

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

Series 602, 2023-2024 Administration
Annual Technical Report No. 20B

Part 2: Technical Results

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1. Annual Test Results

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

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

A total of 33,369 students taking ACCESS Paper tests in Colorado and Illinois used equated scores to the ACCESS Online tests; therefore, their score analyses were not included in this 602 Paper Annual Technical Report. For the equated scoring procedure, please refer to the *WIDA's Equipercentile Method and Procedure for Comparability Analysis* report located in the SEA Secure Portal on the WIDA website.

1.1 Participation

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

1.1.1 Grade-Level Cluster

Table 1.1.1.1 shows participation across the 41 WIDA states and U.S. territories/agencies that participated in the operational testing program of ACCESS Paper in 2023–2024 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 for grade-level clusters other than kindergarten, which is only delivered as a paper assessment, since most students take the online form of the tests. The biggest state by student number for ACCESS Paper was Florida, which constitutes about 58% of the students who take paper-and-pencil delivered test. Illinois and Virginia were the next largest groups. The full names of acronyms of U.S. territories are: BI, Bureau of Indian Education; DC, District of Columbia; DD, Department of Defense Education Activity; MP, Northern Mariana Islands; and VI, Virgin Islands.

Table 1.1.1.1**Participation by Grade-Level Cluster by State, S602 Paper [Cluster = C]**

State	C 0	C 1	C 2	C 3	C 4	C 6	C 9	Total
AK	633	1	0	2	3	4	43	686
AL	4472	0	1	0	0	0	4	4477
BI	497	142	155	140	262	196	23	1415
CO	9215	34	58	32	48	18	10	9415
DC	1063	2	1	0	4	3	3	1076
DD	534	1	0	6	7	2	0	550
DE	1620	3	1	3	2	8	0	1637
FL	40551	40143	39465	35299	51960	57849	56242	321509
GA	14104	167	130	17	29	22	26	14495
HI	1289	2	1	3	2	3	6	1306
ID	1678	8	10	9	23	10	13	1751
IL	23092	107	123	111	168	185	168	23954
IN	9301	18	13	14	24	21	18	9409
KY	5237	5	2	1	17	3	2	5267
MA	12768	26	34	35	70	41	18	12992
MD	10923	7	15	8	25	26	19	11023
ME	556	2	1	2	3	0	3	567
MI	9968	49	61	43	70	82	34	10307
MN	7891	45	60	40	63	62	55	8216
MO	4736	17	13	8	18	9	5	4806
MP	47	0	0	0	0	0	0	47
MT	187	1	0	0	0	0	0	188
NC	15741	5	8	5	16	7	7	15789
ND	406	2	2	6	4	9	11	440
NH	454	3	7	2	4	3	10	483
NJ	14500	120	126	53	53	19	28	14899
NM	3159	2	0	0	1	4	1	3167

State	C 0	C 1	C 2	C 3	C 4	C 6	C 9	Total
NV	5044	1	3	0	0	1	0	5049
OK	5202	9	16	9	33	35	35	5339
PA	9152	220	143	95	184	85	102	9981
RI	1561	4	3	2	5	3	8	1586
SC	5050	4	4	8	8	3	4	5081
SD	944	8	13	12	16	16	0	1009
TN	8629	3	11	7	10	4	3	8667
UT	4385	1	1	9	13	2	2	4413
VA	14003	1125	348	173	273	196	224	16342
VI	49	0	0	0	0	0	0	49
VT	153	0	1	0	0	1	1	156
WA	13396	9	8	13	17	12	9	13464
WI	4602	16	5	17	33	42	9	4724
WY	245	5	2	2	2	5	4	265
Total	26703	42317	40845	36186	53470	58991	57150	55599

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 44% female and 49% male overall. The Hispanic ethnicity percentage was about 78% in all grade-level clusters except kindergarten, which was 65%.

Table 1.1.1.2**Participation by Grade-Level Cluster by Gender, S602 Paper**

Cluster	Statistic	Female	Male	Gender Missing	Total
K	Count	110705	121458	34874	267037
K	% within Grade	41.46%	45.48%	13.06%	100.0%
1	Count	20037	22165	115	42317
1	% within Grade	47.35%	52.38%	0.27%	100.0%
2	Count	19388	21338	119	40845
2	% within Grade	47.47%	52.24%	0.29%	100.0%
3	Count	17048	19034	104	36186
3	% within Grade	47.11%	52.6%	0.29%	100.0%
4-5	Count	25172	28086	212	53470
4-5	% within Grade	47.08%	52.53%	0.4%	100.0%
6-8	Count	27638	31119	234	58991
6-8	% within Grade	46.85%	52.75%	0.4%	100.0%
9-12	Count	27097	29789	264	57150
9-12	% within Grade	47.41%	52.12%	0.46%	100.0%
Total	Count	247085	272989	35922	555996
Total	% within Grade	44.44%	49.1%	6.46%	100.0%

Table 1.1.1.3**Participation by Grade-Level Cluster by Ethnicity, S602 Paper**

Cluster	Statistic	Hispanic	Non-Hispanic	Unknown	Total
K	Count	175649	75043	16345	267037
K	% within Grade	65.78%	28.1%	6.12%	100.0%
1	Count	32817	9077	423	42317
1	% within Grade	77.55%	21.45%	1.0%	100.0%
2	Count	32167	8313	365	40845
2	% within Grade	78.75%	20.35%	0.89%	100.0%
3	Count	28826	7088	272	36186
3	% within Grade	79.66%	19.59%	0.75%	100.0%
4-5	Count	42010	10944	516	53470
4-5	% within Grade	78.57%	20.47%	0.97%	100.0%
6-8	Count	46460	11961	570	58991
6-8	% within Grade	78.76%	20.28%	0.97%	100.0%
9-12	Count	44611	11725	814	57150
9-12	% within Grade	78.06%	20.52%	1.42%	100.0%
Total	Count	402540	134151	19305	555996
Total	% within Grade	72.4%	24.13%	3.47%	100.0%

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 48% of the ACCESS Paper population.

Table 1.1.2.1

Participation by Grade by State, S602 Paper [Grade = G]

State	G 0	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	G 12	Total
AK	633	1	0	2	2	1	1	3	0	10	15	12	6	686
AL	4472	0	1	0	0	0	0	0	0	4	0	0	0	4477
BI	497	142	155	140	127	135	89	52	55	3	4	6	10	1415
CO	9215	34	58	32	29	19	5	6	7	2	2	3	3	9415
DC	1063	2	1	0	2	2	1	2	0	0	1	0	2	1076
DD	534	1	0	6	4	3	0	1	1	0	0	0	0	550
DE	1620	3	1	3	2	0	2	3	3	0	0	0	0	1637
FL	40551	40143	39465	35299	29307	22653	19644	20088	18117	17967	16425	13169	8681	321509
GA	14104	167	130	17	19	10	7	9	6	4	13	4	5	14495
HI	1289	2	1	3	0	2	0	2	1	2	0	2	2	1306
ID	1678	8	10	9	13	10	5	3	2	12	1	0	0	1751
IL	23092	107	123	111	91	77	62	64	59	51	44	38	35	23954
IN	9301	18	13	14	14	10	12	4	5	2	7	6	3	9409
KY	5237	5	2	1	8	9	1	1	1	0	1	1	0	5267
MA	12768	26	34	35	38	32	19	13	9	7	4	5	2	12992
MD	10923	7	15	8	14	11	14	6	6	7	6	5	1	11023
ME	556	2	1	2	2	1	0	0	0	1	1	0	1	567
MI	9968	49	61	43	39	31	28	29	25	10	8	14	2	10307
MN	7891	45	60	40	37	26	25	20	17	19	8	16	12	8216
MO	4736	17	13	8	8	10	4	3	2	0	1	2	2	4806
MP	47	0	0	0	0	0	0	0	0	0	0	0	0	47
MT	187	1	0	0	0	0	0	0	0	0	0	0	0	188
NC	15741	5	8	5	10	6	3	4	0	2	1	3	1	15789
ND	406	2	2	6	1	3	5	2	2	8	0	1	2	440
NH	454	3	7	2	4	0	1	1	1	3	0	7	0	483
NJ	14500	120	126	53	39	14	7	6	6	11	6	6	5	14899
NM	3159	2	0	0	0	1	1	0	3	0	0	1	0	3167
NV	5044	1	3	0	0	0	0	0	1	0	0	0	0	5049
OK	5202	9	16	9	18	15	12	13	10	12	8	12	3	5339
PA	9152	220	143	95	100	84	35	24	26	22	30	29	21	9981
RI	1561	4	3	2	2	3	1	1	1	0	4	3	1	1586
SC	5050	4	4	8	2	6	0	2	1	1	0	0	3	5081
SD	944	8	13	12	11	5	4	10	2	0	0	0	0	1009
TN	8629	3	11	7	4	6	2	2	0	1	0	1	1	8667
UT	4385	1	1	9	5	8	1	0	1	0	1	0	1	4413
VA	14003	1125	348	173	183	90	62	69	65	97	58	52	17	16342
VI	49	0	0	0	0	0	0	0	0	0	0	0	0	49
VT	153	0	1	0	0	0	0	0	1	1	0	0	0	156
WA	13396	9	8	13	7	10	5	5	2	3	1	2	3	13464

State	G 0	G 1	G 2	G 3	G 4	G 5	G 6	G 7	G 8	G 9	G 10	G 11	G 12	Total
WI	4602	16	5	17	12	21	18	15	9	4	2	3	0	4724
WY	245	5	2	2	1	1	1	0	4	2	1	1	0	265
Total	267037	42317	40845	36186	30155	23315	20077	20463	18451	18268	16653	13404	8825	555996

Table 1.1.2.2

Participation by Grade by Gender, S602 Paper

Grade	Statistic	Female	Male	Gender Missing	Total
0	Count	110705	121458	34874	267037
0	% within Grade	41.46%	45.48%	13.06%	100.0%
1	Count	20037	22165	115	42317
1	% within Grade	47.35%	52.38%	0.27%	100.0%
2	Count	19388	21338	119	40845
2	% within Grade	47.47%	52.24%	0.29%	100.0%
3	Count	17048	19034	104	36186
3	% within Grade	47.11%	52.6%	0.29%	100.0%
4	Count	14161	15877	117	30155
4	% within Grade	46.96%	52.65%	0.39%	100.0%
5	Count	11011	12209	95	23315
5	% within Grade	47.23%	52.37%	0.41%	100.0%
6	Count	9434	10558	85	20077
6	% within Grade	46.99%	52.59%	0.42%	100.0%
7	Count	9462	10920	81	20463
7	% within Grade	46.24%	53.36%	0.4%	100.0%
8	Count	8742	9641	68	18451
8	% within Grade	47.38%	52.25%	0.37%	100.0%
9	Count	8572	9560	136	18268
9	% within Grade	46.92%	52.33%	0.74%	100.0%
10	Count	7848	8748	57	16653
10	% within Grade	47.13%	52.53%	0.34%	100.0%
11	Count	6326	7028	50	13404
11	% within Grade	47.19%	52.43%	0.37%	100.0%
12	Count	4351	4453	21	8825
12	% within Grade	49.3%	50.46%	0.24%	100.0%
Total	Count	247085	272989	35922	555996
Total	% within Grade	44.44%	49.1%	6.46%	100.0%

Table 1.1.2.3**Participation by Grade by Ethnicity, S602 Paper**

Grade	Statistic	Hispanic	Non-Hispanic	Unknown	Total
0	Count	175649	75043	16345	267037
0	% within Grade	65.78%	28.1%	6.12%	100.0%
1	Count	32817	9077	423	42317
1	% within Grade	77.55%	21.45%	1.0%	100.0%
2	Count	32167	8313	365	40845
2	% within Grade	78.75%	20.35%	0.89%	100.0%
3	Count	28826	7088	272	36186
3	% within Grade	79.66%	19.59%	0.75%	100.0%
4	Count	23783	6093	279	30155
4	% within Grade	78.87%	20.21%	0.93%	100.0%
5	Count	18227	4851	237	23315
5	% within Grade	78.18%	20.81%	1.02%	100.0%
6	Count	15726	4134	217	20077
6	% within Grade	78.33%	20.59%	1.08%	100.0%
7	Count	16078	4203	182	20463
7	% within Grade	78.57%	20.54%	0.89%	100.0%
8	Count	14656	3624	171	18451
8	% within Grade	79.43%	19.64%	0.93%	100.0%
9	Count	14460	3472	336	18268
9	% within Grade	79.15%	19.01%	1.84%	100.0%
10	Count	13164	3274	215	16653
10	% within Grade	79.05%	19.66%	1.29%	100.0%
11	Count	10375	2867	162	13404
11	% within Grade	77.4%	21.39%	1.21%	100.0%
12	Count	6612	2112	101	8825
12	% within Grade	74.92%	23.93%	1.14%	100.0%
Total	Count	402540	134151	19305	555996
Total	% within Grade	72.4%	24.13%	3.47%	100.0%

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 grade-level cluster. In grade 1, 62% of students were in Tier A and 38% in Tier B/C. In grade 2, 36% of students were in Tier A and 64% in Tier B/C. In grade 3 and grades 4–5, 32–34% were in Tier A and 66–68% in Tier B/C. In grades 6–8 and 9–12, there were about 43% of students in Tier A and 57% 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, S602 Paper

Cluster	Tier	Listening	Reading	Speaking	Writing
K	N/A	267032	267031	267033	267030
K	Total	267032	267031	267033	267030
1	A	26415	26420	26421	26419
1	B	15887	15891	15886	15888
1	Total	42302	42311	42307	42307
2	A	14593	14597	14598	14597
2	B	26237	26245	26245	26245
2	Total	40830	40842	40843	40842
3	A	11796	11797	11797	11796
3	B	24387	24388	24388	24387
3	Total	36183	36185	36185	36183
4-5	A	18137	18137	18137	18131
4-5	B	35331	35330	35332	35330
4-5	Total	53468	53467	53469	53461
6-8	A	25667	25668	25664	25667
6-8	B	33312	33317	33314	33310
6-8	Total	58979	58985	58978	58977
9-12	A	24058	24057	24058	24057
9-12	B	33080	33085	33082	33085
9-12	Total	57138	57142	57140	57142

Table 1.1.3.2**Participation by Grade by Tier by Domain, S602 Paper**

Grade	Tier	Listening	Reading	Speaking	Writing
0	N/A	267032	267031	267033	267030
0	Total	267032	267031	267033	267030
1	A	26415	26420	26421	26419
1	B	15887	15891	15886	15888
1	Total	42302	42311	42307	42307
2	A	14593	14597	14598	14597
2	B	26237	26245	26245	26245
2	Total	40830	40842	40843	40842
3	A	11796	11797	11797	11796
3	B	24387	24388	24388	24387
3	Total	36183	36185	36185	36183
4	A	9446	9446	9446	9444
4	B	20708	20708	20708	20707
4	Total	30154	30154	30154	30151
5	A	8691	8691	8691	8687
5	B	14623	14622	14624	14623
5	Total	23314	23313	23315	23310
6	A	8729	8728	8726	8728
6	B	11345	11346	11346	11344
6	Total	20074	20074	20072	20072
7	A	8537	8538	8537	8537
7	B	11922	11923	11924	11921
7	Total	20459	20461	20461	20458
8	A	8401	8402	8401	8402
8	B	10045	10048	10044	10045
8	Total	18446	18450	18445	18447
9	A	8744	8744	8745	8743
9	B	9521	9523	9522	9523
9	Total	18265	18267	18267	18266
10	A	7073	7072	7073	7073
10	B	9577	9576	9576	9576
10	Total	16650	16648	16649	16649
11	A	5273	5273	5272	5273
11	B	8128	8130	8129	8130
11	Total	13401	13403	13401	13403
12	A	2968	2968	2968	2968
12	B	5854	5856	5855	5856
12	Total	8822	8824	8823	8824

Table 1.1.3.3**Participation by Grade-Level Cluster by Tier by Gender, S602 Paper**

Cluster	Tier	Statistic	Female	Male	Gender Missing	Total
K	N/A	Count	110705	121458	34874	267037
K	N/A	% within Tier	41.46%	45.48%	13.06%	100.0%
1	A	Count	12337	14000	89	26426
1	A	% within Tier	46.69%	52.98%	0.34%	100.0%
1	BC	Count	7700	8165	26	15891
1	BC	% within Tier	48.46%	51.38%	0.16%	100.0%
2	A	Count	6704	7815	79	14598
2	A	% within Tier	45.92%	53.53%	0.54%	100.0%
2	BC	Count	12684	13523	40	26247
2	BC	% within Tier	48.33%	51.52%	0.15%	100.0%
3	A	Count	5445	6279	74	11798
3	A	% within Tier	46.15%	53.22%	0.63%	100.0%
3	BC	Count	11603	12755	30	24388
3	BC	% within Tier	47.58%	52.3%	0.12%	100.0%
4-5	A	Count	8598	9405	135	18138
4-5	A	% within Tier	47.4%	51.85%	0.74%	100.0%
4-5	BC	Count	16574	18681	77	35332
4-5	BC	% within Tier	46.91%	52.87%	0.22%	100.0%
6-8	A	Count	12203	13309	160	25672
6-8	A	% within Tier	47.53%	51.84%	0.62%	100.0%
6-8	BC	Count	15435	17810	74	33319
6-8	BC	% within Tier	46.32%	53.45%	0.22%	100.0%
9-12	A	Count	11458	12429	174	24061
9-12	A	% within Tier	47.62%	51.66%	0.72%	100.0%
9-12	BC	Count	15639	17360	90	33089
9-12	BC	% within Tier	47.26%	52.46%	0.27%	100.0%

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 1% to 3% 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, S602 Paper**

Cluster	Tier	Statistic	Hispanic	Other	Unknown	Total
K	N/A	Count	175649	75043	16345	267037
K	N/A	% within Tier	65.78%	28.1%	6.12%	100.0%
1	A	Count	20837	5299	290	26426
1	A	% within Tier	78.85%	20.05%	1.1%	100.0%
1	BC	Count	11980	3778	133	15891
1	BC	% within Tier	75.39%	23.77%	0.84%	100.0%
2	A	Count	11526	2861	211	14598
2	A	% within Tier	78.96%	19.6%	1.45%	100.0%
2	BC	Count	20641	5452	154	26247
2	BC	% within Tier	78.64%	20.77%	0.59%	100.0%
3	A	Count	9435	2215	148	11798
3	A	% within Tier	79.97%	18.77%	1.25%	100.0%
3	BC	Count	19391	4873	124	24388
3	BC	% within Tier	79.51%	19.98%	0.51%	100.0%
4-5	A	Count	14410	3462	266	18138
4-5	A	% within Tier	79.45%	19.09%	1.47%	100.0%
4-5	BC	Count	27600	7482	250	35332
4-5	BC	% within Tier	78.12%	21.18%	0.71%	100.0%
6-8	A	Count	20625	4709	338	25672
6-8	A	% within Tier	80.34%	18.34%	1.32%	100.0%
6-8	BC	Count	25835	7252	232	33319
6-8	BC	% within Tier	77.54%	21.77%	0.7%	100.0%
9-12	A	Count	18843	4750	468	24061
9-12	A	% within Tier	78.31%	19.74%	1.95%	100.0%
9-12	BC	Count	25768	6975	346	33089
9-12	BC	% within Tier	77.87%	21.08%	1.05%	100.0%

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 was Listening, Reading, Speaking, and then Writing in grade-level clusters of 1, 2, 3 and 6-8, whereas clusters 4-5 and 9-12 showed varying orders. Kindergarten had the average scale scores in the order of Speaking, Listening, Writing, and then Reading.

Table 1.2.1.1

Mean Scale Scores by Grade-Level Cluster, S602 Paper

Cluster	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	Mean	238.97	170	185.68	240.24	239.86	178.06	190.68	196.39
K	N	234586	234583	234581	234577	234575	234576	234579	234562
1	Mean	296.24	282.56	236.23	255.54	278.13	260.7	287.45	266.8
1	N	34675	31887	42146	41834	34426	31873	27884	27691
2	Mean	319.53	306.68	268.08	276.79	299.64	288.62	311.31	292.68
2	N	37239	33405	40652	40356	36964	33401	31418	31184
3	Mean	349.06	330.98	283.73	286.4	318.67	308.23	336.81	311.79
3	N	33158	30088	36033	35775	32915	30084	28369	28162
4-5	Mean	365.71	343.39	318.38	306.98	337.6	331.97	350.71	334.21
4-5	N	50047	46087	53234	52784	49616	46072	44148	43768
6-8	Mean	366.48	347.84	311.73	320.27	344.57	330.28	353.61	334.62
6-8	N	55256	50713	58734	58210	54726	50694	48521	48040
9-12	Mean	369.65	375.54	341.87	327.42	350.09	359.16	374.29	356.9
9-12	N	52960	50370	56934	56426	52473	50359	47741	47294

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, S602 Paper

Cluster	Gender	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	F	Mean	245.52	170.5	189.27	248.5	247.27	180.11	193	200.04
K	F	N	95559	95555	95556	95555	95555	95553	95555	95550
K	M	Mean	233.74	170.44	182.86	232.29	233.27	176.86	189.42	193.58
K	M	N	104217	104218	104215	104213	104211	104213	104214	104203
K	Missing	Mean	236.6	167.31	184.31	241.39	239.25	176.03	188.09	194.78
K	Missing	N	34810	34810	34810	34809	34809	34810	34810	34809
1	F	Mean	298.09	282.73	240.67	258.02	280.07	262.73	287.91	268.53
1	F	N	16758	15285	19981	19842	16652	15282	13500	13422
1	M	Mean	294.65	282.45	232.38	253.6	276.52	258.91	287.09	265.31
1	M	N	17825	16513	22050	21880	17683	16502	14305	14191
1	Missing	Mean	268.6	273.42	204.01	194.04	235.85	241.8	272.23	240.53
1	Missing	N	92	89	115	112	91	89	79	78

Cluster	Gender	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
2	F	Mean	320.82	307.54	273.82	278.78	301.22	291.79	312.21	295.28
2	F	N	17947	16114	19321	19178	17812	16112	15303	15193
2	M	Mean	318.5	305.99	263.02	275.29	298.4	285.79	310.58	290.37
2	M	N	19186	17195	21212	21059	19046	17193	16028	15904
2	Missing	Mean	288.27	286.1	237.3	220.24	257.59	262.85	287.57	262.02
2	Missing	N	106	96	119	119	106	96	87	87
3	F	Mean	348.61	330.87	289.47	287.01	318.65	310.86	336.48	313.47
3	F	N	15772	14426	16991	16873	15661	14423	13696	13598
3	M	Mean	349.62	331.19	278.8	286.22	318.96	305.93	337.22	310.38
3	M	N	17294	15583	18939	18799	17162	15582	14599	14490
3	Missing	Mean	321.36	310.49	245.2	219.3	269.78	279.84	314.72	277.51
3	Missing	N	92	79	103	103	92	79	74	74
4-5	F	Mean	365.23	343.27	324.6	306.57	337.1	334.84	350.41	335.97
4-5	F	N	23748	22076	25097	24891	23554	22072	21227	21057
4-5	M	Mean	366.37	343.65	313.02	307.79	338.37	329.48	351.15	332.78
4-5	M	N	26113	23837	27925	27683	25878	23826	22758	22549
4-5	Missing	Mean	333.61	323.38	287.64	248.96	293.32	307.36	327.48	304.57
4-5	Missing	N	186	174	212	210	184	174	163	162
6-8	F	Mean	366.48	349.81	317.11	317.5	343.26	333.89	354.98	336.78
6-8	F	N	25925	24044	27550	27296	25667	24034	23033	22794
6-8	M	Mean	366.69	346.13	307.11	323.01	345.97	327.12	352.48	332.82
6-8	M	N	29111	26472	30950	30681	28840	26463	25299	25058
6-8	Missing	Mean	339.42	337.2	290.6	284.09	313.16	313.68	337.49	313.09
6-8	Missing	N	220	197	234	233	219	197	189	188
9-12	F	Mean	369.4	376.95	345.41	325.14	348.95	361.58	375.2	358.26
9-12	F	N	25203	24175	27026	26769	24962	24172	22969	22749
9-12	M	Mean	370.04	374.33	338.8	329.8	351.34	357.06	373.57	355.78
9-12	M	N	27525	25958	29646	29398	27281	25950	24560	24335
9-12	Missing	Mean	349.32	363.27	323.65	293.6	325.15	343.36	360.12	339.43
9-12	Missing	N	232	237	262	259	230	237	212	210

Tables 1.2.1.3 through 1.2.1.9 present 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 Ethnicity for Cluster K, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	229.27	161.08	177.41	228.3	229.04	169.46	181.53	187.12
Hispanic (of any Race)	N	152581	152575	152575	152572	152572	152571	152575	152563
Non-Hispanic American Indian	Mean	255.4	170.47	180.69	257.16	256.53	175.8	195.94	199.82
Non-Hispanic American Indian	N	1667	1667	1667	1667	1667	1667	1667	1667
Non-Hispanic Asian	Mean	278.85	212.21	226.06	283.89	281.64	219.38	232.18	237.82
Non-Hispanic Asian	N	25209	25210	25209	25209	25209	25209	25209	25208
Non-Hispanic Black	Mean	249.88	180.32	188.63	264.29	257.36	184.69	201.18	206.29
Non-Hispanic Black	N	15494	15495	15494	15494	15493	15494	15494	15492
Non-Hispanic Multiracial	Mean	258.54	188.66	199.56	261.39	260.23	194.35	209.61	213.87
Non-Hispanic Multiracial	N	1159	1159	1159	1159	1159	1159	1159	1159
Non-Hispanic Pacific Islander	Mean	250.87	166.57	182.84	256.82	254.11	174.92	191.86	198.45
Non-Hispanic Pacific Islander	N	1463	1463	1463	1463	1463	1463	1463	1463
Non-Hispanic White	Mean	259.44	184.8	202.49	264.12	262.05	193.88	207.18	214.11
Non-Hispanic White	N	21126	21127	21127	21127	21126	21126	21125	21124
Unknown	Mean	226.64	157.85	175.68	225.68	226.41	166.96	178.47	184.59
Unknown	N	15887	15887	15887	15886	15886	15887	15887	15886

Table 1.2.1.4**Mean Scale Scores by Ethnicity for Cluster 1, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	295.47	281.35	235.32	253.07	276.52	259.5	286.34	265.43
Hispanic (of any Race)	N	26870	24760	32695	32457	26684	24747	21608	21462
Non-Hispanic American Indian	Mean	299.32	283.17	240.98	266.91	284.17	262.09	286.87	267.79
Non-Hispanic American Indian	N	198	184	235	234	197	184	163	162
Non-Hispanic Asian	Mean	304.9	297.52	254.8	273.96	291.01	277.33	300.27	282
Non-Hispanic Asian	N	1330	1213	1541	1530	1319	1213	1101	1093
Non-Hispanic Black	Mean	291.33	280.69	227.25	257.3	276.36	255.85	284.63	263.25
Non-Hispanic Black	N	2818	2556	3537	3504	2790	2555	2193	2172
Non-Hispanic Multiracial	Mean	303.9	291.28	245.15	273.31	291.41	270.56	297.55	278.93
Non-Hispanic Multiracial	N	203	192	249	246	200	192	170	167
Non-Hispanic Pacific Islander	Mean	287.41	275.36	228.57	259.41	274.23	253.54	279.46	259.88
Non-Hispanic Pacific Islander	N	37	39	46	44	35	39	35	33
Non-Hispanic White	Mean	304.27	288.3	245.54	267.66	288.19	268.48	293.93	275.09
Non-Hispanic White	N	2861	2615	3424	3406	2847	2615	2313	2303
Unknown	Mean	291.49	282.67	232.21	248.32	274.03	259.17	286.5	265.42
Unknown	N	358	328	419	413	354	328	301	299

Table 1.2.1.5**Mean Scale Scores by Ethnicity for Cluster 2, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	318.68	305.7	267.49	274.92	298.33	287.79	310.34	291.67
Hispanic (of any Race)	N	29473	26518	32035	31810	29263	26515	25011	24833
Non-Hispanic American Indian	Mean	325.1	309.22	276.67	281.98	305.32	294.43	315.05	298.77
Non-Hispanic American Indian	N	208	177	224	224	208	177	171	171
Non-Hispanic Asian	Mean	333.59	324.22	287.88	293.57	314.7	307.06	327.89	310.19
Non-Hispanic Asian	N	1326	1194	1431	1420	1318	1194	1135	1128
Non-Hispanic Black	Mean	315.04	301.14	258.07	278.38	298.12	280.94	306.04	286.97
Non-Hispanic Black	N	2791	2464	3178	3151	2765	2463	2253	2229
Non-Hispanic Multiracial	Mean	331.15	319.67	276.72	297.4	315.96	299.42	324.43	306.24
Non-Hispanic Multiracial	N	181	165	209	207	179	165	149	147
Non-Hispanic Pacific Islander	Mean	321	309.63	275.9	281.42	300.51	292.97	313.88	297.3
Non-Hispanic Pacific Islander	N	44	38	50	48	43	38	33	33
Non-Hispanic White	Mean	326.47	313.88	275.06	286.58	308.03	295.98	318.62	300.4
Non-Hispanic White	N	2884	2568	3164	3137	2858	2568	2402	2380
Unknown	Mean	306.52	298.06	256.73	260.42	284	278.36	300.18	279.53
Unknown	N	332	281	361	359	330	281	264	263

Table 1.2.1.6**Mean Scale Scores by Ethnicity for Cluster 3, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	348.35	330.55	283.2	284.5	317.4	307.71	336.26	311.02
Hispanic (of any Race)	N	26551	24097	28714	28537	26384	24094	22782	22638
Non-Hispanic American Indian	Mean	353.99	335.88	297.3	293.94	324.37	316.98	341.86	319.22
Non-Hispanic American Indian	N	192	179	207	206	191	179	168	167
Non-Hispanic Asian	Mean	361.62	342.87	301.15	303.42	333.01	322.85	348.95	326.32
Non-Hispanic Asian	N	1001	910	1087	1078	991	910	863	854
Non-Hispanic Black	Mean	345.75	326.42	276.79	289.58	318.49	302.34	332.53	307.68
Non-Hispanic Black	N	2712	2459	3066	3032	2679	2458	2255	2228
Non-Hispanic Multiracial	Mean	356.27	337.99	286.06	300.22	328.13	314.19	344.17	319.44
Non-Hispanic Multiracial	N	165	138	180	178	164	138	127	127
Non-Hispanic Pacific Islander	Mean	343.3	322.45	280.62	295.5	320.41	301.45	328.21	306.24
Non-Hispanic Pacific Islander	N	47	38	48	44	44	38	38	37
Non-Hispanic White	Mean	356.14	336.27	291.35	297.69	327.95	314.84	342.82	319.32
Non-Hispanic White	N	2250	2053	2465	2436	2223	2053	1937	1913
Unknown	Mean	338.89	323.84	268.17	264.81	303.56	298.43	329.18	300.77
Unknown	N	240	214	266	264	239	214	199	198

Table 1.2.1.7**Mean Scale Scores by Ethnicity for Cluster 4-5, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	364.61	342.72	317.84	303.74	335.48	331.32	349.92	333.13
Hispanic (of any Race)	N	39442	36442	41850	41519	39127	36428	34971	34689
Non-Hispanic American Indian	Mean	373.82	346.69	326.81	321.1	347.83	336.93	354.69	339.9
Non-Hispanic American Indian	N	371	351	394	393	370	351	334	333
Non-Hispanic Asian	Mean	380.74	357.4	334.92	333.91	358.47	347.61	364.97	351.42
Non-Hispanic Asian	N	1441	1313	1529	1511	1423	1313	1258	1241
Non-Hispanic Black	Mean	363.1	339.2	312.16	315.32	340.49	326.93	347.01	331.74
Non-Hispanic Black	N	4579	4123	4972	4927	4533	4122	3894	3856
Non-Hispanic Multiracial	Mean	370.51	350.23	317.1	321.62	347	337.21	357.42	341.26
Non-Hispanic Multiracial	N	203	171	218	216	201	171	165	163
Non-Hispanic Pacific Islander	Mean	368.3	341.75	317.38	318.54	344.76	330.28	349.42	333.98
Non-Hispanic Pacific Islander	N	67	60	69	68	66	60	59	58
Non-Hispanic White	Mean	376.09	351.13	327.15	321.17	349.83	340.18	359.21	343.64
Non-Hispanic White	N	3456	3184	3688	3638	3410	3184	3039	3002
Unknown	Mean	352.25	335.11	304.69	289.95	321.73	321.02	340.49	321.52
Unknown	N	488	443	514	512	486	443	428	426

Table 1.2.1.8**Mean Scale Scores by Ethnicity for Cluster 6-8, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	364.66	346.98	310.78	315.72	341.35	329.3	352.42	332.92
Hispanic (of any Race)	N	43703	40240	46260	45847	43277	40223	38581	38193
Non-Hispanic American Indian	Mean	389.36	358.66	330.69	352.76	371.35	345.79	368.72	354.23
Non-Hispanic American Indian	N	304	268	318	312	298	268	258	252
Non-Hispanic Asian	Mean	390.29	362.31	332.08	357.85	375.31	347.79	371.35	356.49
Non-Hispanic Asian	N	1286	1209	1373	1362	1277	1209	1153	1144
Non-Hispanic Black	Mean	364.83	344.82	306.47	328.99	348.72	326.47	351.05	333.22
Non-Hispanic Black	N	5382	4776	5893	5837	5331	4776	4482	4440
Non-Hispanic Multiracial	Mean	379.04	354.17	324.14	351.53	365.7	339.84	361.97	348.36
Non-Hispanic Multiracial	N	212	192	225	225	212	192	185	185
Non-Hispanic Pacific Islander	Mean	374.99	344.4	310.55	339.77	359.14	327.44	352.39	335.69
Non-Hispanic Pacific Islander	N	70	63	75	75	70	63	59	59
Non-Hispanic White	Mean	380.92	356.43	323.43	344.79	364.11	340.45	364.15	347.96
Non-Hispanic White	N	3779	3497	4026	3997	3750	3496	3363	3336
Unknown	Mean	352.65	342.76	296.44	301.41	327.52	319.52	345.19	321.25
Unknown	N	520	468	564	555	511	467	440	431

Table 1.2.1.9**Mean Scale Scores by Ethnicity for Cluster 9-12, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	368.55	374.8	341.52	325.23	348.33	358.55	373.4	355.87
Hispanic (of any Race)	N	41604	39664	44432	44045	41227	39655	37735	37387
Non-Hispanic American Indian	Mean	374	373.65	338.77	335.79	354.4	356.62	374.47	355.96
Non-Hispanic American Indian	N	140	137	152	151	139	137	127	126
Non-Hispanic Asian	Mean	391.62	391.16	365.24	363.86	378.88	378.58	391.59	378.88
Non-Hispanic Asian	N	1322	1267	1396	1384	1309	1267	1218	1205
Non-Hispanic Black	Mean	363.45	371.85	333.99	322.58	345.14	353.49	369.87	351.49
Non-Hispanic Black	N	5591	5223	6323	6258	5535	5223	4791	4744
Non-Hispanic Multiracial	Mean	385.29	383.13	351.73	349.74	369.22	367.55	383.28	367.74
Non-Hispanic Multiracial	N	181	163	195	194	181	163	156	156
Non-Hispanic Pacific Islander	Mean	366.37	365.41	334.43	329.56	349.05	350.87	368.03	351.59
Non-Hispanic Pacific Islander	N	75	70	82	81	74	70	67	66
Non-Hispanic White	Mean	386.09	385.62	353.1	351.63	370.49	369.89	386.41	370.75
Non-Hispanic White	N	3314	3143	3543	3509	3281	3142	2993	2962
Unknown	Mean	360.82	371.14	332.05	309.74	338.08	352.42	369.34	349.83
Unknown	N	733	703	811	804	727	702	654	648

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. Mean scale scores increased as grades increased, with slight decreases in grade 6 in Listening, Reading, and Writing, and grade 9 in Listening and Speaking. In the Speaking domain there was a slight decrease in grades 5 and 8. Table 1.2.2.2 exhibits student performance by grade and by gender. Female student groups mostly scored higher than male groups throughout grades, except for a few grades across domains. Tables 1.2.2.3 through 1.2.2.15 show student performance by race and ethnicity.

Table 1.2.2.1**Mean Scale Scores by Grade, S602 Paper**

Grade	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	Mean	238.97	170	185.68	240.24	239.86	178.06	190.68	196.39
K	N	234586	234583	234581	234577	234575	234576	234579	234562
1	Mean	296.24	282.56	236.23	255.54	278.13	260.7	287.45	266.8
1	N	34675	31887	42146	41834	34426	31873	27884	27691
2	Mean	319.53	306.68	268.08	276.79	299.64	288.62	311.31	292.68
2	N	37239	33405	40652	40356	36964	33401	31418	31184
3	Mean	349.06	330.98	283.73	286.4	318.67	308.23	336.81	311.79
3	N	33158	30088	36033	35775	32915	30084	28369	28162
4	Mean	362.98	340.69	314.64	307.08	336.27	328.73	347.98	331.57
4	N	28144	25657	30023	29758	27892	25647	24541	24321
5	Mean	369.21	346.78	323.21	306.84	339.31	336.03	354.12	337.52
5	N	21903	20430	23211	23026	21724	20425	19607	19447
6	Mean	361.75	342.83	306.12	318.18	341.1	325.02	348.62	329.79
6	N	18856	17152	19992	19809	18668	17148	16462	16292
7	Mean	367.78	347.25	312.97	321.65	345.94	330.51	353.61	335.26
7	N	19161	17591	20380	20211	18995	17581	16807	16654
8	Mean	370.2	353.87	316.48	321.01	346.84	335.67	358.99	339.14
8	N	17239	15970	18362	18190	17063	15965	15252	15094
9	Mean	364.15	369.71	335.12	316.02	341.82	352.7	368.51	349.85
9	N	16919	15984	18205	18036	16761	15981	15132	14984
10	Mean	369.42	375.53	341.32	324.78	348.62	358.88	374.11	356.14
10	N	15306	14516	16592	16446	15166	14512	13706	13583
11	Mean	372.85	379.74	346.16	333.69	354.8	363.52	378.31	361.48
11	N	12473	11922	13352	13238	12363	11918	11324	11218
12	Mean	376.47	380.97	350.36	346.51	362.63	366.14	380.18	365.5
12	N	8262	7948	8785	8706	8183	7948	7579	7509

Table 1.2.2.2**Mean Scale Scores by Grade by Gender, S602 Paper**

Grade	Gender	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
K	F	Mean	245.52	170.5	189.27	248.5	247.27	180.11	193	200.04
K	F	N	95559	95555	95556	95555	95555	95553	95555	95550
K	M	Mean	233.74	170.44	182.86	232.29	233.27	176.86	189.42	193.58
K	M	N	104217	104218	104215	104213	104211	104213	104214	104203
K	Missing	Mean	236.6	167.31	184.31	241.39	239.25	176.03	188.09	194.78
K	Missing	N	34810	34810	34810	34809	34809	34810	34810	34809
1	F	Mean	298.09	282.73	240.67	258.02	280.07	262.73	287.91	268.53
1	F	N	16758	15285	19981	19842	16652	15282	13500	13422
1	M	Mean	294.65	282.45	232.38	253.6	276.52	258.91	287.09	265.31
1	M	N	17825	16513	22050	21880	17683	16502	14305	14191
1	Missing	Mean	268.6	273.42	204.01	194.04	235.85	241.8	272.23	240.53
1	Missing	N	92	89	115	112	91	89	79	78
2	F	Mean	320.82	307.54	273.82	278.78	301.22	291.79	312.21	295.28
2	F	N	17947	16114	19321	19178	17812	16112	15303	15193
2	M	Mean	318.5	305.99	263.02	275.29	298.4	285.79	310.58	290.37
2	M	N	19186	17195	21212	21059	19046	17193	16028	15904
2	Missing	Mean	288.27	286.1	237.3	220.24	257.59	262.85	287.57	262.02
2	Missing	N	106	96	119	119	106	96	87	87
3	F	Mean	348.61	330.87	289.47	287.01	318.65	310.86	336.48	313.47
3	F	N	15772	14426	16991	16873	15661	14423	13696	13598
3	M	Mean	349.62	331.19	278.8	286.22	318.96	305.93	337.22	310.38
3	M	N	17294	15583	18939	18799	17162	15582	14599	14490
3	Missing	Mean	321.36	310.49	245.2	219.3	269.78	279.84	314.72	277.51
3	Missing	N	92	79	103	103	92	79	74	74
4	F	Mean	362.36	340.49	320.7	306.61	335.68	331.53	347.59	333.24
4	F	N	13340	12237	14116	14000	13236	12234	11771	11680
4	M	Mean	363.75	341.02	309.44	307.92	337.11	326.33	348.5	330.21
4	M	N	14702	13322	15790	15642	14555	13315	12680	12552
4	Missing	Mean	332.85	321.1	285.4	251.48	293.99	305.37	325.51	304.08
4	Missing	N	102	98	117	116	101	98	90	89
5	F	Mean	368.91	346.72	329.61	306.5	338.94	338.97	353.92	339.38
5	F	N	10408	9839	10981	10891	10318	9838	9456	9377
5	M	Mean	369.74	346.98	317.68	307.62	339.99	333.47	354.49	336.01
5	M	N	11411	10515	12135	12041	11323	10511	10078	9997
5	Missing	Mean	334.54	326.32	290.39	245.85	292.49	309.92	329.92	305.18
5	Missing	N	84	76	95	94	83	76	73	73
6	F	Mean	361.81	344.17	311.8	315.86	340.02	328.31	349.5	331.71
6	F	N	8895	8177	9410	9324	8807	8175	7870	7786

Grade	Gender	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
6	M	Mean	361.89	341.66	301.19	320.56	342.32	322.12	347.91	328.17
6	M	N	9883	8901	10497	10401	9784	8899	8522	8437
6	Missing	Mean	338.06	334.84	287.93	281.25	309.94	311.03	335.26	310.45
6	Missing	N	78	74	85	84	77	74	70	69
7	F	Mean	367.38	349.23	318.17	318.14	344.08	334.1	354.87	337.24
7	F	N	8850	8220	9434	9348	8769	8216	7847	7775
7	M	Mean	368.35	345.57	308.6	324.96	347.8	327.45	352.63	333.68
7	M	N	10232	9298	10865	10782	10147	9292	8887	8806
7	Missing	Mean	338.99	339.23	292.47	285.65	313.28	315.45	338.6	314.34
7	Missing	N	79	73	81	81	79	73	73	73
8	F	Mean	370.57	356.46	321.69	318.57	345.9	339.63	360.99	341.75
8	F	N	8180	7647	8706	8624	8091	7643	7316	7233
8	M	Mean	370.07	351.58	311.91	323.47	347.9	332.13	357.26	336.87
8	M	N	8996	8273	9588	9498	8909	8272	7890	7815
8	Missing	Mean	341.65	337.72	291.72	285.72	316.94	315	339.11	315.07
8	Missing	N	63	50	68	68	63	50	46	46
9	F	Mean	364.45	371.91	339.3	315.32	341.83	356.02	370.21	352.26
9	F	N	7965	7612	8554	8480	7895	7611	7230	7164
9	M	Mean	364.14	367.84	331.6	317.03	342.11	349.84	367.12	347.84
9	M	N	8834	8250	9515	9424	8748	8248	7795	7715
9	Missing	Mean	344.61	358.87	318.03	289.07	319.57	338.12	354.51	332.75
9	Missing	N	120	122	136	132	118	122	107	105
10	F	Mean	369.43	376.94	345.03	322.86	347.76	361.32	375	357.51
10	F	N	7251	6889	7830	7755	7181	6888	6532	6472
10	M	Mean	369.51	374.32	338.08	326.72	349.52	356.76	373.36	354.97
10	M	N	8007	7573	8707	8635	7937	7570	7127	7064
10	Missing	Mean	354.4	365.13	323.87	291.04	328.96	344.31	364.09	343.36
10	Missing	N	48	54	55	56	48	54	47	47
11	F	Mean	372.27	380.55	349.1	330.66	353.07	365.22	378.67	362.21
11	F	N	5896	5706	6306	6242	5839	5705	5416	5362
11	M	Mean	373.51	379.07	343.61	336.68	356.52	362.04	378.05	360.92
11	M	N	6532	6172	6996	6946	6479	6169	5867	5815
11	Missing	Mean	354.91	370.34	332.36	297.58	329.8	351.09	367.39	345.71
11	Missing	N	45	44	50	50	45	44	41	41
12	F	Mean	374.87	381.46	352.75	340.63	359	367.43	380.09	365.35
12	F	N	4091	3968	4336	4292	4047	3968	3791	3751
12	M	Mean	378.15	380.52	348.07	352.37	366.32	364.89	380.32	365.69
12	M	N	4152	3963	4428	4393	4117	3963	3771	3741
12	Missing	Mean	353.05	370.71	338.71	319.43	339.21	357.94	366.88	354.71
12	Missing	N	19	17	21	21	19	17	17	17

Table 1.2.2.3**Mean Scale Scores by Ethnicity for Grade K, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	229.27	161.08	177.41	228.3	229.04	169.46	181.53	187.12
Hispanic (of any Race)	N	152581	152575	152575	152572	152572	152571	152575	152563
Non-Hispanic American Indian	Mean	255.4	170.47	180.69	257.16	256.53	175.8	195.94	199.82
Non-Hispanic American Indian	N	1667	1667	1667	1667	1667	1667	1667	1667
Non-Hispanic Asian	Mean	278.85	212.21	226.06	283.89	281.64	219.38	232.18	237.82
Non-Hispanic Asian	N	25209	25210	25209	25209	25209	25209	25209	25208
Non-Hispanic Black	Mean	249.88	180.32	188.63	264.29	257.36	184.69	201.18	206.29
Non-Hispanic Black	N	15494	15495	15494	15494	15493	15494	15494	15492
Non-Hispanic Multiracial	Mean	258.54	188.66	199.56	261.39	260.23	194.35	209.61	213.87
Non-Hispanic Multiracial	N	1159	1159	1159	1159	1159	1159	1159	1159
Non-Hispanic Pacific Islander	Mean	250.87	166.57	182.84	256.82	254.11	174.92	191.86	198.45
Non-Hispanic Pacific Islander	N	1463	1463	1463	1463	1463	1463	1463	1463
Non-Hispanic White	Mean	259.44	184.8	202.49	264.12	262.05	193.88	207.18	214.11
Non-Hispanic White	N	21126	21127	21127	21127	21126	21126	21125	21124
Unknown	Mean	226.64	157.85	175.68	225.68	226.41	166.96	178.47	184.59
Unknown	N	15887	15887	15887	15886	15886	15887	15887	15886

Table 1.2.2.4**Mean Scale Scores by Ethnicity for Grade 1, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	295.47	281.35	235.32	253.07	276.52	259.5	286.34	265.43
Hispanic (of any Race)	N	26870	24760	32695	32457	26684	24747	21608	21462
Non-Hispanic American Indian	Mean	299.32	283.17	240.98	266.91	284.17	262.09	286.87	267.79
Non-Hispanic American Indian	N	198	184	235	234	197	184	163	162
Non-Hispanic Asian	Mean	304.9	297.52	254.8	273.96	291.01	277.33	300.27	282
Non-Hispanic Asian	N	1330	1213	1541	1530	1319	1213	1101	1093
Non-Hispanic Black	Mean	291.33	280.69	227.25	257.3	276.36	255.85	284.63	263.25
Non-Hispanic Black	N	2818	2556	3537	3504	2790	2555	2193	2172
Non-Hispanic Multiracial	Mean	303.9	291.28	245.15	273.31	291.41	270.56	297.55	278.93
Non-Hispanic Multiracial	N	203	192	249	246	200	192	170	167
Non-Hispanic Pacific Islander	Mean	287.41	275.36	228.57	259.41	274.23	253.54	279.46	259.88
Non-Hispanic Pacific Islander	N	37	39	46	44	35	39	35	33
Non-Hispanic White	Mean	304.27	288.3	245.54	267.66	288.19	268.48	293.93	275.09
Non-Hispanic White	N	2861	2615	3424	3406	2847	2615	2313	2303
Unknown	Mean	291.49	282.67	232.21	248.32	274.03	259.17	286.5	265.42
Unknown	N	358	328	419	413	354	328	301	299

Table 1.2.2.5**Mean Scale Scores by Ethnicity for Grade 2, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	318.68	305.7	267.49	274.92	298.33	287.79	310.34	291.67
Hispanic (of any Race)	N	29473	26518	32035	31810	29263	26515	25011	24833
Non-Hispanic American Indian	Mean	325.1	309.22	276.67	281.98	305.32	294.43	315.05	298.77
Non-Hispanic American Indian	N	208	177	224	224	208	177	171	171
Non-Hispanic Asian	Mean	333.59	324.22	287.88	293.57	314.7	307.06	327.89	310.19
Non-Hispanic Asian	N	1326	1194	1431	1420	1318	1194	1135	1128
Non-Hispanic Black	Mean	315.04	301.14	258.07	278.38	298.12	280.94	306.04	286.97
Non-Hispanic Black	N	2791	2464	3178	3151	2765	2463	2253	2229
Non-Hispanic Multiracial	Mean	331.15	319.67	276.72	297.4	315.96	299.42	324.43	306.24
Non-Hispanic Multiracial	N	181	165	209	207	179	165	149	147
Non-Hispanic Pacific Islander	Mean	321	309.63	275.9	281.42	300.51	292.97	313.88	297.3
Non-Hispanic Pacific Islander	N	44	38	50	48	43	38	33	33
Non-Hispanic White	Mean	326.47	313.88	275.06	286.58	308.03	295.98	318.62	300.4
Non-Hispanic White	N	2884	2568	3164	3137	2858	2568	2402	2380
Unknown	Mean	306.52	298.06	256.73	260.42	284	278.36	300.18	279.53
Unknown	N	332	281	361	359	330	281	264	263

Table 1.2.2.6**Mean Scale Scores by Ethnicity for Grade 3, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	348.35	330.55	283.2	284.5	317.4	307.71	336.26	311.02
Hispanic (of any Race)	N	26551	24097	28714	28537	26384	24094	22782	22638
Non-Hispanic American Indian	Mean	353.99	335.88	297.3	293.94	324.37	316.98	341.86	319.22
Non-Hispanic American Indian	N	192	179	207	206	191	179	168	167
Non-Hispanic Asian	Mean	361.62	342.87	301.15	303.42	333.01	322.85	348.95	326.32
Non-Hispanic Asian	N	1001	910	1087	1078	991	910	863	854
Non-Hispanic Black	Mean	345.75	326.42	276.79	289.58	318.49	302.34	332.53	307.68
Non-Hispanic Black	N	2712	2459	3066	3032	2679	2458	2255	2228
Non-Hispanic Multiracial	Mean	356.27	337.99	286.06	300.22	328.13	314.19	344.17	319.44
Non-Hispanic Multiracial	N	165	138	180	178	164	138	127	127
Non-Hispanic Pacific Islander	Mean	343.3	322.45	280.62	295.5	320.41	301.45	328.21	306.24
Non-Hispanic Pacific Islander	N	47	38	48	44	44	38	38	37
Non-Hispanic White	Mean	356.14	336.27	291.35	297.69	327.95	314.84	342.82	319.32
Non-Hispanic White	N	2250	2053	2465	2436	2223	2053	1937	1913
Unknown	Mean	338.89	323.84	268.17	264.81	303.56	298.43	329.18	300.77
Unknown	N	240	214	266	264	239	214	199	198

Table 1.2.2.7**Mean Scale Scores by Ethnicity for Grade 4, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	362.21	340.24	314.42	304.6	334.7	328.34	347.42	330.81
Hispanic (of any Race)	N	22253	20363	23691	23486	22060	20354	19499	19327
Non-Hispanic American Indian	Mean	364.72	340.47	317.99	312.69	339.03	330	347.67	332.68
Non-Hispanic American Indian	N	196	192	208	208	196	192	181	181
Non-Hispanic Asian	Mean	377.05	353.76	330.48	332.3	355.86	343.43	361.32	347.85
Non-Hispanic Asian	N	824	741	880	869	813	741	710	700
Non-Hispanic Black	Mean	359.12	335.92	307.15	312.83	337.16	322.76	343.59	327.91
Non-Hispanic Black	N	2508	2229	2733	2712	2485	2228	2108	2090
Non-Hispanic Multiracial	Mean	363.23	343.16	308.23	320.23	341.68	329.39	350.71	334.67
Non-Hispanic Multiracial	N	122	95	128	127	121	95	92	91
Non-Hispanic Pacific Islander	Mean	365.09	334.5	311.06	305.91	335.82	322.3	342.83	325.27
Non-Hispanic Pacific Islander	N	34	30	34	34	34	30	30	30
Non-Hispanic White	Mean	373.41	347.82	323.21	320.08	347.85	336.58	356.15	340.58
Non-Hispanic White	N	1943	1773	2071	2044	1919	1773	1695	1676
Unknown	Mean	342.89	329.65	294.41	276.05	310.25	313.1	333.57	312.21
Unknown	N	264	234	278	278	264	234	226	226

Table 1.2.2.8**Mean Scale Scores by Ethnicity for Grade 5, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	367.73	345.86	322.3	302.62	336.49	335.09	353.07	336.04
Hispanic (of any Race)	N	17189	16079	18159	18033	17067	16074	15472	15362
Non-Hispanic American Indian	Mean	384.02	354.2	336.68	330.55	357.75	345.3	362.99	348.5
Non-Hispanic American Indian	N	175	159	186	185	174	159	153	152
Non-Hispanic Asian	Mean	385.67	362.13	340.93	336.1	361.95	353.03	369.71	356.05
Non-Hispanic Asian	N	617	572	649	642	610	572	548	541
Non-Hispanic Black	Mean	367.93	343.05	318.27	318.36	344.53	331.83	351.05	336.27
Non-Hispanic Black	N	2071	1894	2239	2215	2048	1894	1786	1766
Non-Hispanic Multiracial	Mean	381.48	359.08	329.71	323.6	355.05	346.99	365.89	349.6
Non-Hispanic Multiracial	N	81	76	90	89	80	76	73	72
Non-Hispanic Pacific Islander	Mean	371.61	349	323.51	331.18	354.25	338.27	356.24	343.32
Non-Hispanic Pacific Islander	N	33	30	35	34	32	30	29	28
Non-Hispanic White	Mean	379.53	355.29	332.21	322.56	352.37	344.71	363.07	347.51
Non-Hispanic White	N	1513	1411	1617	1594	1491	1411	1344	1326
Unknown	Mean	363.28	341.23	316.81	306.47	335.4	329.89	348.23	332.03
Unknown	N	224	209	236	234	222	209	202	200

Table 1.2.2.9**Mean Scale Scores by Ethnicity for Grade 6, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	360.13	342.06	305.3	314.07	338.18	324.13	347.57	328.22
Hispanic (of any Race)	N	14831	13535	15657	15513	14680	13531	13019	12880
Non-Hispanic American Indian	Mean	384	354.52	324.74	353.3	369.11	339.77	363.68	348.2
Non-Hispanic American Indian	N	118	99	126	125	117	99	93	92
Non-Hispanic Asian	Mean	382.01	355.11	324.74	352	368.59	340.61	364.03	349.69
Non-Hispanic Asian	N	476	458	505	501	474	458	437	435
Non-Hispanic Black	Mean	358.7	339.25	298.54	323.49	342.78	319.84	345.16	326.73
Non-Hispanic Black	N	1798	1583	1967	1950	1781	1583	1492	1479
Non-Hispanic Multiracial	Mean	372.06	349.37	318.34	349.31	360.83	334.37	356.51	342.52
Non-Hispanic Multiracial	N	70	62	74	74	70	62	61	61
Non-Hispanic Pacific Islander	Mean	381.33	349.24	317.85	359.85	373.17	332.53	358.33	345.47
Non-Hispanic Pacific Islander	N	18	17	20	20	18	17	15	15
Non-Hispanic White	Mean	375.56	350.41	318.59	341.51	359.79	335.2	358.16	342.89
Non-Hispanic White	N	1342	1216	1427	1414	1329	1216	1170	1159
Unknown	Mean	350.49	340.18	292.66	299.55	324.95	317.27	342.75	318.73
Unknown	N	203	182	216	212	199	182	175	171

Table 1.2.2.10**Mean Scale Scores by Ethnicity for Grade 7, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	366.13	346.39	312.18	317.29	342.89	329.58	352.41	333.58
Hispanic (of any Race)	N	15130	13891	16015	15884	15000	13882	13302	13184
Non-Hispanic American Indian	Mean	386.6	353.96	332.96	353.78	370.12	344.12	363.53	351.03
Non-Hispanic American Indian	N	85	81	91	90	84	81	77	76
Non-Hispanic Asian	Mean	392.76	363.23	333.07	359.11	376.81	348.46	372.57	357.46
Non-Hispanic Asian	N	436	406	467	463	432	406	388	384
Non-Hispanic Black	Mean	366.58	344.66	308.74	332.18	351.21	327.54	351.76	334.96
Non-Hispanic Black	N	1983	1770	2169	2146	1963	1770	1661	1642
Non-Hispanic Multiracial	Mean	381.54	355.22	321.52	349	366.04	339.75	364.59	350.29
Non-Hispanic Multiracial	N	74	69	79	79	74	69	66	66
Non-Hispanic Pacific Islander	Mean	368.55	334.27	298.33	322.73	347.52	315.96	342.32	323.2
Non-Hispanic Pacific Islander	N	29	26	30	30	29	26	25	25
Non-Hispanic White	Mean	381.01	355.98	323.09	342.85	363.59	340.14	364.32	348.13
Non-Hispanic White	N	1258	1194	1350	1343	1250	1193	1144	1136
Unknown	Mean	350.87	340.21	294.73	297.06	324.1	317.05	342.22	318.02
Unknown	N	166	154	179	176	163	154	144	141

Table 1.2.2.11**Mean Scale Scores by Ethnicity for Grade 8, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	367.94	352.82	315.13	315.79	343.07	334.45	357.58	337.18
Hispanic (of any Race)	N	13742	12814	14588	14450	13597	12810	12260	12129
Non-Hispanic American Indian	Mean	397.93	367.66	336.06	351.12	375.12	354.09	378.6	363.73
Non-Hispanic American Indian	N	101	88	101	97	97	88	88	84
Non-Hispanic Asian	Mean	397.94	370.8	340.19	363.76	382.13	356.55	379.68	364.43
Non-Hispanic Asian	N	374	345	401	398	371	345	328	325
Non-Hispanic Black	Mean	369.56	351.2	312.55	331.22	352.29	332.5	356.76	338.32
Non-Hispanic Black	N	1601	1423	1757	1741	1587	1423	1329	1319
Non-Hispanic Multiracial	Mean	383.5	357.85	332.99	356.6	370.34	345.51	364.72	352.29
Non-Hispanic Multiracial	N	68	61	72	72	68	61	58	58
Non-Hispanic Pacific Islander	Mean	378.13	353.45	319.36	344.16	362.83	338.05	360.95	344.42
Non-Hispanic Pacific Islander	N	23	20	25	25	23	20	19	19
Non-Hispanic White	Mean	386.92	363.67	329.33	350.62	369.58	346.66	370.66	353.43
Non-Hispanic White	N	1179	1087	1249	1240	1171	1087	1049	1041
Unknown	Mean	357.5	349.28	303.07	308.37	334.67	325.54	352.25	328.71
Unknown	N	151	132	169	167	149	131	121	119

Table 1.2.2.12**Mean Scale Scores by Ethnicity for Grade 9, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	363.09	369.08	334.65	313.83	340.16	352.08	367.72	348.88
Hispanic (of any Race)	N	13453	12795	14407	14280	13332	12793	12145	12032
Non-Hispanic American Indian	Mean	357.98	362.54	328.98	307.67	332.13	345.66	360.7	340.28
Non-Hispanic American Indian	N	45	41	46	46	45	41	40	40
Non-Hispanic Asian	Mean	385.6	386.8	359.61	352.95	370.64	373.75	387.03	373.17
Non-Hispanic Asian	N	385	357	409	406	381	357	343	339
Non-Hispanic Black	Mean	359.47	365.41	328.06	314.6	339.32	347.02	364.07	345.07
Non-Hispanic Black	N	1581	1427	1777	1755	1562	1427	1311	1295
Non-Hispanic Multiracial	Mean	379.97	375.83	349.23	338.73	359.83	362.15	376.16	359.54
Non-Hispanic Multiracial	N	60	52	65	64	60	52	50	50
Non-Hispanic Pacific Islander	Mean	358.58	359	324.24	303.48	335.32	343.89	360.94	342.88
Non-Hispanic Pacific Islander	N	19	18	21	21	19	18	17	17
Non-Hispanic White	Mean	379.31	379.29	346.32	339.37	360.89	363.06	379.66	362.82
Non-Hispanic White	N	1070	1007	1145	1134	1059	1007	960	949
Unknown	Mean	353.01	364.85	323.26	290.09	323.25	345.77	362.71	341
Unknown	N	306	287	335	330	303	286	266	262

Table 1.2.2.13**Mean Scale Scores by Ethnicity for Grade 10, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	368.23	374.81	341.02	322.26	346.68	358.31	373.24	355.12
Hispanic (of any Race)	N	12191	11566	13119	13007	12083	11563	10959	10863
Non-Hispanic American Indian	Mean	376.66	382.05	335.98	348.83	363.37	360.65	382.09	362.65
Non-Hispanic American Indian	N	38	40	46	46	38	40	34	34
Non-Hispanic Asian	Mean	392.82	389.58	363.54	362.85	378.53	376.75	390.42	377.27
Non-Hispanic Asian	N	376	371	401	397	372	371	354	350
Non-Hispanic Black	Mean	363	371.43	332.5	320.15	343.48	352.38	369.06	349.76
Non-Hispanic Black	N	1493	1396	1715	1699	1479	1396	1275	1265
Non-Hispanic Multiracial	Mean	381.15	383.17	354.06	351.17	366.81	367.59	381.39	366.07
Non-Hispanic Multiracial	N	52	46	54	54	52	46	46	46
Non-Hispanic Pacific Islander	Mean	362.87	369.48	325.24	325.2	344.61	347.76	368.9	347.65
Non-Hispanic Pacific Islander	N	23	21	25	25	23	21	20	20
Non-Hispanic White	Mean	387.25	385.79	353.64	350.82	370.61	370.48	386.86	371.2
Non-Hispanic White	N	943	890	1019	1007	932	889	844	833
Unknown	Mean	357.93	371.23	329.78	309.65	337.82	350.78	368.43	348.67
Unknown	N	190	186	213	211	187	186	174	172

Table 1.2.2.14**Mean Scale Scores by Ethnicity for Grade 11, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	371.87	379.09	346.1	331.95	353.21	363.11	377.48	360.62
Hispanic (of any Race)	N	9730	9311	10330	10246	9646	9307	8886	8804
Non-Hispanic American Indian	Mean	377.84	367.62	340.3	340.67	359.64	353.65	372.88	355.79
Non-Hispanic American Indian	N	25	26	27	27	25	26	24	24
Non-Hispanic Asian	Mean	397.43	396.64	370.03	371.05	385.95	383.54	397.08	384.49
Non-Hispanic Asian	N	316	297	330	326	312	297	287	283
Non-Hispanic Black	Mean	364.32	375.08	336.44	324.89	346.74	356.52	372.49	354.23
Non-Hispanic Black	N	1406	1333	1592	1573	1391	1333	1226	1212
Non-Hispanic Multiracial	Mean	391.38	392.09	352.55	359.89	379.74	373.48	392.86	377.81
Non-Hispanic Multiracial	N	50	46	55	55	50	46	43	43
Non-Hispanic Pacific Islander	Mean	382.24	373.67	352.68	353.73	365.38	366.06	378.78	366.5
Non-Hispanic Pacific Islander	N	21	18	22	22	21	18	18	18
Non-Hispanic White	Mean	389.64	389.99	356.46	356.51	375.19	373.64	390.93	375.25
Non-Hispanic White	N	778	749	834	827	771	749	709	703
Unknown	Mean	369.74	375.92	341.48	324.8	350.93	358.88	375.69	357.91
Unknown	N	147	142	162	162	147	142	131	131

Table 1.2.2.15**Mean Scale Scores by Ethnicity for Grade 12, S602 Paper**

Ethnicity	Statistic	Listening	Reading	Writing	Speaking	Oral	Literacy	Compre- hension	Overall
Hispanic (of any Race)	Mean	375.78	380.31	350.35	345.58	361.59	365.72	379.39	364.75
Hispanic (of any Race)	N	6230	5992	6576	6512	6166	5992	5745	5688
Non-Hispanic American Indian	Mean	390.38	382.87	355.06	353.34	371.48	368.8	385.86	370.39
Non-Hispanic American Indian	N	32	30	33	32	31	30	29	28
Non-Hispanic Asian	Mean	391.76	393.27	370.7	373.64	383.23	382.43	393.29	382.81
Non-Hispanic Asian	N	245	242	256	255	244	242	234	233
Non-Hispanic Black	Mean	368.63	376.96	341.39	334.38	353.6	359.81	375.41	358.89
Non-Hispanic Black	N	1111	1067	1239	1231	1103	1067	979	972
Non-Hispanic Multiracial	Mean	397.37	381.37	351.38	353	377.74	367.89	385.12	370.94
Non-Hispanic Multiracial	N	19	19	21	21	19	19	17	17
Non-Hispanic Pacific Islander	Mean	357.67	356.31	337.43	339.15	350.91	344.54	360.5	347.82
Non-Hispanic Pacific Islander	N	12	13	14	13	11	13	12	11
Non-Hispanic White	Mean	392.59	391.58	361.21	371.35	382.86	377.01	392.46	379.1
Non-Hispanic White	N	523	497	545	541	519	497	480	477
Unknown	Mean	378.87	383.73	350.85	349.97	367.53	367.09	382.51	367.33
Unknown	N	90	88	101	101	90	88	83	83

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. Similar trends were observed for grades 1-12, with Listening and Reading also having significant correlations in grades 4-12.

Table 1.2.3.1

Correlations Among Scale Scores: K, S602 Paper

Domains	Pearson Correlations and N counts	Listening	Reading	Speaking	Writing
Listening	Pearson Correlation	1	0.569	0.819	0.621
Listening	N	234586	234579	234575	234575
Reading	Pearson Correlation	N/A	1	0.53	0.706
Reading	N	N/A	234583	234570	234576
Speaking	Pearson Correlation	N/A	N/A	1	0.589
Speaking	N	N/A	N/A	234577	234567
Writing	Pearson Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	234581

Table 1.2.3.2

Correlations Among Scale Scores: Grade 1, S602 Paper

Domains	Pearson Correlations and N counts	Listening	Reading	Speaking	Writing
Listening	Pearson Correlation	1	0.522	0.571	0.512
Listening	N	34675	27884	34426	34659
Reading	Pearson Correlation	N/A	1	0.478	0.53
Reading	N	N/A	31887	31669	31873
Speaking	Pearson Correlation	N/A	N/A	1	0.51
Speaking	N	N/A	N/A	41834	41814
Writing	Pearson Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	42146

Table 1.2.3.3

Correlations Among Scale Scores: Grade 2, S602 Paper

Domains	Pearson Correlations and N counts	Listening	Reading	Speaking	Writing
Listening	Pearson Correlation	1	0.653	0.617	0.598
Listening	N	37239	31418	36964	37236
Reading	Pearson Correlation	N/A	1	0.565	0.691
Reading	N	N/A	33405	33167	33401
Speaking	Pearson Correlation	N/A	N/A	1	0.581
Speaking	N	N/A	N/A	40356	40348
Writing	Pearson Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	40652

Table 1.2.3.4**Correlations Among Scale Scores: Grade 3, S602 Paper**

Domains	Pearson Correlations and N counts	Listening	Reading	Speaking	Writing
Listening	Pearson Correlation	1	0.684	0.581	0.584
Listening	N	33158	28369	32915	33151
Reading	Pearson Correlation	N/A	1	0.587	0.652
Reading	N	N/A	30088	29875	30084
Speaking	Pearson Correlation	N/A	N/A	1	0.609
Speaking	N	N/A	N/A	35775	35768
Writing	Pearson Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	36033

Table 1.2.3.5**Correlations Among Scale Scores: Grades 4–5, S602 Paper**

Domains	Pearson Correlations and N counts	Listening	Reading	Speaking	Writing
Listening	Pearson Correlation	1	0.766	0.678	0.661
Listening	N	50047	44148	49616	50030
Reading	Pearson Correlation	N/A	1	0.679	0.719
Reading	N	N/A	46087	45706	46072
Speaking	Pearson Correlation	N/A	N/A	1	0.679
Speaking	N	N/A	N/A	52784	52766
Writing	Pearson Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	53234

Table 1.2.3.6**Correlations Among Scale Scores: Grades 6–8, S602 Paper**

Domains	Pearson Correlations and N counts	Listening	Reading	Speaking	Writing
Listening	Pearson Correlation	1	0.73	0.717	0.733
Listening	N	55256	48521	54726	55219
Reading	Pearson Correlation	N/A	1	0.634	0.707
Reading	N	N/A	50713	50221	50694
Speaking	Pearson Correlation	N/A	N/A	1	0.732
Speaking	N	N/A	N/A	58210	58163
Writing	Pearson Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	58734

Table 1.2.3.7**Correlations Among Scale Scores: Grades 9–12, S602 Paper**

Domains	Pearson Correlations and N counts	Listening	Reading	Speaking	Writing
Listening	Pearson Correlation	1	0.734	0.682	0.696
Listening	N	52960	47741	52473	52948
Reading	Pearson Correlation	N/A	1	0.64	0.71
Reading	N	N/A	50370	49898	50359
Speaking	Pearson Correlation	N/A	N/A	1	0.702
Speaking	N	N/A	N/A	56426	56396
Writing	Pearson Correlation	N/A	N/A	N/A	1
Writing	N	N/A	N/A	N/A	56934

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 from 5%-30% (Listening), 0%-21% (Reading), 1%-21% (Speaking), and 0% - 2.4% (Writing). Grades with the highest percentages of students attaining PL5 and PL6 in each domain are grades 3-4 (Listening), grades 4-5 (Reading), grade K (Speaking), and grades 4-5 (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, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	96292	22016	17882	11168	27800	59428	234586
1	A	2871	3620	3653	2343	5172	3504	21163
1	BC	250	507	3146	1294	2940	5375	13512
2	A	2628	3348	2579	1554	2665	0	12774
2	BC	116	1669	4199	5320	3408	9753	24465
3	A	407	3207	3174	1714	1233	818	10553
3	BC	19	500	3038	4339	5509	9200	22605
4-5	A	1548	5671	4481	2428	1356	995	16479
4-5	BC	72	690	2949	4810	12027	13020	33568
6-8	A	7889	9702	3451	1526	951	144	23663
6-8	BC	49	961	3842	7736	8316	10689	31593
9-12	A	11241	6480	2881	918	261	0	21781
9-12	BC	787	3031	8923	8618	6379	3441	31179

Table 1.3.1.1.2

Proficiency Level by Cluster (Percent): Listening, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	41.05%	9.39%	7.62%	4.76%	11.85%	25.33%	100.0%
1	A	13.57%	17.11%	17.26%	11.07%	24.44%	16.56%	100.0%
1	BC	1.85%	3.75%	23.28%	9.58%	21.76%	39.78%	100.0%
2	A	20.57%	26.21%	20.19%	12.17%	20.86%	0.0%	100.0%
2	BC	0.47%	6.82%	17.16%	21.75%	13.93%	39.87%	100.0%
3	A	3.86%	30.39%	30.08%	16.24%	11.68%	7.75%	100.0%
3	BC	0.08%	2.21%	13.44%	19.19%	24.37%	40.7%	100.0%
4-5	A	9.39%	34.41%	27.19%	14.73%	8.23%	6.04%	100.0%
4-5	BC	0.21%	2.06%	8.79%	14.33%	35.83%	38.79%	100.0%
6-8	A	33.34%	41.0%	14.58%	6.45%	4.02%	0.61%	100.0%
6-8	BC	0.16%	3.04%	12.16%	24.49%	26.32%	33.83%	100.0%
9-12	A	51.61%	29.75%	13.23%	4.21%	1.2%	0.0%	100.0%
9-12	BC	2.52%	9.72%	28.62%	27.64%	20.46%	11.04%	100.0%

1.3.1.1.2 By Grade by Tier

Table 1.3.1.1.2.1

Proficiency Level by Grade (Count): Listening, S602 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	96292	22016	17882	11168	27800	59428	234586
1	A	2871	3620	3653	2343	5172	3504	21163
1	BC	250	507	3146	1294	2940	5375	13512
2	A	2628	3348	2579	1554	2665	0	12774
2	BC	116	1669	4199	5320	3408	9753	24465
3	A	407	3207	3174	1714	1233	818	10553
3	BC	19	500	3038	4339	5509	9200	22605
4	A	641	2908	2382	1290	884	433	8538
4	BC	33	370	1796	2989	6936	7482	19606
5	A	907	2763	2099	1138	472	562	7941
5	BC	39	320	1153	1821	5091	5538	13962
6	A	2200	3648	1131	690	328	70	8067
6	BC	7	317	1153	2903	2763	3646	10789
7	A	3007	2749	1415	231	366	74	7842
7	BC	22	407	1313	3175	3043	3359	11319
8	A	2682	3305	905	605	257	0	7754
8	BC	20	237	1376	1658	2510	3684	9485
9	A	3482	2830	1040	458	91	0	7901
9	BC	51	796	1999	3059	1772	1341	9018
10	A	3562	1518	1044	131	125	0	6380
10	BC	127	729	2837	1964	2449	820	8926
11	A	2518	1537	490	218	26	0	4789
11	BC	264	941	1970	2449	1278	782	7684
12	A	1679	595	307	111	19	0	2711
12	BC	345	565	2117	1146	880	498	5551

Table 1.3.1.1.2.2**Proficiency Level by Grade (Percent): Listening, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	41.05%	9.39%	7.62%	4.76%	11.85%	25.33%	100.0%
1	A	13.57%	17.11%	17.26%	11.07%	24.44%	16.56%	100.0%
1	BC	1.85%	3.75%	23.28%	9.58%	21.76%	39.78%	100.0%
2	A	20.57%	26.21%	20.19%	12.17%	20.86%	0.0%	100.0%
2	BC	0.47%	6.82%	17.16%	21.75%	13.93%	39.87%	100.0%
3	A	3.86%	30.39%	30.08%	16.24%	11.68%	7.75%	100.0%
3	BC	0.08%	2.21%	13.44%	19.19%	24.37%	40.7%	100.0%
4	A	7.51%	34.06%	27.9%	15.11%	10.35%	5.07%	100.0%
4	BC	0.17%	1.89%	9.16%	15.25%	35.38%	38.16%	100.0%
5	A	11.42%	34.79%	26.43%	14.33%	5.94%	7.08%	100.0%
5	BC	0.28%	2.29%	8.26%	13.04%	36.46%	39.66%	100.0%
6	A	27.27%	45.22%	14.02%	8.55%	4.07%	0.87%	100.0%
6	BC	0.06%	2.94%	10.69%	26.91%	25.61%	33.79%	100.0%
7	A	38.34%	35.05%	18.04%	2.95%	4.67%	0.94%	100.0%
7	BC	0.19%	3.6%	11.6%	28.05%	26.88%	29.68%	100.0%
8	A	34.59%	42.62%	11.67%	7.8%	3.31%	0.0%	100.0%
8	BC	0.21%	2.5%	14.51%	17.48%	26.46%	38.84%	100.0%
9	A	44.07%	35.82%	13.16%	5.8%	1.15%	0.0%	100.0%
9	BC	0.57%	8.83%	22.17%	33.92%	19.65%	14.87%	100.0%
10	A	55.83%	23.79%	16.36%	2.05%	1.96%	0.0%	100.0%
10	BC	1.42%	8.17%	31.78%	22.0%	27.44%	9.19%	100.0%
11	A	52.58%	32.09%	10.23%	4.55%	0.54%	0.0%	100.0%
11	BC	3.44%	12.25%	25.64%	31.87%	16.63%	10.18%	100.0%
12	A	61.93%	21.95%	11.32%	4.09%	0.7%	0.0%	100.0%
12	BC	6.22%	10.18%	38.14%	20.64%	15.85%	8.97%	100.0%

1.3.1.1.3 By Grade

Table 1.3.1.1.3.1

Proficiency Level by Grade (Count): Listening, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	96292	22016	17882	11168	27800	59428	234586
1	3121	4127	6799	3637	8112	8879	34675
2	2744	5017	6778	6874	6073	9753	37239
3	426	3707	6212	6053	6742	10018	33158
4	674	3278	4178	4279	7820	7915	28144
5	946	3083	3252	2959	5563	6100	21903
6	2207	3965	2284	3593	3091	3716	18856
7	3029	3156	2728	3406	3409	3433	19161
8	2702	3542	2281	2263	2767	3684	17239
9	3533	3626	3039	3517	1863	1341	16919
10	3689	2247	3881	2095	2574	820	15306
11	2782	2478	2460	2667	1304	782	12473
12	2024	1160	2424	1257	899	498	8262

Table 1.3.1.1.3.2

Proficiency Level by Grade (Percent): Listening, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	41.05%	9.39%	7.62%	4.76%	11.85%	25.33%	100.0%
1	9.0%	11.9%	19.61%	10.49%	23.39%	25.61%	100.0%
2	7.37%	13.47%	18.2%	18.46%	16.31%	26.19%	100.0%
3	1.28%	11.18%	18.73%	18.26%	20.33%	30.21%	100.0%
4	2.39%	11.65%	14.85%	15.2%	27.79%	28.12%	100.0%
5	4.32%	14.08%	14.85%	13.51%	25.4%	27.85%	100.0%
6	11.7%	21.03%	12.11%	19.05%	16.39%	19.71%	100.0%
7	15.81%	16.47%	14.24%	17.78%	17.79%	17.92%	100.0%
8	15.67%	20.55%	13.23%	13.13%	16.05%	21.37%	100.0%
9	20.88%	21.43%	17.96%	20.79%	11.01%	7.93%	100.0%
10	24.1%	14.68%	25.36%	13.69%	16.82%	5.36%	100.0%
11	22.3%	19.87%	19.72%	21.38%	10.45%	6.27%	100.0%
12	24.5%	14.04%	29.34%	15.21%	10.88%	6.03%	100.0%

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, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	186622	5691	14765	9835	17670	0	234583
1	A	9233	6690	2299	545	926	577	20270
1	BC	66	1984	4534	2086	1513	1434	11617
2	A	7433	2316	912	846	456	0	11963
2	BC	1004	6729	4348	2162	3524	3675	21442
3	A	5559	2501	729	206	446	313	9754
3	BC	104	1784	6052	4384	6038	1972	20334
4-5	A	9323	3071	1761	559	708	64	15486
4-5	BC	248	4799	9788	4551	6871	4344	30601
6-8	A	12718	7121	1769	428	481	200	22717
6-8	BC	1388	11274	8013	2944	2992	1385	27996
9-12	A	8110	9280	2545	746	849	381	21911
9-12	BC	715	8895	8097	2877	4075	3800	28459

Table 1.3.1.2.1.2

Proficiency Level by Cluster (Percent): Reading, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	79.55%	2.43%	6.29%	4.19%	7.53%	0.0%	100.0%
1	A	45.55%	33.0%	11.34%	2.69%	4.57%	2.85%	100.0%
1	BC	0.57%	17.08%	39.03%	17.96%	13.02%	12.34%	100.0%
2	A	62.13%	19.36%	7.62%	7.07%	3.81%	0.0%	100.0%
2	BC	4.68%	31.38%	20.28%	10.08%	16.44%	17.14%	100.0%
3	A	56.99%	25.64%	7.47%	2.11%	4.57%	3.21%	100.0%
3	BC	0.51%	8.77%	29.76%	21.56%	29.69%	9.7%	100.0%
4-5	A	60.2%	19.83%	11.37%	3.61%	4.57%	0.41%	100.0%
4-5	BC	0.81%	15.68%	31.99%	14.87%	22.45%	14.2%	100.0%
6-8	A	55.98%	31.35%	7.79%	1.88%	2.12%	0.88%	100.0%
6-8	BC	4.96%	40.27%	28.62%	10.52%	10.69%	4.95%	100.0%
9-12	A	37.01%	42.35%	11.62%	3.4%	3.87%	1.74%	100.0%
9-12	BC	2.51%	31.26%	28.45%	10.11%	14.32%	13.35%	100.0%

1.3.1.2.2 By Grade by Tier

Table 1.3.1.2.2.1

Proficiency Level by Grade (Count): Reading, S602 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	186622	5691	14765	9835	17670	0	234583
1	A	9233	6690	2299	545	926	577	20270
1	BC	66	1984	4534	2086	1513	1434	11617
2	A	7433	2316	912	846	456	0	11963
2	BC	1004	6729	4348	2162	3524	3675	21442
3	A	5559	2501	729	206	446	313	9754
3	BC	104	1784	6052	4384	6038	1972	20334
4	A	4731	1702	824	254	366	64	7941
4	BC	115	2553	6155	2776	3846	2271	17716
5	A	4592	1369	937	305	342	0	7545
5	BC	133	2246	3633	1775	3025	2073	12885
6	A	3735	2935	676	115	167	59	7687
6	BC	266	4027	2767	1018	1024	363	9465
7	A	4636	2019	601	125	94	90	7565
7	BC	597	4030	3061	984	898	456	10026
8	A	4347	2167	492	188	220	51	7465
8	BC	525	3217	2185	942	1070	566	8505
9	A	2677	3485	1024	257	356	139	7938
9	BC	108	2227	2130	1330	1117	1134	8046
10	A	2375	2717	809	181	140	161	6383
10	BC	92	2358	2478	914	1213	1078	8133
11	A	1864	1996	439	198	288	43	4828
11	BC	184	2305	2040	386	1078	1101	7094
12	A	1194	1082	273	110	65	38	2762
12	BC	331	2005	1449	247	667	487	5186

Table 1.3.1.2.2.2**Proficiency Level by Grade (Percent): Reading, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	79.55%	2.43%	6.29%	4.19%	7.53%	0.0%	100.0%
1	A	45.55%	33.0%	11.34%	2.69%	4.57%	2.85%	100.0%
1	BC	0.57%	17.08%	39.03%	17.96%	13.02%	12.34%	100.0%
2	A	62.13%	19.36%	7.62%	7.07%	3.81%	0.0%	100.0%
2	BC	4.68%	31.38%	20.28%	10.08%	16.44%	17.14%	100.0%
3	A	56.99%	25.64%	7.47%	2.11%	4.57%	3.21%	100.0%
3	BC	0.51%	8.77%	29.76%	21.56%	29.69%	9.7%	100.0%
4	A	59.58%	21.43%	10.38%	3.2%	4.61%	0.81%	100.0%
4	BC	0.65%	14.41%	34.74%	15.67%	21.71%	12.82%	100.0%
5	A	60.86%	18.14%	12.42%	4.04%	4.53%	0.0%	100.0%
5	BC	1.03%	17.43%	28.2%	13.78%	23.48%	16.09%	100.0%
6	A	48.59%	38.18%	8.79%	1.5%	2.17%	0.77%	100.0%
6	BC	2.81%	42.55%	29.23%	10.76%	10.82%	3.84%	100.0%
7	A	61.28%	26.69%	7.94%	1.65%	1.24%	1.19%	100.0%
7	BC	5.95%	40.2%	30.53%	9.81%	8.96%	4.55%	100.0%
8	A	58.23%	29.03%	6.59%	2.52%	2.95%	0.68%	100.0%
8	BC	6.17%	37.82%	25.69%	11.08%	12.58%	6.65%	100.0%
9	A	33.72%	43.9%	12.9%	3.24%	4.48%	1.75%	100.0%
9	BC	1.34%	27.68%	26.47%	16.53%	13.88%	14.09%	100.0%
10	A	37.21%	42.57%	12.67%	2.84%	2.19%	2.52%	100.0%
10	BC	1.13%	28.99%	30.47%	11.24%	14.91%	13.25%	100.0%
11	A	38.61%	41.34%	9.09%	4.1%	5.97%	0.89%	100.0%
11	BC	2.59%	32.49%	28.76%	5.44%	15.2%	15.52%	100.0%
12	A	43.23%	39.17%	9.88%	3.98%	2.35%	1.38%	100.0%
12	BC	6.38%	38.66%	27.94%	4.76%	12.86%	9.39%	100.0%

1.3.1.2.3 By Grade

Table 1.3.1.2.3.1

Proficiency Level by Grade (Count): Reading, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	186622	5691	14765	9835	17670	0	234583
1	9299	8674	6833	2631	2439	2011	31887
2	8437	9045	5260	3008	3980	3675	33405
3	5663	4285	6781	4590	6484	2285	30088
4	4846	4255	6979	3030	4212	2335	25657
5	4725	3615	4570	2080	3367	2073	20430
6	4001	6962	3443	1133	1191	422	17152
7	5233	6049	3662	1109	992	546	17591
8	4872	5384	2677	1130	1290	617	15970
9	2785	5712	3154	1587	1473	1273	15984
10	2467	5075	3287	1095	1353	1239	14516
11	2048	4301	2479	584	1366	1144	11922
12	1525	3087	1722	357	732	525	7948

Table 1.3.1.2.3.2

Proficiency Level by Grade (Percent): Reading, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	79.55%	2.43%	6.29%	4.19%	7.53%	0.0%	100.0%
1	29.16%	27.2%	21.43%	8.25%	7.65%	6.31%	100.0%
2	25.26%	27.08%	15.75%	9.0%	11.91%	11.0%	100.0%
3	18.82%	14.24%	22.54%	15.26%	21.55%	7.59%	100.0%
4	18.89%	16.58%	27.2%	11.81%	16.42%	9.1%	100.0%
5	23.13%	17.69%	22.37%	10.18%	16.48%	10.15%	100.0%
6	23.33%	40.59%	20.07%	6.61%	6.94%	2.46%	100.0%
7	29.75%	34.39%	20.82%	6.3%	5.64%	3.1%	100.0%
8	30.51%	33.71%	16.76%	7.08%	8.08%	3.86%	100.0%
9	17.42%	35.74%	19.73%	9.93%	9.22%	7.96%	100.0%
10	17.0%	34.96%	22.64%	7.54%	9.32%	8.54%	100.0%
11	17.18%	36.08%	20.79%	4.9%	11.46%	9.6%	100.0%
12	19.19%	38.84%	21.67%	4.49%	9.21%	6.61%	100.0%

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, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	169618	36694	22177	6092	0	0	234581
1	A	15156	10502	640	0	0	0	26298
1	BC	3406	5696	6558	185	3	0	15848
2	A	7893	4165	2412	11	0	0	14481
2	BC	2356	7566	14839	1400	10	0	26171
3	A	5711	3991	1988	20	0	0	11710
3	BC	1365	3973	17159	1820	6	0	24323
4-5	A	6580	4839	6493	101	2	0	18015
4-5	BC	843	1574	18622	13261	856	63	35219
6-8	A	12857	8180	4429	93	0	0	25559
6-8	BC	1402	3142	20647	7892	92	0	33175
9-12	A	10348	7727	5524	398	1	0	23998
9-12	BC	2446	2773	16501	10996	220	0	32936

Table 1.3.1.3.1.2

Proficiency Level by Cluster (Percent): Writing, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	72.31%	15.64%	9.45%	2.6%	0.0%	0.0%	100.0%
1	A	57.63%	39.93%	2.43%	0.0%	0.0%	0.0%	100.0%
1	BC	21.49%	35.94%	41.38%	1.17%	0.02%	0.0%	100.0%
2	A	54.51%	28.76%	16.66%	0.08%	0.0%	0.0%	100.0%
2	BC	9.0%	28.91%	56.7%	5.35%	0.04%	0.0%	100.0%
3	A	48.77%	34.08%	16.98%	0.17%	0.0%	0.0%	100.0%
3	BC	5.61%	16.33%	70.55%	7.48%	0.02%	0.0%	100.0%
4-5	A	36.53%	26.86%	36.04%	0.56%	0.01%	0.0%	100.0%
4-5	BC	2.39%	4.47%	52.87%	37.65%	2.43%	0.18%	100.0%
6-8	A	50.3%	32.0%	17.33%	0.36%	0.0%	0.0%	100.0%
6-8	BC	4.23%	9.47%	62.24%	23.79%	0.28%	0.0%	100.0%
9-12	A	43.12%	32.2%	23.02%	1.66%	0.0%	0.0%	100.0%
9-12	BC	7.43%	8.42%	50.1%	33.39%	0.67%	0.0%	100.0%

1.3.1.3.2 By Grade by Tier

Table 1.3.1.3.2.1

Proficiency Level by Grade (Count): Writing, S602 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	169618	36694	22177	6092	0	0	234581
1	A	15156	10502	640	0	0	0	26298
1	BC	3406	5696	6558	185	3	0	15848
2	A	7893	4165	2412	11	0	0	14481
2	BC	2356	7566	14839	1400	10	0	26171
3	A	5711	3991	1988	20	0	0	11710
3	BC	1365	3973	17159	1820	6	0	24323
4	A	3767	2530	3003	69	1	0	9370
4	BC	587	1031	11893	6820	295	27	20653
5	A	2813	2309	3490	32	1	0	8645
5	BC	256	543	6729	6441	561	36	14566
6	A	4031	2916	1710	28	0	0	8685
6	BC	450	1100	7139	2590	28	0	11307
7	A	4314	2968	1178	41	0	0	8501
7	BC	457	1274	7412	2712	24	0	11879
8	A	4512	2296	1541	24	0	0	8373
8	BC	495	768	6096	2590	40	0	9989
9	A	3311	2909	2270	232	1	0	8723
9	BC	393	738	4061	4197	93	0	9482
10	A	2821	2579	1551	104	0	0	7055
10	BC	644	623	5033	3161	76	0	9537
11	A	2485	1686	1052	38	0	0	5261
11	BC	729	697	4178	2442	45	0	8091
12	A	1731	553	651	24	0	0	2959
12	BC	680	715	3229	1196	6	0	5826

Table 1.3.1.3.2.2**Proficiency Level by Grade (Percent): Writing, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	72.31%	15.64%	9.45%	2.6%	0.0%	0.0%	100.0%
1	A	57.63%	39.93%	2.43%	0.0%	0.0%	0.0%	100.0%
1	BC	21.49%	35.94%	41.38%	1.17%	0.02%	0.0%	100.0%
2	A	54.51%	28.76%	16.66%	0.08%	0.0%	0.0%	100.0%
2	BC	9.0%	28.91%	56.7%	5.35%	0.04%	0.0%	100.0%
3	A	48.77%	34.08%	16.98%	0.17%	0.0%	0.0%	100.0%
3	BC	5.61%	16.33%	70.55%	7.48%	0.02%	0.0%	100.0%
4	A	40.2%	27.0%	32.05%	0.74%	0.01%	0.0%	100.0%
4	BC	2.84%	4.99%	57.58%	33.02%	1.43%	0.13%	100.0%
5	A	32.54%	26.71%	40.37%	0.37%	0.01%	0.0%	100.0%
5	BC	1.76%	3.73%	46.2%	44.22%	3.85%	0.25%	100.0%
6	A	46.41%	33.58%	19.69%	0.32%	0.0%	0.0%	100.0%
6	BC	3.98%	9.73%	63.14%	22.91%	0.25%	0.0%	100.0%
7	A	50.75%	34.91%	13.86%	0.48%	0.0%	0.0%	100.0%
7	BC	3.85%	10.72%	62.4%	22.83%	0.2%	0.0%	100.0%
8	A	53.89%	27.42%	18.4%	0.29%	0.0%	0.0%	100.0%
8	BC	4.96%	7.69%	61.03%	25.93%	0.4%	0.0%	100.0%
9	A	37.96%	33.35%	26.02%	2.66%	0.01%	0.0%	100.0%
9	BC	4.14%	7.78%	42.83%	44.26%	0.98%	0.0%	100.0%
10	A	39.99%	36.56%	21.98%	1.47%	0.0%	0.0%	100.0%
10	BC	6.75%	6.53%	52.77%	33.14%	0.8%	0.0%	100.0%
11	A	47.23%	32.05%	20.0%	0.72%	0.0%	0.0%	100.0%
11	BC	9.01%	8.61%	51.64%	30.18%	0.56%	0.0%	100.0%
12	A	58.5%	18.69%	22.0%	0.81%	0.0%	0.0%	100.0%
12	BC	11.67%	12.27%	55.42%	20.53%	0.1%	0.0%	100.0%

1.3.1.3.3 By Grade

Table 1.3.1.3.3.1

Proficiency Level by Grade (Count): Writing, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	169618	36694	22177	6092	0	0	234581
1	18562	16198	7198	185	3	0	42146
2	10249	11731	17251	1411	10	0	40652
3	7076	7964	19147	1840	6	0	36033
4	4354	3561	14896	6889	296	27	30023
5	3069	2852	10219	6473	562	36	23211
6	4481	4016	8849	2618	28	0	19992
7	4771	4242	8590	2753	24	0	20380
8	5007	3064	7637	2614	40	0	18362
9	3704	3647	6331	4429	94	0	18205
10	3465	3202	6584	3265	76	0	16592
11	3214	2383	5230	2480	45	0	13352
12	2411	1268	3880	1220	6	0	8785

Table 1.3.1.3.3.2

Proficiency Level by Grade (Percent): Writing, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	72.31%	15.64%	9.45%	2.6%	0.0%	0.0%	100.0%
1	44.04%	38.43%	17.08%	0.44%	0.01%	0.0%	100.0%
2	25.21%	28.86%	42.44%	3.47%	0.02%	0.0%	100.0%
3	19.64%	22.1%	53.14%	5.11%	0.02%	0.0%	100.0%
4	14.5%	11.86%	49.62%	22.95%	0.99%	0.09%	100.0%
5	13.22%	12.29%	44.03%	27.89%	2.42%	0.16%	100.0%
6	22.41%	20.09%	44.26%	13.1%	0.14%	0.0%	100.0%
7	23.41%	20.81%	42.15%	13.51%	0.12%	0.0%	100.0%
8	27.27%	16.69%	41.59%	14.24%	0.22%	0.0%	100.0%
9	20.35%	20.03%	34.78%	24.33%	0.52%	0.0%	100.0%
10	20.88%	19.3%	39.68%	19.68%	0.46%	0.0%	100.0%
11	24.07%	17.85%	39.17%	18.57%	0.34%	0.0%	100.0%
12	27.44%	14.43%	44.17%	13.89%	0.07%	0.0%	100.0%

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, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	85752	47764	15091	15812	20301	49857	234577
1	A	8498	8413	5335	3292	541	0	26079
1	BC	486	4415	5029	3857	1613	355	15755
2	A	6598	3180	3582	744	263	0	14367
2	BC	1464	5215	10230	6070	1939	1071	25989
3	A	6199	2690	1816	907	0	0	11612
3	BC	1303	4881	10222	5477	1032	1248	24163
4-5	A	11849	2937	2294	612	173	0	17865
4-5	BC	1196	4063	10264	13079	4200	2117	34919
6-8	A	16764	4441	2179	1536	370	0	25290
6-8	BC	1924	3418	9081	11880	3804	2813	32920
9-12	A	17109	2568	3070	877	106	0	23730
9-12	BC	4158	4778	11712	7274	1567	3207	32696

Table 1.3.1.4.1.2

Proficiency Level by Cluster (Percent): Speaking, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	36.56%	20.36%	6.43%	6.74%	8.65%	21.25%	100.0%
1	A	32.59%	32.26%	20.46%	12.62%	2.07%	0.0%	100.0%
1	BC	3.08%	28.02%	31.92%	24.48%	10.24%	2.25%	100.0%
2	A	45.92%	22.13%	24.93%	5.18%	1.83%	0.0%	100.0%
2	BC	5.63%	20.07%	39.36%	23.36%	7.46%	4.12%	100.0%
3	A	53.38%	23.17%	15.64%	7.81%	0.0%	0.0%	100.0%
3	BC	5.39%	20.2%	42.3%	22.67%	4.27%	5.16%	100.0%
4-5	A	66.33%	16.44%	12.84%	3.43%	0.97%	0.0%	100.0%
4-5	BC	3.43%	11.64%	29.39%	37.46%	12.03%	6.06%	100.0%
6-8	A	66.29%	17.56%	8.62%	6.07%	1.46%	0.0%	100.0%
6-8	BC	5.84%	10.38%	27.59%	36.09%	11.56%	8.54%	100.0%
9-12	A	72.1%	10.82%	12.94%	3.7%	0.45%	0.0%	100.0%
9-12	BC	12.72%	14.61%	35.82%	22.25%	4.79%	9.81%	100.0%

1.3.1.4.2 By Grade by Tier

Table 1.3.1.4.2.1

Proficiency Level by Grade (Count): Speaking, S602 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	-	85752	47764	15091	15812	20301	49857	234577
1	A	8498	8413	5335	3292	541	0	26079
1	BC	486	4415	5029	3857	1613	355	15755
2	A	6598	3180	3582	744	263	0	14367
2	BC	1464	5215	10230	6070	1939	1071	25989
3	A	6199	2690	1816	907	0	0	11612
3	BC	1303	4881	10222	5477	1032	1248	24163
4	A	5849	1580	1469	313	69	0	9280
4	BC	610	2228	6255	7637	2680	1068	20478
5	A	6000	1357	825	299	104	0	8585
5	BC	586	1835	4009	5442	1520	1049	14441
6	A	5282	1926	734	468	193	0	8603
6	BC	447	1122	2762	4659	1050	1166	11206
7	A	5952	1207	690	487	82	0	8418
7	BC	692	1432	3054	4066	1725	824	11793
8	A	5530	1308	755	581	95	0	8269
8	BC	785	864	3265	3155	1029	823	9921
9	A	6540	759	1044	181	106	0	8630
9	BC	1100	1393	2887	2821	398	807	9406
10	A	5165	641	884	285	0	0	6975
10	BC	1196	1310	3742	1871	461	891	9471
11	A	3582	557	779	281	0	0	5199
11	BC	1174	1227	2716	1674	414	834	8039
12	A	1822	611	363	130	0	0	2926
12	BC	688	848	2367	908	294	675	5780

Table 1.3.1.4.2.2**Proficiency Level by Grade (Percent): Speaking, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	36.56%	20.36%	6.43%	6.74%	8.65%	21.25%	100.0%
1	A	32.59%	32.26%	20.46%	12.62%	2.07%	0.0%	100.0%
1	BC	3.08%	28.02%	31.92%	24.48%	10.24%	2.25%	100.0%
2	A	45.92%	22.13%	24.93%	5.18%	1.83%	0.0%	100.0%
2	BC	5.63%	20.07%	39.36%	23.36%	7.46%	4.12%	100.0%
3	A	53.38%	23.17%	15.64%	7.81%	0.0%	0.0%	100.0%
3	BC	5.39%	20.2%	42.3%	22.67%	4.27%	5.16%	100.0%
4	A	63.03%	17.03%	15.83%	3.37%	0.74%	0.0%	100.0%
4	BC	2.98%	10.88%	30.54%	37.29%	13.09%	5.22%	100.0%
5	A	69.89%	15.81%	9.61%	3.48%	1.21%	0.0%	100.0%
5	BC	4.06%	12.71%	27.76%	37.68%	10.53%	7.26%	100.0%
6	A	61.4%	22.39%	8.53%	5.44%	2.24%	0.0%	100.0%
6	BC	3.99%	10.01%	24.65%	41.58%	9.37%	10.41%	100.0%
7	A	70.71%	14.34%	8.2%	5.79%	0.97%	0.0%	100.0%
7	BC	5.87%	12.14%	25.9%	34.48%	14.63%	6.99%	100.0%
8	A	66.88%	15.82%	9.13%	7.03%	1.15%	0.0%	100.0%
8	BC	7.91%	8.71%	32.91%	31.8%	10.37%	8.3%	100.0%
9	A	75.78%	8.79%	12.1%	2.1%	1.23%	0.0%	100.0%
9	BC	11.69%	14.81%	30.69%	29.99%	4.23%	8.58%	100.0%
10	A	74.05%	9.19%	12.67%	4.09%	0.0%	0.0%	100.0%
10	BC	12.63%	13.83%	39.51%	19.76%	4.87%	9.41%	100.0%
11	A	68.9%	10.71%	14.98%	5.4%	0.0%	0.0%	100.0%
11	BC	14.6%	15.26%	33.79%	20.82%	5.15%	10.37%	100.0%
12	A	62.27%	20.88%	12.41%	4.44%	0.0%	0.0%	100.0%
12	BC	11.9%	14.67%	40.95%	15.71%	5.09%	11.68%	100.0%

1.3.1.4.3 By Grade

Table 1.3.1.4.3.1

Proficiency Level by Grade (Count): Speaking, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	85752	47764	15091	15812	20301	49857	234577
1	8984	12828	10364	7149	2154	355	41834
2	8062	8395	13812	6814	2202	1071	40356
3	7502	7571	12038	6384	1032	1248	35775
4	6459	3808	7724	7950	2749	1068	29758
5	6586	3192	4834	5741	1624	1049	23026
6	5729	3048	3496	5127	1243	1166	19809
7	6644	2639	3744	4553	1807	824	20211
8	6315	2172	4020	3736	1124	823	18190
9	7640	2152	3931	3002	504	807	18036
10	6361	1951	4626	2156	461	891	16446
11	4756	1784	3495	1955	414	834	13238
12	2510	1459	2730	1038	294	675	8706

Table 1.3.1.4.3.2

Proficiency Level by Grade (Percent): Speaking, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	36.56%	20.36%	6.43%	6.74%	8.65%	21.25%	100.0%
1	21.48%	30.66%	24.77%	17.09%	5.15%	0.85%	100.0%
2	19.98%	20.8%	34.23%	16.88%	5.46%	2.65%	100.0%
3	20.97%	21.16%	33.65%	17.84%	2.88%	3.49%	100.0%
4	21.71%	12.8%	25.96%	26.72%	9.24%	3.59%	100.0%
5	28.6%	13.86%	20.99%	24.93%	7.05%	4.56%	100.0%
6	28.92%	15.39%	17.65%	25.88%	6.27%	5.89%	100.0%
7	32.87%	13.06%	18.52%	22.53%	8.94%	4.08%	100.0%
8	34.72%	11.94%	22.1%	20.54%	6.18%	4.52%	100.0%
9	42.36%	11.93%	21.8%	16.64%	2.79%	4.47%	100.0%
10	38.68%	11.86%	28.13%	13.11%	2.8%	5.42%	100.0%
11	35.93%	13.48%	26.4%	14.77%	3.13%	6.3%	100.0%
12	28.83%	16.76%	31.36%	11.92%	3.38%	7.75%	100.0%

1.3.2 Composites

This section presents student performance data for composite scores by proficiency level. The tables display composite proficiency levels (PLs) by tier, grade-level cluster, and student count by grade level. Data are reported as both counts and percentages. Across most composites, students in Tier B/C are more likely to achieve PL5 and PL6 than those in Tier A. For the Oral composite, grade 1 students in Tier A had the highest percentage reaching PL6 (0.65%), compared to 6.58% of students in Tier B/C within the same grade-level cluster. This disparity in higher proficiency levels between tiers is more pronounced in the Comprehension composite and less so in the Literacy composite. In fact, fewer students reach PL5 and PL6 in the Literacy and Overall composites compared to the Comprehension and Oral composites.

1.3.2.1 Oral

1.3.2.1.1 By Cluster by Tier

Table 1.3.2.1.1

Proficiency Level by Cluster (Count): Oral, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	94684	32567	23859	17615	30824	35026	234575
1	A	4353	5241	6789	3307	1173	136	20999
1	BC	152	1476	4374	4115	2426	884	13427
2	A	4329	3233	3460	1422	223	0	12667
2	BC	287	2301	8197	8447	4129	936	24297
3	A	3595	3136	2433	1040	258	0	10462
3	BC	110	1553	7260	8772	3751	1007	22453
4-5	A	7289	4758	2775	1233	268	11	16334
4-5	BC	160	1424	7421	13094	8379	2804	33282
6-8	A	13528	5552	2861	1226	237	7	23411
6-8	BC	236	1799	6764	12613	7161	2742	31315
9-12	A	14126	4229	2457	677	30	0	21519
9-12	BC	1282	4053	11059	9852	3619	1089	30954

Table 1.3.2.1.1.2**Proficiency Level by Cluster (Percent): Oral, S602 Paper**

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	40.36%	13.88%	10.17%	7.51%	13.14%	14.93%	100.0%
1	A	20.73%	24.96%	32.33%	15.75%	5.59%	0.65%	100.0%
1	BC	1.13%	10.99%	32.58%	30.65%	18.07%	6.58%	100.0%
2	A	34.18%	25.52%	27.32%	11.23%	1.76%	0.0%	100.0%
2	BC	1.18%	9.47%	33.74%	34.77%	16.99%	3.85%	100.0%
3	A	34.36%	29.98%	23.26%	9.94%	2.47%	0.0%	100.0%
3	BC	0.49%	6.92%	32.33%	39.07%	16.71%	4.48%	100.0%
4-5	A	44.62%	29.13%	16.99%	7.55%	1.64%	0.07%	100.0%
4-5	BC	0.48%	4.28%	22.3%	39.34%	25.18%	8.42%	100.0%
6-8	A	57.78%	23.72%	12.22%	5.24%	1.01%	0.03%	100.0%
6-8	BC	0.75%	5.74%	21.6%	40.28%	22.87%	8.76%	100.0%
9-12	A	65.64%	19.65%	11.42%	3.15%	0.14%	0.0%	100.0%
9-12	BC	4.14%	13.09%	35.73%	31.83%	11.69%	3.52%	100.0%

1.3.2.1.2 By Grade by Tier

Table 1.3.2.1.2.1

Proficiency Level by Grade (Count): Oral, S602 Paper

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	94684	32567	23859	17615	30824	35026	234575
1	A	4353	5241	6789	3307	1173	136	20999
1	BC	152	1476	4374	4115	2426	884	13427
2	A	4329	3233	3460	1422	223	0	12667
2	BC	287	2301	8197	8447	4129	936	24297
3	A	3595	3136	2433	1040	258	0	10462
3	BC	110	1553	7260	8772	3751	1007	22453
4	A	3536	2583	1496	686	141	11	8453
4	BC	71	773	4511	7629	4720	1735	19439
5	A	3753	2175	1279	547	127	0	7881
5	BC	89	651	2910	5465	3659	1069	13843
6	A	4126	2173	1059	499	124	7	7988
6	BC	48	509	2263	4310	2590	960	10680
7	A	4741	1707	883	360	72	0	7763
7	BC	85	670	2470	4442	2605	960	11232
8	A	4661	1672	919	367	41	0	7660
8	BC	103	620	2031	3861	1966	822	9403
9	A	5026	1602	915	251	19	0	7813
9	BC	216	1010	2951	3196	1164	411	8948
10	A	4249	1200	649	199	6	0	6303
10	BC	343	1162	3127	2802	1102	327	8863
11	A	3098	916	557	149	5	0	4725
11	BC	442	1088	2722	2292	863	231	7638
12	A	1753	511	336	78	0	0	2678
12	BC	281	793	2259	1562	490	120	5505

Table 1.3.2.1.2.2**Proficiency Level by Grade (Percent): Oral, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	40.36%	13.88%	10.17%	7.51%	13.14%	14.93%	100.0%
1	A	20.73%	24.96%	32.33%	15.75%	5.59%	0.65%	100.0%
1	BC	1.13%	10.99%	32.58%	30.65%	18.07%	6.58%	100.0%
2	A	34.18%	25.52%	27.32%	11.23%	1.76%	0.0%	100.0%
2	BC	1.18%	9.47%	33.74%	34.77%	16.99%	3.85%	100.0%
3	A	34.36%	29.98%	23.26%	9.94%	2.47%	0.0%	100.0%
3	BC	0.49%	6.92%	32.33%	39.07%	16.71%	4.48%	100.0%
4	A	41.83%	30.56%	17.7%	8.12%	1.67%	0.13%	100.0%
4	BC	0.37%	3.98%	23.21%	39.25%	24.28%	8.93%	100.0%
5	A	47.62%	27.6%	16.23%	6.94%	1.61%	0.0%	100.0%
5	BC	0.64%	4.7%	21.02%	39.48%	26.43%	7.72%	100.0%
6	A	51.65%	27.2%	13.26%	6.25%	1.55%	0.09%	100.0%
6	BC	0.45%	4.77%	21.19%	40.36%	24.25%	8.99%	100.0%
7	A	61.07%	21.99%	11.37%	4.64%	0.93%	0.0%	100.0%
7	BC	0.76%	5.97%	21.99%	39.55%	23.19%	8.55%	100.0%
8	A	60.85%	21.83%	12.0%	4.79%	0.54%	0.0%	100.0%
8	BC	1.1%	6.59%	21.6%	41.06%	20.91%	8.74%	100.0%
9	A	64.33%	20.5%	11.71%	3.21%	0.24%	0.0%	100.0%
9	BC	2.41%	11.29%	32.98%	35.72%	13.01%	4.59%	100.0%
10	A	67.41%	19.04%	10.3%	3.16%	0.1%	0.0%	100.0%
10	BC	3.87%	13.11%	35.28%	31.61%	12.43%	3.69%	100.0%
11	A	65.57%	19.39%	11.79%	3.15%	0.11%	0.0%	100.0%
11	BC	5.79%	14.24%	35.64%	30.01%	11.3%	3.02%	100.0%
12	A	65.46%	19.08%	12.55%	2.91%	0.0%	0.0%	100.0%
12	BC	5.1%	14.41%	41.04%	28.37%	8.9%	2.18%	100.0%

1.3.2.1.3 By Grade

Table 1.3.2.1.3.1

Proficiency Level by Grade (Count): Oral, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	94684	32567	23859	17615	30824	35026	234575
1	4505	6717	11163	7422	3599	1020	34426
2	4616	5534	11657	9869	4352	936	36964
3	3705	4689	9693	9812	4009	1007	32915
4	3607	3356	6007	8315	4861	1746	27892
5	3842	2826	4189	6012	3786	1069	21724
6	4174	2682	3322	4809	2714	967	18668
7	4826	2377	3353	4802	2677	960	18995
8	4764	2292	2950	4228	2007	822	17063
9	5242	2612	3866	3447	1183	411	16761
10	4592	2362	3776	3001	1108	327	15166
11	3540	2004	3279	2441	868	231	12363
12	2034	1304	2595	1640	490	120	8183

Table 1.3.2.1.3.2

Proficiency Level by Grade (Percent): Oral, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	40.36%	13.88%	10.17%	7.51%	13.14%	14.93%	100.0%
1	13.09%	19.51%	32.43%	21.56%	10.45%	2.96%	100.0%
2	12.49%	14.97%	31.54%	26.7%	11.77%	2.53%	100.0%
3	11.26%	14.25%	29.45%	29.81%	12.18%	3.06%	100.0%
4	12.93%	12.03%	21.54%	29.81%	17.43%	6.26%	100.0%
5	17.69%	13.01%	19.28%	27.67%	17.43%	4.92%	100.0%
6	22.36%	14.37%	17.8%	25.76%	14.54%	5.18%	100.0%
7	25.41%	12.51%	17.65%	25.28%	14.09%	5.05%	100.0%
8	27.92%	13.43%	17.29%	24.78%	11.76%	4.82%	100.0%
9	31.27%	15.58%	23.07%	20.57%	7.06%	2.45%	100.0%
10	30.28%	15.57%	24.9%	19.79%	7.31%	2.16%	100.0%
11	28.63%	16.21%	26.52%	19.74%	7.02%	1.87%	100.0%
12	24.86%	15.94%	31.71%	20.04%	5.99%	1.47%	100.0%

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, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	186304	22978	17798	7496	0	0	234576
1	A	10346	7611	2295	10	0	0	20262
1	BC	1126	3798	5707	875	99	6	11611
2	A	6913	3136	1861	51	0	0	11961
2	BC	1338	5447	10988	3352	304	11	21440
3	A	4974	3013	1641	123	1	0	9752
3	BC	345	2447	13462	3838	230	10	20332
4-5	A	7214	4431	3533	295	3	0	15476
4-5	BC	300	1480	14881	11695	1954	286	30596
6-8	A	11870	7791	2866	180	1	0	22708
6-8	BC	657	4712	16539	5599	456	23	27986
9-12	A	8859	8167	4279	588	10	0	21903
9-12	BC	969	4010	13247	8644	1562	24	28456

Table 1.3.2.2.1.2

Proficiency Level by Cluster (Percent): Literacy, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	79.42%	9.8%	7.59%	3.2%	0.0%	0.0%	100.0%
1	A	51.06%	37.56%	11.33%	0.05%	0.0%	0.0%	100.0%
1	BC	9.7%	32.71%	49.15%	7.54%	0.85%	0.05%	100.0%
2	A	57.8%	26.22%	15.56%	0.43%	0.0%	0.0%	100.0%
2	BC	6.24%	25.41%	51.25%	15.63%	1.42%	0.05%	100.0%
3	A	51.0%	30.9%	16.83%	1.26%	0.01%	0.0%	100.0%
3	BC	1.7%	12.04%	66.21%	18.88%	1.13%	0.05%	100.0%
4-5	A	46.61%	28.63%	22.83%	1.91%	0.02%	0.0%	100.0%
4-5	BC	0.98%	4.84%	48.64%	38.22%	6.39%	0.93%	100.0%
6-8	A	52.27%	34.31%	12.62%	0.79%	0.0%	0.0%	100.0%
6-8	BC	2.35%	16.84%	59.1%	20.01%	1.63%	0.08%	100.0%
9-12	A	40.45%	37.29%	19.54%	2.68%	0.05%	0.0%	100.0%
9-12	BC	3.41%	14.09%	46.55%	30.38%	5.49%	0.08%	100.0%

Table 1.3.2.2.1**Proficiency Level by Grade (Count): Literacy, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	186304	22978	17798	7496	0	0	234576
1	A	10346	7611	2295	10	0	0	20262
1	BC	1126	3798	5707	875	99	6	11611
2	A	6913	3136	1861	51	0	0	11961
2	BC	1338	5447	10988	3352	304	11	21440
3	A	4974	3013	1641	123	1	0	9752
3	BC	345	2447	13462	3838	230	10	20332
4	A	3794	2235	1745	160	2	0	7936
4	BC	180	916	9396	6297	796	126	17711
5	A	3420	2196	1788	135	1	0	7540
5	BC	120	564	5485	5398	1158	160	12885
6	A	3808	2749	1069	57	1	0	7684
6	BC	183	1554	5856	1750	114	7	9464
7	A	4043	2596	857	64	0	0	7560
7	BC	231	1837	5912	1872	158	11	10021
8	A	4019	2446	940	59	0	0	7464
8	BC	243	1321	4771	1977	184	5	8501
9	A	2935	3048	1674	272	6	0	7935
9	BC	135	816	3665	2839	575	16	8046
10	A	2545	2432	1216	184	3	0	6380
10	BC	204	1012	3707	2697	505	7	8132
11	A	2068	1744	914	99	1	0	4826
11	BC	290	1100	3305	2041	355	1	7092
12	A	1311	943	475	33	0	0	2762
12	BC	340	1082	2570	1067	127	0	5186

Table 1.3.2.2.2.2**Proficiency Level by Grade (Percent): Literacy, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	79.42%	9.8%	7.59%	3.2%	0.0%	0.0%	100.0%
1	A	51.06%	37.56%	11.33%	0.05%	0.0%	0.0%	100.0%
1	BC	9.7%	32.71%	49.15%	7.54%	0.85%	0.05%	100.0%
2	A	57.8%	26.22%	15.56%	0.43%	0.0%	0.0%	100.0%
2	BC	6.24%	25.41%	51.25%	15.63%	1.42%	0.05%	100.0%
3	A	51.0%	30.9%	16.83%	1.26%	0.01%	0.0%	100.0%
3	BC	1.7%	12.04%	66.21%	18.88%	1.13%	0.05%	100.0%
4	A	47.81%	28.16%	21.99%	2.02%	0.03%	0.0%	100.0%
4	BC	1.02%	5.17%	53.05%	35.55%	4.49%	0.71%	100.0%
5	A	45.36%	29.12%	23.71%	1.79%	0.01%	0.0%	100.0%
5	BC	0.93%	4.38%	42.57%	41.89%	8.99%	1.24%	100.0%
6	A	49.56%	35.78%	13.91%	0.74%	0.01%	0.0%	100.0%
6	BC	1.93%	16.42%	61.88%	18.49%	1.2%	0.07%	100.0%
7	A	53.48%	34.34%	11.34%	0.85%	0.0%	0.0%	100.0%
7	BC	2.31%	18.33%	59.0%	18.68%	1.58%	0.11%	100.0%
8	A	53.85%	32.77%	12.59%	0.79%	0.0%	0.0%	100.0%
8	BC	2.86%	15.54%	56.12%	23.26%	2.16%	0.06%	100.0%
9	A	36.99%	38.41%	21.1%	3.43%	0.08%	0.0%	100.0%
9	BC	1.68%	10.14%	45.55%	35.28%	7.15%	0.2%	100.0%
10	A	39.89%	38.12%	19.06%	2.88%	0.05%	0.0%	100.0%
10	BC	2.51%	12.44%	45.59%	33.17%	6.21%	0.09%	100.0%
11	A	42.85%	36.14%	18.94%	2.05%	0.02%	0.0%	100.0%
11	BC	4.09%	15.51%	46.6%	28.78%	5.01%	0.01%	100.0%
12	A	47.47%	34.14%	17.2%	1.19%	0.0%	0.0%	100.0%
12	BC	6.56%	20.86%	49.56%	20.57%	2.45%	0.0%	100.0%

Table 1.3.2.2.3.1**Proficiency Level by Grade (Count): Literacy, S602 Paper**

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	186304	22978	17798	7496	0	0	234576
1	11472	11409	8002	885	99	6	31873
2	8251	8583	12849	3403	304	11	33401
3	5319	5460	15103	3961	231	10	30084
4	3974	3151	11141	6457	798	126	25647
5	3540	2760	7273	5533	1159	160	20425
6	3991	4303	6925	1807	115	7	17148
7	4274	4433	6769	1936	158	11	17581
8	4262	3767	5711	2036	184	5	15965
9	3070	3864	5339	3111	581	16	15981
10	2749	3444	4923	2881	508	7	14512
11	2358	2844	4219	2140	356	1	11918
12	1651	2025	3045	1100	127	0	7948

Table 1.3.2.2.3.2**Proficiency Level by Grade (Percent): Literacy, S602 Paper**

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	79.42%	9.8%	7.59%	3.2%	0.0%	0.0%	100.0%
1	35.99%	35.8%	25.11%	2.78%	0.31%	0.02%	100.0%
2	24.7%	25.7%	38.47%	10.19%	0.91%	0.03%	100.0%
3	17.68%	18.15%	50.2%	13.17%	0.77%	0.03%	100.0%
4	15.49%	12.29%	43.44%	25.18%	3.11%	0.49%	100.0%
5	17.33%	13.51%	35.61%	27.09%	5.67%	0.78%	100.0%
6	23.27%	25.09%	40.38%	10.54%	0.67%	0.04%	100.0%
7	24.31%	25.21%	38.5%	11.01%	0.9%	0.06%	100.0%
8	26.7%	23.6%	35.77%	12.75%	1.15%	0.03%	100.0%
9	19.21%	24.18%	33.41%	19.47%	3.64%	0.1%	100.0%
10	18.94%	23.73%	33.92%	19.85%	3.5%	0.05%	100.0%
11	19.79%	23.86%	35.4%	17.96%	2.99%	0.01%	100.0%
12	20.77%	25.48%	38.31%	13.84%	1.6%	0.0%	100.0%

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, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	171236	15388	16590	8105	18585	4675	234579
1	A	4272	5608	4475	1373	1290	458	17476
1	BC	9	593	3432	2364	2353	1657	10408
2	A	4571	3446	1612	714	643	0	10986
2	BC	137	2960	6193	3230	4154	3758	20432
3	A	2284	4210	1302	438	504	316	9054
3	BC	6	331	4789	4924	6184	3081	19315
4-5	A	5713	4955	1922	834	953	178	14555
4-5	BC	21	1201	7203	6572	8914	5682	29593
6-8	A	10252	8049	2086	548	462	83	21480
6-8	BC	149	4450	9264	5813	5071	2294	27041
9-12	A	8172	8489	2410	770	460	48	20349
9-12	BC	270	5545	9125	4774	4752	2926	27392

Table 1.3.2.3.1.2

Proficiency Level by Cluster (Percent): Comprehension, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	73.0%	6.56%	7.07%	3.46%	7.92%	1.99%	100.0%
1	A	24.44%	32.09%	25.61%	7.86%	7.38%	2.62%	100.0%
1	BC	0.09%	5.7%	32.97%	22.71%	22.61%	15.92%	100.0%
2	A	41.61%	31.37%	14.67%	6.5%	5.85%	0.0%	100.0%
2	BC	0.67%	14.49%	30.31%	15.81%	20.33%	18.39%	100.0%
3	A	25.23%	46.5%	14.38%	4.84%	5.57%	3.49%	100.0%
3	BC	0.03%	1.71%	24.79%	25.49%	32.02%	15.95%	100.0%
4-5	A	39.25%	34.04%	13.21%	5.73%	6.55%	1.22%	100.0%
4-5	BC	0.07%	4.06%	24.34%	22.21%	30.12%	19.2%	100.0%
6-8	A	47.73%	37.47%	9.71%	2.55%	2.15%	0.39%	100.0%
6-8	BC	0.55%	16.46%	34.26%	21.5%	18.75%	8.48%	100.0%
9-12	A	40.16%	41.72%	11.84%	3.78%	2.26%	0.24%	100.0%
9-12	BC	0.99%	20.24%	33.31%	17.43%	17.35%	10.68%	100.0%

Table 1.3.2.3.2.1**Proficiency Level by Grade (Count): Comprehension, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	171236	15388	16590	8105	18585	4675	234579
1	A	4272	5608	4475	1373	1290	458	17476
1	BC	9	593	3432	2364	2353	1657	10408
2	A	4571	3446	1612	714	643	0	10986
2	BC	137	2960	6193	3230	4154	3758	20432
3	A	2284	4210	1302	438	504	316	9054
3	BC	6	331	4789	4924	6184	3081	19315
4	A	2660	2818	937	417	453	153	7438
4	BC	7	523	4345	4123	5145	2960	17103
5	A	3053	2137	985	417	500	25	7117
5	BC	14	678	2858	2449	3769	2722	12490
6	A	2979	3119	823	191	155	39	7306
6	BC	22	1348	3296	2040	1765	685	9156
7	A	3658	2474	631	171	153	29	7116
7	BC	56	1772	3409	2031	1622	801	9691
8	A	3615	2456	632	186	154	15	7058
8	BC	71	1330	2559	1742	1684	808	8194
9	A	2586	3342	948	269	187	24	7356
9	BC	11	1035	2730	1488	1561	951	7776
10	A	2365	2555	662	194	137	20	5933
10	BC	45	1325	2626	1441	1407	929	7773
11	A	2017	1664	492	207	100	4	4484
11	BC	76	1676	2104	1145	1124	715	6840
12	A	1204	928	308	100	36	0	2576
12	BC	138	1509	1665	700	660	331	5003

Table 1.3.2.3.2.2**Proficiency Level by Grade (Percent): Comprehension, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	73.0%	6.56%	7.07%	3.46%	7.92%	1.99%	100.0%
1	A	24.44%	32.09%	25.61%	7.86%	7.38%	2.62%	100.0%
1	BC	0.09%	5.7%	32.97%	22.71%	22.61%	15.92%	100.0%
2	A	41.61%	31.37%	14.67%	6.5%	5.85%	0.0%	100.0%
2	BC	0.67%	14.49%	30.31%	15.81%	20.33%	18.39%	100.0%
3	A	25.23%	46.5%	14.38%	4.84%	5.57%	3.49%	100.0%
3	BC	0.03%	1.71%	24.79%	25.49%	32.02%	15.95%	100.0%
4	A	35.76%	37.89%	12.6%	5.61%	6.09%	2.06%	100.0%
4	BC	0.04%	3.06%	25.4%	24.11%	30.08%	17.31%	100.0%
5	A	42.9%	30.03%	13.84%	5.86%	7.03%	0.35%	100.0%
5	BC	0.11%	5.43%	22.88%	19.61%	30.18%	21.79%	100.0%
6	A	40.77%	42.69%	11.26%	2.61%	2.12%	0.53%	100.0%
6	BC	0.24%	14.72%	36.0%	22.28%	19.28%	7.48%	100.0%
7	A	51.41%	34.77%	8.87%	2.4%	2.15%	0.41%	100.0%
7	BC	0.58%	18.29%	35.18%	20.96%	16.74%	8.27%	100.0%
8	A	51.22%	34.8%	8.95%	2.64%	2.18%	0.21%	100.0%
8	BC	0.87%	16.23%	31.23%	21.26%	20.55%	9.86%	100.0%
9	A	35.15%	45.43%	12.89%	3.66%	2.54%	0.33%	100.0%
9	BC	0.14%	13.31%	35.11%	19.14%	20.07%	12.23%	100.0%
10	A	39.86%	43.06%	11.16%	3.27%	2.31%	0.34%	100.0%
10	BC	0.58%	17.05%	33.78%	18.54%	18.1%	11.95%	100.0%
11	A	44.98%	37.11%	10.97%	4.62%	2.23%	0.09%	100.0%
11	BC	1.11%	24.5%	30.76%	16.74%	16.43%	10.45%	100.0%
12	A	46.74%	36.02%	11.96%	3.88%	1.4%	0.0%	100.0%
12	BC	2.76%	30.16%	33.28%	13.99%	13.19%	6.62%	100.0%

1.3.2.3.3 By Grade

Table 1.3.2.3.3.1

Proficiency Level by Grade (Count): Comprehension, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	171236	15388	16590	8105	18585	4675	234579
1	4281	6201	7907	3737	3643	2115	27884
2	4708	6406	7805	3944	4797	3758	31418
3	2290	4541	6091	5362	6688	3397	28369
4	2667	3341	5282	4540	5598	3113	24541
5	3067	2815	3843	2866	4269	2747	19607
6	3001	4467	4119	2231	1920	724	16462
7	3714	4246	4040	2202	1775	830	16807
8	3686	3786	3191	1928	1838	823	15252
9	2597	4377	3678	1757	1748	975	15132
10	2410	3880	3288	1635	1544	949	13706
11	2093	3340	2596	1352	1224	719	11324
12	1342	2437	1973	800	696	331	7579

Table 1.3.2.3.3.2

Proficiency Level by Grade (Percent): Comprehension, S602 Paper

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	73.0%	6.56%	7.07%	3.46%	7.92%	1.99%	100.0%
1	15.35%	22.24%	28.36%	13.4%	13.06%	7.58%	100.0%
2	14.99%	20.39%	24.84%	12.55%	15.27%	11.96%	100.0%
3	8.07%	16.01%	21.47%	18.9%	23.58%	11.97%	100.0%
4	10.87%	13.61%	21.52%	18.5%	22.81%	12.68%	100.0%
5	15.64%	14.36%	19.6%	14.62%	21.77%	14.01%	100.0%
6	18.23%	27.14%	25.02%	13.55%	11.66%	4.4%	100.0%
7	22.1%	25.26%	24.04%	13.1%	10.56%	4.94%	100.0%
8	24.17%	24.82%	20.92%	12.64%	12.05%	5.4%	100.0%
9	17.16%	28.93%	24.31%	11.61%	11.55%	6.44%	100.0%
10	17.58%	28.31%	23.99%	11.93%	11.27%	6.92%	100.0%
11	18.48%	29.49%	22.92%	11.94%	10.81%	6.35%	100.0%
12	17.71%	32.15%	26.03%	10.56%	9.18%	4.37%	100.0%

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, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	155316	33972	26092	16420	2762	0	234562
1	A	5737	7127	4367	116	0	0	17347
1	BC	629	1754	6093	1607	248	13	10344
2	A	4868	3718	2182	127	0	0	10895
2	BC	443	3444	10784	5012	592	14	20289
3	A	3755	3219	1730	269	1	0	8974
3	BC	154	1419	11217	5899	473	26	19188
4-5	A	6504	4349	3126	446	3	0	14428
4-5	BC	183	814	10962	14305	2809	267	29340
6-8	A	11557	6453	2874	358	3	0	21245
6-8	BC	261	2215	13279	9979	1020	41	26795
9-12	A	10118	6329	3220	425	3	0	20095
9-12	BC	650	3245	12516	9216	1538	34	27199

Table 1.3.2.4.1.2

Proficiency Level by Grade-Level Cluster (Percent): Overall, S602 Paper

Cluster	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	66.22%	14.48%	11.12%	7.0%	1.18%	0.0%	100.0%
1	A	33.07%	41.08%	25.17%	0.67%	0.0%	0.0%	100.0%
1	BC	6.08%	16.96%	58.9%	15.54%	2.4%	0.13%	100.0%
2	A	44.68%	34.13%	20.03%	1.17%	0.0%	0.0%	100.0%
2	BC	2.18%	16.97%	53.15%	24.7%	2.92%	0.07%	100.0%
3	A	41.84%	35.87%	19.28%	3.0%	0.01%	0.0%	100.0%
3	BC	0.8%	7.4%	58.46%	30.74%	2.47%	0.14%	100.0%
4-5	A	45.08%	30.14%	21.67%	3.09%	0.02%	0.0%	100.0%
4-5	BC	0.62%	2.77%	37.36%	48.76%	9.57%	0.91%	100.0%
6-8	A	54.4%	30.37%	13.53%	1.69%	0.01%	0.0%	100.0%
6-8	BC	0.97%	8.27%	49.56%	37.24%	3.81%	0.15%	100.0%
9-12	A	50.35%	31.5%	16.02%	2.11%	0.01%	0.0%	100.0%
9-12	BC	2.39%	11.93%	46.02%	33.88%	5.65%	0.13%	100.0%

Table 1.3.2.4.2.1**Proficiency Level by Grade (Count): Overall, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	155316	33972	26092	16420	2762	0	234562
1	A	5737	7127	4367	116	0	0	17347
1	BC	629	1754	6093	1607	248	13	10344
2	A	4868	3718	2182	127	0	0	10895
2	BC	443	3444	10784	5012	592	14	20289
3	A	3755	3219	1730	269	1	0	8974
3	BC	154	1419	11217	5899	473	26	19188
4	A	3243	2313	1553	257	2	0	7368
4	BC	97	481	6885	8055	1298	137	16953
5	A	3261	2036	1573	189	1	0	7060
5	BC	86	333	4077	6250	1511	130	12387
6	A	3589	2392	1105	145	3	0	7234
6	BC	60	658	4658	3351	316	15	9058
7	A	3987	2076	865	110	0	0	7038
7	BC	94	877	4801	3476	351	17	9616
8	A	3981	1985	904	103	0	0	6973
8	BC	107	680	3820	3152	353	9	8121
9	A	3372	2444	1273	177	2	0	7268
9	BC	90	653	3357	3010	589	17	7716
10	A	3041	1813	871	134	1	0	5860
10	BC	152	815	3409	2848	487	12	7723
11	A	2330	1302	711	79	0	0	4422
11	BC	216	901	3182	2148	344	5	6796
12	A	1375	770	365	35	0	0	2545
12	BC	192	876	2568	1210	118	0	4964

Table 1.3.2.4.2.2**Proficiency Level by Grade (Percent): Overall, S602 Paper**

Grade	Tier	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	N/A	66.22%	14.48%	11.12%	7.0%	1.18%	0.0%	100.0%
1	A	33.07%	41.08%	25.17%	0.67%	0.0%	0.0%	100.0%
1	BC	6.08%	16.96%	58.9%	15.54%	2.4%	0.13%	100.0%
2	A	44.68%	34.13%	20.03%	1.17%	0.0%	0.0%	100.0%
2	BC	2.18%	16.97%	53.15%	24.7%	2.92%	0.07%	100.0%
3	A	41.84%	35.87%	19.28%	3.0%	0.01%	0.0%	100.0%
3	BC	0.8%	7.4%	58.46%	30.74%	2.47%	0.14%	100.0%
4	A	44.01%	31.39%	21.08%	3.49%	0.03%	0.0%	100.0%
4	BC	0.57%	2.84%	40.61%	47.51%	7.66%	0.81%	100.0%
5	A	46.19%	28.84%	22.28%	2.68%	0.01%	0.0%	100.0%
5	BC	0.69%	2.69%	32.91%	50.46%	12.2%	1.05%	100.0%
6	A	49.61%	33.07%	15.28%	2.0%	0.04%	0.0%	100.0%
6	BC	0.66%	7.26%	51.42%	36.99%	3.49%	0.17%	100.0%
7	A	56.65%	29.5%	12.29%	1.56%	0.0%	0.0%	100.0%
7	BC	0.98%	9.12%	49.93%	36.15%	3.65%	0.18%	100.0%
8	A	57.09%	28.47%	12.96%	1.48%	0.0%	0.0%	100.0%
8	BC	1.32%	8.37%	47.04%	38.81%	4.35%	0.11%	100.0%
9	A	46.4%	33.63%	17.52%	2.44%	0.03%	0.0%	100.0%
9	BC	1.17%	8.46%	43.51%	39.01%	7.63%	0.22%	100.0%
10	A	51.89%	30.94%	14.86%	2.29%	0.02%	0.0%	100.0%
10	BC	1.97%	10.55%	44.14%	36.88%	6.31%	0.16%	100.0%
11	A	52.69%	29.44%	16.08%	1.79%	0.0%	0.0%	100.0%
11	BC	3.18%	13.26%	46.82%	31.61%	5.06%	0.07%	100.0%
12	A	54.03%	30.26%	14.34%	1.38%	0.0%	0.0%	100.0%
12	BC	3.87%	17.65%	51.73%	24.38%	2.38%	0.0%	100.0%

Table 1.3.2.4.3.1**Proficiency Level by Grade (Count): Overall, S602 Paper**

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	155316	33972	26092	16420	2762	0	234562
1	6366	8881	10460	1723	248	13	27691
2	5311	7162	12966	5139	592	14	31184
3	3909	4638	12947	6168	474	26	28162
4	3340	2794	8438	8312	1300	137	24321
5	3347	2369	5650	6439	1512	130	19447
6	3649	3050	5763	3496	319	15	16292
7	4081	2953	5666	3586	351	17	16654
8	4088	2665	4724	3255	353	9	15094
9	3462	3097	4630	3187	591	17	14984
10	3193	2628	4280	2982	488	12	13583
11	2546	2203	3893	2227	344	5	11218
12	1567	1646	2933	1245	118	0	7509

Table 1.3.2.4.3.2**Proficiency Level by Grade (Percent): Overall, S602 Paper**

Grade	PL 1	PL 2	PL 3	PL 4	PL 5	PL 6	Total
K	66.22%	14.48%	11.12%	7.0%	1.18%	0.0%	100.0%
1	22.99%	32.07%	37.77%	6.22%	0.9%	0.05%	100.0%
2	17.03%	22.97%	41.58%	16.48%	1.9%	0.04%	100.0%
3	13.88%	16.47%	45.97%	21.9%	1.68%	0.09%	100.0%
4	13.73%	11.49%	34.69%	34.18%	5.35%	0.56%	100.0%
5	17.21%	12.18%	29.05%	33.11%	7.77%	0.67%	100.0%
6	22.4%	18.72%	35.37%	21.46%	1.96%	0.09%	100.0%
7	24.5%	17.73%	34.02%	21.53%	2.11%	0.1%	100.0%
8	27.08%	17.66%	31.3%	21.56%	2.34%	0.06%	100.0%
9	23.1%	20.67%	30.9%	21.27%	3.94%	0.11%	100.0%
10	23.51%	19.35%	31.51%	21.95%	3.59%	0.09%	100.0%
11	22.7%	19.64%	34.7%	19.85%	3.07%	0.04%	100.0%
12	20.87%	21.92%	39.06%	16.58%	1.57%	0.0%	100.0%

2. Analysis of Domains

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

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

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

where

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

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

B_n = ability of student "n"

D_i = difficulty of item "i"

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

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

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

where

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

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

β_n = ability of student "n"

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

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

The subscript “g” is a group index specifying the group of tasks to which task “i” belongs. It also identifies the rating scale that was used for the group of tasks. There is only one rating scale ($g = 1$) in the Writing domain and two grouped rating scales ($g = 2$) in the Speaking domain. As with the dichotomous Rasch model, there is an item difficulty parameter (D_{gi}) for each item for the rating scale “g” modeled by the Rasch rating scale model (Andrich, 1978). In addition, there is a step calibration value or *step measure* (F_{gk}) that corresponds to the location on the latent variable where the probability of being observed in the “k” and “k – 1” category for the rating scale “g” is equal relative to the difficulty measure of the task. The step measures are also the points where adjacent category probability “k – 1” and “k” curves for rating scale “g” 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+, and so on, up to 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 a rating scale with raw score values of 0–9. WIDA and CAL 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 are converted to proficiency level scores by a calculation transforming the student ability estimate via a scaling equation.

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

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

- W: $(\text{Ability Measure in Logits} * 26.851) + 303.332$
- S: $(\text{Ability Measure in Logits} * 29.248) + 265.076$

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

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

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

Proficiency level scores are interpretations of these scale scores in terms of the proficiency levels described in the WIDA ELD Standards. These interpretations derive from a series of standard-setting studies, in which educators reviewed evidence from the test, either in the form of items for the selected response sections (Listening and Reading) or student portfolios for the constructed response sections (Writing and Speaking), to establish cut scores between the proficiency levels. The first standard-setting study for ACCESS took place in 2005; it established cut scores for all four domains by grade-level cluster (Kenyon, 2006). The second cut score study took place in 2007; it established cut scores for all four domains by grade level (Kenyon et al., 2013). These cut scores were used to derive proficiency level scores through the 2015–2016 administration (Series 400) of ACCESS for ELLs. WIDA and CAL conducted a third cut score study in the summer of 2016 (Cook & MacGregor, 2017). The purpose of this study was to re-examine cut scores for each of the proficiency levels 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 about 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, or the model is overfitting the data, but are not of great concern. High values are of greater concern.

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

- Values greater than 2.0 “distort or degrade the measurement system.” [Note: We interpret “degrade” here in the sense of lowering the quality of the measurement system.]
- Values between 1.5 and 2.0 are “unproductive for construction of measurement, but not degrading.”
- Values between 0.5 and 1.5 should be considered “productive for measurement.”
- Values below 0.5 are “less productive for measurement, but not degrading.”

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

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

Since performance tasks are constructed and scored very differently from dichotomous items, it is not as straightforward to apply this same guidance to interpret these fit statistics for performance tasks that raters scored polytomously on a rubric scale. We design some performance tasks to elicit a restricted range of performances (for example, very easy tasks where we expect that most students will get the highest rating), and these tasks can cause the model to predict the data too well (overfitting). Conversely, when raters score performance tasks using a very wide scale such as the [WIDA Writing Scoring Scale](#), sometimes unmodeled noise or other sources of variance in the ratings of the students’ responses to the task will cause the model to underpredict those ratings (underfitting). Overall, for ACCESS for ELLs performance tasks, overfitting is more common than underfitting. Underfitting indicates that the task is less productive for measurement, but, according to Linacre (2002), 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-level cluster and tier) for Listening, Reading, and Writing. For the Speaking test, due to the design of the test, several items are shared between tiers. To best present the results of the Speaking task analysis, all Speaking items in a grade-level cluster are presented in one single table.

The first section of each 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, the 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 the Writing grade 1 Tier A form has an outfit mean square statistic greater than 2. This is the easiest task for this test form, and there might be some high-ability students receiving a low rating, causing the outfit mean square statistics to be inflated.

The results show that for the kindergarten test, all items and tasks across domains have infit mean square statistics less than 2, except for the fifth task in the Writing domain, indicating that the items and tasks provide trustworthy measures of ability for those students whose ability measures are in the region of the ability distribution that the items and tasks are targeting. As discussed earlier, the outfit mean square statistic is sensitive to outlier responses and ratings that are not close to the ability range that the items and tasks are targeting. Four items in the Listening domain, 11 items in the Reading domain, 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 (MacGregor et al., 2009).

All Listening and Reading grades 1–12 items have infit mean square statistics and outfit mean square statistics between 0.5 and 1.5. The percentage of kindergarten Listening items that have infit mean square statistics between 0.5 and 1.5 is 97% and the percentage of outfit mean square statistics between 0.5 and 1.5 is 73%. The percentage of kindergarten Reading items with infit mean square statistics between 0.5 and 1.5 is 100%, while the percentage of those items with outfit mean square statistics between 0.5 and 1.5 is 37%.

2.1.1 Listening

2.1.1.0 Kindergarten

Table 2.1.1.0

Complete Item Analysis and Summary List K S602 Paper

Table 2.1.1.0

Complete Item Analysis and Summary: List K S602 Paper

[illegible]

Information withheld due to confidentiality requirements.

2.1.1.1 Grade 1

Table 2.1.1.1.1

Complete Item Analysis and Summary List 1 A S602 Paper

Table 2.1.1.1.1

Complete Item Analysis and Summary: List 1 A S602 Paper

[illegible]

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary List 1 B/C S602 Paper

Complete Item Analysis and Summary: List 1 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.1.2 **Grade 2**

Table 2.1.1.2.1

Complete Item Analysis and Summary List 2 A S602 Paper

Table 2.1.1.2.1

Complete Item Analysis and Summary: List 2 A S602 Paper

Item Type	Average Item Difficulty (in logits)	No. of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square
Selected Response					
Name	Item Difficulty (in logits)	P-value	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary List 2 B/C S602 Paper

Complete Item Analysis and Summary: List 2 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.1.3 **Grade 3**

Table 2.1.1.3.1

Complete Item Analysis and Summary List 3 A S602 Paper

Table 2.1.1.3.1

Complete Item Analysis and Summary: List 3 A S602 Paper

Item Type	Average Item Difficulty (in logits)	No. of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square
Selected Response					
Name	Item Difficulty (in logits)	P-value	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary List 3 B/C S602 Paper

Complete Item Analysis and Summary: List 3 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.1.4 **Grades 4-5**

Table 2.1.1.4.1

Complete Item Analysis and Summary List 4-5 A S602 Paper

Table 2.1.1.4.1

Complete Item Analysis and Summary: List 4-5 A S602 Paper

Item Type	Average Item Difficulty (in logits)	No. of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square
Selected Response					
Name	Item Difficulty (in logits)	P-value	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary List 4-5 B/C S602 Paper

Complete Item Analysis and Summary: List 4-5 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.1.5 Grades 6–8

Table 2.1.1.5.1

Complete Item Analysis and Summary List 6–8 A S602 Paper

Table 2.1.1.5.1

Complete Item Analysis and Summary: List 6-8 A S602 Paper

Item Type	Average Item Difficulty (in logits)	No. of Items	Average P-value	Average Infit Mean Square	Average Outfit Mean Square
Selected Response					
Name	Item Difficulty (in logits)	P-value	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary List 6-8 B/C S602 Paper

Complete Item Analysis and Summary: List 6-8 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.1.6 Grades 9-12

Table 2.1.1.6.1

Complete Item Analysis and Summary List 9-12 A S602 Paper

Table 2.1.1.6.1

Complete Item Analysis and Summary: List 9-12 A S602 Paper

[illegible]

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary List 9-12 B/C S602 Paper

Complete Item Analysis and Summary: List 9-12 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.2.1 Grade 1

Table 2.1.2.1.1

Complete Item Analysis and Summary Read 1 A S602 Paper

Table 2.1.2.1.1

Complete Item Analysis and Summary: Read 1 A S602 Paper

[illegible]

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary Read 1 B/C S602 Paper

Complete Item Analysis and Summary: Read 1 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.2.2 Grade 2

Table 2.1.2.2.1

Complete Item Analysis and Summary Read 2 A S602 Paper

Table 2.1.2.2.1

Complete Item Analysis and Summary: Read 2 A S602 Paper

[illegible]

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary Read 2 B/C S602 Paper

Complete Item Analysis and Summary: Read 2 B/C S602 Paper

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary Read 3 B/C S602 Paper

Complete Item Analysis and Summary: Read 3 B/C S602 Paper

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary Read 4-5 B/C S602 Paper

Complete Item Analysis and Summary: Read 4-5 B/C S602 Paper

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary Read 6-8 B/C S602 Paper

Complete Item Analysis and Summary: Read 6-8 B/C S602 Paper

Information withheld due to confidentiality requirements.

Complete Item Analysis and Summary Read 9-12 B/C S602 Paper

Complete Item Analysis and Summary: Read 9-12 B/C S602 Paper

Information withheld due to confidentiality requirements.

2.1.3 Writing

2.1.3.0 Kindergarten

Table 2.1.3.0

Complete Item Analysis and Summary Writ K S602 Paper

Table 2.1.3.0

Complete Task Analysis and Summary: Writ K S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task		Task 2		Task 6	

Information withheld due to confidentiality requirements.

2.1.3.1 Grade 1

Table 2.1.3.1.1

Complete Item Analysis and Summary Writ 1 A S602 Paper

Table 2.1.3.1.1

Complete Task Analysis and Summary: Writ 1 A S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task					

Information withheld due to confidentiality requirements.

Table 2.1.3.1.2

Complete Item Analysis and Summary Writ 1 B/C S602 Paper

Table 2.1.3.1.2

Complete Task Analysis and Summary: Writ 1 B/C S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

Information withheld due to confidentiality requirements.

2.1.3.2 Grade 2

Table 2.1.3.2.1

Complete Item Analysis and Summary Writ 2 A S602 Paper

Table 2.1.3.2.1

Complete Task Analysis and Summary: Writ 2 A S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

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

Information withheld due to confidentiality requirements.

Table 2.1.3.2.2

Complete Item Analysis and Summary Writ 2 B/C S602 Paper

Table 2.1.3.2.2

Complete Task Analysis and Summary: Writ 2 B/C S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

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

Information withheld due to confidentiality requirements.

2.1.3.3 Grade 3

Table 2.1.3.3.1

Complete Item Analysis and Summary Writ 3 A S602 Paper

Table 2.1.3.3.1

Complete Task Analysis and Summary: Writ 3 A S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response		0.11	3	0.43	0.44
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

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

Information withheld due to confidentiality requirements.

Table 2.1.3.3.2

Complete Item Analysis and Summary Writ 3 B/C S602 Paper

Table 2.1.3.3.2

Complete Task Analysis and Summary: Writ 3 B/C S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response		0.33	3	0.59	0.61
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

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

Information withheld due to confidentiality requirements.

2.1.3.4 Grades 4-5

Table 2.1.3.4.1

Complete Item Analysis and Summary Writ 4-5 A S602 Paper

Table 2.1.3.4.1

Complete Task Analysis and Summary: Writ 4-5 A S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

Information withheld due to confidentiality requirements.

Table 2.1.3.4.2

Complete Item Analysis and Summary Writ 4-5 B/C S602 Paper

Table 2.1.3.4.2

Complete Task Analysis and Summary: Writ 4-5 B/C S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

Information withheld due to confidentiality requirements.

2.1.3.5 Grades 6–8

Table 2.1.3.5.1

Complete Item Analysis and Summary Writ 6–8 A S602 Paper

Table 2.1.3.5.1

Complete Task Analysis and Summary: Writ 6–8 A S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

Information withheld due to confidentiality requirements.

Table 2.1.3.5.2

Complete Item Analysis and Summary Writ 3 B/C S602 Paper

Table 2.1.3.5.2

Complete Task Analysis and Summary: Writ 6-8 B/C S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

Information withheld due to confidentiality requirements.

2.1.3.6 Grades 9–12

Table 2.1.3.6.1

Complete Item Analysis and Summary Writ 9–12 A S602 Paper

Table 2.1.3.6.1

Complete Task Analysis and Summary: Writ 9-12 A S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task				Task 3	

Information withheld due to confidentiality requirements.

Table 2.1.3.6.2

Complete Item Analysis and Summary Writ 9-12 B/C S602 Paper

Table 2.1.3.6.2

Complete Task Analysis and Summary: Writ 9-12 B/C S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task	Task 3				

Information withheld due to confidentiality requirements.

2.1.4 Speaking

2.1.4.0 Kindergarten

Table 2.1.4.0

Complete Item Analysis and Summary Spek K S602 Paper

Table 2.1.4.0

Complete Task Analysis and Summary: Spek K S602 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response					
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	

Information withheld due to confidentiality requirements.

2.1.4.1 Grade 1

Table 2.1.4.1

Complete Item Analysis and Summary Spek 1 S602 Paper

Table 2.1.4.1

Complete Task Analysis and Summary: Spek 1 S602 Paper

Task Type		Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response						
Name	Tier	Task Difficulty (in logits)		Fit Statistics		
				Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task	Task	Raw Score				

Information withheld due to confidentiality requirements.

2.1.4.2 Grade 2

Table 2.1.4.2

Complete Item Analysis and Summary Spek 2 S602 Paper

Table 2.1.4.2

Complete Task Analysis and Summary: Spek 2 S602 Paper

Task Type		Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response						
Name	Tier	Task Difficulty (in logits)		Fit Statistics		
				Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task	Task	Raw Score				

Information withheld due to confidentiality requirements.

2.1.4.3 Grade 3

Table 2.1.4.3

Complete Item Analysis and Summary Spek 3 S602 Paper

Table 2.1.4.3

Complete Task Analysis and Summary: Spek 3 S602 Paper

Task Type		Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response						
Name	Tier	Task Difficulty (in logits)	Fit Statistics			
			Infit Mnsq		Outfit Mnsq	
Raw Score Distribution by Task	Task	Raw Score				

Information withheld due to confidentiality requirements.

2.1.4.4 Grades 4-5

Table 2.1.4.4

Complete Item Analysis and Summary Spek 4-5 S602 Paper

Table 2.1.4.4
Complete Task Analysis and Summary: Spek 4-5 S602 Paper

Task Type		Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response						
Name	Tier	Task Difficulty (in logits)		Fit Statistics		
				Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task	Task	Raw Score				

Information withheld due to confidentiality requirements.

2.1.4.5 Grades 6–8

Table 2.1.4.5

Complete Item Analysis and Summary Spek 6–8 S602 Paper

Table 2.1.4.5
Complete Task Analysis and Summary: Spek 6-8 S602 Paper

Task Type		Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response						
Name	Tier	Task Difficulty (in logits)		Fit Statistics		
				Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task	Task	Raw Score				

Information withheld due to confidentiality requirements.

2.1.4.6 Grades 9–12

Table 2.1.4.6

Complete Item Analysis and Summary Spek 9–12 S602 Paper

Table 2.1.4.6

Complete Task Analysis and Summary: Spek 9-12 S602 Paper

Task Type		Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response						
Name	Tier	Task Difficulty (in logits)		Fit Statistics		
				Infit Mnsq	Outfit Mnsq	
Raw Score Distribution by Task	Task	Raw Score				

Information withheld due to confidentiality requirements.

2.2 DIF Analysis and Summary

Before field testing, the Bias and Sensitivity Review Panel ensures that test items and tasks are free of material that (1) might favor any subgroup of students over another based on gender, race/ethnicity, home language, religion, culture, region, or socioeconomic status, and (2) might be upsetting to students. The Bias and Sensitivity Review Panel process is qualitatively driven, while the DIF analysis, described in this section, is data-driven. Please see Part 1, section 2.3.1 for more information on Bias and Sensitivity panels.

CAL uses differential item functioning (DIF) analysis to investigate whether factors extraneous to English language proficiency (ELP; 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 are the reference group, while males are the focal group. For the latter analysis, Hispanics are the reference group, while non-Hispanics are the focal group. We exclude students for whom gender or ethnicity was unknown from both analyses. [Note: 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.] 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 the Listening domain, grades 9-12, Tier A there was C-level DIF found in the original 502 data so the three items that demonstrated C-level DIF were removed and replaced with 503 ATR data. Please see Section 2.7 for further explanation and an operational history of forms.

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

Because DIF is measured on a continuous scale, and because most items are likely to show some degree of DIF, it is useful to have guidelines to determine when the level of DIF requires further review of the item. We follow the guidance provided by ETS (Zieky, 1993) to classify items into DIF levels as follows:

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

We used the software program *EZDIF* (Waller, 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 to have enough cases in each cell for the statistic to be appropriately calculated. (Note that this software program uses a two-step purification process; that is, items with C-level DIF in the first pass are removed from the matching variable in the second stage, and the DIF is then recalculated for the remaining items.).

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

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

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

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

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

ACCESS Paper is administered as two rotating static forms. Bias and sensitivity panels reviewed these items before any field testing, as described in Section 2.3.1. We conducted a DIF analysis before the final selection of the two static forms. For any items or tasks that showed C-level (or CC-level) DIF, an additional DIF review panel was convened to re-examine the item for bias concerns.

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. Without being told which, if any, items have an initial DIF finding, the panel is asked to discuss all items in the affected folder 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.

Series 602 Paper test showed two items with C-level DIF for Listening and Reading. The two items, one from grade 3 Listening Tier A and the other item from grade 4-5 Listening Tier A showed a C-level DIF, with both items favoring 'Females' for gender and 'Other' for ethnicity. The items illustrating C-level DIF were retained from Series 501 and underwent a DIF panel at that time.

2.2.1 Listening

2.2.1.0 Kindergarten

Table 2.2.1.0.1

DIF Analysis over Gender and Ethnicities: List K S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.1.0.2 **Information withheld due to confidentiality requirements.**

DIF Summary: List K S602 Paper

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

Information withheld due to confidentiality requirements.

2.2.1.1 Grade 1

Table 2.2.1.1.1

DIF Analysis and Summary: List 1 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

Table 2.2.1.1.2

DIF Analysis and Summary: List 1 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.1.2 Grade 2

Table 2.2.1.2.1

DIF Analysis and Summary: List 2 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.1.2.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: List 2 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.1.3 Grade 3

Table 2.2.1.3.1.1

DIF Analysis over Gender and Ethnicities: List 3 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

Table 2.2.1.3.1.2

DIF Summary: List 3 A S602 Paper

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

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

Table 2.2.1.3.2.1 **Information withheld due to confidentiality requirements.**

DIF Analysis over Gender and Ethnicities: List 3 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.1.3.2.2 **Information withheld due to confidentiality requirements.**

DIF Summary: List 3 B/C S602 Paper

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

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

Information withheld due to confidentiality requirements.

2.2.1.4 Grades 4–5

Table 2.2.1.4.1.1

DIF Analysis over Gender and Ethnicities: List 4-5 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

Table 2.2.1.4.1.2

DIF Summary: List 4-5 A S602 Paper

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

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

Table 2.2.1.4.2.1 **Information withheld due to confidentiality requirements.**

DIF Analysis over Gender and Ethnicities: List 4-5 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.1.4.2.2 **Information withheld due to confidentiality requirements.**

DIF Summary: List 4-5 B/C S602 Paper

Task/Item Name	DIF Level (F/M)	Favored Group (F/M)	DIF Level (H/O)	Favored Group (H/O)
Information withheld due to confidentiality requirements.				

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

2.2.1.5 Grades 6–8

Table 2.2.1.5.1.1

DIF Analysis over Gender and Ethnicities: List 6-8 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

Table 2.2.1.5.1.2

DIF Summary: List 6-8 A S602 Paper

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

Table 2.2.1.5.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: List 6-8 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.1.6 Grades 9–12

Table 2.2.1.6.1.1

DIF Analysis over Gender and Ethnicities: List 9-12 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.1.6.1.2 Information withheld due to confidentiality requirements.

DIF Summary: List 9-12 A S602 Paper

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

Information withheld due to confidentiality requirements.

Table 2.2.1.6.2.1

DIF Analysis over Gender and Ethnicities: List 9-12 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.1.6.2.2 Information withheld due to confidentiality requirements.

DIF Summary: List 9-12 B/C S602 Paper

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

Information withheld due to confidentiality requirements.

2.2.2 Reading

2.2.2.0 Kindergarten

Table 2.2.2.0

DIF Analysis and Summary: Read K S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.2.1 Grade 1

Table 2.2.2.1.1

DIF Analysis and Summary: Read 1 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

Table 2.2.2.1.2

DIF Analysis and Summary: Read 1 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.2.2 Grade 2

Table 2.2.2.2.1

DIF Analysis and Summary: Read 2 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.2.2.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: Read 2 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.2.3 Grade 3

Table 2.2.2.3.1

DIF Analysis and Summary: Read 3 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.2.3.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Read 3 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.2.4 Grades 4-5

Table 2.2.2.4.1

DIF Analysis and Summary: Read 4-5 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.2.4.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Read 4-5 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.2.5 Grades 6–8

Table 2.2.2.5.1

DIF Analysis and Summary: Read 6–8 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.2.5.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: Read 6–8 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.2.6 Grades 9–12

Table 2.2.2.6.1

DIF Analysis and Summary: Read 9–12 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.2.6.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: Read 9–12 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.3 Writing

2.2.3.0 Kindergarten

Table 2.2.3.0

DIF Analysis and Summary: Writ K S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.3.1 Grade 1

Table 2.2.3.1.1

DIF Analysis and Summary: Writ 1 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.3.1.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: Writ 1 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.3.2 Grade 2

Table 2.2.3.2.1

DIF Analysis and Summary: Writ 2 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.3.2.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Writ 2 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.3.3 Grade 3

Table 2.2.3.3.1

DIF Analysis and Summary: Writ 3 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.3.3.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Writ 3 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.3.4 Grades 4–5

Table 2.2.3.4.1

DIF Analysis and Summary: Writ 4-5 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.3.4.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: Writ 4-5 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.3.5 Grades 6–8

Table 2.2.3.5.1

DIF Analysis and Summary: Writ 6-8 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.3.5.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: Writ 6-8 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.3.6 Grades 9–12

Table 2.2.3.6.1

DIF Analysis and Summary: Writ 9-12 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.3.6.2 Information withheld due to confidentiality requirements.

DIF Analysis and Summary: Writ 9-12 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.4 Speaking

2.2.4.0 Kindergarten

Table 2.2.4.0

DIF Analysis and Summary: Spek K S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.4.1 Grade 1

Table 2.2.4.1.1

DIF Analysis and Summary: Spek 1 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.4.1.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Spek 1 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.4.2 Grade 2

Table 2.2.4.2.1

DIF Analysis and Summary: Spek 2 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.4.2.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Spek 2 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.4.3 Grade 3

Table 2.2.4.3.1

DIF Analysis and Summary: Spek 3 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Table 2.2.4.3.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Spek 3 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

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

Information withheld due to confidentiality requirements.

2.2.4.4 Grades 4–5

Table 2.2.4.4.1

DIF Analysis and Summary: Spek 4-5 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.4.4.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Spek 4-5 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.4.5 Grades 6–8

Table 2.2.4.5.1

DIF Analysis and Summary: Spek 6-8 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.4.5.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Spek 6-8 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.2.4.6 Grades 9–12

Table 2.2.4.6.1

DIF Analysis and Summary: Spek 9-12 A S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Table 2.2.4.6.2 **Information withheld due to confidentiality requirements.**

DIF Analysis and Summary: Spek 9-12 B/C S602 Paper

DIF Level	Favoring Male	Favoring Female	Favoring Hispanic	Favoring Others

Information withheld due to confidentiality requirements.

2.3 Raw Score Distribution

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

Each table in this section summarizes results for a grade-level cluster and tier combination (e.g., Speaking 4–5 Tier A). For each table, results are broken down by grade and presented for the grade-level cluster 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./SD) of the raw scores

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

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

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

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

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

2.3.1 Listening

2.3.1.0 Kindergarten

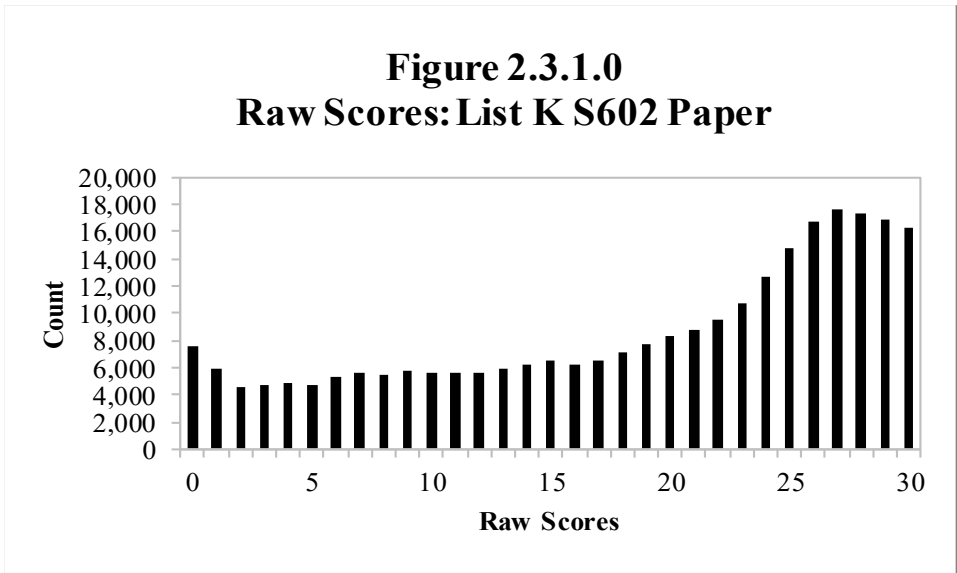
Table 2.3.1.0

Raw Score Descriptive Statistics: List K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,874	0	30	18.81	9.07
Total	266,874	0	30	18.81	9.07

Figure 2.3.1.0

Raw Scores: List K S602 Paper



2.3.1.1 **Grade 1**

Table 2.3.1.1.1

Raw Score Descriptive Statistics: List 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	21,256	0	18	13.01	3.51
Total	21,256	0	18	13.01	3.51

Figure 2.3.1.1.1

Raw Scores: List 1 A S602 Paper

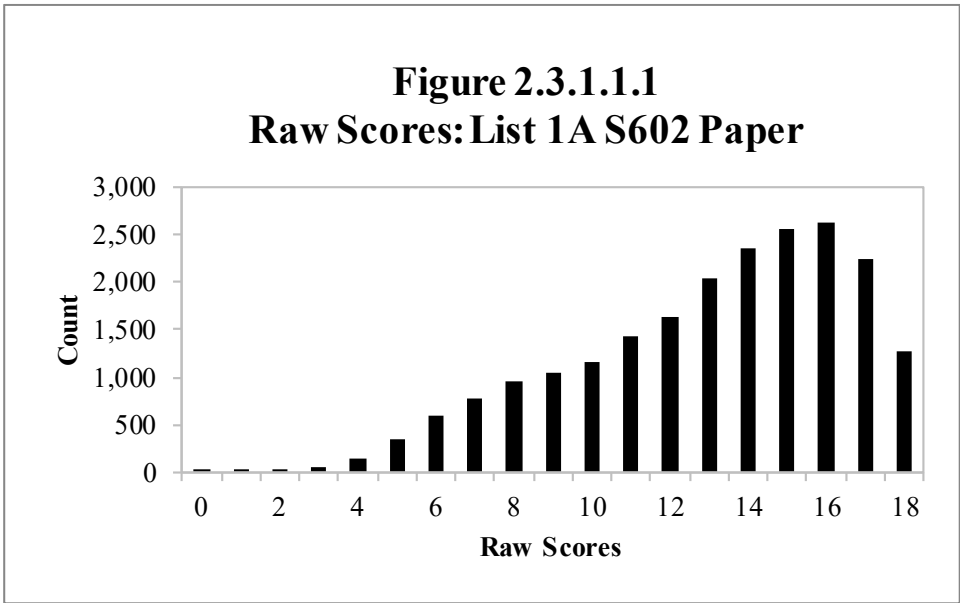


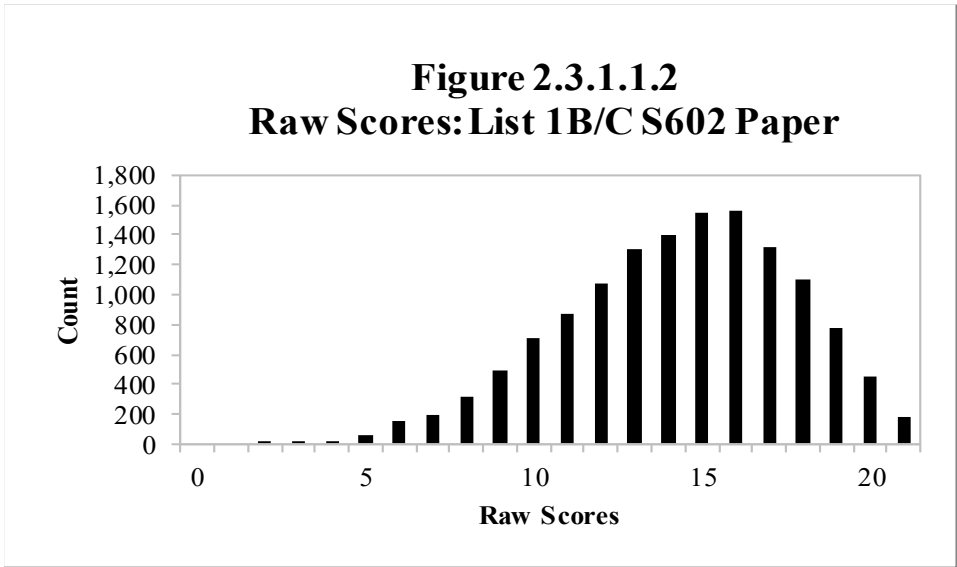
Table 2.3.1.1.2

Raw Score Descriptive Statistics: List 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	13,543	2	21	14.30	3.41
Total	13,543	2	21	14.30	3.41

Figure 2.3.1.1.2

Raw Scores: List 1 B/C S602 Paper



2.3.1.2 **Grade 2**

Table 2.3.1.2.1

Raw Score Descriptive Statistics: List 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	12,874	1	18	13.06	3.71
Total	12,874	1	18	13.06	3.71

Figure 2.3.1.2.1

Raw Scores: List 2 A S602 Paper

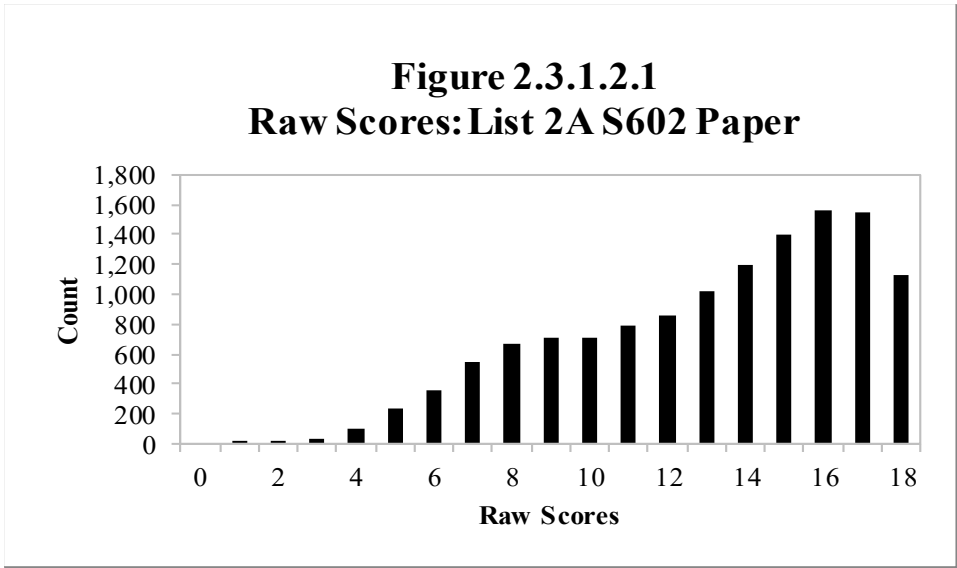


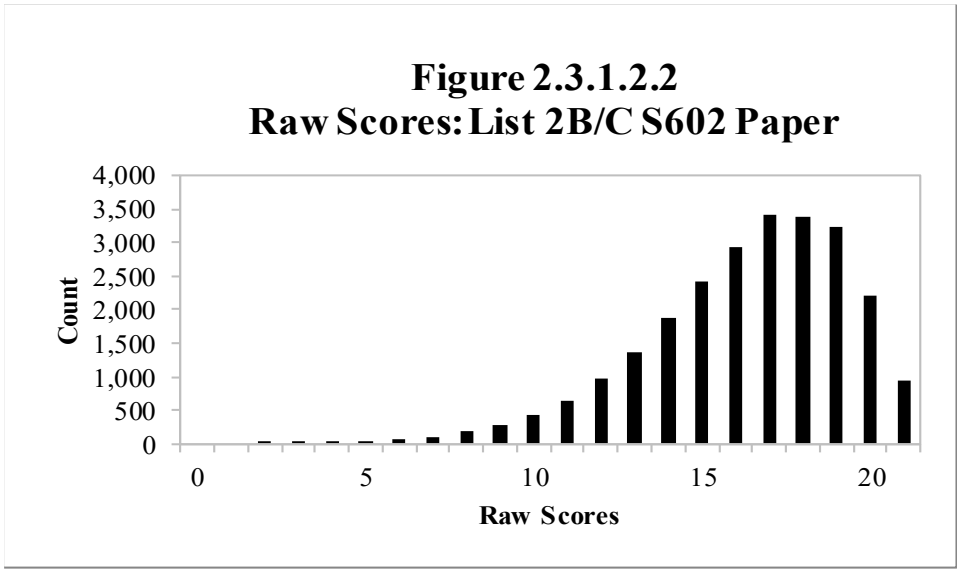
Table 2.3.1.2.2

Raw Score Descriptive Statistics: List 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	24,534	2	21	16.31	3.00
Total	24,534	2	21	16.31	3.00

Figure 2.3.1.2.2

Raw Scores: List 2 B/C S602 Paper



2.3.1.3 **Grade 3**

Table 2.3.1.3.1

Raw Score Descriptive Statistics: List 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	10,629	0	18	10.18	3.48
Total	10,629	0	18	10.18	3.48

Figure 2.3.1.3.1

Raw Scores: List K S602 Paper

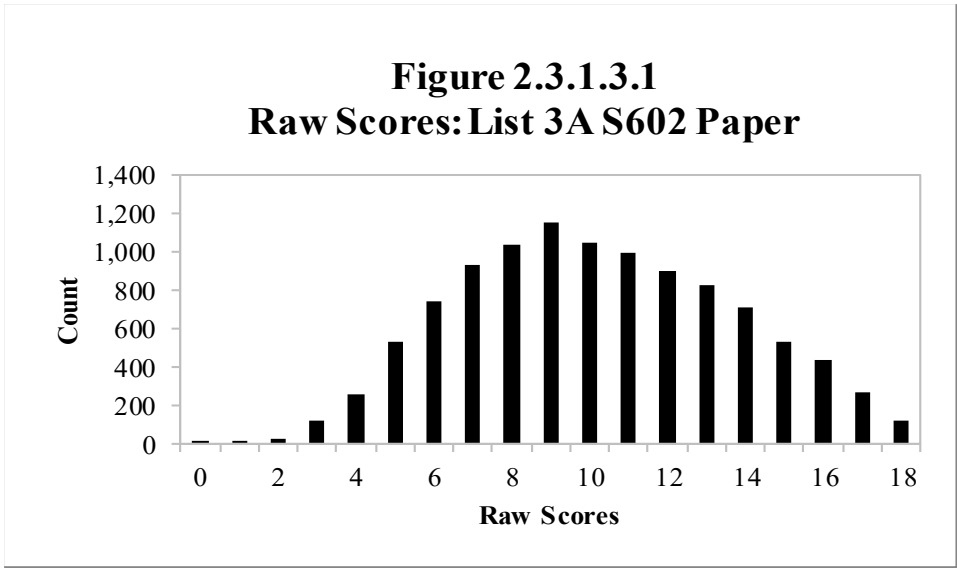


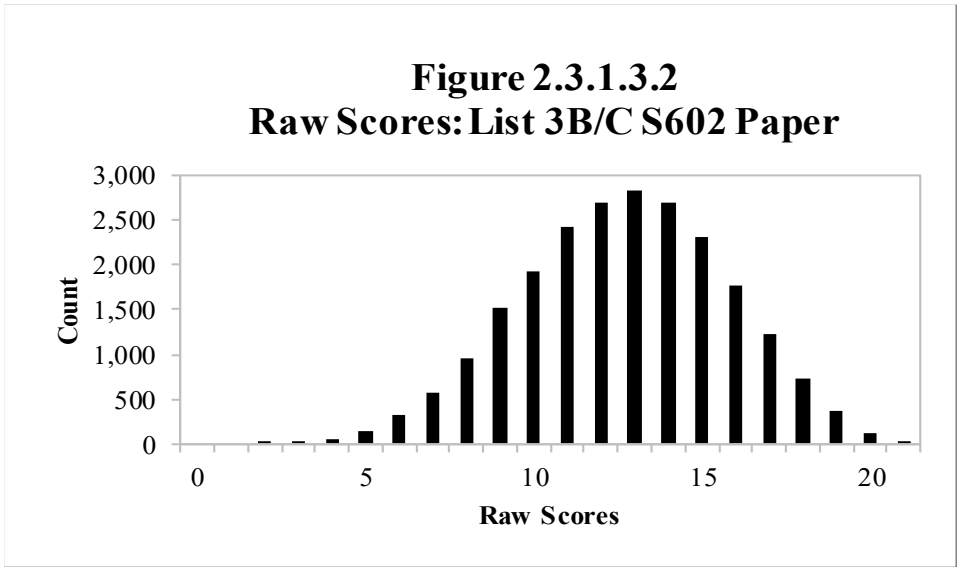
Table 2.3.1.3.2

Raw Score Descriptive Statistics: List 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	22,663	2	21	12.68	3.07
Total	22,663	2	21	12.68	3.07

Figure 2.3.1.3.2

Raw Scores: List 3 B/C S602 Paper



2.3.1.4 Grades 4-5

Table 2.3.1.4.1

Raw Score Descriptive Statistics: List 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	8,602	0	18	10.51	3.55
5	7,979	0	18	10.99	3.62
Total	16,581	0	18	10.74	3.59

Figure 2.3.1.4.1

Raw Scores: List 4-5 A S602 Paper

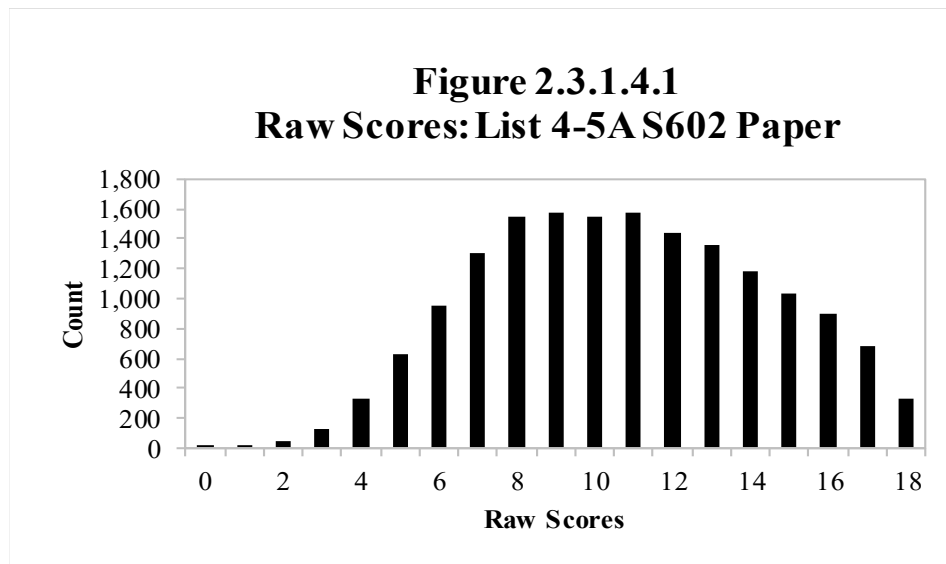


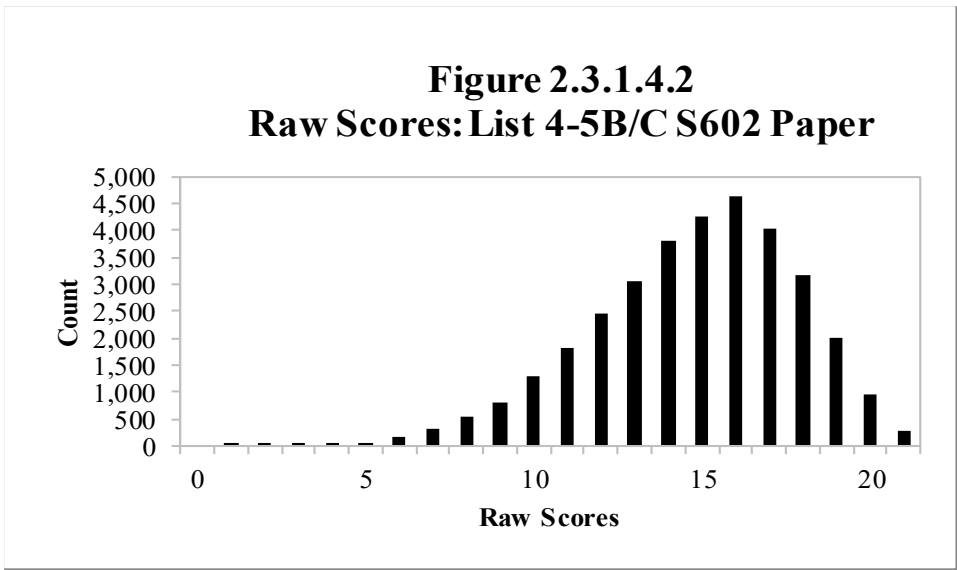
Table 2.3.1.4.2

Raw Score Descriptive Statistics: List 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	19,653	2	21	14.32	3.02
5	14,017	1	21	15.38	2.99
Total	33,670	1	21	14.76	3.05

Figure 2.3.1.4.2

Raw Scores: List 4-5 B/C S602 Paper



2.3.1.5 Grades 6-8

Table 2.3.1.5.1

Raw Score Descriptive Statistics: List 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	8,105	1	18	9.71	3.18
7	7,871	1	18	9.71	3.17
8	7,779	0	18	10.07	3.24
Total	23,755	0	18	9.82	3.20

Figure 2.3.1.5.1

Raw Scores: List 6-8 A S602 Paper

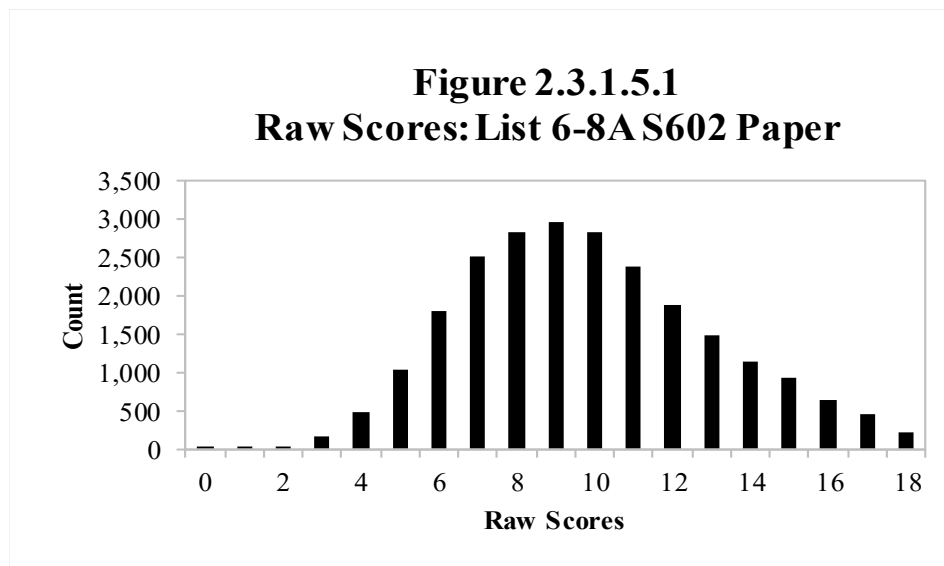


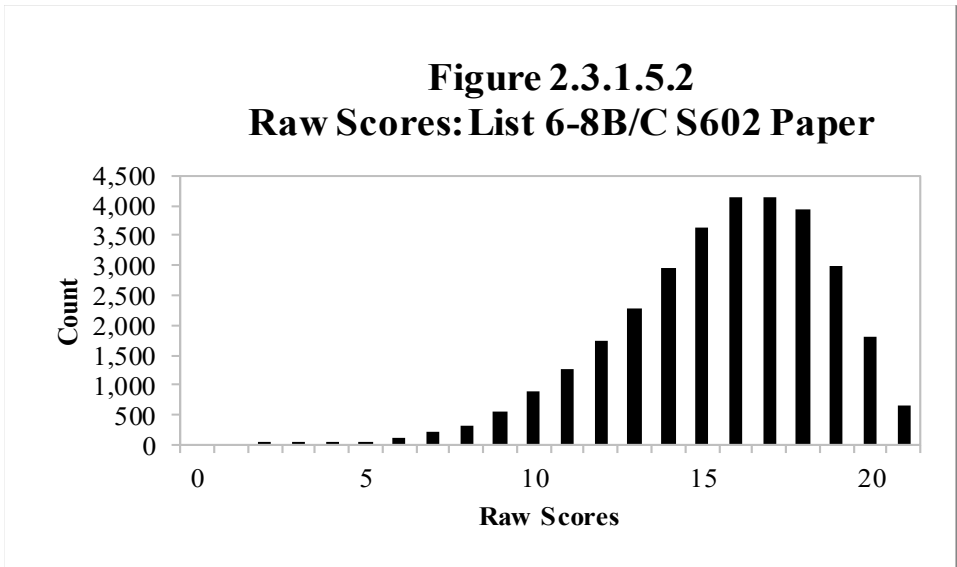
Table 2.3.1.5.2

Raw Score Descriptive Statistics: List 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	10,814	3	21	14.95	3.04
7	11,355	2	21	15.62	3.02
8	9,523	3	21	16.24	2.98
Total	31,692	2	21	15.58	3.06

Figure 2.3.1.5.2

Raw Scores: List 6-8 B/C S602 Paper



2.3.1.6 Grades 9-12

Table 2.3.1.6.1

Raw Score Descriptive Statistics: List 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	7,914	2	18	10.06	2.85
10	6,389	0	18	10.20	2.83
11	4,793	1	18	10.40	2.93
12	2,719	1	18	10.65	2.84
Total	21,815	0	18	10.25	2.87

Figure 2.3.1.6.1

Raw Scores: List 9-12 A S602 Paper

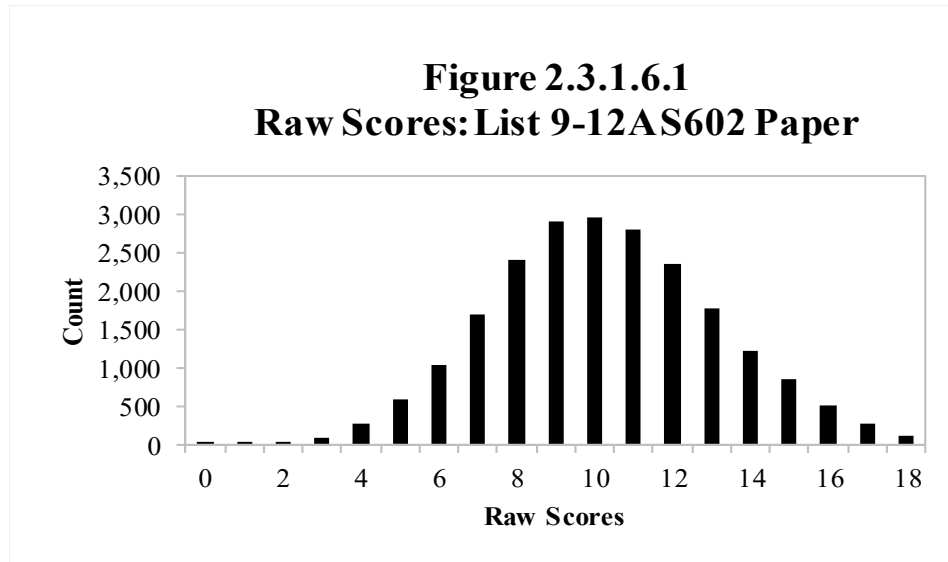


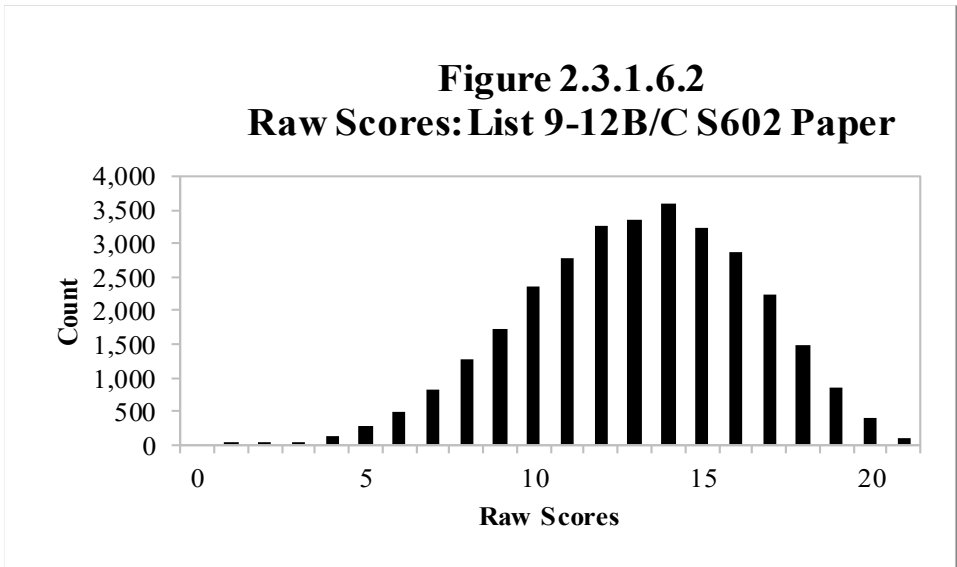
Table 2.3.1.6.2

Raw Score Descriptive Statistics: List 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	9,055	1	21	13.02	3.29
10	8,962	1	21	13.14	3.37
11	7,718	2	21	13.14	3.43
12	5,579	2	21	12.94	3.42
Total	31,314	1	21	13.07	3.37

Figure 2.3.1.6.2

Raw Scores: List 9-12 B/C S602 Paper



2.3.2 Reading

2.3.2.0 Kindergarten

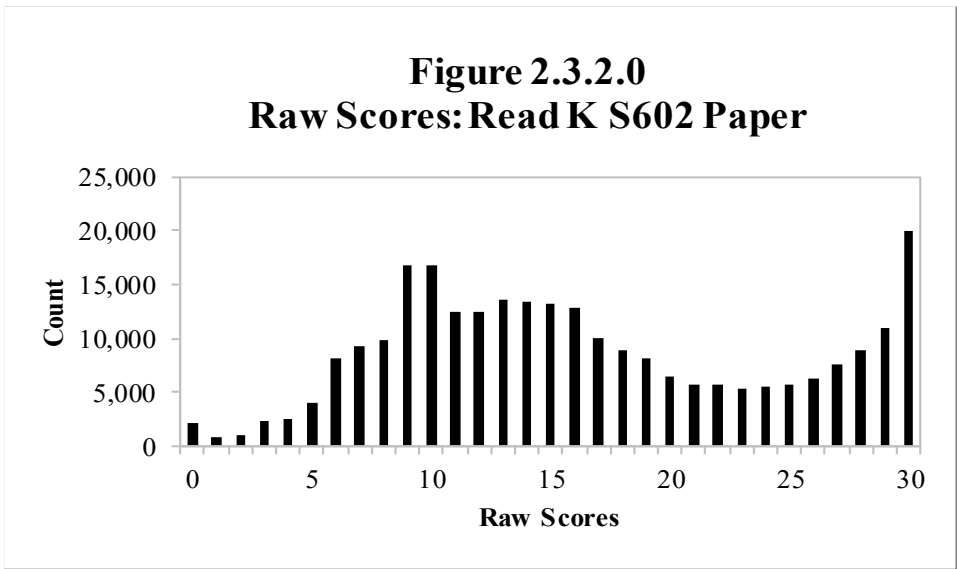
Table 2.3.2.0

Raw Score Descriptive Statistics: Read K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,871	0	30	16.48	7.90
Total	266,871	0	30	16.48	7.90

Figure 2.3.2.0

Raw Scores: Read K S602 Paper



2.3.2.1 **Grade 1**

Table 2.3.2.1.1

Raw Score Descriptive Statistics: Read 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	20,355	0	24	11.82	4.49
Total	20,355	0	24	11.82	4.49

Figure 2.3.2.1.1

Raw Scores: Read 1 A S602 Paper

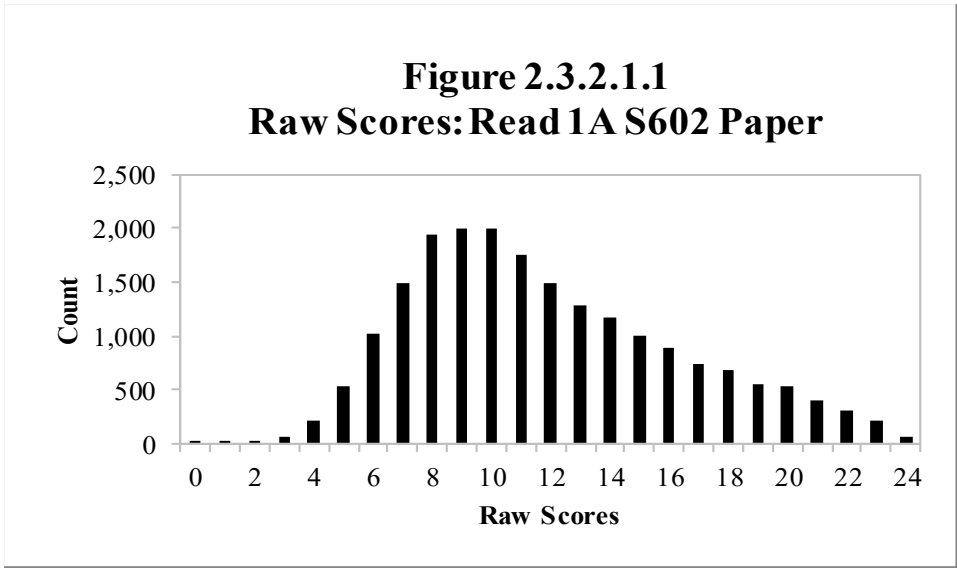


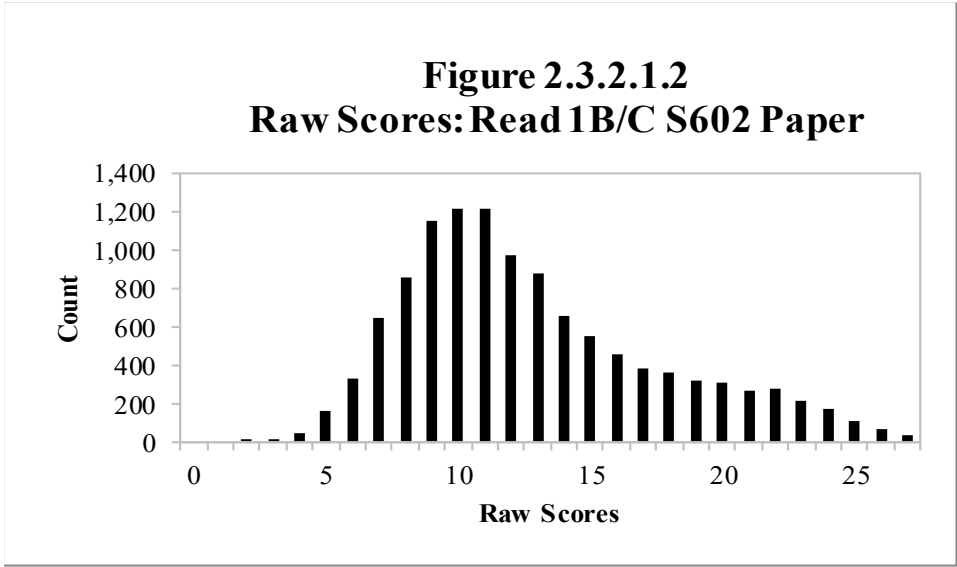
Table 2.3.2.1.2

Raw Score Descriptive Statistics: Read 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	11,642	2	27	12.81	4.85
Total	11,642	2	27	12.81	4.85

Figure 2.3.2.1.2

Raw Scores: Read 1 B/C S602 Paper



2.3.2.2 Grade 2

Table 2.3.2.2.1

Raw Score Descriptive Statistics: Read 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	12,060	1	24	13.29	4.96
Total	12,060	1	24	13.29	4.96

Figure 2.3.2.2.1

Raw Scores: Read 2 A S602 Paper

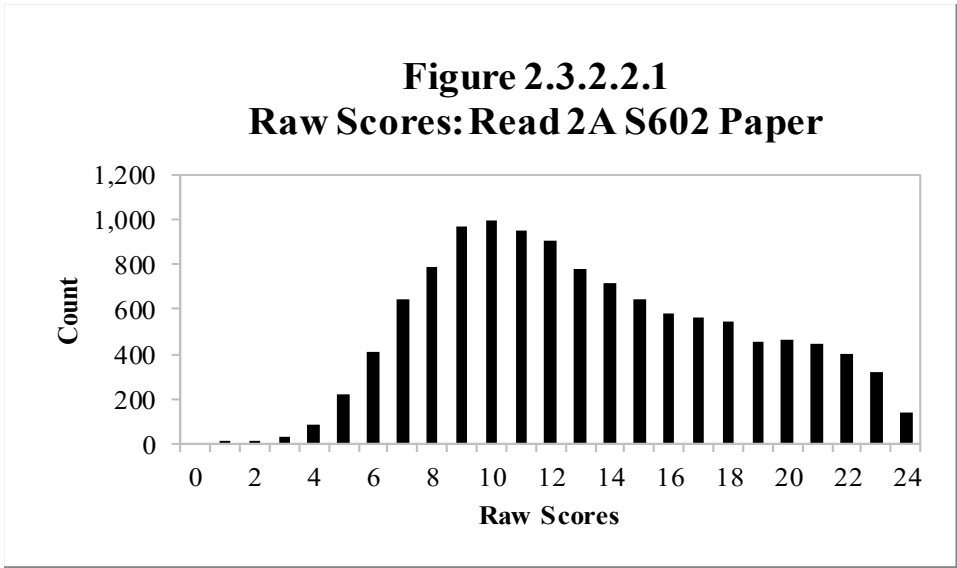


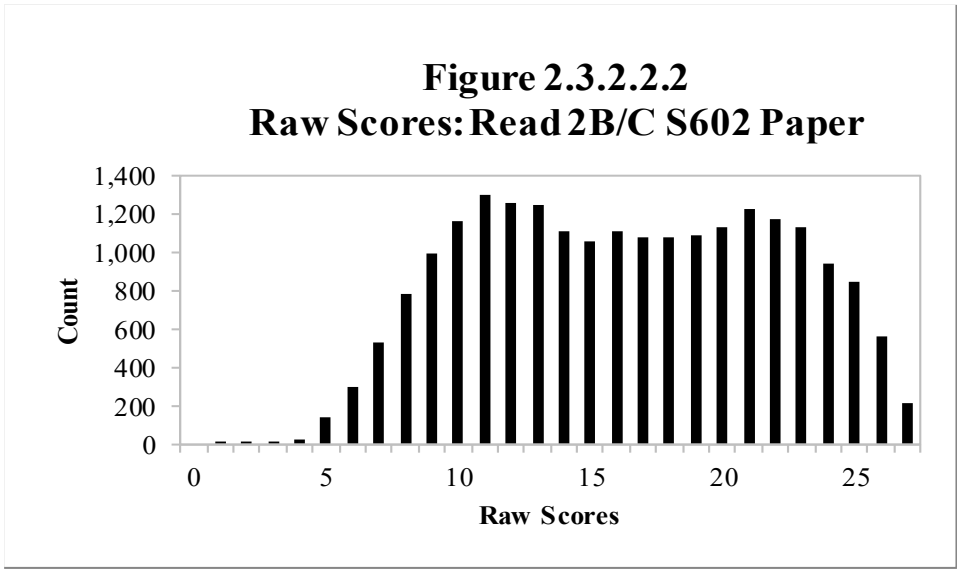
Table 2.3.2.2.2

Raw Score Descriptive Statistics: Read 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	21,504	1	27	16.31	5.61
Total	21,504	1	27	16.31	5.61

Figure 2.3.2.2.2

Raw Scores: Read 2 B/C S602 Paper



2.3.2.3 **Grade 3**

Table 2.3.2.3.1

Raw Score Descriptive Statistics: Read 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	9,829	0	24	10.94	4.63
Total	9,829	0	24	10.94	4.63

Figure 2.3.2.3.1

Raw Scores: Read 3 A S602 Paper

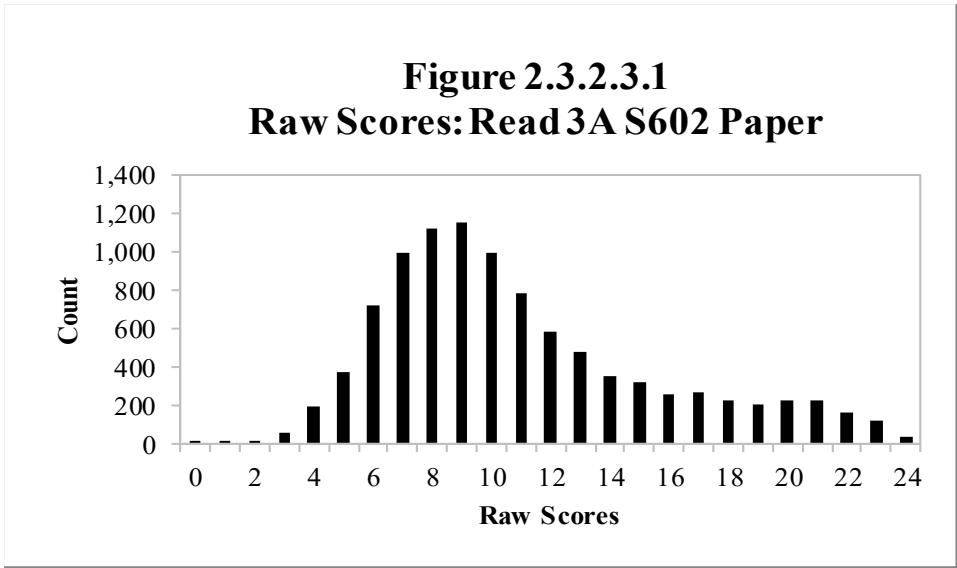


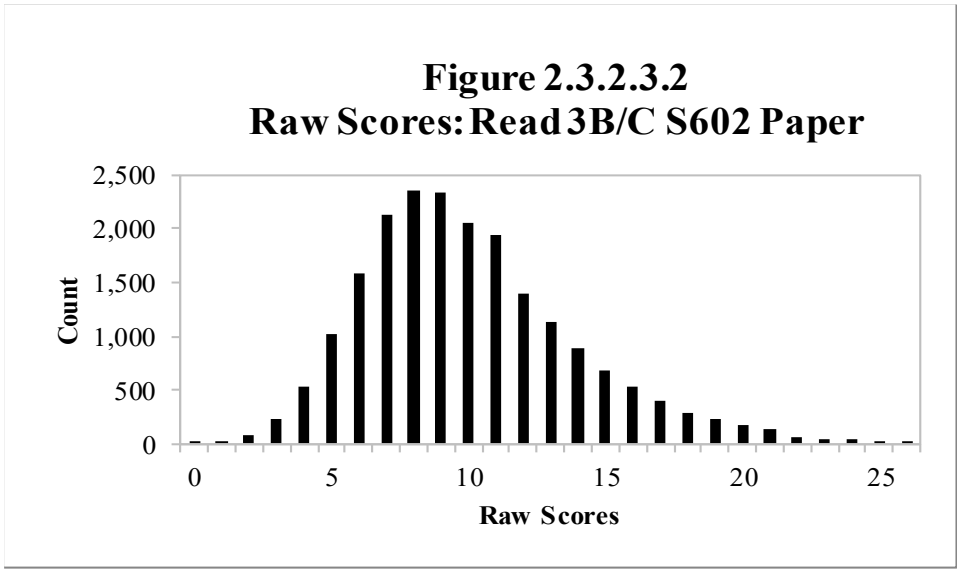
Table 2.3.2.3.2

Raw Score Descriptive Statistics: Read 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	20,388	0	26	10.05	3.93
Total	20,388	0	26	10.05	3.93

Figure 2.3.2.3.2

Raw Scores: Read 3 B/C S602 Paper



2.3.2.4 Grades 4-5

Table 2.3.2.4.1

Raw Score Descriptive Statistics: Read 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	8,005	0	24	12.22	5.00
5	7,578	2	24	13.39	5.19
Total	15,583	0	24	12.79	5.13

Figure 2.3.2.4.1

Raw Scores: Read 4-5 A S602 Paper

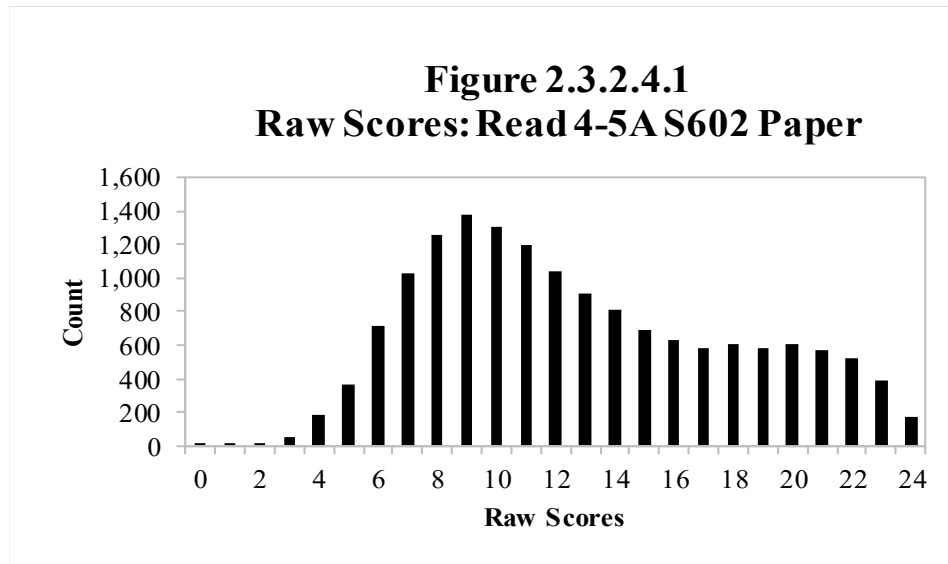


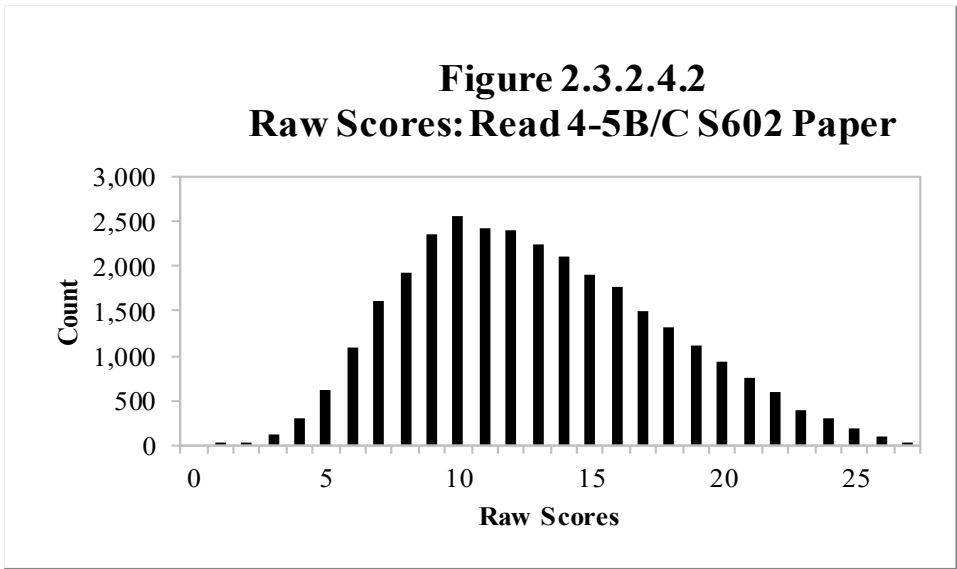
Table 2.3.2.4.2

Raw Score Descriptive Statistics: Read 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	17,761	1	27	12.08	4.48
5	12,934	1	27	14.21	4.92
Total	30,695	1	27	12.98	4.79

Figure 2.3.2.4.2

Raw Scores: Read 4-5 B/C S602 Paper



2.3.2.5 Grades 6-8

Table 2.3.2.5.1

Raw Score Descriptive Statistics: Read 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	7,724	1	24	11.30	4.24
7	7,594	1	24	11.74	4.41
8	7,491	2	24	12.81	4.55
Total	22,809	1	24	11.94	4.45

Figure 2.3.2.5.1

Raw Scores: Read 6-8 A S602 Paper

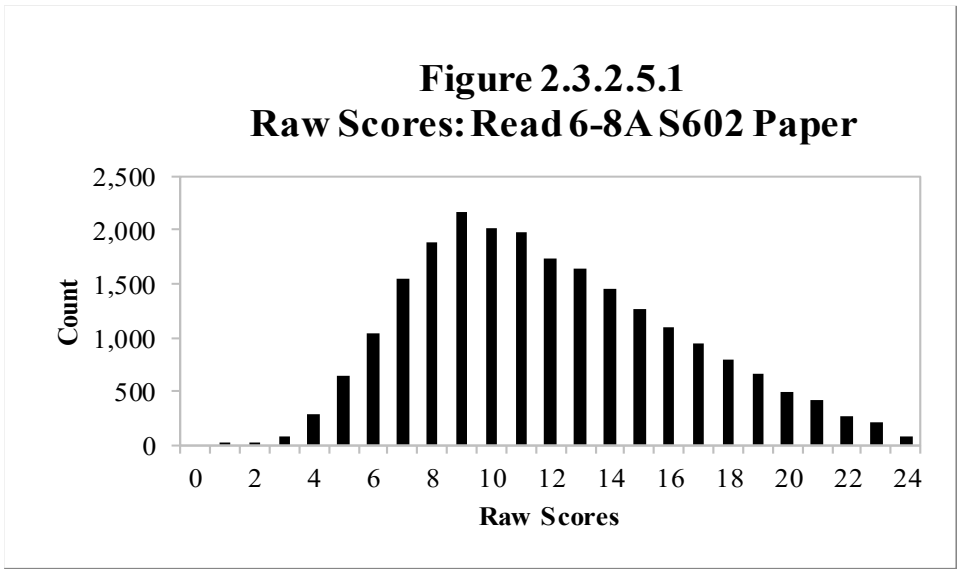


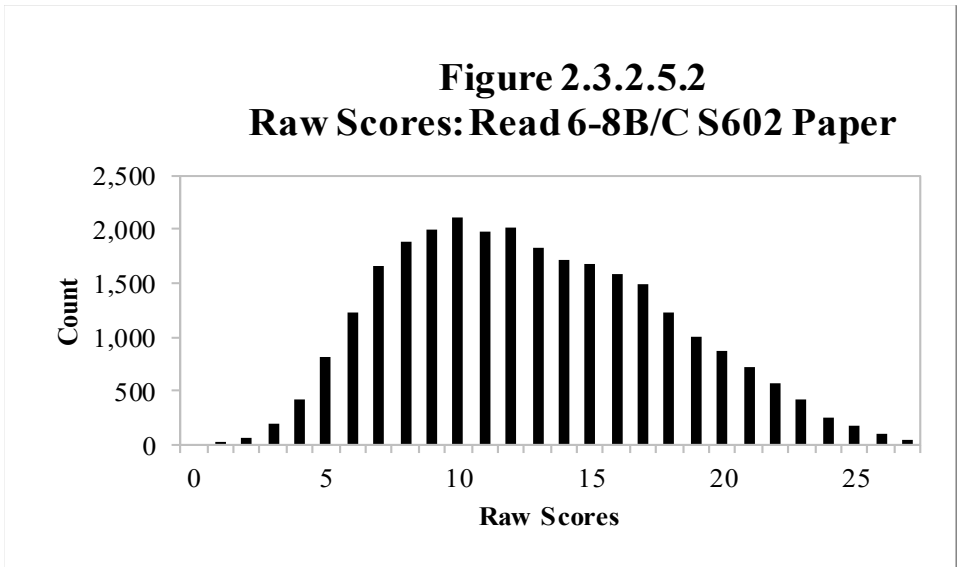
Table 2.3.2.5.2

Raw Score Descriptive Statistics: Read 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	9,487	1	26	11.57	4.48
7	10,059	1	27	12.54	4.99
8	8,538	1	27	14.47	5.24
Total	28,084	1	27	12.80	5.04

Figure 2.3.2.5.2

Raw Scores: Read 6-8 B/C S602 Paper



2.3.2.6 Grades 9-12

Table 2.3.2.6.1

Raw Score Descriptive Statistics: Read 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	7,950	2	24	12.87	4.50
10	6,392	0	24	13.42	4.47
11	4,833	2	24	14.17	4.60
12	2,769	2	24	14.65	4.52
Total	21,944	0	24	13.54	4.56

Figure 2.3.2.6.1

Raw Scores: Read 9-12 A S602 Paper

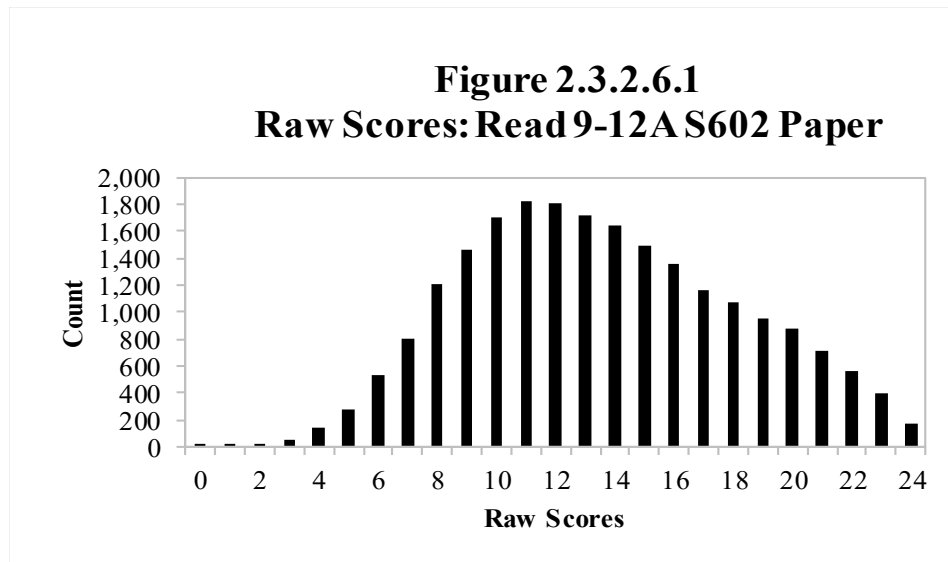


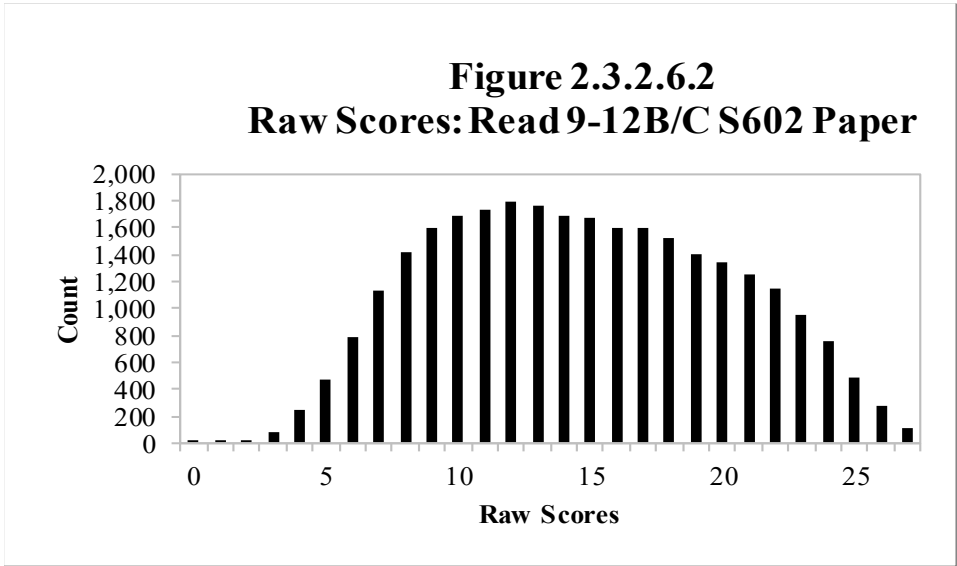
Table 2.3.2.6.2

Raw Score Descriptive Statistics: Read 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	8,081	0	27	14.06	5.28
10	8,168	1	27	14.85	5.43
11	7,128	0	27	15.16	5.52
12	5,214	1	27	14.58	5.55
Total	28,591	0	27	14.66	5.45

Figure 2.3.2.6.2

Raw Scores: Read 9-12 B/C S602 Paper



2.3.3 Writing

2.3.3.0 Kindergarten

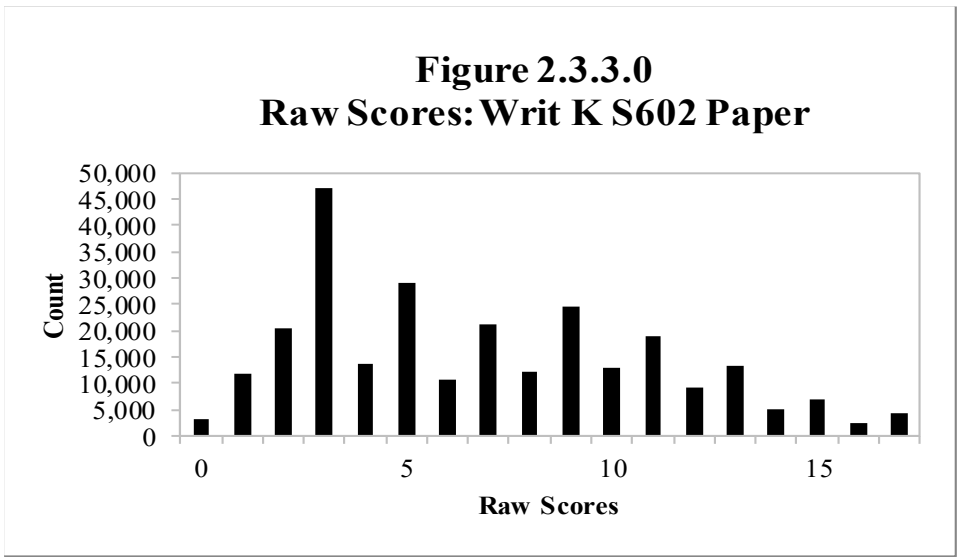
Table 2.3.3.0

Raw Score Descriptive Statistics: Writ K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,870	0	17	6.86	4.17
Total	266,870	0	17	6.86	4.17

Figure 2.3.3.0

Raw Scores: Writ K S602 Paper



2.3.3.1 Grade 1

Table 2.3.3.1.1

Raw Score Descriptive Statistics: Writ 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	26,405	0	25	9.77	5.89
Total	26,405	0	25	9.77	5.89

Figure 2.3.3.1.1

Raw Scores: Writ 1 A S602 Paper

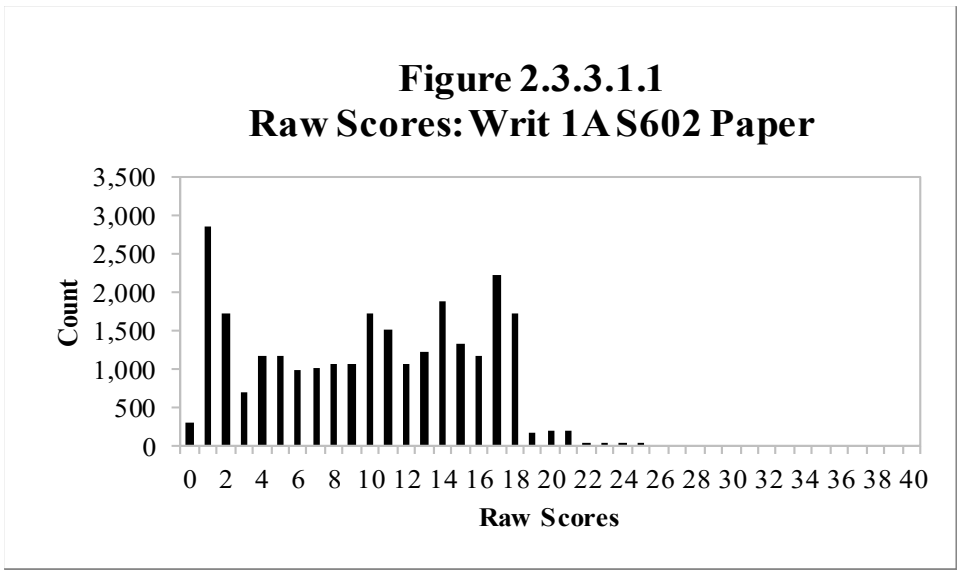


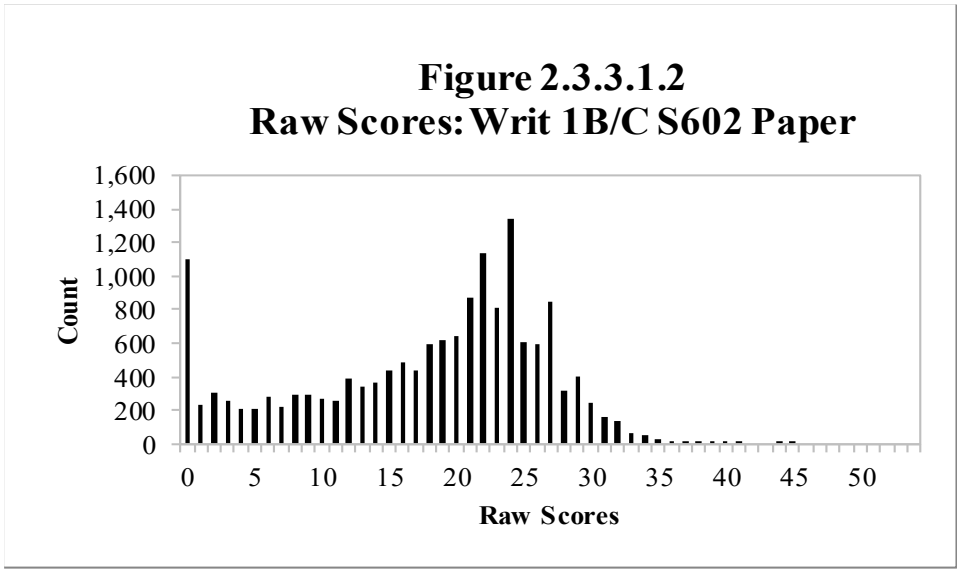
Table 2.3.3.1.2

Raw Score Descriptive Statistics: Writ 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	15,881	0	45	17.58	8.97
Total	15,881	0	45	17.58	8.97

Figure 2.3.2.1.2

Raw Scores: Writ 1 B/C S602 Paper



2.3.3.2 Grade 2

Table 2.3.3.2.1

Raw Score Descriptive Statistics: Writ 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	14,592	0	20	6.15	4.59
Total	14,592	0	20	6.15	4.59

Figure 2.3.3.2.1

Raw Scores: Writ 2 A S602 Paper

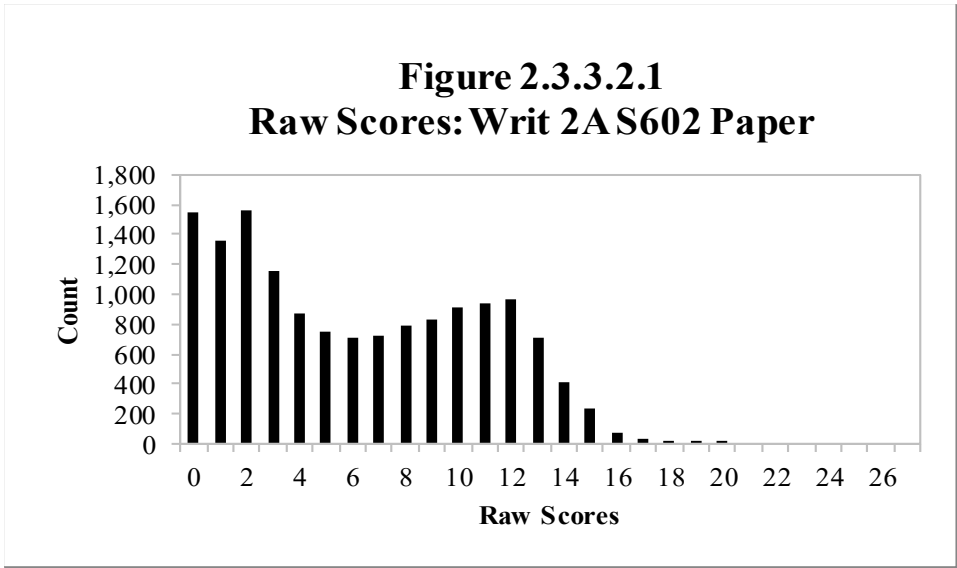


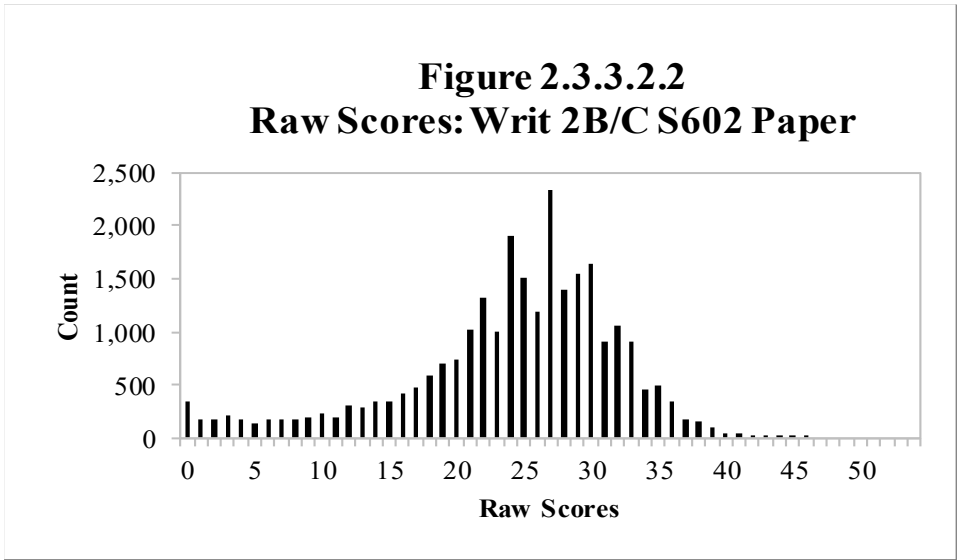
Table 2.3.3.2.2

Raw Score Descriptive Statistics: Writ 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	26,241	0	46	23.93	8.14
Total	26,241	0	46	23.93	8.14

Figure 2.3.3.2.2

Raw Scores: Writ 2 B/C S602 Paper



2.3.3.3 Grade 3

Table 2.3.3.3.1

Raw Score Descriptive Statistics: Writ 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	11,793	0	19	7.42	4.72
Total	11,793	0	19	7.42	4.72

Figure 2.3.3.3.1

Raw Scores: Writ 3 A S602 Paper

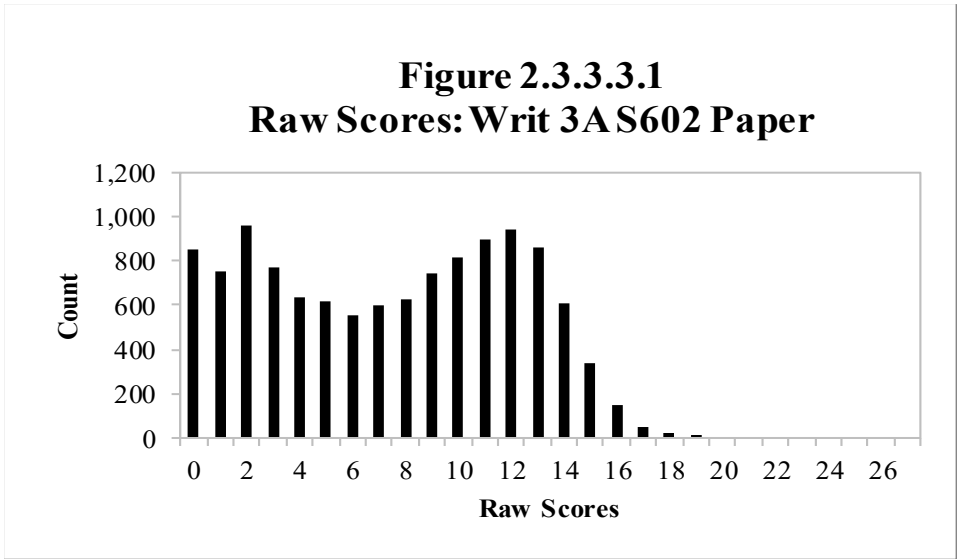


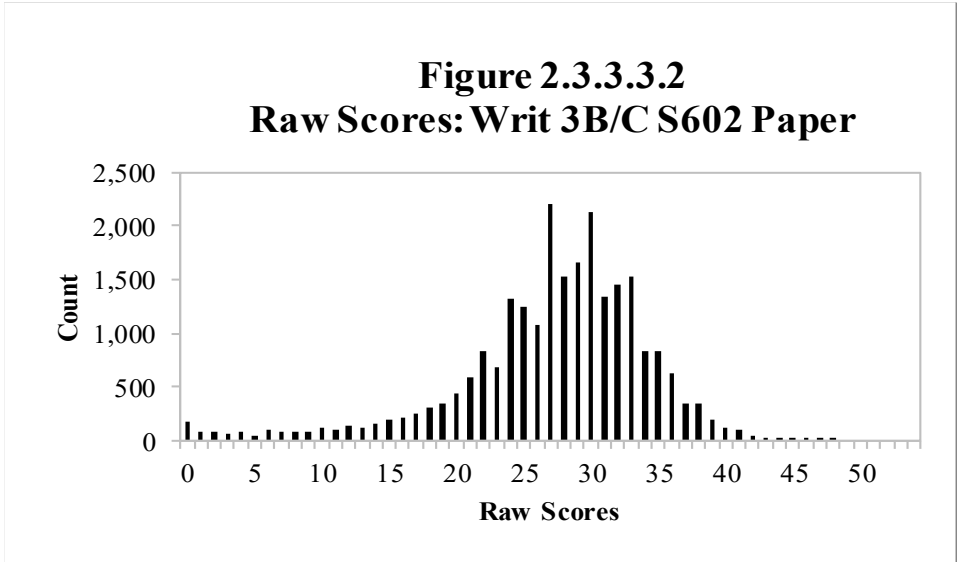
Table 2.3.3.3.2

Raw Score Descriptive Statistics: Writ 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	24,382	0	48	27.09	7.27
Total	24,382	0	48	27.09	7.27

Figure 2.3.3.3.2

Raw Scores: Writ 3 B/C S602 Paper



2.3.3.4 Grades 4-5

Table 2.3.3.4.1

Raw Score Descriptive Statistics: Writ 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	9,439	0	21	6.80	4.37
5	8,685	0	21	7.68	4.39
Total	18,124	0	21	7.22	4.40

Figure 2.3.3.4.1

Raw Scores: Writ 4-5 A S602 Paper

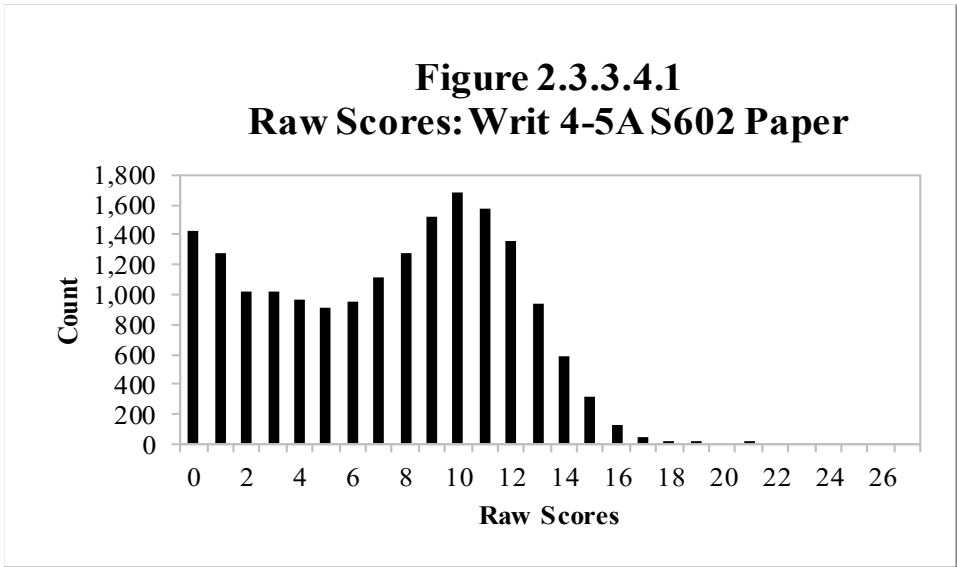


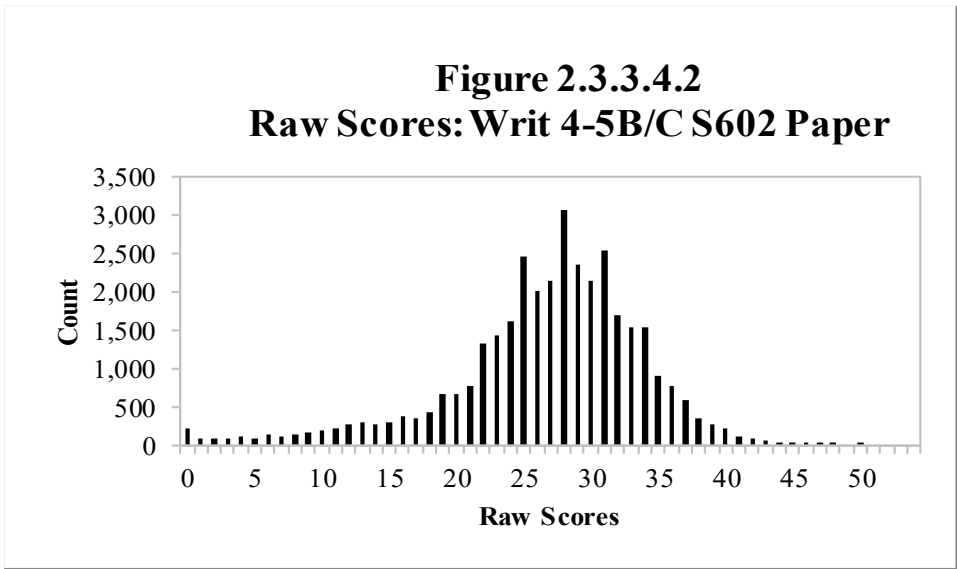
Table 2.3.3.4.2

Raw Score Descriptive Statistics: Writ 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	20,703	0	46	25.37	7.25
5	14,622	0	50	28.41	7.04
Total	35,325	0	50	26.63	7.32

Figure 2.3.3.4.2

Raw Scores: Writ 4-5 B/C S602 Paper



2.3.3.5 Grades 6-8

Table 2.3.3.5.1

Raw Score Descriptive Statistics: Writ 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	8,726	0	20	7.65	4.25
7	8,533	0	21	8.01	4.17
8	8,399	0	21	8.66	4.19
Total	25,658	0	21	8.10	4.22

Figure 2.3.3.5.1

Raw Scores: Writ 6-8 A S602 Paper

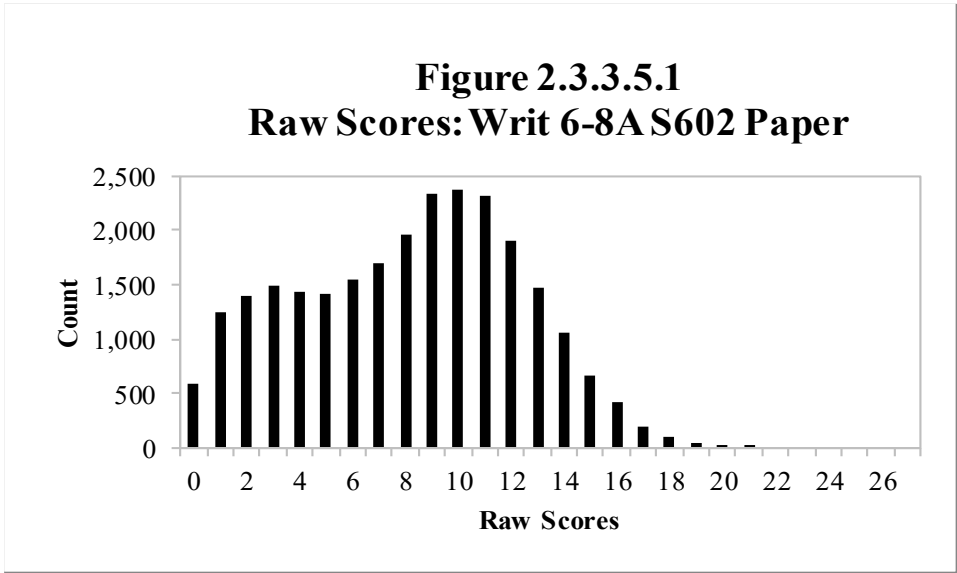


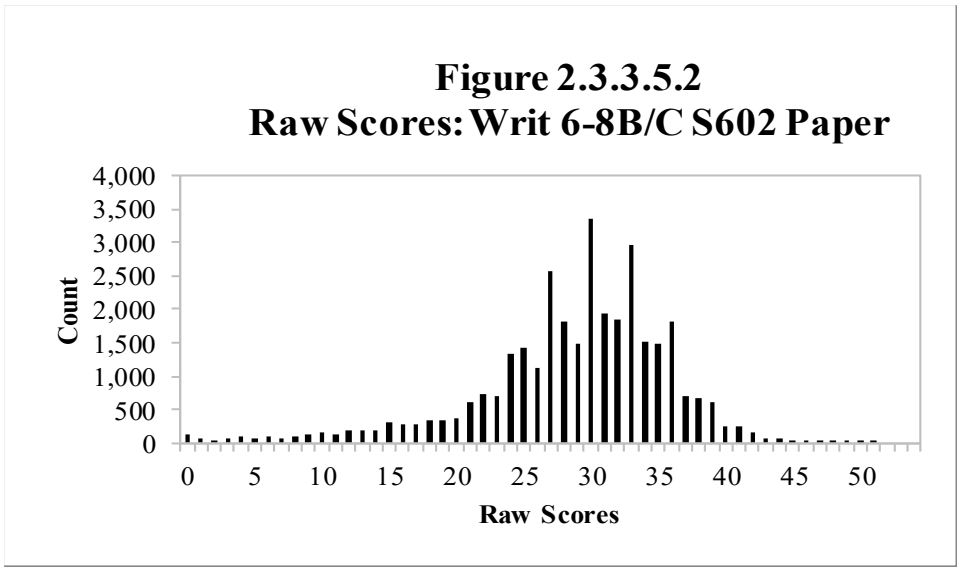
Table 2.3.3.5.2

Raw Score Descriptive Statistics: Writ 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	11,333	0	48	27.24	7.29
7	11,917	0	49	28.74	7.14
8	10,029	0	51	30.10	7.22
Total	33,279	0	51	28.64	7.31

Figure 2.3.3.5.2

Raw Scores: Writ 6-8 B/C S602 Paper



2.3.3.6 Grades 9-12

Table 2.3.3.6.1

Raw Score Descriptive Statistics: Writ 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	8,736	0	22	7.39	4.56
10	7,064	0	21	7.84	4.41
11	5,266	0	21	8.52	4.37
12	2,967	0	20	9.19	4.15
Total	24,033	0	22	7.99	4.47

Figure 2.3.3.6.1

Raw Scores: Writ 9-12 A S602 Paper

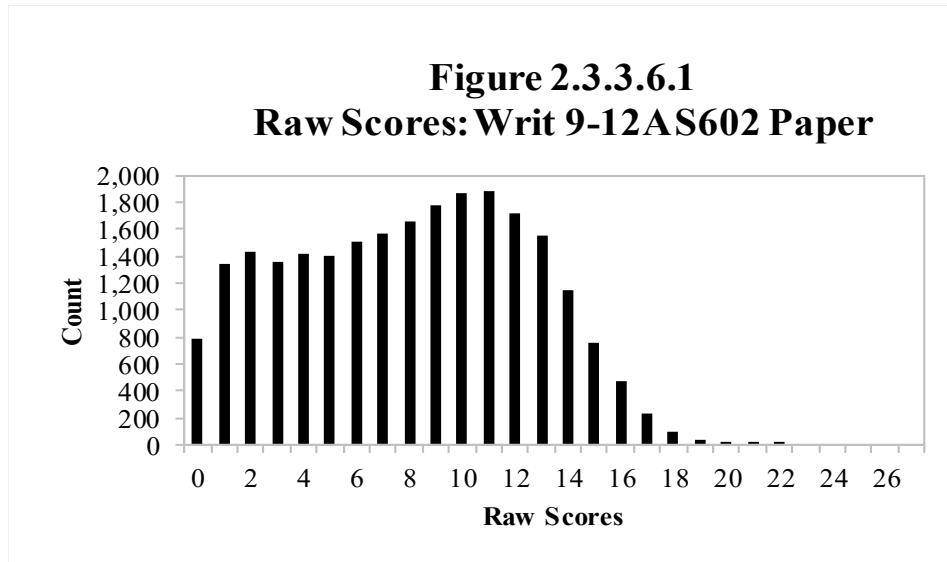


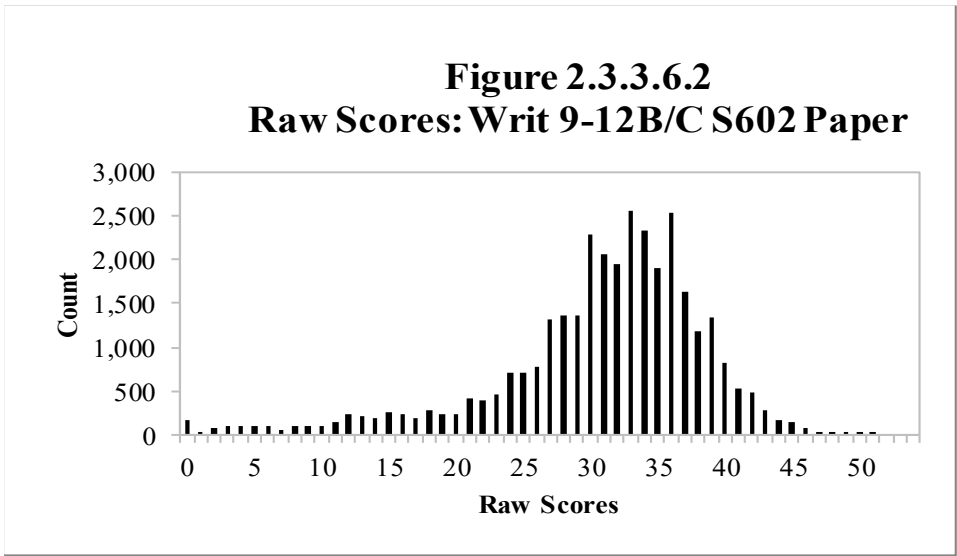
Table 2.3.3.6.2

Raw Score Descriptive Statistics: Writ 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	9,520	0	50	30.39	7.78
10	9,574	0	51	30.78	7.95
11	8,126	0	50	31.03	8.13
12	5,855	0	50	30.80	8.01
Total	33,075	0	51	30.73	7.96

Figure 2.3.3.6.2

Raw Scores: Writ 9-12 B/C S602 Paper



2.3.4 Speaking

2.3.4.0 Kindergarten

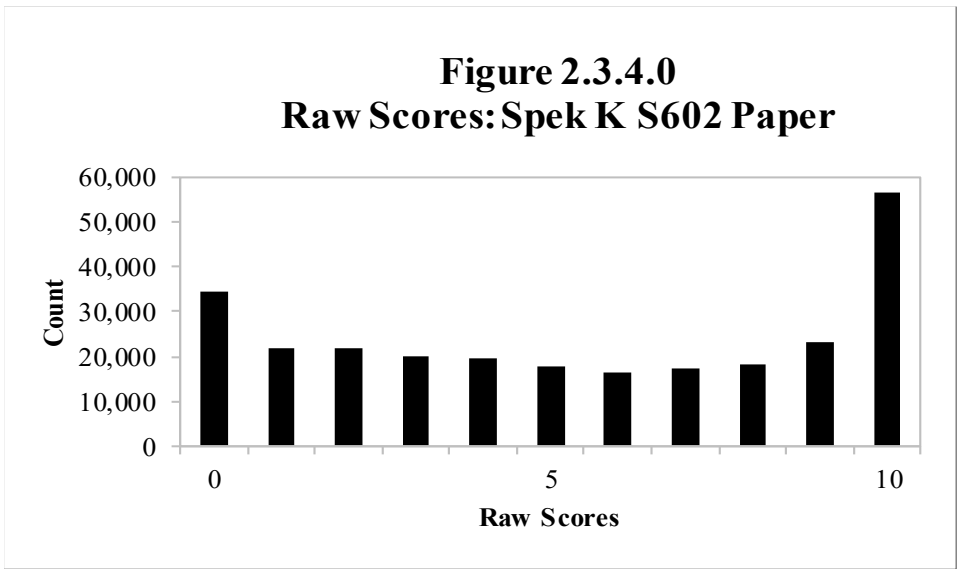
Table 2.3.4.0

Raw Score Descriptive Statistics: Spek K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,865	0	10	5.36	3.62
Total	266,865	0	10	5.36	3.62

Figure 2.3.4.0

Raw Scores: Spek K S602 Paper



2.3.4.1 Grade 1

Table 2.3.4.1.1

Raw Score Descriptive Statistics: Spek 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	26,184	0	18	9.37	4.31
Total	26,184	0	18	9.37	4.31

Figure 2.3.4.1.1

Raw Scores: Spek 1A S602 Paper

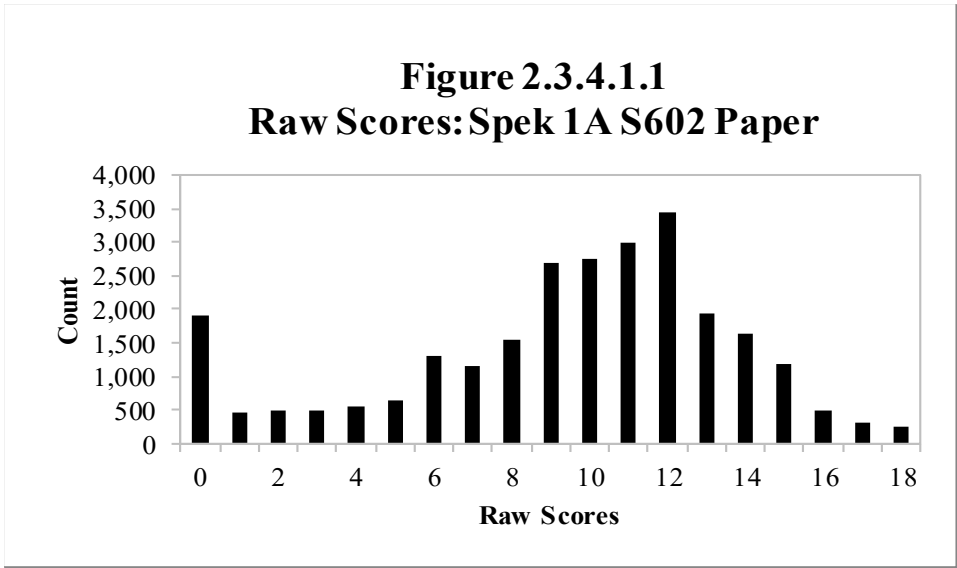


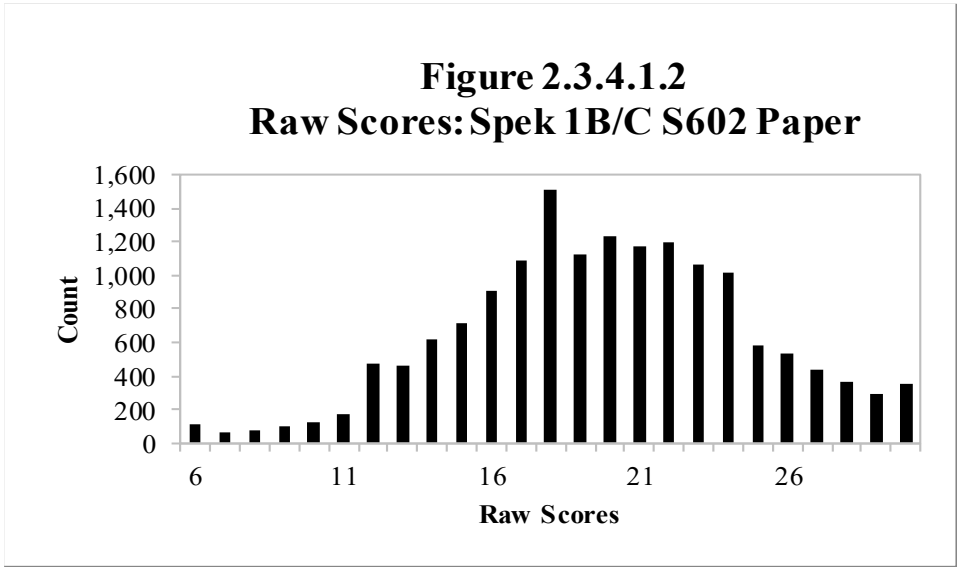
Table 2.3.4.1.2

Raw Score Descriptive Statistics: Spek 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	15,788	6	30	19.78	4.88
Total	15,788	6	30	19.78	4.88

Figure 2.3.4.1.2

Raw Scores: Spek 1 B/C S602 Paper



2.3.4.2 Grade 2

Table 2.3.4.2.1

Raw Score Descriptive Statistics: Spek 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	14,478	0	18	9.74	4.87
Total	14,478	0	18	9.74	4.87

Figure 2.3.4.2.1

Raw Scores: Spek 2 A S602 Paper

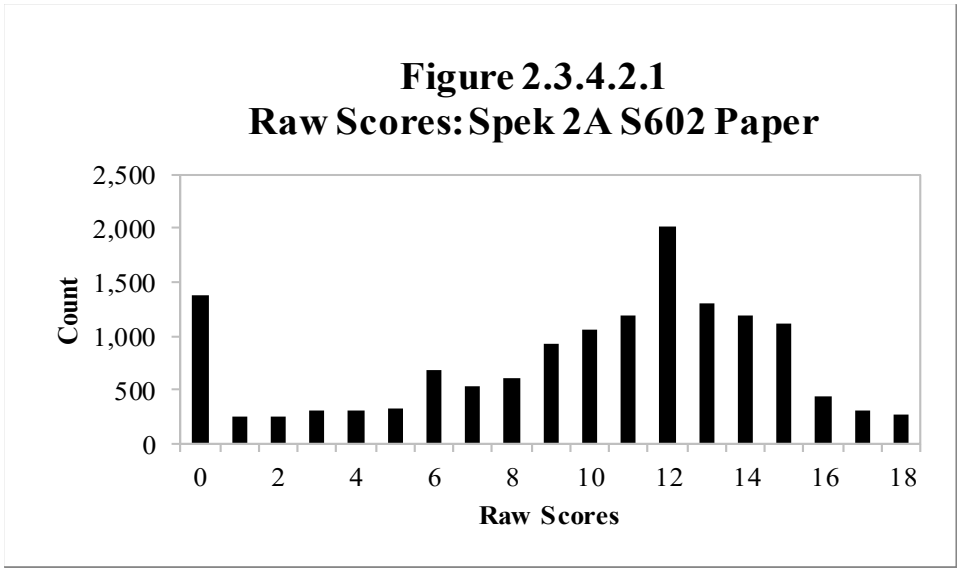


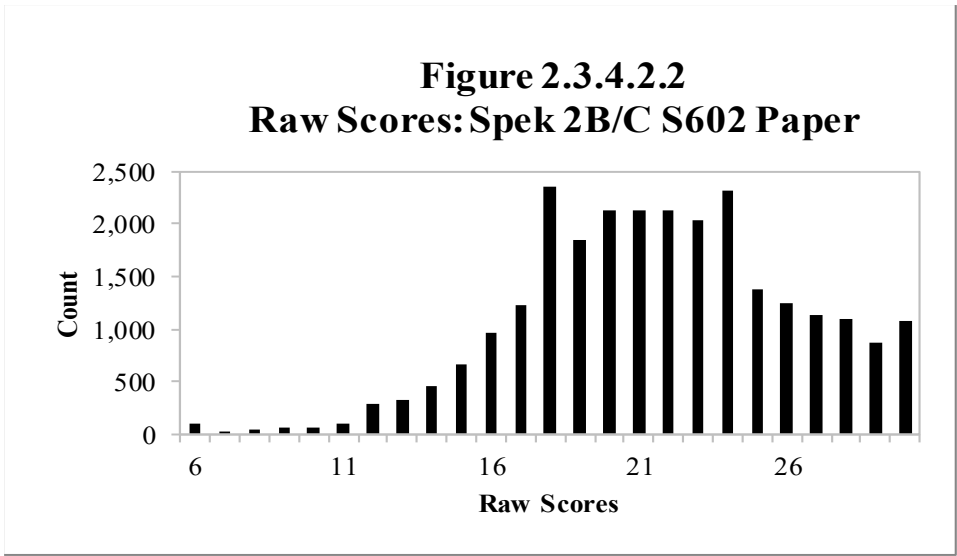
Table 2.3.4.2.2

Raw Score Descriptive Statistics: Spek 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	26,059	6	30	21.62	4.54
Total	26,059	6	30	21.62	4.54

Figure 2.3.4.2.2

Raw Scores: Spek 2 B/C S602 Paper



2.3.4.3 Grade 3

Table 2.3.4.3.1

Raw Score Descriptive Statistics: Spek 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	11,693	0	18	9.78	4.92
Total	11,693	0	18	9.78	4.92

Figure 2.3.4.3.1

Raw Scores: Spek 3 A S602 Paper

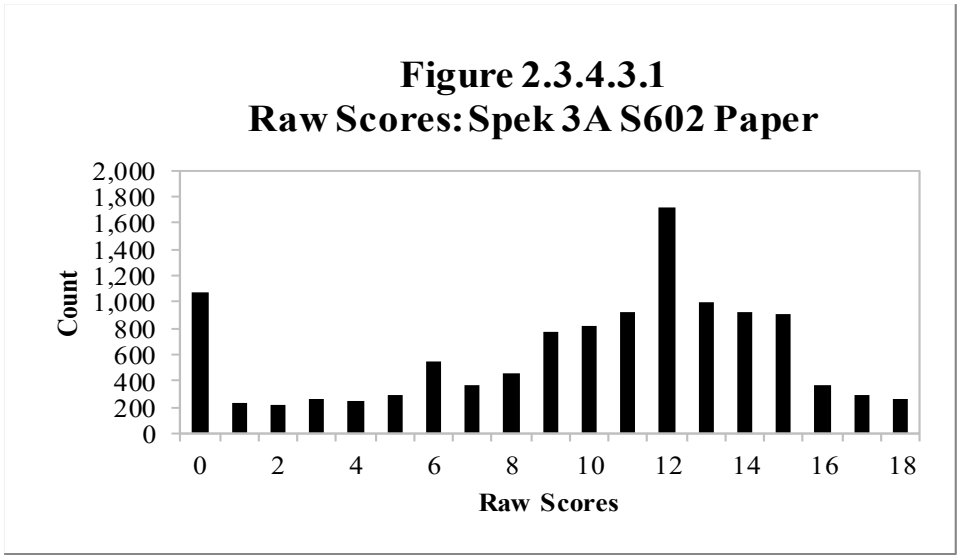


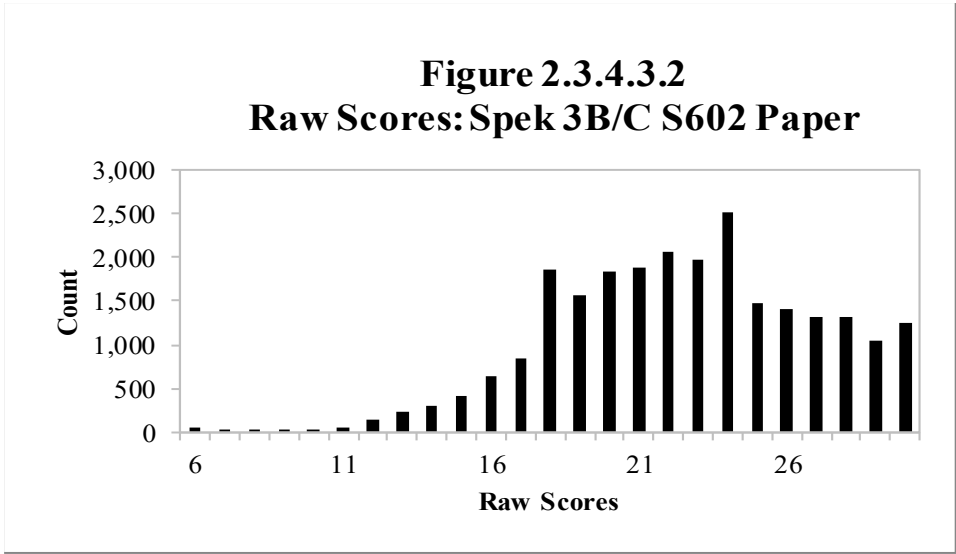
Table 2.3.4.3.2

Raw Score Descriptive Statistics: Spek 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	24,222	6	30	22.47	4.38
Total	24,222	6	30	22.47	4.38

Figure 2.3.4.3.2

Raw Scores: Spek 3 B/C S602 Paper



2.3.4.4 Grades 4-5

Table 2.3.4.4.1

Raw Score Descriptive Statistics: Spek 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	9,349	0	18	8.30	4.79
5	8,624	0	18	8.51	4.76
Total	17,973	0	18	8.40	4.77

Figure 2.3.4.4.1

Raw Scores: Spek 4-5 A S602 Paper

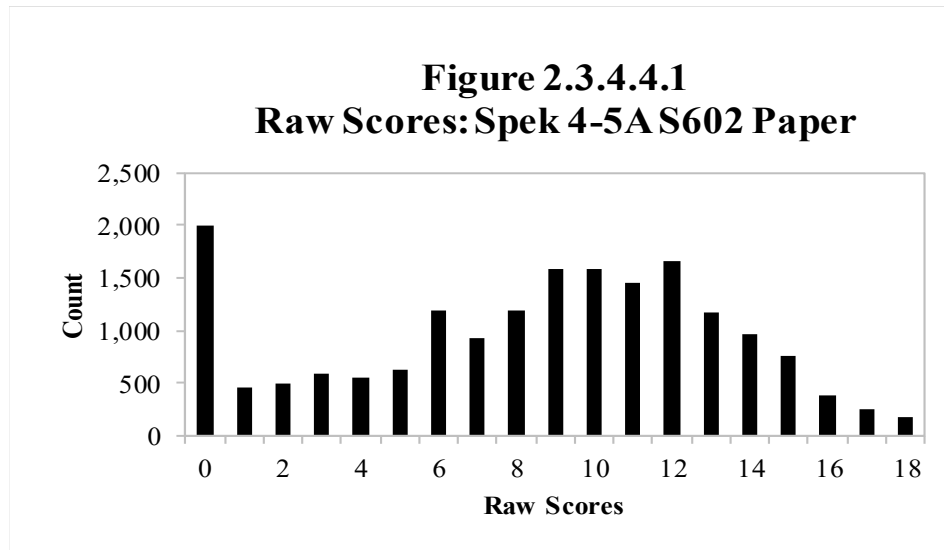


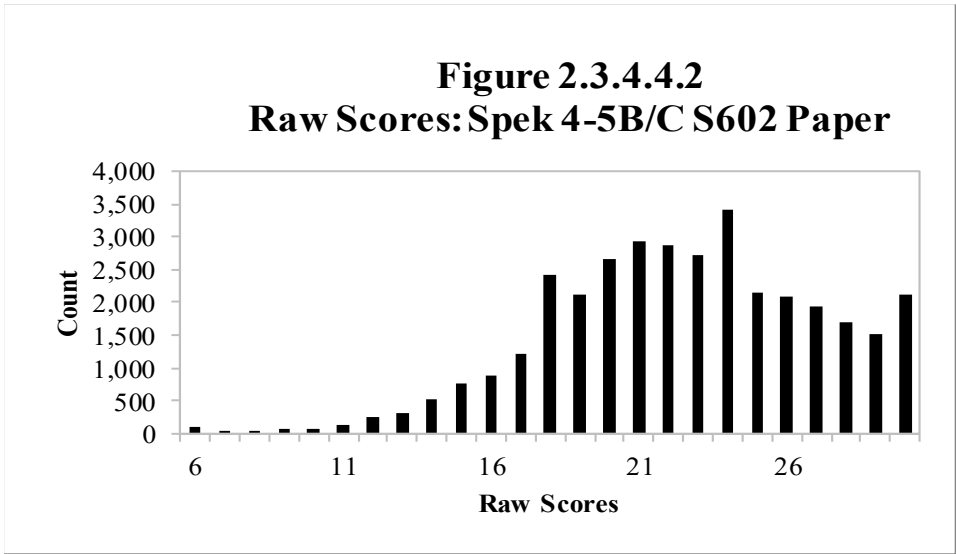
Table 2.3.4.4.2

Raw Score Descriptive Statistics: Spek 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	20,528	6	30	22.12	4.47
5	14,497	6	30	22.90	4.53
Total	35,025	6	30	22.44	4.52

Figure 2.3.4.4.2

Raw Scores: Spek 4-5 B/C S602 Paper



2.3.4.5 Grades 6-8

Table 2.3.4.5.1

Raw Score Descriptive Statistics: Spek 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	8,644	0	18	7.87	4.68
7	8,449	0	18	7.89	4.50
8	8,295	0	18	8.24	4.56
Total	25,388	0	18	8.00	4.58

Figure 2.3.4.5.1

Raw Scores: Spek 6-8 A S602 Paper

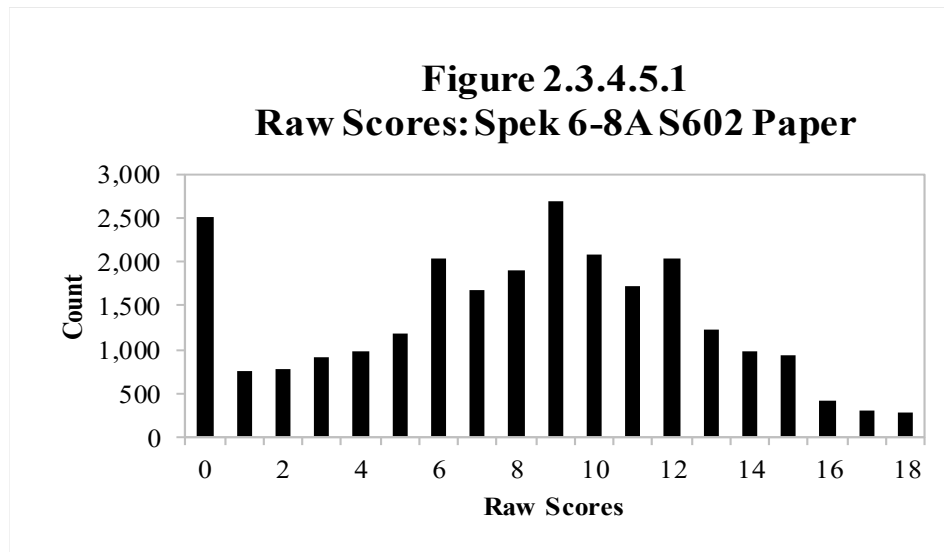


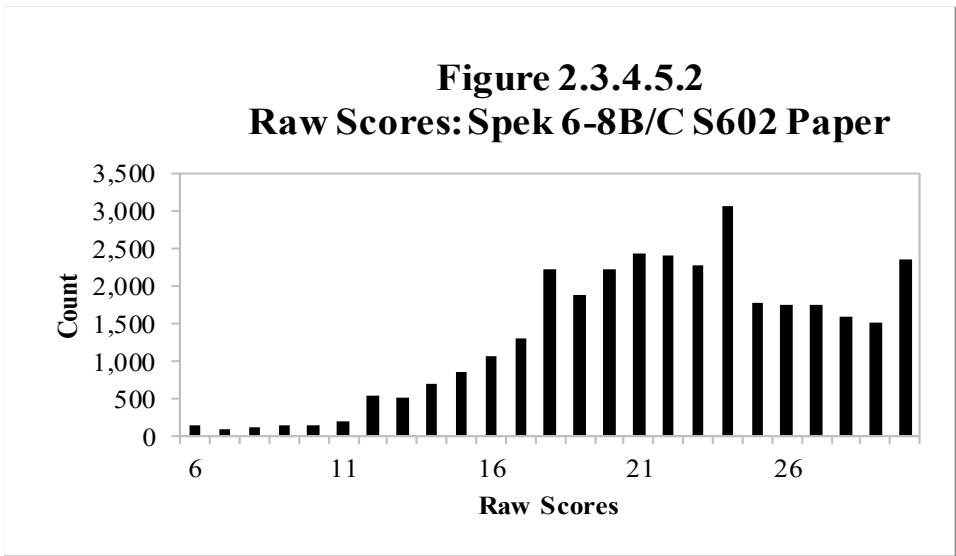
Table 2.3.4.5.2

Raw Score Descriptive Statistics: Spek 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	11,232	6	30	21.82	4.98
7	11,831	6	30	22.03	5.08
8	9,960	6	30	22.27	5.16
Total	33,023	6	30	22.03	5.07

Figure 2.3.4.5.2

Raw Scores: Spek 6-8 B/C S602 Paper



2.3.4.6 Grades 9-12

Table 2.3.4.6.1

Raw Score Descriptive Statistics: Spek 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	8,643	0	18	8.34	4.28
10	6,984	0	18	8.75	4.13
11	5,203	0	18	9.32	4.04
12	2,934	0	18	10.06	3.83
Total	23,764	0	18	8.89	4.17

Figure 2.3.4.6.1

Raw Scores: Spek 9-12 A S602 Paper

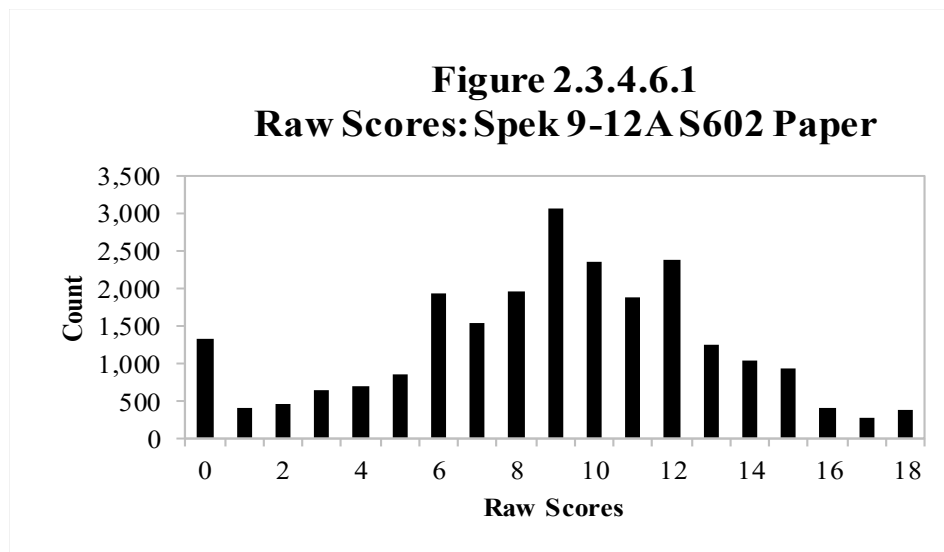


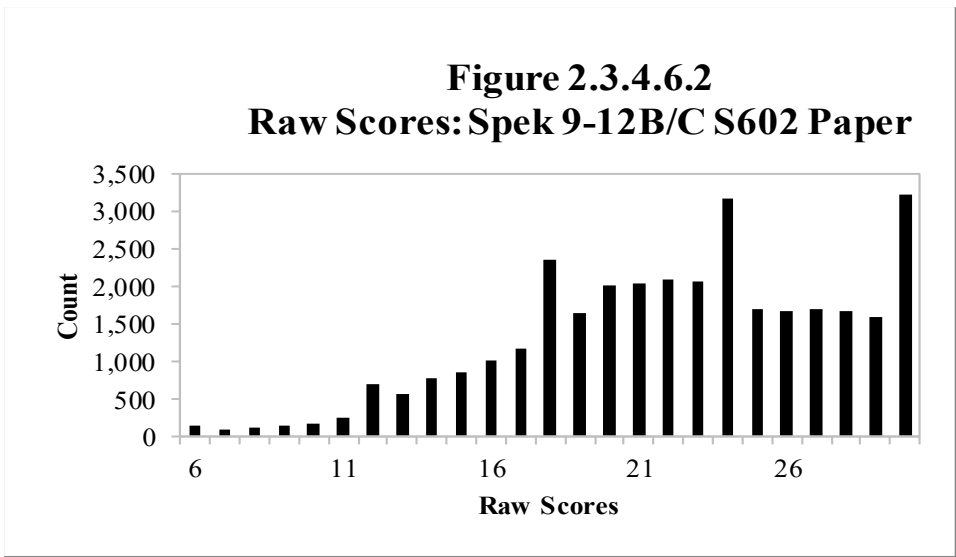
Table 2.3.4.6.2

Raw Score Descriptive Statistics: Spek 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	9,445	6	30	21.98	5.31
10	9,508	6	30	22.03	5.41
11	8,075	6	30	22.32	5.38
12	5,810	6	30	22.74	5.14
Total	32,838	6	30	22.21	5.34

Figure 2.3.3.3.1

Raw Scores: Spek 9-12 B/C S602 Paper



2.4 Scale Score Distribution

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

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

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

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

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

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

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

2.4.1 Listening

2.4.1.0 Kindergarten

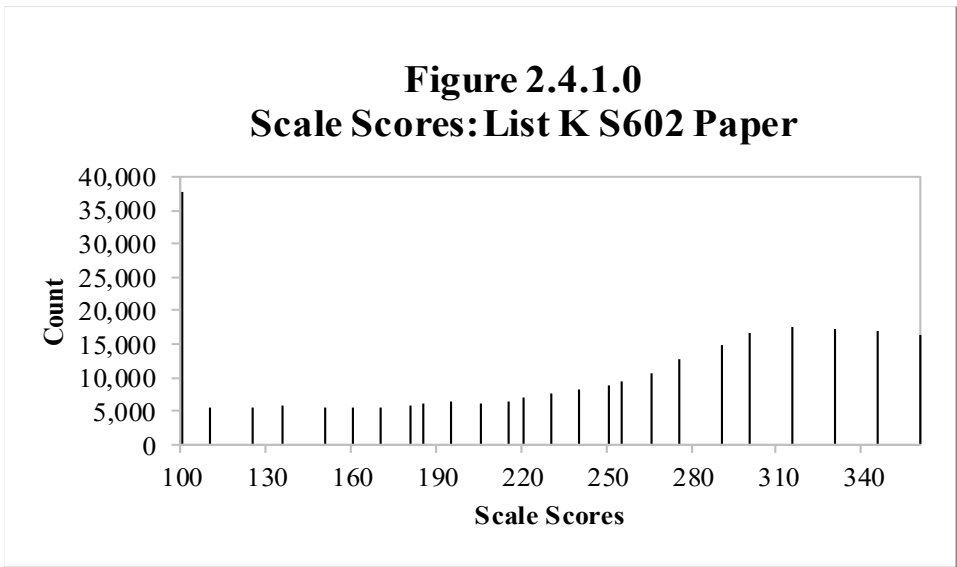
Table 2.4.1.0

Scale Score Descriptive Statistics: List K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,874	100	363	238.84	85.77
Total	266,874	100	363	238.84	85.77

Figure 2.4.1.0

Scale Scores: List K S602 Paper



2.4.1.1 **Grade 1**

Table 2.4.1.1.1

Scale Score Descriptive Statistics: List 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	21,163	104	352	284.69	42.16
Total	21,163	104	352	284.69	42.16

Figure 2.4.1.1.1

Scale Scores: List 1A S602 Paper

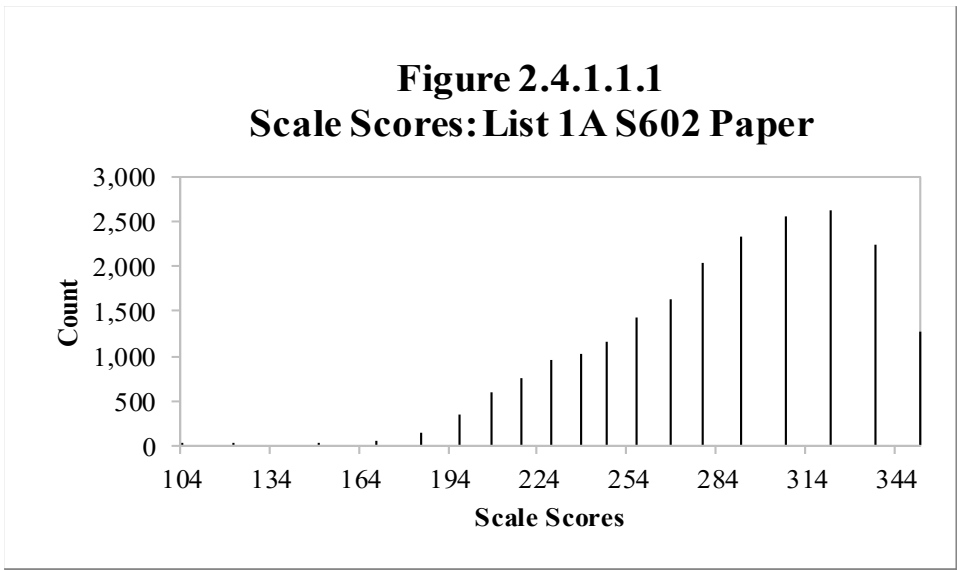


Table 2.4.1.1.2

Scale Score Descriptive Statistics: List 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	13,512	177	401	314.34	36.46
Total	13,512	177	401	314.34	36.46

Figure 2.4.1.1.2

Scale Scores: List 1 B/C S602 Paper

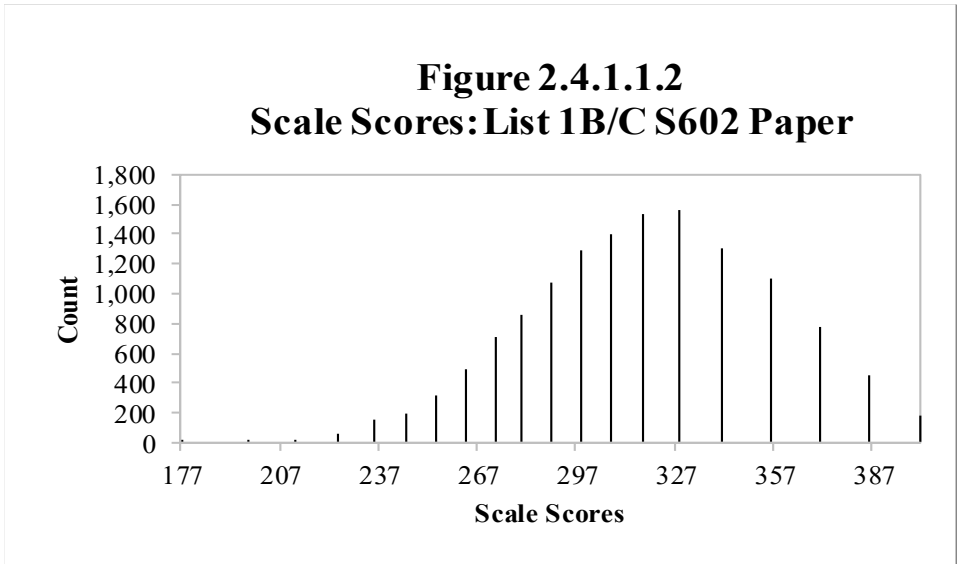


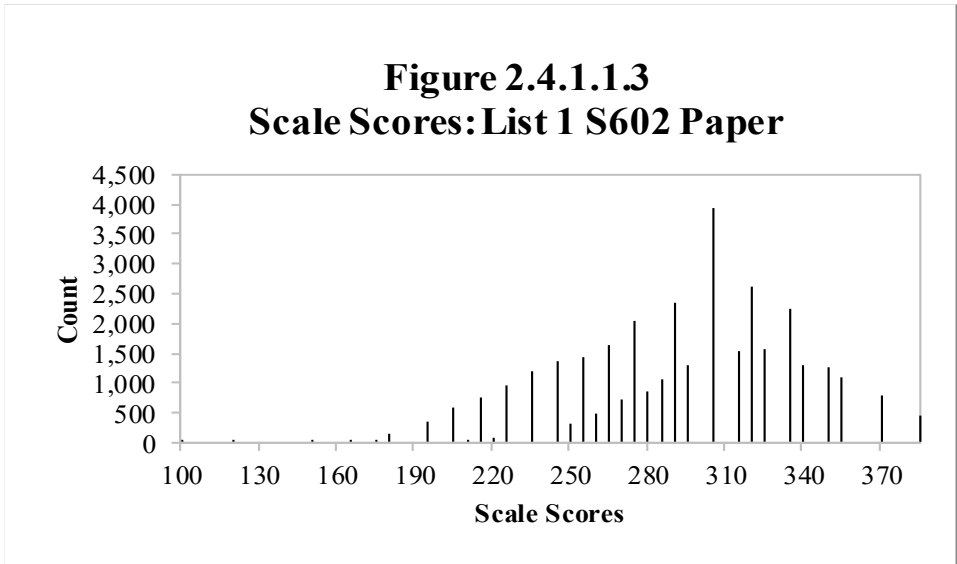
Table 2.4.1.1.3

Scale Score Descriptive Statistics: List 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	34,675	104	401	296.24	42.57
Total	34,675	104	401	296.24	42.57

Figure 2.4.1.1.3

Scale Scores: List 1 S602 Paper



2.4.1.2 **Grade 2**

Table 2.4.1.2.1

Scale Score Descriptive Statistics: List 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	12,774	121	352	286.02	44.79
Total	12,774	121	352	286.02	44.79

Figure 2.4.1.2.1

Scale Scores: List 2 A S602 Paper

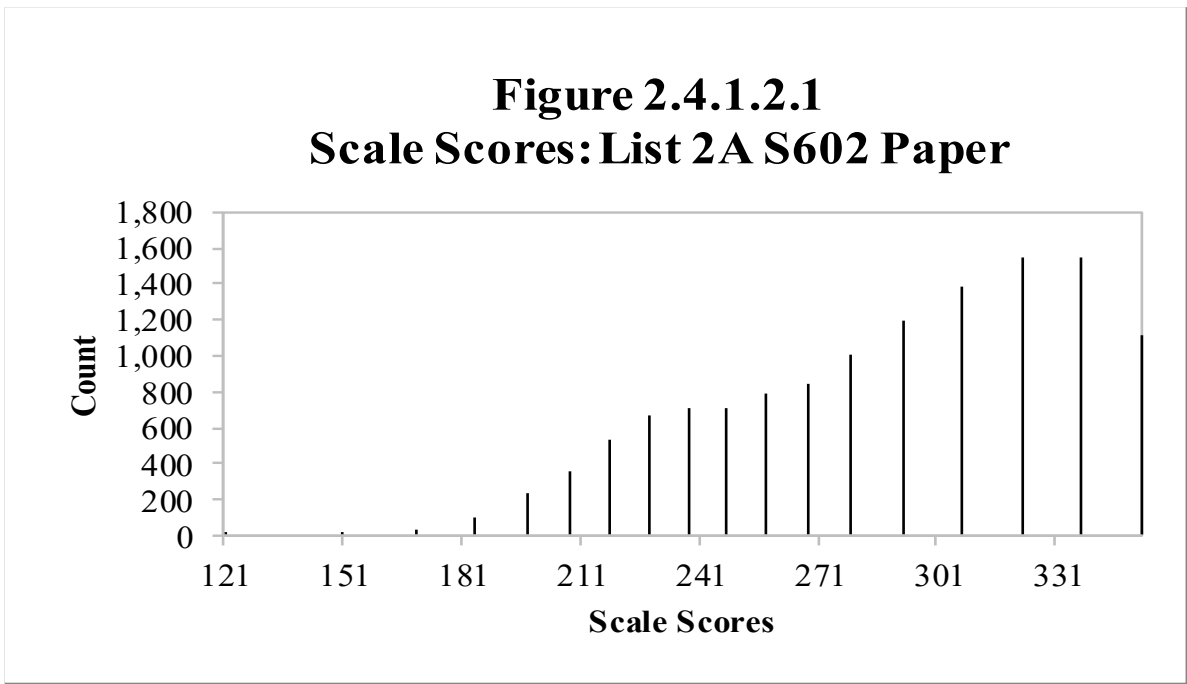


Table 2.4.1.2.2

Scale Score Descriptive Statistics: List 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	24,465	177	401	337.03	35.33
Total	24,465	177	401	337.03	35.33

Figure 2.4.1.2.2

Scale Scores: List 2 B/C S602 Paper

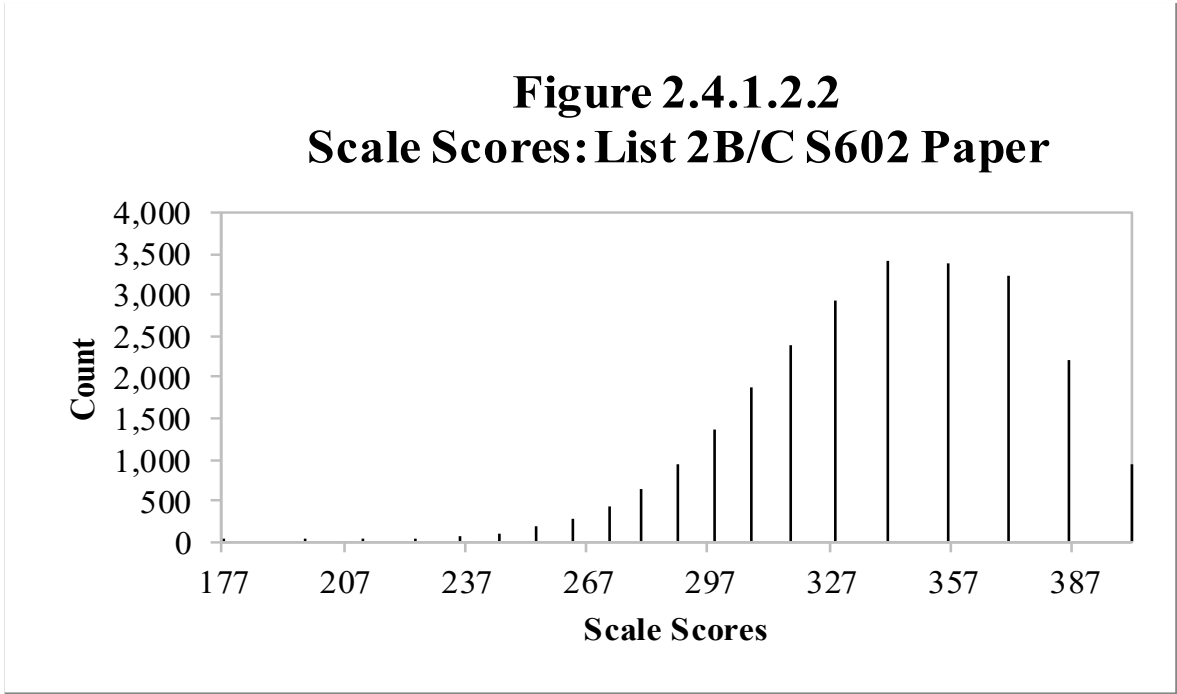


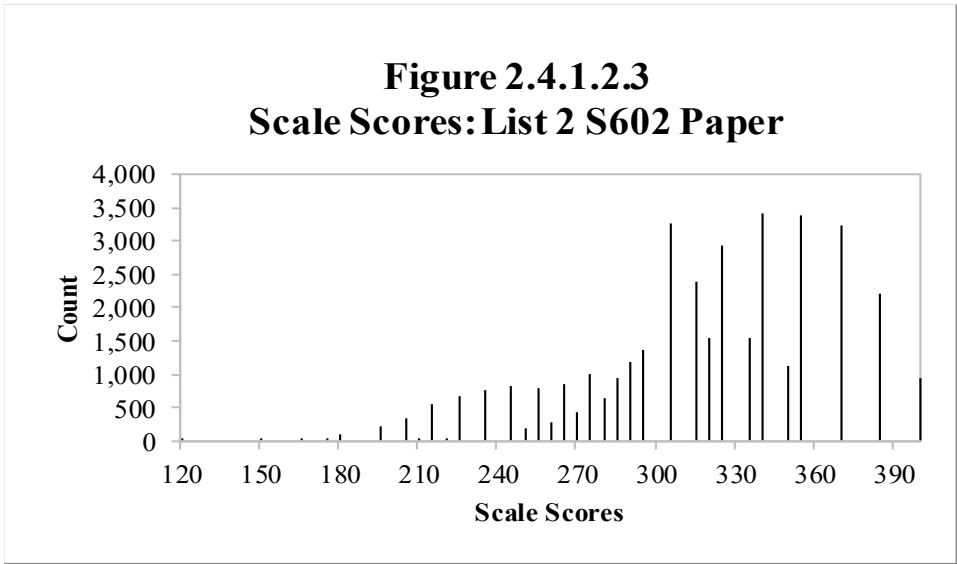
Table 2.4.1.2.3

Scale Score Descriptive Statistics: List 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	37,239	121	401	319.53	45.77
Total	37,239	121	401	319.53	45.77

Figure 2.4.1.2.3

Scale Scores: List 2 S602 Paper



2.4.1.3 Grade 3

Table 2.4.1.3.1

Scale Score Descriptive Statistics: List 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	10,553	112	416	317.71	38.04
Total	10,553	112	416	317.71	38.04

Figure 2.4.1.3.1

Scale Scores: List 3 A S602 Paper

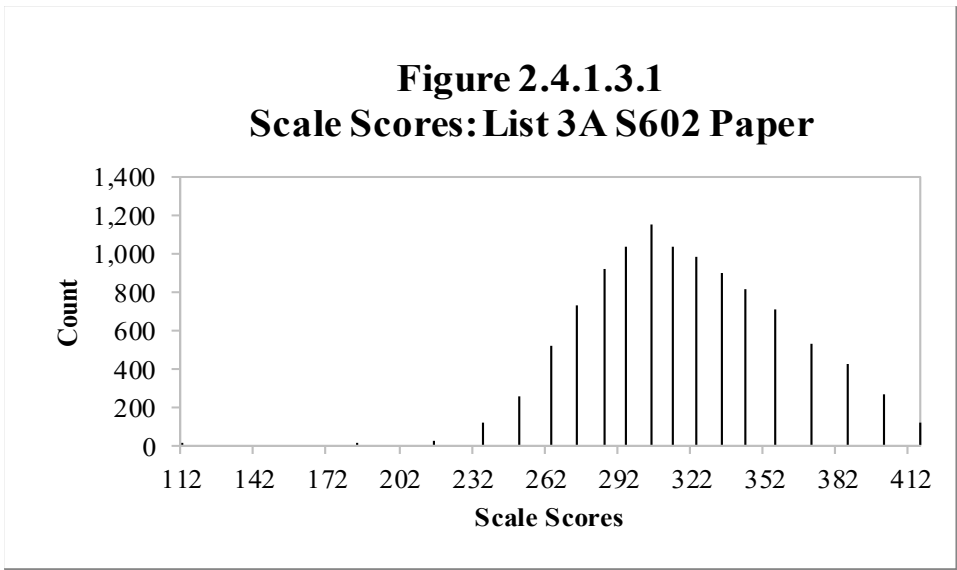


Table 2.4.1.3.2

Scale Score Descriptive Statistics: List 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	22,605	231	469	363.70	31.76
Total	22,605	231	469	363.70	31.76

Figure 2.4.1.3.2

Scale Scores: List 3 B/C S602 Paper

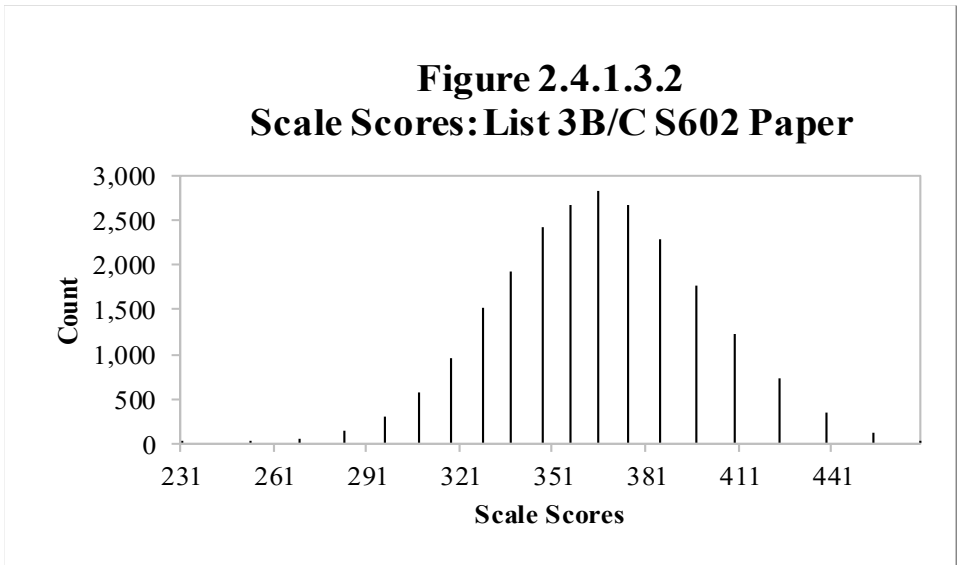


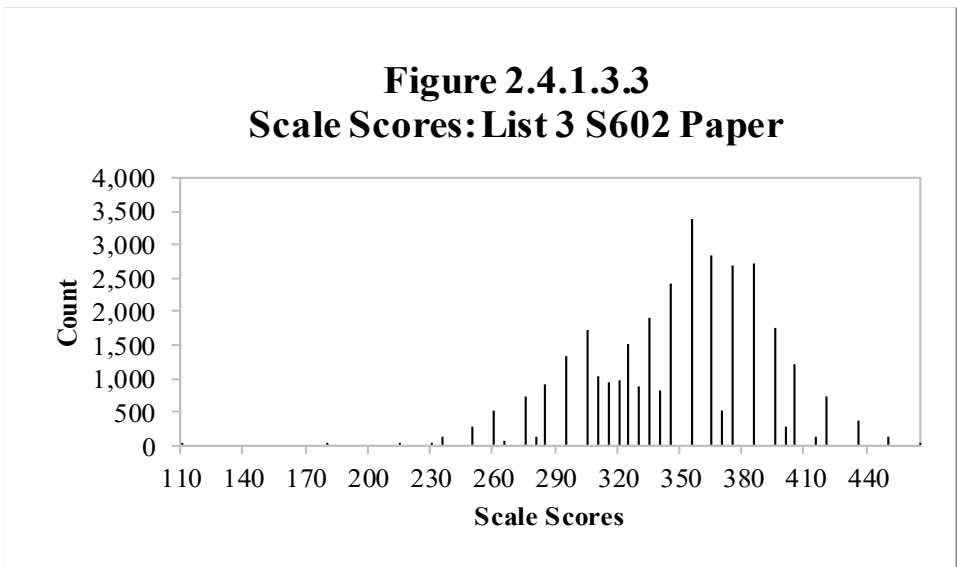
Table 2.4.1.3.3

Scale Score Descriptive Statistics: List 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	33,158	112	469	349.06	40.09
Total	33,158	112	469	349.06	40.09

Figure 2.4.1.3.3

Scale Scores: List 3 S602 Paper



2.4.1.4 Grades 4-5

Table 2.4.1.4.1

Scale Score Descriptive Statistics: List 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	8,538	120	416	321.36	39.27
5	7,941	120	416	326.75	40.41
Total	16,479	120	416	323.96	39.92

Figure 2.4.1.4.1

Scale Scores: List 4-5 A S602 Paper

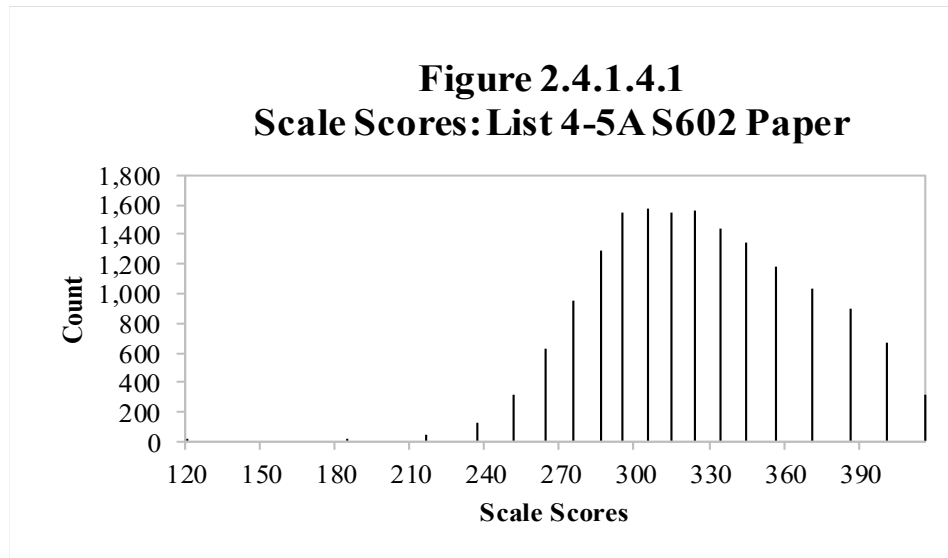


Table 2.4.1.4.2

Scale Score Descriptive Statistics: List 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	19,606	231	469	381.11	33.04
5	13,962	198	469	393.36	34.13
Total	33,568	198	469	386.20	34.04

Figure 2.4.1.4.2

Scale Scores: List 4-5 B/C S602 Paper

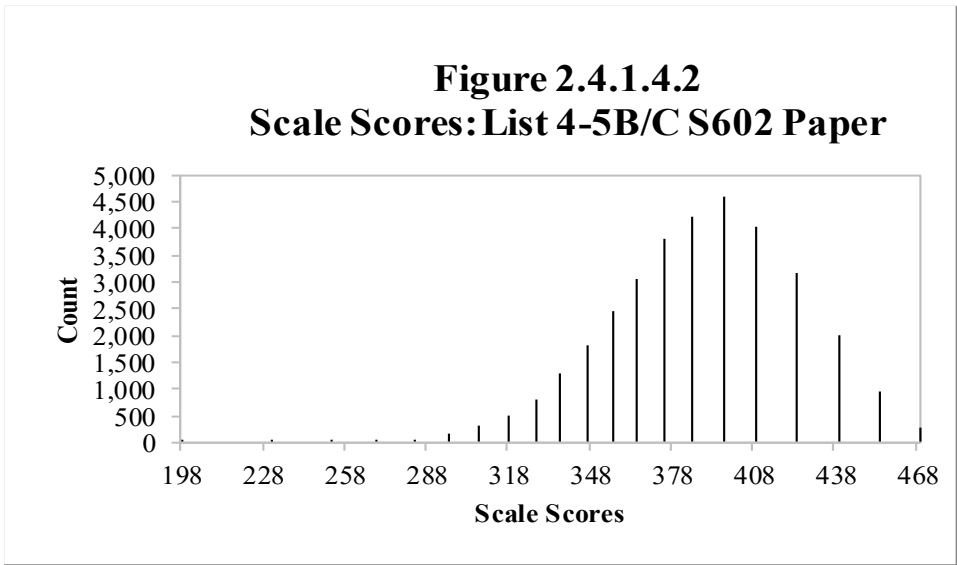


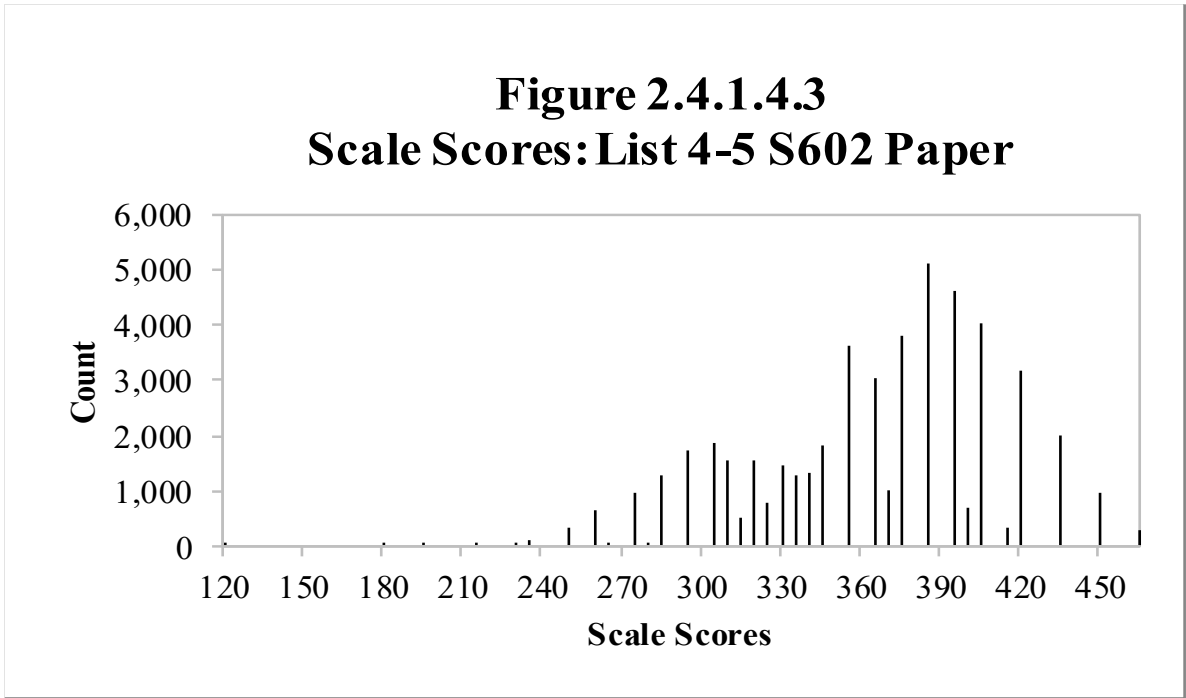
Table 2.4.1.4.3

Scale Score Descriptive Statistics: List 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	28,144	120	469	362.98	44.53
5	21,903	120	469	369.21	48.58
Total	50,047	120	469	365.71	46.45

Figure 2.4.1.4.3

Scale Scores: List 4-5 S602 Paper



2.4.1.5 Grades 6-8

Table 2.4.1.5.1

Scale Score Descriptive Statistics: List 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	8,067	181	424	316.55	36.86
7	7,842	181	424	316.59	36.81
8	7,754	132	424	320.70	37.72
Total	23,663	132	424	317.92	37.18

Figure 2.4.1.5.1

Scale Scores: List 6-8 A S602 Paper

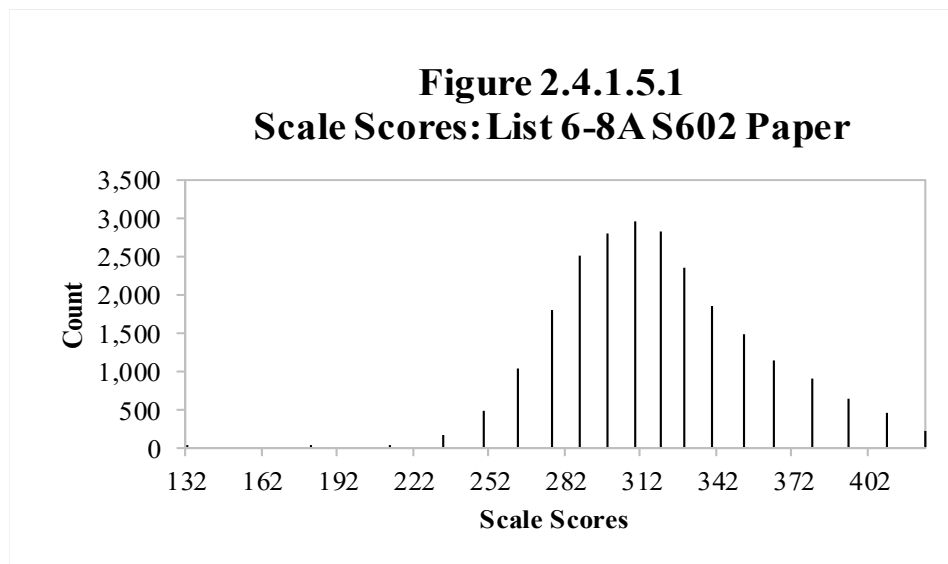


Table 2.4.1.5.2

Scale Score Descriptive Statistics: List 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	10,789	275	475	395.55	32.68
7	11,319	256	475	403.24	33.81
8	9,485	275	475	410.67	34.39
Total	31,593	256	475	402.85	34.14

Figure 2.4.1.5.2

Scale Scores: List 6-8 B/C S602 Paper

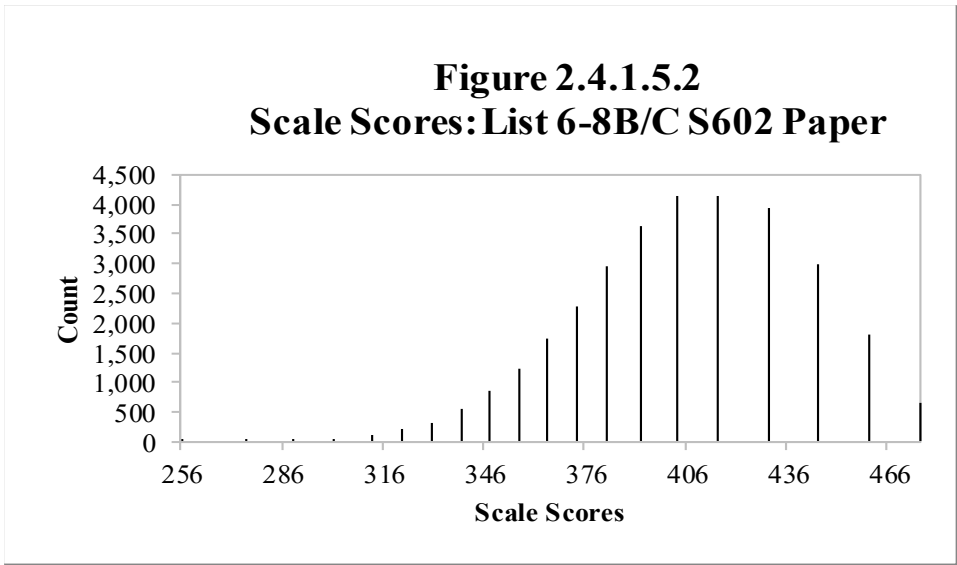


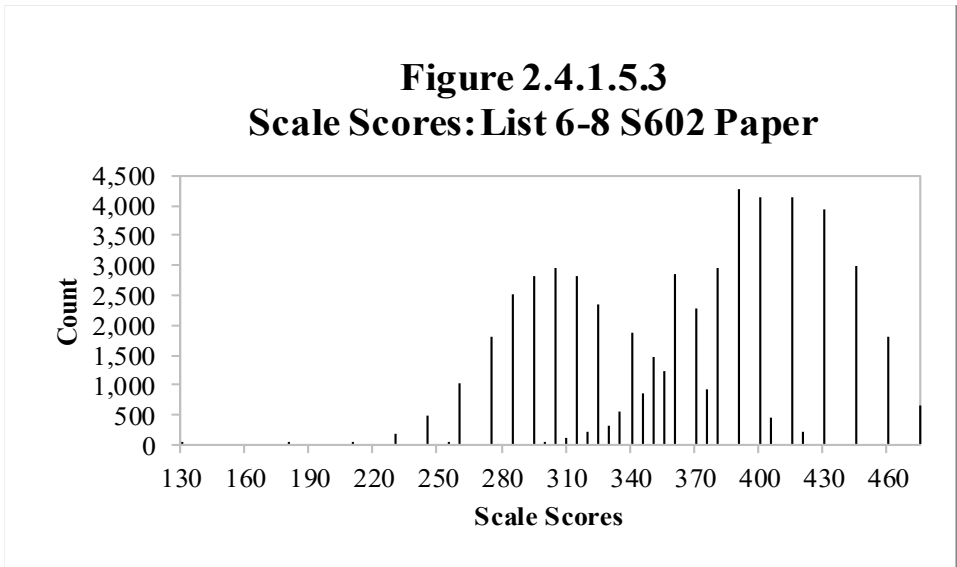
Table 2.4.1.5.3

Scale Score Descriptive Statistics: List 6-8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	18,856	181	475	361.75	52.15
7	19,161	181	475	367.78	55.18
8	17,239	132	475	370.20	57.39
Total	55,256	132	475	366.48	54.99

Figure 2.4.1.5.3

Scale Scores: List 6-8 S602 Paper



2.4.1.6 Grades 9-12

Table 2.4.1.6.1

Scale Score Descriptive Statistics: List 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	7,901	205	432	324.27	35.10
10	6,380	148	432	326.13	35.04
11	4,789	172	432	328.61	36.28
12	2,711	172	432	331.47	35.14
Total	21,781	148	432	326.67	35.43

Figure 2.4.1.6.1

Scale Scores: List 9-12 A S602 Paper

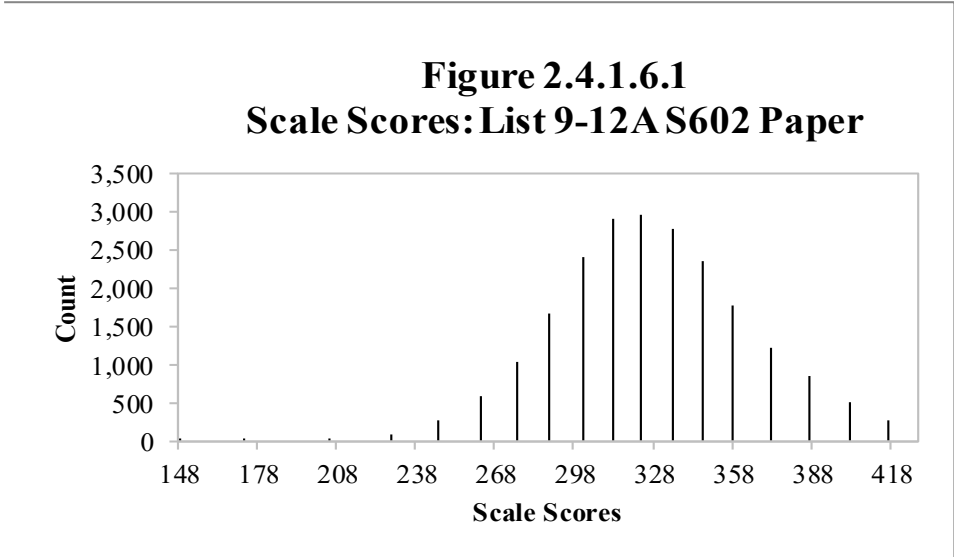


Table 2.4.1.6.2

Scale Score Descriptive Statistics: List 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	9,018	238	499	399.08	33.50
10	8,926	238	499	400.37	34.46
11	7,684	269	499	400.43	35.22
12	5,551	269	499	398.45	34.82
Total	31,179	238	499	399.67	34.45

Figure 2.4.1.6.2

Scale Scores: List 9-12 B/C S602 Paper

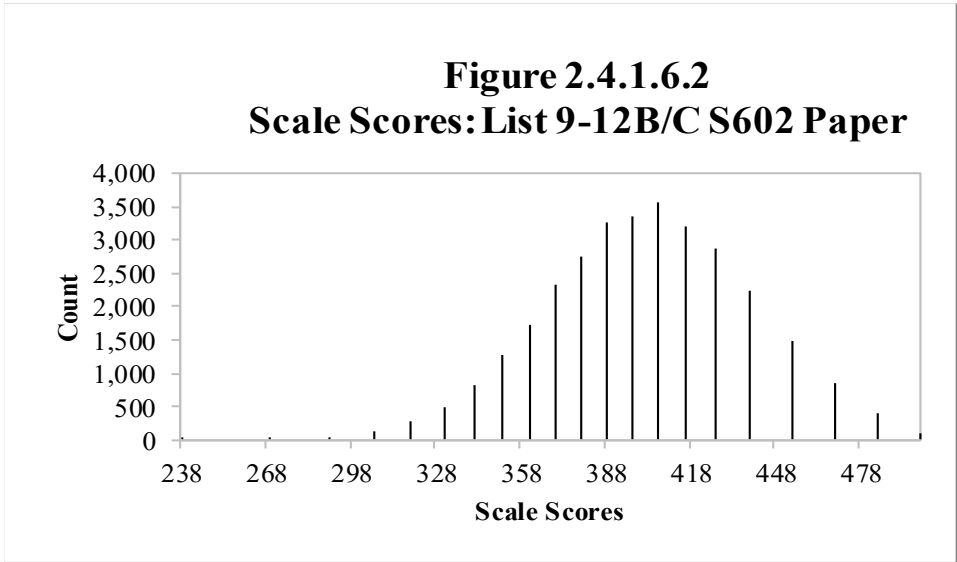


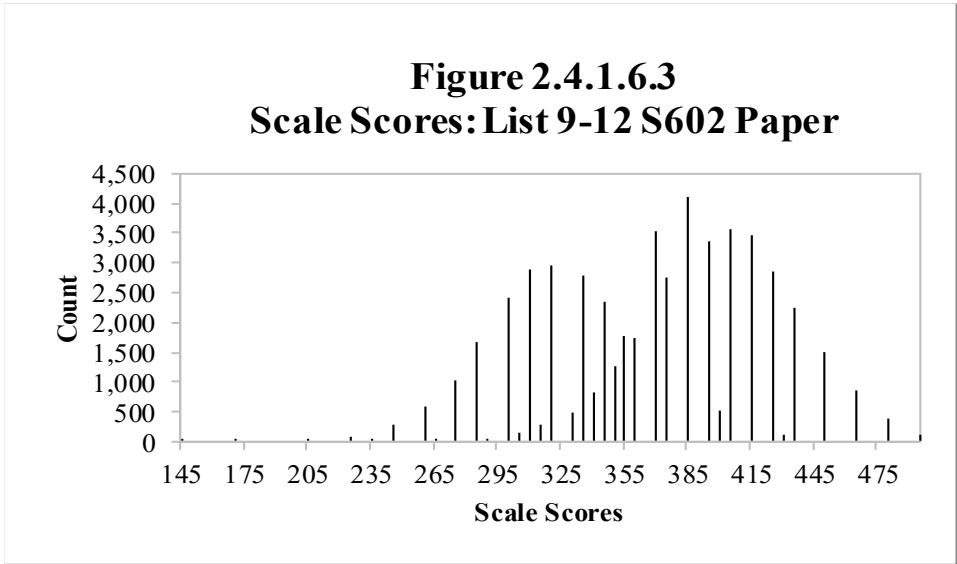
Table 2.4.1.6.3

Scale Score Descriptive Statistics: List 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	16,919	205	499	364.15	50.66
10	15,306	148	499	369.42	50.44
11	12,473	172	499	372.85	49.89
12	8,262	172	499	376.47	47.00
Total	52,960	148	499	369.65	50.05

Figure 2.4.1.6.3

Scale Scores: List 9-12 S602 Paper



2.4.2 Reading

2.4.2.0 Kindergarten

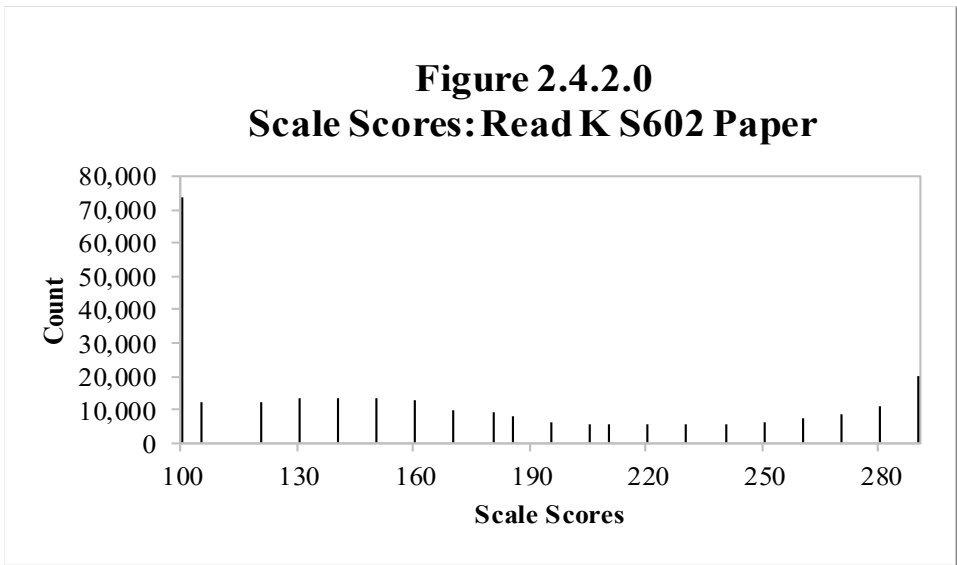
Table 2.4.2.0

Scale Score Descriptive Statistics: Read K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,871	100	290	169.14	66.24
Total	266,871	100	290	169.14	66.24

Figure 2.4.2.0

Scale Scores: Read K S602 Paper



2.4.2.1 **Grade 1**

Table 2.4.2.1.1

Scale Score Descriptive Statistics: Read 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	20,270	141	353	269.58	25.86
Total	20,270	141	353	269.58	25.86

Figure 2.4.2.1.1

Scale Scores: Read 1 A S602 Paper

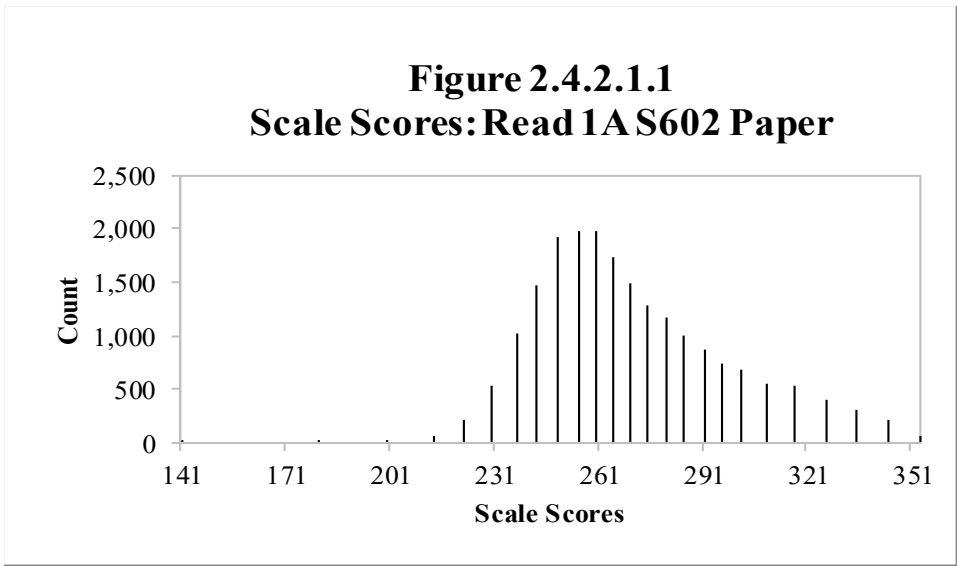


Table 2.4.2.1.2

Scale Score Descriptive Statistics: Read 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	11,617	236	392	305.22	23.60
Total	11,617	236	392	305.22	23.60

Figure 2.4.2.1.2

Scale Scores: Read 1 B/C S602 Paper

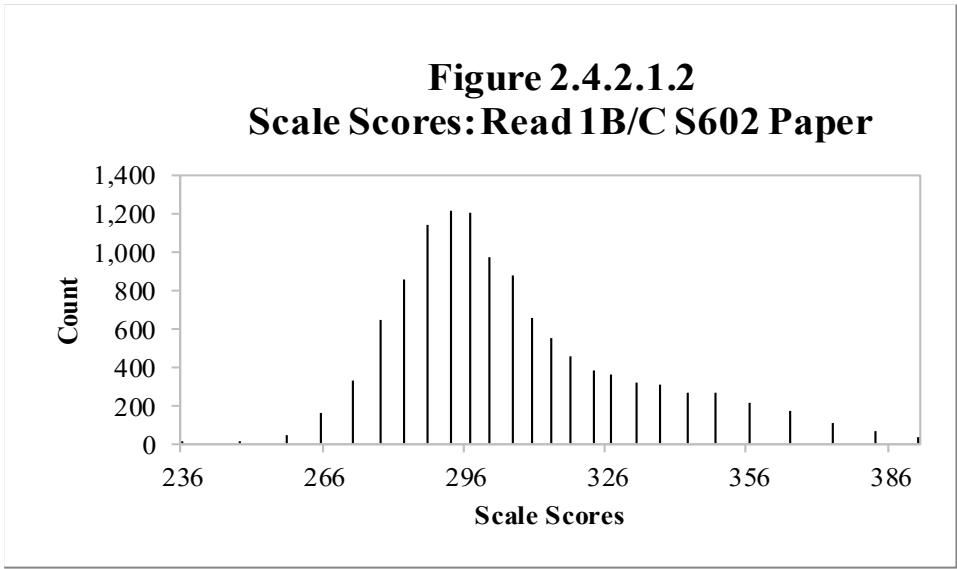


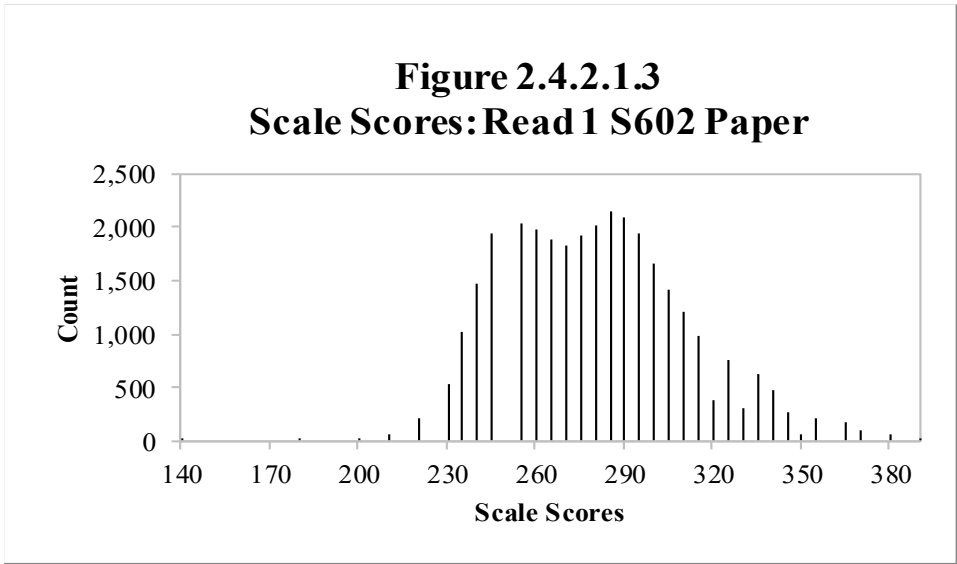
Table 2.4.2.1.3

Scale Score Descriptive Statistics: Read 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	31,887	141	392	282.56	30.37
Total	31,887	141	392	282.56	30.37

Figure 2.4.2.1.3

Scale Scores: Read 1 S602 Paper



2.4.2.2 **Grade 2**

Table 2.4.2.2.1

Scale Score Descriptive Statistics: Read 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	11,963	180	353	278.30	29.39
Total	11,963	180	353	278.30	29.39

Figure 2.4.2.2.1

Scale Scores: Read 2 A S602 Paper

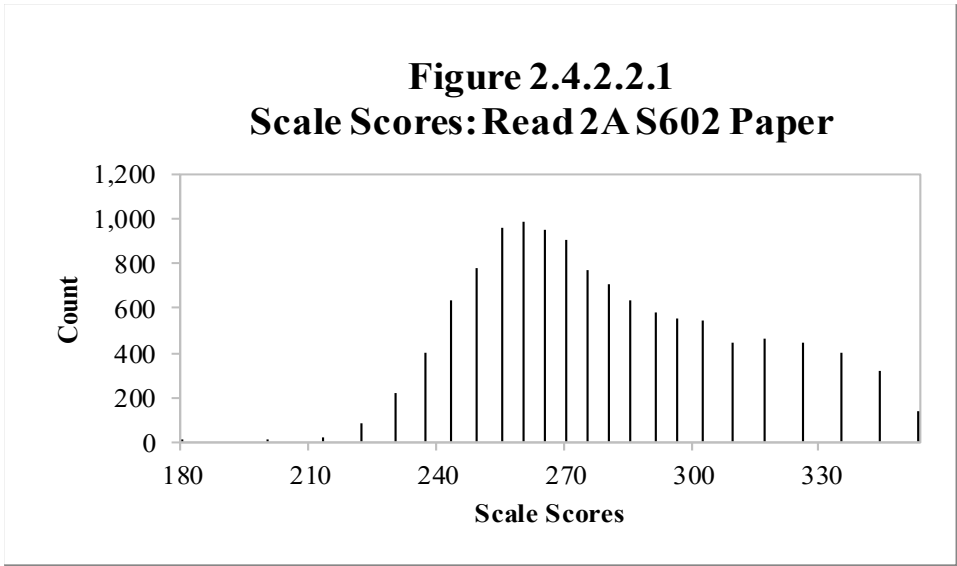


Table 2.4.2.2.2

Scale Score Descriptive Statistics: Read 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	21,442	216	392	322.52	28.85
Total	21,442	216	392	322.52	28.85

Figure 2.4.2.2.2

Scale Scores: Read 2 B/C S602 Paper

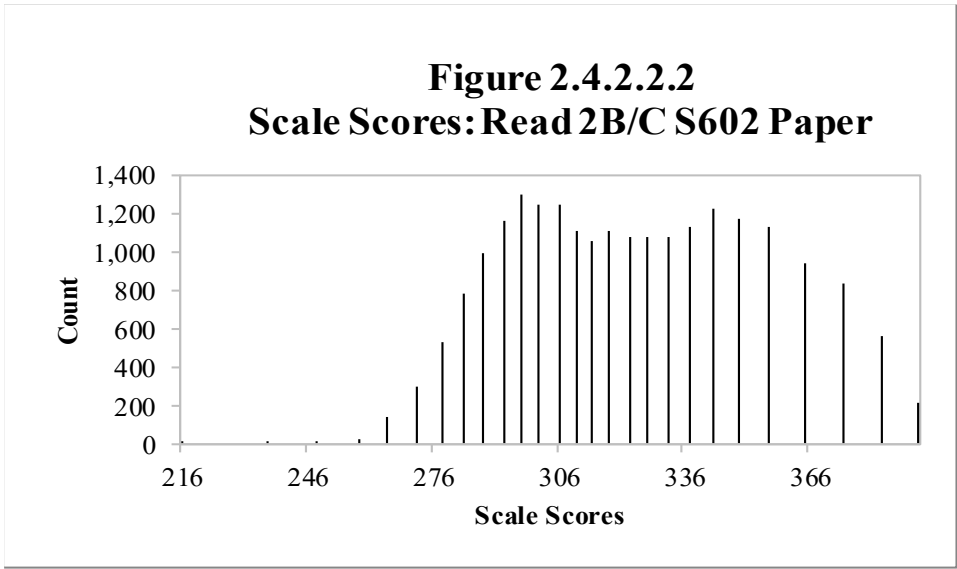


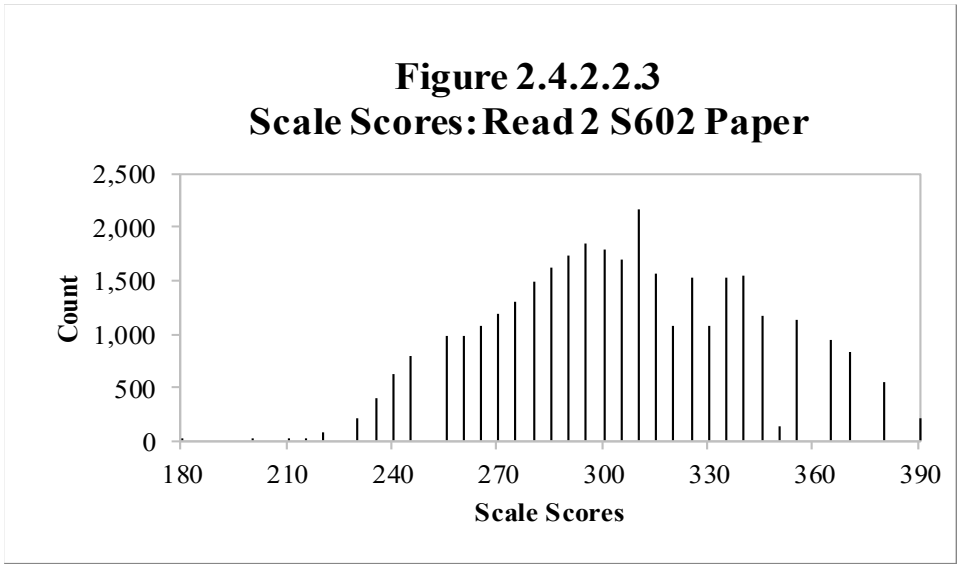
Table 2.4.2.2.3

Scale Score Descriptive Statistics: Read 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	33,405	180	392	306.68	35.96
Total	33,405	180	392	306.68	35.96

Figure 2.4.2.2.3

Scale Scores: Read 2 S602 Paper



2.4.2.3 **Grade 3**

Table 2.4.2.3.1

Scale Score Descriptive Statistics: Read 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	9,754	158	389	299.39	27.70
Total	9,754	158	389	299.39	27.70

Figure 2.4.2.3.1

Scale Scores: Read 3 A S602 Paper

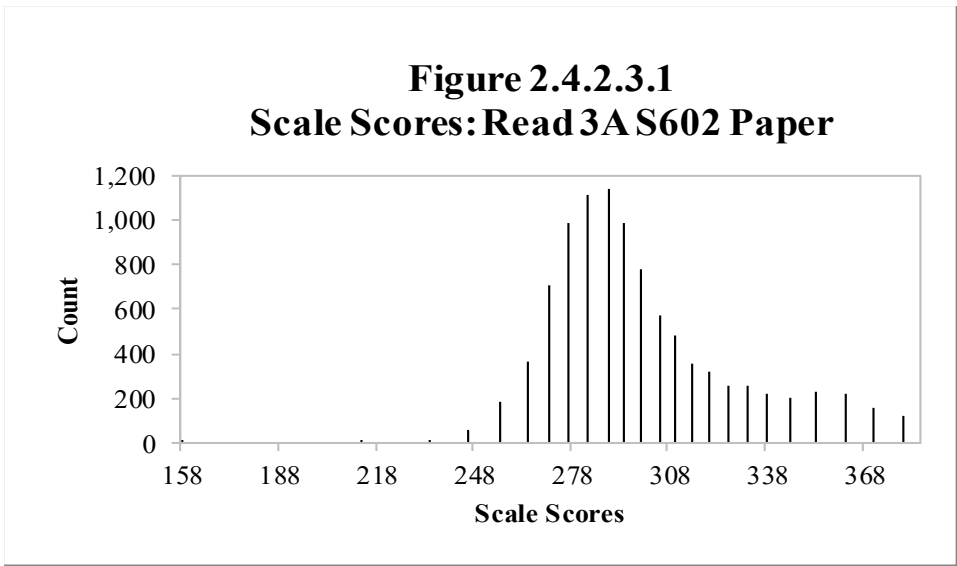


Table 2.4.2.3.2

Scale Score Descriptive Statistics: Read 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	20,334	158	438	346.14	19.29
Total	20,334	158	438	346.14	19.29

Figure 2.4.2.3.2

Scale Scores: Read 3 B/C S602 Paper

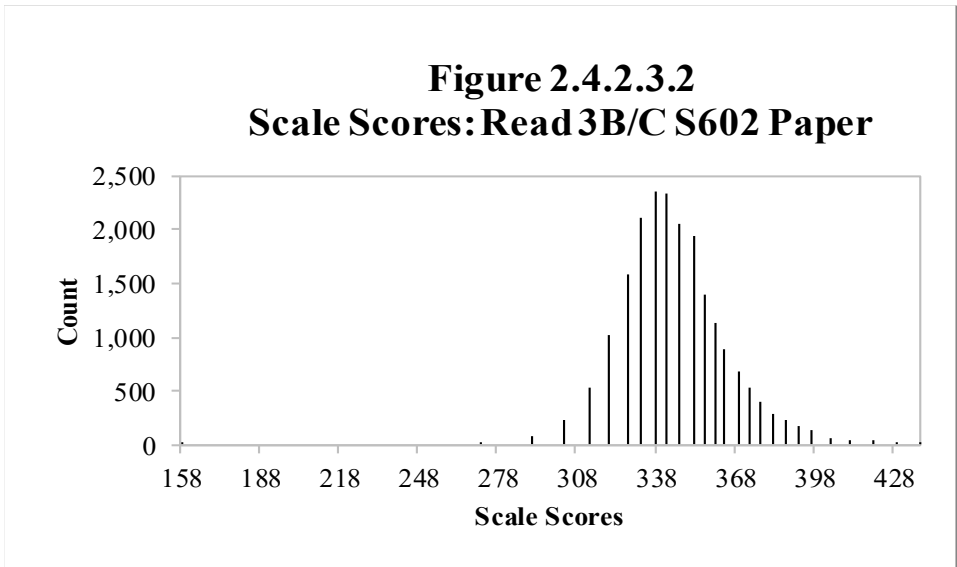


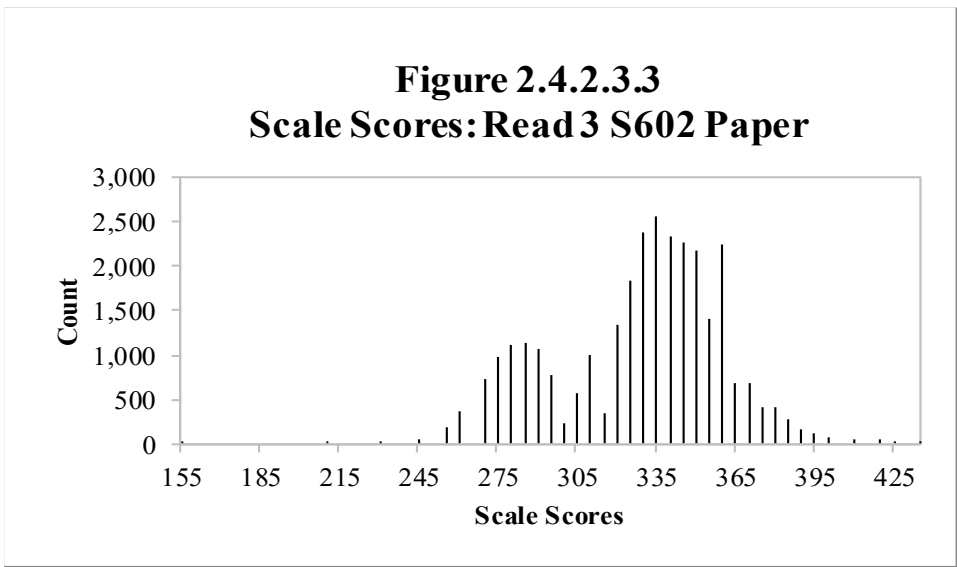
Table 2.4.2.3.3

Scale Score Descriptive Statistics: Read 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	30,088	158	438	330.98	31.29
Total	30,088	158	438	330.98	31.29

Figure 2.4.2.3.3

Scale Scores: Read 3 S602 Paper



2.4.2.4 Grades 4-5

Table 2.4.2.4.1

Scale Score Descriptive Statistics: Read 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	7,941	175	389	306.96	30.18
5	7,545	234	389	313.92	31.78
Total	15,486	175	389	310.35	31.17

Figure 2.4.2.4.1

Scale Scores: Read 4-5 A S602 Paper

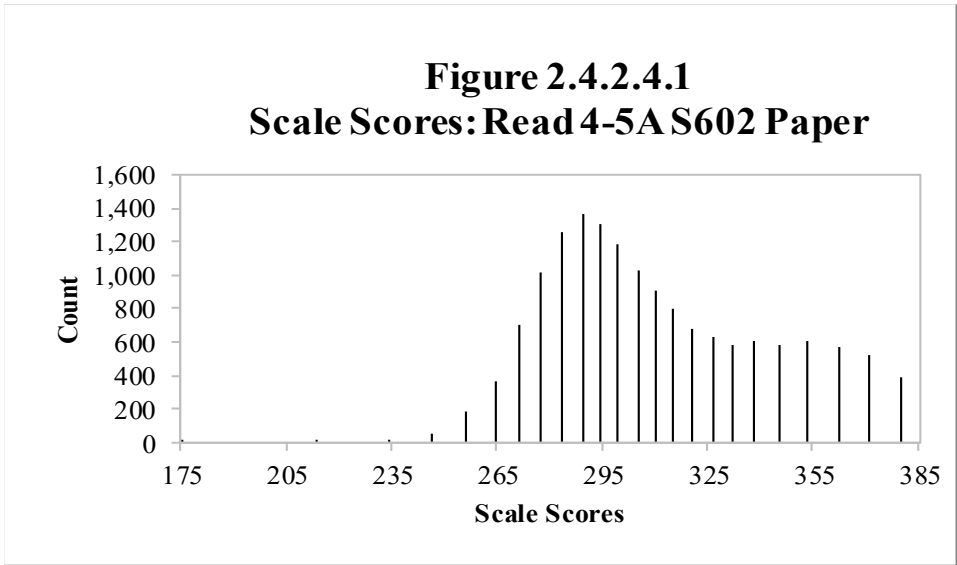


Table 2.4.2.4.2

Scale Score Descriptive Statistics: Read 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	17,716	271	447	355.81	21.44
5	12,885	271	447	366.02	23.99
Total	30,601	271	447	360.11	23.10

Figure 2.4.2.4.2

Scale Scores: Read 4-5 B/C S602 Paper

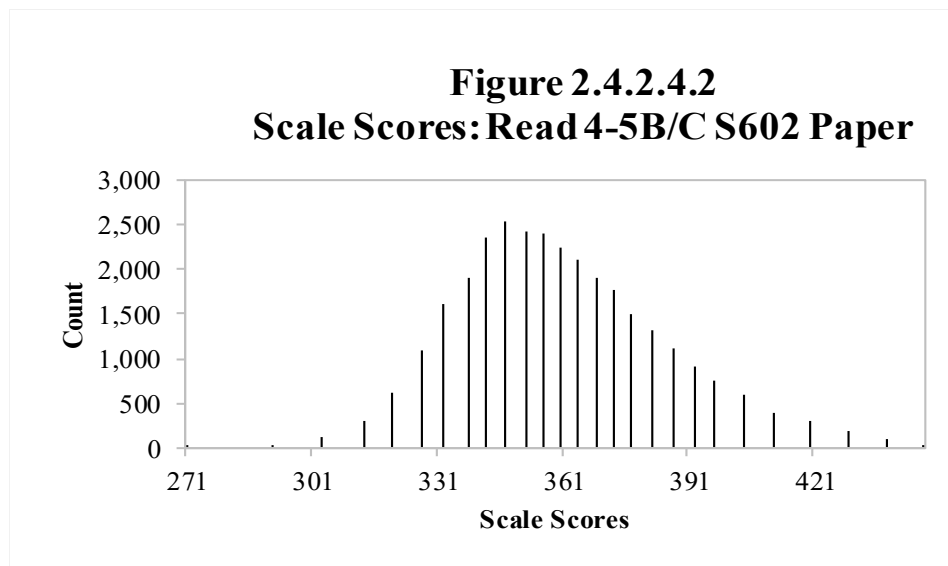


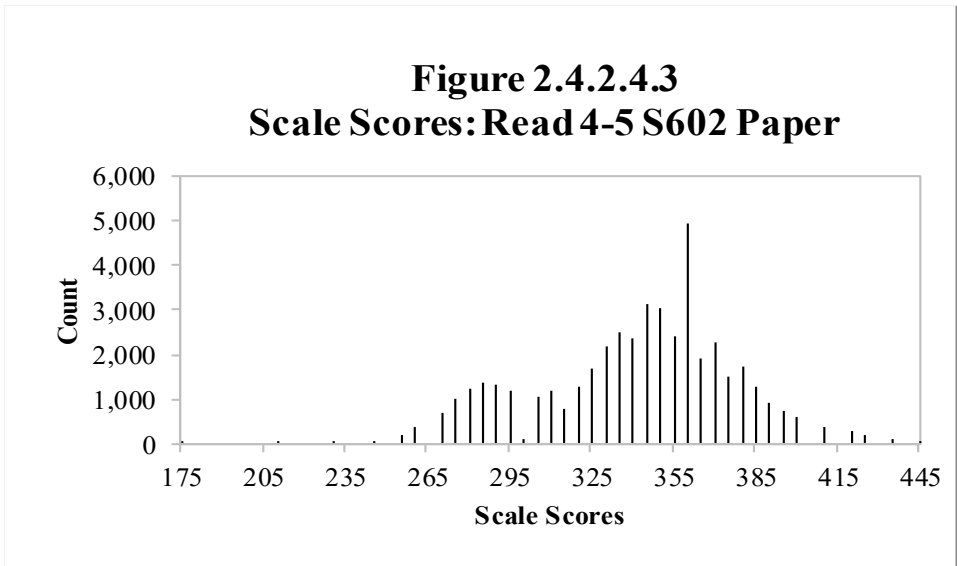
Table 2.4.2.4.3

Scale Score Descriptive Statistics: Read 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	25,657	175	447	340.69	33.31
5	20,430	234	447	346.78	36.99
Total	46,087	175	447	343.39	35.12

Figure 2.4.2.4.3

Scale Scores: Read 4-5 S602 Paper



2.4.2.5 Grades 6-8

Table 2.4.2.5.1

Scale Score Descriptive Statistics: Read 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	7,687	235	416	324.43	24.73
7	7,565	235	416	327.09	26.02
8	7,465	256	416	333.29	27.19
Total	22,717	235	416	328.23	26.25

Figure 2.4.2.5.1

Scale Scores: Read 6-8 A S602 Paper

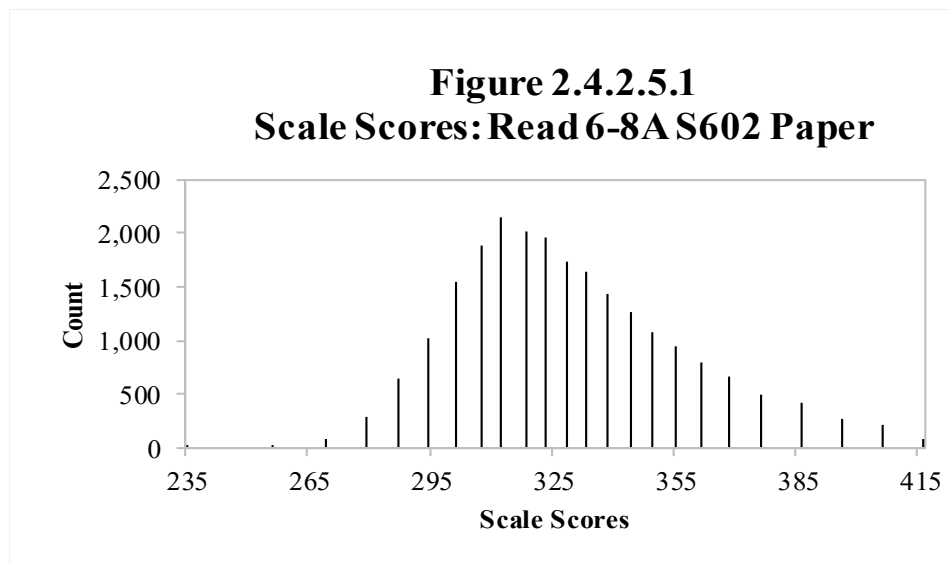


Table 2.4.2.5.2

Scale Score Descriptive Statistics: Read 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	9,465	276	443	357.76	21.77
7	10,026	276	452	362.46	24.54
8	8,505	276	452	371.94	26.16
Total	27,996	276	452	363.75	24.84

Figure 2.4.2.5.2

Scale Scores: Read 6-8 B/C S602 Paper

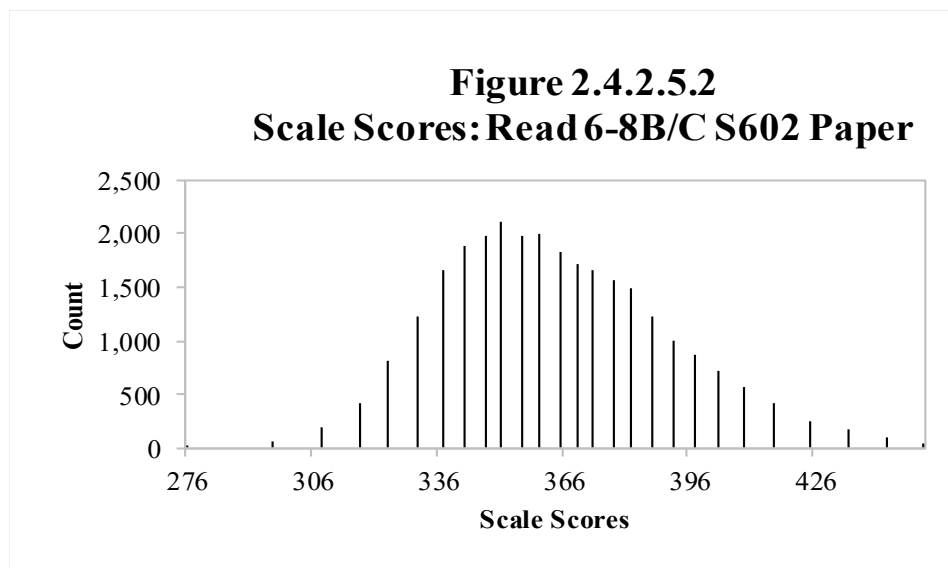


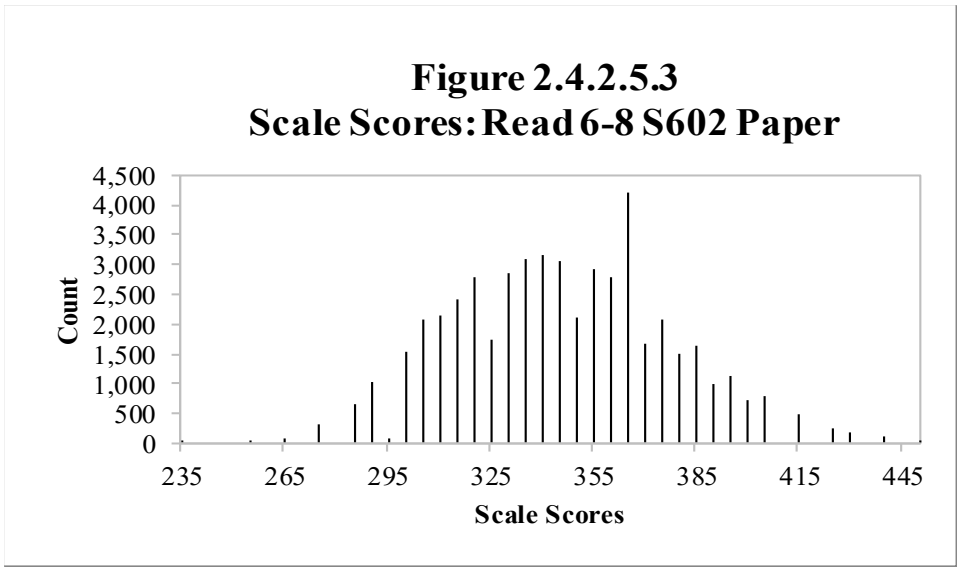
Table 2.4.2.5.3

Scale Score Descriptive Statistics: Read 6-8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	17,152	235	443	342.83	28.47
7	17,591	235	452	347.25	30.68
8	15,970	256	452	353.87	32.89
Total	50,713	235	452	347.84	31.00

Figure 2.4.2.5.3

Scale Scores: Read 6-8 S602 Paper



2.4.2.6 Grades 9-12

Table 2.4.2.6.1

Scale Score Descriptive Statistics: Read 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	7,938	270	433	350.36	27.34
10	6,383	233	433	353.76	27.51
11	4,828	270	433	358.41	28.61
12	2,762	270	433	361.26	28.37
Total	21,911	233	433	354.50	28.08

Figure 2.4.2.6.1

Scale Scores: Read 9-12 A S602 Paper

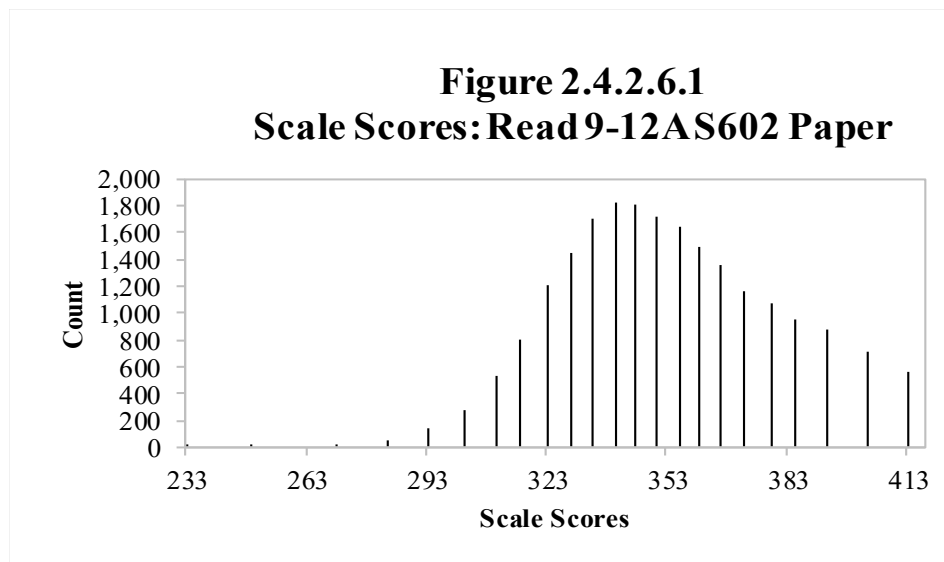


Table 2.4.2.6.2

Scale Score Descriptive Statistics: Read 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	8,046	233	470	388.79	25.76
10	8,133	297	470	392.61	26.81
11	7,094	233	470	394.26	27.52
12	5,186	297	470	391.46	27.49
Total	28,459	233	470	391.73	26.90

Figure 2.4.2.6.2

Scale Scores: Read 9-12 B/C S602 Paper

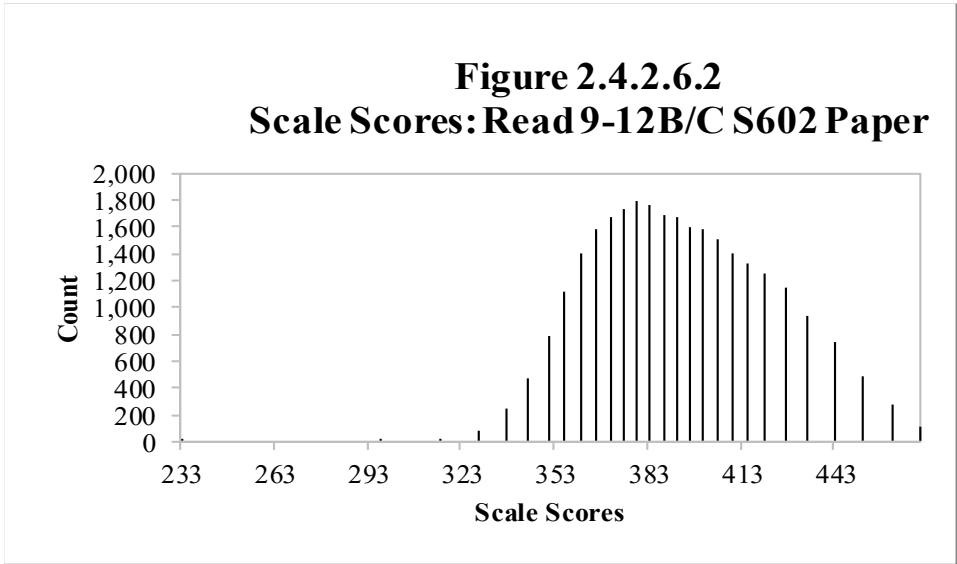


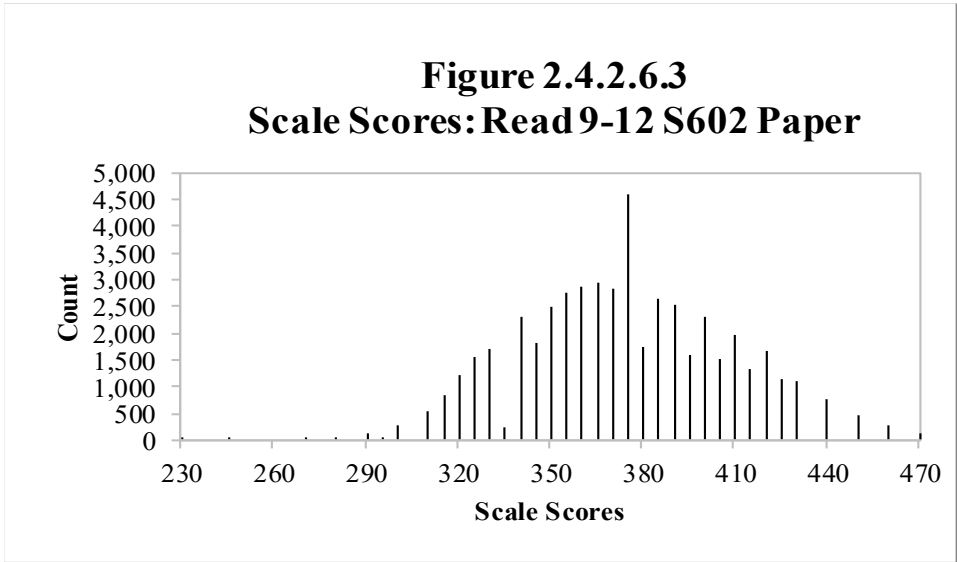
Table 2.4.2.6.3

Scale Score Descriptive Statistics: Read 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	15,984	233	470	369.71	32.78
10	14,516	233	470	375.53	33.28
11	11,922	233	470	379.74	33.05
12	7,948	270	470	380.97	31.30
Total	50,370	233	470	375.54	33.06

Figure 2.4.2.6.3

Scale Scores: Read 9-12 S602 Paper



2.4.3 Writing

2.4.3.0 Kindergarten

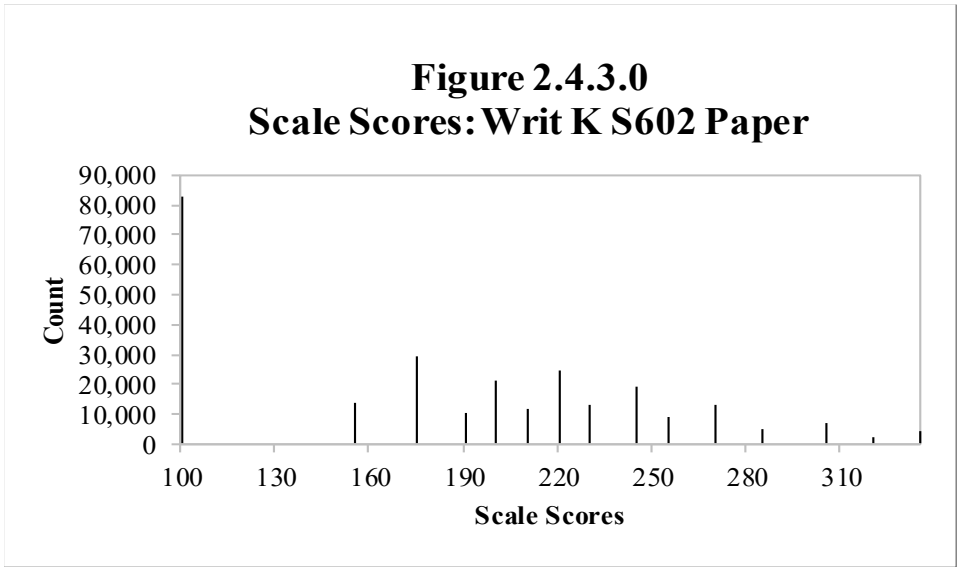
Table 2.4.3.0

Scale Score Descriptive Statistics: Writ K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,870	100	339	184.86	67.38
Total	266,870	100	339	184.86	67.38

Figure 2.4.3.0

Scale Scores: Writ K S602 Paper



2.4.3.1 Grade 1

Table 2.4.3.1.1

Scale Score Descriptive Statistics: Writ 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	26,405	111	321	223.19	38.75
Total	26,405	111	321	223.19	38.75

Figure 2.4.3.1.1

Scale Scores: Writ 1 A S602 Paper

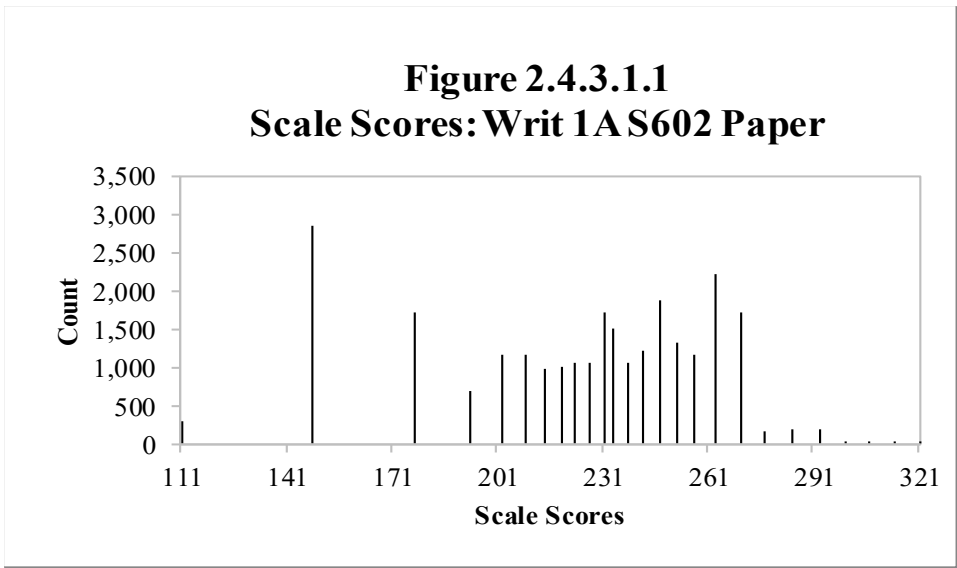


Table 2.4.3.1.2

Scale Score Descriptive Statistics: Writ 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	15,881	111	395	257.78	49.34
Total	15,881	111	395	257.78	49.34

Figure 2.4.3.1.2

Scale Scores: Writ 1 B/C S602 Paper

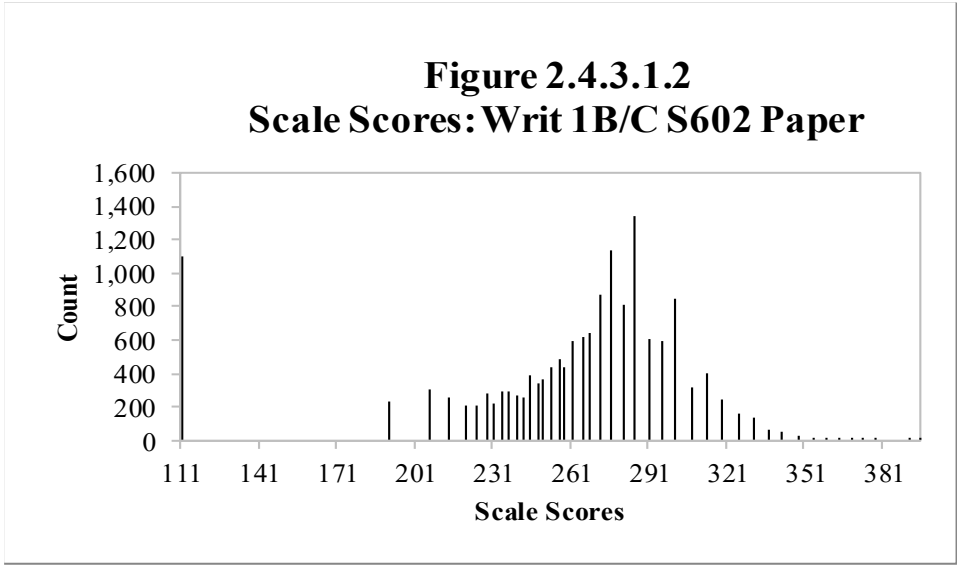


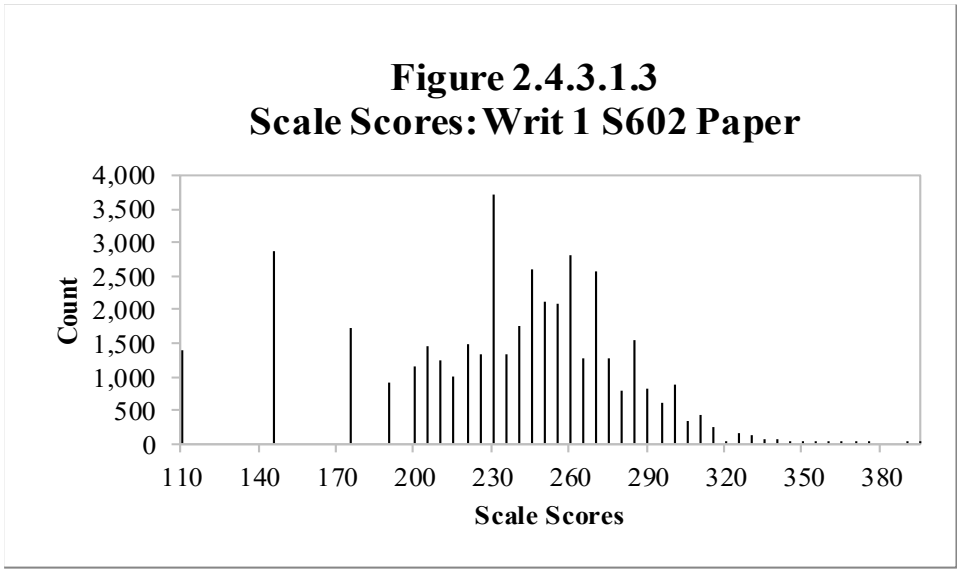
Table 2.4.3.1.3

Scale Score Descriptive Statistics: Writ 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	42,286	111	395	236.18	46.18
Total	42,286	111	395	236.18	46.18

Figure 2.4.3.1.3

Scale Scores: Writ 1 S602 Paper



2.4.3.2 Grade 2

Table 2.4.3.2.1

Scale Score Descriptive Statistics: Writ 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	14,592	133	367	232.89	45.02
Total	14,592	133	367	232.89	45.02

Figure 2.4.3.2.1

Scale Scores: Writ 2 A S602 Paper

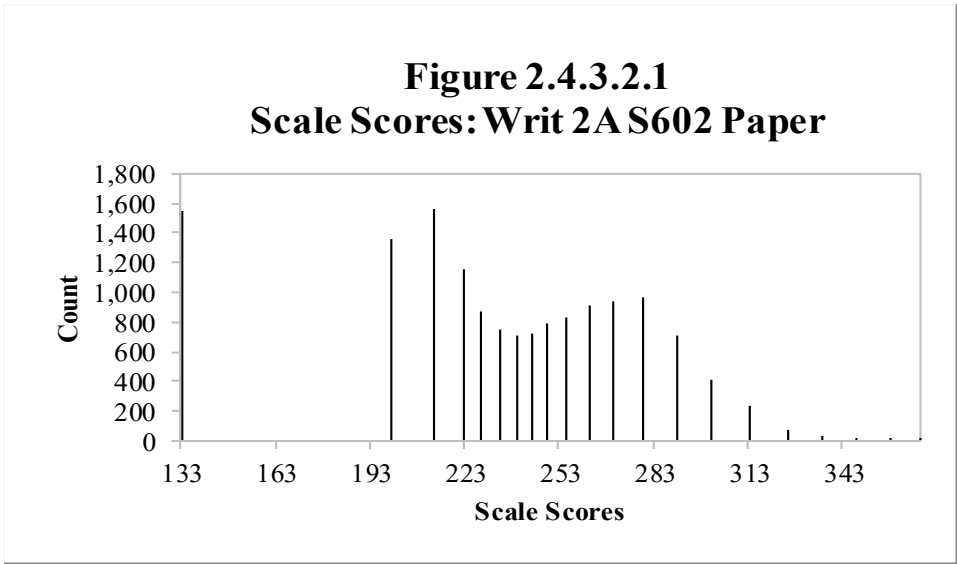


Table 2.4.3.2.2

Scale Score Descriptive Statistics: Writ 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	26,241	133	397	287.54	38.12
Total	26,241	133	397	287.54	38.12

Figure 2.4.3.2.2

Scale Scores: Writ 2 B/C S602 Paper

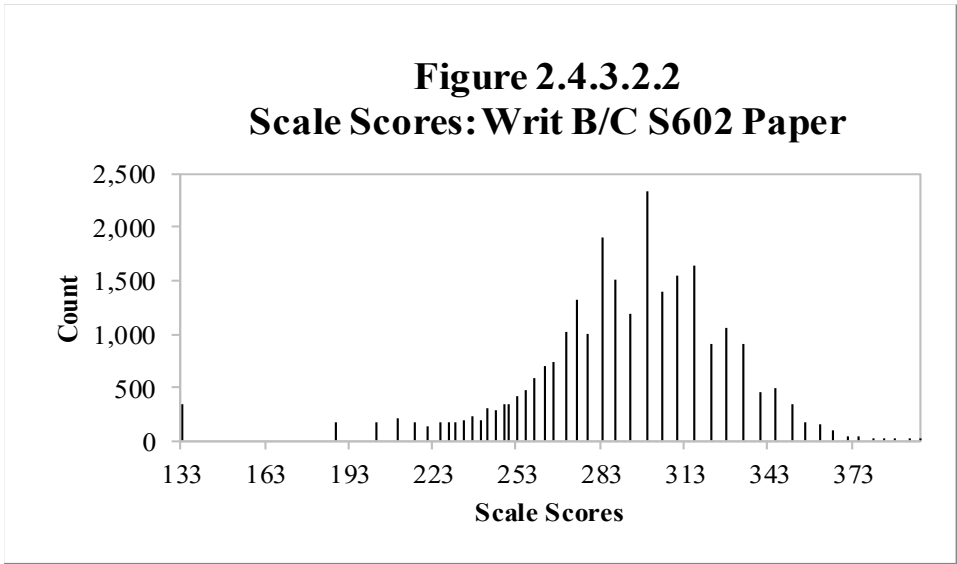


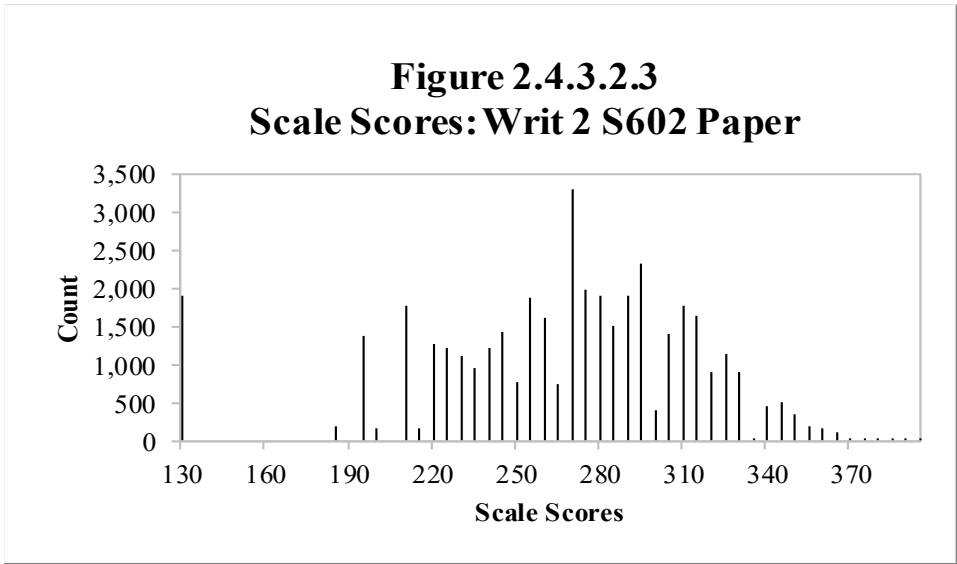
Table 2.4.3.2.3

Scale Score Descriptive Statistics: Writ 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	40,833	133	397	268.01	48.42
Total	40,833	133	397	268.01	48.42

Figure 2.4.3.2.3

Scale Scores: Writ 2 S602 Paper



2.4.3.3 Grade 3

Table 2.4.3.3.1

Scale Score Descriptive Statistics: Writ 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	11,793	133	358	244.31	43.86
Total	11,793	133	358	244.31	43.86

Figure 2.4.3.3.3

Scale Scores: Writ 3 A S602 Paper

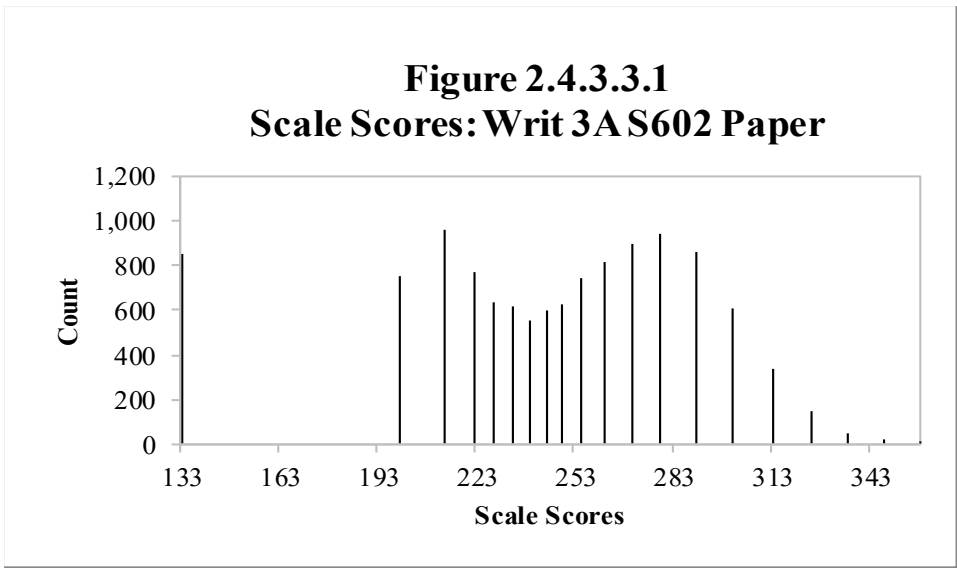


Table 2.4.3.3.2

Scale Score Descriptive Statistics: Writ 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	24,382	133	407	302.73	35.47
Total	24,382	133	407	302.73	35.47

Figure 2.4.3.3.2

Scale Scores: Writ 3 B/C S602 Paper

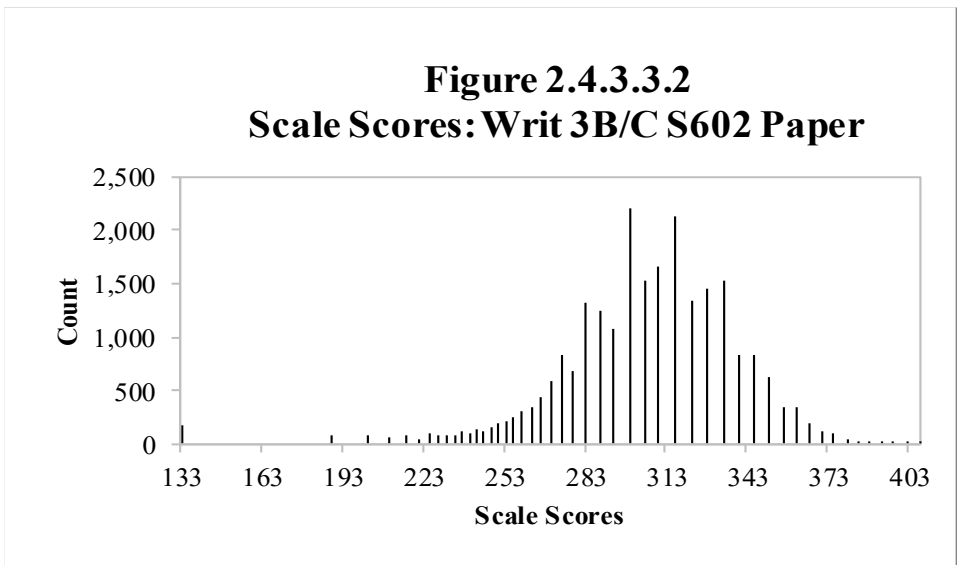


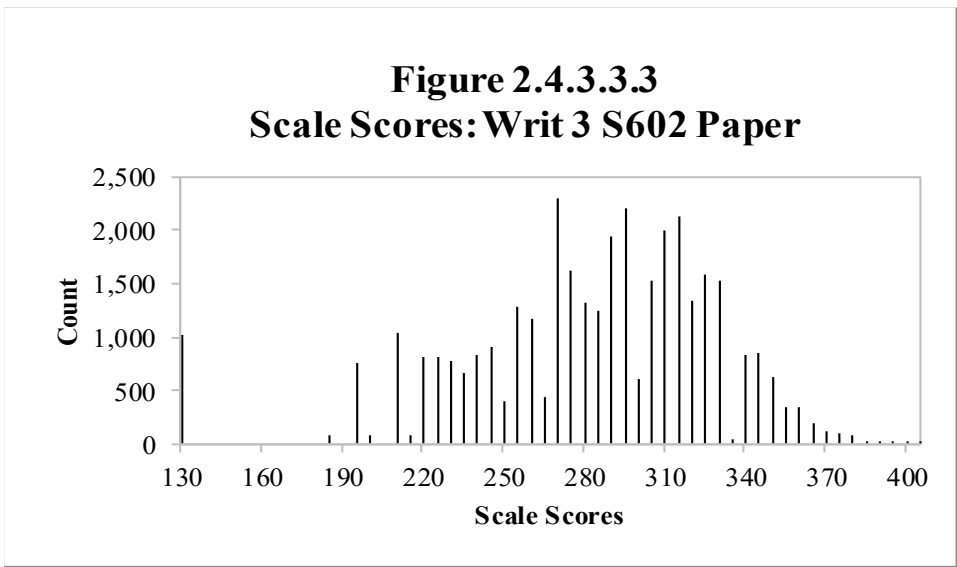
Table 2.4.3.3.3

Scale Score Descriptive Statistics: Writ 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	36,175	133	407	283.69	47.17
Total	36,175	133	407	283.69	47.17

Figure 2.4.3.3.3

Scale Scores: Writ 3 S602 Paper



2.4.3.4 Grades 4-5

Table 2.4.3.4.1

Scale Score Descriptive Statistics: Writ 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	9,370	155	407	267.90	44.67
5	8,645	155	407	276.20	42.50
Total	18,015	155	407	271.88	43.84

Figure 2.4.3.4.1

Scale Scores: Writ 4-5 A S602 Paper

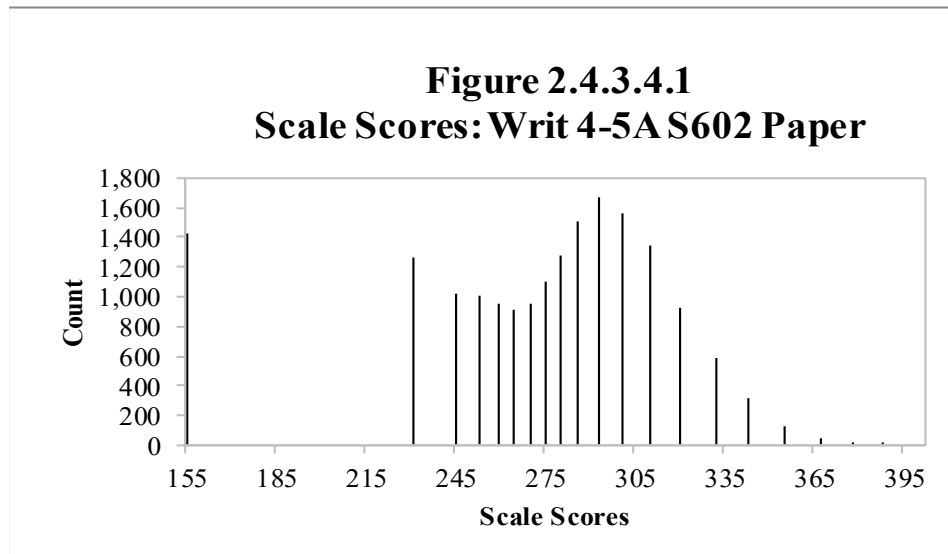


Table 2.4.3.4.2

Scale Score Descriptive Statistics: Writ 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	20,653	155	439	335.85	34.84
5	14,566	155	462	351.11	35.58
Total	35,219	155	462	342.16	35.94

Figure 2.4.3.4.2

Scale Scores: Writ 4-5 B/C S602 Paper

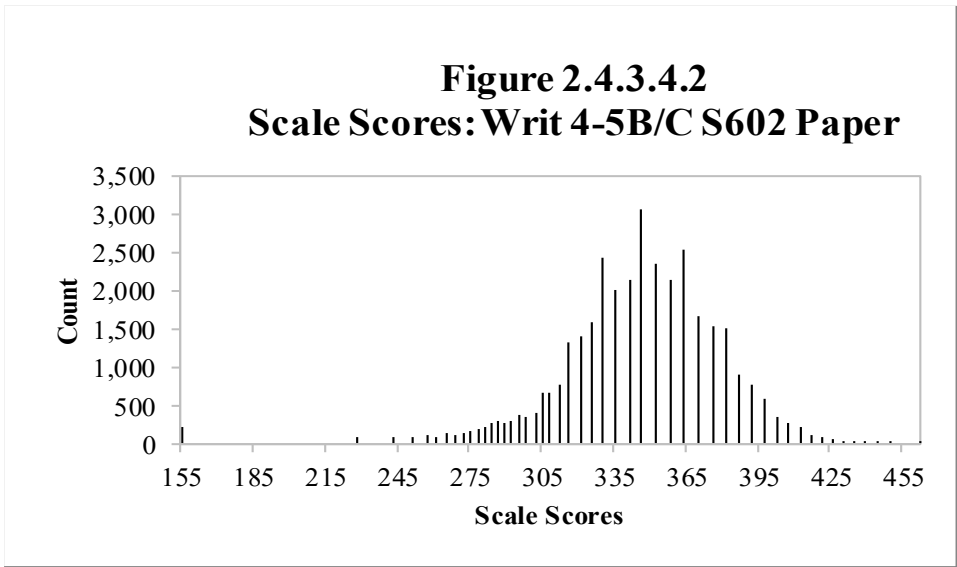


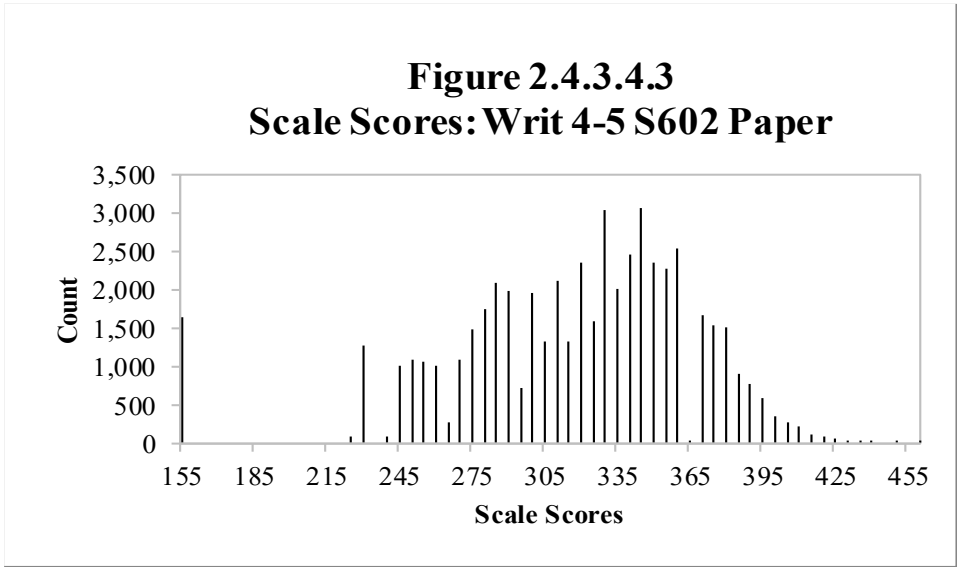
Table 2.4.3.4.3

Scale Score Descriptive Statistics: Writ 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	30,023	155	439	314.64	49.48
5	23,211	155	462	323.21	52.72
Total	53,234	155	462	318.38	51.10

Figure 2.4.3.4.3

Scale Scores: Writ 4-5 S602 Paper



2.4.3.5 Grades 6–8

Table 2.4.3.5.1

Scale Score Descriptive Statistics: Writ 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	8,685	188	389	270.71	33.03
7	8,501	188	398	273.63	32.33
8	8,373	188	398	278.60	32.94
Total	25,559	188	398	274.27	32.93

Figure 2.4.3.5.1

Scale Scores: Writ 6-8 A S602 Paper

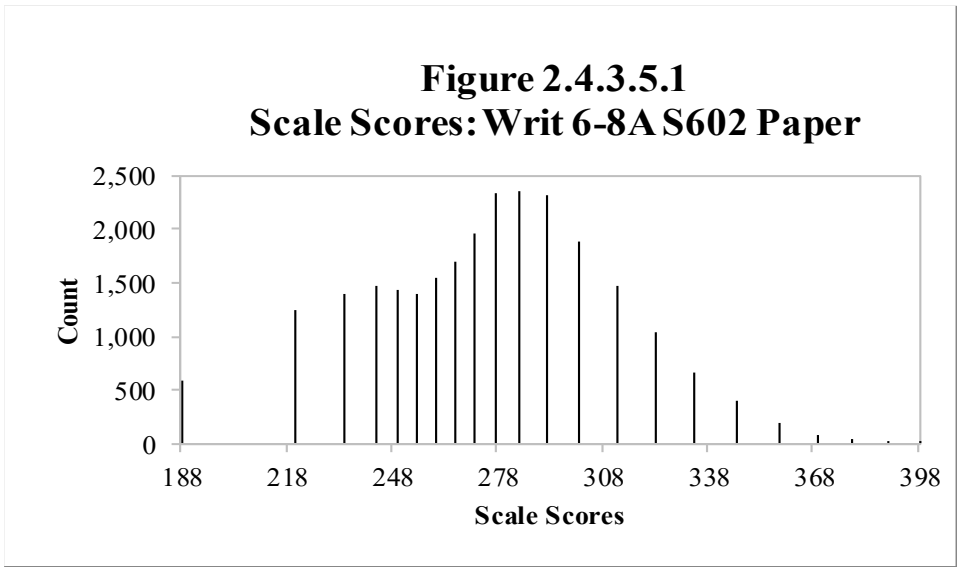


Table 2.4.3.5.2

Scale Score Descriptive Statistics: Writ 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	11,307	188	436	333.33	34.72
7	11,879	188	442	341.11	34.79
8	9,989	188	456	348.22	35.68
Total	33,175	188	456	340.60	35.54

Figure 2.4.3.5.2

Scale Scores: Writ 6-8 B/C S602 Paper

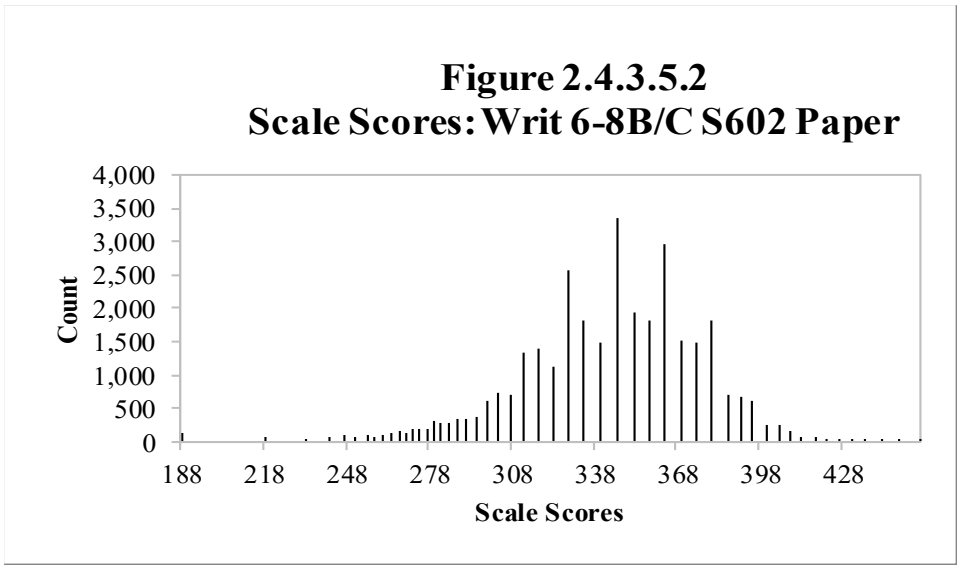


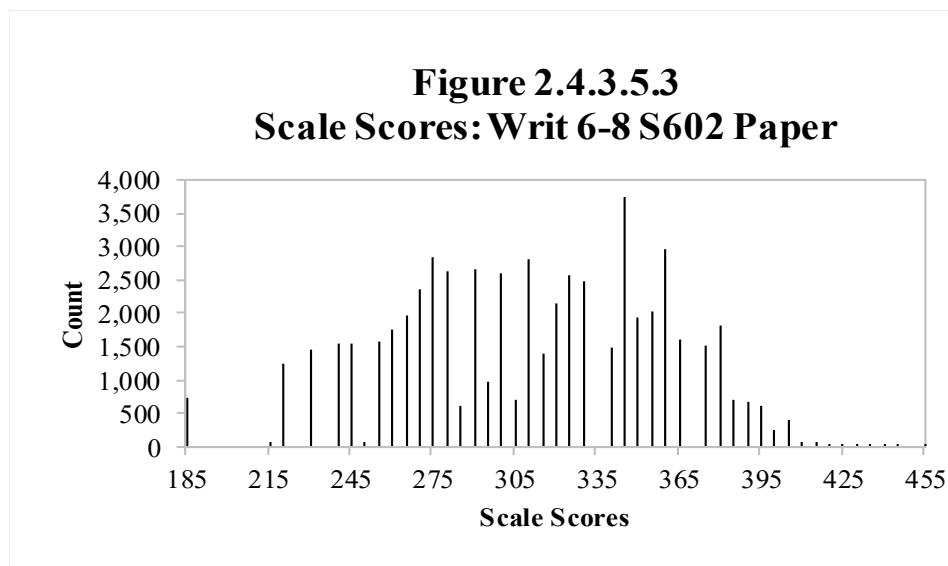
Table 2.4.3.5.3

Scale Score Descriptive Statistics: Writ 6-8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	19,992	188	436	306.12	46.03
7	20,380	188	442	312.97	47.42
8	18,362	188	456	316.48	48.88
Total	58,734	188	456	311.73	47.61

Figure 2.4.3.5.3

Scale Scores: Writ 6-8 S602 Paper



2.4.3.6 Grades 9-12

Table 2.4.3.6.1

Scale Score Descriptive Statistics: Writ 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	8,723	232	439	301.94	35.52
10	7,055	232	430	305.65	34.10
11	5,261	232	430	310.88	34.03
12	2,959	232	421	315.89	32.74
Total	23,998	232	439	306.71	34.77

Figure 2.4.3.6.1

Scale Scores: Writ 9-12 A S602 Paper

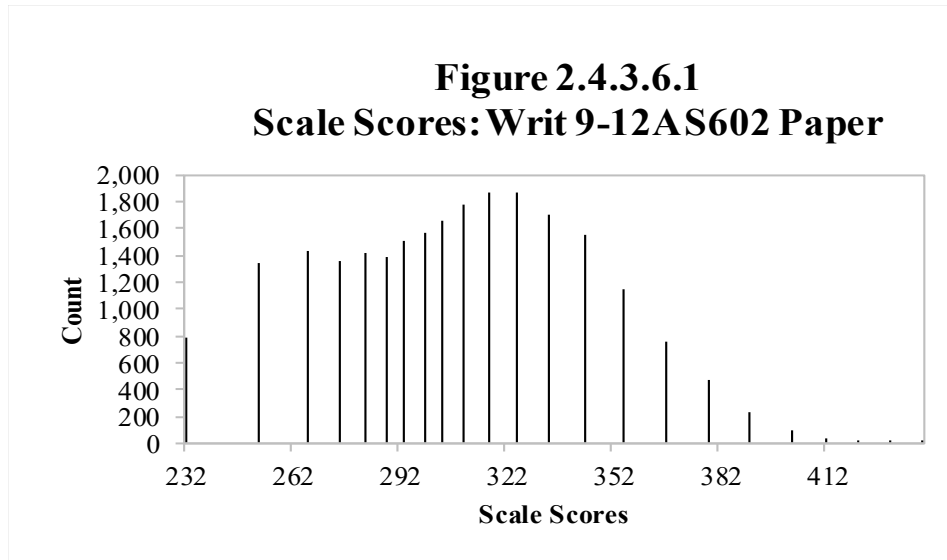


Table 2.4.3.6.2

Scale Score Descriptive Statistics: Writ 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	9,482	232	451	365.64	37.36
10	9,537	232	471	367.70	38.25
11	8,091	232	463	369.10	39.12
12	5,826	232	463	367.86	38.56
Total	32,936	232	471	367.48	38.29

Figure 2.4.3.6.2

Scale Scores: Writ 9-12 B/C S602 Paper

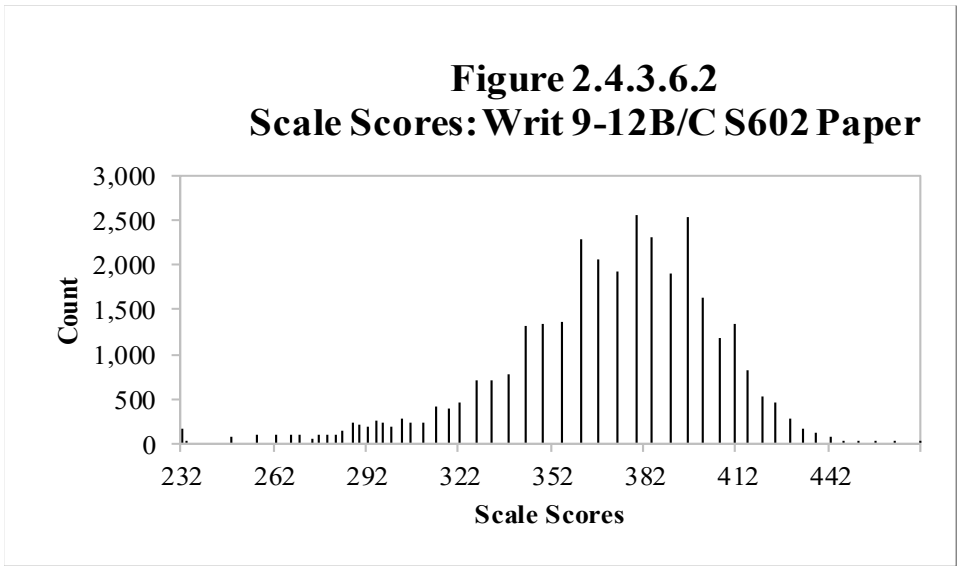


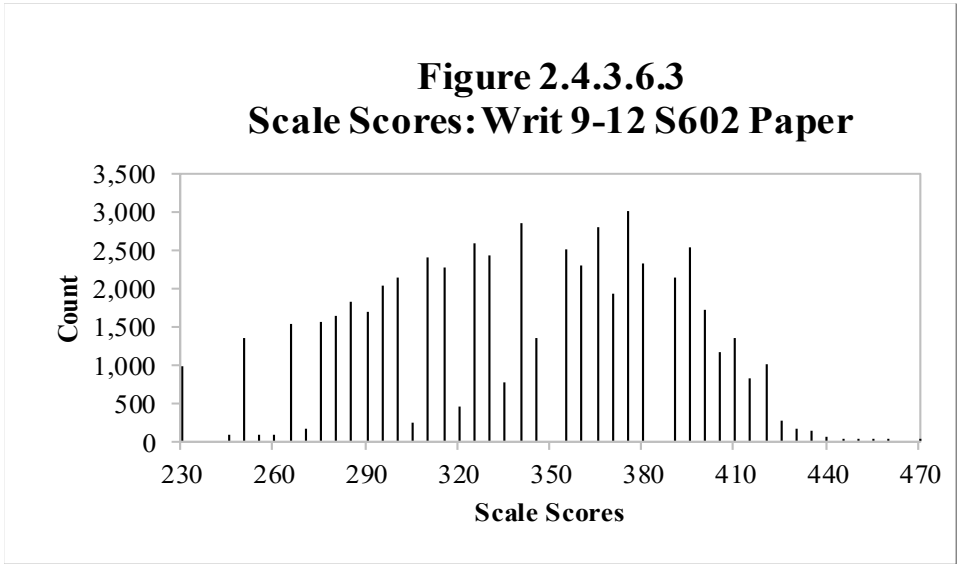
Table 2.4.3.6.3

Scale Score Descriptive Statistics: Writ 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	18,205	232	451	335.12	48.42
10	16,592	232	471	341.32	47.71
11	13,352	232	463	346.16	46.83
12	8,785	232	463	350.36	44.16
Total	56,934	232	471	341.87	47.52

Figure 2.4.3.6.3

Scale Scores: Writ 9-12 S602 Paper



2.4.4 Speaking

2.4.4.0 Kindergarten

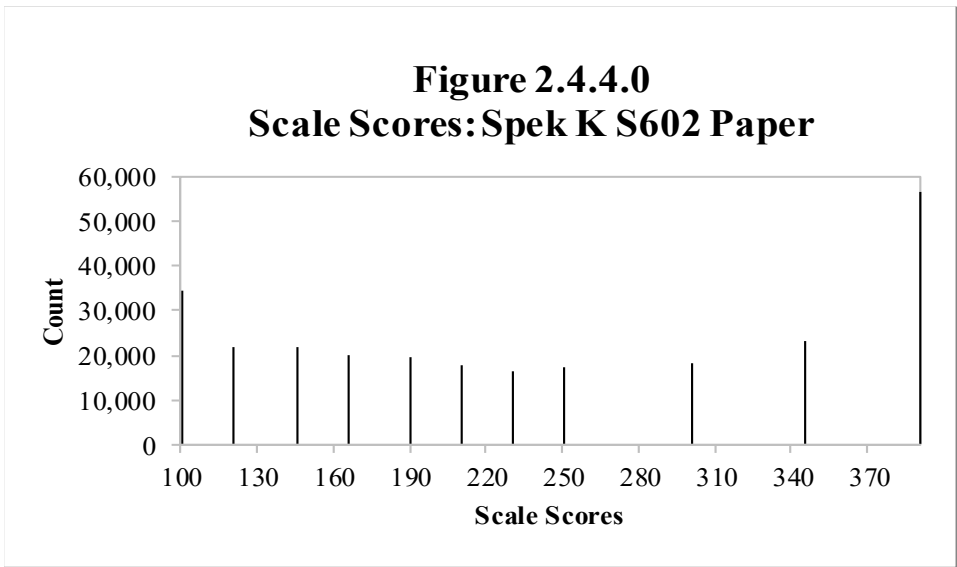
Table 2.4.4.0

Scale Score Descriptive Statistics: Spek K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,865	100	392	239.81	105.64
Total	266,865	100	392	239.81	105.64

Figure 2.4.4.0

Scale Scores: Spek K S602 Paper



2.4.4.1 Grade 1

Table 2.4.4.1.1

Scale Score Descriptive Statistics: Spek 1 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	26,079	106	401	232.04	67.49
Total	26,079	106	401	232.04	67.49

Figure 2.4.4.1.1

Scale Scores: Spek 1 A S602 Paper

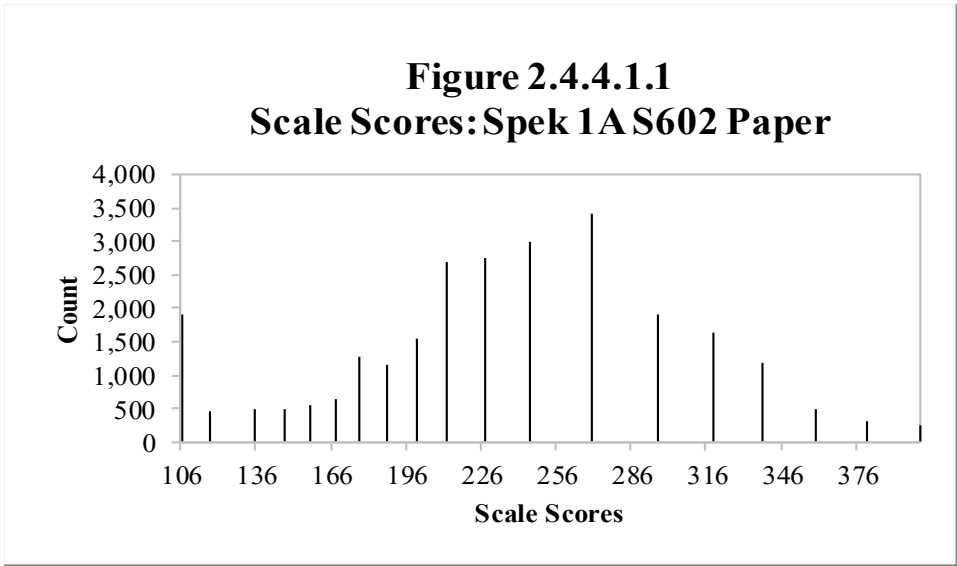


Table 2.4.4.1.2

Scale Score Descriptive Statistics: Spek 1 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	15,755	106	414	294.43	55.03
Total	15,755	106	414	294.43	55.03

Figure 2.4.4.1.2

Scale Scores: Spek 1 B/C S602 Paper

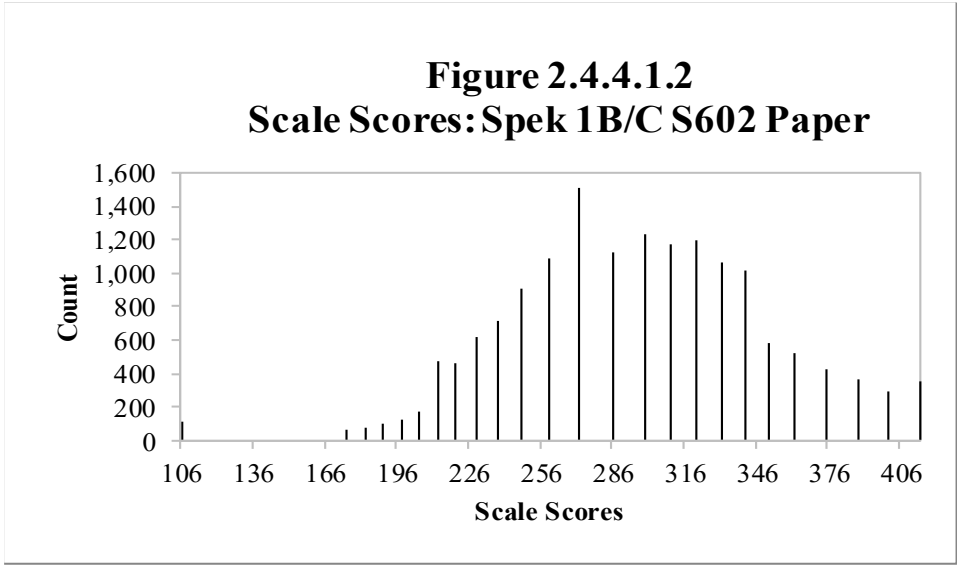


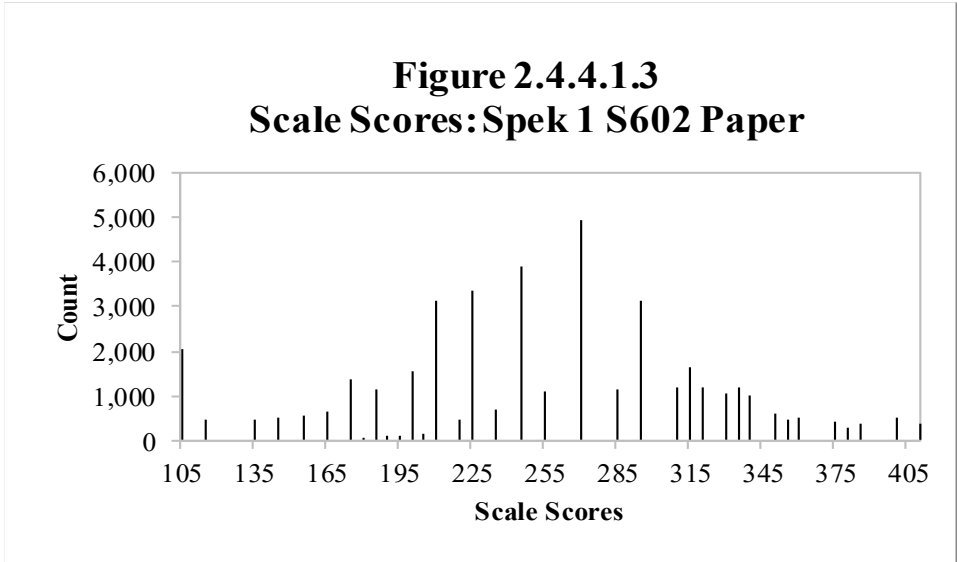
Table 2.4.4.1.3

Scale Score Descriptive Statistics: Spek 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	41,834	106	414	255.54	69.96
Total	41,834	106	414	255.54	69.96

Figure 2.4.4.1.3

Scale Scores: Spek 1 S602 Paper



2.4.4.2 Grade 2

Table 2.4.4.2.1

Scale Score Descriptive Statistics: Spek 2 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	14,367	118	380	223.61	72.01
Total	14,367	118	380	223.61	72.01

Figure 2.4.4.2.1

Scale Scores: Spek 2 A S602 Paper

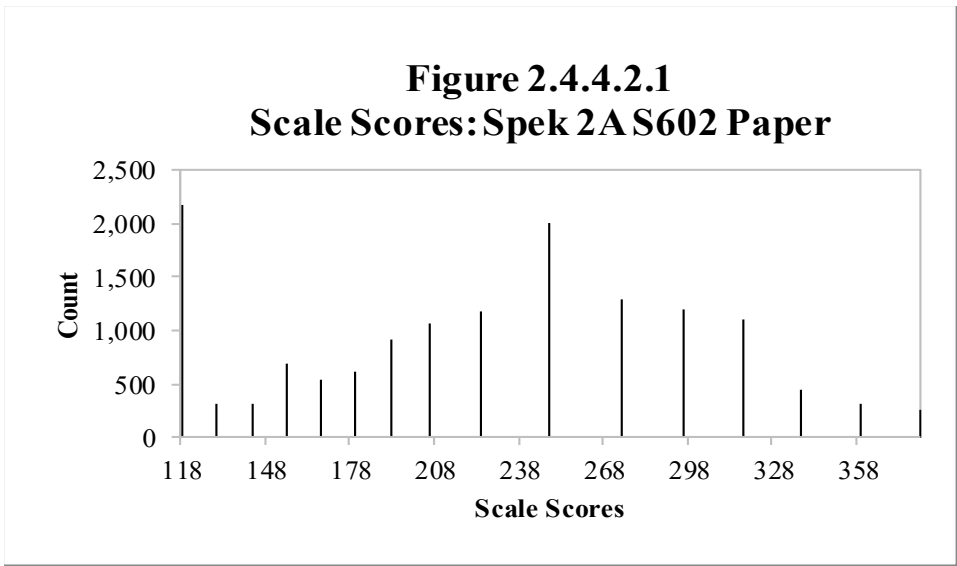


Table 2.4.4.2.2

Scale Score Descriptive Statistics: Spek 2 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	25,989	118	425	306.19	54.04
Total	25,989	118	425	306.19	54.04

Figure 2.4.4.2.2

Scale Scores: Spek 2 B/C S602 Paper

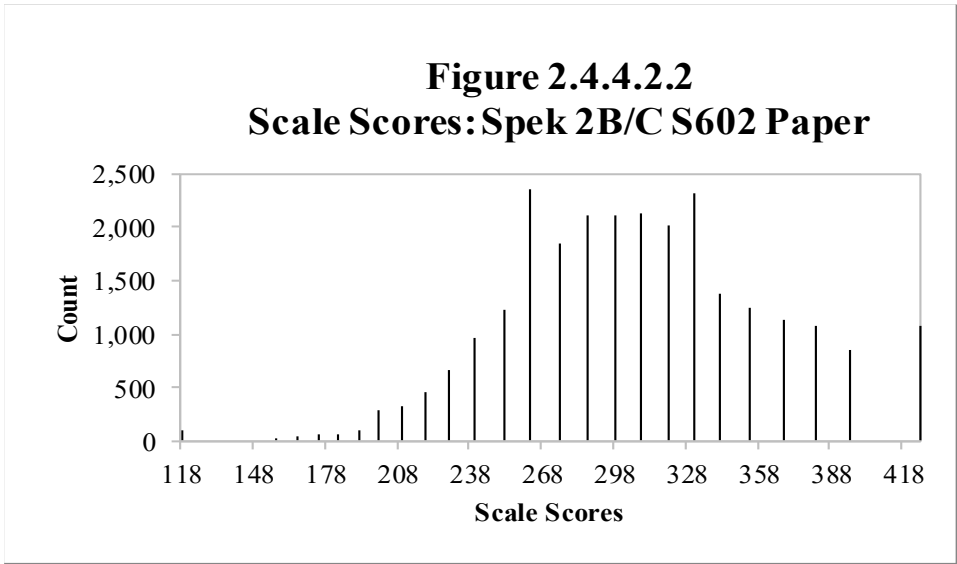


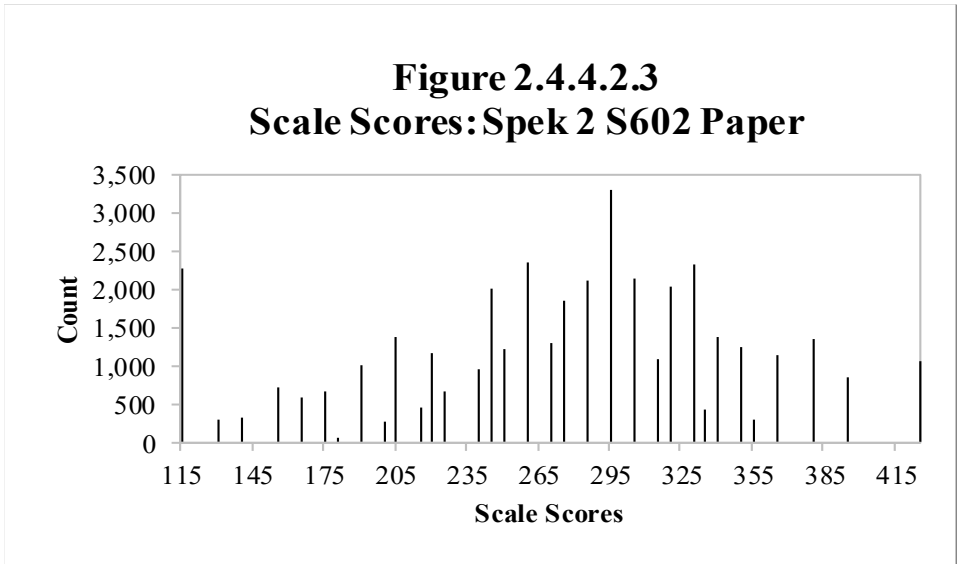
Table 2.4.4.2.3

Scale Score Descriptive Statistics: Spek 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	40,356	118	425	276.79	72.73
Total	40,356	118	425	276.79	72.73

Figure 2.4.4.2.3

Scale Scores: Spek 2 S602 Paper



2.4.4.3 Grade 3

Table 2.4.4.3.1

Scale Score Descriptive Statistics: Spek 3 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	11,612	118	380	224.42	73.20
Total	11,612	118	380	224.42	73.20

Figure 2.4.4.3.1

Scale Scores: Spek 3 A S602 Paper

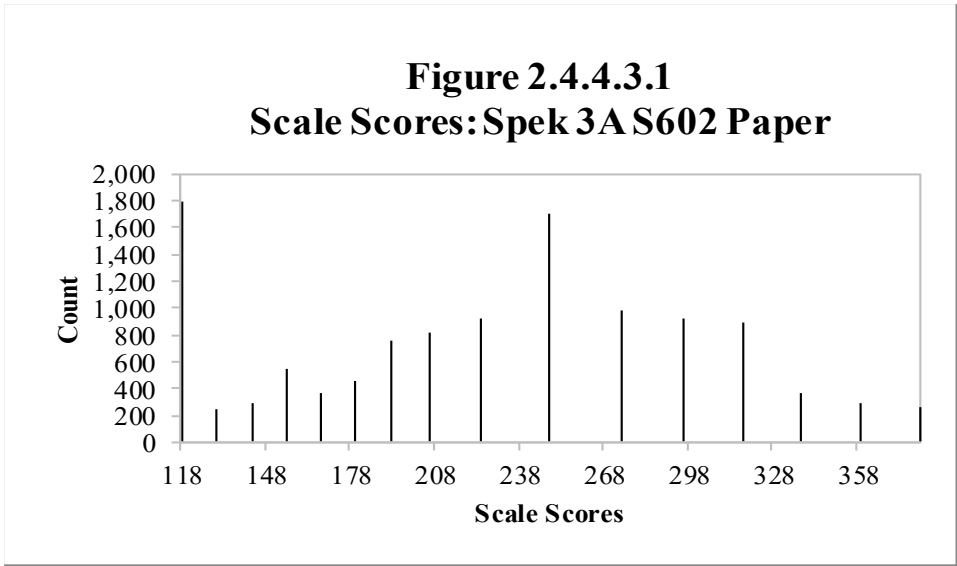


Table 2.4.4.3.2

Scale Score Descriptive Statistics: Spek 3 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	24,163	118	425	316.19	52.79
Total	24,163	118	425	316.19	52.79

Figure 2.4.4.3.2

Scale Scores: Spek 3 B/C S602 Paper

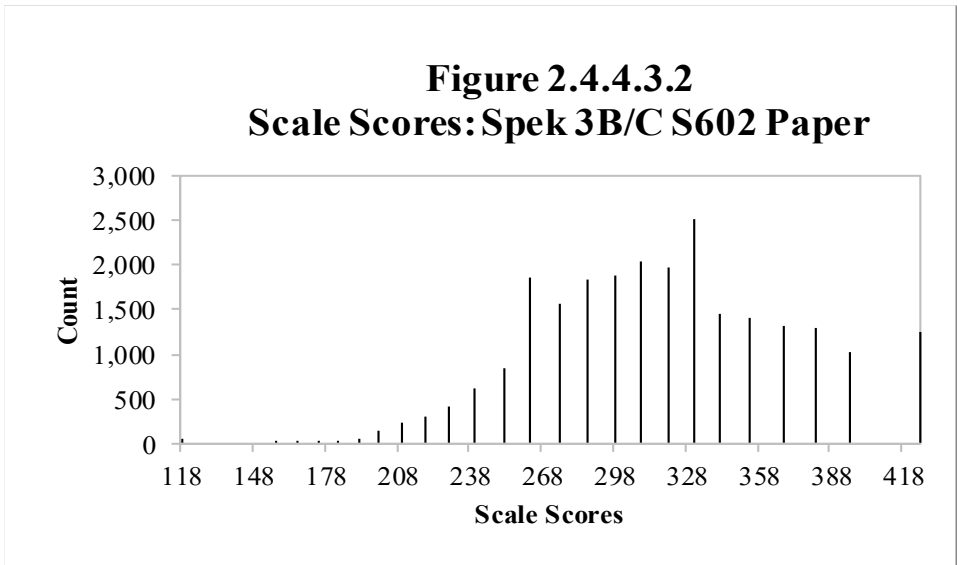


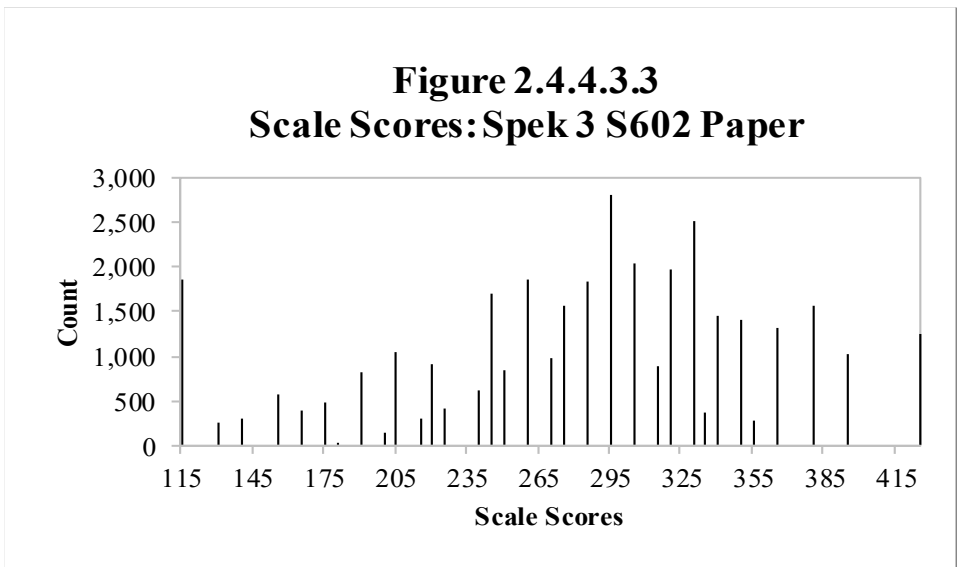
Table 2.4.4.3.3

Scale Score Descriptive Statistics: Spek 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	35,775	118	425	286.40	73.94
Total	35,775	118	425	286.40	73.94

Figure 2.4.4.3.3

Scale Scores: Spek 3 S602 Paper



2.4.4.4 Grades 4-5

Table 2.4.4.4.1

Scale Score Descriptive Statistics: Spek 4-5 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	9,280	130	408	224.89	66.85
5	8,585	130	408	227.85	67.61
Total	17,865	130	408	226.31	67.23

Figure 2.4.4.4.1.

Scale Scores: Spek 4-5 A S602 Paper

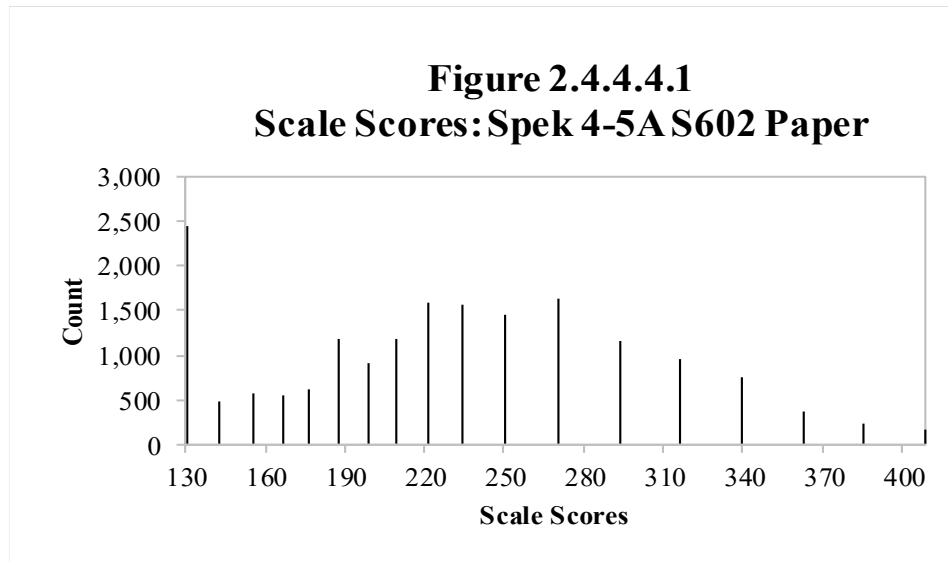


Table 2.4.4.4.2

Scale Score Descriptive Statistics: Spek 4-5 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	20,478	130	443	344.33	53.31
5	14,441	130	443	353.80	54.25
Total	34,919	130	443	348.25	53.90

Figure 2.4.4.4.2

Scale Scores: Spek 4-5 B/C S602 Paper

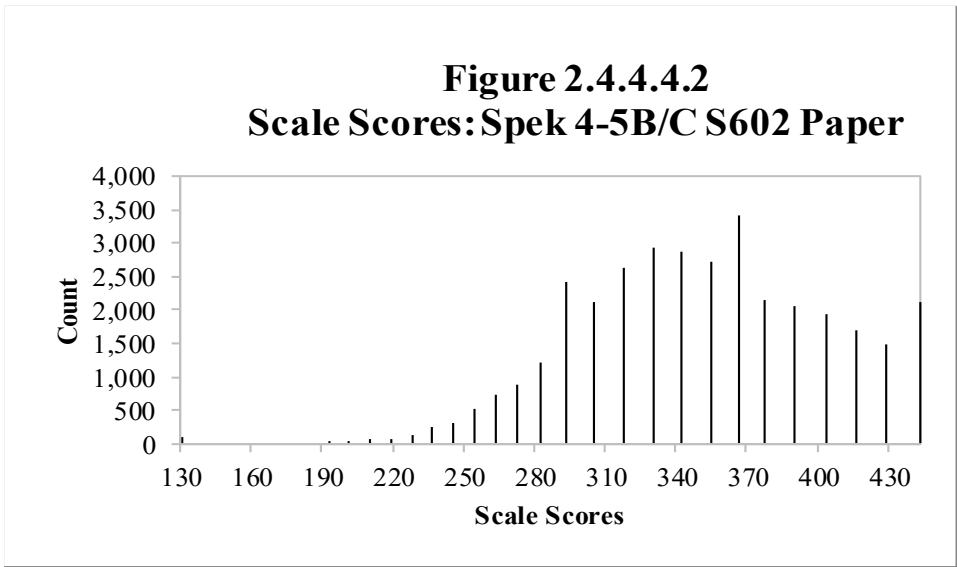


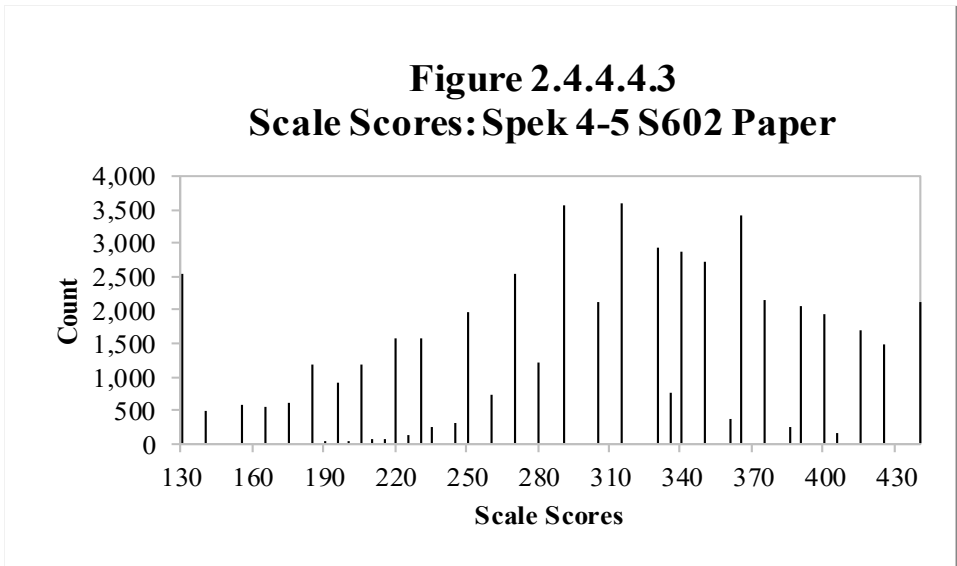
Table 2.4.4.4.3

Scale Score Descriptive Statistics: Spek 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	29,758	130	443	307.08	80.07
5	23,026	130	443	306.84	85.20
Total	52,784	130	443	306.98	82.35

Figure 2.4.4.4.3

Scale Scores: Spek 4-5 S602 Paper



2.4.4.5 Grades 6-8

Table 2.4.4.5.1

Scale Score Descriptive Statistics: Spek 6-8 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	8,603	148	438	250.00	71.25
7	8,418	148	438	249.60	68.40
8	8,269	148	438	255.21	70.35
Total	25,290	148	438	251.57	70.06

Figure 2.4.4.5.1.

Scale Scores: Spek 6-8 S602 Paper

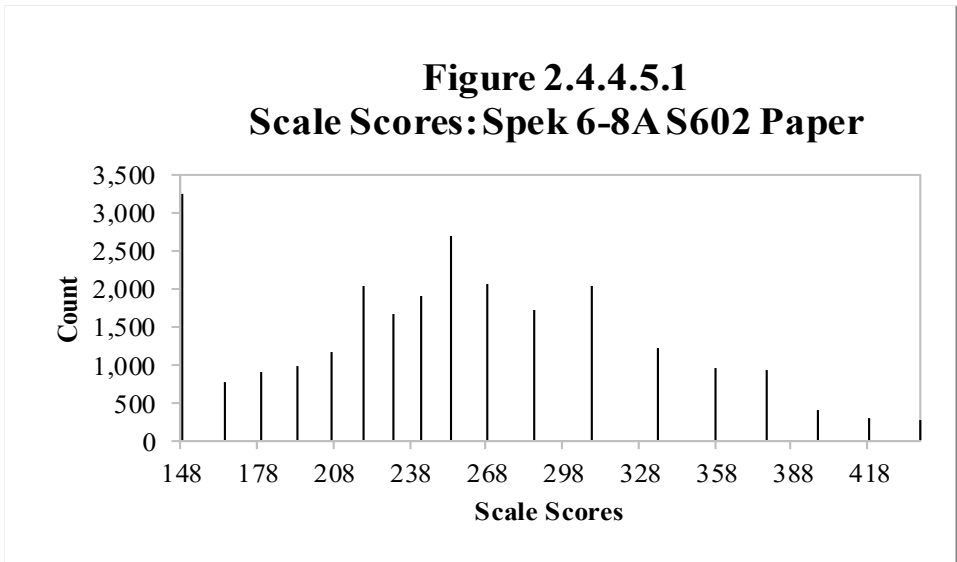


Table 2.4.4.5.2

Scale Score Descriptive Statistics: Spek 6-8 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	11,206	148	468	370.53	57.26
7	11,793	148	468	373.07	58.28
8	9,921	148	468	375.85	59.37
Total	32,920	148	468	373.04	58.30

Figure 2.4.4.5.2

Scale Scores: Spek 6-8 B/C S602 Paper

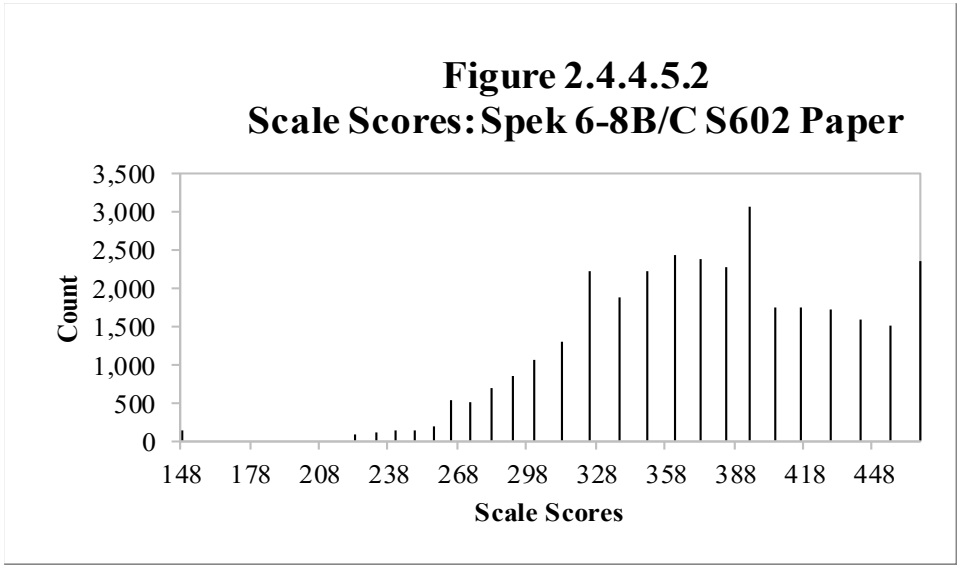


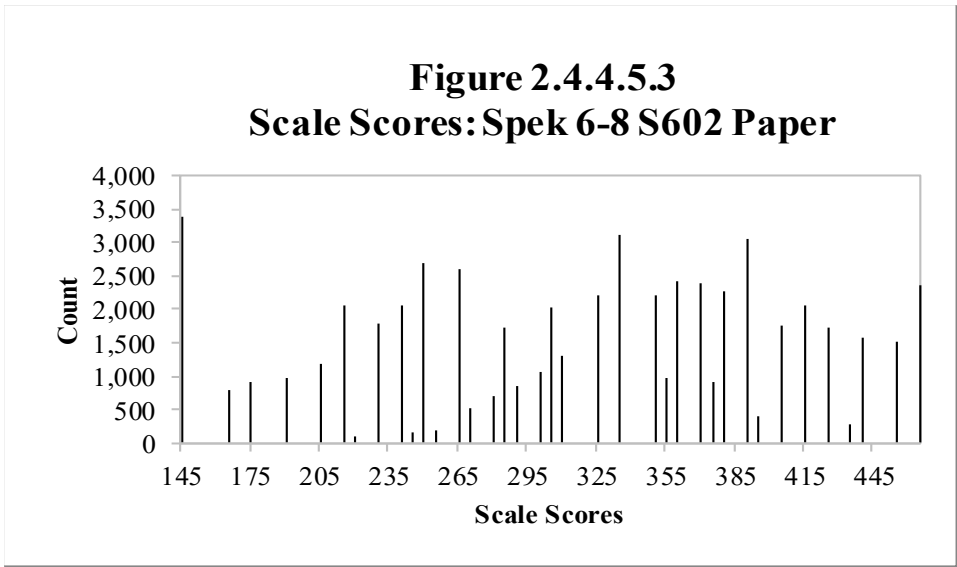
Table 2.4.4.5.3

Scale Score Descriptive Statistics: Spek 6-8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	19,809	148	468	318.18	87.34
7	20,211	148	468	321.65	87.38
8	18,190	148	468	321.01	88.21
Total	58,210	148	468	320.27	87.64

Figure 2.4.4.5.3

Scale Scores: Spek 6-8 S602 Paper



2.4.4.6 Grades 9-12

Table 2.4.4.6.1

Scale Score Descriptive Statistics: Spek 9-12 A S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	8,630	172	443	257.64	63.67
10	6,975	172	443	262.87	63.53
11	5,199	172	443	271.74	65.15
12	2,926	172	443	282.80	65.02
Total	23,730	172	443	265.37	64.66

Figure 2.4.4.6.1.

Scale Scores: Spek 9-12 A S602 Paper

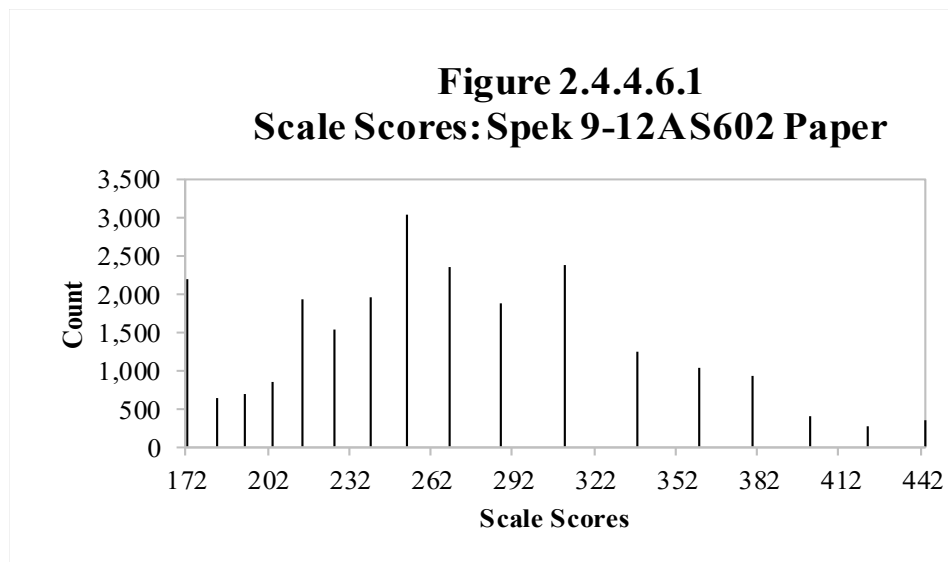


Table 2.4.4.6.2

Scale Score Descriptive Statistics: Spek 9-12 B/C S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	9,406	172	476	369.58	62.42
10	9,471	172	476	370.37	63.94
11	8,039	172	476	373.76	63.75
12	5,780	172	476	378.76	61.55
Total	32,696	172	476	372.46	63.13

Figure 2.4.4.6.2

Scale Scores: Spek 9-12 B/C S602 Paper

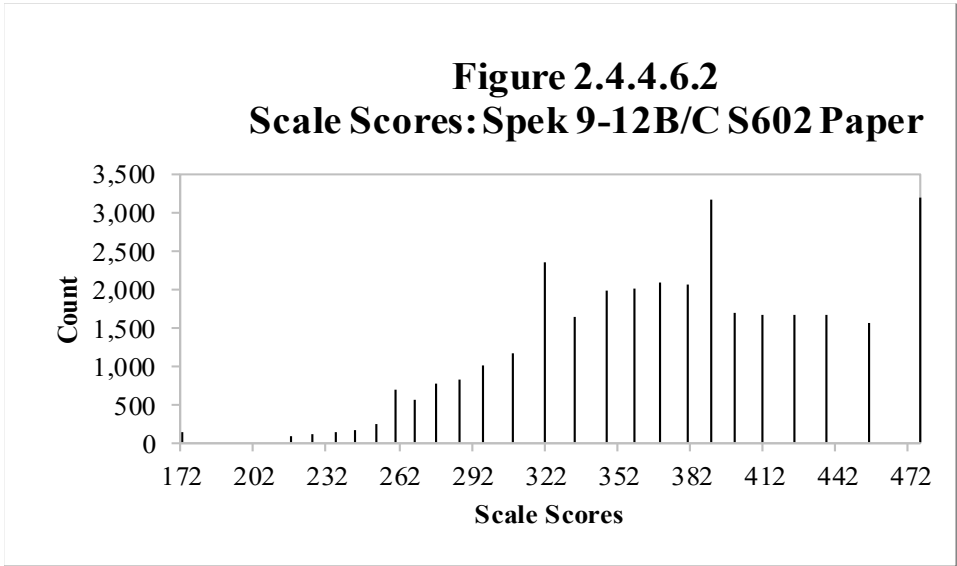


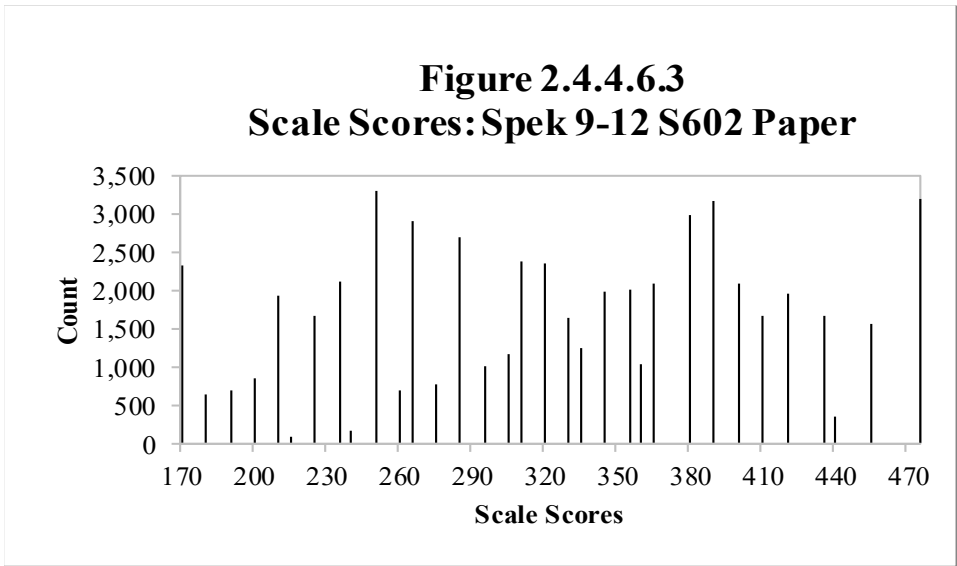
Table 2.4.4.6.3

Scale Score Descriptive Statistics: Spek 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	18,036	172	476	316.02	84.25
10	16,446	172	476	324.78	83.00
11	13,238	172	476	333.69	81.35
12	8,706	172	476	346.51	77.40
Total	56,426	172	476	327.42	82.84

Figure 2.4.4.6.3

Scale Scores: Spek 9-12 S602 Paper



2.5 Proficiency Level Distribution

Figures and tables in this section provide information on the proficiency level distribution for each of the domains for each grade-level cluster. In each figure, the horizontal axis shows the six WIDA proficiency levels. The vertical axis shows the percentage of students. Each bar shows the percentage of students who were placed into each proficiency level in the domain being tested on this test form.

The tables in this section present, by grade, denoted by *G#*, 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

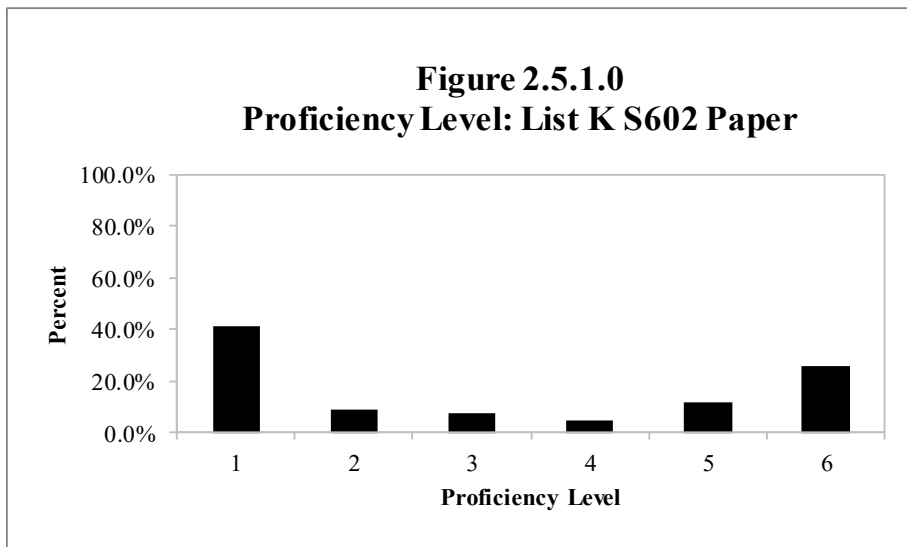
Table 2.5.1.0

Proficiency Level Distribution: List K S602 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	109,532	41.04%	109,532	41.04%
2	24,753	9.28%	24,753	9.28%
3	20,211	7.57%	20,211	7.57%
4	12,644	4.74%	12,644	4.74%
5	31,511	11.81%	31,511	11.81%
6	68,223	25.56%	68,223	25.56%
Total	266,874	100.00%	266,874	100.00%

Figure 2.5.1.0

Proficiency Level: List K S602 Paper



2.5.1.1 Grade 1

Table 2.5.1.1.1

Proficiency Level Distribution: List 1 A S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	2,871	13.57%	2,871	13.57%
2	3,620	17.11%	3,620	17.11%
3	3,653	17.26%	3,653	17.26%
4	2,343	11.07%	2,343	11.07%
5	5,172	24.44%	5,172	24.44%
6	3,504	16.56%	3,504	16.56%
Total	21,163	100.00%	21,163	100.00%

Figure 2.5.1.1.1

Proficiency Level: List 1 A S602 Paper

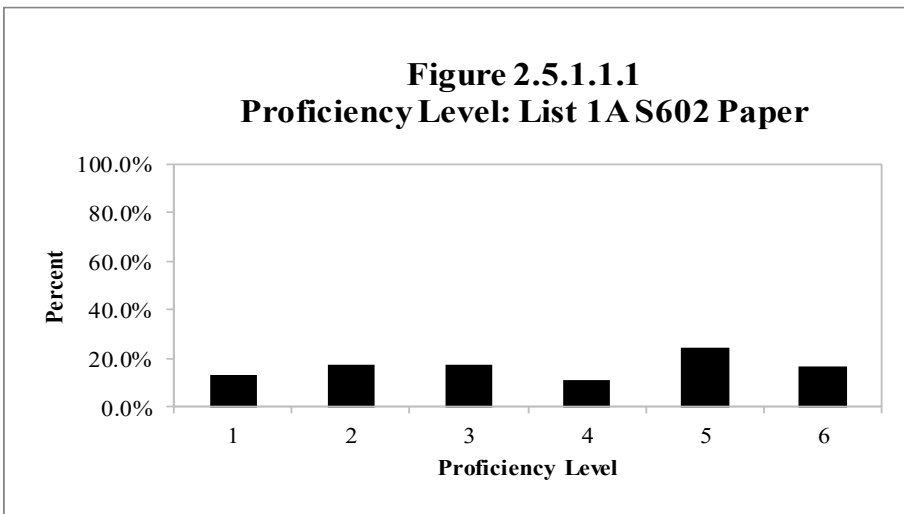


Table 2.5.1.1.2

Proficiency Level Distribution: List 1 B/C S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	250	1.85%	250	1.85%
2	507	3.75%	507	3.75%
3	3,146	23.28%	3,146	23.28%
4	1,294	9.58%	1,294	9.58%
5	2,940	21.76%	2,940	21.76%
6	5,375	39.78%	5,375	39.78%
Total	13,512	100.00%	13,512	100.00%

Figure 2.5.1.1.2

Proficiency Level: List 1 B/C S602 Paper

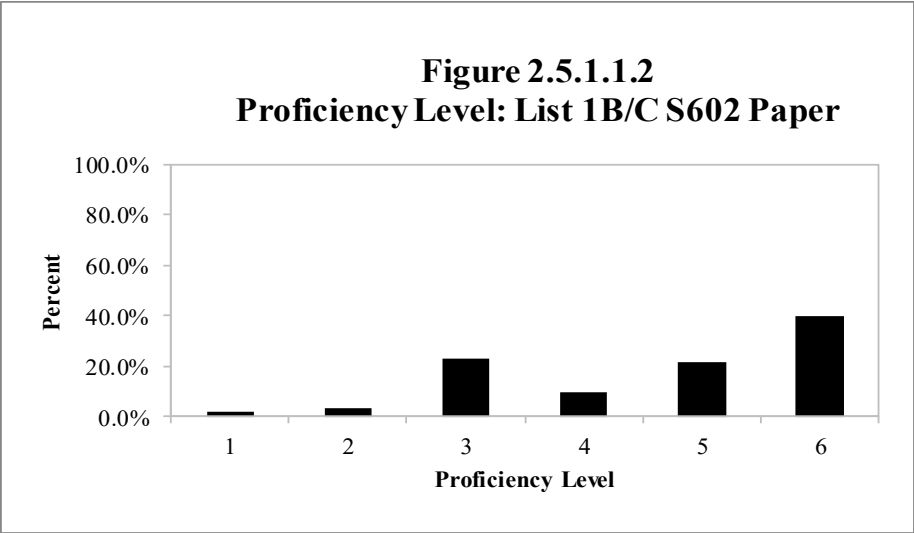
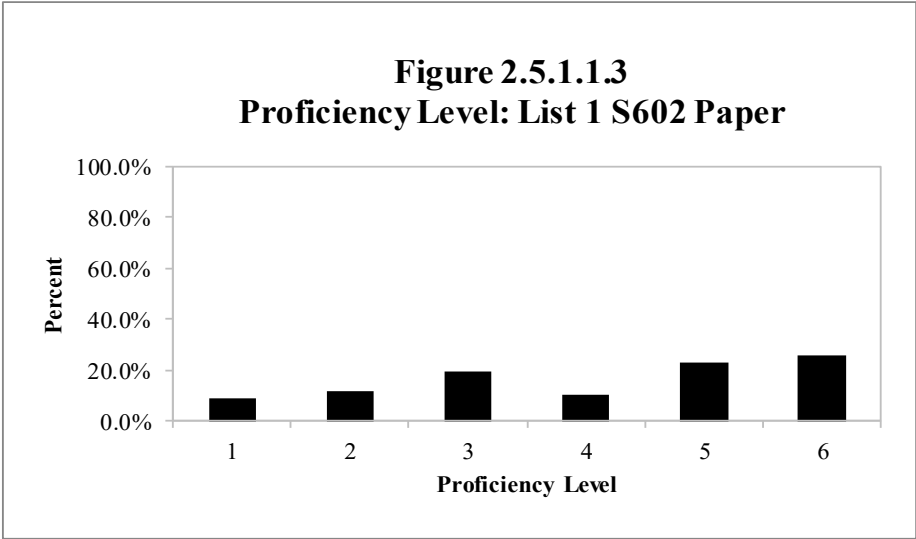


Table 2.5.1.1.3
Proficiency Level Distribution: List 1 S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	3,121	9.00%	3,121	9.00%
2	4,127	11.90%	4,127	11.90%
3	6,799	19.61%	6,799	19.61%
4	3,637	10.49%	3,637	10.49%
5	8,112	23.39%	8,112	23.39%
6	8,879	25.61%	8,879	25.61%
Total	34,675	100.00%	34,675	100.00%

Figure 2.5.1.1.3
Proficiency Level: List 1 S602 Paper



2.5.1.2 Grade 2

Table 2.5.1.2.1

Proficiency Level Distribution: List 2 A S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	2,628	20.57%	2,628	20.57%
2	3,348	26.21%	3,348	26.21%
3	2,579	20.19%	2,579	20.19%
4	1,554	12.17%	1,554	12.17%
5	2,665	20.86%	2,665	20.86%
6	0	0.00%	0	0.00%
Total	12,774	100.00%	12,774	100.00%

Figure 2.5.1.2.1

Proficiency Level: List 2 A S602 Paper

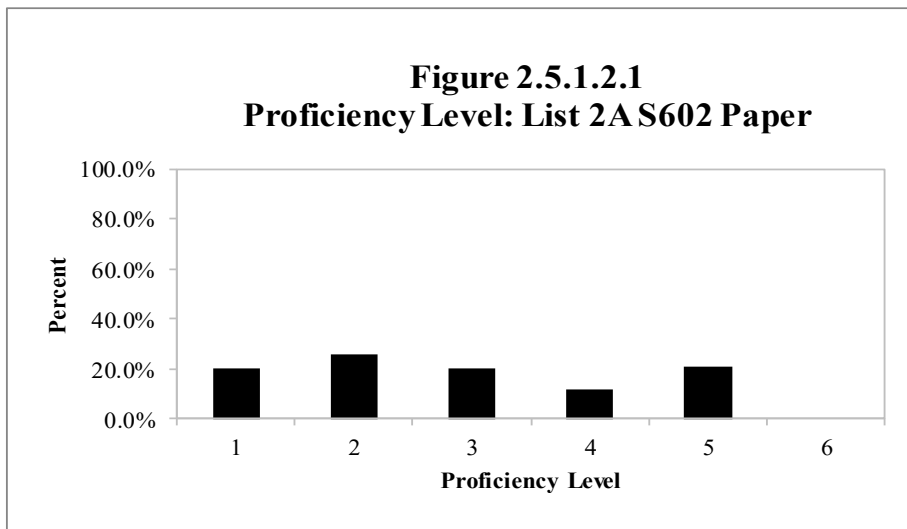


Table 2.5.1.2.2

Proficiency Level Distribution: List 2 B/C S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	116	0.47%	116	0.47%
2	1,669	6.82%	1,669	6.82%
3	4,199	17.16%	4,199	17.16%
4	5,320	21.75%	5,320	21.75%
5	3,408	13.93%	3,408	13.93%
6	9,753	39.87%	9,753	39.87%
Total	24,465	100.00%	24,465	100.00%

Figure 2.5.1.2.2

Proficiency Level: List 2 B/C S602 Paper

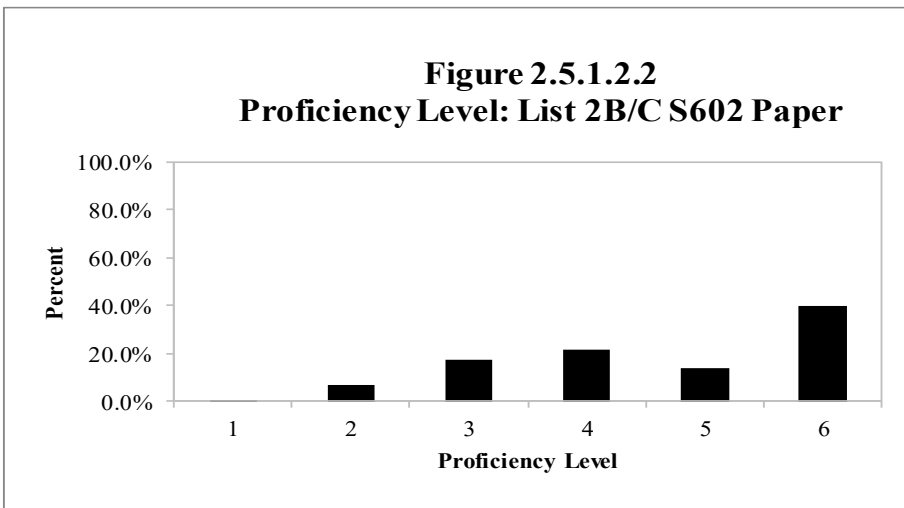


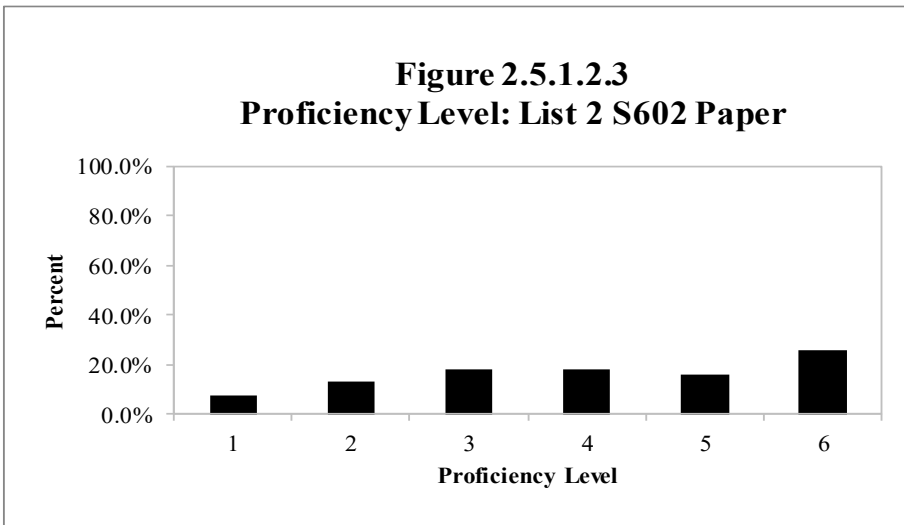
Table 2.5.1.2.3

Proficiency Level Distribution: List 2 S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	2,744	7.37%	2,744	7.37%
2	5,017	13.47%	5,017	13.47%
3	6,778	18.20%	6,778	18.20%
4	6,874	18.46%	6,874	18.46%
5	6,073	16.31%	6,073	16.31%
6	9,753	26.19%	9,753	26.19%
Total	37,239	100.00%	37,239	100.00%

Figure 2.5.1.2.3

Proficiency Level: List 2 S602 Paper



2.5.1.3 Grade 3

Table 2.5.1.3.1

Proficiency Level Distribution: List 3 A S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	407	3.86%	407	3.86%
2	3,207	30.39%	3,207	30.39%
3	3,174	30.08%	3,174	30.08%
4	1,714	16.24%	1,714	16.24%
5	1,233	11.68%	1,233	11.68%
6	818	7.75%	818	7.75%
Total	10,553	100.00%	10,553	100.00%

Figure 2.5.1.3.1

Proficiency Level: List 3 A S602 Paper

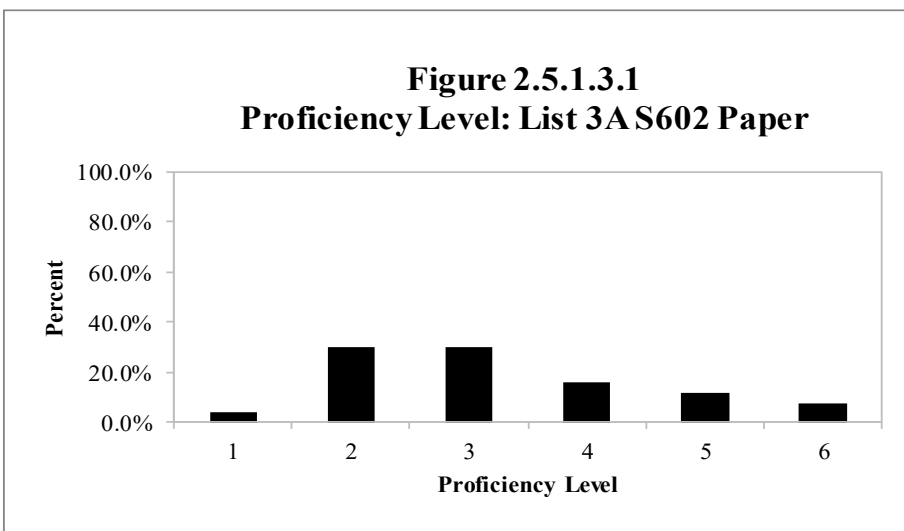


Table 2.5.1.3.2

Proficiency Level Distribution: List 3 B/C S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	19	0.08%	19	0.08%
2	500	2.21%	500	2.21%
3	3,038	13.44%	3,038	13.44%
4	4,339	19.19%	4,339	19.19%
5	5,509	24.37%	5,509	24.37%
6	9,200	40.70%	9,200	40.70%
Total	22,605	100.00%	22,605	100.00%

Figure 2.5.1.3.2

Proficiency Level: List 3 B/C S602 Paper

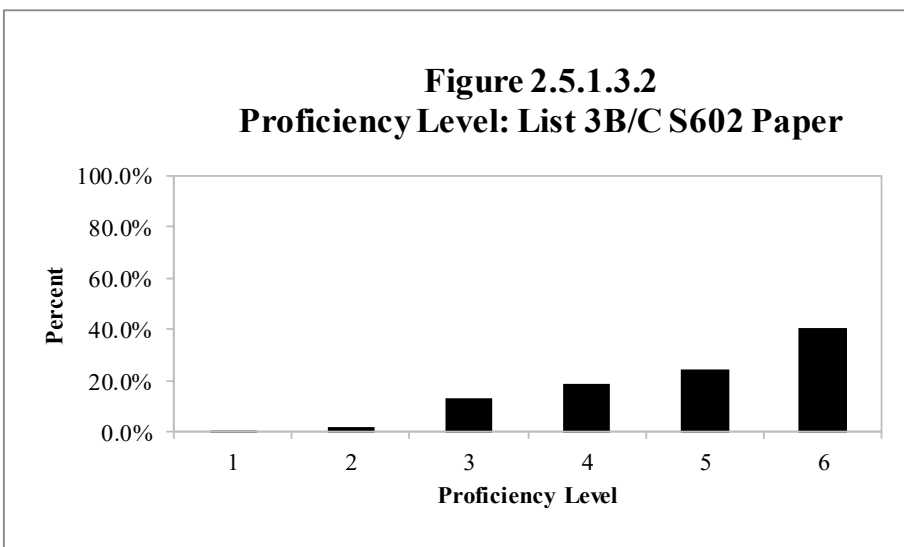
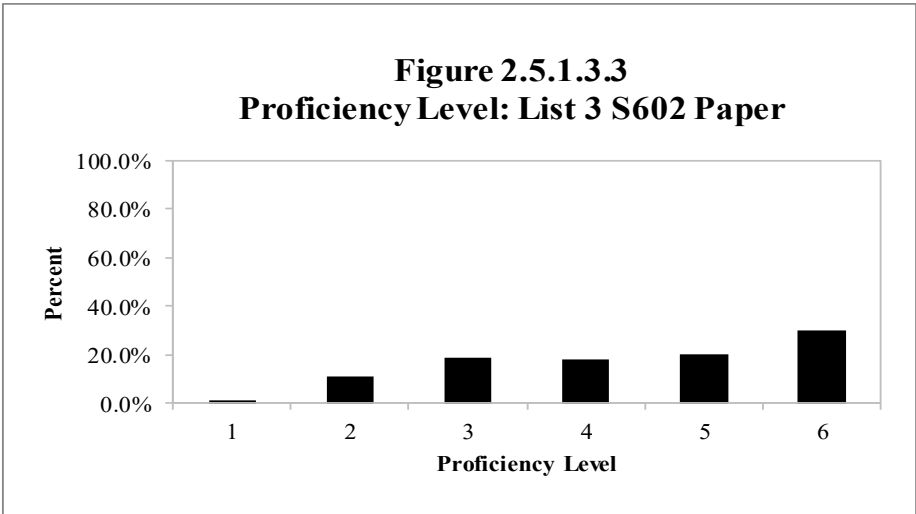


Table 2.5.1.3.3
Proficiency Level Distribution: List 3 S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	426	1.28%	426	1.28%
2	3,707	11.18%	3,707	11.18%
3	6,212	18.73%	6,212	18.73%
4	6,053	18.26%	6,053	18.26%
5	6,742	20.33%	6,742	20.33%
6	10,018	30.21%	10,018	30.21%
Total	33,158	100.00%	33,158	100.00%

Figure 2.5.1.3.3
Proficiency Level: List 3 S602 Paper



2.5.1.4 Grades 4-5

Table 2.5.1.4.1

Proficiency Level Distribution: List 4-5 A S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	641	7.51%	907	11.42%	1,548	9.39%
2	2,908	34.06%	2,763	34.79%	5,671	34.41%
3	2,382	27.90%	2,099	26.43%	4,481	27.19%
4	1,290	15.11%	1,138	14.33%	2,428	14.73%
5	884	10.35%	472	5.94%	1,356	8.23%
6	433	5.07%	562	7.08%	995	6.04%
Total	8,538	100.00%	7,941	100.00%	16,479	100.00%

Figure 2.5.1.4.1

Proficiency Level: List 4-5 A S602 Paper

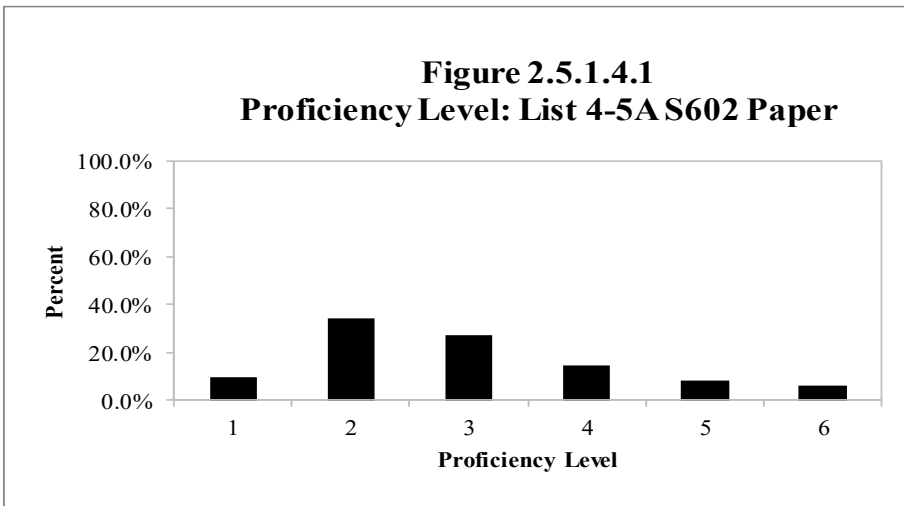


Table 2.5.1.4.2

Proficiency Level Distribution: List 4-5 B/C S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	33	0.17%	39	0.28%	72	0.21%
2	370	1.89%	320	2.29%	690	2.06%
3	1,796	9.16%	1,153	8.26%	2,949	8.79%
4	2,989	15.25%	1,821	13.04%	4,810	14.33%
5	6,936	35.38%	5,091	36.46%	12,027	35.83%
6	7,482	38.16%	5,538	39.66%	13,020	38.79%
Total	19,606	100.00%	13,962	100.00%	33,568	100.00%

Figure 2.5.1.4.2

Proficiency Level: List 4-5 B/C S602 Paper

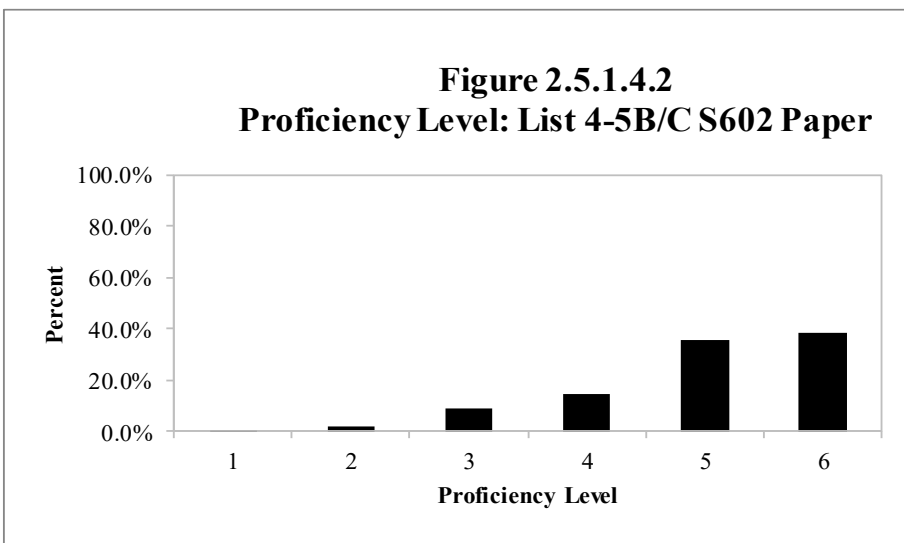


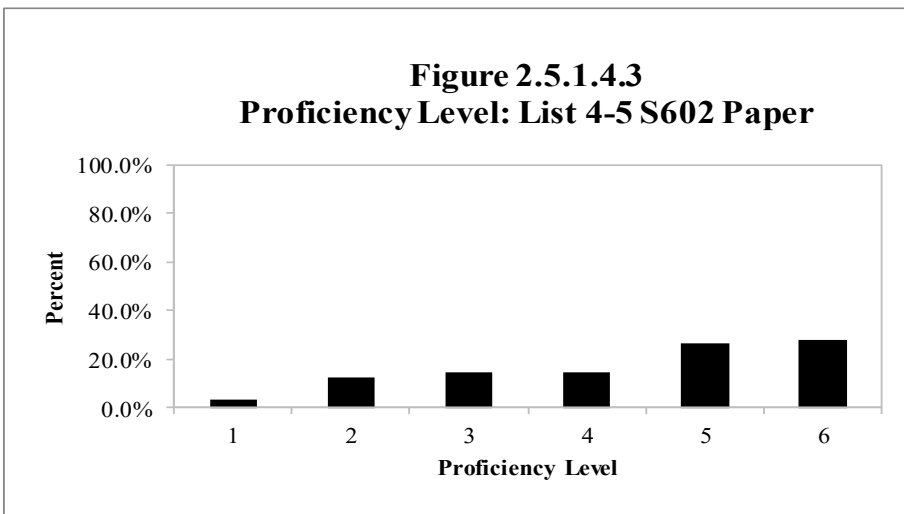
Table 2.5.1.4.3

Proficiency Level Distribution: List 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	674	2.39%	946	4.32%	1,620	3.24%
2	3,278	11.65%	3,083	14.08%	6,361	12.71%
3	4,178	14.85%	3,252	14.85%	7,430	14.85%
4	4,279	15.20%	2,959	13.51%	7,238	14.46%
5	7,820	27.79%	5,563	25.40%	13,383	26.74%
6	7,915	28.12%	6,100	27.85%	14,015	28.00%
Total	28,144	100.00%	21,903	100.00%	50,047	100.00%

Figure 2.5.1.4.3

Proficiency Level: List 4-5 S602 Paper



2.5.1.5 Grades 6-8

Table 2.5.1.5.1

Proficiency Level Distribution: List 6-8 A S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	2,200	27.27%	3,007	38.34%	2,682	34.59%	7,889	33.34%
2	3,648	45.22%	2,749	35.05%	3,305	42.62%	9,702	41.00%
3	1,131	14.02%	1,415	18.04%	905	11.67%	3,451	14.58%
4	690	8.55%	231	2.95%	605	7.80%	1,526	6.45%
5	328	4.07%	366	4.67%	257	3.31%	951	4.02%
6	70	0.87%	74	0.94%	0	0.00%	144	0.61%
Total	8,067	100.00%	7,842	100.00%	7,754	100.00%	23,663	100.00%

Figure 2.5.1.5.1

Proficiency Level: List 6-8 A S602 Paper

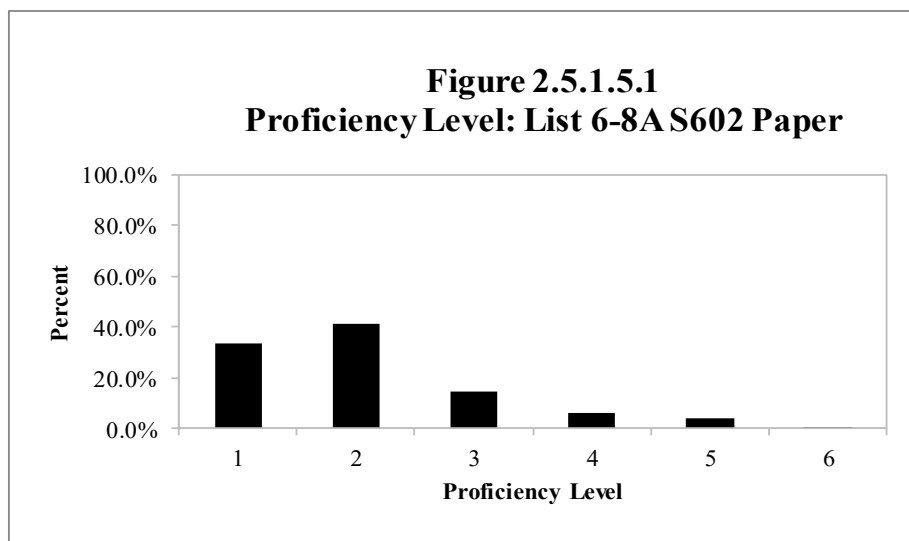


Table 2.5.1.5.2

Proficiency Level Distribution: List 6-8 B/C S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	7	0.06%	22	0.19%	20	0.21%	49	0.16%
2	317	2.94%	407	3.60%	237	2.50%	961	3.04%
3	1,153	10.69%	1,313	11.60%	1,376	14.51%	3,842	12.16%
4	2,903	26.91%	3,175	28.05%	1,658	17.48%	7,736	24.49%
5	2,763	25.61%	3,043	26.88%	2,510	26.46%	8,316	26.32%
6	3,646	33.79%	3,359	29.68%	3,684	38.84%	10,689	33.83%
Total	10,789	100.00%	11,319	100.00%	9,485	100.00%	31,593	100.00%

Figure 2.5.1.5.2

Proficiency Level: List 6-8 B/C S602 Paper

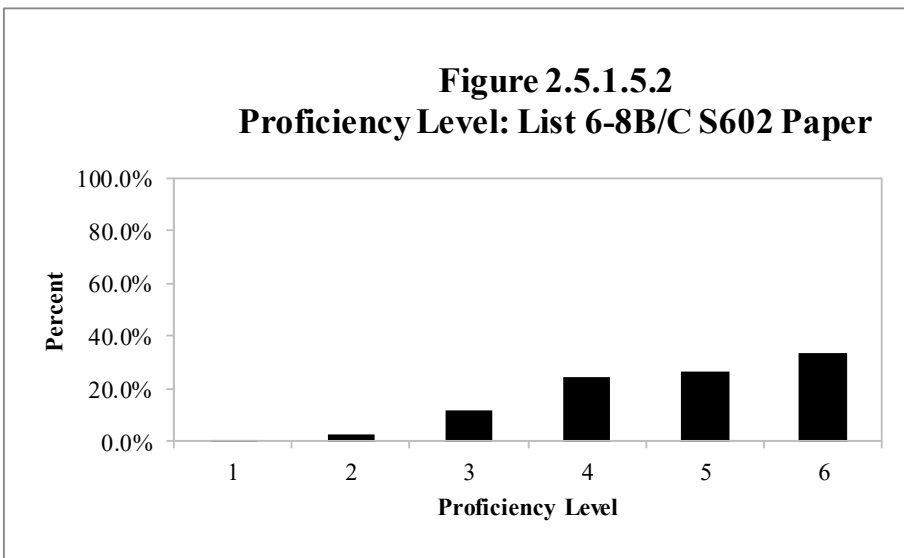
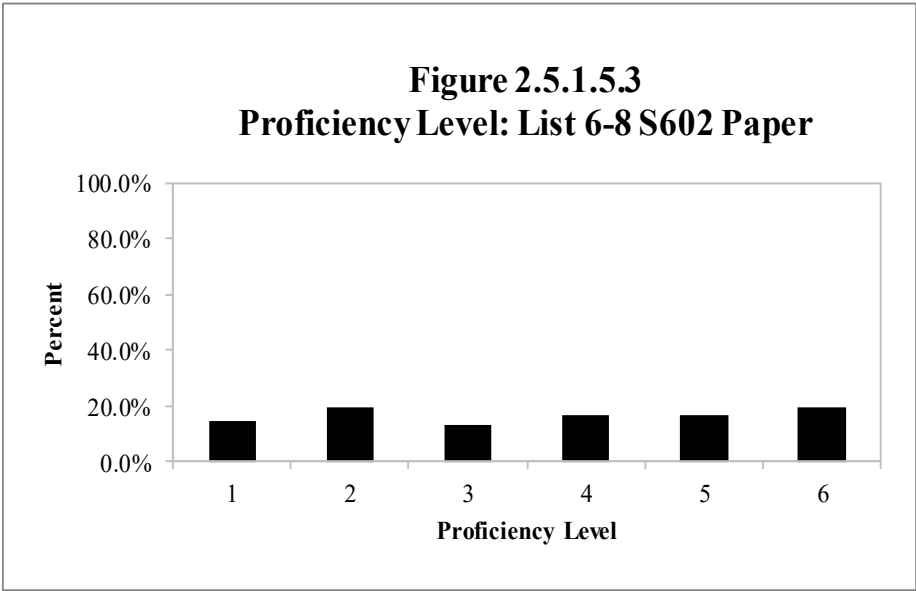


Table 2.5.1.5.3
Proficiency Level Distribution: List 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	2,207	11.70%	3,029	15.81%	2,702	15.67%	7,938	14.37%
2	3,965	21.03%	3,156	16.47%	3,542	20.55%	10,663	19.30%
3	2,284	12.11%	2,728	14.24%	2,281	13.23%	7,293	13.20%
4	3,593	19.05%	3,406	17.78%	2,263	13.13%	9,262	16.76%
5	3,091	16.39%	3,409	17.79%	2,767	16.05%	9,267	16.77%
6	3,716	19.71%	3,433	17.92%	3,684	21.37%	10,833	19.61%
Total	18,856	100.00%	19,161	100.00%	17,239	100.00%	55,256	100.00%

Figure 2.5.1.5.3
Proficiency Level: List 6-8 S602 Paper



2.5.1.6 Grades 9-12

Table 2.5.1.6.1

Proficiency Level Distribution: List 9-12 A S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,482	44.07%	3,562	55.83%	2,518	52.58%	1,679	61.93%	11,241	51.61%
2	2,830	35.82%	1,518	23.79%	1,537	32.09%	595	21.95%	6,480	29.75%
3	1,040	13.16%	1,044	16.36%	490	10.23%	307	11.32%	2,881	13.23%
4	458	5.80%	131	2.05%	218	4.55%	111	4.09%	918	4.21%
5	91	1.15%	125	1.96%	26	0.54%	19	0.70%	261	1.20%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	7,901	100.00%	6,380	100.00%	4,789	100.00%	2,711	100.00%	21,781	100.00%

Figure 2.5.1.6.1

Proficiency Level: List 9-12 A S602 Paper

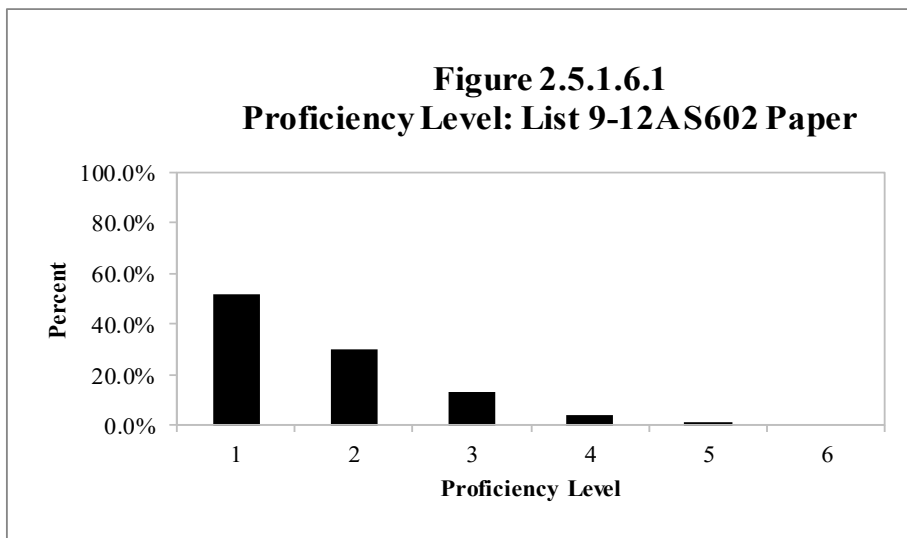


Table 2.5.1.6.2

Proficiency Level Distribution: List 9-12 B/C S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	51	0.57%	127	1.42%	264	3.44%	345	6.22%	787	2.52%
2	796	8.83%	729	8.17%	941	12.25%	565	10.18%	3,031	9.72%
3	1,999	22.17%	2,837	31.78%	1,970	25.64%	2,117	38.14%	8,923	28.62%
4	3,059	33.92%	1,964	22.00%	2,449	31.87%	1,146	20.64%	8,618	27.64%
5	1,772	19.65%	2,449	27.44%	1,278	16.63%	880	15.85%	6,379	20.46%
6	1,341	14.87%	820	9.19%	782	10.18%	498	8.97%	3,441	11.04%
Total	9,018	100.00%	8,926	100.00%	7,684	100.00%	5,551	100.00%	31,179	100.00%

Figure 2.5.1.6.2

Proficiency Level: List 9-12 B/C S602 Paper

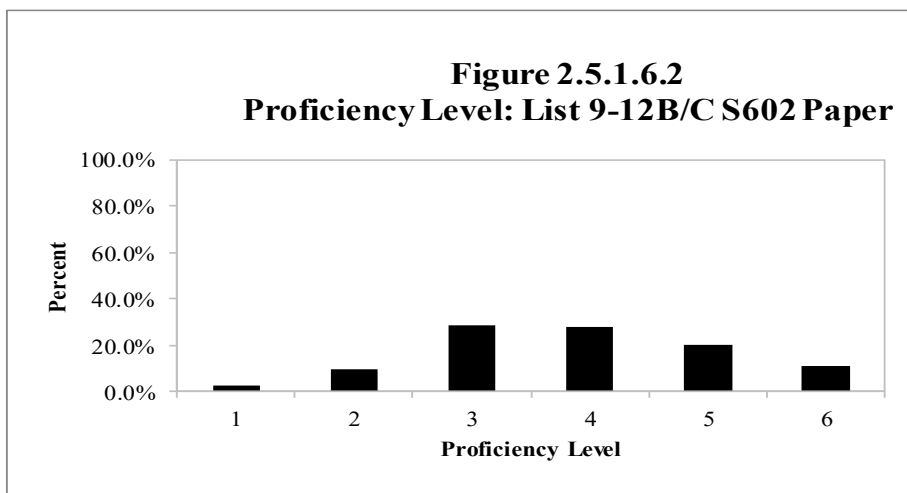


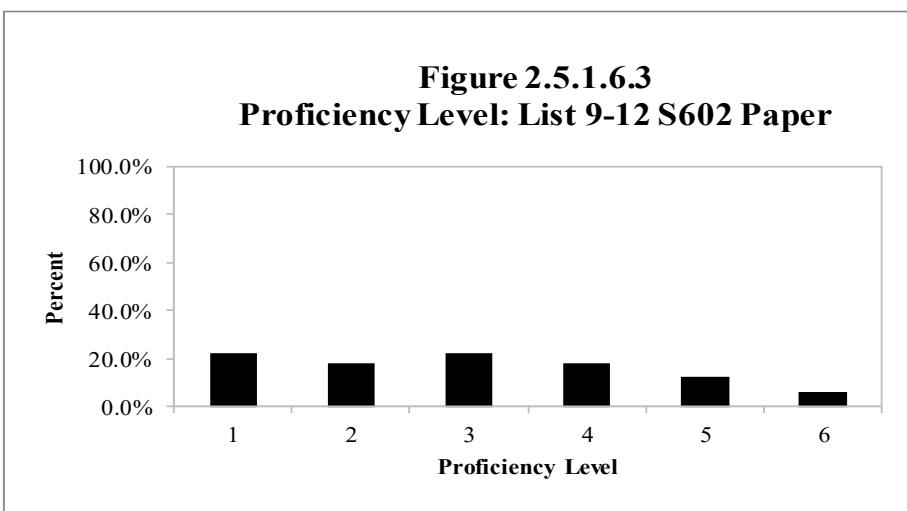
Table 2.5.1.6.3

Proficiency Level Distribution: List 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,533	20.88%	3,689	24.10%	2,782	22.30%	2,024	24.50%	12,028	22.71%
2	3,626	21.43%	2,247	14.68%	2,478	19.87%	1,160	14.04%	9,511	17.96%
3	3,039	17.96%	3,881	25.36%	2,460	19.72%	2,424	29.34%	11,804	22.29%
4	3,517	20.79%	2,095	13.69%	2,667	21.38%	1,257	15.21%	9,536	18.01%
5	1,863	11.01%	2,574	16.82%	1,304	10.45%	899	10.88%	6,640	12.54%
6	1,341	7.93%	820	5.36%	782	6.27%	498	6.03%	3,441	6.50%
Total	16,919	100.00%	15,306	100.00%	12,473	100.00%	8,262	100.00%	52,960	100.00%

Figure 2.5.1.6.3

Proficiency Level: List 9-12 S602 Paper



2.5.2 Reading

2.5.2.0 Kindergarten

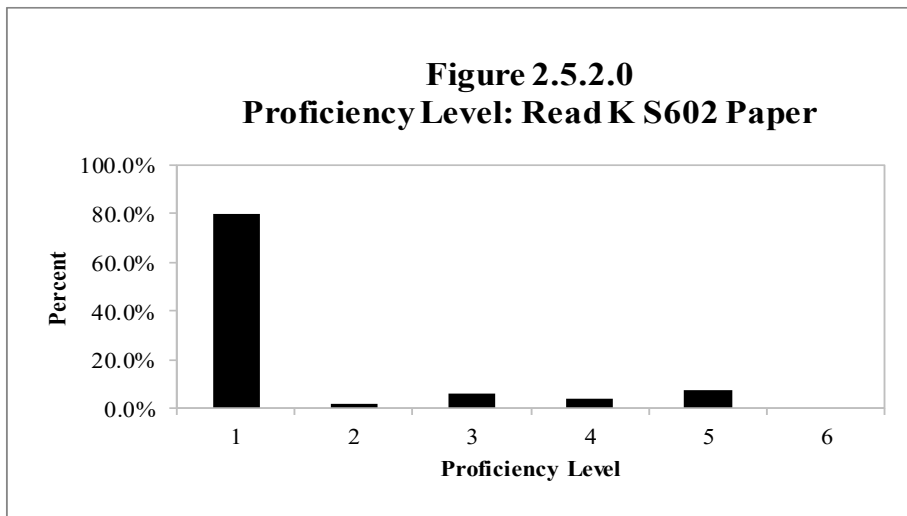
Table 2.5.2.0

Proficiency Level Distribution: Read K S602 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	213,325	79.94%	213,325	79.94%
2	6,243	2.34%	6,243	2.34%
3	16,415	6.15%	16,415	6.15%
4	10,980	4.11%	10,980	4.11%
5	19,908	7.46%	19,908	7.46%
6	0	0.00%	0	0.00%
Total	266,871	100.00%	266,871	100.00%

Figure 2.5.2.0

Proficiency Level: Read K S602 Paper



2.5.2.1 Grade 1

Table 2.5.2.1.1

Proficiency Level Distribution: Read 1 A S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	9,233	45.55%	9,233	45.55%
2	6,690	33.00%	6,690	33.00%
3	2,299	11.34%	2,299	11.34%
4	545	2.69%	545	2.69%
5	926	4.57%	926	4.57%
6	577	2.85%	577	2.85%
Total	20,270	100.00%	20,270	100.00%

Figure 2.5.2.1.1

Proficiency Level: Read 1 A S602 Paper

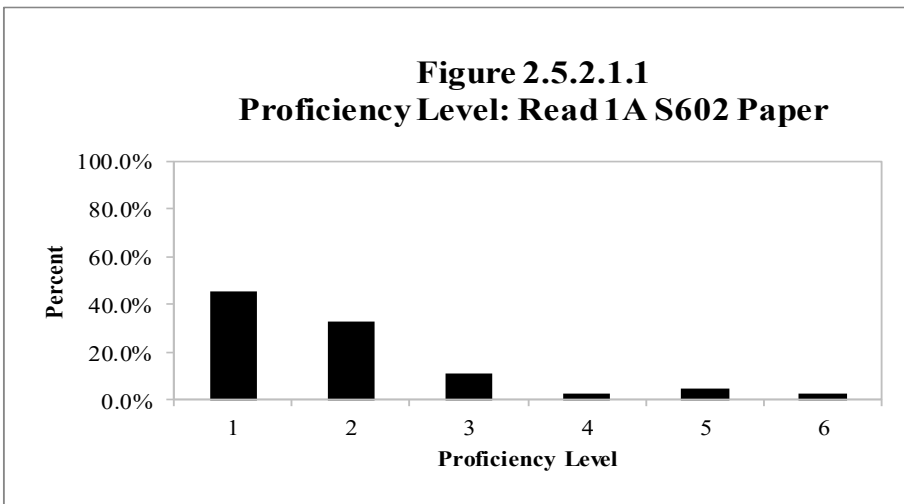


Table 2.5.2.1.2

Proficiency Level Distribution: Read 1 B/C S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	66	0.57%	66	0.57%
2	1,984	17.08%	1,984	17.08%
3	4,534	39.03%	4,534	39.03%
4	2,086	17.96%	2,086	17.96%
5	1,513	13.02%	1,513	13.02%
6	1,434	12.34%	1,434	12.34%
Total	11,617	100.00%	11,617	100.00%

Figure 2.5.2.1.2

Proficiency Level: Read 1 B/C S602 Paper

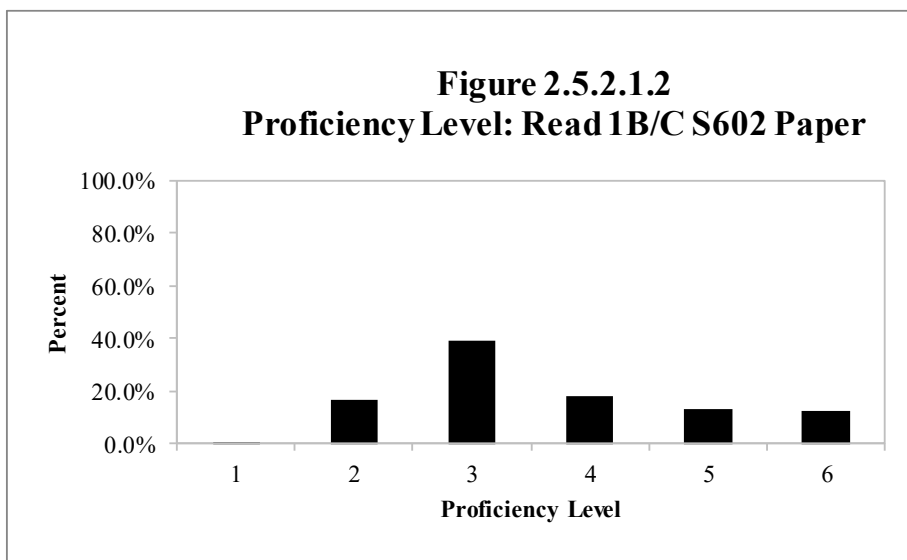


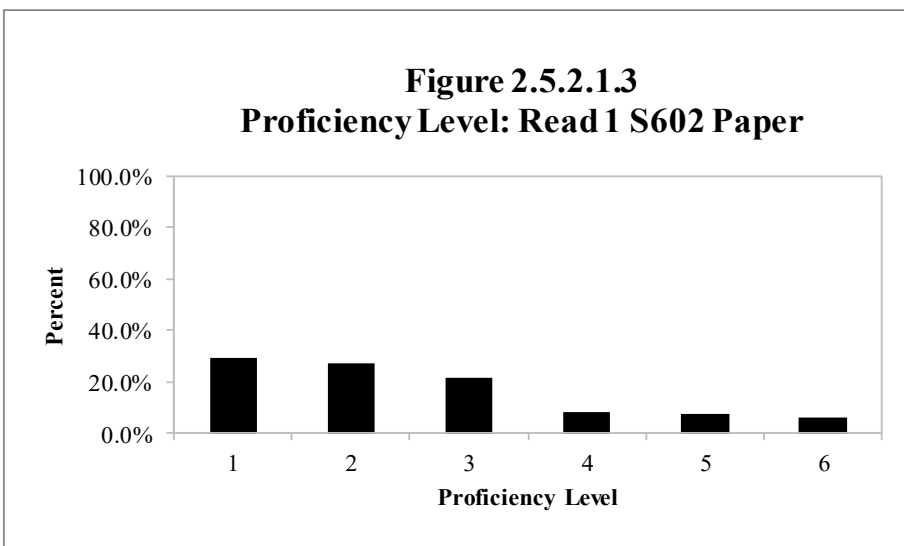
Table 2.5.2.1.3

Proficiency Level Distribution: Read 1 S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	9,299	29.16%	9,299	29.16%
2	8,674	27.20%	8,674	27.20%
3	6,833	21.43%	6,833	21.43%
4	2,631	8.25%	2,631	8.25%
5	2,439	7.65%	2,439	7.65%
6	2,011	6.31%	2,011	6.31%
Total	31,887	100.00%	31,887	100.00%

Figure 2.5.2.1.3

Proficiency Level: Read 1 S602 Paper



2.5.2.2 Grade 2

Table 2.5.2.2.1

Proficiency Level Distribution: Read 2 A S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	7,433	62.13%	7,433	62.13%
2	2,316	19.36%	2,316	19.36%
3	912	7.62%	912	7.62%
4	846	7.07%	846	7.07%
5	456	3.81%	456	3.81%
6	0	0.00%	0	0.00%
Total	11,963	100.00%	11,963	100.00%

Figure 2.5.2.2.1

Proficiency Level: Read 2 A S602 Paper

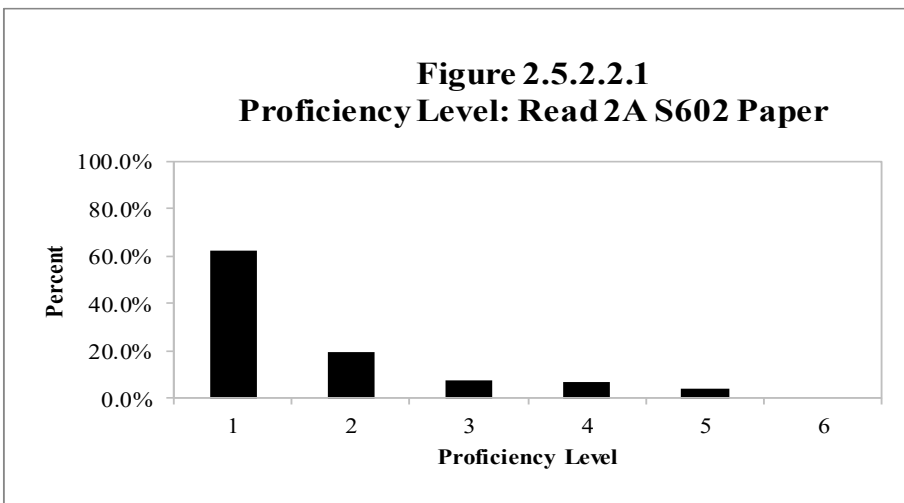


Table 2.5.2.2.2

Proficiency Level Distribution: Read 2 B/C S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	1,004	4.68%	1,004	4.68%
2	6,729	31.38%	6,729	31.38%
3	4,348	20.28%	4,348	20.28%
4	2,162	10.08%	2,162	10.08%
5	3,524	16.44%	3,524	16.44%
6	3,675	17.14%	3,675	17.14%
Total	21,442	100.00%	21,442	100.00%

Figure 2.5.2.2.2

Proficiency Level: Read 2 B/C S602 Paper

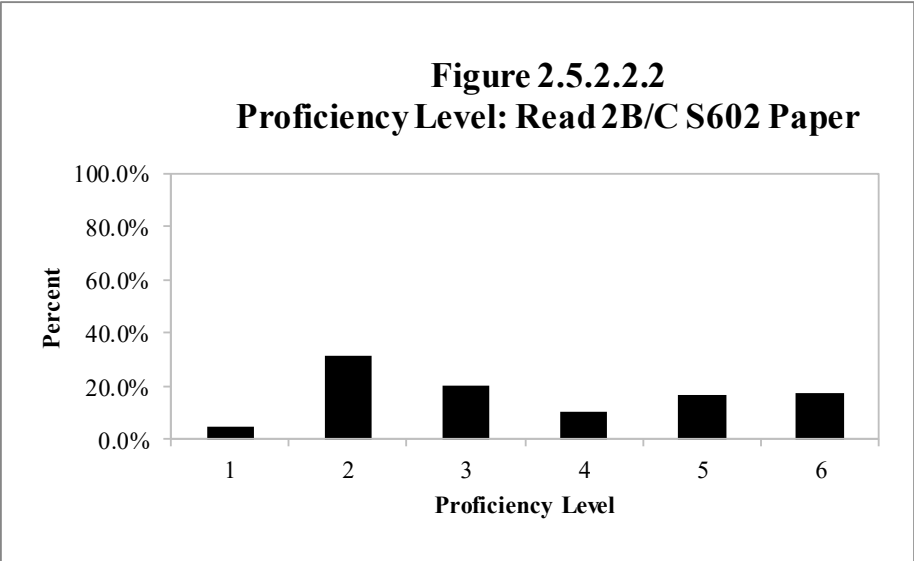
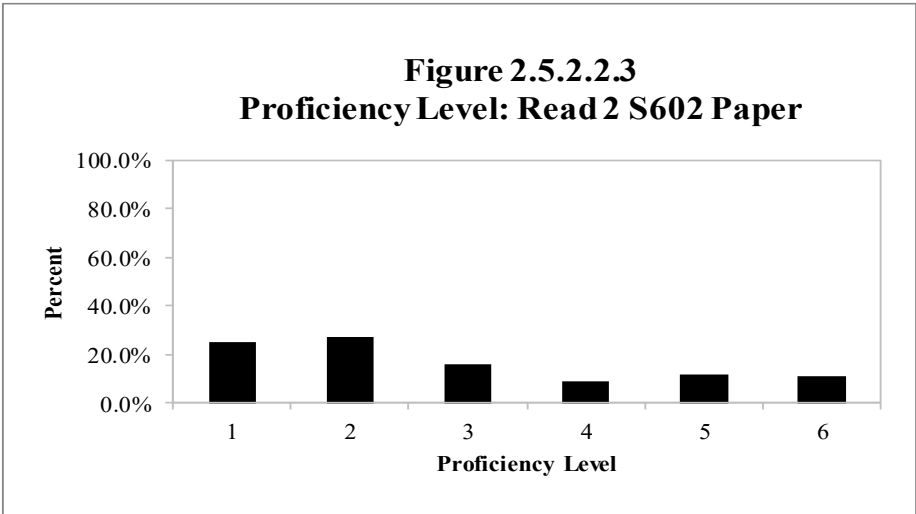


Table 2.5.2.2.3
Proficiency Level Distribution: Read 2 S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	8,437	25.26%	8,437	25.26%
2	9,045	27.08%	9,045	27.08%
3	5,260	15.75%	5,260	15.75%
4	3,008	9.00%	3,008	9.00%
5	3,980	11.91%	3,980	11.91%
6	3,675	11.00%	3,675	11.00%
Total	33,405	100.00%	33,405	100.00%

Figure 2.5.2.2.3
Proficiency Level: Read 2 S602 Paper



2.5.2.3 Grade 3

Table 2.5.2.3.1

Proficiency Level Distribution: Read 3 A S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	5,559	56.99%	5,559	56.99%
2	2,501	25.64%	2,501	25.64%
3	729	7.47%	729	7.47%
4	206	2.11%	206	2.11%
5	446	4.57%	446	4.57%
6	313	3.21%	313	3.21%
Total	9,754	100.00%	9,754	100.00%

Figure 2.5.2.3.1

Proficiency Level: Read 3 A S602 Paper

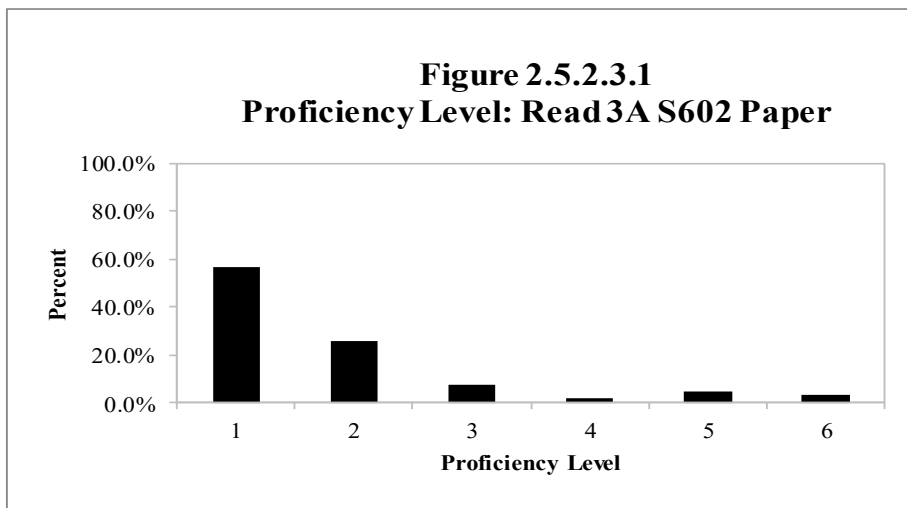


Table 2.5.2.3.2

Proficiency Level Distribution: Read 3 B/C S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	104	0.51%	104	0.51%
2	1,784	8.77%	1,784	8.77%
3	6,052	29.76%	6,052	29.76%
4	4,384	21.56%	4,384	21.56%
5	6,038	29.69%	6,038	29.69%
6	1,972	9.70%	1,972	9.70%
Total	20,334	100.00%	20,334	100.00%

Figure 2.5.2.3.2

Proficiency Level: Read 3 B/C S602 Paper

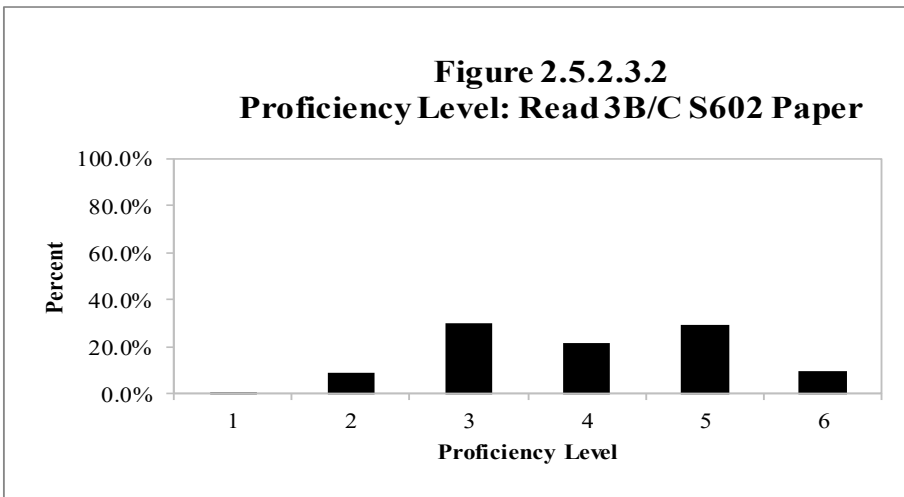


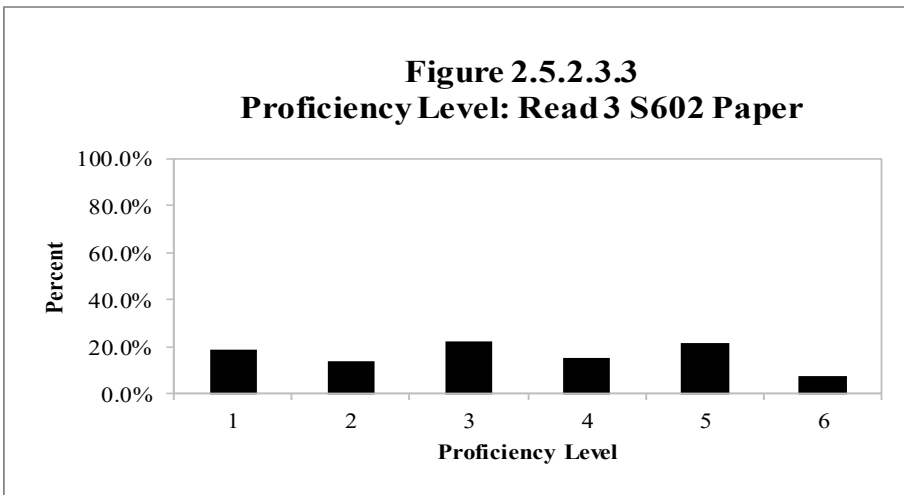
Table 2.5.2.3.3

Proficiency Level Distribution: Read 3 S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	5,663	18.82%	5,663	18.82%
2	4,285	14.24%	4,285	14.24%
3	6,781	22.54%	6,781	22.54%
4	4,590	15.26%	4,590	15.26%
5	6,484	21.55%	6,484	21.55%
6	2,285	7.59%	2,285	7.59%
Total	30,088	100.00%	30,088	100.00%

Figure 2.5.2.3.3

Proficiency Level: Read 3 S602 Paper



2.5.2.4 Grades 4-5

Table 2.5.2.4.1

Proficiency Level Distribution: Read 4-5 A S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	4,731	59.58%	4,592	60.86%	9,323	60.20%
2	1,702	21.43%	1,369	18.14%	3,071	19.83%
3	824	10.38%	937	12.42%	1,761	11.37%
4	254	3.20%	305	4.04%	559	3.61%
5	366	4.61%	342	4.53%	708	4.57%
6	64	0.81%	0	0.00%	64	0.41%
Total	7,941	100.00%	7,545	100.00%	15,486	100.00%

Figure 2.5.2.4.1

Proficiency Level: Read 4-5 A S602 Paper

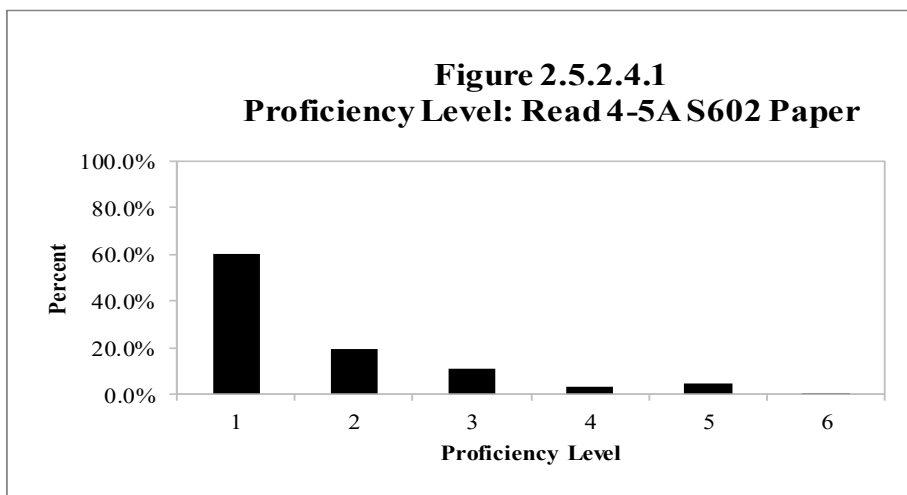


Table 2.5.2.4.2

Proficiency Level Distribution: Read 4-5 B/C S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	115	0.65%	133	1.03%	248	0.81%
2	2,553	14.41%	2,246	17.43%	4,799	15.68%
3	6,155	34.74%	3,633	28.20%	9,788	31.99%
4	2,776	15.67%	1,775	13.78%	4,551	14.87%
5	3,846	21.71%	3,025	23.48%	6,871	22.45%
6	2,271	12.82%	2,073	16.09%	4,344	14.20%
Total	17,716	100.00%	12,885	100.00%	30,601	100.00%

Figure 2.5.2.4.2

Proficiency Level: Read 4-5 B/C S602 Paper

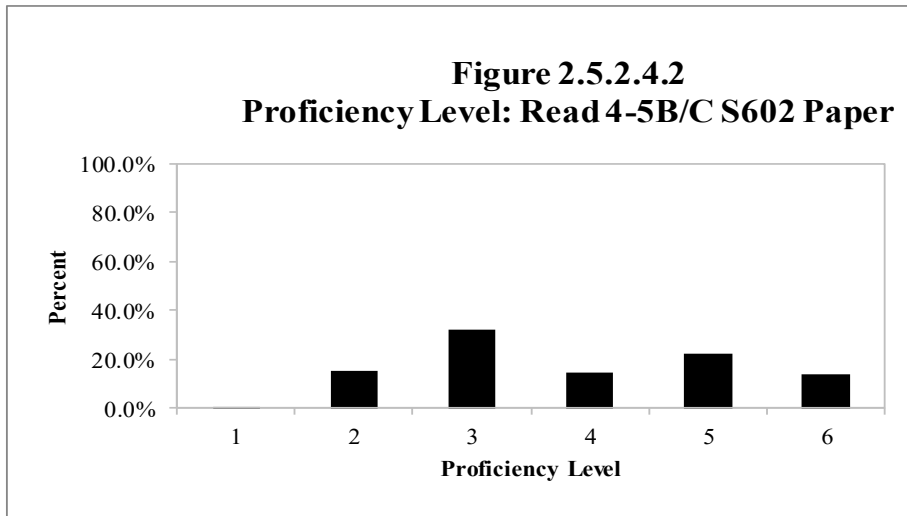


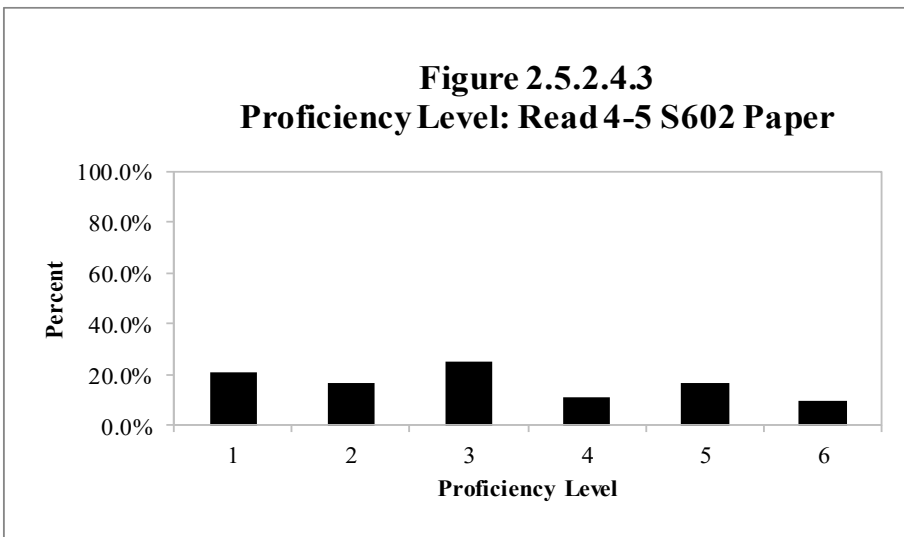
Table 2.5.2.4.3

Proficiency Level Distribution: Read 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	4,846	18.89%	4,725	23.13%	9,571	20.77%
2	4,255	16.58%	3,615	17.69%	7,870	17.08%
3	6,979	27.20%	4,570	22.37%	11,549	25.06%
4	3,030	11.81%	2,080	10.18%	5,110	11.09%
5	4,212	16.42%	3,367	16.48%	7,579	16.44%
6	2,335	9.10%	2,073	10.15%	4,408	9.56%
Total	25,657	100.00%	20,430	100.00%	46,087	100.00%

Figure 2.5.2.4.3

Proficiency Level: Read 4-5 S602 Paper



2.5.2.5 Grades 6-8

Table 2.5.2.5.1

Proficiency Level Distribution: Read 6-8 A S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,735	48.59%	4,636	61.28%	4,347	58.23%	12,718	55.98%
2	2,935	38.18%	2,019	26.69%	2,167	29.03%	7,121	31.35%
3	676	8.79%	601	7.94%	492	6.59%	1,769	7.79%
4	115	1.50%	125	1.65%	188	2.52%	428	1.88%
5	167	2.17%	94	1.24%	220	2.95%	481	2.12%
6	59	0.77%	90	1.19%	51	0.68%	200	0.88%
Total	7,687	100.00%	7,565	100.00%	7,465	100.00%	22,717	100.00%

Figure 2.5.2.5.1

Proficiency Level: Read 6-8 A S602 Paper

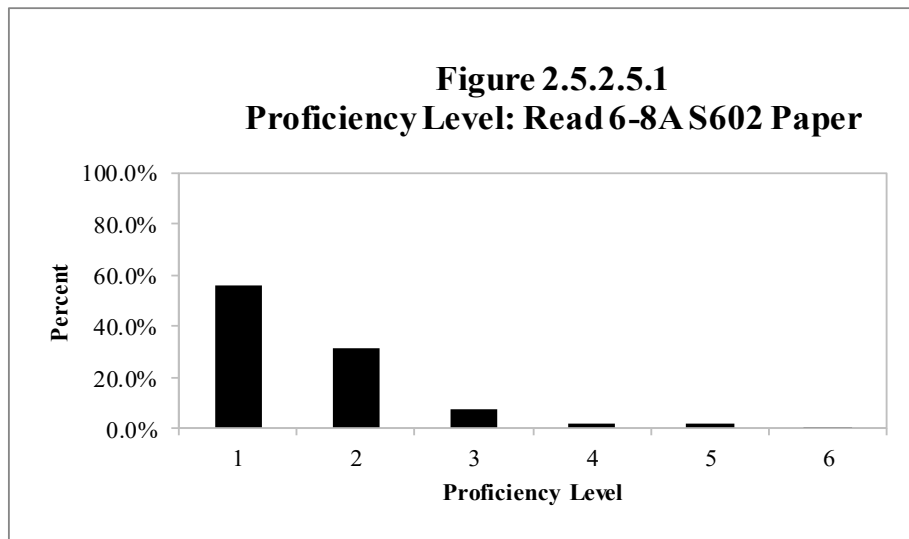


Table 2.5.2.5.2

Proficiency Level Distribution: Read 6-8 B/C S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	266	2.81%	597	5.95%	525	6.17%	1,388	4.96%
2	4,027	42.55%	4,030	40.20%	3,217	37.82%	11,274	40.27%
3	2,767	29.23%	3,061	30.53%	2,185	25.69%	8,013	28.62%
4	1,018	10.76%	984	9.81%	942	11.08%	2,944	10.52%
5	1,024	10.82%	898	8.96%	1,070	12.58%	2,992	10.69%
6	363	3.84%	456	4.55%	566	6.65%	1,385	4.95%
Total	9,465	100.00%	10,026	100.00%	8,505	100.00%	27,996	100.00%

Figure 2.5.2.5.2

Proficiency Level: Read 6-8 B/C S602 Paper

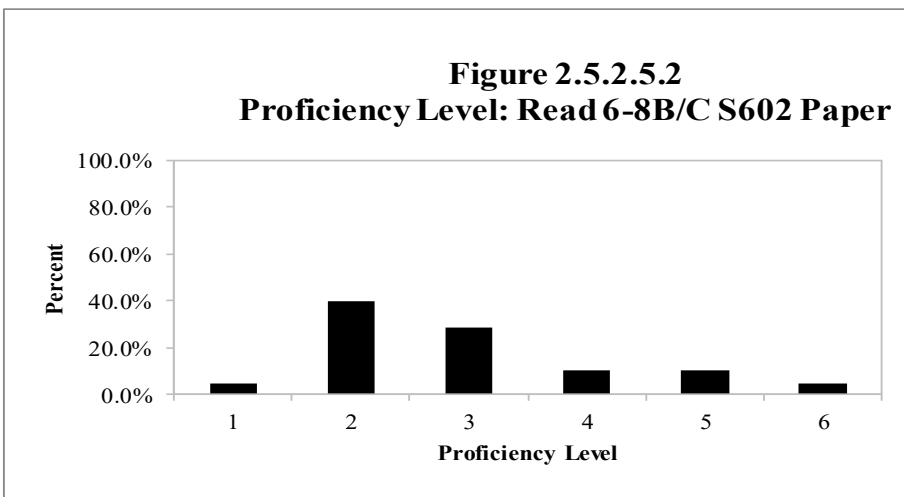


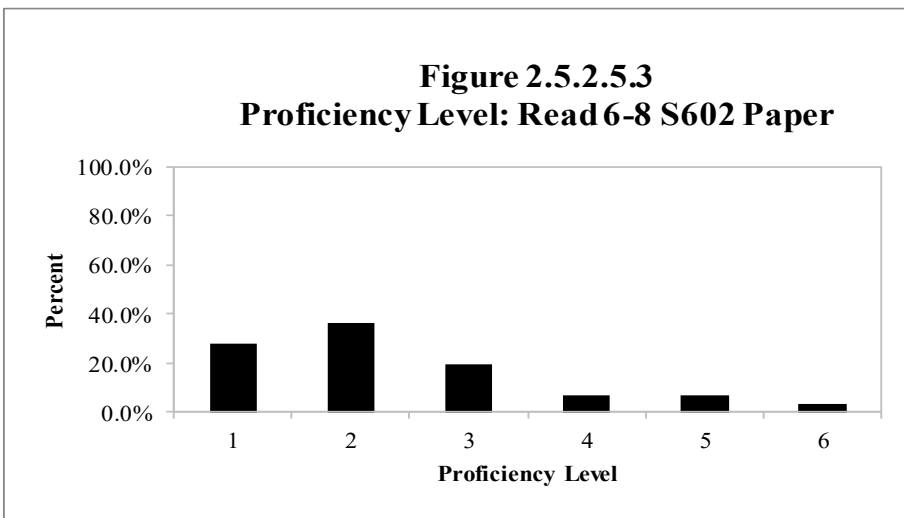
Table 2.5.2.5.3

Proficiency Level Distribution: Read 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	4,001	23.33%	5,233	29.75%	4,872	30.51%	14,106	27.82%
2	6,962	40.59%	6,049	34.39%	5,384	33.71%	18,395	36.27%
3	3,443	20.07%	3,662	20.82%	2,677	16.76%	9,782	19.29%
4	1,133	6.61%	1,109	6.30%	1,130	7.08%	3,372	6.65%
5	1,191	6.94%	992	5.64%	1,290	8.08%	3,473	6.85%
6	422	2.46%	546	3.10%	617	3.86%	1,585	3.13%
Total	17,152	100.00%	17,591	100.00%	15,970	100.00%	50,713	100.00%

Figure 2.5.2.5.3

Proficiency Level: Read 6-8 S602 Paper



2.5.2.6 Grades 9-12

Table 2.5.2.6.1

Proficiency Level Distribution: Read 9-12 A S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	2,677	33.72%	2,375	37.21%	1,864	38.61%	1,194	43.23%	8,110	37.01%
2	3,485	43.90%	2,717	42.57%	1,996	41.34%	1,082	39.17%	9,280	42.35%
3	1,024	12.90%	809	12.67%	439	9.09%	273	9.88%	2,545	11.62%
4	257	3.24%	181	2.84%	198	4.10%	110	3.98%	746	3.40%
5	356	4.48%	140	2.19%	288	5.97%	65	2.35%	849	3.87%
6	139	1.75%	161	2.52%	43	0.89%	38	1.38%	381	1.74%
Total	7,938	100.00%	6,383	100.00%	4,828	100.00%	2,762	100.00%	21,911	100.00%

Figure 2.5.2.6.1

Proficiency Level: Read 9-12 A S602 Paper

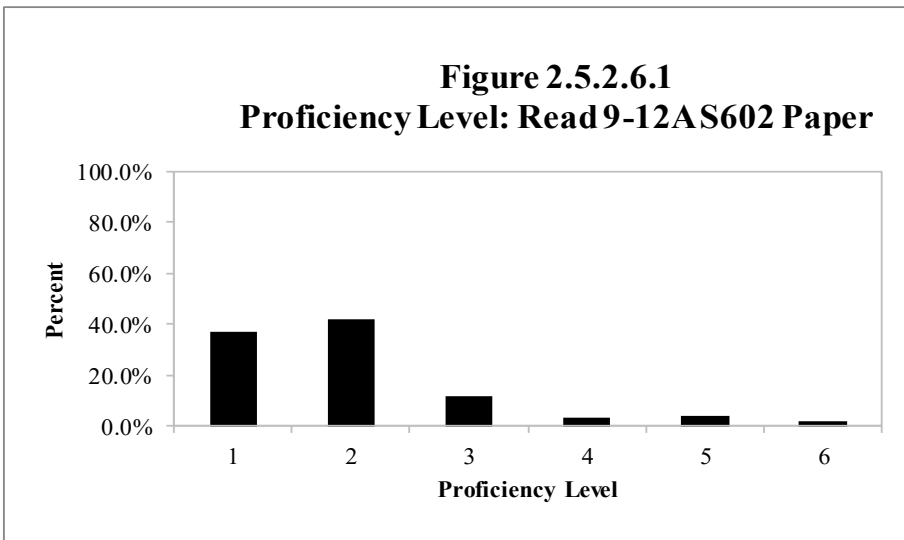


Table 2.5.2.6.2

Proficiency Level Distribution: Read 9-12 B/C S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	108	1.34%	92	1.13%	184	2.59%	331	6.38%	715	2.51%
2	2,227	27.68%	2,358	28.99%	2,305	32.49%	2,005	38.66%	8,895	31.26%
3	2,130	26.47%	2,478	30.47%	2,040	28.76%	1,449	27.94%	8,097	28.45%
4	1,330	16.53%	914	11.24%	386	5.44%	247	4.76%	2,877	10.11%
5	1,117	13.88%	1,213	14.91%	1,078	15.20%	667	12.86%	4,075	14.32%
6	1,134	14.09%	1,078	13.25%	1,101	15.52%	487	9.39%	3,800	13.35%
Total	8,046	100.00%	8,133	100.00%	7,094	100.00%	5,186	100.00%	28,459	100.00%

Figure 2.5.2.6.2

Proficiency Level: Read 9-12 B/C S602 Paper

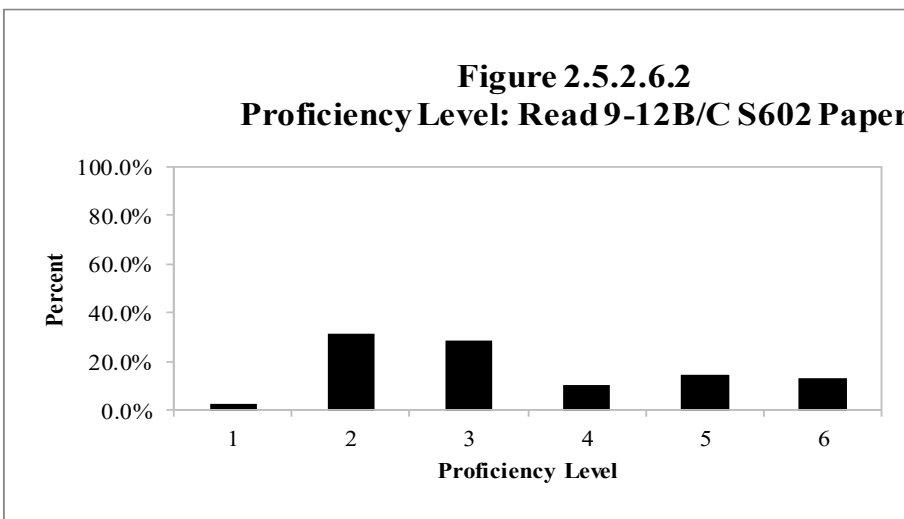


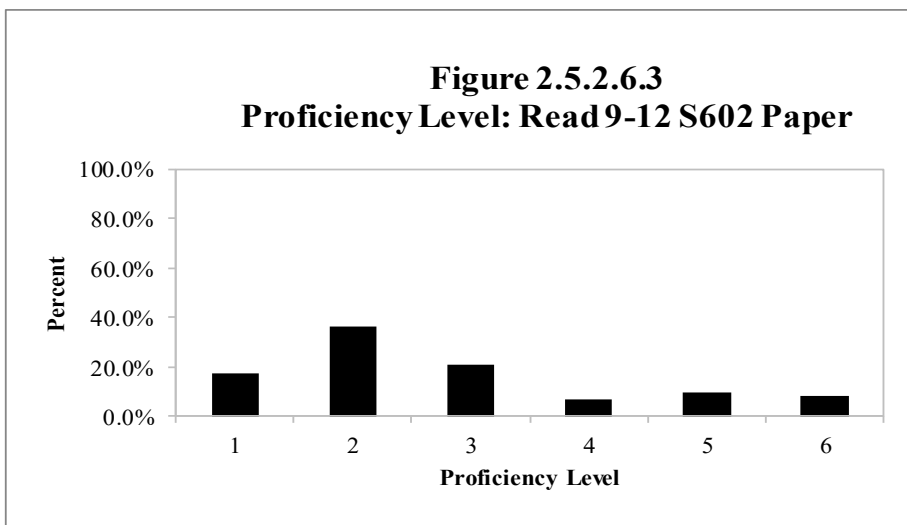
Table 2.5.2.6.3

Proficiency Level Distribution: Read 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	2,785	17.42%	2,467	17.00%	2,048	17.18%	1,525	19.19%	8,825	17.52%
2	5,712	35.74%	5,075	34.96%	4,301	36.08%	3,087	38.84%	18,175	36.08%
3	3,154	19.73%	3,287	22.64%	2,479	20.79%	1,722	21.67%	10,642	21.13%
4	1,587	9.93%	1,095	7.54%	584	4.90%	357	4.49%	3,623	7.19%
5	1,473	9.22%	1,353	9.32%	1,366	11.46%	732	9.21%	4,924	9.78%
6	1,273	7.96%	1,239	8.54%	1,144	9.60%	525	6.61%	4,181	8.30%
Total	15,984	100.00%	14,516	100.00%	11,922	100.00%	7,948	100.00%	50,370	100.00%

Figure 2.5.2.6.3

Proficiency Level: Read 9-12 S602 Paper



2.5.3 Writing

2.5.3.0 Kindergarten

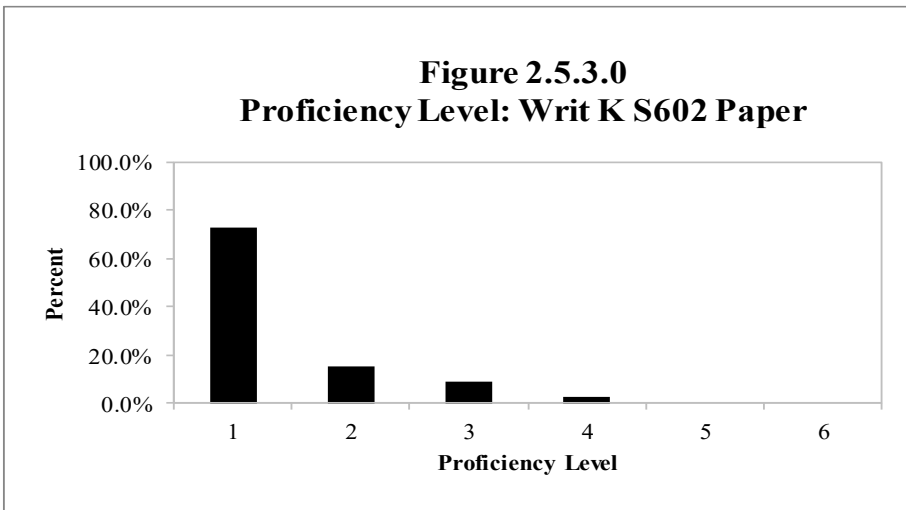
Table 2.5.3.0

Proficiency Level Distribution: Writ K S602 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	193,956	72.68%	193,956	72.68%
2	41,023	15.37%	41,023	15.37%
3	24,989	9.36%	24,989	9.36%
4	6,902	2.59%	6,902	2.59%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	266,870	100.00%	266,870	100.00%

Figure 2.5.3.0

Proficiency Level: Writ K S602 Paper



2.5.3.1 Grade 1

Table 2.5.3.1.1

Proficiency Level Distribution: Writ 1 A S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	15,227	57.67%	15,227	57.67%
2	10,536	39.90%	10,536	39.90%
3	642	2.43%	642	2.43%
4	0	0.00%	0	0.00%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	26,405	100.00%	26,405	100.00%

Figure 2.5.3.1.1

Proficiency Level: Writ 1 A S602 Paper

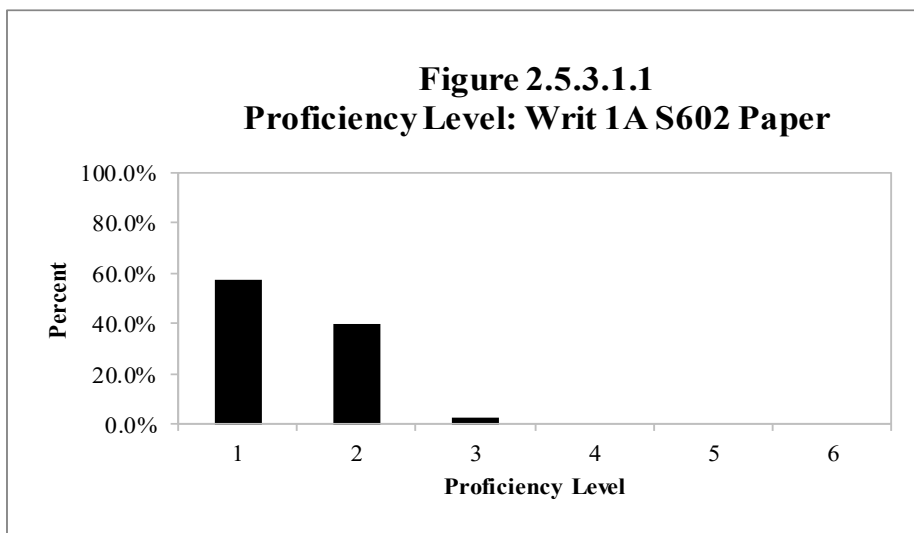


Table 2.5.3.1.2

Proficiency Level Distribution: Writ 1 B/C S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	3,413	21.49%	3,413	21.49%
2	5,704	35.92%	5,704	35.92%
3	6,575	41.40%	6,575	41.40%
4	186	1.17%	186	1.17%
5	3	0.02%	3	0.02%
6	0	0.00%	0	0.00%
Total	15,881	100.00%	15,881	100.00%

Figure 2.5.3.1.2

Proficiency Level: Writ 1 B/C S602 Paper

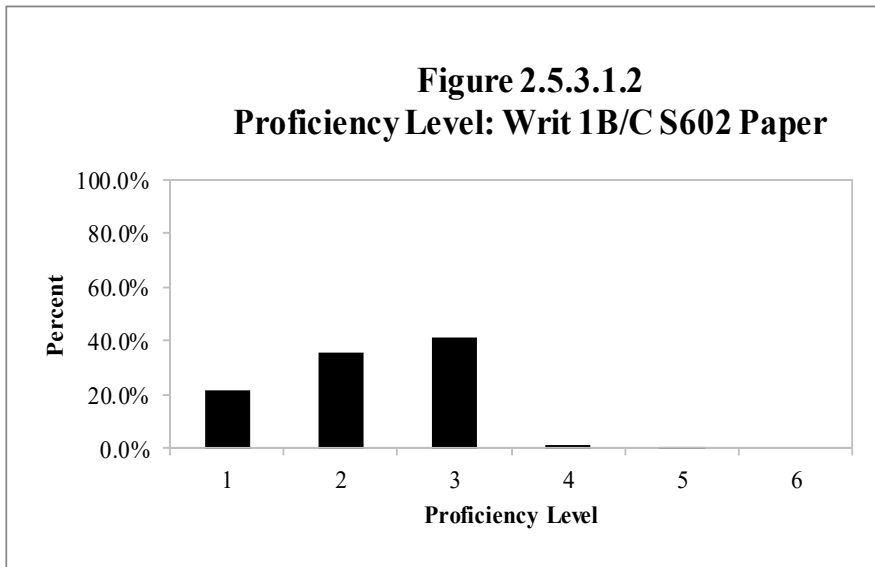


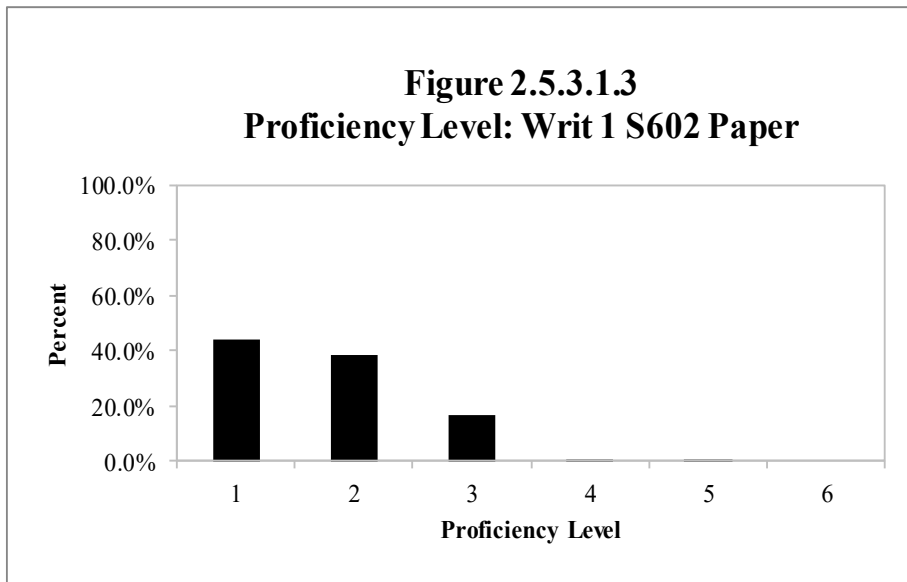
Table 2.5.3.1.3

Proficiency Level Distribution: Writ 1 S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	18,640	44.08%	18,640	44.08%
2	16,240	38.41%	16,240	38.41%
3	7,217	17.07%	7,217	17.07%
4	186	0.44%	186	0.44%
5	3	0.01%	3	0.01%
6	0	0.00%	0	0.00%
Total	42,286	100.00%	42,286	100.00%

Figure 2.5.3.1.3

Proficiency Level: Writ 1 S602 Paper



2.5.3.2 Grade 2

Table 2.5.3.2.1

Proficiency Level Distribution: Writ 2 A S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	7,957	54.53%	7,957	54.53%
2	4,192	28.73%	4,192	28.73%
3	2,431	16.66%	2,431	16.66%
4	12	0.08%	12	0.08%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	14,592	100.00%	14,592	100.00%

Figure 2.5.3.2.1

Proficiency Level: Writ 2 A S602 Paper

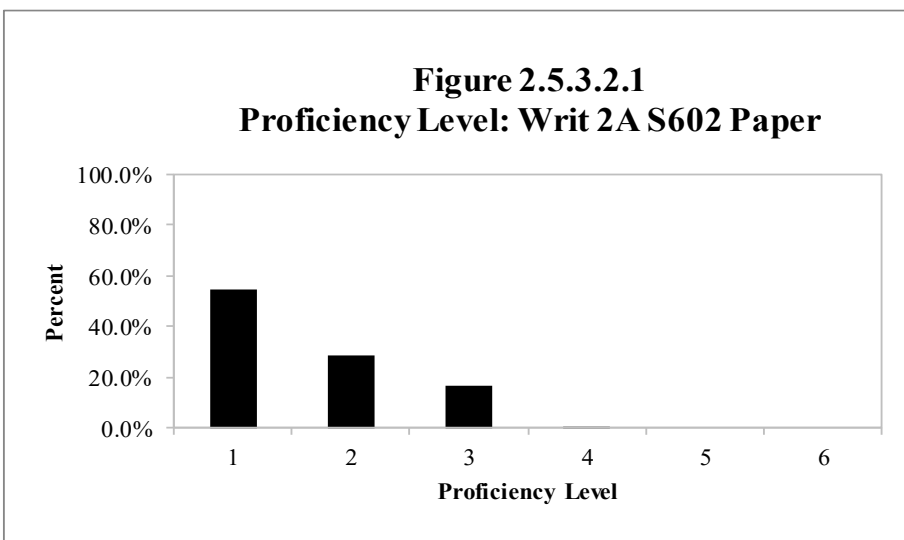


Table 2.5.3.2.2

Proficiency Level Distribution: Writ 2 B/C S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	2,365	9.01%	2,365	9.01%
2	7,581	28.89%	7,581	28.89%
3	14,877	56.69%	14,877	56.69%
4	1,408	5.37%	1,408	5.37%
5	10	0.04%	10	0.04%
6	0	0.00%	0	0.00%
Total	26,241	100.00%	26,241	100.00%

Figure 2.5.3.2.2

Proficiency Level: Writ 2 B/C S602 Paper

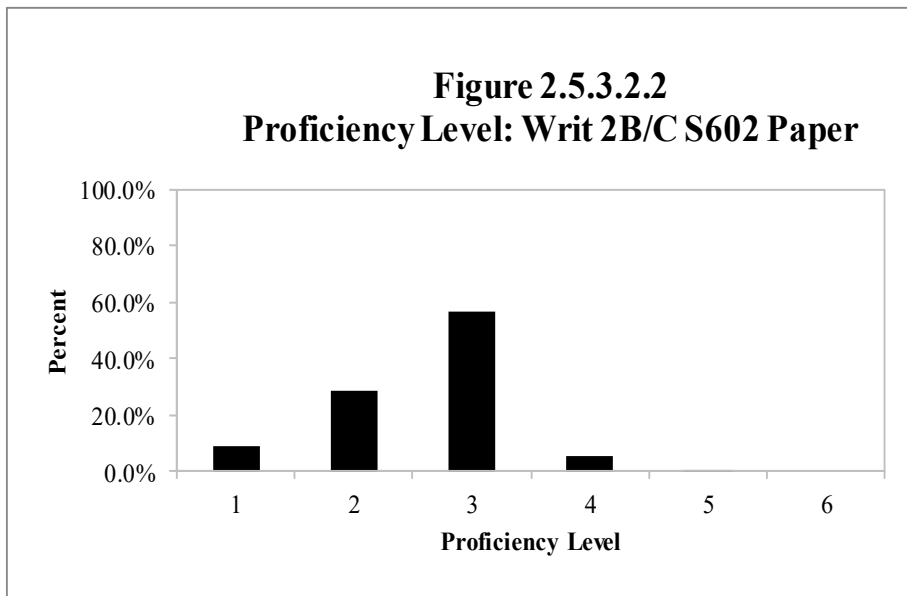


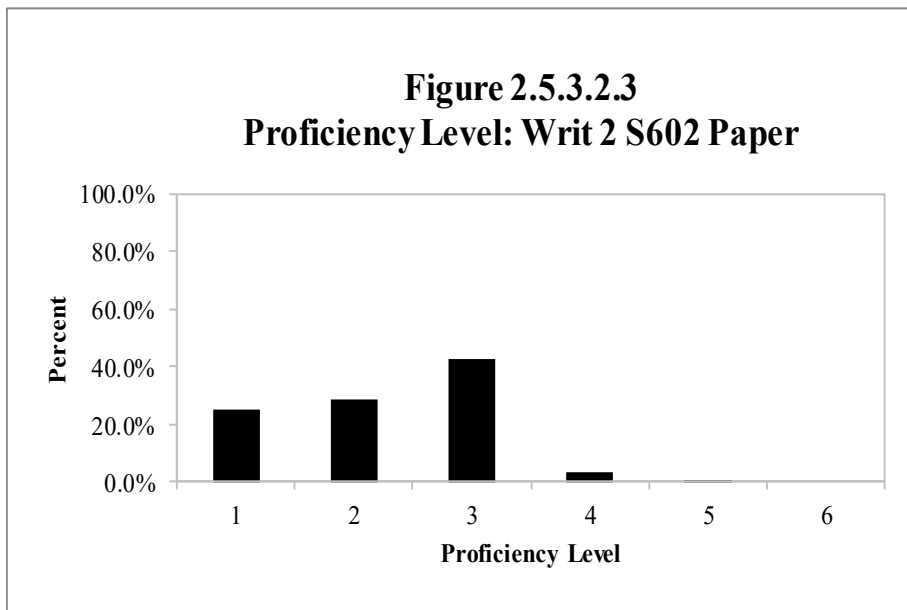
Table 2.5.3.2.3

Proficiency Level Distribution: Writ 2 S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	10,322	25.28%	10,322	25.28%
2	11,773	28.83%	11,773	28.83%
3	17,308	42.39%	17,308	42.39%
4	1,420	3.48%	1,420	3.48%
5	10	0.02%	10	0.02%
6	0	0.00%	0	0.00%
Total	40,833	100.00%	40,833	100.00%

Figure 2.5.3.2.3

Proficiency Level: Writ 2 S602 Paper



2.5.3.3 Grade 3

Table 2.5.3.3.1

Proficiency Level Distribution: Writ 3 A S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	5,748	48.74%	5,748	48.74%
2	4,022	34.10%	4,022	34.10%
3	2,003	16.98%	2,003	16.98%
4	20	0.17%	20	0.17%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	11,793	100.00%	11,793	100.00%

Figure 2.5.3.3.1

Proficiency Level: Writ 3 A S602 Paper

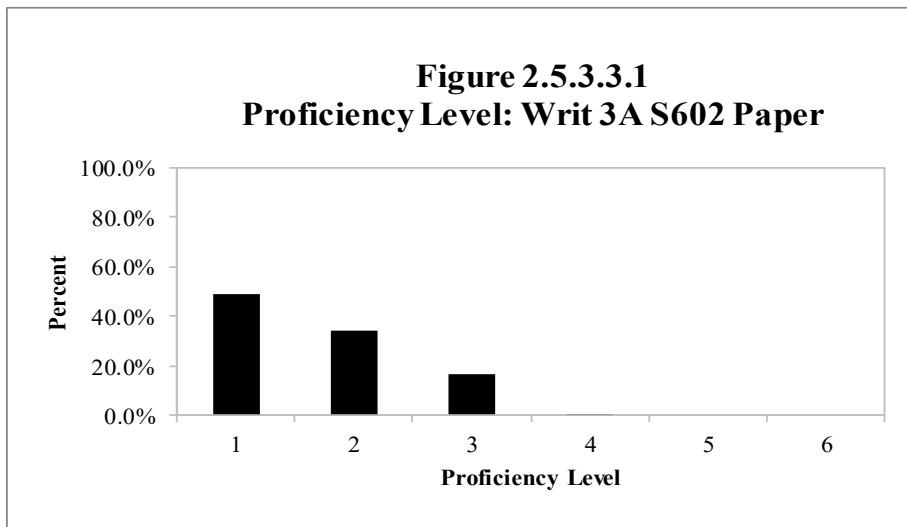


Table 2.5.3.3.2

Proficiency Level Distribution: Writ 3 B/C S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	1,369	5.61%	1,369	5.61%
2	3,984	16.34%	3,984	16.34%
3	17,196	70.53%	17,196	70.53%
4	1,827	7.49%	1,827	7.49%
5	6	0.02%	6	0.02%
6	0	0.00%	0	0.00%
Total	24,382	100.00%	24,382	100.00%

Figure 2.5.3.3.2

Proficiency Level: Writ 3 B/C S602 Paper

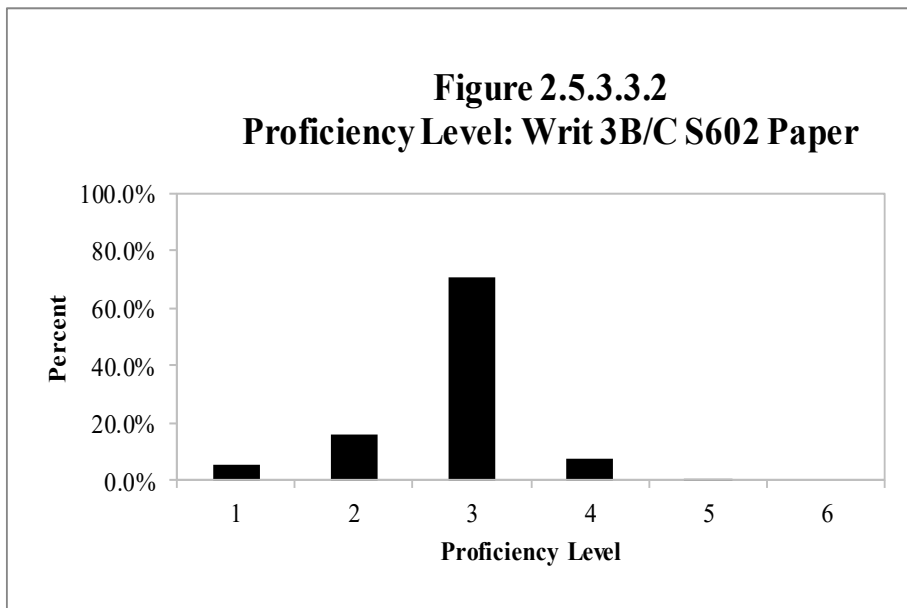
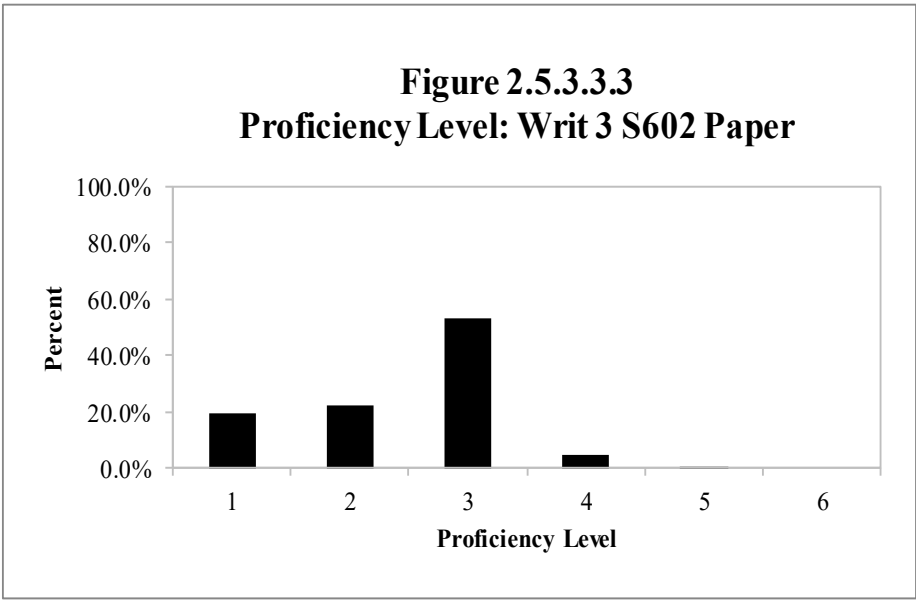


Table 2.5.3.3.3
Proficiency Level Distribution: Writ 3 S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	7,117	19.67%	7,117	19.67%
2	8,006	22.13%	8,006	22.13%
3	19,199	53.07%	19,199	53.07%
4	1,847	5.11%	1,847	5.11%
5	6	0.02%	6	0.02%
6	0	0.00%	0	0.00%
Total	36,175	100.00%	36,175	100.00%

Figure 2.5.3.3.3
Proficiency Level: Writ 3 S602 Paper



2.5.3.4 Grades 4-5

Table 2.5.3.4.1

Proficiency Level Distribution: Writ 4-5 A S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,767	40.20%	2,813	32.54%	6,580	36.53%
2	2,530	27.00%	2,309	26.71%	4,839	26.86%
3	3,003	32.05%	3,490	40.37%	6,493	36.04%
4	69	0.74%	32	0.37%	101	0.56%
5	1	0.01%	1	0.01%	2	0.01%
6	0	0.00%	0	0.00%	0	0.00%
Total	9,370	100.00%	8,645	100.00%	18,015	100.00%

Figure 2.5.3.4.1

Proficiency Level: Writ 4-5 A S602 Paper

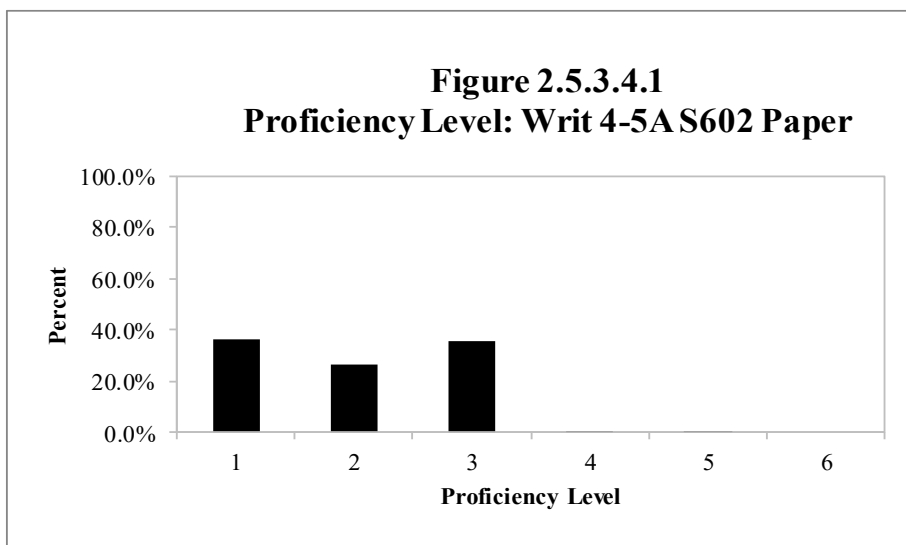


Table 2.5.3.4.2

Proficiency Level Distribution: Writ 4-5 B/C S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	587	2.84%	256	1.76%	843	2.39%
2	1,031	4.99%	543	3.73%	1,574	4.47%
3	11,893	57.58%	6,729	46.20%	18,622	52.87%
4	6,820	33.02%	6,441	44.22%	13,261	37.65%
5	295	1.43%	561	3.85%	856	2.43%
6	27	0.13%	36	0.25%	63	0.18%
Total	20,653	100.00%	14,566	100.00%	35,219	100.00%

Figure 2.5.3.4.2

Proficiency Level: Writ 4-5 B/C S602 Paper

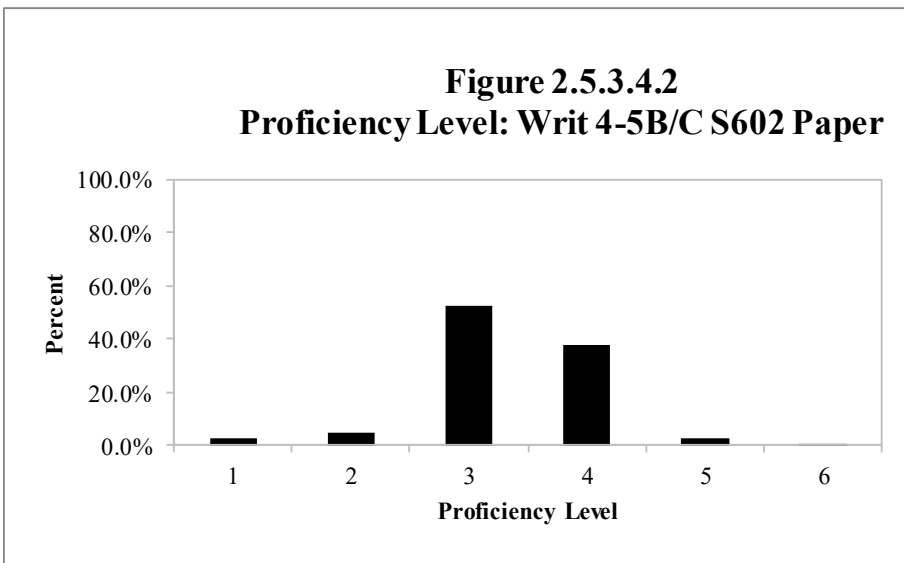


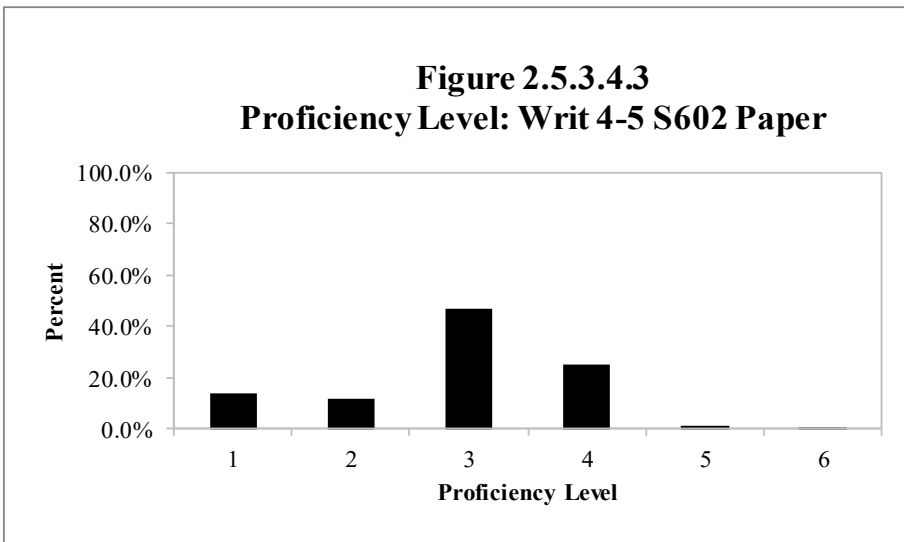
Table 2.5.3.4.3

Proficiency Level Distribution: Writ 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	4,354	14.50%	3,069	13.22%	7,423	13.94%
2	3,561	11.86%	2,852	12.29%	6,413	12.05%
3	14,896	49.62%	10,219	44.03%	25,115	47.18%
4	6,889	22.95%	6,473	27.89%	13,362	25.10%
5	296	0.99%	562	2.42%	858	1.61%
6	27	0.09%	36	0.16%	63	0.12%
Total	30,023	100.00%	23,211	100.00%	53,234	100.00%

Figure 2.5.3.4.3

Proficiency Level: Writ 4-5 S602 Paper



2.5.3.5 Grades 6-8

Table 2.5.3.5.1

Proficiency Level Distribution: Writ 6-8 A S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	4,031	46.41%	4,314	50.75%	4,512	53.89%	12,857	50.30%
2	2,916	33.58%	2,968	34.91%	2,296	27.42%	8,180	32.00%
3	1,710	19.69%	1,178	13.86%	1,541	18.40%	4,429	17.33%
4	28	0.32%	41	0.48%	24	0.29%	93	0.36%
5	0	0.00%	0	0.00%	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	8,685	100.00%	8,501	100.00%	8,373	100.00%	25,559	100.00%

Figure 2.5.3.5.1

Proficiency Level: Writ 6-6 A S602 Paper

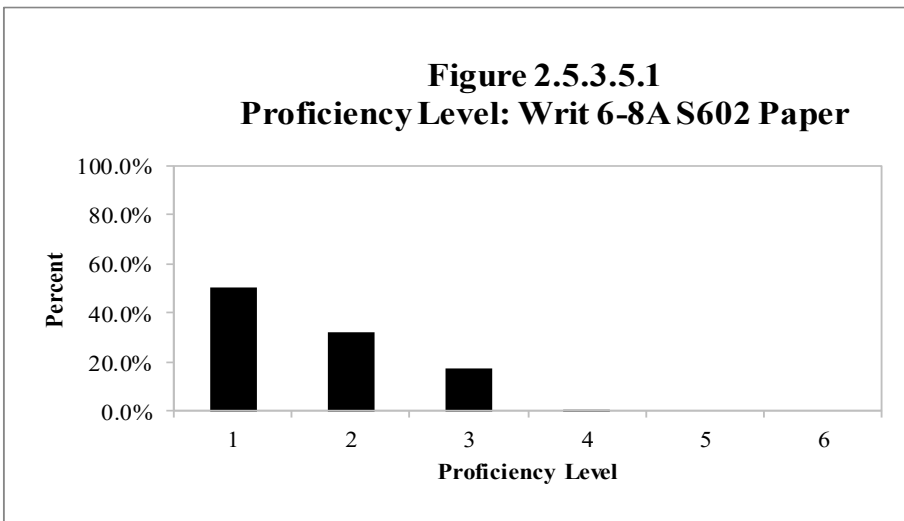


Table 2.5.3.5.2

Proficiency Level Distribution: Writ 6-8 B/C S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	450	3.98%	457	3.85%	495	4.96%	1,402	4.23%
2	1,100	9.73%	1,274	10.72%	768	7.69%	3,142	9.47%
3	7,139	63.14%	7,412	62.40%	6,096	61.03%	20,647	62.24%
4	2,590	22.91%	2,712	22.83%	2,590	25.93%	7,892	23.79%
5	28	0.25%	24	0.20%	40	0.40%	92	0.28%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	11,307	100.00%	11,879	100.00%	9,989	100.00%	33,175	100.00%

Figure 2.5.3.5.2

Proficiency Level: Writ 6-8 B/C S602 Paper

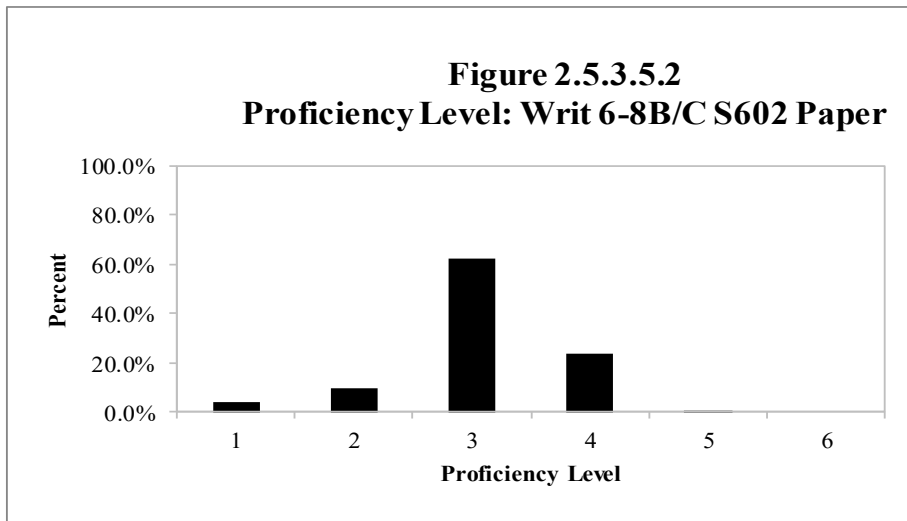


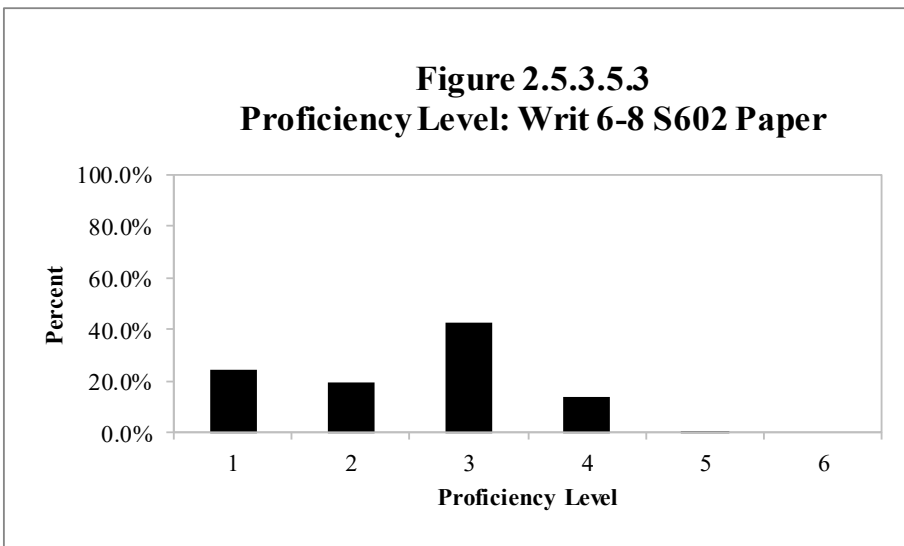
Table 2.5.3.5.3

Proficiency Level Distribution: Writ 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	4,481	22.41%	4,771	23.41%	5,007	27.27%	14,259	24.28%
2	4,016	20.09%	4,242	20.81%	3,064	16.69%	11,322	19.28%
3	8,849	44.26%	8,590	42.15%	7,637	41.59%	25,076	42.69%
4	2,618	13.10%	2,753	13.51%	2,614	14.24%	7,985	13.60%
5	28	0.14%	24	0.12%	40	0.22%	92	0.16%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	19,992	100.00%	20,380	100.00%	18,362	100.00%	58,734	100.00%

Figure 2.5.3.5.3

Proficiency Level: Writ 6-8 B/C S602 Paper



2.5.3.6 Grades 9-12

Table 2.5.3.6.1

Proficiency Level Distribution: Writ 9-12 A S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,311	37.96%	2,821	39.99%	2,485	47.23%	1,731	58.50%	10,348	43.12%
2	2,909	33.35%	2,579	36.56%	1,686	32.05%	553	18.69%	7,727	32.20%
3	2,270	26.02%	1,551	21.98%	1,052	20.00%	651	22.00%	5,524	23.02%
4	232	2.66%	104	1.47%	38	0.72%	24	0.81%	398	1.66%
5	1	0.01%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	8,723	100.00%	7,055	100.00%	5,261	100.00%	2,959	100.00%	23,998	100.00%

Figure 2.5.3.6.1

Proficiency Level: Writ 9-12 A S602 Paper

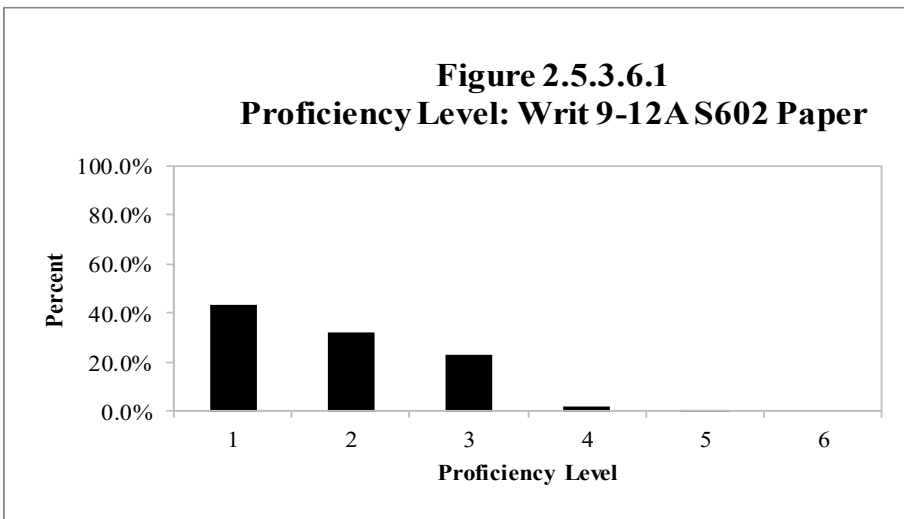


Table 2.5.3.6.2

Proficiency Level Distribution: Writ 9-12 B/C S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	393	4.14%	644	6.75%	729	9.01%	680	11.67%	2,446	7.43%
2	738	7.78%	623	6.53%	697	8.61%	715	12.27%	2,773	8.42%
3	4,061	42.83%	5,033	52.77%	4,178	51.64%	3,229	55.42%	16,501	50.10%
4	4,197	44.26%	3,161	33.14%	2,442	30.18%	1,196	20.53%	10,996	33.39%
5	93	0.98%	76	0.80%	45	0.56%	6	0.10%	220	0.67%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	9,482	100.00%	9,537	100.00%	8,091	100.00%	5,826	100.00%	32,936	100.00%

Figure 2.5.3.6.2

Proficiency Level: Writ 9-12 B/C S602 Paper

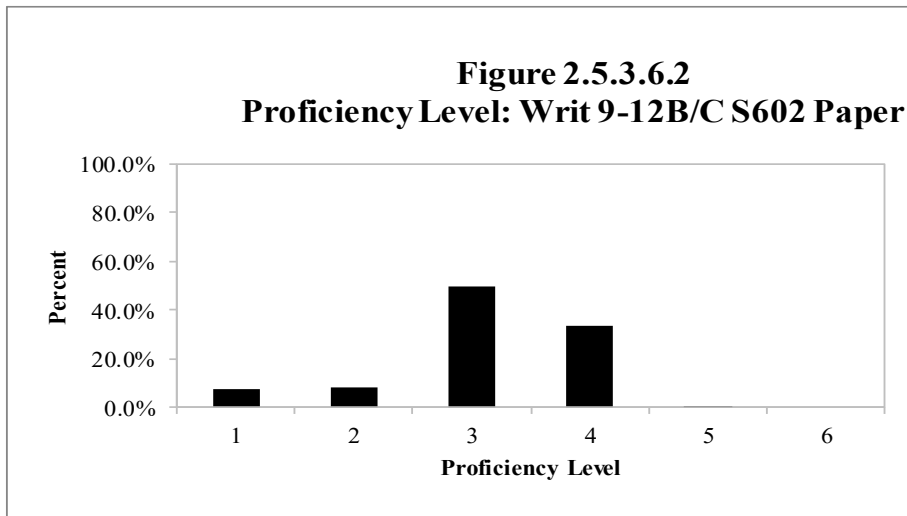


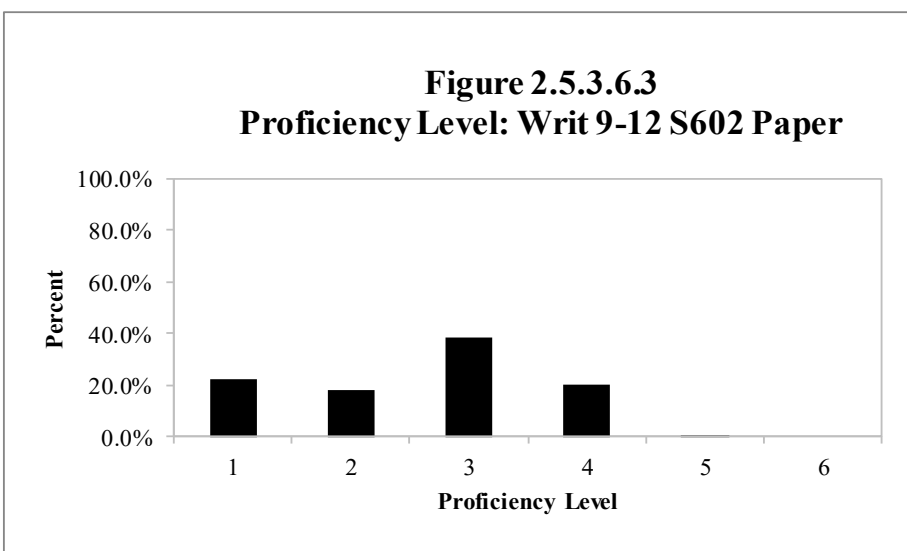
Table 2.5.3.6.3

Proficiency Level Distribution: Writ 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,704	20.35%	3,465	20.88%	3,214	24.07%	2,411	27.44%	12,794	22.47%
2	3,647	20.03%	3,202	19.30%	2,383	17.85%	1,268	14.43%	10,500	18.44%
3	6,331	34.78%	6,584	39.68%	5,230	39.17%	3,880	44.17%	22,025	38.69%
4	4,429	24.33%	3,265	19.68%	2,480	18.57%	1,220	13.89%	11,394	20.01%
5	94	0.52%	76	0.46%	45	0.34%	6	0.07%	221	0.39%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	18,205	100.00%	16,592	100.00%	13,352	100.00%	8,785	100.00%	56,934	100.00%

Figure 2.5.3.6.3

Proficiency Level: Writ 9-12 S602 Paper



2.5.4 Speaking

2.5.4.0 Kindergarten

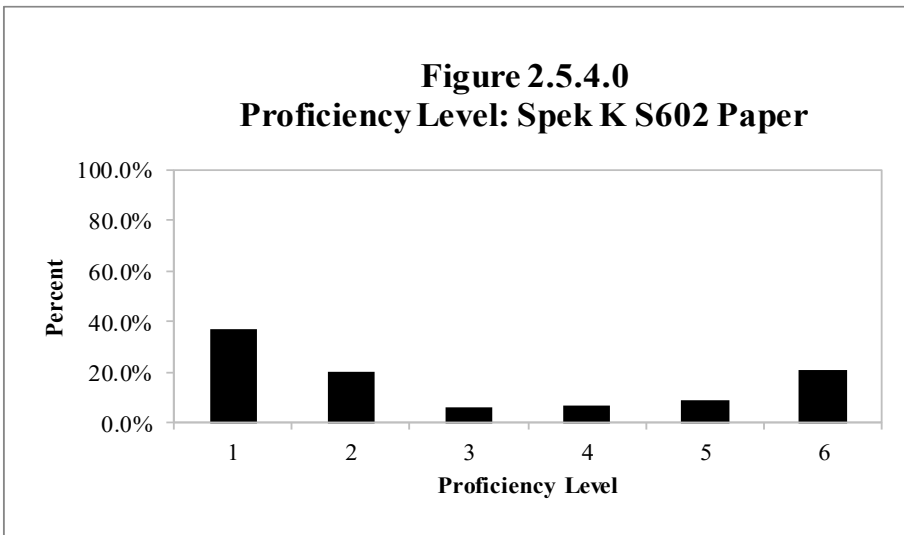
Table 2.5.4.0

Proficiency Level Distribution: Spek K S602 Paper

Level	K Count	K Percent	Total Count	Total Percent
1	98,129	36.77%	98,129	36.77%
2	53,704	20.12%	53,704	20.12%
3	17,124	6.42%	17,124	6.42%
4	18,071	6.77%	18,071	6.77%
5	23,290	8.73%	23,290	8.73%
6	56,547	21.19%	56,547	21.19%
Total	266,865	100.00%	266,865	100.00%

Figure 2.5.4.0

Proficiency Level: Writ Spek K S602 Paper



2.5.4.1 Grade 1

Table 2.5.4.1.1

Proficiency Level Distribution: Spek 1 A S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	8,498	32.59%	8,498	32.59%
2	8,413	32.26%	8,413	32.26%
3	5,335	20.46%	5,335	20.46%
4	3,292	12.62%	3,292	12.62%
5	541	2.07%	541	2.07%
6	0	0.00%	0	0.00%
Total	26,079	100.00%	26,079	100.00%

Figure 2.5.4.1.1

Proficiency Level: Spek 1 A S602 Paper

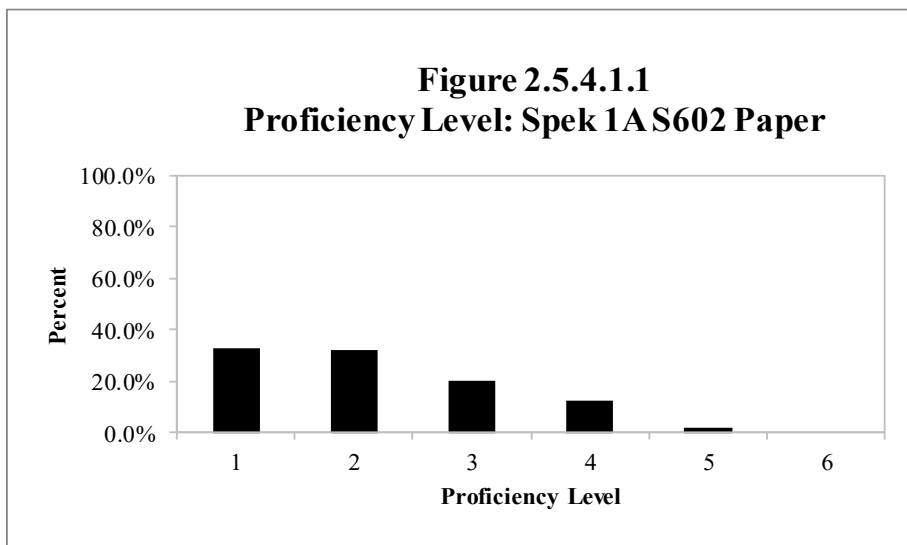


Table 2.5.4.1.2

Proficiency Level Distribution: Spek 1 B/C S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	486	3.08%	486	3.08%
2	4,415	28.02%	4,415	28.02%
3	5,029	31.92%	5,029	31.92%
4	3,857	24.48%	3,857	24.48%
5	1,613	10.24%	1,613	10.24%
6	355	2.25%	355	2.25%
Total	15,755	100.00%	15,755	100.00%

Figure 2.5.4.1.2

Proficiency Level: Spek 1 B/C S602 Paper

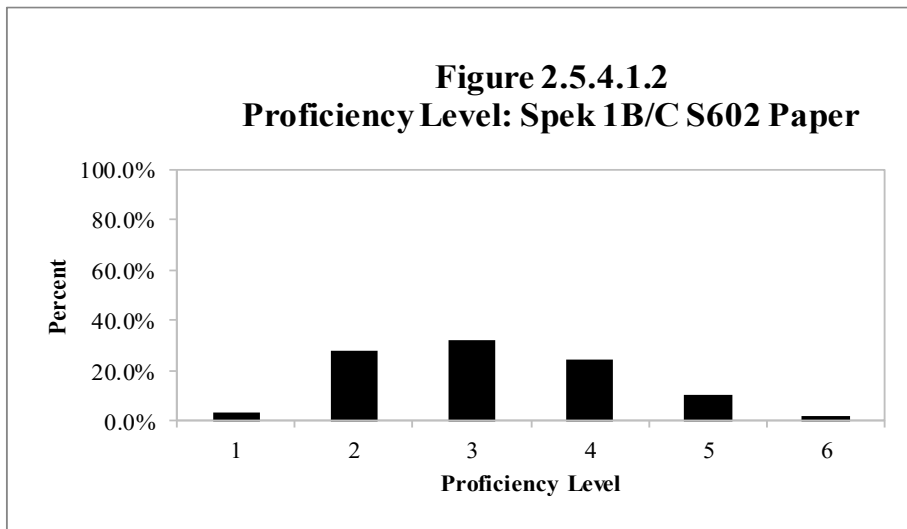


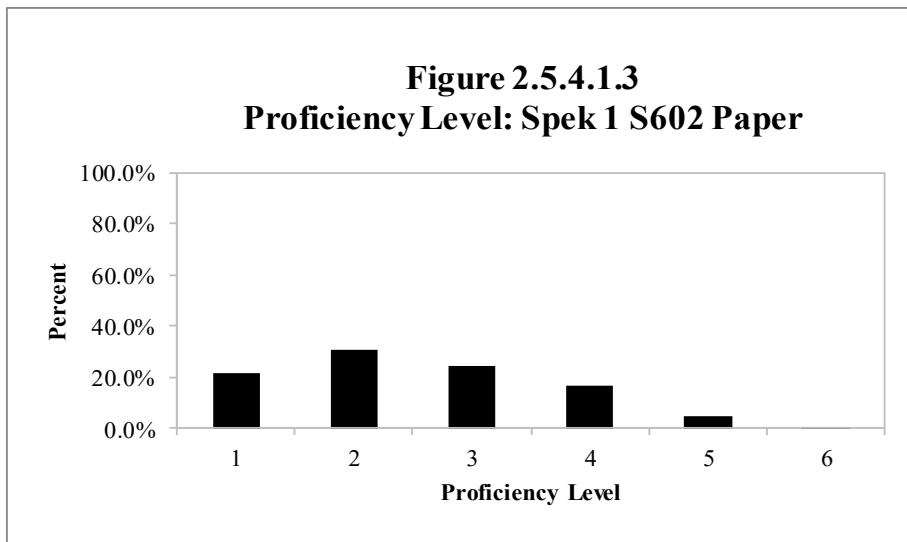
Table 2.5.4.1.3

Proficiency Level Distribution: Spek 1 S602 Paper

Level	G1 Count	G1 Percent	Total Count	Total Percent
1	8,984	21.48%	8,984	21.48%
2	12,828	30.66%	12,828	30.66%
3	10,364	24.77%	10,364	24.77%
4	7,149	17.09%	7,149	17.09%
5	2,154	5.15%	2,154	5.15%
6	355	0.85%	355	0.85%
Total	41,834	100.00%	41,834	100.00%

Figure 2.5.4.1.3

Proficiency Level: Spek 1 S602 Paper



2.5.4.2 Grade 2

Table 2.5.4.2.1

Proficiency Level Distribution: Spek 2 A S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	6,598	45.92%	6,598	45.92%
2	3,180	22.13%	3,180	22.13%
3	3,582	24.93%	3,582	24.93%
4	744	5.18%	744	5.18%
5	263	1.83%	263	1.83%
6	0	0.00%	0	0.00%
Total	14,367	100.00%	14,367	100.00%

Figure 2.5.4.2.1

Proficiency Level: Spek 2 A S602 Paper

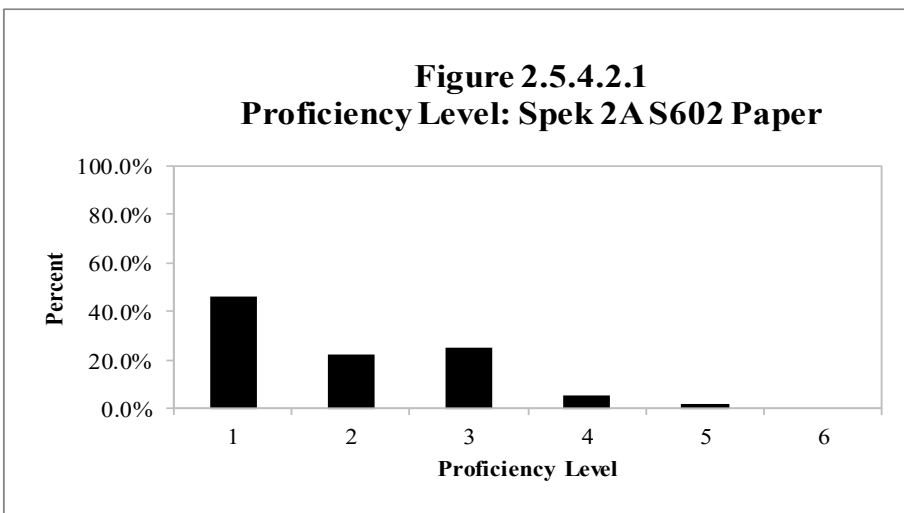


Table 2.5.4.2.2

Proficiency Level Distribution: Spek 2 B/C S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	1,464	5.63%	1,464	5.63%
2	5,215	20.07%	5,215	20.07%
3	10,230	39.36%	10,230	39.36%
4	6,070	23.36%	6,070	23.36%
5	1,939	7.46%	1,939	7.46%
6	1,071	4.12%	1,071	4.12%
Total	25,989	100.00%	25,989	100.00%

Figure 2.5.4.2.2

Proficiency Level: Spek 2 B/C S602 Paper

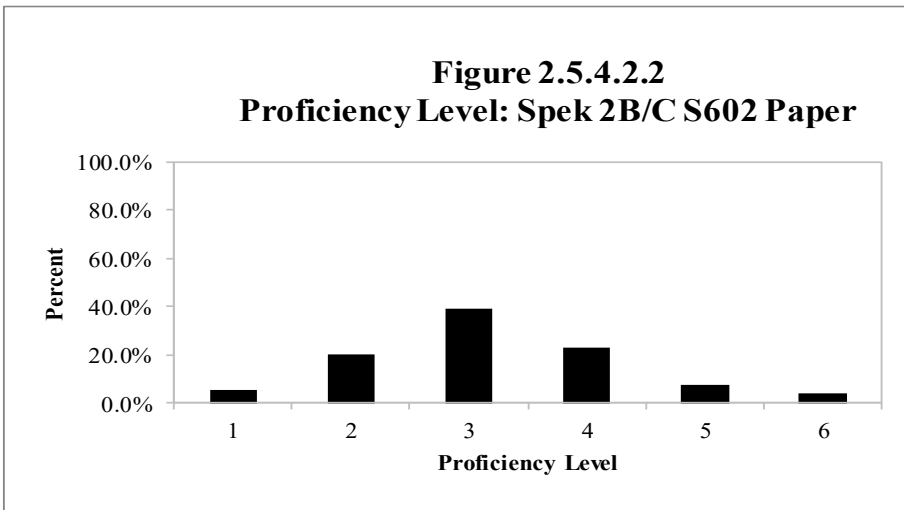


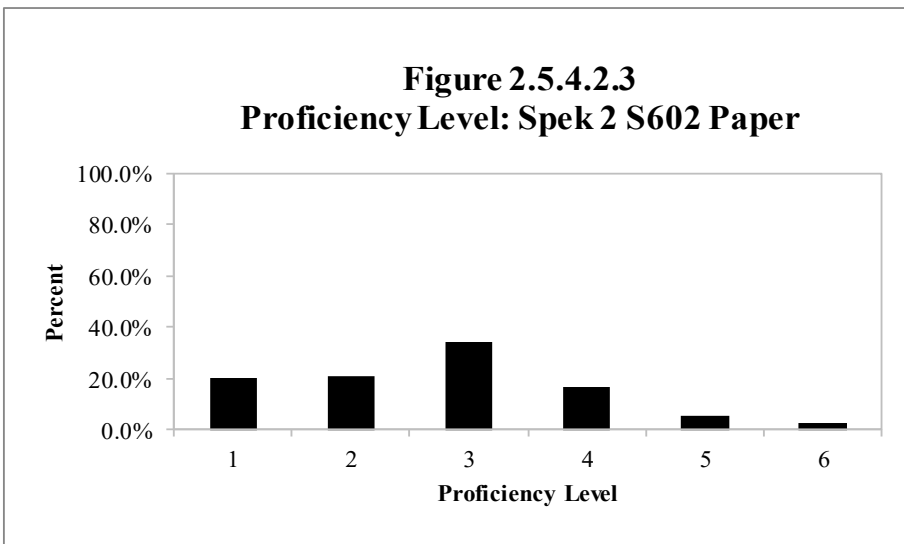
Table 2.5.4.2.3

Proficiency Level Distribution: Spek 2 S602 Paper

Level	G2 Count	G2 Percent	Total Count	Total Percent
1	8,062	19.98%	8,062	19.98%
2	8,395	20.80%	8,395	20.80%
3	13,812	34.23%	13,812	34.23%
4	6,814	16.88%	6,814	16.88%
5	2,202	5.46%	2,202	5.46%
6	1,071	2.65%	1,071	2.65%
Total	40,356	100.00%	40,356	100.00%

Figure 2.5.4.2.3

Proficiency Level: Spek 2 S602 Paper



2.5.4.3 Grade 3

Table 2.5.4.3.1

Proficiency Level Distribution: Spek 3 A S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	6,199	53.38%	6,199	53.38%
2	2,690	23.17%	2,690	23.17%
3	1,816	15.64%	1,816	15.64%
4	907	7.81%	907	7.81%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	11,612	100.00%	11,612	100.00%

Figure 2.5.4.3.1

Proficiency Level: Spek 3 A S602 Paper

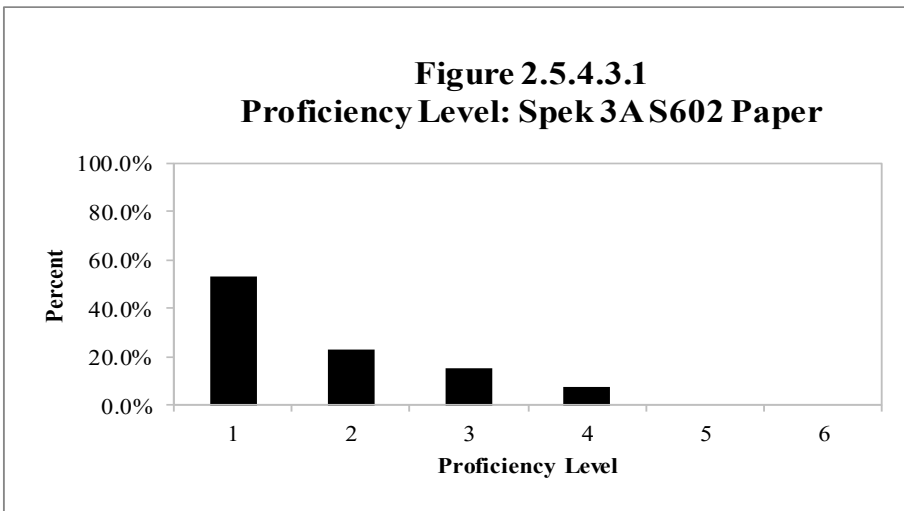


Table 2.5.4.3.2

Proficiency Level Distribution: Spek 3 B/C S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	1,303	5.39%	1,303	5.39%
2	4,881	20.20%	4,881	20.20%
3	10,222	42.30%	10,222	42.30%
4	5,477	22.67%	5,477	22.67%
5	1,032	4.27%	1,032	4.27%
6	1,248	5.16%	1,248	5.16%
Total	24,163	100.00%	24,163	100.00%

Figure 2.5.4.3.2.

Proficiency Level: Spek 3 B/C S602 Paper

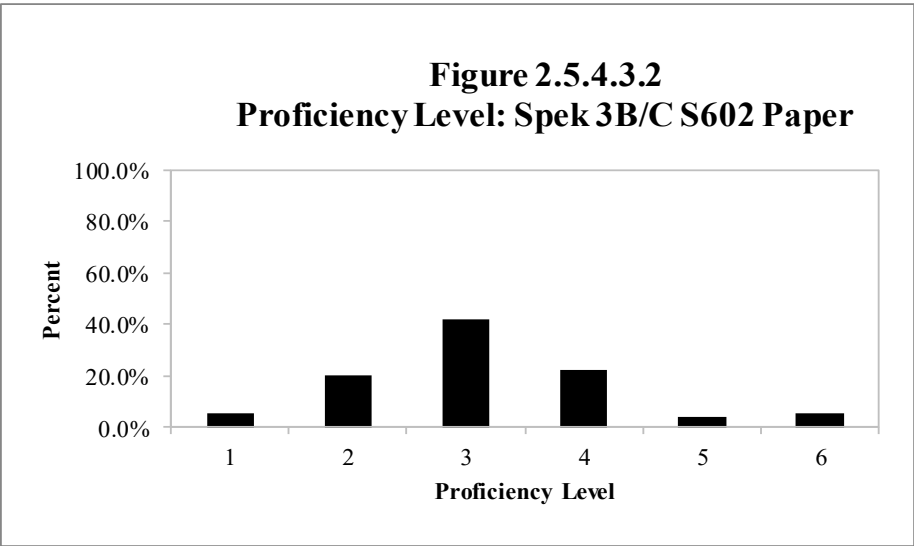


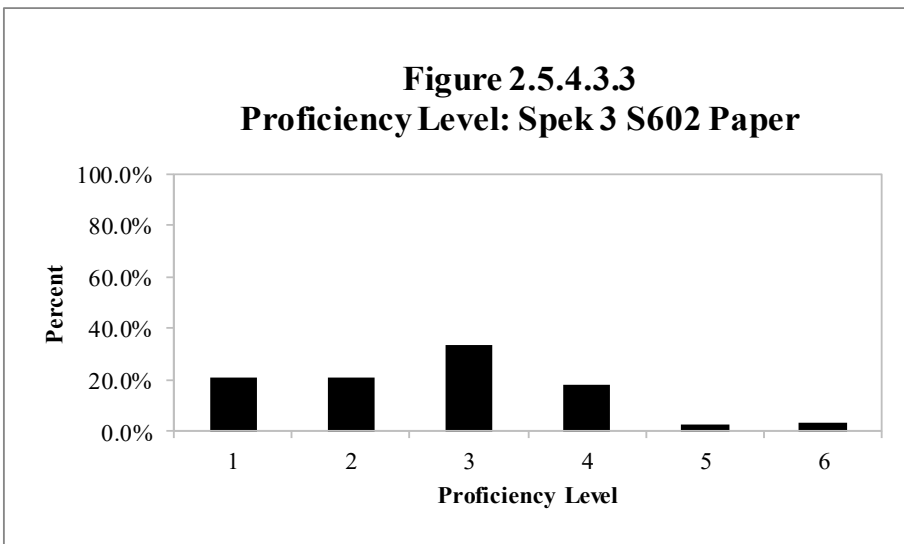
Table 2.5.4.3.3

Proficiency Level Distribution: Spek 3 S602 Paper

Level	G3 Count	G3 Percent	Total Count	Total Percent
1	7,502	20.97%	7,502	20.97%
2	7,571	21.16%	7,571	21.16%
3	12,038	33.65%	12,038	33.65%
4	6,384	17.84%	6,384	17.84%
5	1,032	2.88%	1,032	2.88%
6	1,248	3.49%	1,248	3.49%
Total	35,775	100.00%	35,775	100.00%

Figure 2.5.4.3.3

Proficiency Level: Spek 3 S602 Paper



2.5.4.4 Grades 4-5

Table 2.5.4.4.1

Proficiency Level Distribution: Spek 4-5 A S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	5,849	63.03%	6,000	69.89%	11,849	66.33%
2	1,580	17.03%	1,357	15.81%	2,937	16.44%
3	1,469	15.83%	825	9.61%	2,294	12.84%
4	313	3.37%	299	3.48%	612	3.43%
5	69	0.74%	104	1.21%	173	0.97%
6	0	0.00%	0	0.00%	0	0.00%
Total	9,280	100.00%	8,585	100.00%	17,865	100.00%

Figure 2.5.4.4.1

Proficiency Level: Spek 4-5 A S602 Paper

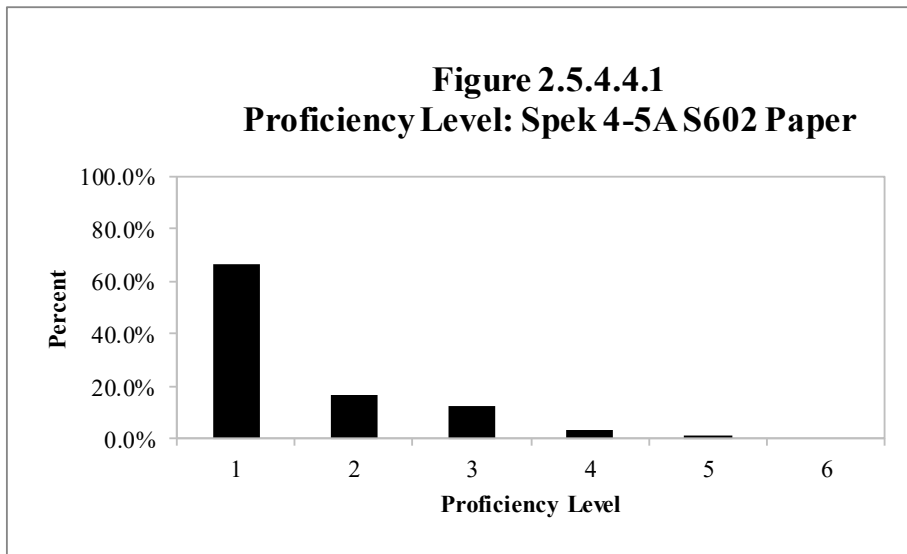


Table 2.5.4.4.2

Proficiency Level Distribution: Spek 4-5 B/C S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	610	2.98%	586	4.06%	1,196	3.43%
2	2,228	10.88%	1,835	12.71%	4,063	11.64%
3	6,255	30.54%	4,009	27.76%	10,264	29.39%
4	7,637	37.29%	5,442	37.68%	13,079	37.46%
5	2,680	13.09%	1,520	10.53%	4,200	12.03%
6	1,068	5.22%	1,049	7.26%	2,117	6.06%
Total	20,478	100.00%	14,441	100.00%	34,919	100.00%

Figure 2.5.4.4.2

Proficiency Level: Spek 4-5 B/C S602 Paper

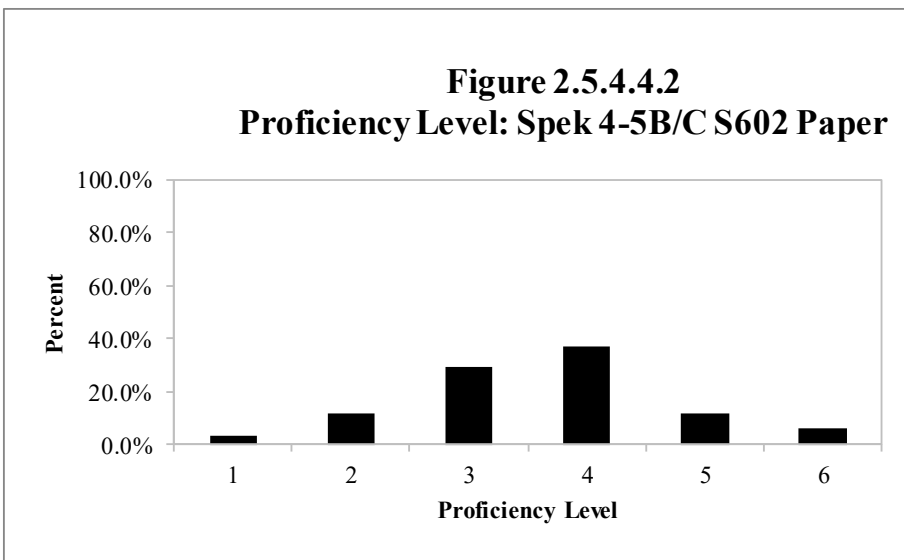


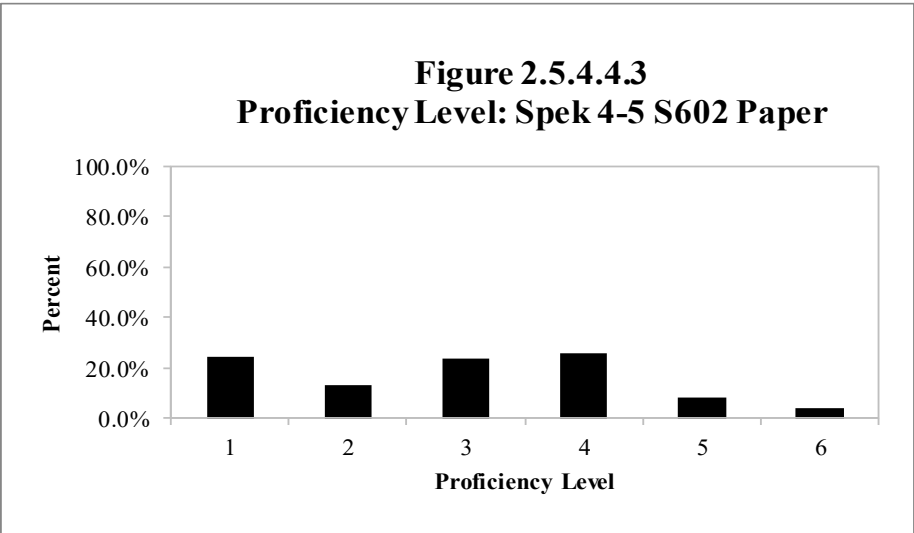
Table 2.5.4.4.3

Proficiency Level Distribution: Spek 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	6,459	21.71%	6,586	28.60%	13,045	24.71%
2	3,808	12.80%	3,192	13.86%	7,000	13.26%
3	7,724	25.96%	4,834	20.99%	12,558	23.79%
4	7,950	26.72%	5,741	24.93%	13,691	25.94%
5	2,749	9.24%	1,624	7.05%	4,373	8.28%
6	1,068	3.59%	1,049	4.56%	2,117	4.01%
Total	29,758	100.00%	23,026	100.00%	52,784	100.00%

Figure 2.5.4.4.3

Proficiency Level: Spek 4-5 S602 Paper



2.5.4.5 Grades 6-8

Table 2.5.4.5.1

Proficiency Level Distribution: Spek 6-8 A S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	5,282	61.40%	5,952	70.71%	5,530	66.88%	16,764	66.29%
2	1,926	22.39%	1,207	14.34%	1,308	15.82%	4,441	17.56%
3	734	8.53%	690	8.20%	755	9.13%	2,179	8.62%
4	468	5.44%	487	5.79%	581	7.03%	1,536	6.07%
5	193	2.24%	82	0.97%	95	1.15%	370	1.46%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	8,603	100.00%	8,418	100.00%	8,269	100.00%	25,290	100.00%

Figure 2.5.4.5.1

Proficiency Level: Spek 6-8 A S602 Paper

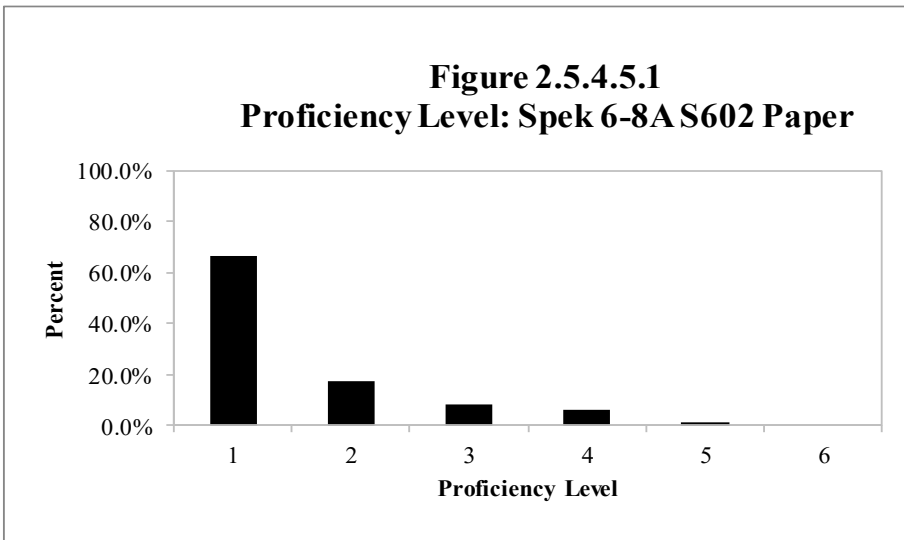


Table 2.5.4.5.2

Proficiency Level Distribution: Spek 6-8 B/C S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	447	3.99%	692	5.87%	785	7.91%	1,924	5.84%
2	1,122	10.01%	1,432	12.14%	864	8.71%	3,418	10.38%
3	2,762	24.65%	3,054	25.90%	3,265	32.91%	9,081	27.59%
4	4,659	41.58%	4,066	34.48%	3,155	31.80%	11,880	36.09%
5	1,050	9.37%	1,725	14.63%	1,029	10.37%	3,804	11.56%
6	1,166	10.41%	824	6.99%	823	8.30%	2,813	8.54%
Total	11,206	100.00%	11,793	100.00%	9,921	100.00%	32,920	100.00%

Figure 2.5.4.5.2

Proficiency Level: Spek 6-8 B/C S602 Paper

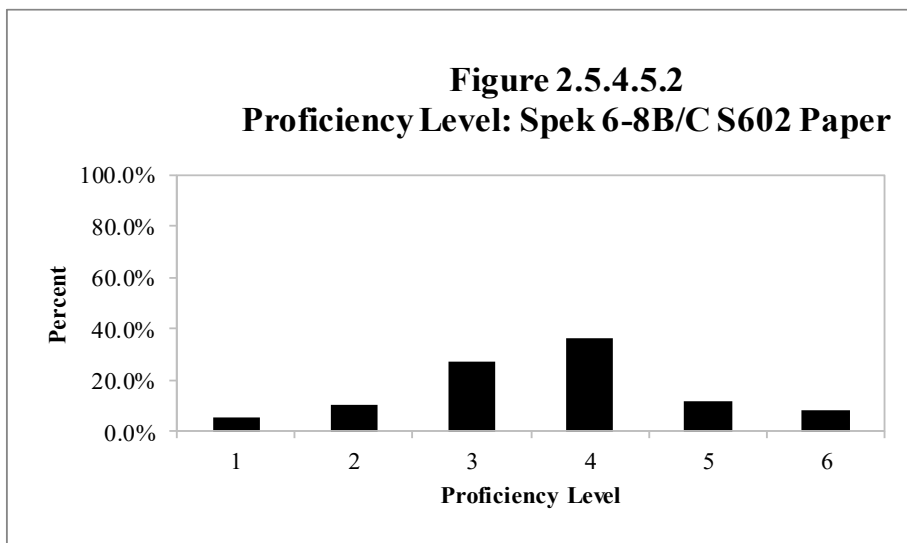


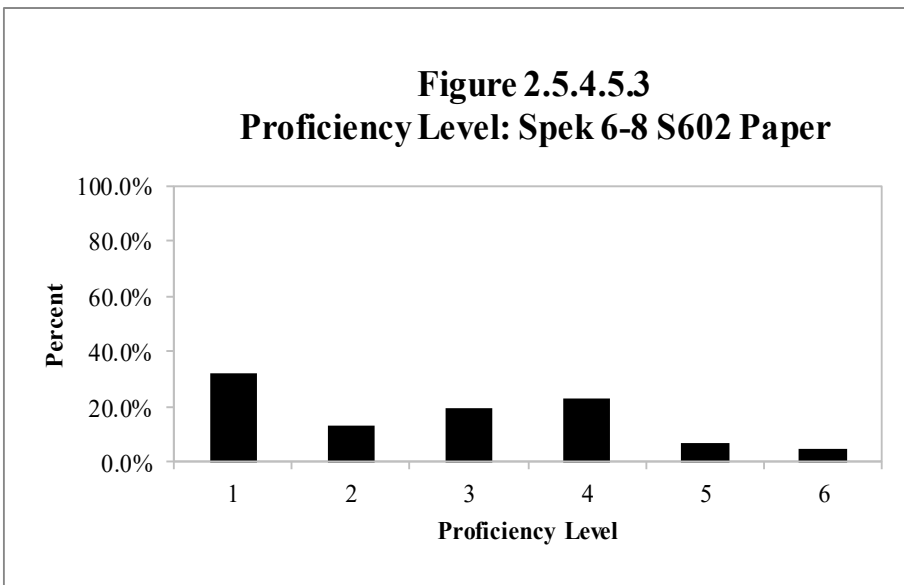
Table 2.5.4.5.3

Proficiency Level Distribution: Spek 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	5,729	28.92%	6,644	32.87%	6,315	34.72%	18,688	32.10%
2	3,048	15.39%	2,639	13.06%	2,172	11.94%	7,859	13.50%
3	3,496	17.65%	3,744	18.52%	4,020	22.10%	11,260	19.34%
4	5,127	25.88%	4,553	22.53%	3,736	20.54%	13,416	23.05%
5	1,243	6.27%	1,807	8.94%	1,124	6.18%	4,174	7.17%
6	1,166	5.89%	824	4.08%	823	4.52%	2,813	4.83%
Total	19,809	100.00%	20,211	100.00%	18,190	100.00%	58,210	100.00%

Figure 2.5.4.5.3

Proficiency Level: Spek 6-8 S602 Paper



2.5.4.6 Grades 9-12

Table 2.5.4.6.1

Proficiency Level Distribution: Spek 9-12 A S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	6,540	75.78%	5,165	74.05%	3,582	68.90%	1,822	62.27%	17,109	72.10%
2	759	8.79%	641	9.19%	557	10.71%	611	20.88%	2,568	10.82%
3	1,044	12.10%	884	12.67%	779	14.98%	363	12.41%	3,070	12.94%
4	181	2.10%	285	4.09%	281	5.40%	130	4.44%	877	3.70%
5	106	1.23%	0	0.00%	0	0.00%	0	0.00%	106	0.45%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	8,630	100.00%	6,975	100.00%	5,199	100.00%	2,926	100.00%	23,730	100.00%

Figure 2.5.4.6.1

Proficiency Level: Spek 9-12 A S602 Paper

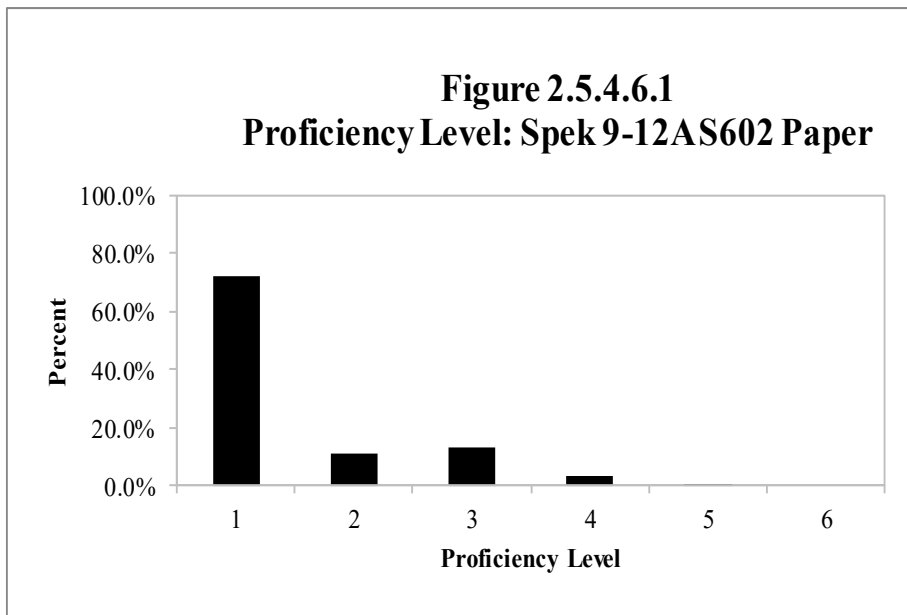


Table 2.5.4.6.2

Proficiency Level Distribution: Spek 9-12 B/C S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	1,100	11.69%	1,196	12.63%	1,174	14.60%	688	11.90%	4,158	12.72%
2	1,393	14.81%	1,310	13.83%	1,227	15.26%	848	14.67%	4,778	14.61%
3	2,887	30.69%	3,742	39.51%	2,716	33.79%	2,367	40.95%	11,712	35.82%
4	2,821	29.99%	1,871	19.76%	1,674	20.82%	908	15.71%	7,274	22.25%
5	398	4.23%	461	4.87%	414	5.15%	294	5.09%	1,567	4.79%
6	807	8.58%	891	9.41%	834	10.37%	675	11.68%	3,207	9.81%
Total	9,406	100.00%	9,471	100.00%	8,039	100.00%	5,780	100.00%	32,696	100.00%

Figure 2.5.4.6.2

Proficiency Level: Spek 9-12 B/C S602 Paper

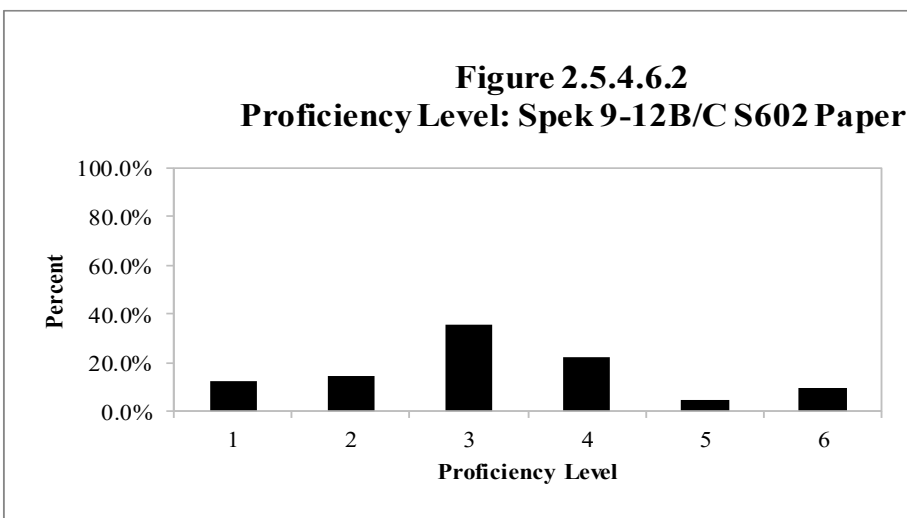


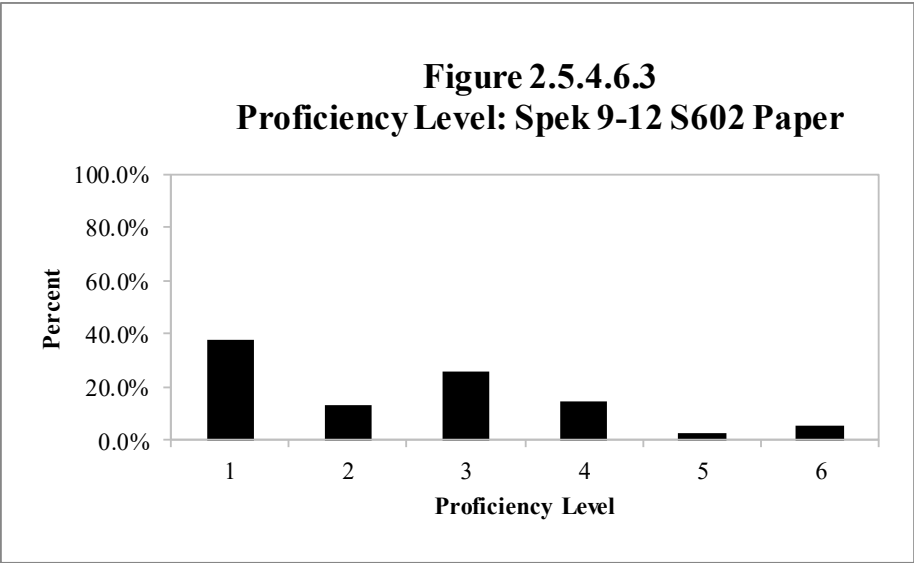
Table 2.5.4.6.3

Proficiency Level Distribution: Spek 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	7,640	42.36%	6,361	38.68%	4,756	35.93%	2,510	28.83%	21,267	37.69%
2	2,152	11.93%	1,951	11.86%	1,784	13.48%	1,459	16.76%	7,346	13.02%
3	3,931	21.80%	4,626	28.13%	3,495	26.40%	2,730	31.36%	14,782	26.20%
4	3,002	16.64%	2,156	13.11%	1,955	14.77%	1,038	11.92%	8,151	14.45%
5	504	2.79%	461	2.80%	414	3.13%	294	3.38%	1,673	2.96%
6	807	4.47%	891	5.42%	834	6.30%	675	7.75%	3,207	5.68%
Total	18,036	100.00%	16,446	100.00%	13,238	100.00%	8,706	100.00%	56,426	100.00%

Figure 2.5.4.6.3

Proficiency Level: Spek 9-12 S602 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 and 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	132	248	1.0	1.0	1.0
1	226	76	1.6	1.5	1.5
2	256	56	1.7	1.7	1.7
3	275	48	1.8	1.8	1.8
4	289	43	1.9	1.9	1.8
5	301	40	2.1	1.9	1.9
6	312	38	2.4	2.2	2.1
7	321	36	2.7	2.5	2.3
8	330	35	2.9	2.7	2.5
9	339	35	3.2	2.9	2.7
10	347	34	3.4	3.2	3.0
11	356	34	3.7	3.5	3.3
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	392	38	5.2	4.9	4.6
16	403	40	5.6	5.3	5.0
17	415	43	6.0	5.8	5.5
18	430	48	6.0	6.0	6.0
19	445	55	6.0	6.0	6.0
20	460	64	6.0	6.0	6.0
21	475	74	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 S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	148	230	1.0	1.0	1.0	1.0
1	238	78	1.5	1.5	1.4	1.4
2	269	58	1.7	1.6	1.6	1.6
3	290	50	1.8	1.8	1.7	1.7
4	306	45	1.9	1.8	1.8	1.8
5	319	42	2.1	1.9	1.9	1.8
6	331	39	2.4	2.1	1.9	1.9
7	341	38	2.6	2.4	2.2	1.9
8	351	37	2.9	2.7	2.5	2.3
9	361	36	3.2	3.0	2.8	2.7
10	370	36	3.5	3.3	3.2	3.0
11	379	35	3.8	3.6	3.5	3.3
12	388	36	4.1	3.9	3.8	3.6
13	397	36	4.5	4.3	4.1	3.9
14	406	37	4.8	4.6	4.4	4.2
15	416	38	5.2	5.0	4.8	4.6
16	427	40	5.7	5.4	5.2	5.0
17	439	43	6.0	5.9	5.7	5.5
18	454	48	6.0	6.0	6.0	6.0
19	469	55	6.0	6.0	6.0	6.0
20	484	64	6.0	6.0	6.0	6.0
21	499	75	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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 3B/C and 4-5B/C.

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 S602 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 S602 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 3B/C and 4-5B/C.

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

Table 2.6.2.4.2**Raw Score to Scale Score to Proficiency Level Conversion: Read 4-5 B/C S602 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 S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	200	214	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	324	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	351	21	2.9	2.7	2.5
11	356	21	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	378	20	4.5	3.9	3.6
17	382	21	5.0	4.2	3.8
18	387	21	5.2	4.7	4.1
19	392	22	5.5	5.1	4.6
20	397	23	5.8	5.4	5.1
21	403	24	6.0	5.8	5.4
22	409	26	6.0	6.0	5.8
23	416	28	6.0	6.0	6.0
24	425	31	6.0	6.0	6.0
25	434	36	6.0	6.0	6.0
26	443	41	6.0	6.0	6.0
27	452	48	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 S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	233	171	1.1	1.1	1.0	1.0
1	297	52	1.6	1.6	1.5	1.5
2	316	37	1.8	1.7	1.7	1.6
3	328	31	1.9	1.8	1.8	1.7
4	337	28	1.9	1.9	1.9	1.8
5	344	25	2.1	2.0	1.9	1.9
6	351	24	2.3	2.2	2.0	1.9
7	356	23	2.5	2.3	2.2	2.1
8	361	22	2.6	2.5	2.3	2.2
9	366	21	2.8	2.6	2.5	2.4
10	371	21	2.9	2.8	2.6	2.5
11	375	20	3.1	2.9	2.7	2.6
12	379	20	3.3	3.1	2.9	2.7
13	383	20	3.5	3.3	3.0	2.9
14	388	20	3.8	3.5	3.3	3.0
15	392	20	4.0	3.7	3.5	3.2
16	396	20	4.4	3.9	3.7	3.4
17	400	21	4.8	4.3	3.9	3.6
18	405	21	5.2	4.8	4.3	3.9
19	410	22	5.5	5.2	5.0	4.4
20	415	23	5.8	5.5	5.2	5.0
21	420	24	6.0	5.8	5.5	5.3
22	427	25	6.0	6.0	6.0	5.7
23	434	28	6.0	6.0	6.0	6.0
24	443	31	6.0	6.0	6.0	6.0
25	452	36	6.0	6.0	6.0	6.0
26	461	42	6.0	6.0	6.0	6.0
27	470	48	6.0	6.0	6.0	6.0

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

2.6.3 Writing

2.6.3.0 Kindergarten

Table 2.6.3.0

Raw Score to Scale Score to Proficiency Level Conversion: Writ K S602 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 S602 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	111	97	1.0
1	148	63	1.2
2	177	46	1.5
3	193	34	1.6
4	202	28	1.7
5	209	24	1.7
6	214	22	1.8
7	219	20	1.8
8	223	20	1.8
9	227	19	1.9
10	231	19	1.9
11	234	19	1.9
12	238	20	2.0
13	242	20	2.1
14	247	21	2.2
15	252	23	2.3
16	257	24	2.5
17	263	25	2.6
18	270	27	2.8
19	277	27	3.0
20	285	28	3.1
21	293	27	3.2
22	300	27	3.4
23	307	26	3.5
24	314	26	3.6
25	321	26	3.7
26	328	26	3.8
27	334	26	3.9
28	341	26	4.0
29	348	26	4.2
30	355	26	4.4
31	362	25	4.5
32	368	25	4.6
33	374	25	4.8
34	381	25	4.9
35	387	26	5.2

Raw Score	Scale Score	CSEM x 1.96	PL for G1
36	395	28	5.5
37	403	31	5.9
38	414	37	6.0
39	433	51	6.0
40	464	95	6.0

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

Table 2.6.3.1.2**Raw Score to Scale Score to Proficiency Level Conversion: Writ 1 B/C S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	111	259	1.0
1	191	47	1.6
2	206	32	1.7
3	214	26	1.8
4	220	22	1.8
5	224	20	1.8
6	228	19	1.9
7	231	18	1.9
8	234	17	1.9
9	237	16	1.9
10	240	16	2.0
11	242	16	2.1
12	245	16	2.1
13	248	16	2.2
14	250	16	2.3
15	253	16	2.4
16	256	16	2.4
17	258	17	2.5
18	261	18	2.6
19	265	18	2.7
20	268	19	2.8
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
34	342	24	4.1
35	348	23	4.2
36	354	23	4.3
37	359	23	4.4
38	364	22	4.6
39	369	22	4.7
40	373	21	4.8
41	378	21	4.9

Raw Score	Scale Score	CSEM x 1.96	PL for G1
42	382	21	5.0
43	387	21	5.2
44	391	21	5.3
45	395	21	5.5
46	400	21	5.7
47	405	22	6.0
48	410	23	6.0
49	415	24	6.0
50	422	26	6.0
51	429	30	6.0
52	440	36	6.0
53	458	51	6.0
54	490	95	6.0

2.6.3.2 Grade 2

Table 2.6.3.2.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 2 A S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	133	159	1.0
1	188	47	1.5
2	202	32	1.6
3	210	26	1.7
4	216	22	1.7
5	221	20	1.8
6	225	19	1.8
7	228	18	1.8
8	231	17	1.9
9	234	17	1.9
10	237	16	1.9
11	240	16	1.9
12	242	16	2.0
13	245	16	2.0
14	248	16	2.1
15	250	16	2.2
16	253	17	2.2
17	256	17	2.3
18	259	18	2.4
19	263	18	2.5
20	266	19	2.6
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
34	340	24	3.9
35	345	23	4.0
36	351	23	4.2
37	356	23	4.3
38	361	22	4.4
39	366	22	4.5
40	371	21	4.6
41	375	21	4.7

Raw Score	Scale Score	CSEM x 1.96	PL for G2
42	380	21	4.8
43	384	21	4.9
44	388	21	5.0
45	393	21	5.2
46	397	21	5.3
47	402	22	5.6
48	407	23	5.8
49	413	24	6.0
50	420	27	6.0
51	428	30	6.0
52	438	36	6.0
53	456	51	6.0
54	488	95	6.0

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

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

2.6.3.3 Grade 3

Table 2.6.3.3.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 3 A S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	133	159	1.0
1	188	47	1.4
2	202	32	1.6
3	210	26	1.6
4	216	22	1.7
5	221	20	1.7
6	225	19	1.8
7	228	18	1.8
8	231	17	1.8
9	234	17	1.8
10	237	16	1.9
11	240	16	1.9
12	242	16	1.9
13	245	16	1.9
14	248	16	2.0
15	250	16	2.0
16	253	17	2.1
17	256	17	2.2
18	259	18	2.3
19	263	18	2.4
20	266	19	2.5
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
34	340	24	3.9
35	345	23	3.9
36	351	23	4.1

Raw Score	Scale Score	CSEM x 1.96	PL for G3
37	356	23	4.2
38	361	22	4.3
39	366	22	4.4
40	371	21	4.5
41	375	21	4.6
42	380	21	4.7
43	384	21	4.7
44	388	21	4.8
45	393	21	4.9
46	397	21	5.1
47	402	22	5.3
48	407	23	5.5
49	413	24	5.7
50	420	27	6.0
51	428	30	6.0
52	438	36	6.0
53	456	51	6.0
54	488	95	6.0

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

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

2.6.3.4 Grades 4–5

Table 2.6.3.4.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 4-5 A S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	155	229	1.0	1.0
1	228	47	1.6	1.6
2	243	32	1.8	1.7
3	251	26	1.8	1.8
4	257	22	1.9	1.9
5	261	20	1.9	1.9
6	265	19	1.9	1.9
7	269	18	2.1	2.0
8	272	17	2.2	2.1
9	275	17	2.4	2.3
10	278	17	2.5	2.4
11	281	17	2.6	2.5
12	284	17	2.8	2.6
13	286	17	2.9	2.7
14	289	17	3.0	2.8
15	292	17	3.0	2.9
16	295	17	3.1	3.0
17	298	17	3.1	3.0
18	302	18	3.2	3.1
19	305	18	3.2	3.1
20	308	19	3.3	3.2
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
34	381	24	4.6	4.4
35	387	23	4.7	4.6
36	392	23	4.8	4.7

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
37	397	22	4.9	4.8
38	403	22	5.0	4.9
39	407	22	5.2	5.0
40	412	21	5.4	5.1
41	417	21	5.6	5.3
42	421	21	5.8	5.5
43	426	21	6.0	5.7
44	430	21	6.0	5.8
45	435	21	6.0	6.0
46	439	22	6.0	6.0
47	444	22	6.0	6.0
48	450	23	6.0	6.0
49	455	25	6.0	6.0
50	462	27	6.0	6.0
51	470	30	6.0	6.0
52	481	36	6.0	6.0
53	499	51	6.0	6.0
54	531	95	6.0	6.0

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

2.6.3.5 Grades 6–8

Table 2.6.3.5.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 6-8 A S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	188	96	1.2	1.1	1.0
1	218	47	1.5	1.4	1.3
2	233	32	1.6	1.5	1.4
3	241	26	1.7	1.6	1.5
4	247	22	1.7	1.7	1.6
5	251	20	1.8	1.7	1.6
6	255	18	1.8	1.8	1.7
7	258	17	1.9	1.8	1.7
8	261	17	1.9	1.8	1.7
9	264	16	1.9	1.9	1.8
10	267	16	1.9	1.9	1.8
11	269	16	2.0	1.9	1.8
12	272	16	2.1	1.9	1.9
13	274	16	2.2	2.0	1.9
14	277	16	2.3	2.1	1.9
15	279	16	2.3	2.1	1.9
16	282	16	2.4	2.2	2.0
17	285	17	2.5	2.3	2.1
18	288	17	2.6	2.4	2.2
19	291	18	2.7	2.5	2.3
20	295	19	2.9	2.6	2.4
21	299	20	3.0	2.8	2.6
22	303	21	3.0	2.9	2.7
23	307	21	3.1	3.0	2.8
24	312	22	3.2	3.1	3.0
25	317	23	3.3	3.1	3.0
26	323	23	3.3	3.2	3.1
27	328	24	3.4	3.3	3.2
28	334	24	3.5	3.4	3.3
29	340	24	3.6	3.5	3.4
30	346	24	3.7	3.6	3.5
31	352	24	3.8	3.7	3.6
32	358	24	3.9	3.8	3.7
33	363	24	4.0	3.9	3.8
34	369	24	4.1	4.0	3.9
35	375	23	4.2	4.1	4.0
36	380	23	4.3	4.2	4.1

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
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 S602 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 S602 Paper**

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	232	49	1.3	1.2	1.1	1.0
1	233	47	1.3	1.2	1.1	1.0
2	248	32	1.5	1.4	1.3	1.1
3	256	26	1.6	1.5	1.4	1.2
4	262	22	1.7	1.5	1.4	1.3
5	267	20	1.7	1.6	1.5	1.4
6	270	18	1.7	1.6	1.5	1.4
7	274	17	1.8	1.7	1.6	1.4
8	276	17	1.8	1.7	1.6	1.5
9	279	16	1.8	1.7	1.6	1.5
10	282	16	1.9	1.8	1.7	1.5
11	284	16	1.9	1.8	1.7	1.6
12	287	16	1.9	1.8	1.7	1.6
13	289	16	2.0	1.8	1.7	1.6
14	292	16	2.1	1.9	1.8	1.6
15	295	16	2.2	1.9	1.8	1.7
16	297	16	2.2	1.9	1.8	1.7
17	300	17	2.3	2.0	1.9	1.7
18	303	17	2.4	2.1	1.9	1.8
19	306	18	2.5	2.2	1.9	1.8
20	310	19	2.7	2.4	2.0	1.9
21	314	20	2.8	2.5	2.2	1.9
22	318	21	2.9	2.7	2.3	2.0
23	322	21	3.0	2.8	2.5	2.1
24	327	22	3.1	3.0	2.7	2.3
25	332	23	3.2	3.1	2.8	2.5
26	338	23	3.3	3.2	3.0	2.7
27	343	24	3.4	3.2	3.1	2.9
28	349	24	3.5	3.3	3.2	3.0
29	355	24	3.6	3.4	3.3	3.2
30	361	24	3.7	3.5	3.4	3.3
31	367	24	3.8	3.6	3.5	3.4
32	373	24	3.9	3.7	3.6	3.5
33	379	24	4.0	3.8	3.7	3.6
34	384	24	4.1	3.9	3.8	3.7
35	390	23	4.2	4.0	3.9	3.8
36	396	23	4.3	4.2	4.1	3.9

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
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

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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 S602 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 602 Paper test forms are pre-equated static forms (see Part 1, Section 2.3). For technical details on the ACCESS for Kindergarten test, see MacGregor et al. (2009). For ACCESS Series 602 grades 1–12, we provide detail on the following pages on prior years that test forms have been used, where relevant, and on pre-equating and calibration processes that were in place at the time the forms were constructed.

For ACCESS Paper Listening and Reading Grades 1–12 Tier A, all forms have been used in prior years. For ACCESS Paper Listening and Reading Grades 1–12 Tier B/C, we used Series 503, previously used in Series 501. Table 2.7.1 to Table 2.7.6 summarize the sources of Listening and Reading forms for Series 602 Paper.

Table 2.7.1

History of Series 602 Paper: Tier A Reading

Previous use series number	Previous use year
Series 503	2021-2022
Series 501	2019-2020
Series 402	2017-2018
Series 400	2015-2016
Series 302	2013-2014

Table 2.7.2

History of Series 602 Paper: Tier B/C Reading

Previous use series number	Previous use year
Series 501	2019-2020

Table 2.7.3

Source of item pools used for creation of Series 501: Tier B/C Reading

Series Number	Year
Series 303	2014-2015
Series 302	2013-2014

Table 2.7.4**History of Series 602 Paper: Tier A Listening**

Previous use series number	Previous use year
Series 503	2021-2022
Series 501	2019-2020
Series 403	2018-2019
Series 402	2017-2018
Series 401	2016-2017
Series 400	2015-2016
Series 303	2014-2015

Table 2.7.5**History of Series 602 Paper: Tier B/C Listening**

Previous use series number	Previous use year
Series 503	2021-2022
Series 501	2019-2020

Table 2.7.6**Source of item pools used for creation of Series 501: Tier B/C Listening**

Series Number	Year
Series 303	2014-2015
Series 302	2013-2014

The Series 602 Tier A and B/C forms are the same as those in Series 503, which is in turn, the same as Series 501, except for grades 9-12, Tier A Listening, which had one folder removed and replaced with an item from Series 503, due to having C-level DIF. Additionally, Tier B/C, grades 6-12, use Form "Charlie" in Series 503. This form covers all four domains on the grades 6-8 and grades 9-12 Tier B/C test. However, the Writing and Speaking domain tests have the same tasks as Form "Bravo," Tier B/C, in their respective grade-level clusters.

Series 501 Reading was newly constructed in 2019-2020, using Series 302 and 303 Tiers B and C items, while Tier A was created using Series 302, 400, and 402. Series 501 Listening was newly created using Series 302 and Series 303, Tiers B and C item pools.

Because Series 401 Paper, Series 400 Paper, and the Series 303 Listening Grades 1-12 test forms are identical, and the Series 401 Paper population is more recent than the Series 400 Paper population, we refined the item parameters for the Series 303 Listening Grades 1-12 forms using Series 401 Paper population data. In the 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.

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 booklets 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 are also static forms. Tables 2.7.7 to 2.7.8 summarize prior uses of these forms. Please see the Annual Technical Report for ACCESS for ELLs Paper Series 401 (CAL, 2018) for equating summaries for Writing and Speaking.

Table 2.7.7

History of Series 602 Paper Speaking Forms, Tier A and Tier B/C

Previous use series number	Previous use year
Series 503	2021–2022
Series 501	2019–2020
Series 402	2017–2018

Although Series 503 uses Form Charlie for Tier B/C, the Speaking and Writing domains remained the same as Form Bravo, first used in Series 501. Series 402 Speaking was created new, via a targeted refreshment of Series 400, using tasks field tested for Online Series 402.

Table 2.7.8

History of Series 602 Paper Writing Forms, Tier A and Tier B/C

Previous use series number	Previous use year
Series 503	2021-2022
Series 501	2019-2020
Series 402	2017-2018
Series 400	2015-2016

Series 402 Writing contain the same tasks as those used in Series 400. However, the writing scoring scale was reconstructed in the summer of 2016 and those Series 400 writing tasks were placed on this new scale for Series 402.

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.

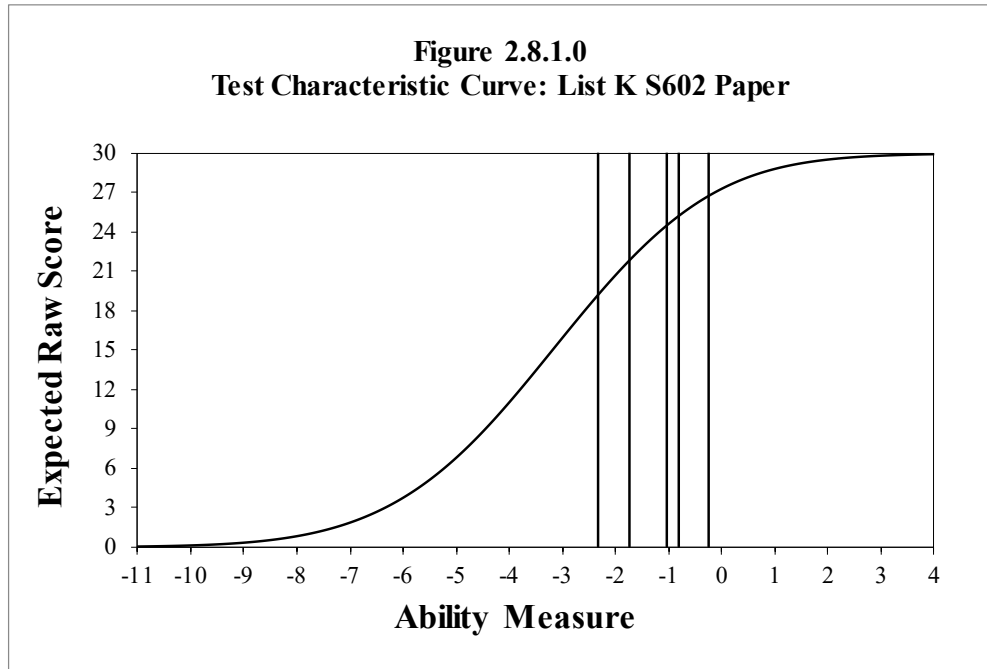
There are five vertical lines in each of the TCC plots indicating the five cut scores for the highest grade in the grade-level cluster for the test form, dividing the figure into six sections for each of the WIDA proficiency levels (PLs 1–6) for the domain being tested. (Note that for Kindergarten ACCESS 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, indicates how many items on that form must be answered correctly (for Listening or Reading) or how many points must be earned (for Writing or Speaking) to be placed into a WIDA proficiency level.

2.8.1 Listening

2.8.1.0 Kindergarten

Figure 2.8.1.0

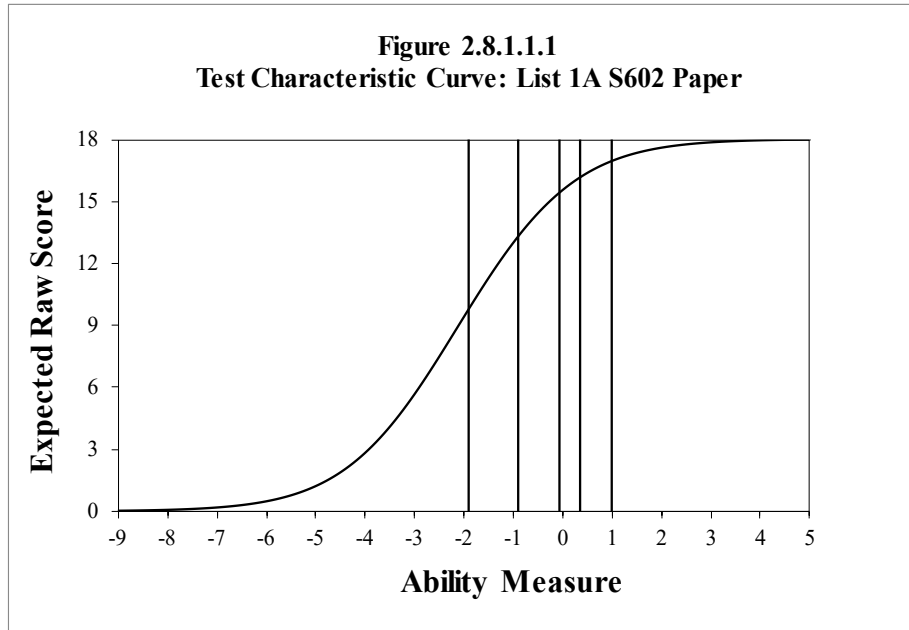
Test Characteristic Curve: List K S602 Paper



2.8.1.1 Grade 1

Figure 2.8.1.1.1

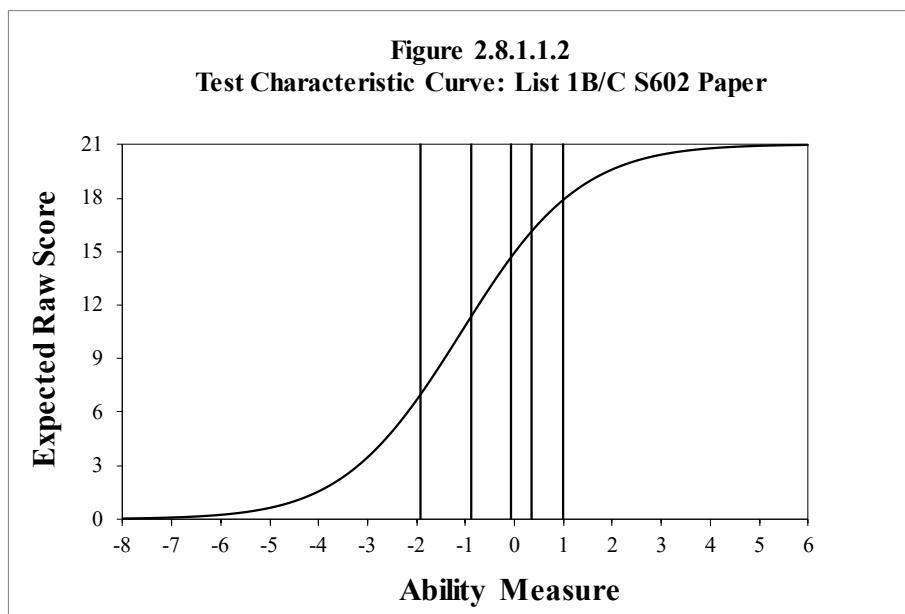
Test Characteristic Curve: List 1 A S602 Paper



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

Figure 2.8.1.1.2

Test Characteristic Curve: List 1 B/C S602 Paper

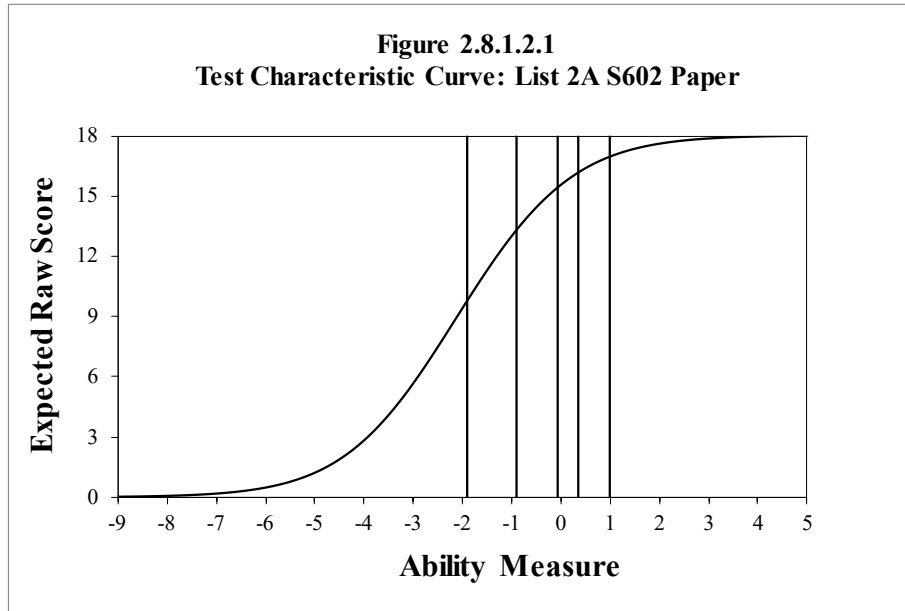


Note: The test form is shared between 1B/C and 2B/C.

2.8.1.2 Grade 2

Figure 2.8.1.2.1

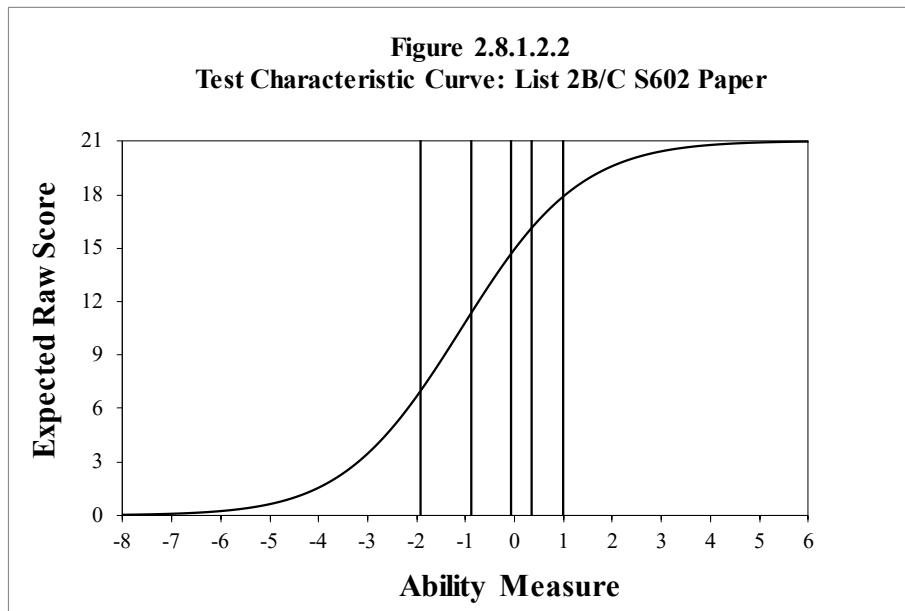
Test Characteristic Curve: List 2 A S602 Paper



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

Figure 2.8.1.2.2

Test Characteristic Curve: List 2 B/C S602 Paper

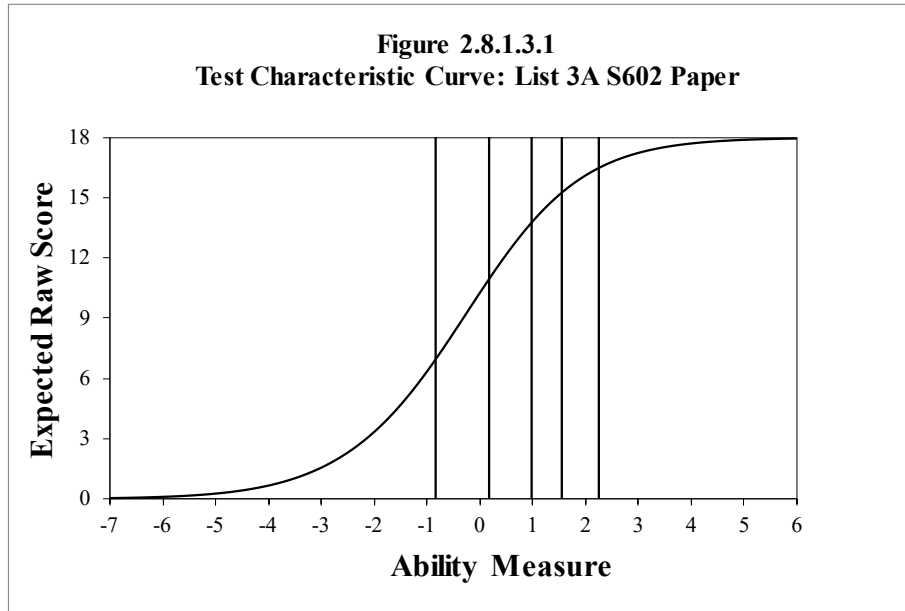


Note: The test form is shared between 1B/C and 2B/C.

2.8.1.3 Grade 3

Figure 2.8.1.3.1

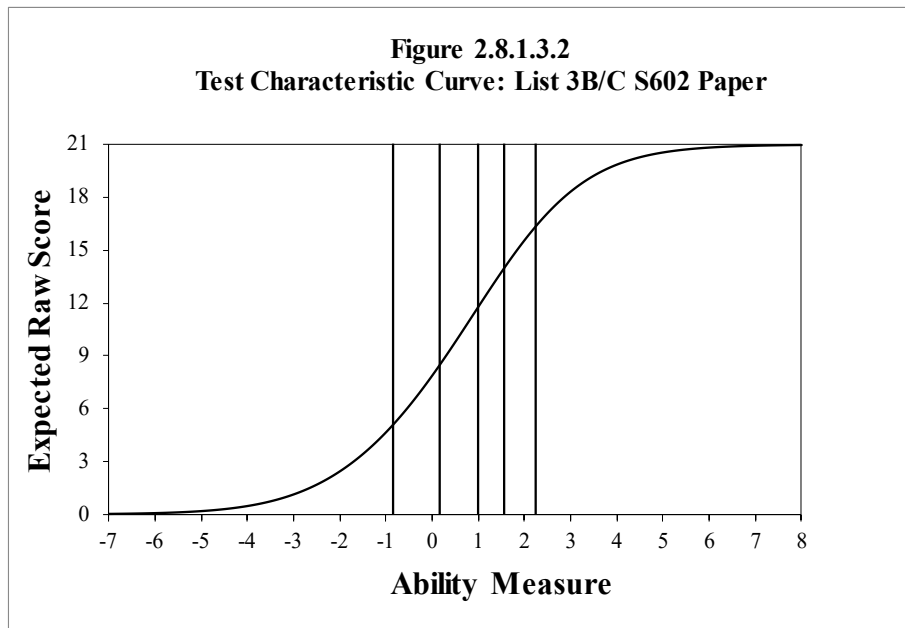
Test Characteristic Curve: List 3 A S602 Paper



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

Figure 2.8.1.3.2

Test Characteristic Curve: List 3 B/C S602 Paper

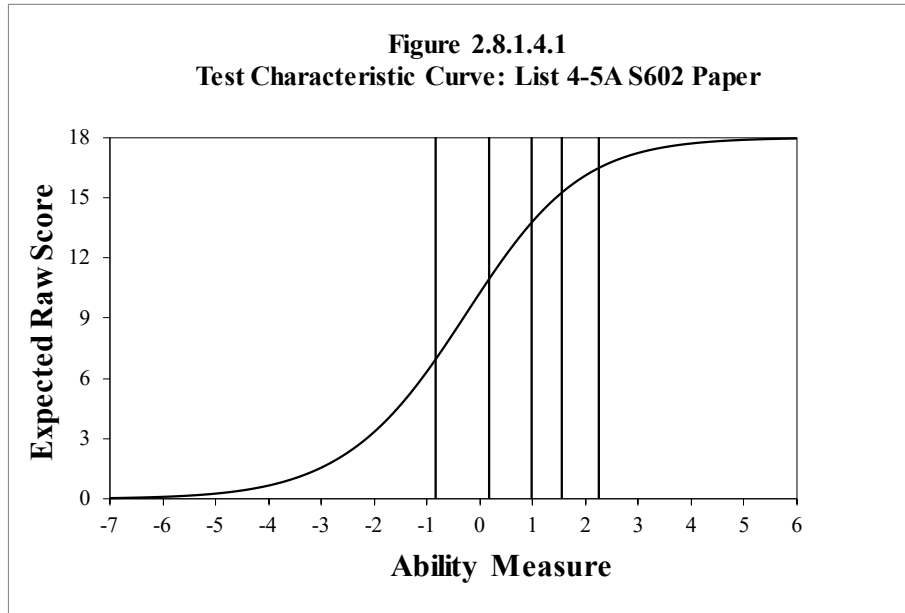


Note: The test form is shared between 3B/C and 4-5B/C.

2.8.1.4 Grades 4-5

Figure 2.8.1.4.1

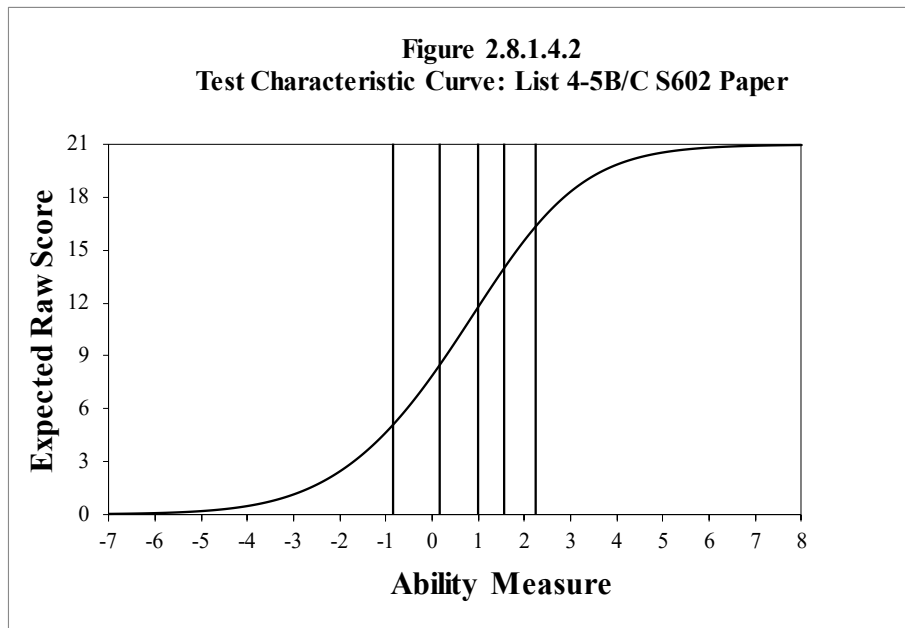
Test Characteristic Curve: List 4-5 A S602 Paper



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

Figure 2.8.1.4.2

Test Characteristic Curve: List 4-5 B/C S602 Paper



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

2.8.1.5 Grades 6–8

Figure 2.8.1.5.1

Test Characteristic Curve: List 6-8 A S602 Paper

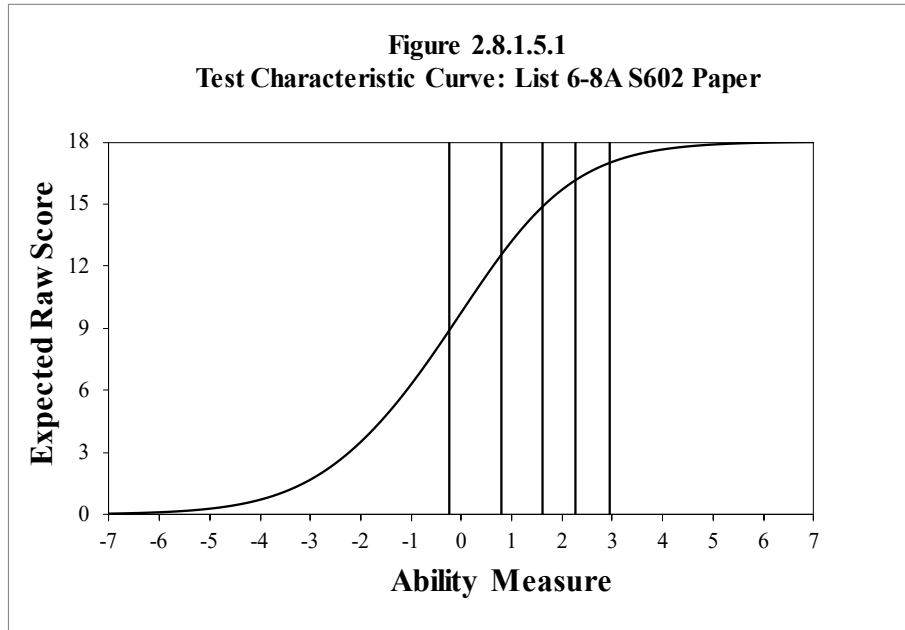
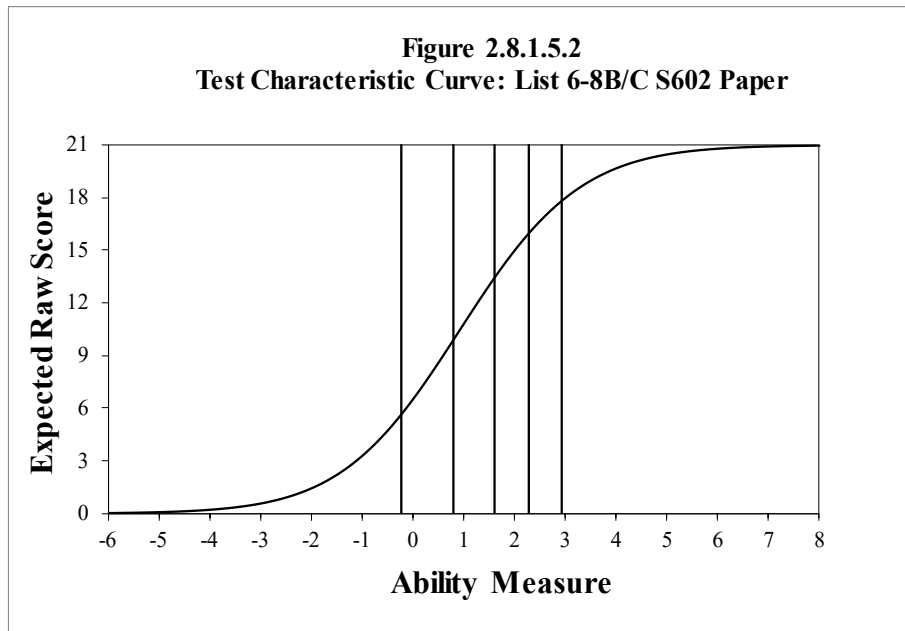


Figure 2.8.1.5.2

Test Characteristic Curve: List 6-8 B/C S602 Paper



2.8.1.6 Grades 9–12

Figure 2.8.1.6.1

Test Characteristic Curve: List 9–12 A S602 Paper

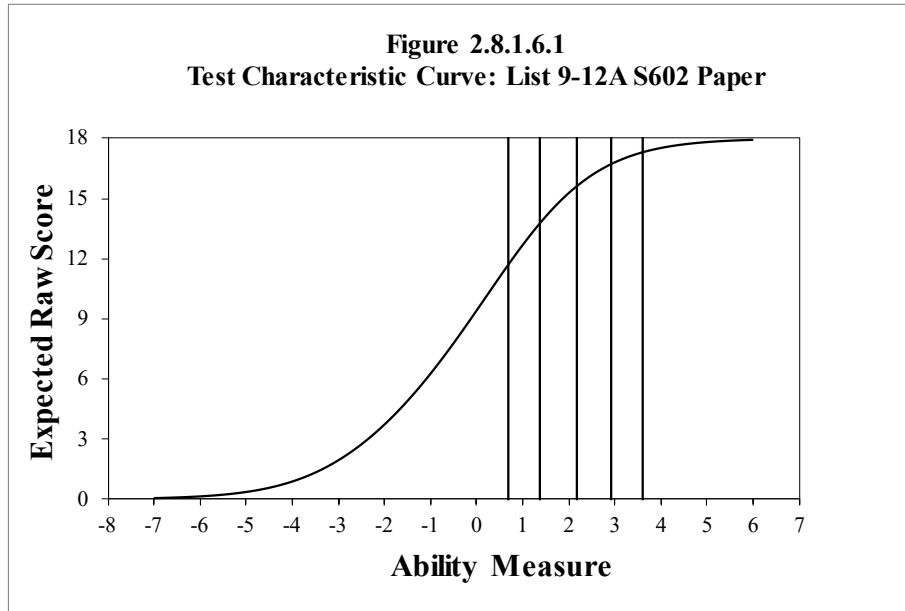
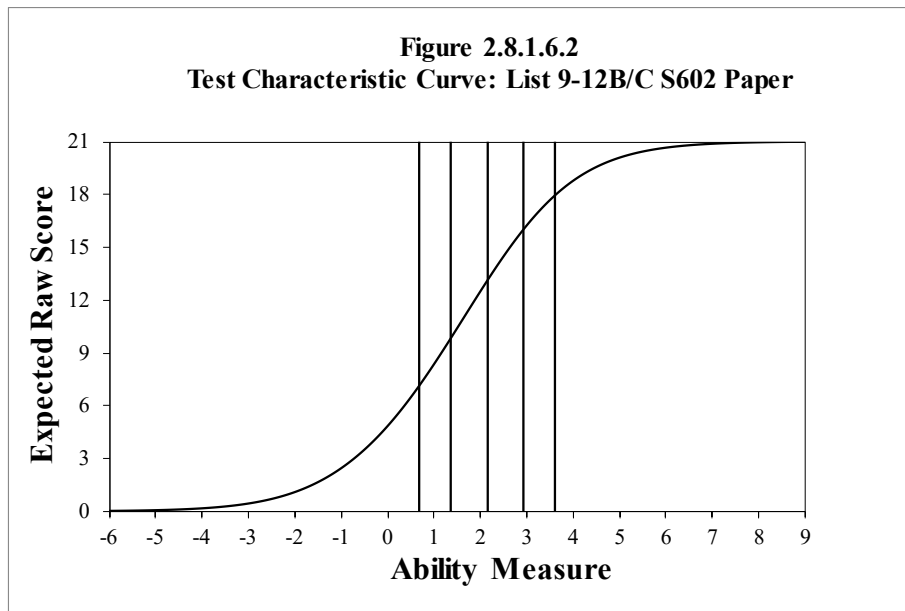


Figure 2.8.1.6.2

Test Characteristic Curve: List 9–12 B/C S602 Paper

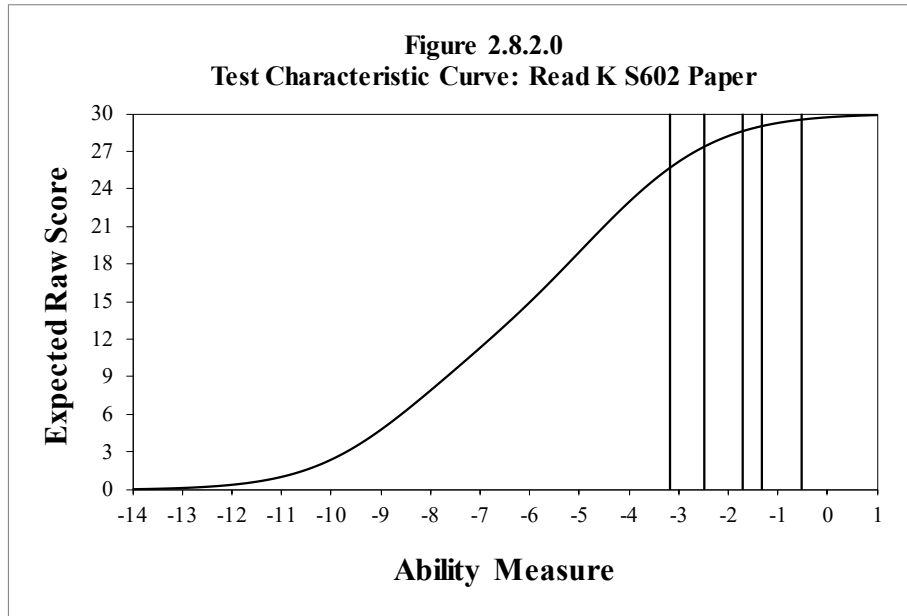


2.8.2 Reading

2.8.2.0 Kindergarten

Figure 2.8.2.0

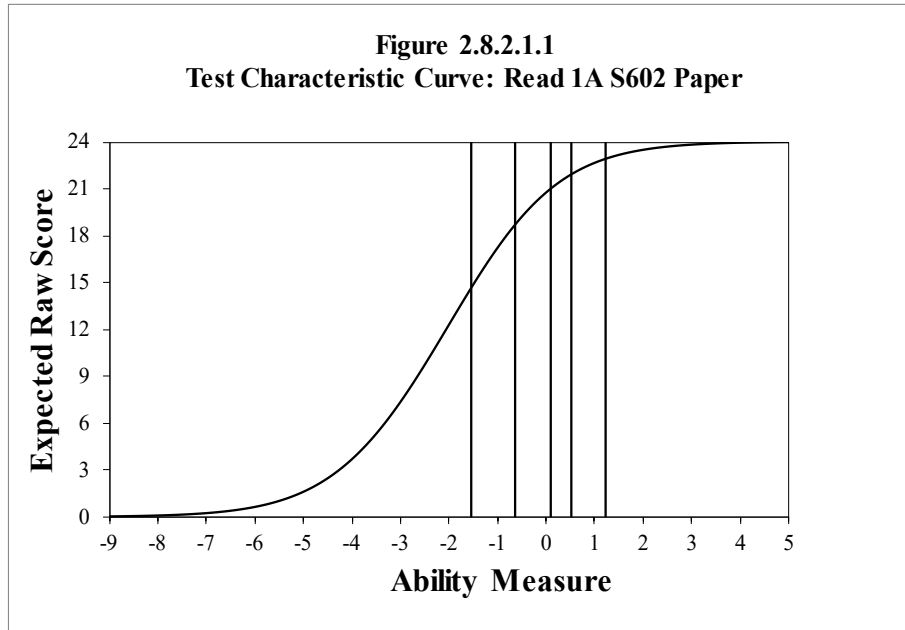
Test Characteristic Curve: Read K S602 Paper



2.8.2.1 Grade 1

Figure 2.8.2.1.1

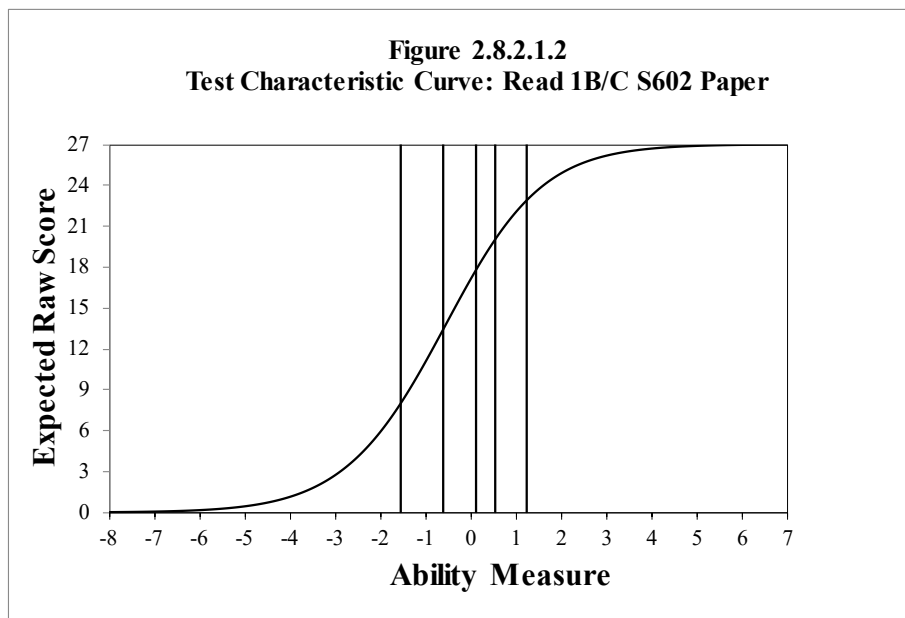
Test Characteristic Curve: Read 1 A S602 Paper



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

Figure 2.8.2.1.2

Test Characteristic Curve: Read 1 B/C S602 Paper

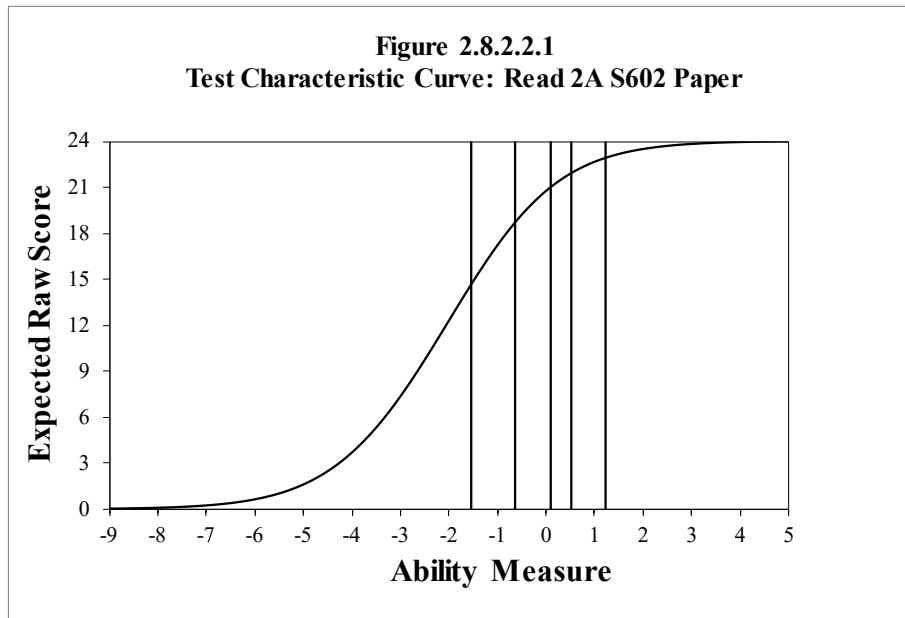


Note: The test form is shared between 1B/C and 2B/C.

2.8.2.2 Grade 2

Figure 2.8.2.2.1

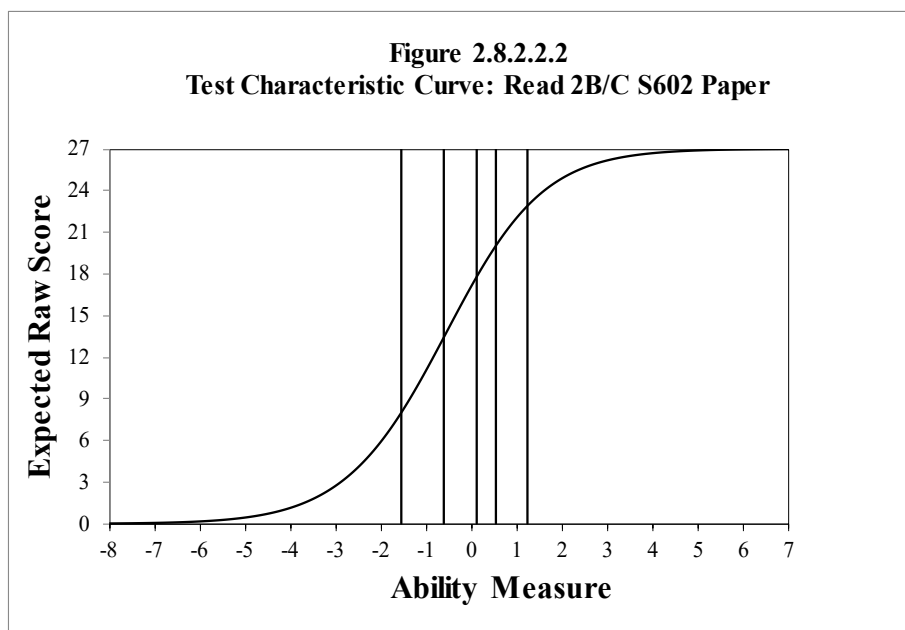
Test Characteristic Curve: Read 2 A S602 Paper



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

Figure 2.8.2.2.2

Test Characteristic Curve: Read 2 B/C S602 Paper

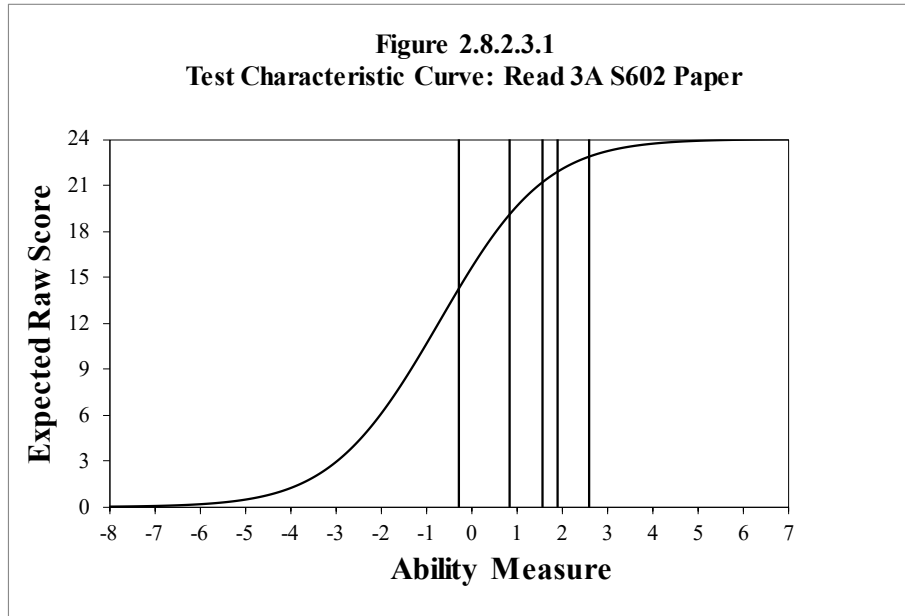


Note: The test form is shared between 1B/C and 2B/C.

2.8.2.3 Grade 3

Figure 2.8.2.3.1

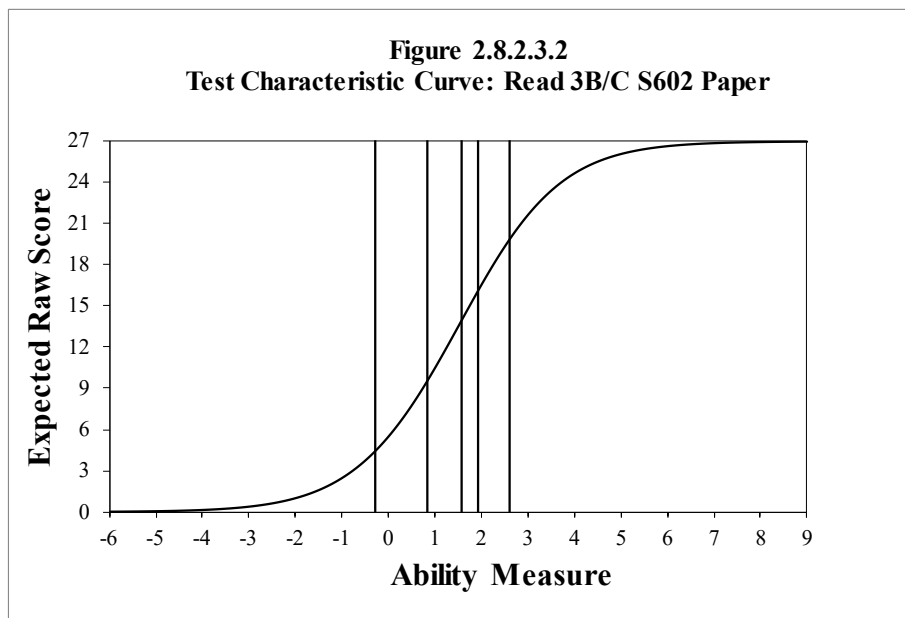
Test Characteristic Curve: Read 3 A S602 Paper



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

Figure 2.8.2.3.2

Test Characteristic Curve: Read 3 B/C S602 Paper

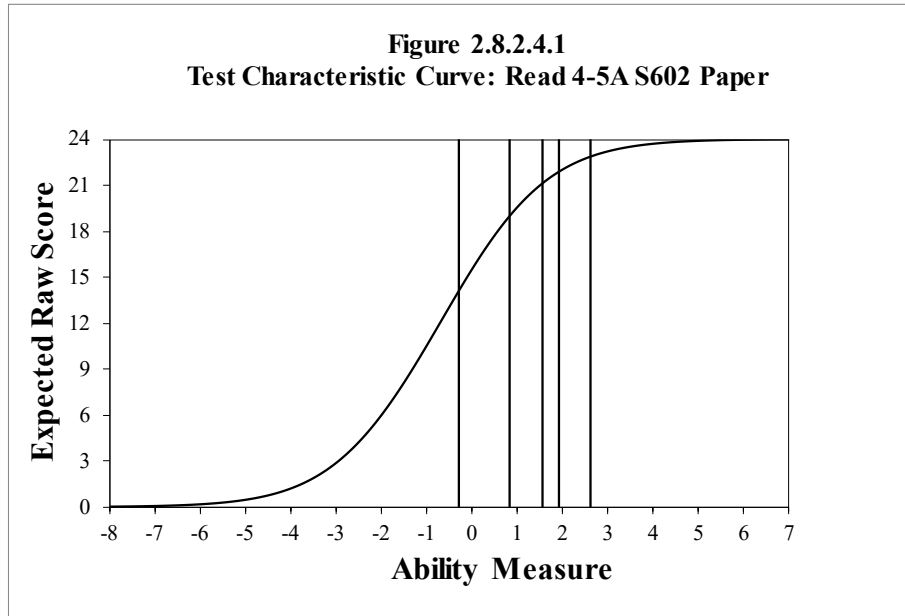


Note: The test form is shared between 3B/C and 4-5B/C.

2.8.2.4 Grades 4-5

Figure 2.8.2.4.1

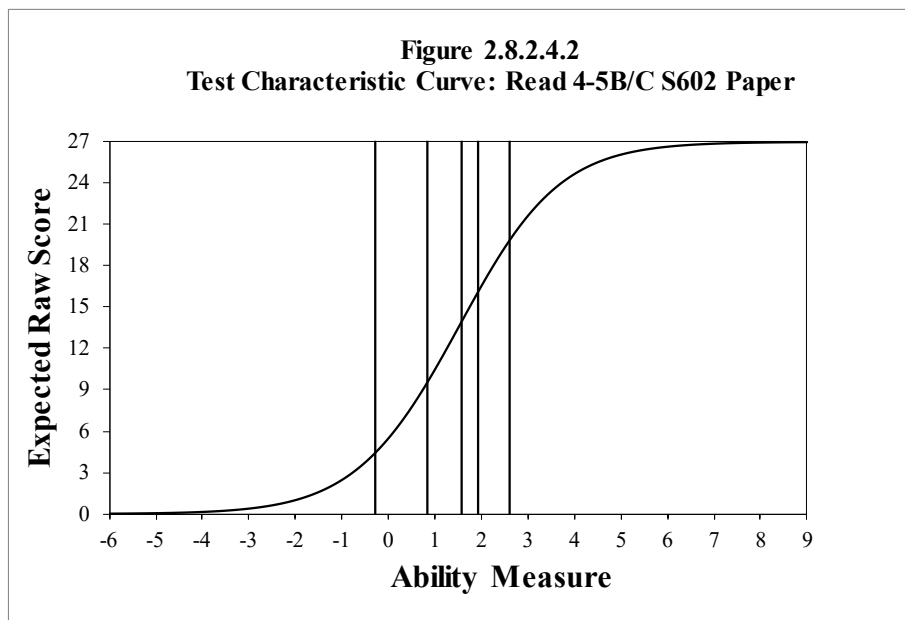
Test Characteristic Curve: Read 4-5 A S602 Paper



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 S602 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 S602 Paper

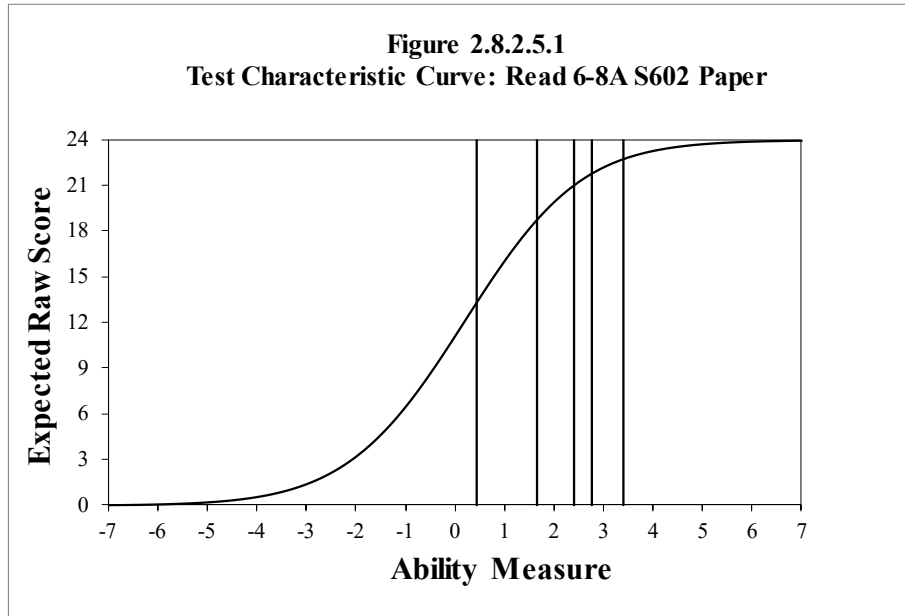
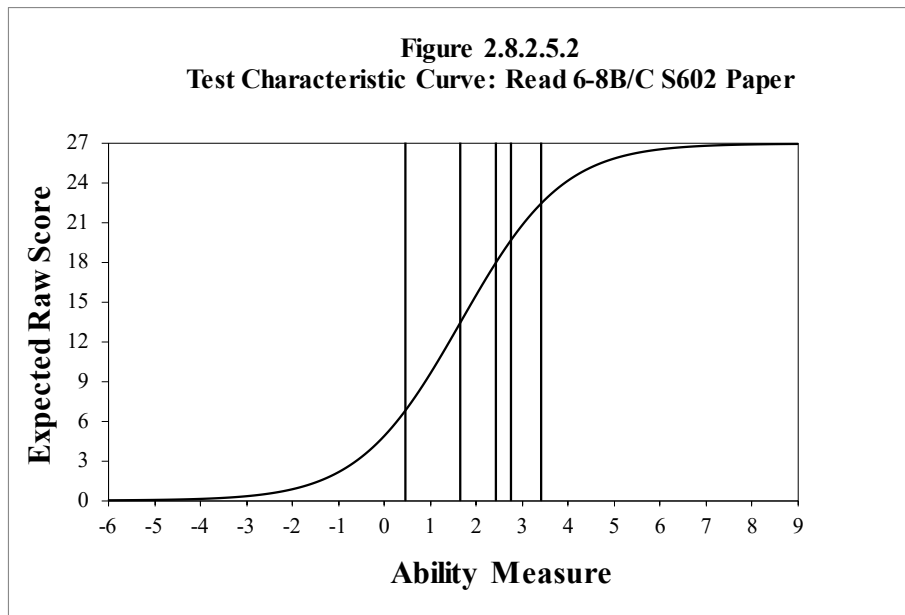


Figure 2.8.2.5.2

Test Characteristic Curve: Read 6-8 B/C S602 Paper



2.8.2.6 Grades 9–12

Figure 2.8.2.6.1

Test Characteristic Curve: Read 9–12 A S602 Paper

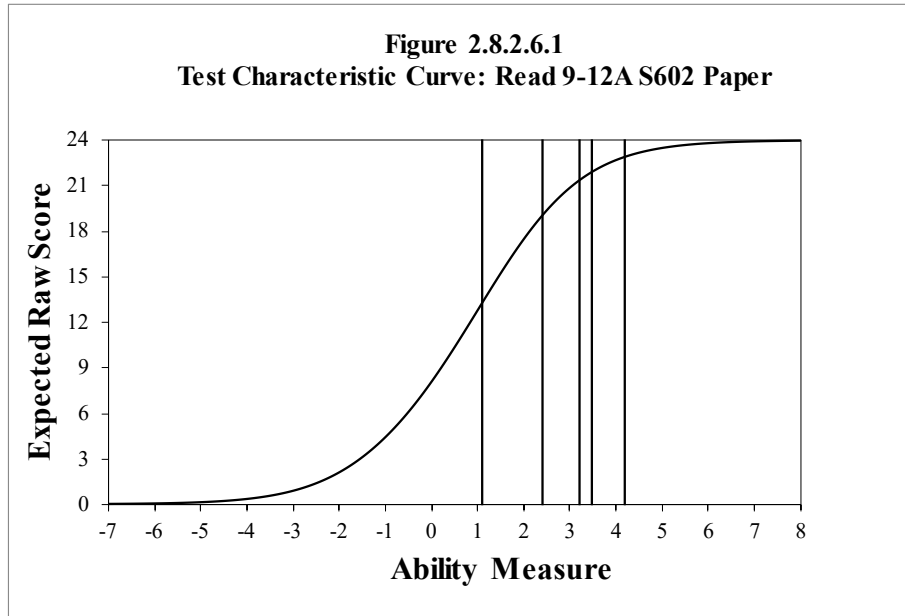
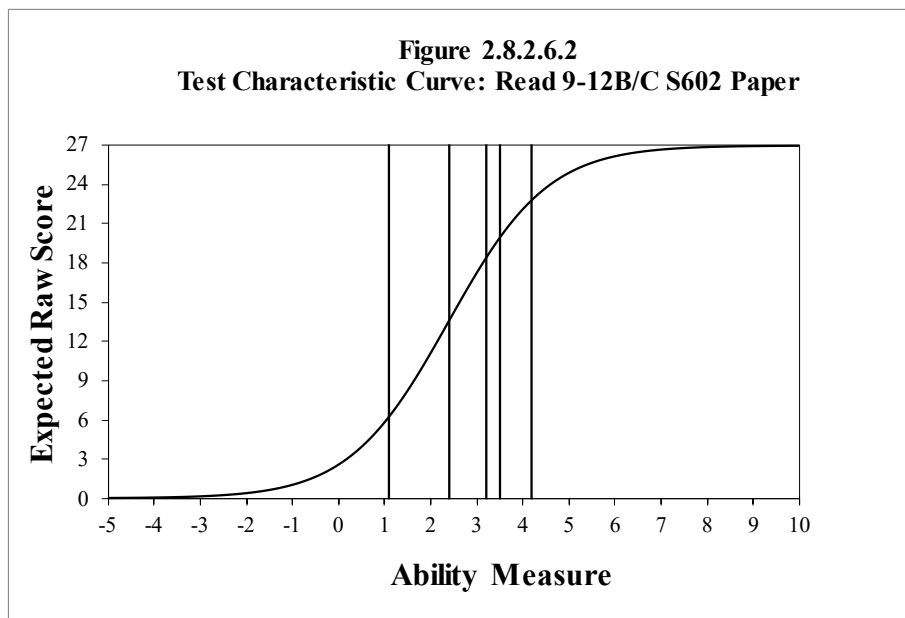


Figure 2.8.2.6.2

Test Characteristic Curve: Read 9–12 B/C S602 Paper

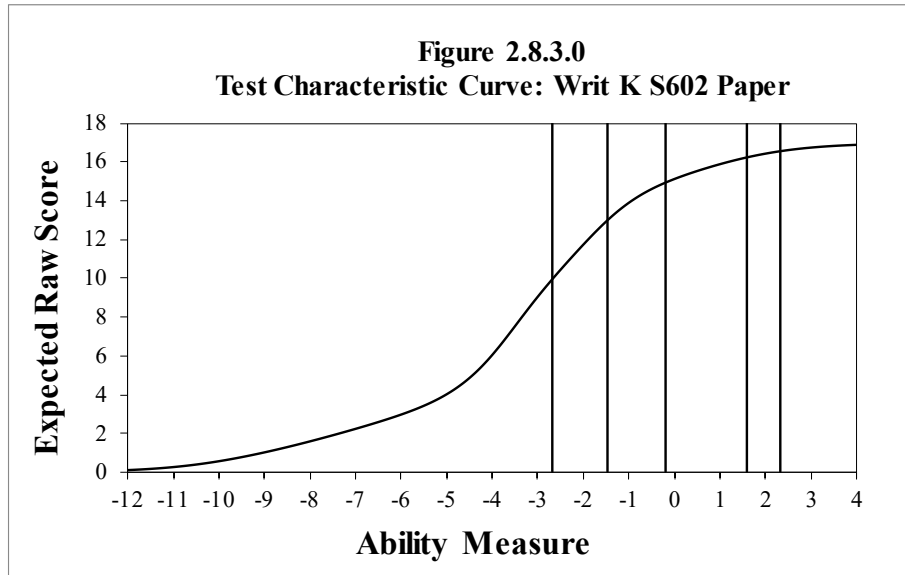


2.8.3 Writing

2.8.3.0 Kindergarten

Figure 2.8.3.0

Test Characteristic Curve: Writ K S602 Paper



2.8.3.1 Grade 1

Figure 2.8.3.1.1

Test Characteristic Curve: Writ 1 A S602 Paper

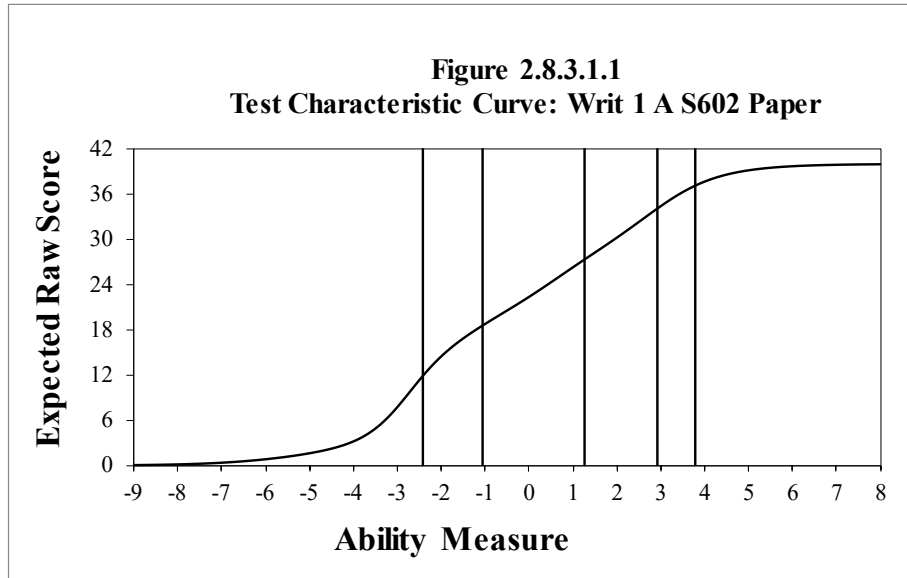
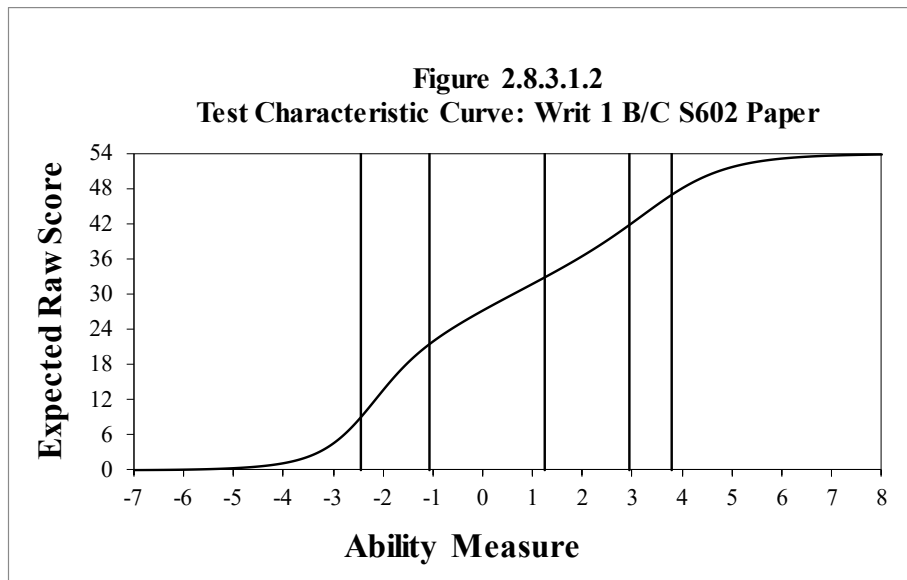


Figure 2.8.3.1.2

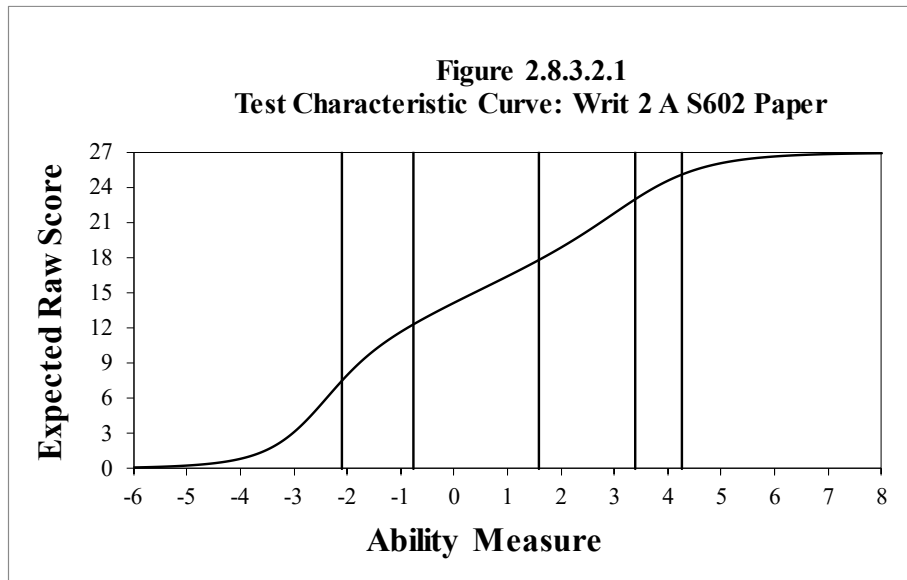
Test Characteristic Curve: Writ 1 B/C S602 Paper



2.8.3.2 Grade 2

Figure 2.8.3.2.1

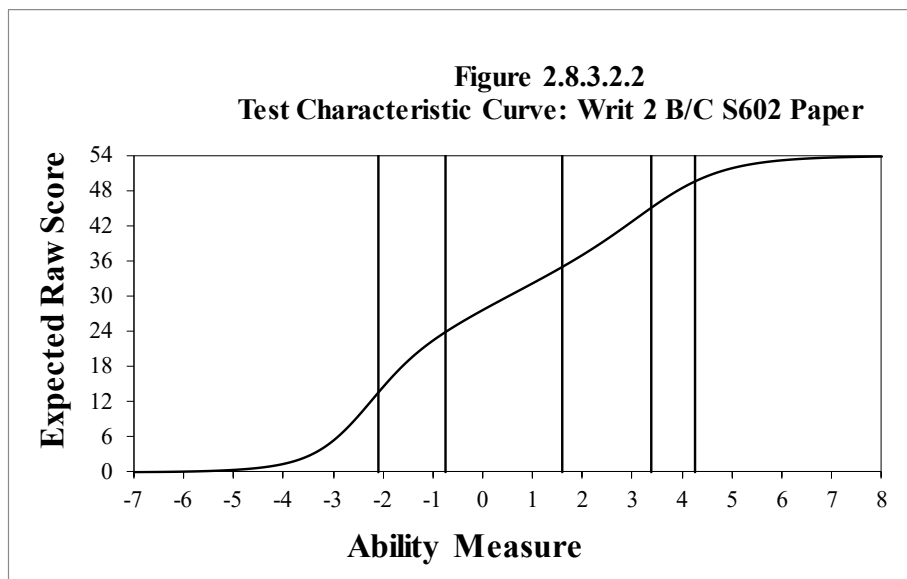
Test Characteristic Curve: Writ 2 A S602 Paper



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

Figure 2.8.3.2.2

Test Characteristic Curve: Writ 2 B/C S602 Paper

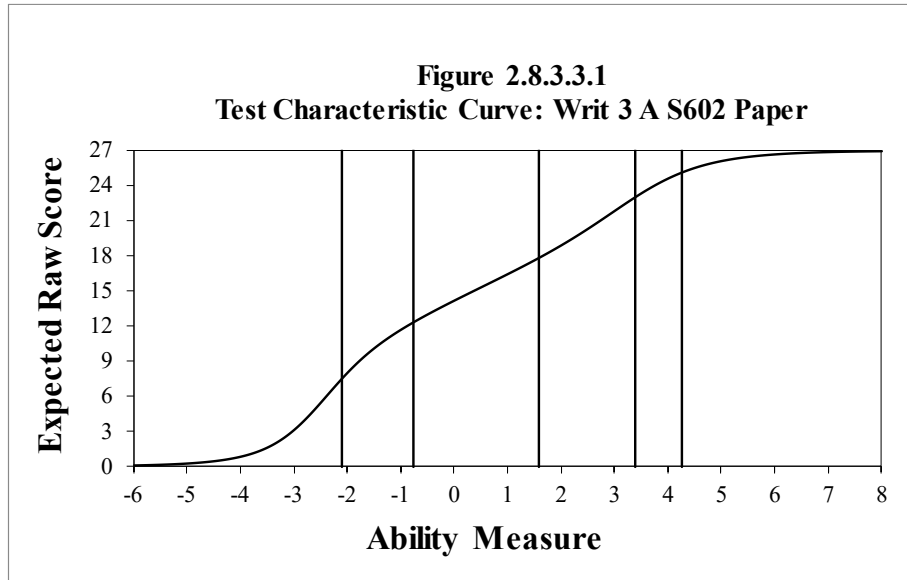


Note: The test form is shared between 2B/C and 3B/C.

2.8.3.3 Grade 3

Figure 2.8.3.3.1

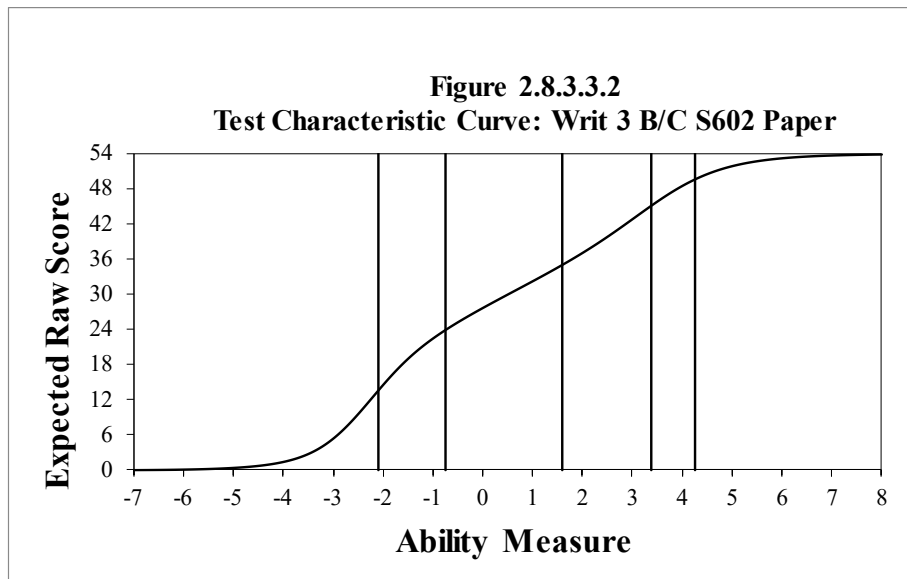
Test Characteristic Curve: Writ 3 A S602 Paper



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

Figure 2.8.3.3.2

Test Characteristic Curve: Writ 3 B/C S602 Paper



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

2.8.3.4 Grades 4-5

Figure 2.8.3.4.1

Test Characteristic Curve: Writ 4-5 A S602 Paper

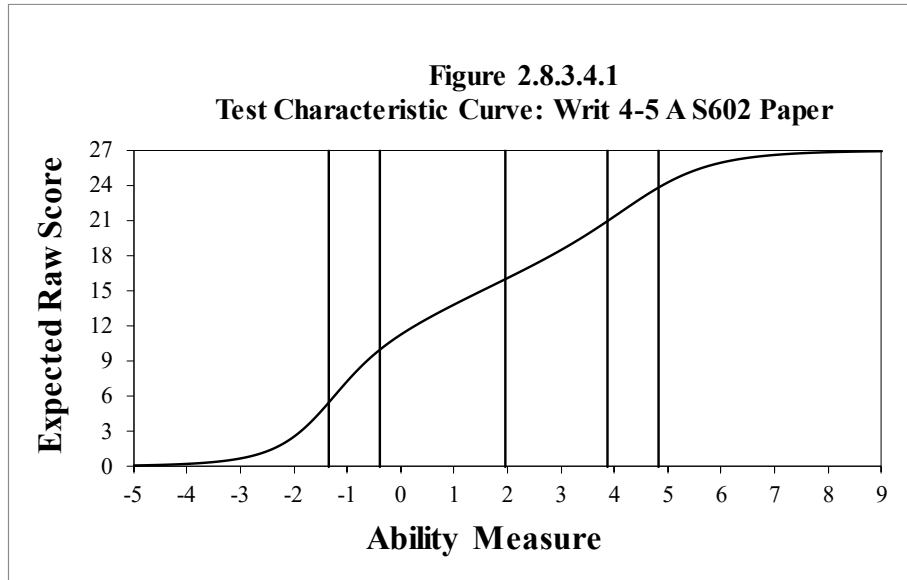
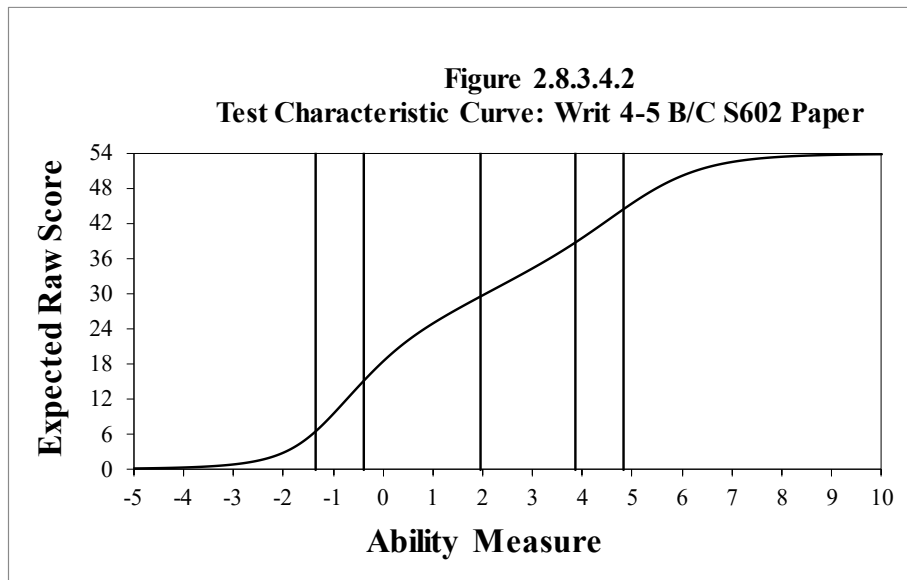


Figure 2.8.3.4.2

Test Characteristic Curve: Writ 4-5 B/C S602 Paper



2.8.3.5 Grades 6–8

Figure 2.8.3.5.1

Test Characteristic Curve: Writ 6–8 A S602 Paper

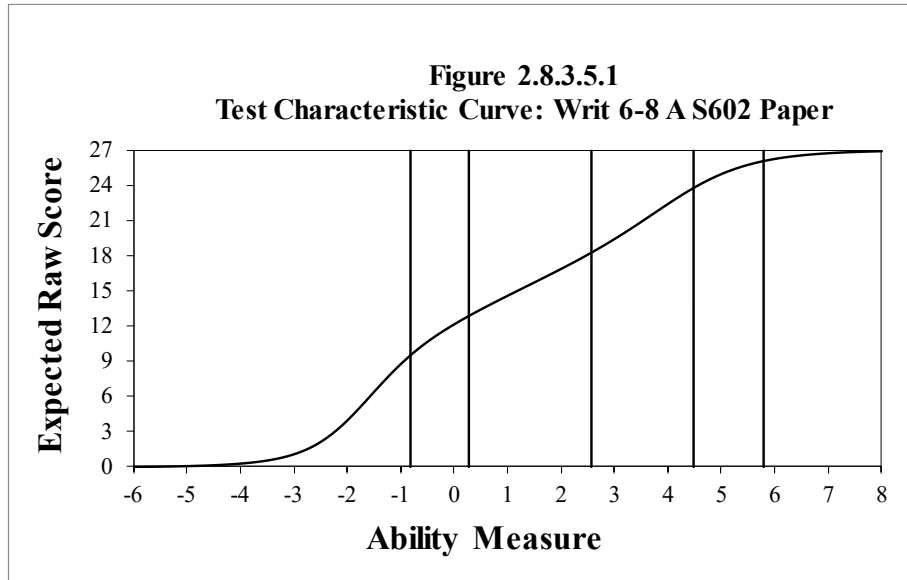
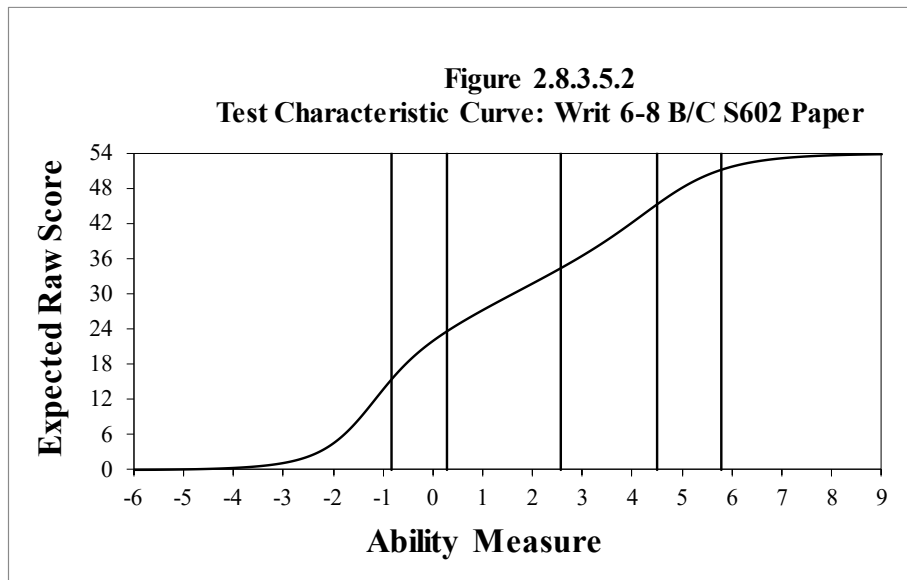


Figure 2.8.3.5.2

Test Characteristic Curve: Writ 6–8 B/C S602 Paper



2.8.3.6 Grades 9-12

Figure 2.8.3.6.1

Test Characteristic Curve: Writ 9-12 A S602 Paper

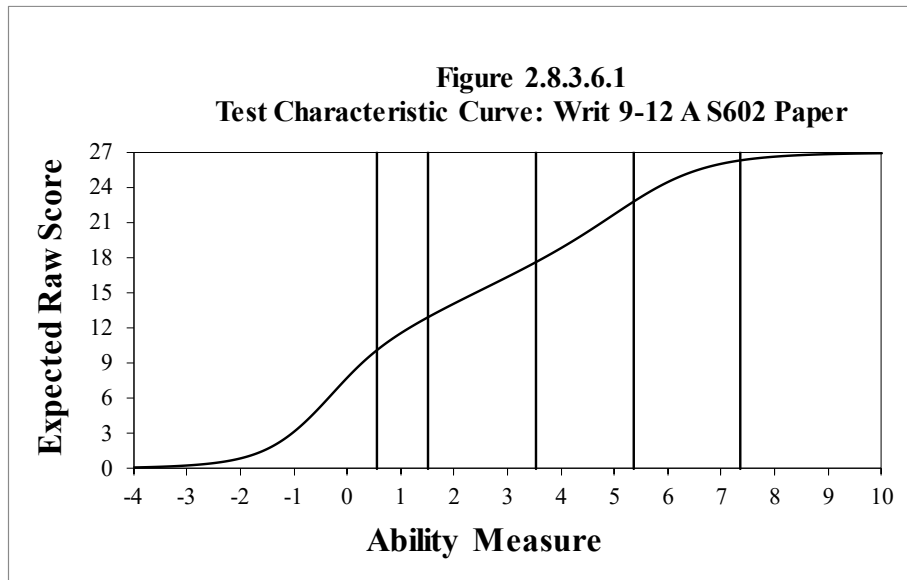
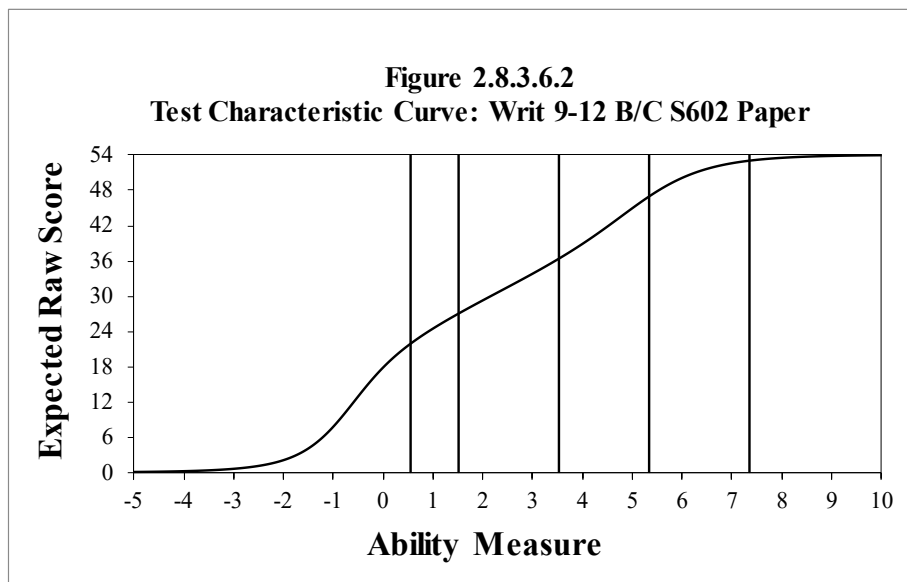


Figure 2.8.3.6.2

Test Characteristic Curve: Writ 9-12 B/C S602 Paper

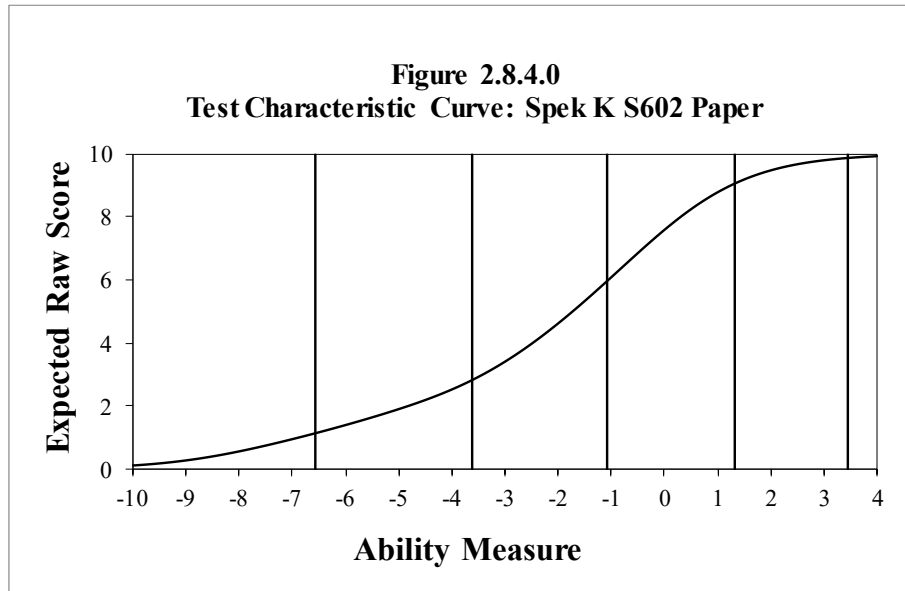


2.8.4 Speaking

2.8.4.0 Kindergarten

Figure 2.8.4.0

Test Characteristic Curve: Spek K S602 Paper



2.8.4.1 Grade 1

Figure 2.8.4.1.1

Test Characteristic Curve: Spek 1 A S602 Paper

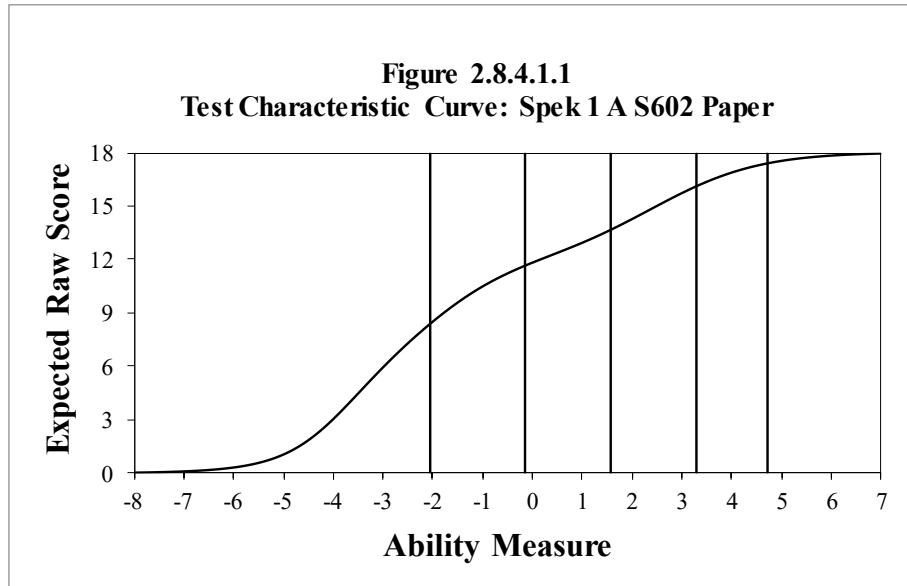
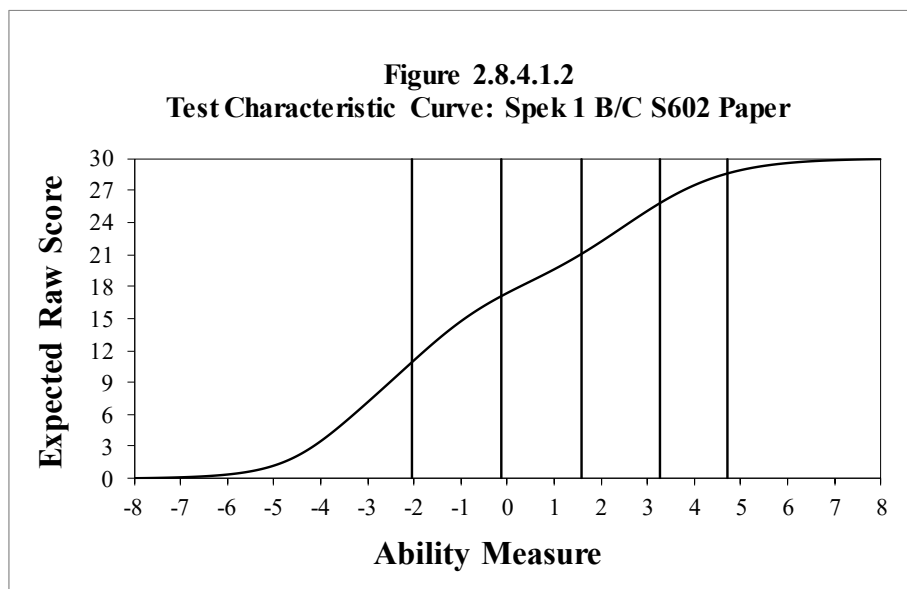


Figure 2.8.4.1.2

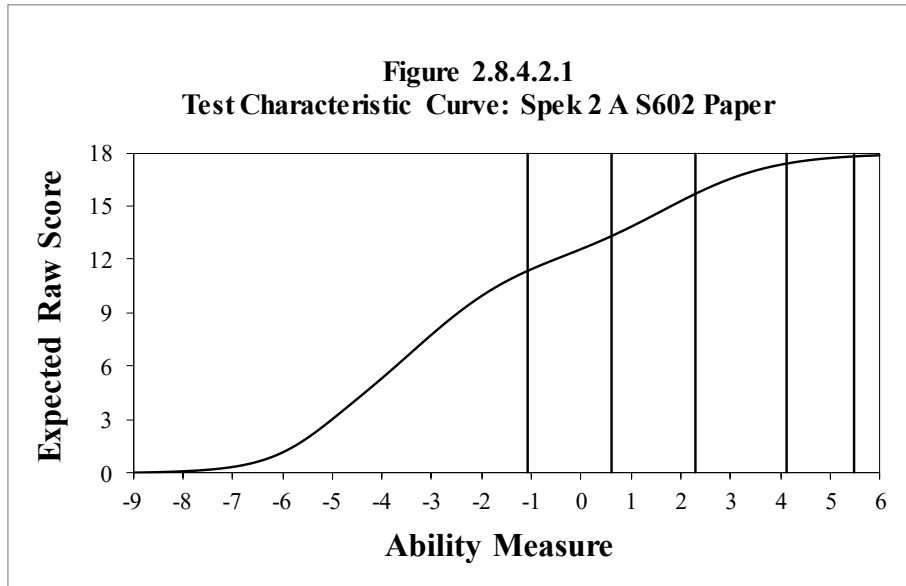
Test Characteristic Curve: Spek 1 B/C S602 Paper



2.8.4.2 Grade 2

Figure 2.8.4.2.1

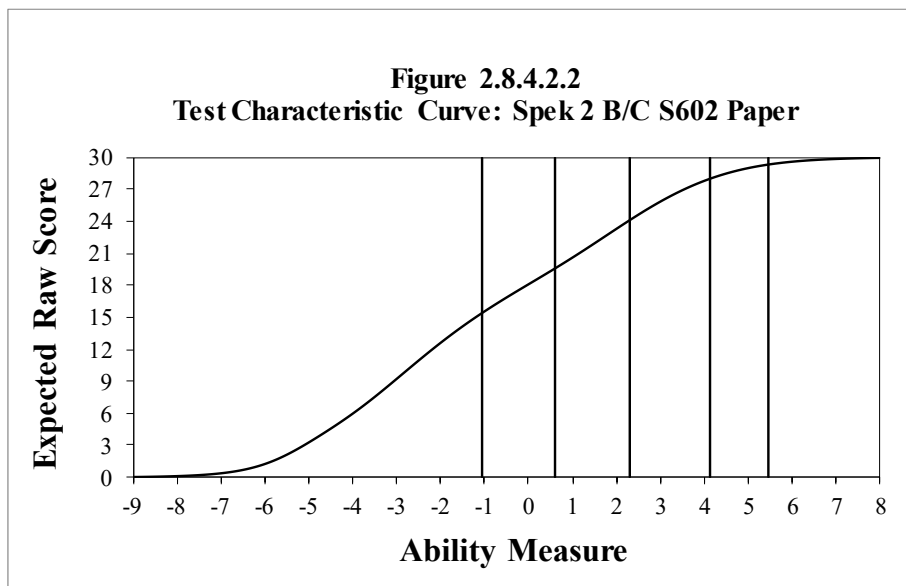
Test Characteristic Curve: Spek 2 A S602 Paper



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

Figure 2.8.4.2.2

Test Characteristic Curve: Spek 2 B/C S602 Paper

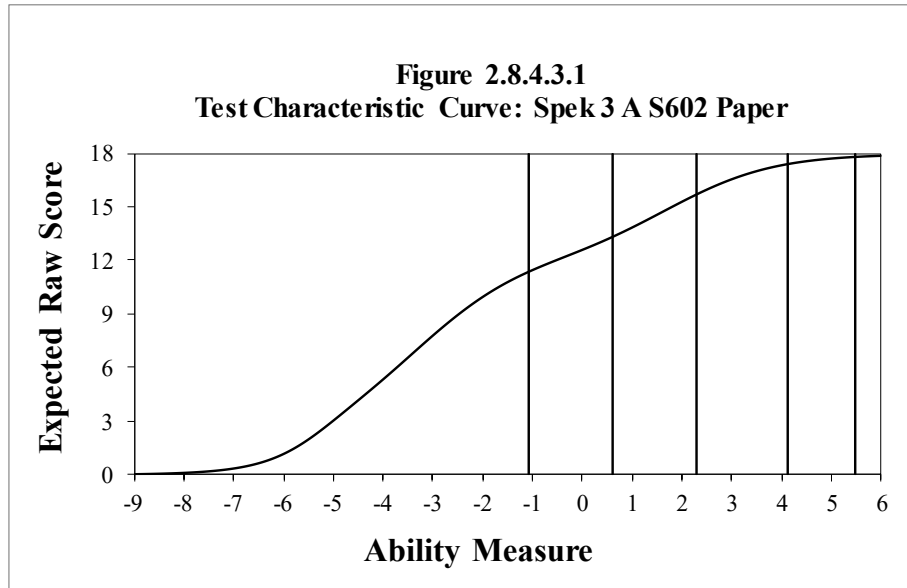


Note: The test form is shared between 2B/C and 3B/C.

2.8.4.3 Grade 3

Figure 2.8.4.3.1

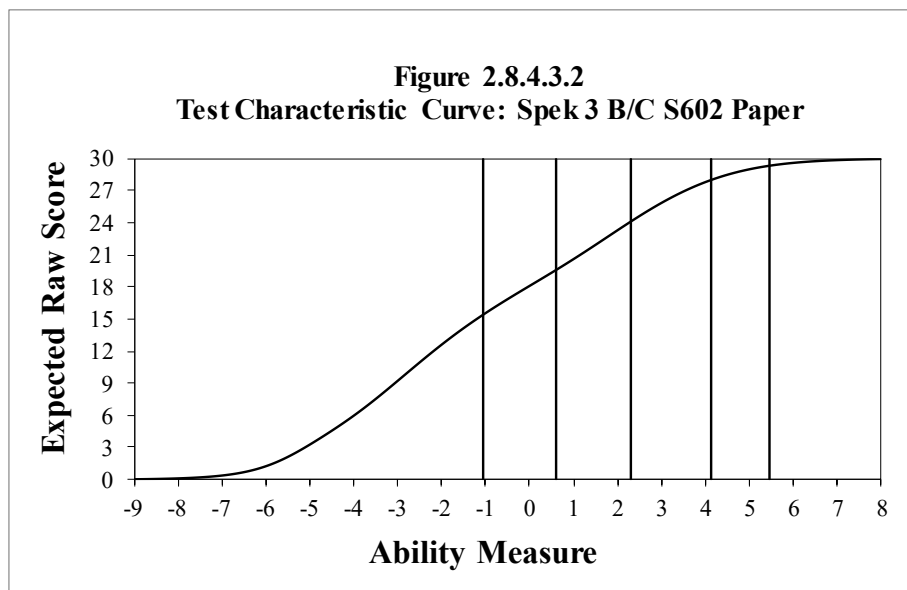
Test Characteristic Curve: Spek 3 A S602 Paper



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

Figure 2.8.4.3.2

Test Characteristic Curve: Spek 3 B/C S602 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 S602 Paper

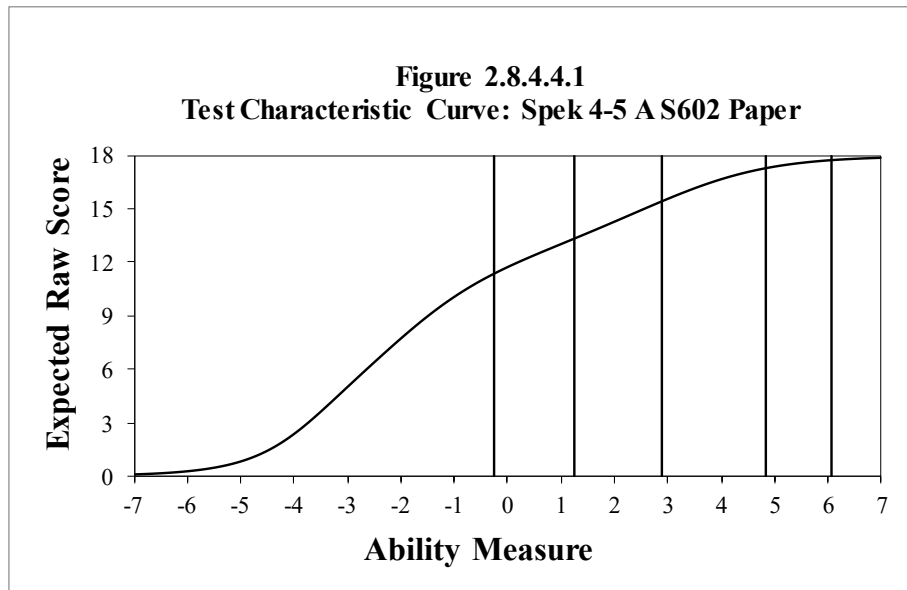
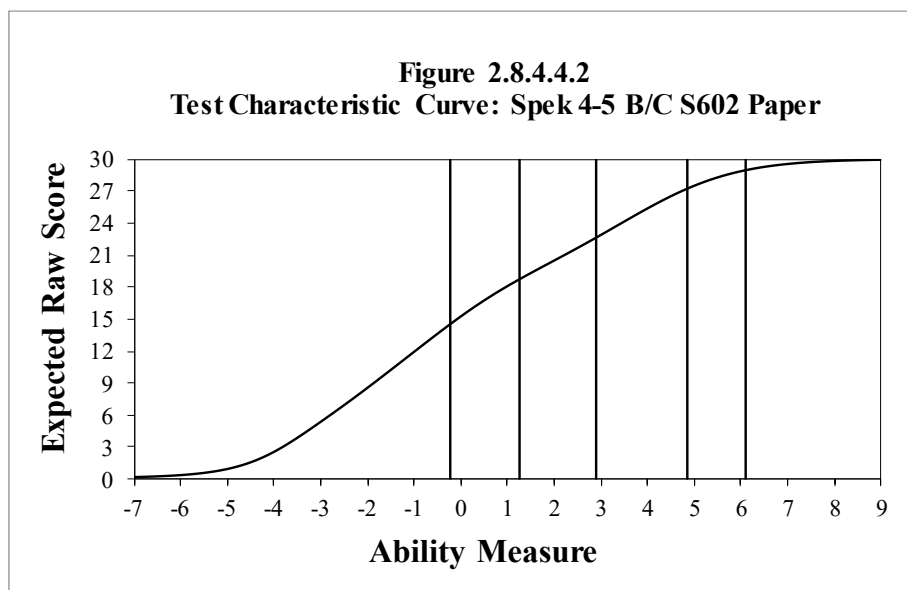


Figure 2.8.4.4.2

Test Characteristic Curve: Spek 4-5 B/C S602 Paper



2.8.4.5 Grades 6-8

Figure 2.8.4.5.1

Test Characteristic Curve: Spek 6-8 A S602 Paper

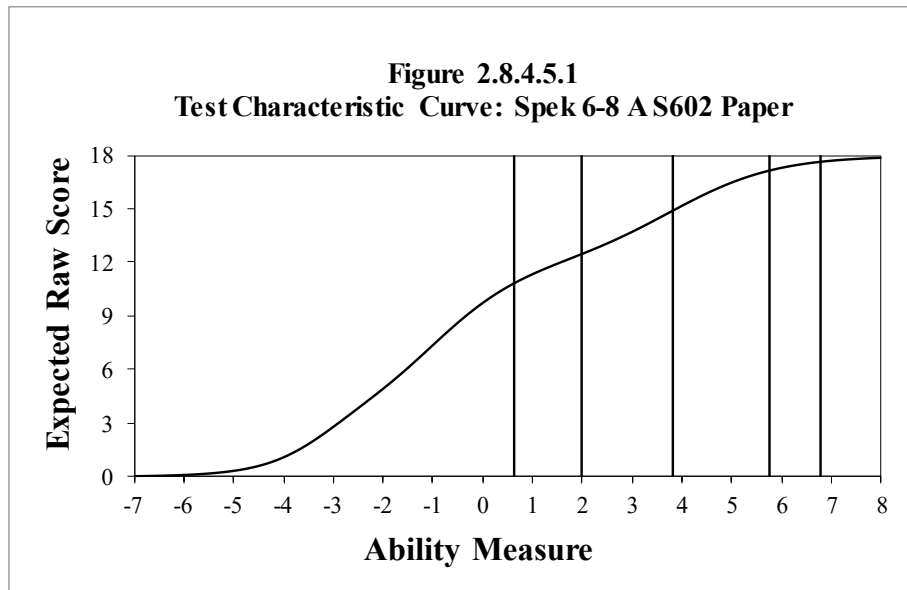
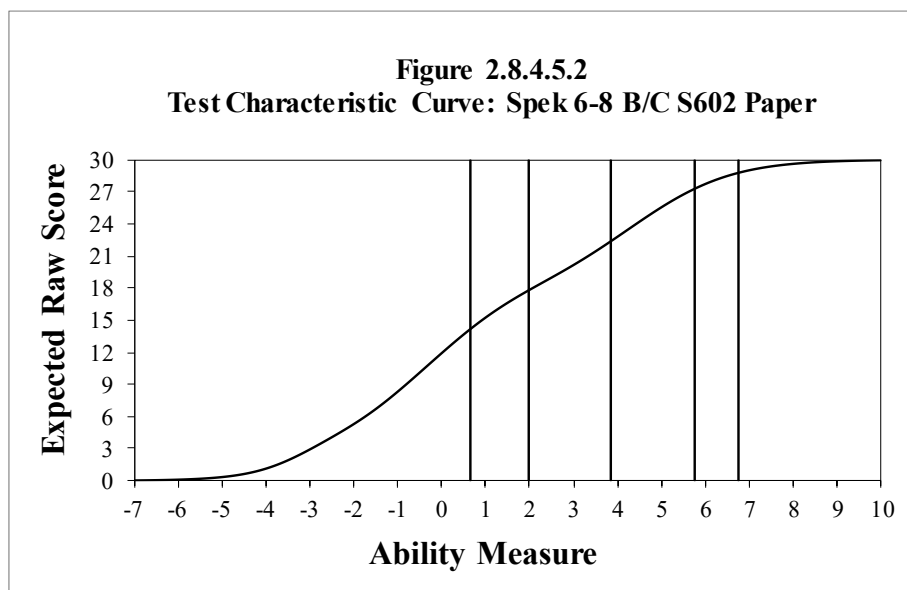


Figure 2.8.4.5.2

Test Characteristic Curve: Spek 6-8 B/C S602 Paper



2.8.4.6 Grades 9-12

Figure 2.8.4.6.1

Test Characteristic Curve: Spek 9-12 A S602 Paper

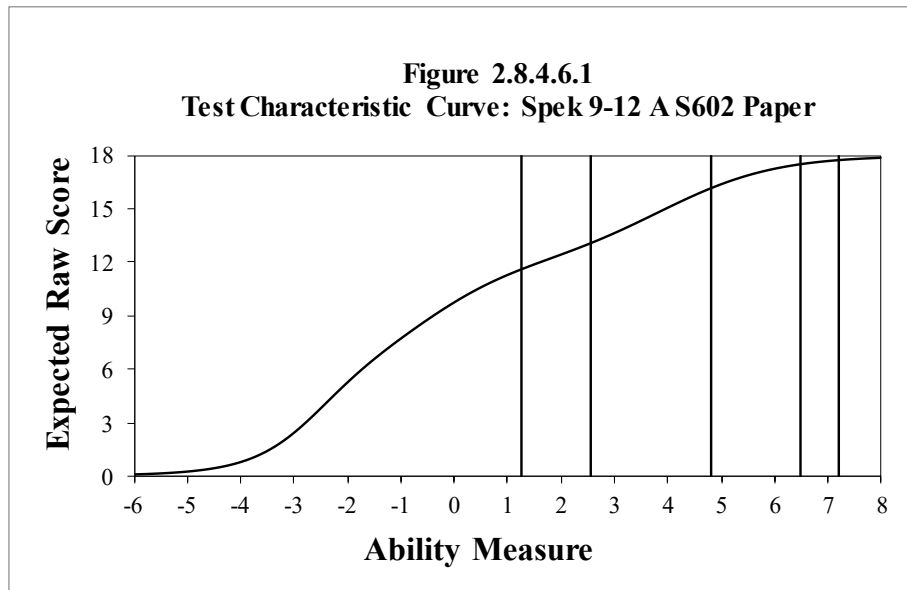
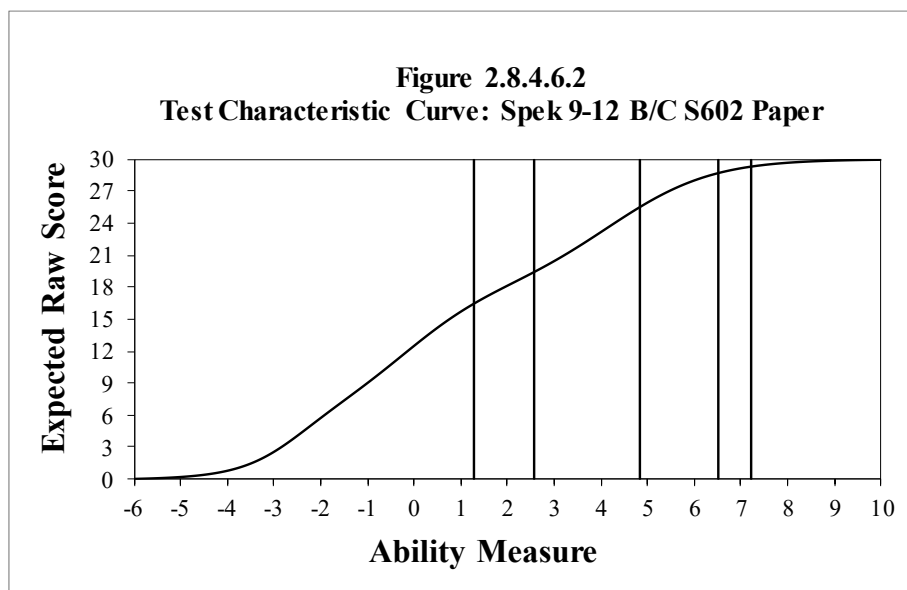


Figure 2.8.4.6.2

Test Characteristic Curve: Spek 9-12 B/C S602 Paper



2.9 Test Information Function

With the Rasch measurement model, as with any measurement model following item response theory, one can use the item information function (Lord, 1980) to model the relationship between the ability measure (in logits) and the accuracy of the ability measure by item. The item information function indicates the amount of information we have about the ability estimate provided by the item, as a function of the ability level. The more information we have about the ability estimate, the more confident we are about the ability estimate. If the amount of information is large, we can estimate the student whose true ability is at that level with a higher degree of certainty, and all the estimates will be close to the true values. Conversely, if the amount of information is small, we can estimate the student whose true ability is at that level with a lower degree of certainty, and estimates 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) provide to help reduce our uncertainty regarding a student's true ability measure. The more information we have about the ability measure, the more confident we can be in that estimate of the student's ability. If the amount of information is large, that means that we have estimated with a higher degree of certainty a student whose true ability is at that level. Therefore, the ability measures for students whose scores lie within that region of the ability continuum will be close to their true values. Conversely, if the amount of information is small, that means that we have estimated with a lower degree of certainty the student whose true ability is at that level. Consequently, the ability measures for students whose scores lie within that region of the ability continuum 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 in the Listening and Reading domains, the test information curve is usually unimodal.

The parameter values for the individual categories on the scoring tools that raters use to evaluate students' responses to the tasks, in addition to the factors mentioned earlier, affect the shape of the test information curves for the Writing and Speaking tests. Accordingly, some refer to these test information curves as "category information functions" (Engelhard & Wind, 2018). The scoring scales that the raters use have more score categories than the scoring schemes used for evaluating students' responses to multiple-choice items, which typically have just two categories: "right" 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 11-point Writing Scoring Scale to assign scores, or that the score categories did not describe salient characteristics of students' writing that would make it possible for the raters to distinguish reliability among the students' responses in that region of the student ability continuum (Engelhard & Wind, 2018, pp. 316–319). The ACCESS Writing and Speaking tests are not the only assessments that have test information curves with these unusual shapes. The test information curves for other tests composed of open-ended tasks, such as the National Assessment of Educational Progress Writing assessment, also show a similar "dipping" pattern (Muraki, 1993).

The figures in this section plot the TIFs and 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.

The inclusion of the ACCESS cut-score lines in these figures is meant only to facilitate the visual interpretation of the test information curves relative to the ACCESS cut scores by domains. These lines provide a benchmark for WIDA and CAL assessment experts to examine the ability range for which each test seems to be more (or less) accurate in estimating student ability. Readers should note that most states that use ACCESS for ELLs do not make reclassification decisions based solely on students' domain scale scores. Rather, 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.

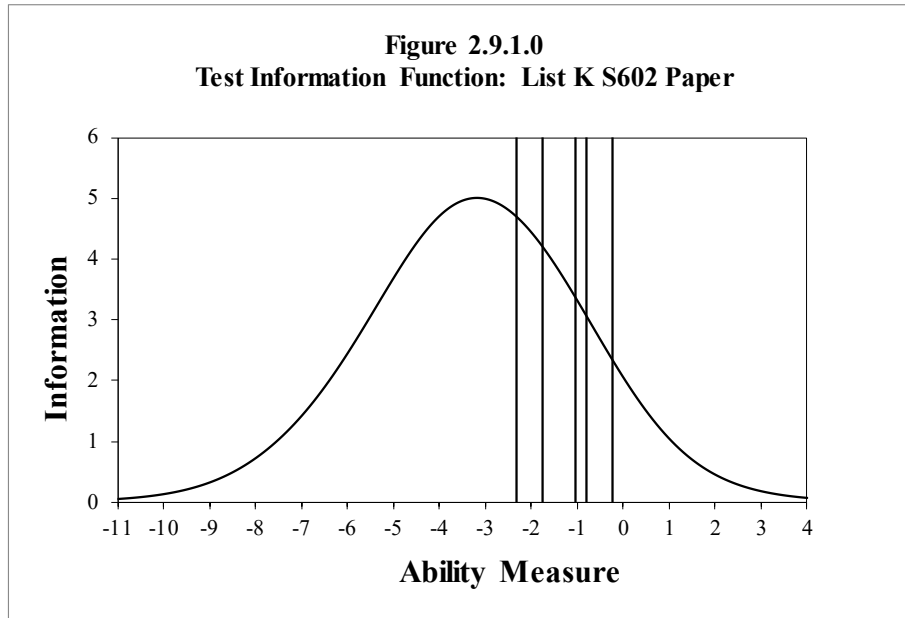
In addition to the TIF graphs by tier, we provide plots of the TIFs across tiers, by grade-level cluster, in the same graph. Test users may find it useful to compare the ability ranges across tiers, noting for each tier where the curve displays its highest peaks (i.e., where the most measurement information 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 just below the PL 2 cut score. By contrast, the Writing Grade 1 Tier B/C form provided more information about the student ability measures that were above the PL 2 cut score. The plot also shows that the Writing Grade 1 Tier A form provided more information for those student ability measures in the lowest range (i.e., ability measures of -3 logits or lower), while the Writing Grade 1 Tier B/C form provided more information than the Grade 1 Tier A form for the rest of the student ability measures, especially those in the higher ability range.

2.9.1 Listening

2.9.1.0 Kindergarten

Figure 2.9.1.0

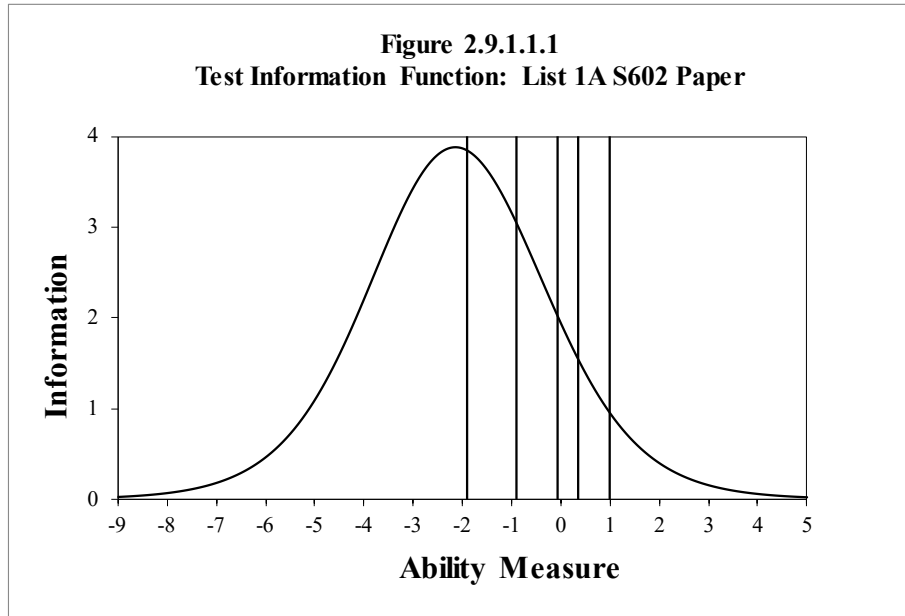
Test Information Function: List K S602 Paper



2.9.1.1 Grade 1

Figure 2.9.1.1.1

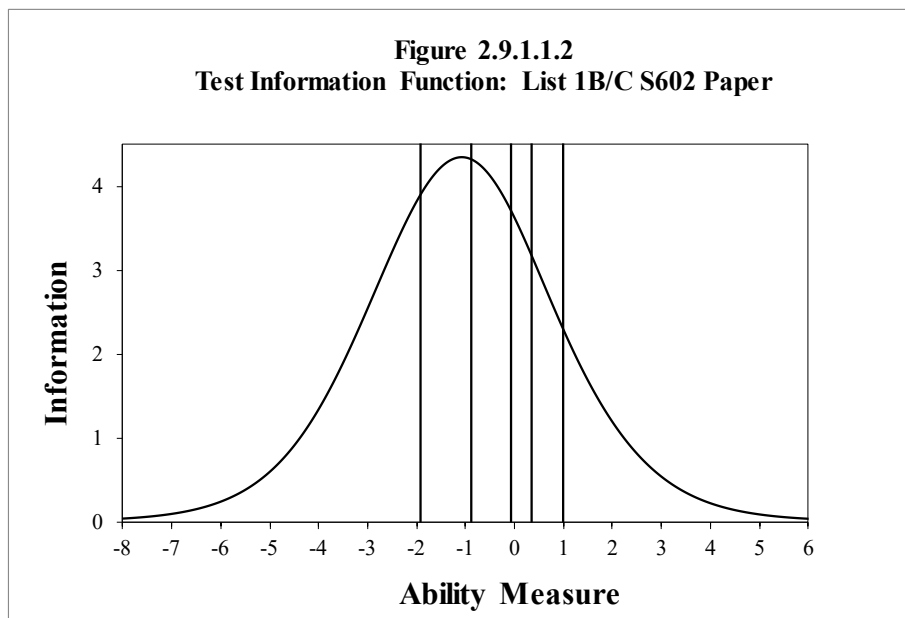
Test Information Function: List 1A S602 Paper



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

Figure 2.9.1.1.2

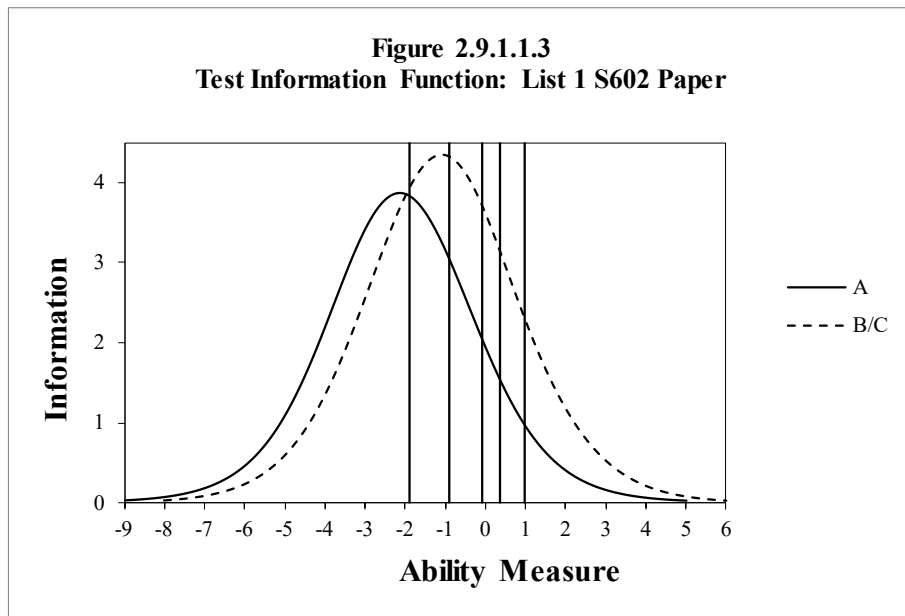
Test Information Function: List 1B/C S602 Paper



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

Figure 2.9.1.1.3

Test Information Function: List 1 S602 Paper

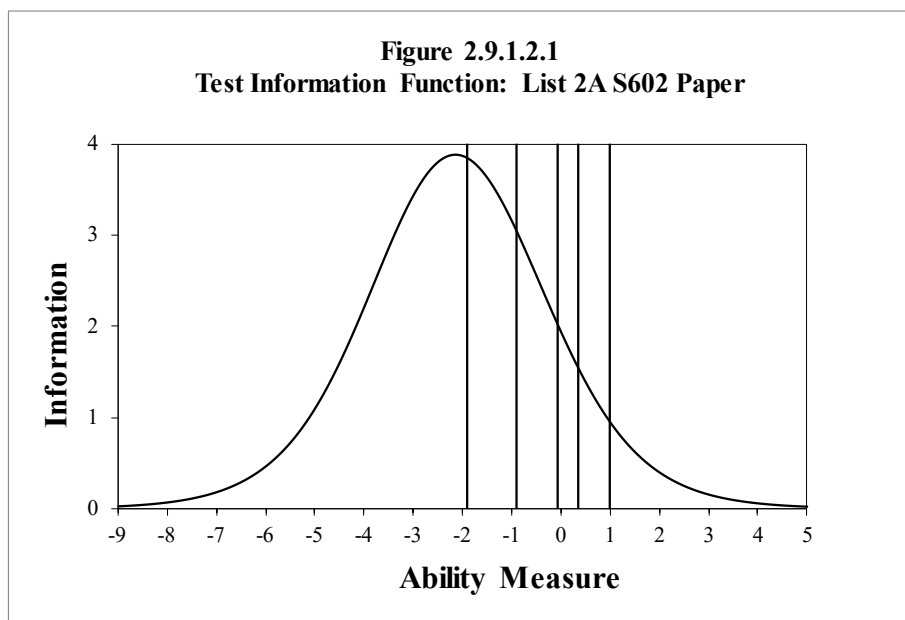


Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.1.2 Grade 2

Figure 2.9.1.2.1

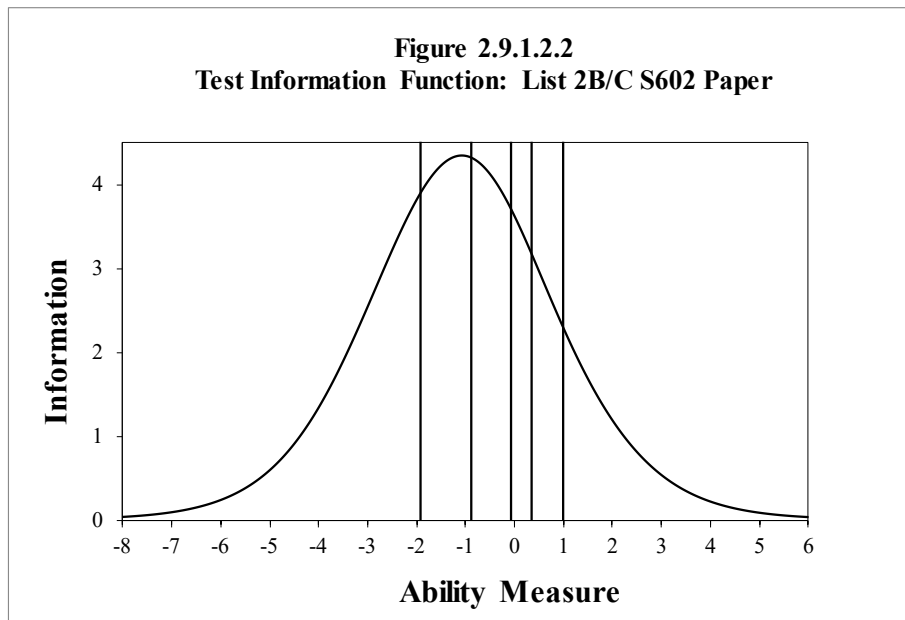
Test Information Function: List 2 A S602 Paper



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

Figure 2.9.1.2.2

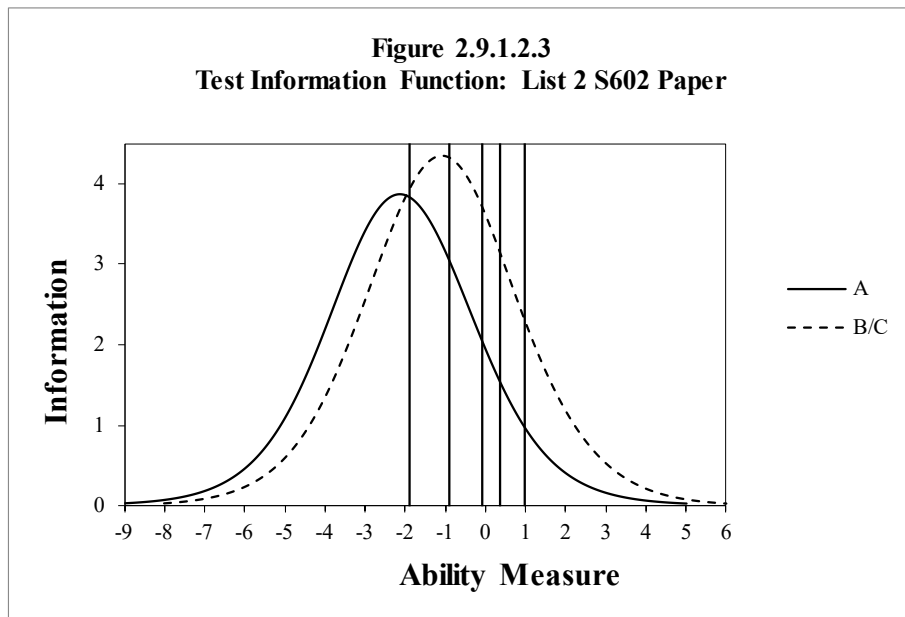
Test Information Function: List 2 B/C S602 Paper



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

Figure 2.9.1.2.3

Test Information Function: List 2 S602 Paper

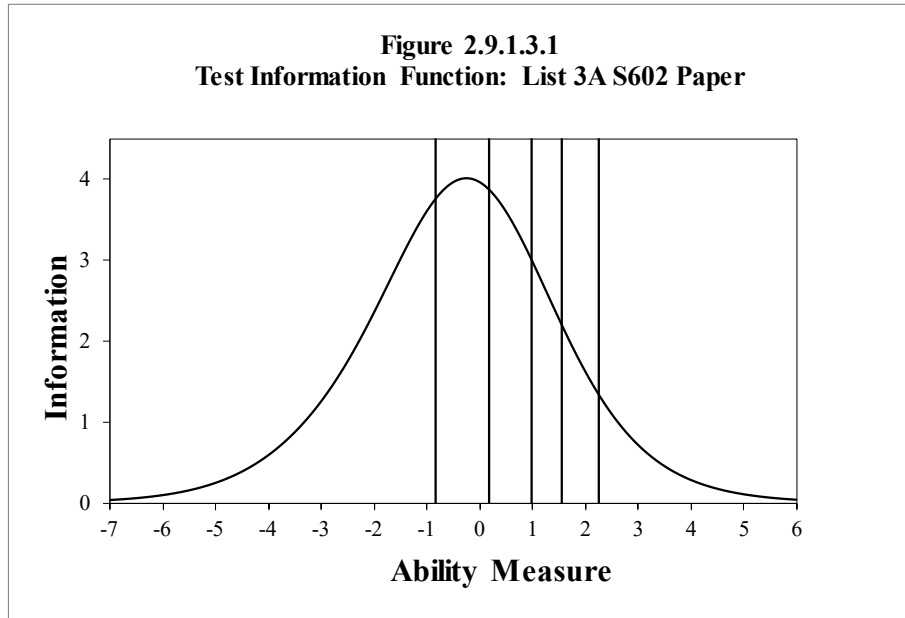


Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.1.3 Grade 3

Figure 2.9.1.3.1

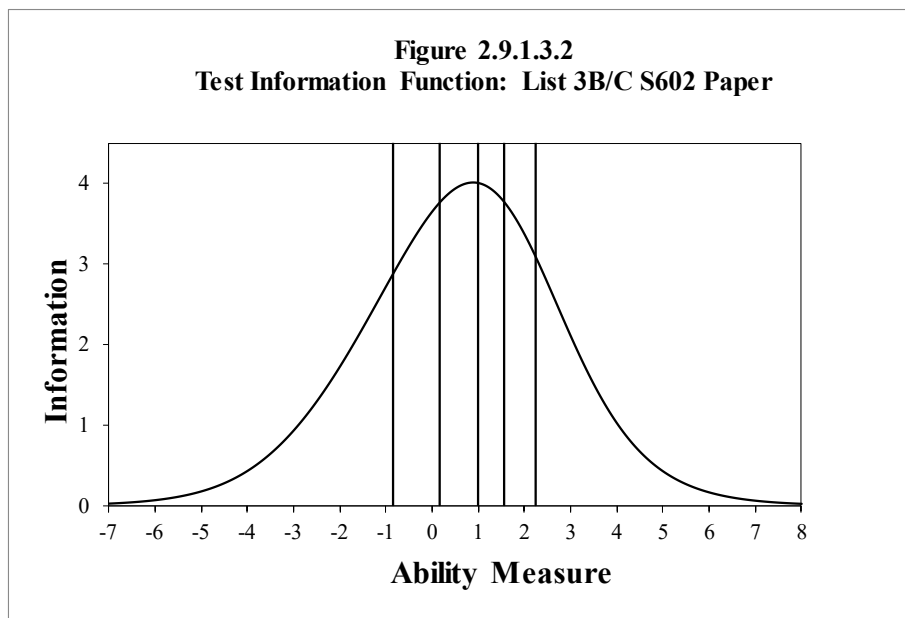
Test Information Function: List 3 A S602 Paper



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

Figure 2.9.1.3.2

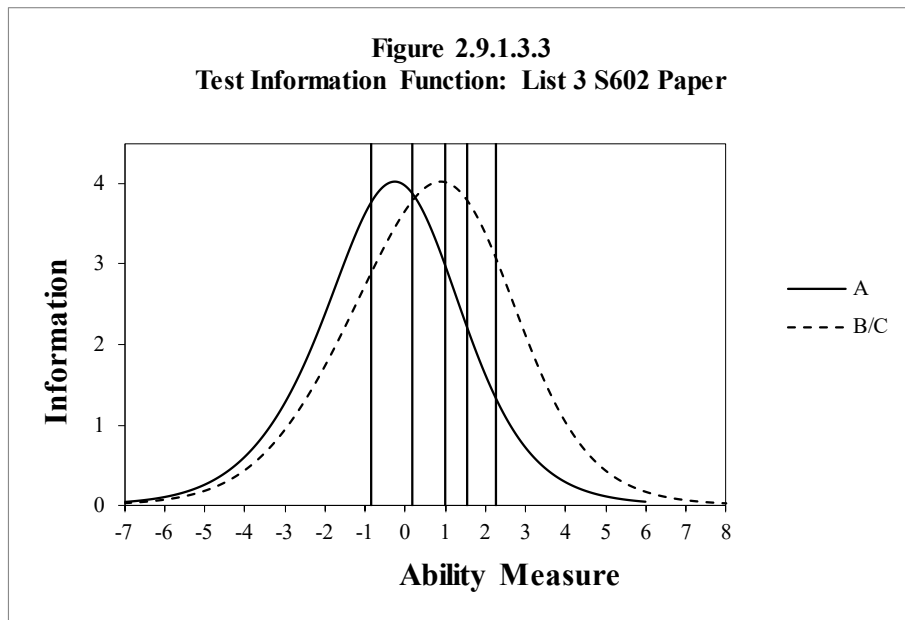
Test Information Function: List 3 B/C S602 Paper



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

Figure 2.9.1.3.3

Test Information Function: List 3 S602 Paper

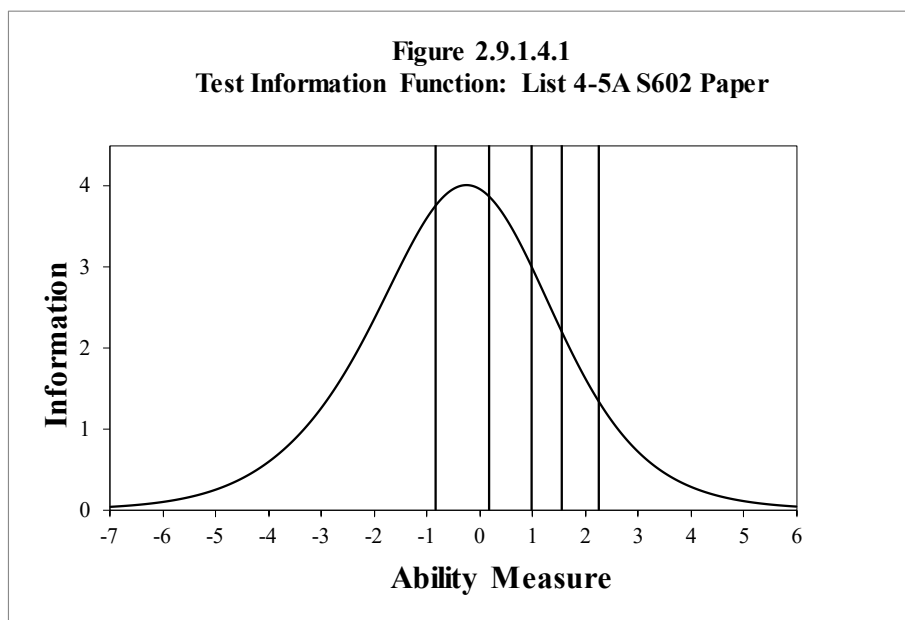


Note: The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

2.9.1.4 Grades 4-5

Figure 2.9.1.4.1

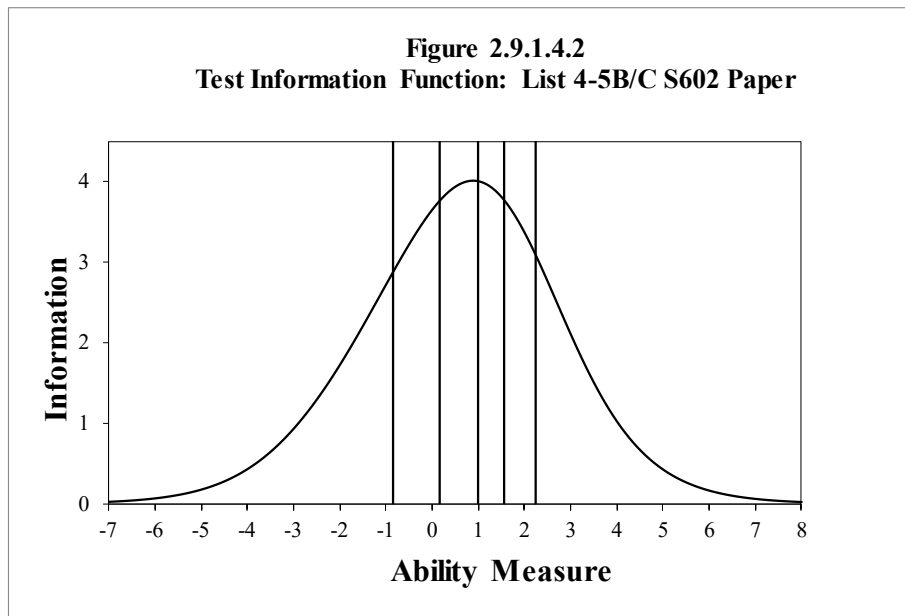
Test Information Function: List 4-5 A S602 Paper



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

Figure 2.9.1.4.2

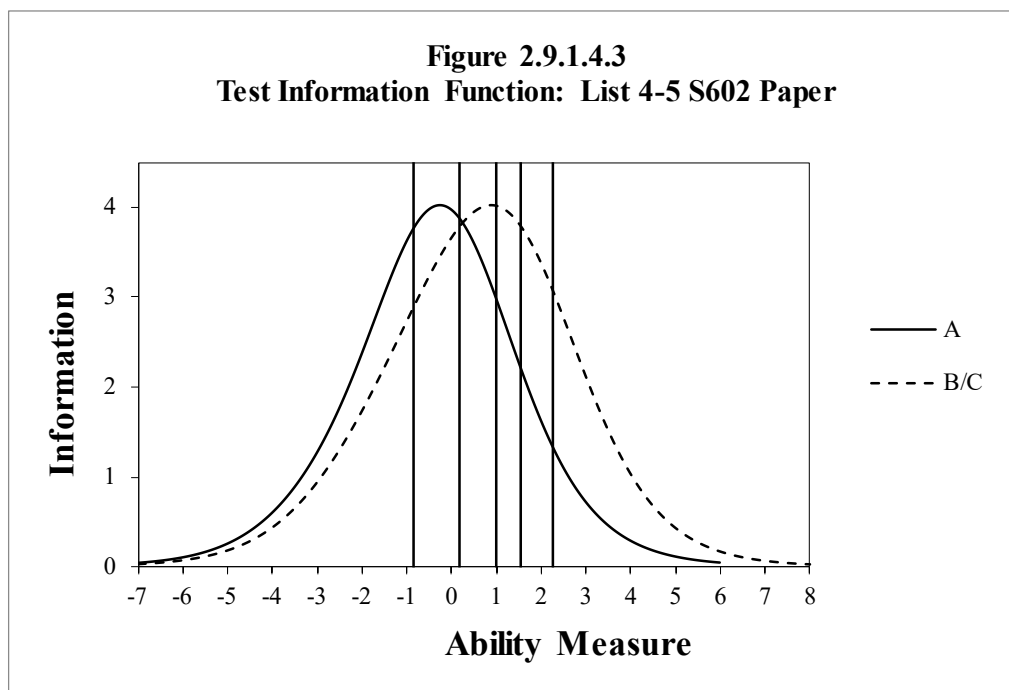
Test Information Function: List 4-5 B/C S602 Paper



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

Figure 2.9.1.4.3

Test Information Function: List 4-5 S602 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 Function: List 6-8 A S602 Paper

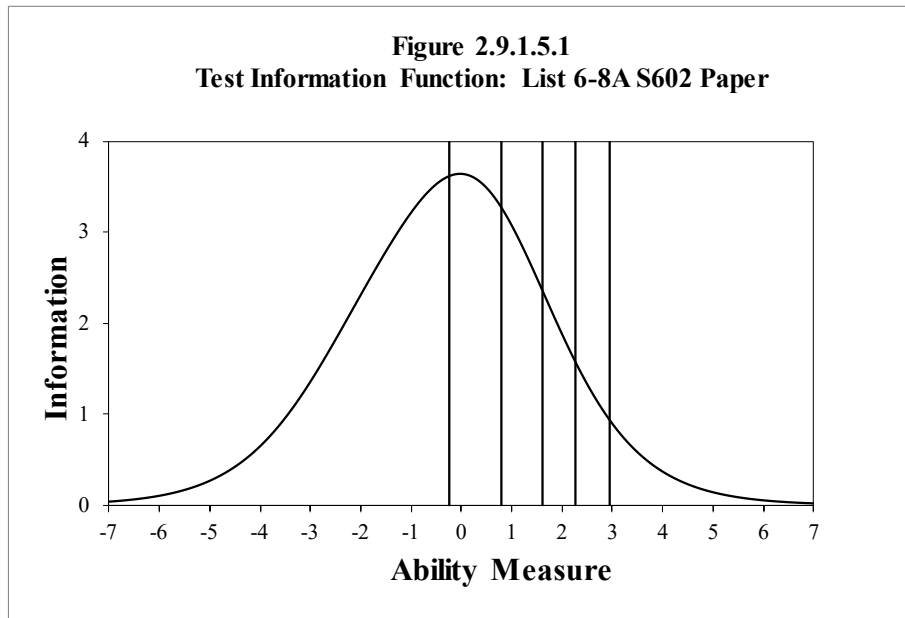


Figure 2.9.1.5.2

Test Information Function: List 6-8 B/C S602 Paper

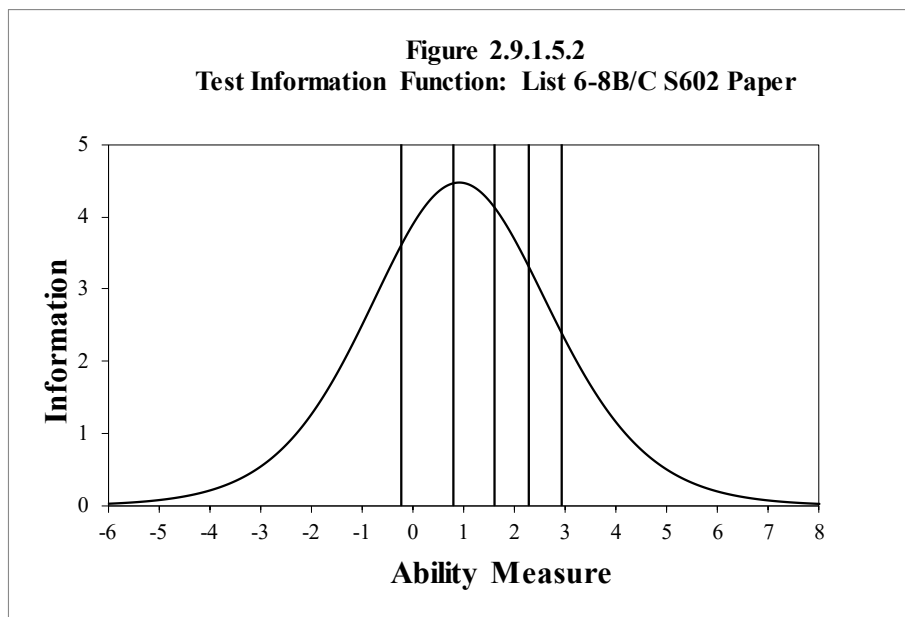
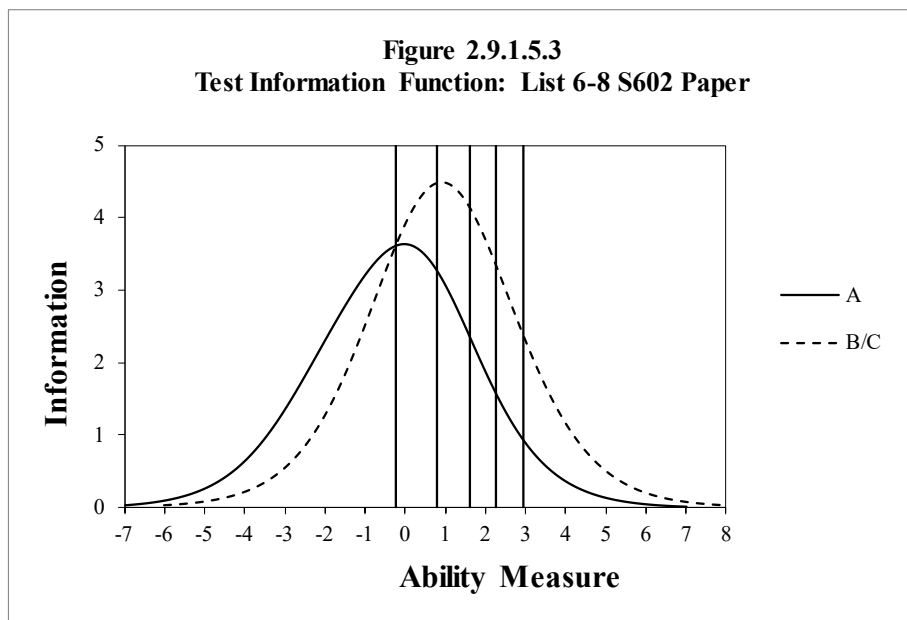


Figure 2.9.1.5.3

Test Information Function: List 6-8 S602 Paper



2.9.1.6 Grades 9-12

Figure 2.9.1.6.1

Test Information Function: List 9-12 A S602 Paper

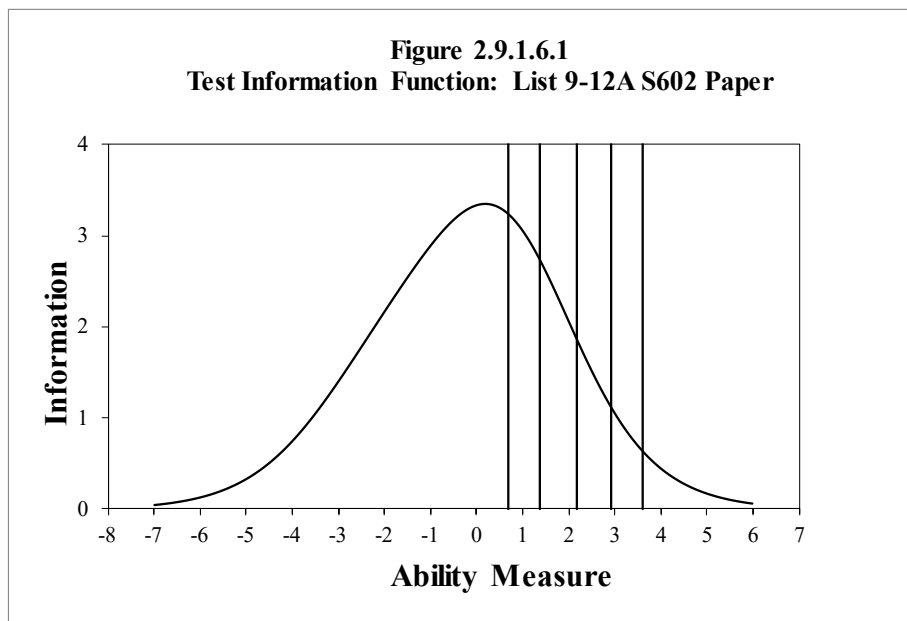


Figure 2.9.1.6.2

Test Information Function: List 9-12 B/C S602 Paper

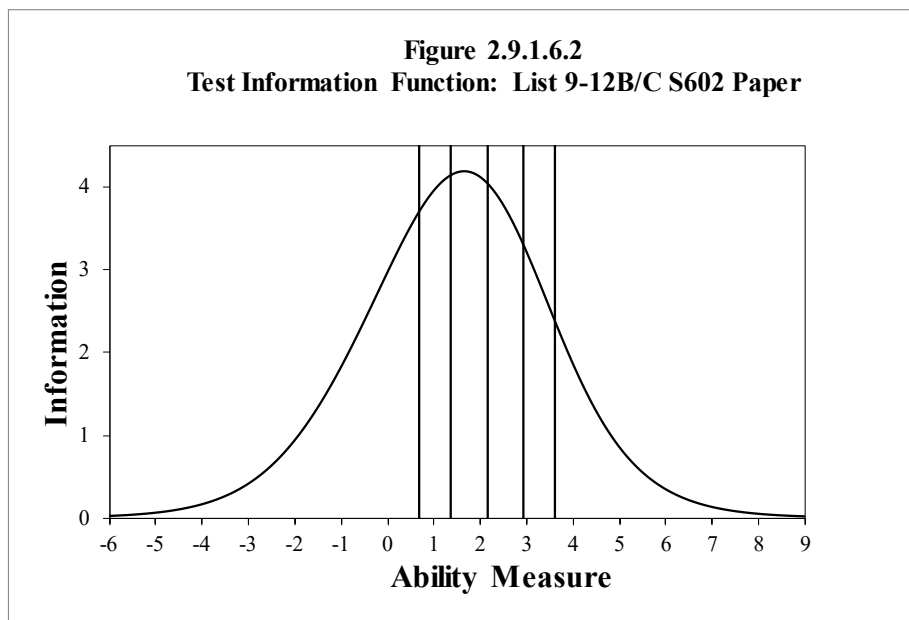
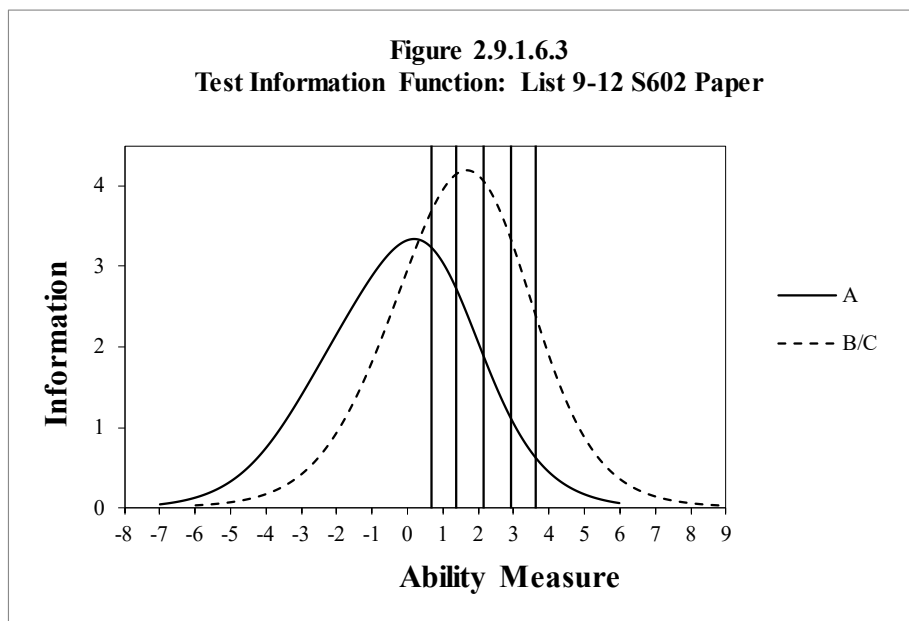


Figure 2.9.1.6.3

Test Information Function: List 9-12 S602 Paper

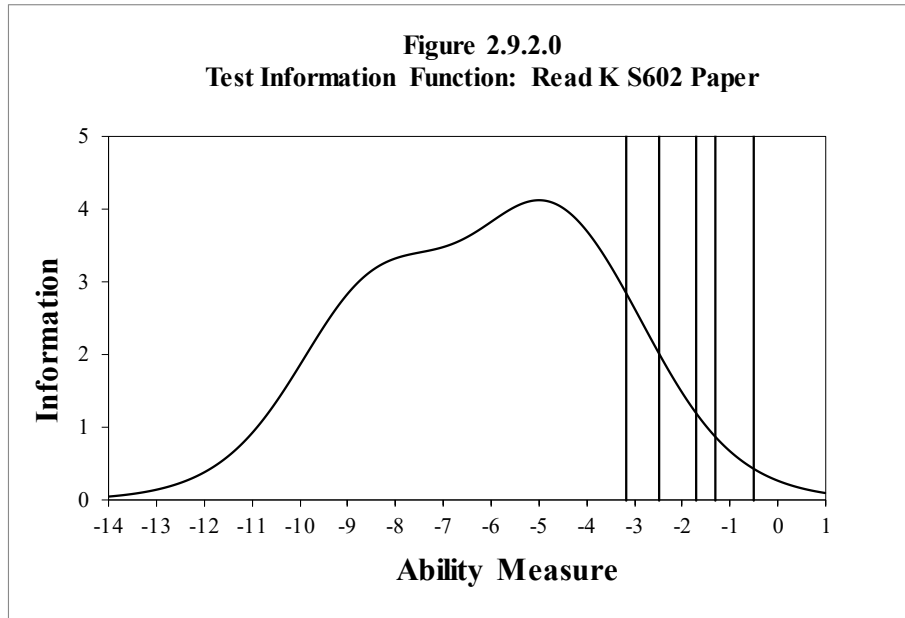


2.9.2 Reading

2.9.2.0 Kindergarten

Figure 2.9.2.0

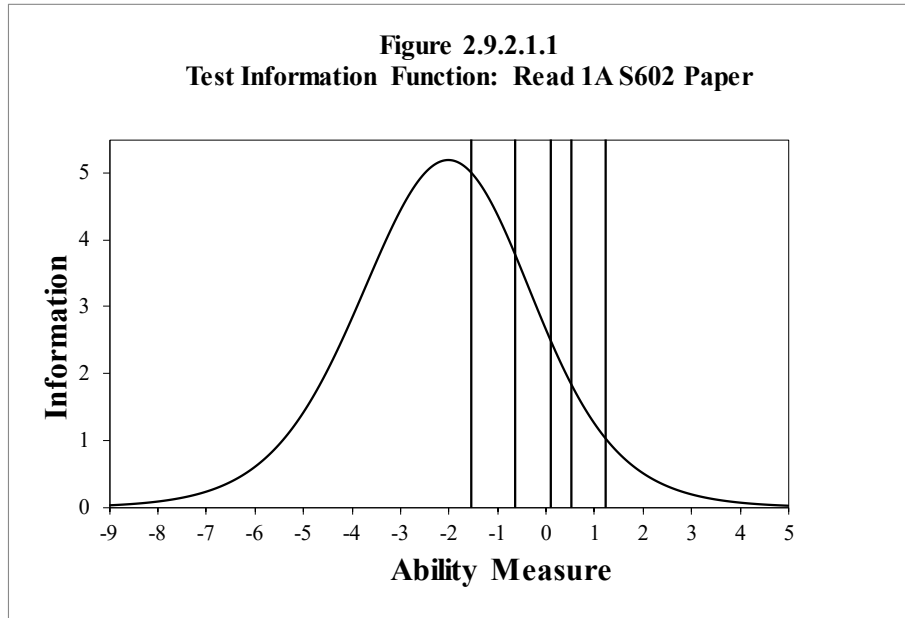
Test Information Function: Read K S602 Paper



2.9.2.1 Grade 1

Figure 2.9.2.1.1

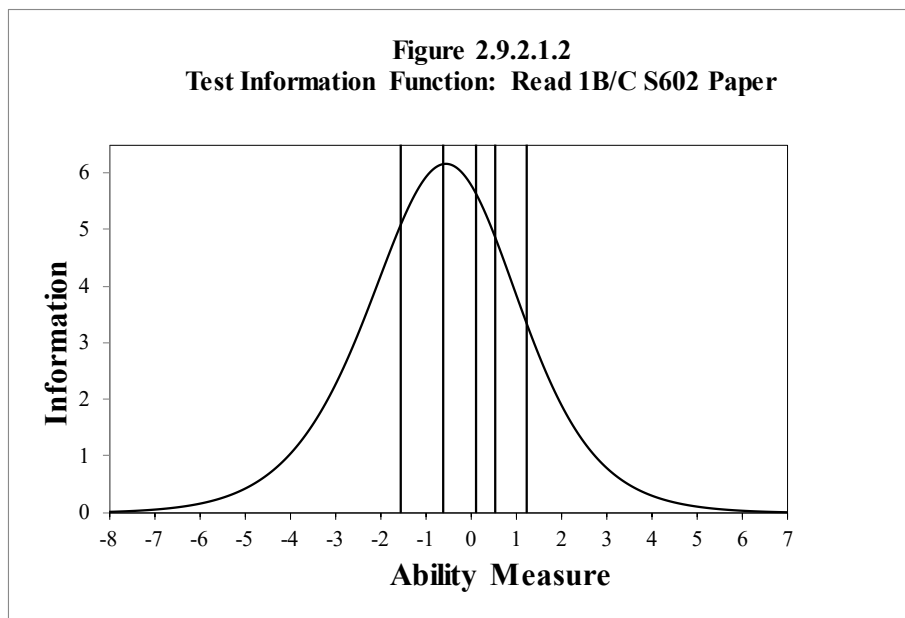
Test Information Function: Read 1 A S602 Paper



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

Figure 2.9.2.1.2

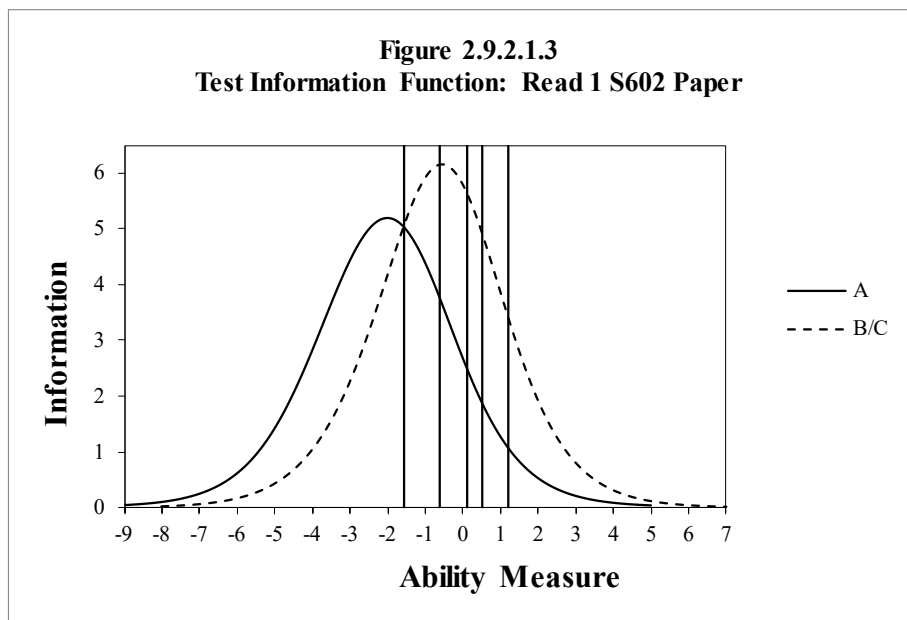
Test Information Function: Read 1 B/C S602 Paper



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

Figure 2.9.2.1.3

Test Information Function: Read 1 S602 Paper

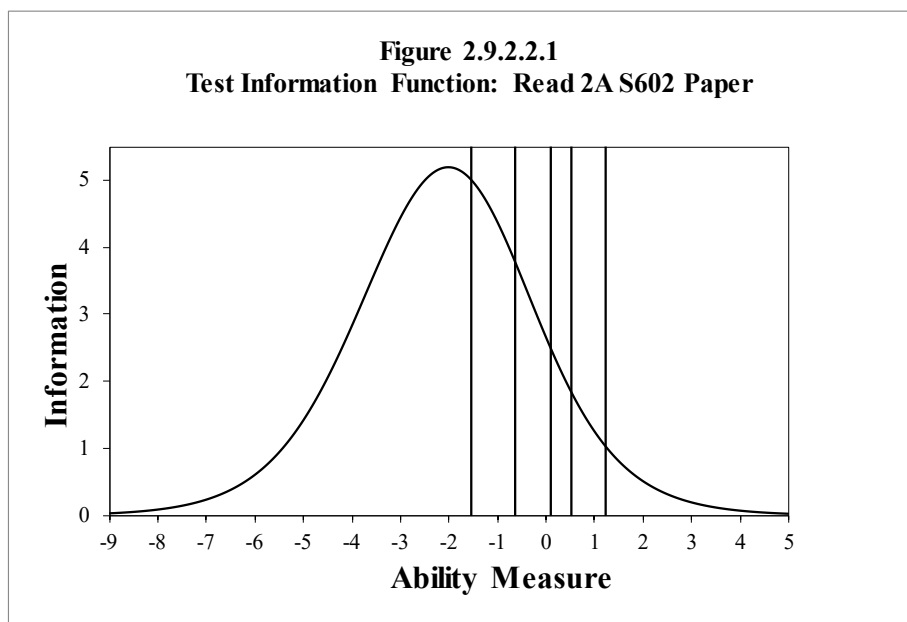


Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.2.2 Grade 2

Figure 2.9.2.2.1

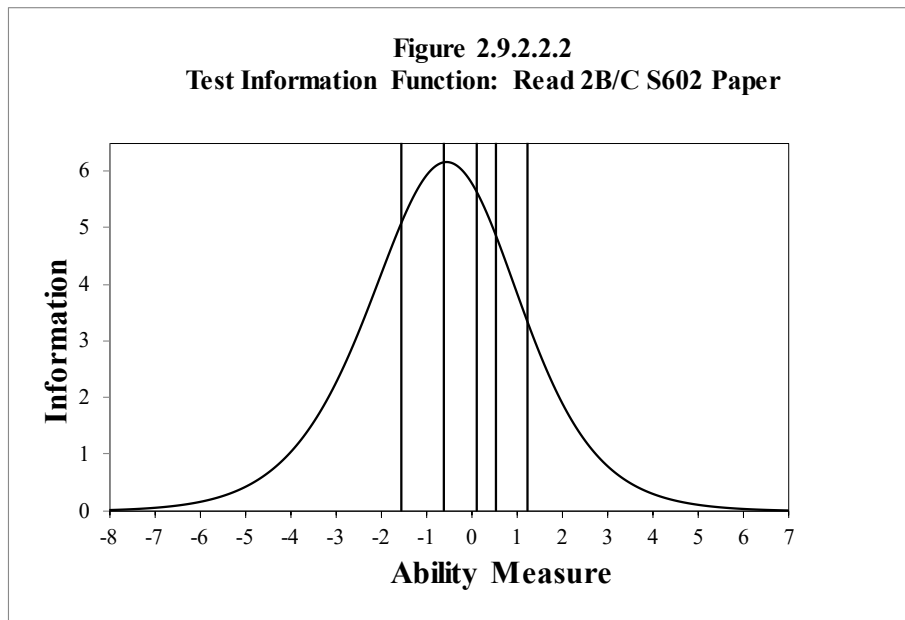
Test Information Function: Read 2 A S602 Paper



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

Figure 2.9.2.2.2

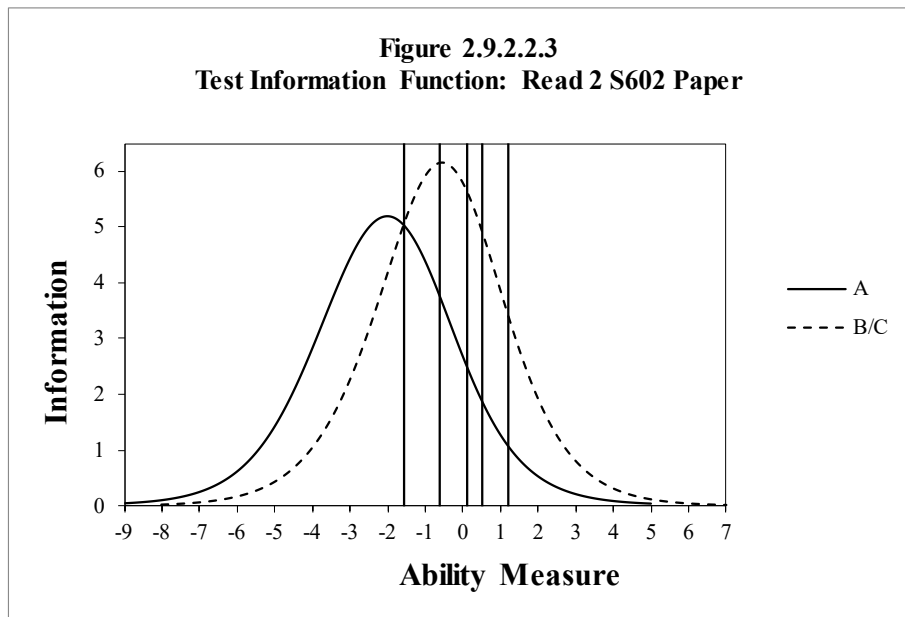
Test Information Function: Read 2 B/C S602 Paper



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

Figure 2.9.2.2.3

Test Information Function: Read 2 S602 Paper

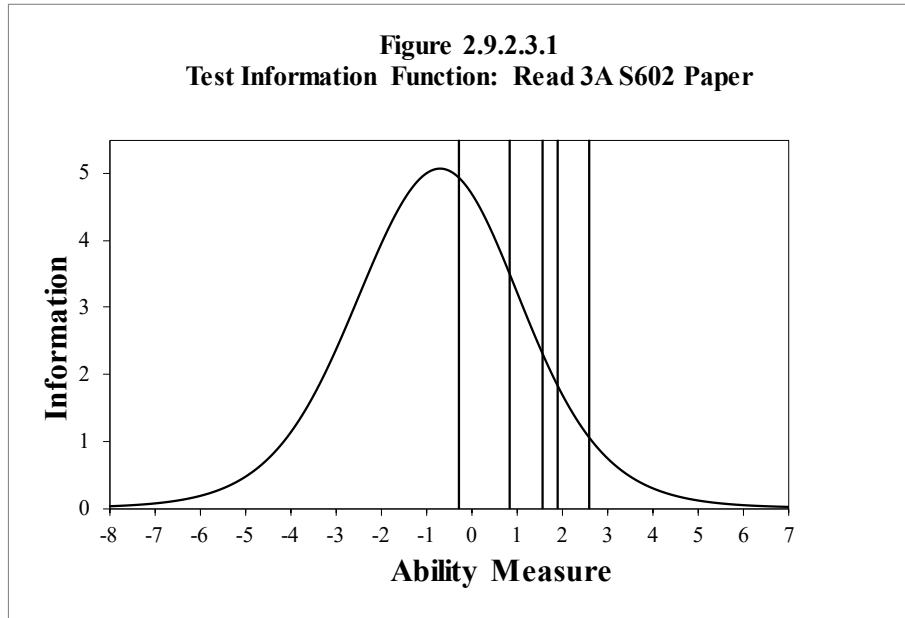


Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.2.3 Grade 3

Figure 2.9.2.3.1

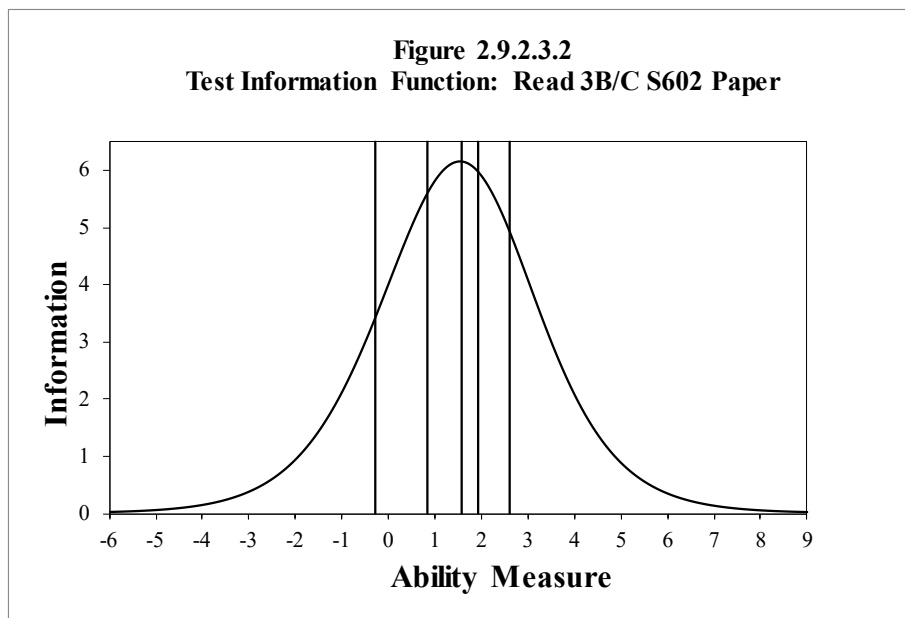
Test Information Function: Read 3 A S602 Paper



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

Figure 2.9.2.3.2

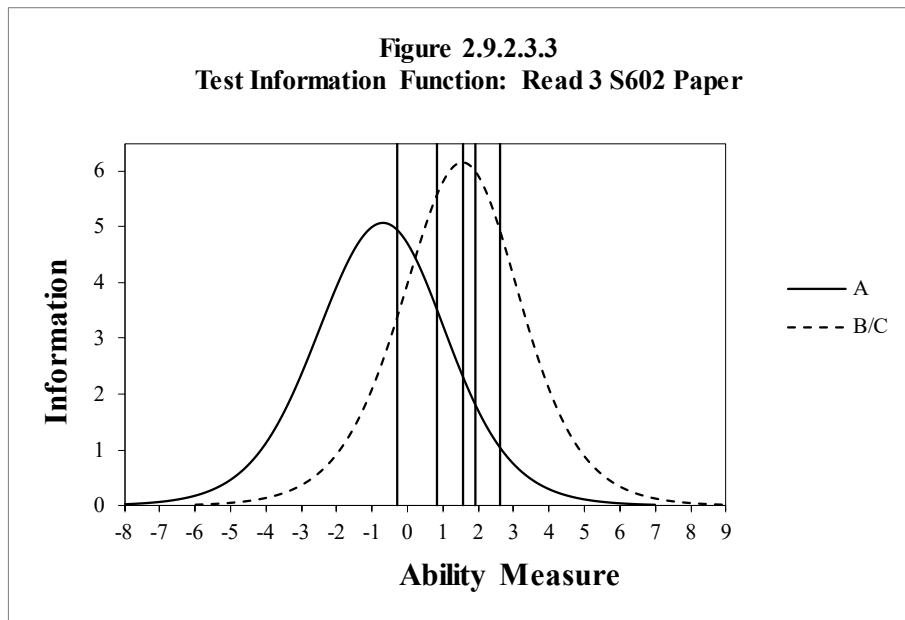
Test Information Function: Read 3 B/C S602 Paper



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

Figure 2.9.2.3.3

Test Information Function: Read 3 S602 Paper

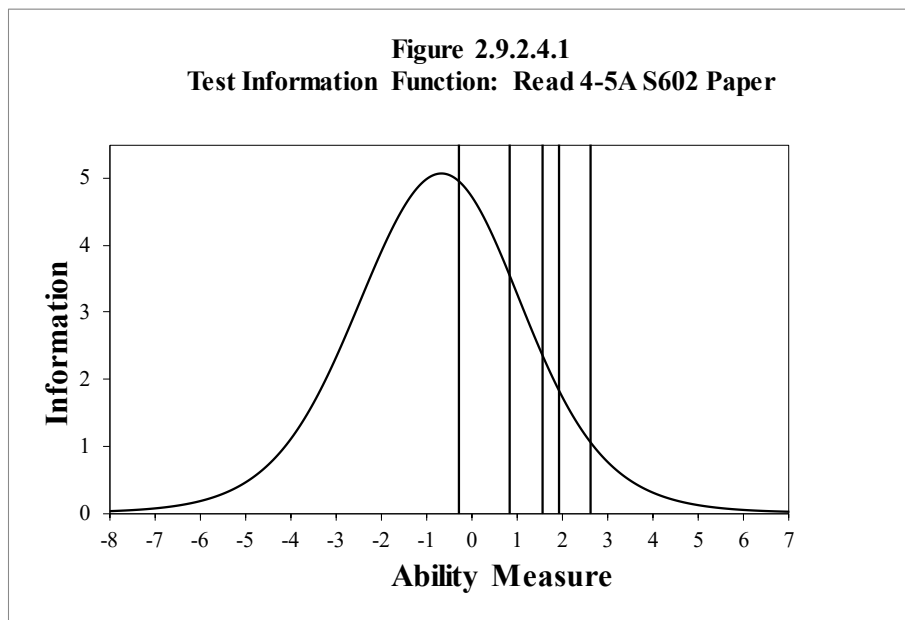


Note: The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

2.9.2.4 Grades 4-5

Figure 2.9.2.4.1

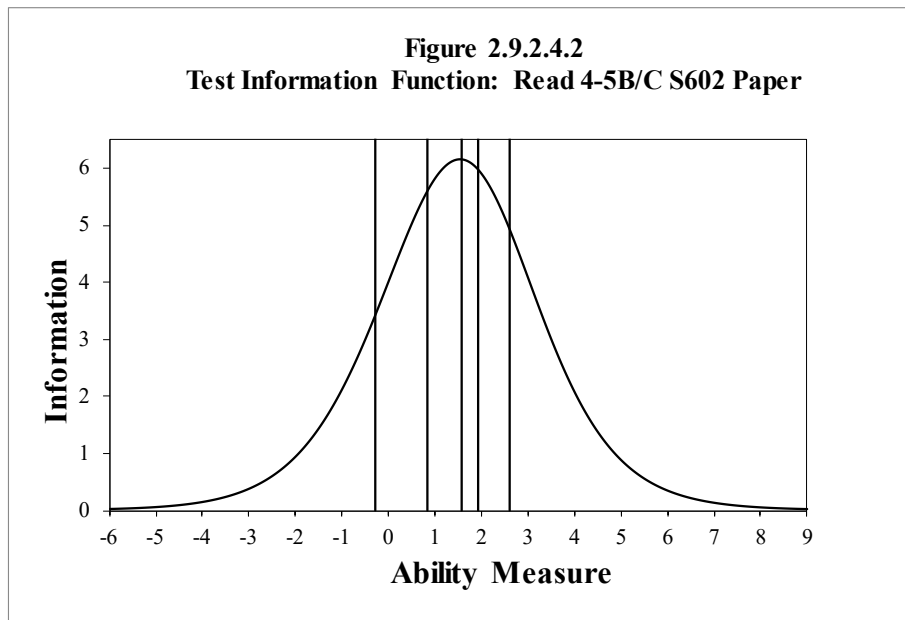
Test Information Function: Read 4 A S602 Paper



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

Figure 2.9.2.4.2

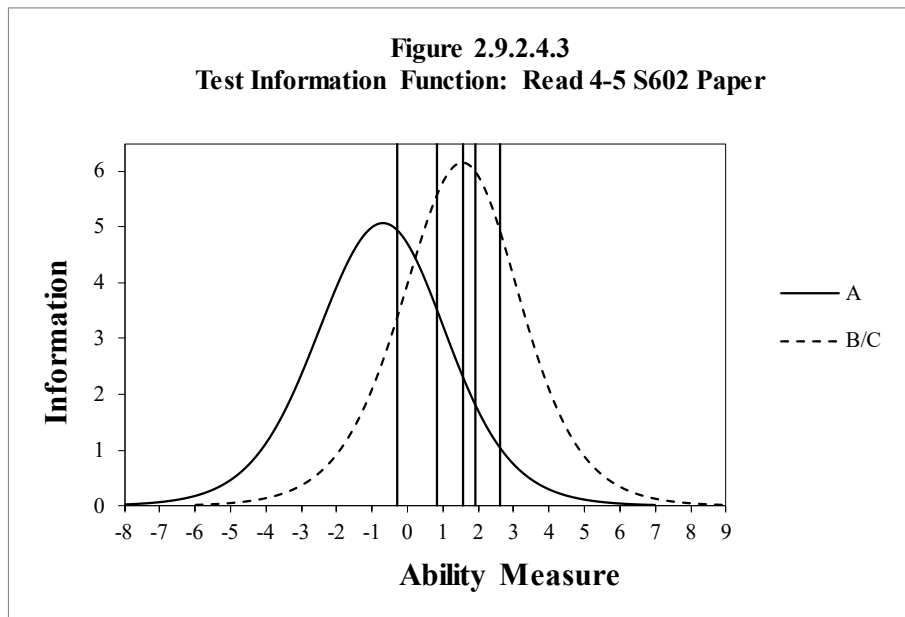
Test Information Function: Read 4-5 B/C S602 Paper



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

Figure 2.9.2.4.3

Test Information Function: Read 4-5 S602 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 Function: Read 6–8 A S602 Paper

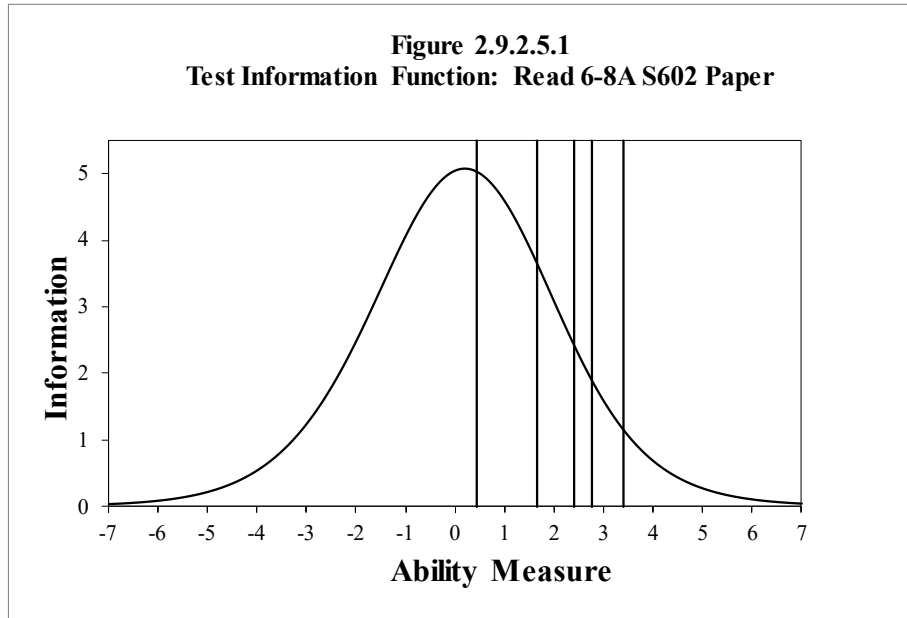


Figure 2.9.2.5.2

Test Information Function: Read 6–8 B/C S602 Paper

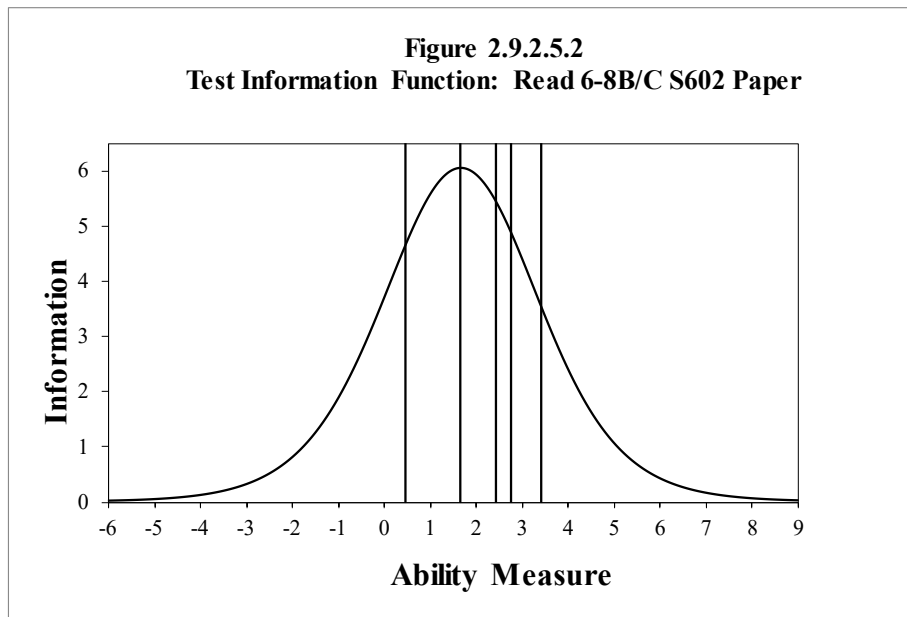
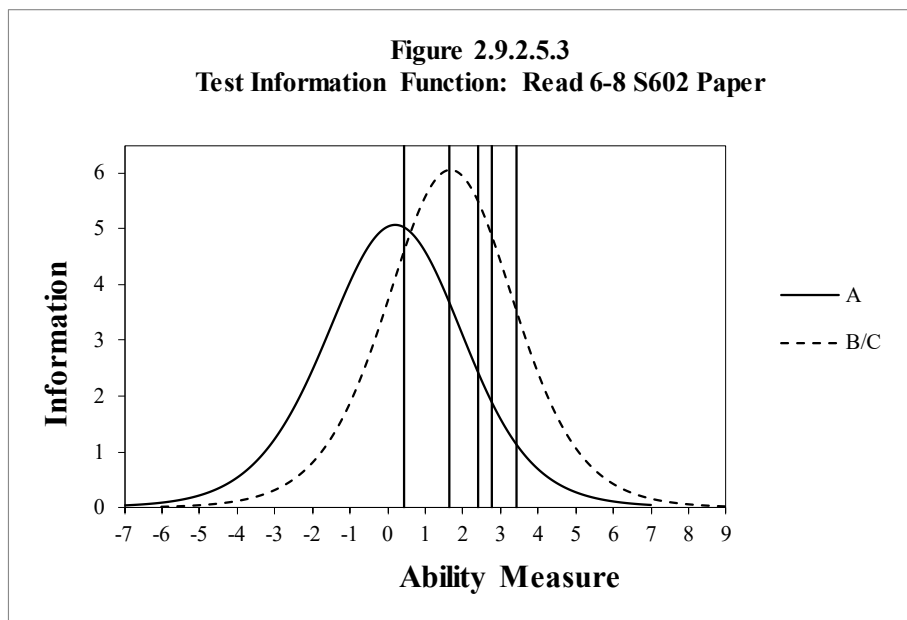


Figure 2.9.2.5.3

Test Information Function: Read 6-8 S602 Paper



2.9.2.6 Grades 9-12

Figure 2.9.2.6.1

Test Information Function: Read 9-12 A S602 Paper

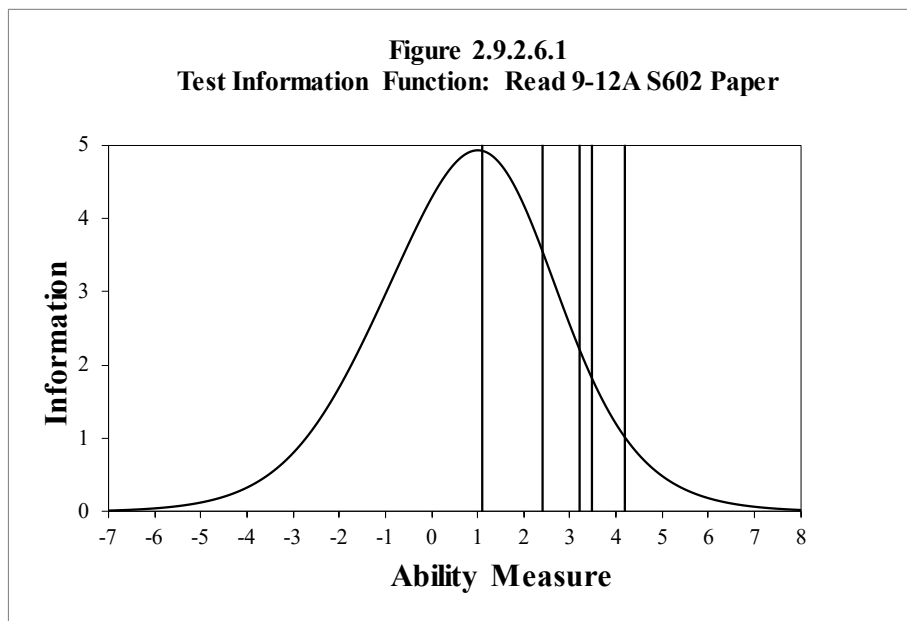


Figure 2.9.2.6.2

Test Information Function: Read 9-12 B/C S602 Paper

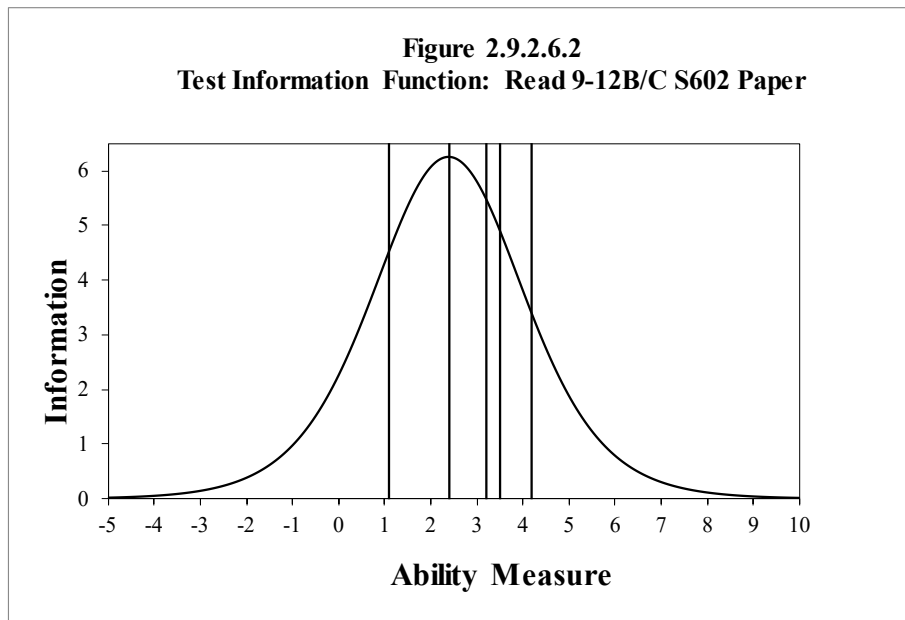
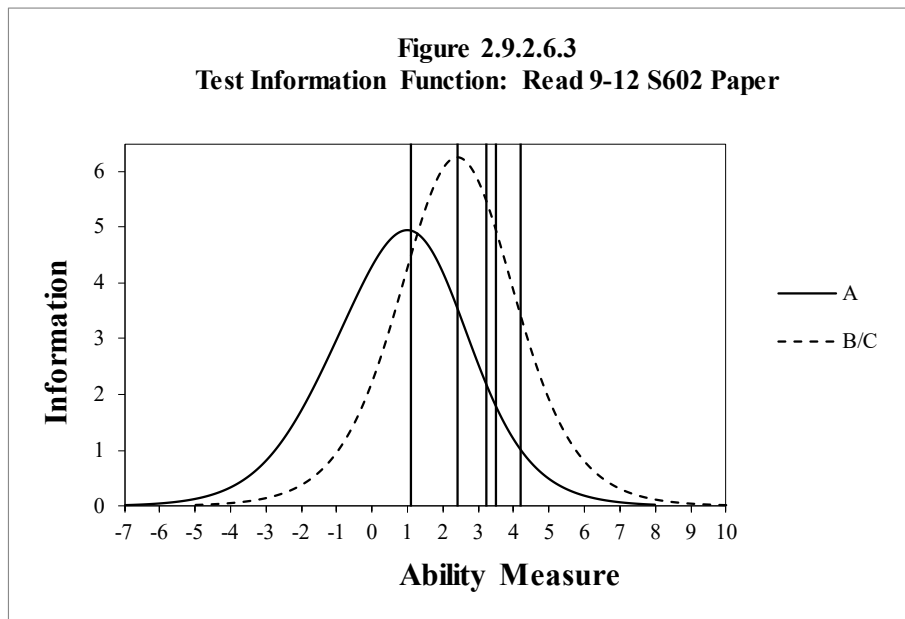


Figure 2.9.2.6.3

Test Information Function: Read 9-12 S602 Paper

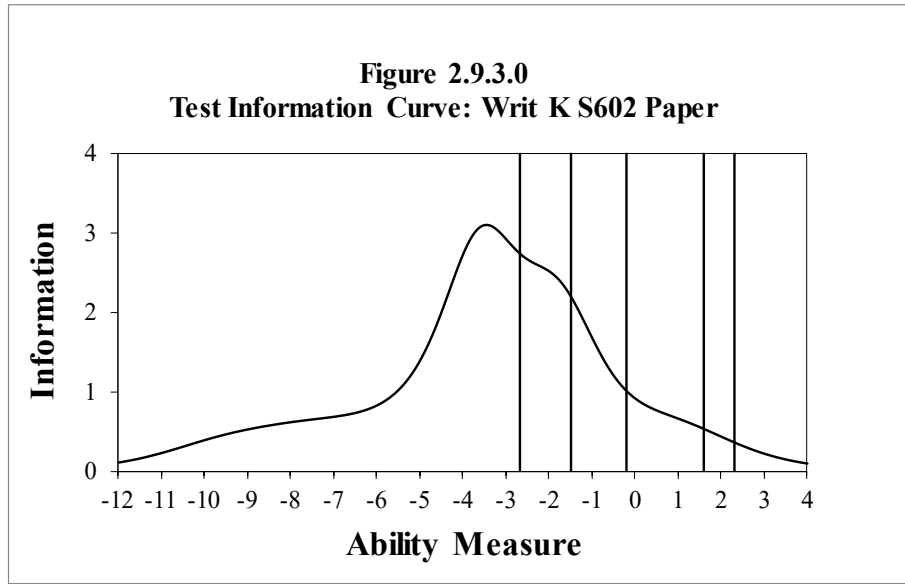


2.9.3 Writing

2.9.3.0 Kindergarten

Figure 2.9.3.0

Test Information Function: Writ K S602 Paper



2.9.3.1 Grade 1

Figure 2.9.3.1.1

Test Information Function: Writ 1 A S602 Paper

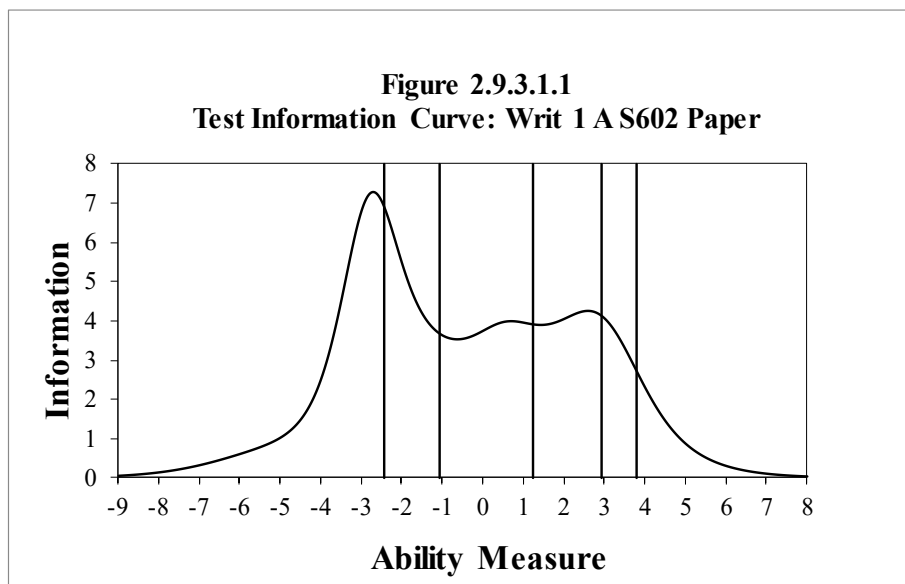


Figure 2.9.3.1.2

Test Information Function: Writ 1 B/C S602 Paper

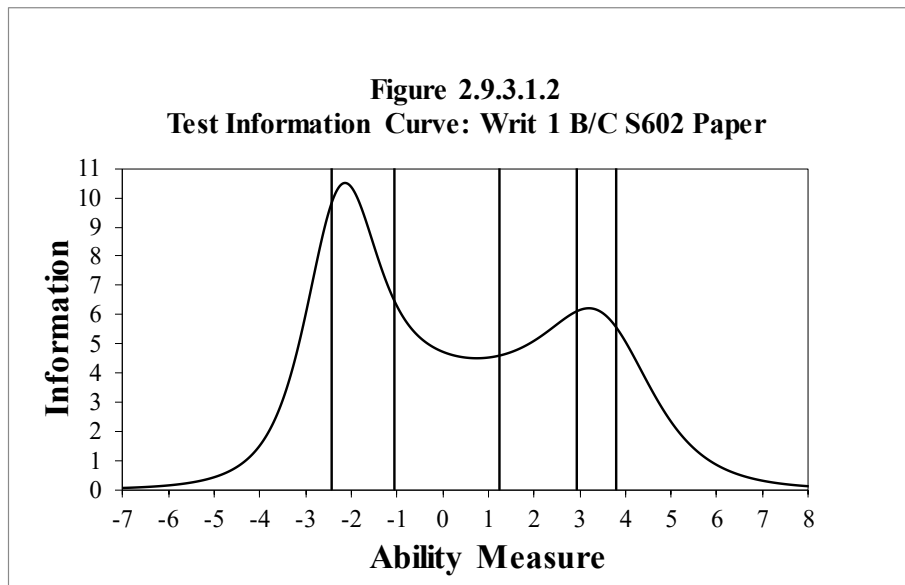
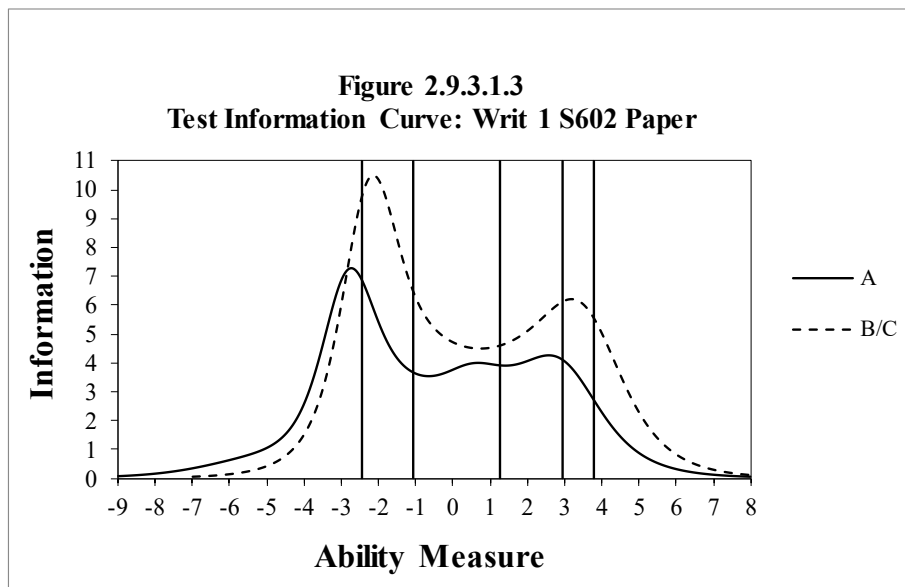


Figure 2.9.3.1.3

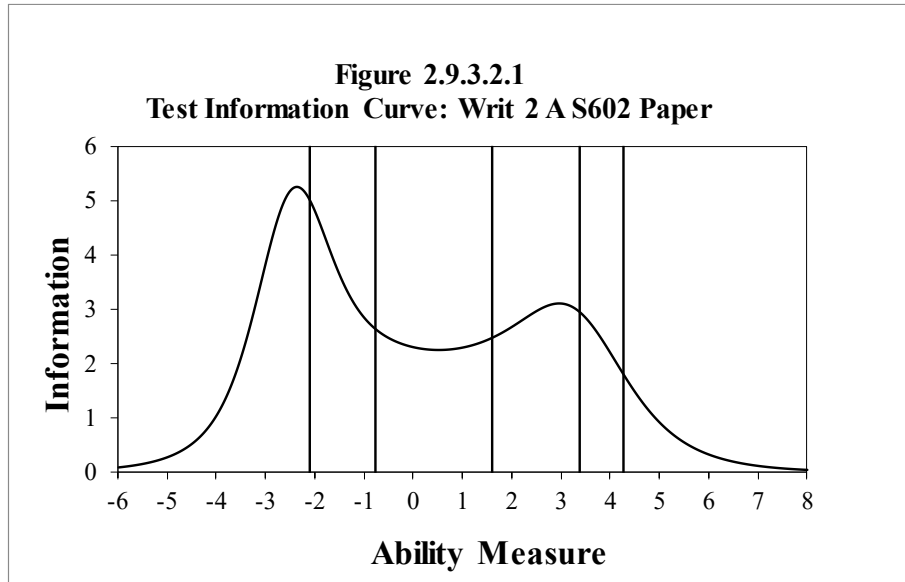
Test Information Function: Writ S602 Paper



2.9.3.2 Grade 2

Figure 2.9.3.2.1

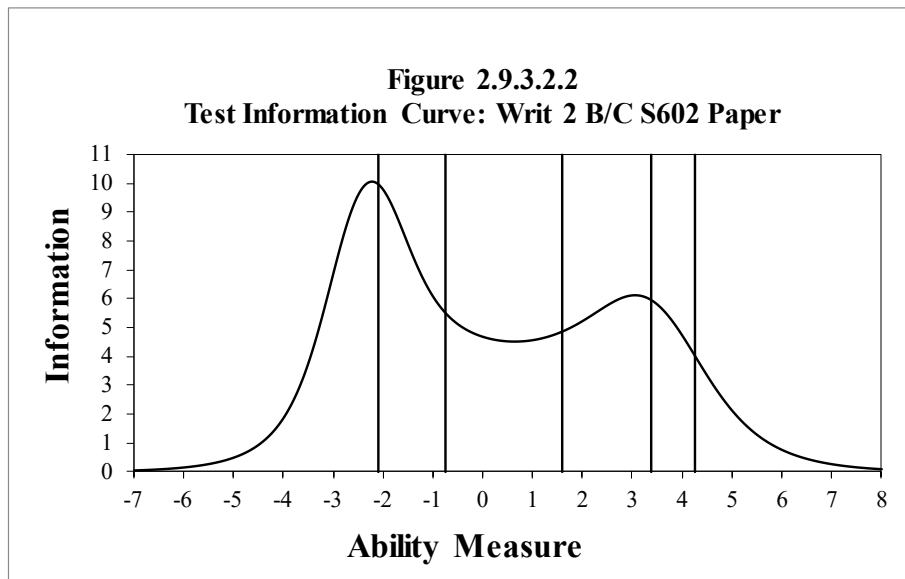
Test Information Function: Writ 2 A S602 Paper



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

Figure 2.9.3.2.2

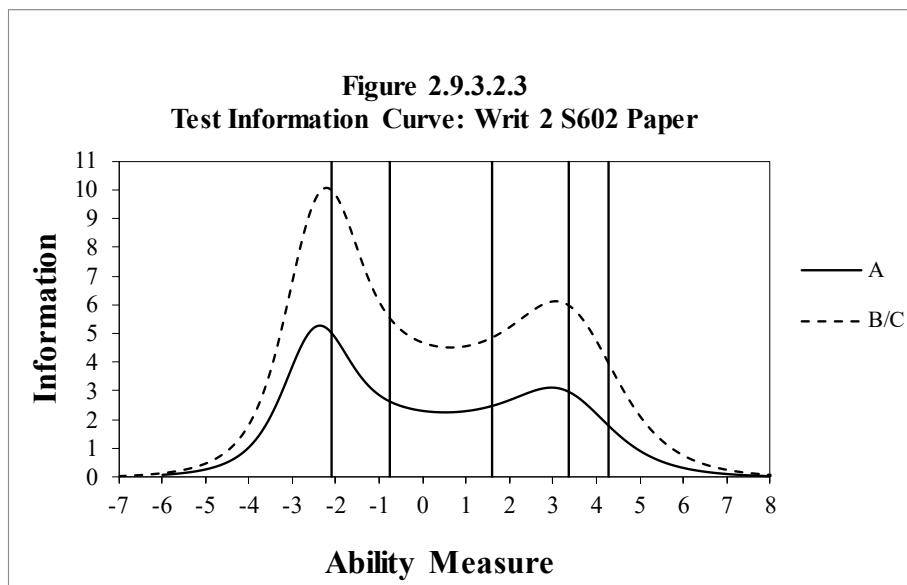
Test Information Function: Writ 2 B/C S602 Paper



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

Figure 2.9.3.2.3

Test Information Function: Writ 2 S602 Paper

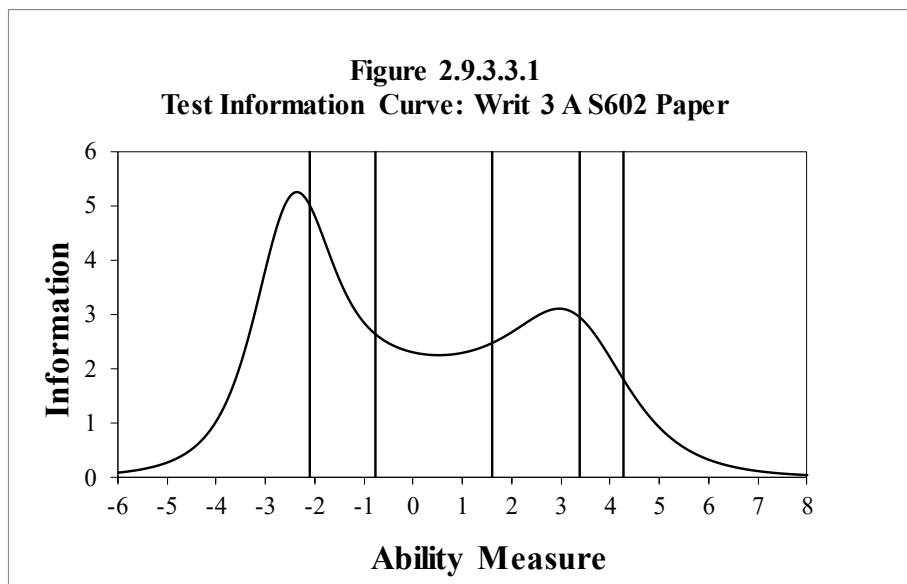


Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.3.3 Grade 3

Figure 2.9.3.3.1

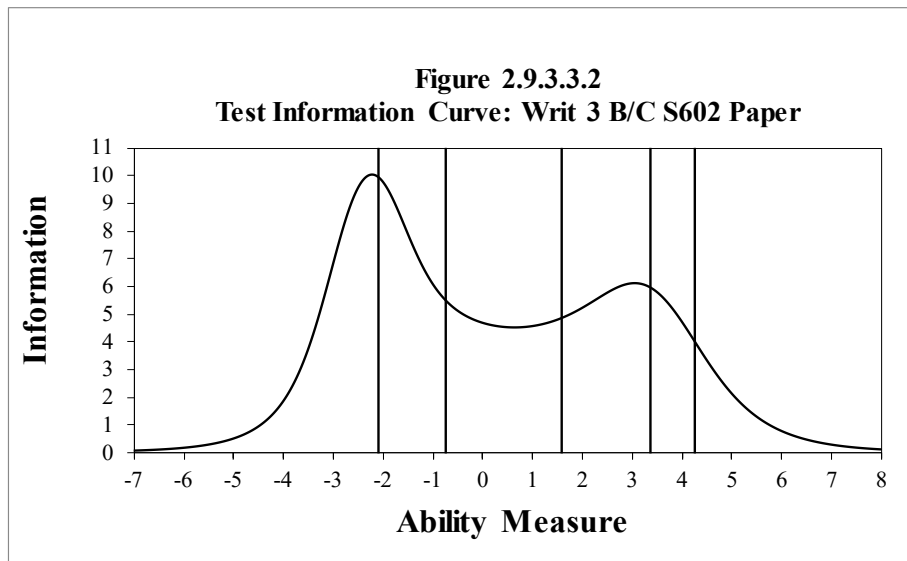
Test Information Function: Writ 3 A S602 Paper



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

Figure 2.9.3.3.2

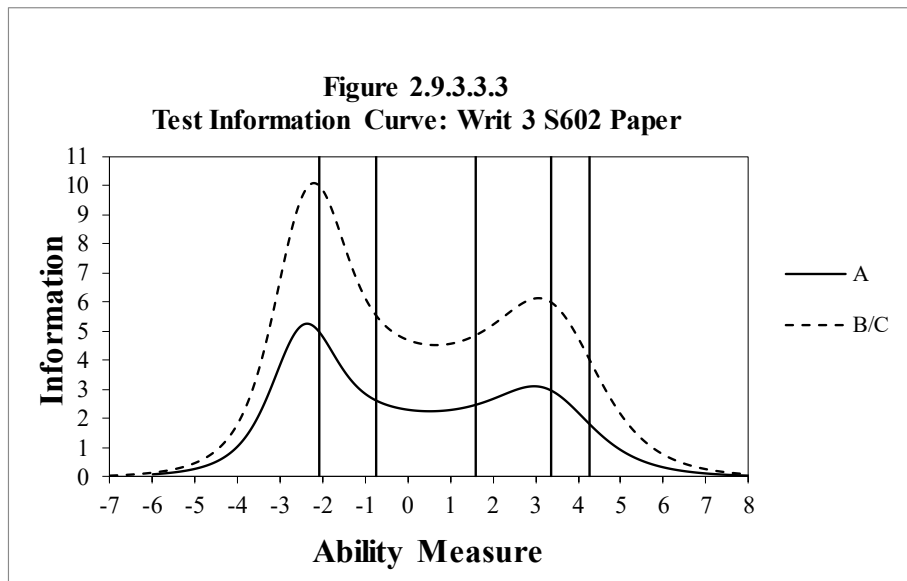
Test Information Function: Writ 3 B/C S602 Paper



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

Figure 2.9.3.3.3

Test Information Function: Writ 3 S602 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 Function: Writ 4-5 A S602 Paper

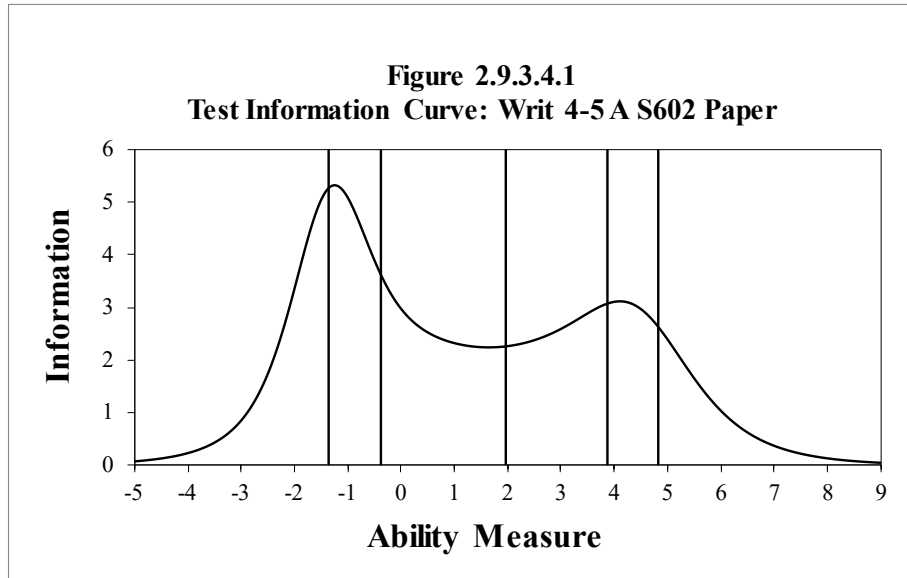


Figure 2.9.3.4.2

Test Information Function: Writ 4-5 B/C S602 Paper

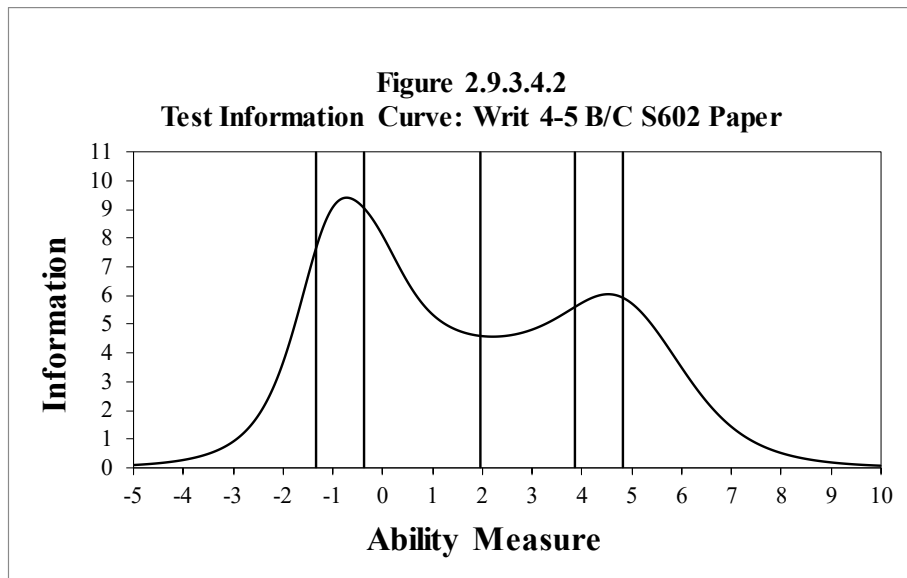
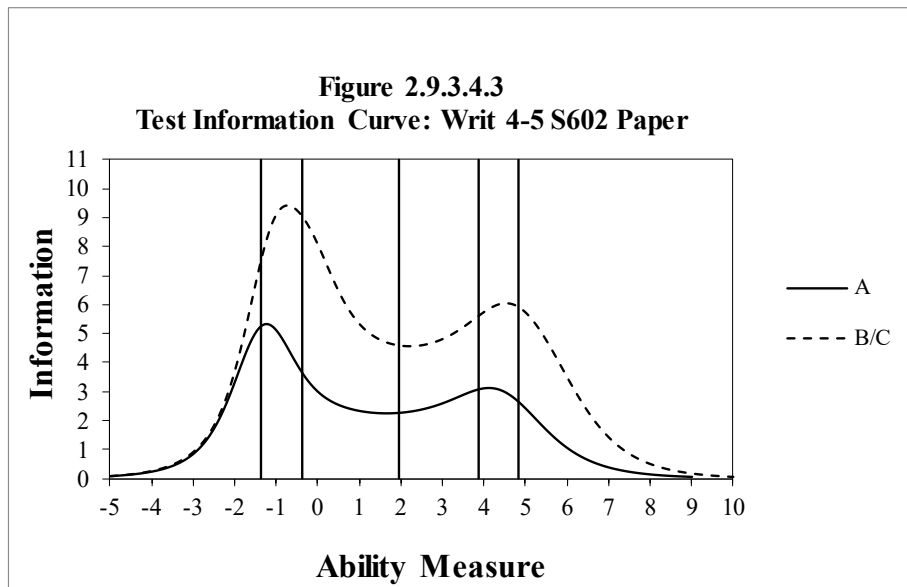


Figure 2.9.3.4.3

Test Information Function: Writ 4-5 S602 Paper



2.9.3.5 Grades 6-8

Figure 2.9.3.5.1

Test Information Function: Writ 6-8 A S602 Paper

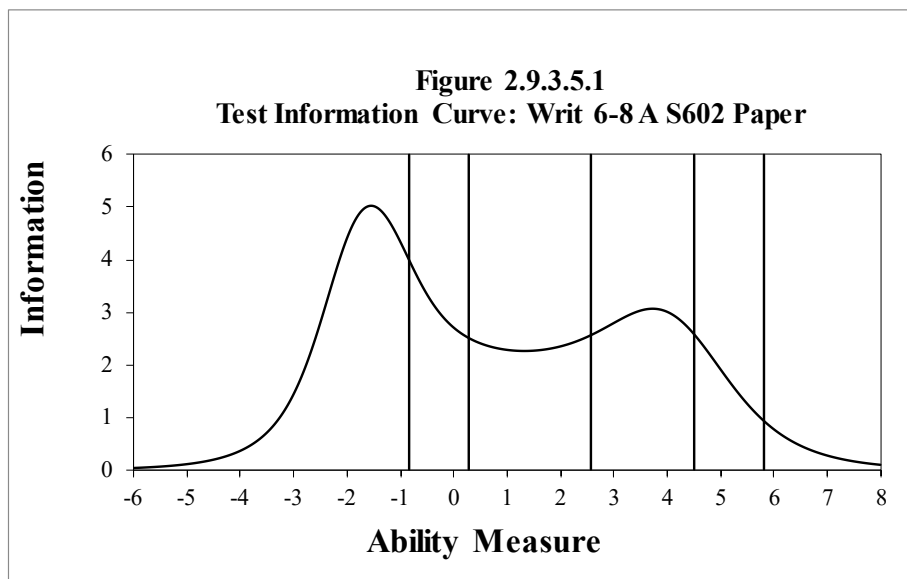


Figure 2.9.3.5.2

Test Information Function: Writ 6-8 B/C S602 Paper

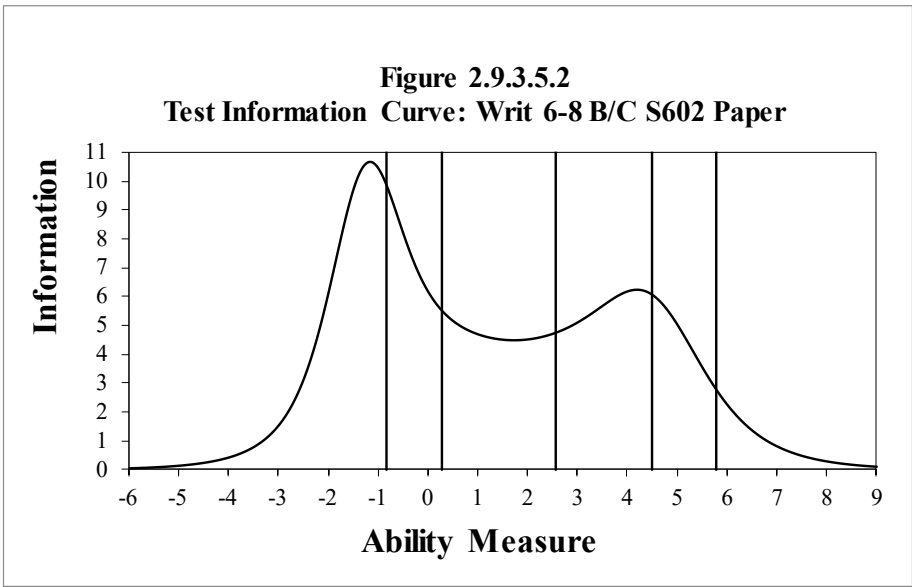
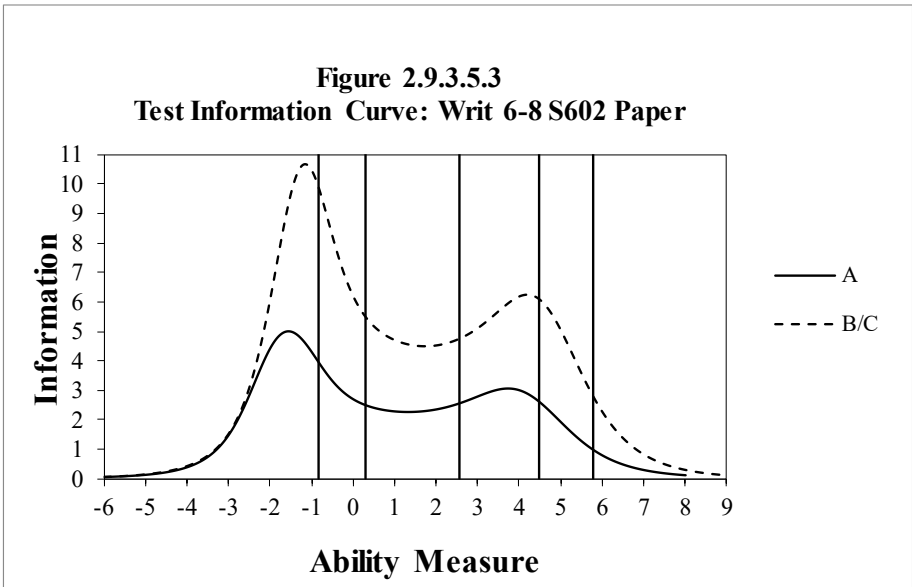


Figure 2.9.3.5.3

Test Information Function: Writ 6-8 S602 Paper



2.9.3.6 Grades 9-12

Figure 2.9.3.6.1

Test Information Function: Writ 9-12 A S602 Paper

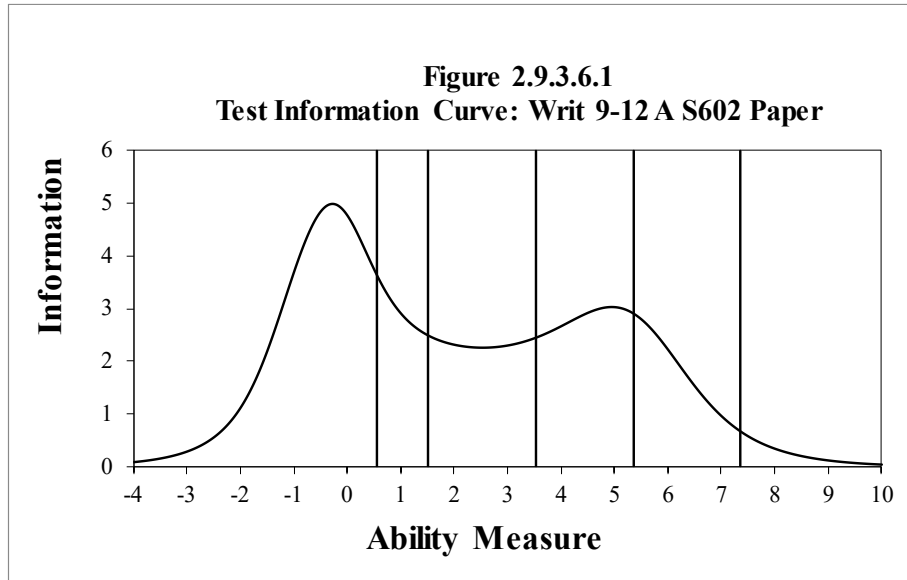


Figure 2.9.3.6.2

Test Information Function: Writ 9-12 B/C S602 Paper

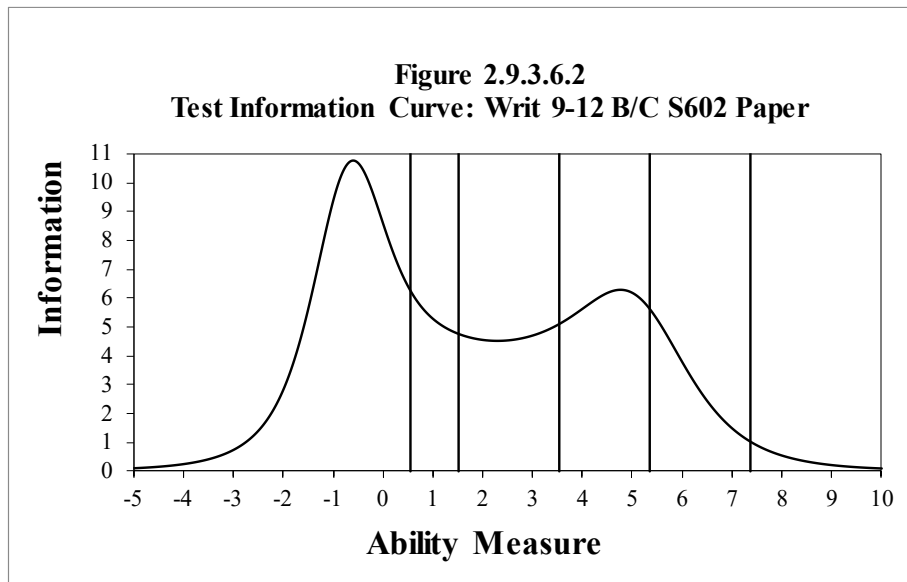
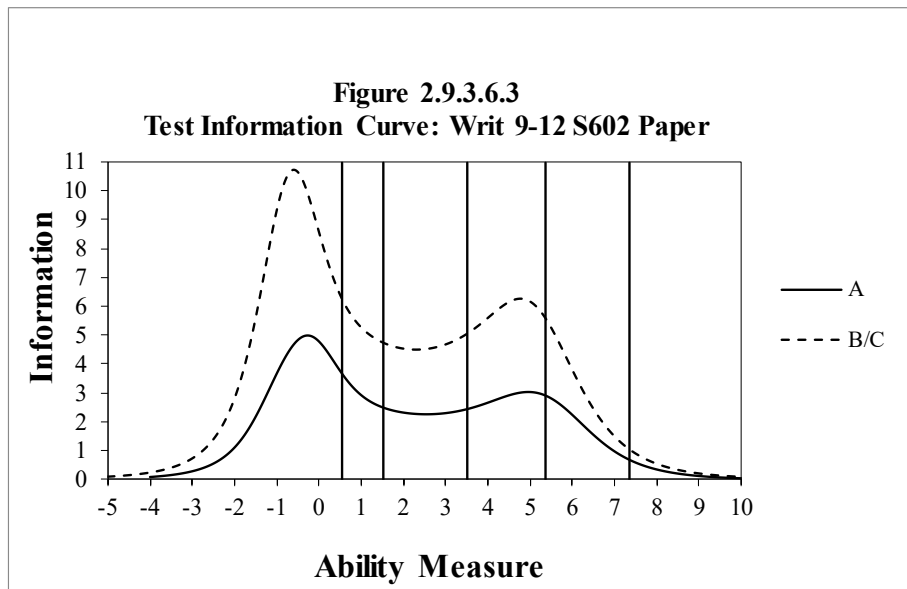


Figure 2.9.3.6.3

Test Information Function: Writ 9-12 S602 Paper

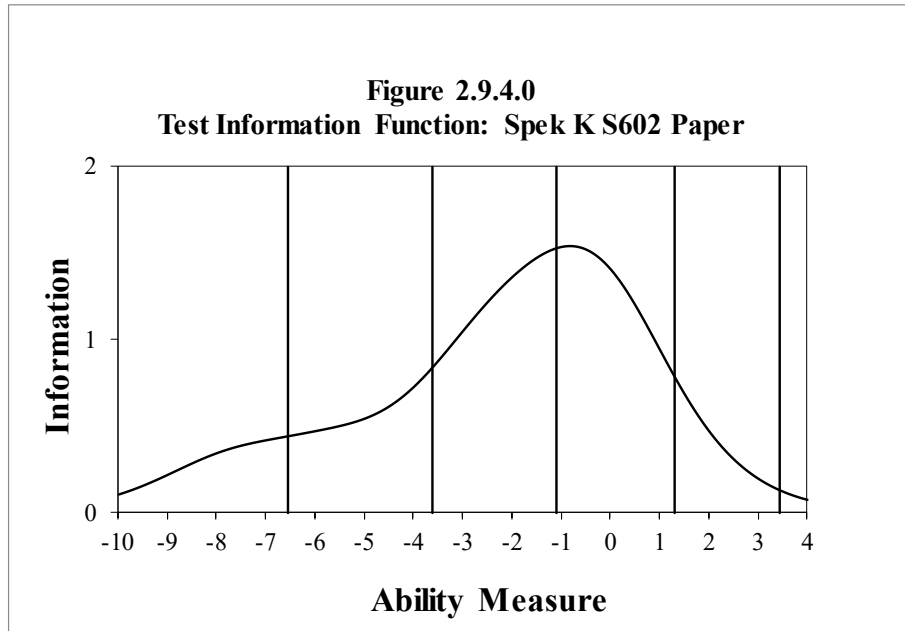


2.9.4 Speaking

2.9.4.0 Kindergarten

Figure 2.9.4.0

Test Information Function: Spek K S602 Paper



2.9.4.1 Grade 1

Figure 2.9.4.1.1

Test Information Function: Spek 1 A3 S602 Paper

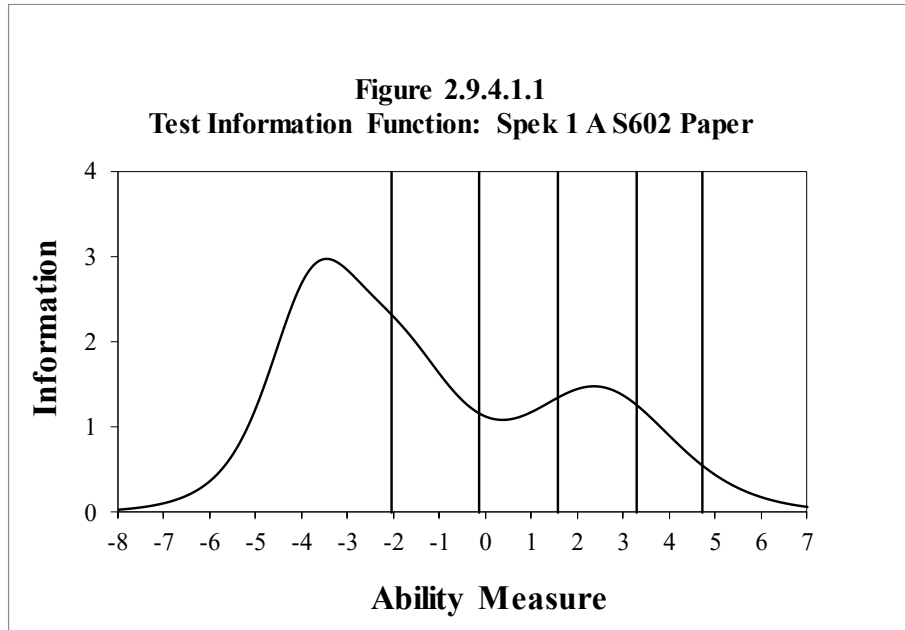


Figure 2.9.4.1.2

Test Information Function: Spek 1 B/C S602 Paper

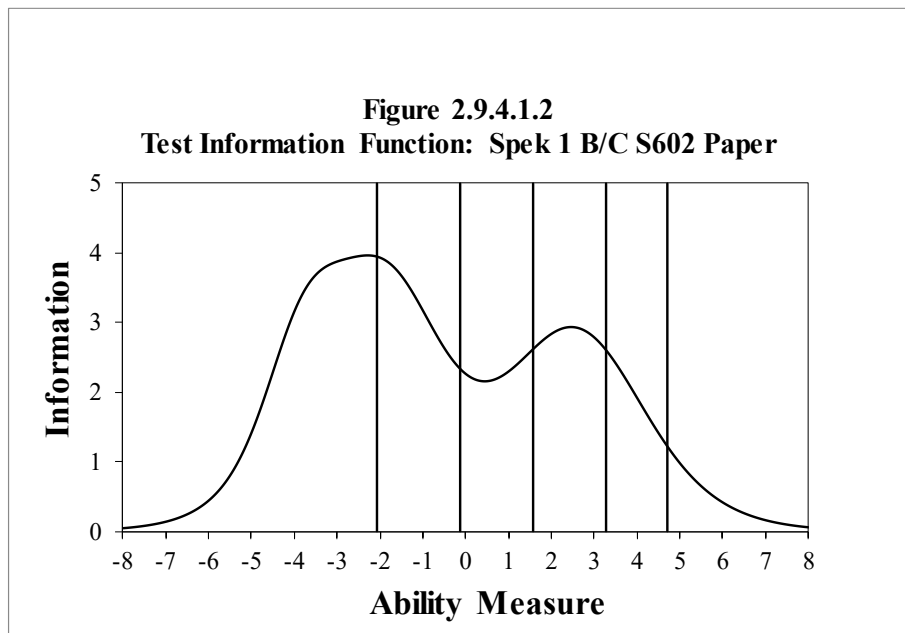
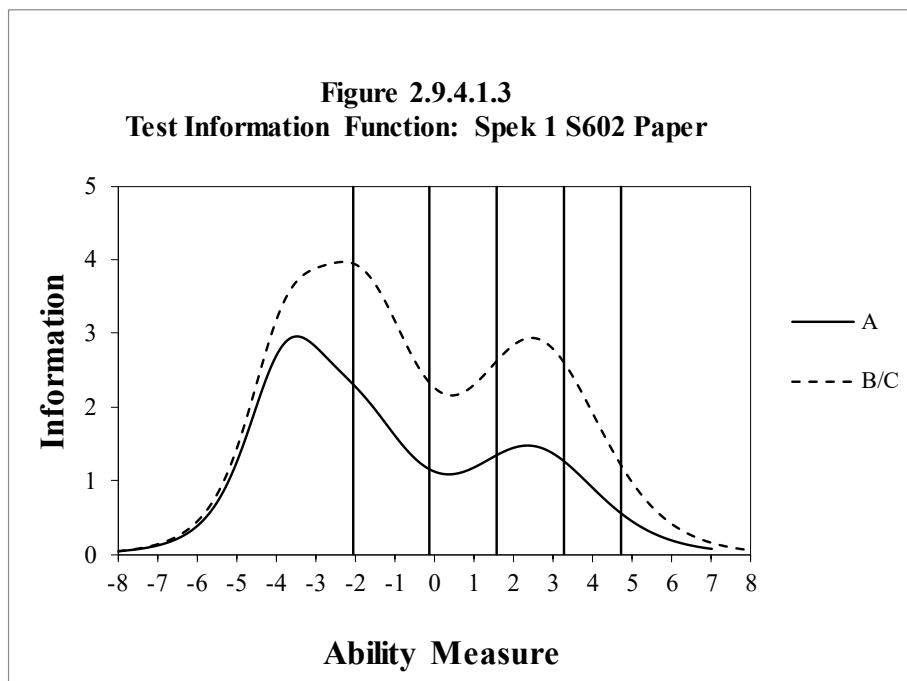


Figure 2.9.4.1.3

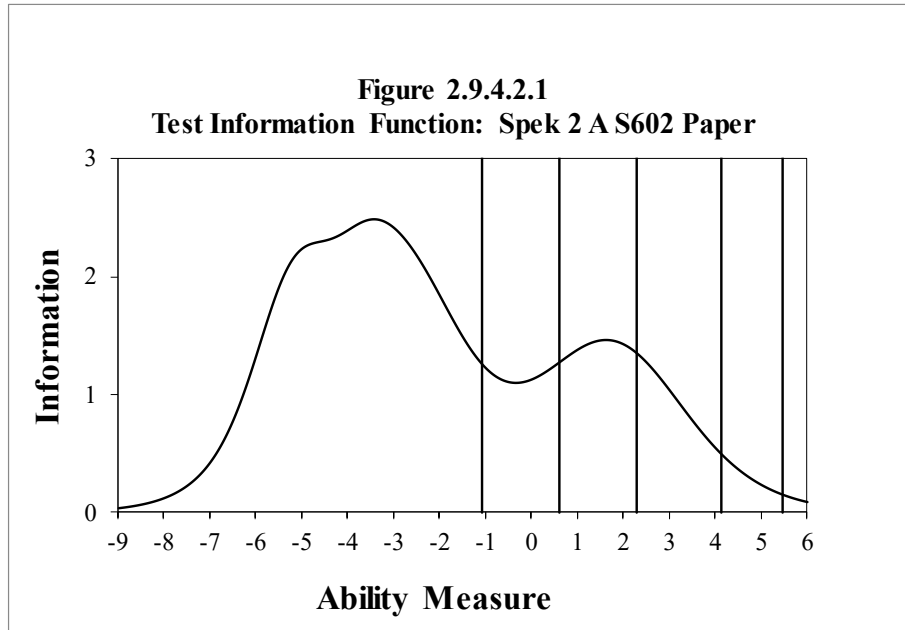
Test Information Function: Spek 1 S602 Paper



2.9.4.2 Grade 2

Figure 2.9.4.2.1

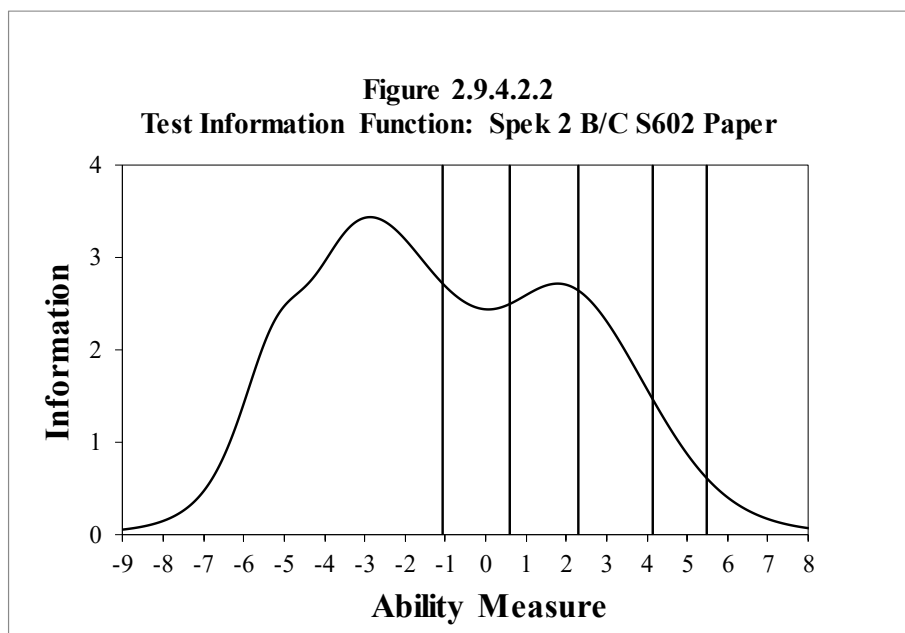
Test Information Function: Spek 2 A S602 Paper



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

Figure 2.9.4.2.2

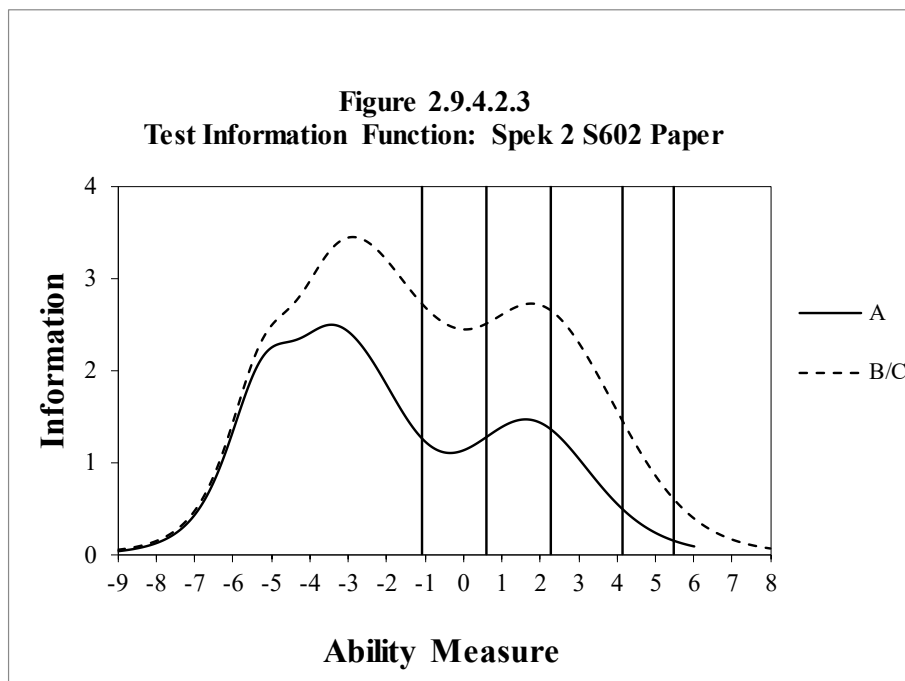
Test Information Function: Spek 2 B/C S602 Paper



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

Figure 2.9.4.2.3

Test Information Function: Spek 2 S602 Paper

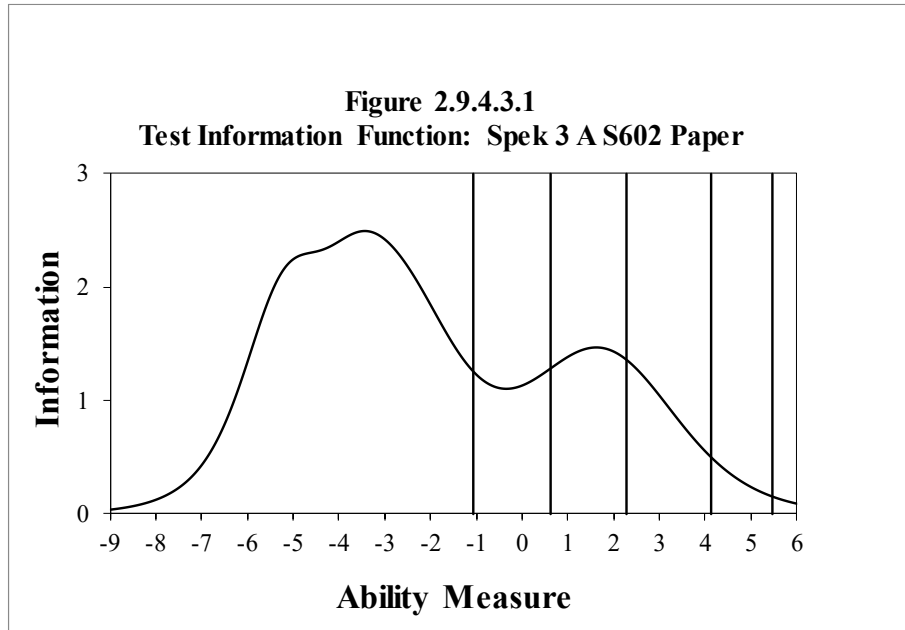


Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.4.3 Grade 3

Figure 2.9.4.3.1

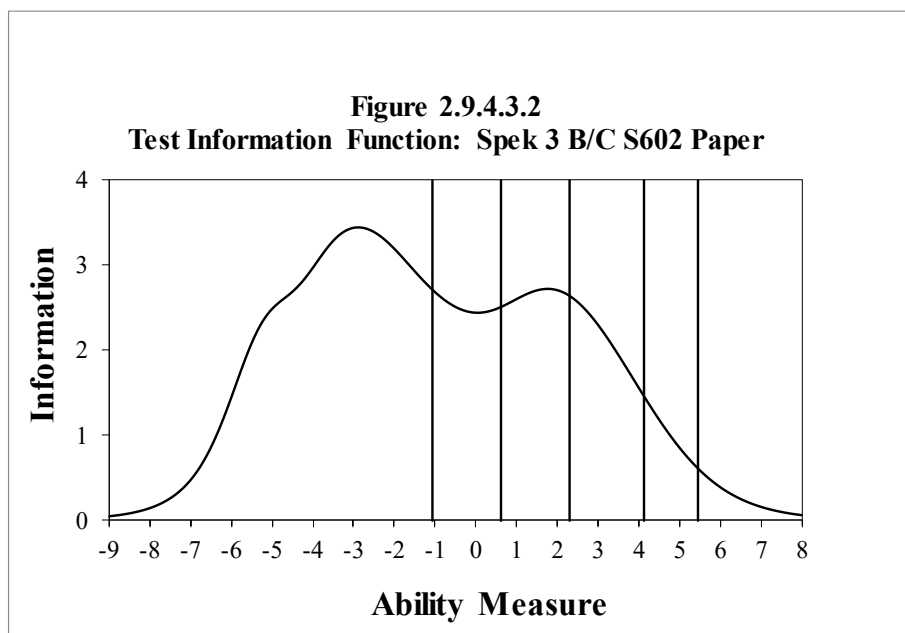
Test Information Function: Spek 3 A S602 Paper



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

Figure 2.9.4.3.2

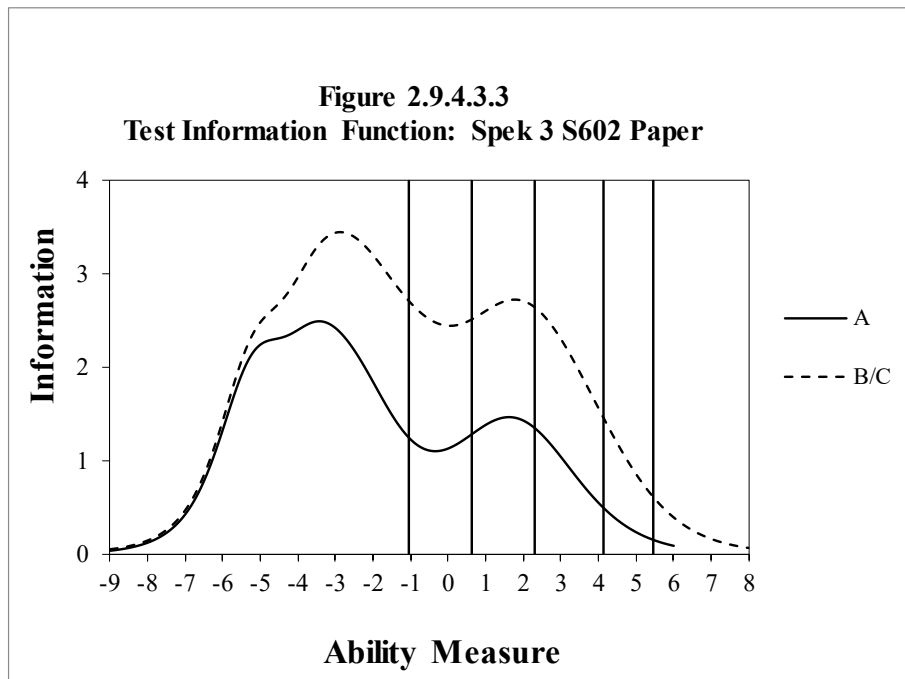
Test Information Function: Spek 3 B/C S602 Paper



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

Figure 2.9.4.3.3

Test Information Function: Spek 3 S602 Paper



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

2.9.4.4 Grades 4-5

Figure 2.9.4.4.1

Test Information Function: Spek 4-5 A S602 Paper

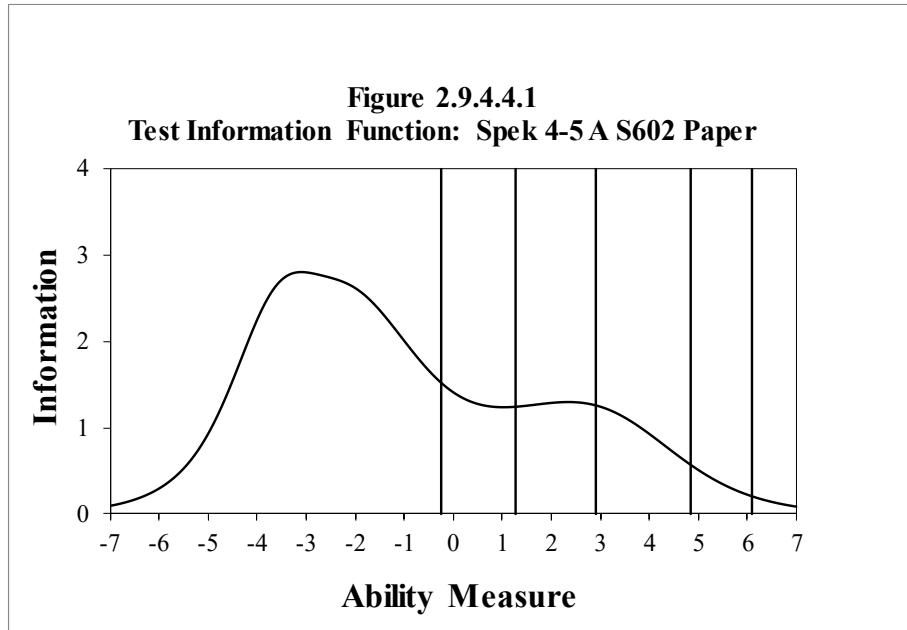


Figure 2.9.4.4.2

Test Information Function: Spek 4-5 B/C S602 Paper

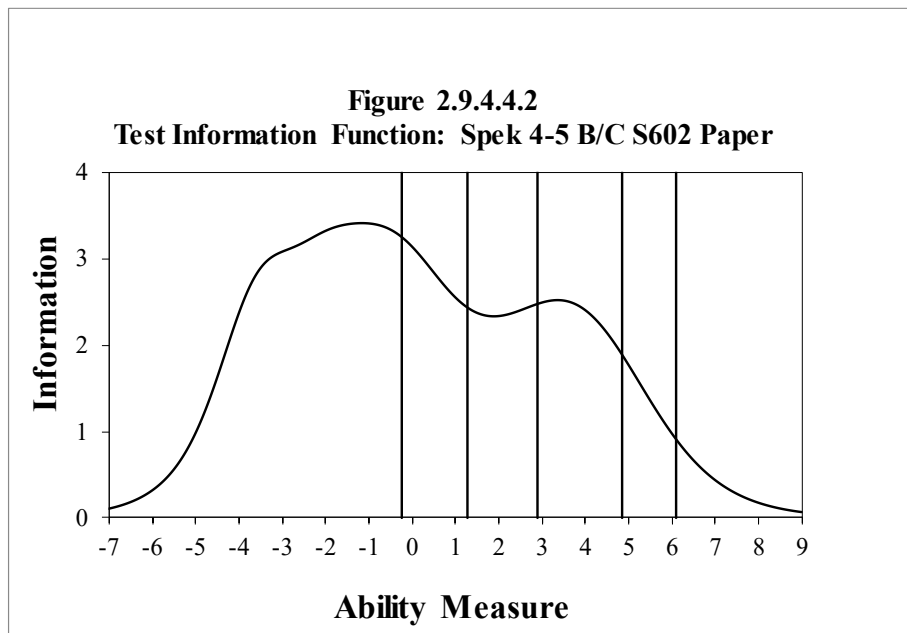
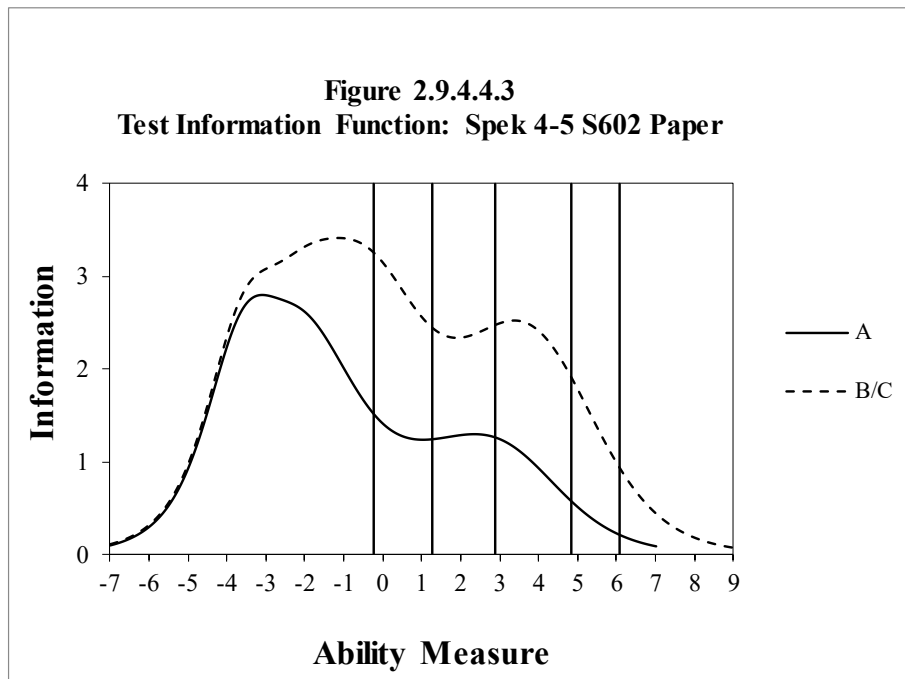


Figure 2.9.4.4.3

Test Information Function: Spek 4-5 S602 Paper



2.9.4.5 Grades 6–8

Figure 2.9.4.5.1.

Test Information Function: Spek 6-8 A S602 Paper

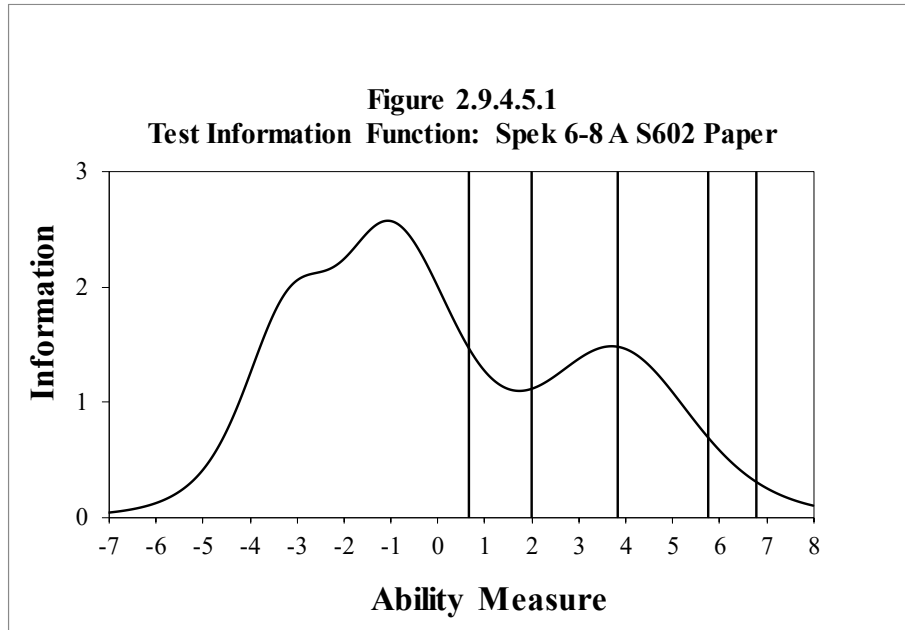


Figure 2.9.4.5.2

Test Information Function: Spek 6-8 B/C S602 Paper

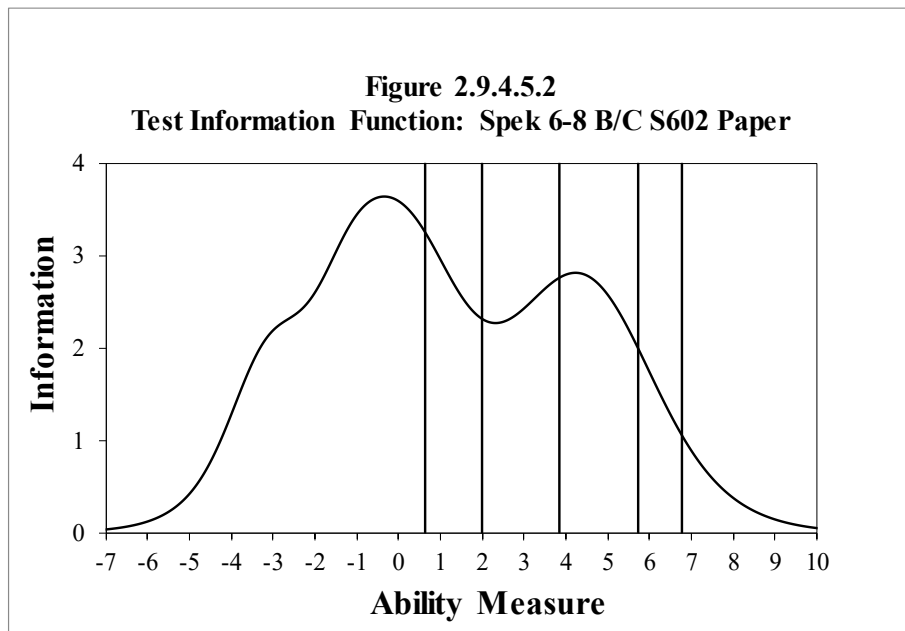
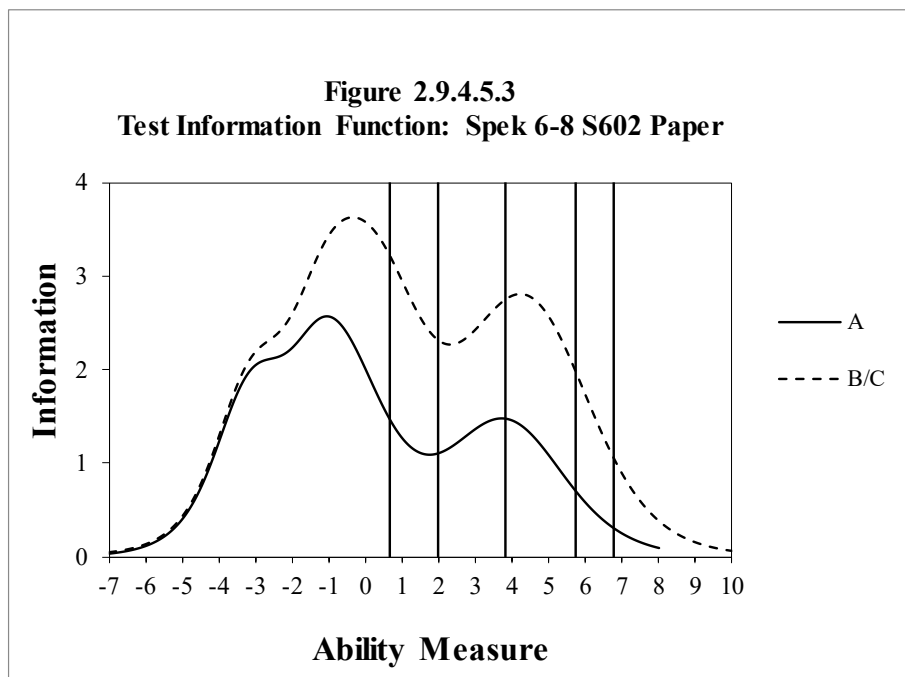


Figure 2.9.4.5.3

Test Information Function: Spek 6-8 S602 Paper



2.9.4.6 Grades 9-12

Figure 2.9.4.6.1

Test Information Function: Spek 9-12 A S602 Paper

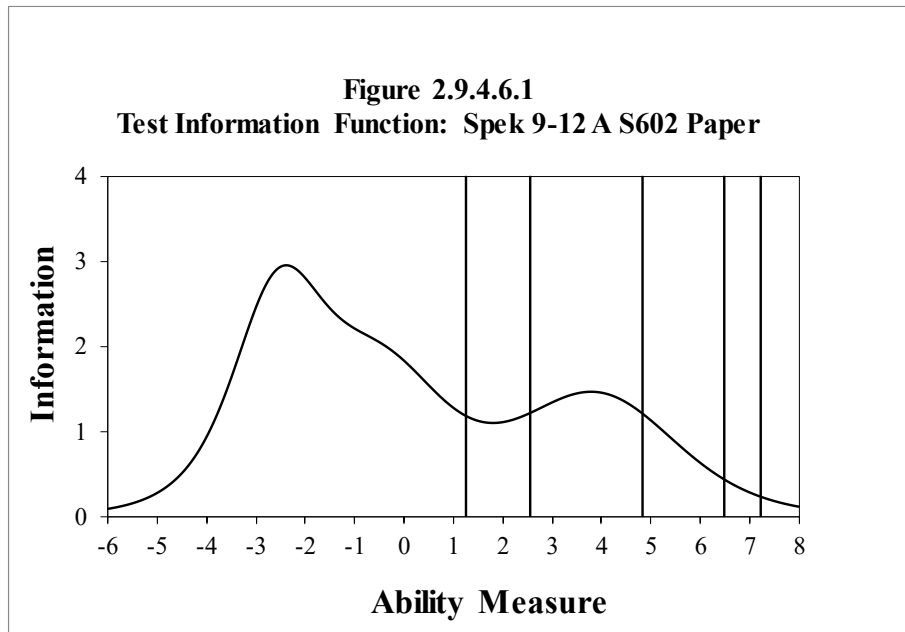


Figure 2.9.4.6.2

Test Information Function: Spek 9-12 B/C S602 Paper

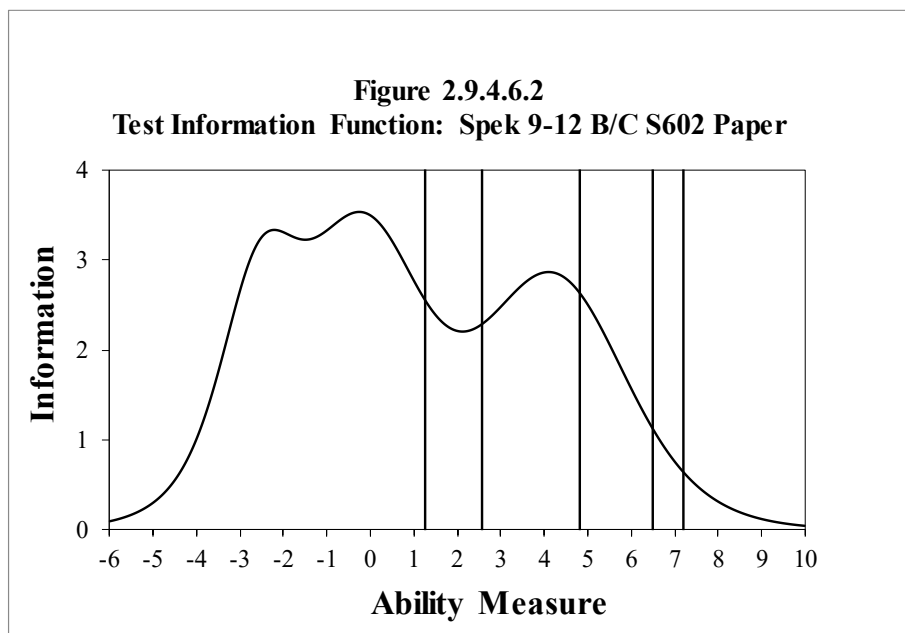
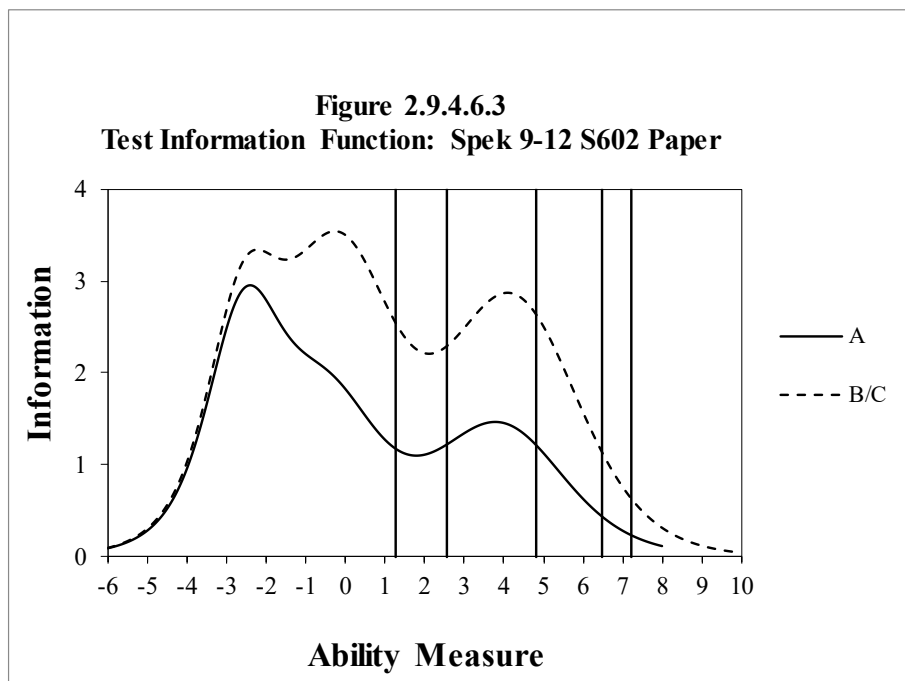


Figure 2.9.4.6.3

Test Information Function: Spek 9-12 S602 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./SD) of the scale score

3.1.1 Oral

3.1.1.0 Kindergarten

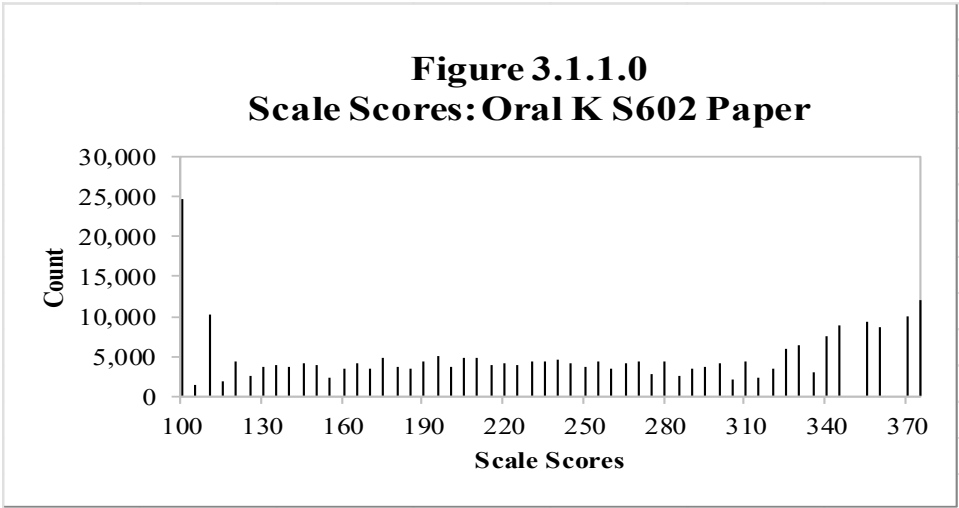
Table 3.1.1.0

Scale Score Descriptive Statistics: Oral K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,863	100	378	239.58	91.37

Figure 3.1.1.0

Scale Scores: Oral K S602 Paper



3.1.1.1 Grade 1

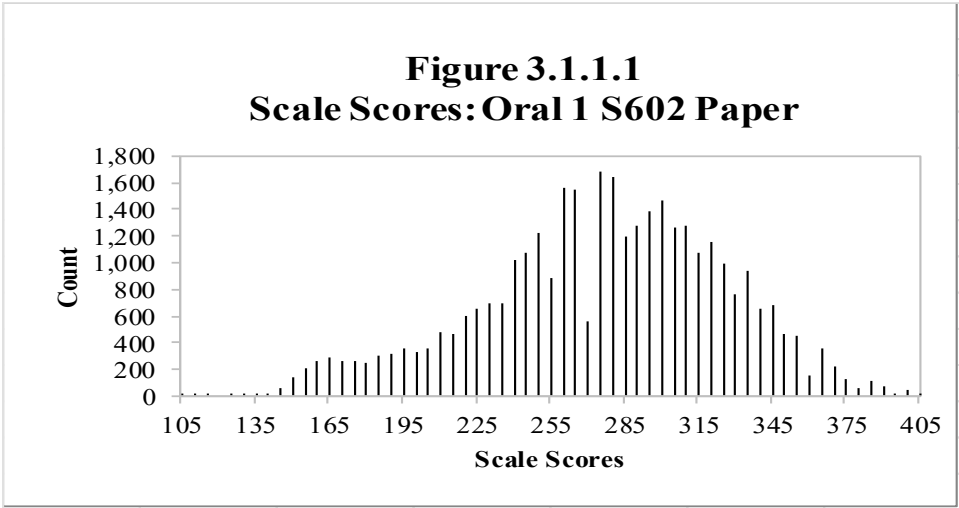
Table 3.1.1.1

Scale Score Descriptive Statistics: Oral 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	34,426	105	408	278.13	49.77

Figure 3.1.1.1

Scale Scores: Oral 1 S602 Paper



3.1.1.2 Grade 2

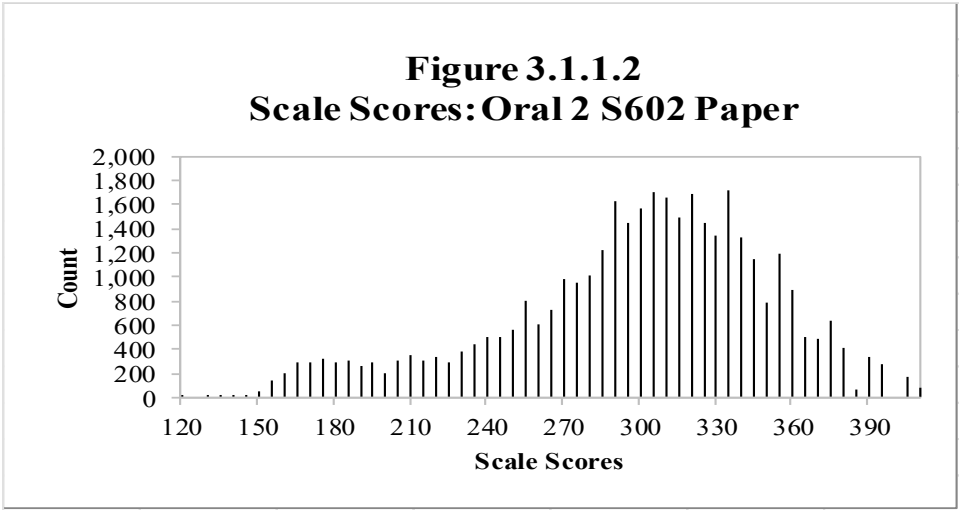
Table 3.1.1.2

Scale Score Descriptive Statistics: Oral 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	36,964	120	413	299.64	53.04

Figure 3.1.1.2

Scale Scores: Oral 2 S602 Paper



3.1.1.3 Grade 3

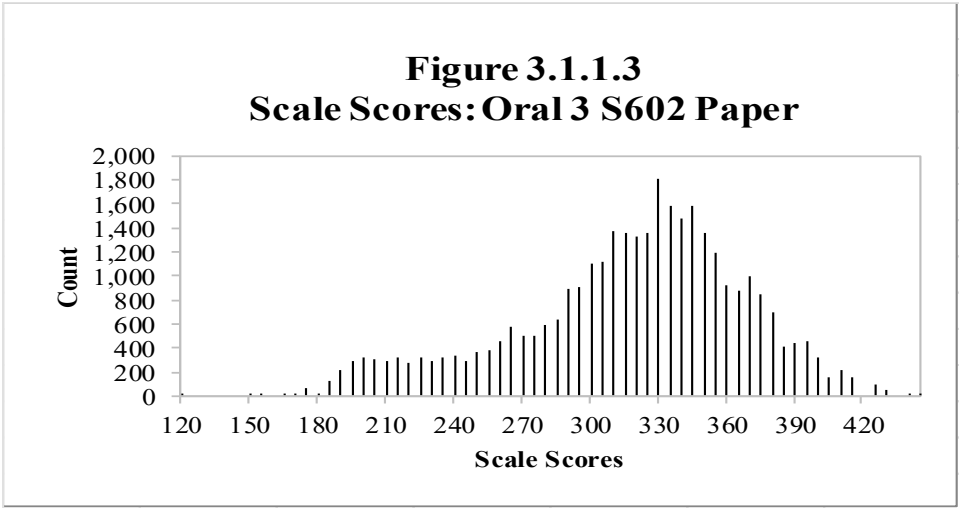
Table 3.1.1.3

Scale Score Descriptive Statistics: Oral 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	32,915	121	447	318.67	50.93

Figure 3.1.1.3

Scale Scores: Oral 3 S602 Paper



3.1.1.4 Grades 4-5

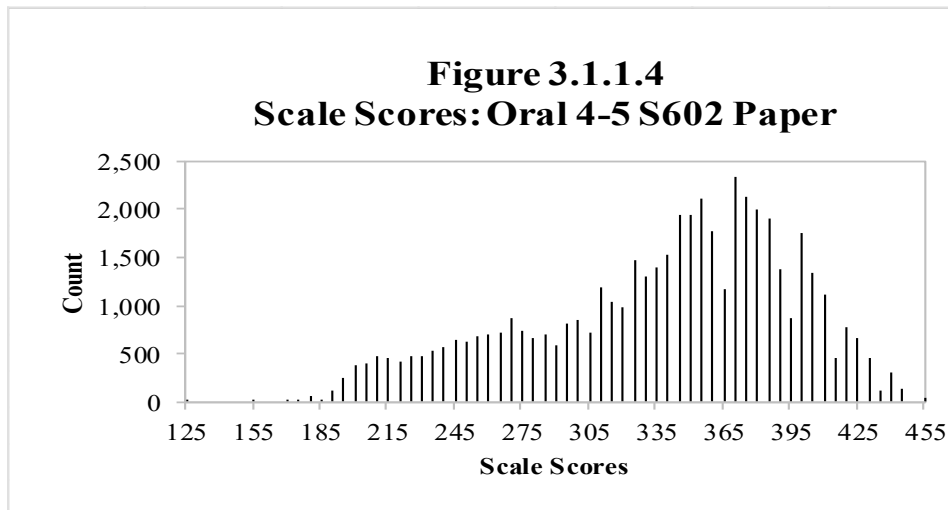
Table 3.1.1.4

Scale Score Descriptive Statistics: Oral 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	27,892	125	456	336.27	56.79
5	21,724	125	456	339.31	61.73
Total	49,616	125	456	337.60	59.02

Figure 3.1.1.4

Scale Scores: Oral 4-5 S602 Paper



3.1.1.5 Grades 6–8

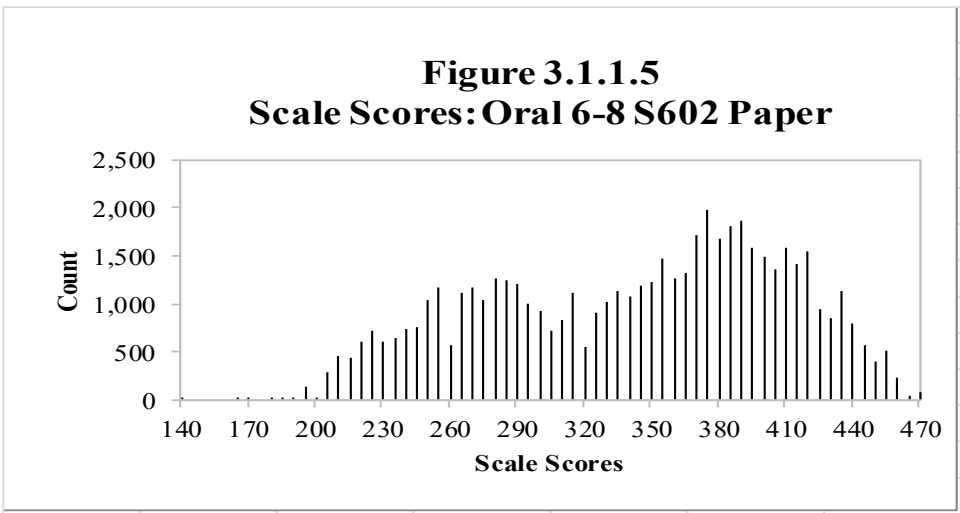
Table 3.1.1.5

Scale Score Descriptive Statistics: Oral 6–8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	18,668	165	472	341.10	64.56
7	18,995	165	472	345.94	66.12
8	17,063	140	472	346.84	67.45
Total	54,726	140	472	344.57	66.06

Figure 3.1.1.5

Scale Scores: Oral 6–8 S602 Paper



3.1.1.6 Grades 9-12

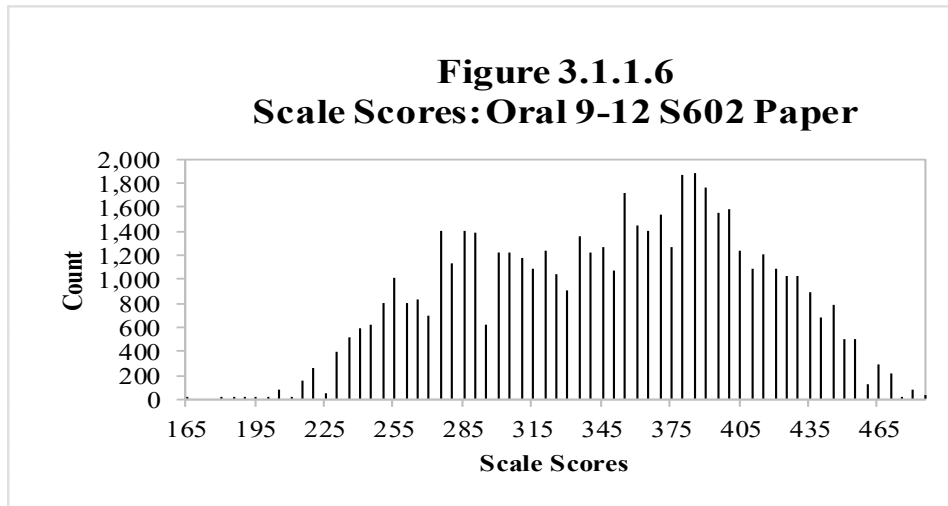
Table 3.1.1.6

Scale Score Descriptive Statistics: Oral 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	16,761	189	488	341.82	62.23
10	15,166	166	488	348.62	61.52
11	12,363	183	488	354.80	60.02
12	8,183	199	488	362.63	56.03
Total	52,473	166	488	350.09	61.00

Figure 3.1.1.6

Scale Scores: Oral 9-12 S602 Paper



3.1.2 Literacy

3.1.2.0 Kindergarten

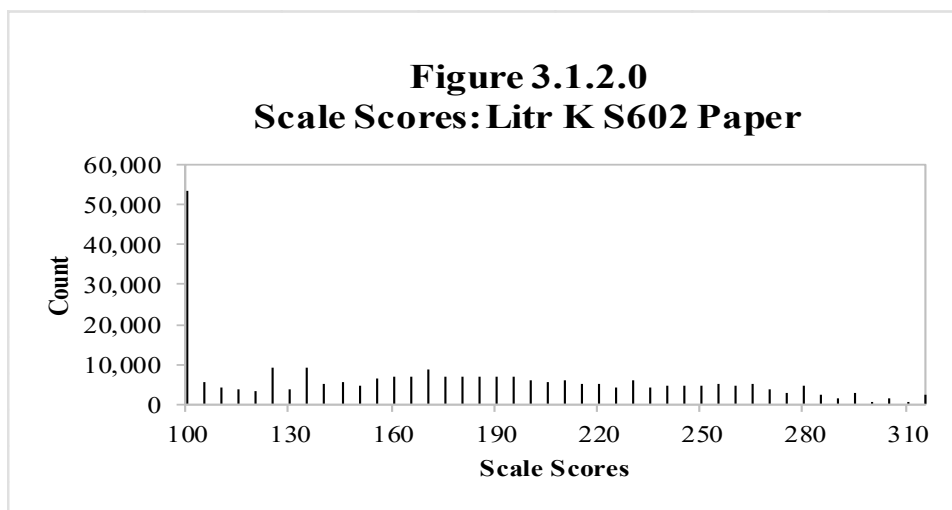
Table 3.1.2.0

Scale Score Descriptive Statistics: Litr K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,864	100	315	177.21	61.79

Figure 3.1.2.0

Scale Scores: Litr K S602 Paper



3.1.2.1 Grade 1

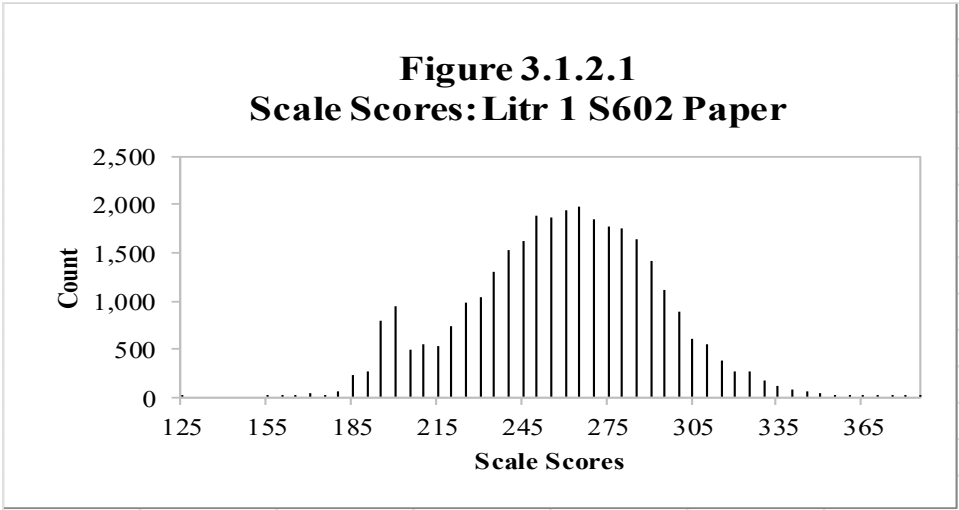
Table 3.1.2.1

Scale Score Descriptive Statistics: Litr 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	31,873	126	389	260.70	33.12

Figure 3.1.2.1

Scale Scores: Litr 1 S602 Paper



3.1.2.2 **Grade 2**

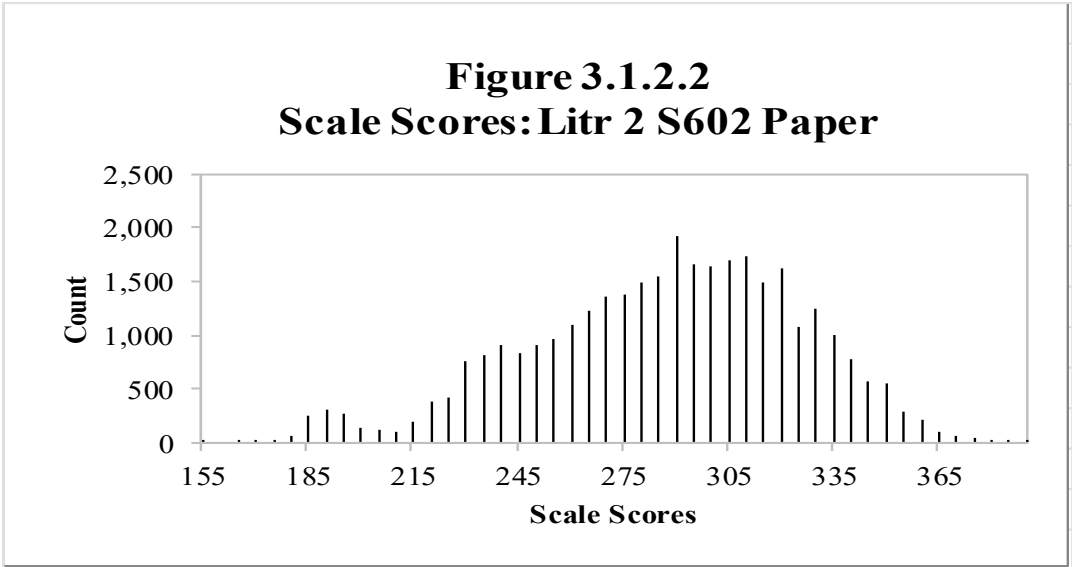
Table 3.1.2.2

Scale Score Descriptive Statistics: Litr 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	33,401	157	390	288.62	38.53

Figure 3.1.2.2

Scale Scores: Litr 2 S602 Paper



3.1.2.3 Grade 3

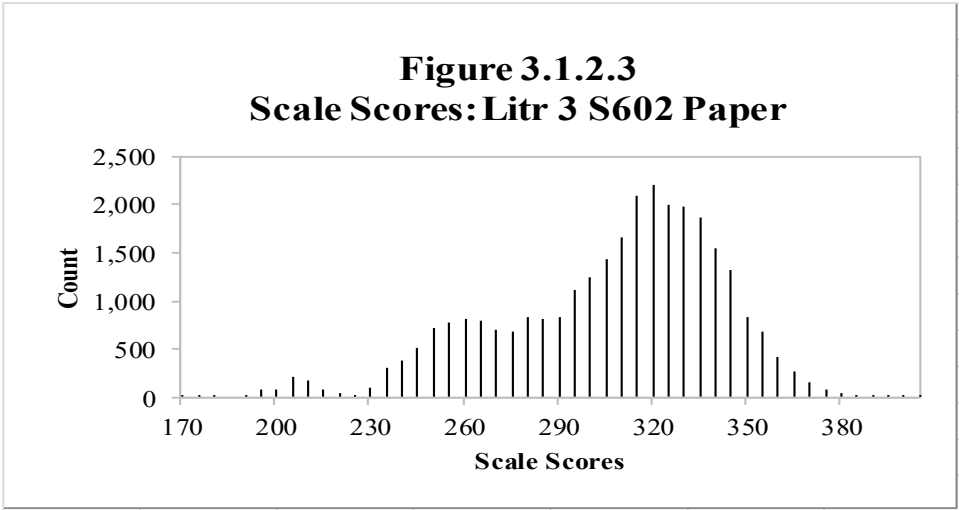
Table 3.1.2.3

Scale Score Descriptive Statistics: Litr 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	30,084	173	409	308.23	35.62

Figure 3.1.2.3

Scale Scores: Litr 3 S602 Paper



3.1.2.4 Grades 4-5

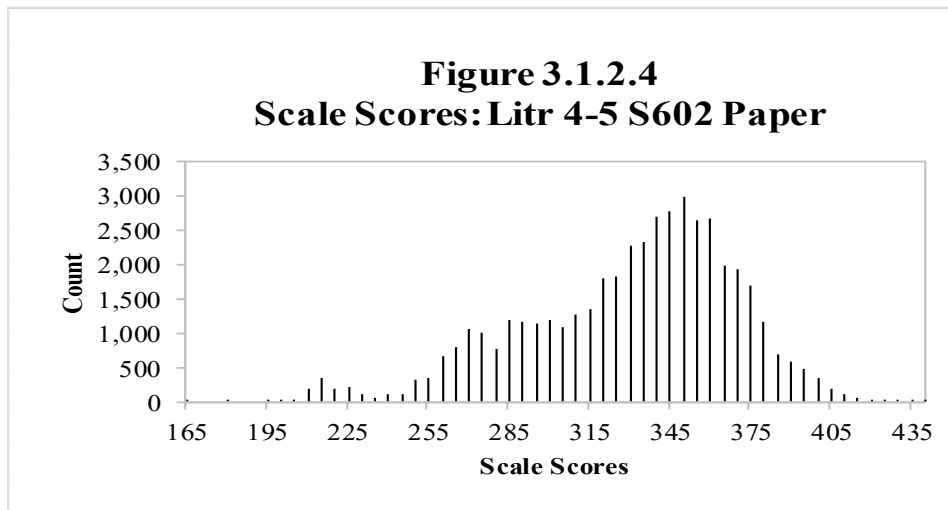
Table 3.1.2.4

Scale Score Descriptive Statistics: Litr 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	25,647	165	437	328.73	38.12
5	20,425	195	441	336.03	41.59
Total	46,072	165	441	331.97	39.86

Figure 3.1.2.4

Scale Scores: Litr 4-5 S602 Paper



3.1.2.5 Grades 6-8

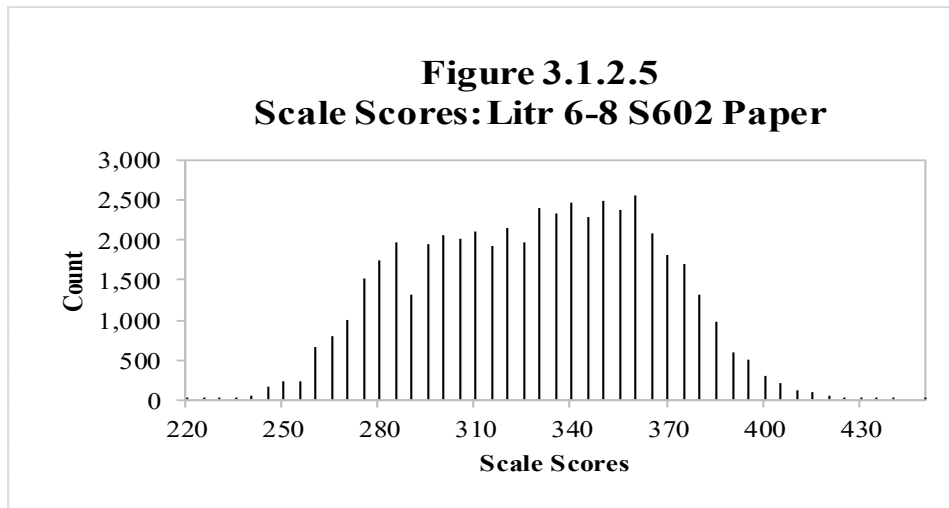
Table 3.1.2.5

Scale Score Descriptive Statistics: Litr 6-8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	17,148	222	433	325.02	34.34
7	17,581	229	444	330.51	36.27
8	15,965	222	450	335.67	37.97
Total	50,694	222	450	330.28	36.43

Figure 3.1.2.5

Scale Scores: Litr 6-8 S602 Paper



3.1.2.6 Grades 9-12

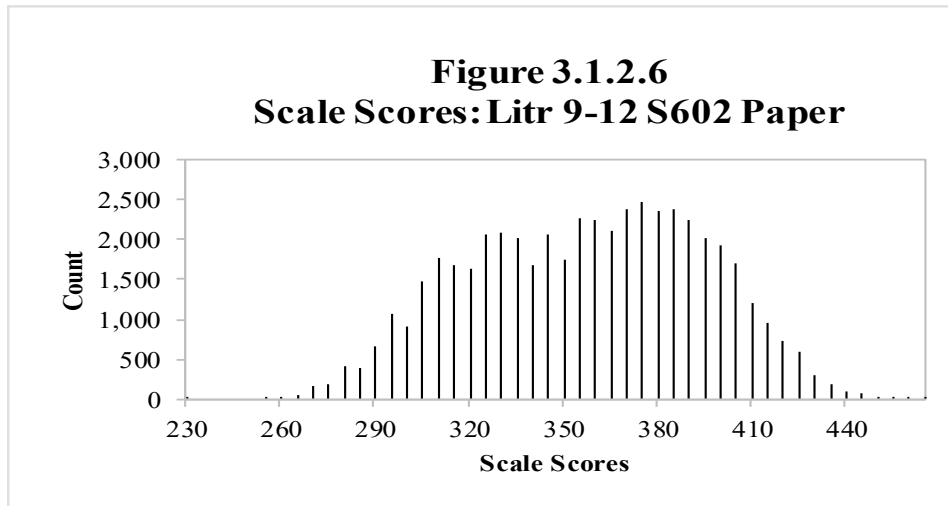
Table 3.1.2.6

Scale Score Descriptive Statistics: Litr 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	15,981	233	458	352.70	37.78
10	14,512	233	459	358.88	37.61
11	11,918	258	467	363.52	36.82
12	7,948	267	461	366.14	34.20
Total	50,359	233	467	359.16	37.30

Figure 3.1.2.6

Scale Scores: Litr 9-12 S602 Paper



3.1.3 Comprehension

3.1.3.0 Kindergarten

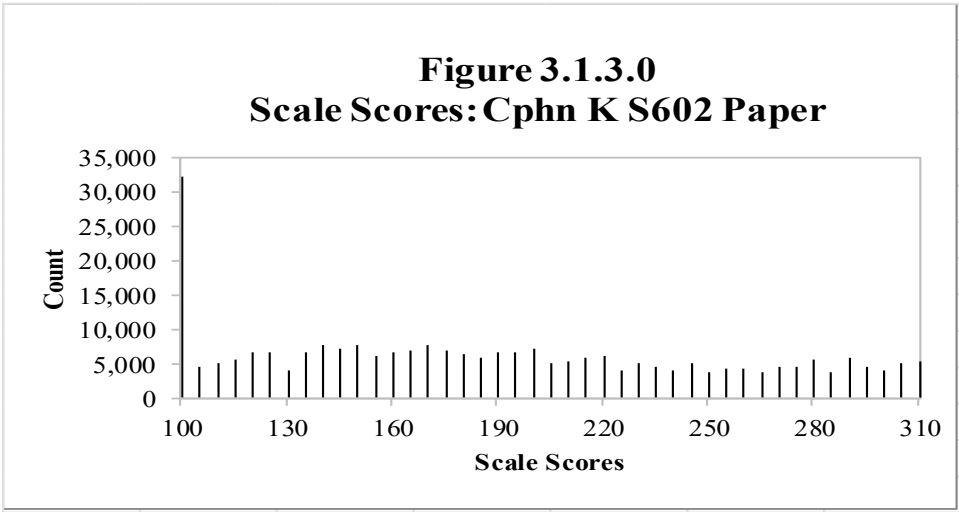
Table 3.1.3.0

Scale Score Descriptive Statistics: Cphn K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,866	100	312	190.04	64.54

Figure 3.1.3.0

Scale Scores: Cphn K S602 Paper



3.1.3.1 Grade 1

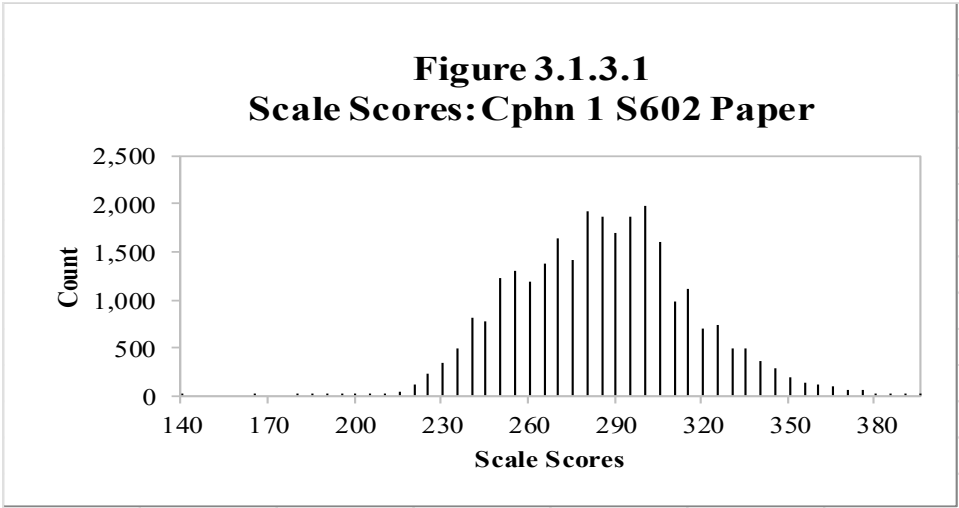
Table 3.1.3.1

Scale Score Descriptive Statistics: Cphn 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	27,884	144	395	287.45	30.07

Figure 3.1.3.1

Scale Scores: Cphn 1 S602 Paper



3.1.3.2 Grade 2

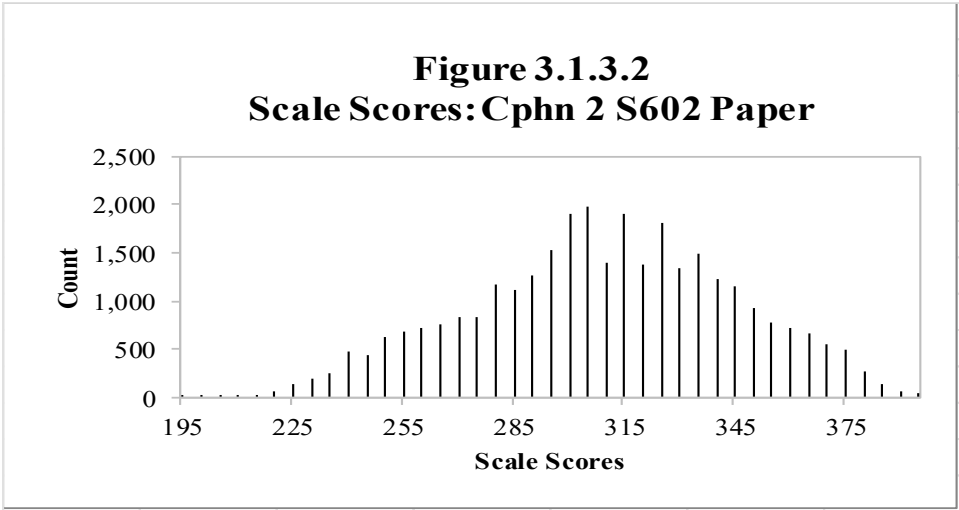
Table 3.1.3.2

Scale Score Descriptive Statistics: Cphn 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	31,418	197	395	311.31	35.61

Figure 3.1.3.2

Scale Scores: Cphn 2 S602 Paper



3.1.3.3 Grade 3

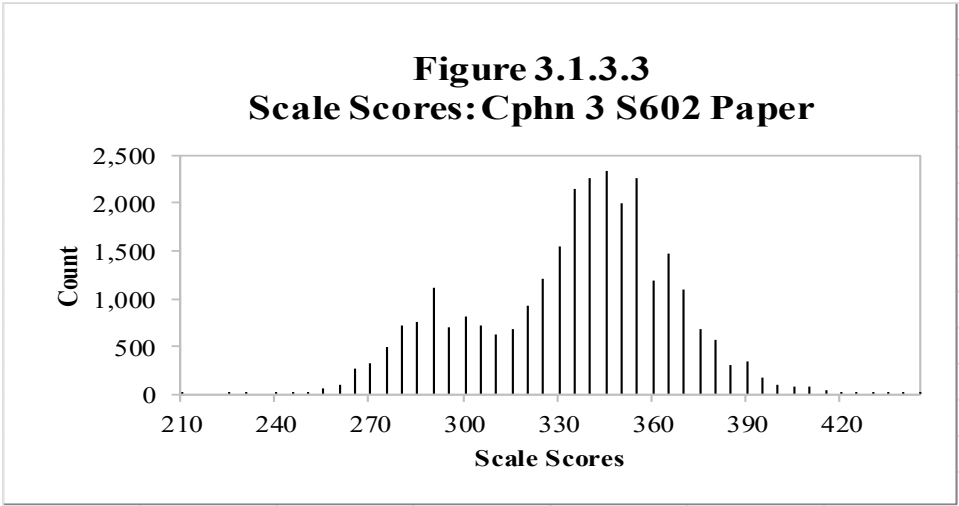
Table 3.1.3.3

Scale Score Descriptive Statistics: Cphn 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	28,369	214	447	336.81	31.27

Figure 3.1.3.3

Scale Scores: Cphn 3 S602 Paper



3.1.3.4 Grades 4-5

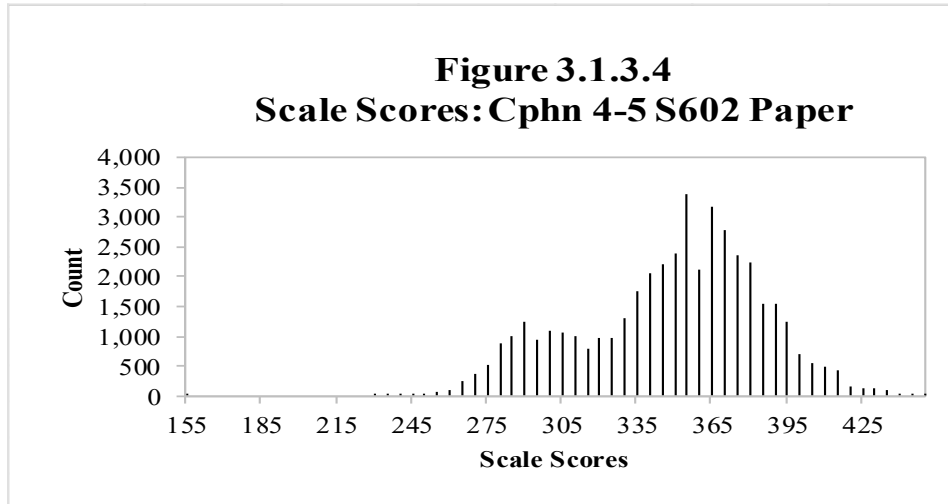
Table 3.1.3.4

Scale Score Descriptive Statistics: Cphn 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	24,541	159	454	347.98	34.27
5	19,607	239	454	354.12	38.30
Total	44,148	159	454	350.71	36.24

Figure 3.1.3.4

Scale Scores: Cphn 4-5 S602 Paper



3.1.3.5 Grades 6-8

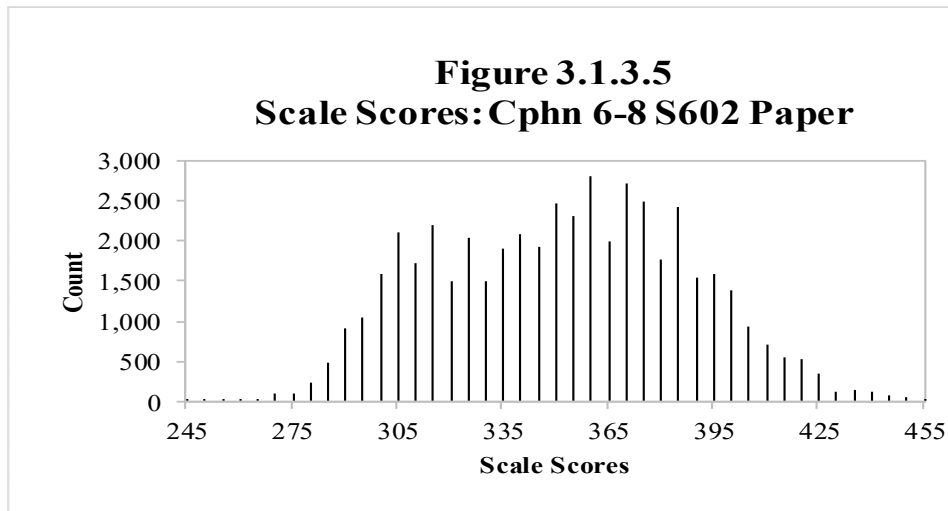
Table 3.1.3.5

Scale Score Descriptive Statistics: Cphn 6-8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	16,462	247	448	348.62	33.00
7	16,807	260	459	353.61	35.41
8	15,252	249	459	358.99	37.64
Total	48,521	247	459	353.61	35.59

Figure 3.1.3.5

Scale Scores: Cphn 6-8 S602 Paper



3.1.3.6 Grades 9-12

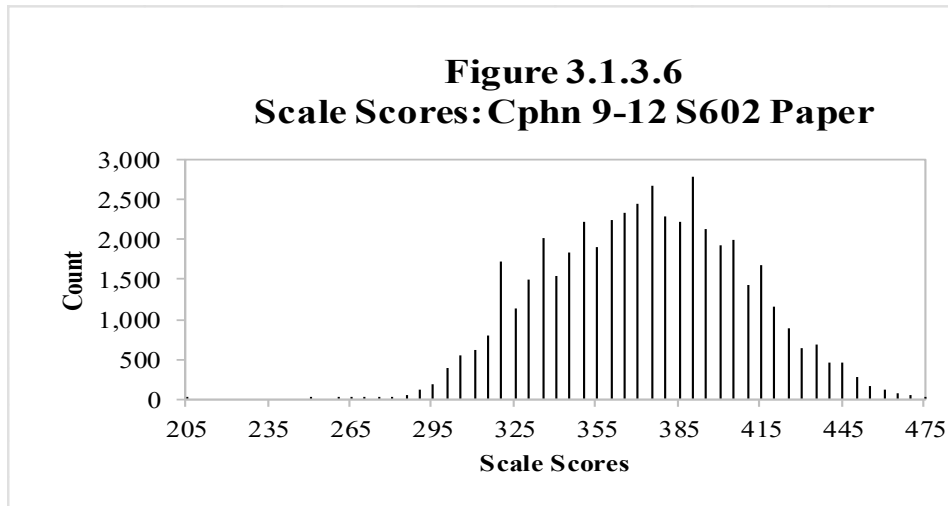
Table 3.1.3.6

Scale Score Descriptive Statistics: Cphn 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	15,132	251	479	368.51	35.62
10	13,706	208	479	374.11	36.12
11	11,324	263	479	378.31	35.51
12	7,579	277	479	380.18	33.01
Total	47,741	208	479	374.29	35.62

Figure 3.1.3.6

Scale Scores: Cphn 9-12 S602 Paper



3.1.4 Overall

3.1.4.0 Kindergarten

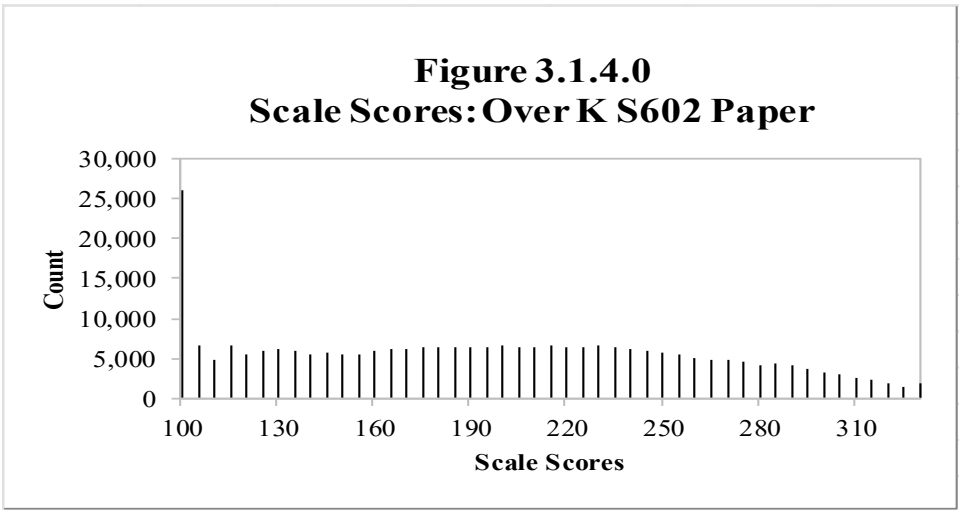
Table 3.1.4.0

Scale Score Descriptive Statistics: Over K S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
K	266,849	100	333	195.71	64.54

Figure 3.1.4.0

Scale Scores: Over K S602 Paper



3.1.4.1 Grade 1

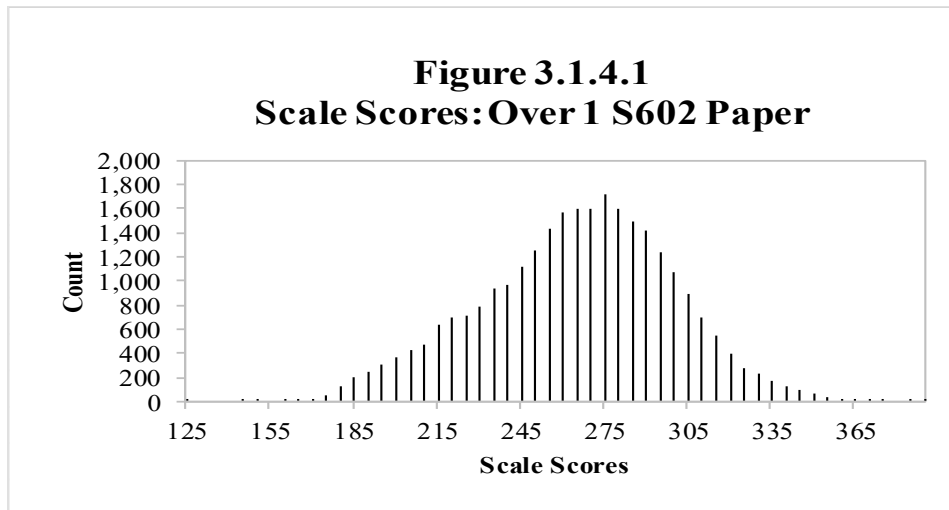
Table 3.1.4.1

Scale Score Descriptive Statistics: Over 1 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
1	27,691	127	390	266.80	34.49

Figure 3.1.4.1

Scale Scores: Over 1 S602 Paper



3.1.4.2 Grade 2

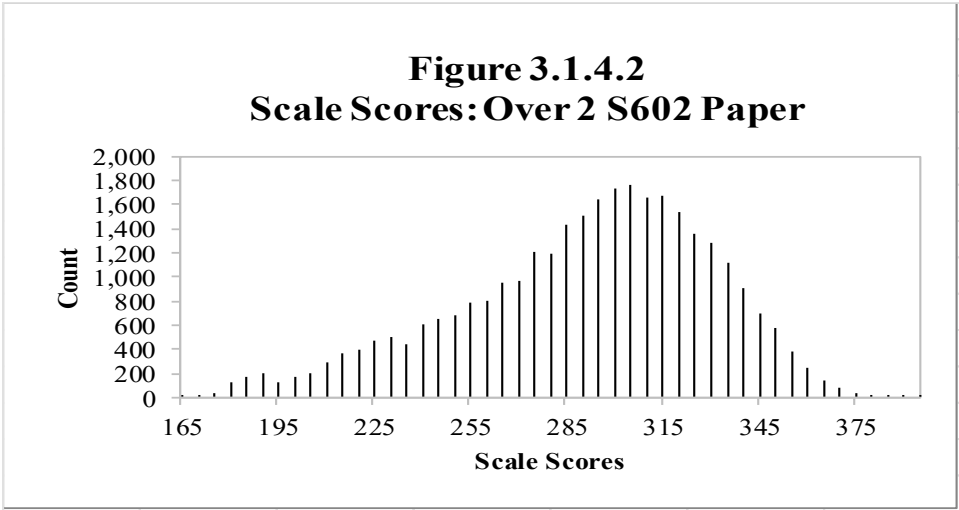
Table 3.1.4.2

Scale Score Descriptive Statistics: Over 2 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
2	31,184	167	395	292.68	39.58

Figure 3.1.4.2

Scale Scores: Over 2 S602 Paper



3.1.4.3 Grade 3

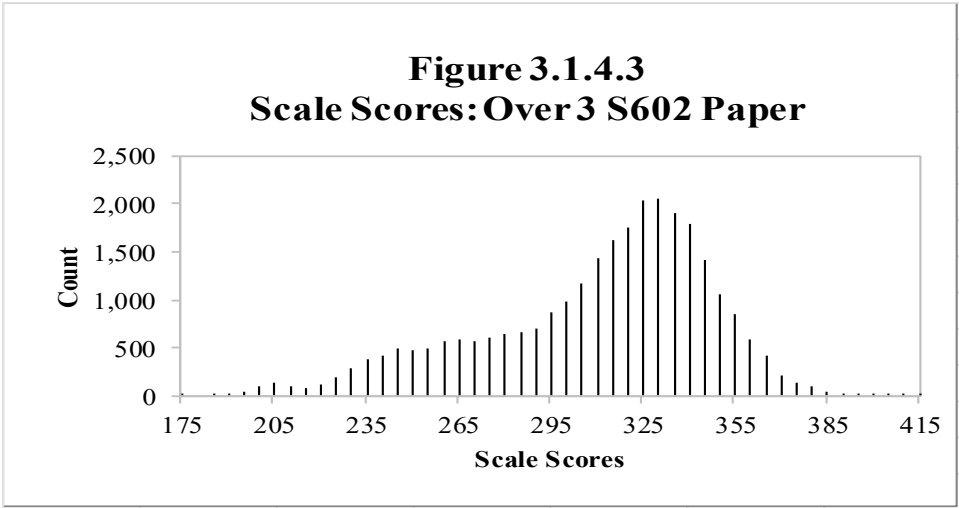
Table 3.1.4.3

Scale Score Descriptive Statistics: Over 3 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
3	28,162	179	416	311.79	37.43

Figure 3.1.4.3

Scale Scores: Over 3 S602 Paper



3.1.4.4 Grades 4-5

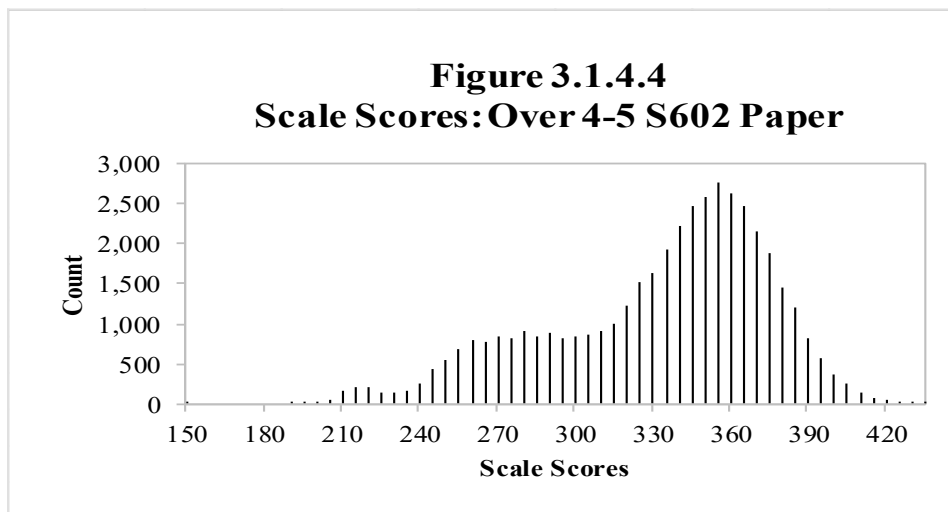
Table 3.1.4.4

Scale Score Descriptive Statistics: Over 4-5 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
4	24,321	153	437	331.57	41.01
5	19,447	193	437	337.52	45.28
Total	43,768	153	437	334.21	43.06

Figure 3.1.4.4

Scale Scores: Over 4-5 S602 Paper



3.1.4.5 Grades 6-8

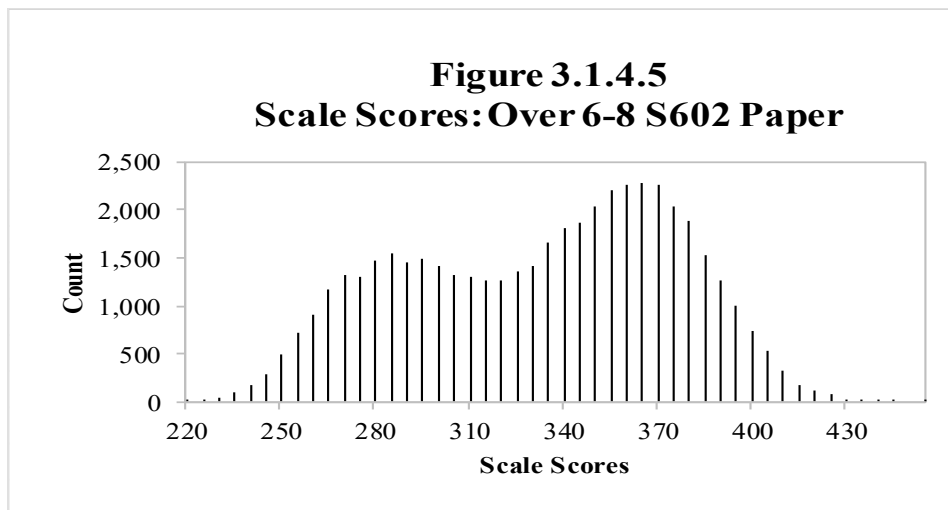
Table 3.1.4.5

Scale Score Descriptive Statistics: Over 6-8 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
6	16,292	223	432	329.79	41.25
7	16,654	225	447	335.26	43.20
8	15,094	228	455	339.14	44.76
Total	48,040	223	455	334.62	43.22

Figure 3.1.4.5

Scale Scores: Over 6-8 S602 Paper



3.1.4.6 Grades 9-12

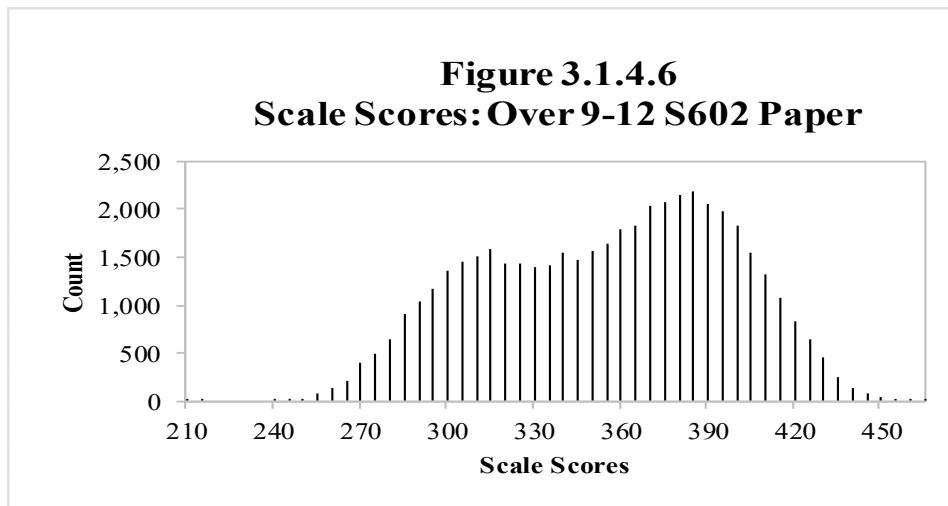
Table 3.1.4.6

Scale Score Descriptive Statistics: Over 9-12 S602 Paper

Grade	# of Students	Min.	Max.	Mean	Std. Dev.
9	14,984	244	459	349.85	42.97
10	13,583	212	464	356.14	42.73
11	11,218	254	465	361.48	41.43
12	7,509	252	461	365.50	37.89
Total	47,294	212	465	356.90	42.16

Figure 3.1.4.6

Scale Scores: Over 9-12 S602 Paper



3.2 Proficiency Level Distribution for Composites

Figures and tables in this section provide information on the proficiency level distribution for each of the composite scores for each grade-level cluster.

In each figure, the horizontal axis shows the six WIDA proficiency levels. The vertical axis shows the percentage of students. Each bar shows the percentage of students who were placed into each proficiency level in the domain being tested on this test form.

The tables in this section present, by grade (denoted by G#), and by total for the grade-level cluster, the following information:

- The WIDA proficiency level designation (1–6)
- The number of students (count) whose performance on the test form placed them into that proficiency level in the domain being tested
- The percentage of students, out of the total number of students taking the form, who were placed into that proficiency level in the domain being tested

3.2.1 Oral

3.2.1.0 Kindergarten

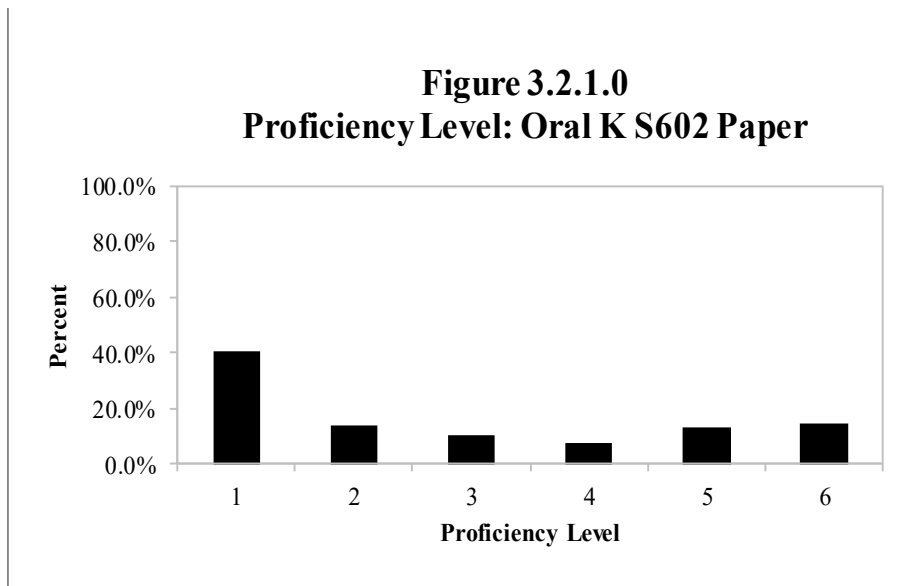
Table 3.2.1.0

Proficiency Level Distribution: Oral K S602 Paper

Level	K Count	K Percent
1	107,920	40.44%
2	36,586	13.71%
3	27,120	10.16%
4	20,189	7.57%
5	35,149	13.17%
6	39,899	14.95%
Total	266,863	100.00%

Figure 3.2.1.0

Proficiency Level: Oral K S602 Paper



3.2.1.1 Grade 1

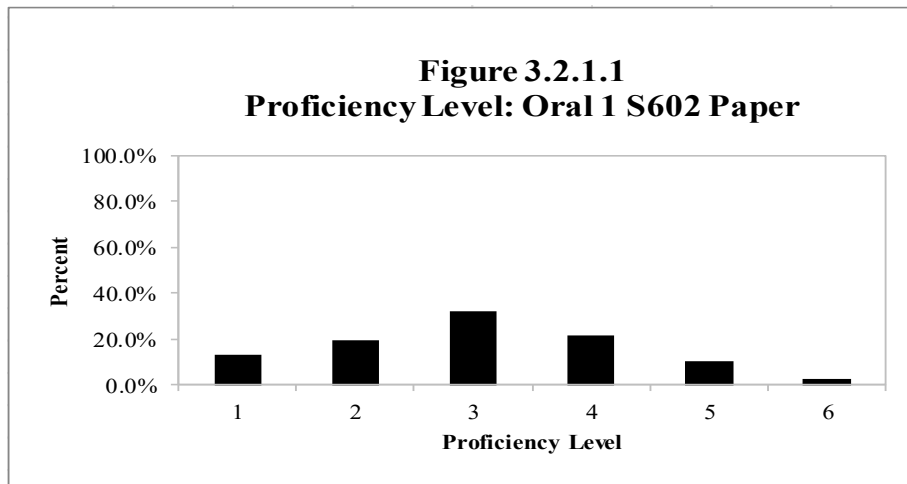
Table 3.2.1.1

Proficiency Level Distribution: Oral 1 S602 Paper

Level	G1 Count	G1 Percent
1	4,505	13.09%
2	6,717	19.51%
3	11,163	32.43%
4	7,422	21.56%
5	3,599	10.45%
6	1,020	2.96%
Total	34,426	100.00%

Figure 3.2.1.1

Proficiency Level: Oral 1 S602 Paper



3.2.1.2 Grade 2

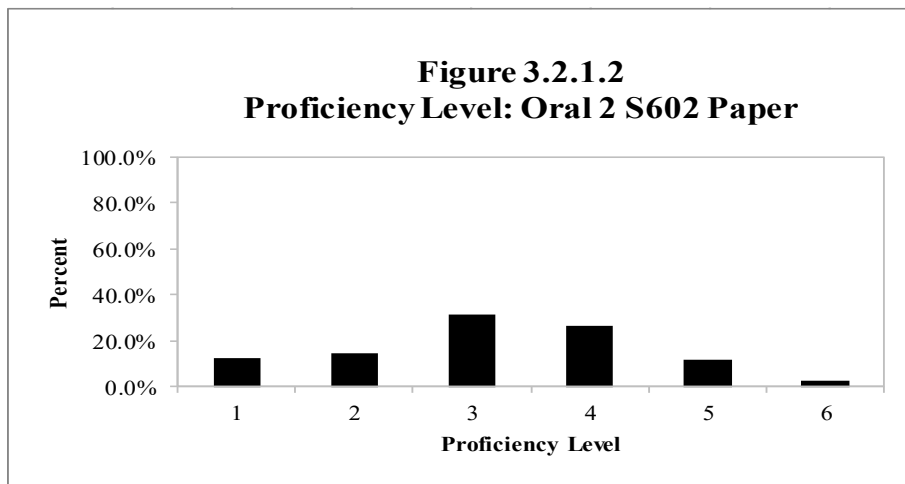
Table 3.2.1.2

Proficiency Level Distribution: Oral 2 S602 Paper

Level	G2 Count	G2 Percent
1	4,616	12.49%
2	5,534	14.97%
3	11,657	31.54%
4	9,869	26.70%
5	4,352	11.77%
6	936	2.53%
Total	36,964	100.00%

Figure 3.2.1.2

Proficiency Level: Oral 2 S602 Paper



3.2.1.3 Grade 3

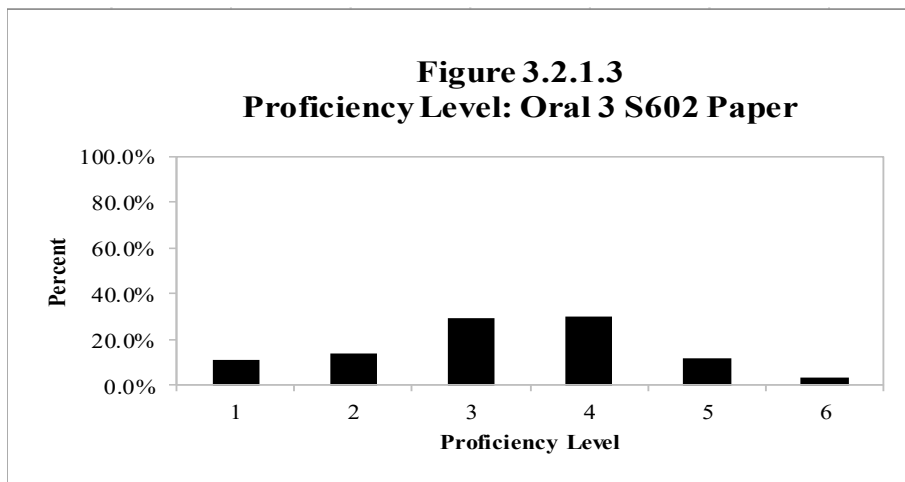
Table 3.2.1.3

Proficiency Level Distribution: Oral 3 S602 Paper

Level	G3 Count	G3 Percent
1	3,705	11.26%
2	4,689	14.25%
3	9,693	29.45%
4	9,812	29.81%
5	4,009	12.18%
6	1,007	3.06%
Total	32,915	100.00%

Figure 3.2.1.3

Proficiency Level: Oral 3 S602 Paper



3.2.1.4 Grades 4-5

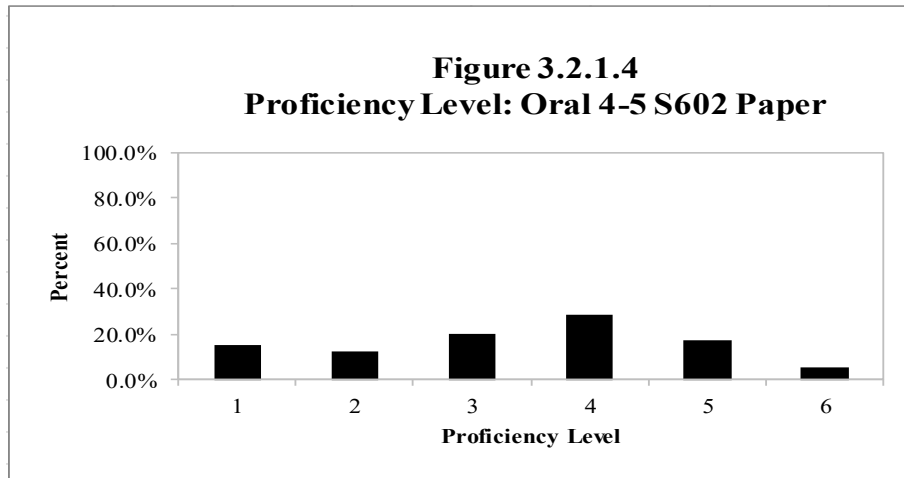
Table 3.2.1.4

Proficiency Level Distribution: Oral 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,607	12.93%	3,842	17.69%	7,449	15.01%
2	3,356	12.03%	2,826	13.01%	6,182	12.46%
3	6,007	21.54%	4,189	19.28%	10,196	20.55%
4	8,315	29.81%	6,012	27.67%	14,327	28.88%
5	4,861	17.43%	3,786	17.43%	8,647	17.43%
6	1,746	6.26%	1,069	4.92%	2,815	5.67%
Total	27,892	100.00%	21,724	100.00%	49,616	100.00%

Figure 3.2.1.4

Proficiency Level: Oral 4-5 S602 Paper



3.2.1.5 Grades 6-8

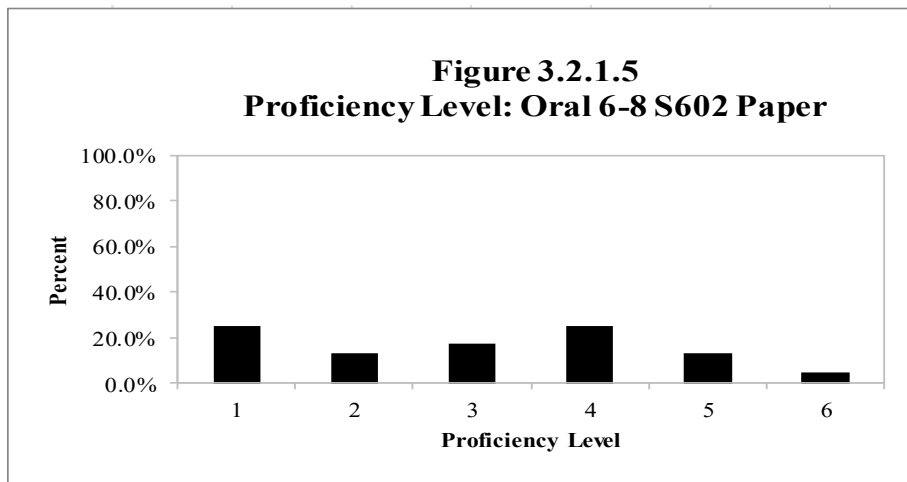
Table 3.2.1.5

Proficiency Level Distribution: Oral 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	4,174	22.36%	4,826	25.41%	4,764	27.92%	13,764	25.15%
2	2,682	14.37%	2,377	12.51%	2,292	13.43%	7,351	13.43%
3	3,322	17.80%	3,353	17.65%	2,950	17.29%	9,625	17.59%
4	4,809	25.76%	4,802	25.28%	4,228	24.78%	13,839	25.29%
5	2,714	14.54%	2,677	14.09%	2,007	11.76%	7,398	13.52%
6	967	5.18%	960	5.05%	822	4.82%	2,749	5.02%
Total	18,668	100.00%	18,995	100.00%	17,063	100.00%	54,726	100.00%

Figure 3.2.1.5

Proficiency Level: Oral 6-8 S602 Paper



3.2.1.6 Grades 9-12

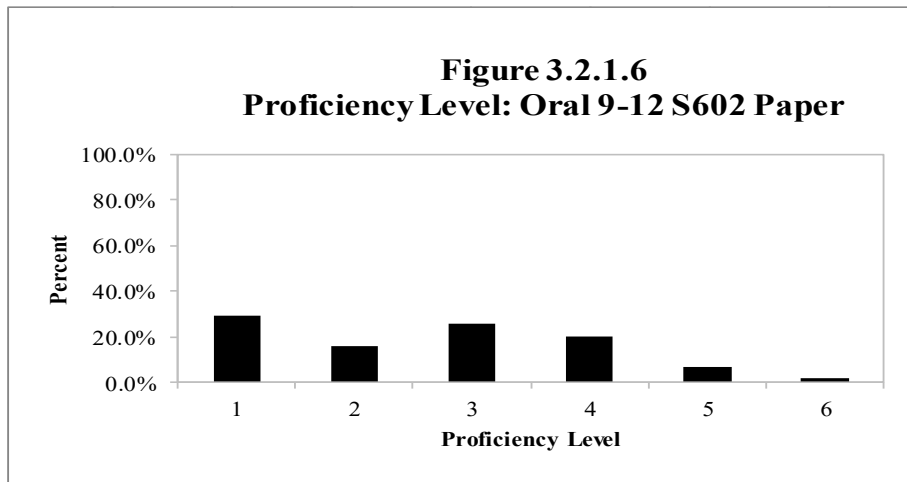
Table 3.2.1.6

Proficiency Level Distribution: Oral 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	5,242	31.27%	4,592	30.28%	3,540	28.63%	2,034	24.86%	15,408	29.36%
2	2,612	15.58%	2,362	15.57%	2,004	16.21%	1,304	15.94%	8,282	15.78%
3	3,866	23.07%	3,776	24.90%	3,279	26.52%	2,595	31.71%	13,516	25.76%
4	3,447	20.57%	3,001	19.79%	2,441	19.74%	1,640	20.04%	10,529	20.07%
5	1,183	7.06%	1,108	7.31%	868	7.02%	490	5.99%	3,649	6.95%
6	411	2.45%	327	2.16%	231	1.87%	120	1.47%	1,089	2.08%
Total	16,761	100.00%	15,166	100.00%	12,363	100.00%	8,183	100.00%	52,473	100.00%

Figure 3.2.1.6

Proficiency Level: Oral 9-12 S602 Paper



3.2.2 Literacy

3.2.2.0 Kindergarten

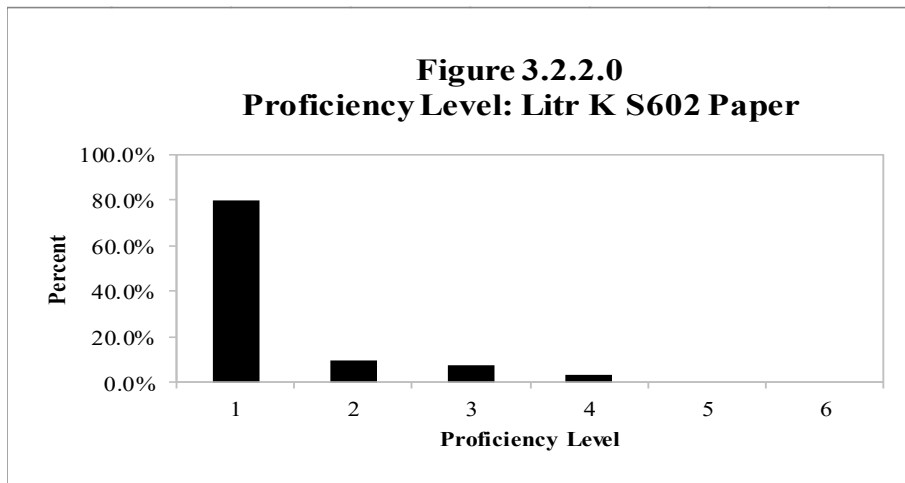
Table 3.2.2.0

Proficiency Level Distribution: Litr K S602 Paper

Level	K Count	K Percent
1	212,835	79.75%
2	25,581	9.59%
3	19,980	7.49%
4	8,468	3.17%
5	0	0.00%
6	0	0.00%
Total	266,864	100.00%

Figure 3.2.2.0

Proficiency Level: Litr K S602 Paper



3.2.2.1 Grade 1

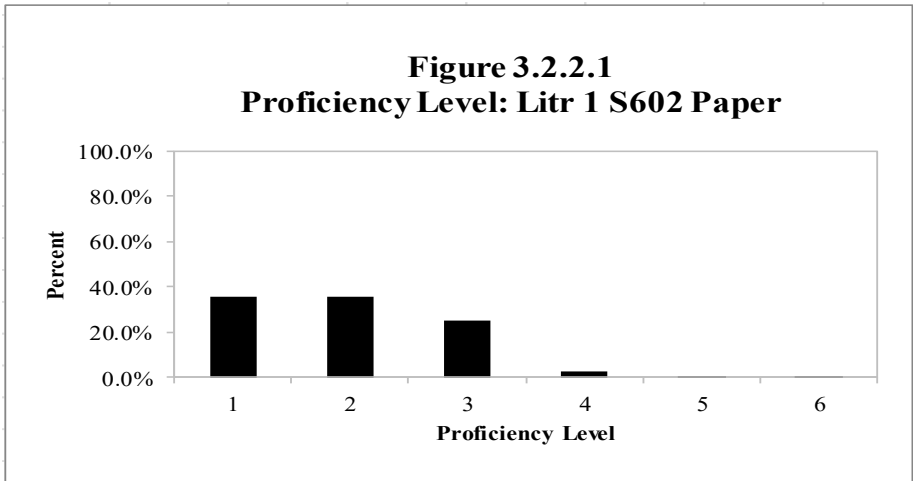
Table 3.2.2.1

Proficiency Level Distribution: Litr 1 S602 Paper

Level	G1 Count	G1 Percent
1	11,472	35.99%
2	11,409	35.80%
3	8,002	25.11%
4	885	2.78%
5	99	0.31%
6	6	0.02%
Total	31,873	100.00%

Figure 3.2.2.1

Proficiency Level: Litr 1 S602 Paper



3.2.2.2 Grade 2

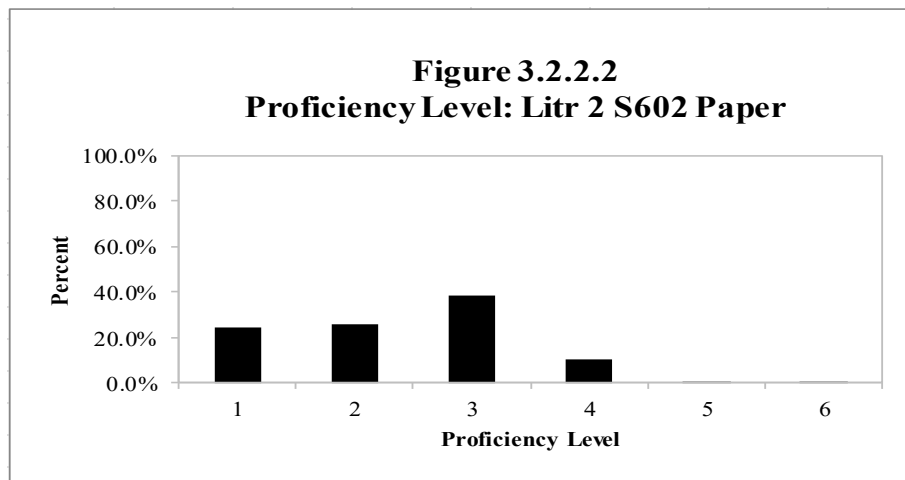
Table 3.2.2.2

Proficiency Level Distribution: Litr 2 S602 Paper

Level	G2 Count	G2 Percent
1	8,251	24.70%
2	8,583	25.70%
3	12,849	38.47%
4	3,403	10.19%
5	304	0.91%
6	11	0.03%
Total	33,401	100.00%

Figure 3.2.2.2

Proficiency Level: Litr 2 S602 Paper



3.2.2.3 Grade 3

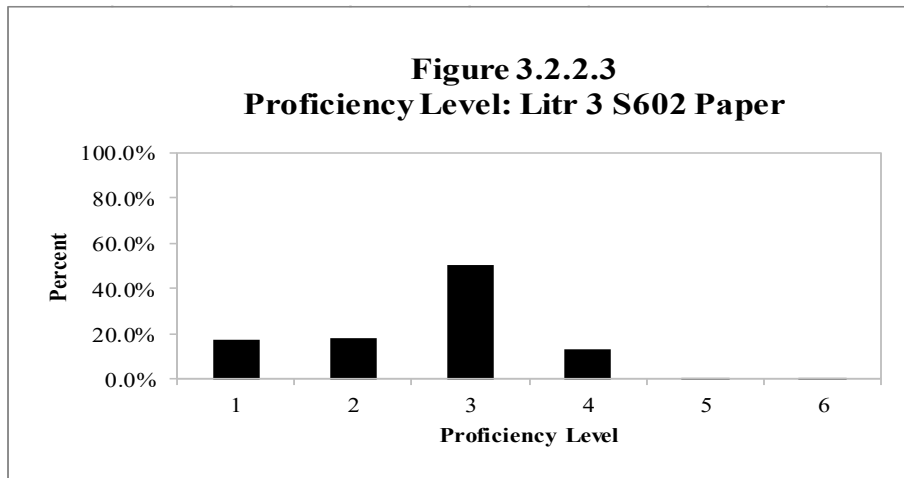
Table 3.2.2.3

Proficiency Level Distribution: Litr 3 S602 Paper

Level	G3 Count	G3 Percent
1	5,319	17.68%
2	5,460	18.15%
3	15,103	50.20%
4	3,961	13.17%
5	231	0.77%
6	10	0.03%
Total	30,084	100.00%

Figure 3.2.2.3

Proficiency Level: Litr 3 S602 Paper



3.2.2.4 Grades 4-5

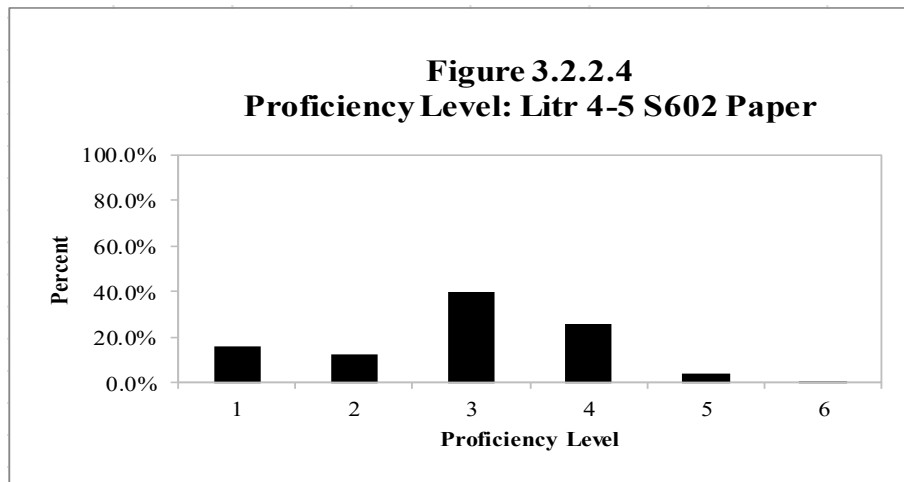
Table 3.2.2.4

Proficiency Level Distribution: Litr 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,974	15.49%	3,540	17.33%	7,514	16.31%
2	3,151	12.29%	2,760	13.51%	5,911	12.83%
3	11,141	43.44%	7,273	35.61%	18,414	39.97%
4	6,457	25.18%	5,533	27.09%	11,990	26.02%
5	798	3.11%	1,159	5.67%	1,957	4.25%
6	126	0.49%	160	0.78%	286	0.62%
Total	25,647	100.00%	20,425	100.00%	46,072	100.00%

Figure 3.2.2.4

Proficiency Level: Litr 4-5 S602 Paper



3.2.2.5 Grades 6-8

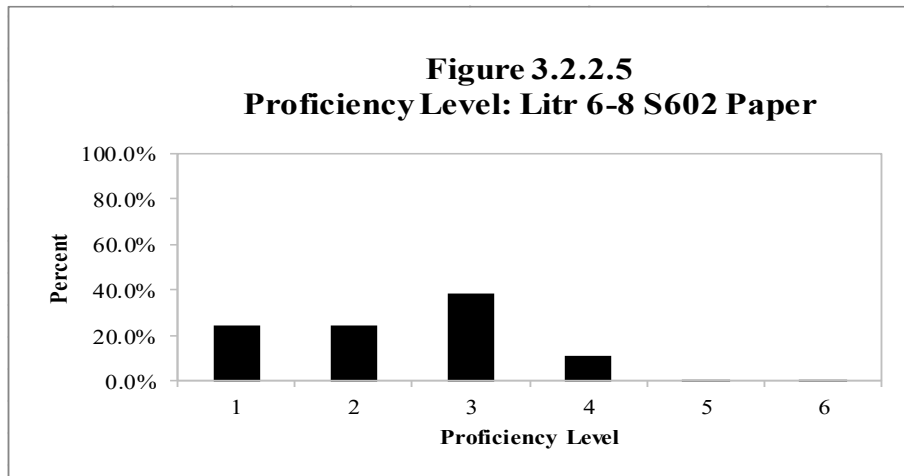
Table 3.2.2.5

Proficiency Level Distribution: Litr 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,991	23.27%	4,274	24.31%	4,262	26.70%	12,527	24.71%
2	4,303	25.09%	4,433	25.21%	3,767	23.60%	12,503	24.66%
3	6,925	40.38%	6,769	38.50%	5,711	35.77%	19,405	38.28%
4	1,807	10.54%	1,936	11.01%	2,036	12.75%	5,779	11.40%
5	115	0.67%	158	0.90%	184	1.15%	457	0.90%
6	7	0.04%	11	0.06%	5	0.03%	23	0.05%
Total	17,148	100.00%	17,581	100.00%	15,965	100.00%	50,694	100.00%

Figure 3.2.2.5

Proficiency Level: Litr 6-8 S602 Paper



3.2.2.6 Grades 9-12

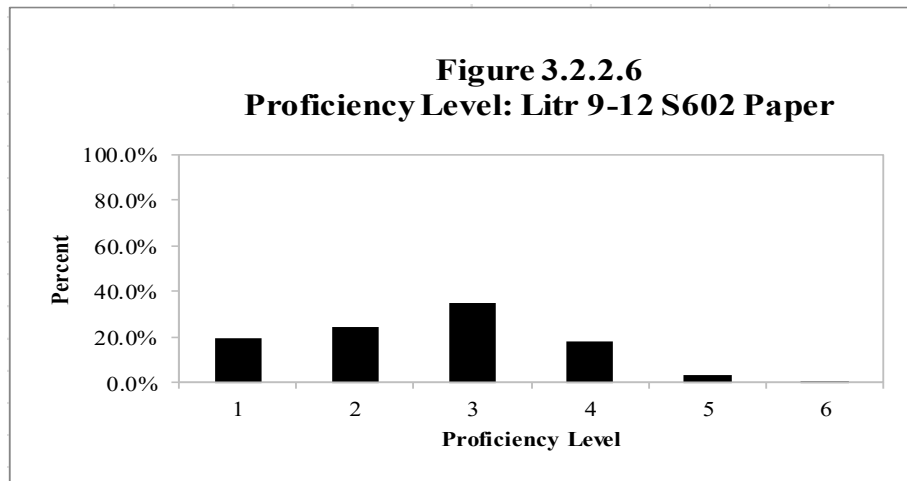
Table 3.2.2.6

Proficiency Level Distribution: Litr 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,070	19.21%	2,749	18.94%	2,358	19.79%	1,651	20.77%	9,828	19.52%
2	3,864	24.18%	3,444	23.73%	2,844	23.86%	2,025	25.48%	12,177	24.18%
3	5,339	33.41%	4,923	33.92%	4,219	35.40%	3,045	38.31%	17,526	34.80%
4	3,111	19.47%	2,881	19.85%	2,140	17.96%	1,100	13.84%	9,232	18.33%
5	581	3.64%	508	3.50%	356	2.99%	127	1.60%	1,572	3.12%
6	16	0.10%	7	0.05%	1	0.01%	0	0.00%	24	0.05%
Total	15,981	100.00%	14,512	100.00%	11,918	100.00%	7,948	100.00%	50,359	100.00%

Figure 3.2.2.6

Proficiency Level: Litr 9-12 S602 Paper



3.2.3 Comprehension

3.2.3.0 Kindergarten

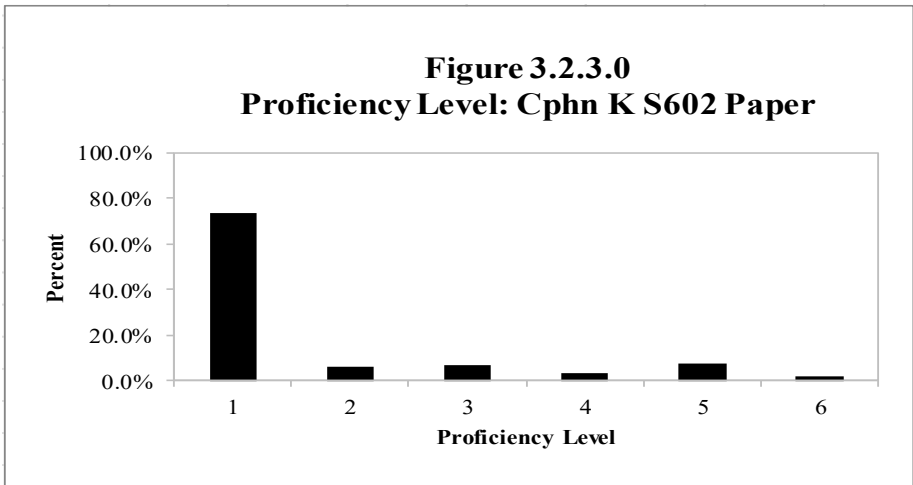
Table 3.2.3.0

Proficiency Level Distribution: Cphn K S602 Paper

Level	K Count	K Percent
1	195,814	73.38%
2	17,274	6.47%
3	18,560	6.95%
4	8,997	3.37%
5	20,950	7.85%
6	5,271	1.98%
Total	266,866	100.00%

Figure 3.2.3.0

Proficiency Level: Cphn K S602 Paper



3.2.3.1 Grade 1

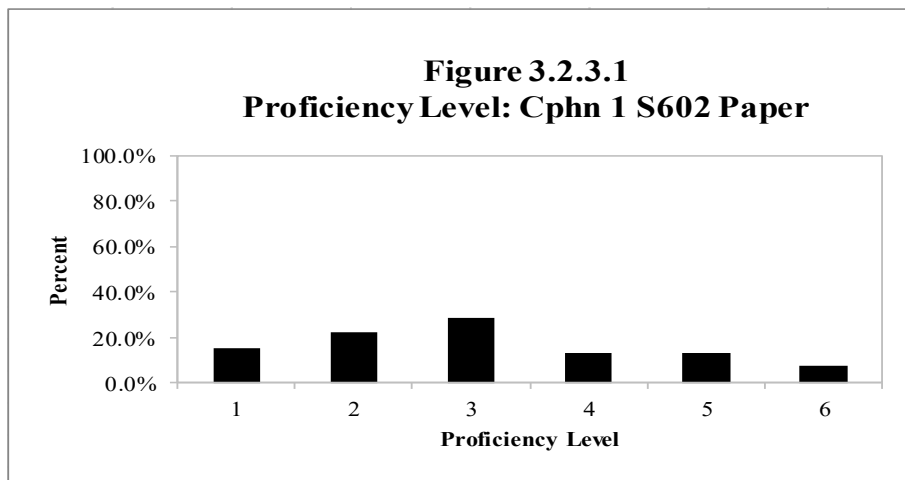
Table 3.2.3.1

Proficiency Level Distribution: Cphn 1 S602 Paper

Level	G1 Count	G1 Percent
1	4,281	15.35%
2	6,201	22.24%
3	7,907	28.36%
4	3,737	13.40%
5	3,643	13.06%
6	2,115	7.58%
Total	27,884	100.00%

Figure 3.2.3.1

Proficiency Level: Cphn 1 S602 Paper



3.2.3.2 Grade 2

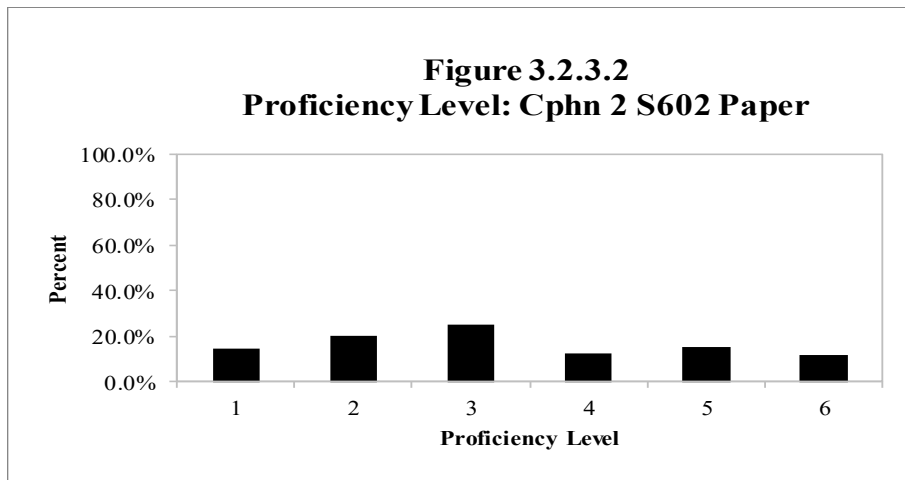
Table 3.2.3.2

Proficiency Level Distribution: Cphn 2 S602 Paper

Level	G2 Count	G2 Percent
1	4,708	14.99%
2	6,406	20.39%
3	7,805	24.84%
4	3,944	12.55%
5	4,797	15.27%
6	3,758	11.96%
Total	31,418	100.00%

Figure 3.2.3.2

Proficiency Level: Cphn 2 S602 Paper



3.2.3.3 Grade 3

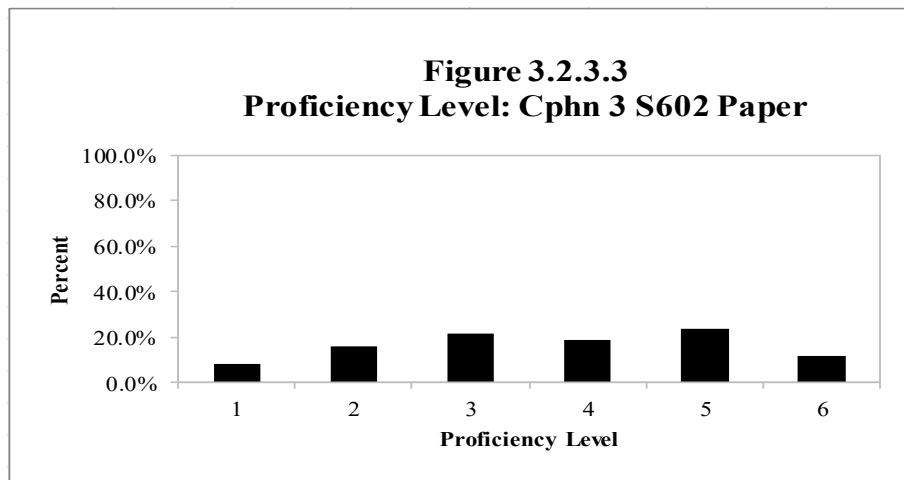
Table 3.2.3.3

Proficiency Level Distribution: Cphn 3 S602 Paper

Level	G3 Count	G3 Percent
1	2,290	8.07%
2	4,541	16.01%
3	6,091	21.47%
4	5,362	18.90%
5	6,688	23.58%
6	3,397	11.97%
Total	28,369	100.00%

Figure 3.2.3.3

Proficiency Level: Cphn 3 S602 Paper



3.2.3.4 Grades 4-5

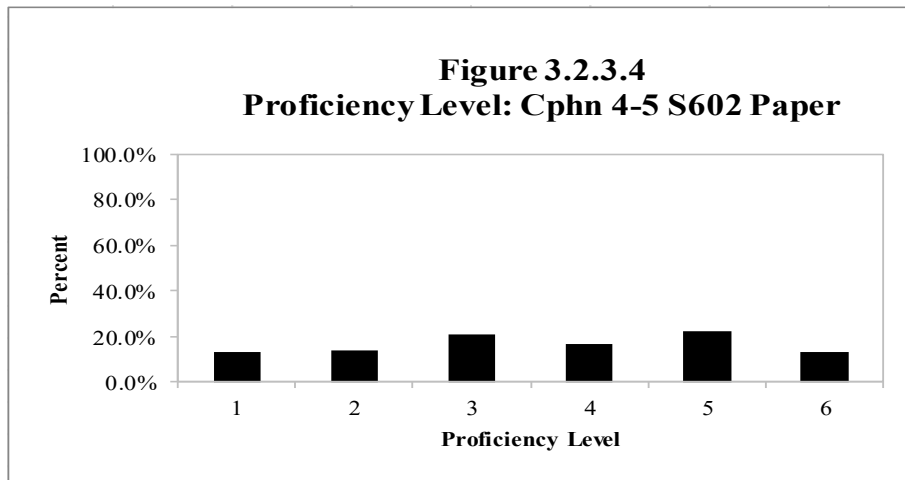
Table 3.2.3.4

Proficiency Level Distribution: Cphn 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	2,667	10.87%	3,067	15.64%	5,734	12.99%
2	3,341	13.61%	2,815	14.36%	6,156	13.94%
3	5,282	21.52%	3,843	19.60%	9,125	20.67%
4	4,540	18.50%	2,866	14.62%	7,406	16.78%
5	5,598	22.81%	4,269	21.77%	9,867	22.35%
6	3,113	12.68%	2,747	14.01%	5,860	13.27%
Total	24,541	100.00%	19,607	100.00%	44,148	100.00%

Figure 3.2.3.4

Proficiency Level: Cphn 4-5 S602 Paper



3.2.3.5 Grades 6-8

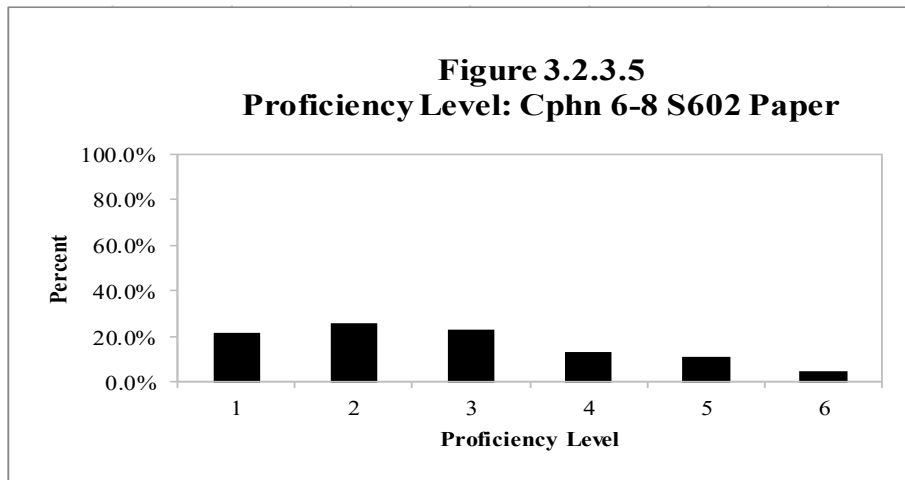
Table 3.2.3.5

Proficiency Level Distribution: Cphn 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,001	18.23%	3,714	22.10%	3,686	24.17%	10,401	21.44%
2	4,467	27.14%	4,246	25.26%	3,786	24.82%	12,499	25.76%
3	4,119	25.02%	4,040	24.04%	3,191	20.92%	11,350	23.39%
4	2,231	13.55%	2,202	13.10%	1,928	12.64%	6,361	13.11%
5	1,920	11.66%	1,775	10.56%	1,838	12.05%	5,533	11.40%
6	724	4.40%	830	4.94%	823	5.40%	2,377	4.90%
Total	16,462	100.00%	16,807	100.00%	15,252	100.00%	48,521	100.00%

Figure 3.2.3.5

Proficiency Level: Cphn 6-8 S602 Paper



3.2.3.6 Grades 9-12

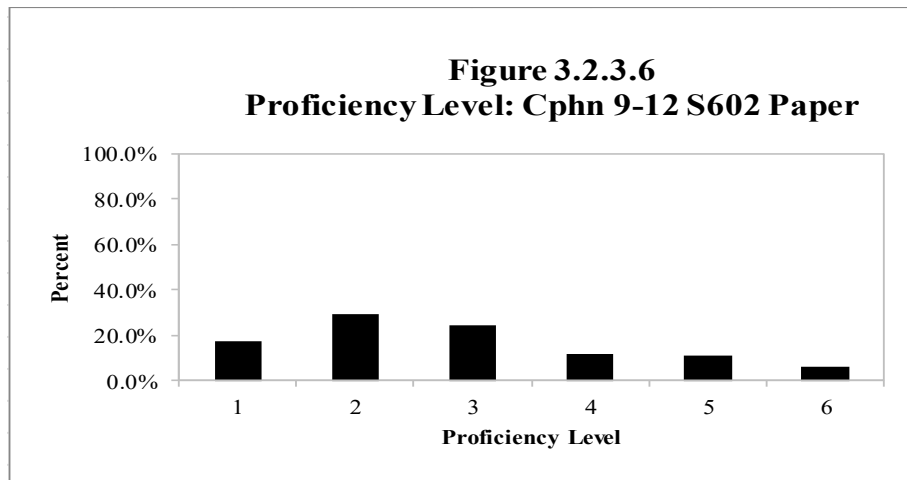
Table 3.2.3.6

Proficiency Level Distribution: Cphn 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	2,597	17.16%	2,410	17.58%	2,093	18.48%	1,342	17.71%	8,442	17.68%
2	4,377	28.93%	3,880	28.31%	3,340	29.49%	2,437	32.15%	14,034	29.40%
3	3,678	24.31%	3,288	23.99%	2,596	22.92%	1,973	26.03%	11,535	24.16%
4	1,757	11.61%	1,635	11.93%	1,352	11.94%	800	10.56%	5,544	11.61%
5	1,748	11.55%	1,544	11.27%	1,224	10.81%	696	9.18%	5,212	10.92%
6	975	6.44%	949	6.92%	719	6.35%	331	4.37%	2,974	6.23%
Total	15,132	100.00%	13,706	100.00%	11,324	100.00%	7,579	100.00%	47,741	100.00%

Figure 3.2.3.6

Proficiency Level: Cphn 9-12 S602 Paper



3.2.4 Overall

3.2.4.0 Kindergarten

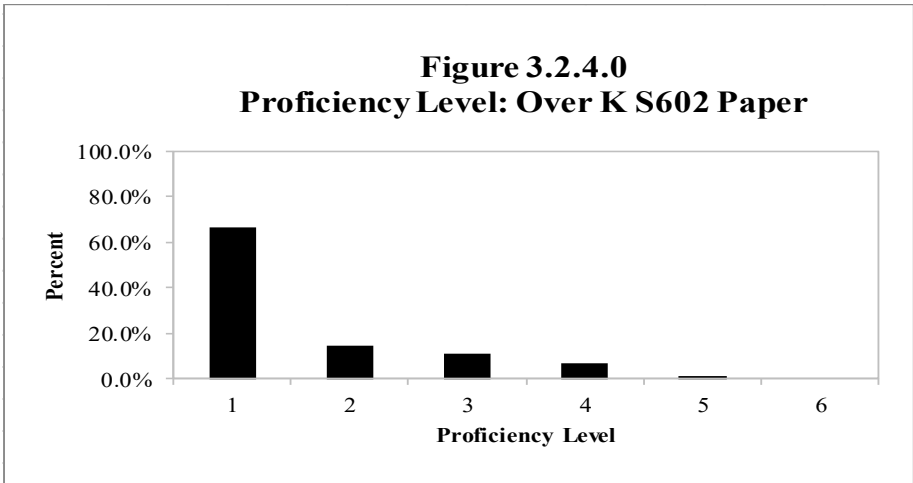
Table 3.2.4.0

Proficiency Level Distribution: Over K S602 Paper

Level	K Count	K Percent
1	177,511	66.52%
2	38,452	14.41%
3	29,307	10.98%
4	18,445	6.91%
5	3,134	1.17%
6	0	0.00%
Total	266,849	100.00%

Figure 3.2.4.0

Proficiency Level: Over K S602 Paper



3.2.4.1 Grade 1

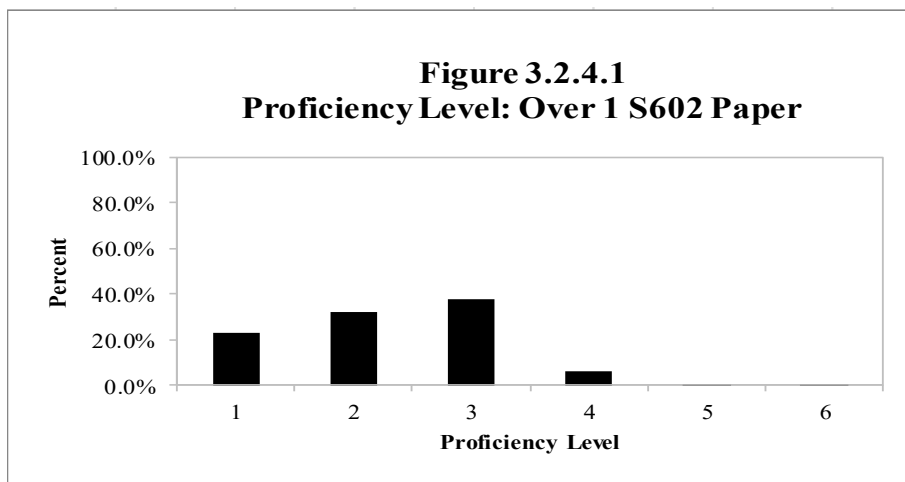
Table 3.2.4.1

Proficiency Level Distribution: Over 1 S602 Paper

Level	G1 Count	G1 Percent
1	6,366	22.99%
2	8,881	32.07%
3	10,460	37.77%
4	1,723	6.22%
5	248	0.90%
6	13	0.05%
Total	27,691	100.00%

Figure 3.2.4.1

Proficiency Level: Over 1 S602 Paper



3.2.4.2 Grade 2

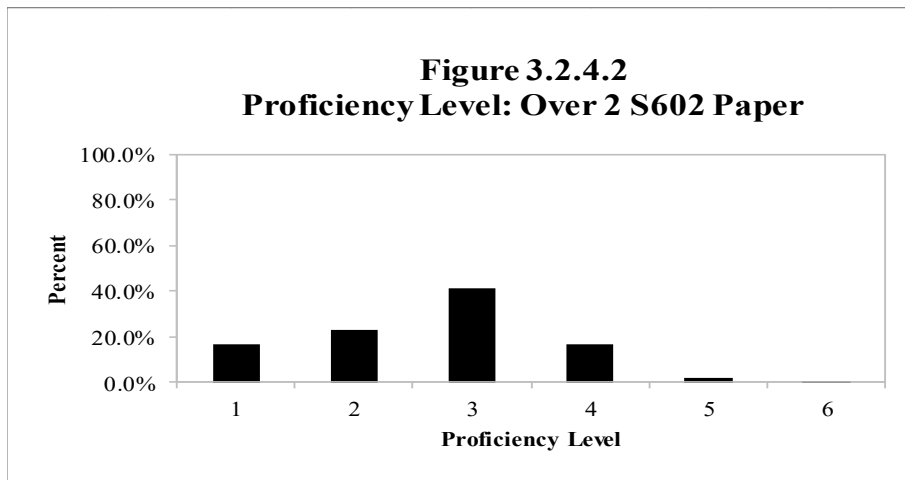
Table 3.2.4.2

Proficiency Level Distribution: Over 2 S602 Paper

Level	G2 Count	G2 Percent
1	5,311	17.03%
2	7,162	22.97%
3	12,966	41.58%
4	5,139	16.48%
5	592	1.90%
6	14	0.04%
Total	31,184	100.00%

Figure 3.2.4.2

Proficiency Level: Over 2 S602 Paper



3.2.4.3 Grade 3

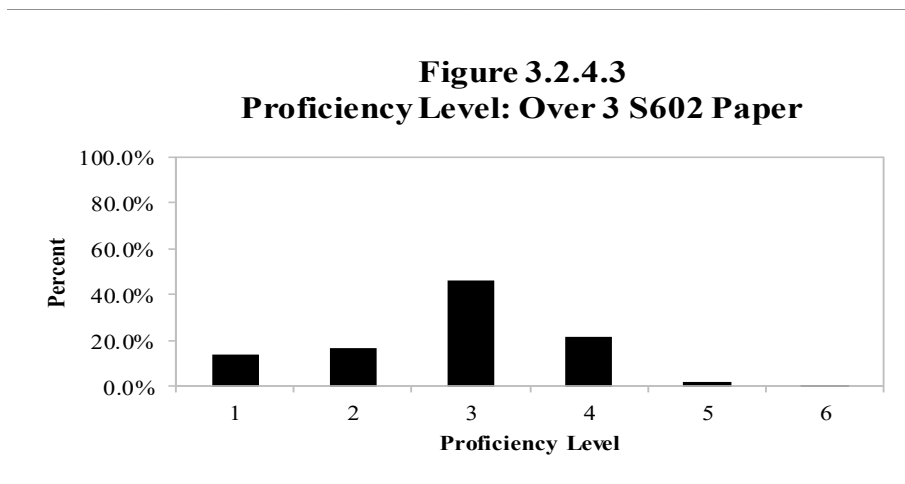
Table 3.2.4.3

Proficiency Level Distribution: Over 3 S602 Paper

Level	G3 Count	G3 Percent
1	3,909	13.88%
2	4,638	16.47%
3	12,947	45.97%
4	6,168	21.90%
5	474	1.68%
6	26	0.09%
Total	28,162	100.00%

Figure 3.2.4.3

Proficiency Level: Over 3 S602 Paper



3.2.4.4 Grades 4-5

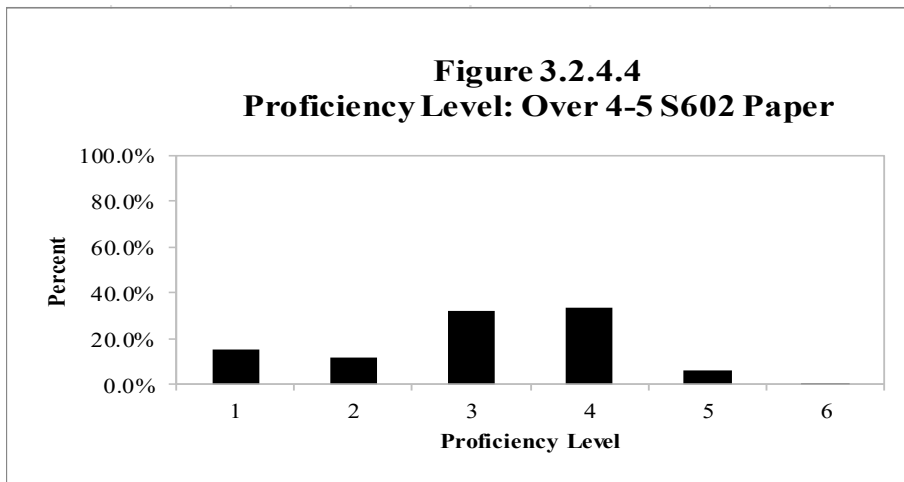
Table 3.2.4.4

Proficiency Level Distribution: Over 4-5 S602 Paper

Level	G4 Count	G4 Percent	G5 Count	G5 Percent	Total Count	Total Percent
1	3,340	13.73%	3,347	17.21%	6,687	15.28%
2	2,794	11.49%	2,369	12.18%	5,163	11.80%
3	8,438	34.69%	5,650	29.05%	14,088	32.19%
4	8,312	34.18%	6,439	33.11%	14,751	33.70%
5	1,300	5.35%	1,512	7.77%	2,812	6.42%
6	137	0.56%	130	0.67%	267	0.61%
Total	24,321	100.00%	19,447	100.00%	43,768	100.00%

Figure 3.2.4.4

Proficiency Level: Over 4-5 S602 Paper



3.2.4.5 Grades 6-8

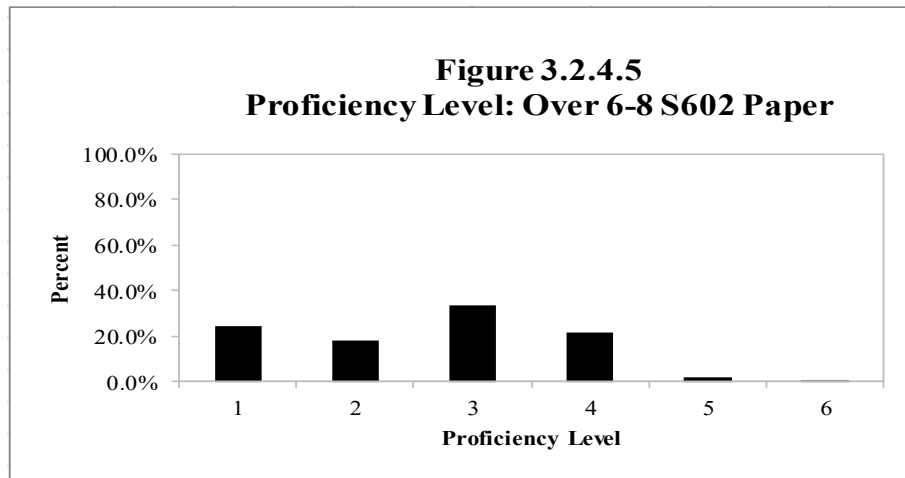
Table 3.2.4.5

Proficiency Level Distribution: Over 6-8 S602 Paper

Level	G6 Count	G6 Percent	G7 Count	G7 Percent	G8 Count	G8 Percent	Total Count	Total Percent
1	3,649	22.40%	4,081	24.50%	4,088	27.08%	11,818	24.60%
2	3,050	18.72%	2,953	17.73%	2,665	17.66%	8,668	18.04%
3	5,763	35.37%	5,666	34.02%	4,724	31.30%	16,153	33.62%
4	3,496	21.46%	3,586	21.53%	3,255	21.56%	10,337	21.52%
5	319	1.96%	351	2.11%	353	2.34%	1,023	2.13%
6	15	0.09%	17	0.10%	9	0.06%	41	0.09%
Total	16,292	100.00%	16,654	100.00%	15,094	100.00%	48,040	100.00%

Figure 3.2.4.5

Proficiency Level: Over 6-8 S602 Paper



3.2.4.6 Grades 9-12

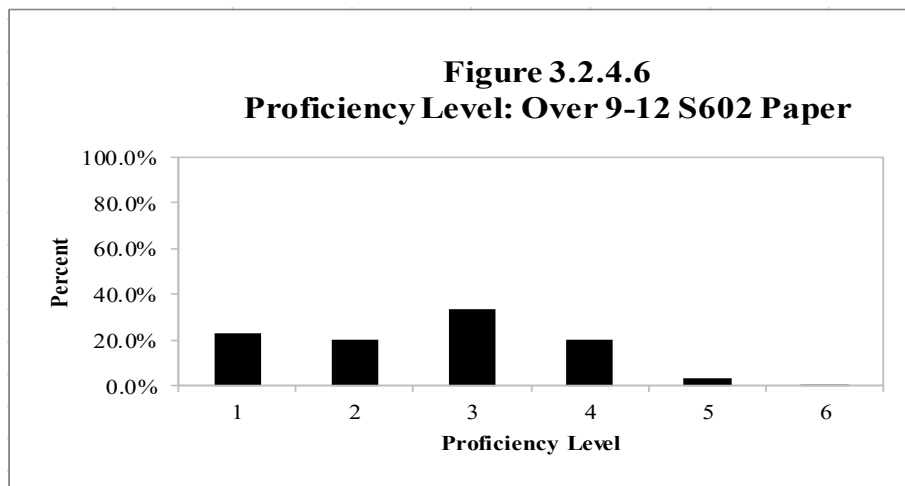
Table 3.2.4.6

Proficiency Level Distribution: Over 9-12 S602 Paper

Level	G9 Count	G9 Percent	G10 Count	G10 Percent	G11 Count	G11 Percent	G12 Count	G12 Percent	Total Count	Total Percent
1	3,462	23.10%	3,193	23.51%	2,546	22.70%	1,567	20.87%	10,768	22.77%
2	3,097	20.67%	2,628	19.35%	2,203	19.64%	1,646	21.92%	9,574	20.24%
3	4,630	30.90%	4,280	31.51%	3,893	34.70%	2,933	39.06%	15,736	33.27%
4	3,187	21.27%	2,982	21.95%	2,227	19.85%	1,245	16.58%	9,641	20.39%
5	591	3.94%	488	3.59%	344	3.07%	118	1.57%	1,541	3.26%
6	17	0.11%	12	0.09%	5	0.04%	0	0.00%	34	0.07%
Total	14,984	100.00%	13,583	100.00%	11,218	100.00%	7,509	100.00%	47,294	100.00%

Figure 3.2.4.6

Proficiency Level: Over 9-12 S602 Paper



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 [AERA] et al., 2014), validity is the degree to which all the accumulated evidence supports the intended interpretation of test scores for the proposed use. Particular interpretations for specified uses begin by specifying the construct the test is intended to measure. Rather than referring to distinct types of validity, the Standards refer to types of validity evidence. According to the Standards, the evidence can be based on (1) test content, (2) response processes, (3) internal structure, and (4) relation to other variables, which are listed in Section 4.1.

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) to support states’ use of ELP assessments for reviewing of validity evidence, as well as is linked to Assessment User Argument (AUA) (Bachman & Palmer, 2010) to support the claims of validity of the ACCESS Online assessment. WIDA structures its validity arguments using an 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 that are made based on ACCESS results are classification and programming decisions. The decisions take into consideration educational and societal values, and relevant laws, rules, and regulations, and they are equitable for the intended stakeholders.

Claim 3 (Interpretations): The interpretations of students’ academic English language proficiency in four domains are *relevant* to the classification, placement and programming decisions; *sufficient*, in conjunction with additional information as outlined in state and local policies, to make such decisions; *meaningful* with respect to the WIDA English Language Development (ELD) Standards; *generalizable* to the academic English language used in K–12 instructional settings, and *impartial* to all students.

Claim 4 (Assessment records: Scores): ACCESS scores are consistent across different aspects of test administration, different test tasks, and different groups of students. Test forms and metrics accurately represent the construct being measured and result in expected test taker performances.

4.1 Standards

4.1.1 Test Content

The relationship between the content of a test and the construct to measure is called content validity. Test content includes the themes, wording, and format of the items, tasks, or questions on a test. Administration and scoring may also be part of the content. Empirical or logical evidence can show how appropriately the content reflects the domain as we interpret test scores.

4.1.2 Response Processes

Empirical analysis of how test takers process tests provide evidence of the nature between performance and the construct. Examples of this validity include analyzing individual item responses, different response processes in answering questions by subgroups, or evaluating test takers' performance.

4.1.3 Internal Structure

Validity related to internal structure indicates how test items/components agree with the construct we base the score interpretation on. The internal structure of the construct can be unidimensional or contain multidimensional components.

4.1.4 Relation to Other Variables

The interpretation of the test scores with an external indicator provides valuable validity evidence. We often ask how accurately the test score predicts the criterion variable. The test criterion validity has two different validities: concurrent and predictive validity. Predictive validity is how accurately test scores predict the future performance of criterion scores. Concurrent validity indicates how test scores relate to criterion scores at the same time.

5. Reliability

Following the *Standards for Educational and Psychological Testing* (AERA et al., 2014), when interpreting test scores, it is important to evaluate their reliability, as the interpretation of test scores depends on the assumption that students exhibit some degree of consistency in their scores across independent administrations of the same testing procedure. We expect that students mastering the domain will consistently perform well, and those who have not mastered the domain will consistently perform less well, regardless of the sample of items and tasks used to assess students. Furthermore, because we assume that all items and tasks on such a test measure some aspect of the domain of interest, we expect that students will perform consistently across different items and tasks measuring the same ability within the test. Therefore, it is important to evaluate the degree to which students' test scores are consistent across replications of the same testing condition.

However, different samples of performances from the same student are rarely identical. A student's responses to sets of test items or tasks vary from one sample of test items or tasks targeting the domain to another, and from one occasion to another, even under strictly controlled conditions. In addition, different raters may award different scores to the same student's performance on a test task. These sources of variation are reflected in the students' scores. Therefore, it is important to evaluate the extent to which differences in students' test scores reflect true differences in the knowledge, skills, or ability being tested, rather than fluctuations due to chance.

The reliability of the test scores depends on how much the scores vary across replications of the testing procedure, and analyses of reliability depend on the types of variability likely to be of concern in the testing procedure. There are several ways to collect reliability data and to estimate reliability, some of which depend on the exact nature of the measurement, the intended use of the test scores, the assessment design, and the potential sources of measurement error that might contribute to inconsistency in students' scores across different test administrations.

The reliability information presented in this section is organized to comply with Critical Element 4.1 of the Every Student Succeeds Act Peer Review requirements (U.S. Department of Education, 2018) and follows the guidelines of the *Standards for Educational and Psychological Testing* (AERA et al., 2014). We present information regarding the reliability of the domain scale scores first, followed by information about the reliability of the composite scale scores.

Policymakers in states and districts use ACCESS Listening, Reading, Writing, and Speaking tests to determine the English language proficiency of students based on their scores in each of the four domains. Therefore, the main concern in interpreting these scores is how consistent the scores would be over replications of the same testing procedure. We use **internal consistency reliability statistics** to address this question (Section 5.1).

Additionally, for the Writing and Speaking domains, because having different raters evaluate the same students' responses to tasks may result in inconsistent scoring, a potential source of variation in those scores is the rater. In Section 5.2, we report the **interrater agreement** rates that the raters achieved when evaluating students' responses to the Writing and Speaking

tasks. We can use these statistics to determine how consistent the students' scores would have been if different raters had evaluated their responses. Since we use an item response theory (IRT)-based method to estimate students' **latent scores** (i.e., test scores based on variables that we cannot see or directly measure but which we can infer mathematically through advanced statistical techniques by using students' scores on variables that we can observe), we also examine the amount of **measurement error** in students' scores using the **conditional standard error of measurement** (CSEM) (Section 5.3). Lastly, in Section 5.4, we evaluate the reliability of the classifications of students into WIDA proficiency levels based on their domain scores (the most important interpretation of the test scores) in terms of the **accuracy and consistency** of the classification decisions made. In each subsection, we present detailed descriptions of the methods, data sources, and procedures.

Policymakers in states and districts use ACCESS **composite scale scores** to describe the English language proficiency of students in the respective composites. Therefore, the most important concern in interpreting these scores is how consistent the scores would be over replications of the same testing procedure. We use internal consistency reliability statistics to address this question, and in Section 5.5 we provide the results. In addition, in Section 5.6, we examine the CSEM of these scores. Lastly, in Section 5.7, we evaluate the reliability of the classifications in terms of the accuracy and consistency of the decisions made about students' levels of English language proficiency based on their composite scale scores. Over the following pages, we present detailed descriptions of the methods, data sources, and procedures.

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 was attempted. Because Cronbach's coefficient alpha is a correlation of students' performances on all possible pairs of test items and tasks, it may be low if some items

or tasks are measuring something other than what most of the other items and tasks are measuring (and thus leading to inconsistent student performances). In this way, Cronbach's coefficient alpha expresses how well the items and tasks on a test appear to measure the same ability. The Cronbach's coefficient alpha of internal consistency ranges from 0 to 1. If students achieve their scores by a completely random process (i.e., their scores are not correlated or share no covariance), then the reliability estimate is very close to 0. On the other hand, if students' scores are perfectly consistent (i.e., their scores have high covariances), then the internal consistency coefficient will approach 1.

While there is no one set of criteria that the testing community uses when interpreting Cronbach's coefficient alpha values, from time to time, researchers have proposed various arbitrary criteria that one could apply. Initially, Cronbach (1951) argued that it was 'desirable' to have a high alpha value for an instrument that test developers were using to report individual scores since the scores on that instrument needed to be interpretable, and that would require a high alpha value. Later, Nunnally (1978) suggested that researchers should consider a value of 0.70 as an acceptable lower limit if they were engaged in the early stages of research (e.g. when developing a scale). Today, it has become common practice to cite Nunnally's suggested 0.70 criterion as a minimum acceptable lower limit for this value for all types of research. However, in so doing, researchers ignore Nunnally's more nuanced guidance: If researchers were engaged in basic research, Nunnally advised that they should use a higher cut-off value (i.e., 0.80 or higher), and those engaged in applied research should use a much higher cut-off value (0.90 or higher) (Lance et al., 2006). Since Nunnally's time, some researchers have suggested even more nuanced interpretations of various alpha values. For example, George and Mallery (2003) proposed the following interpretations: " ≥ 0.90 – Excellent, ≥ 0.80 – Good, ≥ 0.70 – Acceptable, ≥ 0.60 – Questionable, ≥ 0.50 – Poor, and ≤ 0.50 – Unacceptable" (p. 231). Clearly, there is little consensus among the experts in their views of what the acceptable lower limit of the Cronbach's coefficient alpha value should be, or for that matter, how one should interpret various values. This lack of consensus led the authors of the *Standards for Educational and Psychological Measurement* (2014) to conclude, "The choice of [reliability/precision] estimation and the minimum acceptable level for any index remain a matter of professional judgment" (p. 41). For this report then, WIDA has made the decision that within the domains of Listening, Reading, and Speaking, an alpha value of ≥ 0.80 is acceptable, while an alpha value of ≥ 0.65 is acceptable for the Writing domain.

Reliability statistics such as 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 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, 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 indicates how much students' scores differ from their true scores, on average, on the raw score metric. Because it is a standard deviation of the distribution of errors of measurement, we can construct a **confidence interval** to indicate how the errors of measurement are affecting the scores. Test scores with large SEMs pose a challenge to the interpretation of the reliability of any single test score.

A second way to address the impact of measurement errors on students' test scores is to estimate the SEM for specific scores using IRT. IRT addresses reliability using the **test information function**, which indicates the precision with which we can use student performances on items and tasks to estimate the **latent** (i.e., true) **ability** of each student (i.e.,

latent scores). The square root of the inverse of the information function at any point on the latent ability distribution is the **conditional standard error of measurement (CSEM)**. The CSEM provides information about the amount of error we would expect in any student's score at that point on the underlying latent ability scale, which IRT refers to in terms of the **latent score metric** (i.e., the IRT metric for expressing student ability, as opposed to the raw score metric). In addition, by using IRT, we can estimate indices analogous to traditional reliability coefficients such as Cronbach's coefficient alpha from the test information function and the distribution of the latent scores in the same student population.

Classification Accuracy and Consistency

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency levels of students concerning the WIDA ELD Standards. Because of the emphasis on the classification of student performance into six WIDA proficiency levels, it is important to know how consistently ACCESS scores do indeed classify students into those proficiency levels (AERA et al., 2014). The questions that we want to answer are different from the questions that the reliability coefficient answers. Instead of looking at the reliability of a specific student score, we want to know the consistency of the decisions we make when we use students' test scores to classify them into a smaller number of proficiency levels. One way to approach this question is to estimate the degree to which the classification decisions we are making based on the students' **observed test scores** agree with the classification decisions we would make based on students' **theoretical true scores**. This estimate is known as **decision accuracy**. A second way to approach this question is to estimate the degree to which the classification decisions we are making based on the students' test scores agree with the classification decisions we would make based on students' scores on an alternate form of the test. This estimate is known as **decision consistency**.

5.1 Reliability of the Domain Scores

Cronbach's coefficient alpha is widely used as an estimate of reliability, particularly for the internal consistency of test items and/or tasks, and this statistic is appropriate for calculating the reliabilities of students' scores from the administration of the fixed forms of the Writing and Speaking tests. Conceptually, we can think of it as the correlation obtained between students' performances on two halves of the Writing or Speaking test if every possible way of dividing the test tasks in two was attempted. Thus, Cronbach's coefficient alpha may be low if some tasks are measuring something other than what 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 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 items, Cronbach's alpha, and SEM for all students and subgroups as required by the Every Student Succeeds Act Peer Review so that the reliability estimates of the subgroups can be compared with those computed based on all students. For these domains, the first table provides the Cronbach's alpha and SEM for all students. Each row in the table represents a specific grade cluster and test form. For each form for the receptive (Listening and Reading) and expressive (Speaking and Writing) skills, the number of students, numbers of items, Cronbach's alpha, and SEM are provided. The second table for each domain provides the same information for the population of female students and the population of male students. The third table provides information by ethnicity, for Hispanic and Other test-takers, and the fourth table provides information for the population of students who have an individualized education plan (IEP).

Kindergarten: For the Kindergarten Listening test, the reliability for all students was 0.96, and reliability values across subgroups ranged from 0.95 to 0.96. For the Kindergarten Reading test, the reliability for all students was 0.95, and reliability values across subgroups ranged from 0.94 to 0.96. For the Kindergarten Writing test, the reliability for all students was 0.93, and reliability values across subgroups ranged from 0.92 to 0.93. For the Kindergarten Speaking test, the reliability for all students was 0.92, and reliability values across subgroups ranged from 0.91 to 0.92.

Listening Tier A: The Listening Tier A Cronbach's coefficient alphas computed for all students ranged from 0.6 to 0.78. The Listening Tier A Cronbach's alpha ranged from 0.61 to 0.79 for

male students; 0.58 to 0.78 for female students; 0.58 to 0.78 for Hispanic students; 0.64 to 0.78 for Other 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 0.64 to 0.71. The Listening Tier B/C Cronbach's coefficient alphas ranged from 0.65 to 0.71 for male students; 0.62 to 0.70 for female students; 0.63 to 0.70 for Hispanic students; 0.65 to 0.73 for Other 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 0.76 to 0.82. The Reading Tier A Cronbach's coefficient alphas ranged from 0.75 to 0.82 for male students; 0.76 to 0.82 for female students; 0.75 to 0.81 for Hispanic students; 0.77 to 0.84 for Other students; and 0.71 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 0.76 to 0.83 for male students; 0.73 to 0.83 for female students; 0.74 to 0.83 for Hispanic students; 0.76 to 0.84 for Other students; and 0.68 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 0.85 to 0.91. The Writing Tier A Cronbach's coefficient alphas ranged from 0.86 to 0.91 for male students; 0.84 to 0.91 for female students; 0.86 to 0.91 for Hispanic students; 0.84 to 0.91 for Other students; and 0.88 to 0.90 for students with an IEP.

Writing Tier B/C: The Writing Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.92 to 0.95. The Writing Tier B/C Cronbach's coefficient alphas ranged from 0.92 to 0.95 for male students; 0.91 to 0.95 for female students; 0.92 to 0.95 for Hispanic students; 0.92 to 0.95 for Other 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 0.93. Cronbach's coefficient alphas ranged from 0.89 to 0.92 for male students; 0.88 to 0.93 for female students; 0.89 to 0.93 for Hispanic students; 0.88 to 0.90 for Other students; and 0.87 to 0.89 for students with an IEP.

Speaking Tier B/C: The Speaking Tier B/C Cronbach's coefficient alphas computed for all students ranged from 0.91 to 0.94. Cronbach's coefficient alphas ranged from 0.91 to 0.94 for male students; 0.91 to 0.94 for female students; 0.91 to 0.94 for Hispanic students; 0.91 to 0.93 for Other students; and 0.91 to 0.93 for students with an IEP.

5.1.1 Listening

Table 5.1.1.1

Reliabilities of Domain Scores: List S602 Paper

Cluster	Tier	# of Students	# of Items	Cronbach's Alpha	SEM
K	N/A	266,874	30	0.96	1.85
1	A	34,130	18	0.78	1.66
1	B/C	38,077	21	0.71	1.79
2	A	34,130	18	0.78	1.66
2	B/C	38,077	21	0.71	1.79
3	A	27,210	18	0.72	1.89
3	B/C	56,333	21	0.65	1.92
4-5	A	27,210	18	0.72	1.89
4-5	B/C	56,333	21	0.65	1.92
6-8	A	23,755	18	0.66	1.88
6-8	B/C	31,692	21	0.64	1.84
9-12	A	21,815	18	0.60	1.82
9-12	B/C	31,314	21	0.65	1.99

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

The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.1.2**Reliabilities of Domain Scores: List S602 Paper by Gender**

Cluster	Tier	# of Items	Gender	# of Students	Cronbach's Alpha	SEM
K	N/A	30	F	110,629	0.96	1.84
K	N/A	30	M	121,372	0.96	1.86
1	A	18	F	16,124	0.78	1.65
1	A	18	M	17,871	0.79	1.68
1	B/C	21	F	18,681	0.70	1.78
1	B/C	21	M	19,333	0.71	1.80
2	A	18	F	16,124	0.78	1.65
2	A	18	M	17,871	0.79	1.68
2	B/C	21	F	18,681	0.70	1.78
2	B/C	21	M	19,333	0.71	1.80
3	A	18	F	12,882	0.71	1.88
3	A	18	M	14,143	0.72	1.89
3	B/C	21	F	26,750	0.63	1.92
3	B/C	21	M	29,489	0.66	1.92
4-5	A	18	F	12,882	0.71	1.88
4-5	A	18	M	14,143	0.72	1.89
4-5	B/C	21	F	26,750	0.63	1.92
4-5	B/C	21	M	29,489	0.66	1.92
6-8	A	18	F	11,270	0.66	1.87
6-8	A	18	M	12,336	0.66	1.89
6-8	B/C	21	F	14,719	0.62	1.83
6-8	B/C	21	M	16,902	0.65	1.85
9-12	A	18	F	10,382	0.58	1.82
9-12	A	18	M	11,286	0.61	1.83
9-12	B/C	21	F	14,878	0.64	1.98
9-12	B/C	21	M	16,351	0.66	1.99

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

The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.1.3**Reliabilities of Domain Scores: List S602 Paper by Ethnicity**

Cluster	Tier	# of Items	Ethnicity	# of Students	Cronbach's Alpha	SEM
K	N/A	30	H	180,152	0.96	1.87
K	N/A	30	O	78,598	0.95	1.81
1	A	18	H	27,067	0.78	1.67
1	A	18	O	6,793	0.78	1.63
1	B/C	21	H	29,613	0.70	1.79
1	B/C	21	O	8,281	0.73	1.78
2	A	18	H	27,067	0.78	1.67
2	A	18	O	6,793	0.78	1.63
2	B/C	21	H	29,613	0.70	1.79
2	B/C	21	O	8,281	0.73	1.78
3	A	18	H	21,822	0.71	1.90
3	A	18	O	5,099	0.74	1.85
3	B/C	21	H	44,557	0.64	1.92
3	B/C	21	O	11,524	0.66	1.91
4-5	A	18	H	21,822	0.71	1.90
4-5	A	18	O	5,099	0.74	1.85
4-5	B/C	21	H	44,557	0.64	1.92
4-5	B/C	21	O	11,524	0.66	1.91
6-8	A	18	H	19,208	0.64	1.88
6-8	A	18	O	4,263	0.71	1.85
6-8	B/C	21	H	24,665	0.63	1.85
6-8	B/C	21	O	6,837	0.65	1.81
9-12	A	18	H	17,246	0.58	1.82
9-12	A	18	O	4,174	0.64	1.82
9-12	B/C	21	H	24,542	0.65	1.99
9-12	B/C	21	O	6,530	0.65	1.98

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

The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 5.1.1.4**Reliabilities of Domain Scores: List S602 Paper by IEP Status**

Cluster	Tier	# of Students	# of Items	Cronbach's Alpha	SEM
K	N/A	22,100	30	0.96	1.90
1	A	3,777	18	0.77	1.71
1	B/C	4,273	21	0.74	1.89
2	A	3,777	18	0.77	1.71
2	B/C	4,273	21	0.74	1.89
3	A	1,904	18	0.68	1.90
3	B/C	10,267	21	0.64	1.98
4-5	A	1,904	18	0.68	1.90
4-5	B/C	10,267	21	0.64	1.98
6-8	A	621	18	0.66	1.88
6-8	B/C	4,333	21	0.64	1.94
9-12	A	392	18	0.62	1.85
9-12	B/C	2,113	21	0.59	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 S602 Paper

Cluster	Tier	# of Students	# of Items	Cronbach's Alpha	SEM
K	N/A	266,871	30	0.95	1.75
1	A	32,415	24	0.78	2.20
1	B/C	33,146	27	0.83	2.32
2	A	32,415	24	0.78	2.20
2	B/C	33,146	27	0.83	2.32
3	A	25,412	24	0.82	2.13
3	B/C	51,083	27	0.74	2.38
4-5	A	25,412	24	0.82	2.13
4-5	B/C	51,083	27	0.74	2.38
6-8	A	22,809	24	0.76	2.19
6-8	B/C	28,084	27	0.78	2.35
9-12	A	21,944	24	0.78	2.11
9-12	B/C	28,591	27	0.81	2.36

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 S602 Paper by Gender**

Cluster	Tier	# of Items	Gender	# of Students	Cronbach's Alpha	SEM
K	N/A	30	F	110,625	0.95	1.75
K	N/A	30	M	121,373	0.95	1.74
1	A	24	F	15,278	0.78	2.20
1	A	24	M	17,002	0.79	2.20
1	B/C	27	F	16,218	0.83	2.32
1	B/C	27	M	16,878	0.83	2.31
2	A	24	F	15,278	0.78	2.20
2	A	24	M	17,002	0.79	2.20
2	B/C	27	F	16,218	0.83	2.32
2	B/C	27	M	16,878	0.83	2.31
3	A	24	F	12,214	0.82	2.12
3	A	24	M	13,038	0.82	2.14
3	B/C	27	F	24,396	0.73	2.38
3	B/C	27	M	26,593	0.76	2.37
4-5	A	24	F	12,214	0.82	2.12
4-5	A	24	M	13,038	0.82	2.14
4-5	B/C	27	F	24,396	0.73	2.38
4-5	B/C	27	M	26,593	0.76	2.37
6-8	A	24	F	10,954	0.76	2.17
6-8	A	24	M	11,714	0.75	2.19
6-8	B/C	27	F	13,151	0.78	2.34
6-8	B/C	27	M	14,877	0.78	2.36
9-12	A	24	F	10,558	0.77	2.11
9-12	A	24	M	11,225	0.79	2.12
9-12	B/C	27	F	13,673	0.80	2.36
9-12	B/C	27	M	14,842	0.82	2.36

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 S602 Paper by Ethnicity**

Cluster	Tier	# of Items	Ethnicity	# of Students	Cronbach's Alpha	SEM
K	N/A	30	H	180,145	0.94	1.74
K	N/A	30	O	78,602	0.96	1.74
1	A	24	H	25,752	0.77	2.21
1	A	24	O	6,413	0.82	2.16
1	B/C	27	H	25,838	0.83	2.32
1	B/C	27	O	7,173	0.84	2.29
2	A	24	H	25,752	0.77	2.21
2	A	24	O	6,413	0.82	2.16
2	B/C	27	H	25,838	0.83	2.32
2	B/C	27	O	7,173	0.84	2.29
3	A	24	H	20,403	0.81	2.13
3	A	24	O	4,754	0.84	2.11
3	B/C	27	H	40,497	0.74	2.38
3	B/C	27	O	10,356	0.76	2.37
4-5	A	24	H	20,403	0.81	2.13
4-5	A	24	O	4,754	0.84	2.11
4-5	B/C	27	H	40,497	0.74	2.38
4-5	B/C	27	O	10,356	0.76	2.37
6-8	A	24	H	18,491	0.75	2.19
6-8	A	24	O	4,043	0.77	2.17
6-8	B/C	27	H	21,910	0.78	2.36
6-8	B/C	27	O	6,021	0.79	2.34
9-12	A	24	H	17,368	0.78	2.12
9-12	A	24	O	4,185	0.80	2.09
9-12	B/C	27	H	22,475	0.81	2.37
9-12	B/C	27	O	5,895	0.82	2.36

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 S602 Paper by IEP Status**

Cluster	Tier	# of Students	# of Items	Cronbach's Alpha	SEM
K	N/A	22,098	30	0.96	1.74
1	A	3,597	24	0.75	2.23
1	B/C	3,755	27	0.79	2.38
2	A	3,597	24	0.75	2.23
2	B/C	3,755	27	0.79	2.38
3	A	1,746	24	0.73	2.21
3	B/C	9,474	27	0.68	2.37
4-5	A	1,746	24	0.73	2.21
4-5	B/C	9,474	27	0.68	2.37
6-8	A	608	24	0.71	2.21
6-8	B/C	3,835	27	0.69	2.38
9-12	A	380	24	0.77	2.15
9-12	B/C	1,877	27	0.73	2.43

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 S602 Paper

Cluster	Tier	# of Students	# of Tasks	Total Possible Raw Score Points	Cronbach's Alpha*	SEM
K	N/A	266,870	6	0-17	0.93	1.14
1	A	26,405	4	0-40	0.88	2.01
1	B/C	15,881	3	0-54	0.95	2.03
2	A	26,385	3	0-27	0.91	1.43
2	B/C	50,623	3	0-54	0.95	1.81
3	A	26,385	3	0-27	0.91	1.43
3	B/C	50,623	3	0-54	0.95	1.81
4-5	A	18,124	3	0-27	0.88	1.51
4-5	B/C	35,325	3	0-54	0.92	2.04
6-8	A	25,658	3	0-27	0.87	1.53
6-8	B/C	33,279	3	0-54	0.93	1.99
9-12	A	24,033	3	0-27	0.85	1.70
9-12	B/C	33,075	3	0-54	0.92	2.24

*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 S602 Paper by Gender**

Cluster	Tier	# of Tasks	Total Possible Raw Score Points	Gender	# of Students	Cronbach's Alpha*	SEM
K	N/A	6	0-17	F	110,627	0.92	1.14
K	N/A	6	0-17	M	121,370	0.93	1.14
1	A	4	0-40	F	12,330	0.88	2.02
1	A	4	0-40	M	13,986	0.89	2.00
1	B/C	3	0-54	F	7,696	0.95	2.02
1	B/C	3	0-54	M	8,159	0.95	2.05
2	A	3	0-27	F	12,145	0.91	1.45
2	A	3	0-27	M	14,087	0.91	1.42
2	B/C	3	0-54	F	24,281	0.94	1.80
2	B/C	3	0-54	M	26,272	0.95	1.83
3	A	3	0-27	F	12,145	0.91	1.45
3	A	3	0-27	M	14,087	0.91	1.42
3	B/C	3	0-54	F	24,281	0.94	1.80
3	B/C	3	0-54	M	26,272	0.95	1.83
4-5	A	3	0-27	F	8,592	0.88	1.53
4-5	A	3	0-27	M	9,397	0.88	1.49
4-5	B/C	3	0-54	F	16,571	0.91	2.03
4-5	B/C	3	0-54	M	18,677	0.92	2.05
6-8	A	3	0-27	F	12,197	0.86	1.54
6-8	A	3	0-27	M	13,301	0.87	1.53
6-8	B/C	3	0-54	F	15,417	0.92	1.98
6-8	B/C	3	0-54	M	17,788	0.93	2.00
9-12	A	3	0-27	F	11,451	0.84	1.73
9-12	A	3	0-27	M	12,409	0.86	1.67
9-12	B/C	3	0-54	F	15,632	0.92	2.17
9-12	B/C	3	0-54	M	17,354	0.92	2.29

*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 S602 Paper by Ethnicity**

Cluster	Tier	# of Tasks	Total Possible Raw Score Points	Ethnicity	# of Students	Cronbach's Alpha*	SEM
K	N/A	6	0-17	H	180,146	0.92	1.12
K	N/A	6	0-17	O	78,600	0.93	1.16
1	A	4	0-40	H	20,879	0.88	2.00
1	A	4	0-40	O	5,353	0.88	2.04
1	B/C	3	0-54	H	11,987	0.95	2.03
1	B/C	3	0-54	O	3,810	0.95	2.03
2	A	3	0-27	H	21,033	0.91	1.43
2	A	3	0-27	O	5,088	0.91	1.45
2	B/C	3	0-54	H	40,059	0.95	1.81
2	B/C	3	0-54	O	10,346	0.95	1.82
3	A	3	0-27	H	21,033	0.91	1.43
3	A	3	0-27	O	5,088	0.91	1.45
3	B/C	3	0-54	H	40,059	0.95	1.81
3	B/C	3	0-54	O	10,346	0.95	1.82
4-5	A	3	0-27	H	14,456	0.88	1.50
4-5	A	3	0-27	O	3,467	0.88	1.53
4-5	B/C	3	0-54	H	27,649	0.92	2.03
4-5	B/C	3	0-54	O	7,503	0.92	2.08
6-8	A	3	0-27	H	20,629	0.87	1.51
6-8	A	3	0-27	O	4,714	0.86	1.60
6-8	B/C	3	0-54	H	25,814	0.93	1.97
6-8	B/C	3	0-54	O	7,263	0.92	2.06
9-12	A	3	0-27	H	18,831	0.86	1.66
9-12	A	3	0-27	O	4,751	0.84	1.82
9-12	B/C	3	0-54	H	25,791	0.92	2.22
9-12	B/C	3	0-54	O	7,028	0.92	2.31

*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 S602 Paper by IEP Status**

Cluster	Tier	# of Students	# of Tasks	Total Possible Raw Score Points	Cronbach's Alpha*	SEM
K	N/A	22,098	6	0-17	0.92	1.11
1	A	2,905	4	0-40	0.89	1.90
1	B/C	1,667	3	0-54	0.95	2.02
2	A	2,897	3	0-27	0.90	1.35
2	B/C	7,157	3	0-54	0.96	1.88
3	A	2,897	3	0-27	0.90	1.35
3	B/C	7,157	3	0-54	0.96	1.88
4-5	A	924	3	0-27	0.88	1.44
4-5	B/C	6,965	3	0-54	0.93	2.09
6-8	A	668	3	0-27	0.88	1.53
6-8	B/C	4,532	3	0-54	0.93	2.00
9-12	A	431	3	0-27	0.88	1.62
9-12	B/C	2,209	3	0-54	0.93	2.12

*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 S602 Paper

Cluster	Tier	# of Students	# of Tasks	Total Possible Raw Score Points	Cronbach's Alpha	SEM
K	N/A	266,865	10	0-10	0.92	1.01
1	A	26,184	6	0-18	0.90	1.35
1	B/C	15,788	6	0-24	0.92	1.42
2	A	26,171	6	0-18	0.93	1.33
2	B/C	50,281	6	0-24	0.91	1.32
3	A	26,171	6	0-18	0.93	1.33
3	B/C	50,281	6	0-24	0.91	1.32
4-5	A	17,973	6	0-18	0.92	1.36
4-5	B/C	35,025	6	0-24	0.91	1.35
6-8	A	25,388	6	0-18	0.91	1.39
6-8	B/C	33,023	6	0-24	0.93	1.38
9-12	A	23,764	6	0-18	0.89	1.41
9-12	B/C	32,838	6	0-24	0.94	1.33

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 S602 Paper by Gender**

Cluster	Tier	# of Tasks	Total Possible Raw Score Points	Gender	# of Students	Cronbach's Alpha	SEM
K	N/A	10	0-10	F	110,625	0.92	1.00
K	N/A	10	0-10	M	121,368	0.92	1.02
1	A	6	0-18	F	12,233	0.90	1.36
1	A	6	0-18	M	13,865	0.90	1.33
1	B/C	6	0-24	F	7,653	0.91	1.43
1	B/C	6	0-24	M	8,109	0.92	1.40
2	A	6	0-18	F	12,046	0.93	1.34
2	A	6	0-18	M	13,972	0.92	1.32
2	B/C	6	0-24	F	24,117	0.91	1.33
2	B/C	6	0-24	M	26,094	0.91	1.31
3	A	6	0-18	F	12,046	0.93	1.34
3	A	6	0-18	M	13,972	0.92	1.32
3	B/C	6	0-24	F	24,117	0.91	1.33
3	B/C	6	0-24	M	26,094	0.91	1.31
4-5	A	6	0-18	F	8,525	0.92	1.38
4-5	A	6	0-18	M	9,315	0.92	1.35
4-5	B/C	6	0-24	F	16,432	0.91	1.35
4-5	B/C	6	0-24	M	18,516	0.91	1.34
6-8	A	6	0-18	F	12,072	0.91	1.40
6-8	A	6	0-18	M	13,157	0.91	1.38
6-8	B/C	6	0-24	F	15,287	0.93	1.40
6-8	B/C	6	0-24	M	17,662	0.93	1.35
9-12	A	6	0-18	F	11,313	0.88	1.42
9-12	A	6	0-18	M	12,281	0.89	1.40
9-12	B/C	6	0-24	F	15,514	0.94	1.35
9-12	B/C	6	0-24	M	17,235	0.94	1.30

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 S602 Paper by Ethnicity**

Cluster	Tier	# of Tasks	Total Possible Raw Score Points	Ethnicity	# of Students	Cronbach's Alpha	SEM
K	N/A	10	0-10	H	180,143	0.92	1.01
K	N/A	10	0-10	O	78,599	0.91	1.02
1	A	6	0-18	H	20,712	0.91	1.34
1	A	6	0-18	O	5,301	0.88	1.36
1	B/C	6	0-24	H	11,916	0.92	1.41
1	B/C	6	0-24	O	3,788	0.91	1.45
2	A	6	0-18	H	20,870	0.93	1.32
2	A	6	0-18	O	5,038	0.90	1.37
2	B/C	6	0-24	H	39,817	0.91	1.32
2	B/C	6	0-24	O	10,249	0.91	1.34
3	A	6	0-18	H	20,870	0.93	1.32
3	A	6	0-18	O	5,038	0.90	1.37
3	B/C	6	0-24	H	39,817	0.91	1.32
3	B/C	6	0-24	O	10,249	0.91	1.34
4-5	A	6	0-18	H	14,345	0.92	1.35
4-5	A	6	0-18	O	3,427	0.90	1.42
4-5	B/C	6	0-24	H	27,427	0.91	1.34
4-5	B/C	6	0-24	O	7,426	0.91	1.36
6-8	A	6	0-18	H	20,420	0.91	1.37
6-8	A	6	0-18	O	4,660	0.90	1.45
6-8	B/C	6	0-24	H	25,608	0.93	1.38
6-8	B/C	6	0-24	O	7,215	0.92	1.38
9-12	A	6	0-18	H	18,620	0.89	1.41
9-12	A	6	0-18	O	4,696	0.88	1.41
9-12	B/C	6	0-24	H	25,616	0.94	1.32
9-12	B/C	6	0-24	O	6,969	0.93	1.34

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 S602 Paper by IEP Status**

Cluster	Tier	# of Students	# of Tasks	Total Possible Raw Score Points	Cronbach's Alpha	SEM
K	N/A	22,094	10	0-10	0.90	1.04
1	A	2,874	6	0-18	0.89	1.28
1	B/C	1,657	6	0-24	0.93	1.34
2	A	2,876	6	0-18	0.89	1.32
2	B/C	7,115	6	0-24	0.92	1.32
3	A	2,876	6	0-18	0.89	1.32
3	B/C	7,115	6	0-24	0.92	1.32
4-5	A	913	6	0-18	0.87	1.37
4-5	B/C	6,909	6	0-24	0.91	1.35
6-8	A	661	6	0-18	0.89	1.46
6-8	B/C	4,492	6	0-24	0.92	1.39
9-12	A	420	6	0-18	0.87	1.43
9-12	B/C	2,185	6	0-24	0.92	1.38

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

5.2 Interrater Agreement Rates

DRC raters score students' responses to the tasks included on the ACCESS Writing tests (except kindergarten, which is scored by the test administrator). The scoring of students' responses to these performance tasks is described in 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 in subsection 5.2.3 provide information on interrater agreement for a sample of 20% of task raters. These tables show, for each of the tasks, the percentage of agreement between two raters. The first column shows the task, and the second column shows the number of responses that were double-scored. The next columns show the rates of agreement.

For Writing, the scoring scale that the raters used defines six levels of performance ranging from 0 to 6, with the possibility of awarding a "plus" score between levels (e.g., 3, 3+, or 4 are all valid scores). We considered scores that matched or were contiguous as signifying **agreement** (%AG); for example if Rater 1 assigned a score of 3+ while Rater 2 assigned a score of 3, 3+, or 4. We considered scores that were one whole score point apart as **adjacent scores** (%AD); for example if Rater 1 assigned a score of 3+ while Rater 2 assigned a score of 2+ or 4+. Finally, if two raters assigned scores that were more than one whole score point apart, we considered those scores to be **nonadjacent scores** (%NA).

As the ACCESS Paper Speaking test is scored locally, it is not possible to provide interrater agreement data for Speaking. Section 3.2.3 in Part 1 of this report describes training

procedures that local raters must complete before being certified to administer and score the Speaking test.

WIDA stipulates a minimum interrater agreement rate of 70%. DRC defines this “**agreement**” as being scored as an adjacent agreement (AG) for Writing. See Section 3.2.2 for more detail about how WIDA and DRC used the agreement rates to ensure that DRC maintains sufficient quality control throughout scoring.

For Writing, the lowest value for interrater agreement was 93%.

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 S602 Paper

Interrater Agreement	N/A
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5.2.3.1 Grade 1

Table 5.2.3.1.1

Interrater Agreement: Writ 1 A S602 Paper

Task	# in Sample	%AG	%AD	%NA
1	12,090	100	0	0
2	16,474	100	0	0
3	22,850	99	1	0
4	19,984	98	2	0

Table 5.2.3.1.2**Interrater Agreement: Writ 1 B/C S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	9,328	97	3	0
2	11,588	97	3	0
3	10,000	98	2	0

5.2.3.2 Grade 2**Table 5.2.3.2.1****Interrater Agreement: Writ 2 A S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	10,128	97	3	0
2	10,634	98	2	0
3	12,702	98	2	0

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

Table 5.2.3.2.2**Interrater Agreement: Writ 2 B/C S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	12,268	97	3	0
2	12,830	96	4	0
3	12,432	96	4	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 S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	7,040	96	4	0
2	7,296	98	2	0
3	9,102	97	3	0

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

Table 5.2.3.3.2**Interrater Agreement: Writ 3 B/C S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	10,600	97	3	0
2	11,028	95	5	0
3	10,768	95	5	0

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

5.2.3.4 Grades 4–5**Table 5.2.3.4.1****Interrater Agreement: Writ 4-5 A S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	12,858	97	3	0
2	11,268	96	4	0
3	13,008	98	2	0

Table 5.2.3.4.2**Interrater Agreement: Writ 4-5 A S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	16,010	95	5	0
2	15,680	96	4	0
3	15,872	94	6	0

5.2.3.5 Grades 6–8**Table 5.2.3.5.1****Interrater Agreement: Writ 6-8 A S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	13,936	97	3	0
2	16,736	97	3	0
3	12,896	96	4	0

Table 5.2.3.5.2**Interrater Agreement: Writ 6-8 B/C S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	14,506	98	2	0
2	14,796	96	4	0
3	14,722	93	7	0

5.2.3.6 Grades 9–12**Table 5.2.3.6.1****Interrater Agreement: Writ 1 A S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	15,840	97	3	0
2	11,898	96	4	0
3	19,124	97	3	0

Table 5.2.3.6.2**Interrater Agreement: Writ 1 A S602 Paper**

Task	# in Sample	%AG	%AD	%NA
1	15,330	97	3	0
2	15,762	97	3	0
3	17,516	95	5	0

5.3 *Conditional Standard Errors of Measurement of the Domain Scale Scores*

The tables in this section present information about the conditional standard errors of measurement (CSEM) values of scale scores at the most important points at which policymakers make decisions such as the reclassification of students based on performance on ACCESS—the cut points between language proficiency levels. The CSEM provides information about the amount of measurement error we would expect in any student’s scale score at that point on the underlying latent ability scale. We first computed CSEM values on the theta metric, which is the square root of the inverse of the Test Information Function. Next, we used the multiplicative constant of the linear equation for the domain to linearly transform those logit-based CSEM values so that we could report them on the ACCESS score scale (See Section 2.2).

When calculated using an IRT approach, note that CSEM values can vary across the scale scores. For example, in the Listening and Reading domains, if a student answers correctly either very few or very many items (i.e., scores at the extremes of the scale score distribution), the CSEM value will be larger than it would be if the student correctly answers a moderate number of items. Scale scores near the middle of the score distribution typically have lower CSEM values compared to scale scores near the extremes because many tests are comprised of a large proportion of moderately difficult items, which are well suited to measuring students of moderate proficiency.

We use the CSEM to construct an error band, quantifying the amount of uncertainty in a student’s scale score. One CSEM below a student’s scale score and one CSEM above that scale score indicates an approximate 68% confidence interval. Consider a student who takes the test 100 times to interpret this confidence interval: assuming measurement error is normally distributed, the student’s true proficiency would fall within the confidence interval 68% of the time (or 68 times out of 100).

As a rule, lower CSEM values around scale scores at important decision points are desirable. 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. The use of this approach tends to produce larger CSEM values at the lower and higher ends of the score scale. In addition, because students exit the EL program when they demonstrate that they are English language proficient, there are typically fewer students at the highest cut points than at those other cut points. Therefore, the CSEM values associated with the scale scores at the highest cut points tend to be larger than those of the scale scores at the lower cut points since there are fewer students available to estimate the scores and the CSEM values for these scores.

For each domain, we present 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 following tables, the leftmost column shows the proficiency level cut (e.g., 1/2, which is the cut between PL 1 and PL 2). The second column shows the grade level. The third column shows the cut score in the scale score metric (e.g., 305). In the last column(s), the corresponding CSEM value for the scale score at each cut point is shown.

5.3.1 Listening

5.3.1.0 Kindergarten

Table 5.3.1.0

**Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: List K
S602 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	275	20.06	23.29
1/2	5	285	19.54	22.17
2/3	4	313	18.79	19.91
2/3	5	323	19.16	19.16
3/4	4	343	20.66	18.79
3/4	5	354	21.79	18.79
4/5	4	363	22.92	18.79
4/5	5	375	25.55	19.35
5/6	4	388	28.55	20.29
5/6	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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	294	20.29	21.42
1/2	7	302	19.91	20.29
1/2	8	308	19.91	19.91
2/3	6	332	19.91	18.03
2/3	7	340	20.40	18.03
2/3	8	347	21.04	17.77
3/4	6	363	22.54	18.03
3/4	7	370	23.29	18.03
3/4	8	377	24.42	18.41
4/5	6	385	25.92	19.16
4/5	7	394	28.18	19.91
4/5	8	402	30.06	20.66
5/6	6	411	33.06	21.79
5/6	7	420	36.07	23.29
5/6	8	427	39.07	24.42

5.3.1.6 Grade 9-12

Table 5.3.1.6

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: List 9-12 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	314	20.66	22.17
1/2	10	325	20.66	21.04
1/2	11	335	20.66	19.91
1/2	12	342	21.04	19.54
2/3	9	353	21.42	18.79
2/3	10	358	21.80	18.79
2/3	11	364	22.17	18.41
2/3	12	368	22.54	18.41
3/4	9	383	24.80	18.41
3/4	10	389	25.55	18.41
3/4	11	394	26.68	18.41
3/4	12	398	27.43	18.79
4/5	9	409	30.06	19.16
4/5	10	415	31.94	19.54
4/5	11	420	33.44	19.91
4/5	12	426	35.32	20.66
5/6	9	434	38.32	21.42
5/6	10	441	41.33	22.54
5/6	11	447	44.33	23.29
5/6	12	452	46.96	24.42

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
S602 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	307	11.44	15.86
1/2	5	316	11.70	14.04
2/3	4	335	12.74	11.70
2/3	5	345	13.83	10.92
3/4	4	354	15.34	10.66
3/4	5	364	17.16	10.48
4/5	4	364	17.16	10.48
4/5	5	373	19.50	10.61
5/6	4	382	22.10	11.00
5/6	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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	323	11.60	13.52
1/2	7	329	11.44	12.74
1/2	8	335	11.70	12.22
2/3	6	353	12.48	10.92
2/3	7	360	13.00	10.61
2/3	8	366	13.52	10.66
3/4	6	373	14.56	10.61
3/4	7	380	15.60	10.92
3/4	8	386	16.67	11.18
4/5	6	382	16.12	10.89
4/5	7	389	17.42	11.18
4/5	8	395	18.98	11.70
5/6	6	399	20.02	12.22
5/6	7	406	22.36	13.00
5/6	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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	340	11.83	14.04
1/2	10	344	11.70	13.21
1/2	11	348	11.70	12.74
1/2	12	352	11.70	12.22
2/3	9	372	12.48	10.66
2/3	10	377	12.74	10.40
2/3	11	382	13.26	10.40
2/3	12	386	13.78	10.40
3/4	9	392	14.82	10.45
3/4	10	397	15.60	10.66
3/4	11	402	16.38	10.92
3/4	12	407	17.68	11.18
4/5	9	401	16.38	10.66
4/5	10	406	17.42	11.18
4/5	11	410	18.46	11.31
4/5	12	414	19.50	11.70
5/6	9	418	20.54	12.22
5/6	10	423	22.36	12.74
5/6	11	427	23.66	13.21
5/6	12	432	25.74	14.04

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
S602 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	266	11.81	9.93
1/2	5	267	11.55	9.67
2/3	4	288	13.43	8.86
2/3	5	293	14.04	8.86
3/4	4	351	17.99	12.35
3/4	5	356	17.72	12.62
4/5	4	401	15.57	11.55
4/5	5	407	15.31	11.33
5/6	4	425	15.57	11.01
5/6	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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	268	12.35	8.32
1/2	7	273	12.62	8.32
1/2	8	281	13.69	8.59
2/3	6	298	15.84	10.20
2/3	7	305	16.65	11.01
2/3	8	311	16.92	11.55
3/4	6	361	17.45	12.62
3/4	7	367	17.18	12.35
3/4	8	372	16.92	12.35
4/5	6	413	15.57	10.74
4/5	7	419	16.11	10.74
4/5	8	424	16.92	11.01
5/6	6	441	20.68	12.35
5/6	7	450	23.90	14.23
5/6	8	459	27.93	16.38

5.3.3.6 Grade 9-12

Table 5.3.3.6

Conditional Standard Errors of Measurement of Scale Scores at the Cut Points: Writ 9-12 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	289	12.35	8.22
1/2	10	298	12.08	8.59
1/2	11	308	12.89	9.67
1/2	12	318	14.23	10.77
2/3	9	319	14.23	11.01
2/3	10	326	15.31	11.55
2/3	11	335	16.38	12.08
2/3	12	344	17.02	12.35
3/4	9	378	17.72	12.62
3/4	10	385	17.72	12.35
3/4	11	391	17.45	12.08
3/4	12	398	17.18	11.81
4/5	9	430	15.47	10.74
4/5	10	436	15.31	10.74
4/5	11	441	15.57	11.01
4/5	12	447	15.84	11.55
5/6	9	469	19.33	15.04
5/6	10	479	22.29	17.72
5/6	11	490	27.12	22.02
5/6	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
S602 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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
S602 Paper**

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in 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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	4	246	22.23	16.09
1/2	5	258	23.98	16.38
2/3	4	293	26.29	18.25
2/3	5	302	26.32	18.72
3/4	4	342	25.74	18.78
3/4	5	350	26.03	18.72
4/5	4	397	35.10	20.18
4/5	5	407	39.19	21.35
5/6	4	435	57.33	27.79
5/6	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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	6	268	21.18	15.50
1/2	7	277	22.81	15.79
1/2	8	284	24.28	16.38
2/3	6	310	27.79	18.43
2/3	7	317	27.79	19.01
2/3	8	323	27.79	19.30
3/4	6	360	24.57	18.43
3/4	7	369	23.98	17.84
3/4	8	377	23.98	17.55
4/5	6	417	29.54	18.72
4/5	7	425	32.17	19.89
4/5	8	433	35.10	21.06
5/6	6	451	44.46	24.86
5/6	7	457	48.55	26.62
5/6	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 S602 Paper

Proficiency Level Cut Point	Grade	Cut Score	CSEM in Tier A	CSEM in Tier B/C
1/2	9	290	25.45	17.26
1/2	10	295	26.03	17.55
1/2	11	299	26.62	18.13
1/2	12	302	27.20	18.43
2/3	9	328	27.49	19.60
2/3	10	333	27.20	19.60
2/3	11	337	26.76	19.60
2/3	12	340	26.62	19.30
3/4	9	385	24.57	17.26
3/4	10	393	24.86	17.26
3/4	11	400	25.74	17.67
3/4	12	406	26.62	18.13
4/5	9	440	36.85	23.40
4/5	10	446	40.07	24.86
4/5	11	451	42.70	26.32
4/5	12	455	45.04	27.79
5/6	9	468	54.40	32.76
5/6	10	471	57.03	34.22
5/6	11	474	59.67	35.68
5/6	12	476	61.42	36.85

5.4 Accuracy and Consistency of Domains

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency level of students with regards to the WIDA ELD Standards. Because of the emphasis on the classification of student performance, a question of interest is how accurately and consistently ACCESS domain scale scores can classify students into the WIDA proficiency levels determined by the 2016 ACCESS standard-setting process (Cook & MacGregor, 2017). Test users can examine indices that report on the accuracy and consistency of these classifications and can use that information to judge the utility of WIDA's proficiency level categorization, while policymakers can use these indices to assist them when making decisions about ACCESS test design and score reporting (AERA et al., 2014). The analyses we conduct to examine the accuracy and consistency of classifications utilize the methods that Livingston and Lewis (1995) and Young and Yoon (1998) outlined, as implemented in the software program BB-CLASS (Brennan, 2004; cf. also Lee et al., 2002).

Classification accuracy is defined conceptually as the extent to which the proficiency classifications of students based on their observed raw scores or scale scores would agree with those made based on their true scores (Livingston, 2018; Livingston & Lewis, 1995). A student's true score is the average of the scores that the student would have received, averaging over some set of prespecified factors or conditions (e.g., different versions of the test, different times of test administration). Therefore, the calculation of the true scores depends upon the 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 the domain scale scores on a parallel form. The Livingston and Lewis procedure requires that the reliability estimate of the students' scores on a test form be provided when calculating the classification consistency and accuracy indices. For Listening and Reading, we used the Rasch student separation reliability estimates by grade-level cluster in the procedure. Since the Writing and Speaking tests were tiered, we needed to

produce a single reliability estimate across tiers to implement the Livingston and Lewis procedure. This is a weighted reliability estimate across tiers (see Section 5.1).

Overall classification accuracy indicates the percentage of all students whom we would classify into the same language proficiency level by both their domain scale scores and their true scale scores (i.e., the percentage of students whom we accurately classified). For example, an overall classification accuracy index of 0.774 means that we would classify 77% of the students into the same proficiency level according to their domain scale scores and their true scale scores. **Overall classification consistency** indicates the percentage of all students whom we would classify into the same language proficiency levels by their performances on both the administered test and on a parallel test. For example, an overall classification consistency index of 0.664 means that we would classify 66% of the students into the same proficiency level if they took two parallel forms of the test. A classification consistency index is always lower than its corresponding classification accuracy index because, in classification consistency, a classification based on a student's performance on the administered test and a classification based on that student's performance on a parallel test are both subject to measurement error. In contrast, in classification accuracy, only the classification based on a student's performance on the administered test contains error while we assume that the classification based on that student's true scale score is free of measurement error.

Overall classification accuracy and consistency indices indicate the degree to which we accurately and consistently classify students into the same WIDA proficiency levels, but not the degree to which we accurately or consistently classify students into the proficiency levels below or above the specific cut point (e.g., at the PL 4/PL 5 cut point). The indices that can address this question are **marginal classification accuracy and consistency indices based on domain scale scores at the cut points**. From an accountability perspective, the most important indices for test users and policymakers to examine are the marginal classification accuracy and consistency indices.

The **marginal classification accuracy indices based on domain scale scores at the cut points** report the percentage of students whom we accurately placed into proficiency levels above and below each cut point based on their domain scale scores. For example, a classification accuracy index of 0.774 at the PL 4/PL 5 cut point means that we would classify 77% of the students in the same way using their domain scale scores or their true scale scores, either into the proficiency levels below the cut point (i.e., PL 1 to PL 4) or into the proficiency levels above the cut point (i.e., PL 5 to PL 6). The **marginal classification consistency indices based on domain scale scores at the cut points** report the percentage of students whom we would classify consistently above and below each cut point based on their domain scale scores. For example, a classification consistency index of 0.664 at the PL 4/PL 5 cut point means that we would classify 66% of the students in the same way if they took two parallel forms, either into the proficiency levels below the cut point (i.e., PL 1 to PL 4) or into the proficiency levels above the cut point (i.e., PL 5 to PL 6). Note that the marginal accuracy and consistency indices are generally higher for students' domain scale scores at the cut points than are the overall classification accuracy and consistency indices (Livingston, 2018). This is because the marginal accuracy and consistency indices report the classification decisions at

one cut point at a time while the overall accuracy and consistency indices report the classification decisions at all five cut points at the same time.

The interactions of several factors affect the calculation of classification accuracy and consistency: (1) the number of proficiency level cut points, (2) the magnitude of the test score reliability coefficient, (3) measurement accuracy for scale scores at the cut points, (4) the distances between adjacent cut points, (5) the locations of the cut points on the ability scale, and (6) the proportion of students' scale scores around a cut point (Ercikan & Julian, 2002; Lee et al., 2002). These factors are functions of the test design and, most importantly, the standard-setting decisions. The indices are lower when there is a greater number of proficiency levels, a lower test score reliability coefficient, and 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 policymakers interpret the results from our classification analyses, for each of the ACCESS test domains, we report the range of the overall classification accuracy and consistency indices across grades. Additionally, we highlight the grade with the lowest classification accuracy and consistency indices. Since the overall accuracy and consistency indices are summaries of the degree of classification accuracy and consistency across all proficiency level cut points, we also report the marginal classification accuracy and consistency indices for these grades to identify the specific source(s) of low classification accuracy and consistency.

For Listening, as shown in Table 5.4.1.1, the overall classification accuracy indices ranged from 0.328 to 0.731 and the overall classification consistency indices ranged from 0.292 to 0.675. Grade 7 had the lowest overall classification accuracy and consistency indices for Listening.

For Reading, as shown in Table 5.4.2.1, the overall classification accuracy indices ranged from 0.434 to 0.859 and the overall classification consistency indices ranged from 0.343 to 0.839. 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 0.722 to 0.831, and the overall classification consistency indices ranged from 0.640 to 0.772. Grade 4 had the lowest overall classification accuracy and consistency indices for Writing.

For Speaking, as shown in Table 5.4.4.1, the overall classification accuracy indices ranged from 0.566 to 0.706 and the overall classification consistency indices ranged from 0.549 to 0.629. The lowest overall classification accuracy index for Speaking was kindergarten and grade 4 had the lowest overall classification consistency indices for Speaking.

From an accountability perspective, the most important indices for test users and policymakers to examine are the marginal classification accuracy and consistency indices. To help them interpret our results, we report for each domain the range of the marginal classification accuracy and consistency indices across grades and then highlight the grades (and the cut points within those grades) that had the lowest marginal classification accuracy and the lowest classification consistency.

For Listening, the marginal classification accuracy indices based on scale scores at the cut points ranged from 0.786 to 0.987 (Table 5.4.1.2) and the marginal classification consistency indices ranged from 0.716 to 0.975 (Table 5.4.1.3). Grade 8, at the PL 5/PL 6 cut point, had the lowest classification accuracy index for Listening, and grade 3, at the PL 4/PL 5 cut point, had the lowest classification consistency index for Listening. Note that grade 7 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 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 and grade 3 Listening were still in the .70's and .90's.

For Reading, the marginal classification accuracy indices based on scale scores at the cut points ranged from 0.801 to 0.981 (Table 5.4.2.2) and the marginal classification consistency indices scores ranged from 0.736 to 0.971 (Table 5.4.2.3). Grade 3, at the 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 indices 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 0.827 to 0.974 (Table 5.4.3.2) and the marginal classification consistency indices ranged from 0.777 to 0.972 (Table 5.4.3.3). Grade 4, at the PL 3/PL 4 cut point, had the

lowest classification accuracy and consistency indices for Writing. Note that grade 4 was also identified as having the lowest overall classification accuracy and consistency indices in the Writing domain. The low marginal classification accuracy and consistency at the PL 3/PL 4 cut appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency indices for grade 4 Writing were still in the .70's and .90's.

For Speaking, the marginal classification accuracy indices based on scale scores at the cut points ranged from 0.788 to 0.992 (Table 5.4.4.2) and the marginal classification consistency indices ranged from 0.843 to 0.991 (Table 5.4.4.3). Kindergarten, at the PL 5/PL 6 cut point, had the lowest classification accuracy and consistency indices. Note that kindergarten was also identified as having the lowest overall classification accuracy index and grade 4 was also identified as having the lowest overall classification consistency index in the Speaking domain. The low marginal classification accuracy and consistency at the PL 5/PL 6 cut appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency indices for kindergarten Speaking were still in the .70's and .90's.

When we compared the overall and marginal classification accuracy and consistency indices based on the domain scale scores for a particular grade, we saw that in many instances they told the same story (i.e., for a given grade, when the overall classification accuracy and consistency indices were low, then the marginal classification accuracy and consistency indices also tended to be low).

We observed that in the domains of Reading and Writing, the marginal classification accuracy and consistency indices for PL cut points in the middle of the proficiency level range (e.g., the PL 2/3 and PL 3/4 cut points) tended, on average, to be lower than the marginal classification accuracy and consistency indices for cut points at the lower and upper ends of the range, a finding that is consistent with findings from previous researchers (Ercikan & Julian, 2002; Lee et al., 2002). One possible reason might be that the cut points for the proficiency levels in the middle of the proficiency level range tend to be closer together than the cut points for the proficiency levels at the ends of that range. (Cut points tend to be closer to each other when there are a large number of proficiency levels.) We would expect marginal classification accuracy and consistency to vary for different ability levels due to variations in measurement accuracy. That is, the further away the students' domain scale scores are from the cut points, the smaller the classification errors would be, or the more accurate the classification decisions would be. With many proficiency levels, there are more student domain scale scores near the cut points than there would be if there were fewer proficiency levels. Therefore, the higher the number of proficiency levels, the higher the probability that we would misclassify students (Ercikan & Julian, 2002). Additionally, the intervals between cut points that are in the middle of the ACCESS proficiency level range are smaller than the intervals between cut points that are at the upper and lower ends of the proficiency level range. Consequently, the marginal classification accuracy and consistency indices based on the domain scale scores for the PL 2/3 and PL 3/4 cut points tend to be lower than for other cut points, as we might expect.

Although assessment experts have issued little guidance to aid in making judgments about the ideal or expected levels of decision consistency and accuracy needed for educational assessments since many different factors affect the calculation of these indices, as discussed earlier, the ranges of the classification accuracy and consistency indices for the ACCESS domains are very similar to those reported for similar testing programs such as ELPA21 (American Institutes of Research, 2018), except for the Writing domain. 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 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 S602 Paper

Grade	Accuracy	Consistency
K	0.731	0.675
1	0.488	0.400
2	0.460	0.377
3	0.448	0.368
4	0.465	0.376
5	0.454	0.363
6	0.388	0.305
7	0.328	0.292
8	0.349	0.310
9	0.410	0.326
10	0.419	0.329
11	0.418	0.331
12	0.435	0.349

Table 5.4.1.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: List S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.944	0.938	0.933	0.928	0.917
1	0.936	0.887	0.843	0.829	0.859
2	0.947	0.887	0.826	0.821	0.853
3	0.987	0.899	0.815	0.792	0.822
4	0.977	0.900	0.840	0.796	0.826
5	0.957	0.874	0.843	0.815	0.825
6	0.883	0.845	0.853	0.826	0.814
7	0.842	0.834	0.879	0.826	0.821
8	0.843	0.825	0.909	0.876	0.786
9	0.854	0.826	0.813	0.858	0.924
10	0.839	0.822	0.827	0.851	0.944
11	0.848	0.809	0.809	0.872	0.940
12	0.847	0.805	0.820	0.883	0.946

Table 5.4.1.3**Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: List S602 Paper**

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.923	0.914	0.907	0.901	0.883
1	0.909	0.844	0.779	0.767	0.805
2	0.925	0.839	0.765	0.755	0.795
3	0.975	0.859	0.746	0.716	0.757
4	0.961	0.861	0.772	0.727	0.759
5	0.928	0.826	0.777	0.749	0.761
6	0.838	0.775	0.783	0.759	0.774
7	0.797	0.774	0.809	0.765	0.761
8	0.779	0.761	0.840	0.806	0.764
9	0.805	0.752	0.747	0.803	0.886
10	0.786	0.749	0.759	0.802	0.903
11	0.788	0.736	0.743	0.815	0.909
12	0.788	0.732	0.747	0.836	0.925

5.4.2 Reading**Table 5.4.2.1****Overall Accuracy and Consistency of Classification Indices: Read S602 Paper**

Grade	Accuracy	Consistency
K	0.859	0.839
1	0.533	0.429
2	0.569	0.471
3	0.434	0.343
4	0.500	0.404
5	0.493	0.404
6	0.606	0.495
7	0.601	0.495
8	0.582	0.479
9	0.567	0.459
10	0.571	0.462
11	0.585	0.476
12	0.604	0.493

Table 5.4.2.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: Read S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.966	0.968	0.961	0.939	N/A
1	0.828	0.843	0.897	0.933	0.966
2	0.878	0.873	0.898	0.914	0.945
3	0.899	0.862	0.801	0.807	0.922
4	0.916	0.866	0.836	0.859	0.927
5	0.905	0.863	0.835	0.848	0.912
6	0.874	0.857	0.912	0.940	0.981
7	0.860	0.859	0.913	0.944	0.978
8	0.857	0.863	0.899	0.925	0.970
9	0.890	0.860	0.886	0.916	0.956
10	0.891	0.854	0.893	0.919	0.954
11	0.891	0.862	0.903	0.915	0.948
12	0.882	0.864	0.913	0.928	0.962

Table 5.4.2.3

Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: Read S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.949	0.953	0.947	0.935	N/A
1	0.764	0.784	0.854	0.900	0.951
2	0.830	0.822	0.855	0.878	0.923
3	0.865	0.792	0.736	0.750	0.871
4	0.885	0.809	0.780	0.805	0.892
5	0.868	0.804	0.780	0.794	0.870
6	0.822	0.799	0.877	0.914	0.971
7	0.806	0.806	0.877	0.916	0.966
8	0.802	0.807	0.861	0.895	0.954
9	0.845	0.804	0.845	0.880	0.935
10	0.846	0.800	0.849	0.881	0.934
11	0.848	0.809	0.859	0.880	0.927
12	0.836	0.811	0.874	0.896	0.946

5.4.3 Writing

Table 5.4.3.1

Overall Accuracy and Consistency of Classification Indices: Writ S602 Paper

Grade	Accuracy	Consistency
K	0.803	0.771
1	0.760	0.692
2	0.824	0.766
3	0.831	0.772
4	0.722	0.640
5	0.765	0.678
6	0.775	0.693
7	0.773	0.689
8	0.773	0.691
9	0.753	0.666
10	0.754	0.666
11	0.754	0.667
12	0.767	0.682

Table 5.4.3.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: Writ S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.921	0.881	0.974	N/A	N/A
1	0.918	0.842	N/A	N/A	N/A
2	0.946	0.913	0.965	N/A	N/A
3	0.956	0.927	0.949	N/A	N/A
4	0.957	0.935	0.827	N/A	N/A
5	0.959	0.933	0.871	N/A	N/A
6	0.933	0.910	0.932	N/A	N/A
7	0.929	0.909	0.934	N/A	N/A
8	0.928	0.913	0.930	N/A	N/A
9	0.930	0.911	0.910	N/A	N/A
10	0.931	0.908	0.912	N/A	N/A
11	0.927	0.908	0.915	N/A	N/A
12	0.929	0.914	0.921	N/A	N/A

Table 5.4.3.3**Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: Writ S602 Paper**

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.887	0.870	0.972	N/A	N/A
1	0.884	0.803	N/A	N/A	N/A
2	0.923	0.880	0.962	N/A	N/A
3	0.937	0.898	0.936	N/A	N/A
4	0.939	0.912	0.777	N/A	N/A
5	0.940	0.907	0.820	N/A	N/A
6	0.905	0.873	0.905	N/A	N/A
7	0.901	0.872	0.907	N/A	N/A
8	0.899	0.877	0.902	N/A	N/A
9	0.902	0.876	0.875	N/A	N/A
10	0.903	0.873	0.876	N/A	N/A
11	0.898	0.872	0.881	N/A	N/A
12	0.900	0.876	0.888	N/A	N/A

5.4.4 Speaking**Table 5.4.4.1****Overall Accuracy and Consistency of Classification Indices: Spek S602 Paper**

Grade	Accuracy	Consistency
K	0.566	0.564
1	0.695	0.592
2	0.670	0.575
3	0.673	0.573
4	0.647	0.549
5	0.651	0.559
6	0.645	0.556
7	0.667	0.577
8	0.675	0.589
9	0.704	0.629
10	0.706	0.626
11	0.694	0.618
12	0.669	0.594

Table 5.4.4.2

Marginal Classification Accuracy Indices Based on the Domain Scale Scores at the Cut Points: Spek S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.901	0.936	0.958	0.962	0.788
1	0.930	0.896	0.920	0.954	0.992
2	0.947	0.902	0.901	0.919	0.973
3	0.942	0.899	0.895	0.936	0.965
4	0.947	0.917	0.897	0.905	0.964
5	0.934	0.914	0.907	0.915	0.954
6	0.930	0.916	0.912	0.929	0.941
7	0.927	0.919	0.916	0.929	0.959
8	0.928	0.915	0.916	0.944	0.955
9	0.920	0.917	0.927	0.969	0.956
10	0.921	0.908	0.928	0.974	0.959
11	0.921	0.913	0.932	0.971	0.944
12	0.921	0.903	0.937	0.970	0.922

Table 5.4.4.3

Marginal Classification Consistency Indices Based on the Domain Scale Scores at the Cut Points: Spek S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.868	0.912	0.936	0.941	0.843
1	0.898	0.856	0.885	0.938	0.991
2	0.922	0.864	0.862	0.916	0.973
3	0.914	0.860	0.853	0.928	0.965
4	0.923	0.884	0.858	0.871	0.962
5	0.906	0.881	0.870	0.884	0.953
6	0.901	0.883	0.877	0.893	0.937
7	0.897	0.886	0.882	0.897	0.952
8	0.897	0.881	0.882	0.916	0.953
9	0.886	0.883	0.897	0.949	0.960
10	0.886	0.872	0.897	0.958	0.962
11	0.887	0.878	0.902	0.954	0.950
12	0.888	0.867	0.907	0.955	0.935

5.5 Reliabilities of Students' Composite Scale Scores

The reliabilities of the ACCESS composite scale scores indicate the consistency of those scores over replications of the testing procedure. Because the domains that make up the composites consist of different test items, and because items from different domains may measure different abilities (even though items within the domain are assumed to measure a single ability), a traditional internal consistency index such as Cronbach's coefficient alpha is not appropriate, since statisticians who devised such indices assumed that items in a test measure similar ability. It is more appropriate to report a stratified Cronbach's coefficient alpha (Feldt & Brennan, 1989), which measures consistency in students' composite scale scores when those scores are based on students' responses to sets of items that measure different abilities. A stratified alpha is a weighted average of Cronbach's coefficient alphas for item sets that differ in the maximum score points or "strata." Stratified alpha is a reliability estimate computed by dividing the test into components (strata), computing Cronbach's coefficient alpha separately for the scale scores for each component, and then using the results to estimate a reliability coefficient for the composite scale scores.

In computing the stratified Cronbach's coefficient alphas for ACCESS composite scale scores, we treated each domain that makes up a composite as a separate component (or stratum). For example, when computing the stratified Cronbach's coefficient alphas for students' Literacy scale scores, we entered the variances of the students' scale scores for two components (i.e., Reading and Writing) and the weights of those two components. The stratified Cronbach's coefficient alpha is interpreted like other traditional internal consistency statistics such as Cronbach's coefficient alpha. Like Cronbach's coefficient alpha, a stratified Cronbach's coefficient alpha is an estimate of the proportion of the total variance in the students' composite scale scores that the variance in their true composite scale scores can explain.

Because of the differential weights applied to the ACCESS domains that contribute to the students' composite scale scores, the stratified Cronbach's coefficient alpha is weighted by the contribution that each domain makes to the students' composite scale scores (Kamata et al., 2003; Kane & Case, 2004; Rudner, 2001). Specifically, the formula is:

$$\alpha_c = 1 - \frac{\sum_{j=1}^k w_j^2 \sigma_j^2 (1 - \rho_j)}{\sigma_c^2}$$

where

k = the number of components (domains) j that contribute to the composite

w_j = the weight of component (domain) j

σ_j^2 = the variance of the students' scale scores for component (domain) j

σ_c^2 = the variance of the students' composite scale scores

ρ_j = the reliability coefficient for students' scale scores for component (domain) j .

As is true for Cronbach's coefficient alpha (see the explanation in Section 5), there is no one set of criteria that the testing community uses when interpreting stratified Cronbach's coefficient

alpha values. There is little consensus among the experts in their views of what the acceptable lower limit of the stratified Cronbach's coefficient alpha value should be, or for that matter, how one should interpret various values. This lack of consensus led the authors of the *Standards for Educational and Psychological Measurement* (2014) to conclude, "The choice of [reliability/precision] estimation and the minimum acceptable level for any index remain a matter of professional judgment" (p. 41).

The tables report the stratified Cronbach's coefficient alphas for the students' scale scores for each of the four composites (Oral, Literacy, Comprehension, and Overall). The first table for each composite provides stratified Cronbach's coefficient alphas for all students' composite scale scores. The second table for each composite provides the same information for the population of female students and the population of male students. The third table provides information by ethnicity, for Hispanic and other students, and the fourth table provides information for the population of students who have an IEP.

The first column of each table shows the grade-level clusters. The tables report the input values that we used to compute the stratified Cronbach's coefficient alphas (i.e., the number of components for each composite, each component's weight, and the variance of the students' scale scores for each component). See Chapter 3 for an explanation of the procedures we used to compute the composite scale scores.

For each grade-level cluster (with the exception of kindergarten), we derive a reliability coefficient across tiers for each domain. (The kindergarten test is not tiered so this step is not necessary.) To produce this coefficient, values for Cronbach's alpha for each of the tiers in the grade-level cluster (provided in Section 5.1) are weighted by the number of students who were administered the tier form, and a weighted average is expressed in the tables.

For each relevant domain component, we report the variance of the students' domain scale scores. We also report the variance of the students' composite scale scores. When we computed the variances of the students' domain scale scores and the variances of the students' composite scale scores, we included the students who had valid scores for all four domains.

Finally, the tables present the computed stratified Cronbach's coefficient alphas for students' scale scores for each composite, by grade-level cluster.

Additionally, we used the stratified Cronbach's coefficient alphas, presented in the tables in this section, to produce the **Accuracy and Consistency** classification tables for the composites (Section 5.7).

The stratified Cronbach's alpha of the Oral composite computed for all students ranged from 0.90 to 0.96. The stratified Cronbach's alpha of the Oral composite ranged from 0.90 to 0.96 for male students; from 0.90 to 0.96 for female students; from 0.90 to 0.97 for Hispanic students; from 0.89 to 0.96 for Other students; and from 0.87 to 0.96 for students with an IEP.

The stratified Cronbach's alpha of the Literacy composite computed for all students ranged from 0.91 to 0.96. The stratified Cronbach's alpha of the Literacy composite ranged from 0.91 to 0.97 for male students; from 0.90 to 0.96 for female students; from 0.90 to 0.96 for Hispanic students; from 0.91 to 0.97 for Other students; and from 0.89 to 0.97 for students with an IEP.

The stratified Cronbach's alpha of the Comprehension composite computed for all students ranged from 0.79 to 0.97. The stratified Cronbach's alpha of the Comprehension composite ranged from 0.80 to 0.97 for male students; from 0.77 to 0.97 for female students; from 0.78 to 0.97 for Hispanic students; from 0.81 to 0.97 for Other students; and from 0.71 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 0.94 to 0.98 for female students; from 0.94 to 0.97 for Hispanic students; from 0.94 to 0.98 for Other students; and from 0.92 to 0.98 for students with an IEP.

5.5.1 Oral

Table 5.5.1.1

Reliabilities of Composite Scale Scores: Oral S602 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.50	7356.85	0.96
K	Speaking	0.50	11159.24	0.92
K	Oral	N/A	8349.20	0.96
1	Listening	0.50	1814.64	0.74
1	Speaking	0.50	4751.72	0.91
1	Oral	N/A	2488.65	0.91
2	Listening	0.50	2095.43	0.72
2	Speaking	0.50	5126.65	0.92
2	Oral	N/A	2818.64	0.91
3	Listening	0.50	1596.75	0.61
3	Speaking	0.50	5356.55	0.92
3	Oral	N/A	2589.49	0.90
4-5	Listening	0.50	2142.98	0.66
4-5	Speaking	0.50	6628.60	0.91
4-5	Oral	N/A	3469.09	0.91
6-8	Listening	0.50	3042.52	0.65
6-8	Speaking	0.50	7595.84	0.92
6-8	Oral	N/A	4390.01	0.90
9-12	Listening	0.50	2523.85	0.63
9-12	Speaking	0.50	6790.92	0.92
9-12	Oral	N/A	3742.09	0.90

Table 5.5.1.2**Reliabilities of Composite Scale Scores: Oral S602 Paper by Gender**

Cluster	Component	Weight	Gender	Variance	Reliability
K	Listening	0.50	F	7149.26	0.96
K	Listening	0.50	M	7504.93	0.96
K	Speaking	0.50	F	11468.81	0.92
K	Speaking	0.50	M	10742.47	0.92
K	Oral	N/A	F	8366.98	0.96
K	Oral	N/A	M	8246.91	0.96
1	Listening	0.50	F	1733.44	0.73
1	Listening	0.50	M	1877.90	0.75
1	Speaking	0.50	F	4754.59	0.90
1	Speaking	0.50	M	4717.84	0.91
1	Oral	N/A	F	2437.14	0.90
1	Oral	N/A	M	2516.36	0.91
2	Listening	0.50	F	2019.12	0.71
2	Listening	0.50	M	2155.12	0.73
2	Speaking	0.50	F	5166.71	0.92
2	Speaking	0.50	M	5055.57	0.92
2	Oral	N/A	F	2787.38	0.91
2	Oral	N/A	M	2825.17	0.91
3	Listening	0.50	F	1516.46	0.59
3	Listening	0.50	M	1666.01	0.63
3	Speaking	0.50	F	5524.19	0.92
3	Speaking	0.50	M	5168.54	0.92
3	Oral	N/A	F	2615.25	0.90
3	Oral	N/A	M	2550.47	0.90
4-5	Listening	0.50	F	2079.41	0.66
4-5	Listening	0.50	M	2191.08	0.67
4-5	Speaking	0.50	F	6733.15	0.91
4-5	Speaking	0.50	M	6494.02	0.91
4-5	Oral	N/A	F	3464.92	0.91
4-5	Oral	N/A	M	3450.66	0.91
6-8	Listening	0.50	F	3070.97	0.64
6-8	Listening	0.50	M	3010.80	0.65
6-8	Speaking	0.50	F	7656.67	0.92
6-8	Speaking	0.50	M	7519.27	0.92
6-8	Oral	N/A	F	4446.02	0.90
6-8	Oral	N/A	M	4327.75	0.90
9-12	Listening	0.50	F	2433.17	0.62

Cluster	Component	Weight	Gender	Variance	Reliability
9-12	Listening	0.50	M	2604.89	0.64
9-12	Speaking	0.50	F	6677.29	0.91
9-12	Speaking	0.50	M	6882.55	0.92
9-12	Oral	N/A	F	3650.29	0.90
9-12	Oral	N/A	M	3819.87	0.90

Table 5.5.1.3**Reliabilities of Composite Scale Scores: Oral S602 Paper by Ethnicity**

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Listening	0.50	H	7352.33	0.96
K	Listening	0.50	O	6205.70	0.95
K	Speaking	0.50	H	10943.11	0.92
K	Speaking	0.50	O	10173.80	0.91
K	Oral	N/A	H	8252.81	0.97
K	Oral	N/A	O	7238.26	0.96
1	Listening	0.50	H	1813.62	0.74
1	Listening	0.50	O	1782.27	0.74
1	Speaking	0.50	H	4845.51	0.91
1	Speaking	0.50	O	4217.68	0.89
1	Oral	N/A	H	2523.58	0.91
1	Oral	N/A	O	2263.17	0.90
2	Listening	0.50	H	2103.91	0.72
2	Listening	0.50	O	2007.28	0.73
2	Speaking	0.50	H	5203.43	0.92
2	Speaking	0.50	O	4617.89	0.91
2	Oral	N/A	H	2858.93	0.91
2	Oral	N/A	O	2540.84	0.91
3	Listening	0.50	H	1588.41	0.61
3	Listening	0.50	O	1593.10	0.64
3	Speaking	0.50	H	5526.95	0.92
3	Speaking	0.50	O	4441.54	0.90
3	Oral	N/A	H	2649.41	0.90
3	Oral	N/A	O	2232.67	0.89
4-5	Listening	0.50	H	2157.15	0.66
4-5	Listening	0.50	O	2009.96	0.68
4-5	Speaking	0.50	H	6850.58	0.92
4-5	Speaking	0.50	O	5382.43	0.90
4-5	Oral	N/A	H	3564.99	0.91
4-5	Oral	N/A	O	2891.46	0.90
6-8	Listening	0.50	H	3045.19	0.64
6-8	Listening	0.50	O	2918.16	0.67
6-8	Speaking	0.50	H	7701.86	0.92
6-8	Speaking	0.50	O	6610.64	0.91
6-8	Oral	N/A	H	4435.06	0.90
6-8	Oral	N/A	O	3919.10	0.90
9-12	Listening	0.50	H	2514.95	0.62
9-12	Listening	0.50	O	2503.67	0.64
9-12	Speaking	0.50	H	6847.93	0.92

Cluster	Component	Weight	Ethnicity	Variance	Reliability
9-12	Speaking	0.50	O	6324.40	0.91
9-12	Oral	N/A	H	3757.95	0.90
9-12	Oral	N/A	O	3542.16	0.90

Table 5.5.1.4

Reliabilities of Composite Scale Scores: Oral S602 Paper by IEP Status

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.50	6988.56	0.96
K	Speaking	0.50	8811.08	0.90
K	Oral	N/A	7064.00	0.96
1	Listening	0.50	1773.41	0.75
1	Speaking	0.50	3854.00	0.90
1	Oral	N/A	2083.27	0.90
2	Listening	0.50	1870.52	0.74
2	Speaking	0.50	4057.21	0.91
2	Oral	N/A	2198.08	0.90
3	Listening	0.50	1240.78	0.58
3	Speaking	0.50	3523.68	0.91
3	Oral	N/A	1643.39	0.87
4-5	Listening	0.50	1389.88	0.63
4-5	Speaking	0.50	3555.17	0.90
4-5	Oral	N/A	1718.53	0.88
6-8	Listening	0.50	1649.36	0.64
6-8	Speaking	0.50	4215.25	0.91
6-8	Oral	N/A	2128.89	0.89
9-12	Listening	0.50	1586.38	0.59
9-12	Speaking	0.50	4781.76	0.91
9-12	Oral	N/A	2298.90	0.88

5.5.2 Literacy

Table 5.5.2.1

Reliabilities of Composite Scale Scores: Litr S602 Paper

Cluster	Component	Weight	Variance	Reliability
K	Reading	0.50	4387.19	0.95
K	Writing	0.50	4539.83	0.93
K	Literacy	N/A	3818.34	0.96
1	Reading	0.50	930.68	0.75
1	Writing	0.50	1944.49	0.91
1	Literacy	N/A	1077.62	0.91
2	Reading	0.50	1284.26	0.83
2	Writing	0.50	2206.04	0.93
2	Literacy	N/A	1453.78	0.94
3	Reading	0.50	969.91	0.68
3	Writing	0.50	2135.91	0.93
3	Literacy	N/A	1245.61	0.91
4-5	Reading	0.50	1220.99	0.78
4-5	Writing	0.50	2493.23	0.91
4-5	Literacy	N/A	1554.88	0.92
6-8	Reading	0.50	958.20	0.77
6-8	Writing	0.50	2230.59	0.90
6-8	Literacy	N/A	1313.37	0.92
9-12	Reading	0.50	1084.01	0.80
9-12	Writing	0.50	2210.21	0.89
9-12	Literacy	N/A	1370.98	0.92

Table 5.5.2.2

Reliabilities of Composite Scale Scores: Litr S602 Paper by Gender

Cluster	Component	Weight	Gender	Variance	Reliability
K	Reading	0.50	F	4207.98	0.95
K	Reading	0.50	M	4588.81	0.95
K	Writing	0.50	F	4504.32	0.92
K	Writing	0.50	M	4586.65	0.93
K	Literacy	N/A	F	3724.21	0.96
K	Literacy	N/A	M	3928.84	0.97
1	Reading	0.50	F	894.03	0.74
1	Reading	0.50	M	964.92	0.76
1	Writing	0.50	F	1812.94	0.91
1	Writing	0.50	M	2040.48	0.91

Cluster	Component	Weight	Gender	Variance	Reliability
1	Literacy	N/A	F	1021.39	0.90
1	Literacy	N/A	M	1123.21	0.91
2	Reading	0.50	F	1238.30	0.83
2	Reading	0.50	M	1325.52	0.83
2	Writing	0.50	F	2126.91	0.93
2	Writing	0.50	M	2223.94	0.93
2	Literacy	N/A	F	1404.99	0.93
2	Literacy	N/A	M	1479.92	0.94
3	Reading	0.50	F	911.31	0.65
3	Reading	0.50	M	1021.63	0.70
3	Writing	0.50	F	2136.71	0.93
3	Writing	0.50	M	2069.56	0.93
3	Literacy	N/A	F	1226.70	0.90
3	Literacy	N/A	M	1243.67	0.91
4-5	Reading	0.50	F	1187.05	0.77
4-5	Reading	0.50	M	1247.59	0.79
4-5	Writing	0.50	F	2527.22	0.90
4-5	Writing	0.50	M	2392.44	0.91
4-5	Literacy	N/A	F	1563.82	0.92
4-5	Literacy	N/A	M	1526.35	0.92
6-8	Reading	0.50	F	944.60	0.77
6-8	Reading	0.50	M	962.38	0.77
6-8	Writing	0.50	F	2287.22	0.89
6-8	Writing	0.50	M	2129.06	0.90
6-8	Literacy	N/A	F	1332.36	0.91
6-8	Literacy	N/A	M	1271.59	0.92
9-12	Reading	0.50	F	1043.69	0.79
9-12	Reading	0.50	M	1117.81	0.81
9-12	Writing	0.50	F	2228.63	0.89
9-12	Writing	0.50	M	2172.24	0.90
9-12	Literacy	N/A	F	1362.60	0.91
9-12	Literacy	N/A	M	1368.17	0.92

Table 5.5.2.3**Reliabilities of Composite Scale Scores: Litr S602 Paper by Ethnicity**

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Reading	0.50	H	3771.27	0.94
K	Reading	0.50	O	5006.62	0.96
K	Writing	0.50	H	4109.87	0.92
K	Writing	0.50	O	4779.08	0.93
K	Literacy	N/A	H	3305.93	0.96
K	Literacy	N/A	O	4212.45	0.97
1	Reading	0.50	H	907.13	0.74
1	Reading	0.50	O	988.66	0.79
1	Writing	0.50	H	1920.34	0.91
1	Writing	0.50	O	1993.24	0.91
1	Literacy	N/A	H	1054.80	0.90
1	Literacy	N/A	O	1128.38	0.91
2	Reading	0.50	H	1268.37	0.82
2	Reading	0.50	O	1315.54	0.84
2	Writing	0.50	H	2217.13	0.93
2	Writing	0.50	O	2133.89	0.93
2	Literacy	N/A	H	1450.88	0.94
2	Literacy	N/A	O	1435.28	0.94
3	Reading	0.50	H	965.09	0.67
3	Reading	0.50	O	976.46	0.72
3	Writing	0.50	H	2177.75	0.93
3	Writing	0.50	O	1911.58	0.93
3	Literacy	N/A	H	1260.66	0.91
3	Literacy	N/A	O	1153.85	0.91
4-5	Reading	0.50	H	1221.17	0.78
4-5	Reading	0.50	O	1194.94	0.80
4-5	Writing	0.50	H	2553.21	0.91
4-5	Writing	0.50	O	2200.51	0.91
4-5	Literacy	N/A	H	1580.24	0.92
4-5	Literacy	N/A	O	1417.06	0.92
6-8	Reading	0.50	H	945.89	0.77
6-8	Reading	0.50	O	981.79	0.78
6-8	Writing	0.50	H	2252.31	0.90
6-8	Writing	0.50	O	2089.40	0.90
6-8	Literacy	N/A	H	1313.50	0.92
6-8	Literacy	N/A	O	1274.23	0.92
9-12	Reading	0.50	H	1088.64	0.80

Cluster	Component	Weight	Ethnicity	Variance	Reliability
9-12	Reading	0.50	O	1047.08	0.81
9-12	Writing	0.50	H	2234.87	0.89
9-12	Writing	0.50	O	2092.12	0.89
9-12	Literacy	N/A	H	1385.50	0.92
9-12	Literacy	N/A	O	1292.76	0.92

Table 5.5.2.4

Reliabilities of Composite Scale Scores: Litr S602 Paper by IEP Status

Cluster	Component	Weight	Variance	Reliability
K	Reading	0.50	4761.03	0.96
K	Writing	0.50	4087.16	0.92
K	Literacy	N/A	3622.69	0.97
1	Reading	0.50	804.11	0.71
1	Writing	0.50	2305.31	0.91
1	Literacy	N/A	1053.52	0.90
2	Reading	0.50	1028.30	0.79
2	Writing	0.50	2241.31	0.94
2	Literacy	N/A	1289.00	0.93
3	Reading	0.50	752.97	0.57
3	Writing	0.50	1910.65	0.94
3	Literacy	N/A	995.05	0.89
4-5	Reading	0.50	719.37	0.71
4-5	Writing	0.50	1704.48	0.92
4-5	Literacy	N/A	917.38	0.91
6-8	Reading	0.50	576.58	0.70
6-8	Writing	0.50	1587.11	0.92
6-8	Literacy	N/A	799.55	0.91
9-12	Reading	0.50	669.96	0.74
9-12	Writing	0.50	1690.81	0.92
9-12	Literacy	N/A	883.66	0.91

5.5.3 Comprehension

Table 5.5.3.1

Reliabilities of Composite Scale Scores: Cphn S602 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.30	7356.85	0.96
K	Reading	0.70	4387.19	0.95
K	Comprehension	N/A	4165.71	0.97
1	Listening	0.30	1814.64	0.74
1	Reading	0.70	930.68	0.75
1	Comprehension	N/A	903.69	0.83
2	Listening	0.30	2095.43	0.72
2	Reading	0.70	1284.26	0.83
2	Comprehension	N/A	1267.53	0.87
3	Listening	0.30	1596.75	0.61
3	Reading	0.70	969.91	0.68
3	Comprehension	N/A	976.60	0.79
4-5	Listening	0.30	2142.98	0.66
4-5	Reading	0.70	1220.99	0.78
4-5	Comprehension	N/A	1312.06	0.85
6-8	Listening	0.30	3042.52	0.65
6-8	Reading	0.70	958.20	0.77
6-8	Comprehension	N/A	1264.97	0.84
9-12	Listening	0.30	2523.85	0.63
9-12	Reading	0.70	1084.01	0.80
9-12	Comprehension	N/A	1267.50	0.85

Table 5.5.3.2

Reliabilities of Composite Scale Scores: Cphn S602 Paper by Gender

Cluster	Component	Weight	Gender	Variance	Reliability
K	Listening	0.30	F	7149.26	0.96
K	Listening	0.30	M	7504.93	0.96
K	Reading	0.70	F	4207.98	0.95
K	Reading	0.70	M	4588.81	0.95
K	Comprehension	N/A	F	4027.81	0.97
K	Comprehension	N/A	M	4313.00	0.97
1	Listening	0.30	F	1733.44	0.73
1	Listening	0.30	M	1877.90	0.75
1	Reading	0.70	F	894.03	0.74
1	Reading	0.70	M	964.92	0.76

Cluster	Component	Weight	Gender	Variance	Reliability
1	Comprehension	N/A	F	872.86	0.82
1	Comprehension	N/A	M	930.26	0.83
2	Listening	0.30	F	2019.12	0.71
2	Listening	0.30	M	2155.12	0.73
2	Reading	0.70	F	1238.30	0.83
2	Reading	0.70	M	1325.52	0.83
2	Comprehension	N/A	F	1223.06	0.87
2	Comprehension	N/A	M	1304.50	0.88
3	Listening	0.30	F	1516.46	0.59
3	Listening	0.30	M	1666.01	0.63
3	Reading	0.70	F	911.31	0.65
3	Reading	0.70	M	1021.63	0.70
3	Comprehension	N/A	F	915.84	0.77
3	Comprehension	N/A	M	1029.46	0.80
4-5	Listening	0.30	F	2079.41	0.66
4-5	Listening	0.30	M	2191.08	0.67
4-5	Reading	0.70	F	1187.05	0.77
4-5	Reading	0.70	M	1247.59	0.79
4-5	Comprehension	N/A	F	1273.07	0.85
4-5	Comprehension	N/A	M	1341.85	0.85
6-8	Listening	0.30	F	3070.97	0.64
6-8	Listening	0.30	M	3010.80	0.65
6-8	Reading	0.70	F	944.60	0.77
6-8	Reading	0.70	M	962.38	0.77
6-8	Comprehension	N/A	F	1262.28	0.84
6-8	Comprehension	N/A	M	1261.95	0.84
9-12	Listening	0.30	F	2433.17	0.62
9-12	Listening	0.30	M	2604.89	0.64
9-12	Reading	0.70	F	1043.69	0.79
9-12	Reading	0.70	M	1117.81	0.81
9-12	Comprehension	N/A	F	1222.47	0.84
9-12	Comprehension	N/A	M	1307.36	0.85

Table 5.5.3.3

Reliabilities of Composite Scale Scores: Cphn S602 Paper by Ethnicity

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Listening	0.30	H	7352.33	0.96
K	Listening	0.30	O	6205.70	0.95
K	Reading	0.70	H	3771.27	0.94

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Reading	0.70	O	5006.62	0.96
K	Comprehension	N/A	H	3712.71	0.97
K	Comprehension	N/A	O	4310.95	0.97
1	Listening	0.30	H	1813.62	0.74
1	Listening	0.30	O	1782.27	0.74
1	Reading	0.70	H	907.13	0.74
1	Reading	0.70	O	988.66	0.79
1	Comprehension	N/A	H	885.20	0.82
1	Comprehension	N/A	O	941.95	0.85
2	Listening	0.30	H	2103.91	0.72
2	Listening	0.30	O	2007.28	0.73
2	Reading	0.70	H	1268.37	0.82
2	Reading	0.70	O	1315.54	0.84
2	Comprehension	N/A	H	1255.74	0.87
2	Comprehension	N/A	O	1277.98	0.88
3	Listening	0.30	H	1588.41	0.61
3	Listening	0.30	O	1593.10	0.64
3	Reading	0.70	H	965.09	0.67
3	Reading	0.70	O	976.46	0.72
3	Comprehension	N/A	H	971.47	0.78
3	Comprehension	N/A	O	977.68	0.81
4-5	Listening	0.30	H	2157.15	0.66
4-5	Listening	0.30	O	2009.96	0.68
4-5	Reading	0.70	H	1221.17	0.78
4-5	Reading	0.70	O	1194.94	0.80
4-5	Comprehension	N/A	H	1316.12	0.85
4-5	Comprehension	N/A	O	1257.67	0.86
6-8	Listening	0.30	H	3045.19	0.64
6-8	Listening	0.30	O	2918.16	0.67
6-8	Reading	0.70	H	945.89	0.77
6-8	Reading	0.70	O	981.79	0.78
6-8	Comprehension	N/A	H	1253.23	0.83
6-8	Comprehension	N/A	O	1266.90	0.85
9-12	Listening	0.30	H	2514.95	0.62
9-12	Listening	0.30	O	2503.67	0.64
9-12	Reading	0.70	H	1088.64	0.80
9-12	Reading	0.70	O	1047.08	0.81
9-12	Comprehension	N/A	H	1271.49	0.85
9-12	Comprehension	N/A	O	1223.79	0.86

Table 5.5.3.4**Reliabilities of Composite Scale Scores: Cphn S602 Paper by IEP Status**

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.30	6988.56	0.96
K	Reading	0.70	4761.03	0.96
K	Comprehension	N/A	4059.73	0.97
1	Listening	0.30	1773.41	0.75
1	Reading	0.70	804.11	0.71
1	Comprehension	N/A	742.70	0.79
2	Listening	0.30	1870.52	0.74
2	Reading	0.70	1028.30	0.79
2	Comprehension	N/A	983.19	0.85
3	Listening	0.30	1240.78	0.58
3	Reading	0.70	752.97	0.57
3	Comprehension	N/A	706.69	0.71
4-5	Listening	0.30	1389.88	0.63
4-5	Reading	0.70	719.37	0.71
4-5	Comprehension	N/A	730.18	0.80
6-8	Listening	0.30	1649.36	0.64
6-8	Reading	0.70	576.58	0.70
6-8	Comprehension	N/A	681.83	0.80
9-12	Listening	0.30	1586.38	0.59
9-12	Reading	0.70	669.96	0.74
9-12	Comprehension	N/A	738.05	0.80

5.5.4 Overall

Table 5.5.4.1

Reliabilities of Composite Scale Scores: Over S602 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.15	7356.85	0.96
K	Reading	0.35	4387.19	0.95
K	Writing	0.35	4539.83	0.93
K	Speaking	0.15	11159.24	0.92
K	Overall Composite	N/A	4165.98	0.98
1	Listening	0.15	1814.64	0.74
1	Reading	0.35	930.68	0.75
1	Writing	0.35	1944.49	0.91
1	Speaking	0.15	4751.72	0.91
1	Overall Composite	N/A	1189.43	0.94
2	Listening	0.15	2095.43	0.72
2	Reading	0.35	1284.26	0.83
2	Writing	0.35	2206.04	0.93
2	Speaking	0.15	5126.65	0.92
2	Overall Composite	N/A	1566.45	0.96
3	Listening	0.15	1596.75	0.61
3	Reading	0.35	969.91	0.68
3	Writing	0.35	2135.91	0.93
3	Speaking	0.15	5356.55	0.92
3	Overall Composite	N/A	1400.72	0.94
4-5	Listening	0.15	2142.98	0.66
4-5	Reading	0.35	1220.99	0.78
4-5	Writing	0.35	2493.23	0.91
4-5	Speaking	0.15	6628.60	0.91
4-5	Overall Composite	N/A	1853.97	0.95
6-8	Listening	0.15	3042.52	0.65
6-8	Reading	0.35	958.20	0.77
6-8	Writing	0.35	2230.59	0.90
6-8	Speaking	0.15	7595.84	0.92
6-8	Overall Composite	N/A	1867.95	0.95
9-12	Listening	0.15	2523.85	0.63
9-12	Reading	0.35	1084.01	0.80
9-12	Writing	0.35	2210.21	0.89
9-12	Speaking	0.15	6790.92	0.92
9-12	Overall Composite	N/A	1777.13	0.95

Table 5.5.4.2**Reliabilities of Composite Scale Scores: Over S602 Paper by Gender**

Cluster	Component	Weight	Gender	Variance	Reliability
K	Listening	0.15	F	7149.26	0.96
K	Listening	0.15	M	7504.93	0.96
K	Reading	0.35	F	4207.98	0.95
K	Reading	0.35	M	4588.81	0.95
K	Writing	0.35	F	4504.32	0.92
K	Writing	0.35	M	4586.65	0.93
K	Speaking	0.15	F	11468.81	0.92
K	Speaking	0.15	M	10742.47	0.92
K	Overall Composite	N/A	F	4105.88	0.98
K	Overall Composite	N/A	M	4224.30	0.98
1	Listening	0.15	F	1733.44	0.73
1	Listening	0.15	M	1877.90	0.75
1	Reading	0.35	F	894.03	0.74
1	Reading	0.35	M	964.92	0.76
1	Writing	0.35	F	1812.94	0.91
1	Writing	0.35	M	2040.48	0.91
1	Speaking	0.15	F	4754.59	0.90
1	Speaking	0.15	M	4717.84	0.91
1	Overall Composite	N/A	F	1142.01	0.94
1	Overall Composite	N/A	M	1223.70	0.94
2	Listening	0.15	F	2019.12	0.71
2	Listening	0.15	M	2155.12	0.73
2	Reading	0.35	F	1238.30	0.83
2	Reading	0.35	M	1325.52	0.83
2	Writing	0.35	F	2126.91	0.93
2	Writing	0.35	M	2223.94	0.93
2	Speaking	0.15	F	5166.71	0.92
2	Speaking	0.15	M	5055.57	0.92
2	Overall Composite	N/A	F	1527.60	0.96
2	Overall Composite	N/A	M	1583.77	0.96
3	Listening	0.15	F	1516.46	0.59
3	Listening	0.15	M	1666.01	0.63
3	Reading	0.35	F	911.31	0.65
3	Reading	0.35	M	1021.63	0.70
3	Writing	0.35	F	2136.71	0.93
3	Writing	0.35	M	2069.56	0.93
3	Speaking	0.15	F	5524.19	0.92
3	Speaking	0.15	M	5168.54	0.92
3	Overall Composite	N/A	F	1398.80	0.94
3	Overall Composite	N/A	M	1387.29	0.94
4-5	Listening	0.15	F	2079.41	0.66
4-5	Listening	0.15	M	2191.08	0.67

Cluster	Component	Weight	Gender	Variance	Reliability
4-5	Reading	0.35	F	1187.05	0.77
4-5	Reading	0.35	M	1247.59	0.79
4-5	Writing	0.35	F	2527.22	0.90
4-5	Writing	0.35	M	2392.44	0.91
4-5	Speaking	0.15	F	6733.15	0.91
4-5	Speaking	0.15	M	6494.02	0.91
4-5	Overall Composite	N/A	F	1870.48	0.95
4-5	Overall Composite	N/A	M	1823.53	0.95
6-8	Listening	0.15	F	3070.97	0.64
6-8	Listening	0.15	M	3010.80	0.65
6-8	Reading	0.35	F	944.60	0.77
6-8	Reading	0.35	M	962.38	0.77
6-8	Writing	0.35	F	2287.22	0.89
6-8	Writing	0.35	M	2129.06	0.90
6-8	Speaking	0.15	F	7656.67	0.92
6-8	Speaking	0.15	M	7519.27	0.92
6-8	Overall Composite	N/A	F	1909.89	0.95
6-8	Overall Composite	N/A	M	1818.26	0.95
9-12	Listening	0.15	F	2433.17	0.62
9-12	Listening	0.15	M	2604.89	0.64
9-12	Reading	0.35	F	1043.69	0.79
9-12	Reading	0.35	M	1117.81	0.81
9-12	Writing	0.35	F	2228.63	0.89
9-12	Writing	0.35	M	2172.24	0.90
9-12	Speaking	0.15	F	6677.29	0.91
9-12	Speaking	0.15	M	6882.55	0.92
9-12	Overall Composite	N/A	F	1765.04	0.95
9-12	Overall Composite	N/A	M	1784.34	0.95

Table 5.5.4.3**Reliabilities of Composite Scale Scores: Over S602 Paper by Ethnicity**

Cluster	Component	Weight	Ethnicity	Variance	Reliability
K	Listening	0.15	H	7352.33	0.96
K	Listening	0.15	O	6205.70	0.95
K	Reading	0.35	H	3771.27	0.94
K	Reading	0.35	O	5006.62	0.96
K	Writing	0.35	H	4109.87	0.92
K	Writing	0.35	O	4779.08	0.93
K	Speaking	0.15	H	10943.11	0.92
K	Speaking	0.15	O	10173.80	0.91
K	Overall Composite	N/A	H	3750.75	0.97
K	Overall Composite	N/A	O	4187.13	0.98
1	Listening	0.15	H	1813.62	0.74
1	Listening	0.15	O	1782.27	0.74
1	Reading	0.35	H	907.13	0.74
1	Reading	0.35	O	988.66	0.79
1	Writing	0.35	H	1920.34	0.91
1	Writing	0.35	O	1993.24	0.91
1	Speaking	0.15	H	4845.51	0.91
1	Speaking	0.15	O	4217.68	0.89
1	Overall Composite	N/A	H	1180.23	0.94
1	Overall Composite	N/A	O	1175.44	0.94
2	Listening	0.15	H	2103.91	0.72
2	Listening	0.15	O	2007.28	0.73
2	Reading	0.35	H	1268.37	0.82
2	Reading	0.35	O	1315.54	0.84
2	Writing	0.35	H	2217.13	0.93
2	Writing	0.35	O	2133.89	0.93
2	Speaking	0.15	H	5203.43	0.92
2	Speaking	0.15	O	4617.89	0.91
2	Overall Composite	N/A	H	1571.16	0.96
2	Overall Composite	N/A	O	1495.99	0.96
3	Listening	0.15	H	1588.41	0.61
3	Listening	0.15	O	1593.10	0.64
3	Reading	0.35	H	965.09	0.67
3	Reading	0.35	O	976.46	0.72
3	Writing	0.35	H	2177.75	0.93
3	Writing	0.35	O	1911.58	0.93
3	Speaking	0.15	H	5526.95	0.92

Cluster	Component	Weight	Ethnicity	Variance	Reliability
3	Speaking	0.15	O	4441.54	0.90
3	Overall Composite	N/A	H	1425.82	0.94
3	Overall Composite	N/A	O	1248.18	0.94
4-5	Listening	0.15	H	2157.15	0.66
4-5	Listening	0.15	O	2009.96	0.68
4-5	Reading	0.35	H	1221.17	0.78
4-5	Reading	0.35	O	1194.94	0.80
4-5	Writing	0.35	H	2553.21	0.91
4-5	Writing	0.35	O	2200.51	0.91
4-5	Speaking	0.15	H	6850.58	0.92
4-5	Speaking	0.15	O	5382.43	0.90
4-5	Overall Composite	N/A	H	1896.54	0.95
4-5	Overall Composite	N/A	O	1613.41	0.95
6-8	Listening	0.15	H	3045.19	0.64
6-8	Listening	0.15	O	2918.16	0.67
6-8	Reading	0.35	H	945.89	0.77
6-8	Reading	0.35	O	981.79	0.78
6-8	Writing	0.35	H	2252.31	0.90
6-8	Writing	0.35	O	2089.40	0.90
6-8	Speaking	0.15	H	7701.86	0.92
6-8	Speaking	0.15	O	6610.64	0.91
6-8	Overall Composite	N/A	H	1879.48	0.95
6-8	Overall Composite	N/A	O	1733.05	0.95
9-12	Listening	0.15	H	2514.95	0.62
9-12	Listening	0.15	O	2503.67	0.64
9-12	Reading	0.35	H	1088.64	0.80
9-12	Reading	0.35	O	1047.08	0.81
9-12	Writing	0.35	H	2234.87	0.89
9-12	Writing	0.35	O	2092.12	0.89
9-12	Speaking	0.15	H	6847.93	0.92
9-12	Speaking	0.15	O	6324.40	0.91
9-12	Overall Composite	N/A	H	1796.32	0.95
9-12	Overall Composite	N/A	O	1654.44	0.95

Table 5.5.4.4**Reliabilities of Composite Scale Scores: Over S602 Paper by IEP Status**

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.15	6988.56	0.96
K	Reading	0.35	4761.03	0.96
K	Writing	0.35	4087.16	0.92
K	Speaking	0.15	8811.08	0.90
K	Overall Composite	N/A	3652.10	0.98
1	Listening	0.15	1773.41	0.75
1	Reading	0.35	804.11	0.71
1	Writing	0.35	2305.31	0.91
1	Speaking	0.15	3854.00	0.90
1	Overall Composite	N/A	1042.24	0.93
2	Listening	0.15	1870.52	0.74
2	Reading	0.35	1028.30	0.79
2	Writing	0.35	2241.31	0.94
2	Speaking	0.15	4057.21	0.91
2	Overall Composite	N/A	1270.08	0.95
3	Listening	0.15	1240.78	0.58
3	Reading	0.35	752.97	0.57
3	Writing	0.35	1910.65	0.94
3	Speaking	0.15	3523.68	0.91
3	Overall Composite	N/A	951.75	0.92
4-5	Listening	0.15	1389.88	0.63
4-5	Reading	0.35	719.37	0.71
4-5	Writing	0.35	1704.48	0.92
4-5	Speaking	0.15	3555.17	0.90
4-5	Overall Composite	N/A	925.90	0.93
6-8	Listening	0.15	1649.36	0.64
6-8	Reading	0.35	576.58	0.70
6-8	Writing	0.35	1587.11	0.92
6-8	Speaking	0.15	4215.25	0.91
6-8	Overall Composite	N/A	939.04	0.94
9-12	Listening	0.15	1586.38	0.59
9-12	Reading	0.35	669.96	0.74
9-12	Writing	0.35	1690.81	0.92
9-12	Speaking	0.15	4781.76	0.91
9-12	Overall Composite	N/A	1038.89	0.94

5.6 Conditional Standard Errors of Measurement of the Composite Scale Scores

CSEMs for the four ACCESS composite scale scores provide test users with a benchmark indicating how free a student's composite scale score is from measurement errors at different WIDA proficiency levels. Due to the differential weights applied to different ACCESS domains (see the introduction to Section 3 for weighting conventions), WIDA estimates the CSEMs using a procedure that is based on IRT (Lord, 1980) and developed by Price et al. (2006). Price et al. (2006) extended the work by Lord (1980) and Kolen et al. (1992) in estimating the CSEMs of students' composite scale scores consisting of components. The basic premise of this procedure is that one can empirically estimate the CSEM for a student's weighted composite scale score using the IRT-based CSEMs for each student's component scale scores and the weights associated with the components. We used this method to estimate the CSEMs for ACCESS composite scale scores by treating the ACCESS domains as components.

We used a three-step process to derive the CSEM for each ACCESS composite scale score. We calculated a unique CSEM for each composite scale score by grade. Since this procedure relies on empirical student data, which are subject to year-to-year fluctuations, we used all population student data from all previous three ACCESS series in our calculations to obtain more stable estimates than using data from just a single series.

Step 1. Since we calibrated ACCESS domains separately, measurement errors associated with each of the ACCESS domains, as expressed in the CSEM, were independent of each other. Therefore, we estimated the CSEM for a student's composite scale score x , SEM_x , using the equation derived by Price et al. (2006):

$$SEM_x = \sqrt{W_1^2 SEM_1^2 + W_2^2 SEM_2^2 + W_3^2 SEM_3^2 + \dots + W_k^2 SEM_k^2}$$

Where SEM_i^2 is the student's IRT-based score error variance or the student's squared CSEM in ACCESS domain i and W_i is the weight applied to domain i , for $i=1,\dots,k$.

Step 2. Due to the differential weights applied to different ACCESS domains, two students with the same sum of weighted domain scores, or composite, may obtain different CSEMs; therefore, we took an additional step to obtain a unique value for each composite score. Specifically, we estimated the expected value of the CSEM functions for a composite score using a regression approach, and we reported this expected value as the CSEM for that composite score.

Step 3. We applied a linear smoothing procedure to derive the CSEMs for composite scale scores that we did not observe in the data.

The figures in this section show graphically the CSEMs for various composite scale scores by grade level. The students' composite scale scores appear on the horizontal axis, and the corresponding CSEMs appear on the vertical axis. Each point in a figure represents a student in the dataset, showing the relationship between the CSEM and that student's composite scale score. We did not plot values for students who received the lowest possible scale scores for any ACCESS domains, as it is not possible to accurately compute the CSEM for these students'

scale scores. For grade-level clusters with multiple grades, we use different colors in the figures to represent students in different grades.

The five vertical lines in the figure indicate the five ACCESS composite scale score cut points for the highest grade in the grade-level cluster for the test form, dividing the figure into six sections representing the six WIDA proficiency levels.

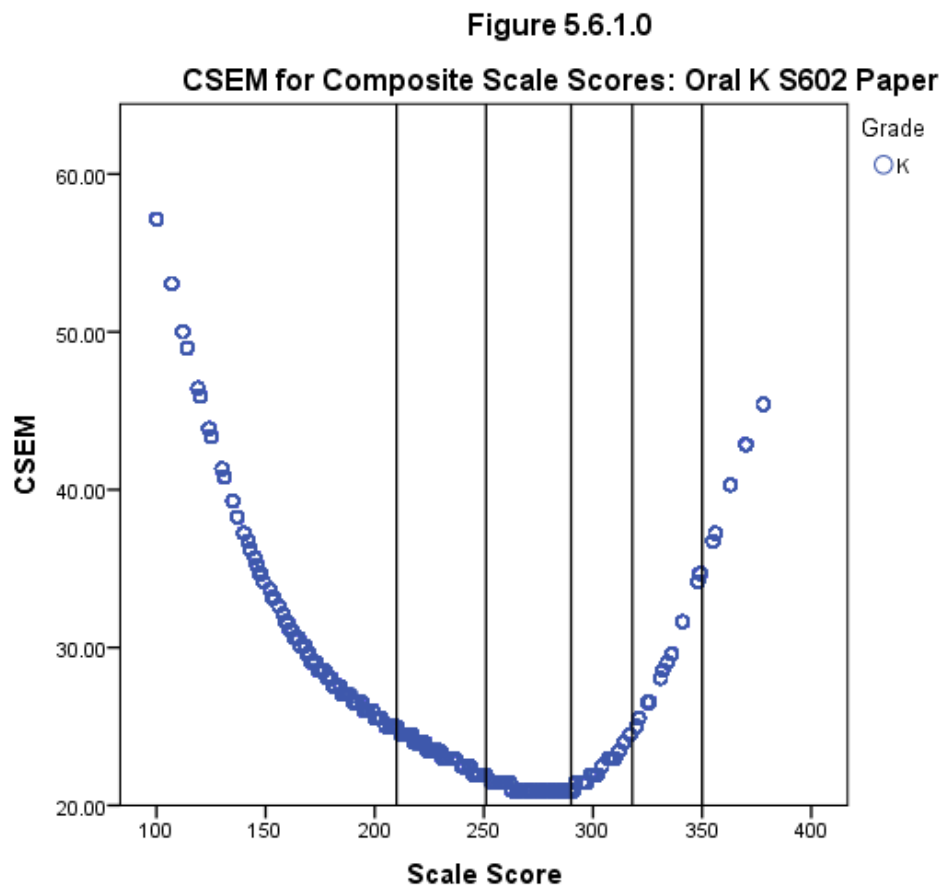
Smaller CSEM values indicate less measurement error (i.e., greater measurement accuracy). In general, these figures show that the CSEMs are smaller and fairly constant in the middle of the composite scale score range but larger and more variable for extremely low and high composite scale scores. This is to be expected since we used an IRT approach when scaling ACCESS, which typically produces larger CSEMs for scale scores that are at the lower and the higher ends of the scale score range. In addition, because students exit the EL program when they demonstrate that they are English language proficient, the number of students whose composite scale scores are at the extreme high end of the score range is typically small, as compared to the number of students whose composite scale scores are in the middle of the score range. Therefore, the measurement errors associated with the composite scale scores at the extremely high end of the score range tend to be larger since the calculation of these scale scores is based on the test performances of fewer students.

5.6.1 Oral

5.6.1.0 Kindergarten

Figure 5.6.1.0

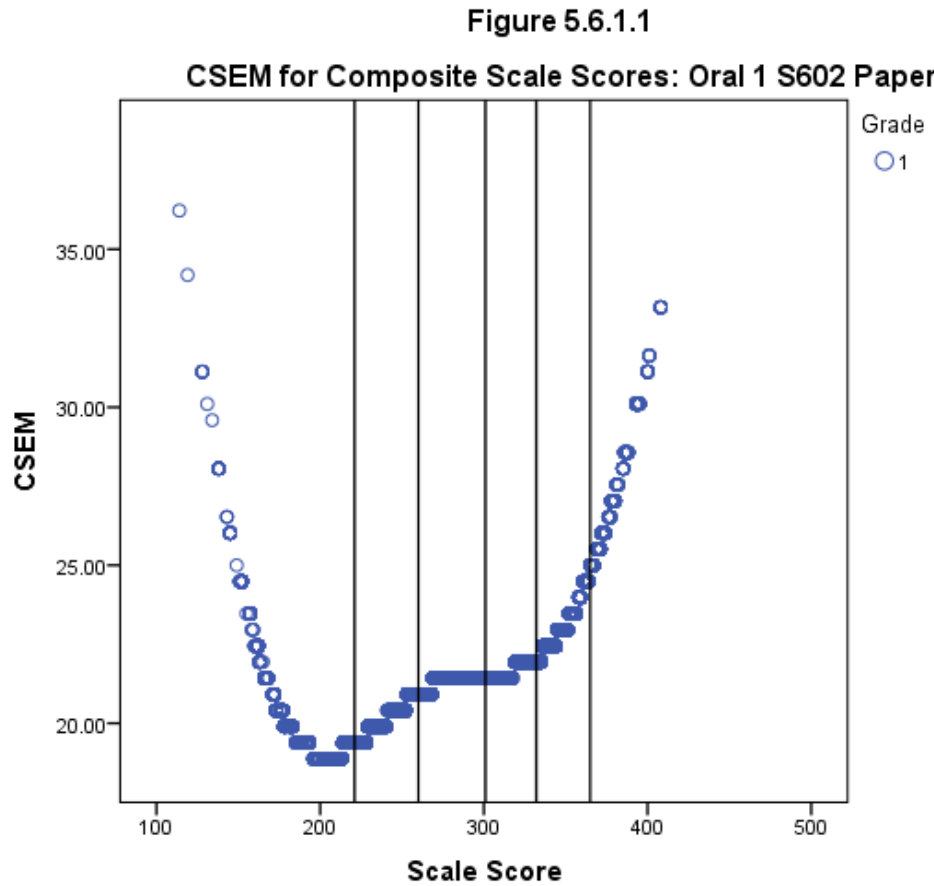
CSEM for Composite Scale Scores: Oral K S602 Paper



5.6.1.1 Grade 1

Figure 5.6.1.1

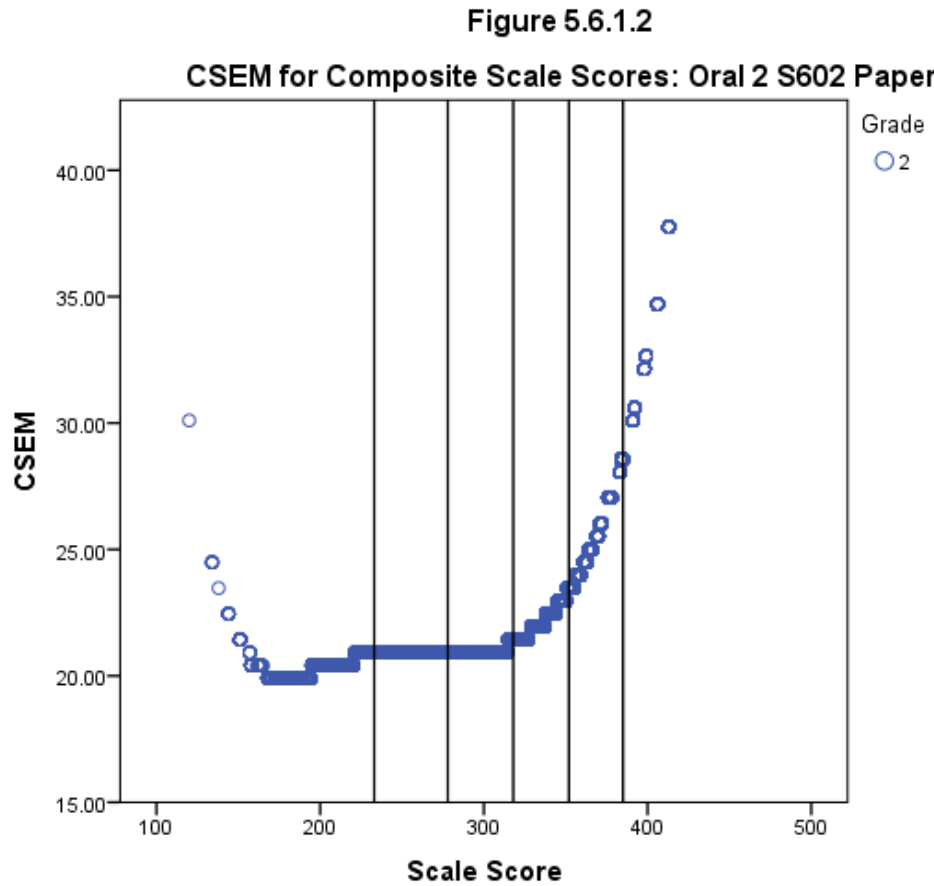
CSEM for Composite Scale Scores: Oral 1 S602 Paper



5.6.1.2 Grade 2

Figure 5.6.1.2

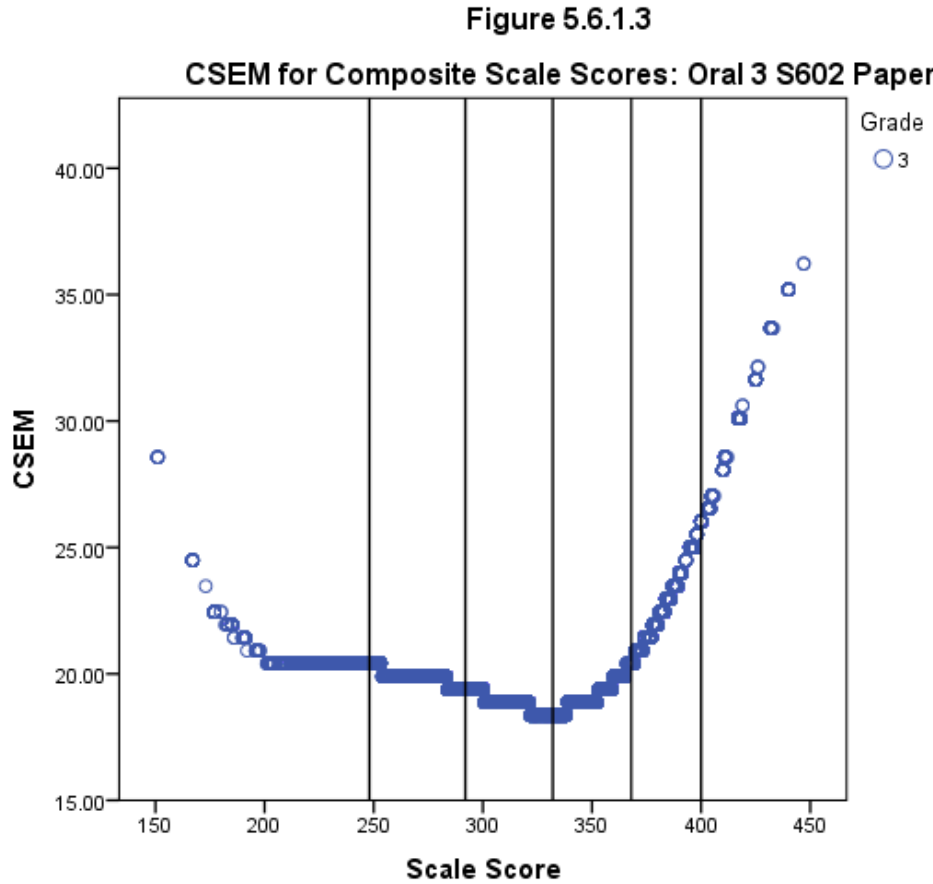
CSEM for Composite Scale Scores: Oral 2 S602 Paper



5.6.1.3 Grade 3

Figure 5.6.1.3

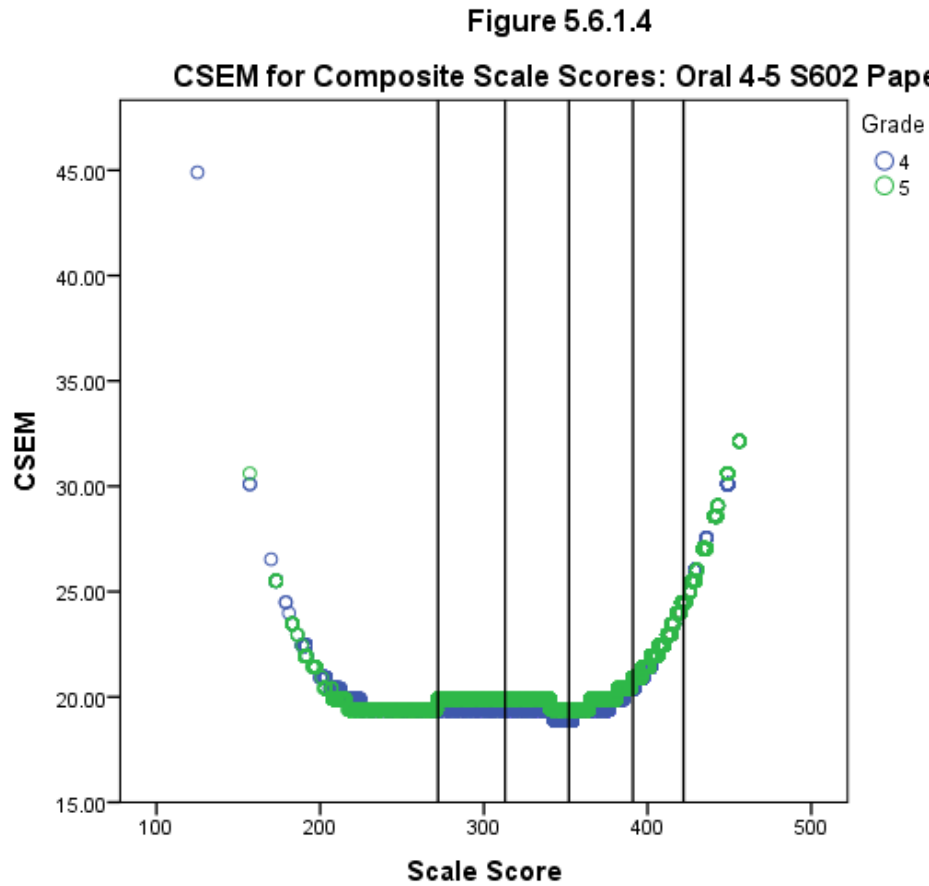
CSEM for Composite Scale Scores: Oral 3 S602 Paper



5.6.1.4 Grades 4-5

Figure 5.6.1.4

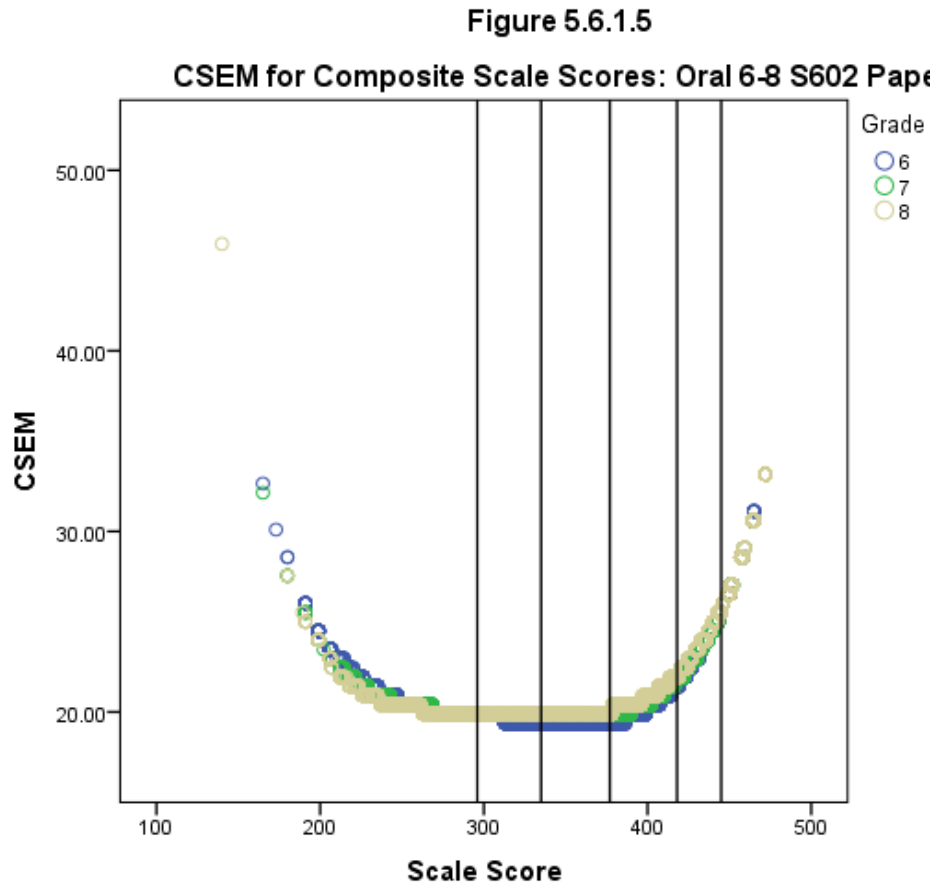
CSEM for Composite Scale Scores: Oral 4-5 S602 Paper



5.6.1.5 Grades 6–8

Figure 5.6.1.5

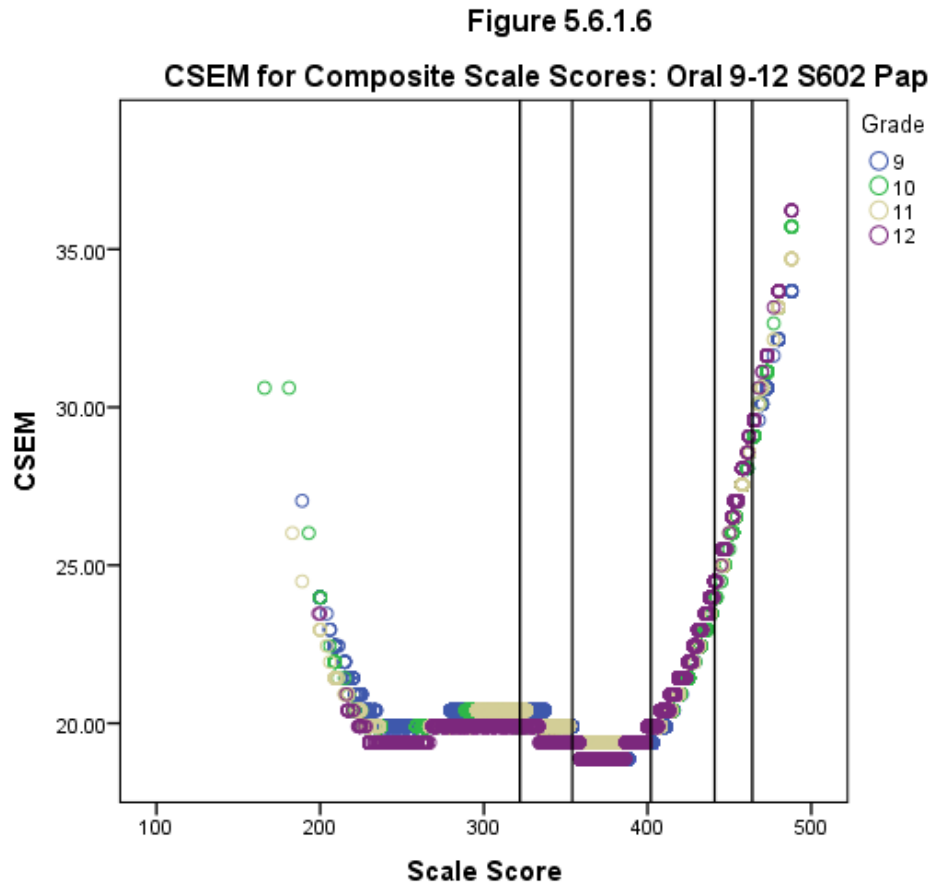
CSEM for Composite Scale Scores: Oral 6–8 S602 Paper



5.6.1.6 Grades 9-12

Figure 5.6.1.6

CSEM for Composite Scale Scores: Oral 9-12 S602 Paper

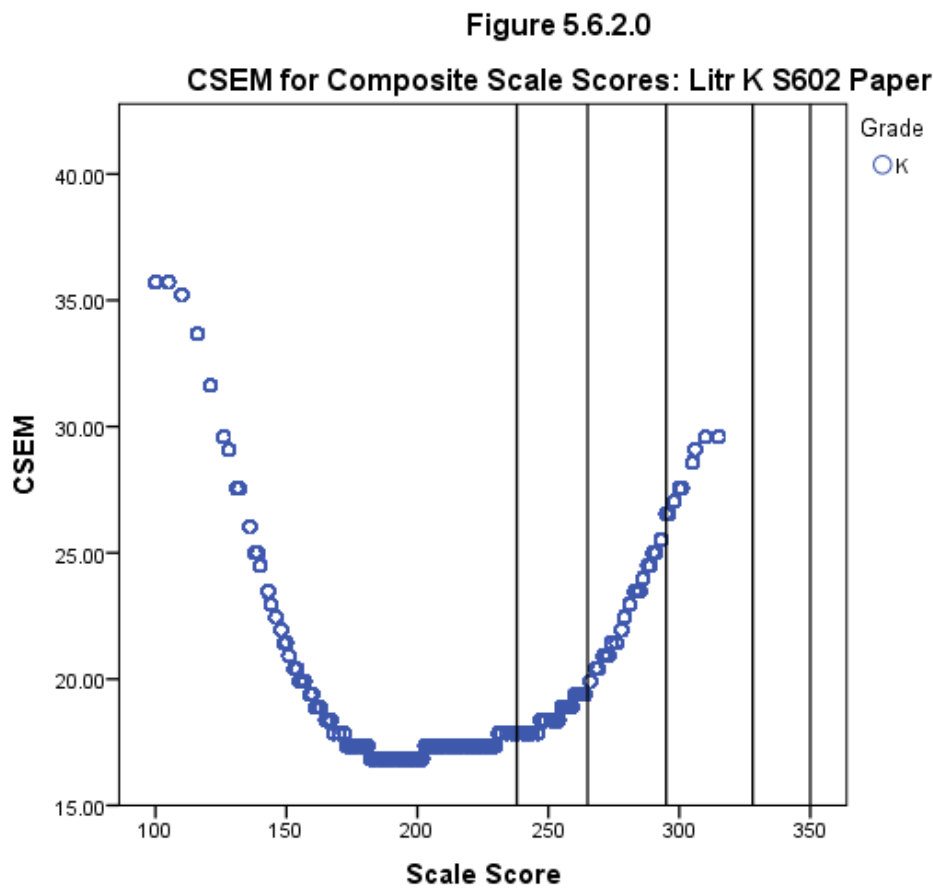


5.6.2 Literacy

5.6.2.0 Kindergarten

Figure 5.6.2.0

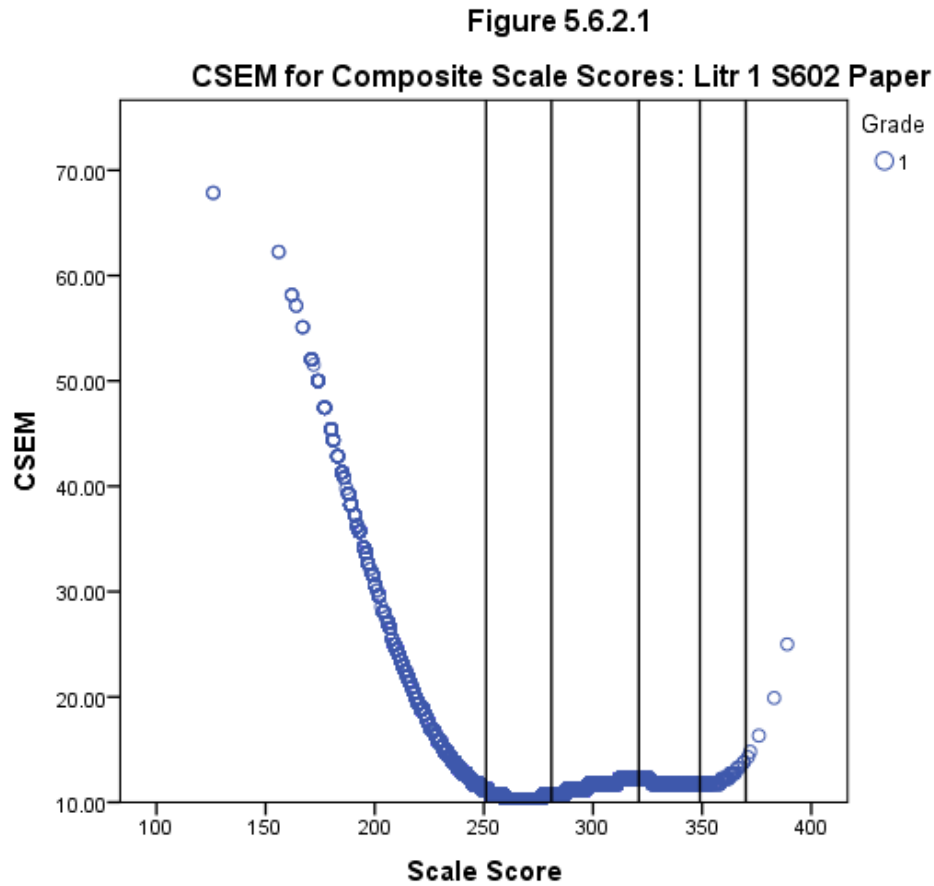
CSEM for Composite Scale Scores: Litr K S602 Paper



5.6.2.1 Grade 1

Figure 5.6.2.1

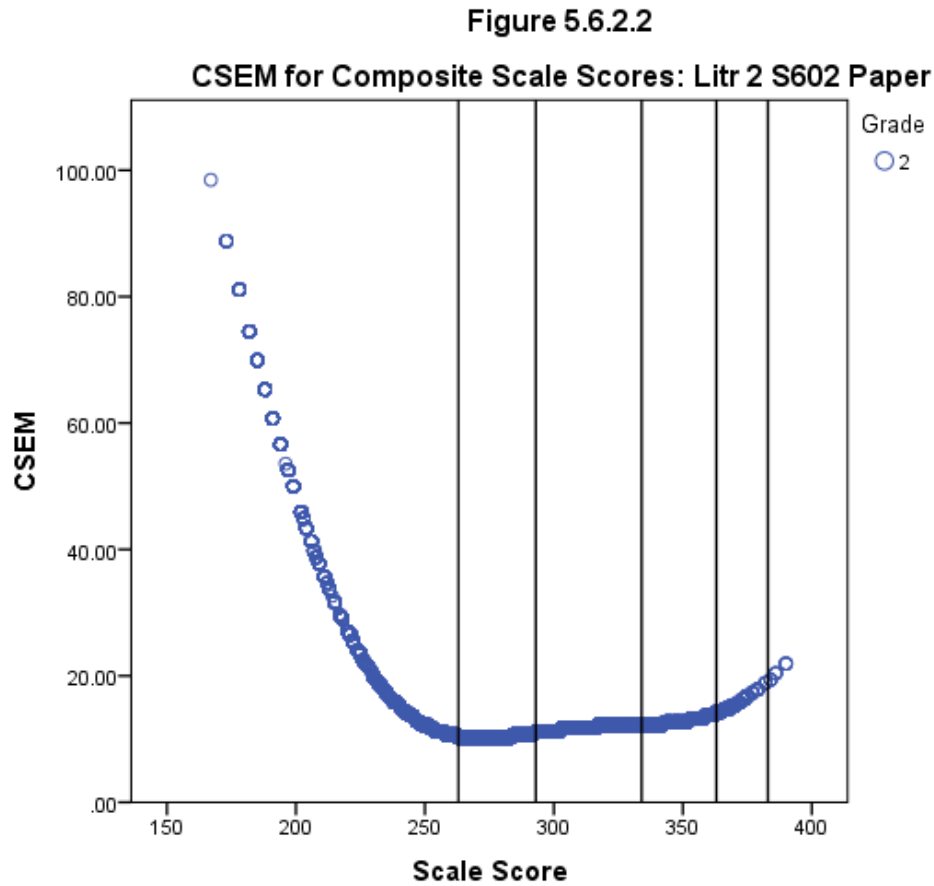
CSEM for Composite Scale Scores: Litr 1 S602 Paper



5.6.2.2 Grade 2

Figure 5.6.2.2

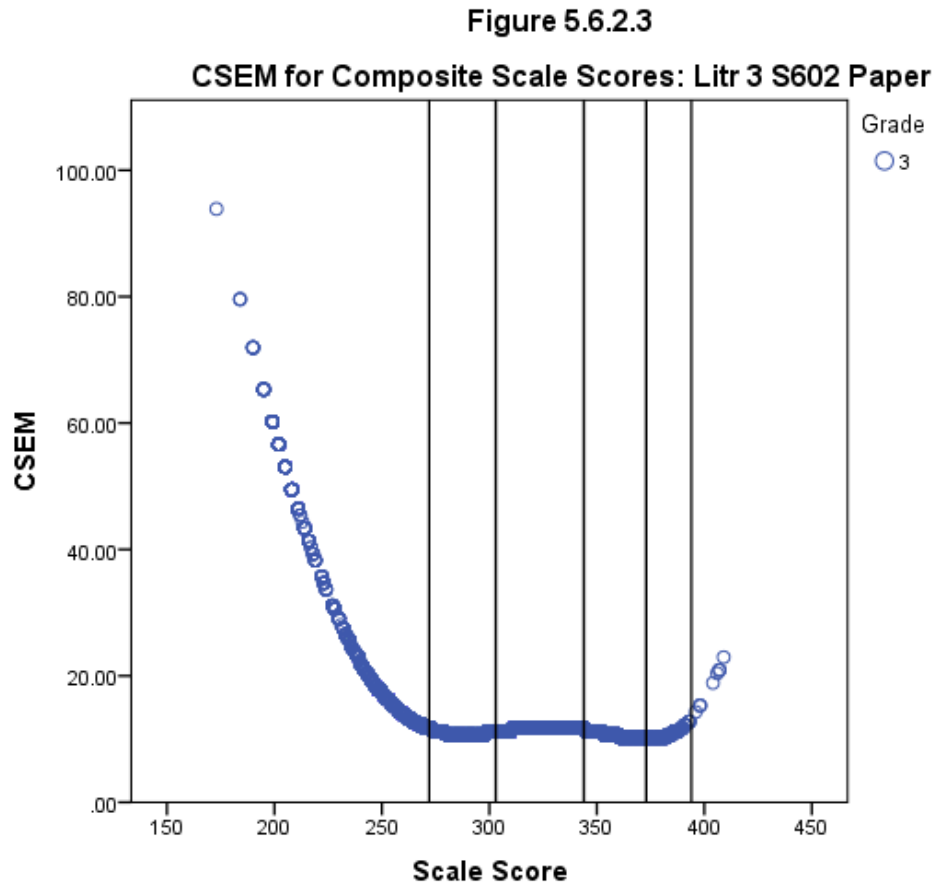
CSEM for Composite Scale Scores: Litr 2 S602 Paper



5.6.2.3 Grade 3

Figure 5.6.2.3

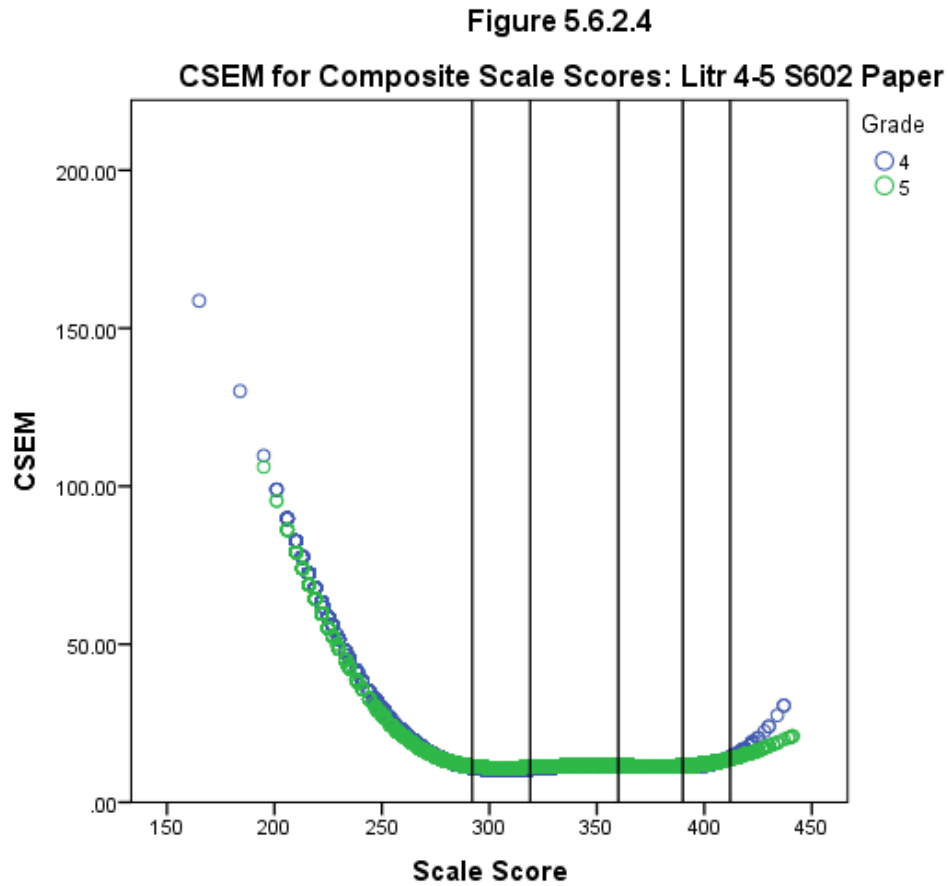
CSEM for Composite Scale Scores: Litr 3 S602 Paper



5.6.2.4 Grades 4-5

Figure 5.6.2.4

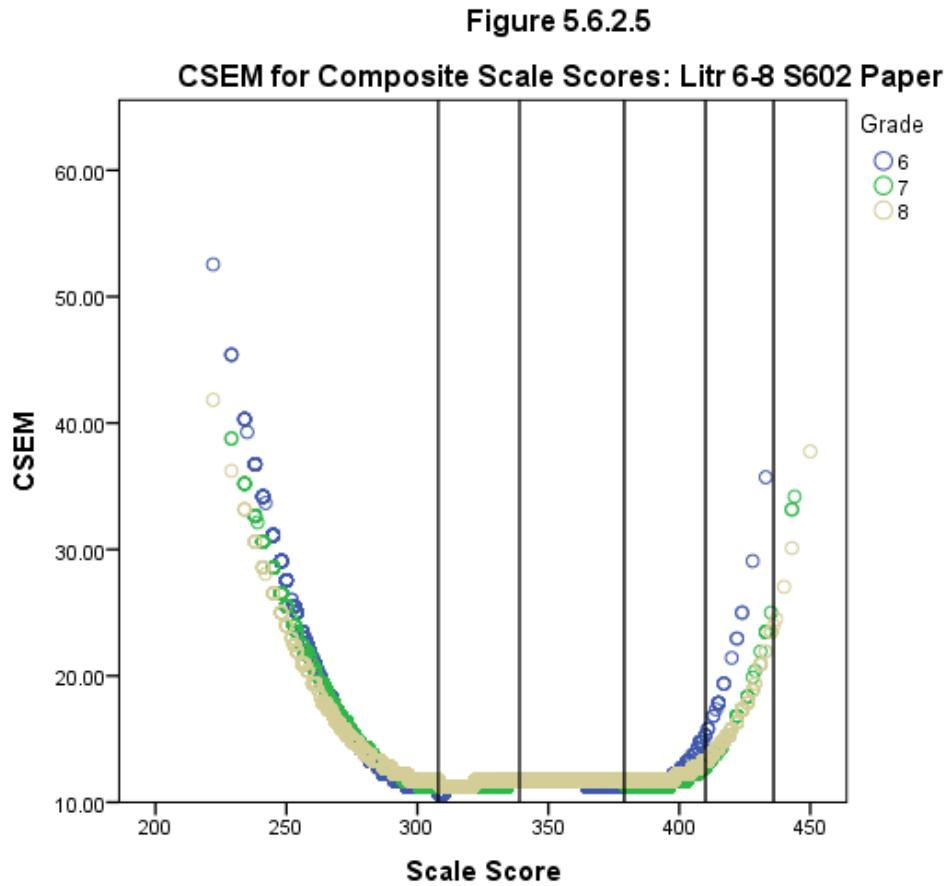
CSEM for Composite Scale Scores: Litr 4-5 S602 Paper



5.6.2.5 Grades 6-8

Figure 5.6.2.5

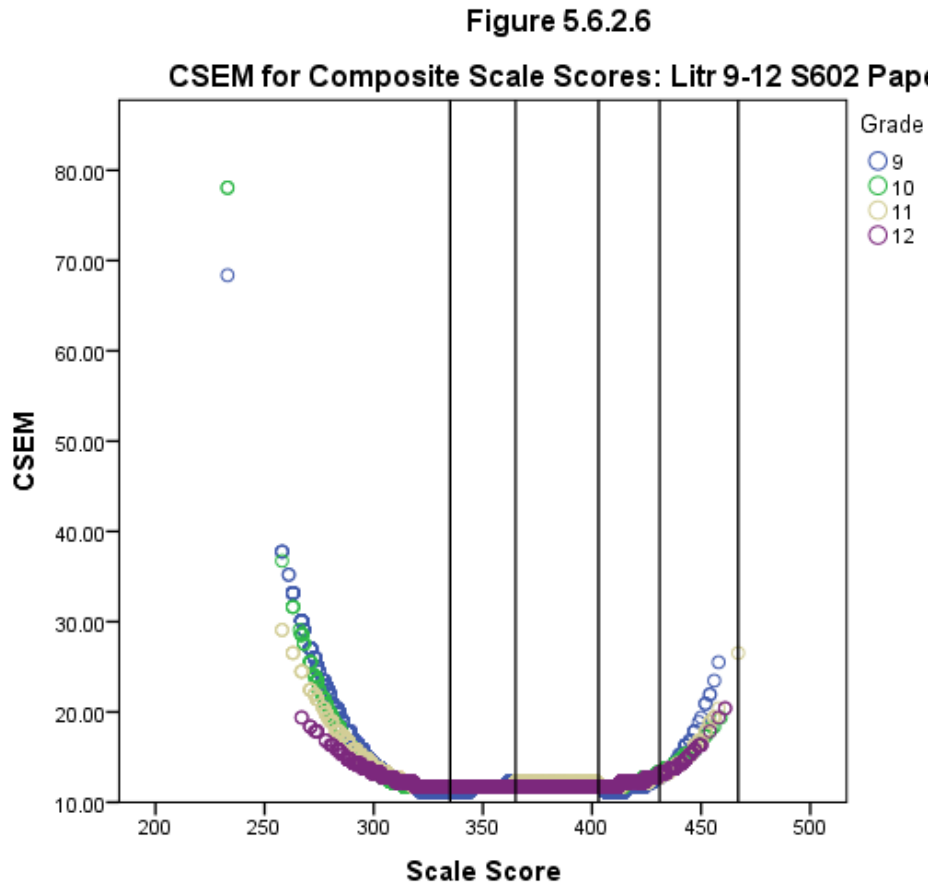
CSEM for Composite Scale Scores: Litr 6-8 S602 Paper



5.6.2.6 Grades 9-12

Figure 5.6.2.6

CSEM for Composite Scale Scores: Littr 9-12 S602 Paper

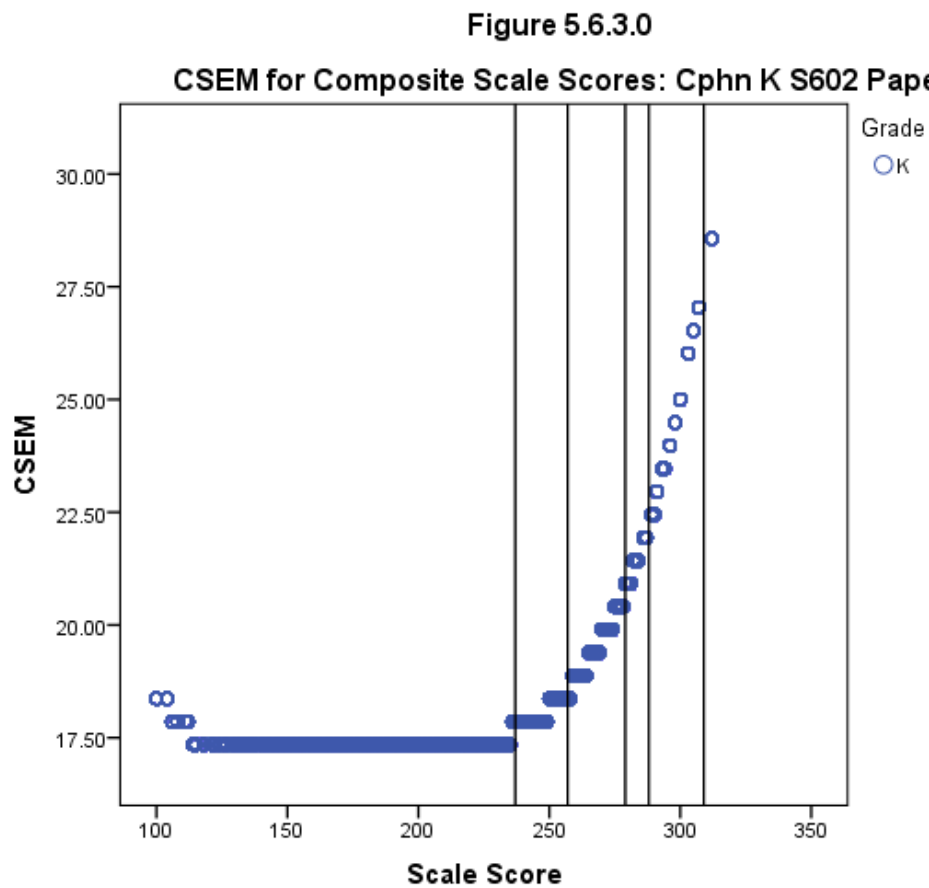


5.6.3 Comprehension

5.6.3.0 Kindergarten

Figure 5.6.3.0

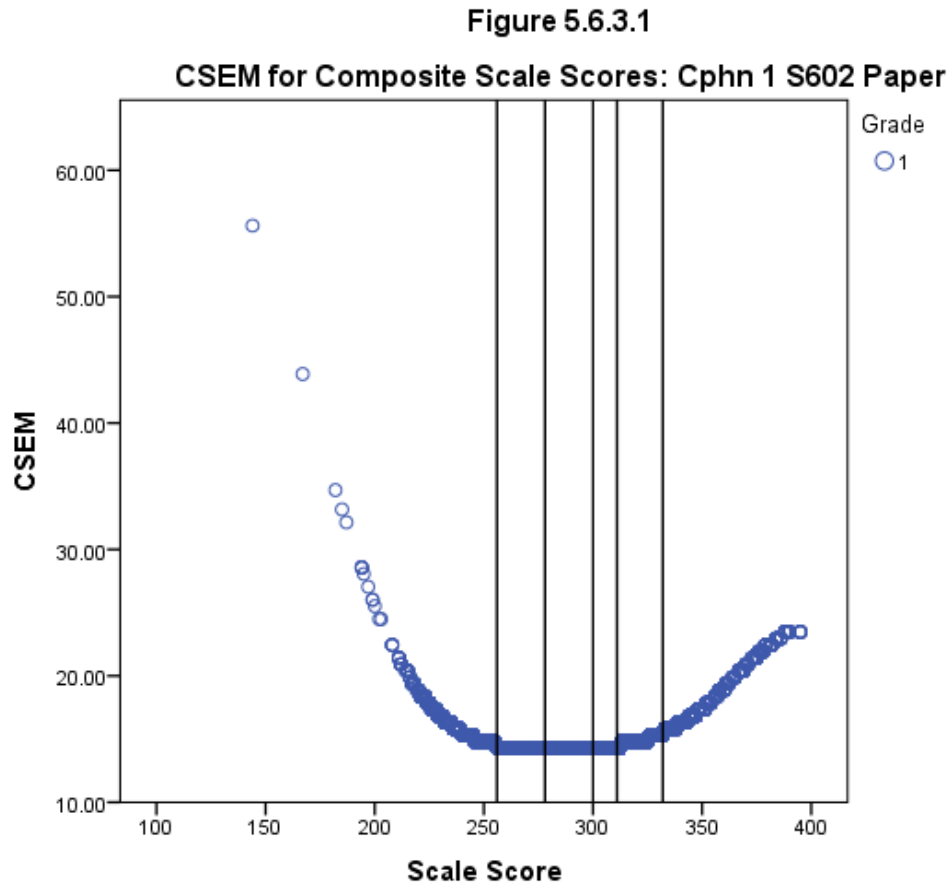
CSEM for Composite Scale Scores: Cphn K S602 Paper



5.6.3.1 Grade 1

Figure 5.6.3.1

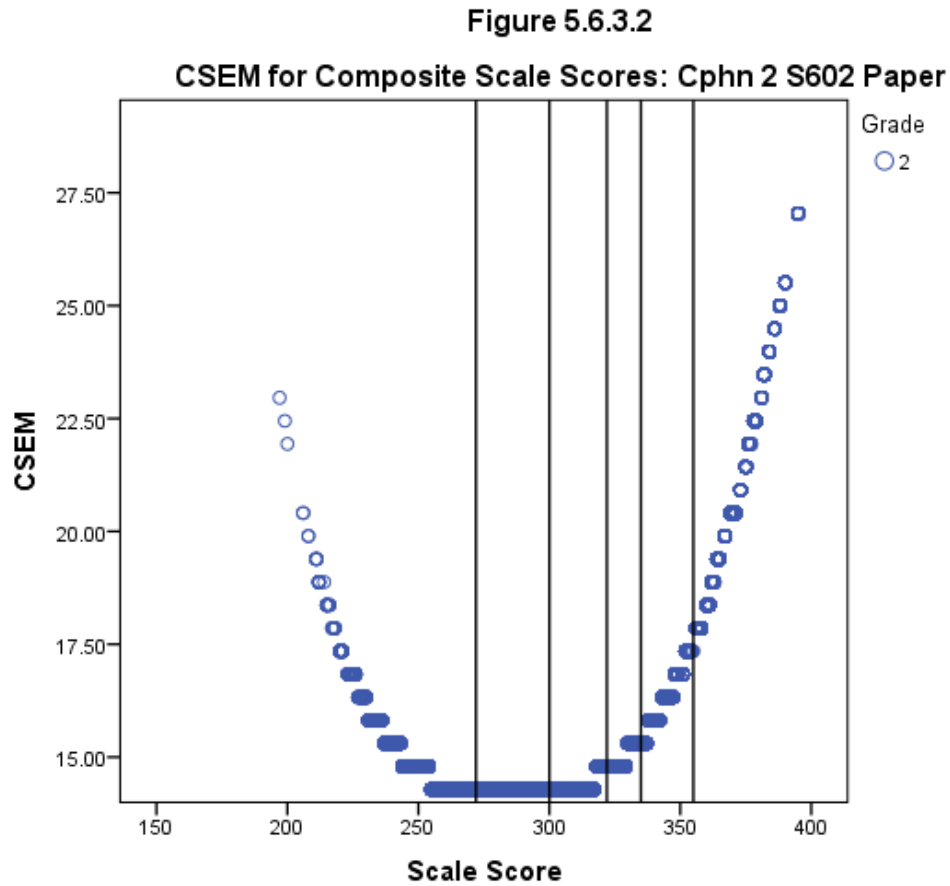
CSEM for Composite Scale Scores: Cphn 1 S602 Paper



5.6.3.2 Grade 2

Figure 5.6.3.2

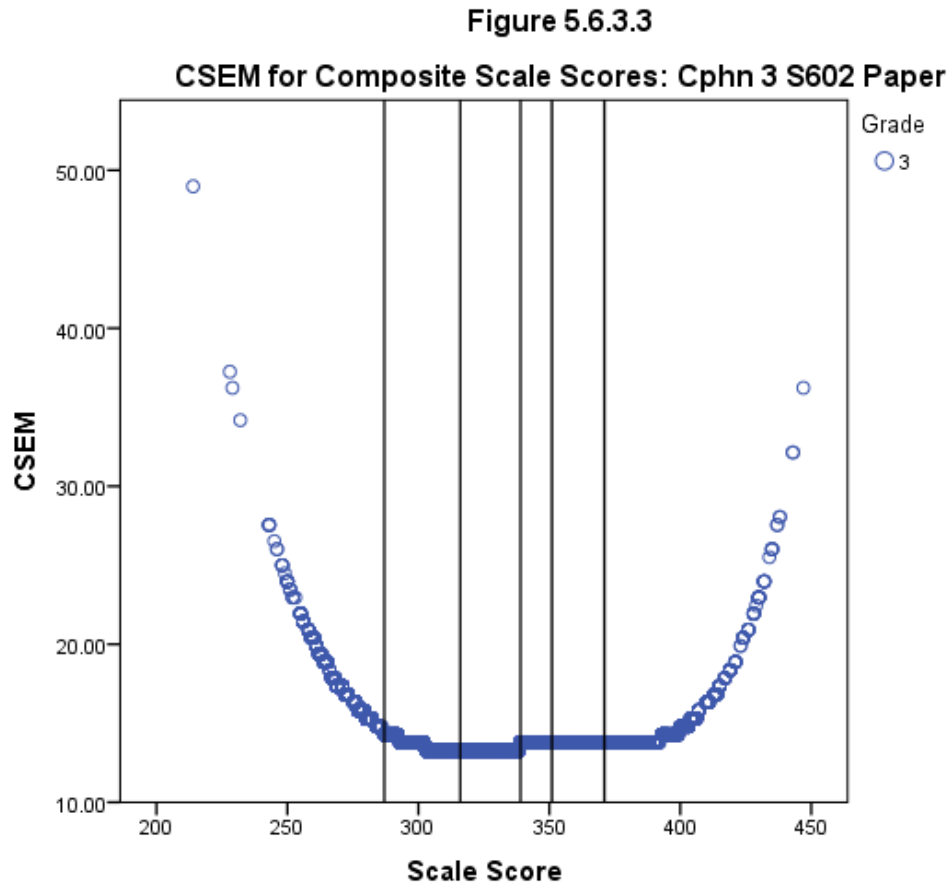
CSEM for Composite Scale Scores: Cphn 2 S602 Paper



5.6.3.3 Grade 3

Figure 5.6.3.3

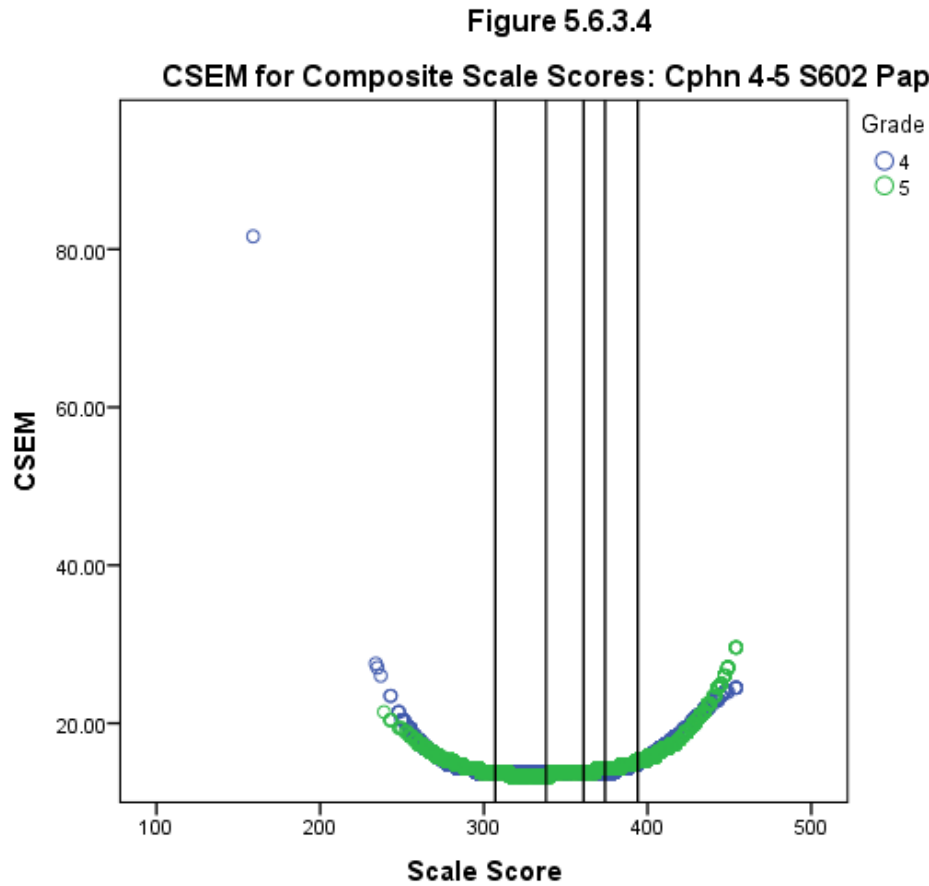
CSEM for Composite Scale Scores: Cphn 3 S602 Paper



5.6.3.4 Grades 4-5

Figure 5.6.3.4

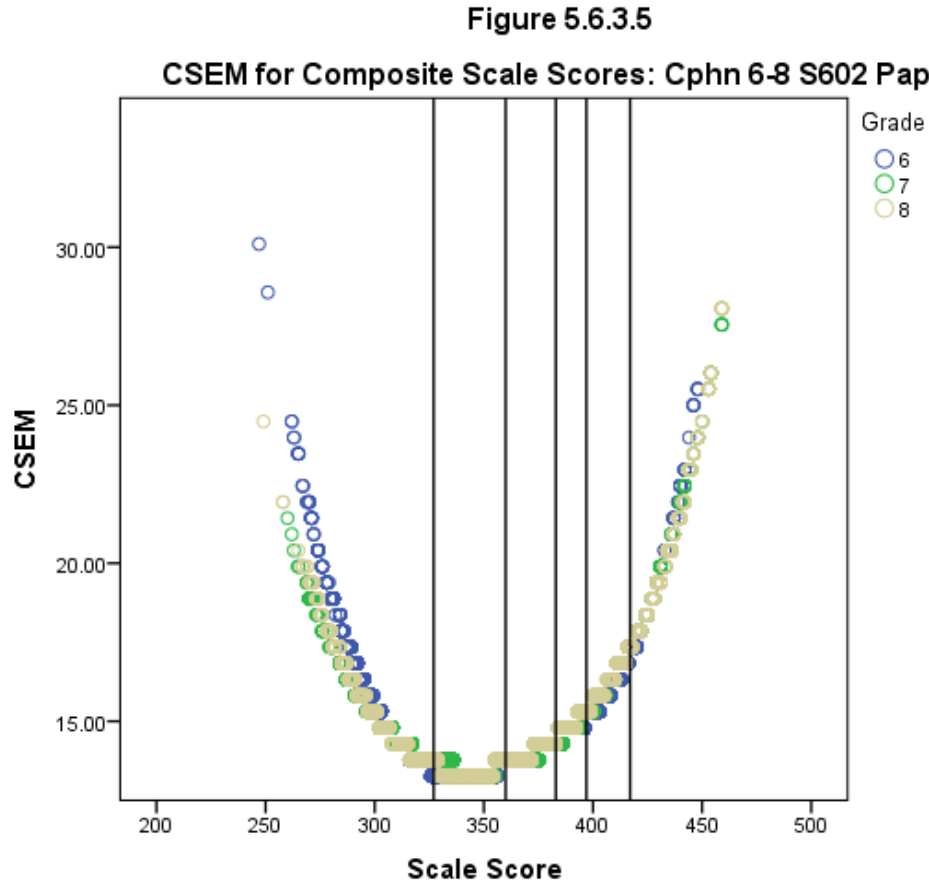
CSEM for Composite Scale Scores: Cphn 4-5 S602 Paper



5.6.3.5 Grades 6–8

Figure 5.6.3.5

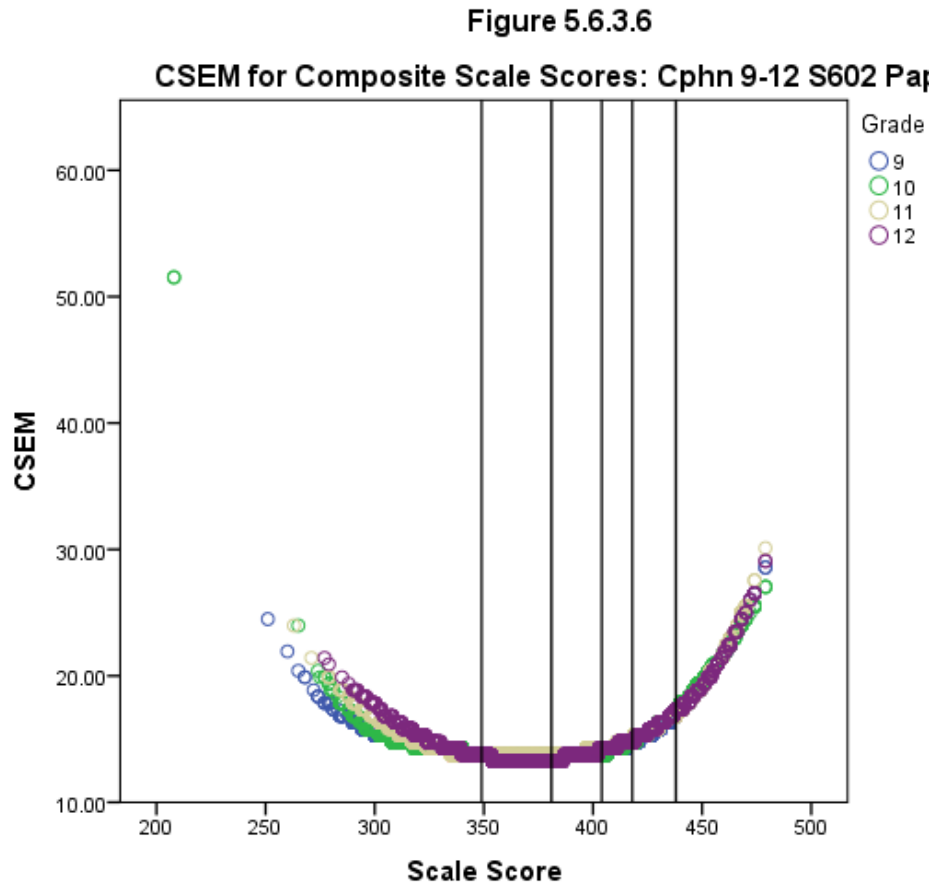
CSEM for Composite Scale Scores: Cphn 6-8 S602 Paper



5.6.3.6 Grades 9-12

Figure 5.6.3.6

CSEM for Composite Scale Scores: Cphn 9-12 S602 Paper

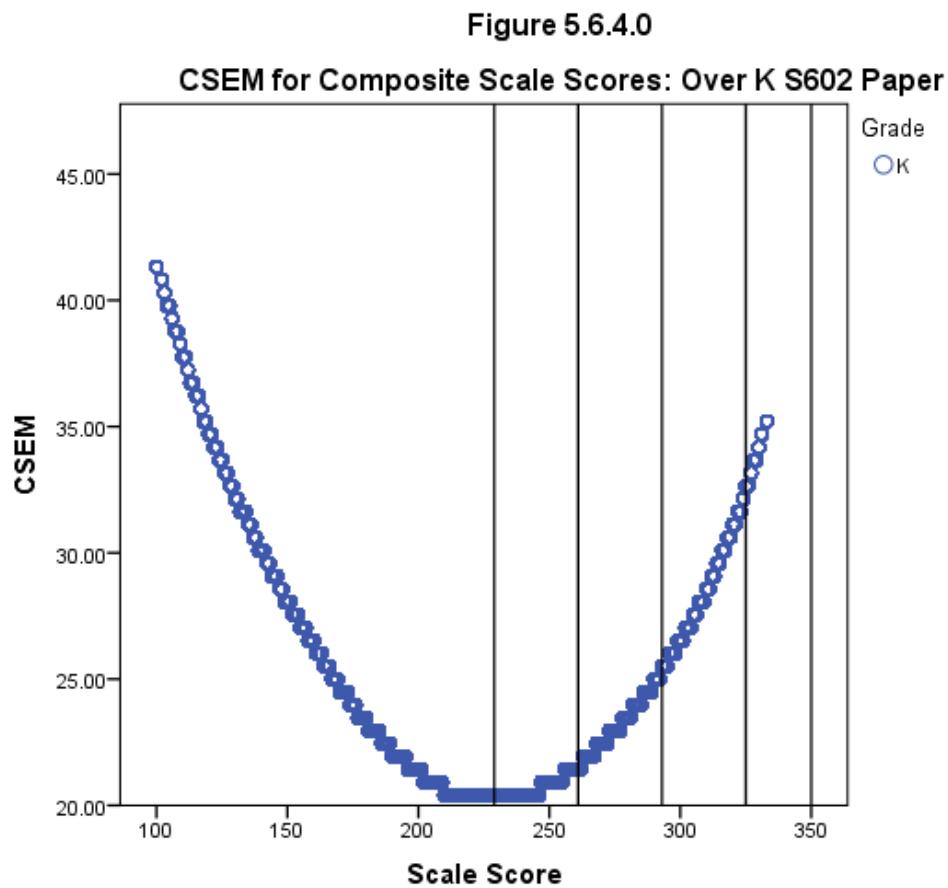


5.6.4 Overall

5.6.4.0 Kindergarten

Figure 5.6.4.0

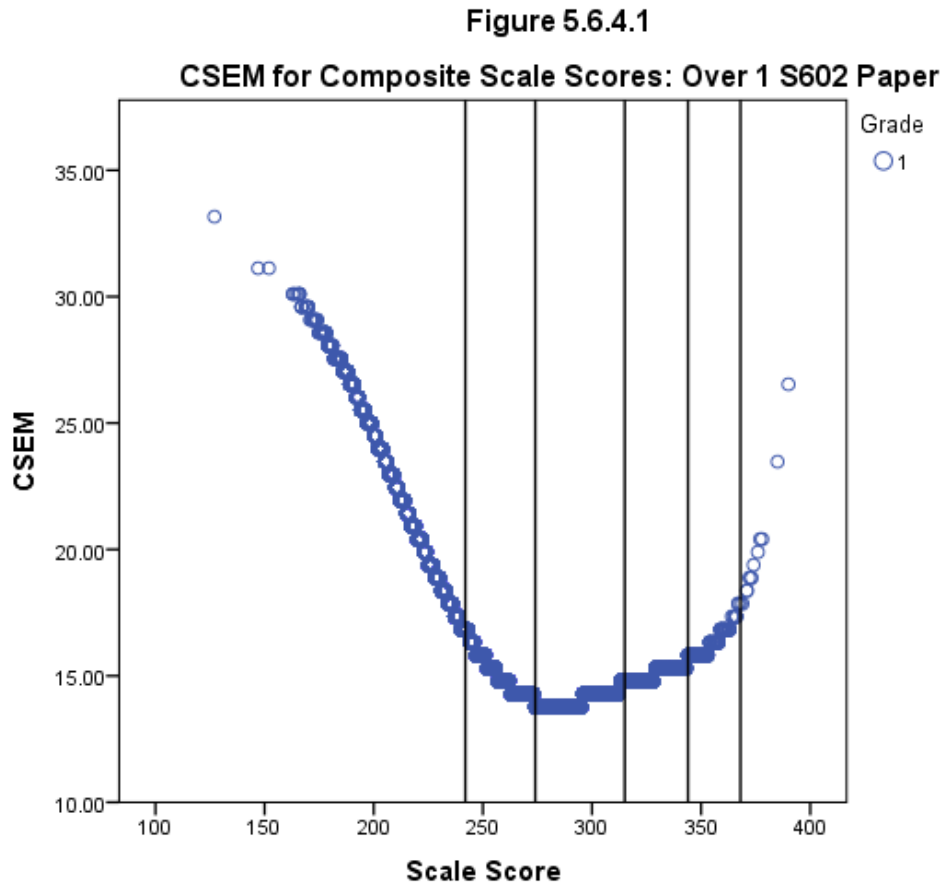
CSEM for Composite Scale Scores: Over K S602 Paper



5.6.4.1 Grade 1

Figure 5.6.4.1

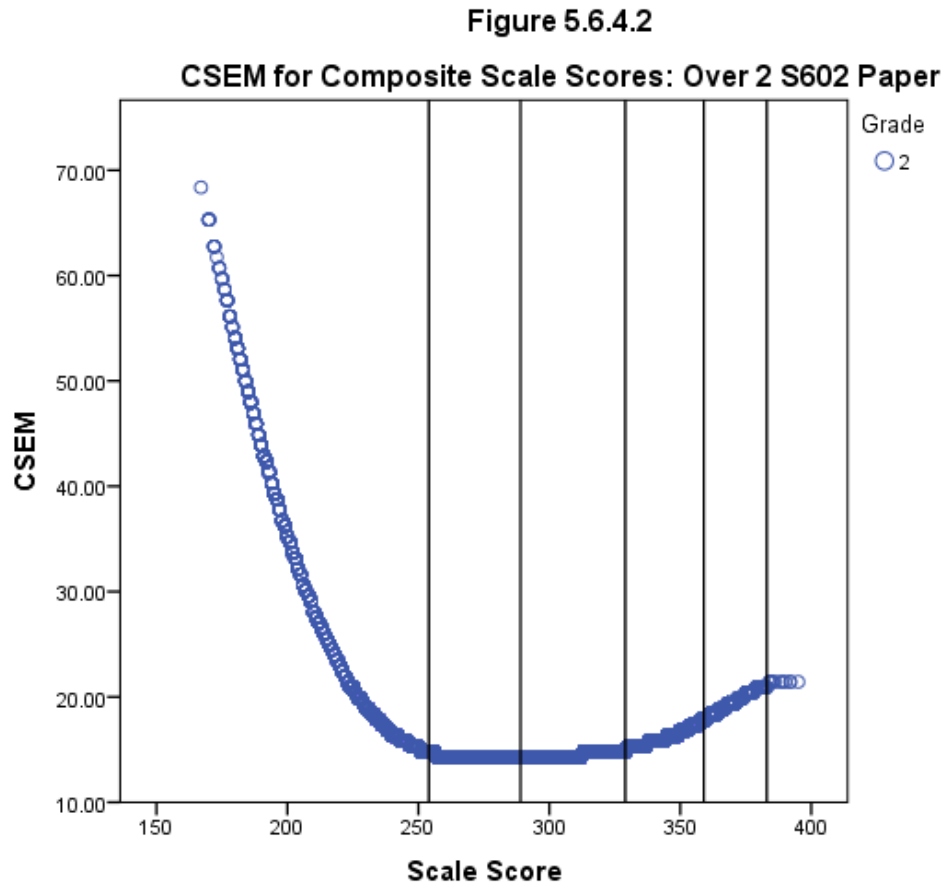
CSEM for Composite Scale Scores: Over 1 S602 Paper



5.6.4.2 Grade 2

Figure 5.6.4.2

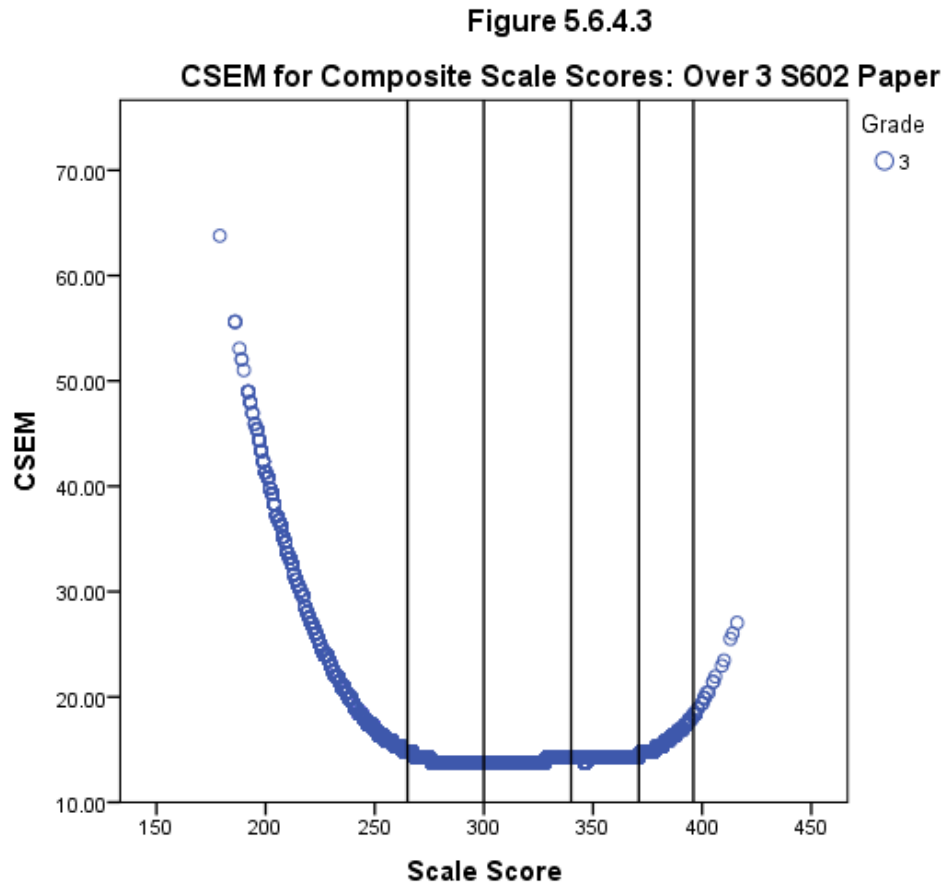
CSEM for Composite Scale Scores: Over 2 S602 Paper



5.6.4.3 Grade 3

Figure 5.6.4.3

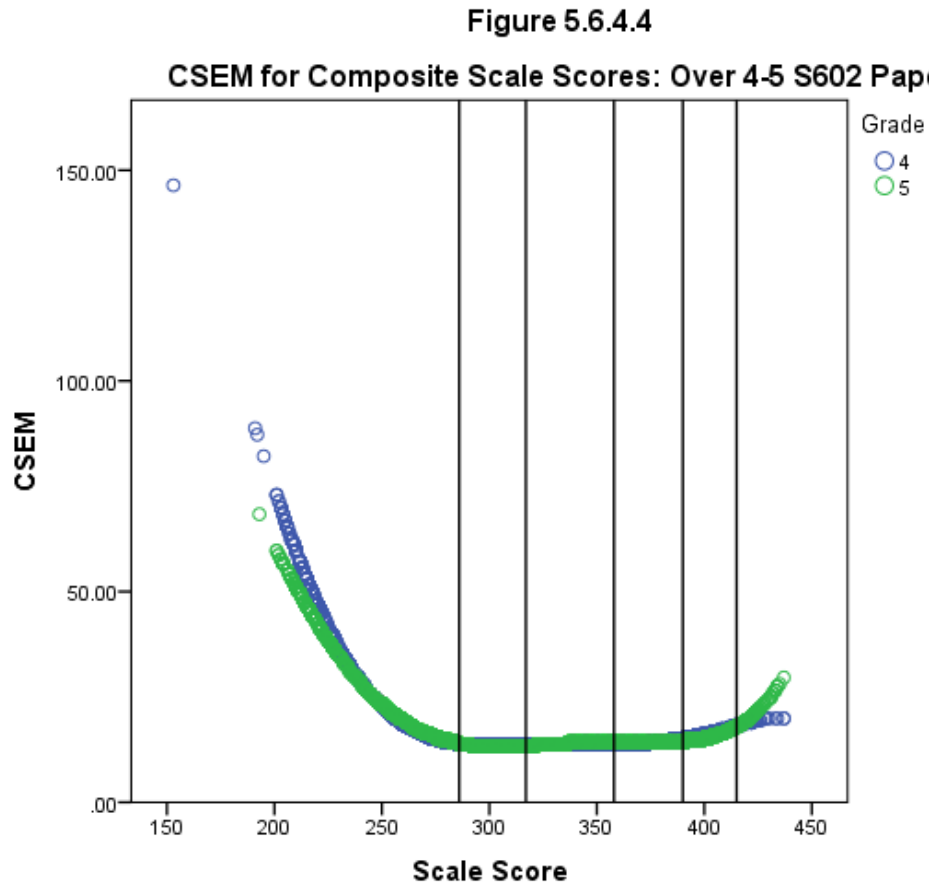
CSEM for Composite Scale Scores: Over 3 S602 Paper



5.6.4.4 Grades 4-5

Figure 5.6.4.4

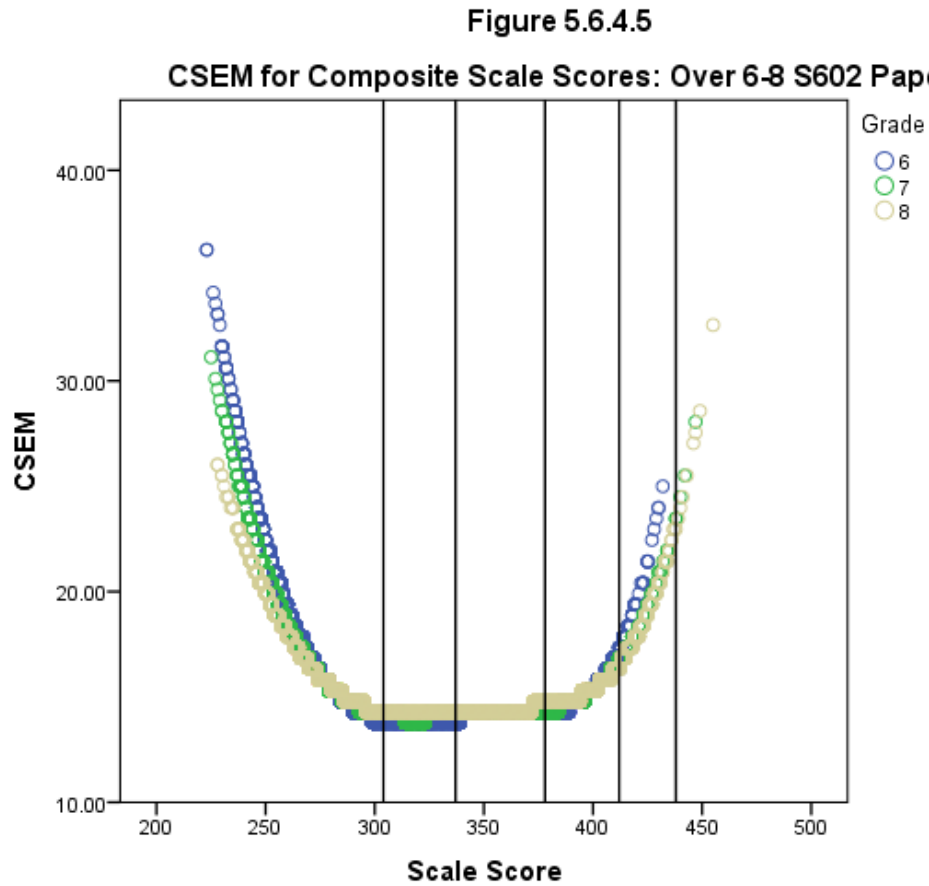
CSEM for Composite Scale Scores: Over 4-5 S602 Paper



5.6.4.5 Grades 6–8

Figure 5.6.4.5

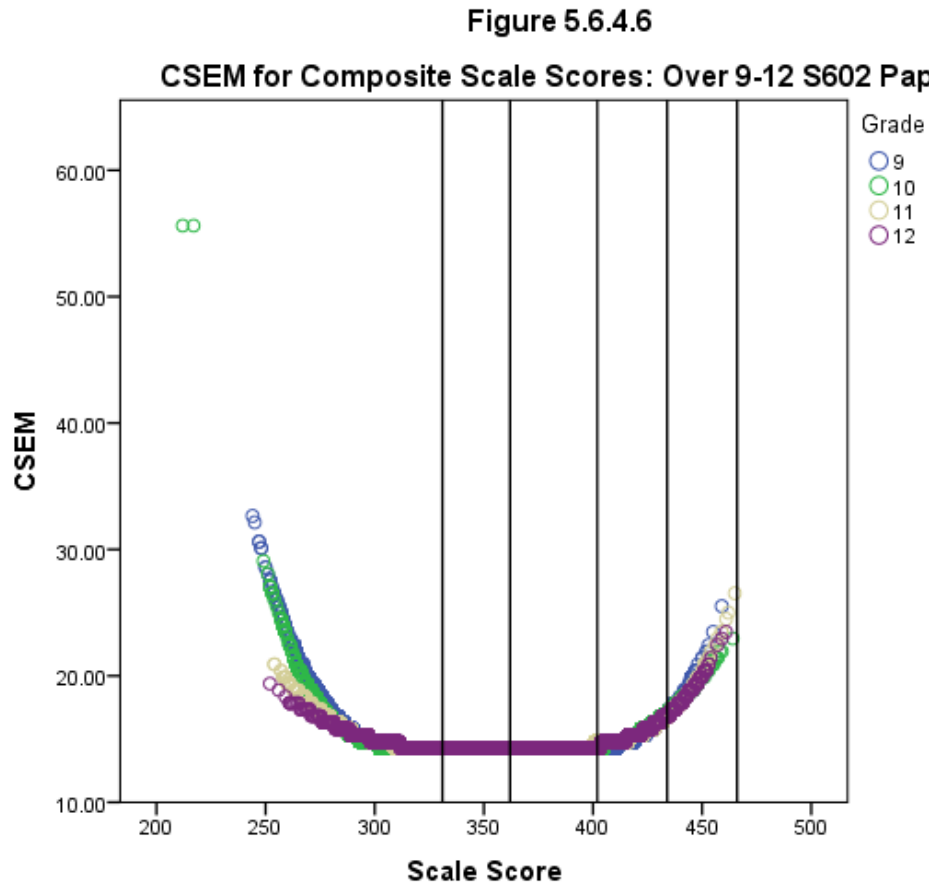
CSEM for Composite Scale Scores: Over 6–8 S602 Paper



5.6.4.6 Grades 9-12

Figure 5.6.4.6

CSEM for Composite Scale Scores: Over 9-12 S602 Paper



5.7 Accuracy and Consistency of Composites

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency level of students with regard 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 policymakers judge the utility of this information and make decisions about score reporting (AERA et al., 2014). The analyses utilize the methods that Livingston and Lewis (1995) and Young and Yoon (1998) outlined, as implemented in the software program BB-CLASS (Brennan, 2004; cf. also Lee et al., 2002).

The method and descriptions of the classification accuracy and consistency indices reported in this section appear in detail in Section 5.4. The only substantive methodological difference between the estimation of the classification accuracy and consistency of the domain scale scores versus the composite scale scores is that to estimate the classification accuracy and consistency of the composite scale scores, we first estimate the reliability of the composite scale scores using a stratified Cronbach's coefficient alpha, as described in Section 5.4.

For each composite, we present three tables. The first 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 very little guidance to aid in making judgments about the ideal or expected levels of decision consistency and accuracy needed for educational assessments. To help test users and policymakers interpret the results from our analyses, we report for each composite the range of these indices, highlighting the grade with the lowest classification accuracy and consistency indices for that composite. Since overall accuracy and consistency indices are summaries of the degree of classification accuracy and consistency for the composite scale scores across all proficiency level cut points, we also examine the marginal classification accuracy and consistency indices for these grades to identify the specific source(s) of low classification accuracy and consistency.

For the Oral composite, as shown in Table 5.7.1.1, overall classification accuracy ranged from 0.637 to 0.756 and overall classification consistency ranged from 0.531 to 0.683 across grades.

The lowest overall classification accuracy and consistency values were found for students in grade 6.

For the Literacy composite, overall classification accuracy ranged from 0.737 to 0.891 and overall classification consistency ranged from 0.644 to 0.862 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 0.513 to 0.863 and overall classification consistency ranged from 0.406 to 0.825 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 0.781 to 0.885 and overall classification consistency ranged from 0.696 to 0.845 across grades. The lowest overall classification accuracy and consistency values were found for students in grade 5.

The results reveal that grade 5 had the lowest overall classification accuracy and consistency indices for two out of the four composites (Literacy and Overall), while grade 6 had the lowest overall classification accuracy and consistency indices for the Oral composite, and grade 3 had the lowest overall classification accuracy and consistency indices for the Comprehension composite.

From an accountability perspective, the most important indices for test users and policymakers to examine are the marginal classification accuracy and consistency indices. We report for each composite the range of the marginal classification accuracy and consistency indices for the composite scale scores across grades and then highlight the grade (and the cut point within that grade) that had the lowest marginal classification accuracy and the lowest consistency indices.

For the Oral composite, classification accuracy indices at the cut ranged from 0.888 to 0.981 (Table 5.7.1.2) and classification consistency at the cut ranged from 0.845 to 0.975 (Table 5.7.1.3). The lowest marginal classification accuracy and consistency values were found for students in grade 3 at the PL 3/PL 4 cut. Note that grade 6 was identified as having the lowest overall classification accuracy and consistency in the Overall Oral composite. However, it should be noted that the marginal classification accuracy and consistency for the grades 3 and 6 Oral composites are still in the .80's and 90's.

For the Literacy composite, classification accuracy indices at the cut ranged from 0.901 to 0.992 (Table 5.7.2.2) and classification consistency at the cut ranged from 0.860 to 0.991 (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 0.837 to 0.985 (Table 5.7.3.2) and classification consistency at the cut ranged from 0.781 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 Overall Comprehension composite. The low marginal classification accuracy and consistency at the PL 4/PL 5 cut appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency for the grade 3 Comprehension composite are still in the high .70's and 90's.

For the Overall composite, classification accuracy indices at the cut ranged from 0.911 to 0.993 (Table 5.7.4.2) and classification consistency at the cut ranged from 0.874 to 0.992 (Table 5.7.4.3). The lowest marginal classification accuracy and consistency values were found for students in grade 3 at the PL 3/PL 4 cut. Note that grade 3 was also identified as having the lowest marginal classification accuracy and consistency in the Comprehension composite. The low marginal classification accuracy and consistency at the PL 3/PL 4 cut appeared to have contributed to its low overall classification accuracy and consistency. However, it should be noted that the marginal classification accuracy and consistency for the grade 3 Overall composite are still in the .80's and .90's.

When we compared the overall and marginal classification accuracy and consistency indices for the composites for a particular grade, we saw that in many instances they told the same story (i.e., for a given grade, if the overall classification accuracy and consistency indices were low, then the marginal classification accuracy and consistency indices also tended to be low). Grade 3 had the lowest overall and marginal classification accuracy and consistency indices for the Comprehension composites.

Grade 3 had the lowest marginal classification accuracy and consistency in three composites (Oral, Comprehension, and Overall). Grade 4 had the lowest marginal classification accuracy and consistency in the Literacy composite.

In addition, the lowest marginal classification accuracy and consistency of the composites occurred at the PL 3/PL 4 and PL 4/PL 5 cut points. This finding is consistent with previous research (Lee et al., 2002), in that classification accuracy and consistency at cut points in the middle of the proficiency level range are lower than those at the lower and upper ends.

A higher number of proficiency levels typically results in cut scores that are closer to each other than if a smaller number of proficiency levels is used. Classification accuracy and consistency are expected to vary for different ability levels due to variations in measurement accuracy. The further away the scores are from the cut scores, the smaller the classification errors 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 0.837 for three of the four composites, though Comprehension had two consistency indices in the high 0.7 range. Additionally, the marginal classification accuracy and consistency indices were at or above 0.874 for the Overall composite scale score, which is the primary score that WIDA Consortium states use when making accountability decisions.

5.7.1 Oral

Table 5.7.1.1

Overall Accuracy and Consistency of Classification Indices: Oral S602 Paper

Grade	Accuracy	Consistency
K	0.756	0.683
1	0.689	0.581
2	0.678	0.569
3	0.668	0.558
4	0.645	0.539
5	0.647	0.537
6	0.637	0.531
7	0.643	0.540
8	0.655	0.556
9	0.678	0.579
10	0.685	0.585
11	0.683	0.582
12	0.703	0.603

Table 5.7.1.2

Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Oral S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.946	0.947	0.954	0.950	0.950
1	0.954	0.915	0.902	0.941	0.975
2	0.963	0.926	0.892	0.919	0.975
3	0.963	0.928	0.888	0.917	0.969
4	0.960	0.938	0.901	0.903	0.939
5	0.948	0.933	0.907	0.902	0.951
6	0.938	0.929	0.909	0.903	0.948
7	0.936	0.931	0.911	0.905	0.949
8	0.930	0.930	0.916	0.917	0.952
9	0.925	0.918	0.912	0.939	0.975
10	0.923	0.916	0.916	0.944	0.978
11	0.923	0.911	0.913	0.946	0.981
12	0.928	0.908	0.911	0.951	N/A

Table 5.7.1.3

Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Oral S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.925	0.926	0.933	0.931	0.929
1	0.934	0.879	0.864	0.914	0.971
2	0.948	0.894	0.850	0.882	0.971
3	0.949	0.897	0.845	0.879	0.964
4	0.944	0.911	0.863	0.861	0.927
5	0.927	0.903	0.871	0.861	0.932
6	0.912	0.899	0.873	0.864	0.928
7	0.910	0.901	0.876	0.866	0.930
8	0.901	0.899	0.883	0.882	0.937
9	0.894	0.883	0.878	0.912	0.967
10	0.891	0.881	0.883	0.920	0.970
11	0.891	0.874	0.878	0.923	0.975
12	0.898	0.870	0.874	0.932	N/A

5.7.2 Literacy

Table 5.7.2.1

Overall Accuracy and Consistency of Classification Indices: Litr S602 Paper

Grade	Accuracy	Consistency
K	0.891	0.862
1	0.802	0.723
2	0.803	0.726
3	0.774	0.688
4	0.763	0.675
5	0.737	0.644
6	0.798	0.718
7	0.796	0.714
8	0.790	0.707
9	0.761	0.667
10	0.761	0.668
11	0.763	0.670
12	0.793	0.711

Table 5.7.2.2**Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Litr S602 Paper**

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.957	0.964	0.968	N/A	N/A
1	0.908	0.913	0.981	N/A	N/A
2	0.942	0.921	0.950	0.991	N/A
3	0.954	0.922	0.906	0.992	N/A
4	0.961	0.937	0.901	0.964	N/A
5	0.956	0.935	0.906	0.940	N/A
6	0.937	0.916	0.945	N/A	N/A
7	0.937	0.916	0.943	N/A	N/A
8	0.933	0.918	0.939	N/A	N/A
9	0.937	0.920	0.931	0.972	N/A
10	0.938	0.921	0.930	0.972	N/A
11	0.942	0.919	0.928	0.975	N/A
12	0.940	0.914	0.939	N/A	N/A

Table 5.7.2.3**Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Litr S602 Paper**

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.940	0.947	0.967	N/A	N/A
1	0.870	0.878	0.973	N/A	N/A
2	0.918	0.888	0.928	0.990	N/A
3	0.936	0.888	0.868	0.991	N/A
4	0.945	0.910	0.860	0.953	N/A
5	0.938	0.908	0.867	0.920	N/A
6	0.912	0.882	0.921	N/A	N/A
7	0.912	0.882	0.918	N/A	N/A
8	0.906	0.885	0.913	N/A	N/A
9	0.911	0.888	0.903	0.960	N/A
10	0.913	0.888	0.902	0.960	N/A
11	0.918	0.885	0.899	0.964	N/A
12	0.916	0.880	0.913	N/A	N/A

5.7.3 Comprehension

Table 5.7.3.1

Overall Accuracy and Consistency of Classification Indices: Cphn S602 Paper

Grade	Accuracy	Consistency
K	0.863	0.825
1	0.563	0.453
2	0.594	0.489
3	0.513	0.406
4	0.561	0.453
5	0.551	0.449
6	0.592	0.484
7	0.587	0.483
8	0.582	0.477
9	0.600	0.492
10	0.601	0.492
11	0.603	0.496
12	0.625	0.515

Table 5.7.3.2

Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Cphn S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.960	0.967	0.969	0.972	0.985
1	0.907	0.869	0.877	0.911	0.961
2	0.935	0.892	0.885	0.906	0.943
3	0.956	0.905	0.847	0.837	0.906
4	0.953	0.921	0.869	0.863	0.917
5	0.942	0.916	0.874	0.864	0.899
6	0.917	0.884	0.883	0.913	0.964
7	0.913	0.883	0.882	0.913	0.959
8	0.902	0.888	0.889	0.910	0.956
9	0.917	0.878	0.893	0.919	0.961
10	0.912	0.881	0.897	0.922	0.962
11	0.916	0.880	0.893	0.921	0.963
12	0.917	0.873	0.904	0.936	0.973

Table 5.7.3.3

Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Cphn S602 Paper

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.942	0.952	0.957	0.961	0.980
1	0.870	0.816	0.833	0.873	0.944
2	0.908	0.848	0.841	0.866	0.920
3	0.940	0.862	0.789	0.781	0.863
4	0.937	0.883	0.820	0.814	0.879
5	0.922	0.877	0.826	0.816	0.857
6	0.886	0.836	0.841	0.877	0.947
7	0.880	0.835	0.840	0.876	0.940
8	0.863	0.841	0.848	0.874	0.934
9	0.885	0.830	0.851	0.886	0.943
10	0.877	0.833	0.856	0.891	0.944
11	0.882	0.831	0.852	0.887	0.946
12	0.883	0.825	0.863	0.908	0.962

5.7.4 Overall

Table 5.7.4.1

Overall Accuracy and Consistency of Classification Indices: Over S602 Paper

Grade	Accuracy	Consistency
K	0.885	0.845
1	0.829	0.760
2	0.824	0.758
3	0.808	0.735
4	0.800	0.723
5	0.781	0.696
6	0.818	0.747
7	0.814	0.741
8	0.812	0.737
9	0.803	0.724
10	0.807	0.730
11	0.807	0.731
12	0.835	0.768

Table 5.7.4.2**Marginal Classification Accuracy Indices Based on the Composite Scale Scores at the Cut Points: Over S602 Paper**

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.959	0.966	0.973	0.988	N/A
1	0.944	0.922	0.970	0.993	N/A
2	0.966	0.940	0.937	0.981	N/A
3	0.971	0.945	0.911	0.982	N/A
4	0.973	0.957	0.925	0.945	N/A
5	0.968	0.955	0.928	0.931	N/A
6	0.957	0.944	0.938	0.979	N/A
7	0.957	0.944	0.936	0.978	N/A
8	0.954	0.945	0.938	0.976	N/A
9	0.952	0.941	0.942	0.968	N/A
10	0.951	0.943	0.943	0.970	N/A
11	0.954	0.939	0.940	0.974	N/A
12	0.955	0.935	0.945	N/A	N/A

Table 5.7.4.3**Marginal Classification Consistency Indices Based on the Composite Scale Scores at the Cut Points: Over S602 Paper**

Grade	PL 1/2	PL 2/3	PL 3/4	PL 4/5	PL 5/6
K	0.942	0.951	0.961	0.988	N/A
1	0.921	0.890	0.956	0.992	N/A
2	0.952	0.916	0.911	0.979	N/A
3	0.960	0.921	0.874	0.980	N/A
4	0.962	0.939	0.895	0.927	N/A
5	0.955	0.936	0.898	0.906	N/A
6	0.940	0.920	0.912	0.975	N/A
7	0.939	0.921	0.909	0.971	N/A
8	0.935	0.922	0.912	0.967	N/A
9	0.932	0.917	0.918	0.957	N/A
10	0.931	0.919	0.920	0.960	N/A
11	0.935	0.914	0.916	0.965	N/A
12	0.937	0.908	0.922	N/A	N/A

6. Quality Control

6.1 Content Development Quality Control

The Center for Applied Linguistics (CAL) utilizes educators and other consultants during a number of phases throughout the test-development cycle. These educators and consultants are recruited, vetted, and trained by CAL and/or WIDA and make crucial contributions to these phases of the test development cycle. The phases of development in which educators or consultants are involved, as well as the procedures and criteria for recruitment and training, are described below.

Theme Generation: During theme generation, CAL and WIDA recruit educators to generate raw ideas to be used in new item development. Educators with ESL or content-area expertise and two or more years of teaching experience in a WIDA state (in the grade-level cluster for which they will generate themes) are invited to participate. Recruitment also focuses on a geographical distribution of educators from across the consortium. Upon selection, educators participate in a short training that introduces the theme-generation process, along with how to understand the item specifications that they use to generate themes.

Item Writing: CAL recruits professional item writers to generate raw item/task content based on the ideas from theme generation. To recruit item writers, CAL has a standing announcement on its website asking prospective item writers to submit their resume and fill out a survey describing their past item-writing experience. CAL selects individuals with significant experience in writing items, both in large-scale assessment programs (ESL/EFL or ELA) and in other contexts (e.g., writing items for assessment-programs in university-based ESL programs).

Item writers undergo a 90-minute orientation prior to beginning item writing. This training focuses on the item specifications, the process and procedures, the item writing checklist, the acceptance criteria for the items, and the security protocols. Item writers also receive an item writing handbook, which formalizes the content of the orientation, along with assignment of themes to develop and the associated item specifications. After the orientation, CAL language testing specialists and managers provide feedback to the item writers on the items, focusing on alignment with the item writing checklist and the item specifications. After completion of item writing for a given development cycle, item writers are evaluated by CAL staff for their compliance with the requirements and the quality of their items.

Standards Expert Review: After items have been drafted by item writers, CAL language testing specialists review all of the raw content internally. This review focuses on determining which sets of items will move on to further development and which will be discontinued, based on criteria from an item review checklist. The language testing specialists then do minor editing and formatting to the items to make sure that they are complete, with no stray comments or other editorial notes from previous drafts, and they produce a short questionnaire for each set of items that becomes part of Standards Expert review. The purpose of Standards Expert review is to ensure that the items are appropriate for the grade-level and intended difficulty

level in terms of both the content and the language, and the items have not drifted from their intended target between theme generation and item writing. The questionnaires produced by CAL's language testing specialists guide the Standards Experts through the review process, asking questions specific to the purpose of this review.

Educators are recruited jointly by CAL and WIDA to serve as Standards Experts; educators with ESL or content-area expertise and two or more years of teaching experience in a WIDA state are invited to participate. Recruitment also focuses on a geographical distribution of educators from across the consortium. Standards Experts receive written instructions and a questionnaire to complete for each set of items they review.

Bias & Sensitivity and Content Review: After Standards Expert Review has been completed, all items undergo an additional phase of review and revision internal to CAL, leading up to Bias & Sensitivity and Content Review. These are technically two separate reviews, although a single recruitment effort is conducted by WIDA, and the reviews occur consecutively in a single week (generally 3 days for Content review followed by 2 days for Bias & Sensitivity review). As with other reviews, educators for Content review must have at least 2 years of ESL teaching experience (with a preference for content-area experience as well). Recruitment also focuses on selecting educators with a variety of cultural and linguistic backgrounds and obtaining a geographical distribution of educators from across the consortium. Recruitment for Bias & Sensitivity review focuses on selecting educators with culturally and linguistically diverse backgrounds who have experience interacting with English learners from a range of cultural, regional, religious, linguistic, ethnic, and socioeconomic backgrounds.

At the beginning of both Bias & Sensitivity and Content review meetings, CAL and WIDA staff conduct an intensive training to orient the reviewers to the specific purpose of the review (Bias & Sensitivity or Content), how to use the review checklist and what to look for in the review, and the procedures and security protocols for the review. Then, the reviews are conducted in breakout groups by grade-level cluster (or combinations of grade-level clusters; for example, Bias & Sensitivity review of grade 1 and grades 2–3 is often combined). Although Bias & Sensitivity and Content reviews are generally held in-person, the reviews for the Writing domain occur virtually each year due to timeline constraints. For both the in-person and virtual contexts, CAL and WIDA facilitators are present in each breakout group to guide the educators in their reviews of the materials.

Writing Tryouts: For the Writing domain, all tasks in the Writing domain are subject to tryouts in the field. The Writing tryouts only occur once the tasks have been through 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 ELs. All students who participate are required to have parent/guardian consent.

Once the students complete the Writing tasks, both the students and educators fill out questionnaires. Student questionnaires focus on whether the students understood the task, their engagement with the task, and their ability to complete the task; educator surveys ask the teachers to evaluate the effectiveness of the task input, the appropriateness of the task, the

comparability of the task with other classroom-based writing tasks, and the ability of the students to complete the task.

CAL provides the teachers with a number of documents outlining the procedures for administering the tasks, recording student responses to the tasks, recording student and teacher responses to the questionnaires, and protecting the personally identifiable information of the students. CAL staff are also available throughout the tryouts process to answer any questions the teachers might have. Following the Writing tryouts, CAL specialists review the writing responses both qualitatively and quantitatively, providing WIDA with a report on how the Writing tasks performed.

6.2 Test Administration Quality Control

This section describes how WIDA monitors test administration to ensure standardized test administration procedures are implemented with fidelity across districts and schools. To support standardized administrations, WIDA provides test administrators with a series of resources, such as a Test 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 Member/State webpage.

The training course within the WIDA Secure Portal is where educators can access both training to become certified to administer ACCESS for ELLs as well as additional materials and resources to assist administrators and coordinators before, during, and after each state’s testing window. WIDA user accounts provide access to the training course and Facilitator Toolkit within the WIDA Secure Portal. Educators must pass an administration quiz at the end of the training with a score of 80% or higher. WIDA recommends taking the quiz immediately after completing the training. There is no limit to the number of times educators can attempt the quiz. Once individuals pass an administration quiz, training certificates within the WIDA Secure Portal are updated to reflect their status as a certified test administrator for that component of the assessment suite.

Paper Testing (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:

- Overview and Test Structure
- Speaking Assessment Scoring Practice
- 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 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 2023–2024 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 2023 through Spring 2024 online multistage adaptive test administrations, Listening and Reading domains
- December 2023 through Spring 2024 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.