

World-Class Instructional Design and Assessment



**Annual Technical Report for
ACCESS for ELLs
Paper English Language Proficiency Test
Series 503, 2021–2022 Administration**

Annual Technical Report No. 18B

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Center for Applied Linguistics

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Nov 2022

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Executive Summary

This is the 18th annual technical report on the ACCESS for ELLs English Language Proficiency Test and the seventh report on the Paper ACCESS for ELLs assessment since the Online assessment was launched.

This technical report is produced as a service to members and potential members of the WIDA Consortium and to support states' submissions for U.S. Department of Education English language proficiency assessment peer review. The technical information herein is intended for use by those who have technical knowledge of test construction and measurement procedures, as stated in *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014). WIDA also produces an annual *Year in Review Report*, intended for a general audience, for readers who are interested in a nontechnical overview of the 2021–2022 ACCESS assessment.

ACCESS for ELLs is intended to assess reliably and validly the English language development of English language learners (ELLs) in Grades K–12 according to the WIDA 2012 Amplification of the English Language Development Standards Kindergarten–Grade 12 (WIDA Consortium, 2012). Results on ACCESS for ELLs are used by WIDA Consortium states for monitoring the progress of students, for making decisions about exiting students from language support services, and for accountability. WIDA additionally provides screening instruments for initial identification purposes; however, decision processes on how these are incorporated into identification decisions are at individual states' discretion.

ACCESS for ELLs assesses students in the four domains of Listening, Reading, Writing, and Speaking, as required by federal law (Elementary and Secondary Education Act of 1965, amended 2015; §1111(b)(1)(F); §1111(b)(2)(G)) and provides composite scores as required by the same statute (§3121).

ACCESS for ELLs Paper Series 503 was administered in school year 2021–2022 in 35 states, the Bureau of Indian Education, the Department of Defense Education Activity, the District of Columbia, and Northern Mariana Islands for a total of 41 state entities (henceforth “states”).

The Series 503 Paper data set used in this report included the results of 489,028 students as of September 2022. The final number of students who participated in the Series 503 Paper ACCESS tests is 499,092. The largest grade in this report was Kindergarten, with 251,865 students, while the smallest was Grade 12, with 7,267 students. Of the participating WIDA states, the largest was Florida, with 261,286 students, while the smallest was the Northern Mariana Islands (MP), with 37 students.

During the 2021–2022 testing year, states returned to in-person schooling and Washington joined the WIDA consortium. Based on a comparison with prior years' numbers of participating

students, 30% more students participated in ACCESS Series 503 testing than the ACCESS Series 502 testing.

ACCESS for ELLs Series 503 was offered in two administrative formats, an online format (Grades 1–12) and a paper format (Kindergarten–Grade 12). The current report (WIDA ACCESS Technical Report 18B) provides technical information pertaining to ACCESS for ELLs Series 503 Paper. A second report (WIDA ACCESS Technical Report 18A) provides technical information for the ACCESS for ELLs Series 503 Online assessment.

Part 1:
Purpose, Design, Implementation

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1. Purpose and Design of ACCESS

1.1 Purpose Statement

The purpose of ACCESS for ELLs is to assess the developing English language proficiency of English language learners (ELLs) in Grades K–12 in the 41 U.S. states, territories, and federal agencies in the WIDA Consortium, first in the English Language Proficiency Standards (Gottlieb, 2004; WIDA Consortium, 2007) and then in the amplified 2012 English Language Development (ELD) Standards (WIDA Consortium, 2012). The WIDA ELD Standards, which correspond to the academic language used in state academic content standards, describe six levels of developing English language proficiency and form the core of the WIDA Consortium’s approach to instructing and testing ELLs. ACCESS may thus be described as a standards-based English language proficiency test designed to measure the social and academic language proficiency of ELLs in English. It assesses social and instructional English as well as the academic language associated with language arts, mathematics, science, and social studies, within the school context, across the four language domains (Listening, Reading, Writing, and Speaking).

Other purposes of ACCESS include

- Identifying the English language proficiency level of students with respect to the WIDA ELD Standards used in all member states of the WIDA Consortium
- Identifying students who have attained English language proficiency
- Assessing annual English language proficiency gains using a standards-based assessment instrument
- Providing districts with information that will help them to evaluate the effectiveness of their language instructional educational programs and determine staffing requirements
- Providing data for meeting federal and state statutory requirements with respect to student assessment
- Providing information that enhances instruction and learning in programs for English language learners

ACCESS for ELLs is offered in two formats: ACCESS Paper, described in this report, and ACCESS Online, described in a companion report.

1.2 The WIDA Standards

Five foundational WIDA ELD Standards inform the design, structure, and content of ACCESS for ELLs:

- *Standard 1:* ELLs communicate in English for **Social and Instructional** purposes within the school setting.
- *Standard 2:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- *Standard 3:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- *Standard 4:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- *Standard 5:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

For practical purposes, the five Standards are abbreviated as follows in this report:

- Social and Instructional Language: SIL
- Language of Language Arts: LoLA
- Language of Math: LoMa
- Language of Science: LoSc
- Language of Social Studies: LoSS

Every selected response item and every performance-based task on ACCESS for ELLs targets at least one of these five Standards. In the cases of some test items and tasks, the Standards are combined as follows:

- Integrated Social and Instructional Language (SIL), Language of Language Arts (LoLA), and Language of Social Studies (LoSS): IT (Writing only)
- Language of Math (LoMa) and Language of Science (LoSc): MS (Speaking and Writing)
- Language of Language Arts (LoLA) and Language of Social Studies (LoSS): LS (Speaking and Writing)

The overarching goal of ACCESS for ELLs Paper is to measure the academic English language proficiency of students. Proficiency is measured according to a scale, as defined by the WIDA ELD Standards Framework as comprising five levels of proficiency, which are in turn defined in the performance definitions (WIDA Consortium, 2012).

The five WIDA ELD Standards should not be thought of in the same sense as content standards (Allen, Carlson, & Zelenak, 1999); rather, they provide the context for assessing a student's language proficiency in a given domain, so the skills that contribute to academic English language proficiency in a domain are the same across the five ELD Standards. In other words, the construct being measured across the five ELD Standards is the same within a domain.

Because of this conceptualization of the WIDA ELD Standards, scores are not reported for each of the Standards, and it is not necessary to assess all five Standards in one domain, as long as each of the Standards is measured on the assessment in some capacity (although ACCESS for ELLs does strive to represent all five WIDA Standards in each domain test).

1.3 The WIDA Proficiency Levels

The WIDA ELD Standards describe the continuum of language development via five language proficiency levels (PLs) that are fully delineated in the WIDA ELD Standards document (WIDA Consortium, 2012), with scores indicating progression through each level. These levels are *Entering*, *Emerging*, *Developing*, *Expanding*, and *Bridging*. There is also a final stage known as *Reaching*, which is used to describe students who have progressed across the entire WIDA English language proficiency continuum; as this is the end of the continuum, scores do not indicate progression through this level. The proficiency levels are shown graphically in *Figure 1*.

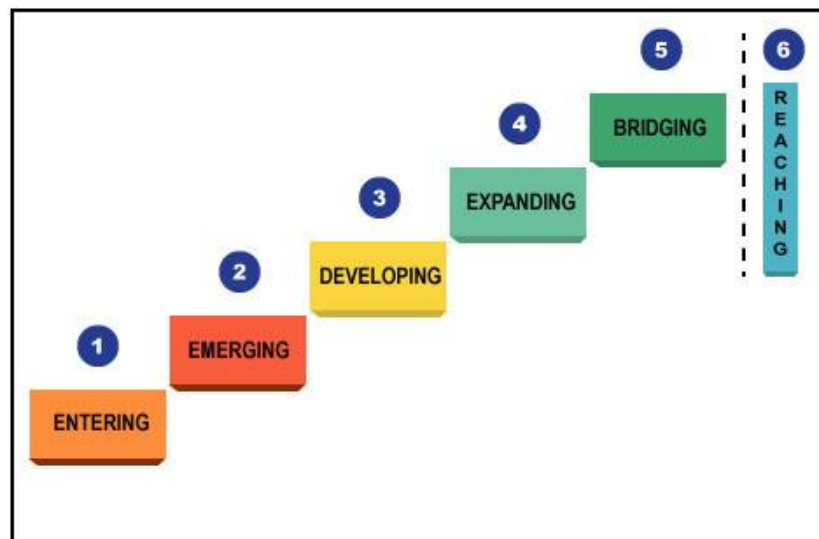


Figure 1. The language proficiency levels of the WIDA ELD Standards

These language proficiency levels are embedded in the WIDA ELD Standards in two ways. First, they appear in the **performance definitions**. The performance definitions describe the stages of language acquisition, providing details about the language that students can comprehend and produce at each proficiency level. The performance definitions are based on three criteria: (a) vocabulary usage at the word/phrase level; (b) language forms and conventions at the sentence level; and (c) linguistic complexity at the discourse level. Vocabulary usage refers to students’ increasing comprehension and production of the technical language required for success in the academic content areas. Language forms and conventions refers to the

increasing development of phonological, syntactic, and semantic understanding in receptive skills or control of usage in productive language skills. Linguistic complexity refers to students' understanding or demonstration of oral interaction and writing of increasing quantity and variety.

Second, language proficiency levels are represented through connections to the accompanying **Model Performance Indicators** (MPIs). The MPIs provide a model of the expectations for ELL students in each of the five Standards, by grade-level cluster, across the four language domains, for each of the language proficiency levels up to level 5. The grouping of MPIs at PLs 1 through 5 for a given WIDA Standard, grade-level cluster, domain, and topic is called a strand. These MPIs together describe a logical progression and accumulation of skills on the path from the lowest level of English language proficiency to full English language proficiency for academic success. The final level, PL 6: *Reaching*, represents the end of the continuum rather than another level of language proficiency.

Each MPI has a tripartite structure, consisting of a language function, a content stem, and support. The MPIs used on ACCESS can be taken directly from the WIDA English Language Proficiency Standards (WIDA Consortium, 2007) or the amplified 2012 ELD Standards (WIDA Consortium, 2012). In addition, given that the MPIs in the WIDA Standards are truly “models” and do not cover all possible topics within each Standard for each grade-level cluster and language domain, MPIs can be “transformed” to accommodate the needs of classroom instruction, as described in the amplified 2012 ELD Standards (WIDA Consortium, 2012, p. 11). MPIs are also transformed for the purposes of the assessment. When MPIs are transformed, one or more of the three aspects of the base MPI are changed. For example, if an MPI from the amplified 2012 ELD Standards (WIDA Consortium, 2012) has “categorize” as its language function, that could be transformed to “compare/contrast” or “infer.” Likewise, if the content stem for a Grades 9–10 Language of Social Studies strand of MPIs is “supply and demand,” it could be transformed to “freedom and democracy.” Each item specification document for a given WIDA Standard, grade-level cluster, and language domain contains an MPI for each item or task, such that the MPI is the core construct that the given item/task intends to measure. Each selected response item or performance-based task on ACCESS for ELLs is carefully developed, reviewed, piloted, and field tested to ensure that it allows students to demonstrate accomplishment of the targeted MPI.

In reporting proficiency, WIDA reports scores for each of the domains, in addition to composite scores and an overall score (WIDA Consortium, 2021). So, for each of the domain scores, WIDA reports measures of academic English language proficiency in that domain. More specifically, the score for Speaking is a measure of academic English language proficiency in the domain of Speaking, and likewise for Writing.

1.4 Language Domains

The WIDA ELD Standards describe developing English language proficiency for each of the four language domains: Listening, Reading, Writing, and Speaking. Thus, ACCESS for ELLs contains four sections, each assessing an individual language domain.

1.5 Grade-Level Clusters

The grade-level cluster structure for ACCESS for ELLs Paper is as follows: K, 1, 2, 3, 4–5, 6–8, 9–12.

In the lower grades (Grades 1–5), test forms may be shared across grade-level clusters. As described in Section 2.2.1 below, the Listening and Reading tests were developed prior to the launch of the 2016 operational administration, which represented the shift to the new cluster structure of ACCESS Online. Earlier ACCESS tests had a cluster structure that differs from that of the current ACCESS items in newer development, in the lower grades. The Speaking and Writing tests were developed using the ACCESS Online cluster structure. ACCESS Paper clusters, therefore, bridge the cluster structure of the older ACCESS assessments and ACCESS Online. For example, the Cluster 2 tests in the domains of Reading and Listening are the same test forms as the Cluster 1 tests. The Cluster 2 tests in the domains of Speaking and Writing are the same test forms as the Cluster 3 tests in these domains. **Table 1** **Error! Reference source not found.** details the grade-level cluster structure of ACCESS Paper and the shared forms across clusters.

Table 1: ACCESS Paper Grade-Level Clusters and Shared Forms Across Clusters

| ACCESS Paper Grade-level Clusters | Shared Test Forms (Listening and Reading) | Shared Test Forms (Speaking and Writing) | Grade |
|-----------------------------------|---|--|-------|
| K | K | K | K |
| 1 | Cluster 1 and | Cluster 1 | 1 |
| 2 | Cluster 2 | Cluster 2 and | 2 |
| 3 | Cluster 3 and | Cluster 3 | 3 |
| 4-5 | Cluster 4-5 | Cluster 4-5 | 4 |
| | | | 5 |
| 6-8 | Cluster 6-8 | Cluster 6-8 | 6 |
| | | | 7 |
| | | | 8 |
| 9-12 | Cluster 9-12 | Cluster 9-12 | 9 |
| | | | 10 |
| | | | 11 |
| | | | 12 |

Note that in our analyses of student participation in the assessment (Part 2, Chapter 1), analysis is conducted by cluster (K, 1, 2, 3, 4-5, 6-8, 9-12). In our analyses of test forms (Part 2, Chapter 2), analysis is conducted at the form level (i.e., in Listening and Reading, a single analysis is conducted for the Cluster 1 and Cluster 2 form). Test form level analyses are presented for each cluster that the form appears in; if a table of results pertains to more than one cluster, it is repeated in each cluster.

1.6 Tiers

ACCESS is designed so that test paths or forms are appropriate to the proficiency level of individual students across the wide range of proficiencies described in the WIDA ELD

Standards. Tests must be at the appropriate difficulty level for each individual student to facilitate valid and reliable interpretations of scores. While the grade-level cluster structure is a design feature intended to ensure that the language expectations are developmentally appropriate for students in different age ranges, within each grade-level cluster, students display a range of abilities. Test items and tasks that allow Entering (PL 1) or Emerging (PL 2) students to demonstrate accomplishment of the MPIs at their proficiency level will not allow Expanding (PL 4) or Bridging (PL 5) students to demonstrate the full extent of their language proficiency. Likewise, items and tasks that allow Expanding (PL 4) and Bridging (PL 5) students to demonstrate accomplishment of the MPIs at their level would be far too challenging for Entering (PL 1) or Emerging (PL 2) students. Items that are far too easy for students may be boring and lead to inattentiveness; items that are far too difficult for students may be frustrating and discourage them from performing their best. But more importantly, items that are too easy or too hard for a student add very little to the accuracy or quality of the measurement of that student's language proficiency.

Paper ACCESS test forms are constructed at either Tier A (for students at beginning levels of English proficiency) or Tier B/C (for students at higher proficiency levels). Each Grade 1–12 test-taker takes either the Tier A form or the Tier B/C form. The Kindergarten assessment is not tiered.

In Listening and Reading, Tier A has items and tasks designed to allow students at the lowest language proficiency levels (PLs 1 and 2) to meet the WIDA ELD Standards at their language proficiency levels, and it includes some items targeted to PL 3. Tier B/C tests include items constructed to target PLs 2 (Emerging) through 5 (Bridging).

In the domain of Writing, Tier A forms include tasks written to elicit language up to PL 3, and Tier B/C forms include tasks written to elicit language up to PL 4 or PL 5. In the domain of Speaking, students at early levels of proficiency take the Tier A form, with tasks designed to elicit language at PL 1 and PL 3, and more proficient students take the Tier B/C form, with tasks designed to elicit language at PL 3 and PL 5.

2. Test Development

2.1 Item and Task Design

This section describes how the Center for Applied Linguistics (CAL) Test Development (TD) team designs items and tasks to collect the necessary evidence required for the purposes of the assessment. Items and tasks are discussed by language domain. Readers who are interested in seeing illustrative examples of items and tasks can find these on the Sample Items page on WIDA’s website.

When the task models for ACCESS Paper were first developed, CAL and WIDA addressed issues of fairness by ensuring that principles of Universal Design of Assessments (UDA) were adhered to in this design phase (National Center on Educational Outcomes, 2021). Therefore, CAL and WIDA collaborated to design the item and task layout on the page to be maximally readable/legible and to contain sufficient whitespace, to be accessed intuitively by students, to be accompanied by instructions and practice items to allow students to become accustomed to the test materials, and to include procedures for accommodation (such as human reader of item stimuli). The ways in which the CAL TD team ensures fairness by adhering to principles of UDA in item development, in addition to the process by which bias and sensitivity review panels evaluate items and tasks to ensure accessibility and fairness for all students, are described in Section 2.3.1 below.

Note that this section applies to ACCESS Paper Grades 1–12. For detail on the item and task design for Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor, Yen, & Yu, 2009).

2.1.1 Listening Items

All Listening items are multiple choice and are designed to be group administered. They include a prerecorded stimulus passage and question stem. Listening items are selected response items, with one key and two distractors as answer choices. Answer choices are primarily illustrations; for Grades 2–12, items that test Listening proficiency at PLs 3–5 may consist of short written text response options that are written to be about two PLs lower than the targeted PL of the Listening item. Students select their answer by filling in the oval below the response option with

a pencil in the test booklet. They can change their answer by erasing the filled-in oval. A screenshot of a sample Listening item is provided in Figure 2.

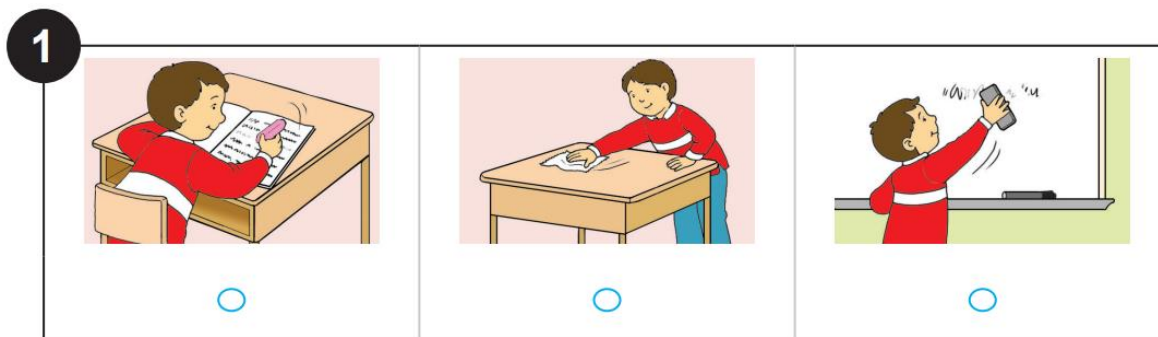


Figure 2: Item layout for the ACCESS Paper Listening Subtest

Each item on the Listening test targets the language of one of the five WIDA ELD Standards and tests a student’s ability to process language at one of the five fully delineated proficiency levels. *Folders* group together three test items that are written around a common theme, with each item targeting a progressively higher proficiency level.

In ACCESS Paper, the Listening tests have a Tier A and a Tier B/C form for each grade-level cluster; students are placed into the tier based on a decision made at the school or district level as local EL teachers judge students’ abilities based on their classroom performance.

Listening items are developed so that each folder appears on a 2-page spread in a test booklet, although some folders go onto a third and fourth page. Scripts containing the item orientation, stimulus, and question stem are audio recorded with professional voice actors and produced by a professional recording studio. Audio playback of test item content is done via audio CD, and explicit instructions on starting and pausing the CD are provided in the Test Administrator Script and the Test Administrator Manual.

Listening items are centrally scored by Data Recognition Corporation (DRC) via an automated process.

2.1.2 Reading Items

All Reading items are multiple choice and are designed to be group administered. They are similar in format to Listening items. Reading items are selected response items, with one key and either two or three distractors, depending on grade-level cluster and targeted proficiency level. For Grades 1 and 2, all items have a key and two distractors. For Grades 3, 4–5, 6–8, and 9–12, items targeting PLs 1 and 2 have a key and two distractors, and items targeting PLs 3, 4, and 5 have a key and three distractors.

The stimulus and question stems for Reading items are written text, and answer choices primarily are also written text, though for Grades 1–12 response options for items targeting PLs 1, 2, and 3 may be illustrations rather than text. As with Listening items, Reading items are grouped into thematic folders of three test items each. In ACCESS Paper, the Reading tests have a Tier A and a Tier B/C form for each grade-level cluster; students are placed into the tier based on a decision made at the school or district level. A screenshot of a sample Reading item is provided in Figure 3.

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Mr. Sosa’s students asked all the students in the school, “Do you play on a school sports team?” The class recorded how many students answered yes.

What information did the students collect to answer their question?

- The total number of students who play sports
- The total number of students of each gender
- The total number of students in each grade

Figure 3: Item layout for the ACCESS Paper Reading Subtest

Reading items are centrally scored by DRC via an automated process.

2.1.3 Writing Tasks

All Writing tasks are constructed response tasks and are designed to be group administered. Students write responses by hand in paper booklets.

Writing tasks are designed to elicit language corresponding to one or more of the WIDA ELD Standards. Tasks appearing on the Tier A test form are designed to give students the opportunity to produce writing samples that fulfill linguistic expectations up to PL 3. As described in Section 2.2.3 below, DRC raters score students' written responses to these tasks using the entire breadth of the scoring scale; therefore, students may achieve proficiency levels higher than PL 3, although the tasks are not designed to elicit extended responses, so the scores are limited by task design. Tasks appearing on the Tier B/C form are designed to give students the opportunity to produce writing samples that fulfill linguistic expectations up to PL 4 or 5. Again, although these tasks are designed to elicit extended responses, DRC raters score the responses using all nine categories of the scoring scale, so students' actual performances may extend above or below the PL 5 range.

In the spirit of providing maximal support and making every provision to ensure that students are given the opportunity to demonstrate the full extent of their written English language proficiency, modeling is sometimes used to make task expectations as clear as possible to students. For example, the first of a series of questions may already be partially completed, or a sentence starter may be provided. In Grades 1–5, a word box may be provided, depending on the grade level, targeted proficiency level, and task.

For all grade clusters and tiers, the Writing test is group administered by a live Test Administrator. The Test Administrator reads instructions aloud from the Test Administrator Script and monitors student progress through the test. For all grade clusters and tiers, students hand-write their answers in the same test booklet containing the Listening and Reading tests. Figure 4 provides an example of the task layout for the Writing test. Figure 5 provides an example of the accompanying script.

Figure 4: Example task in test booklet for the ACCESS Paper Writing Subtest

Part C: Our Town

These students used milk cartons to build a model of their town. The pictures show how they collected all the milk cartons and made their model.

The image contains four panels labeled A, B, C, and D. Panel A shows two students labeling boxes that have 'Milk Cartons' written on them with arrows. Panel B shows a classroom with a sign on the wall that says 'Milk Cartons Wanted!' and students handing in their cartons to a teacher. Panel C shows various materials used for the project: a map, glue, milk cartons, colored paper, a stapler, and scissors. Panel D shows a finished model of a town on a table, with a teacher and students gathered around it, and a sign on the wall that says 'Our Town'.

Now it's your turn to write!

Write a report about how the class built a model of their town. In your report, explain each step the students took. Write about how each step helped the students reach their goal.

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You can write on the next page, too. →

Grades 3 Tier B/C Sample Item © 2020 Board of Regents of the University of Wisconsin System 3

Look at the page with the pictures. At the top of the page, it says, "Part C: Our Town." Scan the room and make sure all students are in the right place.

Look at the sentences at the top. They say,
"These students used milk cartons to build a model of their town. The pictures show how they collected all the milk cartons and made their model."

Now look at Pictures A and B. Pictures A and B show how the students collected milk cartons. In Picture A, the students label boxes so everyone knows where to put their milk cartons. In Picture B, the students hang up a sign to tell everyone that they are collecting milk cartons.

Now look at Picture C. Picture C shows resources that the students used to create their model. Find the map in Picture C. The students used a map to plan their model. How do you think the map helped them plan their model?
Allow time for the students to respond. If necessary, say: *The map helped them know where to put the milk cartons.*

They used their plan to build their model. They also used the other materials in Picture C.

Now look at Picture D. Picture D shows the finished model of the town. The students displayed it in the school hallway so everyone could see it.

Do you have any questions?
Answer questions.

Look at the top of the next page. It says, "Now it's your turn to write!" Scan the room and make sure all students are in the right place.

Look at the directions. They say,
"Write a report about how the class built a model of their town. In your report, explain each step the students took. Write about how each step helped the students reach their goal."

Now look at the next page. Look at the questions at the bottom of the page. Follow along while I read this part aloud.

It says,
"Now check your writing. Ask yourself:
Did I write a beginning and an ending for my report?
Did I explain how the students used their resources?
Did I explain how the students worked together?"

These questions are important. When you finish writing, use them to check your work. Answer each question in your head. If the answer is "No," then you should try to make your writing better.

Now turn back to the first page with lines on it.
Scan the room and make sure all students are in the right place.

You will have about 30 minutes to write. Start writing on the first line. If you get to the bottom of the page and need more lines to write on, you may write on the next page with lines on it. Remember: You will write a report about how the class built a model of their town. You will explain each step the students took and how it helped them reach their goal.

Do you have any questions?
Answer questions.

Now begin writing.
Monitor the students. Check to make sure everyone is following directions. When the students have finished, remind them to check their work.

If any students are still working productively at the end of 30 minutes, allow them no more than 5 additional minutes to complete their work and then say: *Please finish what you are writing now. PAUSE.*
End the testing session by saying:

Please put your pencil down, and I will collect your papers.

Figure 5: Example script for the ACCESS Paper Writing Subtest

2.1.4 Speaking Tasks

The Speaking test is administered individually to each test-taker. The test is media delivered. Students listen to an audio recording of the test input while following along in a test booklet.

Stimuli on the Speaking test include graphics, audio, and text, presented in a test booklet as a series of “speech bubbles” from the perspective of the Virtual Test Administrator (VTA) and virtual model student. All text is multimodal, presented both in the test booklet and read aloud on the audio CD. Scripts containing the task content are audio recorded with professional voice actors and produced by a professional recording studio. Audio playback of test item content is done via audio CD, and explicit instructions on starting and pausing the CD are provided in the Test Administrator Script and the Test Administrator Manual.

The CD audio stimuli are presented in terms of a VTA. The VTA serves as a narrator who guides students through the test and acts as a virtual interlocutor. The VTA is introduced to students during the test directions to establish the testing context.

Task modeling is an essential component of the Speaking test design. In addition to the VTA, students are introduced to a virtual model student during the test directions. Prior to responding to each task, students first listen to the model student respond to a parallel task. The purpose of the model is to demonstrate task expectations to both students and to the Test Administrator, who scores the Speaking test. Students respond orally to the tasks, with their responses scored immediately by the Test Administrator using a scoring scale. The Test Administrator records scores on the Speaking test in the same booklet the student used for the Listening, Reading, and Writing tests.

2.2 Test Design

This section describes how ACCESS Paper is assembled to ensure that the evidence collected is (a) sufficient to make the required decisions based on the test results, and (b) appropriate for the student’s level of proficiency. This section provides information on the test design for the two forms of Paper ACCESS (Tier A and Tier B/C) and the design of each form. Note that this section applies to ACCESS Paper Grades 1–12. For details on Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor, Kenyon, Gibson, & Evans, 2009).

2.2.1 Listening

For the ACCESS Listening test, Table 2 shows, for each test form, the number of items, the targeted range of WIDA proficiency levels, the item types, the response format, and the scoring procedure.

Table 2: Number and Types of Items on the Listening Test

| Grade-Level Cluster | Tier | Number of Items | Targeted PL Range | Item Types | Response Formats | Scoring Procedures |
|---------------------|------|-----------------|-------------------|-----------------|-------------------------------|--------------------|
| 1 | A | 18 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 1 | B/C | 21 | PL2–PL5 | | | |
| 2 | A | 18 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 2 | B/C | 21 | PL2–PL5 | | | |
| 3 | A | 18 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 3 | B/C | 21 | PL2–PL5 | | | |
| 4–5 | A | 18 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 4–5 | B/C | 21 | PL2–PL5 | | | |

| | | | | | | |
|------|-----|----|---------|-----------------|-------------------------------|----------------|
| 6–8 | A | 18 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 6–8 | B/C | 21 | PL2–PL5 | | | |
| 9–12 | A | 18 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 9–12 | B/C | 21 | PL2–PL5 | | | |

Figure 6 presents the Listening test design, showing the distribution of folders by Standard for each tier. In this figure, each small gray box represents an item.

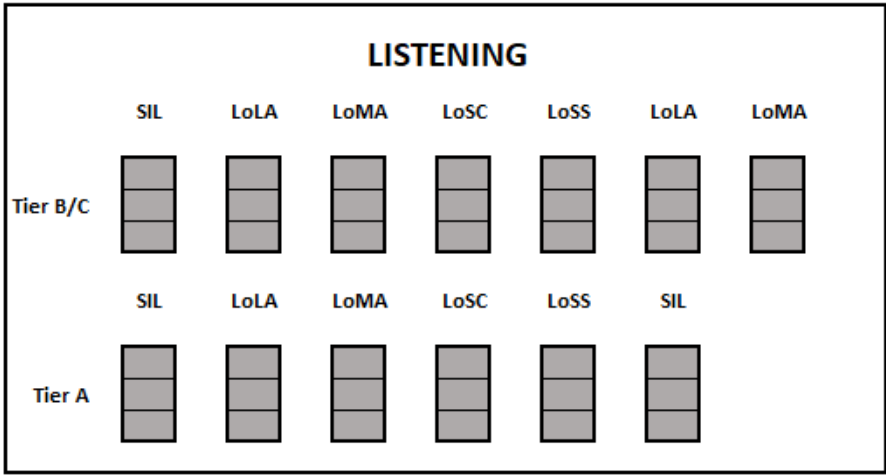


Figure 6: Distribution of items by Standard for each tier of the Listening test

Note that the test design is slightly different between Tier A and Tier B/C. Tier B/C students, who potentially may be reclassified by the assessment, take a slightly longer test and take two folders each assessing the Language of Language Arts and the Language of Mathematics Standards. Tier A students receive a second folder assessing the Social and Instructional Language Standard, under the assumption that less proficient students will find this Standard more accessible.

Although timing guidance is provided to Test Administrators in the Test Administrator Manual, the Listening subtest is untimed.

2.2.2 Reading

For the ACCESS Reading test,

Table 3 shows, for each test form, the number of items, the targeted range of WIDA proficiency levels, the item types, the response format, and the scoring procedure.

Table 3: Number and Types of Items on the Reading Test

| Grade-Level Cluster | Tier | Number of Items | Targeted PL Range | Item Types | Response Formats | Scoring Procedures |
|---------------------|------|-----------------|-------------------|-----------------|-------------------------------|--------------------|
| 1 | A | 24 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 1 | B/C | 27 | PL2–PL5 | | | |
| 2 | A | 24 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 2 | B/C | 27 | PL2–PL5 | | | |
| 3 | A | 24 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 3 | B/C | 27 | PL2–PL5 | | | |
| 4–5 | A | 24 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 4–5 | B/C | 27 | PL2–PL5 | | | |
| 6–8 | A | 24 | PL1–PL4 | Multiple choice | Dichotomous selected response | Machine scored |
| 6–8 | B/C | 27 | PL2–PL5 | | | |
| 9–12 | A | 24 | PL1–PL4 | | | |

| | | | | | | |
|------|-----|----|---------|-----------------|-------------------------------|----------------|
| 9–12 | B/C | 27 | PL2–PL5 | Multiple choice | Dichotomous selected response | Machine scored |
|------|-----|----|---------|-----------------|-------------------------------|----------------|

Figure 7 presents the Reading test design, showing the distribution of folders by Standard for each tier. In this figure, each small gray box represents an item.

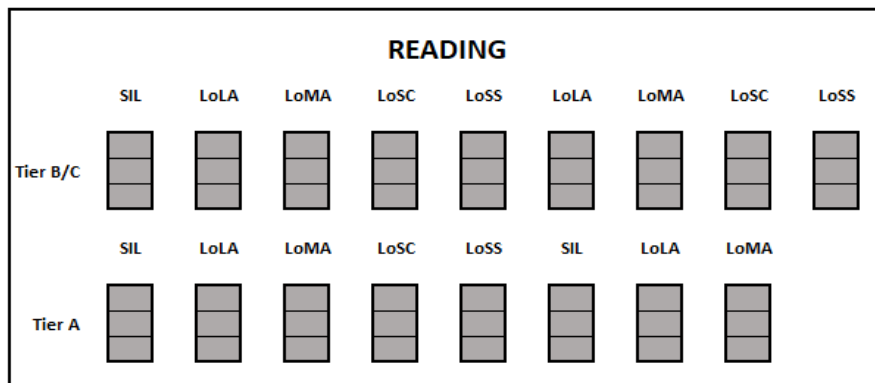


Figure 7. Distribution of items by Standard for each tier of the Reading test

As with Listening, the Reading Tier A test is shorter and focuses on Standards deemed more accessible for lower-proficiency students.

Although timing guidance is provided to Test Administrators in the Test Administrator Manual, the Reading subtest is untimed.

2.2.3 Writing

For the ACCESS Writing test, Table 4 shows, for each test form, the number of tasks, the targeted range of WIDA proficiency levels, the task types, the response format, and the scoring procedure.

Table 4: Number and Types of Items on the Writing Test

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

| Grade-Level Cluster | Tier | Number of Tasks | Targeted PL Range | Task Types | Response Formats | Scoring Procedures |
|---------------------|------|-----------------|-------------------|------------------------------|--|---------------------------------------|
| 1 | A | 4 | PL1–PL3 | Writing constructed response | Polytomous constructed response; handwritten in test booklet | Human scored: centrally scored by DRC |
| 1 | B/C | 3 | PL2–PL5 | | | |
| 2 | A | 3 | PL1–PL3 | Writing constructed response | Polytomous constructed response; handwritten in test booklet | Human scored: centrally scored by DRC |
| 2 | B/C | 3 | PL2–PL5 | | | |
| 3 | A | 3 | PL1–PL3 | Writing constructed response | Polytomous constructed response; handwritten in test booklet | Human scored: centrally scored by DRC |
| 3 | B/C | 3 | PL2–PL5 | | | |
| 4–5 | A | 3 | PL1–PL3 | Writing constructed response | Polytomous constructed response; handwritten in test booklet | Human scored: centrally scored by DRC |
| 4–5 | B/C | 3 | PL2–PL5 | | | |
| 6–8 | A | 3 | PL1–PL3 | Writing constructed response | Polytomous constructed response; handwritten in test booklet | Human scored: centrally scored by DRC |
| 6–8 | B/C | 3 | PL2–PL5 | | | |
| 9–12 | A | 3 | PL1–PL4 | Writing constructed response | Polytomous constructed response; handwritten in test booklet | Human scored: centrally scored by DRC |
| 9–12 | B/C | 3 | PL2–PL5 | | | |

The Writing test is tiered. As Writing tasks are polytomous and elicit a range of student performances, each task is targeted to elicit language across a range of proficiency levels, rather than targeted to a single proficiency level. Tier A consists of tasks written to elicit language up to PL 3, while Tier B/C tasks are designed to elicit language up to PL 5. This is indicated by the large number in the colored rectangle in the figure. However, for both tiers of the test, DRC raters score students' responses to all tasks using the entire breadth of the scoring scale. Students can theoretically score anywhere from 0 to 9 on any task (in terms of the raw scores in the scoring scale), although the design of some tasks limits the possible scores. For example, Tier A tasks are not designed to elicit extended responses, so although

the tasks are scored using the entire scale, these tasks do not elicit language above PL 4. Likewise, although Tier B/C tasks are designed to elicit extended discourse so that students can display proficiency at PL 5 or even PL 6, some students will score throughout the proficiency range.

Except for Grade 1 Tier A, both tiers consist of three tasks. Grade 1 Tier A has four tasks, designed specifically to allow beginning writers at this grade to demonstrate their ability in the domain of Writing. Figure 8 and Figure 9 present the Writing test design, showing the distribution of tasks for each tier. In these figures, each colored box represents a task. The number in the box represents the targeted proficiency level of the task.

Although timing guidance is provided to Test Administrators in the Test Administrator Manual, the Writing subtest is untimed.

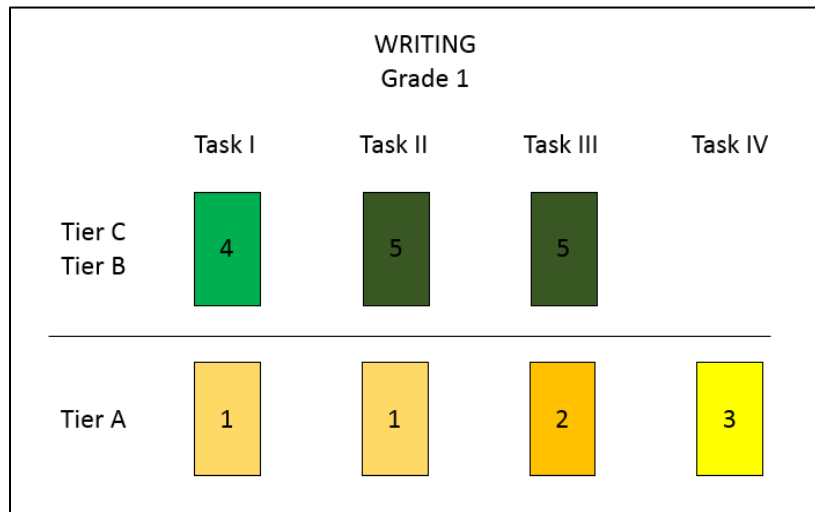


Figure 8: Distribution of tasks by targeted proficiency level for each tier of the Grade 1 Writing test

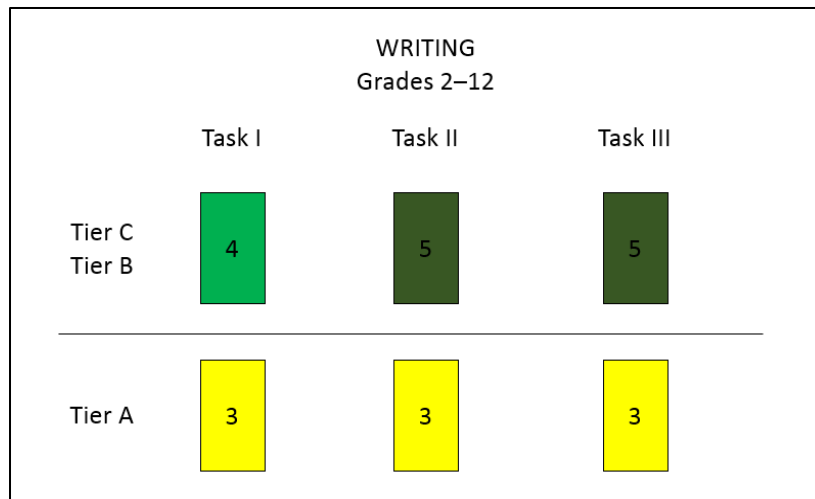


Figure 9: Distribution of tasks by targeted proficiency level for each tier of the Grades 2–12 Writing test

2.2.4 Speaking

For the ACCESS Speaking test, Table 5 shows, for each grade-level cluster and tier, the number of tasks, the targeted range of WIDA proficiency levels, the task type, the response format, and the scoring procedure.

Table 5: Number and Types of Items on the Speaking Test

| Grade-Level Cluster | Tier | Number of Tasks | Targeted PL Range | Task Types | Response Formats | Scoring Procedures |
|---------------------|------|-----------------|-------------------|-------------------------------|---------------------------------|--|
| 1 | A | 6 | PL1–PL3 | Speaking constructed response | Polytomous constructed response | Human scored; scored by Test Administrator |
| 1 | B/C | 6 | PL3–PL5 | | | |
| 2 | A | 6 | PL1–PL3 | Speaking constructed response | Polytomous constructed response | Human scored; scored by Test Administrator |
| 2 | B/C | 6 | PL3–PL5 | | | |
| 3 | A | 6 | PL1–PL3 | | | |

| | | | | | | |
|------|-----|---|---------|-------------------------------|---------------------------------|--|
| 3 | B/C | 6 | PL3–PL5 | Speaking constructed response | Polytomous constructed response | Human scored; scored by Test Administrator |
| 4–5 | A | 6 | PL1–PL3 | Speaking constructed response | Polytomous constructed response | Human scored; scored by Test Administrator |
| 4–5 | B/C | 6 | PL3–PL5 | | | |
| 6–8 | A | 6 | PL1–PL3 | Speaking constructed response | Polytomous constructed response | Human scored; scored by Test Administrator |
| 6–8 | B/C | 6 | PL3–PL5 | | | |
| 9–12 | A | 6 | PL1–PL3 | Speaking constructed response | Polytomous constructed response | Human scored; scored by Test Administrator |
| 9–12 | B/C | 6 | PL3–PL5 | | | |

Figure 10 shows the format of the Speaking test. The Speaking test includes tasks that target language elicitation at three proficiency levels: 1, 3, and 5. The tasks are grouped into thematic folders, which are aligned to one or two of the WIDA Standards. These folders are generally presented in the same order as the folders in the Listening and Reading tests; folders aligned to SIL are presented first, then folders aligned to LoLA, and then folders aligned to LoMa.

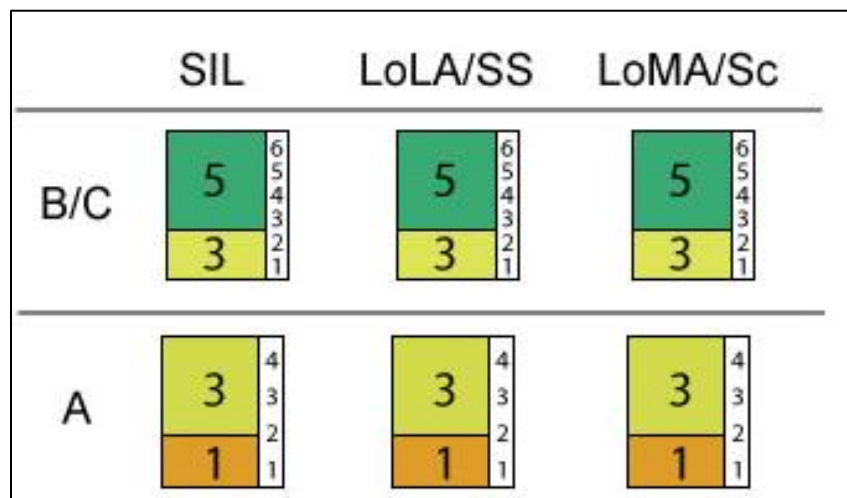


Figure 10: Distribution of tasks for each tier of the Speaking test

As shown in Figure 10, the Speaking test includes two tiers. Tier A includes tasks that target elicitation of language at PLs 1 and 3. Tier B/C includes tasks that target elicitation of language at PLs 3 and 5.

A thematic panel refers to the folders across all tiers within a grade-level cluster that relate to a particular WIDA ELD Standard. For example, the Tier A and Tier B/C folders that address Social and Instructional Language in each grade cluster make up a single thematic panel, with the PL 3 tasks shared across tiered folders in a panel. In other words, within a Social and Instructional Language panel, the same PL 3 task appears on both the Tier A and the Tier B/C form.

Although timing guidance is provided to Test Administrators in the Test Administrator Manual, the Speaking subtest is untimed.

2.3 Test Construction

2.3.1 Item and Task Development

ACCESS Paper Series 503 is one of two static rotating Paper test forms. The ACCESS testing program transitioned in 2016 from an entirely paper-based program to the launch of ACCESS in both Online and Paper formats.

The CAL TD team developed the Listening and Reading items for ACCESS Paper prior to the launch of ACCESS Online, when ACCESS was entirely paper based. The CAL TD team also developed most ACCESS Paper Writing tasks for ACCESS when it was entirely paper based; however, a small subset of Writing tasks on ACCESS Paper Series 503 were developed as online tasks that were subsequently reformatted for administration as paper-based tasks. The CAL TD team developed the Speaking tasks and field tested them as ACCESS Online tasks before being reformatted for administration as ACCESS Paper tasks.

The general process of item writing and editing, and of item Content and Bias and Sensitivity reviews, remains similar across these transitions. For ACCESS Paper items and tasks, trained item writers worked from item/task specifications to draft items and tasks within the thematic folder design. After item writing was complete, the CAL TD team reviewed the folders, using a standard checklist, to determine which would undergo further development and which would be retired. Folders then went to their first external review, the Standards Expert review.

During the Standards Expert review, educators provided feedback about the overall grade-level appropriateness of the language and content of the items and tasks to ensure that no drift, in terms of grade-level appropriateness of the content or the language, occurred between the content generated during item writing and what was intended in the specifications. CAL recruited educators with ESL and content-area expertise to serve as Standards Experts and provided synchronous training on how to conduct the review and complete the review questionnaire. CAL Language Testing Specialists prepared a short questionnaire with open-ended questions about each folder and sent the questionnaires and folders to the Standards Experts.

Subsequent to the Standards Expert review, all content proceeded through a rigorous folder refinement stage internal to CAL. Folder refinement included numerous steps, including additional research and sourcing/fact-checking, meticulous review against a comprehensive,

industry-standard item development checklist with peer review that other Language Testing Specialists carried out, as well as review by the Test Development Manager and the Director of Test Development and successive rounds of revision before sign-off. During this stage, all aspects of the items and tasks were scrutinized: the WIDA proficiency level of the stimulus, the graphic support, the question stems, and response options (for the Listening and Reading tests), and the task prompts (for the Speaking and Writing tests). The CAL TD team also conducted mock administrations. During this phase, Language Testing Specialists produced other ancillary materials, such as Test Administrator scripts. Upon sign-off, the CAL TD team worked with the CAL Production team to generate the graphics used on the test. Once the graphics had been generated, they were inserted into the folders, and layout review and fact-checking were conducted (with Test Development Manager sign-off) to ensure that the items and tasks were ready for external Content Review and Bias and Sensitivity Review.

Content Review and Bias and Sensitivity Review are external reviews that educators and WIDA staff carry out on ACCESS items and tasks. WIDA assembles these panels by recruiting educators of multilingual learners from around the consortium, including culturally, racially, and linguistically diverse educators who reflect the population of students that take WIDA assessments. WIDA employs several criteria when recruiting educators to perform these tasks. The criteria used to recruit educators to conduct Content Reviews differ somewhat from the criteria used to recruit educators to conduct Bias and Sensitivity Reviews. Educators conduct Content Reviews by grade cluster (G1, G2-3, G4-5, G6-8, and G9-12). The educators who are recruited to review a particular grade cluster's content (4 reviewers per grade cluster) have experience teaching English language learners and are either currently teaching that grade cluster or have extensive prior experience teaching students who are in that grade cluster. Additionally, educators serving on each panel represent different content areas. WIDA TD staff seek to ensure that each panel includes at least one educator who has teaching experience in each of the following content areas: ELA, Science, Math, Social Studies, and Special Education. Additionally, during the recruitment process, WIDA TD staff seek to ensure diversity and balance across a) consortium states, b) school locale (rural/suburban/urban), and c) years of teaching experience. The CAL TD team and WIDA TD staff first train the Content Review Panel on the procedures and scope of the review. The panelists are introduced to the test layout, instructed on the logistics of the review, and trained to use the review checklist. The panel

members then individually review each item and task, followed by a collective discussion of each item and task to determine (1) whether the content is accessible and relevant to students in the targeted grade-level cluster, (2) is at the targeted WIDA proficiency level, and (3) matches the Model Performance Indicator from the WIDA English Language Development Standards that it is intended to assess.

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 on the basis on gender, race/ethnicity, home language, religion, culture, region, or socioeconomic status, and (2) might be upsetting to students. Educators conduct Bias and Sensitivity Reviews by grade groupings (e.g., G1-3, G4-5, G6-8, and G9-12). The educators who are recruited to review a particular grade cluster's content (5 or 6 reviewers per grade grouping) are educators or school administrators who have experience teaching English language learners and are either currently teaching students who are in that grade cluster or have extensive prior experience teaching students who are in that grade cluster. WIDA TD staff employ additional criteria to ensure that a variety of perspectives are represented on each panel. These criteria include recruiting at least one educator with experience in Special Education to serve on each panel. Additionally, during the recruitment process, WIDA TD staff seek to ensure diversity and balance across a) consortium states, b) school locale (rural/suburban/urban), and c) years of teaching experience. The CAL TD team and WIDA TD staff conduct training for all new and returning reviewers before any items and tasks are reviewed. The panel members then individually review each item and task, followed by a collective discussion of each item and task to determine if any bias or sensitive topics are detected in the items/tasks, and if so, what the CAL TD team can do to remediate the issues. The CAL TD team and WIDA TD staff facilitate the reviews and take extensive notes to capture all feedback during the reviews. WIDA TD staff also conducts a separate, asynchronous review around the time of the Content Review and Bias and Sensitivity Review, using the same materials that the educators review, and provide written feedback on the materials.

The CAL Language Testing Specialists compile all Content Review and Bias and Sensitivity Review feedback from educators and from WIDA TD staff, and then work to implement the feedback, with the CAL Test Development Manager sign-off as a final step. The CAL Test Production team then revises the graphics. The input and feedback from educators at various

stages in the item/task development process served as evidence that each item or task was appropriate for the age and grade-level cluster for which it was intended.

Tasks in the domain of Writing and Speaking underwent one additional step: two rounds of small-scale tryouts with educators and students. These tryouts allowed the CAL TD team to evaluate whether each Speaking and Writing task would effectively elicit language at its targeted WIDA proficiency levels. In the initial round of tryouts, members of the CAL TD team recruited schools to permit CAL staff to administer the tasks to, and conduct cognitive labs with, students with consent to participate. The tasks were then revised and subject to a second round of tryouts, this time conducted by classroom teachers with their students, who were also recruited by CAL and WIDA to participate. CAL Language Testing Specialists used the results, including student responses, cognitive lab observations of students, and student and teacher feedback, to inform final revisions to the tasks prior to field testing.

After the CAL Language Testing Specialists completed edits from the Content Review and Bias and Sensitivity Review (and tryout edits for Speaking and Writing), they then prepared the folders for final production. Additionally, they produced audio recording scripts for professional audio recording, arranged for recording the audio files, completed extensive quality control checks for both content and technical specifications of the audio (e.g., file types, recording quality, and compression levels), conducted final layout reviews, and performed key checks for the Listening and Reading tests. WIDA signed off on all materials prior to administration. Items and tasks that reached this point then went through field testing and test assembly processes, described in the next subsection by domain.

Throughout item development, the CAL TD team focused on issues of fairness. First, the team applied principles of Universal Design of Assessments (UDA) during item development. At the item/task specification level, the CAL TD team aimed to precisely define the construct that each item or task was intended to measure. For the linguistic content of items and tasks, several principles for UDA were built into the item development checklists and were specifically reviewed by CAL's TD managers and external reviewers (including WIDA staff and outside educators during Standards Expert review and Bias and Sensitivity and Content reviews), including:

- Inclusive assessment population

- Precisely defined constructs
- Accessible, nonbiased items and tasks
- Amenability to accommodations
- Simple, clear, and intuitive instructions and procedures
- Maximum readability and comprehensibility
- Maximum legibility

Additionally, when CAL’s TD managers, WIDA TD staff, and external reviewers conduct Standards Expert reviews, Content Reviews, and Bias and Sensitivity Reviews, they use checklists that ask them to consider the seven principles of universal design as they are reviewing each item and task. Through maintaining a focus on fairness throughout the test development cycle by integrating the principles of UDA in various steps, the CAL TD team ensured that ACCESS Paper items and tasks were best positioned to be maximally fair for all populations.

Note that this section applies to ACCESS Paper Grades 1–12. For details on Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor et al., 2009).

2.3.2 Field Testing and Item Selection

2.3.2.1 Listening and Reading

The Listening and Reading items for ACCESS Paper were created by the CAL TD team prior to the launch of ACCESS Online, when ACCESS was entirely paper based. ACCESS was first field tested in 2004, and from 2004 to 2014, development continued for ACCESS, culminating in Series 303, operational in 2014–2015. For further detail on this original field test and on the processes for ongoing item development from 2004 to 2014, see Section 2.3.1 above, along with the ACCESS for ELLs Technical Reports, particularly ACCESS for ELLs Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* (Kenyon, 2006), and *Annual Technical Report for ACCESS for ELLs® English Language Proficiency Test, Series 303* (CAL, 2016b).

In all grade clusters, the Tier A Listening and Reading forms are static forms, which were constructed prior to the launch of ACCESS Online.

Construction of Grades 1-5 Tier B/C Forms

In Grades 1, 2, 3, 4-5 Tier B/C, the operational forms in Listening and Reading forms for Series 503 are identical to those administered in Series 501. These forms are composed of items that were previously operational in Series 400 and 401 and that were developed, as described in Section 2.3.1 above, during the development cycles when ACCESS was entirely paper based. Beginning with Series 403, to streamline operational administration, CAL and WIDA decided to combine ACCESS Paper Listening and Reading Tier B and Tier C tests to create a new Tier B/C test in Listening and in Reading for each grade-level cluster.

To select these new forms, the pool of Listening and Reading Paper Tier B and Tier C items that were administered to the Series 401 and Series 400 populations was recalibrated using the population data (see Part 2, Section 2.7 for more information on the recalibration). CAL and WIDA conducted a forms selection meeting in early 2018, prior to the operational administration of Series 403. Staff from WIDA and CAL reviewed the pool of items in Series 401 and 400 Listening and Reading Tier B and Tier C and selected two new static Tier B/C forms for each grade-level cluster in Listening and Reading—one for use in Series 403 and the other for use in Series 501, with alternating administrations henceforth. Forms were selected to maintain the coverage of WIDA ELD Standards as called for in the test design and to ensure inclusion of items of sufficient difficulty to measure students in the Tier C range.

Construction of Grades 6-12 Tier B/C Forms

In addition to the operational administration of the Series 502 ACCESS Paper assessment, CAL, WIDA, and DRC planned and conducted an embedded field test of new Listening and Reading Tier B/C folders for grade-level clusters 6-8 and 9-12. The intent of this field test was to field test folders to assemble a third rotating Tier B/C form of ACCESS Paper Listening and Reading for grades 6-8 and 9-12. This third rotating form contains some folders taken from the two static forms as well as new folders that needed to be field tested. These new folders were not newly developed; rather, CAL identified a pool of folders that had been retired from ACCESS Online and had statistics that would lend themselves to the necessary measurement decision for students taking the ACCESS Paper Tier B/C Listening and Reading tests in grades 6-8 and 9-12. CAL and WIDA reviewed the statistics and content of the folders, in conjunction with projected test maps, to select the final pool of items that would be field-tested, embedded in ACCESS Paper

Series 502 (in the 2020-2021 administration). CAL then implemented a process to translate these ACCESS Online items into a paper format, including layout and audio-recording updates, and delivered these items spiraled into ACCESS Paper Series 502, per a field-test design mutually agreed to by CAL, WIDA, and Florida. DRC administered the embedded field test solely in Florida, through negotiation between WIDA, Florida, and the other member entities that use ACCESS Paper. All districts in the state of Florida participated in this field test.

CAL constructed four field test forms in the Listening and Reading domain. WIDA assigned each Florida school district into one of the four sampling groups in such a way that each sampling group contains a similar range of small to large size districts. WIDA then assigned one of the four field test forms to each sampling group. DRC field tested a total of 24 Listening items (8 folders) and 24 Reading items (8 folders), distributed evenly across the 6-8 and 9-12 grade-level clusters. The goal was to select 3 folders (9 items) per grade-level cluster and domain to spiral into the new, third form of each test. Each student received either two Listening field test folders or two Reading field test folders, embedded in the Series 502 operational test.

After CAL Psychometricians accessed the field test data, they analyzed students' responses to the items in the field test folders to determine each item's psychometric properties, and folders for which all three items met established psychometric standards (as described below) were eligible for inclusion in the Series 503 operational test. See Part 2, Section 2.7 for details about the field test calibration analyses.

Each item was classified according to Table 6 below. If all three items in a folder were green, the entire folder was eligible for operational use. If one or more items were red, the folder was discontinued from consideration. If one or more items were yellow, the Post-Field Test Review panel, composed of CAL and WIDA staff, reviewed the content of each item, along with relevant statistics like distractor analyses, to determine if the items would be reclassified as green or red. If all yellow items in a folder were reclassified to green (and there were no red items in the folder), the folder was deemed appropriate for operational testing.

| <i>Color</i> | <i>Interpretation</i> | <i>Definition</i> |
|--------------|---|--|
| Green | Appropriate for operational testing | A or B-level DIF AND: a p-value \geq .85 OR infit and outfit less than or equal to 1.20 |
| Yellow | Content review is required to confirm item is appropriate for operational testing | C-level DIF OR infit/outfit greater than 1.20 and less than or equal to 1.50 3-response choice item with p-value \leq .40 and outfit below 1.75 4-response choice item with p-value \leq .35 and outfit below 1.75 |
| Red | Not appropriate for operational testing | Infit/outfit greater than 1.50 |

Table 6: CAL’s Post Field Test Review classification system for Series 503 Grades 6-12 Tier BC Forms

2.3.2.2 Writing

There are two static rotating forms for ACCESS Paper Writing. The first of these is composed of the same set of items and tasks, across all grade-level clusters and tiers, as the test used the first year of ACCESS Online. The second form is composed of the same set of items, across all grade-level clusters and tiers, as the test used the second year of ACCESS Online.

Tasks on the first of the two rotating static forms were used operationally prior to the launch of ACCESS Online and were re-field tested in the Online mode for the first year of ACCESS Online. Tasks selected for use in the first ACCESS Online operational test were then reformatted for presentation in the first of the Paper static forms.

The second rotating static form uses continuing tasks from the first form, as well as tasks newly field tested for the second year of ACCESS Online and then reformatted for Paper presentation. For further detail on this field test, see the Series 401 Online ACCESS technical report (CAL, 2018).

ACCESS Paper 503 is the second of the two rotating static forms.

2.3.2.3 *Speaking*

The Speaking test for ACCESS Paper is likewise one of two static rotating forms. The first of these forms is composed of the same set of items, across all grade-level clusters and tiers, as the second year of the ACCESS Online Speaking test; the second form is composed of the same set of items, across all grade-level clusters and tiers, as the third year of the ACCESS Online Speaking test. Speaking tasks have some differences in presentation between Online and Paper. In addition, the Paper test does not include the Speaking tier Pre-A, which is included in the Online test.¹

Tasks for these two rotating forms were field tested during the initial ACCESS Online field test, as well as through embedded field testing during the first and second years of the ACCESS Online assessments. These Speaking tasks went through both quantitative and qualitative analyses following the field test to determine their appropriateness for inclusion in the next year's operational test. After field testing, the Speaking tasks were then produced in the paper-based format.

¹ Students with very low ability levels in the Listening and Reading domains are routed to the Pre-A tier in ACCESS Online Speaking. The purpose of the Pre-A tier is to reduce the affective impact of the test on these students. As the Paper test is not adaptive, there is no way to route these students to Pre-A for Paper.

2.4 Kindergarten

Kindergarten ACCESS for ELLs is a static form and is not refreshed from year to year.

2.4.1 Test Design

CAL and WIDA designed Kindergarten ACCESS for ELLs to be engaging for very young children, and the test design was informed by consultation with kindergarten teachers and a panel of early childhood assessment experts. The test design incorporates a high-interest, age-appropriate storybook format, using child-friendly graphics, and includes manipulatives for students to demonstrate comprehension. The test is built on two thematic texts in a storybook format, one narrative and one expository. The storybook is read aloud by the Test Administrator. There are Listening, Speaking, Reading, and Writing assessment tasks related to each text. To minimize testing times and to ensure that students are presented with assessment tasks appropriate to their abilities, the test includes stopping rules (designed to ensure that children of beginning proficiency are not overchallenged) and skipping rules (designed so that children of more advanced proficiency can skip forward to more challenging tasks).

The test is administered one-on-one by trained Test Administrators, who mark responses in the Student Response Booklet.

Table 7 provides, for each domain, the number of items, the targeted range of WIDA proficiency levels, the item types, the response format, and the scoring procedure.

Table 7: Number and Types of Items on Kindergarten ACCESS

| Domain | Number of Items | Targeted PL Range | Item Types | Response Formats | Scoring Procedures |
|---------------|------------------------|--------------------------|----------------------------|--|--|
| Listening | 30 | P1–P5 | Dichotomous | Student points to picture or manipulates cards | Administrator records response (correct/incorrect) in Student Response Booklet |
| Speaking | 10 | P1–P5 | Dichotomous | Oral response | Administrator records response (correct/incorrect) in Student Response Booklet |
| Writing | 6 | P1–P5 | Dichotomous and Polytomous | Student handwrites in booklet | Administrator records response (correct/incorrect) for dichotomous tasks and rates responses and records rating for polytomous tasks |
| Reading | 30 | P1–P5 | Dichotomous | Student reads aloud or matches picture cards with text cards | Administrator records response (correct/incorrect) in Student Response Booklet |

2.4.2 Test Construction

Field testing for Kindergarten ACCESS was conducted in 2008. A full description of item development, field testing, final forms selection, and initial standard setting for Kindergarten ACCESS can be found in the technical brief *Development and Field Test of Kindergarten ACCESS for ELLs* (MacGregor et al., 2009). Cut scores for Kindergarten were most recently

updated in the 2016 ACCESS standard setting (Cook & MacGregor, 2017); see Part 2, Section 2.1 for more information.

2.4.3 Item and Task Design

As noted above, the Kindergarten ACCESS test is composed of two thematic texts. The items and tasks are designed to build upon the content of these texts.

In the domain of Listening, the Test Administrator reads the prompt aloud to the student, and the student responds by either pointing to an item in a picture or manipulating a picture card. The Test Administrator records the response (correct or incorrect) in the Student Response Booklet.

Students respond to Writing tasks in the Student Response Booklet. The initial Writing tasks for each thematic text are dichotomously scored by the Test Administrator. The Test Administrator Script indicates the level required for a task to meet expectations and to be scored correct. The Test Administrator scores the final Writing task in each thematic text section using a rating scale. The Test Administrator rates the student's Writing on a scale of 0 to 6.

The Test Administrator reads the Speaking tasks aloud, and students respond orally. Tasks are dichotomously scored by the Test Administrator. The Test Administrator Script indicates the level required for a task to meet expectations and to be scored correct.

To administer Reading tasks, Test Administrators ask students to identify letters or read text. Students respond by manipulating picture cards or by pointing at pictures. Students may also read aloud. The Test Administrator records the response (correct or incorrect) in the Student Response Booklet.

The items on Kindergarten ACCESS were developed to collectively assess all five WIDA Standards in all domains across the proficiency levels, as shown in Table 8. To keep the test an appropriate length for the population, it was not possible to assess each Standard at each proficiency level in each domain. Therefore, tasks were distributed by Standard across the proficiency levels and domains to achieve appropriate coverage.

Although the average time per test is provided to Test Administrators in the Test Administrator Manual, Kindergarten ACCESS is untimed.

Student Response Booklets are centrally scanned at DRC.

Table 8: Number of Items by WIDA Standard and Targeted Proficiency Level on Kindergarten ACCESS

| Listening | | | | | | | | | | |
|----------------------|--------------------------------------|---|---|---|---|--------------------------------------|---|---|---|---|
| WIDA Standard | Narrative Storyline | | | | | Expository Storyline | | | | |
| | Number of items at targeted PL range | | | | | Number of items at targeted PL range | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| SI | 3 | | 3 | | 3 | 3 | | | | |
| LA | | | | | | | | | 3 | |
| MA | | | | | | | 3 | | | |
| SC | | | | | | | | | | |
| SS | | 3 | | 3 | | | | 3 | | 3 |
| Speaking | | | | | | | | | | |
| WIDA Standard | Narrative Storyline | | | | | Expository Storyline | | | | |
| | Number of items at targeted PL range | | | | | Number of items at targeted PL range | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| SI | | | 3 | | | | | | 3 | |
| LA | | | | | 3 | | | | | |
| MA | | | | | | | 3 | 3 | | 3 |
| SC | | | | | | 3 | | | | |
| SS | 3 | 3 | | 3 | | | | | | |
| Writing | | | | | | | | | | |

| WIDA Standard | Narrative Storyline | | | Expository Storyline | | | |
|----------------------|--------------------------------------|-----|--|--------------------------------------|---|---|-----|
| | Number of items at targeted PL range | | | Number of items at targeted PL range | | | |
| | 1 | 2-5 | | 1 | 2 | 3 | 4/5 |
| SI | 1 | | | 1 | | | |
| LA | | | | | | | |
| MA | | | | 3 | | | |
| SC | | | | | | | |
| SS | | | | | | 4 | |
| IT (SIL, LoLA, LoSS) | | 1 | | | | | 1 |

Reading

| WIDA Standard | Narrative Storyline | | | | | Expository Storyline | | | | |
|---------------|--------------------------------------|---|---|---|---|--------------------------------------|---|---|---|---|
| | Number of items at targeted PL range | | | | | Number of items at targeted PL range | | | | |
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| SI | 3 | | | | 3 | 3 | | | 3 | |
| LA | | | | | | | | | | |
| MA | | | | | | | | | | |
| SC | | 3 | 3 | | | | 3 | 3 | | 3 |
| SS | | | | 3 | | | | | | |

3. Test Administration

3.1 Test Delivery

Administration of ACCESS Paper typically takes place between December and April of the academic year, with testing windows determined at the state level. The domain tests may be administered in any order. The test may be administered in several sessions within 1 day or over a series of days.

The Listening and Reading tests may be group or individually administered. Students are administered the Listening and Reading test forms using paper test booklets, and students record their answers directly in the test booklets. For the Listening test, the audio stimuli are played aloud via an audio CD.

The Writing test may be group or individually administered. Students are administered the Writing test via paper test booklets. Students record their responses directly in the test booklet.

The Speaking test is individually administered. Students listen to an audio recording and follow along in an accompanying test booklet. Each task also includes a model student response, which serves as an exemplar to the student and as a benchmark to the Test Administrator who scores the task. All audio stimuli are presented via audio CD.

3.2 Operational Administration

Before, during, and after a state's testing window, there are various roles that educators hold 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 and is responsible for managing student data prior to, during, and after testing. The *Test Administrator Manual* and the *District and School Test Coordinator Manual* contain more information related to responsibilities and required training for the various roles. These manuals can be found on the WIDA Secure Portal (<https://portal.wida.us/>).

The training course within the WIDA Secure Portal (<https://portal.wida.us/>) 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 a state’s testing window. Training courses include test preparation and administration tutorials and an online administration quiz.

The roles of the test administrator and technology coordinator are critical for the proper administration of the assessments as proper training and familiarity with ACCESS for ELLs administration requirements is key to the validity of the test and the appropriate interpretations of test scores.

3.2.1 Listening Test Administration

The ACCESS for ELLs Paper Listening test is media delivered. Listening test items are delivered via CD.

3.2.1.1 Listening Test Materials

Test materials include the following items:

- Test Administrator Script
- Student Test Booklet(s)
- Listening and Speaking Test CD (a separate CD for each grade-level cluster and tiered test form). In the rare event that a student requires a human reader as an accommodation, the Human Reader Accommodation Script is required to administer the Listening section individually for that student.
- At least one sharpened number 2 pencil for each student to mark responses
- Speakers
- A CD player or desktop/laptop computer (to play the CD)

3.2.1.2 Organization and Timing of the Listening Test

The Listening test is designed to take approximately 25 to 40 minutes, depending on the grade-level cluster and tier. The test administration time does not include time for convening students, taking attendance, distributing, and collecting test materials, explaining test directions, or completing practice items. The length of test items increases with students’ language proficiency and grade level. For example, the Tier B/C Listening test takes longer to administer than the Tier

A Listening test, and the Listening test for Grades 9–12 may take slightly longer than the test for Grades 4–5.

3.2.2 Reading Test Administration

The ACCESS for ELLs Reading test is completed within Student Test Booklets after a scripted introduction by the Test Administrator.

3.2.2.1 Reading Test Materials

Reading test materials include the following items:

- Test Administrator Script
- Student Test Booklet(s)
- At least one sharpened number 2 pencil for each student to mark responses

3.2.2.2 Organization and Timing of the Reading Test

The Reading test is designed to take no more than 35 to 45 minutes. The test administration time does not include time for convening students, taking attendance, distributing, and collecting test materials, explaining test directions, or completing practice items.

3.2.3 Writing Test Administration

Students respond to a set of tasks, writing their responses in their Student Test Booklets.

3.2.3.1 Writing Test Materials

Writing test materials include the following items:

- Test Administrator Script
- Student Test Booklet(s)
- At least one sharpened number 2 pencil for each student to write responses
- Scratch paper

3.2.3.2 Organization and Timing of the Writing Test

There are three tasks (Parts A, B, and C) on each Tier (Tiers A and B/C) of the Writing test for all grade levels except Tier A for Grade 1, which contains four tasks. For grade-level clusters 2, 3, 4–5, 6–8, and 9–12, the Tier A Writing tests have recommended guidelines for Parts A, B, and C of 15 minutes each, with up to 5 additional minutes for each part if needed for students to finish writing, for a total of 60 minutes. For all grade-level clusters, the Tier B/C Writing tests have recommended timing guidelines for Parts A, B, and C of 10, 20, and 30 minutes, respectively.

3.2.4 Speaking Test Administration

The ACCESS for ELLs Speaking test is an individually administered test that standardizes test administration across students. Speaking test items are media delivered. Speaking test audio is provided on the same CD as the Listening test. The Speaking test provides ELLs with the opportunity to demonstrate their academic English language proficiency in Speaking across the WIDA ELD Standards through a set of constructed response tasks. The Speaking test is tiered. Students will either take the Tier A form or the Tier B/C form; both are included in the same Speaking Test Booklet.

3.2.4.1 Audio Format of the Speaking Test

The Speaking test is multimodal. The student hears audio input and sees the input as text in the Speaking Test Booklet. This presentation format supports the student in understanding test input. Media delivery of the Speaking test means that an audio recording will guide the student through the Speaking test. The audio recording includes two voices: a model student and a Virtual Test Administrator.

Each task on the Speaking test is preceded by a model student task and response. The questions posed to the model student are at the same proficiency level as the tasks to which the student will respond, allowing the model student to demonstrate the expected language use at a given proficiency level. In most cases the model questions are designed to be parallel to but not exactly the same as the examinee questions. The model student also has an important function in scoring

since the scoring scale is designed to evaluate student responses relative to the model student's response.

The Virtual Test Administrator guides the student through the test and asks the student questions designed to elicit language at targeted proficiency levels. While the Virtual Test Administrator will instruct and guide the student through the Speaking test, the administrator may also need to assist the student in navigating test materials (e.g., turning the page when prompted). The Speaking test includes standardized, built-in response time for every task. The amount of time varies according to the grade-level cluster, tier, and proficiency level of the task and ranges from 15 to 50 seconds in Grades 1–3 and from 15 to 45 seconds in Grades 4–12. Students may not require the entire time allotted. After the response time has ended, the test audio will automatically continue to the next Speaking task.

3.2.4.2 Speaking Test Materials

Speaking test materials include the following items:

- Test Administrator Script
- Speaking Test Booklet (contains test graphics and prompts)
- Student Test Booklet (contains Speaking test scoring sheet and scoring scale)
- Listening and Speaking test CD (a separate CD for each grade-level cluster and tiered test form). In the rare event that a student requires a human reader as an accommodation, the Recording Script is required to administer the Speaking section.
- A CD player or desktop/laptop computer (to play the CD)
- Speakers

3.2.4.3 Organization and Timing of the Speaking Test

Speaking tasks on the Speaking test are contained within three parts: A, B, and C. As in other domains of ACCESS for ELLs, tasks on the Speaking test are grouped thematically. Each part addresses one or more of the WIDA ELD Standards and contains two tasks. In all, the Speaking

test contains six individual tasks across the three parts. Each task is associated with a proficiency level (1, 3, or 5) and includes one or two questions to which the student responds. Student questions are indicated by a blue speech bubble in the test booklet.

The Speaking test is designed to take approximately 15 to 35 minutes per student, but the actual time will depend on the grade-level cluster and tier of the test administered. Note that the approximate test administration time does not include setting up the test session or explaining test directions. An additional 10 minutes should be allocated to set up the Speaking test.

3.2.5 Test Administrator Training

To prepare individuals to serve as Test Administrators, Test Administrator training for ACCESS Series 503 Paper is conducted through online training modules hosted within the WIDA Secure Portal (<https://portal.wida.us/>). Three certifications are offered to participants: a group test administration certification pertaining to the Listening, Reading, and Writing portions of ACCESS; a certification for the Speaking test; and a certification for Kindergarten ACCESS. To receive any of the three certifications, participants must complete the relevant online course and pass a qualifying exam after completing the course.

3.2.6 Test Security

Every effort is made to keep the test secure at all levels of development and administration. WIDA, CAL, and DRC (the entity responsible for printing, distributing, collecting, and scoring the printed tests) follow established policies and procedures regarding the security of the test, and every individual involved in the administration of ACCESS, from the district level to the classroom level, is trained in issues of test security.

All materials for ACCESS for ELLs are considered secure test materials. All users of the WIDA website are prompted to read and sign a Nondisclosure and User Agreement upon their first login. Use of the WIDA Assessment Management System and INSIGHT test engine are also subject to the terms of use outlined in the WIDA Assessment Management System. Users are prompted to agree with the test security policy upon their first login. The security of all test materials must be maintained before, during, and after the test administration. Under no circumstances are students permitted to handle secure materials before or after test administration. Test materials should never be left unsecured. The Test Coordinator should track

each secure booklet on the ACCESS for ELLs Security Checklist. Individuals are responsible for the secure documents assigned to them. Secure documents should never be destroyed (e.g., shredded, thrown in the trash) except for soiled documents, which must be destroyed in a secure manner. District and school personnel carrying out their roles in the delivery of this assessment must follow ACCESS for ELLs District and School Test Coordinator Manual guidelines to maintain test security.

Test security policies are stated in the Test Policy Handbook (<https://sea.wida.us/system/files/documents/SEA-support/test-policy-handbook.pdf>) and the Memorandum of Understanding (MOU)s with states.

3.3 Fairness and Accessibility

The WIDA Accessibility and Accommodations Framework provides support for all ELLs, as well as targeted accommodations for students with individualized education plans (IEPs) or 504 plans. These supports are intended to increase accessibility to the assessments for all ELLs. (Please see the Accessibility and Accommodations Supplement for detailed information: <https://wida.wisc.edu/resources/accessibility-and-accommodations-supplement>.) Fairness and accessibility are considered throughout the assessment process (i.e., test design, test development, item selection, forms creation, and test administration). For details, please refer universal design principles throughout test and item design to the *WIDA consortium English Language Proficiency Assessment for grades 1-12 Test and Item Design Plan ACCESS for ELLs Paper Annual Summative Assessment and WIDA Screener Paper*.

3.3.1 Support Provided to All ELLs

Universal design. ACCESS for ELLs incorporates universal design principles to provide greater accessibility for all ELLs. The test items are presented using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into chunks, and modeling that uses task prototypes and guides. These aspects of universal design are built into CAL's item specifications and item review checklists, and CAL test development managers train the CAL language testing specialists on these principles of universal design through training on the use of the specifications and checklists.

Administrative considerations include adaptive and specialized equipment or furniture, alternative microphone, familiar Test Administrator, frequent or additional supervised breaks, individual or small group setting, monitoring of the placement of responses in the test booklet, reading aloud to self, specific seating, short segments, verbal praise or tangible reinforcement for on-task or appropriate behavior, and verbal redirection of students' attention to the test (in English or native language).

Universal tools are available to all students taking ACCESS Paper and Kindergarten ACCESS to address their accessibility needs. Audio aids, color overlay, highlighters, colored pencils or crayons, line guide or tracking tool, low-vision aids or magnification devices, sticky notes, and scratch paper are the universal tools used in the ACCESS Paper administration.

3.3.2 Support Provided to ELLs with IEPs or 504 Plans

Accommodations include allowable changes to the test presentation, response method, timing, and setting in which assessments are administered. Accommodations are intended to provide testing conditions that do not result in changes in what the test measures; that provide test results comparable to those of students who do not receive accommodations; and that do not affect the validity and reliability of the interpretation of the scores for their intended purposes.

Accommodations are available only to ELLs with disabilities who have an approved IEP or 504 plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs meaningfully and appropriately. Accommodations are delivered locally by a Test Administrator. WIDA is planning to study the efficacy of accommodations. More information regarding accommodations is provided in the ACCESS for ELLs Accessibility and Accommodations manual.

WIDA also offers Braille Test for ELLs and Large Print Test. The Braille test is paper based, and the translation and graphics are provided in either contracted or uncontracted Braille for Tier B (Grades 1–12). This test is used to provide access to the test for ELLs who are blind. The Large Print Test is used for students with visual impairments. The font size on the large print paper test is increased to 18 point.

Universal tools are also available to all ELLs taking ACCESS for ELLs. All accessibility features are available to all ELLs during testing; specific designation is not required prior to testing to make them available to the student. Features available during paper-based test administration include the following:

- Audio amplification device (provided by student)
- Highlighter, colored pencils, or crayons
- Place marker (blank)
- Low-vision aids or magnification device
- Color overlay
- Equipment or technology that the student uses for other tests and schoolwork, e.g., adapted pencil (altered size or grip), slant board, wedge, etc.
- Scratch/blank paper (submit with test or dispose of according to state policy)

Allowable test administration procedures are variations in standard test administration procedures that provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs can be administered most effectively. These procedures are available to any student, as needed, at the discretion of the Test Coordinator (or principal or designee), provided that all security conditions and staffing requirements are met. Examples of allowable test administration procedures include tests administered by familiar school personnel, in an individual or small group setting, in a separate room, with frequent supervised breaks, or in short segments. For detailed information on the allowable test administration procedures, consult the ACCESS for ELLs Test Administration Manual.

Schools and districts should consider how accessibility features and allowable test administration procedures can support accessibility to the test for all ELLs. The accommodations, accessibility features, and allowable test administration procedures are based on (1) accepted practices in English language proficiency assessment; (2) existing accommodation policies of WIDA Consortium member states; (3) consultation with representatives of WIDA member states who

are experts in the education and assessment of ELLs and students with disabilities; and (4) the expertise of the test developers at CAL.

WIDA also offers *Alternate ACCESS for ELLs*. This test is intended only for those ELLs who have cognitive disabilities that are so significant as to prevent meaningful participation in ACCESS testing, even with accommodations. The results of the Alternate ACCESS for ELLs operational administration appear in a separate technical report.

4. Scoring Procedures

4.1 Multiple Choice Scoring: Listening and Reading

Listening and Reading items are scored dichotomously, as correct, or incorrect. Students mark their answers directly in their test booklets, and each page is scanned into an electronic database. Scale scores for each domain are calculated based on the items that are administered to the student and the number of those items that the student answers correctly. For details on how scale scores for Listening and Reading are calculated, see Part 2, Chapter 2, “Analysis of Domains.”

4.2 Scoring Writing

Trained raters score students’ responses to the performance-based tasks in the domain of Writing. DRC retains many raters from year to year; the return rater rate was approximately 60% in 2021, and, overall, most raters scoring for the ACCESS for ELLs were experienced DRC raters. DRC drew together this pool of experienced raters to staff the scoring pool for ACCESS for ELLs. To complete the rater staffing, DRC held recruiting events, after which DRC’s recruiting staff screened applications for rater positions. DRC staff then personally interviewed likely candidates. As part of the hiring process, DRC required each candidate to provide an on-demand writing sample, an on-demand math sample, references, and proof of a 4-year college degree. In this screening process, DRC gave preference to candidates who had previous experience scoring students’ responses to tasks included in large-scale assessments and candidates with degrees in English language arts. The rater pool consisted of educators, writers, editors, and other professionals with content-specific backgrounds. While DRC valued these individuals for their content-specific knowledge, they were required to set aside their own biases

about student performance and accept the scoring standards outlined in the training for scoring the ACCESS for ELLs.

Prior to scoring live student responses, the raters undergo thorough training and qualifying. Training is task specific to ensure that raters understand the nuances of each unique Writing task. DRC selects team leaders based on their prior performance as raters and for their leadership skills, are assigned to small groups of raters, typically 7 to 10 raters on each team. The team leaders are responsible for monitoring the performance of their team members and providing ongoing feedback to support accurate scoring. DRC promotes scoring directors, who earn their positions by demonstrating quality work as raters and as team leaders on previous projects, from within. Scoring directors are responsible for a specific set of tasks within a single domain. The scoring directors train and oversee the teams of raters assigned to these tasks. What follows are general scoring procedures utilized by DRC.

Rater Training and Qualifying

- DRC assigned each rater a unique ID number and password.
- The scoring director conducted a team leader training session before training the raters. This session followed the same procedures as rater training but was more rigorous and in-depth due to the extra responsibilities required of team leaders. During team leader training, all WIDA materials were reviewed and discussed. To facilitate scoring consistency, it was imperative that all team leaders imparted the same rationale for each response. Once the team leaders were qualified, leadership responsibilities were reviewed, and team assignments were given.
- Rater training began with the scoring director going through the ACCESS for ELLs PowerPoint presentation provided by CAL. The PowerPoint gave scorers a good overview of ACCESS for ELLs and the WIDA scoring process.
- Rater training continued with the scoring director providing an intensive review of the ACCESS for ELLs Scoring Scale, the model student response for Speaking items, and task-specific anchor sets created by CAL. The anchor set contained a collection of student responses that were used to exemplify each possible score point. Each response included a scoring annotation that explained the scoring rationale. Scorers used the

ACCESS for ELLs Scoring Scale, the model student response for Speaking, and the anchor sets as primary references during scoring.

- Next, raters practiced by independently scoring responses in training sets. Training sets were created by DRC scoring directors from responses approved by WIDA and CAL. The responses were selected to show raters the range of each score point (e.g., high, mid, and low 2s). This process helped raters recognize the various ways that a student could respond in order to earn each score point outlined and defined in the scoring guidelines. After each training set was taken, the scoring director led a thorough discussion of the responses.
- Once the scoring scale, anchor sets, and training sets were thoroughly discussed, each rater was required to demonstrate understanding of the scoring criteria by qualifying (i.e., scoring with acceptable agreement to the true scores) on at least one of the qualifying sets. Raters who failed to achieve at least 70 percent exact agreement on the first qualifying set were given additional training, either individually or in a small group setting. Raters who did not perform at the required level of agreement by the end of the qualifying process were not allowed to score any student responses. These individuals were removed from the pool of potential raters in DRC's imaging system and released from the project. Qualifying sets were created by DRC scoring directors from responses approved by WIDA and CAL.
- Throughout training, the scoring director provided detailed directions for use of DRC's computerized scoring system and remote communication tools for raters.
- Once raters were trained, qualified, and began live scoring, DRC used recalibration sets and validity responses to keep the raters calibrated on the tasks they were scoring. Recalibration sets were pre-scored sets of responses that were approved by WIDA and CAL and were used to help refocus raters on WIDA scoring guidelines. Validity responses were also approved by WIDA and CAL and were responses that were pre-scored and used to ensure raters were adhering to WIDA scoring criteria. Recalibration and validity are explained in greater detail below.

Calculating Score Agreement for Score Monitoring

- DRC’s handscoring system generated handscoring reports, detailing agreement rates for each rater and task. The reports were automatically generated overnight throughout the course of handscoring and could also be run on demand. DRC provided weekly interrater reliability reports to WIDA throughout the handscoring process to ensure that DRC maintained sufficient quality control throughout the course of scoring.
- For Writing, DRC defines **agreement** as two adjacent scores, reported as %AG. (See Section 4.3 or a description of the Writing Scoring Scale.) For example, using the Writing Scoring Scale, DRC considers scores of 2 and 2+ as agreement, as well as scores of 2 and 2 or scores of 2+ and 3. However, DRC considers scores of 2 and 3 on the Writing Scoring Scale as **adjacent**, while considering scores of 2 and 3+ as **nonadjacent**.
- For Speaking, DRC defines **agreement** as two scores that are exactly the same, reported as %EX. (See Section 4.4 for a description of the Speaking Scoring Scale.) Unlike in Writing, where DRC considers two adjacent scores as “Agreement,” raters scoring responses to Speaking tasks must demonstrate Exact Agreement (EX) in order to be considered in “agreement.”
- WIDA stipulates a minimum interrater agreement rate of 70% for both Writing and Speaking.
- The DRC scoring system routed and rerouted responses to raters until raters were assigned the prescribed number of scores for all responses. All responses were scored once, and at least twenty percent of the responses were scored a second time. The responses that were used for the twenty percent read- and listen-behinds were randomly chosen by the imaging system at the item level. Additional read- and listen-behinds by the team leaders and scoring directors were done to further ensure reliability. Raters did not see the scores the other raters assigned, and they did not know if they were the first or second rater.
- The purpose of the first and second scores was to monitor interrater reliability by comparing the scores that two separate raters assigned to the same response. When calculating final scores, the first score assigned was the score of record.

Monitoring Scoring (Quality Control)

- Rater accuracy was monitored throughout the scoring session by means of daily and on-demand reports. These reports ensured that an acceptable level of scoring accuracy was maintained throughout the project. Interrater reliability was tracked and monitored with multiple quality control reports. These reports and other quality control documents were generated at the scoring centers, where they were reviewed by the scoring directors, team leaders, and project managers. DRC provided WIDA with access to these reports on a regular basis throughout the scoring process to provide assurance that the quality control metrics met or exceeded expectations. If a scorer did not meet scoring expectations a portion of, or all, their scores could be dropped if the scores had not been reported.
- During the handscoring process, the scoring directors communicated regularly with their team leaders to review the statistics generated from the previous day’s work, including interrater reliability, score point distributions, and validity reports.
- Throughout handscoring, team leaders conducted routine read- and listen-behinds to observe, in real time, raters’ performance. Team leaders utilized live, scored responses to provide ongoing feedback and, if necessary, retraining for raters.
- The DRC system generated interrater reliability reports daily to monitor how often each rater’s scores matched other raters’ scores, and scoring leaders continually monitored individual rater statistics, comparing them to the group average. If the agreement rate for a rater fell below 70%, supervisors increased monitoring and retraining activities with the rater. If the rater failed to demonstrate improved reliability, DRC released the rater from scoring responses to that task.
- Since the interrater agreement rates were all at or above 70%, the target that WIDA stipulated, the focus turned to raters with lower-than-average agreement rates—even if their agreement rate was at or above 70%. Even when all agreement rates were at or above 70%, scoring supervisors continued to seek opportunities to increase reliability by providing ongoing feedback and retraining raters based on the specific performance of each rater, as evidenced by the quality control reports and observations made when reviewing scores that a rater assigned.
- DRC can retrieve students’ responses on demand (e.g., specific grade-level clusters, specific students) should the need arise during or after the scoring process.

- If needed, DRC can re-score a student's response to a task based on task- or response-level information, such as task number, date, score assigned, or rater ID.
- For both Speaking and Writing, DRC used both recalibration sets and validity responses to monitor handscoring quality control. DRC, CAL, and WIDA collaborated to develop these recalibration sets and validity responses. CAL developed an initial pool of responses for use as recalibration and validity checks by selecting responses from a previous administration of the tasks (e.g., a field test). WIDA staff reviewed and approved this pool of responses and their scores. DRC supervisors supplemented this pool of responses as needed by selecting additional responses, which CAL and WIDA approved before use. For each of the first 5 days that raters scored student responses to a task, they scored one recalibration set of five responses. The recalibration sets did not differ from rater to rater. For example, DRC identified a recalibration set to use for the first day that a rater scored students' responses to a specific task; every rater who was working on that task took this same recalibration set on the first day that they worked on that task. After the raters assigned scores to the recalibration set, the scoring director or team leader reviewed the set using descriptors from the scoring scale and the anchor responses to confirm the rationale behind each response's score. Starting on the sixth day that a rater was working on a task, DRC used validity responses to continue monitoring rater performance. DRC seeded the validity responses into the operational scoring so that the raters did not know which responses were operational and which were validity responses. Reports generated daily compared the scores that each rater assigned to the "true" score for each validity response. When a rater was working on a task, DRC seeded the validity responses in random order into the rater's queue for scoring. Given enough time, every rater working on a task would score every validity response for that task, but the order in which the raters would see the validity responses would differ.

Handling Unusual Responses

The following processes were in place at DRC to manage specific types of "unusual" responses:

- **Scoring questions.** If a rater had questions about the application of the scoring guidelines to a response (e.g., if they were uncertain as to the proper score that they should assign),

the rater forwarded the response to their team leader for assistance. The team leader then reviewed the response with the rater and assigned the proper score. If the rater needed further clarifications, the team leader worked with the rater to review scoring guidelines.

- **Non score codes.** Unusual or aberrant responses for which raters could not assign a score based on the scoring guidelines received a nonscorable code (e.g., Writing responses that are entirely blank or consist entirely of scribbles or pictures). DRC’s handscoring team collaborated with WIDA and CAL to define what specifically constituted a nonscorable response to ensure consistency when applying nonscorable codes, and CAL provided this information to DRC along with other task-specific training materials that DRC then used to train its raters. During scoring, when raters assigned a nonscorable code (except for Blank), DRC’s imaging system automatically forwarded the response to a handscoring supervisor for review and approval. If the handscoring supervisor had any questions about the application of non-score codes to specific responses, the supervisor contacted WIDA and CAL representatives for further review and discussion.
- **Alerts.** To handle possible alert responses (i.e., student responses indicating potential issues related to the student’s safety and/or well-being that may require attention at the local level, as well as potential plagiarism and potential teacher interference), DRC’s imaging system gave raters the ability to alert questionable student responses. When a rater flagged a response with the alert status, the imaging system automatically routed the response to handscoring supervisors for review. The states are notified within 24 hours. If the response was related to the student’s safety and/or well-being, and the handscoring supervisors concurred with the alert, it was then forwarded to WIDA’s project management team who provided the response to the appropriate local education agency.
- **Request for originals.** When a rater came across a scanned student response that was difficult to read (for example, having some partially erased text), the rater flagged the response with a “request original” status. If a rater flagged a response as “request original,” DRC’s imaging system automatically forwarded the response to a handscoring supervisor. If the handscoring supervisor agreed that the original student response needed to be reviewed to properly apply the scoring guidelines, the supervisor forwarded the request to staff in DRC’s Operations Services, who located the original student response so the handscoring supervisor could review the response and score it.

Remote Scoring Procedures after the COVID-19 Pandemic

Prior to 2020, DRC's handscoring centers managed all WIDA handscoring. In 2020, due to the COVID-19 pandemic, DRC shifted from site-based handscoring to remote handscoring to continue meeting all the handscoring deadlines. All WIDA handscoring continued to be remote in 2021. DRC designed the remote scoring to very closely emulate the work carried out in the physical scoring locations. The platform, content, and expectations for quality remained the same. Using a variety of modes of interactive technology (i.e., web screen sharing, webcast, video chat, and chat), DRC conducted rater training and discussions live (virtually). DRC equipped scoring leaders with a variety of tools to strive to ensure that every rater was successful in understanding and applying scoring criteria to student responses.

Remote scoring began with a training session to guide supervisors and raters using the tools that DRC utilized for remote scoring. Once supervisors and raters were trained on the remote scoring process, handscoring commenced for the ACCESS assessments. A description of DRC's remote scoring process follows.

- **System tools—scoring, training, chat.** ScoreBoard is DRC's secure, web-based scoring application that is designed to be used in a distributed environment. The platform is used within DRC's scoring centers and in remote locations (e.g., in a rater's home). Integrated training resources provide the capability to securely maintain digital training materials within the scoring platform itself.
- DRC conducted live, interactive rater training using the Moodle Learning Management System, which mirrored aspects of the scoring room and provided a versatile platform for training. It also served as a place to share files of important documents, including daily scoring statistics and platform user guides. Through embedded communication tools, scoring directors, assistant scoring directors, and team leaders facilitated group and one-on-one training sessions and discussions using audio and video.
- To facilitate instant communication between supervisors and raters, DRC utilized a chat tool called Zulip in conjunction with ScoreBoard and Moodle. Zulip provided a tool for raters to directly ask supervisors questions about responses and allowed supervisors to direct individuals or groups of raters to join Moodle training rooms for important discussions and retraining.

- **Security.** Security is essential to the handscoring process. When users logged into ScoreBoard, they were required to read and accept the security policy before they were allowed to access the project. DRC also required raters to read and sign nondisclosure agreements. During training and large-group discussions, trainers continuously emphasized what security means, the importance of maintaining security, and how all staff accomplish this. In the remote environment, DRC could give these security reminders daily. DRC requires raters working remotely to work in a private environment away from other people (including family members). Raters working in ScoreBoard were not allowed to print from their computers in order to protect the security of the student responses, test questions, and training materials. Restrictions built into ScoreBoard defined the hours during the day that raters were able to log into the system, ensuring that raters were only scoring responses while supervisors were in place to monitor handscoring and answer any questions.
- **Rater training with Moodle.** DRC conducted rater training remotely as an interactive, comprehensive, hands-on experience. For Writing training, scoring directors trained groups of raters by screensharing PDFs of training materials. Raters individually viewed each training example, with supervisors directing raters to relevant text.
- For Speaking training, scoring directors trained groups of raters by playing the responses aloud over Moodle during live, remote training sessions.
- As with site-based training sessions, supervisors guided the discussion, and raters posed questions to supervisors. The scoring director directed the team leaders and raters to take training and qualifying sets, following the same training flow as they would in the scoring facility.
- **Quality control.** DRC utilized its robust quality control processes and handscoring metrics for all scoring sessions. Scored responses were monitored with second reads, and team leaders conducted read- and listen-behinds. DRC's handscoring system allowed scoring supervisors to determine specific read- and listen-behind rates (frequency of monitoring) for each rater. Any retraining and/or conversations needed because of the monitoring were held in one-on-one video chat sessions. Handscoring quality reports were available daily and on demand for handscoring supervisors and DRC's project leadership, and DRC also provided WIDA staffing with handscoring reports. If a rater

fell below 70% exact agreement and failed to improve after retraining and feedback, DRC removed the rater from the project and assigned the responses to other raters to score.

4.3 Writing Scoring Scale

The Writing Scoring Scale has six whole score points that range from 1 to 6. The scale descriptors include three different yet interrelated dimensions: discourse, sentence, and word/phrase. These scale descriptors guide raters as they consider all three dimensions to make holistic judgments about which score point best suits a response. The dimensions are distinguished as follows:

- The descriptors for the discourse dimension focus on the degree of organization and the extent to which the response is tailored to the context (e.g., purpose, situation, and audience).
- The descriptors for the sentence dimension evaluate the complexity and grammatical accuracy of sentence structures used in the response.
- The descriptors for the word/phrase dimension specify the range and appropriateness of the original vocabulary used (i.e., text other than that copied and adapted from the stimulus and prompt).

Figure 11 shows the Writing Scoring Scale.

| ACCESS for ELLS 2.0 Writing Scoring Scale, Grades 1–12 | | |
|---|----------------------|---|
| 5+ | Score Point 6 | D: Sophisticated organization of text that clearly demonstrates an overall sense of unity throughout, tailored to context (e.g., purpose, situation, and audience) S: Purposeful use of a variety of sentence structures that are essentially error-free W: Precise use of vocabulary with just the right word in just the right place |
| | Score Point 5 | D: Strong organization of text that supports an overall sense of unity, appropriate to context (e.g., purpose, situation, and audience) S: A variety of sentence structures with very few grammatical errors W: A wide range of vocabulary, used appropriately and with ease |
| | Score Point 4 | D: Organized text that presents a clear progression of ideas, demonstrating an awareness of context (e.g., purpose, situation, and audience) S: Complex and some simple sentence structures, containing occasional grammatical errors that don't generally interfere with comprehensibility W: A variety of vocabulary beyond the stimulus and prompt, generally conveying the intended meaning |
| 3+ | Score Point 3 | D: Text that shows developing organization including the use of elaboration and detail, though the progression of ideas may not always be clear S: Simple and some complex sentence structures, whose meaning may be obscured by noticeable grammatical errors W: Some vocabulary beyond the stimulus and prompt, although usage is noticeably awkward at times |
| | Score Point 2 | D: Text that shows emerging organization of ideas but with heavy dependence on the stimulus and prompt and/or resembles a list of simple sentences (which may be linked by simple connectors) S: Simple sentence structures; meaning is frequently obscured by noticeable grammatical errors when attempting beyond simple sentences W: Vocabulary primarily drawn from the stimulus and prompt |
| 1+ | Score Point 1 | D: Minimal text that represents an idea or ideas S: Primarily words, chunks of language, and short phrases rather than complete sentences W: Distinguishable English words that are often limited to high frequency words or reformulated expressions from the stimulus and prompt |
| <p><i>D: Discourse Level</i> <i>S: Sentence Level</i> <i>W: Word/Phrase Level</i></p> | | |

Figure 11: Writing Scoring Scale

When assigning a score, a rater makes an initial judgment about which whole score point (1–6) best describes a response and then determines whether the three descriptors for that whole score point suit that response. If all three descriptors suit the response, the rater assigns the score

associated with that score point (e.g., if all three descriptors for score point 3 are appropriate, the rater would assign a score of 3). However, if there is clear evidence that one or two descriptors from an adjacent score point are a better fit, the rater would assign a plus score between the two applicable whole score points (e.g., if two descriptors for score point 3 seem to fit, but one descriptor for score point 4 is a better fit than the associated descriptor for score point 3, the rater would assign a score of 3+).

In addition to scale descriptors, scoring rules address special cases where responses are nonscorable, completely, or partially off task, and completely or partially off topic, are defined as follows:

Nonscorable: The response is blank; consists only of verbatim copied text; consists only of text that is completely off task; is entirely in a language other than English; or appears to have been plagiarized from an outside source during testing. More information on how plagiarized responses are handled by DRC is provided in Section 4.2, *Handling Unusual Responses*, above.

Completely off-task response: The entire response shows no understanding of or interaction with the prompt. It may be a memorized, previously practiced response or appear to answer another, unrelated prompt. A response that is entirely off task is nonscorable.

Completely off-topic response: The entire response shows a misinterpretation or misunderstanding of the prompt. An off-topic response is related to the prompt but does not seem to address it as intended. However, the response is clearly not a memorized, previously practiced response. Raters score these responses in their entirety using the scoring scale; however, the maximum score for a completely off-topic response is 2+.

Partially off-task response: The response contains both off-task and on-task writing. Raters score these responses by ignoring the off-task portion (which may be memorized and previously practiced) and scoring only the on-task portion using the scoring scale.

Partially off-topic response: The response contains both off-topic and on-topic writing (i.e., a portion of the response shows a misinterpretation or misunderstanding of the prompt). Raters score these responses in their entirety using the scoring scale.

Each student responds to three (or four, for Grade 1, Tier A) Writing tasks. One rater assigns a score to each response. To calculate a student's total raw score, the scores that the raters assigned are converted to whole numbers ranging from 0 to 9, as shown in Table 9.

Table 9: Rating to Raw Score Conversion (Writing)

| Rating | Raw score |
|-------------|-----------|
| Nonscorable | 0 |
| 1 | 1 |
| 1+ | 2 |
| 2 | 3 |
| 2+ | 4 |
| 3 | 5 |
| 3+ | 6 |
| 4 | 7 |
| 4+ | 8 |
| 5 | 9 |
| 5+ | 9 |
| 6 | 9 |

On Tier A tests, for all grade-level clusters except for Grade 1, the scores from the three tasks are added to calculate a total raw score, which can range from 0 to 27. For the Grade 1 Tier A test, there are four Writing tasks. The first two of these tasks use a modified version of the scoring scale and have score ranges of 0 to 1 and 0 to 3, respectively. The third and fourth tasks use the full scoring scale from 0 to 9; additionally, the last task is weighted as 3. Therefore, the possible final raw scores for Grade 1 Tier A range from 0 to 40.

On Tier B/C tests for all grade-level clusters, results from the different tasks are given different weights. These weights are specified to reflect intended amounts of time that a student should spend on each task. The first task is given a weight of 1, the second task is given a weight of 2, and the third task is given a weight of 3. Thus, for example, a student with raw scores of 5, 6, and 7 on the three tasks would have a total raw score of 38 ($[1 * 5] + [2 * 6] + [3 * 7]$), while a

student with raw scores of 7, 6, and 5 on the three tasks would have a total raw score of 34 ($[1 * 7] + [2 * 6] + [3 * 5]$). Raw scores on the Tier B/C tests can range from 0 to 54.

The ACCESS Writing Scoring Scale is distinct from the WIDA Writing Rubric, which is a tool for evaluating student writing in classrooms and for interpreting student scores from ACCESS Online. CAL and WIDA designed the ACCESS Writing Scoring Scale for trained raters to use to evaluate students' responses to ACCESS writing tasks; thus, it is not appropriate for any other purposes.

4.4 Speaking Scoring Scale

The Speaking test is scored using a scoring scale that is designed to evaluate student responses relative to the model student's response. (See Section 2.2.4 above for more information about the role of the model student in the design of the Speaking tasks.) As part of test administration, the Test Administrators hear the model student response before each student response, which supports them in assigning an appropriate score relative to the model response. Speaking responses are immediately scored by the administrator while the test is administered. After listening to the student's responses, the administrator assigns a score.

The Speaking Test is the only portion of ACCESS Paper that is scored locally. Test Administrators must complete the relevant virtual ACCESS Paper Test Administrator training module for the Speaking test and pass the accompanying quiz (either Grades 1–5 or Grades 6–12). The training focuses on developing the Test Administrators' ability to score the test reliably. Separate training materials are available that address test administration and monitoring procedures. To help ensure that Test Administrators reliably score the test, they are trained on the Speaking Scoring Scale. Training materials are available for each grade-level cluster, and raters listen to anchor samples and view score justifications that provide detailed explanations for scores based on the scoring scale. Practice samples are also available so that raters can practice assigning scores. The course includes both required training material for each grade-level cluster as well as optional training material. Raters are required to complete training sections for each grade-level cluster they will administer and score. However, if raters will score more than three grade-level clusters, they may complete rater training for only three. The quizzes include 12 Speaking rating tasks in which raters listen to and assign a score to a task response. The pass rate for the quiz is 80% correct.

The Speaking Scoring Scale defines five score points: *Exemplary*, *Strong*, *Adequate*, *Attempted*, and *No Response (in English)*. The *No Response* score point only applies if the examinee refuses to respond, or if the examinee responds in a language other than English.

These score points are applied based on the proficiency level expectations of each task, that is, the level of language proficiency that each task is designed to elicit. These expectations are exemplified by the model student response (see Section 2.2.4). In this way, the model response serves as a scoring benchmark. Raters listen to the model response and score test-taker responses relative to the model. A score of *Exemplary* means that the student response demonstrates English language use that is equal to or beyond the English language use illustrated by the model student’s response.

Figure 12 shows the Speaking Scoring Scale.

| ACCESS for ELLs 2.0 Speaking Scoring Scale | |
|---|--|
| Score point | Response characteristics |
| Exemplary use of oral language to provide an elaborated response | <ul style="list-style-type: none"> • Language use comparable to or going beyond the model in sophistication • Clear, automatic, and fluent delivery • Precise and appropriate word choice |
| Strong use of oral language to provide a detailed response | <ul style="list-style-type: none"> • Language use approaching that of model in sophistication, though not as rich • Clear delivery • Appropriate word choice |
| Adequate use of oral language to provide a satisfactory response | <ul style="list-style-type: none"> • Language use not as sophisticated as that of model • Generally comprehensible use of oral language • Adequate word choice |
| Attempted use of oral language to provide a response in English | <ul style="list-style-type: none"> • Language use does not support an adequate response • Comprehensibility may be compromised • Word choice may not be fully adequate |
| No response (in English) | <ul style="list-style-type: none"> • Does not respond (in English) |

Figure 12: Speaking Scoring Scale

The Speaking Scoring Scale includes descriptors for overall language use, response sophistication, language delivery, and word choice. As stated above, the scale is applied relative to the proficiency level demands of the task. For tasks targeting language elicitation at PL 1, there are only three possible score points: *No Response*, *Attempted*, and *Adequate and Above*.

This is the case because appropriate responses to PL 1 tasks are single words and short chunks of language, so it is not possible to reliably distinguish between *Adequate*, *Strong*, and *Exemplary* performances.

To calculate a raw score for the Speaking test, the five score points are converted to whole numbers, as shown in Table 10. To calculate a total raw score, the raw scores for each task are added together; additionally, in Tier B/C, six points are added to the total raw score, representing a score of *Adequate and Above* for three tasks targeting language at PL 1. Though a Tier B/C student would not be administered any tasks targeting the PL 1 level, it is assumed that a student who had been routed to the B/C test would easily achieve a score of *Adequate and Above* on these tasks. Thus, on the Tier A test, scores can range from 0 to 18; and on the Tier B/C test, from 6 to 30.

Table 10: Rating to Raw Score Conversion (Speaking)

| Score | Raw score |
|-----------------------------|------------------|
| No Response (in English) | 0 |
| Attempted | 1 |
| Adequate/Adequate and Above | 2 |
| Strong | 3 |
| Exemplary | 4 |

Speaking tasks are scored using the ACCESS Speaking Scoring Scale. The Speaking Scoring Scale is distinct from the WIDA Speaking Rubric, which is a tool for classroom use and score interpretation. The Speaking Scoring Scale was designed specifically for test scoring use and is not intended for classroom purposes.

5. Summary of Score Reports

5.1 Individual Student Report

Score reports (district, school, and student level reports) are made available in the WIDA Assessment Management System (AMS) as soon as they are available for each state, and WIDA ships printed reports to school districts and schools at the same time or shortly thereafter. Score reports are available for states to identify students' language performance and properly determine language support for ELLs. Each state and school district determines when and how students' parents or guardians will receive individual score reports. Communication about student score reports and resources that districts use to support interpretation is a local decision. WIDA provides resources that schools, districts and states may use to aid in score interpretation. (See links below.) How these stakeholders use the material to communicate assessment results is determined locally.

Individual student reports are available in various languages in WIDA AMS and alternate formats (i.e., Braille or large print) of score reports are available upon request.

WIDA offers several online resources to help communicate test score information to educators, families, and students. (See ACCESS for ELLs Score and Reports <https://wida.wisc.edu/assess/access/scores-reports>; Family Engagement <https://wida.wisc.edu/teach/learners/engagement>.) WIDA also provides a post-testing Q & A webinar about score interpretation (<https://portal.wida.us/webinar/detail/702b69ef-0265-eb11-a2dd-0050568beee8>).

According to Kim et al., (2016; 2020), educators find interpreting technical information supplied in score reports to be challenging, which suggests a need for more when describing student performance. WIDA plans to convene focus groups to gain an understanding of how various test users (i.e. educators, parents/guardians, students) interpret the information conveyed in current score reports in order to guide efforts to revise those reports for greater clarity.

The Individual Student Report (Figure 13) contains detailed information about the performance of a single student in Grades K–12. Its primary users are students, parents/guardians, teachers, and school teams. It provides information about the language needed to access content and succeed in school, one indicator of a student's English language proficiency.



Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

| Language Domain | Proficiency Level (Possible 1.0-6.0) | | | | | | Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions | | | | | |
|--|---|---|---|---|---|---|--|-----|-----|-----|-----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 100 | 200 | 300 | 400 | 500 | 600 |
| Listening | 4.0 | | | | | | 368 | | | | | |
| Speaking | 2.2 | | | | | | 320 | | | | | |
| Reading | 3.4 | | | | | | 356 | | | | | |
| Writing | 3.5 | | | | | | 355 | | | | | |
| Oral Language 50% Listening + 50% Speaking | 3.2 | | | | | | 344 | | | | | |
| Literacy 50% Reading + 50% Writing | 3.5 | | | | | | 356 | | | | | |
| Comprehension 70% Reading + 30% Listening | 3.7 | | | | | | 360 | | | | | |
| Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking | 3.4 | | | | | | 352 | | | | | |

*Overall score is calculated only when all four domains have been assessed. NA: Not available

| Domain | Proficiency Level | Students at this level generally can... |
|------------------|-------------------|---|
| Listening | 4 | understand oral language in English related to specific topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions |
| Speaking | 2 | communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: <ul style="list-style-type: none"> • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions |
| Reading | 3 | understand written language related to common topics in school and can participate in class discussions, for example: <ul style="list-style-type: none"> • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence |
| Writing | 3 | communicate in writing in English using language related to common topics in school, for example: <ul style="list-style-type: none"> • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences |

Figure 13: Individual Student Report

The Individual Student Report includes four language domain scores (Listening, Speaking, Reading, and Writing) and four language domain composite scores (Oral Language, Literacy, Comprehension, and Overall), as shown in the first table of the score report. In the first column of the last four rows of that table, test users can see how WIDA uses a student's domain scores to calculate each composite score (e.g. for Oral Language, WIDA calculates the composite score based on a student's performance on the Listening and Speaking tests, with scores on each of

those tests contributing equally to the composite score). For students who are unable to complete all four domains due to their disabilities, WIDA provides states methods to compute alternative composite scores based on their available domain scores upon request (Sahakyan, N., (2020)).

The proficiency level that a student attained in each language domain is presented both graphically and as a whole number followed by a decimal. A scale score represents a student's performance that has been put on a standardized scale. Students' performance relies on the number of items and item difficulties they respond to correctly. Scale scores allow comparison across different forms and grades. In ACCESS, the scale score ranges between 100-600 in all grades. These are interpretive scores that are based on, but separate from, scale scores. The shaded bar of the graph describes a student's performance in terms of the 6-level English Language Proficiency Scale. The whole number indicates a student's English language proficiency level (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching) in accordance with the WIDA ELD Standards. ELLs who attain Level 6, Reaching, have moved through the entire second language continuum, as defined by the test and the WIDA ELD Standards.

The decimal indicates the proportion within the proficiency level range that the student's scale score represents, rounded to the nearest tenth. For example, a proficiency level score of 3.5 is halfway between English language proficiency levels 3.0 and 4.0.

To the right of the proficiency level is the reported scale score and associated confidence band. The confidence band for each domain and composite reflects the standard error of measurement for the scale score, a statistical calculation of a student's likelihood of scoring within a particular range of scores if he or she were to take the same test repeatedly without any change in ability. For ACCESS scale scores, the confidence band reflects a 95% probability level.

The second table in the Individual Student Report provides information about the student's proficiency levels expressed as whole numbers. The third column of the table describes what that student should generally be able to do in each of the four language domains, given his or her level of proficiency. For example, as shown in Figure 10, this student received a proficiency level score of 2 for Speaking, which suggests that the student should generally be able to “communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases.”

- If a student was not tested in one (or more) of the language domains, a code of NA (Not Available) will appear in the score report for the impacted language domain(s) and for all composite scores that are calculated using those domain scores. For these students, WIDA provides states with information about statistical methods that can be used to compute alternative composite scores based on a student’s available domain scores (Sahakyan, 2020). When interpreting scores, test users are cautioned to keep in mind these points: The report provides information on English proficiency. It does not provide information on a student’s academic achievement or knowledge of content areas.
- Students do not typically acquire proficiency in Listening, Speaking, Reading, and Writing at the same pace. Generally,
 - Oral language (L+S) is acquired faster than literacy (R+W).
 - Receptive language (L+R) is acquired faster than productive language (S+W).
 - Writing is usually the last domain to be mastered.
- The students’ foundation in their home or primary language is a predictor of their English language development. Those who have strong literacy backgrounds in their native language will most likely acquire literacy in English at a quicker pace than students who do not.
- The Overall score is helpful as a summary of other scores and is used because a single number may be needed for reference. However, it is important to remember that it is compensatory, averaged using weights; a particularly high score in one domain may effectively offset a low score in another domain and vice versa. Similar Overall scores can mask very different performances on individual tests.
- No single scale score or language proficiency level, including the Overall score (composite), should be used as the sole determiner for making decisions regarding a student’s English language proficiency. School work and local assessment throughout the school year also provide evidence of a student’s English language development.
- Scale scores can be used to make comparisons across grade levels, but not across domains. Each domain has its own score scale, so scale scores should not be used for comparing performance across domains. For example, a scale score of 350 in Listening at

grade 3 is not equivalent to a scale score of 350 in Speaking at grade 3. For performance comparisons across domains, proficiency levels should be used.

- Either scale scores or proficiency levels can be used to compare test performance from different years, although it is easier to see changes when examining scale scores.

For detailed information about score reports, please refer to the Interpretive Guide.

5.2 Other Reports

Student Roster Report. The Student Roster Report contains information on a group of students within a single school and grade. It provides scale scores for individual students in each language domain and composite scores, identical to those appearing in the Individual Student Report. Its intended users are teachers, program coordinators/directors, and administrators.

Frequency Reports. The primary audiences for frequency reports are typically program coordinators/directors, administrators, and boards of education. There are three types of frequency reports:

- School Frequency Report
- District Frequency Report
- State Frequency Report

Each shows the number and percentage of tested students who attained each proficiency level within a given population.

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 the assessment 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 (<https://www.census.gov/topics/population/race/about.html>). 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 identify 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 8 students were excluded from the analyses due to mismatches in students' tiers across domains. In addition, 10,695 students taking Paper ACCESS tests in Colorado used equated scores to the Online ACCESS tests; therefore, their score analyses were not included in this 503 Paper Annual Technical Report. For the equated scoring procedure, please refer to the WIDA mode-adjustment procedure report.

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 shows participation across the 41 WIDA states and U.S. territories that participated in the operational testing program of ACCESS Paper in 2021–2022 by grade level. The rows provide data for the number of students in that grade-level cluster who took the test by state, with the final row showing the total number of participants across all 41 states and territories. Some states' sample sizes are small except for Kindergarten, which is only in Paper form, since most students take the Online form of the tests. The biggest state was Florida, which constitutes about 53% of the students who take Paper ACCESS. Illinois, Washington, and Virginia were the next largest states. The full names of acronyms of U.S. territories are the following: 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, S503 Paper

| State | Cluster | | | | | | | Total |
|-------|---------|-------|-------|-------|-------|-------|-------|--------|
| | K | 1 | 2 | 3 | 4-5 | 6-8 | 9-12 | |
| AK | 834 | 3 | 2 | 4 | 15 | 23 | 83 | 964 |
| AL | 4017 | 0 | 0 | 1 | 1 | 2 | 1 | 4022 |
| BI | 539 | 168 | 143 | 146 | 243 | 319 | 104 | 1662 |
| CO | 9525 | 185 | 185 | 166 | 238 | 247 | 149 | 10695 |
| DC | 1041 | 1 | 0 | 2 | 2 | 0 | 1 | 1047 |
| DD | 693 | 0 | 1 | 1 | 7 | 0 | 0 | 702 |
| DE | 1626 | 3 | 0 | 0 | 6 | 3 | 0 | 1638 |
| FL | 34523 | 31513 | 31191 | 30394 | 45506 | 45422 | 42737 | 261286 |
| GA | 15002 | 148 | 115 | 20 | 40 | 29 | 20 | 15374 |
| HI | 1412 | 2 | 0 | 2 | 1 | 1 | 3 | 1421 |
| ID | 1588 | 5 | 8 | 6 | 10 | 7 | 14 | 1638 |
| IL | 22923 | 174 | 149 | 134 | 262 | 186 | 139 | 23967 |
| IN | 7950 | 14 | 20 | 18 | 26 | 16 | 8 | 8052 |
| KY | 4468 | 7 | 5 | 11 | 14 | 3 | 5 | 4513 |
| MA | 11546 | 40 | 15 | 26 | 65 | 32 | 27 | 11751 |
| MD | 10982 | 2 | 4 | 11 | 23 | 17 | 14 | 11053 |
| ME | 475 | 2 | 1 | 5 | 4 | 2 | 3 | 492 |
| MI | 8797 | 94 | 108 | 113 | 175 | 215 | 224 | 9726 |
| MN | 7972 | 29 | 42 | 38 | 96 | 59 | 33 | 8269 |
| MO | 4459 | 10 | 11 | 13 | 18 | 9 | 2 | 4522 |
| MP | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| MT | 216 | 0 | 0 | 0 | 0 | 0 | 0 | 216 |
| NC | 11827 | 5 | 12 | 8 | 20 | 16 | 8 | 11896 |
| ND | 339 | 3 | 2 | 4 | 5 | 10 | 7 | 370 |
| NH | 517 | 2 | 2 | 2 | 5 | 1 | 3 | 532 |
| NJ | 13187 | 84 | 77 | 40 | 43 | 29 | 33 | 13493 |
| NM | 3950 | 0 | 0 | 2 | 4 | 3 | 34 | 3993 |
| NV | 5520 | 0 | 0 | 0 | 0 | 1 | 0 | 5521 |
| OK | 6236 | 8 | 4 | 11 | 21 | 59 | 13 | 6352 |
| PA | 7384 | 339 | 267 | 209 | 369 | 361 | 339 | 9268 |
| RI | 1437 | 2 | 0 | 2 | 2 | 5 | 4 | 1452 |
| SC | 4038 | 5 | 8 | 4 | 15 | 8 | 5 | 4083 |
| SD | 907 | 24 | 22 | 19 | 36 | 30 | 0 | 1038 |
| TN | 7644 | 5 | 8 | 8 | 9 | 4 | 9 | 7687 |
| UT | 3875 | 1 | 0 | 0 | 0 | 20 | 29 | 3925 |
| VA | 14061 | 941 | 219 | 136 | 171 | 117 | 137 | 15782 |
| VI | 73 | 0 | 0 | 0 | 0 | 1 | 0 | 74 |
| VT | 164 | 3 | 1 | 3 | 4 | 3 | 0 | 178 |

| | | | | | | | | |
|-------|--------|-------|-------|-------|-------|-------|-------|--------|
| WA | 15336 | 7 | 7 | 8 | 7 | 7 | 11 | 15383 |
| WI | 4492 | 25 | 32 | 31 | 55 | 44 | 4 | 4683 |
| WY | 253 | 2 | 1 | 0 | 4 | 7 | 4 | 271 |
| Total | 251865 | 33856 | 32662 | 31598 | 47522 | 47318 | 44207 | 489028 |

Table 1.1.1.2 shows participation by grade-level cluster and by gender across all states and territories for the population of students who participated in ACCESS Paper, while Table 1.1.1.3 shows participation by grade-level cluster and by ethnicity. The gender ratio was 45% female and 51% male in general. The Hispanic ethnicity percentage was about 78% in all clusters except Kindergarten, which was 66%.

Table 1.1.1.2

Participation by Grade-Level Cluster by Gender, S503 Paper

| Cluster | | Gender | | | Total |
|---------|------------------|--------|--------|---------|--------|
| | | F | M | Missing | |
| K | Count | 109747 | 123013 | 19105 | 251865 |
| | % within Cluster | 43.57% | 48.84% | 7.59% | 100% |
| 1 | Count | 15795 | 17952 | 109 | 33856 |
| | % within Cluster | 46.66% | 53.02% | 0.32% | 100% |
| 2 | Count | 15302 | 17273 | 87 | 32662 |
| | % within Cluster | 46.85% | 52.89% | 0.26% | 100% |
| 3 | Count | 14431 | 17067 | 100 | 31598 |
| | % within Cluster | 45.67% | 54.01% | 0.32% | 100% |
| 4-5 | Count | 21622 | 25743 | 157 | 47522 |
| | % within Cluster | 45.5% | 54.17% | 0.33% | 100% |
| 6-8 | Count | 21717 | 25461 | 140 | 47318 |
| | % within Cluster | 45.9% | 53.8% | 0.3% | 100% |
| 9-12 | Count | 20390 | 23626 | 191 | 44207 |
| | % within Cluster | 46.13% | 53.44% | 0.43% | 100% |
| Total | Count | 219004 | 250135 | 19889 | 489028 |
| | % within Cluster | 44.78% | 51.15% | 4.07% | 100% |

Table 1.1.1.3

Participation by Grade-Level Cluster by Ethnicity, S503 Paper

| Cluster | | Ethnicity | | | Total |
|---------|------------------|-----------|--------------|---------|--------|
| | | Hispanic | Non-Hispanic | Unknown | |
| K | Count | 166565 | 69543 | 15757 | 251865 |
| | % within Cluster | 66.13% | 27.61% | 6.26% | 100% |
| 1 | Count | 26635 | 6736 | 485 | 33856 |
| | % within Cluster | 78.67% | 19.9% | 1.43% | 100% |
| 2 | Count | 25777 | 6454 | 431 | 32662 |
| | % within Cluster | 78.92% | 19.76% | 1.32% | 100% |
| 3 | Count | 25098 | 6125 | 375 | 31598 |
| | % within Cluster | 79.43% | 19.38% | 1.19% | 100% |
| 4-5 | Count | 37571 | 9285 | 666 | 47522 |
| | % within Cluster | 79.06% | 19.54% | 1.4% | 100% |
| 6-8 | Count | 37412 | 9153 | 753 | 47318 |
| | % within Cluster | 79.07% | 19.34% | 1.59% | 100% |
| 9-12 | Count | 34204 | 9203 | 800 | 44207 |
| | % within Cluster | 77.37% | 20.82% | 1.81% | 100% |
| Total | Count | 353262 | 116499 | 19267 | 489028 |
| | % within Cluster | 72.24% | 23.82% | 3.94% | 100% |

1.1.2 Grade

This section provides data similar to that in the previous section but broken out by grade rather than by grade-level cluster. As shown in Table 1.1.2.1, the largest grade was Kindergarten, which comprised almost 51% of the Paper ACCESS population.

Table 1.1.2.1

Participation by Grade by State, S503 Paper

| State | Grade | | | | | | | | | | | | Total | |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| AK | 834 | 3 | 2 | 4 | 5 | 10 | 6 | 10 | 7 | 28 | 19 | 16 | 20 | 964 |
| AL | 4017 | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 0 | 4022 |
| BI | 539 | 168 | 143 | 146 | 133 | 110 | 128 | 100 | 91 | 33 | 20 | 25 | 26 | 1662 |
| CO | 9525 | 185 | 185 | 166 | 125 | 113 | 77 | 82 | 88 | 19 | 32 | 43 | 55 | 10695 |
| DC | 1041 | 1 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1047 |
| DD | 693 | 0 | 1 | 1 | 2 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 702 |
| DE | 1626 | 3 | 0 | 0 | 3 | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 1638 |
| FL | 34523 | 31513 | 31191 | 30394 | 22757 | 22749 | 16119 | 14954 | 14349 | 13317 | 11897 | 10563 | 6960 | 261286 |
| GA | 15002 | 148 | 115 | 20 | 23 | 17 | 8 | 10 | 11 | 8 | 6 | 4 | 2 | 15374 |
| HI | 1412 | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 2 | 1421 |
| ID | 1588 | 5 | 8 | 6 | 6 | 4 | 3 | 3 | 1 | 7 | 3 | 2 | 2 | 1638 |
| IL | 22923 | 174 | 149 | 134 | 137 | 125 | 66 | 53 | 67 | 33 | 35 | 35 | 36 | 23967 |
| IN | 7950 | 14 | 20 | 18 | 13 | 13 | 9 | 2 | 5 | 2 | 3 | 1 | 2 | 8052 |
| KY | 4468 | 7 | 5 | 11 | 10 | 4 | 1 | 1 | 1 | 2 | 2 | 1 | 0 | 4513 |
| MA | 11546 | 40 | 15 | 26 | 45 | 20 | 14 | 10 | 8 | 12 | 2 | 5 | 8 | 11751 |
| MD | 10982 | 2 | 4 | 11 | 15 | 8 | 4 | 9 | 4 | 6 | 2 | 5 | 1 | 11053 |
| ME | 475 | 2 | 1 | 5 | 1 | 3 | 0 | 0 | 2 | 1 | 1 | 1 | 0 | 492 |
| MI | 8797 | 94 | 108 | 113 | 83 | 92 | 72 | 76 | 67 | 64 | 57 | 53 | 50 | 9726 |
| MN | 7972 | 29 | 42 | 38 | 59 | 37 | 20 | 21 | 18 | 15 | 10 | 5 | 3 | 8269 |
| MO | 4459 | 10 | 11 | 13 | 9 | 9 | 2 | 4 | 3 | 1 | 1 | 0 | 0 | 4522 |
| MP | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| MT | 216 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 216 |
| NC | 11827 | 5 | 12 | 8 | 11 | 9 | 7 | 5 | 4 | 2 | 4 | 2 | 0 | 11896 |
| ND | 339 | 3 | 2 | 4 | 3 | 2 | 2 | 4 | 4 | 3 | 2 | 1 | 1 | 370 |
| NH | 517 | 2 | 2 | 2 | 4 | 1 | 0 | 1 | 0 | 2 | 1 | 0 | 0 | 532 |

| | | | | | | | | | | | | | | |
|-------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|--------|
| NJ | 13187 | 84 | 77 | 40 | 25 | 18 | 13 | 11 | 5 | 12 | 7 | 6 | 8 | 13493 |
| NM | 3950 | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 3 | 8 | 7 | 14 | 5 | 3993 |
| NV | 5520 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5521 |
| OK | 6236 | 8 | 4 | 11 | 10 | 11 | 11 | 16 | 32 | 2 | 7 | 2 | 2 | 6352 |
| PA | 7384 | 339 | 267 | 209 | 203 | 166 | 140 | 108 | 113 | 134 | 105 | 50 | 50 | 9268 |
| RI | 1437 | 2 | 0 | 2 | 1 | 1 | 0 | 4 | 1 | 1 | 1 | 1 | 1 | 1452 |
| SC | 4038 | 5 | 8 | 4 | 9 | 6 | 3 | 2 | 3 | 1 | 2 | 1 | 1 | 4083 |
| SD | 907 | 24 | 22 | 19 | 17 | 19 | 15 | 3 | 12 | 0 | 0 | 0 | 0 | 1038 |
| TN | 7644 | 5 | 8 | 8 | 7 | 2 | 1 | 3 | 0 | 3 | 5 | 0 | 1 | 7687 |
| UT | 3875 | 1 | 0 | 0 | 0 | 0 | 0 | 11 | 9 | 11 | 6 | 4 | 8 | 3925 |
| VA | 14061 | 941 | 219 | 136 | 95 | 76 | 31 | 45 | 41 | 65 | 27 | 26 | 19 | 15782 |
| VI | 73 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 74 |
| VT | 164 | 3 | 1 | 3 | 1 | 3 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 178 |
| WA | 15336 | 7 | 7 | 8 | 5 | 2 | 3 | 2 | 2 | 0 | 5 | 4 | 2 | 15383 |
| WI | 4492 | 25 | 32 | 31 | 31 | 24 | 19 | 14 | 11 | 2 | 0 | 1 | 1 | 4683 |
| WY | 253 | 2 | 1 | 0 | 1 | 3 | 4 | 1 | 2 | 1 | 0 | 2 | 1 | 271 |
| Total | 251865 | 33856 | 32662 | 31598 | 23852 | 23670 | 16782 | 15568 | 14968 | 13797 | 12269 | 10874 | 7267 | 489028 |

Table 1.1.2.2

Participation by Grade by Gender, S503 Paper

| Grade | | Gender | | | Total |
|-------|----------------|--------|--------|---------|--------|
| | | F | M | Missing | |
| K | Count | 109747 | 123013 | 19105 | 251865 |
| | % within Grade | 43.57% | 48.84% | 7.59% | 100% |
| 1 | Count | 15795 | 17952 | 109 | 33856 |
| | % within Grade | 46.66% | 53.02% | 0.32% | 100% |
| 2 | Count | 15302 | 17273 | 87 | 32662 |
| | % within Grade | 46.85% | 52.88% | 0.27% | 100% |
| | Count | 14431 | 17067 | 100 | 31598 |

| | | | | | |
|-------|----------------|--------|--------|-------|--------|
| 3 | % within Grade | 45.67% | 54.01% | 0.32% | 100% |
| 4 | Count | 10908 | 12851 | 93 | 23852 |
| | % within Grade | 45.73% | 53.88% | 0.39% | 100% |
| 5 | Count | 10714 | 12892 | 64 | 23670 |
| | % within Grade | 45.26% | 54.47% | 0.27% | 100% |
| 6 | Count | 7812 | 8915 | 55 | 16782 |
| | % within Grade | 46.55% | 53.12% | 0.33% | 100% |
| 7 | Count | 7131 | 8389 | 48 | 15568 |
| | % within Grade | 45.81% | 53.88% | 0.31% | 100% |
| 8 | Count | 6774 | 8157 | 37 | 14968 |
| | % within Grade | 45.26% | 54.49% | 0.25% | 100% |
| 9 | Count | 6201 | 7516 | 80 | 13797 |
| | % within Grade | 44.94% | 54.48% | 0.58% | 100% |
| 10 | Count | 5710 | 6506 | 53 | 12269 |
| | % within Grade | 46.54% | 53.03% | 0.43% | 100% |
| 11 | Count | 5029 | 5806 | 39 | 10874 |
| | % within Grade | 46.25% | 53.39% | 0.36% | 100% |
| 12 | Count | 3450 | 3798 | 19 | 7267 |
| | % within Grade | 47.47% | 52.27% | 0.26% | 100% |
| Total | Count | 219004 | 250135 | 19889 | 489028 |
| | % within Grade | 44.78% | 51.15% | 4.07% | 100% |

Table 1.1.2.3

Participation by Grade by Ethnicity, S503 Paper

| Grade | | Ethnicity | | | Total |
|-------|----------------|-----------|--------------|---------|--------|
| | | Hispanic | Non-Hispanic | Unknown | |
| K | Count | 166565 | 69543 | 15757 | 251865 |
| | % within Grade | 66.13% | 27.61% | 6.26% | 100% |
| 1 | Count | 26635 | 6736 | 485 | 33856 |
| | % within Grade | 78.67% | 19.9% | 1.43% | 100% |
| 2 | Count | 25777 | 6454 | 431 | 32662 |
| | % within Grade | 78.92% | 19.76% | 1.32% | 100% |
| 3 | Count | 25098 | 6125 | 375 | 31598 |
| | % within Grade | 79.43% | 19.38% | 1.19% | 100% |
| 4 | Count | 18820 | 4672 | 360 | 23852 |
| | % within Grade | 78.9% | 19.59% | 1.51% | 100% |
| 5 | Count | 18751 | 4613 | 306 | 23670 |
| | % within Grade | 79.22% | 19.49% | 1.29% | 100% |
| 6 | Count | 13225 | 3237 | 320 | 16782 |
| | % within Grade | 78.8% | 19.29% | 1.91% | 100% |
| 7 | Count | 12285 | 3074 | 209 | 15568 |
| | % within Grade | 78.91% | 19.75% | 1.34% | 100% |
| 8 | Count | 11902 | 2842 | 224 | 14968 |
| | % within Grade | 79.52% | 18.99% | 1.49% | 100% |
| 9 | Count | 10915 | 2518 | 364 | 13797 |
| | % within Grade | 79.11% | 18.25% | 2.64% | 100% |
| 10 | Count | 9571 | 2492 | 206 | 12269 |
| | % within Grade | 78.01% | 20.31% | 1.68% | 100% |
| 11 | Count | 8374 | 2370 | 130 | 10874 |

| | | | | | |
|-------|----------------|--------|--------|-------|--------|
| | % within Grade | 77.01% | 21.79% | 1.2% | 100% |
| 12 | Count | 5344 | 1823 | 100 | 7267 |
| | % within Grade | 73.53% | 25.1% | 1.37% | 100% |
| Total | Count | 353262 | 116499 | 19267 | 489028 |
| | % within Grade | 72.24% | 23.82% | 3.94% | 100% |

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 shows the number of students in each tier per cluster. In Grade 1, 55% of students were in Tier A and 45% in Tier B/C. In Grade 2, 29% of students were in Tier A and 71% in Tier B/C. In Grade 3 and Grades 4–5, 21-22% were in Tier A and 79-78% in Tier B/C. In Grades 6–8 and 9–12, there were about 28-29% of students in Tier A and 71-72% in Tier B/C. In all domains these percentages remained the same since students were placed in one tier throughout the test.

Table 1.1.3.1

Participation by Grade-Level Cluster by Tier by Domain, S503 Paper

| Cluster | | | Domain | | | |
|---------|-------|---|-----------|---------|----------|---------|
| | | | Listening | Reading | Speaking | Writing |
| K | Tier | - | 251859 | 251860 | 251860 | 251860 |
| 1 | Tier | A | 18615 | 18623 | 18624 | 18617 |
| | | B | 15226 | 15230 | 15227 | 15228 |
| | Total | | 33841 | 33853 | 33851 | 33845 |
| 2 | Tier | A | 9436 | 9436 | 9434 | 9437 |
| | | B | 23218 | 23222 | 23221 | 23223 |
| | Total | | 32654 | 32658 | 32655 | 32660 |
| 3 | Tier | A | 7022 | 7024 | 7024 | 7023 |
| | | B | 24571 | 24573 | 24572 | 24573 |
| | Total | | 31593 | 31597 | 31596 | 31596 |
| 4–5 | Tier | A | 9842 | 9844 | 9844 | 9844 |
| | | B | 37677 | 37677 | 37675 | 37678 |
| | Total | | 47519 | 47521 | 47519 | 47522 |

| | | | | | | |
|------|-------|---|-------|-------|-------|-------|
| 6-8 | Tier | A | 13466 | 13467 | 13466 | 13467 |
| | | B | 33847 | 33847 | 33849 | 33847 |
| | Total | | 47313 | 47314 | 47315 | 47314 |
| 9-12 | Tier | A | 13210 | 13210 | 13211 | 13209 |
| | | B | 30984 | 30986 | 30981 | 30982 |
| | Total | | 44194 | 44196 | 44192 | 44191 |

Table 1.1.3.2

Participation by Grade by Tier by Domain, S503 Paper

| Cluster | | | Domain | | | |
|---------|-------|---|-----------|---------|----------|---------|
| | | | Listening | Reading | Speaking | Writing |
| K | Tier | - | 251859 | 251860 | 251860 | 251860 |
| 1 | Tier | A | 18615 | 18623 | 18624 | 18617 |
| | | B | 15226 | 15230 | 15227 | 15228 |
| | Total | | 33841 | 33853 | 33851 | 33845 |
| 2 | Tier | A | 9436 | 9436 | 9434 | 9437 |
| | | B | 23218 | 23222 | 23221 | 23223 |
| | Total | | 32654 | 32658 | 32655 | 32660 |
| 3 | Tier | A | 7022 | 7024 | 7024 | 7023 |
| | | B | 24571 | 24573 | 24572 | 24573 |
| | Total | | 31593 | 31597 | 31596 | 31596 |
| 4 | Tier | A | 5033 | 5034 | 5034 | 5034 |
| | | B | 18817 | 18817 | 18816 | 18818 |
| | Total | | 23850 | 23851 | 23850 | 23852 |
| 5 | Tier | A | 4809 | 4810 | 4810 | 4810 |
| | | B | 18860 | 18860 | 18859 | 18860 |
| | Total | | 23669 | 23670 | 23669 | 23670 |
| 6 | Tier | A | 4579 | 4579 | 4578 | 4579 |
| | | B | 12202 | 12202 | 12202 | 12202 |
| | Total | | 16781 | 16781 | 16780 | 16781 |
| 7 | Tier | A | 4449 | 4450 | 4450 | 4450 |
| | | B | 11116 | 11116 | 11118 | 11115 |
| | Total | | 15565 | 15566 | 15568 | 15565 |
| 8 | Tier | A | 4438 | 4438 | 4438 | 4438 |
| | | B | 10529 | 10529 | 10529 | 10530 |

| | | | | | | |
|----|-------|---|-------|-------|-------|-------|
| | Total | | 14967 | 14967 | 14967 | 14968 |
| 9 | Tier | A | 5129 | 5129 | 5131 | 5128 |
| | | B | 8661 | 8662 | 8661 | 8661 |
| | Total | | 13790 | 13791 | 13792 | 13789 |
| 10 | Tier | A | 3605 | 3605 | 3604 | 3605 |
| | | B | 8660 | 8662 | 8659 | 8660 |
| | Total | | 12265 | 12267 | 12263 | 12265 |
| 11 | Tier | A | 3019 | 3019 | 3019 | 3019 |
| | | B | 7854 | 7853 | 7852 | 7854 |
| | Total | | 10873 | 10872 | 10871 | 10873 |
| 12 | Tier | A | 1457 | 1457 | 1457 | 1457 |
| | | B | 5809 | 5809 | 5809 | 5807 |
| | Total | | 7266 | 7266 | 7266 | 7264 |

Table 1.1.3.3

Participation by Grade-Level Cluster by Tier by Gender, S503 Paper

| Cluster | Tier | | Gender | | | Total |
|---------|------|---------------|--------|--------|---------|--------|
| | | | F | M | Missing | |
| K | - | Count | 109747 | 123013 | 19105 | 251865 |
| | | % within Tier | 43.6% | 48.8% | 7.6% | 100% |
| 1 | A | Count | 8501 | 10036 | 89 | 18626 |
| | | % within Tier | 45.6% | 53.9% | 0.5% | 100% |
| | BC | Count | 7294 | 7916 | 20 | 15230 |
| | | % within Tier | 47.9% | 52% | 0.1% | 100% |
| 2 | A | Count | 4166 | 5219 | 53 | 9438 |
| | | % within Tier | 44.1% | 55.3% | 0.6% | 100% |
| | BC | Count | 11136 | 12054 | 34 | 23224 |
| | | % within Tier | 48% | 51.9% | 0.1% | 100% |
| 3 | A | Count | 3088 | 3893 | 43 | 7024 |
| | | % within Tier | 44% | 55.4% | 0.6% | 100% |
| | BC | Count | 11343 | 13174 | 57 | 24574 |

| | | | | | | |
|------|----|---------------|-------|-------|------|-------|
| | | % within Tier | 46.2% | 53.6% | 0.2% | 100% |
| 4-5 | A | Count | 4379 | 5386 | 79 | 9844 |
| | | % within Tier | 44.5% | 54.7% | 0.8% | 100% |
| | BC | Count | 17243 | 20357 | 78 | 37678 |
| | | % within Tier | 45.8% | 54% | 0.2% | 100% |
| 6-8 | A | Count | 6195 | 7188 | 85 | 13468 |
| | | % within Tier | 46% | 53.4% | 0.6% | 100% |
| | BC | Count | 15522 | 18273 | 55 | 33850 |
| | | % within Tier | 45.9% | 54% | 0.2% | 100% |
| 9-12 | A | Count | 5978 | 7113 | 123 | 13214 |
| | | % within Tier | 45.2% | 53.8% | 0.9% | 100% |
| | BC | Count | 14412 | 16513 | 68 | 30993 |
| | | % within Tier | 46.5% | 53.3% | 0.2% | 100% |

Table 1.1.3.4 presents percentages of Hispanic and other ethnic groups in tiers. Overall, the percentages of Hispanic students in Tier A were 3% to 7% higher than in Tier B/C except in Grades 2 and 3.

Table 1.1.3.4

Participation by Grade-Level Cluster by Tier by Ethnicity, S503 Paper

| Cluster | Tier | | Ethnicity | | | Total |
|---------|------|---------------|-----------|-------|---------|--------|
| | | | Hispanic | Other | Unknown | |
| K | - | Count | 166565 | 69543 | 15757 | 251865 |
| | | % within Tier | 66.1% | 27.6% | 6.3% | 100% |
| 1 | A | Count | 14976 | 3334 | 316 | 18626 |
| | | % within Tier | 80.4% | 17.9% | 1.7% | 100% |
| | BC | Count | 11659 | 3402 | 169 | 15230 |
| | | % within Tier | 76.6% | 22.3% | 1.1% | 100% |
| 2 | A | Count | 7474 | 1739 | 225 | 9438 |
| | | % within Tier | 79.2% | 18.4% | 2.4% | 100% |
| | BC | Count | 18303 | 4715 | 206 | 23224 |
| | | % within Tier | 78.8% | 20.3% | 0.9% | 100% |
| 3 | A | Count | 5615 | 1265 | 144 | 7024 |
| | | % within Tier | 79.9% | 18% | 2.1% | 100% |
| | BC | Count | 19483 | 4860 | 231 | 24574 |
| | | % within Tier | 79.3% | 19.8% | 0.9% | 100% |
| 4-5 | A | Count | 7994 | 1621 | 229 | 9844 |
| | | % within Tier | 81.2% | 16.5% | 2.3% | 100% |
| | BC | Count | 29577 | 7664 | 437 | 37678 |
| | | % within Tier | 78.5% | 20.3% | 1.2% | 100% |
| 6-8 | A | Count | 11266 | 2000 | 202 | 13468 |
| | | % within Tier | 83.7% | 14.9% | 1.5% | 100% |
| | BC | Count | 26146 | 7153 | 551 | 33850 |
| | | % within Tier | 77.2% | 21.1% | 1.6% | 100% |
| 9-12 | A | Count | 10841 | 2055 | 318 | 13214 |
| | | % within Tier | 82% | 15.6% | 2.4% | 100% |
| | BC | Count | 23363 | 7148 | 482 | 30993 |
| | | % within Tier | 75.4% | 23.1% | 1.6% | 100% |

1.2 Scale Score Results

1.2.1 Mean Scale Score Across Domain and Composite Score by Cluster

This section shows mean (average) scale scores by grade-level cluster across the eight scores awarded on ACCESS, first for the four domains (Listening, Speaking, Reading, and Writing) and then for the four composites (Oral Language, Literacy, Comprehension, and Overall). The mean scale scores are expected to increase as grade increases, as ACCESS is vertically scaled; however, there is also an intersection between this principle and the population of test-takers. In this section, under each average, the number of students in each group is also given. Tables are provided for the total student population, for the student population by gender, and for the student population by race and ethnicity. In Table 1.2.1.1, the order of average scale scores among single domains in descending order were Listening, Reading, Speaking, and then Writing in clusters of 1, 2–3, 4–5, and 6–8. Kindergarten had the average scale scores in the order of Speaking, Listening, Writing, and then Reading. Cluster 9–12 had the order of Reading, Listening, Writing, and then Speaking.

Table 1.2.1.1

Mean Scale Scores by Grade-Level Cluster, S503 Paper

| Cluster | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| K | Mean | 252.9 | 170.69 | 183.2 | 255.26 | 254.34 | 177.16 | 195.34 | 200.11 |
| | N | 241979 | 241977 | 241972 | 241969 | 241967 | 241972 | 241974 | 241960 |
| 1 | Mean | 300.77 | 284.37 | 242.45 | 263.19 | 283.85 | 264.57 | 289.92 | 271.13 |
| | N | 28412 | 25868 | 33645 | 33450 | 28240 | 25859 | 22913 | 22785 |
| 2 | Mean | 326.85 | 309.88 | 271.59 | 285.35 | 307.27 | 291.94 | 315.55 | 297.08 |
| | N | 30027 | 26864 | 32461 | 32244 | 29834 | 26860 | 25383 | 25221 |
| 3 | Mean | 355.59 | 335.18 | 289.43 | 299.65 | 328.4 | 313.12 | 341.62 | 318 |
| | N | 29384 | 26242 | 31423 | 31233 | 29200 | 26239 | 25022 | 24867 |
| 4–5 | Mean | 374.24 | 349.04 | 325.91 | 326.71 | 351.43 | 338.37 | 357.07 | 342.71 |
| | N | 45263 | 41512 | 47273 | 46910 | 44921 | 41508 | 40204 | 39905 |
| 6–8 | Mean | 379.59 | 356.54 | 321.92 | 342.99 | 362.36 | 339.71 | 363.76 | 346.63 |
| | N | 44657 | 40976 | 47047 | 46721 | 44335 | 40963 | 39389 | 39108 |
| 9–12 | Mean | 380.94 | 383.6 | 351 | 344.21 | 363.93 | 367.95 | 383.31 | 367.1 |
| | N | 41414 | 38650 | 44024 | 43564 | 40962 | 38642 | 37004 | 36604 |

Table 1.2.1.2 demonstrated that female groups performed higher than male groups in general.

Table 1.2.1.2

Mean Scale Scores by Grade-Level Cluster by Gender, S503 Paper

| Cluster | Gender | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|---------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| K | F | Mean | 257.77 | 170.71 | 187.08 | 261.87 | 260.08 | 179.12 | 196.81 | 203.19 |
| | | N | 104958 | 104958 | 104955 | 104957 | 104957 | 104955 | 104957 | 104954 |
| | M | Mean | 247.17 | 170.27 | 180.16 | 246.77 | 247.23 | 175.43 | 193.33 | 196.76 |
| | | N | 117931 | 117928 | 117927 | 117922 | 117922 | 117927 | 117928 | 117920 |
| | Missing | Mean | 261.49 | 173.23 | 180.69 | 271.38 | 266.71 | 177.17 | 199.7 | 203.83 |
| | | N | 19090 | 19091 | 19090 | 19090 | 19088 | 19090 | 19089 | 19086 |
| 1 | F | Mean | 302.32 | 284.89 | 247.62 | 265.68 | 285.65 | 267.2 | 290.82 | 273.44 |
| | | N | 13499 | 12197 | 15701 | 15607 | 13414 | 12193 | 10913 | 10847 |
| | M | Mean | 299.52 | 283.97 | 238.09 | 261.23 | 282.38 | 262.35 | 289.2 | 269.16 |
| | | N | 14821 | 13575 | 17835 | 17734 | 14734 | 13570 | 11913 | 11851 |
| | Missing | Mean | 274.76 | 274.08 | 212.22 | 224.35 | 254.51 | 246.01 | 275.39 | 250.07 |
| | | N | 92 | 96 | 109 | 109 | 92 | 96 | 87 | 87 |
| 2 | F | Mean | 328.38 | 310.81 | 277.46 | 287.97 | 309.21 | 295.17 | 316.62 | 299.86 |
| | | N | 14264 | 12769 | 15217 | 15123 | 14178 | 12768 | 12186 | 12113 |
| | M | Mean | 325.55 | 309.15 | 266.49 | 283.12 | 305.59 | 289.1 | 314.67 | 294.61 |
| | | N | 15681 | 14020 | 17157 | 17034 | 15574 | 14017 | 13124 | 13035 |
| | Missing | Mean | 310.04 | 288.59 | 251.15 | 265.66 | 289.35 | 272.31 | 295.12 | 276.89 |
| | | N | 82 | 75 | 87 | 87 | 82 | 75 | 73 | 73 |
| 3 | F | Mean | 354.88 | 335.44 | 295.59 | 300.7 | 328.56 | 316.26 | 341.56 | 320.19 |
| | | N | 13581 | 12165 | 14362 | 14270 | 13492 | 12163 | 11699 | 11623 |
| | M | Mean | 356.32 | 335.05 | 284.33 | 298.86 | 328.36 | 310.49 | 341.77 | 316.17 |
| | | N | 15709 | 13995 | 16961 | 16864 | 15615 | 13994 | 13246 | 13168 |
| | Missing | Mean | 335.26 | 319.93 | 270.55 | 283.46 | 311.43 | 295.46 | 325.01 | 301.14 |
| | | N | 94 | 82 | 100 | 99 | 93 | 82 | 77 | 76 |
| 4-5 | F | Mean | 373.97 | 349.75 | 333.02 | 327.41 | 351.61 | 342.15 | 357.41 | 345.33 |
| | | N | 20727 | 19120 | 21499 | 21330 | 20570 | 19119 | 18606 | 18469 |
| | M | Mean | 374.62 | 348.54 | 320.15 | 326.33 | 351.46 | 335.27 | 356.9 | 340.6 |
| | | N | 24392 | 22262 | 25617 | 25423 | 24207 | 22259 | 21473 | 21311 |
| | Missing | Mean | 348.04 | 331.18 | 292.25 | 291.96 | 322.15 | 314.03 | 336.03 | 315.88 |
| | | N | 144 | 130 | 157 | 157 | 144 | 130 | 125 | 125 |
| 6-8 | F | Mean | 379.54 | 357.7 | 326.89 | 341.33 | 361.6 | 342.75 | 364.59 | 348.58 |
| | | N | 20537 | 18982 | 21602 | 21428 | 20366 | 18976 | 18257 | 18111 |
| | M | Mean | 379.81 | 355.62 | 317.85 | 344.72 | 363.24 | 337.2 | 363.14 | 345.09 |
| | | N | 23992 | 21869 | 25305 | 25155 | 23843 | 21862 | 21017 | 20884 |
| | Missing | Mean | 346.52 | 342.44 | 289.31 | 282.97 | 316.52 | 316.42 | 343.99 | 316.9 |
| | | N | 128 | 125 | 140 | 138 | 126 | 125 | 115 | 113 |
| 9-12 | F | Mean | 381.65 | 386.11 | 356.14 | 343.55 | 363.86 | 371.81 | 385.18 | 369.7 |
| | | N | 19228 | 18003 | 20313 | 20113 | 19027 | 18001 | 17328 | 17151 |
| | M | Mean | 380.49 | 381.51 | 346.73 | 345.14 | 364.24 | 364.7 | 381.78 | 364.96 |
| | | N | 22024 | 20482 | 23520 | 23262 | 21774 | 20476 | 19527 | 19305 |
| | Missing | Mean | 356.94 | 368.42 | 329.6 | 299.99 | 331.49 | 350.25 | 365.71 | 345.51 |
| | | N | 162 | 165 | 191 | 189 | 161 | 165 | 149 | 148 |

Table 1.2.1.3 presents scale score performance by ethnic groups. The top three performing ethnic groups were Asian students, multiracial students, and White students.

Table 1.2.1.3

Mean Scale Scores by Grade-Level Cluster by Ethnicity, S503 Paper

| Cluster | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|-------------------------------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| K | Non-Hispanic Asian | Mean | 282.26 | 212.62 | 223.34 | 286.38 | 284.59 | 218.23 | 233.5 | 237.91 |
| | | N | 28467 | 28467 | 28467 | 28466 | 28466 | 28467 | 28467 | 28467 |
| | Non-Hispanic Pacific Islander | Mean | 253.8 | 159.72 | 173.21 | 261.03 | 257.67 | 166.66 | 187.95 | 193.78 |
| | | N | 1494 | 1494 | 1494 | 1494 | 1494 | 1494 | 1494 | 1494 |
| | Non-Hispanic Black | Mean | 265.81 | 189.05 | 194.28 | 281.02 | 273.68 | 191.9 | 212.07 | 216.22 |
| | | N | 13227 | 13227 | 13225 | 13227 | 13227 | 13225 | 13227 | 13225 |
| | Hispanic (of Any Race) | Mean | 244.36 | 160.15 | 173.14 | 244.95 | 244.92 | 166.86 | 185.41 | 190.07 |
| | | N | 158997 | 158995 | 158993 | 158990 | 158988 | 158993 | 158992 | 158984 |
| | Non-Hispanic American Indian | Mean | 269.95 | 166.58 | 172.37 | 273.71 | 272.1 | 169.68 | 197.58 | 200.21 |
| | | N | 1829 | 1829 | 1829 | 1829 | 1829 | 1829 | 1829 | 1829 |
| | Non-Hispanic Multiracial | Mean | 279.42 | 198.65 | 207.06 | 288.57 | 284.26 | 203.11 | 222.87 | 227.2 |
| | | N | 1266 | 1266 | 1266 | 1266 | 1266 | 1266 | 1266 | 1266 |
| | Non-Hispanic White | Mean | 272.62 | 187.54 | 203.06 | 277.92 | 275.54 | 195.53 | 213.05 | 219.32 |
| | | N | 20994 | 20994 | 20993 | 20992 | 20992 | 20993 | 20994 | 20991 |
| | Unknown | Mean | 244.61 | 162.65 | 176.73 | 245.85 | 245.48 | 169.89 | 187.23 | 192.36 |
| | | N | 15705 | 15705 | 15705 | 15705 | 15705 | 15705 | 15705 | 15705 |
| 1 | Non-Hispanic Asian | Mean | 307.89 | 299.32 | 260.22 | 275.05 | 293.09 | 280.87 | 302.7 | 285.51 |
| | | N | 1158 | 1037 | 1316 | 1309 | 1150 | 1037 | 941 | 937 |
| | Non-Hispanic Pacific Islander | Mean | 296.39 | 279.97 | 235.08 | 250.51 | 277.21 | 256.31 | 285.5 | 263.31 |
| | | N | 33 | 29 | 39 | 39 | 33 | 29 | 26 | 26 |
| | Non-Hispanic Black | Mean | 299.9 | 285.98 | 236.64 | 268.17 | 285.94 | 263.31 | 290.65 | 270.99 |
| | | N | 2021 | 1849 | 2504 | 2478 | 2001 | 1848 | 1594 | 1580 |
| | Hispanic (of Any Race) | Mean | 300.22 | 283.02 | 241.77 | 260.94 | 282.41 | 263.45 | 288.81 | 269.85 |
| | | N | 22414 | 20416 | 26465 | 26325 | 22290 | 20409 | 18091 | 17997 |
| | Non-Hispanic American Indian | Mean | 293.78 | 278.1 | 226.32 | 252.5 | 275.08 | 252.82 | 284.33 | 261.58 |
| | | N | 144 | 126 | 164 | 163 | 142 | 125 | 116 | 113 |
| | Non-Hispanic Multiracial | Mean | 310.28 | 294.81 | 254.55 | 286.6 | 301.18 | 275.46 | 300.16 | 285.33 |
| | | N | 175 | 160 | 206 | 206 | 174 | 160 | 138 | 137 |
| | Non-Hispanic White | Mean | 305.1 | 290.28 | 250.9 | 276.44 | 292.77 | 272.12 | 295.4 | 279.19 |
| | | N | 2052 | 1860 | 2466 | 2448 | 2038 | 1860 | 1650 | 1640 |
| | Unknown | Mean | 291.78 | 277.63 | 219.16 | 255.59 | 277.63 | 250.32 | 282.12 | 259.24 |
| | | N | 415 | 391 | 485 | 482 | 412 | 391 | 357 | 355 |

| Cluster | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|-------------------------------|--------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 2 | Non-Hispanic Asian | Mean | 333.28 | 325.35 | 288.36 | 296.33 | 316 | 308.1 | 328.5 | 311.13 |
| | | N | 1082 | 988 | 1152 | 1144 | 1073 | 987 | 940 | 932 |
| | Non-Hispanic Pacific Islander | Mean | 308.23 | 303.23 | 264.5 | 278.09 | 292.13 | 281.85 | 302.96 | 283.88 |
| | | N | 30 | 26 | 32 | 32 | 30 | 26 | 25 | 25 |
| | Non-Hispanic Black | Mean | 323.79 | 306.33 | 264.12 | 287.78 | 307.33 | 287.14 | 312.16 | 293.75 |
| | | N | 2380 | 2058 | 2635 | 2605 | 2353 | 2056 | 1932 | 1905 |
| | Hispanic (of Any Race) | Mean | 326.57 | 309.13 | 271.23 | 283.66 | 306.27 | 291.26 | 314.93 | 296.31 |
| | | N | 23741 | 21289 | 25619 | 25452 | 23596 | 21288 | 20121 | 20001 |
| | Non-Hispanic American Indian | Mean | 312.49 | 299.45 | 256.19 | 271.48 | 292.56 | 280.25 | 302.89 | 284.03 |
| | | N | 107 | 91 | 116 | 115 | 106 | 91 | 87 | 87 |
| | Non-Hispanic Multiracial | Mean | 336.21 | 319.97 | 278.47 | 295.75 | 316.74 | 300.05 | 324.93 | 304.68 |
| | | N | 168 | 159 | 184 | 184 | 168 | 159 | 150 | 150 |
| | Non-Hispanic White | Mean | 332.66 | 316.23 | 279.9 | 298.01 | 316.14 | 299.29 | 321.79 | 304.76 |
| | | N | 2121 | 1903 | 2292 | 2282 | 2111 | 1903 | 1799 | 1793 |
| Unknown | Mean | 314.59 | 296.57 | 251.6 | 274.2 | 296.37 | 275.82 | 302.35 | 282.67 | |
| | N | 398 | 350 | 431 | 430 | 397 | 350 | 329 | 328 | |
| 3 | Non-Hispanic Asian | Mean | 366.35 | 344.8 | 300.75 | 307.16 | 337.64 | 323.82 | 352.43 | 329.35 |
| | | N | 938 | 824 | 1003 | 995 | 930 | 824 | 777 | 771 |
| | Non-Hispanic Pacific Islander | Mean | 344.89 | 337.03 | 287.1 | 305.87 | 326.17 | 312.68 | 339.86 | 316.47 |
| | | N | 38 | 38 | 40 | 38 | 36 | 38 | 36 | 34 |
| | Non-Hispanic Black | Mean | 354.56 | 332.54 | 284.06 | 302.53 | 329.58 | 308.81 | 339.45 | 315.46 |
| | | N | 2583 | 2303 | 2826 | 2807 | 2566 | 2303 | 2154 | 2141 |
| | Hispanic (of Any Race) | Mean | 355.06 | 334.77 | 289.4 | 298.36 | 327.44 | 312.87 | 341.11 | 317.44 |
| | | N | 23400 | 20929 | 24944 | 24800 | 23259 | 20926 | 20015 | 19893 |
| | Non-Hispanic American Indian | Mean | 347.59 | 333.56 | 289.44 | 290.52 | 320.36 | 312.45 | 338.32 | 315.82 |
| | | N | 115 | 102 | 118 | 117 | 114 | 102 | 100 | 99 |
| | Non-Hispanic Multiracial | Mean | 366.2 | 344.76 | 298.14 | 311.87 | 340.13 | 322.27 | 352.84 | 329.22 |
| | | N | 143 | 131 | 155 | 151 | 139 | 131 | 122 | 118 |
| | Non-Hispanic White | Mean | 360.18 | 339.95 | 293.97 | 311 | 336.57 | 317.94 | 346.59 | 324.19 |
| | | N | 1819 | 1627 | 1962 | 1953 | 1810 | 1627 | 1547 | 1541 |
| Unknown | Mean | 345.32 | 327.64 | 274.92 | 281.87 | 314.79 | 304.03 | 333.54 | 308.01 | |
| | N | 348 | 288 | 375 | 372 | 346 | 288 | 271 | 270 | |

| Cluster | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|-------------------------------|--------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 4-5 | Non-Hispanic Asian | Mean | 387.09 | 361.28 | 338.18 | 341.91 | 364.91 | 350.23 | 369.36 | 354.84 |
| | | N | 1280 | 1184 | 1328 | 1315 | 1267 | 1184 | 1152 | 1141 |
| | Non-Hispanic Pacific Islander | Mean | 372.55 | 349.31 | 335.07 | 335 | 356.17 | 344.64 | 358.89 | 350.49 |
| | | N | 53 | 45 | 56 | 55 | 52 | 45 | 44 | 43 |
| | Non-Hispanic Black | Mean | 374.67 | 348.47 | 323.67 | 333.78 | 355.21 | 336.86 | 356.71 | 342.65 |
| | | N | 4399 | 3919 | 4645 | 4606 | 4362 | 3919 | 3773 | 3742 |
| | Hispanic (of Any Race) | Mean | 373.44 | 348.41 | 325.58 | 324.6 | 349.98 | 337.87 | 356.38 | 341.92 |
| | | N | 35836 | 32951 | 37369 | 37093 | 35575 | 32947 | 31944 | 31711 |
| | Non-Hispanic American Indian | Mean | 370.03 | 346.91 | 325.67 | 322.02 | 347.12 | 336.75 | 353.55 | 340.1 |
| | | N | 234 | 215 | 246 | 245 | 233 | 215 | 205 | 205 |
| | Non-Hispanic Multiracial | Mean | 383.4 | 356.29 | 335.21 | 350.1 | 367.69 | 346.36 | 365.8 | 353.86 |
| | | N | 208 | 191 | 218 | 214 | 204 | 191 | 183 | 180 |
| | Non-Hispanic White | Mean | 380.67 | 354.53 | 330.47 | 338.66 | 360.7 | 343.79 | 362.94 | 349.43 |
| | | N | 2621 | 2433 | 2745 | 2720 | 2599 | 2433 | 2352 | 2334 |
| Unknown | Mean | 362.83 | 339.2 | 312.84 | 309.81 | 337.86 | 327.66 | 347.21 | 331.72 | |
| | N | 632 | 574 | 666 | 662 | 629 | 574 | 551 | 549 | |
| 6-8 | Non-Hispanic Asian | Mean | 397.32 | 370.85 | 337.99 | 364.13 | 381.64 | 355 | 379.2 | 363.19 |
| | | N | 1192 | 1124 | 1263 | 1256 | 1186 | 1123 | 1075 | 1069 |
| | Non-Hispanic Pacific Islander | Mean | 382.84 | 353.27 | 323.54 | 362.45 | 373 | 338.39 | 362.29 | 349.54 |
| | | N | 56 | 51 | 59 | 58 | 55 | 51 | 49 | 48 |
| | Non-Hispanic Black | Mean | 383.37 | 358.12 | 323.35 | 358.83 | 371.78 | 341.52 | 365.95 | 350.64 |
| | | N | 4161 | 3718 | 4449 | 4401 | 4117 | 3717 | 3533 | 3495 |
| | Hispanic (of Any Race) | Mean | 377.74 | 355.3 | 320.67 | 339.2 | 359.6 | 338.39 | 362.3 | 344.85 |
| | | N | 35380 | 32462 | 37177 | 36931 | 35133 | 32452 | 31267 | 31053 |
| | Non-Hispanic American Indian | Mean | 386.88 | 358.63 | 327.68 | 357.33 | 372.5 | 344.42 | 367.59 | 353.77 |
| | | N | 247 | 225 | 265 | 264 | 246 | 225 | 213 | 212 |
| | Non-Hispanic Multiracial | Mean | 391.65 | 364.01 | 330.5 | 357.74 | 375.31 | 346.51 | 371.58 | 354.52 |
| | | N | 193 | 176 | 202 | 200 | 191 | 176 | 172 | 170 |
| | Non-Hispanic White | Mean | 389.41 | 363.53 | 328.31 | 357.38 | 374.53 | 346.82 | 371.98 | 355.55 |
| | | N | 2727 | 2543 | 2879 | 2860 | 2706 | 2542 | 2443 | 2424 |
| | Unknown | Mean | 376.19 | 355.15 | 319.34 | 335.81 | 357.91 | 337.49 | 362.14 | 344.47 |
| | | N | 701 | 677 | 753 | 751 | 701 | 677 | 637 | 637 |

| Cluster | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|-------------------------------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 9–12 | Non-Hispanic Asian | Mean | 401.33 | 397.78 | 368.72 | 366.29 | 384.75 | 383.8 | 399.44 | 384.17 |
| | | N | 1320 | 1252 | 1390 | 1370 | 1301 | 1252 | 1206 | 1189 |
| | Non-Hispanic Pacific Islander | Mean | 383.5 | 383.97 | 363.44 | 353.8 | 371.26 | 373.65 | 383.17 | 372.53 |
| | | N | 66 | 60 | 70 | 70 | 66 | 60 | 58 | 58 |
| | Non-Hispanic Black | Mean | 381.49 | 385.02 | 349.71 | 358.79 | 371.23 | 368.13 | 384.32 | 369.22 |
| | | N | 4451 | 3983 | 4824 | 4770 | 4399 | 3981 | 3755 | 3710 |
| | Hispanic (of Any Race) | Mean | 378.78 | 381.96 | 349.77 | 340.19 | 360.86 | 366.44 | 381.47 | 365.12 |
| | | N | 32113 | 30065 | 34044 | 33705 | 31777 | 30060 | 28837 | 28540 |
| | Non-Hispanic American Indian | Mean | 396.04 | 389.81 | 358.76 | 346.58 | 373.65 | 374.19 | 392.3 | 374.81 |
| | | N | 166 | 167 | 181 | 180 | 165 | 167 | 155 | 155 |
| | Non-Hispanic Multiracial | Mean | 395.31 | 391.36 | 362.49 | 365.46 | 381.68 | 377.78 | 393.66 | 380.21 |
| | | N | 175 | 164 | 183 | 182 | 174 | 164 | 158 | 157 |
| | Non-Hispanic White | Mean | 397.62 | 395.38 | 361.96 | 364.44 | 382.57 | 379.68 | 396.88 | 381.07 |
| | | N | 2392 | 2264 | 2532 | 2499 | 2359 | 2263 | 2180 | 2150 |
| | Unknown | Mean | 373.83 | 379.37 | 340.28 | 319.01 | 348.96 | 361.06 | 378.81 | 358.87 |
| | | N | 731 | 695 | 800 | 788 | 721 | 695 | 655 | 645 |

1.2.2 Mean Scale Score Across Domain and Composite Score by Grade

This section shows the mean scale scores broken down by grade rather than by grade-level cluster. Tables are provided for the total student population, for the student population by gender, and for the student population by race and ethnicity. Table 1.2.2.1 shows the increment of scale scores by grade. Across domains, mean scale scores increased with grades. Mean scale scores increased as grades increased, with slight decreases in grades 6 and 9 in Listening. In Speaking domain there was a slight decrease in grade 9. Table 1.2.2.2 exhibits student performance by gender. Female student groups mostly scored higher than male groups throughout grades, except for a few grades across domains.

Table 1.2.2.1

Mean Scale Scores by Grade, S503 Paper

| Grade | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| K | Mean | 252.9 | 170.69 | 183.2 | 255.26 | 254.34 | 177.16 | 195.34 | 200.11 |
| | N | 241979 | 241977 | 241972 | 241969 | 241967 | 241972 | 241974 | 241960 |
| 1 | Mean | 300.77 | 284.37 | 242.45 | 263.19 | 283.85 | 264.57 | 289.92 | 271.13 |
| | N | 28412 | 25868 | 33645 | 33450 | 28240 | 25859 | 22913 | 22785 |
| 2 | Mean | 326.85 | 309.88 | 271.59 | 285.35 | 307.27 | 291.94 | 315.55 | 297.08 |
| | N | 30027 | 26864 | 32461 | 32244 | 29834 | 26860 | 25383 | 25221 |
| 3 | Mean | 355.59 | 335.18 | 289.43 | 299.65 | 328.4 | 313.12 | 341.62 | 318 |
| | N | 29384 | 26242 | 31423 | 31233 | 29200 | 26239 | 25022 | 24867 |
| 4 | Mean | 369.69 | 345.13 | 319.78 | 323.05 | 347.37 | 333.31 | 352.92 | 337.88 |
| | N | 22591 | 20621 | 23725 | 23529 | 22409 | 20620 | 19905 | 19741 |
| 5 | Mean | 378.77 | 352.9 | 332.09 | 330.39 | 355.48 | 343.37 | 361.14 | 347.43 |
| | N | 22672 | 20891 | 23548 | 23381 | 22512 | 20888 | 20299 | 20164 |
| 6 | Mean | 375.71 | 351.15 | 317.64 | 341.16 | 359.32 | 334.76 | 358.64 | 342.1 |
| | N | 15872 | 14348 | 16698 | 16574 | 15747 | 14345 | 13801 | 13695 |
| 7 | Mean | 379.09 | 356.25 | 321.82 | 341.18 | 361.26 | 339.49 | 363.38 | 346.14 |
| | N | 14688 | 13501 | 15474 | 15371 | 14586 | 13496 | 12989 | 12900 |
| 8 | Mean | 384.49 | 362.74 | 326.82 | 346.91 | 366.91 | 345.33 | 369.75 | 352.08 |
| | N | 14097 | 13127 | 14875 | 14776 | 14002 | 13122 | 12599 | 12513 |
| 9 | Mean | 373.16 | 375.28 | 341.9 | 330.26 | 353.4 | 359.22 | 375.18 | 357.89 |
| | N | 12869 | 11950 | 13765 | 13630 | 12742 | 11948 | 11388 | 11277 |
| 10 | Mean | 381.82 | 383.61 | 351.54 | 344.18 | 364.43 | 368.1 | 383.51 | 367.21 |
| | N | 11511 | 10669 | 12228 | 12096 | 11381 | 10667 | 10224 | 10111 |
| 11 | Mean | 384.44 | 388.76 | 356.06 | 349.71 | 368.31 | 373.05 | 387.88 | 371.92 |
| | N | 10196 | 9556 | 10825 | 10717 | 10088 | 9555 | 9166 | 9072 |
| 12 | Mean | 388.87 | 391.33 | 359.87 | 362.69 | 376.45 | 376.29 | 391.1 | 376.7 |
| | N | 6838 | 6475 | 7206 | 7121 | 6751 | 6472 | 6226 | 6144 |

Table 1.2.2.2

Mean Scale Scores by Grade by Gender, S503 Paper

| Grade | Gender | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|---------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| K | F | Mean | 257.77 | 170.71 | 187.08 | 261.87 | 260.08 | 179.12 | 196.81 | 203.19 |
| | | N | 104958 | 104958 | 104955 | 104957 | 104957 | 104955 | 104957 | 104954 |
| | M | Mean | 247.17 | 170.27 | 180.16 | 246.77 | 247.23 | 175.43 | 193.33 | 196.76 |
| | | N | 117931 | 117928 | 117927 | 117922 | 117922 | 117927 | 117928 | 117920 |
| | Missing | Mean | 261.49 | 173.23 | 180.69 | 271.38 | 266.71 | 177.17 | 199.7 | 203.83 |
| | | N | 19090 | 19091 | 19090 | 19090 | 19088 | 19090 | 19089 | 19086 |
| 1 | F | Mean | 302.32 | 284.89 | 247.62 | 265.68 | 285.65 | 267.2 | 290.82 | 273.44 |
| | | N | 13499 | 12197 | 15701 | 15607 | 13414 | 12193 | 10913 | 10847 |
| | M | Mean | 299.52 | 283.97 | 238.09 | 261.23 | 282.38 | 262.35 | 289.2 | 269.16 |
| | | N | 14821 | 13575 | 17835 | 17734 | 14734 | 13570 | 11913 | 11851 |
| | Missing | Mean | 274.76 | 274.08 | 212.22 | 224.35 | 254.51 | 246.01 | 275.39 | 250.07 |
| | | N | 92 | 96 | 109 | 109 | 92 | 96 | 87 | 87 |
| 2 | F | Mean | 328.38 | 310.81 | 277.46 | 287.97 | 309.21 | 295.17 | 316.62 | 299.86 |
| | | N | 14264 | 12769 | 15217 | 15123 | 14178 | 12768 | 12186 | 12113 |
| | M | Mean | 325.55 | 309.15 | 266.49 | 283.12 | 305.59 | 289.1 | 314.67 | 294.61 |
| | | N | 15681 | 14020 | 17157 | 17034 | 15574 | 14017 | 13124 | 13035 |
| | Missing | Mean | 310.04 | 288.59 | 251.15 | 265.66 | 289.35 | 272.31 | 295.12 | 276.89 |
| | | N | 82 | 75 | 87 | 87 | 82 | 75 | 73 | 73 |
| 3 | F | Mean | 354.88 | 335.44 | 295.59 | 300.7 | 328.56 | 316.26 | 341.56 | 320.19 |
| | | N | 13581 | 12165 | 14362 | 14270 | 13492 | 12163 | 11699 | 11623 |
| | M | Mean | 356.32 | 335.05 | 284.33 | 298.86 | 328.36 | 310.49 | 341.77 | 316.17 |
| | | N | 15709 | 13995 | 16961 | 16864 | 15615 | 13994 | 13246 | 13168 |
| | Missing | Mean | 335.26 | 319.93 | 270.55 | 283.46 | 311.43 | 295.46 | 325.01 | 301.14 |
| | | N | 94 | 82 | 100 | 99 | 93 | 82 | 77 | 76 |
| 4 | F | Mean | 369.35 | 345.66 | 326.31 | 323.92 | 347.56 | 336.7 | 353.11 | 340.18 |
| | | N | 10412 | 9517 | 10844 | 10754 | 10331 | 9517 | 9239 | 9168 |
| | M | Mean | 370.14 | 344.75 | 314.42 | 322.47 | 347.35 | 330.5 | 352.87 | 336 |
| | | N | 12092 | 11026 | 12788 | 12682 | 11991 | 11025 | 10589 | 10496 |
| | Missing | Mean | 348.95 | 333.6 | 294.44 | 301.06 | 327.6 | 316.87 | 338.77 | 320.7 |
| | | N | 87 | 78 | 93 | 93 | 87 | 78 | 77 | 77 |
| 5 | F | Mean | 378.64 | 353.8 | 339.85 | 330.97 | 355.69 | 347.56 | 361.66 | 350.39 |
| | | N | 10315 | 9603 | 10655 | 10576 | 10239 | 9602 | 9367 | 9301 |
| | M | Mean | 379.03 | 352.25 | 325.86 | 330.17 | 355.49 | 339.95 | 360.82 | 345.06 |
| | | N | 12300 | 11236 | 12829 | 12741 | 12216 | 11234 | 10884 | 10815 |
| | Missing | Mean | 346.65 | 327.56 | 289.06 | 278.73 | 313.82 | 309.77 | 331.65 | 308.15 |
| | | N | 57 | 52 | 64 | 64 | 57 | 52 | 48 | 48 |

| Grade | Gender | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|---------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 6 | F | Mean | 375.83 | 352.29 | 322.94 | 339.2 | 358.37 | 338.04 | 359.57 | 344.2 |
| | | N | 7425 | 6754 | 7778 | 7710 | 7358 | 6752 | 6521 | 6463 |
| | M | Mean | 375.77 | 350.2 | 313.17 | 343.23 | 360.4 | 331.96 | 357.9 | 340.37 |
| | | N | 8397 | 7545 | 8865 | 8810 | 8340 | 7544 | 7235 | 7188 |
| | Missing | Mean | 347.8 | 340.24 | 288.96 | 284.69 | 318.65 | 314.9 | 342.91 | 317.39 |
| | | N | 50 | 49 | 55 | 54 | 49 | 49 | 45 | 44 |
| 7 | F | Mean | 378.28 | 357.11 | 326.73 | 339.38 | 360.1 | 342.36 | 363.72 | 347.79 |
| | | N | 6734 | 6233 | 7092 | 7040 | 6682 | 6232 | 5998 | 5955 |
| | M | Mean | 379.96 | 355.61 | 317.83 | 343.03 | 362.49 | 337.17 | 363.21 | 344.89 |
| | | N | 7909 | 7225 | 8334 | 8284 | 7860 | 7221 | 6951 | 6906 |
| | Missing | Mean | 346 | 339.14 | 287.75 | 286.28 | 317.41 | 313.51 | 341.25 | 314.82 |
| | | N | 45 | 43 | 48 | 47 | 44 | 43 | 40 | 39 |
| 8 | F | Mean | 385.2 | 364.41 | 331.62 | 345.85 | 366.95 | 348.46 | 371.21 | 354.39 |
| | | N | 6378 | 5995 | 6732 | 6678 | 6326 | 5992 | 5738 | 5693 |
| | M | Mean | 384.07 | 361.39 | 323 | 348.11 | 367.12 | 342.79 | 368.61 | 350.3 |
| | | N | 7686 | 7099 | 8106 | 8061 | 7643 | 7097 | 6831 | 6790 |
| | Missing | Mean | 345.27 | 350 | 291.84 | 276.27 | 312.15 | 322.45 | 349.27 | 318.9 |
| | | N | 33 | 33 | 37 | 37 | 33 | 33 | 30 | 30 |
| 9 | F | Mean | 374.74 | 378.37 | 347.91 | 330.84 | 354.27 | 363.88 | 377.72 | 361.35 |
| | | N | 5804 | 5429 | 6185 | 6134 | 5753 | 5428 | 5191 | 5146 |
| | M | Mean | 372.14 | 372.83 | 337.13 | 330.27 | 353.05 | 355.47 | 373.23 | 355.21 |
| | | N | 6996 | 6452 | 7500 | 7416 | 6920 | 6451 | 6132 | 6066 |
| | Missing | Mean | 343.45 | 360.93 | 323.32 | 285.04 | 314.84 | 343.01 | 355.91 | 334.42 |
| | | N | 69 | 69 | 80 | 80 | 69 | 69 | 65 | 65 |
| 10 | F | Mean | 382.77 | 386.22 | 356.41 | 344.18 | 364.97 | 371.91 | 385.63 | 370.07 |
| | | N | 5414 | 5020 | 5698 | 5630 | 5347 | 5020 | 4850 | 4791 |
| | M | Mean | 381.06 | 381.37 | 347.45 | 344.43 | 364.05 | 364.82 | 381.66 | 364.71 |
| | | N | 6055 | 5605 | 6477 | 6414 | 5992 | 5603 | 5338 | 5284 |
| | Missing | Mean | 367.83 | 372.18 | 328.28 | 313.29 | 349.88 | 351.14 | 373.53 | 354.19 |
| | | N | 42 | 44 | 53 | 52 | 42 | 44 | 36 | 36 |
| 11 | F | Mean | 384.01 | 390.75 | 360.15 | 347.49 | 366.72 | 376.14 | 388.98 | 373.42 |
| | | N | 4746 | 4454 | 5007 | 4964 | 4701 | 4454 | 4297 | 4261 |
| | M | Mean | 384.98 | 387.14 | 352.63 | 352.01 | 369.95 | 370.45 | 387.04 | 370.73 |
| | | N | 5417 | 5066 | 5779 | 5714 | 5354 | 5065 | 4837 | 4779 |
| | Missing | Mean | 359.36 | 371.22 | 339.62 | 294.87 | 327.58 | 356.61 | 368.06 | 349.75 |
| | | N | 33 | 36 | 39 | 39 | 33 | 36 | 32 | 32 |
| 12 | F | Mean | 388.63 | 392.84 | 364.7 | 359.74 | 374.94 | 379.31 | 391.95 | 378.25 |
| | | N | 3264 | 3100 | 3423 | 3385 | 3226 | 3099 | 2990 | 2953 |
| | M | Mean | 389.14 | 389.96 | 355.59 | 365.5 | 377.9 | 373.56 | 390.36 | 375.32 |
| | | N | 3556 | 3359 | 3764 | 3718 | 3508 | 3357 | 3220 | 3176 |
| | Missing | Mean | 378.83 | 384.06 | 339.11 | 339.11 | 361.24 | 364.69 | 383.25 | 363.73 |
| | | N | 18 | 16 | 19 | 18 | 17 | 16 | 16 | 15 |

Table 1.2.2.3

Mean Scale Scores by Grade by Ethnicity, S503 Paper

| Grade | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|-------------------------------|--------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| K | Non-Hispanic Asian | Mean | 282.26 | 212.62 | 223.34 | 286.38 | 284.59 | 218.23 | 233.5 | 237.91 |
| | | N | 28467 | 28467 | 28467 | 28466 | 28466 | 28467 | 28467 | 28467 |
| | Non-Hispanic Pacific Islander | Mean | 253.8 | 159.72 | 173.21 | 261.03 | 257.67 | 166.66 | 187.95 | 193.78 |
| | | N | 1494 | 1494 | 1494 | 1494 | 1494 | 1494 | 1494 | 1494 |
| | Non-Hispanic Black | Mean | 265.81 | 189.05 | 194.28 | 281.02 | 273.68 | 191.9 | 212.07 | 216.22 |
| | | N | 13227 | 13227 | 13225 | 13227 | 13227 | 13225 | 13227 | 13227 |
| | Hispanic (of Any Race) | Mean | 244.36 | 160.15 | 173.14 | 244.95 | 244.92 | 166.86 | 185.41 | 190.07 |
| | | N | 158997 | 158995 | 158993 | 158990 | 158988 | 158993 | 158992 | 158984 |
| | Non-Hispanic American Indian | Mean | 269.95 | 166.58 | 172.37 | 273.71 | 272.1 | 169.68 | 197.58 | 200.21 |
| | | N | 1829 | 1829 | 1829 | 1829 | 1829 | 1829 | 1829 | 1829 |
| | Non-Hispanic Multiracial | Mean | 279.42 | 198.65 | 207.06 | 288.57 | 284.26 | 203.11 | 222.87 | 227.2 |
| | | N | 1266 | 1266 | 1266 | 1266 | 1266 | 1266 | 1266 | 1266 |
| | Non-Hispanic White | Mean | 272.62 | 187.54 | 203.06 | 277.92 | 275.54 | 195.53 | 213.05 | 219.32 |
| | | N | 20994 | 20994 | 20993 | 20992 | 20992 | 20993 | 20994 | 20991 |
| Unknown | Mean | 244.61 | 162.65 | 176.73 | 245.85 | 245.48 | 169.89 | 187.23 | 192.36 | |
| | N | 15705 | 15705 | 15705 | 15705 | 15705 | 15705 | 15705 | 15705 | 15705 |
| 1 | Non-Hispanic Asian | Mean | 307.89 | 299.32 | 260.22 | 275.05 | 293.09 | 280.87 | 302.7 | 285.51 |
| | | N | 1158 | 1037 | 1316 | 1309 | 1150 | 1037 | 941 | 937 |
| | Non-Hispanic Pacific Islander | Mean | 296.39 | 279.97 | 235.08 | 250.51 | 277.21 | 256.31 | 285.5 | 263.31 |
| | | N | 33 | 29 | 39 | 39 | 33 | 29 | 26 | 26 |
| | Non-Hispanic Black | Mean | 299.9 | 285.98 | 236.64 | 268.17 | 285.94 | 263.31 | 290.65 | 270.99 |
| | | N | 2021 | 1849 | 2504 | 2478 | 2001 | 1848 | 1594 | 1580 |
| | Hispanic (of Any Race) | Mean | 300.22 | 283.02 | 241.77 | 260.94 | 282.41 | 263.45 | 288.81 | 269.85 |
| | | N | 22414 | 20416 | 26465 | 26325 | 22290 | 20409 | 18091 | 17997 |
| | Non-Hispanic American Indian | Mean | 293.78 | 278.1 | 226.32 | 252.5 | 275.08 | 252.82 | 284.33 | 261.58 |
| | | N | 144 | 126 | 164 | 163 | 142 | 125 | 116 | 113 |
| | Non-Hispanic Multiracial | Mean | 310.28 | 294.81 | 254.55 | 286.6 | 301.18 | 275.46 | 300.16 | 285.33 |
| | | N | 175 | 160 | 206 | 206 | 174 | 160 | 138 | 137 |
| | Non-Hispanic White | Mean | 305.1 | 290.28 | 250.9 | 276.44 | 292.77 | 272.12 | 295.4 | 279.19 |
| | | N | 2052 | 1860 | 2466 | 2448 | 2038 | 1860 | 1650 | 1640 |
| Unknown | Mean | 291.78 | 277.63 | 219.16 | 255.59 | 277.63 | 250.32 | 282.12 | 259.24 | |
| | N | 415 | 391 | 485 | 482 | 412 | 391 | 357 | 355 | |

| Grade | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|---------|-------------------------------|--------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 2 | Non-Hispanic Asian | Mean | 333.28 | 325.35 | 288.36 | 296.33 | 316 | 308.1 | 328.5 | 311.13 |
| | | N | 1082 | 988 | 1152 | 1144 | 1073 | 987 | 940 | 932 |
| | Non-Hispanic Pacific Islander | Mean | 308.23 | 303.23 | 264.5 | 278.09 | 292.13 | 281.85 | 302.96 | 283.88 |
| | | N | 30 | 26 | 32 | 32 | 30 | 26 | 25 | 25 |
| | Non-Hispanic Black | Mean | 323.79 | 306.33 | 264.12 | 287.78 | 307.33 | 287.14 | 312.16 | 293.75 |
| | | N | 2380 | 2058 | 2635 | 2605 | 2353 | 2056 | 1932 | 1905 |
| | Hispanic (of Any Race) | Mean | 326.57 | 309.13 | 271.23 | 283.66 | 306.27 | 291.26 | 314.93 | 296.31 |
| | | N | 23741 | 21289 | 25619 | 25452 | 23596 | 21288 | 20121 | 20001 |
| | Non-Hispanic American Indian | Mean | 312.49 | 299.45 | 256.19 | 271.48 | 292.56 | 280.25 | 302.89 | 284.03 |
| | | N | 107 | 91 | 116 | 115 | 106 | 91 | 87 | 87 |
| | Non-Hispanic Multiracial | Mean | 336.21 | 319.97 | 278.47 | 295.75 | 316.74 | 300.05 | 324.93 | 304.68 |
| | | N | 168 | 159 | 184 | 184 | 168 | 159 | 150 | 150 |
| | Non-Hispanic White | Mean | 332.66 | 316.23 | 279.9 | 298.01 | 316.14 | 299.29 | 321.79 | 304.76 |
| | | N | 2121 | 1903 | 2292 | 2282 | 2111 | 1903 | 1799 | 1793 |
| Unknown | Mean | 314.59 | 296.57 | 251.6 | 274.2 | 296.37 | 275.82 | 302.35 | 282.67 | |
| | N | 398 | 350 | 431 | 430 | 397 | 350 | 329 | 328 | |
| 3 | Non-Hispanic Asian | Mean | 366.35 | 344.8 | 300.75 | 307.16 | 337.64 | 323.82 | 352.43 | 329.35 |
| | | N | 938 | 824 | 1003 | 995 | 930 | 824 | 777 | 771 |
| | Non-Hispanic Pacific Islander | Mean | 344.89 | 337.03 | 287.1 | 305.87 | 326.17 | 312.68 | 339.86 | 316.47 |
| | | N | 38 | 38 | 40 | 38 | 36 | 38 | 36 | 34 |
| | Non-Hispanic Black | Mean | 354.56 | 332.54 | 284.06 | 302.53 | 329.58 | 308.81 | 339.45 | 315.46 |
| | | N | 2583 | 2303 | 2826 | 2807 | 2566 | 2303 | 2154 | 2141 |
| | Hispanic (of Any Race) | Mean | 355.06 | 334.77 | 289.4 | 298.36 | 327.44 | 312.87 | 341.11 | 317.44 |
| | | N | 23400 | 20929 | 24944 | 24800 | 23259 | 20926 | 20015 | 19893 |
| | Non-Hispanic American Indian | Mean | 347.59 | 333.56 | 289.44 | 290.52 | 320.36 | 312.45 | 338.32 | 315.82 |
| | | N | 115 | 102 | 118 | 117 | 114 | 102 | 100 | 99 |
| | Non-Hispanic Multiracial | Mean | 366.2 | 344.76 | 298.14 | 311.87 | 340.13 | 322.27 | 352.84 | 329.22 |
| | | N | 143 | 131 | 155 | 151 | 139 | 131 | 122 | 118 |
| | Non-Hispanic White | Mean | 360.18 | 339.95 | 293.97 | 311 | 336.57 | 317.94 | 346.59 | 324.19 |
| | | N | 1819 | 1627 | 1962 | 1953 | 1810 | 1627 | 1547 | 1541 |
| Unknown | Mean | 345.32 | 327.64 | 274.92 | 281.87 | 314.79 | 304.03 | 333.54 | 308.01 | |
| | N | 348 | 288 | 375 | 372 | 346 | 288 | 271 | 270 | |

| Grade | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|-------------------------------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 4 | Non-Hispanic Asian | Mean | 383.91 | 356.95 | 333.17 | 341.47 | 363.28 | 345.32 | 365.32 | 350.93 |
| | | N | 711 | 664 | 743 | 734 | 702 | 664 | 642 | 634 |
| | Non-Hispanic Pacific Islander | Mean | 356.39 | 335.67 | 325 | 329.52 | 343.22 | 330 | 343.33 | 335.17 |
| | | N | 23 | 18 | 23 | 23 | 23 | 18 | 18 | 18 |
| | Non-Hispanic Black | Mean | 369.41 | 344.22 | 316.86 | 327.8 | 349.56 | 331.43 | 352.19 | 337.18 |
| | | N | 2046 | 1842 | 2181 | 2157 | 2023 | 1842 | 1766 | 1746 |
| | Hispanic (of Any Race) | Mean | 368.83 | 344.49 | 319.38 | 320.94 | 345.89 | 332.75 | 352.19 | 337.02 |
| | | N | 17862 | 16303 | 18718 | 18568 | 17724 | 16302 | 15758 | 15633 |
| | Non-Hispanic American Indian | Mean | 368.23 | 347.53 | 318.46 | 317.9 | 343.69 | 333.92 | 353.37 | 336.96 |
| | | N | 118 | 109 | 126 | 126 | 118 | 109 | 102 | 102 |
| | Non-Hispanic Multiracial | Mean | 382.53 | 357.11 | 328.73 | 354.63 | 368.68 | 343.3 | 366.02 | 351.75 |
| | | N | 106 | 91 | 110 | 109 | 105 | 91 | 89 | 88 |
| | Non-Hispanic White | Mean | 376.11 | 350 | 325.1 | 335.9 | 357.17 | 338.94 | 358.45 | 345 |
| | | N | 1388 | 1281 | 1464 | 1452 | 1377 | 1281 | 1234 | 1224 |
| | Unknown | Mean | 358.13 | 335.18 | 306.19 | 305.81 | 333.84 | 322.07 | 343.09 | 326.76 |
| | | N | 337 | 313 | 360 | 360 | 337 | 313 | 296 | 296 |
| 5 | Non-Hispanic Asian | Mean | 391.05 | 366.82 | 344.56 | 342.46 | 366.93 | 356.5 | 374.43 | 359.73 |
| | | N | 569 | 520 | 585 | 581 | 565 | 520 | 510 | 507 |
| | Non-Hispanic Pacific Islander | Mean | 384.93 | 358.41 | 342.09 | 338.94 | 366.45 | 354.41 | 369.65 | 361.52 |
| | | N | 30 | 27 | 33 | 32 | 29 | 27 | 26 | 25 |
| | Non-Hispanic Black | Mean | 379.25 | 352.24 | 329.69 | 339.05 | 360.11 | 341.67 | 360.69 | 347.43 |
| | | N | 2353 | 2077 | 2464 | 2449 | 2339 | 2077 | 2007 | 1996 |
| | Hispanic (of Any Race) | Mean | 378.01 | 352.24 | 331.81 | 328.27 | 354.04 | 342.89 | 360.46 | 346.68 |
| | | N | 17974 | 16648 | 18651 | 18525 | 17851 | 16645 | 16186 | 16078 |
| | Non-Hispanic American Indian | Mean | 371.87 | 346.26 | 333.25 | 326.38 | 350.63 | 339.67 | 353.73 | 343.2 |
| | | N | 116 | 106 | 120 | 119 | 115 | 106 | 103 | 103 |
| | Non-Hispanic Multiracial | Mean | 384.31 | 355.54 | 341.81 | 345.4 | 366.64 | 349.15 | 365.6 | 355.88 |
| | | N | 102 | 100 | 108 | 105 | 99 | 100 | 94 | 92 |
| | Non-Hispanic White | Mean | 385.8 | 359.57 | 336.6 | 341.83 | 364.67 | 349.18 | 367.89 | 354.32 |
| | | N | 1233 | 1152 | 1281 | 1268 | 1222 | 1152 | 1118 | 1110 |
| | Unknown | Mean | 368.19 | 344.01 | 320.66 | 314.58 | 342.51 | 334.37 | 352 | 337.53 |
| | | N | 295 | 261 | 306 | 302 | 292 | 261 | 255 | 253 |

| Grade | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|-------------------------------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 6 | Non-Hispanic Asian | Mean | 394.08 | 366.29 | 333.49 | 364.35 | 380.25 | 350.34 | 375.07 | 359.5 |
| | | N | 394 | 372 | 419 | 415 | 391 | 372 | 356 | 353 |
| | Non-Hispanic Pacific Islander | Mean | 383.21 | 348.12 | 317.16 | 358.53 | 371.05 | 334.31 | 361.25 | 348.38 |
| | | N | 19 | 16 | 19 | 19 | 19 | 16 | 16 | 16 |
| | Non-Hispanic Black | Mean | 378.63 | 352.24 | 318.39 | 354.43 | 366.89 | 335.66 | 360.34 | 344.88 |
| | | N | 1503 | 1330 | 1594 | 1569 | 1478 | 1330 | 1270 | 1250 |
| | Hispanic (of Any Race) | Mean | 374.06 | 350.06 | 316.63 | 337.98 | 356.97 | 333.68 | 357.33 | 340.61 |
| | | N | 12542 | 11318 | 13154 | 13064 | 12451 | 11315 | 10917 | 10840 |
| | Non-Hispanic American Indian | Mean | 391.33 | 360.35 | 330.89 | 369.05 | 380.63 | 348.14 | 370.55 | 359.55 |
| | | N | 95 | 81 | 100 | 100 | 95 | 81 | 78 | 78 |
| | Non-Hispanic Multiracial | Mean | 388.26 | 361.23 | 328.39 | 348.97 | 368.87 | 344.89 | 368.44 | 351.1 |
| | | N | 69 | 61 | 74 | 73 | 68 | 61 | 59 | 58 |
| | Non-Hispanic White | Mean | 383.55 | 356.18 | 322.09 | 352.06 | 368.57 | 340.06 | 364.77 | 348.7 |
| | | N | 957 | 881 | 1018 | 1014 | 952 | 881 | 839 | 834 |
| | Unknown | Mean | 372.71 | 349.35 | 313.7 | 329.92 | 353.22 | 331.18 | 357.02 | 338.69 |
| | | N | 293 | 289 | 320 | 320 | 293 | 289 | 266 | 266 |
| 7 | Non-Hispanic Asian | Mean | 393.77 | 368.62 | 335.98 | 360.42 | 377.34 | 353.09 | 376.19 | 360.15 |
| | | N | 414 | 393 | 434 | 432 | 413 | 393 | 378 | 377 |
| | Non-Hispanic Pacific Islander | Mean | 383.24 | 348.18 | 318.79 | 362.32 | 370.06 | 331.82 | 358.81 | 343.31 |
| | | N | 17 | 17 | 19 | 19 | 17 | 17 | 16 | 16 |
| | Non-Hispanic Black | Mean | 383.52 | 358.05 | 324.17 | 358.3 | 371.92 | 341.81 | 365.66 | 350.67 |
| | | N | 1389 | 1238 | 1503 | 1492 | 1379 | 1238 | 1166 | 1157 |
| | Hispanic (of Any Race) | Mean | 377.24 | 354.9 | 320.4 | 337.21 | 358.4 | 338.04 | 361.88 | 344.27 |
| | | N | 11614 | 10689 | 12202 | 12122 | 11532 | 10685 | 10303 | 10232 |
| | Non-Hispanic American Indian | Mean | 383.38 | 355.76 | 327.14 | 344.95 | 364.27 | 342.56 | 364.53 | 349.61 |
| | | N | 84 | 78 | 93 | 92 | 83 | 78 | 72 | 71 |
| | Non-Hispanic Multiracial | Mean | 395.45 | 363.88 | 334.54 | 359.13 | 377.9 | 347.18 | 373.12 | 355.82 |
| | | N | 62 | 56 | 63 | 63 | 62 | 56 | 56 | 56 |
| | Non-Hispanic White | Mean | 388.91 | 364.5 | 329.09 | 356.66 | 374.05 | 347.72 | 372.54 | 356.16 |
| | | N | 911 | 842 | 951 | 944 | 903 | 841 | 817 | 810 |
| | Unknown | Mean | 373.06 | 356.88 | 319.31 | 330.87 | 354.58 | 338.78 | 362.89 | 344.75 |
| | | N | 197 | 188 | 209 | 207 | 197 | 188 | 181 | 181 |

| Grade | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|-------------------------------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 8 | Non-Hispanic Asian | Mean | 404.47 | 378.03 | 344.72 | 367.82 | 387.7 | 361.93 | 386.87 | 370.42 |
| | | N | 384 | 359 | 410 | 409 | 382 | 358 | 341 | 339 |
| | Non-Hispanic Pacific Islander | Mean | 382.15 | 362.67 | 333.62 | 366.3 | 377.58 | 348.22 | 366.53 | 356.94 |
| | | N | 20 | 18 | 21 | 20 | 19 | 18 | 17 | 16 |
| | Non-Hispanic Black | Mean | 388.8 | 365.01 | 328.28 | 364.56 | 377.35 | 347.98 | 372.77 | 357.23 |
| | | N | 1269 | 1150 | 1352 | 1340 | 1260 | 1149 | 1097 | 1088 |
| | Hispanic (of Any Race) | Mean | 382.37 | 361.37 | 325.43 | 342.61 | 363.77 | 343.86 | 368.13 | 350.07 |
| | | N | 11224 | 10455 | 11821 | 11745 | 11150 | 10452 | 10047 | 9981 |
| | Non-Hispanic American Indian | Mean | 384.99 | 359.91 | 323.93 | 356.89 | 371.18 | 342.06 | 367.43 | 351.3 |
| | | N | 68 | 66 | 72 | 72 | 68 | 66 | 63 | 63 |
| | Non-Hispanic Multiracial | Mean | 391.63 | 367 | 329 | 366.39 | 379.87 | 347.56 | 373.3 | 356.75 |
| | | N | 62 | 59 | 65 | 64 | 61 | 59 | 57 | 56 |
| | Non-Hispanic White | Mean | 396.47 | 370.45 | 334.44 | 364.1 | 381.7 | 353.16 | 379.09 | 362.23 |
| | | N | 859 | 820 | 910 | 902 | 851 | 820 | 787 | 780 |
| | Unknown | Mean | 383.95 | 361.9 | 327.42 | 348.78 | 367.52 | 345.4 | 368.59 | 352.29 |
| | | N | 211 | 200 | 224 | 224 | 211 | 200 | 190 | 190 |
| 9 | Non-Hispanic Asian | Mean | 393.72 | 389.64 | 359.8 | 359.31 | 377.04 | 375.13 | 390.52 | 375.15 |
| | | N | 372 | 346 | 396 | 394 | 370 | 346 | 333 | 331 |
| | Non-Hispanic Pacific Islander | Mean | 383.67 | 392.93 | 370.95 | 348.15 | 372.61 | 382.67 | 389.36 | 380 |
| | | N | 18 | 15 | 20 | 20 | 18 | 15 | 14 | 14 |
| | Non-Hispanic Black | Mean | 376.03 | 378.24 | 341.29 | 348.09 | 362.94 | 360.64 | 378.18 | 361.55 |
| | | N | 1119 | 982 | 1229 | 1210 | 1104 | 981 | 919 | 907 |
| | Hispanic (of Any Race) | Mean | 370.83 | 373.54 | 340.68 | 326.59 | 350.5 | 357.64 | 373.2 | 355.87 |
| | | N | 10205 | 9513 | 10886 | 10783 | 10105 | 9512 | 9076 | 8988 |
| | Non-Hispanic American Indian | Mean | 401.21 | 388.1 | 362.23 | 343.55 | 375.46 | 375.63 | 393.38 | 378.09 |
| | | N | 57 | 60 | 62 | 62 | 57 | 60 | 55 | 55 |
| | Non-Hispanic Multiracial | Mean | 395.66 | 387.6 | 355.37 | 349.94 | 373.5 | 372.33 | 390.53 | 372.89 |
| | | N | 64 | 58 | 65 | 65 | 64 | 58 | 57 | 57 |
| | Non-Hispanic White | Mean | 392.03 | 388.57 | 353.42 | 351.64 | 373.78 | 372.25 | 390.82 | 373.76 |
| | | N | 698 | 662 | 743 | 736 | 691 | 662 | 635 | 629 |
| | Unknown | Mean | 362.77 | 369.33 | 329.82 | 297.92 | 332.4 | 350.91 | 368.79 | 347.18 |
| | | N | 336 | 314 | 364 | 360 | 333 | 314 | 299 | 296 |

| Grade | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|-------------------------------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 10 | Non-Hispanic Asian | Mean | 400.67 | 397.24 | 367.87 | 362.63 | 382.35 | 382.55 | 398.74 | 382.26 |
| | | N | 364 | 351 | 383 | 376 | 357 | 351 | 336 | 330 |
| | Non-Hispanic Pacific Islander | Mean | 374 | 370.54 | 353.27 | 339.6 | 355.29 | 362.69 | 371.38 | 360.77 |
| | | N | 14 | 13 | 15 | 15 | 14 | 13 | 13 | 13 |
| | Non-Hispanic Black | Mean | 383.25 | 385.22 | 352.01 | 360.72 | 373.45 | 369.19 | 384.94 | 370.52 |
| | | N | 1199 | 1053 | 1284 | 1275 | 1188 | 1052 | 995 | 985 |
| | Hispanic (of Any Race) | Mean | 379.43 | 381.8 | 349.92 | 339.72 | 361 | 366.37 | 381.51 | 365.03 |
| | | N | 8999 | 8364 | 9537 | 9438 | 8903 | 8363 | 8036 | 7954 |
| | Non-Hispanic American Indian | Mean | 396.32 | 389.42 | 348.83 | 350.4 | 371.85 | 367.56 | 389.94 | 366.51 |
| | | N | 40 | 36 | 42 | 42 | 40 | 36 | 35 | 35 |
| | Non-Hispanic Multiracial | Mean | 396.76 | 391.86 | 364.49 | 375 | 390.81 | 379.78 | 397.12 | 387.03 |
| | | N | 37 | 36 | 41 | 41 | 37 | 36 | 33 | 33 |
| | Non-Hispanic White | Mean | 400.21 | 396.47 | 365.04 | 366.43 | 384.83 | 381.44 | 398.43 | 382.77 |
| | | N | 677 | 634 | 720 | 707 | 664 | 634 | 609 | 597 |
| | Unknown | Mean | 378.63 | 384.93 | 343.92 | 328.43 | 357.4 | 364.74 | 383.16 | 362.94 |
| | | N | 181 | 182 | 206 | 202 | 178 | 182 | 167 | 164 |
| 11 | Non-Hispanic Asian | Mean | 404.81 | 402.49 | 375.28 | 372.12 | 390.41 | 389.78 | 404.73 | 391 |
| | | N | 323 | 303 | 340 | 333 | 317 | 303 | 292 | 287 |
| | Non-Hispanic Pacific Islander | Mean | 385.1 | 381.42 | 359.48 | 371.14 | 381.4 | 369.63 | 382 | 371.78 |
| | | N | 20 | 19 | 21 | 21 | 20 | 19 | 18 | 18 |
| | Non-Hispanic Black | Mean | 383.94 | 388.87 | 353.87 | 360.67 | 373.25 | 371.99 | 387.67 | 372.51 |
| | | N | 1147 | 1033 | 1250 | 1234 | 1131 | 1033 | 975 | 962 |
| | Hispanic (of Any Race) | Mean | 382.61 | 387.55 | 355.06 | 345.93 | 365.43 | 371.85 | 386.43 | 370.2 |
| | | N | 7878 | 7415 | 8330 | 8255 | 7801 | 7414 | 7127 | 7058 |
| | Non-Hispanic American Indian | Mean | 389.87 | 387.75 | 354.41 | 341.48 | 370.96 | 371.81 | 390 | 373.14 |
| | | N | 46 | 48 | 51 | 50 | 45 | 48 | 44 | 44 |
| | Non-Hispanic Multiracial | Mean | 383.4 | 385.4 | 359.59 | 362.09 | 372.55 | 372.22 | 384.24 | 372.38 |
| | | N | 43 | 40 | 46 | 45 | 42 | 40 | 38 | 37 |
| | Non-Hispanic White | Mean | 398.86 | 398.19 | 364.36 | 369.05 | 385.77 | 382.72 | 398.77 | 383.66 |
| | | N | 624 | 589 | 657 | 650 | 618 | 589 | 572 | 567 |
| | Unknown | Mean | 378.05 | 384.15 | 347.99 | 326.77 | 355 | 367.17 | 383.64 | 365.7 |
| | | N | 115 | 109 | 130 | 129 | 114 | 109 | 100 | 99 |

| Grade | Ethnicity | | Listening | Reading | Writing | Speaking | Oral | Literacy | Compre- hension | Overall |
|-------|-------------------------------|------|-----------|---------|---------|----------|--------|----------|--------------------|---------|
| 12 | Non-Hispanic Asian | Mean | 408.82 | 404.06 | 374.71 | 374.49 | 392.19 | 390.23 | 406.21 | 391.05 |
| | | N | 261 | 252 | 271 | 267 | 257 | 252 | 245 | 241 |
| | Non-Hispanic Pacific Islander | Mean | 390.5 | 390.77 | 369.57 | 351.07 | 371 | 380.08 | 389.92 | 377.31 |
| | | N | 14 | 13 | 14 | 14 | 14 | 13 | 13 | 13 |
| | Non-Hispanic Black | Mean | 382.7 | 387.7 | 351.78 | 366.57 | 375.54 | 370.59 | 386.37 | 372.14 |
| | | N | 986 | 915 | 1061 | 1051 | 976 | 915 | 866 | 856 |
| | Hispanic (of Any Race) | Mean | 387.75 | 390.33 | 359.86 | 360.02 | 374.54 | 375.69 | 390.05 | 375.69 |
| | | N | 5031 | 4773 | 5291 | 5229 | 4968 | 4771 | 4598 | 4540 |
| | Non-Hispanic American | Mean | 395.09 | 399.22 | 375.08 | 357.46 | 377.57 | 385.74 | 398.24 | 383.57 |
| | | N | 23 | 23 | 26 | 26 | 23 | 23 | 21 | 21 |
| | Non-Hispanic Multiracial | Mean | 409.42 | 405.97 | 379.1 | 390.29 | 400.06 | 393.33 | 407.73 | 396.27 |
| | | N | 31 | 30 | 31 | 31 | 31 | 30 | 30 | 30 |
| | Non-Hispanic White | Mean | 401.13 | 401.08 | 368.17 | 376.81 | 389.3 | 385.04 | 401.88 | 386.99 |
| | | N | 393 | 379 | 412 | 406 | 386 | 378 | 364 | 357 |
| | Unknown | Mean | 397.7 | 397.34 | 360.84 | 367.32 | 383.53 | 381.62 | 398.88 | 383.52 |
| | | N | 99 | 90 | 100 | 97 | 96 | 90 | 89 | 86 |

1.2.3 Correlations

The tables in this section show Pearson correlations among the four domain scale scores by grade-level clusters across all tiers, as well as the number of students included in each correlation. Results are provided by grade-level cluster. In Kindergarten, the correlation between Listening and Speaking, and the correlation between Reading and Writing were pronounced. In Grades 1 to 12, the highest correlations were between Listening and Reading and between Reading and Writing in general.

Table 1.2.3.1

Correlations Among Scale Scores: K, S503 Paper

| Domains | Correlations and N counts | Listening | Reading | Writing | Speaking |
|------------------|----------------------------------|------------------|----------------|----------------|-----------------|
| Listening | Pearson Correlation | 1 | 0.523 | 0.571 | 0.803 |
| | N | 241979 | 241974 | 241969 | 241967 |
| Reading | Pearson Correlation | | 1 | 0.718 | 0.481 |
| | N | | 241977 | 241972 | 241966 |
| Writing | Pearson Correlation | | | 1 | 0.540 |
| | N | | | 241972 | 241962 |
| Speaking | Pearson Correlation | | | | 1 |
| | N | | | | 241969 |

Table 1.2.3.2

Correlations Among Scale Scores: Grade 1, S503 Paper

| Domains | Correlations and N counts | Listening | Reading | Writing | Speaking |
|------------------|----------------------------------|------------------|----------------|----------------|-----------------|
| Listening | Pearson Correlation | 1 | 0.497 | 0.484 | 0.551 |
| | N | 28412 | 22913 | 28399 | 28240 |
| Reading | Pearson Correlation | | 1 | 0.516 | 0.463 |
| | N | | 25868 | 25859 | 25729 |
| Writing | Pearson Correlation | | | 1 | 0.481 |
| | N | | | 33645 | 33431 |
| Speaking | Pearson Correlation | | | | 1 |
| | N | | | | 33450 |

Table 1.2.3.3

Correlations Among Scale Scores: Grade 2, S503 Paper

| Domains | Correlations and N counts | Listening | Reading | Writing | Speaking |
|------------------|----------------------------------|------------------|----------------|----------------|-----------------|
| Listening | Pearson Correlation | 1 | 0.599 | 0.537 | 0.571 |
| | N | 30027 | 25383 | 30022 | 29834 |
| Reading | Pearson Correlation | | 1 | 0.650 | 0.519 |
| | N | | 26864 | 26860 | 26687 |
| Writing | Pearson Correlation | | | 1 | 0.525 |
| | N | | | 32461 | 32239 |
| Speaking | Pearson Correlation | | | | 1 |
| | N | | | | 32244 |

Table 1.2.3.4

Correlations Among Scale Scores: Grade 3, S503 Paper

| Domains | Correlations and N counts | Listening | Reading | Writing | Speaking |
|------------------|----------------------------------|------------------|----------------|----------------|-----------------|
| Listening | Pearson Correlation | 1 | 0.629 | 0.523 | 0.515 |
| | N | 29384 | 25022 | 29378 | 29200 |
| Reading | Pearson Correlation | | 1 | 0.590 | 0.525 |
| | N | | 26242 | 26239 | 26088 |
| Writing | Pearson Correlation | | | 1 | 0.538 |
| | N | | | 31423 | 31227 |
| Speaking | Pearson Correlation | | | | 1 |
| | N | | | | 31233 |

Table 1.2.3.5

Correlations Among Scale Scores: Grades 4–5, S503 Paper

| Domains | Correlations and N counts | Listening | Reading | Writing | Speaking |
|------------------|----------------------------------|------------------|----------------|----------------|-----------------|
| Listening | Pearson Correlation | 1 | 0.714 | 0.611 | 0.606 |
| | N | 45263 | 40204 | 45259 | 44921 |
| Reading | Pearson Correlation | | 1 | 0.678 | 0.612 |
| | N | | 41512 | 41508 | 41200 |
| Writing | Pearson Correlation | | | 1 | 0.626 |
| | N | | | 47273 | 46907 |
| Speaking | Pearson Correlation | | | | 1 |
| | N | | | | 46910 |

Table 1.2.3.6

Correlations Among Scale Scores: Grades 6–8, S503 Paper

| Domains | Correlations and N counts | Listening | Reading | Writing | Speaking |
|------------------|----------------------------------|------------------|----------------|----------------|-----------------|
| Listening | Pearson Correlation | 1 | 0.735 | 0.714 | 0.681 |
| | N | 44657 | 39389 | 44641 | 44335 |
| Reading | Pearson Correlation | | 1 | 0.6934 | 0.616 |
| | N | | 40976 | 40963 | 40692 |
| Writing | Pearson Correlation | | | 1 | 0.711 |
| | N | | | 47047 | 46701 |
| Speaking | Pearson Correlation | | | | 1 |
| | N | | | | 46721 |

Table 1.2.3.7

Correlations Among Scale Scores: Grades 9–12, S503 Paper

| Domains | Correlations and N counts | Listening | Reading | Writing | Speaking |
|------------------|----------------------------------|------------------|----------------|----------------|-----------------|
| Listening | Pearson Correlation | 1 | 0.758 | 0.669 | 0.658 |
| | N | 41414 | 37004 | 41394 | 40962 |
| Reading | Pearson Correlation | | 1 | 0.696 | 0.638 |
| | N | | 38650 | 38642 | 38243 |
| Writing | Pearson Correlation | | | 1 | 0.673 |
| | N | | | 44024 | 43538 |
| Speaking | Pearson Correlation | | | | 1 |
| | N | | | | 43564 |

1.3 Proficiency Level Results

Proficiency level results show the distribution of students falling into the six language proficiency levels outlined by the WIDA ELD Standards. The results are presented in eight subsections—four domains and four composites--by 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.

Performance of PL 5 and PL 6 was observed in the descending order of Listening, Reading, Speaking, and Writing. Percentages of PL 5 and 6 across grades ranged 25%-61% (Listening), 8%-28% (Reading), 6%-35% (Speaking), and 0%-2% (Writing). Grades with the highest percentages in PL5 and PL6 in each domain are grades 4-5(Listening), grades 3-5(Reading), Kindergarten(Speaking), and grade 5(Writing).

1.3.1 Domains

1.3.1.1 Listening

1.3.1.1.1 By Cluster by Tier

Table 1.3.1.1.1

Proficiency Level by Cluster (Count): Listening, S503 Paper

| Cluster | Tier | Listening Proficiency Range | | | | | | Total |
|---------|------|-----------------------------|-------|-------|-------|-------|-------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 82558 | 22607 | 19140 | 12497 | 32231 | 72946 | 241979 |
| 1 | A | 1721 | 2380 | 2535 | 1674 | 3997 | 2931 | 15238 |
| | BC | 169 | 526 | 3007 | 1280 | 3017 | 5175 | 13174 |
| 2 | A | 1304 | 1928 | 1698 | 1083 | 2376 | 0 | 8389 |
| | BC | 72 | 1239 | 3381 | 4754 | 3149 | 9043 | 21638 |
| 3 | A | 215 | 1715 | 1798 | 1157 | 855 | 678 | 6418 |
| | BC | 17 | 425 | 2894 | 4267 | 5658 | 9705 | 22966 |
| 4-5 | A | 803 | 2944 | 2357 | 1345 | 869 | 784 | 9102 |
| | BC | 81 | 672 | 3287 | 5347 | 13405 | 13369 | 36161 |
| 6-8 | A | 3833 | 4771 | 1902 | 1029 | 839 | 125 | 12499 |
| | BC | 45 | 801 | 3925 | 8238 | 8502 | 10647 | 32158 |

| | | | | | | | | |
|------|----|------|------|------|------|------|------|-------|
| 9–12 | A | 5769 | 3509 | 1863 | 716 | 192 | 0 | 12049 |
| | BC | 615 | 2870 | 7588 | 8349 | 5328 | 4615 | 29365 |

Table 1.3.1.1.1.2

Proficiency Level by Cluster (Percent): Listening, S503 Paper

| Cluster | Tier | Listening Proficiency Range | | | | | | Total |
|---------|------|-----------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 34.1% | 9.3% | 7.9% | 5.2% | 13.3% | 30.1% | 100% |
| 1 | A | 11.3% | 15.6% | 16.6% | 11% | 26.2% | 19.2% | 100% |
| | BC | 1.3% | 4% | 22.8% | 9.7% | 22.9% | 39.3% | 100% |
| 2 | A | 15.5% | 23% | 20.2% | 12.9% | 28.3% | 0% | 100% |
| | BC | 0.3% | 5.7% | 15.6% | 22% | 14.6% | 41.8% | 100% |
| 3 | A | 3.3% | 26.7% | 28% | 18% | 13.3% | 10.6% | 100% |
| | BC | 0.1% | 1.9% | 12.6% | 18.6% | 24.6% | 42.3% | 100% |
| 4–5 | A | 8.8% | 32.3% | 25.9% | 14.8% | 9.5% | 8.6% | 100% |
| | BC | 0.2% | 1.9% | 9.1% | 14.8% | 37.1% | 37% | 100% |
| 6–8 | A | 30.7% | 38.2% | 15.2% | 8.2% | 6.7% | 1% | 100% |
| | BC | 0.1% | 2.5% | 12.2% | 25.6% | 26.4% | 33.1% | 100% |
| 9–12 | A | 47.9% | 29.1% | 15.5% | 5.9% | 1.6% | 0% | 100% |
| | BC | 2.1% | 9.8% | 25.8% | 28.4% | 18.1% | 15.7% | 100% |

1.3.1.1.2 By Grade by Tier

Table 1.3.1.1.2.1

Proficiency Level by Grade (Count): Listening, S503 Paper

| Grade | Tier | Listening Proficiency Range | | | | | | Total |
|-------|------|-----------------------------|-------|-------|-------|-------|-------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 82558 | 22607 | 19140 | 12497 | 32231 | 72946 | 241979 |
| 1 | A | 1721 | 2380 | 2535 | 1674 | 3997 | 2931 | 15238 |
| | BC | 169 | 526 | 3007 | 1280 | 3017 | 5175 | 13174 |
| 2 | A | 1304 | 1928 | 1698 | 1083 | 2376 | 0 | 8389 |
| | BC | 72 | 1239 | 3381 | 4754 | 3149 | 9043 | 21638 |
| 3 | A | 215 | 1715 | 1798 | 1157 | 855 | 678 | 6418 |
| | BC | 17 | 425 | 2894 | 4267 | 5658 | 9705 | 22966 |
| 4 | A | 304 | 1478 | 1248 | 697 | 558 | 340 | 4625 |
| | BC | 30 | 295 | 1638 | 2650 | 6527 | 6826 | 17966 |
| 5 | A | 499 | 1466 | 1109 | 648 | 311 | 444 | 4477 |
| | BC | 51 | 377 | 1649 | 2697 | 6878 | 6543 | 18195 |
| 6 | A | 1088 | 1812 | 602 | 442 | 267 | 56 | 4267 |
| | BC | 11 | 217 | 1098 | 3249 | 3058 | 3972 | 11605 |
| 7 | A | 1424 | 1320 | 804 | 191 | 323 | 69 | 4131 |
| | BC | 21 | 355 | 1316 | 3129 | 2753 | 2983 | 10557 |
| 8 | A | 1321 | 1639 | 496 | 396 | 249 | 0 | 4101 |
| | BC | 13 | 229 | 1511 | 1860 | 2691 | 3692 | 9996 |
| 9 | A | 2018 | 1570 | 632 | 331 | 74 | 0 | 4625 |
| | BC | 34 | 672 | 1581 | 2600 | 1664 | 1693 | 8244 |
| 10 | A | 1669 | 745 | 665 | 120 | 85 | 0 | 3284 |
| | BC | 91 | 617 | 2244 | 2540 | 1443 | 1292 | 8227 |
| 11 | A | 1338 | 901 | 355 | 162 | 21 | 0 | 2777 |
| | BC | 203 | 732 | 2323 | 1559 | 1407 | 1195 | 7419 |

| | | | | | | | | |
|----|----|-----|-----|------|------|-----|-----|------|
| 12 | A | 744 | 293 | 211 | 103 | 12 | 0 | 1363 |
| | BC | 287 | 849 | 1440 | 1650 | 814 | 435 | 5475 |

Table 1.3.1.1.2.2

Proficiency Level by Grade (Percent): Listening, S503 Paper

| Grade | Tier | Listening Proficiency Range | | | | | | Total |
|-------|------|-----------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 34.1% | 9.3% | 7.9% | 5.2% | 13.3% | 30.1% | 100% |
| 1 | A | 11.3% | 15.6% | 16.6% | 11% | 26.2% | 19.2% | 100% |
| | BC | 1.3% | 4% | 22.8% | 9.7% | 22.9% | 39.3% | 100% |
| 2 | A | 15.5% | 23% | 20.2% | 12.9% | 28.3% | 0% | 100% |
| | BC | 0.3% | 5.7% | 15.6% | 22% | 14.6% | 41.8% | 100% |
| 3 | A | 3.3% | 26.7% | 28% | 18% | 13.3% | 10.6% | 100% |
| | BC | 0.1% | 1.9% | 12.6% | 18.6% | 24.6% | 42.3% | 100% |
| 4 | A | 6.6% | 32% | 27% | 15.1% | 12.1% | 7.4% | 100% |
| | BC | 0.2% | 1.6% | 9.1% | 14.8% | 36.3% | 38% | 100% |
| 5 | A | 11.1% | 32.7% | 24.8% | 14.5% | 6.9% | 9.9% | 100% |
| | BC | 0.3% | 2.1% | 9.1% | 14.8% | 37.8% | 36% | 100% |
| 6 | A | 25.5% | 42.5% | 14.1% | 10.4% | 6.3% | 1.3% | 100% |
| | BC | 0.1% | 1.9% | 9.5% | 28% | 26.4% | 34.2% | 100% |
| 7 | A | 34.5% | 32% | 19.5% | 4.6% | 7.8% | 1.7% | 100% |
| | BC | 0.2% | 3.4% | 12.5% | 29.6% | 26.1% | 28.3% | 100% |
| 8 | A | 32.2% | 40% | 12.1% | 9.7% | 6.1% | 0% | 100% |
| | BC | 0.1% | 2.3% | 15.1% | 18.6% | 26.9% | 36.9% | 100% |
| 9 | A | 43.6% | 33.9% | 13.7% | 7.2% | 1.6% | 0% | 100% |
| | BC | 0.4% | 8.2% | 19.2% | 31.5% | 20.2% | 20.5% | 100% |
| 10 | A | 50.8% | 22.7% | 20.2% | 3.7% | 2.6% | 0% | 100% |
| | BC | 1.1% | 7.5% | 27.3% | 30.9% | 17.5% | 15.7% | 100% |
| 11 | A | 48.2% | 32.4% | 12.8% | 5.8% | 0.8% | 0% | 100% |
| | BC | 2.7% | 9.9% | 31.3% | 21% | 19% | 16.1% | 100% |
| 12 | A | 54.6% | 21.5% | 15.5% | 7.6% | 0.9% | 0% | 100% |
| | BC | 5.2% | 15.5% | 26.3% | 30.1% | 14.9% | 7.9% | 100% |

1.3.1.1.3 By Grade

Table 1.3.1.1.3.1

Proficiency Level by Grade (Count): Listening, S503 Paper

| Grade | Listening Proficiency Range | | | | | | Total |
|-------|-----------------------------|-------|-------|-------|-------|-------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 82558 | 22607 | 19140 | 12497 | 32231 | 72946 | 241979 |
| 1 | 1890 | 2906 | 5542 | 2954 | 7014 | 8106 | 28412 |
| 2 | 1376 | 3167 | 5079 | 5837 | 5525 | 9043 | 30027 |
| 3 | 232 | 2140 | 4692 | 5424 | 6513 | 10383 | 29384 |
| 4 | 334 | 1773 | 2886 | 3347 | 7085 | 7166 | 22591 |
| 5 | 550 | 1843 | 2758 | 3345 | 7189 | 6987 | 22672 |
| 6 | 1099 | 2029 | 1700 | 3691 | 3325 | 4028 | 15872 |
| 7 | 1445 | 1675 | 2120 | 3320 | 3076 | 3052 | 14688 |
| 8 | 1334 | 1868 | 2007 | 2256 | 2940 | 3692 | 14097 |
| 9 | 2052 | 2242 | 2213 | 2931 | 1738 | 1693 | 12869 |
| 10 | 1760 | 1362 | 2909 | 2660 | 1528 | 1292 | 11511 |
| 11 | 1541 | 1633 | 2678 | 1721 | 1428 | 1195 | 10196 |
| 12 | 1031 | 1142 | 1651 | 1753 | 826 | 435 | 6838 |

Table 1.3.1.1.3.2

Proficiency Level by Grade (Percent): Listening, S503 Paper

| Grade | Listening Proficiency Range | | | | | | Total |
|-------|-----------------------------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 34.1% | 9.3% | 7.9% | 5.2% | 13.3% | 30.1% | 100% |
| 1 | 6.7% | 10.2% | 19.5% | 10.4% | 24.7% | 28.5% | 100% |
| 2 | 4.6% | 10.5% | 16.9% | 19.4% | 18.4% | 30.1% | 100% |
| 3 | 0.8% | 7.3% | 16% | 18.5% | 22.2% | 35.3% | 100% |
| 4 | 1.5% | 7.8% | 12.8% | 14.8% | 31.4% | 31.7% | 100% |
| 5 | 2.4% | 8.1% | 12.2% | 14.8% | 31.7% | 30.8% | 100% |
| 6 | 6.9% | 12.8% | 10.7% | 23.3% | 20.9% | 25.4% | 100% |
| 7 | 9.8% | 11.4% | 14.4% | 22.6% | 20.9% | 20.8% | 100% |
| 8 | 9.5% | 13.3% | 14.2% | 16% | 20.9% | 26.2% | 100% |
| 9 | 15.9% | 17.4% | 17.2% | 22.8% | 13.5% | 13.2% | 100% |
| 10 | 15.3% | 11.8% | 25.3% | 23.1% | 13.3% | 11.2% | 100% |

| | | | | | | | |
|----|-------|-------|-------|-------|-------|-------|------|
| 11 | 15.1% | 16% | 26.3% | 16.9% | 14% | 11.7% | 100% |
| 12 | 15.1% | 16.7% | 24.1% | 25.6% | 12.1% | 6.4% | 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 Cluster (Count): Reading, S503 Paper

| Cluster | Tier | Reading Proficiency Range | | | | | | Total |
|---------|------|---------------------------|------|-------|-------|-------|------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 190408 | 5718 | 15534 | 10739 | 19578 | 0 | 241977 |
| 1 | A | 6836 | 4615 | 1523 | 423 | 659 | 466 | 14522 |
| | BC | 87 | 2096 | 4601 | 1884 | 1391 | 1287 | 11346 |
| 2 | A | 4595 | 1546 | 714 | 668 | 390 | 0 | 7913 |
| | BC | 946 | 6149 | 3692 | 1881 | 2957 | 3326 | 18951 |
| 3 | A | 3258 | 1399 | 497 | 156 | 284 | 197 | 5791 |
| | BC | 111 | 2013 | 6271 | 4562 | 5699 | 1795 | 20451 |
| 4-5 | A | 5145 | 1544 | 1012 | 310 | 452 | 32 | 8495 |
| | BC | 366 | 6013 | 10605 | 4770 | 7042 | 4221 | 33017 |
| 6-8 | A | 6465 | 3707 | 1132 | 307 | 344 | 153 | 12108 |
| | BC | 950 | 9754 | 8997 | 3640 | 3909 | 1618 | 28868 |
| 9-12 | A | 4604 | 4704 | 1404 | 445 | 561 | 234 | 11952 |
| | BC | 585 | 6492 | 7648 | 2857 | 4795 | 4321 | 26698 |

Table 1.3.1.2.1.2

Proficiency Level by Cluster (Percent): Reading, S503 Paper

| Cluster | Tier | Reading Proficiency Range | | | | | | Total |
|---------|------|---------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 78.7% | 2.4% | 6.4% | 4.4% | 8.1% | 0% | 100% |
| 1 | A | 47.1% | 31.8% | 10.5% | 2.9% | 4.5% | 3.2% | 100% |
| | BC | 0.8% | 18.5% | 40.6% | 16.6% | 12.3% | 11.3% | 100% |
| 2 | A | 58.1% | 19.5% | 9% | 8.4% | 4.9% | 0% | 100% |
| | BC | 5% | 32.4% | 19.5% | 9.9% | 15.6% | 17.6% | 100% |
| 3 | A | 56.3% | 24.2% | 8.6% | 2.7% | 4.9% | 3.4% | 100% |
| | BC | 0.5% | 9.8% | 30.7% | 22.3% | 27.9% | 8.8% | 100% |
| 4-5 | A | 60.6% | 18.2% | 11.9% | 3.6% | 5.3% | 0.4% | 100% |
| | BC | 1.1% | 18.2% | 32.1% | 14.4% | 21.3% | 12.8% | 100% |
| | A | 53.4% | 30.6% | 9.3% | 2.5% | 2.8% | 1.3% | 100% |

| | | | | | | | | |
|------|----|-------|-------|-------|-------|-------|-------|------|
| 6-8 | BC | 3.3% | 33.8% | 31.2% | 12.6% | 13.5% | 5.6% | 100% |
| 9-12 | A | 38.5% | 39.4% | 11.7% | 3.7% | 4.7% | 2% | 100% |
| | BC | 2.2% | 24.3% | 28.6% | 10.7% | 18% | 16.2% | 100% |

1.3.1.2.2. By Grade by Tier

Table 1.3.1.2.2.1

Proficiency Level by Grade (Count): Reading, S503 Paper

| Grade | Tier | Reading Proficiency Range | | | | | | Total |
|-------|------|---------------------------|------|-------|-------|-------|------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 190408 | 5718 | 15534 | 10739 | 19578 | NA | 241977 |
| 1 | A | 6836 | 4615 | 1523 | 423 | 659 | 466 | 14522 |
| | BC | 87 | 2096 | 4601 | 1884 | 1391 | 1287 | 11346 |
| 2 | A | 4595 | 1546 | 714 | 668 | 390 | NA | 7913 |
| | BC | 946 | 6149 | 3692 | 1881 | 2957 | 3326 | 18951 |
| 3 | A | 3258 | 1399 | 497 | 156 | 284 | 197 | 5791 |
| | BC | 111 | 2013 | 6271 | 4562 | 5699 | 1795 | 20451 |
| 4 | A | 2581 | 852 | 450 | 154 | 223 | 32 | 4292 |
| | BC | 135 | 2456 | 5749 | 2490 | 3477 | 2022 | 16329 |
| 5 | A | 2564 | 692 | 562 | 156 | 229 | NA | 4203 |
| | BC | 231 | 3557 | 4856 | 2280 | 3565 | 2199 | 16688 |
| 6 | A | 1931 | 1501 | 421 | 87 | 104 | 43 | 4087 |
| | BC | 212 | 3627 | 3298 | 1253 | 1446 | 425 | 10261 |
| 7 | A | 2263 | 1101 | 406 | 98 | 79 | 65 | 4012 |
| | BC | 333 | 3095 | 3300 | 1132 | 1104 | 525 | 9489 |
| 8 | A | 2271 | 1105 | 305 | 122 | 161 | 45 | 4009 |
| | BC | 405 | 3032 | 2399 | 1255 | 1359 | 668 | 9118 |
| 9 | A | 1755 | 1849 | 561 | 133 | 221 | 79 | 4598 |
| | BC | 69 | 1662 | 2246 | 900 | 1154 | 1321 | 7352 |
| 10 | A | 1224 | 1298 | 431 | 119 | 104 | 99 | 3275 |
| | BC | 125 | 1723 | 2122 | 881 | 1268 | 1275 | 7394 |
| 11 | A | 1066 | 1045 | 282 | 129 | 191 | 32 | 2745 |
| | BC | 213 | 1547 | 1871 | 776 | 1211 | 1193 | 6811 |
| 12 | A | 559 | 512 | 130 | 64 | 45 | 24 | 1334 |
| | BC | 178 | 1560 | 1409 | 300 | 1162 | 532 | 5141 |

Table 1.3.1.2.2.2

Proficiency Level by Grade (Percent): Reading, S503 Paper

| Grade | Tier | Reading Proficiency Range | | | | | | Total |
|-------|------|---------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 78.7% | 2.4% | 6.4% | 4.4% | 8.1% | 0% | 100% |
| 1 | A | 47.1% | 31.8% | 10.5% | 2.9% | 4.5% | 3.2% | 100% |
| | BC | 0.8% | 18.5% | 40.6% | 16.6% | 12.3% | 11.3% | 100% |
| 2 | A | 58.1% | 19.5% | 9% | 8.4% | 4.9% | 0% | 100% |
| | BC | 5% | 32.4% | 19.5% | 9.9% | 15.6% | 17.6% | 100% |
| 3 | A | 56.3% | 24.2% | 8.6% | 2.7% | 4.9% | 3.4% | 100% |
| | BC | 0.5% | 9.8% | 30.7% | 22.3% | 27.9% | 8.8% | 100% |
| 4 | A | 60.1% | 19.9% | 10.5% | 3.6% | 5.2% | 0.7% | 100% |
| | BC | 0.8% | 15% | 35.2% | 15.2% | 21.3% | 12.4% | 100% |
| 5 | A | 61% | 16.5% | 13.4% | 3.7% | 5.4% | 0% | 100% |
| | BC | 1.4% | 21.3% | 29.1% | 13.7% | 21.4% | 13.2% | 100% |
| 6 | A | 47.2% | 36.7% | 10.3% | 2.1% | 2.5% | 1.1% | 100% |
| | BC | 2.1% | 35.3% | 32.1% | 12.2% | 14.1% | 4.1% | 100% |
| 7 | A | 56.4% | 27.4% | 10.1% | 2.4% | 2% | 1.6% | 100% |
| | BC | 3.5% | 32.6% | 34.8% | 11.9% | 11.6% | 5.5% | 100% |
| 8 | A | 56.6% | 27.6% | 7.6% | 3% | 4% | 1.1% | 100% |
| | BC | 4.4% | 33.3% | 26.3% | 13.8% | 14.9% | 7.3% | 100% |
| 9 | A | 38.2% | 40.2% | 12.2% | 2.9% | 4.8% | 1.7% | 100% |
| | BC | 0.9% | 22.6% | 30.5% | 12.2% | 15.7% | 18% | 100% |
| 10 | A | 37.4% | 39.6% | 13.2% | 3.6% | 3.2% | 3% | 100% |
| | BC | 1.7% | 23.3% | 28.7% | 11.9% | 17.1% | 17.2% | 100% |
| 11 | A | 38.8% | 38.1% | 10.3% | 4.7% | 7% | 1.2% | 100% |
| | BC | 3.1% | 22.7% | 27.5% | 11.4% | 17.8% | 17.5% | 100% |
| 12 | A | 41.9% | 38.4% | 9.7% | 4.8% | 3.4% | 1.8% | 100% |
| | BC | 3.5% | 30.3% | 27.4% | 5.8% | 22.6% | 10.3% | 100% |

1.3.1.2.3. By Grade

Table 1.3.1.2.3.1

Proficiency Level by Grade (Count): Reading, S503 Paper

| Grade | Reading Proficiency Range | | | | | | Total |
|-------|---------------------------|------|-------|-------|-------|------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 190408 | 5718 | 15534 | 10739 | 19578 | 0 | 241977 |
| 1 | 6923 | 6711 | 6124 | 2307 | 2050 | 1753 | 25868 |
| 2 | 5541 | 7695 | 4406 | 2549 | 3347 | 3326 | 26864 |
| 3 | 3369 | 3412 | 6768 | 4718 | 5983 | 1992 | 26242 |
| 4 | 2716 | 3308 | 6199 | 2644 | 3700 | 2054 | 20621 |
| 5 | 2795 | 4249 | 5418 | 2436 | 3794 | 2199 | 20891 |
| 6 | 2143 | 5128 | 3719 | 1340 | 1550 | 468 | 14348 |
| 7 | 2596 | 4196 | 3706 | 1230 | 1183 | 590 | 13501 |
| 8 | 2676 | 4137 | 2704 | 1377 | 1520 | 713 | 13127 |
| 9 | 1824 | 3511 | 2807 | 1033 | 1375 | 1400 | 11950 |
| 10 | 1349 | 3021 | 2553 | 1000 | 1372 | 1374 | 10669 |
| 11 | 1279 | 2592 | 2153 | 905 | 1402 | 1225 | 9556 |
| 12 | 737 | 2072 | 1539 | 364 | 1207 | 556 | 6475 |

Table 1.3.1.2.3.2

Proficiency Level by Grade (Percent): Reading, S503 Paper

| Grade | Reading Proficiency Range | | | | | | Total |
|-------|---------------------------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 78.7% | 2.4% | 6.4% | 4.4% | 8.1% | 0% | 100% |
| 1 | 26.8% | 25.9% | 23.7% | 8.9% | 7.9% | 6.8% | 100% |
| 2 | 20.6% | 28.6% | 16.4% | 9.5% | 12.5% | 12.4% | 100% |
| 3 | 12.8% | 13% | 25.8% | 18% | 22.8% | 7.6% | 100% |
| 4 | 13.2% | 16% | 30.1% | 12.8% | 17.9% | 10% | 100% |
| 5 | 13.4% | 20.3% | 25.9% | 11.7% | 18.2% | 10.5% | 100% |
| 6 | 14.9% | 35.7% | 25.9% | 9.3% | 10.8% | 3.3% | 100% |
| 7 | 19.2% | 31.1% | 27.4% | 9.1% | 8.8% | 4.4% | 100% |
| 8 | 20.4% | 31.5% | 20.6% | 10.5% | 11.6% | 5.4% | 100% |
| 9 | 15.3% | 29.4% | 23.5% | 8.6% | 11.5% | 11.7% | 100% |
| 10 | 12.6% | 28.3% | 23.9% | 9.4% | 12.9% | 12.9% | 100% |
| 11 | 13.4% | 27.1% | 22.5% | 9.5% | 14.7% | 12.8% | 100% |

| | | | | | | | |
|----|-------|-----|-------|------|-------|------|------|
| 12 | 11.4% | 32% | 23.8% | 5.6% | 18.6% | 8.6% | 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 Cluster (Count): Writing, S503 Paper

| Cluster | Tier | Writing Proficiency Range | | | | | | Total |
|---------|------|---------------------------|-------|-------|-------|-----|----|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 177157 | 35127 | 23131 | 6557 | 0 | 0 | 241972 |
| 1 | A | 9577 | 8289 | 611 | 0 | 0 | 0 | 18477 |
| | BC | 3211 | 4914 | 6696 | 343 | 4 | 0 | 15168 |
| 2 | A | 4338 | 2882 | 2117 | 4 | 0 | 0 | 9341 |
| | BC | 2226 | 6494 | 13743 | 657 | 0 | 0 | 23120 |
| 3 | A | 2877 | 2600 | 1477 | 15 | 0 | 0 | 6969 |
| | BC | 1280 | 3832 | 18502 | 838 | 1 | 1 | 24454 |
| 4-5 | A | 3740 | 2337 | 3678 | 38 | 0 | 0 | 9793 |
| | BC | 872 | 1534 | 21549 | 12780 | 718 | 27 | 37480 |
| 6-8 | A | 6647 | 4549 | 2220 | 12 | 0 | 0 | 13428 |
| | BC | 1038 | 2138 | 24401 | 6039 | 3 | 0 | 33619 |
| 9-12 | A | 5404 | 4131 | 3372 | 253 | 1 | 0 | 13161 |
| | BC | 2092 | 2461 | 15371 | 10675 | 262 | 2 | 30863 |

Table 1.3.1.3.1.2

Proficiency Level by Cluster (Percent): Writing, S503 Paper

| Cluster | Tier | Writing Proficiency Range | | | | | | Total |
|---------|------|---------------------------|-------|-------|------|----|----|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 73.2% | 14.5% | 9.6% | 2.7% | 0% | 0% | 100% |
| 1 | A | 51.8% | 44.9% | 3.3% | 0% | 0% | 0% | 100% |
| | BC | 21.2% | 32.4% | 44.1% | 2.3% | 0% | 0% | 100% |
| 2 | A | 46.4% | 30.9% | 22.7% | 0% | 0% | 0% | 100% |
| | BC | 9.6% | 28.1% | 59.4% | 2.8% | 0% | 0% | 100% |
| 3 | A | 41.3% | 37.3% | 21.2% | 0.2% | 0% | 0% | 100% |
| | BC | 5.2% | 15.7% | 75.7% | 3.4% | 0% | 0% | 100% |
| | A | 38.2% | 23.9% | 37.6% | 0.4% | 0% | 0% | 100% |

| | | | | | | | | |
|------|----|-------|-------|-------|-------|------|------|------|
| 4-5 | BC | 2.3% | 4.1% | 57.5% | 34.1% | 1.9% | 0.1% | 100% |
| 6-8 | A | 49.5% | 33.9% | 16.5% | 0.1% | 0% | 0% | 100% |
| | BC | 3.1% | 6.4% | 72.6% | 18% | 0% | 0% | 100% |
| 9-12 | A | 41.1% | 31.4% | 25.6% | 1.9% | 0% | 0% | 100% |
| | BC | 6.8% | 8% | 49.8% | 34.6% | 0.8% | 0% | 100% |

1.3.1.3.2 By Grade by Tier

Table 1.3.1.3.2.1

Proficiency Level by Grade (Count): Writing, S503 Paper

| Grade | Tier | Writing Proficiency Range | | | | | | Total |
|-------|------|---------------------------|-------|-------|------|-----|----|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 177157 | 35127 | 23131 | 6557 | 0 | 0 | 241972 |
| 1 | A | 9577 | 8289 | 611 | 0 | 0 | 0 | 18477 |
| | BC | 3211 | 4914 | 6696 | 343 | 4 | 0 | 15168 |
| 2 | A | 4338 | 2882 | 2117 | 4 | 0 | 0 | 9341 |
| | BC | 2226 | 6494 | 13743 | 657 | 0 | 0 | 23120 |
| 3 | A | 2877 | 2600 | 1477 | 15 | 0 | 0 | 6969 |
| | BC | 1280 | 3832 | 18502 | 838 | 1 | 1 | 24454 |
| 4 | A | 2076 | 1192 | 1718 | 22 | 0 | 0 | 5008 |
| | BC | 522 | 836 | 11698 | 5446 | 205 | 10 | 18717 |
| 5 | A | 1664 | 1145 | 1960 | 16 | 0 | 0 | 4785 |
| | BC | 350 | 698 | 9851 | 7334 | 513 | 17 | 18763 |
| 6 | A | 2121 | 1555 | 886 | 2 | 0 | 0 | 4564 |
| | BC | 300 | 813 | 8617 | 2403 | 1 | 0 | 12134 |
| 7 | A | 2185 | 1672 | 575 | 7 | 0 | 0 | 4439 |
| | BC | 334 | 805 | 8078 | 1817 | 1 | 0 | 11035 |
| 8 | A | 2341 | 1322 | 759 | 3 | 0 | 0 | 4425 |
| | BC | 404 | 520 | 7706 | 1819 | 1 | 0 | 10450 |
| 9 | A | 2034 | 1583 | 1343 | 156 | 1 | 0 | 5117 |
| | BC | 315 | 645 | 3776 | 3812 | 99 | 1 | 8648 |
| 10 | A | 1306 | 1285 | 947 | 49 | 0 | 0 | 3587 |
| | BC | 539 | 512 | 4540 | 2974 | 75 | 1 | 8641 |
| 11 | A | 1313 | 976 | 691 | 27 | 0 | 0 | 3007 |
| | BC | 596 | 596 | 4063 | 2484 | 79 | 0 | 7818 |
| 12 | A | 751 | 287 | 391 | 21 | 0 | 0 | 1450 |
| | BC | 642 | 708 | 2992 | 1405 | 9 | 0 | 5756 |

Table 1.3.1.3.2.2

Proficiency Level by Grade (Percent): Writing, S503 Paper

| Grade | Tier | Writing Proficiency Range | | | | | | Total |
|-------|------|---------------------------|-------|-------|-------|------|------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 73.2% | 14.5% | 9.6% | 2.7% | 0% | 0% | 100% |
| 1 | A | 51.8% | 44.9% | 3.3% | 0% | 0% | 0% | 100% |
| | BC | 21.2% | 32.4% | 44.1% | 2.3% | 0% | 0% | 100% |
| 2 | A | 46.4% | 30.9% | 22.7% | 0% | 0% | 0% | 100% |
| | BC | 9.6% | 28.1% | 59.4% | 2.8% | 0% | 0% | 100% |
| 3 | A | 41.3% | 37.3% | 21.2% | 0.2% | 0% | 0% | 100% |
| | BC | 5.2% | 15.7% | 75.7% | 3.4% | 0% | 0% | 100% |
| 4 | A | 41.5% | 23.8% | 34.3% | 0.4% | 0% | 0% | 100% |
| | BC | 2.8% | 4.5% | 62.5% | 29.1% | 1.1% | 0.1% | 100% |
| 5 | A | 34.8% | 23.9% | 41% | 0.3% | 0% | 0% | 100% |
| | BC | 1.9% | 3.7% | 52.5% | 39.1% | 2.7% | 0.1% | 100% |
| 6 | A | 46.5% | 34.1% | 19.4% | 0% | 0% | 0% | 100% |
| | BC | 2.5% | 6.7% | 71% | 19.8% | 0% | 0% | 100% |
| 7 | A | 49.2% | 37.7% | 13% | 0.2% | 0% | 0% | 100% |
| | BC | 3% | 7.3% | 73.2% | 16.5% | 0% | 0% | 100% |
| 8 | A | 52.9% | 29.9% | 17.2% | 0.1% | 0% | 0% | 100% |
| | BC | 3.9% | 5% | 73.7% | 17.4% | 0% | 0% | 100% |
| 9 | A | 39.7% | 30.9% | 26.2% | 3% | 0% | 0% | 100% |
| | BC | 3.6% | 7.5% | 43.7% | 44.1% | 1.1% | 0% | 100% |
| 10 | A | 36.4% | 35.8% | 26.4% | 1.4% | 0% | 0% | 100% |
| | BC | 6.2% | 5.9% | 52.5% | 34.4% | 0.9% | 0% | 100% |
| 11 | A | 43.7% | 32.5% | 23% | 0.9% | 0% | 0% | 100% |
| | BC | 7.6% | 7.6% | 52% | 31.8% | 1% | 0% | 100% |
| 12 | A | 51.8% | 19.8% | 27% | 1.4% | 0% | 0% | 100% |
| | BC | 11.2% | 12.3% | 52% | 24.4% | 0.2% | 0% | 100% |

1.3.1.3.3 By Grade

Table 1.3.1.3.3.1

Proficiency Level by Grade (Count): Writing, S503 Paper

| Grade | Writing Proficiency Range | | | | | | Total |
|-------|---------------------------|-------|-------|------|-----|----|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 177157 | 35127 | 23131 | 6557 | 0 | 0 | 241972 |
| 1 | 12788 | 13203 | 7307 | 343 | 4 | 0 | 33645 |
| 2 | 6564 | 9376 | 15860 | 661 | 0 | 0 | 32461 |
| 3 | 4157 | 6432 | 19979 | 853 | 1 | 1 | 31423 |
| 4 | 2598 | 2028 | 13416 | 5468 | 205 | 10 | 23725 |
| 5 | 2014 | 1843 | 11811 | 7350 | 513 | 17 | 23548 |
| 6 | 2421 | 2368 | 9503 | 2405 | 1 | 0 | 16698 |
| 7 | 2519 | 2477 | 8653 | 1824 | 1 | 0 | 15474 |
| 8 | 2745 | 1842 | 8465 | 1822 | 1 | 0 | 14875 |
| 9 | 2349 | 2228 | 5119 | 3968 | 100 | 1 | 13765 |
| 10 | 1845 | 1797 | 5487 | 3023 | 75 | 1 | 12228 |
| 11 | 1909 | 1572 | 4754 | 2511 | 79 | 0 | 10825 |
| 12 | 1393 | 995 | 3383 | 1426 | 9 | 0 | 7206 |

Table 1.3.1.3.3.2

Proficiency Level by Grade (Percent): Writing, S503 Paper

| Grade | Writing Proficiency Range | | | | | | Total |
|-------|---------------------------|-------|-------|-------|------|------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 73.2% | 14.5% | 9.6% | 2.7% | 0% | 0% | 100% |
| 1 | 38% | 39.2% | 21.7% | 1% | 0% | 0% | 100% |
| 2 | 20.2% | 28.9% | 48.9% | 2% | 0% | 0% | 100% |
| 3 | 13.2% | 20.5% | 63.6% | 2.7% | 0% | 0% | 100% |
| 4 | 11% | 8.5% | 56.5% | 23% | 0.9% | 0% | 100% |
| 5 | 8.6% | 7.8% | 50.2% | 31.2% | 2.2% | 0.1% | 100% |
| 6 | 14.5% | 14.2% | 56.9% | 14.4% | 0% | 0% | 100% |
| 7 | 16.3% | 16% | 55.9% | 11.8% | 0% | 0% | 100% |
| 8 | 18.5% | 12.4% | 56.9% | 12.2% | 0% | 0% | 100% |

| | | | | | | | |
|----|-------|-------|-------|-------|------|----|------|
| 9 | 17.1% | 16.2% | 37.2% | 28.8% | 0.7% | 0% | 100% |
| 10 | 15.1% | 14.7% | 44.9% | 24.7% | 0.6% | 0% | 100% |
| 11 | 17.6% | 14.5% | 43.9% | 23.2% | 0.7% | 0% | 100% |
| 12 | 19.3% | 13.8% | 46.9% | 19.8% | 0.1% | 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 Cluster (Count): Speaking, S503 Paper

| Cluster | Tier | Speaking Proficiency Range | | | | | | Total |
|---------|------|----------------------------|-------|-------|-------|-------|-------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 73135 | 49674 | 16594 | 18543 | 24352 | 59671 | 241969 |
| 1 | A | 5299 | 5969 | 4069 | 2584 | 449 | 0 | 18370 |
| | BC | 401 | 4393 | 4955 | 3504 | 1521 | 306 | 15080 |
| 2 | A | 3653 | 2169 | 2564 | 662 | 227 | 0 | 9275 |
| | BC | 1320 | 4541 | 9245 | 5280 | 1619 | 964 | 22969 |
| 3 | A | 3309 | 1663 | 1311 | 642 | 0 | 0 | 6925 |
| | BC | 1083 | 4722 | 10401 | 5687 | 1031 | 1384 | 24308 |
| 4-5 | A | 5911 | 1757 | 1450 | 434 | 151 | 0 | 9703 |
| | BC | 1001 | 4293 | 10967 | 14209 | 4669 | 2068 | 37207 |
| 6-8 | A | 8214 | 2504 | 1349 | 1022 | 239 | 0 | 13328 |
| | BC | 1475 | 3130 | 9265 | 12513 | 4135 | 2875 | 33393 |
| 9-12 | A | 9019 | 1450 | 1842 | 609 | 83 | 0 | 13003 |
| | BC | 3449 | 4146 | 10945 | 7300 | 1572 | 3149 | 30561 |

Table 1.3.1.4.1.2

Proficiency Level by Cluster (Percent): Speaking, S503 Paper

| Cluster | Tier | Speaking Proficiency Range | | | | | | Total |
|---------|------|----------------------------|---|---|---|---|---|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |

| | | | | | | | | |
|------|----|-------|-------|-------|-------|-------|-------|------|
| K | - | 30.2% | 20.5% | 6.9% | 7.7% | 10.1% | 24.7% | 100% |
| 1 | A | 28.8% | 32.5% | 22.2% | 14.1% | 2.4% | 0% | 100% |
| | BC | 2.7% | 29.1% | 32.9% | 23.2% | 10.1% | 2% | 100% |
| 2 | A | 39.4% | 23.4% | 27.6% | 7.1% | 2.4% | 0% | 100% |
| | BC | 5.7% | 19.8% | 40.2% | 23% | 7% | 4.2% | 100% |
| 3 | A | 47.8% | 24% | 18.9% | 9.3% | 0% | 0% | 100% |
| | BC | 4.5% | 19.4% | 42.8% | 23.4% | 4.2% | 5.7% | 100% |
| 4-5 | A | 60.9% | 18.1% | 14.9% | 4.5% | 1.6% | 0% | 100% |
| | BC | 2.7% | 11.5% | 29.5% | 38.2% | 12.5% | 5.6% | 100% |
| 6-8 | A | 61.6% | 18.8% | 10.1% | 7.7% | 1.8% | 0% | 100% |
| | BC | 4.4% | 9.4% | 27.7% | 37.5% | 12.4% | 8.6% | 100% |
| 9-12 | A | 69.4% | 11.2% | 14.2% | 4.7% | 0.6% | 0% | 100% |
| | BC | 11.3% | 13.6% | 35.8% | 23.9% | 5.1% | 10.3% | 100% |

1.3.1.4.2 By Grade by Tier

Table 1.3.1.4.2.1

Proficiency Level by Grade (Count): Speaking, S503 Paper

| Grade | Tier | Speaking Proficiency Range | | | | | | Total |
|-------|------|----------------------------|-------|-------|-------|-------|-------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 73135 | 49674 | 16594 | 18543 | 24352 | 59671 | 241969 |
| 1 | A | 5299 | 5969 | 4069 | 2584 | 449 | 0 | 18370 |
| | BC | 401 | 4393 | 4955 | 3504 | 1521 | 306 | 15080 |
| 2 | A | 3653 | 2169 | 2564 | 662 | 227 | 0 | 9275 |
| | BC | 1320 | 4541 | 9245 | 5280 | 1619 | 964 | 22969 |
| 3 | A | 3309 | 1663 | 1311 | 642 | 0 | 0 | 6925 |
| | BC | 1083 | 4722 | 10401 | 5687 | 1031 | 1384 | 24308 |
| 4 | A | 2829 | 941 | 898 | 225 | 72 | 0 | 4965 |
| | BC | 423 | 1870 | 5605 | 7140 | 2667 | 859 | 18564 |
| 5 | A | 3082 | 816 | 552 | 209 | 79 | 0 | 4738 |
| | BC | 578 | 2423 | 5362 | 7069 | 2002 | 1209 | 18643 |
| 6 | A | 2594 | 1075 | 455 | 283 | 123 | 0 | 4530 |
| | BC | 378 | 1090 | 3029 | 5105 | 1186 | 1256 | 12044 |
| 7 | A | 2876 | 702 | 441 | 337 | 48 | 0 | 4404 |
| | BC | 542 | 1213 | 2915 | 3830 | 1758 | 709 | 10967 |
| 8 | A | 2744 | 727 | 453 | 402 | 68 | 0 | 4394 |
| | BC | 555 | 827 | 3321 | 3578 | 1191 | 910 | 10382 |
| 9 | A | 3820 | 441 | 591 | 134 | 83 | 0 | 5069 |
| | BC | 890 | 1116 | 2728 | 2584 | 406 | 837 | 8561 |
| 10 | A | 2486 | 325 | 510 | 209 | 0 | 0 | 3530 |
| | BC | 923 | 1097 | 3299 | 1970 | 442 | 835 | 8566 |
| | A | 1909 | 365 | 507 | 190 | 0 | 0 | 2971 |

| | | | | | | | | |
|----|----|-----|------|------|------|-----|-----|------|
| 11 | BC | 979 | 1141 | 2647 | 1730 | 422 | 827 | 7746 |
| 12 | A | 804 | 319 | 234 | 76 | 0 | 0 | 1433 |
| | BC | 657 | 792 | 2271 | 1016 | 302 | 650 | 5688 |

Table 1.3.1.4.2.2

Proficiency Level by Grade (Percent): Speaking, S503 Paper

| Grade | Tier | Speaking Proficiency Range | | | | | | Total |
|-------|------|----------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 30.2% | 20.5% | 6.9% | 7.7% | 10.1% | 24.7% | 100% |
| 1 | A | 28.8% | 32.5% | 22.2% | 14.1% | 2.4% | 0% | 100% |
| | BC | 2.7% | 29.1% | 32.9% | 23.2% | 10.1% | 2% | 100% |
| 2 | A | 39.4% | 23.4% | 27.6% | 7.1% | 2.4% | 0% | 100% |
| | BC | 5.7% | 19.8% | 40.2% | 23% | 7% | 4.2% | 100% |
| 3 | A | 47.8% | 24% | 18.9% | 9.3% | 0% | 0% | 100% |
| | BC | 4.5% | 19.4% | 42.8% | 23.4% | 4.2% | 5.7% | 100% |
| 4 | A | 57% | 19% | 18.1% | 4.5% | 1.5% | 0% | 100% |
| | BC | 2.3% | 10.1% | 30.2% | 38.5% | 14.4% | 4.6% | 100% |
| 5 | A | 65% | 17.2% | 11.7% | 4.4% | 1.7% | 0% | 100% |
| | BC | 3.1% | 13% | 28.8% | 37.9% | 10.7% | 6.5% | 100% |
| 6 | A | 57.3% | 23.7% | 10% | 6.2% | 2.7% | 0% | 100% |
| | BC | 3.1% | 9.1% | 25.1% | 42.4% | 9.8% | 10.4% | 100% |
| 7 | A | 65.3% | 15.9% | 10% | 7.7% | 1.1% | 0% | 100% |
| | BC | 4.9% | 11.1% | 26.6% | 34.9% | 16% | 6.5% | 100% |
| 8 | A | 62.4% | 16.5% | 10.3% | 9.1% | 1.5% | 0% | 100% |
| | BC | 5.3% | 8% | 32% | 34.5% | 11.5% | 8.8% | 100% |
| 9 | A | 75.4% | 8.7% | 11.7% | 2.6% | 1.6% | 0% | 100% |
| | BC | 10.4% | 13% | 31.9% | 30.2% | 4.7% | 9.8% | 100% |
| 10 | A | 70.4% | 9.2% | 14.4% | 5.9% | 0% | 0% | 100% |
| | BC | 10.8% | 12.8% | 38.5% | 23% | 5.2% | 9.7% | 100% |
| 11 | A | 64.3% | 12.3% | 17.1% | 6.4% | 0% | 0% | 100% |
| | BC | 12.6% | 14.7% | 34.2% | 22.3% | 5.4% | 10.7% | 100% |
| 12 | A | 56.1% | 22.3% | 16.3% | 5.3% | 0% | 0% | 100% |
| | BC | 11.6% | 13.9% | 39.9% | 17.9% | 5.3% | 11.4% | 100% |

1.3.1.4.3 By Grade

Table 1.3.1.4.3.1

Proficiency Level by Grade (Count): Speaking, S503 Paper

| Grade | Speaking Proficiency Range | | | | | | Total |
|-------|----------------------------|-------|-------|-------|-------|-------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 73135 | 49674 | 16594 | 18543 | 24352 | 59671 | 241969 |
| 1 | 5700 | 10362 | 9024 | 6088 | 1970 | 306 | 33450 |
| 2 | 4973 | 6710 | 11809 | 5942 | 1846 | 964 | 32244 |
| 3 | 4392 | 6385 | 11712 | 6329 | 1031 | 1384 | 31233 |
| 4 | 3252 | 2811 | 6503 | 7365 | 2739 | 859 | 23529 |
| 5 | 3660 | 3239 | 5914 | 7278 | 2081 | 1209 | 23381 |
| 6 | 2972 | 2165 | 3484 | 5388 | 1309 | 1256 | 16574 |
| 7 | 3418 | 1915 | 3356 | 4167 | 1806 | 709 | 15371 |
| 8 | 3299 | 1554 | 3774 | 3980 | 1259 | 910 | 14776 |
| 9 | 4710 | 1557 | 3319 | 2718 | 489 | 837 | 13630 |
| 10 | 3409 | 1422 | 3809 | 2179 | 442 | 835 | 12096 |
| 11 | 2888 | 1506 | 3154 | 1920 | 422 | 827 | 10717 |
| 12 | 1461 | 1111 | 2505 | 1092 | 302 | 650 | 7121 |

Table 1.3.1.4.3.2

Proficiency Level by Grade (Percent): Speaking, S503 Paper

| Grade | Speaking Proficiency Range | | | | | | Total |
|-------|----------------------------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 30.2% | 20.5% | 6.9% | 7.7% | 10.1% | 24.7% | 100% |
| 1 | 17% | 31% | 27% | 18.2% | 5.9% | 0.9% | 100% |
| 2 | 15.4% | 20.8% | 36.6% | 18.4% | 5.7% | 3% | 100% |
| 3 | 14.1% | 20.4% | 37.5% | 20.3% | 3.3% | 4.4% | 100% |
| 4 | 13.8% | 11.9% | 27.6% | 31.3% | 11.6% | 3.7% | 100% |
| 5 | 15.7% | 13.9% | 25.3% | 31.1% | 8.9% | 5.2% | 100% |
| 6 | 17.9% | 13.1% | 21% | 32.5% | 7.9% | 7.6% | 100% |
| 7 | 22.2% | 12.5% | 21.8% | 27.1% | 11.7% | 4.6% | 100% |
| 8 | 22.3% | 10.5% | 25.5% | 26.9% | 8.5% | 6.2% | 100% |
| 9 | 34.6% | 11.4% | 24.4% | 19.9% | 3.6% | 6.1% | 100% |
| 10 | 28.2% | 11.8% | 31.5% | 18% | 3.7% | 6.9% | 100% |
| 11 | 26.9% | 14.1% | 29.4% | 17.9% | 3.9% | 7.7% | 100% |

| | | | | | | | |
|----|-------|-------|-------|-------|------|------|------|
| 12 | 20.5% | 15.6% | 35.2% | 15.3% | 4.2% | 9.1% | 100% |
|----|-------|-------|-------|-------|------|------|------|

1.3.2 Composites

Performance of composites is observed in their percentage in PL5 and 6 in grades: Comprehension (10-38%), Oral (11-27%), Overall (1-8%), and Literacy (0-5%). In Literacy and Overall, there are fewer students in PL 5 and 6 than Comprehension and Oral.

1.3.2.1 Oral

1.3.2.1.1 By Cluster by Tier

Table 1.3.2.1.1.1

Proficiency Level by Cluster (Count): Oral, S503 Paper

| Cluster | Tier | Oral Language Proficiency Range | | | | | | Total |
|---------|------|---------------------------------|-------|-------|-------|-------|-------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 80866 | 34059 | 26746 | 20675 | 36484 | 43137 | 241967 |
| 1 | A | 2716 | 3507 | 5168 | 2610 | 1026 | 116 | 15143 |
| | BC | 118 | 1458 | 4378 | 3971 | 2375 | 797 | 13097 |
| 2 | A | 2292 | 2072 | 2482 | 1266 | 222 | 0 | 8334 |
| | BC | 183 | 1955 | 7161 | 7715 | 3634 | 852 | 21500 |
| 3 | A | 1881 | 1804 | 1636 | 834 | 220 | 0 | 6375 |
| | BC | 69 | 1377 | 7174 | 9161 | 3994 | 1050 | 22825 |
| 4-5 | A | 3655 | 2521 | 1710 | 927 | 195 | 12 | 9020 |
| | BC | 115 | 1393 | 8217 | 14176 | 9147 | 2853 | 35901 |
| 6-8 | A | 6570 | 2853 | 1807 | 984 | 183 | 8 | 12405 |
| | BC | 190 | 1496 | 6908 | 13251 | 7406 | 2679 | 31930 |
| 9-12 | A | 7324 | 2375 | 1601 | 569 | 26 | 0 | 11895 |
| | BC | 974 | 3657 | 10005 | 9809 | 3554 | 1068 | 29067 |

Table 1.3.2.1.1.2

Proficiency Level by Cluster (Percent): Oral, S503 Paper

| Cluster | Tier | Oral Language Proficiency Range | | | | | | Total |
|---------|------|---------------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 33.4% | 14.1% | 11.1% | 8.5% | 15.1% | 17.8% | 100% |
| 1 | A | 17.9% | 23.2% | 34.1% | 17.2% | 6.8% | 0.8% | 100% |
| | BC | 0.9% | 11.1% | 33.4% | 30.3% | 18.1% | 6.1% | 100% |
| 2 | A | 27.5% | 24.9% | 29.8% | 15.2% | 2.7% | 0% | 100% |
| | BC | 0.9% | 9.1% | 33.3% | 35.9% | 16.9% | 4% | 100% |
| 3 | A | 29.5% | 28.3% | 25.7% | 13.1% | 3.5% | 0% | 100% |
| | BC | 0.3% | 6% | 31.4% | 40.1% | 17.5% | 4.6% | 100% |
| 4-5 | A | 40.5% | 27.9% | 19% | 10.3% | 2.2% | 0.1% | 100% |
| | BC | 0.3% | 3.9% | 22.9% | 39.5% | 25.5% | 7.9% | 100% |
| 6-8 | A | 53% | 23% | 14.6% | 7.9% | 1.5% | 0.1% | 100% |
| | BC | 0.6% | 4.7% | 21.6% | 41.5% | 23.2% | 8.4% | 100% |
| 9-12 | A | 61.6% | 20% | 13.5% | 4.8% | 0.2% | 0% | 100% |
| | BC | 3.4% | 12.6% | 34.4% | 33.7% | 12.2% | 3.7% | 100% |

1.3.2.1.2 By Grade by Tier

Table 1.3.2.1.2.1

Proficiency Level by Grade (Count): Oral, S503 Paper

| Grade | Tier | Oral Language Proficiency Range | | | | | | Total |
|-------|------|---------------------------------|-------|-------|-------|-------|-------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 80866 | 34059 | 26746 | 20675 | 36484 | 43137 | 241967 |
| 1 | A | 2716 | 3507 | 5168 | 2610 | 1026 | 116 | 15143 |
| | BC | 118 | 1458 | 4378 | 3971 | 2375 | 797 | 13097 |
| 2 | A | 2292 | 2072 | 2482 | 1266 | 222 | 0 | 8334 |
| | BC | 183 | 1955 | 7161 | 7715 | 3634 | 852 | 21500 |
| 3 | A | 1881 | 1804 | 1636 | 834 | 220 | 0 | 6375 |
| | BC | 69 | 1377 | 7174 | 9161 | 3994 | 1050 | 22825 |
| 4 | A | 1696 | 1377 | 882 | 505 | 117 | 12 | 4589 |
| | BC | 49 | 613 | 4069 | 6917 | 4572 | 1600 | 17820 |
| 5 | A | 1959 | 1144 | 828 | 422 | 78 | 0 | 4431 |
| | BC | 66 | 780 | 4148 | 7259 | 4575 | 1253 | 18081 |
| 6 | A | 2029 | 1134 | 616 | 362 | 84 | 8 | 4233 |
| | BC | 39 | 411 | 2353 | 4790 | 2861 | 1060 | 11514 |
| 7 | A | 2265 | 867 | 604 | 310 | 55 | 0 | 4101 |
| | BC | 67 | 572 | 2385 | 4263 | 2381 | 817 | 10485 |
| 8 | A | 2276 | 852 | 587 | 312 | 44 | 0 | 4071 |
| | BC | 84 | 513 | 2170 | 4198 | 2164 | 802 | 9931 |
| 9 | A | 2881 | 925 | 536 | 221 | 17 | 0 | 4580 |
| | BC | 156 | 926 | 2482 | 3109 | 1114 | 375 | 8162 |
| 10 | A | 2004 | 609 | 445 | 167 | 4 | 0 | 3229 |
| | BC | 275 | 1034 | 2668 | 2854 | 1013 | 308 | 8152 |
| 11 | A | 1671 | 553 | 399 | 111 | 5 | 0 | 2739 |
| | BC | 300 | 950 | 2718 | 2201 | 901 | 279 | 7349 |
| 12 | A | 768 | 288 | 221 | 70 | 0 | 0 | 1347 |
| | BC | 243 | 747 | 2137 | 1645 | 526 | 106 | 5404 |

Table 1.3.2.1.2.2

Proficiency Level by Grade (Percent): Oral, S503 Paper

| Grade | Tier | Oral Language Proficiency Range | | | | | | Total |
|-------|------|---------------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 33.4% | 14.1% | 11.1% | 8.5% | 15.1% | 17.8% | 100% |
| 1 | A | 17.9% | 23.2% | 34.1% | 17.2% | 6.8% | 0.8% | 100% |
| | BC | 0.9% | 11.1% | 33.4% | 30.3% | 18.1% | 6.1% | 100% |
| 2 | A | 27.5% | 24.9% | 29.8% | 15.2% | 2.7% | 0% | 100% |
| | BC | 0.9% | 9.1% | 33.3% | 35.9% | 16.9% | 4% | 100% |
| 3 | A | 29.5% | 28.3% | 25.7% | 13.1% | 3.5% | 0% | 100% |
| | BC | 0.3% | 6% | 31.4% | 40.1% | 17.5% | 4.6% | 100% |
| 4 | A | 37% | 30% | 19.2% | 11% | 2.5% | 0.3% | 100% |
| | BC | 0.3% | 3.4% | 22.8% | 38.8% | 25.7% | 9% | 100% |
| 5 | A | 44.2% | 25.8% | 18.7% | 9.5% | 1.8% | 0% | 100% |
| | BC | 0.4% | 4.3% | 22.9% | 40.1% | 25.3% | 6.9% | 100% |
| 6 | A | 47.9% | 26.8% | 14.6% | 8.6% | 2% | 0.2% | 100% |
| | BC | 0.3% | 3.6% | 20.4% | 41.6% | 24.8% | 9.2% | 100% |
| 7 | A | 55.2% | 21.1% | 14.7% | 7.6% | 1.3% | 0% | 100% |
| | BC | 0.6% | 5.5% | 22.7% | 40.7% | 22.7% | 7.8% | 100% |
| 8 | A | 55.9% | 20.9% | 14.4% | 7.7% | 1.1% | 0% | 100% |
| | BC | 0.8% | 5.2% | 21.9% | 42.3% | 21.8% | 8.1% | 100% |
| 9 | A | 62.9% | 20.2% | 11.7% | 4.8% | 0.4% | 0% | 100% |
| | BC | 1.9% | 11.3% | 30.4% | 38.1% | 13.6% | 4.6% | 100% |
| 10 | A | 62.1% | 18.9% | 13.8% | 5.2% | 0.1% | 0% | 100% |
| | BC | 3.4% | 12.7% | 32.7% | 35% | 12.4% | 3.8% | 100% |
| 11 | A | 61% | 20.2% | 14.6% | 4.1% | 0.2% | 0% | 100% |
| | BC | 4.1% | 12.9% | 37% | 29.9% | 12.3% | 3.8% | 100% |
| 12 | A | 57% | 21.4% | 16.4% | 5.2% | 0% | 0% | 100% |
| | BC | 4.5% | 13.8% | 39.5% | 30.4% | 9.7% | 2% | 100% |

1.3.2.1.3 By Grade

Table 1.3.2.1.3.1

Proficiency Level by Grade (Count): Oral, S503 Paper

| Grade | Oral Language Proficiency Range | | | | | | Total |
|-------|---------------------------------|-------|-------|-------|-------|-------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 80866 | 34059 | 26746 | 20675 | 36484 | 43137 | 241967 |
| 1 | 2834 | 4965 | 9546 | 6581 | 3401 | 913 | 28240 |
| 2 | 2475 | 4027 | 9643 | 8981 | 3856 | 852 | 29834 |
| 3 | 1950 | 3181 | 8810 | 9995 | 4214 | 1050 | 29200 |
| 4 | 1745 | 1990 | 4951 | 7422 | 4689 | 1612 | 22409 |
| 5 | 2025 | 1924 | 4976 | 7681 | 4653 | 1253 | 22512 |
| 6 | 2068 | 1545 | 2969 | 5152 | 2945 | 1068 | 15747 |
| 7 | 2332 | 1439 | 2989 | 4573 | 2436 | 817 | 14586 |
| 8 | 2360 | 1365 | 2757 | 4510 | 2208 | 802 | 14002 |
| 9 | 3037 | 1851 | 3018 | 3330 | 1131 | 375 | 12742 |
| 10 | 2279 | 1643 | 3113 | 3021 | 1017 | 308 | 11381 |
| 11 | 1971 | 1503 | 3117 | 2312 | 906 | 279 | 10088 |
| 12 | 1011 | 1035 | 2358 | 1715 | 526 | 106 | 6751 |

Table 1.3.2.1.3.2

Proficiency Level by Grade (Percent): Oral, S503 Paper

| Grade | Oral Language Proficiency Range | | | | | | Total |
|-------|---------------------------------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 33.4% | 14.1% | 11.1% | 8.5% | 15.1% | 17.8% | 100% |
| 1 | 10% | 17.6% | 33.8% | 23.3% | 12% | 3.2% | 100% |
| 2 | 8.3% | 13.5% | 32.3% | 30.1% | 12.9% | 2.9% | 100% |
| 3 | 6.7% | 10.9% | 30.2% | 34.2% | 14.4% | 3.6% | 100% |
| 4 | 7.8% | 8.9% | 22.1% | 33.1% | 20.9% | 7.2% | 100% |
| 5 | 9% | 8.5% | 22.1% | 34.1% | 20.7% | 5.6% | 100% |
| 6 | 13.1% | 9.8% | 18.9% | 32.7% | 18.7% | 6.8% | 100% |
| 7 | 16% | 9.9% | 20.5% | 31.4% | 16.7% | 5.6% | 100% |
| 8 | 16.9% | 9.7% | 19.7% | 32.2% | 15.8% | 5.7% | 100% |
| 9 | 23.8% | 14.5% | 23.7% | 26.1% | 8.9% | 2.9% | 100% |

| | | | | | | | |
|----|-------|-------|-------|-------|------|------|------|
| 10 | 20% | 14.4% | 27.4% | 26.5% | 8.9% | 2.7% | 100% |
| 11 | 19.5% | 14.9% | 30.9% | 22.9% | 9% | 2.8% | 100% |
| 12 | 15% | 15.3% | 34.9% | 25.4% | 7.8% | 1.6% | 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 Cluster (Count): Literacy, S503 Paper

| Cluster | Tier | Literacy Proficiency Range | | | | | | Total |
|---------|------|----------------------------|-------|-------|-------|------|-----|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 191019 | 23709 | 19082 | 8162 | 0 | 0 | 241972 |
| 1 | A | 7174 | 5493 | 1842 | 6 | 0 | 0 | 14515 |
| | BC | 1138 | 3606 | 5506 | 968 | 120 | 6 | 11344 |
| 2 | A | 4035 | 2231 | 1616 | 29 | 0 | 0 | 7911 |
| | BC | 1300 | 4817 | 9920 | 2709 | 201 | 2 | 18949 |
| 3 | A | 2581 | 1962 | 1169 | 78 | 0 | 0 | 5790 |
| | BC | 324 | 2461 | 14506 | 3055 | 97 | 6 | 20449 |
| 4-5 | A | 4081 | 2254 | 2006 | 153 | 0 | 0 | 8494 |
| | BC | 340 | 1592 | 17471 | 11715 | 1699 | 197 | 33014 |
| 6-8 | A | 6188 | 4135 | 1706 | 74 | 1 | 0 | 12104 |
| | BC | 448 | 3353 | 19272 | 5586 | 197 | 3 | 28859 |
| 9-12 | A | 4747 | 4252 | 2572 | 375 | 4 | 0 | 11950 |
| | BC | 737 | 3254 | 11804 | 8993 | 1846 | 58 | 26692 |

Table 1.3.2.2.1.2

Proficiency Level by Cluster (Percent): Literacy, S503 Paper

| Cluster | Tier | Literacy Proficiency Range | | | | | | Total |
|---------|------|----------------------------|-------|-------|-------|------|------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 78.9% | 9.8% | 7.9% | 3.4% | 0% | 0% | 100% |
| 1 | A | 49.4% | 37.8% | 12.7% | 0% | 0% | 0% | 100% |
| | BC | 10% | 31.8% | 48.5% | 8.5% | 1.1% | 0.1% | 100% |
| 2 | A | 51% | 28.2% | 20.4% | 0.4% | 0% | 0% | 100% |
| | BC | 6.9% | 25.4% | 52.4% | 14.3% | 1.1% | 0% | 100% |
| 3 | A | 44.6% | 33.9% | 20.2% | 1.3% | 0% | 0% | 100% |
| | BC | 1.6% | 12% | 70.9% | 14.9% | 0.5% | 0% | 100% |
| 4-5 | A | 48% | 26.5% | 23.6% | 1.8% | 0% | 0% | 100% |
| | BC | 1% | 4.8% | 52.9% | 35.5% | 5.1% | 0.6% | 100% |

| | | | | | | | | |
|------|----|-------|-------|-------|-------|------|------|------|
| 6-8 | A | 51.1% | 34.2% | 14.1% | 0.6% | 0% | 0% | 100% |
| | BC | 1.6% | 11.6% | 66.8% | 19.4% | 0.7% | 0% | 100% |
| 9-12 | A | 39.7% | 35.6% | 21.5% | 3.1% | 0% | 0% | 100% |
| | BC | 2.8% | 12.2% | 44.2% | 33.7% | 6.9% | 0.2% | 100% |

1.3.2.2.2 By Grade by Tier

Table 1.3.2.2.1

Proficiency Level by Grade (Count): Literacy, S503 Paper

| Grade | Tier | Literacy Proficiency Range | | | | | | Total |
|-------|------|----------------------------|-------|-------|------|------|-----|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 191019 | 23709 | 19082 | 8162 | 0 | 0 | 241972 |
| 1 | A | 7174 | 5493 | 1842 | 6 | 0 | 0 | 14515 |
| | BC | 1138 | 3606 | 5506 | 968 | 120 | 6 | 11344 |
| 2 | A | 4035 | 2231 | 1616 | 29 | 0 | 0 | 7911 |
| | BC | 1300 | 4817 | 9920 | 2709 | 201 | 2 | 18949 |
| 3 | A | 2581 | 1962 | 1169 | 78 | 0 | 0 | 5790 |
| | BC | 324 | 2461 | 14506 | 3055 | 97 | 6 | 20449 |
| 4 | A | 2105 | 1100 | 1005 | 82 | 0 | 0 | 4292 |
| | BC | 190 | 776 | 9294 | 5376 | 619 | 73 | 16328 |
| 5 | A | 1976 | 1154 | 1001 | 71 | 0 | 0 | 4202 |
| | BC | 150 | 816 | 8177 | 6339 | 1080 | 124 | 16686 |
| 6 | A | 2019 | 1416 | 625 | 27 | 0 | 0 | 4087 |
| | BC | 123 | 1134 | 7100 | 1840 | 58 | 3 | 10258 |
| 7 | A | 2047 | 1401 | 542 | 21 | 0 | 0 | 4011 |
| | BC | 155 | 1130 | 6441 | 1700 | 59 | 0 | 9485 |
| 8 | A | 2122 | 1318 | 539 | 26 | 1 | 0 | 4006 |
| | BC | 170 | 1089 | 5731 | 2046 | 80 | 0 | 9116 |
| 9 | A | 1836 | 1643 | 944 | 171 | 3 | 0 | 4597 |
| | BC | 100 | 670 | 3164 | 2811 | 573 | 33 | 7351 |
| 10 | A | 1248 | 1169 | 750 | 108 | 0 | 0 | 3275 |
| | BC | 133 | 854 | 3230 | 2611 | 549 | 15 | 7392 |
| 11 | A | 1091 | 975 | 610 | 67 | 1 | 0 | 2744 |
| | BC | 206 | 852 | 2967 | 2263 | 513 | 10 | 6811 |
| 12 | A | 572 | 465 | 268 | 29 | 0 | 0 | 1334 |
| | BC | 298 | 878 | 2443 | 1308 | 211 | 0 | 5138 |

Table 1.3.2.2.2.2

Proficiency Level by Grade (Percent): Literacy, S503 Paper

| Grade | Tier | Literacy Proficiency Range | | | | | | Total |
|-------|------|----------------------------|-------|-------|-------|------|------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 78.9% | 9.8% | 7.9% | 3.4% | 0% | 0% | 100% |
| 1 | A | 49.4% | 37.8% | 12.7% | 0% | 0% | 0% | 100% |
| | BC | 10% | 31.8% | 48.5% | 8.5% | 1.1% | 0.1% | 100% |
| 2 | A | 51% | 28.2% | 20.4% | 0.4% | 0% | 0% | 100% |
| | BC | 6.9% | 25.4% | 52.4% | 14.3% | 1.1% | 0% | 100% |
| 3 | A | 44.6% | 33.9% | 20.2% | 1.3% | 0% | 0% | 100% |
| | BC | 1.6% | 12% | 70.9% | 14.9% | 0.5% | 0% | 100% |
| 4 | A | 49% | 25.6% | 23.4% | 1.9% | 0% | 0% | 100% |
| | BC | 1.2% | 4.8% | 56.9% | 32.9% | 3.8% | 0.4% | 100% |
| 5 | A | 47% | 27.5% | 23.8% | 1.7% | 0% | 0% | 100% |
| | BC | 0.9% | 4.9% | 49% | 38% | 6.5% | 0.7% | 100% |
| 6 | A | 49.4% | 34.6% | 15.3% | 0.7% | 0% | 0% | 100% |
| | BC | 1.2% | 11.1% | 69.2% | 17.9% | 0.6% | 0% | 100% |
| 7 | A | 51% | 34.9% | 13.5% | 0.5% | 0% | 0% | 100% |
| | BC | 1.6% | 11.9% | 67.9% | 17.9% | 0.6% | 0% | 100% |
| 8 | A | 53% | 32.9% | 13.5% | 0.6% | 0% | 0% | 100% |
| | BC | 1.9% | 11.9% | 62.9% | 22.4% | 0.9% | 0% | 100% |
| 9 | A | 39.9% | 35.7% | 20.5% | 3.7% | 0.1% | 0% | 100% |
| | BC | 1.4% | 9.1% | 43% | 38.2% | 7.8% | 0.4% | 100% |
| 10 | A | 38.1% | 35.7% | 22.9% | 3.3% | 0% | 0% | 100% |
| | BC | 1.8% | 11.6% | 43.7% | 35.3% | 7.4% | 0.2% | 100% |
| 11 | A | 39.8% | 35.5% | 22.2% | 2.4% | 0% | 0% | 100% |
| | BC | 3% | 12.5% | 43.6% | 33.2% | 7.5% | 0.1% | 100% |
| 12 | A | 42.9% | 34.9% | 20.1% | 2.2% | 0% | 0% | 100% |
| | BC | 5.8% | 17.1% | 47.5% | 25.5% | 4.1% | 0% | 100% |

1.3.2.2.3 By Grade

Table 1.3.2.2.3.1

Proficiency Level by Grade (Count): Literacy, S503 Paper

| Grade | Literacy Proficiency Range | | | | | | Total |
|-------|----------------------------|-------|-------|------|------|-----|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 191019 | 23709 | 19082 | 8162 | 0 | 0 | 241972 |
| 1 | 8312 | 9099 | 7348 | 974 | 120 | 6 | 25859 |
| 2 | 5335 | 7048 | 11536 | 2738 | 201 | 2 | 26860 |
| 3 | 2905 | 4423 | 15675 | 3133 | 97 | 6 | 26239 |
| 4 | 2295 | 1876 | 10299 | 5458 | 619 | 73 | 20620 |
| 5 | 2126 | 1970 | 9178 | 6410 | 1080 | 124 | 20888 |
| 6 | 2142 | 2550 | 7725 | 1867 | 58 | 3 | 14345 |
| 7 | 2202 | 2531 | 6983 | 1721 | 59 | 0 | 13496 |
| 8 | 2292 | 2407 | 6270 | 2072 | 81 | 0 | 13122 |
| 9 | 1936 | 2313 | 4108 | 2982 | 576 | 33 | 11948 |
| 10 | 1381 | 2023 | 3980 | 2719 | 549 | 15 | 10667 |
| 11 | 1297 | 1827 | 3577 | 2330 | 514 | 10 | 9555 |
| 12 | 870 | 1343 | 2711 | 1337 | 211 | 0 | 6472 |

Table 1.3.2.2.3.2

Proficiency Level by Grade (Percent): Literacy, S503 Paper

| Grade | Literacy Proficiency Range | | | | | | Total |
|-------|----------------------------|--------|--------|--------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 78.94% | 9.8% | 7.89% | 3.37% | 0% | 0% | 100% |
| 1 | 32.14% | 35.19% | 28.42% | 3.77% | 0.46% | 0.02% | 100% |
| 2 | 19.86% | 26.24% | 42.95% | 10.19% | 0.75% | 0.01% | 100% |
| 3 | 11.07% | 16.86% | 59.74% | 11.94% | 0.37% | 0.02% | 100% |
| 4 | 11.13% | 9.1% | 49.95% | 26.47% | 3% | 0.35% | 100% |
| 5 | 10.18% | 9.43% | 43.94% | 30.69% | 5.17% | 0.59% | 100% |
| 6 | 14.93% | 17.78% | 53.85% | 13.01% | 0.4% | 0.02% | 100% |
| 7 | 16.32% | 18.75% | 51.74% | 12.75% | 0.44% | 0% | 100% |
| 8 | 17.47% | 18.34% | 47.78% | 15.79% | 0.62% | 0% | 100% |
| 9 | 16.2% | 19.36% | 34.38% | 24.96% | 4.82% | 0.28% | 100% |

| | | | | | | | |
|----|--------|--------|--------|--------|-------|-------|------|
| 10 | 12.95% | 18.97% | 37.31% | 25.49% | 5.15% | 0.14% | 100% |
| 11 | 13.57% | 19.12% | 37.44% | 24.39% | 5.38% | 0.1% | 100% |
| 12 | 13.44% | 20.75% | 41.89% | 20.66% | 3.26% | 0% | 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 Cluster (Count): Comprehension, S503 Paper

| Cluster | Tier | Comprehension Proficiency Range | | | | | | Total |
|---------|------|---------------------------------|-------|-------|------|-------|------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 173035 | 15932 | 17777 | 8868 | 21110 | 5252 | 241974 |
| 1 | A | 2990 | 4047 | 3342 | 951 | 985 | 369 | 12684 |
| | BC | 16 | 578 | 3584 | 2265 | 2315 | 1471 | 10229 |
| 2 | A | 2680 | 2327 | 1174 | 577 | 584 | 0 | 7342 |
| | BC | 101 | 2518 | 5472 | 2991 | 3625 | 3334 | 18041 |
| 3 | A | 1231 | 2509 | 792 | 326 | 351 | 235 | 5444 |
| | BC | 8 | 315 | 4939 | 5126 | 6239 | 2951 | 19578 |
| 4-5 | A | 3142 | 2619 | 1053 | 489 | 628 | 125 | 8056 |
| | BC | 24 | 1547 | 8443 | 7155 | 9406 | 5573 | 32148 |
| 6-8 | A | 5180 | 4027 | 1375 | 443 | 382 | 80 | 11487 |
| | BC | 91 | 3721 | 9546 | 5991 | 6019 | 2534 | 27902 |
| 9-12 | A | 4619 | 4270 | 1449 | 506 | 341 | 46 | 11231 |
| | BC | 216 | 4370 | 7468 | 4848 | 5287 | 3584 | 25773 |

Table 1.3.2.3.1.2

Proficiency Level by Cluster (Percent): Comprehension, S503 Paper

| Cluster | Tier | Comprehension Proficiency Range | | | | | | Total |
|---------|------|---------------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 71.5% | 6.6% | 7.3% | 3.7% | 8.7% | 2.2% | 100% |
| 1 | A | 23.6% | 31.9% | 26.3% | 7.5% | 7.8% | 2.9% | 100% |
| | BC | 0.2% | 5.7% | 35% | 22.1% | 22.6% | 14.4% | 100% |
| 2 | A | 36.5% | 31.7% | 16% | 7.9% | 8% | 0% | 100% |
| | BC | 0.6% | 14% | 30.3% | 16.6% | 20.1% | 18.5% | 100% |
| 3 | A | 22.6% | 46.1% | 14.5% | 6% | 6.4% | 4.3% | 100% |
| | BC | 0% | 1.6% | 25.2% | 26.2% | 31.9% | 15.1% | 100% |
| 4-5 | A | 39% | 32.5% | 13.1% | 6.1% | 7.8% | 1.6% | 100% |
| | BC | 0.1% | 4.8% | 26.3% | 22.3% | 29.3% | 17.3% | 100% |

| | | | | | | | | |
|------|----|-------|-------|-------|-------|-------|-------|------|
| 6–8 | A | 45.1% | 35.1% | 12% | 3.9% | 3.3% | 0.7% | 100% |
| | BC | 0.3% | 13.3% | 34.2% | 21.5% | 21.6% | 9.1% | 100% |
| 9–12 | A | 41.1% | 38% | 12.9% | 4.5% | 3% | 0.4% | 100% |
| | BC | 0.8% | 17% | 29% | 18.8% | 20.5% | 13.9% | 100% |

1.3.2.3.2 By Grade by Tier

Table 1.3.2.3.2.1

Proficiency Level by Grade (Count): Comprehension, S503 Paper

| Grade | Tier | Comprehension Proficiency Range | | | | | | Total |
|-------|------|---------------------------------|-------|-------|------|-------|------|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 173035 | 15932 | 17777 | 8868 | 21110 | 5252 | 241974 |
| 1 | A | 2990 | 4047 | 3342 | 951 | 985 | 369 | 12684 |
| | BC | 16 | 578 | 3584 | 2265 | 2315 | 1471 | 10229 |
| 2 | A | 2680 | 2327 | 1174 | 577 | 584 | 0 | 7342 |
| | BC | 101 | 2518 | 5472 | 2991 | 3625 | 3334 | 18041 |
| 3 | A | 1231 | 2509 | 792 | 326 | 351 | 235 | 5444 |
| | BC | 8 | 315 | 4939 | 5126 | 6239 | 2951 | 19578 |
| 4 | A | 1410 | 1504 | 521 | 242 | 287 | 99 | 4063 |
| | BC | 4 | 552 | 4004 | 3841 | 4783 | 2658 | 15842 |
| 5 | A | 1732 | 1115 | 532 | 247 | 341 | 26 | 3993 |
| | BC | 20 | 995 | 4439 | 3314 | 4623 | 2915 | 16306 |
| 6 | A | 1577 | 1536 | 475 | 151 | 122 | 38 | 3899 |
| | BC | 9 | 1112 | 3515 | 2382 | 2127 | 757 | 9902 |
| 7 | A | 1738 | 1284 | 492 | 148 | 123 | 24 | 3809 |
| | BC | 31 | 1365 | 3238 | 1846 | 1840 | 860 | 9180 |
| 8 | A | 1865 | 1207 | 408 | 144 | 137 | 18 | 3779 |
| | BC | 51 | 1244 | 2793 | 1763 | 2052 | 917 | 8820 |
| 9 | A | 1717 | 1711 | 517 | 171 | 135 | 25 | 4276 |
| | BC | 18 | 871 | 2039 | 1511 | 1622 | 1051 | 7112 |
| 10 | A | 1187 | 1225 | 409 | 141 | 101 | 14 | 3077 |
| | BC | 29 | 1109 | 2129 | 1370 | 1357 | 1153 | 7147 |
| | A | 1142 | 898 | 350 | 130 | 71 | 7 | 2598 |

| | | | | | | | | |
|----|----|-----|------|------|------|------|-----|------|
| 11 | BC | 62 | 1249 | 1783 | 1075 | 1468 | 931 | 6568 |
| 12 | A | 573 | 436 | 173 | 64 | 34 | 0 | 1280 |
| | BC | 107 | 1141 | 1517 | 892 | 840 | 449 | 4946 |

Table 1.3.2.3.2.2

Proficiency Level by Grade (Percent): Comprehension, S503 Paper

| Grade | Tier | Comprehension Proficiency Range | | | | | | Total |
|-------|------|---------------------------------|-------|-------|-------|-------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 71.5% | 6.6% | 7.3% | 3.7% | 8.7% | 2.2% | 100% |
| 1 | A | 23.6% | 31.9% | 26.3% | 7.5% | 7.8% | 2.9% | 100% |
| | BC | 0.2% | 5.7% | 35% | 22.1% | 22.6% | 14.4% | 100% |
| 2 | A | 36.5% | 31.7% | 16% | 7.9% | 8% | 0% | 100% |
| | BC | 0.6% | 14% | 30.3% | 16.6% | 20.1% | 18.5% | 100% |
| 3 | A | 22.6% | 46.1% | 14.5% | 6% | 6.4% | 4.3% | 100% |
| | BC | 0% | 1.6% | 25.2% | 26.2% | 31.9% | 15.1% | 100% |
| 4 | A | 34.7% | 37% | 12.8% | 6% | 7.1% | 2.4% | 100% |
| | BC | 0% | 3.5% | 25.3% | 24.2% | 30.2% | 16.8% | 100% |
| 5 | A | 43.4% | 27.9% | 13.3% | 6.2% | 8.5% | 0.7% | 100% |
| | BC | 0.1% | 6.1% | 27.2% | 20.3% | 28.4% | 17.9% | 100% |
| 6 | A | 40.4% | 39.4% | 12.2% | 3.9% | 3.1% | 1% | 100% |
| | BC | 0.1% | 11.2% | 35.5% | 24.1% | 21.5% | 7.6% | 100% |
| 7 | A | 45.6% | 33.7% | 12.9% | 3.9% | 3.2% | 0.6% | 100% |
| | BC | 0.3% | 14.9% | 35.3% | 20.1% | 20% | 9.4% | 100% |
| 8 | A | 49.4% | 31.9% | 10.8% | 3.8% | 3.6% | 0.5% | 100% |
| | BC | 0.6% | 14.1% | 31.7% | 20% | 23.3% | 10.4% | 100% |
| 9 | A | 40.2% | 40% | 12.1% | 4% | 3.2% | 0.6% | 100% |
| | BC | 0.3% | 12.2% | 28.7% | 21.2% | 22.8% | 14.8% | 100% |
| 10 | A | 38.6% | 39.8% | 13.3% | 4.6% | 3.3% | 0.5% | 100% |
| | BC | 0.4% | 15.5% | 29.8% | 19.2% | 19% | 16.1% | 100% |
| 11 | A | 44% | 34.6% | 13.5% | 5% | 2.7% | 0.3% | 100% |
| | BC | 0.9% | 19% | 27.1% | 16.4% | 22.4% | 14.2% | 100% |
| 12 | A | 44.8% | 34.1% | 13.5% | 5% | 2.7% | 0% | 100% |
| | BC | 2.2% | 23.1% | 30.7% | 18% | 17% | 9.1% | 100% |

1.3.2.3.3 By Grade

Table 1.3.2.3.3.1

Proficiency Level by Grade (Count): Comprehension, S503 Paper

| Grade | Comprehension Proficiency Range | | | | | | Total |
|-------|---------------------------------|-------|-------|------|-------|------|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 173035 | 15932 | 17777 | 8868 | 21110 | 5252 | 241974 |
| 1 | 3006 | 4625 | 6926 | 3216 | 3300 | 1840 | 22913 |
| 2 | 2781 | 4845 | 6646 | 3568 | 4209 | 3334 | 25383 |
| 3 | 1239 | 2824 | 5731 | 5452 | 6590 | 3186 | 25022 |
| 4 | 1414 | 2056 | 4525 | 4083 | 5070 | 2757 | 19905 |
| 5 | 1752 | 2110 | 4971 | 3561 | 4964 | 2941 | 20299 |
| 6 | 1586 | 2648 | 3990 | 2533 | 2249 | 795 | 13801 |
| 7 | 1769 | 2649 | 3730 | 1994 | 1963 | 884 | 12989 |
| 8 | 1916 | 2451 | 3201 | 1907 | 2189 | 935 | 12599 |
| 9 | 1735 | 2582 | 2556 | 1682 | 1757 | 1076 | 11388 |
| 10 | 1216 | 2334 | 2538 | 1511 | 1458 | 1167 | 10224 |
| 11 | 1204 | 2147 | 2133 | 1205 | 1539 | 938 | 9166 |
| 12 | 680 | 1577 | 1690 | 956 | 874 | 449 | 6226 |

Table 1.3.2.3.3.2

Proficiency Level by Grade (Percent): Comprehension, S503 Paper

| Grade | Comprehension Proficiency Range | | | | | | Total |
|-------|---------------------------------|--------|--------|--------|--------|--------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 71.51% | 6.58% | 7.35% | 3.66% | 8.72% | 2.17% | 100% |
| 1 | 13.12% | 20.19% | 30.23% | 14.04% | 14.4% | 8.03% | 100% |
| 2 | 10.96% | 19.09% | 26.18% | 14.06% | 16.58% | 13.13% | 100% |
| 3 | 4.95% | 11.29% | 22.9% | 21.79% | 26.34% | 12.73% | 100% |
| 4 | 7.1% | 10.33% | 22.73% | 20.51% | 25.47% | 13.85% | 100% |
| 5 | 8.63% | 10.39% | 24.49% | 17.54% | 24.45% | 14.49% | 100% |
| 6 | 11.49% | 19.19% | 28.91% | 18.35% | 16.3% | 5.76% | 100% |
| 7 | 13.62% | 20.39% | 28.72% | 15.35% | 15.11% | 6.81% | 100% |
| 8 | 15.21% | 19.45% | 25.41% | 15.14% | 17.37% | 7.42% | 100% |
| 9 | 15.24% | 22.67% | 22.44% | 14.77% | 15.43% | 9.45% | 100% |

| | | | | | | | |
|----|--------|--------|--------|--------|--------|--------|------|
| 10 | 11.89% | 22.83% | 24.82% | 14.78% | 14.26% | 11.41% | 100% |
| 11 | 13.14% | 23.42% | 23.27% | 13.15% | 16.79% | 10.23% | 100% |
| 12 | 10.92% | 25.33% | 27.14% | 15.35% | 14.04% | 7.21% | 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 (Count): Overall, S503 Paper

| Cluster | Tier | Overall Proficiency Range | | | | | | Total |
|---------|------|---------------------------|-------|-------|-------|------|-----|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 156407 | 36030 | 28363 | 18171 | 2989 | 0 | 241960 |
| 1 | A | 3735 | 5304 | 3457 | 107 | 0 | 0 | 12603 |
| | BC | 582 | 1770 | 5897 | 1671 | 244 | 18 | 10182 |
| 2 | A | 2711 | 2637 | 1813 | 133 | 0 | 0 | 7294 |
| | BC | 457 | 2968 | 9792 | 4256 | 449 | 5 | 17927 |
| 3 | A | 1929 | 2039 | 1253 | 181 | 2 | 0 | 5404 |
| | BC | 143 | 1297 | 11960 | 5713 | 340 | 10 | 19463 |
| 4-5 | A | 3497 | 2295 | 1911 | 279 | 0 | 0 | 7982 |
| | BC | 221 | 902 | 12793 | 15142 | 2677 | 188 | 31923 |
| 6-8 | A | 5857 | 3385 | 1943 | 216 | 1 | 0 | 11402 |
| | BC | 189 | 1607 | 13770 | 11465 | 660 | 15 | 27706 |
| 9-12 | A | 5312 | 3350 | 2109 | 323 | 1 | 0 | 11095 |
| | BC | 458 | 2708 | 11032 | 9488 | 1759 | 64 | 25509 |

Table 1.3.2.4.1.2

Proficiency Level by Grade-Level Cluster (Percent): Overall, S503 Paper

| Cluster | Tier | Overall Proficiency Range | | | | | | Total |
|---------|------|---------------------------|-------|-------|-------|------|------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 64.6% | 14.9% | 11.7% | 7.5% | 1.2% | 0% | 100% |
| 1 | A | 29.6% | 42.1% | 27.4% | 0.8% | 0% | 0% | 100% |
| | BC | 5.7% | 17.4% | 57.9% | 16.4% | 2.4% | 0.2% | 100% |
| 2 | A | 37.2% | 36.2% | 24.9% | 1.8% | 0% | 0% | 100% |
| | BC | 2.5% | 16.6% | 54.6% | 23.7% | 2.5% | 0% | 100% |
| 3 | A | 35.7% | 37.7% | 23.2% | 3.3% | 0% | 0% | 100% |
| | BC | 0.7% | 6.7% | 61.4% | 29.4% | 1.7% | 0.1% | 100% |

| | | | | | | | | |
|------|----|-------|-------|-------|-------|------|------|------|
| 4-5 | A | 43.8% | 28.8% | 23.9% | 3.5% | 0% | 0% | 100% |
| | BC | 0.7% | 2.8% | 40.1% | 47.4% | 8.4% | 0.6% | 100% |
| 6-8 | A | 51.4% | 29.7% | 17% | 1.9% | 0% | 0% | 100% |
| | BC | 0.7% | 5.8% | 49.7% | 41.4% | 2.4% | 0.1% | 100% |
| 9-12 | A | 47.9% | 30.2% | 19% | 2.9% | 0% | 0% | 100% |
| | BC | 1.8% | 10.6% | 43.2% | 37.2% | 6.9% | 0.3% | 100% |

1.3.2.4.2 By Grade by Tier

Table 1.3.2.4.2.1

Proficiency Level by Grade (Count): Overall, S503 Paper

| Grade | Tier | Overall Proficiency Range | | | | | | Total |
|-------|------|---------------------------|-------|-------|-------|------|-----|--------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 156407 | 36030 | 28363 | 18171 | 2989 | 0 | 241960 |
| 1 | A | 3735 | 5304 | 3457 | 107 | 0 | 0 | 12603 |
| | BC | 582 | 1770 | 5897 | 1671 | 244 | 18 | 10182 |
| 2 | A | 2711 | 2637 | 1813 | 133 | 0 | 0 | 7294 |
| | BC | 457 | 2968 | 9792 | 4256 | 449 | 5 | 17927 |
| 3 | A | 1929 | 2039 | 1253 | 181 | 2 | 0 | 5404 |
| | BC | 143 | 1297 | 11960 | 5713 | 340 | 10 | 19463 |
| 4 | A | 1731 | 1189 | 941 | 170 | 0 | 0 | 4031 |
| | BC | 118 | 396 | 6631 | 7351 | 1134 | 80 | 15710 |
| 5 | A | 1766 | 1106 | 970 | 109 | 0 | 0 | 3951 |
| | BC | 103 | 506 | 6162 | 7791 | 1543 | 108 | 16213 |
| 6 | A | 1837 | 1252 | 699 | 80 | 0 | 0 | 3868 |
| | BC | 48 | 469 | 4962 | 4112 | 227 | 9 | 9827 |
| 7 | A | 1977 | 1089 | 656 | 62 | 0 | 0 | 3784 |
| | BC | 67 | 567 | 4651 | 3629 | 198 | 4 | 9116 |
| 8 | A | 2043 | 1044 | 588 | 74 | 1 | 0 | 3750 |
| | BC | 74 | 571 | 4157 | 3724 | 235 | 2 | 8763 |
| 9 | A | 2006 | 1313 | 772 | 140 | 1 | 0 | 4232 |
| | BC | 58 | 526 | 2929 | 2908 | 590 | 34 | 7045 |
| 10 | A | 1412 | 939 | 574 | 105 | 0 | 0 | 3030 |
| | BC | 111 | 685 | 2981 | 2767 | 517 | 20 | 7081 |
| 11 | A | 1272 | 719 | 516 | 59 | 0 | 0 | 2566 |
| | BC | 139 | 739 | 2818 | 2345 | 455 | 10 | 6506 |
| 12 | A | 622 | 379 | 247 | 19 | 0 | 0 | 1267 |
| | BC | 150 | 758 | 2304 | 1468 | 197 | 0 | 4877 |

Table 1.3.2.4.2.2

Proficiency Level by Grade (Percent): Overall, S503 Paper

| Grade | Tier | Overall Proficiency Range | | | | | | Total |
|-------|------|---------------------------|-------|-------|-------|------|------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | - | 64.6% | 14.9% | 11.7% | 7.5% | 1.2% | 0% | 100% |
| 1 | A | 29.6% | 42.1% | 27.4% | 0.8% | 0% | 0% | 100% |
| | BC | 5.7% | 17.4% | 57.9% | 16.4% | 2.4% | 0.2% | 100% |
| 2 | A | 37.2% | 36.2% | 24.9% | 1.8% | 0% | 0% | 100% |
| | BC | 2.5% | 16.6% | 54.6% | 23.7% | 2.5% | 0% | 100% |
| 3 | A | 35.7% | 37.7% | 23.2% | 3.3% | 0% | 0% | 100% |
| | BC | 0.7% | 6.7% | 61.4% | 29.4% | 1.7% | 0.1% | 100% |
| 4 | A | 42.9% | 29.5% | 23.3% | 4.2% | 0% | 0% | 100% |
| | BC | 0.8% | 2.5% | 42.2% | 46.8% | 7.2% | 0.5% | 100% |
| 5 | A | 44.7% | 28% | 24.6% | 2.8% | 0% | 0% | 100% |
| | BC | 0.6% | 3.1% | 38% | 48.1% | 9.5% | 0.7% | 100% |
| 6 | A | 47.5% | 32.4% | 18.1% | 2.1% | 0% | 0% | 100% |
| | BC | 0.5% | 4.8% | 50.5% | 41.8% | 2.3% | 0.1% | 100% |
| 7 | A | 52.2% | 28.8% | 17.3% | 1.6% | 0% | 0% | 100% |
| | BC | 0.7% | 6.2% | 51% | 39.8% | 2.2% | 0% | 100% |
| 8 | A | 54.5% | 27.8% | 15.7% | 2% | 0% | 0% | 100% |
| | BC | 0.8% | 6.5% | 47.4% | 42.5% | 2.7% | 0% | 100% |
| 9 | A | 47.4% | 31% | 18.2% | 3.3% | 0% | 0% | 100% |
| | BC | 0.8% | 7.5% | 41.6% | 41.3% | 8.4% | 0.5% | 100% |
| 10 | A | 46.6% | 31% | 18.9% | 3.5% | 0% | 0% | 100% |
| | BC | 1.6% | 9.7% | 42.1% | 39.1% | 7.3% | 0.3% | 100% |
| 11 | A | 49.6% | 28% | 20.1% | 2.3% | 0% | 0% | 100% |
| | BC | 2.1% | 11.4% | 43.3% | 36% | 7% | 0.2% | 100% |
| 12 | A | 49.1% | 29.9% | 19.5% | 1.5% | 0% | 0% | 100% |
| | BC | 3.1% | 15.5% | 47.2% | 30.1% | 4% | 0% | 100% |

1.3.2.4.3 By Grade

Table 1.3.2.4.3.1

Proficiency Level by Grade (Count): Overall, S503 Paper

| Grade | Overall Proficiency Range | | | | | | Total |
|-------|---------------------------|-------|-------|-------|------|-----|--------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 156407 | 36030 | 28363 | 18171 | 2989 | 0 | 241960 |
| 1 | 4317 | 7074 | 9354 | 1778 | 244 | 18 | 22785 |
| 2 | 3168 | 5605 | 11605 | 4389 | 449 | 5 | 25221 |
| 3 | 2072 | 3336 | 13213 | 5894 | 342 | 10 | 24867 |
| 4 | 1849 | 1585 | 7572 | 7521 | 1134 | 80 | 19741 |
| 5 | 1869 | 1612 | 7132 | 7900 | 1543 | 108 | 20164 |
| 6 | 1885 | 1721 | 5661 | 4192 | 227 | 9 | 13695 |
| 7 | 2044 | 1656 | 5307 | 3691 | 198 | 4 | 12900 |
| 8 | 2117 | 1615 | 4745 | 3798 | 236 | 2 | 12513 |
| 9 | 2064 | 1839 | 3701 | 3048 | 591 | 34 | 11277 |
| 10 | 1523 | 1624 | 3555 | 2872 | 517 | 20 | 10111 |
| 11 | 1411 | 1458 | 3334 | 2404 | 455 | 10 | 9072 |
| 12 | 772 | 1137 | 2551 | 1487 | 197 | 0 | 6144 |

Table 1.3.2.4.3.2

Proficiency Level by Grade (Percent): Overall, S503 Paper

| Grade | Overall Proficiency Range | | | | | | Total |
|-------|---------------------------|--------|--------|--------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| K | 64.64% | 14.89% | 11.72% | 7.51% | 1.24% | 0% | 100% |
| 1 | 18.95% | 31.05% | 41.05% | 7.8% | 1.07% | 0.08% | 100% |
| 2 | 12.56% | 22.22% | 46.01% | 17.4% | 1.78% | 0.02% | 100% |
| 3 | 8.33% | 13.42% | 53.13% | 23.7% | 1.38% | 0.04% | 100% |
| 4 | 9.37% | 8.03% | 38.36% | 38.1% | 5.74% | 0.41% | 100% |
| 5 | 9.27% | 7.99% | 35.37% | 39.18% | 7.65% | 0.54% | 100% |
| 6 | 13.76% | 12.57% | 41.34% | 30.61% | 1.66% | 0.07% | 100% |
| 7 | 15.84% | 12.84% | 41.14% | 28.61% | 1.53% | 0.03% | 100% |
| 8 | 16.92% | 12.91% | 37.92% | 30.35% | 1.89% | 0.02% | 100% |
| 9 | 18.3% | 16.31% | 32.82% | 27.03% | 5.24% | 0.3% | 100% |
| 10 | 15.06% | 16.06% | 35.16% | 28.4% | 5.11% | 0.2% | 100% |
| 11 | 15.55% | 16.07% | 36.75% | 26.5% | 5.02% | 0.11% | 100% |

| | | | | | | | |
|----|--------|--------|--------|-------|-------|----|------|
| 12 | 12.57% | 18.51% | 41.52% | 24.2% | 3.21% | 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).

Rasch Model for Dichotomous Scoring

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.

Rasch Model for Polytomous Scoring

For the 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 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 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” intercept. All tasks that belong to the same rating scale group have the same step measures.

As described in Part 1, Section 3.2.2, ratings on the ACCESS Writing Scoring Scale range from 0, 1, 1+, ..., 6, and the possible raw scores range from 0 to 9. All Writing tasks are scored using this scoring 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. The 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 are 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 3.2.4). We conducted a study in the summer of 2016 to reconstruct the 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 and Proficiency Level Scores

Scale scores are calculated by transforming the student ability estimate via a scaling equation.

For Paper ACCESS 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 an online and paper delivered test 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 test, which is a static form. The following scaling equations are used for the Kindergarten test:

- 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, Ryu, & MacGregor, 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 summer 2016 (Cook & MacGregor, 2017). The purpose of this study was to re-examine cut scores for each of the proficiency levels in light of the migration from the paper-and-pencil-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.

Tables in this section have either two parts (in the case of Listening and Reading) or three parts (in the case of Writing and Speaking). The first part of the table gives a summary of the total set of items or tasks on the form. The second part provides statistics pertaining to the individual items or tasks, and the third part (for Writing and Speaking only) expresses 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 roughly targeted for them and generally 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 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 are outfit problems.

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

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 above. See below for the percentages of dichotomous items which have mean square statistics within this range, 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 rubric scale such as the ACCESS for ELLs Writing rubric, 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), including 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 cluster and tier) for Listening, Reading, and Writing. For the Speaking test, due to the design of the test, a number of 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 section of the Complete Item/Task Analysis and Summary table 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 section 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 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, Writing and Speaking tables have a section at the bottom of the table that provides raw score distributions by task.

For the Grades 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 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. Five items in the Listening domain, 11 items in the Reading domain, two tasks 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 Grades 1-12 items have infit mean square statistics and outfit mean square statistics between 0.5 and 1.5. All Reading Grades 1-12 items have infit mean square statistics between 0.5 and 1.5. All Reading items have outfit mean square statistics between 0.5 and 1.5, except the forms in Reading G1A, G1BC, G2A, G2BC, G3A, G45A and G68A, which have 96% of items that have outfit mean square statistics that falls between 0.5 and 1.5. The percentage of Listening Kindergarten items that have infit mean square statistics between 0.5 and 1.5 is 97% and the percentage for outfit mean square statistics between 0.5 and 1.5 is 73%. The percentages of Kindergarten Reading items with infit mean spear 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 37%.

Note: The redacted version of the annual technical report does not have item related information (tables are removed from section 2.1 Complete Item or Task Analysis and Summary and section 2.2 DIF Analysis and Summary).

2.2 *DIF Analysis and Summary*

Prior to 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 on the basis on gender, race/ethnicity, home language, religion, culture, region, or socioeconomic status, and (2) might be upsetting to students. This process is qualitatively driven, while the DIF analysis, described below, is data driven. Please see Part 1, section 2.3.1 for more information on Bias and Sensitivity panels.

CAL uses differential item functioning (DIF) analysis to investigate whether factors extraneous to English language proficiency (i.e., the construct being measured on the test) may have influenced some students' performances on items. DIF 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 backgrounds. For the former analysis, females is the reference group, while males is the focal group. For the latter analysis, Hispanics is the reference group, while Non-Hispanics is 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 the first year these forms were used operationally, using ATR data. However, for Grades 6, 8, 9, 10, 11, and 12, the DIF analysis was conducted using only the field test data, as directed by WIDA, except for the Listening domain, Grades 9-12, Tier BC, which did not have a sufficient sample size to conduct a DIF analysis. CAL computed these DIF statistics using 503 ATR data. Please see section 2.7, below, for further explanation and operational history of forms.

Dichotomous Items

We used the Mantel-Haenszel (M-H) chi-square statistic (Mantel & Haenszel, 1959) procedure for dichotomous items, originally proposed by the Educational Testing Service (ETS). 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 further review of the item. We follow the guidance provided by ETS (Zieky, 1993) to classify items into DIF levels as follows:

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.

- 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, 1998) 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 together 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.)

Polytomous 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, Carlson, & Zalanak, 1999; Zwick, Donoghue, & Grima, 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 gives an indication of 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 provide a summary of the findings of the DIF analyses at the top, followed by information for any item or task that showed B, BB, C, or CC-level DIF. The first column 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.

Paper ACCESS is administered as two rotating static forms. Bias and sensitivity panels reviewed these items prior to any field testing, as described in Section 2.3.1. We conducted DIF analysis prior to 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.

The DIF panel manager, from CAL, draws panelists from CAL staff members. Members are chosen so that a diverse background is represented. Therefore, the panel manager considers gender, first/second language backgrounds, and ethnicity when empaneling judges. The manager also ensures that some members have expertise in English as a Second Language instruction and/or professional development for teachers of ESL students. The panel is asked to discuss the item and come to a consensus on whether they believe or do not believe that the item demonstrates bias against a particular group and is or is not appropriate to place on the operational test.

Two items, one from Grade 3 Listening Tier A and other item from Grade 4-5 Listening Tier A showed C-level DIF, both items favoring ‘Females’ for gender and ‘Other’ for ethnicity in Series 503. The items illustrating C- level DIF were retained from series 501 and underwent a DIF panel at that time. No new items added to 503 showed C- level DIF.

Note: The redacted version of the annual technical report does not have item related information (tables are removed from section 2.1 Complete Item or Task Analysis and Summary and section 2.2 DIF Analysis and Summary).

2.3 Raw Score Distribution

Figures and tables in this section provide detail on the distribution of raw scores. For each grade-level cluster and tier combination, the figure shows the distribution of the raw scores. The horizontal axis shows the raw scores. The vertical axis shows 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 as a whole for that tier. The following information is included in each table:

- The number of students in the analyses (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.) 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 a number of 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 A form take three P1 tasks, scored 0 to 2. They also take three P3 tasks, scored 0 to 4, for a total raw score range of 0 to 18. Students routed to take the 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 scored 0 to 4, and they are awarded two points on each of 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.

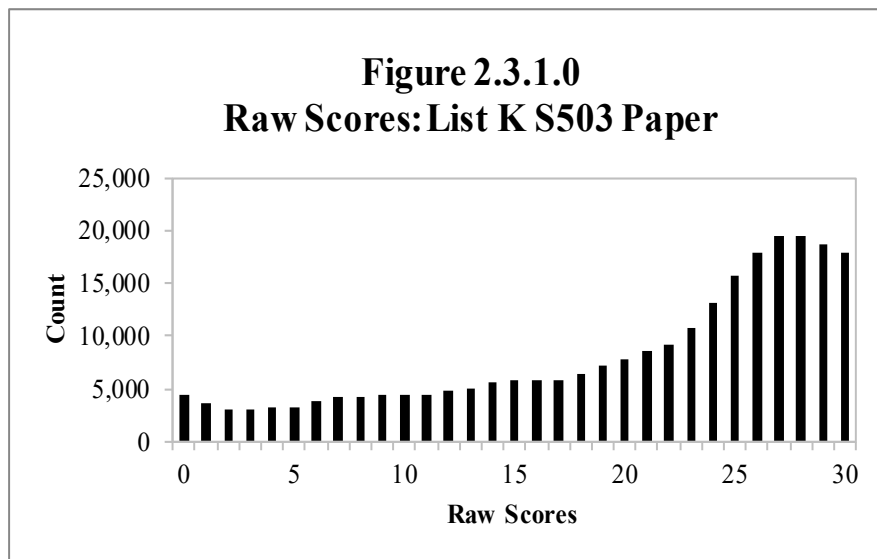
2.3.1 Listening

2.3.1.0 Kindergarten

Table 2.3.1.0

Raw Score Descriptive Statistics: List K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|-------|-----------|
| K | 251,493 | 0 | 30 | 20.32 | 8.43 |
| Total | 251,493 | 0 | 30 | 20.32 | 8.43 |



2.3.1.1 Grade 1

Table 2.3.1.1.1

Raw Score Descriptive Statistics: List 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|-------|-----------|
| 1 | 15,349 | 0 | 18 | 13.36 | 3.42 |
| Total | 15,349 | 0 | 18 | 13.36 | 3.42 |

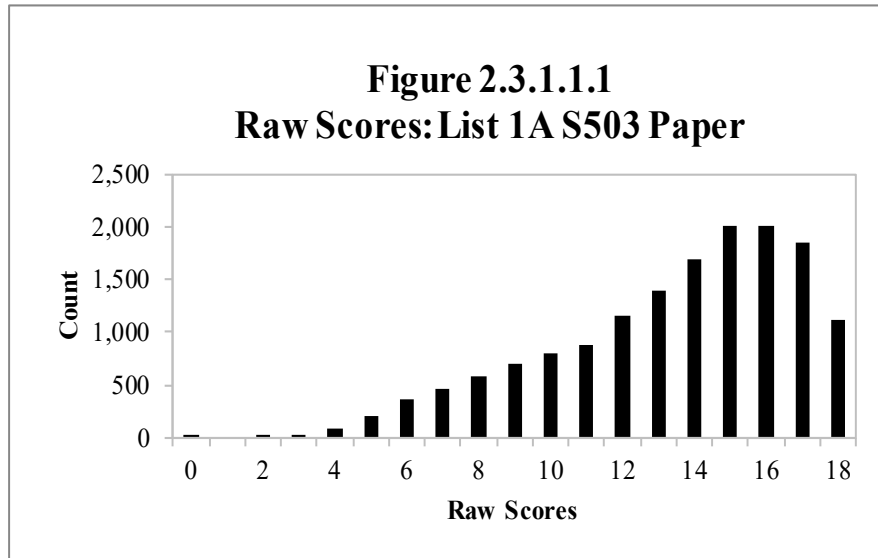
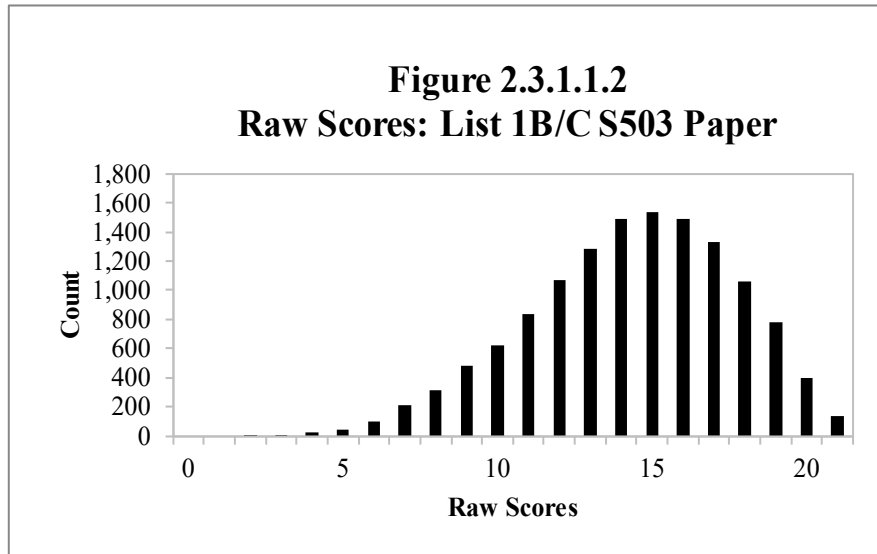


Table 2.3.1.1.2

Raw Score Descriptive Statistics: List 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 13,219 | 2 | 21 | 14.33 | 3.32 |
| Total | 13,219 | 2 | 21 | 14.33 | 3.32 |



2.3.1.2 Grade 2

Table 2.3.1.2.1

Raw Score Descriptive Statistics: List 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|-------|-----------|
| 2 | 8,467 | 2 | 18 | 13.78 | 3.58 |
| Total | 8,467 | 2 | 18 | 13.78 | 3.58 |

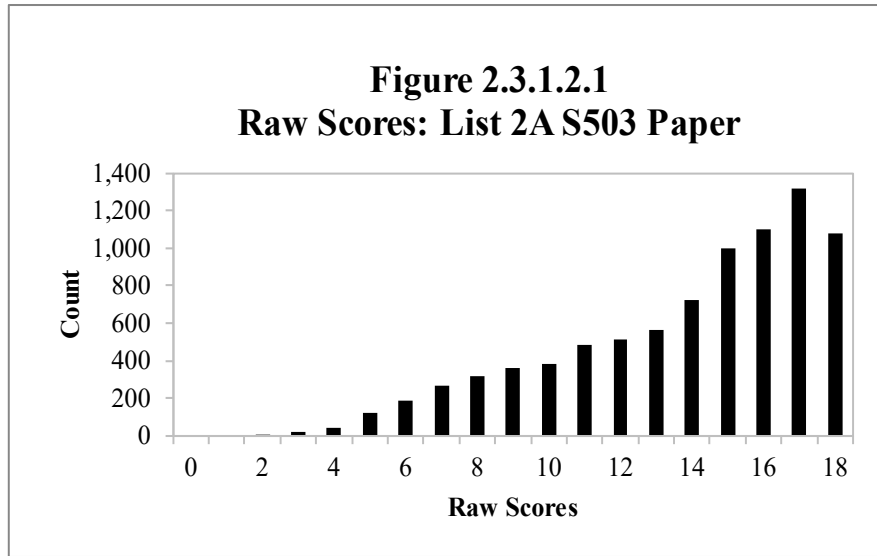
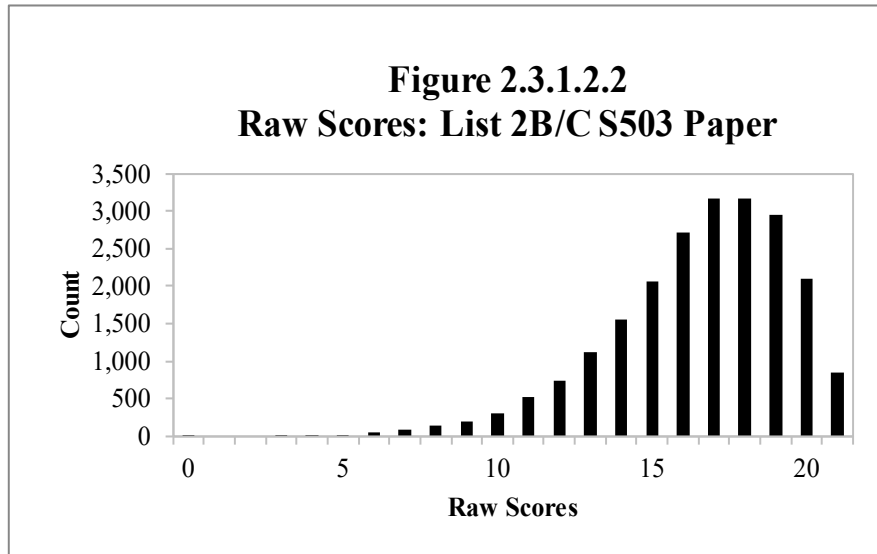


Table 2.3.1.2.2

Raw Score Descriptive Statistics: List 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 21,727 | 0 | 21 | 16.51 | 2.88 |
| Total | 21,727 | 0 | 21 | 16.51 | 2.88 |



2.3.1.3 Grade 3

Table 2.3.1.3.1

Raw Score Descriptive Statistics: List 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 6,466 | 1 | 18 | 10.66 | 3.60 |
| Total | 6,466 | 1 | 18 | 10.66 | 3.60 |

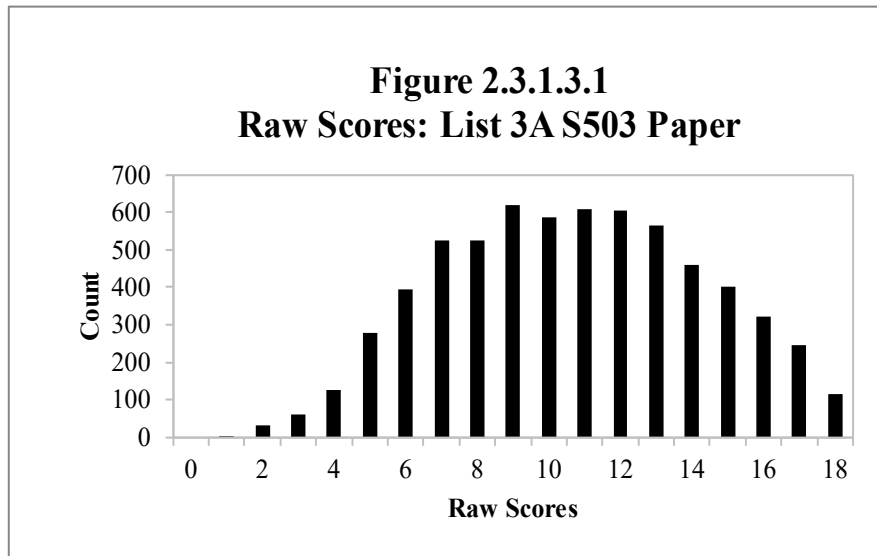
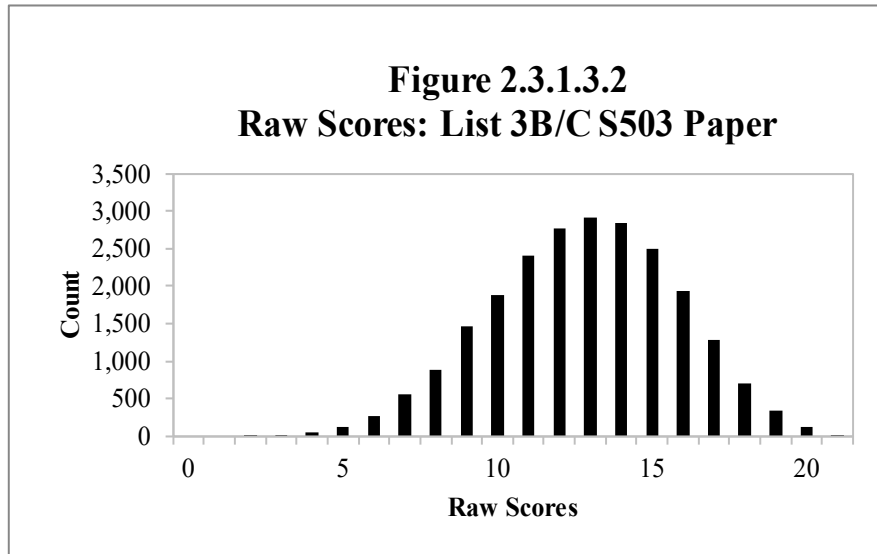


Table 2.3.1.3.2

Raw Score Descriptive Statistics: List 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 23,072 | 2 | 21 | 12.79 | 2.99 |
| Total | 23,072 | 2 | 21 | 12.79 | 2.99 |

Figure 2.3.1.3.2
Raw Scores: List 3B/C S503 Paper



2.3.1.4 Grades 4-5

Table 2.3.1.4.1

Raw Score Descriptive Statistics: List 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|--------------|-------------|
| 4 | 4,649 | 1 | 18 | 10.86 | 3.66 |
| 5 | 4,498 | 1 | 18 | 11.27 | 3.78 |
| Total | 9,147 | 1 | 18 | 11.07 | 3.73 |

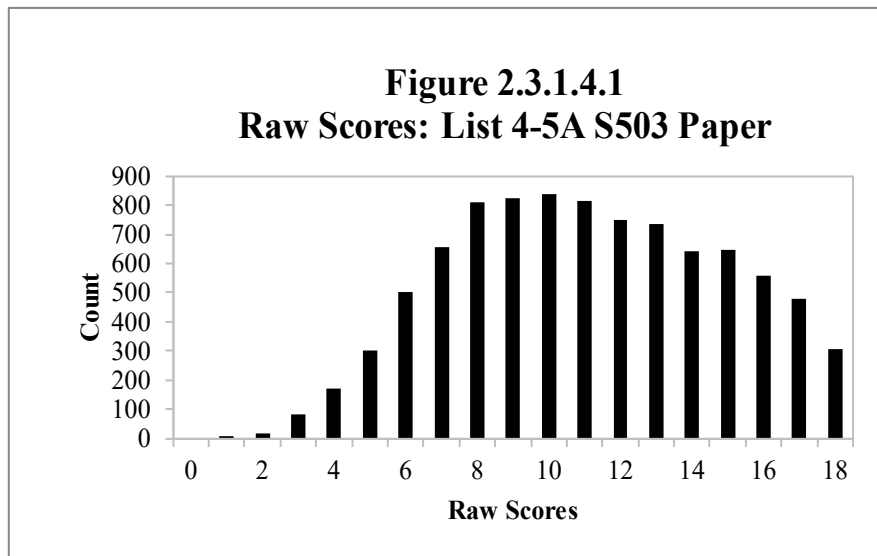
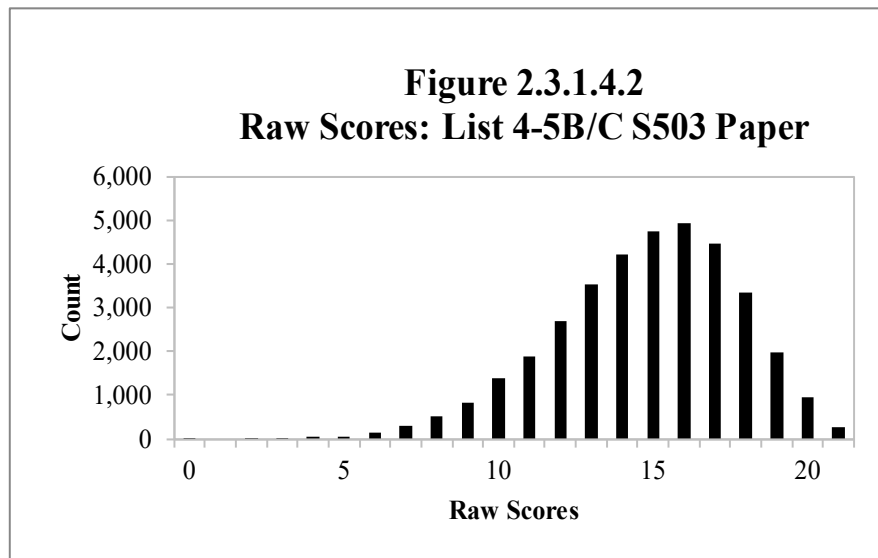


Table 2.3.1.4.2

Raw Score Descriptive Statistics: List 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 18,063 | 2 | 21 | 14.32 | 2.96 |
| 5 | 18,281 | 0 | 21 | 15.16 | 2.94 |
| Total | 36,344 | 0 | 21 | 14.75 | 2.98 |



2.3.1.5 Grades 6-8

Table 2.3.1.5.1

Raw Score Descriptive Statistics: List 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|--------------|-------------|
| 6 | 4,277 | 0 | 18 | 10.02 | 3.41 |
| 7 | 4,139 | 1 | 18 | 10.23 | 3.46 |
| 8 | 4,111 | 2 | 18 | 10.46 | 3.49 |
| Total | 12,527 | 0 | 18 | 10.24 | 3.46 |

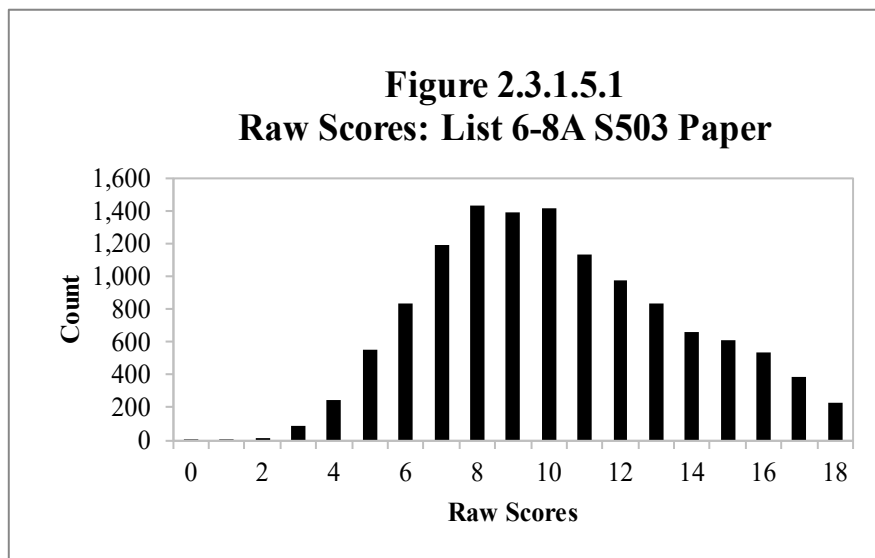
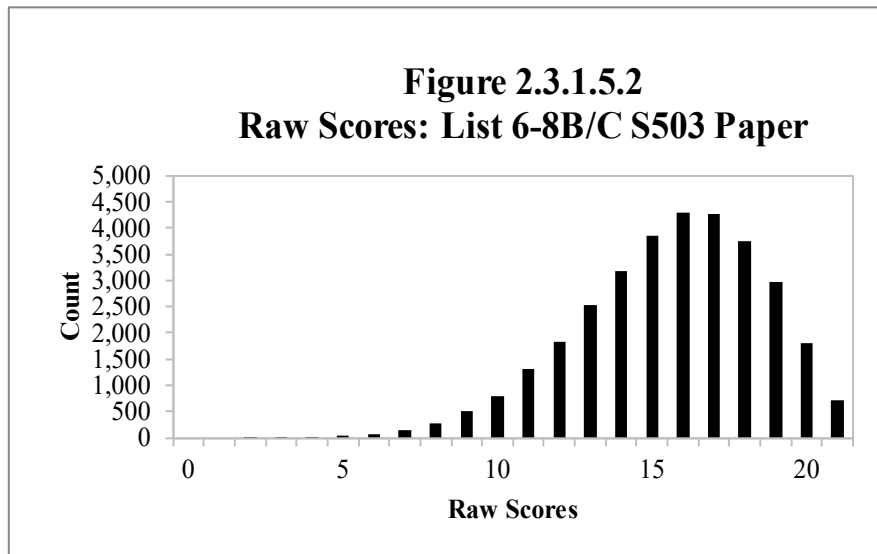


Table 2.3.1.5.2

Raw Score Descriptive Statistics: List 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 11,661 | 3 | 21 | 15.11 | 2.91 |
| 7 | 10,618 | 2 | 21 | 15.53 | 2.99 |
| 8 | 10,069 | 4 | 21 | 16.18 | 2.93 |
| Total | 32,348 | 2 | 21 | 15.58 | 2.98 |

Figure 2.3.1.5.2
Raw Scores: List 6-8B/C S503 Paper



2.3.1.6 Grades 9-12

Table 2.3.1.6.1

Raw Score Descriptive Statistics: List 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|--------------|-------------|
| 9 | 4,629 | 1 | 18 | 10.08 | 3.06 |
| 10 | 3,295 | 2 | 18 | 10.53 | 3.07 |
| 11 | 2,784 | 2 | 18 | 10.76 | 2.99 |
| 12 | 1,369 | 4 | 18 | 11.20 | 2.97 |
| Total | 12,077 | 1 | 18 | 10.49 | 3.06 |

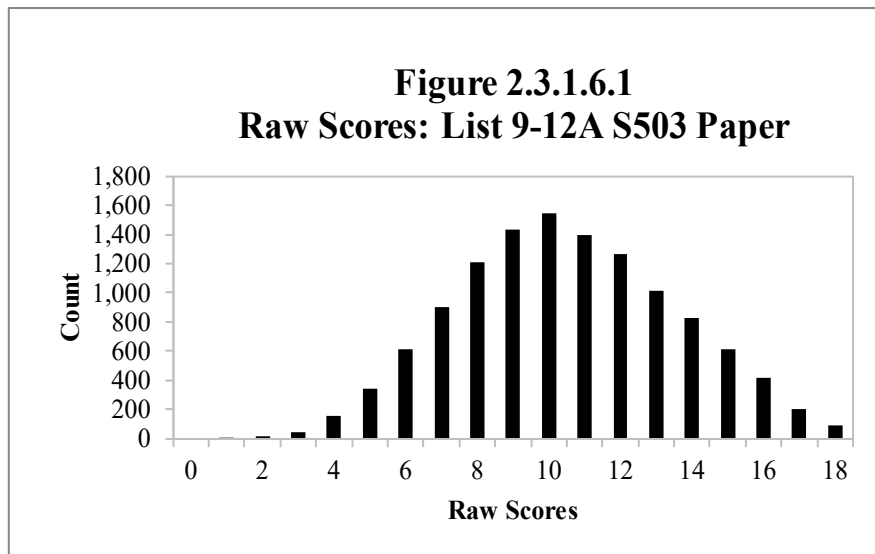
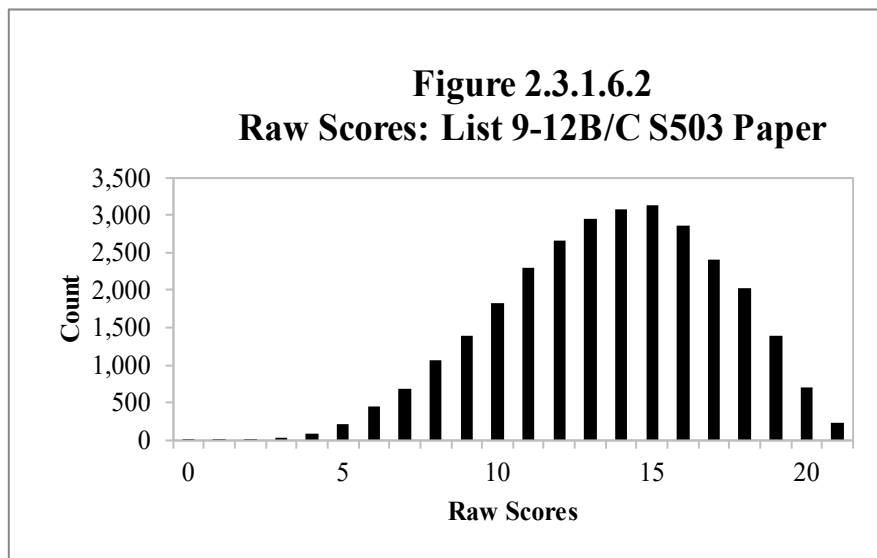


Table 2.3.1.6.2

Raw Score Descriptive Statistics: List 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|--------------|-------------|
| 9 | 8,255 | 2 | 21 | 13.51 | 3.42 |
| 10 | 8,244 | 0 | 21 | 13.69 | 3.54 |
| 11 | 7,452 | 0 | 21 | 13.82 | 3.57 |
| 12 | 5,522 | 1 | 21 | 13.58 | 3.56 |
| Total | 29,473 | 0 | 21 | 13.65 | 3.52 |



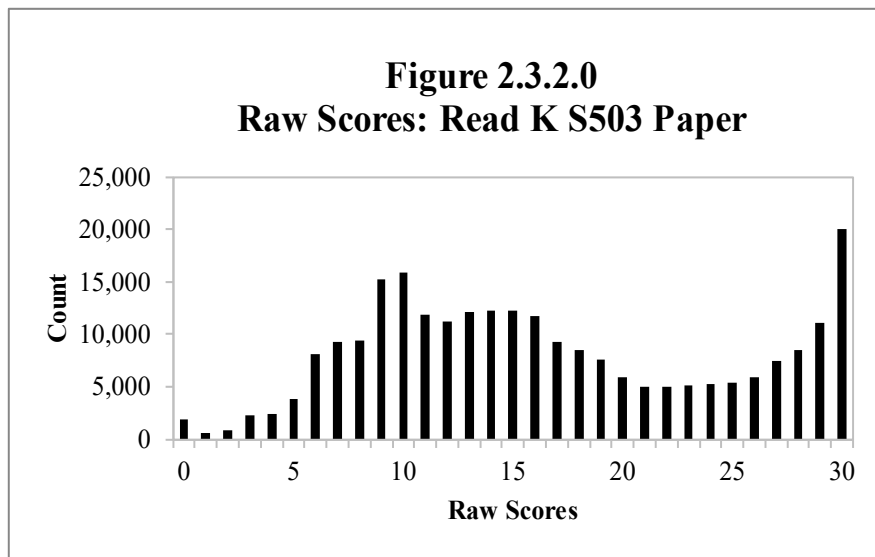
2.3.2 Reading

2.3.2.0 Kindergarten

Table 2.3.2.0

Raw Score Descriptive Statistics: Read K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|-------|-----------|
| K | 251,491 | 0 | 30 | 16.60 | 7.99 |
| Total | 251,491 | 0 | 30 | 16.60 | 7.99 |



2.3.2.1 Grade 1

Table 2.3.2.1.1

Raw Score Descriptive Statistics: Read 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|-------|-----------|
| 1 | 14,624 | 0 | 24 | 11.73 | 4.58 |
| Total | 14,624 | 0 | 24 | 11.73 | 4.58 |

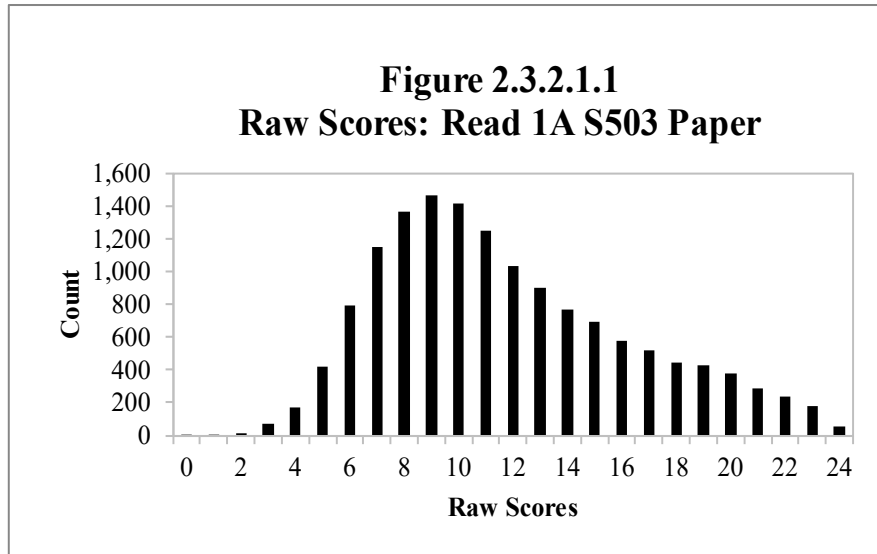
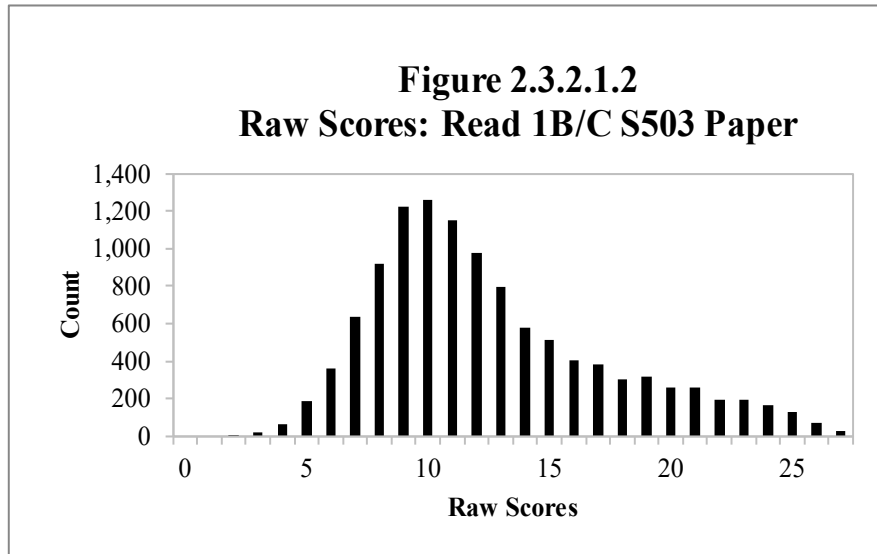


Table 2.3.2.1.2

Raw Score Descriptive Statistics: Read 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 11,385 | 2 | 27 | 12.54 | 4.85 |
| Total | 11,385 | 2 | 27 | 12.54 | 4.85 |



2.3.2.2 Grade 2

Table 2.3.2.2.1

Raw Score Descriptive Statistics: Read 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|-------|-----------|
| 2 | 7,993 | 2 | 24 | 13.72 | 5.17 |
| Total | 7,993 | 2 | 24 | 13.72 | 5.17 |

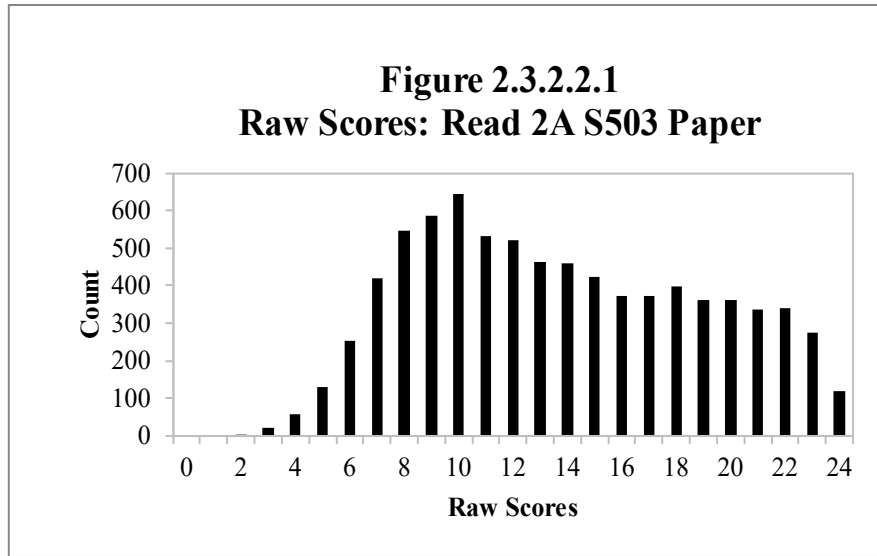
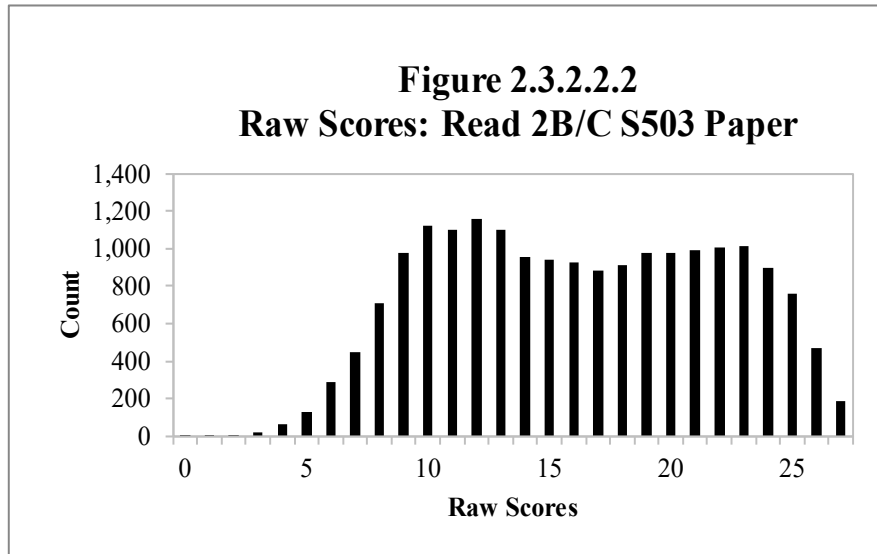


Table 2.3.2.2.2

Raw Score Descriptive Statistics: Read 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 19,027 | 0 | 27 | 16.19 | 5.69 |
| Total | 19,027 | 0 | 27 | 16.19 | 5.69 |



2.3.2.3 Grade 3

Table 2.3.2.3.1

Raw Score Descriptive Statistics: Read 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|-------|-----------|
| 3 | 5,840 | 1 | 24 | 11.12 | 4.75 |
| Total | 5,840 | 1 | 24 | 11.12 | 4.75 |

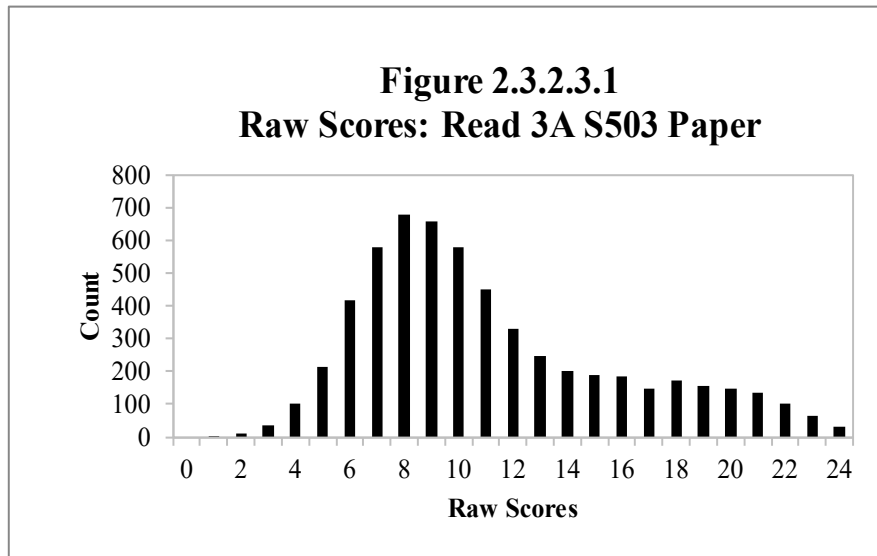
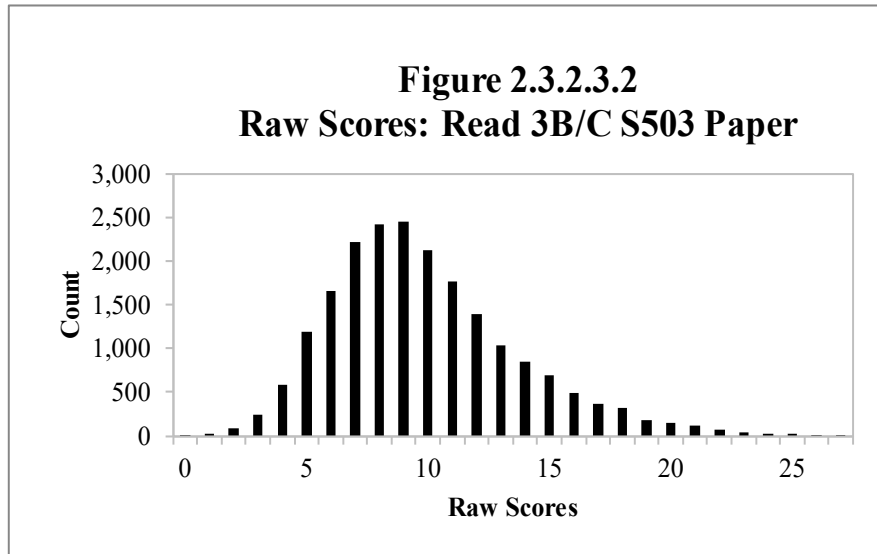


Table 2.3.2.3.2

Raw Score Descriptive Statistics: Read 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 20,551 | 0 | 27 | 9.83 | 3.86 |
| Total | 20,551 | 0 | 27 | 9.83 | 3.86 |



2.3.2.4 Grades 4-5

Table 2.3.2.4.1

Raw Score Descriptive Statistics: Read 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|--------------|-------------|
| 4 | 4,314 | 0 | 24 | 12.28 | 5.10 |
| 5 | 4,222 | 1 | 24 | 13.26 | 5.41 |
| Total | 8,536 | 0 | 24 | 12.76 | 5.28 |

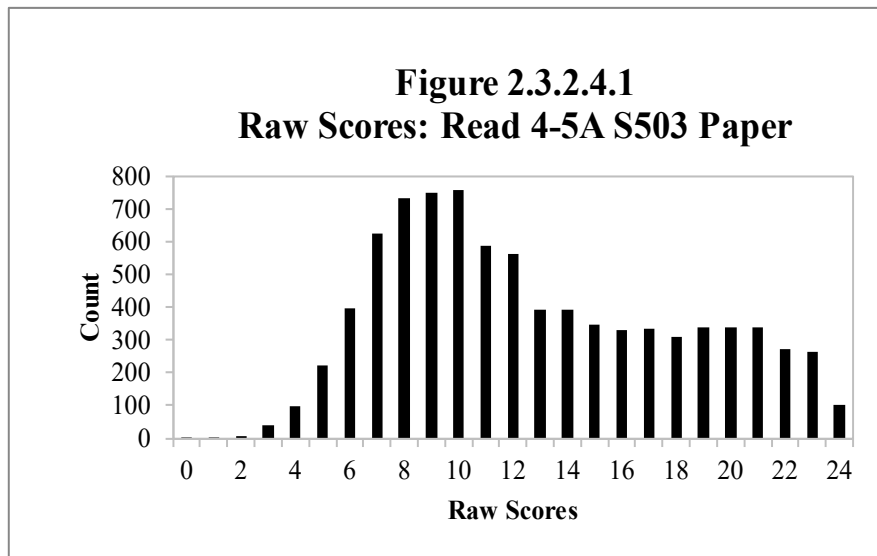
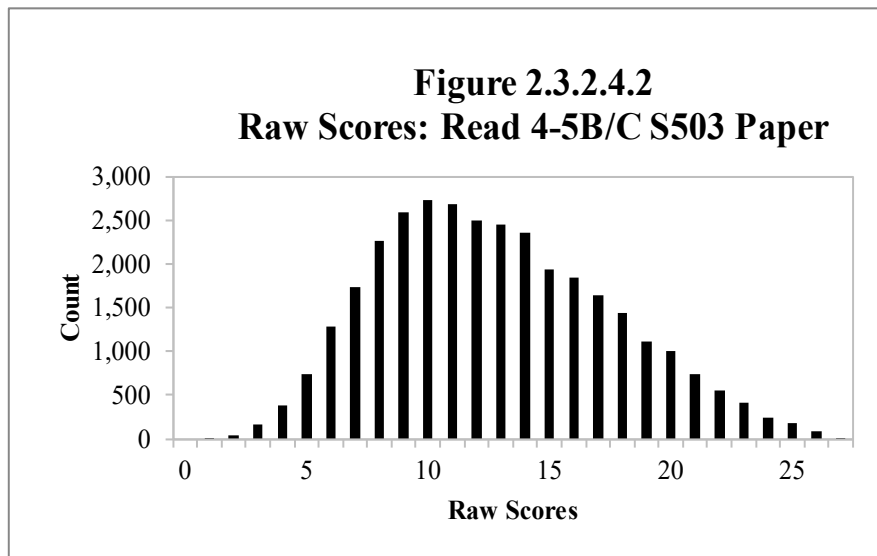


Table 2.3.2.4.2

Raw Score Descriptive Statistics: Read 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 16,407 | 1 | 27 | 11.93 | 4.45 |
| 5 | 16,770 | 1 | 27 | 13.56 | 4.87 |
| Total | 33,177 | 1 | 27 | 12.75 | 4.74 |



2.3.2.5 Grades 6-8

Table 2.3.2.5.1

Raw Score Descriptive Statistics: Read 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|-------|-----------|
| 6 | 4,098 | 0 | 24 | 11.54 | 4.48 |
| 7 | 4,019 | 1 | 24 | 12.31 | 4.69 |
| 8 | 4,018 | 2 | 24 | 13.05 | 4.75 |
| Total | 12,135 | 0 | 24 | 12.30 | 4.68 |

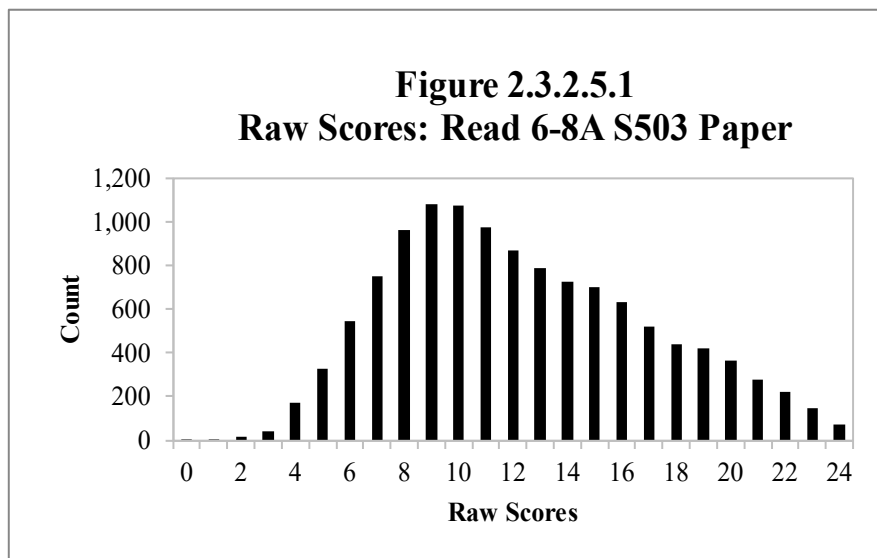
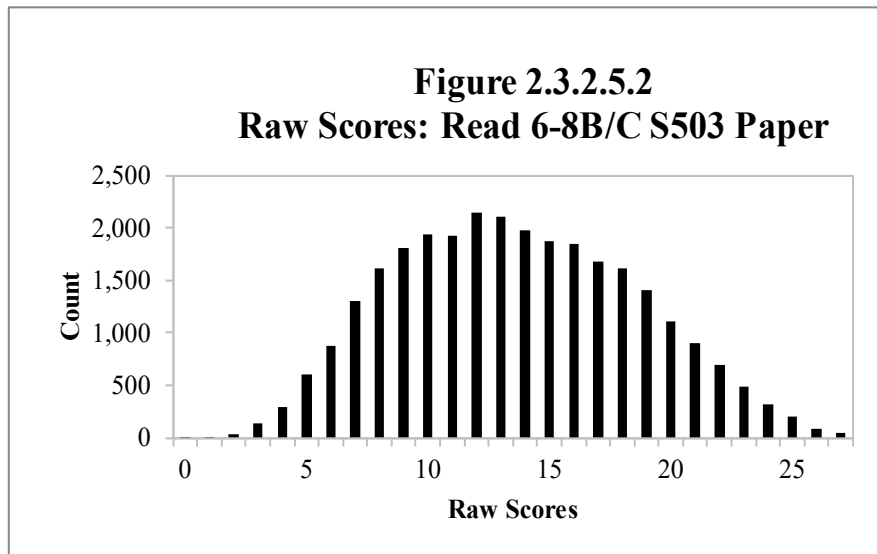


Table 2.3.2.5.2

Raw Score Descriptive Statistics: Read 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 10,316 | 1 | 27 | 12.30 | 4.46 |
| 7 | 9,553 | 1 | 27 | 13.54 | 4.84 |
| 8 | 9,192 | 0 | 27 | 15.17 | 5.11 |
| Total | 29,061 | 0 | 27 | 13.61 | 4.94 |



2.3.2.6 Grades 9-12

Table 2.3.2.6.1

Raw Score Descriptive Statistics: Read 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|--------------|-------------|
| 9 | 4,605 | 1 | 24 | 12.54 | 4.63 |
| 10 | 3,289 | 2 | 24 | 13.60 | 4.71 |
| 11 | 2,754 | 2 | 24 | 14.33 | 4.74 |
| 12 | 1,339 | 2 | 24 | 14.83 | 4.66 |
| Total | 11,987 | 1 | 24 | 13.50 | 4.76 |

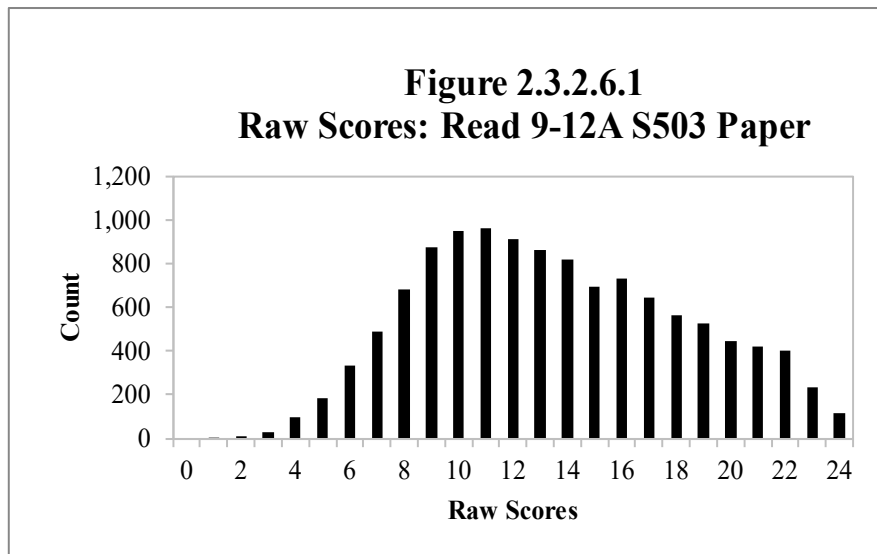
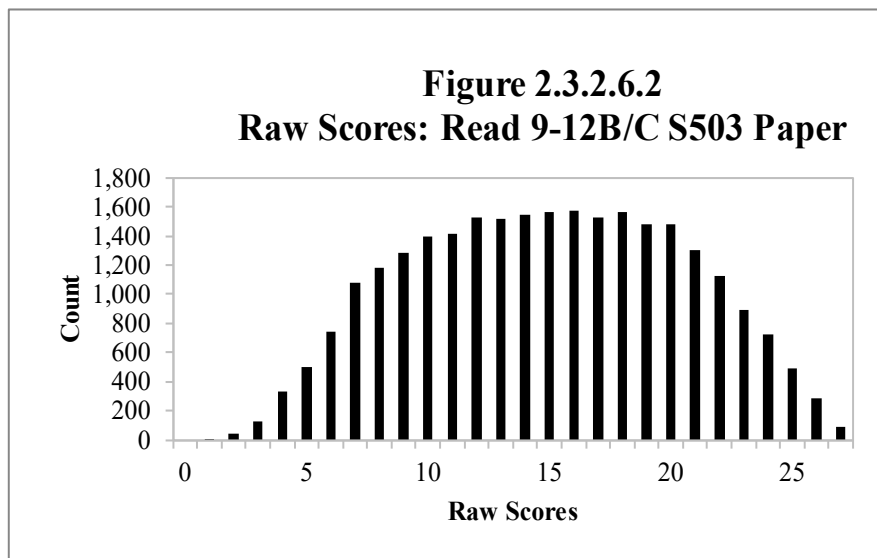


Table 2.3.2.6.2

Raw Score Descriptive Statistics: Read 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 7,362 | 1 | 27 | 13.99 | 5.40 |
| 10 | 7,411 | 1 | 27 | 14.83 | 5.49 |
| 11 | 6,837 | 1 | 27 | 15.65 | 5.62 |
| 12 | 5,181 | 2 | 27 | 15.30 | 5.58 |
| Total | 26,791 | 1 | 27 | 14.90 | 5.55 |



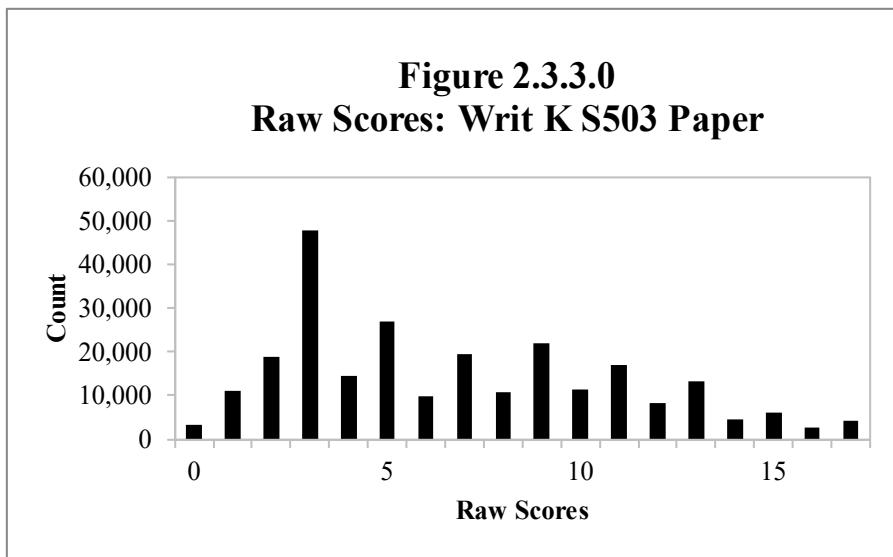
2.3.3 Writing

2.3.3.0 Kindergarten

Table 2.3.3.0

Raw Score Descriptive Statistics: Writ K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|------|-----------|
| K | 251,486 | 0 | 17 | 6.76 | 4.19 |
| Total | 251,486 | 0 | 17 | 6.76 | 4.19 |



2.3.3.1 Grade 1

Table 2.3.3.1.1

Raw Score Descriptive Statistics: Writ 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|-------|-----------|
| 1 | 18,607 | 0 | 25 | 10.48 | 5.89 |
| Total | 18,607 | 0 | 25 | 10.48 | 5.89 |

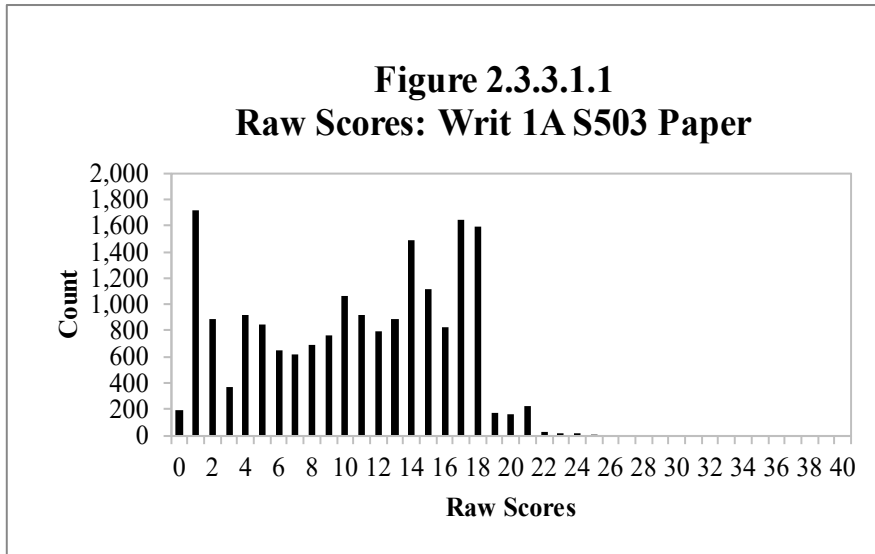
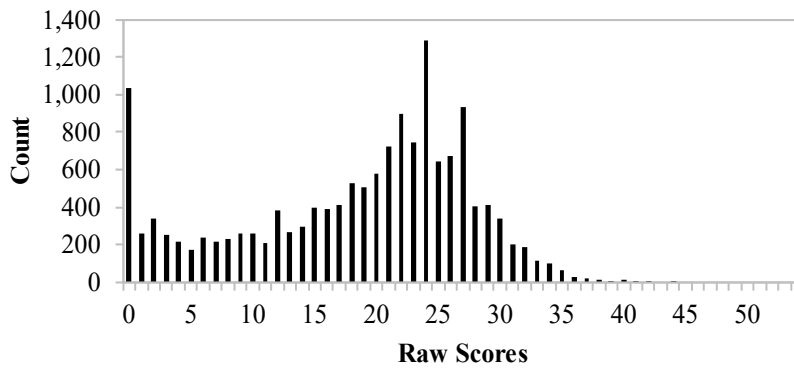


Table 2.3.3.1.2

Raw Score Descriptive Statistics: Writ 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 15,223 | 0 | 44 | 18.18 | 9.36 |
| Total | 15,223 | 0 | 44 | 18.18 | 9.36 |

Figure 2.3.3.1.2
Raw Scores: Writ 1B/C S503 Paper



2.3.3.2 Grade 2

Table 2.3.3.2.1

Raw Score Descriptive Statistics: Writ 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|------|-----------|
| 2 | 9,430 | 0 | 18 | 6.93 | 4.78 |
| Total | 9,430 | 0 | 18 | 6.93 | 4.78 |

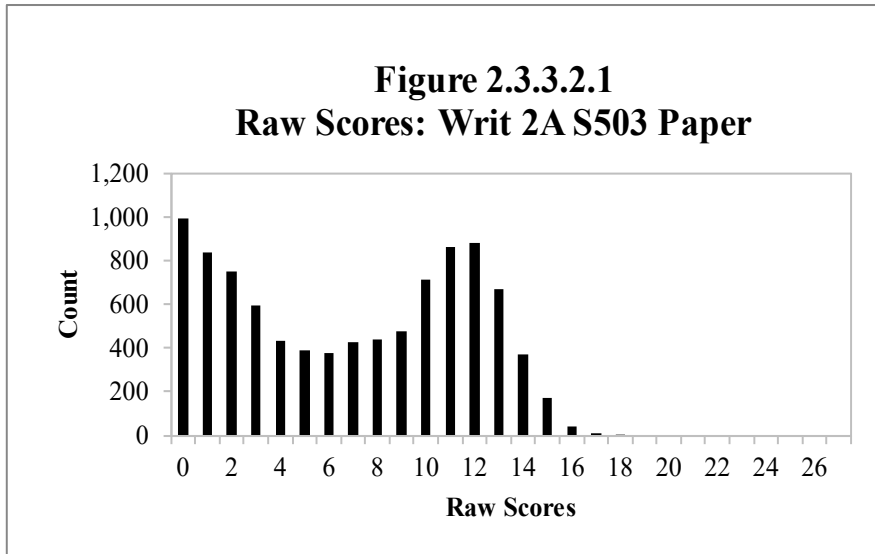
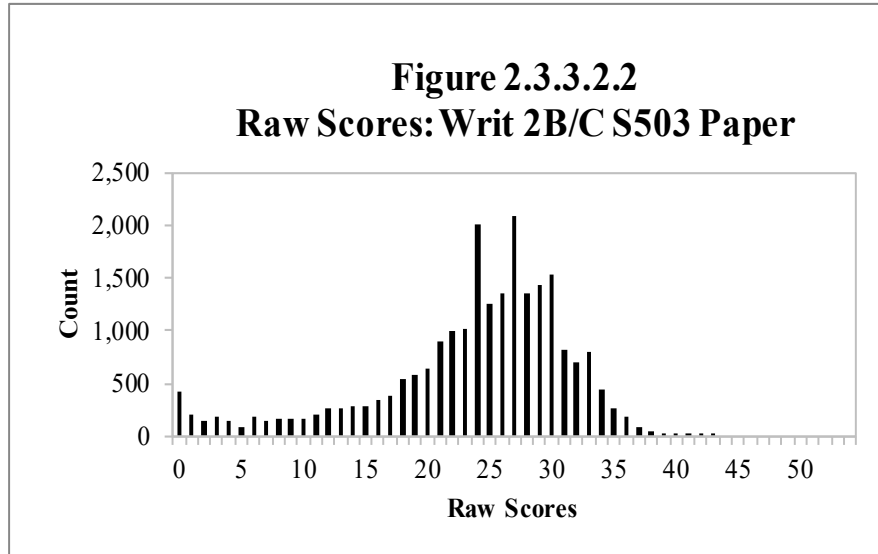


Table 2.3.3.2.2

Raw Score Descriptive Statistics: Writ 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 23,216 | 0 | 43 | 23.54 | 8.03 |
| Total | 23,216 | 0 | 43 | 23.54 | 8.03 |



2.3.3.3 Grade 3

Table 2.3.3.3.1

Raw Score Descriptive Statistics: Writ 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|------|-----------|
| 3 | 7,021 | 0 | 19 | 8.07 | 4.83 |
| Total | 7,021 | 0 | 19 | 8.07 | 4.83 |

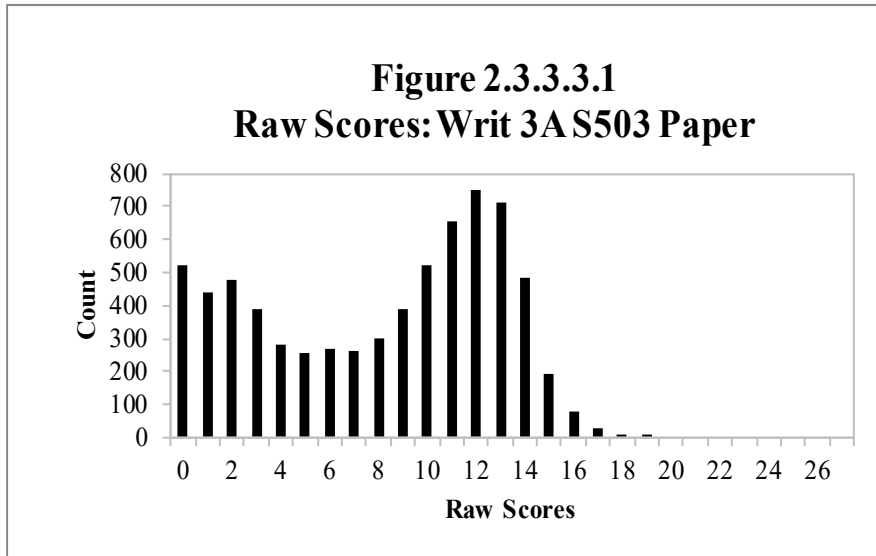
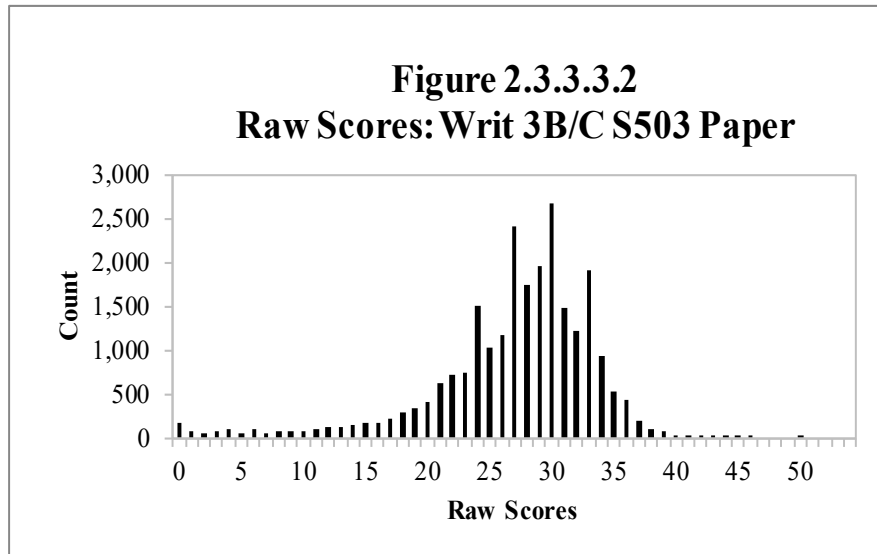


Table 2.3.3.3.2

Raw Score Descriptive Statistics: Writ 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 24,568 | 0 | 50 | 26.85 | 6.74 |
| Total | 24,568 | 0 | 50 | 26.85 | 6.74 |



2.3.3.4 Grades 4-5

Table 2.3.3.4.1

Raw Score Descriptive Statistics: Writ 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|-------------|-------------|
| 4 | 5,034 | 0 | 19 | 6.69 | 4.44 |
| 5 | 4,809 | 0 | 19 | 7.43 | 4.46 |
| Total | 9,843 | 0 | 19 | 7.05 | 4.46 |

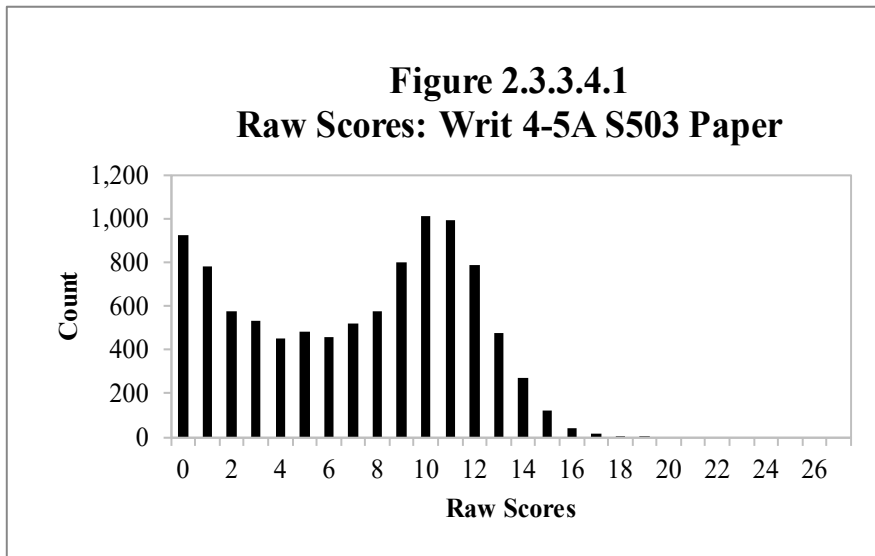
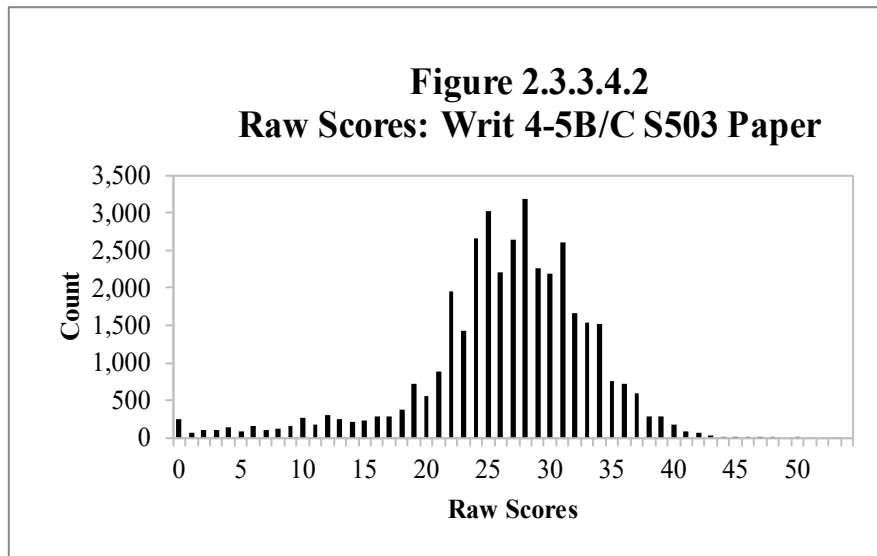


Table 2.3.3.4.2

Raw Score Descriptive Statistics: Writ 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 18,816 | 0 | 48 | 25.16 | 6.84 |
| 5 | 18,852 | 0 | 50 | 27.70 | 6.81 |
| Total | 37,668 | 0 | 50 | 26.43 | 6.94 |



2.3.3.5 Grades 6-8

Table 2.3.3.5.1

Raw Score Descriptive Statistics: Writ 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|------|-----------|
| 6 | 4,578 | 0 | 19 | 7.52 | 4.18 |
| 7 | 4,448 | 0 | 19 | 7.98 | 4.10 |
| 8 | 4,435 | 0 | 23 | 8.58 | 4.10 |
| Total | 13,461 | 0 | 23 | 8.02 | 4.15 |

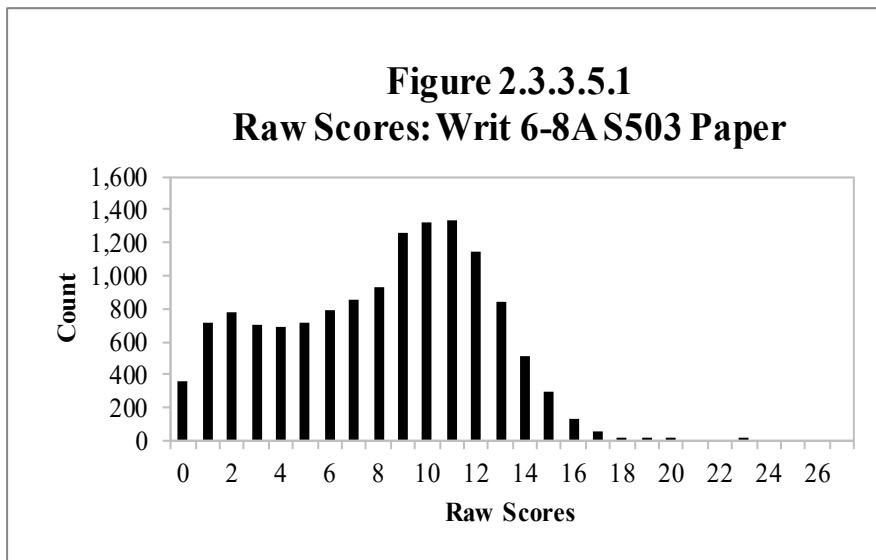
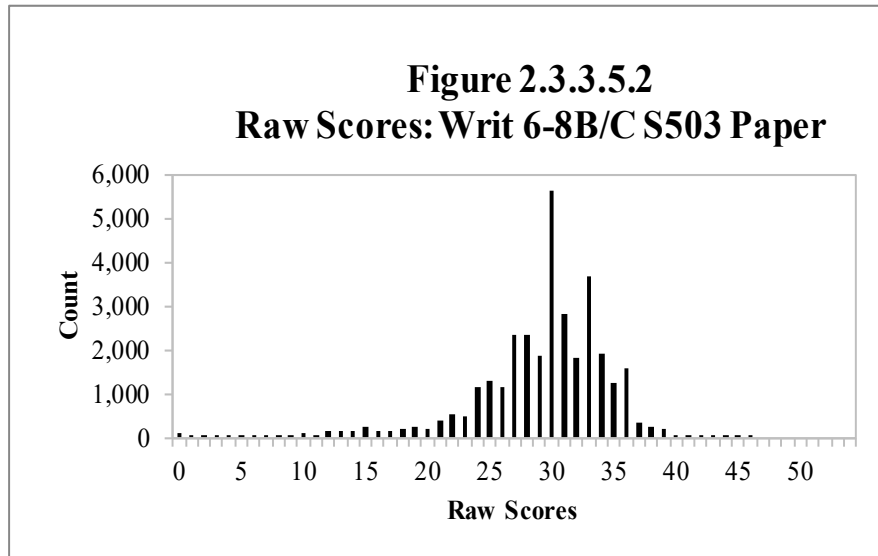


Table 2.3.3.5.2

Raw Score Descriptive Statistics: Writ 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 12,197 | 0 | 43 | 27.85 | 6.06 |
| 7 | 11,108 | 0 | 45 | 28.89 | 6.11 |
| 8 | 10,528 | 0 | 46 | 30.05 | 5.89 |
| Total | 33,833 | 0 | 46 | 28.88 | 6.09 |

Figure 2.3.3.5.2
Raw Scores: Writ 6-8B/C S503 Paper



2.3.3.6 Grades 9-12

Table 2.3.3.6.1

Raw Score Descriptive Statistics: Writ 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|-------------|-------------|
| 9 | 5,123 | 0 | 21 | 7.26 | 4.71 |
| 10 | 3,601 | 0 | 21 | 8.26 | 4.51 |
| 11 | 3,016 | 0 | 21 | 8.86 | 4.50 |
| 12 | 1,456 | 0 | 19 | 9.82 | 4.12 |
| Total | 13,196 | 0 | 21 | 8.18 | 4.63 |

Figure 2.3.3.6.1
Raw Scores: Writ 9-12A S503 Paper

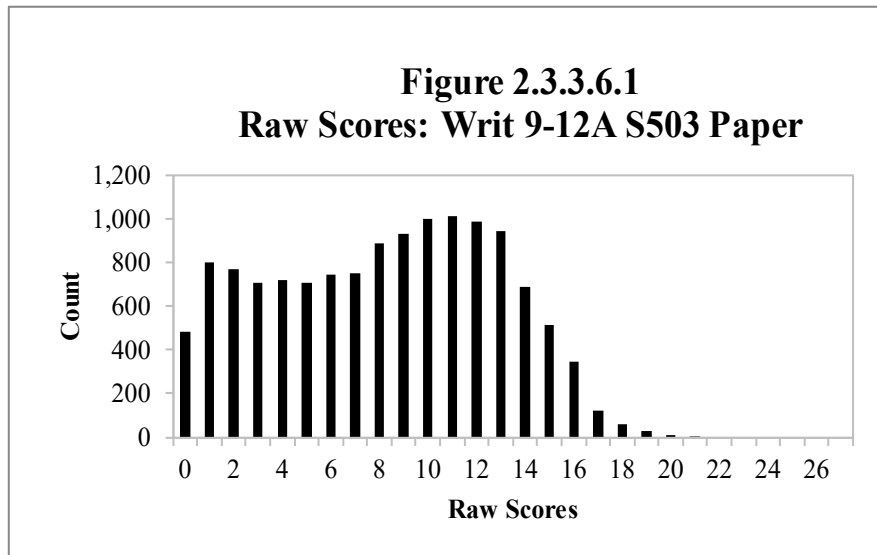
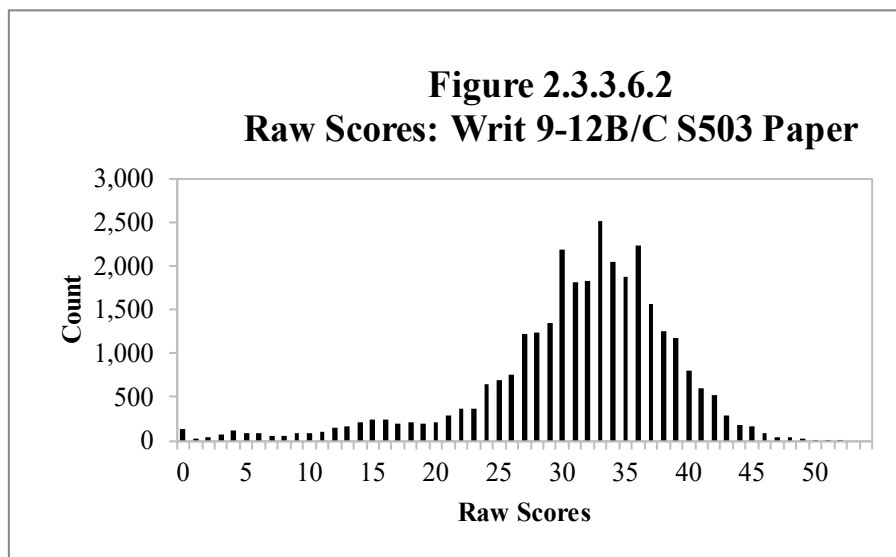


Table 2.3.3.6.2

Raw Score Descriptive Statistics: Writ 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 8,659 | 0 | 51 | 30.54 | 7.52 |
| 10 | 8,657 | 0 | 52 | 31.10 | 7.74 |
| 11 | 7,852 | 0 | 52 | 31.70 | 7.87 |
| 12 | 5,804 | 0 | 51 | 31.15 | 8.20 |
| Total | 30,972 | 0 | 52 | 31.11 | 7.81 |



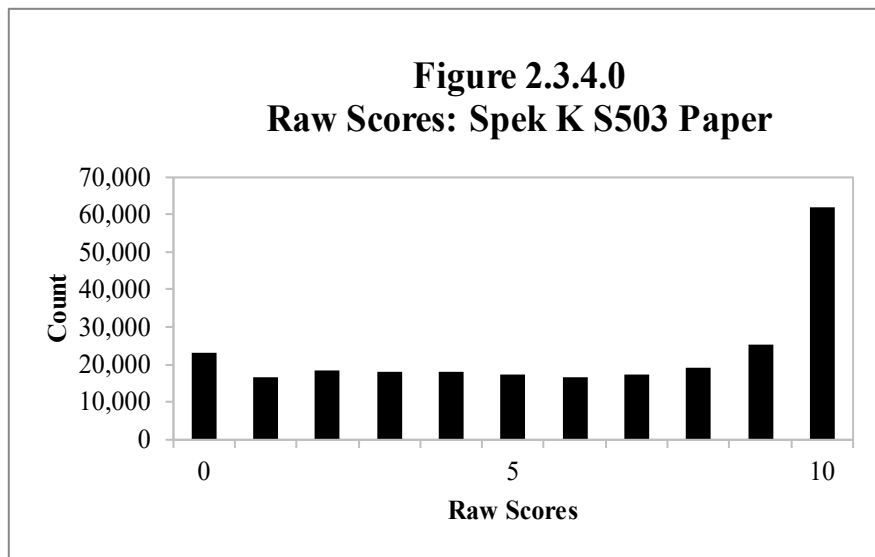
2.3.4 Speaking

2.3.4.0 Kindergarten

Table 2.3.4.0

Raw Score Descriptive Statistics: Spek K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|------|-----------|
| K | 251,483 | 0 | 10 | 5.91 | 3.51 |
| Total | 251,483 | 0 | 10 | 5.91 | 3.51 |



2.3.4.1 Grade 1

Table 2.3.4.1.1

Raw Score Descriptive Statistics: Spek 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 18,500 | 0 | 18 | 9.78 | 4.20 |
| Total | 18,500 | 0 | 18 | 9.78 | 4.20 |

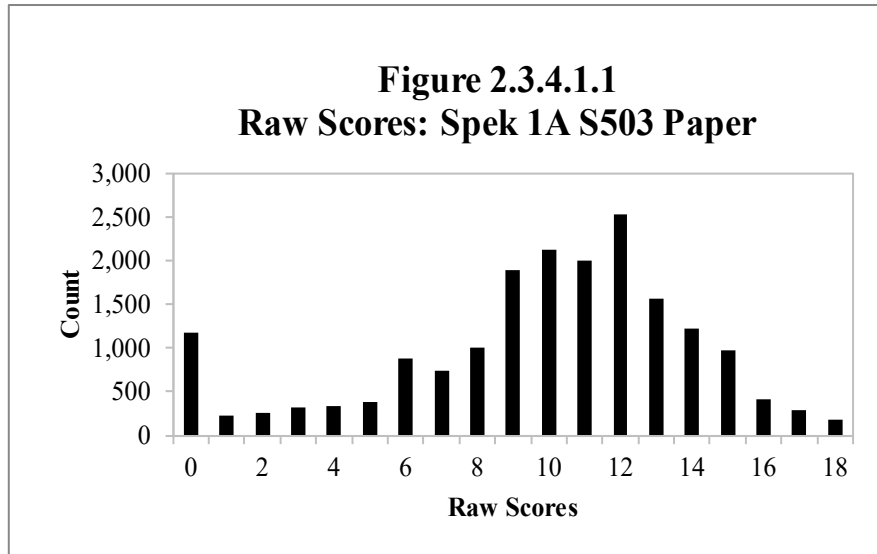
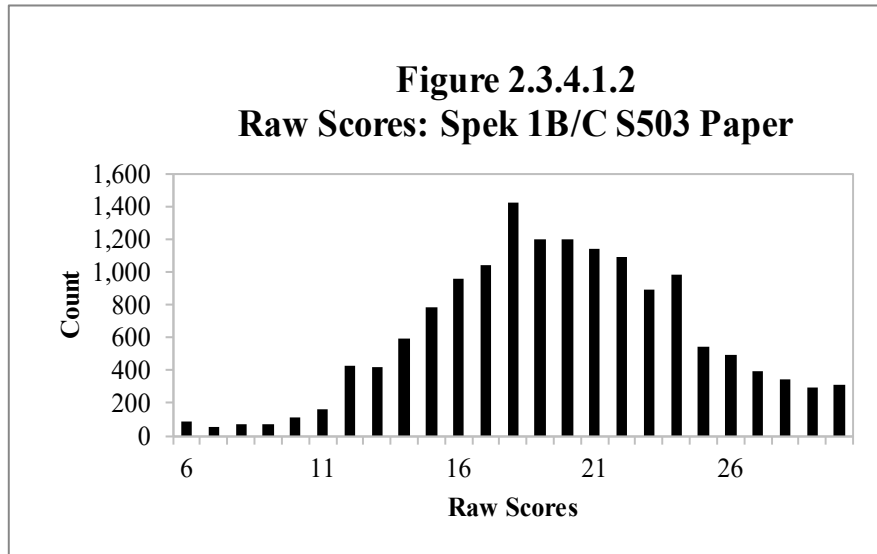


Table 2.3.4.1.2

Raw Score Descriptive Statistics: Spek 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 15,135 | 6 | 30 | 19.73 | 4.79 |
| Total | 15,135 | 6 | 30 | 19.73 | 4.79 |



2.3.4.2 Grade 2

Table 2.3.4.2.1

Raw Score Descriptive Statistics: Spek 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|-------|-----------|
| 2 | 9,364 | 0 | 18 | 10.51 | 4.65 |
| Total | 9,364 | 0 | 18 | 10.51 | 4.65 |

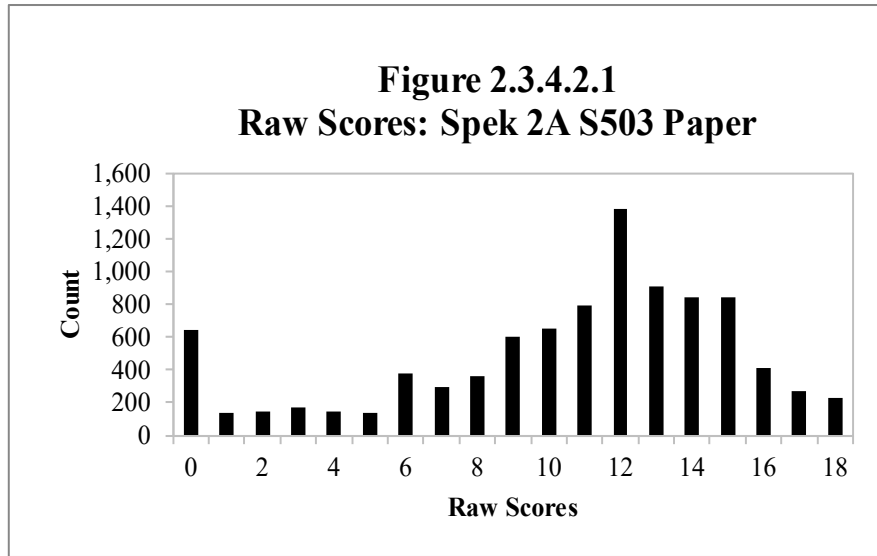
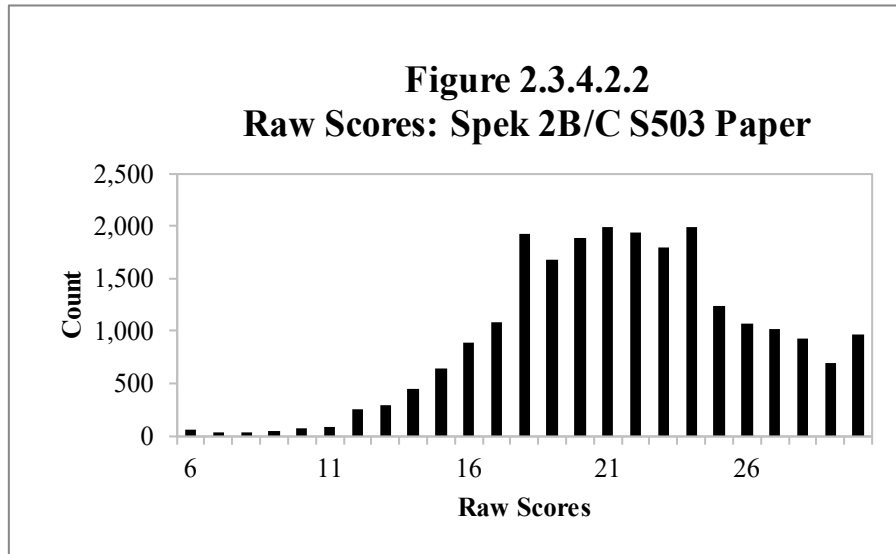


Table 2.3.4.2.2

Raw Score Descriptive Statistics: Spek 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 23,064 | 6 | 30 | 21.58 | 4.51 |
| Total | 23,064 | 6 | 30 | 21.58 | 4.51 |



2.3.4.3 Grade 3

Table 2.3.4.3.1

Raw Score Descriptive Statistics: Spek 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 6,977 | 0 | 18 | 10.39 | 4.77 |
| Total | 6,977 | 0 | 18 | 10.39 | 4.77 |

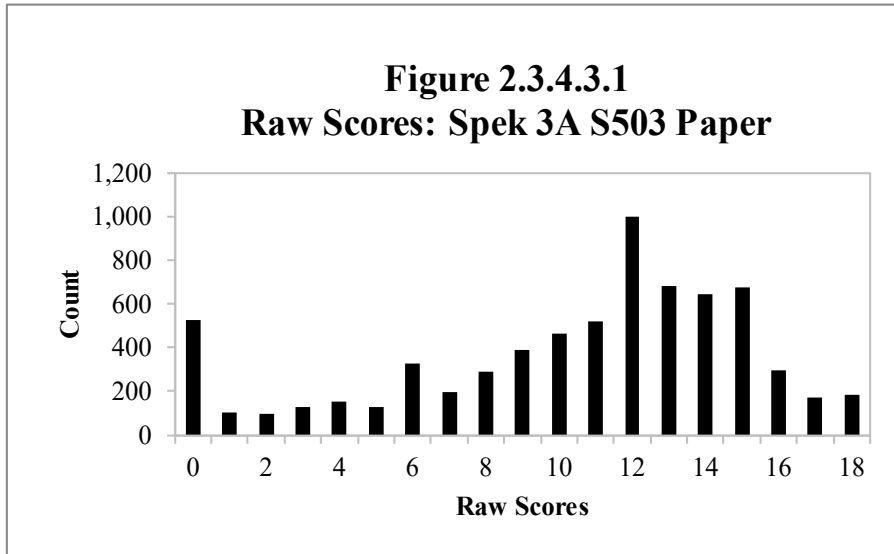
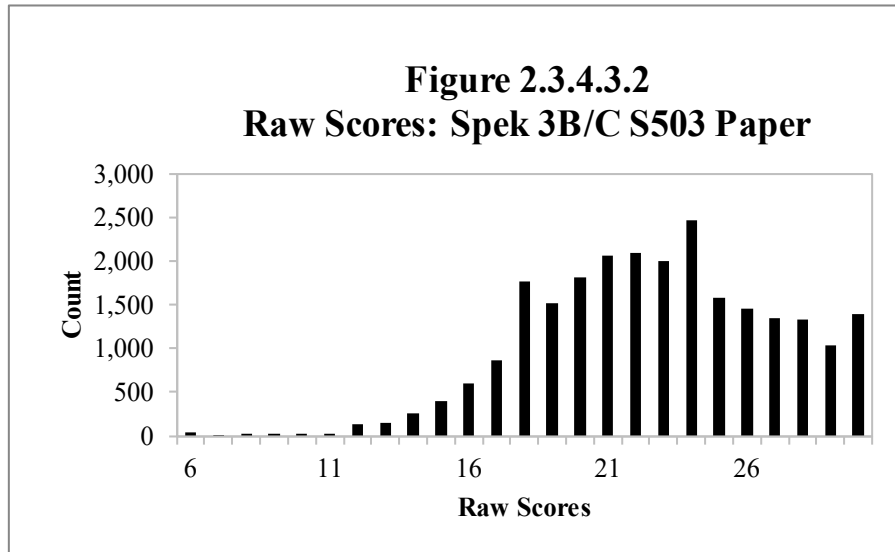


Table 2.3.4.3.2

Raw Score Descriptive Statistics: Spek 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 24,422 | 6 | 30 | 22.66 | 4.26 |
| Total | 24,422 | 6 | 30 | 22.66 | 4.26 |



2.3.4.4 Grades 4-5

Table 2.3.4.4.1

Raw Score Descriptive Statistics: Spek 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|-------------|-------------|
| 4 | 4,991 | 0 | 18 | 8.96 | 4.75 |
| 5 | 4,762 | 0 | 18 | 9.01 | 4.74 |
| Total | 9,753 | 0 | 18 | 8.98 | 4.74 |

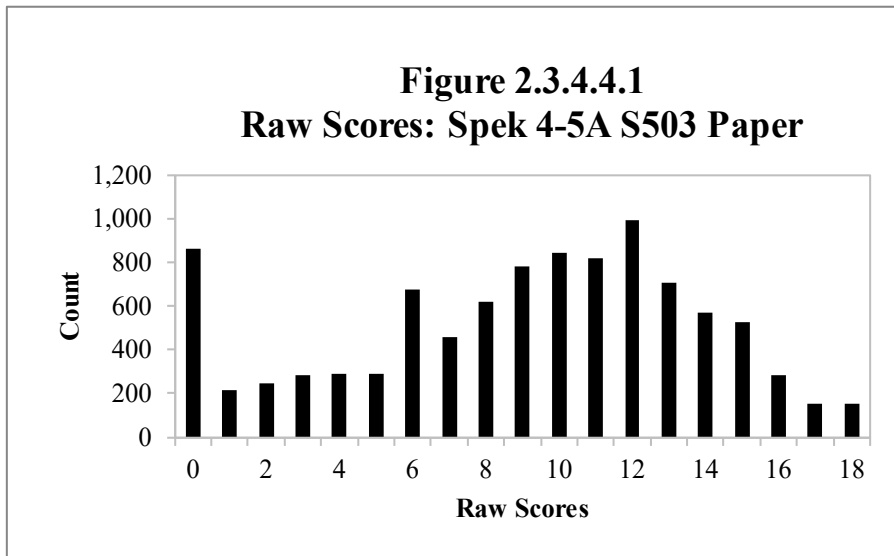
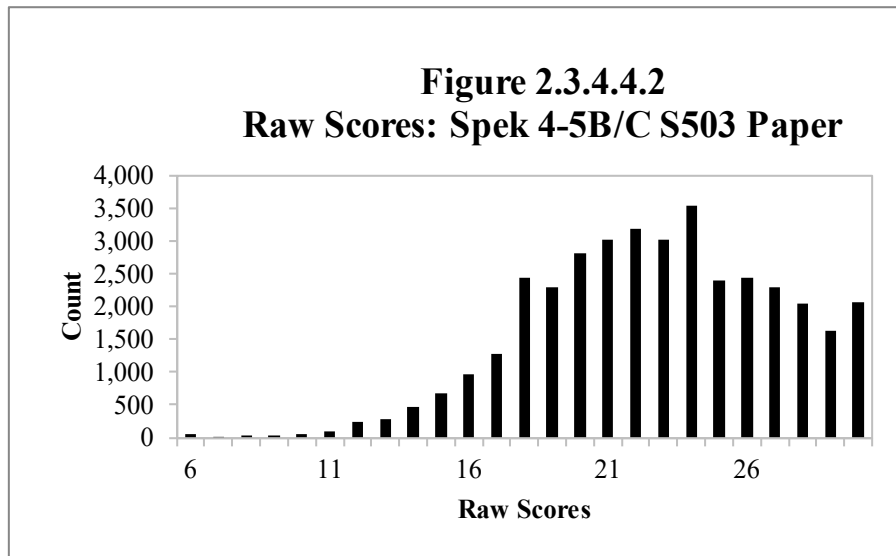


Table 2.3.4.4.2

Raw Score Descriptive Statistics: Spek 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 18,662 | 6 | 30 | 22.33 | 4.32 |
| 5 | 18,732 | 6 | 30 | 22.97 | 4.33 |
| Total | 37,394 | 6 | 30 | 22.65 | 4.34 |



2.3.4.5 Grades 6-8

Table 2.3.4.5.1

Raw Score Descriptive Statistics: Spek 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|-------------|-------------|
| 6 | 4,543 | 0 | 18 | 8.31 | 4.66 |
| 7 | 4,413 | 0 | 18 | 8.27 | 4.66 |
| 8 | 4,404 | 0 | 18 | 8.72 | 4.61 |
| Total | 13,360 | 0 | 18 | 8.43 | 4.65 |

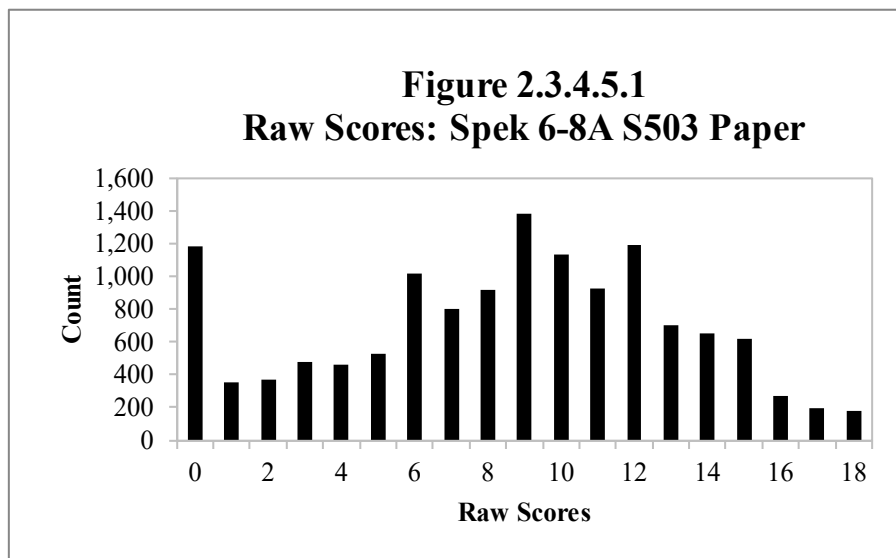
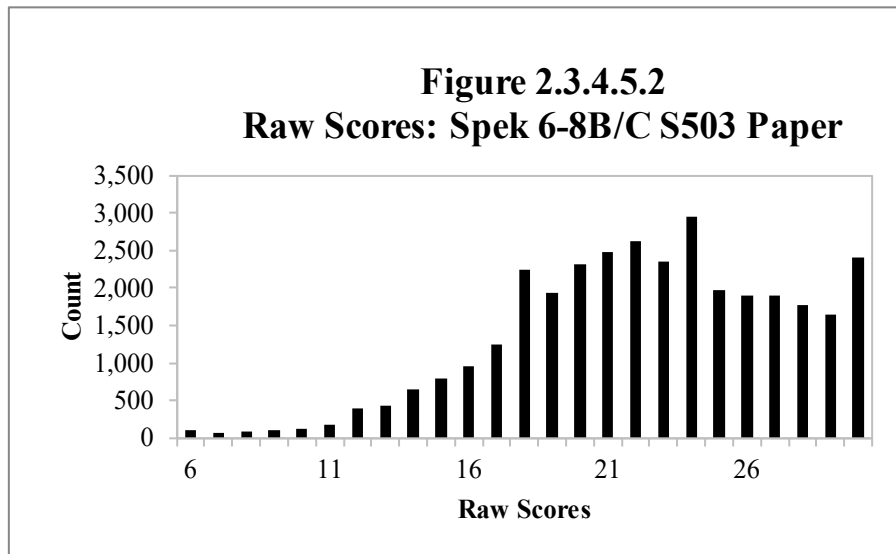


Table 2.3.4.5.2

Raw Score Descriptive Statistics: Spek 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 12,107 | 6 | 30 | 22.03 | 4.82 |
| 7 | 11,040 | 6 | 30 | 22.24 | 4.93 |
| 8 | 10,460 | 6 | 30 | 22.84 | 4.87 |
| Total | 33,607 | 6 | 30 | 22.35 | 4.89 |

Figure 2.3.4.5.2
Raw Scores: Spek 6-8B/C S503 Paper



2.3.4.6 Grades 9-12

Table 2.3.4.6.1

Raw Score Descriptive Statistics: Spek 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|----------|-----------|-------------|-------------|
| 9 | 5,074 | 0 | 18 | 8.13 | 4.59 |
| 10 | 3,543 | 0 | 18 | 9.08 | 4.27 |
| 11 | 2,980 | 0 | 18 | 9.54 | 4.28 |
| 12 | 1,438 | 0 | 18 | 10.44 | 4.05 |
| Total | 13,035 | 0 | 18 | 8.97 | 4.44 |

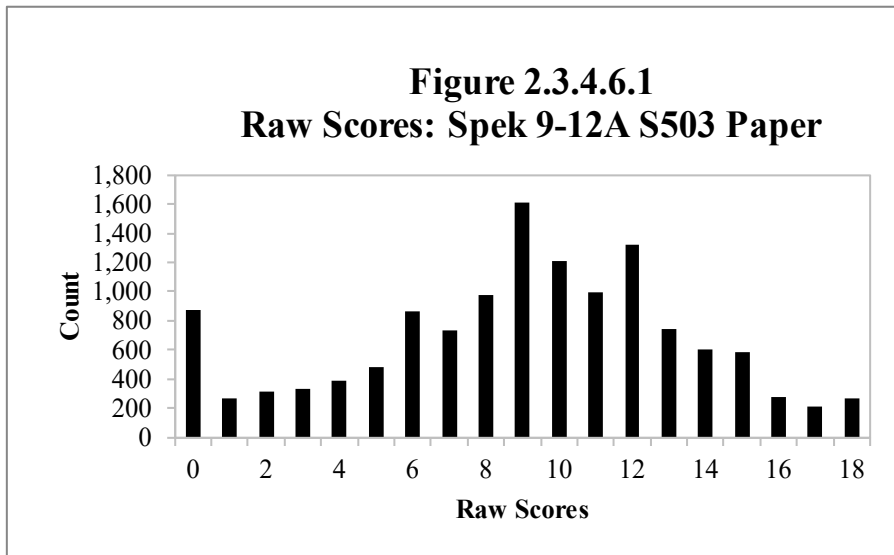
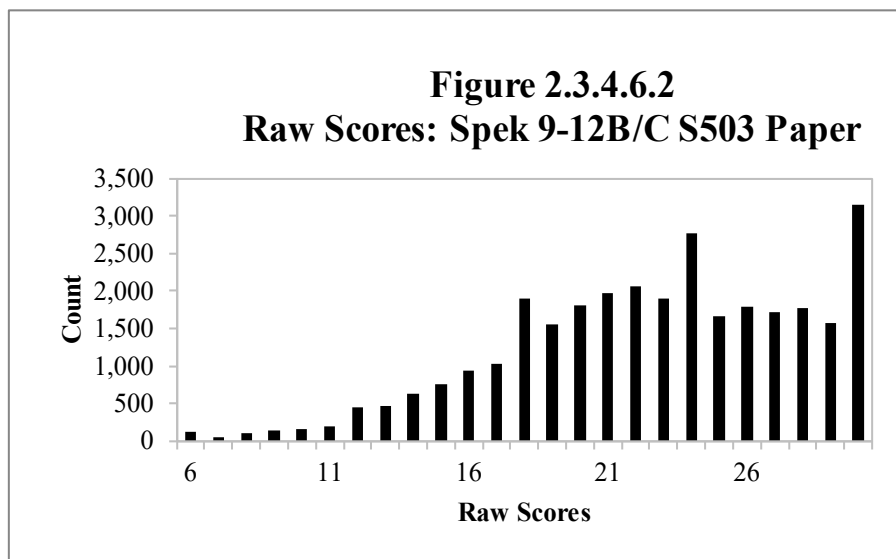


Table 2.3.4.6.2

Raw Score Descriptive Statistics: Spek 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 8,571 | 6 | 30 | 22.35 | 5.24 |
| 10 | 8,583 | 6 | 30 | 22.45 | 5.28 |
| 11 | 7,780 | 6 | 30 | 22.67 | 5.21 |
| 12 | 5,737 | 6 | 30 | 22.93 | 5.12 |
| Total | 30,671 | 6 | 30 | 22.57 | 5.23 |

Figure 2.3.4.6.2
Raw Scores: Spek 9-12B/C S503 Paper



2.4 Scale Score Distribution

Figures and tables in this section relate to the ACCESS for ELLs scale scores on each test form. For each test form, we converted raw scores to vertically equated scale scores. 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, 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 analyses (count)
- The minimum observed scale score
- The maximum observed scale score
- The mean (average) scale score
- The standard deviation (std. dev.) 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.

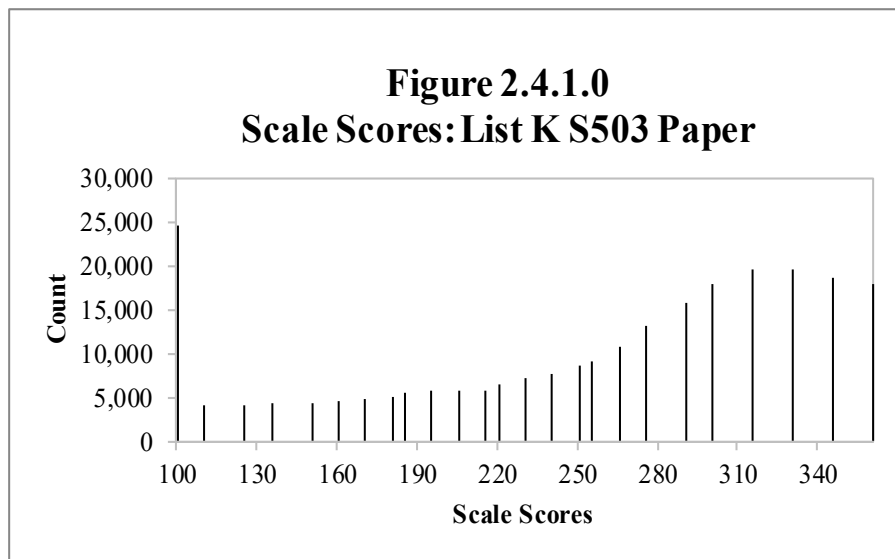
2.4.1 Listening

2.4.1.0 Kindergarten

Table 2.4.1.0

Scale Score Descriptive Statistics: List K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,493 | 100 | 363 | 252.88 | 81.42 |
| Total | 251,493 | 100 | 363 | 252.88 | 81.42 |



2.4.1.1 Grade 1

Table 2.4.1.1.1

Scale Score Descriptive Statistics: List 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 15,238 | 104 | 352 | 288.97 | 41.53 |
| Total | 15,238 | 104 | 352 | 288.97 | 41.53 |

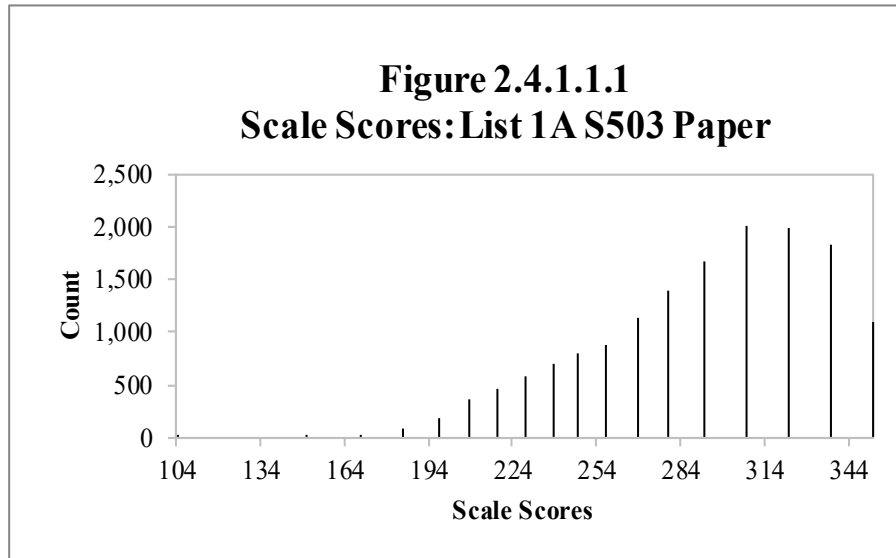


Table 2.4.1.1.2

Scale Score Descriptive Statistics: List 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 13,174 | 177 | 401 | 314.42 | 35.46 |
| Total | 13,174 | 177 | 401 | 314.42 | 35.46 |

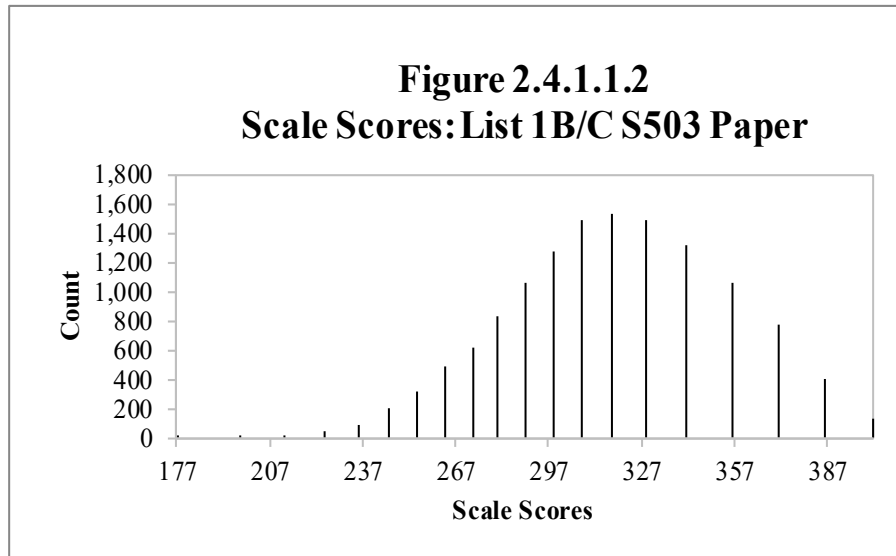
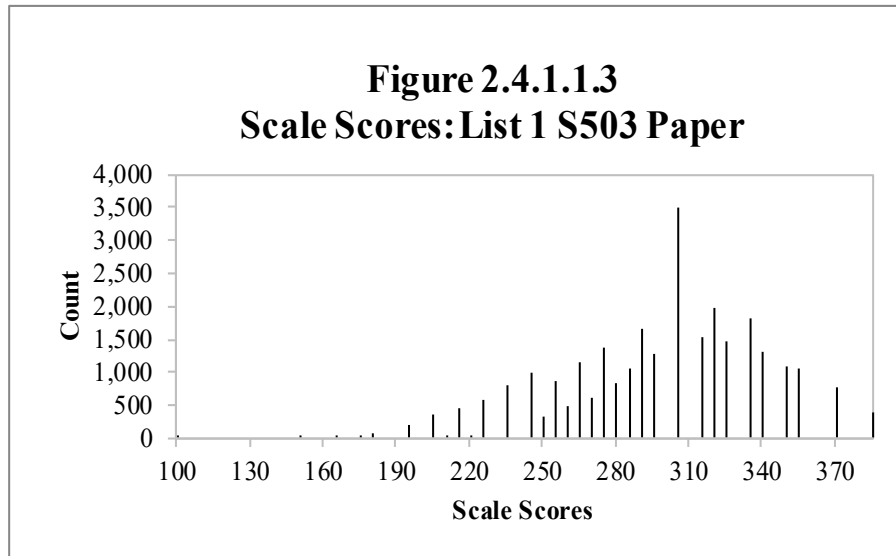


Table 2.4.1.1.3

Scale Score Descriptive Statistics: List 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 28,412 | 104 | 401 | 300.77 | 40.85 |
| Total | 28,412 | 104 | 401 | 300.77 | 40.85 |



2.4.1.2 Grade 2

Table 2.4.1.2.1

Scale Score Descriptive Statistics: List 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 8,389 | 150 | 352 | 294.86 | 44.09 |
| Total | 8,389 | 150 | 352 | 294.86 | 44.09 |

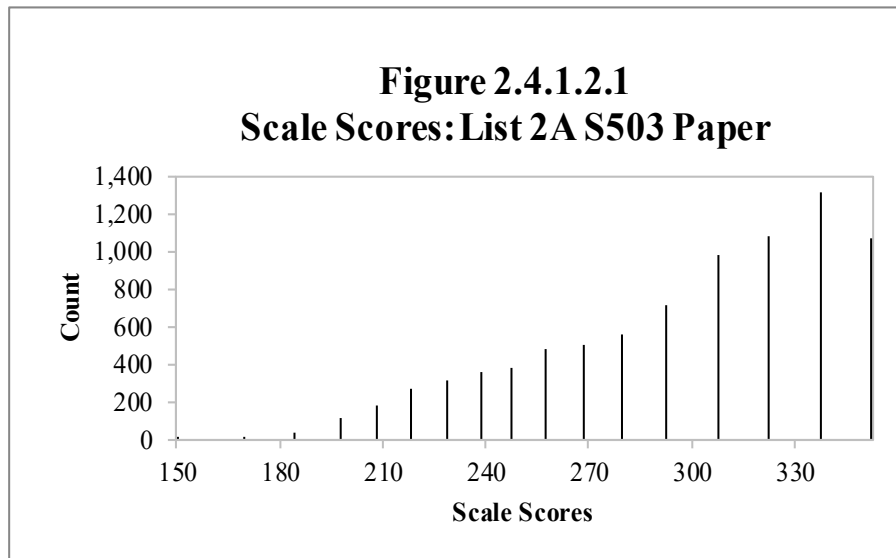


Table 2.4.1.2.2

Scale Score Descriptive Statistics: List 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 21,638 | 112 | 401 | 339.25 | 34.31 |
| Total | 21,638 | 112 | 401 | 339.25 | 34.31 |

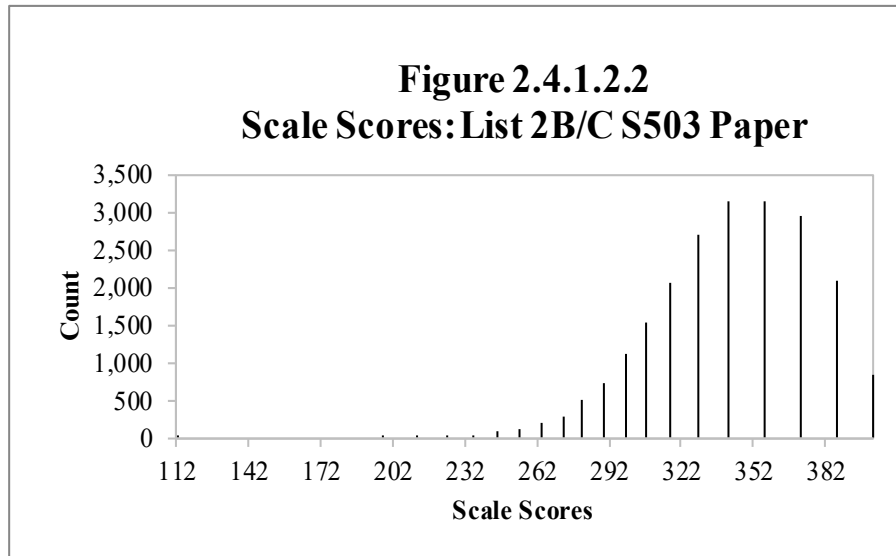
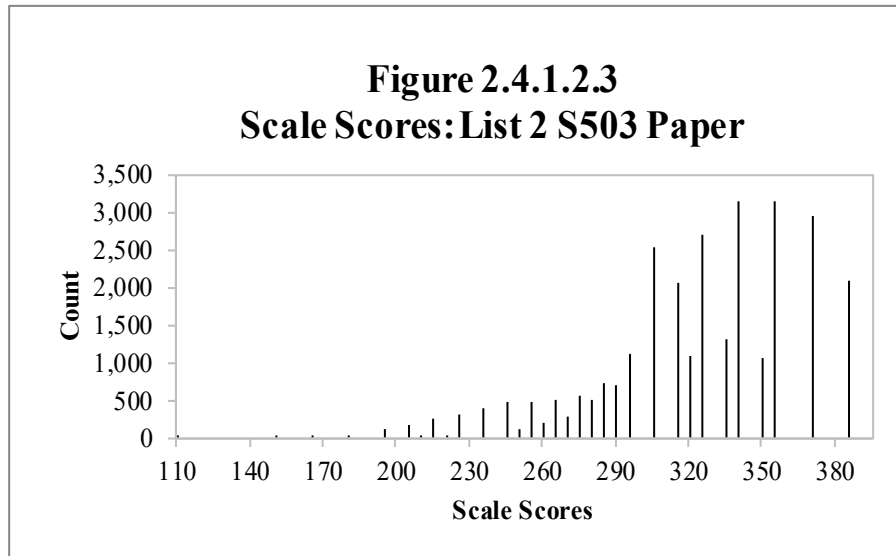


Table 2.4.1.2.3

Scale Score Descriptive Statistics: List 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 30,027 | 112 | 401 | 326.85 | 42.28 |
| Total | 30,027 | 112 | 401 | 326.85 | 42.28 |



2.4.1.3 Grade 3

Table 2.4.1.3.1

Scale Score Descriptive Statistics: List 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 6,418 | 184 | 416 | 323.00 | 39.83 |
| Total | 6,418 | 184 | 416 | 323.00 | 39.83 |

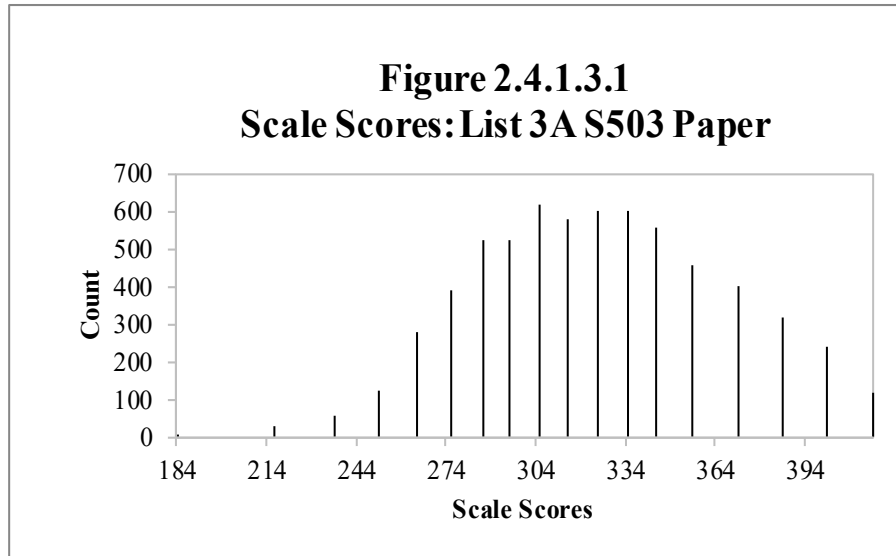


Table 2.4.1.3.2

Scale Score Descriptive Statistics: List 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 22,966 | 231 | 469 | 364.70 | 30.99 |
| Total | 22,966 | 231 | 469 | 364.70 | 30.99 |

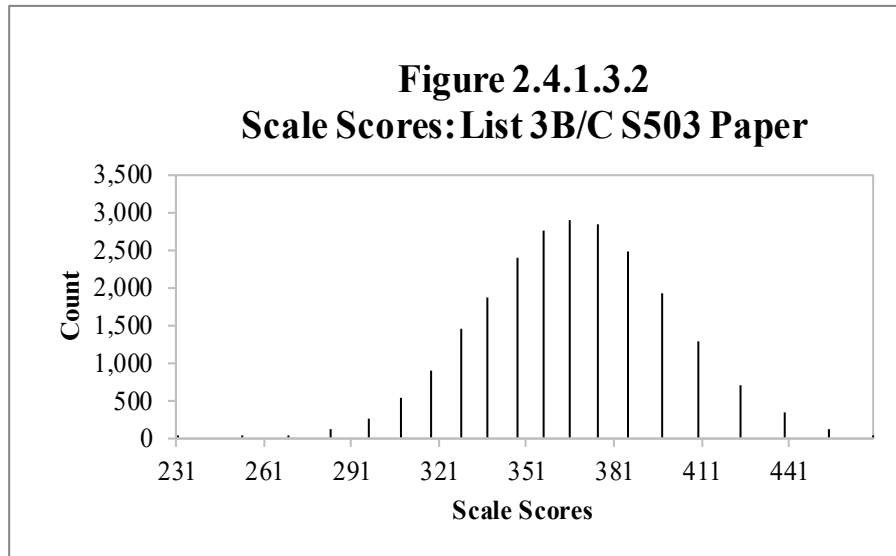
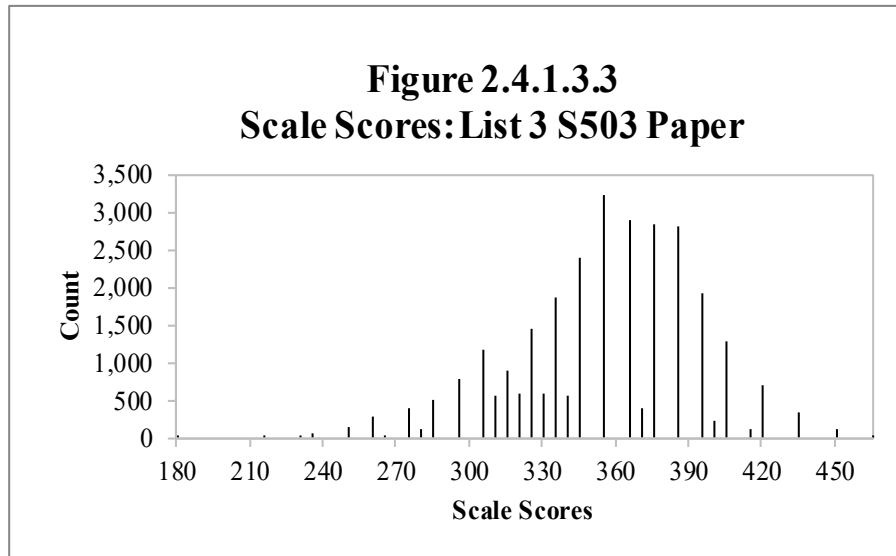


Table 2.4.1.3.3

Scale Score Descriptive Statistics: List 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 29,384 | 184 | 469 | 355.59 | 37.34 |
| Total | 29,384 | 184 | 469 | 355.59 | 37.34 |



2.4.1.4 Grades 4-5

Table 2.4.1.4.1

Scale Score Descriptive Statistics: List 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 4 | 4,625 | 184 | 416 | 325.48 | 40.94 |
| 5 | 4,477 | 184 | 416 | 330.37 | 42.80 |
| Total | 9,102 | 184 | 416 | 327.89 | 41.93 |

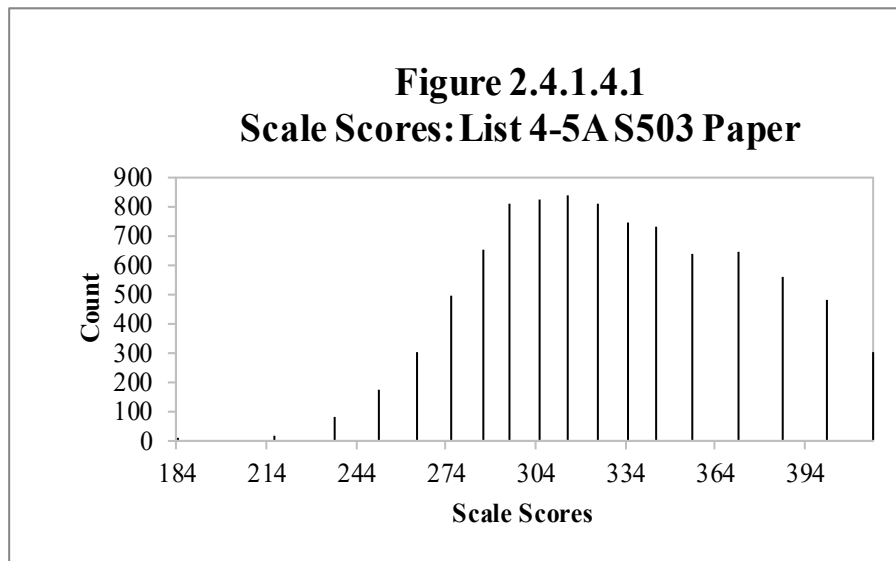


Table 2.4.1.4.2

Scale Score Descriptive Statistics: List 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 17,966 | 231 | 469 | 381.08 | 32.32 |
| 5 | 18,195 | 120 | 469 | 390.68 | 33.38 |
| Total | 36,161 | 120 | 469 | 385.91 | 33.21 |

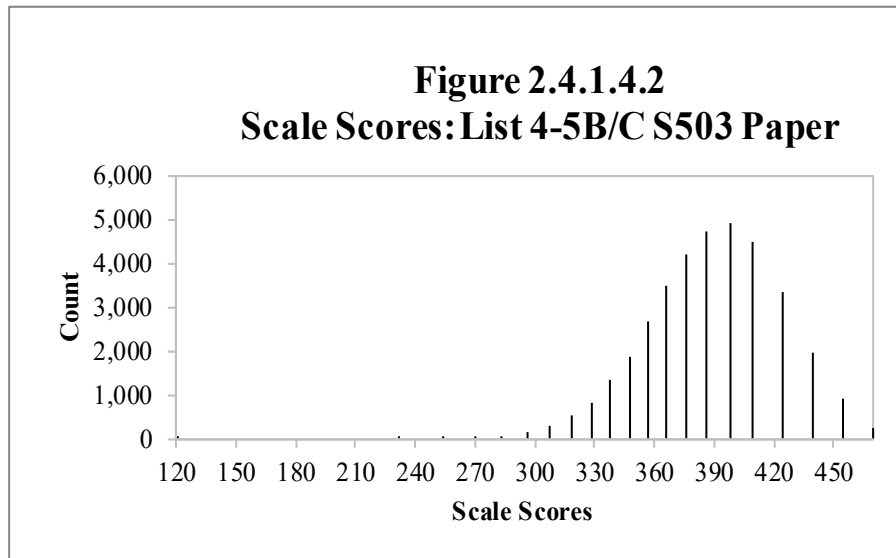
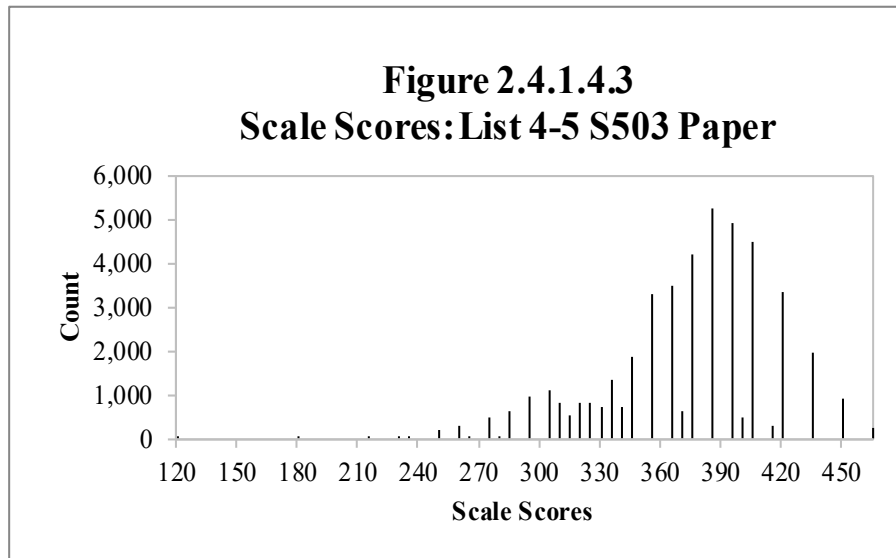


Table 2.4.1.4.3

Scale Score Descriptive Statistics: List 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 22,591 | 184 | 469 | 369.69 | 40.95 |
| 5 | 22,672 | 120 | 469 | 378.77 | 42.81 |
| Total | 45,263 | 120 | 469 | 374.24 | 42.13 |



2.4.1.5 Grades 6-8

Table 2.4.1.5.1

Scale Score Descriptive Statistics: List 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 6 | 4,267 | 132 | 424 | 320.37 | 40.02 |
| 7 | 4,131 | 181 | 424 | 323.00 | 40.83 |
| 8 | 4,101 | 212 | 424 | 325.76 | 41.34 |
| Total | 12,499 | 132 | 424 | 323.01 | 40.78 |

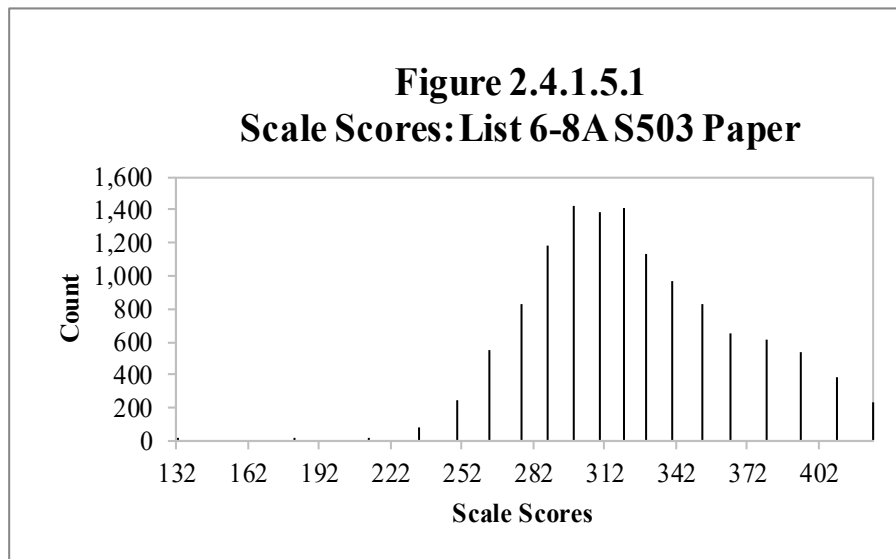


Table 2.4.1.5.2

Scale Score Descriptive Statistics: List 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 11,605 | 273 | 473 | 396.06 | 31.24 |
| 7 | 10,557 | 288 | 473 | 401.04 | 32.80 |
| 8 | 9,996 | 288 | 473 | 408.58 | 33.23 |
| Total | 32,158 | 273 | 473 | 401.59 | 32.78 |

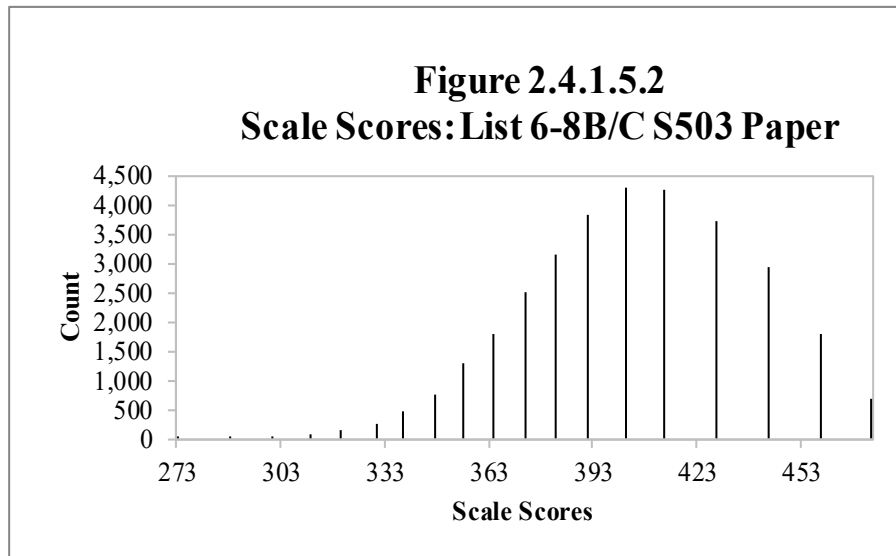
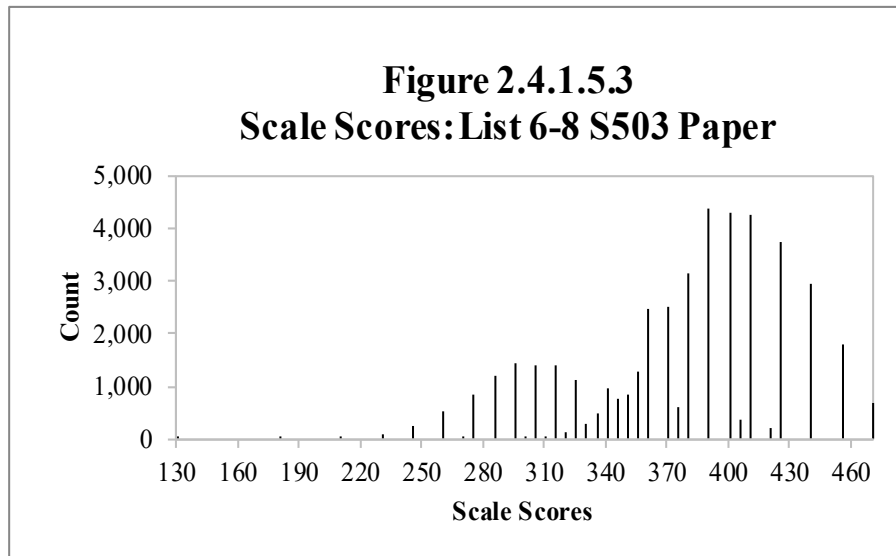


Table 2.4.1.5.3

Scale Score Descriptive Statistics: List 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 15,872 | 132 | 473 | 375.71 | 47.65 |
| 7 | 14,688 | 181 | 473 | 379.09 | 49.73 |
| 8 | 14,097 | 212 | 473 | 384.49 | 51.91 |
| Total | 44,657 | 132 | 473 | 379.59 | 49.84 |



2.4.1.6 Grades 9-12

Table 2.4.1.6.1

Scale Score Descriptive Statistics: List 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 4,625 | 172 | 432 | 324.73 | 37.92 |
| 10 | 3,284 | 205 | 432 | 330.42 | 38.04 |
| 11 | 2,777 | 205 | 432 | 333.01 | 37.26 |
| 12 | 1,363 | 246 | 432 | 338.87 | 36.97 |
| Total | 12,049 | 172 | 432 | 329.79 | 37.98 |

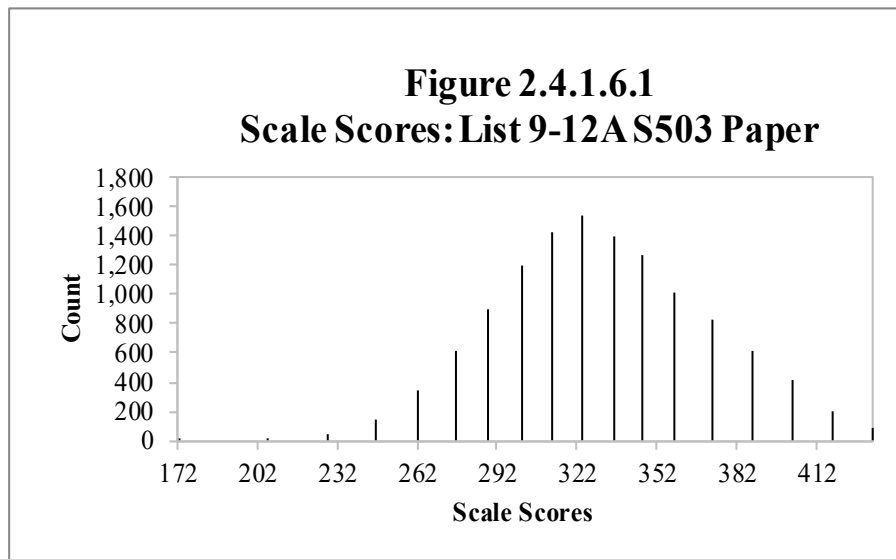


Table 2.4.1.6.2

Scale Score Descriptive Statistics: List 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 8,244 | 277 | 490 | 400.33 | 33.88 |
| 10 | 8,227 | 148 | 490 | 402.33 | 35.50 |
| 11 | 7,419 | 148 | 490 | 403.70 | 35.91 |
| 12 | 5,475 | 248 | 490 | 401.32 | 35.46 |
| Total | 29,365 | 148 | 490 | 401.92 | 35.17 |

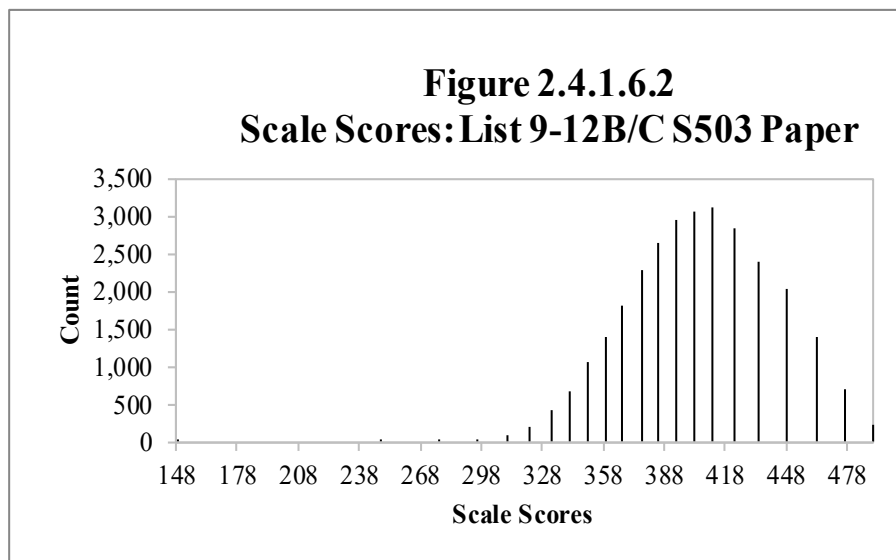
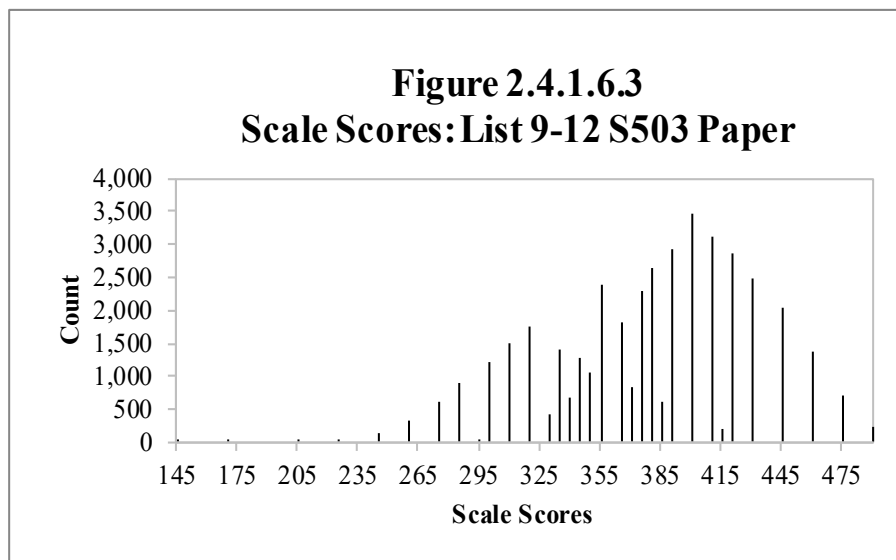


Table 2.4.1.6.3

Scale Score Descriptive Statistics: List 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 12,869 | 172 | 490 | 373.16 | 50.67 |
| 10 | 11,511 | 148 | 490 | 381.82 | 48.66 |
| 11 | 10,196 | 148 | 490 | 384.44 | 48.02 |
| 12 | 6,838 | 246 | 490 | 388.87 | 43.60 |
| Total | 41,414 | 148 | 490 | 380.94 | 48.68 |



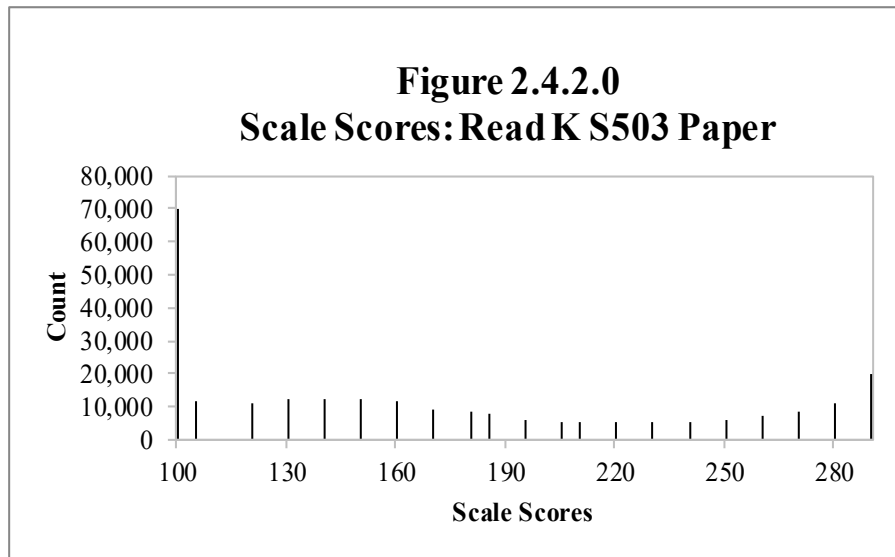
2.4.2 Reading

2.4.2.0 Kindergarten

Table 2.4.2.0

Scale Score Descriptive Statistics: Read K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,491 | 100 | 290 | 170.27 | 67.13 |
| Total | 251,491 | 100 | 290 | 170.27 | 67.13 |



2.4.2.1 Grade 1

Table 2.4.2.1.1

Scale Score Descriptive Statistics: Read 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 14,522 | 141 | 353 | 269.08 | 26.53 |
| Total | 14,522 | 141 | 353 | 269.08 | 26.53 |

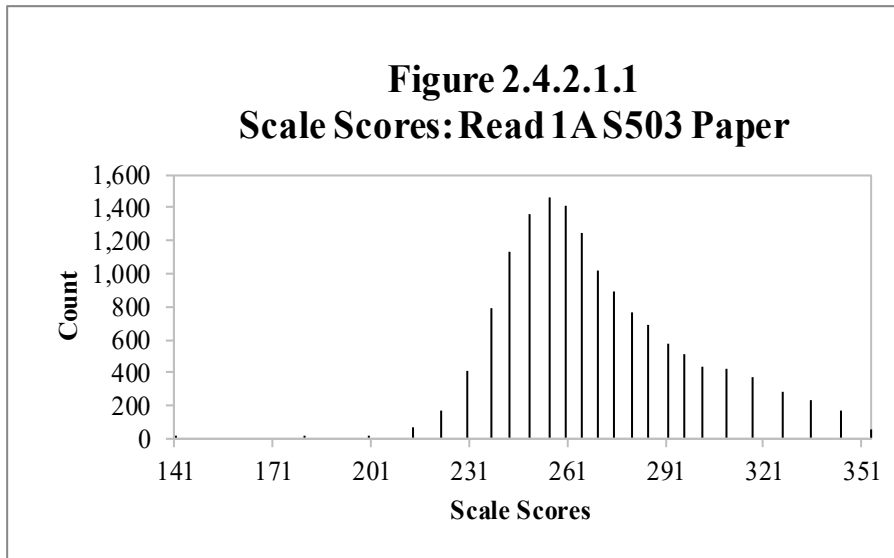


Table 2.4.2.1.2

Scale Score Descriptive Statistics: Read 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 11,346 | 236 | 392 | 303.94 | 23.66 |
| Total | 11,346 | 236 | 392 | 303.94 | 23.66 |

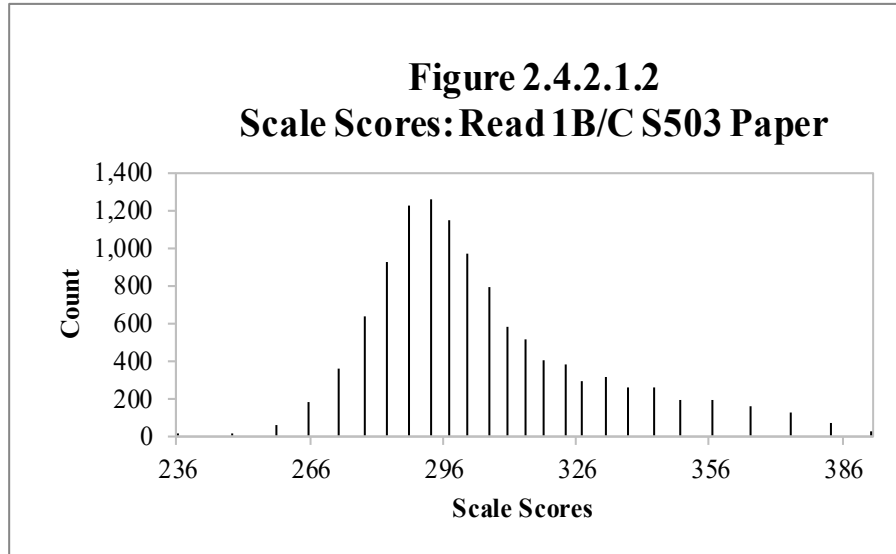
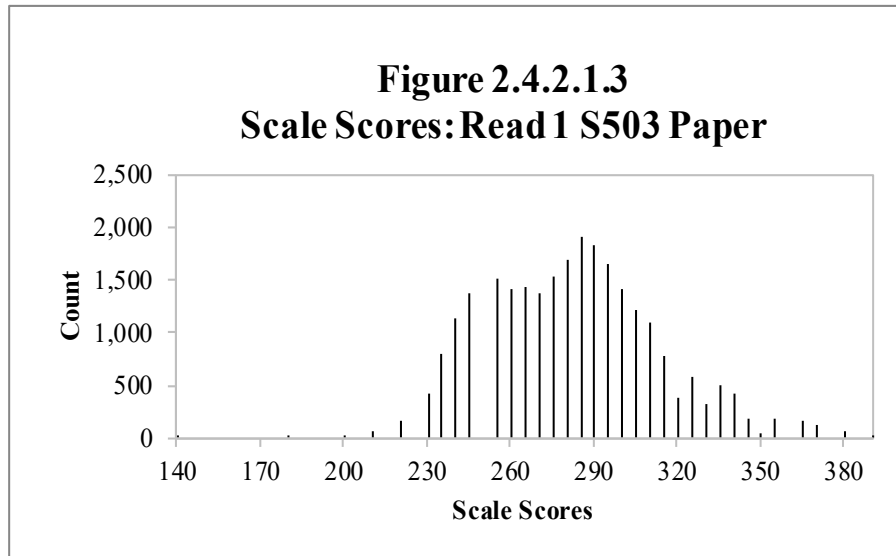


Table 2.4.2.1.3

Scale Score Descriptive Statistics: Read 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 25,868 | 141 | 392 | 284.37 | 30.66 |
| Total | 25,868 | 141 | 392 | 284.37 | 30.66 |



2.4.2.2 Grade 2

Table 2.4.2.1

Scale Score Descriptive Statistics: Read 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 7,913 | 200 | 353 | 280.89 | 30.91 |
| Total | 7,913 | 200 | 353 | 280.89 | 30.91 |

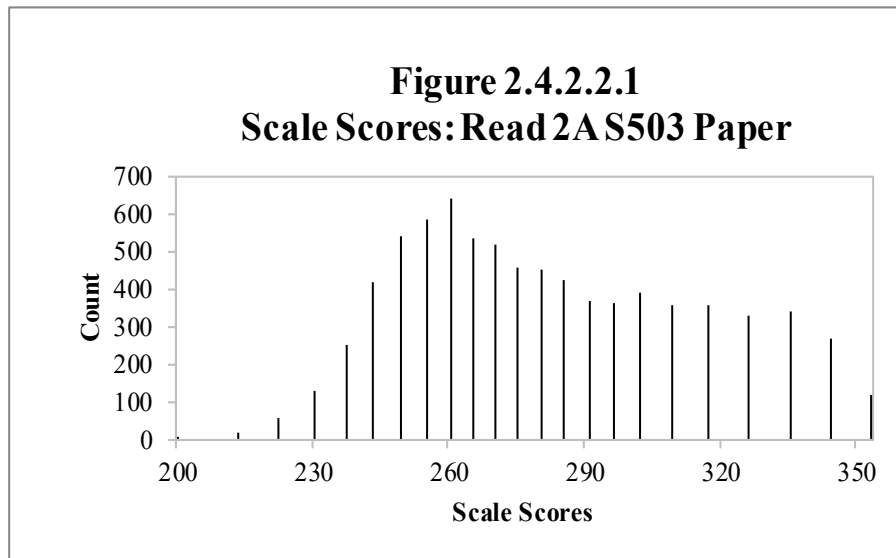


Table 2.4.2.2.2

Scale Score Descriptive Statistics: Read 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 18,951 | 158 | 392 | 321.98 | 29.32 |
| Total | 18,951 | 158 | 392 | 321.98 | 29.32 |

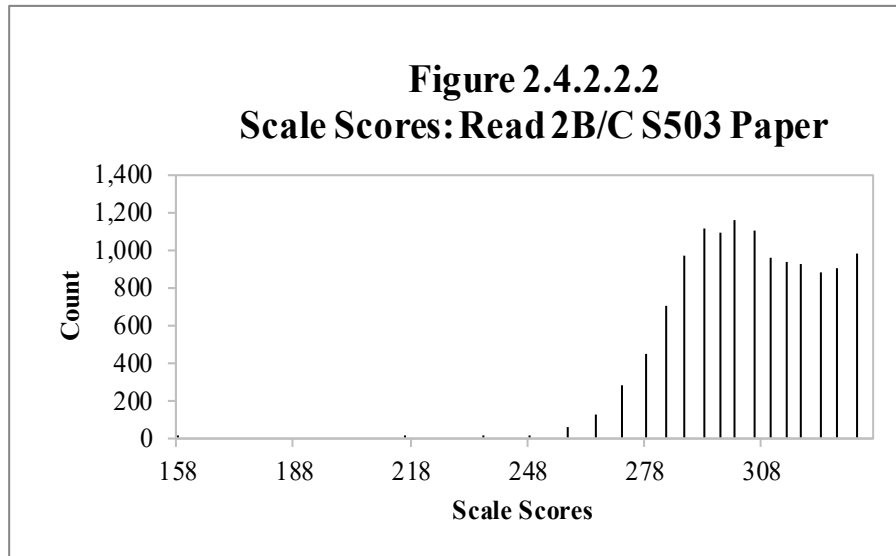
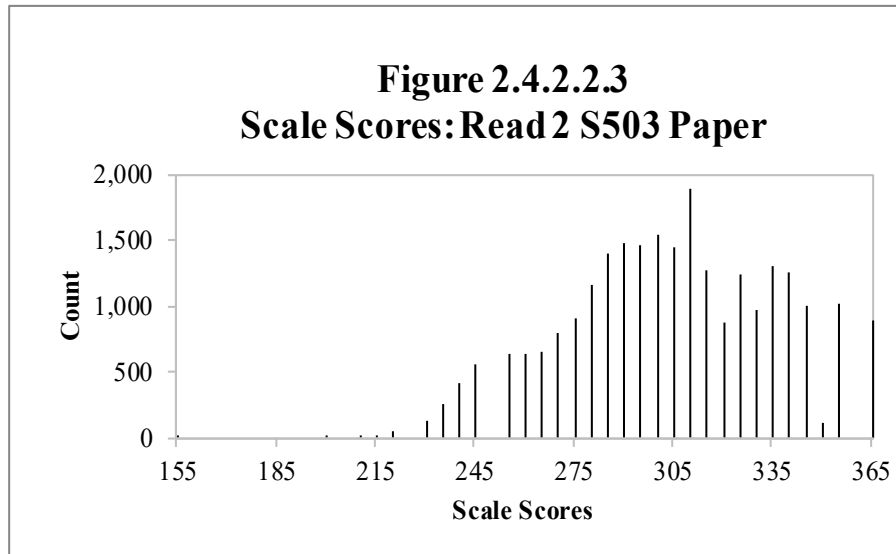


Table 2.4.2.2.3

Scale Score Descriptive Statistics: Read 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 26,864 | 158 | 392 | 309.88 | 35.20 |
| Total | 26,864 | 158 | 392 | 309.88 | 35.20 |



2.4.2.3 Grade 3

Table 2.4.2.3.1

Scale Score Descriptive Statistics: Read 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 5,791 | 213 | 389 | 300.37 | 28.42 |
| Total | 5,791 | 213 | 389 | 300.37 | 28.42 |

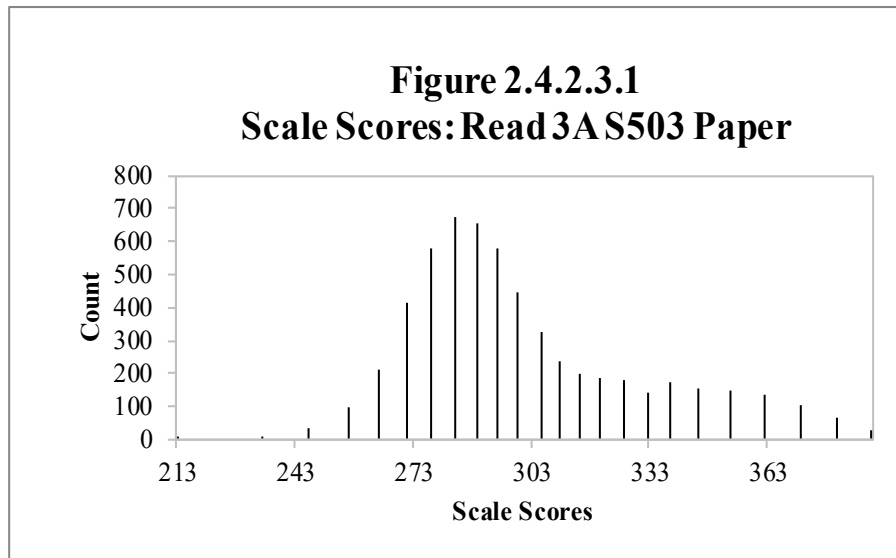


Table 2.4.2.3.2

Scale Score Descriptive Statistics: Read 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 20,451 | 158 | 447 | 345.04 | 19.15 |
| Total | 20,451 | 158 | 447 | 345.04 | 19.15 |

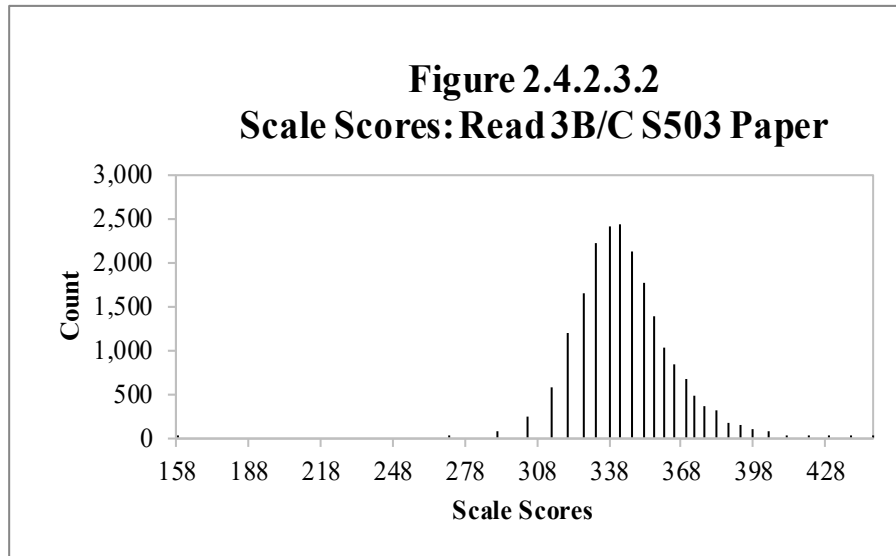
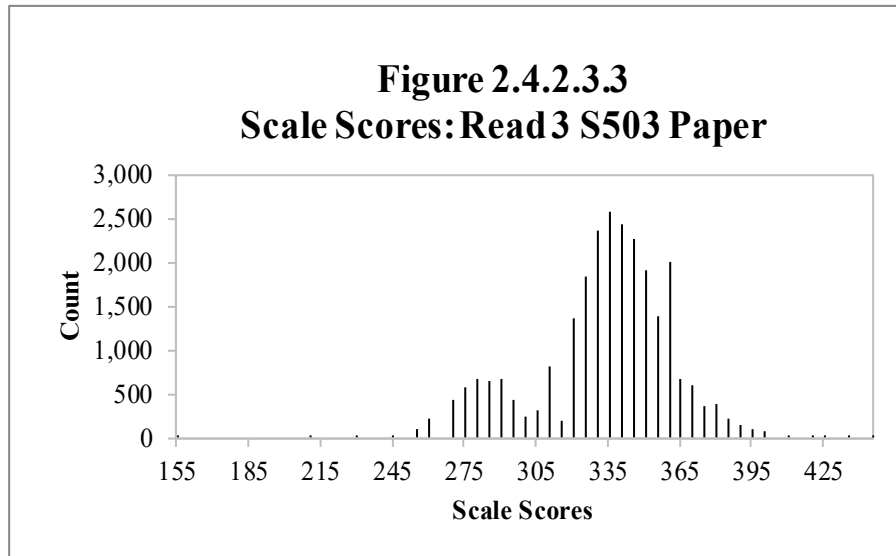


Table 2.4.2.3.3

Scale Score Descriptive Statistics: Read 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 26,242 | 158 | 447 | 335.18 | 28.41 |
| Total | 26,242 | 158 | 447 | 335.18 | 28.41 |



2.4.2.4 Grades 4-5

Table 2.4.2.4.1

Scale Score Descriptive Statistics: Read 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 4 | 4,292 | 175 | 389 | 307.37 | 30.92 |
| 5 | 4,203 | 213 | 389 | 313.39 | 33.20 |
| Total | 8,495 | 175 | 389 | 310.35 | 32.21 |

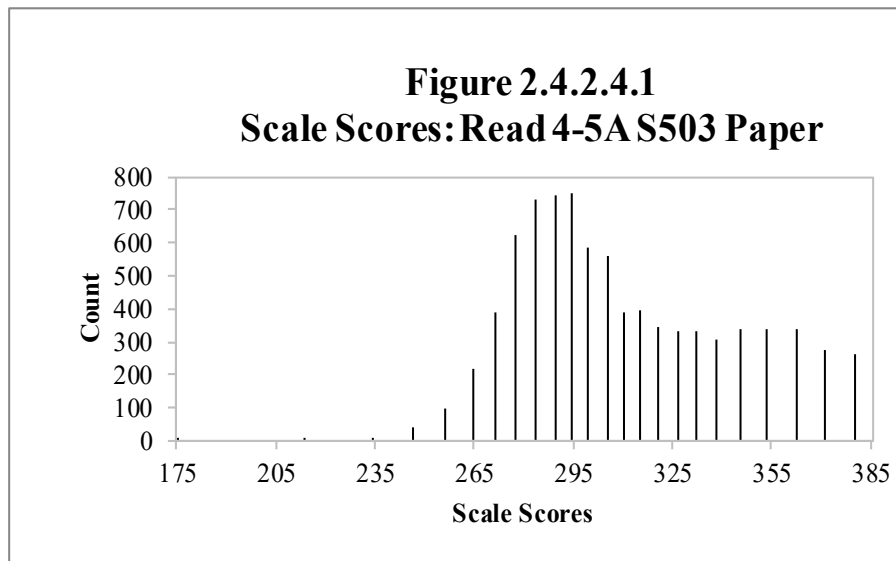


Table 2.4.2.4.2

Scale Score Descriptive Statistics: Read 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 16,329 | 271 | 447 | 355.05 | 21.29 |
| 5 | 16,688 | 271 | 447 | 362.85 | 23.52 |
| Total | 33,017 | 271 | 447 | 358.99 | 22.78 |

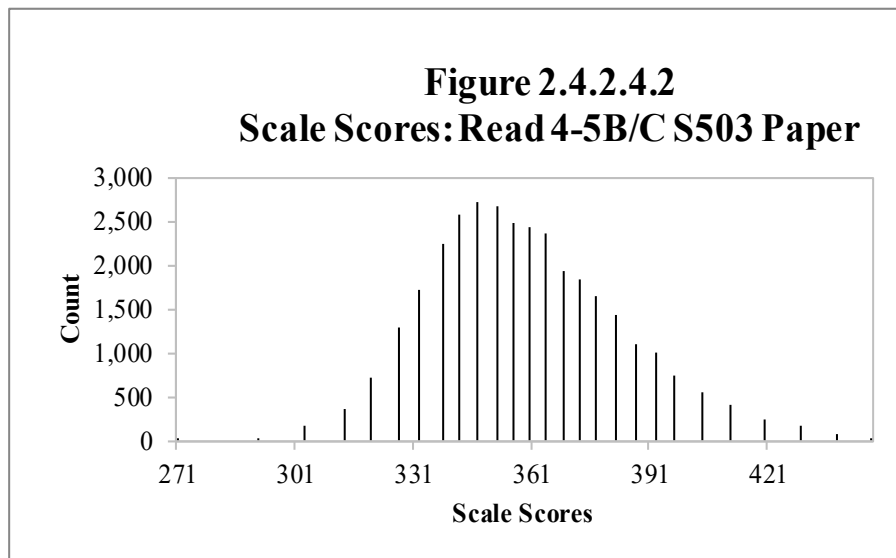
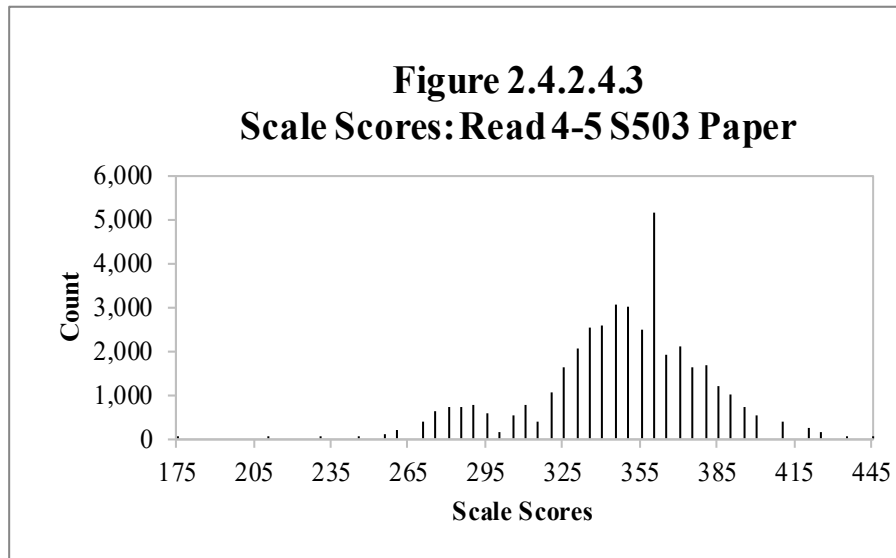


Table 2.4.2.4.3

Scale Score Descriptive Statistics: Read 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 20,621 | 175 | 447 | 345.13 | 30.54 |
| 5 | 20,891 | 213 | 447 | 352.90 | 32.51 |
| Total | 41,512 | 175 | 447 | 349.04 | 31.78 |



2.4.2.5 Grades 6-8

Table 2.4.2.5.1

Scale Score Descriptive Statistics: Read 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 4,087 | 200 | 416 | 325.93 | 26.39 |
| 7 | 4,012 | 235 | 416 | 330.53 | 28.02 |
| 8 | 4,009 | 256 | 416 | 334.99 | 28.85 |
| Total | 12,108 | 200 | 416 | 330.46 | 28.01 |

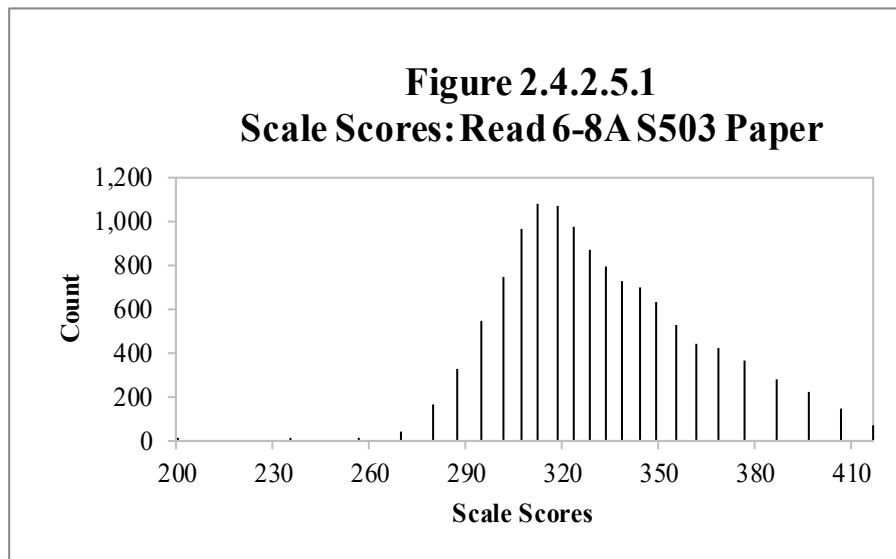


Table 2.4.2.5.2

Scale Score Descriptive Statistics: Read 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 10,261 | 276 | 448 | 361.19 | 21.13 |
| 7 | 9,489 | 276 | 448 | 367.12 | 23.12 |
| 8 | 9,118 | 200 | 448 | 374.94 | 25.05 |
| Total | 28,868 | 200 | 448 | 367.48 | 23.75 |

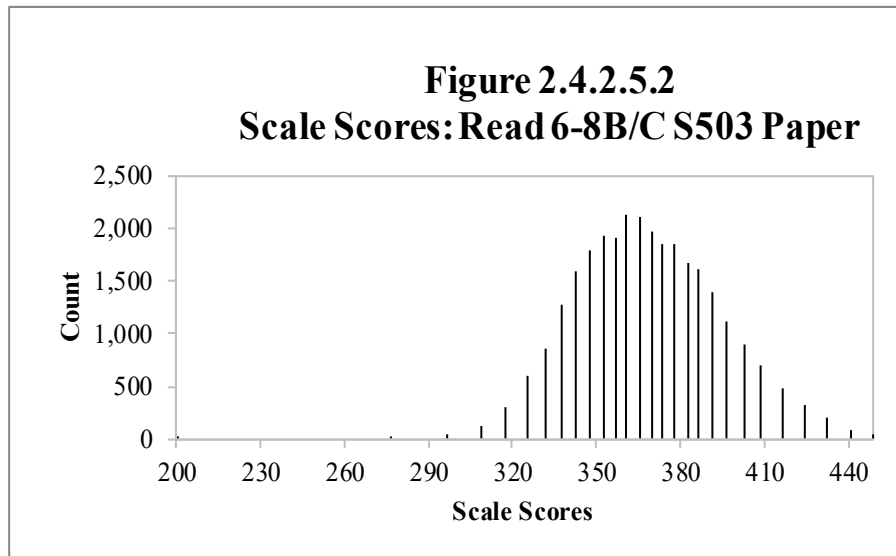
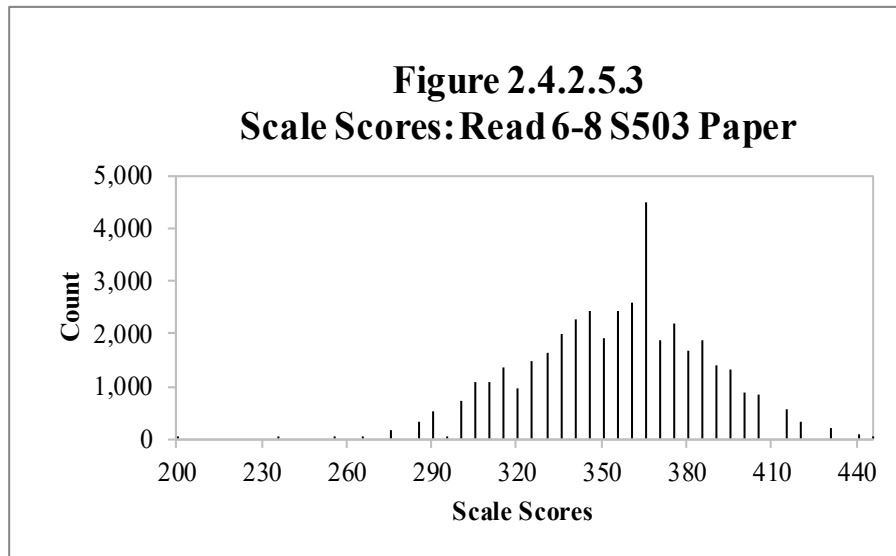


Table 2.4.2.5.3

Scale Score Descriptive Statistics: Read 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 14,348 | 200 | 448 | 351.15 | 27.77 |
| 7 | 13,501 | 235 | 448 | 356.25 | 29.81 |
| 8 | 13,127 | 200 | 448 | 362.74 | 32.07 |
| Total | 40,976 | 200 | 448 | 356.54 | 30.24 |



2.4.2.6 Grades 9-12

Table 2.4.2.6.1

Scale Score Descriptive Statistics: Read 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 4,598 | 249 | 433 | 348.57 | 28.28 |
| 10 | 3,275 | 270 | 433 | 355.12 | 29.13 |
| 11 | 2,745 | 270 | 433 | 359.50 | 29.79 |
| 12 | 1,334 | 270 | 433 | 362.79 | 29.63 |
| Total | 11,952 | 249 | 433 | 354.46 | 29.48 |

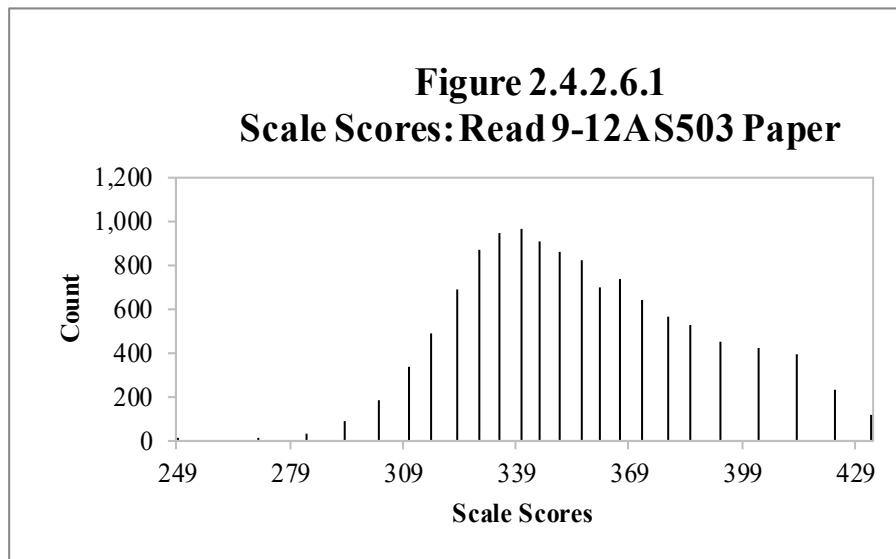


Table 2.4.2.6.2

Scale Score Descriptive Statistics: Read 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 7,352 | 299 | 478 | 391.98 | 26.89 |
| 10 | 7,394 | 299 | 478 | 396.23 | 27.60 |
| 11 | 6,811 | 299 | 478 | 400.55 | 28.75 |
| 12 | 5,141 | 319 | 478 | 398.73 | 28.36 |
| Total | 26,698 | 299 | 478 | 396.65 | 28.04 |

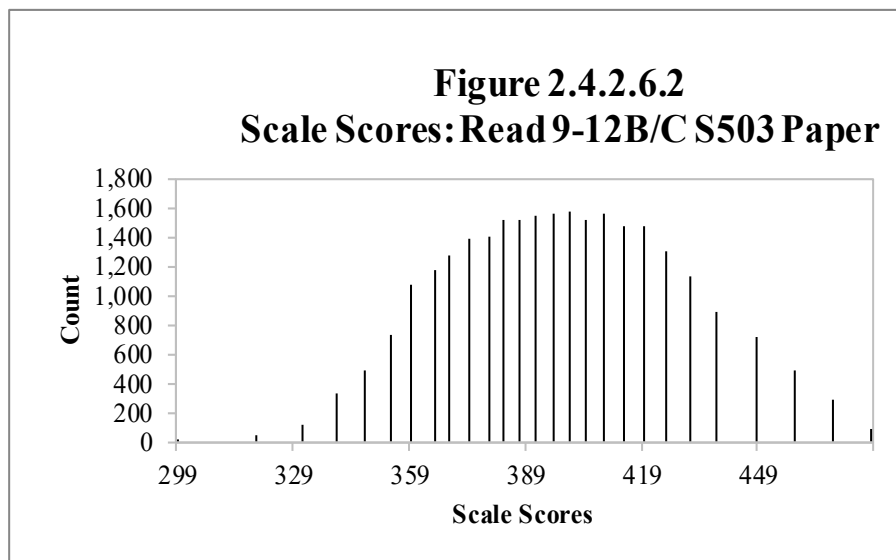
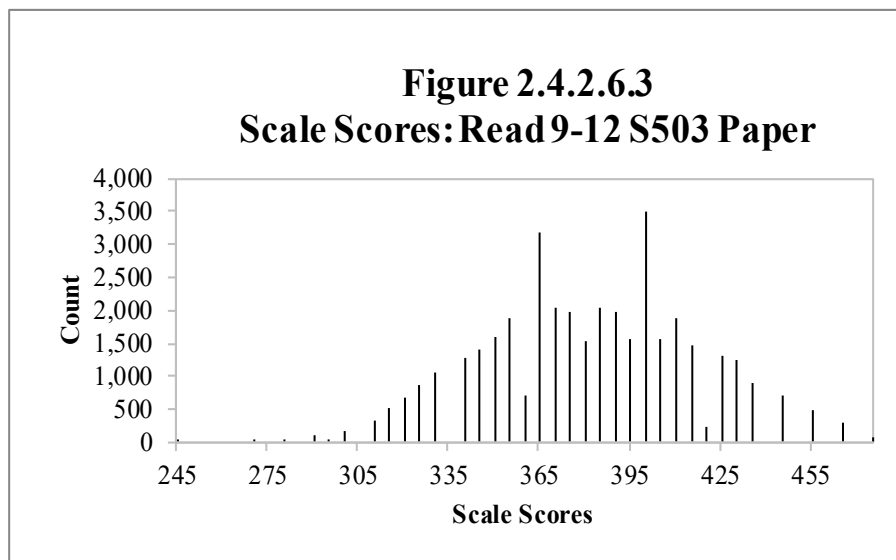


Table 2.4.2.6.3

Scale Score Descriptive Statistics: Read 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 11,950 | 249 | 478 | 375.28 | 34.62 |
| 10 | 10,669 | 270 | 478 | 383.61 | 33.88 |
| 11 | 9,556 | 270 | 478 | 388.76 | 34.48 |
| 12 | 6,475 | 270 | 478 | 391.33 | 32.10 |
| Total | 38,650 | 249 | 478 | 383.60 | 34.52 |



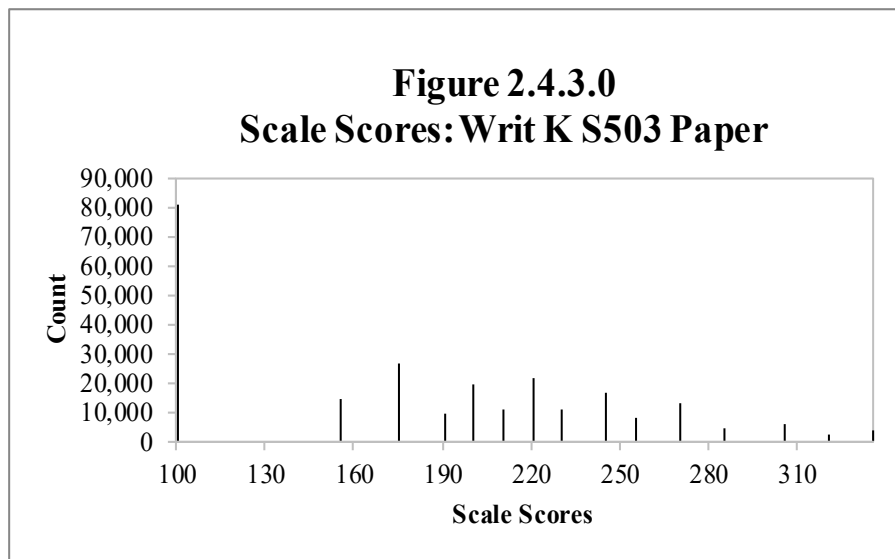
2.4.3 Writing

2.4.3.0 Kindergarten

Table 2.4.3.0

Scale Score Descriptive Statistics: Writ K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,486 | 100 | 339 | 183.05 | 67.91 |
| Total | 251,486 | 100 | 339 | 183.05 | 67.91 |



2.4.3.1 Grade 1

Table 2.4.3.1.1

Scale Score Descriptive Statistics: Writ 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 18,607 | 111 | 321 | 227.58 | 37.94 |
| Total | 18,607 | 111 | 321 | 227.58 | 37.94 |

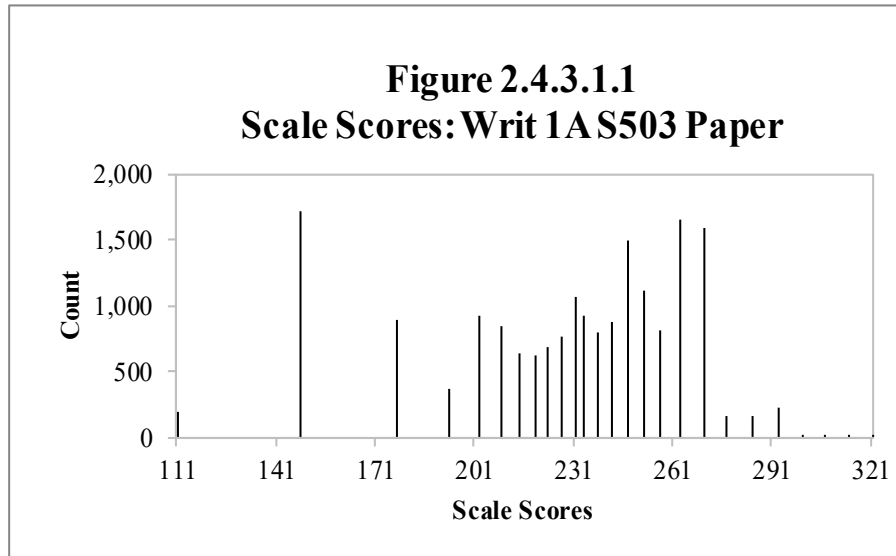


Table 2.4.3.1.2

Scale Score Descriptive Statistics: Writ 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 15,223 | 111 | 391 | 260.60 | 51.04 |
| Total | 15,223 | 111 | 391 | 260.60 | 51.04 |

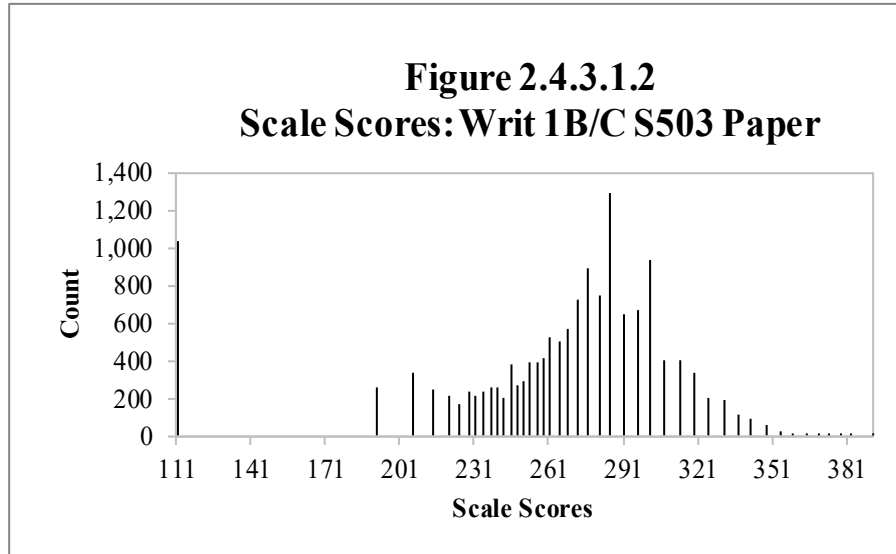
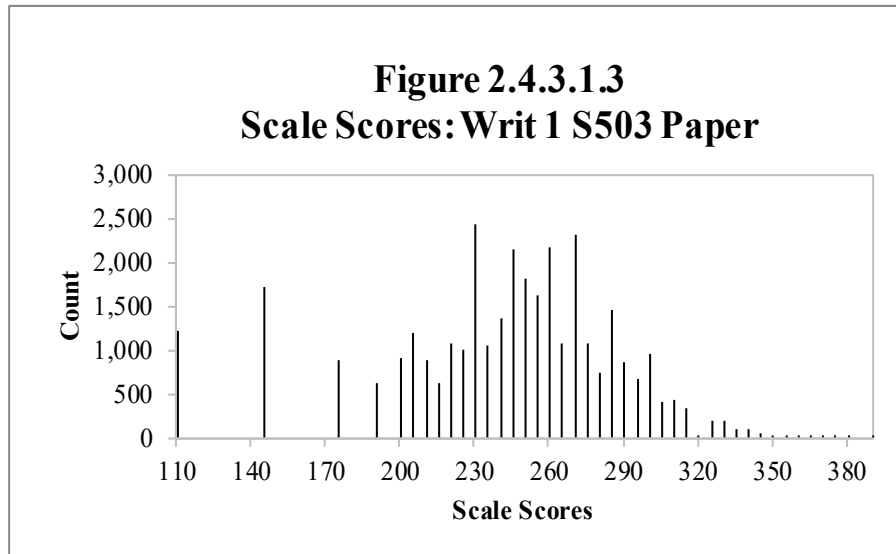


Table 2.4.3.1.3

Scale Score Descriptive Statistics: Writ 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 33,830 | 111 | 391 | 242.44 | 47.27 |
| Total | 33,830 | 111 | 391 | 242.44 | 47.27 |



2.4.3.2 Grade 2

Table 2.4.3.2.1

Scale Score Descriptive Statistics: Writ 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|--------|-----------|
| 2 | 9,430 | 133 | 347 | 238.16 | 46.66 |
| Total | 9,430 | 133 | 347 | 238.16 | 46.66 |

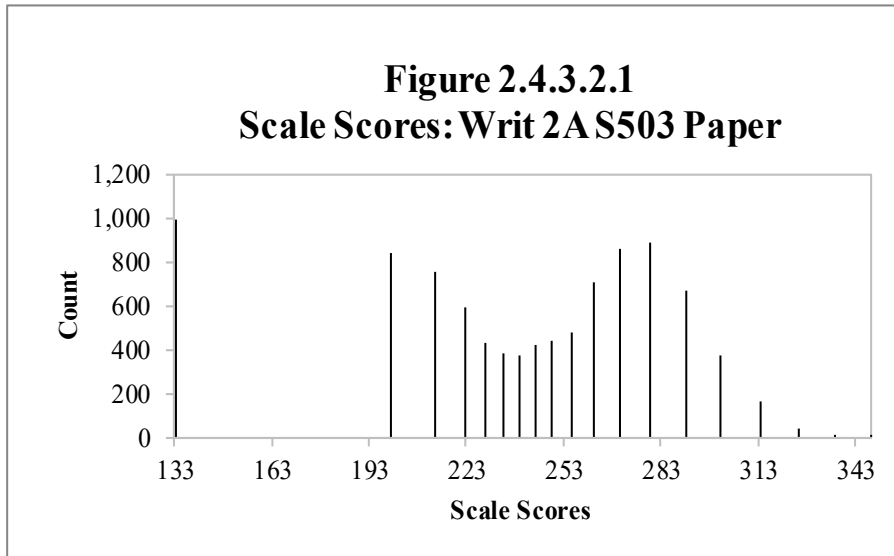


Table 2.4.3.2.2

Scale Score Descriptive Statistics: Writ 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 23,216 | 133 | 384 | 285.15 | 38.00 |
| Total | 23,216 | 133 | 384 | 285.15 | 38.00 |

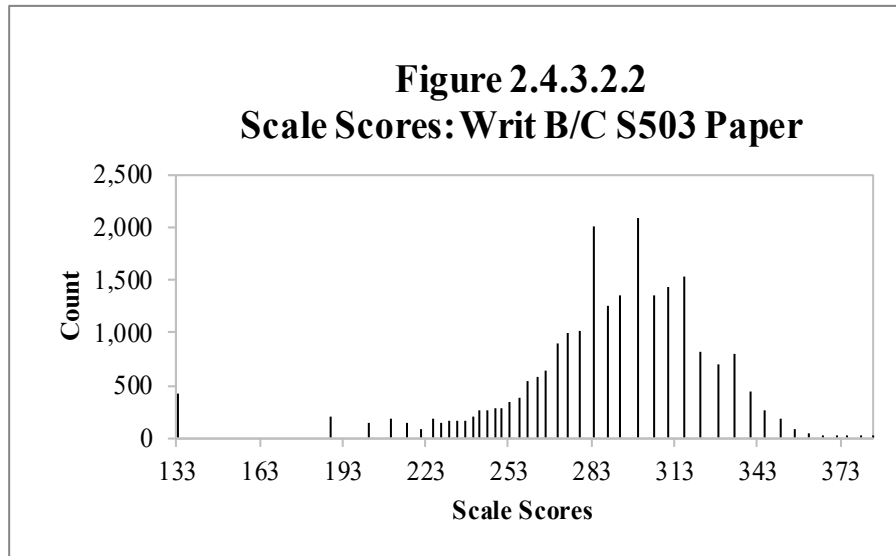
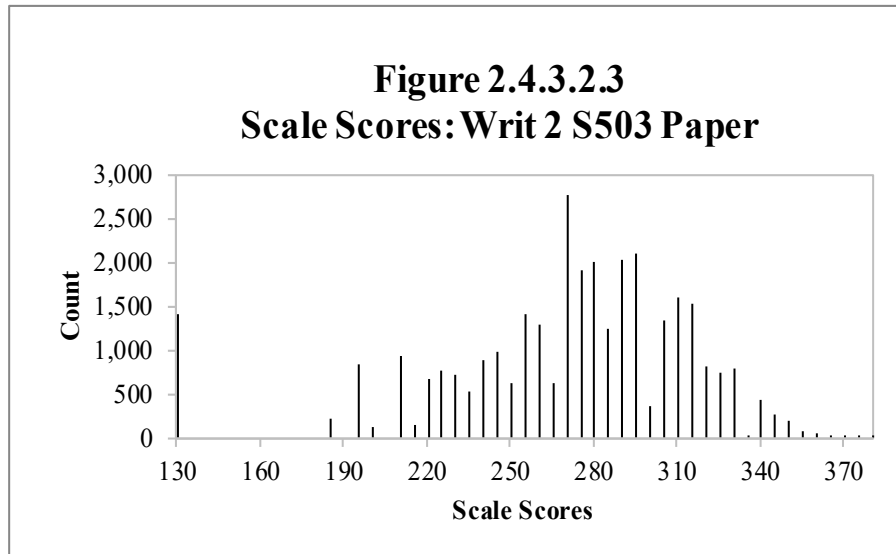


Table 2.4.3.2.3

Scale Score Descriptive Statistics: Writ 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 32,646 | 133 | 384 | 271.57 | 45.93 |
| Total | 32,646 | 133 | 384 | 271.57 | 45.93 |



2.4.3.3 Grade 3

Table 2.4.3.3.1

Scale Score Descriptive Statistics: Writ 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 7,021 | 133 | 358 | 248.70 | 45.38 |
| Total | 7,021 | 133 | 358 | 248.70 | 45.38 |



Table 2.4.3.3.2

Scale Score Descriptive Statistics: Writ 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 24,568 | 133 | 420 | 301.17 | 32.69 |
| Total | 24,568 | 133 | 420 | 301.17 | 32.69 |

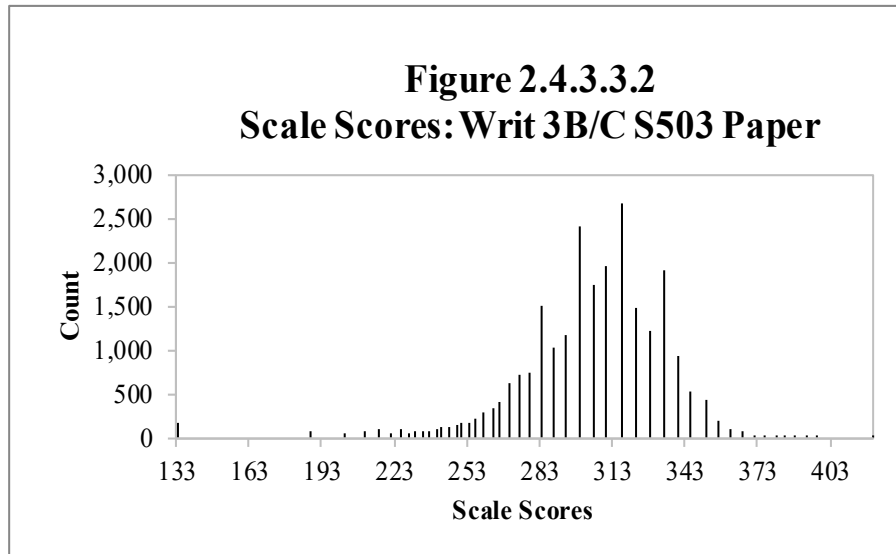
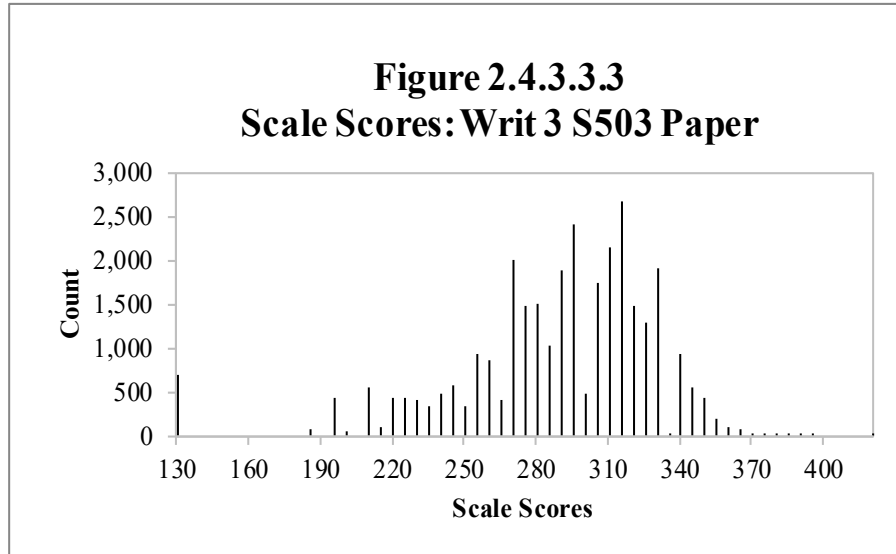


Table 2.4.3.3.3

Scale Score Descriptive Statistics: Writ 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 31,589 | 133 | 420 | 289.51 | 42.01 |
| Total | 31,589 | 133 | 420 | 289.51 | 42.01 |



2.4.3.4 Grades 4-5

Table 2.4.3.4.1

Scale Score Descriptive Statistics: Writ 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 4 | 5,008 | 155 | 388 | 266.04 | 46.12 |
| 5 | 4,785 | 155 | 388 | 272.83 | 45.00 |
| Total | 9,793 | 155 | 388 | 269.36 | 45.70 |

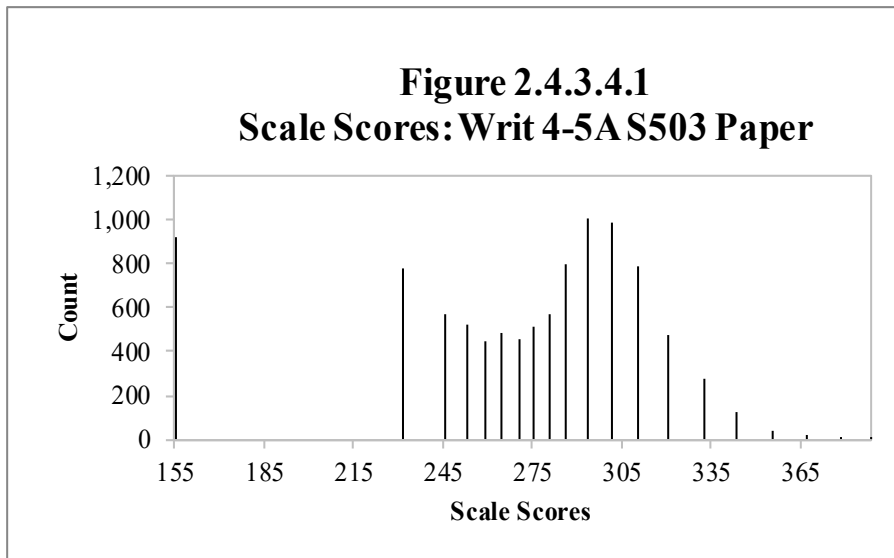


Table 2.4.3.4.2

Scale Score Descriptive Statistics: Writ 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 18,717 | 155 | 450 | 334.16 | 33.41 |
| 5 | 18,763 | 155 | 462 | 347.20 | 34.23 |
| Total | 37,480 | 155 | 462 | 340.69 | 34.45 |

Figure 2.4.3.4.2
Scale Scores: Writ 4-5B/C S503 Paper

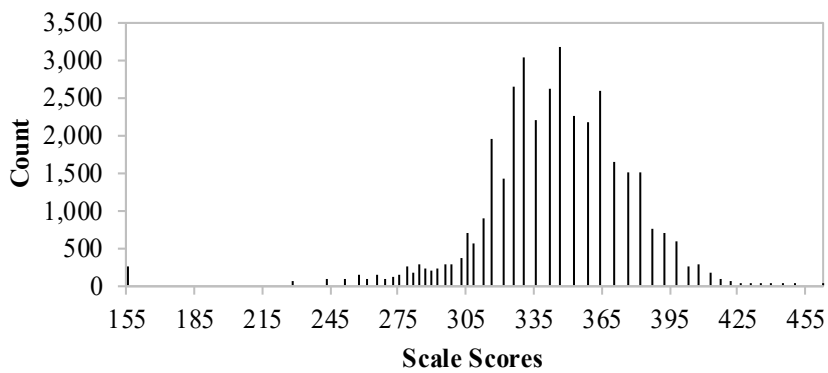
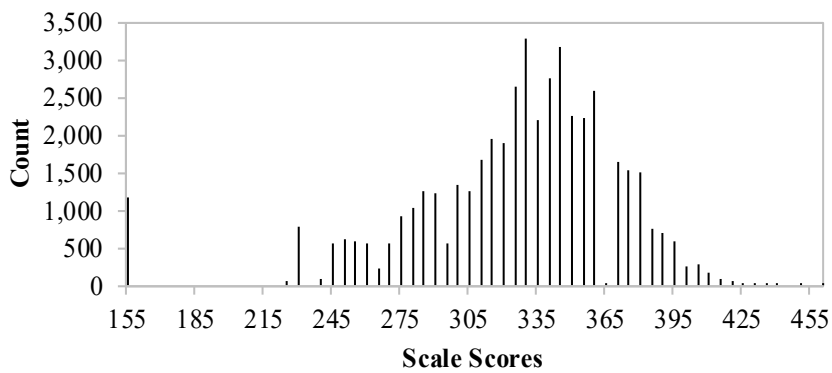


Table 2.4.3.4.3

Scale Score Descriptive Statistics: Writ 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 23,725 | 155 | 450 | 319.78 | 45.85 |
| 5 | 23,548 | 155 | 462 | 332.09 | 47.34 |
| Total | 47,273 | 155 | 462 | 325.91 | 47.00 |

Figure 2.4.3.4.3
Scale Scores: Writ 4-5 S503 Paper



2.4.3.5 Grades 6-8

Table 2.4.3.5.1

Scale Score Descriptive Statistics: Writ 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 6 | 4,564 | 188 | 379 | 269.35 | 32.29 |
| 7 | 4,439 | 188 | 379 | 272.89 | 31.50 |
| 8 | 4,425 | 188 | 416 | 277.70 | 31.72 |
| Total | 13,428 | 188 | 416 | 273.27 | 32.02 |

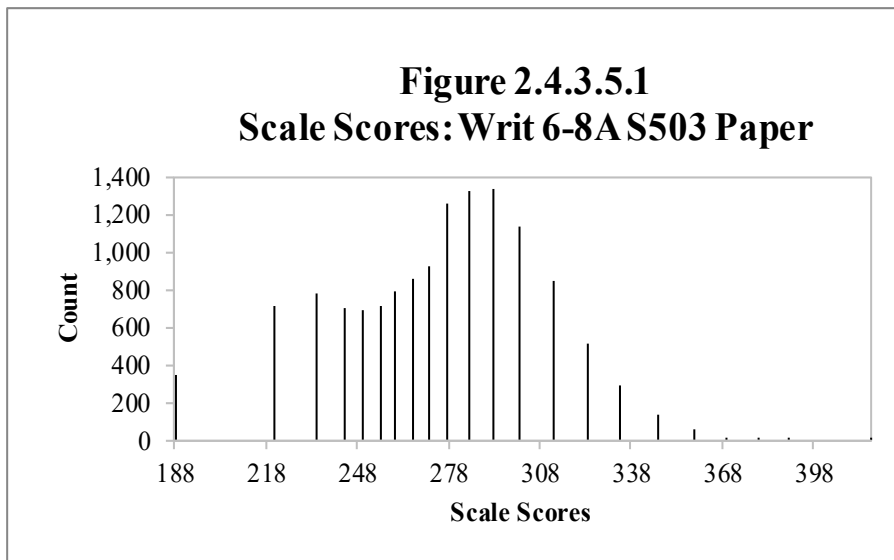


Table 2.4.3.5.2

Scale Score Descriptive Statistics: Writ 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 12,134 | 188 | 413 | 335.80 | 29.00 |
| 7 | 11,035 | 188 | 422 | 341.50 | 29.56 |
| 8 | 10,450 | 188 | 427 | 347.62 | 28.98 |
| Total | 33,619 | 188 | 427 | 341.35 | 29.57 |

Figure 2.4.3.5.2
Scale Scores: Writ 6-8B/C S503 Paper

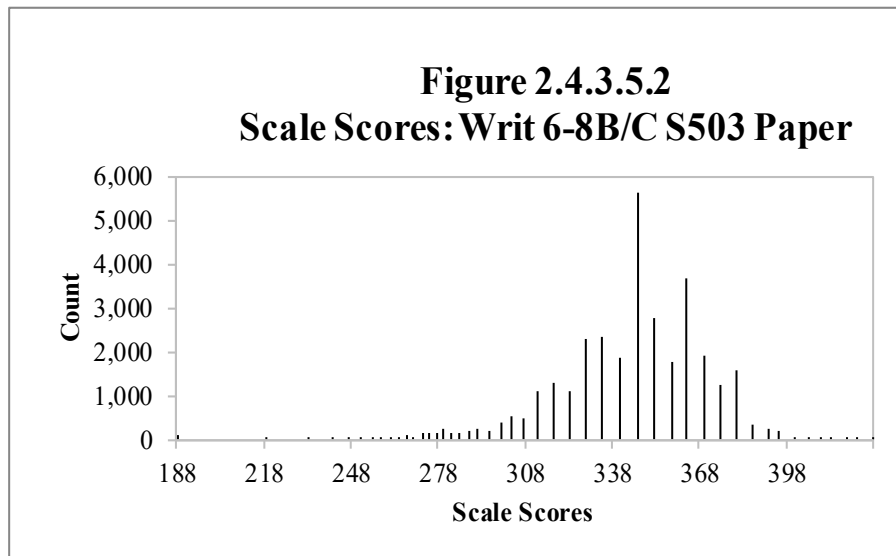
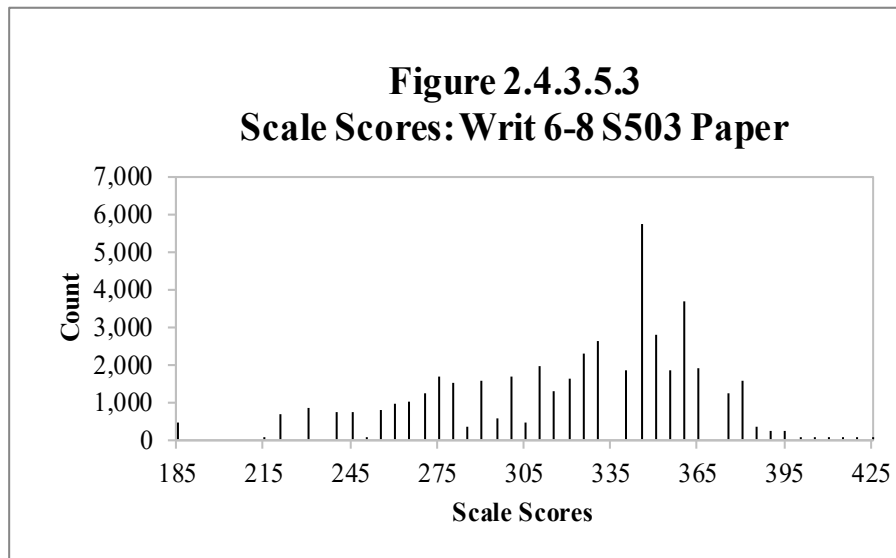


Table 2.4.3.5.3

Scale Score Descriptive Statistics: Writ 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 16,698 | 188 | 413 | 317.64 | 42.11 |
| 7 | 15,474 | 188 | 422 | 321.82 | 43.25 |
| 8 | 14,875 | 188 | 427 | 326.82 | 43.72 |
| Total | 47,047 | 188 | 427 | 321.92 | 43.16 |

Figure 2.4.3.5.3
Scale Scores: Writ 6-8 S503 Paper



2.4.3.6 Grades 9-12

Table 2.4.3.6.1

Scale Score Descriptive Statistics: Writ 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 5,117 | 232 | 430 | 301.02 | 37.07 |
| 10 | 3,587 | 232 | 430 | 309.02 | 35.24 |
| 11 | 3,007 | 232 | 430 | 313.55 | 35.62 |
| 12 | 1,450 | 232 | 412 | 320.91 | 33.03 |
| Total | 13,161 | 232 | 430 | 308.25 | 36.43 |

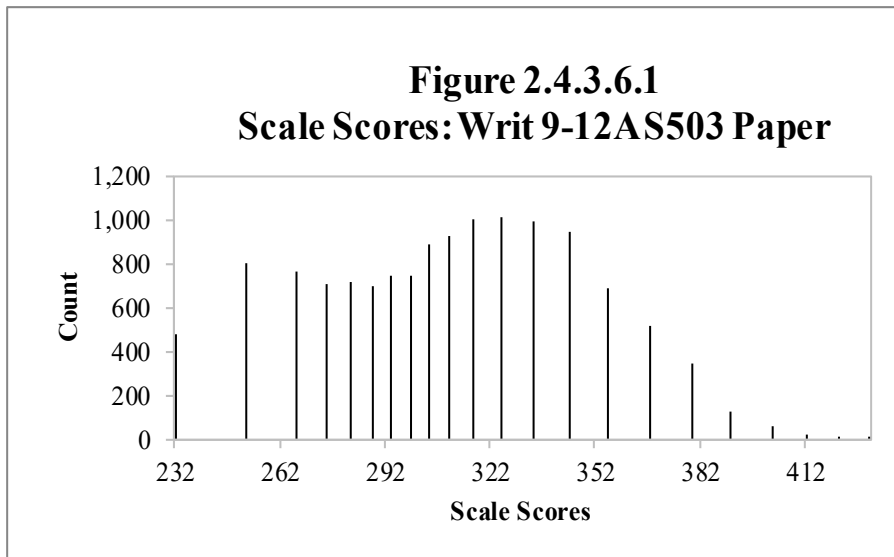


Table 2.4.3.6.2

Scale Score Descriptive Statistics: Writ 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 8,648 | 232 | 471 | 366.09 | 36.44 |
| 10 | 8,641 | 232 | 482 | 369.19 | 37.57 |
| 11 | 7,818 | 232 | 482 | 372.41 | 38.20 |
| 12 | 5,756 | 232 | 471 | 369.69 | 39.54 |
| Total | 30,863 | 232 | 482 | 369.23 | 37.87 |

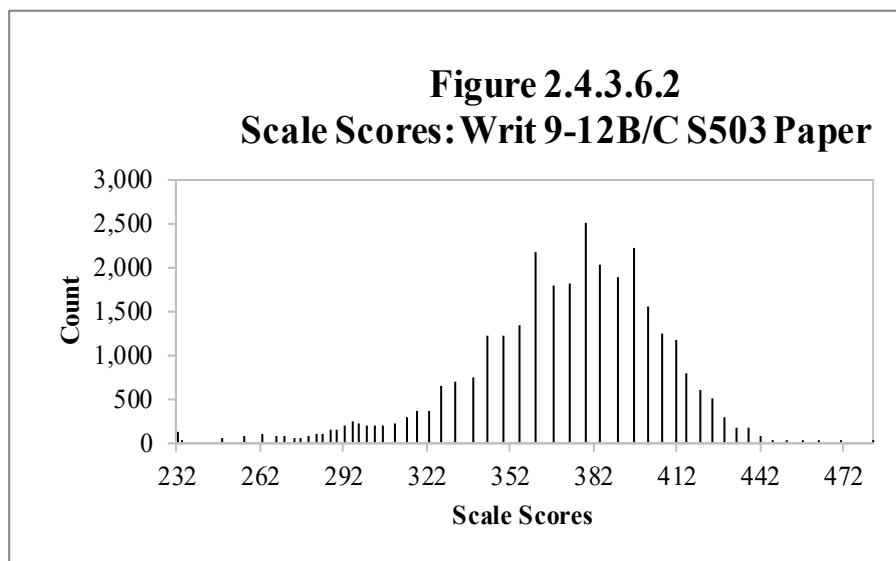
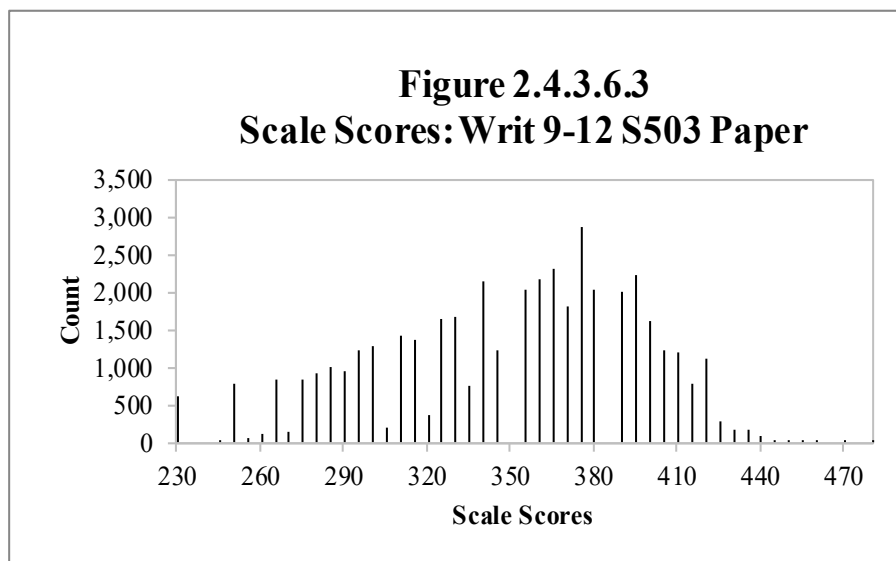


Table 2.4.3.6.3

Scale Score Descriptive Statistics: Writ 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 13,765 | 232 | 471 | 341.90 | 48.31 |
| 10 | 12,228 | 232 | 482 | 351.54 | 45.96 |
| 11 | 10,825 | 232 | 482 | 356.06 | 45.84 |
| 12 | 7,206 | 232 | 471 | 359.87 | 43.02 |
| Total | 44,024 | 232 | 482 | 351.00 | 46.70 |



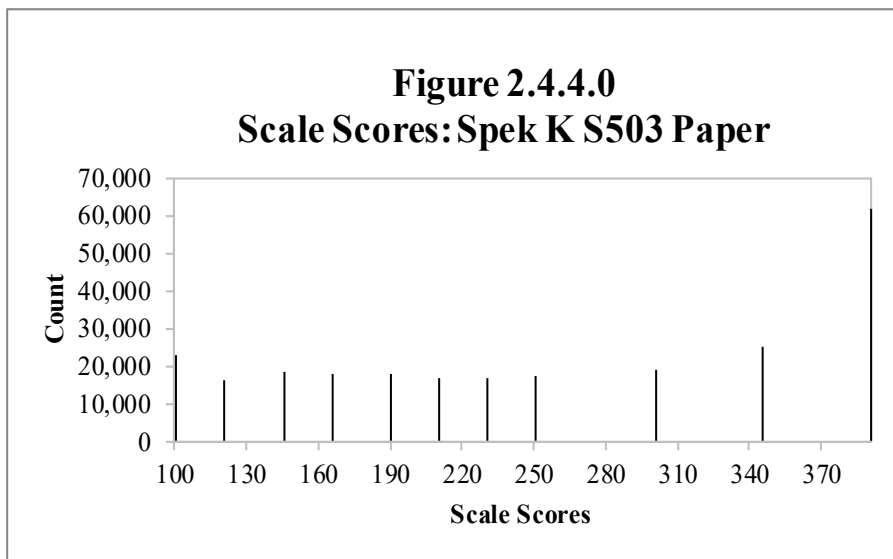
2.4.4 Speaking

2.4.4.0 Kindergarten

Table 2.4.4.0

Scale Score Descriptive Statistics: Spek K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,483 | 100 | 392 | 255.29 | 104.28 |
| Total | 251,483 | 100 | 392 | 255.29 | 104.28 |



2.4.4.1 Grade 1

Table 2.4.4.1.1

Scale Score Descriptive Statistics: Spek 1 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 18,370 | 106 | 401 | 238.14 | 67.13 |
| Total | 18,370 | 106 | 401 | 238.14 | 67.13 |

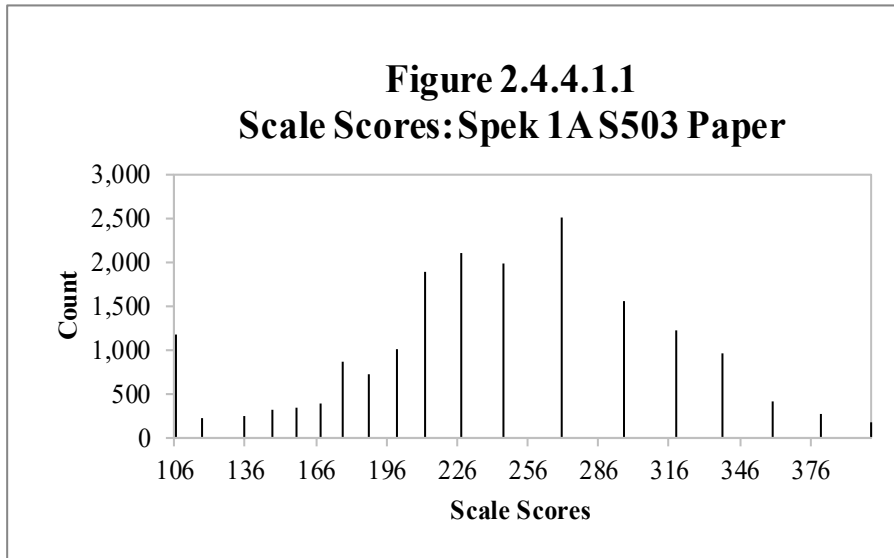


Table 2.4.4.1.2

Scale Score Descriptive Statistics: Spek 1 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 15,080 | 106 | 414 | 293.70 | 54.01 |
| Total | 15,080 | 106 | 414 | 293.70 | 54.01 |

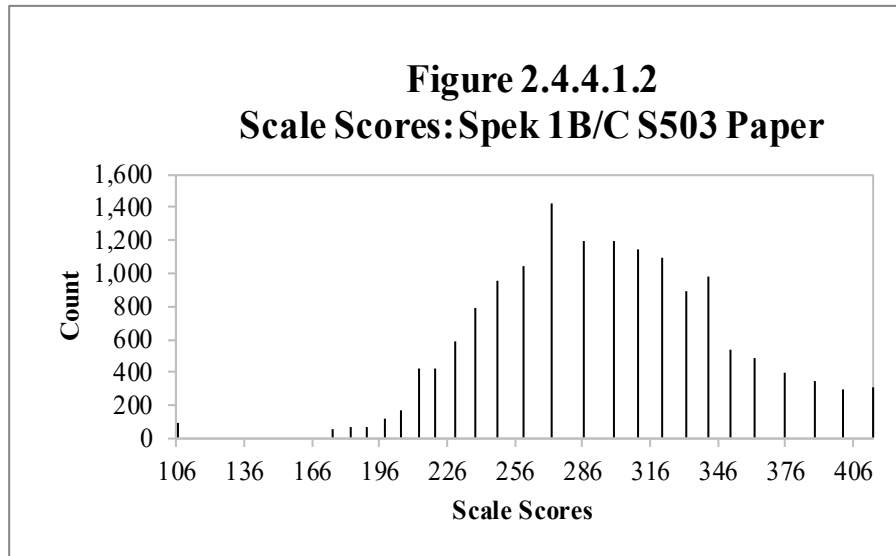
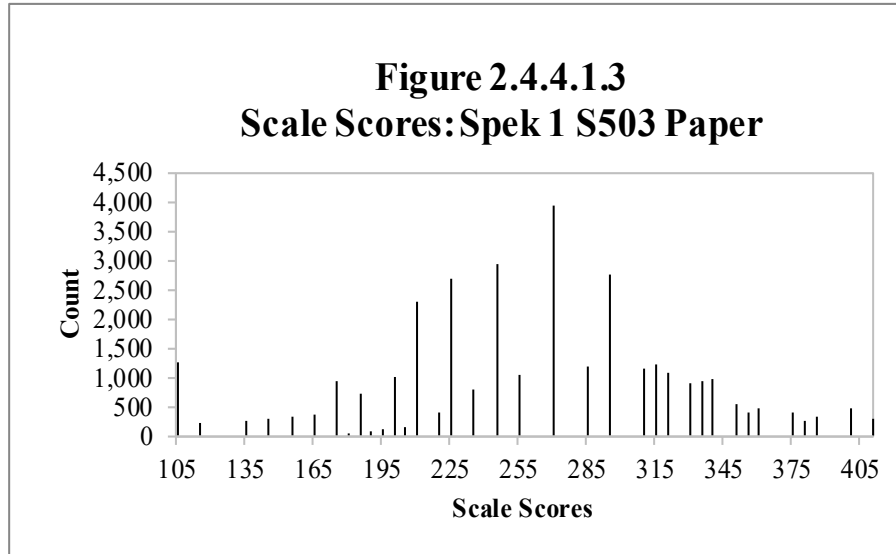


Table 2.4.4.1.3

Scale Score Descriptive Statistics: Spek 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 33,450 | 106 | 414 | 263.19 | 67.49 |
| Total | 33,450 | 106 | 414 | 263.19 | 67.49 |



2.4.4.2 Grade 2

Table 2.4.4.2.1

Scale Score Descriptive Statistics: Spek 2 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------|------|--------|-----------|
| 2 | 9,275 | 118 | 380 | 234.87 | 71.79 |
| Total | 9,275 | 118 | 380 | 234.87 | 71.79 |

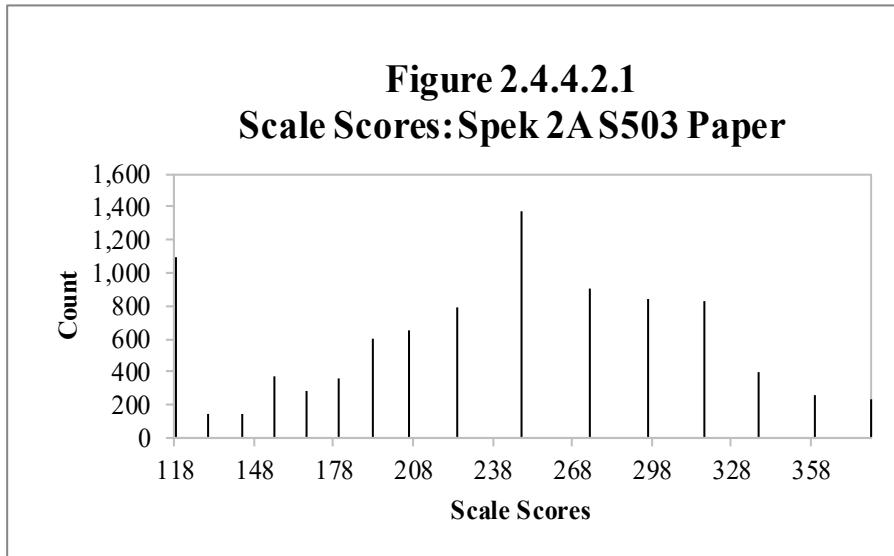


Table 2.4.4.2.2

Scale Score Descriptive Statistics: Spek 2 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 22,969 | 118 | 425 | 305.73 | 53.74 |
| Total | 22,969 | 118 | 425 | 305.73 | 53.74 |

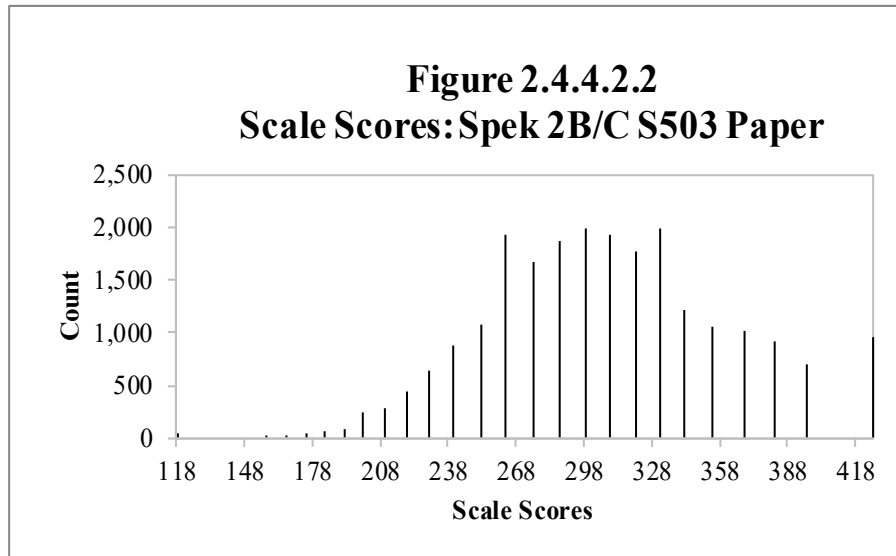
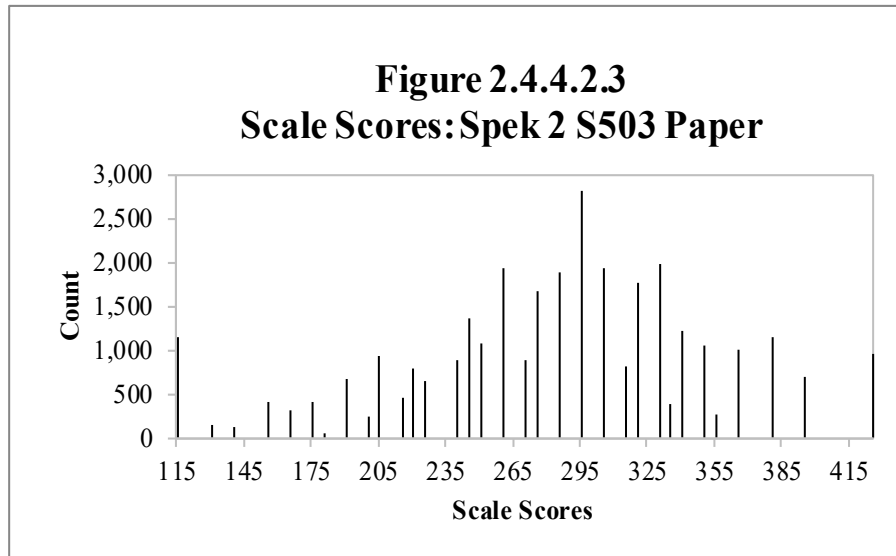


Table 2.4.4.2.3

Scale Score Descriptive Statistics: Spek 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 32,244 | 118 | 425 | 285.35 | 67.59 |
| Total | 32,244 | 118 | 425 | 285.35 | 67.59 |



2.4.4.3 Grade 3

Table 2.4.4.3.1

Scale Score Descriptive Statistics: Spek 3 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 6,925 | 118 | 380 | 233.81 | 73.20 |
| Total | 6,925 | 118 | 380 | 233.81 | 73.20 |

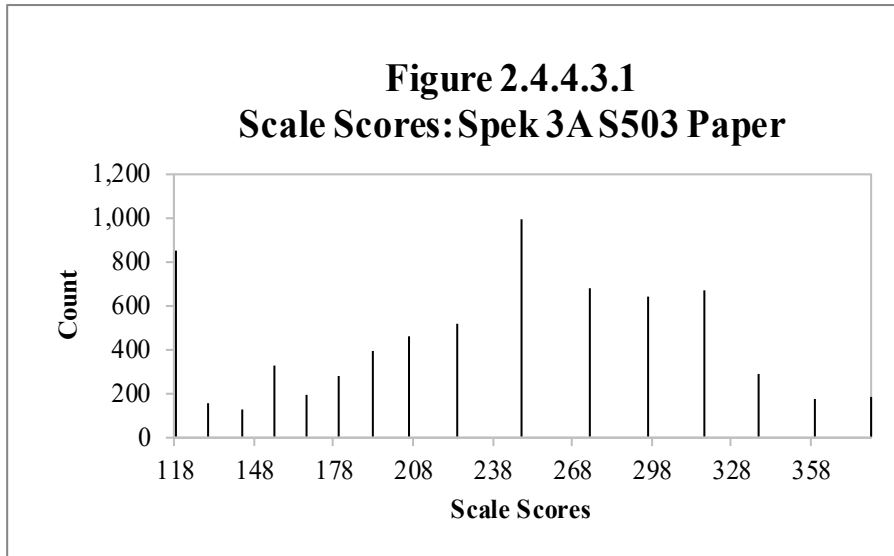


Table 2.4.4.3.2

Scale Score Descriptive Statistics: Spek 3 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 24,308 | 118 | 425 | 318.41 | 51.77 |
| Total | 24,308 | 118 | 425 | 318.41 | 51.77 |

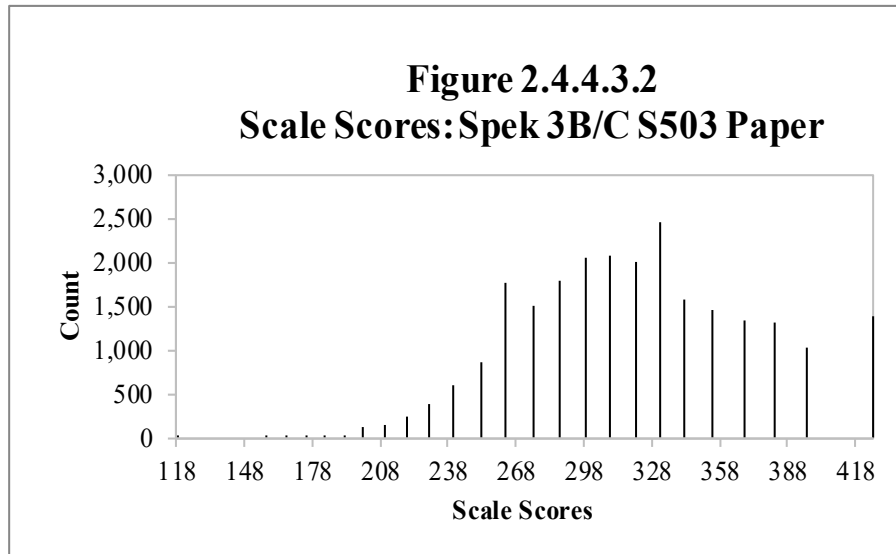
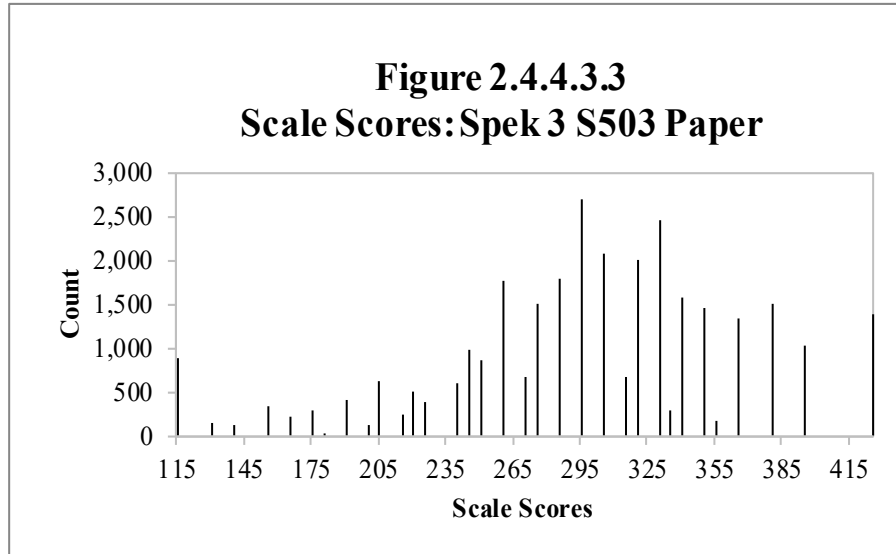


Table 2.4.4.3.3

Scale Score Descriptive Statistics: Spek 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 31,233 | 118 | 425 | 299.65 | 67.15 |
| Total | 31,233 | 118 | 425 | 299.65 | 67.15 |



2.4.4.4 Grades 4-5

Table 2.4.4.4.1

Scale Score Descriptive Statistics: Spek 4-5 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 4 | 4,965 | 130 | 408 | 234.63 | 69.01 |
| 5 | 4,738 | 130 | 408 | 235.55 | 69.34 |
| Total | 9,703 | 130 | 408 | 235.08 | 69.17 |

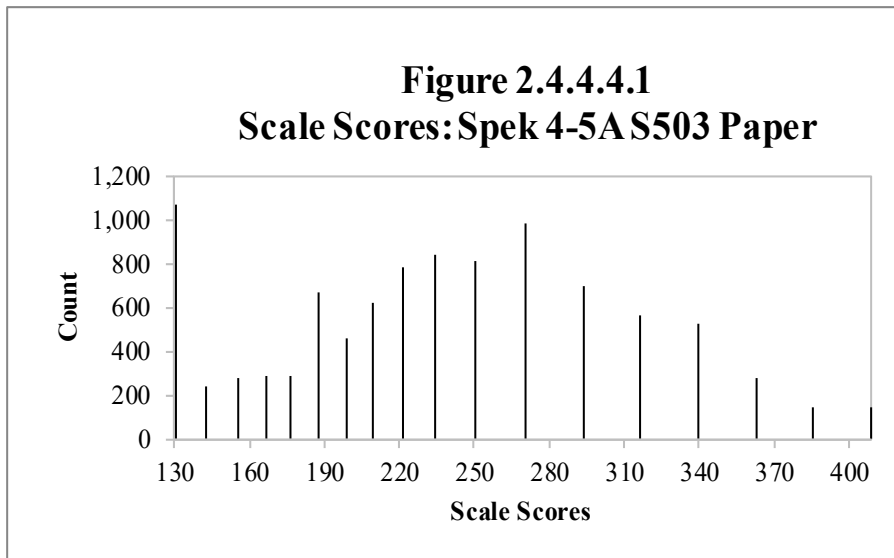


Table 2.4.4.2

Scale Score Descriptive Statistics: Spek 4-5 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 18,564 | 130 | 443 | 346.69 | 51.69 |
| 5 | 18,643 | 130 | 443 | 354.50 | 52.04 |
| Total | 37,207 | 130 | 443 | 350.60 | 52.01 |

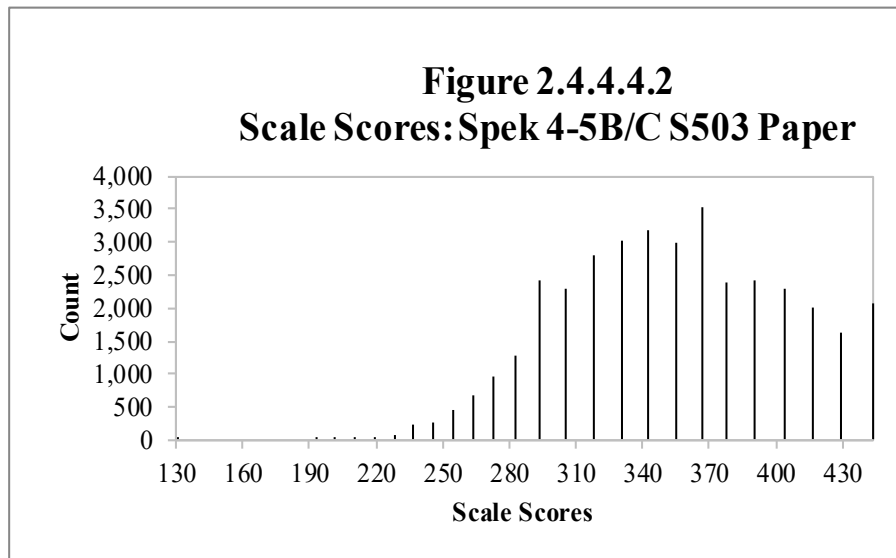
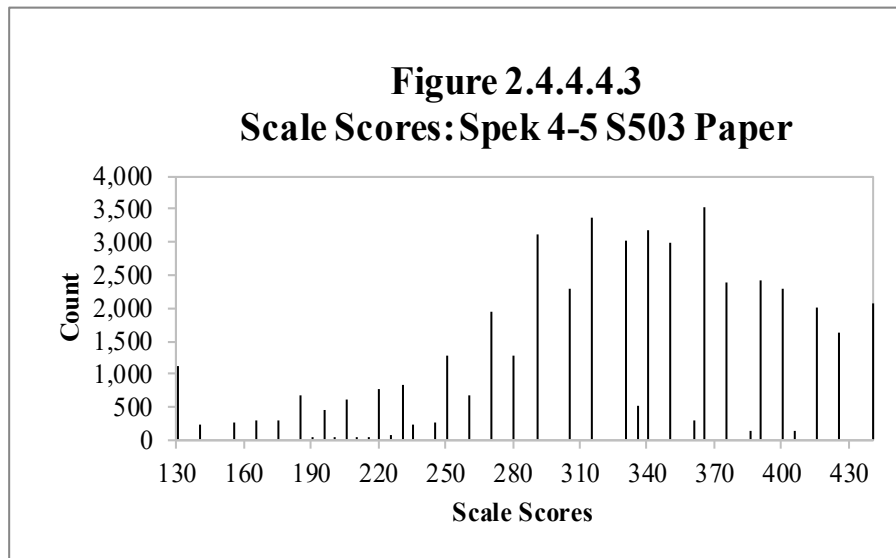


Table 2.4.4.3

Scale Score Descriptive Statistics: Spek 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 23,529 | 130 | 443 | 323.05 | 72.14 |
| 5 | 23,381 | 130 | 443 | 330.39 | 73.62 |
| Total | 46,910 | 130 | 443 | 326.71 | 72.97 |



2.4.4.5 Grades 6-8

Table 2.4.4.5.1

Scale Score Descriptive Statistics: Spek 6-8 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 6 | 4,530 | 148 | 438 | 257.10 | 72.38 |
| 7 | 4,404 | 148 | 438 | 256.48 | 72.01 |
| 8 | 4,394 | 148 | 438 | 263.36 | 72.78 |
| Total | 13,328 | 148 | 438 | 258.96 | 72.45 |

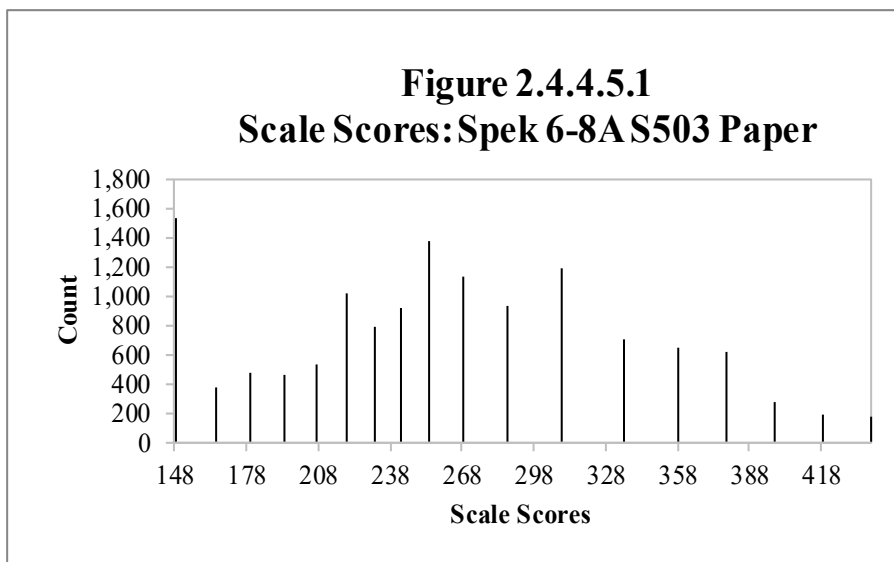


Table 2.4.4.5.2

Scale Score Descriptive Statistics: Spek 6-8 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 12,044 | 148 | 468 | 372.78 | 55.50 |
| 7 | 10,967 | 148 | 468 | 375.20 | 56.88 |
| 8 | 10,382 | 148 | 468 | 382.27 | 56.03 |
| Total | 33,393 | 148 | 468 | 376.52 | 56.26 |

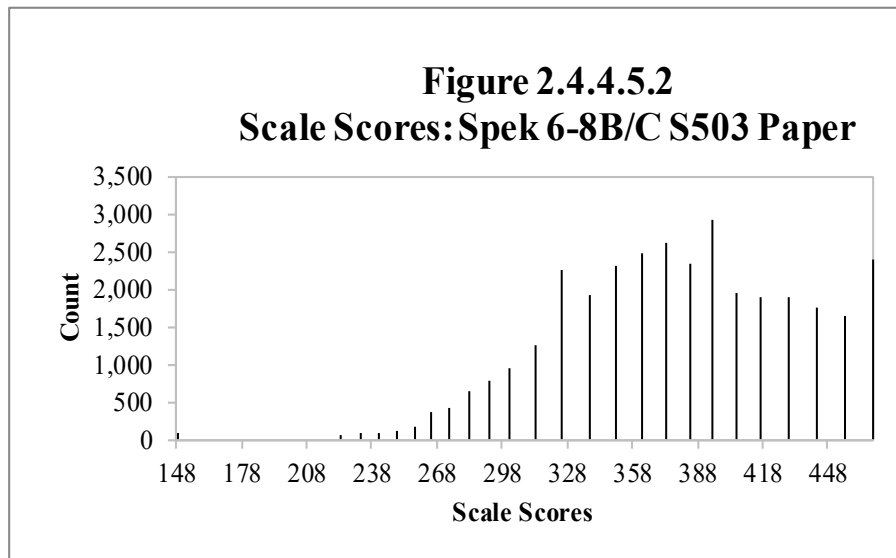
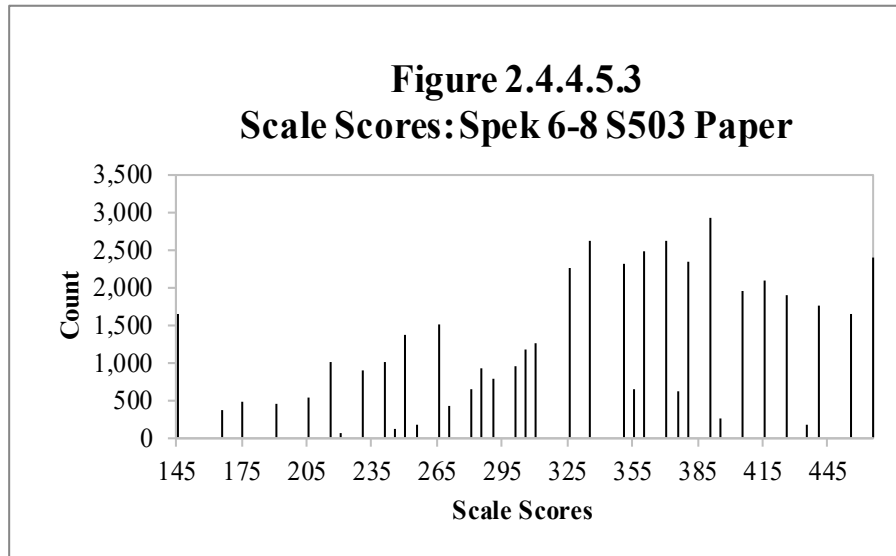


Table 2.4.4.5.3

Scale Score Descriptive Statistics: Spek 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 16,574 | 148 | 468 | 341.16 | 79.55 |
| 7 | 15,371 | 148 | 468 | 341.18 | 81.71 |
| 8 | 14,776 | 148 | 468 | 346.91 | 82.07 |
| Total | 46,721 | 148 | 468 | 342.99 | 81.10 |

Figure 2.4.4.5.3
Scale Scores: Spek 6-8 S503 Paper



2.4.4.6 Grades 9-12

Table 2.4.4.6.1

Scale Score Descriptive Statistics: Spek 9-12 A S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 5,069 | 172 | 443 | 256.46 | 67.38 |
| 10 | 3,530 | 172 | 443 | 269.09 | 67.42 |
| 11 | 2,971 | 172 | 443 | 276.71 | 68.58 |
| 12 | 1,433 | 172 | 443 | 291.09 | 68.85 |
| Total | 13,003 | 172 | 443 | 268.33 | 68.76 |

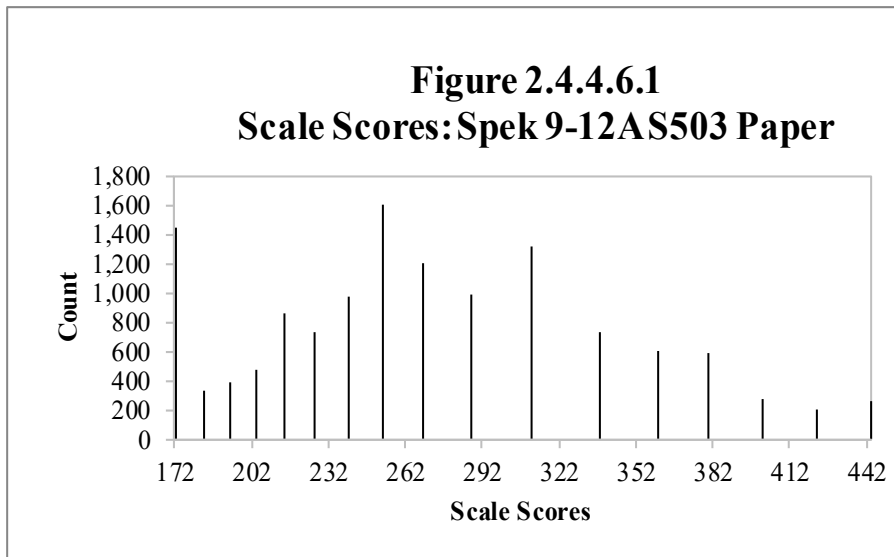


Table 2.4.4.6.2

Scale Score Descriptive Statistics: Spek 9-12 B/C S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 8,561 | 172 | 476 | 373.96 | 62.19 |
| 10 | 8,566 | 172 | 476 | 375.12 | 62.49 |
| 11 | 7,746 | 172 | 476 | 377.71 | 62.10 |
| 12 | 5,688 | 172 | 476 | 380.73 | 61.25 |
| Total | 30,561 | 172 | 476 | 376.50 | 62.12 |

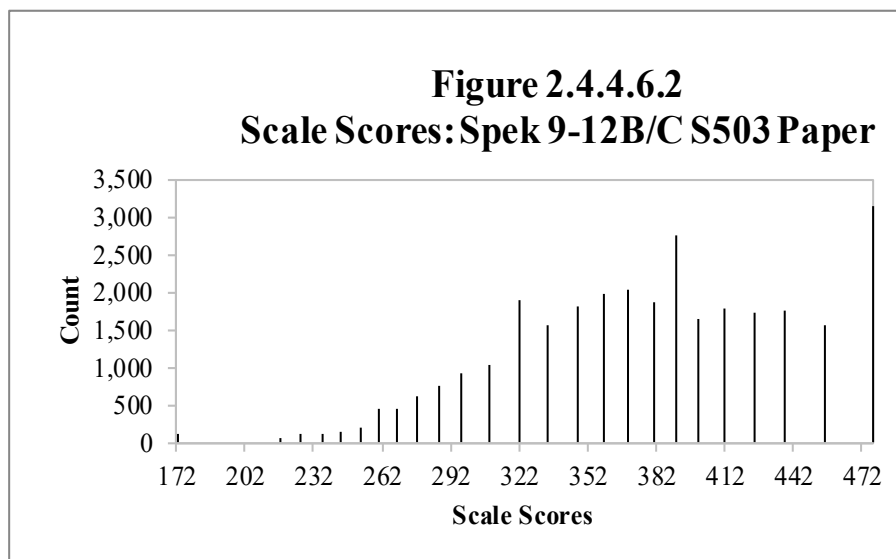
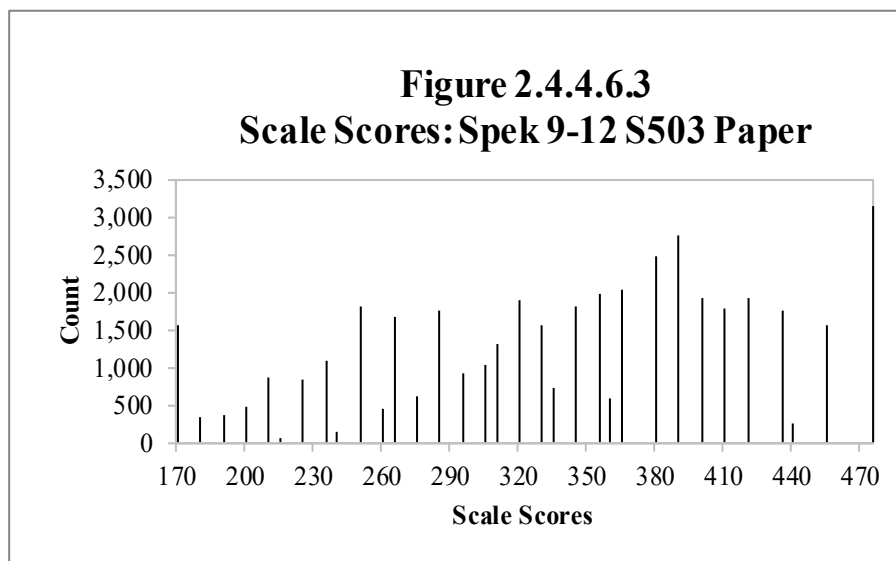


Table 2.4.4.6.3

Scale Score Descriptive Statistics: Spek 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 13,630 | 172 | 476 | 330.26 | 85.68 |
| 10 | 12,096 | 172 | 476 | 344.18 | 80.10 |
| 11 | 10,717 | 172 | 476 | 349.71 | 78.33 |
| 12 | 7,121 | 172 | 476 | 362.69 | 72.40 |
| Total | 43,564 | 172 | 476 | 344.21 | 81.05 |



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 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

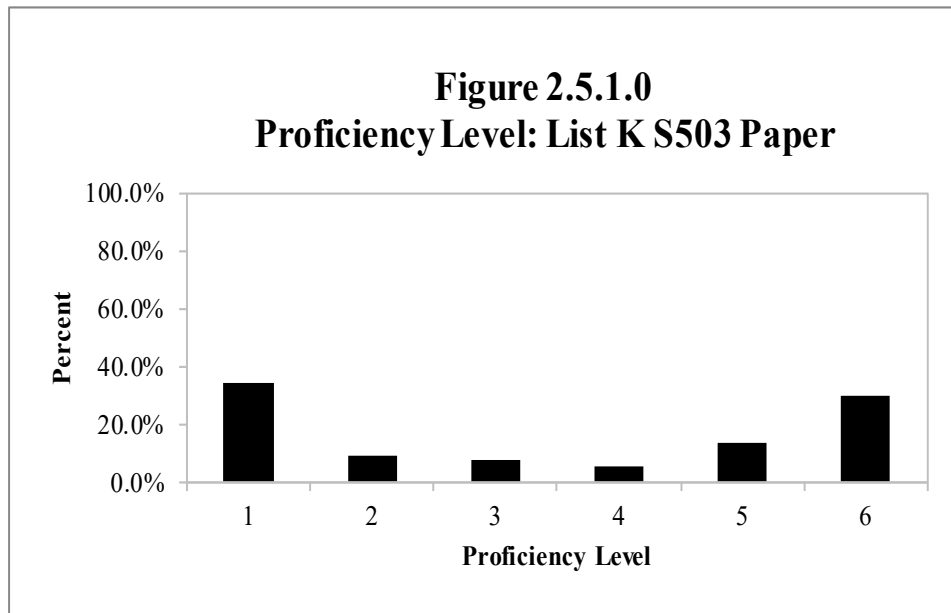
2.5.1 Listening

2.5.1.0 Kindergarten

Table 2.5.1.0

Proficiency Level Distribution: List K S503 Paper

| Level | Grade K | | Total | |
|--------------|----------------|----------------|----------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 85,719 | 34.08% | 85,719 | 34.08% |
| 2 | 23,569 | 9.37% | 23,569 | 9.37% |
| 3 | 19,950 | 7.93% | 19,950 | 7.93% |
| 4 | 13,073 | 5.20% | 13,073 | 5.20% |
| 5 | 33,592 | 13.36% | 33,592 | 13.36% |
| 6 | 75,590 | 30.06% | 75,590 | 30.06% |
| Total | 251,493 | 100.00% | 251,493 | 100.00% |



2.5.1.1 Grade 1

Table 2.5.1.1.1

Proficiency Level Distribution: List 1 A S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 1,721 | 11.29% | 1,721 | 11.29% |
| 2 | 2,380 | 15.62% | 2,380 | 15.62% |
| 3 | 2,535 | 16.64% | 2,535 | 16.64% |
| 4 | 1,674 | 10.99% | 1,674 | 10.99% |
| 5 | 3,997 | 26.23% | 3,997 | 26.23% |
| 6 | 2,931 | 19.23% | 2,931 | 19.23% |
| Total | 15,238 | 100.00% | 15,238 | 100.00% |

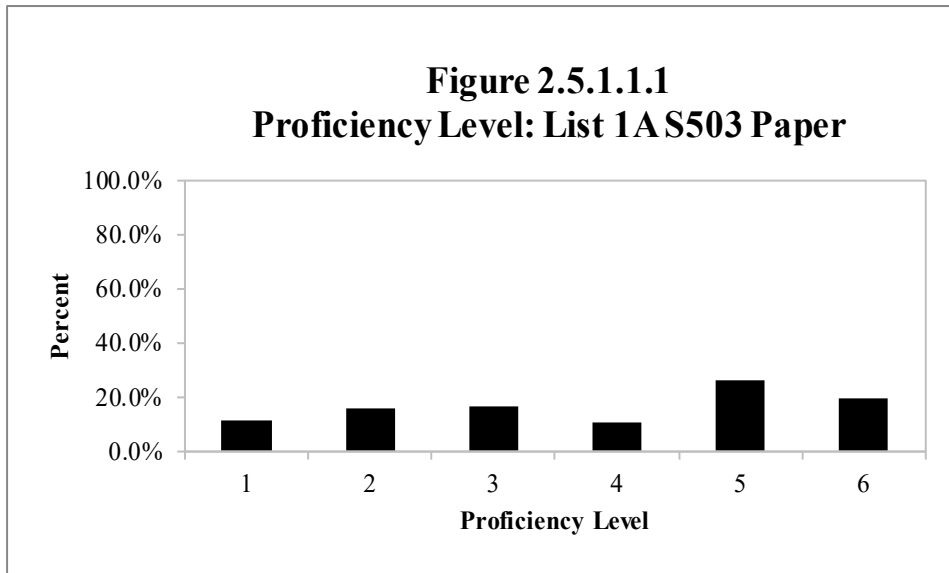


Table 2.5.1.1.2

Proficiency Level Distribution: List 1 B/C S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent |
| 1 | 169 | 1.28% | 169 | 1.28% |
| 2 | 526 | 3.99% | 526 | 3.99% |
| 3 | 3,007 | 22.83% | 3,007 | 22.83% |
| 4 | 1,280 | 9.72% | 1,280 | 9.72% |
| 5 | 3,017 | 22.90% | 3,017 | 22.90% |
| 6 | 5,175 | 39.28% | 5,175 | 39.28% |
| Total | 13,174 | 100.00% | 13,174 | 100.00% |

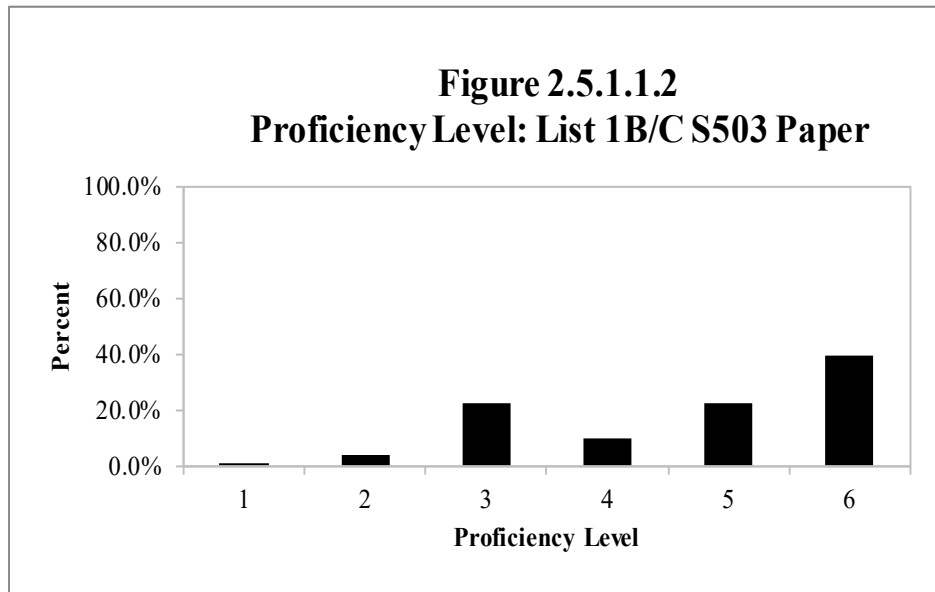
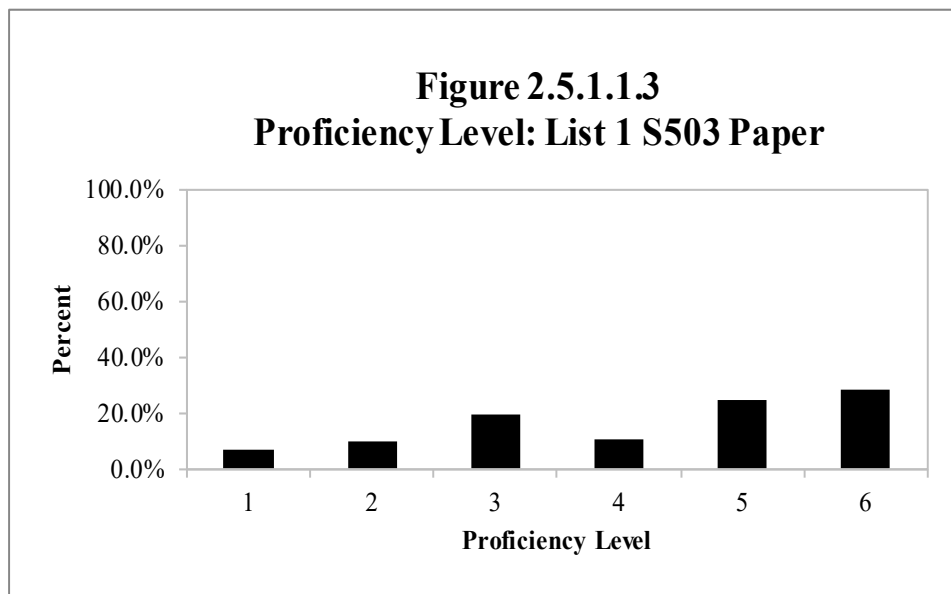


Table 2.5.1.1.3

Proficiency Level Distribution: List 1 S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 1,890 | 6.65% | 1,890 | 6.65% |
| 2 | 2,906 | 10.23% | 2,906 | 10.23% |
| 3 | 5,542 | 19.51% | 5,542 | 19.51% |
| 4 | 2,954 | 10.40% | 2,954 | 10.40% |
| 5 | 7,014 | 24.69% | 7,014 | 24.69% |
| 6 | 8,106 | 28.53% | 8,106 | 28.53% |
| Total | 28,412 | 100.00% | 28,412 | 100.00% |



2.5.1.2 Grade 2

Table 2.5.1.2.1

Proficiency Level Distribution: List 2 A S503 Paper

| Level | Grade 2 | | Total | |
|--------------|--------------|----------------|--------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 1,304 | 15.54% | 1,304 | 15.54% |
| 2 | 1,928 | 22.98% | 1,928 | 22.98% |
| 3 | 1,698 | 20.24% | 1,698 | 20.24% |
| 4 | 1,083 | 12.91% | 1,083 | 12.91% |
| 5 | 2,376 | 28.32% | 2,376 | 28.32% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 8,389 | 100.00% | 8,389 | 100.00% |

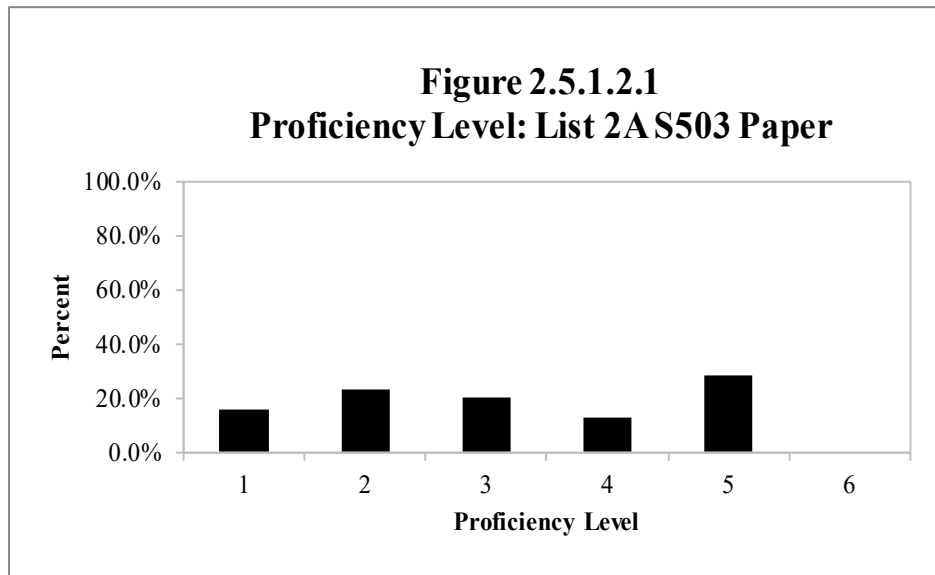
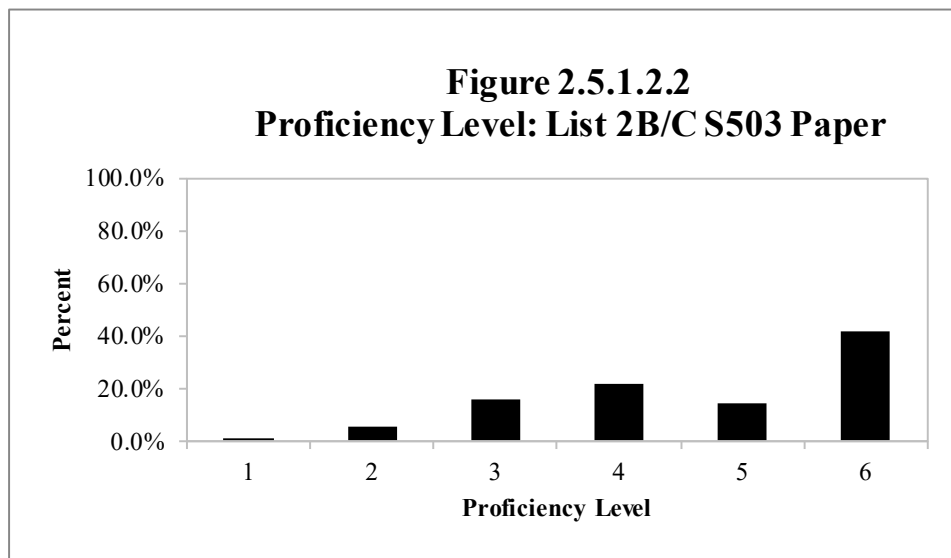


Table 2.5.1.2.2

Proficiency Level Distribution: List 2 B/C S503 Paper

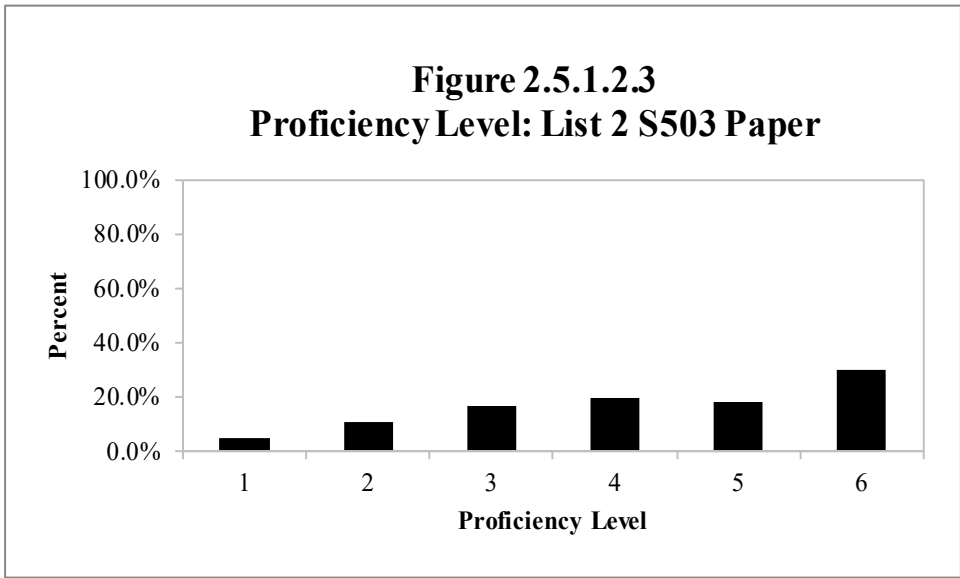
| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 72 | 0.33% | 72 | 0.33% |
| 2 | 1,239 | 5.73% | 1,239 | 5.73% |
| 3 | 3,381 | 15.63% | 3,381 | 15.63% |
| 4 | 4,754 | 21.97% | 4,754 | 21.97% |
| 5 | 3,149 | 14.55% | 3,149 | 14.55% |
| 6 | 9,043 | 41.79% | 9,043 | 41.79% |
| Total | 21,638 | 100.00% | 21,638 | 100.00% |

**Table 2.5.1.2.3**

Proficiency Level Distribution: List 2 S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 1,376 | 4.58% | 1,376 | 4.58% |
| 2 | 3,167 | 10.55% | 3,167 | 10.55% |
| 3 | 5,079 | 16.91% | 5,079 | 16.91% |
| 4 | 5,837 | 19.44% | 5,837 | 19.44% |
| 5 | 5,525 | 18.40% | 5,525 | 18.40% |
| 6 | 9,043 | 30.12% | 9,043 | 30.12% |
| Total | 30,027 | 100.00% | 30,027 | 100.00% |

Figure 2.5.1.2.3
Proficiency Level: List 2 S503 Paper



2.5.1.3 Grade 3

Table 2.5.1.3.1

Proficiency Level Distribution: List 3 A S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------|---------|-------|---------|
| | Count | Percent | Count | Percent |
| 1 | 215 | 3.35% | 215 | 3.35% |
| 2 | 1,715 | 26.72% | 1,715 | 26.72% |
| 3 | 1,798 | 28.01% | 1,798 | 28.01% |
| 4 | 1,157 | 18.03% | 1,157 | 18.03% |
| 5 | 855 | 13.32% | 855 | 13.32% |
| 6 | 678 | 10.56% | 678 | 10.56% |
| Total | 6,418 | 100.00% | 6,418 | 100.00% |

Figure 2.5.1.3.1
Proficiency Level: List 3A S503 Paper

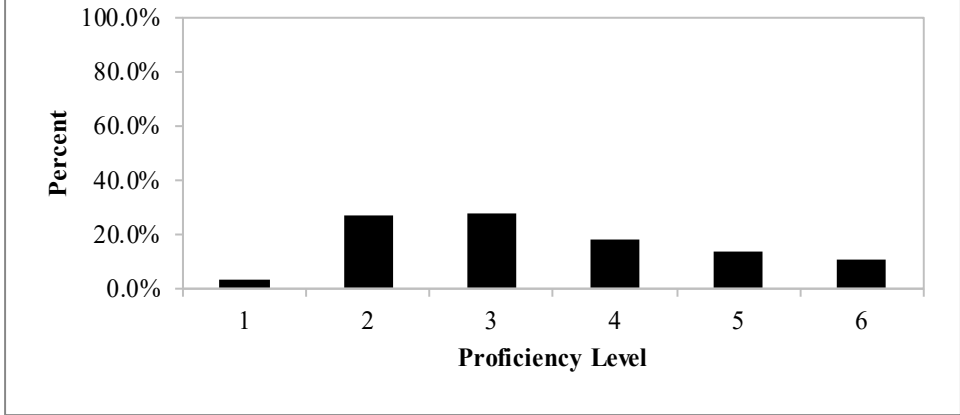


Table 2.5.1.3.2

Proficiency Level Distribution: List 3 B/C S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 17 | 0.07% | 17 | 0.07% |
| 2 | 425 | 1.85% | 425 | 1.85% |
| 3 | 2,894 | 12.60% | 2,894 | 12.60% |
| 4 | 4,267 | 18.58% | 4,267 | 18.58% |
| 5 | 5,658 | 24.64% | 5,658 | 24.64% |
| 6 | 9,705 | 42.26% | 9,705 | 42.26% |
| Total | 22,966 | 100.00% | 22,966 | 100.00% |

Figure 2.5.1.3.2
Proficiency Level: List 3B/C S503 Paper

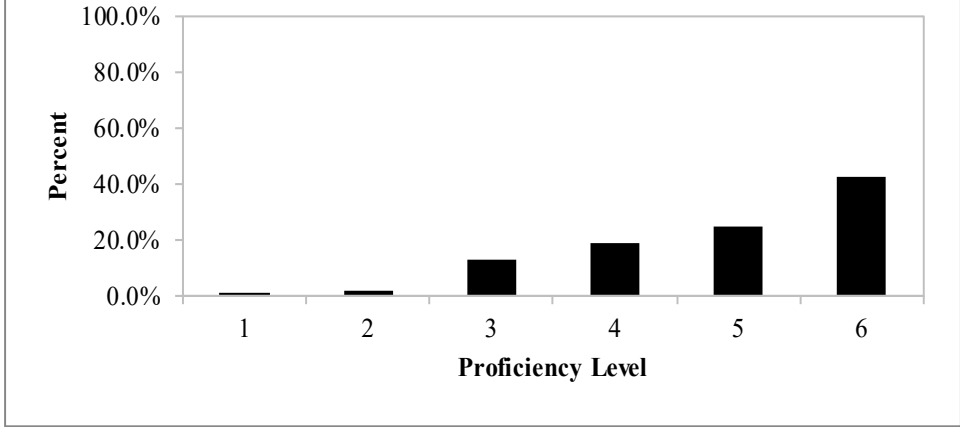
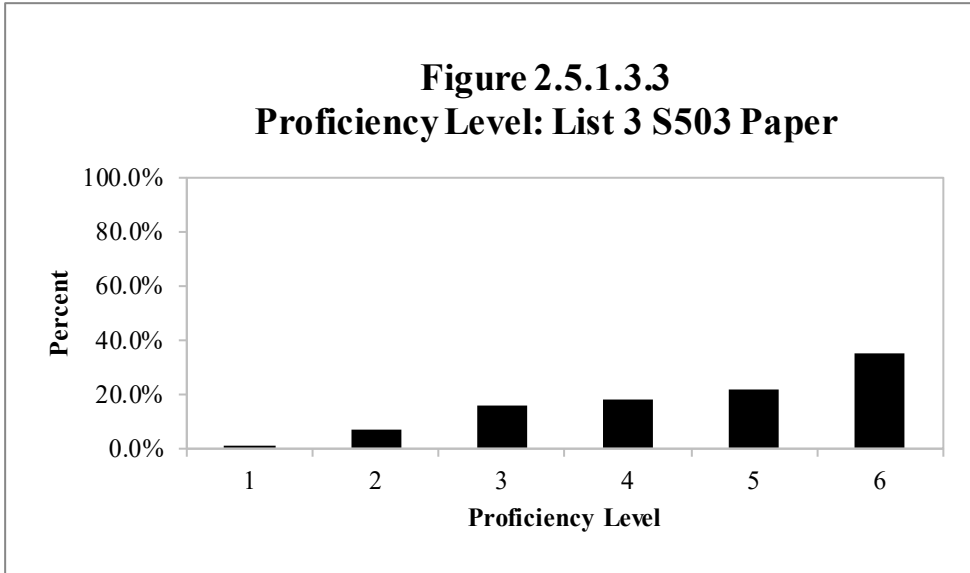


Table 2.5.1.3.3
 Proficiency Level Distribution: List 3 S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 232 | 0.79% | 232 | 0.79% |
| 2 | 2,140 | 7.28% | 2,140 | 7.28% |
| 3 | 4,692 | 15.97% | 4,692 | 15.97% |
| 4 | 5,424 | 18.46% | 5,424 | 18.46% |
| 5 | 6,513 | 22.17% | 6,513 | 22.17% |
| 6 | 10,383 | 35.34% | 10,383 | 35.34% |
| Total | 29,384 | 100.00% | 29,384 | 100.00% |

Figure 2.5.1.3.3
Proficiency Level: List 3 S503 Paper



2.5.1.4 Grades 4-5

Table 2.5.1.4.1

Proficiency Level Distribution: List 4-5 A S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 304 | 6.57% | 499 | 11.15% | 803 | 8.82% |
| 2 | 1,478 | 31.96% | 1,466 | 32.75% | 2,944 | 32.34% |
| 3 | 1,248 | 26.98% | 1,109 | 24.77% | 2,357 | 25.90% |
| 4 | 697 | 15.07% | 648 | 14.47% | 1,345 | 14.78% |
| 5 | 558 | 12.06% | 311 | 6.95% | 869 | 9.55% |
| 6 | 340 | 7.35% | 444 | 9.92% | 784 | 8.61% |
| Total | 4,625 | 100.00% | 4,477 | 100.00% | 9,102 | 100.00% |

Figure 2.5.1.4.1
Proficiency Level: List 4-5A S503 Paper

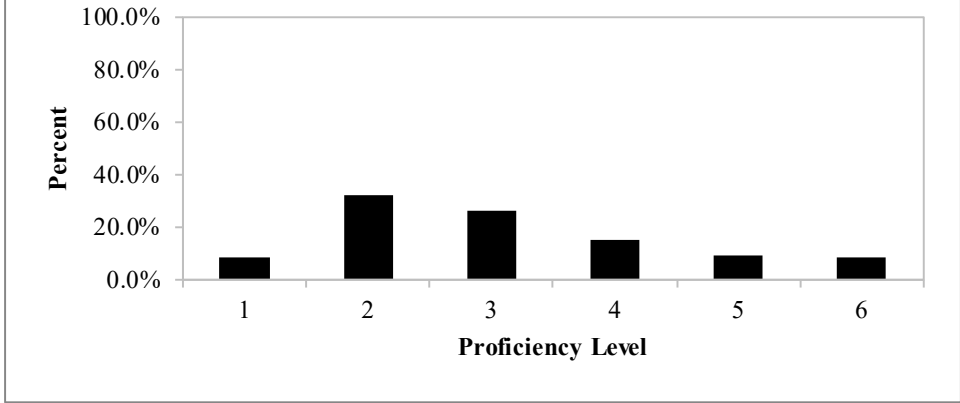


Table 2.5.1.4.2

Proficiency Level Distribution: List 4-5 B/C S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 30 | 0.17% | 51 | 0.28% | 81 | 0.22% |
| 2 | 295 | 1.64% | 377 | 2.07% | 672 | 1.86% |
| 3 | 1,638 | 9.12% | 1,649 | 9.06% | 3,287 | 9.09% |
| 4 | 2,650 | 14.75% | 2,697 | 14.82% | 5,347 | 14.79% |
| 5 | 6,527 | 36.33% | 6,878 | 37.80% | 13,405 | 37.07% |
| 6 | 6,826 | 37.99% | 6,543 | 35.96% | 13,369 | 36.97% |
| Total | 17,966 | 100.00% | 18,195 | 100.00% | 36,161 | 100.00% |

Figure 2.5.1.4.2
Proficiency Level: List 4-5B/C S503 Paper

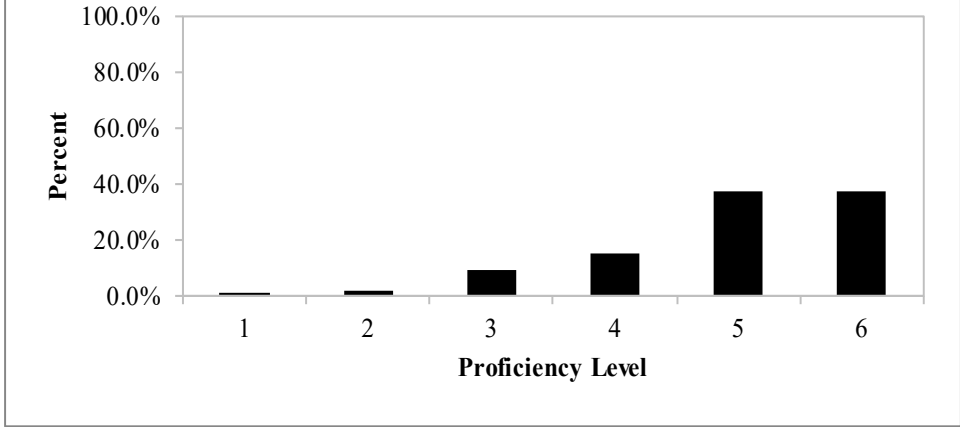
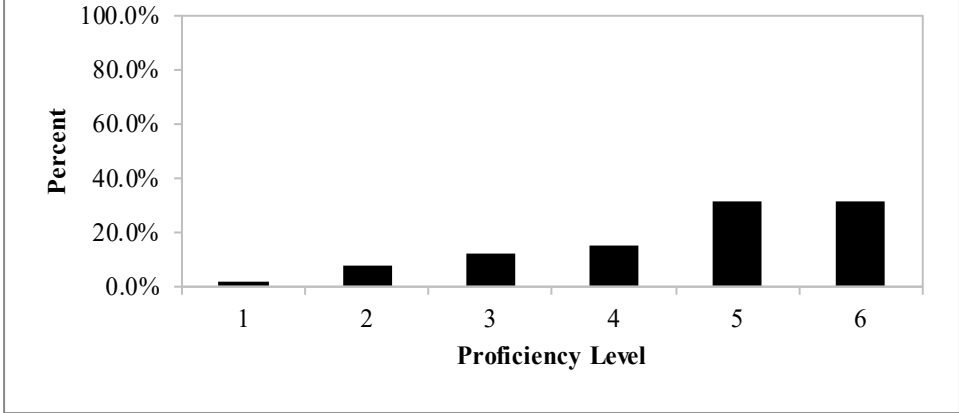


Table 2.5.1.4.3
 Proficiency Level Distribution: List 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 334 | 1.48% | 550 | 2.43% | 884 | 1.95% |
| 2 | 1,773 | 7.85% | 1,843 | 8.13% | 3,616 | 7.99% |
| 3 | 2,886 | 12.77% | 2,758 | 12.16% | 5,644 | 12.47% |
| 4 | 3,347 | 14.82% | 3,345 | 14.75% | 6,692 | 14.78% |
| 5 | 7,085 | 31.36% | 7,189 | 31.71% | 14,274 | 31.54% |
| 6 | 7,166 | 31.72% | 6,987 | 30.82% | 14,153 | 31.27% |
| Total | 22,591 | 100.00% | 22,672 | 100.00% | 45,263 | 100.00% |

Figure 2.5.1.4.3
Proficiency Level: List 4-5 S503 Paper



2.5.1.5 Grades 6-8

Table 2.5.1.5.1

Proficiency Level Distribution: List 6-8 A S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,088 | 25.50% | 1,424 | 34.47% | 1,321 | 32.21% | 3,833 | 30.67% |
| 2 | 1,812 | 42.47% | 1,320 | 31.95% | 1,639 | 39.97% | 4,771 | 38.17% |
| 3 | 602 | 14.11% | 804 | 19.46% | 496 | 12.09% | 1,902 | 15.22% |
| 4 | 442 | 10.36% | 191 | 4.62% | 396 | 9.66% | 1,029 | 8.23% |
| 5 | 267 | 6.26% | 323 | 7.82% | 249 | 6.07% | 839 | 6.71% |
| 6 | 56 | 1.31% | 69 | 1.67% | 0 | 0.00% | 125 | 1.00% |
| Total | 4,267 | 100.00% | 4,131 | 100.00% | 4,101 | 100.00% | 12,499 | 100.00% |

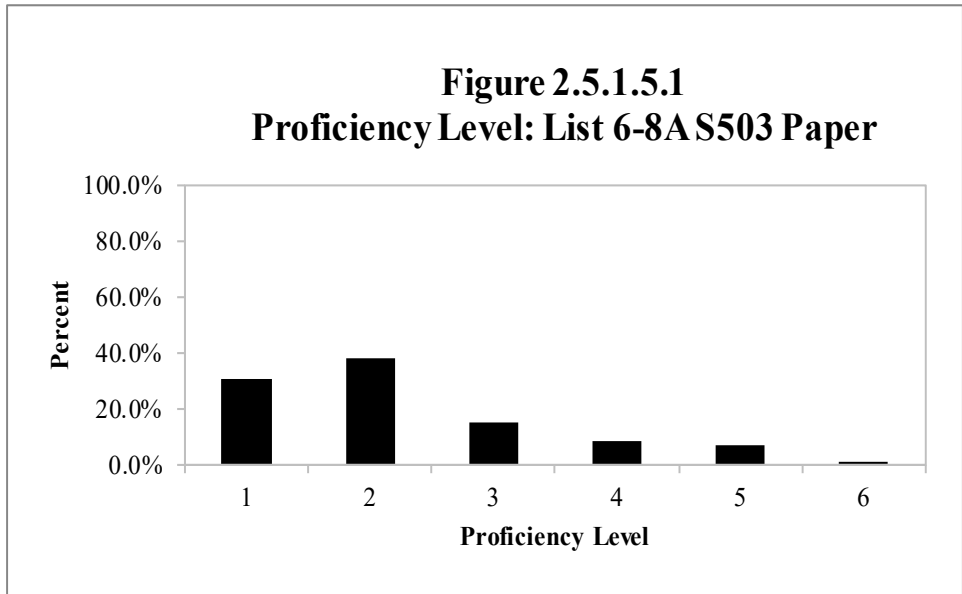


Table 2.5.1.5.2

Proficiency Level Distribution: List 6-8 B/C S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------|---------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 11 | 0.09% | 21 | 0.20% | 13 | 0.13% | 45 | 0.14% |
| 2 | 217 | 1.87% | 355 | 3.36% | 229 | 2.29% | 801 | 2.49% |
| 3 | 1,098 | 9.46% | 1,316 | 12.47% | 1,511 | 15.12% | 3,925 | 12.21% |
| 4 | 3,249 | 28.00% | 3,129 | 29.64% | 1,860 | 18.61% | 8,238 | 25.62% |
| 5 | 3,058 | 26.35% | 2,753 | 26.08% | 2,691 | 26.92% | 8,502 | 26.44% |
| 6 | 3,972 | 34.23% | 2,983 | 28.26% | 3,692 | 36.93% | 10,647 | 33.11% |
| Total | 11,605 | 100.00% | 10,557 | 100.00% | 9,996 | 100.00% | 32,158 | 100.00% |

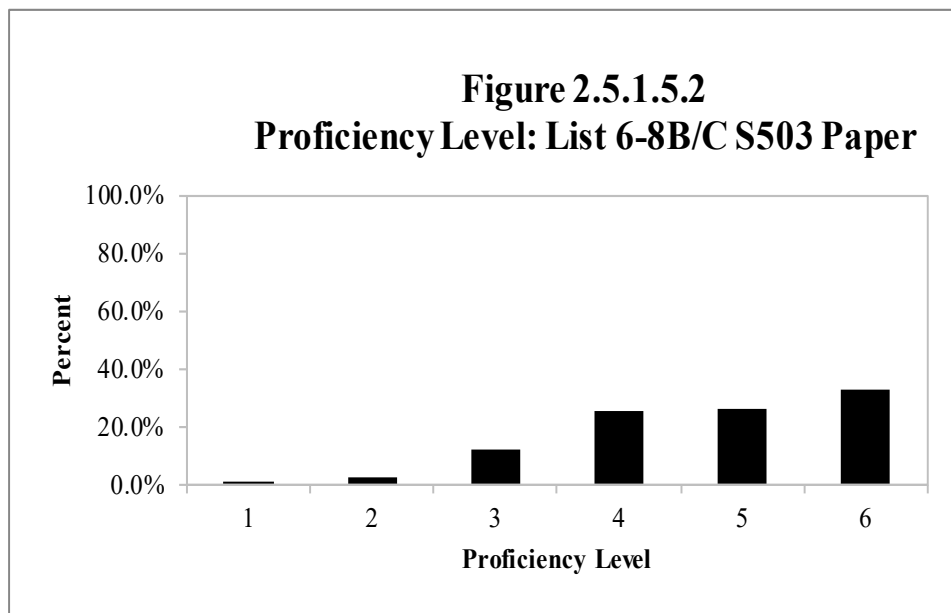
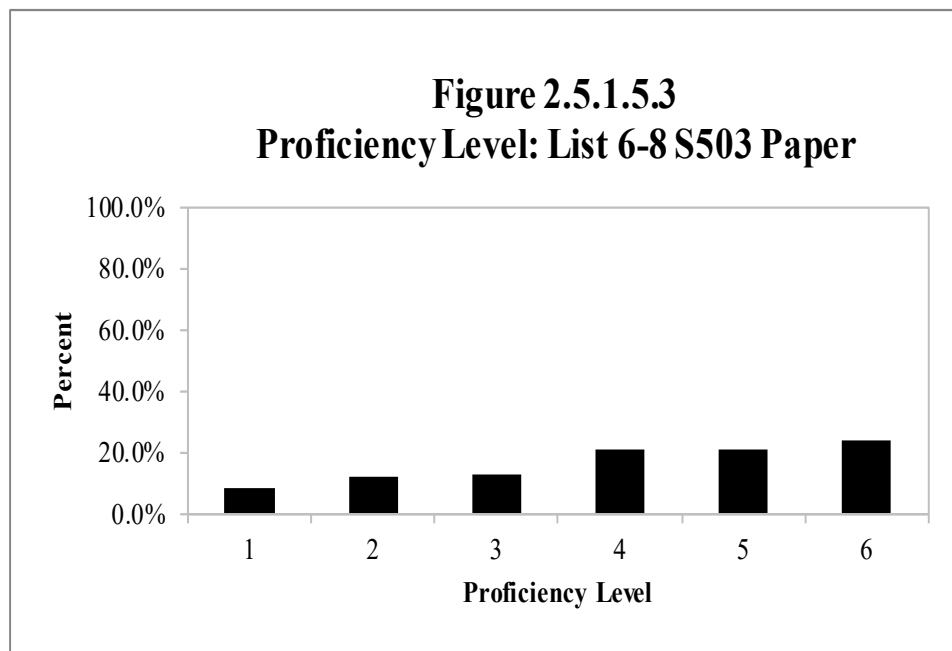


Table 2.5.1.5.3

Proficiency Level Distribution: List 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,099 | 6.92% | 1,445 | 9.84% | 1,334 | 9.46% | 3,878 | 8.68% |
| 2 | 2,029 | 12.78% | 1,675 | 11.40% | 1,868 | 13.25% | 5,572 | 12.48% |
| 3 | 1,700 | 10.71% | 2,120 | 14.43% | 2,007 | 14.24% | 5,827 | 13.05% |
| 4 | 3,691 | 23.25% | 3,320 | 22.60% | 2,256 | 16.00% | 9,267 | 20.75% |
| 5 | 3,325 | 20.95% | 3,076 | 20.94% | 2,940 | 20.86% | 9,341 | 20.92% |
| 6 | 4,028 | 25.38% | 3,052 | 20.78% | 3,692 | 26.19% | 10,772 | 24.12% |
| Total | 15,872 | 100.00% | 14,688 | 100.00% | 14,097 | 100.00% | 44,657 | 100.00% |

Figure 2.5.1.5.3
Proficiency Level: List 6-8 S503 Paper



2.5.1.6 Grades 9-12

Table 2.5.1.6.1

Proficiency Level Distribution: List 9-12 A S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,018 | 43.63% | 1,669 | 50.82% | 1,338 | 48.18% | 744 | 54.59% | 5,769 | 47.88% |
| 2 | 1,570 | 33.95% | 745 | 22.69% | 901 | 32.45% | 293 | 21.50% | 3,509 | 29.12% |
| 3 | 632 | 13.66% | 665 | 20.25% | 355 | 12.78% | 211 | 15.48% | 1,863 | 15.46% |
| 4 | 331 | 7.16% | 120 | 3.65% | 162 | 5.83% | 103 | 7.56% | 716 | 5.94% |
| 5 | 74 | 1.60% | 85 | 2.59% | 21 | 0.76% | 12 | 0.88% | 192 | 1.59% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 4,625 | 100.00% | 3,284 | 100.00% | 2,777 | 100.00% | 1,363 | 100.00% | 12,049 | 100.00% |

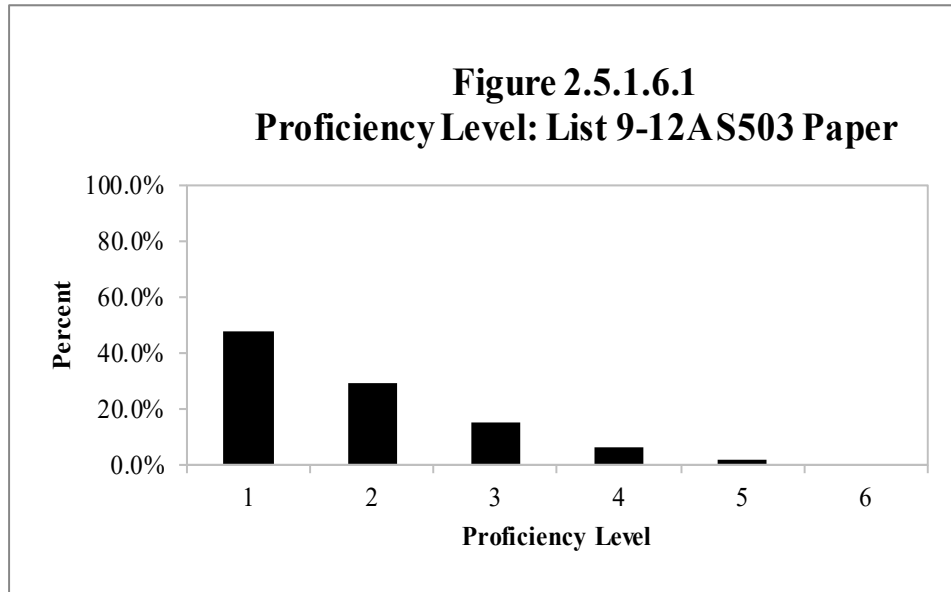


Table 2.5.1.6.2

Proficiency Level Distribution: List 9-12 B/C S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 34 | 0.41% | 91 | 1.11% | 203 | 2.74% | 287 | 5.24% | 615 | 2.09% |
| 2 | 672 | 8.15% | 617 | 7.50% | 732 | 9.87% | 849 | 15.51% | 2,870 | 9.77% |
| 3 | 1,581 | 19.18% | 2,244 | 27.28% | 2,323 | 31.31% | 1,440 | 26.30% | 7,588 | 25.84% |
| 4 | 2,600 | 31.54% | 2,540 | 30.87% | 1,559 | 21.01% | 1,650 | 30.14% | 8,349 | 28.43% |
| 5 | 1,664 | 20.18% | 1,443 | 17.54% | 1,407 | 18.96% | 814 | 14.87% | 5,328 | 18.14% |
| 6 | 1,693 | 20.54% | 1,292 | 15.70% | 1,195 | 16.11% | 435 | 7.95% | 4,615 | 15.72% |
| Total | 8,244 | 100.00% | 8,227 | 100.00% | 7,419 | 100.00% | 5,475 | 100.00% | 29,365 | 100.00% |

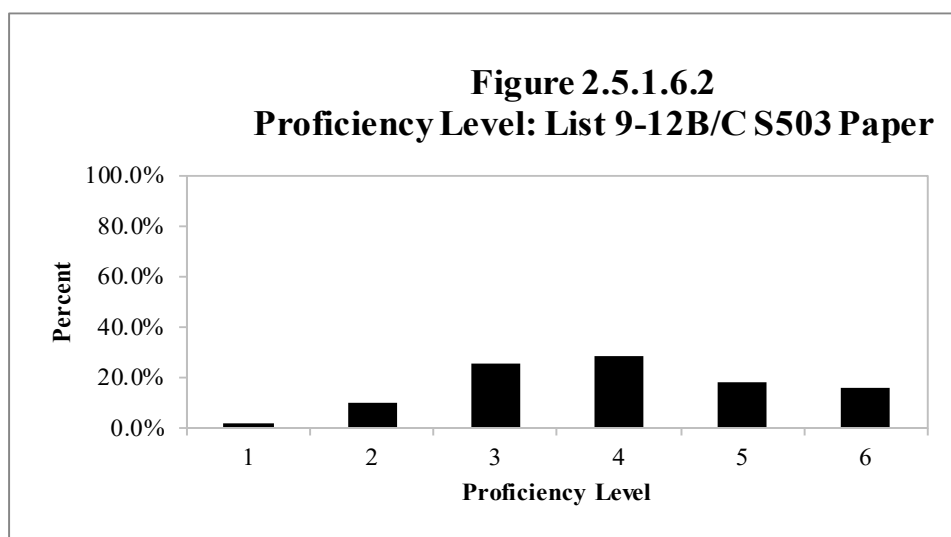
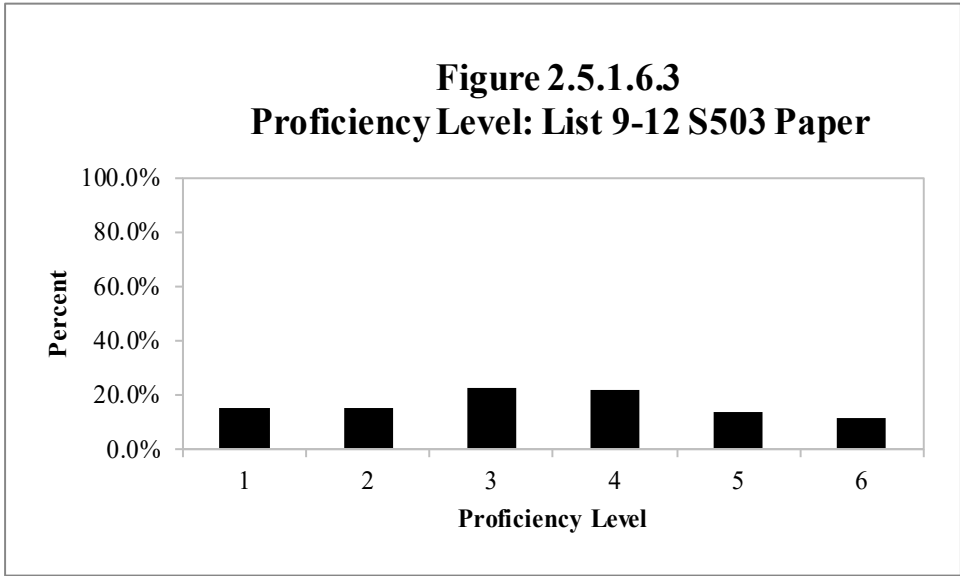


Table 2.5.1.6.3

Proficiency Level Distribution: List 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,052 | 15.95% | 1,760 | 15.29% | 1,541 | 15.11% | 1,031 | 15.08% | 6,384 | 15.42% |
| 2 | 2,242 | 17.42% | 1,362 | 11.83% | 1,633 | 16.02% | 1,142 | 16.70% | 6,379 | 15.40% |
| 3 | 2,213 | 17.20% | 2,909 | 25.27% | 2,678 | 26.27% | 1,651 | 24.14% | 9,451 | 22.82% |
| 4 | 2,931 | 22.78% | 2,660 | 23.11% | 1,721 | 16.88% | 1,753 | 25.64% | 9,065 | 21.89% |
| 5 | 1,738 | 13.51% | 1,528 | 13.27% | 1,428 | 14.01% | 826 | 12.08% | 5,520 | 13.33% |
| 6 | 1,693 | 13.16% | 1,292 | 11.22% | 1,195 | 11.72% | 435 | 6.36% | 4,615 | 11.14% |
| Total | 12,869 | 100.00% | 11,511 | 100.00% | 10,196 | 100.00% | 6,838 | 100.00% | 41,414 | 100.00% |

Figure 2.5.1.6.3
Proficiency Level: List 9-12 S503 Paper



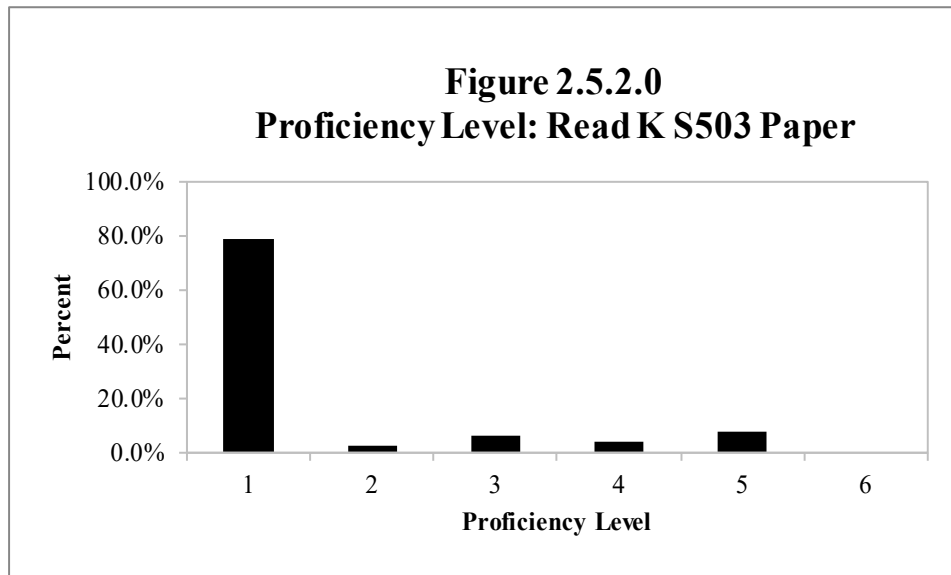
2.5.2 Reading

2.5.2.0 Kindergarten

Table 2.5.2.0

Proficiency Level Distribution: Read K S503 Paper

| Level | Grade K | | Total | |
|--------------|----------------|----------------|----------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 198,565 | 78.96% | 198,565 | 78.96% |
| 2 | 5,909 | 2.35% | 5,909 | 2.35% |
| 3 | 15,958 | 6.35% | 15,958 | 6.35% |
| 4 | 11,057 | 4.40% | 11,057 | 4.40% |
| 5 | 20,002 | 7.95% | 20,002 | 7.95% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 251,491 | 100.00% | 251,491 | 100.00% |



2.5.2.1 Grade 1

Table 2.5.2.1.1

Proficiency Level Distribution: Read 1 A S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 6,836 | 47.07% | 6,836 | 47.07% |
| 2 | 4,615 | 31.78% | 4,615 | 31.78% |
| 3 | 1,523 | 10.49% | 1,523 | 10.49% |
| 4 | 423 | 2.91% | 423 | 2.91% |
| 5 | 659 | 4.54% | 659 | 4.54% |
| 6 | 466 | 3.21% | 466 | 3.21% |
| Total | 14,522 | 100.00% | 14,522 | 100.00% |

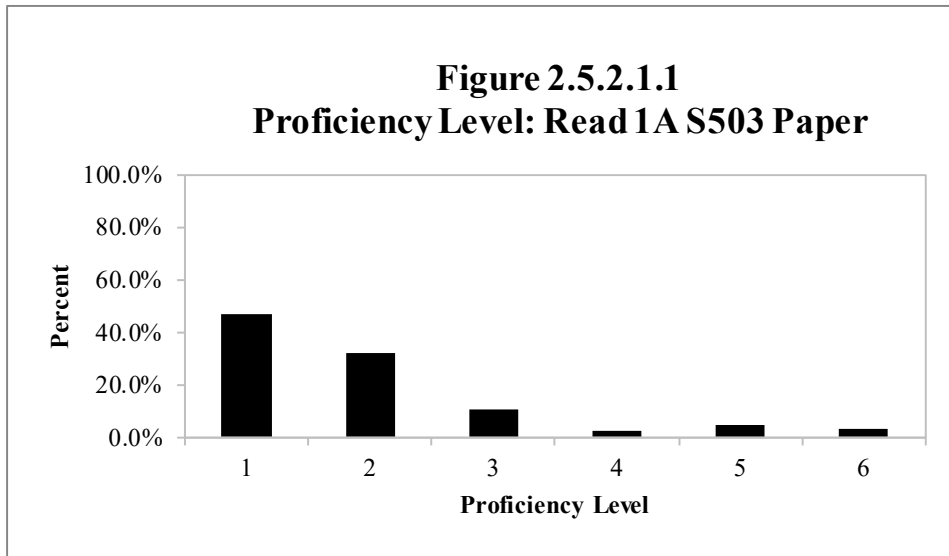


Table 2.5.2.1.2

Proficiency Level Distribution: Read 1 B/C S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 87 | 0.77% | 87 | 0.77% |
| 2 | 2,096 | 18.47% | 2,096 | 18.47% |
| 3 | 4,601 | 40.55% | 4,601 | 40.55% |
| 4 | 1,884 | 16.60% | 1,884 | 16.60% |
| 5 | 1,391 | 12.26% | 1,391 | 12.26% |
| 6 | 1,287 | 11.34% | 1,287 | 11.34% |
| Total | 11,346 | 100.00% | 11,346 | 100.00% |

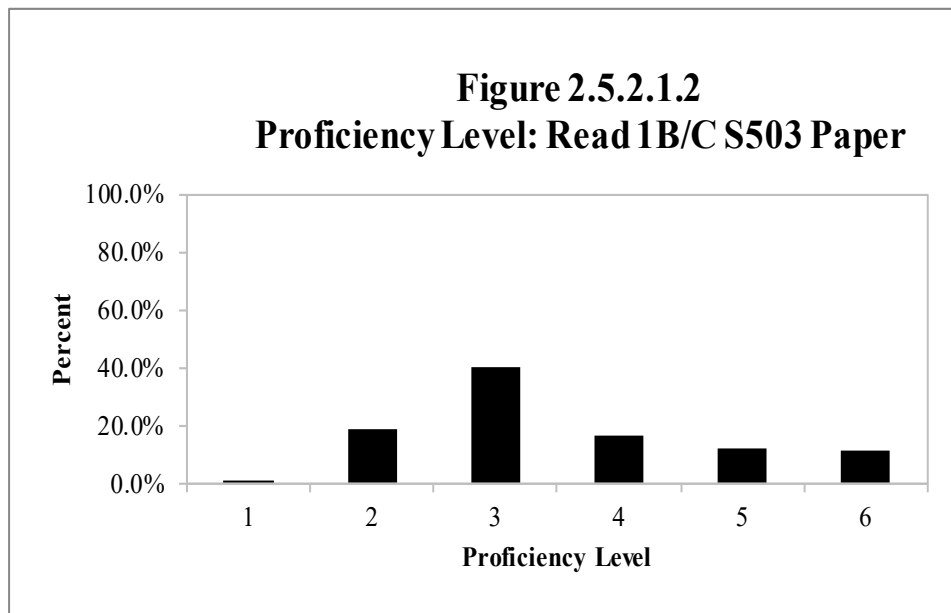
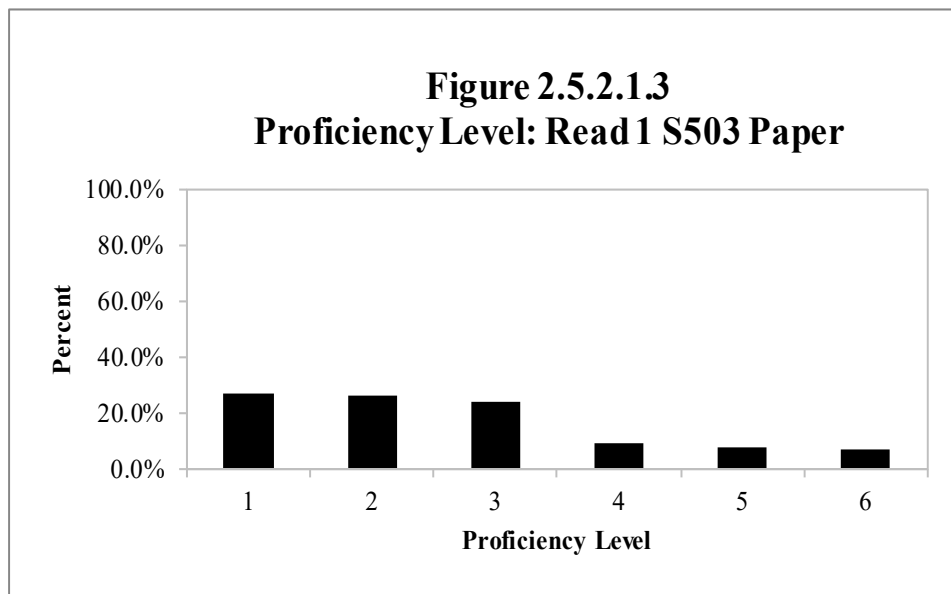


Table 2.5.2.1.3

Proficiency Level Distribution: Read 1 S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 6,923 | 26.76% | 6,923 | 26.76% |
| 2 | 6,711 | 25.94% | 6,711 | 25.94% |
| 3 | 6,124 | 23.67% | 6,124 | 23.67% |
| 4 | 2,307 | 8.92% | 2,307 | 8.92% |
| 5 | 2,050 | 7.92% | 2,050 | 7.92% |
| 6 | 1,753 | 6.78% | 1,753 | 6.78% |
| Total | 25,868 | 100.00% | 25,868 | 100.00% |

Figure 2.5.2.1.3
Proficiency Level: Read 1 S503 Paper



2.5.2.2 Grade 2

Table 2.5.2.2.1

Proficiency Level Distribution: Read 2 A S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------|---------|-------|---------|
| | Count | Percent | Count | Percent |
| 1 | 4,595 | 58.07% | 4,595 | 58.07% |
| 2 | 1,546 | 19.54% | 1,546 | 19.54% |
| 3 | 714 | 9.02% | 714 | 9.02% |
| 4 | 668 | 8.44% | 668 | 8.44% |
| 5 | 390 | 4.93% | 390 | 4.93% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 7,913 | 100.00% | 7,913 | 100.00% |

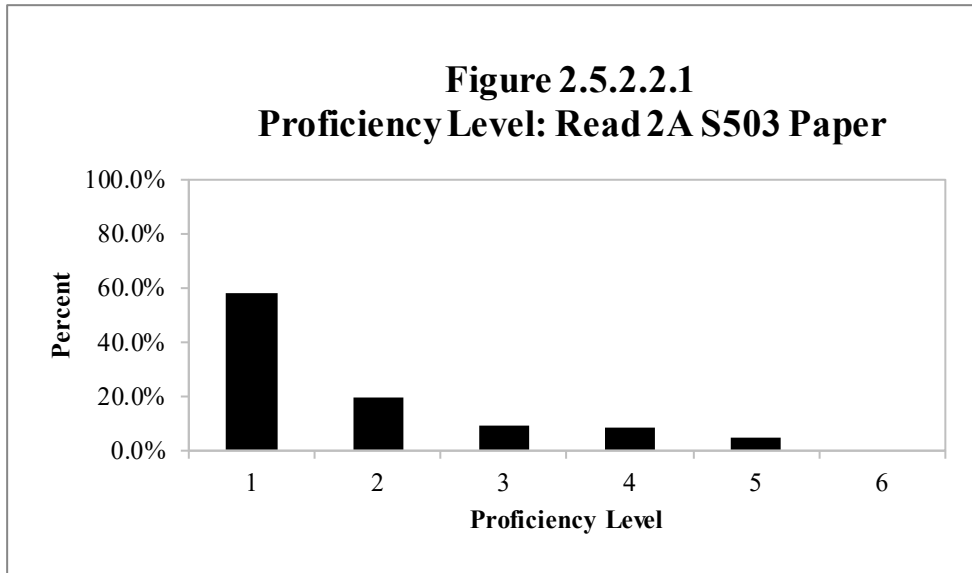


Table 2.5.2.2.2

Proficiency Level Distribution: Read 2 B/C S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 946 | 4.99% | 946 | 4.99% |
| 2 | 6,149 | 32.45% | 6,149 | 32.45% |
| 3 | 3,692 | 19.48% | 3,692 | 19.48% |
| 4 | 1,881 | 9.93% | 1,881 | 9.93% |
| 5 | 2,957 | 15.60% | 2,957 | 15.60% |
| 6 | 3,326 | 17.55% | 3,326 | 17.55% |
| Total | 18,951 | 100.00% | 18,951 | 100.00% |

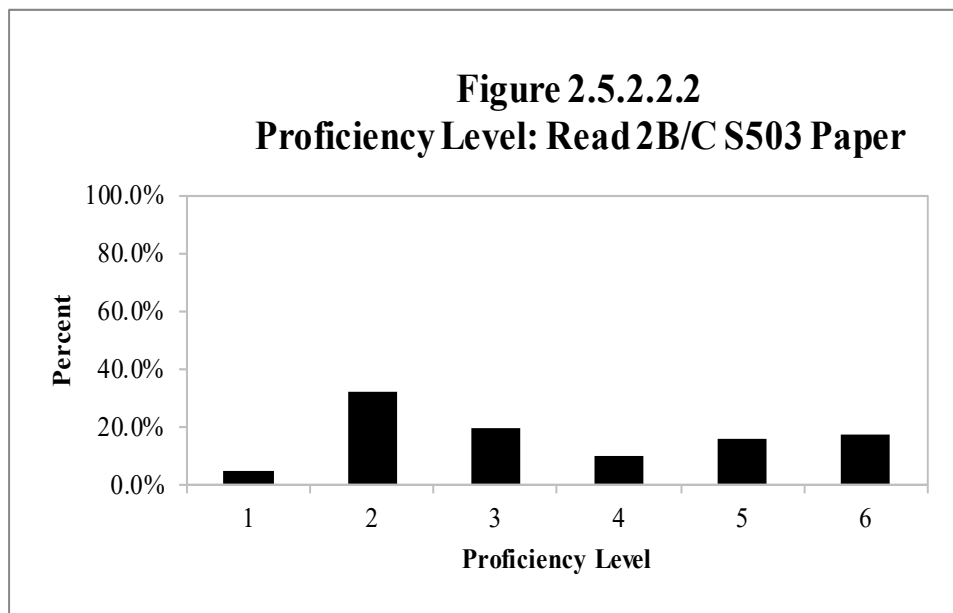
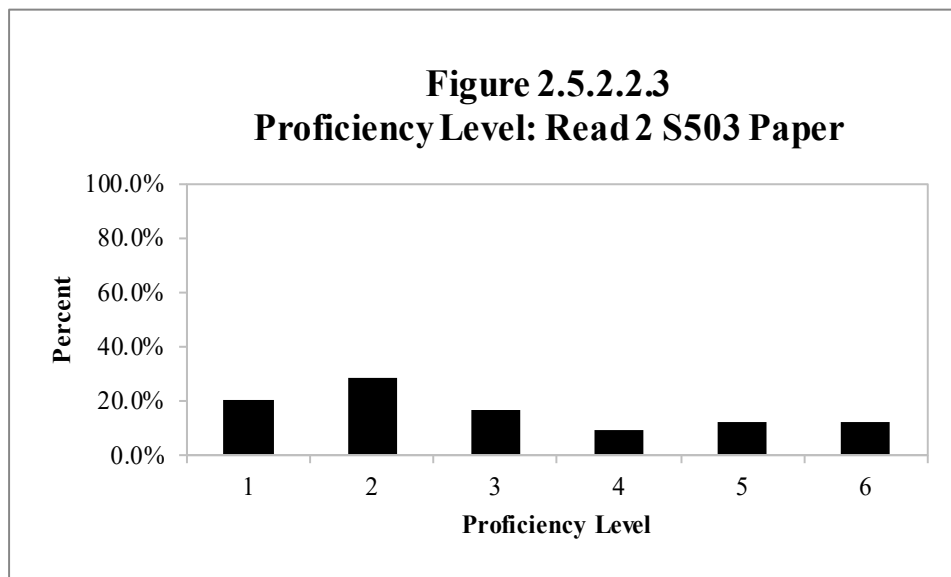


Table 2.5.2.2.3

Proficiency Level Distribution: Read 2 S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 5,541 | 20.63% | 5,541 | 20.63% |
| 2 | 7,695 | 28.64% | 7,695 | 28.64% |
| 3 | 4,406 | 16.40% | 4,406 | 16.40% |
| 4 | 2,549 | 9.49% | 2,549 | 9.49% |
| 5 | 3,347 | 12.46% | 3,347 | 12.46% |
| 6 | 3,326 | 12.38% | 3,326 | 12.38% |
| Total | 26,864 | 100.00% | 26,864 | 100.00% |



2.5.2.3 Grade 3

Table 2.5.2.3.1

Proficiency Level Distribution: Read 3 A S503 Paper

| Level | Grade 3 | | Total | |
|--------------|--------------|----------------|--------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 3,258 | 56.26% | 3,258 | 56.26% |
| 2 | 1,399 | 24.16% | 1,399 | 24.16% |
| 3 | 497 | 8.58% | 497 | 8.58% |
| 4 | 156 | 2.69% | 156 | 2.69% |
| 5 | 284 | 4.90% | 284 | 4.90% |
| 6 | 197 | 3.40% | 197 | 3.40% |
| Total | 5,791 | 100.00% | 5,791 | 100.00% |

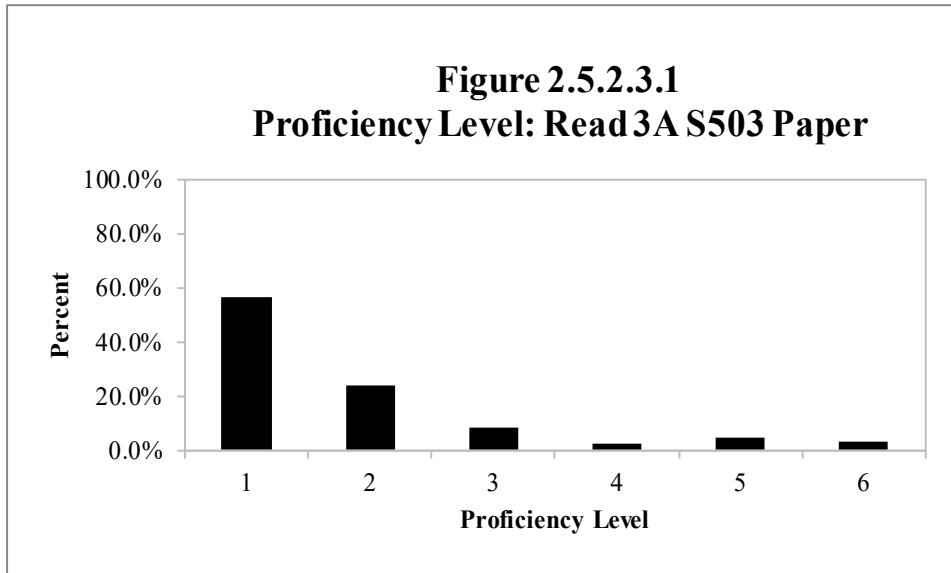


Table 2.5.2.3.2

Proficiency Level Distribution: Read 3 B/C S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 111 | 0.54% | 111 | 0.54% |
| 2 | 2,013 | 9.84% | 2,013 | 9.84% |
| 3 | 6,271 | 30.66% | 6,271 | 30.66% |
| 4 | 4,562 | 22.31% | 4,562 | 22.31% |
| 5 | 5,699 | 27.87% | 5,699 | 27.87% |
| 6 | 1,795 | 8.78% | 1,795 | 8.78% |
| Total | 20,451 | 100.00% | 20,451 | 100.00% |

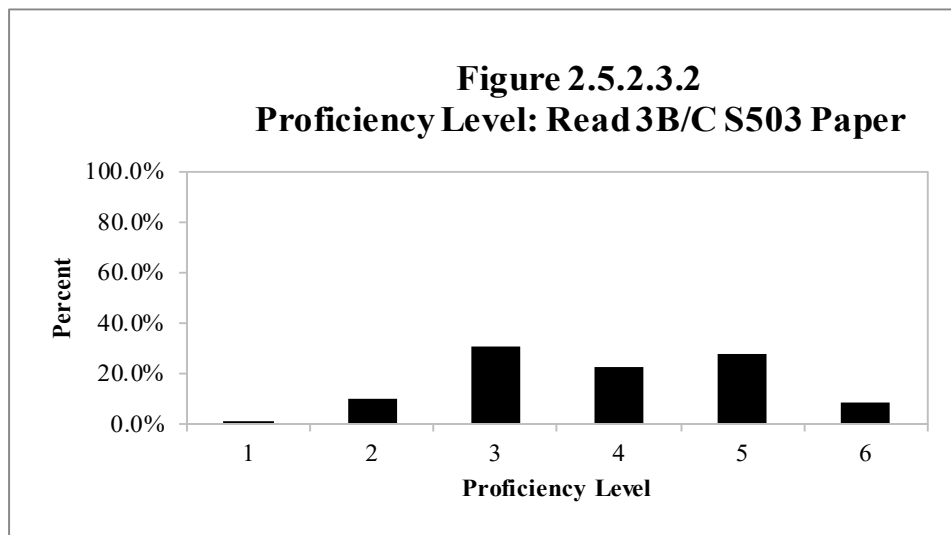
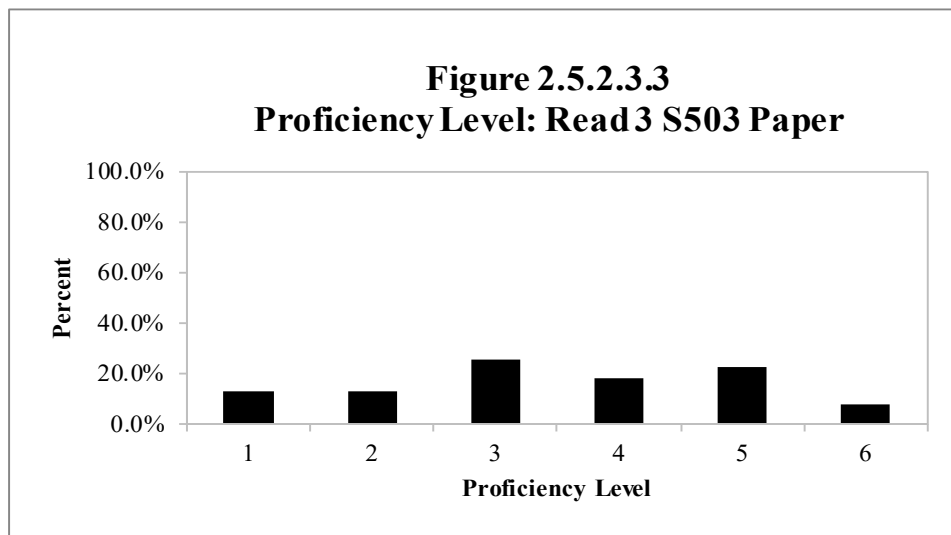


Table 2.5.2.3.3

Proficiency Level Distribution: Read 3 S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 3,369 | 12.84% | 3,369 | 12.84% |
| 2 | 3,412 | 13.00% | 3,412 | 13.00% |
| 3 | 6,768 | 25.79% | 6,768 | 25.79% |
| 4 | 4,718 | 17.98% | 4,718 | 17.98% |
| 5 | 5,983 | 22.80% | 5,983 | 22.80% |
| 6 | 1,992 | 7.59% | 1,992 | 7.59% |
| Total | 26,242 | 100.00% | 26,242 | 100.00% |



2.5.2.4 Grades 4-5

Table 2.5.2.4.1

Proficiency Level Distribution: Read 4-5 A S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------|---------|---------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,581 | 60.14% | 2,564 | 61.00% | 5,145 | 60.57% |
| 2 | 852 | 19.85% | 692 | 16.46% | 1,544 | 18.18% |
| 3 | 450 | 10.48% | 562 | 13.37% | 1,012 | 11.91% |
| 4 | 154 | 3.59% | 156 | 3.71% | 310 | 3.65% |
| 5 | 223 | 5.20% | 229 | 5.45% | 452 | 5.32% |
| 6 | 32 | 0.75% | 0 | 0.00% | 32 | 0.38% |
| Total | 4,292 | 100.00% | 4,203 | 100.00% | 8,495 | 100.00% |

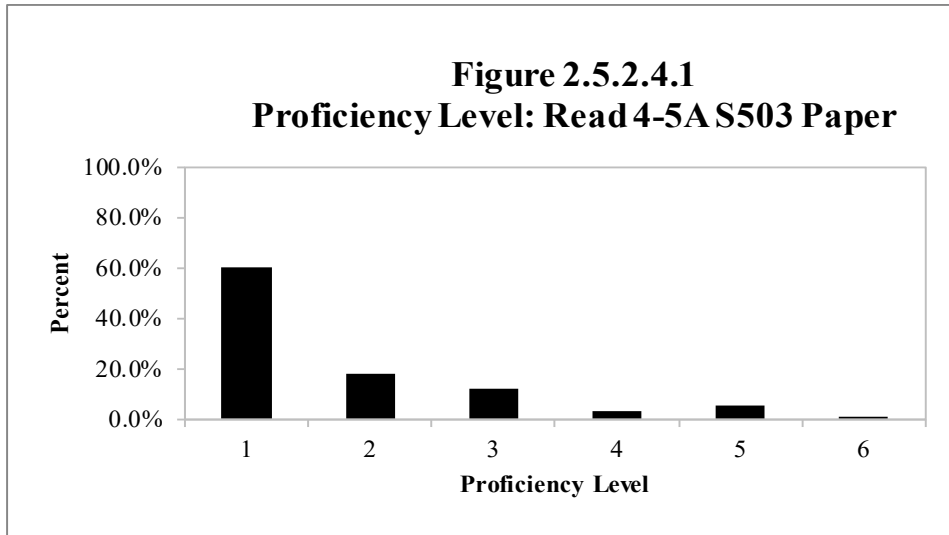


Table 2.5.2.4.2

Proficiency Level Distribution: Read 4-5 B/C S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 135 | 0.83% | 231 | 1.38% | 366 | 1.11% |
| 2 | 2,456 | 15.04% | 3,557 | 21.31% | 6,013 | 18.21% |
| 3 | 5,749 | 35.21% | 4,856 | 29.10% | 10,605 | 32.12% |
| 4 | 2,490 | 15.25% | 2,280 | 13.66% | 4,770 | 14.45% |
| 5 | 3,477 | 21.29% | 3,565 | 21.36% | 7,042 | 21.33% |
| 6 | 2,022 | 12.38% | 2,199 | 13.18% | 4,221 | 12.78% |
| Total | 16,329 | 100.00% | 16,688 | 100.00% | 33,017 | 100.00% |

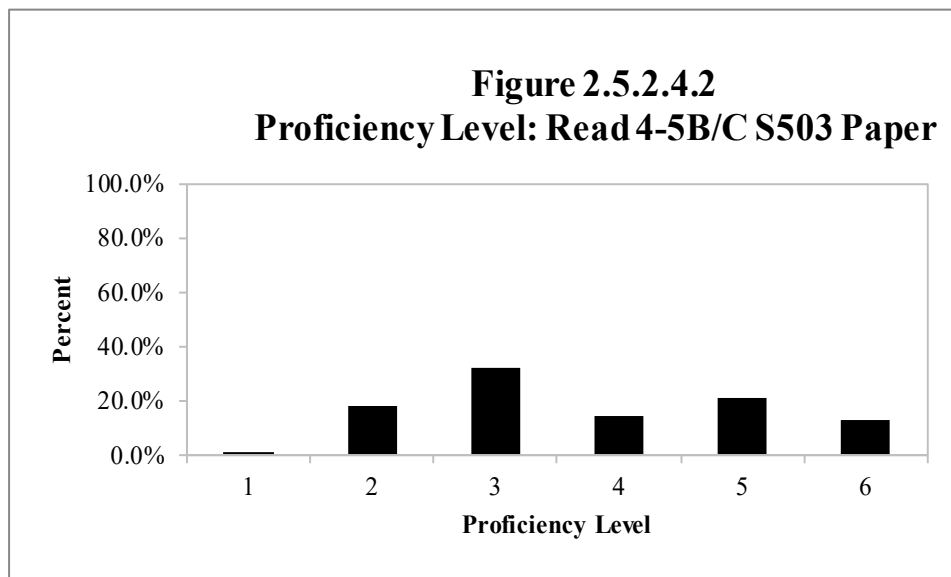
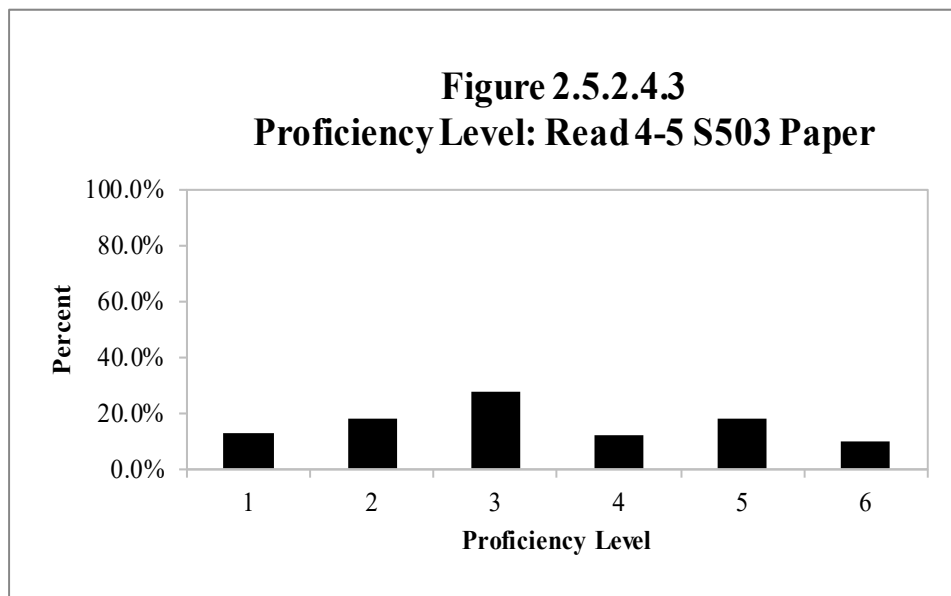


Table 2.5.2.4.3

Proficiency Level Distribution: Read 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,716 | 13.17% | 2,795 | 13.38% | 5,511 | 13.28% |
| 2 | 3,308 | 16.04% | 4,249 | 20.34% | 7,557 | 18.20% |
| 3 | 6,199 | 30.06% | 5,418 | 25.93% | 11,617 | 27.98% |
| 4 | 2,644 | 12.82% | 2,436 | 11.66% | 5,080 | 12.24% |
| 5 | 3,700 | 17.94% | 3,794 | 18.16% | 7,494 | 18.05% |
| 6 | 2,054 | 9.96% | 2,199 | 10.53% | 4,253 | 10.25% |
| Total | 20,621 | 100.00% | 20,891 | 100.00% | 41,512 | 100.00% |



2.5.2.5 Grades 6-8

Table 2.5.2.5.1

Proficiency Level Distribution: Read 6-8 A S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------|---------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,931 | 47.25% | 2,263 | 56.41% | 2,271 | 56.65% | 6,465 | 53.39% |
| 2 | 1,501 | 36.73% | 1,101 | 27.44% | 1,105 | 27.56% | 3,707 | 30.62% |
| 3 | 421 | 10.30% | 406 | 10.12% | 305 | 7.61% | 1,132 | 9.35% |
| 4 | 87 | 2.13% | 98 | 2.44% | 122 | 3.04% | 307 | 2.54% |
| 5 | 104 | 2.54% | 79 | 1.97% | 161 | 4.02% | 344 | 2.84% |
| 6 | 43 | 1.05% | 65 | 1.62% | 45 | 1.12% | 153 | 1.26% |
| Total | 4,087 | 100.00% | 4,012 | 100.00% | 4,009 | 100.00% | 12,108 | 100.00% |

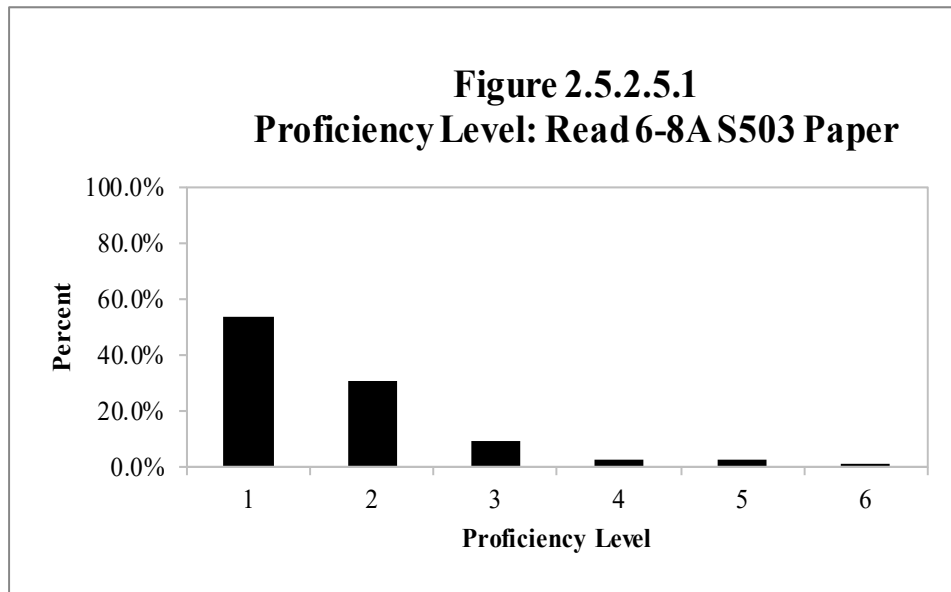


Table 2.5.2.5.2

Proficiency Level Distribution: Read 6-8 B/C S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 212 | 2.07% | 333 | 3.51% | 405 | 4.44% | 950 | 3.29% |
| 2 | 3,627 | 35.35% | 3,095 | 32.62% | 3,032 | 33.25% | 9,754 | 33.79% |
| 3 | 3,298 | 32.14% | 3,300 | 34.78% | 2,399 | 26.31% | 8,997 | 31.17% |
| 4 | 1,253 | 12.21% | 1,132 | 11.93% | 1,255 | 13.76% | 3,640 | 12.61% |
| 5 | 1,446 | 14.09% | 1,104 | 11.63% | 1,359 | 14.90% | 3,909 | 13.54% |
| 6 | 425 | 4.14% | 525 | 5.53% | 668 | 7.33% | 1,618 | 5.60% |
| Total | 10,261 | 100.00% | 9,489 | 100.00% | 9,118 | 100.00% | 28,868 | 100.00% |

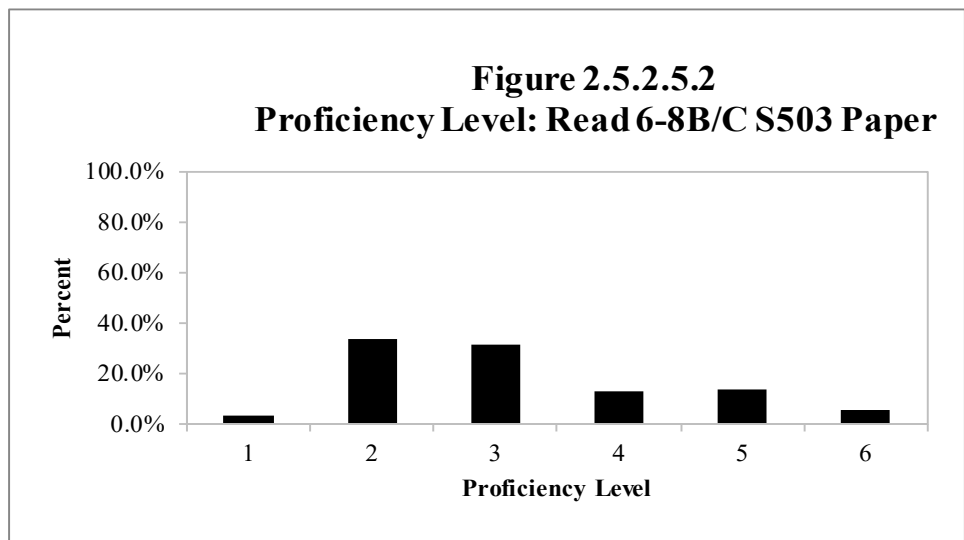
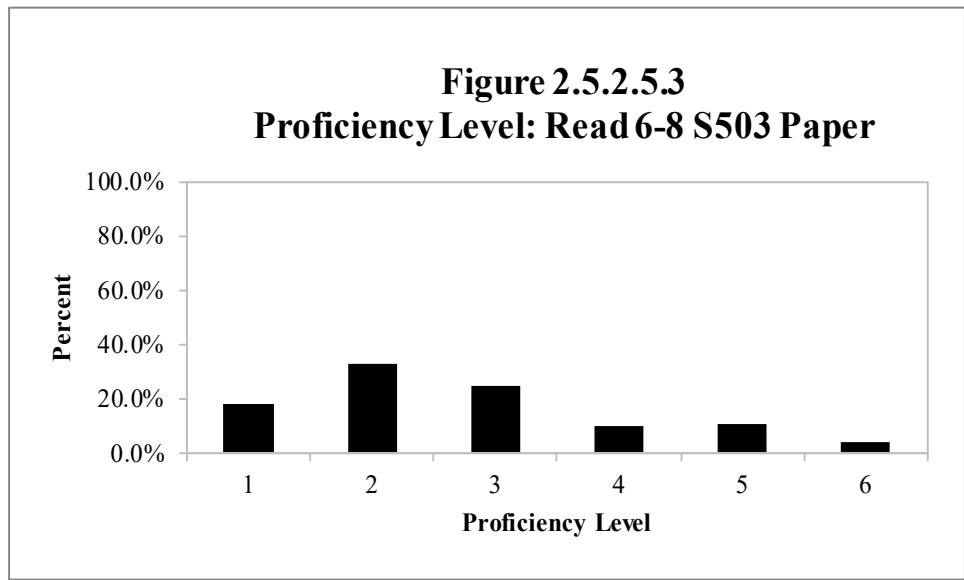


Table 2.5.2.5.3

Proficiency Level Distribution: Read 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,143 | 14.94% | 2,596 | 19.23% | 2,676 | 20.39% | 7,415 | 18.10% |
| 2 | 5,128 | 35.74% | 4,196 | 31.08% | 4,137 | 31.52% | 13,461 | 32.85% |
| 3 | 3,719 | 25.92% | 3,706 | 27.45% | 2,704 | 20.60% | 10,129 | 24.72% |
| 4 | 1,340 | 9.34% | 1,230 | 9.11% | 1,377 | 10.49% | 3,947 | 9.63% |
| 5 | 1,550 | 10.80% | 1,183 | 8.76% | 1,520 | 11.58% | 4,253 | 10.38% |
| 6 | 468 | 3.26% | 590 | 4.37% | 713 | 5.43% | 1,771 | 4.32% |
| Total | 14,348 | 100.00% | 13,501 | 100.00% | 13,127 | 100.00% | 40,976 | 100.00% |



2.5.2.6 Grades 9-12

Table 2.5.2.6.1

Proficiency Level Distribution: Read 9-12 A S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,755 | 38.17% | 1,224 | 37.37% | 1,066 | 38.83% | 559 | 41.90% | 4,604 | 38.52% |
| 2 | 1,849 | 40.21% | 1,298 | 39.63% | 1,045 | 38.07% | 512 | 38.38% | 4,704 | 39.36% |
| 3 | 561 | 12.20% | 431 | 13.16% | 282 | 10.27% | 130 | 9.75% | 1,404 | 11.75% |
| 4 | 133 | 2.89% | 119 | 3.63% | 129 | 4.70% | 64 | 4.80% | 445 | 3.72% |
| 5 | 221 | 4.81% | 104 | 3.18% | 191 | 6.96% | 45 | 3.37% | 561 | 4.69% |
| 6 | 79 | 1.72% | 99 | 3.02% | 32 | 1.17% | 24 | 1.80% | 234 | 1.96% |
| Total | 4,598 | 100.00% | 3,275 | 100.00% | 2,745 | 100.00% | 1,334 | 100.00% | 11,952 | 100.00% |

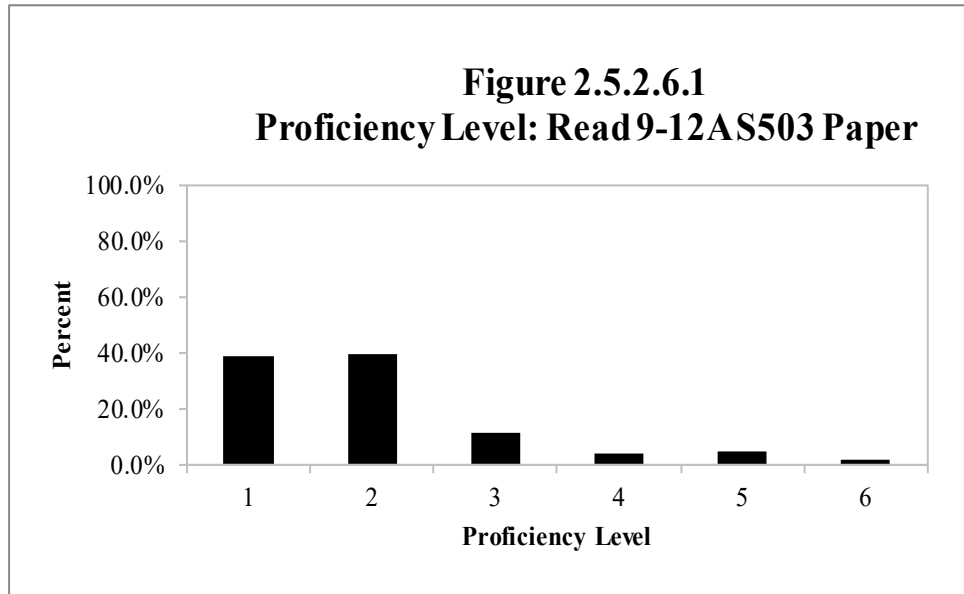


Table 2.5.2.6.2

Proficiency Level Distribution: Read 9-12 B/C S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 69 | 0.94% | 125 | 1.69% | 213 | 3.13% | 178 | 3.46% | 585 | 2.19% |
| 2 | 1,662 | 22.61% | 1,723 | 23.30% | 1,547 | 22.71% | 1,560 | 30.34% | 6,492 | 24.32% |
| 3 | 2,246 | 30.55% | 2,122 | 28.70% | 1,871 | 27.47% | 1,409 | 27.41% | 7,648 | 28.65% |
| 4 | 900 | 12.24% | 881 | 11.92% | 776 | 11.39% | 300 | 5.84% | 2,857 | 10.70% |
| 5 | 1,154 | 15.70% | 1,268 | 17.15% | 1,211 | 17.78% | 1,162 | 22.60% | 4,795 | 17.96% |
| 6 | 1,321 | 17.97% | 1,275 | 17.24% | 1,193 | 17.52% | 532 | 10.35% | 4,321 | 16.18% |
| Total | 7,352 | 100.00% | 7,394 | 100.00% | 6,811 | 100.00% | 5,141 | 100.00% | 26,698 | 100.00% |

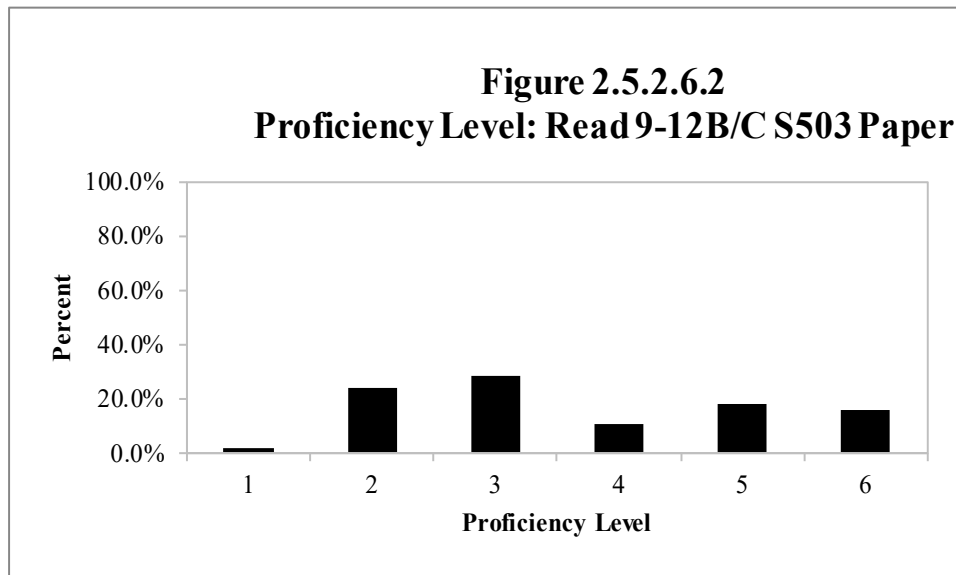
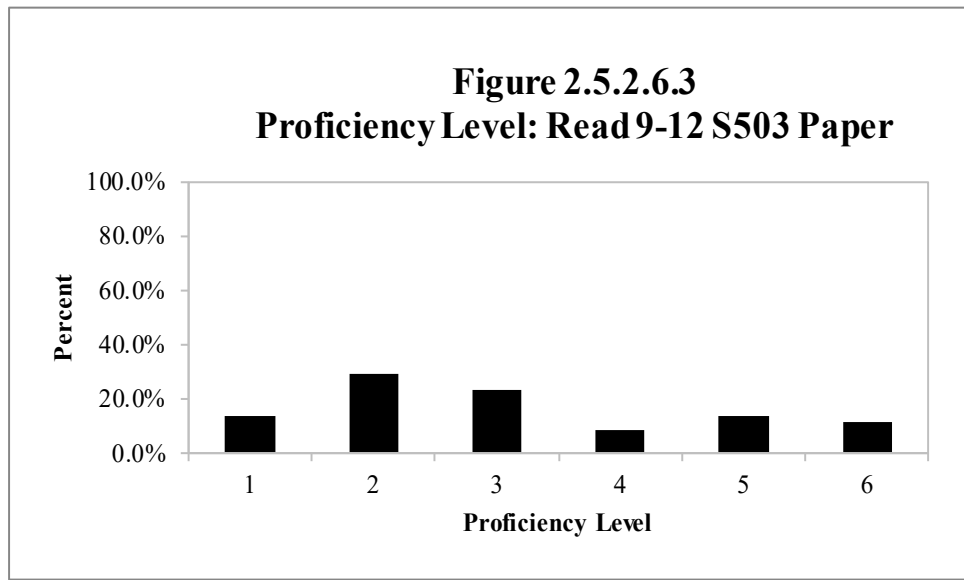


Table 2.5.2.6.3

Proficiency Level Distribution: Read 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|---------|---------|----------|---------|----------|---------|----------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,824 | 15.26% | 1,349 | 12.64% | 1,279 | 13.38% | 737 | 11.38% | 5,189 | 13.43% |
| 2 | 3,511 | 29.38% | 3,021 | 28.32% | 2,592 | 27.12% | 2,072 | 32.00% | 11,196 | 28.97% |
| 3 | 2,807 | 23.49% | 2,553 | 23.93% | 2,153 | 22.53% | 1,539 | 23.77% | 9,052 | 23.42% |
| 4 | 1,033 | 8.64% | 1,000 | 9.37% | 905 | 9.47% | 364 | 5.62% | 3,302 | 8.54% |
| 5 | 1,375 | 11.51% | 1,372 | 12.86% | 1,402 | 14.67% | 1,207 | 18.64% | 5,356 | 13.86% |
| 6 | 1,400 | 11.72% | 1,374 | 12.88% | 1,225 | 12.82% | 556 | 8.59% | 4,555 | 11.79% |
| Total | 11,950 | 100.00% | 10,669 | 100.00% | 9,556 | 100.00% | 6,475 | 100.00% | 38,650 | 100.00% |



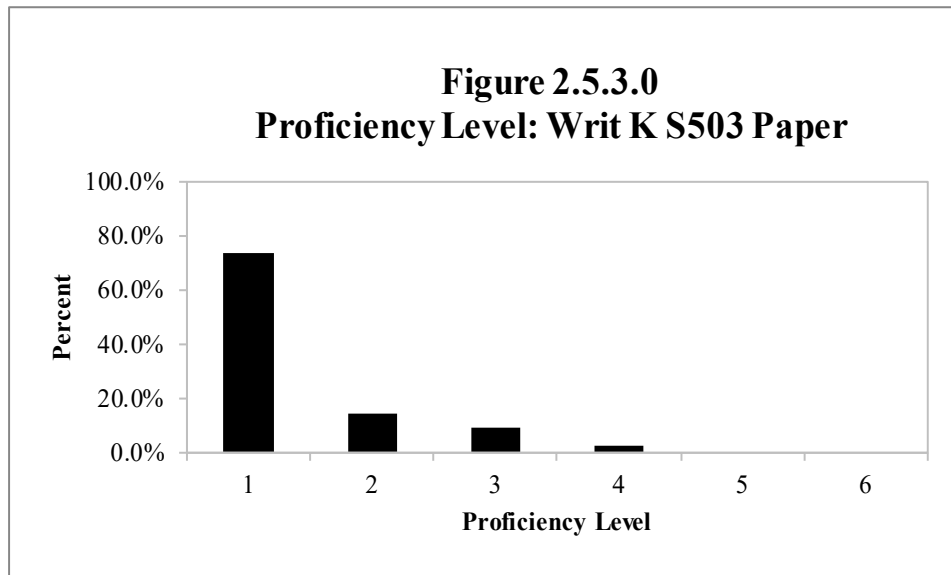
2.5.3 Writing

2.5.3.0 Kindergarten

Table 2.5.3.0

Proficiency Level Distribution: Writ K S503 Paper

| Level | Grade K | | Total | |
|--------------|----------------|----------------|----------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 184,440 | 73.34% | 184,440 | 73.34% |
| 2 | 36,463 | 14.50% | 36,463 | 14.50% |
| 3 | 23,886 | 9.50% | 23,886 | 9.50% |
| 4 | 6,697 | 2.66% | 6,697 | 2.66% |
| 5 | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 251,486 | 100.00% | 251,486 | 100.00% |



2.5.3.1 Grade 1

Table 2.5.3.1.1

Proficiency Level Distribution: Writ 1 A S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 9,646 | 51.84% | 9,646 | 51.84% |
| 2 | 8,344 | 44.84% | 8,344 | 44.84% |
| 3 | 617 | 3.32% | 617 | 3.32% |
| 4 | 0 | 0.00% | 0 | 0.00% |
| 5 | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 18,607 | 100.00% | 18,607 | 100.00% |

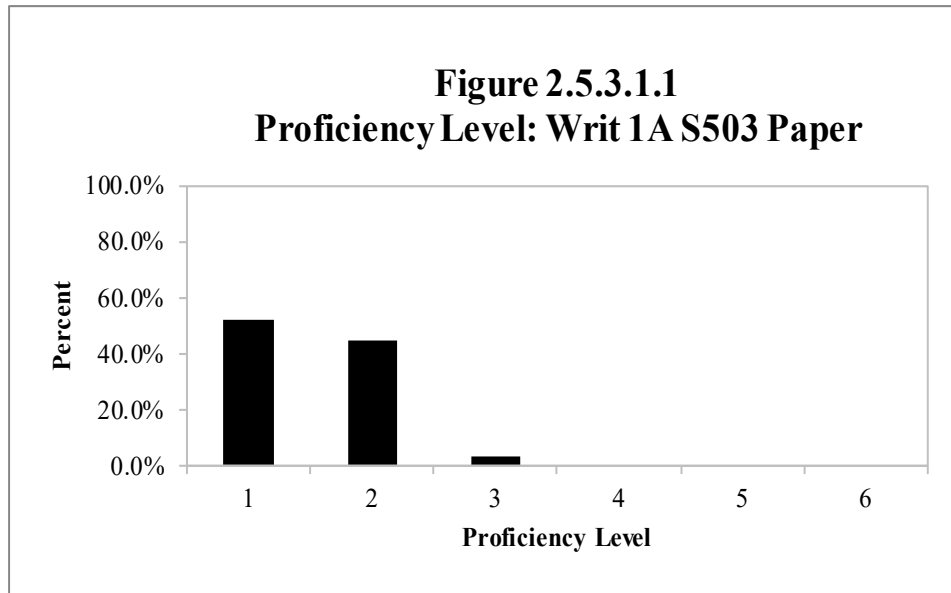


Table 2.5.3.1.2

Proficiency Level Distribution: Writ 1 B/C S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent |
| 1 | 3,218 | 21.14% | 3,218 | 21.14% |
| 2 | 4,933 | 32.40% | 4,933 | 32.40% |
| 3 | 6,722 | 44.16% | 6,722 | 44.16% |
| 4 | 346 | 2.27% | 346 | 2.27% |
| 5 | 4 | 0.03% | 4 | 0.03% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 15,223 | 100.00% | 15,223 | 100.00% |

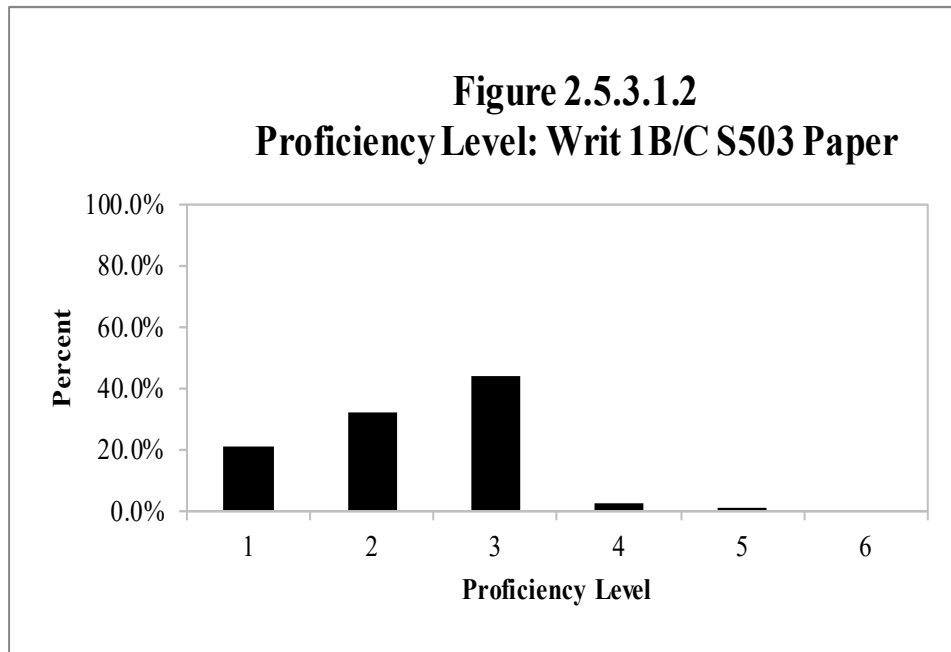
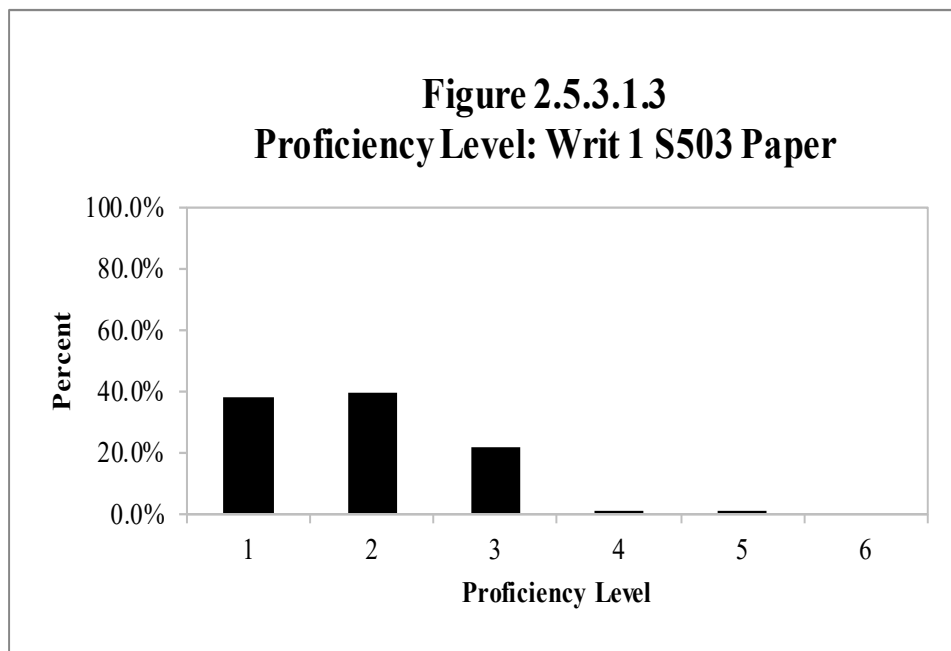


Table 2.5.3.1.3

Proficiency Level Distribution: Writ 1 S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 12,864 | 38.03% | 12,864 | 38.03% |
| 2 | 13,277 | 39.25% | 13,277 | 39.25% |
| 3 | 7,339 | 21.69% | 7,339 | 21.69% |
| 4 | 346 | 1.02% | 346 | 1.02% |
| 5 | 4 | 0.01% | 4 | 0.01% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 33,830 | 100.00% | 33,830 | 100.00% |



2.5.3.2 Grade 2

Table 2.5.3.2.1

Proficiency Level Distribution: Writ 2 A S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------|---------|-------|---------|
| | Count | Percent | Count | Percent |
| 1 | 4,369 | 46.33% | 4,369 | 46.33% |
| 2 | 2,915 | 30.91% | 2,915 | 30.91% |
| 3 | 2,142 | 22.71% | 2,142 | 22.71% |
| 4 | 4 | 0.04% | 4 | 0.04% |
| 5 | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 9,430 | 100.00% | 9,430 | 100.00% |

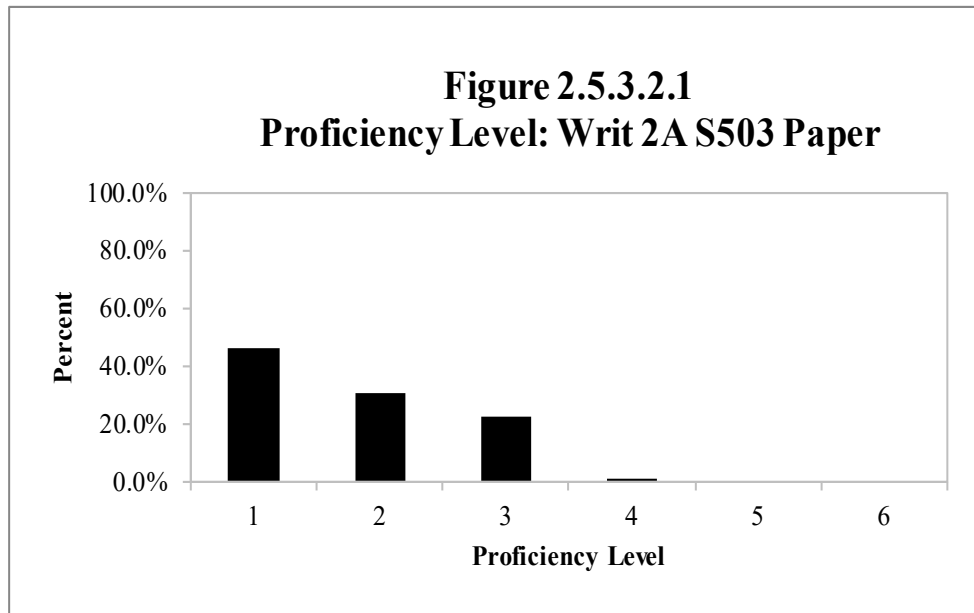


Table 2.5.3.2.2

Proficiency Level Distribution: Writ 2 B/C S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 2,228 | 9.60% | 2,228 | 9.60% |
| 2 | 6,514 | 28.06% | 6,514 | 28.06% |
| 3 | 13,812 | 59.49% | 13,812 | 59.49% |
| 4 | 662 | 2.85% | 662 | 2.85% |
| 5 | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 23,216 | 100.00% | 23,216 | 100.00% |

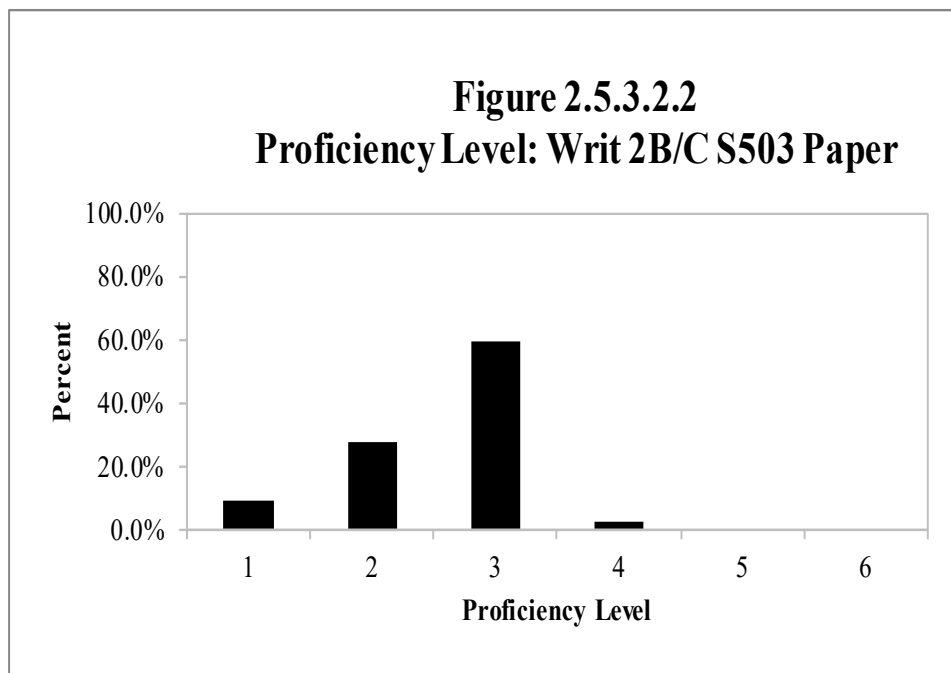
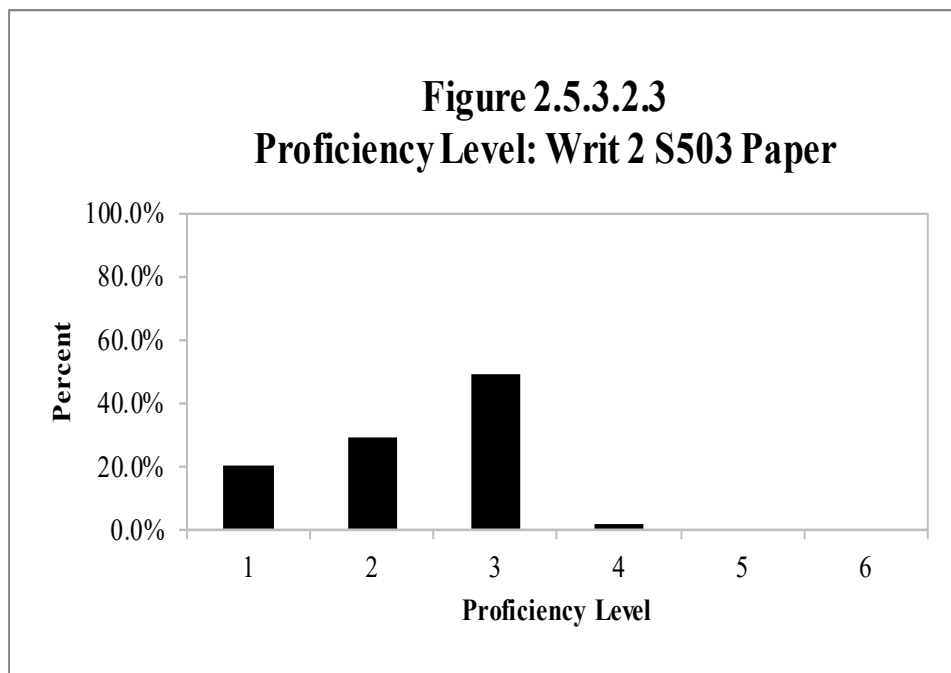


Table 2.5.3.2.3

Proficiency Level Distribution: Writ 2 S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 6,597 | 20.21% | 6,597 | 20.21% |
| 2 | 9,429 | 28.88% | 9,429 | 28.88% |
| 3 | 15,954 | 48.87% | 15,954 | 48.87% |
| 4 | 666 | 2.04% | 666 | 2.04% |
| 5 | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 32,646 | 100.00% | 32,646 | 100.00% |



2.5.3.3 Grade 3

Table 2.5.3.3.1

Proficiency Level Distribution: Writ 3 A S503 Paper

| Level | Grade 3 | | Total | |
|--------------|--------------|----------------|--------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 2,895 | 41.23% | 2,895 | 41.23% |
| 2 | 2,614 | 37.23% | 2,614 | 37.23% |
| 3 | 1,497 | 21.32% | 1,497 | 21.32% |
| 4 | 15 | 0.21% | 15 | 0.21% |
| 5 | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 7,021 | 100.00% | 7,021 | 100.00% |

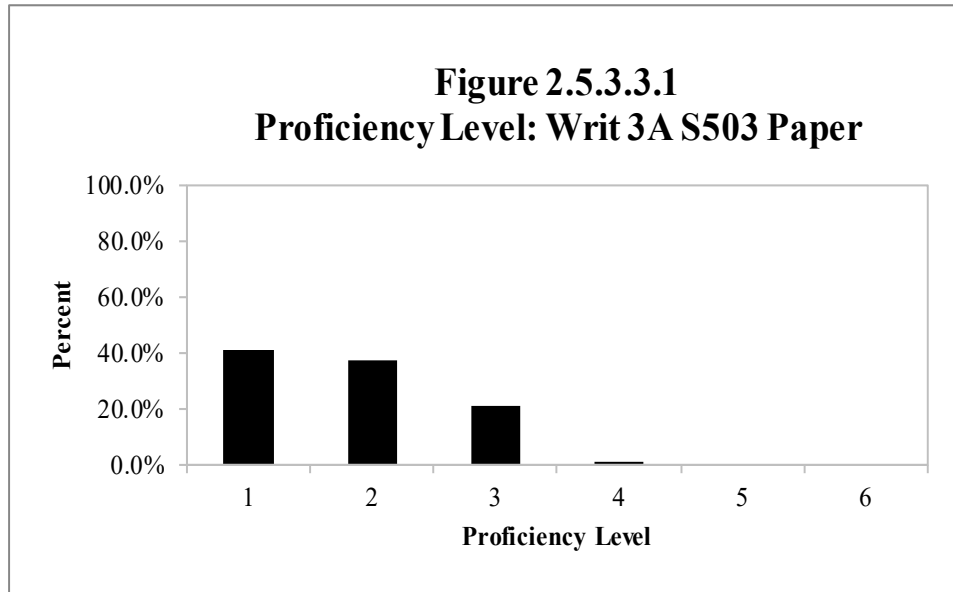


Table 2.5.3.3.2

Proficiency Level Distribution: Writ 3 B/C S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 1,280 | 5.21% | 1,280 | 5.21% |
| 2 | 3,845 | 15.65% | 3,845 | 15.65% |
| 3 | 18,572 | 75.59% | 18,572 | 75.59% |
| 4 | 869 | 3.54% | 869 | 3.54% |
| 5 | 1 | 0.00% | 1 | 0.00% |
| 6 | 1 | 0.00% | 1 | 0.00% |
| Total | 24,568 | 100.00% | 24,568 | 100.00% |

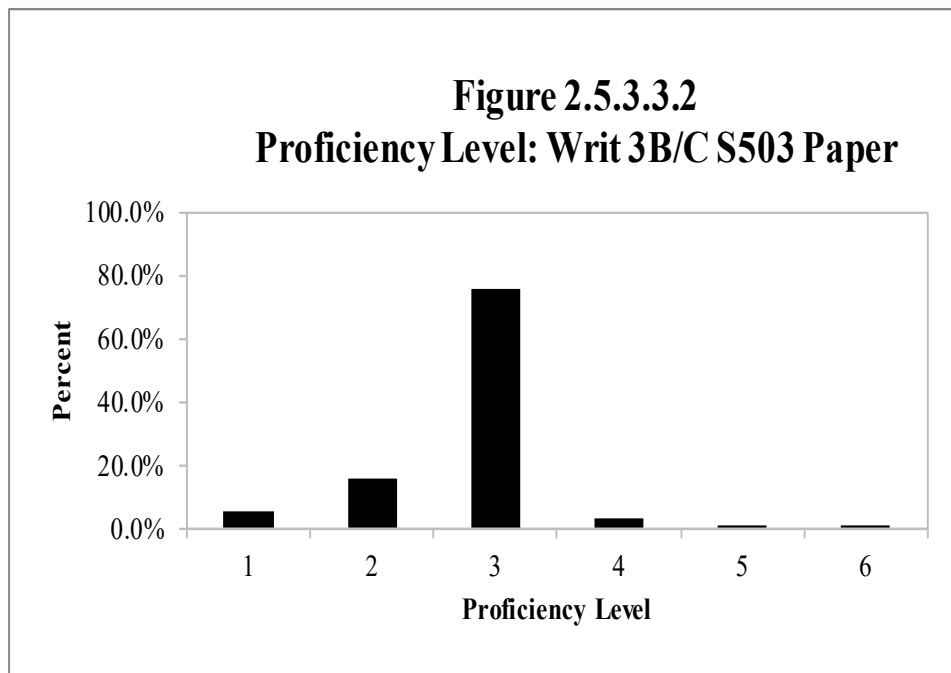
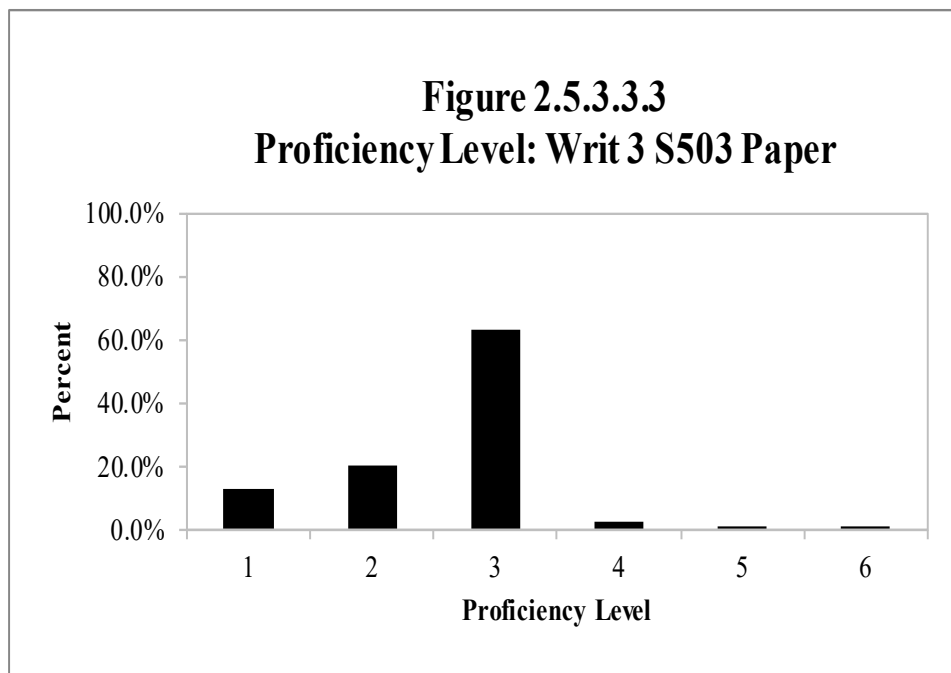


Table 2.5.3.3.3

Proficiency Level Distribution: Writ 3 S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 4,175 | 13.22% | 4,175 | 13.22% |
| 2 | 6,459 | 20.45% | 6,459 | 20.45% |
| 3 | 20,069 | 63.53% | 20,069 | 63.53% |
| 4 | 884 | 2.80% | 884 | 2.80% |
| 5 | 1 | 0.00% | 1 | 0.00% |
| 6 | 1 | 0.00% | 1 | 0.00% |
| Total | 31,589 | 100.00% | 31,589 | 100.00% |



2.5.3.4 Grades 4-5

Table 2.5.3.4.1

Proficiency Level Distribution: Writ 4-5 A S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------|---------|---------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,076 | 41.45% | 1,664 | 34.78% | 3,740 | 38.19% |
| 2 | 1,192 | 23.80% | 1,145 | 23.93% | 2,337 | 23.86% |
| 3 | 1,718 | 34.31% | 1,960 | 40.96% | 3,678 | 37.56% |
| 4 | 22 | 0.44% | 16 | 0.33% | 38 | 0.39% |
| 5 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 5,008 | 100.00% | 4,785 | 100.00% | 9,793 | 100.00% |

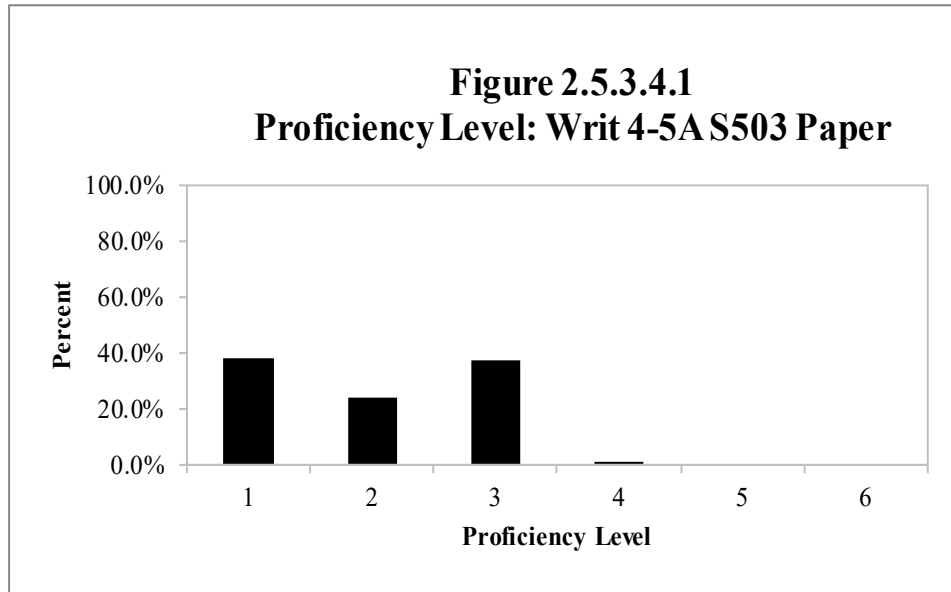


Table 2.5.3.4.2

Proficiency Level Distribution: Writ 4-5 B/C S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 522 | 2.79% | 350 | 1.87% | 872 | 2.33% |
| 2 | 836 | 4.47% | 698 | 3.72% | 1,534 | 4.09% |
| 3 | 11,698 | 62.50% | 9,851 | 52.50% | 21,549 | 57.49% |
| 4 | 5,446 | 29.10% | 7,334 | 39.09% | 12,780 | 34.10% |
| 5 | 205 | 1.10% | 513 | 2.73% | 718 | 1.92% |
| 6 | 10 | 0.05% | 17 | 0.09% | 27 | 0.07% |
| Total | 18,717 | 100.00% | 18,763 | 100.00% | 37,480 | 100.00% |

Figure 2.5.3.4.2
Proficiency Level: Writ 4-5B/C S503 Paper

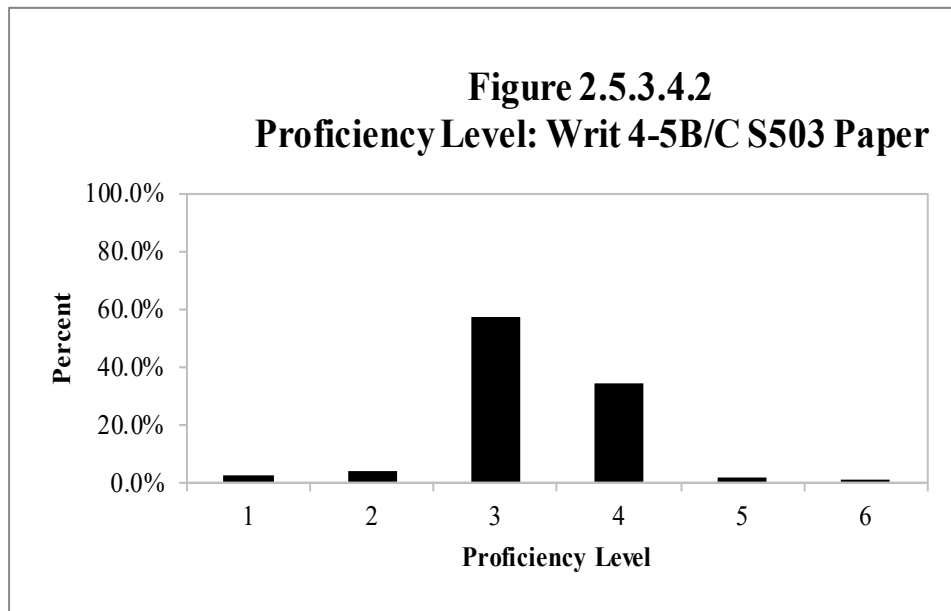
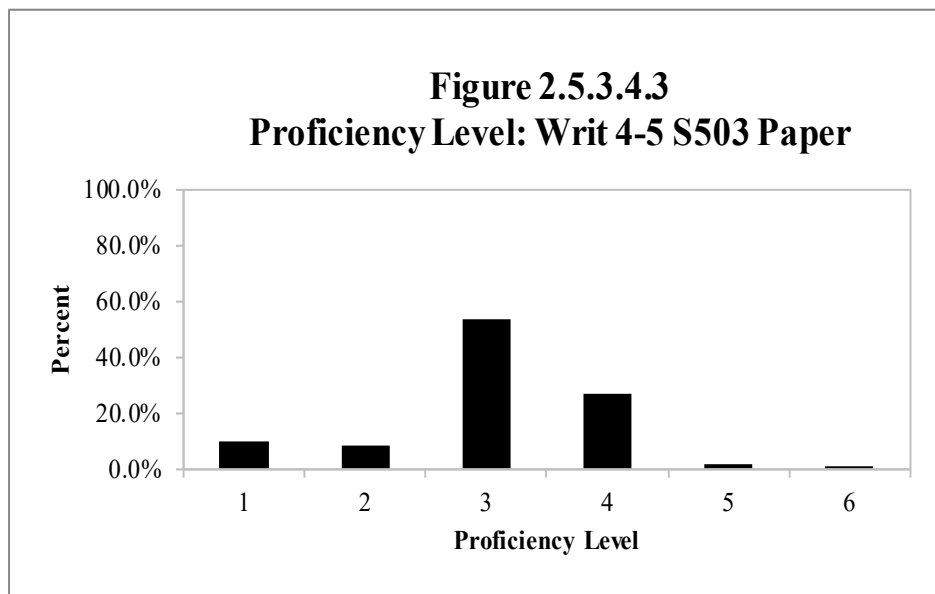


Table 2.5.3.4.3

Proficiency Level Distribution: Writ 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,598 | 10.95% | 2,014 | 8.55% | 4,612 | 9.76% |
| 2 | 2,028 | 8.55% | 1,843 | 7.83% | 3,871 | 8.19% |
| 3 | 13,416 | 56.55% | 11,811 | 50.16% | 25,227 | 53.36% |
| 4 | 5,468 | 23.05% | 7,350 | 31.21% | 12,818 | 27.11% |
| 5 | 205 | 0.86% | 513 | 2.18% | 718 | 1.52% |
| 6 | 10 | 0.04% | 17 | 0.07% | 27 | 0.06% |
| Total | 23,725 | 100.00% | 23,548 | 100.00% | 47,273 | 100.00% |

Figure 2.5.3.4.3
Proficiency Level: Writ 4-5 S503 Paper



2.5.3.5 Grades 6-8

Table 2.5.3.5.1

Proficiency Level Distribution: Writ 6-8 A S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,121 | 46.47% | 2,185 | 49.22% | 2,341 | 52.90% | 6,647 | 49.50% |
| 2 | 1,555 | 34.07% | 1,672 | 37.67% | 1,322 | 29.88% | 4,549 | 33.88% |
| 3 | 886 | 19.41% | 575 | 12.95% | 759 | 17.15% | 2,220 | 16.53% |
| 4 | 2 | 0.04% | 7 | 0.16% | 3 | 0.07% | 12 | 0.09% |
| 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 | 4,564 | 100.00% | 4,439 | 100.00% | 4,425 | 100.00% | 13,428 | 100.00% |

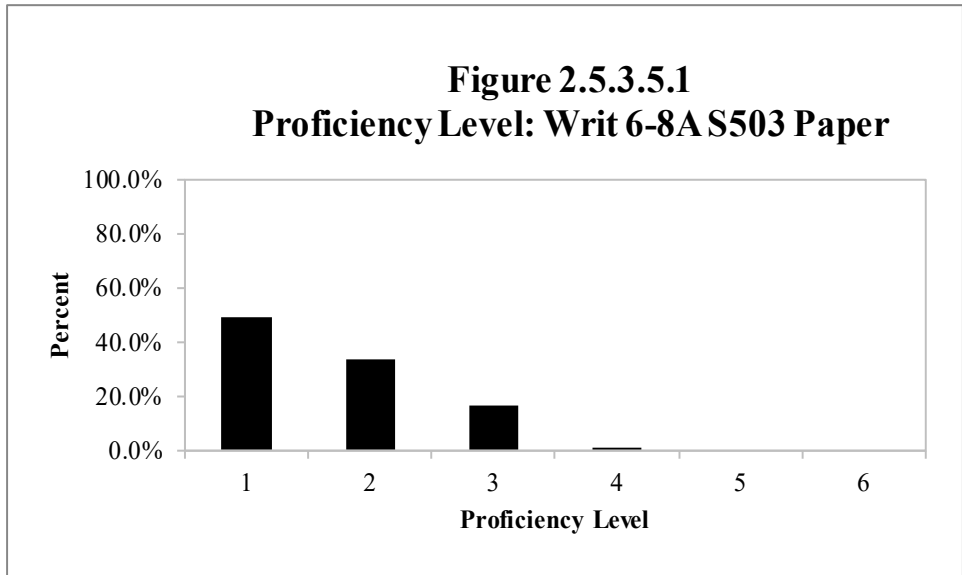


Table 2.5.3.5.2

Proficiency Level Distribution: Writ 6-8 B/C S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 300 | 2.47% | 334 | 3.03% | 404 | 3.87% | 1,038 | 3.09% |
| 2 | 813 | 6.70% | 805 | 7.29% | 520 | 4.98% | 2,138 | 6.36% |
| 3 | 8,617 | 71.02% | 8,078 | 73.20% | 7,706 | 73.74% | 24,401 | 72.58% |
| 4 | 2,403 | 19.80% | 1,817 | 16.47% | 1,819 | 17.41% | 6,039 | 17.96% |
| 5 | 1 | 0.01% | 1 | 0.01% | 1 | 0.01% | 3 | 0.01% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 12,134 | 100.00% | 11,035 | 100.00% | 10,450 | 100.00% | 33,619 | 100.00% |

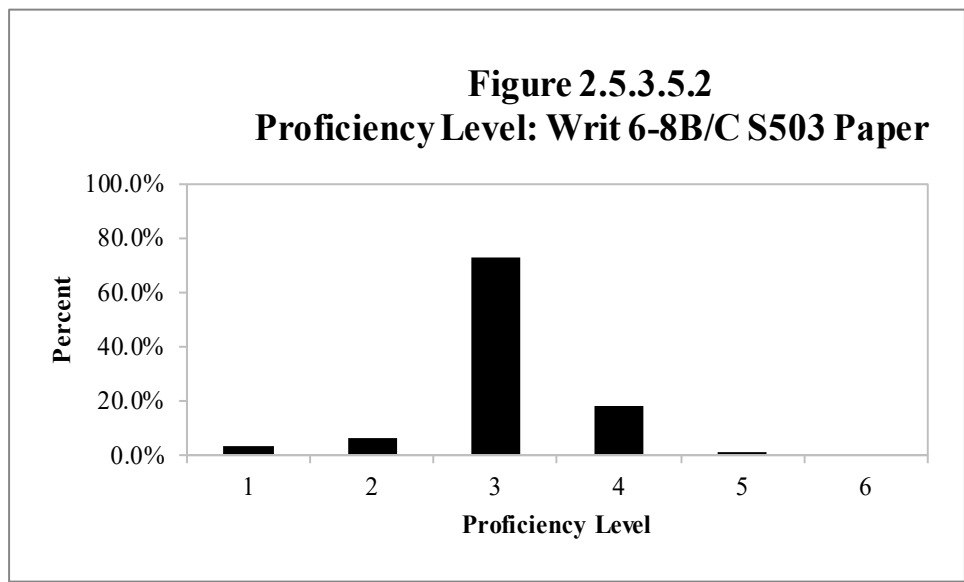
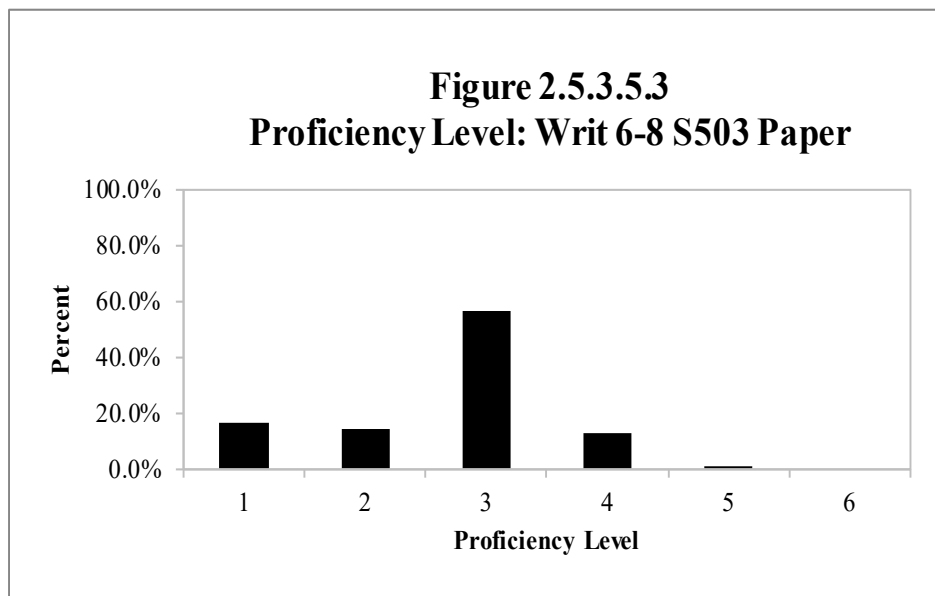


Table 2.5.3.5.3

Proficiency Level Distribution: Writ 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,421 | 14.50% | 2,519 | 16.28% | 2,745 | 18.45% | 7,685 | 16.33% |
| 2 | 2,368 | 14.18% | 2,477 | 16.01% | 1,842 | 12.38% | 6,687 | 14.21% |
| 3 | 9,503 | 56.91% | 8,653 | 55.92% | 8,465 | 56.91% | 26,621 | 56.58% |
| 4 | 2,405 | 14.40% | 1,824 | 11.79% | 1,822 | 12.25% | 6,051 | 12.86% |
| 5 | 1 | 0.01% | 1 | 0.01% | 1 | 0.01% | 3 | 0.01% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 16,698 | 100.00% | 15,474 | 100.00% | 14,875 | 100.00% | 47,047 | 100.00% |

Figure 2.5.3.5.3
Proficiency Level: Writ 6-8 S503 Paper



2.5.3.6 Grades 9-12

Table 2.5.3.6.1

Proficiency Level Distribution: Writ 9-12 A S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,034 | 39.75% | 1,306 | 36.41% | 1,313 | 43.66% | 751 | 51.79% | 5,404 | 41.06% |
| 2 | 1,583 | 30.94% | 1,285 | 35.82% | 976 | 32.46% | 287 | 19.79% | 4,131 | 31.39% |
| 3 | 1,343 | 26.25% | 947 | 26.40% | 691 | 22.98% | 391 | 26.97% | 3,372 | 25.62% |
| 4 | 156 | 3.05% | 49 | 1.37% | 27 | 0.90% | 21 | 1.45% | 253 | 1.92% |
| 5 | 1 | 0.02% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 0.01% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 5,117 | 100.00% | 3,587 | 100.00% | 3,007 | 100.00% | 1,450 | 100.00% | 13,161 | 100.00% |

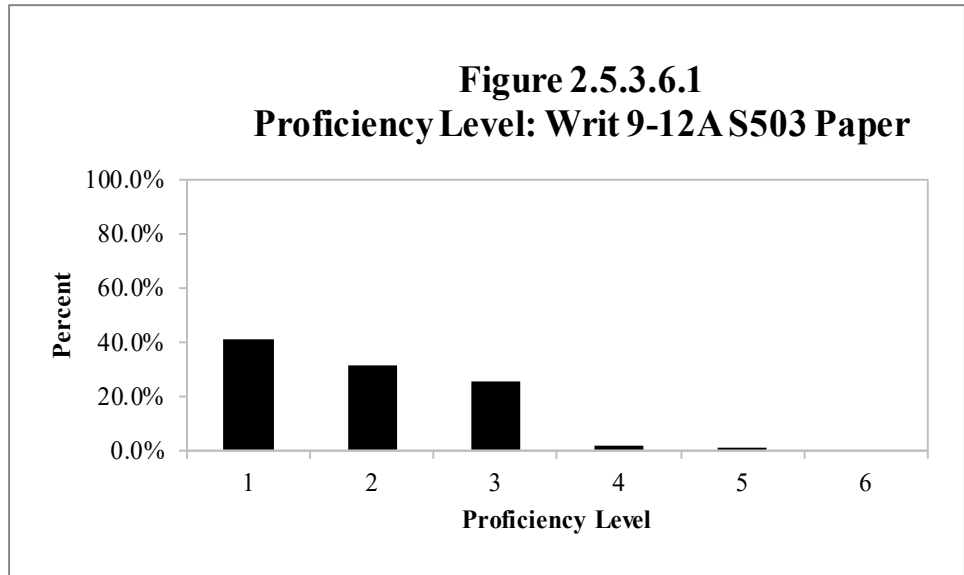


Table 2.5.3.6.2

Proficiency Level Distribution: Writ 9-12 B/C S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 315 | 3.64% | 539 | 6.24% | 596 | 7.62% | 642 | 11.15% | 2,092 | 6.78% |
| 2 | 645 | 7.46% | 512 | 5.93% | 596 | 7.62% | 708 | 12.30% | 2,461 | 7.97% |
| 3 | 3,776 | 43.66% | 4,540 | 52.54% | 4,063 | 51.97% | 2,992 | 51.98% | 15,371 | 49.80% |
| 4 | 3,812 | 44.08% | 2,974 | 34.42% | 2,484 | 31.77% | 1,405 | 24.41% | 10,675 | 34.59% |
| 5 | 99 | 1.14% | 75 | 0.87% | 79 | 1.01% | 9 | 0.16% | 262 | 0.85% |
| 6 | 1 | 0.01% | 1 | 0.01% | 0 | 0.00% | 0 | 0.00% | 2 | 0.01% |
| Total | 8,648 | 100.00% | 8,641 | 100.00% | 7,818 | 100.00% | 5,756 | 100.00% | 30,863 | 100.00% |

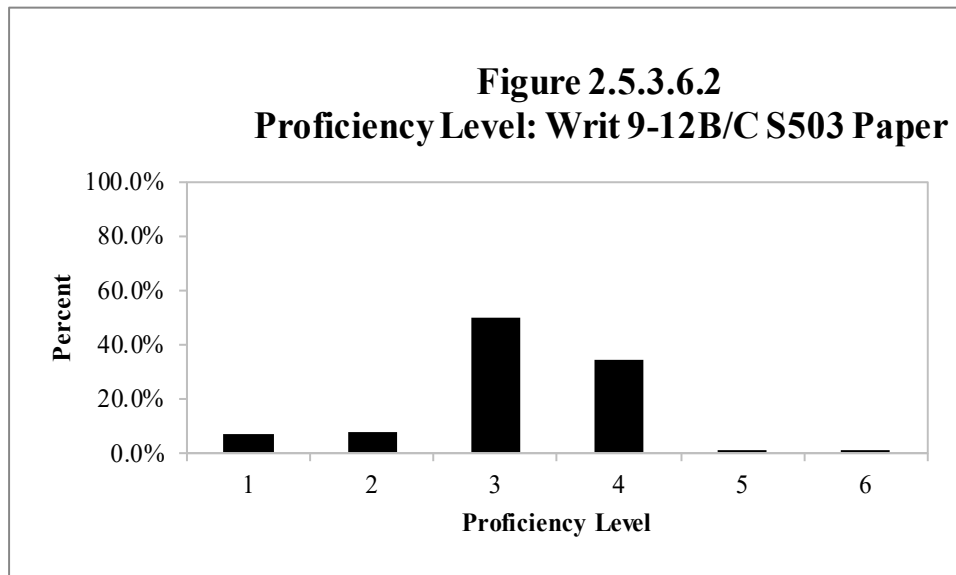
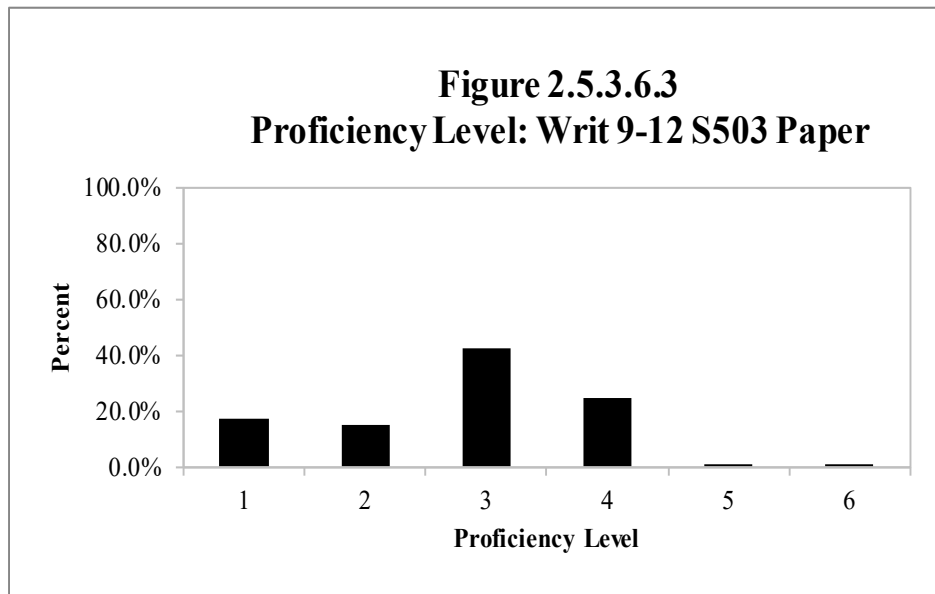


Table 2.5.3.6.3

Proficiency Level Distribution: Writ 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|---------|---------|----------|---------|----------|---------|----------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,349 | 17.07% | 1,845 | 15.09% | 1,909 | 17.64% | 1,393 | 19.33% | 7,496 | 17.03% |
| 2 | 2,228 | 16.19% | 1,797 | 14.70% | 1,572 | 14.52% | 995 | 13.81% | 6,592 | 14.97% |
| 3 | 5,119 | 37.19% | 5,487 | 44.87% | 4,754 | 43.92% | 3,383 | 46.95% | 18,743 | 42.57% |
| 4 | 3,968 | 28.83% | 3,023 | 24.72% | 2,511 | 23.20% | 1,426 | 19.79% | 10,928 | 24.82% |
| 5 | 100 | 0.73% | 75 | 0.61% | 79 | 0.73% | 9 | 0.12% | 263 | 0.60% |
| 6 | 1 | 0.01% | 1 | 0.01% | 0 | 0.00% | 0 | 0.00% | 2 | 0.00% |
| Total | 13,765 | 100.00% | 12,228 | 100.00% | 10,825 | 100.00% | 7,206 | 100.00% | 44,024 | 100.00% |



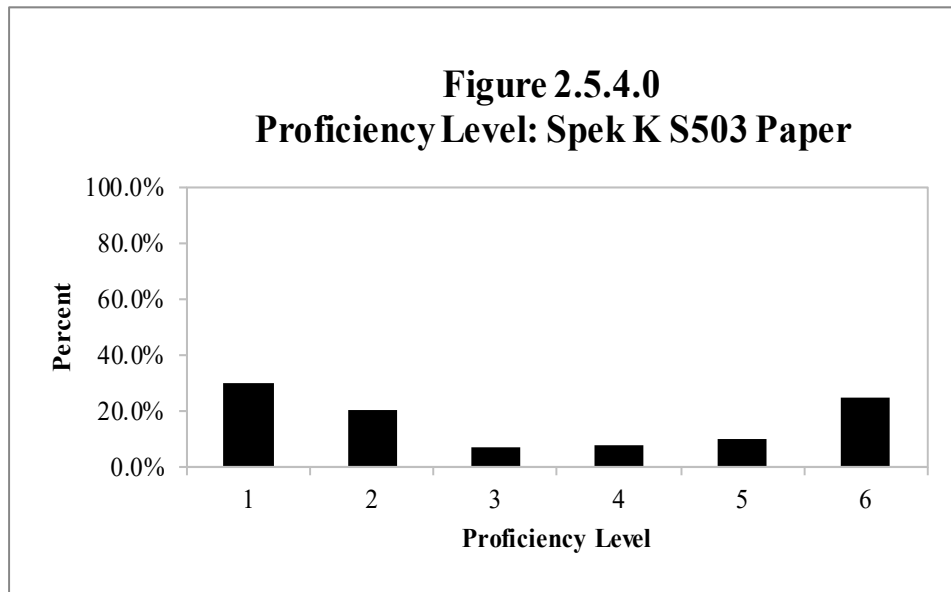
2.5.4 Speaking

2.5.4.0 Kindergarten

Table 2.5.4.0

Proficiency Level Distribution: Spek K S503 Paper

| Level | Grade K | | Total | |
|--------------|----------------|----------------|----------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 75,897 | 30.18% | 75,897 | 30.18% |
| 2 | 51,731 | 20.57% | 51,731 | 20.57% |
| 3 | 17,261 | 6.86% | 17,261 | 6.86% |
| 4 | 19,247 | 7.65% | 19,247 | 7.65% |
| 5 | 25,379 | 10.09% | 25,379 | 10.09% |
| 6 | 61,968 | 24.64% | 61,968 | 24.64% |
| Total | 251,483 | 100.00% | 251,483 | 100.00% |



2.5.4.1 Grade 1

Table 2.5.4.1.1

Proficiency Level Distribution: Spek 1 A S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 5,299 | 28.85% | 5,299 | 28.85% |
| 2 | 5,969 | 32.49% | 5,969 | 32.49% |
| 3 | 4,069 | 22.15% | 4,069 | 22.15% |
| 4 | 2,584 | 14.07% | 2,584 | 14.07% |
| 5 | 449 | 2.44% | 449 | 2.44% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 18,370 | 100.00% | 18,370 | 100.00% |

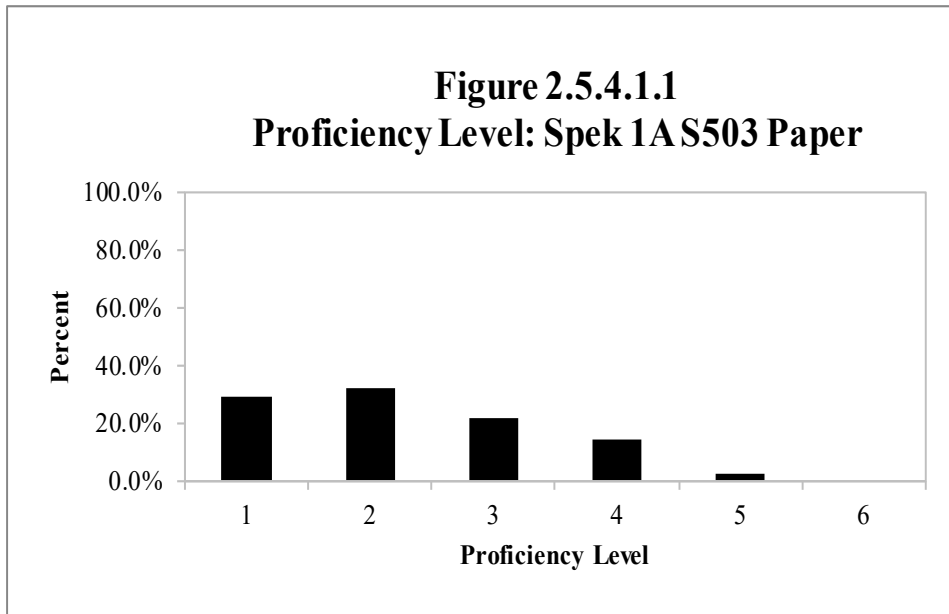


Table 2.5.4.1.2

Proficiency Level Distribution: Spek 1 B/C S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 401 | 2.66% | 401 | 2.66% |
| 2 | 4,393 | 29.13% | 4,393 | 29.13% |
| 3 | 4,955 | 32.86% | 4,955 | 32.86% |
| 4 | 3,504 | 23.24% | 3,504 | 23.24% |
| 5 | 1,521 | 10.09% | 1,521 | 10.09% |
| 6 | 306 | 2.03% | 306 | 2.03% |
| Total | 15,080 | 100.00% | 15,080 | 100.00% |

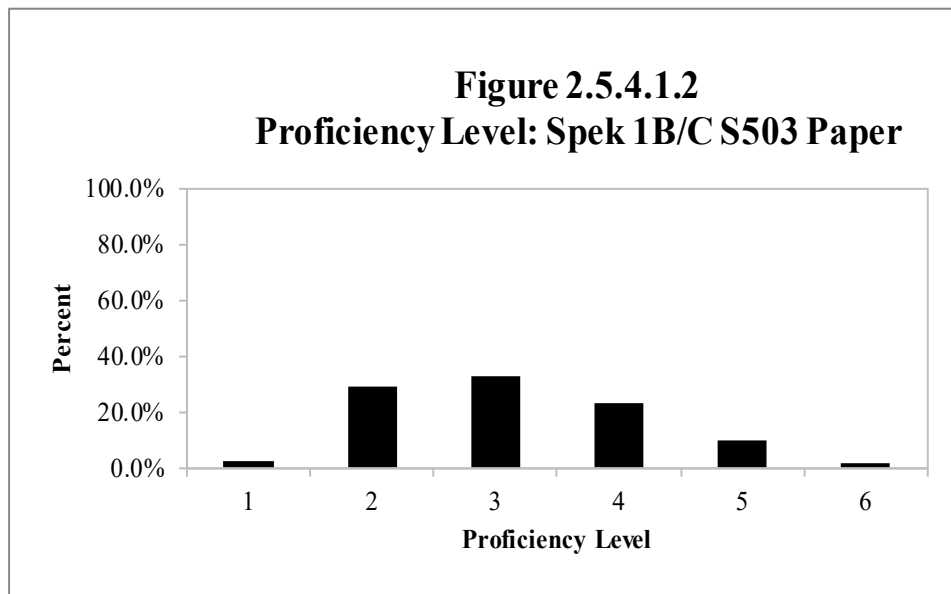
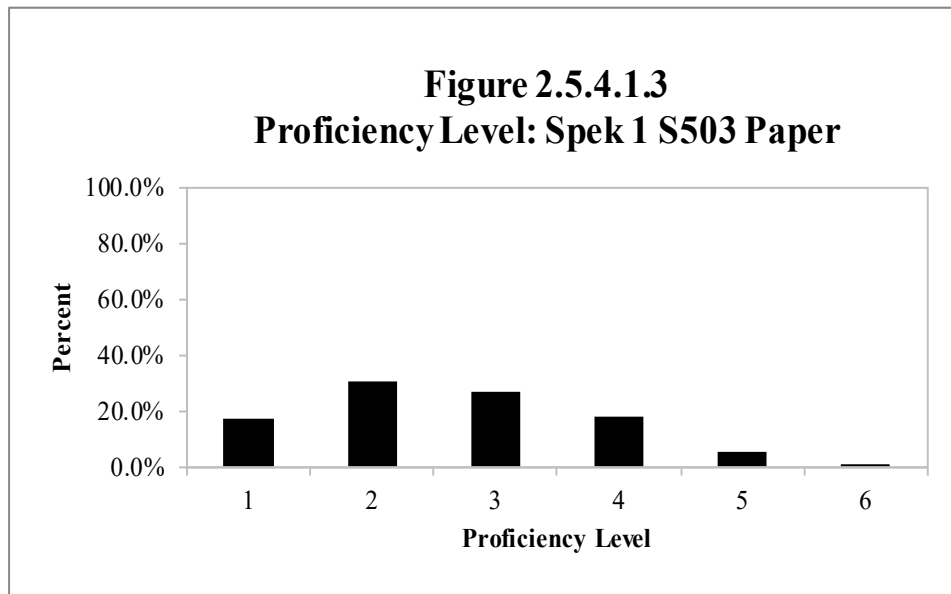


Table 2.5.4.1.3

Proficiency Level Distribution: Spek 1 S503 Paper

| Level | Grade 1 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 5,700 | 17.04% | 5,700 | 17.04% |
| 2 | 10,362 | 30.98% | 10,362 | 30.98% |
| 3 | 9,024 | 26.98% | 9,024 | 26.98% |
| 4 | 6,088 | 18.20% | 6,088 | 18.20% |
| 5 | 1,970 | 5.89% | 1,970 | 5.89% |
| 6 | 306 | 0.91% | 306 | 0.91% |
| Total | 33,450 | 100.00% | 33,450 | 100.00% |

Figure 2.5.4.1.3
Proficiency Level: Spek 1 S503 Paper



2.5.4.2 Grade 2

Table 2.5.4.2.1

Proficiency Level Distribution: Spek 2 A S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------|---------|-------|---------|
| | Count | Percent | Count | Percent |
| 1 | 3,653 | 39.39% | 3,653 | 39.39% |
| 2 | 2,169 | 23.39% | 2,169 | 23.39% |
| 3 | 2,564 | 27.64% | 2,564 | 27.64% |
| 4 | 662 | 7.14% | 662 | 7.14% |
| 5 | 227 | 2.45% | 227 | 2.45% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 9,275 | 100.00% | 9,275 | 100.00% |

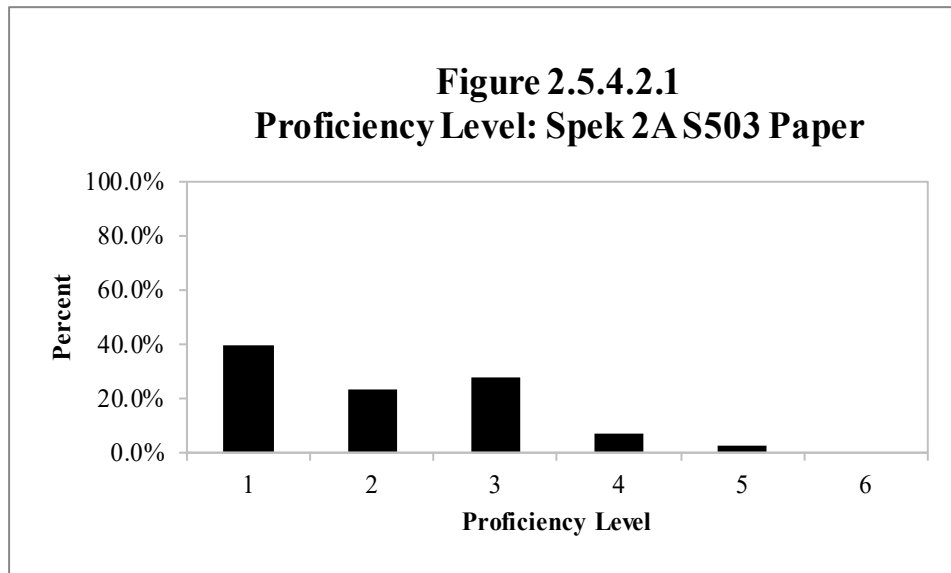


Table 2.5.4.2.2

Proficiency Level Distribution: Spek 2 B/C S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 1,320 | 5.75% | 1,320 | 5.75% |
| 2 | 4,541 | 19.77% | 4,541 | 19.77% |
| 3 | 9,245 | 40.25% | 9,245 | 40.25% |
| 4 | 5,280 | 22.99% | 5,280 | 22.99% |
| 5 | 1,619 | 7.05% | 1,619 | 7.05% |
| 6 | 964 | 4.20% | 964 | 4.20% |
| Total | 22,969 | 100.00% | 22,969 | 100.00% |

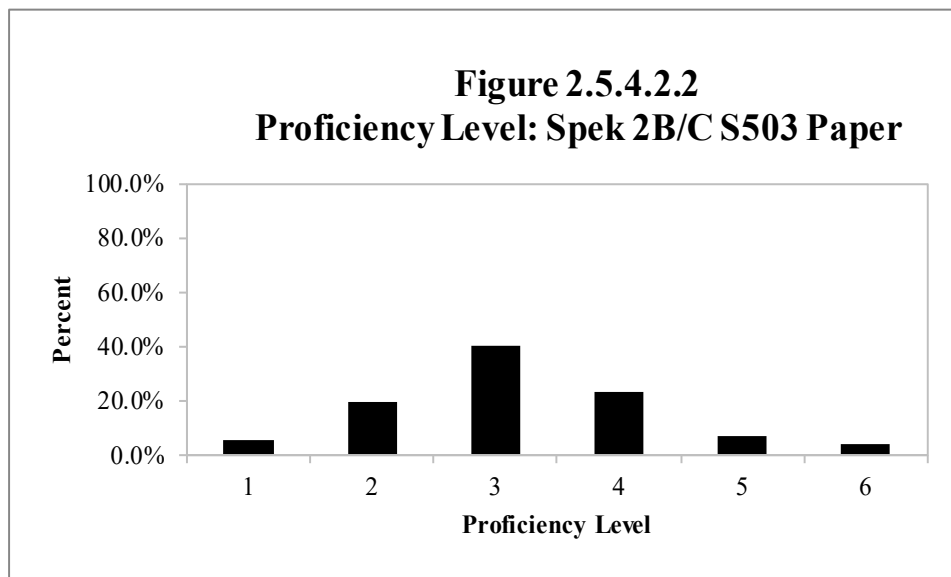
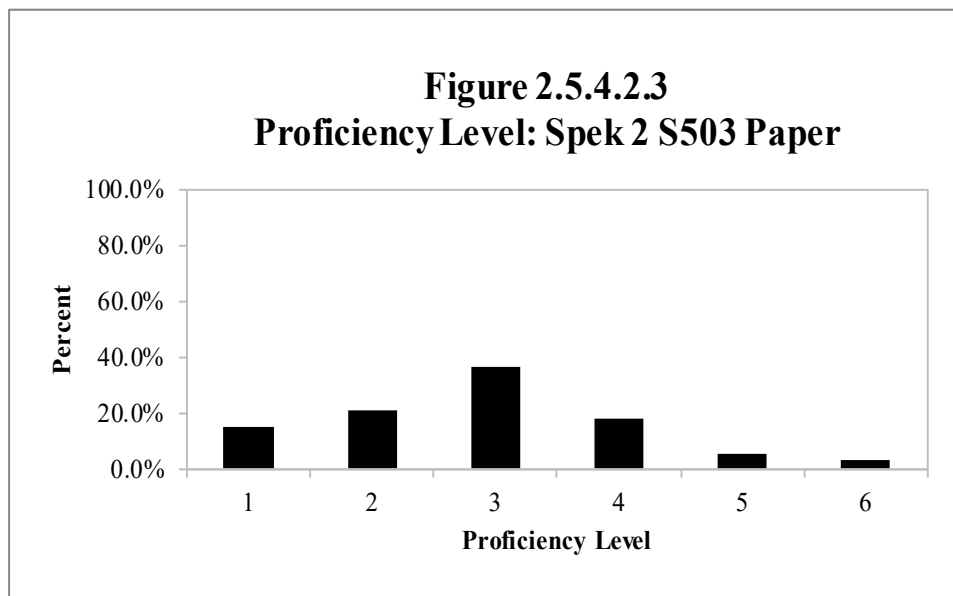


Table 2.5.4.2.3

Proficiency Level Distribution: Spek 2 S503 Paper

| Level | Grade 2 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 4,973 | 15.42% | 4,973 | 15.42% |
| 2 | 6,710 | 20.81% | 6,710 | 20.81% |
| 3 | 11,809 | 36.62% | 11,809 | 36.62% |
| 4 | 5,942 | 18.43% | 5,942 | 18.43% |
| 5 | 1,846 | 5.73% | 1,846 | 5.73% |
| 6 | 964 | 2.99% | 964 | 2.99% |
| Total | 32,244 | 100.00% | 32,244 | 100.00% |



2.5.4.3 Grade 3

Table 2.5.4.3.1

Proficiency Level Distribution: Spek 3 A S503 Paper

| Level | Grade 3 | | Total | |
|--------------|--------------|----------------|--------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 3,309 | 47.78% | 3,309 | 47.78% |
| 2 | 1,663 | 24.01% | 1,663 | 24.01% |
| 3 | 1,311 | 18.93% | 1,311 | 18.93% |
| 4 | 642 | 9.27% | 642 | 9.27% |
| 5 | 0 | 0.00% | 0 | 0.00% |
| 6 | 0 | 0.00% | 0 | 0.00% |
| Total | 6,925 | 100.00% | 6,925 | 100.00% |

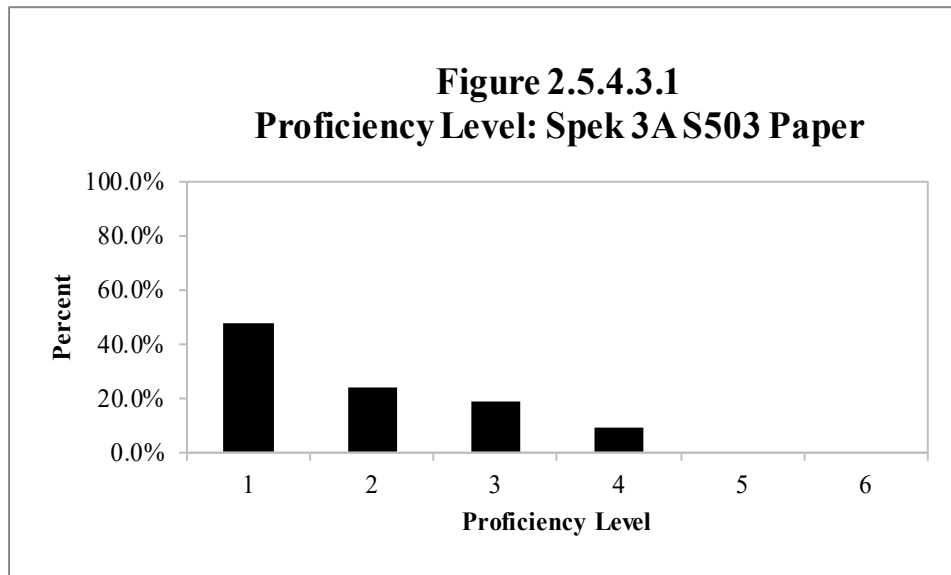


Table 2.5.4.3.2

Proficiency Level Distribution: Spek 3 B/C S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 1,083 | 4.46% | 1,083 | 4.46% |
| 2 | 4,722 | 19.43% | 4,722 | 19.43% |
| 3 | 10,401 | 42.79% | 10,401 | 42.79% |
| 4 | 5,687 | 23.40% | 5,687 | 23.40% |
| 5 | 1,031 | 4.24% | 1,031 | 4.24% |
| 6 | 1,384 | 5.69% | 1,384 | 5.69% |
| Total | 24,308 | 100.00% | 24,308 | 100.00% |

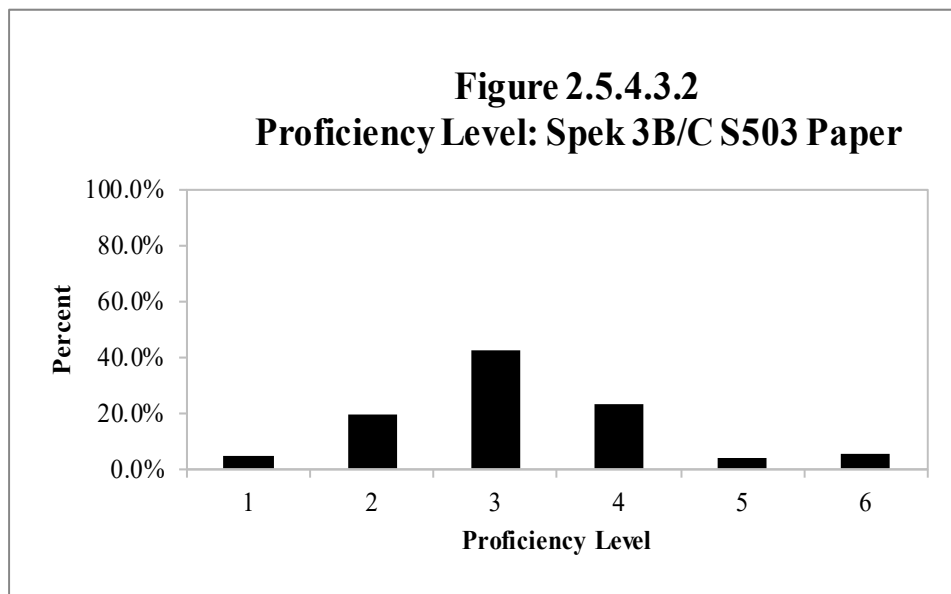
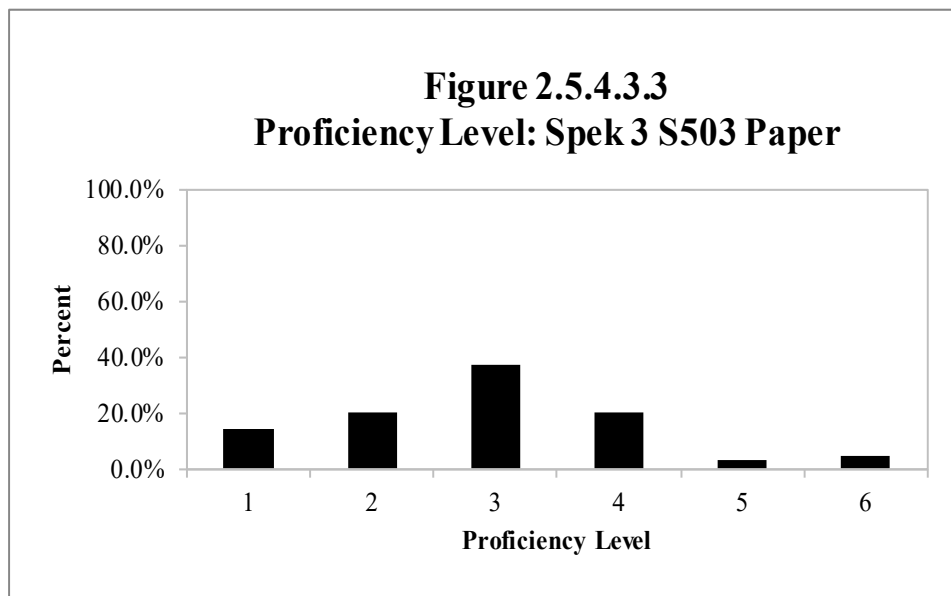


Table 2.5.4.3.3

Proficiency Level Distribution: Spek 3 S503 Paper

| Level | Grade 3 | | Total | |
|--------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent |
| 1 | 4,392 | 14.06% | 4,392 | 14.06% |
| 2 | 6,385 | 20.44% | 6,385 | 20.44% |
| 3 | 11,712 | 37.50% | 11,712 | 37.50% |
| 4 | 6,329 | 20.26% | 6,329 | 20.26% |
| 5 | 1,031 | 3.30% | 1,031 | 3.30% |
| 6 | 1,384 | 4.43% | 1,384 | 4.43% |
| Total | 31,233 | 100.00% | 31,233 | 100.00% |



2.5.4.4 Grades 4-5

Table 2.5.4.4.1

Proficiency Level Distribution: Spek 4-5 A S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------|---------|---------|---------|-------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,829 | 56.98% | 3,082 | 65.05% | 5,911 | 60.92% |
| 2 | 941 | 18.95% | 816 | 17.22% | 1,757 | 18.11% |
| 3 | 898 | 18.09% | 552 | 11.65% | 1,450 | 14.94% |
| 4 | 225 | 4.53% | 209 | 4.41% | 434 | 4.47% |
| 5 | 72 | 1.45% | 79 | 1.67% | 151 | 1.56% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 4,965 | 100.00% | 4,738 | 100.00% | 9,703 | 100.00% |

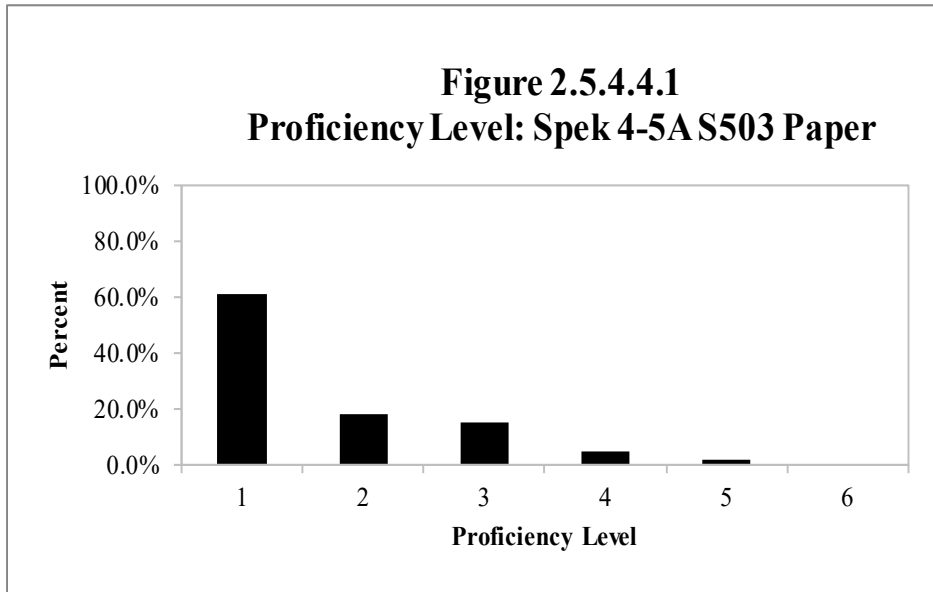


Table 2.5.4.4.2

Proficiency Level Distribution: Spek 4-5 B/C S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 423 | 2.28% | 578 | 3.10% | 1,001 | 2.69% |
| 2 | 1,870 | 10.07% | 2,423 | 13.00% | 4,293 | 11.54% |
| 3 | 5,605 | 30.19% | 5,362 | 28.76% | 10,967 | 29.48% |
| 4 | 7,140 | 38.46% | 7,069 | 37.92% | 14,209 | 38.19% |
| 5 | 2,667 | 14.37% | 2,002 | 10.74% | 4,669 | 12.55% |
| 6 | 859 | 4.63% | 1,209 | 6.49% | 2,068 | 5.56% |
| Total | 18,564 | 100.00% | 18,643 | 100.00% | 37,207 | 100.00% |

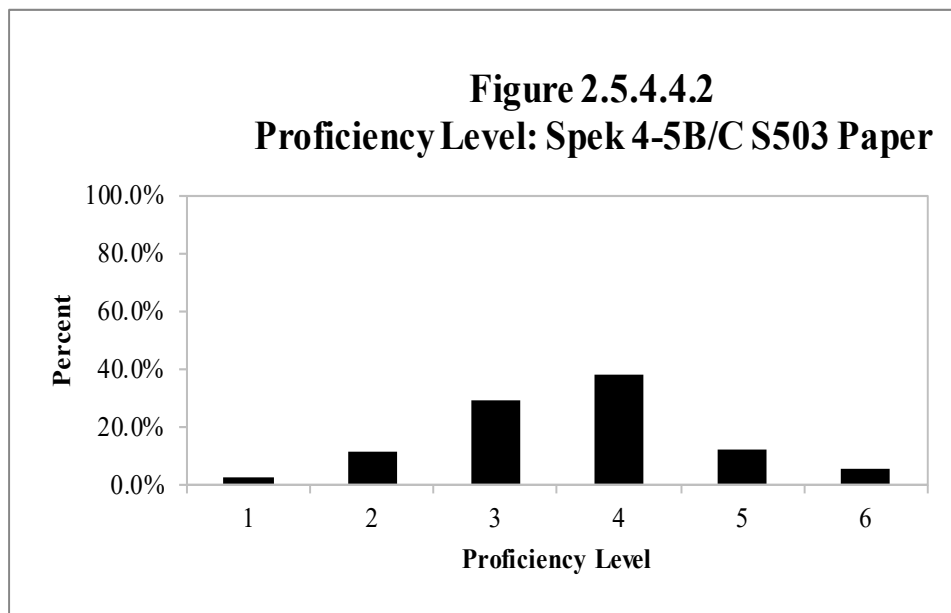
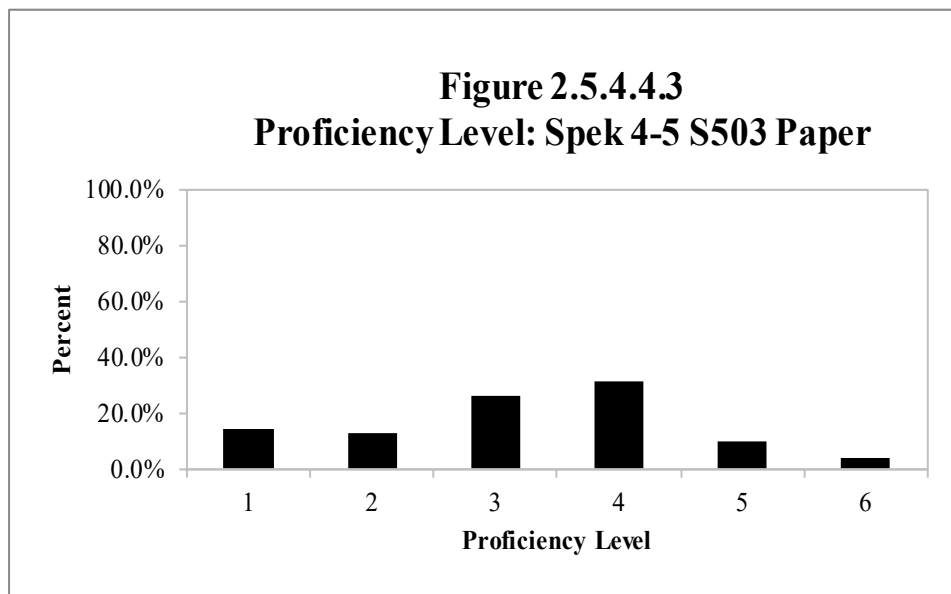


Table 2.5.4.4.3

Proficiency Level Distribution: Spek 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 3,252 | 13.82% | 3,660 | 15.65% | 6,912 | 14.73% |
| 2 | 2,811 | 11.95% | 3,239 | 13.85% | 6,050 | 12.90% |
| 3 | 6,503 | 27.64% | 5,914 | 25.29% | 12,417 | 26.47% |
| 4 | 7,365 | 31.30% | 7,278 | 31.13% | 14,643 | 31.22% |
| 5 | 2,739 | 11.64% | 2,081 | 8.90% | 4,820 | 10.27% |
| 6 | 859 | 3.65% | 1,209 | 5.17% | 2,068 | 4.41% |
| Total | 23,529 | 100.00% | 23,381 | 100.00% | 46,910 | 100.00% |



2.5.4.5 Grades 6-8

Table 2.5.4.5.1

Proficiency Level Distribution: Spek 6-8 A S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,594 | 57.26% | 2,876 | 65.30% | 2,744 | 62.45% | 8,214 | 61.63% |
| 2 | 1,075 | 23.73% | 702 | 15.94% | 727 | 16.55% | 2,504 | 18.79% |
| 3 | 455 | 10.04% | 441 | 10.01% | 453 | 10.31% | 1,349 | 10.12% |
| 4 | 283 | 6.25% | 337 | 7.65% | 402 | 9.15% | 1,022 | 7.67% |
| 5 | 123 | 2.72% | 48 | 1.09% | 68 | 1.55% | 239 | 1.79% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 4,530 | 100.00% | 4,404 | 100.00% | 4,394 | 100.00% | 13,328 | 100.00% |

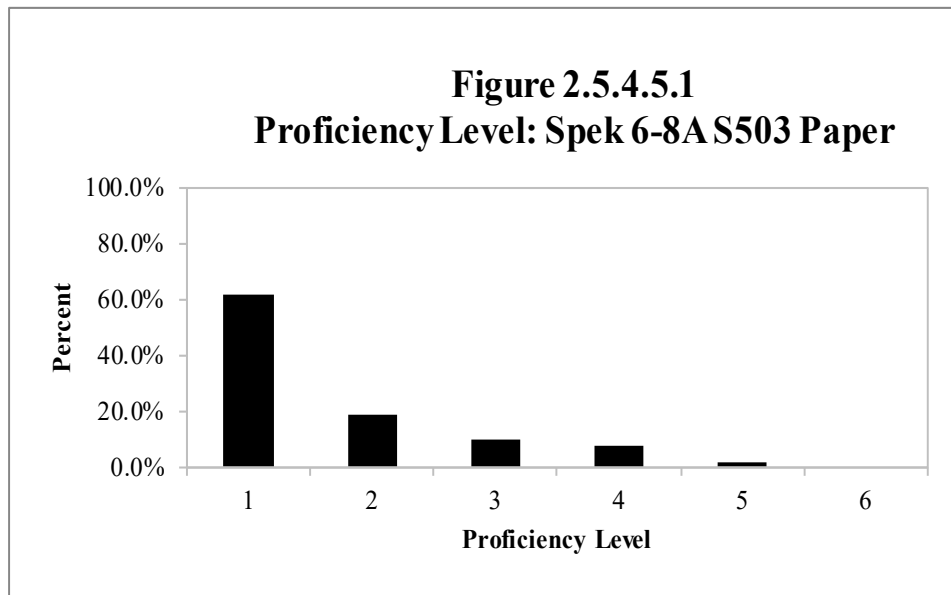


Table 2.5.4.5.2

Proficiency Level Distribution: Spek 6-8 B/C S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 378 | 3.14% | 542 | 4.94% | 555 | 5.35% | 1,475 | 4.42% |
| 2 | 1,090 | 9.05% | 1,213 | 11.06% | 827 | 7.97% | 3,130 | 9.37% |
| 3 | 3,029 | 25.15% | 2,915 | 26.58% | 3,321 | 31.99% | 9,265 | 27.75% |
| 4 | 5,105 | 42.39% | 3,830 | 34.92% | 3,578 | 34.46% | 12,513 | 37.47% |
| 5 | 1,186 | 9.85% | 1,758 | 16.03% | 1,191 | 11.47% | 4,135 | 12.38% |
| 6 | 1,256 | 10.43% | 709 | 6.46% | 910 | 8.77% | 2,875 | 8.61% |
| Total | 12,044 | 100.00% | 10,967 | 100.00% | 10,382 | 100.00% | 33,393 | 100.00% |

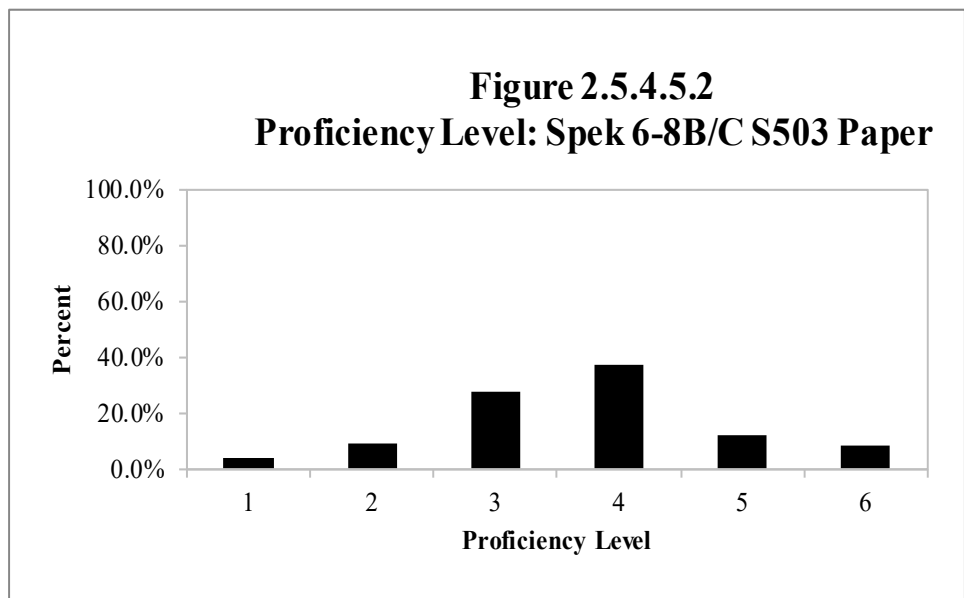
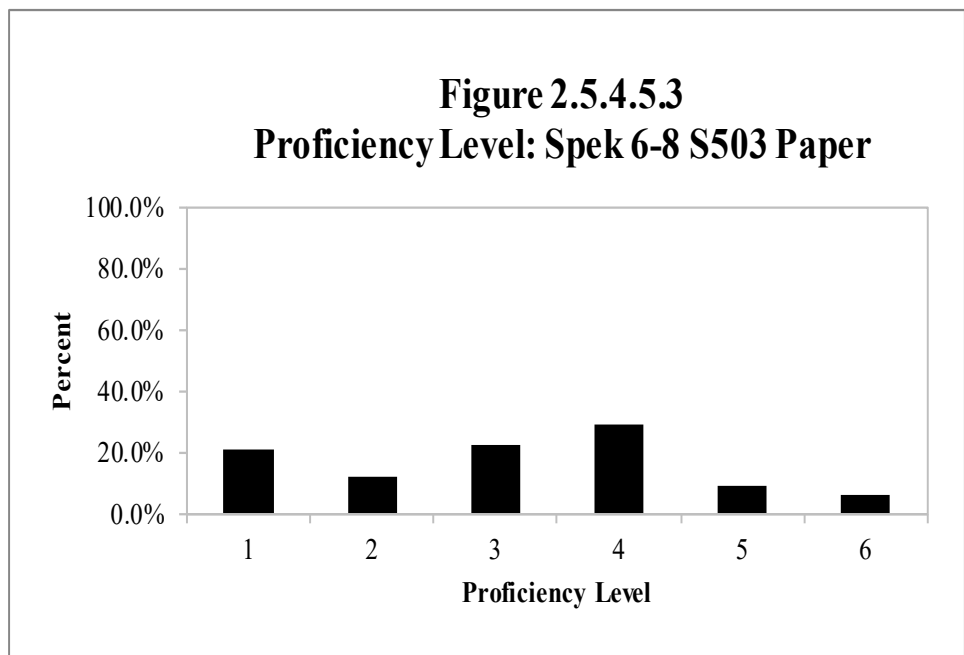


Table 2.5.4.5.3

Proficiency Level Distribution: Spek 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|--------------|---------------|----------------|---------------|----------------|---------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,972 | 17.93% | 3,418 | 22.24% | 3,299 | 22.33% | 9,689 | 20.74% |
| 2 | 2,165 | 13.06% | 1,915 | 12.46% | 1,554 | 10.52% | 5,634 | 12.06% |
| 3 | 3,484 | 21.02% | 3,356 | 21.83% | 3,774 | 25.54% | 10,614 | 22.72% |
| 4 | 5,388 | 32.51% | 4,167 | 27.11% | 3,980 | 26.94% | 13,535 | 28.97% |
| 5 | 1,309 | 7.90% | 1,806 | 11.75% | 1,259 | 8.52% | 4,374 | 9.36% |
| 6 | 1,256 | 7.58% | 709 | 4.61% | 910 | 6.16% | 2,875 | 6.15% |
| Total | 16,574 | 100.00% | 15,371 | 100.00% | 14,776 | 100.00% | 46,721 | 100.00% |



2.5.4.6 Grades 9-12

Table 2.5.4.6.1

Proficiency Level Distribution: Spek 9-12 A S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 3,820 | 75.36% | 2,486 | 70.42% | 1,909 | 64.25% | 804 | 56.11% | 9,019 | 69.36% |
| 2 | 441 | 8.70% | 325 | 9.21% | 365 | 12.29% | 319 | 22.26% | 1,450 | 11.15% |
| 3 | 591 | 11.66% | 510 | 14.45% | 507 | 17.06% | 234 | 16.33% | 1,842 | 14.17% |
| 4 | 134 | 2.64% | 209 | 5.92% | 190 | 6.40% | 76 | 5.30% | 609 | 4.68% |
| 5 | 83 | 1.64% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 83 | 0.64% |
| 6 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Total | 5,069 | 100.00% | 3,530 | 100.00% | 2,971 | 100.00% | 1,433 | 100.00% | 13,003 | 100.00% |

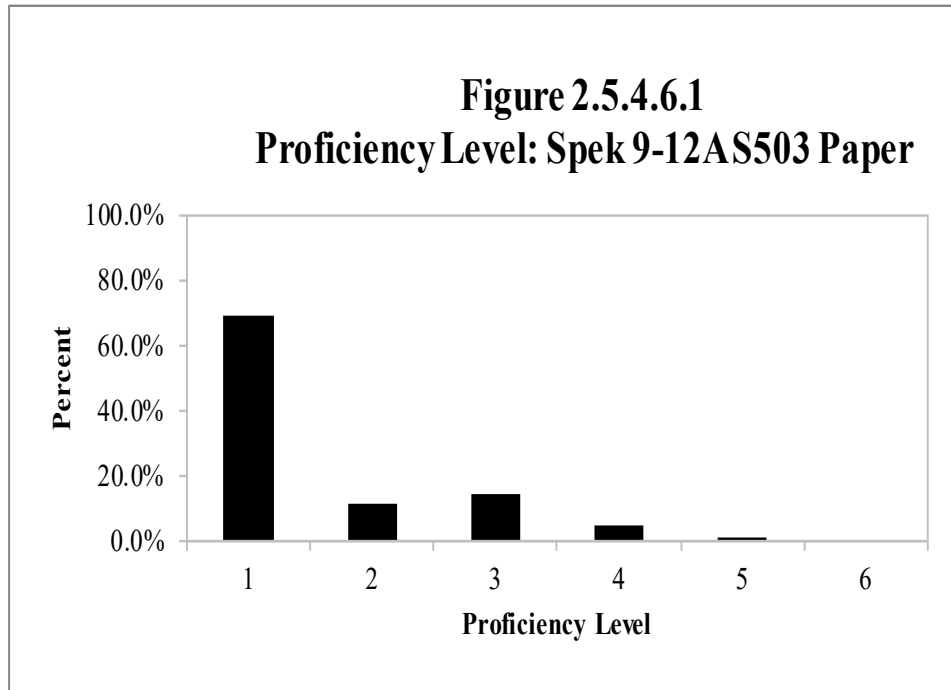


Table 2.5.4.6.2

Proficiency Level Distribution: Spek 9-12 B/C S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|--------------|----------------|--------------|----------------|--------------|----------------|--------------|----------------|---------------|----------------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 890 | 10.40% | 923 | 10.78% | 979 | 12.64% | 657 | 11.55% | 3,449 | 11.29% |
| 2 | 1,116 | 13.04% | 1,097 | 12.81% | 1,141 | 14.73% | 792 | 13.92% | 4,146 | 13.57% |
| 3 | 2,728 | 31.87% | 3,299 | 38.51% | 2,647 | 34.17% | 2,271 | 39.93% | 10,945 | 35.81% |
| 4 | 2,584 | 30.18% | 1,970 | 23.00% | 1,730 | 22.33% | 1,016 | 17.86% | 7,300 | 23.89% |
| 5 | 406 | 4.74% | 442 | 5.16% | 422 | 5.45% | 302 | 5.31% | 1,572 | 5.14% |
| 6 | 837 | 9.78% | 835 | 9.75% | 827 | 10.68% | 650 | 11.43% | 3,149 | 10.30% |
| Total | 8,561 | 100.00% | 8,566 | 100.00% | 7,746 | 100.00% | 5,688 | 100.00% | 30,561 | 100.00% |

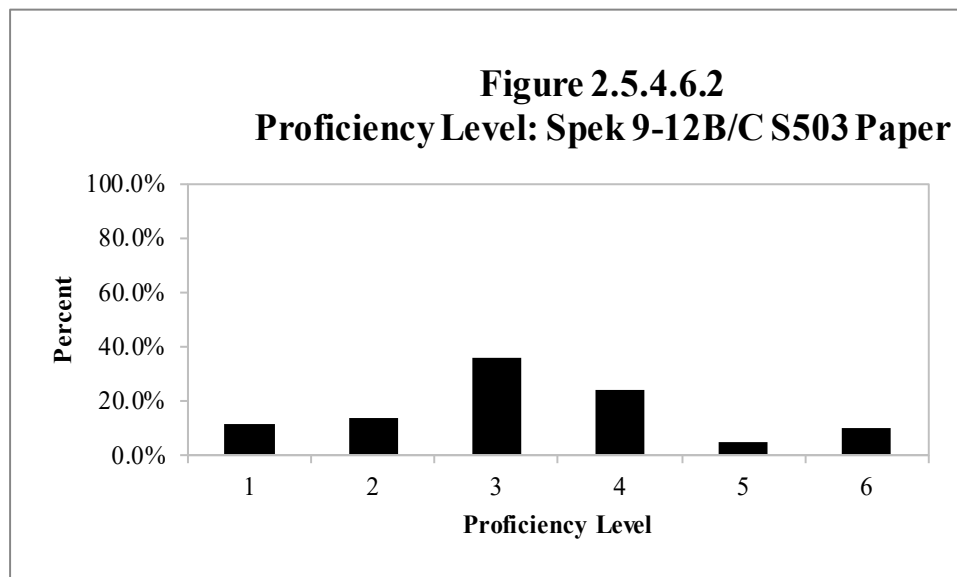
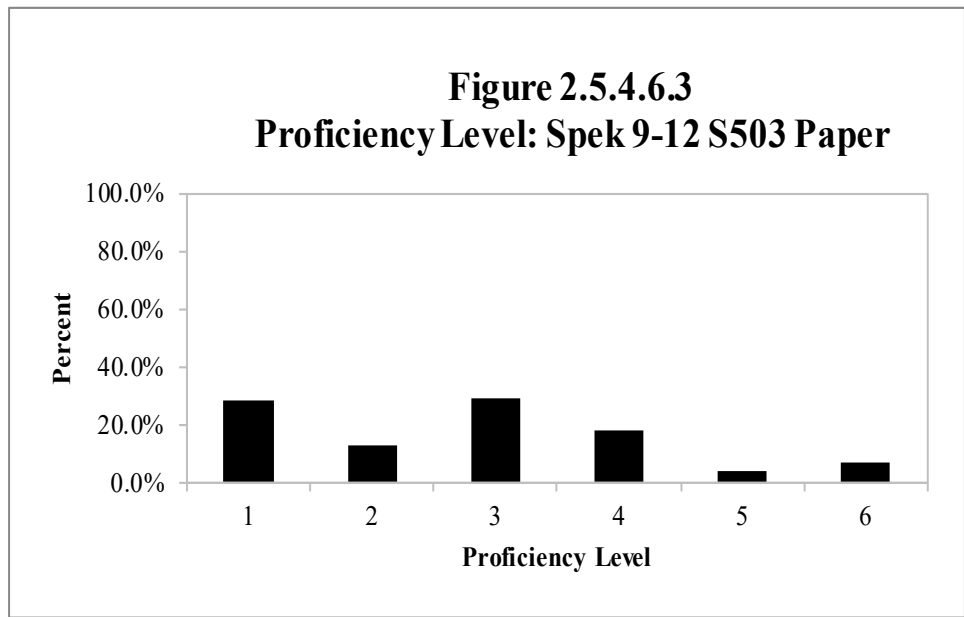


Table 2.5.4.6.3

Proficiency Level Distribution: Spek 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|--------------|---------|---------|----------|---------|----------|---------|----------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 4,710 | 34.56% | 3,409 | 28.18% | 2,888 | 26.95% | 1,461 | 20.52% | 12,468 | 28.62% |
| 2 | 1,557 | 11.42% | 1,422 | 11.76% | 1,506 | 14.05% | 1,111 | 15.60% | 5,596 | 12.85% |
| 3 | 3,319 | 24.35% | 3,809 | 31.49% | 3,154 | 29.43% | 2,505 | 35.18% | 12,787 | 29.35% |
| 4 | 2,718 | 19.94% | 2,179 | 18.01% | 1,920 | 17.92% | 1,092 | 15.33% | 7,909 | 18.15% |
| 5 | 489 | 3.59% | 442 | 3.65% | 422 | 3.94% | 302 | 4.24% | 1,655 | 3.80% |
| 6 | 837 | 6.14% | 835 | 6.90% | 827 | 7.72% | 650 | 9.13% | 3,149 | 7.23% |
| Total | 13,630 | 100.00% | 12,096 | 100.00% | 10,717 | 100.00% | 7,121 | 100.00% | 43,564 | 100.00% |

Figure 2.5.4.6.3
Proficiency Level: Spek 9-12 S503 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 first column in the tables 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 154-244. For additional detail 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 detail 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: List K S503 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: List 1 A S503 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: List 1 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G1 |
|-----------|-------------|-------------|-----------|
| 0 | 104 | 129 | 1.0 |
| 1 | 147 | 77 | 1.3 |
| 2 | 177 | 57 | 1.5 |
| 3 | 197 | 48 | 1.7 |
| 4 | 211 | 43 | 1.8 |
| 5 | 224 | 40 | 1.9 |
| 6 | 235 | 38 | 1.9 |
| 7 | 245 | 37 | 2.3 |
| 8 | 254 | 36 | 2.7 |
| 9 | 263 | 35 | 3.1 |
| 10 | 272 | 35 | 3.4 |
| 11 | 280 | 35 | 3.6 |
| 12 | 289 | 35 | 3.9 |
| 13 | 298 | 36 | 4.5 |
| 14 | 307 | 37 | 5.1 |
| 15 | 317 | 38 | 5.5 |
| 16 | 328 | 41 | 6.0 |
| 17 | 341 | 44 | 6.0 |
| 18 | 356 | 49 | 6.0 |
| 19 | 371 | 55 | 6.0 |
| 20 | 386 | 64 | 6.0 |
| 21 | 401 | 74 | 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: List 2 A S503 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: List 2 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G2 |
|------------------|--------------------|--------------------|------------------|
| 0 | 112 | 117 | 1.0 |
| 1 | 147 | 77 | 1.2 |
| 2 | 177 | 57 | 1.5 |
| 3 | 197 | 48 | 1.6 |
| 4 | 211 | 43 | 1.7 |
| 5 | 224 | 40 | 1.8 |
| 6 | 235 | 38 | 1.9 |
| 7 | 245 | 37 | 2.0 |
| 8 | 254 | 36 | 2.2 |
| 9 | 263 | 35 | 2.4 |
| 10 | 272 | 35 | 2.7 |
| 11 | 280 | 35 | 2.9 |
| 12 | 289 | 35 | 3.1 |
| 13 | 298 | 36 | 3.4 |
| 14 | 307 | 37 | 3.7 |
| 15 | 317 | 38 | 4.1 |
| 16 | 328 | 41 | 4.8 |
| 17 | 341 | 44 | 5.4 |
| 18 | 356 | 49 | 6.0 |
| 19 | 371 | 55 | 6.0 |
| 20 | 386 | 64 | 6.0 |
| 21 | 401 | 74 | 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: List 3 A S503 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: List 3 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G3 |
|------------------|--------------------|--------------------|------------------|
| 0 | 112 | 215 | 1.0 |
| 1 | 198 | 80 | 1.5 |
| 2 | 231 | 60 | 1.7 |
| 3 | 253 | 51 | 1.9 |
| 4 | 269 | 46 | 2.1 |
| 5 | 283 | 43 | 2.5 |
| 6 | 296 | 41 | 2.8 |
| 7 | 307 | 39 | 3.2 |
| 8 | 318 | 38 | 3.5 |
| 9 | 328 | 37 | 3.9 |
| 10 | 337 | 36 | 4.3 |
| 11 | 347 | 36 | 4.8 |
| 12 | 356 | 36 | 5.2 |
| 13 | 365 | 37 | 5.6 |
| 14 | 375 | 37 | 6.0 |
| 15 | 385 | 39 | 6.0 |
| 16 | 397 | 40 | 6.0 |
| 17 | 409 | 43 | 6.0 |
| 18 | 424 | 48 | 6.0 |
| 19 | 439 | 55 | 6.0 |
| 20 | 454 | 63 | 6.0 |
| 21 | 469 | 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: List 4-5 A S503 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: List 4-5 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G4 | PL for G5 |
|------------------|--------------------|--------------------|------------------|------------------|
| 0 | 120 | 195 | 1.0 | 1.0 |
| 1 | 198 | 80 | 1.5 | 1.4 |
| 2 | 231 | 60 | 1.7 | 1.6 |
| 3 | 253 | 51 | 1.8 | 1.8 |
| 4 | 269 | 46 | 1.9 | 1.9 |
| 5 | 283 | 43 | 2.2 | 1.9 |
| 6 | 296 | 41 | 2.5 | 2.2 |
| 7 | 307 | 39 | 2.8 | 2.5 |
| 8 | 318 | 38 | 3.1 | 2.8 |
| 9 | 328 | 37 | 3.5 | 3.1 |
| 10 | 337 | 36 | 3.8 | 3.4 |
| 11 | 347 | 36 | 4.2 | 3.7 |
| 12 | 356 | 36 | 4.6 | 4.0 |
| 13 | 365 | 37 | 5.0 | 4.5 |
| 14 | 375 | 37 | 5.4 | 5.0 |
| 15 | 385 | 39 | 5.8 | 5.3 |
| 16 | 397 | 40 | 6.0 | 5.8 |
| 17 | 409 | 43 | 6.0 | 6.0 |
| 18 | 424 | 48 | 6.0 | 6.0 |
| 19 | 439 | 55 | 6.0 | 6.0 |
| 20 | 454 | 63 | 6.0 | 6.0 |
| 21 | 469 | 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: List 6-8 A S503 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: List 6-8 B/C S503 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: List 9-12 A S503 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 |

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.1.6.2

Raw Score to Scale Score to Proficiency Level Conversion: List 9-12 B/C S503 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: Read K S503 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: Read 1 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G1 |
|-----------|-------------|-------------|-----------|
| 0 | 141 | 105 | 1.0 |
| 1 | 180 | 52 | 1.3 |
| 2 | 200 | 38 | 1.4 |
| 3 | 213 | 32 | 1.5 |
| 4 | 222 | 29 | 1.6 |
| 5 | 230 | 27 | 1.7 |
| 6 | 237 | 25 | 1.7 |
| 7 | 243 | 24 | 1.8 |
| 8 | 249 | 23 | 1.8 |
| 9 | 255 | 23 | 1.9 |
| 10 | 260 | 22 | 1.9 |
| 11 | 265 | 22 | 2.0 |
| 12 | 270 | 22 | 2.2 |
| 13 | 275 | 22 | 2.5 |
| 14 | 280 | 22 | 2.7 |
| 15 | 285 | 22 | 2.9 |
| 16 | 291 | 23 | 3.2 |
| 17 | 296 | 24 | 3.5 |
| 18 | 302 | 25 | 3.8 |
| 19 | 309 | 26 | 4.4 |
| 20 | 317 | 28 | 5.1 |
| 21 | 326 | 32 | 5.5 |
| 22 | 335 | 36 | 6.0 |
| 23 | 344 | 41 | 6.0 |
| 24 | 353 | 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: Read 1 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G1 |
|------------------|--------------------|--------------------|------------------|
| 0 | 141 | 203 | 1.0 |
| 1 | 216 | 53 | 1.6 |
| 2 | 236 | 38 | 1.7 |
| 3 | 248 | 32 | 1.8 |
| 4 | 258 | 28 | 1.9 |
| 5 | 265 | 26 | 2.0 |
| 6 | 272 | 24 | 2.3 |
| 7 | 278 | 23 | 2.6 |
| 8 | 283 | 22 | 2.8 |
| 9 | 288 | 21 | 3.1 |
| 10 | 293 | 21 | 3.3 |
| 11 | 297 | 20 | 3.6 |
| 12 | 301 | 20 | 3.8 |
| 13 | 306 | 20 | 4.1 |
| 14 | 310 | 20 | 4.5 |
| 15 | 314 | 20 | 4.9 |
| 16 | 318 | 20 | 5.1 |
| 17 | 323 | 21 | 5.4 |
| 18 | 327 | 21 | 5.6 |
| 19 | 332 | 22 | 5.8 |
| 20 | 337 | 23 | 6.0 |
| 21 | 343 | 24 | 6.0 |
| 22 | 349 | 25 | 6.0 |
| 23 | 356 | 28 | 6.0 |
| 24 | 365 | 31 | 6.0 |
| 25 | 374 | 36 | 6.0 |
| 26 | 383 | 41 | 6.0 |
| 27 | 392 | 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: Read 2 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G2 |
|------------------|--------------------|--------------------|------------------|
| 0 | 158 | 77 | 1.0 |
| 1 | 180 | 52 | 1.2 |
| 2 | 200 | 38 | 1.3 |
| 3 | 213 | 32 | 1.4 |
| 4 | 222 | 29 | 1.5 |
| 5 | 230 | 27 | 1.6 |
| 6 | 237 | 25 | 1.6 |
| 7 | 243 | 24 | 1.6 |
| 8 | 249 | 23 | 1.7 |
| 9 | 255 | 23 | 1.7 |
| 10 | 260 | 22 | 1.8 |
| 11 | 265 | 22 | 1.8 |
| 12 | 270 | 22 | 1.9 |
| 13 | 275 | 22 | 1.9 |
| 14 | 280 | 22 | 1.9 |
| 15 | 285 | 22 | 2.0 |
| 16 | 291 | 23 | 2.3 |
| 17 | 296 | 24 | 2.5 |
| 18 | 302 | 25 | 2.7 |
| 19 | 309 | 26 | 3.1 |
| 20 | 317 | 28 | 3.5 |
| 21 | 326 | 32 | 4.0 |
| 22 | 335 | 36 | 4.8 |
| 23 | 344 | 41 | 5.3 |
| 24 | 353 | 48 | 5.8 |

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: Read 2 B/C S503 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 | 248 | 32 | 1.7 |
| 4 | 258 | 28 | 1.8 |
| 5 | 265 | 26 | 1.8 |
| 6 | 272 | 24 | 1.9 |
| 7 | 278 | 23 | 1.9 |
| 8 | 283 | 22 | 2.0 |
| 9 | 288 | 21 | 2.2 |
| 10 | 293 | 21 | 2.4 |
| 11 | 297 | 20 | 2.5 |
| 12 | 301 | 20 | 2.7 |
| 13 | 306 | 20 | 2.9 |
| 14 | 310 | 20 | 3.1 |
| 15 | 314 | 20 | 3.3 |
| 16 | 318 | 20 | 3.5 |
| 17 | 323 | 21 | 3.8 |
| 18 | 327 | 21 | 4.0 |
| 19 | 332 | 22 | 4.5 |
| 20 | 337 | 23 | 5.0 |
| 21 | 343 | 24 | 5.3 |
| 22 | 349 | 25 | 5.6 |
| 23 | 356 | 28 | 6.0 |
| 24 | 365 | 31 | 6.0 |
| 25 | 374 | 36 | 6.0 |
| 26 | 383 | 41 | 6.0 |
| 27 | 392 | 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: Read 3 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G3 |
|-----------|-------------|-------------|-----------|
| 0 | 158 | 144 | 1.0 |
| 1 | 213 | 52 | 1.3 |
| 2 | 234 | 38 | 1.5 |
| 3 | 246 | 32 | 1.6 |
| 4 | 256 | 29 | 1.7 |
| 5 | 264 | 27 | 1.7 |
| 6 | 271 | 25 | 1.8 |
| 7 | 277 | 24 | 1.8 |
| 8 | 283 | 23 | 1.8 |
| 9 | 289 | 23 | 1.9 |
| 10 | 294 | 22 | 1.9 |
| 11 | 299 | 22 | 2.0 |
| 12 | 305 | 22 | 2.3 |
| 13 | 310 | 22 | 2.5 |
| 14 | 315 | 22 | 2.6 |
| 15 | 320 | 23 | 2.8 |
| 16 | 326 | 23 | 3.1 |
| 17 | 332 | 24 | 3.4 |
| 18 | 338 | 25 | 3.7 |
| 19 | 345 | 27 | 4.3 |
| 20 | 353 | 29 | 5.0 |
| 21 | 362 | 32 | 5.5 |
| 22 | 371 | 36 | 6.0 |
| 23 | 380 | 42 | 6.0 |
| 24 | 389 | 48 | 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 2.6.2.3.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 3 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G3 |
|------------------|--------------------|--------------------|------------------|
| 0 | 158 | 438 | 1.0 |
| 1 | 271 | 52 | 1.8 |
| 2 | 291 | 38 | 1.9 |
| 3 | 303 | 32 | 2.2 |
| 4 | 313 | 28 | 2.6 |
| 5 | 320 | 26 | 2.8 |
| 6 | 327 | 24 | 3.2 |
| 7 | 332 | 23 | 3.4 |
| 8 | 338 | 22 | 3.7 |
| 9 | 342 | 21 | 4.0 |
| 10 | 347 | 21 | 4.5 |
| 11 | 352 | 20 | 5.0 |
| 12 | 356 | 20 | 5.2 |
| 13 | 360 | 20 | 5.4 |
| 14 | 364 | 20 | 5.6 |
| 15 | 369 | 20 | 5.9 |
| 16 | 373 | 20 | 6.0 |
| 17 | 377 | 21 | 6.0 |
| 18 | 382 | 21 | 6.0 |
| 19 | 387 | 22 | 6.0 |
| 20 | 392 | 23 | 6.0 |
| 21 | 397 | 24 | 6.0 |
| 22 | 404 | 25 | 6.0 |
| 23 | 411 | 28 | 6.0 |
| 24 | 420 | 31 | 6.0 |
| 25 | 429 | 36 | 6.0 |
| 26 | 438 | 42 | 6.0 |
| 27 | 447 | 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: Read 4-5 A S503 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 | 234 | 38 | 1.4 | 1.4 |
| 3 | 246 | 32 | 1.5 | 1.5 |
| 4 | 256 | 29 | 1.6 | 1.5 |
| 5 | 264 | 27 | 1.6 | 1.6 |
| 6 | 271 | 25 | 1.7 | 1.6 |
| 7 | 277 | 24 | 1.7 | 1.7 |
| 8 | 283 | 23 | 1.8 | 1.7 |
| 9 | 289 | 23 | 1.8 | 1.8 |
| 10 | 294 | 22 | 1.9 | 1.8 |
| 11 | 299 | 22 | 1.9 | 1.8 |
| 12 | 305 | 22 | 1.9 | 1.9 |
| 13 | 310 | 22 | 2.1 | 1.9 |
| 14 | 315 | 22 | 2.2 | 1.9 |
| 15 | 320 | 23 | 2.4 | 2.1 |
| 16 | 326 | 23 | 2.6 | 2.3 |
| 17 | 332 | 24 | 2.8 | 2.5 |
| 18 | 338 | 25 | 3.1 | 2.7 |
| 19 | 345 | 27 | 3.5 | 3.0 |
| 20 | 353 | 29 | 3.9 | 3.4 |
| 21 | 362 | 32 | 4.8 | 3.8 |
| 22 | 371 | 36 | 5.3 | 4.7 |
| 23 | 380 | 42 | 5.8 | 5.3 |
| 24 | 389 | 48 | 6.0 | 5.8 |

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 2.6.2.4.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 4-5 B/C S503 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 | 291 | 38 | 1.8 | 1.8 |
| 3 | 303 | 32 | 1.9 | 1.9 |
| 4 | 313 | 28 | 2.2 | 1.9 |
| 5 | 320 | 26 | 2.4 | 2.1 |
| 6 | 327 | 24 | 2.7 | 2.3 |
| 7 | 332 | 23 | 2.8 | 2.5 |
| 8 | 338 | 22 | 3.1 | 2.7 |
| 9 | 342 | 21 | 3.3 | 2.8 |
| 10 | 347 | 21 | 3.6 | 3.1 |
| 11 | 352 | 20 | 3.8 | 3.3 |
| 12 | 356 | 20 | 4.2 | 3.5 |
| 13 | 360 | 20 | 4.6 | 3.7 |
| 14 | 364 | 20 | 5.0 | 4.0 |
| 15 | 369 | 20 | 5.2 | 4.5 |
| 16 | 373 | 20 | 5.5 | 5.0 |
| 17 | 377 | 21 | 5.7 | 5.2 |
| 18 | 382 | 21 | 6.0 | 5.5 |
| 19 | 387 | 22 | 6.0 | 5.7 |
| 20 | 392 | 23 | 6.0 | 6.0 |
| 21 | 397 | 24 | 6.0 | 6.0 |
| 22 | 404 | 25 | 6.0 | 6.0 |
| 23 | 411 | 28 | 6.0 | 6.0 |
| 24 | 420 | 31 | 6.0 | 6.0 |
| 25 | 429 | 36 | 6.0 | 6.0 |
| 26 | 438 | 42 | 6.0 | 6.0 |
| 27 | 447 | 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: Read 6-8 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G6 | PL for G7 | PL for G8 |
|-----------|-------------|-------------|-----------|-----------|-----------|
| 0 | 200 | 99 | 1.1 | 1.0 | 1.0 |
| 1 | 235 | 53 | 1.3 | 1.3 | 1.2 |
| 2 | 256 | 39 | 1.5 | 1.4 | 1.4 |
| 3 | 269 | 33 | 1.6 | 1.5 | 1.5 |
| 4 | 279 | 29 | 1.6 | 1.6 | 1.5 |
| 5 | 287 | 27 | 1.7 | 1.6 | 1.6 |
| 6 | 294 | 25 | 1.7 | 1.7 | 1.6 |
| 7 | 301 | 24 | 1.8 | 1.7 | 1.7 |
| 8 | 307 | 23 | 1.8 | 1.8 | 1.7 |
| 9 | 312 | 23 | 1.9 | 1.8 | 1.8 |
| 10 | 318 | 22 | 1.9 | 1.9 | 1.8 |
| 11 | 323 | 22 | 2.0 | 1.9 | 1.9 |
| 12 | 328 | 22 | 2.1 | 1.9 | 1.9 |
| 13 | 333 | 22 | 2.3 | 2.1 | 1.9 |
| 14 | 338 | 22 | 2.5 | 2.2 | 2.0 |
| 15 | 344 | 23 | 2.7 | 2.4 | 2.2 |
| 16 | 349 | 23 | 2.8 | 2.6 | 2.4 |
| 17 | 355 | 24 | 3.1 | 2.8 | 2.6 |
| 18 | 361 | 25 | 3.4 | 3.0 | 2.8 |
| 19 | 368 | 27 | 3.7 | 3.4 | 3.1 |
| 20 | 376 | 29 | 4.3 | 3.8 | 3.5 |
| 21 | 386 | 32 | 5.2 | 4.6 | 4.0 |
| 22 | 396 | 37 | 5.8 | 5.4 | 5.0 |
| 23 | 406 | 43 | 6.0 | 6.0 | 5.6 |
| 24 | 416 | 51 | 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: Read 6-8 B/C S503 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: Read 9-12 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G9 | PL for G10 | PL for G11 | PL for G12 |
|------------------|--------------------|--------------------|------------------|-------------------|-------------------|-------------------|
| 0 | 233 | 69 | 1.1 | 1.1 | 1.0 | 1.0 |
| 1 | 249 | 53 | 1.3 | 1.2 | 1.2 | 1.1 |
| 2 | 270 | 39 | 1.4 | 1.4 | 1.3 | 1.3 |
| 3 | 283 | 33 | 1.5 | 1.5 | 1.4 | 1.4 |
| 4 | 293 | 30 | 1.6 | 1.6 | 1.5 | 1.5 |
| 5 | 302 | 28 | 1.7 | 1.6 | 1.6 | 1.5 |
| 6 | 310 | 26 | 1.7 | 1.7 | 1.6 | 1.6 |
| 7 | 316 | 25 | 1.8 | 1.7 | 1.7 | 1.6 |
| 8 | 323 | 24 | 1.8 | 1.8 | 1.7 | 1.7 |
| 9 | 329 | 24 | 1.9 | 1.8 | 1.8 | 1.8 |
| 10 | 334 | 23 | 1.9 | 1.9 | 1.8 | 1.8 |
| 11 | 340 | 23 | 2.0 | 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 | 356 | 23 | 2.5 | 2.3 | 2.2 | 2.1 |
| 15 | 361 | 23 | 2.6 | 2.5 | 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 | 379 | 25 | 3.3 | 3.1 | 2.9 | 2.7 |
| 19 | 385 | 26 | 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 | 51 | 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: Read 9-12 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G9 | PL for G10 | PL for G11 | PL for G12 |
|------------------|--------------------|--------------------|------------------|-------------------|-------------------|-------------------|
| 0 | 233 | 178 | 1.1 | 1.1 | 1.0 | 1.0 |
| 1 | 299 | 52 | 1.6 | 1.6 | 1.6 | 1.5 |
| 2 | 319 | 38 | 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 | 26 | 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 | 26 | 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 | 37 | 6.0 | 6.0 | 6.0 | 6.0 |
| 26 | 468 | 43 | 6.0 | 6.0 | 6.0 | 6.0 |
| 27 | 478 | 51 | 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: Writ K S503 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: Writ 1 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G1 | Raw Score | Scale Score | CSEM x 1.96 | PL for G1 |
|-----------|-------------|-------------|-----------|-----------|-------------|-------------|-----------|
| 0 | 111 | 97 | 1.0 | 34 | 381 | 25 | 4.9 |
| 1 | 148 | 63 | 1.2 | 35 | 387 | 26 | 5.2 |
| 2 | 177 | 46 | 1.5 | 36 | 395 | 28 | 5.5 |
| 3 | 193 | 34 | 1.6 | 37 | 403 | 31 | 5.9 |
| 4 | 202 | 28 | 1.7 | 38 | 414 | 37 | 6.0 |
| 5 | 209 | 24 | 1.7 | 39 | 433 | 51 | 6.0 |
| 6 | 214 | 22 | 1.8 | 40 | 464 | 95 | 6.0 |
| 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 | | | | |

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 S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G1 | Raw Score | Scale Score | CSEM x 1.96 | PL for G1 |
|------------------|--------------------|--------------------|------------------|------------------|--------------------|--------------------|------------------|
| 0 | 111 | 259 | 1.0 | 34 | 342 | 24 | 4.1 |
| 1 | 191 | 47 | 1.6 | 35 | 348 | 23 | 4.2 |
| 2 | 206 | 32 | 1.7 | 36 | 354 | 23 | 4.3 |
| 3 | 214 | 26 | 1.8 | 37 | 359 | 23 | 4.4 |
| 4 | 220 | 22 | 1.8 | 38 | 364 | 22 | 4.6 |
| 5 | 224 | 20 | 1.8 | 39 | 369 | 22 | 4.7 |
| 6 | 228 | 19 | 1.9 | 40 | 373 | 21 | 4.8 |
| 7 | 231 | 18 | 1.9 | 41 | 378 | 21 | 4.9 |
| 8 | 234 | 17 | 1.9 | 42 | 382 | 21 | 5.0 |
| 9 | 237 | 16 | 1.9 | 43 | 387 | 21 | 5.2 |
| 10 | 240 | 16 | 2.0 | 44 | 391 | 21 | 5.3 |
| 11 | 242 | 16 | 2.1 | 45 | 395 | 21 | 5.5 |
| 12 | 245 | 16 | 2.1 | 46 | 400 | 21 | 5.7 |
| 13 | 248 | 16 | 2.2 | 47 | 405 | 22 | 6.0 |
| 14 | 250 | 16 | 2.3 | 48 | 410 | 23 | 6.0 |
| 15 | 253 | 16 | 2.4 | 49 | 415 | 24 | 6.0 |
| 16 | 256 | 16 | 2.4 | 50 | 422 | 26 | 6.0 |
| 17 | 258 | 17 | 2.5 | 51 | 429 | 30 | 6.0 |
| 18 | 261 | 18 | 2.6 | 52 | 440 | 36 | 6.0 |
| 19 | 265 | 18 | 2.7 | 53 | 458 | 51 | 6.0 |
| 20 | 268 | 19 | 2.8 | 54 | 490 | 95 | 6.0 |
| 21 | 272 | 20 | 2.9 | | | | |
| 22 | 276 | 21 | 3.0 | | | | |
| 23 | 281 | 21 | 3.0 | | | | |
| 24 | 285 | 22 | 3.1 | | | | |
| 25 | 291 | 23 | 3.2 | | | | |
| 26 | 296 | 23 | 3.3 | | | | |
| 27 | 301 | 24 | 3.4 | | | | |
| 28 | 307 | 24 | 3.5 | | | | |
| 29 | 313 | 24 | 3.6 | | | | |
| 30 | 319 | 24 | 3.7 | | | | |
| 31 | 325 | 24 | 3.8 | | | | |
| 32 | 331 | 24 | 3.9 | | | | |
| 33 | 337 | 24 | 4.0 | | | | |

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.3.2 Grade 2

Table 2.6.3.2.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 2 A S503 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 |
| 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: Writ 2 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G2 | Raw Score | Scale Score | CSEM x 1.96 | PL for G2 |
|-----------|-------------|-------------|-----------|-----------|-------------|-------------|-----------|
| 0 | 133 | 159 | 1.0 | 34 | 340 | 24 | 3.9 |
| 1 | 188 | 47 | 1.5 | 35 | 345 | 23 | 4.0 |
| 2 | 202 | 32 | 1.6 | 36 | 351 | 23 | 4.2 |
| 3 | 210 | 26 | 1.7 | 37 | 356 | 23 | 4.3 |
| 4 | 216 | 22 | 1.7 | 38 | 361 | 22 | 4.4 |
| 5 | 221 | 20 | 1.8 | 39 | 366 | 22 | 4.5 |
| 6 | 225 | 19 | 1.8 | 40 | 371 | 21 | 4.6 |
| 7 | 228 | 18 | 1.8 | 41 | 375 | 21 | 4.7 |
| 8 | 231 | 17 | 1.9 | 42 | 380 | 21 | 4.8 |
| 9 | 234 | 17 | 1.9 | 43 | 384 | 21 | 4.9 |
| 10 | 237 | 16 | 1.9 | 44 | 388 | 21 | 5.0 |
| 11 | 240 | 16 | 1.9 | 45 | 393 | 21 | 5.2 |
| 12 | 242 | 16 | 2.0 | 46 | 397 | 21 | 5.3 |
| 13 | 245 | 16 | 2.0 | 47 | 402 | 22 | 5.6 |
| 14 | 248 | 16 | 2.1 | 48 | 407 | 23 | 5.8 |
| 15 | 250 | 16 | 2.2 | 49 | 413 | 24 | 6.0 |
| 16 | 253 | 17 | 2.2 | 50 | 420 | 27 | 6.0 |
| 17 | 256 | 17 | 2.3 | 51 | 428 | 30 | 6.0 |
| 18 | 259 | 18 | 2.4 | 52 | 438 | 36 | 6.0 |
| 19 | 263 | 18 | 2.5 | 53 | 456 | 51 | 6.0 |
| 20 | 266 | 19 | 2.6 | 54 | 488 | 95 | 6.0 |
| 21 | 270 | 20 | 2.7 | | | | |
| 22 | 274 | 20 | 2.8 | | | | |
| 23 | 278 | 21 | 2.9 | | | | |
| 24 | 283 | 22 | 3.0 | | | | |
| 25 | 288 | 23 | 3.1 | | | | |
| 26 | 293 | 23 | 3.2 | | | | |
| 27 | 299 | 24 | 3.3 | | | | |
| 28 | 305 | 24 | 3.4 | | | | |
| 29 | 310 | 24 | 3.5 | | | | |
| 30 | 316 | 24 | 3.5 | | | | |
| 31 | 322 | 24 | 3.6 | | | | |
| 32 | 328 | 24 | 3.7 | | | | |
| 33 | 334 | 24 | 3.8 | | | | |

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.

2.6.3.3 Grade 3

Table 2.6.3.3.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 3 A S503 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: Writ 3 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G3 | Raw Score | Scale Score | CSEM x 1.96 | PL for G3 |
|------------------|--------------------|--------------------|------------------|------------------|--------------------|--------------------|------------------|
| 0 | 133 | 159 | 1.0 | 34 | 340 | 24 | 3.9 |
| 1 | 188 | 47 | 1.4 | 35 | 345 | 23 | 3.9 |
| 2 | 202 | 32 | 1.6 | 36 | 351 | 23 | 4.1 |
| 3 | 210 | 26 | 1.6 | 37 | 356 | 23 | 4.2 |
| 4 | 216 | 22 | 1.7 | 38 | 361 | 22 | 4.3 |
| 5 | 221 | 20 | 1.7 | 39 | 366 | 22 | 4.4 |
| 6 | 225 | 19 | 1.8 | 40 | 371 | 21 | 4.5 |
| 7 | 228 | 18 | 1.8 | 41 | 375 | 21 | 4.6 |
| 8 | 231 | 17 | 1.8 | 42 | 380 | 21 | 4.7 |
| 9 | 234 | 17 | 1.8 | 43 | 384 | 21 | 4.7 |
| 10 | 237 | 16 | 1.9 | 44 | 388 | 21 | 4.8 |
| 11 | 240 | 16 | 1.9 | 45 | 393 | 21 | 4.9 |
| 12 | 242 | 16 | 1.9 | 46 | 397 | 21 | 5.1 |
| 13 | 245 | 16 | 1.9 | 47 | 402 | 22 | 5.3 |
| 14 | 248 | 16 | 2.0 | 48 | 407 | 23 | 5.5 |
| 15 | 250 | 16 | 2.0 | 49 | 413 | 24 | 5.7 |
| 16 | 253 | 17 | 2.1 | 50 | 420 | 27 | 6.0 |
| 17 | 256 | 17 | 2.2 | 51 | 428 | 30 | 6.0 |
| 18 | 259 | 18 | 2.3 | 52 | 438 | 36 | 6.0 |
| 19 | 263 | 18 | 2.4 | 53 | 456 | 51 | 6.0 |
| 20 | 266 | 19 | 2.5 | 54 | 488 | 95 | 6.0 |
| 21 | 270 | 20 | 2.6 | | | | |
| 22 | 274 | 20 | 2.7 | | | | |
| 23 | 278 | 21 | 2.8 | | | | |
| 24 | 283 | 22 | 3.0 | | | | |
| 25 | 288 | 23 | 3.0 | | | | |
| 26 | 293 | 23 | 3.1 | | | | |
| 27 | 299 | 24 | 3.2 | | | | |
| 28 | 305 | 24 | 3.3 | | | | |
| 29 | 310 | 24 | 3.4 | | | | |
| 30 | 316 | 24 | 3.5 | | | | |
| 31 | 322 | 24 | 3.6 | | | | |
| 32 | 328 | 24 | 3.7 | | | | |
| 33 | 334 | 24 | 3.8 | | | | |

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.

2.6.3.4 Grades 4–5

Table 2.6.3.4.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 4-5 A S503 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: Writ 4-5 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G4 | PL for G5 | Raw Score | Scale Score | CSEM x 1.96 | PL for G4 | PL for G5 |
|-----------|-------------|-------------|-----------|-----------|-----------|-------------|-------------|-----------|-----------|
| 0 | 155 | 229 | 1.0 | 1.0 | 34 | 381 | 24 | 4.6 | 4.4 |
| 1 | 228 | 47 | 1.6 | 1.6 | 35 | 387 | 23 | 4.7 | 4.6 |
| 2 | 243 | 32 | 1.8 | 1.7 | 36 | 392 | 23 | 4.8 | 4.7 |
| 3 | 251 | 26 | 1.8 | 1.8 | 37 | 397 | 22 | 4.9 | 4.8 |
| 4 | 257 | 22 | 1.9 | 1.9 | 38 | 403 | 22 | 5.0 | 4.9 |
| 5 | 261 | 20 | 1.9 | 1.9 | 39 | 407 | 22 | 5.2 | 5.0 |
| 6 | 265 | 19 | 1.9 | 1.9 | 40 | 412 | 21 | 5.4 | 5.1 |
| 7 | 269 | 18 | 2.1 | 2.0 | 41 | 417 | 21 | 5.6 | 5.3 |
| 8 | 272 | 17 | 2.2 | 2.1 | 42 | 421 | 21 | 5.8 | 5.5 |
| 9 | 275 | 17 | 2.4 | 2.3 | 43 | 426 | 21 | 6.0 | 5.7 |
| 10 | 278 | 17 | 2.5 | 2.4 | 44 | 430 | 21 | 6.0 | 5.8 |
| 11 | 281 | 17 | 2.6 | 2.5 | 45 | 435 | 21 | 6.0 | 6.0 |
| 12 | 284 | 17 | 2.8 | 2.6 | 46 | 439 | 22 | 6.0 | 6.0 |
| 13 | 286 | 17 | 2.9 | 2.7 | 47 | 444 | 22 | 6.0 | 6.0 |
| 14 | 289 | 17 | 3.0 | 2.8 | 48 | 450 | 23 | 6.0 | 6.0 |
| 15 | 292 | 17 | 3.0 | 2.9 | 49 | 455 | 25 | 6.0 | 6.0 |
| 16 | 295 | 17 | 3.1 | 3.0 | 50 | 462 | 27 | 6.0 | 6.0 |
| 17 | 298 | 17 | 3.1 | 3.0 | 51 | 470 | 30 | 6.0 | 6.0 |
| 18 | 302 | 18 | 3.2 | 3.1 | 52 | 481 | 36 | 6.0 | 6.0 |
| 19 | 305 | 18 | 3.2 | 3.1 | 53 | 499 | 51 | 6.0 | 6.0 |
| 20 | 308 | 19 | 3.3 | 3.2 | 54 | 531 | 95 | 6.0 | 6.0 |
| 21 | 312 | 19 | 3.3 | 3.3 | | | | | |
| 22 | 316 | 20 | 3.4 | 3.3 | | | | | |
| 23 | 321 | 21 | 3.5 | 3.4 | | | | | |
| 24 | 325 | 22 | 3.5 | 3.5 | | | | | |
| 25 | 330 | 22 | 3.6 | 3.5 | | | | | |
| 26 | 335 | 23 | 3.7 | 3.6 | | | | | |
| 27 | 341 | 23 | 3.8 | 3.7 | | | | | |
| 28 | 346 | 24 | 3.9 | 3.8 | | | | | |
| 29 | 352 | 24 | 4.0 | 3.9 | | | | | |
| 30 | 358 | 24 | 4.1 | 4.0 | | | | | |
| 31 | 364 | 24 | 4.2 | 4.1 | | | | | |
| 32 | 370 | 24 | 4.3 | 4.2 | | | | | |
| 33 | 376 | 24 | 4.5 | 4.3 | | | | | |

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: Writ 6-8 A S503 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: Writ 6-8 B/C S503 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 |

| Raw Score | Scale Score | CSEM x 1.96 | PL for G6 | PL for G7 | PL for G8 |
|------------------|--------------------|--------------------|------------------|------------------|------------------|
| 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 |
| 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: Writ 9-12 A S503 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 S503 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 |

| Raw Score | Scale Score | CSEM x 1.96 | PL for G9 | PL for G10 | PL for G11 | PL for G12 |
|------------------|--------------------|--------------------|------------------|-------------------|-------------------|-------------------|
| 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 |
| 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: Spek K S503 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: Spek 1 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G1 |
|------------------|--------------------|--------------------|------------------|
| 0 | 106 | 65 | 1.0 |
| 1 | 117 | 52 | 1.1 |
| 2 | 135 | 39 | 1.2 |
| 3 | 147 | 35 | 1.4 |
| 4 | 157 | 33 | 1.5 |
| 5 | 167 | 33 | 1.6 |
| 6 | 177 | 34 | 1.7 |
| 7 | 188 | 35 | 1.8 |
| 8 | 200 | 36 | 1.9 |
| 9 | 212 | 39 | 2.1 |
| 10 | 227 | 42 | 2.3 |
| 11 | 245 | 48 | 2.7 |
| 12 | 270 | 54 | 3.1 |
| 13 | 296 | 52 | 3.7 |
| 14 | 318 | 48 | 4.1 |
| 15 | 338 | 47 | 4.5 |
| 16 | 359 | 50 | 4.9 |
| 17 | 380 | 59 | 5.4 |
| 18 | 401 | 75 | 5.9 |

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: Spek 1 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G1 |
|------------------|--------------------|--------------------|------------------|
| 6 | 106 | 60 | 1.0 |
| 7 | 175 | 29 | 1.6 |
| 8 | 183 | 28 | 1.7 |
| 9 | 190 | 28 | 1.8 |
| 10 | 198 | 28 | 1.9 |
| 11 | 205 | 28 | 2.0 |
| 12 | 213 | 29 | 2.1 |
| 13 | 220 | 29 | 2.2 |
| 14 | 229 | 31 | 2.4 |
| 15 | 238 | 32 | 2.5 |
| 16 | 248 | 34 | 2.7 |
| 17 | 259 | 37 | 2.9 |
| 18 | 272 | 38 | 3.2 |
| 19 | 286 | 38 | 3.5 |
| 20 | 299 | 37 | 3.7 |
| 21 | 310 | 35 | 3.9 |
| 22 | 321 | 34 | 4.2 |
| 23 | 331 | 33 | 4.4 |
| 24 | 341 | 33 | 4.6 |
| 25 | 351 | 34 | 4.8 |
| 26 | 362 | 35 | 5.0 |
| 27 | 375 | 39 | 5.3 |
| 28 | 388 | 44 | 5.6 |
| 29 | 401 | 51 | 5.9 |
| 30 | 414 | 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: Spek 2 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G2 |
|------------------|--------------------|--------------------|------------------|
| 0 | 118 | 38 | 1.0 |
| 1 | 118 | 38 | 1.0 |
| 2 | 118 | 38 | 1.0 |
| 3 | 118 | 38 | 1.0 |
| 4 | 130 | 37 | 1.1 |
| 5 | 143 | 37 | 1.2 |
| 6 | 155 | 36 | 1.3 |
| 7 | 167 | 36 | 1.5 |
| 8 | 179 | 37 | 1.6 |
| 9 | 192 | 38 | 1.7 |
| 10 | 206 | 42 | 1.8 |
| 11 | 224 | 48 | 2.0 |
| 12 | 248 | 54 | 2.5 |
| 13 | 274 | 52 | 3.0 |
| 14 | 296 | 48 | 3.4 |
| 15 | 317 | 47 | 3.8 |
| 16 | 338 | 50 | 4.3 |
| 17 | 359 | 60 | 4.7 |
| 18 | 380 | 76 | 5.1 |

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: Spek 2 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G2 |
|------------------|--------------------|--------------------|------------------|
| 6 | 118 | 36 | 1.0 |
| 7 | 157 | 32 | 1.4 |
| 8 | 166 | 31 | 1.5 |
| 9 | 175 | 30 | 1.5 |
| 10 | 183 | 30 | 1.6 |
| 11 | 192 | 31 | 1.7 |
| 12 | 200 | 31 | 1.8 |
| 13 | 209 | 32 | 1.8 |
| 14 | 219 | 33 | 1.9 |
| 15 | 229 | 34 | 2.1 |
| 16 | 240 | 35 | 2.3 |
| 17 | 252 | 36 | 2.6 |
| 18 | 263 | 36 | 2.8 |
| 19 | 275 | 36 | 3.0 |
| 20 | 287 | 35 | 3.2 |
| 21 | 298 | 35 | 3.5 |
| 22 | 309 | 34 | 3.7 |
| 23 | 320 | 34 | 3.9 |
| 24 | 331 | 35 | 4.1 |
| 25 | 342 | 36 | 4.3 |
| 26 | 354 | 38 | 4.6 |
| 27 | 368 | 41 | 4.8 |
| 28 | 382 | 46 | 5.1 |
| 29 | 396 | 52 | 5.5 |
| 30 | 425 | 74 | 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: Spek 3 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G3 |
|------------------|--------------------|--------------------|------------------|
| 0 | 118 | 38 | 1.0 |
| 1 | 118 | 38 | 1.0 |
| 2 | 118 | 38 | 1.0 |
| 3 | 118 | 38 | 1.0 |
| 4 | 130 | 37 | 1.1 |
| 5 | 143 | 37 | 1.2 |
| 6 | 155 | 36 | 1.3 |
| 7 | 167 | 36 | 1.4 |
| 8 | 179 | 37 | 1.5 |
| 9 | 192 | 38 | 1.6 |
| 10 | 206 | 42 | 1.7 |
| 11 | 224 | 48 | 1.9 |
| 12 | 248 | 54 | 2.2 |
| 13 | 274 | 52 | 2.8 |
| 14 | 296 | 48 | 3.2 |
| 15 | 317 | 47 | 3.6 |
| 16 | 338 | 50 | 4.1 |
| 17 | 359 | 60 | 4.5 |
| 18 | 380 | 76 | 4.8 |

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: Spek 3 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G3 |
|------------------|--------------------|--------------------|------------------|
| 6 | 118 | 36 | 1.0 |
| 7 | 157 | 32 | 1.3 |
| 8 | 166 | 31 | 1.4 |
| 9 | 175 | 30 | 1.4 |
| 10 | 183 | 30 | 1.5 |
| 11 | 192 | 31 | 1.6 |
| 12 | 200 | 31 | 1.7 |
| 13 | 209 | 32 | 1.7 |
| 14 | 219 | 33 | 1.8 |
| 15 | 229 | 34 | 1.9 |
| 16 | 240 | 35 | 2.1 |
| 17 | 252 | 36 | 2.3 |
| 18 | 263 | 36 | 2.5 |
| 19 | 275 | 36 | 2.8 |
| 20 | 287 | 35 | 3.0 |
| 21 | 298 | 35 | 3.3 |
| 22 | 309 | 34 | 3.5 |
| 23 | 320 | 34 | 3.7 |
| 24 | 331 | 35 | 3.9 |
| 25 | 342 | 36 | 4.1 |
| 26 | 354 | 38 | 4.4 |
| 27 | 368 | 41 | 4.6 |
| 28 | 382 | 46 | 4.9 |
| 29 | 396 | 52 | 5.2 |
| 30 | 425 | 74 | 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: Spek 4-5 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G4 | PL for G5 |
|------------------|--------------------|--------------------|------------------|------------------|
| 0 | 130 | 48 | 1.0 | 1.0 |
| 1 | 130 | 48 | 1.0 | 1.0 |
| 2 | 142 | 40 | 1.1 | 1.0 |
| 3 | 155 | 36 | 1.2 | 1.1 |
| 4 | 166 | 34 | 1.3 | 1.2 |
| 5 | 176 | 34 | 1.4 | 1.3 |
| 6 | 187 | 34 | 1.5 | 1.4 |
| 7 | 198 | 34 | 1.6 | 1.5 |
| 8 | 209 | 35 | 1.6 | 1.6 |
| 9 | 221 | 37 | 1.7 | 1.7 |
| 10 | 234 | 40 | 1.9 | 1.8 |
| 11 | 250 | 44 | 2.0 | 1.9 |
| 12 | 270 | 49 | 2.5 | 2.2 |
| 13 | 293 | 51 | 3.0 | 2.7 |
| 14 | 316 | 50 | 3.4 | 3.2 |
| 15 | 339 | 50 | 3.9 | 3.7 |
| 16 | 362 | 53 | 4.3 | 4.2 |
| 17 | 385 | 61 | 4.7 | 4.6 |
| 18 | 408 | 77 | 5.2 | 5.0 |

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: Spek 4-5 B/C S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G4 | PL for G5 |
|------------------|--------------------|--------------------|------------------|------------------|
| 6 | 130 | 47 | 1.0 | 1.0 |
| 7 | 192 | 32 | 1.5 | 1.4 |
| 8 | 201 | 31 | 1.6 | 1.5 |
| 9 | 210 | 31 | 1.7 | 1.6 |
| 10 | 219 | 31 | 1.7 | 1.6 |
| 11 | 228 | 31 | 1.8 | 1.7 |
| 12 | 236 | 31 | 1.9 | 1.8 |
| 13 | 245 | 31 | 1.9 | 1.8 |
| 14 | 254 | 31 | 2.1 | 1.9 |
| 15 | 263 | 32 | 2.3 | 2.1 |
| 16 | 272 | 33 | 2.5 | 2.3 |
| 17 | 282 | 34 | 2.7 | 2.5 |
| 18 | 293 | 35 | 3.0 | 2.7 |
| 19 | 305 | 36 | 3.2 | 3.0 |
| 20 | 317 | 37 | 3.4 | 3.3 |
| 21 | 330 | 37 | 3.7 | 3.5 |
| 22 | 342 | 36 | 4.0 | 3.8 |
| 23 | 354 | 36 | 4.2 | 4.0 |
| 24 | 366 | 36 | 4.4 | 4.2 |
| 25 | 377 | 36 | 4.6 | 4.4 |
| 26 | 390 | 37 | 4.8 | 4.7 |
| 27 | 403 | 40 | 5.1 | 4.9 |
| 28 | 416 | 45 | 5.5 | 5.2 |
| 29 | 429 | 51 | 5.8 | 5.6 |
| 30 | 443 | 60 | 6.0 | 6.0 |

Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.4.5 Grades 6–8

Table 2.6.4.5.1

Raw Score to Scale Score to Proficiency Level Conversion: Spek 6-8 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G6 | PL for G7 | PL for G8 |
|------------------|--------------------|--------------------|------------------|------------------|------------------|
| 0 | 148 | 51 | 1.0 | 1.0 | 1.0 |
| 1 | 148 | 51 | 1.0 | 1.0 | 1.0 |
| 2 | 165 | 42 | 1.2 | 1.1 | 1.1 |
| 3 | 179 | 39 | 1.3 | 1.2 | 1.2 |
| 4 | 193 | 39 | 1.4 | 1.3 | 1.3 |
| 5 | 207 | 38 | 1.5 | 1.4 | 1.4 |
| 6 | 219 | 36 | 1.6 | 1.5 | 1.5 |
| 7 | 231 | 35 | 1.7 | 1.6 | 1.6 |
| 8 | 242 | 36 | 1.8 | 1.7 | 1.6 |
| 9 | 254 | 37 | 1.8 | 1.8 | 1.7 |
| 10 | 268 | 41 | 2.0 | 1.9 | 1.8 |
| 11 | 286 | 47 | 2.4 | 2.2 | 2.0 |
| 12 | 309 | 54 | 2.9 | 2.8 | 2.6 |
| 13 | 335 | 52 | 3.5 | 3.3 | 3.2 |
| 14 | 358 | 48 | 3.9 | 3.7 | 3.6 |
| 15 | 378 | 47 | 4.3 | 4.1 | 4.0 |
| 16 | 398 | 50 | 4.6 | 4.5 | 4.3 |
| 17 | 418 | 59 | 5.0 | 4.8 | 4.7 |
| 18 | 438 | 73 | 5.6 | 5.4 | 5.1 |

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: Spek 6-8 B/C S503 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: Spek 9-12 A S503 Paper

| Raw Score | Scale Score | CSEM x 1.96 | PL for G9 | PL for G10 | PL for G11 | PL for G12 |
|------------------|--------------------|--------------------|------------------|-------------------|-------------------|-------------------|
| 0 | 172 | 38 | 1.1 | 1.0 | 1.0 | 1.0 |
| 1 | 172 | 38 | 1.1 | 1.0 | 1.0 | 1.0 |
| 2 | 172 | 38 | 1.1 | 1.0 | 1.0 | 1.0 |
| 3 | 183 | 34 | 1.2 | 1.1 | 1.1 | 1.0 |
| 4 | 193 | 33 | 1.2 | 1.2 | 1.2 | 1.1 |
| 5 | 203 | 33 | 1.3 | 1.3 | 1.2 | 1.2 |
| 6 | 214 | 35 | 1.4 | 1.4 | 1.3 | 1.3 |
| 7 | 226 | 37 | 1.5 | 1.4 | 1.4 | 1.4 |
| 8 | 239 | 38 | 1.6 | 1.5 | 1.5 | 1.5 |
| 9 | 253 | 40 | 1.7 | 1.6 | 1.6 | 1.6 |
| 10 | 268 | 43 | 1.8 | 1.8 | 1.7 | 1.7 |
| 11 | 287 | 48 | 1.9 | 1.9 | 1.9 | 1.8 |
| 12 | 311 | 54 | 2.5 | 2.4 | 2.3 | 2.2 |
| 13 | 337 | 52 | 3.1 | 3.0 | 3.0 | 2.9 |
| 14 | 360 | 48 | 3.5 | 3.4 | 3.3 | 3.3 |
| 15 | 380 | 47 | 3.9 | 3.7 | 3.6 | 3.6 |
| 16 | 401 | 50 | 4.2 | 4.1 | 4.0 | 3.9 |
| 17 | 422 | 59 | 4.6 | 4.5 | 4.4 | 4.3 |
| 18 | 443 | 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: Spek 9-12 B/C S503 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 503 Paper test forms are pre-equated static forms (see Part 1, Section 2.3). For technical details on the Kindergarten test, see MacGregor, Kenyon, Gibson, and Evans (2009). For the ACCESS Series 503 Grades 1–12, we provide detail below 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.

Listening and Reading

ACCESS Paper Listening and Reading Grades 1–12 Tier A and Grades 1-5 Tier B/C were used in Series 501, which was newly constructed in 2019-20. Aside for one Grade 9-12 Tier A Listening item which was replaced with a newly created item starting in Series 501 because it showed a C-Level DIF, all Tier A items were constructed using S402, S400, and S302 Paper item pools, while Grades 1-5 Tier B/C was created using Series 302 and Series 303 Tier B and C item pools. For ACCESS Paper Listening and Reading Grades 6-12 B/C, we used a newly created form which is made of continuing items from the operational test and newly items (See Part 1 Section 2.3.2.) Table 2.7.1 summarizes the sources of Listening and Reading forms for Paper Series 503.

Table 2.7.1

Sources of Series 503 Paper Listening and Reading Forms

| | Listening | | Reading | |
|-----------------------------|--|---|---|-------------------------------|
| Tier A ³ | Years previously used: Series 501 Paper, created with items from: | 2019-20 | Years previously used: Series 501 Paper, created with items from: | 2019-20 |
| | Series 403 Paper Series 402 Paper Series 401 Paper Series 400 Paper Series 303 Paper | 2018-19 2017-18 2016-17 2015-16 2014-15 | Series 402 Paper Series 400 Paper Series 302 Paper | 2017-18 2015-16 2013-14 |
| Grades 1- 5, Tier B/C | Series 501, created with items from: | 2019-20 | Series 501, created with items from: | 2019-20 |
| | S303 Tier BC S302 Tier BC | 2014-15 2013-14 | S303 Tier BC S302 Tier BC | 2014-15 2013-14 |
| Grades 6- 12, Tier BC | Newly created form | 2021-22 | Newly created form | 2021-22 |

Since 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 current 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 2018 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 Series 503 Paper Reading Grades 1–12 Tier A forms and Grades 1-5 B/C forms, a similar process was used to refine Series 302 and Series 303 item parameters using Series 400 and 401 Paper student population data, respectively.

³ Effective OP School Year 2021-2022 and annually thereafter, one item from Part F no longer appears on the operational Grades 9-12 Listening Tier A test (due to C-level DIF). The folder is replaced with another item from Part F.

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 303.

For Grades 1-5 Listening and Reading Tier B/C, we used the refined parameters derived from the 2018 recalibration studies to conduct a form selection meeting in 2018. We constructed the Series 402 and 403 Paper Listening and Reading Grades 1–12 Tier B/C forms at this meeting. These two forms have been used on a rotating basis, as static forms, since then.

For Grades 6-12 Listening and Reading Tier B/C, we used the parameters derived from the 2021 Paper Grades 6-12 Tier B/C field test calibration study (see Part 1 Section 2.3.2) to conduct a form selection meeting in 2021. In this Paper Grades 6-12 Tier B/C field test, new test items were appended to the end of the Series 502 test books and administered to the entire state of Florida. Test data collected from this field test administration was used to conduct the calibration study and item selection. In the calibration analyses, we initially anchored the difficulty measures of the Series 502 test items to their previously calibrated values while the difficulty measures of the new test items were estimated. 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). We constructed the Series 503 Paper Listening and Reading Grades 6-12 B/C forms at this meeting.

Writing and Speaking

Writing and Speaking are also static forms. Table 2.7.2 summarizes 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 2.7.2

Sources of Series 502 Paper Writing and Speaking Forms

| | Writing | | Speaking | |
|----------|--|-------------------------------|--|--------------------|
| Tier A | Years previously used: Series 501 Series 402 Series 400 | 2019-20 2017-18 2015-16 | Years previously used: Series 501 Series 402 | 2019-20 2017-18 |
| Tier B/C | Years previously used: Series 501 Series 402 Series 400 | 2019-20 2017-18 2015-16 | Years previously used: Series 501 Series 402 | 2019-20 2017-18 |

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 TCC transforms ability measures to expected raw scores, this representation allows test users to relate student performance to the number of items on the test.

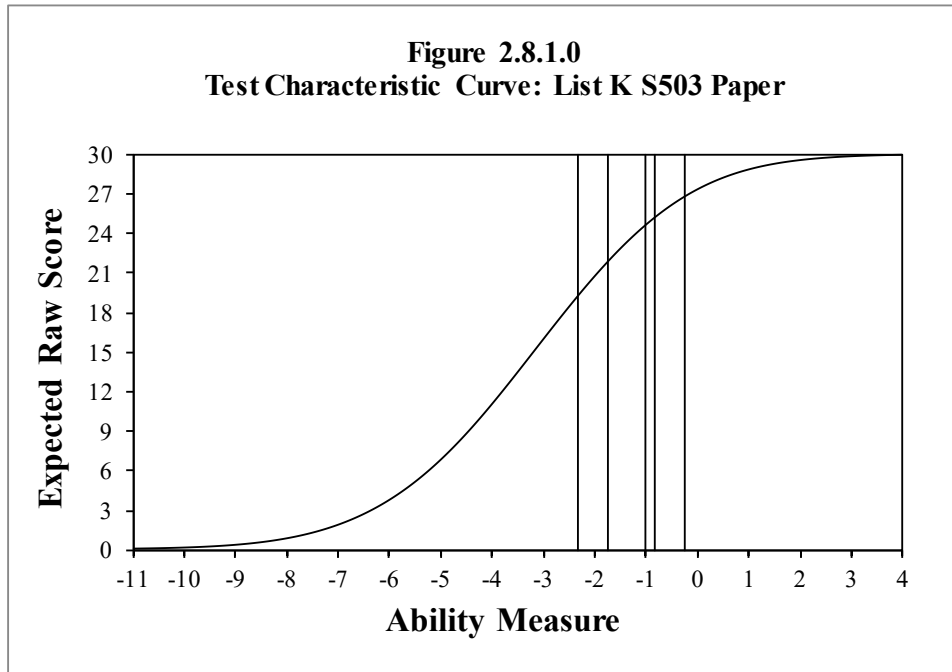
Mathematically, TCC is the sum of all item characteristic functions on the test form (Lord, 1980). Thus, the TCC depends on the item characteristic functions (Lord, 1980) of the items on the test form. The shape of TCC depends on several factors, including the number and the characteristics of items, 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 as 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.

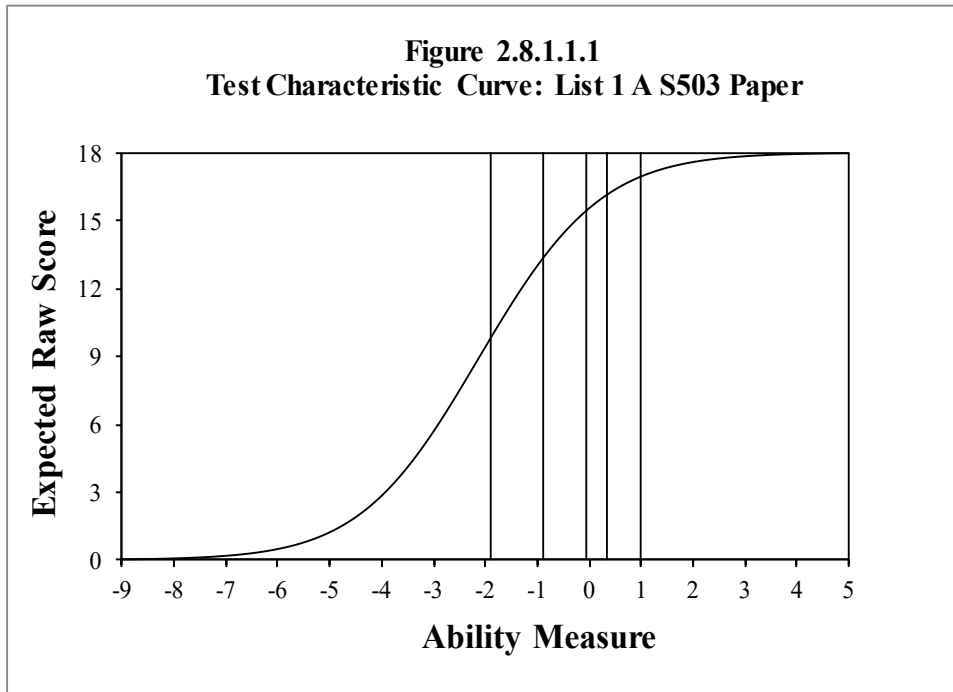
There are five vertical lines in each of the TCC plots indicating the five cut scores for the highest grade in the grade-level cluster for the test form, dividing the figure into six sections for each of the WIDA proficiency levels (PLs 1–6) for the domain being tested. (Note that for Kindergarten and Tier A tests in some domains, it was not possible 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, gives an indication of 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

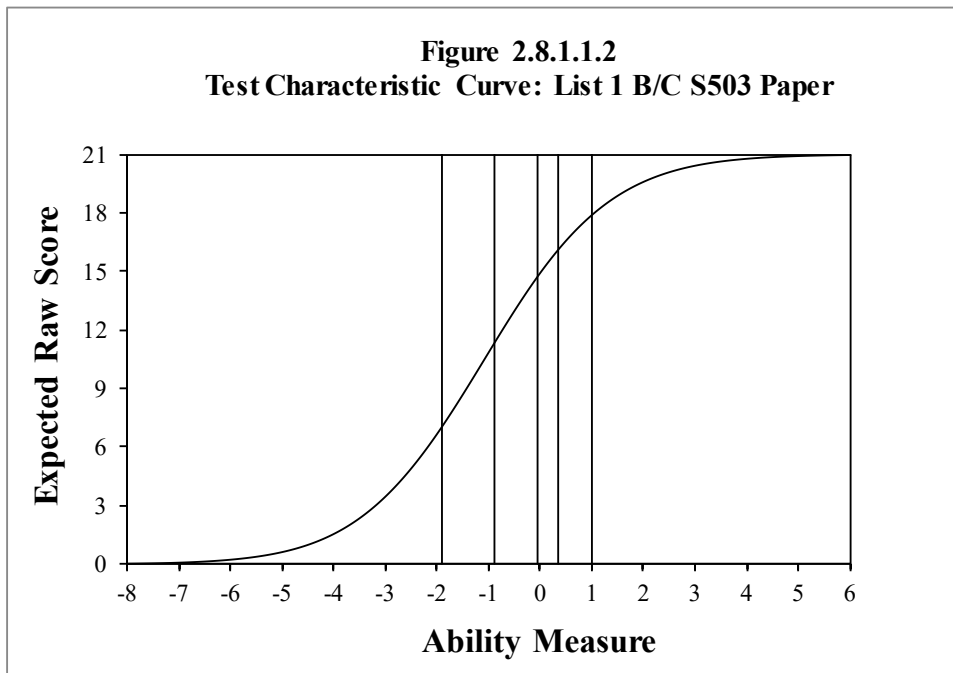
2.8.1.0 Kindergarten



2.8.1.1 Grade 1

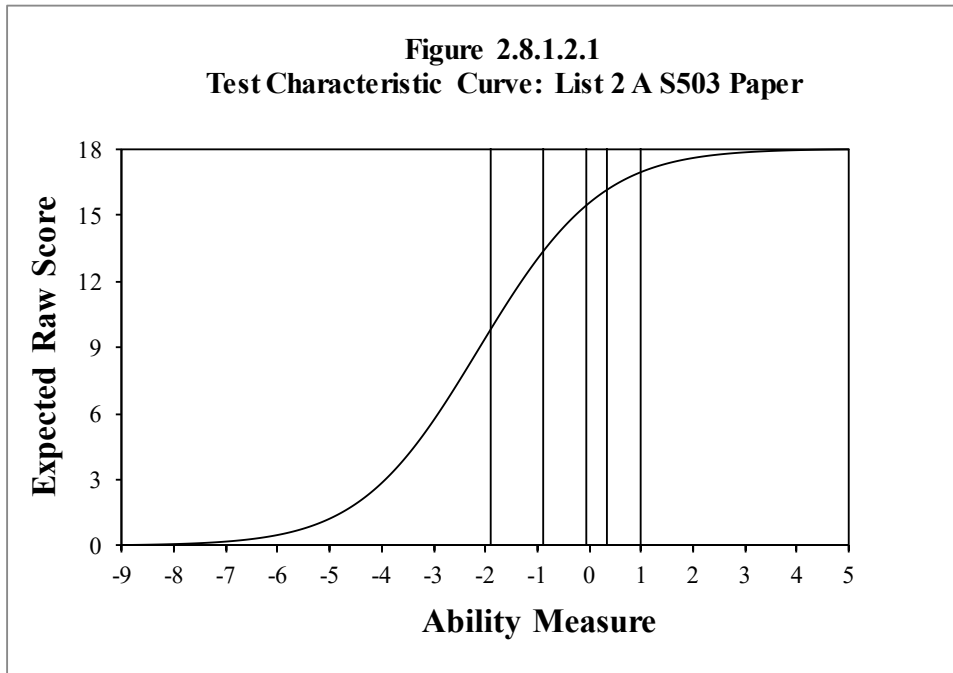


Note: The test form is shared between 1A and 2A.

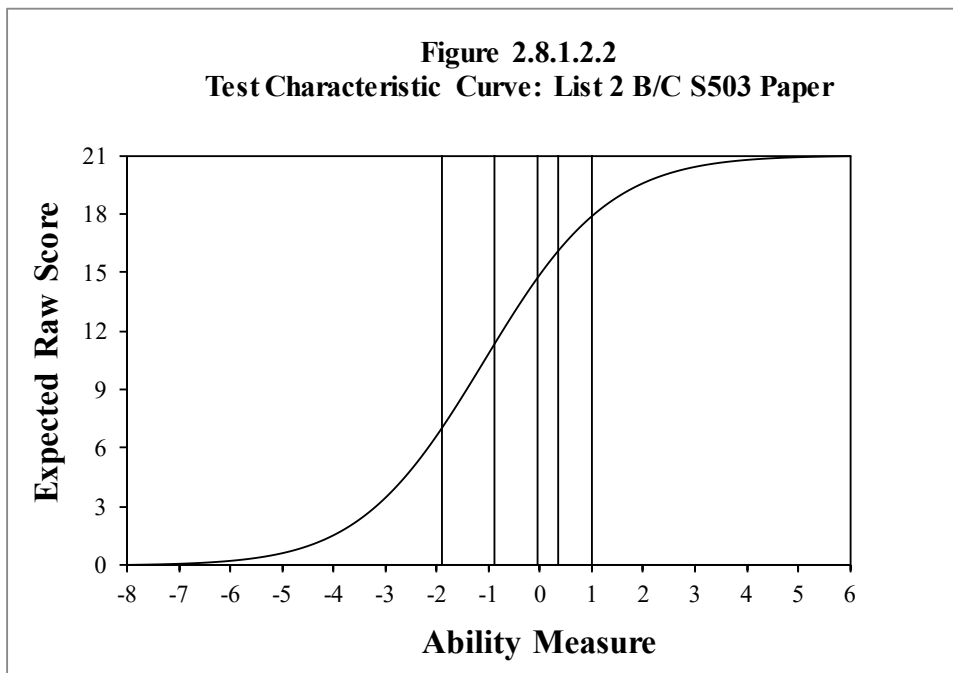


Note: The test form is shared between 1B/C and 2B/C.

2.8.1.2 Grade 2

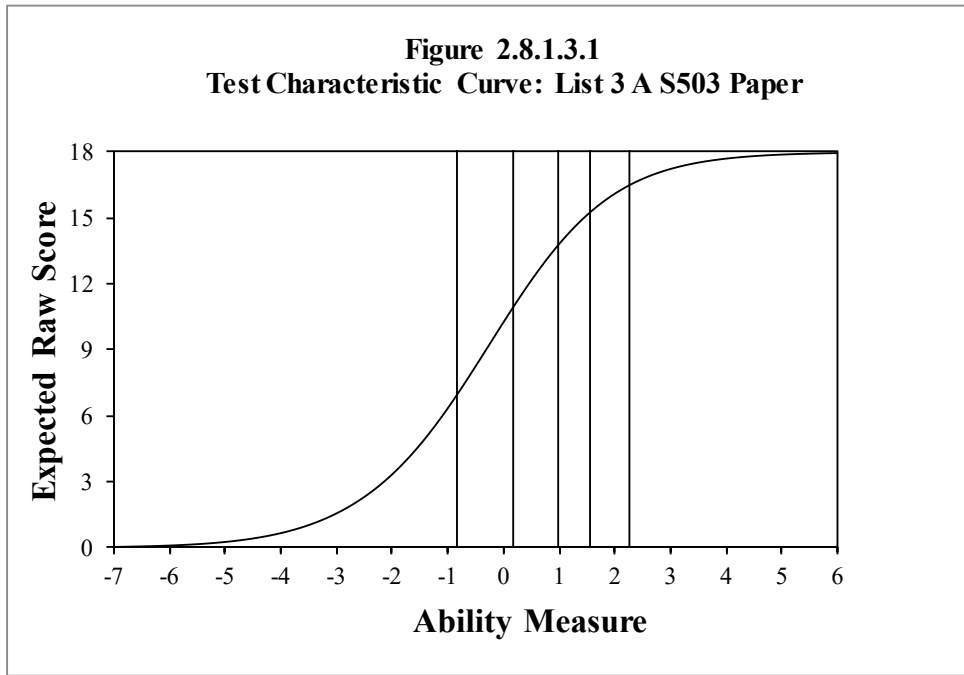


Note: The test form is shared between 1A and 2A.

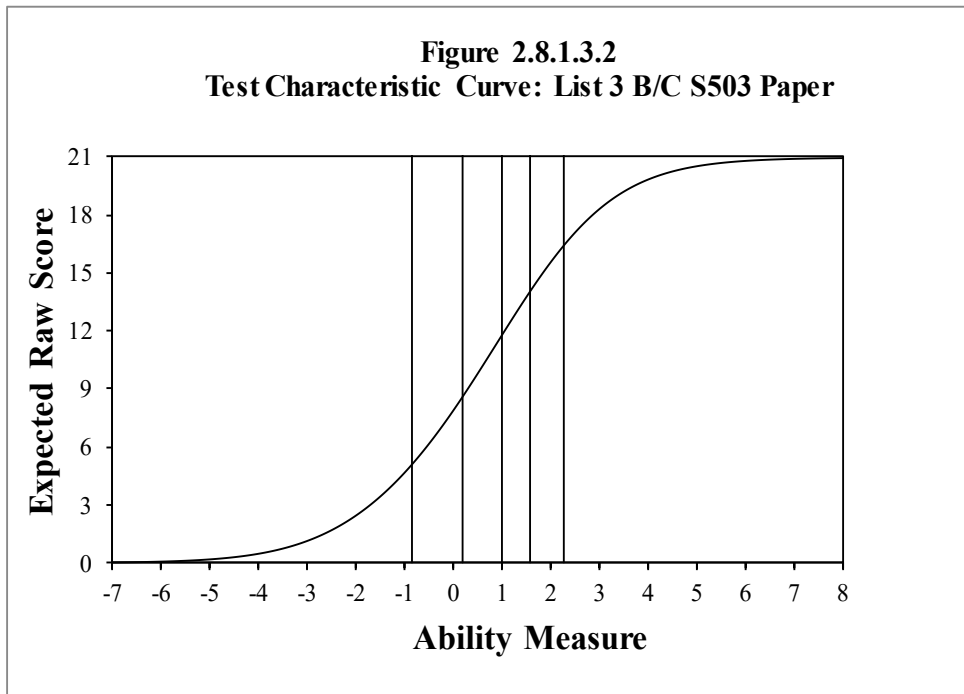


Note: The test form is shared between 1B/C and 2B/C.

2.8.1.3 Grade 3

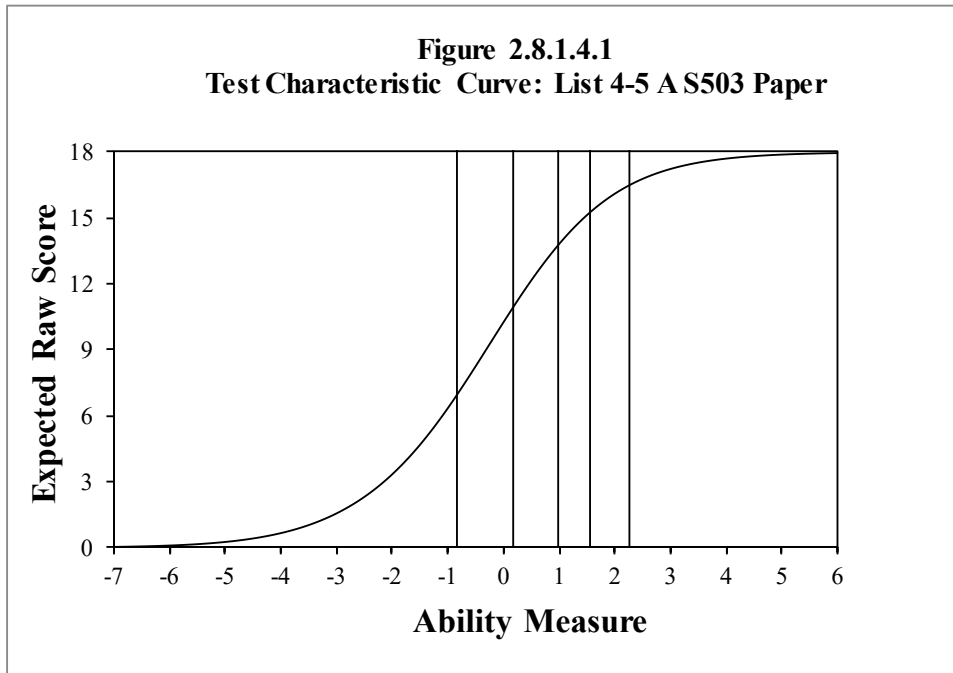


Note: The test form is shared between 3A and 4-5A.

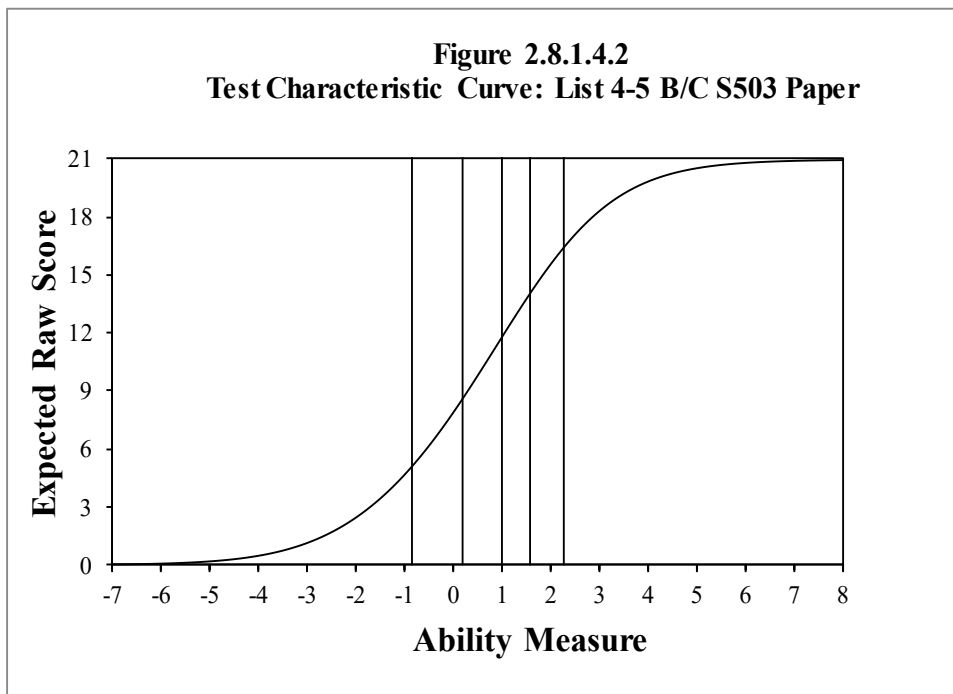


Note: The test form is shared between 3B/C and 4-5B/C.

2.8.1.4 Grades 4-5



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



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: List 6-8 A S503 Paper

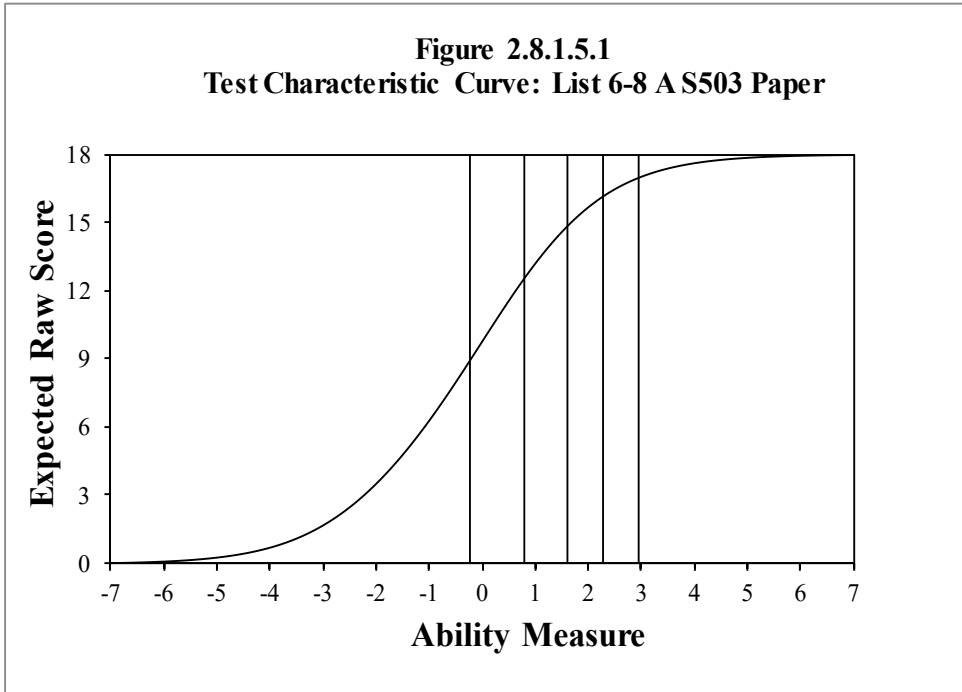
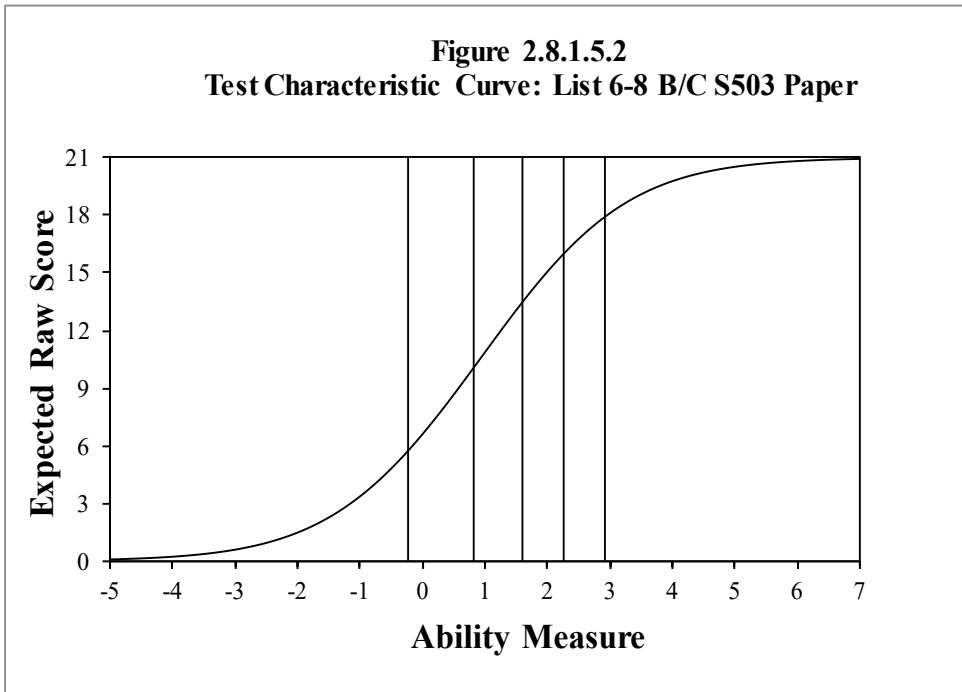
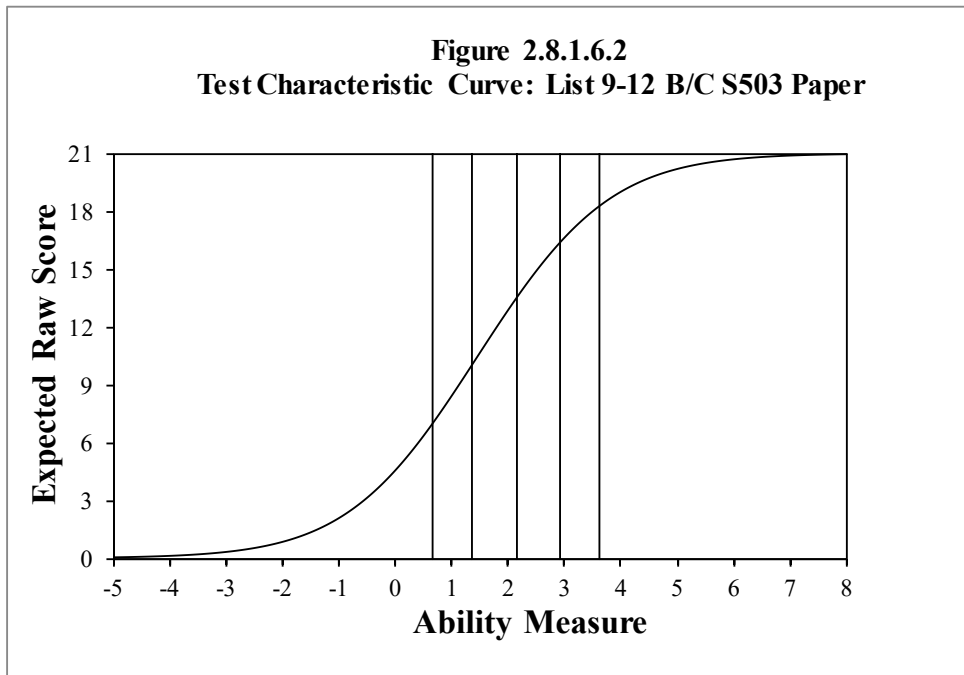
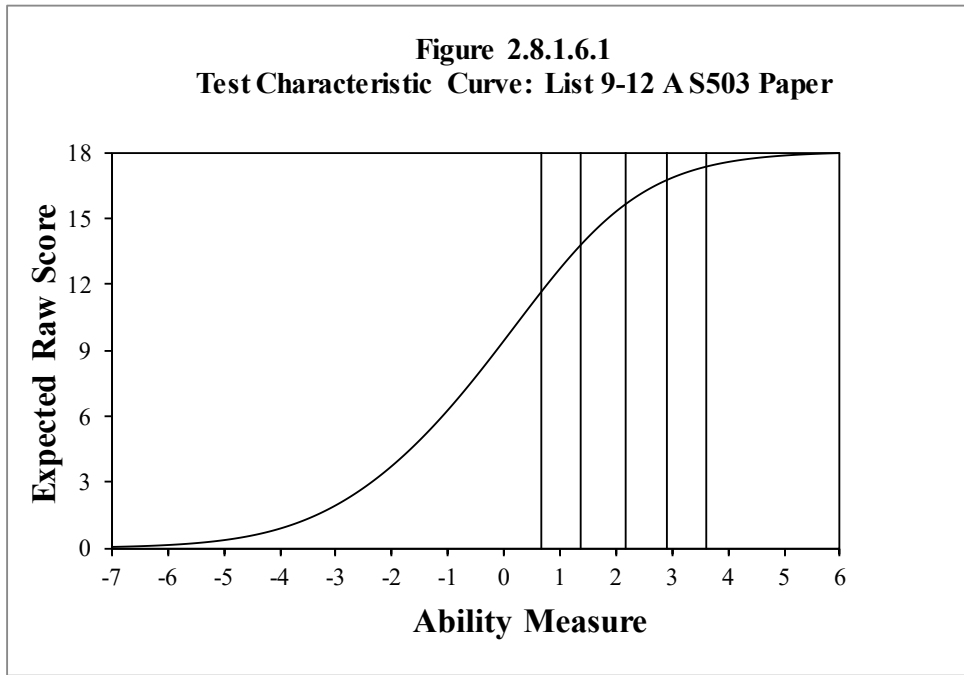


Figure 2.8.1.5.2
Test Characteristic Curve: List 6-8 B/C S503 Paper

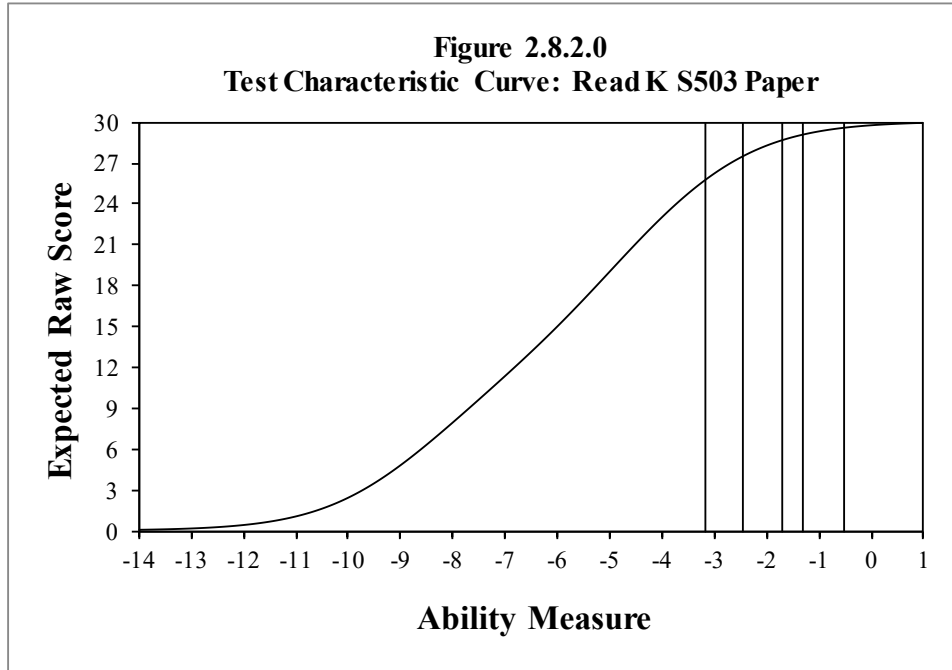


2.8.1.6 Grades 9-12

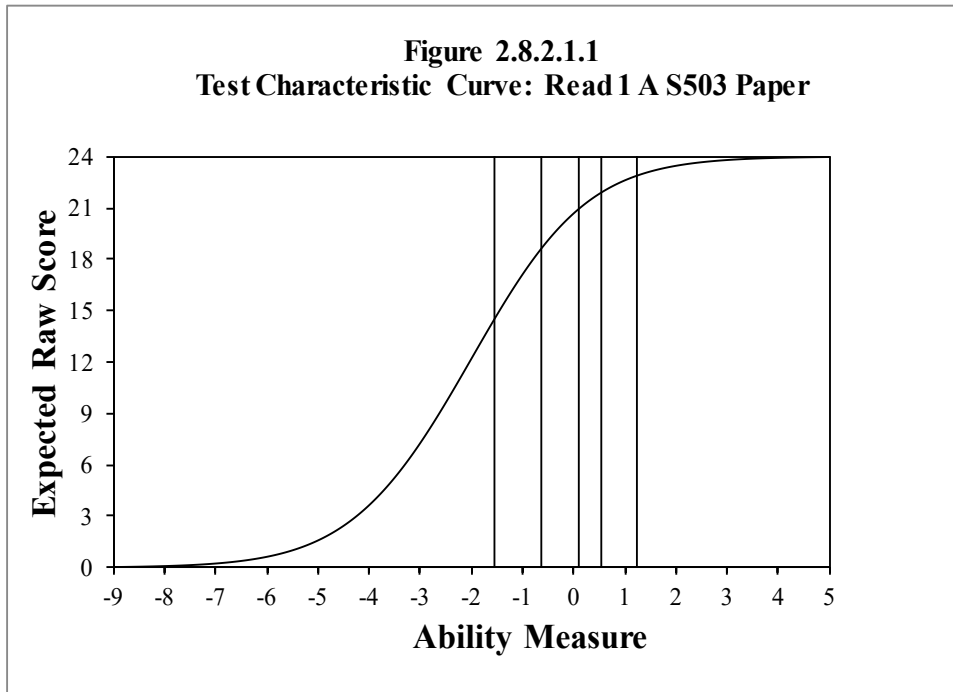


2.8.2 Reading

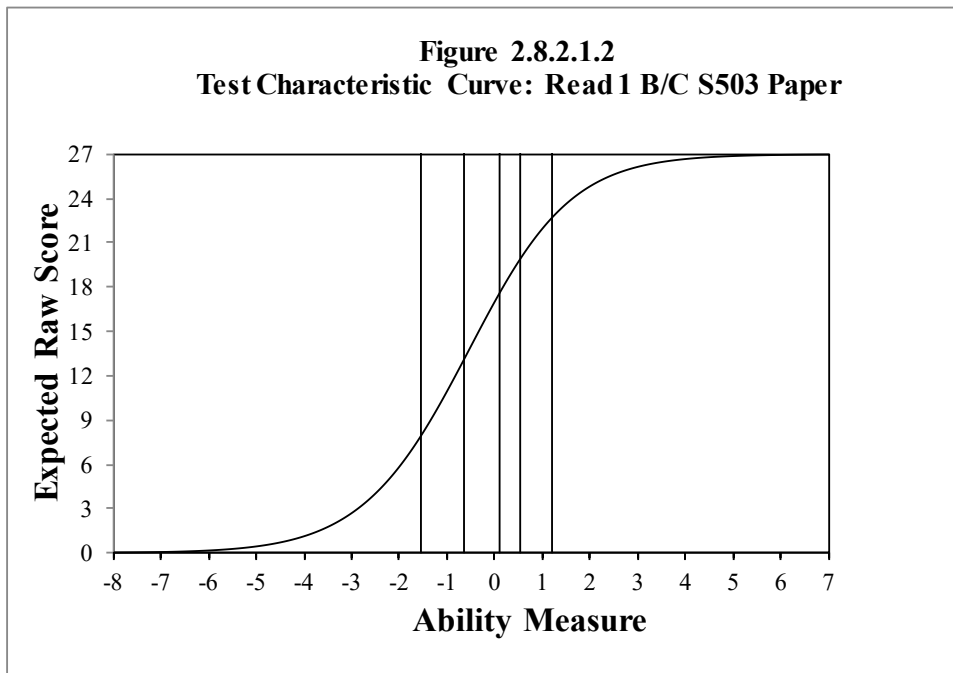
2.8.2.0 Kindergarten



2.8.2.1 Grade 1

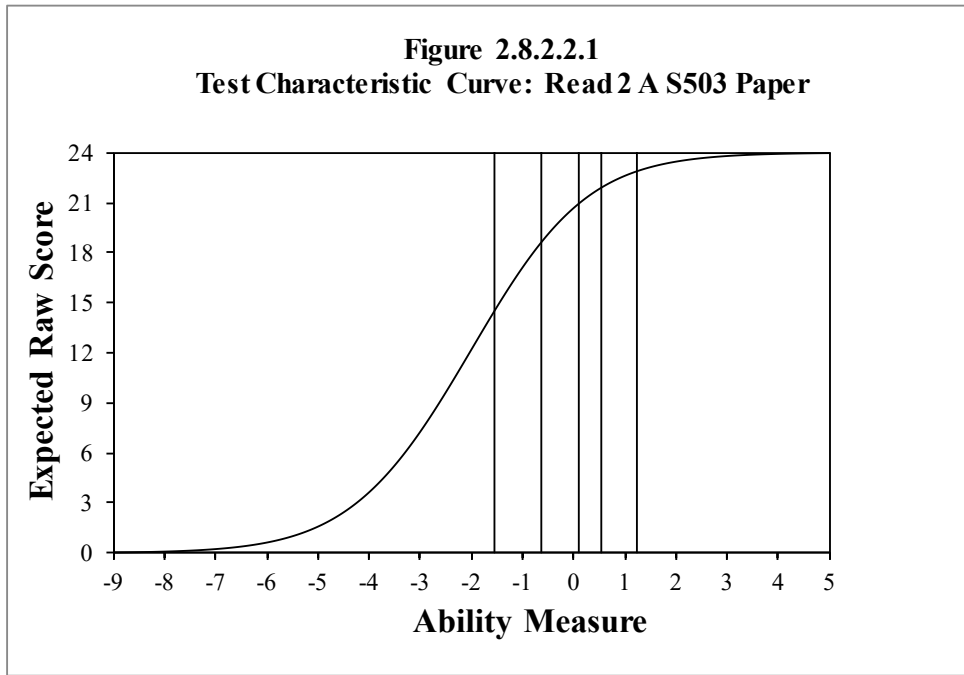


Note: The test form is shared between 1A and 2A.

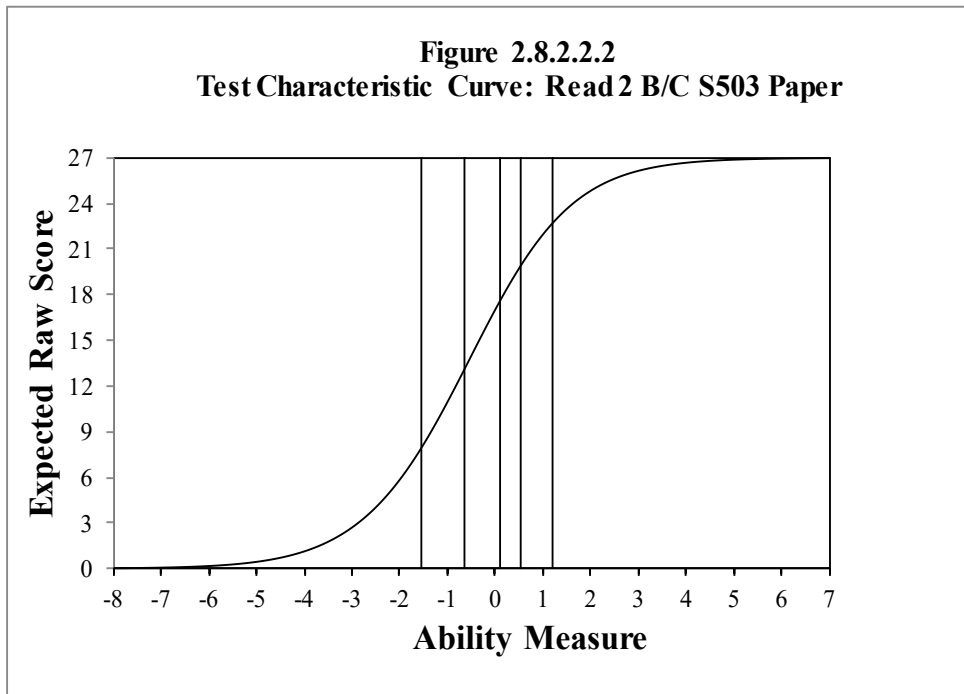


Note: The test form is shared between 1B/C and 2B/C.

2.8.2.2 Grade 2

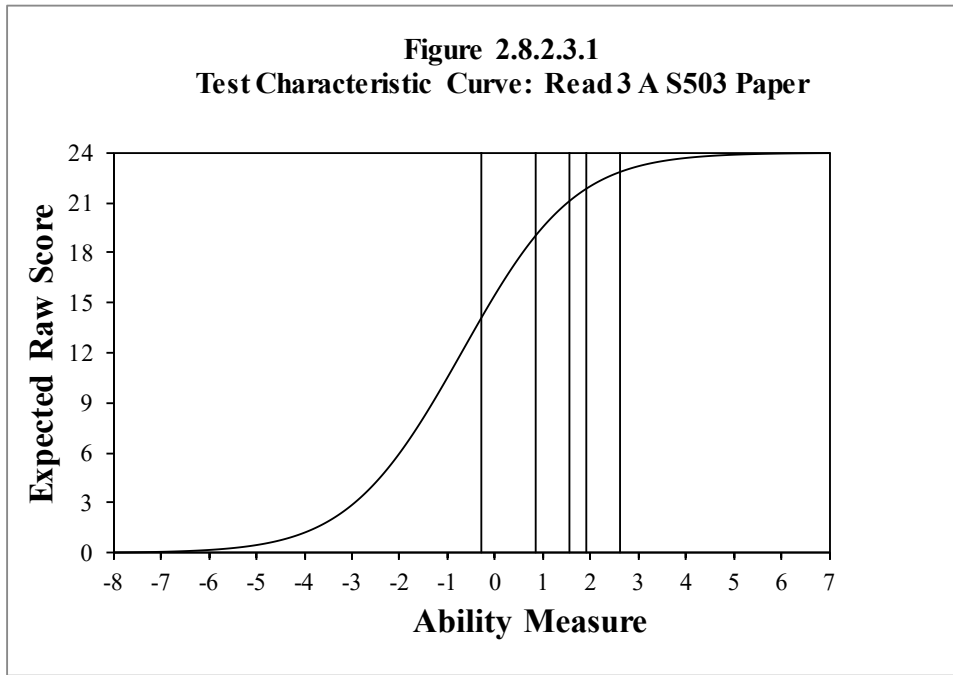


Note: The test form is shared between 1A and 2A.

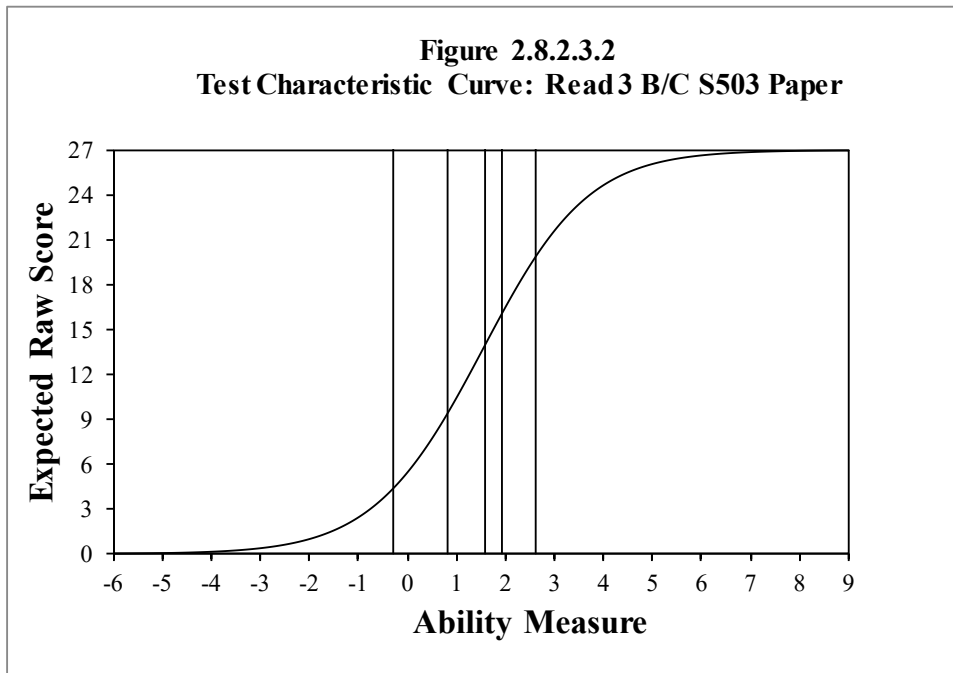


Note: The test form is shared between 1B/C and 2B/C.

2.8.2.3 Grade 3

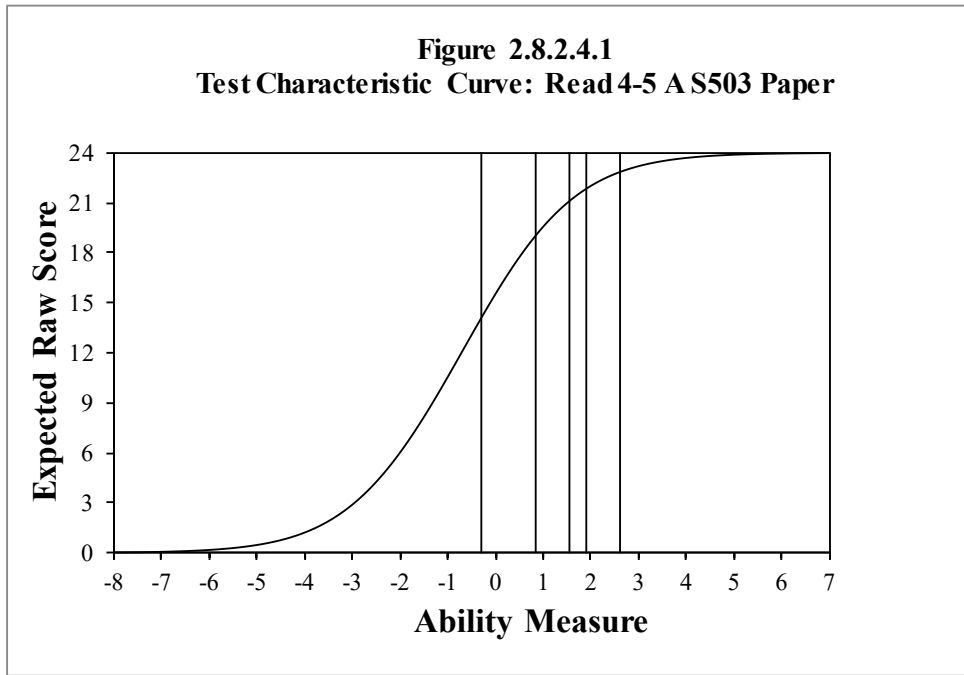


Note: The test form is shared between 3A and 4-5A.



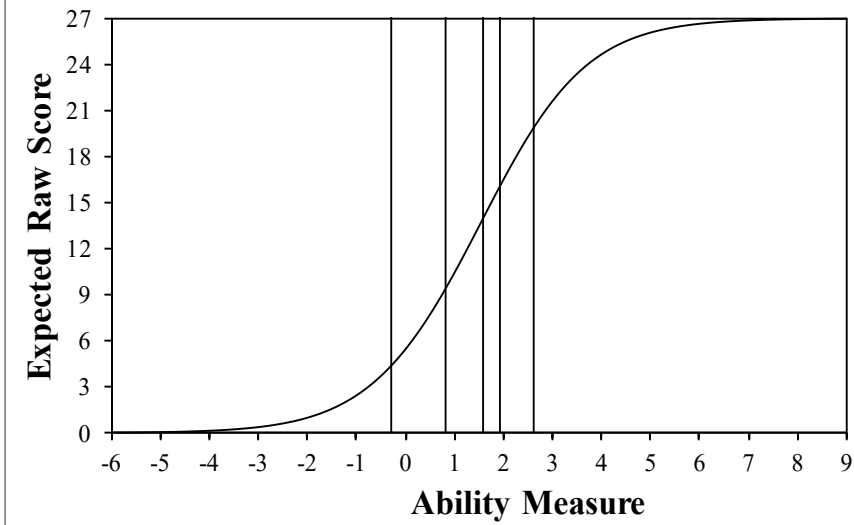
Note: The test form is shared between 3B/C and 4-5B/C.

2.8.2.4 Grades 4-5



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

Figure 2.8.2.4.2
Test Characteristic Curve: Read 4-5 B/C S503 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: Read 6-8 A S503 Paper

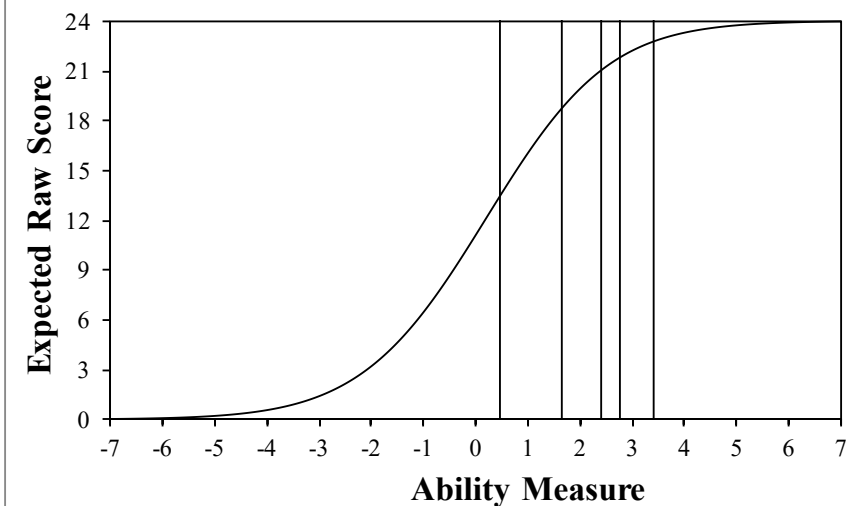
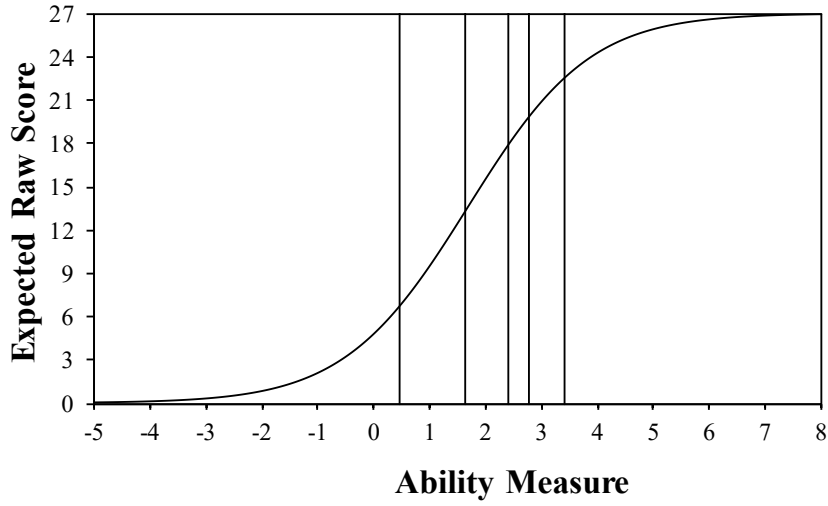


Figure 2.8.2.5.2
Test Characteristic Curve: Read 6-8 B/C S503 Paper



2.8.2.6 Grades 9-12

Figure 2.8.2.6.1
Test Characteristic Curve: Read 9-12 A S503 Paper

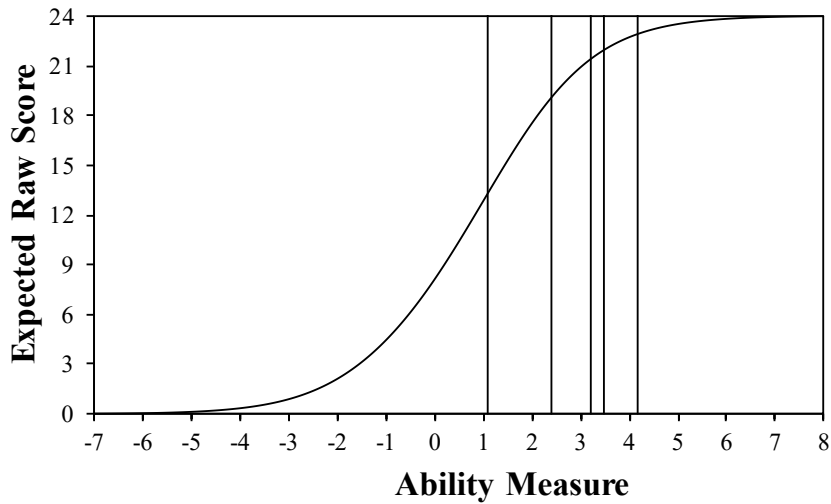
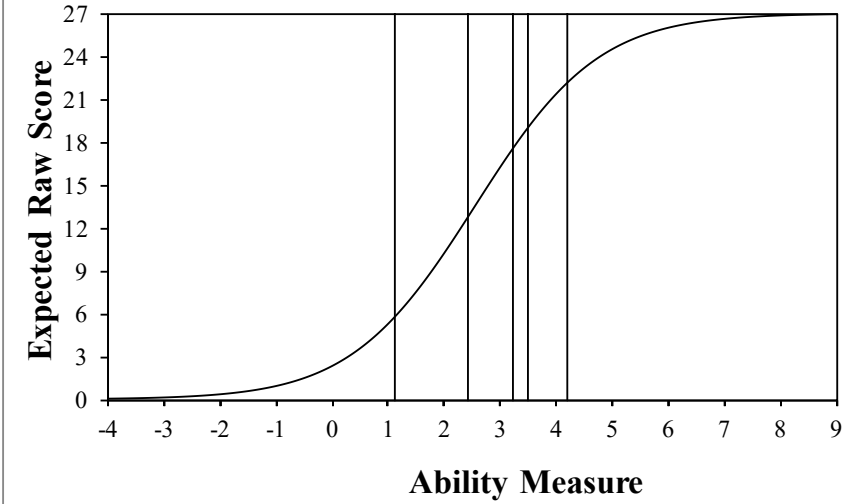


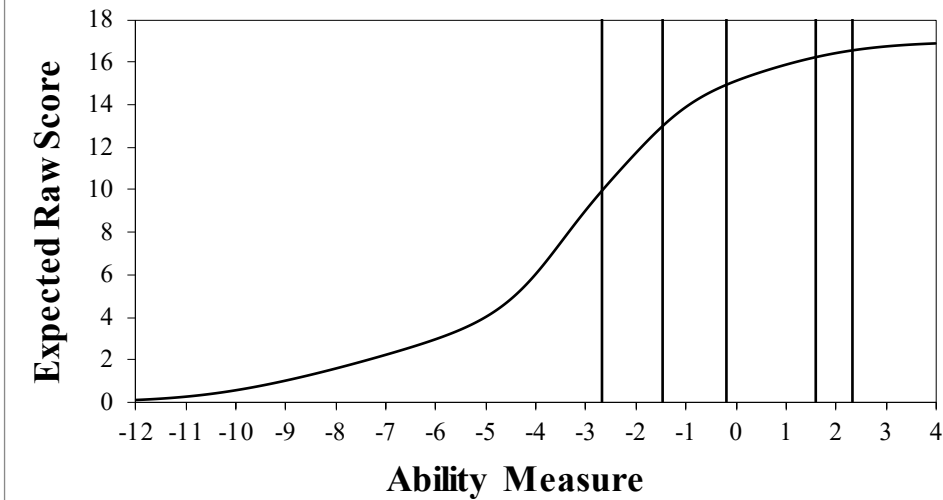
Figure 2.8.2.6.2
Test Characteristic Curve: Read 9-12 B/C S503 Paper



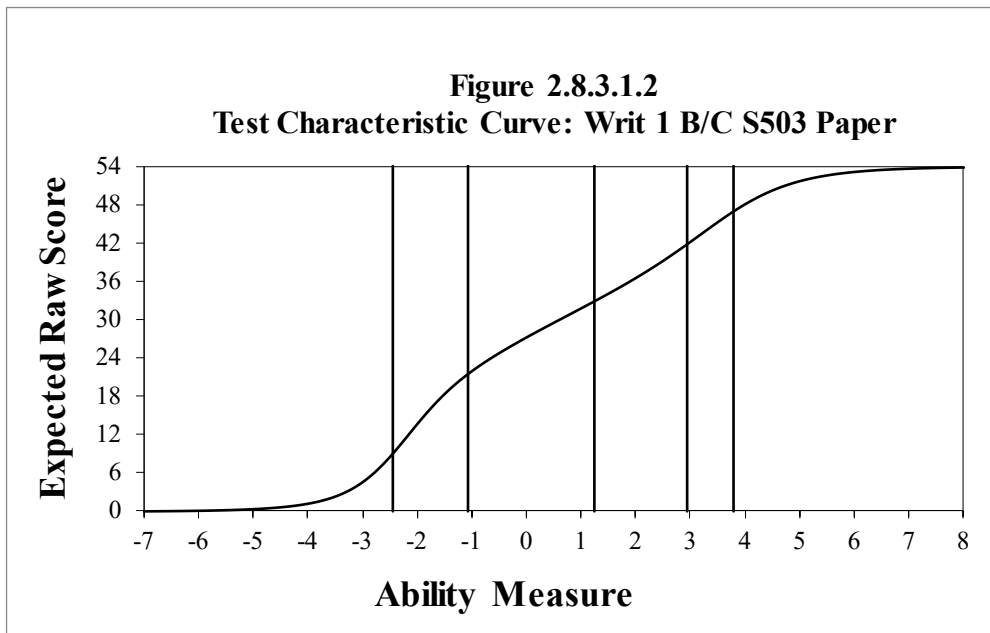
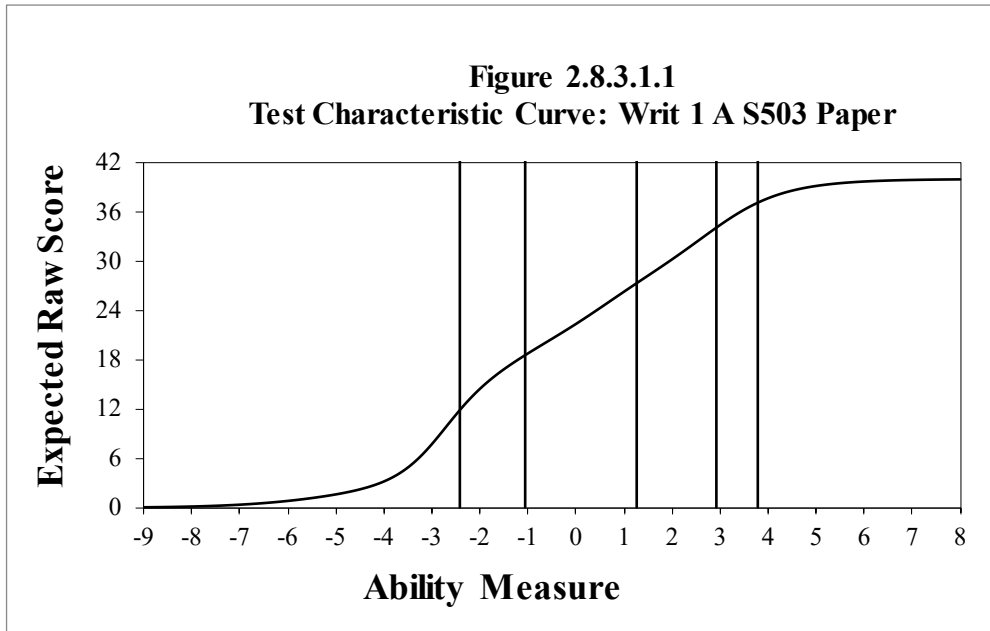
2.8.3 Writing

2.8.3.0 Kindergarten

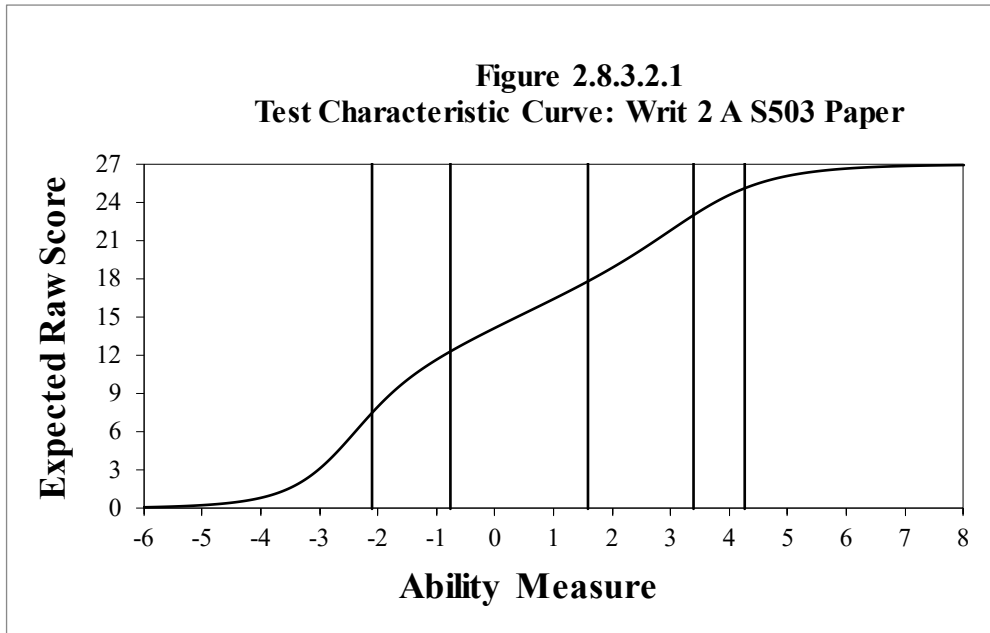
Figure 2.8.3.0
Test Characteristic Curve: Writ K S503 Paper



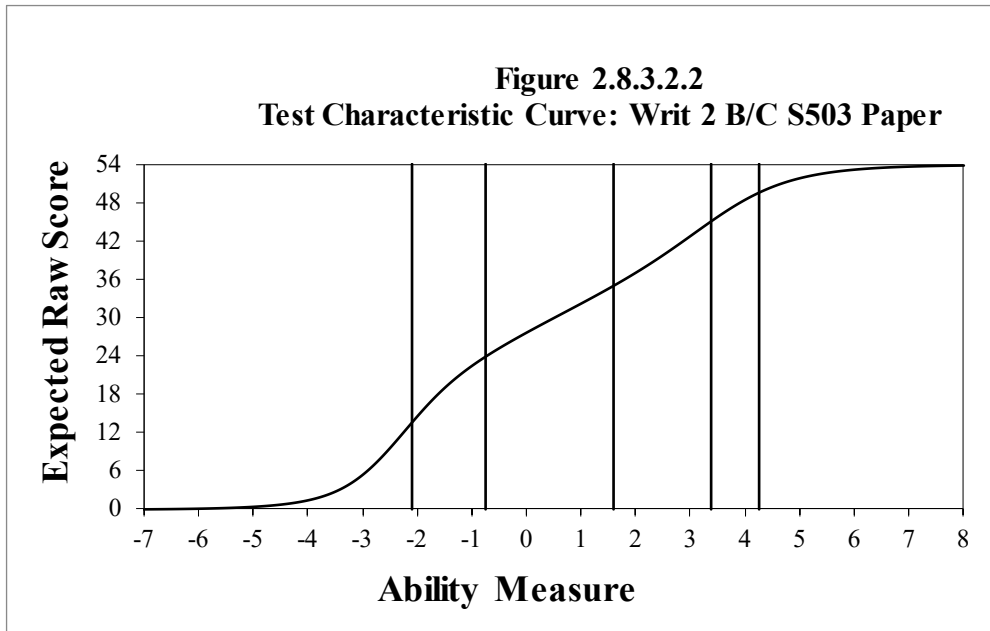
2.8.3.1 Grade 1



2.8.3.2 Grade 2

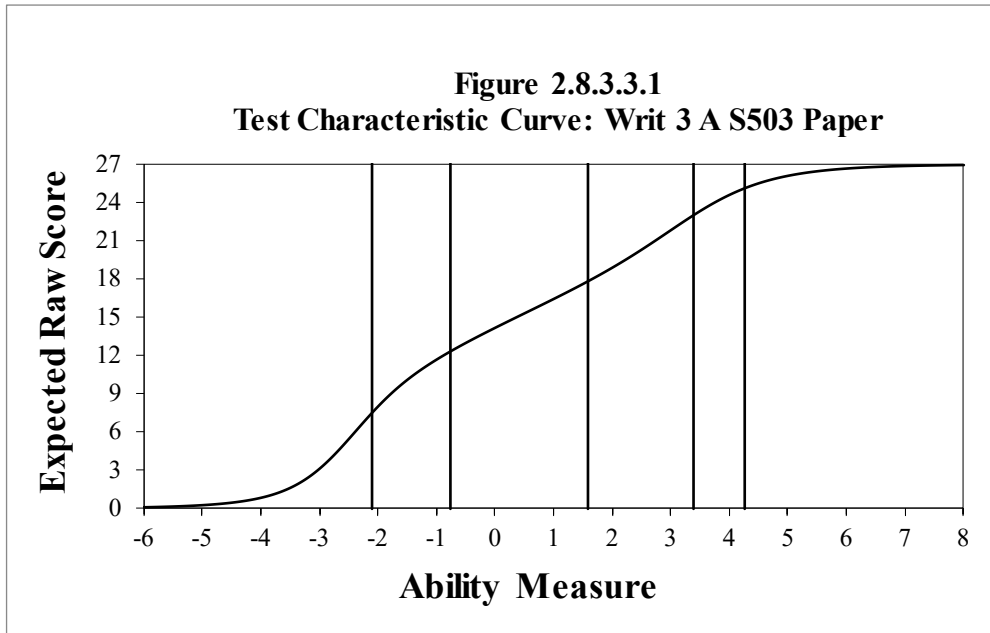


Note: The test form is shared between 2A and 3A.

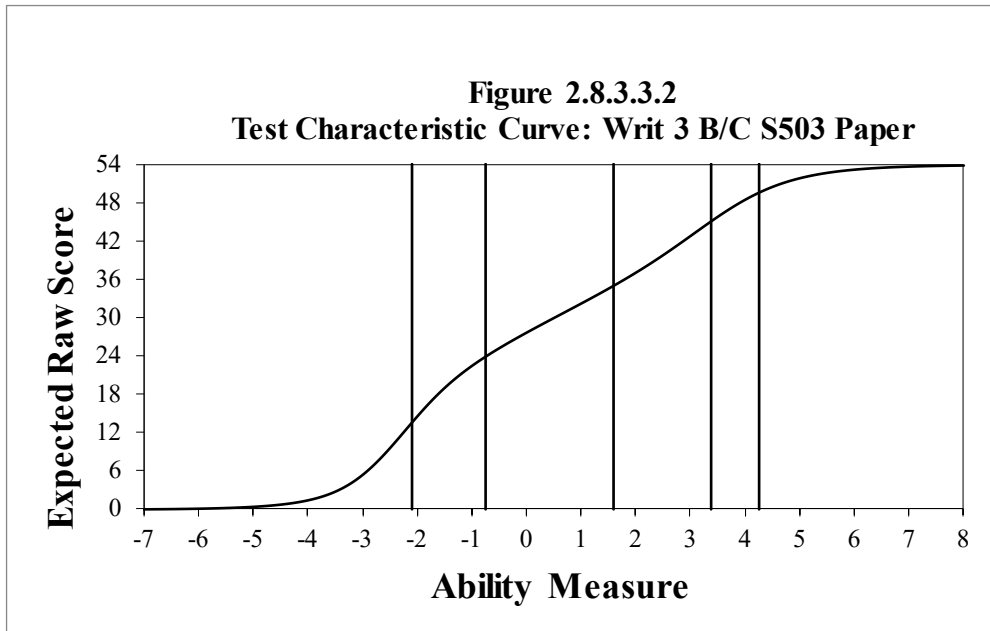


Note: The test form is shared between 2B/C and 3B/C.

2.8.3.3 Grade 3

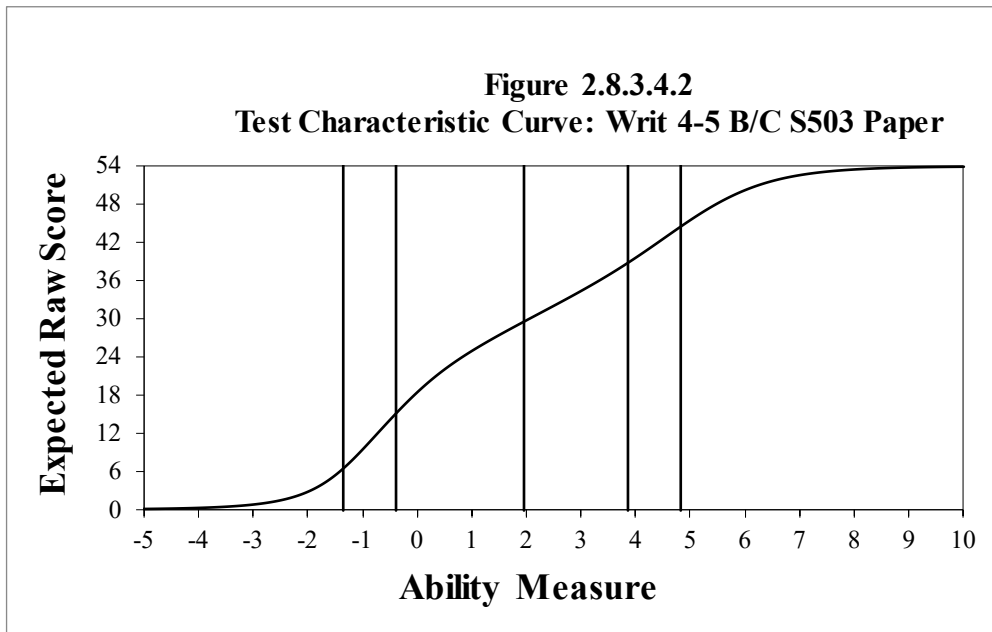
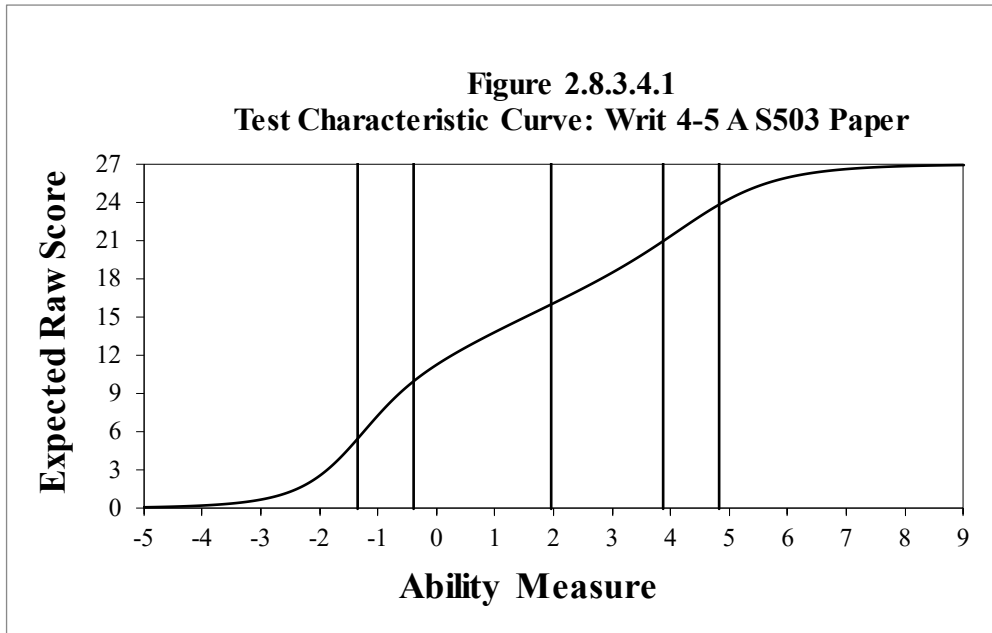


Note: The test form is shared between 2A and 3A.

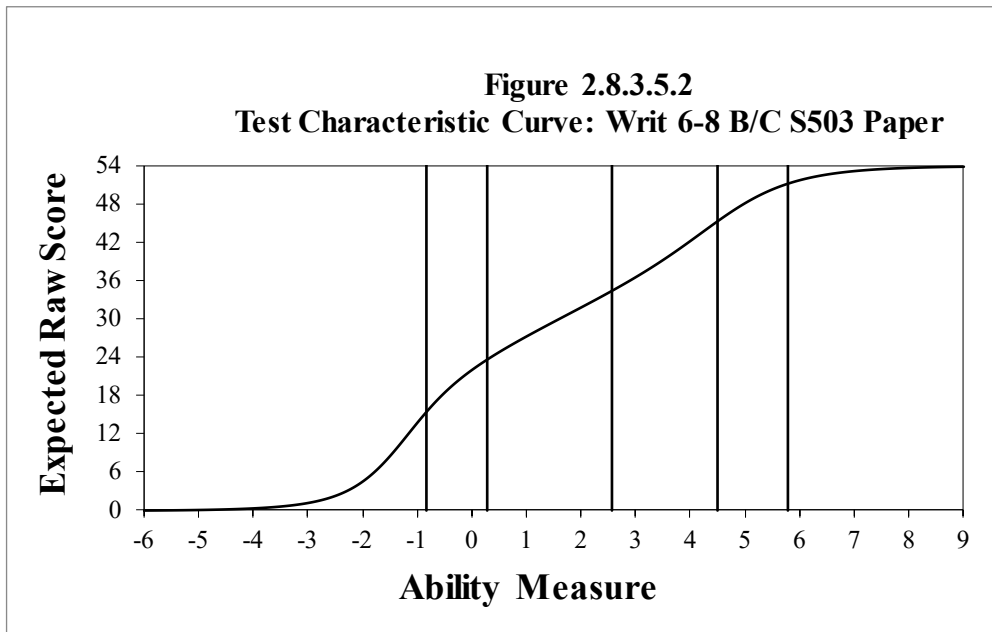
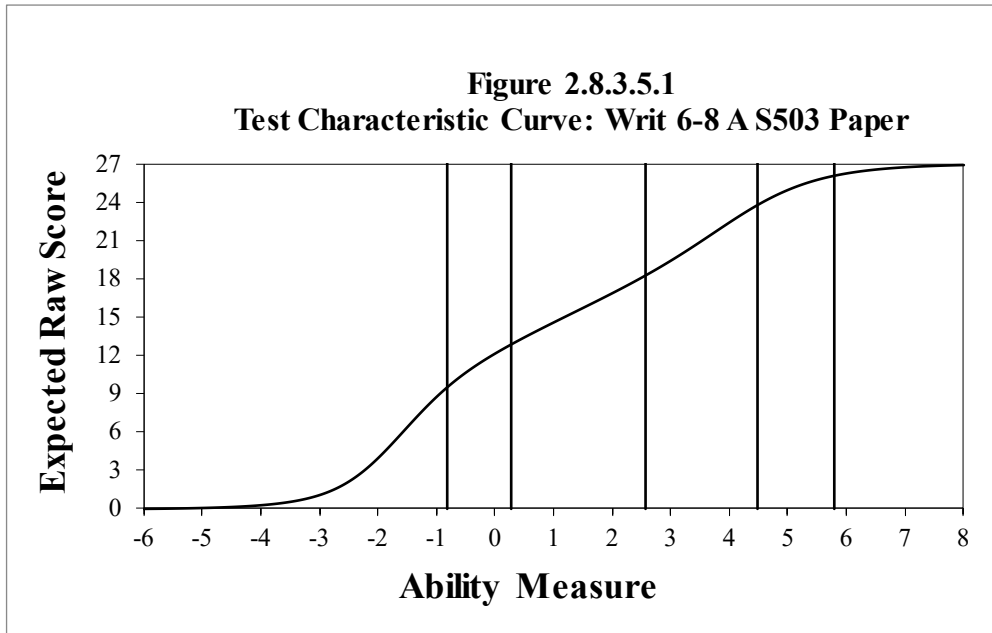


Note: The test form is shared between 2B/C and 3B/C.

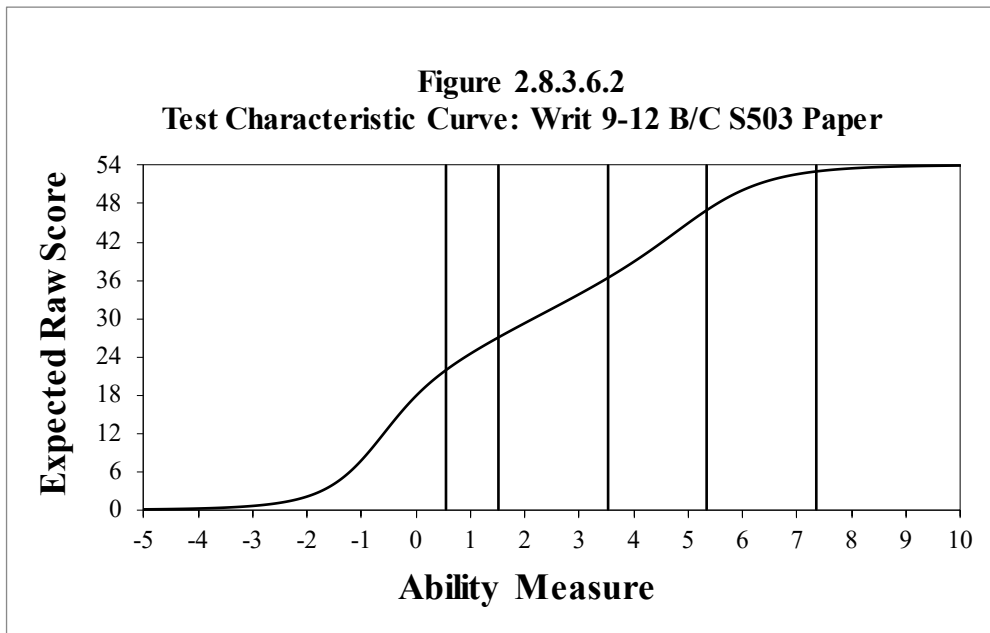
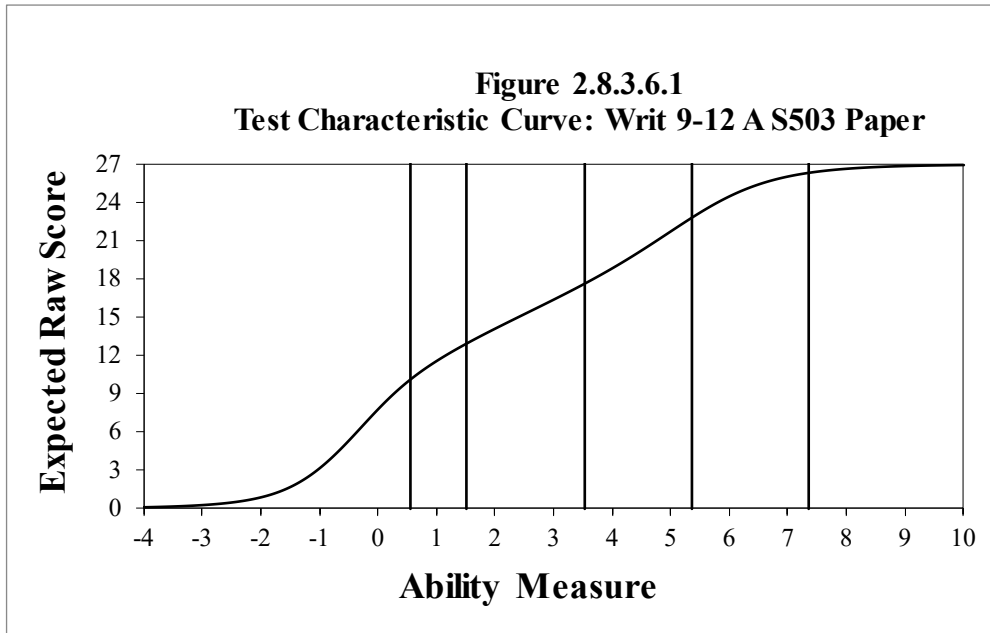
2.8.3.4 Grades 4-5



2.8.3.5 Grades 6-8

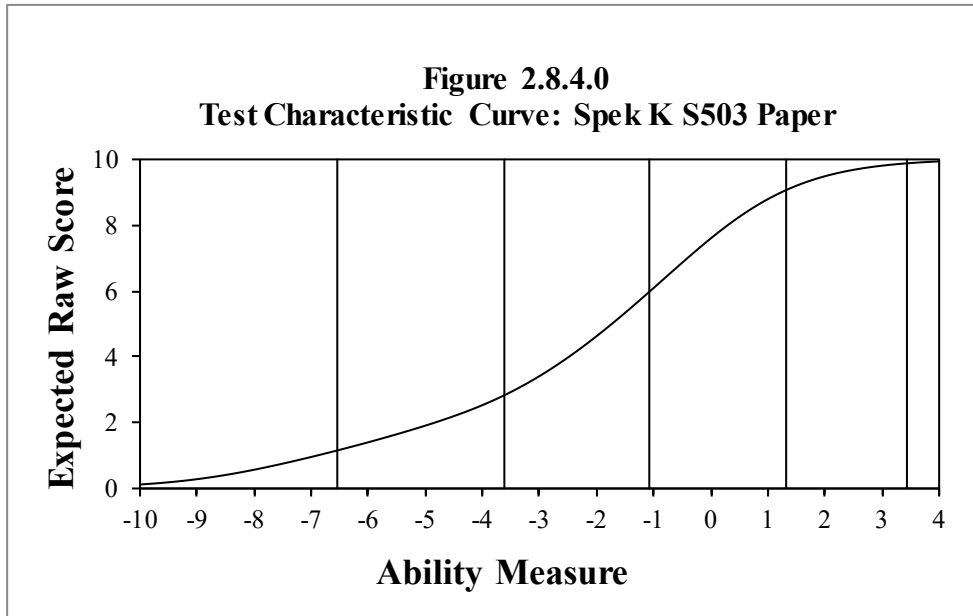


2.8.3.6 Grades 9-12



2.8.4 Speaking

2.8.4.0 Kindergarten



2.8.4.1 Grade 1

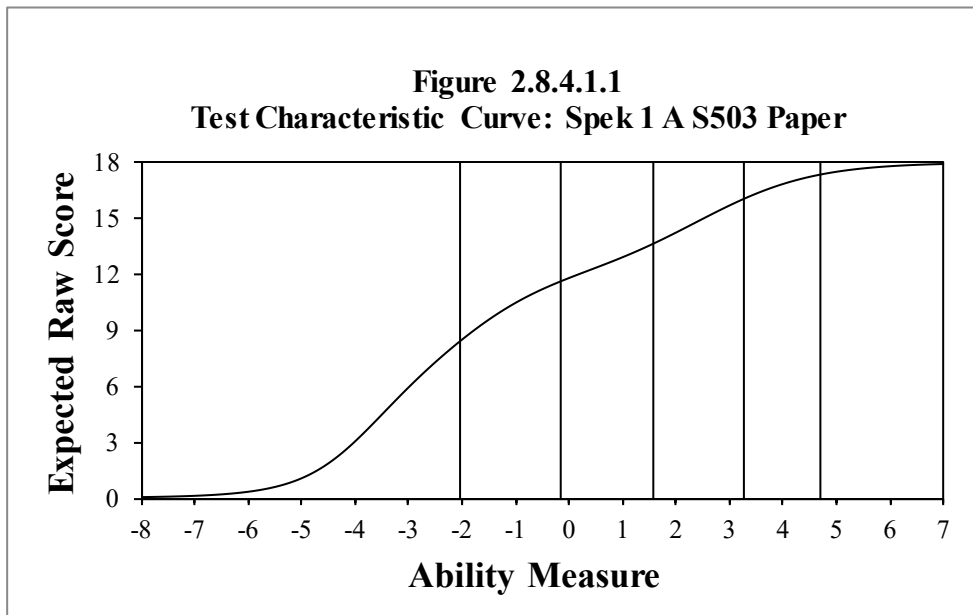
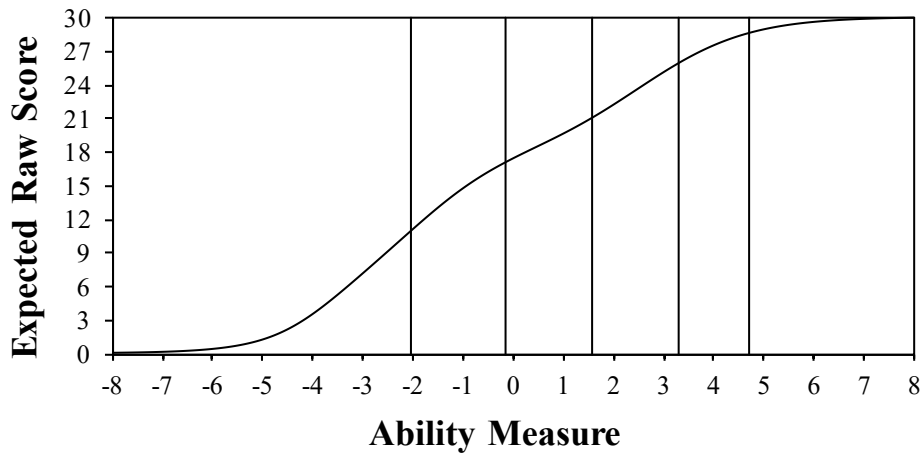
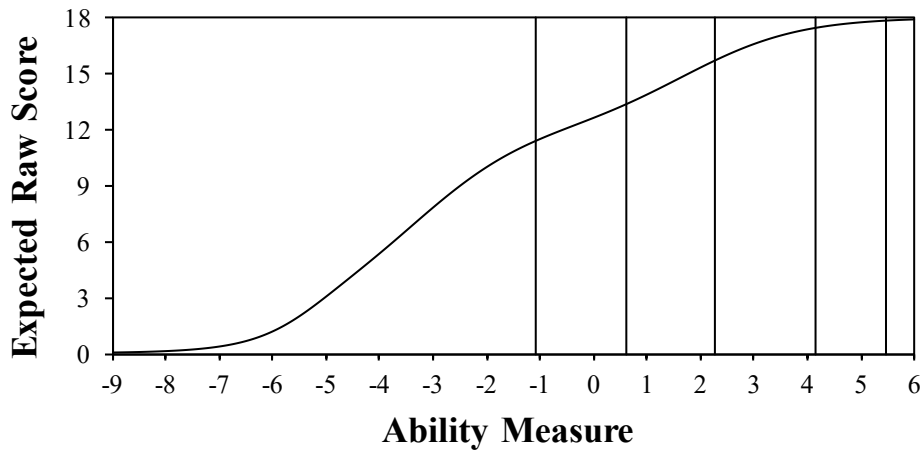


Figure 2.8.4.1.2
Test Characteristic Curve: Spek 1 B/C S503 Paper



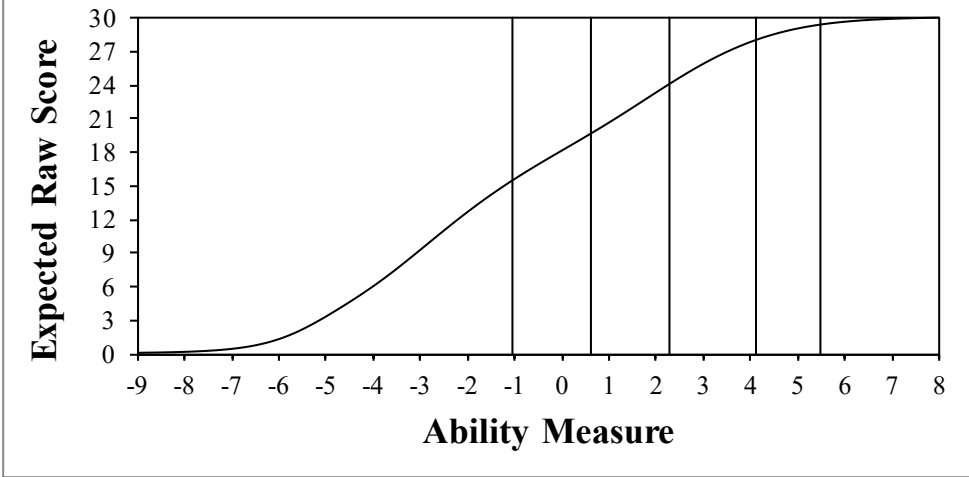
2.8.4.2 Grade 2

Figure 2.8.4.2.1
Test Characteristic Curve: Spek 2 A S503 Paper



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

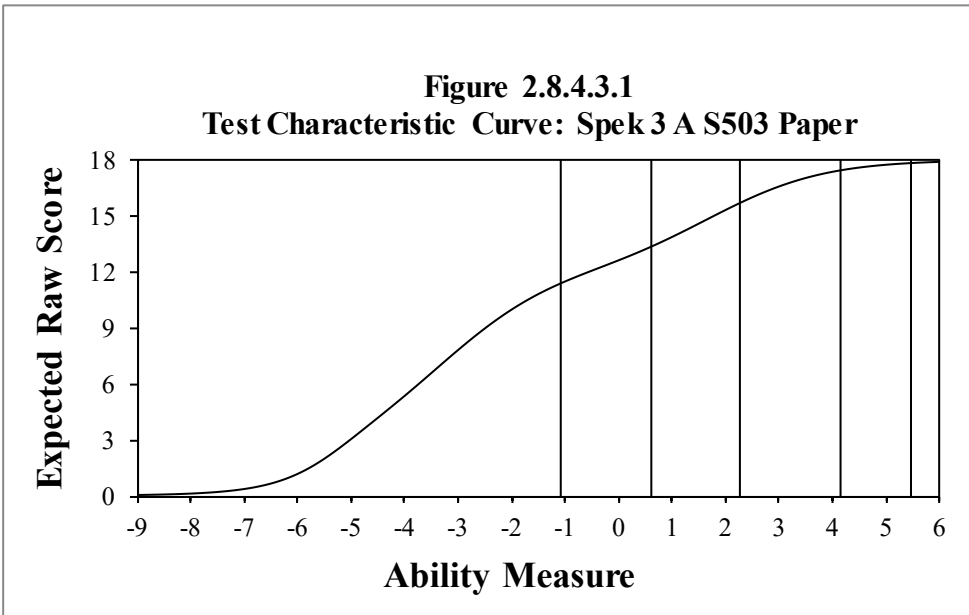
Figure 2.8.4.2.2
Test Characteristic Curve: Spek 2 B/C S503 Paper



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

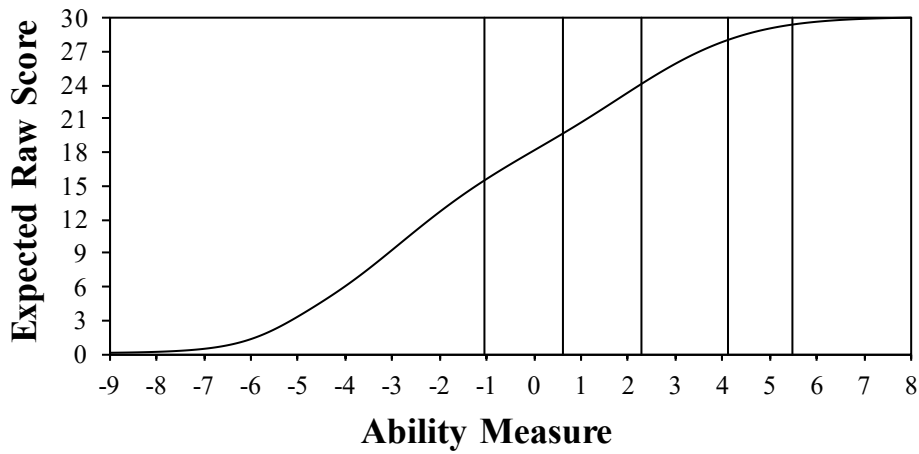
2.8.4.3 Grade 3

Figure 2.8.4.3.1
Test Characteristic Curve: Spek 3 A S503 Paper



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

Figure 2.8.4.3.2
Test Characteristic Curve: Spek 3 B/C S503 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: Spek 4-5 A S503 Paper

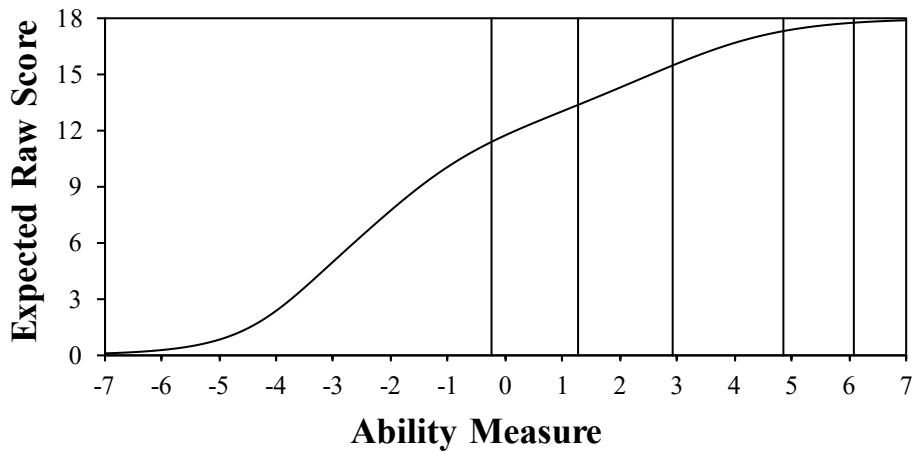
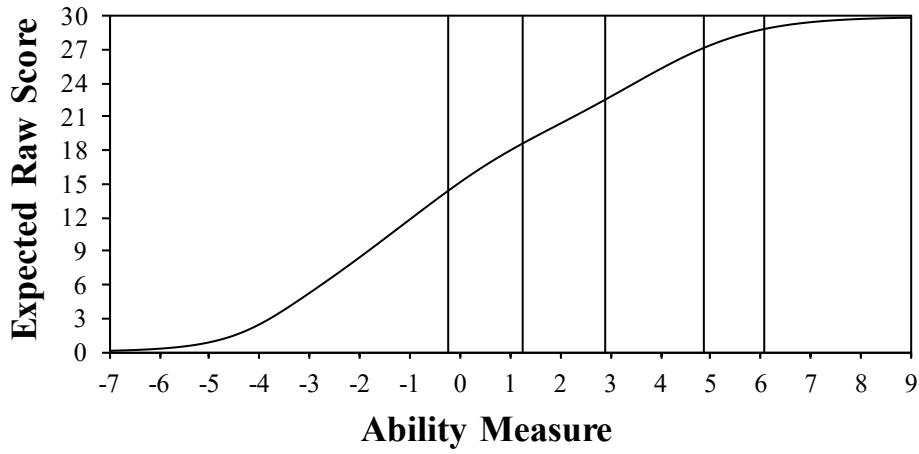


Figure 2.8.4.4.2
Test Characteristic Curve: Spek 4-5 B/C S503 Paper



2.8.4.5 Grades 6-8

Figure 2.8.4.5.1
Test Characteristic Curve: Spek 6-8 A S503 Paper

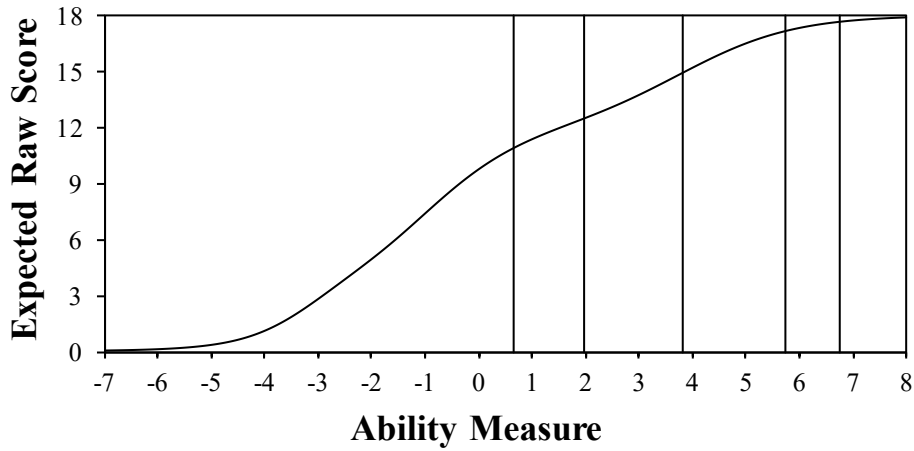
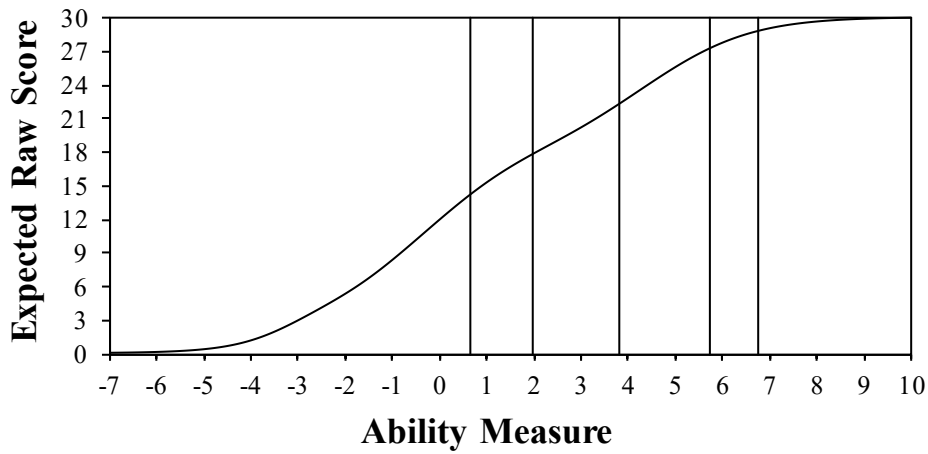
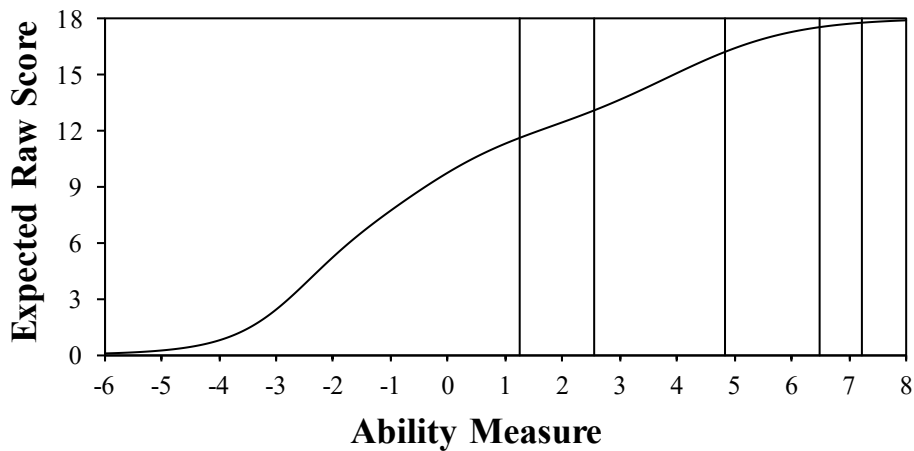


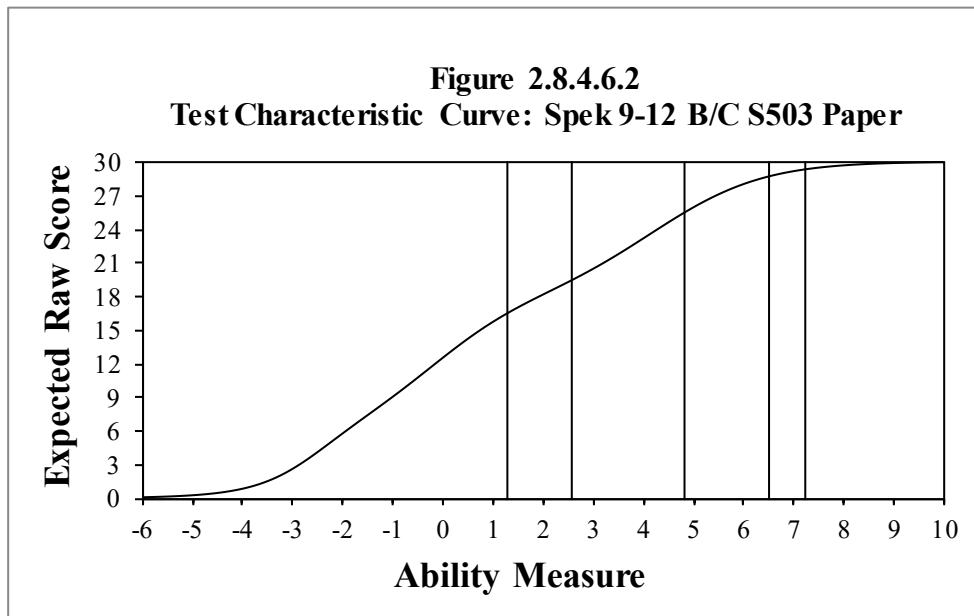
Figure 2.8.4.5.2
Test Characteristic Curve: Spek 6-8 B/C S503 Paper



2.8.4.6 Grades 9-12

Figure 2.8.4.6.1
Test Characteristic Curve: Spek 9-12 A S503 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 certain or 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 will be further away from the true values.

The **item/task information function** indicates the amount of information student responses to that item (or task) provides to help reduce our uncertainty regarding a student's true ability measure. The more information we have about the ability measure, the more certain or 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 will 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 on 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" or "wrong." Additionally, we designed the 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, alternatively, 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 show graphically 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

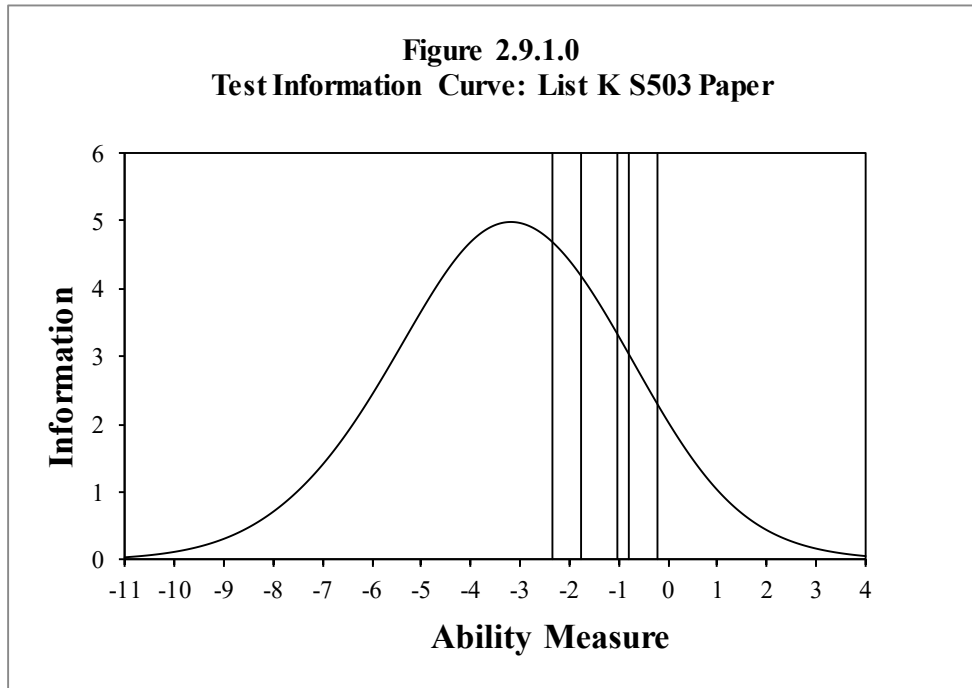
indicate the ACCESS cut scores for the highest grade in each grade-level cluster, dividing the figure into six sections denoting the WIDA proficiency levels (PL 1– PL 6) for the domain. The test information curve and the corresponding ACCESS cut-score lines are both expressed on the ACCESS logit scale. Note that for the Speaking test, in Tier Pre-A, all scores are within the PL 1.0 range, so for some graphs there are no vertical lines showing the cut scores between proficiency levels.

Inclusion of the ACCESS cut-score lines in these figures are 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, the majority 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.

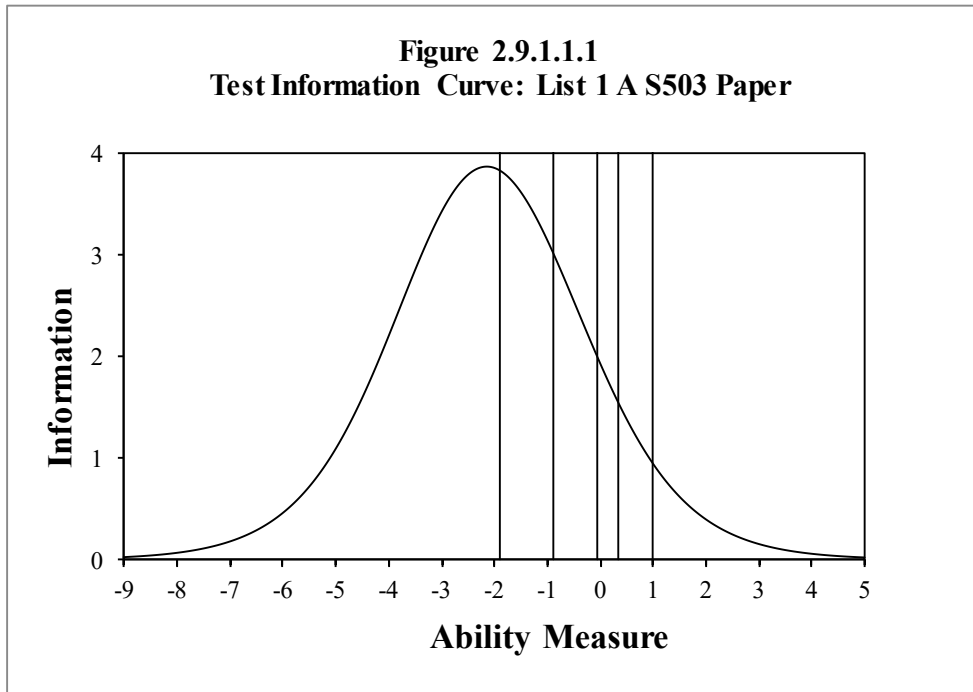
In addition to the TIF graphs by tier, we provide plots of the TIFs across tiers, by grade cluster, in the same graph. Test users may find it useful to compare the ability ranges across tiers, noting for each tier where the curve displays its highest peaks (i.e., where the most measurement information 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 either just below the PL 2 cut score or just below the PL 5 cut score. By contrast, the Writing Grade 1 Tier B/C form provided more information about the student ability measures that were either just above the PL 2 cut score or just above the PL 5 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 -0.5 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. Lastly, consistent with the purposes of the test design, there is also considerable overlap between the ranges of writing ability that the two forms cover.

2.9.1 Listening

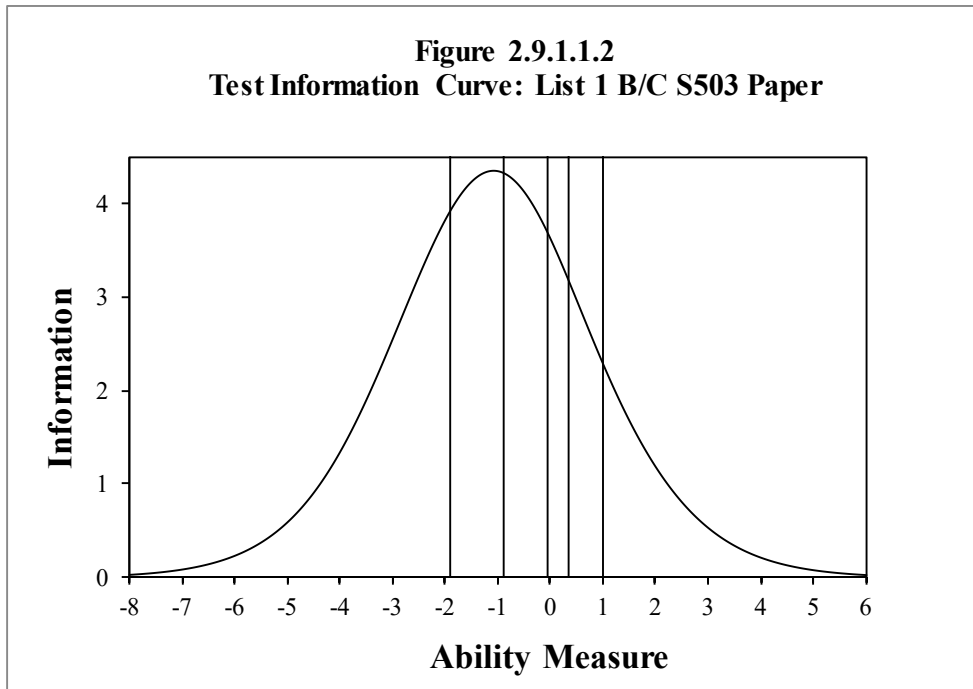
2.9.1.0 Kindergarten



2.9.1.1 Grade 1

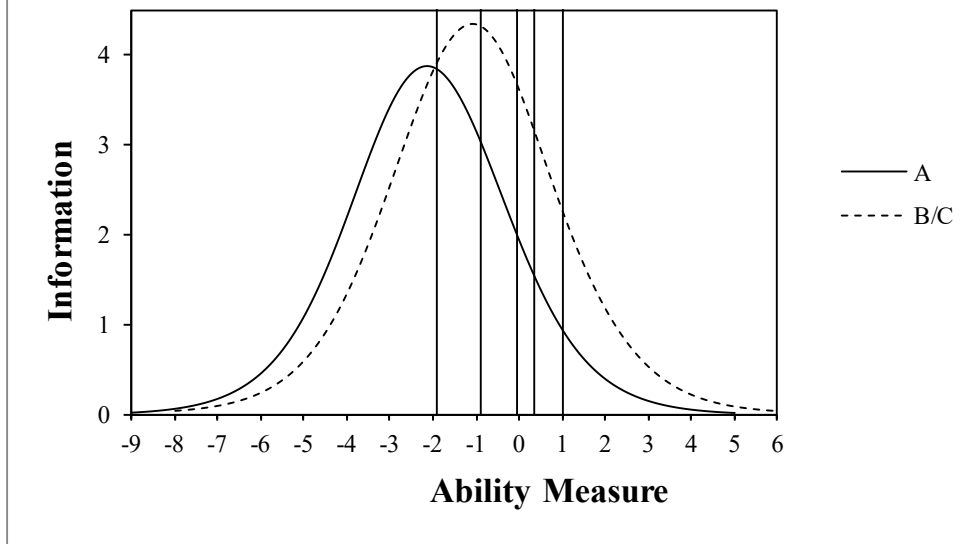


Note: The test form is shared between 1A and 2A.



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

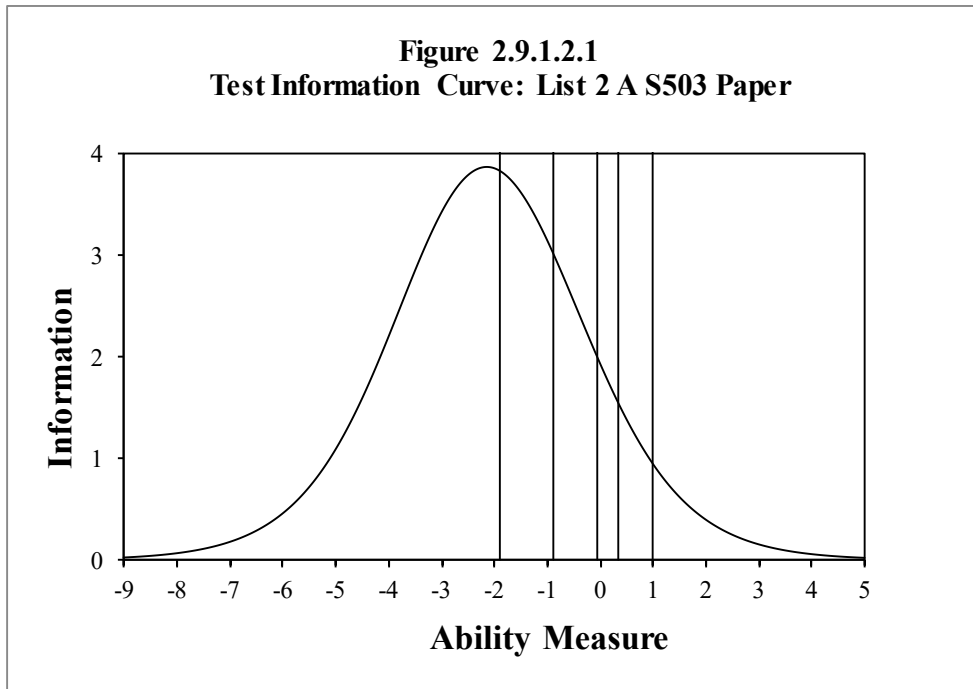
Figure 2.9.1.1.3
Test Information Curve: List 1 S503 Paper



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

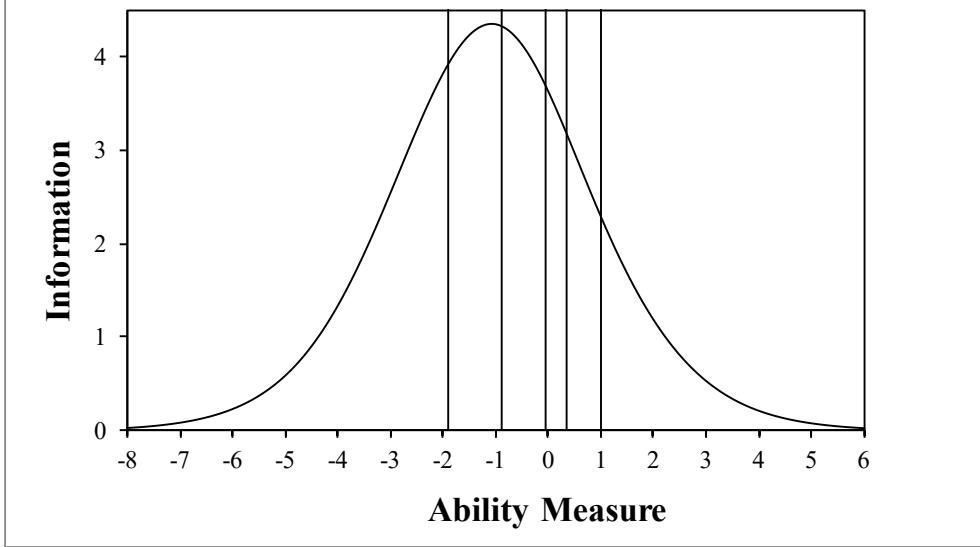
2.9.1.2 Grade 2

Figure 2.9.1.2.1
Test Information Curve: List 2 A S503 Paper



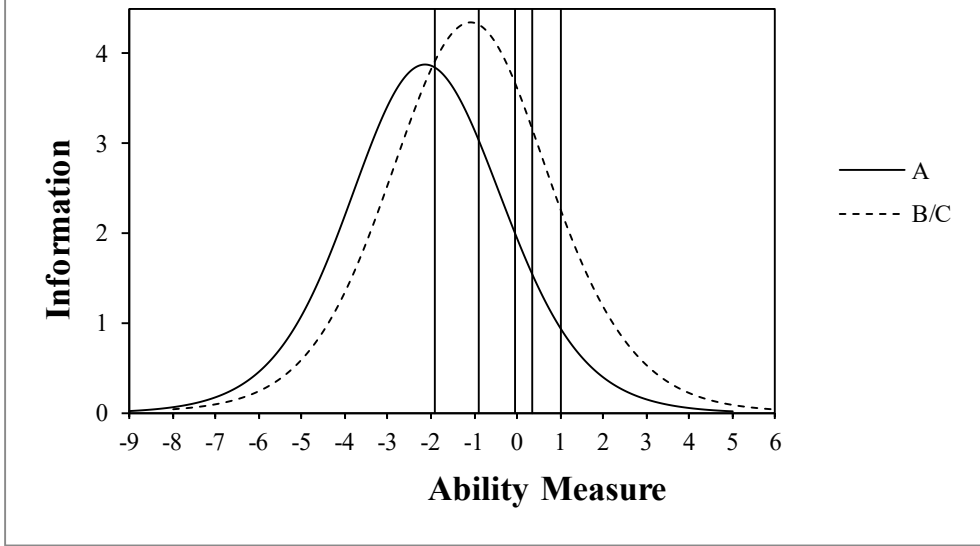
Note: The test form is shared between 1A and 2A.

Figure 2.9.1.2.2
Test Information Curve: List 2 B/C S503 Paper



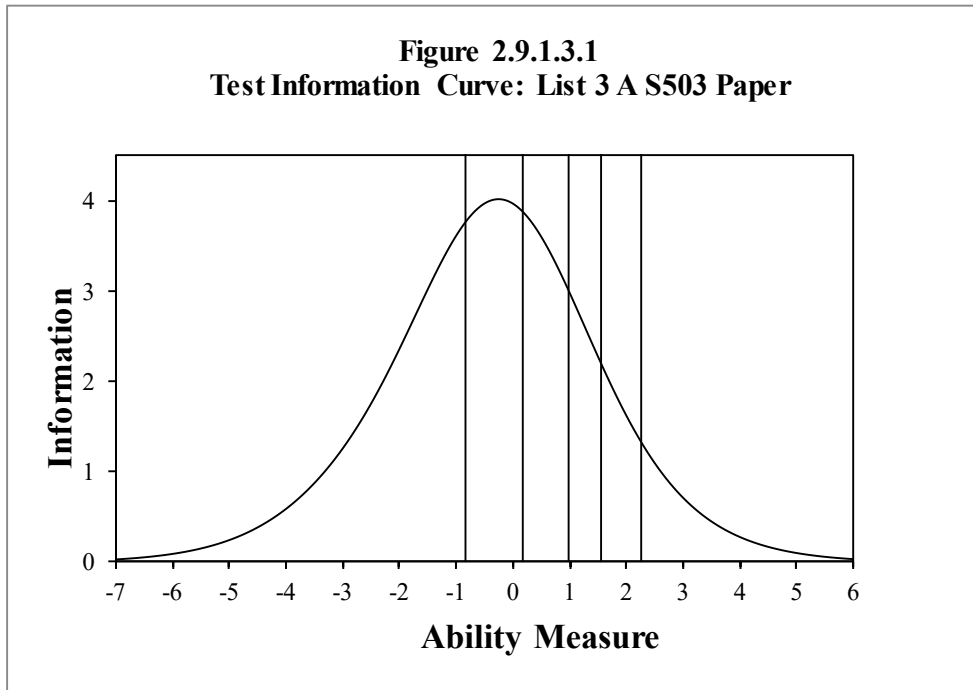
Note: The test form is shared between 1B/C and 2B/C.

Figure 2.9.1.2.3
Test Information Curve: List 2 S503 Paper

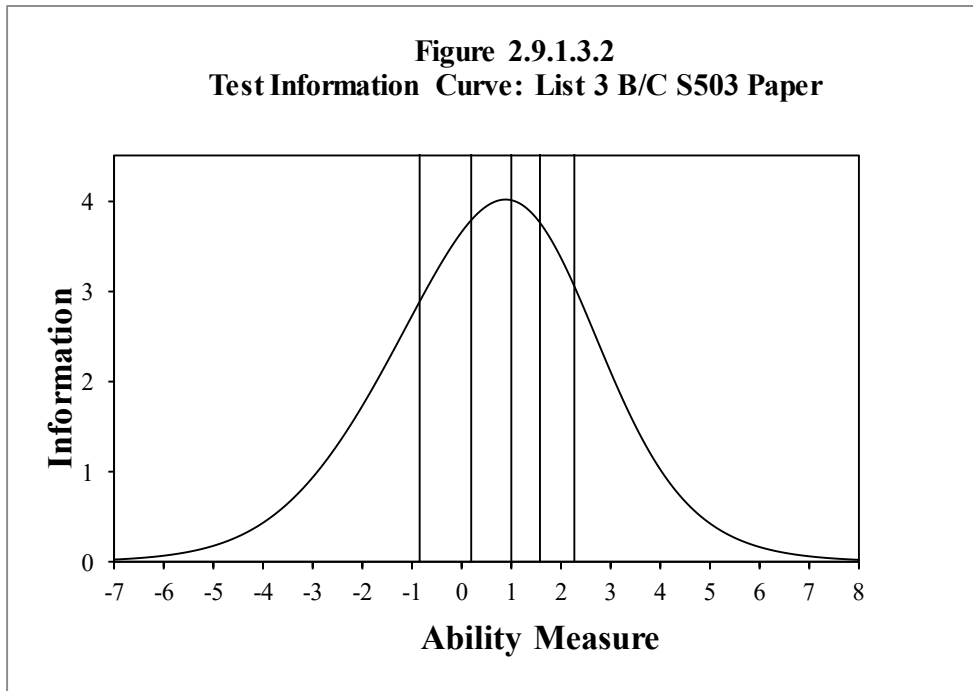


Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.1.3 Grade 3

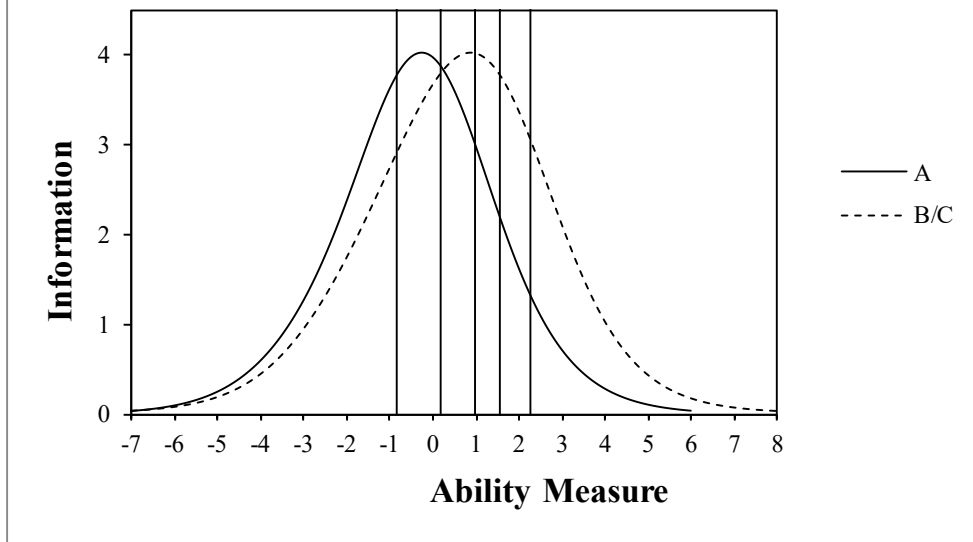


Note: The test form is shared between 3A and 4-5A.



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

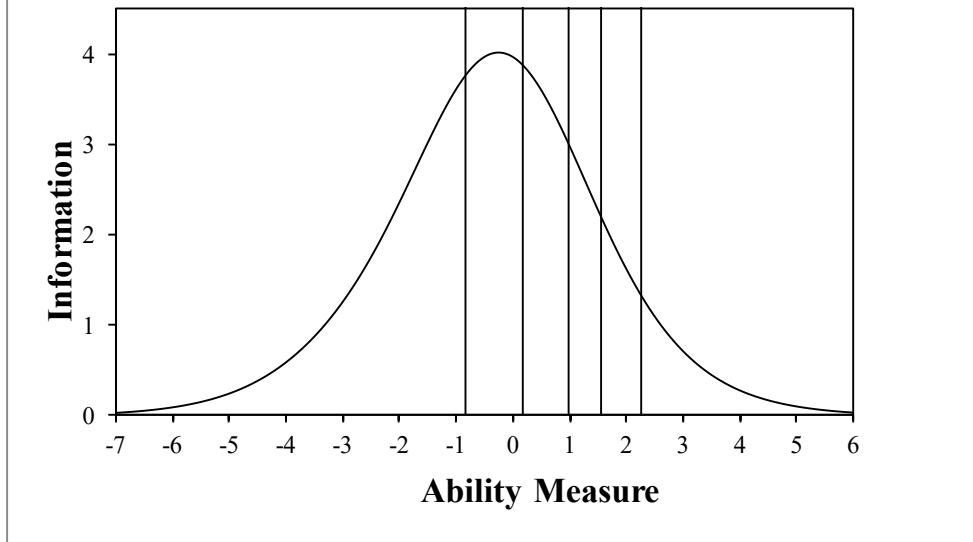
Figure 2.9.1.3.3
Test Information Curve: List 3 S503 Paper



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

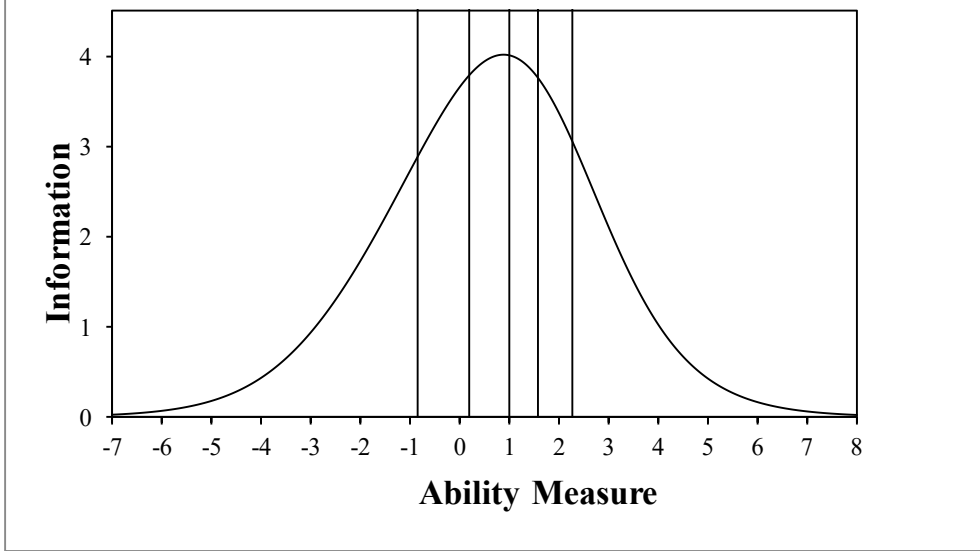
2.9.1.4 Grades 4-5

Figure 2.9.1.4.1
Test Information Curve: List 4-5 A S503 Paper



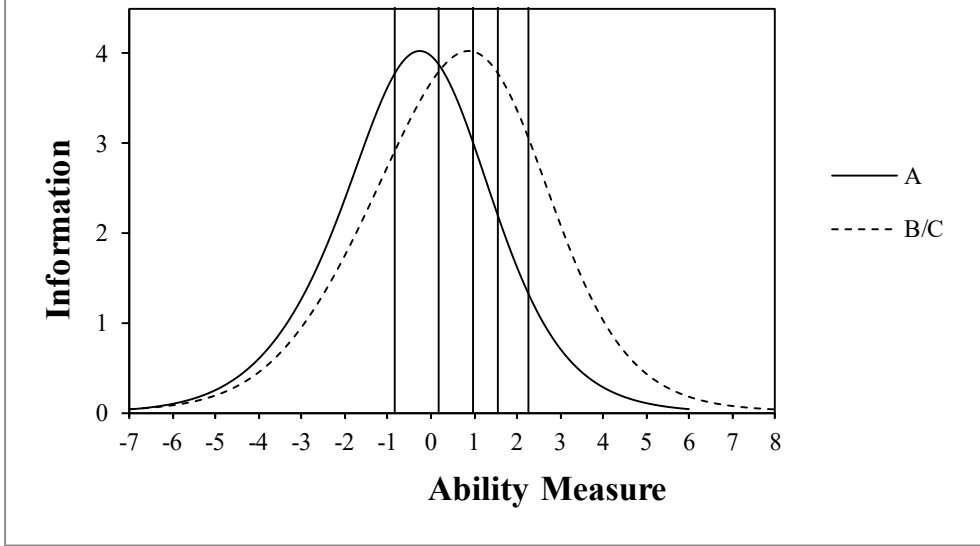
Note: The test form is shared between 3A and 4-5A.

Figure 2.9.1.4.2
Test Information Curve: List 4-5 B/C S503 Paper



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

Figure 2.9.1.4.3
Test Information Curve: List 4-5 S503 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: List 6-8 A S503 Paper

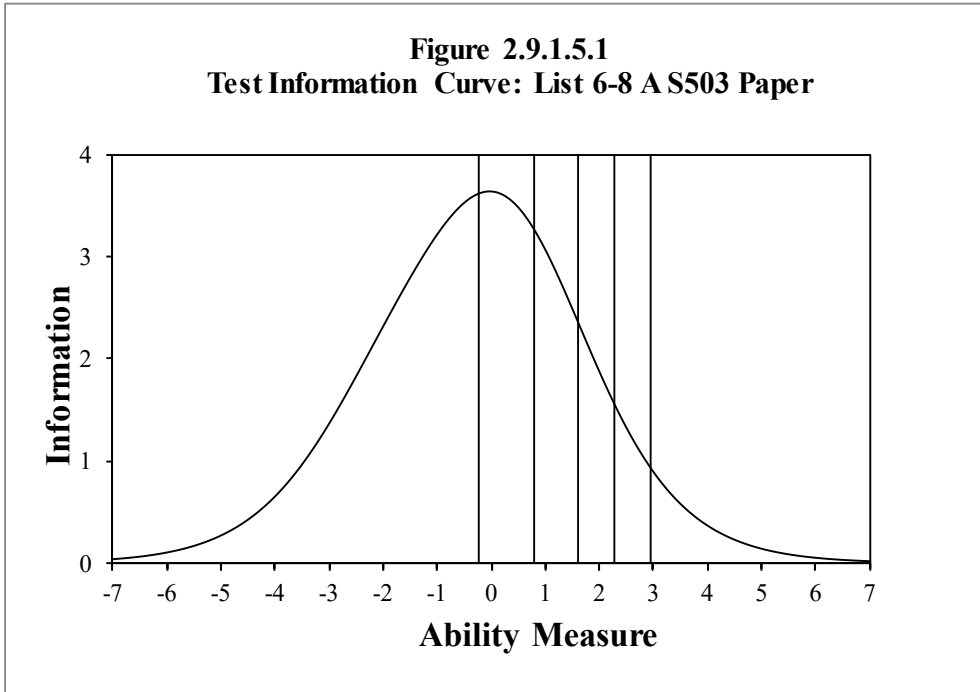


Figure 2.9.1.5.2
Test Information Curve: List 6-8 B/C S503 Paper

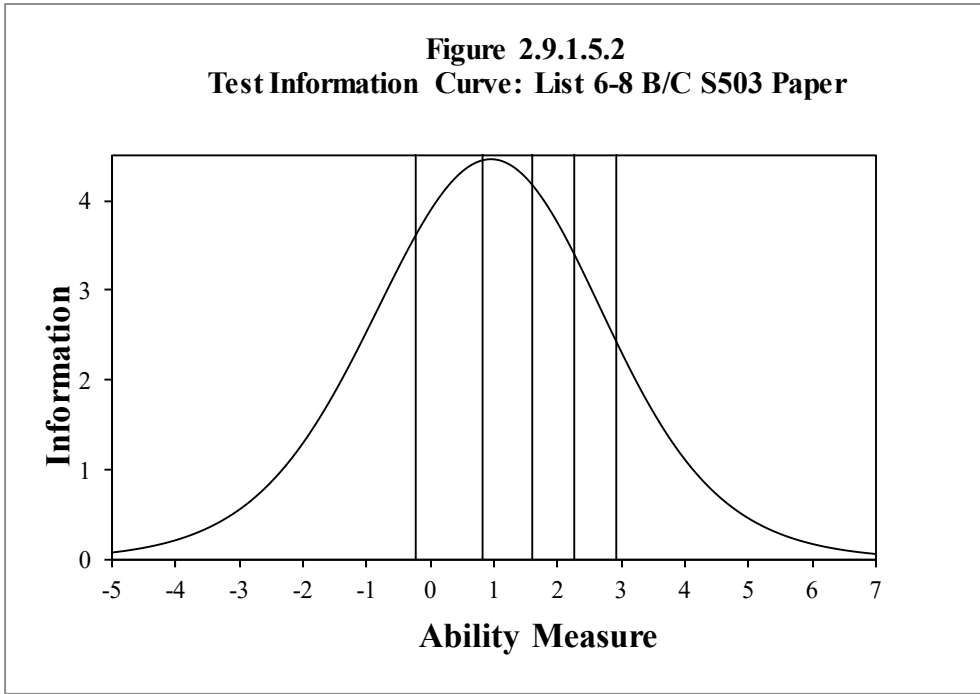
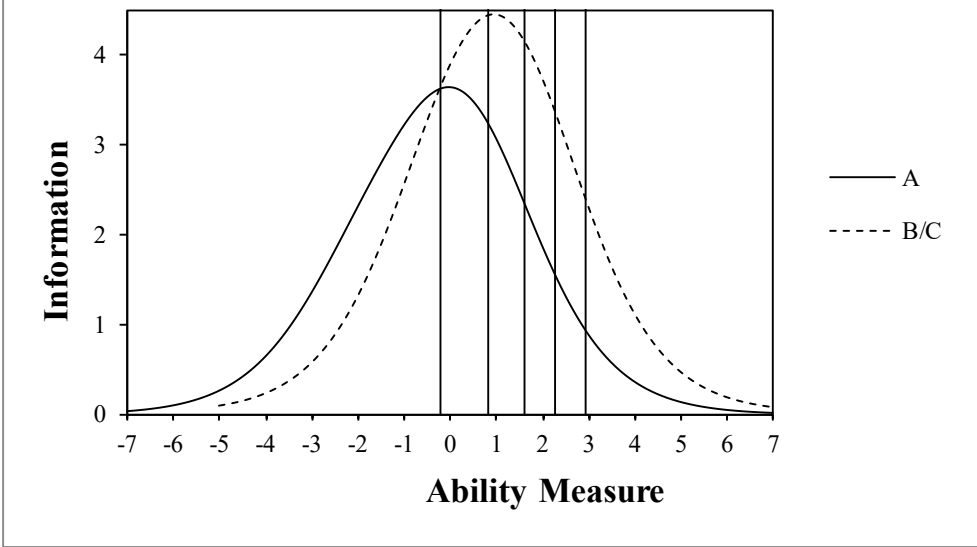


Figure 2.9.1.5.3
Test Information Curve: List 6-8 S503 Paper



2.9.1.6 Grades 9-12

Figure 2.9.1.6.1
Test Information Curve: List 9-12 A S503 Paper

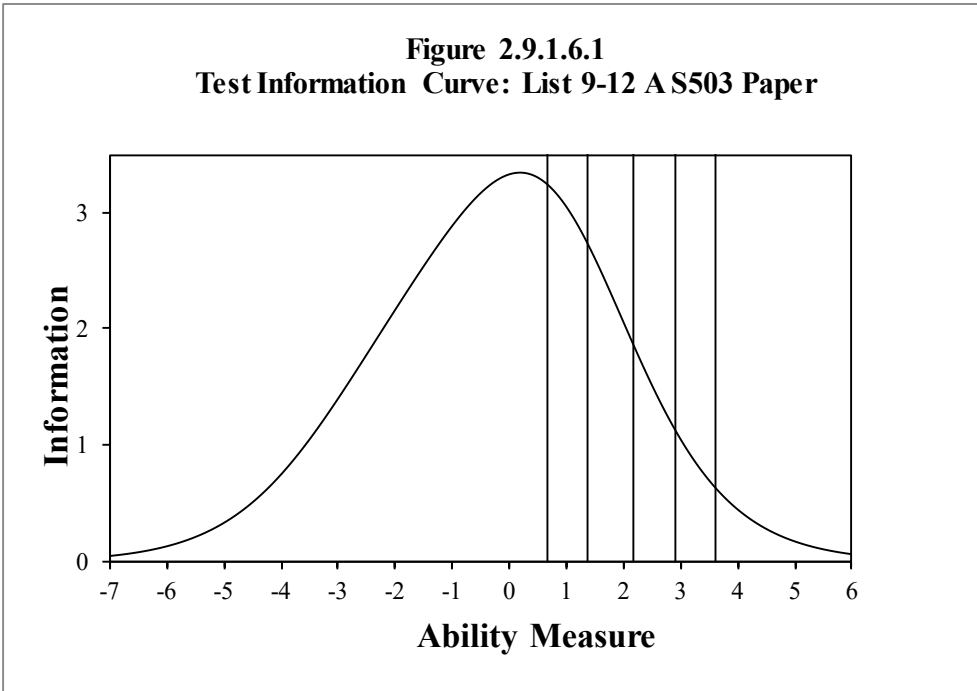


Figure 2.9.1.6.2
Test Information Curve: List 9-12 B/C S503 Paper

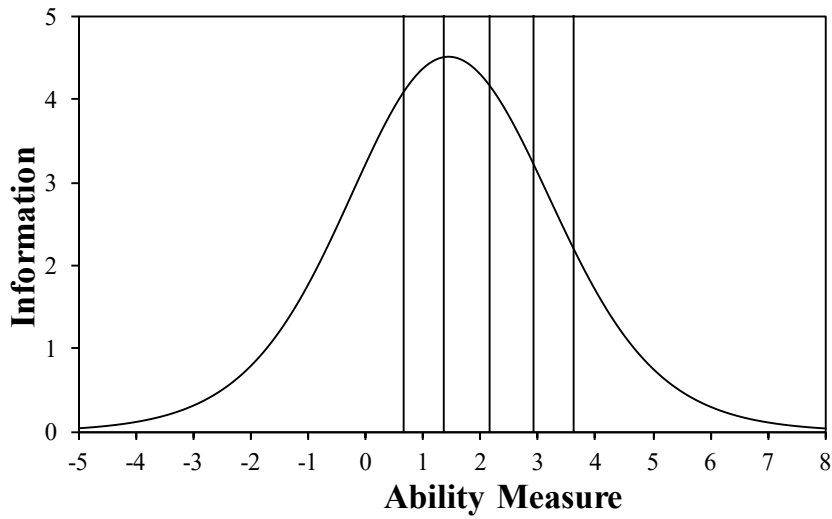
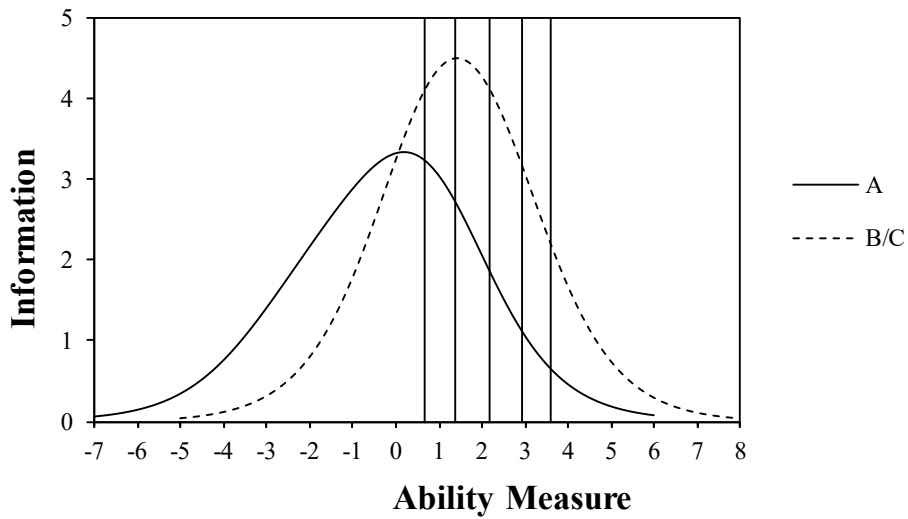
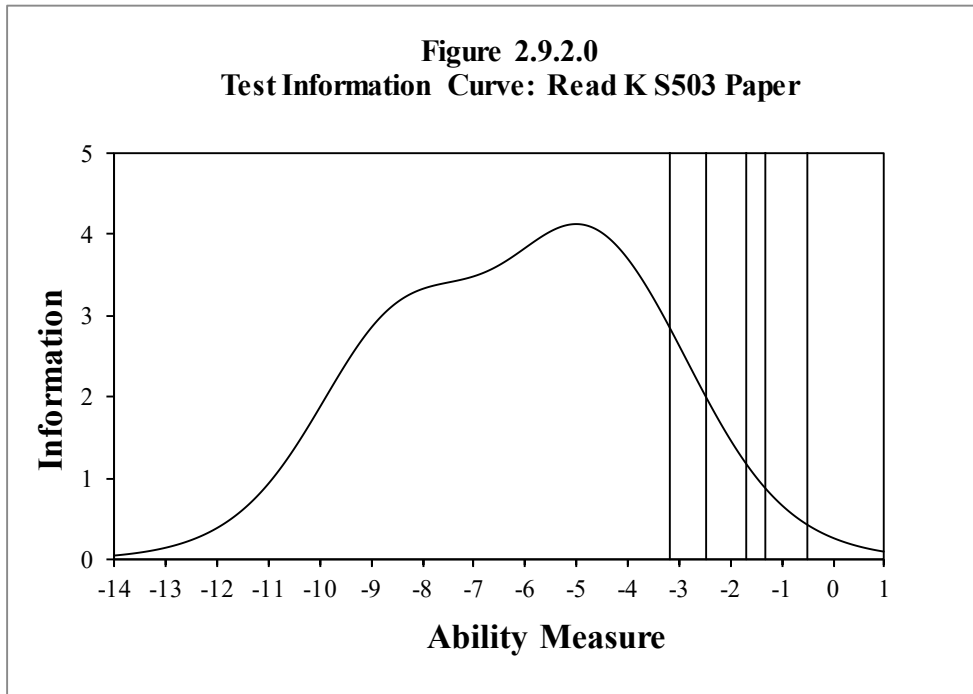


Figure 2.9.1.6.3
Test Information Curve: List 9-12 S503 Paper

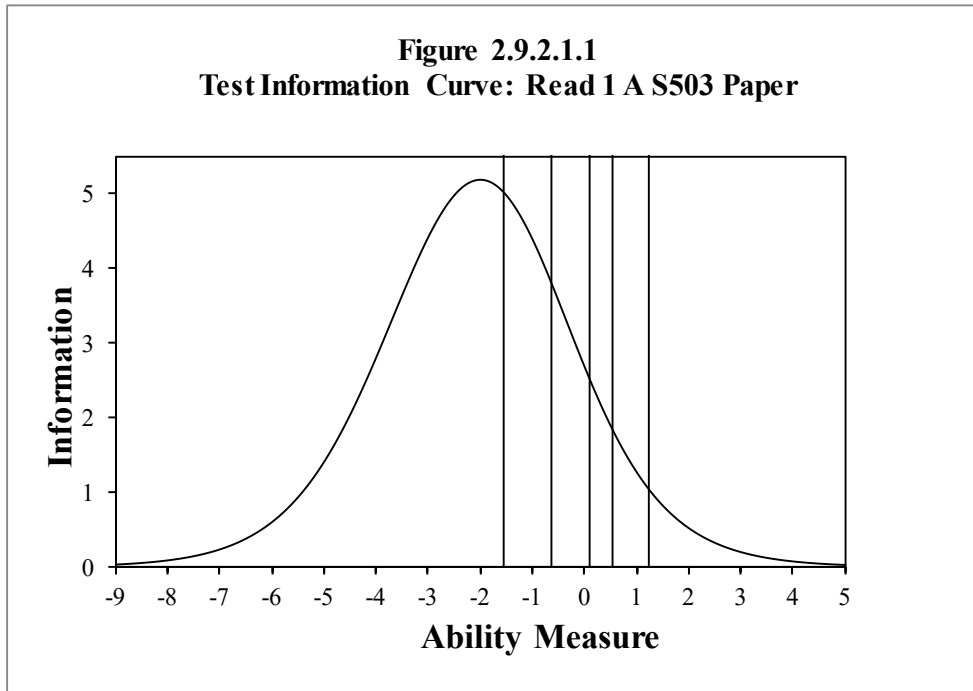


2.9.2 Reading

2.9.2.0 Kindergarten

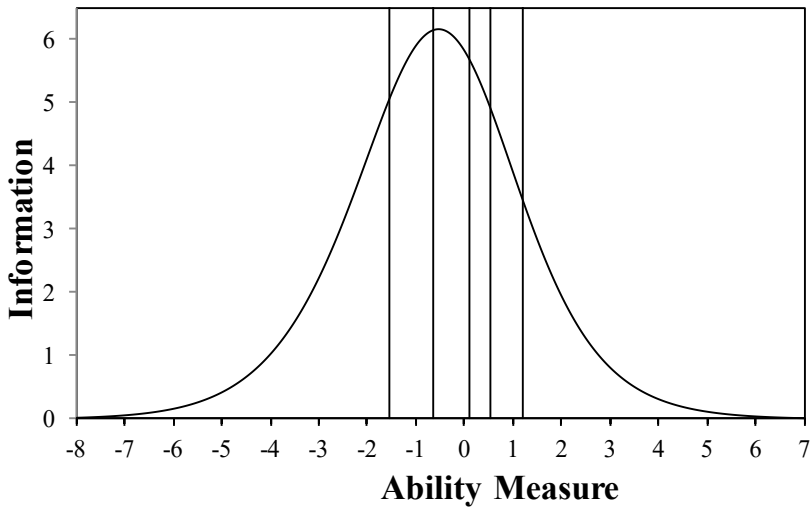


2.9.2.1 Grade 1



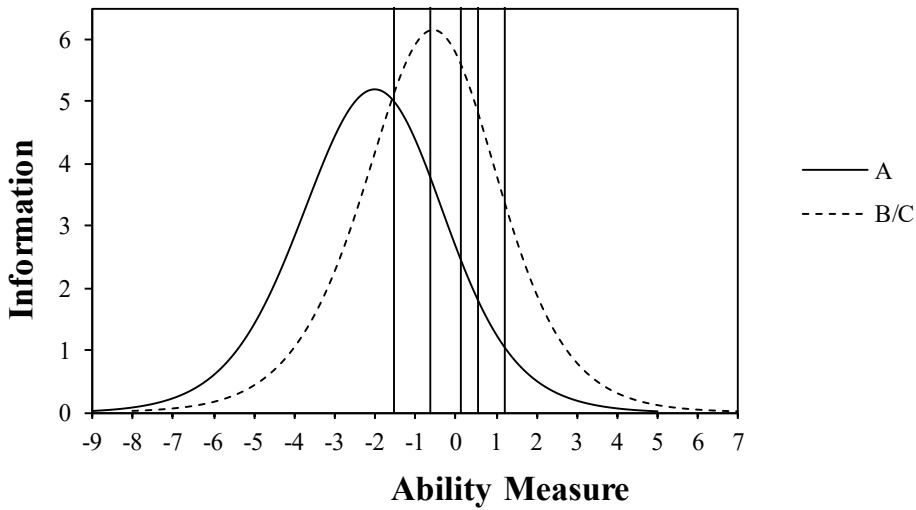
Note: The test form is shared between 1A and 2A.

Figure 2.9.2.1.2
Test Information Curve: Read 1 B/C S503 Paper



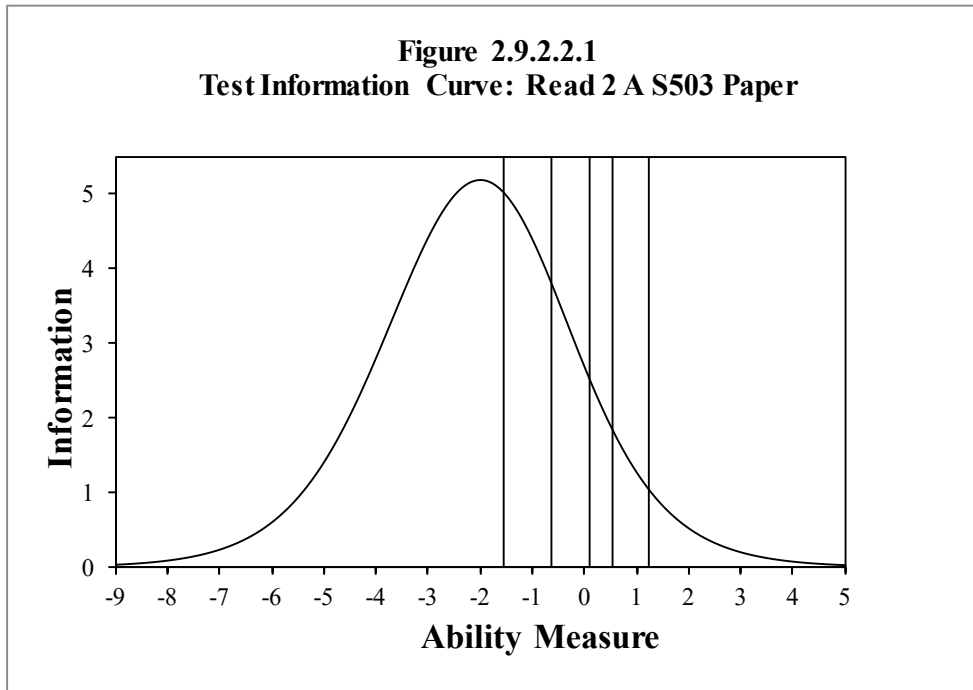
Note: The test form is shared between 1B/C and 2B/C.

Figure 2.9.2.1.3
Test Information Curve: Read 1 S503 Paper

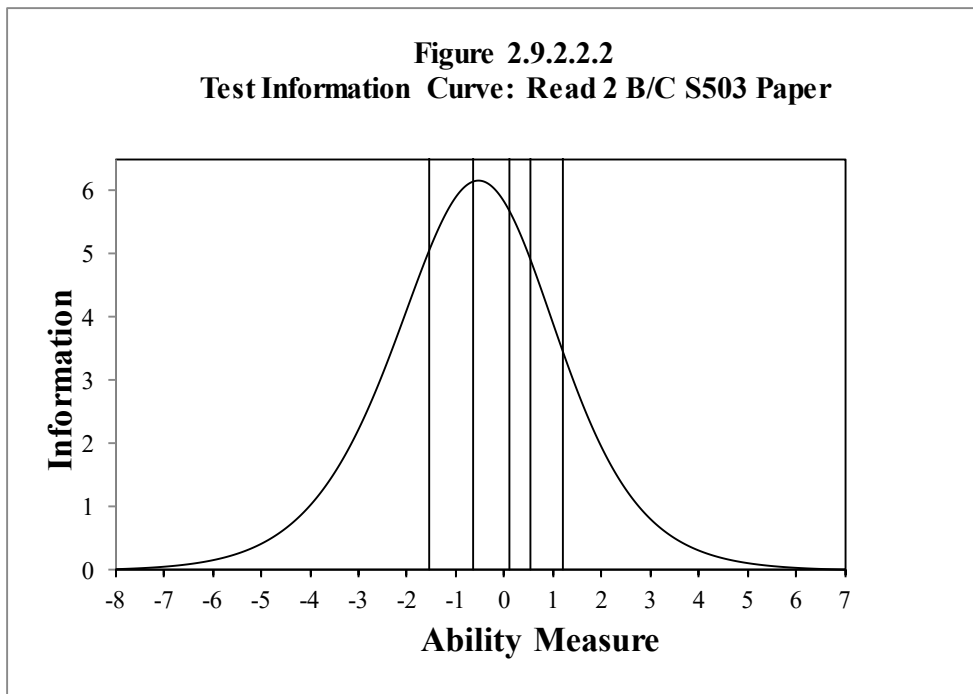


Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.2.2 Grade 2

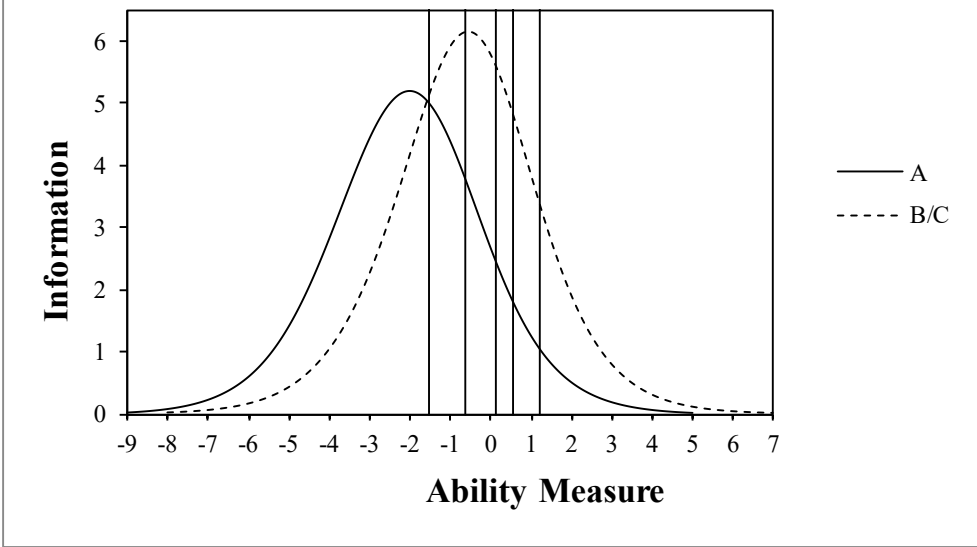


Note: The test form is shared between 1A and 2A.



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

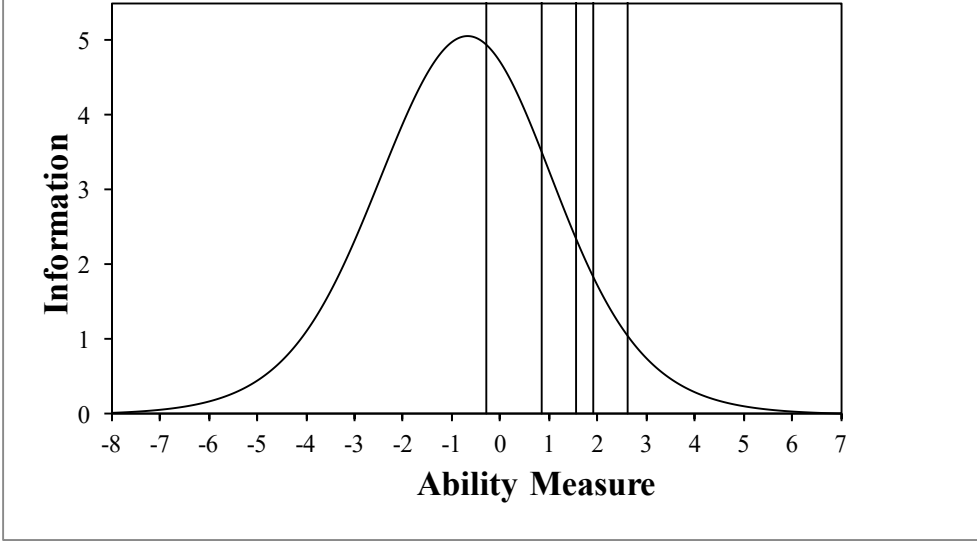
Figure 2.9.2.2.3
Test Information Curve: Read 2 S503 Paper



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

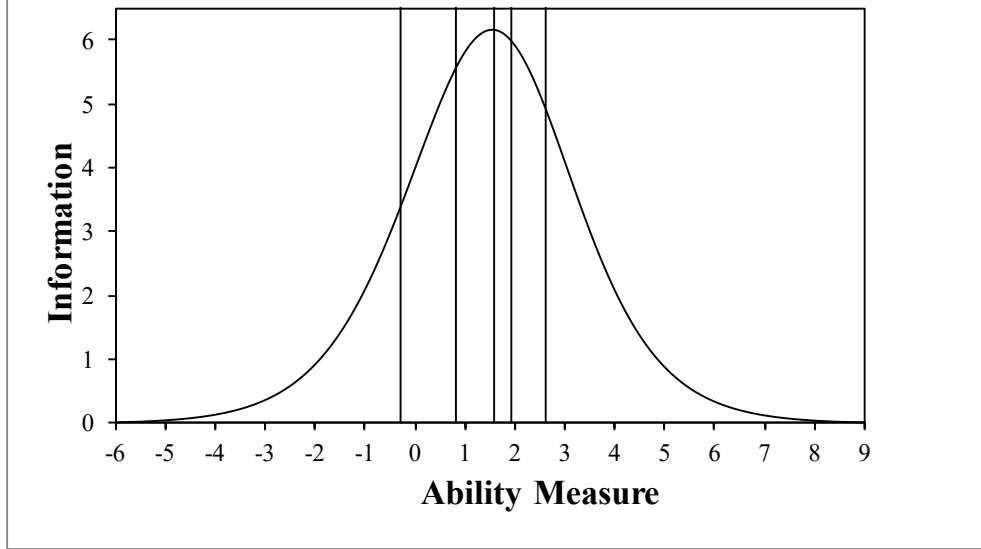
2.9.2.3 Grade 3

Figure 2.9.2.3.1
Test Information Curve: Read 3 A S503 Paper



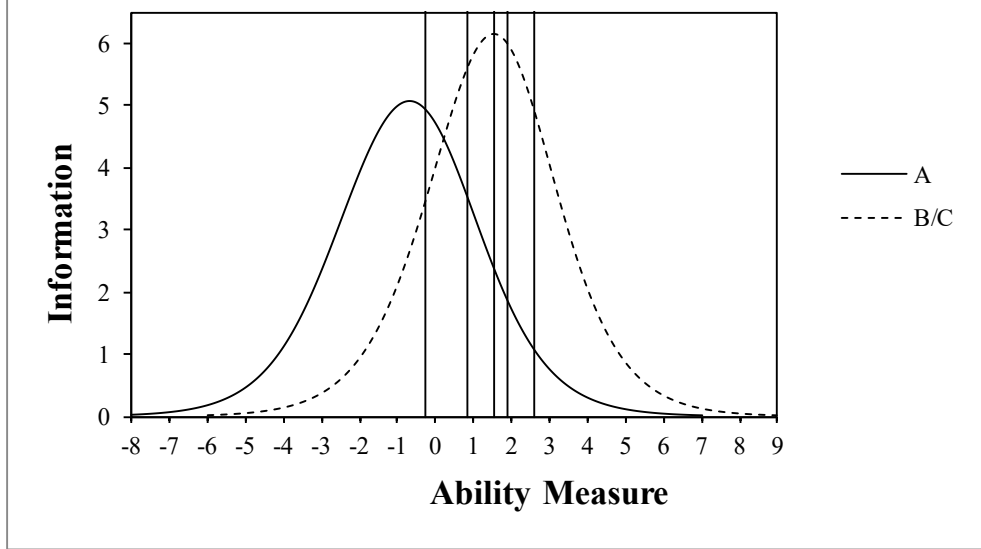
Note: The test form is shared between 3A and 4-5A.

Figure 2.9.2.3.2
Test Information Curve: Read 3 B/C S503 Paper



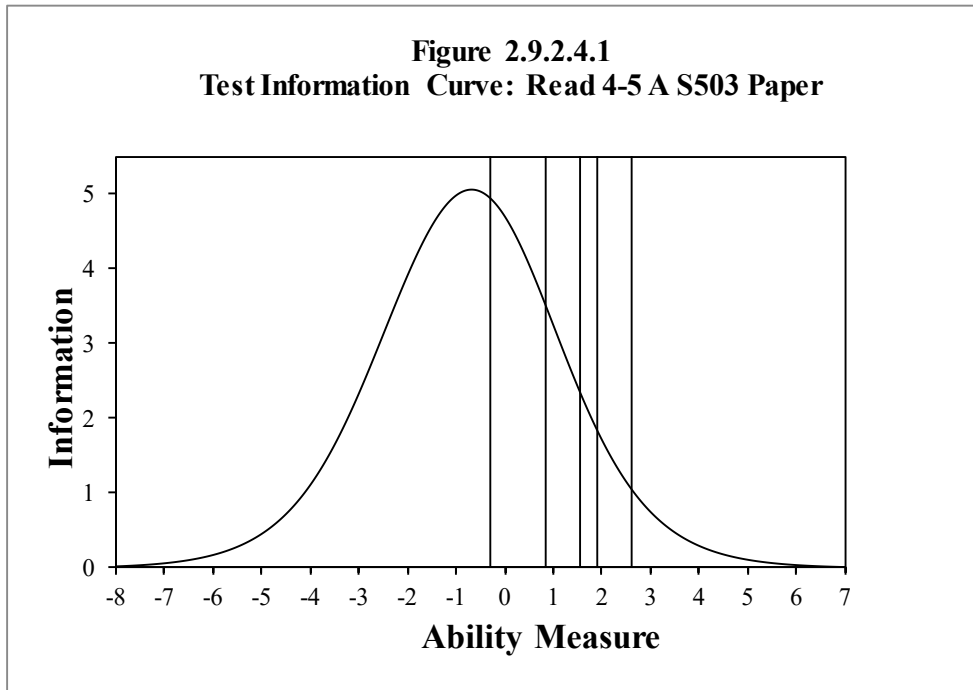
Note: The test form is shared between 3B/C and 4-5B/C.

Figure 2.9.2.3.3
Test Information Curve: Read 3 S503 Paper

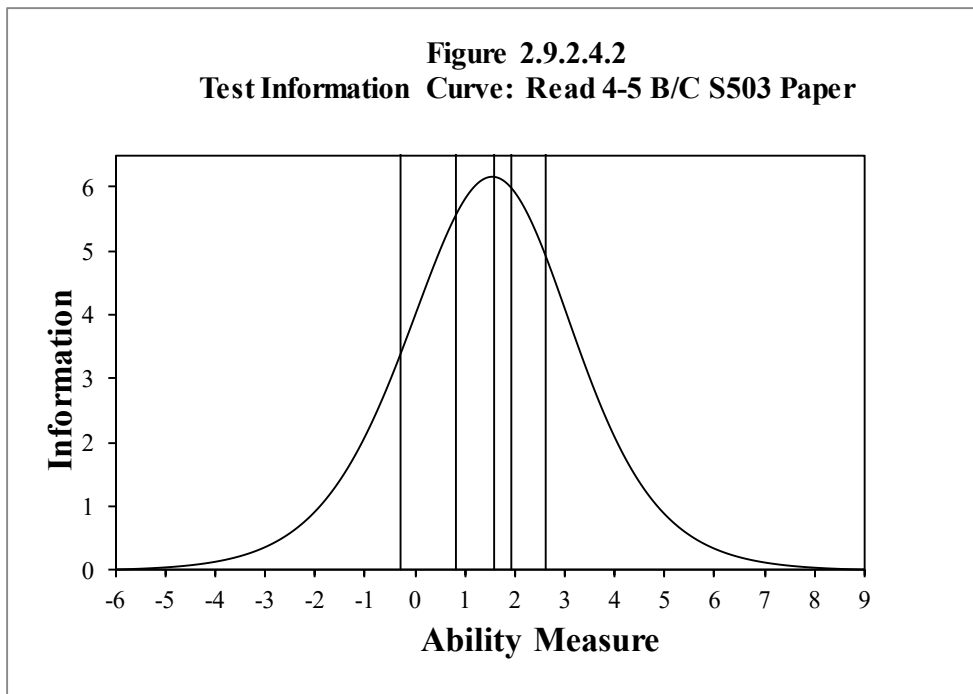


Note: The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

2.9.2.4 Grades 4-5

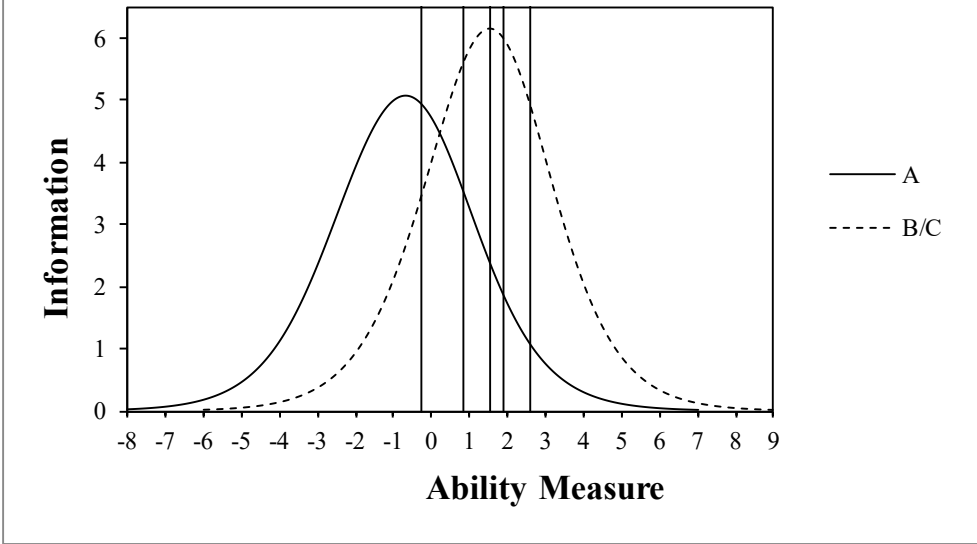


Note: The test form is shared between 3A and 4-5A.



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

Figure 2.9.2.4.3
Test Information Curve: Read 4-5 S503 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: Read 6-8 A S503 Paper

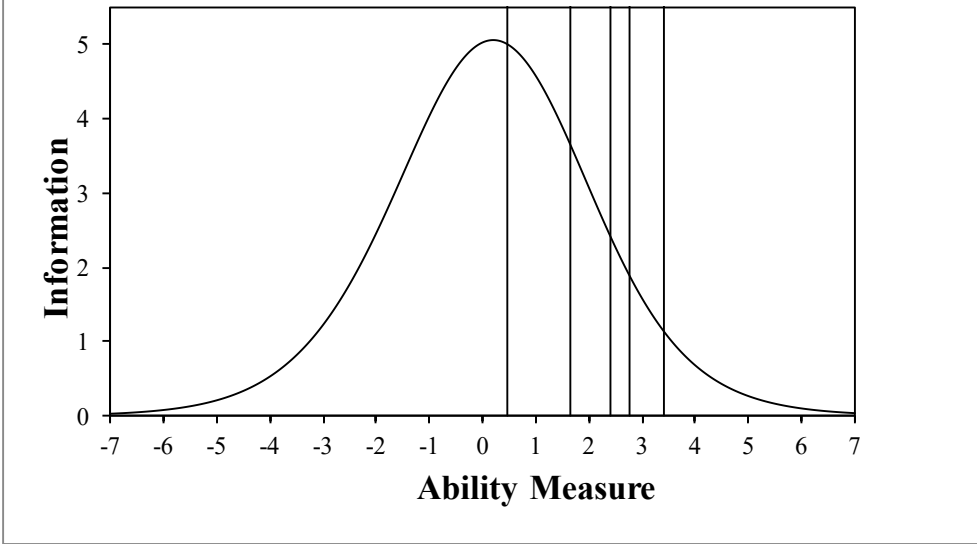


Figure 2.9.2.5.2
Test Information Curve: Read 6-8 B/C S503 Paper

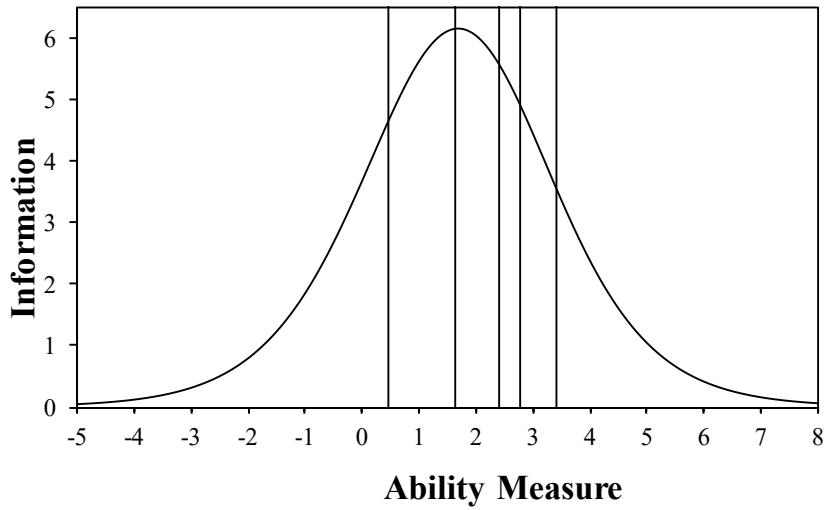
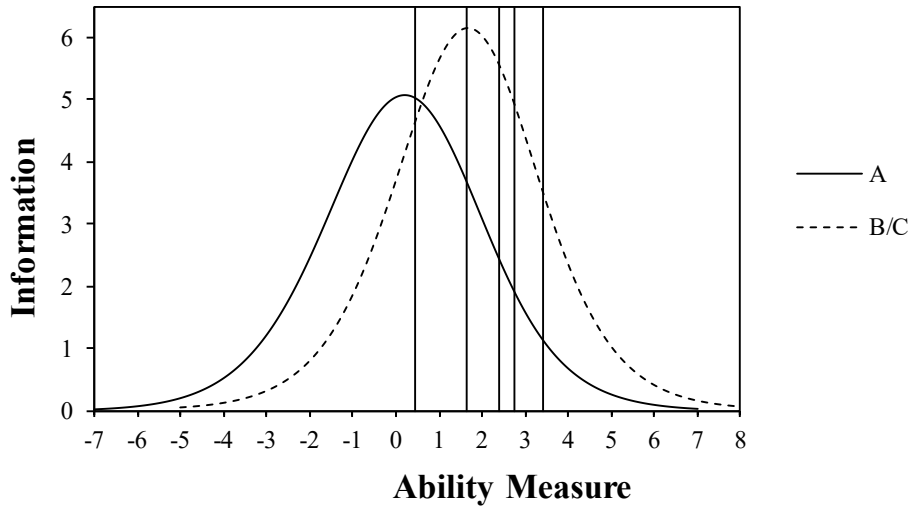


Figure 2.9.2.5.3
Test Information Curve: Read 6-8 S503 Paper



2.9.2.6 Grades 9-12

Figure 2.9.2.6.1
Test Information Curve: Read 9-12 A S503 Paper

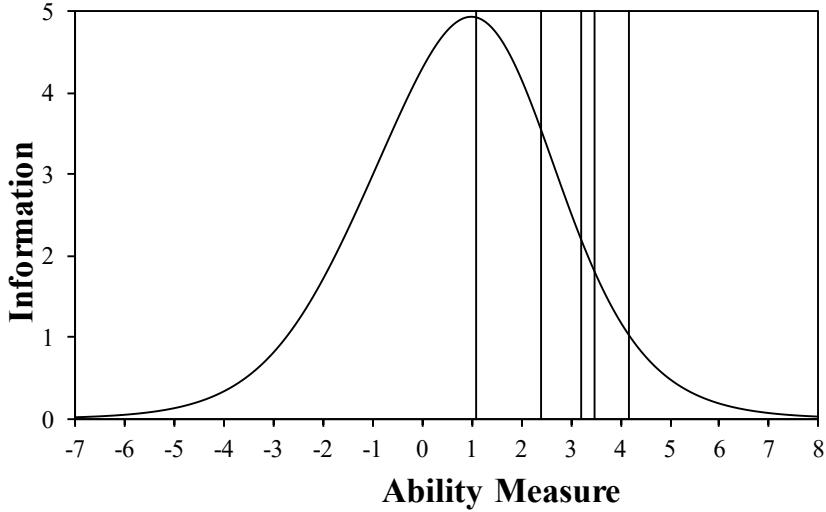


Figure 2.9.2.6.2
Test Information Curve: Read 9-12 B/C S503 Paper

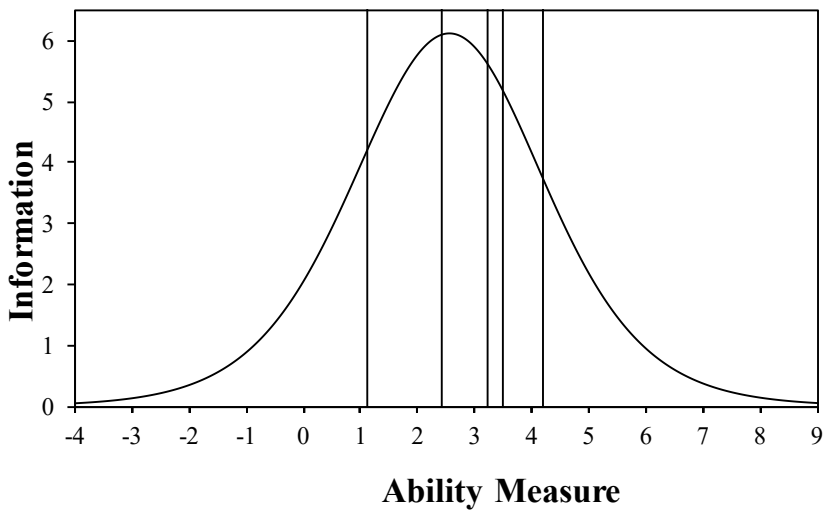
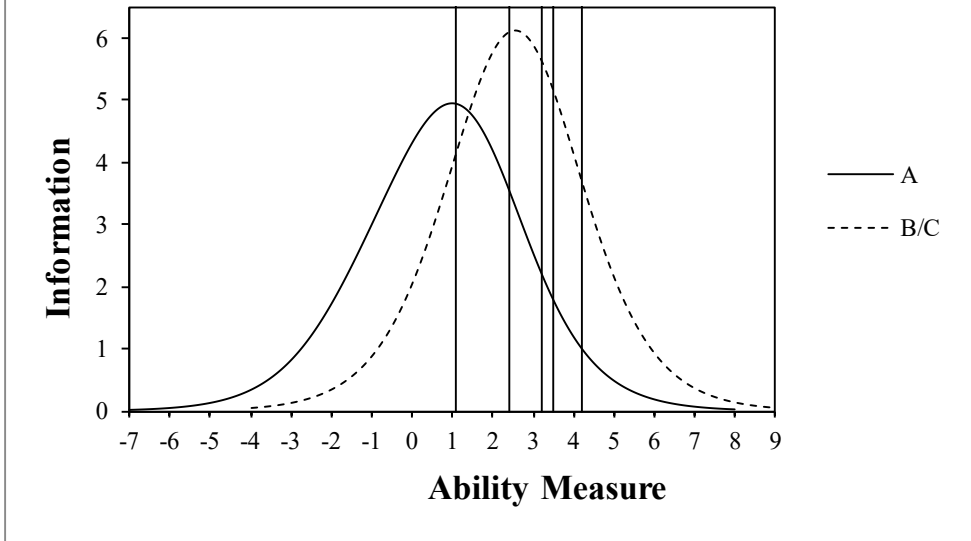


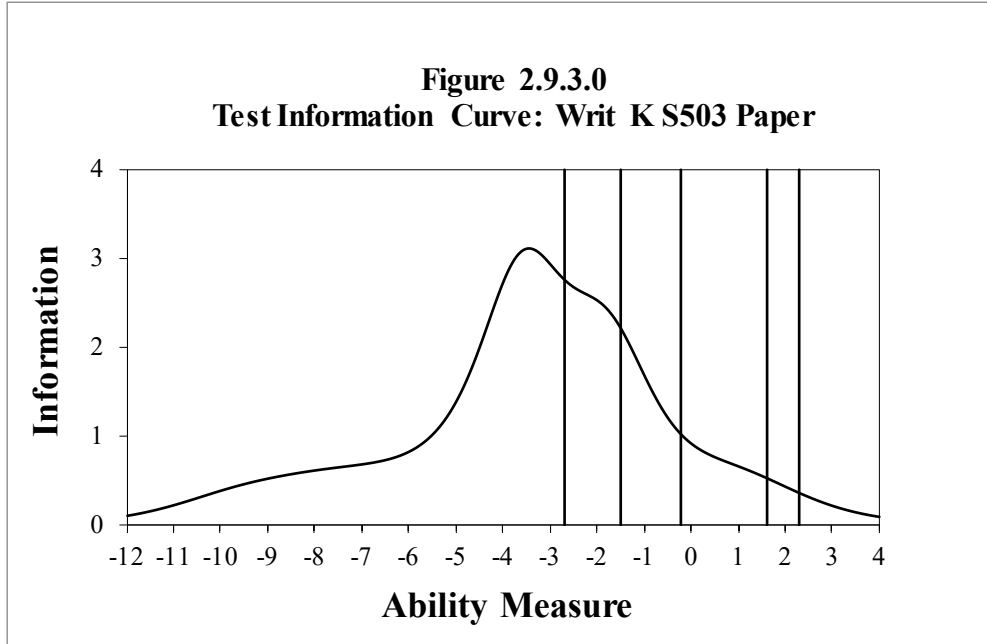
Figure 2.9.2.6.3
Test Information Curve: Read 9-12 S503 Paper



2.9.3 Writing

2.9.3.0 Kindergarten

Figure 2.9.3.0
Test Information Curve: Writ K S503 Paper



2.9.3.1 Grade 1

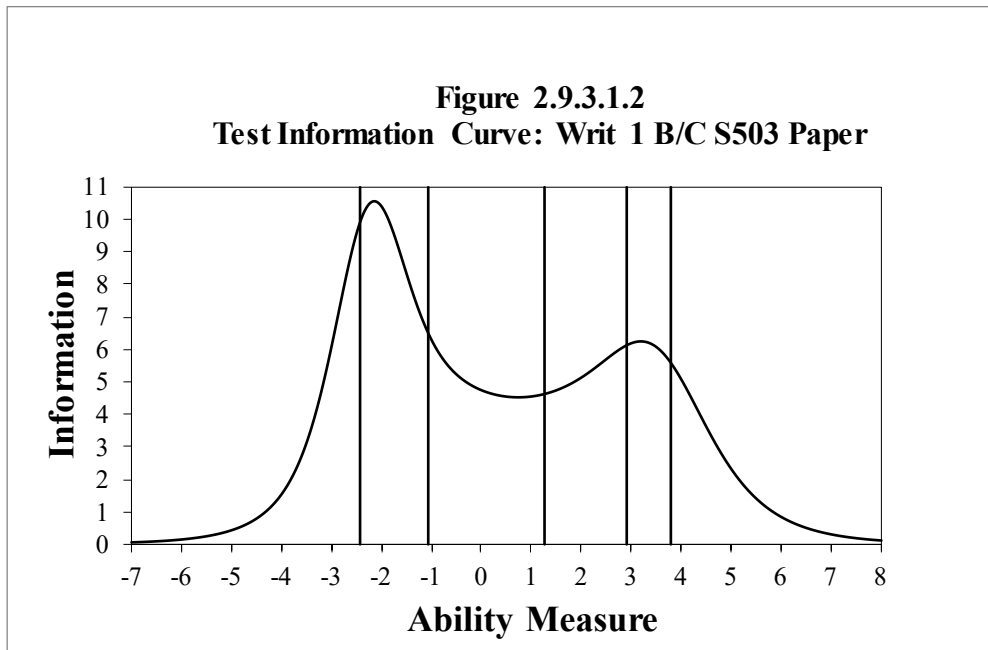
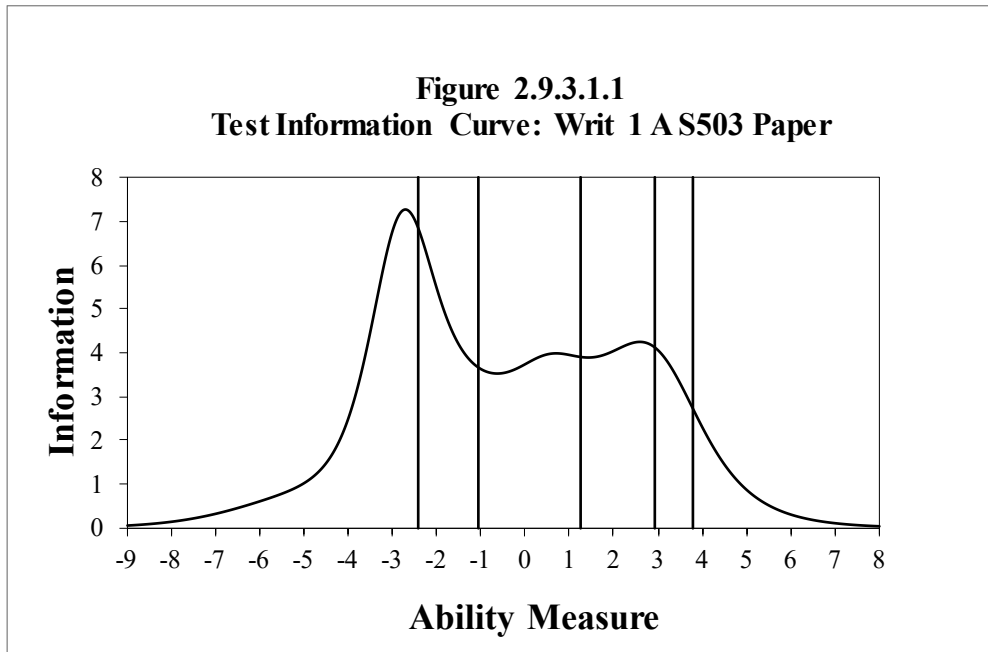
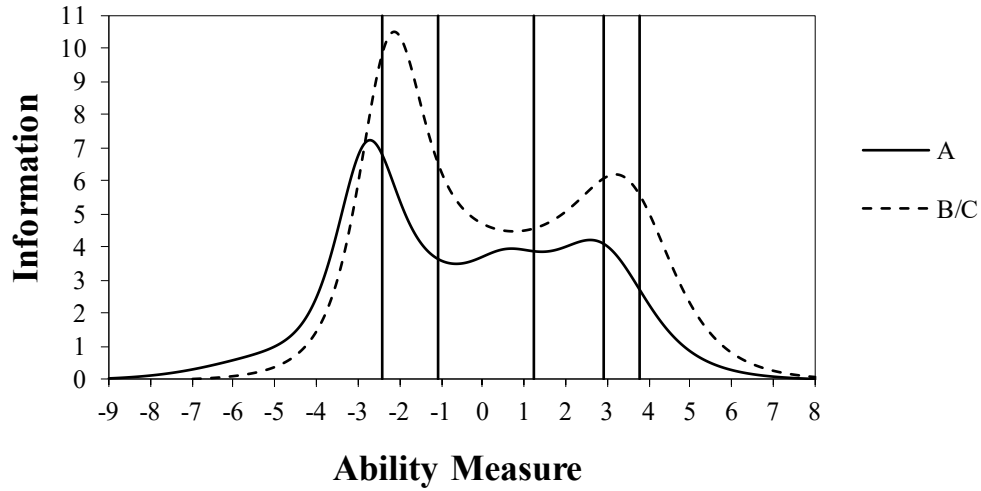
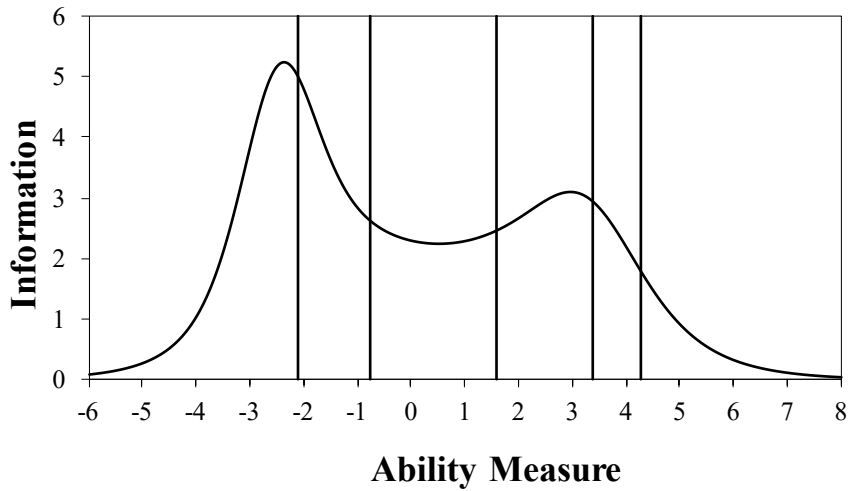


Figure 2.9.3.1.3
Test Information Curve: Writ 1 S503 Paper



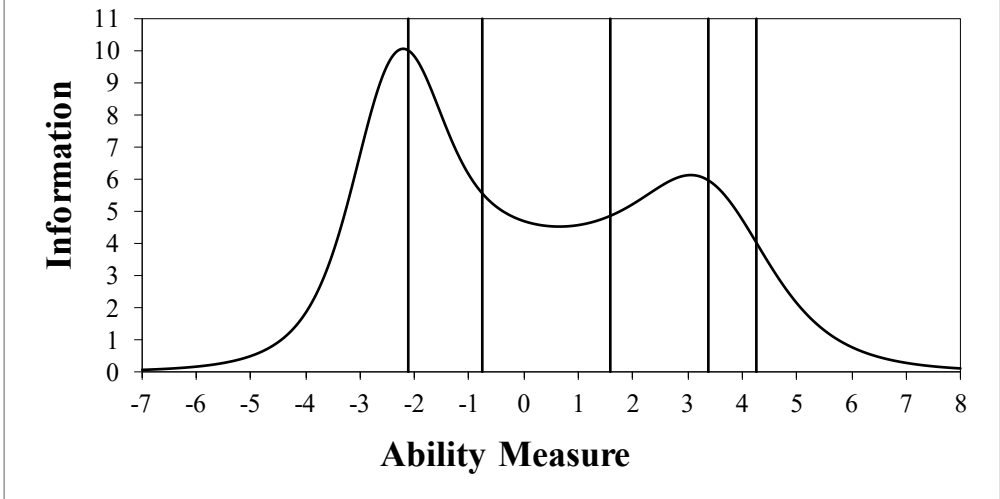
2.9.3.2 Grade 2

Figure 2.9.3.2.1
Test Information Curve: Writ 2 A S503 Paper



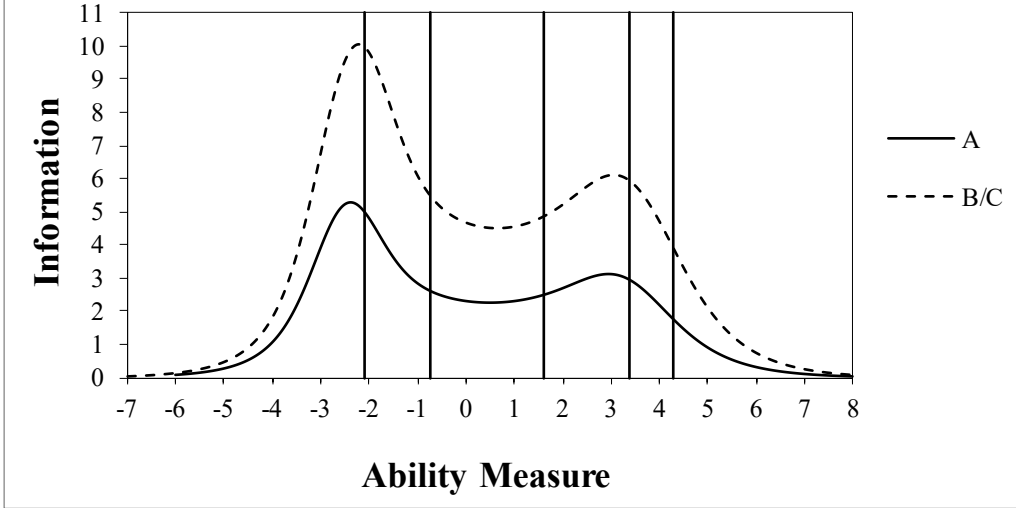
Note: The test form is shared between 2A and 3A.

Figure 2.9.3.2.2
Test Information Curve: Writ 2 B/C S503 Paper



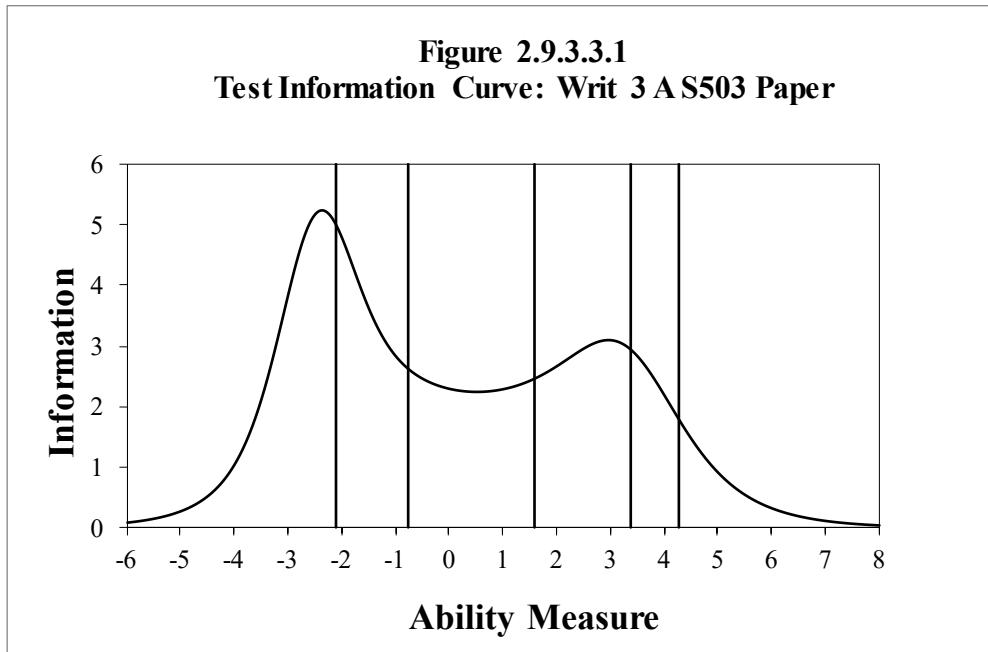
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.9.3.2.3
Test Information Curve: Writ 2 S503 Paper

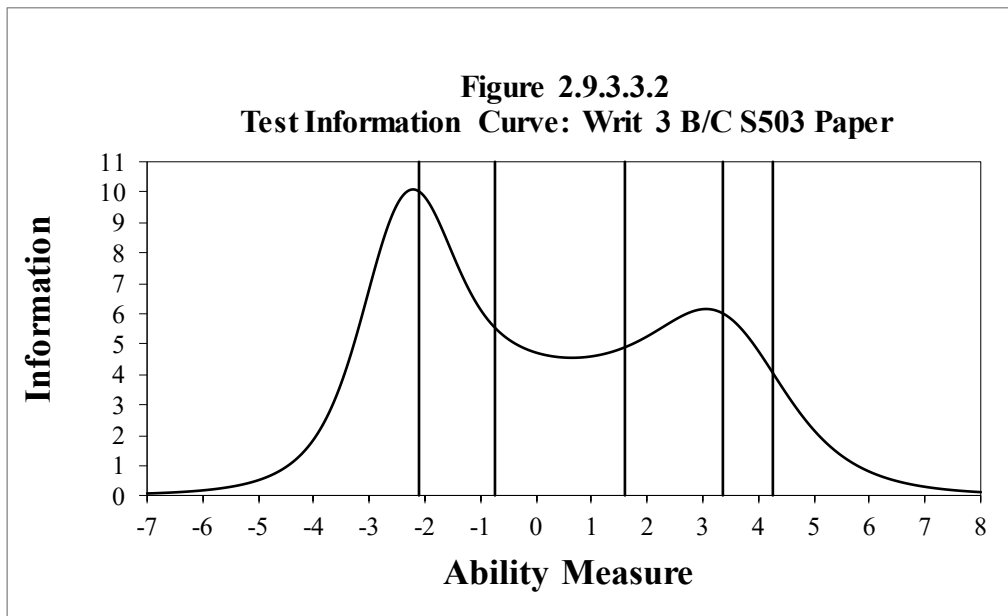


Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.3.3 Grade 3

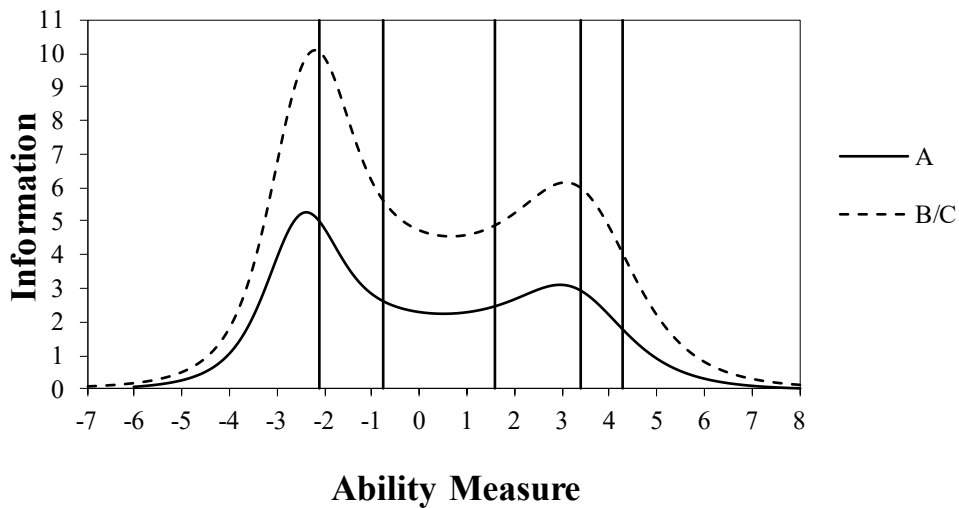


Note: The test form is shared between 2A and 3A.



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

Figure 2.9.3.3
Test Information Curve: Writ 3 S503 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: Writ 4-5 A S503 Paper

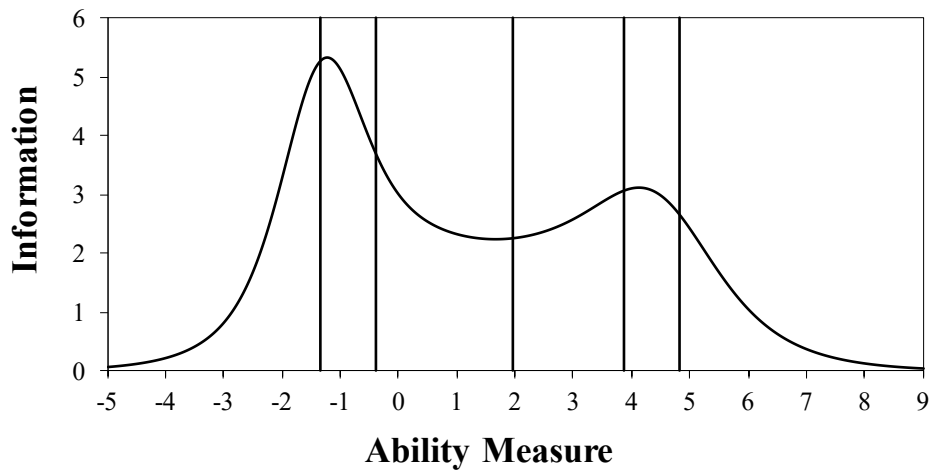


Figure 2.9.3.4.2
Test Information Curve: Writ 4-5 B/C S503 Paper

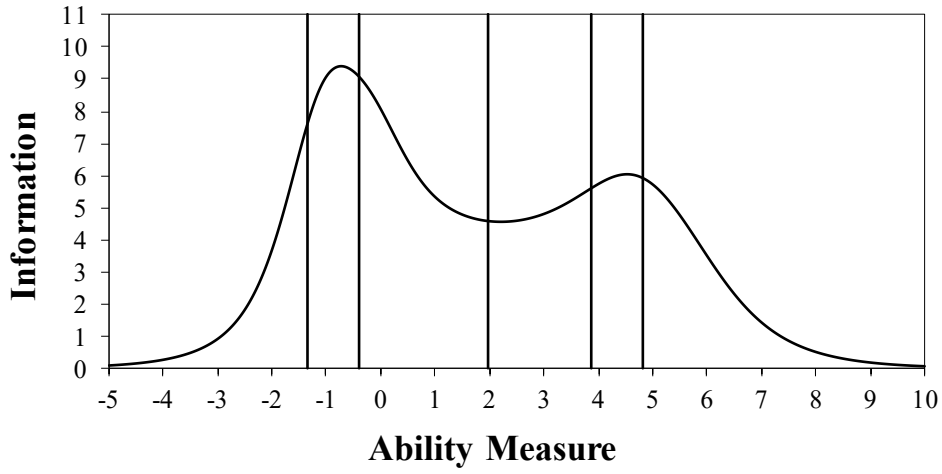
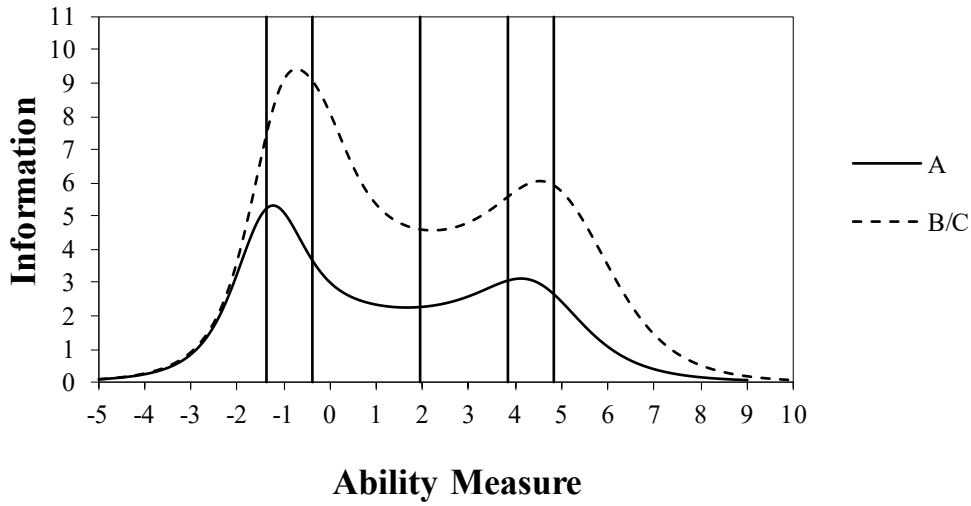


Figure 2.9.3.4.3
Test Information Curve: Writ 4-5 S503 Paper



2.9.3.5 Grades 6-8

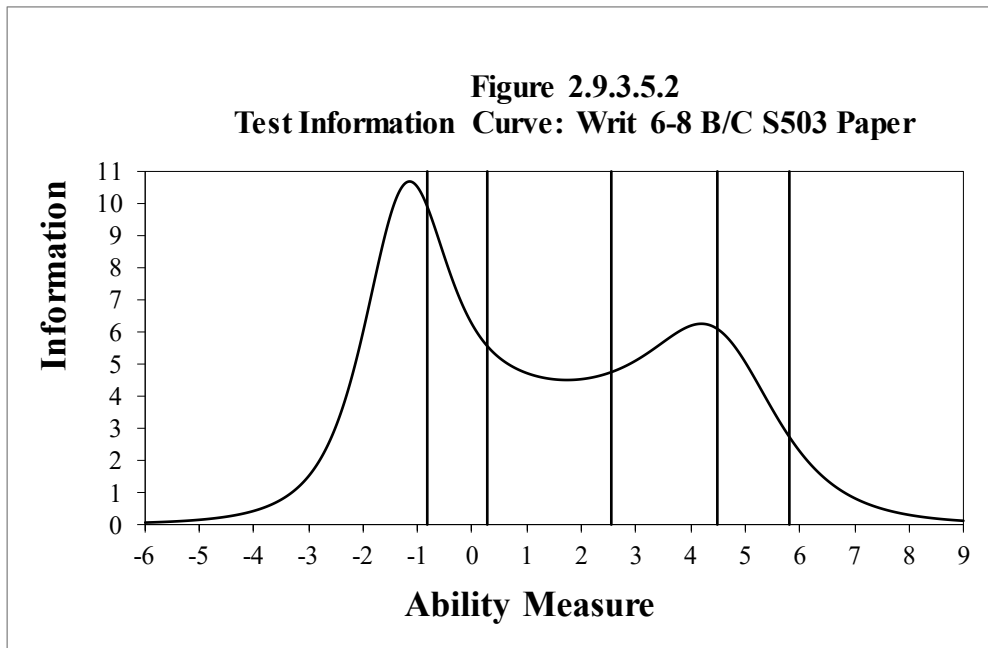
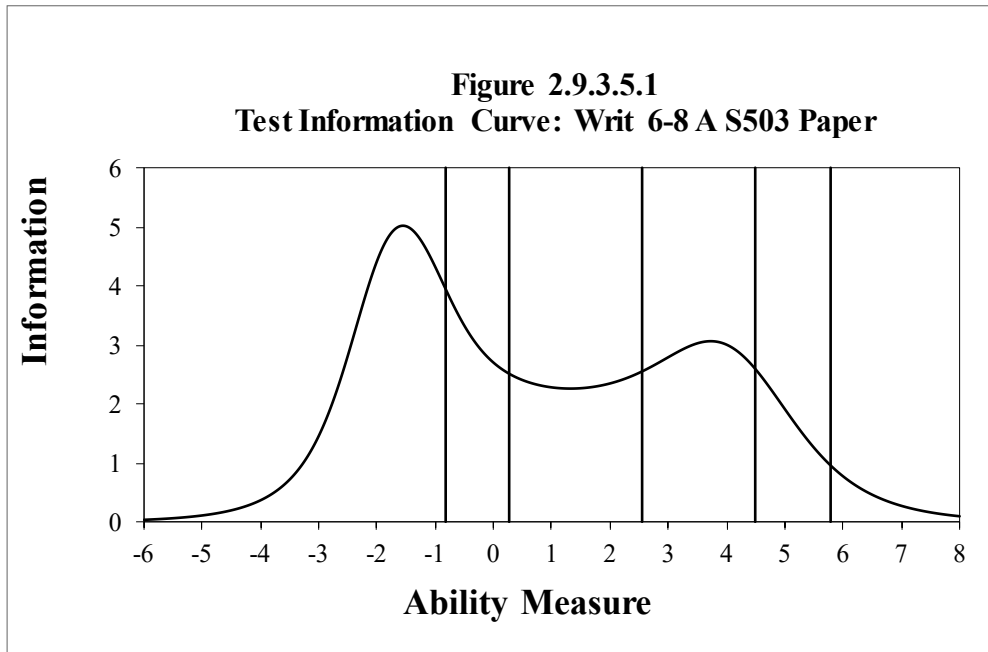
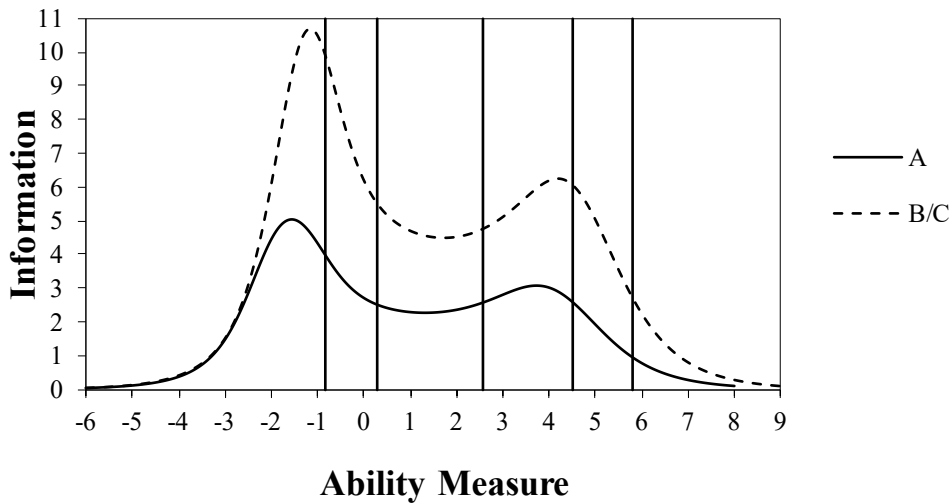


Figure 2.9.3.5.3
Test Information Curve: Writ 6-8 S503 Paper



2.9.3.6 Grades 9-12

Figure 2.9.3.6.1
Test Information Curve: Writ 9-12 A S503 Paper

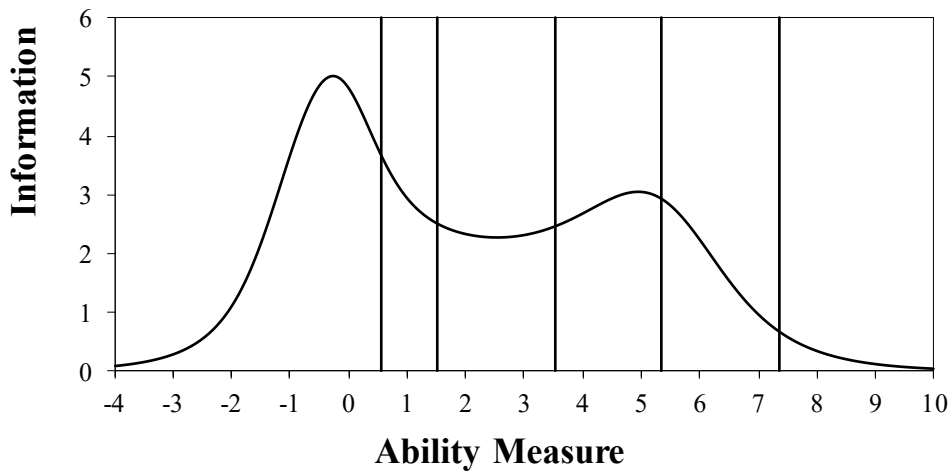


Figure 2.9.3.6.2
Test Information Curve: Writ 9-12 B/C S503 Paper

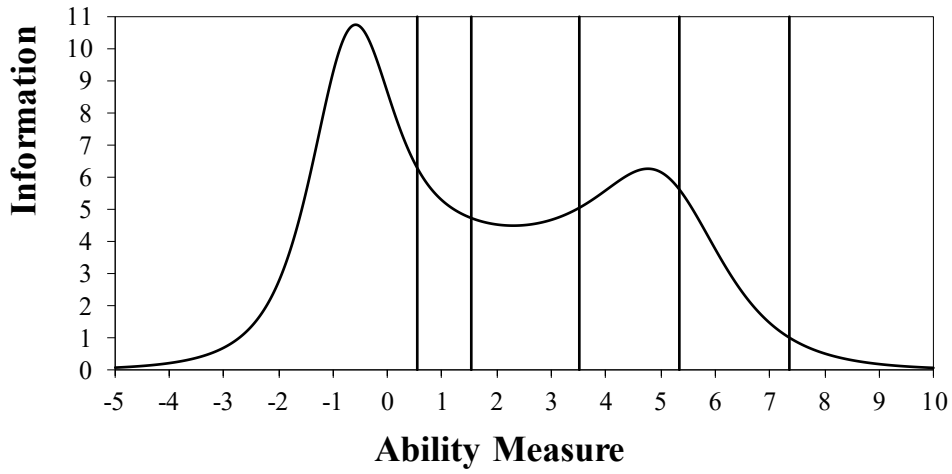
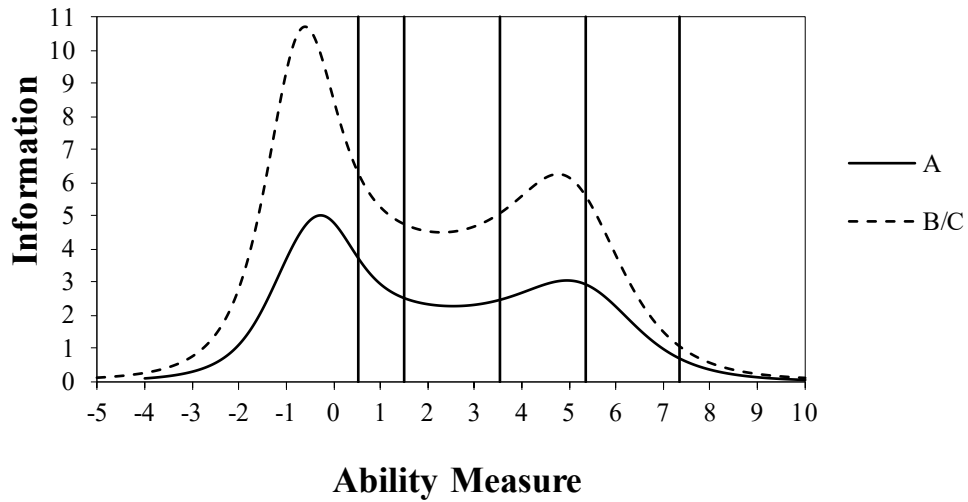
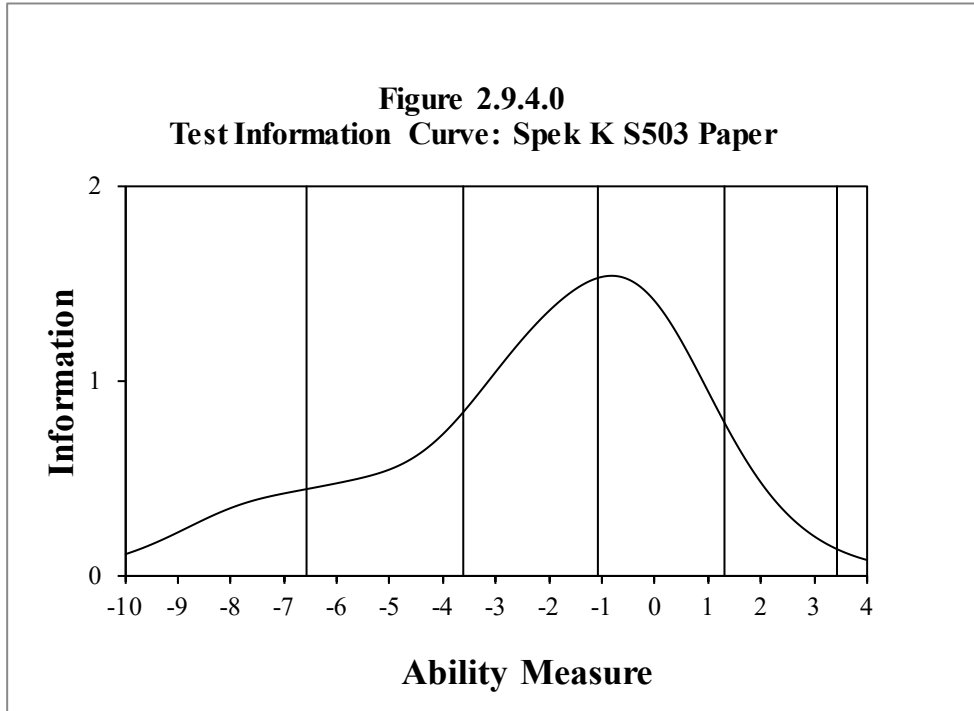


Figure 2.9.3.6.3
Test Information Curve: Writ 9-12 S503 Paper

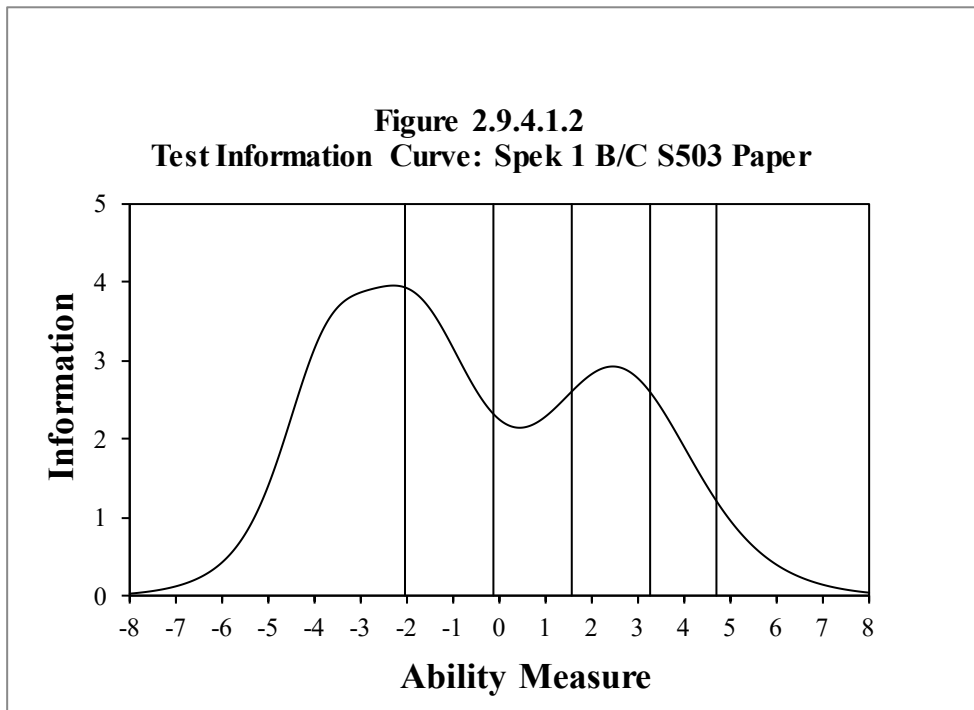
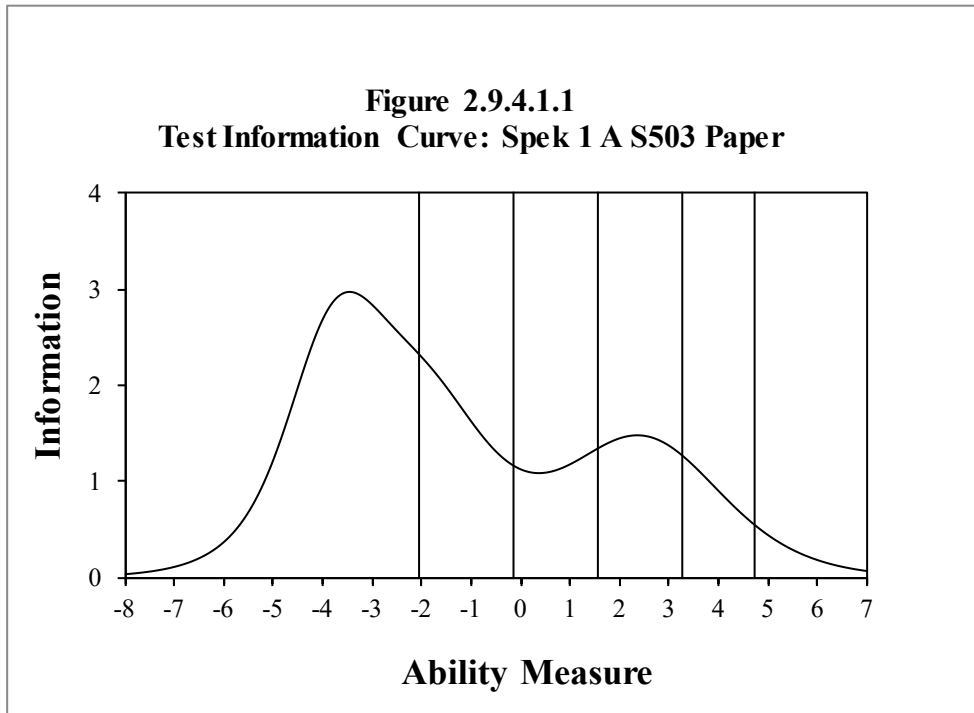


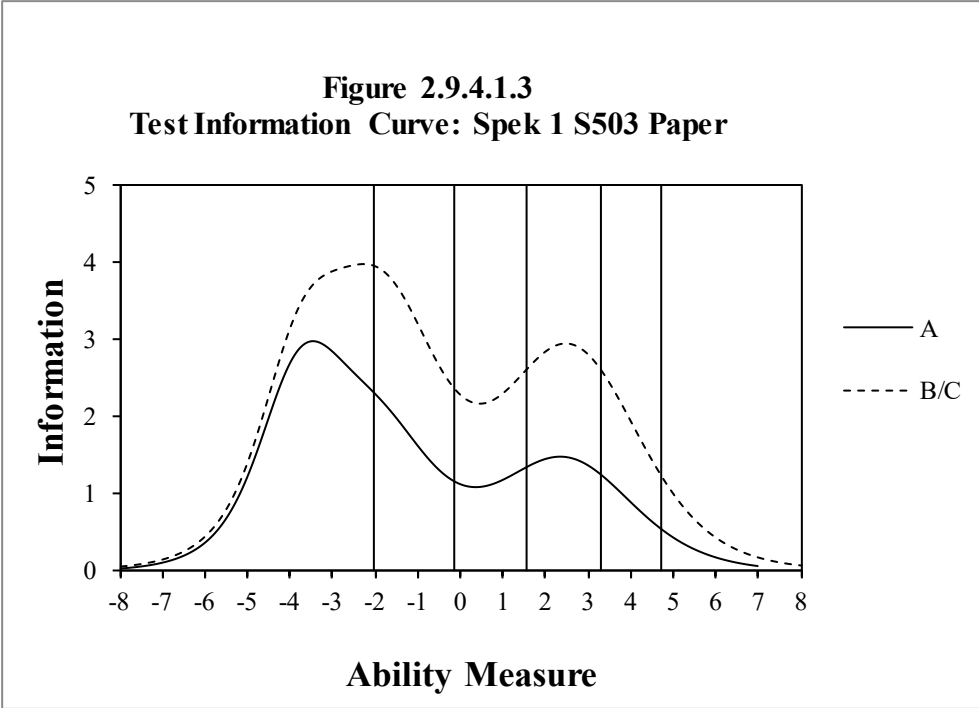
2.9.4 Speaking

2.9.4.0 Kindergarten

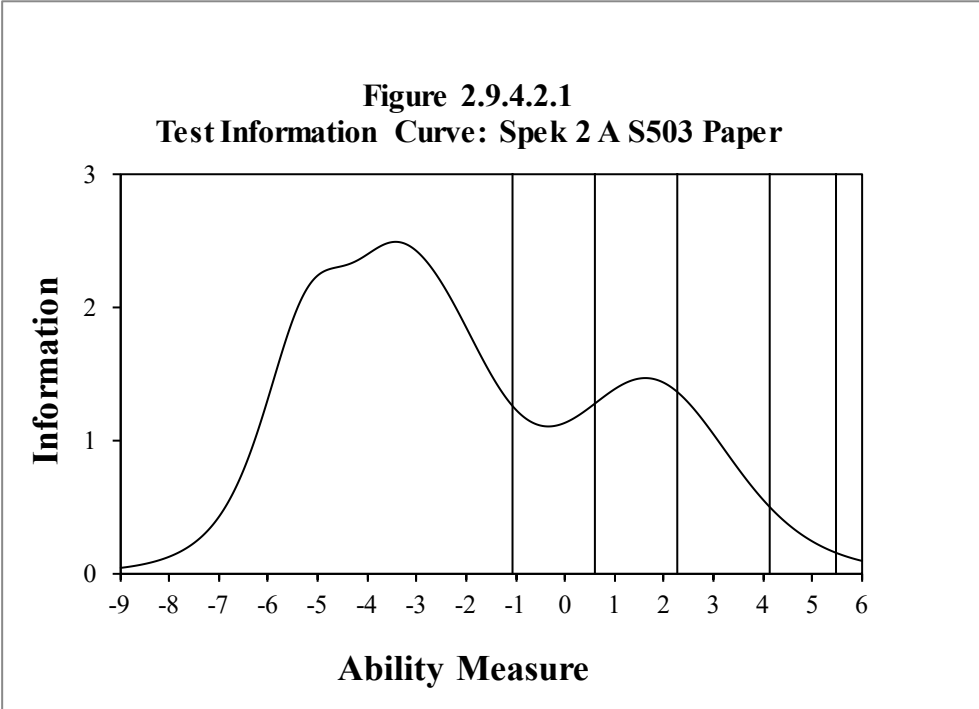


2.9.4.1 Grade 1

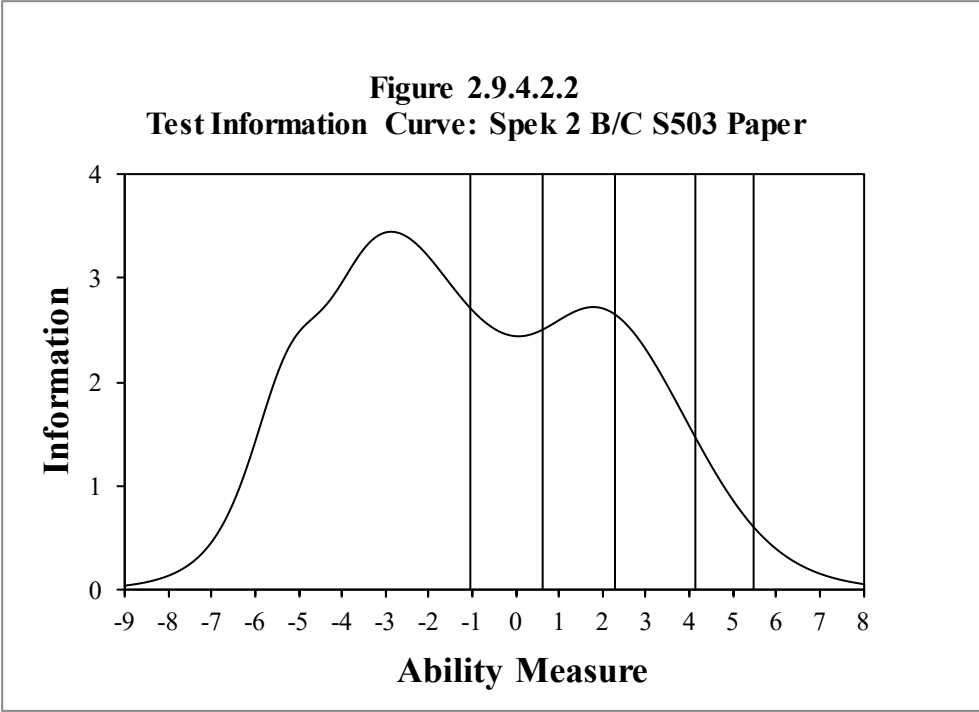




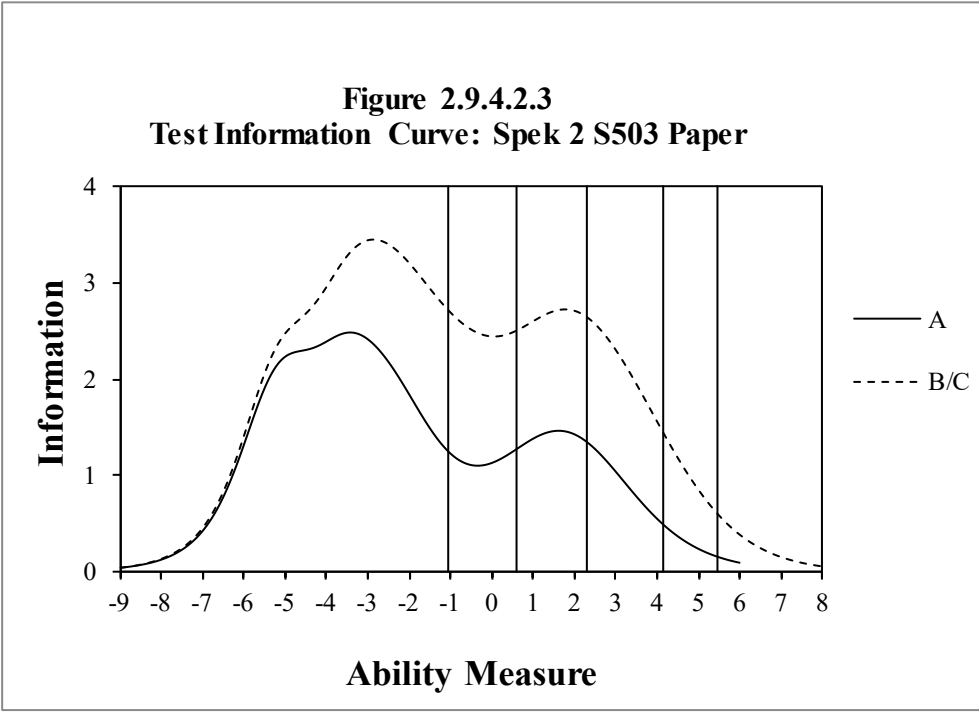
2.9.4.2 Grade 2



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

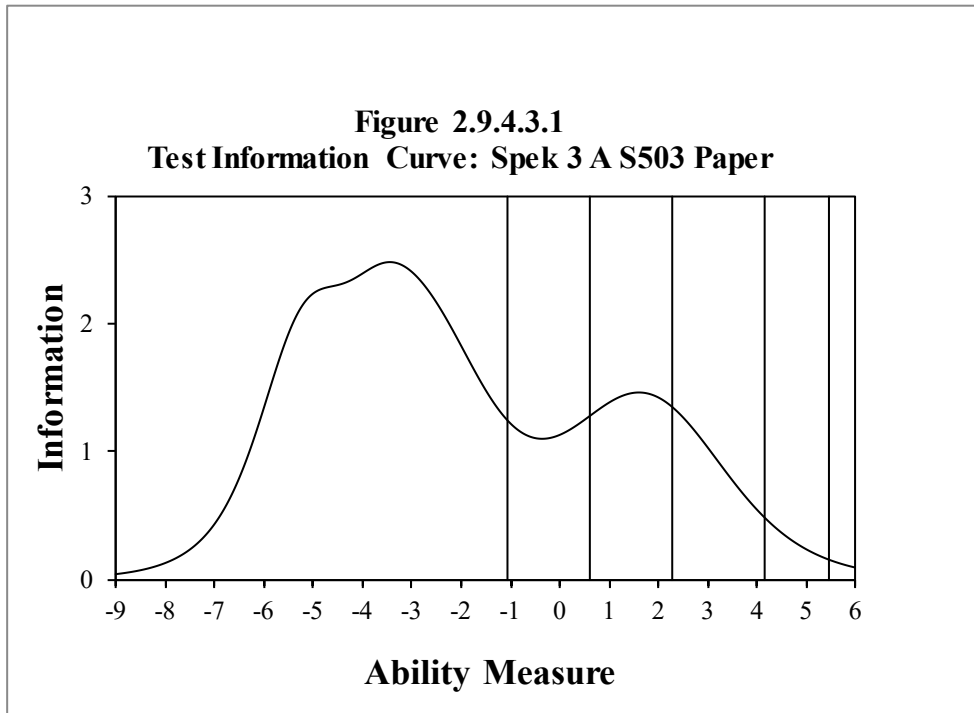


Note: The test form is shared between 2B/C and 3B/C.

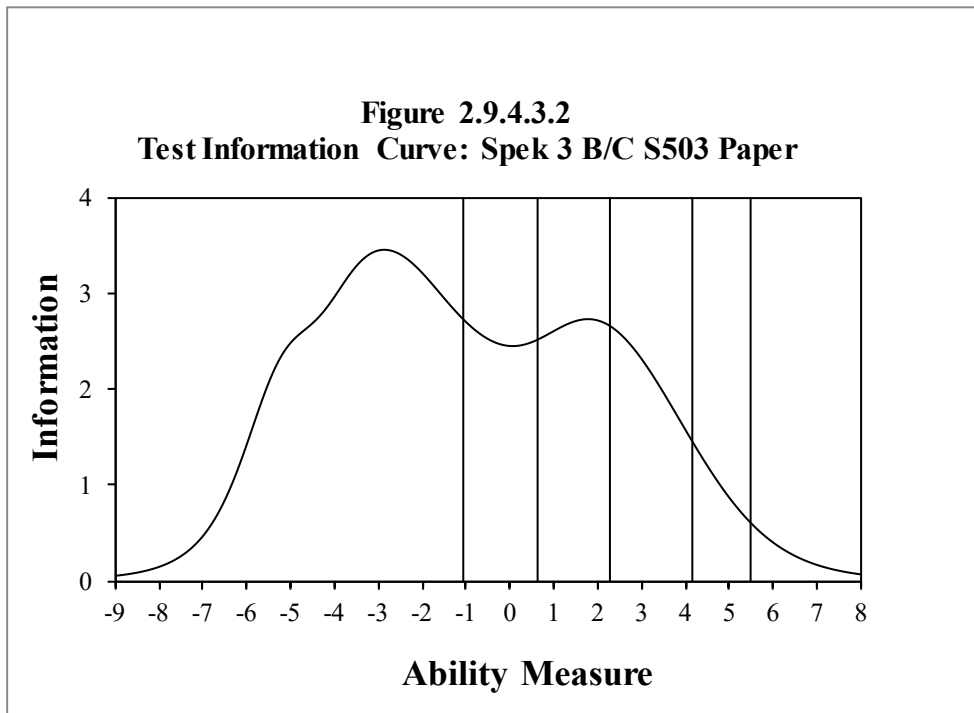


Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

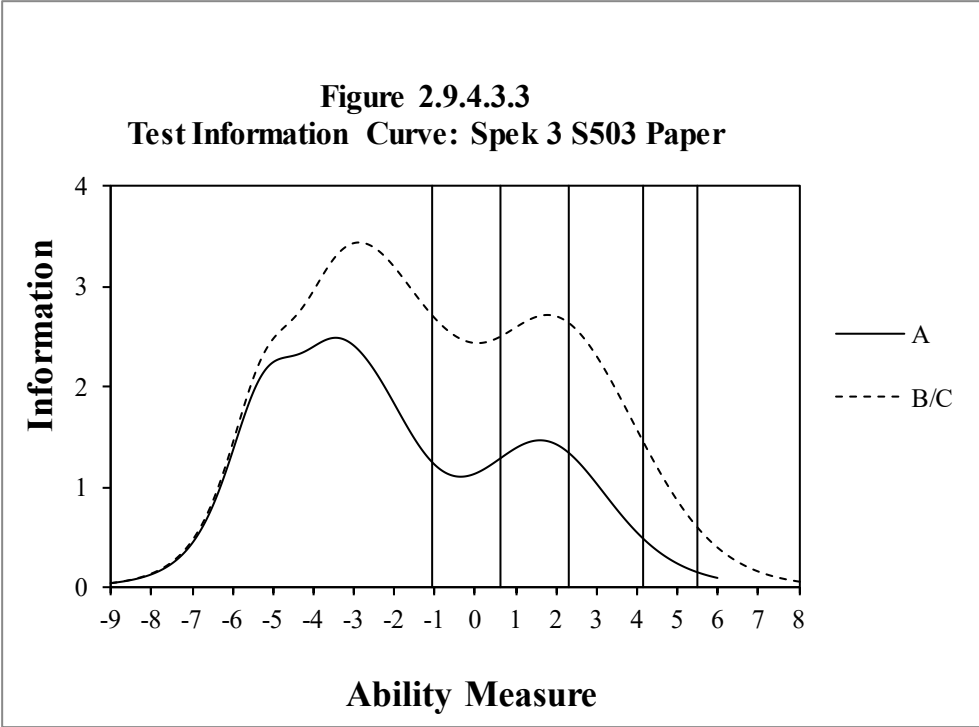
2.9.4.3 Grade 3



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



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



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

2.9.4.4 Grades 4-5

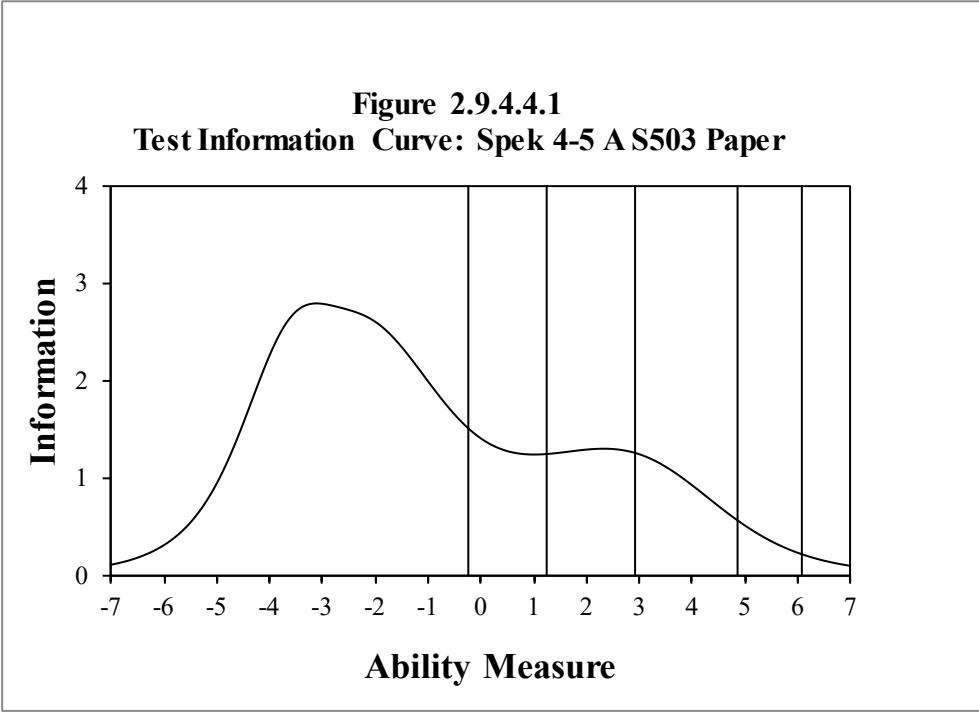


Figure 2.9.4.4.2
Test Information Curve: Spek 4-5 B/C S503 Paper

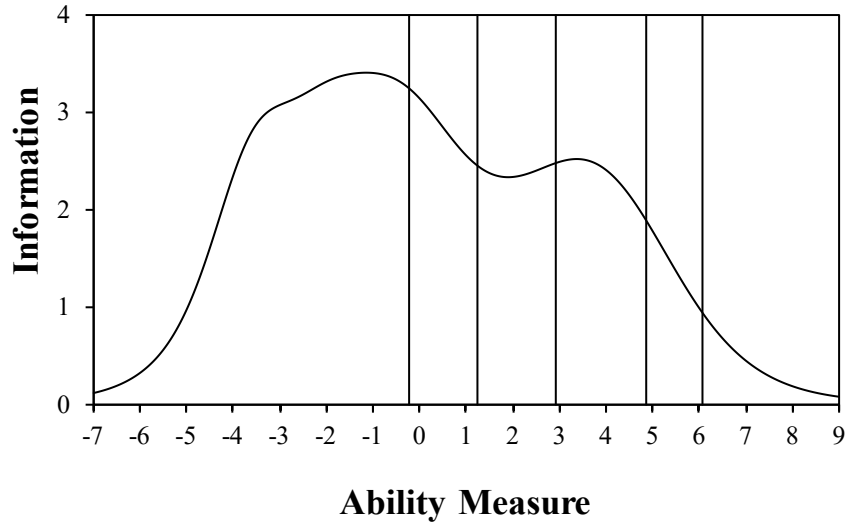
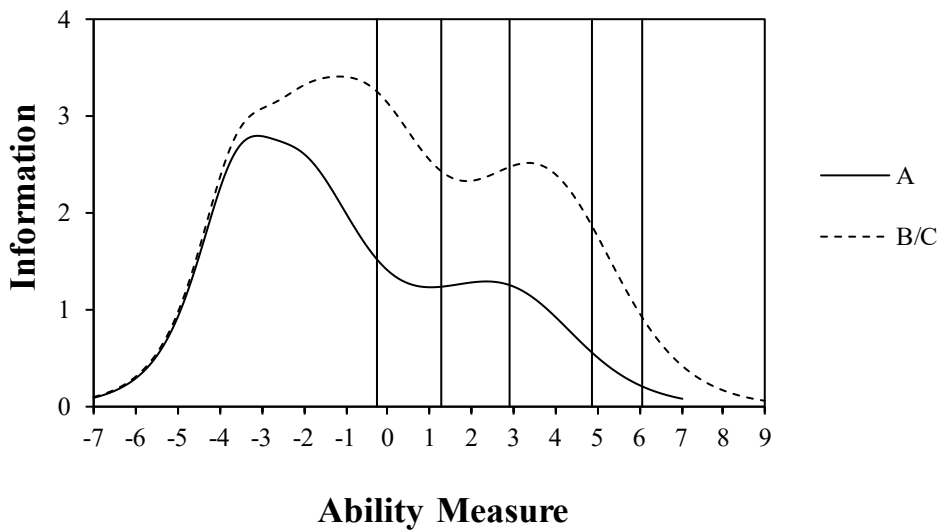


Figure 2.9.4.4.3
Test Information Curve: Spek 4-5 S503 Paper



2.9.4.5 Grades 6-8

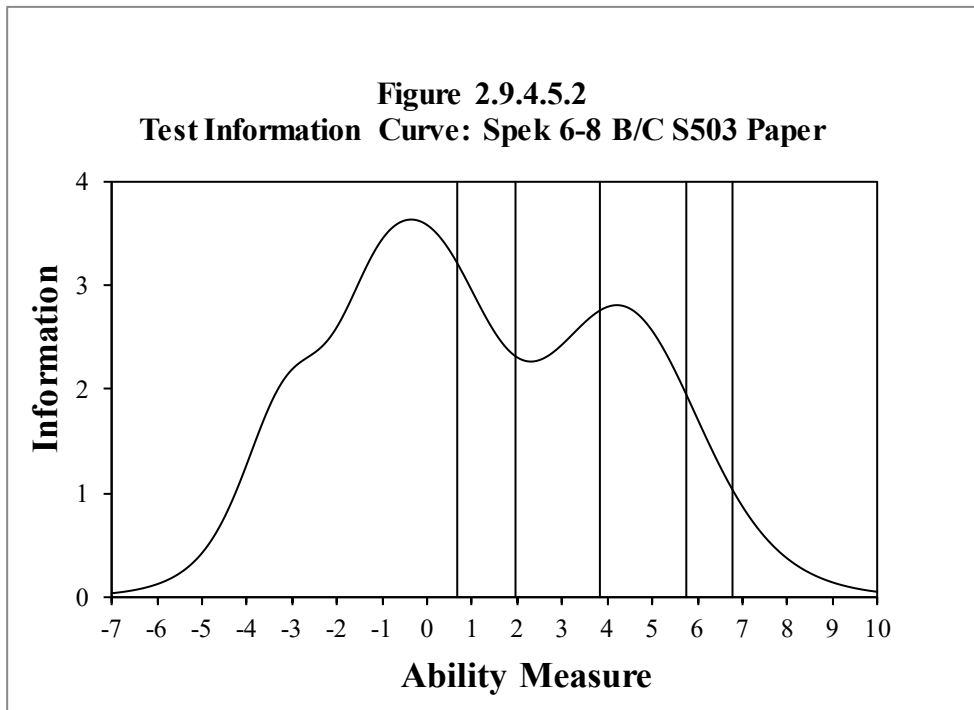
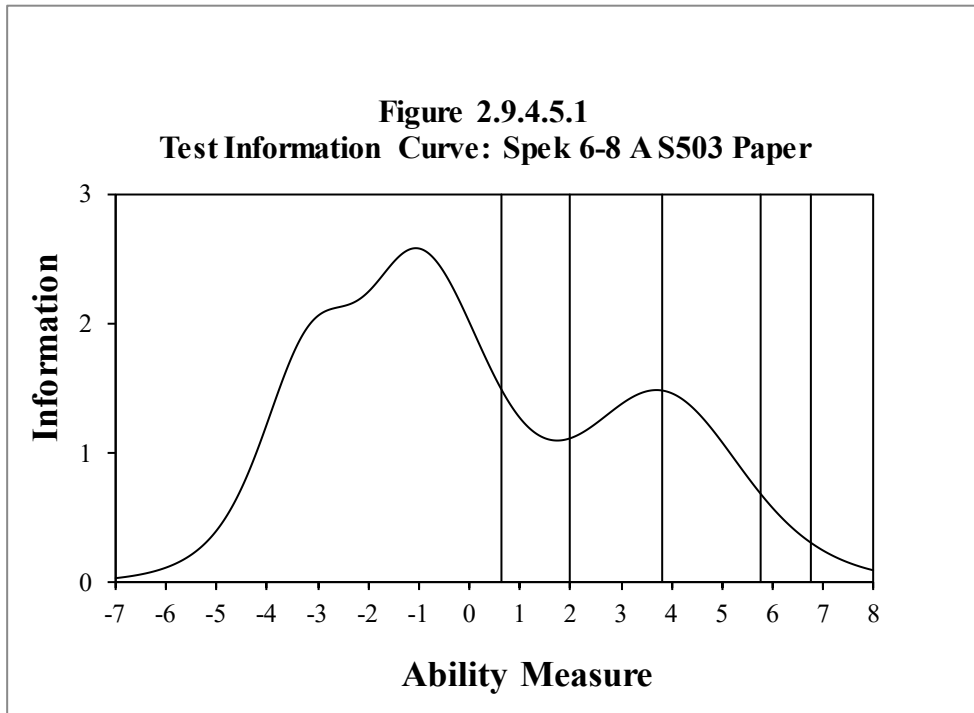
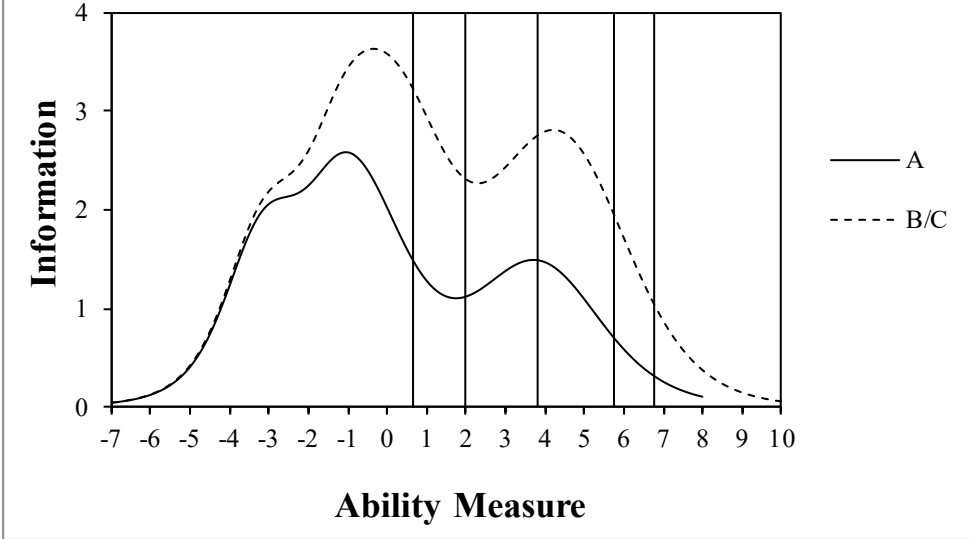


Figure 2.9.4.5.3
Test Information Curve: Spek 6-8 S503 Paper



2.9.4.6 Grades 9-12

Figure 2.9.4.6.1
Test Information Curve: Spek 9-12 A S503 Paper

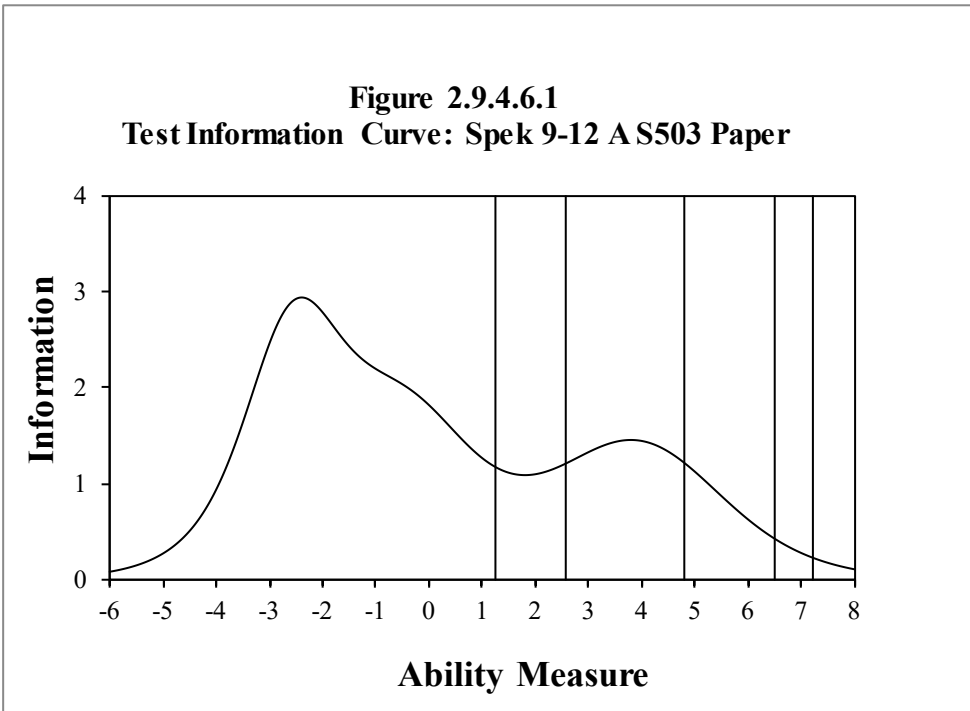


Figure 2.9.4.6.2
Test Information Curve: Spek 9-12 B/C S503 Paper

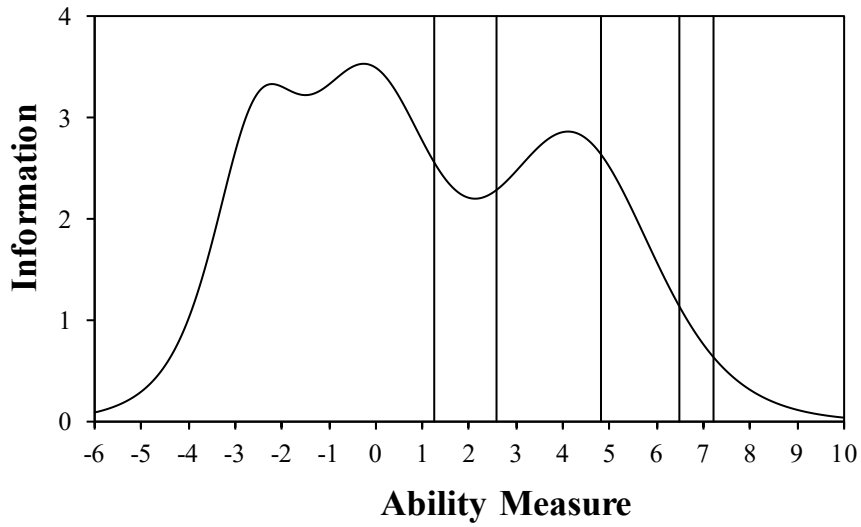
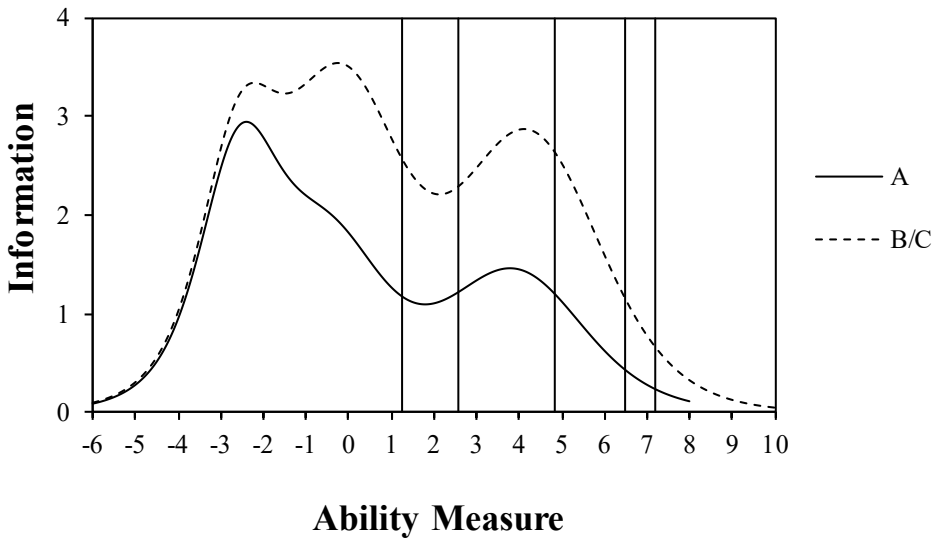


Figure 2.9.4.6.3
Test Information Curve: Spek 9-12 S503 Paper



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 and 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 analyses (count)
- The minimum observed scale score
- The maximum observed scale score
- The mean (average) scale score
- The standard deviation (std. dev.) of the scale score

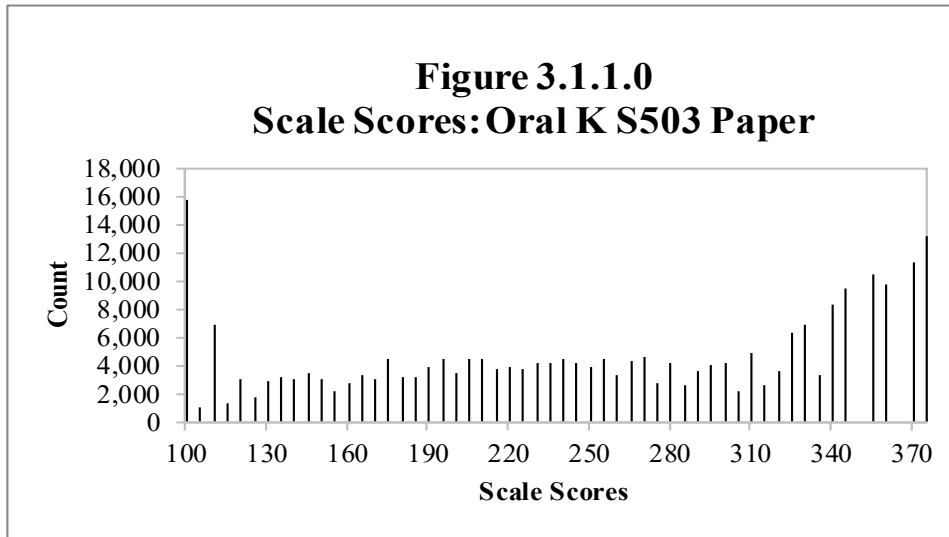
3.1.1 Oral

3.1.1.0 Kindergarten

Table 3.1.1.0

Scale Score Descriptive Statistics: Oral K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,481 | 100 | 378 | 254.35 | 88.23 |

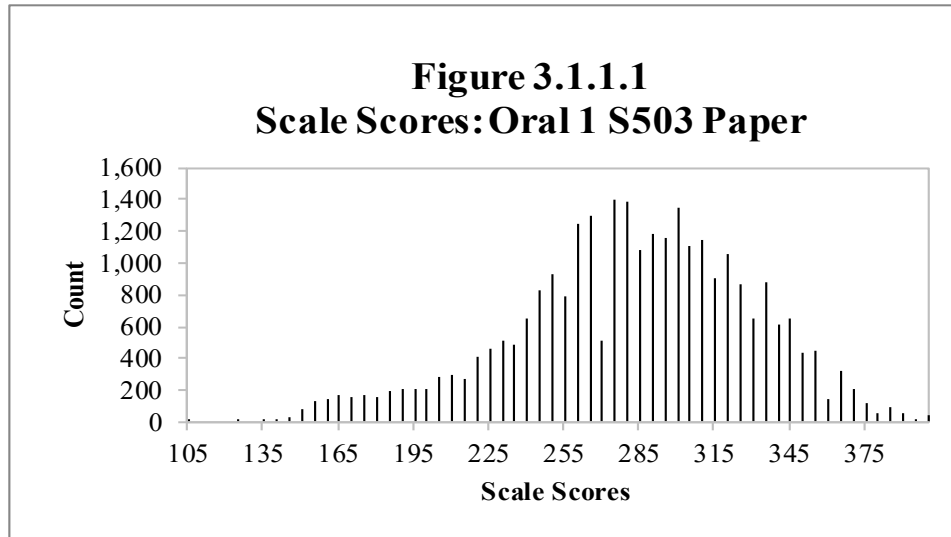


3.1.1.1 Grade 1

Table 3.1.1.1

Scale Score Descriptive Statistics: Oral 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 28,240 | 105 | 408 | 283.85 | 47.62 |

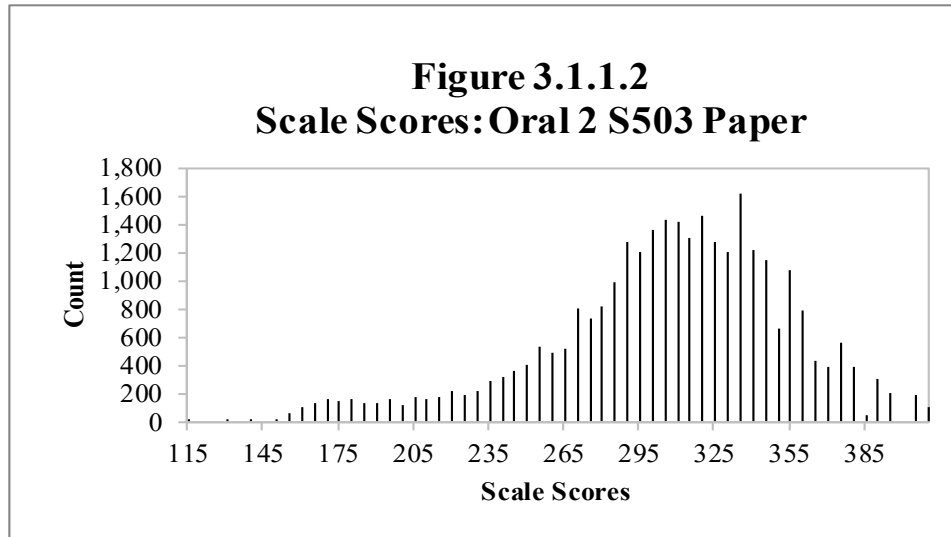


3.1.1.2 Grade 2

Table 3.1.1.2

Scale Score Descriptive Statistics: Oral 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 29,834 | 115 | 413 | 307.27 | 48.53 |

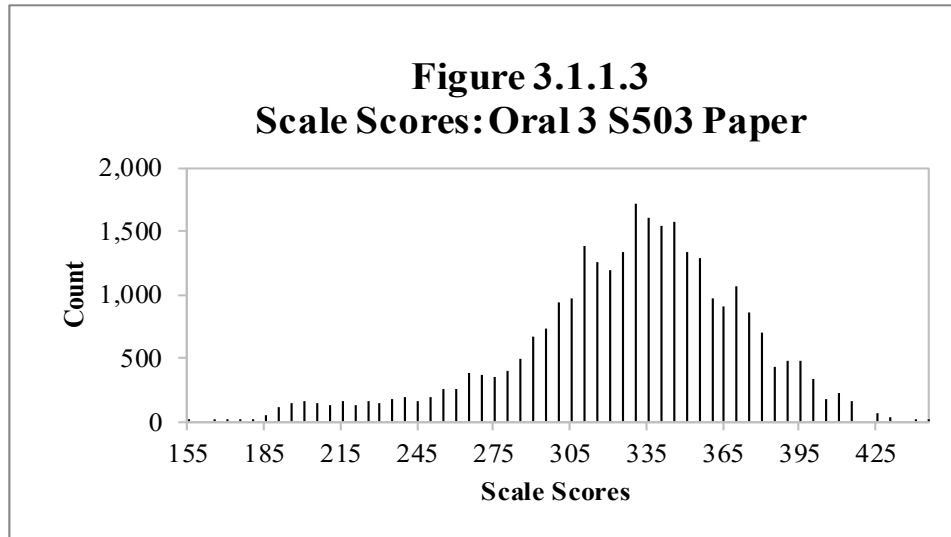


3.1.1.3 Grade 3

Table 3.1.1.3

Scale Score Descriptive Statistics: Oral 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| 3 | 29,200 | 157 | 447 | 328.40 | 45.74 |

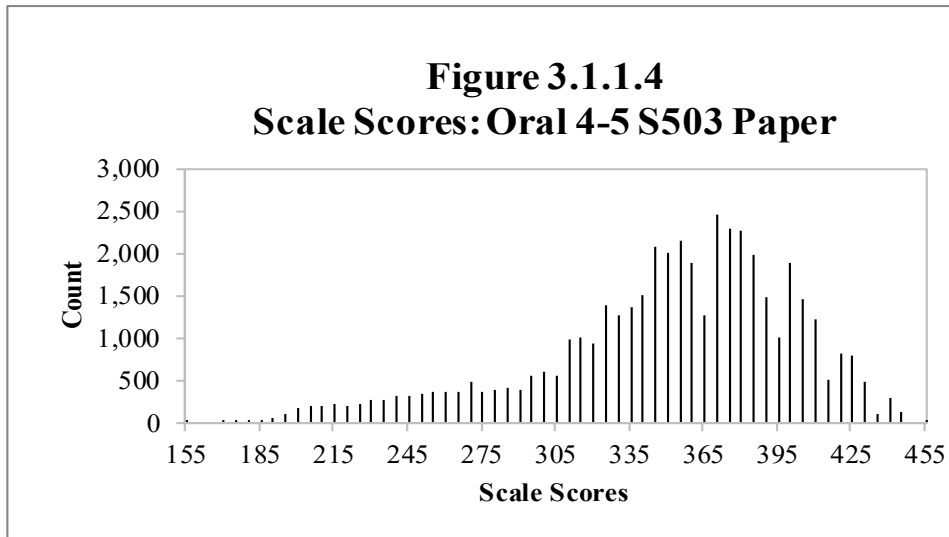


3.1.1.4 Grades 4-5

Table 3.1.1.4

Scale Score Descriptive Statistics: Oral 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 22,409 | 157 | 456 | 347.37 | 50.66 |
| 5 | 22,512 | 157 | 456 | 355.48 | 52.21 |
| Total | 44,921 | 157 | 456 | 351.43 | 51.60 |

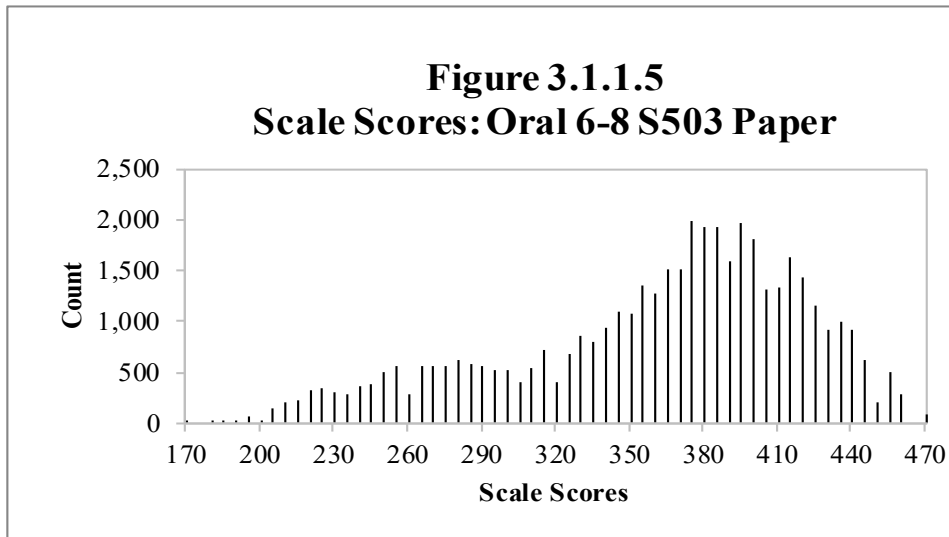


3.1.1.5 Grades 6-8

Table 3.1.1.5

Scale Score Descriptive Statistics: Oral 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 6 | 15,747 | 170 | 471 | 359.32 | 58.05 |
| 7 | 14,586 | 180 | 471 | 361.26 | 60.21 |
| 8 | 14,002 | 191 | 471 | 366.91 | 61.66 |
| Total | 44,335 | 170 | 471 | 362.36 | 60.00 |

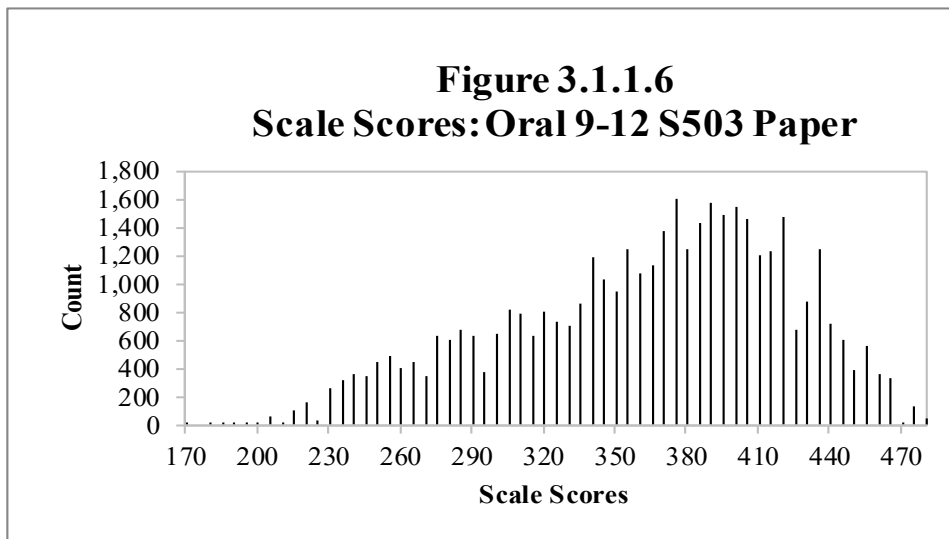


3.1.1.6 Grades 9-12

Table 3.1.1.6

Scale Score Descriptive Statistics: Oral 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 12,742 | 172 | 483 | 353.40 | 62.62 |
| 10 | 11,381 | 192 | 483 | 364.43 | 58.38 |
| 11 | 10,088 | 194 | 483 | 368.31 | 57.18 |
| 12 | 6,751 | 209 | 483 | 376.45 | 51.65 |
| Total | 40,962 | 172 | 483 | 363.93 | 58.96 |



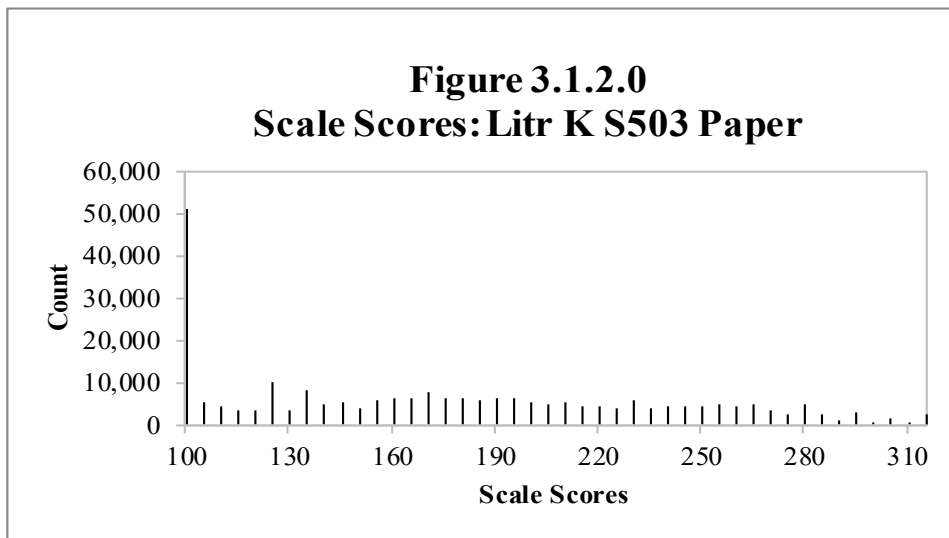
3.1.2 Literacy

3.1.2.0 Kindergarten

Table 3.1.2.0

Scale Score Descriptive Statistics: Litr K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,486 | 100 | 315 | 176.87 | 62.63 |

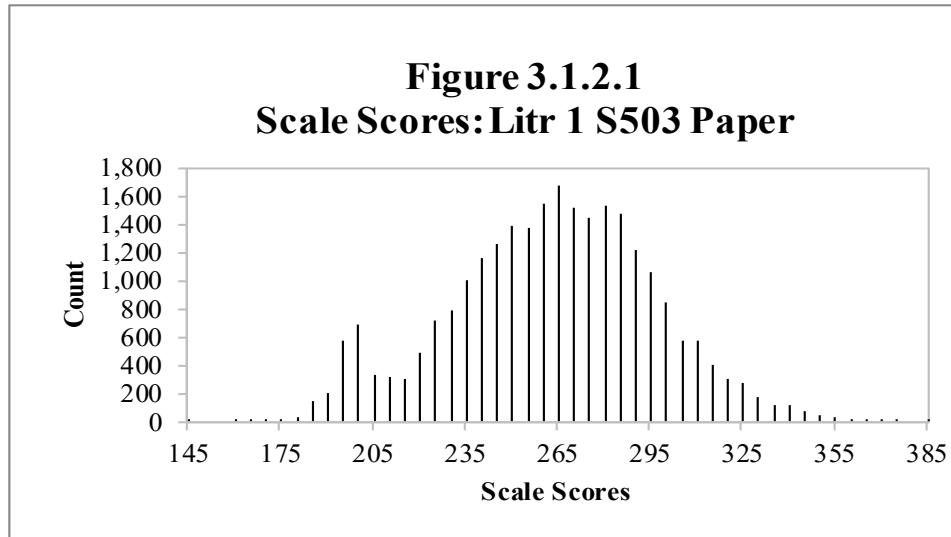


3.1.2.1 Grade 1

Table 3.1.2.1

Scale Score Descriptive Statistics: Litr 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 25,859 | 145 | 387 | 264.57 | 33.56 |

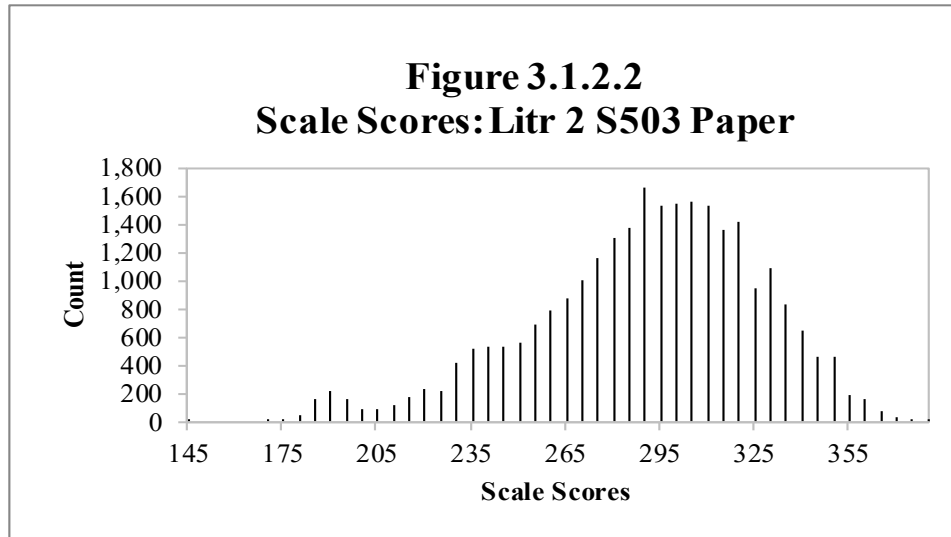


3.1.2.2 Grade 2

Table 3.1.2.2

Scale Score Descriptive Statistics: Litr 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 26,860 | 146 | 384 | 291.94 | 36.57 |

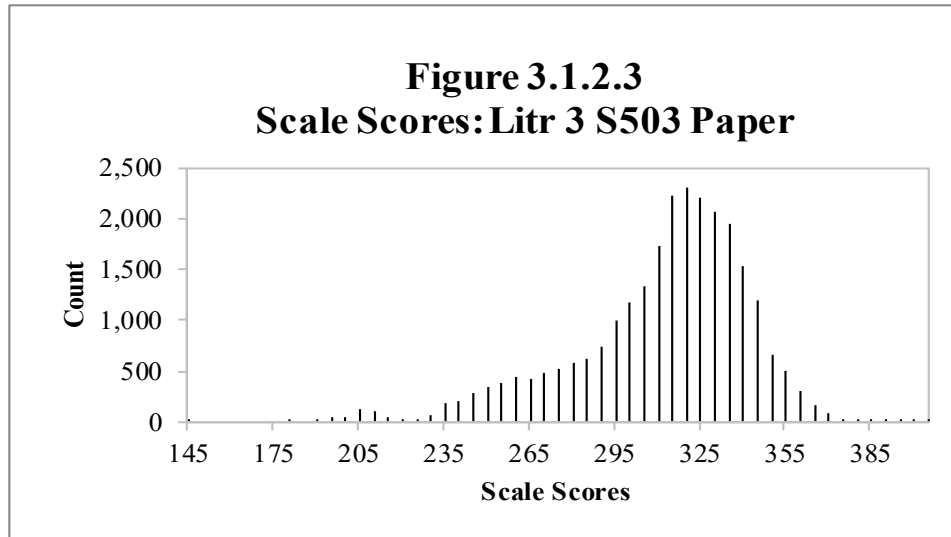


3.1.2.3 Grade 3

Table 3.1.2.3

Scale Score Descriptive Statistics: Litr 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 26,239 | 146 | 407 | 313.12 | 31.21 |

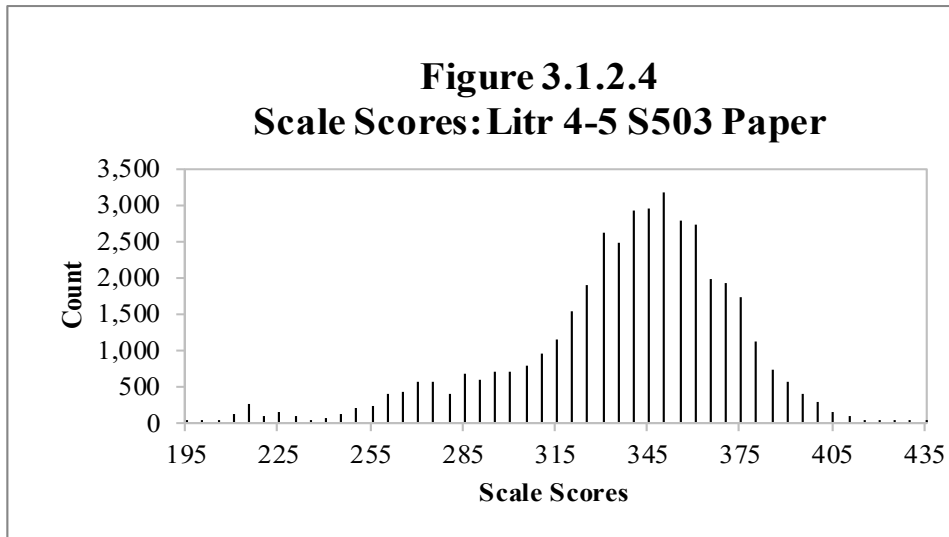


3.1.2.4 Grades 4-5

Table 3.1.2.4

Scale Score Descriptive Statistics: Litr 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 4 | 20,620 | 195 | 425 | 333.31 | 34.76 |
| 5 | 20,888 | 195 | 437 | 343.37 | 36.53 |
| Total | 41,508 | 195 | 437 | 338.37 | 36.02 |

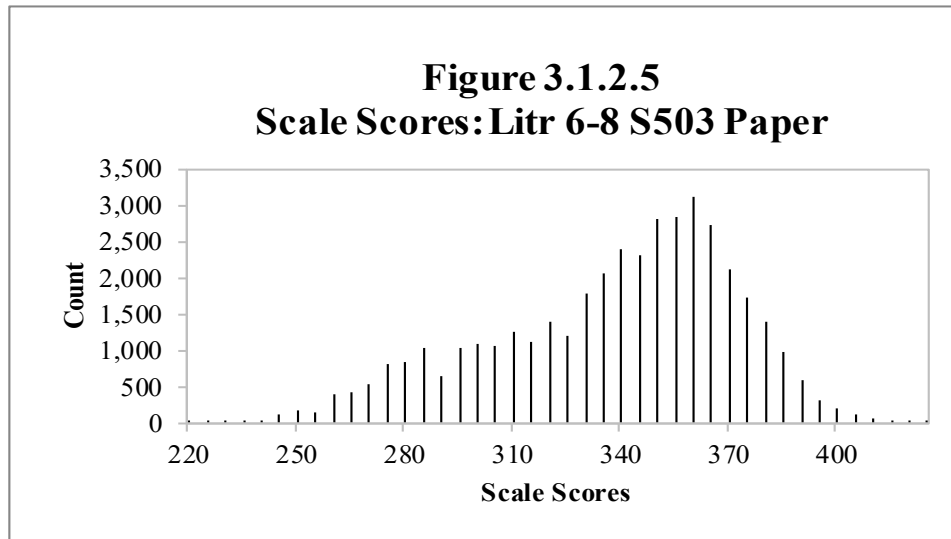


3.1.2.5 Grades 6-8

Table 3.1.2.5

Scale Score Descriptive Statistics: Litr 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 6 | 14,345 | 222 | 427 | 334.76 | 32.20 |
| 7 | 13,496 | 228 | 427 | 339.49 | 33.62 |
| 8 | 13,122 | 229 | 429 | 345.33 | 35.06 |
| Total | 40,963 | 222 | 429 | 339.71 | 33.88 |

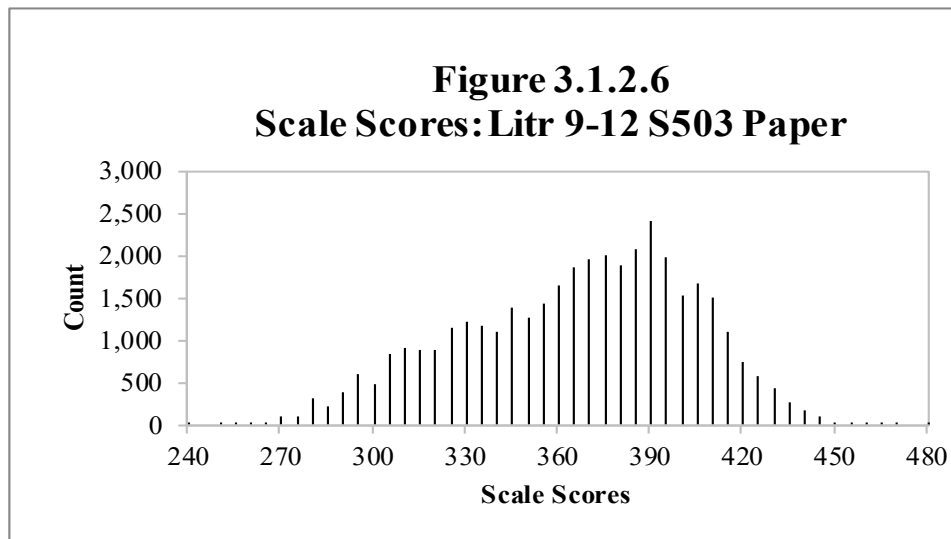


3.1.2.6 Grades 9-12

Table 3.1.2.6

Scale Score Descriptive Statistics: Litr 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 11,948 | 241 | 468 | 359.22 | 38.48 |
| 10 | 10,667 | 258 | 471 | 368.10 | 36.70 |
| 11 | 9,555 | 251 | 480 | 373.05 | 36.83 |
| 12 | 6,472 | 267 | 462 | 376.29 | 33.66 |
| Total | 38,642 | 241 | 480 | 367.95 | 37.37 |



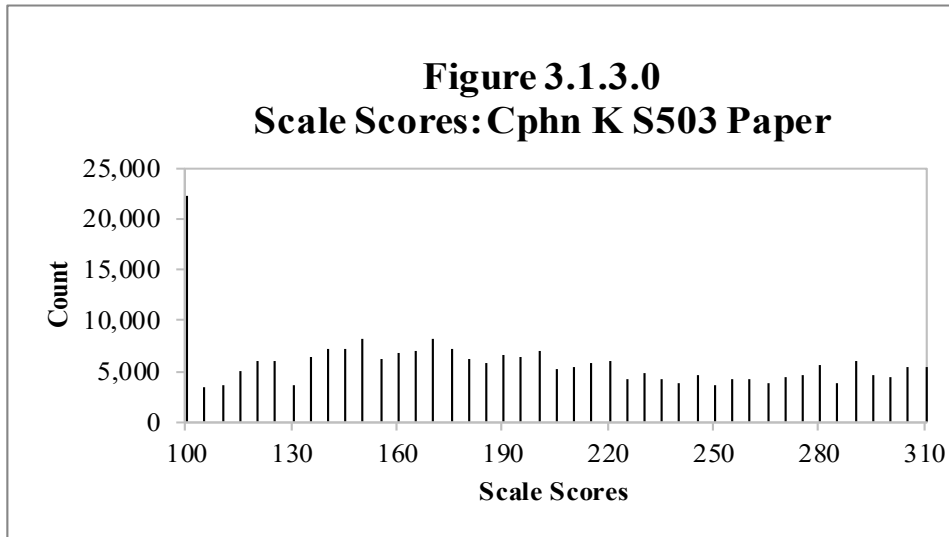
3.1.3 Comprehension

3.1.3.0 Kindergarten

Table 3.1.3.0

Scale Score Descriptive Statistics: Cphn K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,488 | 100 | 312 | 195.04 | 63.24 |

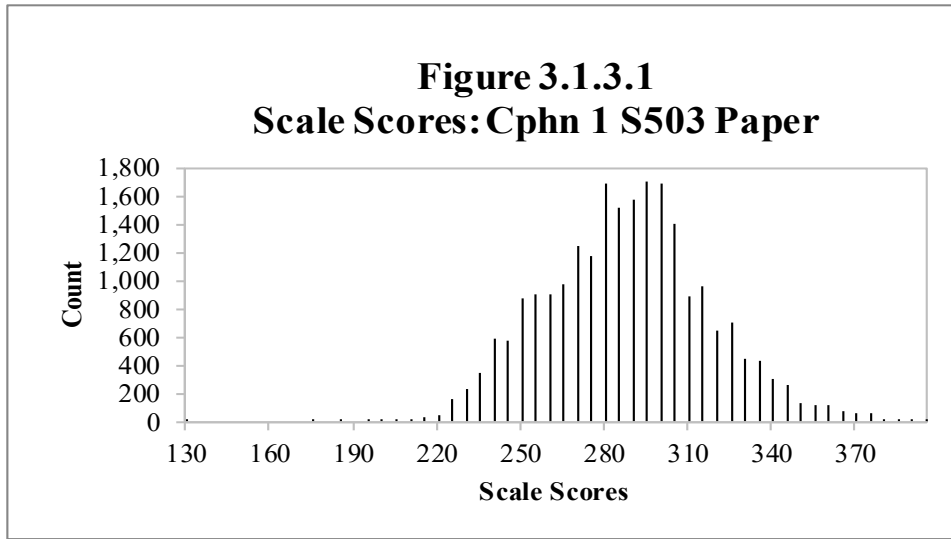


3.1.3.1 Grade 1

Table 3.1.3.1

Scale Score Descriptive Statistics: Cphn 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 1 | 22,913 | 130 | 395 | 289.92 | 29.57 |

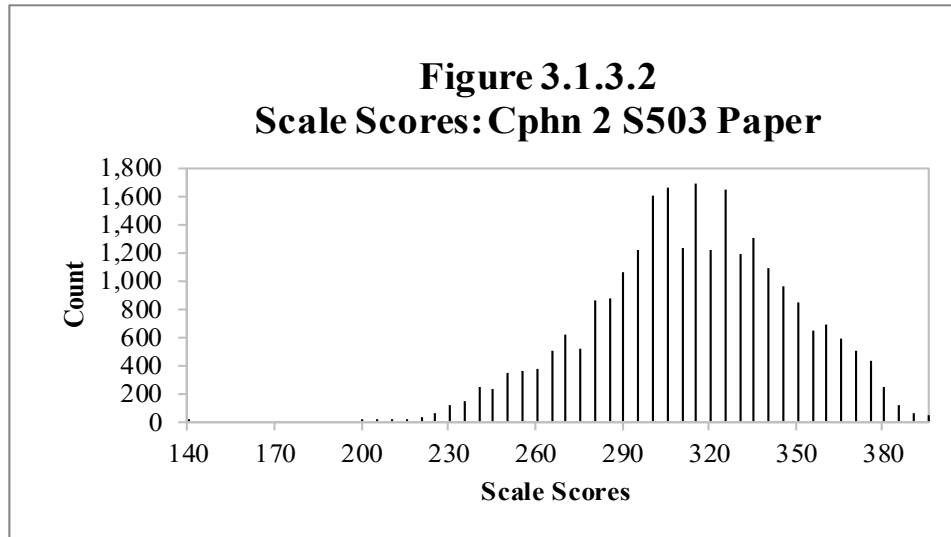


3.1.3.2 Grade 2

Table 3.1.3.2

Scale Score Descriptive Statistics: Cphn 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 25,383 | 144 | 395 | 315.55 | 33.73 |

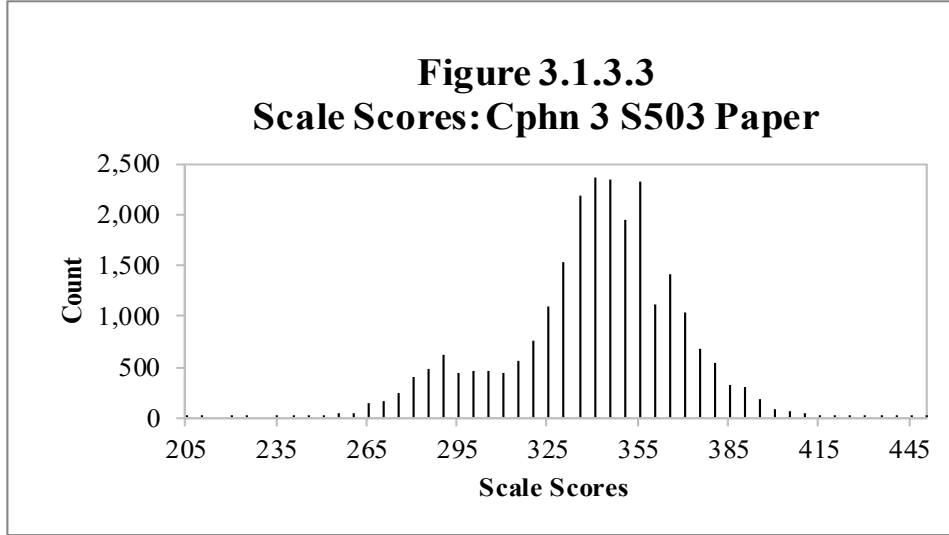


3.1.3.3 Grade 3

Table 3.1.3.3

Scale Score Descriptive Statistics: Cphn 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| 3 | 25,022 | 209 | 454 | 341.62 | 28.17 |

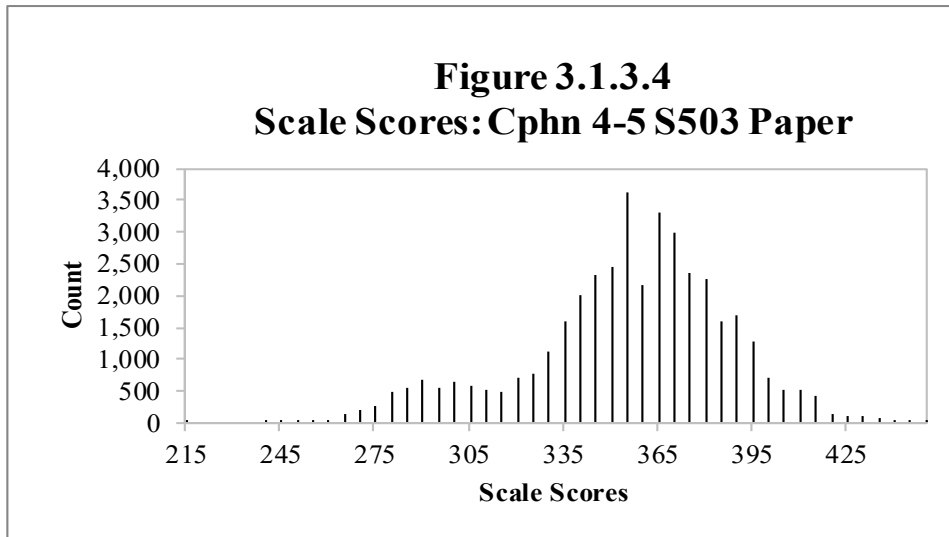


3.1.3.4 Grades 4-5

Table 3.1.3.4

Scale Score Descriptive Statistics: Cphn 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 19,905 | 217 | 454 | 352.92 | 31.04 |
| 5 | 20,299 | 241 | 454 | 361.14 | 32.99 |
| Total | 40,204 | 217 | 454 | 357.07 | 32.30 |

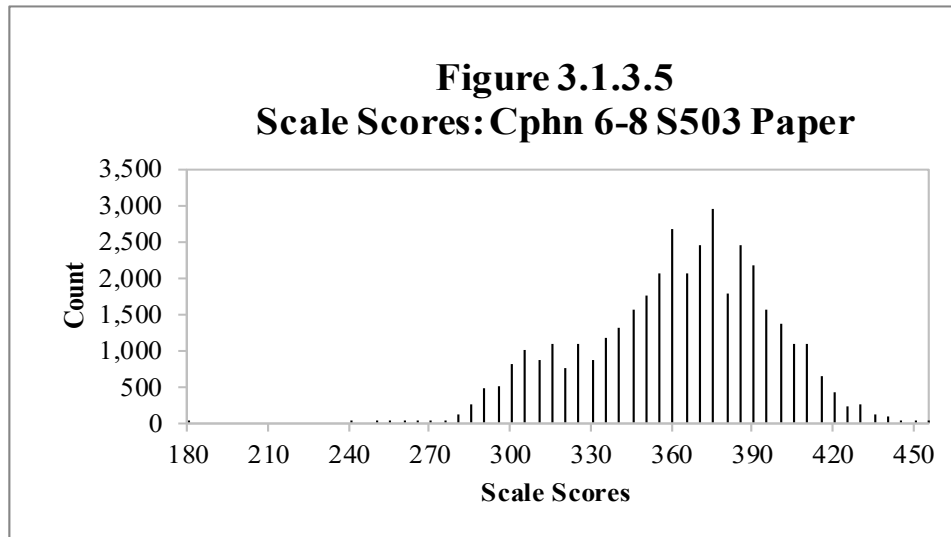


3.1.3.5 Grades 6-8

Table 3.1.3.5

Scale Score Descriptive Statistics: Cphn 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 13,801 | 180 | 456 | 358.64 | 31.43 |
| 7 | 12,989 | 259 | 456 | 363.38 | 33.33 |
| 8 | 12,599 | 244 | 456 | 369.75 | 35.73 |
| Total | 39,389 | 180 | 456 | 363.76 | 33.79 |

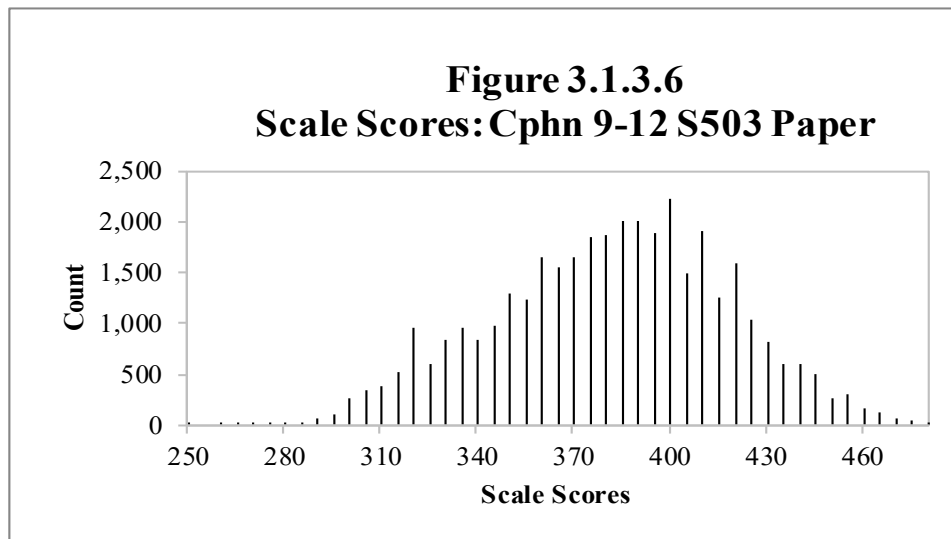


3.1.3.6 Grades 9-12

Table 3.1.3.6

Scale Score Descriptive Statistics: Cphn 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|-----------------|------------|------------|---------------|--------------|
| 9 | 11,388 | 253 | 482 | 375.18 | 37.18 |
| 10 | 10,224 | 268 | 482 | 383.51 | 36.08 |
| 11 | 9,166 | 263 | 482 | 387.88 | 36.31 |
| 12 | 6,226 | 288 | 482 | 391.10 | 33.16 |
| Total | 37,004 | 253 | 482 | 383.31 | 36.50 |



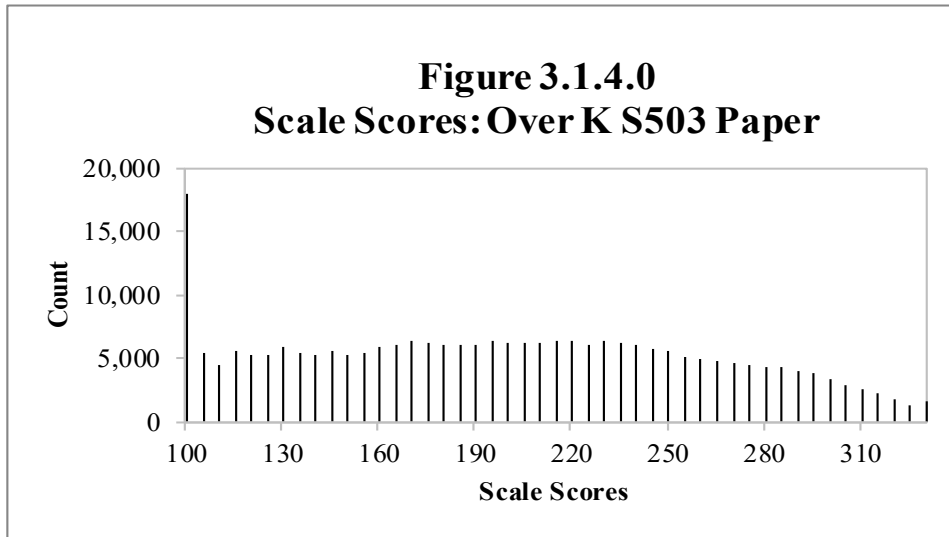
3.1.4 Overall

3.1.4.0 Kindergarten

Table 3.1.4.0

Scale Score Descriptive Statistics: Over K S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| K | 251,474 | 100 | 333 | 199.91 | 63.28 |

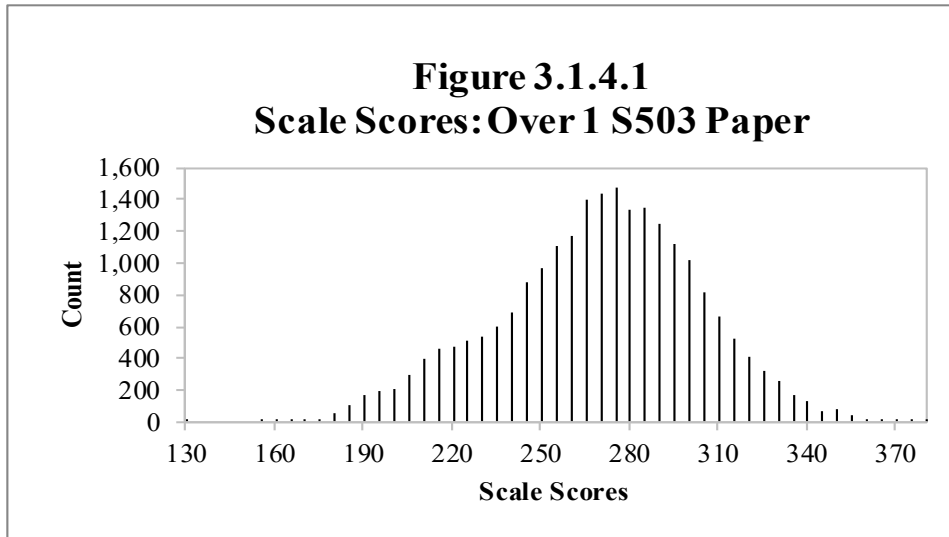


3.1.4.1 Grade 1

Table 3.1.4.1

Scale Score Descriptive Statistics: Over 1 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|-------|-----------------|------|------|--------|-----------|
| 1 | 22,785 | 133 | 384 | 271.13 | 33.91 |

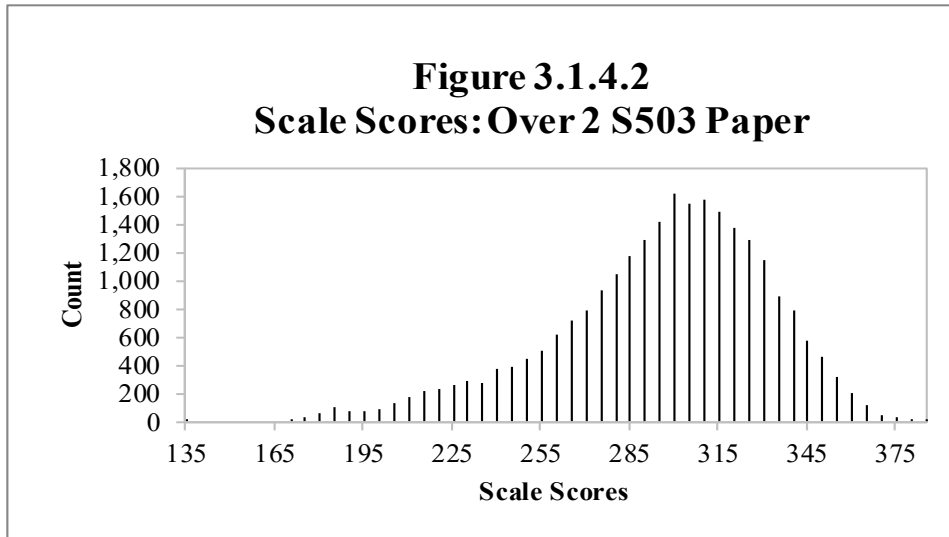


3.1.4.2 Grade 2

Table 3.1.4.2

Scale Score Descriptive Statistics: Over 2 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 2 | 25,221 | 136 | 387 | 297.08 | 36.58 |

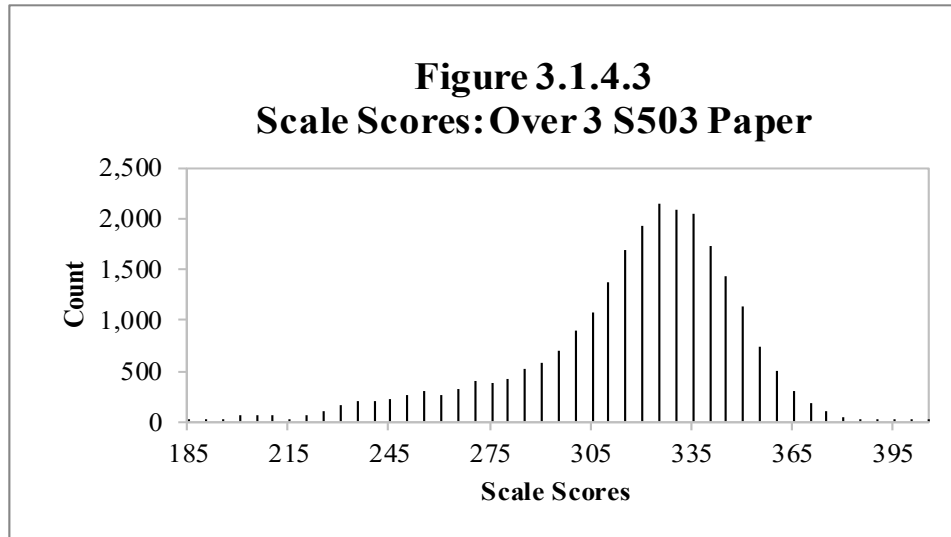


3.1.4.3 Grade 3

Table 3.1.4.3

Scale Score Descriptive Statistics: Over 3 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 3 | 24,867 | 188 | 406 | 318.00 | 32.51 |

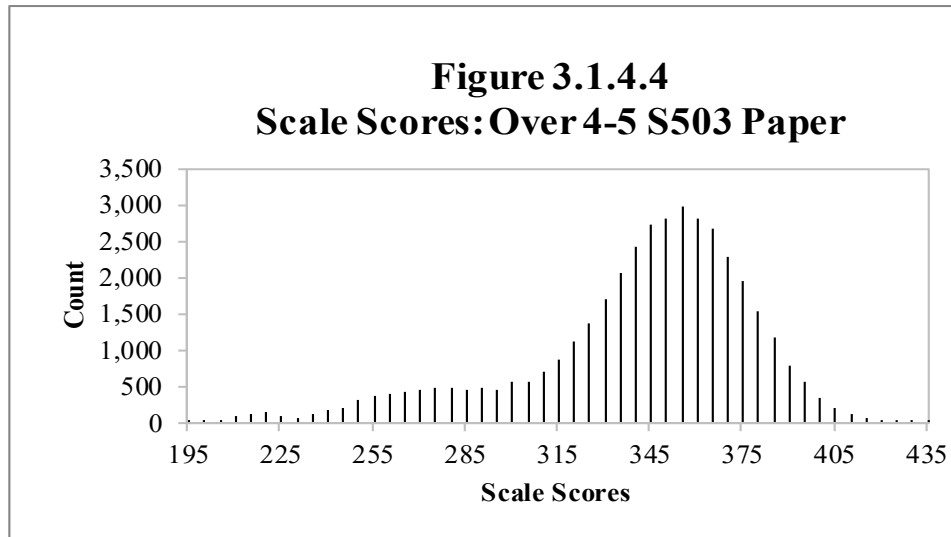


3.1.4.4 Grades 4-5

Table 3.1.4.4

Scale Score Descriptive Statistics: Over 4-5 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 4 | 19,741 | 198 | 431 | 337.88 | 36.72 |
| 5 | 20,164 | 195 | 437 | 347.43 | 38.45 |
| Total | 39,905 | 195 | 437 | 342.71 | 37.91 |

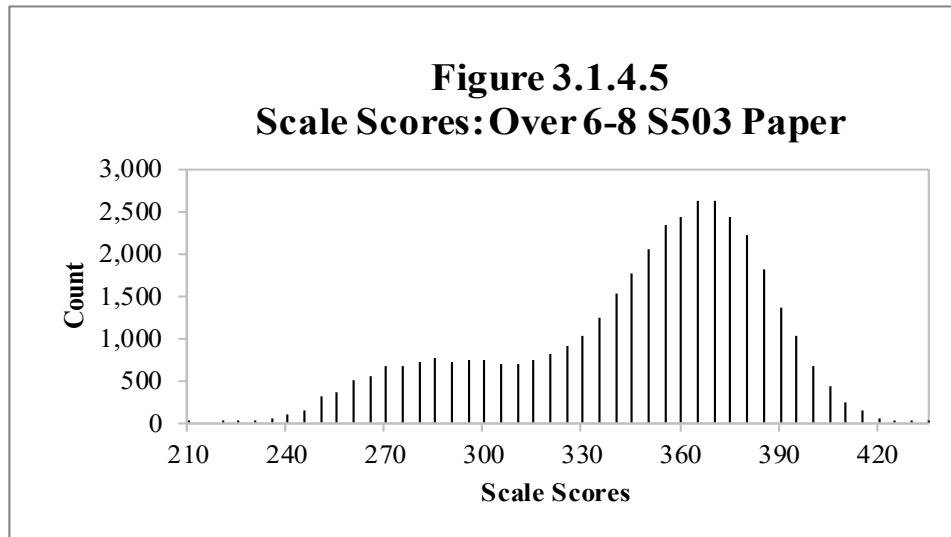


3.1.4.5 Grades 6-8

Table 3.1.4.5

Scale Score Descriptive Statistics: Over 6-8 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 6 | 13,695 | 212 | 437 | 342.10 | 37.90 |
| 7 | 12,900 | 222 | 433 | 346.14 | 39.56 |
| 8 | 12,513 | 227 | 439 | 352.08 | 41.18 |
| Total | 39,108 | 212 | 439 | 346.63 | 39.73 |

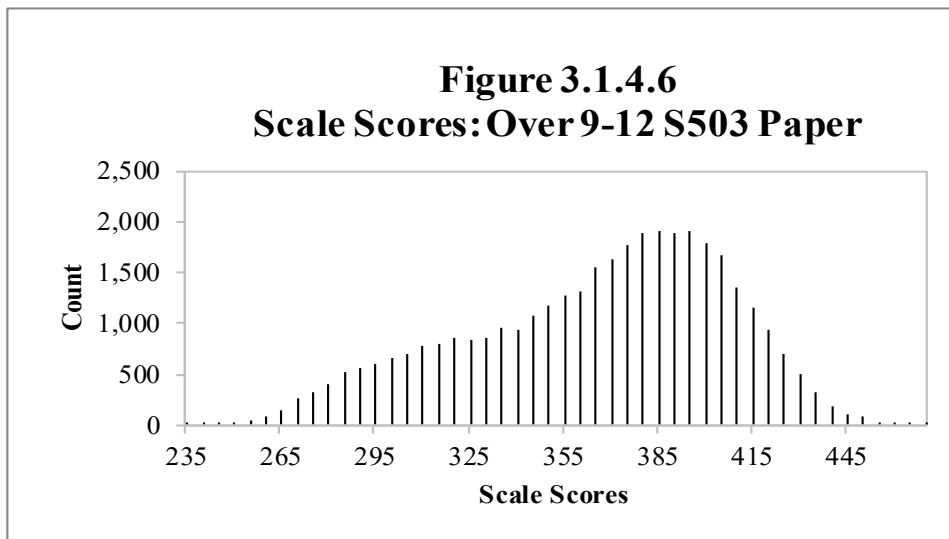


3.1.4.6 Grades 9-12

Table 3.1.4.6

Scale Score Descriptive Statistics: Over 9-12 S503 Paper

| Grade | No. of Students | Min. | Max. | Mean | Std. Dev. |
|--------------|------------------------|-------------|-------------|-------------|------------------|
| 9 | 11,277 | 235 | 472 | 357.89 | 43.56 |
| 10 | 10,111 | 251 | 464 | 367.21 | 40.99 |
| 11 | 9,072 | 249 | 474 | 371.92 | 40.71 |
| 12 | 6,144 | 258 | 462 | 376.70 | 36.31 |
| Total | 36,604 | 235 | 474 | 367.10 | 41.57 |



3.2 Proficiency Level Distribution for Composites

Figures and tables in this section provide information on the proficiency level distribution for each of the composites 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 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

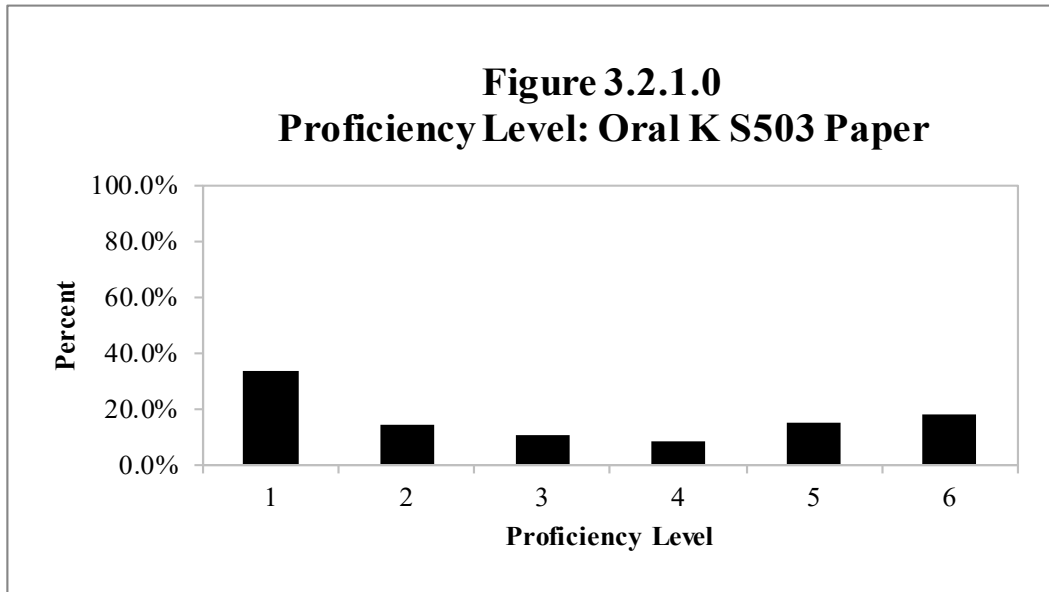
3.2.1 Oral

3.2.1.0 Kindergarten

Table 3.2.1.0

Proficiency Level Distribution: Oral K S503 Paper

| Level | Count | Percent |
|-------|---------|---------|
| 1 | 83,937 | 33.38% |
| 2 | 35,494 | 14.11% |
| 3 | 27,847 | 11.07% |
| 4 | 21,509 | 8.55% |
| 5 | 38,024 | 15.12% |
| 6 | 44,670 | 17.76% |
| Total | 251,481 | 100.00% |

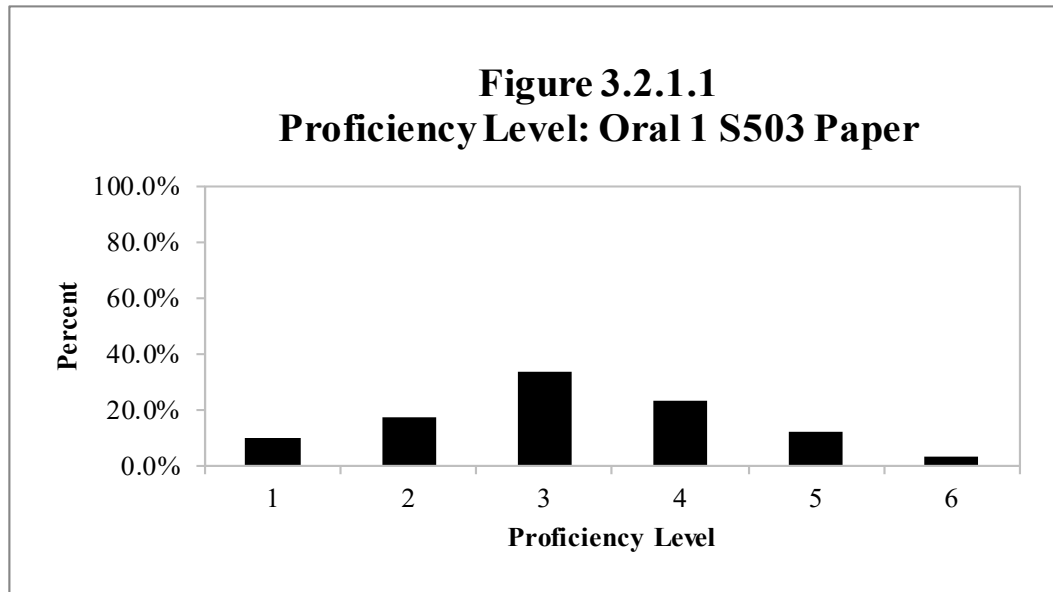


3.2.1.1 Grade 1

Table 3.2.1.1

Proficiency Level Distribution: Oral 1 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 2,834 | 10.04% |
| 2 | 4,965 | 17.58% |
| 3 | 9,546 | 33.80% |
| 4 | 6,581 | 23.30% |
| 5 | 3,401 | 12.04% |
| 6 | 913 | 3.23% |
| Total | 28,240 | 100.00% |

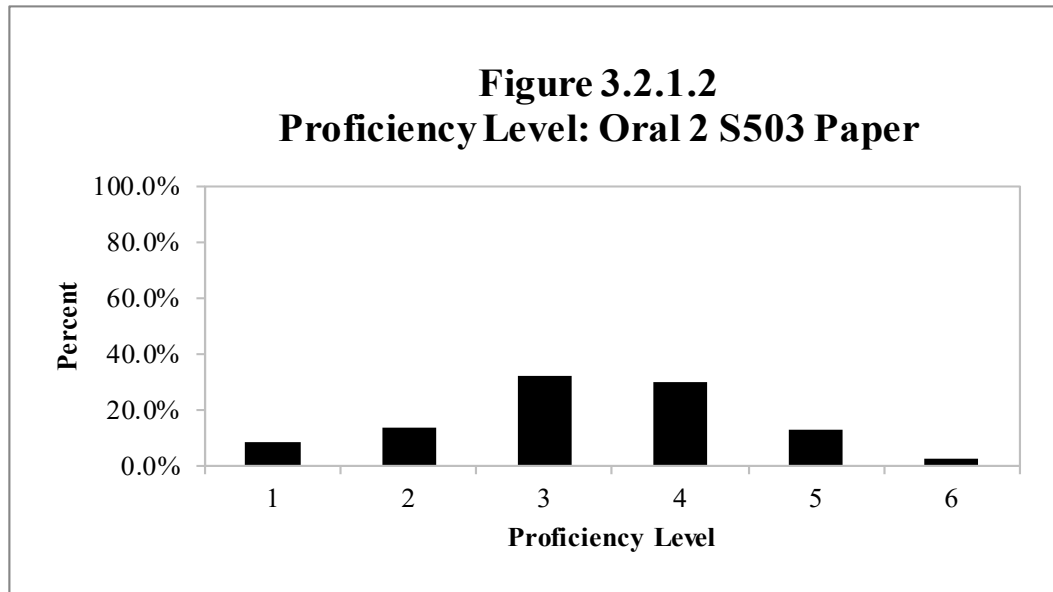


3.2.1.2 Grade 2

Table 3.2.1.2

Proficiency Level Distribution: Oral 2 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 2,475 | 8.30% |
| 2 | 4,027 | 13.50% |
| 3 | 9,643 | 32.32% |
| 4 | 8,981 | 30.10% |
| 5 | 3,856 | 12.92% |
| 6 | 852 | 2.86% |
| Total | 29,834 | 100.00% |

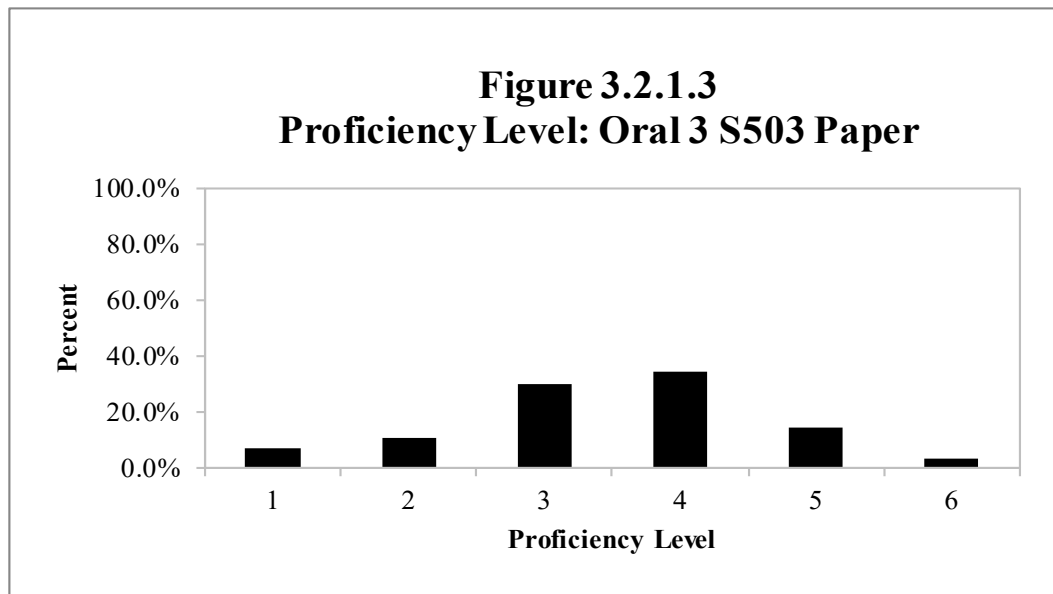


3.2.1.3 Grade 3

Table 3.2.1.3

Proficiency Level Distribution: Oral 3 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 1,950 | 6.68% |
| 2 | 3,181 | 10.89% |
| 3 | 8,810 | 30.17% |
| 4 | 9,995 | 34.23% |
| 5 | 4,214 | 14.43% |
| 6 | 1,050 | 3.60% |
| Total | 29,200 | 100.00% |

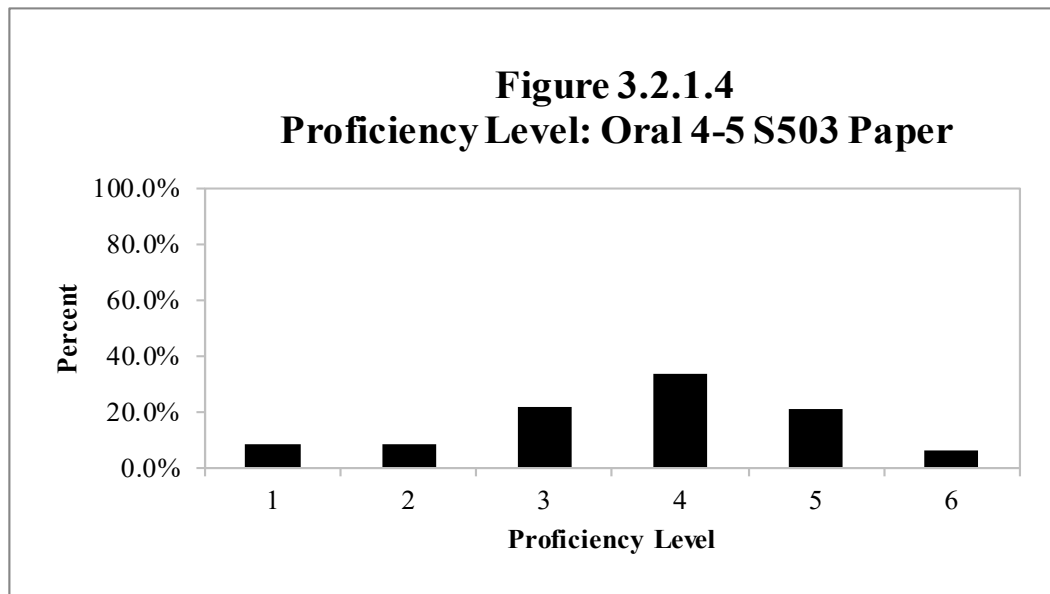


3.2.1.4 Grades 4-5

Table 3.2.1.4

Proficiency Level Distribution: Oral 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|-------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,745 | 7.79% | 2,025 | 9.00% | 3,770 | 8.39% |
| 2 | 1,990 | 8.88% | 1,924 | 8.55% | 3,914 | 8.71% |
| 3 | 4,951 | 22.09% | 4,976 | 22.10% | 9,927 | 22.10% |
| 4 | 7,422 | 33.12% | 7,681 | 34.12% | 15,103 | 33.62% |
| 5 | 4,689 | 20.92% | 4,653 | 20.67% | 9,342 | 20.80% |
| 6 | 1,612 | 7.19% | 1,253 | 5.57% | 2,865 | 6.38% |
| Total | 22,409 | 100.00% | 22,512 | 100.00% | 44,921 | 100.00% |

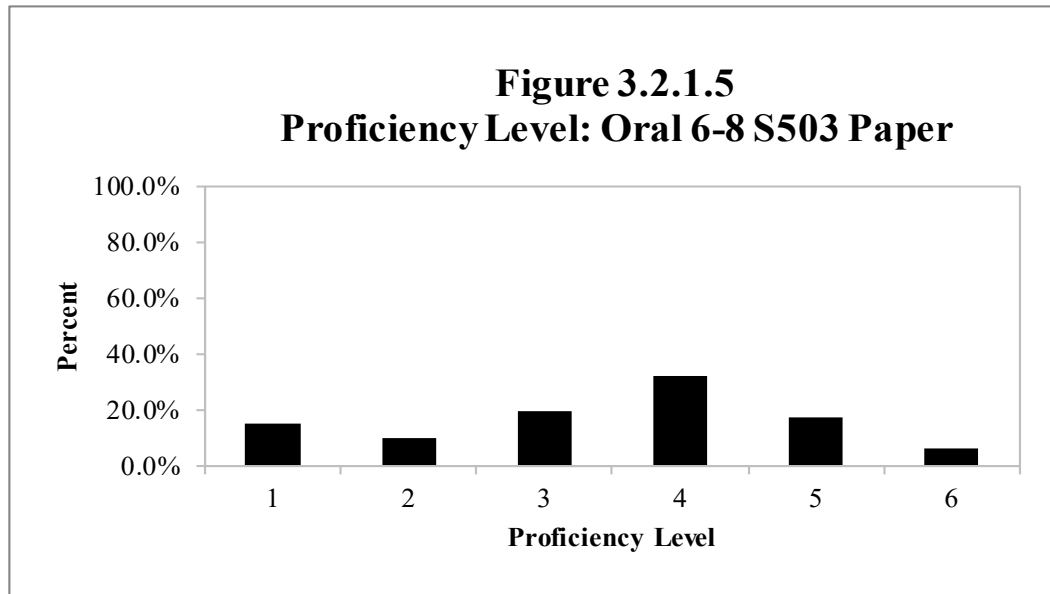


3.2.1.5 Grades 6-8

Table 3.2.1.5

Proficiency Level Distribution: Oral 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|-------|---------|---------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,068 | 13.13% | 2,332 | 15.99% | 2,360 | 16.85% | 6,760 | 15.25% |
| 2 | 1,545 | 9.81% | 1,439 | 9.87% | 1,365 | 9.75% | 4,349 | 9.81% |
| 3 | 2,969 | 18.85% | 2,989 | 20.49% | 2,757 | 19.69% | 8,715 | 19.66% |
| 4 | 5,152 | 32.72% | 4,573 | 31.35% | 4,510 | 32.21% | 14,235 | 32.11% |
| 5 | 2,945 | 18.70% | 2,436 | 16.70% | 2,208 | 15.77% | 7,589 | 17.12% |
| 6 | 1,068 | 6.78% | 817 | 5.60% | 802 | 5.73% | 2,687 | 6.06% |
| Total | 15,747 | 100.00% | 14,586 | 100.00% | 14,002 | 100.00% | 44,335 | 100.00% |

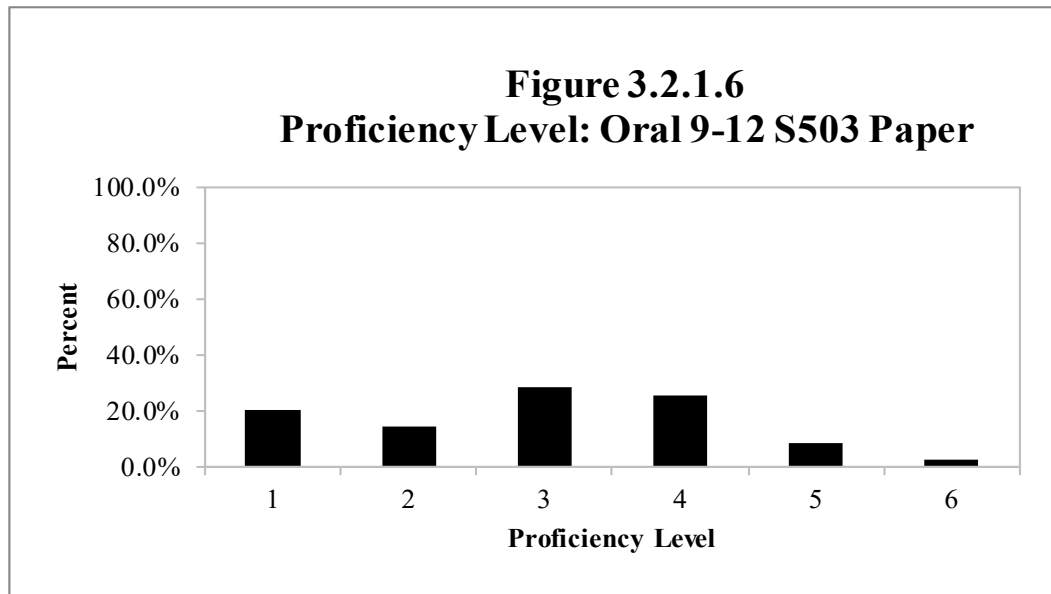


3.2.1.6 Grades 9-12

Table 3.2.1.6

Proficiency Level Distribution: Oral 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|-------|---------|---------|----------|---------|----------|---------|----------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 3,037 | 23.83% | 2,279 | 20.02% | 1,971 | 19.54% | 1,011 | 14.98% | 8,298 | 20.26% |
| 2 | 1,851 | 14.53% | 1,643 | 14.44% | 1,503 | 14.90% | 1,035 | 15.33% | 6,032 | 14.73% |
| 3 | 3,018 | 23.69% | 3,113 | 27.35% | 3,117 | 30.90% | 2,358 | 34.93% | 11,606 | 28.33% |
| 4 | 3,330 | 26.13% | 3,021 | 26.54% | 2,312 | 22.92% | 1,715 | 25.40% | 10,378 | 25.34% |
| 5 | 1,131 | 8.88% | 1,017 | 8.94% | 906 | 8.98% | 526 | 7.79% | 3,580 | 8.74% |
| 6 | 375 | 2.94% | 308 | 2.71% | 279 | 2.77% | 106 | 1.57% | 1,068 | 2.61% |
| Total | 12,742 | 100.00% | 11,381 | 100.00% | 10,088 | 100.00% | 6,751 | 100.00% | 40,962 | 100.00% |



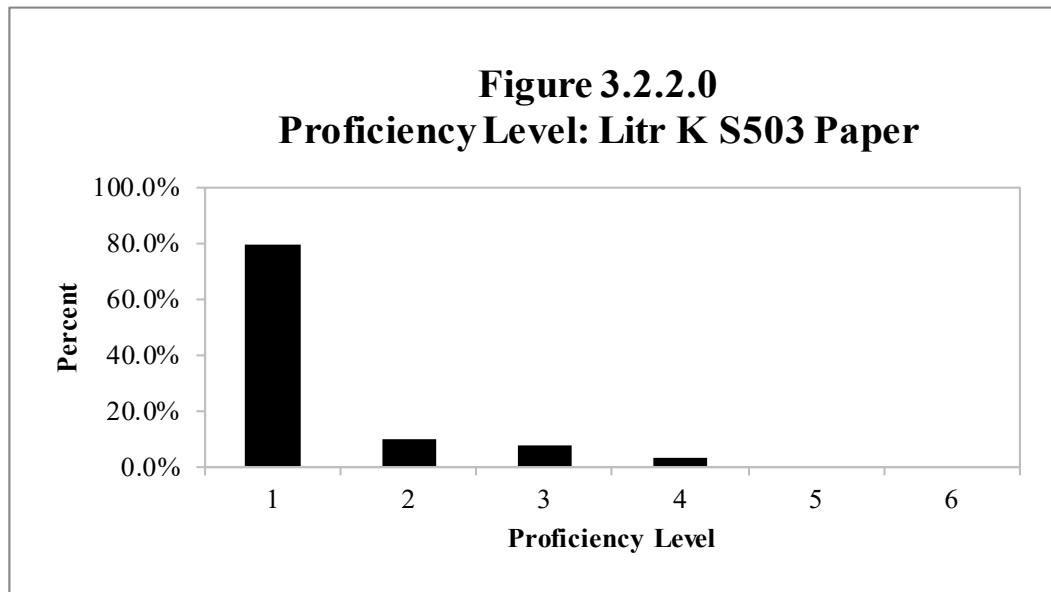
3.2.2 Literacy

3.2.2.0 Kindergarten

Table 3.2.2.0

Proficiency Level Distribution: Litr K S503 Paper

| Level | Count | Percent |
|-------|---------|---------|
| 1 | 199,065 | 79.16% |
| 2 | 24,468 | 9.73% |
| 3 | 19,645 | 7.81% |
| 4 | 8,308 | 3.30% |
| 5 | 0 | 0.00% |
| 6 | 0 | 0.00% |
| Total | 251,486 | 100.00% |

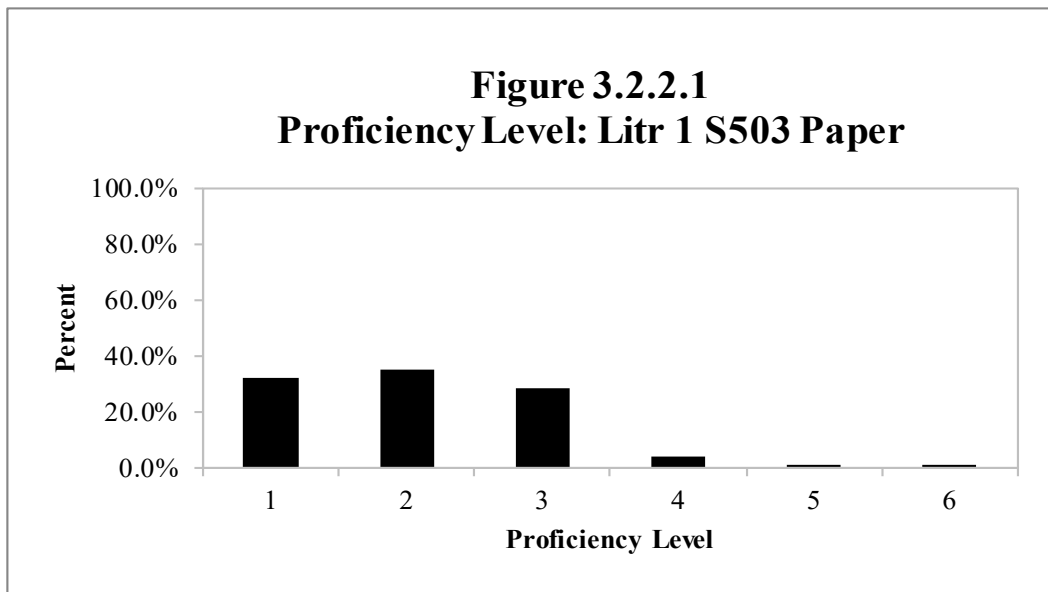


3.2.2.1 Grade 1

Table 3.2.2.1

Proficiency Level Distribution: Litr 1 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 8,312 | 32.14% |
| 2 | 9,099 | 35.19% |
| 3 | 7,348 | 28.42% |
| 4 | 974 | 3.77% |
| 5 | 120 | 0.46% |
| 6 | 6 | 0.02% |
| Total | 25,859 | 100.00% |

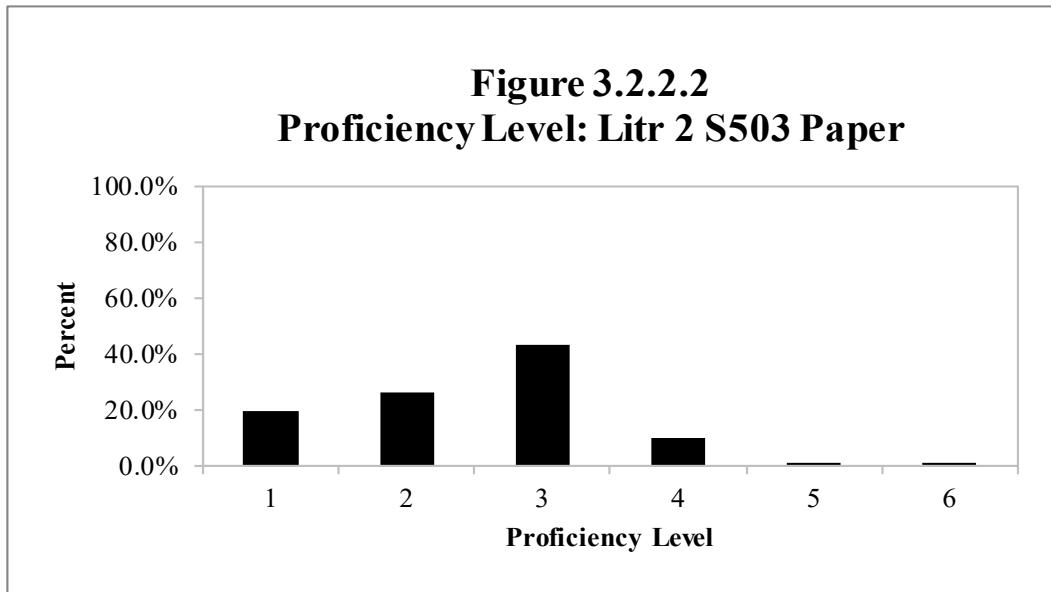


3.2.2.2 Grade 2

Table 3.2.2.2

Proficiency Level Distribution: Litr 2 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 5,335 | 19.86% |
| 2 | 7,048 | 26.24% |
| 3 | 11,536 | 42.95% |
| 4 | 2,738 | 10.19% |
| 5 | 201 | 0.75% |
| 6 | 2 | 0.01% |
| Total | 26,860 | 100.00% |

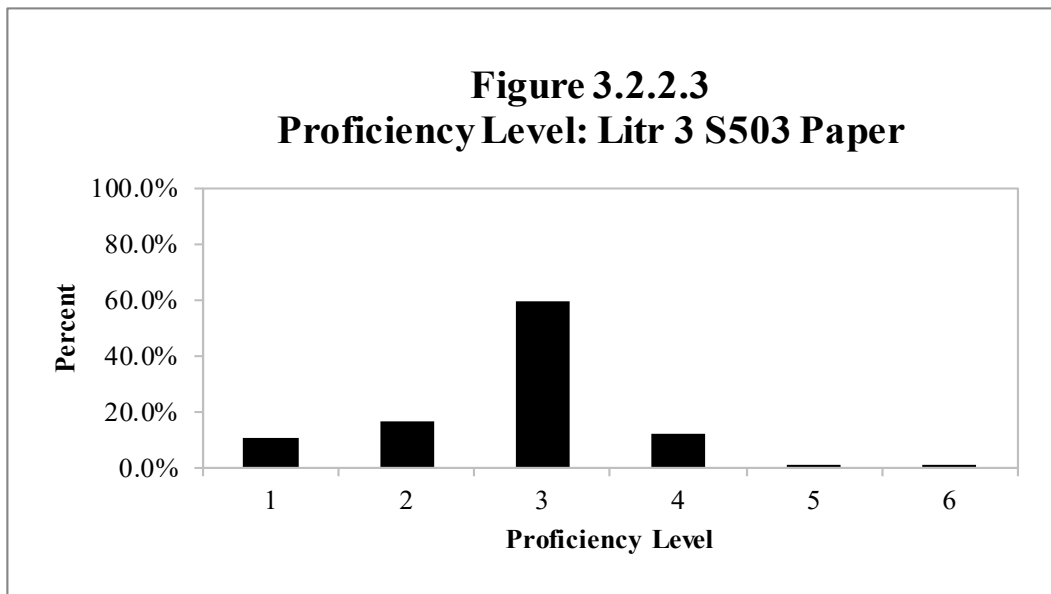


3.2.2.3 Grade 3

Table 3.2.2.3

Proficiency Level Distribution: Litr 3 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 2,905 | 11.07% |
| 2 | 4,423 | 16.86% |
| 3 | 15,675 | 59.74% |
| 4 | 3,133 | 11.94% |
| 5 | 97 | 0.37% |
| 6 | 6 | 0.02% |
| Total | 26,239 | 100.00% |

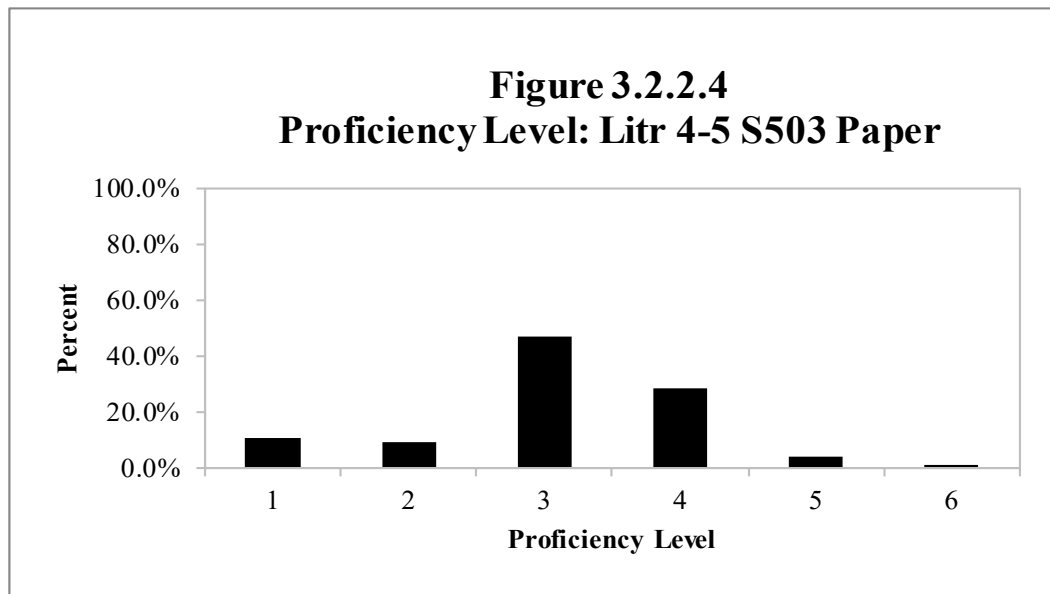


3.2.2.4 Grades 4-5

Table 3.2.2.4

Proficiency Level Distribution: Litr 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|-------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,295 | 11.13% | 2,126 | 10.18% | 4,421 | 10.65% |
| 2 | 1,876 | 9.10% | 1,970 | 9.43% | 3,846 | 9.27% |
| 3 | 10,299 | 49.95% | 9,178 | 43.94% | 19,477 | 46.92% |
| 4 | 5,458 | 26.47% | 6,410 | 30.69% | 11,868 | 28.59% |
| 5 | 619 | 3.00% | 1,080 | 5.17% | 1,699 | 4.09% |
| 6 | 73 | 0.35% | 124 | 0.59% | 197 | 0.47% |
| Total | 20,620 | 100.00% | 20,888 | 100.00% | 41,508 | 100.00% |

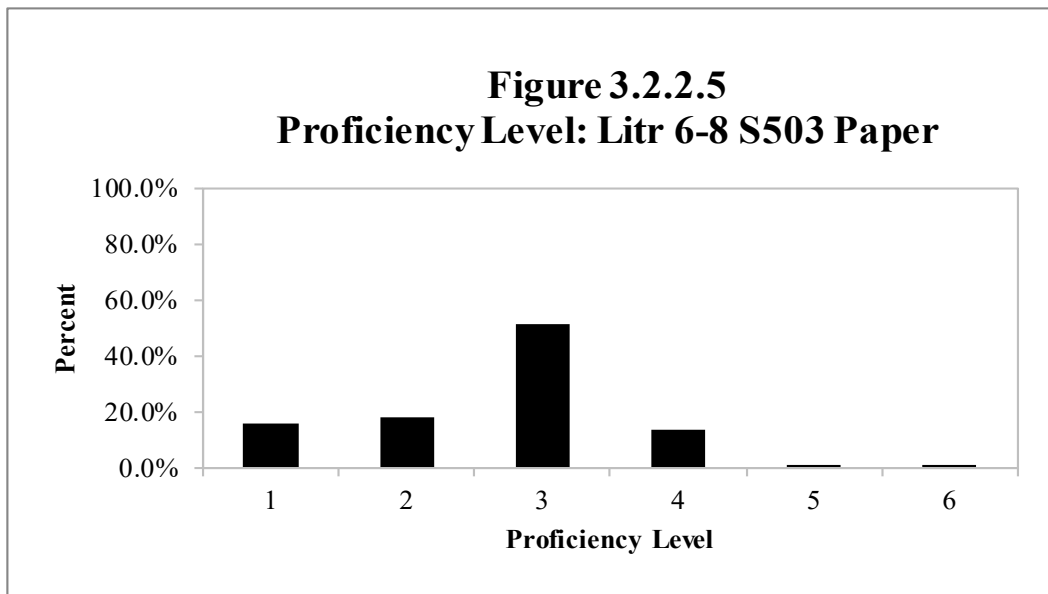


3.2.2.5 Grades 6-8

Table 3.2.2.5

Proficiency Level Distribution: Litr 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|-------|---------|---------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,142 | 14.93% | 2,202 | 16.32% | 2,292 | 17.47% | 6,636 | 16.20% |
| 2 | 2,550 | 17.78% | 2,531 | 18.75% | 2,407 | 18.34% | 7,488 | 18.28% |
| 3 | 7,725 | 53.85% | 6,983 | 51.74% | 6,270 | 47.78% | 20,978 | 51.21% |
| 4 | 1,867 | 13.01% | 1,721 | 12.75% | 2,072 | 15.79% | 5,660 | 13.82% |
| 5 | 58 | 0.40% | 59 | 0.44% | 81 | 0.62% | 198 | 0.48% |
| 6 | 3 | 0.02% | 0 | 0.00% | 0 | 0.00% | 3 | 0.01% |
| Total | 14,345 | 100.00% | 13,496 | 100.00% | 13,122 | 100.00% | 40,963 | 100.00% |

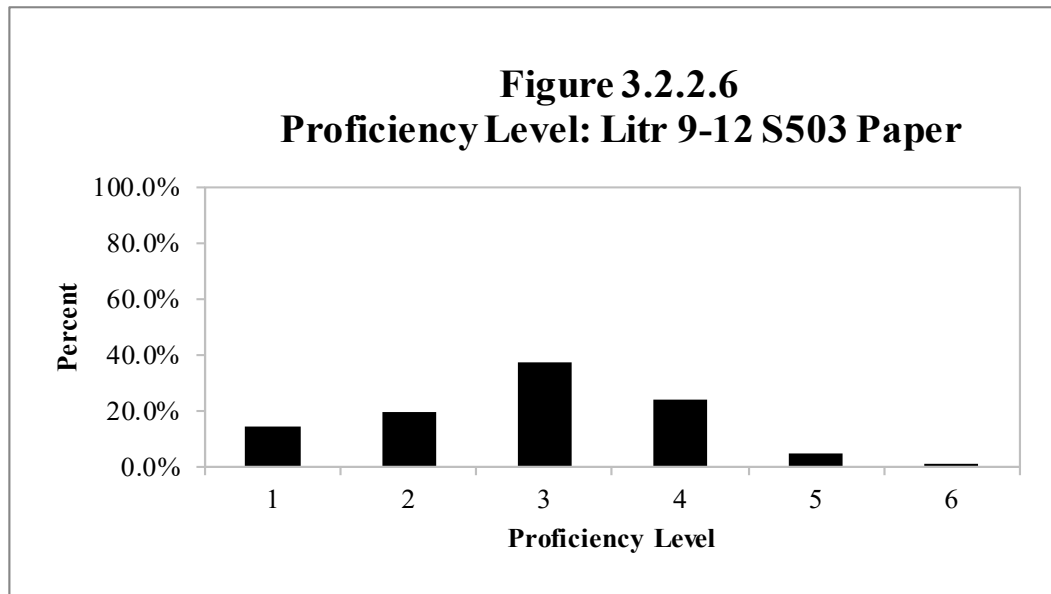


3.2.2.6 Grades 9-12

Table 3.2.2.6

Proficiency Level Distribution: Litr 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|-------|---------|---------|----------|---------|----------|---------|----------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,936 | 16.20% | 1,381 | 12.95% | 1,297 | 13.57% | 870 | 13.44% | 5,484 | 14.19% |
| 2 | 2,313 | 19.36% | 2,023 | 18.97% | 1,827 | 19.12% | 1,343 | 20.75% | 7,506 | 19.42% |
| 3 | 4,108 | 34.38% | 3,980 | 37.31% | 3,577 | 37.44% | 2,711 | 41.89% | 14,376 | 37.20% |
| 4 | 2,982 | 24.96% | 2,719 | 25.49% | 2,330 | 24.39% | 1,337 | 20.66% | 9,368 | 24.24% |
| 5 | 576 | 4.82% | 549 | 5.15% | 514 | 5.38% | 211 | 3.26% | 1,850 | 4.79% |
| 6 | 33 | 0.28% | 15 | 0.14% | 10 | 0.10% | 0 | 0.00% | 58 | 0.15% |
| Total | 11,948 | 100.00% | 10,667 | 100.00% | 9,555 | 100.00% | 6,472 | 100.00% | 38,642 | 100.00% |



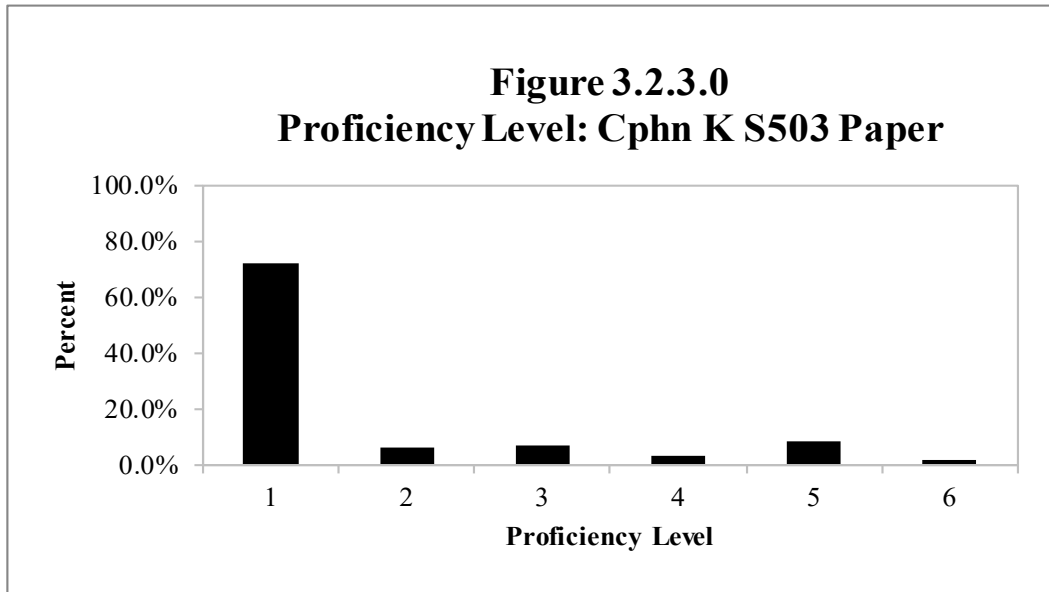
3.2.3 Comprehension

3.2.3.0 Kindergarten

Table 3.2.3.0

Proficiency Level Distribution: Cphn K S503 Paper

| Level | Count | Percent |
|-------|---------|---------|
| 1 | 180,528 | 71.78% |
| 2 | 16,520 | 6.57% |
| 3 | 18,297 | 7.28% |
| 4 | 9,157 | 3.64% |
| 5 | 21,630 | 8.60% |
| 6 | 5,356 | 2.13% |
| Total | 251,488 | 100.00% |

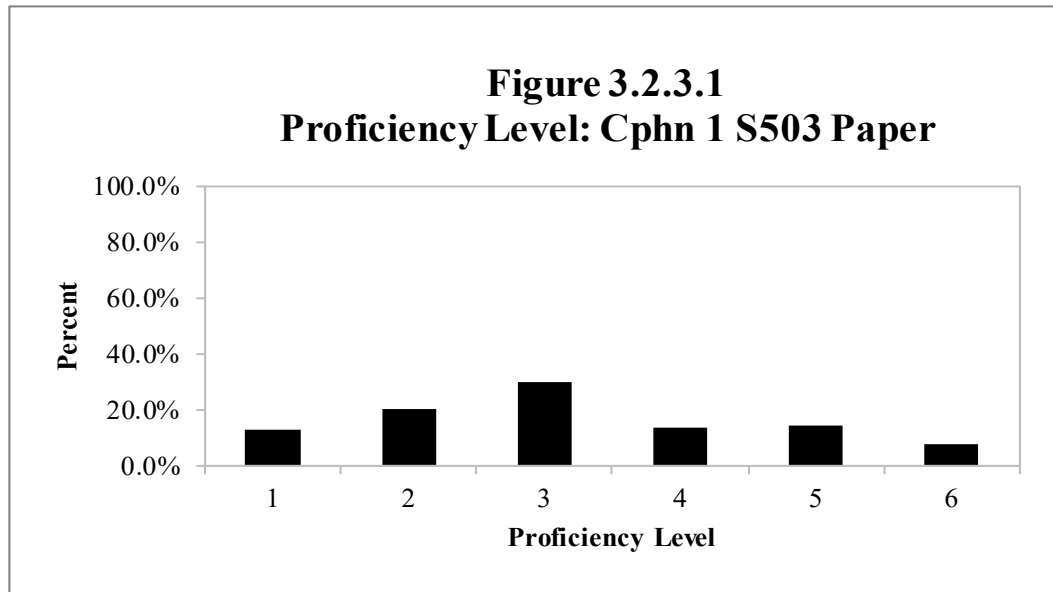


3.2.3.1 Grade 1

Table 3.2.3.1

Proficiency Level Distribution: Cphn 1 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 3,006 | 13.12% |
| 2 | 4,625 | 20.19% |
| 3 | 6,926 | 30.23% |
| 4 | 3,216 | 14.04% |
| 5 | 3,300 | 14.40% |
| 6 | 1,840 | 8.03% |
| Total | 22,913 | 100.00% |

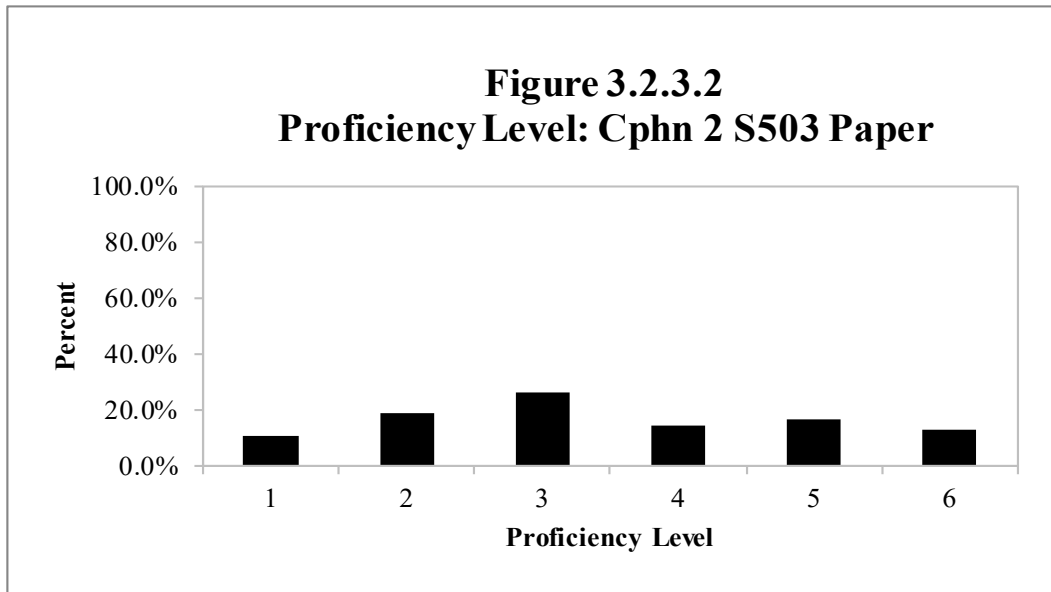


3.2.3.2 Grade 2

Table 3.2.3.2

Proficiency Level Distribution: Cphn 2 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 2,781 | 10.96% |
| 2 | 4,845 | 19.09% |
| 3 | 6,646 | 26.18% |
| 4 | 3,568 | 14.06% |
| 5 | 4,209 | 16.58% |
| 6 | 3,334 | 13.13% |
| Total | 25,383 | 100.00% |

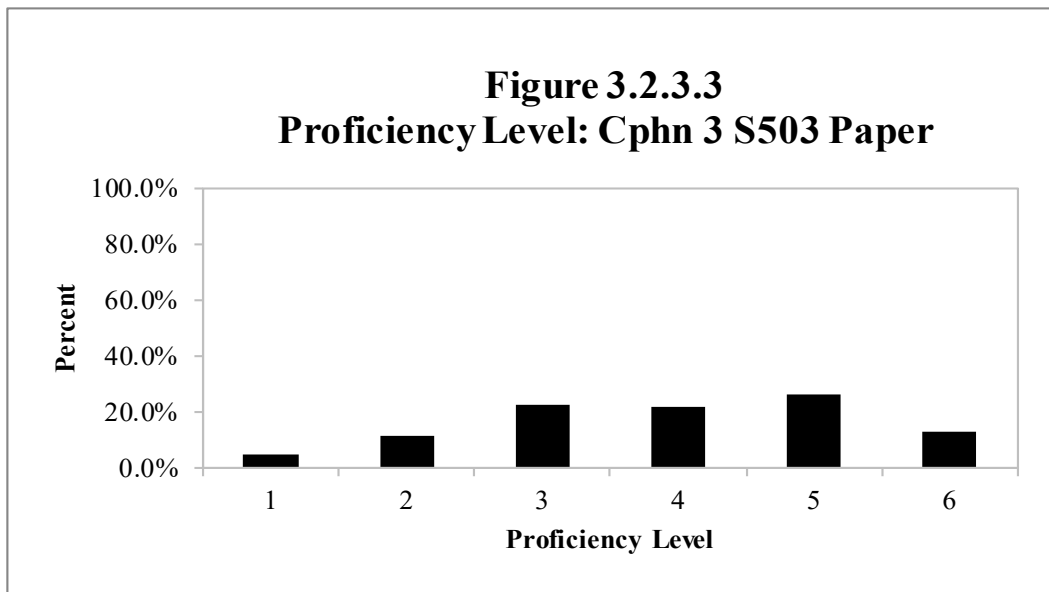


3.2.3.3 Grade 3

Table 3.2.3.3

Proficiency Level Distribution: Cphn 3 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 1,239 | 4.95% |
| 2 | 2,824 | 11.29% |
| 3 | 5,731 | 22.90% |
| 4 | 5,452 | 21.79% |
| 5 | 6,590 | 26.34% |
| 6 | 3,186 | 12.73% |
| Total | 25,022 | 100.00% |

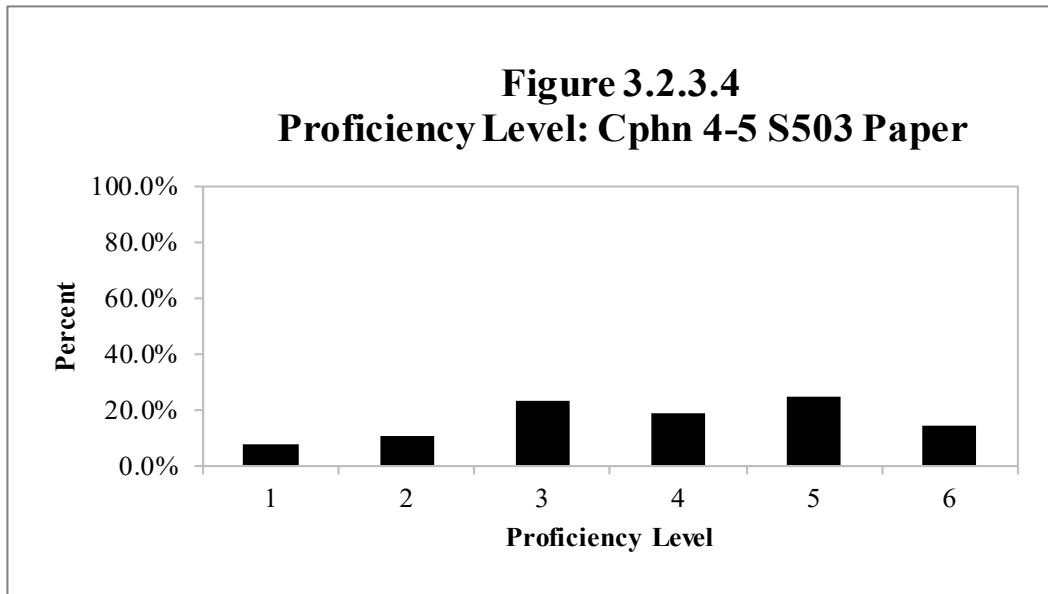


3.2.3.4 Grades 4-5

Table 3.2.3.4

Proficiency Level Distribution: Cphn 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|-------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,414 | 7.10% | 1,752 | 8.63% | 3,166 | 7.87% |
| 2 | 2,056 | 10.33% | 2,110 | 10.39% | 4,166 | 10.36% |
| 3 | 4,525 | 22.73% | 4,971 | 24.49% | 9,496 | 23.62% |
| 4 | 4,083 | 20.51% | 3,561 | 17.54% | 7,644 | 19.01% |
| 5 | 5,070 | 25.47% | 4,964 | 24.45% | 10,034 | 24.96% |
| 6 | 2,757 | 13.85% | 2,941 | 14.49% | 5,698 | 14.17% |
| Total | 19,905 | 100.00% | 20,299 | 100.00% | 40,204 | 100.00% |

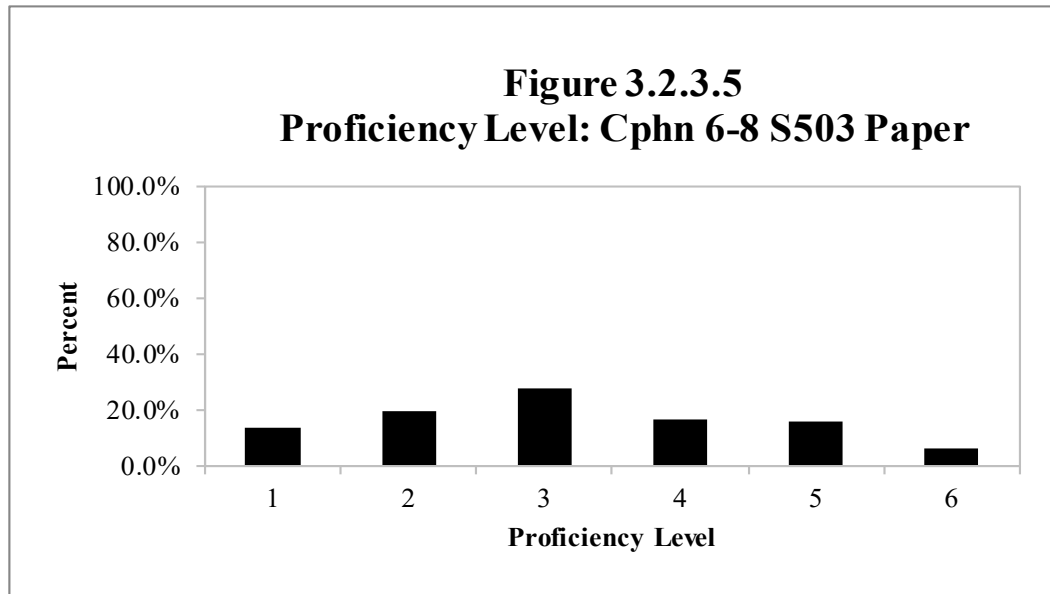


3.2.3.5 Grades 6-8

Table 3.2.3.5

Proficiency Level Distribution: Cphn 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|-------|---------|---------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,586 | 11.49% | 1,769 | 13.62% | 1,916 | 15.21% | 5,271 | 13.38% |
| 2 | 2,648 | 19.19% | 2,649 | 20.39% | 2,451 | 19.45% | 7,748 | 19.67% |
| 3 | 3,990 | 28.91% | 3,730 | 28.72% | 3,201 | 25.41% | 10,921 | 27.73% |
| 4 | 2,533 | 18.35% | 1,994 | 15.35% | 1,907 | 15.14% | 6,434 | 16.33% |
| 5 | 2,249 | 16.30% | 1,963 | 15.11% | 2,189 | 17.37% | 6,401 | 16.25% |
| 6 | 795 | 5.76% | 884 | 6.81% | 935 | 7.42% | 2,614 | 6.64% |
| Total | 13,801 | 100.00% | 12,989 | 100.00% | 12,599 | 100.00% | 39,389 | 100.00% |

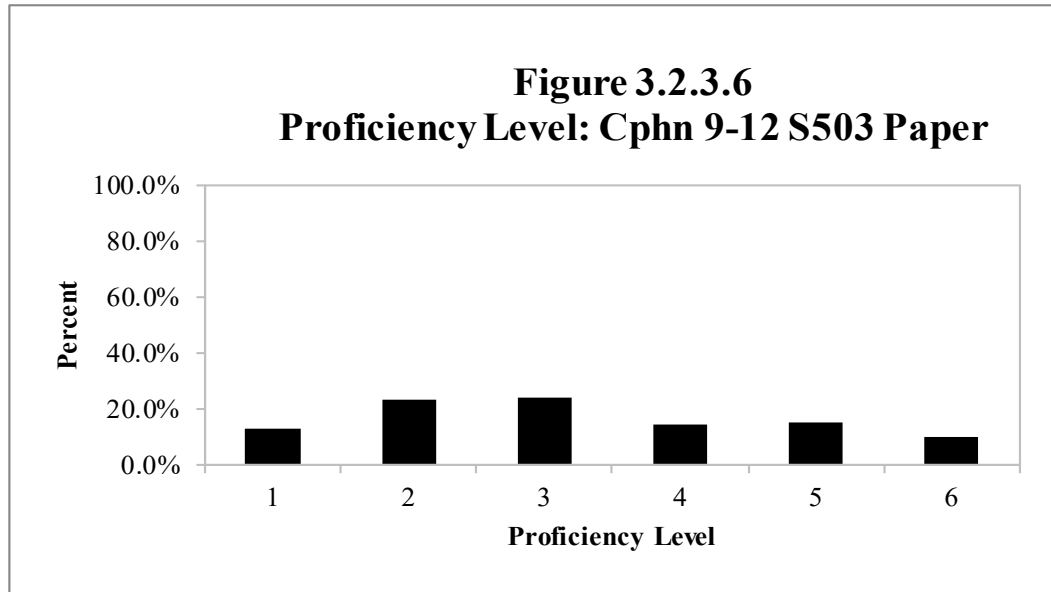


3.2.3.6 Grades 9-12

Table 3.2.3.6

Proficiency Level Distribution: Cphn 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|-------|---------|---------|----------|---------|----------|---------|----------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,735 | 15.24% | 1,216 | 11.89% | 1,204 | 13.14% | 680 | 10.92% | 4,835 | 13.07% |
| 2 | 2,582 | 22.67% | 2,334 | 22.83% | 2,147 | 23.42% | 1,577 | 25.33% | 8,640 | 23.35% |
| 3 | 2,556 | 22.44% | 2,538 | 24.82% | 2,133 | 23.27% | 1,690 | 27.14% | 8,917 | 24.10% |
| 4 | 1,682 | 14.77% | 1,511 | 14.78% | 1,205 | 13.15% | 956 | 15.35% | 5,354 | 14.47% |
| 5 | 1,757 | 15.43% | 1,458 | 14.26% | 1,539 | 16.79% | 874 | 14.04% | 5,628 | 15.21% |
| 6 | 1,076 | 9.45% | 1,167 | 11.41% | 938 | 10.23% | 449 | 7.21% | 3,630 | 9.81% |
| Total | 11,388 | 100.00% | 10,224 | 100.00% | 9,166 | 100.00% | 6,226 | 100.00% | 37,004 | 100.00% |



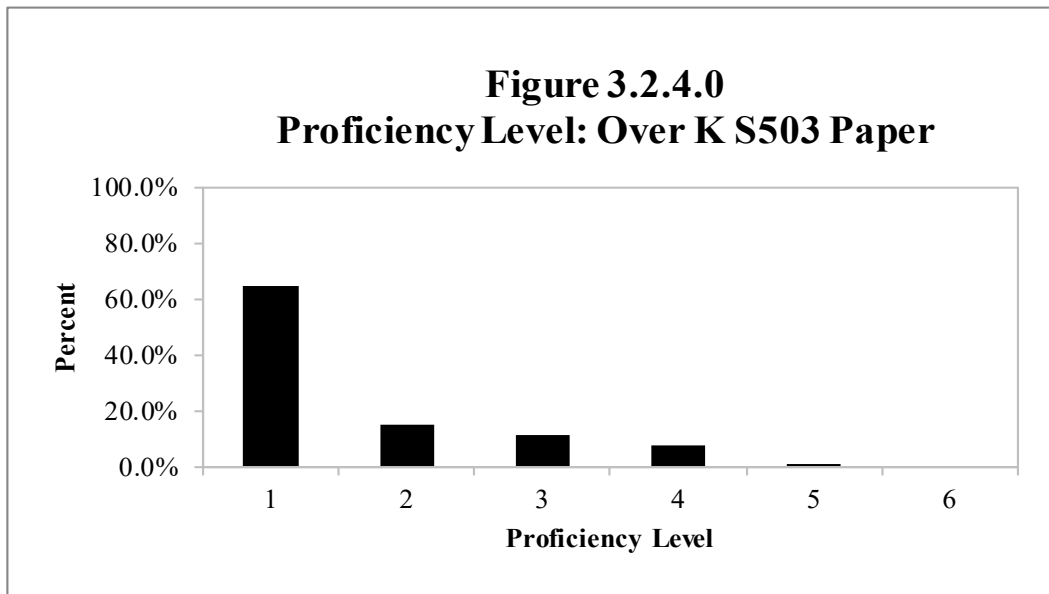
3.2.4 Overall

3.2.4.0 Kindergarten

Table 3.2.4.0

Proficiency Level Distribution: Over K S503 Paper

| Level | Count | Percent |
|-------|---------|---------|
| 1 | 162,955 | 64.80% |
| 2 | 37,497 | 14.91% |
| 3 | 29,327 | 11.66% |
| 4 | 18,654 | 7.42% |
| 5 | 3,041 | 1.21% |
| 6 | 0 | 0.00% |
| Total | 251,474 | 100.00% |

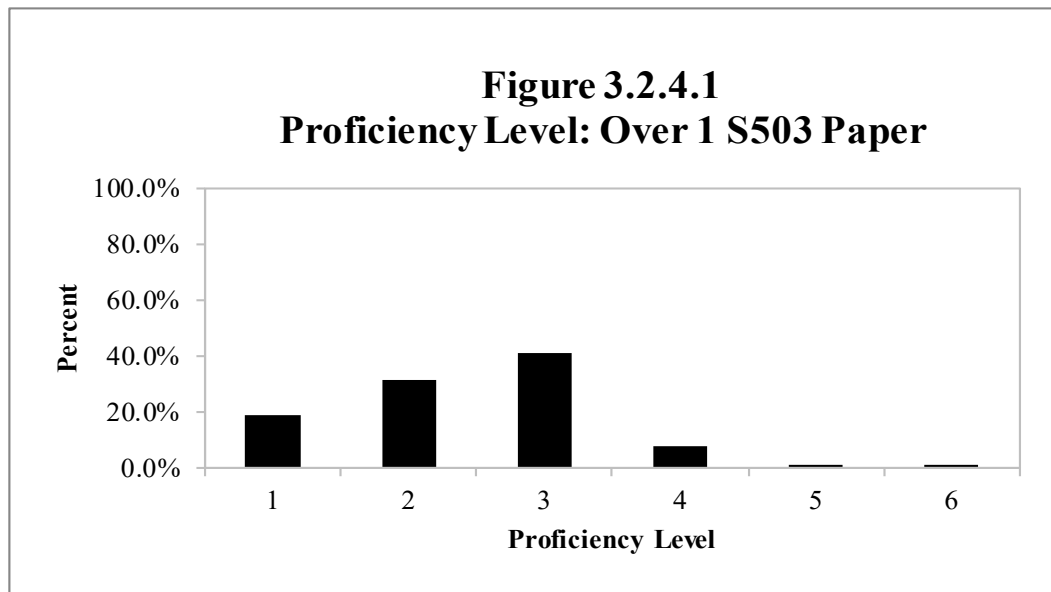


3.2.4.1 Grade 1

Table 3.2.4.1

Proficiency Level Distribution: Over 1 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 4,317 | 18.95% |
| 2 | 7,074 | 31.05% |
| 3 | 9,354 | 41.05% |
| 4 | 1,778 | 7.80% |
| 5 | 244 | 1.07% |
| 6 | 18 | 0.08% |
| Total | 22,785 | 100.00% |

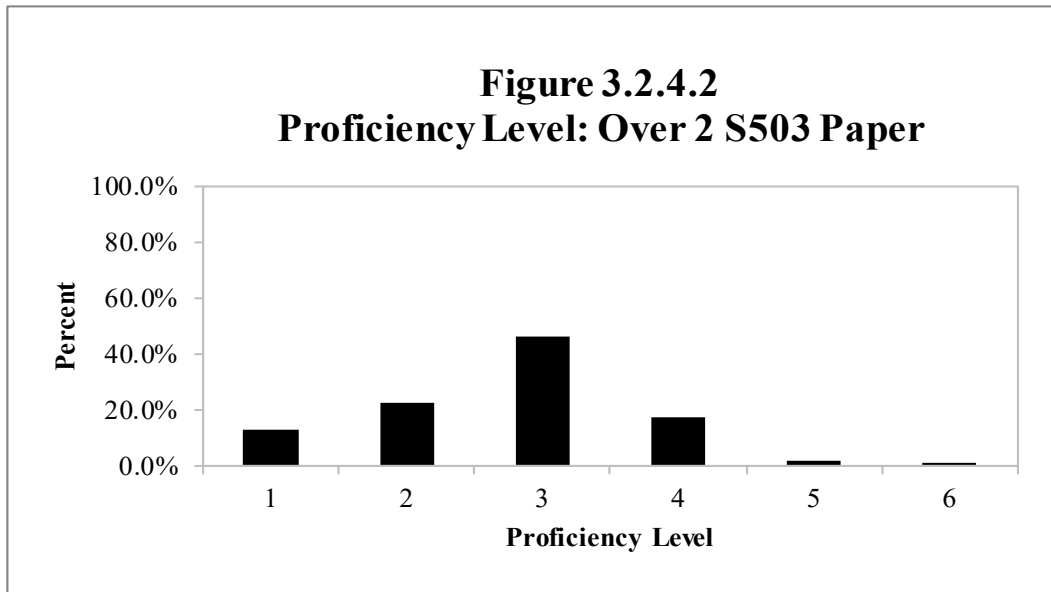


3.2.4.2 Grade 2

Table 3.2.4.2

Proficiency Level Distribution: Over 2 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 3,168 | 12.56% |
| 2 | 5,605 | 22.22% |
| 3 | 11,605 | 46.01% |
| 4 | 4,389 | 17.40% |
| 5 | 449 | 1.78% |
| 6 | 5 | 0.02% |
| Total | 25,221 | 100.00% |

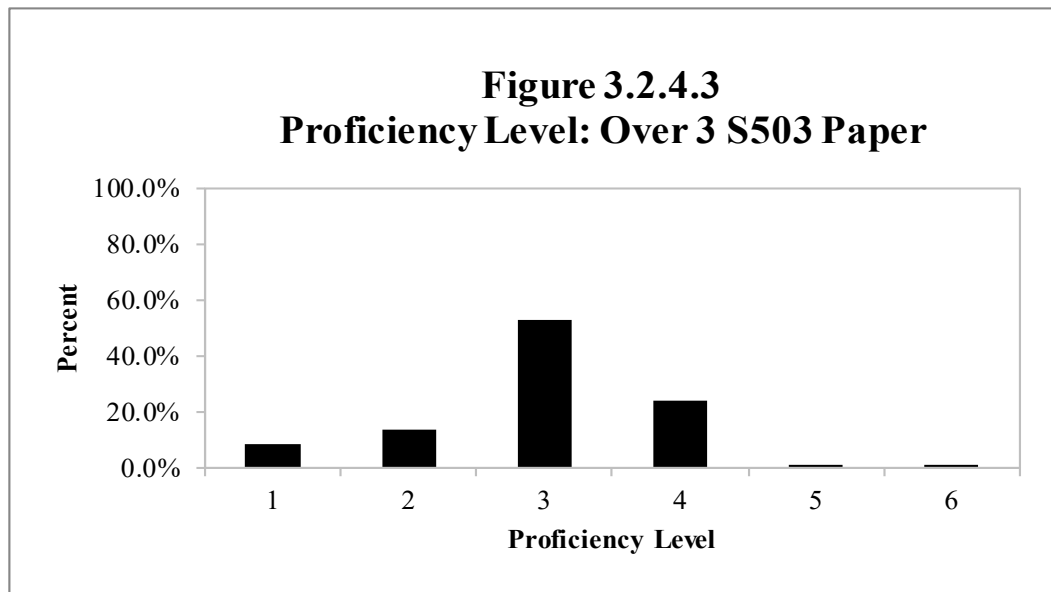


3.2.4.3 Grade 3

Table 3.2.4.3

Proficiency Level Distribution: Over 3 S503 Paper

| Level | Count | Percent |
|-------|--------|---------|
| 1 | 2,072 | 8.33% |
| 2 | 3,336 | 13.42% |
| 3 | 13,213 | 53.13% |
| 4 | 5,894 | 23.70% |
| 5 | 342 | 1.38% |
| 6 | 10 | 0.04% |
| Total | 24,867 | 100.00% |

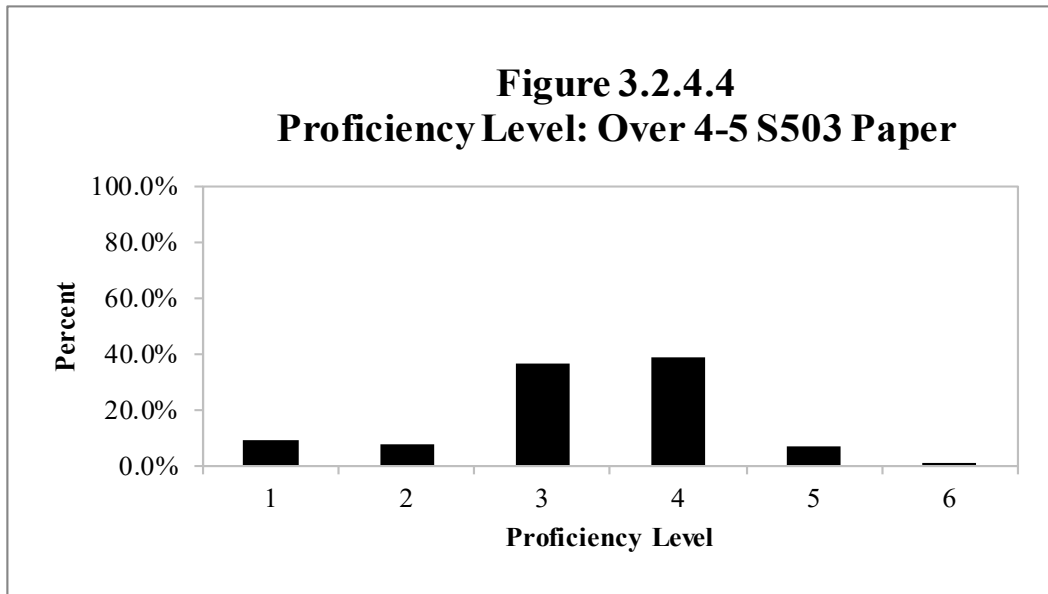


3.2.4.4 Grades 4-5

Table 3.2.4.4

Proficiency Level Distribution: Over 4-5 S503 Paper

| Level | Grade 4 | | Grade 5 | | Total | |
|-------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,849 | 9.37% | 1,869 | 9.27% | 3,718 | 9.32% |
| 2 | 1,585 | 8.03% | 1,612 | 7.99% | 3,197 | 8.01% |
| 3 | 7,572 | 38.36% | 7,132 | 35.37% | 14,704 | 36.85% |
| 4 | 7,521 | 38.10% | 7,900 | 39.18% | 15,421 | 38.64% |
| 5 | 1,134 | 5.74% | 1,543 | 7.65% | 2,677 | 6.71% |
| 6 | 80 | 0.41% | 108 | 0.54% | 188 | 0.47% |
| Total | 19,741 | 100.00% | 20,164 | 100.00% | 39,905 | 100.00% |

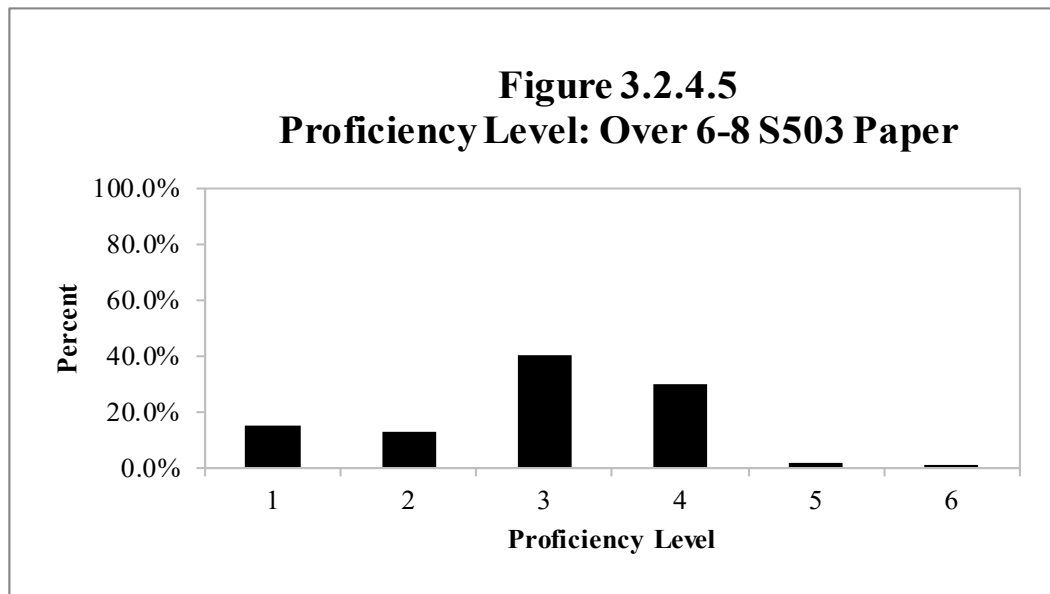


3.2.4.5 Grades 6-8

Table 3.2.4.5

Proficiency Level Distribution: Over 6-8 S503 Paper

| Level | Grade 6 | | Grade 7 | | Grade 8 | | Total | |
|-------|---------|---------|---------|---------|---------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 1,885 | 13.76% | 2,044 | 15.84% | 2,117 | 16.92% | 6,046 | 15.46% |
| 2 | 1,721 | 12.57% | 1,656 | 12.84% | 1,615 | 12.91% | 4,992 | 12.76% |
| 3 | 5,661 | 41.34% | 5,307 | 41.14% | 4,745 | 37.92% | 15,713 | 40.18% |
| 4 | 4,192 | 30.61% | 3,691 | 28.61% | 3,798 | 30.35% | 11,681 | 29.87% |
| 5 | 227 | 1.66% | 198 | 1.53% | 236 | 1.89% | 661 | 1.69% |
| 6 | 9 | 0.07% | 4 | 0.03% | 2 | 0.02% | 15 | 0.04% |
| Total | 13,695 | 100.00% | 12,900 | 100.00% | 12,513 | 100.00% | 39,108 | 100.00% |

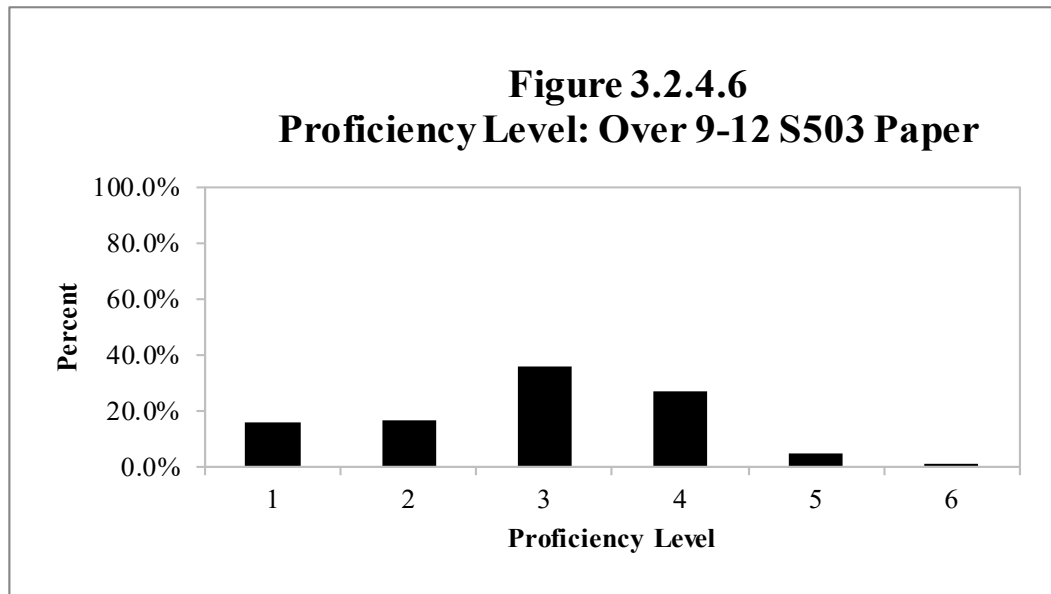


3.2.4.6 Grades 9-12

Table 3.2.4.6

Proficiency Level Distribution: Over 9-12 S503 Paper

| Level | Grade 9 | | Grade 10 | | Grade 11 | | Grade 12 | | Total | |
|-------|---------|---------|----------|---------|----------|---------|----------|---------|--------|---------|
| | Count | Percent | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| 1 | 2,064 | 18.30% | 1,523 | 15.06% | 1,411 | 15.55% | 772 | 12.57% | 5,770 | 15.76% |
| 2 | 1,839 | 16.31% | 1,624 | 16.06% | 1,458 | 16.07% | 1,137 | 18.51% | 6,058 | 16.55% |
| 3 | 3,701 | 32.82% | 3,555 | 35.16% | 3,334 | 36.75% | 2,551 | 41.52% | 13,141 | 35.90% |
| 4 | 3,048 | 27.03% | 2,872 | 28.40% | 2,404 | 26.50% | 1,487 | 24.20% | 9,811 | 26.80% |
| 5 | 591 | 5.24% | 517 | 5.11% | 455 | 5.02% | 197 | 3.21% | 1,760 | 4.81% |
| 6 | 34 | 0.30% | 20 | 0.20% | 10 | 0.11% | 0 | 0.00% | 64 | 0.17% |
| Total | 11,277 | 100.00% | 10,111 | 100.00% | 9,072 | 100.00% | 6,144 | 100.00% | 36,604 | 100.00% |



4. Annual Updates of Validity Evidence

This section presents studies conducted as validity evidence for the WIDA ACCESS assessments. According to the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014), validity is the degree to which all the accumulated evidence supports the intended interpretation of test scores for the proposed use. 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.

The validity evidence of the Standards is also observed in “A State’s guidance to the U.S. Department of Education’s Assessment Peer Review Process” document (Department of Education, 2018 <https://www2.ed.gov/admins/lead/account/saa/assessmentpeerreview.pdf>) to support states’ use of ELP assessments for reviewing of validity evidence, as well as is linked to Assessment User Argument (AUA) to support the claims of validity of Online ACCESS assessment. 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. For the full AUA validity claims please refer to WIDA Assessment User 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 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 and composites 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 for the score interpretation. 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

In accordance with the *Standards for Educational and Psychological Testing* (American Educational Research Association 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 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 be in compliance 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* (American Educational Research Association 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.

Policy makers 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 of those scores is the rater. In Section 5.2, we report 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.

Policy makers 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. In each subsection, we present detailed descriptions of the methods, data sources, and procedures.

Internal Consistency Reliability Statistics

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 were 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 the purposes of 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 the 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 statistic 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 of the performance of the sample of students tested. That is, the exact 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.

Interrater Agreement

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 and 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.

Measurement Error

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 provides an indication of 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.

Classification Accuracy and Consistency

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency levels of students with respect to 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 (American Educational Research Association 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 were attempted. Thus, Cronbach's coefficient alpha may be low if some tasks are measuring something other than what the majority 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 G1A is weighted three; therefore, students' response to this task is repeated three times when computing the 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 G1A 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 proportion 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 tasks, Cronbach's alpha, and SEM for all students and for 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 cluster and test form. For each form for the receptive (Listening and Reading) and expressive (Speaking and Writing) skills, the numbers of students, numbers of tasks, 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 non-Hispanic 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 0.95, and reliability values across subgroups ranged from 0.94 to 0.96. For the Kindergarten Reading test, the reliability for all students was 0.95, and reliability values across subgroups ranged from 0.95 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 0.90 to 0.92.

Listening Tier A: The Listening Tier A Cronbach's coefficient alphas computed for all students ranged from 0.65 to 0.79. The Listening Tier A Cronbach's alpha ranged from 0.65 to 0.79 for male students; 0.65 to 0.78 for female students; 0.64 to 0.78 for Hispanic students; 0.65 to 0.79 for non-Hispanic students; and 0.62 to 0.77 for students with an IEP.

Listening Tier B/C: The Listening Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.62 to 0.70. The Listening Tier B/C Cronbach's coefficient alphas ranged from 0.63 to 0.71 for male students; 0.61 to 0.69 for female students; 0.62 to 0.70 for Hispanic students; 0.63 to 0.71 for non-Hispanic students; and 0.59 to 0.74 for students with an IEP.

Reading Tier A: The Reading Tier A Cronbach's coefficient alphas computed for all students ranged from 0.79 to 0.83. The Reading Tier A Cronbach's coefficient alphas ranged from 0.78 to 0.82 for male students; 0.79 to 0.83 for female students; 0.78 to 0.82 for Hispanic students; 0.81 to 0.85 for non-Hispanic students; and 0.67 to 0.77 for students with an IEP.

Reading Tier B/C: The Reading Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.74 to 0.83. The Reading Tier B/C Cronbach's coefficient alphas ranged from 0.75 to 0.84 for male students; 0.72 to 0.83 for female students; 0.73 to 0.83 for Hispanic students; 0.76 to 0.84 for non-Hispanic students; and 0.67 to 0.79 for students with an IEP.

Writing Tier A: The Writing Tier A Cronbach's coefficient alphas computed for all students ranged from 0.87 to 0.92. The Writing Tier A Cronbach's coefficient alphas ranged from 0.87 to 0.92 for male students; 0.86 to 0.92 for female students; 0.87 to 0.92 for Hispanic students; 0.85 to 0.92 for non-Hispanic students; and 0.86 to 0.91 for students with an IEP.

Writing Tier B/C: The Writing Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.92 to 0.95. The Writing Tier B/C Cronbach's coefficient alphas ranged from 0.92 to 0.96 for male students; 0.91 to 0.95 for female students; 0.92 to 0.95 for Hispanic students; 0.91 to 0.96 for non-Hispanic students; and 0.93 to 0.96 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 0.90 to 0.91 for male students; 0.89 to 0.92 for female students; 0.90 to 0.92 for Hispanic students; 0.87 to 0.90 for non-Hispanic students; and 0.85 to 0.87 for students with an IEP.

Speaking Tier B/C: The Speaking Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.90 to 0.93. Cronbach's coefficient alphas ranged from 0.90 to 0.93 for male students; 0.90 to 0.93 for female students; 0.90 to 0.94 for Hispanic students; 0.90 to 0.93 for non-Hispanic students; and 0.90 to 0.93 for students with an IEP.

5.1.1 Listening

Table 5.1.1.1

Reliabilities of Domain Scores: List S503 Paper

| Cluster | Tier | No. of Students | No. of Items | Cronbach's Alpha | SEM |
|---------|------|-----------------|--------------|------------------|------|
| K | - | 251,493 | 30 | 0.95 | 1.85 |
| 1 | A | 23,816 | 18 | 0.79 | 1.61 |
| | B/C | 34,946 | 21 | 0.70 | 1.77 |
| 2 | A | 23,816 | 18 | 0.79 | 1.61 |
| | B/C | 34,946 | 21 | 0.70 | 1.77 |
| 3 | A | 15,613 | 18 | 0.74 | 1.86 |
| | B/C | 59,416 | 21 | 0.63 | 1.91 |
| 4-5 | A | 15,613 | 18 | 0.74 | 1.86 |
| | B/C | 59,416 | 21 | 0.63 | 1.91 |
| 6-8 | A | 12,527 | 18 | 0.71 | 1.85 |
| | B/C | 32,348 | 21 | 0.62 | 1.83 |
| 9-12 | A | 12,077 | 18 | 0.65 | 1.82 |
| | B/C | 29,473 | 21 | 0.69 | 1.97 |

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: List S503 Paper by Gender

| Cluster | Tier | No. of Items | Female | | | Male | | |
|---------|------|--------------|-----------------|------------------|------|-----------------|------------------|------|
| | | | No. of Students | Cronbach's Alpha | SEM | No. of Students | Cronbach's Alpha | SEM |
| K | - | 30 | 109,565 | 0.95 | 1.83 | 122,830 | 0.95 | 1.86 |
| 1 | A | 18 | 10,940 | 0.78 | 1.60 | 12,754 | 0.79 | 1.62 |
| | B/C | 21 | 16,967 | 0.69 | 1.75 | 17,927 | 0.71 | 1.78 |
| 2 | A | 18 | 10,940 | 0.78 | 1.60 | 12,754 | 0.79 | 1.62 |
| | B/C | 21 | 16,967 | 0.69 | 1.75 | 17,927 | 0.71 | 1.78 |
| 3 | A | 18 | 6,961 | 0.74 | 1.86 | 8,542 | 0.75 | 1.86 |
| | B/C | 21 | 27,523 | 0.62 | 1.91 | 31,765 | 0.64 | 1.90 |
| 4-5 | A | 18 | 6,961 | 0.74 | 1.86 | 8,542 | 0.75 | 1.86 |
| | B/C | 21 | 27,523 | 0.62 | 1.91 | 31,765 | 0.64 | 1.90 |
| 6-8 | A | 18 | 5,751 | 0.71 | 1.84 | 6,701 | 0.71 | 1.86 |
| | B/C | 21 | 14,875 | 0.61 | 1.82 | 17,420 | 0.63 | 1.84 |
| 9-12 | A | 18 | 5,512 | 0.65 | 1.81 | 6,469 | 0.65 | 1.83 |
| | B/C | 21 | 13,772 | 0.68 | 1.96 | 15,635 | 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 5.1.1.3

Reliabilities of Domain Scores: List S503 Paper by Ethnicity

| Cluster | Tier | No. of Items | Hispanic | | | Other | | |
|---------|------|--------------|-----------------|------------------|------|-----------------|------------------|------|
| | | | No. of Students | Cronbach's Alpha | SEM | No. of Students | Cronbach's Alpha | SEM |
| K | - | 30 | 170,210 | 0.95 | 1.88 | 72,343 | 0.94 | 1.77 |
| 1 | A | 18 | 19,258 | 0.78 | 1.62 | 4,398 | 0.79 | 1.57 |
| | B/C | 21 | 27,427 | 0.70 | 1.76 | 7,320 | 0.71 | 1.78 |
| 2 | A | 18 | 19,258 | 0.78 | 1.62 | 4,398 | 0.79 | 1.57 |
| | B/C | 21 | 27,427 | 0.70 | 1.76 | 7,320 | 0.71 | 1.78 |
| 3 | A | 18 | 12,736 | 0.74 | 1.87 | 2,721 | 0.76 | 1.82 |
| | B/C | 21 | 47,066 | 0.63 | 1.91 | 11,981 | 0.64 | 1.90 |
| 4-5 | A | 18 | 12,736 | 0.74 | 1.87 | 2,721 | 0.76 | 1.82 |
| | B/C | 21 | 47,066 | 0.63 | 1.91 | 11,981 | 0.64 | 1.90 |
| 6-8 | A | 18 | 10,558 | 0.70 | 1.86 | 1,865 | 0.75 | 1.80 |
| | B/C | 21 | 25,178 | 0.62 | 1.83 | 6,860 | 0.63 | 1.82 |
| 9-12 | A | 18 | 9,979 | 0.64 | 1.82 | 1,852 | 0.65 | 1.79 |
| | B/C | 21 | 22,364 | 0.69 | 1.97 | 6,908 | 0.69 | 1.97 |

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: List S503 Paper by IEP Status

| Cluster | Tier | No. of Students | No. of Items | Cronbach's Alpha | SEM |
|---------|------|-----------------|--------------|------------------|------|
| K | - | 20,570 | 30 | 0.96 | 1.90 |
| 1 | A | 2,835 | 18 | 0.77 | 1.67 |
| | B/C | 3,894 | 21 | 0.74 | 1.86 |
| 2 | A | 2,835 | 18 | 0.77 | 1.67 |
| | B/C | 3,894 | 21 | 0.74 | 1.86 |
| 3 | A | 1,713 | 18 | 0.68 | 1.87 |
| | B/C | 11,214 | 21 | 0.63 | 1.97 |
| 4-5 | A | 1,713 | 18 | 0.68 | 1.87 |
| | B/C | 11,214 | 21 | 0.63 | 1.97 |
| 6-8 | A | 512 | 18 | 0.62 | 1.89 |
| | B/C | 4,843 | 21 | 0.59 | 1.94 |
| 9-12 | A | 397 | 18 | 0.65 | 1.82 |
| | B/C | 2,072 | 21 | 0.63 | 2.04 |

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: Read S503 Paper

| Cluster | Tier | No. of Students | No. of Items | Cronbach's Alpha | SEM |
|---------|------|-----------------|--------------|------------------|------|
| K | - | 251,491 | 30 | 0.95 | 1.75 |
| 1 | A | 22,617 | 24 | 0.80 | 2.18 |
| | B/C | 30,412 | 27 | 0.83 | 2.32 |
| 2 | A | 22,617 | 24 | 0.80 | 2.18 |
| | B/C | 30,412 | 27 | 0.83 | 2.32 |
| 3 | A | 14,376 | 24 | 0.83 | 2.13 |
| | B/C | 53,728 | 27 | 0.74 | 2.38 |
| 4-5 | A | 14,376 | 24 | 0.83 | 2.13 |
| | B/C | 53,728 | 27 | 0.74 | 2.38 |
| 6-8 | A | 12,135 | 24 | 0.79 | 2.16 |
| | B/C | 29,061 | 27 | 0.77 | 2.36 |
| 9-12 | A | 11,987 | 24 | 0.80 | 2.10 |
| | B/C | 26,791 | 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 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.2.2

Reliabilities of Domain Scores: Read S503 Paper by Gender

| Cluster | Tier | No. of Items | Female | | | Male | | |
|---------|------|--------------|-----------------|------------------|------|-----------------|------------------|------|
| | | | No. of Students | Cronbach's Alpha | SEM | No. of Students | Cronbach's Alpha | SEM |
| K | - | 30 | 109,565 | 0.95 | 1.75 | 122,827 | 0.95 | 1.74 |
| 1 | A | 24 | 10,315 | 0.79 | 2.18 | 12,180 | 0.81 | 2.18 |
| | B/C | 27 | 14,781 | 0.83 | 2.32 | 15,582 | 0.84 | 2.31 |
| 2 | A | 24 | 10,315 | 0.79 | 2.18 | 12,180 | 0.81 | 2.18 |
| | B/C | 27 | 14,781 | 0.83 | 2.32 | 15,582 | 0.84 | 2.31 |
| 3 | A | 24 | 6,445 | 0.83 | 2.11 | 7,829 | 0.82 | 2.14 |
| | B/C | 27 | 24,999 | 0.72 | 2.38 | 28,619 | 0.75 | 2.37 |
| 4-5 | A | 24 | 6,445 | 0.83 | 2.11 | 7,829 | 0.82 | 2.14 |
| | B/C | 27 | 24,999 | 0.72 | 2.38 | 28,619 | 0.75 | 2.37 |
| 6-8 | A | 24 | 5,591 | 0.79 | 2.15 | 6,469 | 0.78 | 2.17 |
| | B/C | 27 | 13,481 | 0.76 | 2.35 | 15,530 | 0.78 | 2.36 |
| 9-12 | A | 24 | 5,469 | 0.80 | 2.09 | 6,410 | 0.81 | 2.11 |
| | B/C | 27 | 12,591 | 0.82 | 2.29 | 14,143 | 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 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.2.3

Reliabilities of Domain Scores: Read S503 Paper by Ethnicity

| Cluster | Tier | No. of Items | Hispanic | | | Other | | |
|---------|------|--------------|-----------------|------------------|------|-----------------|------------------|------|
| | | | No. of Students | Cronbach's Alpha | SEM | No. of Students | Cronbach's Alpha | SEM |
| K | - | 30 | 170,208 | 0.95 | 1.74 | 72,343 | 0.96 | 1.73 |
| 1 | A | 24 | 18,353 | 0.79 | 2.19 | 4,108 | 0.84 | 2.12 |
| | B/C | 27 | 23,836 | 0.83 | 2.32 | 6,399 | 0.84 | 2.30 |
| 2 | A | 24 | 18,353 | 0.79 | 2.19 | 4,108 | 0.84 | 2.12 |
| | B/C | 27 | 23,836 | 0.83 | 2.32 | 6,399 | 0.84 | 2.30 |
| 3 | A | 24 | 11,756 | 0.82 | 2.13 | 2,485 | 0.85 | 2.11 |
| | B/C | 27 | 42,641 | 0.73 | 2.38 | 10,765 | 0.76 | 2.37 |
| 4-5 | A | 24 | 11,756 | 0.82 | 2.13 | 2,485 | 0.85 | 2.11 |
| | B/C | 27 | 42,641 | 0.73 | 2.38 | 10,765 | 0.76 | 2.37 |
| 6-8 | A | 24 | 10,243 | 0.78 | 2.16 | 1,782 | 0.81 | 2.14 |
| | B/C | 27 | 22,572 | 0.77 | 2.36 | 6,202 | 0.79 | 2.34 |
| 9-12 | A | 24 | 9,912 | 0.80 | 2.11 | 1,825 | 0.81 | 2.07 |
| | B/C | 27 | 20,371 | 0.83 | 2.29 | 6,238 | 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 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.2.4

Reliabilities of Domain Scores: Read S503 Paper by IEP Status

| Cluster | Tier | No. of Students | No. of Items | Cronbach's Alpha | SEM |
|---------|------|-----------------|--------------|------------------|------|
| K | - | 20,570 | 30 | 0.96 | 1.73 |
| 1 | A | 2,747 | 24 | 0.76 | 2.22 |
| | B/C | 3,484 | 27 | 0.79 | 2.38 |
| 2 | A | 2,747 | 24 | 0.76 | 2.22 |
| | B/C | 3,484 | 27 | 0.79 | 2.38 |
| 3 | A | 1,549 | 24 | 0.72 | 2.21 |
| | B/C | 10,255 | 27 | 0.67 | 2.38 |
| 4-5 | A | 1,549 | 24 | 0.72 | 2.21 |
| | B/C | 10,255 | 27 | 0.67 | 2.38 |
| 6-8 | A | 507 | 24 | 0.67 | 2.21 |
| | B/C | 4,298 | 27 | 0.71 | 2.39 |
| 9-12 | A | 396 | 24 | 0.77 | 2.15 |
| | B/C | 1,829 | 27 | 0.79 | 2.35 |

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.

5.1.3 Writing

Table 5.1.3.1

Reliabilities of Domain Scores: Writ S503 Paper

| Cluster | Tier | No. of Students | No. of Tasks | Total Possible Raw Score Points | Cronbach's Alpha* | SEM |
|---------|------|-----------------|--------------|---------------------------------|-------------------|------|
| K | - | 251,486 | 6 | 0-17 | 0.92 | 1.15 |
| 1 | A | 18,607 | 4 | 0-40 | 0.89 | 1.99 |
| | B/C | 15,223 | 3 | 0-54 | 0.95 | 2.00 |
| 2 | A | 16,451 | 3 | 0-27 | 0.92 | 1.36 |
| | B/C | 47,784 | 3 | 0-54 | 0.95 | 1.72 |
| 3 | A | 16,451 | 3 | 0-27 | 0.92 | 1.36 |
| | B/C | 47,784 | 3 | 0-54 | 0.95 | 1.72 |
| 4-5 | A | 9,843 | 3 | 0-27 | 0.90 | 1.39 |
| | B/C | 37,668 | 3 | 0-54 | 0.92 | 2.01 |
| 6-8 | A | 13,461 | 3 | 0-27 | 0.89 | 1.40 |
| | B/C | 33,833 | 3 | 0-54 | 0.92 | 1.72 |
| 9-12 | A | 13,196 | 3 | 0-27 | 0.87 | 1.68 |
| | B/C | 30,972 | 3 | 0-54 | 0.92 | 2.26 |

*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: Writ S503 Paper by Gender

| Cluster | Tier | No. of Tasks | Total Possible Raw Score Points | Female | | | Male | | |
|---------|------|--------------|---------------------------------|-----------------|-------------------|------|-----------------|-------------------|------|
| | | | | No. of Students | Cronbach's Alpha* | SEM | No. of Students | Cronbach's Alpha* | SEM |
| K | - | 6 | 0-17 | 109,562 | 0.92 | 1.15 | 122,826 | 0.93 | 1.15 |
| 1 | A | 4 | 0-40 | 8,493 | 0.88 | 1.98 | 10,025 | 0.89 | 1.99 |
| | B/C | 3 | 0-54 | 7,290 | 0.95 | 2.01 | 7,913 | 0.96 | 1.99 |
| 2 | A | 3 | 0-27 | 7,249 | 0.92 | 1.36 | 9,106 | 0.92 | 1.35 |
| | B/C | 3 | 0-54 | 22,475 | 0.94 | 1.69 | 25,218 | 0.95 | 1.74 |
| 3 | A | 3 | 0-27 | 7,249 | 0.92 | 1.36 | 9,106 | 0.92 | 1.35 |
| | B/C | 3 | 0-54 | 22,475 | 0.94 | 1.69 | 25,218 | 0.95 | 1.74 |
| 4-5 | A | 3 | 0-27 | 4,379 | 0.90 | 1.40 | 5,385 | 0.90 | 1.38 |
| | B/C | 3 | 0-54 | 17,240 | 0.91 | 1.98 | 20,350 | 0.92 | 2.02 |
| 6-8 | A | 3 | 0-27 | 6,191 | 0.88 | 1.40 | 7,185 | 0.89 | 1.40 |
| | B/C | 3 | 0-54 | 15,516 | 0.91 | 1.67 | 18,262 | 0.92 | 1.75 |
| 9-12 | A | 3 | 0-27 | 5,968 | 0.86 | 1.69 | 7,105 | 0.87 | 1.68 |
| | B/C | 3 | 0-54 | 14,408 | 0.91 | 2.17 | 16,496 | 0.92 | 2.32 |

*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: Writ S503 Paper by Ethnicity

| Cluster | Tier | No. of Tasks | Total Possible Raw Score Points | Hispanic | | | Other | | |
|---------|------|--------------|---------------------------------|-----------------|-------------------|------|-----------------|-------------------|------|
| | | | | No. of Students | Cronbach's Alpha* | SEM | No. of Students | Cronbach's Alpha* | SEM |
| K | - | 6 | 0-17 | 170,206 | 0.91 | 1.14 | 72,340 | 0.93 | 1.17 |
| 1 | A | 4 | 0-40 | 15,081 | 0.89 | 1.99 | 3,414 | 0.88 | 1.99 |
| | B/C | 3 | 0-54 | 11,682 | 0.95 | 1.99 | 3,443 | 0.96 | 2.03 |
| 2 | A | 3 | 0-27 | 13,216 | 0.92 | 1.36 | 3,085 | 0.92 | 1.36 |
| | B/C | 3 | 0-54 | 37,866 | 0.95 | 1.71 | 9,643 | 0.95 | 1.76 |
| 3 | A | 3 | 0-27 | 13,216 | 0.92 | 1.36 | 3,085 | 0.92 | 1.36 |
| | B/C | 3 | 0-54 | 37,866 | 0.95 | 1.71 | 9,643 | 0.95 | 1.76 |
| 4-5 | A | 3 | 0-27 | 8,068 | 0.90 | 1.40 | 1,665 | 0.91 | 1.36 |
| | B/C | 3 | 0-54 | 29,661 | 0.92 | 2.00 | 7,770 | 0.91 | 2.04 |
| 6-8 | A | 3 | 0-27 | 11,320 | 0.88 | 1.40 | 2,019 | 0.89 | 1.42 |
| | B/C | 3 | 0-54 | 26,246 | 0.92 | 1.69 | 7,263 | 0.92 | 1.79 |
| 9-12 | A | 3 | 0-27 | 10,844 | 0.87 | 1.65 | 2,061 | 0.85 | 1.82 |
| | B/C | 3 | 0-54 | 23,439 | 0.92 | 2.22 | 7,320 | 0.91 | 2.36 |

*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: Writ S503 Paper by IEP Status

| Cluster | Tier | No. of Students | No. of Tasks | Total Possible Raw Score Points | Cronbach's Alpha* | SEM |
|---------|------|-----------------|--------------|---------------------------------|-------------------|------|
| K | - | 20,567 | 6 | 0-17 | 0.92 | 1.10 |
| 1 | A | 2,064 | 4 | 0-40 | 0.89 | 1.90 |
| | B/C | 1,549 | 3 | 0-54 | 0.96 | 1.93 |
| 2 | A | 2,296 | 3 | 0-27 | 0.91 | 1.33 |
| | B/C | 6,766 | 3 | 0-54 | 0.96 | 1.79 |
| 3 | A | 2,296 | 3 | 0-27 | 0.91 | 1.33 |
| | B/C | 6,766 | 3 | 0-54 | 0.96 | 1.79 |
| 4-5 | A | 900 | 3 | 0-27 | 0.88 | 1.42 |
| | B/C | 7,870 | 3 | 0-54 | 0.93 | 2.06 |
| 6-8 | A | 554 | 3 | 0-27 | 0.89 | 1.38 |
| | B/C | 5,068 | 3 | 0-54 | 0.93 | 1.85 |
| 9-12 | A | 433 | 3 | 0-27 | 0.86 | 1.71 |
| | B/C | 2,169 | 3 | 0-54 | 0.93 | 2.18 |

*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: Spek S503 Paper

| Cluster | Tier | No. of Students | No. of Tasks | Total Possible Raw Score Points | Cronbach's Alpha | SEM |
|---------|------|-----------------|--------------|---------------------------------|------------------|------|
| K | - | 251,483 | 10 | 0-10 | 0.92 | 1.02 |
| 1 | A | 18,500 | 6 | 0-18 | 0.90 | 1.35 |
| | B/C | 15,135 | 6 | 0-24 | 0.91 | 1.41 |
| 2 | A | 16,341 | 6 | 0-18 | 0.92 | 1.35 |
| | B/C | 47,486 | 6 | 0-24 | 0.91 | 1.34 |
| 3 | A | 16,341 | 6 | 0-18 | 0.92 | 1.35 |
| | B/C | 47,486 | 6 | 0-24 | 0.91 | 1.34 |
| 4-5 | A | 9,753 | 6 | 0-18 | 0.91 | 1.40 |
| | B/C | 37,394 | 6 | 0-24 | 0.90 | 1.36 |
| 6-8 | A | 13,360 | 6 | 0-18 | 0.91 | 1.42 |
| | B/C | 33,607 | 6 | 0-24 | 0.92 | 1.36 |
| 9-12 | A | 13,035 | 6 | 0-18 | 0.89 | 1.44 |
| | B/C | 30,671 | 6 | 0-24 | 0.93 | 1.35 |

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

Table 5.1.4.2

Reliabilities of Domain Scores: Spek S503 Paper by Gender

| Cluster | Tier | No. of Tasks | Total Possible Raw Score Points | Female | | | Male | | |
|---------|------|--------------|---------------------------------|-----------------|------------------|------|-----------------|------------------|------|
| | | | | No. of Students | Cronbach's Alpha | SEM | No. of Students | Cronbach's Alpha | SEM |
| K | - | 10 | 0-10 | 109,564 | 0.92 | 1.01 | 122,821 | 0.91 | 1.04 |
| 1 | A | 6 | 0-18 | 8,439 | 0.90 | 1.37 | 9,972 | 0.90 | 1.34 |
| | B/C | 6 | 0-24 | 7,250 | 0.91 | 1.41 | 7,865 | 0.91 | 1.41 |
| 2 | A | 6 | 0-18 | 7,205 | 0.92 | 1.36 | 9,041 | 0.91 | 1.34 |
| | B/C | 6 | 0-24 | 22,333 | 0.91 | 1.34 | 25,062 | 0.91 | 1.33 |
| 3 | A | 6 | 0-18 | 7,205 | 0.92 | 1.36 | 9,041 | 0.91 | 1.34 |
| | B/C | 6 | 0-24 | 22,333 | 0.91 | 1.34 | 25,062 | 0.91 | 1.33 |
| 4-5 | A | 6 | 0-18 | 4,336 | 0.91 | 1.42 | 5,338 | 0.91 | 1.38 |
| | B/C | 6 | 0-24 | 17,113 | 0.90 | 1.36 | 20,203 | 0.90 | 1.35 |
| 6-8 | A | 6 | 0-18 | 6,139 | 0.90 | 1.43 | 7,138 | 0.91 | 1.41 |
| | B/C | 6 | 0-24 | 15,393 | 0.92 | 1.38 | 18,159 | 0.92 | 1.34 |
| 9-12 | A | 6 | 0-18 | 5,890 | 0.89 | 1.47 | 7,024 | 0.90 | 1.42 |
| | B/C | 6 | 0-24 | 14,281 | 0.93 | 1.36 | 16,322 | 0.93 | 1.33 |

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

Table 5.1.4.3

Reliabilities of Domain Scores: Spek S503 Paper by Ethnicity

| Cluster | Tier | No. of Tasks | Total Possible Raw Score Points | Hispanic | | | Other | | |
|---------|------|--------------|---------------------------------|-----------------|------------------|------|-----------------|------------------|------|
| | | | | No. of Students | Cronbach's Alpha | SEM | No. of Students | Cronbach's Alpha | SEM |
| K | - | 10 | 0-10 | 170,203 | 0.92 | 1.03 | 72,340 | 0.90 | 1.01 |
| 1 | A | 6 | 0-18 | 15,001 | 0.90 | 1.35 | 3,388 | 0.87 | 1.38 |
| | B/C | 6 | 0-24 | 11,622 | 0.91 | 1.40 | 3,416 | 0.91 | 1.43 |
| 2 | A | 6 | 0-18 | 13,131 | 0.92 | 1.34 | 3,061 | 0.89 | 1.38 |
| | B/C | 6 | 0-24 | 37,640 | 0.91 | 1.34 | 9,573 | 0.91 | 1.35 |
| 3 | A | 6 | 0-18 | 13,131 | 0.92 | 1.34 | 3,061 | 0.89 | 1.38 |
| | B/C | 6 | 0-24 | 37,640 | 0.91 | 1.34 | 9,573 | 0.91 | 1.35 |
| 4-5 | A | 6 | 0-18 | 7,999 | 0.92 | 1.38 | 1,645 | 0.89 | 1.43 |
| | B/C | 6 | 0-24 | 29,453 | 0.90 | 1.35 | 7,706 | 0.90 | 1.37 |
| 6-8 | A | 6 | 0-18 | 11,232 | 0.91 | 1.40 | 2,006 | 0.90 | 1.48 |
| | B/C | 6 | 0-24 | 26,087 | 0.92 | 1.36 | 7,197 | 0.92 | 1.36 |
| 9-12 | A | 6 | 0-18 | 10,714 | 0.90 | 1.43 | 2,037 | 0.88 | 1.48 |
| | B/C | 6 | 0-24 | 23,226 | 0.94 | 1.34 | 7,234 | 0.93 | 1.35 |

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

Table 5.1.4.4

Reliabilities of Domain Scores: Spek S503 Paper by IEP Status

| Cluster | Tier | No. of Students | No. of Tasks | Total Possible Raw Score Points | Cronbach's Alpha | SEM |
|---------|------|-----------------|--------------|---------------------------------|------------------|------|
| K | - | 20,564 | 10 | 0-10 | 0.90 | 1.04 |
| 1 | A | 2,057 | 6 | 0-18 | 0.87 | 1.28 |
| | B/C | 1,535 | 6 | 0-24 | 0.93 | 1.34 |
| 2 | A | 2,284 | 6 | 0-18 | 0.86 | 1.32 |
| | B/C | 6,725 | 6 | 0-24 | 0.91 | 1.34 |
| 3 | A | 2,284 | 6 | 0-18 | 0.86 | 1.32 |
| | B/C | 6,725 | 6 | 0-24 | 0.91 | 1.34 |
| 4-5 | A | 892 | 6 | 0-18 | 0.86 | 1.42 |
| | B/C | 7,824 | 6 | 0-24 | 0.90 | 1.36 |
| 6-8 | A | 550 | 6 | 0-18 | 0.87 | 1.43 |
| | B/C | 5,033 | 6 | 0-24 | 0.92 | 1.37 |
| 9-12 | A | 428 | 6 | 0-18 | 0.85 | 1.48 |
| | B/C | 2,151 | 6 | 0-24 | 0.93 | 1.43 |

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). We describe the scoring of students' responses to these performance tasks in Section 3.2.2. DRC selects a sample of 20% of all responses scored, chosen at random during the operational scoring process, for double scoring. The tables below 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. DRC selects a sample of 20% of all responses scored, chosen at random during the operational scoring process. The next columns show the rates of agreement.

For Writing, the scoring rubric 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 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 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 the course of 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: Writ K S503 Paper

| | |
|-----------------------------|-----|
| Interrater Agreement | n/a |
|-----------------------------|-----|

5.2.3.1 Grade 1

Table 5.2.3.1.1

Interrater Agreement: Writ 1 A S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 8,198 | 100 | 0 | 0 |
| | 2 | 11,754 | 100 | 0 | 0 |
| | 3 | 12,584 | 99 | 1 | 0 |
| | 4 | 11,396 | 98 | 2 | 0 |

Table 5.2.3.1.2

Interrater Agreement: Writ 1 B/C S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 8,336 | 97 | 3 | 0 |
| | 2 | 10,484 | 98 | 2 | 0 |
| | 3 | 9,184 | 99 | 1 | 0 |

5.2.3.2 Grade 2

Table 5.2.3.2.1

Interrater Agreement: Writ 2 A S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 6,778 | 98 | 2 | 0 |
| | 2 | 6,852 | 99 | 1 | 0 |
| | 3 | 7,632 | 99 | 1 | 0 |

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

Table 5.2.3.2.2

Interrater Agreement: Writ 2 B/C S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 11,258 | 97 | 3 | 0 |
| | 2 | 11,752 | 98 | 2 | 0 |
| | 3 | 11,542 | 97 | 3 | 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: Writ 3 A S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 4,622 | 98 | 2 | 0 |
| | 2 | 4,380 | 97 | 3 | 0 |
| | 3 | 5,034 | 99 | 1 | 0 |

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

Table 5.2.3.3.2

Interrater Agreement: Writ 3 B/C S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 10,892 | 97 | 3 | 0 |
| | 2 | 11,254 | 97 | 3 | 0 |
| | 3 | 11,084 | 97 | 3 | 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: Writ 4-5 A S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 7,574 | 98 | 0 | 2 |
| | 2 | 6,316 | 98 | 0 | 2 |
| | 3 | 7,438 | 99 | 0 | 1 |

Table 5.2.3.4.2

Interrater Agreement: Writ 4-5 B/C S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 16,506 | 96 | 4 | 0 |
| | 2 | 16,546 | 97 | 3 | 0 |
| | 3 | 16,702 | 96 | 4 | 0 |

*5.2.3.5 Grades 6–8***Table 5.2.3.5.1**

Interrater Agreement: Writ 6-8 A S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 7,618 | 98 | 2 | 0 |
| | 2 | 8,440 | 98 | 2 | 0 |
| | 3 | 6,744 | 97 | 2 | 0 |

Table 5.2.3.5.2

Interrater Agreement: Writ 6-8 B/C S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 14,532 | 98 | 2 | 0 |
| | 2 | 14,578 | 98 | 2 | 0 |
| | 3 | 14,792 | 98 | 2 | 0 |

*5.2.3.6 Grades 9–12***Table 5.2.3.6.1**

Interrater Agreement: Writ 9-12 A S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 8,542 | 97 | 3 | 0 |
| | 2 | 6,386 | 97 | 3 | 0 |
| | 3 | 10,428 | 98 | 2 | 0 |

Table 5.2.3.6.2

Interrater Agreement: Writ 9-12 B/C S503 Paper

| Interrater Agreement | Task | No. in Sample | %AG | %AD | %NA |
|-----------------------------|-------------|----------------------|------------|------------|------------|
| | 1 | 13,872 | 96 | 4 | 0 |
| | 2 | 14,194 | 97 | 3 | 0 |
| | 3 | 14,604 | 94 | 6 | 0 |

5.3 Conditional Standard Errors of Measurement at Cut Score

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 policy makers make decisions such as reclassification about 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 (See Section 2.2).

When calculated using an IRT approach, CSEM values can vary across the scale scores. For example, in the Listening and Reading domains, if a student answers correctly either a very few or a very large number of 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. To interpret this confidence interval, consider a student who takes the test 100 times. 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. Generally speaking, the most important decision points for the ACCESS scores are at the PL 3/4 and PL 4/5 cut points, although the approaches that WIDA states 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. Use of this approach tends to produce larger CSEM values at the lower and the 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 for estimating the scores and the CSEM values for these scores.

For each domain, we present the 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 tables below, 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 are 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: List K S503 Paper

| 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: List 1 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 1 | 236 | 19.16 | 19.54 |
| 2/3 | 1 | 259 | 19.54 | 18.41 |
| 3/4 | 1 | 291 | 22.54 | 18.41 |
| 4/5 | 1 | 303 | 24.42 | 18.79 |
| 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: List 2 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 2 | 245 | 19.16 | 19.01 |
| 2/3 | 2 | 283 | 21.42 | 18.03 |
| 3/4 | 2 | 314 | 26.30 | 19.54 |
| 4/5 | 2 | 330 | 30.43 | 21.04 |
| 5/6 | 2 | 354 | 38.32 | 24.80 |

5.3.1.3 Grade 3

Table 5.3.1.3

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: List 3 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 3 | 262 | 21.42 | 24.80 |
| 2/3 | 3 | 300 | 18.79 | 20.66 |
| 3/4 | 3 | 331 | 19.54 | 19.16 |
| 4/5 | 3 | 349 | 21.04 | 18.79 |
| 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: List 4-5 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 4 | 275 | 20.06 | 23.29 |
| | 5 | 285 | 19.54 | 22.17 |
| 2/3 | 4 | 313 | 18.79 | 19.91 |
| | 5 | 323 | 19.16 | 19.16 |
| 3/4 | 4 | 343 | 20.66 | 18.79 |
| | 5 | 354 | 21.79 | 18.79 |
| 4/5 | 4 | 363 | 22.92 | 18.79 |
| | 5 | 375 | 25.55 | 19.35 |
| 5/6 | 4 | 388 | 28.55 | 20.29 |
| | 5 | 401 | 32.31 | 21.42 |

5.3.1.5 Grade 6-8

Table 5.3.1.5

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: List 6-8 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 6 | 294 | 20.29 | 21.42 |
| | 7 | 302 | 19.91 | 20.29 |
| | 8 | 308 | 19.91 | 19.91 |
| 2/3 | 6 | 332 | 19.91 | 18.41 |
| | 7 | 340 | 20.40 | 18.03 |
| | 8 | 347 | 21.04 | 17.83 |
| 3/4 | 6 | 363 | 22.54 | 18.03 |
| | 7 | 370 | 23.29 | 18.03 |
| | 8 | 377 | 24.42 | 18.41 |
| 4/5 | 6 | 385 | 25.92 | 18.79 |
| | 7 | 394 | 28.18 | 19.54 |
| | 8 | 402 | 30.06 | 20.39 |
| 5/6 | 6 | 411 | 33.06 | 21.79 |
| | 7 | 420 | 36.07 | 22.92 |
| | 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: List 9-12 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 9 | 314 | 20.66 | 21.42 |
| | 10 | 325 | 20.66 | 19.91 |
| | 11 | 335 | 20.66 | 19.16 |
| | 12 | 342 | 21.04 | 18.41 |
| 2/3 | 9 | 353 | 21.42 | 18.03 |
| | 10 | 358 | 21.80 | 18.03 |
| | 11 | 364 | 22.17 | 17.66 |
| | 12 | 368 | 22.54 | 17.66 |
| 3/4 | 9 | 383 | 24.80 | 18.03 |
| | 10 | 389 | 25.55 | 18.03 |
| | 11 | 394 | 26.68 | 18.41 |
| | 12 | 398 | 27.43 | 18.41 |
| 4/5 | 9 | 409 | 30.06 | 19.16 |
| | 10 | 415 | 31.94 | 19.91 |
| | 11 | 420 | 33.44 | 20.29 |
| | 12 | 426 | 35.32 | 21.04 |
| 5/6 | 9 | 434 | 38.32 | 21.99 |
| | 10 | 441 | 41.33 | 23.29 |
| | 11 | 447 | 44.33 | 24.42 |
| | 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: Read K S503 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: Read 1 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 1 | 264 | 11.44 | 13.78 |
| 2/3 | 1 | 286 | 11.70 | 11.44 |
| 3/4 | 1 | 304 | 13.00 | 10.40 |
| 4/5 | 1 | 315 | 14.56 | 10.40 |
| 5/6 | 1 | 334 | 18.46 | 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: Read 2 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 2 | 283 | 11.70 | 11.52 |
| 2/3 | 2 | 307 | 13.52 | 10.40 |
| 3/4 | 2 | 326 | 16.51 | 10.92 |
| 4/5 | 2 | 337 | 19.24 | 11.78 |
| 5/6 | 2 | 355 | 25.48 | 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: Read 3 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 3 | 297 | 11.70 | 17.94 |
| 2/3 | 3 | 323 | 11.96 | 13.00 |
| 3/4 | 3 | 342 | 13.52 | 11.13 |
| 4/5 | 3 | 352 | 14.82 | 10.69 |
| 5/6 | 3 | 370 | 18.46 | 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: Read 4-5 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 4 | 307 | 11.44 | 15.86 |
| | 5 | 316 | 11.70 | 14.04 |
| 2/3 | 4 | 335 | 12.74 | 11.70 |
| | 5 | 345 | 13.83 | 10.92 |
| 3/4 | 4 | 354 | 15.34 | 10.66 |
| | 5 | 364 | 17.16 | 10.48 |
| 4/5 | 4 | 364 | 17.16 | 10.48 |
| | 5 | 373 | 19.50 | 10.61 |
| 5/6 | 4 | 382 | 22.10 | 11.00 |
| | 5 | 391 | 25.48 | 11.70 |

5.3.2.5 Grade 6-8

Table 5.3.2.5

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Read 6-8 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 6 | 323 | 11.60 | 13.52 |
| | 7 | 329 | 11.44 | 12.74 |
| | 8 | 335 | 11.70 | 11.96 |
| 2/3 | 6 | 353 | 12.48 | 10.66 |
| | 7 | 360 | 13.00 | 10.54 |
| | 8 | 366 | 13.52 | 10.40 |
| 3/4 | 6 | 373 | 14.56 | 10.53 |
| | 7 | 380 | 15.60 | 10.66 |
| | 8 | 386 | 16.67 | 11.04 |
| 4/5 | 6 | 382 | 16.12 | 10.80 |
| | 7 | 389 | 17.42 | 11.18 |
| | 8 | 395 | 18.98 | 11.70 |
| 5/6 | 6 | 399 | 20.02 | 12.22 |
| | 7 | 406 | 22.36 | 13.00 |
| | 8 | 412 | 24.70 | 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: Read 9-12 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 9 | 340 | 11.83 | 14.51 |
| | 10 | 344 | 11.70 | 13.78 |
| | 11 | 348 | 11.70 | 13.26 |
| | 12 | 352 | 11.70 | 12.74 |
| 2/3 | 9 | 372 | 12.48 | 10.92 |
| | 10 | 377 | 12.74 | 10.66 |
| | 11 | 382 | 13.26 | 10.66 |
| | 12 | 386 | 13.78 | 10.40 |
| 3/4 | 9 | 392 | 14.82 | 10.40 |
| | 10 | 397 | 15.60 | 10.66 |
| | 11 | 402 | 16.38 | 10.66 |
| | 12 | 407 | 17.68 | 10.92 |
| 4/5 | 9 | 401 | 16.38 | 10.66 |
| | 10 | 406 | 17.42 | 10.92 |
| | 11 | 410 | 18.46 | 11.18 |
| | 12 | 414 | 19.50 | 11.41 |
| 5/6 | 9 | 418 | 20.54 | 11.70 |
| | 10 | 423 | 22.36 | 12.22 |
| | 11 | 427 | 23.66 | 12.74 |
| | 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: Writ K S503 Paper

| 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: Writ 1 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 1 | 238 | 10.31 | 8.59 |
| 2/3 | 1 | 275 | 13.96 | 10.74 |
| 3/4 | 1 | 337 | 13.69 | 12.51 |
| 4/5 | 1 | 382 | 13.16 | 10.82 |
| 5/6 | 1 | 405 | 16.38 | 11.38 |

5.3.3.2 Grade 2

Table 5.3.3.2

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Writ 2 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 2 | 242 | 11.81 | 8.46 |
| 2/3 | 2 | 279 | 16.27 | 11.28 |
| 3/4 | 2 | 341 | 17.18 | 12.35 |
| 4/5 | 2 | 388 | 15.31 | 10.87 |
| 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: Writ 3 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 3 | 247 | 12.08 | 8.59 |
| 2/3 | 3 | 283 | 16.65 | 11.44 |
| 3/4 | 3 | 346 | 17.18 | 12.08 |
| 4/5 | 3 | 394 | 15.65 | 11.01 |
| 5/6 | 3 | 418 | 20.41 | 13.69 |

5.3.3.4 Grade 4-5

Table 5.3.3.4

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Writ 4-5 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 4 | 266 | 11.81 | 9.93 |
| | 5 | 267 | 11.55 | 9.67 |
| 2/3 | 4 | 288 | 13.43 | 8.86 |
| | 5 | 293 | 14.04 | 8.86 |
| 3/4 | 4 | 351 | 17.99 | 12.35 |
| | 5 | 356 | 17.72 | 12.62 |
| 4/5 | 4 | 401 | 15.57 | 11.55 |
| | 5 | 407 | 15.31 | 11.33 |
| 5/6 | 4 | 425 | 15.57 | 11.01 |
| | 5 | 433 | 16.65 | 11.01 |

5.3.3.5 Grade 6-8

Table 5.3.3.5

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Writ 6-8 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 6 | 268 | 12.35 | 8.32 |
| | 7 | 273 | 12.62 | 8.32 |
| | 8 | 281 | 13.69 | 8.59 |
| 2/3 | 6 | 298 | 15.84 | 10.20 |
| | 7 | 305 | 16.65 | 11.01 |
| | 8 | 311 | 16.92 | 11.55 |
| 3/4 | 6 | 361 | 17.45 | 12.62 |
| | 7 | 367 | 17.18 | 12.35 |
| | 8 | 372 | 16.92 | 12.35 |
| 4/5 | 6 | 413 | 15.57 | 10.74 |
| | 7 | 419 | 16.11 | 10.74 |
| | 8 | 424 | 16.92 | 11.01 |
| 5/6 | 6 | 441 | 20.68 | 12.35 |
| | 7 | 450 | 23.90 | 14.23 |
| | 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: Writ 9-12 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 9 | 289 | 12.35 | 8.22 |
| | 10 | 298 | 12.08 | 8.59 |
| | 11 | 308 | 12.89 | 9.67 |
| | 12 | 318 | 14.23 | 10.77 |
| 2/3 | 9 | 319 | 14.23 | 11.01 |
| | 10 | 326 | 15.31 | 11.55 |
| | 11 | 335 | 16.38 | 12.08 |
| | 12 | 344 | 17.02 | 12.35 |
| 3/4 | 9 | 378 | 17.72 | 12.62 |
| | 10 | 385 | 17.72 | 12.35 |
| | 11 | 391 | 17.45 | 12.08 |
| | 12 | 398 | 17.18 | 11.81 |
| 4/5 | 9 | 430 | 15.47 | 10.74 |
| | 10 | 436 | 15.31 | 10.74 |
| | 11 | 441 | 15.57 | 11.01 |
| | 12 | 447 | 15.84 | 11.55 |
| 5/6 | 9 | 469 | 19.33 | 15.04 |
| | 10 | 479 | 22.29 | 17.72 |
| | 11 | 490 | 27.12 | 22.02 |
| | 12 | 501 | 33.03 | 27.12 |

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: Spek K S503 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: Spek 1 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 1 | 205 | 19.30 | 14.74 |
| 2/3 | 1 | 261 | 27.20 | 19.30 |
| 3/4 | 1 | 311 | 25.15 | 18.13 |
| 4/5 | 1 | 361 | 26.32 | 18.13 |
| 5/6 | 1 | 403 | 39.48 | 26.91 |

5.3.4.2 Grade 2

Table 5.3.4.2

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Spek 2 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 2 | 220 | 23.98 | 16.96 |
| 2/3 | 2 | 273 | 26.91 | 18.72 |
| 3/4 | 2 | 322 | 24.57 | 17.84 |
| 4/5 | 2 | 374 | 35.97 | 21.94 |
| 5/6 | 2 | 415 | 64.05 | 33.34 |

5.3.4.3 Grade 3

Table 5.3.4.3

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Spek 3 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 3 | 234 | 26.32 | 17.84 |
| 2/3 | 3 | 283 | 25.74 | 18.43 |
| 3/4 | 3 | 332 | 25.15 | 18.13 |
| 4/5 | 3 | 386 | 41.82 | 24.28 |
| 5/6 | 3 | 425 | 74.87 | 38.02 |

5.3.4.4 Grade 4-5

Table 5.3.4.4

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Spek 4-5 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 4 | 246 | 22.23 | 16.09 |
| | 5 | 258 | 23.98 | 16.38 |
| 2/3 | 4 | 293 | 26.29 | 18.25 |
| | 5 | 302 | 26.32 | 18.72 |
| 3/4 | 4 | 342 | 25.74 | 18.78 |
| | 5 | 350 | 26.03 | 18.72 |
| 4/5 | 4 | 397 | 35.10 | 20.18 |
| | 5 | 407 | 39.19 | 21.35 |
| 5/6 | 4 | 435 | 57.33 | 27.79 |
| | 5 | 443 | 64.64 | 30.71 |

5.3.4.5 Grade 6-8

Table 5.3.4.5

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Spek 6-8 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 6 | 268 | 21.18 | 15.50 |
| | 7 | 277 | 22.81 | 15.79 |
| | 8 | 284 | 24.28 | 16.38 |
| 2/3 | 6 | 310 | 27.79 | 18.43 |
| | 7 | 317 | 27.79 | 19.01 |
| | 8 | 323 | 27.79 | 19.30 |
| 3/4 | 6 | 360 | 24.57 | 18.43 |
| | 7 | 369 | 23.98 | 17.84 |
| | 8 | 377 | 23.98 | 17.55 |
| 4/5 | 6 | 417 | 29.54 | 18.72 |
| | 7 | 425 | 32.17 | 19.89 |
| | 8 | 433 | 35.10 | 21.06 |
| 5/6 | 6 | 451 | 44.46 | 24.86 |
| | 7 | 457 | 48.55 | 26.62 |
| | 8 | 463 | 53.23 | 28.96 |

5.3.4.6 Grade 9-12

Table 5.3.4.6

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Spek 9-12 S503 Paper

| Proficiency Level Cut Point | Grade | Cut Score | CSEM | |
|-----------------------------|-------|-----------|--------|----------|
| | | | Tier A | Tier B/C |
| 1/2 | 9 | 290 | 25.45 | 17.26 |
| | 10 | 295 | 26.03 | 17.55 |
| | 11 | 299 | 26.62 | 18.13 |
| | 12 | 302 | 27.20 | 18.43 |
| 2/3 | 9 | 328 | 27.49 | 19.60 |
| | 10 | 333 | 27.20 | 19.60 |
| | 11 | 337 | 26.76 | 19.60 |
| | 12 | 340 | 26.62 | 19.30 |
| 3/4 | 9 | 385 | 24.57 | 17.26 |
| | 10 | 393 | 24.86 | 17.26 |
| | 11 | 400 | 25.74 | 17.67 |
| | 12 | 406 | 26.62 | 18.13 |
| 4/5 | 9 | 440 | 36.85 | 23.40 |
| | 10 | 446 | 40.07 | 24.86 |
| | 11 | 451 | 42.70 | 26.32 |
| | 12 | 455 | 45.04 | 27.79 |
| 5/6 | 9 | 468 | 54.40 | 32.76 |
| | 10 | 471 | 57.03 | 34.22 |
| | 11 | 474 | 59.67 | 35.68 |
| | 12 | 476 | 61.42 | 36.85 |

5.4 Accuracy and Consistency

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency level of students with respect 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 policy makers can use these indices to assist them when making decisions about ACCESS test design and score reporting (American Educational Research Association 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., different versions of the test, different times of test administration). Therefore, the calculation of the true scores depends upon the particular 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 of 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 clusters 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 and Consistency

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.

Marginal Classification Accuracy and Consistency

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 policy makers 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 a number of 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 higher 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 reports 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 policy makers 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 0.360 to 0.712 and the overall classification consistency indices ranged from 0.312 to 0.652. Grade 8 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 0.423 to 0.854 and the overall classification consistency indices ranged from 0.329 to 0.834. 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 0.701 to 0.882, and the overall classification consistency indices ranged from 0.637 to 0.843. 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 0.512 to 0.694 and the overall classification consistency indices ranged from 0.516 to 0.594. The lowest overall classification accuracy and consistency indices for Speaking was Kindergarten.

From an accountability perspective, the most important indices for test users and policy makers 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 0.753 to 0.992 (Table 5.4.1.2) and the marginal classification consistency indices ranged from 0.711 to 0.986 (Table 5.4.1.3). Grade 8, at the PL 5/PL 6 and PL 4/PL 5 cut point, had the lowest classification accuracy and consistency indices for Listening. Note that Grade 8 was also identified as having the lowest overall classification accuracy and consistency indices in the Listening domain. The low marginal classification accuracy and consistency at the PL 5/PL 6 and 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 8 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 0.779 to 0.973 (Table 5.4.2.2) and the marginal classification consistency indices scores ranged from

0.707 to 0.958 (Table 5.4.2.3). Grade 3, at PL 3/PL 4 cut point, had the lowest classification accuracy and consistency indices. Note that Grade 3 was also identified as having the lowest overall classification accuracy and consistency indices in the Reading domain. The low marginal classification consistency at the PL 3/PL 4 cut appeared to have contributed to its low overall classification consistency. However, it should be noted that the marginal classification accuracy and consistency for Grade 3 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 0.813 to 0.991 (Table 5.4.3.2) and the marginal classification consistency indices ranged from 0.738 to 0.991 (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 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 0.754 to 0.991 (Table 5.4.4.2) and the marginal classification consistency indices ranged from 0.816 to 0.991 (Table 5.4.4.3). Kindergarten, at the PL 5/PL 6 cut point, had the lowest classification accuracy and consistency value for Speaking. Note that Kindergarten was also identified as having the lowest overall classification accuracy and consistency indices 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 for Kindergarten 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 variation 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), with the exception of the Writing domain. Since the ACCESS Online Writing test consists of only two tasks, the test score reliability estimate may be lower than similar writing tests that include more tasks. 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 exactly 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: List S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.712 | 0.652 |
| 1 | 0.492 | 0.404 |
| 2 | 0.474 | 0.390 |
| 3 | 0.471 | 0.387 |
| 4 | 0.484 | 0.389 |
| 5 | 0.474 | 0.382 |
| 6 | 0.420 | 0.337 |
| 7 | 0.391 | 0.313 |
| 8 | 0.360 | 0.312 |
| 9 | 0.421 | 0.338 |
| 10 | 0.430 | 0.340 |
| 11 | 0.428 | 0.339 |
| 12 | 0.440 | 0.342 |

Table 5.4.1.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: List S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.944 | 0.935 | 0.928 | 0.920 | 0.908 |
| 1 | 0.950 | 0.899 | 0.843 | 0.824 | 0.844 |
| 2 | 0.965 | 0.909 | 0.838 | 0.810 | 0.838 |
| 3 | 0.992 | 0.935 | 0.845 | 0.791 | 0.792 |
| 4 | 0.987 | 0.932 | 0.865 | 0.800 | 0.791 |
| 5 | 0.979 | 0.925 | 0.861 | 0.795 | 0.800 |
| 6 | 0.943 | 0.889 | 0.840 | 0.792 | 0.817 |
| 7 | 0.921 | 0.882 | 0.828 | 0.785 | 0.818 |
| 8 | 0.917 | 0.884 | 0.849 | 0.797 | 0.753 |
| 9 | 0.895 | 0.849 | 0.815 | 0.841 | 0.896 |
| 10 | 0.898 | 0.850 | 0.800 | 0.851 | 0.917 |
| 11 | 0.891 | 0.827 | 0.816 | 0.861 | 0.913 |
| 12 | 0.897 | 0.835 | 0.801 | 0.869 | 0.942 |

Table 5.4.1.3

Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: List S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.923 | 0.911 | 0.900 | 0.892 | 0.871 |
| 1 | 0.927 | 0.860 | 0.778 | 0.759 | 0.786 |
| 2 | 0.949 | 0.867 | 0.778 | 0.744 | 0.774 |
| 3 | 0.986 | 0.905 | 0.781 | 0.717 | 0.719 |
| 4 | 0.978 | 0.901 | 0.802 | 0.729 | 0.718 |
| 5 | 0.967 | 0.891 | 0.796 | 0.724 | 0.728 |
| 6 | 0.922 | 0.842 | 0.770 | 0.722 | 0.751 |
| 7 | 0.895 | 0.827 | 0.760 | 0.713 | 0.757 |
| 8 | 0.889 | 0.833 | 0.777 | 0.711 | 0.716 |
| 9 | 0.858 | 0.783 | 0.749 | 0.781 | 0.856 |
| 10 | 0.860 | 0.782 | 0.734 | 0.787 | 0.880 |
| 11 | 0.843 | 0.764 | 0.746 | 0.801 | 0.883 |
| 12 | 0.851 | 0.772 | 0.732 | 0.809 | 0.913 |

5.4.2 Reading

Table 5.4.2.1

Overall Accuracy and Consistency of Classification Indices: Read S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.854 | 0.834 |
| 1 | 0.528 | 0.424 |
| 2 | 0.570 | 0.468 |
| 3 | 0.423 | 0.329 |
| 4 | 0.484 | 0.386 |
| 5 | 0.477 | 0.381 |
| 6 | 0.574 | 0.462 |
| 7 | 0.561 | 0.454 |
| 8 | 0.548 | 0.443 |
| 9 | 0.561 | 0.457 |
| 10 | 0.558 | 0.455 |
| 11 | 0.550 | 0.449 |
| 12 | 0.583 | 0.473 |

Table 5.4.2.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: Read S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.966 | 0.968 | 0.960 | 0.936 | N/A |
| 1 | 0.841 | 0.836 | 0.889 | 0.929 | 0.964 |
| 2 | 0.886 | 0.872 | 0.899 | 0.915 | 0.944 |
| 3 | 0.928 | 0.874 | 0.779 | 0.781 | 0.924 |
| 4 | 0.936 | 0.872 | 0.822 | 0.845 | 0.914 |
| 5 | 0.932 | 0.860 | 0.825 | 0.839 | 0.907 |
| 6 | 0.913 | 0.843 | 0.880 | 0.912 | 0.973 |
| 7 | 0.901 | 0.842 | 0.876 | 0.916 | 0.966 |
| 8 | 0.890 | 0.854 | 0.872 | 0.902 | 0.960 |
| 9 | 0.915 | 0.859 | 0.876 | 0.899 | 0.938 |
| 10 | 0.928 | 0.863 | 0.870 | 0.891 | 0.932 |
| 11 | 0.924 | 0.867 | 0.864 | 0.880 | 0.929 |
| 12 | 0.928 | 0.868 | 0.881 | 0.886 | 0.945 |

Table 5.4.2.3

Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: Read S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.949 | 0.952 | 0.945 | 0.931 | N/A |
| 1 | 0.780 | 0.778 | 0.844 | 0.893 | 0.948 |
| 2 | 0.842 | 0.823 | 0.856 | 0.879 | 0.921 |
| 3 | 0.904 | 0.805 | 0.707 | 0.716 | 0.868 |
| 4 | 0.911 | 0.815 | 0.761 | 0.783 | 0.878 |
| 5 | 0.902 | 0.803 | 0.763 | 0.778 | 0.866 |
| 6 | 0.875 | 0.783 | 0.833 | 0.877 | 0.958 |
| 7 | 0.861 | 0.783 | 0.829 | 0.876 | 0.950 |
| 8 | 0.847 | 0.795 | 0.827 | 0.863 | 0.940 |
| 9 | 0.879 | 0.806 | 0.828 | 0.856 | 0.911 |
| 10 | 0.897 | 0.811 | 0.820 | 0.846 | 0.902 |
| 11 | 0.894 | 0.814 | 0.815 | 0.834 | 0.895 |
| 12 | 0.897 | 0.815 | 0.832 | 0.845 | 0.916 |

5.4.3 Writing

Table 5.4.3.1

Overall Accuracy and Consistency of Classification Indices: Writ S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.802 | 0.774 |
| 1 | 0.761 | 0.688 |
| 2 | 0.855 | 0.806 |
| 3 | 0.882 | 0.843 |
| 4 | 0.701 | 0.637 |
| 5 | 0.747 | 0.667 |
| 6 | 0.774 | 0.703 |
| 7 | 0.784 | 0.708 |
| 8 | 0.789 | 0.713 |
| 9 | 0.774 | 0.689 |
| 10 | 0.779 | 0.695 |
| 11 | 0.773 | 0.687 |
| 12 | 0.774 | 0.689 |

Table 5.4.3.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: Writ S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.923 | 0.878 | 0.973 | N/A | N/A |
| 1 | 0.928 | 0.847 | 0.990 | N/A | N/A |
| 2 | 0.959 | 0.917 | 0.980 | N/A | N/A |
| 3 | 0.972 | 0.939 | 0.972 | N/A | N/A |
| 4 | 0.972 | 0.955 | 0.813 | 0.991 | N/A |
| 5 | 0.977 | 0.956 | 0.835 | 0.977 | N/A |
| 6 | 0.961 | 0.938 | 0.875 | N/A | N/A |
| 7 | 0.956 | 0.931 | 0.897 | N/A | N/A |
| 8 | 0.955 | 0.936 | 0.897 | N/A | N/A |
| 9 | 0.949 | 0.928 | 0.896 | N/A | N/A |
| 10 | 0.954 | 0.928 | 0.896 | N/A | N/A |
| 11 | 0.949 | 0.926 | 0.896 | N/A | N/A |
| 12 | 0.946 | 0.924 | 0.902 | N/A | N/A |

Table 5.4.3.3

Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: Writ S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.889 | 0.872 | 0.970 | N/A | N/A |
| 1 | 0.897 | 0.796 | 0.990 | N/A | N/A |
| 2 | 0.940 | 0.887 | 0.979 | N/A | N/A |
| 3 | 0.959 | 0.916 | 0.969 | N/A | N/A |
| 4 | 0.960 | 0.937 | 0.738 | 0.991 | N/A |
| 5 | 0.966 | 0.938 | 0.777 | 0.977 | N/A |
| 6 | 0.944 | 0.912 | 0.843 | N/A | N/A |
| 7 | 0.938 | 0.903 | 0.863 | N/A | N/A |
| 8 | 0.938 | 0.907 | 0.861 | N/A | N/A |
| 9 | 0.928 | 0.900 | 0.854 | N/A | N/A |
| 10 | 0.934 | 0.899 | 0.854 | N/A | N/A |
| 11 | 0.928 | 0.895 | 0.855 | N/A | N/A |
| 12 | 0.924 | 0.892 | 0.862 | N/A | N/A |

5.4.4 Speaking

Table 5.4.4.1

Overall Accuracy and Consistency of Classification Indices: Spek S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.512 | 0.516 |
| 1 | 0.694 | 0.588 |
| 2 | 0.674 | 0.570 |
| 3 | 0.666 | 0.559 |
| 4 | 0.643 | 0.538 |
| 5 | 0.629 | 0.528 |
| 6 | 0.627 | 0.532 |
| 7 | 0.650 | 0.553 |
| 8 | 0.643 | 0.548 |
| 9 | 0.677 | 0.594 |
| 10 | 0.674 | 0.593 |
| 11 | 0.669 | 0.589 |
| 12 | 0.666 | 0.591 |

Table 5.4.4.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: Spek S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.894 | 0.931 | 0.953 | 0.955 | 0.754 |
| 1 | 0.936 | 0.895 | 0.916 | 0.953 | 0.991 |
| 2 | 0.951 | 0.900 | 0.900 | 0.941 | 0.970 |
| 3 | 0.951 | 0.897 | 0.895 | 0.923 | 0.956 |
| 4 | 0.958 | 0.922 | 0.890 | 0.898 | 0.963 |
| 5 | 0.949 | 0.915 | 0.895 | 0.896 | 0.948 |
| 6 | 0.949 | 0.924 | 0.904 | 0.913 | 0.924 |
| 7 | 0.943 | 0.922 | 0.912 | 0.905 | 0.954 |
| 8 | 0.944 | 0.922 | 0.903 | 0.917 | 0.938 |
| 9 | 0.931 | 0.918 | 0.918 | 0.951 | 0.939 |
| 10 | 0.935 | 0.913 | 0.918 | 0.965 | 0.931 |
| 11 | 0.931 | 0.914 | 0.924 | 0.962 | 0.923 |
| 12 | 0.937 | 0.912 | 0.930 | 0.967 | 0.909 |

Table 5.4.4.3

Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: Spek S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.857 | 0.904 | 0.929 | 0.931 | 0.816 |
| 1 | 0.907 | 0.854 | 0.880 | 0.936 | 0.991 |
| 2 | 0.928 | 0.860 | 0.860 | 0.922 | 0.970 |
| 3 | 0.926 | 0.856 | 0.853 | 0.922 | 0.956 |
| 4 | 0.938 | 0.889 | 0.849 | 0.857 | 0.961 |
| 5 | 0.926 | 0.882 | 0.855 | 0.860 | 0.947 |
| 6 | 0.927 | 0.893 | 0.867 | 0.868 | 0.921 |
| 7 | 0.918 | 0.891 | 0.876 | 0.866 | 0.947 |
| 8 | 0.919 | 0.890 | 0.866 | 0.877 | 0.936 |
| 9 | 0.901 | 0.884 | 0.885 | 0.923 | 0.939 |
| 10 | 0.905 | 0.878 | 0.883 | 0.941 | 0.939 |
| 11 | 0.902 | 0.880 | 0.892 | 0.939 | 0.931 |
| 12 | 0.910 | 0.877 | 0.898 | 0.950 | 0.923 |

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 a 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, Turhan, & Darandari, 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 the 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, 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 for the population of male students. The third table provides information by ethnicity, for Hispanic and for non-Hispanic 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 Chapter 3 for an explanation of the procedures we used to compute the composite scale scores.

For each grade-level cluster excluding Kindergarten, we derive a reliability coefficient across tiers for each domain. (The Kindergarten test is not tiered and 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 0.88 to 0.96. The stratified Cronbach's alpha of the Oral composite ranged from 0.89 to 0.96 for male students; from 0.88 to 0.96 for female students; from 0.89 to 0.96 for Hispanic students; from 0.88 to 0.95 for non-Hispanic students; and from 0.86 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 0.97 for male students; from 0.89 to 0.96 for female students; from 0.90 to 0.96 for Hispanic students; from 0.91 to 0.97 for non-Hispanic students; and from 0.88 to 0.97 for students with an IEP.

The stratified Cronbach's alpha of the Comprehension composite computed for all students ranged from 0.77 to 0.97. The stratified Cronbach's alpha of the Comprehension composite ranged from 0.78 to 0.97

for male students; from 0.75 to 0.96 for female students; from 0.76 to 0.96 for Hispanic students; from 0.79 to 0.97 for non-Hispanic students; and from 0.69 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 0.93 to 0.97 for Hispanic students; from 0.94 to 0.98 for non-Hispanic 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 S503 Paper

| Cluster | Component | Weight | Variance | Reliability |
|---------|-----------|--------|----------|-------------|
| K | Listening | 0.50 | 6628.21 | 0.95 |
| | Speaking | 0.50 | 10873.52 | 0.92 |
| | Oral | | 7784.36 | 0.96 |
| 1 | Listening | 0.50 | 1680.44 | 0.72 |
| | Speaking | 0.50 | 4375.79 | 0.90 |
| | Oral | | 2260.79 | 0.90 |
| 2 | Listening | 0.50 | 1798.27 | 0.70 |
| | Speaking | 0.50 | 4443.61 | 0.91 |
| | Oral | | 2373.74 | 0.90 |
| 3 | Listening | 0.50 | 1377.91 | 0.60 |
| | Speaking | 0.50 | 4367.13 | 0.91 |
| | Oral | | 2067.25 | 0.88 |
| 4-5 | Listening | 0.50 | 1763.85 | 0.64 |
| | Speaking | 0.50 | 5147.51 | 0.90 |
| | Oral | | 2635.71 | 0.89 |
| 6-8 | Listening | 0.50 | 2531.68 | 0.65 |
| | Speaking | 0.50 | 6541.97 | 0.92 |
| | Oral | | 3664.13 | 0.90 |
| 9-12 | Listening | 0.50 | 2418.58 | 0.67 |
| | Speaking | 0.50 | 6479.95 | 0.92 |
| | Oral | | 3536.27 | 0.91 |

Table 5.5.1.2

Reliabilities of Composite Scale Scores: Oral S503 Paper by Gender

| Cluster | Component | Weight | Female | | Male | |
|---------|-----------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Listening | 0.50 | 6410.96 | 0.95 | 6768.89 | 0.95 |
| | Speaking | 0.50 | 11047.54 | 0.92 | 10511.85 | 0.91 |
| | Oral | | 7739.96 | 0.96 | 7694.61 | 0.96 |
| 1 | Listening | 0.50 | 1616.49 | 0.71 | 1723.58 | 0.73 |
| | Speaking | 0.50 | 4389.53 | 0.90 | 4315.20 | 0.90 |
| | Oral | | 2230.61 | 0.90 | 2260.32 | 0.90 |
| 2 | Listening | 0.50 | 1753.76 | 0.69 | 1829.74 | 0.71 |
| | Speaking | 0.50 | 4510.62 | 0.91 | 4363.01 | 0.91 |
| | Oral | | 2379.54 | 0.90 | 2353.73 | 0.90 |
| 3 | Listening | 0.50 | 1293.69 | 0.57 | 1445.63 | 0.61 |
| | Speaking | 0.50 | 4439.67 | 0.91 | 4280.74 | 0.91 |
| | Oral | | 2056.35 | 0.88 | 2064.79 | 0.89 |
| 4-5 | Listening | 0.50 | 1680.84 | 0.63 | 1828.17 | 0.65 |
| | Speaking | 0.50 | 5180.14 | 0.90 | 5094.41 | 0.91 |
| | Oral | | 2602.34 | 0.89 | 2650.11 | 0.89 |
| 6-8 | Listening | 0.50 | 2503.18 | 0.64 | 2544.18 | 0.66 |
| | Speaking | 0.50 | 6543.07 | 0.92 | 6502.26 | 0.92 |
| | Oral | | 3652.30 | 0.90 | 3650.90 | 0.90 |
| 9-12 | Listening | 0.50 | 2318.88 | 0.67 | 2501.86 | 0.68 |
| | Speaking | 0.50 | 6420.92 | 0.92 | 6514.98 | 0.92 |
| | Oral | | 3460.68 | 0.91 | 3593.05 | 0.91 |

Table 5.5.1.3

Reliabilities of Composite Scale Scores: Oral S503 Paper by Ethnicity

| Cluster | Component | Weight | Hispanic | | Other | |
|---------|-----------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Listening | 0.50 | 6718.66 | 0.95 | 5582.67 | 0.94 |
| | Speaking | 0.50 | 10893.49 | 0.92 | 9746.28 | 0.90 |
| | Oral | | 7838.96 | 0.96 | 6690.71 | 0.95 |
| 1 | Listening | 0.50 | 1675.22 | 0.72 | 1674.44 | 0.73 |
| | Speaking | 0.50 | 4418.83 | 0.91 | 4000.69 | 0.89 |
| | Oral | | 2278.09 | 0.90 | 2098.22 | 0.89 |
| 2 | Listening | 0.50 | 1830.78 | 0.70 | 1649.21 | 0.71 |
| | Speaking | 0.50 | 4548.31 | 0.91 | 3912.09 | 0.90 |
| | Oral | | 2438.80 | 0.90 | 2059.03 | 0.89 |
| 3 | Listening | 0.50 | 1372.17 | 0.59 | 1386.58 | 0.62 |
| | Speaking | 0.50 | 4472.43 | 0.91 | 3828.77 | 0.90 |
| | Oral | | 2108.31 | 0.89 | 1847.77 | 0.88 |
| 4-5 | Listening | 0.50 | 1791.55 | 0.64 | 1610.52 | 0.65 |
| | Speaking | 0.50 | 5337.21 | 0.91 | 4167.06 | 0.89 |
| | Oral | | 2731.23 | 0.89 | 2136.40 | 0.88 |
| 6-8 | Listening | 0.50 | 2602.25 | 0.64 | 2127.26 | 0.66 |
| | Speaking | 0.50 | 6803.11 | 0.92 | 5092.54 | 0.91 |
| | Oral | | 3812.48 | 0.90 | 2827.91 | 0.90 |
| 9-12 | Listening | 0.50 | 2474.93 | 0.67 | 2038.83 | 0.68 |
| | Speaking | 0.50 | 6650.90 | 0.92 | 5291.85 | 0.92 |
| | Oral | | 3645.87 | 0.91 | 2793.27 | 0.90 |

Table 5.5.1.4

Reliabilities of Composite Scale Scores: Oral S503 Paper by IEP Status

| Cluster | Component | Weight | Variance | Reliability |
|----------------|------------------|---------------|-----------------|--------------------|
| K | Listening | 0.50 | 6958.23 | 0.96 |
| | Speaking | 0.50 | 8870.68 | 0.90 |
| | Oral | | 7083.04 | 0.96 |
| 1 | Listening | 0.50 | 1690.20 | 0.74 |
| | Speaking | 0.50 | 3463.79 | 0.90 |
| | Oral | | 1882.93 | 0.89 |
| 2 | Listening | 0.50 | 1690.24 | 0.74 |
| | Speaking | 0.50 | 3608.15 | 0.90 |
| | Oral | | 1919.01 | 0.89 |
| 3 | Listening | 0.50 | 1173.66 | 0.57 |
| | Speaking | 0.50 | 3188.66 | 0.89 |
| | Oral | | 1469.31 | 0.86 |
| 4-5 | Listening | 0.50 | 1331.41 | 0.62 |
| | Speaking | 0.50 | 3299.54 | 0.90 |
| | Oral | | 1599.49 | 0.87 |
| 6-8 | Listening | 0.50 | 1444.73 | 0.60 |
| | Speaking | 0.50 | 3726.72 | 0.91 |
| | Oral | | 1826.59 | 0.87 |
| 9-12 | Listening | 0.50 | 1553.86 | 0.63 |
| | Speaking | 0.50 | 4946.97 | 0.91 |
| | Oral | | 2355.39 | 0.89 |

5.5.2 Literacy

Table 5.5.2.1

Reliabilities of Composite Scale Scores: Litr S503 Paper

| Cluster | Component | Weight | Variance | Reliability |
|----------------|------------------|---------------|-----------------|--------------------|
| K | Reading | 0.50 | 4506.44 | 0.95 |
| | Writing | 0.50 | 4611.20 | 0.92 |
| | Literacy | | | 3922.94 |
| 1 | Reading | 0.50 | 942.77 | 0.76 |
| | Writing | 0.50 | 2020.06 | 0.92 |
| | Literacy | | | 1099.33 |
| 2 | Reading | 0.50 | 1228.63 | 0.84 |
| | Writing | 0.50 | 1967.63 | 0.94 |
| | Literacy | | | 1303.00 |
| 3 | Reading | 0.50 | 798.89 | 0.66 |
| | Writing | 0.50 | 1659.81 | 0.94 |
| | Literacy | | | 952.32 |
| 4-5 | Reading | 0.50 | 993.45 | 0.77 |
| | Writing | 0.50 | 2109.74 | 0.91 |
| | Literacy | | | 1265.03 |
| 6-8 | Reading | 0.50 | 907.36 | 0.78 |
| | Writing | 0.50 | 1829.39 | 0.91 |
| | Literacy | | | 1128.65 |
| 9-12 | Reading | 0.50 | 1179.38 | 0.82 |
| | Writing | 0.50 | 2109.82 | 0.90 |
| | Literacy | | | 1367.31 |

Table 5.5.2.2

Reliabilities of Composite Scale Scores: Litr S503 Paper by Gender

| Cluster | Component | Weight | Female | | Male | |
|---------|-----------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Reading | 0.50 | 4297.85 | 0.95 | 4650.39 | 0.95 |
| | Writing | 0.50 | 4527.92 | 0.92 | 4637.31 | 0.93 |
| | Literacy | | 3787.12 | 0.96 | 3999.43 | 0.97 |
| 1 | Reading | 0.50 | 910.28 | 0.75 | 971.06 | 0.77 |
| | Writing | 0.50 | 1874.47 | 0.91 | 2111.11 | 0.92 |
| | Literacy | | 1041.48 | 0.91 | 1137.85 | 0.91 |
| 2 | Reading | 0.50 | 1179.23 | 0.83 | 1270.18 | 0.84 |
| | Writing | 0.50 | 1828.48 | 0.94 | 2039.00 | 0.94 |
| | Literacy | | 1237.94 | 0.94 | 1342.66 | 0.94 |
| 3 | Reading | 0.50 | 747.81 | 0.63 | 841.87 | 0.68 |
| | Writing | 0.50 | 1573.17 | 0.93 | 1673.48 | 0.94 |
| | Literacy | | 906.18 | 0.89 | 974.53 | 0.90 |
| 4-5 | Reading | 0.50 | 933.54 | 0.75 | 1041.14 | 0.78 |
| | Writing | 0.50 | 2068.01 | 0.91 | 2062.04 | 0.91 |
| | Literacy | | 1226.98 | 0.91 | 1269.90 | 0.92 |
| 6-8 | Reading | 0.50 | 848.30 | 0.77 | 954.20 | 0.78 |
| | Writing | 0.50 | 1799.12 | 0.90 | 1808.99 | 0.91 |
| | Literacy | | 1085.41 | 0.91 | 1146.75 | 0.92 |
| 9-12 | Reading | 0.50 | 1140.53 | 0.81 | 1202.81 | 0.83 |
| | Writing | 0.50 | 2076.84 | 0.90 | 2096.52 | 0.90 |
| | Literacy | | 1343.21 | 0.92 | 1364.79 | 0.92 |

Table 5.5.2.3

Reliabilities of Composite Scale Scores: Litr S503 Paper by Ethnicity

| Cluster | Component | Weight | Hispanic | | Other | |
|---------|-----------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Reading | 0.50 | 3832.53 | 0.95 | 5109.56 | 0.96 |
| | Writing | 0.50 | 4125.79 | 0.91 | 4853.52 | 0.93 |
| | Literacy | | 3354.86 | 0.96 | 4309.05 | 0.97 |
| 1 | Reading | 0.50 | 911.17 | 0.75 | 1027.20 | 0.80 |
| | Writing | 0.50 | 1992.93 | 0.92 | 2066.40 | 0.92 |
| | Literacy | | 1071.12 | 0.91 | 1167.05 | 0.92 |
| 2 | Reading | 0.50 | 1225.36 | 0.83 | 1221.62 | 0.85 |
| | Writing | 0.50 | 1977.96 | 0.94 | 1867.26 | 0.94 |
| | Literacy | | 1305.25 | 0.94 | 1260.98 | 0.94 |
| 3 | Reading | 0.50 | 795.90 | 0.65 | 798.39 | 0.70 |
| | Writing | 0.50 | 1665.65 | 0.94 | 1601.37 | 0.93 |
| | Literacy | | 952.84 | 0.90 | 931.06 | 0.91 |
| 4-5 | Reading | 0.50 | 1000.12 | 0.76 | 941.59 | 0.79 |
| | Writing | 0.50 | 2162.05 | 0.91 | 1862.45 | 0.91 |
| | Literacy | | 1291.38 | 0.92 | 1131.43 | 0.92 |
| 6-8 | Reading | 0.50 | 901.05 | 0.77 | 893.32 | 0.79 |
| | Writing | 0.50 | 1875.91 | 0.91 | 1563.38 | 0.91 |
| | Literacy | | 1146.23 | 0.92 | 1001.70 | 0.92 |
| 9-12 | Reading | 0.50 | 1196.65 | 0.82 | 1039.69 | 0.83 |
| | Writing | 0.50 | 2151.26 | 0.90 | 1855.43 | 0.90 |
| | Literacy | | 1398.73 | 0.92 | 1164.37 | 0.92 |

Table 5.5.2.4

Reliabilities of Composite Scale Scores: Litr S503 Paper by IEP Status

| Cluster | Component | Weight | Variance | Reliability |
|----------------|------------------|---------------|-----------------|--------------------|
| K | Reading | 0.50 | 4632.10 | 0.96 |
| | Writing | 0.50 | 3976.63 | 0.92 |
| | Literacy | | 3584.57 | 0.97 |
| 1 | Reading | 0.50 | 773.37 | 0.69 |
| | Writing | 0.50 | 2410.81 | 0.92 |
| | Literacy | | 1049.15 | 0.90 |
| 2 | Reading | 0.50 | 994.32 | 0.80 |
| | Writing | 0.50 | 2115.34 | 0.95 |
| | Literacy | | 1197.35 | 0.94 |
| 3 | Reading | 0.50 | 666.75 | 0.55 |
| | Writing | 0.50 | 1667.00 | 0.94 |
| | Literacy | | 853.47 | 0.88 |
| 4-5 | Reading | 0.50 | 677.01 | 0.70 |
| | Writing | 0.50 | 1626.35 | 0.92 |
| | Literacy | | 864.83 | 0.90 |
| 6-8 | Reading | 0.50 | 593.48 | 0.71 |
| | Writing | 0.50 | 1280.20 | 0.92 |
| | Literacy | | 704.07 | 0.90 |
| 9-12 | Reading | 0.50 | 835.59 | 0.79 |
| | Writing | 0.50 | 1683.91 | 0.92 |
| | Literacy | | 965.30 | 0.92 |

5.5.3 Comprehension

Table 5.5.3.1

Reliabilities of Composite Scale Scores: Cphn S503 Paper

| Cluster | Component | Weight | Variance | Reliability |
|----------------|------------------|---------------|-----------------|--------------------|
| K | Listening | 0.30 | 6628.21 | 0.95 |
| | Reading | 0.70 | 4506.44 | 0.95 |
| | Comprehension | | | 3999.38 |
| 1 | Listening | 0.30 | 1680.44 | 0.72 |
| | Reading | 0.70 | 942.77 | 0.76 |
| | Comprehension | | | 875.49 |
| 2 | Listening | 0.30 | 1798.27 | 0.70 |
| | Reading | 0.70 | 1228.63 | 0.84 |
| | Comprehension | | | 1137.96 |
| 3 | Listening | 0.30 | 1377.91 | 0.60 |
| | Reading | 0.70 | 798.89 | 0.66 |
| | Comprehension | | | 793.26 |
| 4-5 | Listening | 0.30 | 1763.85 | 0.64 |
| | Reading | 0.70 | 993.45 | 0.77 |
| | Comprehension | | | 1043.10 |
| 6-8 | Listening | 0.30 | 2531.68 | 0.65 |
| | Reading | 0.70 | 907.36 | 0.78 |
| | Comprehension | | | 1140.46 |
| 9-12 | Listening | 0.30 | 2418.58 | 0.67 |
| | Reading | 0.70 | 1179.38 | 0.82 |
| | Comprehension | | | 1332.28 |

Table 5.5.3.2

Reliabilities of Composite Scale Scores: Cphn S503 Paper by Gender

| Cluster | Component | Weight | Female | | Male | |
|---------|---------------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Listening | 0.30 | 6410.96 | 0.95 | 6768.89 | 0.95 |
| | Reading | 0.70 | 4297.85 | 0.95 | 4650.39 | 0.95 |
| | Comprehension | | | 3846.73 | 0.96 | 4100.17 |
| 1 | Listening | 0.30 | 1616.49 | 0.71 | 1723.58 | 0.73 |
| | Reading | 0.70 | 910.28 | 0.75 | 971.06 | 0.77 |
| | Comprehension | | | 850.30 | 0.82 | 894.04 |
| 2 | Listening | 0.30 | 1753.76 | 0.69 | 1829.74 | 0.71 |
| | Reading | 0.70 | 1179.23 | 0.83 | 1270.18 | 0.84 |
| | Comprehension | | | 1099.18 | 0.87 | 1169.29 |
| 3 | Listening | 0.30 | 1293.69 | 0.57 | 1445.63 | 0.61 |
| | Reading | 0.70 | 747.81 | 0.63 | 841.87 | 0.68 |
| | Comprehension | | | 739.96 | 0.75 | 837.26 |
| 4-5 | Listening | 0.30 | 1680.84 | 0.63 | 1828.17 | 0.65 |
| | Reading | 0.70 | 933.54 | 0.75 | 1041.14 | 0.78 |
| | Comprehension | | | 983.42 | 0.83 | 1090.25 |
| 6-8 | Listening | 0.30 | 2503.18 | 0.64 | 2544.18 | 0.66 |
| | Reading | 0.70 | 848.30 | 0.77 | 954.20 | 0.78 |
| | Comprehension | | | 1087.41 | 0.84 | 1181.30 |
| 9-12 | Listening | 0.30 | 2318.88 | 0.67 | 2501.86 | 0.68 |
| | Reading | 0.70 | 1140.53 | 0.81 | 1202.81 | 0.83 |
| | Comprehension | | | 1287.21 | 0.86 | 1364.02 |

Table 5.5.3.3

Reliabilities of Composite Scale Scores: Cphn S503 Paper by Ethnicity

| Cluster | Component | Weight | Hispanic | | Other | |
|---------|---------------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Listening | 0.30 | 6718.66 | 0.95 | 5582.67 | 0.94 |
| | Reading | 0.70 | 3832.53 | 0.95 | 5109.56 | 0.96 |
| | Comprehension | | | 3538.73 | 0.96 | 4159.40 |
| 1 | Listening | 0.30 | 1675.22 | 0.72 | 1674.44 | 0.73 |
| | Reading | 0.70 | 911.17 | 0.75 | 1027.20 | 0.80 |
| | Comprehension | | | 850.91 | 0.82 | 939.76 |
| 2 | Listening | 0.30 | 1830.78 | 0.70 | 1649.21 | 0.71 |
| | Reading | 0.70 | 1225.36 | 0.83 | 1221.62 | 0.85 |
| | Comprehension | | | 1142.92 | 0.87 | 1100.98 |
| 3 | Listening | 0.30 | 1372.17 | 0.59 | 1386.58 | 0.62 |
| | Reading | 0.70 | 795.90 | 0.65 | 798.39 | 0.70 |
| | Comprehension | | | 790.84 | 0.76 | 790.82 |
| 4-5 | Listening | 0.30 | 1791.55 | 0.64 | 1610.52 | 0.65 |
| | Reading | 0.70 | 1000.12 | 0.76 | 941.59 | 0.79 |
| | Comprehension | | | 1056.78 | 0.83 | 957.99 |
| 6-8 | Listening | 0.30 | 2602.25 | 0.64 | 2127.26 | 0.66 |
| | Reading | 0.70 | 901.05 | 0.77 | 893.32 | 0.79 |
| | Comprehension | | | 1150.83 | 0.84 | 1039.45 |
| 9-12 | Listening | 0.30 | 2474.93 | 0.67 | 2038.83 | 0.68 |
| | Reading | 0.70 | 1196.65 | 0.82 | 1039.69 | 0.83 |
| | Comprehension | | | 1358.98 | 0.87 | 1136.02 |

Table 5.5.3.4

Reliabilities of Composite Scale Scores: Cphn S503 Paper by IEP Status

| Cluster | Component | Weight | Variance | Reliability |
|----------------|------------------|---------------|-----------------|--------------------|
| K | Listening | 0.30 | 6958.23 | 0.96 |
| | Reading | 0.70 | 4632.10 | 0.96 |
| | Comprehension | | | 3930.14 |
| 1 | Listening | 0.30 | 1690.20 | 0.74 |
| | Reading | 0.70 | 773.37 | 0.69 |
| | Comprehension | | | 724.05 |
| 2 | Listening | 0.30 | 1690.24 | 0.74 |
| | Reading | 0.70 | 994.32 | 0.80 |
| | Comprehension | | | 911.26 |
| 3 | Listening | 0.30 | 1173.66 | 0.57 |
| | Reading | 0.70 | 666.75 | 0.55 |
| | Comprehension | | | 625.04 |
| 4-5 | Listening | 0.30 | 1331.41 | 0.62 |
| | Reading | 0.70 | 677.01 | 0.70 |
| | Comprehension | | | 682.63 |
| 6-8 | Listening | 0.30 | 1444.73 | 0.60 |
| | Reading | 0.70 | 593.48 | 0.71 |
| | Comprehension | | | 655.15 |
| 9-12 | Listening | 0.30 | 1553.86 | 0.63 |
| | Reading | 0.70 | 835.59 | 0.79 |
| | Comprehension | | | 862.03 |

5.5.4 Overall

Table 5.5.4.1

Reliabilities of Composite Scale Scores: Over S503 Paper

| Cluster | Component | Weight | Variance | Reliability |
|---------|-------------------|--------|----------|-------------|
| K | Listening | 0.15 | 6628.21 | 0.95 |
| | Reading | 0.35 | 4506.44 | 0.95 |
| | Writing | 0.35 | 4611.20 | 0.92 |
| | Speaking | 0.15 | 10873.52 | 0.92 |
| | Overall Composite | | 4003.87 | 0.98 |
| 1 | Listening | 0.15 | 1680.44 | 0.72 |
| | Reading | 0.35 | 942.77 | 0.76 |
| | Writing | 0.35 | 2020.06 | 0.92 |
| | Speaking | 0.15 | 4375.79 | 0.90 |
| | Overall Composite | | 1149.64 | 0.94 |
| 2 | Listening | 0.15 | 1798.27 | 0.70 |
| | Reading | 0.35 | 1228.63 | 0.84 |
| | Writing | 0.35 | 1967.63 | 0.94 |
| | Speaking | 0.15 | 4443.61 | 0.91 |
| | Overall Composite | | 1338.00 | 0.96 |
| 3 | Listening | 0.15 | 1377.91 | 0.60 |
| | Reading | 0.35 | 798.89 | 0.66 |
| | Writing | 0.35 | 1659.81 | 0.94 |
| | Speaking | 0.15 | 4367.13 | 0.91 |
| | Overall Composite | | 1056.59 | 0.94 |
| 4-5 | Listening | 0.15 | 1763.85 | 0.64 |
| | Reading | 0.35 | 993.45 | 0.77 |
| | Writing | 0.35 | 2109.74 | 0.91 |
| | Speaking | 0.15 | 5147.51 | 0.90 |
| | Overall Composite | | 1436.85 | 0.95 |
| 6-8 | Listening | 0.15 | 2531.68 | 0.65 |
| | Reading | 0.35 | 907.36 | 0.78 |
| | Writing | 0.35 | 1829.39 | 0.91 |
| | Speaking | 0.15 | 6541.97 | 0.92 |
| | Overall Composite | | 1578.66 | 0.95 |
| 9-12 | Listening | 0.15 | 2418.58 | 0.67 |
| | Reading | 0.35 | 1179.38 | 0.82 |
| | Writing | 0.35 | 2109.82 | 0.90 |
| | Speaking | 0.15 | 6479.95 | 0.92 |
| | Overall Composite | | 1727.88 | 0.95 |

Table 5.5.4.2

Reliabilities of Composite Scale Scores: Over S503 Paper by Gender

| Cluster | Component | Weight | Female | | Male | |
|---------|-------------------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Listening | 0.15 | 6410.96 | 0.95 | 6768.89 | 0.95 |
| | Reading | 0.35 | 4297.85 | 0.95 | 4650.39 | 0.95 |
| | Writing | 0.35 | 4527.92 | 0.92 | 4637.31 | 0.93 |
| | Speaking | 0.15 | 11047.54 | 0.92 | 10511.85 | 0.91 |
| | Overall Composite | | 3908.21 | 0.98 | 4038.24 | 0.98 |
| 1 | Listening | 0.15 | 1616.49 | 0.71 | 1723.58 | 0.73 |
| | Reading | 0.35 | 910.28 | 0.75 | 971.06 | 0.77 |
| | Writing | 0.35 | 1874.47 | 0.91 | 2111.11 | 0.92 |
| | Speaking | 0.15 | 4389.53 | 0.90 | 4315.20 | 0.90 |
| | Overall Composite | | 1109.06 | 0.94 | 1169.73 | 0.94 |
| 2 | Listening | 0.15 | 1753.76 | 0.69 | 1829.74 | 0.71 |
| | Reading | 0.35 | 1179.23 | 0.83 | 1270.18 | 0.84 |
| | Writing | 0.35 | 1828.48 | 0.94 | 2039.00 | 0.94 |
| | Speaking | 0.15 | 4510.62 | 0.91 | 4363.01 | 0.91 |
| | Overall Composite | | 1299.83 | 0.95 | 1356.05 | 0.96 |
| 3 | Listening | 0.15 | 1293.69 | 0.57 | 1445.63 | 0.61 |
| | Reading | 0.35 | 747.81 | 0.63 | 841.87 | 0.68 |
| | Writing | 0.35 | 1573.17 | 0.93 | 1673.48 | 0.94 |
| | Speaking | 0.15 | 4439.67 | 0.91 | 4280.74 | 0.91 |
| | Overall Composite | | 1029.47 | 0.93 | 1066.94 | 0.94 |
| 4-5 | Listening | 0.15 | 1680.84 | 0.63 | 1828.17 | 0.65 |
| | Reading | 0.35 | 933.54 | 0.75 | 1041.14 | 0.78 |
| | Writing | 0.35 | 2068.01 | 0.91 | 2062.04 | 0.91 |
| | Speaking | 0.15 | 5180.14 | 0.90 | 5094.41 | 0.91 |
| | Overall Composite | | 1409.58 | 0.95 | 1441.16 | 0.95 |
| 6-8 | Listening | 0.15 | 2503.18 | 0.64 | 2544.18 | 0.66 |
| | Reading | 0.35 | 848.30 | 0.77 | 954.20 | 0.78 |
| | Writing | 0.35 | 1799.12 | 0.90 | 1808.99 | 0.91 |
| | Speaking | 0.15 | 6543.07 | 0.92 | 6502.26 | 0.92 |
| | Overall Composite | | 1551.68 | 0.95 | 1587.78 | 0.95 |
| 9-12 | Listening | 0.15 | 2318.88 | 0.67 | 2501.86 | 0.68 |
| | Reading | 0.35 | 1140.53 | 0.81 | 1202.81 | 0.83 |
| | Writing | 0.35 | 2076.84 | 0.90 | 2096.52 | 0.90 |
| | Speaking | 0.15 | 6420.92 | 0.92 | 6514.98 | 0.92 |
| | Overall Composite | | 1708.32 | 0.95 | 1730.67 | 0.95 |

Table 5.5.4.3

Reliabilities of Composite Scale Scores: Over S503 Paper by Ethnicity

| Cluster | Component | Weight | Hispanic | | Other | |
|---------|-------------------|--------|----------|-------------|----------|-------------|
| | | | Variance | Reliability | Variance | Reliability |
| K | Listening | 0.15 | 6718.66 | 0.95 | 5582.67 | 0.94 |
| | Reading | 0.35 | 3832.53 | 0.95 | 5109.56 | 0.96 |
| | Writing | 0.35 | 4125.79 | 0.91 | 4853.52 | 0.93 |
| | Speaking | 0.15 | 10893.49 | 0.92 | 9746.28 | 0.90 |
| | Overall Composite | | 3586.94 | 0.97 | 4039.24 | 0.98 |
| 1 | Listening | 0.15 | 1675.22 | 0.72 | 1674.44 | 0.73 |
| | Reading | 0.35 | 911.17 | 0.75 | 1027.20 | 0.80 |
| | Writing | 0.35 | 1992.93 | 0.92 | 2066.40 | 0.92 |
| | Speaking | 0.15 | 4418.83 | 0.91 | 4000.69 | 0.89 |
| | Overall Composite | | 1130.55 | 0.94 | 1168.81 | 0.94 |
| 2 | Listening | 0.15 | 1830.78 | 0.70 | 1649.21 | 0.71 |
| | Reading | 0.35 | 1225.36 | 0.83 | 1221.62 | 0.85 |
| | Writing | 0.35 | 1977.96 | 0.94 | 1867.26 | 0.94 |
| | Speaking | 0.15 | 4548.31 | 0.91 | 3912.09 | 0.90 |
| | Overall Composite | | 1353.94 | 0.96 | 1237.45 | 0.96 |
| 3 | Listening | 0.15 | 1372.17 | 0.59 | 1386.58 | 0.62 |
| | Reading | 0.35 | 795.90 | 0.65 | 798.39 | 0.70 |
| | Writing | 0.35 | 1665.65 | 0.94 | 1601.37 | 0.93 |
| | Speaking | 0.15 | 4472.43 | 0.91 | 3828.77 | 0.90 |
| | Overall Composite | | 1066.09 | 0.93 | 990.64 | 0.94 |
| 4-5 | Listening | 0.15 | 1791.55 | 0.64 | 1610.52 | 0.65 |
| | Reading | 0.35 | 1000.12 | 0.76 | 941.59 | 0.79 |
| | Writing | 0.35 | 2162.05 | 0.91 | 1862.45 | 0.91 |
| | Speaking | 0.15 | 5337.21 | 0.91 | 4167.06 | 0.89 |
| | Overall Composite | | 1481.64 | 0.95 | 1209.37 | 0.94 |
| 6-8 | Listening | 0.15 | 2602.25 | 0.64 | 2127.26 | 0.66 |
| | Reading | 0.35 | 901.05 | 0.77 | 893.32 | 0.79 |
| | Writing | 0.35 | 1875.91 | 0.91 | 1563.38 | 0.91 |
| | Speaking | 0.15 | 6803.11 | 0.92 | 5092.54 | 0.91 |
| | Overall Composite | | 1627.42 | 0.95 | 1285.20 | 0.95 |
| 9-12 | Listening | 0.15 | 2474.93 | 0.67 | 2038.83 | 0.68 |
| | Reading | 0.35 | 1196.65 | 0.82 | 1039.69 | 0.83 |
| | Writing | 0.35 | 2151.26 | 0.90 | 1855.43 | 0.90 |
| | Speaking | 0.15 | 6650.90 | 0.92 | 5291.85 | 0.92 |
| | Overall Composite | | 1781.40 | 0.95 | 1384.84 | 0.95 |

Table 5.5.4.4

Reliabilities of Composite Scale Scores: Over S503 Paper by IEP Status

| Cluster | Component | Weight | Variance | Reliability |
|----------------|-------------------|---------------|-----------------|--------------------|
| K | Listening | 0.15 | 6958.23 | 0.96 |
| | Reading | 0.35 | 4632.10 | 0.96 |
| | Writing | 0.35 | 3976.63 | 0.92 |
| | Speaking | 0.15 | 8870.68 | 0.90 |
| | Overall Composite | | 3561.80 | 0.98 |
| 1 | Listening | 0.15 | 1690.20 | 0.74 |
| | Reading | 0.35 | 773.37 | 0.69 |
| | Writing | 0.35 | 2410.81 | 0.92 |
| | Speaking | 0.15 | 3463.79 | 0.90 |
| | Overall Composite | | 1008.11 | 0.93 |
| 2 | Listening | 0.15 | 1690.24 | 0.74 |
| | Reading | 0.35 | 994.32 | 0.80 |
| | Writing | 0.35 | 2115.34 | 0.95 |
| | Speaking | 0.15 | 3608.15 | 0.90 |
| | Overall Composite | | 1135.10 | 0.95 |
| 3 | Listening | 0.15 | 1173.66 | 0.57 |
| | Reading | 0.35 | 666.75 | 0.55 |
| | Writing | 0.35 | 1667.00 | 0.94 |
| | Speaking | 0.15 | 3188.66 | 0.89 |
| | Overall Composite | | 821.75 | 0.92 |
| 4-5 | Listening | 0.15 | 1331.41 | 0.62 |
| | Reading | 0.35 | 677.01 | 0.70 |
| | Writing | 0.35 | 1626.35 | 0.92 |
| | Speaking | 0.15 | 3299.54 | 0.90 |
| | Overall Composite | | 862.37 | 0.93 |
| 6-8 | Listening | 0.15 | 1444.73 | 0.60 |
| | Reading | 0.35 | 593.48 | 0.71 |
| | Writing | 0.35 | 1280.20 | 0.92 |
| | Speaking | 0.15 | 3726.72 | 0.91 |
| | Overall Composite | | 808.73 | 0.93 |
| 9-12 | Listening | 0.15 | 1553.86 | 0.63 |
| | Reading | 0.35 | 835.59 | 0.79 |
| | Writing | 0.35 | 1683.91 | 0.92 |
| | Speaking | 0.15 | 4946.97 | 0.91 |
| | Overall Composite | | 1114.51 | 0.94 |

5.6 Conditional Standard Error of Measurement for Composites

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, Lurie, Raju, Wilkins, and Zhu (2006). Price et al. (2006) extended the work by Lord (1980) and Kolen, Hanson, and Brennan (1992) in estimating the CSEMs of students' composite scale scores consisting of components. The basic premise of this procedure is that one can estimate empirically 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 all previous three ACCESS 2.0 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 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 score, 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.

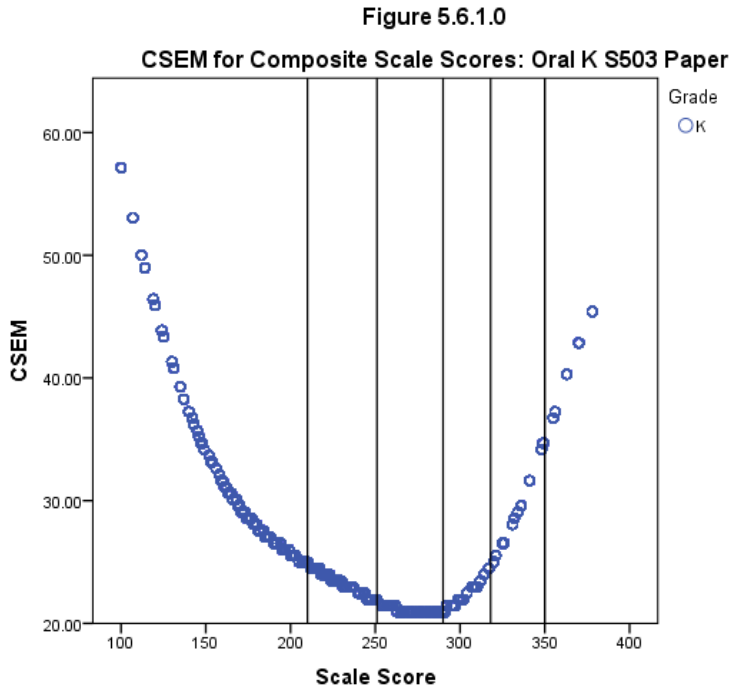
The figures in this section show graphically the CSEMs for various composite scale scores by grade level. The students' composite scale scores appear on the horizontal axis, and the corresponding CSEMs appear on the vertical axis. Each point in a figure represents a student in the dataset, showing the 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 compute accurately 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.

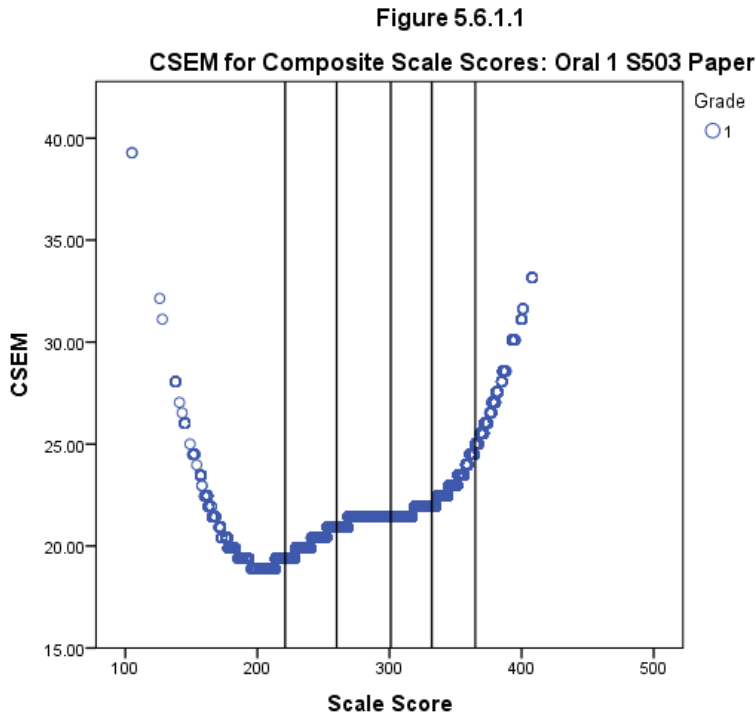
Smaller CSEM values indicate less measurement error (i.e., greater accuracy in measurement). In general, these figures show that the CSEMs are smaller and fairly constant in the middle of the composite scale score range but larger and more variable for extreme low and high composite scale scores. This 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 extreme 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

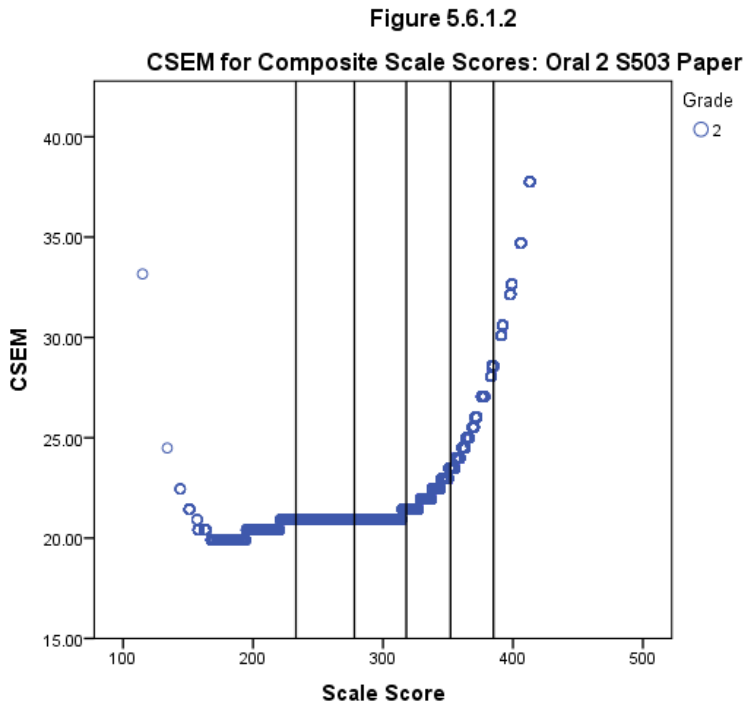
5.6.1.0 Kindergarten



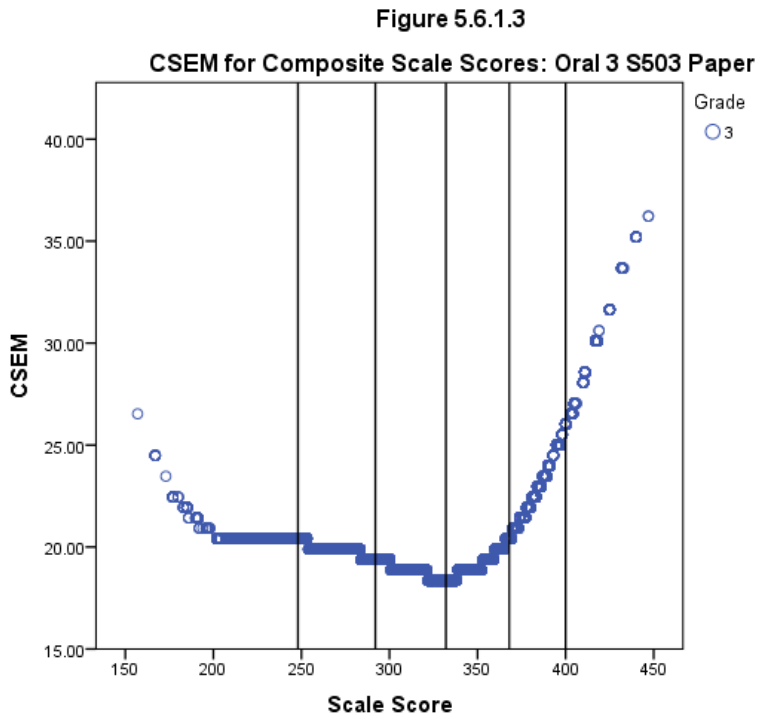
5.6.1.1 Grade 1



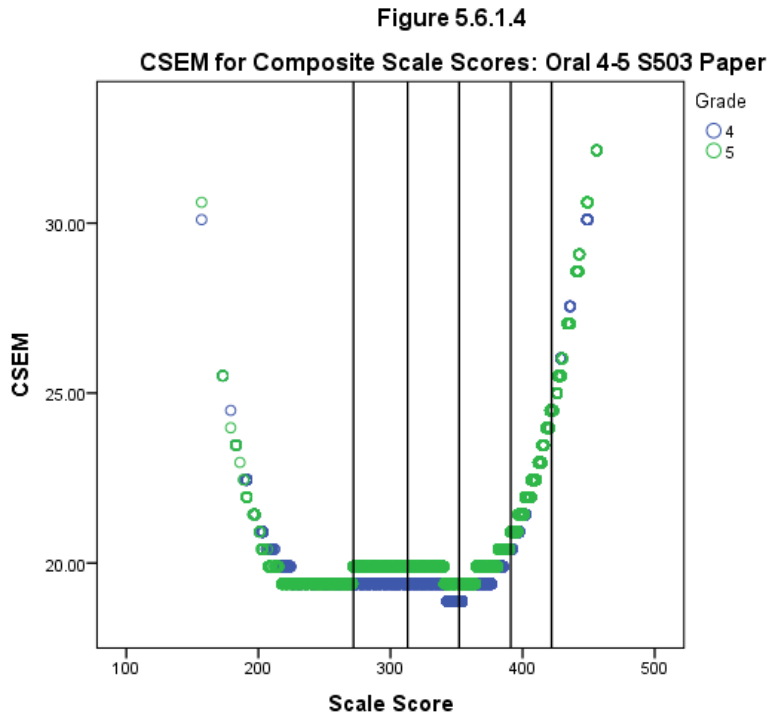
5.6.1.2 Grade 2



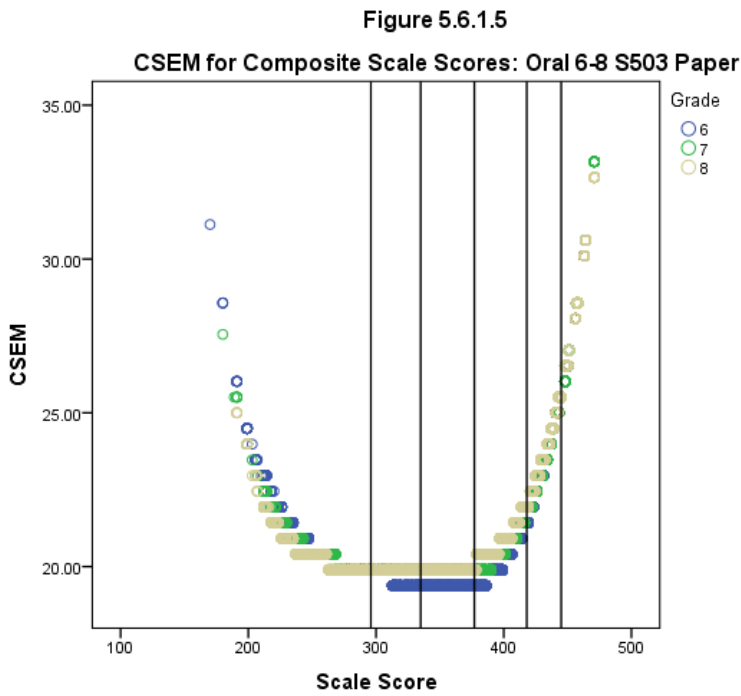
5.6.1.3 Grade 3



5.6.1.4 Grades 4-5

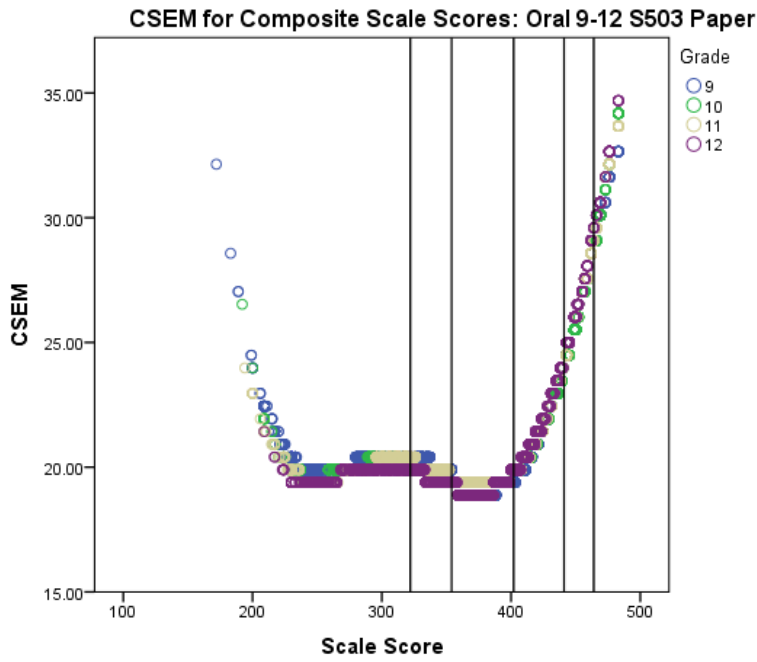


5.6.1.5 Grades 6-8



5.6.1.6 Grades 9-12

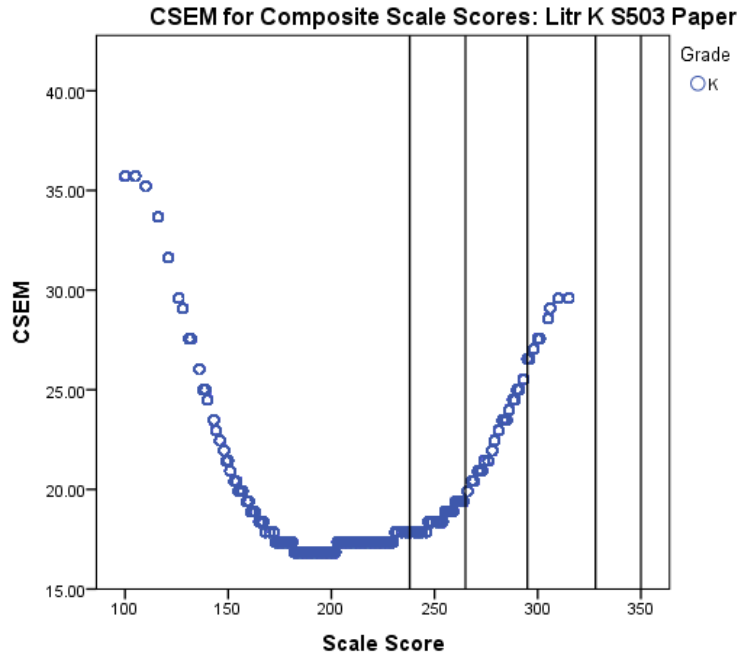
Figure 5.6.1.6



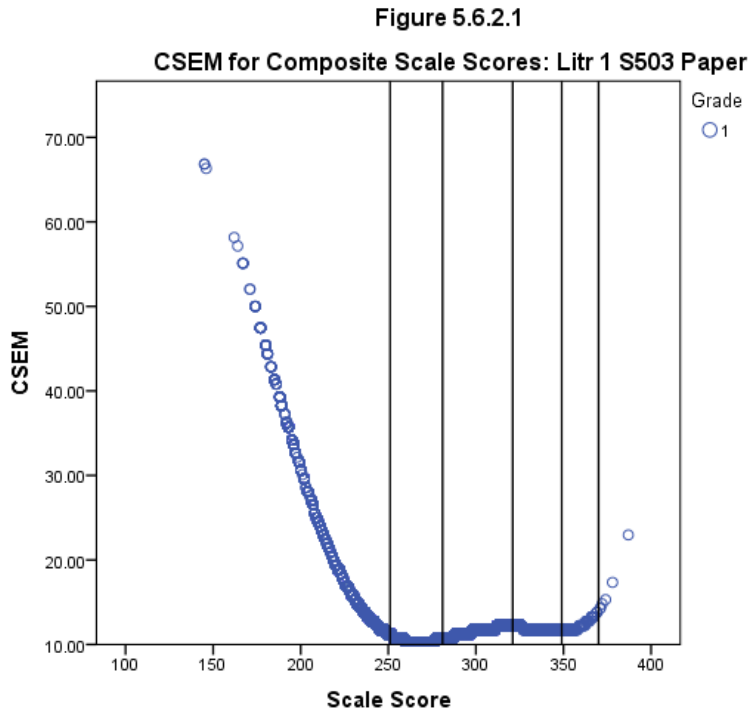
5.6.2 Literacy

5.6.2.0 Kindergarten

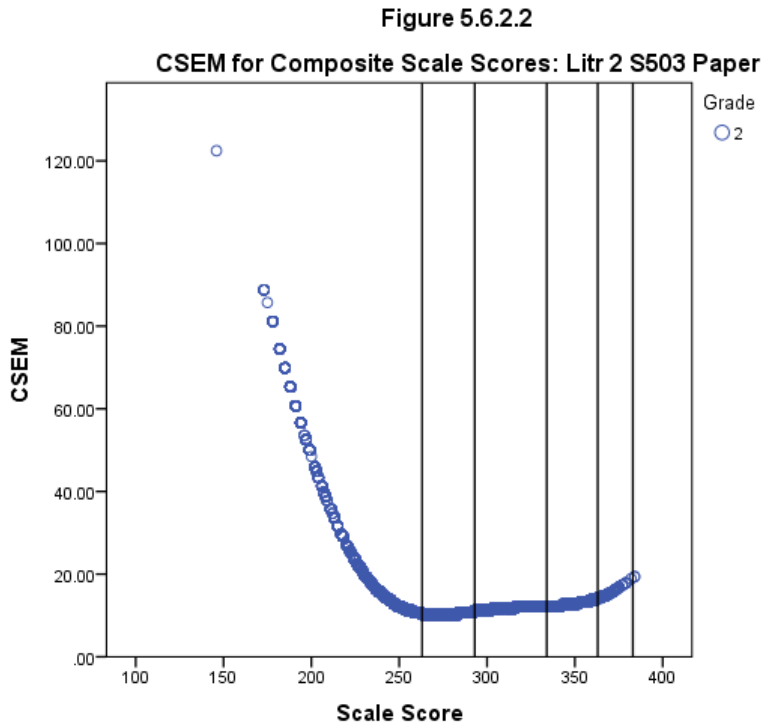
Figure 5.6.2.0



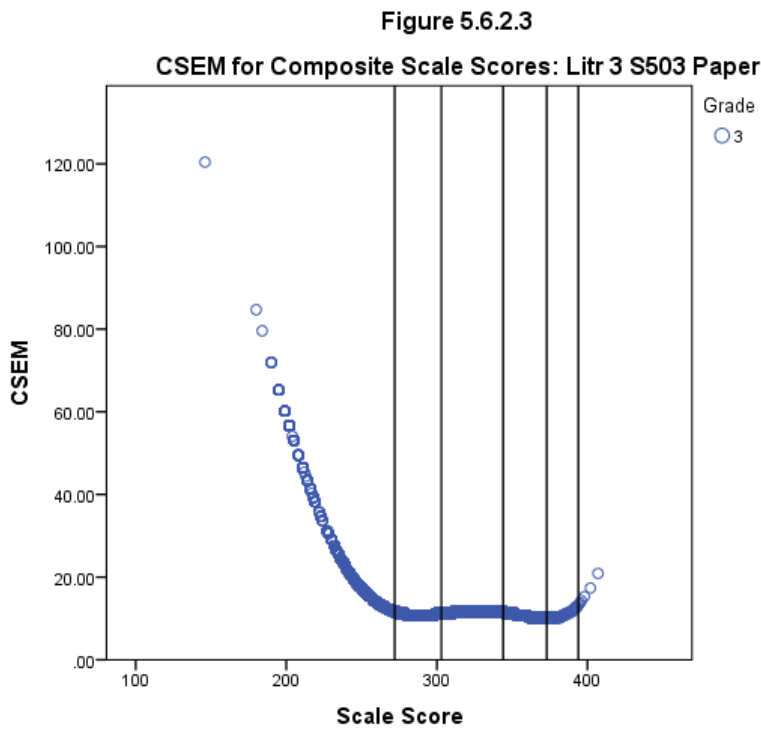
5.6.2.1 Grade 1



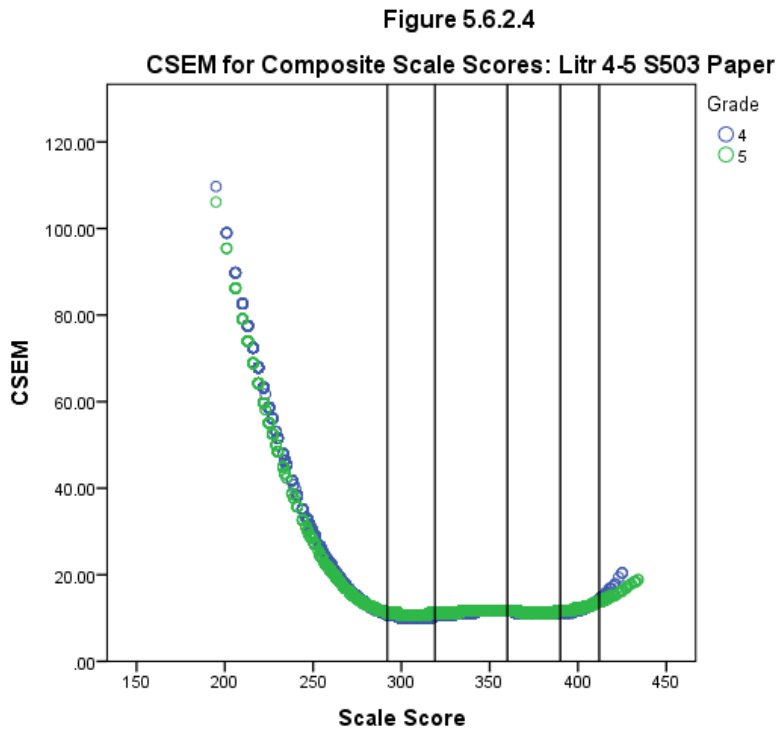
5.6.2.2 Grade 2



5.6.2.3 Grade 3

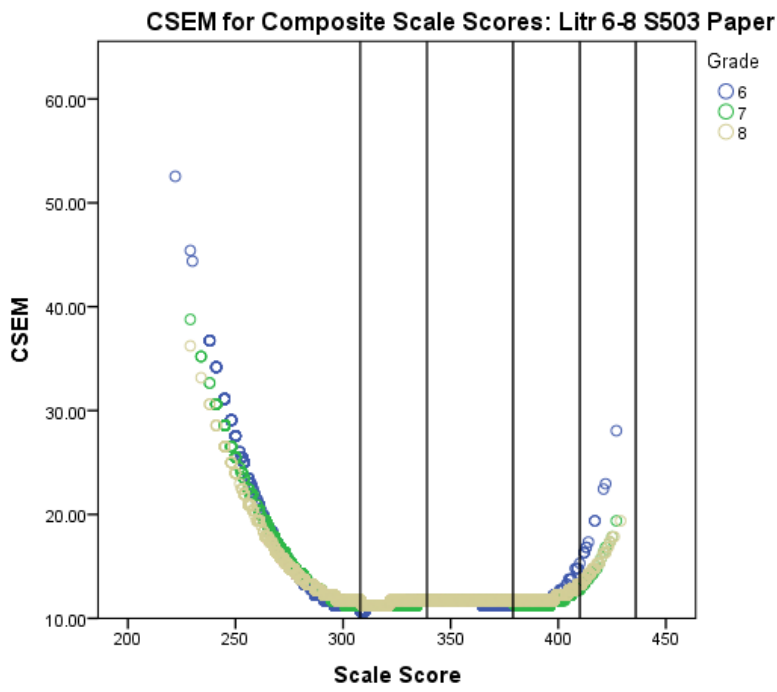


5.6.2.4 Grades 4-5



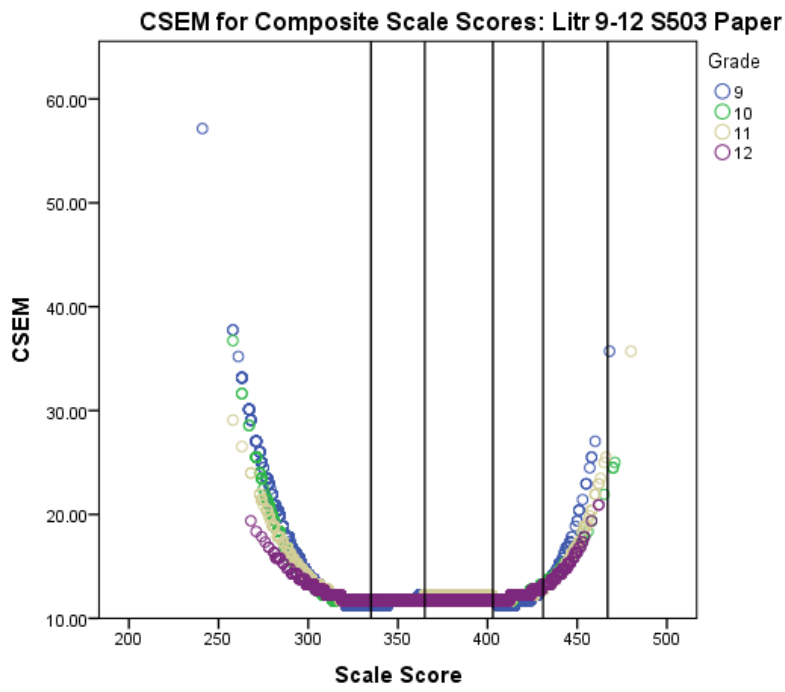
5.6.2.5 Grades 6-8

Figure 5.6.2.5



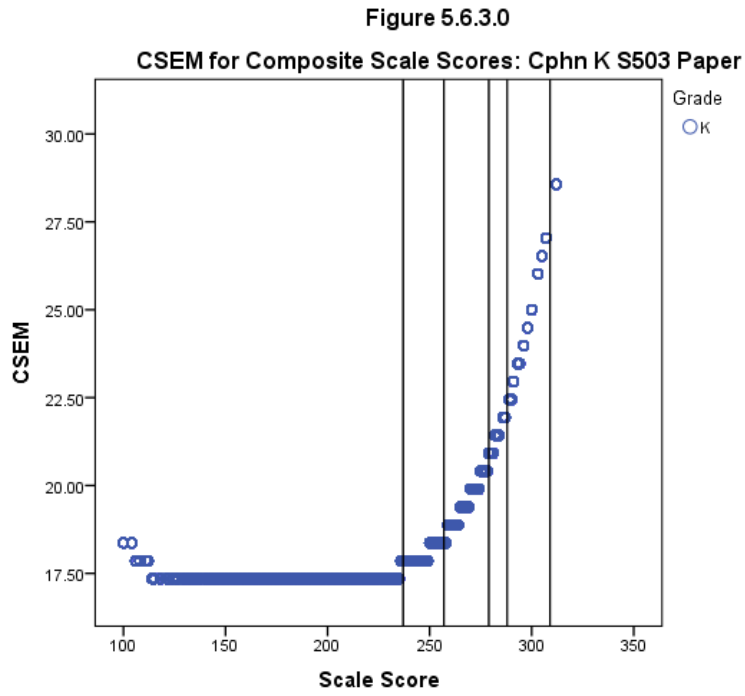
5.6.2.6 Grades 9-12

Figure 5.6.2.6

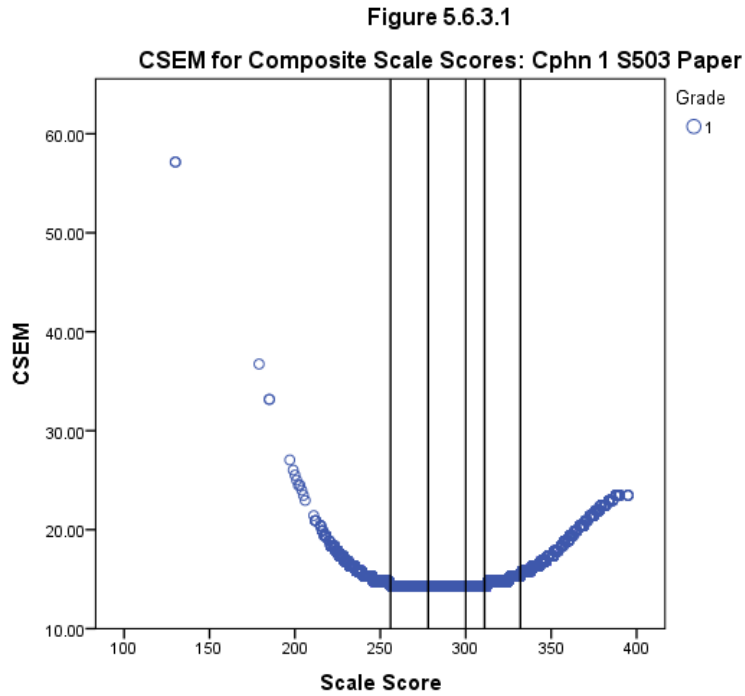


5.6.3 Comprehension

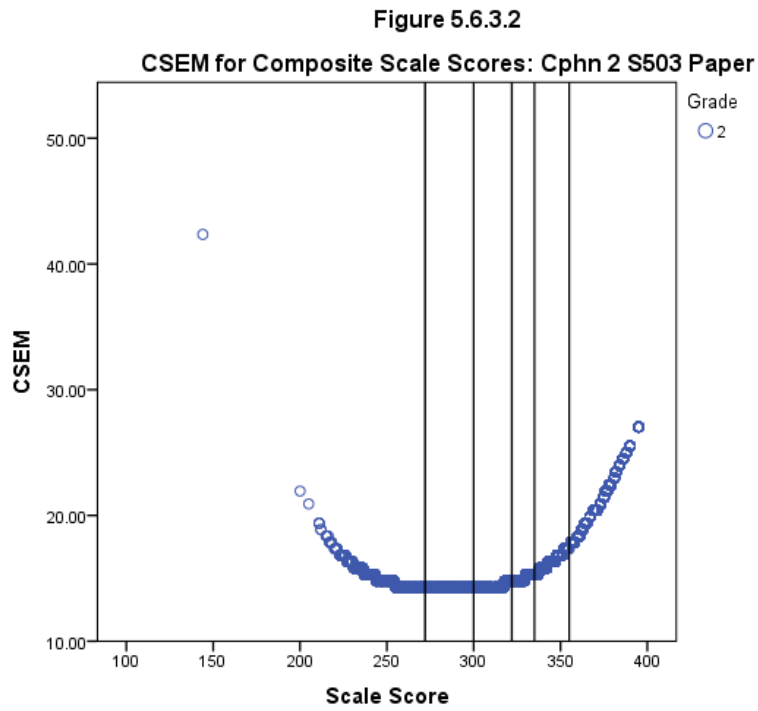
5.6.3.0 Kindergarten



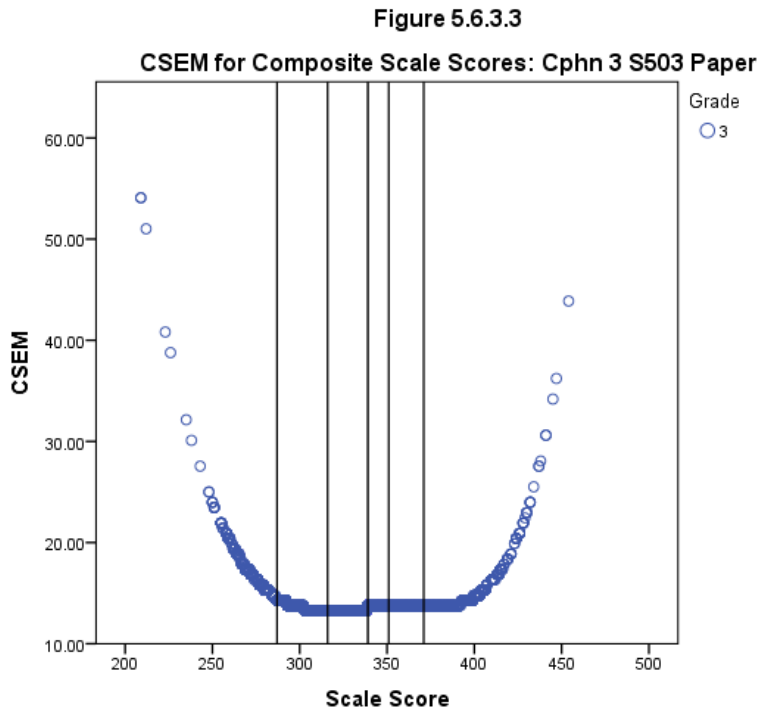
5.6.3.1 Grade 1



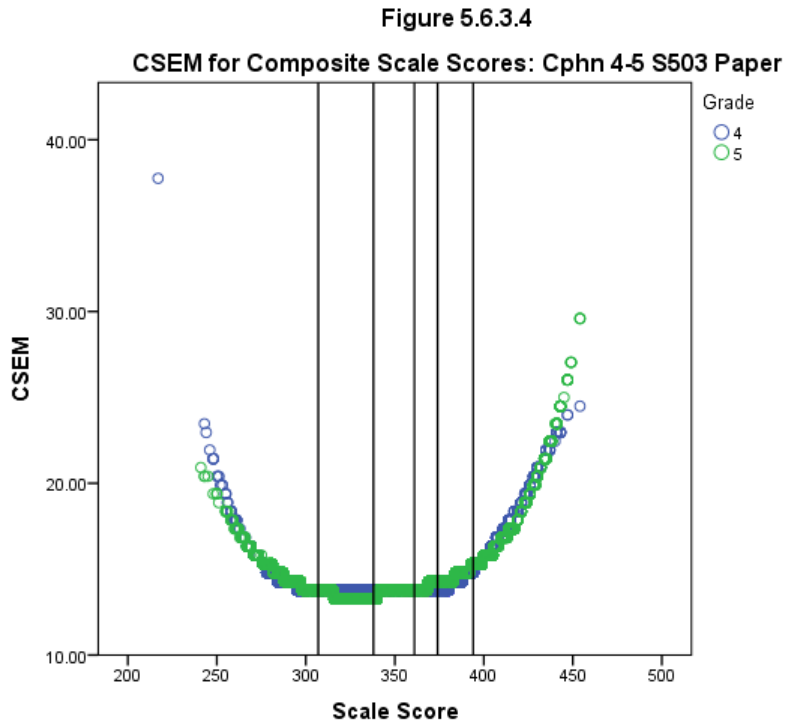
5.6.3.2 Grade 2



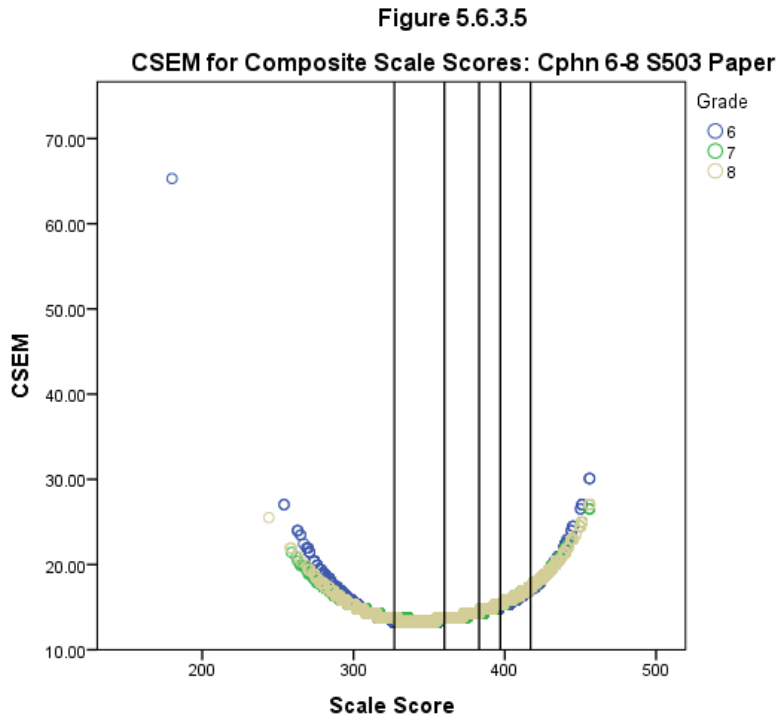
5.6.3.3 Grade 3



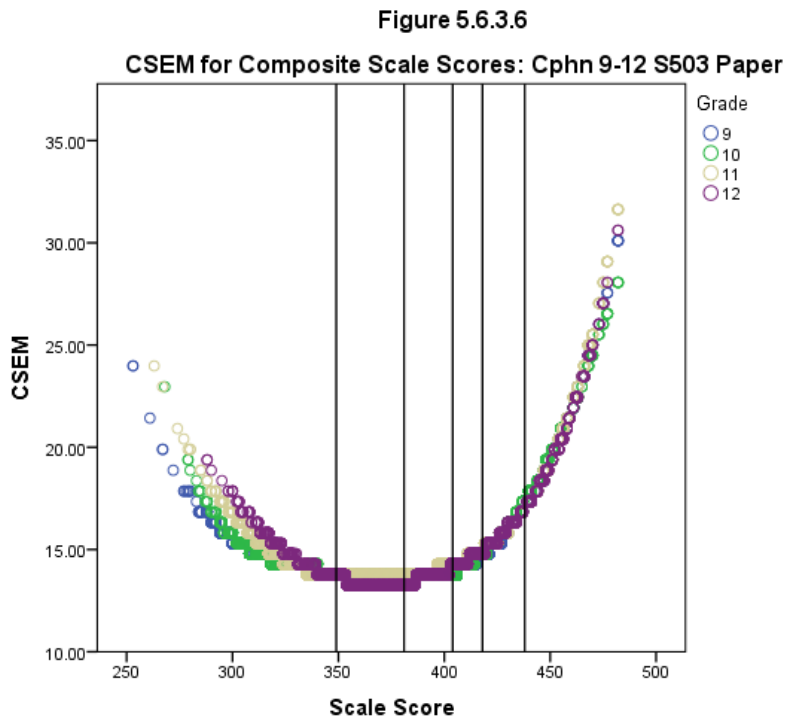
5.6.3.4 Grades 4-5



5.6.3.5 Grades 6-8

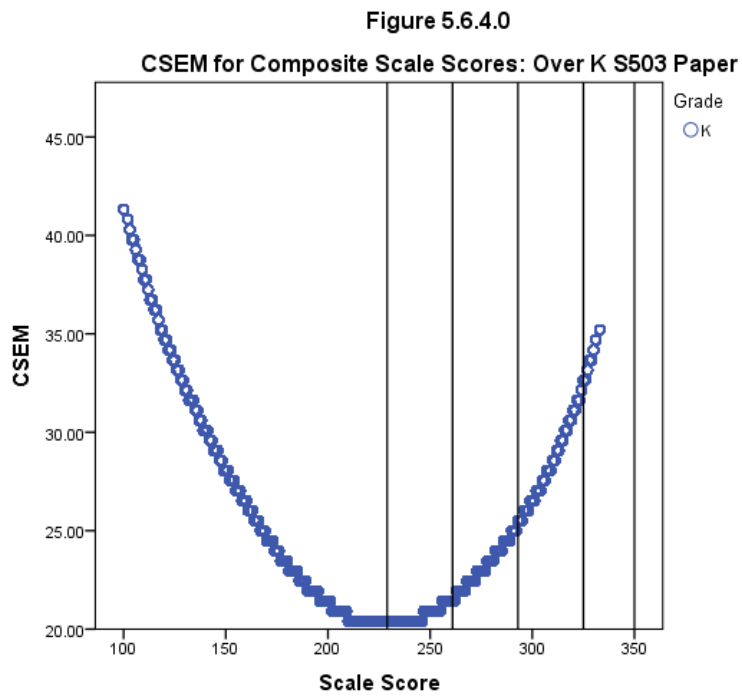


5.6.3.6 Grades 9-12

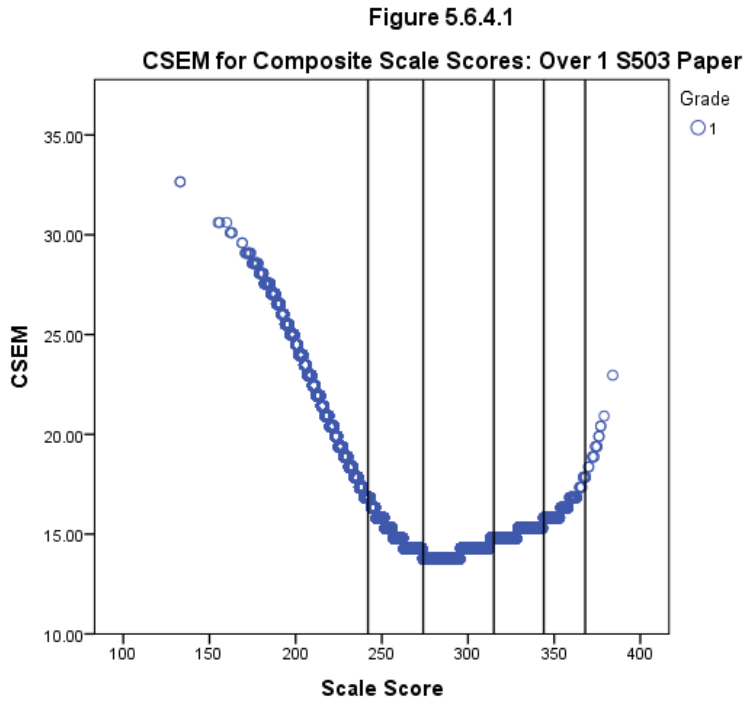


5.6.4 Overall

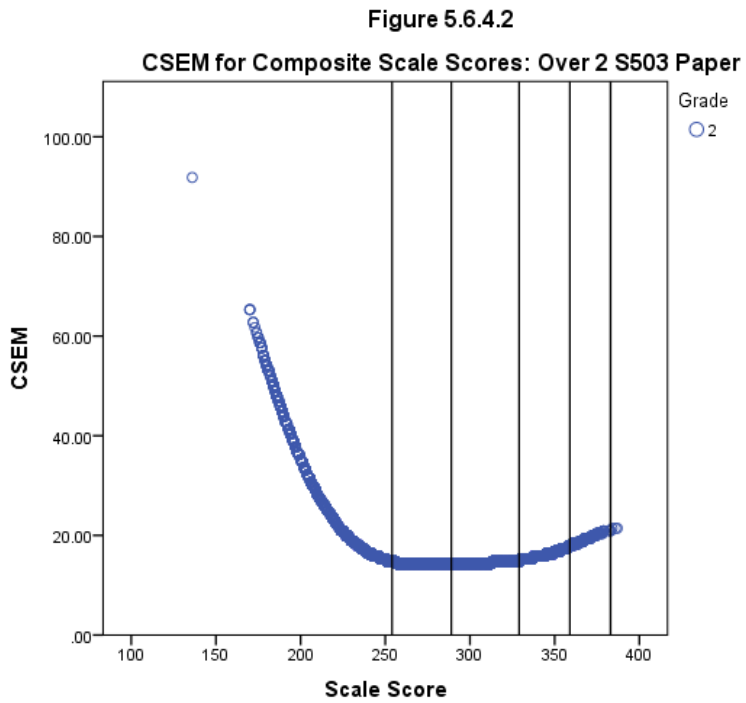
5.6.4.0 Kindergarten



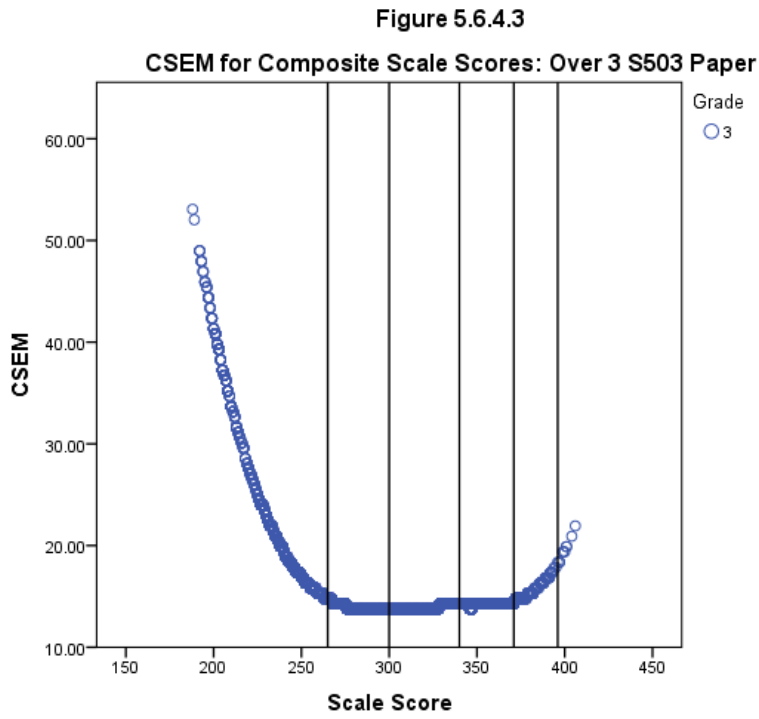
5.6.4.1 Grade 1



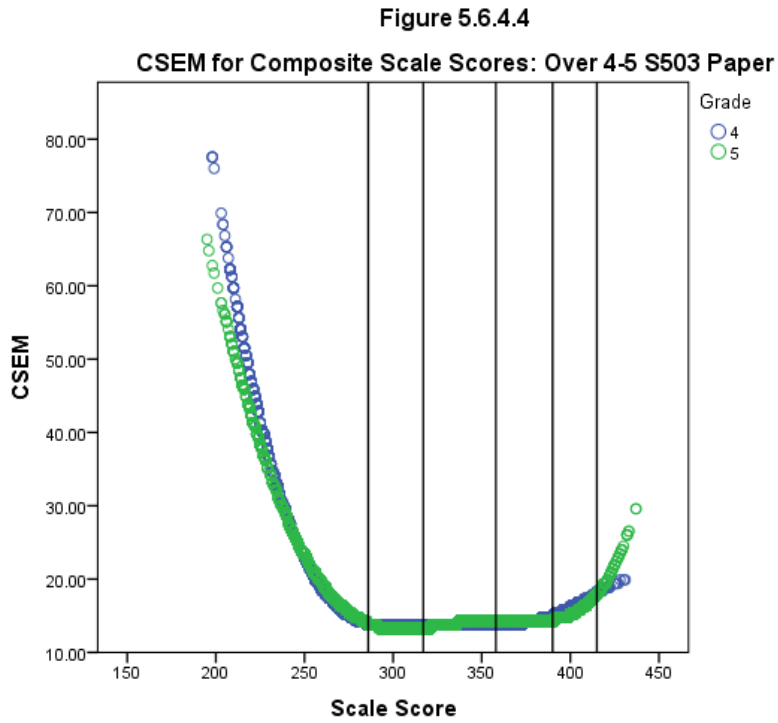
5.6.4.2 Grade 2



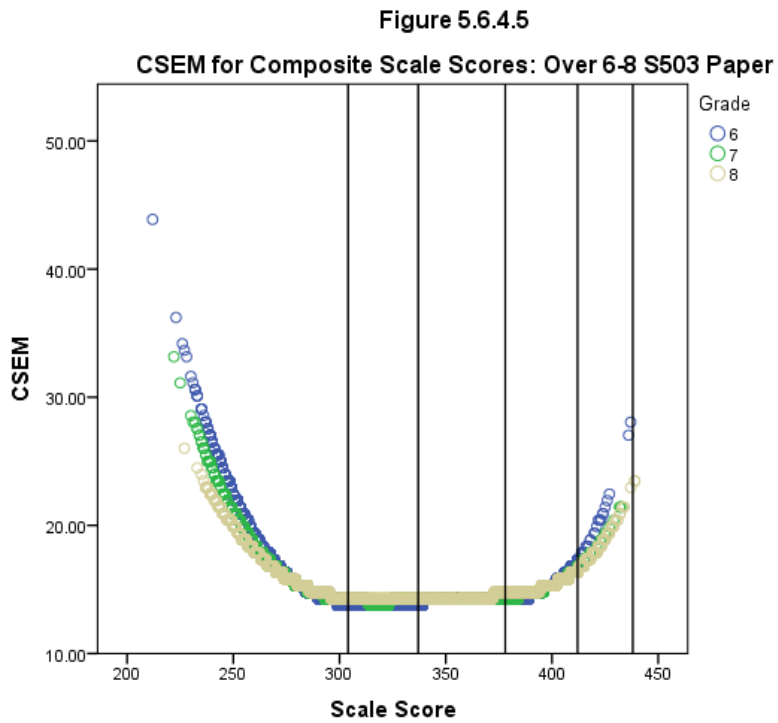
5.6.4.3 Grade 3



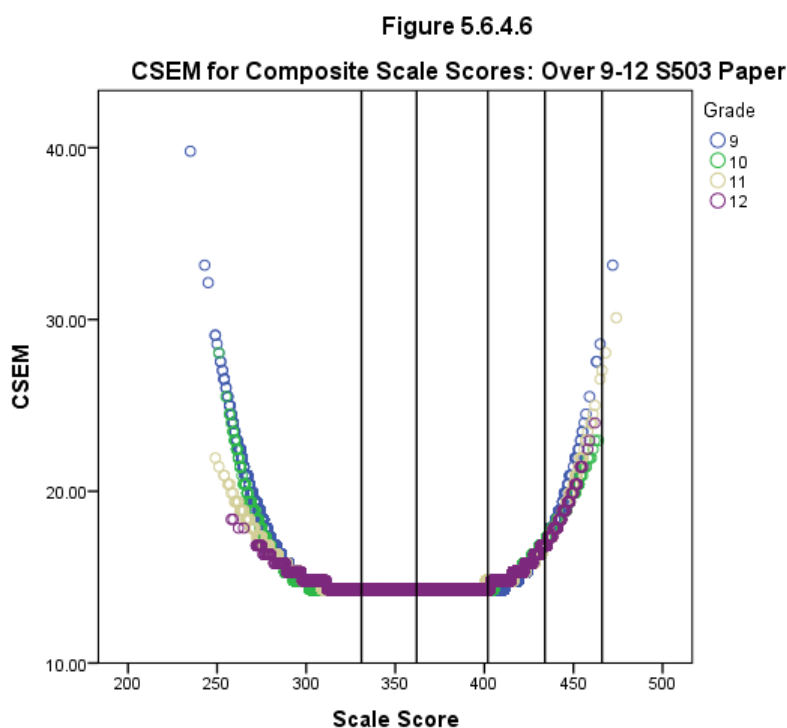
5.6.4.4 Grades 4-5



5.6.4.5 Grades 6-8



5.6.4.6 Grades 9-12



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 with respect to 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 states 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 policy makers judge the utility of this information and to make decisions about score reporting (American Educational Research Association 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 reports 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 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 policy makers 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 0.629 to 0.731 and overall classification consistency ranged from 0.521 to 0.651 across grades. The lowest overall classification accuracy and consistency values were found for students in Grade 8.

For the Literacy composite, overall classification accuracy ranged from 0.752 to 0.890 and overall classification consistency ranged from 0.667 to 0.861 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 0.508 to 0.859 and overall classification consistency ranged from 0.400 to 0.819 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 0.787 to 0.882 and overall classification consistency ranged from 0.716 to 0.840 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 8 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 policy makers 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 0.875 to 0.976 (Table 5.7.1.2) and classification consistency at the cut ranged from 0.822 to 0.968 (Table 5.7.1.3). The lowest marginal classification accuracy and consistency values were found for students in Grade 5 at the PL 4/PL

5 cut. Grade 5, at the PL 4/5 cut point, had the lowest marginal classification accuracy and consistency indices. However, it should be noted that the marginal classification accuracy and consistency for the Grade 5 Oral composite are still in the .80's and 90's.

For the Literacy composite, classification accuracy indices at the cut ranged from 0.868 to 0.992 (Table 5.7.2.2) and classification consistency at the cut ranged from 0.816 to 0.993 (Table 5.7.2.3). Grade 4, at the PL 3/4 cut point, had the lowest marginal classification accuracy and consistency indices. However, it should be noted that the marginal classification accuracy and consistency for the Grade 4 Literacy composite are still in the .80's and .90's.

For the Comprehension composite, classification accuracy indices at the cut ranged from 0.819 to 0.986 (Table 5.7.3.2) and classification consistency at the cut ranged from 0.757 to 0.980 (Table 5.7.3.3). The lowest marginal classification accuracy and consistency values were found for students in Grade 3 at the PL 4/PL 5 cut. Note that Grade 3 was also identified as having the lowest overall classification accuracy and consistency in the 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 0.876 to 0.992 (Table 5.7.4.2) and classification consistency at the cut ranged from 0.829 to 0.991 (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). This was especially true for Grade 3 for two of the four composites (Comprehension and Overall). 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 two of the four composites (Comprehension and Overall). Grade 4 had the lowest marginal classification accuracy and consistency in the Literacy composite. Grade 5 had the lowest overall and marginal classification accuracy and consistency in the Oral 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. 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 variation in measurement accuracy. The further away the scores are from the cut scores, the smaller the classification errors would be or the more accurate the classification

decisions would be. When there is a large number of proficiency levels, more students are near the cut scores than there 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 0.800 for all four composites. Additionally, the marginal classification accuracy and consistency indices were at or above 0.838 for the Overall composite scale score, which is the primary score that WIDA Consortium states use when making accountability decisions.

5.7.1 Oral

Table 5.7.1.1

Overall Accuracy and Consistency of Classification Indices: Oral S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.731 | 0.651 |
| 1 | 0.683 | 0.574 |
| 2 | 0.679 | 0.569 |
| 3 | 0.659 | 0.548 |
| 4 | 0.636 | 0.528 |
| 5 | 0.639 | 0.527 |
| 6 | 0.631 | 0.523 |
| 7 | 0.632 | 0.524 |
| 8 | 0.629 | 0.521 |
| 9 | 0.674 | 0.570 |
| 10 | 0.68 | 0.574 |
| 11 | 0.680 | 0.577 |
| 12 | 0.712 | 0.609 |

Table 5.7.1.2

Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Oral S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.946 | 0.942 | 0.948 | 0.943 | 0.941 |
| 1 | 0.961 | 0.919 | 0.896 | 0.934 | 0.972 |
| 2 | 0.971 | 0.932 | 0.887 | 0.916 | 0.971 |
| 3 | 0.976 | 0.942 | 0.884 | 0.889 | 0.964 |
| 4 | 0.974 | 0.950 | 0.900 | 0.881 | 0.928 |
| 5 | 0.971 | 0.947 | 0.897 | 0.875 | 0.944 |
| 6 | 0.962 | 0.945 | 0.903 | 0.883 | 0.932 |
| 7 | 0.956 | 0.939 | 0.900 | 0.885 | 0.944 |
| 8 | 0.955 | 0.940 | 0.901 | 0.881 | 0.943 |
| 9 | 0.939 | 0.924 | 0.905 | 0.929 | 0.971 |
| 10 | 0.943 | 0.922 | 0.902 | 0.935 | 0.973 |
| 11 | 0.941 | 0.915 | 0.905 | 0.941 | 0.972 |
| 12 | 0.950 | 0.919 | 0.905 | 0.936 | N/A |

Table 5.7.1.3

Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Oral S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.924 | 0.920 | 0.925 | 0.920 | 0.916 |
| 1 | 0.945 | 0.885 | 0.855 | 0.904 | 0.967 |
| 2 | 0.959 | 0.901 | 0.844 | 0.877 | 0.968 |
| 3 | 0.967 | 0.914 | 0.840 | 0.841 | 0.958 |
| 4 | 0.964 | 0.926 | 0.860 | 0.831 | 0.912 |
| 5 | 0.960 | 0.922 | 0.858 | 0.822 | 0.927 |
| 6 | 0.947 | 0.920 | 0.864 | 0.835 | 0.911 |
| 7 | 0.939 | 0.911 | 0.860 | 0.837 | 0.924 |
| 8 | 0.936 | 0.912 | 0.862 | 0.833 | 0.921 |
| 9 | 0.913 | 0.891 | 0.868 | 0.897 | 0.960 |
| 10 | 0.919 | 0.889 | 0.864 | 0.905 | 0.965 |
| 11 | 0.917 | 0.880 | 0.867 | 0.915 | 0.967 |
| 12 | 0.928 | 0.886 | 0.866 | 0.914 | N/A |

5.7.2 Literacy

Table 5.7.2.1

Overall Accuracy and Consistency of Classification Indices: Litr S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.890 | 0.861 |
| 1 | 0.799 | 0.719 |
| 2 | 0.813 | 0.739 |
| 3 | 0.784 | 0.704 |
| 4 | 0.759 | 0.678 |
| 5 | 0.752 | 0.667 |
| 6 | 0.802 | 0.722 |
| 7 | 0.798 | 0.717 |
| 8 | 0.789 | 0.705 |
| 9 | 0.762 | 0.669 |
| 10 | 0.767 | 0.675 |
| 11 | 0.765 | 0.672 |
| 12 | 0.782 | 0.696 |

Table 5.7.2.2

Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Litr S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.958 | 0.964 | 0.967 | N/A | N/A |
| 1 | 0.915 | 0.910 | 0.975 | N/A | N/A |
| 2 | 0.951 | 0.923 | 0.946 | 0.992 | N/A |
| 3 | 0.968 | 0.929 | 0.887 | N/A | N/A |
| 4 | 0.974 | 0.951 | 0.868 | 0.966 | N/A |
| 5 | 0.975 | 0.951 | 0.884 | 0.942 | N/A |
| 6 | 0.963 | 0.932 | 0.908 | N/A | N/A |
| 7 | 0.959 | 0.929 | 0.911 | N/A | N/A |
| 8 | 0.956 | 0.928 | 0.905 | N/A | N/A |
| 9 | 0.953 | 0.931 | 0.920 | 0.959 | N/A |
| 10 | 0.961 | 0.932 | 0.916 | 0.959 | N/A |
| 11 | 0.960 | 0.930 | 0.916 | 0.960 | N/A |
| 12 | 0.959 | 0.926 | 0.924 | 0.974 | N/A |

Table 5.7.2.3

Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Litr S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.941 | 0.947 | 0.965 | N/A | N/A |
| 1 | 0.880 | 0.873 | 0.964 | N/A | N/A |
| 2 | 0.930 | 0.892 | 0.924 | 0.993 | N/A |
| 3 | 0.955 | 0.899 | 0.849 | N/A | N/A |
| 4 | 0.963 | 0.928 | 0.816 | 0.962 | N/A |
| 5 | 0.964 | 0.928 | 0.838 | 0.930 | N/A |
| 6 | 0.948 | 0.902 | 0.871 | N/A | N/A |
| 7 | 0.944 | 0.898 | 0.875 | N/A | N/A |
| 8 | 0.938 | 0.897 | 0.868 | N/A | N/A |
| 9 | 0.934 | 0.902 | 0.887 | 0.942 | N/A |
| 10 | 0.945 | 0.903 | 0.881 | 0.942 | N/A |
| 11 | 0.943 | 0.900 | 0.882 | 0.943 | N/A |
| 12 | 0.942 | 0.895 | 0.892 | 0.965 | N/A |

5.7.3 Comprehension

Table 5.7.3.1

Overall Accuracy and Consistency of Classification Indices: Cphn S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.859 | 0.819 |
| 1 | 0.559 | 0.448 |
| 2 | 0.602 | 0.493 |
| 3 | 0.508 | 0.400 |
| 4 | 0.553 | 0.442 |
| 5 | 0.541 | 0.433 |
| 6 | 0.580 | 0.469 |
| 7 | 0.567 | 0.461 |
| 8 | 0.561 | 0.453 |
| 9 | 0.596 | 0.491 |
| 10 | 0.597 | 0.490 |
| 11 | 0.598 | 0.491 |
| 12 | 0.613 | 0.501 |

Table 5.7.3.2

Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Cphn S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.959 | 0.966 | 0.968 | 0.970 | 0.986 |
| 1 | 0.915 | 0.870 | 0.871 | 0.905 | 0.959 |
| 2 | 0.944 | 0.897 | 0.885 | 0.906 | 0.943 |
| 3 | 0.972 | 0.926 | 0.844 | 0.819 | 0.891 |
| 4 | 0.970 | 0.936 | 0.866 | 0.848 | 0.896 |
| 5 | 0.966 | 0.930 | 0.863 | 0.852 | 0.884 |
| 6 | 0.948 | 0.898 | 0.861 | 0.889 | 0.955 |
| 7 | 0.944 | 0.893 | 0.865 | 0.889 | 0.940 |
| 8 | 0.936 | 0.894 | 0.869 | 0.885 | 0.937 |
| 9 | 0.936 | 0.899 | 0.883 | 0.899 | 0.946 |
| 10 | 0.946 | 0.896 | 0.882 | 0.902 | 0.940 |
| 11 | 0.941 | 0.895 | 0.885 | 0.898 | 0.945 |
| 12 | 0.949 | 0.891 | 0.883 | 0.911 | 0.957 |

Table 5.7.3.3

Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Cphn S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|-------|--------|--------|--------|--------|--------|
| K | 0.941 | 0.950 | 0.956 | 0.958 | 0.980 |
| 1 | 0.883 | 0.817 | 0.824 | 0.865 | 0.940 |
| 2 | 0.921 | 0.855 | 0.841 | 0.866 | 0.919 |
| 3 | 0.963 | 0.889 | 0.784 | 0.757 | 0.844 |
| 4 | 0.960 | 0.903 | 0.816 | 0.793 | 0.852 |
| 5 | 0.954 | 0.895 | 0.813 | 0.795 | 0.840 |
| 6 | 0.930 | 0.854 | 0.812 | 0.844 | 0.934 |
| 7 | 0.923 | 0.848 | 0.815 | 0.843 | 0.917 |
| 8 | 0.912 | 0.849 | 0.820 | 0.839 | 0.910 |
| 9 | 0.913 | 0.857 | 0.840 | 0.860 | 0.921 |
| 10 | 0.924 | 0.853 | 0.838 | 0.862 | 0.915 |
| 11 | 0.918 | 0.852 | 0.840 | 0.860 | 0.919 |
| 12 | 0.927 | 0.847 | 0.839 | 0.873 | 0.938 |

5.7.4 Overall

Table 5.7.4.1

Overall Accuracy and Consistency of Classification Indices: Over S503 Paper

| Grade | Accuracy | Consistency |
|-------|----------|-------------|
| K | 0.882 | 0.840 |
| 1 | 0.828 | 0.759 |
| 2 | 0.834 | 0.771 |
| 3 | 0.797 | 0.724 |
| 4 | 0.804 | 0.738 |
| 5 | 0.787 | 0.716 |
| 6 | 0.832 | 0.768 |
| 7 | 0.840 | 0.775 |
| 8 | 0.823 | 0.755 |
| 9 | 0.801 | 0.722 |
| 10 | 0.808 | 0.732 |
| 11 | 0.809 | 0.733 |
| 12 | 0.849 | 0.787 |

Table 5.7.4.2

Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Over S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.957 | 0.964 | 0.974 | 0.988 | N/A |
| 1 | 0.950 | 0.922 | 0.965 | 0.992 | N/A |
| 2 | 0.971 | 0.941 | 0.940 | 0.982 | N/A |
| 3 | 0.981 | 0.954 | 0.876 | 0.986 | N/A |
| 4 | 0.983 | 0.966 | 0.917 | 0.939 | N/A |
| 5 | 0.982 | 0.966 | 0.921 | 0.918 | N/A |
| 6 | 0.975 | 0.957 | 0.918 | 0.983 | N/A |
| 7 | 0.972 | 0.954 | 0.915 | N/A | N/A |
| 8 | 0.970 | 0.954 | 0.919 | 0.981 | N/A |
| 9 | 0.964 | 0.949 | 0.933 | 0.955 | N/A |
| 10 | 0.968 | 0.949 | 0.933 | 0.958 | N/A |
| 11 | 0.968 | 0.948 | 0.932 | 0.962 | N/A |
| 12 | 0.970 | 0.945 | 0.934 | N/A | N/A |

Table 5.7.4.3

Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Over S503 Paper

| Grade | PL 1/2 | PL 2/3 | PL 3/4 | PL 4/5 | PL 5/6 |
|--------------|---------------|---------------|---------------|---------------|---------------|
| K | 0.939 | 0.949 | 0.963 | 0.988 | N/A |
| 1 | 0.929 | 0.890 | 0.949 | 0.991 | N/A |
| 2 | 0.959 | 0.917 | 0.914 | 0.982 | N/A |
| 3 | 0.974 | 0.934 | 0.829 | 0.986 | N/A |
| 4 | 0.976 | 0.951 | 0.884 | 0.927 | N/A |
| 5 | 0.976 | 0.950 | 0.889 | 0.900 | N/A |
| 6 | 0.965 | 0.938 | 0.884 | 0.980 | N/A |
| 7 | 0.961 | 0.934 | 0.881 | N/A | N/A |
| 8 | 0.958 | 0.934 | 0.885 | 0.978 | N/A |
| 9 | 0.950 | 0.928 | 0.906 | 0.938 | N/A |
| 10 | 0.956 | 0.928 | 0.905 | 0.943 | N/A |
| 11 | 0.955 | 0.926 | 0.904 | 0.948 | N/A |
| 12 | 0.958 | 0.922 | 0.907 | 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 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 cluster (or combinations of grade 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 a thorough Bias & Sensitivity and Content review 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 ELLs. 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 Administration 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 at www.wida.us/membership/states.

The training course within the WIDA Secure Portal (<https://www.grow.wida.us/>) 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 (for Writing Grades 1–3)

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, the WIDA Consortium'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.

Students who take ACCESS for ELLs Paper have their spoken responses scored in real time by the Test Administrator who administers the Speaking test. It is important that the individual who scores the spoken responses is trained and certified.

WIDA provides a series of training modules in the Secure Portal on the WIDA website. ACCESS for ELLs Speaking test raters should complete three core modules:

1. Overview and Test Structure
2. Speaking Assessment Scoring Practice
3. Speaking Assessment Recommended Practice

WIDA strongly recommends that all new raters complete all three of these modules. 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 ACCESS for ELLs Speaking Scoring Scale.

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 relevant certification quiz. WIDA provides two quizzes: one for raters who will evaluate students in Grades 1–5 and another for raters who will evaluate students in Grades 6–12. Raters should take the appropriate quiz.

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 Speaking assessment training
- New raters take and pass the appropriate certification quizzes
- All raters recertify at the start of each testing season (review new materials, retake quiz)
- Only certified raters administer and score the ACCESS for ELLs 2.0 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 QC, please refer to section 3.2.2.

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 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 (Online, Paper, and Kindergarten) and 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 2021–2022 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 2021 through Spring 2022 online multistage adaptive test administrations, Listening and Reading domains
- December 2021 through Spring 2022 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.

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Acknowledgments

We would like to extend our appreciation to the many CAL and WIDA staff members who have supported this work.

From CAL:

Tanya Bitterman, M.A.
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Yage (Leah) Guo, Ph.D.
Michele Kawood, M.S.Ed.
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Samantha Musser, M.A.
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Shu Jing Yen, Ph.D.
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