545	11.66%
5	1,458	14.57%	1,106	11.05%	1,386	13.36%	3,950	13.00%
6	512	5.12%	574	5.74%	705	6.80%	1,791	5.89%
Total	10,009	100.00%	10,007	100.00%	10,375	100.00%	30,391	100.00%

Figure 2.5.2.5.2. Proficiency Level: R 6-8B/C 603 Paper

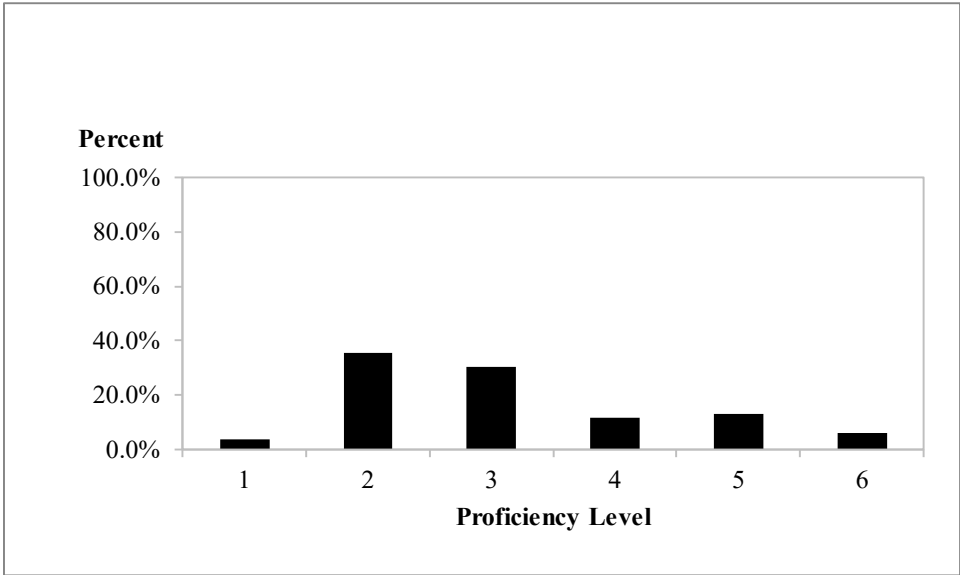
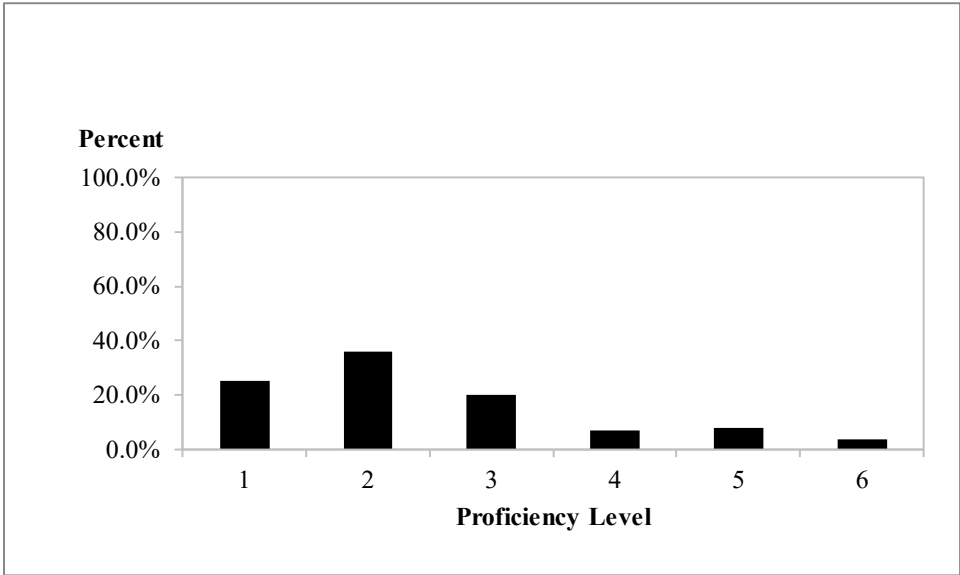


Table 2.5.2.5.3. Proficiency Level Distribution: R 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	4,001	22.47%	4,768	26.06%	5,121	27.14%	13,890	25.27%
2	6,604	37.09%	6,455	35.29%	6,715	35.59%	19,774	35.97%
3	3,655	20.53%	4,016	21.95%	3,364	17.83%	11,035	20.07%
4	1,339	7.52%	1,158	6.33%	1,393	7.38%	3,890	7.08%
5	1,619	9.09%	1,276	6.98%	1,478	7.83%	4,373	7.96%
6	589	3.31%	620	3.39%	798	4.23%	2,007	3.65%
Total	17,807	100.00%	18,293	100.00%	18,869	100.00%	54,969	100.00%

Figure 2.5.2.5.3. Proficiency Level: R 6-8 603 Paper



2.5.2.6 Grades 9-12

Table 2.5.2.6.1. Proficiency Level Distribution: R 9-12 A 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,620	41.10%	2,663	36.67%	2,309	40.07%	1,556	42.85%	10,148	39.85%
2	3,302	37.49%	3,126	43.05%	2,408	41.79%	1,489	41.01%	10,325	40.55%
3	1,130	12.83%	949	13.07%	526	9.13%	363	10.00%	2,968	11.66%
4	284	3.22%	239	3.29%	209	3.63%	115	3.17%	847	3.33%
5	373	4.23%	148	2.04%	265	4.60%	78	2.15%	864	3.39%
6	99	1.12%	137	1.89%	45	0.78%	30	0.83%	311	1.22%
Total	8,808	100.00%	7,262	100.00%	5,762	100.00%	3,631	100.00%	25,463	100.00%

Figure 2.5.2.6.1. Proficiency Level: R 9-12A 603 Paper

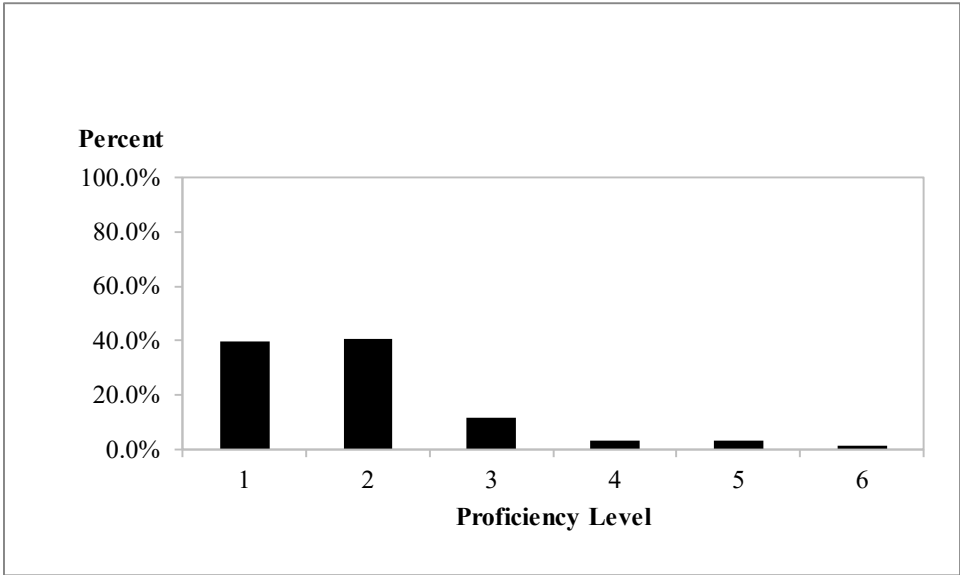


Table 2.5.2.6.2. Proficiency Level Distribution: R 9-12 B/C 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	62	0.70%	156	1.70%	242	3.02%	196	3.49%	656	2.07%
2	1,783	20.16%	2,011	21.89%	1,820	22.72%	1,713	30.50%	7,327	23.14%
3	2,569	29.04%	2,591	28.20%	2,261	28.23%	1,570	27.95%	8,991	28.40%
4	1,062	12.01%	1,053	11.46%	950	11.86%	303	5.39%	3,368	10.64%
5	1,452	16.41%	1,588	17.29%	1,419	17.72%	1,180	21.01%	5,639	17.81%
6	1,918	21.68%	1,788	19.46%	1,317	16.44%	655	11.66%	5,678	17.93%
Total	8,846	100.00%	9,187	100.00%	8,009	100.00%	5,617	100.00%	31,659	100.00%

Figure 2.5.2.6.2. Proficiency Level: R 9-12B/C 603 Paper

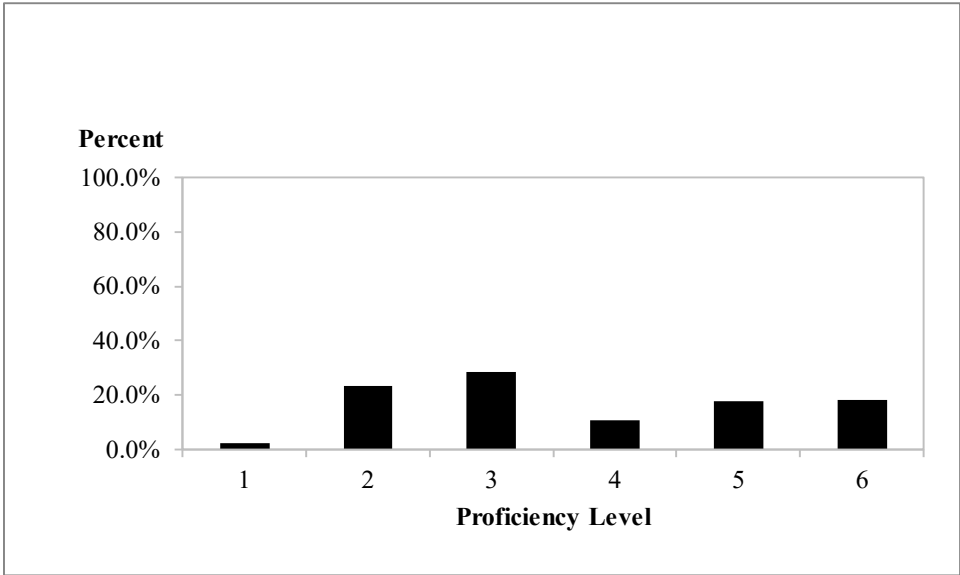
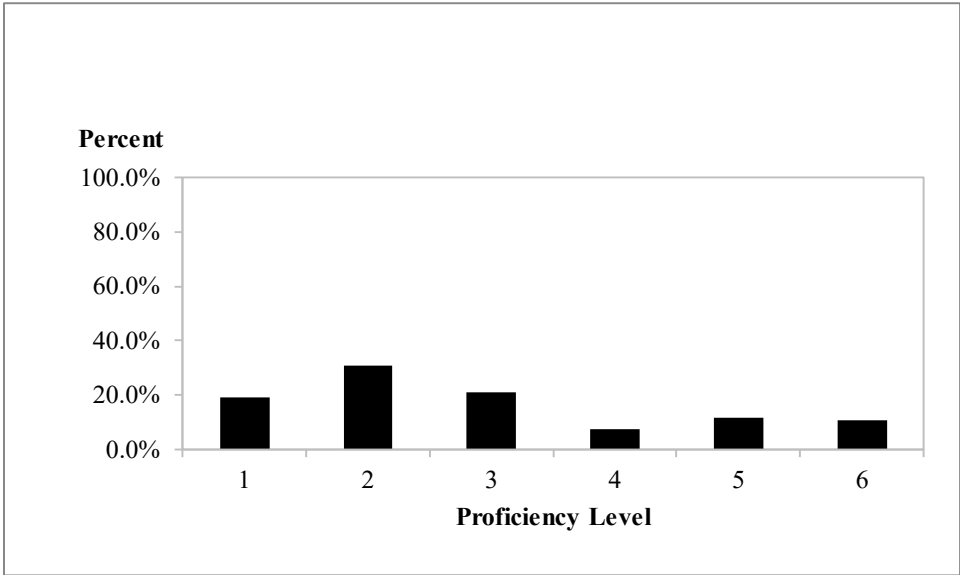


Table 2.5.2.6.3. Proficiency Level Distribution: R 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,682	20.86%	2,819	17.14%	2,551	18.52%	1,752	18.94%	10,804	18.91%
2	5,085	28.80%	5,137	31.23%	4,228	30.70%	3,202	34.62%	17,652	30.90%
3	3,699	20.95%	3,540	21.52%	2,787	20.24%	1,933	20.90%	11,959	20.94%
4	1,346	7.62%	1,292	7.85%	1,159	8.42%	418	4.52%	4,215	7.38%
5	1,825	10.34%	1,736	10.55%	1,684	12.23%	1,258	13.60%	6,503	11.38%
6	2,017	11.43%	1,925	11.70%	1,362	9.89%	685	7.41%	5,989	10.48%
Total	17,654	100.00%	16,449	100.00%	13,771	100.00%	9,248	100.00%	57,122	100.00%

Figure 2.5.2.6.3. Proficiency Level: R 9-12 603 Paper



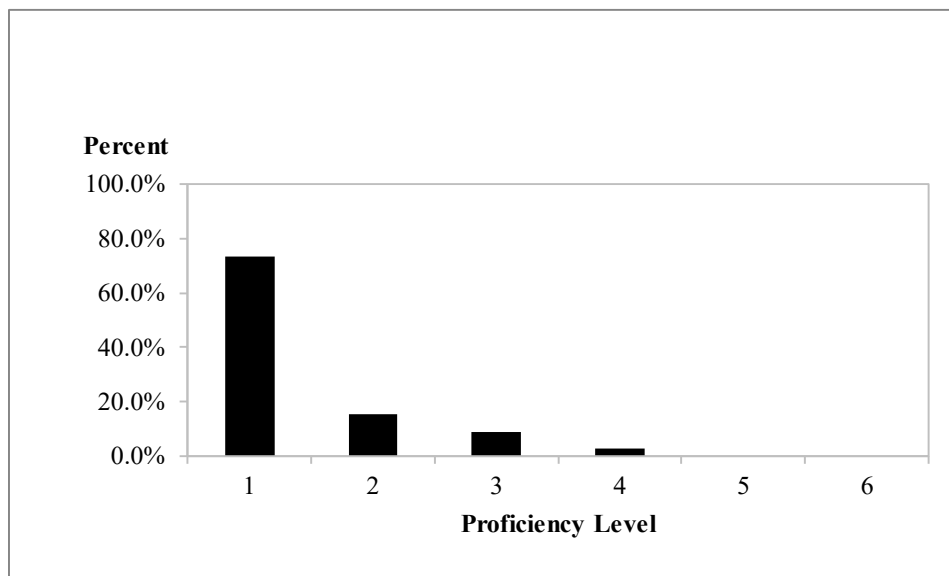
2.5.3 Writing

2.5.3.0 Kindergarten

Table 2.5.3.0. Proficiency Level Distribution: W K 603 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	194,735	73.19%	194,735	73.19%
2	41,153	15.47%	41,153	15.47%
3	23,473	8.82%	23,473	8.82%
4	6,699	2.52%	6,699	2.52%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	266,060	100.00%	266,060	100.00%

Figure 2.5.3.0. Proficiency Level: W K 603 Paper



2.5.3.1 Grade 1

Table 2.5.3.1.1. Proficiency Level Distribution: W 1 A 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	15,923	56.10%	15,923	56.10%
2	11,770	41.47%	11,770	41.47%
3	689	2.43%	689	2.43%
4	0	0.00%	0	0.00%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	28,382	100.00%	28,382	100.00%

Figure 2.5.3.1.1. Proficiency Level: W 1A 603 Paper

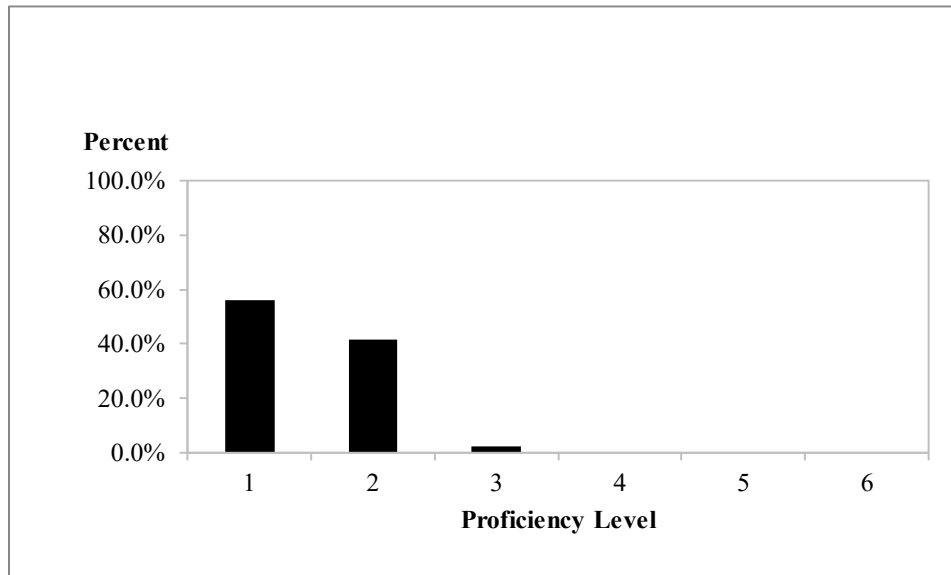


Table 2.5.3.1.2. Proficiency Level Distribution: W 1 B/C 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	3,067	19.01%	3,067	19.01%
2	6,888	42.70%	6,888	42.70%
3	5,935	36.79%	5,935	36.79%
4	239	1.48%	239	1.48%
5	1	0.01%	1	0.01%
6	0	0.00%	0	0.00%
Total	16,130	100.00%	16,130	100.00%

Figure 2.5.3.1.2. Proficiency Level: W 1B/C 603 Paper

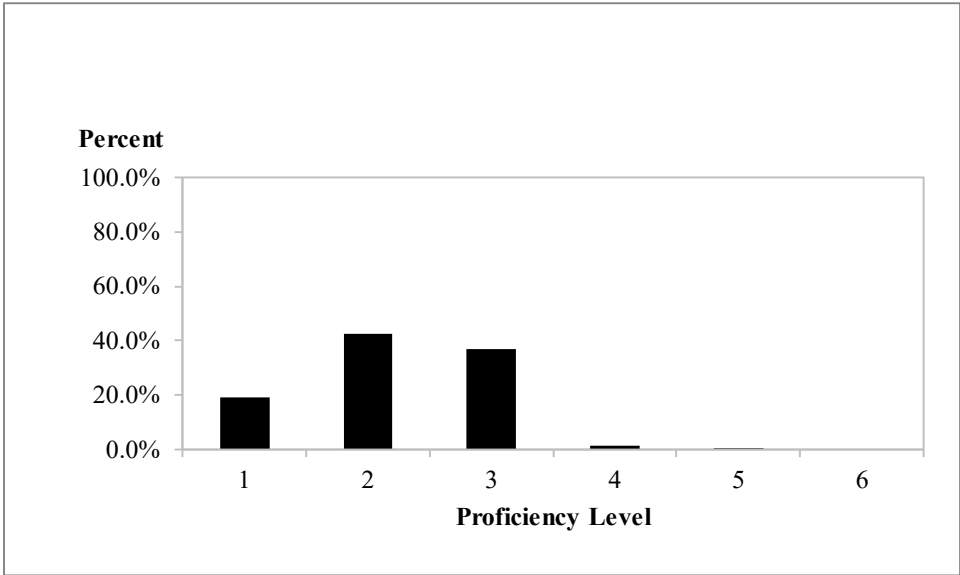
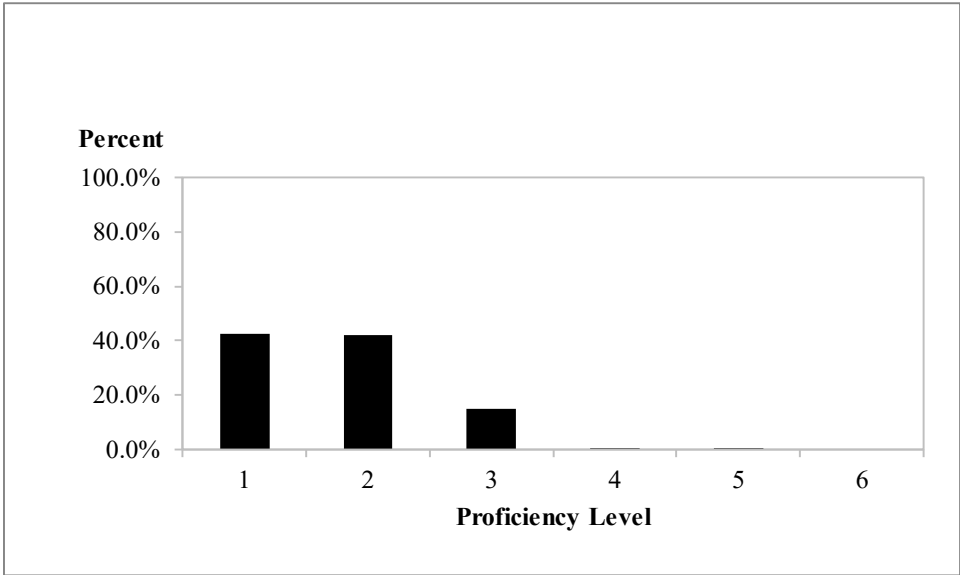


Table 2.5.3.1.3. Proficiency Level Distribution: W 1 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	18,990	42.66%	18,990	42.66%
2	18,658	41.92%	18,658	41.92%
3	6,624	14.88%	6,624	14.88%
4	239	0.54%	239	0.54%
5	1	0.00%	1	0.00%
6	0	0.00%	0	0.00%
Total	44,512	100.00%	44,512	100.00%

Figure 2.5.3.1.3. Proficiency Level: W 1 603 Paper



2.5.3.2 Grade 2

Table 2.5.3.2.1. Proficiency Level Distribution: W 2 A 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	7,783	50.47%	7,783	50.47%
2	4,870	31.58%	4,870	31.58%
3	2,761	17.90%	2,761	17.90%
4	8	0.05%	8	0.05%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	15,422	100.00%	15,422	100.00%

Figure 2.5.3.2.1. Proficiency Level: W 2A 603 Paper

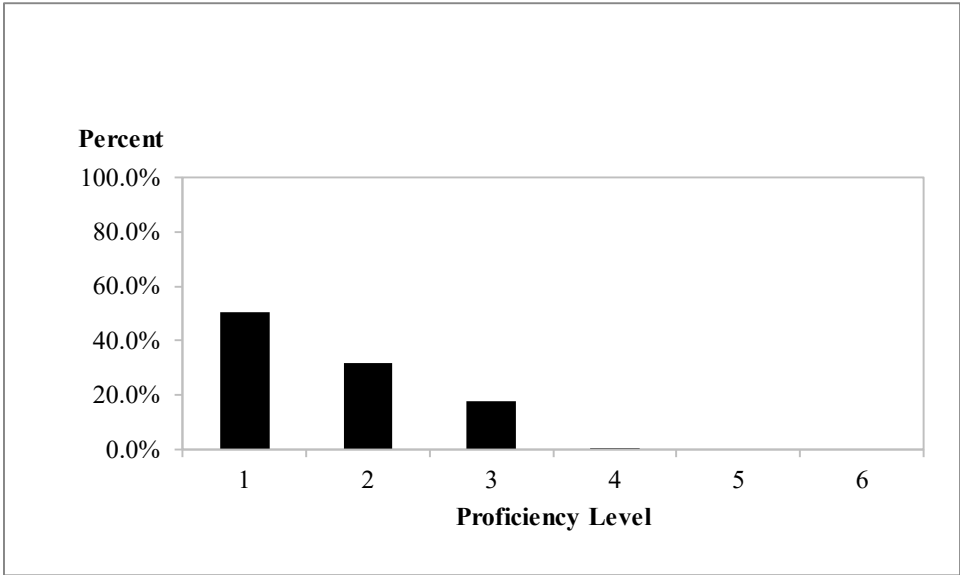


Table 2.5.3.2.2. Proficiency Level Distribution: W 2 B/C 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	2,332	8.60%	2,332	8.60%
2	5,671	20.93%	5,671	20.93%
3	17,238	63.61%	17,238	63.61%
4	1,849	6.82%	1,849	6.82%
5	10	0.04%	10	0.04%
6	1	0.00%	1	0.00%
Total	27,101	100.00%	27,101	100.00%

Figure 2.5.3.2.2. Proficiency Level: W 2B/C 603 Paper

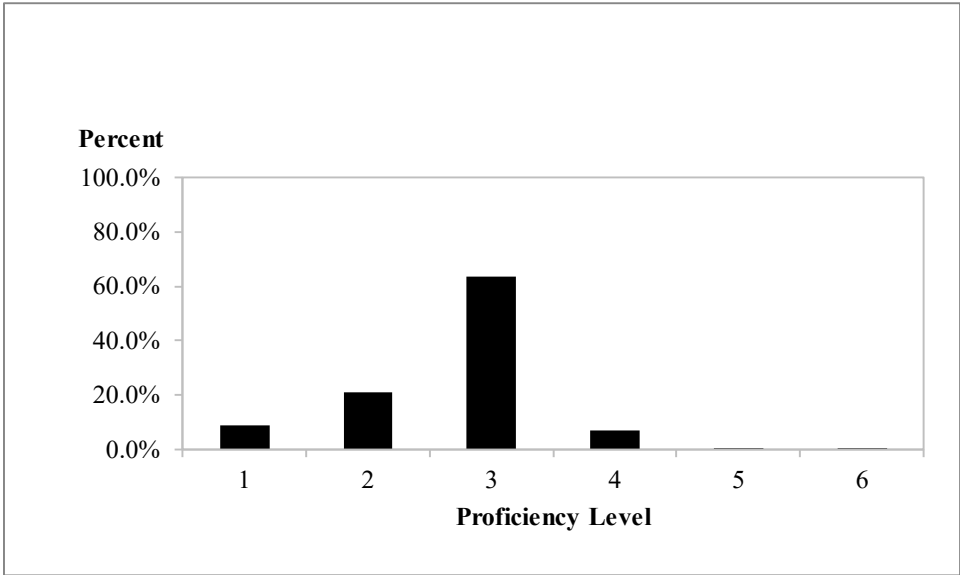
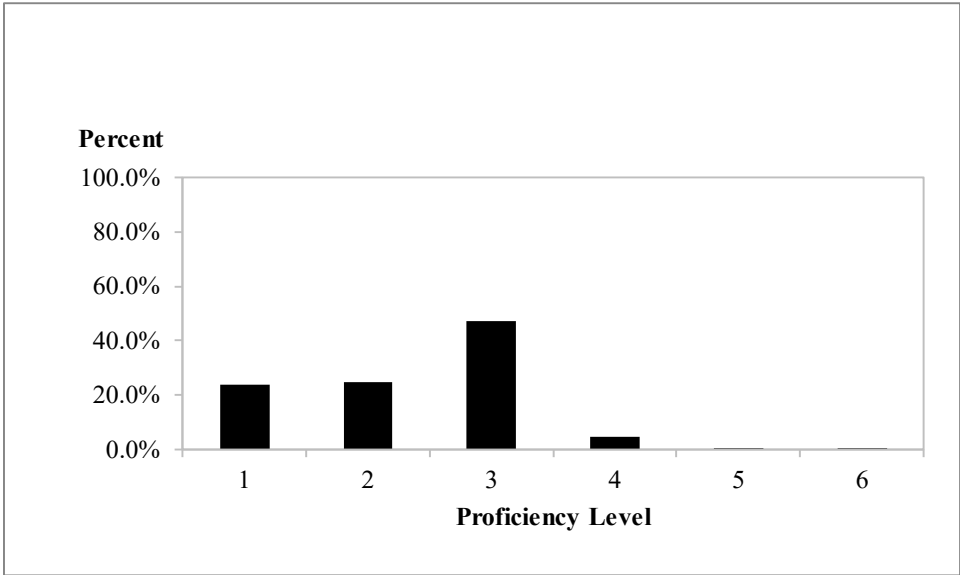


Table 2.5.3.2.3. Proficiency Level Distribution: W 2 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	10,115	23.79%	10,115	23.79%
2	10,541	24.79%	10,541	24.79%
3	19,999	47.03%	19,999	47.03%
4	1,857	4.37%	1,857	4.37%
5	10	0.02%	10	0.02%
6	1	0.00%	1	0.00%
Total	42,523	100.00%	42,523	100.00%

Figure 2.5.3.2.3. Proficiency Level: W 2 603 Paper



2.5.3.3 Grade 3

Table 2.5.3.3.1. Proficiency Level Distribution: W 3 A 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	5,452	43.58%	5,452	43.58%
2	4,785	38.25%	4,785	38.25%
3	2,263	18.09%	2,263	18.09%
4	9	0.07%	9	0.07%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	12,509	100.00%	12,509	100.00%

Figure 2.5.3.3.1. Proficiency Level: W 3A 603 Paper

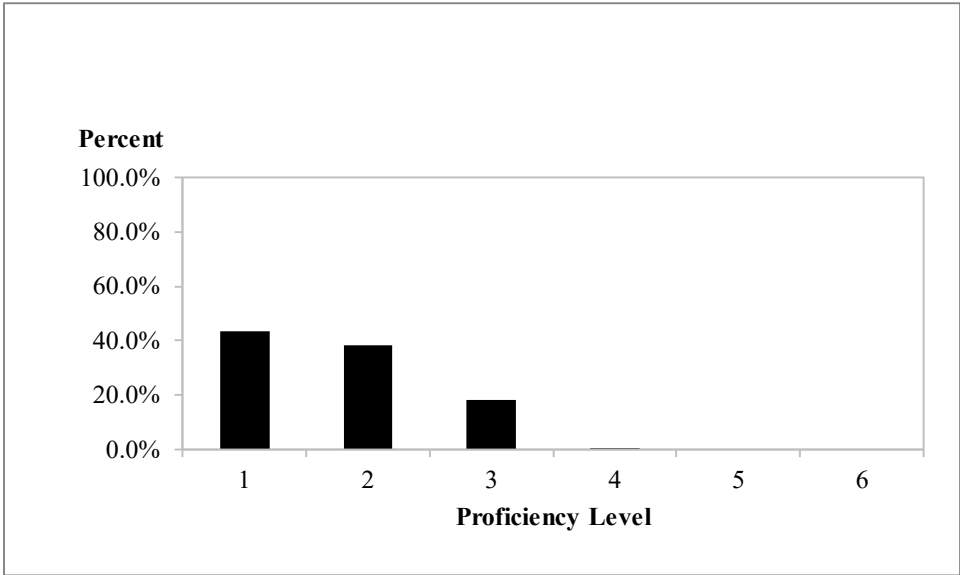


Table 2.5.3.3.2. Proficiency Level Distribution: W 3 B/C 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	1,593	5.86%	1,593	5.86%
2	3,454	12.71%	3,454	12.71%
3	18,595	68.42%	18,595	68.42%
4	3,513	12.93%	3,513	12.93%
5	20	0.07%	20	0.07%
6	1	0.00%	1	0.00%
Total	27,176	100.00%	27,176	100.00%

Figure 2.5.3.3.2. Proficiency Level: W 3B/C 603 Paper

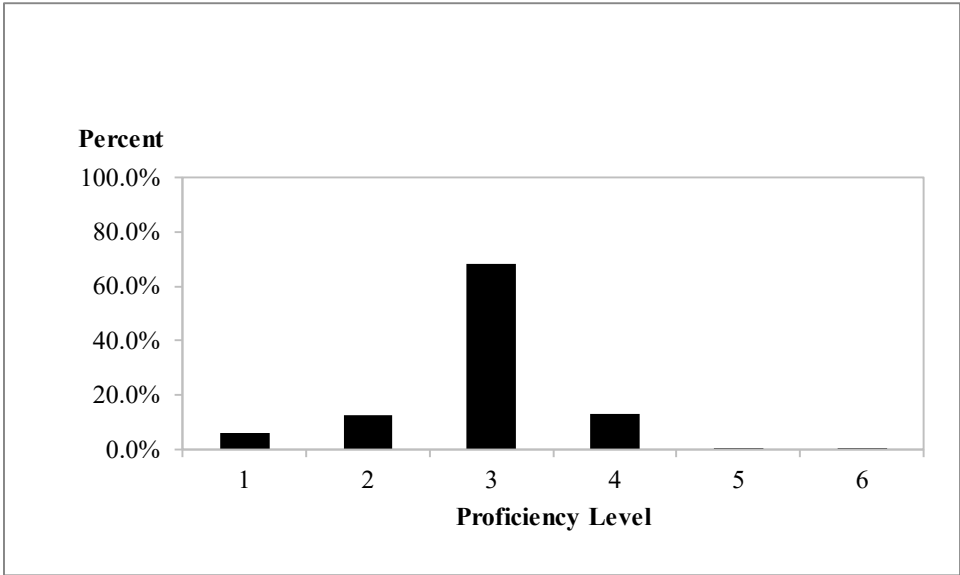
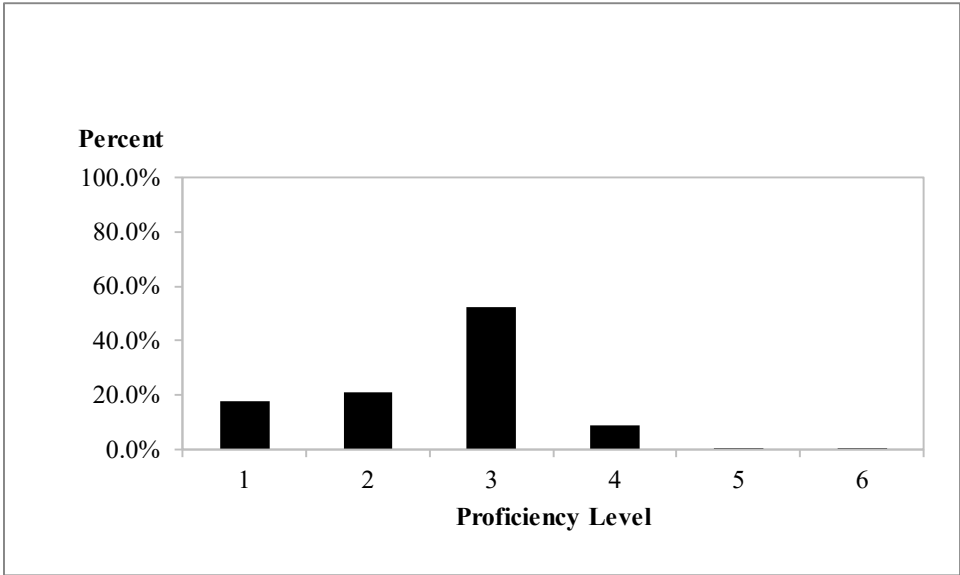


Table 2.5.3.3.3. Proficiency Level Distribution: W 3 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	7,045	17.75%	7,045	17.75%
2	8,239	20.76%	8,239	20.76%
3	20,858	52.56%	20,858	52.56%
4	3,522	8.87%	3,522	8.87%
5	20	0.05%	20	0.05%
6	1	0.00%	1	0.00%
Total	39,685	100.00%	39,685	100.00%

Figure 2.5.3.3.3. Proficiency Level: W 3 603 Paper



2.5.3.4 Grades 4-5

Table 2.5.3.4.1. Proficiency Level Distribution: W 4-5 A 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,252	35.75%	2,681	29.81%	5,933	32.80%
2	2,877	31.63%	2,735	30.41%	5,612	31.02%
3	2,935	32.27%	3,548	39.44%	6,483	35.84%
4	32	0.35%	31	0.34%	63	0.35%
5	0	0.00%	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%	0	0.00%
Total	9,096	100.00%	8,995	100.00%	18,091	100.00%

Figure 2.5.3.4.1. Proficiency Level: W 4-5A 603 Paper

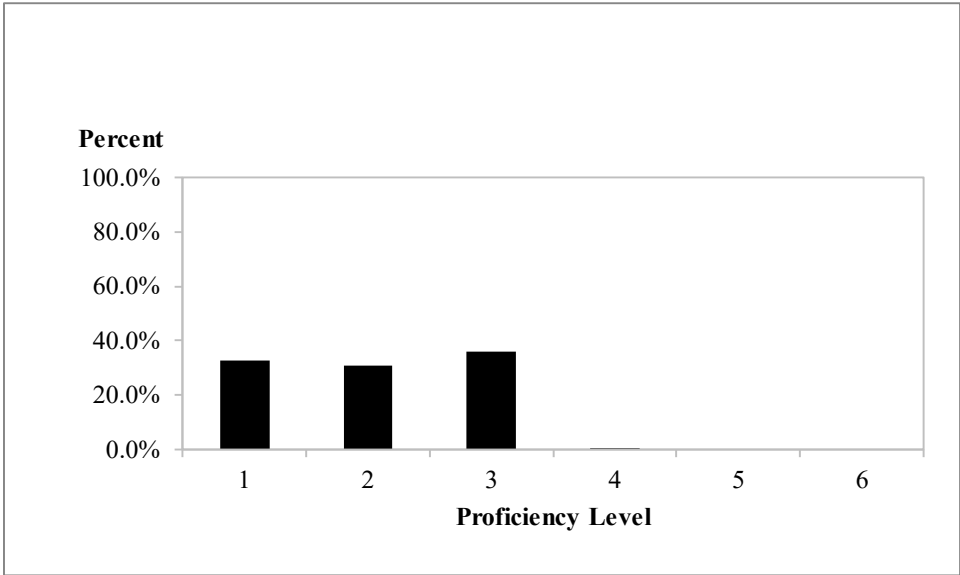


Table 2.5.3.4.2. Proficiency Level Distribution: W 4-5 B/C 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	354	1.79%	299	1.67%	653	1.73%
2	900	4.55%	753	4.20%	1,653	4.38%
3	12,218	61.76%	9,592	53.45%	21,810	57.81%
4	6,013	30.40%	7,048	39.27%	13,061	34.62%
5	287	1.45%	249	1.39%	536	1.42%
6	10	0.05%	6	0.03%	16	0.04%
Total	19,782	100.00%	17,947	100.00%	37,729	100.00%

Figure 2.5.3.4.2. Proficiency Level: W 4-5B/C 603 Paper

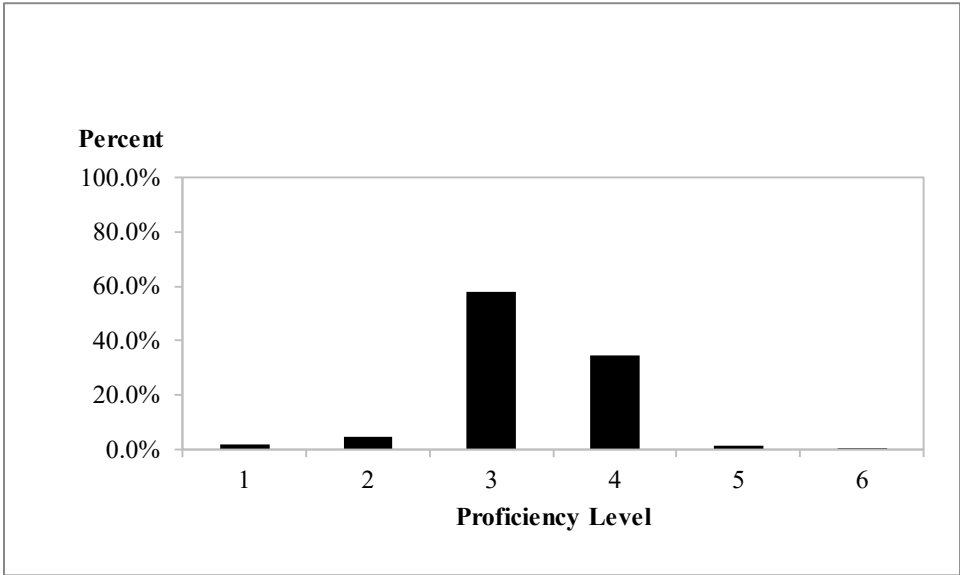
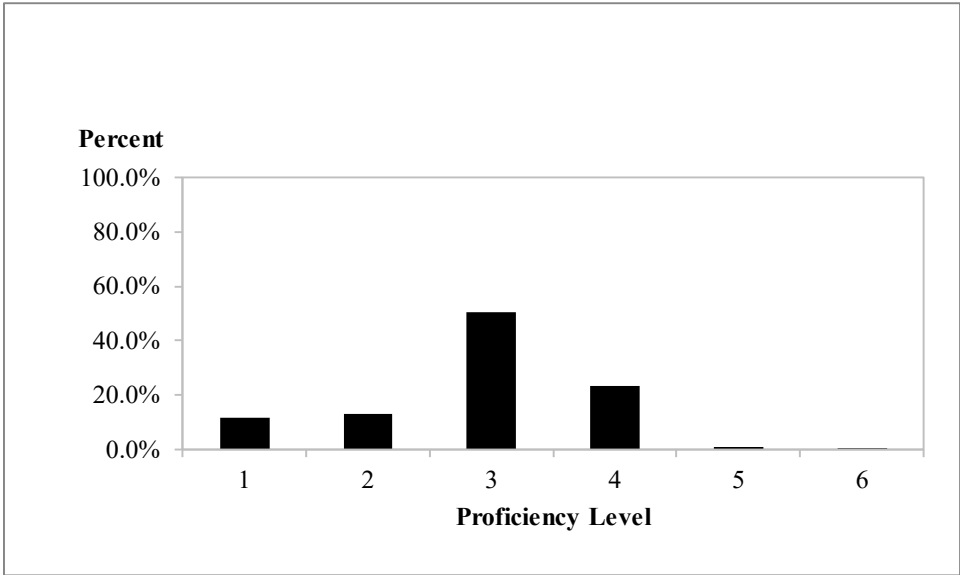


Table 2.5.3.4.3. Proficiency Level Distribution: W 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,606	12.49%	2,980	11.06%	6,586	11.80%
2	3,777	13.08%	3,488	12.95%	7,265	13.02%
3	15,153	52.47%	13,140	48.77%	28,293	50.69%
4	6,045	20.93%	7,079	26.27%	13,124	23.51%
5	287	0.99%	249	0.92%	536	0.96%
6	10	0.03%	6	0.02%	16	0.03%
Total	28,878	100.00%	26,942	100.00%	55,820	100.00%

Figure 2.5.3.4.3. Proficiency Level: W 4-5 603 Paper



2.5.3.5 Grades 6-8

Table 2.5.3.5.1. Proficiency Level Distribution: W 6-8 A 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,661	42.56%	4,267	47.18%	4,709	51.13%	12,637	47.06%
2	3,079	35.80%	3,258	36.02%	2,721	29.54%	9,058	33.73%
3	1,829	21.26%	1,477	16.33%	1,747	18.97%	5,053	18.82%
4	32	0.37%	42	0.46%	33	0.36%	107	0.40%
5	0	0.00%	0	0.00%	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	8,601	100.00%	9,044	100.00%	9,210	100.00%	26,855	100.00%

Figure 2.5.3.5.1. Proficiency Level: W 6-8A 603 Paper

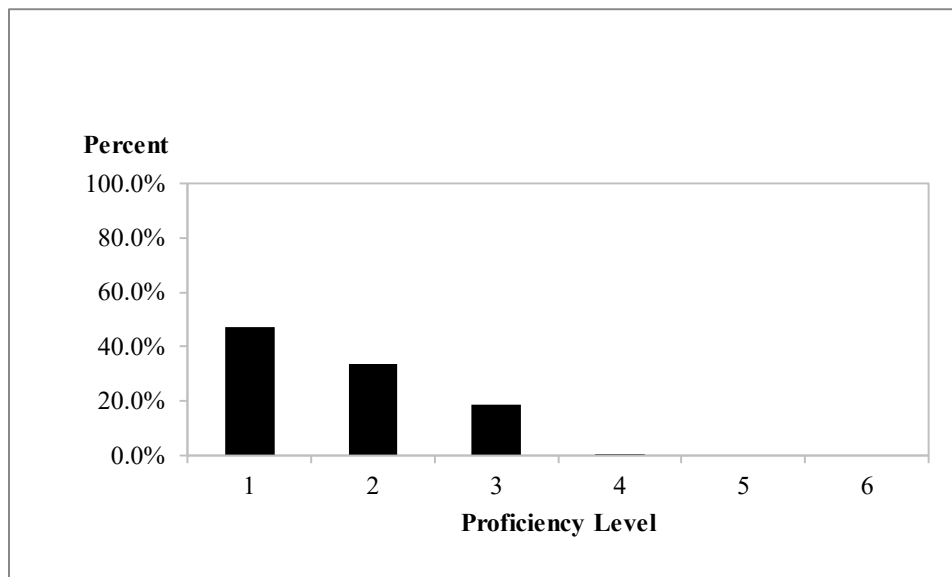


Table 2.5.3.5.2. Proficiency Level Distribution: W 6-8 B/C 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	450	3.87%	517	4.55%	617	5.24%	1,584	4.56%
2	1,236	10.63%	1,167	10.27%	752	6.39%	3,155	9.08%
3	7,175	61.73%	7,042	61.97%	7,290	61.92%	21,507	61.87%
4	2,741	23.58%	2,623	23.08%	3,099	26.32%	8,463	24.35%
5	21	0.18%	14	0.12%	15	0.13%	50	0.14%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	11,623	100.00%	11,363	100.00%	11,773	100.00%	34,759	100.00%

Figure 2.5.3.5.2. Proficiency Level: W 6-8B/C 603 Paper

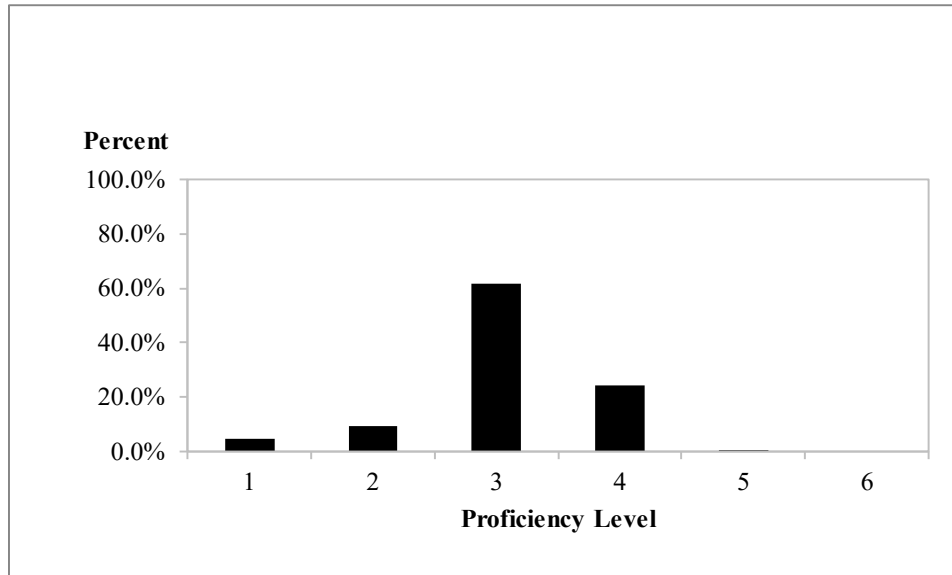
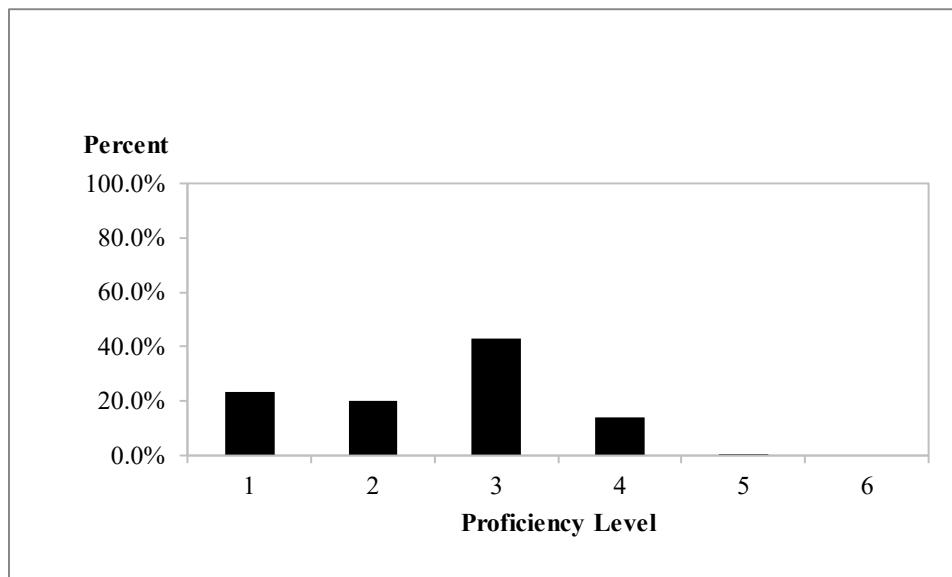


Table 2.5.3.5.3. Proficiency Level Distribution: W 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	4,111	20.33%	4,784	23.44%	5,326	25.38%	14,221	23.08%
2	4,315	21.34%	4,425	21.68%	3,473	16.55%	12,213	19.82%
3	9,004	44.52%	8,519	41.75%	9,037	43.07%	26,560	43.11%
4	2,773	13.71%	2,665	13.06%	3,132	14.93%	8,570	13.91%
5	21	0.10%	14	0.07%	15	0.07%	50	0.08%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	20,224	100.00%	20,407	100.00%	20,983	100.00%	61,614	100.00%

Figure 2.5.3.5.3. Proficiency Level: W 6-8 603 Paper



2.5.3.6 Grades 9-12

Table 2.5.3.6.1. Proficiency Level Distribution: W 9-12 A 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,367	35.33%	2,989	37.91%	2,868	46.31%	2,240	57.29%	11,464	41.66%
2	3,275	34.37%	2,895	36.72%	1,997	32.25%	697	17.83%	8,864	32.21%
3	2,595	27.23%	1,815	23.02%	1,254	20.25%	928	23.73%	6,592	23.96%
4	292	3.06%	184	2.33%	74	1.19%	45	1.15%	595	2.16%
5	1	0.01%	1	0.01%	0	0.00%	0	0.00%	2	0.01%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	9,530	100.00%	7,884	100.00%	6,193	100.00%	3,910	100.00%	27,517	100.00%

Figure 2.5.3.6.1. Proficiency Level: W 9-12A 603 Paper

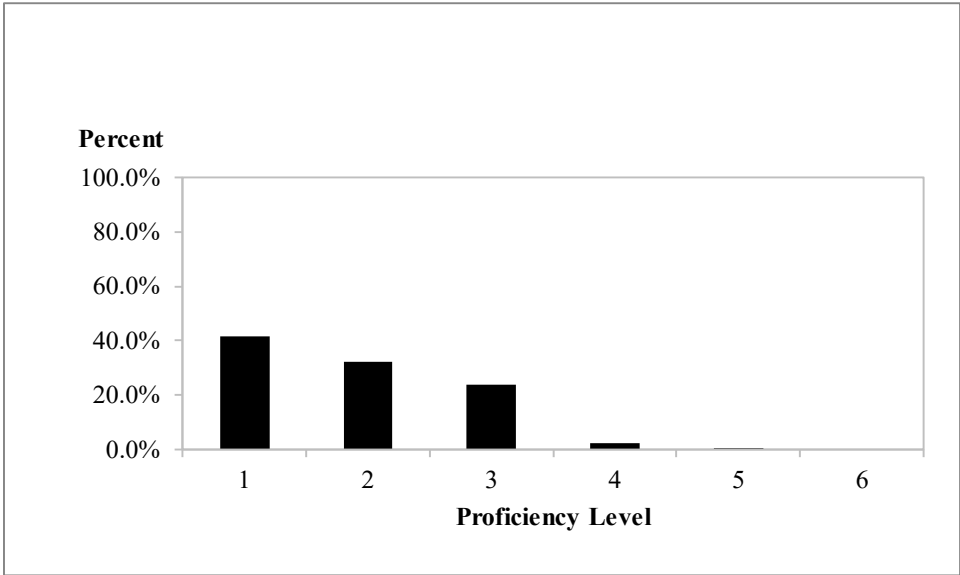


Table 2.5.3.6.2. Proficiency Level Distribution: W 9-12 B/C 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	367	3.59%	583	5.57%	599	6.63%	767	12.25%	2,316	6.44%
2	755	7.39%	980	9.36%	1,081	11.97%	819	13.08%	3,635	10.10%
3	4,983	48.78%	5,185	49.52%	4,446	49.23%	3,610	57.65%	18,224	50.65%
4	3,984	39.00%	3,648	34.84%	2,862	31.69%	1,052	16.80%	11,546	32.09%
5	127	1.24%	75	0.72%	43	0.48%	14	0.22%	259	0.72%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	10,216	100.00%	10,471	100.00%	9,031	100.00%	6,262	100.00%	35,980	100.00%

Figure 2.5.3.6.2. Proficiency Level: W 9-12B/C 603 Paper

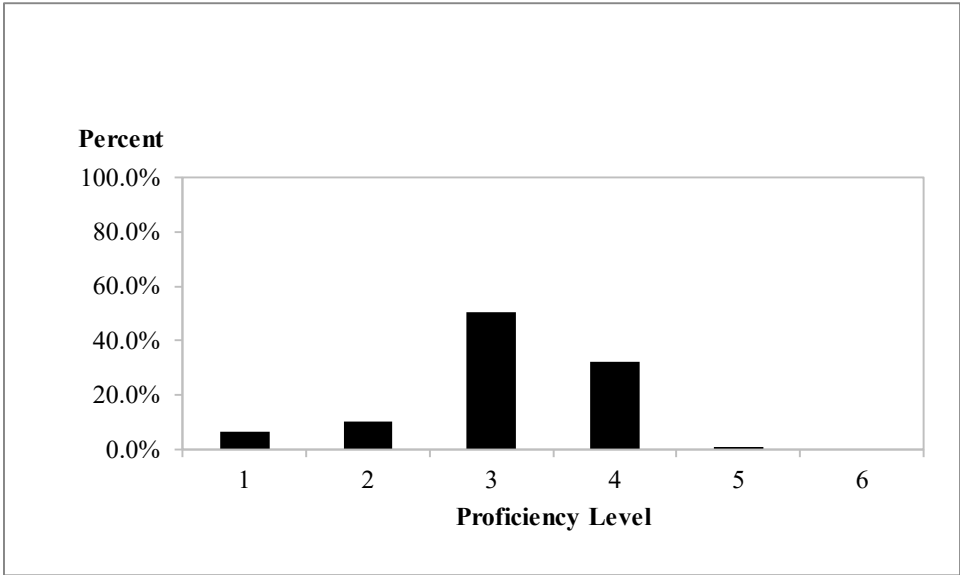
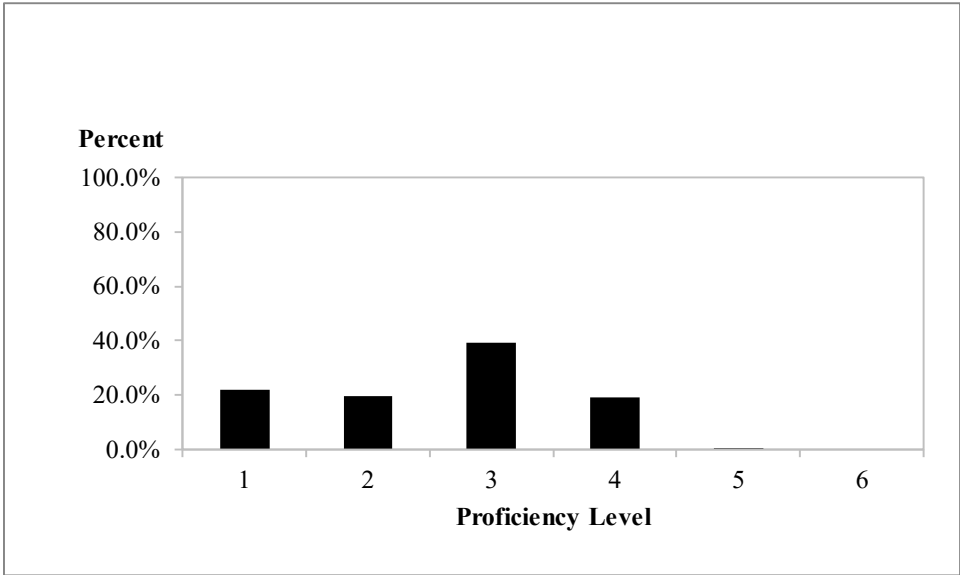


Table 2.5.3.6.3. Proficiency Level Distribution: W 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,734	18.91%	3,572	19.46%	3,467	22.77%	3,007	29.56%	13,780	21.70%
2	4,030	20.41%	3,875	21.11%	3,078	20.22%	1,516	14.90%	12,499	19.68%
3	7,578	38.38%	7,000	38.14%	5,700	37.44%	4,538	44.61%	24,816	39.08%
4	4,276	21.66%	3,832	20.88%	2,936	19.29%	1,097	10.78%	12,141	19.12%
5	128	0.65%	76	0.41%	43	0.28%	14	0.14%	261	0.41%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	19,746	100.00%	18,355	100.00%	15,224	100.00%	10,172	100.00%	63,497	100.00%

Figure 2.5.3.6.3. Proficiency Level: W 9-12 603 Paper



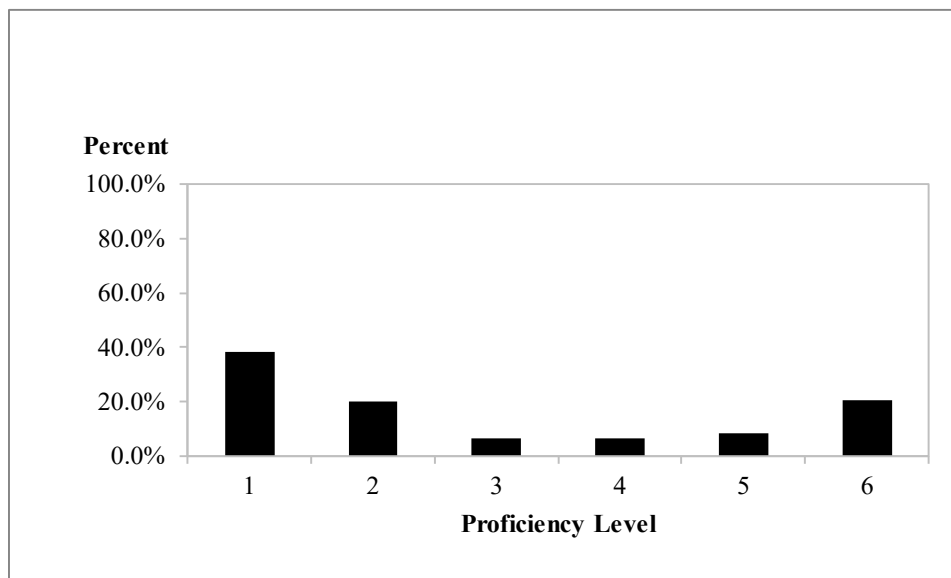
2.5.4 Speaking

2.5.4.0 Kindergarten

Table 2.5.4.0. Proficiency Level Distribution: S K 603 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	101,709	38.23%	101,709	38.23%
2	53,155	19.98%	53,155	19.98%
3	16,549	6.22%	16,549	6.22%
4	17,364	6.53%	17,364	6.53%
5	22,663	8.52%	22,663	8.52%
6	54,611	20.53%	54,611	20.53%
Total	266,051	100.00%	266,051	100.00%

Figure 2.5.4.0. Proficiency Level: S K 603 Paper



2.5.4.1 Grade 1

Table 2.5.4.1.1. Proficiency Level Distribution: S 1 A 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	9,789	34.85%	9,789	34.85%
2	9,067	32.28%	9,067	32.28%
3	5,073	18.06%	5,073	18.06%
4	3,048	10.85%	3,048	10.85%
5	1,115	3.97%	1,115	3.97%
6	0	0.00%	0	0.00%
Total	28,092	100.00%	28,092	100.00%

Figure 2.5.4.1.1. Proficiency Level: S 1A 603 Paper

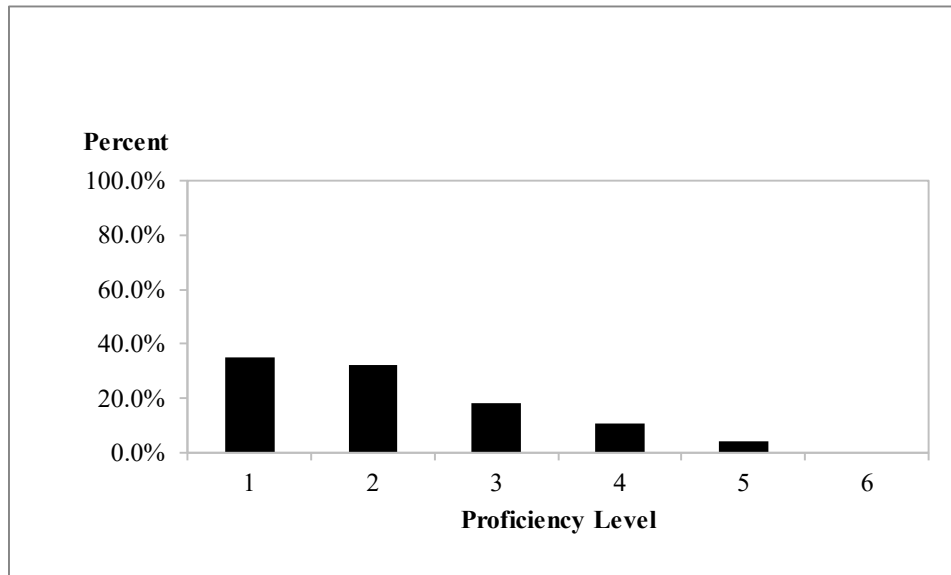


Table 2.5.4.1.2. Proficiency Level Distribution: S 1 B/C 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	558	3.49%	558	3.49%
2	3,492	21.81%	3,492	21.81%
3	5,149	32.16%	5,149	32.16%
4	4,870	30.42%	4,870	30.42%
5	1,445	9.03%	1,445	9.03%
6	497	3.10%	497	3.10%
Total	16,011	100.00%	16,011	100.00%

Figure 2.5.4.1.2. Proficiency Level: S 1B/C 603 Paper

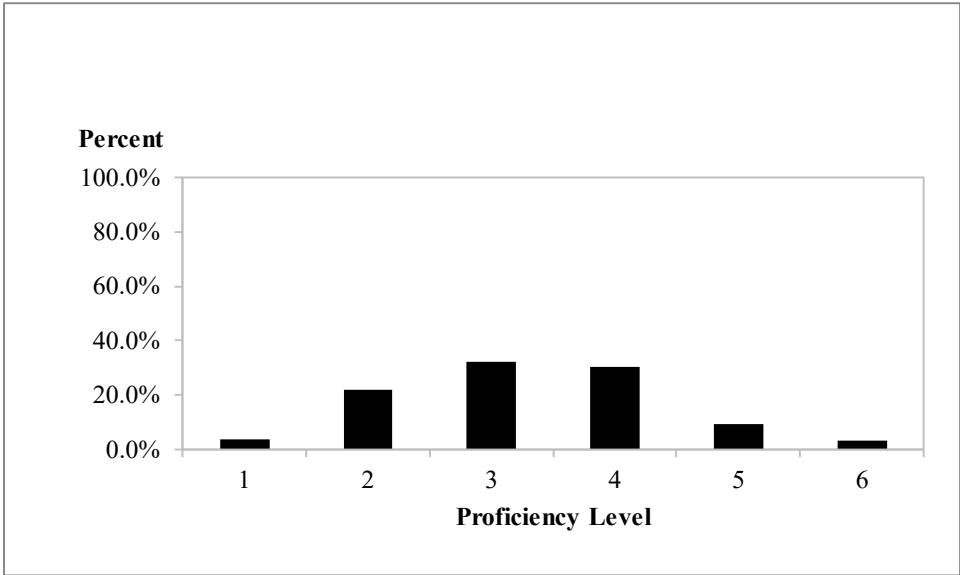
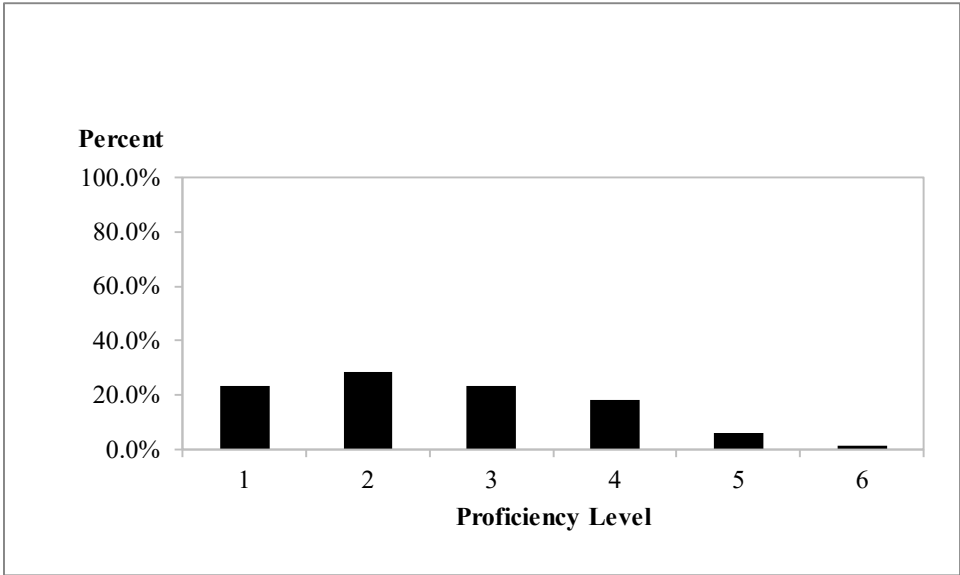


Table 2.5.4.1.3. Proficiency Level Distribution: S 1 603 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	10,347	23.46%	10,347	23.46%
2	12,559	28.48%	12,559	28.48%
3	10,222	23.18%	10,222	23.18%
4	7,918	17.95%	7,918	17.95%
5	2,560	5.80%	2,560	5.80%
6	497	1.13%	497	1.13%
Total	44,103	100.00%	44,103	100.00%

Figure 2.5.4.1.3. Proficiency Level: S 1603 Paper



2.5.4.2 Grade 2

Table 2.5.4.2.1. Proficiency Level Distribution: S 2 A 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	6,727	44.14%	6,727	44.14%
2	3,452	22.65%	3,452	22.65%
3	3,903	25.61%	3,903	25.61%
4	853	5.60%	853	5.60%
5	305	2.00%	305	2.00%
6	0	0.00%	0	0.00%
Total	15,240	100.00%	15,240	100.00%

Figure 2.5.4.2.1. Proficiency Level: S 2A 603 Paper

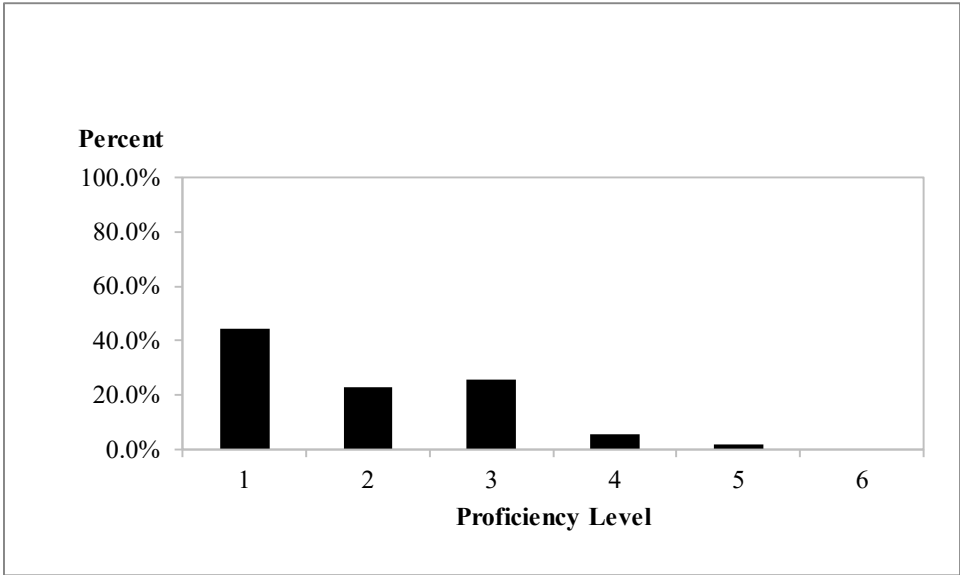


Table 2.5.4.2.2. Proficiency Level Distribution: S 2 B/C 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	1,644	6.11%	1,644	6.11%
2	5,482	20.36%	5,482	20.36%
3	10,563	39.24%	10,563	39.24%
4	6,415	23.83%	6,415	23.83%
5	1,759	6.53%	1,759	6.53%
6	1,056	3.92%	1,056	3.92%
Total	26,919	100.00%	26,919	100.00%

Figure 2.5.4.2.2. Proficiency Level: S 2B/C 603 Paper

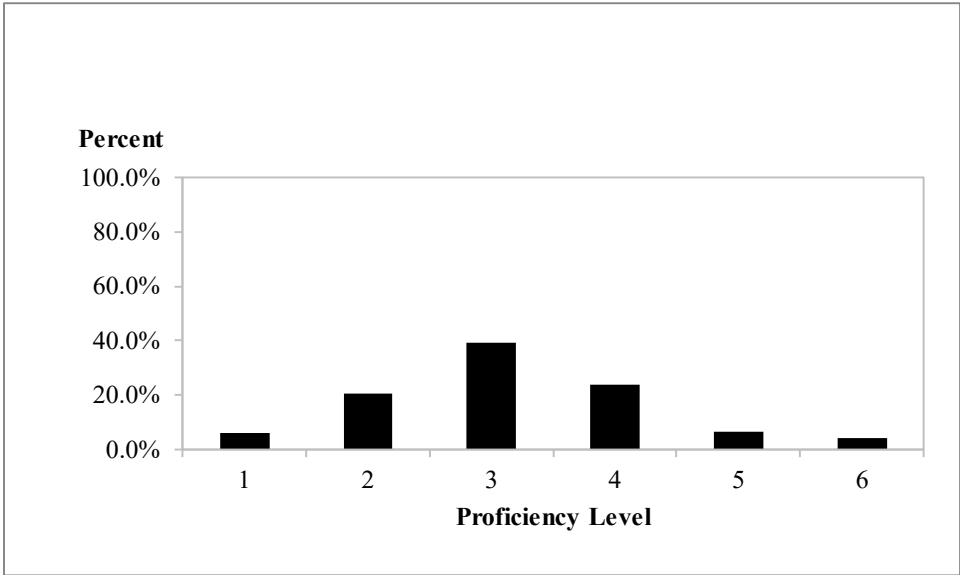
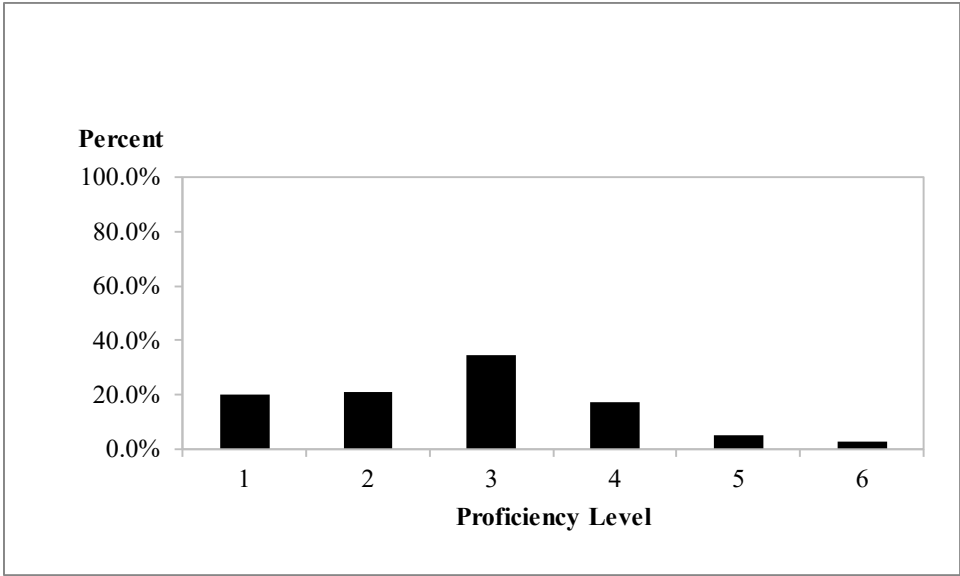


Table 2.5.4.2.3. Proficiency Level Distribution: S 2 603 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	8,371	19.86%	8,371	19.86%
2	8,934	21.19%	8,934	21.19%
3	14,466	34.31%	14,466	34.31%
4	7,268	17.24%	7,268	17.24%
5	2,064	4.9%	2,064	4.9%
6	1,056	2.5%	1,056	2.5%
Total	42,159	100.00%	42,159	100.00%

Figure 2.5.4.2.3. Proficiency Level: S 2 603 Paper



2.5.4.3 Grade 3

Table 2.5.4.3.1. Proficiency Level Distribution: S 3 A 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	6,594	53.38%	6,594	53.38%
2	2,985	24.16%	2,985	24.16%
3	1,885	15.26%	1,885	15.26%
4	890	7.20%	890	7.20%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	12,354	100.00%	12,354	100.00%

Figure 2.5.4.3.1. Proficiency Level: S 3A 603 Paper

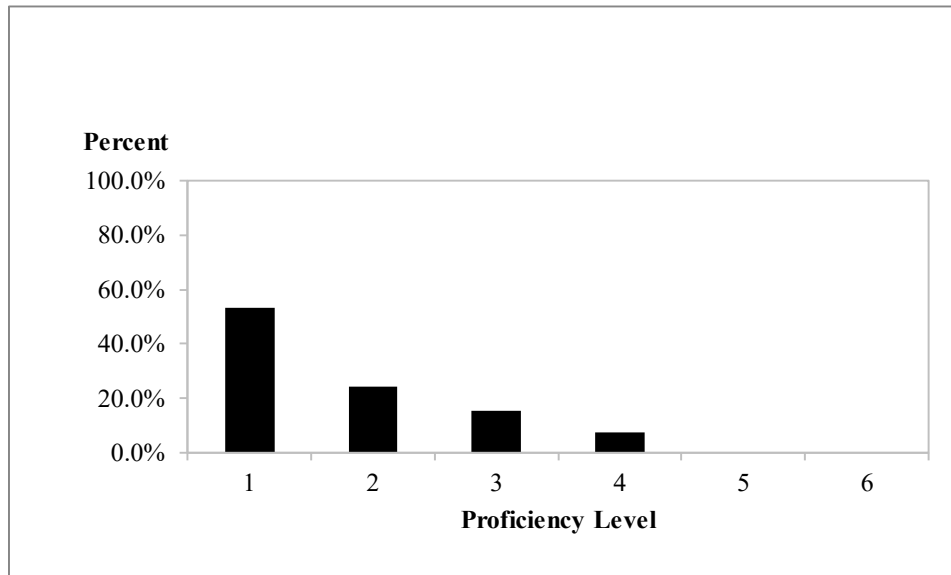


Table 2.5.4.3.2. Proficiency Level Distribution: S 3 B/C 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	1,423	5.28%	1,423	5.28%
2	5,584	20.70%	5,584	20.70%
3	11,703	43.38%	11,703	43.38%
4	5,721	21.21%	5,721	21.21%
5	1,105	4.10%	1,105	4.10%
6	1,439	5.33%	1,439	5.33%
Total	26,975	100.00%	26,975	100.00%

Figure 2.5.4.3.2. Proficiency Level: S 3B/C 603 Paper

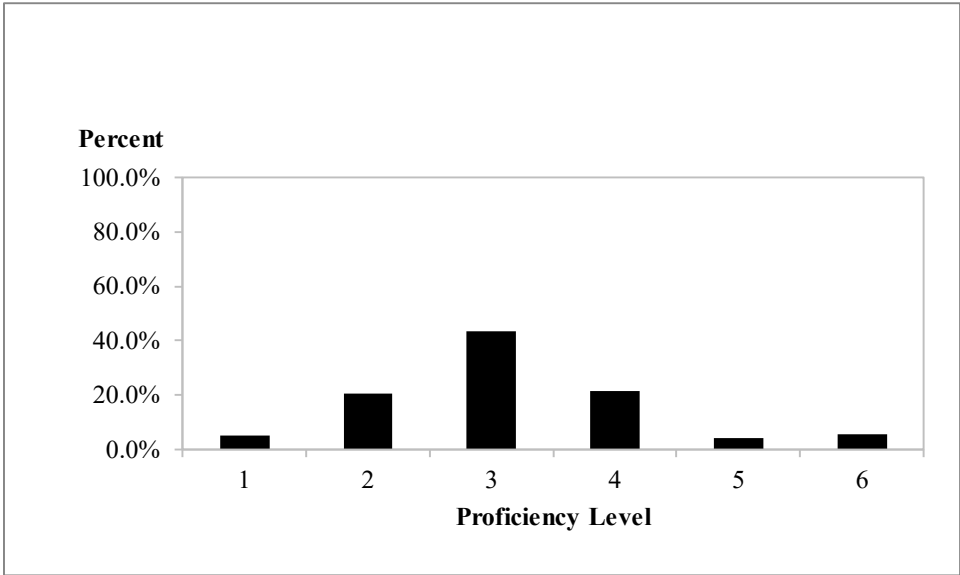
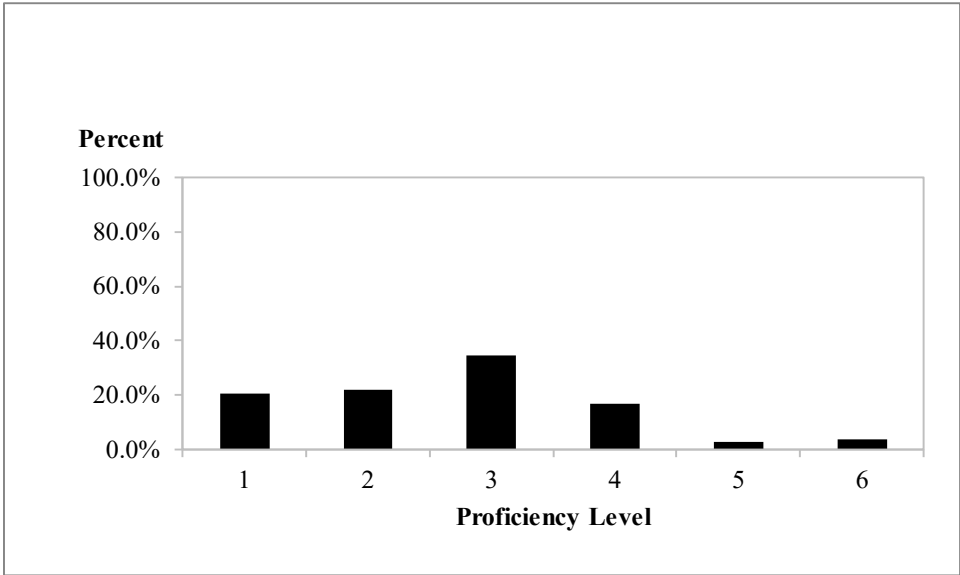


Table 2.5.4.3.3. Proficiency Level Distribution: S 3 603 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	8,017	20.38%	8,017	20.38%
2	8,569	21.79%	8,569	21.79%
3	13,588	34.55%	13,588	34.55%
4	6,611	16.81%	6,611	16.81%
5	1,105	2.81%	1,105	2.81%
6	1,439	3.66%	1,439	3.66%
Total	39,329	100.00%	39,329	100.00%

Figure 2.5.4.3.3. Proficiency Level: S 3 603 Paper



2.5.4.4 Grades 4-5

Table 2.5.4.4.1. Proficiency Level Distribution: S 4-5 A 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	4,819	53.27%	5,499	61.58%	10,318	57.40%
2	2,463	27.23%	1,587	17.77%	4,050	22.53%
3	1,032	11.41%	1,016	11.38%	2,048	11.39%
4	516	5.70%	727	8.14%	1,243	6.91%
5	216	2.39%	101	1.13%	317	1.76%
6	0	0.00%	0	0.00%	0	0.00%
Total	9,046	100.00%	8,930	100.00%	17,976	100.00%

Figure 2.5.4.4.1. Proficiency Level: S 4-5A S603 Paper

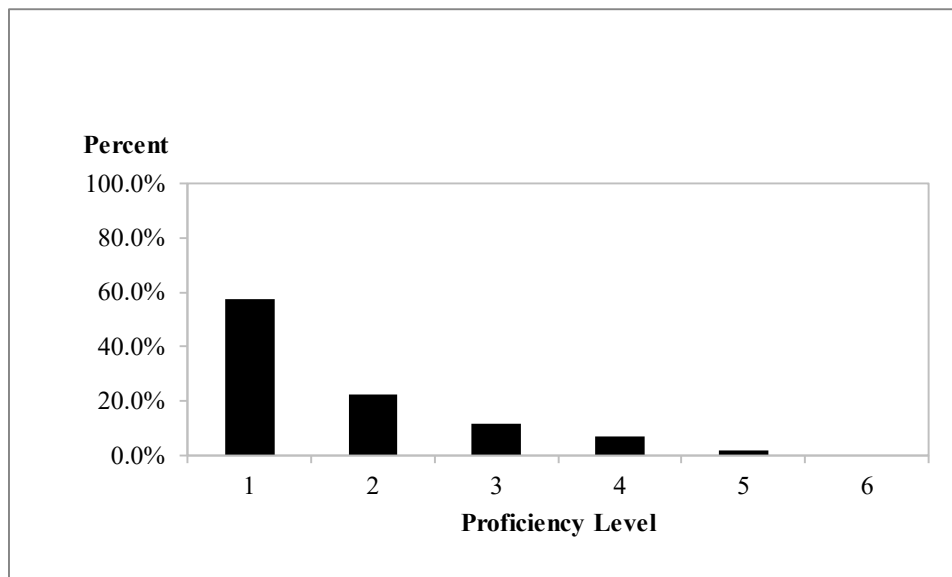


Table 2.5.4.4.2. Proficiency Level Distribution: S 4-5 B/C 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	494	2.50%	585	3.27%	1,079	2.87%
2	1,792	9.09%	1,767	9.89%	3,559	9.47%
3	5,064	25.68%	4,830	27.02%	9,894	26.32%
4	7,885	39.98%	6,596	36.90%	14,481	38.52%
5	2,819	14.29%	2,811	15.73%	5,630	14.97%
6	1,669	8.46%	1,286	7.19%	2,955	7.86%
Total	19,723	100.00%	17,875	100.00%	37,598	100.00%

Figure 2.5.4.4.2. Proficiency Level: S 4-5B/C 603 Paper

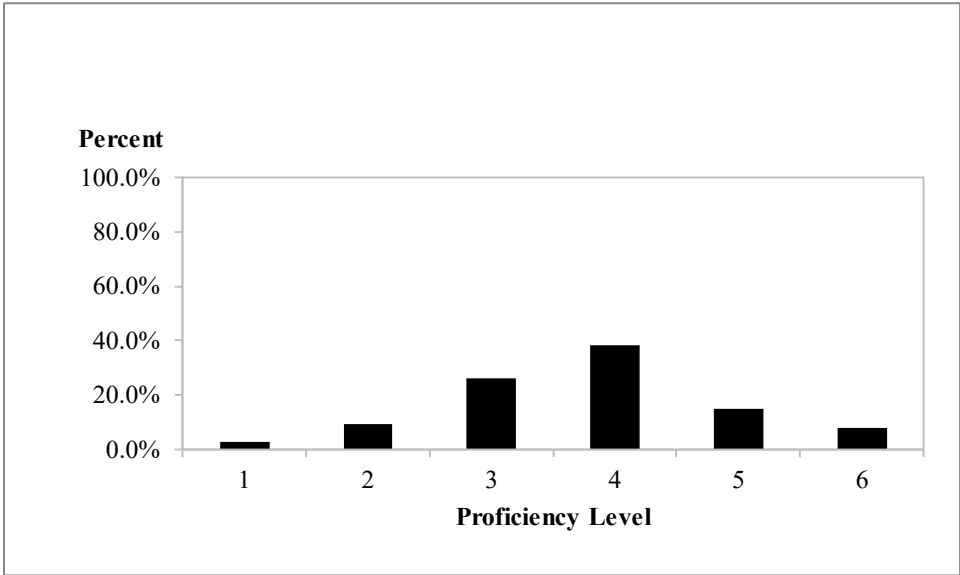
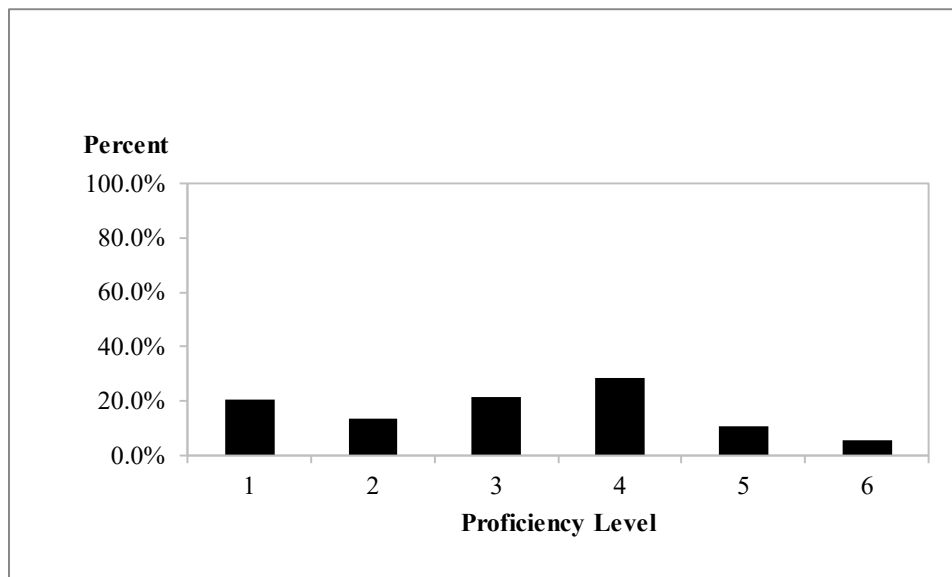


Table 2.5.4.4.3. Proficiency Level Distribution: S 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	5,313	18.47%	6,084	22.70%	11,397	20.51%
2	4,255	14.79%	3,354	12.51%	7,609	13.69%
3	6,096	21.19%	5,846	21.81%	11,942	21.49%
4	8,401	29.20%	7,323	27.32%	15,724	28.29%
5	3,035	10.55%	2,912	10.86%	5,947	10.70%
6	1,669	5.80%	1,286	4.80%	2,955	5.32%
Total	28,769	100.00%	26,805	100.00%	55,574	100.00%

Figure 2.5.4.4.3. Proficiency Level: S 4-5 603 Paper



2.5.4.5 Grades 6-8

Table 2.5.4.5.1. Proficiency Level Distribution: S 6-8 A 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	4,742	55.57%	5,031	55.94%	5,825	63.71%	15,598	58.49%
2	1,665	19.51%	1,692	18.81%	799	8.74%	4,156	15.58%
3	1,214	14.23%	1,310	14.57%	1,787	19.55%	4,311	16.16%
4	605	7.09%	794	8.83%	490	5.36%	1,889	7.08%
5	216	2.53%	86	0.96%	242	2.65%	544	2.04%
6	91	1.07%	80	0.89%	0	0.00%	171	0.64%
Total	8,533	100.00%	8,993	100.00%	9,143	100.00%	26,669	100.00%

Figure 2.5.4.5.1. Proficiency Level: S 6-8A 603 Paper

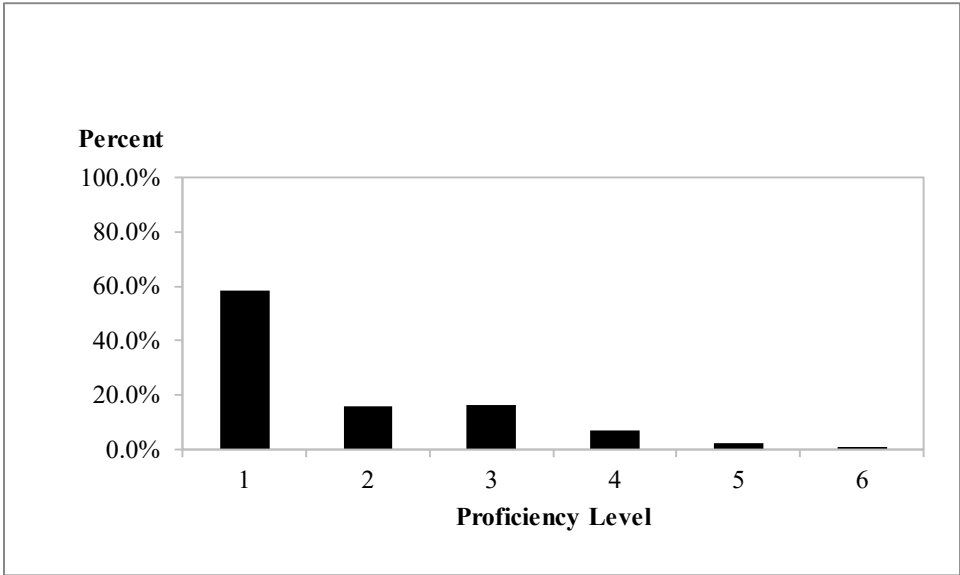


Table 2.5.4.5.2. Proficiency Level Distribution: S 6-8 B/C 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	424	3.66%	675	5.97%	862	7.36%	1,961	5.67%
2	1,922	16.60%	1,494	13.21%	1,592	13.59%	5,008	14.47%
3	3,109	26.85%	2,982	26.37%	2,933	25.03%	9,024	26.08%
4	3,841	33.18%	4,163	36.81%	3,769	32.17%	11,773	34.02%
5	1,392	12.02%	966	8.54%	1,695	14.47%	4,053	11.71%
6	889	7.68%	1,030	9.11%	866	7.39%	2,785	8.05%
Total	11,577	100.00%	11,310	100.00%	11,717	100.00%	34,604	100.00%

Figure 2.5.4.5.2. Proficiency Level: S 6-8B/C 603 Paper

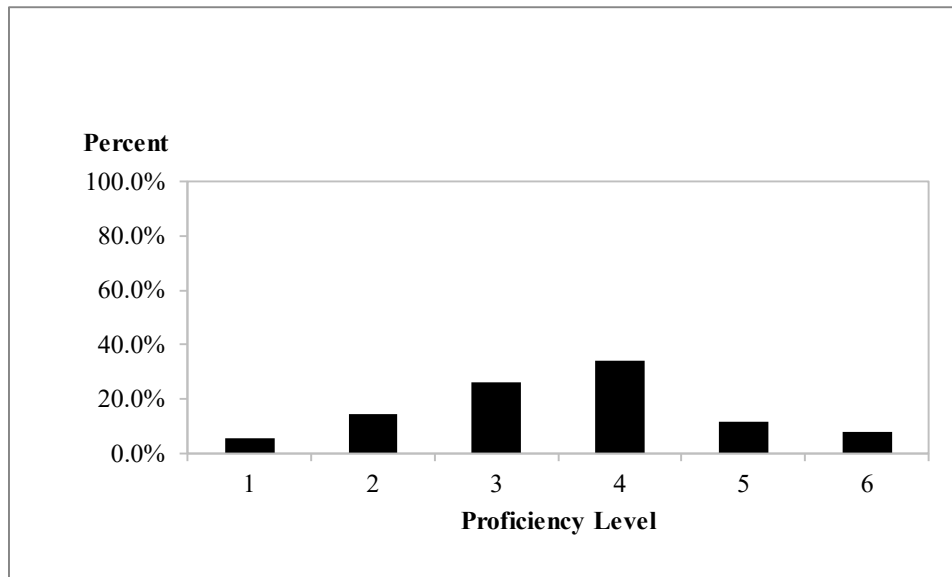
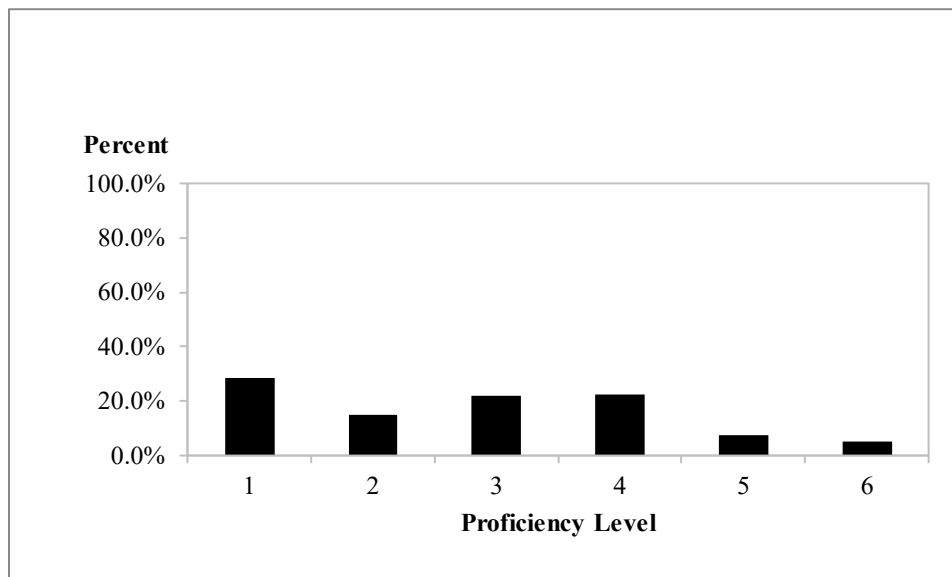


Table 2.5.4.5.3. Proficiency Level Distribution: S 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	5,166	25.69%	5,706	28.10%	6,687	32.06%	17,559	28.66%
2	3,587	17.84%	3,186	15.69%	2,391	11.46%	9,164	14.96%
3	4,323	21.50%	4,292	21.14%	4,720	22.63%	13,335	21.76%
4	4,446	22.11%	4,957	24.42%	4,259	20.42%	13,662	22.30%
5	1,608	8.00%	1,052	5.18%	1,937	9.29%	4,597	7.50%
6	980	4.87%	1,110	5.47%	866	4.15%	2,956	4.82%
Total	20,110	100.00%	20,303	100.00%	20,860	100.00%	61,273	100.00%

Figure 2.5.4.5.3. Proficiency Level: S 6-8 603 Paper



2.5.4.6 Grades 9-12

Table 2.5.4.6.1. Proficiency Level Distribution: S 9-12 A 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	6,682	70.72%	5,460	70.03%	4,093	66.53%	2,364	60.94%	18,599	68.19%
2	917	9.71%	776	9.95%	697	11.33%	778	20.06%	3,168	11.61%
3	1,410	14.92%	1,182	15.16%	1,011	16.43%	569	14.67%	4,172	15.30%
4	277	2.93%	379	4.86%	351	5.71%	168	4.33%	1,175	4.31%
5	162	1.71%	0	0.00%	0	0.00%	0	0.00%	162	0.59%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	9,448	100.00%	7,797	100.00%	6,152	100.00%	3,879	100.00%	27,276	100.00%

Figure 2.5.4.6.1. Proficiency Level: S 9-12A 603 Paper

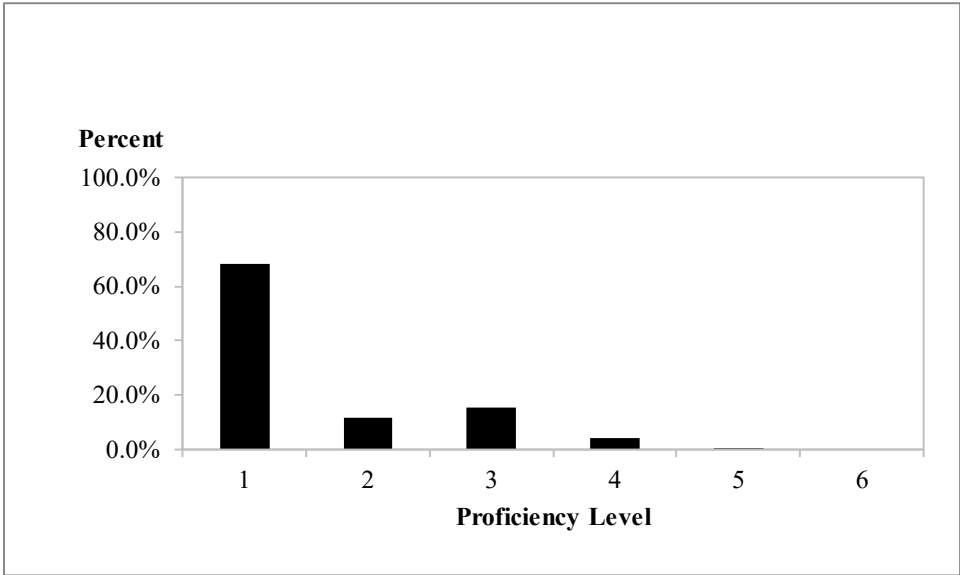


Table 2.5.4.6.2. Proficiency Level Distribution: S 9-12 B/C 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	998	9.83%	1,564	15.01%	1,172	13.05%	999	16.04%	4,733	13.23%
2	1,870	18.42%	1,627	15.61%	1,345	14.97%	1,045	16.78%	5,887	16.45%
3	3,167	31.20%	3,129	30.02%	3,459	38.51%	2,381	38.24%	12,136	33.92%
4	2,325	22.90%	2,762	26.50%	1,725	19.21%	921	14.79%	7,733	21.61%
5	976	9.61%	503	4.83%	445	4.95%	295	4.74%	2,219	6.20%
6	815	8.03%	838	8.04%	836	9.31%	586	9.41%	3,075	8.59%
Total	10,151	100.00%	10,423	100.00%	8,982	100.00%	6,227	100.00%	35,783	100.00%

Figure 2.5.4.6.2. Proficiency Level: S 9-12B/C 603 Paper

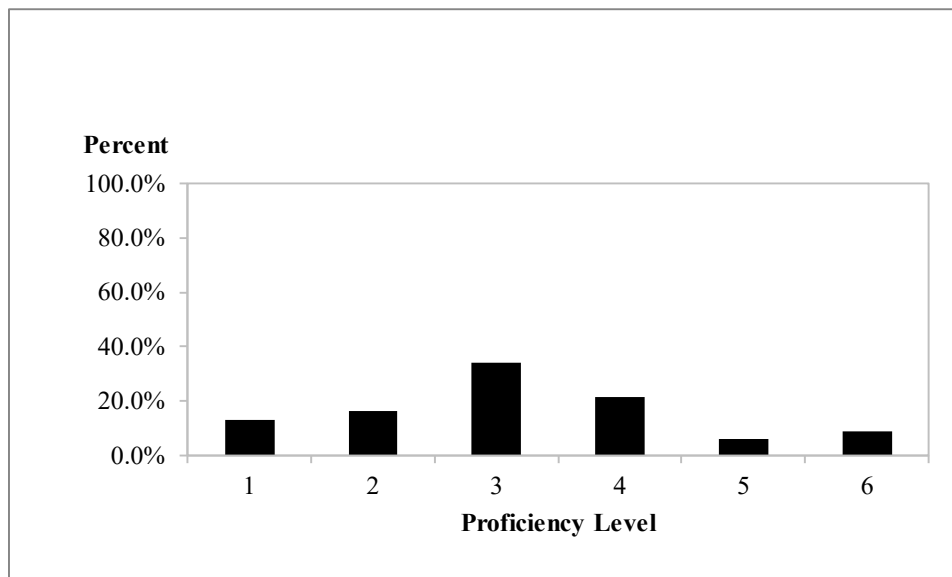
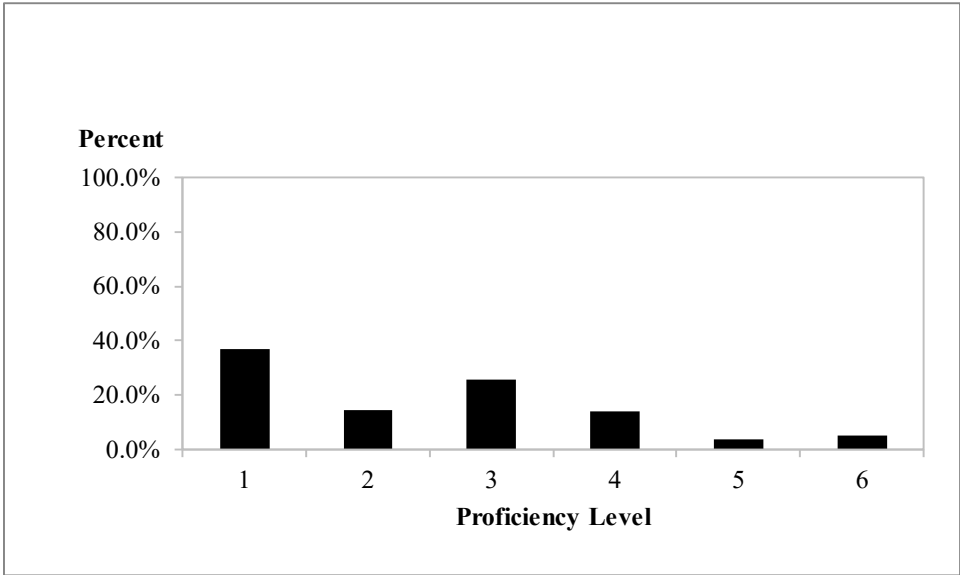


Table 2.5.4.6.3. Proficiency Level Distribution: S 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	7,680	39.19%	7,024	38.55%	5,265	34.79%	3,363	33.28%	23,332	37.00%
2	2,787	14.22%	2,403	13.19%	2,042	13.49%	1,823	18.04%	9,055	14.36%
3	4,577	23.35%	4,311	23.66%	4,470	29.54%	2,950	29.19%	16,308	25.86%
4	2,602	13.28%	3,141	17.24%	2,076	13.72%	1,089	10.78%	8,908	14.13%
5	1,138	5.81%	503	2.76%	445	2.94%	295	2.92%	2,381	3.78%
6	815	4.16%	838	4.60%	836	5.52%	586	5.80%	3,075	4.88%
Total	19,599	100.00%	18,220	100.00%	15,134	100.00%	10,106	100.00%	63,059	100.00%

Figure 2.5.4.6.3. Proficiency Level: S 9-12 603 Paper



2.6 *Raw Score to Scale Score to Proficiency Level Conversion*

This section presents raw score-to-scale score conversions and associated proficiency levels for each test form.

The leftmost column in each table shows all possible raw scores. The following column shows the corresponding scale score. The next column shows the conditional standard error of measurement (CSEM) in the metric of the scale score, multiplied by 1.96. The resulting number (CSEM x 1.96) is used to construct the confidence band as reported on students' score reports. For example, if a student receives a scale score of 199, and if the CSEM multiplied by 1.96 is 45, then there is a 95% chance that the student's true scale score will be found somewhere between 154 and 244. For additional details on conditional standard error of measurement, see Section 5, Reliability. Following the CSEM, columns provide the proficiency level interpretation for each grade in the grade-level cluster.

Performances that gain very few score points, and performances from students who gain all or almost all the score points, will have high CSEM values. The model does not precisely estimate these students' abilities; they may be well below or well above the range that is measured by the test, and therefore the error of measurement is large. We provide further details on the CSEM because of its importance in interpreting student performance. Information on the CSEM can be found in Section 5.3, which provides CSEM values for proficiency level cuts.

Note that we truncate raw scores of zero where necessary so that the lowest scale score given is the scale score corresponding to a proficiency level score of 1.0.

2.6.1 Listening

2.6.1.0 Kindergarten

Table 2.6.1.0. Raw Score to Scale Score to Proficiency Level Conversion: L K 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	45	1.0
1	100	45	1.0
2	100	45	1.0
3	100	45	1.0
4	100	45	1.0
5	100	45	1.0
6	100	45	1.0
7	114	44	1.1
8	127	41	1.2
9	139	40	1.3
10	150	39	1.3
11	160	38	1.4
12	170	37	1.5
13	180	36	1.6
14	189	36	1.6
15	198	35	1.7
16	207	35	1.8
17	215	35	1.8
18	224	35	1.9
19	232	35	2.1
20	241	35	2.5
21	250	36	2.9
22	259	36	3.2
23	269	37	3.6
24	279	39	4.1
25	290	41	5.1
26	303	44	5.7
27	318	49	6.0
28	333	55	6.0
29	348	64	6.0
30	363	74	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.1.1 Grade 1

Table 2.6.1.1.1. Raw Score to Scale Score to Proficiency Level Conversion: L 1 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	104	93	1.0
1	121	77	1.1
2	150	56	1.3
3	169	48	1.4
4	184	43	1.6
5	197	41	1.7
6	208	39	1.7
7	218	38	1.8
8	228	37	1.9
9	238	37	2.0
10	247	37	2.4
11	257	38	2.9
12	268	39	3.2
13	279	41	3.6
14	292	44	4.0
15	307	49	5.1
16	322	55	5.7
17	337	63	6.0
18	352	73	6.0

Note: The test form is shared between 1A and 2A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.1.1.2. Raw Score to Scale Score to Proficiency Level Conversion: L 1 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	104	125	1.0
1	145	77	1.3
2	175	57	1.5
3	194	49	1.6
4	209	44	1.7
5	222	41	1.8
6	233	39	1.9
7	244	38	2.3
8	254	37	2.7
9	263	36	3.1
10	272	36	3.4
11	282	36	3.7
12	291	36	4.0
13	300	37	4.7
14	310	38	5.2
15	321	39	5.7
16	332	41	6.0
17	345	44	6.0
18	360	49	6.0
19	375	55	6.0
20	390	63	6.0
21	405	73	6.0

Note: The test form is shared between 1B/C and 2B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.1.2 Grade 2

Table 2.6.1.2.1. Raw Score to Scale Score to Proficiency Level Conversion: L 2 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	112	84	1.0
1	121	77	1.0
2	150	56	1.3
3	169	48	1.4
4	184	43	1.5
5	197	41	1.6
6	208	39	1.7
7	218	38	1.8
8	228	37	1.8
9	238	37	1.9
10	247	37	2.0
11	257	38	2.3
12	268	39	2.6
13	279	41	2.8
14	292	44	3.2
15	307	49	3.7
16	322	55	4.5
17	337	63	5.2
18	352	73	5.9

Note: The test form is shared between 1A and 2A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.1.2.2. Raw Score to Scale Score to Proficiency Level Conversion: L 2 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	112	113	1.0
1	145	77	1.2
2	175	57	1.4
3	194	49	1.6
4	209	44	1.7
5	222	41	1.8
6	233	39	1.9
7	244	38	1.9
8	254	37	2.2
9	263	36	2.4
10	272	36	2.7
11	282	36	2.9
12	291	36	3.2
13	300	37	3.5
14	310	38	3.8
15	321	39	4.4
16	332	41	5.0
17	345	44	5.6
18	360	49	6.0
19	375	55	6.0
20	390	63	6.0
21	405	73	6.0

Note: The test form is shared between 1B/C and 2B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.1.3 Grade 3

Table 2.6.1.3.1. Raw Score to Scale Score to Proficiency Level Conversion: L 3 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	112	181	1.0
1	184	79	1.4
2	216	58	1.6
3	236	49	1.8
4	251	44	1.9
5	264	41	2.0
6	275	39	2.3
7	286	37	2.6
8	295	37	2.8
9	305	36	3.1
10	314	36	3.4
11	324	37	3.7
12	334	38	4.1
13	344	40	4.7
14	356	43	5.2
15	371	47	5.8
16	386	54	6.0
17	401	63	6.0
18	416	74	6.0

Note: The test form is shared between 3A and 4-5A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.1.3.2. Raw Score to Scale Score to Proficiency Level Conversion: L 3 B/C
S603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	112	225	1.0
1	201	80	1.5
2	234	60	1.8
3	256	51	1.9
4	272	46	2.2
5	286	43	2.6
6	299	41	2.9
7	310	39	3.3
8	320	38	3.6
9	330	37	3.9
10	339	36	4.4
11	349	36	5.0
12	358	36	5.3
13	368	37	5.7
14	377	37	6.0
15	387	39	6.0
16	399	40	6.0
17	411	43	6.0
18	426	48	6.0
19	441	55	6.0
20	456	64	6.0
21	471	74	6.0

Note: The test form is shared between 3B/C and 4-5B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.1.4 Grades 4–5

Table 2.6.1.4.1. Raw Score to Scale Score to Proficiency Level Conversion: L 4–5 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	120	164	1.0	1.0
1	184	79	1.4	1.3
2	216	58	1.6	1.5
3	236	49	1.7	1.7
4	251	44	1.8	1.7
5	264	41	1.9	1.8
6	275	39	2.0	1.9
7	286	37	2.2	2.0
8	295	37	2.5	2.2
9	305	36	2.7	2.5
10	314	36	3.0	2.7
11	324	37	3.3	3.0
12	334	38	3.7	3.3
13	344	40	4.0	3.6
14	356	43	4.6	4.0
15	371	47	5.3	4.8
16	386	54	5.9	5.4
17	401	63	6.0	6.0
18	416	74	6.0	6.0

Note: The test form is shared between 3A and 4-5A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.1.4.2. Raw Score to Scale Score to Proficiency Level Conversion: L 4-5 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	120	203	1.0	1.0
1	201	80	1.5	1.4
2	234	60	1.7	1.6
3	256	51	1.8	1.8
4	272	46	1.9	1.9
5	286	43	2.2	2.0
6	299	41	2.6	2.3
7	310	39	2.9	2.6
8	320	38	3.2	2.9
9	330	37	3.5	3.2
10	339	36	3.8	3.5
11	349	36	4.3	3.8
12	358	36	4.7	4.1
13	368	37	5.2	4.6
14	377	37	5.5	5.0
15	387	39	5.9	5.4
16	399	40	6.0	5.9
17	411	43	6.0	6.0
18	426	48	6.0	6.0
19	441	55	6.0	6.0
20	456	64	6.0	6.0
21	471	74	6.0	6.0

Note: The test form is shared between 3B/C and 4-5B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.1.5 Grades 6–8

Table 2.6.1.5.1. Raw Score to Scale Score to Proficiency Level Conversion: L 6-8 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	132	137	1.0	1.0	1.0
1	181	78	1.3	1.3	1.2
2	212	59	1.5	1.4	1.4
3	233	51	1.6	1.6	1.5
4	249	46	1.7	1.6	1.6
5	263	43	1.8	1.7	1.7
6	276	41	1.8	1.8	1.8
7	287	40	1.9	1.9	1.8
8	298	39	2.1	1.9	1.9
9	309	38	2.3	2.1	2.0
10	319	38	2.6	2.4	2.2
11	329	39	2.9	2.7	2.5
12	340	39	3.2	3.0	2.8
13	352	41	3.6	3.4	3.1
14	364	44	4.0	3.8	3.5
15	379	48	4.7	4.3	4.0
16	394	55	5.3	5.0	4.6
17	409	63	5.9	5.5	5.2
18	424	73	6.0	6.0	5.8

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.1.5.2. Raw Score to Scale Score to Proficiency Level Conversion: L 6-8 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	132	245	1.0	1.0	1.0
1	225	76	1.5	1.5	1.5
2	255	56	1.7	1.7	1.6
3	273	48	1.8	1.8	1.8
4	288	43	1.9	1.9	1.8
5	300	40	2.1	1.9	1.9
6	311	38	2.4	2.2	2.0
7	320	36	2.6	2.4	2.3
8	330	35	2.9	2.7	2.5
9	338	35	3.1	2.9	2.7
10	347	34	3.4	3.2	3.0
11	355	34	3.7	3.5	3.2
12	364	35	4.0	3.8	3.5
13	373	35	4.4	4.1	3.8
14	382	36	4.8	4.5	4.2
15	391	37	5.2	4.8	4.5
16	402	39	5.6	5.3	5.0
17	413	42	6.0	5.7	5.4
18	428	47	6.0	6.0	6.0
19	443	54	6.0	6.0	6.0
20	458	63	6.0	6.0	6.0
21	473	75	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.1.6 Grades 9–12

Table 2.6.1.6.1. Raw Score to Scale Score to Proficiency Level Conversion: L 9–12 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	148	103	1.0	1.0	1.0	1.0
1	172	80	1.2	1.1	1.1	1.1
2	205	61	1.3	1.3	1.3	1.2
3	228	53	1.5	1.4	1.4	1.4
4	246	48	1.6	1.5	1.5	1.5
5	262	45	1.7	1.6	1.6	1.5
6	276	43	1.7	1.7	1.6	1.6
7	288	42	1.8	1.8	1.7	1.7
8	301	41	1.9	1.8	1.8	1.7
9	312	40	1.9	1.9	1.8	1.8
10	323	40	2.2	1.9	1.9	1.9
11	335	40	2.5	2.3	2.0	1.9
12	346	41	2.8	2.6	2.3	2.1
13	358	42	3.1	3.0	2.7	2.6
14	372	45	3.6	3.4	3.2	3.1
15	387	49	4.1	3.9	3.7	3.6
16	402	55	4.7	4.5	4.3	4.1
17	417	63	5.3	5.0	4.8	4.6
18	432	73	5.9	5.6	5.4	5.2

**Table 2.6.1.6.2. Raw Score to Scale Score to Proficiency Level Conversion: L 9-12 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	148	269	1.0	1.0	1.0	1.0
1	248	76	1.6	1.5	1.5	1.5
2	277	56	1.7	1.7	1.6	1.6
3	295	47	1.8	1.8	1.7	1.7
4	310	42	1.9	1.9	1.8	1.8
5	321	39	2.1	1.9	1.9	1.8
6	332	37	2.4	2.2	1.9	1.9
7	341	36	2.6	2.4	2.2	1.9
8	350	35	2.9	2.7	2.5	2.3
9	359	34	3.2	3.0	2.8	2.6
10	367	34	3.4	3.2	3.1	2.9
11	376	34	3.7	3.5	3.4	3.2
12	384	35	4.0	3.8	3.6	3.5
13	393	35	4.3	4.1	3.9	3.8
14	402	36	4.7	4.5	4.3	4.1
15	411	38	5.0	4.8	4.6	4.4
16	422	40	5.5	5.2	5.0	4.8
17	434	43	6.0	5.7	5.5	5.3
18	448	47	6.0	6.0	6.0	5.8
19	462	54	6.0	6.0	6.0	6.0
20	476	61	6.0	6.0	6.0	6.0
21	490	72	6.0	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.2 Reading

2.6.2.0 Kindergarten

Table 2.6.2.0. Raw Score to Scale Score to Proficiency Level Conversion: R K 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	33	1.0
1	100	33	1.0
2	100	33	1.0
3	100	33	1.0
4	100	33	1.0
5	100	33	1.0
6	100	33	1.0
7	100	33	1.0
8	100	33	1.0
9	100	33	1.0
10	100	33	1.0
11	109	34	1.0
12	120	33	1.1
13	132	33	1.2
14	142	32	1.2
15	152	31	1.3
16	162	30	1.4
17	171	29	1.5
18	180	29	1.5
19	188	29	1.6
20	196	29	1.6
21	205	29	1.7
22	213	29	1.8
23	222	29	1.8
24	230	30	1.9
25	240	31	1.9
26	250	32	2.5
27	260	35	3.0
28	270	38	3.5
29	280	43	4.1
30	290	49	5.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.2.1 Grade 1

Table 2.6.2.1.1. Raw Score to Scale Score to Proficiency Level Conversion: R 1 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	141	120	1.0
1	187	53	1.3
2	207	39	1.5
3	220	33	1.6
4	230	29	1.7
5	238	27	1.7
6	245	25	1.8
7	251	24	1.8
8	257	23	1.9
9	262	23	1.9
10	268	22	2.1
11	273	22	2.4
12	278	22	2.6
13	283	22	2.8
14	288	22	3.1
15	293	22	3.3
16	298	23	3.6
17	304	24	4.0
18	310	25	4.5
19	317	26	5.1
20	325	28	5.5
21	334	32	6.0
22	343	36	6.0
23	352	42	6.0
24	361	48	6.0

Note: The test form is shared between 1A and 2A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.2.1.2. Raw Score to Scale Score to Proficiency Level Conversion: R 1 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	141	204	1.0
1	216	53	1.6
2	236	38	1.7
3	249	32	1.8
4	258	29	1.9
5	266	26	2.0
6	272	24	2.3
7	278	23	2.6
8	284	22	2.9
9	289	22	3.1
10	293	21	3.3
11	298	21	3.6
12	302	20	3.8
13	307	20	4.2
14	311	20	4.6
15	315	20	5.0
16	320	20	5.2
17	324	21	5.4
18	329	21	5.7
19	334	22	6.0
20	339	23	6.0
21	345	24	6.0
22	351	26	6.0
23	358	28	6.0
24	367	31	6.0
25	376	36	6.0
26	385	41	6.0
27	394	48	6.0

Note: The test form is shared between 1B/C and 2B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.2.2 Grade 2

Table 2.6.2.2.1. Raw Score to Scale Score to Proficiency Level Conversion: R 2 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	158	87	1.0
1	187	53	1.2
2	207	39	1.4
3	220	33	1.5
4	230	29	1.6
5	238	27	1.6
6	245	25	1.7
7	251	24	1.7
8	257	23	1.8
9	262	23	1.8
10	268	22	1.8
11	273	22	1.9
12	278	22	1.9
13	283	22	2.0
14	288	22	2.2
15	293	22	2.4
16	298	23	2.6
17	304	24	2.8
18	310	25	3.1
19	317	26	3.5
20	325	28	3.9
21	334	32	4.7
22	343	36	5.3
23	352	42	5.8
24	361	48	6.0

Note: The test form is shared between 1A and 2A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.2.2.2. Raw Score to Scale Score to Proficiency Level Conversion: R 2 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	158	149	1.0
1	216	53	1.4
2	236	38	1.6
3	249	32	1.7
4	258	29	1.8
5	266	26	1.8
6	272	24	1.9
7	278	23	1.9
8	284	22	2.0
9	289	22	2.2
10	293	21	2.4
11	298	21	2.6
12	302	20	2.7
13	307	20	3.0
14	311	20	3.2
15	315	20	3.4
16	320	20	3.6
17	324	21	3.8
18	329	21	4.2
19	334	22	4.7
20	339	23	5.1
21	345	24	5.4
22	351	26	5.7
23	358	28	6.0
24	367	31	6.0
25	376	36	6.0
26	385	41	6.0
27	394	48	6.0

Note: The test form is shared between 1B/C and 2B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.2.3 Grade 3

Table 2.6.2.3.1. Raw Score to Scale Score to Proficiency Level Conversion: R 3 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	158	144	1.0
1	214	53	1.4
2	234	39	1.5
3	247	33	1.6
4	256	29	1.7
5	264	27	1.7
6	271	26	1.8
7	277	25	1.8
8	283	24	1.8
9	289	23	1.9
10	294	23	1.9
11	299	23	2.0
12	305	23	2.3
13	310	23	2.5
14	315	23	2.6
15	321	24	2.9
16	326	24	3.1
17	333	25	3.5
18	340	27	3.8
19	347	29	4.5
20	357	32	5.2
21	367	36	5.8
22	377	41	6.0
23	387	48	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.2.3.2. Raw Score to Scale Score to Proficiency Level Conversion: R 3 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	158	438	1.0
1	271	52	1.8
2	290	38	1.9
3	302	31	2.1
4	311	28	2.5
5	319	26	2.8
6	325	24	3.1
7	331	23	3.4
8	336	22	3.6
9	341	21	3.9
10	345	21	4.3
11	350	20	4.8
12	354	20	5.1
13	358	20	5.3
14	363	20	5.6
15	367	20	5.8
16	371	20	6.0
17	375	21	6.0
18	380	21	6.0
19	385	22	6.0
20	390	23	6.0
21	396	24	6.0
22	402	25	6.0
23	409	28	6.0
24	418	31	6.0
25	427	36	6.0
26	436	41	6.0
27	445	48	6.0

Note: The test form is shared between 3B/C and 4-5B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.2.4 Grades 4–5

Table 2.6.2.4.1. Raw Score to Scale Score to Proficiency Level Conversion: R 4-5 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	175	104	1.0	1.0
1	213	52	1.3	1.2
2	233	38	1.4	1.4
3	246	32	1.5	1.5
4	255	29	1.6	1.5
5	263	26	1.6	1.6
6	270	25	1.7	1.6
7	276	24	1.7	1.7
8	282	23	1.8	1.7
9	287	22	1.8	1.7
10	292	22	1.8	1.8
11	297	22	1.9	1.8
12	302	22	1.9	1.9
13	307	22	2.0	1.9
14	312	22	2.1	1.9
15	317	22	2.3	2.0
16	323	23	2.5	2.2
17	328	24	2.7	2.4
18	334	25	2.9	2.6
19	341	26	3.3	2.8
20	349	28	3.7	3.2
21	358	32	4.4	3.6
22	367	36	5.1	4.3
23	376	41	5.6	5.1
24	385	48	6.0	5.6

Note: The test form is shared between 3B/C and 4-5B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.2.4.2. Raw Score to Scale Score to Proficiency Level Conversion: R 4-5 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	175	315	1.0	1.0
1	271	52	1.7	1.6
2	290	38	1.8	1.8
3	302	31	1.9	1.9
4	311	28	2.1	1.9
5	319	26	2.4	2.1
6	325	24	2.6	2.3
7	331	23	2.8	2.5
8	336	22	3.0	2.6
9	341	21	3.3	2.8
10	345	21	3.5	3.0
11	350	20	3.7	3.2
12	354	20	4.0	3.4
13	358	20	4.4	3.6
14	363	20	4.9	3.9
15	367	20	5.1	4.3
16	371	20	5.3	4.7
17	375	21	5.6	5.1
18	380	21	5.8	5.3
19	385	22	6.0	5.6
20	390	23	6.0	5.9
21	396	24	6.0	6.0
22	402	25	6.0	6.0
23	409	28	6.0	6.0
24	418	31	6.0	6.0
25	427	36	6.0	6.0
26	436	41	6.0	6.0
27	445	48	6.0	6.0

Note: The test form is shared between 3B/C and 4-5B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.2.5 Grades 6–8

Table 2.6.2.5.1. Raw Score to Scale Score to Proficiency Level Conversion: R 6-8 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	200	119	1.1	1.0	1.0
1	245	52	1.4	1.3	1.3
2	265	38	1.5	1.5	1.4
3	278	32	1.6	1.6	1.5
4	287	29	1.7	1.6	1.6
5	295	27	1.8	1.7	1.7
6	302	25	1.8	1.8	1.7
7	308	24	1.8	1.8	1.8
8	314	23	1.9	1.8	1.8
9	319	23	1.9	1.9	1.8
10	325	22	2.0	1.9	1.9
11	330	22	2.2	2.0	1.9
12	335	22	2.4	2.1	2.0
13	340	22	2.5	2.3	2.1
14	345	22	2.7	2.5	2.3
15	350	23	2.9	2.6	2.4
16	356	23	3.1	2.8	2.6
17	362	24	3.4	3.1	2.8
18	368	25	3.7	3.4	3.1
19	375	26	4.2	3.7	3.4
20	382	29	5.0	4.2	3.8
21	392	32	5.5	5.1	4.6
22	402	37	6.0	5.7	5.4
23	412	43	6.0	6.0	6.0
24	422	50	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.2.5.2. Raw Score to Scale Score to Proficiency Level Conversion: R 6-8 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	200	216	1.1	1.0	1.0
1	276	52	1.6	1.6	1.5
2	296	38	1.8	1.7	1.7
3	308	32	1.8	1.8	1.8
4	317	28	1.9	1.9	1.8
5	325	26	2.0	1.9	1.9
6	331	24	2.2	2.0	1.9
7	337	23	2.4	2.2	2.0
8	342	22	2.6	2.4	2.2
9	347	21	2.8	2.5	2.3
10	352	21	2.9	2.7	2.5
11	356	20	3.1	2.8	2.6
12	360	20	3.3	3.0	2.8
13	365	20	3.6	3.2	2.9
14	369	20	3.8	3.4	3.1
15	373	20	4.0	3.6	3.3
16	377	20	4.4	3.8	3.5
17	382	21	5.0	4.2	3.8
18	386	21	5.2	4.6	4.0
19	391	22	5.5	5.1	4.5
20	396	23	5.8	5.4	5.0
21	402	24	6.0	5.7	5.4
22	408	25	6.0	6.0	5.7
23	416	28	6.0	6.0	6.0
24	424	31	6.0	6.0	6.0
25	432	35	6.0	6.0	6.0
26	440	40	6.0	6.0	6.0
27	448	45	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.2.6 Grades 9–12

Table 2.6.2.6.1. Raw Score to Scale Score to Proficiency Level Conversion: R 9-12 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	233	73	1.1	1.1	1.0	1.0
1	252	53	1.3	1.2	1.2	1.1
2	272	39	1.4	1.4	1.3	1.3
3	285	33	1.5	1.5	1.4	1.4
4	295	29	1.6	1.6	1.5	1.5
5	303	27	1.7	1.6	1.6	1.5
6	310	26	1.7	1.7	1.6	1.6
7	317	24	1.8	1.7	1.7	1.7
8	323	24	1.8	1.8	1.7	1.7
9	328	23	1.9	1.8	1.8	1.7
10	334	23	1.9	1.9	1.8	1.8
11	339	22	1.9	1.9	1.9	1.8
12	345	22	2.1	2.0	1.9	1.9
13	350	22	2.3	2.1	2.0	1.9
14	355	23	2.4	2.3	2.2	2.0
15	360	23	2.6	2.4	2.3	2.2
16	366	23	2.8	2.6	2.5	2.4
17	372	24	3.0	2.8	2.7	2.5
18	378	25	3.3	3.0	2.8	2.7
19	385	27	3.6	3.4	3.1	2.9
20	393	29	4.1	3.8	3.5	3.3
21	403	32	5.1	4.6	4.1	3.8
22	413	37	5.7	5.4	5.1	4.8
23	423	43	6.0	6.0	5.7	5.5
24	433	50	6.0	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.2.6.2. Raw Score to Scale Score to Proficiency Level Conversion: R 9-12 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	233	171	1.1	1.1	1.0	1.0
1	299	52	1.6	1.6	1.6	1.5
2	319	37	1.8	1.8	1.7	1.7
3	331	31	1.9	1.8	1.8	1.8
4	340	28	2.0	1.9	1.9	1.8
5	347	25	2.2	2.0	1.9	1.9
6	354	24	2.4	2.3	2.1	2.0
7	359	23	2.5	2.4	2.3	2.2
8	365	22	2.7	2.6	2.5	2.3
9	369	21	2.9	2.7	2.6	2.5
10	374	21	3.1	2.9	2.7	2.6
11	379	20	3.3	3.1	2.9	2.7
12	383	20	3.5	3.3	3.0	2.9
13	387	20	3.7	3.5	3.2	3.0
14	391	20	3.9	3.7	3.4	3.2
15	396	20	4.4	3.9	3.7	3.4
16	400	20	4.8	4.3	3.9	3.6
17	404	21	5.1	4.7	4.2	3.8
18	409	21	5.4	5.1	4.8	4.2
19	414	22	5.7	5.4	5.2	5.0
20	419	23	6.0	5.7	5.5	5.2
21	425	24	6.0	6.0	5.8	5.6
22	431	25	6.0	6.0	6.0	5.9
23	438	28	6.0	6.0	6.0	6.0
24	448	31	6.0	6.0	6.0	6.0
25	458	36	6.0	6.0	6.0	6.0
26	468	42	6.0	6.0	6.0	6.0
27	478	48	6.0	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.3 Writing

2.6.3.0 Kindergarten

Table 2.6.3.0. Raw Score to Scale Score to Proficiency Level Conversion: W K 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	107	1.0
1	100	107	1.0
2	100	107	1.0
3	100	107	1.0
4	155	60	1.4
5	177	44	1.5
6	191	37	1.6
7	202	35	1.7
8	213	34	1.8
9	223	35	1.9
10	234	37	2.0
11	246	37	2.3
12	258	39	2.6
13	271	41	3.0
14	288	48	3.4
15	305	57	3.8
16	322	65	4.1
17	339	71	4.5

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.3.1 Grade 1

Table 2.6.3.1.1. Raw Score to Scale Score to Proficiency Level Conversion: W 1 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	111	97	1.0
1	148	63	1.2
2	177	46	1.5
3	193	34	1.6
4	202	28	1.7
5	209	24	1.7
6	214	22	1.8
7	219	20	1.8
8	223	20	1.8
9	227	19	1.9
10	231	19	1.9
11	234	19	1.9
12	238	20	2.0
13	242	20	2.1
14	247	21	2.2
15	252	23	2.3
16	257	24	2.5
17	263	25	2.6
18	270	27	2.8
19	277	27	3.0
20	285	28	3.1
21	293	27	3.2
22	300	27	3.4
23	307	26	3.5
24	314	26	3.6
25	321	26	3.7
26	328	26	3.8
27	334	26	3.9
28	341	26	4.0
29	348	26	4.2
30	355	26	4.4
31	362	25	4.5
32	368	25	4.6
33	374	25	4.8
34	381	25	4.9
35	387	26	5.2
36	395	28	5.5

Raw Score	Scale Score	CSEM x 1.96	PL for G1
37	403	31	5.9
38	414	37	6.0
39	433	51	6.0
40	464	95	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.3.1.2. Raw Score to Scale Score to Proficiency Level Conversion: Writ 1 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	111	247	1.0
1	188	47	1.6
2	203	32	1.7
3	211	26	1.7
4	217	22	1.8
5	221	20	1.8
6	225	19	1.8
7	229	18	1.9
8	232	17	1.9
9	235	17	1.9
10	238	16	2.0
11	240	16	2.0
12	243	16	2.1
13	245	16	2.1
14	248	16	2.2
15	251	16	2.3
16	254	17	2.4
17	257	17	2.5
18	260	18	2.5
19	263	18	2.6
20	266	19	2.7
21	270	20	2.8
22	274	20	2.9
23	279	21	3.0
24	283	22	3.1
25	288	23	3.2
26	294	23	3.3
27	299	24	3.3
28	305	24	3.4
29	311	24	3.5
30	317	24	3.6

Raw Score	Scale Score	CSEM x 1.96	PL for G1
31	323	24	3.7
32	329	24	3.8
33	334	24	3.9
34	340	24	4.0
35	346	23	4.2
36	351	23	4.3
37	357	23	4.4
38	362	22	4.5
39	366	22	4.6
40	371	21	4.7
41	376	21	4.8
42	380	21	4.9
43	385	21	5.1
44	389	21	5.3
45	393	21	5.4
46	398	21	5.6
47	403	22	5.9
48	408	23	6.0
49	413	24	6.0
50	420	26	6.0
51	428	30	6.0
52	438	36	6.0
53	457	51	6.0
54	488	95	6.0

2.6.3.2 Grade 2

Table 2.6.3.2.1. Raw Score to Scale Score to Proficiency Level Conversion: W 2 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	133	213	1.0
1	199	45	1.6
2	213	32	1.7
3	222	26	1.8
4	228	24	1.8
5	234	23	1.9
6	239	22	1.9
7	244	23	2.0
8	249	24	2.1
9	255	25	2.3

Raw Score	Scale Score	CSEM x 1.96	PL for G2
10	262	27	2.5
11	270	29	2.7
12	279	31	3.0
13	290	33	3.1
14	301	34	3.3
15	313	35	3.5
16	325	34	3.7
17	336	34	3.9
18	347	33	4.1
19	358	31	4.3
20	367	30	4.5
21	376	30	4.7
22	385	29	4.9
23	394	30	5.2
24	403	32	5.6
25	415	38	6.0
26	434	51	6.0
27	465	94	6.0

Note: The test form is shared between 2A and 3A

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.3.2.2. Raw Score to Scale Score to Proficiency Level Conversion: W 2 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	133	158	1.0
1	187	47	1.5
2	201	32	1.6
3	210	26	1.7
4	216	23	1.7
5	220	21	1.8
6	224	19	1.8
7	228	18	1.8
8	231	18	1.9
9	234	17	1.9
10	237	17	1.9
11	240	17	1.9
12	243	17	2.0
13	246	17	2.1
14	249	17	2.1
15	252	17	2.2
16	255	17	2.3
17	258	17	2.4
18	261	18	2.5
19	264	18	2.5
20	268	19	2.7
21	272	19	2.8
22	276	20	2.9
23	280	21	3.0
24	285	22	3.0
25	290	22	3.1
26	295	23	3.2
27	300	23	3.3
28	306	24	3.4
29	312	24	3.5
30	317	24	3.6
31	323	24	3.7
32	329	24	3.8
33	335	24	3.9
34	341	24	4.0
35	346	23	4.1
36	352	23	4.2
37	357	22	4.3

Raw Score	Scale Score	CSEM x 1.96	PL for G2
38	362	22	4.4
39	367	22	4.5
40	371	21	4.6
41	376	21	4.7
42	381	21	4.8
43	385	21	4.9
44	390	21	5.0
45	394	21	5.2
46	399	22	5.4
47	404	22	5.6
48	409	23	5.9
49	415	25	6.0
50	422	27	6.0
51	430	30	6.0
52	441	36	6.0
53	459	51	6.0
54	490	95	6.0

Note: The test form is shared between 2BC and 3BC.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.3.3 Grade 3

Table 2.6.3.3.1. Raw Score to Scale Score to Proficiency Level Conversion: W 3 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	133	213	1.0
1	199	45	1.5
2	213	32	1.7
3	222	26	1.7
4	228	24	1.8
5	234	23	1.8
6	239	22	1.9
7	244	23	1.9
8	249	24	2.0
9	255	25	2.2
10	262	27	2.4
11	270	29	2.6
12	279	31	2.8
13	290	33	3.1
14	301	34	3.2
15	313	35	3.4
16	325	34	3.6
17	336	34	3.8
18	347	33	4.0
19	358	31	4.2
20	367	30	4.4
21	376	30	4.6
22	385	29	4.8
23	394	30	5.0
24	403	32	5.3
25	415	38	5.8
26	434	51	6.0
27	465	94	6.0

Note: The test form is shared between 2A and 3A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.3.3.2. Raw Score to Scale Score to Proficiency Level Conversion: W 3 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	133	158	1.0
1	187	47	1.4
2	201	32	1.5
3	210	26	1.6
4	216	23	1.7
5	220	21	1.7
6	224	19	1.7
7	228	18	1.8
8	231	18	1.8
9	234	17	1.8
10	237	17	1.9
11	240	17	1.9
12	243	17	1.9
13	246	17	1.9
14	249	17	2.0
15	252	17	2.1
16	255	17	2.2
17	258	17	2.3
18	261	18	2.3
19	264	18	2.4
20	268	19	2.5
21	272	19	2.6
22	276	20	2.8
23	280	21	2.9
24	285	22	3.0
25	290	22	3.1
26	295	23	3.1
27	300	23	3.2
28	306	24	3.3
29	312	24	3.4
30	317	24	3.5
31	323	24	3.6
32	329	24	3.7
33	335	24	3.8
34	341	24	3.9
35	346	23	4.0
36	352	23	4.1
37	357	22	4.2

Raw Score	Scale Score	CSEM x 1.96	PL for G3
38	362	22	4.3
39	367	22	4.4
40	371	21	4.5
41	376	21	4.6
42	381	21	4.7
43	385	21	4.8
44	390	21	4.9
45	394	21	5.0
46	399	22	5.2
47	404	22	5.4
48	409	23	5.6
49	415	25	5.8
50	422	27	6.0
51	430	30	6.0
52	441	36	6.0
53	459	51	6.0
54	490	95	6.0

Note: The test form is shared between 2BC and 3BC.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.3.4 Grades 4–5

Table 2.6.3.4.1. Raw Score to Scale Score to Proficiency Level Conversion: W 4-5 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	155	253	1.0	1.0
1	231	45	1.7	1.6
2	245	32	1.8	1.8
3	253	26	1.8	1.8
4	259	24	1.9	1.9
5	264	23	1.9	1.9
6	270	22	2.1	2.1
7	275	23	2.4	2.3
8	280	23	2.6	2.5
9	286	25	2.9	2.7
10	293	27	3.0	3.0
11	301	29	3.2	3.1
12	310	31	3.3	3.2
13	320	33	3.5	3.4
14	332	34	3.6	3.6
15	343	35	3.8	3.7
16	355	34	4.0	3.9
17	367	34	4.3	4.2
18	378	33	4.5	4.4
19	388	31	4.7	4.6
20	398	30	4.9	4.8
21	407	29	5.2	5.0
22	416	29	5.6	5.3
23	424	30	5.9	5.6
24	434	32	6.0	6.0
25	446	37	6.0	6.0
26	464	51	6.0	6.0
27	496	94	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.3.4.2. Raw Score to Scale Score to Proficiency Level Conversion: W 4-5 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	155	272	1.0	1.0
1	237	47	1.7	1.7
2	252	32	1.8	1.8
3	260	26	1.9	1.9
4	266	23	2.0	1.9
5	270	20	2.1	2.1
6	274	19	2.3	2.2
7	278	18	2.5	2.4
8	281	17	2.6	2.5
9	284	17	2.8	2.6
10	287	16	2.9	2.7
11	290	16	3.0	2.8
12	292	16	3.0	2.9
13	295	16	3.1	3.0
14	298	16	3.1	3.0
15	300	16	3.1	3.1
16	303	17	3.2	3.1
17	306	17	3.2	3.2
18	309	18	3.3	3.2
19	312	18	3.3	3.3
20	316	19	3.4	3.3
21	320	20	3.5	3.4
22	324	20	3.5	3.4
23	328	21	3.6	3.5
24	333	22	3.7	3.6
25	338	23	3.7	3.7
26	343	23	3.8	3.7
27	349	24	3.9	3.8
28	354	24	4.0	3.9
29	360	24	4.1	4.0
30	366	24	4.3	4.1
31	372	24	4.4	4.3
32	378	24	4.5	4.4
33	384	24	4.6	4.5
34	389	24	4.7	4.6
35	395	23	4.8	4.7
36	401	23	5.0	4.8
37	406	23	5.2	4.9

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
38	411	22	5.4	5.1
39	416	22	5.6	5.3
40	420	21	5.7	5.5
41	425	21	6.0	5.6
42	429	21	6.0	5.8
43	434	21	6.0	6.0
44	438	21	6.0	6.0
45	443	21	6.0	6.0
46	447	21	6.0	6.0
47	452	22	6.0	6.0
48	457	23	6.0	6.0
49	463	24	6.0	6.0
50	469	26	6.0	6.0
51	477	30	6.0	6.0
52	488	36	6.0	6.0
53	506	51	6.0	6.0
54	538	95	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.3.5 Grades 6–8

Table 2.6.3.5.1. Raw Score to Scale Score to Proficiency Level Conversion: W 6–8 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	188	103	1.2	1.1	1.0
1	220	45	1.5	1.4	1.3
2	234	32	1.6	1.5	1.4
3	243	27	1.7	1.6	1.5
4	249	24	1.8	1.7	1.6
5	255	23	1.8	1.8	1.7
6	260	23	1.9	1.8	1.7
7	266	23	1.9	1.9	1.8
8	271	24	2.1	1.9	1.8
9	277	25	2.3	2.1	1.9
10	284	27	2.5	2.3	2.1
11	292	29	2.8	2.5	2.3
12	301	31	3.0	2.8	2.6
13	312	33	3.2	3.1	3.0
14	323	34	3.3	3.2	3.1
15	334	34	3.5	3.4	3.3
16	346	34	3.7	3.6	3.5
17	358	34	3.9	3.8	3.7
18	369	33	4.1	4.0	3.9
19	379	31	4.3	4.2	4.1
20	389	30	4.5	4.4	4.3
21	398	30	4.7	4.5	4.5
22	407	30	4.8	4.7	4.6
23	416	30	5.1	4.9	4.8
24	425	33	5.4	5.1	5.0
25	438	38	5.8	5.6	5.4
26	457	52	6.0	6.0	5.9
27	488	94	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.3.5.2. Raw Score to Scale Score to Proficiency Level Conversion: W 6-8 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	188	96	1.2	1.1	1.0
1	218	47	1.5	1.4	1.3
2	233	32	1.6	1.5	1.4
3	241	26	1.7	1.6	1.5
4	247	22	1.7	1.7	1.6
5	251	20	1.8	1.7	1.6
6	255	18	1.8	1.8	1.7
7	258	17	1.9	1.8	1.7
8	261	17	1.9	1.8	1.7
9	264	16	1.9	1.9	1.8
10	267	16	1.9	1.9	1.8
11	269	16	2.0	1.9	1.8
12	272	16	2.1	1.9	1.9
13	274	16	2.2	2.0	1.9
14	277	16	2.3	2.1	1.9
15	279	16	2.3	2.1	1.9
16	282	16	2.4	2.2	2.0
17	285	17	2.5	2.3	2.1
18	288	17	2.6	2.4	2.2
19	291	18	2.7	2.5	2.3
20	295	19	2.9	2.6	2.4
21	299	20	3.0	2.8	2.6
22	303	21	3.0	2.9	2.7
23	307	21	3.1	3.0	2.8
24	312	22	3.2	3.1	3.0
25	317	23	3.3	3.1	3.0
26	323	23	3.3	3.2	3.1
27	328	24	3.4	3.3	3.2
28	334	24	3.5	3.4	3.3
29	340	24	3.6	3.5	3.4
30	346	24	3.7	3.6	3.5
31	352	24	3.8	3.7	3.6
32	358	24	3.9	3.8	3.7
33	363	24	4.0	3.9	3.8
34	369	24	4.1	4.0	3.9
35	375	23	4.2	4.1	4.0
36	380	23	4.3	4.2	4.1
37	386	23	4.4	4.3	4.2
38	391	22	4.5	4.4	4.3

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
39	395	22	4.6	4.5	4.4
40	400	21	4.7	4.6	4.5
41	405	21	4.8	4.7	4.6
42	409	21	4.9	4.8	4.7
43	413	21	5.0	4.8	4.7
44	418	21	5.1	4.9	4.8
45	422	21	5.3	5.0	4.9
46	427	21	5.5	5.2	5.0
47	431	22	5.6	5.3	5.2
48	436	23	5.8	5.5	5.3
49	442	24	6.0	5.7	5.5
50	448	26	6.0	5.9	5.6
51	456	30	6.0	6.0	5.9
52	467	36	6.0	6.0	6.0
53	485	51	6.0	6.0	6.0
54	516	95	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.3.6 Grades 9–12

**Table 2.6.3.6.1. Raw Score to Scale Score to Proficiency Level Conversion: W 9–12 A
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	232	77	1.3	1.2	1.1	1.0
1	252	45	1.5	1.4	1.3	1.2
2	266	32	1.7	1.6	1.5	1.3
3	275	27	1.8	1.7	1.6	1.5
4	282	25	1.9	1.8	1.7	1.5
5	288	24	1.9	1.8	1.7	1.6
6	293	23	2.1	1.9	1.8	1.7
7	299	23	2.3	2.0	1.8	1.7
8	304	24	2.5	2.2	1.9	1.8
9	310	25	2.7	2.4	2.0	1.9
10	317	27	2.9	2.6	2.3	1.9
11	325	29	3.1	2.9	2.6	2.2
12	334	31	3.2	3.1	2.9	2.6
13	344	33	3.4	3.3	3.1	3.0
14	355	34	3.6	3.4	3.3	3.2
15	367	34	3.8	3.6	3.5	3.4
16	379	34	4.0	3.8	3.7	3.6
17	390	34	4.2	4.0	3.9	3.8
18	402	33	4.4	4.3	4.2	4.0
19	412	31	4.6	4.5	4.4	4.2
20	421	30	4.8	4.7	4.6	4.4
21	430	30	5.0	4.8	4.7	4.6
22	439	30	5.2	5.0	4.9	4.8
23	448	31	5.4	5.2	5.1	5.0
24	458	33	5.7	5.5	5.3	5.2
25	471	38	6.0	5.8	5.6	5.4
26	489	52	6.0	6.0	5.9	5.7
27	521	94	6.0	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.3.6.2. Raw Score to Scale Score to Proficiency Level Conversion: Writ 9-12 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	232	49	1.3	1.2	1.1	1.0
1	233	47	1.3	1.2	1.1	1.0
2	248	32	1.5	1.4	1.3	1.1
3	256	26	1.6	1.5	1.4	1.2
4	262	22	1.7	1.5	1.4	1.3
5	267	20	1.7	1.6	1.5	1.4
6	270	18	1.7	1.6	1.5	1.4
7	274	17	1.8	1.7	1.6	1.4
8	276	17	1.8	1.7	1.6	1.5
9	279	16	1.8	1.7	1.6	1.5
10	282	16	1.9	1.8	1.7	1.5
11	284	16	1.9	1.8	1.7	1.6
12	287	16	1.9	1.8	1.7	1.6
13	289	16	2.0	1.8	1.7	1.6
14	292	16	2.1	1.9	1.8	1.6
15	295	16	2.2	1.9	1.8	1.7
16	297	16	2.2	1.9	1.8	1.7
17	300	17	2.3	2.0	1.9	1.7
18	303	17	2.4	2.1	1.9	1.8
19	306	18	2.5	2.2	1.9	1.8
20	310	19	2.7	2.4	2.0	1.9
21	314	20	2.8	2.5	2.2	1.9
22	318	21	2.9	2.7	2.3	2.0
23	322	21	3.0	2.8	2.5	2.1
24	327	22	3.1	3.0	2.7	2.3
25	332	23	3.2	3.1	2.8	2.5
26	338	23	3.3	3.2	3.0	2.7
27	343	24	3.4	3.2	3.1	2.9
28	349	24	3.5	3.3	3.2	3.0
29	355	24	3.6	3.4	3.3	3.2
30	361	24	3.7	3.5	3.4	3.3
31	367	24	3.8	3.6	3.5	3.4
32	373	24	3.9	3.7	3.6	3.5
33	379	24	4.0	3.8	3.7	3.6
34	384	24	4.1	3.9	3.8	3.7
35	390	23	4.2	4.0	3.9	3.8
36	396	23	4.3	4.2	4.1	3.9
37	401	23	4.4	4.3	4.2	4.0
38	406	22	4.5	4.4	4.3	4.1

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
39	411	22	4.6	4.5	4.4	4.2
40	415	21	4.7	4.5	4.4	4.3
41	420	21	4.8	4.6	4.5	4.4
42	424	21	4.8	4.7	4.6	4.5
43	429	21	4.9	4.8	4.7	4.6
44	433	21	5.0	4.9	4.8	4.7
45	437	21	5.1	5.0	4.9	4.7
46	442	21	5.3	5.1	5.0	4.8
47	446	22	5.4	5.2	5.1	4.9
48	451	23	5.5	5.3	5.2	5.0
49	457	24	5.6	5.4	5.3	5.1
50	463	26	5.8	5.6	5.4	5.2
51	471	30	6.0	5.8	5.6	5.4
52	482	36	6.0	6.0	5.8	5.6
53	500	51	6.0	6.0	6.0	5.9
54	531	95	6.0	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.4 Speaking

2.6.4.0 Kindergarten

Table 2.6.4.0. Raw Score to Scale Score to Proficiency Level Conversion: S K 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	183	1.0
1	123	133	1.2
2	147	83	1.5
3	169	63	1.7
4	191	55	2.0
5	211	52	2.3
6	230	48	2.6
7	250	41	3.0
8	301	32	4.0
9	349	44	5.0
10	392	105	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.4.1 Grade 1

Table 2.6.4.1.1. Raw Score to Scale Score to Proficiency Level Conversion: S 1 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	106	47	1.0
1	106	47	1.0
2	118	38	1.1
3	130	34	1.2
4	140	33	1.3
5	151	34	1.4
6	162	36	1.5
7	174	37	1.6
8	187	38	1.8
9	201	40	1.9
10	216	42	2.1
11	235	49	2.5
12	259	55	2.9
13	286	52	3.5
14	308	48	3.9
15	328	47	4.3
16	349	50	4.7
17	370	59	5.2
18	391	75	5.7

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.4.1.2. Raw Score to Scale Score to Proficiency Level Conversion: S 1 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
6	106	45	1.0
7	163	31	1.5
8	172	31	1.6
9	180	30	1.7
10	189	30	1.8
11	197	29	1.9
12	205	29	2.0
13	213	30	2.1
14	221	31	2.2
15	230	32	2.4
16	241	34	2.6
17	252	37	2.8
18	265	38	3.0
19	279	38	3.3
20	292	37	3.6
21	303	35	3.8
22	314	34	4.0
23	325	33	4.2
24	334	33	4.4
25	344	34	4.6
26	355	36	4.8
27	368	38	5.1
28	381	44	5.4
29	394	51	5.7
30	407	60	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.4.2 Grade 2

Table 2.6.4.2.1. Raw Score to Scale Score to Proficiency Level Conversion: S 2 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	118	44	1.0
1	118	44	1.0
2	118	44	1.0
3	118	44	1.0
4	118	44	1.0
5	118	44	1.0
6	128	48	1.1
7	150	48	1.3
8	170	45	1.5
9	187	43	1.6
10	204	45	1.8
11	224	49	2.0
12	248	54	2.5
13	274	52	3.0
14	297	48	3.4
15	317	48	3.8
16	339	51	4.3
17	361	60	4.7
18	383	77	5.2

Note: The test form is shared between 2A and 3A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.4.2.2. Raw Score to Scale Score to Proficiency Level Conversion: S 2 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
6	118	41	1.0
7	141	43	1.2
8	156	39	1.4
9	169	36	1.5
10	180	33	1.6
11	190	32	1.7
12	199	32	1.8
13	209	32	1.8
14	218	32	1.9
15	228	33	2.1
16	238	34	2.3
17	250	36	2.5
18	262	37	2.7
19	275	37	3.0
20	287	36	3.2
21	299	35	3.5
22	310	34	3.7
23	320	34	3.9
24	331	34	4.1
25	342	35	4.3
26	353	37	4.5
27	367	40	4.8
28	381	45	5.1
29	395	52	5.5
30	425	78	6.0

Note: The test form is shared between 2B/C and 3B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.4.3 Grade 3

Table 2.6.4.3.1. Raw Score to Scale Score to Proficiency Level Conversion: S 3 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	118	44	1.0
1	118	44	1.0
2	118	44	1.0
3	118	44	1.0
4	118	44	1.0
5	118	44	1.0
6	128	48	1.0
7	150	48	1.2
8	170	45	1.4
9	187	43	1.5
10	204	45	1.7
11	224	49	1.9
12	248	54	2.2
13	274	52	2.8
14	297	48	3.2
15	317	48	3.6
16	339	51	4.1
17	361	60	4.5
18	383	77	4.9

Note: The test form is shared between 2A and 3A.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.4.3.2. Raw Score to Scale Score to Proficiency Level Conversion: S 3 B/C 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
6	118	41	1.0
7	141	43	1.1
8	156	39	1.3
9	169	36	1.4
10	180	33	1.5
11	190	32	1.6
12	199	32	1.6
13	209	32	1.7
14	218	32	1.8
15	228	33	1.9
16	238	34	2.0
17	250	36	2.3
18	262	37	2.5
19	275	37	2.8
20	287	36	3.0
21	299	35	3.3
22	310	34	3.5
23	320	34	3.7
24	331	34	3.9
25	342	35	4.1
26	353	37	4.3
27	367	40	4.6
28	381	45	4.9
29	395	52	5.2
30	425	78	6.0

Note: The test form is shared between 2B/C and 3B/C.

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.4.4 Grades 4–5

Table 2.6.4.4.1. Raw Score to Scale Score to Proficiency Level Conversion: S 4-5 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	130	40	1.0	1.0
1	130	40	1.0	1.0
2	132	39	1.0	1.0
3	145	36	1.1	1.1
4	156	35	1.2	1.2
5	168	37	1.3	1.2
6	182	41	1.4	1.4
7	198	42	1.6	1.5
8	215	42	1.7	1.6
9	231	42	1.8	1.7
10	247	44	2.0	1.9
11	266	49	2.4	2.1
12	291	55	2.9	2.7
13	317	52	3.4	3.3
14	340	48	3.9	3.7
15	360	47	4.3	4.1
16	381	51	4.7	4.5
17	402	59	5.1	4.9
18	423	75	5.6	5.4

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.4.4.2. Raw Score to Scale Score to Proficiency Level Conversion: S 4-5 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
6	130	40	1.0	1.0
7	190	38	1.5	1.4
8	203	36	1.6	1.5
9	214	34	1.7	1.6
10	225	33	1.8	1.7
11	234	32	1.9	1.8
12	244	32	1.9	1.8
13	253	32	2.1	1.9
14	262	32	2.3	2.0
15	272	33	2.5	2.3
16	283	34	2.7	2.5
17	294	36	3.0	2.8
18	306	37	3.2	3.0
19	319	37	3.5	3.3
20	331	36	3.7	3.6
21	343	35	4.0	3.8
22	354	34	4.2	4.0
23	365	34	4.4	4.2
24	375	34	4.6	4.4
25	386	35	4.8	4.6
26	398	37	5.0	4.8
27	411	40	5.3	5.1
28	424	44	5.7	5.4
29	437	51	6.0	5.8
30	450	60	6.0	6.0

2.6.4.5 Grades 6–8

Table 2.6.4.5.1. Raw Score to Scale Score to Proficiency Level Conversion: S 6-8 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	148	44	1.0	1.0	1.0
1	148	44	1.0	1.0	1.0
2	155	40	1.1	1.0	1.0
3	168	36	1.2	1.1	1.1
4	181	37	1.3	1.2	1.2
5	194	40	1.4	1.3	1.3
6	211	46	1.5	1.5	1.4
7	231	47	1.7	1.6	1.6
8	250	43	1.8	1.8	1.7
9	266	42	1.9	1.9	1.8
10	282	44	2.3	2.1	1.9
11	302	49	2.8	2.6	2.4
12	327	55	3.3	3.1	3.0
13	353	52	3.8	3.6	3.5
14	376	48	4.2	4.1	3.9
15	396	47	4.6	4.4	4.3
16	417	50	5.0	4.8	4.7
17	438	59	5.6	5.4	5.1
18	459	75	6.0	6.0	5.8

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.4.5.2. Raw Score to Scale Score to Proficiency Level Conversion: S 6-8 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
6	148	50	1.0	1.0	1.0
7	223	32	1.6	1.6	1.5
8	232	31	1.7	1.6	1.6
9	241	30	1.7	1.7	1.6
10	249	30	1.8	1.7	1.7
11	257	30	1.9	1.8	1.8
12	265	30	1.9	1.9	1.8
13	273	30	2.1	1.9	1.9
14	282	31	2.3	2.1	1.9
15	291	32	2.5	2.3	2.1
16	301	34	2.7	2.6	2.4
17	313	36	3.0	2.9	2.7
18	325	37	3.3	3.1	3.0
19	338	37	3.5	3.4	3.2
20	350	36	3.8	3.6	3.5
21	362	35	4.0	3.8	3.7
22	373	34	4.2	4.0	3.9
23	384	34	4.4	4.2	4.1
24	394	34	4.5	4.4	4.3
25	405	35	4.7	4.6	4.5
26	416	36	4.9	4.8	4.6
27	429	39	5.3	5.1	4.9
28	442	44	5.7	5.5	5.3
29	455	51	6.0	5.9	5.7
30	468	60	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.4.6 Grades 9-12

Table 2.6.4.6.1. Raw Score to Scale Score to Proficiency Level Conversion: S 9-12 A 603 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	172	37	1.1	1.0	1.0	1.0
1	172	37	1.1	1.0	1.0	1.0
2	172	37	1.1	1.0	1.0	1.0
3	180	34	1.1	1.1	1.1	1.0
4	191	33	1.2	1.2	1.1	1.1
5	201	34	1.3	1.3	1.2	1.2
6	213	36	1.4	1.3	1.3	1.3
7	225	38	1.5	1.4	1.4	1.4
8	239	40	1.6	1.5	1.5	1.5
9	254	41	1.7	1.6	1.6	1.6
10	270	43	1.8	1.8	1.7	1.7
11	289	48	1.9	1.9	1.9	1.9
12	313	54	2.6	2.4	2.3	2.2
13	339	52	3.1	3.1	3.0	2.9
14	361	48	3.5	3.4	3.3	3.3
15	382	47	3.9	3.8	3.7	3.6
16	403	51	4.3	4.1	4.0	3.9
17	424	59	4.7	4.5	4.4	4.3
18	445	75	5.1	4.9	4.8	4.7

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

**Table 2.6.4.6.2. Raw Score to Scale Score to Proficiency Level Conversion: S 9-12 B/C
603 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
6	172	37	1.1	1.0	1.0	1.0
7	217	31	1.4	1.4	1.3	1.3
8	226	31	1.5	1.4	1.4	1.4
9	235	31	1.5	1.5	1.5	1.4
10	243	30	1.6	1.6	1.5	1.5
11	252	30	1.7	1.6	1.6	1.6
12	260	30	1.7	1.7	1.7	1.6
13	268	30	1.8	1.8	1.7	1.7
14	277	31	1.9	1.8	1.8	1.8
15	286	33	1.9	1.9	1.9	1.8
16	296	34	2.1	2.0	1.9	1.9
17	308	36	2.4	2.3	2.2	2.1
18	321	38	2.8	2.6	2.5	2.5
19	334	38	3.1	3.0	2.9	2.8
20	347	37	3.3	3.2	3.1	3.1
21	358	35	3.5	3.4	3.3	3.2
22	369	34	3.7	3.6	3.5	3.4
23	380	33	3.9	3.7	3.6	3.6
24	390	33	4.0	3.9	3.8	3.7
25	400	34	4.2	4.1	4.0	3.9
26	411	36	4.4	4.3	4.2	4.1
27	424	39	4.7	4.5	4.4	4.3
28	437	44	4.9	4.8	4.7	4.6
29	455	54	5.5	5.3	5.1	5.0
30	476	72	6.0	6.0	6.0	6.0

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.7 Equating and Recalibration Summary

All ACCESS Series 603 Paper test forms are pre-equated static forms (see Part 1, Section 2.3). For technical details on the ACCESS for Kindergarten test, see MacGregor et al. (2009). For ACCESS Series 603 grades 1–12, this section provides detail on prior years that test forms have been used (where relevant) and on pre-equating and calibration processes that were in place at the time the forms were constructed.

For ACCESS Paper Listening and Reading grades 1–12 Tier A, all forms were used in some prior years and were last used in Series 601. Likewise, ACCESS Paper Listening and Reading grades 1–5 Tier B/C was used in the same previous years, with items last appearing on Series 601 as well. The Series 603 Listening and Reading Tier B/C grades 6–12 forms, however, were last used in Series 503. This portion of the test, referred to as “Form 3”, refers to all four domain tests given to grades 6–8 Tier B/C and grades 9–12 Tier B/C students. While the Listening and Reading domain tests were newly constructed for the Series 503 test, the Writing and Speaking domain tests are the same tasks as the ones that appear in the Series 501 test, at the corresponding grade-level cluster. Table 2.7.1 to Table 2.7.6 summarize the sources of Listening and Reading forms for Series 603 Paper.

During the Series 603 ACCESS administration, a printing issue was discovered in the grade 3 Tier A Reading domain. To address this issue, the affected item was removed from scoring and a new scoring table, which contained 23 total score points instead of 24, was implemented.

Table 2.7.1. History of Series 603 Paper: Tier A Reading

Previous use series number	Previous use year
Series 601	2022–2023
Series 502	2020–2021
Series 403	2018–2019
Series 401	2016–2017
Series 303	2014–2015

Table 2.7.2. History of Series 603 Paper: Tier B/C Reading Grades 1–5

Previous use series number	Previous use year
Series 601	2022–2023
Series 502	2020–2021
Series 403	2018–2019

Table 2.7.3. History of Series 603 Paper: Tier B/C Reading Grades 6-12

Previous use series number	Previous use year
Series 503	2021-2022

Table 2.7.4. History of Series 603 Paper: Tier A Listening Grades 1-12

Previous use series number	Previous use year
Series 601	2022-2023
Series 502	2020-2021
Series 403	2018-2019
Series 401	2016-2017
Series 303	2014-2015

Table 2.7.5. History of Series 603 Paper: Tier B/C Listening Grades 1-5

Previous use series number	Previous use year
Series 601	2022-2023
Series 502	2020-2021
Series 403	2018-2019
Series 401	2016-2017
Series 303	2014-2015

Table 2.7.6. History of Series 603 Paper: Tier B/C Listening Grades 6-12

Previous use series number	Previous use year
Series 503	2021-2022

For the Speaking and Writing domains, the Series 603 grades 1-12 Tier A and grades 1-5 Tier B/C forms are the same as Series 601, which is the same as Series 502, with the exception of grades 9-12 Listening Tier A, which had one folder removed and replaced with an item from Series 503 due to its having a C-level DIF. The Series 601 grades 1-5 Tier B/C forms are the same as Series 502 and Series 403, which were drawn from the pool of Series 302 and Series 303 ACCESS. These forms were operational in 2013–2014 and 2014–2015, which were the two years prior to the launch of ACCESS Online. To mitigate concerns that there might be systematic differences between the population of students who took ACCESS Series 302 and Series 303 and the population of students who currently take ACCESS Paper, we conducted a series of recalibration studies using Series 400 and Series 401 Paper population data to refine Series 302 and Series 303 Listening and Reading item parameters.

Because Series 401 Paper, Series 400 Paper, and Series 303 Listening grades 1–12 test forms are identical, and since the Series 401 Paper population is more recent than the Series 400 Paper population, we refined the item parameters for the Series 303 Listening grades 1–12 forms using Series 401 Paper population data. In the recalibration analyses, we initially anchored the difficulty measures of the Series 303 test items to their previously calibrated values from the Series 303 annual equating study. After the first calibration run, some items that were initially anchored proved to have changed in their difficulty measure, which is measured by the “Displacement” statistic. This statistic shows the difference between the difficulty value of the

anchored item and what the difficulty value would have been had it not been anchored. If this value was large (i.e., above 0.30 or below -0.30), we unanchored that item in the final calibration run (i.e., its parameter was re-estimated). For the Series 501 Paper Reading grades 1–12 forms, a similar process was used to refine Series 302 and Series 303 item parameters using Series 400 and Series 401 Paper student population data, respectively.

For Listening Tier A, we applied these refined parameters to the intact Tier A forms from Series 303. For Reading Tier A, we applied these refined parameters to the intact Tier A forms from Series 302.

For Listening and Reading Tier B/C, we used the refined parameters derived from the recalibration studies to conduct a form selection meeting. We constructed the Series 502 Paper Listening and Reading grades 1–12 Tier B/C forms at this meeting.

Writing and Speaking are also static forms. Tables 2.7.7 to 2.7.8 summarize prior uses of these forms. Please see the *Annual Technical Report for ACCESS for ELLs Paper Series 401* (CAL, 2018) for equating summaries for Writing and Speaking.

Table 2.7.7. History of Series 603 Paper Speaking and Writing Forms, Tier A Grades 1–12

Previous use series number	Previous use year
Series 601	2022–2023
Series 502	2020–2021
Series 403	2018–2019

Table 2.7.8. History of Series 603 Paper Speaking and Writing Forms, Tier B/C, Grades 1–5

Previous use series number	Previous use year
Series 601	2023–2024
Series 502	2021–2022
Series 403	2019–2020

Table 2.7.9. History of Series 603 Paper: Tier B/C Listening Grades 6–12

Previous use series number	Previous use year
Series 503	2021–2022

Although Series 503 uses “Form 3” for Tier B/C, the Speaking and Writing domains remained the same as Form Bravo, first used in Series 501.

2.8 Test Characteristic Curve

Test characteristic curves (TCCs) graphically show the relationship between the ability measure (in logits) on the horizontal axis and the expected raw score or the estimated true score on the vertical axis. For a given ability measure, the corresponding expected raw score can be found via the TCC. For reporting purposes, ability measures are used to determine students' proficiency levels. Since TCCs transform ability measures to expected raw scores, this representation allows test users to relate student performance to the number of items on the test.

Mathematically, a TCC is the sum of all item characteristic functions on the test form (Lord, 1980). Thus, the TCC depends on the item characteristic functions (Lord, 1980) of the items on the test form. The shape of a TCC depends on several factors, including the number and the characteristics of items, the item response theory model used, and the values of the item parameters. Because of this, there is no explicit formula for TCC, and there are no parameters for the curve. The general form of the TCC is monotonically increasing. In most cases when the test form consists of multiple-choice items, such as in the Listening and Reading domains, the TCC curve is a smooth "S" shape. It is flat in the lower ability range, rises steeply in the middle, and becomes flat again on the right, at the level of proficiency above which students are expected to respond correctly to all items. In other cases, however, it will increase smoothly and then have a small plateau before increasing again. In all cases, it will be asymptotic to the value of the total number of items or total expected raw score points in the upper tail. The area where the TCC is the steepest is the area where the test provides higher discrimination and better measurement compared to the area where the TCC is flat.

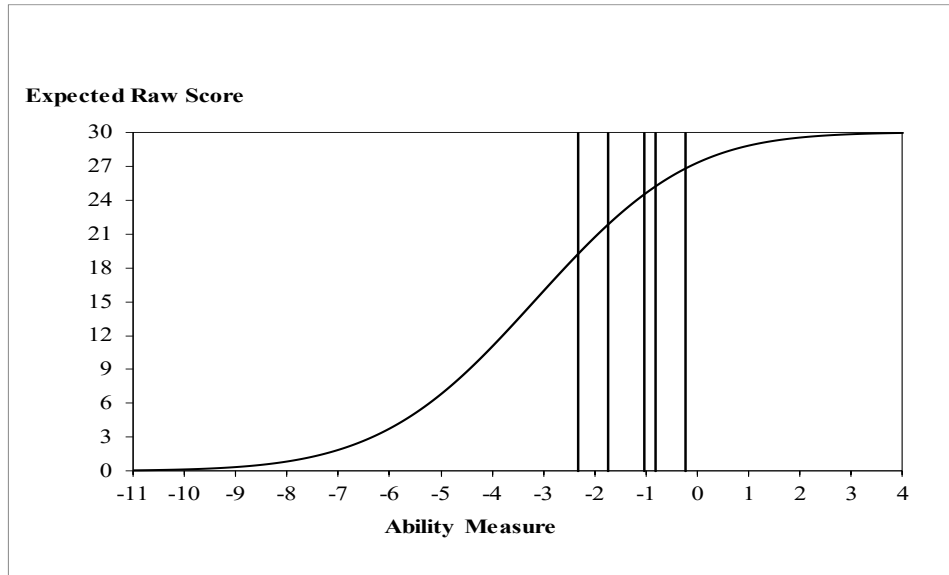
For tests consisting of polytomous tasks, the shape of the TCC is also affected by the values of the item category parameters. Since polytomous tasks have more score categories than multiple-choice items, each task has a wide range of values on the proficiency scale. The adjacent category boundaries are sometimes far apart as a result. In this situation, the TCC will have a less smooth curve or a small plateau in the area between the adjacent category boundaries. This pattern can be observed in Writing and Speaking, where the TCC may not form a perfect "S" shape. Such a pattern is also observed in other tests with polytomous items such as the National Assessment of Educational Progress Writing assessment (Muraki, 1993). Conversely, the closer the adjacent category boundaries are, the smoother the rise of the TCC will be along the ability levels.

There are five vertical lines in each of the TCC plots indicating the five cut scores for the highest grade in the grade-level cluster for the test form, dividing the figure into six sections for each of the WIDA proficiency levels (PLs 1–6) for the domain being tested. (Note that for Kindergarten ACCESS and Tier A tests in some domains, it was not possible for students to place into all six proficiency levels.) As would be expected, higher raw scores are required for placement in higher proficiency levels. The relative width of each section between the cut score lines, however, indicates how many items on that form must be answered correctly (for Listening or Reading) or how many points must be earned (for Writing or Speaking) to be placed into a WIDA proficiency level.

2.8.1 Listening

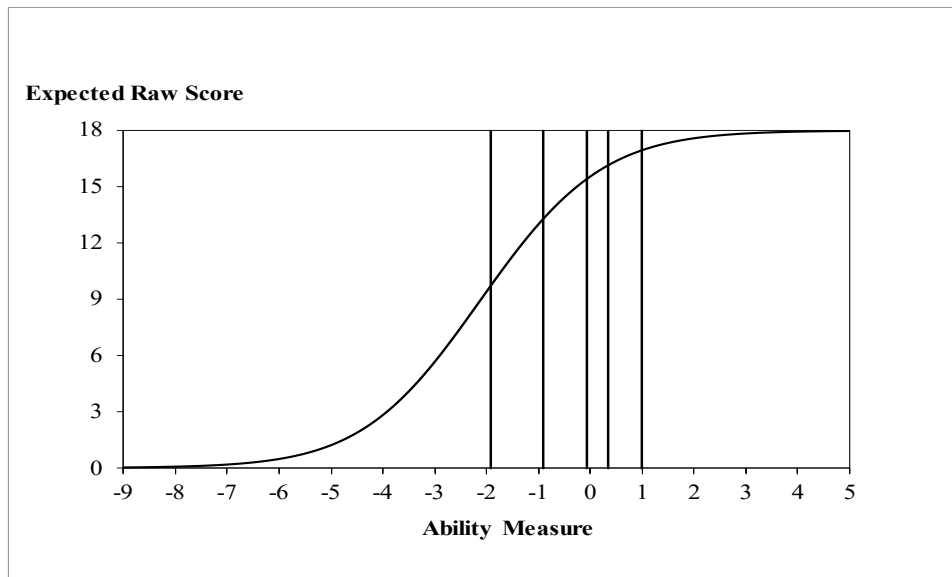
2.8.1.0 Kindergarten

Figure 2.8.1.0. Test Characteristic Curve: L K 603 Paper



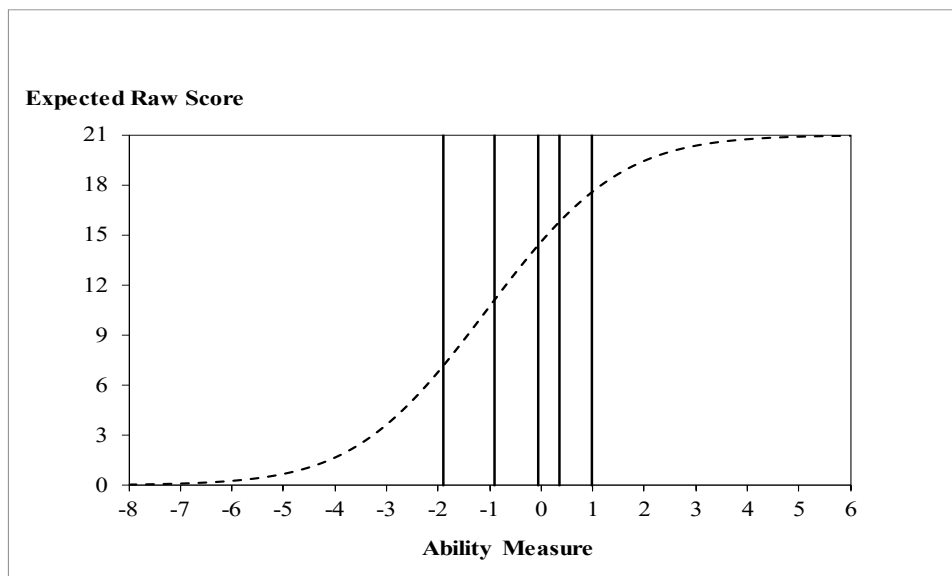
2.8.1.1 Grade 1

Figure 2.8.1.1.1. Test Characteristic Curve: L 1 A 603 Paper



Note: The test form is shared between 1A and 2A.

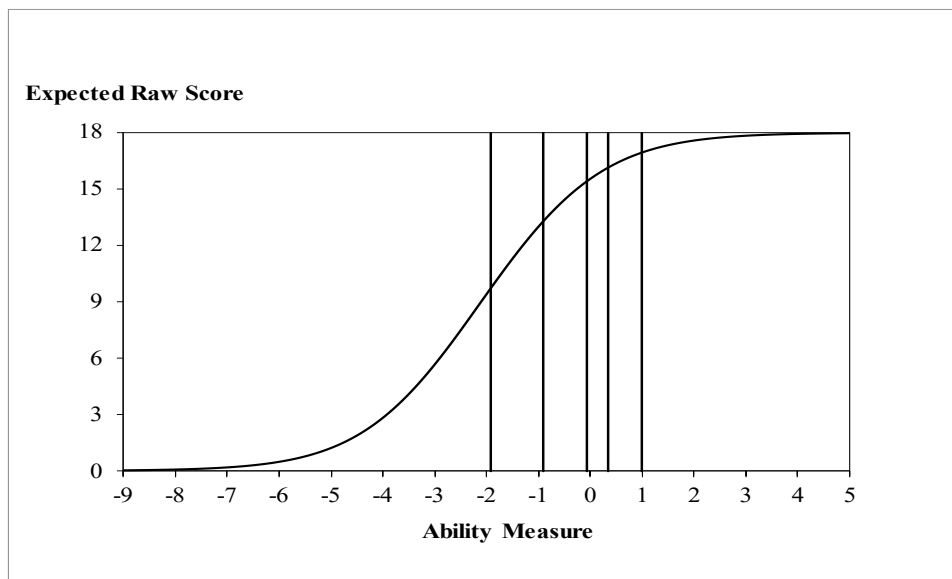
Figure 2.8.1.1.2. Test Characteristic Curve: L 1 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

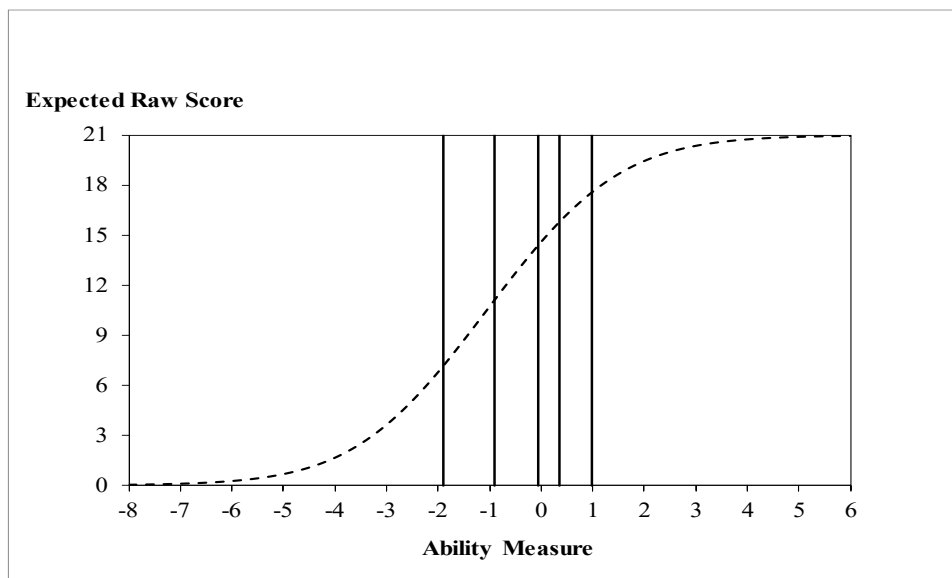
2.8.1.2 Grade 2

Figure 2.8.1.2.1. Test Characteristic Curve: L 2 A 603 Paper



Note: The test form is shared between 1A and 2A.

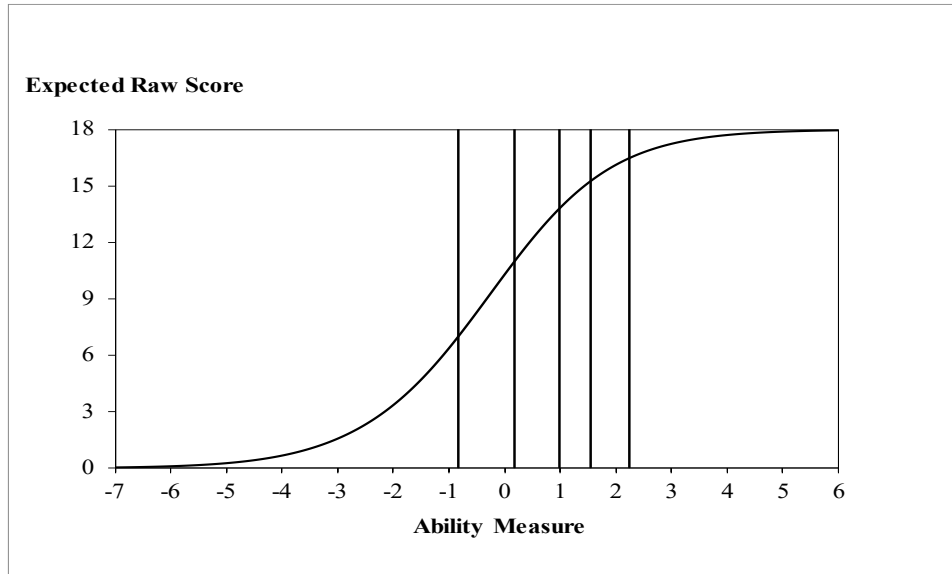
Figure 2.8.1.2.2. Test Characteristic Curve: L 2 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

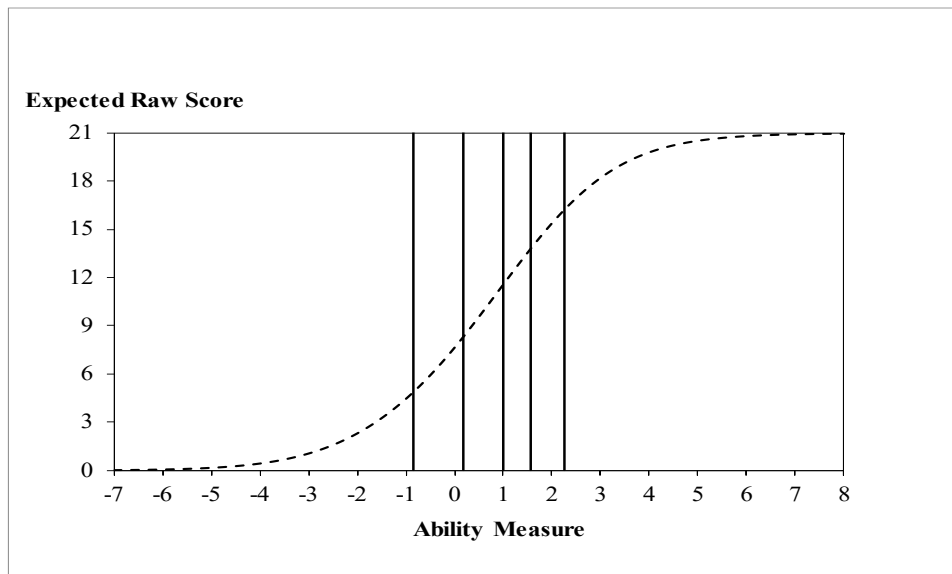
2.8.1.3 Grade 3

Figure 2.8.1.3.1. Test Characteristic Curve: L 3 A 603 Paper



Note: The test form is shared between 3A and 4-5A.

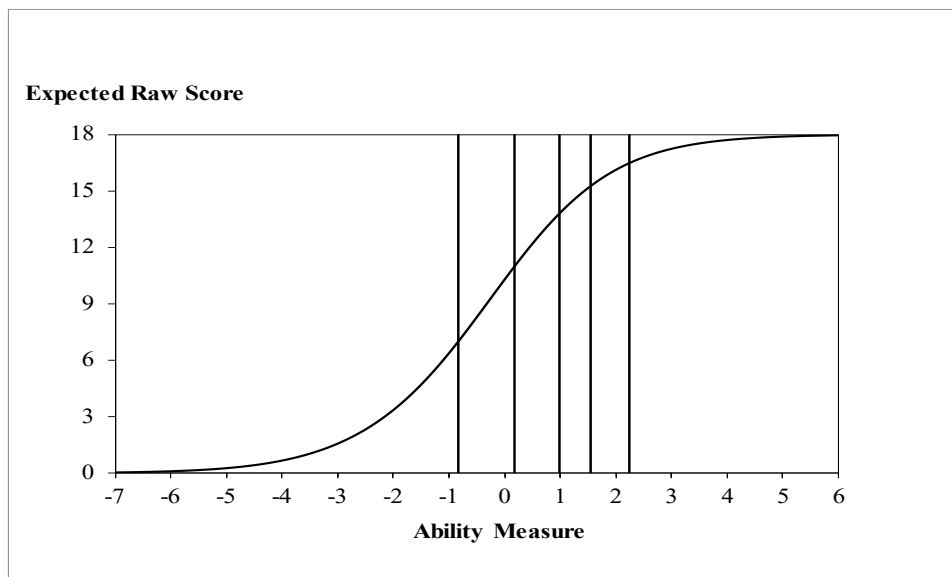
Figure 2.8.1.3.2. Test Characteristic Curve: L 3 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

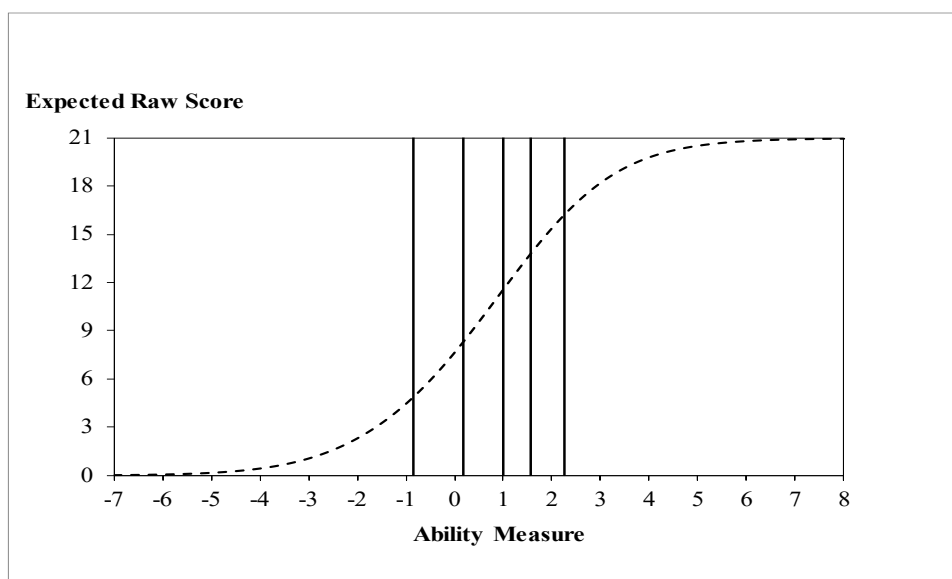
2.8.1.4 Grades 4-5

Figure 2.8.1.4.1. Test Characteristic Curve: L 4-5 A 603 Paper



Note: The test form is shared between 3A and 4-5A.

Figure 2.8.1.4.2. Test Characteristic Curve: L 4-5 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

2.8.1.5 Grades 6-8

Figure 2.8.1.5.1. Test Characteristic Curve: L 6-8 A 603 Paper

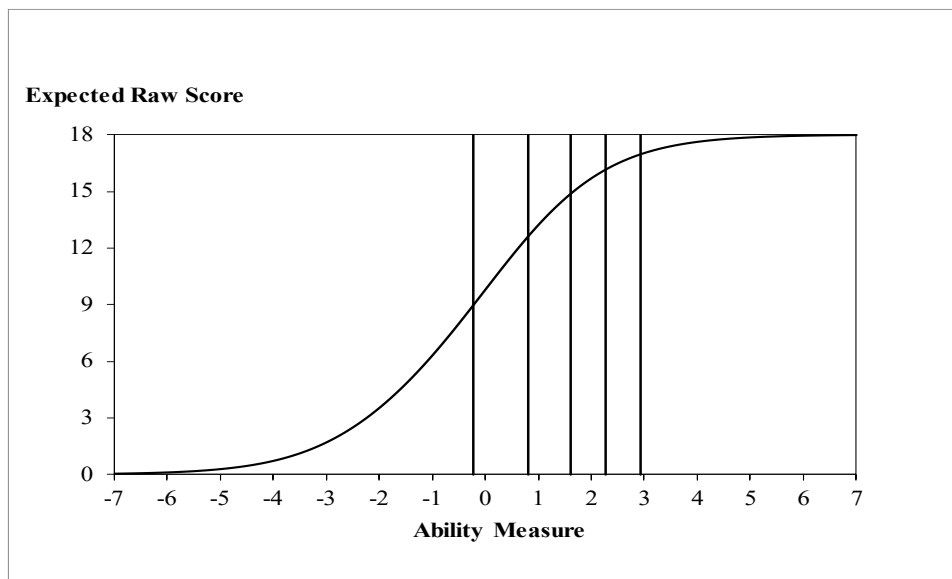
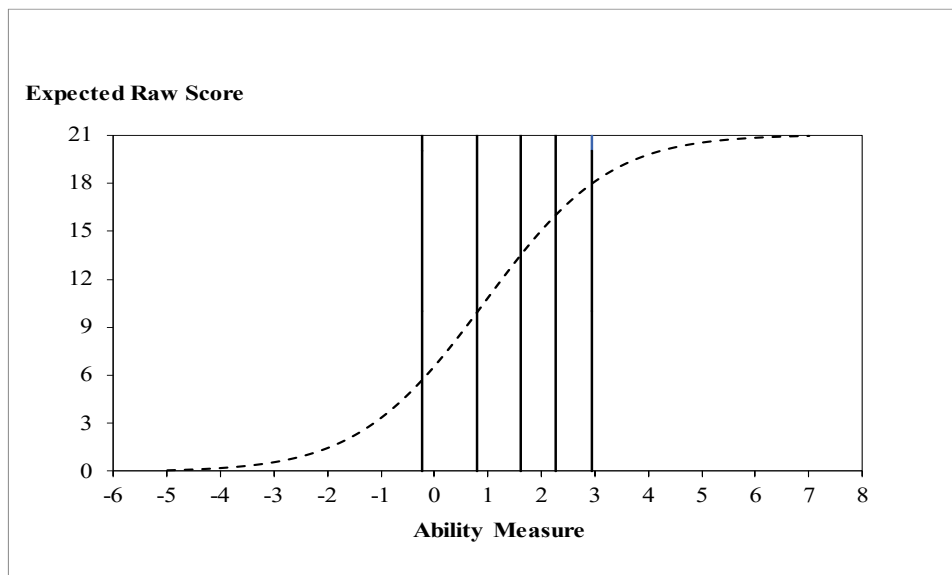


Figure 2.8.1.5.2. Test Characteristic Curve: L 6-8 B/C 603 Paper



2.8.1.6 Grades 9-12

Figure 2.8.1.6.1. Test Characteristic Curve: L 9-12 A 603 Paper

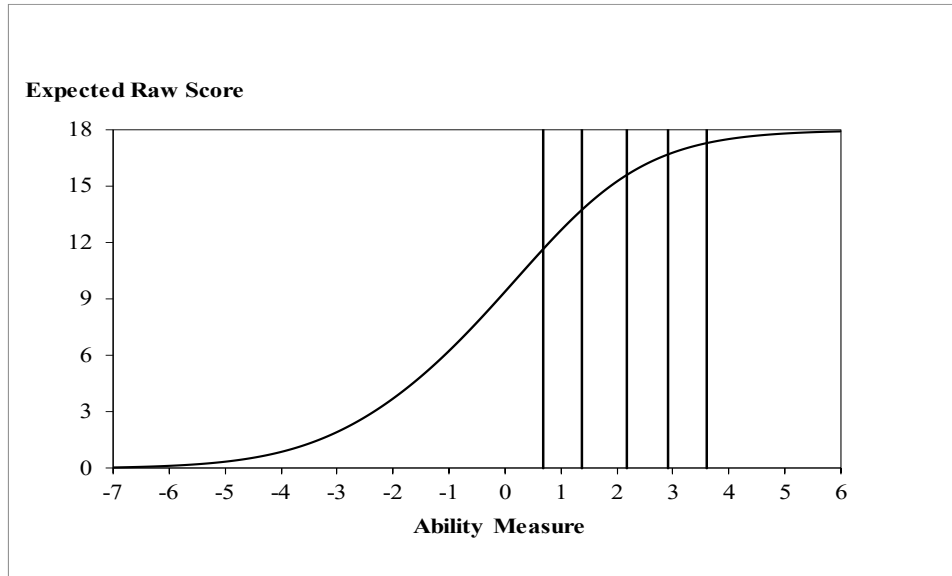
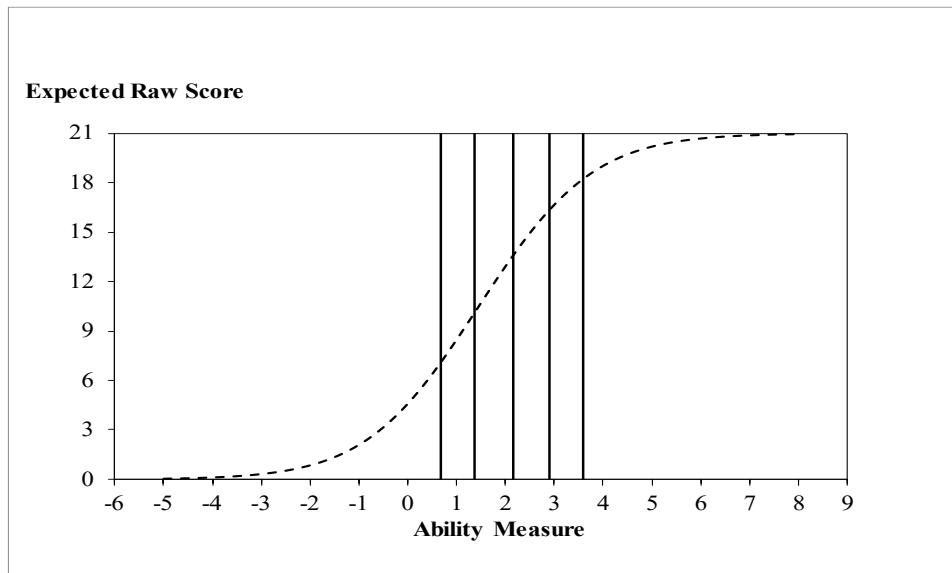


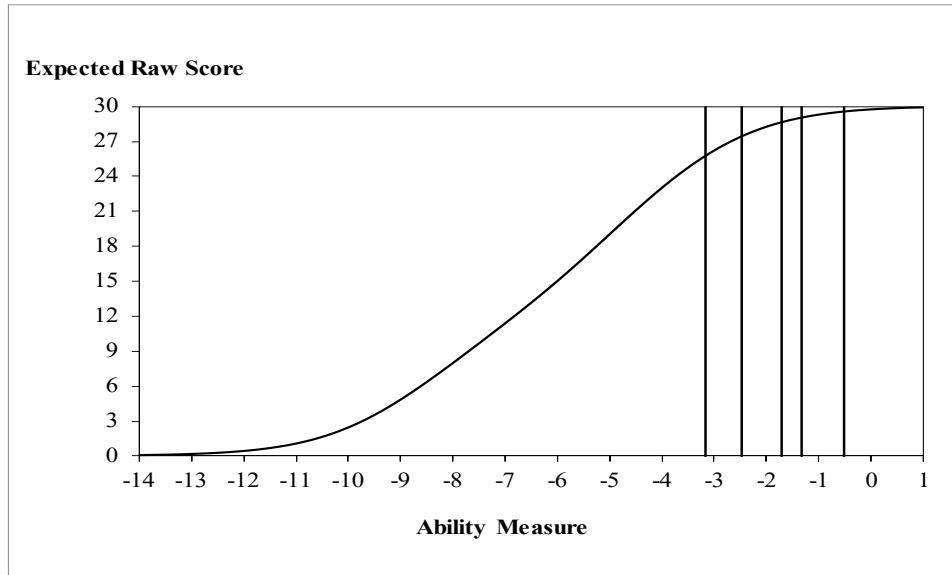
Figure 2.8.1.6.2. Test Characteristic Curve: L 9-12 B/C 603 Paper



2.8.2 Reading

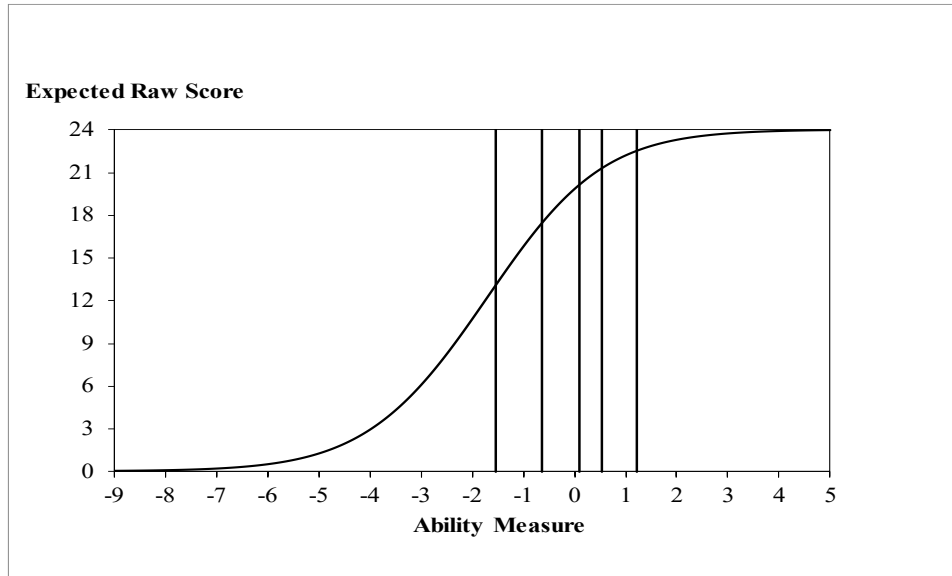
2.8.2.0 Kindergarten

Figure 2.8.2.0. Test Characteristic Curve: R K 603 Paper



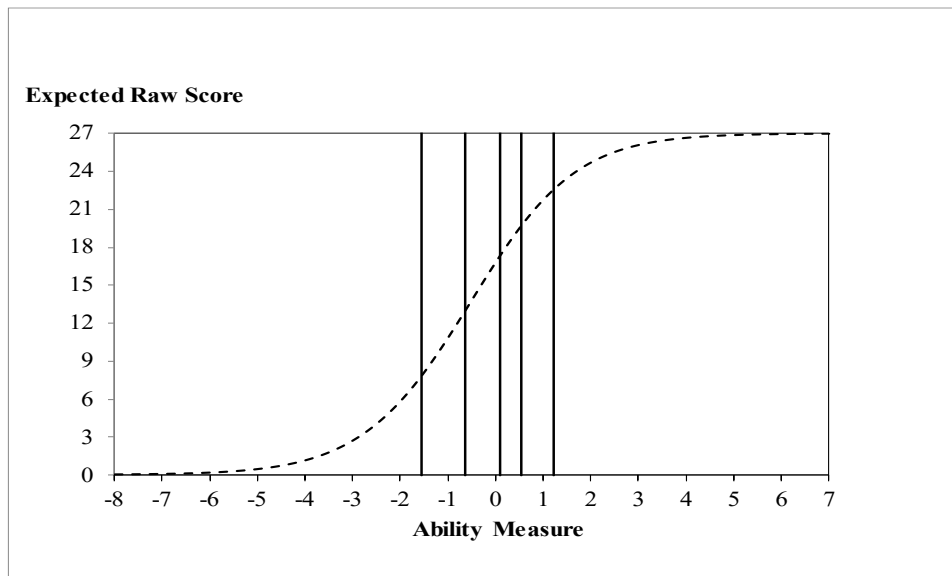
2.8.2.1 Grade 1

Figure 2.8.2.1.1. Test Characteristic Curve: R 1 A 603 Paper



Note: The test form is shared between 1A and 2A.

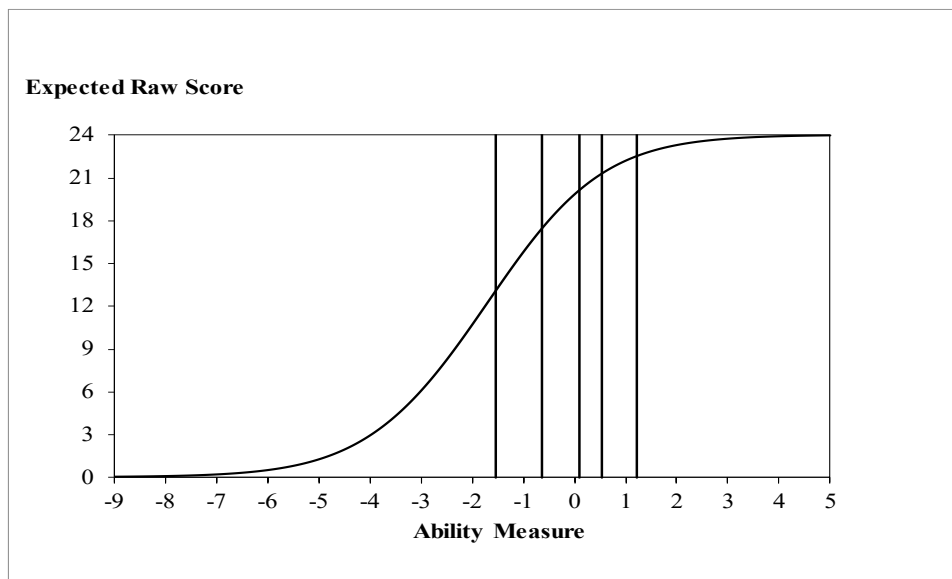
Figure 2.8.2.1.2. Test Characteristic Curve: R 1 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

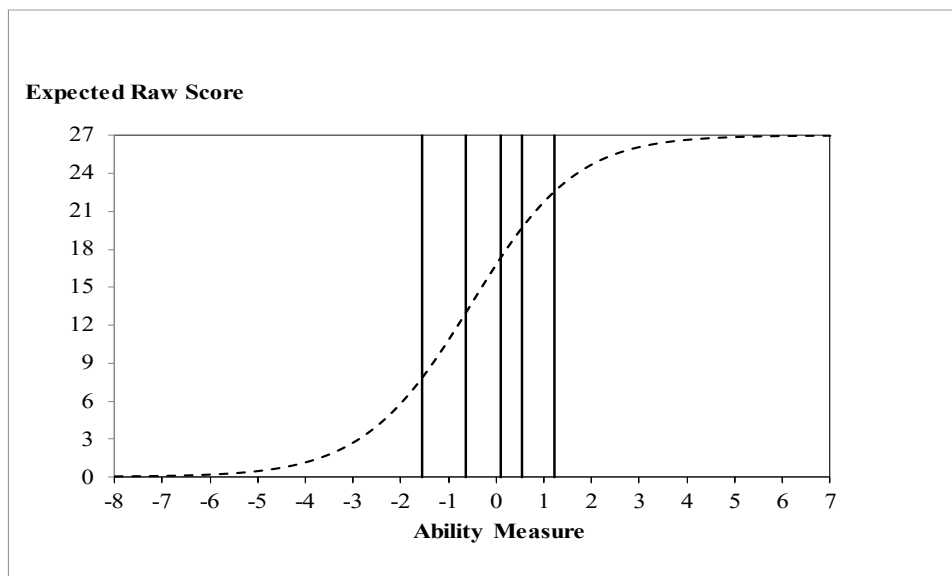
2.8.2.2 Grade 2

Figure 2.8.2.2.1. Test Characteristic Curve: R 2 A 603 Paper



Note: The test form is shared between 1A and 2A.

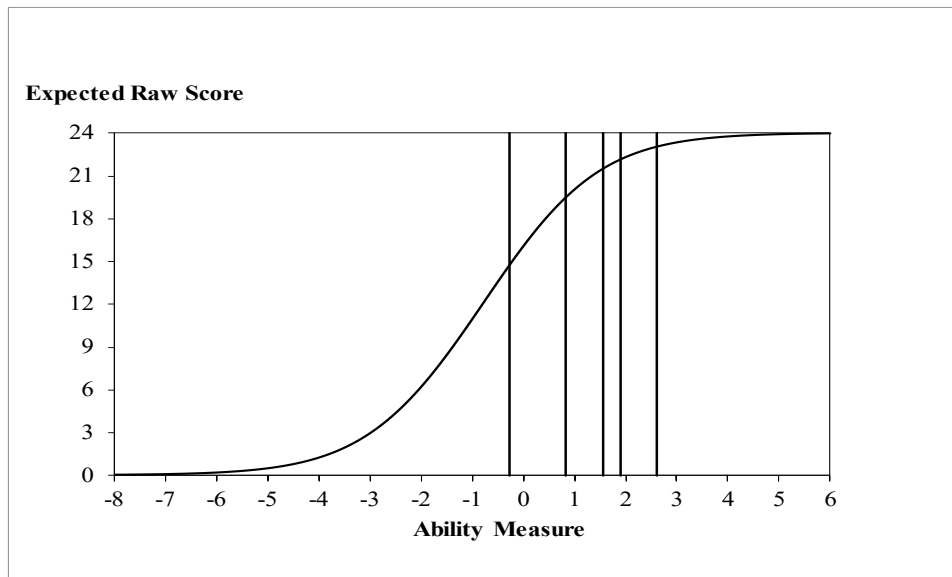
Figure 2.8.2.2.2. Test Characteristic Curve: R 2 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

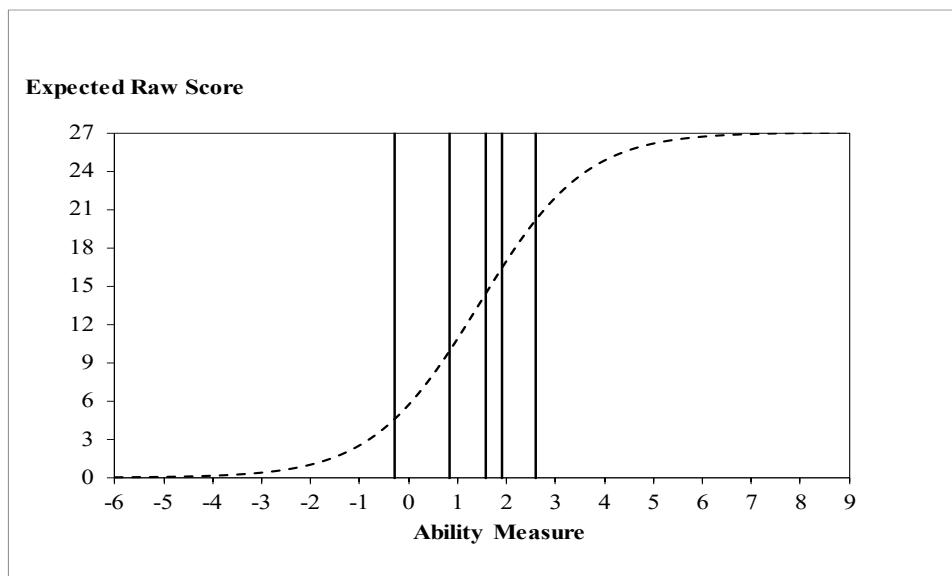
2.8.2.3 Grade 3

Figure 2.8.2.3.1. Test Characteristic Curve: R 3 A 603 Paper



Note: The test form is shared between 3A and 4-5A.

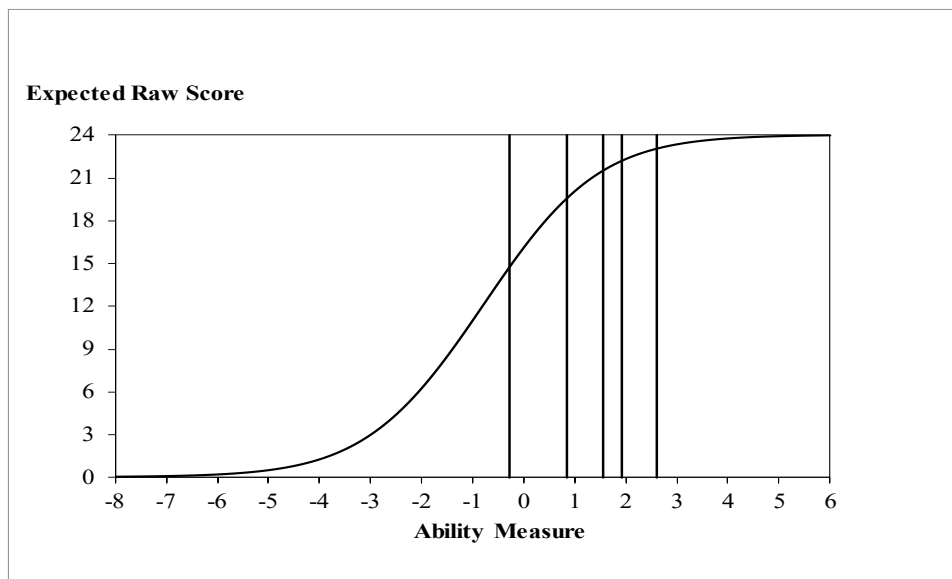
Figure 2.8.2.3.2. Test Characteristic Curve: R 3 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

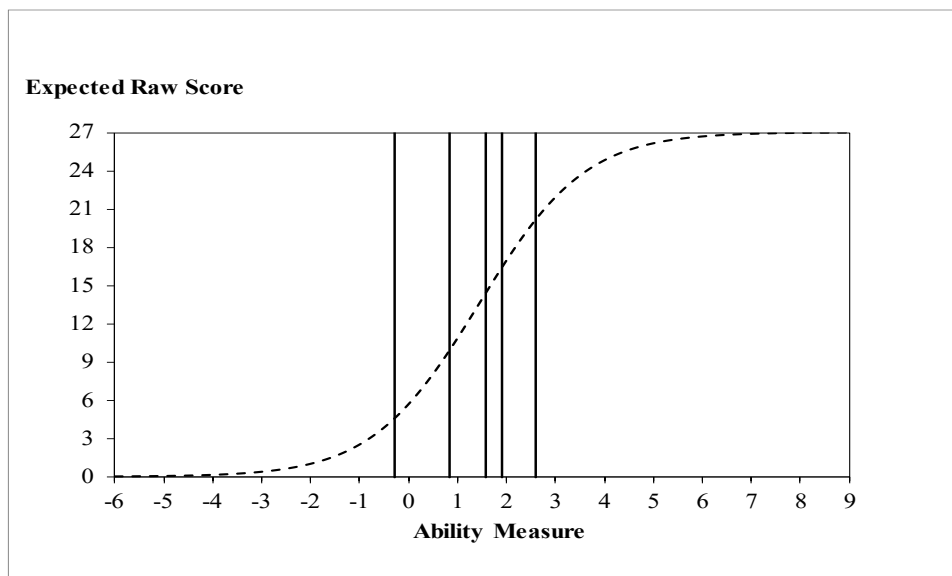
2.8.2.4 Grades 4-5

Figure 2.8.2.4.1. Test Characteristic Curve: R 4-5 A 603 Paper



Note: The test form is shared between 3A and 4-5A.

Figure 2.8.2.4.2. Test Characteristic Curve: R 4-5 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

2.8.2.5 Grades 6-8

Figure 2.8.2.5.1. Test Characteristic Curve: R 6-8 A 603 Paper

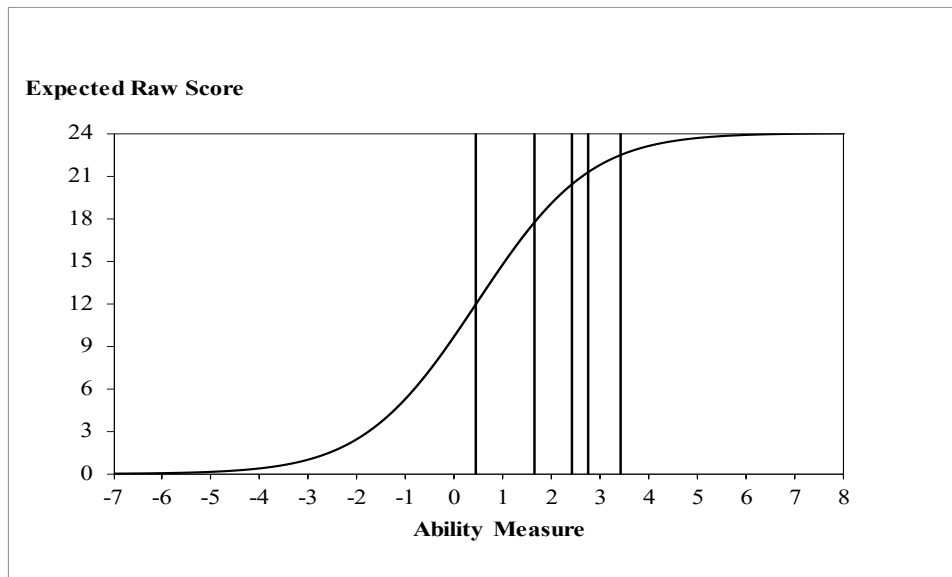
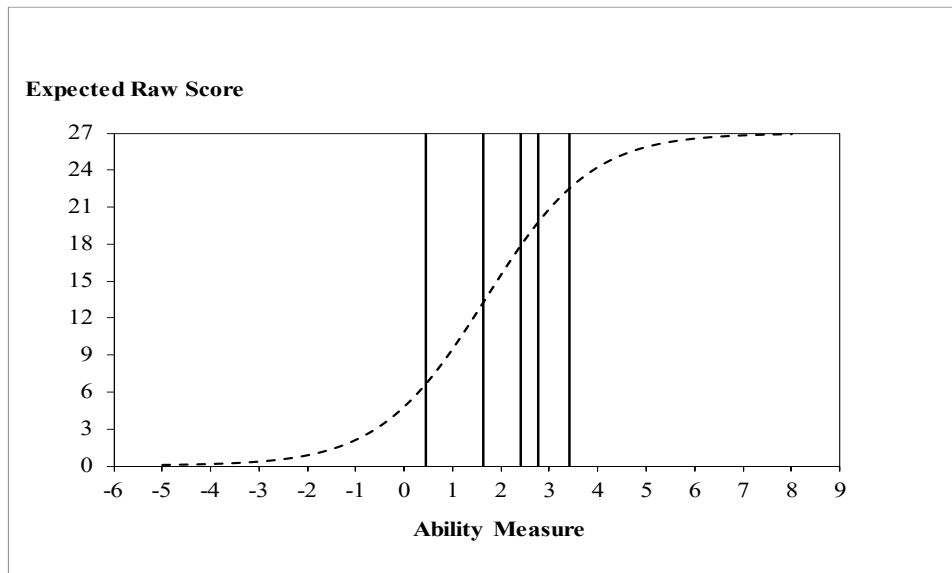


Figure 2.8.2.5.2. Test Characteristic Curve: R 6-8 B/C 603 Paper



2.8.2.6 Grades 9-12

Figure 2.8.2.6.1. Test Characteristic Curve: R 9-12 A 603 Paper

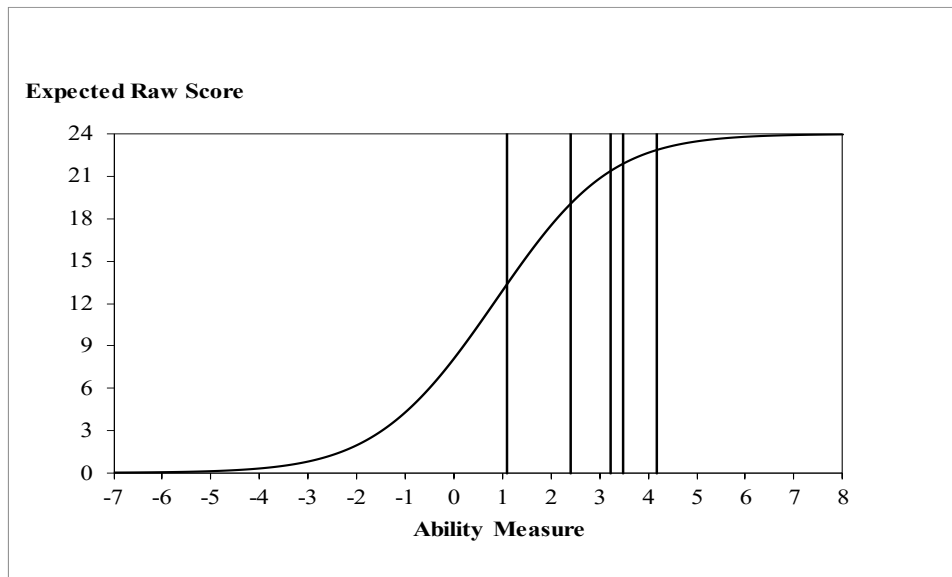
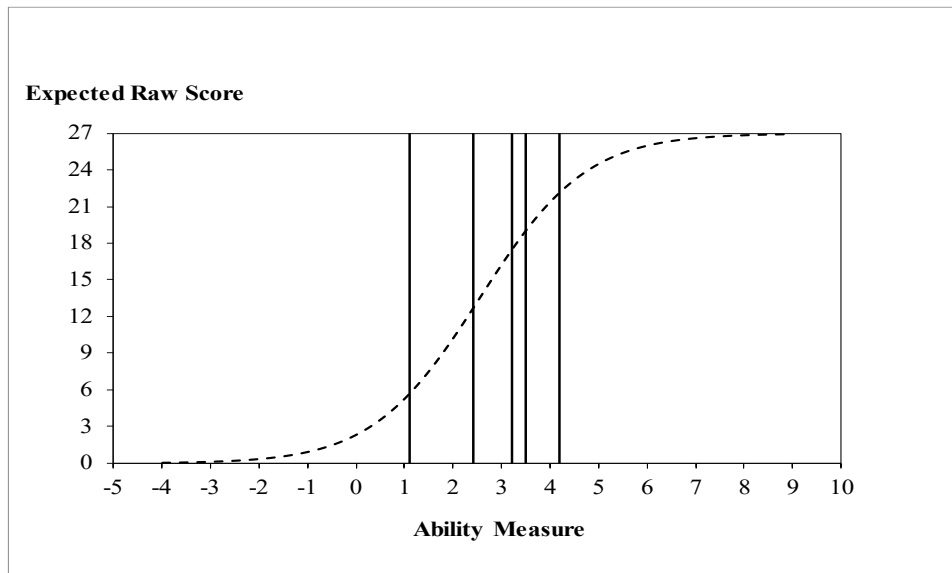


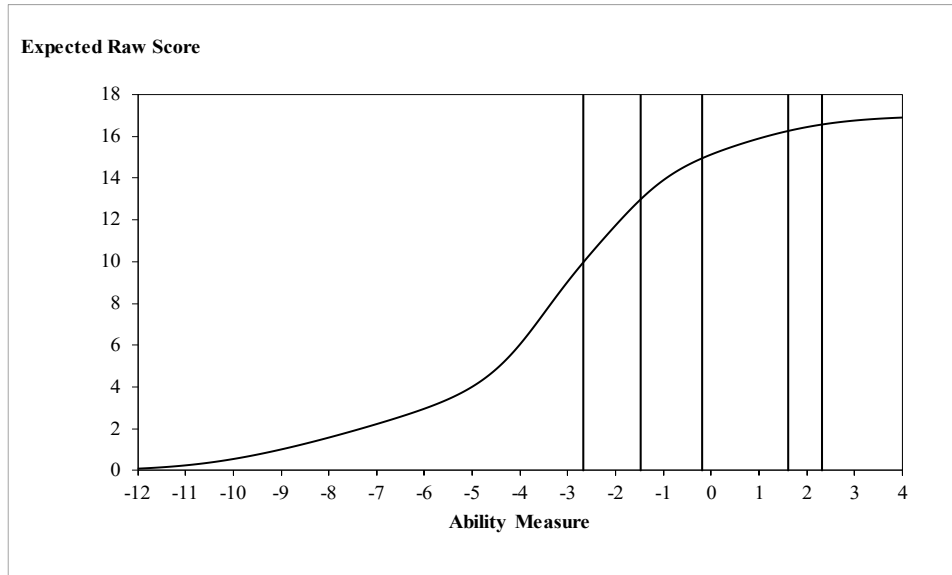
Figure 2.8.2.6.2. Test Characteristic Curve: R 9-12 B/C 603 Paper



2.8.3 Writing

2.8.3.0 Kindergarten

Figure 2.8.3.0. Test Characteristic Curve: W K 603 Paper



2.8.3.1 Grade 1

Figure 2.8.3.1.1. Test Characteristic Curve: W 1 A 603 Paper

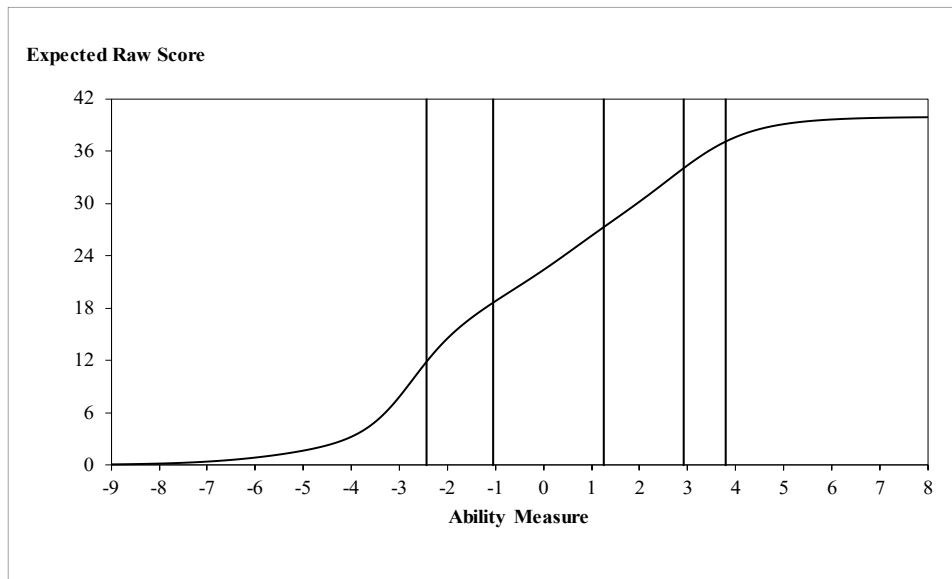
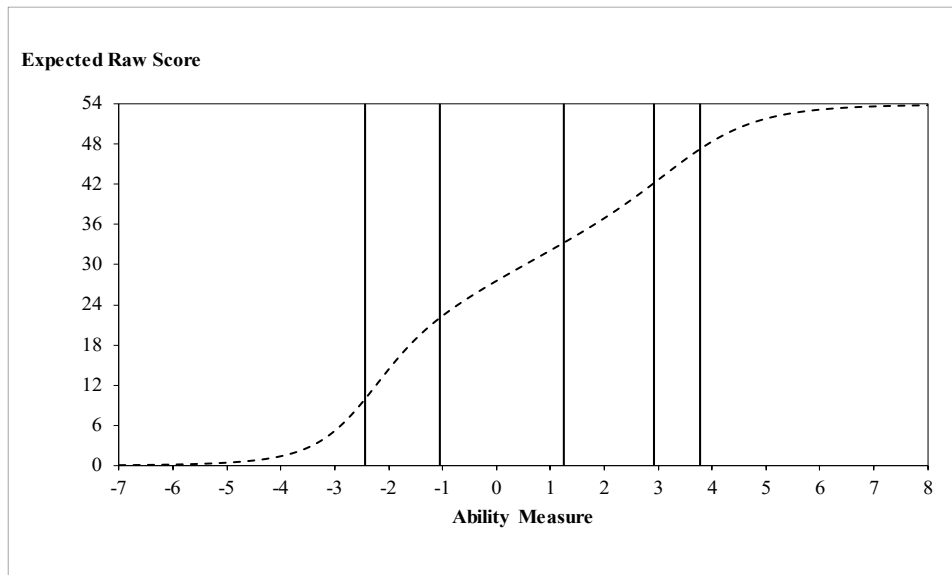
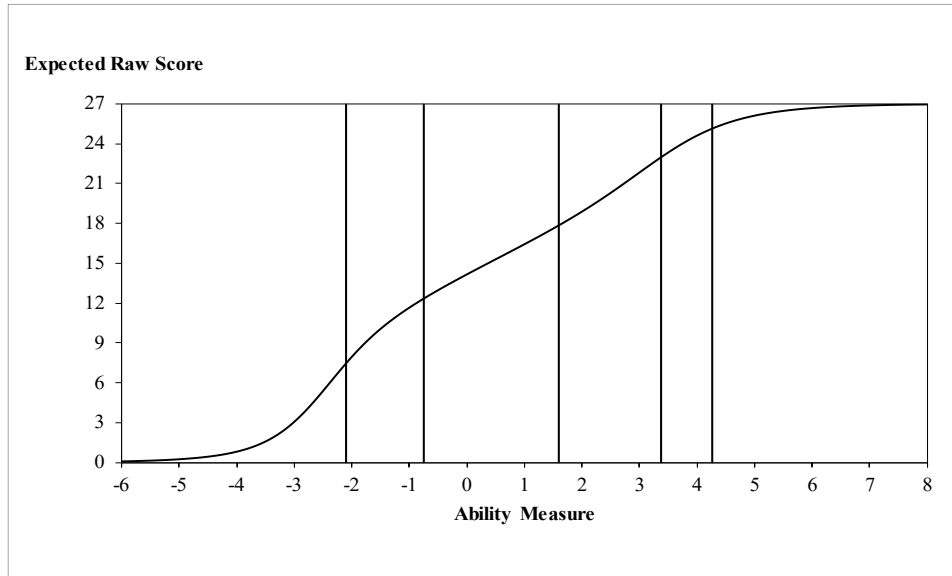


Figure 2.8.3.1.2. Test Characteristic Curve: W 1 B/C 603 Paper



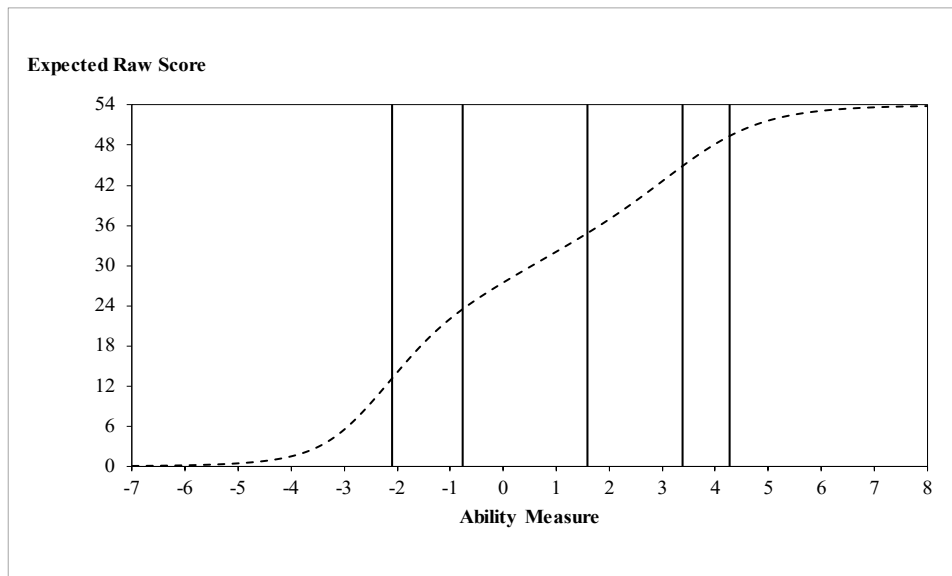
2.8.3.2 Grade 2

Figure 2.8.3.2.1. Test Characteristic Curve: W 2 A 603 Paper



Note: The test form is shared between 2A and 3A.

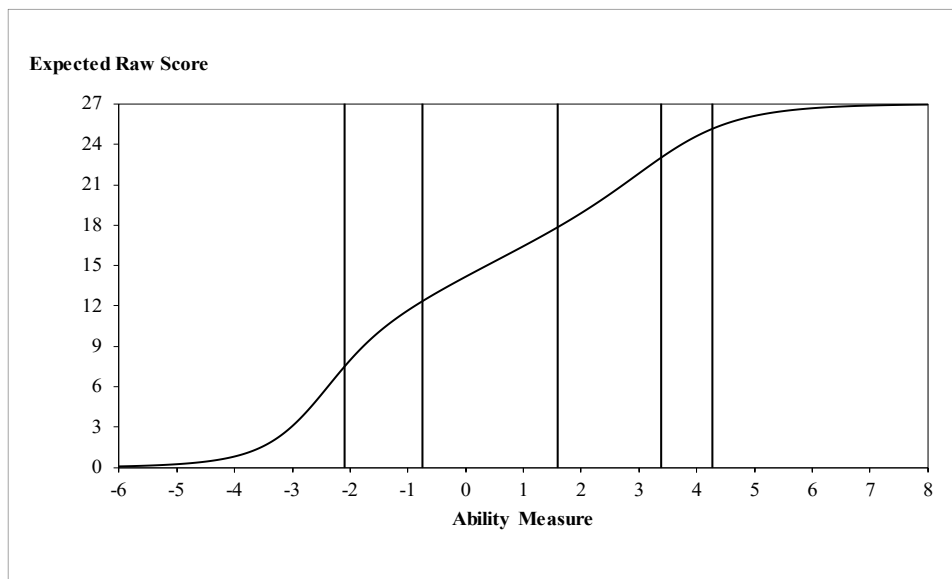
Figure 2.8.3.2.2. Test Characteristic Curve: W 2 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

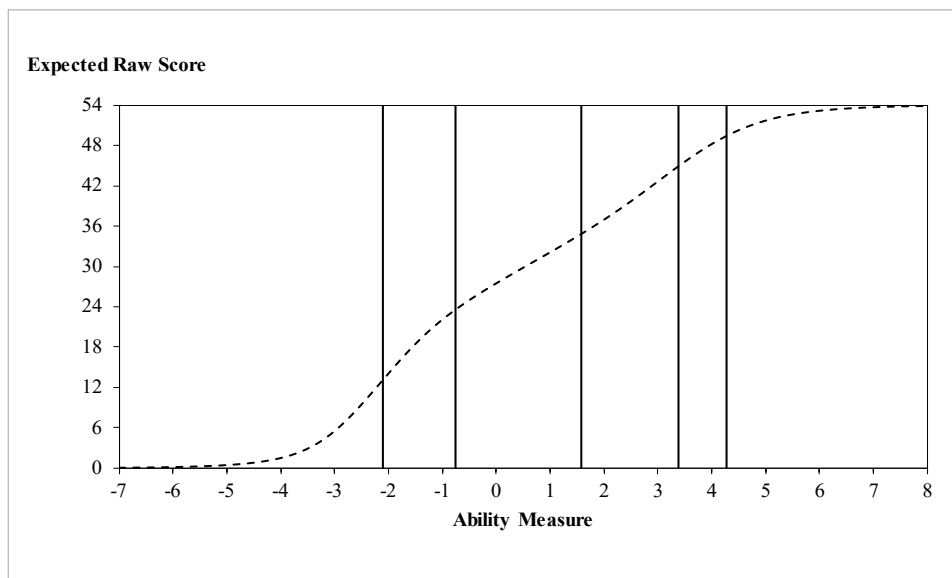
2.8.3.3 Grade 3

Figure 2.8.3.3.1. Test Characteristic Curve: W 3 A 603 Paper



Note: The test form is shared between 2A and 3A.

Figure 2.8.3.3.2. Test Characteristic Curve: W 3 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

2.8.3.4 Grades 4-5

Figure 2.8.3.4.1. Test Characteristic Curve: W 4-5 A 603 Paper

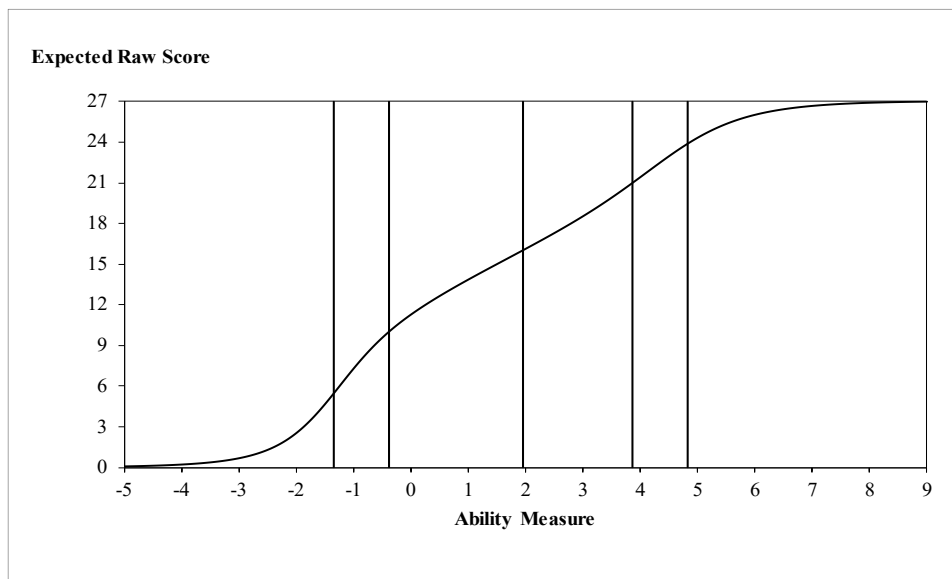
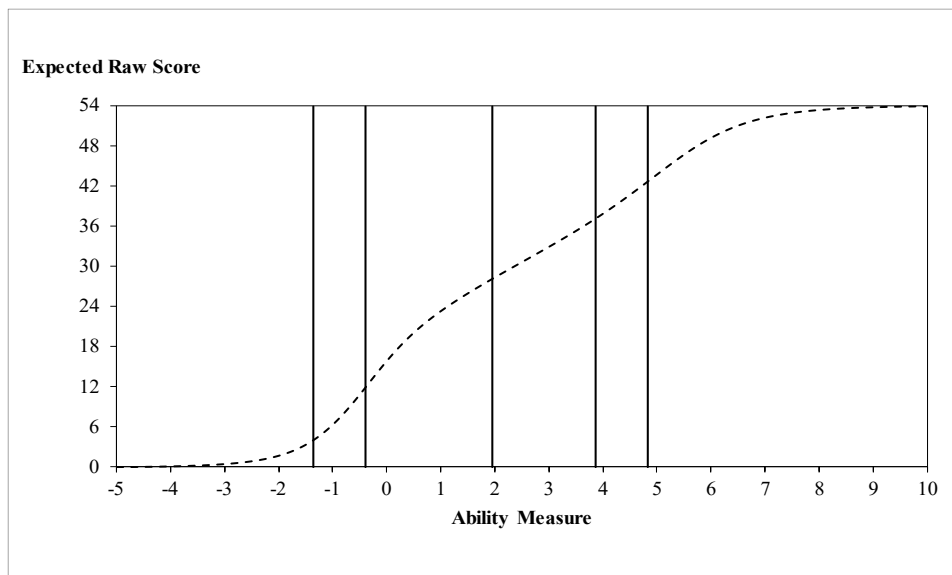


Figure 2.8.3.4.2. Test Characteristic Curve: W 4-5 B/C 603 Paper



2.8.3.5 Grades 6-8

Figure 2.8.3.5.1. Test Characteristic Curve: W 6-8 A 603 Paper

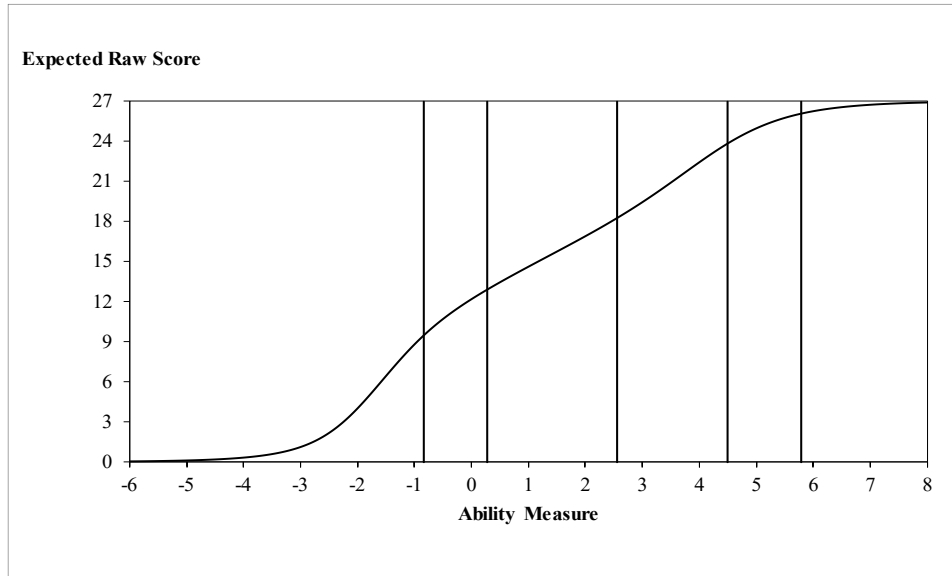
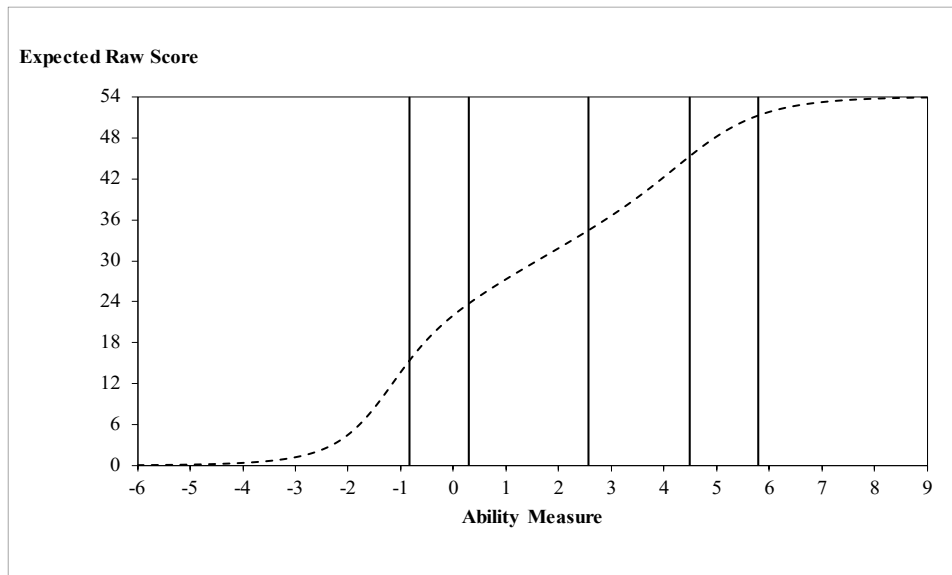


Figure 2.8.3.5.2. Test Characteristic Curve: W 6-8 B/C 603 Paper



2.8.3.6 Grades 9-12

Figure 2.8.3.6.1. Test Characteristic Curve: W 9-12 A 603 Paper

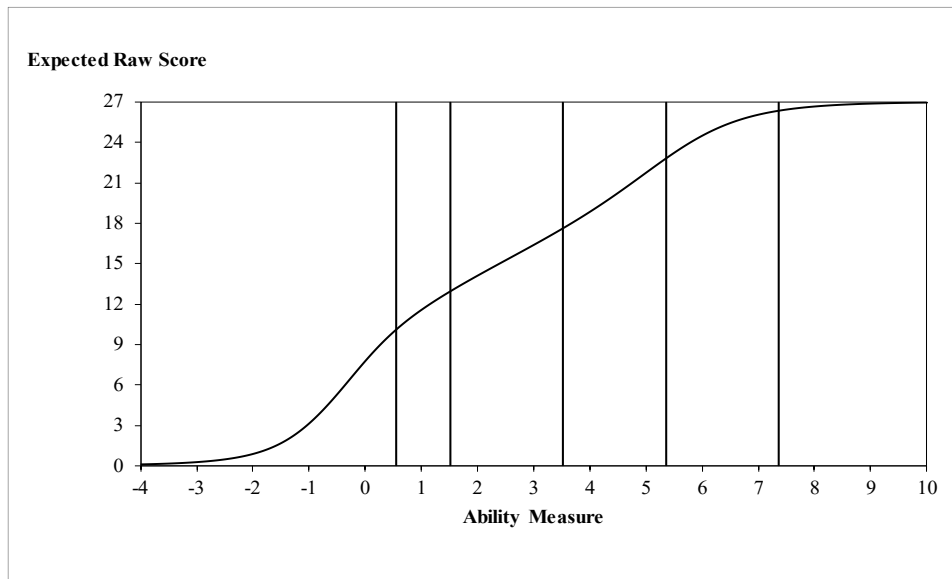
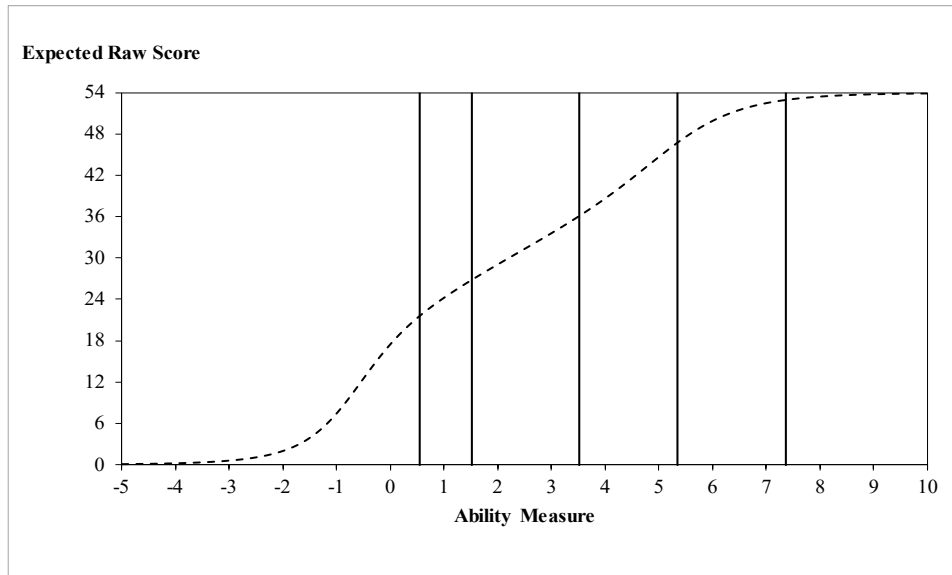


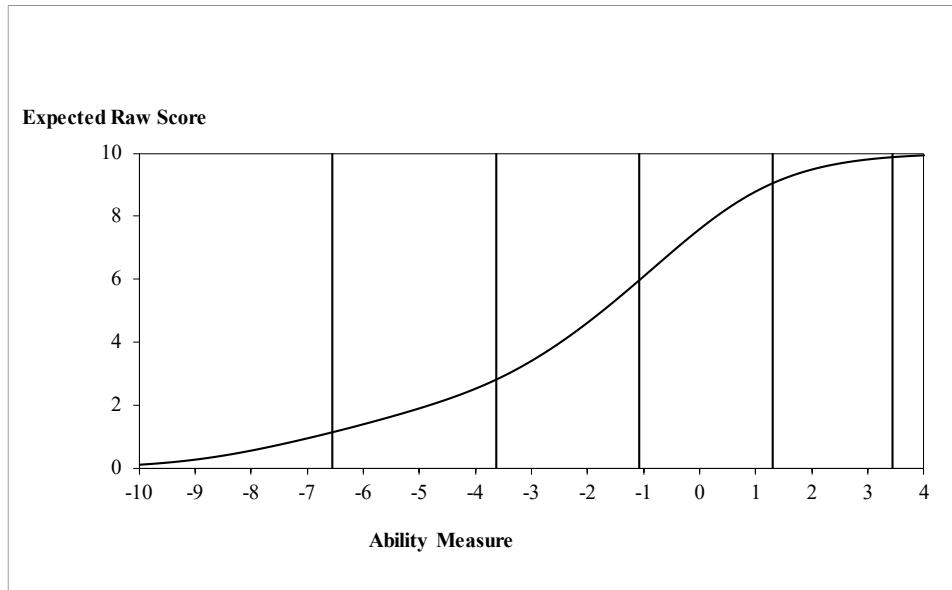
Figure 2.8.3.6.2. Test Characteristic Curve: W 9-12 B/C 603 Paper



2.8.4 Speaking

2.8.4.0 Kindergarten

Figure 2.8.4.0. Test Characteristic Curve: S K 6033 Paper



2.8.4.1 Grade 1

Figure 2.8.4.1.1. Test Characteristic Curve: S 1 A 603 Paper

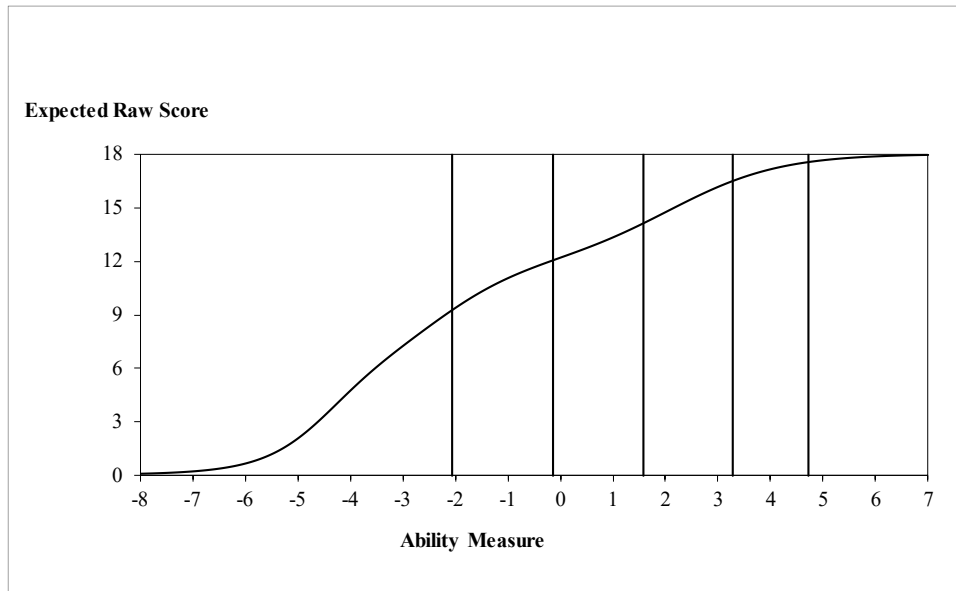
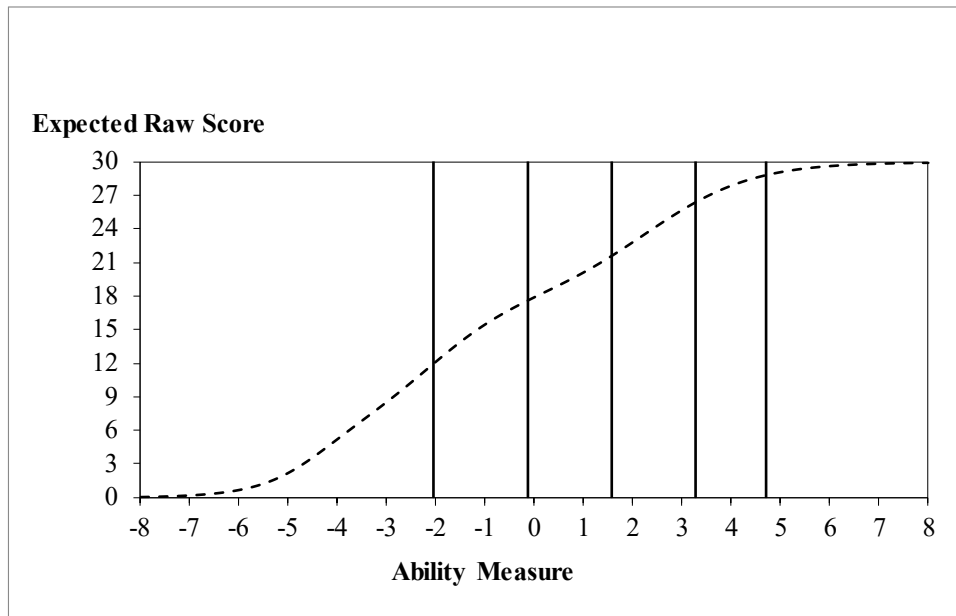
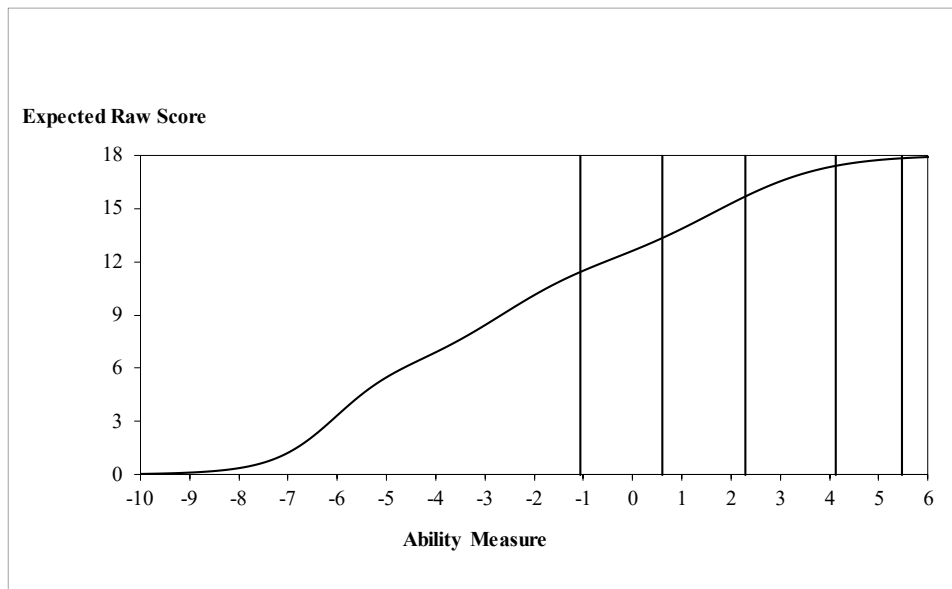


Figure 2.8.4.1.2. Test Characteristic Curve: S 1 B/C 603 Paper



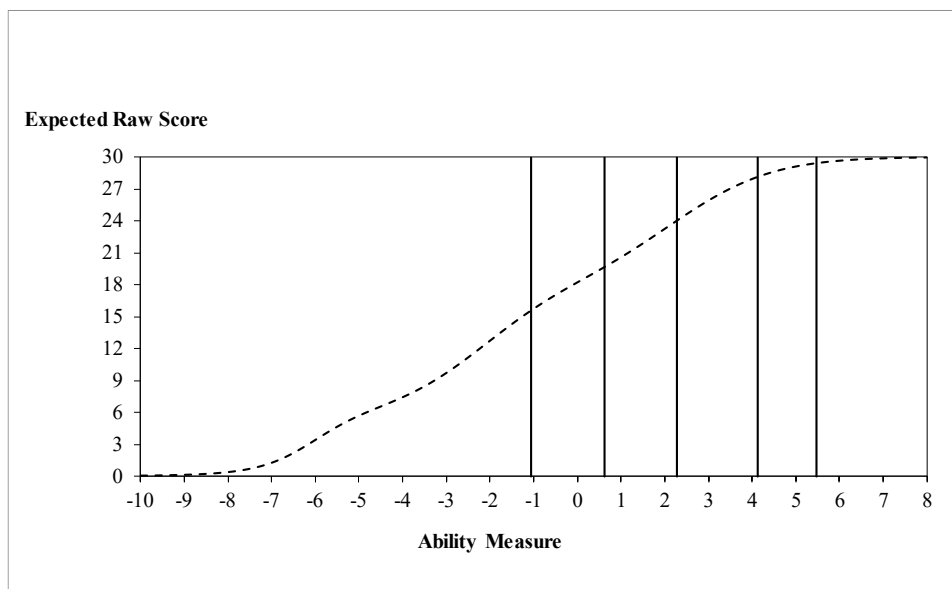
2.8.4.2 Grade 2

Figure 2.8.4.2.1. Test Characteristic Curve: S 2 A 603 Paper



Note: The test form is shared between 2A and 3A.

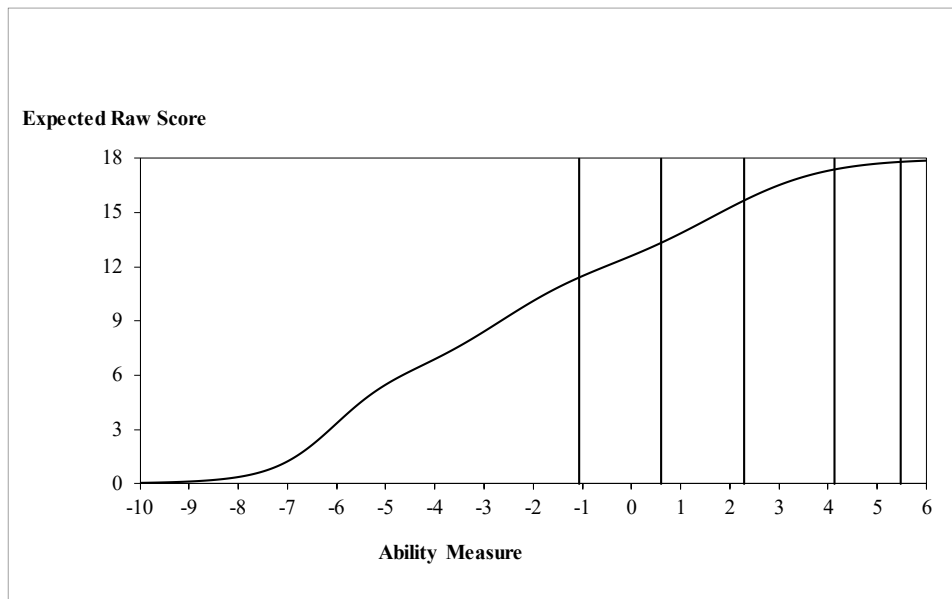
Figure 2.8.4.2.2. Test Characteristic Curve: S 2 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

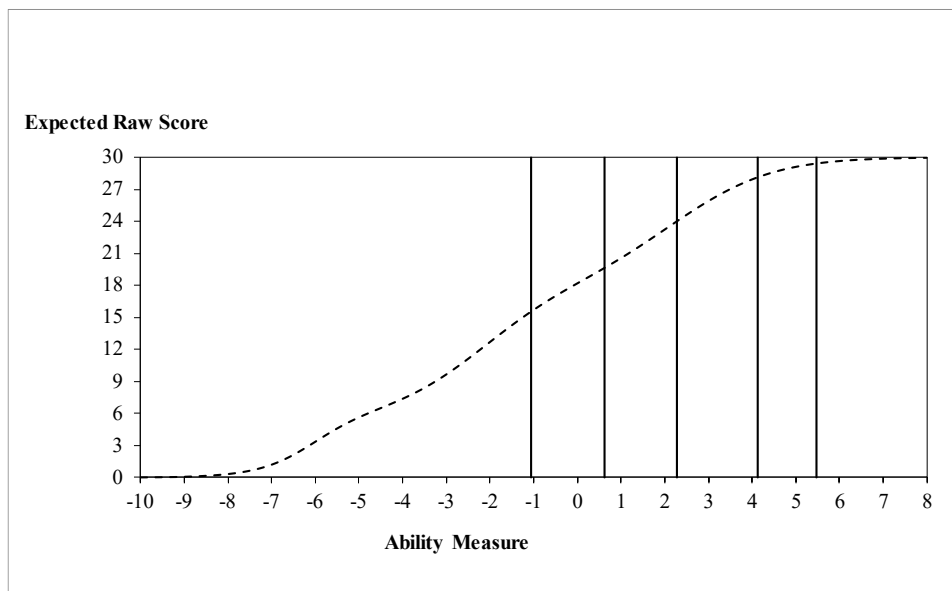
2.8.4.3 Grade 3

Figure 2.8.4.3.1. Test Characteristic Curve: S 3 A 603 Paper



Note: The test form is shared between 2A and 3A.

Figure 2.8.4.3.2. Test Characteristic Curve: S 3 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

2.8.4.4 Grades 4-5

Figure 2.8.4.4.1. Test Characteristic Curve: S 4-5 A 603 Paper

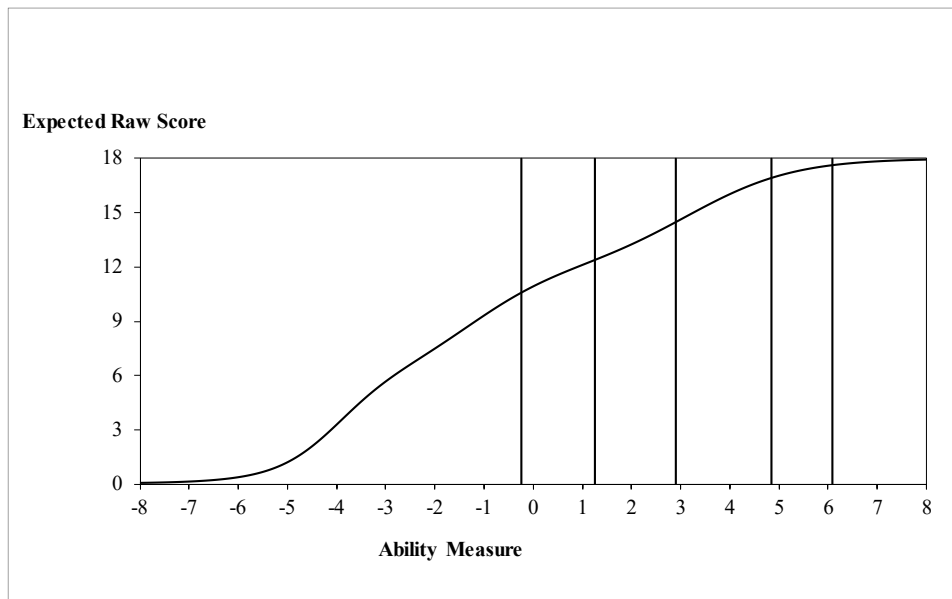
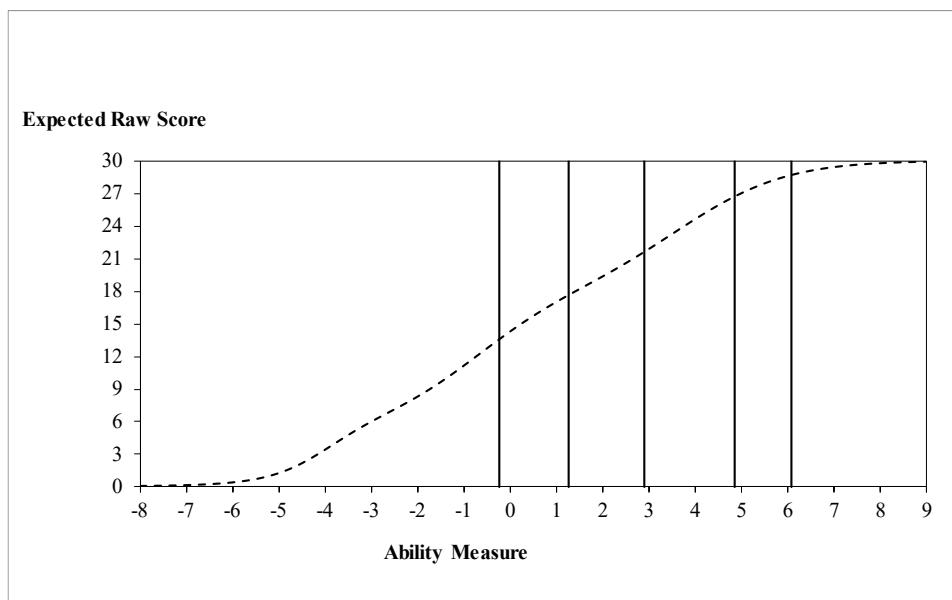


Figure 2.8.4.4.2. Test Characteristic Curve: S 4-5 B/C 603 Paper



2.8.4.5 Grades 6-8

Figure 2.8.4.5.1. Test Characteristic Curve: S 6-8 A 603 Paper

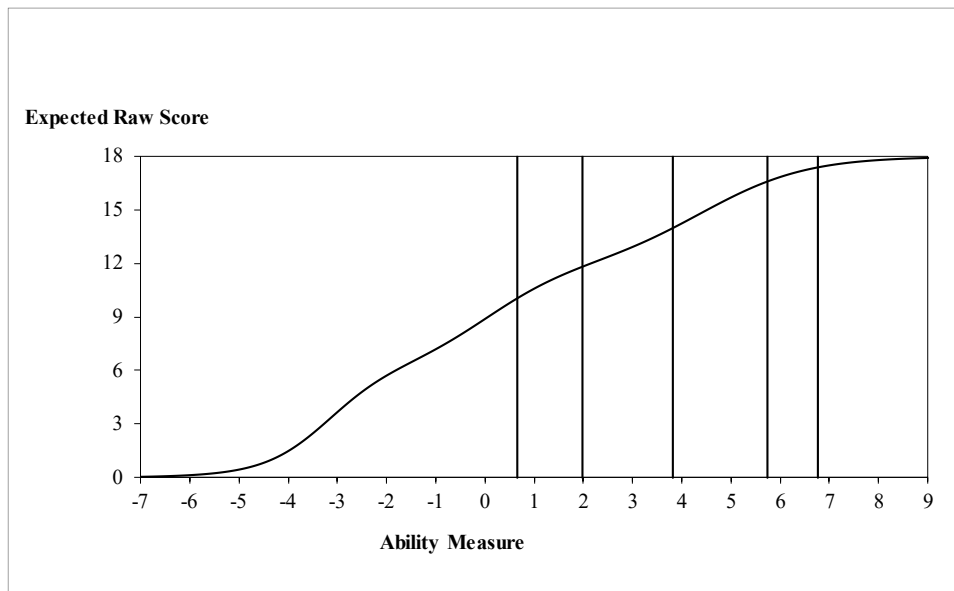
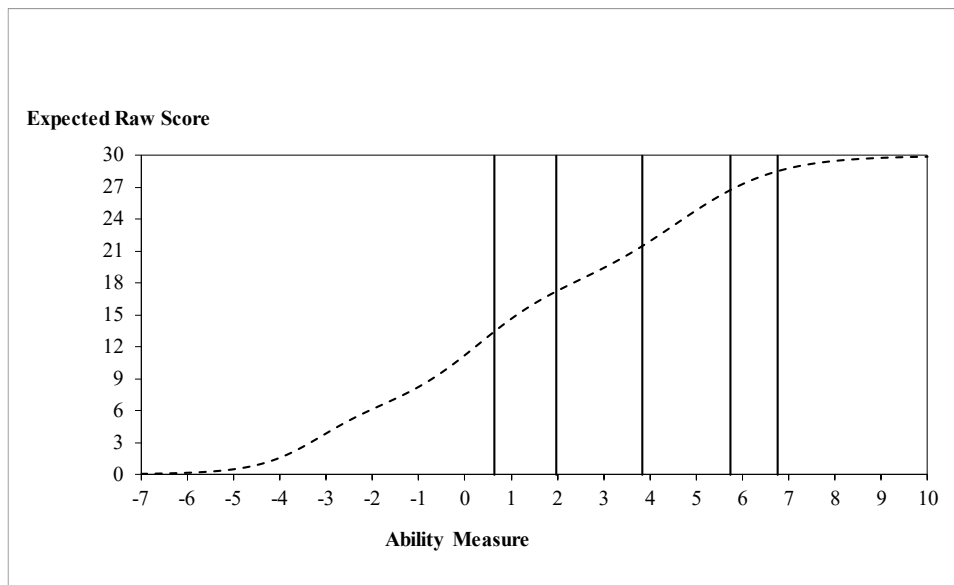


Figure 2.8.4.5.2. Test Characteristic Curve: S 6-8 B/C 603 Paper



2.8.4.6 Grades 9-12

Figure 2.8.4.6.1. Test Characteristic Curve: S 9-12 A 603 Paper

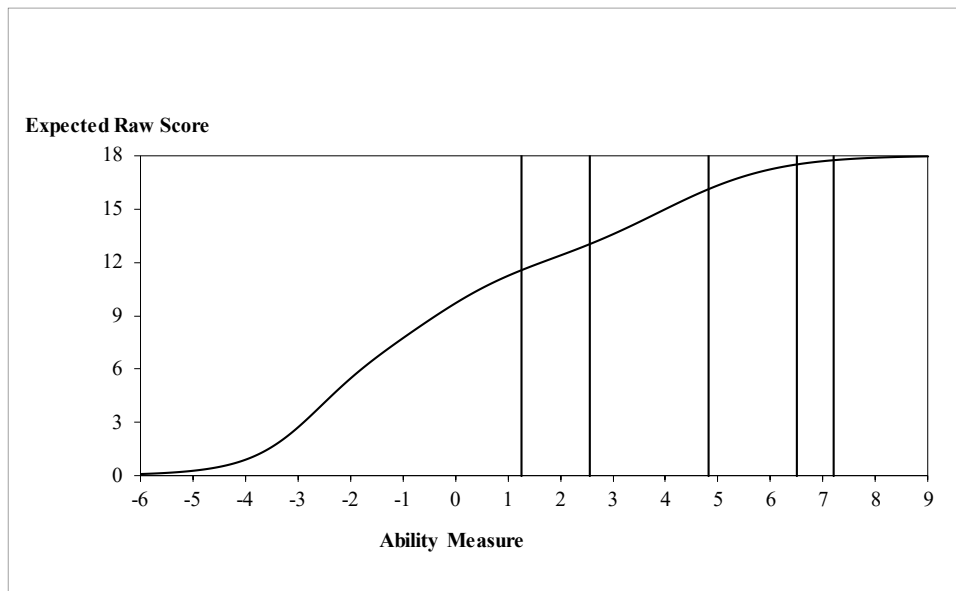
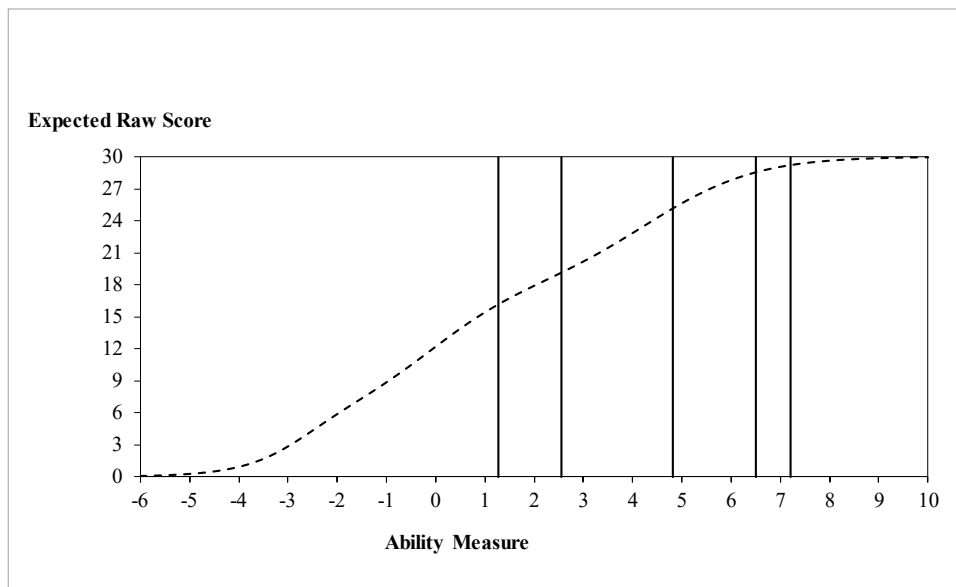


Figure 2.8.4.6.2. Test Characteristic Curve: S 9-12 B/C 603 Paper



2.9 Test Information Function

With the Rasch measurement model, as with any measurement model following item response theory, one can use the item information function (Lord, 1980) to model the relationship between the ability measure (in logits) and the accuracy of the ability measure by item. The item information function indicates the amount of information we have about the ability estimate provided by the item, as a function of the ability level. The more information we have about the ability estimate, the more confident we are about the ability estimate. If the amount of information is large, we can estimate the student whose true ability is at that level with a higher degree of certainty, and all the estimates will be close to the true values. Conversely, if the amount of information is small, we can estimate the student whose true ability is at that level with a lower degree of certainty, and estimates may be further away from the true values.

The **item/task information function** indicates the amount of information student responses to that item (or task) provide to help reduce uncertainty regarding a student's true ability measure. The more information we have about the ability measure, the more confident we can be in that estimate of the student's ability. If the amount of information is large, that means that we have estimated with a higher degree of certainty a student whose true ability is at that level. Therefore, the ability measures for students whose scores lie within that region of the ability continuum will be close to their true values. Conversely, if the amount of information is small, that means that we have estimated with a lower degree of certainty the student whose true ability is at that level. Consequently, the ability measures for students whose scores lie within that region of the ability continuum may be further away from their true values.

Mathematically, the amount of item information at a given ability level is the reciprocal of the variance of the ability estimate at the level for the item. In other words, item information value is the inverse squared of the standard errors of measurement of a given ability measure for the item. Therefore, for that item (or task), the information value also provides information about the precision of the ability measure along the ability continuum.

The **test information function** (TIF) aggregates the item information functions across all the items on the test form or item pool. Since the item information value is the inverse squared of the standard errors of measurement of a given ability measure for the item, the test information value reflects the standard errors of measurement of a given ability level for the test. When the TIF is presented graphically as the test information curve, it shows how well the test is measuring across the continuum of student ability in terms of the amount of information, certainty, or the amount of measurement precision the test provides at each ability level. The higher the curve, the more information the test provides at the ability level.

Since the TIF is the sum of all item/task information functions on the test form (Lord, 1980), the TIF depends on the information functions (Lord, 1980) of the individual items/tasks included on the test form or in the item pool. The shape of the test information curve depends on several factors, including the number and characteristics of items/tasks, the item response theory used, and the values of the item/task parameters. With some exceptions, there is a general pattern to the shape of test information curves. Test information curves peak in the region of the student ability continuum where the test provides higher discrimination and more

precise measurement as compared to other regions where the curve is less peaked, normally at the lower and upper ends of the ability continuum. When the test form consists of multiple-choice items such as in the Listening and Reading domains, the test information curve is usually unimodal.

The parameter values for the individual categories on the scoring tools that raters use to evaluate students' responses to the tasks, in addition to the factors mentioned earlier, affect the shape of the test information curves for the Writing and Speaking tests. Accordingly, some refer to these test information curves as "category information functions" (Engelhard & Wind, 2018). The scoring scales that the raters use have more score categories than the scoring schemes used for evaluating students' responses to multiple-choice items, which typically have just two categories: "right" and "wrong." Additionally, we designed scoring scales to measure a wide range of student performance on a task. Consequently, the resulting adjacent score category boundaries may not be equidistant, and, indeed, in some cases, they may even be far apart if raters assign few scores in certain categories. In this situation, a test information curve will have one (or more) dips in the region(s) between the adjacent score category boundaries, indicating the loss of information in the corresponding ability range(s) and a decrease in the amount of information that certain score categories provide (Engelhard & Wind, 2018).

Therefore, the shape of a test information curve for an ACCESS Writing or Speaking test may not be unimodal and instead may have two (or more) peaks. For example, suppose that a test information curve reveals a dip in the region of the student writing ability continuum where raters would have assigned a score of 3. That suggests that students who received a score of 3 may have displayed potentially substantively meaningful differences in writing ability that the raters were not able to adequately distinguish when they used the 9-point Writing Scoring Scale to assign scores, or that the score categories did not describe salient characteristics of students' writing that would make it possible for the raters to distinguish reliability among the students' responses in that region of the student ability continuum (Engelhard & Wind, 2018, pp. 316–319). The ACCESS Writing and Speaking tests are not the only assessments that have test information curves with these unusual shapes. The test information curves for other tests composed of open-ended tasks, such as the National Assessment of Educational Progress Writing assessment, also show a similar "dipping" pattern (Muraki, 1993).

The figures in this section plot the TIFs and graphically depict the amount of information that the test provided across the continuum of student ability. For each test form, the five vertical lines in the figure indicate the ACCESS cut scores for the highest grade in each grade-level cluster, dividing the figure into six sections denoting the WIDA proficiency levels (PL 1–PL 6) for the domain. The test information curve and the corresponding ACCESS cut-score lines are both expressed on the ACCESS logit scale.

The inclusion of the ACCESS cut-score lines in these figures is meant only to facilitate the visual interpretation of the test information curves relative to the ACCESS cut scores by domains. These lines provide a benchmark for WIDA and CAL assessment experts to examine the ability range for which each test seems to be more (or less) accurate in estimating student ability. Readers should note that most states that use ACCESS for ELLs do not make reclassification decisions based solely on students' domain scale scores. Rather, most of these states set their reclassification (or exit) criterion based on a student's Overall composite scale

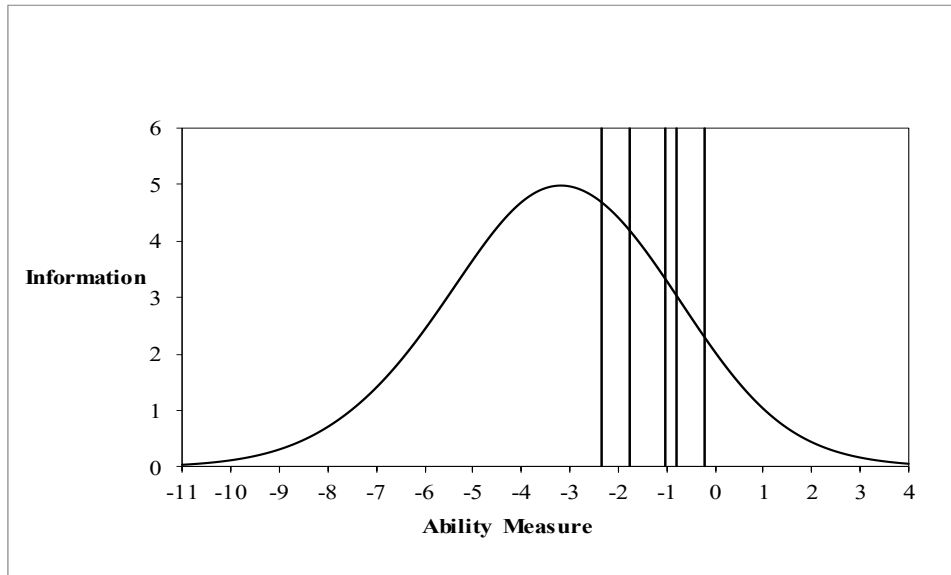
score, which is a weighted sum of a student's four domain scale scores. Only a few states use those four domain scale scores in addition to the student's Overall composite scale score when making a reclassification decision. Therefore, from the WIDA policy perspective, it is more important to ensure that we minimize the measurement error near the cut score that most states use to set their reclassification criterion on the Overall composite scale score. We report the conditional standard errors of measurement (CSEMs) for the Overall composite scale scores in Section 5.6.

In addition to the TIF graphs by tier, we provide plots of the TIFs across tiers, by grade-level cluster, in the same graph. In addition to graphs presenting the TIF curves for Tiers Pre-A, A, and B/C separately, we also provide a graphic presentation of the TIF curves, across tiers and by grade-level cluster and domain, where appropriate. Test users may find it useful to compare the ability ranges across tiers, noting for each tier where the curve displays its highest peaks (i.e., where the most measurement information is provided). For example, as shown in Figure 2.9.3.1.3, the test information curve across tiers for Writing grade 1 reveals that the Writing grade 1 Tier A form provided more information about student ability measures that were just below the PL 2 cut score. By contrast, the Writing grade 1 Tier B/C form provided more information about the student ability measures that were above the PL 2 cut score. The plot also shows that the Writing grade 1 Tier A form provided more information for those student ability measures in the lowest range (i.e., ability measures of -3 logits or lower), while the Writing grade 1 Tier B/C form provided more information than the grade 1 Tier A form for the rest of the student ability measures, especially those in the higher ability range.

2.9.1 Listening

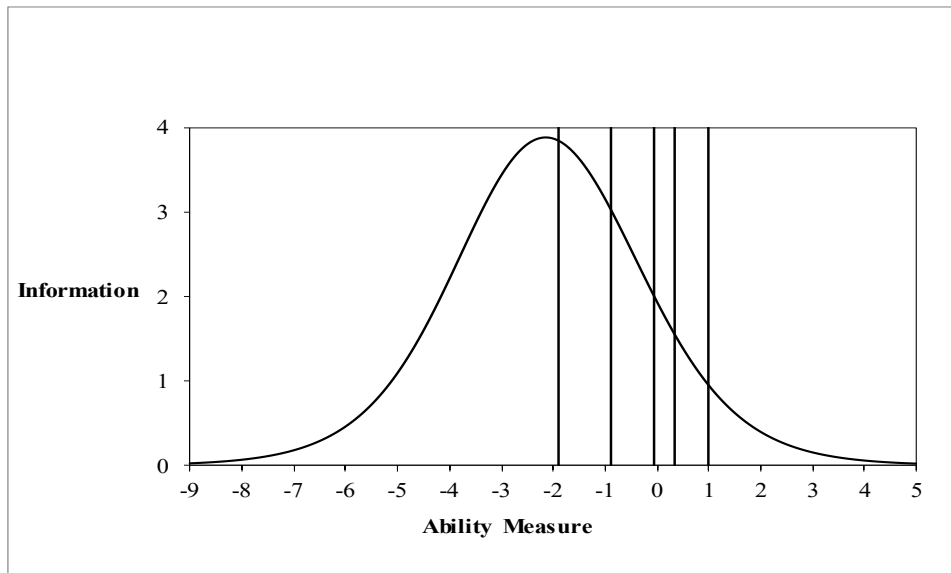
2.9.1.0 Kindergarten

Figure 2.9.1.0. Test Information Curve: L K 603 Paper



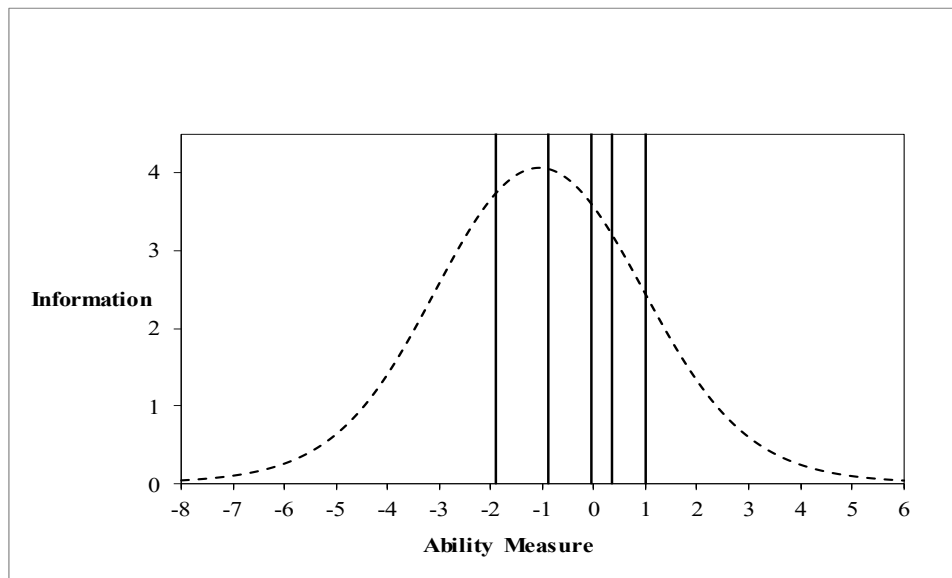
2.9.1.1 Grade 1

Figure 2.9.1.1.1. Test Information Curve: L 1 A 603 Paper



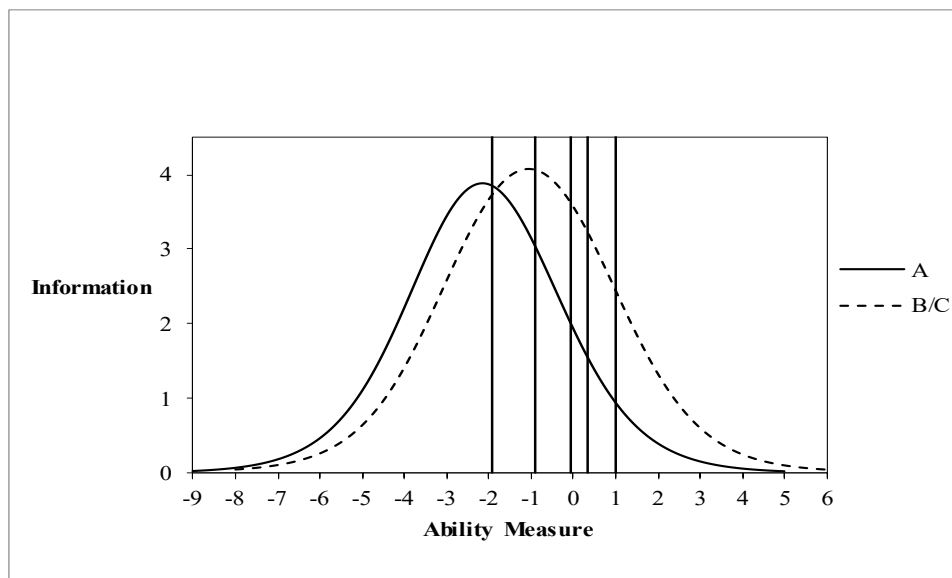
Note: The test form is shared between 1A and 2A.

Figure 2.9.1.1.2. Test Information Curve: L 1 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

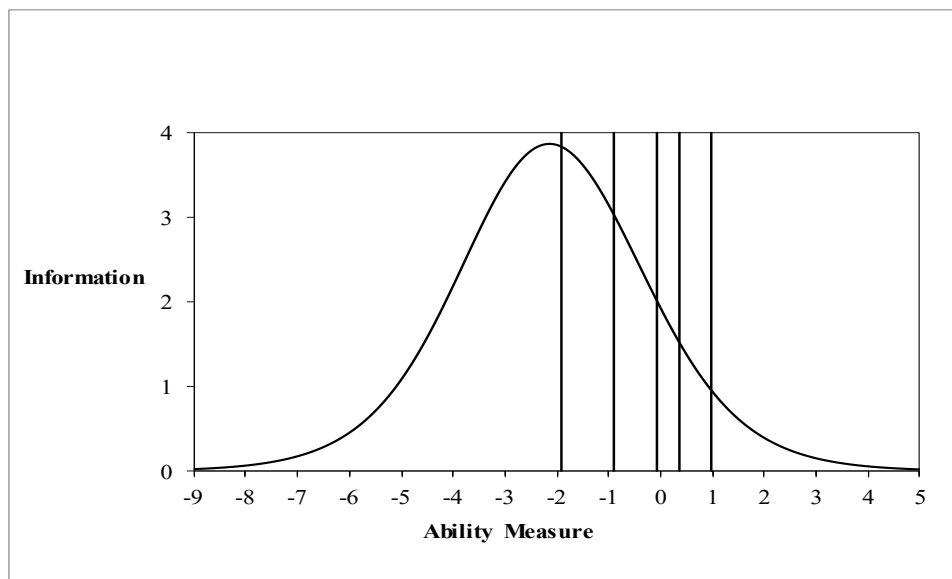
Figure 2.9.1.1.3. Test Information Curve: L 1 603 Paper



Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

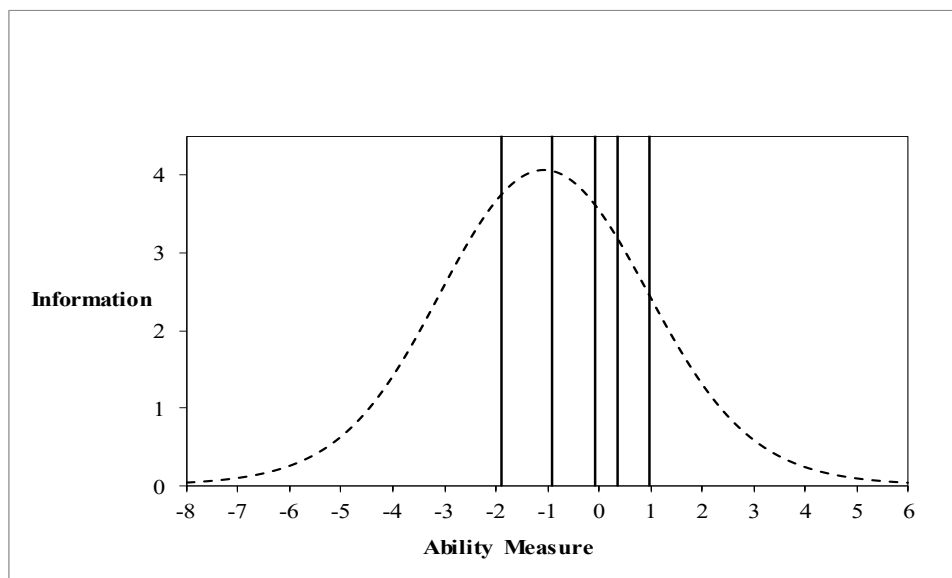
2.9.1.2 Grade 2

Figure 2.9.1.2.1. Test Information Curve: L 2 A 603 Paper



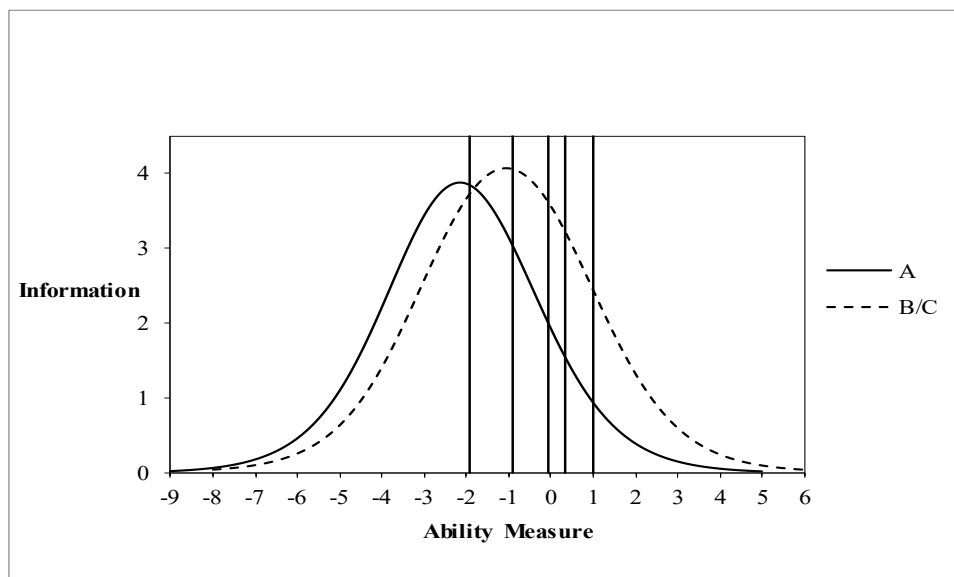
Note: The test form is shared between 1A and 2A.

Figure 2.9.1.2.2. Test Information Curve: L 2 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

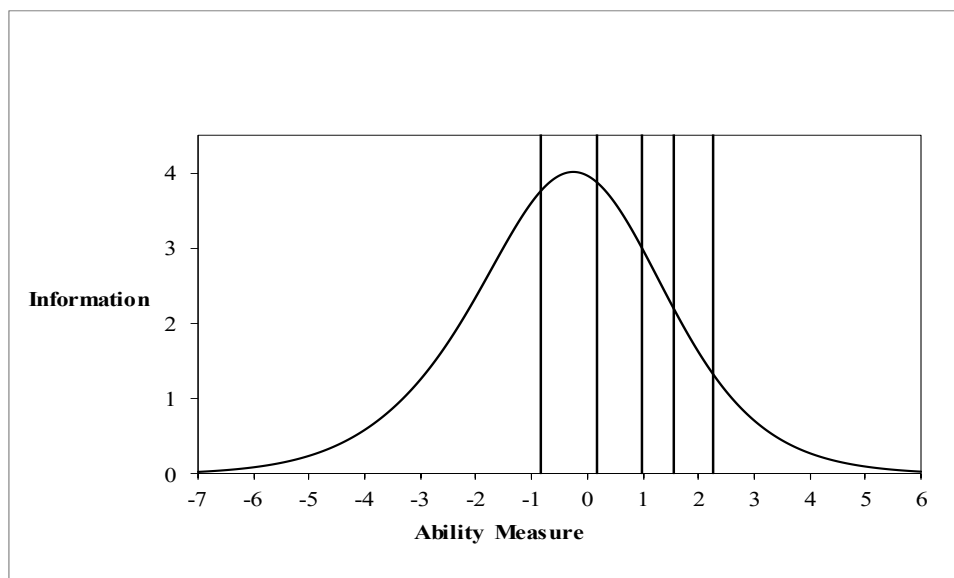
Figure 2.9.1.2.3. Test Information Curve: L 2 603 Paper



Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

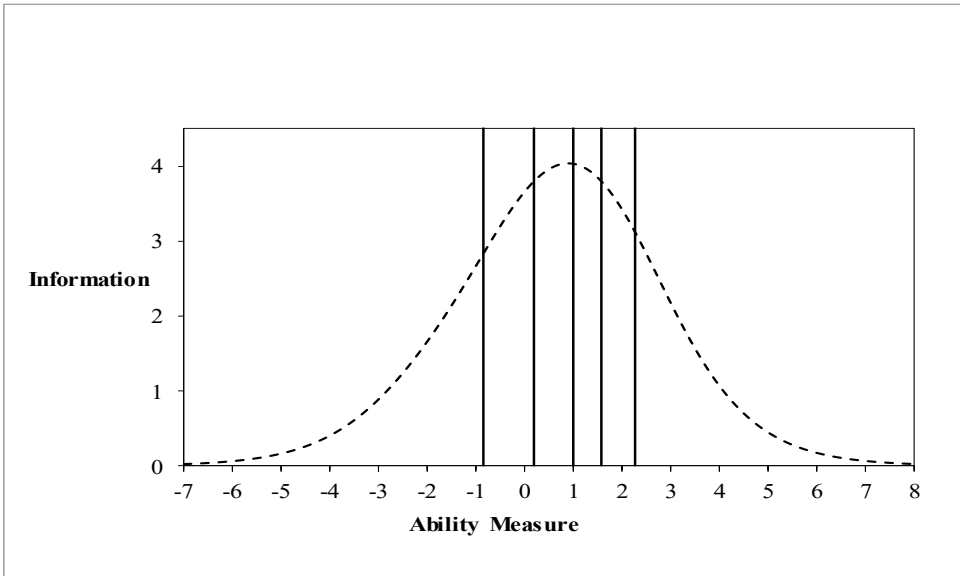
2.9.1.3 Grade 3

Figure 2.9.1.3.1. Test Information Curve: L 3 A 603 Paper



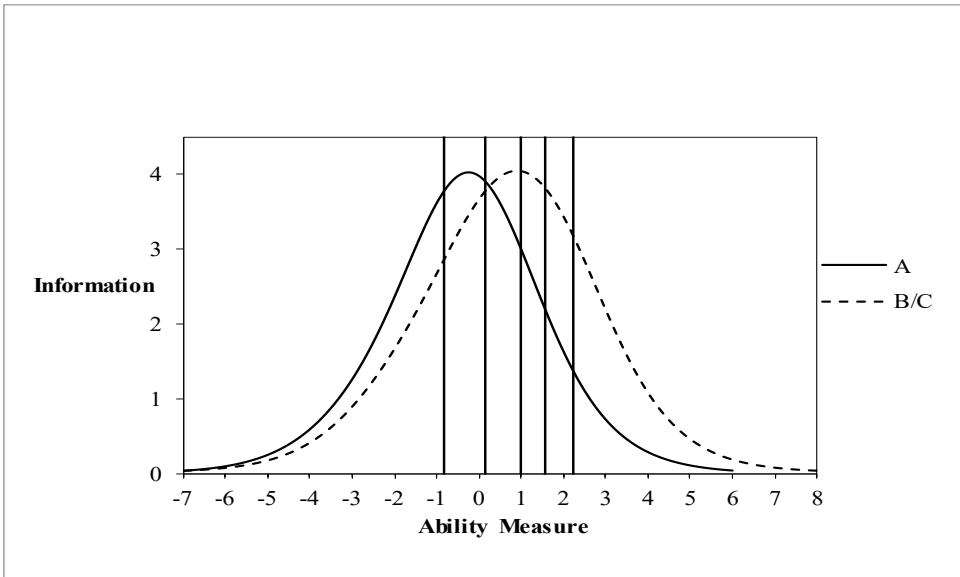
Note: The test form is shared between 3A and 4-5A.

Figure 2.9.1.3.2. Test Information Curve: L 3 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

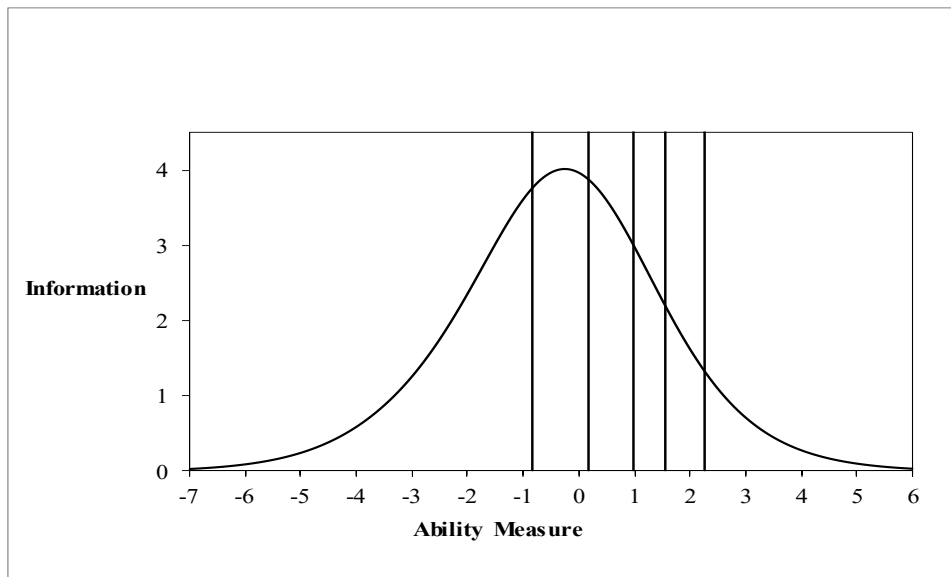
Figure 2.9.1.3.3. Test Information Curve: L 3 603 Paper



Note: The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

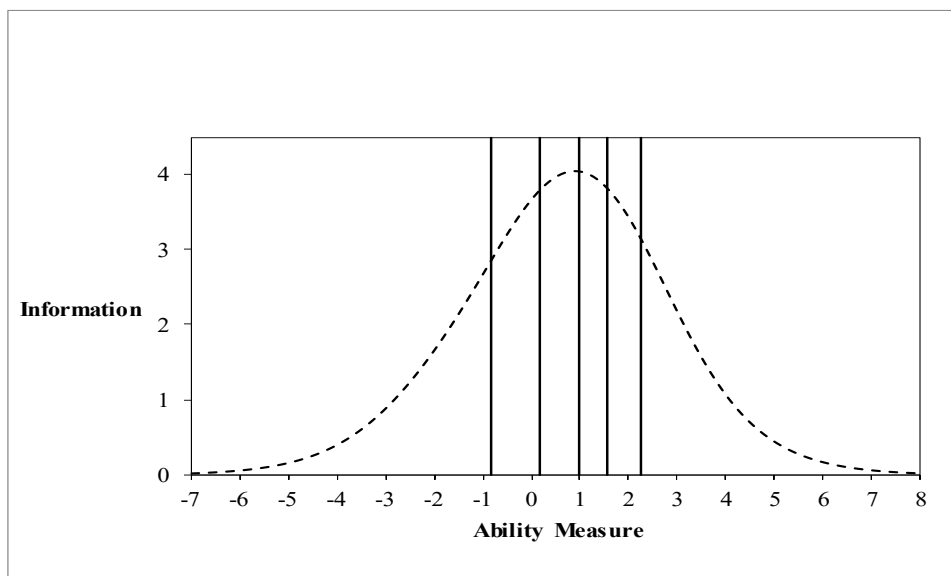
2.9.1.4 Grades 4-5

Figure 2.9.1.4.1. Test Information Curve: L 4-5 A 603 Paper



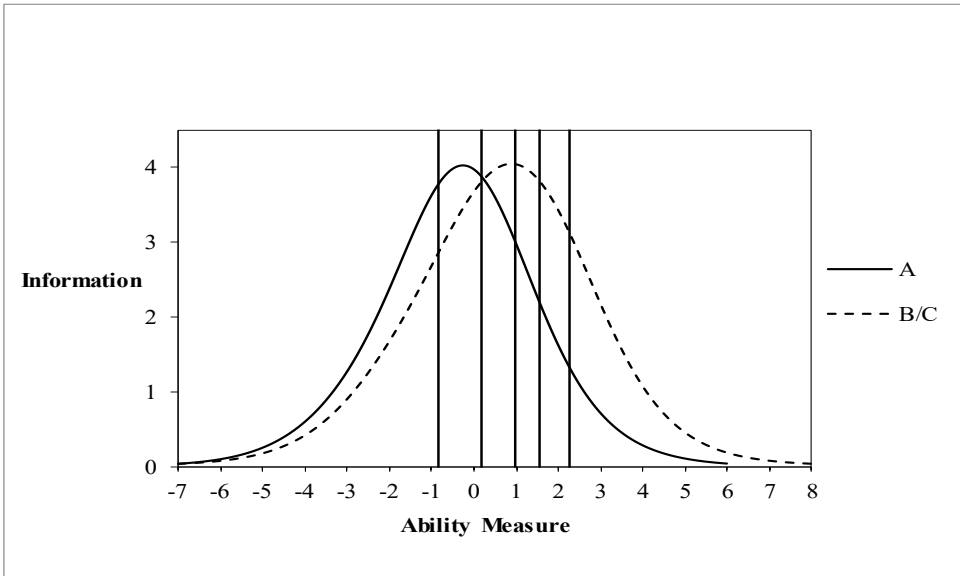
Note: The test form is shared between 3A and 4-5A.

Figure 2.9.1.4.2. Test Information Curve: L 4-5 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

Figure 2.9.1.4.3. Test Information Curve: L 4-5 603 Paper



Note: The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

2.9.1.5 Grades 6-8

Figure 2.9.1.5.1. Test Information Curve: L 6-8 A 603 Paper

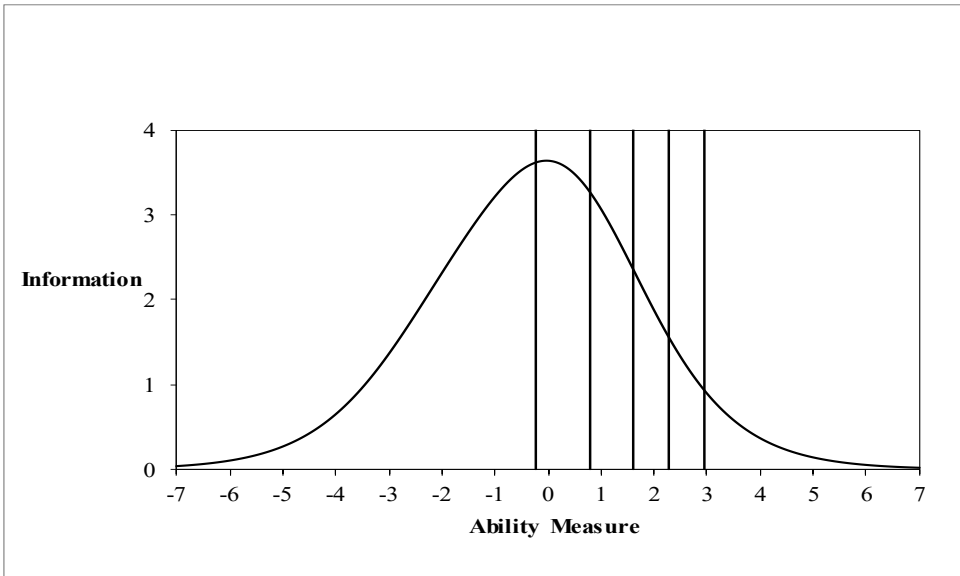


Figure 2.9.1.5.2. Test Information Curve: L 6-8 B/C 603 Paper

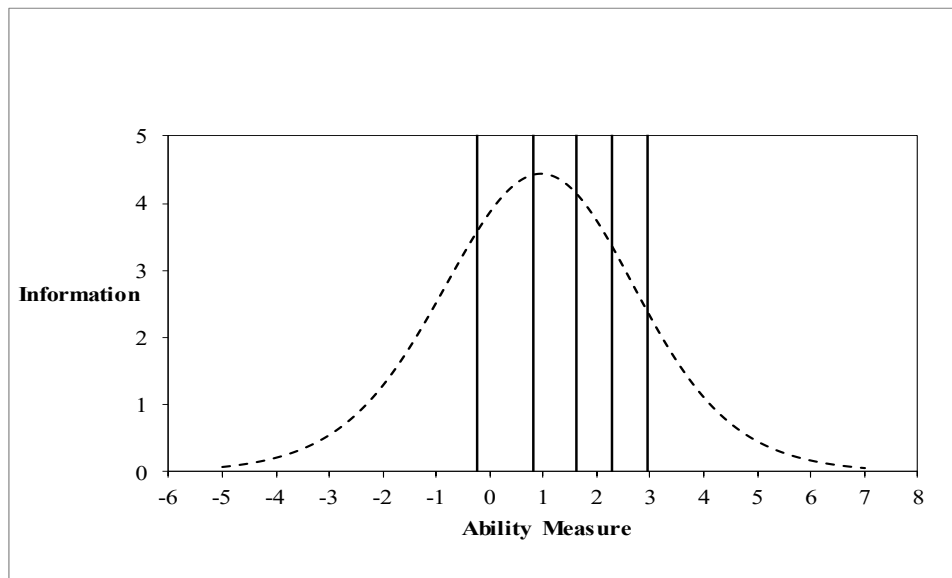
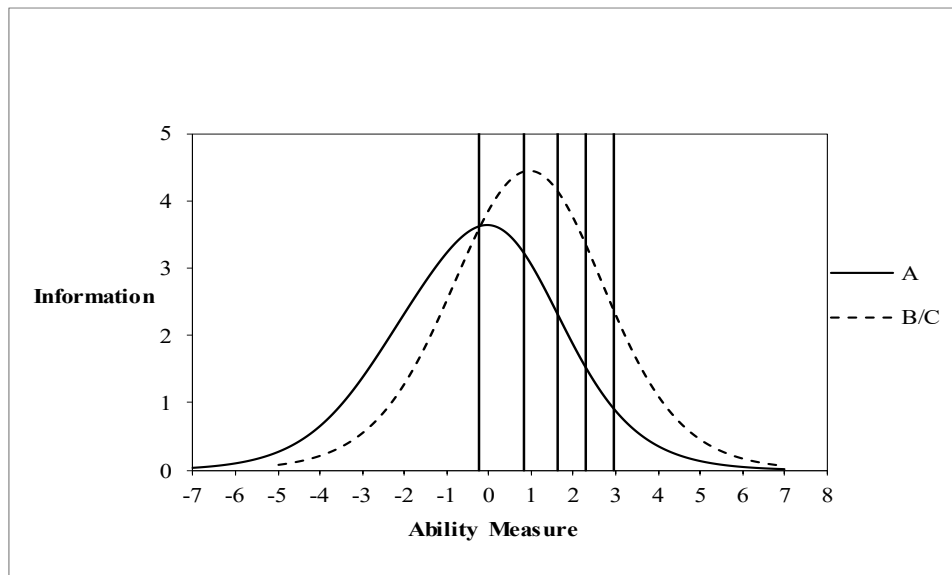


Figure 2.9.1.5.3. Test Information Curve: L 6-8 603 Paper



2.9.1.6 Grades 9-12

Figure 2.9.1.6.1. Test Information Curve: L 9-12 A 603 Paper

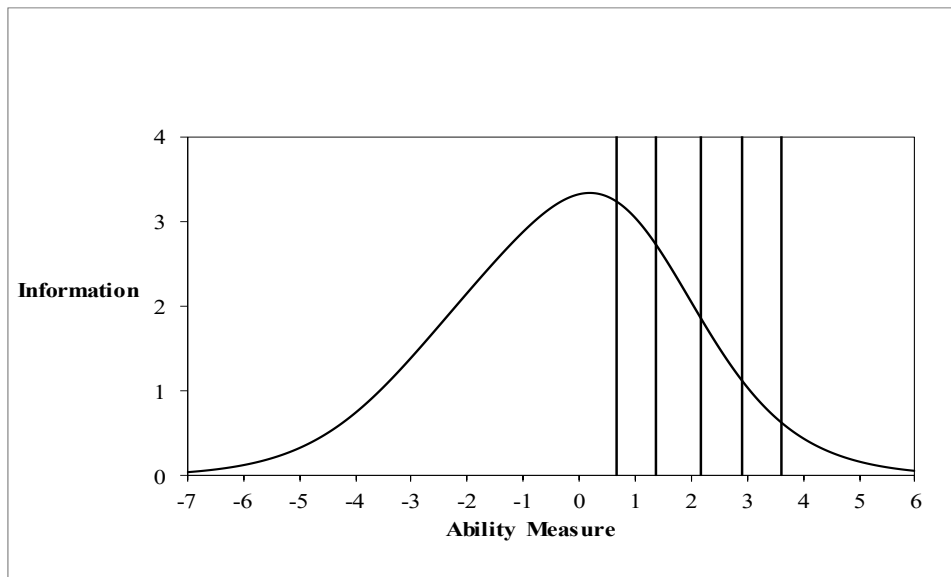


Figure 2.9.1.6.2. Test Information Curve: L 9-12 B/C 603 Paper

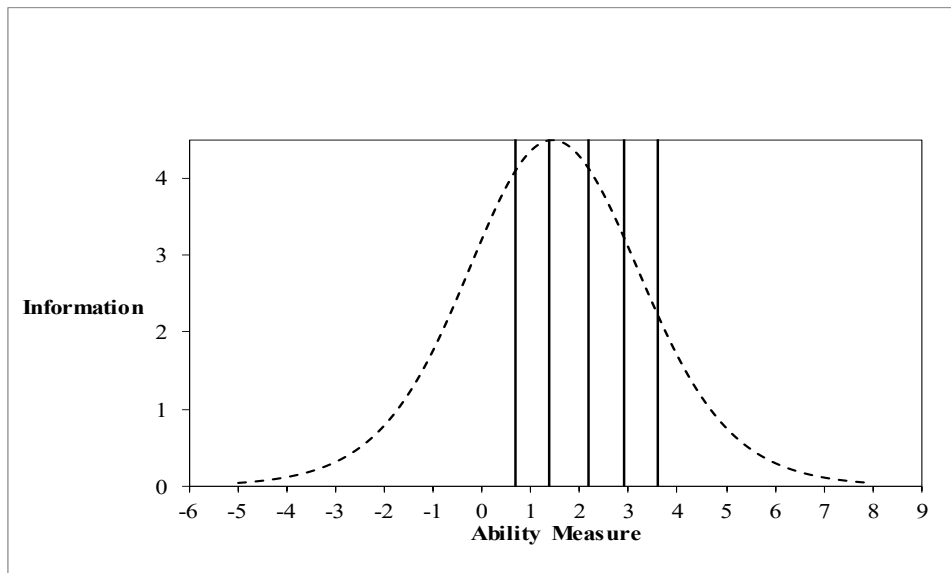
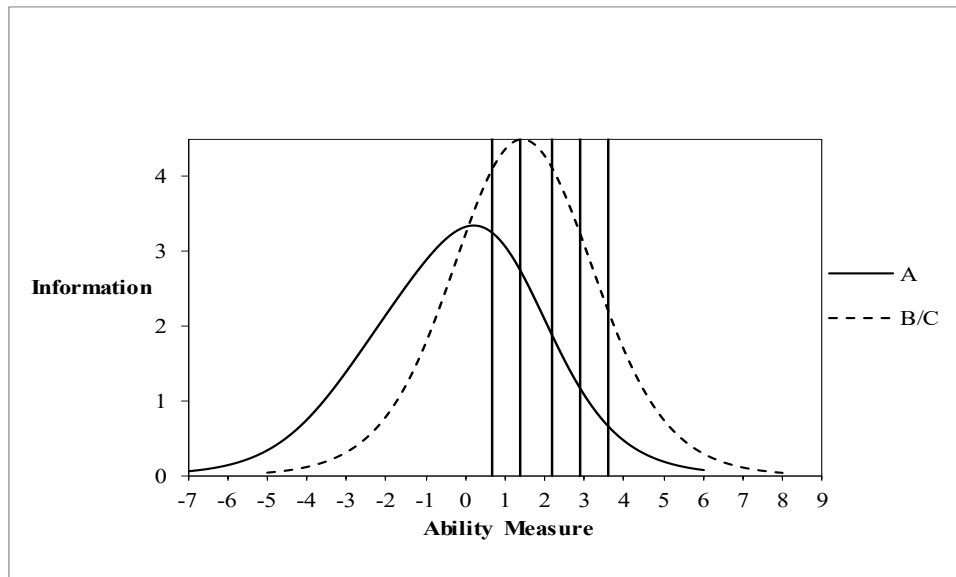


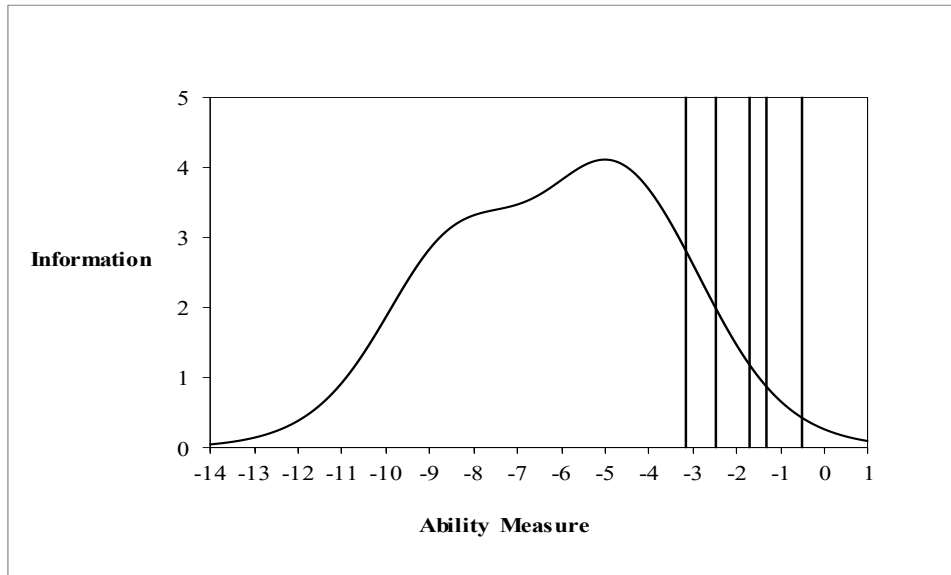
Figure 2.9.1.6.3. Test Information Curve: L 9-12 603 Paper



2.9.2 Reading

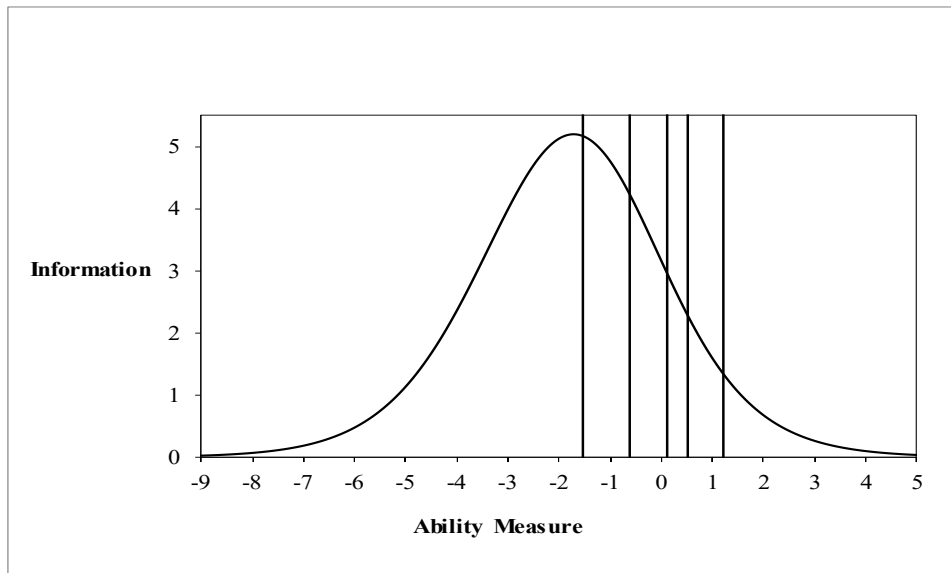
2.9.2.0 Kindergarten

Figure 2.9.2.0. Test Information Curve: R K 603 Paper



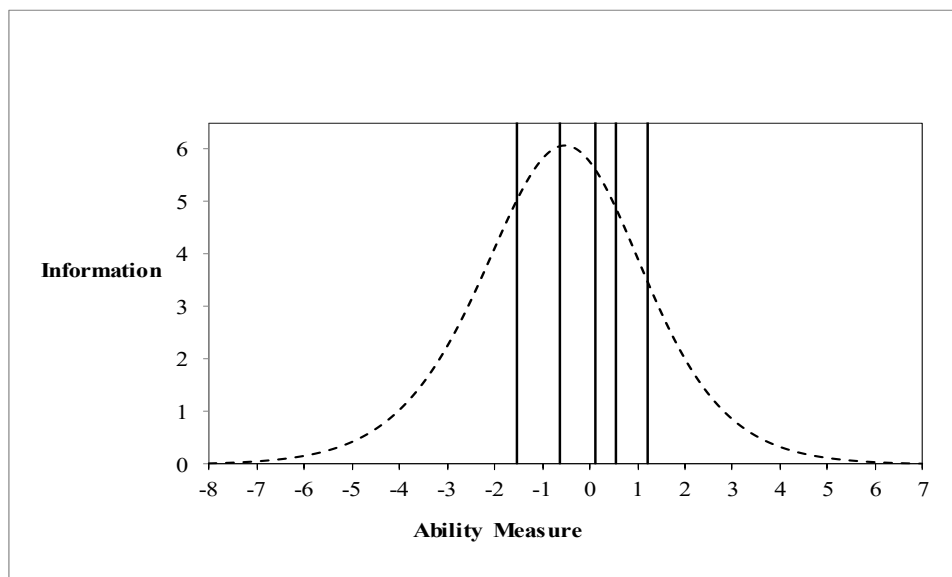
2.9.2.1 Grade 1

Figure 2.9.2.1.1. Test Information Curve: R 1 A 603 Paper



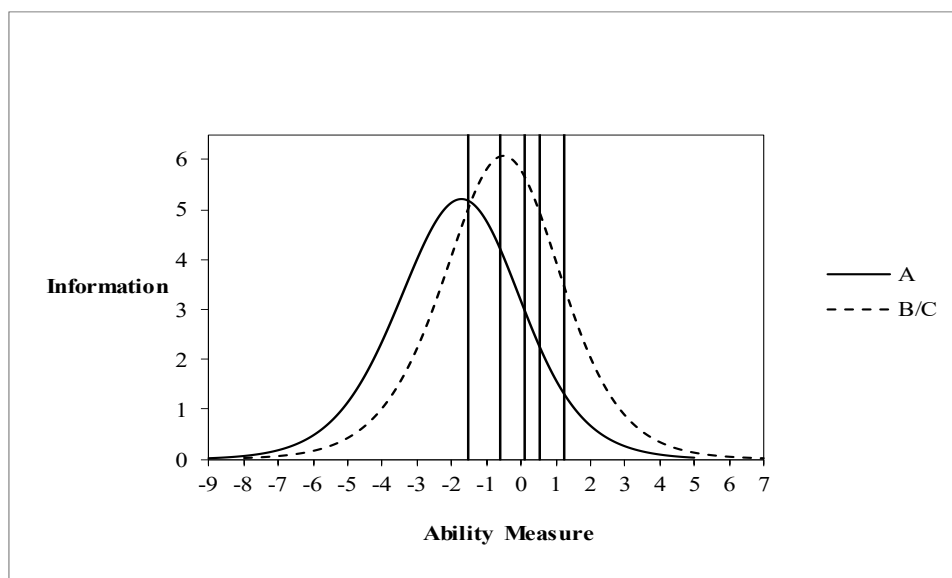
Note: The test form is shared between 1A and 2A.

Figure 2.9.2.1.2. Test Information Curve: R 1 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

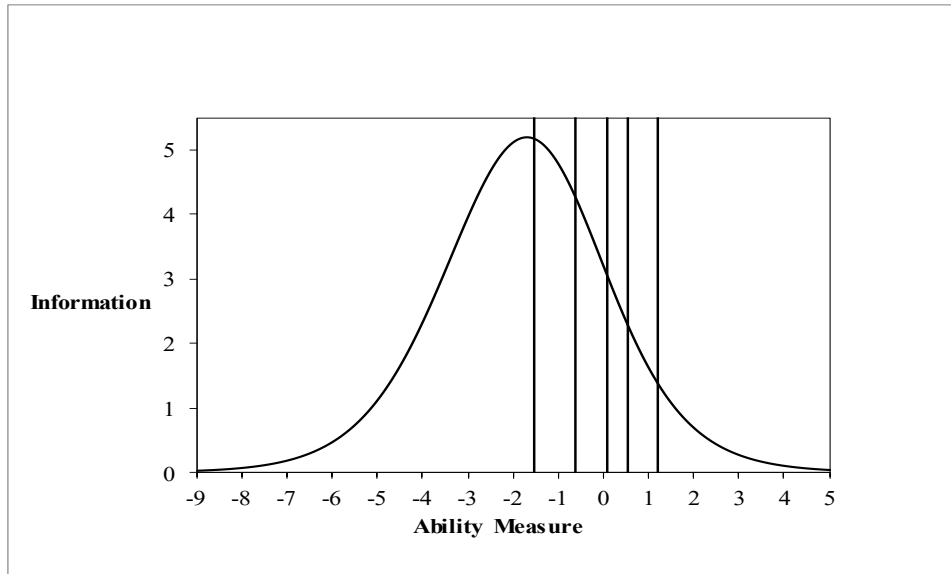
Figure 2.9.2.1.3. Test Information Curve: R 1 603 Paper



Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

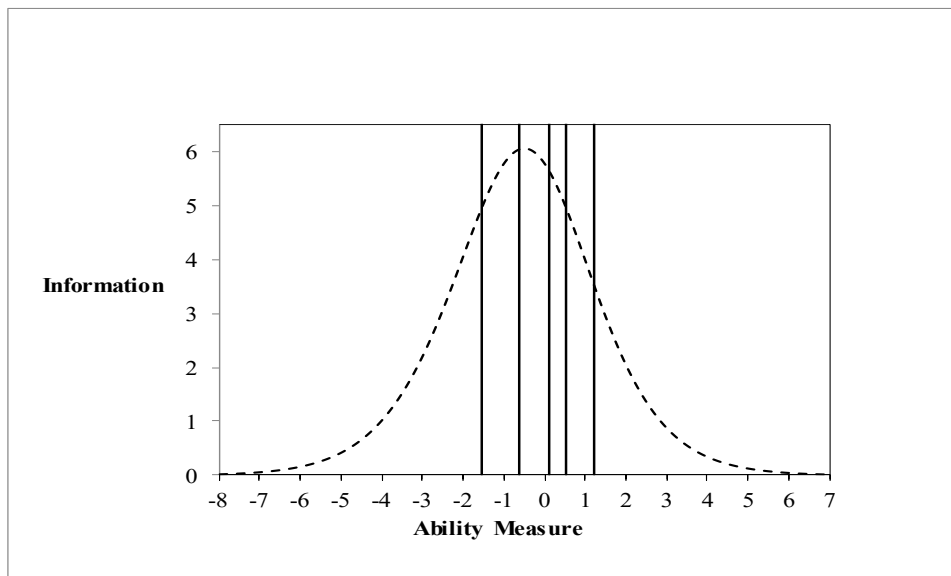
2.9.2.2 Grade 2

Figure 2.9.2.2.1. Test Information Curve: R 2 A 603 Paper



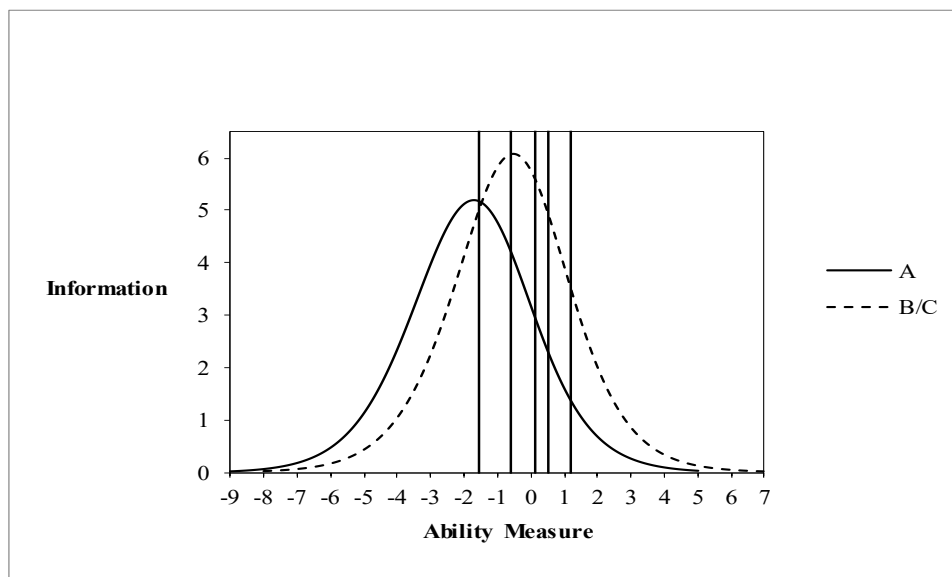
Note: The test form is shared between 1A and 2A.

Figure 2.9.2.2.2. Test Information Curve: R 2 B/C 603 Paper



Note: The test form is shared between 1B/C and 2B/C.

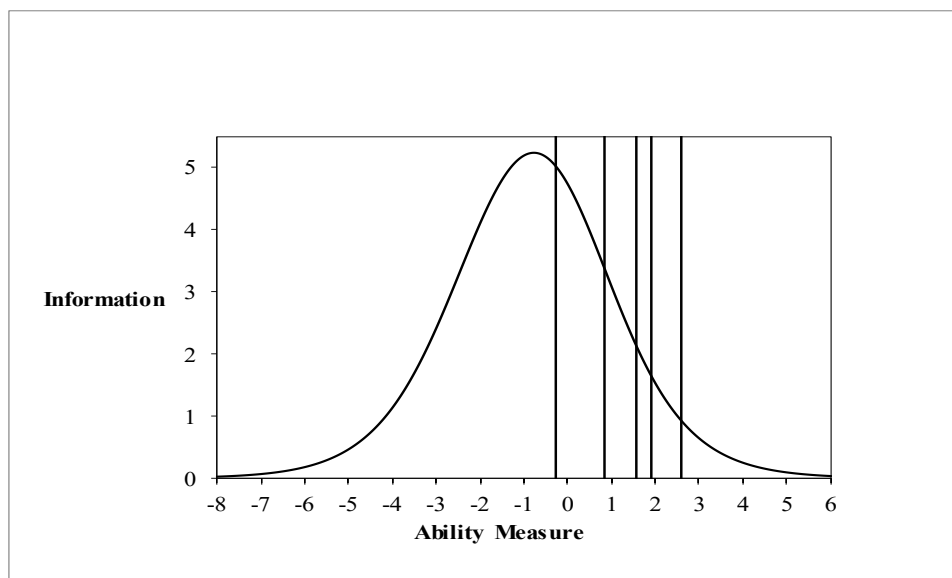
Figure 2.9.2.2.3. Test Information Curve: R 2 603 Paper



Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

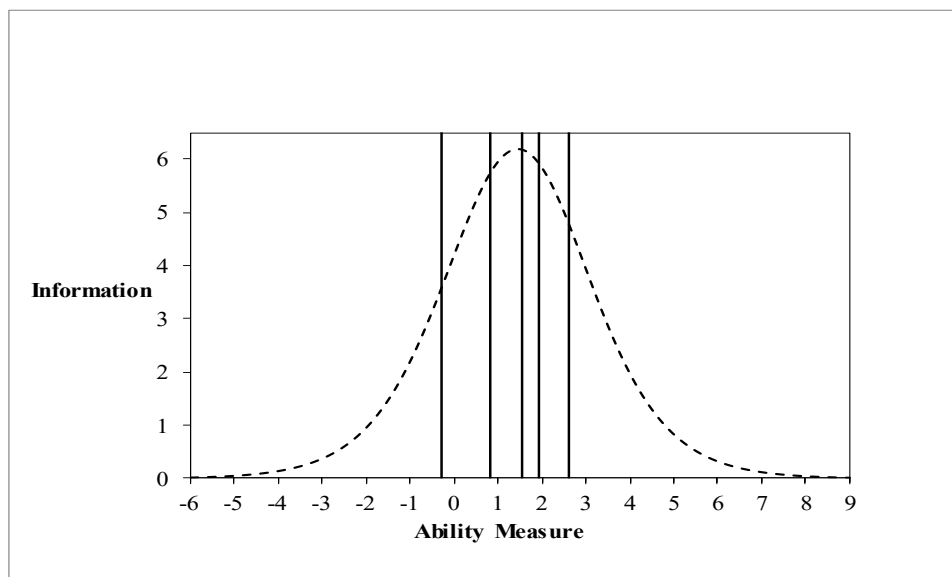
2.9.2.3 Grade 3

Figure 2.9.2.3.1. Test Information Curve: R 3 A 603 Paper



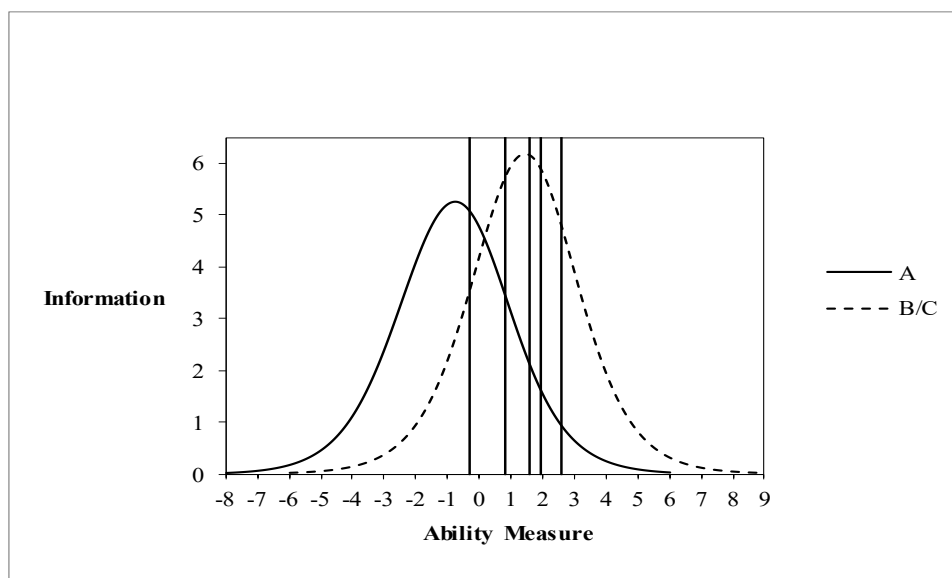
Note: The test form is shared between 3A and 4-5A.

Figure 2.9.2.3.2. Test Information Curve: R 3 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

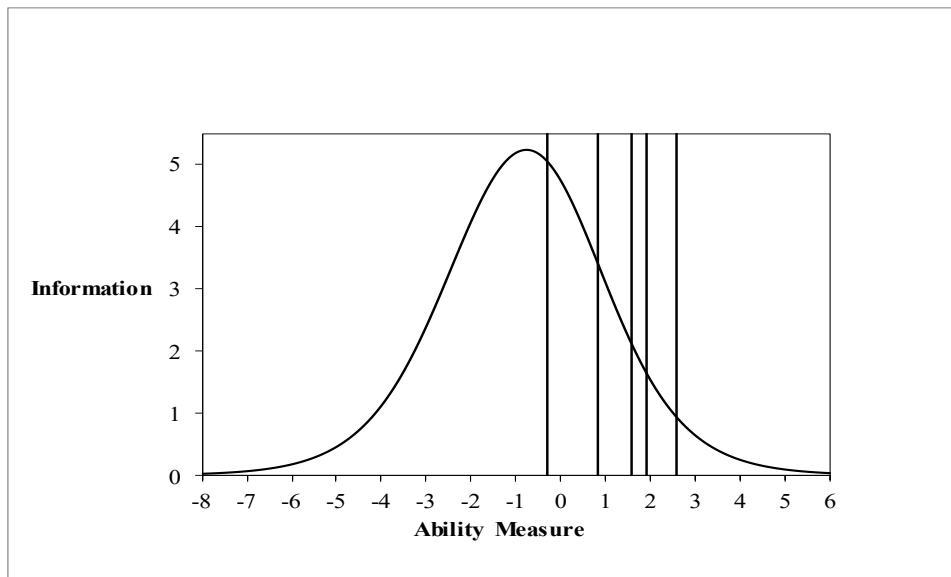
Figure 2.9.2.3.3. Test Information Curve: R 3 603 Paper



Note: The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

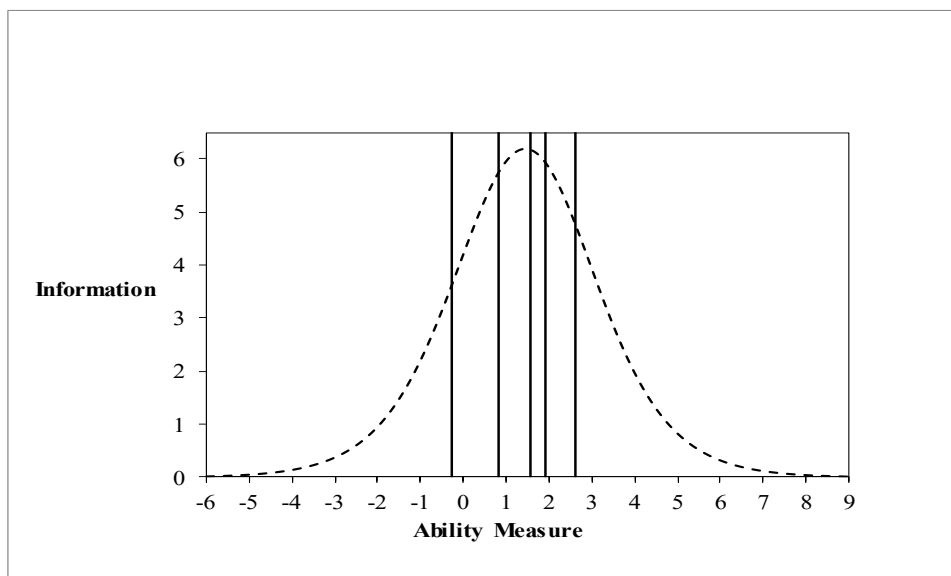
2.9.2.4 Grades 4-5

Figure 2.9.2.4.1. Test Information Curve: R 4 A 603 Paper



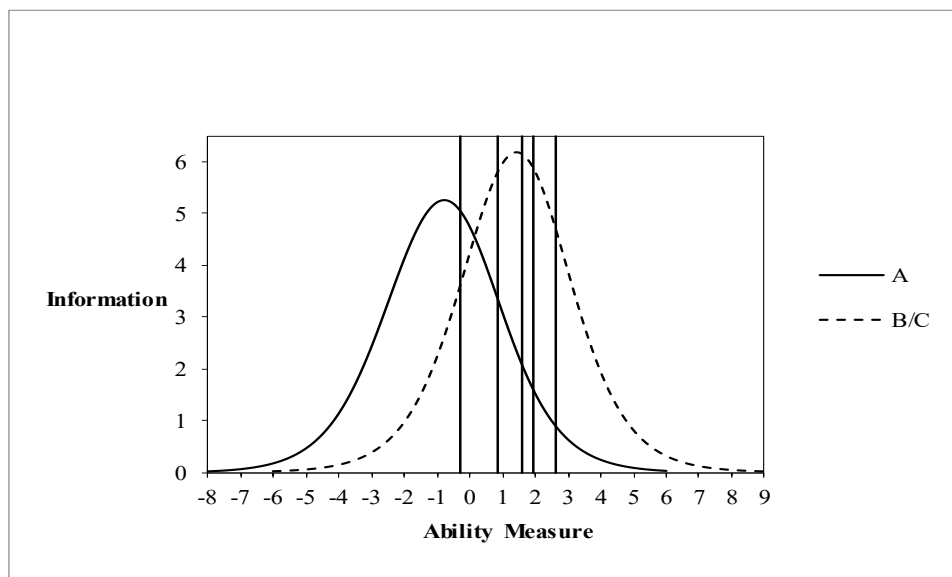
Note: The test form is shared between 3A and 4-5A.

Figure 2.9.2.4.2. Test Information Curve: R 4-5 B/C 603 Paper



Note: The test form is shared between 3B/C and 4-5B/C.

Figure 2.9.2.4.3. Test Information Curve: R 4-5 603 Paper



Note: The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

2.9.2.5 Grades 6-8

Figure 2.9.2.5.1. Test Information Curve: R 6-8 A 603 Paper

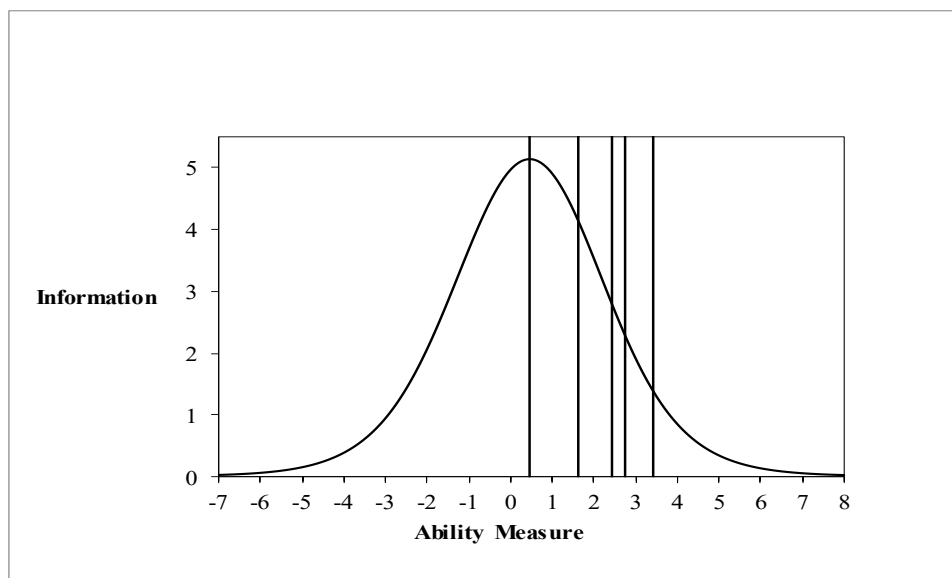


Figure 2.9.2.5.2. Test Information Curve: R 6-8 B/C 603 Paper

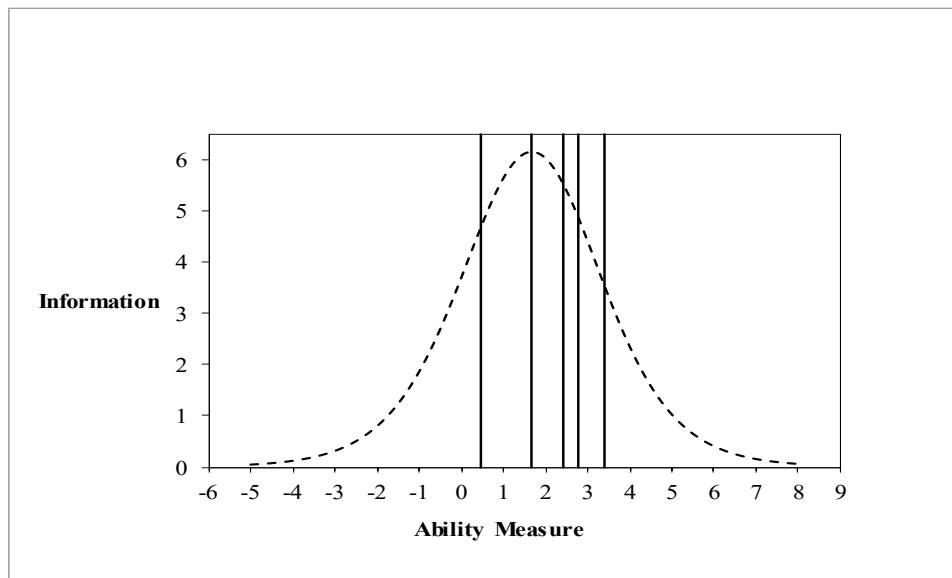
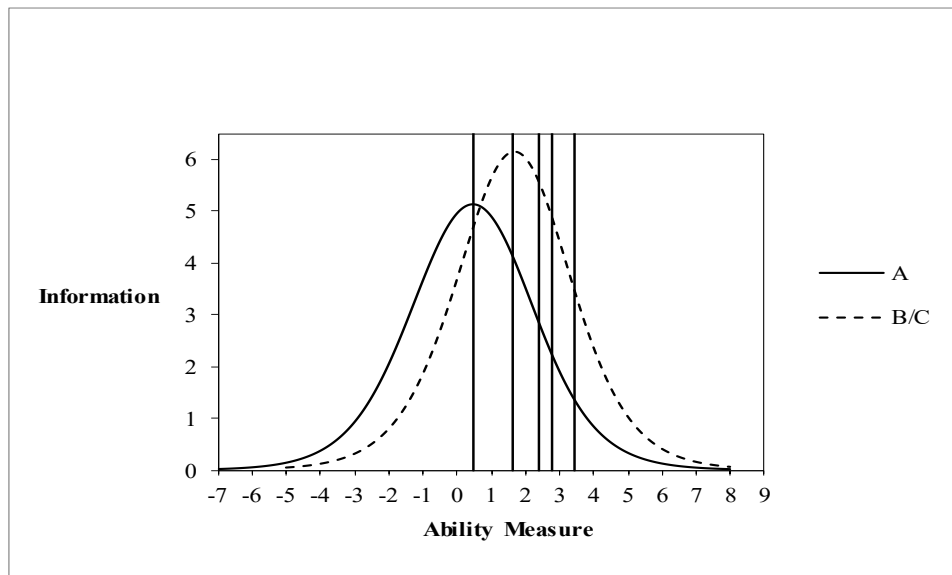


Figure 2.9.2.5.3. Test Information Curve: R 6-8 603 Paper



2.9.2.6 Grades 9-12

Figure 2.9.2.6.1. Test Information Curve: R 9-12 A 603 Paper

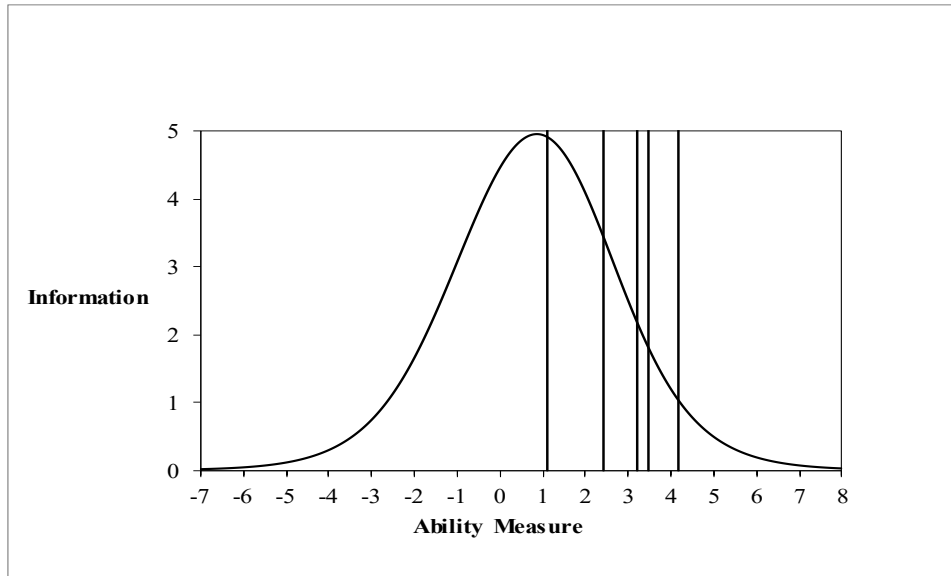


Figure 2.9.2.6.2. Test Information Curve: R 9-12 B/C 603 Paper

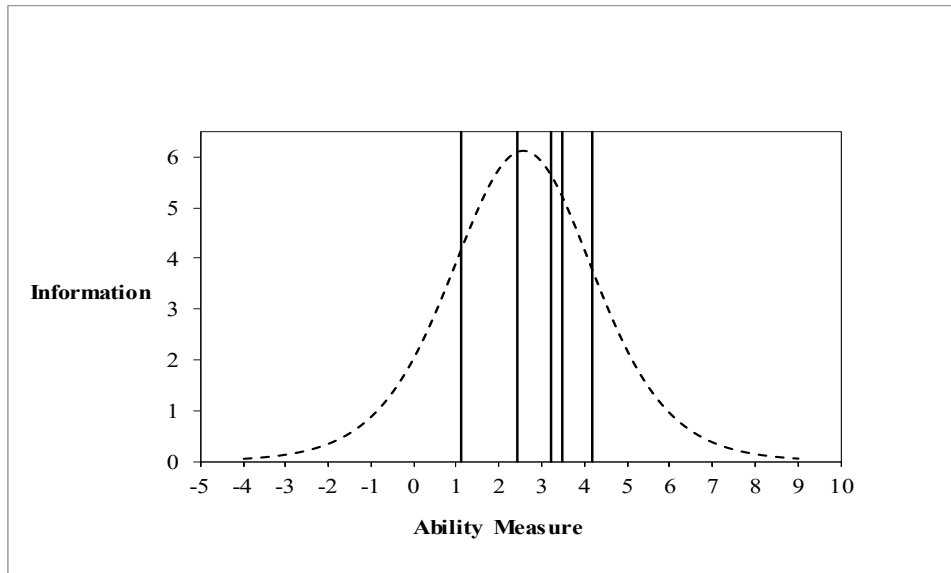
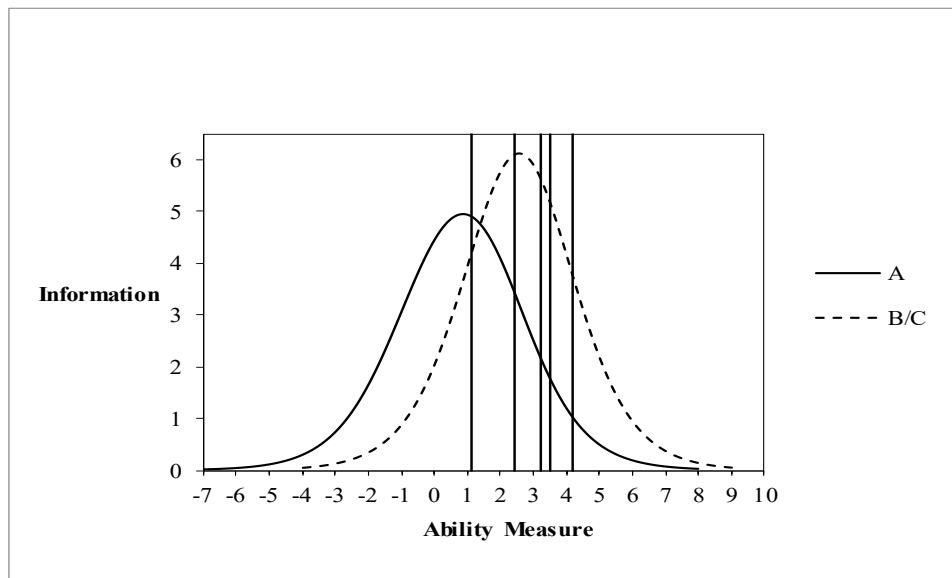


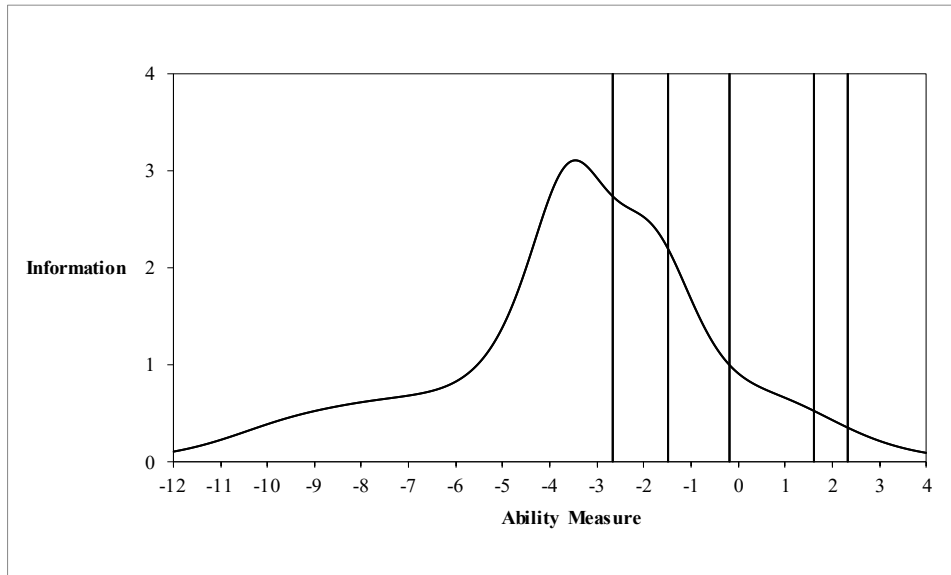
Figure 2.9.2.6.3. Test Information Curve: R 9-12 603 Paper



2.9.3 Writing

2.9.3.0 Kindergarten

Figure 2.9.3.0. Test Information Curve: W K 603 Paper



2.9.3.1 Grade 1

Figure 2.9.3.1.1. Test Information Curve: W 1 A 603 Paper

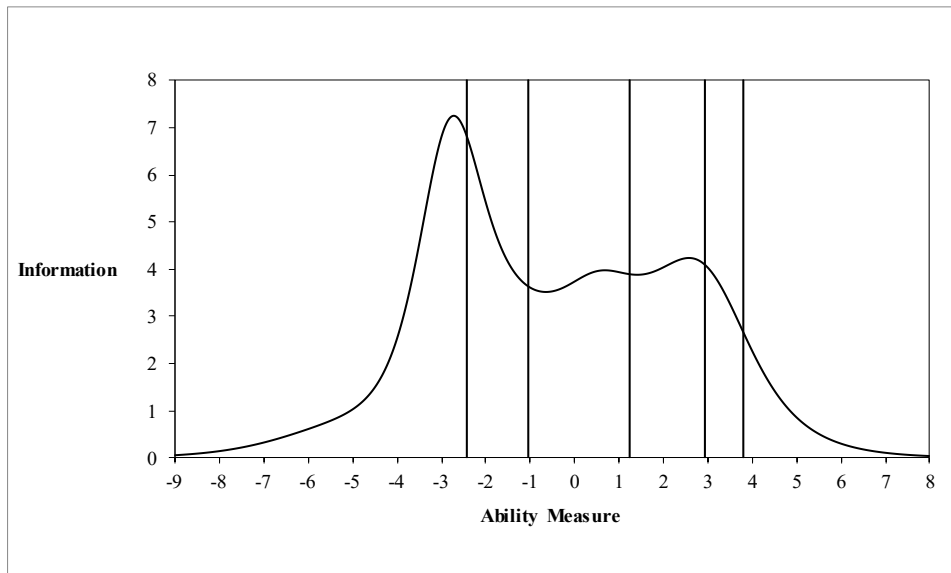


Figure 2.9.3.1.2. Test Information Curve: W 1 B/C 603 Paper

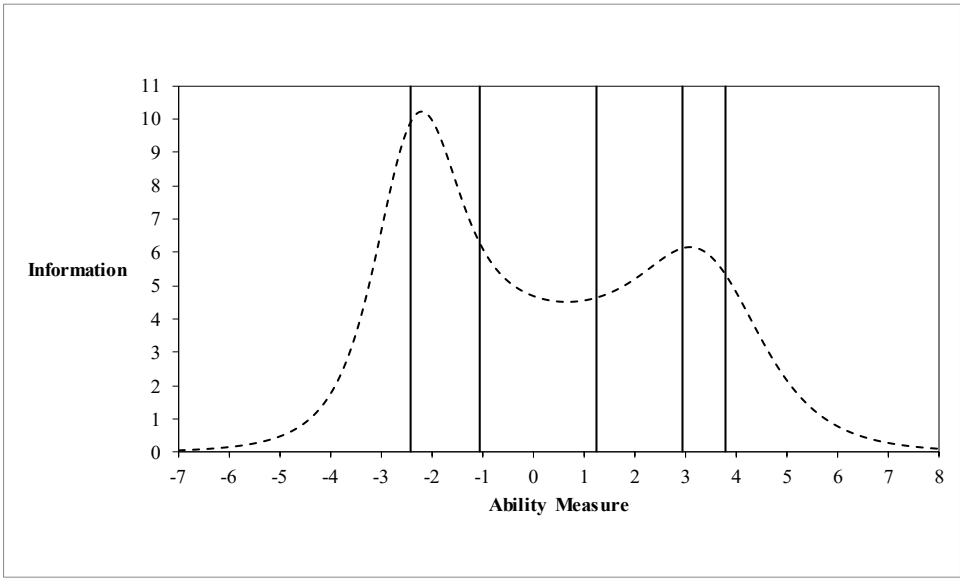
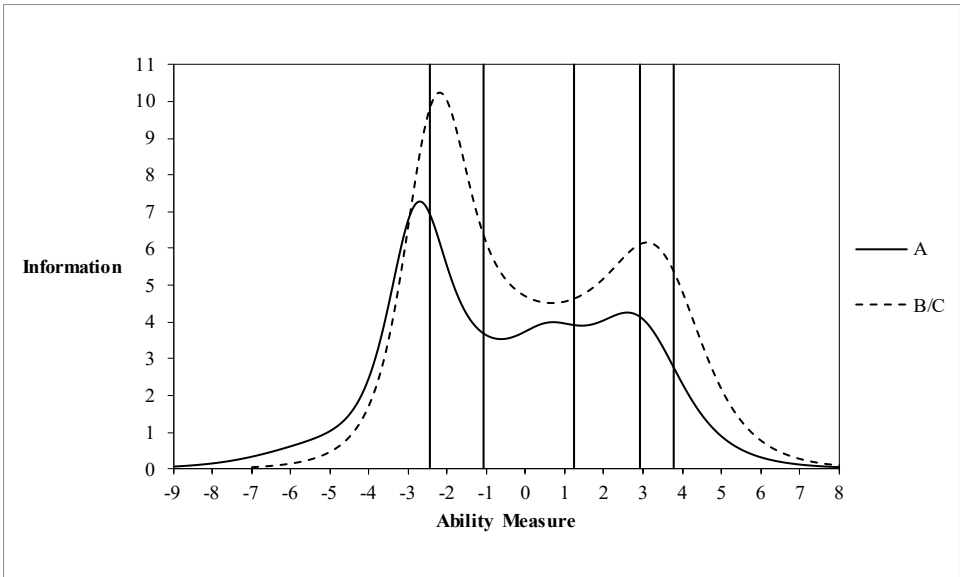
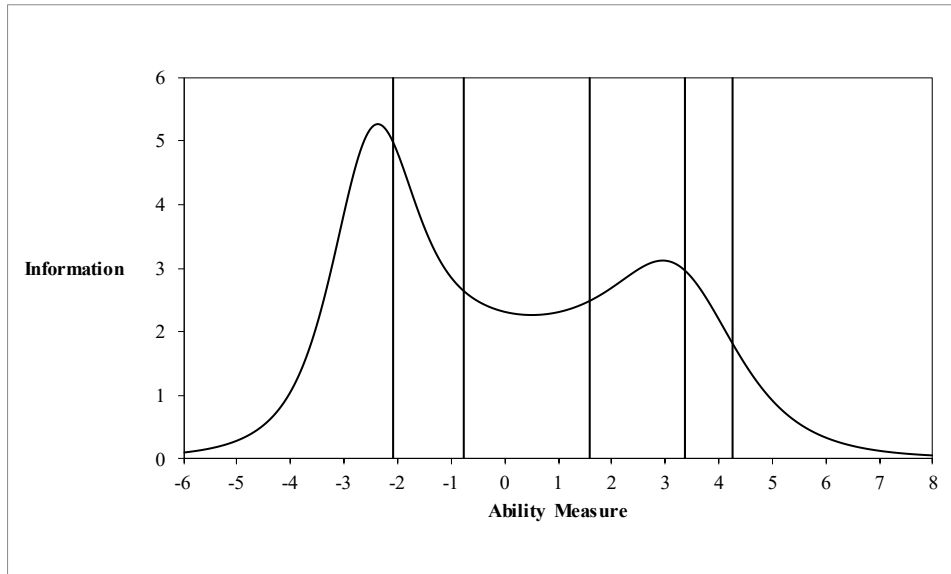


Figure 2.9.3.1.3. Test Information Curve: W 1 603 Paper



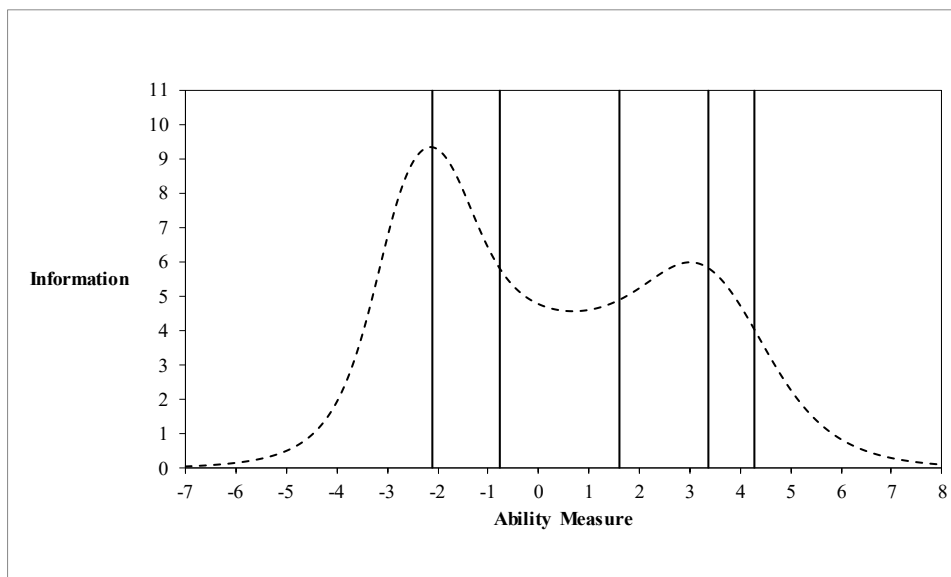
2.9.3.2 Grade 2

Figure 2.9.3.2.1. Test Information Curve: W 2 A 603 Paper



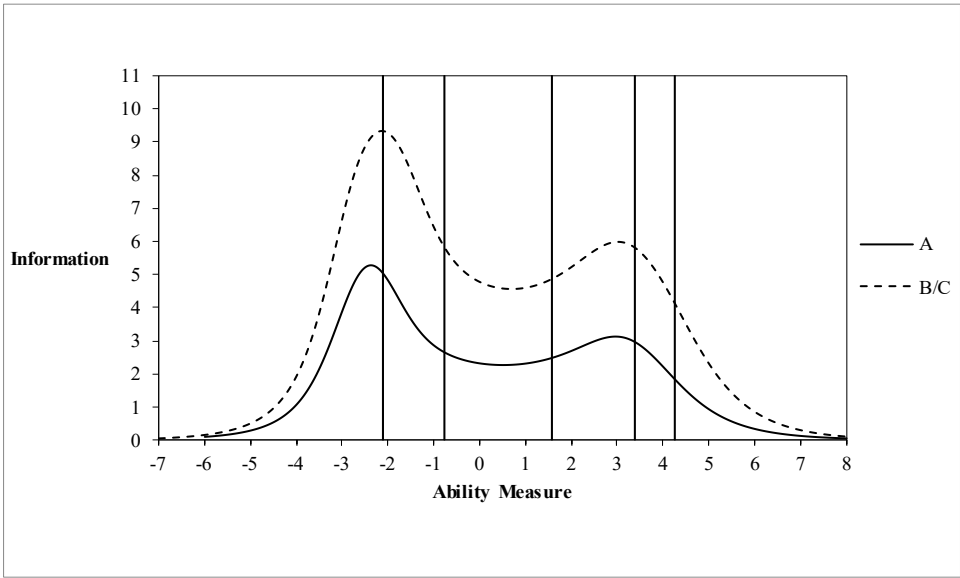
Note: The test form is shared between 2A and 3A.

Figure 2.9.3.2.2. Test Information Curve: W 2 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

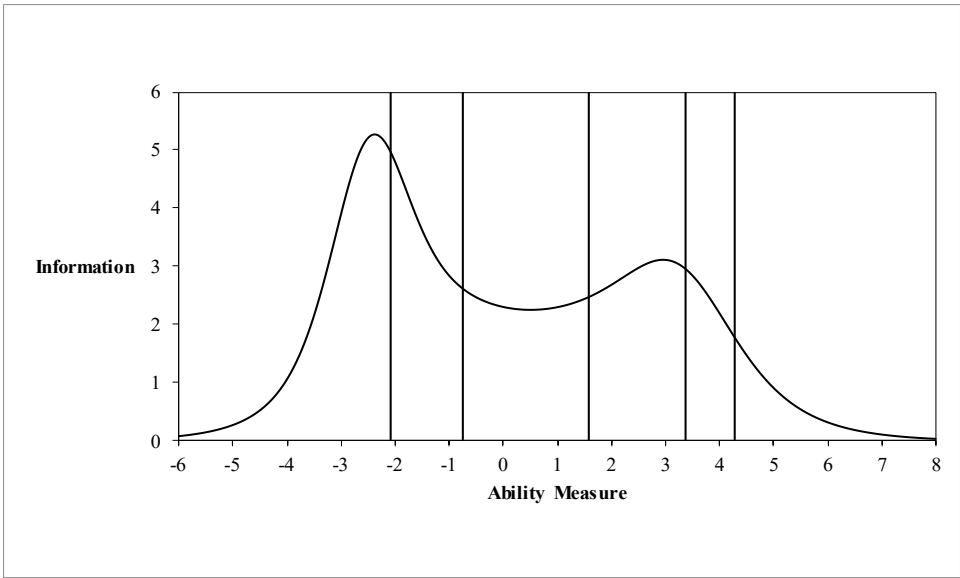
Figure 2.9.3.2.3. Test Information Curve: W 2 603 Paper



Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

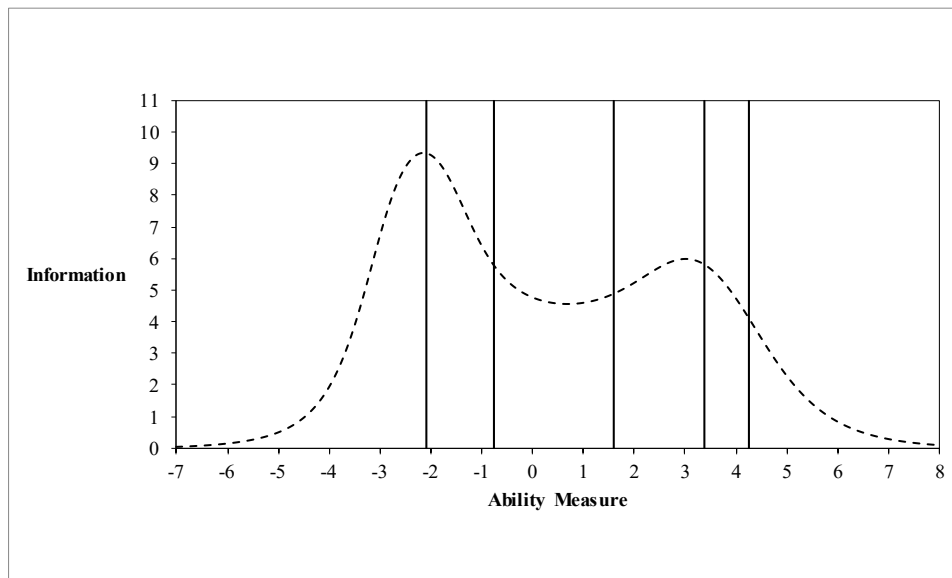
2.9.3.3 Grade 3

Figure 2.9.3.3.1. Test Information Curve: W 3 A 603 Paper



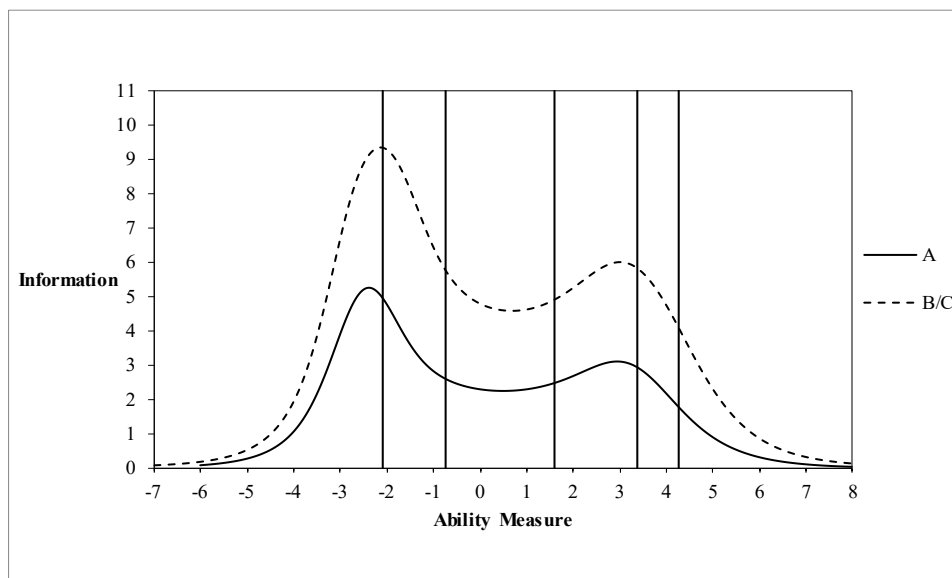
Note: The test form is shared between 2A and 3A.

Figure 2.9.3.3.2. Test Information Curve: W 3 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

Figure 2.9.3.3.3. Test Information Curve: W 3 603 Paper



Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.3.4 Grades 4-5

Figure 2.9.3.4.1. Test Information Curve: W 4-5 A 603 Paper

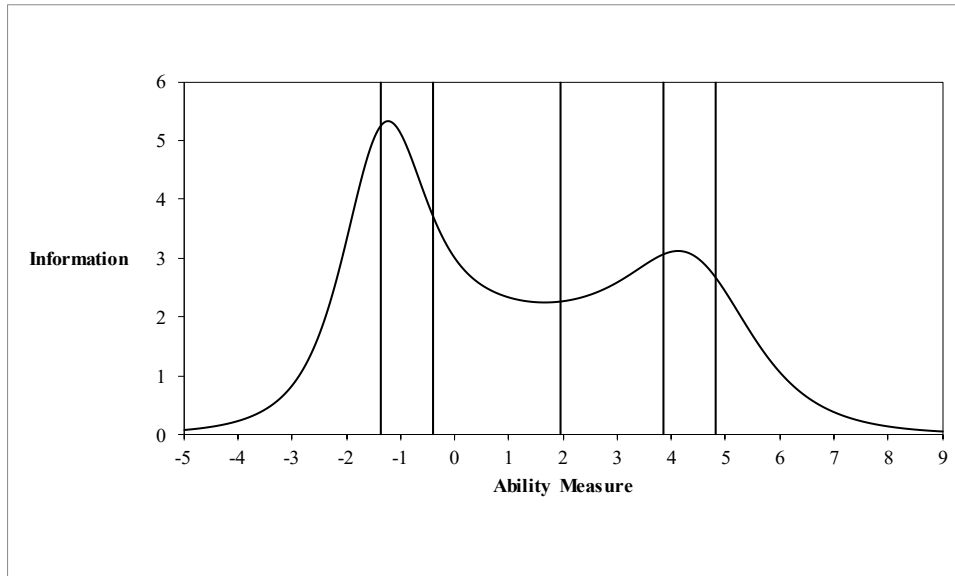


Figure 2.9.3.4.2. Test Information Curve: W 4-5 B/C 603 Paper

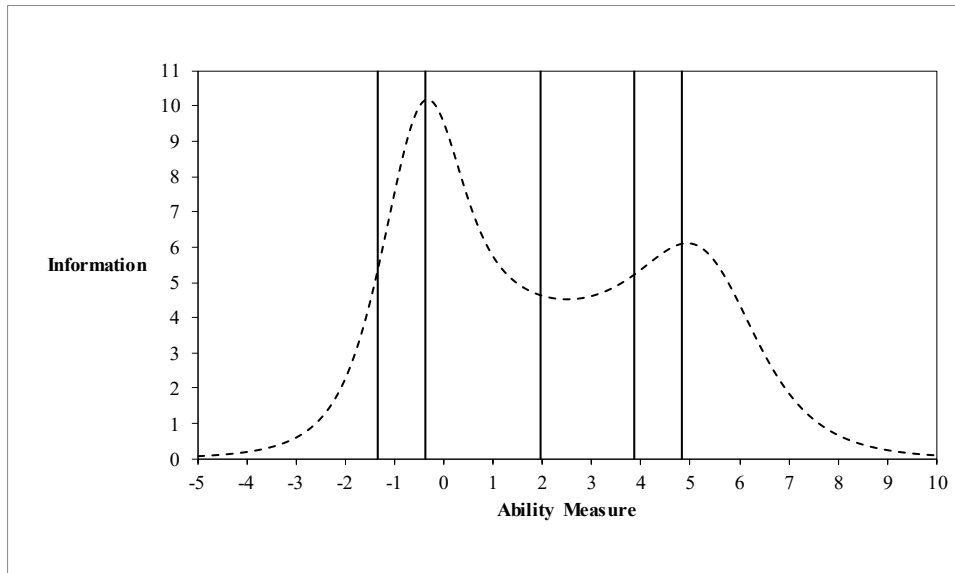
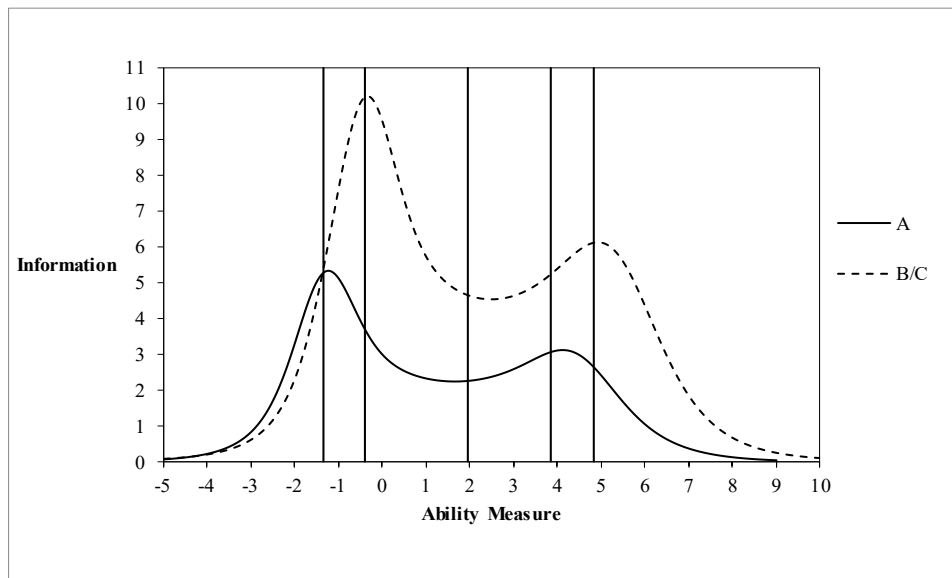


Figure 2.9.3.4.3. Test Information Curve: W 4-5 603 Paper



2.9.3.5 Grades 6-8

Figure 2.9.3.5.1. Test Information Curve: W 6-8 A 603 Paper

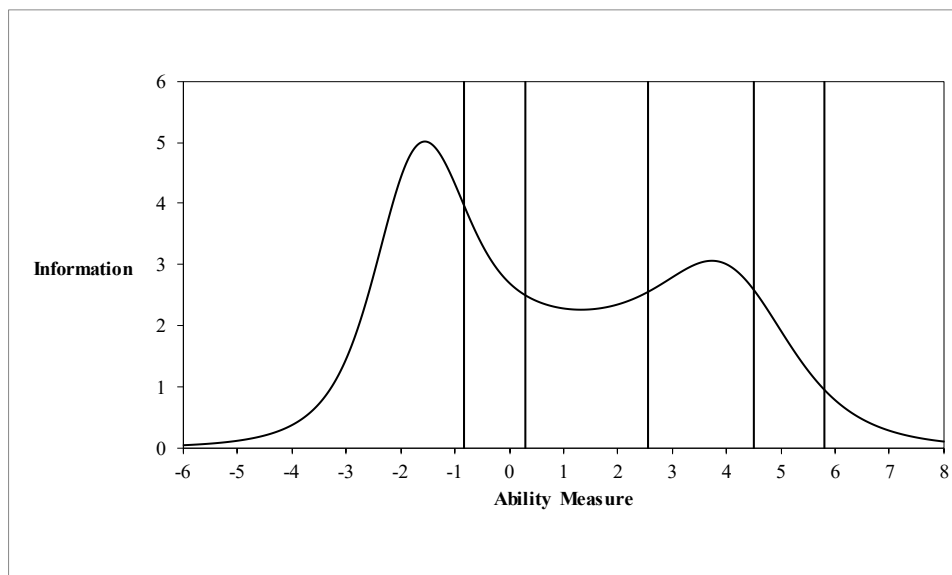


Figure 2.9.3.5.2. Test Information Curve: W 6-8 B/C 603 Paper

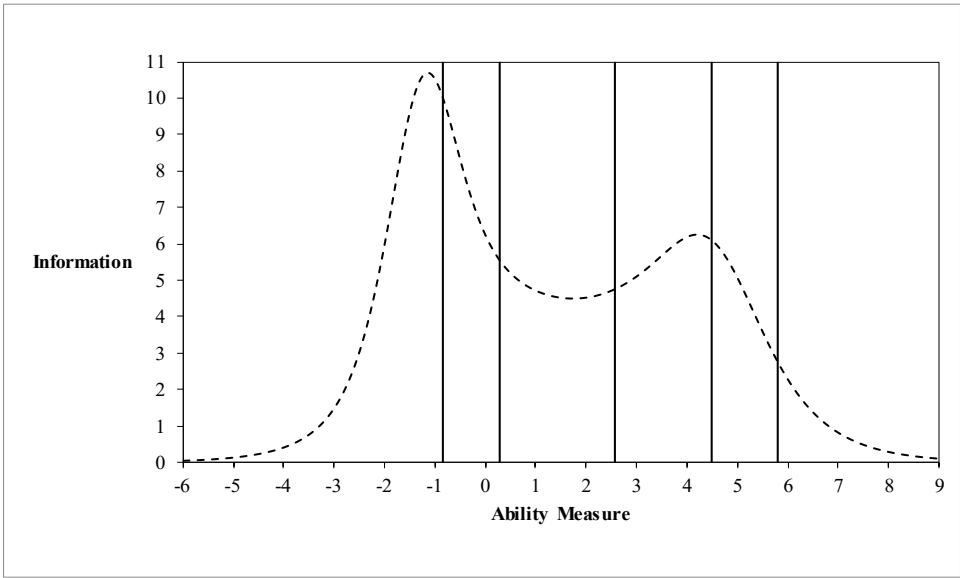
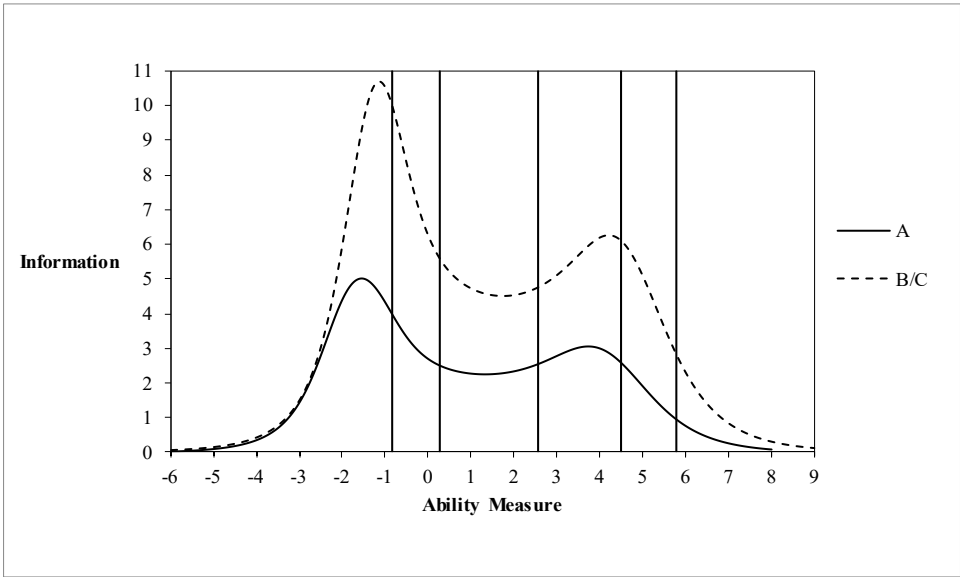


Figure 2.9.3.5.3. Test Information Curve: W 6-8 603 Paper



2.9.3.6 Grades 9-12

Figure 2.9.3.6.1. Test Information Curve: W 9-12 A 603 Paper

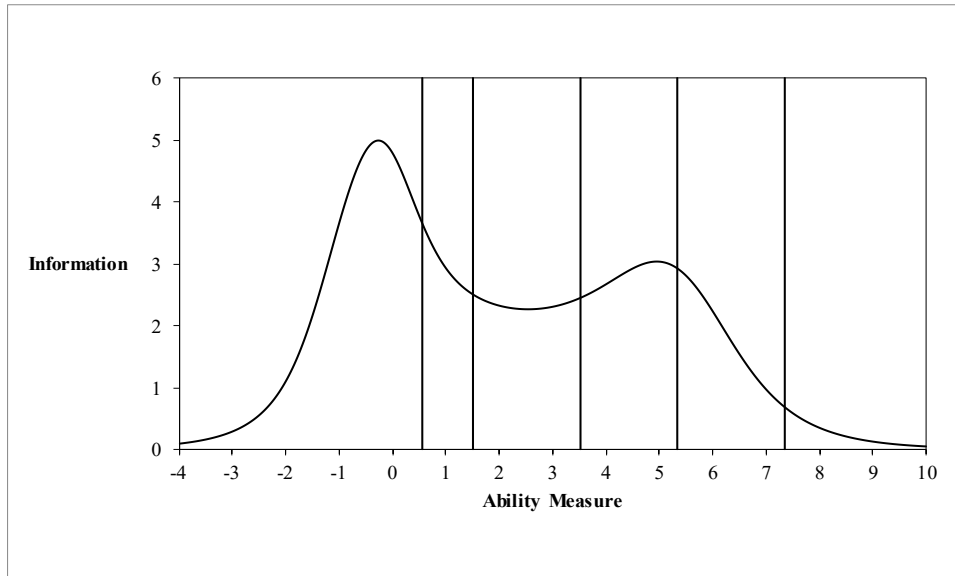


Figure 2.9.3.6.2. Test Information Curve: W 9-12 B/C 603 Paper

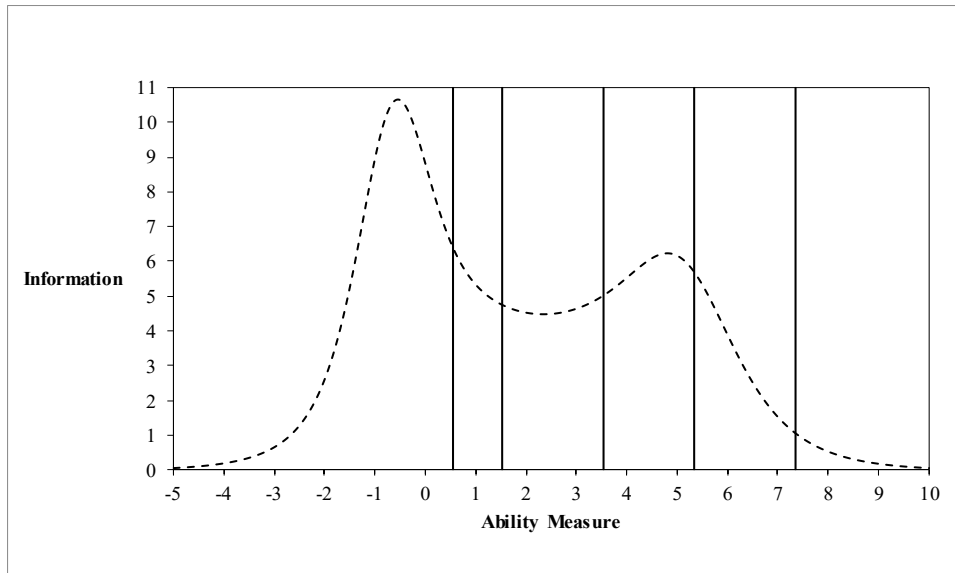
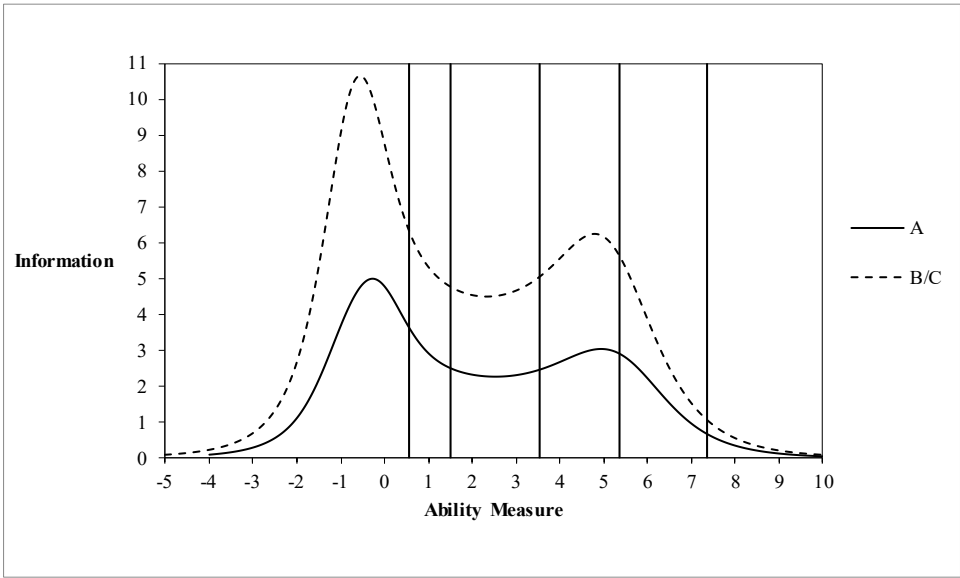


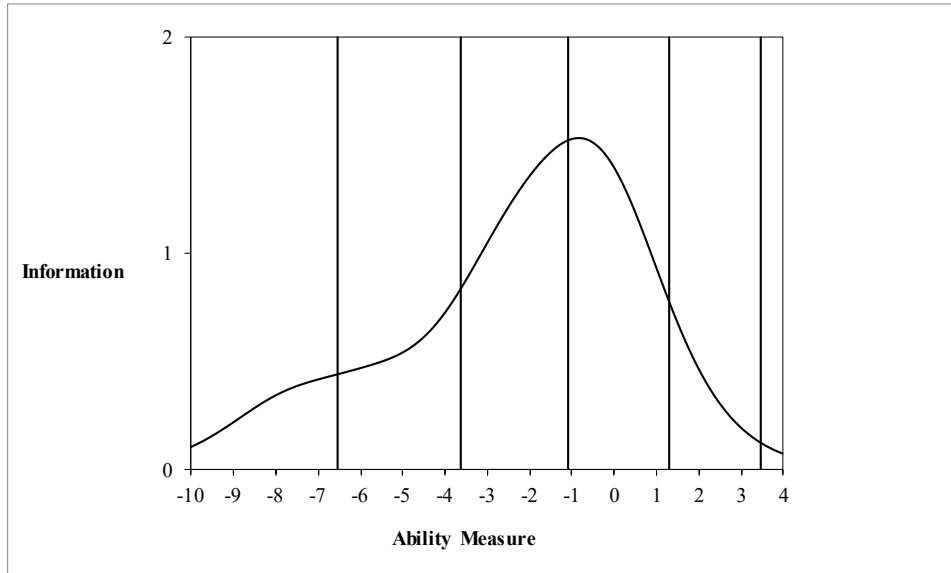
Figure 2.9.3.6.3. Test Information Curve: W 9-12 603 Paper



2.9.4 Speaking

2.9.4.0 Kindergarten

Figure 2.9.4.0. Test Information Curve: S K 603 Paper



2.9.4.1 Grade 1

Figure 2.9.4.1.1. Test Information Curve: S 1 A 603 Paper

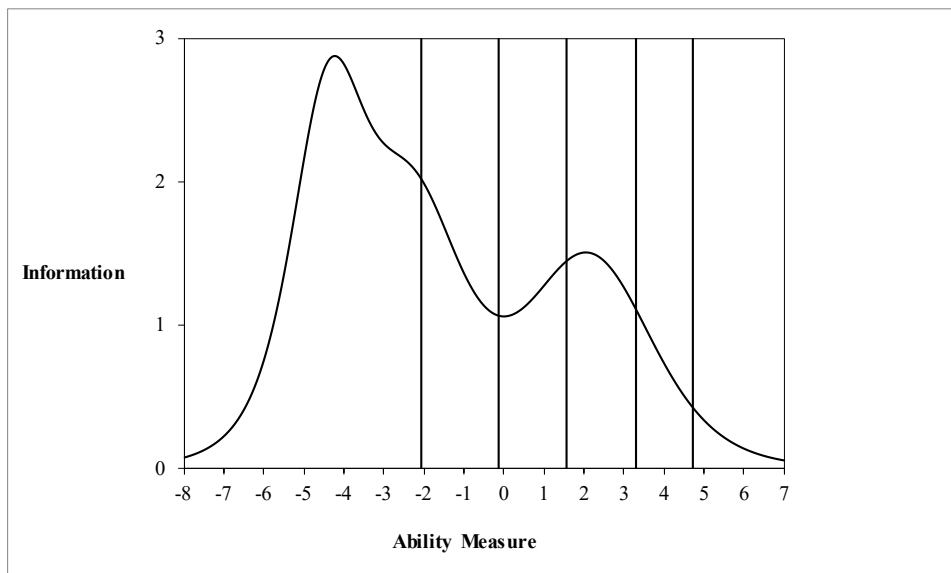


Figure 2.9.4.1.2. Test Information Curve: S 1 B/C 603 Paper

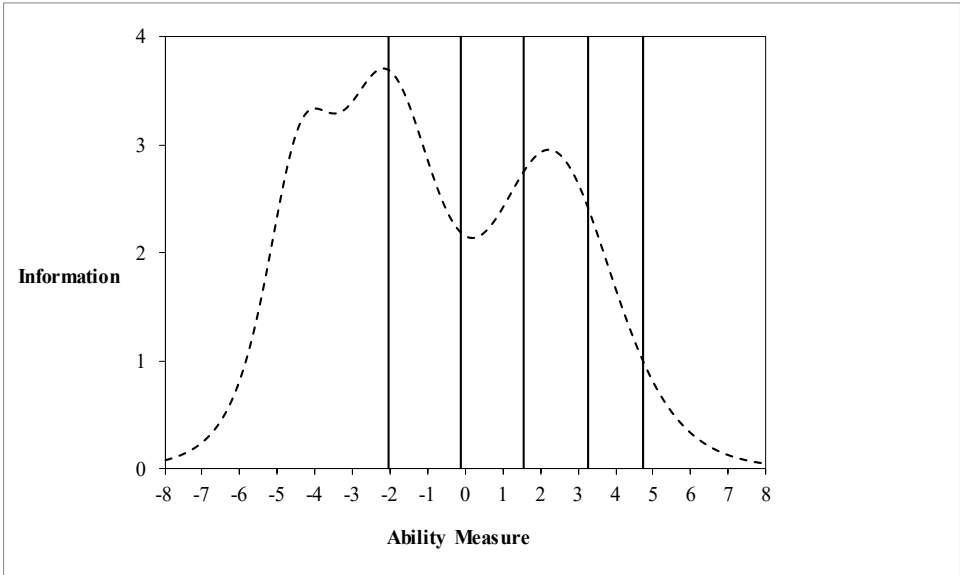
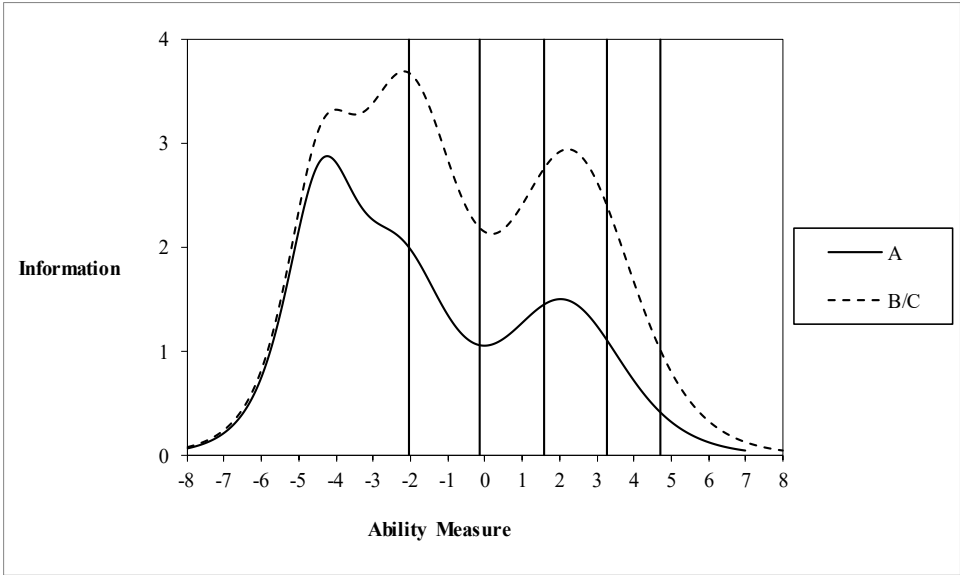
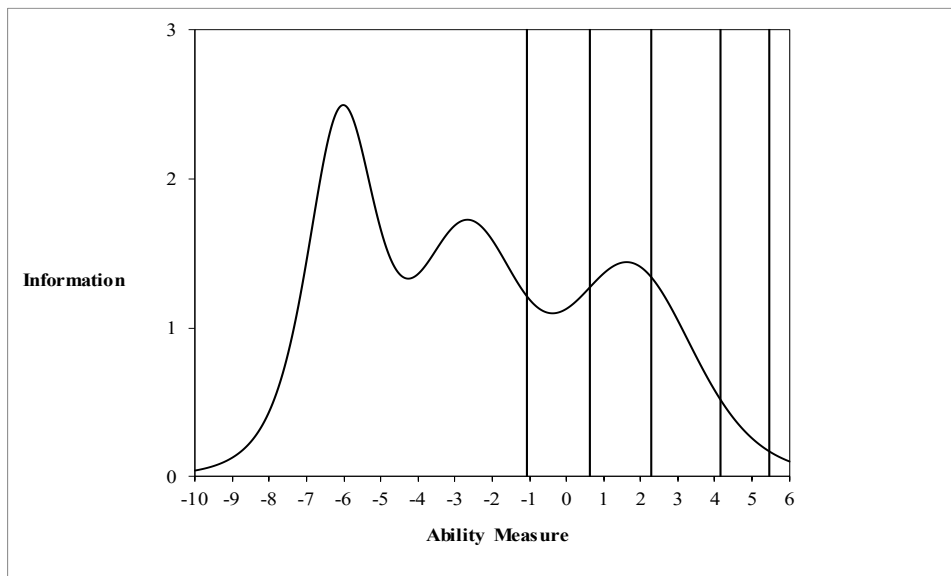


Figure 2.9.4.1.3. Test Information Curve: S 1 603 Paper



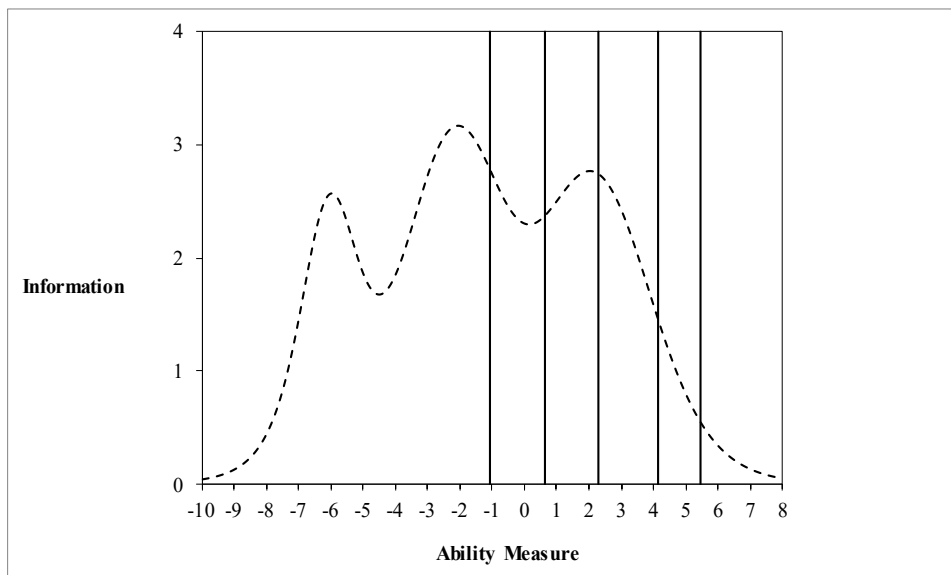
2.9.4.2 Grade 2

Figure 2.9.4.2.1. Test Information Curve: S 2 A 603 Paper



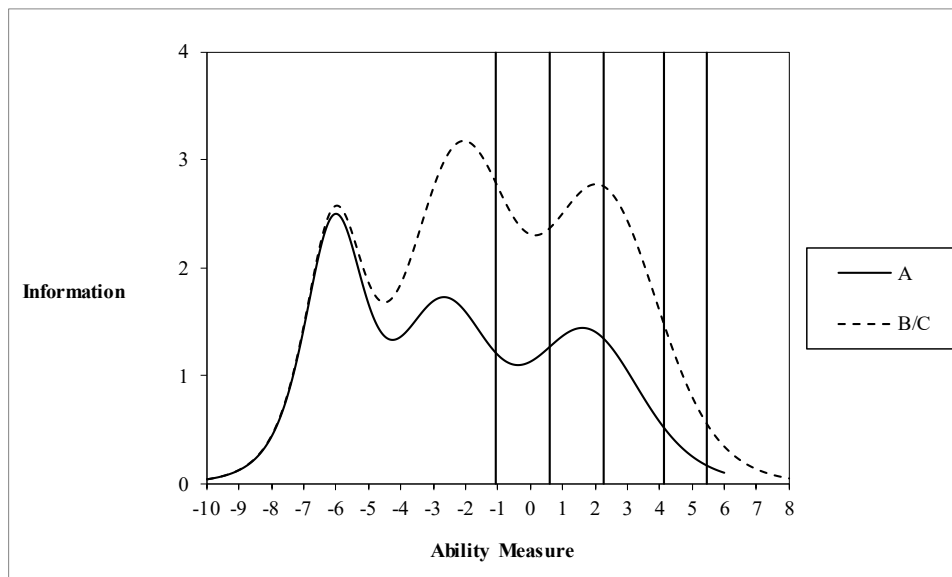
Note: The test form is shared between 2A and 3A.

Figure 2.9.4.2.2. Test Information Curve: S 2 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

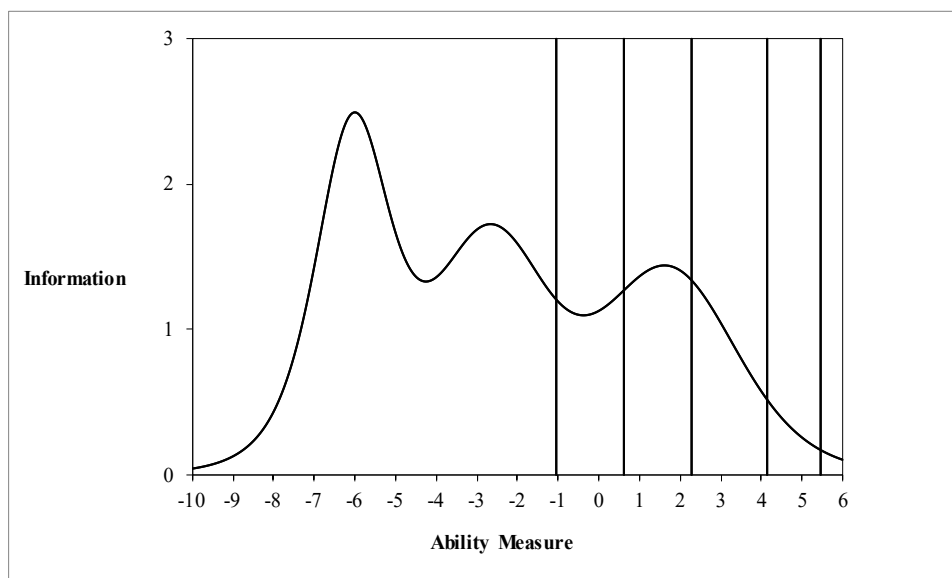
Figure 2.9.4.2.3. Test Information Curve: S 2 603 Paper



Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

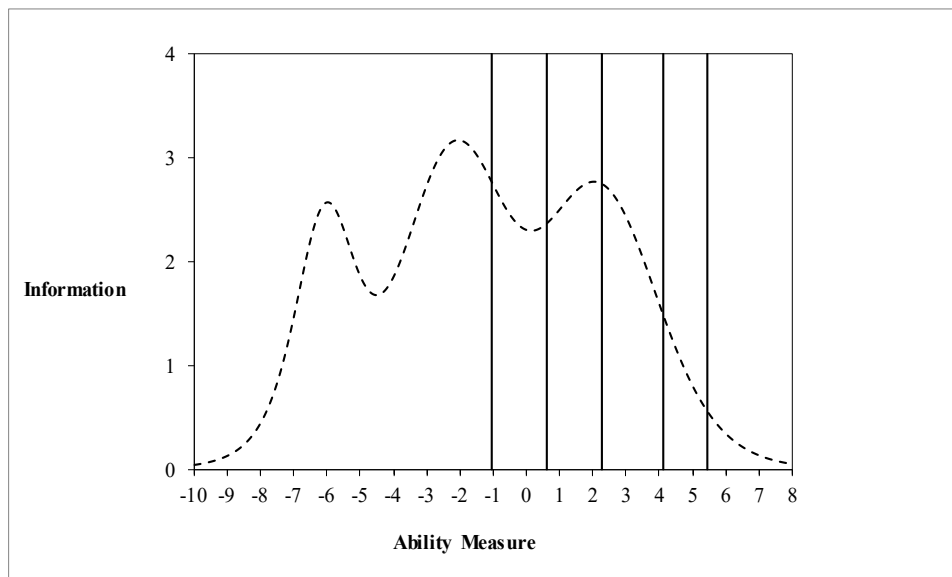
2.9.4.3 Grade 3

Figure 2.9.4.3.1. Test Information Curve: S 3 A 603 Paper



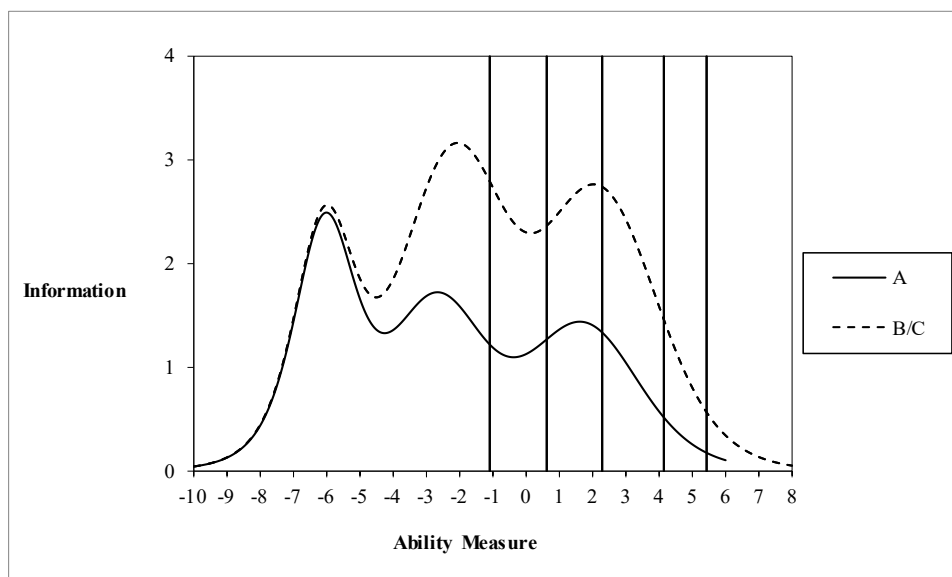
Note: The test form is shared between 2A and 3A.

Figure 2.9.4.3.2. Test Information Curve: S 3 B/C 603 Paper



Note: The test form is shared between 2B/C and 3B/C.

Figure 2.9.4.3.3. Test Information Curve: S 3 603 Paper



Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.4.4 Grades 4-5

Figure 2.9.4.4.1. Test Information Curve: S 4-5 A 603 Paper

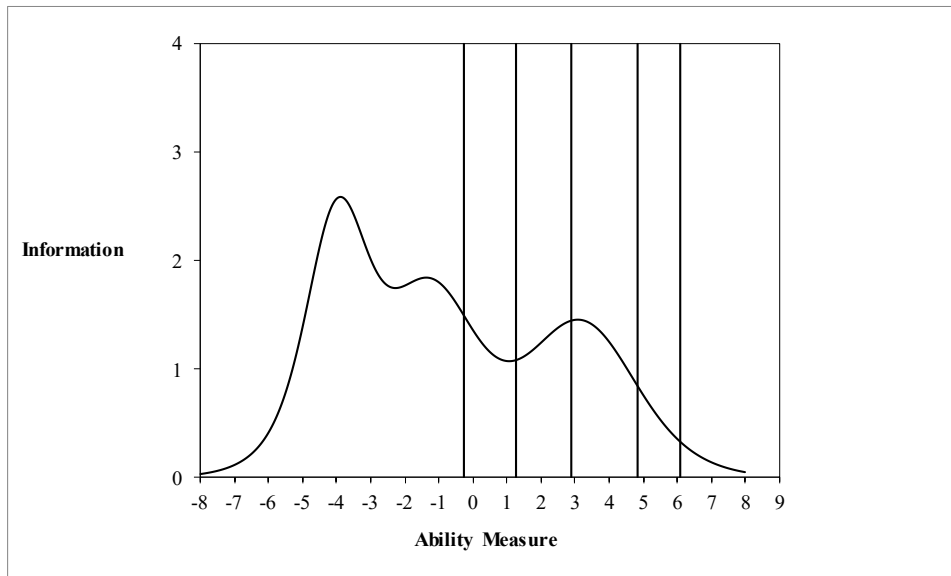


Figure 2.9.4.4.2. Test Information Curve: S 4-5 B/C 603 Paper

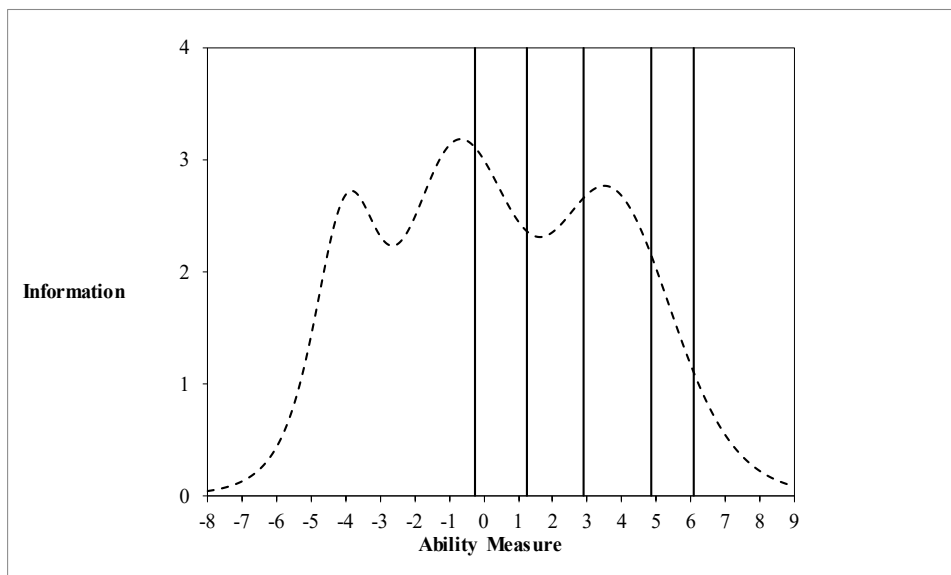
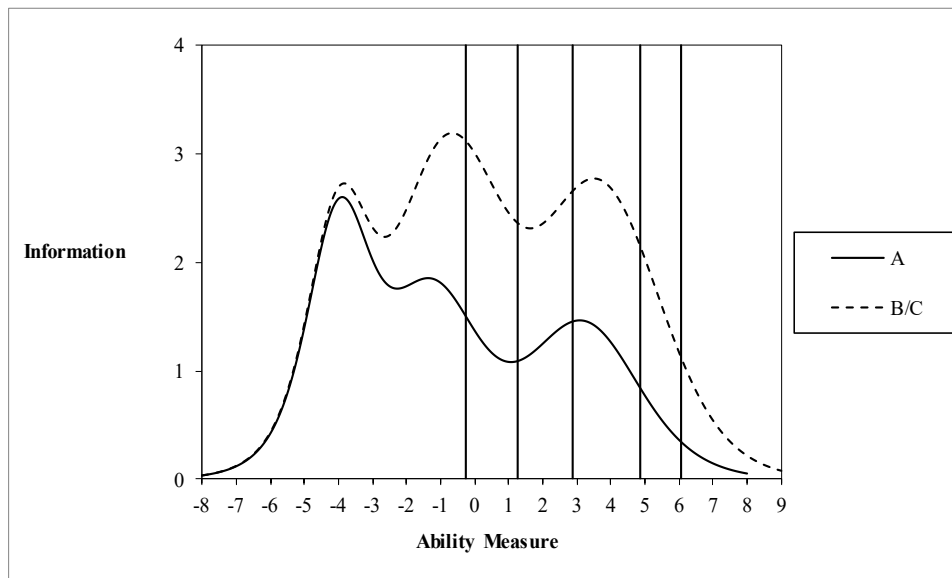


Figure 2.9.4.4.3. Test Information Curve: S 4-5 603 Paper



2.9.4.5 Grades 6-8

Figure 2.9.4.5.1. Test Information Curve: S 6-8 A 603 Paper

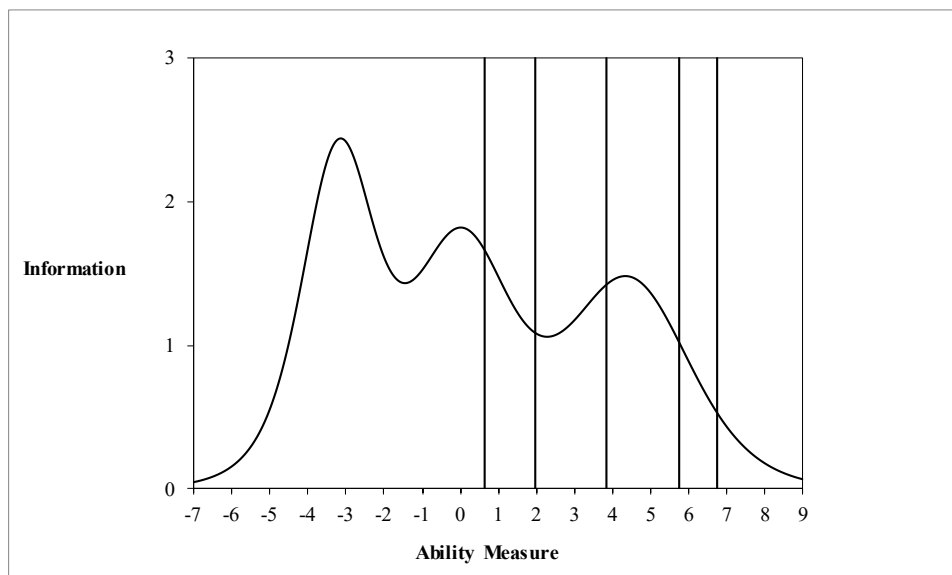


Figure 2.9.4.5.2. Test Information Curve: S 6-8 B/C 603 Paper

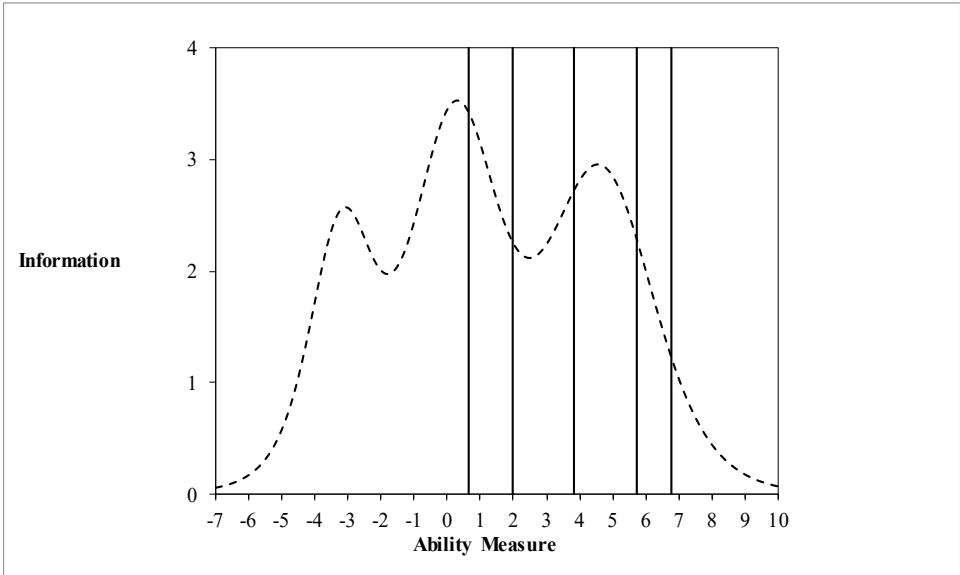
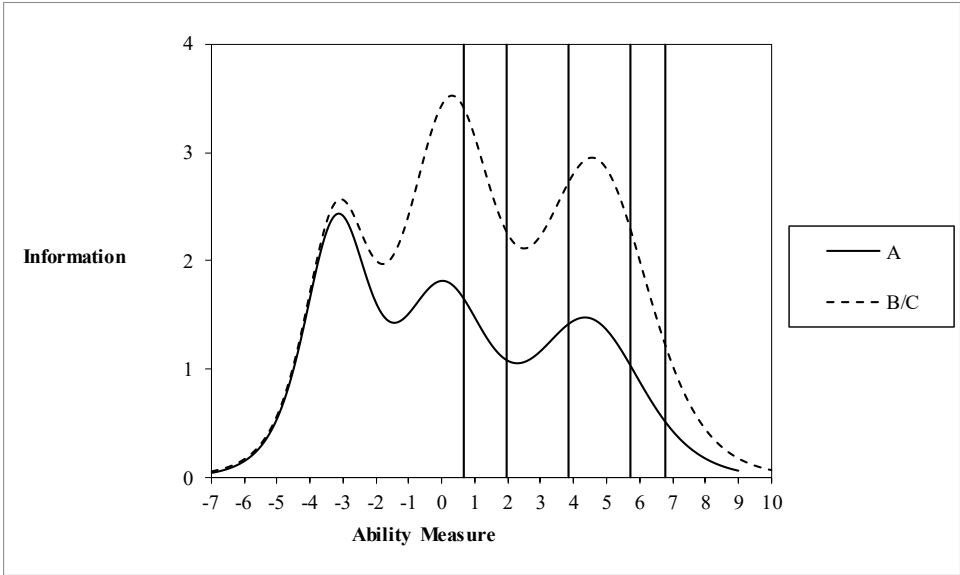


Figure 2.9.4.5.3. Test Information Curve: S 6-8 603 Paper



2.9.4.6 Grades 9-12

Figure 2.9.4.6.1. Test Information Curve: S 9-12 A 603 Paper

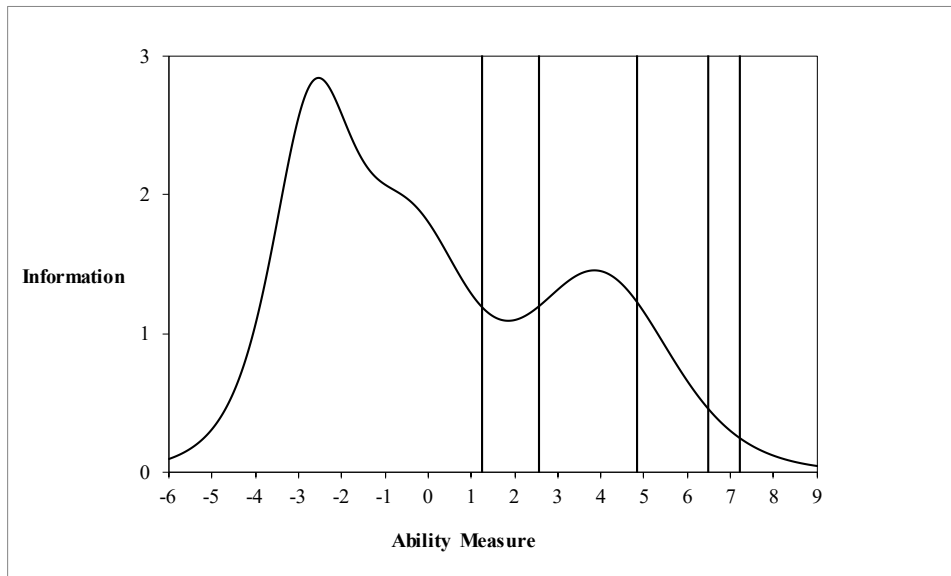


Figure 2.9.4.6.2. Test Information Curve: S 9-12 B/C 603 Paper

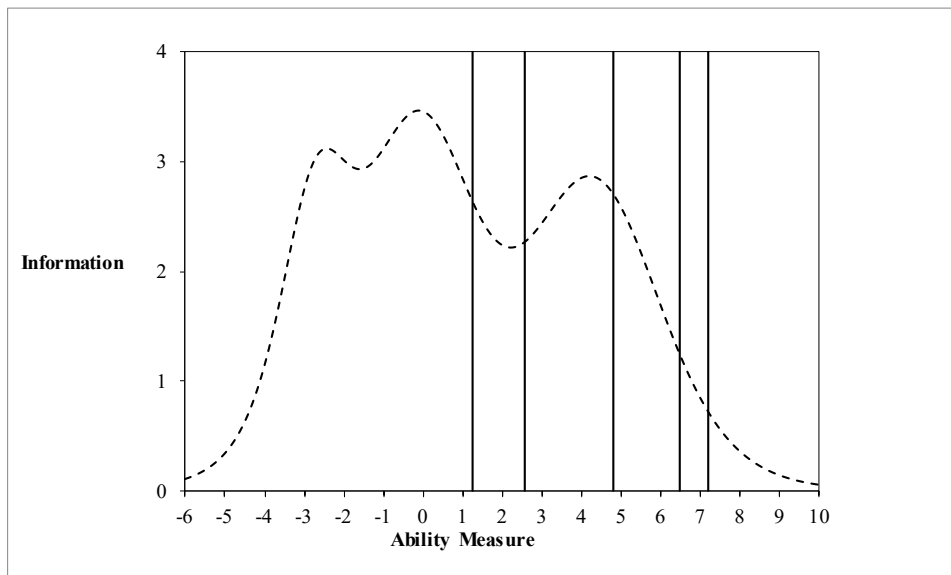
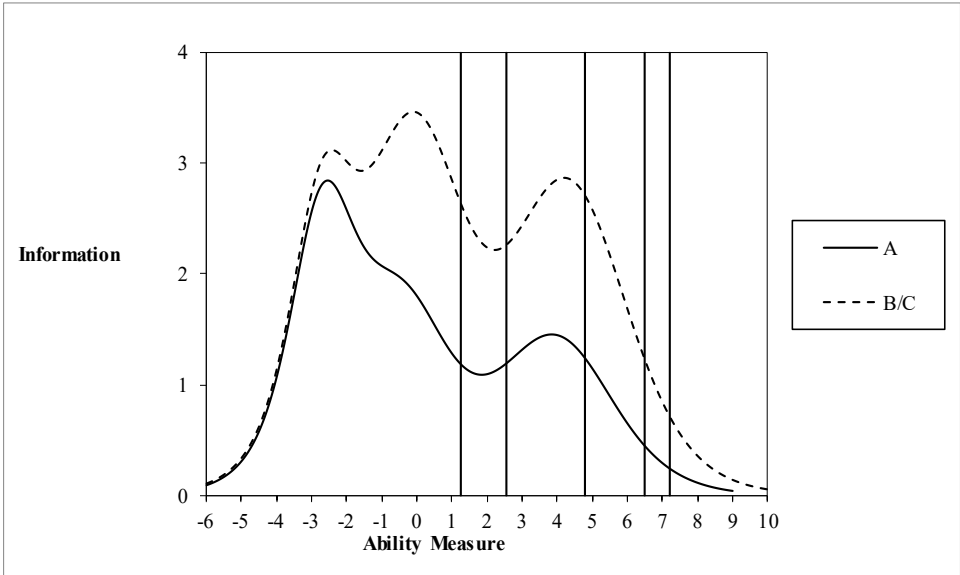


Figure 2.9.4.6.3. Test Information Curve: S 9-12 603 Paper



3. Analyses of Composite Scores

We calculate four composite scores for ACCESS Online: Oral Language, Literacy, Comprehension, and Overall. We calculate these composite scores as weighted averages of domain scale scores, as follows:

- Oral Language: 50% Listening + 50% Speaking
- Literacy: 50% Reading + 50% Writing
- Comprehension: 30% Listening + 70% Reading
- Overall Composite: 15% Listening + 15% Speaking + 35% Reading + 35% Writing

A policy decision by the WIDA Board, made before the first operational administration of ACCESS, resulted in the weighting, which is based on the view that literacy skills are paramount in developing academic language proficiency.

3.1 *Scale Score Distribution for Composites*

Figures and tables in this section provide scale score distributions for each of the composites, for each grade-level cluster.

For each cluster, the figure shows the distribution of the scale scores for the composite. We plotted the scale scores, grouped into units of five scale score points (e.g., 100–104, 105–109, 110–114, etc.), on the horizontal axis, and the number of students with scale scores falling into each range on the vertical axis.

Each table shows, by grade and by total for the grade-level cluster:

- The number of students in the analysis (count)
- The minimum observed scale score
- The maximum observed scale score
- The mean (average) scale score
- The standard deviation (std. dev./SD) of the scale score

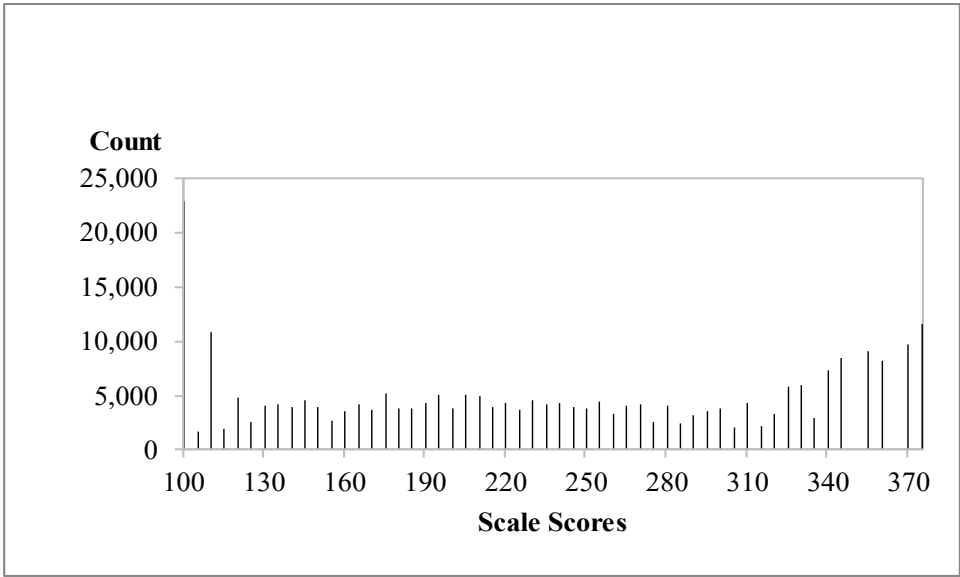
3.1.1 Oral

3.1.1.0 Kindergarten

Table 3.1.1.0. Scale Score Descriptive Statistics: Oral Lang K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,051	100	378	237.48	90.99

Figure 3.1.1.0. Scale Scores: Oral Lang K 603 Paper

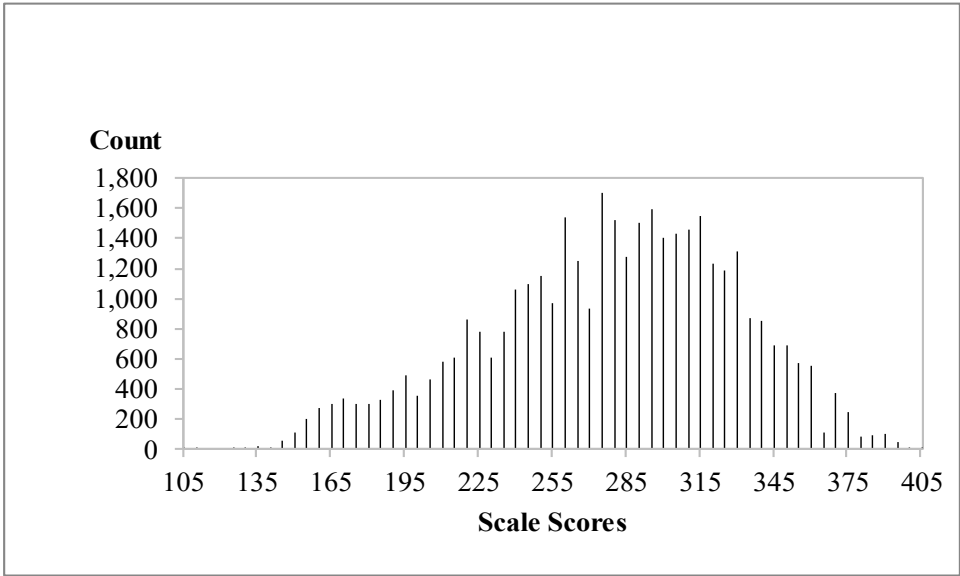


3.1.1.1 Grade 1

Table 3.1.1.1. Scale Score Descriptive Statistics: Oral Lang 1 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	38,656	105	406	280.16	51.18

Figure 3.1.1.1. Scale Scores: Oral Lang 1 603 Paper

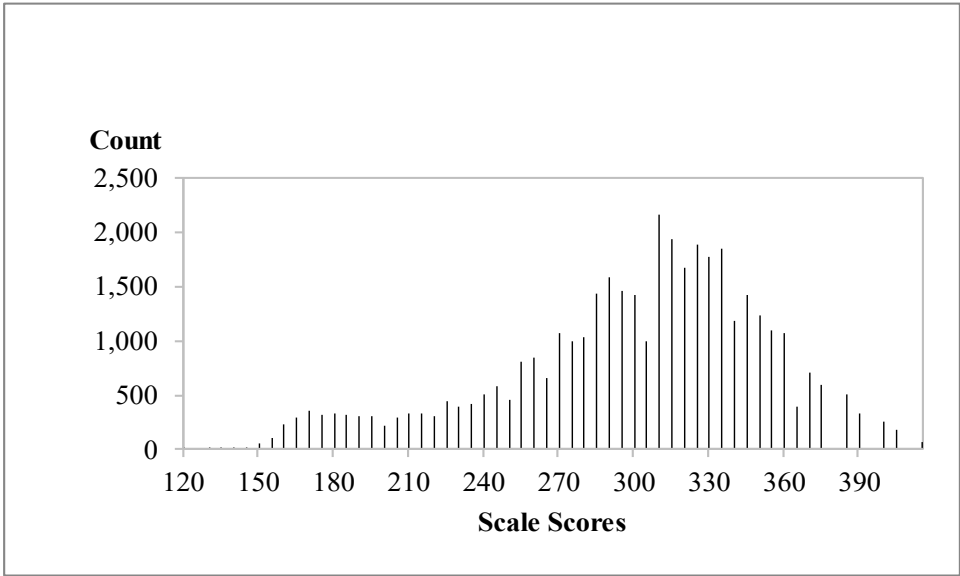


3.1.1.2 Grade 2

Table 3.1.1.2. Scale Score Descriptive Statistics: Oral Lang 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	39,602	120	415	300.53	52.98

Figure 3.1.1.2. Scale Scores: Oral Lang 2 603 Paper

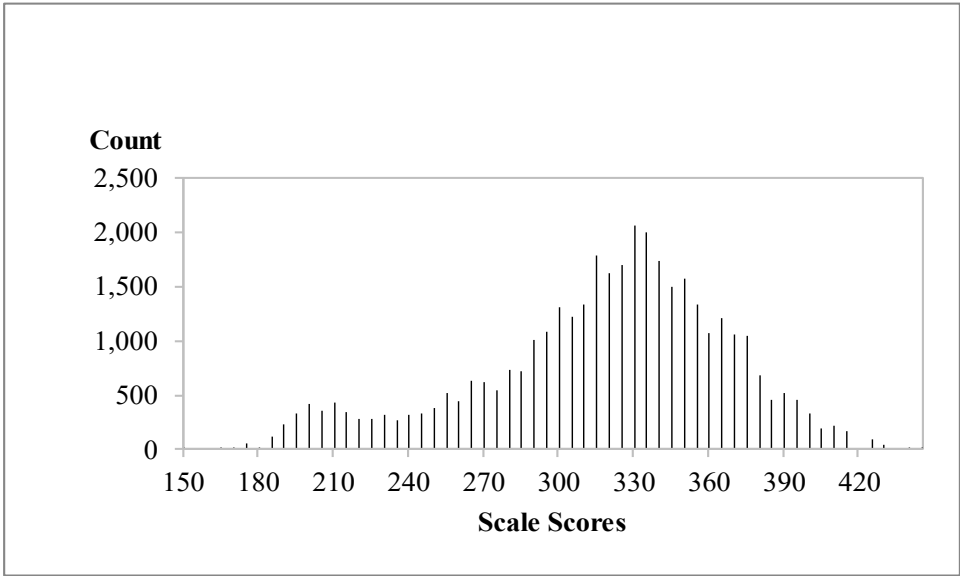


3.1.1.3 Grade 3

Table 3.1.1.3. Scale Score Descriptive Statistics: Oral Lang 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	37,594	151	448	318.69	50.30

Figure 3.1.1.3. Scale Scores: Oral Lang 3 603 Paper

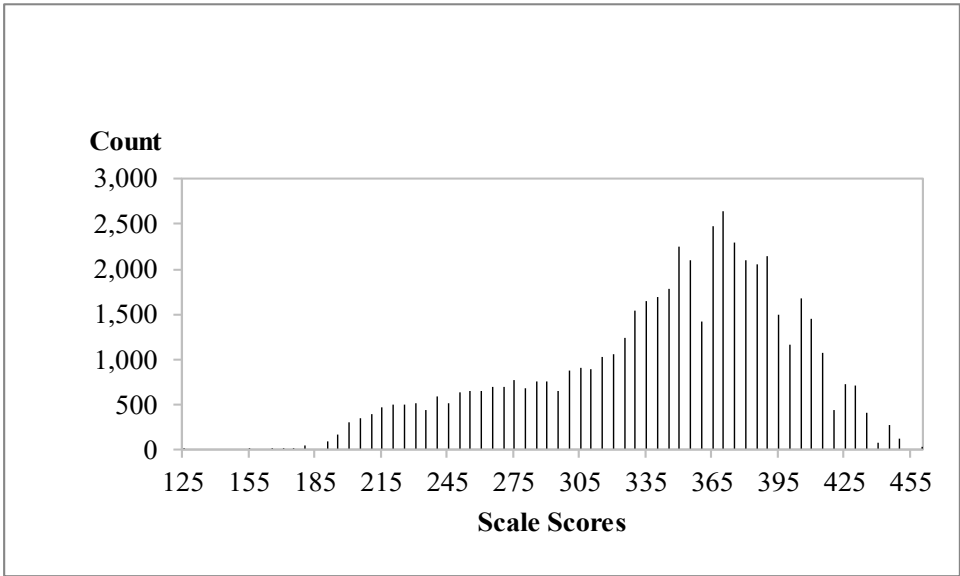


3.1.1.4 Grades 4-5

Table 3.1.1.4. Scale Score Descriptive Statistics: Oral Lang 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	27,768	125	461	340.55	56.43
5	25,983	157	461	345.82	59.51
Total	53,751	125	461	343.10	58.00

Figure 3.1.1.4. Scale Scores: Oral Lang 4-5 603 Paper

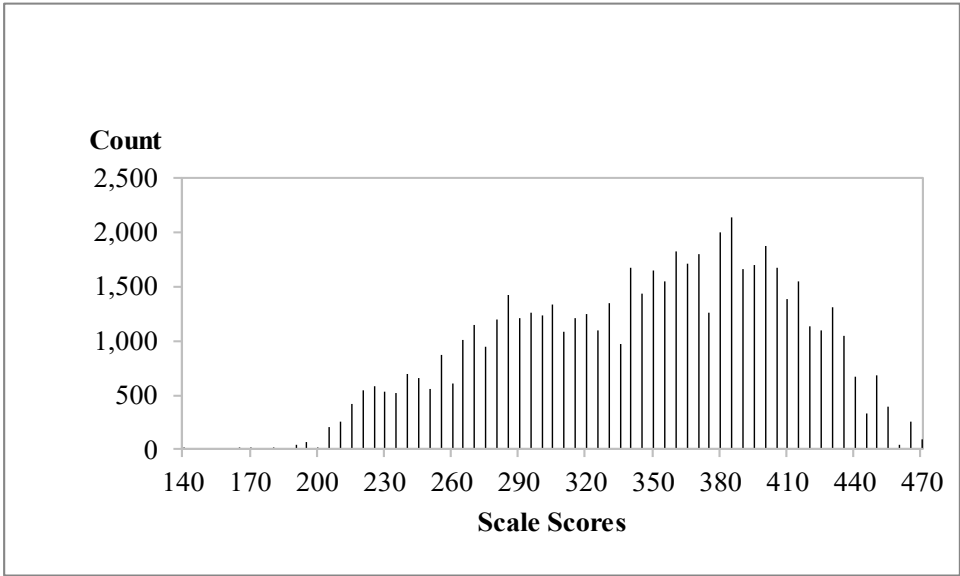


3.1.1.5 Grades 6-8

Table 3.1.1.5. Scale Score Descriptive Statistics: Oral Lang 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	19,042	140	472	343.92	60.88
7	19,340	165	472	345.18	62.05
8	19,864	180	472	351.38	62.95
Total	58,246	140	472	346.88	62.06

Figure 3.1.1.5. Scale Scores: Oral Lang 6-8 603 Paper

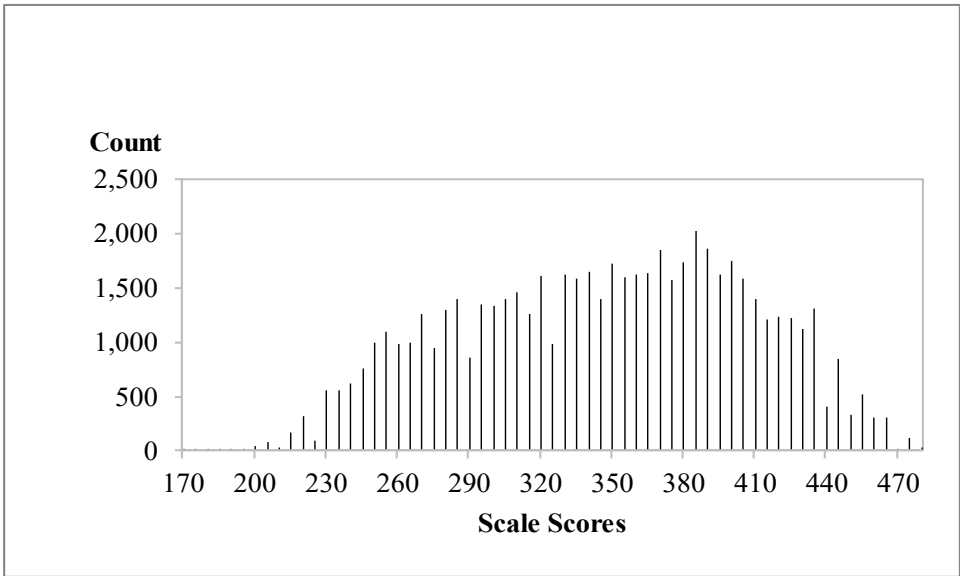


3.1.1.6 Grades 9-12

Table 3.1.1.6. Scale Score Descriptive Statistics: Oral Lang 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	18,527	172	483	342.35	61.89
10	17,223	176	483	347.64	60.67
11	14,365	200	483	352.85	59.41
12	9,572	193	483	355.94	56.61
Total	59,687	172	483	348.58	60.33

Figure 3.1.1.6. Scale Scores: Oral Lang 9-12 603 Paper



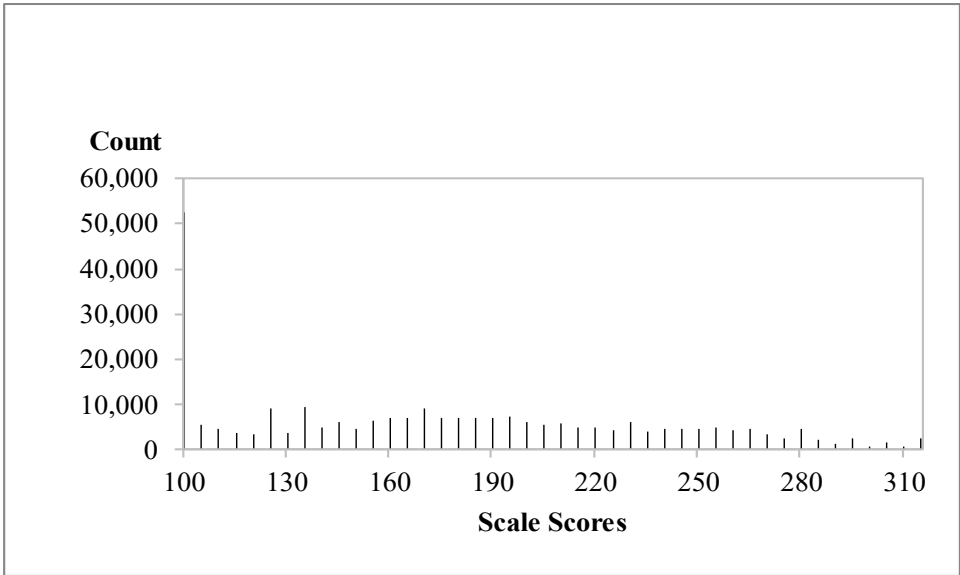
3.1.2 Literacy

3.1.2.0 Kindergarten

Table 3.1.2.0. Scale Score Descriptive Statistics: Lit K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,058	100	315	176.28	61.10

Figure 3.1.2.0. Scale Scores: Lit K 603 Paper

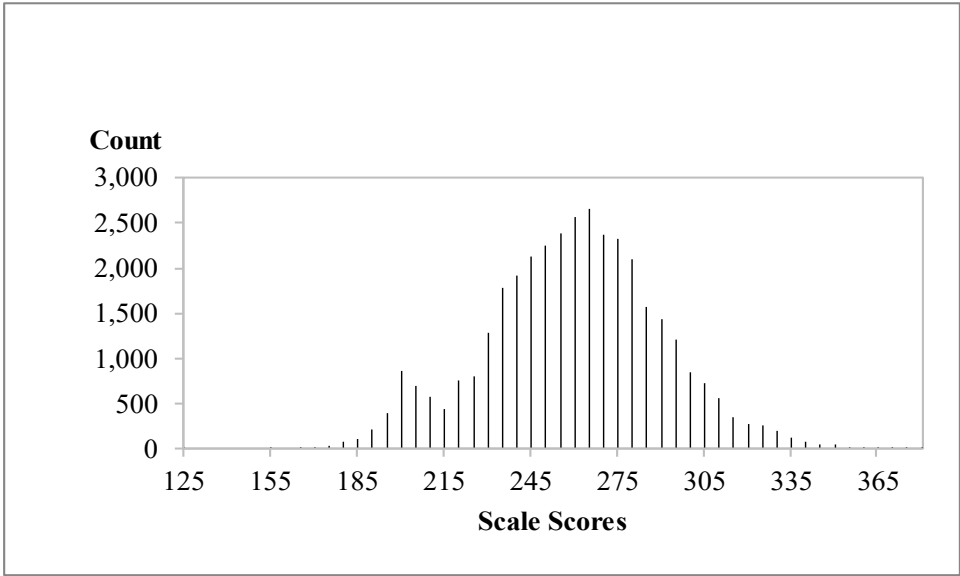


3.1.2.1 Grade 1

Table 3.1.2.1. Scale Score Descriptive Statistics: Lit 1 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	36,598	126	381	261.63	30.65

Figure 3.1.2.1. Scale Scores: Lit 1 603 Paper

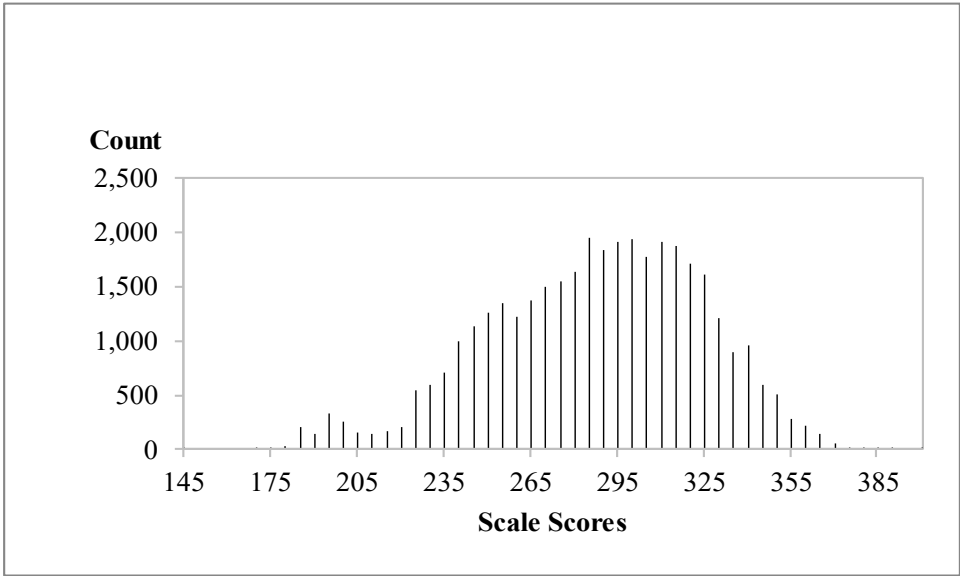


3.1.2.2 Grade 2

Table 3.1.2.2. Scale Score Descriptive Statistics: Lit 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	36,928	146	400	289.06	37.05

Figure 3.1.2.2. Scale Scores: Lit 2 603 Paper

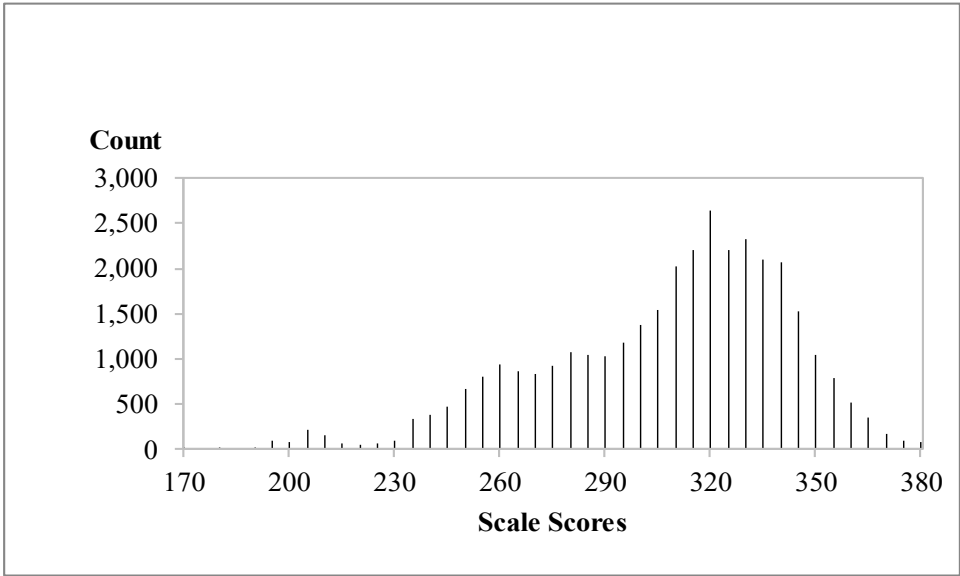


3.1.2.3 Grade 3

Table 3.1.2.3. Scale Score Descriptive Statistics: Lit 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	34,551	174	418	309.58	35.00

Figure 3.1.2.3. Scale Scores: Lit 3 603 Paper

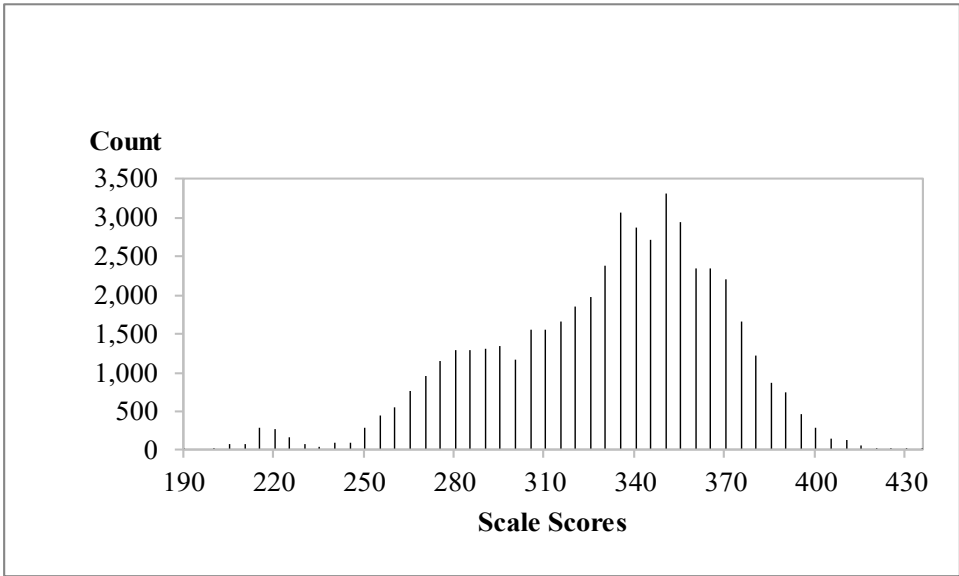


3.1.2.4 Grades 4-5

Table 3.1.2.4. Scale Score Descriptive Statistics: Lit 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	25,700	194	428	328.21	36.62
5	24,485	201	435	336.06	39.71
Total	50,185	194	435	332.04	38.36

Figure 3.1.2.4. Scale Scores: Lit 4-5 603 Paper

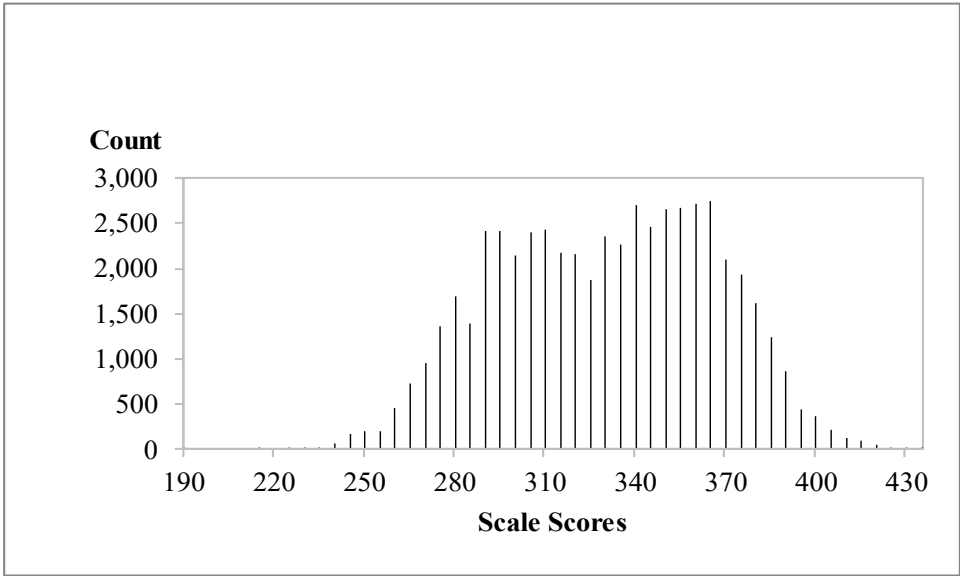


3.1.2.5 Grades 6-8

Table 3.1.2.5. Scale Score Descriptive Statistics: Lit 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	17,800	194	431	327.56	34.17
7	18,288	233	436	331.28	35.66
8	18,863	194	441	337.31	37.36
Total	54,951	194	441	332.15	36.01

Figure 3.1.2.5. Scale Scores: Lit 6-8 603 Paper

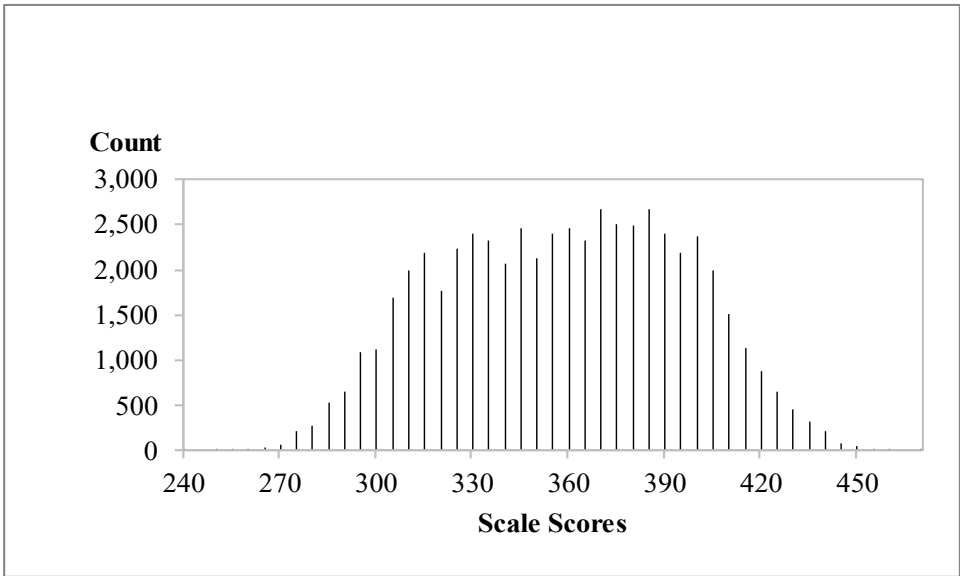


3.1.2.6 Grades 9-12

Table 3.1.2.6. Scale Score Descriptive Statistics: Lit 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	17,647	242	456	354.13	37.77
10	16,441	259	471	359.75	37.93
11	13,767	264	470	364.29	37.13
12	9,244	259	471	365.30	35.56
Total	57,099	242	471	360.01	37.57

Figure 3.1.2.6. Scale Scores: Lit 9-12 603 Paper



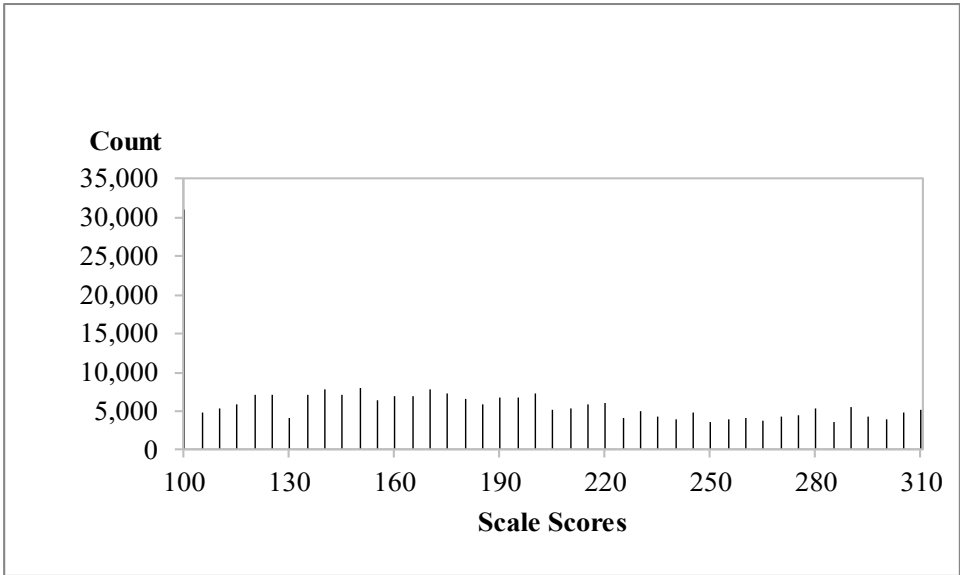
3.1.3 Comprehension

3.1.3.0 Kindergarten

Table 3.1.3.0. Scale Score Descriptive Statistics: Comp K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,064	100	312	188.78	63.95

Figure 3.1.3.0. Scale Scores: Comp K 603 Paper

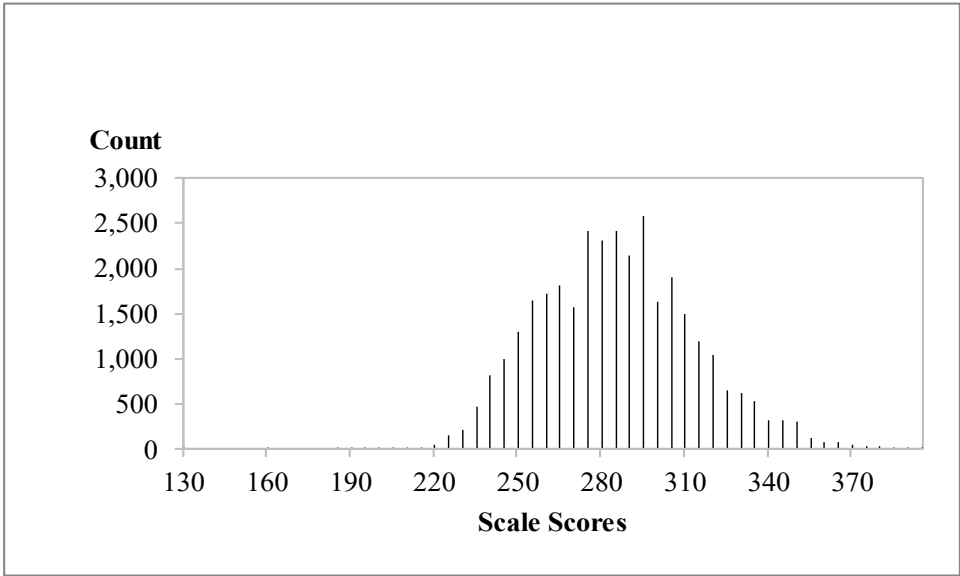


3.1.3.1 Grade 1

Table 3.1.3.1. Scale Score Descriptive Statistics: Comp 1 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	33,221	130	397	287.69	28.30

Figure 3.1.3.1. Scale Scores: Comp 1 603 Paper

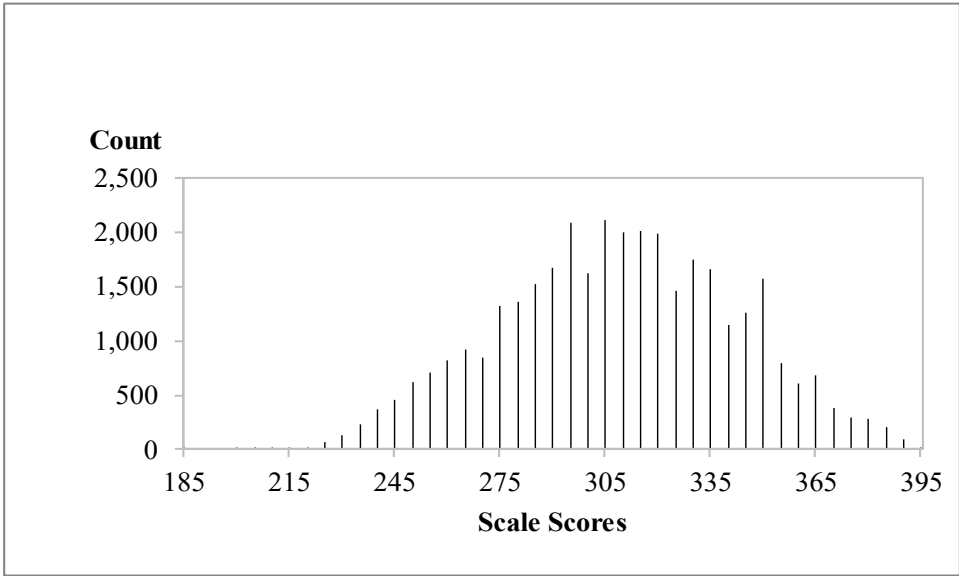


3.1.3.2 Grade 2

Table 3.1.3.2. Scale Score Descriptive Statistics: Comp 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	35,159	185	397	310.82	33.81

Figure 3.1.3.2. Scale Scores: Comp 2 603 Paper

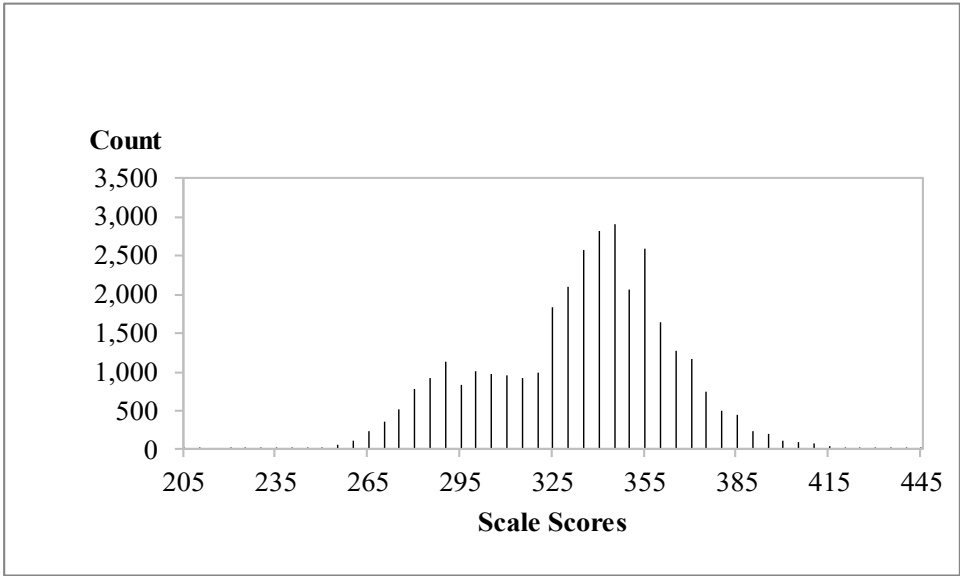


3.1.3.3 Grade 3

Table 3.1.3.3. Scale Score Descriptive Statistics: Comp 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	33,340	207	447	335.87	30.07

Figure 3.1.3.3. Scale Scores: Comp 3 603 Paper

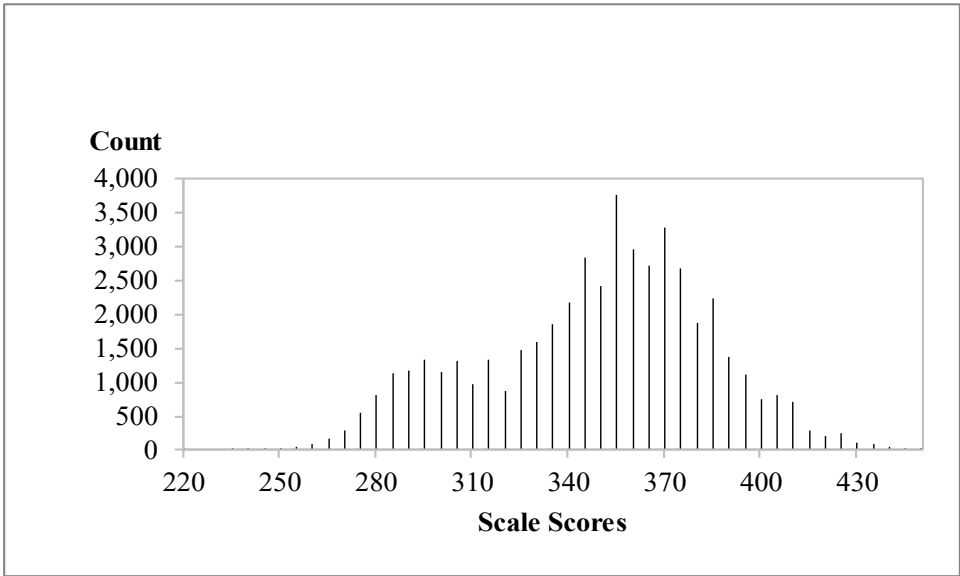


3.1.3.4 Grades 4-5

Table 3.1.3.4. Scale Score Descriptive Statistics: Comp 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	25,007	237	453	347.24	33.93
5	23,904	220	448	353.98	36.79
Total	48,911	220	453	350.53	35.52

Figure 3.1.3.4. Scale Scores: Comp 4-5 603 Paper

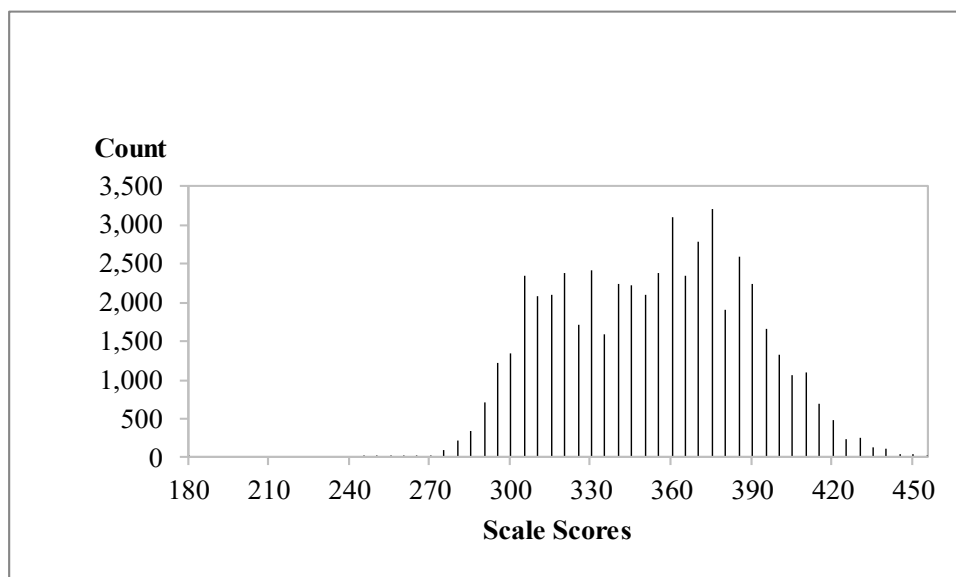


3.1.3.5 Grades 6-8

Table 3.1.3.5. Scale Score Descriptive Statistics: Comp 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	16,462	247	448	348.62	33.00
7	16,807	260	459	353.61	35.41
8	15,252	249	459	358.99	37.64
Total	48,521	247	459	353.61	35.59

Figure 3.1.3.5. Scale Scores: Comp 6-8 603 Paper

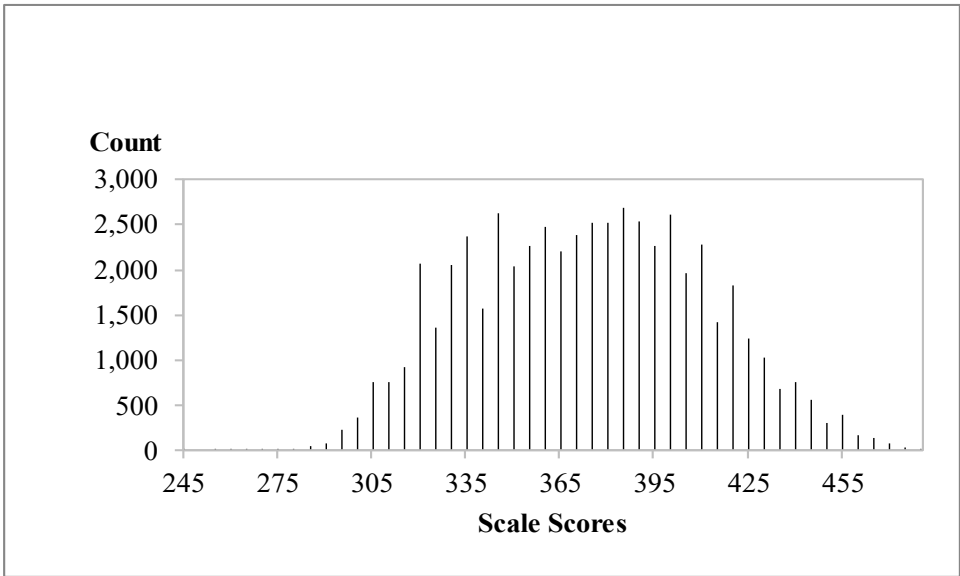


3.1.3.6 Grades 9-12

Table 3.1.3.6. Scale Score Descriptive Statistics: Comp 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	16,890	245	482	369.93	37.48
10	15,719	259	482	375.61	37.63
11	13,204	275	482	379.34	37.15
12	8,857	259	482	380.24	35.88
Total	54,670	245	482	375.50	37.41

Figure 3.1.3.6. Scale Scores: Comp 9-12 603 Paper



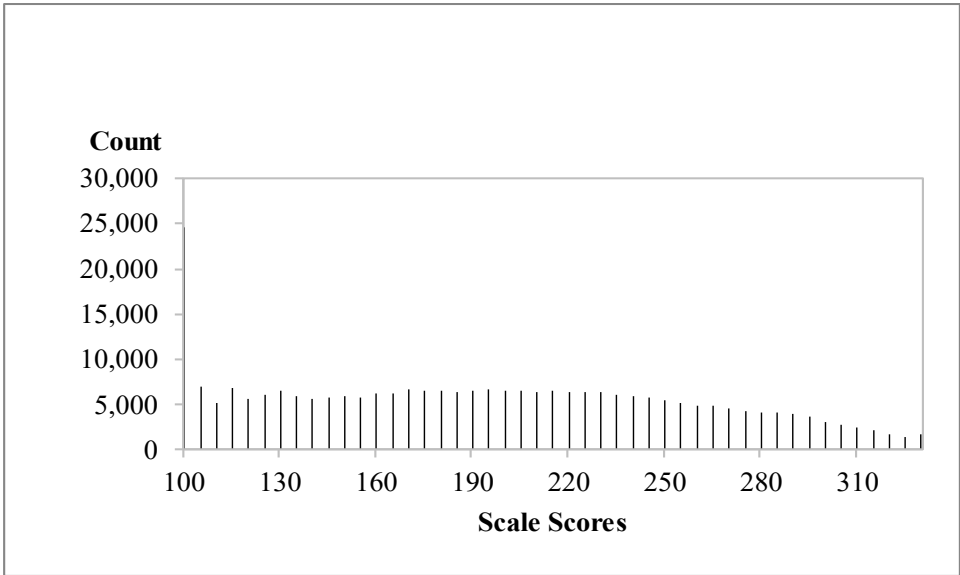
3.1.4 Overall

3.1.4.0 Kindergarten

Table 3.1.4.0. Scale Score Descriptive Statistics: Overall K 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
K	266,042	100	333	194.43	63.90

Figure 3.1.4.0. Scale Scores: Overall K 603 Paper

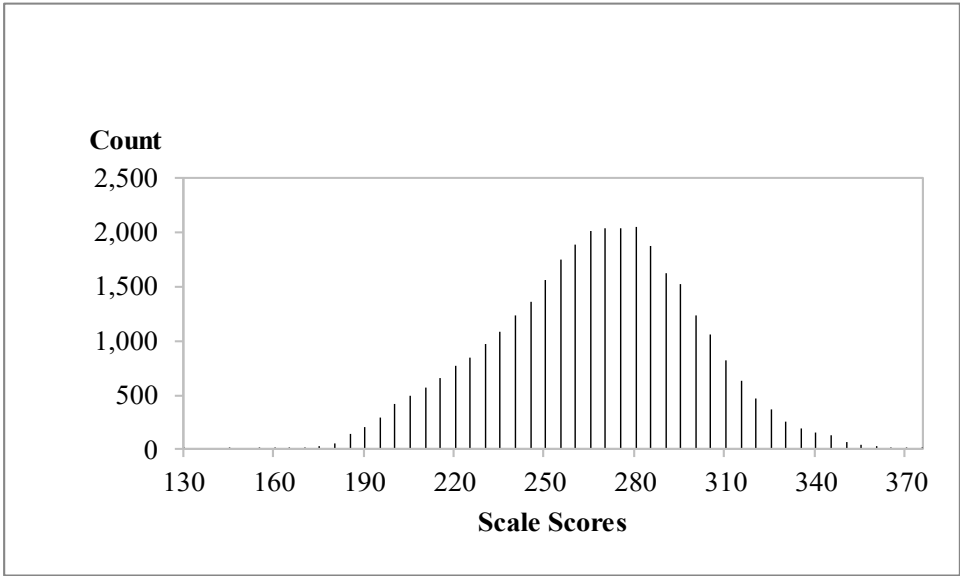


3.1.4.1 Grade 1

Table 3.1.4.1. Scale Score Descriptive Statistics: Overall 1603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
1	33,039	132	376	267.99	33.18

Figure 3.1.4.1. Scale Scores: Overall 1603 Paper

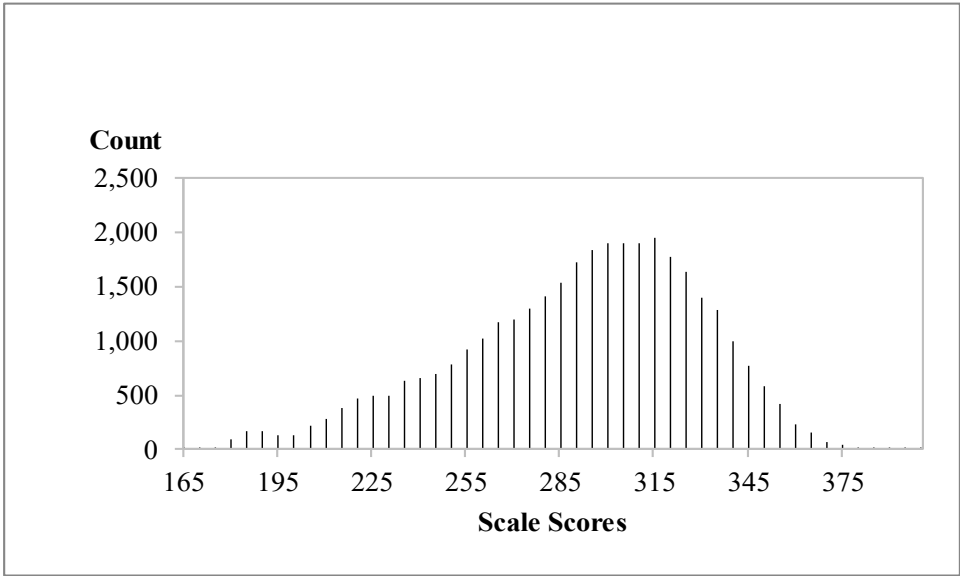


3.1.4.2 Grade 2

Table 3.1.4.2. Scale Score Descriptive Statistics: Overall 2 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
2	34,984	166	400	293.06	38.36

Figure 3.1.4.2. Scale Scores: Overall 2 603 Paper

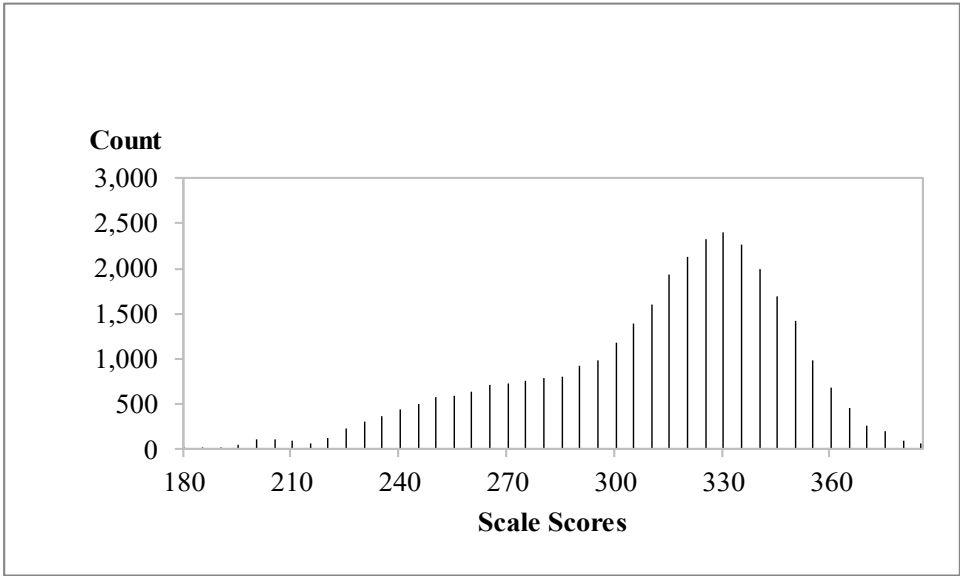


3.1.4.3 Grade 3

Table 3.1.4.3. Scale Score Descriptive Statistics: Overall 3 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
3	33,141	184	420	312.57	36.72

Figure 3.1.4.3. Scale Scores: Overall 3 603 Paper

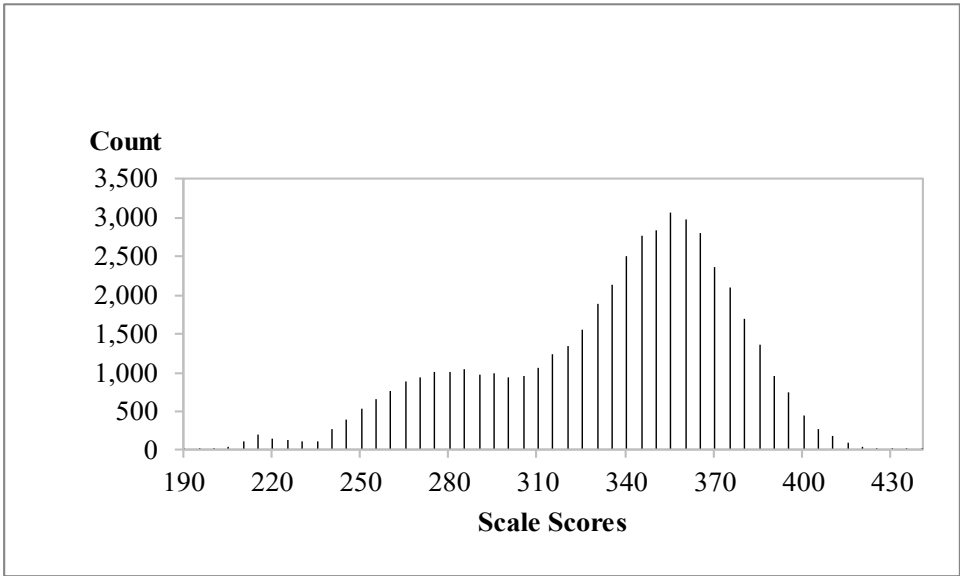


3.1.4.4 Grades 4-5

Table 3.1.4.4. Scale Score Descriptive Statistics: Overall 4-5 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
4	24,891	192	430	332.17	40.03
5	23,765	198	440	339.24	43.31
Total	48,656	192	440	335.62	41.81

Figure 3.1.4.4. Scale Scores: Overall 4-5 603 Paper

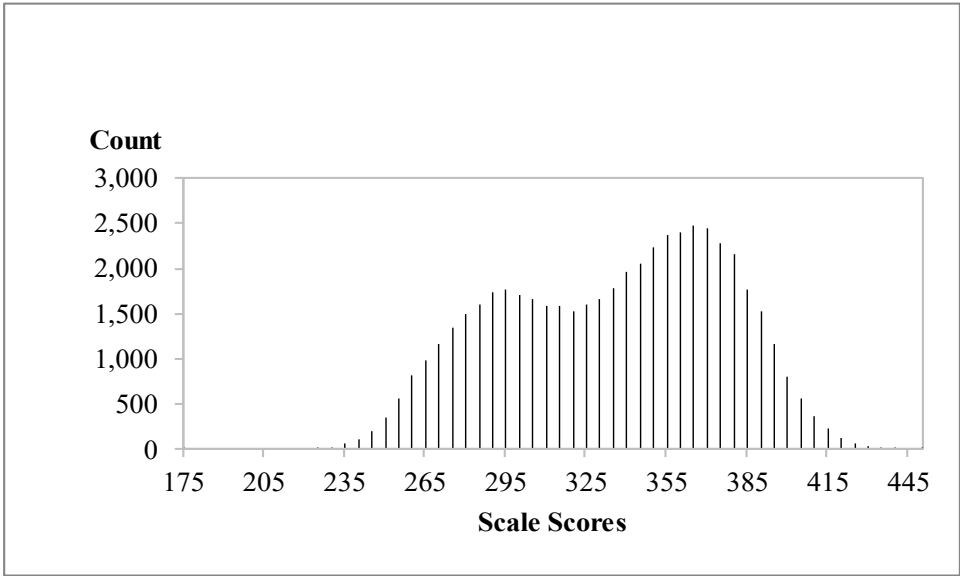


3.1.4.5 Grades 6-8

Table 3.1.4.5. Scale Score Descriptive Statistics: Overall 6-8 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
6	16,962	178	439	332.45	39.99
7	17,499	230	443	335.46	41.47
8	18,022	225	450	341.64	42.99
Total	52,483	178	450	336.61	41.71

Figure 3.1.4.5. Scale Scores: Overall 6-8 603 Paper

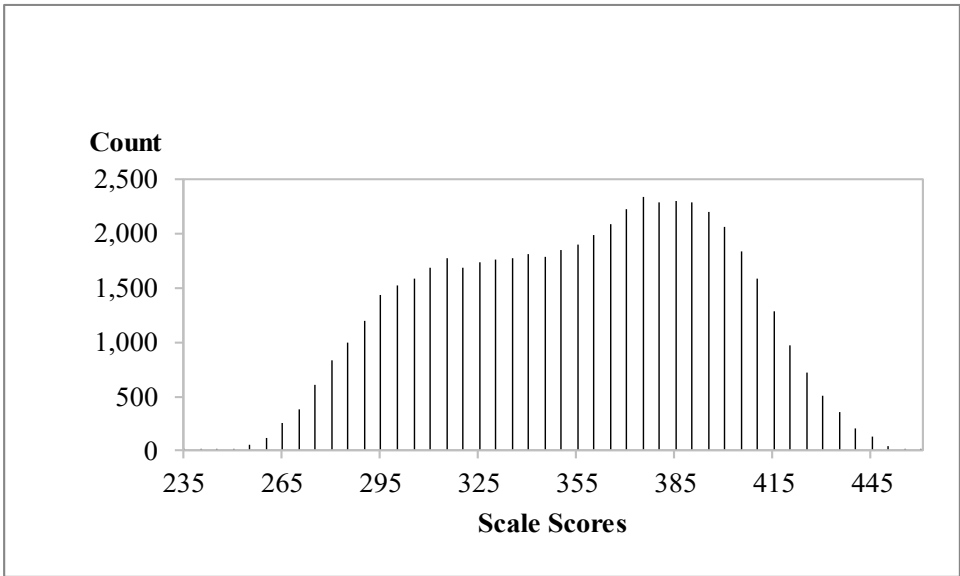


3.1.4.6 Grades 9-12

Table 3.1.4.6. Scale Score Descriptive Statistics: Overall 9-12 603 Paper

Grade	Number of Students	Min.	Max.	Mean	Standard Deviation
9	16,753	235	458	350.83	42.98
10	15,592	244	461	356.53	42.64
11	13,122	244	463	361.23	41.55
12	8,785	257	463	362.86	39.47
Total	54,252	235	463	356.93	42.24

Figure 3.1.4.6. Scale Scores: Overall 9-12 603 Paper



3.2 *Proficiency Level Distribution for Composites*

Figures and tables in this section provide information on the proficiency level distribution for each of the composite scores for each grade-level cluster.

In each figure, the horizontal axis shows the six WIDA proficiency levels. The vertical axis shows the percentage of students. Each bar shows the percentage of students who were placed into each proficiency level in the domain being tested on this test form.

The tables in this section present, by grade (denoted by "G" plus digit), and by total for the grade-level cluster, the following information:

- The WIDA proficiency level designation (1–6)
- The number of students (count) whose performance on the test form placed them into that proficiency level in the domain being tested
- The percentage of students, out of the total number of students taking the form, who were placed into that proficiency level in the domain being tested

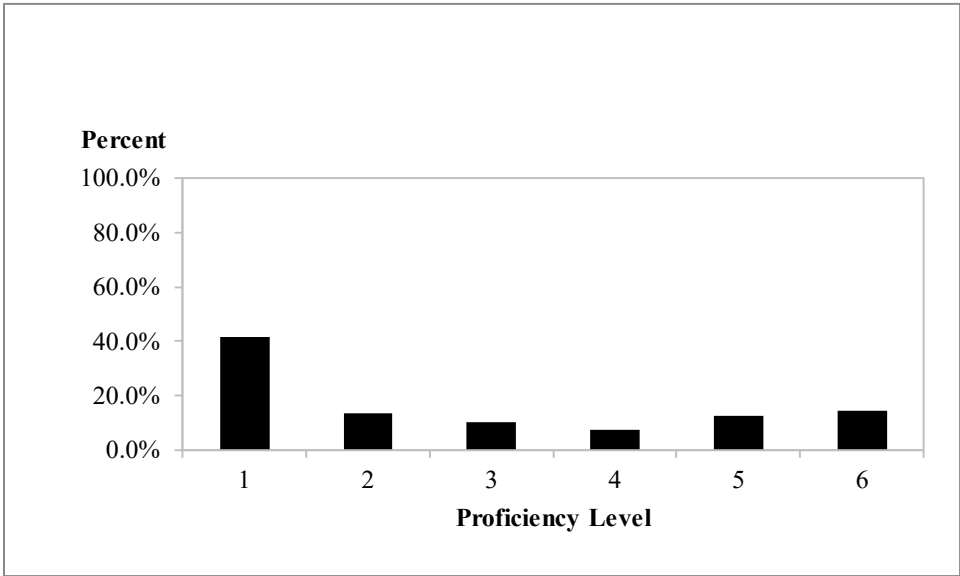
3.2.1 Oral

3.2.1.0 Kindergarten

Table 3.2.1.0. Proficiency Level Distribution: Oral Lang K 603 Paper

Level	K Count	K Percent
1	111,031	41.73%
2	36,419	13.69%
3	26,547	9.98%
4	19,453	7.31%
5	33,892	12.74%
6	38,709	14.55%
Total	266,051	100.00%

Figure 3.2.1.0. Proficiency Level: Oral Lang K 603 Paper

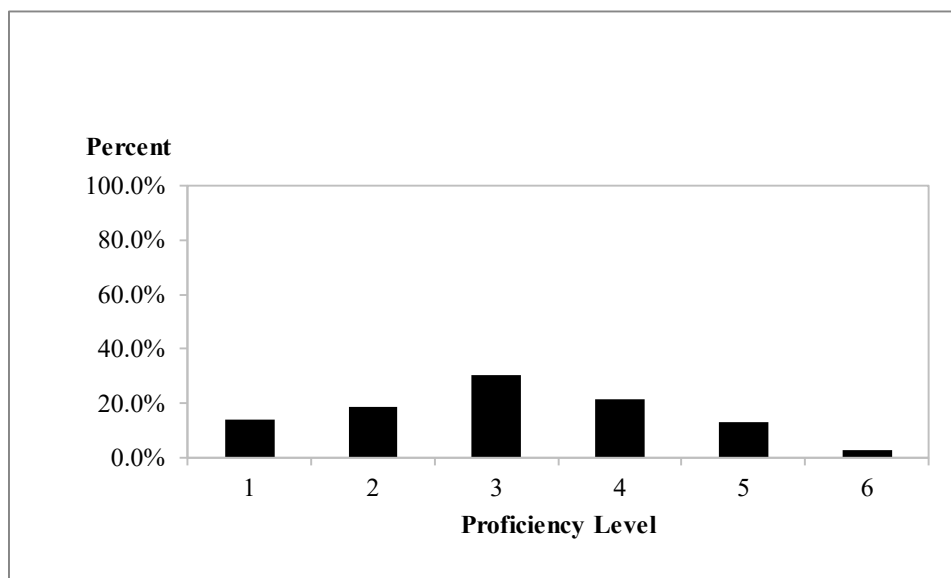


3.2.1.1 Grade 1

Table 3.2.1.1. Proficiency Level Distribution: Oral Lang 1603 Paper

Level	G1 Count	G1 Percent
1	5,317	13.75%
2	7,125	18.43%
3	11,720	30.32%
4	8,291	21.45%
5	5,101	13.20%
6	1,102	2.85%
Total	38,656	100.00%

Figure 3.2.1.1. Proficiency Level: Oral Lang 1 603 Paper

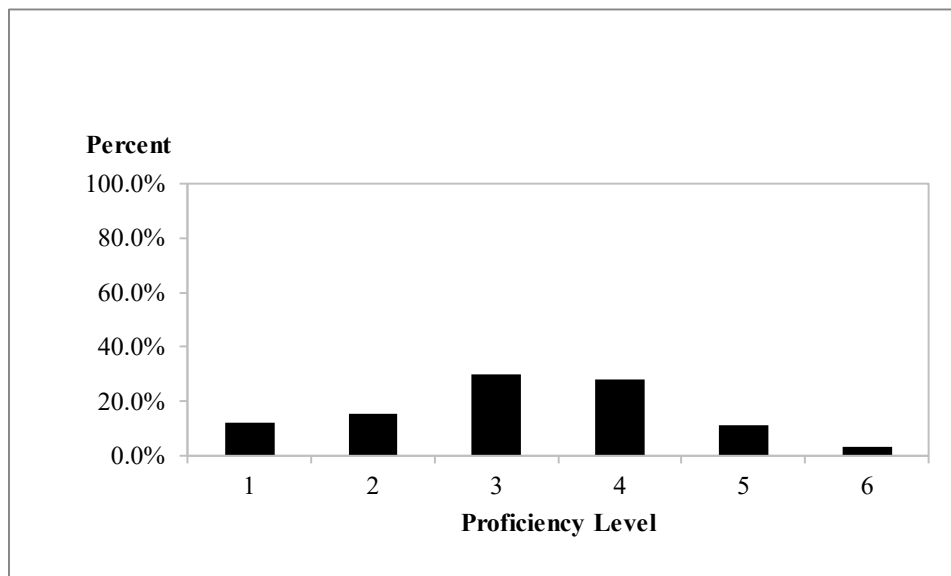


3.2.1.2 Grade 2

Table 3.2.1.2. Proficiency Level Distribution: Oral Lang 2 603 Paper

Level	G2 Count	G2 Percent
1	4,838	12.22%
2	6,063	15.31%
3	11,915	30.09%
4	11,002	27.78%
5	4,442	11.22%
6	1,342	3.39%
Total	39,602	100.00%

Figure 3.2.1.2. Proficiency Level: Oral Lang 2 603 Paper

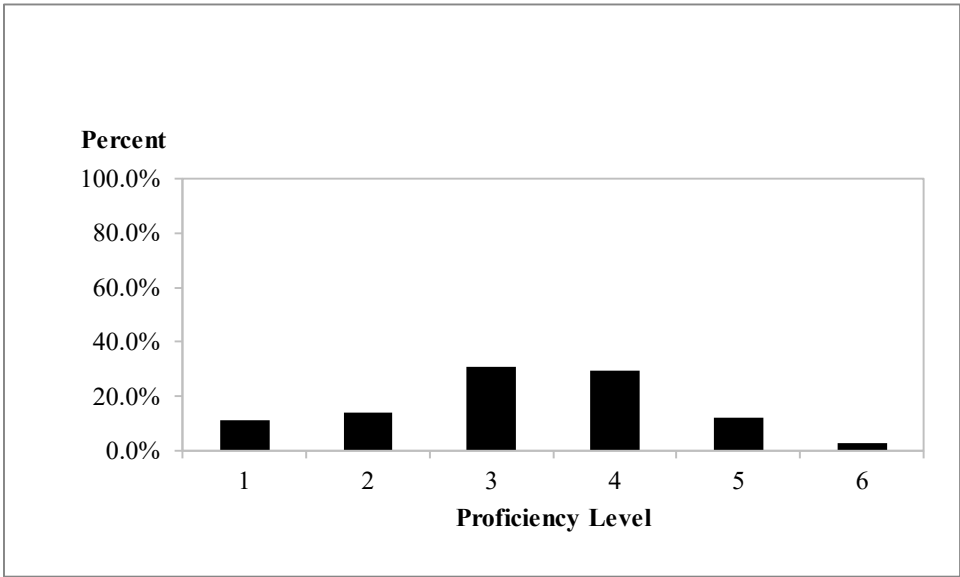


3.2.1.3 Grade 3

Table 3.2.1.3. Proficiency Level Distribution: Oral Lang 3 603 Paper

Level	G3 Count	G3 Percent
1	4,122	10.96%
2	5,164	13.74%
3	11,652	30.99%
4	11,108	29.55%
5	4,479	11.91%
6	1,069	2.84%
Total	37,594	100.00%

Figure 3.2.1.3. Proficiency Level: Oral Lang 3 603 Paper

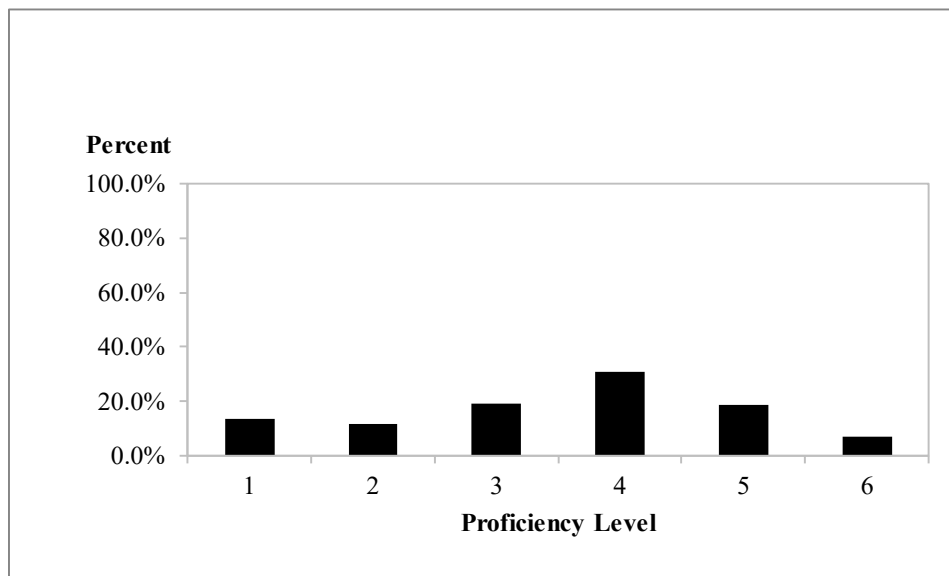


3.2.1.4 Grades 4-5

Table 3.2.1.4. Proficiency Level Distribution: Oral Lang 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,342	12.04%	3,863	14.87%	7,205	13.40%
2	3,154	11.36%	3,000	11.55%	6,154	11.45%
3	5,480	19.73%	4,713	18.14%	10,193	18.96%
4	8,437	30.38%	8,034	30.92%	16,471	30.64%
5	5,376	19.36%	4,721	18.17%	10,097	18.78%
6	1,979	7.13%	1,652	6.36%	3,631	6.76%
Total	27,768	100.00%	25,983	100.00%	53,751	100.00%

Figure 3.2.1.4. Proficiency Level: Oral Lang 4-5 603 Paper

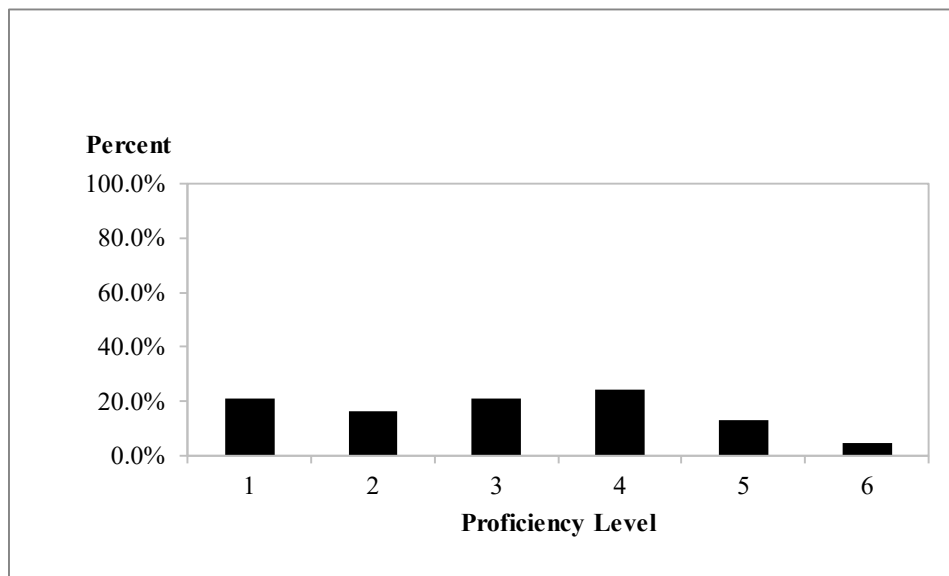


3.2.1.5 Grades 6-8

Table 3.2.1.5. Proficiency Level Distribution: Oral Lang 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,446	18.10%	4,264	22.05%	4,512	22.71%	12,222	20.98%
2	3,075	16.15%	3,222	16.66%	3,178	16.00%	9,475	16.27%
3	4,023	21.13%	4,077	21.08%	4,087	20.57%	12,187	20.92%
4	4,769	25.04%	4,618	23.88%	4,765	23.99%	14,152	24.30%
5	2,666	14.00%	2,336	12.08%	2,436	12.26%	7,438	12.77%
6	1,063	5.58%	823	4.26%	886	4.46%	2,772	4.76%
Total	19,042	100.00%	19,340	100.00%	19,864	100.00%	58,246	100.00%

Figure 3.2.1.5. Proficiency Level: Oral Lang 6-8 603 Paper

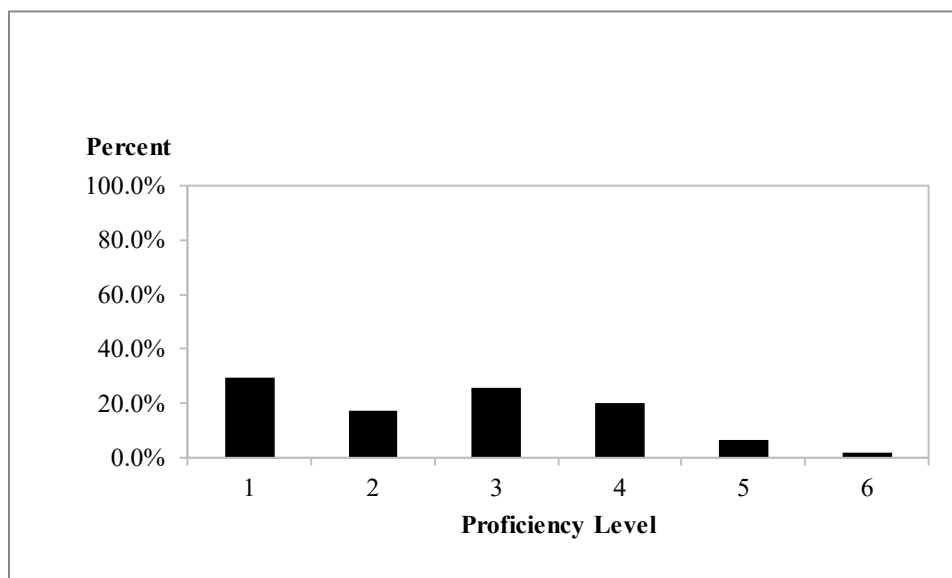


3.2.1.6 Grades 9-12

Table 3.2.1.6. Proficiency Level Distribution: Oral Lang 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	5,527	29.83%	5,088	29.54%	4,230	29.45%	2,754	28.77%	17,599	29.49%
2	3,106	16.76%	2,957	17.17%	2,471	17.20%	1,644	17.18%	10,178	17.05%
3	4,377	23.62%	4,290	24.91%	3,721	25.90%	2,872	30.00%	15,260	25.57%
4	3,756	20.27%	3,424	19.88%	2,889	20.11%	1,787	18.67%	11,856	19.86%
5	1,363	7.36%	1,168	6.78%	823	5.73%	421	4.40%	3,775	6.32%
6	398	2.15%	296	1.72%	231	1.61%	94	0.98%	1,019	1.71%
Total	18,527	100.00%	17,223	100.00%	14,365	100.00%	9,572	100.00%	59,687	100.00%

Figure 3.2.1.6. Proficiency Level: Oral Lang 9-12 603 Paper



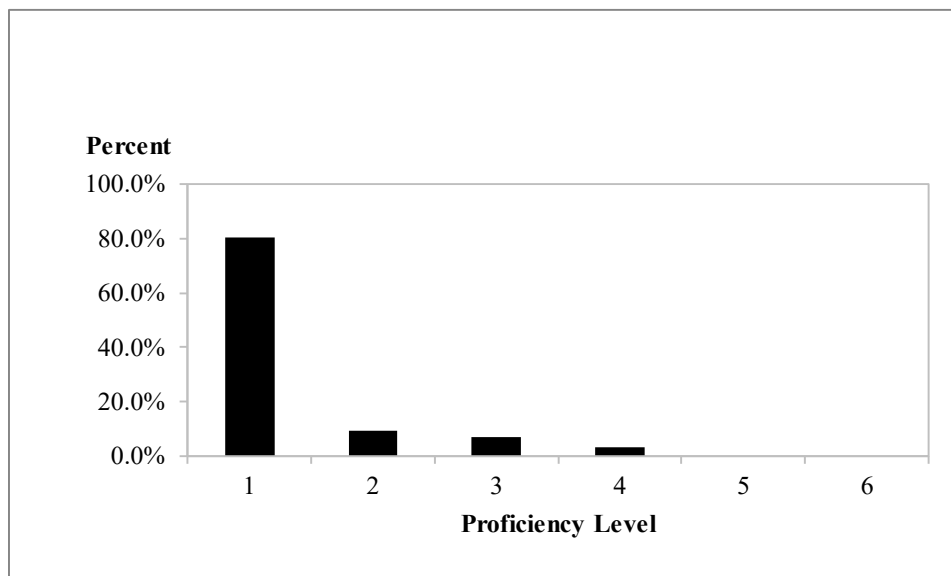
3.2.2 Literacy

3.2.2.0 Kindergarten

Table 3.2.2.0. Proficiency Level Distribution: Lit K 603 Paper

Level	K Count	K Percent
1	214,361	80.57%
2	24,838	9.34%
3	18,863	7.09%
4	7,996	3.01%
5	0	0.00%
6	0	0.00%
Total	266,058	100.00%

Figure 3.2.2.0. Proficiency Level: Lit K 603 Paper

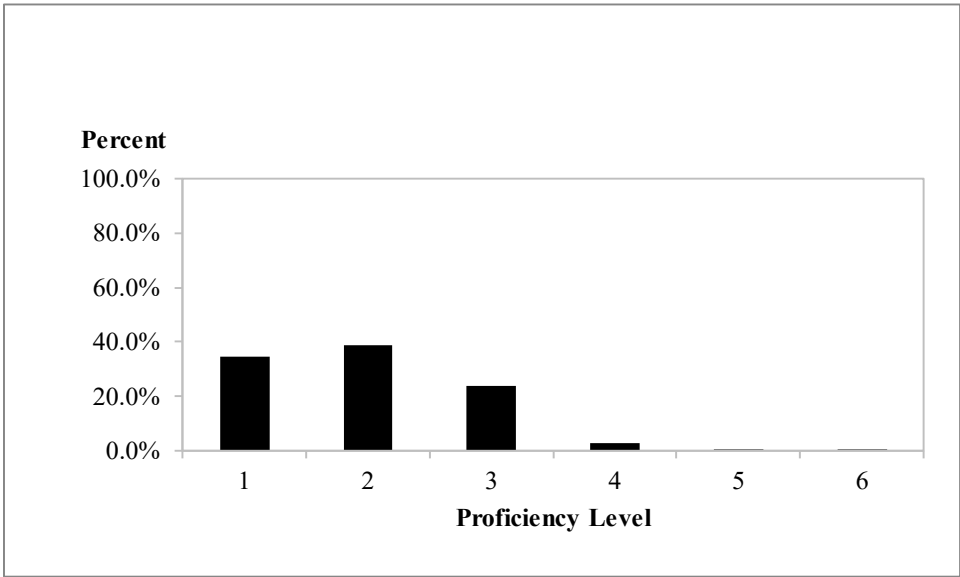


3.2.2.1 Grade 1

Table 3.2.2.1. Proficiency Level Distribution: Lit 1 603 Paper

Level	G1 Count	G1 Percent
1	12,683	34.65%
2	14,220	38.85%
3	8,646	23.62%
4	943	2.58%
5	101	0.28%
6	5	0.01%
Total	36,598	100.00%

Figure 3.2.2.1. Proficiency Level: Lit 1 603 Paper

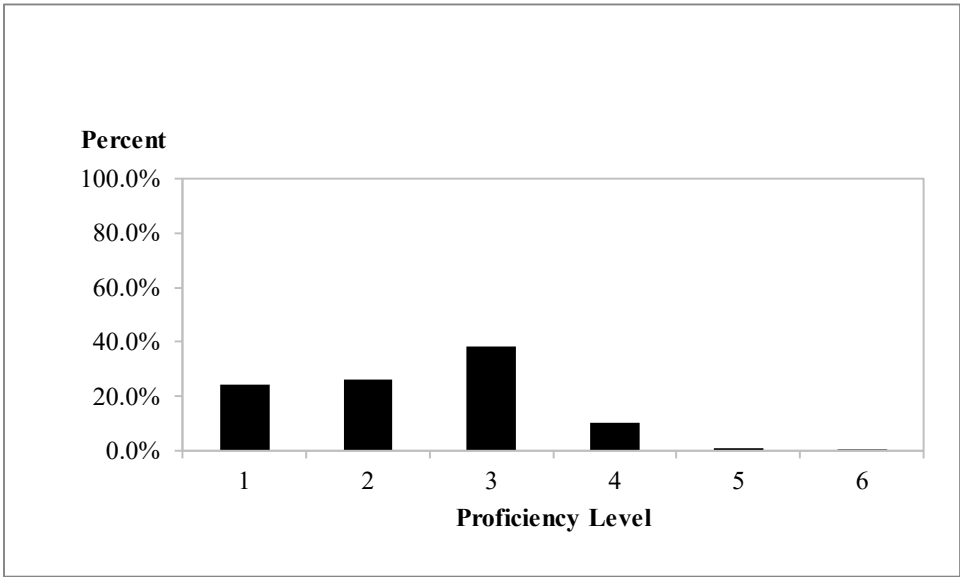


3.2.2.2 Grade 2

Table 3.2.2.2. Proficiency Level Distribution: Lit 2 603 Paper

Level	G2 Count	G2 Percent
1	8,968	24.29%
2	9,710	26.29%
3	14,216	38.50%
4	3,748	10.15%
5	277	0.75%
6	9	0.02%
Total	36,928	100.00%

Figure 3.2.2.2. Proficiency Level: Lit 2 603 Paper

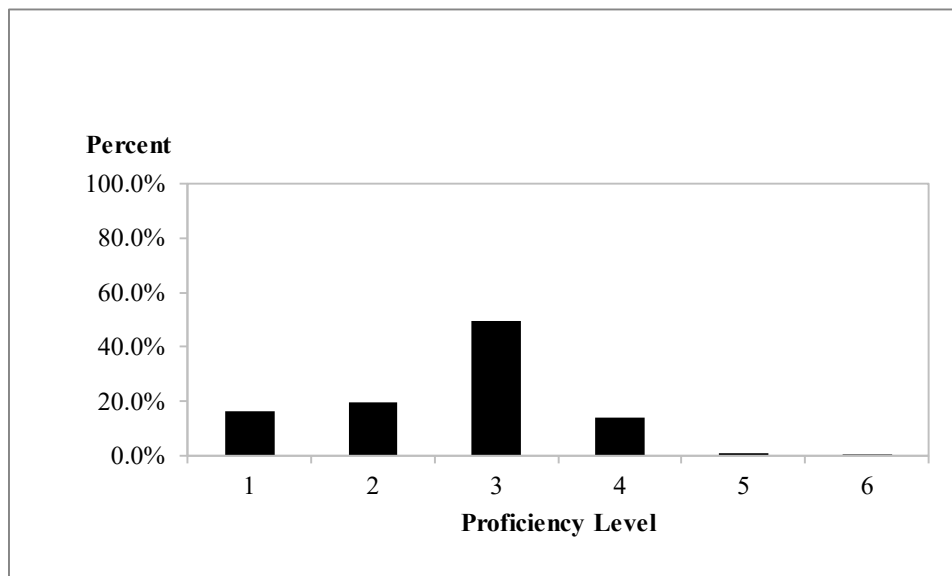


3.2.2.3 Grade 3

Table 3.2.2.3. Proficiency Level Distribution: Lit 3 603 Paper

Level	G3 Count	G3 Percent
1	5,550	16.06%
2	6,691	19.37%
3	17,151	49.64%
4	4,842	14.01%
5	296	0.86%
6	21	0.06%
Total	34,551	100.00%

Figure 3.2.2.3. Proficiency Level: Lit 3 603 Paper

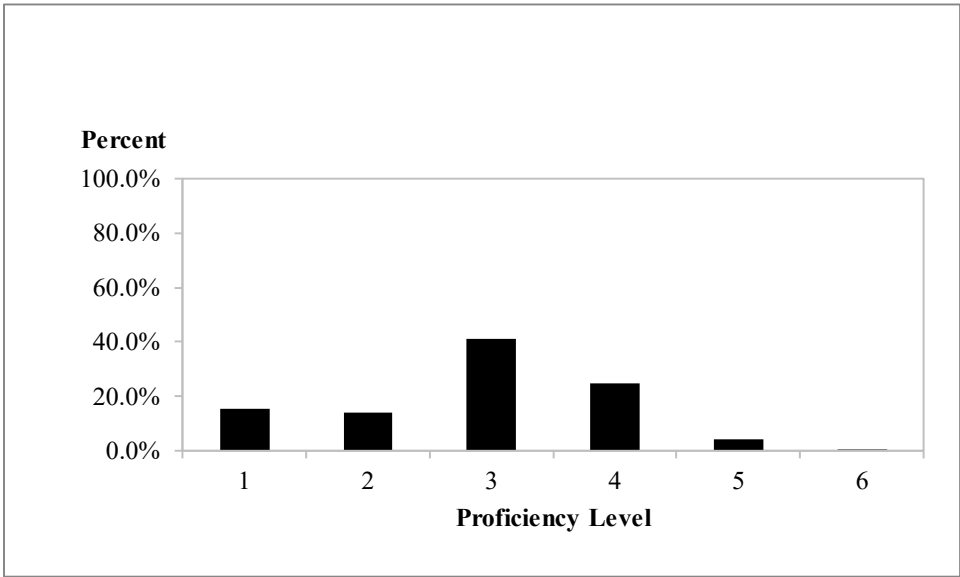


3.2.2.4 Grades 4-5

Table 3.2.2.4. Proficiency Level Distribution: Lit 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,922	15.26%	3,887	15.88%	7,809	15.56%
2	3,465	13.48%	3,639	14.86%	7,104	14.16%
3	11,281	43.89%	9,239	37.73%	20,520	40.89%
4	6,183	24.06%	6,295	25.71%	12,478	24.86%
5	754	2.93%	1,294	5.28%	2,048	4.08%
6	95	0.37%	131	0.54%	226	0.45%
Total	25,700	100.00%	24,485	100.00%	50,185	100.00%

Figure 3.2.2.4. Proficiency Level: Lit 4-5 603 Paper

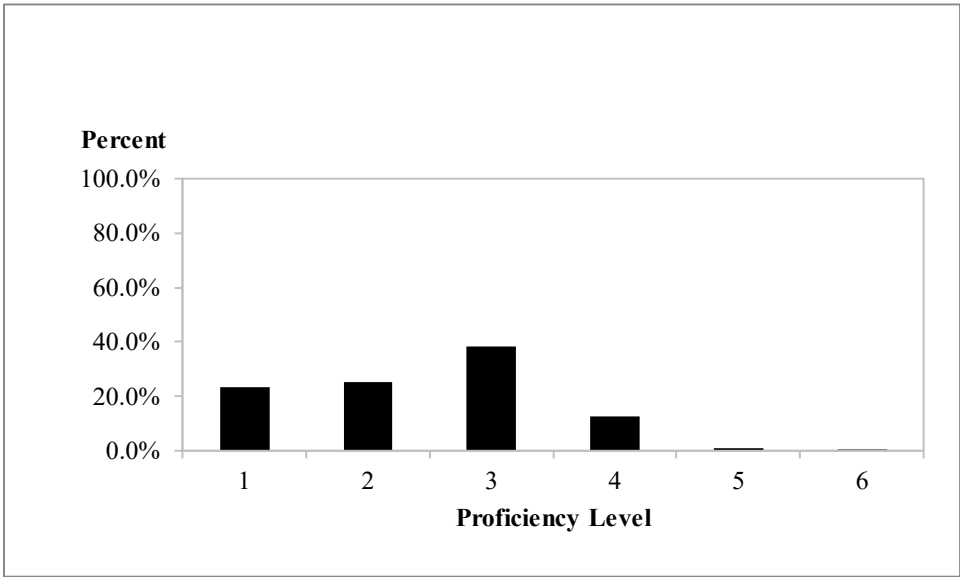


3.2.2.5 Grades 6-8

Table 3.2.2.5. Proficiency Level Distribution: Lit 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,653	20.52%	4,237	23.17%	4,881	25.88%	12,771	23.24%
2	4,614	25.92%	4,780	26.14%	4,340	23.01%	13,734	24.99%
3	7,102	39.90%	7,004	38.30%	6,841	36.27%	20,947	38.12%
4	2,294	12.89%	2,122	11.60%	2,592	13.74%	7,008	12.75%
5	131	0.74%	143	0.78%	207	1.10%	481	0.88%
6	6	0.03%	2	0.01%	2	0.01%	10	0.02%
Total	17,800	100.00%	18,288	100.00%	18,863	100.00%	54,951	100.00%

Figure 3.2.2.5. Proficiency Level: Lit 6-8 603 Paper

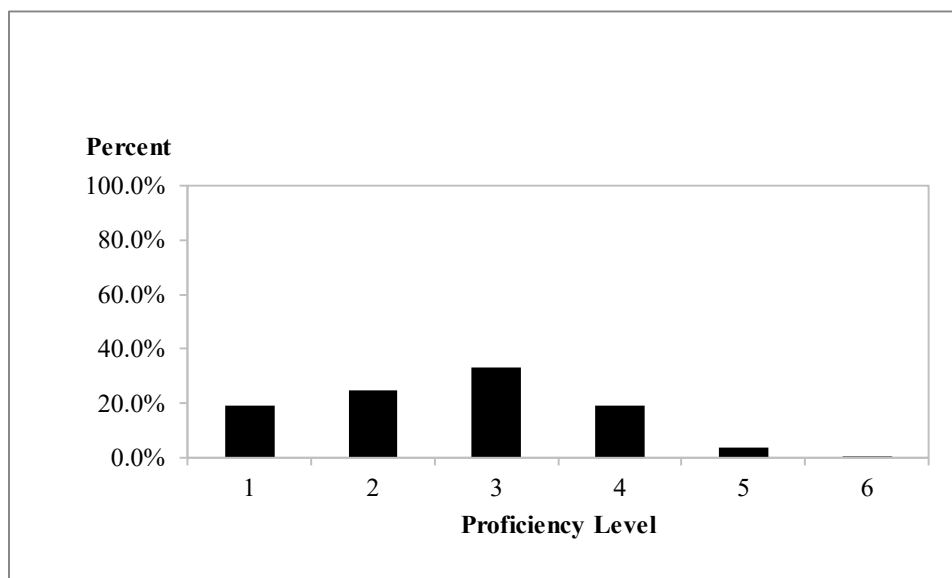


3.2.2.6 Grades 9-12

Table 3.2.2.6. Proficiency Level Distribution: Lit 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,158	17.90%	2,966	18.04%	2,716	19.73%	2,075	22.45%	10,915	19.12%
2	4,413	25.01%	4,018	24.44%	3,296	23.94%	2,341	25.32%	14,068	24.64%
3	5,701	32.31%	5,416	32.94%	4,590	33.34%	3,312	35.83%	19,019	33.31%
4	3,580	20.29%	3,333	20.27%	2,659	19.31%	1,317	14.25%	10,889	19.07%
5	761	4.31%	688	4.18%	504	3.66%	198	2.14%	2,151	3.77%
6	34	0.19%	20	0.12%	2	0.01%	1	0.01%	57	0.10%
Total	17,647	100.00%	16,441	100.00%	13,767	100.00%	9,244	100.00%	57,099	100.00%

Figure 3.2.2.6. Proficiency Level: Lit 9-12 603 Paper



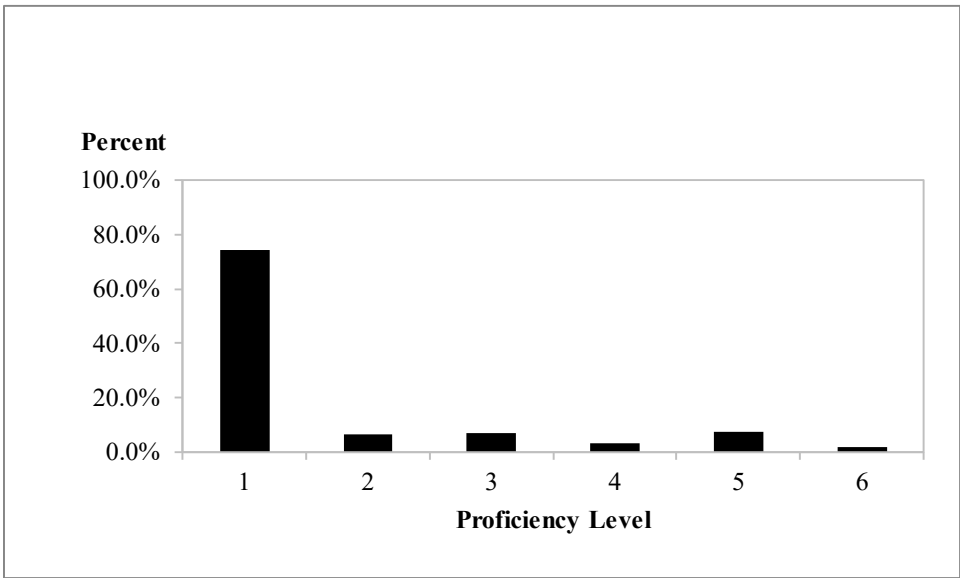
3.2.3 Comprehension

3.2.3.0 Kindergarten

Table 3.2.3.0. Proficiency Level Distribution: Comp K 603 Paper

Level	K Count	K Percent
1	197,777	74.33%
2	16,663	6.26%
3	17,987	6.76%
4	8,674	3.26%
5	19,765	7.43%
6	5,198	1.95%
Total	266,064	100.00%

Figure 3.2.3.0. Proficiency Level: Comp K 603 Paper

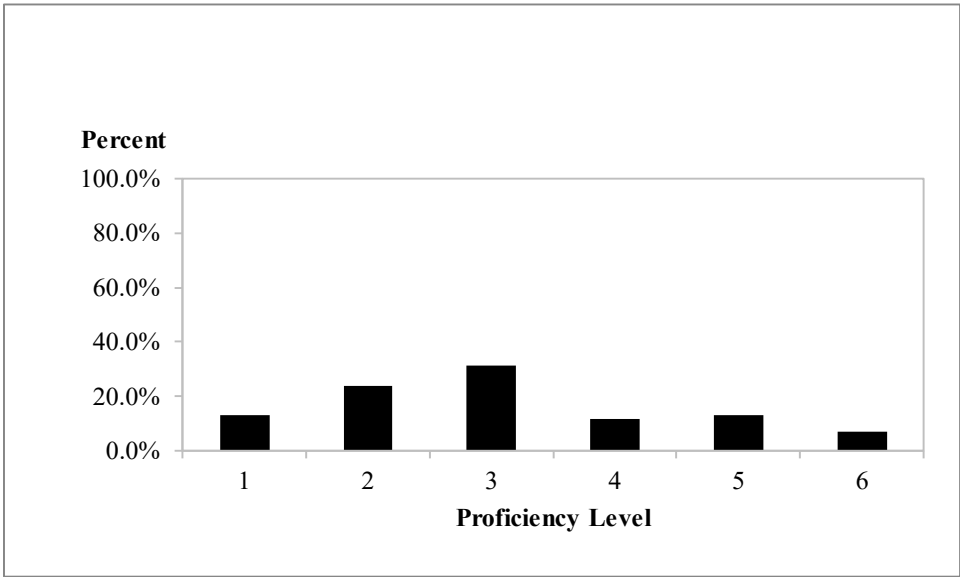


3.2.3.1 Grade 1

Table 3.2.3.1. Proficiency Level Distribution: Comp 1 603 Paper

Level	G1 Count	G1 Percent
1	4,381	13.19%
2	7,959	23.96%
3	10,355	31.17%
4	3,818	11.49%
5	4,396	13.23%
6	2,312	6.96%
Total	33,221	100.00%

Figure 3.2.3.1. Proficiency Level: Comp 1 603 Paper

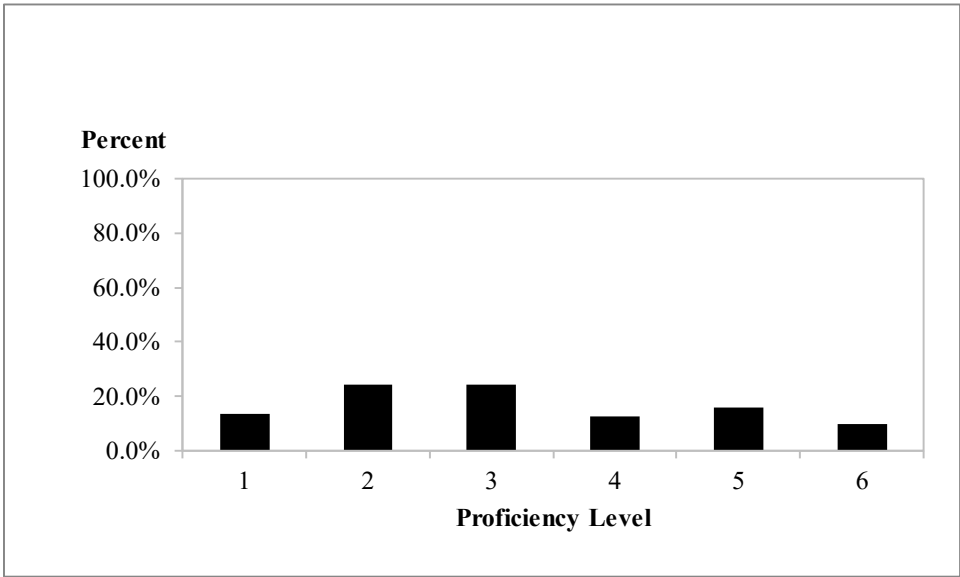


3.2.3.2 Grade 2

Table 3.2.3.2. Proficiency Level Distribution: Comp 2 603 Paper

Level	G2 Count	G2 Percent
1	4,710	13.40%
2	8,491	24.15%
3	8,515	24.22%
4	4,434	12.61%
5	5,638	16.04%
6	3,371	9.59%
Total	35,159	100.00%

Figure 3.2.3.2. Proficiency Level: Comp 2 603 Paper

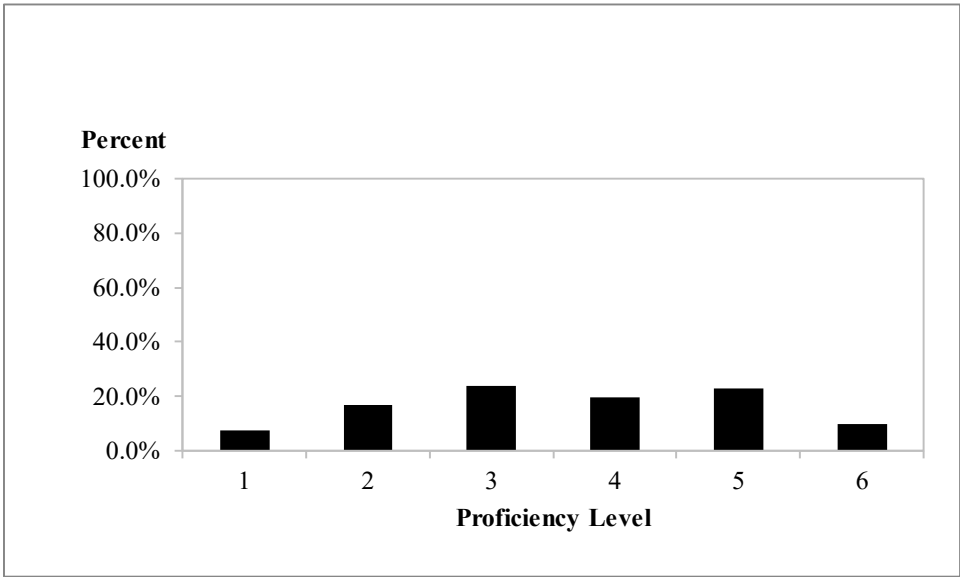


3.2.3.3 Grade 3

Table 3.2.3.3. Proficiency Level Distribution: Comp 3 603 Paper

Level	G3 Count	G3 Percent
1	2,430	7.29%
2	5,549	16.64%
3	7,945	23.83%
4	6,588	19.76%
5	7,613	22.83%
6	3,215	9.64%
Total	33,340	100.00%

Figure 3.2.3.3. Proficiency Level: Comp 3 603 Paper

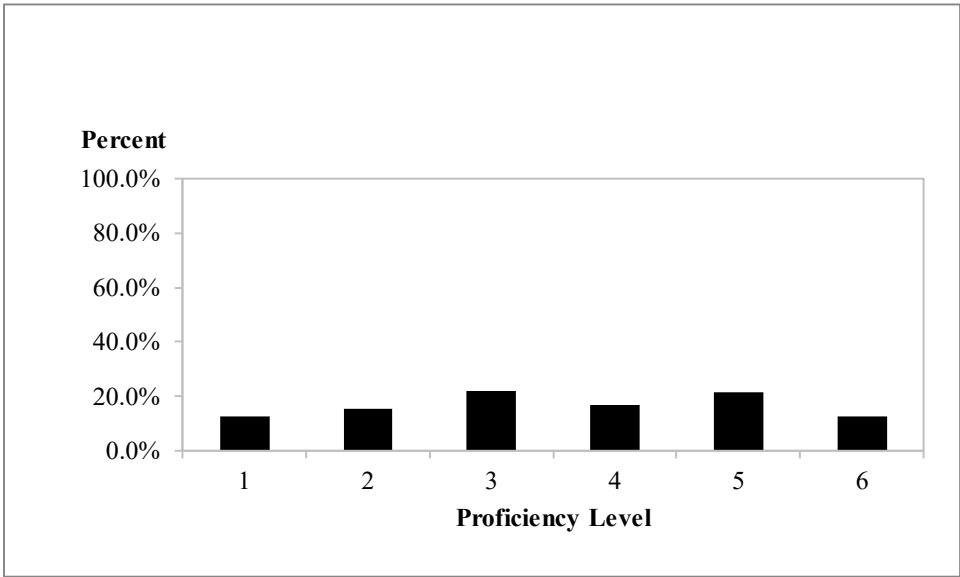


3.2.3.4 Grades 4-5

Table 3.2.3.4. Proficiency Level Distribution: Comp 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	2,738	10.95%	3,424	14.32%	6,162	12.60%
2	3,633	14.53%	3,771	15.78%	7,404	15.14%
3	5,603	22.41%	5,041	21.09%	10,644	21.76%
4	4,371	17.48%	3,823	15.99%	8,194	16.75%
5	5,645	22.57%	4,800	20.08%	10,445	21.36%
6	3,017	12.06%	3,045	12.74%	6,062	12.39%
Total	25,007	100.00%	23,904	100.00%	48,911	100.00%

Figure 3.2.3.4. Proficiency Level: Comp 4-5 603 Paper

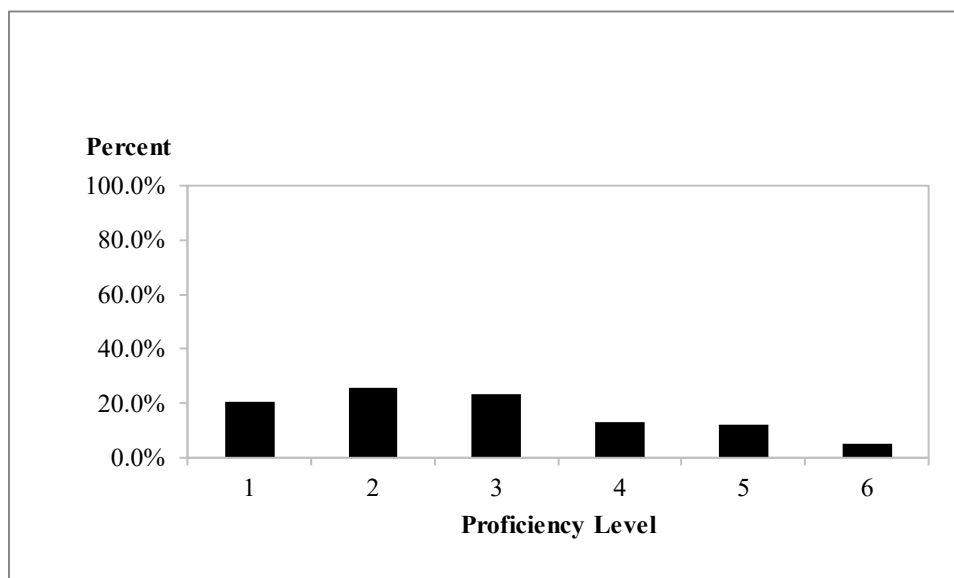


3.2.3.5 Grades 6-8

Table 3.2.3.5. Proficiency Level Distribution: Comp 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	2,892	16.94%	3,843	21.83%	4,173	23.01%	10,908	20.65%
2	4,494	26.32%	4,576	26.00%	4,550	25.09%	13,620	25.79%
3	4,043	23.68%	4,221	23.98%	4,106	22.64%	12,370	23.42%
4	2,592	15.18%	2,085	11.85%	2,140	11.80%	6,817	12.91%
5	2,161	12.66%	1,956	11.11%	2,234	12.32%	6,351	12.02%
6	894	5.24%	921	5.23%	935	5.15%	2,750	5.21%
Total	17,076	100.00%	17,602	100.00%	18,138	100.00%	52,816	100.00%

Figure 3.2.3.5. Proficiency Level: Comp 6-8 603 Paper

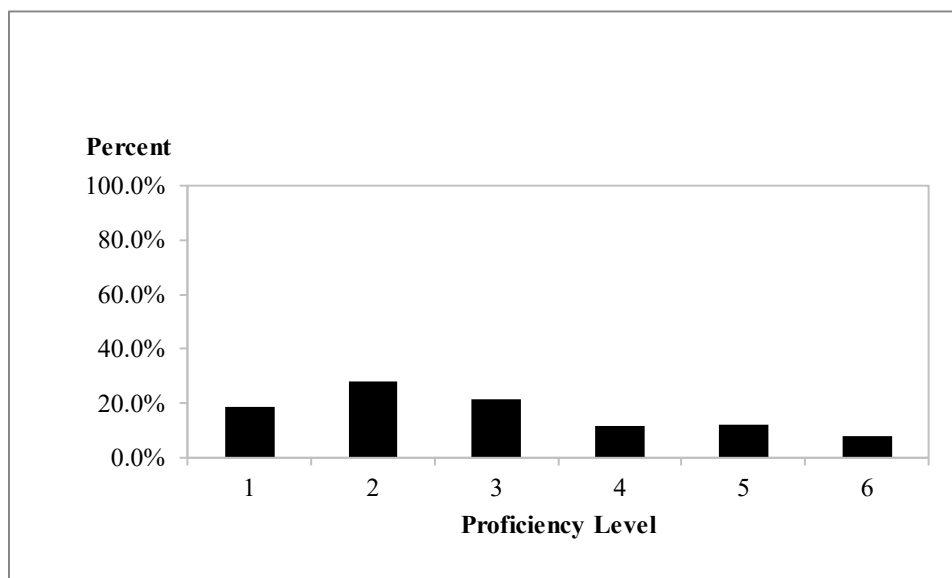


3.2.3.6 Grades 9-12

Table 3.2.3.6. Proficiency Level Distribution: Comp 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,101	18.36%	2,784	17.71%	2,620	19.84%	1,784	20.14%	10,289	18.82%
2	4,791	28.37%	4,345	27.64%	3,593	27.21%	2,588	29.22%	15,317	28.02%
3	3,299	19.53%	3,400	21.63%	2,810	21.28%	2,079	23.47%	11,588	21.20%
4	2,068	12.24%	1,875	11.93%	1,456	11.03%	1,054	11.90%	6,453	11.80%
5	2,156	12.76%	1,857	11.81%	1,733	13.12%	870	9.82%	6,616	12.10%
6	1,475	8.73%	1,458	9.28%	992	7.51%	482	5.44%	4,407	8.06%
Total	16,890	100.00%	15,719	100.00%	13,204	100.00%	8,857	100.00%	54,670	100.00%

Figure 3.2.3.6. Proficiency Level: Comp 9-12 603 Paper



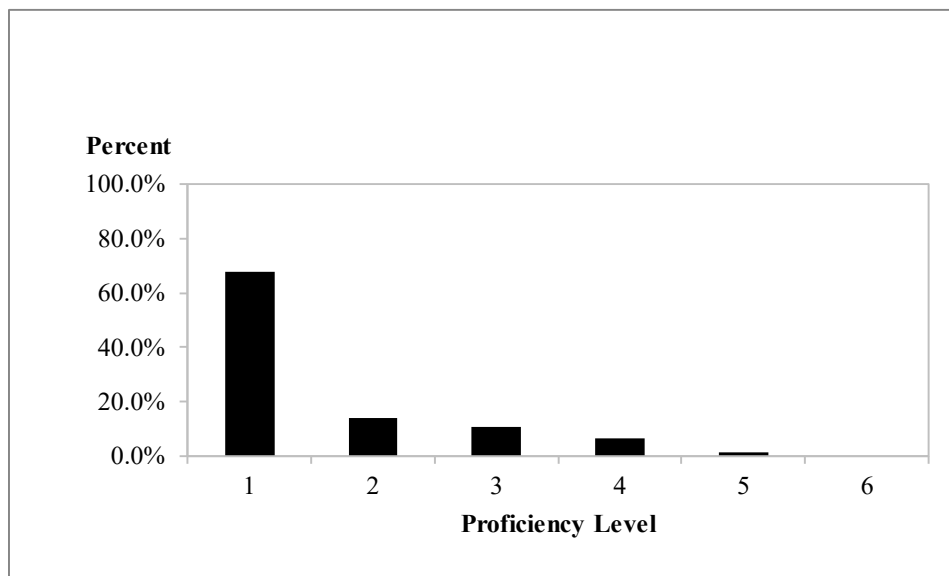
3.2.4 Overall

3.2.4.0 Kindergarten

Table 3.2.4.0. Proficiency Level Distribution: Overall K 603 Paper

Level	K Count	K Percent
1	180,143	67.71%
2	37,234	14.00%
3	28,127	10.57%
4	17,430	6.55%
5	3,108	1.17%
6	0	0.00%
Total	266,042	100.00%

Figure 3.2.4.0. Proficiency Level: Overall K 603 Paper

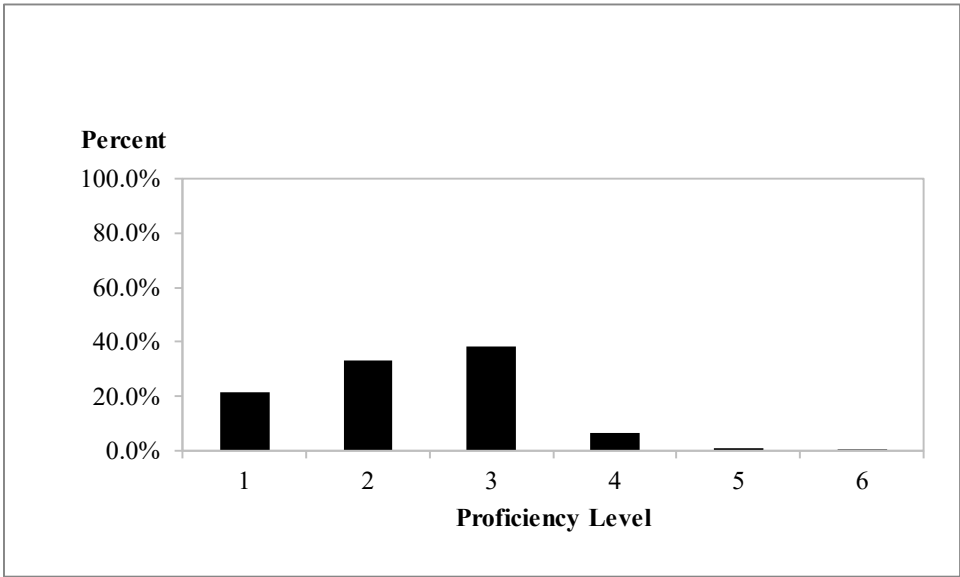


3.2.4.1 Grade 1

Table 3.2.4.1. Proficiency Level Distribution: Overall 1 603 Paper

Level	G1 Count	G1 Percent
1	7,059	21.37%
2	10,950	33.14%
3	12,648	38.28%
4	2,075	6.28%
5	297	0.90%
6	10	0.03%
Total	33,039	100.00%

Figure 3.2.4.1. Proficiency Level: Overall 1 603 Paper

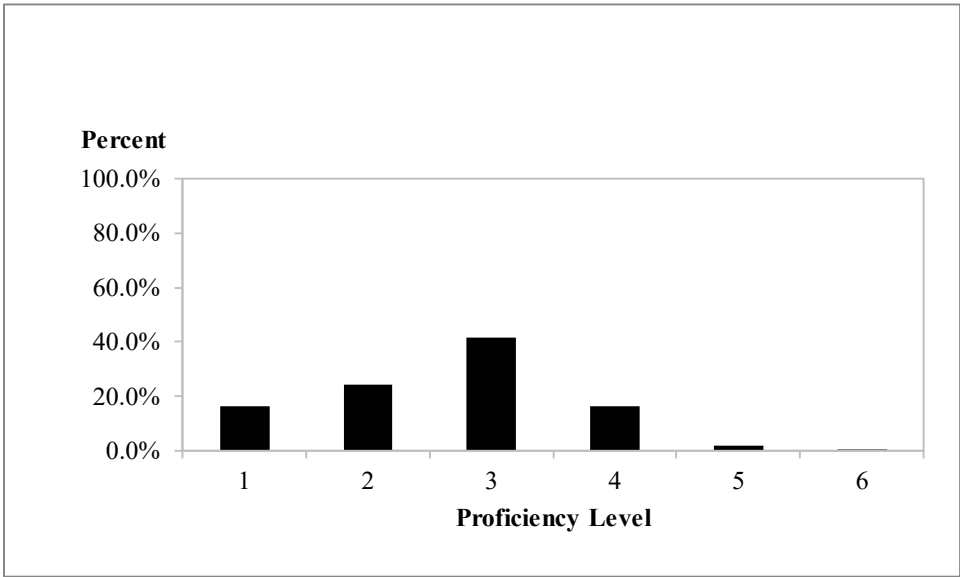


3.2.4.2 Grade 2

Table 3.2.4.2. Proficiency Level Distribution: Overall 2 603 Paper

Level	G2 Count	G2 Percent
1	5,685	16.25%
2	8,407	24.03%
3	14,595	41.72%
4	5,690	16.26%
5	594	1.70%
6	13	0.04%
Total	34,984	100.00%

Figure 3.2.4.2. Proficiency Level: Overall 2 603 Paper

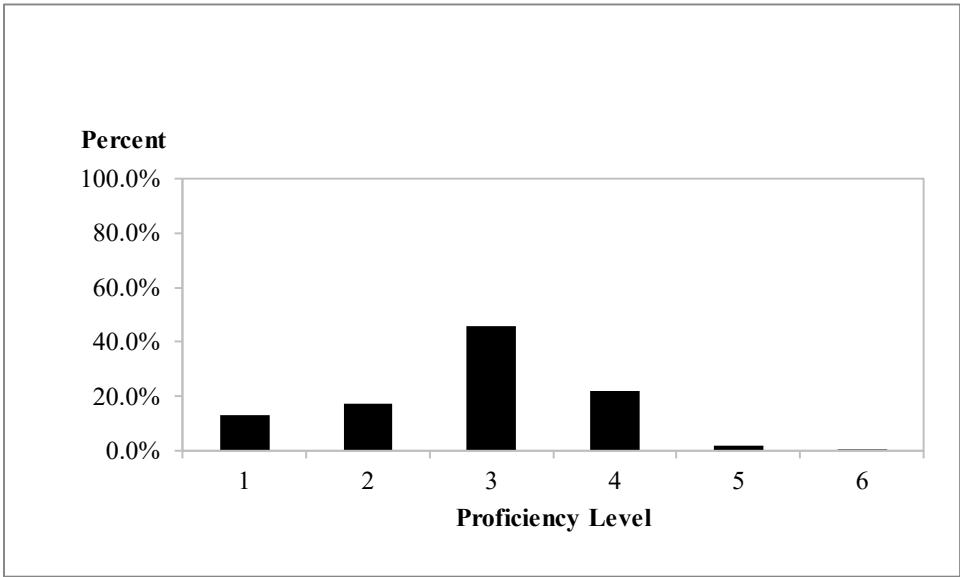


3.2.4.3 Grade 3

Table 3.2.4.3. Proficiency Level Distribution: Overall 3 603 Paper

Level	G3 Count	G3 Percent
1	4,245	12.81%
2	5,713	17.24%
3	15,223	45.93%
4	7,321	22.09%
5	607	1.83%
6	32	0.10%
Total	33,141	100.00%

Figure 3.2.4.3. Proficiency Level: Overall 3 603 Paper

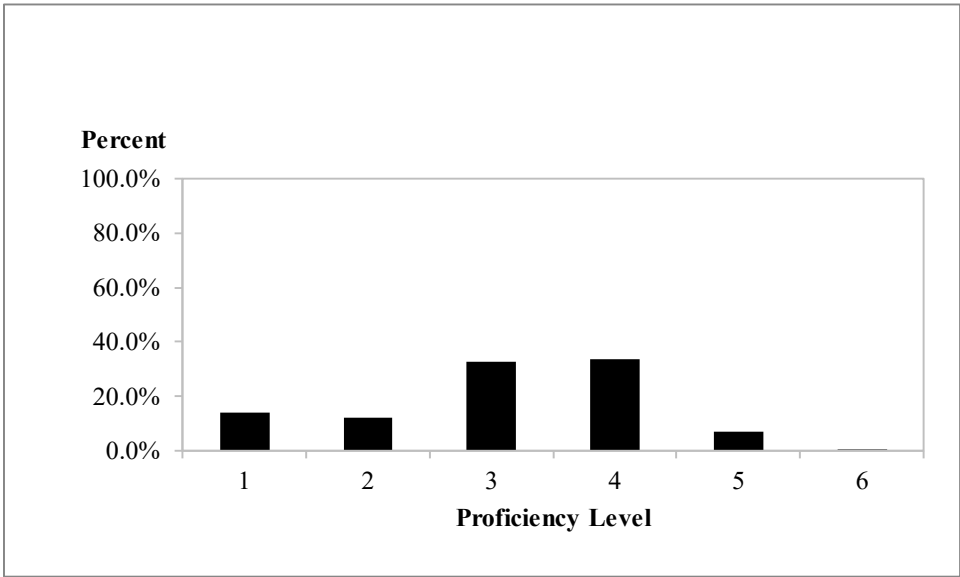


3.2.4.4 Grades 4-5

Table 3.2.4.4. Proficiency Level Distribution: Overall 4-5 603 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,287	13.21%	3,581	15.07%	6,868	14.12%
2	2,989	12.01%	2,981	12.54%	5,970	12.27%
3	8,608	34.58%	7,346	30.91%	15,954	32.79%
4	8,432	33.88%	7,867	33.10%	16,299	33.50%
5	1,459	5.86%	1,866	7.85%	3,325	6.83%
6	116	0.47%	124	0.52%	240	0.49%
Total	24,891	100.00%	23,765	100.00%	48,656	100.00%

Figure 3.2.4.4. Proficiency Level: Overall 4-5 603 Paper

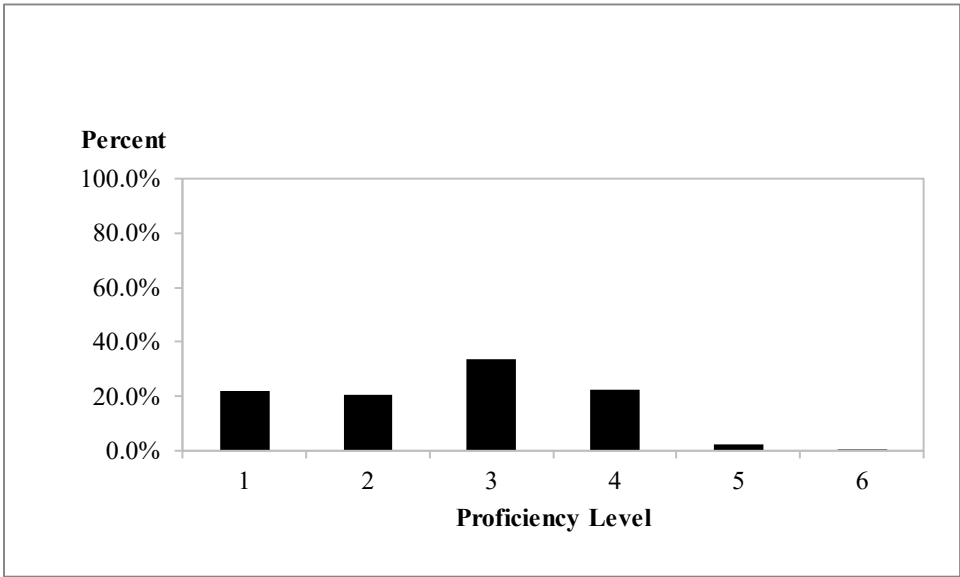


3.2.4.5 Grades 6-8

Table 3.2.4.5. Proficiency Level Distribution: Overall 6-8 603 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,176	18.72%	4,026	23.01%	4,268	23.68%	11,470	21.85%
2	3,594	21.19%	3,560	20.34%	3,529	19.58%	10,683	20.36%
3	5,921	34.91%	5,898	33.70%	5,765	31.99%	17,584	33.50%
4	3,910	23.05%	3,667	20.96%	4,040	22.42%	11,617	22.13%
5	348	2.05%	337	1.93%	416	2.31%	1,101	2.10%
6	13	0.08%	11	0.06%	4	0.02%	28	0.05%
Total	16,962	100.00%	17,499	100.00%	18,022	100.00%	52,483	100.00%

Figure 3.2.4.5. Proficiency Level: Overall 6-8 603 Paper

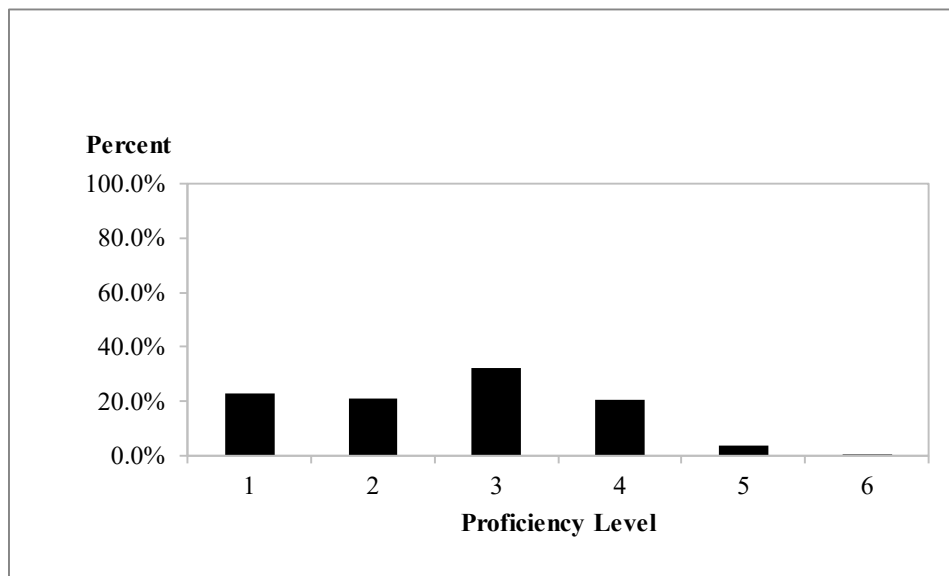


3.2.4.6 Grades 9-12

Table 3.2.4.6. Proficiency Level Distribution: Overall 9-12 603 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,716	22.18%	3,485	22.35%	2,985	22.75%	2,079	23.67%	12,265	22.61%
2	3,585	21.40%	3,249	20.84%	2,660	20.27%	1,986	22.61%	11,480	21.16%
3	5,084	30.35%	4,854	31.13%	4,416	33.65%	3,127	35.59%	17,481	32.22%
4	3,593	21.45%	3,386	21.72%	2,630	20.04%	1,420	16.16%	11,029	20.33%
5	738	4.41%	608	3.90%	424	3.23%	173	1.97%	1,943	3.58%
6	37	0.22%	10	0.06%	7	0.05%	0	0.00%	54	0.10%
Total	16,753	100.00%	15,592	100.00%	13,122	100.00%	8,785	100.00%	54,252	100.00%

Figure 3.2.4.6. Proficiency Level: Overall 9-12 603 Paper



4. Annual Updates of Validity Evidence

According to the *Standards for Educational and Psychological Testing* (American Educational Research Association et al., 2014), validity is the degree to which all the accumulated evidence supports the intended interpretation of test scores for the proposed use. Particular interpretations for specified uses begin by specifying the construct the test is intended to measure. Rather than referring to distinct types of validity, the Standards refer to types of validity evidence. According to the Standards, the evidence can be based on (1) test content, (2) response processes, (3) internal structure, and (4) relation to other variables, which are detailed in Section 4.1.

The validity evidence of the Standards is also observed in the “A State’s Guidance to the U.S. Department of Education’s Assessment Peer Review Process” document (Department of Education, 2018), to support states’ use of ELP assessments for review of validity evidence, as well as the assessment use argument (AUA) (Bachman & Palmer, 2010) to support the claims of validity of the WIDA ACCESS assessments. WIDA structures its validity arguments using AUA model in lieu of the model highlighted in the *Standards for Educational and Psychological Testing*. AUA has similar topics; however, they are organized differently. Below is a short summary of each AUA claim. The full AUA validity claims are detailed in the WIDA Assessment Use Argument document.

Claim 1 (Consequences): With the use of ACCESS, the intended decisions will have beneficial consequences for stakeholders, in terms of using ACCESS and the decisions made based on ACCESS.

Claim 2 (Decisions): Decisions based on ACCESS test results are made by individuals, in a timely manner, and affect a variety of stakeholders. Two types of decisions that are made based on ACCESS results are classification and programming decisions. The decisions take into consideration educational and societal values, and relevant laws, rules, and regulations, and they are equitable for the intended stakeholders.

Claim 3 (Interpretations): The interpretations of students’ academic English language proficiency in four domains are *relevant* to the classification, placement and programming decisions; *sufficient*, in conjunction with additional information as outlined in state and local policies, to make such decisions; *meaningful* with respect to the WIDA English Language Development (ELD) Standards; *generalizable* to the academic English language used in K–12 instructional settings, and *impartial* to all students.

Claim 4 (Assessment records: Scores): ACCESS scores are consistent across different aspects of test administration, different test tasks, and different groups of students. Test forms and metrics accurately represent the construct being measured and result in expected test taker performances.

4.1 Standards

4.1.1 Test Content

The relationship between the content of a test and the construct to measure is called *content validity*. Test content includes the themes, wording, and format of the items, tasks, or questions on a test. Administration and scoring may also be part of the content. Empirical or logical evidence can show how appropriate the content reflects the domain as we interpret test scores.

4.1.2 Response Processes

Empirical analysis of how test takers process tests provide evidence of the nature between performance and the construct. Examples of this validity include analyzing individual item responses, different response processes in answering questions by subgroups, or evaluating test-takers' performance.

4.1.3 Internal Structure

Validity related to internal structure indicates how test items/components agree with the construct we base the score interpretation on. The internal structure of the construct can be unidimensional or contain multidimensional components.

4.1.4 Relation to Other Variables

The interpretation of the test scores with an external indicator provides valuable validity evidence. We often ask how accurately the test score predicts the criterion variable. The test criterion validity has two different validities: concurrent and predictive validity. Predictive validity is how accurately test scores predict the future performance of criterion scores. Concurrent validity indicates how test scores relate to criterion scores at the same time.

5. Reliability

Following the *Standards for Educational and Psychological Testing* (AERA et al., 2014), when interpreting test scores, it is important to evaluate their reliability, as the interpretation of test scores depends on the assumption that students exhibit some degree of consistency in their scores across independent administrations of the same testing procedure. We expect that students mastering the domain will consistently perform well, and those who have not mastered the domain will consistently perform less well, regardless of the sample of items and tasks used to assess students. Furthermore, because we assume that all items and tasks on such a test measure some aspect of the domain of interest, we expect that students will perform consistently across different items and tasks measuring the same ability within the test. Therefore, it is important to evaluate the degree to which students' test scores are consistent across replications of the same testing condition.

However, different samples of performances from the same student are rarely identical. A student's responses to sets of test items or tasks vary from one sample of test items or tasks targeting the domain to another, and from one occasion to another, even under strictly controlled conditions. In addition, different raters may award different scores to the same student's performance on a test task. These sources of variation are reflected in the students' scores. Therefore, it is important to evaluate the extent to which differences in students' test scores reflect true differences in the knowledge, skills, or ability being tested, rather than fluctuations due to chance.

The reliability of the test scores depends on how much the scores vary across replications of the testing procedure, and analyses of reliability depend on the types of variability likely to be of concern in the testing procedure. There are several ways to collect reliability data and to estimate reliability, some of which depend on the exact nature of the measurement, the intended use of the test scores, the assessment design, and the potential sources of measurement error that might contribute to inconsistency in students' scores across different test administrations.

The reliability information presented in this section is organized to comply with Critical Element 4.1 of the Every Student Succeeds Act Peer Review requirements (U.S. Department of Education, 2018) and follows the guidelines of the *Standards for Educational and Psychological Testing* (AERA et al., 2014). We present information regarding the reliability of the domain scale scores first, followed by information about the reliability of the composite scale scores.

Policymakers in states and districts use ACCESS Listening, Reading, Writing, and Speaking tests to determine the English language proficiency of students based on their scores in each of the four domains. Therefore, the main concern in interpreting these scores is how consistent the scores would be over replications of the same testing procedure. We use **internal consistency reliability statistics** to address this question (Section 5.1).

Additionally, for the Writing and Speaking domains, because having different raters evaluate the same students' responses to tasks may result in inconsistent scoring, a potential source of variation in those scores is the rater. In Section 5.2, we report on the **interrater agreement** rates that the raters achieved when evaluating students' responses to the Writing and Speaking

tasks. We can use these statistics to determine how consistent the students' scores would have been if different raters had evaluated their responses. Since we use an item response theory (IRT)-based method to estimate students' **latent scores** (i.e., test scores based on variables that we cannot see or directly measure but which we can infer mathematically through advanced statistical techniques by using students' scores on variables that we can observe), we also examine the amount of **measurement error** in students' scores using the **conditional standard error of measurement** (CSEM) (Section 5.3). Lastly, in Section 5.4, we evaluate the reliability of the classifications of students into WIDA proficiency levels based on their domain scores (the most important interpretation of the test scores) in terms of the **accuracy and consistency** of the classification decisions made. In each subsection, we present detailed descriptions of the methods, data sources, and procedures.

Policymakers in states and districts use ACCESS **composite scale scores** to describe the English language proficiency of students in the respective composites. Therefore, the most important concern in interpreting these scores is how consistent the scores would be over replications of the same testing procedure. We use internal consistency reliability statistics to address this question, and in Section 5.5 we provide the results. In addition, in Section 5.6, we examine the CSEM of these scores. Lastly, in Section 5.7, we evaluate the reliability of the classifications in terms of the accuracy and consistency of the decisions made about students' levels of English language proficiency based on their composite scale scores. Over the following pages, we present detailed descriptions of the methods, data sources, and procedures.

One way to evaluate the consistency of students' test scores across test administrations is to examine how the students would have performed on alternate forms of the same test (i.e., **parallel test form reliability**). Given our assumption that the ability the test measures is constant for each student over two administrations of alternate forms, the more variation found across the two administrations, the more evidence for lower reliability. The **measurement error** represents the sources of inconsistency across the two administrations, taken together. We consider measurement error to be random and to occur by chance. For example, there may be some construct-irrelevant knowledge and/or skills that some items or tasks measure that affect students' scores but are not part of the ability that the test intends to measure.

Unless students take two alternate versions of the same test, we cannot calculate test score reliability directly. Thus, we usually estimate it from student responses to a single form of the test. Methods employed to estimate reliability using test scores from a single test administration are based on classical test theory and are referred to as estimates of **internal consistency**. An internal consistency reliability statistic is a useful estimate of alternate-forms reliability, providing an estimate of the consistency of students' performances across items and tasks within a test. The most common index of internal consistency reliability is **Cronbach's coefficient alpha** (Cronbach, 1951), which is a lower-bound estimate of test reliability. Conceptually, we think of Cronbach's coefficient alpha as the correlation obtained between performances on two halves of the same test if every possible way of dividing the test items and tasks in two was attempted. Because Cronbach's coefficient alpha is a correlation of students' performances on all possible pairs of test items and tasks, it may be low if some items or tasks are measuring something other than what most of the other items and tasks are measuring (and thus leading to inconsistent student performances). In this way, Cronbach's

coefficient alpha expresses how well the items and tasks on a test appear to measure the same ability. The Cronbach's coefficient alpha of internal consistency ranges from 0 to 1. If students achieve their scores by a completely random process (i.e., their scores are not correlated or share no covariance), then the reliability estimate is very close to 0. On the other hand, if students' scores are perfectly consistent (i.e., their scores have high covariances), then the internal consistency coefficient will approach 1.

While there is no one set of criteria that the testing community uses when interpreting Cronbach's coefficient alpha values, from time to time, researchers have proposed various arbitrary criteria that one could apply. Initially, Cronbach (1951) argued that it was 'desirable' to have a high alpha value for an instrument that test developers were using to report individual scores since the scores on that instrument needed to be interpretable, and that would require a high alpha value. Later, Nunnally (1978) suggested that researchers should consider a value of 0.70 as an acceptable lower limit if they were engaged in the early stages of research (e.g. when developing a scale). Today, it has become common practice to cite Nunnally's suggested 0.70 criterion as a minimum acceptable lower limit for this value for all types of research. However, in so doing, researchers ignore Nunnally's more nuanced guidance: If researchers were engaged in basic research, Nunnally advised that they should use a higher cut-off value (i.e., 0.80 or higher), and those engaged in applied research should use a much higher cut-off value (0.90 or higher) (Lance et al., 2006). Since Nunnally's time, some researchers have suggested even more nuanced interpretations of various alpha values. For example, George and Mallery (2003) proposed the following interpretations: " ≥ 0.90 – Excellent, ≥ 0.80 – Good, ≥ 0.70 – Acceptable, ≥ 0.60 – Questionable, ≥ 0.50 – Poor, and ≤ 0.50 – Unacceptable" (p. 231). Clearly, there is little consensus among the experts in their views of what the acceptable lower limit of the Cronbach's coefficient alpha value should be, or for that matter, how one should interpret various values. This lack of consensus led the authors of the *Standards for Educational and Psychological Measurement* (2014) to conclude, "The choice of [reliability/precision] estimation and the minimum acceptable level for any index remain a matter of professional judgment" (p. 41). For this report then, WIDA has made the decision that within the domains of Listening, Reading, and Speaking, an alpha value of ≥ 0.80 is acceptable, while an alpha value of ≥ 0.65 is acceptable for the Writing domain.

Reliability statistics, such as Cronbach's coefficient alpha of internal consistency are affected by two factors: (1) the number of test items or tasks, and (2) the total number of score points students achieve. That is, all things being equal, the greater the number of items or tasks measuring the same ability there are on the test, the higher the internal consistency reliability statistics. Additionally, because reliability statistics refer to the consistency of scores *for a group of students*, the distribution of that specific group's ability measures affects these statistics. If the students in the group are nearly equal in the ability that the test measures (i.e., their scores are concentrated in the center of the ability distribution), small changes in their scores can easily change their relative positions in the group. Consequently, the internal consistency reliability statistics will be low. In this case, the statistics may be telling us more about the group of students tested than about the test itself. On the other hand, if the students in the group differ widely in the ability that the test measures (i.e., their scores are distributed across the ability continuum), small changes in their scores will not affect their relative positions

in the group as much, and the internal consistency reliability statistics will be higher. Therefore, reliability can be as much a function of the performance of test items and tasks as it is of the performance of the sample of students tested. That is, the same test can produce widely disparate reliability indices based on the ability distribution of the group of students. This means, in turn, that when interpreting estimates of internal consistency, it is wise to keep in mind the specific set of test items and tasks and the distribution of ability measures in the group of students used in the estimation.

The behavior of raters is a potential source of variance in students' scores for the productive domains of ACCESS (i.e., Writing and Speaking). ACCESS scoring procedures, rater training, and quality control monitoring processes are described elsewhere in this report (see Part 1, Section 3.2.2). In Section 5.2, we report the **interrater agreement rates** for the scoring of students' responses to the Writing and Speaking tasks. These values reflect how consistent the students' scores would be if different groups of raters scored their responses. Additionally, in this section of the report we present a detailed description of the methods, data sources, and procedures we used when calculating interrater agreement rates.

In addition to evaluating test score reliability in terms of estimates of internal consistency, we can calculate the amount of measurement error in students' test scores in two different ways. One way is to hypothesize that there is an error-free measure of each student's true ability, referred to as the **true score** in classical test theory. The true score is a theoretical value, so it is not a known quantity. Rather, we view it as the hypothetical average score over repeated replications of the same testing condition (Livingston, 2018, p. 9). Under the assumptions of classical test theory, the **error of measurement** over a replication of a testing condition provides an estimate of the amount of variability from students' true scores that we would expect. In practical testing contexts, it is generally not possible to replicate a testing condition (i.e., have students take the same test form multiple times), so it is not possible to estimate the standard error of each student's score using a repeated measures design. Instead, we calculate the average error of measurement over the population of students who take the test, and then we use that as an indication of the amount of variation in any individual student's score that we would expect. Classical test theory refers to this average as the **standard error of measurement (SEM)**, which indicates how much students' scores differ from their true scores, on average, on the raw score metric. Because it is a standard deviation of the distribution of errors of measurement, we can construct a **confidence interval** to indicate how the errors of measurement are affecting the scores. Test scores with large SEMs pose a challenge to the interpretation of the reliability of any single test score.

A second way to address the impact of measurement errors on students' test scores is to estimate the SEM for specific scores using IRT. IRT addresses reliability using the **test information function**, which indicates the precision with which we can use student performances on items and tasks to estimate the **latent** (i.e., true) **ability** of each student (i.e., **latent scores**). The square root of the inverse of the information function at any point on the latent ability distribution is the **conditional standard error of measurement (CSEM)**. The CSEM provides information about the amount of error we would expect in any student's score at that point on the underlying latent ability scale, which IRT refers to in terms of the **latent score metric** (i.e., the IRT metric for expressing student ability, as opposed to the raw score

metric). In addition, by using IRT, we can estimate indices analogous to traditional reliability coefficients such as Cronbach's coefficient alpha from the test information function and the distribution of the latent scores in the same student population.

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency levels of students concerning the WIDA ELD Standards. Because of the emphasis on the classification of student performance into six WIDA proficiency levels, it is important to know how consistently ACCESS scores do indeed classify students into those proficiency levels (AERA et al., 2014). The questions that we want to answer are different from the questions that the reliability coefficient answers. Instead of looking at the reliability of a specific student score, we want to know the consistency of the decisions we make when we use students' test scores to classify them into a smaller number of proficiency levels. One way to approach this question is to estimate the degree to which the classification decisions we are making based on the students' **observed test scores** agree with the classification decisions we would make based on students' **theoretical true scores**. This estimate is known as **decision accuracy**. A second way to approach this question is to estimate the degree to which the classification decisions we are making based on the students' test scores agree with the classification decisions we would make based on students' scores on an alternate form of the test. This estimate is known as **decision consistency**.

5.1 Reliability of the Domain Scores

Cronbach's coefficient alpha is widely used as an estimate of reliability, particularly for the internal consistency of test items and/or tasks, and this statistic is appropriate for calculating the reliabilities of students' scores from the administration of the fixed forms of the Writing and Speaking tests. Conceptually, we can think of it as the correlation obtained between students' performances on two halves of the Writing or Speaking test if every possible way of dividing the test tasks in two was attempted. Thus, Cronbach's coefficient alpha may be low if some tasks are measuring something other than what most of the tasks are measuring. In this way, Cronbach's coefficient alpha expresses how well the tasks on a test appear to measure the same ability.

The formula for calculating Cronbach's coefficient alpha for the fixed forms of the Writing and Speaking tests is

$$\alpha = \frac{n}{n-1} \left[1 - \frac{\sum_{i=1}^n \sigma_i^2}{\sigma_t^2} \right]$$

where

n = number of items i

σ_i^2 = variance of score on item i

σ_t^2 = variance of total score

For the Writing test, a slight modification was made in the estimation of Cronbach's alpha for tiered forms that have differential weighting across tasks. This modification is an attempt to take into account the different weighting of tasks when deriving students' ability measures for these tiered forms. For Writing tasks with a weight greater than one, students' responses to the tasks are replicated as a function of their weights. For example, the fourth task in Writing grade 1 Tier A is weighted 3; therefore, students' response to this task is repeated three times when computing Cronbach's alpha. This modification means that the number of pieces of information for Writing tasks that contribute to the estimation of the Cronbach's alpha for grade 1 Tier A is six, not four.

For the Kindergarten Writing domain, a stratified Cronbach's alpha is reported instead of Cronbach's alpha because the dichotomous and polytomous items are heterogeneous, with different true score variance. It is more appropriate to report stratified alpha (Feldt & Brennan, 1989), as this statistic was derived to measure the consistency in students' scores when the total score consists of heterogeneous parts. Stratified alpha is a weighted average of coefficient alphas for item sets with different maximum score points or "strata." Stratified alpha is a reliability estimate computed by dividing the test into parts (strata), computing Cronbach's alpha separately for each part, and using the results to estimate a reliability coefficient for the total score. (See Section 5.5 for more details regarding stratified Cronbach's alpha.) In computing the stratified Cronbach's alpha for Kindergarten Writing, each part that makes up the total score is treated as a stratum. In other words, two strata (dichotomous and

polytomous) are entered into the computation. The stratified Cronbach's alpha is interpreted like other traditional internal consistency statistics such as Cronbach's coefficient alpha. Like Cronbach's alpha, stratified Cronbach's alpha is an estimate of the total variance of the observed composite score that can be explained by the variance of the true composite score.

Tables in this section also present the standard error of measurement (SEM), which provides a value for the errors of measurement in students' scores using classical test theory. It is a function of two statistics: the reliability estimate of the test and the (observed) standard deviation (SD) of the test scores in the student population, and it is on the raw score metric. It is calculated as

$$SEM = |SD\sqrt{1 - reliability}|$$

Since the SEM is an estimate of the standard deviation of the distribution of measurement errors, SEM can be used to create a band around a student's observed score. Under the assumption that the error of measurement follows a normal distribution, the student's true score would lie with a certain degree of probability within this band. Statistically speaking, then, there is an expectation that a student's true score has a 68% probability of falling within the band extending from the observed score minus 1 SEM to the observed score plus 1 SEM. Since SEMs are expressed on the raw score metric, it is wise to keep the range of the raw score points in mind when interpreting the SEM. Raw score statistics by domains are reported below.

In the tables below, we provide the number of items, Cronbach's alpha, and SEM for all students and subgroups as required by the Every Student Succeeds Act Peer Review so that the reliability estimates of the subgroups can be compared with those computed based on all students. For these domains, the first table provides the Cronbach's alpha and SEM for all students. Each row in the table represents a specific grade-level cluster and test form. For each form for the receptive (Listening and Reading) and expressive (Speaking and Writing) skills, the number of students, numbers of items, Cronbach's alpha, and SEM are provided. The second table for each domain provides the same information for the population of female students and the population of male students. The third table provides information by ethnicity, for Hispanic and Other test-takers, and the fourth table provides information for the population of students who have an individualized education plan (IEP).

Kindergarten: For the Kindergarten Listening test, the reliability for all students was 0.96, and reliability values across subgroups ranged from 0.95 to 0.96. For the Kindergarten Reading test, the reliability for all students was 0.95, and reliability values across subgroups ranged from 0.94 to 0.96. For the Kindergarten Writing test, the reliability for all students was 0.92, and reliability values across subgroups ranged from 0.91 to 0.93. For the Kindergarten Speaking test, the reliability for all students was 0.92, and reliability values across subgroups ranged from 0.91 to 0.92.

Listening Tier A: The Listening Tier A Cronbach's coefficient alphas computed for all students ranged from 0.58 to 0.77. The Listening Tier A Cronbach's alpha ranged from 0.59 to 0.78 for male students; 0.58 to 0.75 for female students; 0.58 to 0.77 for Hispanic students; 0.59 to 0.77 for Other students; and 0.62 to 0.78 for students with an IEP.

Listening Tier B/C: The Listening Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.61 to 0.69. The Listening Tier B/C Cronbach's coefficient alphas ranged from 0.63 to 0.70 for male students; 0.60 to 0.69 for female students; 0.61 to 0.69 for Hispanic students; 0.63 to 0.71 for Other students; and 0.61 to 0.73 for students with an IEP.

Reading Tier A: The Reading Tier A Cronbach's coefficient alphas computed for all students ranged from 0.73 to 0.78. The Reading Tier A Cronbach's coefficient alphas ranged from 0.73 to 0.79 for male students; 0.72 to 0.78 for female students; 0.72 to 0.78 for Hispanic students; 0.76 to 0.81 for Other students; and 0.68 to 0.73 for students with an IEP.

Reading Tier B/C: The Reading Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.77 to 0.83. The Reading Tier B/C Cronbach's coefficient alphas ranged from 0.78 to 0.84 for male students; 0.76 to 0.82 for female students; 0.76 to 0.83 for Hispanic students; 0.78 to 0.83 for Other students; and 0.70 to 0.80 for students with an IEP.

Writing Tier A: The Writing Tier A Cronbach's coefficient alphas computed for all students ranged from 0.84 to 0.90. The Writing Tier A Cronbach's coefficient alphas ranged from 0.84 to 0.90 for male students; 0.83 to 0.90 for female students; 0.84 to 0.90 for Hispanic students; 0.81 to 0.90 for Other students; and 0.84 to 0.90 for students with an IEP.

Writing Tier B/C: The Writing Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.91 to 0.95. The Writing Tier B/C Cronbach's coefficient alphas ranged from 0.92 to 0.95 for male students; 0.90 to 0.94 for female students; 0.91 to 0.94 for Hispanic students; 0.91 to 0.95 for Other students; and 0.92 to 0.95 for students with an IEP.

Speaking Tier A: The Speaking Tier A Cronbach's coefficient alphas computed for all students ranged from 0.89 to 0.92. Cronbach's coefficient alphas ranged from 0.89 to 0.92 for male students; 0.88 to 0.92 for female students; 0.89 to 0.92 for Hispanic students; 0.86 to 0.89 for Other students; and 0.87 to 0.91 for students with an IEP.

Speaking Tier B/C: The Speaking Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.92 to 0.93. Cronbach's coefficient alphas ranged from 0.92 to 0.93 for male students; 0.92 to 0.94 for female students; 0.92 to 0.94 for Hispanic students; 0.91 to 0.93 for Other students; and 0.91 to 0.94 for students with an IEP.

5.1.1 Listening

Table 5.1.1.1. Reliabilities of Domain Scores: L 603 Paper

Cluster	Tier	Number of Students	# of Items	Cronbach's Alpha	SEM
K	N/A	266,071	30	0.96	1.86
1	A	38,429	18	0.77	1.66
1	B/C	40,549	21	0.69	1.80
2	A	38,429	18	0.77	1.66
2	B/C	40,549	21	0.69	1.80
3	A	29,057	18	0.70	1.89
3	B/C	63,091	21	0.61	1.93
4-5	A	29,057	18	0.70	1.89
4-5	B/C	63,091	21	0.61	1.93
6-8	A	25,473	18	0.63	1.88
6-8	B/C	33,403	21	0.62	1.83
9-12	A	25,522	18	0.58	1.83
9-12	B/C	34,706	21	0.68	1.99

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.1.2. Reliabilities of Domain Scores: L 603 Paper by Gender

Cluster	Tier	Number of Items	Gender	Number of Students	Cronbach's Alpha	SEM
K	N/A	30	F	111,137	0.95	1.85
K	N/A	30	M	120,248	0.96	1.87
1	A	18	F	18,084	0.75	1.63
1	A	18	M	20,233	0.78	1.68
1	B/C	21	F	20,139	0.69	1.78
1	B/C	21	M	20,358	0.70	1.82
2	A	18	F	18,084	0.75	1.63
2	A	18	M	20,233	0.78	1.68
2	B/C	21	F	20,139	0.69	1.78
2	B/C	21	M	20,358	0.70	1.82
3	A	18	F	13,772	0.69	1.88
3	A	18	M	15,171	0.71	1.89
3	B/C	21	F	30,230	0.60	1.92
3	B/C	21	M	32,755	0.63	1.93
4-5	A	18	F	13,772	0.69	1.88
4-5	A	18	M	15,171	0.71	1.89
4-5	B/C	21	F	30,230	0.60	1.92
4-5	B/C	21	M	32,755	0.63	1.93
6-8	A	18	F	12,115	0.63	1.86
6-8	A	18	M	13,258	0.64	1.89
6-8	B/C	21	F	15,788	0.60	1.82
6-8	B/C	21	M	17,559	0.63	1.84
9-12	A	18	F	12,324	0.58	1.83
9-12	A	18	M	13,111	0.59	1.84
9-12	B/C	21	F	16,634	0.68	1.98
9-12	B/C	21	M	18,000	0.69	2.00

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.1.3. Reliabilities of Domain Scores: L 603 Paper by Ethnicity

Cluster	Tier	Number of Items	Ethnicity	Number of Students	Cronbach's Alpha	SEM
K	N/A	30	H	181,471	0.96	1.88
K	N/A	30	O	77,753	0.95	1.81
1	A	18	H	30,303	0.77	1.67
1	A	18	O	7,959	0.77	1.62
1	B/C	21	H	30,965	0.69	1.80
1	B/C	21	O	9,472	0.71	1.80
2	A	18	H	30,303	0.77	1.67
2	A	18	O	7,959	0.77	1.62
2	B/C	21	H	30,965	0.69	1.80
2	B/C	21	O	9,472	0.71	1.80
3	A	18	H	23,158	0.69	1.90
3	A	18	O	5,737	0.73	1.84
3	B/C	21	H	49,965	0.61	1.93
3	B/C	21	O	12,947	0.64	1.91
4-5	A	18	H	23,158	0.69	1.90
4-5	A	18	O	5,737	0.73	1.84
4-5	B/C	21	H	49,965	0.61	1.93
4-5	B/C	21	O	12,947	0.64	1.91
6-8	A	18	H	20,223	0.61	1.89
6-8	A	18	O	5,047	0.68	1.84
6-8	B/C	21	H	25,878	0.61	1.84
6-8	B/C	21	O	7,402	0.63	1.81
9-12	A	18	H	19,469	0.58	1.83
9-12	A	18	O	5,881	0.59	1.84
9-12	B/C	21	H	26,847	0.68	2.00
9-12	B/C	21	O	7,694	0.69	1.98

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.1.4. Reliabilities of Domain Scores: L 603 Paper by IEP Status

Cluster	Tier	Number of Students	Number of Items	Cronbach's Alpha	SEM
K	N/A	24,718	30	0.96	1.89
1	A	4,468	18	0.78	1.73
1	B/C	4,614	21	0.73	1.90
2	A	4,468	18	0.78	1.73
2	B/C	4,614	21	0.73	1.90
3	A	2,166	18	0.66	1.90
3	B/C	11,335	21	0.62	1.99
4-5	A	2,166	18	0.66	1.90
4-5	B/C	11,335	21	0.62	1.99
6-8	A	632	18	0.62	1.91
6-8	B/C	3,949	21	0.61	1.94
9-12	A	391	18	0.62	1.86
9-12	B/C	2,036	21	0.65	2.03

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

5.1.2 Reading

Table 5.1.2.1. Reliabilities of Domain Scores: R 603 Paper

Cluster	Tier	Number of Students	Number of Items	Cronbach's Alpha	SEM
K	N/A	266,064	30	0.95	1.75
1	A	36,770	24	0.73	2.22
1	B/C	37,057	27	0.82	2.32
2	A	36,770	24	0.73	2.22
2	B/C	37,057	27	0.82	2.32
3	A	27,315	23	0.78	2.19
3	B/C	57,747	27	0.77	2.38
4-5	A	27,315	24	0.78	2.19
4-5	B/C	57,747	27	0.77	2.38
6-8	A	24,675	24	0.74	2.19
6-8	B/C	30,556	27	0.77	2.37
9-12	A	25,499	24	0.77	2.12
9-12	B/C	31,727	27	0.83	2.29

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3B/C and 4-5B/C.

Table 5.1.2.2. Reliabilities of Domain Scores: R 603 Paper by Gender

Cluster	Tier	Number of Items	Gender	Number of Students	Cronbach's Alpha	SEM
K	N/A	30	F	111,136	0.95	1.75
K	N/A	30	M	120,243	0.95	1.74
1	A	24	F	17,149	0.72	2.22
1	A	24	M	19,520	0.74	2.22
1	B/C	27	F	18,347	0.82	2.32
1	B/C	27	M	18,666	0.82	2.32
2	A	24	F	17,149	0.72	2.22
2	A	24	M	19,520	0.74	2.22
2	B/C	27	F	18,347	0.82	2.32
2	B/C	27	M	18,666	0.82	2.32
3	A	23	F	13,027	0.78	2.18
3	A	23	M	14,189	0.79	2.19
3	B/C	27	F	27,763	0.76	2.38
3	B/C	27	M	29,891	0.78	2.37
4-5	A	24	F	13,027	0.78	2.18
4-5	A	24	M	14,189	0.79	2.19
4-5	B/C	27	F	27,763	0.76	2.38
4-5	B/C	27	M	29,891	0.78	2.37
6-8	A	24	F	11,810	0.74	2.19
6-8	A	24	M	12,772	0.73	2.20
6-8	B/C	27	F	14,471	0.76	2.36
6-8	B/C	27	M	16,032	0.79	2.37
9-12	A	24	F	12,405	0.76	2.11
9-12	A	24	M	13,006	0.77	2.14
9-12	B/C	27	F	15,237	0.82	2.29
9-12	B/C	27	M	16,424	0.84	2.30

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

The test form is shared between 3B/C and 4-5B/C.

Table 5.1.2.3. Reliabilities of Domain Scores: R 603 Paper by Ethnicity

Cluster	Tier	Number of Items	Ethnicity	Number of Students	Cronbach's Alpha	SEM
K	N/A	30	H	181,467	0.94	1.73
K	N/A	30	O	77,750	0.96	1.74
1	A	24	H	29,040	0.72	2.22
1	A	24	O	7,580	0.76	2.20
1	B/C	27	H	28,262	0.82	2.32
1	B/C	27	O	8,695	0.83	2.31
2	A	24	H	29,040	0.72	2.22
2	A	24	O	7,580	0.76	2.20
2	B/C	27	H	28,262	0.82	2.32
2	B/C	27	O	8,695	0.83	2.31
3	A	23	H	21,757	0.78	2.19
3	A	23	O	5,414	0.81	2.16
3	B/C	27	H	45,789	0.76	2.38
3	B/C	27	O	11,792	0.79	2.37
4-5	A	24	H	21,757	0.78	2.19
4-5	A	24	O	5,414	0.81	2.16
4-5	B/C	27	H	45,789	0.76	2.38
4-5	B/C	27	O	11,792	0.79	2.37
6-8	A	24	H	19,618	0.72	2.20
6-8	A	24	O	4,863	0.77	2.17
6-8	B/C	27	H	23,650	0.77	2.37
6-8	B/C	27	O	6,785	0.78	2.36
9-12	A	24	H	19,487	0.77	2.13
9-12	A	24	O	5,840	0.78	2.11
9-12	B/C	27	H	24,618	0.83	2.29
9-12	B/C	27	O	6,957	0.83	2.28

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

The test form is shared between 3B/C and 4-5B/C.

Table 5.1.2.4. Reliabilities of Domain Scores: R 603 Paper by IEP Status

Cluster	Tier	Number of Students	Number of Items	Cronbach's Alpha	SEM
K	N/A	24,717	30	0.96	1.74
1	A	4,299	24	0.68	2.25
1	B/C	4,316	27	0.77	2.37
2	A	4,299	24	0.68	2.25
2	B/C	4,316	27	0.77	2.37
3	A	2,021	23	0.68	2.24
3	B/C	10,507	27	0.70	2.39
4-5	A	2,021	24	0.68	2.24
4-5	B/C	10,507	27	0.70	2.39
6-8	A	601	24	0.70	2.21
6-8	B/C	3,591	27	0.74	2.38
9-12	A	388	24	0.73	2.19
9-12	B/C	1,887	27	0.80	2.35

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

The test form is shared between 3B/C and 4-5B/C.

5.1.3 Writing

Table 5.1.3.1. Reliabilities of Domain Scores: W 603 Paper

Cluster	Tier	Number of Students	Number of Tasks	Total Possible Raw Score Points	Cronbach's Alpha*	SEM
K	N/A	266,060	6	0-17	0.92	1.14
1	A	28,382	4	0-40	0.88	1.98
1	B/C	16,130	3	0-54	0.95	2.09
2	A	27,931	3	0-27	0.90	1.46
2	B/C	54,277	3	0-54	0.94	1.88
3	A	27,931	3	0-27	0.90	1.46
3	B/C	54,277	3	0-54	0.94	1.88
4-5	A	18,191	3	0-27	0.88	1.42
4-5	B/C	37,840	3	0-54	0.91	2.13
6-8	A	26,964	3	0-27	0.86	1.58
6-8	B/C	34,946	3	0-54	0.92	2.08
9-12	A	27,558	3	0-27	0.84	1.80
9-12	B/C	36,059	3	0-54	0.92	2.13

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Table 5.1.3.2. Reliabilities of Domain Scores: W 603 Paper by Gender

Cluster	Tier	Number of Tasks	Total Possible Raw Score Points	Gender	Number of Students	Cronbach's Alpha*	SEM
K	N/A	6	0-17	F	111,136	0.92	1.15
K	N/A	6	0-17	M	120,238	0.93	1.13
1	A	4	0-40	F	13,334	0.88	1.97
1	A	4	0-40	M	14,972	0.88	1.97
1	B/C	3	0-54	F	8,011	0.94	2.09
1	B/C	3	0-54	M	8,089	0.95	2.10
2	A	3	0-27	F	12,715	0.90	1.47
2	A	3	0-27	M	15,119	0.90	1.44
2	B/C	3	0-54	F	26,347	0.94	1.85
2	B/C	3	0-54	M	27,865	0.94	1.90
3	A	3	0-27	F	12,715	0.90	1.47
3	A	3	0-27	M	15,119	0.90	1.44
3	B/C	3	0-54	F	26,347	0.94	1.85
3	B/C	3	0-54	M	27,865	0.94	1.90
4-5	A	3	0-27	F	8,675	0.88	1.43
4-5	A	3	0-27	M	9,442	0.88	1.41
4-5	B/C	3	0-54	F	17,901	0.90	2.12
4-5	B/C	3	0-54	M	19,869	0.92	2.15
6-8	A	3	0-27	F	12,810	0.85	1.59
6-8	A	3	0-27	M	14,045	0.86	1.56
6-8	B/C	3	0-54	F	16,482	0.91	2.05
6-8	B/C	3	0-54	M	18,402	0.92	2.10
9-12	A	3	0-27	F	13,291	0.83	1.82
9-12	A	3	0-27	M	14,172	0.84	1.78
9-12	B/C	3	0-54	F	17,188	0.92	2.10
9-12	B/C	3	0-54	M	18,794	0.92	2.16

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Table 5.1.3.3. Reliabilities of Domain Scores: W 603 Paper by Ethnicity

Cluster	Tier	Number of Tasks	Total Possible Raw Score Points	Ethnicity	Number of Students	Cronbach's Alpha*	SEM
K	N/A	6	0-17	H	181,465	0.91	1.13
K	N/A	6	0-17	O	77,748	0.93	1.16
1	A	4	0-40	H	22,225	0.88	1.97
1	A	4	0-40	O	6,046	0.88	1.98
1	B/C	3	0-54	H	11,930	0.94	2.10
1	B/C	3	0-54	O	4,146	0.95	2.08
2	A	3	0-27	H	22,250	0.90	1.45
2	A	3	0-27	O	5,537	0.90	1.48
2	B/C	3	0-54	H	42,764	0.94	1.87
2	B/C	3	0-54	O	11,375	0.95	1.88
3	A	3	0-27	H	22,250	0.90	1.45
3	A	3	0-27	O	5,537	0.90	1.48
3	B/C	3	0-54	H	42,764	0.94	1.87
3	B/C	3	0-54	O	11,375	0.95	1.88
4-5	A	3	0-27	H	14,410	0.88	1.42
4-5	A	3	0-27	O	3,672	0.88	1.43
4-5	B/C	3	0-54	H	29,664	0.91	2.14
4-5	B/C	3	0-54	O	8,061	0.91	2.12
6-8	A	3	0-27	H	21,315	0.86	1.56
6-8	A	3	0-27	O	5,426	0.86	1.61
6-8	B/C	3	0-54	H	26,939	0.92	2.07
6-8	B/C	3	0-54	O	7,873	0.92	2.10
9-12	A	3	0-27	H	20,858	0.84	1.74
9-12	A	3	0-27	O	6,504	0.81	1.93
9-12	B/C	3	0-54	H	27,809	0.92	2.11
9-12	B/C	3	0-54	O	8,072	0.92	2.20

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Table 5.1.3.4. Reliabilities of Domain Scores: W 603 Paper by IEP Status

Cluster	Tier	Number of Students	Number of Tasks	Total Possible Raw Score Points	Cronbach's Alpha*	SEM
K	N/A	24,712	6	0-17	0.92	1.10
1	A	3,219	4	0-40	0.89	1.88
1	B/C	1,805	3	0-54	0.95	2.10
2	A	3,383	3	0-27	0.90	1.36
2	B/C	7,619	3	0-54	0.95	1.97
3	A	3,383	3	0-27	0.90	1.36
3	B/C	7,619	3	0-54	0.95	1.97
4-5	A	930	3	0-27	0.87	1.43
4-5	B/C	7,349	3	0-54	0.92	2.21
6-8	A	670	3	0-27	0.88	1.59
6-8	B/C	4,113	3	0-54	0.92	2.20
9-12	A	431	3	0-27	0.84	1.77
9-12	B/C	2,129	3	0-54	0.92	2.08

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

5.1.4 Speaking

Table 5.1.4.1. Reliabilities of Domain Scores: S603 Paper

Cluster	Tier	Number of Students	Number of Tasks	Total Possible Raw Score Points	Cronbach's Alpha	SEM
K	N/A	266,051	10	0-10	0.92	1.01
1	A	28,224	6	0-18	0.90	1.38
1	B/C	16,049	6	0-24	0.93	1.35
2	A	27,758	6	0-18	0.92	1.32
2	B/C	54,009	6	0-24	0.92	1.28
3	A	27,758	6	0-18	0.92	1.32
3	B/C	54,009	6	0-24	0.92	1.28
4-5	A	18,075	6	0-18	0.90	1.41
4-5	B/C	37,708	6	0-24	0.92	1.34
6-8	A	26,774	6	0-18	0.89	1.41
6-8	B/C	34,791	6	0-24	0.92	1.47
9-12	A	27,317	6	0-18	0.89	1.44
9-12	B/C	35,861	6	0-24	0.93	1.39

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Table 5.1.4.2. Reliabilities of Domain Scores: S 603 Paper by Gender

Cluster	Tier	Number of Tasks	Total Possible Raw Score Points	Gender	Number of Students	Cronbach's Alpha	SEM
K	N/A	10	0-10	F	111,133	0.92	1.01
K	N/A	10	0-10	M	120,233	0.92	1.02
1	A	6	0-18	F	13,251	0.89	1.40
1	A	6	0-18	M	14,898	0.90	1.36
1	B/C	6	0-24	F	7,980	0.93	1.34
1	B/C	6	0-24	M	8,039	0.93	1.35
2	A	6	0-18	F	12,638	0.92	1.32
2	A	6	0-18	M	15,023	0.92	1.31
2	B/C	6	0-24	F	26,221	0.92	1.28
2	B/C	6	0-24	M	27,723	0.92	1.28
3	A	6	0-18	F	12,638	0.92	1.32
3	A	6	0-18	M	15,023	0.92	1.31
3	B/C	6	0-24	F	26,221	0.92	1.28
3	B/C	6	0-24	M	27,723	0.92	1.28
4-5	A	6	0-18	F	8,621	0.90	1.42
4-5	A	6	0-18	M	9,380	0.90	1.40
4-5	B/C	6	0-24	F	17,832	0.92	1.34
4-5	B/C	6	0-24	M	19,806	0.92	1.34
6-8	A	6	0-18	F	12,712	0.88	1.42
6-8	A	6	0-18	M	13,953	0.89	1.40
6-8	B/C	6	0-24	F	16,404	0.92	1.48
6-8	B/C	6	0-24	M	18,325	0.92	1.45
9-12	A	6	0-18	F	13,151	0.89	1.45
9-12	A	6	0-18	M	14,073	0.89	1.43
9-12	B/C	6	0-24	F	17,093	0.94	1.40
9-12	B/C	6	0-24	M	18,691	0.93	1.38

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Table 5.1.4.3. Reliabilities of Domain Scores: S 603 Paper by Ethnicity

Cluster	Tier	Number of Tasks	Total Possible Raw Score Points	Ethnicity	Number of Students	Cronbach's Alpha	SEM
K	N/A	10	0-10	H	181,457	0.92	1.01
K	N/A	10	0-10	O	77,747	0.91	1.02
1	A	6	0-18	H	22,107	0.90	1.37
1	A	6	0-18	O	6,007	0.88	1.40
1	B/C	6	0-24	H	11,867	0.93	1.34
1	B/C	6	0-24	O	4,128	0.92	1.35
2	A	6	0-18	H	22,117	0.92	1.30
2	A	6	0-18	O	5,498	0.89	1.34
2	B/C	6	0-24	H	42,565	0.92	1.28
2	B/C	6	0-24	O	11,307	0.91	1.30
3	A	6	0-18	H	22,117	0.92	1.30
3	A	6	0-18	O	5,498	0.89	1.34
3	B/C	6	0-24	H	42,565	0.92	1.28
3	B/C	6	0-24	O	11,307	0.91	1.30
4-5	A	6	0-18	H	14,316	0.90	1.38
4-5	A	6	0-18	O	3,652	0.87	1.47
4-5	B/C	6	0-24	H	29,566	0.92	1.33
4-5	B/C	6	0-24	O	8,027	0.91	1.36
6-8	A	6	0-18	H	21,168	0.89	1.39
6-8	A	6	0-18	O	5,388	0.86	1.46
6-8	B/C	6	0-24	H	26,820	0.92	1.46
6-8	B/C	6	0-24	O	7,837	0.91	1.47
9-12	A	6	0-18	H	20,665	0.89	1.43
9-12	A	6	0-18	O	6,458	0.87	1.47
9-12	B/C	6	0-24	H	27,656	0.94	1.39
9-12	B/C	6	0-24	O	8,031	0.93	1.40

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Table 5.1.4.4. Reliabilities of Domain Scores: S 603 Paper by IEP Status

Cluster	Tier	Number of Students	Number of Tasks	Total Possible Raw Score Points	Cronbach's Alpha	SEM
K	N/A	24,703	10	0-10	0.91	1.03
1	A	3,198	6	0-18	0.91	1.31
1	B/C	1,791	6	0-24	0.94	1.30
2	A	3,361	6	0-18	0.90	1.28
2	B/C	7,593	6	0-24	0.92	1.28
3	A	3,361	6	0-18	0.90	1.28
3	B/C	7,593	6	0-24	0.92	1.28
4-5	A	925	6	0-18	0.87	1.38
4-5	B/C	7,318	6	0-24	0.92	1.36
6-8	A	665	6	0-18	0.88	1.41
6-8	B/C	4,092	6	0-24	0.91	1.49
9-12	A	427	6	0-18	0.87	1.52
9-12	B/C	2,111	6	0-24	0.92	1.40

Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

5.2 Interrater Agreement Rates

DRC raters score students' responses to the tasks included on the ACCESS Writing tests (except kindergarten, which is scored by the test administrator). The scoring of students' responses to these performance tasks is described in Part 1, Section 4.3. DRC selects a sample of 20% of all responses scored, chosen at random during the operational scoring process, for double scoring. The tables in Section 5.2.3 provide information on interrater agreement for a sample of 20% of task raters. These tables show, for each of the tasks, the percentage of agreement between two raters. The first column shows the task, and the second column shows the number of responses that were double scored. The next columns show the rates of agreement.

For Writing, the scoring scale that the raters used defines six levels of performance ranging from 0 to 6, with the possibility of awarding a "plus" score between levels (e.g., 3, 3+, or 4 are all valid scores). We considered scores that matched or were contiguous as signifying **agreement** (%AG); for example, if Rater 1 assigned a score of 3+ while Rater 2 assigned a score of 3, 3+, or 4. We considered scores that were one whole score point apart as **adjacent scores** (%AD); for example, if Rater 1 assigned a score of 3+ while Rater 2 assigned a score of 2+ or 4+. Finally, if two raters assigned scores that were more than one whole score point apart, we considered those scores to be **nonadjacent scores** (%NA).

As the ACCESS Paper Speaking test is scored locally, it is not possible to provide interrater agreement data for Speaking. Section 3.2.3 in Part 1 of this report describes training procedures that local raters must complete before being certified to administer and score the Speaking test.

WIDA stipulates a minimum interrater agreement rate of 70%. DRC defines this "**agreement**" as being scored as an adjacent agreement (AG) for Writing. See Section 3.2.2 for more detail about how WIDA and DRC used the agreement rates to ensure that DRC maintains sufficient quality control throughout scoring.

For Writing, the lowest value for interrater agreement was 94%.

5.2.1 Listening

Interrater Agreement is not relevant for the domain of Listening, as all items are multiple-choice items.

5.2.2 Reading

Interrater Agreement is not relevant for the domain of Reading, as all items are multiple-choice items.

5.2.3 Writing

5.2.3.0 Kindergarten

Table 5.2.3.0. Interrater Agreement: W K 603 Paper

Interrater Agreement	N/A
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5.2.3.1 Grade 1

Table 5.2.3.1.1. Interrater Agreement: W 1 A 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	12,106	100	0	0
2	16,546	100	0	0
3	22,548	99	1	0
4	19,218	98	2	0

Table 5.2.3.1.2. Interrater Agreement: W 1 B/C 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	8,756	97	3	0
2	11,682	96	4	0
3	10,022	97	3	0

5.2.3.2 Grade 2

Table 5.2.3.2.1. Interrater Agreement: W 2 A 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	10,290	96	4	0
2	11,234	97	3	0
3	12,928	98	2	0

Note: The test form is shared between 2A and 3A.

Table 5.2.3.2.2. Interrater Agreement: W 2 B/C 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	12,482	96	4	0
2	13,384	96	4	0
3	13,280	95	5	0

Note: The test form is shared between 2B/C and 3B/C.

5.2.3.3 Grade 3

Table 5.2.3.3.1. Interrater Agreement: W 3 A 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	7,416	96	4	0
2	7,926	96	4	0
3	9,172	98	2	0

Note: The test form is shared between 2A and 3A.

Table 5.2.3.3.2. Interrater Agreement: W 3 B/C 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	11,968	97	3	0
2	12,708	96	4	0
3	12,726	95	5	0

Note: The test form is shared between 2B/C and 3B/C.

5.2.3.4 Grades 4–5

Table 5.2.3.4.1. Interrater Agreement: W 4-5 A 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	12,162	98	2	0
2	10,518	97	3	0
3	12,632	98	2	0

Table 5.2.3.4.2. Interrater Agreement: W 4-5 B/C 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	16,988	96	4	0
2	16,714	95	5	0
3	19,092	97	3	0

5.2.3.5 Grades 6–8

Table 5.2.3.5.1. Interrater Agreement: W 6-8 A 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	14,350	94	6	0
2	17,198	96	3	0
3	13,496	96	4	0

Table 5.2.3.5.2. Interrater Agreement: W 6-8 B/C 603 Paper

Task	Number in Sample	%AG	%AD	%NA
1	15,732	98	2	0
2	16,492	97	3	0
3	18,612	94	5	0

5.2.3.6 Grades 9-12**Table 5.2.3.6.1. Interrater Agreement: W 9-12 A 603 Paper**

Task	# in Sample	%AG	%AD	%NA
1	18,236	95	5	0
2	13,488	95	5	0
3	22,138	97	3	0

Table 5.2.3.6.2. Interrater Agreement: W 9-12 B/C 603 Paper

Task	# in Sample	%AG	%AD	%NA
1	17,004	96	4	0
2	17,364	95	5	0
3	17,580	95	5	0

5.3 *Conditional Standard Errors of Measurement of the Domain Scale Scores*

The tables in this section present information about the conditional standard errors of measurement (CSEM) values of scale scores, at the most important points at which policymakers make decisions such as the reclassification of students based on performance on ACCESS—the cut points between language proficiency levels. The CSEM provides information about the amount of measurement error we would expect in any student’s scale score at that point on the underlying latent ability scale. We first computed CSEM values on the theta metric, which is the square root of the inverse of the Test Information Function. Next, we used the multiplicative constant of the linear equation for the domain to linearly transform those logit-based CSEM values so that we could report them on the ACCESS score scale.

When calculated using an IRT approach, note that CSEM values can vary across scale scores. For example, in the Listening and Reading domains, if a student answers correctly either very few or very many items (i.e., scores at the extremes of the scale score distribution), the CSEM value will be larger than it would be if the student correctly answers a moderate number of items. Scale scores near the middle of the score distribution typically have lower CSEM values compared to scale scores near the extremes because many tests are comprised of a large proportion of moderately difficult items, which are well suited to measuring students of moderate proficiency.

We use the CSEM to construct an error band, quantifying the amount of uncertainty in a student’s scale score. One CSEM below a student’s scale score and one CSEM above that scale score indicates an approximate 68% confidence interval. Consider a student who takes the test 100 times to interpret this confidence interval: assuming measurement error is normally distributed, the student’s true proficiency would fall within the confidence interval 68% of the time (or 68 times out of 100).

As a rule, lower CSEM values around scale scores at important decision points are desirable. The most important decision points for ACCESS scores are at the PL 3/4 and PL 4/5 cut points, although the approaches that consortium members use to make decisions about ACCESS scores differ. As discussed in Section 5, all WIDA states use composite scale scores when making reclassification decisions, and no WIDA state uses a single domain scale score when making those decisions. Because each grade has its own set of cut points, we provide information for each grade within a grade-level cluster.

Since we scale ACCESS test scores using an IRT approach, CSEM values for the scale scores at the highest cut points are typically large. The use of this approach tends to produce larger CSEM values at the lower and higher ends of the score scale. In addition, because students exit the EL program when they demonstrate that they are English language proficient, there are typically fewer students at the highest cut points than at those other cut points. Therefore, the CSEM values associated with the scale scores at the highest cut points tend to be larger than those of the scale scores at the lower cut points since there are fewer students available to estimate the scores and the CSEM values for these scores.

For each domain, we present values by tier. From these tables, it is possible to identify how well the different tiers are targeted for making decisions about students at the various proficiency level cuts.

In the following tables, the leftmost column shows the proficiency level cut (e.g., 1/2, which is the cut between PL 1 and PL 2). The second column shows the grade level. The third column shows the cut score in the scale score metric (e.g., 305). In the last column(s), the corresponding CSEM value for the scale score at each cut point is shown.

5.3.1 Listening

5.3.1.0 Kindergarten

Table 5.3.1.0. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: L K 603

Proficiency Level Cut Point	Grade	Cut Score	CSEM
1/2	K	229	17.28
2/3	K	251	18.41
3/4	K	278	20.66
4/5	K	286	21.42
5/6	K	308	24.80

5.3.1.1 Grade 1

Table 5.3.1.1. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: L 1 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	1	236	19.16	19.91
2/3	1	259	19.54	18.79
3/4	1	291	22.54	18.79
4/5	1	303	24.42	19.16
5/6	1	327	29.31	20.66

5.3.1.2 Grade 2

Table 5.3.1.2. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: L 2 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	2	245	19.16	19.54
2/3	2	283	21.42	18.79
3/4	2	314	26.30	19.91
4/5	2	330	30.43	21.04
5/6	2	354	38.32	24.05

5.3.1.3 Grade 3

Table 5.3.1.3. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: L 3 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	3	262	21.42	25.55
2/3	3	300	18.79	20.66
3/4	3	331	19.54	19.16
4/5	3	349	21.04	18.67
5/6	3	374	25.17	19.16

5.3.1.4 Grade 4-5

Table 5.3.1.4. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: L 4-5 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	275	20.06	23.67
1/2	5	285	19.54	22.17
2/3	4	313	18.79	19.91
2/3	5	323	19.16	19.16
3/4	4	343	20.66	18.79
3/4	5	354	21.79	18.79
4/5	4	363	22.92	18.79
4/5	5	375	25.55	19.16
5/6	4	388	28.55	19.91
5/6	5	401	32.31	21.04

5.3.1.5 Grade 6-8

Table 5.3.1.5. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: L 6-8 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	294	20.29	21.42
1/2	7	302	19.91	20.29
1/2	8	308	19.91	19.91
2/3	6	332	19.91	18.41
2/3	7	340	20.40	18.03
2/3	8	347	21.04	17.83
3/4	6	363	22.54	18.03
3/4	7	370	23.29	18.03
3/4	8	377	24.42	18.41
4/5	6	385	25.92	18.79
4/5	7	394	28.18	19.54
4/5	8	402	30.06	20.39
5/6	6	411	33.06	21.79
5/6	7	420	36.07	22.92
5/6	8	427	39.07	24.42

5.3.1.6 Grade 9–12

Table 5.3.1.6. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: L 9–12 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	314	20.66	21.42
1/2	10	325	20.66	19.91
1/2	11	335	20.66	19.16
1/2	12	342	21.04	18.41
2/3	9	353	21.42	18.03
2/3	10	358	21.80	18.03
2/3	11	364	22.17	17.66
2/3	12	368	22.54	17.66
3/4	9	383	24.80	18.03
3/4	10	389	25.55	18.03
3/4	11	394	26.68	18.41
3/4	12	398	27.43	18.41
4/5	9	409	30.06	19.16
4/5	10	415	31.94	19.91
4/5	11	420	33.44	20.29
4/5	12	426	35.32	21.04
5/6	9	434	38.32	21.99
5/6	10	441	41.33	23.29
5/6	11	447	44.33	24.42
5/6	12	452	46.96	25.17

5.3.2 Reading

5.3.2.0 Kindergarten

Table 5.3.2.0. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: R K 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM
1/2	K	241	15.34
2/3	K	259	18.46
3/4	K	279	23.92
4/5	K	289	27.82
5/6	K	310	39.26

5.3.2.1 Grade 1

Table 5.3.2.1. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: R 1 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	1	264	11.70	13.78
2/3	1	286	11.44	11.44
3/4	1	304	12.35	10.66
4/5	1	315	13.52	10.61
5/6	1	334	16.54	11.44

5.3.2.2 Grade 2

Table 5.3.2.2. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: R 2 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	2	283	11.41	11.70
2/3	2	307	12.74	10.58
3/4	2	326	15.08	10.92
4/5	2	337	17.42	11.70
5/6	2	355	22.62	14.04

5.3.2.3 Grade 3

Table 5.3.2.3. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: R 3 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	3	297	11.44	17.68
2/3	3	323	11.96	12.74
3/4	3	342	13.78	10.92
4/5	3	352	15.34	10.66
5/6	3	370	19.50	10.66

5.3.2.4 Grade 4-5

Table 5.3.2.4. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: R 4-5 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	307	11.36	15.34
1/2	5	316	11.70	13.78
2/3	4	335	13.00	11.44
2/3	5	345	14.30	10.82
3/4	4	354	15.86	10.53
3/4	5	364	17.94	10.40
4/5	4	364	17.94	10.40
4/5	5	373	20.54	10.66
5/6	4	382	23.40	11.18
5/6	5	391	27.30	11.96

5.3.2.5 Grade 6-8

Table 5.3.2.5. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: R 6-8 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	323	11.70	13.52
1/2	7	329	11.44	12.74
1/2	8	335	11.47	11.96
2/3	6	353	11.96	10.66
2/3	7	360	12.48	10.54
2/3	8	366	12.74	10.40
3/4	6	373	13.52	10.53
3/4	7	380	14.56	10.66
3/4	8	386	15.60	11.04
4/5	6	382	14.87	10.80
4/5	7	389	16.12	11.18
4/5	8	395	17.42	11.70
5/6	6	399	18.20	12.22
5/6	7	406	20.28	13.00
5/6	8	412	22.10	13.78

5.3.2.6 Grade 9-12

Table 5.3.2.6. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: R 9-12 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	340	11.70	14.51
1/2	10	344	11.70	13.78
1/2	11	348	11.70	13.26
1/2	12	352	11.70	12.74
2/3	9	372	12.58	10.92
2/3	10	377	13.00	10.66
2/3	11	382	13.52	10.66
2/3	12	386	14.04	10.40
3/4	9	392	14.82	10.40
3/4	10	397	15.60	10.66
3/4	11	402	16.64	10.66
3/4	12	407	17.68	10.92
4/5	9	401	16.38	10.66
4/5	10	406	17.42	10.92
4/5	11	410	18.46	11.18
4/5	12	414	19.50	11.41
5/6	9	418	20.54	11.70
5/6	10	423	22.36	12.22
5/6	11	427	23.66	12.74
5/6	12	432	25.74	13.52

5.3.3 Writing

5.3.3.0 Kindergarten

Table 5.3.3.0. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: W K 603

Proficiency Level Cut Point	Grade	Cut Score	CSEM
1/2	K	234	18.97
2/3	K	271	21.15
3/4	K	311	31.41
4/5	K	367	43.22
5/6	K	389	52.55

5.3.3.1 Grade 1

Table 5.3.3.1. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: W 1 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	1	238	10.31	8.54
2/3	1	275	13.96	10.74
3/4	1	337	13.69	12.35
4/5	1	382	13.16	10.74
5/6	1	405	16.38	11.81

5.3.3.2 Grade 2

Table 5.3.3.2. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: W 2 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	2	242	11.81	8.86
2/3	2	279	16.27	11.01
3/4	2	341	17.18	12.30
4/5	2	388	15.31	11.01
5/6	2	411	18.26	12.35

5.3.3.3 Grade 3

Table 5.3.3.3. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: W 3 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	3	247	12.08	8.86
2/3	3	283	16.65	11.28
3/4	3	346	17.18	12.14
4/5	3	394	15.65	11.14
5/6	3	418	20.41	13.43

5.3.3.4 Grade 4-5

Table 5.3.3.4. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: W 4-5 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	266	11.81	11.79
1/2	5	267	11.55	11.55
2/3	4	288	13.43	8.59
2/3	5	293	14.04	8.32
3/4	4	351	17.99	12.35
3/4	5	356	17.72	12.35
4/5	4	401	15.57	11.98
4/5	5	407	15.31	11.81
5/6	4	425	15.57	11.01
5/6	5	433	16.65	10.74

5.3.3.5 Grade 6-8

Table 5.3.3.5. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: W 6-8 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	268	12.35	8.32
1/2	7	273	12.62	8.32
1/2	8	281	13.69	8.59
2/3	6	298	15.84	10.20
2/3	7	305	16.65	11.01
2/3	8	311	16.92	11.55
3/4	6	361	17.45	12.62
3/4	7	367	17.18	12.35
3/4	8	372	16.92	12.35
4/5	6	413	15.57	10.74
4/5	7	419	16.11	10.74
4/5	8	424	16.92	11.01
5/6	6	441	20.68	12.35
5/6	7	450	23.90	14.23
5/6	8	459	27.93	16.38

5.3.3.6 Grade 9-12

Table 5.3.3.6. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: W 9-12 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	289	12.35	8.32
1/2	10	298	12.08	8.59
1/2	11	308	12.89	9.53
1/2	12	318	14.23	10.74
2/3	9	319	14.23	10.77
2/3	10	326	15.31	11.28
2/3	11	335	16.38	11.81
2/3	12	344	17.02	12.32
3/4	9	378	17.72	12.62
3/4	10	385	17.72	12.35
3/4	11	391	17.45	12.22
3/4	12	398	17.18	12.08
4/5	9	430	15.47	10.74
4/5	10	436	15.31	10.74
4/5	11	441	15.57	11.01
4/5	12	447	15.84	11.28
5/6	9	469	19.33	14.77
5/6	10	479	22.29	17.45
5/6	11	490	27.12	21.48
5/6	12	501	33.03	26.42

5.3.4 Speaking

5.3.4.0 Kindergarten

Table 5.3.4.0. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: S K 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM
1/2	K	191	28.06
2/3	K	250	20.92
3/4	K	301	16.33
4/5	K	349	22.45
5/6	K	392	53.57

5.3.4.1 Grade 1

Table 5.3.4.1. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: S 1 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	1	205	20.77	15.21
2/3	1	261	28.37	19.89
3/4	1	311	24.28	17.55
4/5	1	361	28.08	19.01
5/6	1	403	45.63	29.25

5.3.4.2 Grade 2

Table 5.3.4.2. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: S 2 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	2	220	24.86	16.67
2/3	2	273	26.91	19.30
3/4	2	322	24.57	17.55
4/5	2	374	35.39	21.64
5/6	2	415	62.30	34.80

5.3.4.3 Grade 3

Table 5.3.4.3. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: S 3 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	3	234	26.62	17.55
2/3	3	283	26.03	19.01
3/4	3	332	25.45	17.55
4/5	3	386	40.95	24.28
5/6	3	425	72.83	40.07

5.3.4.4 Grade 4-5

Table 5.3.4.4. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: S 4-5 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	246	22.52	16.38
1/2	5	258	23.98	16.67
2/3	4	293	28.08	18.72
2/3	5	302	28.08	19.01
3/4	4	342	24.57	18.13
3/4	5	350	24.28	17.84
4/5	4	397	29.25	19.01
4/5	5	407	31.88	20.18
5/6	4	435	45.04	25.74
5/6	5	443	50.60	28.08

5.3.4.5 Grade 6-8

Table 5.3.4.5. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: S 6-8 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	268	21.64	15.79
1/2	7	277	22.23	15.50
1/2	8	284	22.81	15.79
2/3	6	310	26.62	18.13
2/3	7	317	27.49	19.01
2/3	8	323	28.08	19.60
3/4	6	360	26.03	19.01
3/4	7	369	25.15	18.43
3/4	8	377	24.57	17.84
4/5	6	417	25.74	17.84
4/5	7	425	27.20	18.43
4/5	8	433	28.96	19.60
5/6	6	451	35.10	23.11
5/6	7	457	37.73	24.86
5/6	8	463	40.95	26.62

5.3.4.6 Grade 9-12

Table 5.3.4.6. Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: S 9-12 603 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	290	25.15	16.96
1/2	10	295	26.03	17.55
1/2	11	299	26.62	17.84
1/2	12	302	26.91	18.13
2/3	9	328	27.79	19.60
2/3	10	333	27.20	19.60
2/3	11	337	26.91	19.60
2/3	12	340	26.62	19.30
3/4	9	385	24.28	17.26
3/4	10	393	24.86	17.26
3/4	11	400	25.74	17.55
3/4	12	406	26.32	17.84
4/5	9	440	36.27	22.52
4/5	10	446	38.90	23.98
4/5	11	451	41.82	25.15
4/5	12	455	43.87	26.62
5/6	9	468	52.94	31.29
5/6	10	471	55.57	32.46
5/6	11	474	57.91	33.93
5/6	12	476	59.67	35.10

5.4 Accuracy and Consistency of Domain Scores

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency level of students with regards to the WIDA ELD Standards. Because of the emphasis on the classification of student performance, a question of interest is how accurately and consistently ACCESS domain scale scores can classify students into the WIDA proficiency levels determined by the 2016 ACCESS standard-setting process (Cook & MacGregor, 2017). Test users can examine indices that report on the accuracy and consistency of these classifications and can use that information to judge the utility of WIDA's proficiency level categorization, while policymakers can use these indices to assist them when making decisions about ACCESS test design and score reporting (AERA et al., 2014). The analyses we conduct to examine the accuracy and consistency of classifications utilize the methods that Livingston and Lewis (1995) and Young and Yoon (1998) outlined, as implemented in the software program BB-CLASS (Brennan, 2004; cf. also Lee, Hanson, & Brennan, 2002).

Classification accuracy is defined conceptually as the extent to which the proficiency classifications of students based on their observed raw scores or scale scores would agree with those made based on their true scores (Livingston, 2018; Livingston & Lewis, 1995). A student's true score is the average of the scores that the student would have received, averaging over some set of prespecified factors or conditions (e.g., different versions of the test, different times of test administration). Therefore, the calculation of the true scores depends upon the factors over which one chooses to average (Livingston, 2018). We assume that true scores measure perfectly, but those scores are unknown. Therefore, to provide the best estimation of classification accuracy for WIDA, we use test data from one ACCESS administration to estimate students' true scale scores based on their domain scale scores and the parameters of the model used in estimating those true scale scores. We can then use the results from our analysis to estimate the percentages of the students who were accurately classified into each proficiency level.

Classification consistency is defined conceptually as the extent to which the proficiency classifications of students agree, given two independent administrations of the same or two parallel test forms. It is impractical to obtain repeated administrations of the same or parallel test forms because of cost, testing burden, and the effects of student memory and practice. However, it is possible to estimate the percentages of the students who would be consistently classified with the assumption that the same test is independently administered twice to the same group of students.

The approach that Livingston and Lewis (1995) took, which we implemented here, uses information about the reliability of the students' domain scale scores, the cut points, and the observed distribution of scores. Then, using a four-parameter beta distribution, we model the distribution of the true scale scores and the domain scale scores on a parallel form. The Livingston and Lewis procedure requires that the reliability estimate of the students' scores on a test form be provided when calculating the classification consistency and accuracy indices. For Listening and Reading, we used the Rasch student separation reliability estimates by grade-level cluster in the procedure. Since the Writing and Speaking tests were tiered, we needed to

produce a single reliability estimate across tiers to implement the Livingston and Lewis procedure. This is a weighted reliability estimate across tiers (see Section 5.1).

Overall classification accuracy indicates the percentage of all students whom we would classify into the same language proficiency level by both their domain scale scores and their true scale scores (i.e., the percentage of students whom we accurately classified). For example, an overall classification accuracy index of 0.774 means that we would classify 77% of the students into the same proficiency level according to their domain scale scores and their true scale scores. **Overall classification consistency** indicates the percentage of all students whom we would classify into the same language proficiency levels by their performances on both the administered test and on a parallel test. For example, an overall classification consistency index of 0.664 means that we would classify 66% of the students into the same proficiency level if they took two parallel forms of the test. A classification consistency index is always lower than its corresponding classification accuracy index because, in classification consistency, a classification based on a student's performance on the administered test and a classification based on that student's performance on a parallel test are both subject to measurement error. In contrast, in classification accuracy, only the classification based on a student's performance on the administered test contains error while we assume that the classification based on that student's true scale score is free of measurement error.

Overall classification accuracy and consistency indices indicate the degree to which we accurately and consistently classify students into the same WIDA proficiency levels, but not the degree to which we accurately or consistently classify students into the proficiency levels below or above the specific cut point (e.g., at the PL 4/PL 5 cut point). The indices that can address this question are **marginal classification accuracy and consistency indices based on domain scale scores at the cut points**. From an accountability perspective, the most important indices for test users and policymakers to examine are the marginal classification accuracy and consistency indices.

The **marginal classification accuracy indices based on domain scale scores at the cut points** report the percentage of students whom we accurately placed into proficiency levels above and below each cut point based on their domain scale scores. For example, a classification accuracy index of 0.774 at the PL 4/PL 5 cut point means that we would classify 77% of the students in the same way using their domain scale scores or their true scale scores, either into the proficiency levels below the cut point (i.e., PL 1 to PL 4) or into the proficiency levels above the cut point (i.e., PL 5 to PL 6). The **marginal classification consistency indices based on domain scale scores at the cut points** report the percentage of students whom we would classify consistently above and below each cut point based on their domain scale scores. For example, a classification consistency index of 0.664 at the PL 4/PL 5 cut point means that we would classify 66% of the students in the same way if they took two parallel forms, either into the proficiency levels below the cut point (i.e., PL 1 to PL 4) or into the proficiency levels above the cut point (i.e., PL 5 to PL 6). Note that the marginal accuracy and consistency indices are generally higher for students' domain scale scores at the cut points than are the overall classification accuracy and consistency indices (Livingston, 2018). This is because the marginal accuracy and consistency indices report the classification decisions at

one cut point at a time while the overall accuracy and consistency indices report the classification decisions at all five cut points at the same time.

The interactions of several factors affect the calculation of classification accuracy and consistency: (1) the number of proficiency level cut points, (2) the magnitude of the test score reliability coefficient, (3) measurement accuracy for scale scores at the cut points, (4) the distances between adjacent cut points, (5) the locations of the cut points on the ability scale, and (6) the proportion of students' scale scores around a cut point (Ercikan & Julian, 2002; Lee et al., 2002). These factors are functions of the test design and, most importantly, the standard-setting decisions. The indices are lower when there is a greater number of proficiency levels, a lower test score reliability coefficient, and lower measurement accuracy of the scale scores at the cut points, as well as when the two adjacent cut points are closer, and when more students' domain scale scores are around a cut point. Furthermore, the numbers and types of items on a test affect the calculation of the test score reliability coefficient. The lower the test score reliability, the lower the classification accuracy and consistency indices would be. For example, the test score reliability coefficient for the ACCESS Online Writing domain raw scores would be lower than the test score reliability coefficients for similar tests that include more items or tasks since we estimate the test score reliability coefficient for ACCESS Online Writing domain raw scores based on students' performance on only two tasks. Therefore, the classification accuracy and consistency indices for the Writing domain might be lower than those for other domains.

For each test domain, we present three tables. The first shows indices that describe the overall accuracy and overall consistency of the proficiency level classifications for each grade level. The second reports the marginal classification accuracy indices based on domain scale scores at the cut points for each grade level. The third reports the marginal classification consistency indices based on domain scale scores at the cut points for each grade level. If we could not estimate the overall and marginal classification accuracy and consistency indices because we classified fewer than 200 students into a given proficiency level, we combined the affected proficiency level and the proficiency level below it and placed 'N/A' in the table for the affected proficiency level.

Assessment experts have issued little guidance to aid in making judgments about the ideal or expected levels of decision consistency and accuracy needed for educational assessments since many different factors affect the calculation of these indices, as discussed earlier. To help test users and policymakers interpret the results from our classification analyses, for each of the ACCESS test domains, we report the range of the overall classification accuracy and consistency indices across grades. Additionally, we highlight the grade with the lowest classification accuracy and consistency indices. Since the overall accuracy and consistency indices are summaries of the degree of classification accuracy and consistency across all proficiency level cut points, we also report the marginal classification accuracy and consistency indices for these grades to identify the specific source(s) of low classification accuracy and consistency.

For Listening, as shown in Table 5.4.1.1, the overall classification accuracy indices ranged from 0.329 to 0.732 and the overall classification consistency indices ranged from 0.286 to 0.677. Grade 7 had the lowest overall classification accuracy and consistency indices for Listening.

For Reading, as shown in Table 5.4.2.1, the overall classification accuracy indices ranged from 0.442 to 0.862 and the overall classification consistency indices ranged from 0.349 to 0.843. Grade 3 had the lowest overall classification accuracy and consistency indices for Reading.

For Writing, as shown in Table 5.4.3.1, the overall classification accuracy indices ranged from 0.717 to 0.825, and the overall classification consistency indices ranged from 0.637 to 0.772. Grade 4 had the lowest overall classification accuracy and consistency indices for Writing.

For Speaking, as shown in Table 5.4.4.1, the overall classification accuracy indices ranged from 0.574 to 0.696 and the overall classification consistency indices ranged from 0.522 to 0.616. The lowest overall classification accuracy index for Speaking was kindergarten and grade 4 had the lowest overall classification consistency indices for Speaking.

From an accountability perspective, the most important indices for test users and policymakers to examine are the marginal classification accuracy and consistency indices. To help them interpret our results, we report for each domain the range of the marginal classification accuracy and consistency indices across grades and then highlight the grades (and the cut points within those grades) that had the lowest marginal classification accuracy and the lowest classification consistency.

For Listening, the marginal classification accuracy indices based on scale scores at the cut points ranged from 0.782 to 0.989 (Table 5.4.1.2) and the marginal classification consistency indices ranged from 0.707 to 0.979 (Table 5.4.1.3). Grade 4, at the PL 4/PL 5 cut point, had the lowest classification accuracy index for Listening, and grade 3, at the PL 4/PL 5 cut point, had the lowest classification consistency index for Listening. The low marginal classification accuracy and consistency at the PL 4/PL 5 cut score appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency for grade 4 and grade 3 Listening were still in the .70's and .90's.

For Reading, the marginal classification accuracy indices based on scale scores at the cut points ranged from 0.795 to 0.975 (Table 5.4.2.2) and the marginal classification consistency indices scores ranged from 0.733 to 0.961 (Table 5.4.2.3). Grade 1, at the PL 1/PL 2 cut point, had the lowest classification accuracy and consistency indices. The low marginal classification consistency at the PL 1/PL 2 cut appeared to have contributed to its low overall classification consistency. However, it should be noted that the marginal classification accuracy and consistency indices for grade 1 Reading were still in the .70's and .90's.

For Writing, the marginal classification accuracy indices based on scale scores at the cut points ranged from 0.837 to 0.995 (Table 5.4.3.2) and the marginal classification consistency indices ranged from 0.787 to 0.995 (Table 5.4.3.3). Grade 4, at the PL 3/PL 4 cut point, had the lowest classification accuracy and consistency indices for Writing. Note that grade 4 was also identified as having the lowest overall classification accuracy and consistency indices in the Writing domain. The low marginal classification accuracy and consistency at the PL 3/PL 4 cut

appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency indices for grade 4 Writing were still in the .70's and .90's.

For Speaking, the marginal classification accuracy indices based on scale scores at the cut points ranged from 0.795 to 0.989 (Table 5.4.4.2) and the marginal classification consistency indices ranged from 0.844 to 0.989 (Table 5.4.4.3). Kindergarten, at the PL 5/PL 6 cut point, had the lowest classification accuracy index for Speaking, and grade 4, at the PL 4/PL 5 cut point, had the lowest classification consistency index for Speaking. Note that kindergarten was also identified as having the lowest overall classification accuracy index and grade 4 was also identified as having the lowest overall classification consistency index in the Speaking domain. The low marginal classification accuracy and consistency at the PL 5/PL 6 cut appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency indices for kindergarten and grade 4 Speaking were still in the .70's and .90's.

When we compared the overall and marginal classification accuracy and consistency indices based on the domain scale scores for a particular grade, we saw that in many instances they told the same story (i.e., for a given grade, when the overall classification accuracy and consistency indices were low, then the marginal classification accuracy and consistency indices also tended to be low).

We observed that in the domains of Reading and Writing, the marginal classification accuracy and consistency indices for PL cut points in the middle of the proficiency level range (e.g., the PL 2/3 and PL 3/4 cut points) tended, on average, to be lower than the marginal classification accuracy and consistency indices for cut points at the lower and upper ends of the range, a finding that is consistent with findings from previous researchers (Ercikan & Julian, 2002; Lee et al., 2002). One possible reason might be that the cut points for the proficiency levels in the middle of the proficiency level range tend to be closer together than the cut points for the proficiency levels at the ends of that range. (Cut points tend to be closer to each other when there are a large number of proficiency levels.) We would expect marginal classification accuracy and consistency to vary for different ability levels due to variations in measurement accuracy. That is, the further away the students' domain scale scores are from the cut points, the smaller the classification errors would be, or the more accurate the classification decisions would be. With many proficiency levels, there are more student domain scale scores near the cut points than there would be if there were fewer proficiency levels. Therefore, the higher the number of proficiency levels, the higher the probability that we would misclassify students (Ercikan & Julian, 2002). Additionally, the intervals between cut points that are in the middle of the ACCESS proficiency level range are smaller than the intervals between cut points that are at the upper and lower ends of the proficiency level range. Consequently, the marginal classification accuracy and consistency indices based on the domain scale scores for the PL 2/3 and PL 3/4 cut points tend to be lower than for other cut points, as we might expect.

Although assessment experts have issued little guidance to aid in making judgments about the ideal or expected levels of decision consistency and accuracy needed for educational assessments since many different factors affect the calculation of these indices, as discussed

earlier, the ranges of the classification accuracy and consistency indices for the ACCESS domains are very similar to those reported for similar testing programs such as ELPA21 (American Institutes of Research, 2018), except for the Writing domain. The classification accuracy and consistency indices derived using the Livingston and Lewis (1995) procedure are affected by the magnitude of the test score reliability, which is lower when a test has fewer tasks. Also note that we would not expect the indices estimated for ACCESS domains to be the same as those computed in other programs, because testing programs differ in their student populations, the numbers of proficiency levels, their test designs, their score distributions, and the methods used to compute classification accuracy and consistency indices. For example, compared to similar testing programs, students taking ACCESS represent a much larger and more diverse population. Additionally, the ACCESS testing program defines more proficiency levels than other similar testing programs, and the ACCESS test design is more complex. Therefore, it is difficult to compare the classification accuracy and consistency indices for ACCESS domains to those for other testing programs.

5.4.1 Listening

Table 5.4.1.1. Overall Accuracy and Consistency of Classification Indices: L 603 Paper

Grade	Accuracy	Consistency
K	0.732	0.677
1	0.468	0.384
2	0.474	0.388
3	0.448	0.361
4	0.447	0.355
5	0.435	0.344
6	0.399	0.306
7	0.329	0.286
8	0.358	0.289
9	0.420	0.336
10	0.418	0.333
11	0.419	0.335
12	0.451	0.362

Table 5.4.1.2. Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: L 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.943	0.938	0.933	0.927	0.919
1	0.933	0.877	0.834	0.819	0.858
2	0.951	0.887	0.839	0.819	0.843
3	0.989	0.911	0.826	0.788	0.801
4	0.981	0.898	0.829	0.782	0.825
5	0.970	0.885	0.826	0.787	0.826
6	0.893	0.837	0.850	0.832	0.817
7	0.845	0.824	0.849	0.826	0.844
8	0.859	0.836	0.894	0.830	0.812
9	0.841	0.831	0.835	0.870	0.916
10	0.837	0.820	0.822	0.873	0.932
11	0.840	0.797	0.828	0.878	0.930
12	0.824	0.801	0.826	0.908	0.965

Table 5.4.1.3. Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: L 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.921	0.914	0.906	0.901	0.886
1	0.904	0.832	0.768	0.758	0.802
2	0.930	0.842	0.773	0.754	0.782
3	0.979	0.876	0.754	0.707	0.733
4	0.965	0.856	0.759	0.711	0.754
5	0.949	0.839	0.755	0.716	0.758
6	0.844	0.767	0.780	0.764	0.777
7	0.800	0.755	0.776	0.764	0.791
8	0.795	0.767	0.812	0.758	0.768
9	0.794	0.758	0.774	0.820	0.886
10	0.782	0.746	0.760	0.819	0.900
11	0.777	0.726	0.758	0.824	0.905
12	0.759	0.726	0.763	0.862	0.944

5.4.2 Reading

Table 5.4.2.1. Overall Accuracy and Consistency of Classification Indices: R 603 Paper

Grade	Accuracy	Consistency
K	0.862	0.843
1	0.507	0.405
2	0.563	0.459
3	0.442	0.349
4	0.492	0.396
5	0.508	0.412
6	0.578	0.468
7	0.582	0.474
8	0.578	0.470
9	0.558	0.456
10	0.553	0.450
11	0.554	0.453
12	0.578	0.469

Table 5.4.2.2. Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: R 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.967	0.969	0.962	0.941	N/A
1	0.795	0.832	0.906	0.940	0.970
2	0.863	0.860	0.902	0.925	0.958
3	0.898	0.831	0.800	0.848	0.936
4	0.918	0.863	0.828	0.857	0.929
5	0.901	0.850	0.844	0.867	0.934
6	0.870	0.855	0.900	0.926	0.975
7	0.864	0.849	0.905	0.935	0.974
8	0.854	0.861	0.904	0.931	0.971
9	0.880	0.864	0.889	0.909	0.944
10	0.895	0.855	0.881	0.903	0.940
11	0.900	0.862	0.872	0.892	0.941
12	0.887	0.861	0.895	0.904	0.953

Table 5.4.2.3. Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: R 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.950	0.954	0.948	0.937	N/A
1	0.733	0.767	0.864	0.910	0.958
2	0.809	0.808	0.859	0.892	0.940
3	0.861	0.759	0.736	0.785	0.900
4	0.885	0.804	0.774	0.803	0.892
5	0.860	0.792	0.790	0.817	0.898
6	0.820	0.796	0.861	0.897	0.961
7	0.810	0.793	0.865	0.905	0.961
8	0.798	0.805	0.867	0.902	0.956
9	0.836	0.811	0.846	0.871	0.919
10	0.852	0.801	0.834	0.861	0.913
11	0.860	0.807	0.826	0.850	0.911
12	0.842	0.807	0.852	0.868	0.930

5.4.3 Writing

Table 5.4.3.1. Overall Accuracy and Consistency of Classification Indices: W 603 Paper

Grade	Accuracy	Consistency
K	0.807	0.772
1	0.770	0.697
2	0.825	0.769
3	0.800	0.741
4	0.717	0.637
5	0.748	0.660
6	0.766	0.681
7	0.764	0.678
8	0.766	0.681
9	0.755	0.667
10	0.747	0.659
11	0.745	0.657
12	0.766	0.681

Table 5.4.3.2. Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: W 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.919	0.887	0.975	N/A	N/A
1	0.914	0.870	0.995	N/A	N/A
2	0.952	0.918	0.956	N/A	N/A
3	0.959	0.931	0.911	N/A	N/A
4	0.957	0.930	0.837	0.990	N/A
5	0.960	0.929	0.866	0.991	N/A
6	0.931	0.904	0.929	N/A	N/A
7	0.926	0.904	0.933	N/A	N/A
8	0.929	0.913	0.922	N/A	N/A
9	0.933	0.908	0.912	N/A	N/A
10	0.929	0.902	0.913	N/A	N/A
11	0.925	0.903	0.914	N/A	N/A
12	0.924	0.907	0.931	N/A	N/A

Table 5.4.3.3. Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: W 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.884	0.873	0.973	N/A	N/A
1	0.876	0.820	0.995	N/A	N/A
2	0.931	0.886	0.951	N/A	N/A
3	0.941	0.904	0.894	N/A	N/A
4	0.939	0.907	0.787	0.990	N/A
5	0.941	0.903	0.814	0.990	N/A
6	0.903	0.866	0.902	N/A	N/A
7	0.896	0.865	0.906	N/A	N/A
8	0.900	0.876	0.890	N/A	N/A
9	0.906	0.872	0.877	N/A	N/A
10	0.899	0.866	0.880	N/A	N/A
11	0.894	0.866	0.881	N/A	N/A
12	0.893	0.866	0.901	N/A	N/A

5.4.4 Speaking

Table 5.4.4.1. Overall Accuracy and Consistency of Classification Indices: S 603 Paper

Grade	Accuracy	Consistency
K	0.574	0.571
1	0.688	0.591
2	0.669	0.572
3	0.666	0.568
4	0.619	0.522
5	0.625	0.531
6	0.633	0.537
7	0.644	0.552
8	0.663	0.572
9	0.683	0.602
10	0.696	0.616
11	0.691	0.613
12	0.689	0.611

Table 5.4.4.2. Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: S 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.900	0.938	0.960	0.963	0.795
1	0.930	0.903	0.919	0.937	0.989
2	0.947	0.902	0.892	0.926	0.975
3	0.942	0.897	0.890	0.935	0.963
4	0.948	0.920	0.903	0.888	0.942
5	0.942	0.917	0.900	0.891	0.952
6	0.925	0.902	0.909	0.928	0.951
7	0.925	0.907	0.907	0.941	0.945
8	0.924	0.914	0.913	0.934	0.958
9	0.918	0.907	0.929	0.950	0.958
10	0.919	0.914	0.925	0.968	0.954
11	0.922	0.907	0.930	0.971	0.945
12	0.915	0.902	0.942	0.973	0.942

Table 5.4.4.3. Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: S 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.865	0.914	0.939	0.943	0.847
1	0.900	0.865	0.884	0.926	0.989
2	0.922	0.864	0.851	0.917	0.975
3	0.915	0.859	0.847	0.928	0.963
4	0.924	0.889	0.864	0.844	0.938
5	0.917	0.885	0.861	0.851	0.948
6	0.894	0.866	0.871	0.894	0.946
7	0.893	0.871	0.869	0.908	0.944
8	0.892	0.878	0.878	0.907	0.952
9	0.883	0.872	0.898	0.931	0.957
10	0.886	0.879	0.894	0.947	0.958
11	0.888	0.871	0.899	0.955	0.953
12	0.880	0.865	0.914	0.961	0.950

5.5 Reliabilities of Students' Composite Scale Scores

The reliabilities of the ACCESS composite scale scores indicate the consistency of those scores over replications of the testing procedure. Because the domains that make up the composites consist of different test items, and because items from different domains may measure different abilities (even though items within the domain are assumed to measure a single ability), a traditional internal consistency index such as Cronbach's coefficient alpha is not appropriate, since statisticians who devised such indices assumed that items in a test measure similar ability. It is more appropriate to report a stratified Cronbach's coefficient alpha (Feldt & Brennan, 1989), which measures consistency in students' composite scale scores when those scores are based on students' responses to sets of items that measure different abilities. A stratified alpha is a weighted average of Cronbach's coefficient alphas for item sets that differ in the maximum score points or "strata." Stratified alpha is a reliability estimate computed by dividing the test into components (strata), computing Cronbach's coefficient alpha separately for the scale scores for each component and then using the results to estimate a reliability coefficient for the composite scale scores.

In computing the stratified Cronbach's coefficient alphas for ACCESS composite scale scores, we treated each domain that makes up a composite as a separate component (or stratum). For example, when computing the stratified Cronbach's coefficient alphas for students' Literacy scale scores, we entered the variances of the students' scale scores for two components (i.e., Reading and Writing) and the weights of those two components. The stratified Cronbach's coefficient alpha is interpreted like other traditional internal consistency statistics such as Cronbach's coefficient alpha. Like Cronbach's coefficient alpha, a stratified Cronbach's coefficient alpha is an estimate of the proportion of the total variance in the students' composite scale scores that the variance in their true composite scale scores can explain.

Because of the differential weights applied to the ACCESS domains that contribute to the students' composite scale scores, the stratified Cronbach's coefficient alpha is weighted by the contribution that each domain makes to the students' composite scale scores (Kamata et al., 2003; Kane & Case, 2004; Rudner, 2001). Specifically, the formula is:

$$\alpha_c = 1 - \frac{\sum_{j=1}^k w_j^2 \sigma_j^2 (1 - \rho_j)}{\sigma_c^2}$$

where

k = the number of components (domains) j that contribute to the composite

w_j = the weight of component (domain) j

σ_j^2 = the variance of the students' scale scores for component (domain) j

σ_c^2 = the variance of the students' composite scale scores

ρ_j = the reliability coefficient for students' scale scores for component (domain) j .

As is true for Cronbach's coefficient alpha (see the explanation in Section 5), there is no one set of criteria that the testing community uses when interpreting stratified Cronbach's coefficient alpha values. There is little consensus among the experts in their views of what the acceptable

lower limit of the stratified Cronbach's coefficient alpha value should be, or for that matter, how one should interpret various values. This lack of consensus led the authors of the *Standards for Educational and Psychological Measurement* (2014) to conclude, "The choice of [reliability/precision] estimation and the minimum acceptable level for any index remain a matter of professional judgment" (p. 41).

The tables report the stratified Cronbach's coefficient alphas for the students' scale scores for each of the four composites (Oral, Literacy, Comprehension, and Overall). The first table for each composite provides stratified Cronbach's coefficient alphas for all students' composite scale scores. The second table for each composite provides the same information for the population of female students and the population of male students. The third table provides information by ethnicity, for Hispanic and other students, and the fourth table provides information for the population of students who have an IEP.

The first column of each table shows the grade-level clusters. The tables report the input values that we used to compute the stratified Cronbach's coefficient alphas (i.e., the number of components for each composite, each component's weight, and the variance of the students' scale scores for each component). See Section 3 for an explanation of the procedures we used to compute the composite scale scores.

For each grade-level cluster (except kindergarten), we derive a reliability coefficient across tiers for each domain. (The kindergarten test is not tiered so this step is not necessary.) To produce this coefficient, values for Cronbach's alpha for each of the tiers in the grade-level cluster (provided in Section 5.1) are weighted by the number of students who were administered the tier form, and a weighted average is expressed in the tables.

For each relevant domain component, we report the variance of the students' domain scale scores. We also report the variance of the students' composite scale scores. When we computed the variances of the students' domain scale scores and the variances of the students' composite scale scores, we included the students who had valid scores for all four domains.

Finally, the tables present the computed stratified Cronbach's coefficient alphas for students' scale scores for each composite, by grade-level cluster.

Additionally, we used the stratified Cronbach's coefficient alphas, presented in the tables in this section, to produce the **Accuracy and Consistency** classification tables for the composites (Section 5.7).

The stratified Cronbach's alpha of the Oral composite computed for all students ranged from 0.89 to 0.96. The stratified Cronbach's alpha of the Oral composite ranged from 0.89 to 0.96 for male students; from 0.89 to 0.96 for female students; from 0.89 to 0.96 for Hispanic students; from 0.88 to 0.96 for Other students; and from 0.87 to 0.96 for students with an IEP.

The stratified Cronbach's alpha of the Literacy composite computed for all students ranged from 0.90 to 0.96. The stratified Cronbach's alpha of the Literacy composite ranged from 0.90 to 0.96 for male students; from 0.89 to 0.96 for female students; from 0.89 to 0.96 for Hispanic students; from 0.90 to 0.97 for Other students; and from 0.89 to 0.97 for students with an IEP.

The stratified Cronbach's alpha of the Comprehension composite computed for all students ranged from 0.78 to 0.97. The stratified Cronbach's alpha of the Comprehension composite ranged from 0.79 to 0.97 for male students; from 0.76 to 0.97 for female students; from 0.77 to 0.96 for Hispanic students; from 0.80 to 0.97 for Other students; and from 0.70 to 0.97 for students with an IEP.

The stratified Cronbach's alpha of the Overall composite computed for all students ranged from 0.94 to 0.98. The stratified Cronbach's alpha of the Overall composite ranged from 0.94 to 0.98 for male students; from 0.93 to 0.98 for female students; from 0.94 to 0.97 for Hispanic students; from 0.94 to 0.98 for Other students; and from 0.92 to 0.98 for students with an IEP.

5.5.1 Oral

Table 5.5.1.1. Reliabilities of Composite Scale Scores: Oral Lang 603 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.50	7304.73	0.96
K	Speaking	0.50	11088.61	0.92
K	Oral	N/A	8279.38	0.96
1	Listening	0.50	1895.10	0.73
1	Speaking	0.50	5032.08	0.91
1	Oral	N/A	2615.91	0.91
2	Listening	0.50	2091.76	0.71
2	Speaking	0.50	5200.10	0.92
2	Oral	N/A	2792.51	0.91
3	Listening	0.50	1495.95	0.58
3	Speaking	0.50	5407.33	0.92
3	Oral	N/A	2536.20	0.89
4-5	Listening	0.50	1979.81	0.64
4-5	Speaking	0.50	6691.17	0.91
4-5	Oral	N/A	3370.62	0.90
6-8	Listening	0.50	2833.30	0.62
6-8	Speaking	0.50	6870.19	0.91
6-8	Oral	N/A	3875.02	0.89
9-12	Listening	0.50	2535.90	0.64
9-12	Speaking	0.50	6737.84	0.91
9-12	Oral	N/A	3675.28	0.90

Table 5.5.1.2. Reliabilities of Composite Scale Scores: Oral Lang 603 Paper by Gender

Cluster	Component	Weight	Gender	Variance	Reliability
K	Listening	0.50	F	7032.58	0.95
K	Listening	0.50	M	7493.24	0.96
K	Speaking	0.50	F	11377.94	0.92
K	Speaking	0.50	M	10653.63	0.92
K	Oral	N/A	F	8246.31	0.96
K	Oral	N/A	M	8195.11	0.96
1	Listening	0.50	F	1799.90	0.71
1	Listening	0.50	M	1966.44	0.74
1	Speaking	0.50	F	4896.36	0.91
1	Speaking	0.50	M	5114.27	0.91
1	Oral	N/A	F	2501.01	0.90
1	Oral	N/A	M	2693.24	0.91
2	Listening	0.50	F	2026.53	0.70
2	Listening	0.50	M	2129.60	0.72
2	Speaking	0.50	F	5193.99	0.92
2	Speaking	0.50	M	5192.19	0.92
2	Oral	N/A	F	2750.09	0.90
2	Oral	N/A	M	2813.62	0.91
3	Listening	0.50	F	1439.11	0.56
3	Listening	0.50	M	1547.88	0.59
3	Speaking	0.50	F	5450.12	0.92
3	Speaking	0.50	M	5360.01	0.92
3	Oral	N/A	F	2525.40	0.89
3	Oral	N/A	M	2542.72	0.89
4-5	Listening	0.50	F	1917.50	0.62
4-5	Listening	0.50	M	2033.83	0.65
4-5	Speaking	0.50	F	6892.87	0.91
4-5	Speaking	0.50	M	6494.97	0.91
4-5	Oral	N/A	F	3407.87	0.90
4-5	Oral	N/A	M	3330.37	0.90
6-8	Listening	0.50	F	2824.48	0.61
6-8	Listening	0.50	M	2839.24	0.63
6-8	Speaking	0.50	F	6872.59	0.90
6-8	Speaking	0.50	M	6848.79	0.91
6-8	Oral	N/A	F	3875.00	0.89
6-8	Oral	N/A	M	3866.66	0.89
9-12	Listening	0.50	F	2477.08	0.63
9-12	Listening	0.50	M	2587.55	0.65
9-12	Speaking	0.50	F	6733.35	0.91
9-12	Speaking	0.50	M	6736.95	0.92

Cluster	Component	Weight	Gender	Variance	Reliability
9-12	Oral	N/A	F	3651.48	0.90
9-12	Oral	N/A	M	3693.37	0.90

Table 5.5.1.3. Reliabilities of Composite Scale Scores: Oral Lang 603 Paper by Ethnicity

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Listening	0.50	H	7270.29	0.96
K	Listening	0.50	O	6261.16	0.95
K	Speaking	0.50	H	10714.13	0.92
K	Speaking	0.50	O	10280.42	0.91
K	Oral	N/A	H	8090.04	0.96
K	Oral	N/A	O	7325.65	0.96
1	Listening	0.50	H	1894.54	0.72
1	Listening	0.50	O	1860.53	0.73
1	Speaking	0.50	H	5113.67	0.91
1	Speaking	0.50	O	4528.12	0.90
1	Oral	N/A	H	2655.93	0.91
1	Oral	N/A	O	2369.01	0.90
2	Listening	0.50	H	2113.93	0.70
2	Listening	0.50	O	1969.16	0.72
2	Speaking	0.50	H	5364.53	0.92
2	Speaking	0.50	O	4421.46	0.91
2	Oral	N/A	H	2882.86	0.91
2	Oral	N/A	O	2363.58	0.90
3	Listening	0.50	H	1480.39	0.57
3	Listening	0.50	O	1536.84	0.62
3	Speaking	0.50	H	5559.12	0.92
3	Speaking	0.50	O	4615.15	0.91
3	Oral	N/A	H	2589.60	0.89
3	Oral	N/A	O	2235.08	0.89
4-5	Listening	0.50	H	1988.84	0.63
4-5	Listening	0.50	O	1906.04	0.66
4-5	Speaking	0.50	H	6986.87	0.91
4-5	Speaking	0.50	O	5295.94	0.90
4-5	Oral	N/A	H	3489.54	0.90
4-5	Oral	N/A	O	2787.23	0.89
6-8	Listening	0.50	H	2860.68	0.61
6-8	Listening	0.50	O	2646.67	0.65
6-8	Speaking	0.50	H	7023.14	0.91
6-8	Speaking	0.50	O	5787.64	0.89
6-8	Oral	N/A	H	3953.14	0.89

Cluster	Component	Weight	Ethnicity	Variance	Reliability
6-8	Oral	N/A	O	3328.65	0.88
9-12	Listening	0.50	H	2544.66	0.64
9-12	Listening	0.50	O	2478.33	0.64
9-12	Speaking	0.50	H	6829.30	0.92
9-12	Speaking	0.50	O	6205.52	0.90
9-12	Oral	N/A	H	3721.79	0.90
9-12	Oral	N.A	O	3417.11	0.89

Table 5.5.1.4. Reliabilities of Composite Scale Scores: Oral Lang 603 Paper by IEP Status

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.50	7099.47	0.96
K	Speaking	0.50	8922.56	0.91
K	Oral	N/A	7183.13	0.96
1	Listening	0.50	1903.68	0.74
1	Speaking	0.50	4492.70	0.92
1	Oral	N/A	2397.46	0.91
2	Listening	0.50	2116.86	0.74
2	Speaking	0.50	4356.42	0.91
2	Oral	N/A	2415.06	0.90
3	Listening	0.50	1202.44	0.53
3	Speaking	0.50	3727.61	0.91
3	Oral	N/A	1693.34	0.87
4-5	Listening	0.50	1332.80	0.63
4-5	Speaking	0.50	3826.50	0.91
4-5	Oral	N/A	1800.07	0.88
6-8	Listening	0.50	1584.46	0.61
6-8	Speaking	0.50	4448.92	0.91
6-8	Oral	N/A	2171.09	0.88
9-12	Listening	0.50	1699.51	0.65
9-12	Speaking	0.50	5050.65	0.92
9-12	Oral	N/A	2466.97	0.90

5.5.2 Literacy

Table 5.5.2.1. Reliabilities of Composite Scale Scores: Lit 603 Paper

Cluster	Component	Weight	Variance	Reliability
K	Reading	0.50	4313.30	0.95
K	Writing	0.50	4469.79	0.92
K	Literacy	N/A	3733.47	0.96
1	Reading	0.50	745.76	0.71
1	Writing	0.50	1766.27	0.90
1	Literacy	N/A	923.24	0.90
2	Reading	0.50	1126.73	0.81
2	Writing	0.50	2167.50	0.93
2	Literacy	N/A	1347.28	0.93
3	Reading	0.50	900.69	0.67
3	Writing	0.50	2131.03	0.93
3	Literacy	N/A	1202.62	0.91
4-5	Reading	0.50	1208.25	0.78
4-5	Writing	0.50	2257.38	0.90
4-5	Literacy	N/A	1451.03	0.92
6-8	Reading	0.50	945.00	0.76
6-8	Writing	0.50	2161.70	0.89
6-8	Literacy	N/A	1288.51	0.91
9-12	Reading	0.50	1233.75	0.80
9-12	Writing	0.50	2066.71	0.89
9-12	Literacy	N/A	1396.74	0.91

Table 5.5.2.2. Reliabilities of Composite Scale Scores: Lit 603 Paper by Gender

Cluster	Component	Weight	Gender	Variance	Reliability
K	Reading	0.50	F	4108.33	0.95
K	Reading	0.50	M	4495.81	0.95
K	Writing	0.50	F	4389.69	0.92
K	Writing	0.50	M	4516.40	0.93
K	Literacy	N/A	F	3601.73	0.96
K	Literacy	N/A	M	3836.73	0.96
1	Reading	0.50	F	710.62	0.70
1	Reading	0.50	M	778.05	0.72
1	Writing	0.50	F	1584.83	0.90
1	Writing	0.50	M	1895.15	0.91
1	Literacy	N/A	F	850.28	0.89
1	Literacy	N/A	M	978.17	0.90
2	Reading	0.50	F	1103.74	0.81

Cluster	Component	Weight	Gender	Variance	Reliability
2	Reading	0.50	M	1147.47	0.81
2	Writing	0.50	F	2047.64	0.92
2	Writing	0.50	M	2229.51	0.93
2	Literacy	N/A	F	1291.38	0.93
2	Literacy	N/A	M	1383.37	0.93
3	Reading	0.50	F	841.60	0.65
3	Reading	0.50	M	955.70	0.69
3	Writing	0.50	F	2031.25	0.92
3	Writing	0.50	M	2154.83	0.93
3	Literacy	N/A	F	1140.42	0.90
3	Literacy	N/A	M	1244.43	0.91
4-5	Reading	0.50	F	1156.11	0.78
4-5	Reading	0.50	M	1253.59	0.79
4-5	Writing	0.50	F	2247.12	0.90
4-5	Writing	0.50	M	2223.29	0.90
4-5	Literacy	N/A	F	1432.90	0.91
4-5	Literacy	N/A	M	1457.84	0.92
6-8	Reading	0.50	F	919.88	0.75
6-8	Reading	0.50	M	965.71	0.76
6-8	Writing	0.50	F	2181.72	0.88
6-8	Writing	0.50	M	2095.02	0.89
6-8	Literacy	N/A	F	1289.66	0.91
6-8	Literacy	N/A	M	1269.87	0.91
9-12	Reading	0.50	F	1209.76	0.80
9-12	Reading	0.50	M	1249.52	0.81
9-12	Writing	0.50	F	2130.67	0.88
9-12	Writing	0.50	M	1978.54	0.89
9-12	Literacy	N/A	F	1420.70	0.91
9-12	Literacy	N/A	M	1358.77	0.92

Table 5.5.2.3. Reliabilities of Composite Scale Scores: Lit 603 Paper by Ethnicity

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Reading	0.50	H	3701.77	0.94
K	Reading	0.50	O	5009.22	0.96
K	Writing	0.50	H	4034.67	0.91
K	Writing	0.50	O	4791.08	0.93
K	Literacy	N/A	H	3221.43	0.96
K	Literacy	N/A	O	4209.91	0.97
1	Reading	0.50	H	721.89	0.69
1	Reading	0.50	O	800.56	0.74
1	Writing	0.50	H	1721.01	0.90
1	Writing	0.50	O	1883.47	0.91
1	Literacy	N/A	H	896.71	0.89
1	Literacy	N/A	O	986.99	0.90
2	Reading	0.50	H	1110.47	0.80
2	Reading	0.50	O	1158.42	0.83
2	Writing	0.50	H	2179.21	0.93
2	Writing	0.50	O	2097.59	0.93
2	Literacy	N/A	H	1343.91	0.93
2	Literacy	N/A	O	1333.20	0.93
3	Reading	0.50	H	889.18	0.66
3	Reading	0.50	O	936.67	0.72
3	Writing	0.50	H	2143.96	0.93
3	Writing	0.50	O	2074.23	0.93
3	Literacy	N/A	H	1203.00	0.90
3	Literacy	N/A	O	1193.73	0.91
4-5	Reading	0.50	H	1205.11	0.78
4-5	Reading	0.50	O	1207.28	0.80
4-5	Writing	0.50	H	2321.88	0.90
4-5	Writing	0.50	O	1979.74	0.90
4-5	Literacy	N/A	H	1475.68	0.92
4-5	Literacy	N/A	O	1335.96	0.92
6-8	Reading	0.50	H	938.61	0.75
6-8	Reading	0.50	O	942.78	0.77
6-8	Writing	0.50	H	2197.51	0.89
6-8	Writing	0.50	O	1987.12	0.89
6-8	Literacy	N/A	H	1298.01	0.91
6-8	Literacy	N/A	O	1220.43	0.91
9-12	Reading	0.50	H	1238.63	0.80
9-12	Reading	0.50	O	1206.35	0.81
9-12	Writing	0.50	H	2096.54	0.89

Cluster	Component	Weight	Ethnicity	Variance	Reliability
9-12	Writing	0.50	O	1943.30	0.87
9-12	Literacy	N/A	H	1412.87	0.92
9-12	Literacy	N/A	O	1325.90	0.91

Table 5.5.2.4. Reliabilities of Composite Scale Scores: Lit 603 Paper by IEP Status

Cluster	Component	Weight	Variance	Reliability
K	Reading	0.50	4786.37	0.96
K	Writing	0.50	4087.28	0.92
K	Literacy	N/A	3623.29	0.97
1	Reading	0.50	614.60	0.64
1	Writing	0.50	2145.03	0.91
1	Literacy	N/A	920.75	0.89
2	Reading	0.50	896.92	0.76
2	Writing	0.50	2270.36	0.94
2	Literacy	N/A	1224.43	0.93
3	Reading	0.50	710.75	0.55
3	Writing	0.50	2101.27	0.93
3	Literacy	N/A	1041.52	0.89
4-5	Reading	0.50	729.50	0.73
4-5	Writing	0.50	1696.58	0.92
4-5	Literacy	N/A	911.26	0.91
6-8	Reading	0.50	635.51	0.73
6-8	Writing	0.50	1790.38	0.92
6-8	Literacy	N/A	912.21	0.91
9-12	Reading	0.50	853.77	0.78
9-12	Writing	0.50	1614.51	0.91
9-12	Literacy	N/A	949.87	0.91

5.5.3 Comprehension

Table 5.5.3.1. Reliabilities of Composite Scale Scores: Comp 603 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.30	7304.73	0.96
K	Reading	0.70	4313.30	0.95
K	Comprehension	N/A	4089.84	0.97
1	Listening	0.30	1895.10	0.73
1	Reading	0.70	745.76	0.71
1	Comprehension	N/A	800.18	0.81
2	Listening	0.30	2091.76	0.71
2	Reading	0.70	1126.73	0.81
2	Comprehension	N/A	1143.14	0.86
3	Listening	0.30	1495.95	0.58
3	Reading	0.70	900.69	0.67
3	Comprehension	N/A	904.27	0.78
4-5	Listening	0.30	1979.81	0.64
4-5	Reading	0.70	1208.25	0.78
4-5	Comprehension	N/A	1261.02	0.85
6-8	Listening	0.30	2833.30	0.62
6-8	Reading	0.70	945.00	0.76
6-8	Comprehension	N/A	1233.51	0.83
9-12	Listening	0.30	2535.90	0.64
9-12	Reading	0.70	1233.75	0.80
9-12	Comprehension	N/A	1398.67	0.86

Table 5.5.3.2. Reliabilities of Composite Scale Scores: Comp 603 Paper by Gender

Cluster	Component	Weight	Gender	Variance	Reliability
K	Listening	0.30	F	7032.58	0.95
K	Listening	0.30	M	7493.24	0.96
K	Reading	0.70	F	4108.33	0.95
K	Reading	0.70	M	4495.81	0.95
K	Comprehension	N/A	F	3920.11	0.97
K	Comprehension	N/A	M	4228.06	0.97
1	Listening	0.30	F	1799.90	0.71
1	Listening	0.30	M	1966.44	0.74
1	Reading	0.70	F	710.62	0.70
1	Reading	0.70	M	778.05	0.72
1	Comprehension	N/A	F	760.91	0.80
1	Comprehension	N/A	M	833.46	0.81
2	Listening	0.30	F	2026.53	0.70

Cluster	Component	Weight	Gender	Variance	Reliability
2	Listening	0.30	M	2129.60	0.72
2	Reading	0.70	F	1103.74	0.81
2	Reading	0.70	M	1147.47	0.81
2	Comprehension	N/A	F	1118.01	0.86
2	Comprehension	N/A	M	1161.62	0.86
3	Listening	0.30	F	1439.11	0.56
3	Listening	0.30	M	1547.88	0.59
3	Reading	0.70	F	841.60	0.65
3	Reading	0.70	M	955.70	0.69
3	Comprehension	N/A	F	846.91	0.76
3	Comprehension	N/A	M	957.31	0.79
4-5	Listening	0.30	F	1917.50	0.62
4-5	Listening	0.30	M	2033.83	0.65
4-5	Reading	0.70	F	1156.11	0.78
4-5	Reading	0.70	M	1253.59	0.79
4-5	Comprehension	N/A	F	1212.22	0.84
4-5	Comprehension	N/A	M	1303.21	0.85
6-8	Listening	0.30	F	2824.48	0.61
6-8	Listening	0.30	M	2839.24	0.63
6-8	Reading	0.70	F	919.88	0.75
6-8	Reading	0.70	M	965.71	0.76
6-8	Comprehension	N/A	F	1213.01	0.83
6-8	Comprehension	N/A	M	1250.42	0.83
9-12	Listening	0.30	F	2477.08	0.63
9-12	Listening	0.30	M	2587.55	0.65
9-12	Reading	0.70	F	1209.76	0.80
9-12	Reading	0.70	M	1249.52	0.81
9-12	Comprehension	N/A	F	1372.82	0.85
9-12	Comprehension	N/A	M	1418.87	0.86

Table 5.5.3.3. Reliabilities of Composite Scale Scores: Comp 603 Paper by Ethnicity

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Listening	0.30	H	7270.29	0.96
K	Listening	0.30	O	6261.16	0.95
K	Reading	0.70	H	3701.77	0.94
K	Reading	0.70	O	5009.22	0.96
K	Comprehension	N/A	H	3637.62	0.96
K	Comprehension	N/A	O	4305.10	0.97
1	Listening	0.30	H	1894.54	0.72
1	Listening	0.30	O	1860.53	0.73
1	Reading	0.70	H	721.89	0.69

Cluster	Component	Weight	Ethnicity	Variance	Reliability
1	Reading	0.70	O	800.56	0.74
1	Comprehension	N/A	H	782.00	0.80
1	Comprehension	N/A	O	834.02	0.82
2	Listening	0.30	H	2113.93	0.70
2	Listening	0.30	O	1969.16	0.72
2	Reading	0.70	H	1110.47	0.80
2	Reading	0.70	O	1158.42	0.83
2	Comprehension	N/A	H	1134.89	0.85
2	Comprehension	N/A	O	1142.54	0.87
3	Listening	0.30	H	1480.39	0.57
3	Listening	0.30	O	1536.84	0.62
3	Reading	0.70	H	889.18	0.66
3	Reading	0.70	O	936.67	0.72
3	Comprehension	N/A	H	893.00	0.77
3	Comprehension	N/A	O	936.34	0.80
4-5	Listening	0.30	H	1988.84	0.63
4-5	Listening	0.30	O	1906.04	0.66
4-5	Reading	0.70	H	1205.11	0.78
4-5	Reading	0.70	O	1207.28	0.80
4-5	Comprehension	N/A	H	1262.77	0.84
4-5	Comprehension	N/A	O	1234.79	0.86
6-8	Listening	0.30	H	2860.68	0.61
6-8	Listening	0.30	O	2646.67	0.65
6-8	Reading	0.70	H	938.61	0.75
6-8	Reading	0.70	O	942.78	0.77
6-8	Comprehension	N/A	H	1233.99	0.83
6-8	Comprehension	N/A	O	1191.50	0.84
9-12	Listening	0.30	H	2544.66	0.64
9-12	Listening	0.30	O	2478.33	0.64
9-12	Reading	0.70	H	1238.63	0.80
9-12	Reading	0.70	O	1206.35	0.81
9-12	Comprehension	N/A	H	1405.21	0.86
9-12	Comprehension	N/A	O	1361.10	0.86

Table 5.5.3.4. Reliabilities of Composite Scale Scores: Comp 603 Paper by IEP Status

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.30	7099.47	0.96
K	Reading	0.70	4786.37	0.96
K	Comprehension	N/A	4101.35	0.97
1	Listening	0.30	1903.68	0.74
1	Reading	0.70	614.60	0.64
1	Comprehension	N/A	675.61	0.77
2	Listening	0.30	2116.86	0.74
2	Reading	0.70	896.92	0.76
2	Comprehension	N/A	952.84	0.84
3	Listening	0.30	1202.44	0.53
3	Reading	0.70	710.75	0.55
3	Comprehension	N/A	682.35	0.70
4-5	Listening	0.30	1332.80	0.63
4-5	Reading	0.70	729.50	0.73
4-5	Comprehension	N/A	723.11	0.80
6-8	Listening	0.30	1584.46	0.61
6-8	Reading	0.70	635.51	0.73
6-8	Comprehension	N/A	718.03	0.81
9-12	Listening	0.30	1699.51	0.65
9-12	Reading	0.70	853.77	0.78
9-12	Comprehension	N/A	914.71	0.84

5.5.4 Overall

Table 5.5.4.1. Reliabilities of Composite Scale Scores: Overall 603 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.15	7304.73	0.96
K	Reading	0.35	4313.30	0.95
K	Writing	0.35	4469.79	0.92
K	Speaking	0.15	11088.61	0.92
K	Overall Composite	N/A	4083.47	0.98
1	Listening	0.15	1895.10	0.73
1	Reading	0.35	745.76	0.71
1	Writing	0.35	1766.27	0.90
1	Speaking	0.15	5032.08	0.91
1	Overall Composite	N/A	1100.90	0.94
2	Listening	0.15	2091.76	0.71
2	Reading	0.35	1126.73	0.81
2	Writing	0.35	2167.50	0.93
2	Speaking	0.15	5200.10	0.92
2	Overall Composite	N/A	1471.48	0.95
3	Listening	0.15	1495.95	0.58
3	Reading	0.35	900.69	0.67
3	Writing	0.35	2131.03	0.93
3	Speaking	0.15	5407.33	0.92
3	Overall Composite	N/A	1348.39	0.94
4-5	Listening	0.15	1979.81	0.64
4-5	Reading	0.35	1208.25	0.78
4-5	Writing	0.35	2257.38	0.90
4-5	Speaking	0.15	6691.17	0.91
4-5	Overall Composite	N/A	1748.31	0.95
6-8	Listening	0.15	2833.30	0.62
6-8	Reading	0.35	945.00	0.76
6-8	Writing	0.35	2161.70	0.89
6-8	Speaking	0.15	6870.19	0.91
6-8	Overall Composite	N/A	1739.34	0.95
9-12	Listening	0.15	2535.90	0.64
9-12	Reading	0.35	1233.75	0.80
9-12	Writing	0.35	2066.71	0.89
9-12	Speaking	0.15	6737.84	0.91
9-12	Overall Composite	N/A	1784.48	0.95

Table 5.5.4.2. Reliabilities of Composite Scale Scores: Overall 603 Paper by Gender

Cluster	Component	Weight	Gender	Variance	Reliability
K	Listening	0.15	F	7032.58	0.95
K	Listening	0.15	M	7493.24	0.96
K	Reading	0.35	F	4108.33	0.95
K	Reading	0.35	M	4495.81	0.95
K	Writing	0.35	F	4389.69	0.92
K	Writing	0.35	M	4516.40	0.93
K	Speaking	0.15	F	11377.94	0.92
K	Speaking	0.15	M	10653.63	0.92
K	Overall Composite	N/A	F	3988.43	0.98
K	Overall Composite	N/A	M	4131.85	0.98
1	Listening	0.15	F	1799.90	0.71
1	Listening	0.15	M	1966.44	0.74
1	Reading	0.35	F	710.62	0.70
1	Reading	0.35	M	778.05	0.72
1	Writing	0.35	F	1584.83	0.90
1	Writing	0.35	M	1895.15	0.91
1	Speaking	0.15	F	4896.36	0.91
1	Speaking	0.15	M	5114.27	0.91
1	Overall Composite	N/A	F	1025.69	0.93
1	Overall Composite	N/A	M	1153.61	0.94
2	Listening	0.15	F	2026.53	0.70
2	Listening	0.15	M	2129.60	0.72
2	Reading	0.35	F	1103.74	0.81
2	Reading	0.35	M	1147.47	0.81
2	Writing	0.35	F	2047.64	0.92
2	Writing	0.35	M	2229.51	0.93
2	Speaking	0.15	F	5193.99	0.92
2	Speaking	0.15	M	5192.19	0.92
2	Overall Composite	N/A	F	1427.39	0.95
2	Overall Composite	N/A	M	1496.50	0.95
3	Listening	0.15	F	1439.11	0.56
3	Listening	0.15	M	1547.88	0.59
3	Reading	0.35	F	841.60	0.65
3	Reading	0.35	M	955.70	0.69
3	Writing	0.35	F	2031.25	0.92
3	Writing	0.35	M	2154.83	0.93
3	Speaking	0.15	F	5450.12	0.92
3	Speaking	0.15	M	5360.01	0.92
3	Overall Composite	N/A	F	1305.58	0.94

Cluster	Component	Weight	Gender	Variance	Reliability
3	Overall Composite	N/A	M	1379.20	0.94
4-5	Listening	0.15	F	1917.50	0.62
4-5	Listening	0.15	M	2033.83	0.65
4-5	Reading	0.35	F	1156.11	0.78
4-5	Reading	0.35	M	1253.59	0.79
4-5	Writing	0.35	F	2247.12	0.90
4-5	Writing	0.35	M	2223.29	0.90
4-5	Speaking	0.15	F	6892.87	0.91
4-5	Speaking	0.15	M	6494.97	0.91
4-5	Overall Composite	N/A	F	1749.97	0.95
4-5	Overall Composite	N/A	M	1740.34	0.95
6-8	Listening	0.15	F	2824.48	0.61
6-8	Listening	0.15	M	2839.24	0.63
6-8	Reading	0.35	F	919.88	0.75
6-8	Reading	0.35	M	965.71	0.76
6-8	Writing	0.35	F	2181.72	0.88
6-8	Writing	0.35	M	2095.02	0.89
6-8	Speaking	0.15	F	6872.59	0.90
6-8	Speaking	0.15	M	6848.79	0.91
6-8	Overall Composite	N/A	F	1751.46	0.94
6-8	Overall Composite	N/A	M	1718.66	0.95
9-12	Listening	0.15	F	2477.08	0.63
9-12	Listening	0.15	M	2587.55	0.65
9-12	Reading	0.35	F	1209.76	0.80
9-12	Reading	0.35	M	1249.52	0.81
9-12	Writing	0.35	F	2130.67	0.88
9-12	Writing	0.35	M	1978.54	0.89
9-12	Speaking	0.15	F	6733.35	0.91
9-12	Speaking	0.15	M	6736.95	0.92
9-12	Overall Composite	N/A	F	1811.08	0.95
9-12	Overall Composite	N/A	M	1752.27	0.95

Table 5.5.4.3. Reliabilities of Composite Scale Scores: Overall 603 Paper by Ethnicity

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Listening	0.15	H	7270.29	0.96
K	Listening	0.15	O	6261.16	0.95
K	Reading	0.35	H	3701.77	0.94
K	Reading	0.35	O	5009.22	0.96
K	Writing	0.35	H	4034.67	0.91
K	Writing	0.35	O	4791.08	0.93
K	Speaking	0.15	H	10714.13	0.92
K	Speaking	0.15	O	10280.42	0.91
K	Overall Composite	N/A	H	3648.97	0.97
K	Overall Composite	N/A	O	4197.07	0.98
1	Listening	0.15	H	1894.54	0.72
1	Listening	0.15	O	1860.53	0.73
1	Reading	0.35	H	721.89	0.69
1	Reading	0.35	O	800.56	0.74
1	Writing	0.35	H	1721.01	0.90
1	Writing	0.35	O	1883.47	0.91
1	Speaking	0.15	H	5113.67	0.91
1	Speaking	0.15	O	4528.12	0.90
1	Overall Composite	N/A	H	1089.65	0.94
1	Overall Composite	N/A	O	1093.55	0.94
2	Listening	0.15	H	2113.93	0.70
2	Listening	0.15	O	1969.16	0.72
2	Reading	0.35	H	1110.47	0.80
2	Reading	0.35	O	1158.42	0.83
2	Writing	0.35	H	2179.21	0.93
2	Writing	0.35	O	2097.59	0.93
2	Speaking	0.15	H	5364.53	0.92
2	Speaking	0.15	O	4421.46	0.91
2	Overall Composite	N/A	H	1488.56	0.95
2	Overall Composite	N/A	O	1365.16	0.95
3	Listening	0.15	H	1480.39	0.57
3	Listening	0.15	O	1536.84	0.62
3	Reading	0.35	H	889.18	0.66
3	Reading	0.35	O	936.67	0.72
3	Writing	0.35	H	2143.96	0.93
3	Writing	0.35	O	2074.23	0.93
3	Speaking	0.15	H	5559.12	0.92
3	Speaking	0.15	O	4615.15	0.91
3	Overall Composite	N/A	H	1363.46	0.94

Cluster	Component	Weight	Ethnicity	Variance	Reliability
3	Overall Composite	N/A	O	1264.91	0.94
4-5	Listening	0.15	H	1988.84	0.63
4-5	Listening	0.15	O	1906.04	0.66
4-5	Reading	0.35	H	1205.11	0.78
4-5	Reading	0.35	O	1207.28	0.80
4-5	Writing	0.35	H	2321.88	0.90
4-5	Writing	0.35	O	1979.74	0.90
4-5	Speaking	0.15	H	6986.87	0.91
4-5	Speaking	0.15	O	5295.94	0.90
4-5	Overall Composite	N/A	H	1794.55	0.95
4-5	Overall Composite	N/A	O	1529.91	0.95
6-8	Listening	0.15	H	2860.68	0.61
6-8	Listening	0.15	O	2646.67	0.65
6-8	Reading	0.35	H	938.61	0.75
6-8	Reading	0.35	O	942.78	0.77
6-8	Writing	0.35	H	2197.51	0.89
6-8	Writing	0.35	O	1987.12	0.89
6-8	Speaking	0.15	H	7023.14	0.91
6-8	Speaking	0.15	O	5787.64	0.89
6-8	Overall Composite	N/A	H	1766.49	0.95
6-8	Overall Composite	N/A	O	1561.73	0.94
9-12	Listening	0.15	H	2544.66	0.64
9-12	Listening	0.15	O	2478.33	0.64
9-12	Reading	0.35	H	1238.63	0.80
9-12	Reading	0.35	O	1206.35	0.81
9-12	Writing	0.35	H	2096.54	0.89
9-12	Writing	0.35	O	1943.30	0.87
9-12	Speaking	0.15	H	6829.30	0.92
9-12	Speaking	0.15	O	6205.52	0.90
9-12	Overall Composite	N/A	H	1811.28	0.95
9-12	Overall Composite	N/A	O	1660.16	0.94

Table 5.5.4.4. Reliabilities of Composite Scale Scores: Overall 603 Paper by IEP Status

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.15	7099.47	0.96
K	Reading	0.35	4786.37	0.96
K	Writing	0.35	4087.28	0.92
K	Speaking	0.15	8922.56	0.91
K	Overall Composite	N/A	3681.28	0.98
1	Listening	0.15	1903.68	0.74
1	Reading	0.35	614.60	0.64
1	Writing	0.35	2145.03	0.91
1	Speaking	0.15	4492.70	0.92
1	Overall Composite	N/A	1036.49	0.93
2	Listening	0.15	2116.86	0.74
2	Reading	0.35	896.92	0.76
2	Writing	0.35	2270.36	0.94
2	Speaking	0.15	4356.42	0.91
2	Overall Composite	N/A	1284.12	0.95
3	Listening	0.15	1202.44	0.53
3	Reading	0.35	710.75	0.55
3	Writing	0.35	2101.27	0.93
3	Speaking	0.15	3727.61	0.91
3	Overall Composite	N/A	1012.92	0.92
4-5	Listening	0.15	1332.80	0.63
4-5	Reading	0.35	729.50	0.73
4-5	Writing	0.35	1696.58	0.92
4-5	Speaking	0.15	3826.50	0.91
4-5	Overall Composite	N/A	943.39	0.94
6-8	Listening	0.15	1584.46	0.61
6-8	Reading	0.35	635.51	0.73
6-8	Writing	0.35	1790.38	0.92
6-8	Speaking	0.15	4448.92	0.91
6-8	Overall Composite	N/A	1023.80	0.94
9-12	Listening	0.15	1699.51	0.65
9-12	Reading	0.35	853.77	0.78
9-12	Writing	0.35	1614.51	0.91
9-12	Speaking	0.15	5050.65	0.92
9-12	Overall Composite	N/A	1121.78	0.94

5.6 Conditional Standard Errors of Measurement of the Composite Scale Scores

CSEMs for the four ACCESS composite scale scores provide test users with a benchmark indicating how free a student's composite scale score is from measurement errors at different WIDA proficiency levels. Due to the differential weights applied to different ACCESS domains (see the introduction to Section 3 for weighting conventions), WIDA estimates the CSEMs using a procedure that is based on IRT (Lord, 1980) and developed by Price et al. (2006). Price et al. (2006) extended the work by Lord (1980) and Kolen et al. (1992) in estimating the CSEMs of students' composite scale scores consisting of components. The basic premise of this procedure is that one can empirically estimate the CSEM for a student's weighted composite scale score using the IRT-based CSEMs for each student's component scale scores and the weights associated with the components. We used this method to estimate the CSEMs for ACCESS composite scale scores by treating the ACCESS domains as components.

We used a three-step process to derive the CSEM for each ACCESS composite scale score. We calculated a unique CSEM for each composite scale score by grade. Since this procedure relies on empirical student data, which are subject to year-to-year fluctuations, we used all population student data from the three previous ACCESS series in our calculations to obtain more stable estimates than using data from just a single series.

Step 1. Since we calibrated ACCESS domains separately, measurement errors associated with each of the ACCESS domains, as expressed in the CSEM, were independent of each other. Therefore, we estimated the CSEM for a student's composite scale score x , SEM_x , using the equation derived by Price et al. (2006):

$$SEM_x = \sqrt{W_1^2 SEM_1^2 + W_2^2 SEM_2^2 + W_3^2 SEM_3^2 + \dots + W_k^2 SEM_k^2}$$

Where SEM_i^2 is the student's IRT-based score error variance or the student's squared CSEM in ACCESS domain i and W_i is the weight applied to domain i , for $i=1,\dots,k$.

Step 2. Due to the differential weights applied to different ACCESS domains, two students with the same sum of weighted domain scores, or composite, may obtain different CSEMs; therefore, we took an additional step to obtain a unique value for each composite score. Specifically, we estimated the expected value of the CSEM functions for a composite score using a regression approach, and we reported this expected value as the CSEM for that composite score.

Step 3. We applied a linear smoothing procedure to derive the CSEMs for composite scale scores that we did not observe in the data.

The figures in this section show graphically the CSEMs for various composite scale scores by grade level. The students' composite scale scores appear on the horizontal axis, and the corresponding CSEMs appear on the vertical axis. Each point in a figure represents a student in the dataset, showing the relationship between the CSEM and that student's composite scale score. We did not plot values for students who received the lowest possible scale scores for any ACCESS domains, as it is not possible to accurately compute the CSEM for these students'

scale scores. For grade-level clusters with multiple grades, we use different colors in the figures to represent students in different grades.

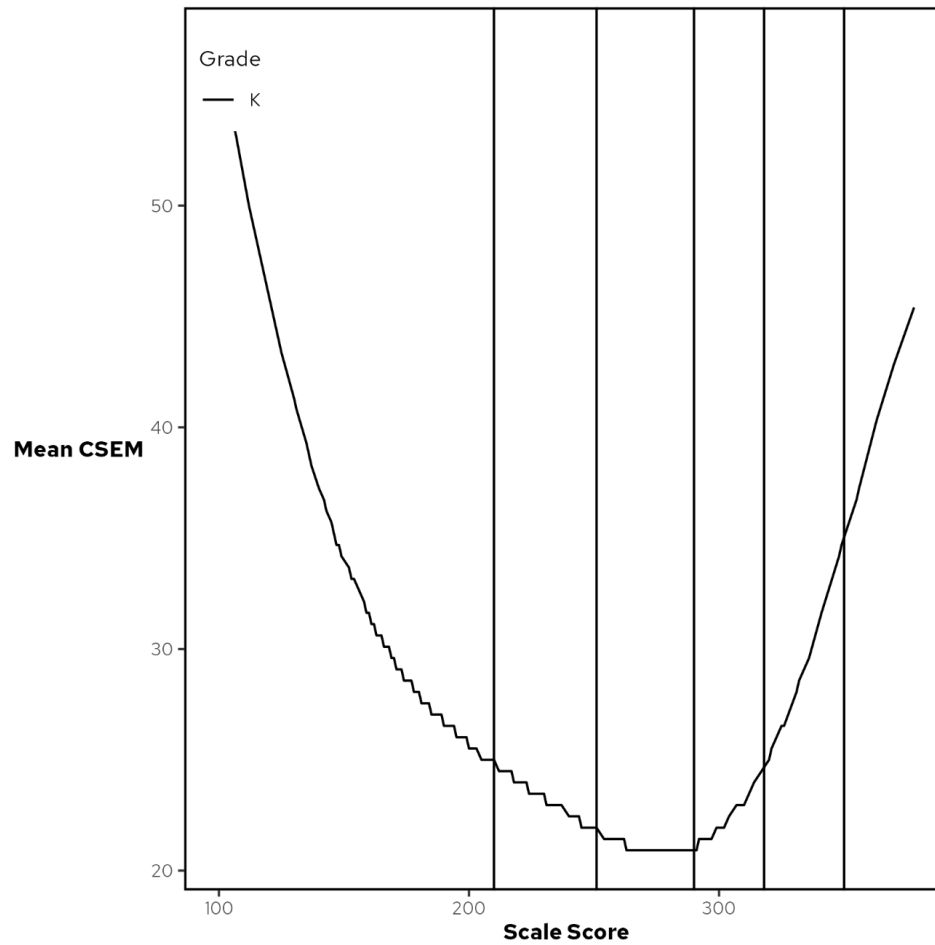
The five vertical lines in the figure indicate the five ACCESS composite scale score cut points for the highest grade in the grade-level cluster for the test form, dividing the figure into six sections representing the six WIDA proficiency levels.

Smaller CSEM values indicate less measurement error (i.e., greater measurement accuracy). In general, these figures show that the CSEMs are smaller and constant in the middle of the composite scale score range but larger and more variable for extremely low and high composite scale scores. This is to be expected since we used an IRT approach when scaling ACCESS, which typically produces larger CSEMs for scale scores that are at the lower and the higher ends of the scale score range. In addition, because students exit the EL program when they demonstrate that they are English language proficient, the number of students whose composite scale scores are at the extreme high end of the score range is typically small, as compared to the number of students whose composite scale scores are in the middle of the score range. Therefore, the measurement errors associated with the composite scale scores at the extremely high end of the score range tend to be larger since the calculation of these scale scores is based on the test performances of fewer students.

5.6.1 Oral

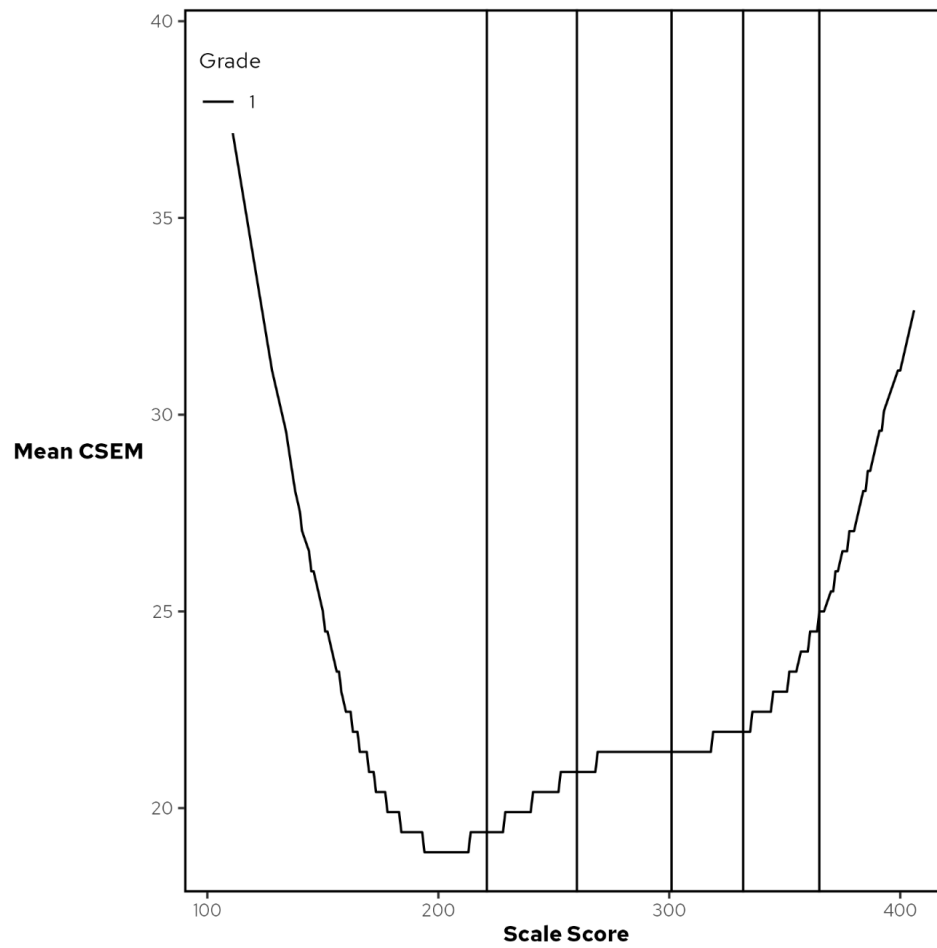
5.6.1.0 Kindergarten

Figure 5.6.1.0. CSEM for Composite Scale Scores: Oral Lang K 603



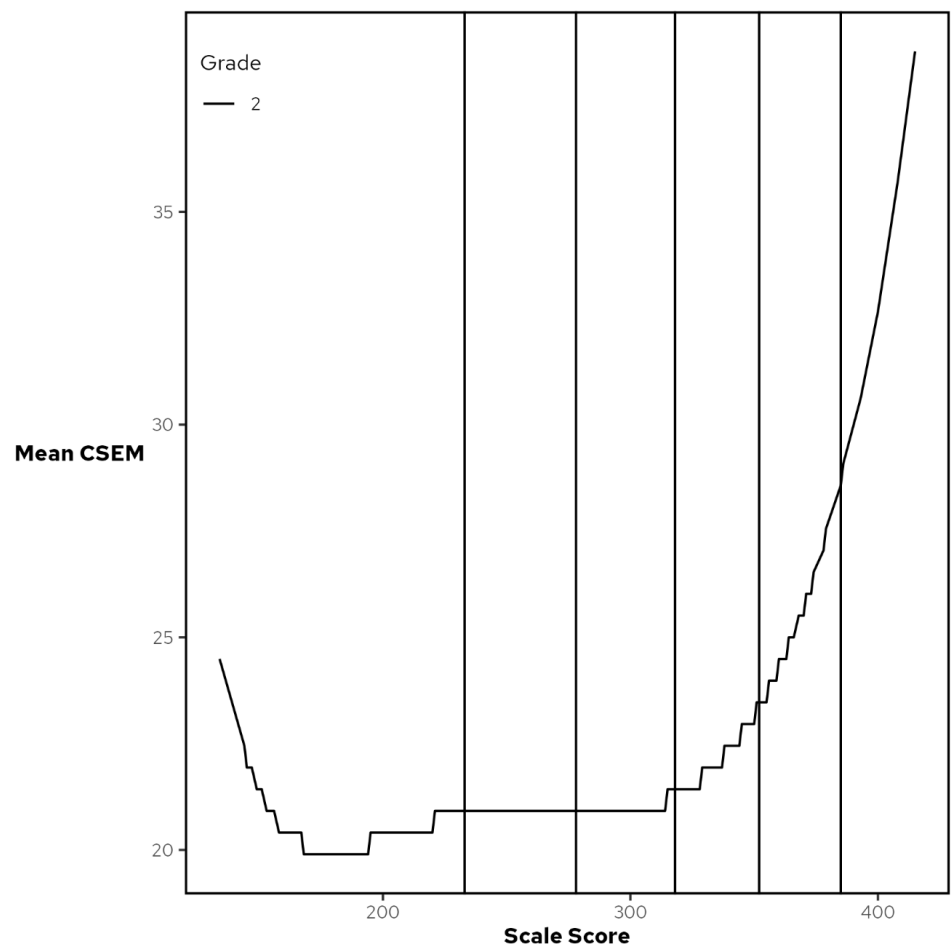
5.6.1.1 Grade 1

Figure 5.6.1.1. CSEM for Composite Scale Scores: Oral Lang 1 603 Paper



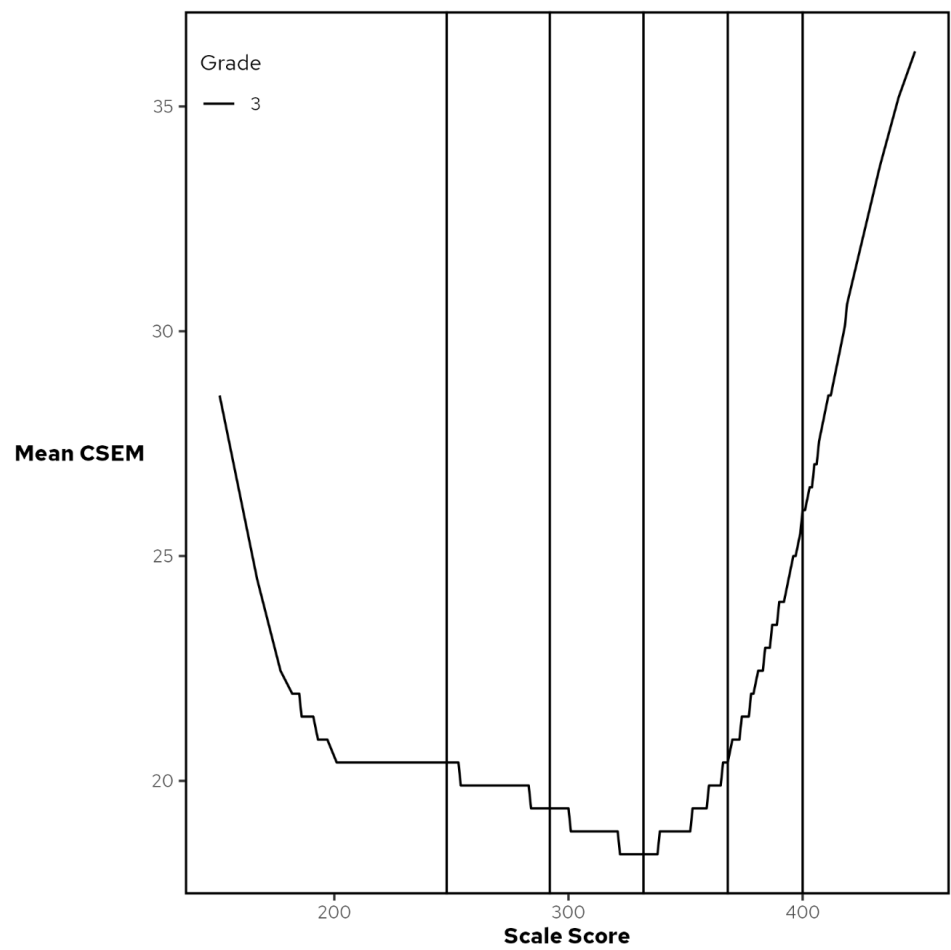
5.6.1.2 Grade 2

Figure 5.6.1.2. CSEM for Composite Scale Scores: Oral Lang 2 603 Paper



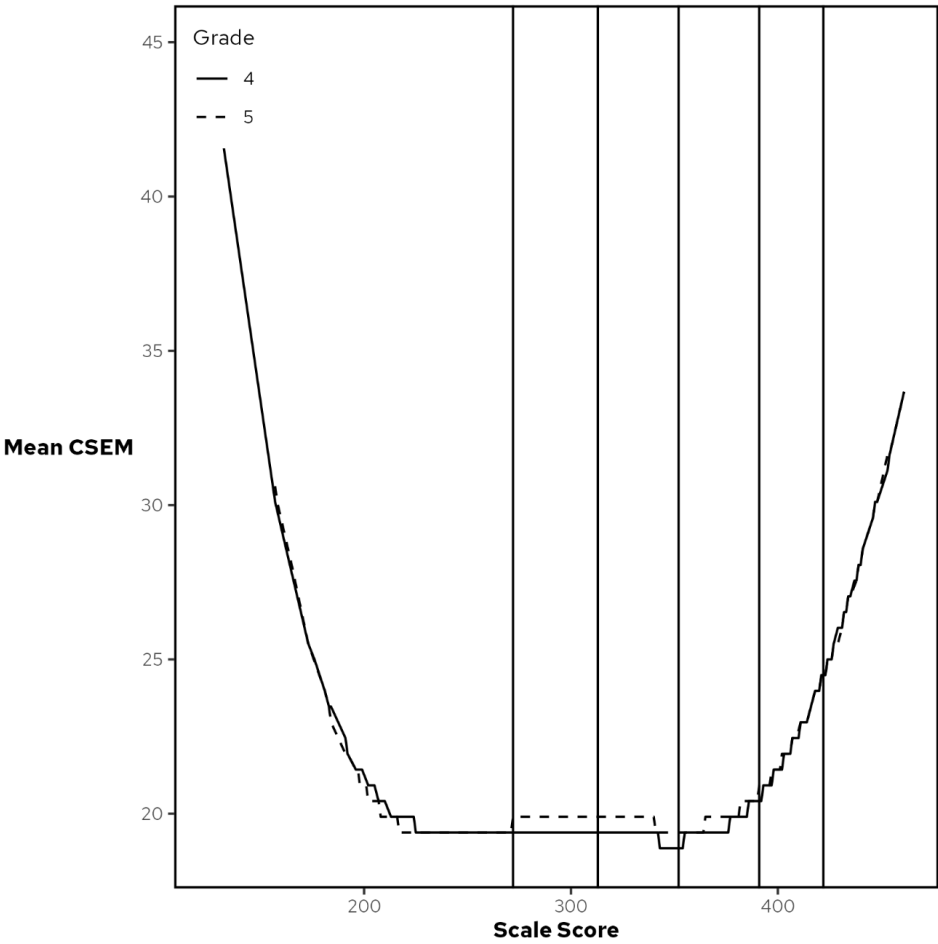
5.6.1.3 Grade 3

Figure 5.6.1.3. CSEM for Composite Scale Scores: Oral Lang 3 603 Paper



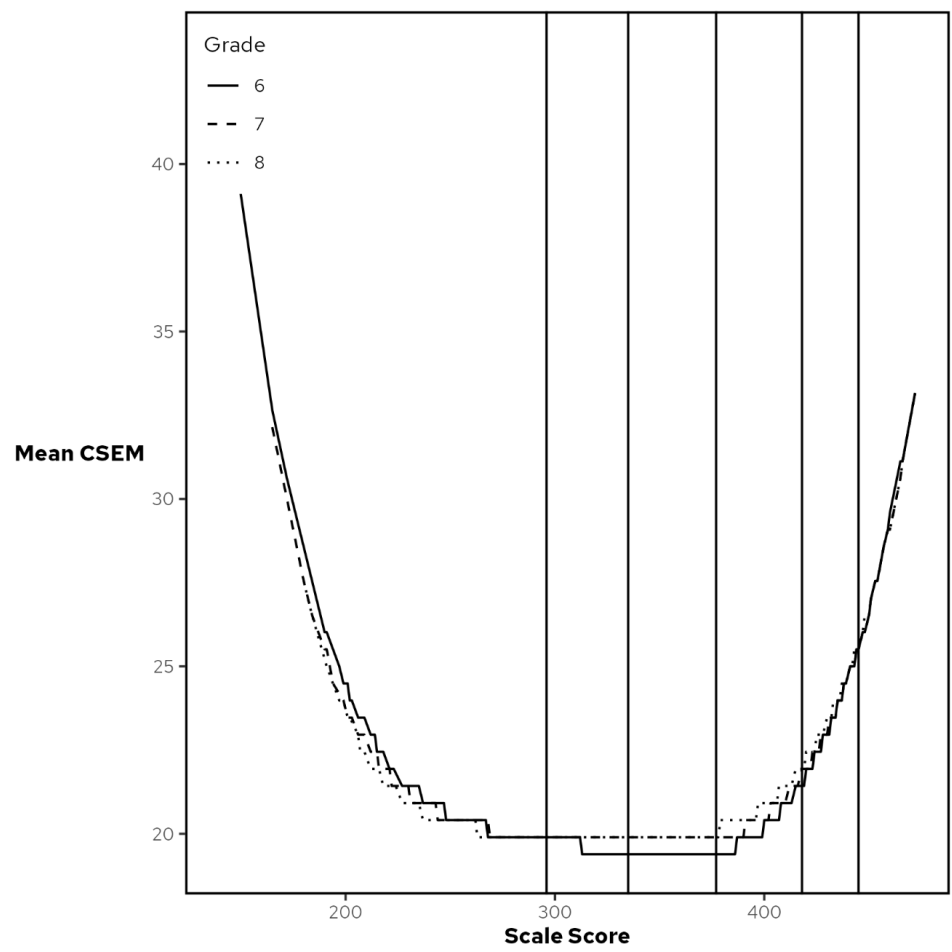
5.6.1.4 Grades 4-5

Figure 5.6.1.4. CSEM for Composite Scale Scores: Oral Lang 4-5 603 Paper



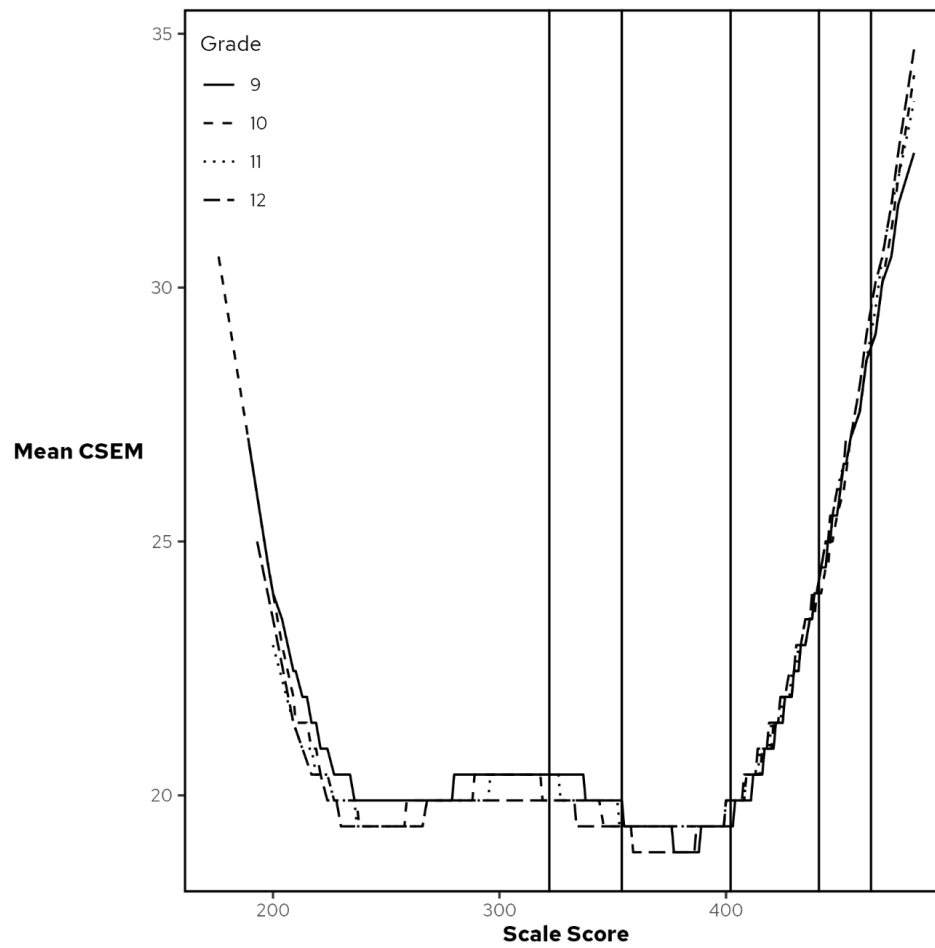
5.6.1.5 Grades 6-8

Figure 5.6.1.5. CSEM for Composite Scale Scores: Oral Lang 6-8 603 Paper



5.6.1.6 Grades 9-12

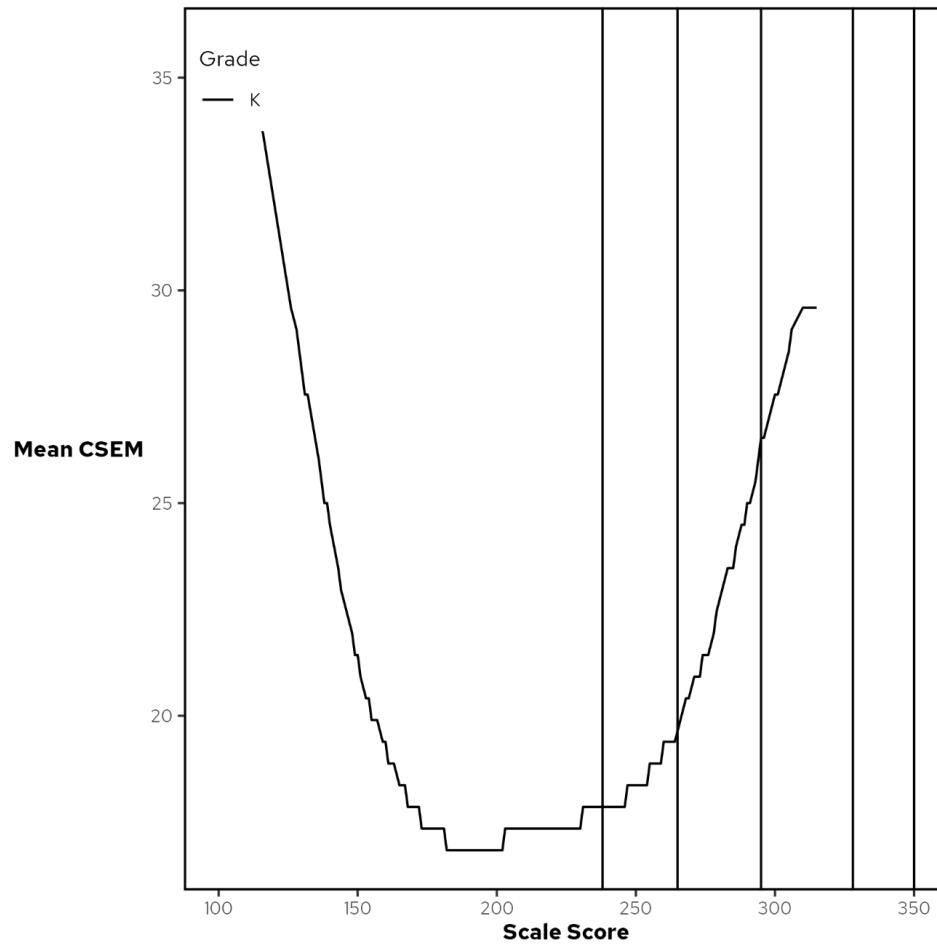
Figure 5.6.1.6. CSEM for Composite Scale Scores: Oral Lang 9-12 603 Paper



5.6.2 Literacy

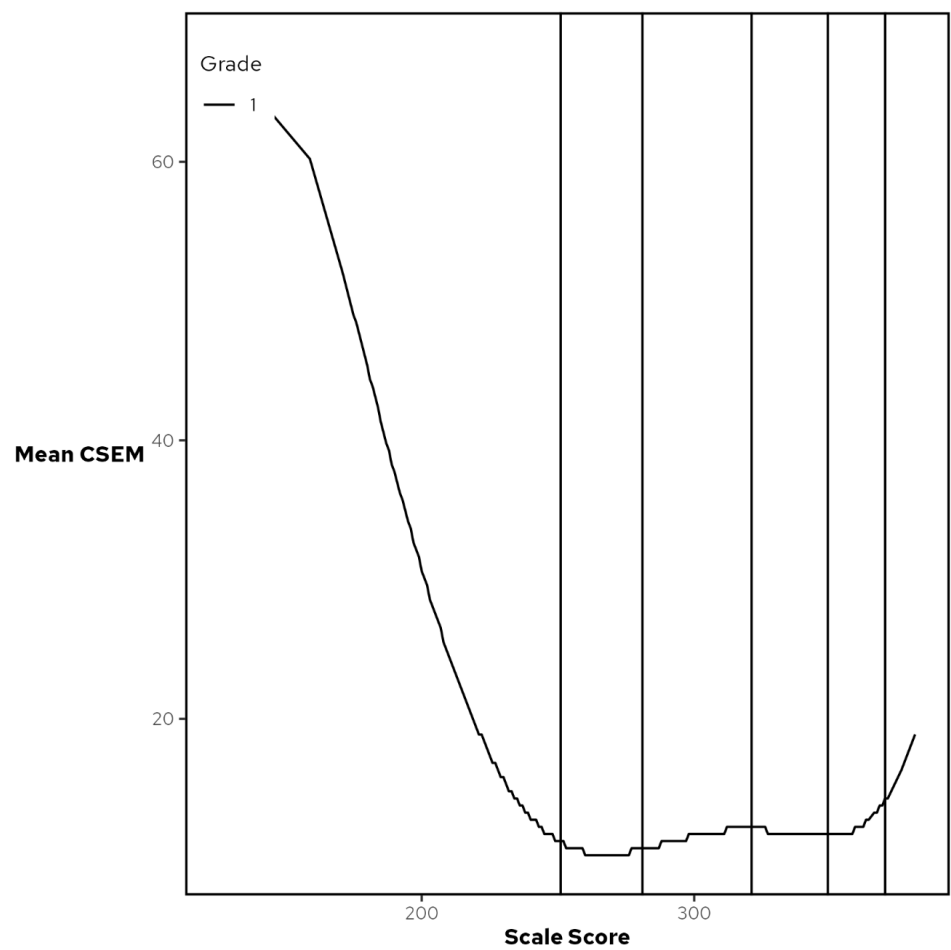
5.6.2.0 Kindergarten

Figure 5.6.2.0. CSEM for Composite Scale Scores: Lit K 603



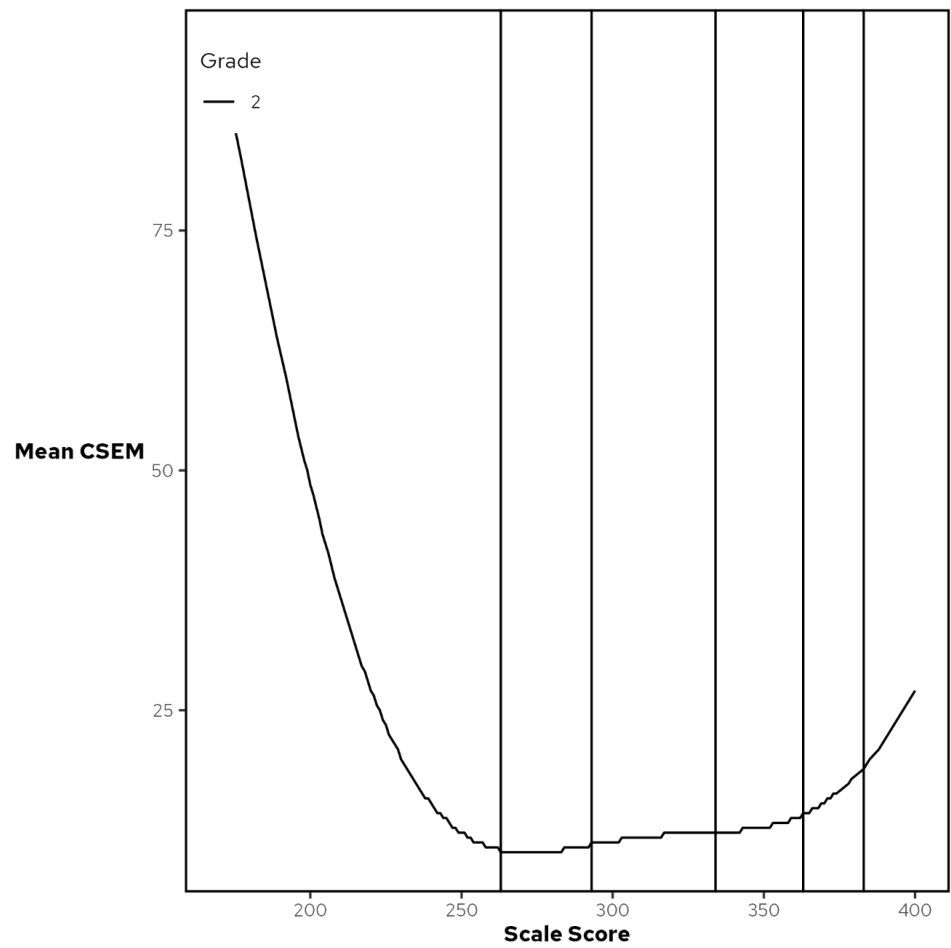
5.6.2.1 Grade 1

Figure 5.6.2.1. CSEM for Composite Scale Scores: Lit 1 603 Paper



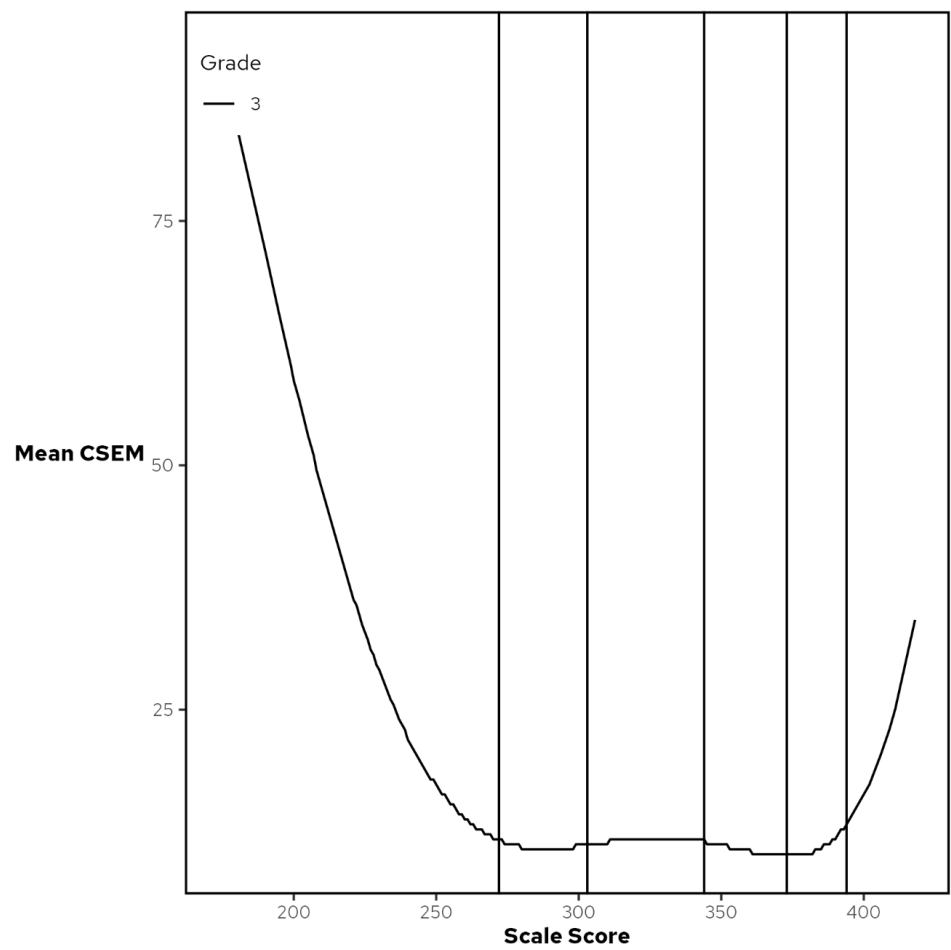
5.6.2.2 Grade 2

Figure 5.6.2.2. CSEM for Composite Scale Scores: Lit 2 603 Paper



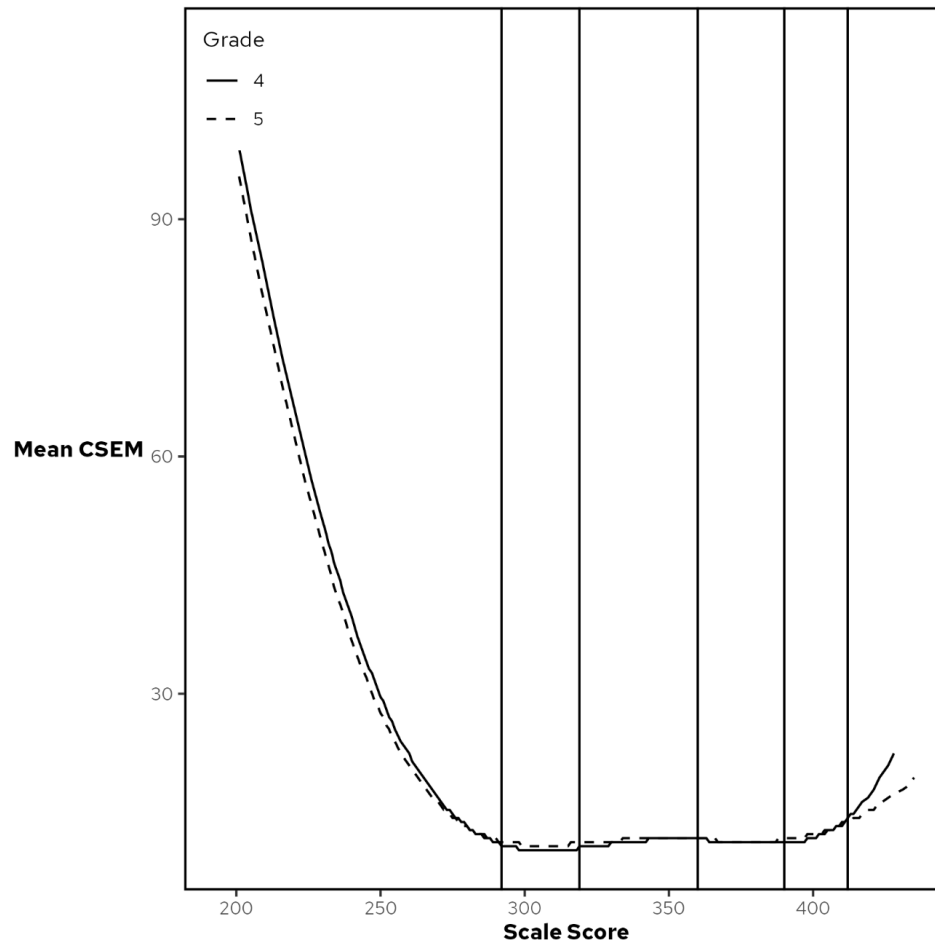
5.6.2.3 Grade 3

Figure 5.6.2.3. CSEM for Composite Scale Scores: Lit 3 603 Paper



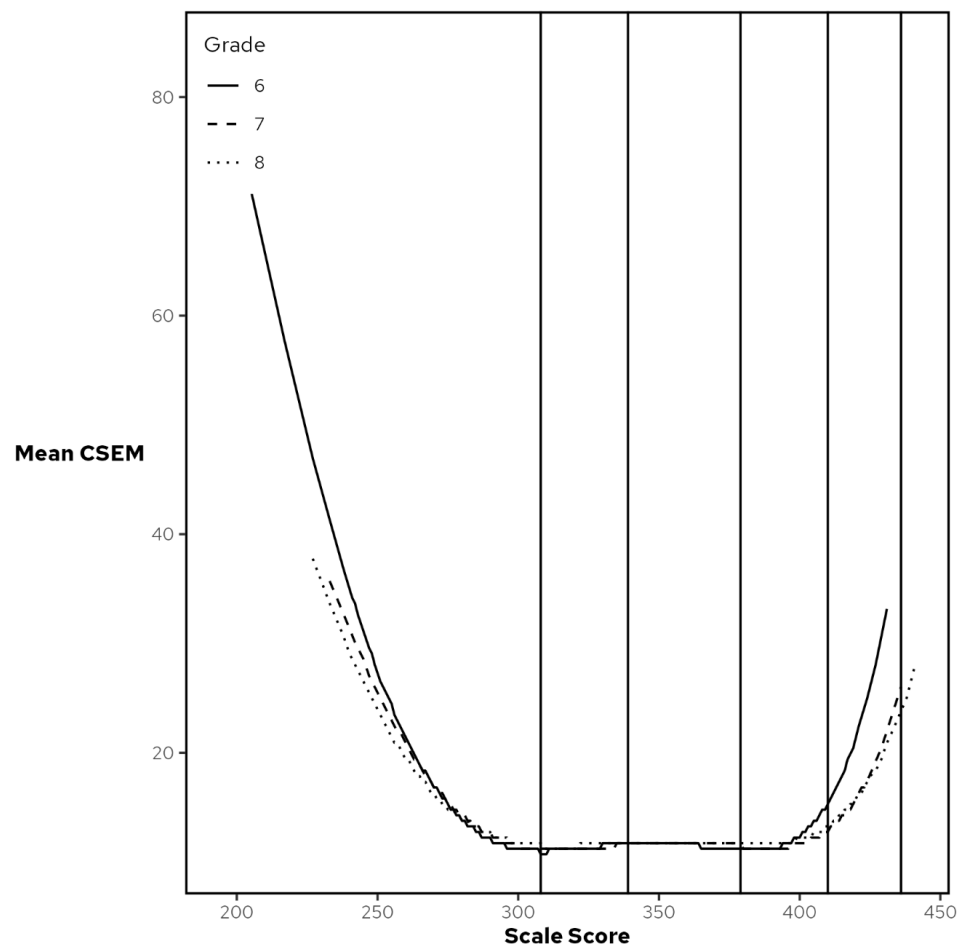
5.6.2.4 Grades 4-5

Figure 5.6.2.4. CSEM for Composite Scale Scores: Lit 4-5 603 Paper



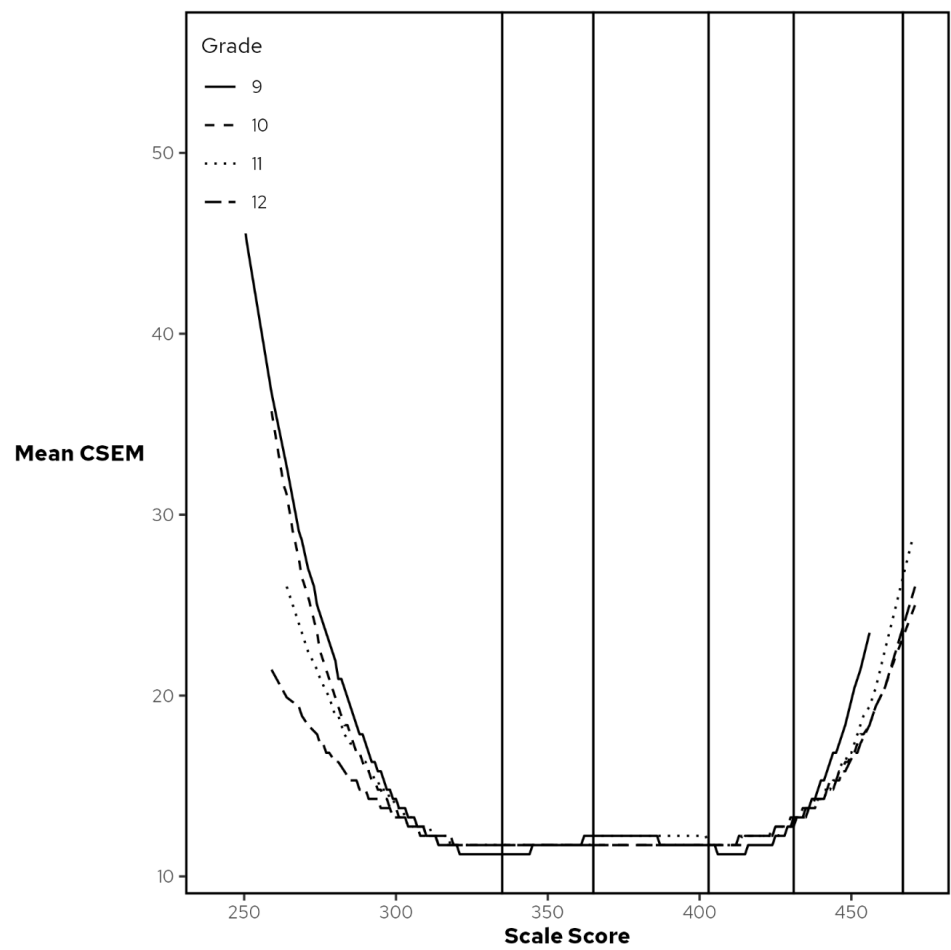
5.6.2.5 Grades 6-8

Figure 5.6.2.5. CSEM for Composite Scale Scores: Lit 6-8 603 Paper



5.6.2.6 Grades 9-12

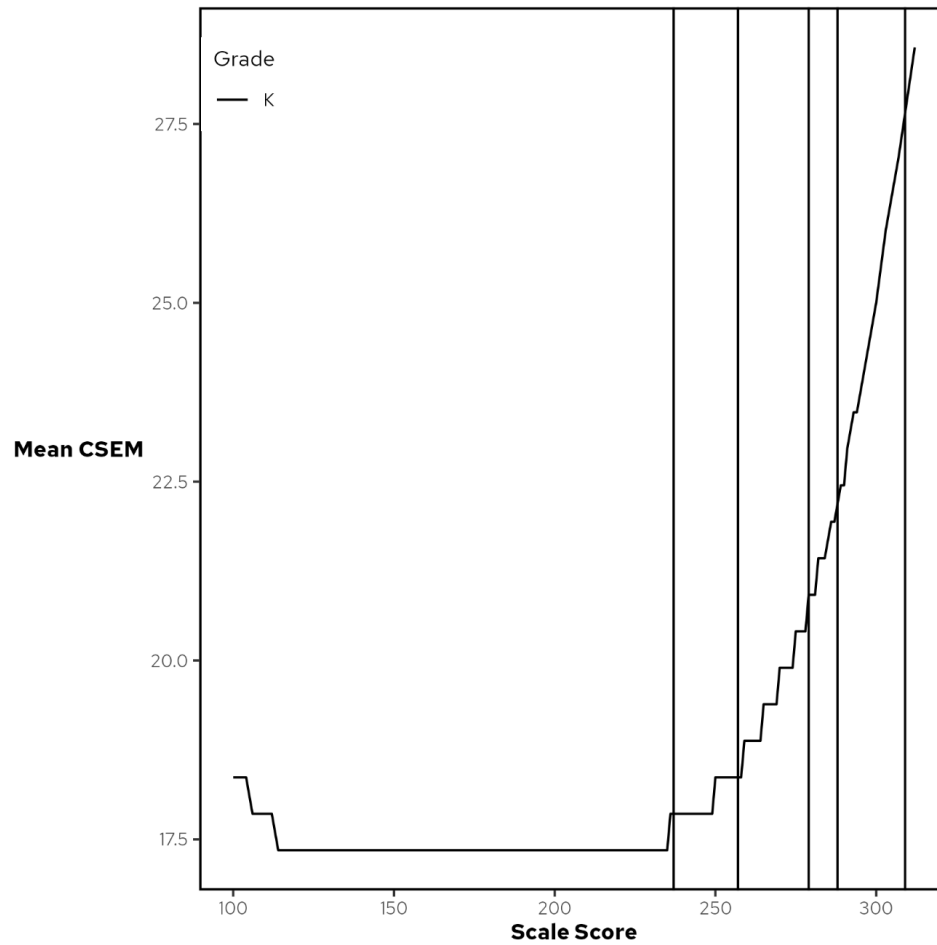
Figure 5.6.2.6. CSEM for Composite Scale Scores: Lit 9-12 603 Paper



5.6.3 Comprehension

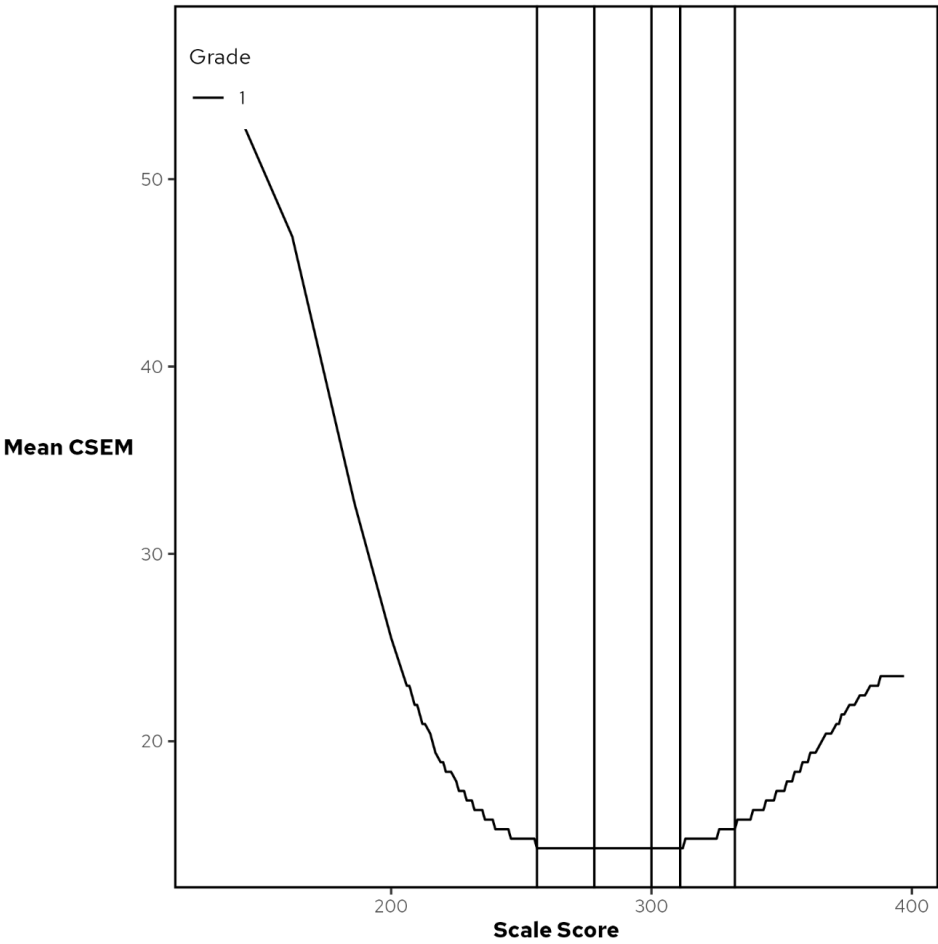
5.6.3.0 Kindergarten

Figure 5.6.3.0. CSEM for Composite Scale Scores: Comp K 603



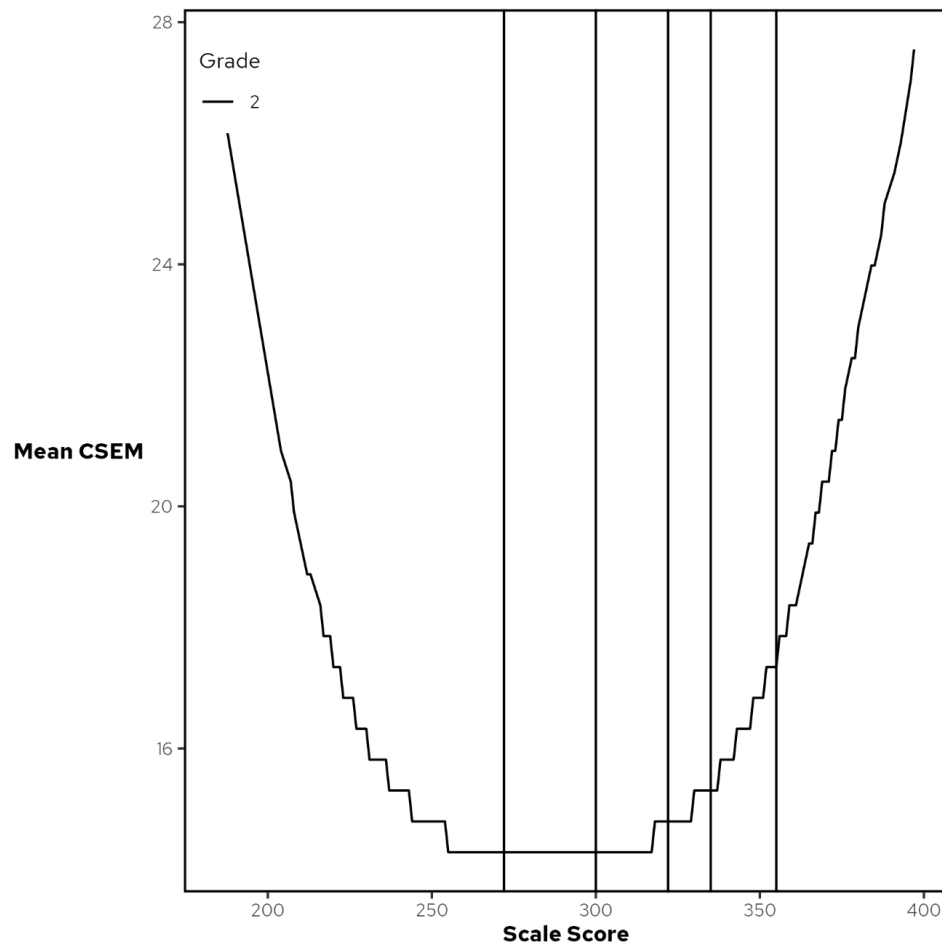
5.6.3.1 Grade 1

Figure 5.6.3.1. CSEM for Composite Scale Scores: Comp 1 603 Paper



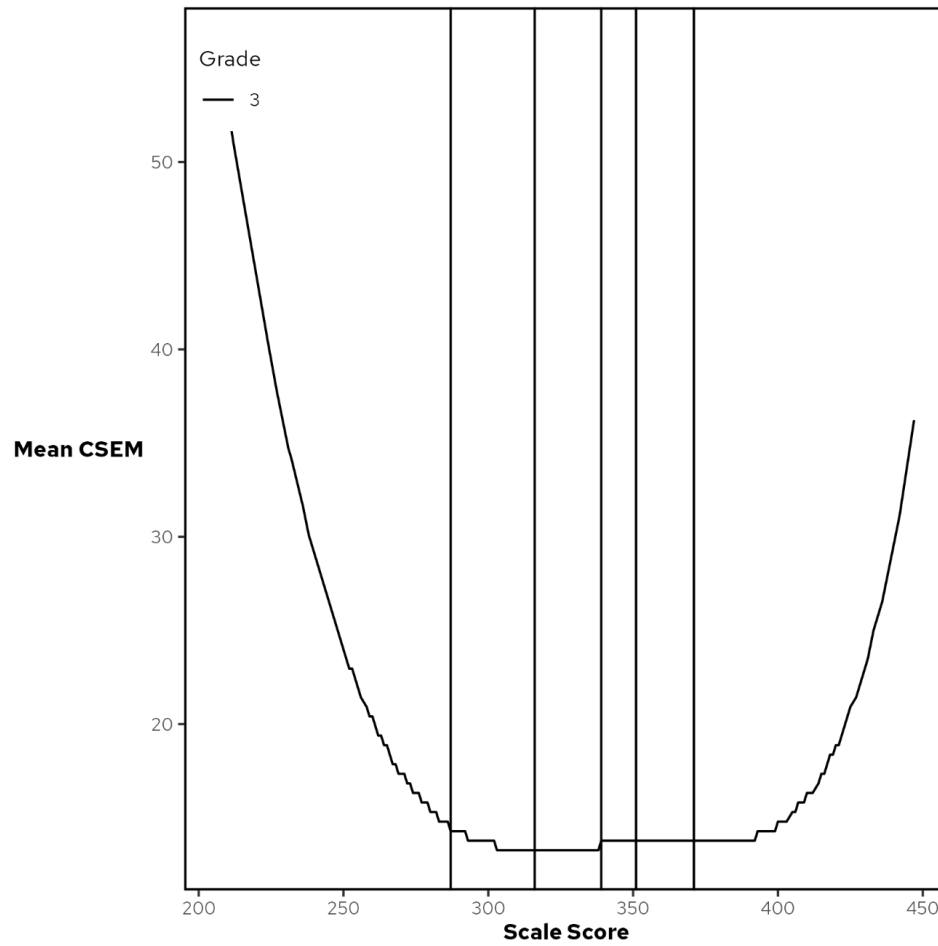
5.6.3.2 Grade 2

Figure 5.6.3.2. CSEM for Composite Scale Scores: Comp 2 603 Paper



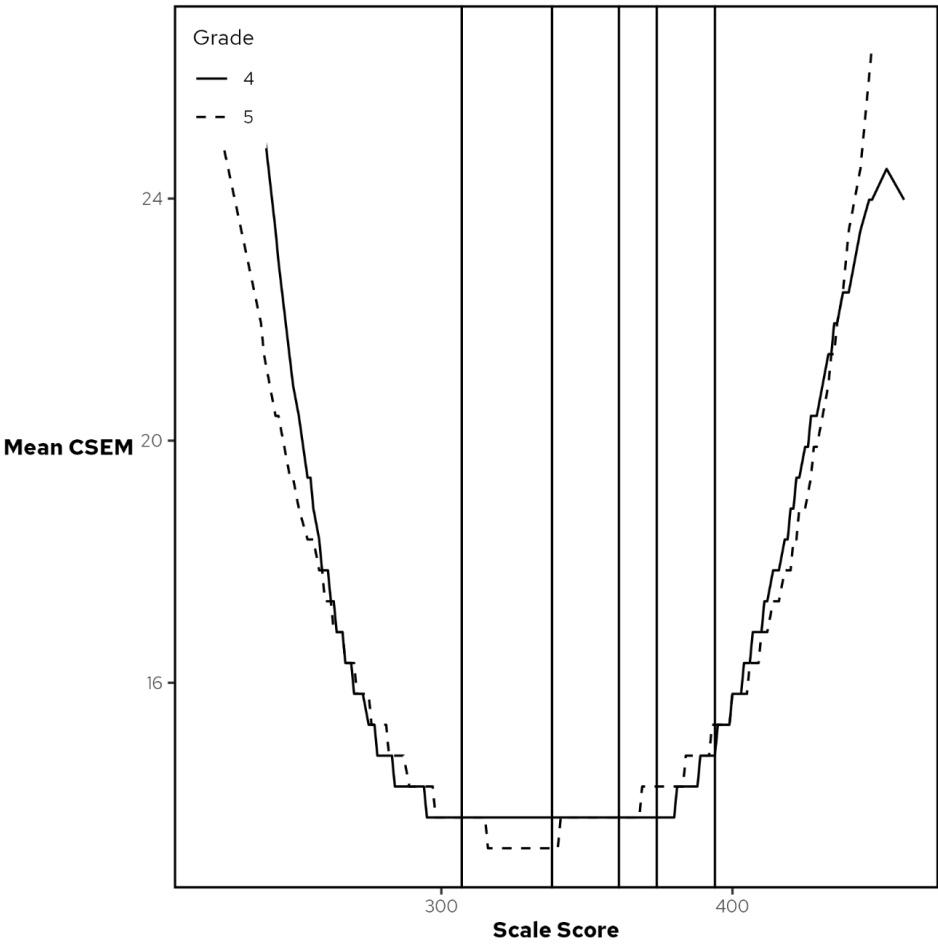
5.6.3.3 Grade 3

Figure 5.6.3.3. CSEM for Composite Scale Scores: Comp 3 603 Paper



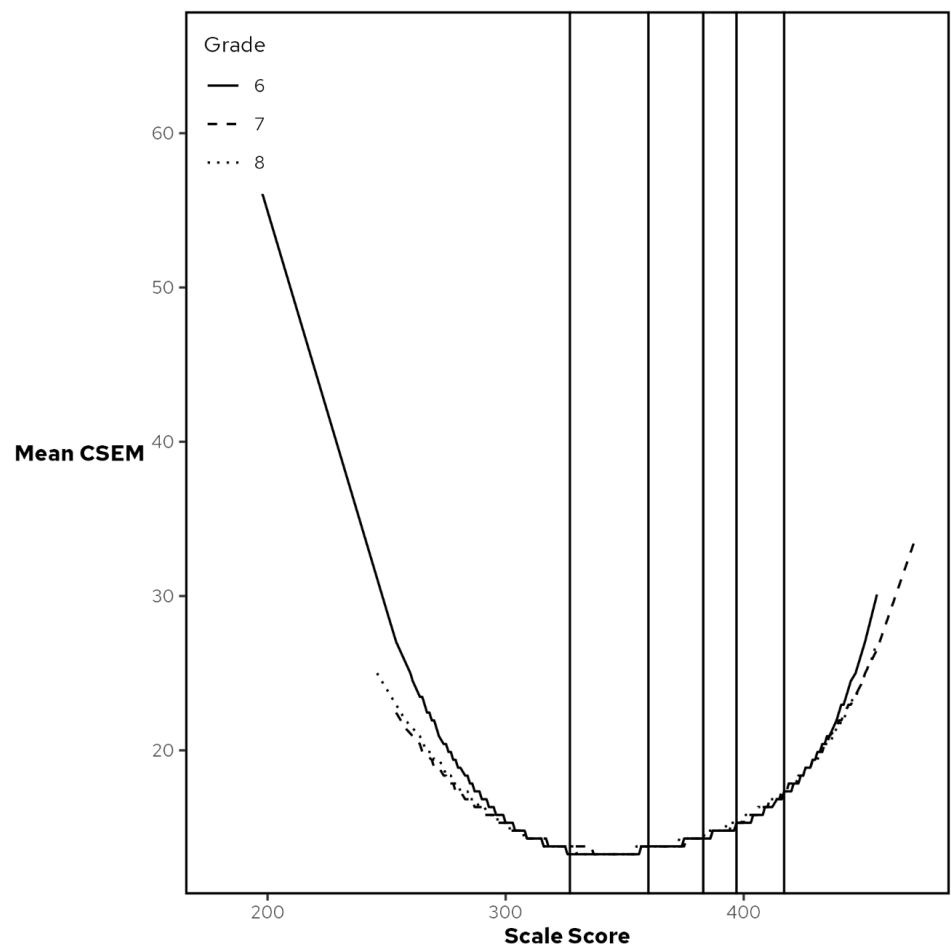
5.6.3.4 Grades 4-5

Figure 5.6.3.4. CSEM for Composite Scale Scores: Comp 4-5 603 Paper



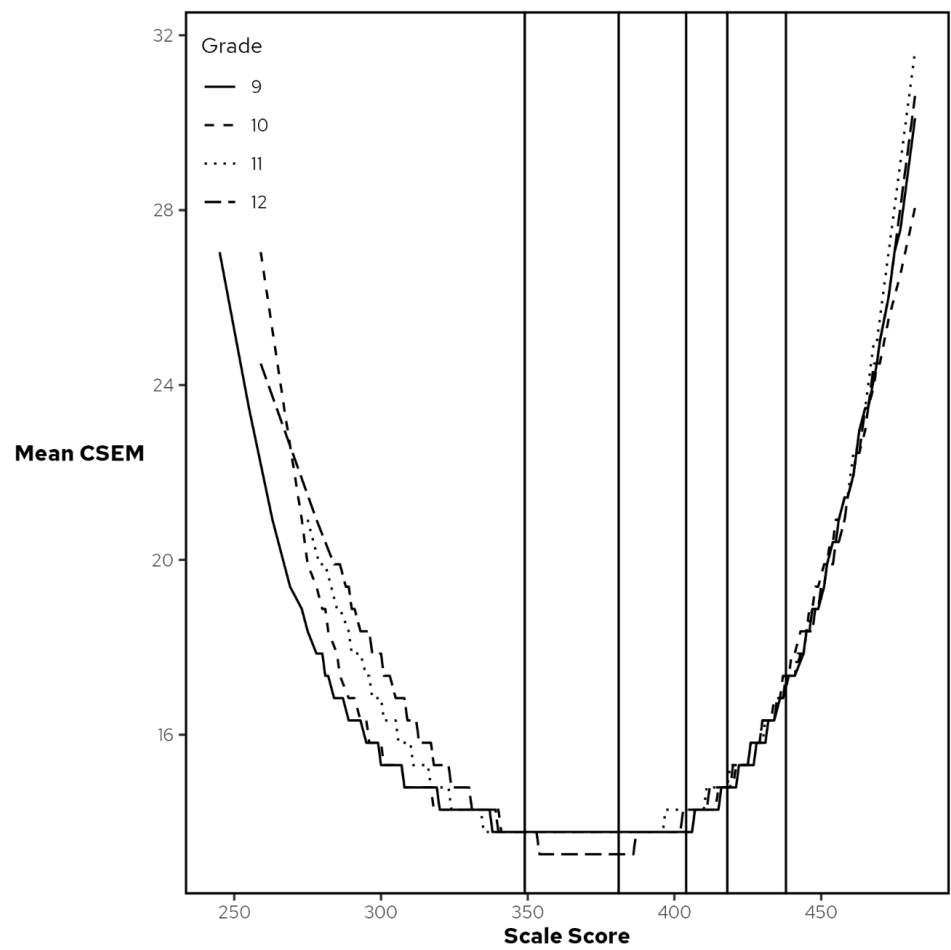
5.6.3.5 Grades 6-8

Figure 5.6.3.5. CSEM for Composite Scale Scores: Comp 6-8 603 Paper



5.6.3.6 Grades 9-12

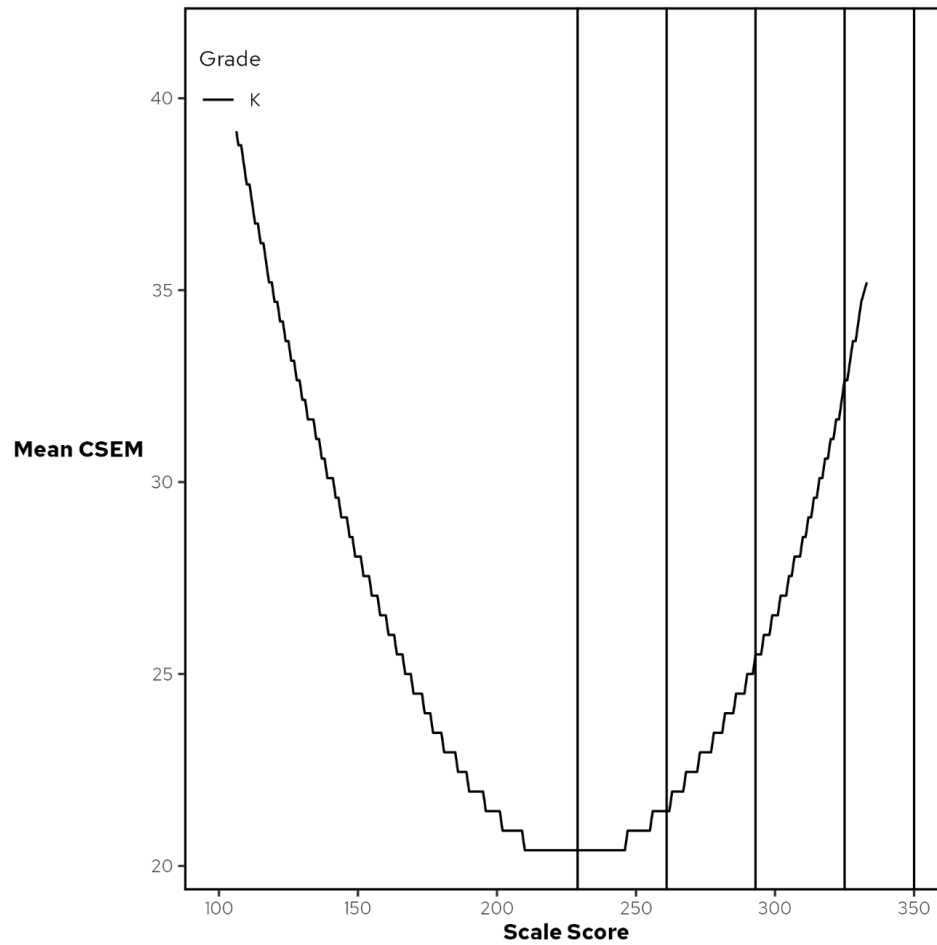
Figure 5.6.3.6. CSEM for Composite Scale Scores: Comp 9-12 603 Paper



5.6.4 Overall

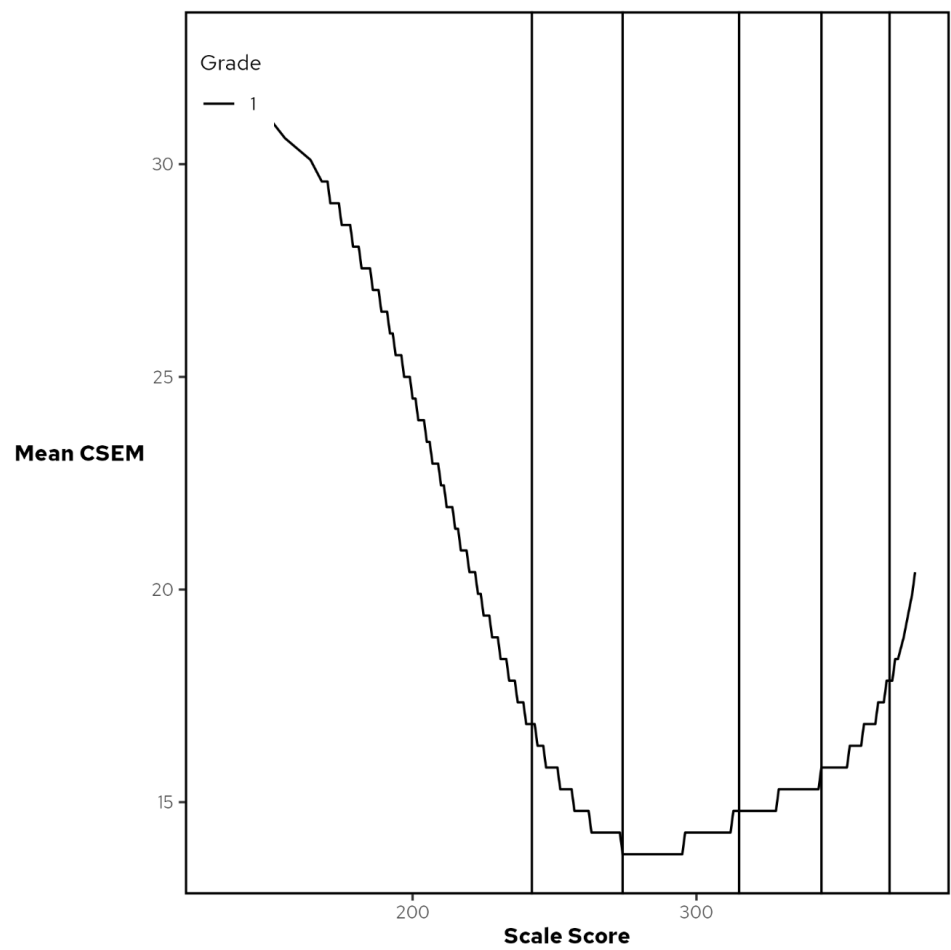
5.6.4.0 Kindergarten

Figure 5.6.4.0. CSEM for Composite Scale Scores: Overall K 603



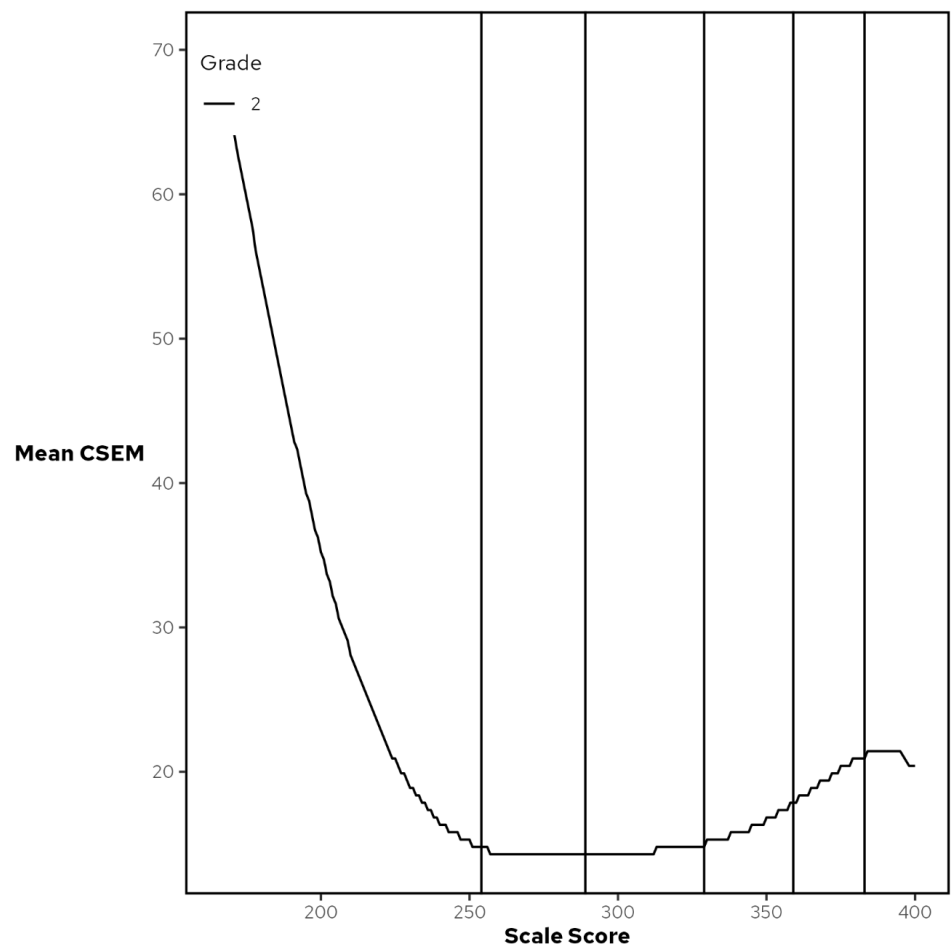
5.6.4.1 Grade 1

Figure 5.6.4.1. CSEM for Composite Scale Scores: Overall 1 603 Paper



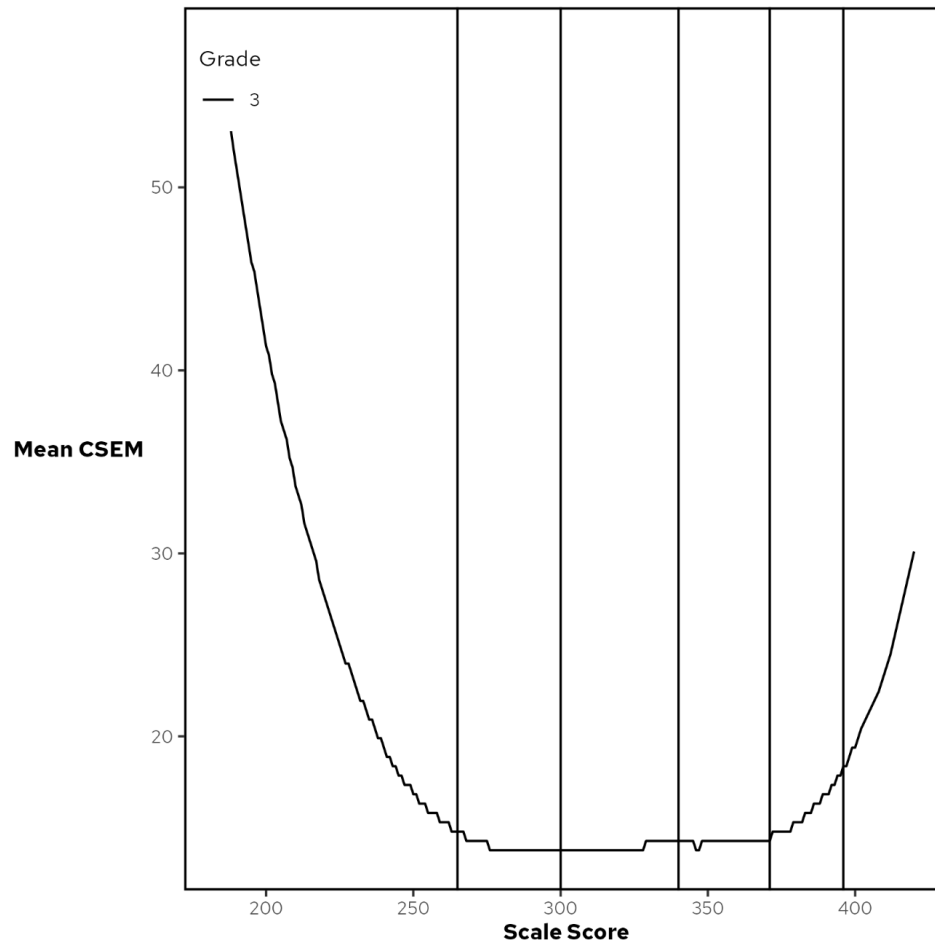
5.6.4.2 Grade 2

Figure 5.6.4.2. CSEM for Composite Scale Scores: Overall 2 603 Paper



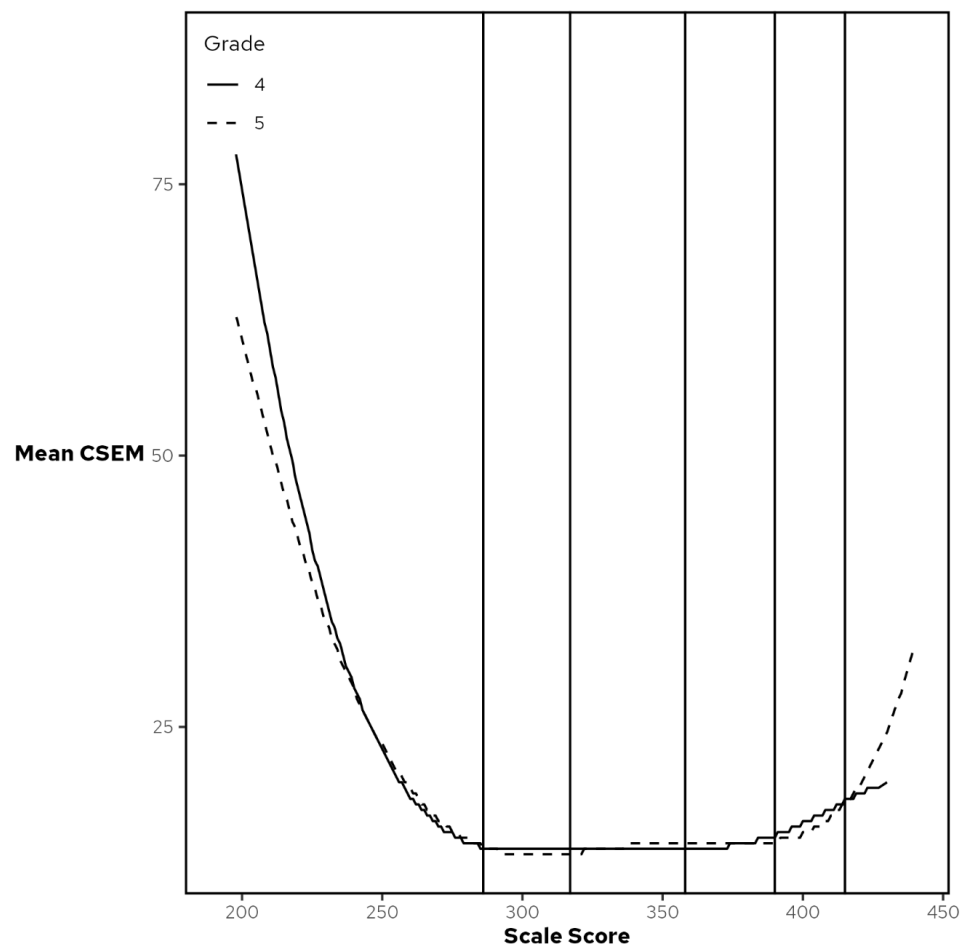
5.6.4.3 Grade 3

Figure 5.6.4.3. CSEM for Composite Scale Scores: Overall 3 603 Paper



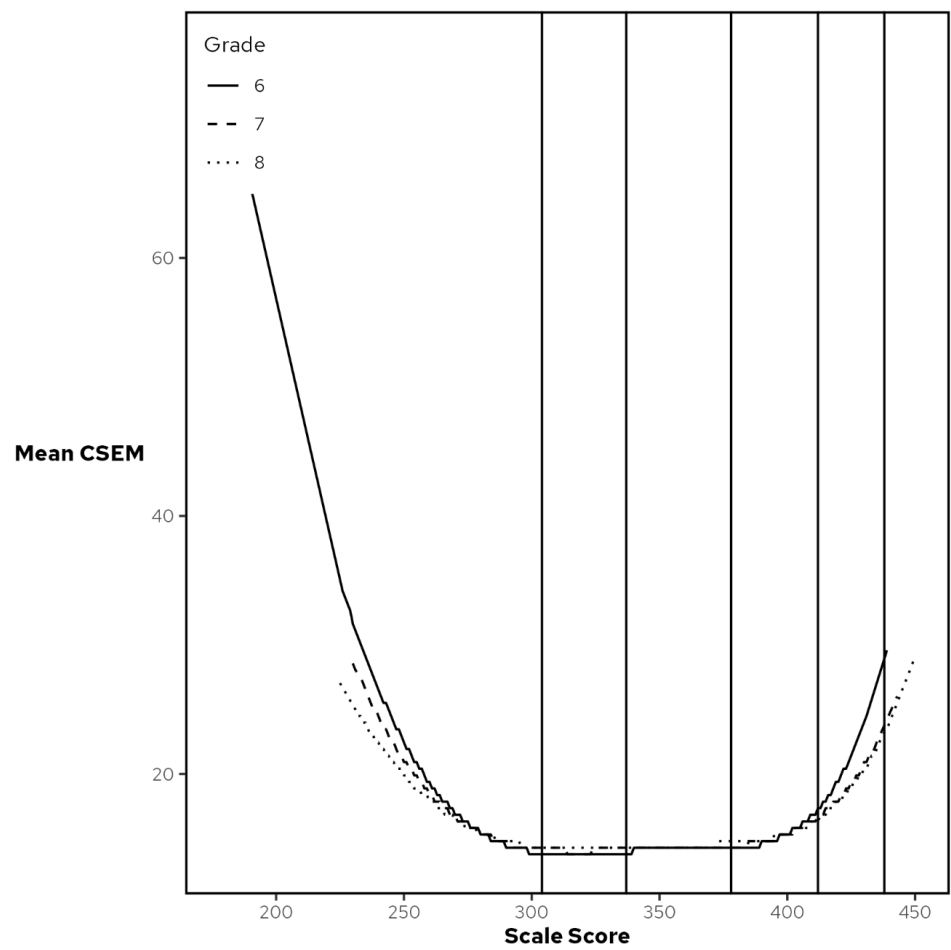
5.6.4.4 Grades 4-5

Figure 5.6.4.4. CSEM for Composite Scale Scores: Overall 4-5 603 Paper



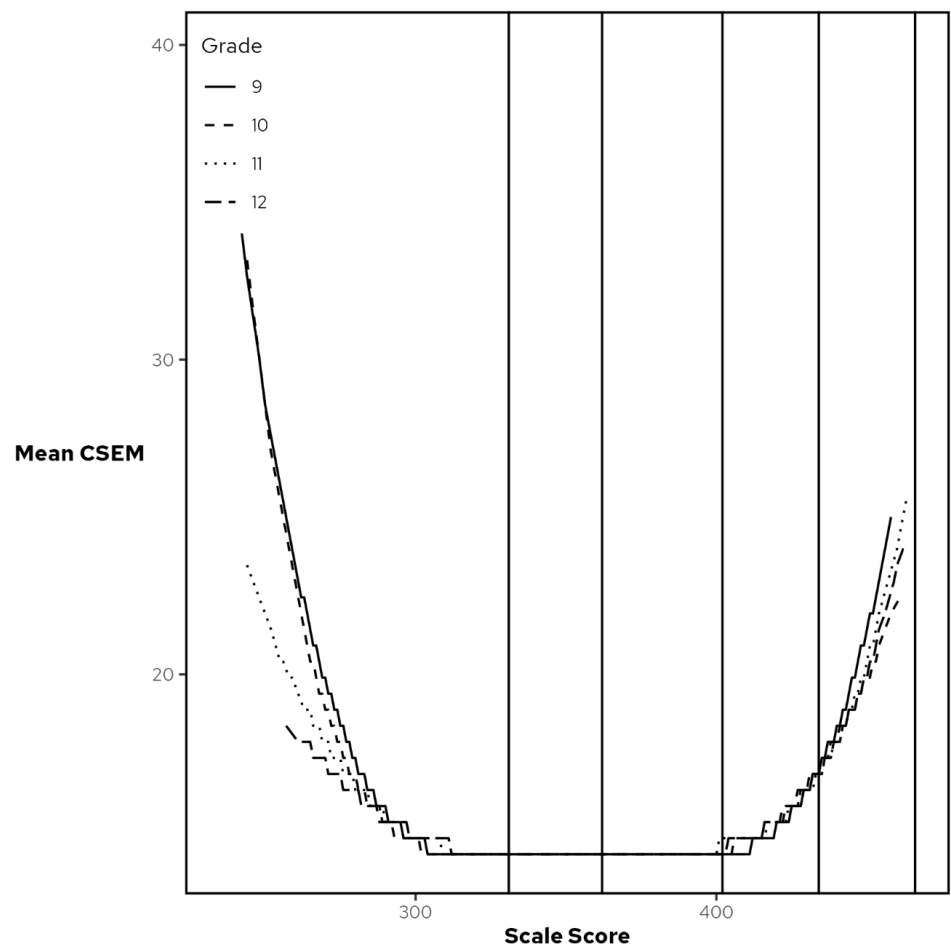
5.6.4.5 Grades 6-8

Figure 5.6.4.5. CSEM for Composite Scale Scores: Overall 6-8 603 Paper



5.6.4.6 Grades 9-12

Figure 5.6.4.6. CSEM for Composite Scale Scores: Overall 9-12 603 Paper



5.7 Accuracy and Consistency of Composites

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency level of students regarding the WIDA ELD Standards. Because of the emphasis on the classification of student performance, a question of interest is how accurately and consistently the ACCESS composite scale scores can classify students into WIDA proficiency categories determined by the 2016 ACCESS standard-setting process (Cook & MacGregor, 2017). Although states in the WIDA Consortium take into consideration one or more of the domain and composite scale scores when making accountability decisions, all WIDA Consortium members use the Overall composite scale score as the primary score when making classification decisions about students. Therefore, it is especially important to examine the accuracy and consistency of the classifications based on the Overall composite scale scores to help test users and policymakers judge the utility of this information and make decisions about score reporting (AERA et al., 2014). The analyses utilize the methods that Livingston and Lewis (1995) and Young and Yoon (1998) outlined, as implemented in the software program BB-CLASS (Brennan, 2004; cf. also Lee et al., 2002).

The method and descriptions of the classification accuracy and consistency indices reported in this section appear in detail in Section 5.4. The only substantive methodological difference between the estimation of the classification accuracy and consistency of the domain scale scores versus the composite scale scores is that to estimate the classification accuracy and consistency of the composite scale scores, we first estimate the reliability of the composite scale scores using a stratified Cronbach's coefficient alpha, as described in Section 5.4.

For each composite, we present three tables. The first shows the overall accuracy and the overall consistency indices for each grade. The second reports the marginal classification accuracy indices based on the composite scale scores at the cut points for each grade. The third reports the marginal classification consistency indices based on the composite scale scores at the cut points for each grade.

If we could not estimate the overall and marginal classification accuracy and consistency indices because there were fewer than 200 students in the proficiency level, we collapsed the affected proficiency level with the level below it and placed 'N/A' in the table for the affected proficiency level.

As noted in Section 5.4, assessment experts have issued very little guidance to aid in making judgments about the ideal or expected levels of decision consistency and accuracy needed for educational assessments. To help test users and policymakers interpret the results from our analyses, we report for each composite the range of these indices, highlighting the grade with the lowest classification accuracy and consistency indices for that composite. Since overall accuracy and consistency indices are summaries of the degree of classification accuracy and consistency for the composite scale scores across all proficiency level cut points, we also examine the marginal classification accuracy and consistency indices for these grades to identify the specific source(s) of low classification accuracy and consistency.

For the Oral composite, as shown in Table 5.7.1.1, overall classification accuracy ranged from 0.626 to 0.762 and overall classification consistency ranged from 0.516 to 0.690 across

grades. The lowest overall classification accuracy and consistency values were found for students in grade 6.

For the Literacy composite, overall classification accuracy ranged from 0.738 to 0.894 and overall classification consistency ranged from 0.647 to 0.866 across grades, as shown in Table 5.7.2.1. The lowest overall classification accuracy and consistency values were found for students in grade 5.

For the Comprehension composite, as shown in Table 5.7.3.1, overall classification accuracy ranged from 0.511 to 0.869 and overall classification consistency ranged from 0.403 to 0.831 across grades. The lowest overall classification accuracy and consistency values were found for students in grade 3.

For the Overall composite, as shown in Table 5.7.4.1, overall classification accuracy ranged from 0.782 to 0.889 and overall classification consistency ranged from 0.697 to 0.850 across grades. The lowest overall classification accuracy and consistency values were found for students in grade 5.

The results reveal that grade 5 had the lowest overall classification accuracy and consistency indices for two out of the four composites (Literacy and Overall), while grade 6 had the lowest overall classification accuracy and consistency indices for the Oral composite, and grade 3 had the lowest overall classification accuracy and consistency indices for the Comprehension composite.

From an accountability perspective, the most important indices for test users and policymakers to examine are the marginal classification accuracy and consistency indices. We report for each composite the range of the marginal classification accuracy and consistency indices for the composite scale scores across grades and then highlight the grade (and the cut point within that grade) that had the lowest marginal classification accuracy and the lowest consistency indices.

For the Oral composite, classification accuracy indices at the cut ranged from 0.884 to 0.984 (Table 5.7.1.2) and classification consistency at the cut ranged from 0.840 to 0.979 (Table 5.7.1.3). The lowest marginal classification accuracy and consistency values were found for students in grade 3 at the PL 3/PL 4 cut. However, it should be noted that the marginal classification accuracy and consistency for the grade 3 Oral composites are still in the .80's and 90's.

For the Literacy composite, classification accuracy indices at the cut ranged from 0.902 to 0.992 (Table 5.7.2.2) and classification consistency at the cut ranged from 0.862 to 0.991 (Table 5.7.2.3). Grade 1, at the PL 1/2 cut point, had the lowest marginal classification accuracy and consistency indices and Grade 4 at the PL 3/4 cut point also had the lowest marginal classification accuracy indices. However, it should be noted that the marginal classification accuracy and consistency for the grade 1 and grade 4 Literacy composites are still in the .80's and 90's.

For the Comprehension composite, classification accuracy indices at the cut ranged from 0.836 to 0.987 (Table 5.7.3.2) and classification consistency at the cut ranged from 0.778 to 0.982 (Table 5.7.3.3). The lowest marginal classification accuracy values were found for

students in grade 3 at the PL 4/PL 5 cut, and grade 3 at the PL 3/PL 4 cut had the lowest marginal classification consistency values. Note that grade 3 was also identified as having the lowest overall classification accuracy and consistency in the Overall Comprehension composite. The low marginal classification accuracy and consistency at the PL 4/PL 5 cut appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency for the grade 3 Comprehension composite are still in the high .70's and 90's.

For the Overall composite, classification accuracy indices at the cut ranged from 0.911 to 0.995 (Table 5.7.4.2) and classification consistency at the cut ranged from 0.874 to 0.994 (Table 5.7.4.3). The lowest marginal classification accuracy and consistency values were found for students in grade 3 at the PL 3/PL 4 cut. Note that grade 3 was also identified as having the lowest marginal classification accuracy and consistency in the Comprehension composite. The low marginal classification accuracy and consistency at the PL 3/PL 4 cut appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency for the grade 3 Overall composite are still in the .80's and .90's.

When we compared the overall and marginal classification accuracy and consistency indices for the composites for a particular grade, we saw that, in many instances, they told the same story (i.e., for a given grade, if the overall classification accuracy and consistency indices were low, then the marginal classification accuracy and consistency indices also tended to be low). Grade 3 had the lowest overall and marginal classification accuracy and consistency indices for the Comprehension composites.

Grade 3 had the lowest marginal classification accuracy and consistency in three composites (Oral, Comprehension, and Overall). Grade 1 had the lowest marginal classification accuracy and consistency in the Literacy composite and grade 4 also had the lowest marginal classification accuracy in the Literacy composite.

In addition, the lowest marginal classification accuracy and consistency of the composites occurred at the PL 3/PL 4 and PL 4/PL 5 cut points, except in the Literacy composite with PL 1/2. This finding is consistent with previous research (Lee et al., 2002), in that classification accuracy and consistency at cut points in the middle of the proficiency level range are lower than those at the lower and upper ends.

A higher number of proficiency levels typically results in cut scores that are closer to each other than if a smaller number of proficiency levels is used. Classification accuracy and consistency are expected to vary for different ability levels due to variations in measurement accuracy. The further away the scores are from the cut scores, the smaller the classification errors are or the more accurate the classification decisions would be. When there are many proficiency levels, more students are near the cut scores than would be if there were fewer proficiency levels. Therefore, the higher the number of proficiency levels, the higher the probability that students are misclassified (Ercikan & Julian, 2002). Since ACCESS has six proficiency levels and PL 3 and PL 4 occupy relatively narrow ranges on the ability scale compared with other proficiency levels, the classification accuracy and consistency for the 3/4 and 4/5 cuts are lower than for other cuts.

Assessment experts have issued little guidance to aid in making judgments about the ideal or expected levels of decision consistency and accuracy needed for educational assessments that report composite scale scores. From an accountability perspective, the most important indices are the marginal classification accuracy and consistency indices. The marginal classification accuracy and consistency indices were at or above 0.837 for three of the four composites, though Comprehension had three consistency indices in the high 0.7 range. Additionally, the marginal classification accuracy and consistency indices were at or above 0.874 for the Overall composite scale score, which is the primary score that WIDA Consortium members use when making accountability decisions.

5.7.1 Oral

Table 5.7.1.1. Overall Accuracy and Consistency of Classification Indices: Oral Lang 603 Paper

Grade	Accuracy	Consistency
K	0.762	0.690
1	0.682	0.572
2	0.665	0.556
3	0.660	0.550
4	0.635	0.530
5	0.633	0.525
6	0.626	0.516
7	0.635	0.527
8	0.631	0.525
9	0.680	0.580
10	0.687	0.586
11	0.687	0.587
12	0.712	0.614

Table 5.7.1.2. Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Oral Lang 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.945	0.947	0.955	0.951	0.954
1	0.952	0.917	0.902	0.932	0.977
2	0.963	0.926	0.890	0.916	0.966
3	0.965	0.929	0.884	0.905	0.972
4	0.962	0.942	0.904	0.893	0.929
5	0.956	0.939	0.903	0.891	0.936
6	0.936	0.917	0.901	0.913	0.949
7	0.928	0.913	0.902	0.921	0.960
8	0.928	0.914	0.903	0.917	0.957
9	0.923	0.915	0.914	0.942	0.979
10	0.922	0.912	0.915	0.949	0.983
11	0.921	0.908	0.912	0.953	0.984
12	0.921	0.906	0.917	0.963	N/A

Table 5.7.1.3. Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Oral Lang 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.923	0.926	0.935	0.932	0.935
1	0.932	0.882	0.863	0.903	0.968
2	0.947	0.894	0.848	0.876	0.963
3	0.952	0.898	0.840	0.863	0.966
4	0.947	0.917	0.867	0.849	0.913
5	0.939	0.911	0.865	0.846	0.917
6	0.910	0.883	0.862	0.876	0.932
7	0.899	0.877	0.863	0.888	0.945
8	0.899	0.878	0.864	0.883	0.941
9	0.892	0.879	0.880	0.918	0.971
10	0.889	0.875	0.882	0.926	0.976
11	0.889	0.871	0.878	0.931	0.979
12	0.888	0.868	0.883	0.947	N/A

5.7.2 Literacy

Table 5.7.2.1. Overall Accuracy and Consistency of Classification Indices: Lit 603 Paper

Grade	Accuracy	Consistency
K	0.894	0.866
1	0.799	0.719
2	0.802	0.724
3	0.771	0.684
4	0.764	0.677
5	0.738	0.647
6	0.790	0.706
7	0.787	0.702
8	0.775	0.688
9	0.754	0.658
10	0.750	0.653
11	0.754	0.659
12	0.786	0.702

Table 5.7.2.2. Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Lit 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.958	0.966	0.970	N/A	N/A
1	0.902	0.914	0.984	N/A	N/A
2	0.941	0.918	0.951	0.992	N/A
3	0.956	0.921	0.903	0.991	N/A
4	0.960	0.935	0.902	0.967	N/A
5	0.956	0.931	0.907	0.944	N/A
6	0.934	0.915	0.941	N/A	N/A
7	0.935	0.915	0.938	N/A	N/A
8	0.930	0.919	0.937	0.989	N/A
9	0.935	0.918	0.930	0.971	N/A
10	0.941	0.919	0.924	0.966	N/A
11	0.940	0.919	0.925	0.970	N/A
12	0.935	0.915	0.937	N/A	N/A

Table 5.7.2.3. Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Lit 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.940	0.949	0.968	N/A	N/A
1	0.862	0.878	0.978	N/A	N/A
2	0.916	0.885	0.930	0.991	N/A
3	0.939	0.887	0.864	0.989	N/A
4	0.943	0.907	0.862	0.958	N/A
5	0.938	0.902	0.868	0.930	N/A
6	0.908	0.880	0.916	N/A	N/A
7	0.908	0.880	0.912	N/A	N/A
8	0.901	0.886	0.911	0.986	N/A
9	0.909	0.885	0.902	0.957	N/A
10	0.916	0.885	0.894	0.952	N/A
11	0.915	0.886	0.895	0.957	N/A
12	0.909	0.880	0.911	N/A	N/A

5.7.3 Comprehension

Table 5.7.3.1. Overall Accuracy and Consistency of Classification Indices: Comp 603 Paper

Grade	Accuracy	Consistency
K	0.869	0.831
1	0.556	0.444
2	0.589	0.479
3	0.511	0.403
4	0.559	0.451
5	0.552	0.448
6	0.577	0.466
7	0.582	0.475
8	0.579	0.472
9	0.599	0.492
10	0.596	0.490
11	0.597	0.493
12	0.614	0.506

Table 5.7.3.2. Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Comp 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.960	0.967	0.970	0.973	0.987
1	0.902	0.855	0.882	0.915	0.964
2	0.930	0.884	0.888	0.905	0.950
3	0.957	0.899	0.837	0.836	0.922
4	0.954	0.920	0.868	0.861	0.914
5	0.939	0.909	0.868	0.869	0.918
6	0.909	0.888	0.883	0.909	0.959
7	0.904	0.883	0.889	0.914	0.956
8	0.901	0.884	0.890	0.911	0.955
9	0.909	0.893	0.898	0.914	0.952
10	0.916	0.887	0.896	0.914	0.949
11	0.914	0.886	0.893	0.911	0.955
12	0.912	0.880	0.898	0.930	0.968

Table 5.7.3.3. Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Comp 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.943	0.953	0.959	0.962	0.982
1	0.866	0.799	0.835	0.878	0.947
2	0.900	0.838	0.843	0.867	0.927
3	0.941	0.852	0.778	0.781	0.882
4	0.940	0.882	0.818	0.811	0.875
5	0.917	0.866	0.820	0.822	0.880
6	0.876	0.841	0.841	0.872	0.940
7	0.867	0.836	0.846	0.878	0.937
8	0.861	0.838	0.847	0.875	0.935
9	0.874	0.848	0.859	0.882	0.930
10	0.883	0.841	0.855	0.879	0.927
11	0.881	0.840	0.851	0.876	0.934
12	0.876	0.832	0.859	0.900	0.954

5.7.4 Overall

Table 5.7.4.1. Overall Accuracy and Consistency of Classification Indices: Overall 603 Paper

Grade	Accuracy	Consistency
K	0.889	0.850
1	0.828	0.759
2	0.823	0.756
3	0.807	0.734
4	0.794	0.718
5	0.782	0.697
6	0.811	0.737
7	0.808	0.731
8	0.805	0.727
9	0.800	0.720
10	0.801	0.721
11	0.805	0.728
12	0.830	0.760

Table 5.7.4.2. Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Overall 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.959	0.967	0.976	0.988	N/A
1	0.943	0.920	0.972	0.995	N/A
2	0.965	0.938	0.938	0.983	N/A
3	0.972	0.944	0.911	0.981	N/A
4	0.973	0.956	0.925	0.940	N/A
5	0.970	0.954	0.926	0.932	N/A
6	0.954	0.940	0.939	0.979	N/A
7	0.953	0.939	0.936	0.980	N/A
8	0.952	0.941	0.936	0.977	N/A
9	0.950	0.940	0.942	0.969	N/A
10	0.951	0.939	0.941	0.970	N/A
11	0.951	0.938	0.942	0.974	N/A
12	0.950	0.934	0.946	N/A	N/A

Table 5.7.4.3. Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Overall 603 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.942	0.952	0.965	0.988	N/A
1	0.919	0.887	0.959	0.994	N/A
2	0.951	0.912	0.912	0.981	N/A
3	0.961	0.920	0.874	0.978	N/A
4	0.963	0.938	0.894	0.923	N/A
5	0.958	0.935	0.895	0.908	N/A
6	0.935	0.915	0.914	0.972	N/A
7	0.933	0.914	0.910	0.973	N/A
8	0.932	0.916	0.909	0.968	N/A
9	0.929	0.915	0.918	0.956	N/A
10	0.931	0.914	0.917	0.958	N/A
11	0.932	0.913	0.918	0.965	N/A
12	0.930	0.907	0.923	N/A	N/A

6. Quality Control

6.1 *Content Development Quality Control*

The Center for Applied Linguistics (CAL) utilizes educators and other consultants at a number of phases throughout the test-development cycle. These educators and consultants are recruited, vetted, and trained by CAL and/or WIDA and make crucial contributions to these phases of the test development cycle. The phases of development in which educators or consultants are involved, as well as the procedures and criteria for recruitment and training, are described below.

Theme Generation: During theme generation, CAL and WIDA recruit educators to generate raw ideas to be used in new item development. Educators with ESL or content-area expertise and two or more years of teaching experience in a WIDA state (in the grade-level cluster for which they will generate themes) are invited to participate. Recruitment also focuses on a geographical distribution of educators from across the consortium. Upon selection, educators participate in a short training that introduces the theme-generation process, along with how to understand the item specifications that they use to generate themes.

Item Writing: CAL recruits professional item writers to generate raw item/task content based on the ideas from theme generation. To recruit item writers, CAL has a standing announcement on its website asking prospective item writers to submit their resume and fill out a survey describing their past item-writing experience. CAL selects individuals with significant experience in writing items, both in large-scale assessment programs (ESL/EFL or ELA) and in other contexts (e.g., writing items for assessment-programs in university-based ESL programs).

Item writers undergo a 90-minute orientation prior to beginning item writing. This training focuses on the item specifications, the process and procedures, the item writing checklist, the acceptance criteria for the items, and the security protocols. Item writers also receive an item writing handbook, which formalizes the content of the orientation, along with assignment of themes to develop and the associated item specifications. After the orientation, CAL Language Testing Specialists and managers provide feedback to the item writers on the items, focusing on alignment with the item writing checklist and the item specifications. After completion of item writing for a given development cycle, item writers are evaluated by CAL staff for their compliance with the requirements and the quality of their items.

Standards Expert Review: After items have been drafted by item writers, CAL Language Testing Specialists review all of the raw content internally. This review focuses on determining which sets of items will move on to further development and which will be discontinued, based on criteria from an item review checklist. The Language Testing Specialists then do minor editing and formatting to the items to make sure that they are complete, with no stray comments or other editorial notes from previous drafts, and they produce a short questionnaire for each set of items that becomes part of Standards Expert Review. The purpose of Standards Expert Review is to ensure that the items are appropriate for the grade-level and intended

difficulty level in terms of both the content and the language, and the items have not drifted from their intended target between theme generation and item writing. The questionnaires produced by CAL's Language Testing Specialists guide the Standards Experts through the review process, asking questions specific to the purpose of this review.

Educators are recruited jointly by CAL and WIDA to serve as Standards Experts; educators with ESL or content-area expertise and two or more years of teaching experience in a WIDA state are invited to participate. Recruitment also focuses on a geographical distribution of educators from across the consortium. Standards Experts receive written instructions and a questionnaire to complete for each set of items they review.

Bias and Sensitivity and Content Review: After Standards Expert Review has been completed, all items undergo an additional phase of review and revision internal to CAL, leading up to Bias & Sensitivity and Content Review. These are technically two separate reviews, although a single recruitment effort is conducted by WIDA, and the reviews occur consecutively in a single week (generally 3 days for Content Review followed by 2 days for Bias & Sensitivity Review). As with other reviews, educators for Content Review must have at least 2 years of ESL teaching experience (with a preference for content-area experience as well). Recruitment also focuses on selecting educators with a variety of cultural and linguistic backgrounds and obtaining a geographical distribution of educators from across the consortium. Recruitment for Bias & Sensitivity Review focuses on selecting educators with culturally and linguistically diverse backgrounds who have experience interacting with English learners from a range of cultural, regional, religious, linguistic, ethnic, and socioeconomic backgrounds.

At the beginning of both Bias & Sensitivity and Content Review meetings, CAL and WIDA staff conduct an intensive training to orient the reviewers to the specific purpose of the review (Bias & Sensitivity or Content), how to use the review checklist and what to look for in the review, and the procedures and security protocols for the review. Then, the reviews are conducted in breakout groups by grade-level cluster (or combinations of grade-level clusters; for example, Bias & Sensitivity Review of grade 1 and grades 2–3 is often combined). Although Bias & Sensitivity and Content Reviews are generally held in -person, the reviews for the Writing domain occur virtually each year due to timeline constraints. For both the in-person and virtual contexts, CAL and WIDA facilitators are present in each breakout group to guide the educators in their reviews of the materials.

Writing Tryouts: For the Writing domain, all tasks in the Writing domain are subject to tryouts in the field. The Writing tryouts only occur once the tasks have been through thorough Bias & Sensitivity and Content Reviews and subsequent revision. CAL and WIDA recruit educators who are willing to administer the Writing tasks to their students; these educators are classroom ESL or content teachers who work with ELs. All students who participate are required to have parent/guardian consent.

Once the students complete the Writing tasks, both the students and educators fill out questionnaires. Student questionnaires focus on whether the students understood the task, their engagement with the task, and their ability to complete the task; educator surveys ask the teachers to evaluate the effectiveness of the task input, the appropriateness of the task, the

comparability of the task with other classroom-based writing tasks, and the ability of the students to complete the task.

CAL provides the teachers with a number of documents outlining the procedures for administering the tasks, recording student responses to the tasks, recording student and teacher responses to the questionnaires, and protecting the personally identifiable information of the students. CAL staff are also available throughout the tryouts process to answer any questions the teachers might have. Following the Writing tryouts, CAL specialists review the writing responses both qualitatively and quantitatively, providing WIDA with a report on how the Writing tasks performed.

6.2 Test Administration Quality Control

This section describes how WIDA monitors test administration to ensure standardized test administration procedures are implemented with fidelity across districts and schools. To support standardized administrations, WIDA provides test administrators with a series of resources, such as a Test Administrator Manual, a training course, and a Test Administration Script for each assessment.

Qualifications of Test Administrators: Before, during, and after a state’s testing window, educators hold various roles to ensure all tasks are carried out for successful test administration. These roles include Test Coordinators at the district and school level, and Test Administrators. The Test Administrator administers and monitors the test. They are also responsible for managing student data prior to, during, and after testing.

WIDA has worked directly with each state education agency to develop the ACCESS for ELLs Checklist for the school year. This list highlights all tasks that need to be completed before, during, and after testing within a school or district and outlines which tasks are assigned to Test Coordinators at the district and school level and to Test Administrators. It also provides additional guidance that a state expects test administrators to follow as they prepare for and administer the ACCESS for ELLs suite of assessments.

Test Administrators are responsible for reviewing each state’s checklist in detail prior to completing any training and for working with the district or school Test Coordinator to complete these tasks. The state’s checklist can be found in the training course and on each state’s WIDA webpage, accessed from the WIDA website.

The training course within the WIDA Secure Portal is where educators can access both training to become certified to administer ACCESS for ELLs as well as additional materials and resources to assist administrators and coordinators before, during, and after each state’s testing window. WIDA user accounts provide access to the training course and Facilitator Toolkit within the WIDA Secure Portal. Educators must pass an administration quiz at the end of the training with a score of 80% or higher. WIDA recommends taking the quiz immediately after completing the training. There is no limit to the number of times educators can attempt the quiz. Once individuals pass an administration quiz, training certificates within the WIDA Secure Portal are updated to reflect their status as a certified test administrator for that component of the assessment suite.

Paper Testing test administration: Depending on state, district, and school policy, not all Test Administrators will be responsible for initially labeling and/or bubbling booklets. However, it is the responsibility of all Test Administrators and Test Coordinators to ensure that correct and complete information is either labeled or bubbled in each student booklet. Each state's ACCESS for ELLs checklist has more information on who is responsible for each task related to materials management in the state.

To ensure all booklets have the detailed and necessary information needed to score, all Test Administrators must adhere to the following:

- Prior to administration
 - Review labels and/or bubbled information to ensure all student information is accurate.
 - Complete labeling or bubbling if needed.
- During administration
 - Distribute the test booklets, as applicable, to the correct students.
 - Verify that students have been given their assigned booklet.
- Immediately following administration
 - Collect all material from all students.
 - Review student test booklets once more for any errors or discrepancies in student information.
 - Confirm all necessary fields are completed and all necessary labels are correctly adhered to student test booklets.
 - Ensure all booklets are in proper condition to be returned, with no loose or damaged pages.
 - Return test materials to a Test Coordinator or store the booklets in a secure area until they can be handed over to a Test Coordinator.

Failure to address incorrect, missing, or incomplete booklet information and labels may result in late reporting or no student score. In addition, WIDA's national research agenda relies on complete and accurate student demographic data to inform the field and benefit English language learners.

When preparing test materials for return to DRC, test administrators need to confirm that any booklet that contains student response information has either a Pre-ID Label or a District/School Label with bubbled student information. If a booklet is unused, there is no need to place any labels on the booklet. Placing a label on a booklet will cause it to be processed (and

either scored, if the label is a Pre-ID or School/District label, or not scored, if it is a Do Not Process label).

6.3 *Rater Quality Control*

Rater Training: Students who take the ACCESS for ELLs Paper Speaking test have their spoken responses scored by the Test Administrator who administered the Speaking test. Another term for this Test Administrator is *rater*. Raters must be trained and certified, so we can be confident that they interpret students' spoken language consistently and fairly, and that the scores are reported according to the WIDA English language proficiency standards. WIDA provides several different types of resources to support raters' training and reliability.

WIDA provides training modules in the Secure Portal on the WIDA website. ACCESS for ELLs Speaking test raters should complete an ACCESS Paper Administration course, as well as the relevant Speaking Scoring course(s) (grades 1-5 and/or grades 6-12; there is also a separate Kindergarten Administration and Scoring course for TAs who will administer the kindergarten assessment).

These modules provide a comprehensive introduction to the ACCESS for ELLs Speaking test and the opportunity to learn how to score students' spoken English reliably using the scoring instrument.

In addition to the modules described above, WIDA also releases supplemental training materials each year to refamiliarize experienced raters with the Speaking Scoring Scale and introduce new Speaking tasks and sample responses for the coming year. These materials, called Supplemental Training for the Speaking Assessment, reflect the Speaking tasks that will appear on the test in the current year. WIDA recommends that all raters (new and experienced) engage with these supplementary materials at the start of each scoring season. Reading and reviewing these materials will help raters maintain their reliability from year to year and contribute to the fairness of test scores awarded to all students.

Rater Certification: After completing the training modules described in the section above, new raters should take the certification quiz/quizzes for those grade levels

The purpose of the quiz is to ensure that raters have internalized the Speaking Scoring Scale and can apply it consistently. Only raters who pass the quiz(zes) should administer and score the ACCESS for ELLs Paper Speaking test.

Checklist for Rater Training, Monitoring, and Recertification:

- New raters complete all relevant Speaking assessment training
- New raters take and pass the appropriate certification quiz/quizzes
- All raters recertify at the start of each testing season (review new materials, retake quiz/quizzes)
- Only certified raters administer and score the ACCESS for ELLs Speaking test
- Raters do not evaluate their own students, if at all possible

- Rater reliability and/or score point distributions are monitored regularly

For more information on Writing rater quality control, please refer to Part 1, Section 4.2.

6.4 Score Reporting Quality Control

WIDA conducts an annual score reporting quality control process to (1) verify the accuracy of paper-based test scores (i.e., ACCESS for ELLs Paper, Kindergarten ACCESS for ELLs, and WIDA Alternate ACCESS) and (2) verify the accuracy of all score reports (the Individual Student Report, the Student Roster Report, the School Frequency Report, the District Frequency Report, and the State Frequency Report) for both ACCESS for ELLs (Online, Paper, and Kindergarten) and WIDA Alternate ACCESS.

The Score Reporting quality control is conducted at DRC's offices in Maple Grove, Minnesota. The team generally includes five state education agency representatives, one CAL employee, and four WIDA employees. This team examines data from three districts: a primary district, for quality control of all score reports; a secondary district, for quality control of State Frequency Reports only; and a tertiary district for quality control of paper-based tests only.

After an introductory presentation, which includes details of the quality control processes undertaken by DRC and WIDA and instructions on using the data entry tools, panelists begin by confirming the scoring of ACCESS Paper. Using the information in the State Student Response file, panelists enter the grade level, grade-level cluster, tier, the Listening and Reading responses, and the Speaking and Writing scores into the data entry tool. The tool then calculates the student's raw scores and, using a series of look-ups, the student's scale score, proficiency level score, and confidence bands for all domains and composites. Panelists check student scores on the Individual Student Reports against those calculations. Any discrepancies are brought to the attention of the WIDA facilitator who investigates and, if there seems to be an issue with the report (rather than the data entry or data entry tool), discusses the issue further with DRC.

The panelists follow a similar process with the Kindergarten ACCESS tests, but with the raw scores for these tests copied directly from the response booklets.

After checking the paper-based tests, panelists turn their attention to the score reports. Panelists first check both the demographic information and the student scores in the Individual Student Reports against the information in the Student Roster Reports. Again, any discrepancies are brought to the attention of the facilitator, who investigates and discusses the issue with DRC if necessary. Panelists use the verified Individual Student Reports to check the Student Roster Report. Once the Student Roster Report is verified, panelists use it to check the State Frequency Report; they then use the verified State Frequency Reports to check the District Frequency Report. Finally, panelists check the State Frequency Reports against verified District Frequency Reports from the primary district along with District Frequency Reports from the secondary district.

6.5 Data Forensic Quality Control

Caveon Data Forensic Analysis Results: WIDA hired Caveon to perform data forensic analysis during the 2024–2025 test administration cycle to examine whether ACCESS data has been compromised or has evidence of item exposure.

Caveon security statistics are based on mathematical models, where the test response data are used to create a baseline model of normal or “typical” test-taking among that population. Individuals or groups are then compared to the baseline, and observations that are significantly different from the baseline are flagged as anomalous. Caveon’s statistics are designed to be robust, but also conservative regarding which and how many individuals or groups are flagged as anomalous, thereby reducing the chances of false-positive detections.

Data forensics analysis was performed after the administration window for the following administrations:

- December 2024 through Spring 2025 online multistage adaptive test administrations, Listening and Reading domains
- December 2024 through Spring 2025 paper fixed-form administrations, Listening and Reading domains

The analysis utilized several of Caveon’s security statistics to detect evidence of whether the assessment instrument has been compromised through disclosure of the content. This analysis attempted to understand where and when disclosure of the test content may have occurred and what items and forms may have been affected. Results of this analysis enable WIDA to take specific actions to limit the impact of disclosed content. Such actions may include

- Republishing or reworking items or forms
- Rotating disclosed items to limit their exposure
- Designing a republication or rotation strategy for future items and forms

Caveon security statistics were computed for each individual test instance. These data were aggregated or summarized at the group level. The aggregated statistics were compared against the population model.

Analysis of Tests: Caveon aggregated the data according to individual test forms using the security statistics to determine whether rates of detections by the security statistics were higher for certain test forms. For fixed-form paper tests, two forms—A and B/C—were analyzed. For the multistage adaptive test, there is a finite number of ways a student could progress through the test. Caveon analyzed each pathway as a separate form. Higher rates of security detections for a specific form of the test suggest that compromise of the form may have occurred.

Analysis of Items

- **Item security:** In this portion of the analysis, the security of the items was evaluated using aberrance statistics. Aberrance statistics detect test-taking behaviors such as answering difficult items correctly but answering easy items incorrectly, or unusual patterns in the time taken to answer test items. In the absence of security issues, aberrant test-taking is expected to be the result of poor or uneven test preparation, illness or other physical malady, mental and emotional distractions, and so forth. These factors usually result in lower levels of test performance. When aberrance is associated with higher performance, however, test fraud may have occurred, such as pre-knowledge of test content. By applying aberrance measures and comparing the performance between aberrant and nonaberrant test instances on individual items, inferences can be made about item security.
- **Item performance changes:** Analysis of item performance changes tracks individual item performance rates over time. The item performance shifts are measured within the context of the item response theory model and adjusted for varying test-taker performance levels. This means that detected performance shifts are invariant to fluctuations in the test-taker population. When performance shifts indicate the item has become significantly easier, the item may have been disclosed. Items with significant performance shifts become candidates for revision or replacement. Item performance shifts were detected with a granularity of 1 week, where Monday to Sunday represents 1 week.

Analysis of Groups

- **Analysis by week:** This analysis aggregates the data according to the week in which the test was taken to identify whether security threats and pass rates appeared to be more prevalent at certain times during the testing window. Increases in scores or security detections during certain periods of time suggest the content may have been disclosed at some point prior to that time. This analysis also includes a form-date grouping to determine if increasing security threats are associated with a particular form of the test. This analysis is performed for online and paper tests, where relevant test date data are provided.
- **Analysis of WIDA jurisdictions:** Caveon analyzed WIDA member jurisdictions (states and districts) to determine whether rates of detections by the security statistics were higher for certain jurisdictions. This analysis is intended to detect whether compromise at the state or member jurisdiction level potentially occurred. This analysis is performed for online and paper tests.
- **Analysis of administration mode:** Caveon aggregates the data according to administration mode (i.e., online versus paper) to determine if security threats are associated with the mode of testing.

Other Analyses: *Analysis of mean score over time* was used to identify whether mean scores increased over time during the testing window. Increases in scores over time suggest the content may have been disclosed during the testing window.

Findings of Data Forensic Analyses: Generally, no major data forensic anomalies were observed across WIDA states. There were some general findings and a few minor localized anomalies. States where these anomalies occurred were notified.