

World-Class Instructional Design and Assessment



**Annual Technical Report for  
ACCESS for ELLs® 2.0  
Paper English Language Proficiency Test  
Series 402, 2017–2018 Administration**

**Annual Technical Report No. 14B**

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## Executive Summary

This is the 14th annual technical report on the ACCESS for ELLs® English Language Proficiency Test and the third report on the ACCESS for ELLs 2.0 assessment as given in Paper format. ACCESS for ELLs 2.0 measures the same constructs and uses the same scale as ACCESS for ELLs, but for the first time, the assessment is offered in an online, multistage adaptive format.

This technical report is produced as a service to members and potential members of the WIDA Consortium. The technical information herein is intended for use by those who have technical knowledge of test construction and measurement procedures, as stated in *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014).

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

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

ACCESS for ELLs 2.0 Series 402 was administered in school year 2017–2018 in 35 states, the Bureau of Indian Education, the District of Columbia, and the Commonwealth of the Northern Marianas, for a total of 38 state entities (henceforth “states”). ACCESS for ELLs 2.0 Series 402 was offered in two administrative formats, an online format (Grades 1–12) and a paper format (Kindergarten–Grade 12). Table 1 summarizes the numbers of students, by state, who participated in the Grades 1–12 assessment online, in the Grades 1–12 assessment on paper, the total number of students who participated in the Grades 1–12 assessment, the total number who participated in the Kindergarten assessment (offered only in the paper format), and the total participants in ACCESS K–12. The current report (WIDA ACCESS Technical Report 14B) provides technical information pertaining to ACCESS for ELLs 2.0 Series 402 Paper, including the Kindergarten assessment. A second report (WIDA ACCESS Technical Report 14A) provides technical information for the ACCESS for ELLs 2.0 Series 402 Online assessment.

**Table 1**  
**Participation in ACCESS for ELLs Online and Paper, Series 402**

State	Participants in ACCESS for ELLs Grades 1–12			Participants in Kindergarten	Total Participants in ACCESS for ELLs Grades K–12
	Participants in ACCESS for ELLs Online	Participants in ACCESS for ELLs Paper	Total Participants in ACCESS for ELLs		
AK	10,362	3,055	13,417	1,213	14,630
AL	17,000	4,295	21,295	3,522	24,817
BI	787	3,168	3,955	474	4,429
CO	64,431	26,375	90,806	10,152	100,958
DC	6,547	39	6,586	1,078	7,664
DE	10,990	17	11,007	1,745	12,752
FL	0	242,877	242,877	35,236	278,113
GA	91,924	6,761	98,685	16,138	114,823
HI	13,279	7	13,286	1,909	15,195
ID	15,665	17	15,682	2,084	17,766
IL	160,098	21,534	181,632	25,666	207,298
IN	50,755	427	51,182	7,513	58,695
KY	22,841	101	22,942	2,931	25,873
MA	71,194	10,730	81,924	10,927	92,851
MD	69,259	88	69,347	10,324	79,671
ME	4,758	12	4,770	470	5,240
MI	89,998	1,334	91,332	9,848	101,180
MN	61,086	397	61,483	8,206	69,689
MO	29,070	110	29,180	4,672	33,852
MP	1,294	0	1,294	95	1,389
MT	2,687	0	2,687	192	2,879
NC	92,080	731	92,811	11,938	104,749
ND	3,142	47	3,189	426	3,615
NH	4,231	241	4,472	468	4,940
NJ	68,922	939	69,861	12,664	82,525
NM	43,674	76	43,750	4,292	48,042
NV	67,625	36	67,661	6,498	74,159
OK	33,897	10,125	44,022	6,464	50,486
PA	55,092	4,878	59,970	5,269	65,239
RI	11,514	94	11,608	1,110	12,718
SC	40,526	1,128	41,654	3,279	44,933
SD	4,405	157	4,562	770	5,332
TN	39,561	17	39,578	5,732	45,310
UT	40,903	15	40,918	4,533	45,451
VA	82,647	8,810	91,457	14,020	105,477
VT	1,436	14	1,450	205	1,655
WI	46,884	181	47,065	5,468	52,533
WY	2,299	19	2,318	334	2,652
<b>Total</b>	<b>1,432,863</b>	<b>348,852</b>	<b>1,781,715</b>	<b>237,865</b>	<b>2,019,580</b>

This report first provides background on the test (Chapter 1), followed by an argument-based validation framework to support the use of ACCESS for ELLs and to contextualize the data so that its interpretation and use are more transparent to stakeholders (Chapter 2). Chapter 3 provides detail on students' participation and performance on the assessment. Chapter 4 provides technical analyses of each of the individual test forms that make up the assessment, and Chapter 5 provides technical analyses based on the domain scores and composite scores by grade-level cluster.

## **Summary Highlights**

This report presents a wealth of data documenting the technical properties of ACCESS for ELLs 2.0 Series 402 Paper, which cannot be fully summarized here. In addition to information on validity, the report presents information on reliability of test scores and the accuracy and consistency of proficiency level classifications, including information on conditional standard errors of measurement and a separate table highlighting conditional standard errors around the cut scores. Item-level analyses include item difficulty levels, fit of the items to the Rasch measurement model, and differential item functioning analyses for each item or assessment task.

### ***Argument-Based Validation Framework for ACCESS for ELLs***

Chapter 2 of this report consists of an argument-based framework for supporting the validity of ACCESS for ELLs. This framework structures the information contained in this annual technical report to support assertions about data collected via the assessment (i.e., *Assessment Records*). Specifically, tables and figures from this report are explicitly linked to claims related to *Assessment Records* through an Assessment Use Argument, which allows stakeholders to better interpret and use ACCESS for ELLs. Note that there are currently slight differences in the organization of validation argumentation between the ACCESS Online and ACCESS Paper reports. WIDA is working to make validity arguments more consistent and responsive to peer review criteria. Additionally elements of the assessment use argument are being moved to a standalone document.

### ***Demographic Data***

The Series 402 Paper data set for analyses included the results of 586,717 students. The largest grade was Kindergarten with 237,865 students, while the smallest was Grade 3 with 47,635 students. Of the participating WIDA states, the largest was Florida with 278,113 students, while the smallest was Northern Mariana Islands with 95 students.

### ***Reliability and Accuracy Data***

For most test users, the Overall Composite proficiency score, based on performances in Listening, Reading, Writing, and Speaking, is the major score used for making decisions about

gains in student proficiency and exiting from language support services. Therefore, it is important to ensure that the reliability (stratified Cronbach’s alpha, presented in Part II, Section 3.3) and accuracy of classification (using Livingston & Lewis method, presented in Part II, Section 3.4) of the Overall Composite score is high.

The reliability of the Overall Composite score is very high across all grade-level clusters. For Kindergarten it was .973; for Grade 1, .934; for Grade 2, .944; for Grade 3, .932; for Grades 4–5, .940; for Grades 6–8, .944; and for Grades 9–12, .949.

Likewise, as Table 2 shows, the accuracy of classification for decisions about student placement using the Overall Composite score around the proficiency level cut scores is very high across grade and proficiency levels. Because many WIDA Consortium states use the proficiency level score of 5.0 as a criterion for exiting students from language support services, the column headed 4/5 cut (the proficiency level score of 5.0) is of particular interest. Specifically, the accuracy of classification indices for the 4/5 cut indicate that the likelihood that students are being correctly classified into Proficiency Level 5 (“Bridging”) using the Overall composite scores is high across grades (all above .90.)

**Table 2**  
Accuracy of Classification Indices of Overall Composite Score at Cut Points (Proficiency Level Score)

<b>Grade</b>	<b>1/2 Cut (2.0)</b>	<b>2/3 Cut (3.0)</b>	<b>3/4 Cut (4.0)</b>	<b>4/5 Cut (5.0)</b>	<b>5/6 Cut (6.0)</b>
K	0.952	0.954	0.964	0.982	N/A
1	0.971	0.928	0.943	0.982	N/A
2	0.984	0.954	0.919	0.964	N/A
3	0.987	0.960	0.906	0.964	N/A
4	0.984	0.968	0.921	0.908	0.992
5	0.984	0.966	0.922	0.909	0.993
6	0.980	0.958	0.917	0.971	N/A
7	0.974	0.951	0.919	0.970	N/A
8	0.970	0.948	0.921	0.970	N/A
9	0.968	0.946	0.929	0.960	N/A
10	0.967	0.947	0.930	0.955	N/A
11	0.967	0.946	0.930	0.964	N/A
12	0.967	0.941	0.936	0.978	N/A

Note: N/A indicates that there are insufficient (fewer than 100) test takers to estimate the statistic. In these cases, accuracy of classification conditional on that level either cannot be computed or the software produces estimates that are out of bound.





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# 1. Description of ACCESS for ELLs English Language Proficiency Test

## 1.1 Purpose of ACCESS for ELLs

The overarching purpose of ACCESS for ELLs 2.0 is to assess the developing English language proficiency of English language learners (ELLs) in Grades K–12 in the United States as defined by the multistate WIDA Consortium, first in the English Language Proficiency Standards (Gottlieb, 2004; WIDA Consortium, 2007) and then in the amplified 2012 English Language Development (ELD) Standards (WIDA Consortium, 2012). The WIDA ELD Standards, which correspond to the academic language identified in state academic content standards, describe six levels of developing English language proficiency and form the core of the WIDA Consortium’s approach to instructing and testing ELLs. ACCESS 2.0 may thus be described as a standards-based English language proficiency test designed to measure the social and academic language proficiency of ELLs in English. It assesses social and instructional English as well as the academic language associated with language arts, mathematics, science, and social studies within the school context across the four language domains (Listening, Reading, Writing, and Speaking).

Other major purposes of ACCESS 2.0 include

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

ACCESS 2.0 is offered in two formats: ACCESS 2.0 Paper, described in this report, and ACCESS 2.0 Online, described in a companion report.

## 1.2 Format of ACCESS 2.0 Paper

### 1.2.1 Integration with the Standards

The original ACCESS test design, from the structure of the assessment system to the content of each test booklet and item, is built upon the five foundational WIDA ELD Standards:

*Standard 1:* ELLs communicate in English for **Social and Instructional** purposes within the school setting.

*Standard 2:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

*Standard 3:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

*Standard 4:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

*Standard 5:* ELLs communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

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

- Social and Instructional Language: SIL
- Language of Language Arts: LoLA
- Language of Math: LoMA
- Language of Science: LoSC
- Language of Social Studies: LoSS

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

- Integrated Social and Instructional Language (SIL), Language of Language Arts (LoLA), and Language of Social Studies (LoSS): IT
- Language of Math (LoMA) and Language of Science (LoSC): MS
- Language of Language Arts (LoLA) and Language of Social Studies (LoSS): LS

### **1.2.2 Grade-Level Clusters**

The grade-level cluster structure for ACCESS 2.0 Paper is as follows: K, 1, 2, 3, 4–5, 6–8, 9–12.

In the lower grades (Grades 1–5), test forms may be shared across grade-level clusters. As described in Sections 1.3.3 and 1.3.4 below, the development of the Listening and Reading tests was conducted prior to the launch of ACCESS 2.0. Earlier ACCESS tests had a cluster structure that differs from that of ACCESS 2.0 in the lower grades. The Speaking and Writing tests were developed using the ACCESS 2.0 Online cluster structure. ACCESS 2.0 Paper clusters, therefore, bridge the cluster structure of the older ACCESS assessments and ACCESS 2.0 Online. For example, the Cluster 2 tests in the domains of Reading and Listening are the same test forms as the Cluster 1 tests. The Cluster 2 tests in the domains of Speaking and Writing are the same test forms as the Cluster 3 tests in these domains. Table 3 details the grade-level cluster structure of ACCESS 2.0 Paper and the shared forms across clusters.

**Table 3**

ACCESS 2.0 Paper Grade-Level Clusters and Shared Forms Across Clusters

ACCESS 2.0 Paper Grade-level Clusters	Shared Test Forms (Listening and Reading)	Shared Test Forms (Speaking and Writing)	Grade	
K	K	K	K	
1	Cluster 1 and Cluster 2	Cluster 1	1	
2		Cluster 2 and Cluster 3	2	
3	Cluster 3 and Cluster 4–5		Cluster 3	3
4–5		Cluster 4–5	Cluster 4–5	4
				5
6–8	Cluster 6–8	Cluster 6–8	6	
			7	
			8	
9–12	Cluster 9–12	Cluster 9–12	9	
			10	
			11	
			12	

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

### 1.2.3 Language Domains

The WIDA ELD Standards describe developing English language proficiency for each of the four language domains: Listening, Reading, Writing, and Speaking. Thus, ACCESS 2.0 Paper contains four sections, each assessing an individual language domain.

### 1.2.4 Language Proficiency Levels

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

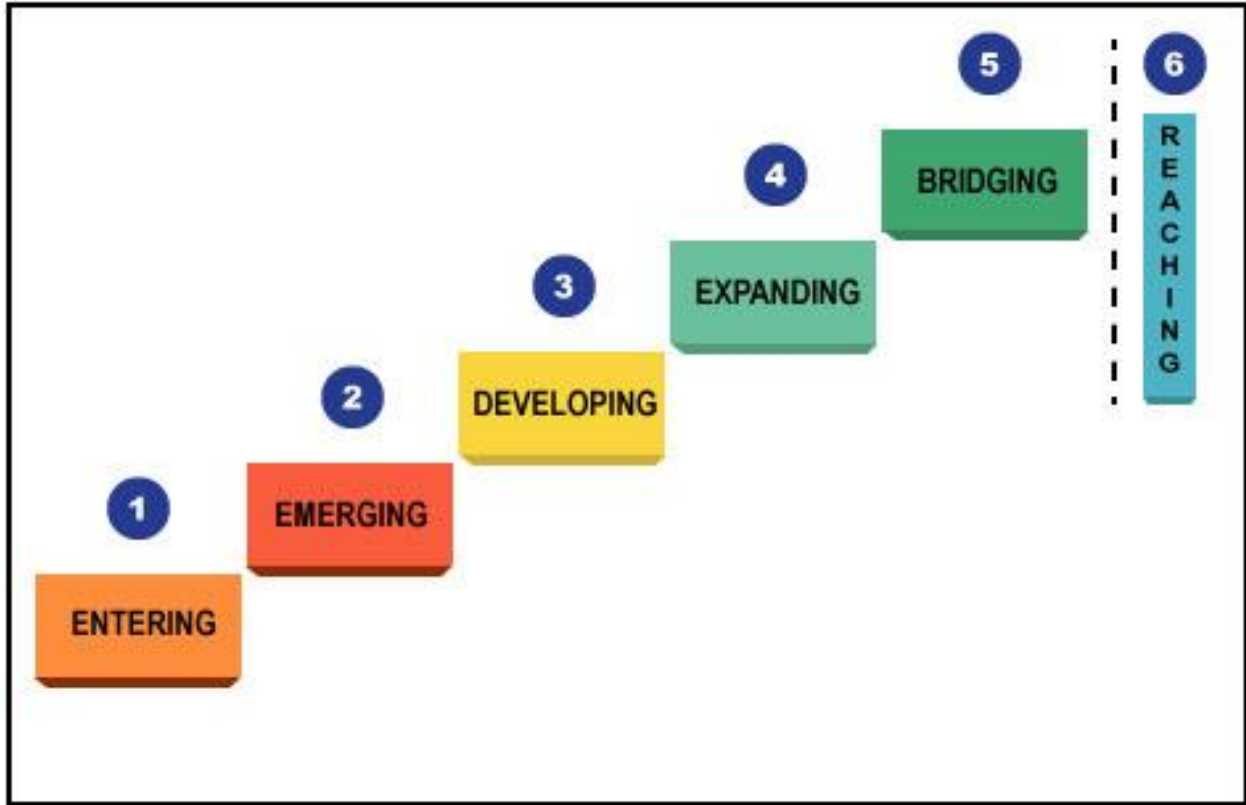


Figure 1. The language proficiency levels of the WIDA ELD Standards.

These language proficiency levels are embedded in the WIDA ELD Standards in a two-pronged fashion.

First, they appear in the **performance definitions**. According to the WIDA ELD Standards, the performance definitions provide a global overview of the stages of the language acquisition process. As such, they complement the **model performance indicators** (MPIs; see below) for each language proficiency level. The performance definitions are based on three criteria: (a) vocabulary usage at the word/phrase dimension; (b) language forms and conventions at the sentence dimension; and (c) linguistic complexity at the discourse dimension. Vocabulary usage refers to students' increasing comprehension and production of the technical language required for success in the academic content areas. Language forms and conventions refers to the increasing development of phonological, syntactic, and semantic understanding in receptive skills or control of usage in productive language skills. Linguistic complexity refers to students' demonstration of oral interaction or writing of increasing quantity and variety.

Second, the language proficiency levels of the WIDA ELD Standards are fully embedded in the accompanying MPIs, which exemplify the Standards. The MPIs describe the expectations for ELL students in each of the five Standards, by grade-level cluster, across the four language domains. That is, an MPI at each of the five language proficiency levels can be found within each combination of Standard, grade-level cluster, and language domain. *Reaching* (PL 6)



represents the end of the continuum rather than another level of language proficiency. The sequence of these five MPIs together describes a logical progression and accumulation of skills on the path from the lowest level of English language proficiency to full English language proficiency for academic success. The grouping of five MPIs in logical progression is called a “strand.”

ACCESS 2.0 is based on individual MPIs organized into strands within the WIDA ELD Standards.<sup>1</sup> Each selected-response item or performance-based task on ACCESS for ELLs is carefully developed, reviewed, piloted, and field tested to ensure that it allows students to demonstrate accomplishment of the targeted MPI.

### **1.2.5 Tiers**

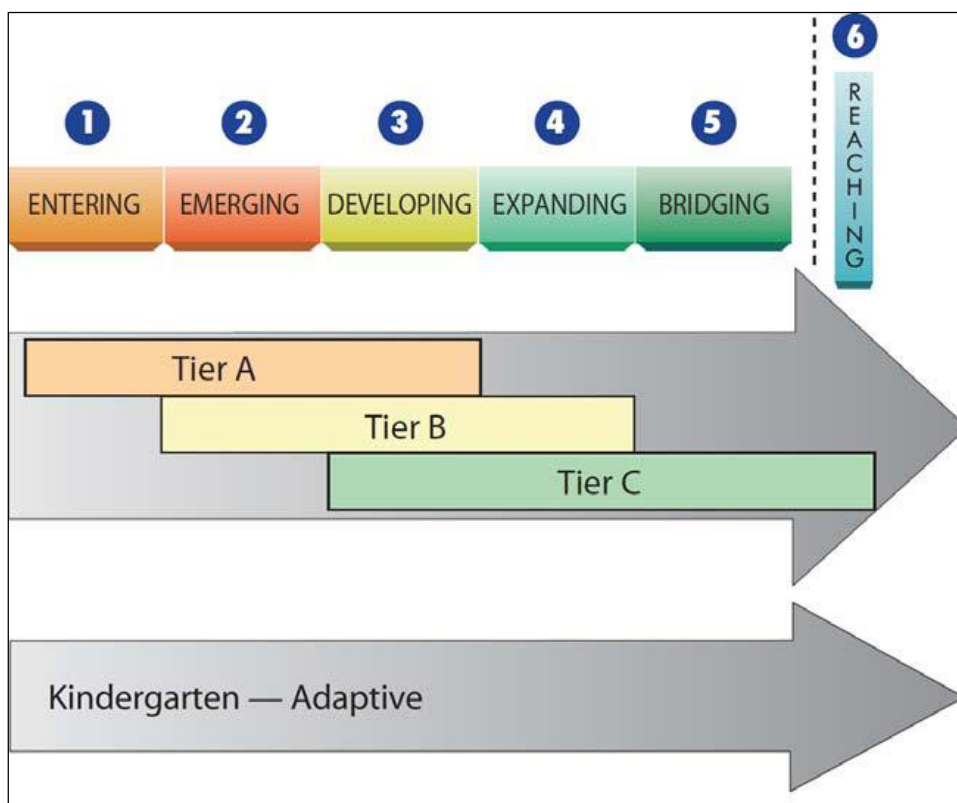
Tests must be at the appropriate difficulty level for individual test takers in order to be valid and reliable. As one might expect, test items and tasks that allow *Entering* (PL 1) or *Emerging* (PL 2) students to demonstrate accomplishment of the MPIs at their proficiency level will not allow *Expanding* (PL 4) or *Bridging* (PL 5) students to demonstrate the full extent of their language proficiency. Likewise, items and tasks that allow *Expanding* (PL 4) and *Bridging* (PL 5) students to demonstrate accomplishment of the MPIs at their level would be far too challenging for *Entering* (PL 1) or *Emerging* (PL 2) students. Items that are far too easy for test takers may be boring and lead to inattentiveness on the part of students; items that are far too difficult for test takers may be frustrating and discourage them from performing their best. But more importantly, items that are too easy or too hard for a student add very little to the accuracy or quality of the measurement of that student’s language proficiency.

In order to make ACCESS 2.0 appropriate to the proficiency level of individual students across the wide range of proficiencies described in the WIDA ELD Standards, the solution is to present the test items in three overlapping tiers (A, B, and C) for each grade-level cluster. Figure 2 shows how the different tiers map to the language proficiency levels.

Each Grade 1–12 test-taker takes either the Tier A, Tier B, or Tier C form of the assessment. The Kindergarten assessment is not tiered.

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<sup>1</sup> The ELD Standards, the MPIs, and sample items are available at the WIDA website, [www.wida.wisc.edu](http://www.wida.wisc.edu).



**Figure 2. Tier structure of ACCESS for ELLs.**

In ACCESS 2.0 Paper, the Listening and Reading tests have three forms (that is, one at each tier) for each grade-level cluster. Tier A has items and tasks designed to allow students at the lowest language proficiency levels (PLs 1 and 2) to meet the WIDA ELD Standards at their language proficiency levels, and it includes some items targeted to PL 3. Likewise, Tier C has items and tasks designed to allow students at the highest language proficiency levels (PLs 4 and 5) to meet the WIDA ELD Standards at their language proficiency levels, while also containing some items targeted to PL 3. (Note that, in order to assure that students are accurately measured to PL 6, Tier C also includes some items that are slightly more difficult than PL 5 items.) In this test design, the tiers overlap: while Tier A and Tier C have little in common, Tier B is composed of tasks from both Tiers A (PL 2) and C (PL 4), as well as tasks from PL 3. This overlap of tiers ensures that all of the proficiency levels are assessed across the assessment as a whole; however, each test booklet need not contain an unduly large number of test items. The overlap also ensures that the entire language proficiency range is covered. Thus, a test booklet at any given tier is primarily composed of items and tasks that span three targeted language proficiency levels.

In the domains of Writing and Speaking, for each grade-level cluster, there are two forms: a Tier A form, and a shared Tier B and Tier C form. The Tier A form of the Writing test has items targeting PLs 1, 2, and 3. The Writing test form that is shared by Tier B and Tier C has items targeting PLs 4 and 5. The Tier A form of the Speaking test has items targeting PLs 1 and 3, and the test form that is shared by Tier B and Tier C has items targeting PLs 3 and 5.

## 1.2.6 Test Format by Domain

The standards, grade-level clusters, domains, proficiency levels, and tiers operate together in a single integrated system across test forms. In each test form, items are arranged in folders of thematically linked items that target the same standard.

In the domain of Listening, for each grade-level cluster, there are three test forms, one for each tier. All listening items are multiple choice. Tier A forms have six folders of three items each, for a total of 18 items, and Tier B and C forms each have seven folders of three items each for a total of 21 items. Figure 3 below presents the Listening test design, showing the distribution of folders by standard for each tier. In this figure, each small colored box represents an item. The number in the box represents the targeted proficiency level of the item. The boxes are grouped together in thematic folders.

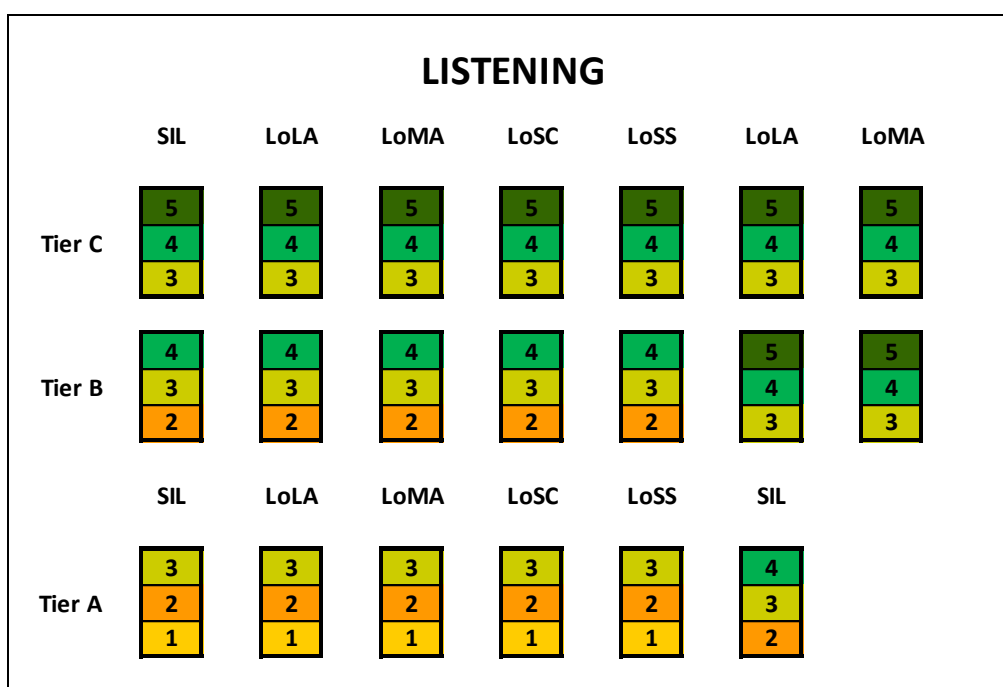


Figure 3. Distribution of items by PL and standard for each tier of the Listening test.

In the domain of Reading, for each grade-level cluster, there are also three test forms, one for each tier. All reading items are multiple choice. Tier A forms have eight folders of three items each, for a total of 24 items, and Tier B and C forms each have nine folders of three items each, for a total of 27 items. Figure 4 below presents the Reading test design, showing the distribution of folders by standard for each tier. In this figure, each small colored box represents an item. The number in the box represents the targeted proficiency level of the item. The boxes are grouped together in thematic folders.

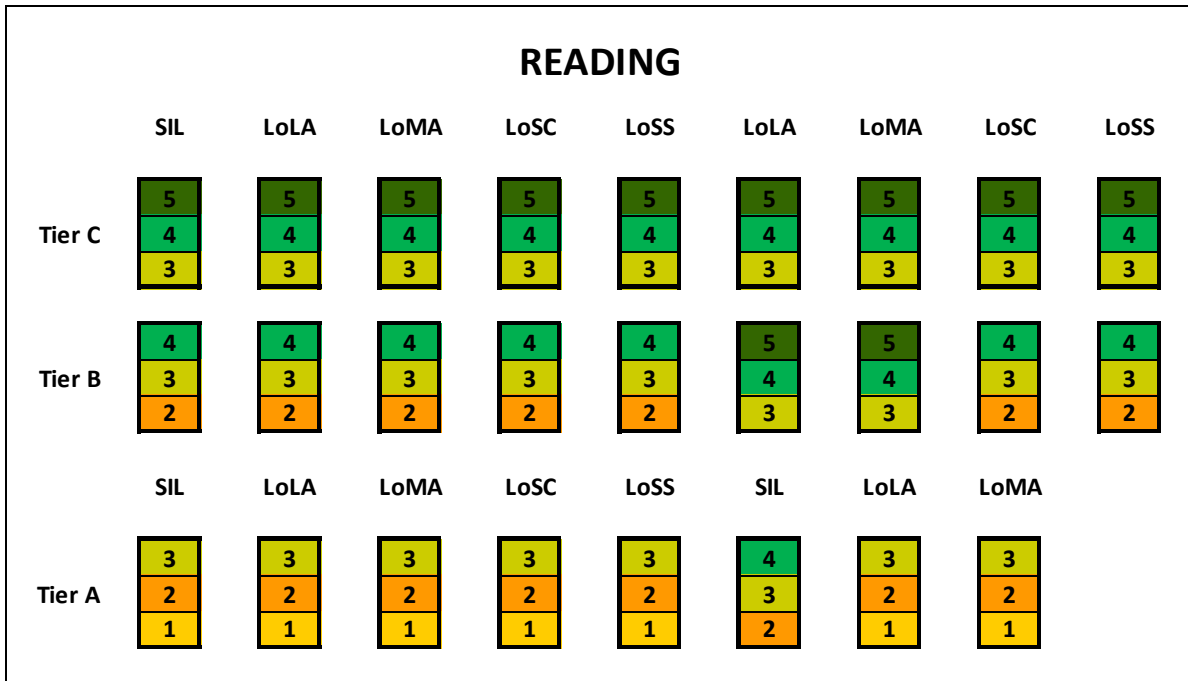


Figure 4. Distribution of items by PL and standard for each tier of the Reading test.

In the domain of Writing, for each grade-level cluster, there are two test forms. There is one test form for Tier A. The same test form is used for Tier B and for Tier C. All writing tasks are constructed response tasks. Tier A consists of tasks written to elicit language at PLs 1–3, while the Tier B and C form is designed to elicit language at PLs 4–6. With the exception of Grade 1 Tier A, both tiers consist of three tasks. Grade 1 Tier A has four tasks. Figure 5 and Figure 6 below present the Writing test design, showing the distribution of tasks for each tier. In this figure, each colored box represents a task. The number in the box represents the targeted proficiency level of the task.

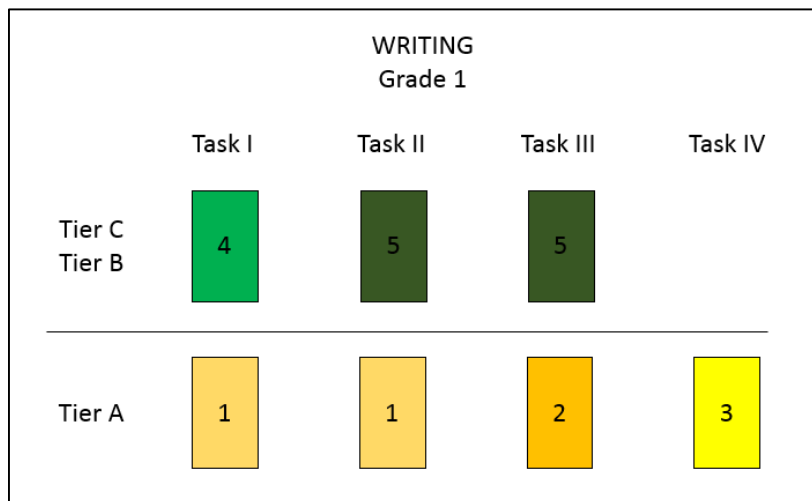


Figure 5. Distribution of tasks by PL for each tier of the Grade 1 Writing test.

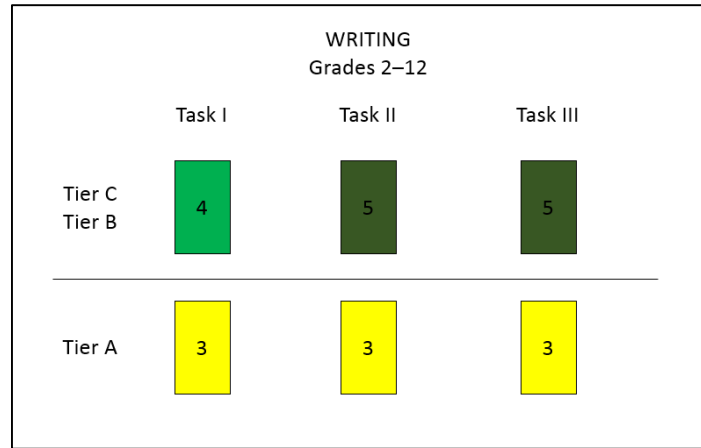


Figure 6. Distribution of tasks by PL for each tier of the Grades 2–12 Writing test.

In the domain of Speaking, for each grade-level cluster, there are two test forms. There is one test form for Tier A. The test form that is used for Tier B is also used for Tier C. All speaking tasks are constructed response tasks. Tier A includes tasks that target language elicitation at PLs 1 and 3. Tier B and C forms include tasks that target language elicitation at PLs 3 and 5. Each test form consists of three thematic folders, each with two tasks, for a total of six tasks. Figure 7 below shows the structure of the Speaking test.

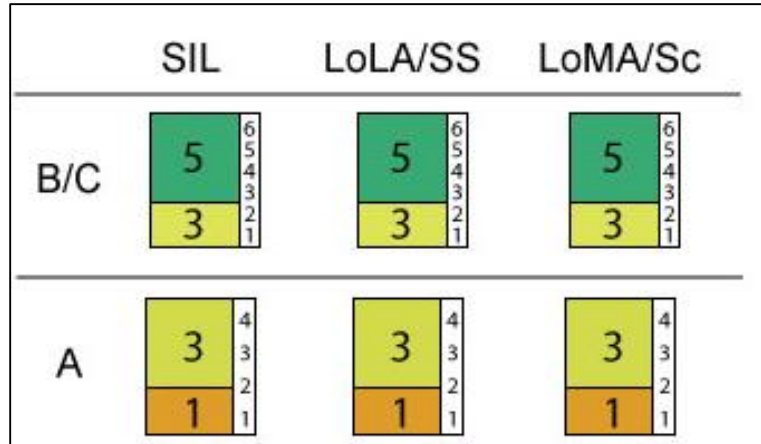


Figure 7. Distribution of tasks for each tier of the Speaking test.

### 1.3 Test Development

Development of ACCESS 2.0 Series 400 Paper marked the transition point from the original ACCESS testing program, which was entirely paper based, to the launch of ACCESS 2.0, which is offered both in Online and Paper formats. Development for ACCESS 2.0 Series 402 Paper continues to reflect this transition. The Listening and Reading tests for ACCESS 2.0 Series 402 Paper were developed under the framework of ACCESS, while the Writing and Speaking tests

were developed under the ACCESS 2.0 framework. The general process of item writing and editing, and of item content, bias, and sensitivity reviews, is similar from ACCESS to ACCESS 2.0; these processes are described in the sections below and apply to all four domains of the test. Details are also provided on the development of the Listening and Reading tests and then on development of the Writing and Speaking tests. Finally, we provide a brief overview of the development of the Kindergarten test.

### **1.3.1 Item Writing and Editing**

Initial item writing was done by participants in an online item writing course or item writing workshop conducted by the Center for Applied Linguistics (CAL). Then, the items generated were reviewed internally and selected for further development based on how well they operationalized the guidelines in the item specifications. The chosen items were refined by CAL staff before undergoing item content review and bias and sensitivity review.

### **1.3.2 Item Content Review and Bias and Sensitivity Review**

After items were internally refined, they were reviewed by two panels: a content review panel and a bias and sensitivity review panel. The panels consist of specially trained educators with culturally and linguistically diverse backgrounds from WIDA Consortium states. Items were submitted to the content review panel to ensure that the content is accessible and relevant to students in the targeted grade-level cluster and at the targeted proficiency level, and that each item or task matches the MPI from the WIDA ELD Standards that it is intended to assess. The bias and sensitivity review panel ensures that test items are free of material that (1) might favor any subgroup of students over another on the basis on gender, race/ethnicity, home language, religion, culture, region, or socioeconomic status, and (2) might be upsetting to students. Bias and sensitivity panelists are 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. Based on their recommendations, the items are revised as necessary.

### **1.3.3 Development of Listening and Reading**

The Listening and Reading components of ACCESS 2.0 Series 402 Paper were created during the original ACCESS development cycle. ACCESS was first field tested in 2004, and from 2004–2014, development continued for ACCESS, culminating in Series 303, operational in 2014–2015. For further detail on this original field test and on the processes for ongoing item development from 2004–2014, see the ACCESS for ELLs Technical Reports, particularly ACCESS for ELLs Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* (Kenyon, 2006) and *Annual technical report for ACCESS for ELLs® English Language Proficiency Test, Series 303* (Center for Applied Linguistics, 2016a).

The Listening and Reading tests for ACCESS 2.0 Series 402 Paper are composed of the same sets of items, across all grade-level clusters and tiers, as ACCESS 2.0 Series 400 Paper. The Listening and Reading tests for ACCESS Series 400 Paper are in turn composed of the same sets of items, across all grade-level clusters and tiers, as ACCESS Series 302, with minor exceptions. First, the grade-level cluster structure was updated for ACCESS 2.0. Second, there are two Reading test forms in which items are not the same between Series 302 and Series 402 Paper. In the form shared across Clusters 1 and 2 (Tier C), three items from the Series 302 form were substituted with three items from Series 203 to produce the Series 402 form. This substitution was made to avoid having very similar text appear in the key for different items on the same test form. Likewise, in the form shared across Clusters 3 and 4–5 (Tier B), three items from the Series 302 form were substituted with three items from Series 203 to produce the Series 402 form. This substitution was made to avoid a potential sensitivity issue in the wake of 2015 current events.

### **1.3.4 Development of Writing and Speaking**

The Writing test for ACCESS 2.0 Series 402 Paper is composed of the same sets of items, across all grade-level clusters and tiers, as ACCESS 2.0 Series 400 Paper. The Writing test for ACCESS 2.0 Series 400 Paper is composed of writing tasks that originally appeared on ACCESS for ELLs 1.0. Those original tasks were adapted to be field tested in the online mode for ACCESS 2.0 Series 400 Online. Writing field-tested tasks that were selected for use on the ACCESS 2.0 Series 400 Online operational test were then laid out for presentation on ACCESS 2.0 Series 400 Paper. There are therefore some differences in presentation between the Online and Paper test which result from the mode difference in the domain of Writing.

The Speaking test for ACCESS 2.0 Series 402 Paper is based on ACCESS 2.0 Series 400 Paper Speaking, with targeted refreshment to avoid overlap with the WIDA Screener. The Speaking test for ACCESS 2.0 Series 400 Paper was developed to be shared across the Online and Paper versions of ACCESS 2.0. Speaking tasks also have some differences in presentation between online and paper. In addition, the Paper test does not include the Speaking tier Pre-A, which is included on the Online test.<sup>2</sup> Additional items for ACCESS 2.0 Series 402 Paper were developed for ACCESS 2.0 Series 402 Online and then converted in format to be used in the Paper test.

As mentioned above, in order to accommodate the tier structure of Listening and Reading, the Paper test maintains the tier structure of ACCESS for ELLs prior to the launch of ACCESS 2.0, which was provided in three tiers (A, B, and C). Writing and Speaking tasks, however, were developed for ACCESS for ELLs 2.0 Online, which has two tiers in these domains (A and B/C). To bridge the structure of the prior versions of ACCESS for ELLs and ACCESS for ELLs 2.0

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<sup>2</sup> Students with very low ability levels in the Listening and Reading domains are routed to the Pre-A tier for Speaking on the Online test. The purpose of the Pre-A tier is to reduce the affective impact of the test on these students. As the Paper test is not adaptive, there is no way to route these students to Pre-A for Paper.

Online, the same test form is shared across Tier B and Tier C Writing and Speaking tests. Table 4 provides a graphic representation of this tier structure.

**Table 4**

ACCESS 2.0 Paper Tier Structure and Shared Forms Across Tiers in Writing and Speaking

Domain	Tier	Shared forms
Writing	A	A
	B	B and C are shared
	C	
Speaking	A	A
	B	B and C are shared
	C	

#### 4.1.1.1 Development of Tasks

For Writing tasks, after the external bias, sensitivity and content reviews, tasks are subject to small-scale tryouts, led by CAL staff. In these tryouts, candidate folders are administered to students; student responses, as well as observations and interviews, inform further revisions to the folders. A small-scale stand-alone field test of Writing folders was conducted, with responses scored at CAL, followed by a qualitative analysis of the collected responses. The main purposes of this small-scale field testing are to (1) confirm that the tasks are functioning as intended, (2) identify preliminary exemplars that have potential to be turned into anchors in operational scoring, and (3) inform the rating of the tasks when they become operational.

The development of Speaking tasks is similar to that of Writing, but, as with Listening and Reading, all Speaking tasks undergo large-scale field testing using the computer-based test format. Thus, Speaking tasks undergo both quantitative and qualitative analyses following the field test to determine their appropriateness for inclusion in the next year’s operational test. After field testing, the Speaking tasks are then produced in the paper-based format.

### 1.3.5 Development of Kindergarten Test

A separate field test was conducted for the Kindergarten test in 2008 in Washington, DC. The final version of the adaptive Kindergarten assessment was produced by first choosing the Listening and Reading folders (i.e., sets of thematically related items) that contained items that were empirically the easiest for first graders based on the data collected from the field test. These folders were ordered from easiest to hardest on the Kindergarten assessment. The Writing portion of the Kindergarten assessment includes very simple writing tasks that were adapted from the SIL Writing tasks on the original ACCESS Cluster 1–2 Tier A test form. The Speaking portion of the Kindergarten assessment was the same as that of the original ACCESS Cluster 1–2 test form, except it included only SIL and LoLA/LoSS tasks, in order to reduce testing time.



The adaptive administration of the Kindergarten assessment includes stopping rules. In any domain, if a student does not get at least two items in any folder correct, the administrator stops testing in that domain and moves on to the next domain.

A total of 154 students participated in the Kindergarten field test. Of those, 55% were boys (84 students) and 45% were girls (70 students). Spanish speakers comprised 90.2% (139) of the sample; the only other language with more than one student was Vietnamese (3).

### **1.3.6 Reporting Scale**

ACCESS has a vertically equated scale (i.e., one that can measure progress across the grade levels from K to 12), as well as being horizontally equated across tiers within each grade-level cluster. Scale scores are calculated by transforming the person ability estimate via a scaling equation. The scaling equations for each domain are provided in Section 4.2.4. In the domains of Listening and Reading, the ACCESS scale was maintained through the transition from ACCESS 1.0 to ACCESS 2.0 in Series 400 (evidence for scale maintenance from ACCESS 1.0 to ACCESS 2.0 can be found in Center for Applied Linguistics [2016b]). For Series 402, test forms in Listening and Reading are the same forms as those used for Series 400. In the domains of Writing and Speaking, a study was conducted in the summer of 2016 to reconstruct the scoring scale (see Center for Applied Linguistics [2017]). See Section 4.2.4. for more detail.

The scale runs from 100 to 600 scale score points. The scale has an interpretive center point across domains and composites. The centering value is 350, which represents, for original ACCESS, the cut score between PLs 3 and 4 for Grade 5. The scale has a lower bound of 100 (i.e., 250 points lower than the center of 350) and an upper bound of 600 (i.e., 250 points higher than 350). In other words, conceptually, students from Grades K–2 with the lowest language proficiency in any domain can go no lower than a scale score of 100, while students from Cluster 9–12 with the highest language proficiency in any domain can go no higher than 600. Observed scores on all tests must fall between these extremes.

It should be noted that a scale score is an interpretation of a latent ability measure and not a record of “points” earned on the test. In other words, 100 does not necessarily represent a score of 0 at all grade-level clusters, nor does 600 represent a perfect score. In fact, due to the technical nature of a vertical scale, as one moves from grade to grade, the scale adjusts for developmental growth. Thus, even if a student consistently receives a score of 0 while moving from grade-level cluster to grade-level cluster, the student’s scale score on a vertical scale would show an increase, even if very slight.

Thus, to interpret appropriately the meaning of the scale score, a series of standard-setting studies were conducted, discussed in Section 1.3.7. We focus on the creation of the ACCESS for ELLs scale score here.

For details on the initial development of the ACCESS score scale, conducted subsequent to the first field test administration, see ACCESS for ELLs Technical Report No. 1, *Development and*

*Field Test of ACCESS for ELLs* (Kenyon, 2006), as well as Kenyon, MacGregor, Li, and Cook (2011).

Throughout the duration of ACCESS for ELLs 1.0, annual equating procedures were conducted to ensure that test results were reported on a consistent scale, year-to-year. This annual equating is the process used to maintain the ACCESS score scale.

The reporting scale for ACCESS 2.0 Series 402 Listening and Reading maintains the same scale as ACCESS. In the domains of Writing and Speaking, a study was conducted in the summer of 2016 to reconstruct the logit scale (see Center for Applied Linguistics [2017]).

The logit scale is transformed into a reporting scale by means of a linear transformation of the logit scores. There is a separate scale, and hence a separate transformation constant, for each of the four domains: Listening, Reading, Writing, and Speaking.

### **1.3.7 Standard Setting**

Proficiency level (PL) scores are interpretations of these scale scores in terms of the PLs 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 PLs. The first standard setting study for ACCESS took place in 2005; it established cut scores for all four domains by grade-level cluster (Kenyon, 2006). The second cut score study took place in 2007; it established cut scores for all four domains by grade level (Kenyon, Ryu, & MacGregor, 2013). These cut scores were used to derive PL scores through Series 400 of ACCESS 2.0. A third cut score study was conducted in summer 2016 (Cook & MacGregor, 2017). The purpose of this study was to re-examine cut scores for each of the PLs on the new ACCESS 2.0 assessment in light of the migration from the paper-and-pencil only assessment, the revision of the Speaking test, and the influence of college- and career-ready standards. These new proficiency level cut scores were first applied to test Series 401 (2016–2017). New cut scores apply to all grades K–12 of the Paper assessment.

## **1.4 Reporting of Results**

### **1.4.1 Scale Scores**

ACCESS scores are reported as both scale scores and proficiency level scores. Scale scores, ranging from 100 to 600, are given for all four language domains. In addition, four composite scores, also ranging from 100 to 600, are given: Oral Language, Literacy, Comprehension, and Overall Composite.

The four composite scores are calculated using the following scale score weighting scheme:

- 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)

Figure 8 depicts the weighting for each of the composite scores. As shown, the Overall Composite is computed using scores from all four domains. Each of the other three composites is shown with the weighting of domains, in terms of the weighting used for the Overall Composite. As the diagram shows, more weighting is given to the literacy skills than to the oral skills for the Overall Composite. This weighting resulted from a policy decision by the WIDA Board before the first operational administration of ACCESS, based on the view that literacy skills are paramount in developing academic language proficiency.

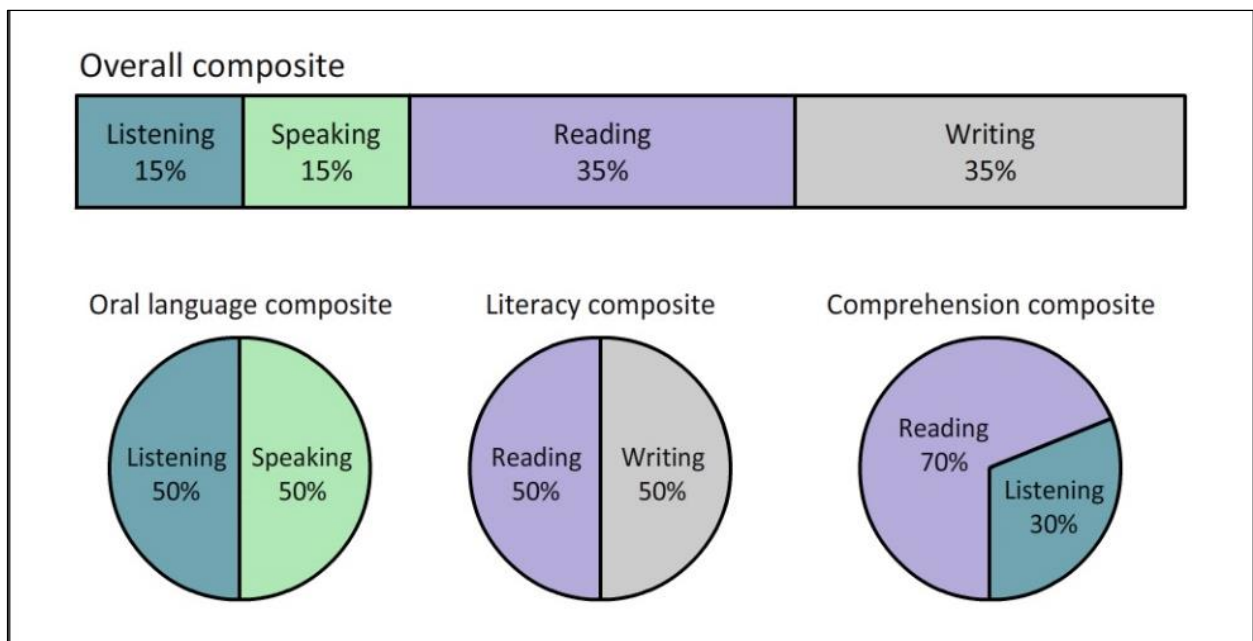


Figure 8. Domain composites.

### 1.4.2 Language Proficiency Level Scores

In addition to the ACCESS scale scores, test score users also receive proficiency level scores. These scores are interpretive; that is, they interpret a student's scale score in terms of the results of the standard setting study. The cut scores between proficiency levels are presented in Table 3 through Table 10 and reflect the adoption of the grade-level cut scores in use since Series 401, as well as the cut scores adapted for Kindergarten for Series 200 and beyond.

**Table 5**  
Cut Scores (Listening)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	List	229	251	278	286	308
1	List	236	259	291	303	327
2	List	245	283	314	330	354
3	List	262	300	331	349	374
4	List	275	313	343	363	388
5	List	285	323	354	375	401
6	List	294	332	363	385	411
7	List	302	340	370	394	420
8	List	308	347	377	402	427
9	List	314	353	383	409	434
10	List	325	358	389	415	441
11	List	335	364	394	420	447
12	List	342	368	398	426	452

**Table 6**  
Cut Scores (Reading)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	Read	241	259	279	289	310
1	Read	264	286	304	315	334
2	Read	283	307	326	337	355
3	Read	297	323	342	352	370
4	Read	307	335	354	364	382
5	Read	316	345	364	373	391
6	Read	323	353	373	382	399
7	Read	329	360	380	389	406
8	Read	335	366	386	395	412
9	Read	340	372	392	401	418
10	Read	344	377	397	406	423
11	Read	348	382	402	410	427
12	Read	352	386	407	414	432

**Table 7**  
Cut Scores (Writing)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	Writ	234	271	311	367	389
1	Writ	238	275	337	382	405
2	Writ	242	279	341	388	411
3	Writ	247	283	346	394	418
4	Writ	266	288	351	401	425
5	Writ	267	293	356	407	433
6	Writ	268	298	361	413	441
7	Writ	273	305	367	419	450
8	Writ	281	311	372	424	459
9	Writ	289	319	378	430	469
10	Writ	298	326	385	436	479
11	Writ	308	335	391	441	490
12	Writ	318	344	398	447	501

**Table 8**  
Cut Scores (Speaking)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	Spek	191	250	301	349	392
1	Spek	205	261	311	361	403
2	Spek	220	273	322	374	415
3	Spek	234	283	332	386	425
4	Spek	246	293	342	397	435
5	Spek	258	302	350	407	443
6	Spek	268	310	360	417	451
7	Spek	277	317	369	425	457
8	Spek	284	323	377	433	463
9	Spek	290	328	385	440	468
10	Spek	295	333	393	446	471
11	Spek	299	337	400	451	474
12	Spek	302	340	406	455	476

**Table 9**

Cut Scores (Oral Language Composite)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	Oral	210	251	290	318	350
1	Oral	221	260	301	332	365
2	Oral	233	278	318	352	385
3	Oral	248	292	332	368	400
4	Oral	261	303	343	380	412
5	Oral	272	313	352	391	422
6	Oral	281	321	362	401	431
7	Oral	290	329	370	410	439
8	Oral	296	335	377	418	445
9	Oral	302	341	384	425	451
10	Oral	310	346	391	431	456
11	Oral	317	351	397	436	461
12	Oral	322	354	402	441	464

**Table 10**

Cut Scores (Literacy Composite)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	Litr	238	265	295	328	350
1	Litr	251	281	321	349	370
2	Litr	263	293	334	363	383
3	Litr	272	303	344	373	394
4	Litr	287	312	353	383	404
5	Litr	292	319	360	390	412
6	Litr	296	326	367	398	420
7	Litr	301	333	374	404	428
8	Litr	308	339	379	410	436
9	Litr	315	346	385	416	444
10	Litr	321	352	391	421	451
11	Litr	328	359	397	426	459
12	Litr	335	365	403	431	467

**Table 11**

Cut Scores (Comprehension Composite)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	Cphn	237	257	279	288	309
1	Cphn	256	278	300	311	332
2	Cphn	272	300	322	335	355
3	Cphn	287	316	339	351	371
4	Cphn	297	328	351	364	384
5	Cphn	307	338	361	374	394
6	Cphn	314	347	370	383	403
7	Cphn	321	354	377	391	410
8	Cphn	327	360	383	397	417
9	Cphn	332	366	389	403	423
10	Cphn	338	371	395	409	428
11	Cphn	344	377	400	413	433
12	Cphn	349	381	404	418	438

**Table 12**

Cut Scores (Overall Composite)

Grades	Domain	Cut				
		1/2	2/3	3/4	4/5	5/6
K	Over	229	261	293	325	350
1	Over	242	274	315	344	368
2	Over	254	289	329	359	383
3	Over	265	300	340	371	396
4	Over	279	309	350	382	406
5	Over	286	317	358	390	415
6	Over	291	324	365	399	423
7	Over	298	331	372	406	431
8	Over	304	337	378	412	438
9	Over	311	344	385	418	446
10	Over	318	350	391	424	453
11	Over	325	356	397	429	459
12	Over	331	362	402	434	466

A PL score consists of a two-digit decimal number (e.g., 4.5). The first digit represents the student's overall PL 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 his/her scale score is halfway between the cut scores for Levels 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 which grade a student is in when ACCESS 2.0 is administered. For example, a 350 score in Listening is interpreted as a PL score of 5.8 in Grade 2, 3.8 in Grade 5, 3.1 in Grade 8, and 2.3 in Grade 12.

Because the bands between cut scores on the score scale vary in width, PL scores should not be considered to form an interval scale. That is, the distance between PL scores 1.5 and 2.5 cannot be assumed to be equal to the distance between PL scores 2.5 and 3.5. 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.

## **1.5 Test Administration**

### **1.5.1 Test Administrator Training**

To prepare individuals to serve as test administrators, test administrator training for ACCESS 2.0 Series 402 Paper was conducted through online training modules hosted on WIDA's website. Three certifications were offered to participants: a group test administration certification pertaining to the Listening, Reading, and Writing portions of ACCESS 2.0; a certification for the Speaking test; and a certification for the Kindergarten test. In order to receive any of the three certifications, participants had to complete the relevant online course and pass a quiz after completing the course.

To prepare individuals to serve as test administrators, test administrator training for ACCESS 2.0 Paper Series 402 was conducted through online training modules hosted on WIDA's website. Training modules are contained within the Paper ACCESS for ELLs 2.0 Training Course and the Kindergarten ACCESS for ELLs Training Course. Four certifications were offered to participants:

- Group test administration, pertaining to the Listening, Reading, and Writing portions of ACCESS 2.0
- Speaking test administration for Grades 1–5
- Speaking test administration for Grades 6–12
- Kindergarten test administration

In order to receive any of the certifications, participants had to complete the relevant online course and pass the associated quiz.



## **1.5.2 Test Security**

Every effort is made to keep the test secure at all levels of development and administration. WIDA, CAL, and Data Recognition Corporation (DRC, the entity responsible for printing, distributing, collecting, and scoring the printed tests) follow established policies and procedures regarding the security of the test, and every individual involved in the administration of ACCESS 2.0, from the district level to the classroom level, is trained in issues of test security.

## **1.5.3 Test Accommodations**

If a test taker has an individualized education plan (IEP), to the extent possible, the recommendations in the student's IEP are to be followed. The extent to which this was accomplished for ACCESS 2.0 Series 402 Paper was a local decision made during administration.

Starting with the 2011–2012 testing cycle, WIDA made available the *Alternate ACCESS for ELLs* test (hereafter, *Alternate ACCESS*). *Alternate ACCESS* is intended only for ELLs who have cognitive disabilities<sup>3</sup> that are so significant as to prevent meaningful participation in ACCESS testing, even with accommodations. The results of the *Alternate ACCESS* operational administration appear in a separate technical report.

## **1.6 Scoring**

Test booklets are returned to DRC after testing, where they are electronically scanned in preparation for scoring. Listening, Reading, and Writing are scored by DRC. Speaking is locally scored by the test administrator. Details of the scoring methods are described below.

### **1.6.1 Listening and Reading**

In the case of the Listening and Reading tests, all items are selected response and thus are dichotomously scored as correct or incorrect. Students mark their answers directly in their test booklets, and each page is scanned into an electronic database.

### **1.6.2 Writing**

Student responses to the Writing tasks are centrally scored at DRC. The ACCESS 2.0 Writing Scoring Scale is distinct from the WIDA Writing Rubric, which is a tool for evaluating student writing in classrooms and for interpreting student scores from ACCESS 2.0. The Writing Scoring Scale was designed specifically as a scoring tool only and is not appropriate for any other purposes.

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<sup>3</sup> Recommendations regarding physical disabilities, such as deafness or blindness, are available on the WIDA website, [www.wida.wisc.edu](http://www.wida.wisc.edu).

The ACCESS 2.0 Writing Scoring Scale has six whole score points that range from 1 through 6. For responses that fall in between the whole score points, plus score points are available. The scale descriptors include three different yet interrelated dimensions: discourse, sentence, and word/phrase. The scale descriptors guide raters as they consider all three dimensions in order to make holistic judgments about which score points best suit a response. The dimensions are distinguished as follows:

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

When assigning a score, a rater needs to make an initial judgment about which whole score point (1 to 6) best describes a response and then determine whether the three descriptors for that whole score point suit that response. If all three descriptors fit, a whole score point should be awarded. If there is clear evidence that one or two descriptors from an adjacent score point are a better fit, a plus score point is awarded. In addition to scale descriptors, scoring rules address special cases where responses are nonscorable, completely or partially off task, and completely or partially off topic. Both nonscorable and completely off-task responses are scored as 0. Completely off-topic responses receive a maximum score of 2+. Partially off-topic responses are scored in their entirety using the Scoring Scale, while partially off-task responses are scored by ignoring the off-task portion and scoring only the on-task portion.

To calculate a raw score for the Writing test, raters' scores for each Writing task are converted to whole numbers ranging from 0–9, as shown in

Table 13. On Tier A tests, for all grade-level clusters except for Grade 1, the scores from the three tasks are added to calculate a total raw score, which can range from 0–27. An exception to this rule is the Grade 1 Tier A test. On this form, there are four Writing tasks. The first two of these tasks use a modified version of the scoring scale and have score ranges of 0–1 and 0–3, respectively. The third and fourth task use the full scoring scale from 0–9; additionally, the last task is weighted as 3. Therefore, the possible final raw scores for Grade 1 Tier A range from 0–40.

On a Tier B or Tier C test, results from the different tasks are given different weights. (Note that for ACCESS 2.0 Series 402 Paper, the Tier B Writing test is always identical to the Tier C test. The weighting rules are also identical for Tier B and Tier C tests.) These weights are specified to reflect intended amounts of time that a student should spend on each task. The first task is given a weight of 1, the second task is given a weight of 2, and the third task is given a weight of 3. Thus, for example, a student with raw scores of 5, 6, and 7 on the three tasks would have a total

raw score of 38 ( $1 * 5 + 2 * 6 + 3 * 7$ ), while a student with raw scores of 7, 6, and 5 on the three tasks would have a total raw score of 34 ( $1 * 7 + 2 * 6 + 3 * 5$ ). Raw scores on the Tier B and Tier C tests can range from 0–54.

**Table 13**  
Rating to Raw Score Conversion (Writing)

Rating	Raw Score
0	0
1	1
1+	2
2	3
2+	4
3	5
3+	6
4	7
4+	8
5	9
5+	9
6	9

#### 4.1.1.2 Scoring Procedures for Writing

Writing tasks are scored by trained raters using the ACCESS 2.0 Writing Scoring Scale. According to documentation from DRC, raters are well-educated professionals, with at least a 4-year college degree in a relevant field and a demonstrated writing ability. Prior to scoring any live student responses, the raters undergo thorough training and qualifying. Training is task specific in order to ensure that raters understand the nuances of each unique Writing task. Team leaders, who are selected based on prior performance as raters and for their leadership skills, are assigned to small groups of raters; there are typically 10 raters on each team. The team leaders are responsible for monitoring the performance of their team members and providing ongoing feedback to support accurate scoring. Scoring directors are promoted from within DRC and earn their positions by demonstrating quality work as scorers and team leaders on previous projects. Scoring directors are responsible for a specific set of tasks and train and oversee the teams of scorers assigned to these tasks. What follows are general scoring procedures utilized by DRC.

#### *Rater Training and Qualifying*

- Raters are seated at stations and are assigned unique ID numbers and passwords.
- The scoring director provides detailed directions for use of DRC’s computerized scoring system.
- The scoring director trains the raters using task-specific anchor sets and training sets.
- Raters must demonstrate scoring proficiency by scoring at least 70% agreement on a qualifying set before scoring live responses.
- Once raters are qualified, they are further trained for their grade-level cluster on the specific tasks for which they will rate responses.

- Once raters have trained, qualified, and begun live scoring, DRC uses calibration sets to keep the raters calibrated on the actual tasks they are scoring.

#### *Routing Responses to Ensure “Blind” Second Ratings*

- The DRC scoring system ensures that responses are routed to qualified raters until the prescribed number of ratings is performed for all responses.
- Raters do not know if they are the first or second rater.

#### *Calculating Score Agreement for Scoring Monitoring*

- For monitoring and review purposes, agreement is defined as two adjacent scores. (See above for a description of the Writing Scoring Scale.) For example, using the Writing Scoring Scale, a score of 2 and 2+ would be considered agreement, as would scores of 2 and 2 or scores of 2+ and 3. Scores of 2 and 3 on the Writing Scoring Scale would be considered adjacent, and scores of 2 and 3+ would be considered nonadjacent.

#### *Monitoring Scoring (Quality Control)*

- Ongoing quality control checks and procedures help monitor and maintain the quality of the scoring sessions. DRC monitors rater reliability with a 20% read-behind protocol. Read-behind data are monitored daily.
- Responses can be retrieved on-demand (e.g., specific grade-level clusters, specific students) should the need arise during or subsequent to the scoring process.
- If needed, responses can be rescored based on task- or response-level information, such as task number, date, score value assigned, or scorer ID.
- For Writing, DRC uses both recalibration and validation sets. For each of the first 5 days that a rater scores a task, he or she takes one recalibration set of five responses per task. After the rater takes a recalibration set, the scoring director or team leader reviews it using descriptors from the Writing Scoring Scale and the anchor responses to explain the rationale behind each response’s score. Starting on the sixth day of scoring, DRC uses validity sets to monitor rater performance. These are sets of items seeded into the operational sets that, on a daily basis, monitor how raters are doing when compared to the known ratings of the validity sets. The raters do not know which items are operational and which are from a validation set.

#### *Handling Unusual Responses*

- Raters can forward responses to team leaders for assistance.
- Responses requiring special attention, including nonscorable responses, are routed to scoring directors for review and resolution.

### **1.6.3 Speaking**

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

each task on the Speaking test, a model student response exemplifies the task-level expectations for students and also serves as a scoring benchmark. The test administrator monitors and scores the test. Responses are immediately scored by the administrator while the test is administered. After listening to the student's responses, the administrator assigns a score. The Speaking test is scored using a scoring scale that is designed to evaluate student responses relative to the model student's response. As part of test administration, the test administrators hear the model student response before each student response, which supports them in assigning an appropriate score relative to the model response. The possible ratings are defined as follows:

- **Exemplary** use of oral language to provide an elaborated response. The student's language use is comparable to or going beyond the model in sophistication.
- **Strong** use of oral language to provide a detailed response. The student's language use is approaching that of the model in sophistication, though not as rich.
- **Adequate** use of oral language to provide a satisfactory response. The student's language use is not as sophisticated as that of the model.
- **Attempted** use of oral language to provide a response in English. The student's language use does not support an adequate response.
- **No response** in English.

Operationally, a score of 4 is given for every task with a score of Exemplary, 3 for Strong, 2 for Adequate, 1 for Attempted, and 0 for No Response. The sum of those scores is the total Speaking raw score for that student.

Table 14 presents the WIDA Consortium's Speaking Scoring Scale, which summarizes the scoring criteria for each score point. These criteria are applied relative to the target proficiency level of the task (P1, P3, or P5), and the task-level expectations are embedded within the model student response. For P1 tasks, only scores of No Response (0), Attempted (1), or Adequate and Above (2) are possible.

**Table 14**  
Speaking Scoring Scale

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

To calculate a raw score for the Speaking test, the five score points are converted to whole numbers, as shown in Table 15. To calculate a total raw score, the raw scores for each task are added together. Speaking tasks on Tier A target PL 1 and PL 3, and Speaking tasks on Tiers B and C target PL 3 and PL 5. To compute raw scores for Tiers B and C, six points are added to the total raw score, representing a score of *Adequate and Above* for three tasks targeting language at PL 1. Though a Tier B or C student would not have been administered any tasks targeting the PL 1 level, it is assumed that a score of *Adequate and Above* would be applicable to such tasks. Thus, on the Tier A form, scores range from 0–18; on the B/C test, from 6–30.

**Table 15**  
Score Point to Raw Score Conversion (Speaking)

Score Points	Raw Score
No Response (R, F, or I)*	0
Attempted	1
Adequate/Adequate and Above	2
Strong	3
Exemplary	4

\* R = Dead air or white noise; F = Foreign language response; I = Nonscorable utterance.

### 1.6.3.1. Training Procedures for Scoring Speaking

The Speaking Test is the only portion of ACCESS 2.0 that is scored locally. Test administrators must complete the relevant online ACCESS 2.0 Paper test administrator training module for the

Speaking test and pass the accompanying quiz (either Grades 1–5 or Grades 6–12). The training focuses on developing the test administrators’ ability to score the test reliably. Separate training materials are available that address test administration and monitoring procedures. To reliably score the test, test administrators are trained on the Speaking Scoring Scale (see Table 14). Training materials are available for each grade-level cluster, and raters listen to anchor samples and view score justifications that provide detailed explanations for scores based on the scoring scale. Practice samples are also available so that raters can practice assigning scores. The course includes both required training material for each grade-level cluster as well as optional training material. Raters are required to complete training sections for each grade-level cluster they will administer and score. However, if a rater will score more than three grade-level clusters, they may complete rater training for only three. The quizzes include 12 items in which raters listen to and assign a score to a task response. The pass rate for the quiz is 80% correct.

## 2. An Assessment Use Argument for ACCESS 2.0: Focus on Assessment Records

One important factor in developing an assessment as a measurement tool is considering how to determine its validity. Validity is “the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests” (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014, p. 11). Evaluations of test validity assess the evidence that supports the interpretations and decisions made about test takers on the basis of their performance on a test, and the appropriateness and adequacy of such interpretations. A fully developed validation framework, including an Assessment Use Argument (Bachman & Palmer, 2010), consists of several steps (described in Section 2.1 below) that connect test design and administration to intended and actual score interpretation and consequences. This chapter contextualizes the information presented in this annual technical report within an argument-based approach to addressing validity (Bachman & Palmer, 2010; Chapelle, Enright, & Jamieson, 2008; Kane, 2002, 2013; Mislevy, Almond, & Lukas, 2004) for ACCESS 2.0.

An argument-based approach to the ACCESS 2.0 validation framework organizes the information in the present report to support claims about Assessment Records (i.e., test scores and proficiency level descriptions collected via ACCESS 2.0). Specifically, tables and figures from this report are explicitly linked to questions related to assessment data. Chapelle, Enright, and Jamieson (2010) support using such a structure to present information to assessment users because, “based on an analysis of four points of comparison—framing the intended score interpretation, outlining the essential research, structuring research results into a validity argument, and challenging the validity argument—we conclude that an argument-based approach to validity introduces some new and useful concepts and practices” (p. 3).

The complete validity argument employed to support the use of ACCESS 2.0 shows the path from test design to test taker performance to the uses and interpretations of test scores and the subsequent consequences of test use. This framework is structured around assertions, or claims, about the assessment. The claims are presented as a series of statements that connect some aspect of the assessment process to the intended purposes of the assessment. Evidence for each claim is then organized by the action that is used to support each claim, and it includes results from analyses of test data, outside documentation, and other resources. In the complete validation argument, this process of identifying evidence to support claims will encompass the entire testing process, from the commencement of the test design to the consequences of test use (Bachman & Palmer, 2010; Llosa, 2008). Figure 9 shows the process by which evidence supports validation actions, which are used to establish larger claims about ACCESS 2.0.



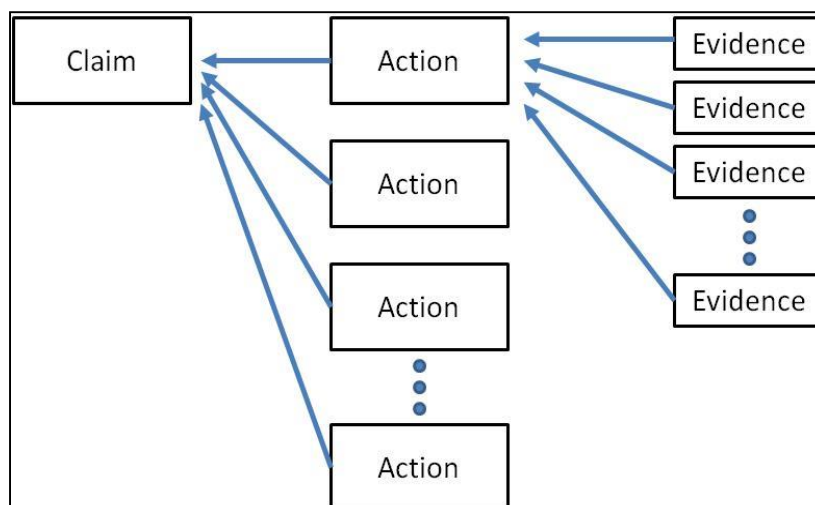


Figure 9. General Argument Structure for Assessment Validation (simplified from Toulmin, 2003).

## 2.1 The Generic Validation Framework for ACCESS 2.0

The generic validation framework applied to the entire ACCESS 2.0 testing process was developed at the Center for Applied Linguistics (CAL) and is hereafter referred to as CAL’s Validation Framework. CAL’s Validation Framework, shown in Figure 10, combines models for both test development (i.e., Evidence-Centered Design; Mislevy et al., 2004) and assessment validation (i.e., the Assessment Use Argument from Bachman & Palmer, 2010) to cover the assessment development and implementation process from initial conceptualization to the score interpretations and consequences of using the assessment. This framework constantly looks both forward and backward, and each subsequent step depends upon the strength of the step below it; for this reason, the steps are numbered from seven to one. For example, during the initial *Plan* step, test developers state the anticipated decisions and consequences of implementing the assessment program, which are eventually investigated in *Decisions*, and *Consequences* represents the culmination of all previous steps. This structure highlights the fact that any weakness in a lower step affects the steps above it.

In CAL’s Validation Framework, *Plan* involves an examination of possible decisions that state educational agencies might make, and consequences that might result from the assessment. This leads to the consideration of several models during *Design*, where specifications that answer such critical questions as “What are we measuring?” and “How do we measure it?” are developed (Mislevy et al., 2004). The subsequent steps of the validation framework highlight the trialing, implementation, and use of the assessment results, beginning with test takers’ performance on the assessment (*Assessment Performance*) and continuing through the collection of test scores (*Assessment Records*), interpretations of those test scores (*Interpretations*), decisions made based on the test scores (*Decisions*), and the consequences of test use (*Consequences*).

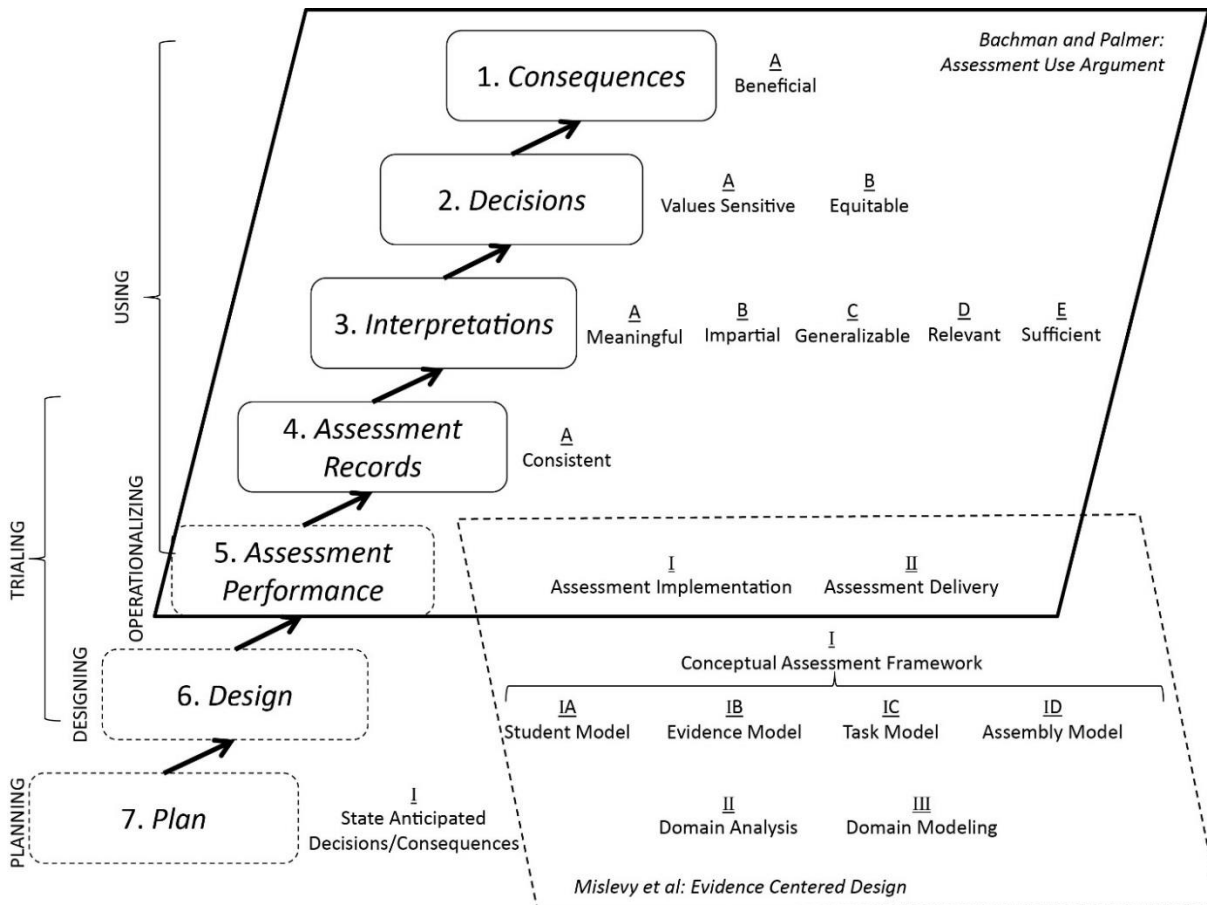


Figure 10. CAL's Validation Framework (based on Bachman & Palmer, 2010; Mislevy et al., 2004).

## 2.2 Focus on Assessment Records

Although the complete validation framework for ACCESS 2.0 contains seven steps (see Figure 10), the data presented in this document cover only *Assessment Records*. By focusing on Assessment Records (i.e., test scores and proficiency level descriptions), the information in the annual technical report will be used to support claims related to the quality and consistency of the assessment data gathered and analyzed using ACCESS 2.0. The claims in this step of the Assessment Use Argument all pertain to the general question, “How do we know that the reported language domain scores and composite scores on ACCESS 2.0 are consistent and dependable?” Other questions about the development, administration, and outcomes of ACCESS 2.0 will be evaluated in a forthcoming document, currently in development by WIDA.

The diagram in Figure 11 shows a visual representation of an argument-based approach for supporting claims related to Assessment Records. The figure shows how *Assessment Records* (Step 4) will fit into the complete, generic validation framework. Evidence in the form of data from this report or other sources will be presented to support these claims as they relate to ACCESS 2.0.

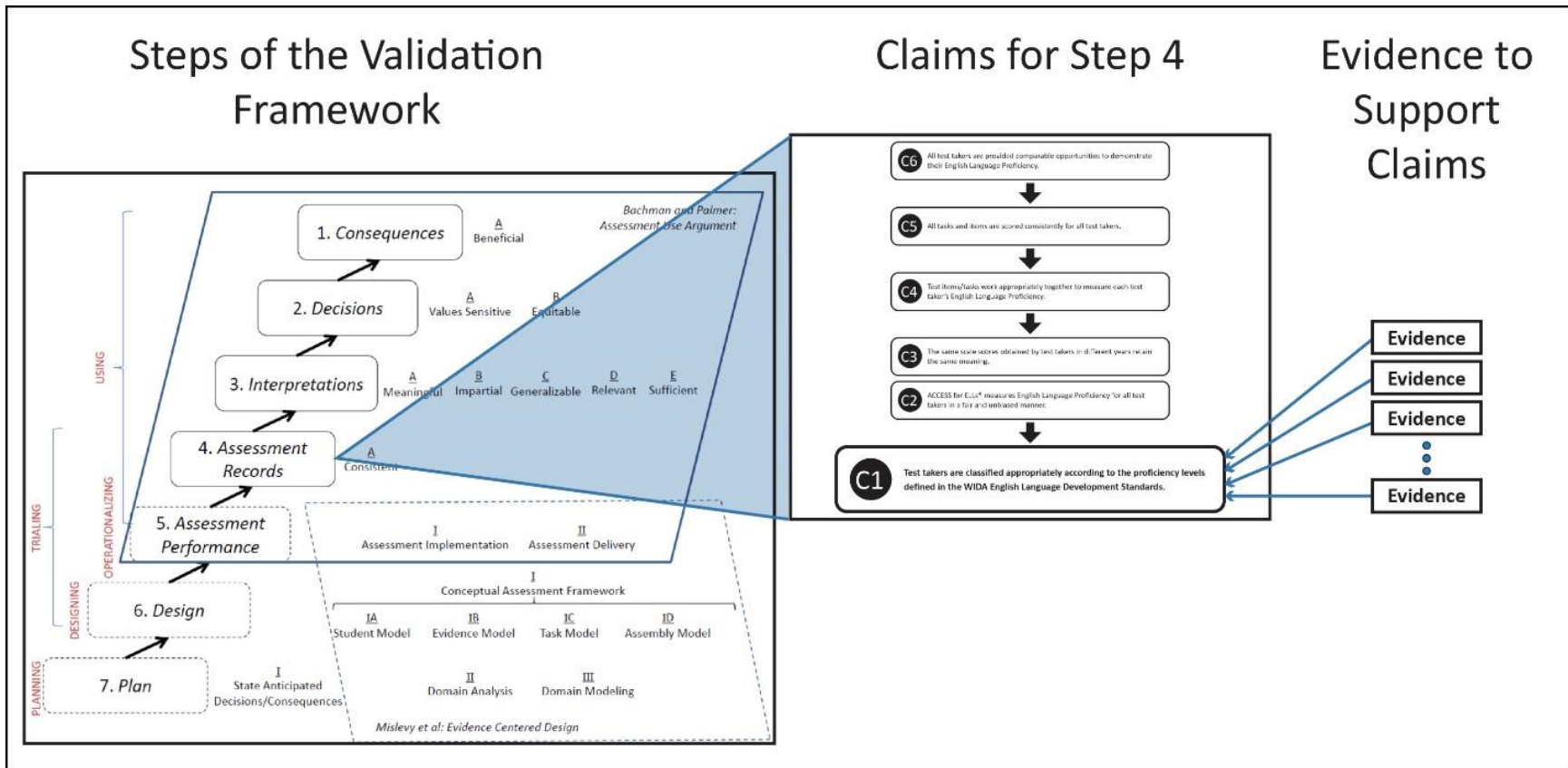


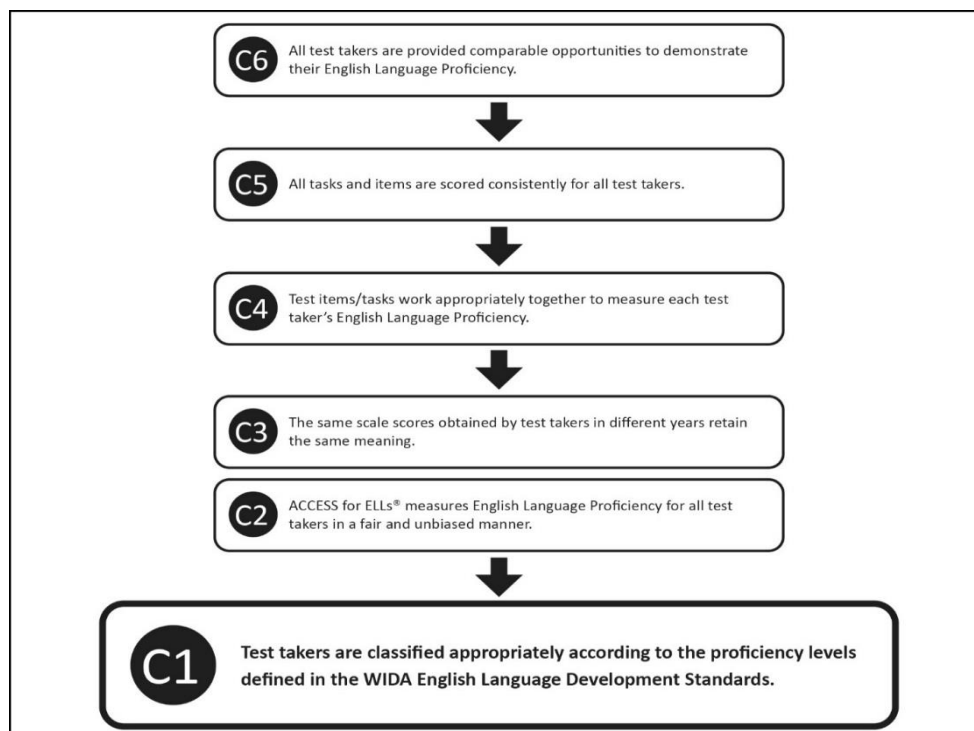
Figure 11. Structure of the argument-based approach supporting *Assessment Records* (Step 4) contained in this chapter.

## 2.2.1 Breakdown of Claims for the Assessment Records Produced in the ACCESS 2.0 Assessment Program

*Assessment Records*, Step 4 of the complete ACCESS validation framework, is broken down into the following six claims:

- C4.6. All test takers are provided comparable opportunities to demonstrate their English language proficiency.
- C4.5. All tasks and items are scored consistently for all test takers.
- C4.4. Test items/tasks work appropriately together to measure each test taker’s English language proficiency.
- C4.3. The same scale scores obtained by test takers in different years retain the same meaning.
- C4.2. ACCESS for ELLs measures English language proficiency for all test takers in a fair and unbiased manner.
- C4.1. Test takers are classified appropriately according to the proficiency levels defined in the WIDA English Language Development (ELD) Standards.

As shown in Figure 12, these claims depend upon each other, again moving from C4.6 down to C4.1. Within this organizational structure, each successive claim builds upon the previous one(s) (e.g., ratings are only useful to test developers and stakeholders if all test takers are provided comparable opportunities to demonstrate their proficiency). In the next section, these claims are broken down even further into actions that are taken to ensure the consistency and reliability of the assessment records.



**Figure 12. Progression of claims for Step 4: Assessment Records.**

## **2.3 Evidence for Assessment Records Claims of ACCESS 2.0**

In this section, evidence in the form of data or other sources (e.g., test administration manuals, other information within this report, etc.) is connected to each of the *Assessment Records* claims via the actions taken to support those claims. This section denotes the sections of the report and the tables, figures, and external sources that provide evidence related to each action. A summary table of the information presented in this section is contained in Section 2.4.

Because these claims relate to *Assessment Records*, which is Step 4 of the overall validation framework, their numbering begins with 4. The number after the decimal denotes the level of the claim within Step 4. This numbering system is used in anticipation of the development of more complete documentation of a validity argument for ACCESS 2.0, which will be completed by WIDA. Individual actions to ensure each claim are denoted by the corresponding letter (a, b, c, and so on).

### **Claim 4.6. All test takers are provided comparable opportunities to demonstrate their English language proficiency.**

Action 4.6a: Well-specified procedures were developed for test administrators so that they are able to administer the test consistently.

Evidence: Procedures for administering the test and producing reported scores are documented in the *ACCESS 2.0 Test Administrator Manual*.

Action 4.6b: Test administrators document and report any irregularities that may occur so that appropriate action may be taken.

Evidence: General processes and procedures for test irregularities due to student condition, testing environment, or other unusual occurrences can be found in the *District and School Test Coordinator Test Administrator Manual*. Specific testing situations, including where to start and stop the test, when breaks can be taken, material management protocol in the case of damaged testing material, and other detailed guidance, can be found in the *Test Administrator Manual*. Both the *District and School Test Coordinator Manual* and the *Test Administrator Manual* can be found on WIDA's website. States each have a specific policy for test administrators to follow in the case of a testing irregularity, which can include documentation to use or notification procedures to follow. These state-specific steps can be found on the ACCESS 2.0 State Checklists, found on the state pages<sup>4</sup> and within the training course. Additionally, the ACCESS 2.0 Training Course highlights common testing irregularities and the resources to use in these circumstances.

If the test administrator has additional questions about how to proceed in the event of a testing irregularity, the WIDA Client Services Center can be contacted via email at [help@wida.wisc.edu](mailto:help@wida.wisc.edu) or toll free at 1-866-276-7735.

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<sup>4</sup> WIDA state pages can be found at <https://www.wida.wisc.edu/membership/states/index.aspx>.

Action 4.6c: Procedures are in place to ensure that items and tasks do not have issues with bias or sensitivity.

Evidence: As detailed in Section 1.3.2, all test items and tasks are subject to bias and sensitivity reviews. These reviews examine items to ensure that they do not favor students from a particular socioeconomic status, geographic area, or educational background or introduce other systematic biases.

**Claim 4.5. All items and tasks are scored consistently for all test takers.**

Action 4.5a: Raters of performance-based tasks undergo training so that they know how to score appropriately.

Evidence: Section 1.6 of this report specifies the scoring procedure for ACCESS 2.0. Section 1.6.2 provides information regarding rater training and qualifying protocols for the Writing domain, which is centrally scored by DRC. The Speaking test is locally scored. Section 1.6.3.1 details the training processes that should be followed by local schools and districts. Local schools and districts are responsible for ensuring that each rater is properly trained using these materials, for providing sufficient time and training to prepare raters for rating the speaking test, for ensuring that the appropriate resources needed to rate the Speaking test are provided, and for routinely monitoring the rating of speaking tests and evaluating interrater agreement indices.

Action 4.5b: Listening and Reading items are scanned and then scored electronically using a carefully checked key.

Evidence: Section 1.6 of this report specifies the scoring procedure for ACCESS 2.0. Listening and Reading items are dichotomous and are electronically scored by DRC (see Section 1.6.1).

Action 4.5c: Raters of performance-based tasks are certified, demonstrating that they can score appropriately.

Evidence: Section 1.6 of this report specifies the scoring procedure for ACCESS 2.0. Writing tasks are centrally scored at DRC, and all raters are prescreened, trained, and subject to qualifying scoring tests before becoming operational raters. Once raters are qualified, they undergo additional training on the grade-level cluster and specific tasks they will be scoring. Following this more intense training, the raters are subject to calibration sets to ensure that they are properly calibrated to the grade cluster and task(s) (see Section 1.6.2).

Speaking is scored by the local test administrator after the completion of training on test administration and on the Speaking Rubric (see Section 1.6.3).

Action 4.5d: Raters of Writing tasks are monitored daily to ensure that they are scoring appropriately.

Evidence: DRC provides raters of performance-based tasks with specially prepared calibration sets each day to ensure that the scoring rubric is being applied consistently across scoring sessions (see Section 1.6.2). For the Writing test, prerated and vetted validation sets are seeded into the

operational items for scoring. The validation sets are utilized to ensure that raters are scoring accurately and consistently and any drift is identified and promptly corrected.

*Action 4.5e:* Scoring data for Writing tasks are analyzed for rater agreement to understand how closely raters agree.

*Evidence:* For a sample of 20% of responses to each task, interrater agreement is calculated for each of the Writing tasks (see Section 4.2.8). During operational scoring, these data are monitored daily for quality control purposes.

**Claim 4.4. Test items/tasks work appropriately together to measure each test taker’s English language proficiency.**

*Action 4.4a:* For each test form (e.g., Reading 6–8B), item and task analyses are performed and psychometric properties of the items and tasks are evaluated to confirm that scores are internally consistent.

*Evidence:* Section 4.2.8 describes the ways in which test reliability is computed for the forms and presents results for the reliability of each test form.

*Action 4.4b:* For each domain and composite score across tiers, item and task analyses are performed and psychometric properties of the items and tasks are evaluated to confirm that scores are internally consistent.

*Evidence:* A single reliability estimate, a stratified Cronbach’s alpha (Cronbach, Schonemann, & McKie, 1965) is calculated across the three tiers for each domain. Cronbach’s alpha indicates the extent to which items work together to measure the same construct. The stratified Cronbach’s alpha is an average reliability, and it is used when test takers are administered several related subtests but are then evaluated based on a composite of those subtest scores. Section 5.6 provides further information and presents the data used to calculate an estimate of the reliability of the composite scores using a stratified Cronbach’s alpha.

*Action 4.4c:* Analyses of Rasch model fit statistics are conducted to show that individual tasks perform appropriately.

*Evidence:* The Complete Item or Task Analysis Summary table includes information on the Rasch fit statistics for each test item (see Section 4.2.9). These statistics, called outfit mean square and infit mean square statistics, are calculated by comparing the observed empirical data with the values that the Rasch model expects test takers to produce. Infit and outfit statistics indicate any consistently unusual performance in relation to the item’s difficulty measure by measuring the degree to which examinees’ responses to items deviate from expected responses. Both statistics have an expected value of 1.0. Items with infit and outfit mean square statistics between 0.5 and 1.5 are considered “productive for measurement” (Linacre, 2002). Values between 1.5 and 2.0 are “unproductive for construction of measurement, but not degrading.” Values greater than 2.0 might “distort or degrade the measurement system.” Values below 0.5 are “less productive for measurement, but not degrading.” Infit helps ensure that test takers within a range of the targeted proficiency level perform as expected. It is not as sensitive to outliers as outfit. Outfit can be

skewed if test takers with extreme (i.e., high-level or low-level) proficiency do not perform as expected. High infit is a bigger threat to validity, but is more difficult to explain than high outfit (Linacre, 2002). The infit and outfit mean square statistics are part of the evaluation criteria used to select the items and tasks that appear on the final operational forms.

Action 4.4d: Items and tasks of appropriate difficulty are chosen for each domain.

Evidence: The Complete Item or Task Analysis and Summary tables (see Section 4.2.9) provide information on the difficulty of each item or task. When the test is assembled, task difficulty is one of several criteria used to select appropriate items for operational assessment from the pool of field tested items.

**Claim 4.3. The same scale scores obtained by test takers in different years retain the same meaning.**

Action 4.3a: A sufficient number of items and tasks are used as anchor items across adjacent years to maintain a consistent scale from year to year.

Evidence: ACCESS 2.0 Series 402 Paper is one of two static rotating Paper forms. In the domains of Listening, Reading, and Writing, the test is the same test form for each grade-level cluster and tier as the Series 400 (operational in 2015–2016) test.

In the domains of Listening and Reading, the Series 400 test forms are the same test forms as were used on the ACCESS Series 302 assessment. For equating summaries for ACCESS 1.0 Series 302 assessment, see the Annual Technical Report for Series 302 (Center for Applied Linguistics, 2015).

In the domain of Writing, the Series 402 test forms are the same test forms as were used on the Series 400 assessment. The Writing scale was reconstructed after the administration of Series 400, and these tasks were placed on the new scale for Series 402.

In the domain of Speaking, the majority of test forms are the same test forms as were used on the Series 400 assessment. The Speaking scale was reconstructed after the administration of Series 400, and tasks from Series 400 that continue to Series 402 were placed on the new scale for Series 402. Several Speaking forms underwent targeted refreshment on Series 402. New tasks on these forms were field tested as part of ACCESS for ELLs Online field testing, and task difficulties were computed from field test analyses.

For further detail, see Section 4.2.5.

Action 4.3b: New items and tasks are calibrated with anchor items to ensure that their difficulty measures are on the same consistent scale that is used from year to year.

Evidence: For ACCESS 2.0 Series 402 Paper, there are no new items or tasks in the domains of Listening, Reading, or Writing. In the domain of Speaking, new tasks were field tested as part of ACCESS for ELLs Online field testing, and tasks were calibrated with operational Speaking tasks. For further detail, see Section 4.2.5.



Action 4.3c: The same scaling equation is applied from year to year to ensure that scale scores are obtained consistently over time.

Evidence: The following scaling equations are used to convert ability measures in logits to scale scores:

- L: (Ability Measure in Logits \* 37.571) + 316.637
- R: (Ability Measure in Logits \* 26.000) + 323.272
- W: (Ability Measure in Logits \* 26.851) + 303.332
- S: (Ability Measure in Logits \* 29.248) + 265.076

For Listening and Reading, these equations have been in use from the first operational administration of ACCESS (Series 100). Evidence for scale maintenance in Listening and Reading is detailed in the *ACCESS for ELLs Series 400 Listening and Reading Scale Maintenance: Technical Brief* (Center for Applied Linguistics, 2016b).

For Writing and Speaking, new scaling equations were applied beginning with Series 401 (operational 2016–2017). A scaling study was conducted in summer 2016 (see Center for Applied Linguistics [2017]).

**Claim 4.2. ACCESS 2.0 measures English language proficiency for all test takers in a fair and unbiased manner.**

Action 4.2a: Differential item functioning (DIF) analyses are conducted to determine whether any items or tasks may be biased against certain subgroups.

Evidence: DIF analyses are provided in Section 4.2.10. Analyses search for bias in contrasting groups based on gender (male versus female) and ethnicity (Hispanic versus non-Hispanic). Tables, by test form, show the number of items that favor one group or the other at all levels of DIF.

Action 4.2b: Items that show evidence of DIF are carefully reviewed so that any that indicate bias are not used for scoring and are removed from future test forms.

Evidence: If an item shows C- or CC-level DIF, a content review panel is convened to examine the content of the item. The panel is composed of diverse members and is chosen carefully so that panelists include male and female members as well as bilingual individuals who speak either English and Spanish or English and another language. The panel then comes to a consensus on whether or not the item content is likely to favor or disfavor specific subgroups of students.

**Claim 4.1. Test takers are classified appropriately according to the proficiency levels defined in the WIDA English Language Development Standards.**

Action 4.1a: Distributions of raw scores, scale scores, and proficiency levels for each domain are analyzed to confirm that ACCESS 2.0 effectively measures the performance of test takers across the range of English language proficiency levels as defined by the WIDA ELD Standards.

Evidence: The distribution of test takers' raw scores on ACCESS 2.0, organized by individual test form (e.g., Reading 3–5B), shows the extent to which ACCESS 2.0 effectively measures the

performance of test takers across the range of ELD abilities that each form was designed to assess (see Section 4.2.1).

The distribution of test takers' scale scores on ACCESS 2.0, organized by test form (e.g., Reading 3–5B), shows that ACCESS 2.0 effectively measures the performance of test takers across the range of ELD abilities that each form was designed to assess (see Section 4.2.2).

The proficiency level distribution of test takers' scores on ACCESS 2.0, organized by individual test form (e.g., Reading 3–5B), shows that ACCESS 2.0 effectively measures the performance of test takers across the range of proficiency levels that each form was designed to assess (see Section 4.2.3).

The Raw Score to Proficiency Level Score table shows the interpretive proficiency level score associated with each raw score (see Section 4.2.12). This distribution of scores shows that ACCESS 2.0 effectively measures the performance of test takers across the range of proficiency levels that each form was designed to assess.

The test characteristic curve for each test form graphically shows the relationship between test takers' ability measure (which is calculated based on test performance using Rasch modeling) on the horizontal axis and the expected raw scores on the vertical axis (see Section 4.2.6). Five vertical lines indicate the five cut scores for the highest grade in the cluster, dividing the figure into six sections for each of the six WIDA language proficiency levels. The curve shows that higher expected raw scores are required to be placed into higher language proficiency levels.

*Action 4.1b:* Distributions of scale scores and proficiency levels, organized by grade-level cluster, are analyzed to confirm that ACCESS 2.0 effectively measures the performance of test takers across the range of English language proficiency levels as defined by the WIDA ELD Standards.

*Evidence:* The distribution of test takers' scale scores on ACCESS 2.0, organized by grade-level cluster, shows that ACCESS 2.0 effectively measures the performance of test takers across the range of ELD abilities as described by the WIDA ELD Standards (see Section 5.1).

The proficiency level distribution of test takers' scores on ACCESS 2.0, organized by grade-level cluster, shows that ACCESS 2.0 effectively measures the performance of test takers across the range of proficiency levels as defined by the WIDA ELD Standards (see Section 5.2).

The test characteristic curve reflects test takers' mean raw scores by domain on ACCESS 2.0 across the entire test for Kindergarten and across the three tiers for the other grade-level clusters (see Section 5.4). It also graphically illustrates how the tiers differ in difficulty, showing that ACCESS 2.0 effectively captures a range of ELD ability levels. Tier A is represented by a dotted curve, Tier B by a light solid curve, and Tier C by a dark solid curve. As shown, Tier B is more difficult than Tier A, and Tier C is more difficult than Tier B.

*Action 4.1c:* For each test form, analyses are run to confirm that English language proficiency is measured with high precision at the cut points pertinent to each tier.

*Evidence:* The test information function graphically shows how well the test is measuring across the ability measure spectrum, which is calculated based on test performance using Rasch modeling (see Section 4.1. for detail on the measurement model and Section 5.5 for test information function across tiers). High values indicate more accuracy in measurement. Test forms for different tiers are designed to measure most accurately at certain proficiency levels (i.e., PL 1–3 for Tier A, PL 2–4 for Tier B, and PL 3 and up for Tier C), and the expected peak of the distribution should occur within the desired range of the cut scores.

*Action 4.1d:* Across domains, analyses are run to confirm that English language proficiency is measured with high precision at the cut points pertinent to each tier.

*Evidence:* The conditional standard error of measurement (CSEM) at the cut point provides information on how precisely test takers’ performances on ACCESS 2.0 are measured at the cut points between language proficiency levels. These cut points are critical because they are the points at which decisions are made about test taker placements. The CSEM at the cut score point tables provide information on the conditional standard error of measurement at the cut scores by grade-level cluster and domain. Because the cut points depend on the grade, information for each domain is provided for each grade within a grade-level cluster (see Section 5.3).

From the tables in Section 5.3, it is possible to examine how well the different tiers measure the English language proficiency of test takers at the appropriate proficiency level cut scores (i.e., PL 1–3 for Tier A, PL 2–4 for Tier B, and PL 3 and up for Tier C). The test information function reflects the precision of measurement by graphically presenting the standard error of measurement across tiers for grade-level clusters. Tier A is represented by a dotted curve, Tier B by a light solid curve, and Tier C by a dark solid curve. As shown, Tier B is more difficult than Tier A, and Tier C is more difficult than Tier B. The cut scores at the highest grade in each cluster are indicated by vertical lines. These lines make it easy to see that the test forms for different tiers measure most accurately at the proficiency levels they are intended to capture.

*Action 4.1e:* Classification and accuracy analyses are conducted by grade level to confirm that proficiency level classifications are reliable for all domain and composite scores.

*Evidence:* Information related to the accuracy of test takers’ proficiency-level classifications is presented in multiple ways (see Section 5.7). A separate table is provided for each grade in a grade-level cluster. The table provides overall indices related to the accuracy and consistency of classification. These indices indicate the percentage of all test takers who would be classified into the same language proficiency level by both the administered test and either the true score distribution (accuracy) or a parallel test (consistency). Tables in this section also show accuracy and consistency information conditional on level and provide indices of classification accuracy and consistency at the cut points.

## **2.4 Summary of Assessment Records Claims, Actions, and Evidence**

**Table 16**  
Summary of *Assessment Records* Claims, Actions, and Evidence  
*WIDA ACCESS Annual Tech Rpt 14B*

<b>Claim</b>	<b>Actions</b>	<b>Evidence</b>
6. All test takers are provided comparable opportunities to demonstrate their English language proficiency.	a. Well-specified procedures were developed for test administrators so that they are able to administer the test consistently.	a. Test Administrator Manual
	b. Test administrators document and report any irregularities that may occur so that appropriate action may be taken.	b. Evidence summarized with claim at 4.6b
	c. Procedures are in place to ensure that items and tasks do not have issues with bias or sensitivity.	c. Section 1.3.2
5. All items and tasks are scored consistently for all test takers.	a. Raters of performance-based tasks undergo training so that they know how to score appropriately.	a. Section 1.6
	b. Listening and Reading items are scanned and then scored electronically using a carefully checked key.	b. Section 1.6
	c. Raters of performance-based tasks are certified, demonstrating that they can score appropriately.	c. Section 1.6
	d. Raters of Writing tasks are monitored daily to ensure that they are scoring appropriately.	d. Section 1.6.2
	e. Scoring data for Writing tasks are analyzed for rater agreement to understand how closely raters agree.	e. Section 4.2.8
4. Test items/tasks work appropriately together to measure each test taker's English language proficiency.	a. For each test form (e.g., Reading 6–8B), item and task analyses are performed and psychometric properties of the items and tasks are evaluated to confirm that scores are internally consistent.	a. Section 4.2.8
	b. For each domain and composite score across tiers, item and task analyses are performed and psychometric properties of the items and tasks are evaluated to confirm that scores are internally consistent.	b. Section 5.6
	c. Analyses of Rasch model fit statistics are conducted to show that individual tasks perform appropriately.	c. Section 4.2.9
	d. Items and tasks of appropriate difficulty are chosen for each domain.	d. Section 4.2.9
3. The same scale scores obtained by test takers in different years retain the same meaning.	a. A sufficient number of items and tasks are used as anchor items across adjacent years to maintain a consistent scale from year to year.	a. Section 4.2.5
	b. New items and tasks are calibrated with anchor items to ensure that their difficulty measures are on the same consistent scale that is used from year to year.	b. Section 4.2.5
	c. The same scaling equation is applied from year to year to ensure that scale scores are obtained consistently over time	c. Evidence summarized with claim at 4.3c.
2. ACCESS 2.0 measures English language proficiency for all test takers in a fair and unbiased manner.	a. Differential item functioning (DIF) analyses are conducted to determine whether any items or tasks are biased against certain subgroups.	a. Section 4.2.10
	b. Items that show evidence of DIF are carefully reviewed so that any that indicate bias are not used for scoring and are removed from future test forms.	b. Evidence summarized with claim at 4.2b

<b>Claim</b>	<b>Actions</b>	<b>Evidence</b>
1. Test takers are classified appropriately according to the proficiency levels defined in the WIDA English Language Development Standards.	a. Distributions of raw scores, scale scores, and proficiency levels for each domain are analyzed to confirm that ACCESS 2.0 effectively measures the performance of test takers across the range of English language proficiency levels as defined by the WIDA ELD Standards.	a. Sections 4.2.1–4.2.3, 4.2.6, 4.2.12
	b. Distributions of scale scores and proficiency levels, organized by grade-level cluster, are analyzed to confirm that ACCESS 2.0 effectively measures the performance of test takers across the range of English language proficiency levels as defined by the WIDA ELD Standards.	b. Sections 5.1, 5.2, 5.4
	c. For each test form, analyses are run to confirm that English language proficiency is measured with high precision at the cut points pertinent to each tier.	c. Section 5.5
	d. Across domains, analyses are run to confirm that English language proficiency is measured with high precision at the cut points pertinent to each tier.	d. Section 5.3
	e. Classification and accuracy analyses are conducted by grade level to confirm that proficiency level classifications are reliable for all domain and composite scores.	e. Section 5.7

### 3. Descriptions of Student Results

In this section of the report, detail is provided on students' participation in the assessment and on scale score and proficiency level 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.

There were a total of 23 students excluded from the analyses due to mismatches in students' tiers across domains.

#### 3.1 Participation

Participation in ACCESS 2.0 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.

##### 3.1.1 Grade-Level Cluster

Table 3.1.1.1 shows participation across the 38 WIDA states that participated in the operational testing program of ACCESS 2.0 Paper in 2017–2018. The first row shows the grade-level cluster; the next 38 rows show the number of students in that grade-level cluster who took the test by state; and the final row shows the total number of participants across all 38 states. Some states' sample sizes are small except for kindergarten which is in only Paper form and majority of students take the Online form of the tests.

Table 3.1.1.2 shows participation by grade-level cluster and by gender across all states for the population of students who participated in ACCESS 2.0 Paper, while Table 3.1.1.3 shows participation by grade-level cluster and by ethnicity.

**Table 3.1.1.1**

Participation by Grade-Level Cluster by State

State	Cluster							Total
	K	1	2	3	4-5	6-8	9-12	
AK	1,213	244	256	275	577	887	816	4,268
AL	3,522	1,217	821	692	608	383	574	7,817
BI	474	374	388	407	799	780	420	3,642
CO	10,152	3,058	3,124	3,315	5,487	6,238	5,153	36,527
DC	1,078	3	5	9	14	4	4	1,117
DE	1,745	5	2	1	4	2	3	1,762
FL	35,236	34,744	34,817	34,016	46,298	46,669	46,333	278,113
GA	16,138	2,388	2,046	1,902	273	79	73	22,899
HI	1,909	0	0	1	0	2	4	1,916
ID	2,084	6	3	2	0	4	2	2,101
IL	25,666	8,268	6,386	1,922	2,417	1,450	1,091	47,200
IN	7,513	82	68	74	116	70	17	7,940
KY	2,931	25	12	6	22	18	18	3,032
MA	10,927	2,424	1,984	1,193	1,423	1,041	2,665	21,657
MD	10,324	13	12	14	30	10	9	10,412
ME	470	1	1	2	2	3	3	482
MI	9,848	132	141	146	235	301	379	11,182
MN	8,206	61	56	59	93	90	38	8,603
MO	4,672	18	14	19	33	11	15	4,782
MP	95	0	0	0	0	0	0	95
MT	192	0	0	0	0	0	0	192
NC	11,938	113	113	117	169	101	118	12,669
ND	426	4	3	7	14	13	6	473
NH	468	40	33	30	57	43	38	709
NJ	12,664	343	143	83	113	114	143	13,603
NM	4,292	0	0	0	2	5	69	4,368
NV	6,498	0	1	0	2	2	31	6,534
OK	6,464	1,851	1,790	1,738	2,676	1,023	1,047	16,589
PA	5,269	577	573	543	996	1,067	1,122	10,147
RI	1,110	15	12	21	11	12	23	1,204
SC	3,279	119	139	132	256	266	216	4,407
SD	770	48	44	17	39	9	0	927
TN	5,732	2	3	5	4	1	2	5,749
UT	4,533	6	2	0	2	4	1	4,548
VA	14,020	3,765	2,927	860	955	158	145	22,830
VT	205	1	3	2	2	2	4	219
WI	5,468	33	25	20	30	34	39	5,649
WY	334	3	2	5	3	6	0	353
<b>Total</b>	237,865	59,983	55,949	47,635	63,762	60,902	60,621	586,717

**Table 3.1.1.2**

Participation by Grade-Level Cluster by Gender

Cluster		Gender			Total
		F	M	Missing	
K	Count	110,654	125,577	1,634	237,865
	% within Cluster	46.5%	52.8%	0.7%	100.0%
1	Count	28,066	31,720	197	59,983
	% within Cluster	46.8%	52.9%	0.3%	100.0%
2	Count	26,078	29,668	203	55,949
	% within Cluster	46.6%	53.0%	0.4%	100.0%
3	Count	21,842	25,638	155	47,635
	% within Cluster	45.9%	53.8%	0.3%	100.0%
4-5	Count	29,660	33,909	193	63,762
	% within Cluster	46.5%	53.2%	0.3%	100.0%
6-8	Count	27,857	32,788	257	60,902
	% within Cluster	45.7%	53.8%	0.4%	100.0%
9-12	Count	28,031	32,323	267	60,621
	% within Cluster	46.2%	53.3%	0.4%	100.0%
Total	Count	272,188	311,623	2906	586,717
	% within Cluster	46.4%	53.1%	0.5%	100.0%

**Table 3.1.1.3**

Participation by Grade-Level Cluster by Ethnicity

Cluster		Hispanic/Non-Hispanic			Total
		Hispanic	Other	Unknown	
K	Count	154,693	73,115	10,057	237,865
	% within Cluster	65.0%	30.7%	4.2%	100.0%
1	Count	45,468	13,488	1,027	59,983
	% within Cluster	75.8%	22.5%	1.7%	100.0%
2	Count	42,535	12,373	1,041	55,949
	% within Cluster	76.0%	22.1%	1.9%	100.0%
3	Count	36,398	10,236	1,001	47,635
	% within Cluster	76.4%	21.5%	2.1%	100.0%
4-5	Count	49,049	12,965	1,748	63,762
	% within Cluster	76.9%	20.3%	2.7%	100.0%
6-8	Count	46,429	12,243	2,230	60,902
	% within Cluster	76.2%	20.1%	3.7%	100.0%
9-12	Count	44,705	13,850	2,066	60,621
	% within Cluster	73.7%	22.8%	3.4%	100.0%
Total	Count	419,277	148,270	19,170	586,717
	% within Cluster	71.5%	25.3%	3.3%	100.0%



### 3.1.2 Grade

Section 3.1.2 provides similar data as the previous section, but it is broken out by grade rather than by grade-level cluster.

**Table 3.1.2.1**

Participation by Grade by State

State	K	Grade												Total
		1	2	3	4	5	6	7	8	9	10	11	12	
AK	1,213	244	256	275	279	298	325	279	283	329	201	155	131	4,268
AL	3,522	1,217	821	692	401	207	133	115	135	197	143	147	87	7,817
BI	474	374	388	407	418	381	339	224	217	177	92	114	37	3,642
CO	10,152	3,058	3,124	3,315	3,033	2,454	2,213	2,081	1,944	1,936	1,472	1,004	741	36,527
DC	1,078	3	5	9	10	4	0	1	3	3	1	0	0	1,117
DE	1,745	5	2	1	4	0	1	0	1	3	0	0	0	1,762
FL	35,236	34,744	34,817	34,016	26,683	19,615	17,716	14,983	13,970	13,827	13,310	11,574	7,622	278,113
GA	16,138	2,388	2,046	1,902	146	127	36	21	22	31	28	6	8	22,899
HI	1,909	0	0	1	0	0	1	1	0	2	1	0	1	1,916
ID	2,084	6	3	2	0	0	4	0	0	1	0	0	1	2,101
IL	25,666	8,268	6,386	1,922	1,526	891	542	475	433	335	325	259	172	47,200
IN	7,513	82	68	74	68	48	24	23	23	2	7	4	4	7,940
KY	2,931	25	12	6	12	10	5	9	4	3	8	4	3	3,032
MA	10,927	2,424	1,984	1,193	864	559	400	350	291	848	732	634	451	21,657
MD	10,324	13	12	14	14	16	4	3	3	1	3	4	1	10,412
ME	470	1	1	2	1	1	0	0	3	1	0	0	2	482
MI	9,848	132	141	146	112	123	107	92	102	154	102	63	60	11,182
MN	8,206	61	56	59	53	40	29	28	33	13	14	6	5	8,603
MO	4,672	18	14	19	25	8	4	2	5	2	7	2	4	4,782
MP	95	0	0	0	0	0	0	0	0	0	0	0	0	95
MT	192	0	0	0	0	0	0	0	0	0	0	0	0	192
NC	11,938	113	113	117	97	72	40	24	37	33	36	38	11	12,669
ND	426	4	3	7	5	9	5	7	1	3	0	3	0	473
NH	468	40	33	30	37	20	14	17	12	17	13	4	4	709
NJ	12,664	343	143	83	64	49	34	41	39	46	45	32	20	13,603
NM	4,292	0	0	0	2	0	0	2	3	26	32	7	4	4,368
NV	6,498	0	1	0	1	1	0	1	1	6	11	8	6	6,534
OK	6,464	1,851	1,790	1,738	1,532	1,144	530	182	311	375	315	210	147	16,589
PA	5,269	577	573	543	506	490	403	349	315	360	310	225	227	10,147
RI	1,110	15	12	21	10	1	5	4	3	7	4	6	6	1,204
SC	3,279	119	139	132	143	113	97	88	81	76	78	44	18	4,407
SD	770	48	44	17	28	11	1	4	4	0	0	0	0	927
TN	5,732	2	3	5	2	2	0	1	0	1	0	1	0	5,749
UT	4,533	6	2	0	1	1	0	2	2	0	1	0	0	4,548
VA	14,020	3,765	2,927	860	685	270	54	51	53	58	38	26	23	22,830
VT	205	1	3	2	1	1	0	0	2	0	2	1	1	219
WI	5,468	33	25	20	17	13	17	13	4	9	16	8	6	5,649
WY	334	3	2	5	3	0	0	5	1	0	0	0	0	353
<b>Total</b>	<b>237,865</b>	<b>59,983</b>	<b>55,949</b>	<b>47,635</b>	<b>36,783</b>	<b>26,979</b>	<b>23,083</b>	<b>19,478</b>	<b>18,341</b>	<b>18,882</b>	<b>17,347</b>	<b>14,589</b>	<b>9,803</b>	<b>586,717</b>

**Table 3.1.2.2**

Participation by Grade by Gender

Grade		Gender			Total
		F	M	Missing	
K	Count	110,654	125,577	1,634	237,865
	% within Grade	46.5%	52.8%	0.7%	100.0%
1	Count	28,066	31,720	197	59,983
	% within Grade	46.8%	52.9%	0.3%	100.0%
2	Count	26,078	29,668	203	55,949
	% within Grade	46.6%	53.0%	0.4%	100.0%
3	Count	21,842	25,638	155	47,635
	% within Grade	45.9%	53.8%	0.3%	100.0%
4	Count	17,174	19,480	129	36,783
	% within Grade	46.7%	53.0%	0.4%	100.0%
5	Count	12,486	14,429	64	26,979
	% within Grade	46.3%	53.5%	0.2%	100.0%
6	Count	10,601	12,321	161	23,083
	% within Grade	45.9%	53.4%	0.7	100.0%
7	Count	8,842	10,582	54	19,478
	% within Grade	45.4%	54.3%	0.3%	100.0%
8	Count	8,414	9,885	42	18,341
	% within Grade	45.9%	53.9%	0.2%	100.0%
9	Count	8,457	10,292	133	18,882
	% within Grade	44.8%	54.5%	0.7%	100.0%
10	Count	7,962	9,320	65	17,347
	% within Grade	45.9%	53.7%	0.4%	100.0%
11	Count	6,816	7,726	47	14,589
	% within Grade	46.7%	53.0%	0.3%	100.0%
12	Count	4,796	4,985	22	9,803
	% within Grade	48.9%	50.9%	0.2%	100.0%
Total	Count	272,188	311,623	2,906	586,717
	% within Grade	46.4%	53.1%	0.5%	100.0%

**Table 3.1.2.3**

Participation by Grade by Ethnicity

Grade		Hispanic/Non-Hispanic			Total
		Hispanic	Other	Unknown	
K	Count	154,693	73,115	10,057	237,865
	% within Grade	65.0%	30.7%	4.2%	100.0%
1	Count	45,468	13,488	1,027	59,983
	% within Grade	75.8%	22.5%	1.7%	100.0%
2	Count	42,535	12,373	1,041	55,949
	% within Grade	76.0%	22.1%	1.9%	100.0%
3	Count	36,398	10,236	1,001	47,635
	% within Grade	76.4%	21.5%	2.1%	100.0%
4	Count	28,396	7,468	919	36,783
	% within Grade	77.2%	20.3%	2.5%	100.0%
5	Count	20,653	5,497	829	26,979
	% within Grade	76.6%	20.4%	3.1%	100.0%
6	Count	17,522	4,652	909	23,083
	% within Grade	75.9%	20.2%	3.9%	100.0%
7	Count	14,767	4,011	700	19,478
	% within Grade	75.8%	20.6%	3.6%	100.0%
8	Count	14,140	3,580	621	18,341
	% within Grade	77.1%	19.5%	3.4%	100.0%
9	Count	14,156	3,924	802	18,882
	% within Grade	75.0%	20.8%	4.2%	100.0%
10	Count	13,093	3,729	525	17,347
	% within Grade	75.5%	21.5%	3.0%	100.0%
11	Count	10,778	3,417	394	14,589
	% within Grade	73.9%	23.4%	2.7%	100.0%
12	Count	6,678	2,780	345	9,803
	% within Grade	68.1%	28.4%	3.5%	100.0%
Total	Count	419,277	148,270	19,170	586,717
	% within Grade	71.5%	25.3%	3.3%	100.0%

### 3.1.3 Tier

This section provides information on participation by tier. Tables below show this information in several ways:

By grade-level cluster, tier, and domain

By grade

By grade-level cluster and tier for gender

By grade-level cluster and tier for ethnicity (Hispanic vs. Non-Hispanic)

**Table 3.1.3.1**

Participation by Grade-Level Cluster by Tier by Domain

Cluster			Domain			
			Listening	Reading	Writing	Speaking
K	Tier	-	237,861	237,855	237,856	237,855
1	Tier	A	26,564	26,574	26,576	26,576
		B	19,412	19,421	19,422	19,419
		C	13,973	13,975	13,977	13,977
	Total		59,949	59,949	59,970	59,975
2	Tier	A	11,168	11,170	11,170	11,168
		B	21,541	21,546	21,548	21,548
		C	23,219	23,221	23,227	23,223
	Total		55,928	55,928	55,937	55,945
3	Tier	A	7,839	7,841	7,843	7,841
		B	12,305	12,308	12,309	12,308
		C	27,475	27,480	27,479	27,481
	Total		47,619	47,619	47,629	47,631
4-5	Tier	A	11,503	11,504	11,502	11,502
		B	12,792	12,794	12,795	12,794
		C	39,459	39,462	39,459	39,459
	Total		63,754	63,754	63,760	63,756
6-8	Tier	A	15,160	15,162	15,160	15,163
		B	13,842	13,842	13,842	13,836
		C	31,889	31,891	31,891	31,884
	Total		60,891	60,891	60,895	60,893
9-12	Tier	A	17,059	17,064	17,060	17,062
		B	16,208	16,209	16,206	16,203
		C	27,339	27,345	27,341	27,341
	Total		60,606	60,606	60,618	60,607

**Table 3.1.3.2**  
Participation by Grade by Tier by Domain

Cluster			Domain			
			Listening	Reading	Writing	Speaking
K	Tier	-	237,861	237,855	237,856	237,855
1	Tier	A	26,564	26,574	26,576	26,576
		B	19,412	19,421	19,422	19,419
		C	13,973	13,975	13,977	13,977
		Total	59,949	59,949	59,970	59,975
2	Tier	A	11,168	11,170	11,170	11,168
		B	21,541	21,546	21,548	21,548
		C	23,219	23,221	23,227	23,223
		Total	55,928	55,928	55,937	55,945
3	Tier	A	7,839	7,841	7,843	7,841
		B	12,305	12,308	12,309	12,308
		C	27,475	27,480	27,479	27,481
		Total	47,619	47,619	47,629	47,631
4	Tier	A	6,058	6,058	6,057	6,056
		B	7,316	7,316	7,318	7,318
		C	23,405	23,407	23,405	23,405
		Total	36,779	36,779	36,781	36,780
5	Tier	A	5,445	5,446	5,445	5,446
		B	5,476	5,478	5,477	5,476
		C	16,054	16,055	16,054	16,054
		Total	26,975	26,975	26,979	26,976
6	Tier	A	5,227	5,227	5,227	5,229
		B	4,782	4,782	4,782	4,782
		C	13,071	13,071	13,071	13,069
		Total	23,080	23,080	23,080	23,080
7	Tier	A	4,905	4,906	4,905	4,907
		B	4,569	4,569	4,569	4,567
		C	10,000	10,000	10,000	9,996
		Total	19,474	19,474	19,475	19,474
8	Tier	A	5,028	5,029	5,028	5,027
		B	4,491	4,491	4,491	4,487
		C	8,818	8,820	8,820	8,819
		Total	18,337	18,337	18,340	18,339
9	Tier	A	6,047	6,047	6,046	6,047
		B	4,810	4,811	4,809	4,808
		C	8,023	8,023	8,021	8,023
		Total	18,880	18,880	18,881	18,876
10	Tier	A	4,975	4,977	4,975	4,976
		B	4,582	4,582	4,582	4,581
		C	7,786	7,787	7,786	7,785
		Total	17,343	17,343	17,346	17,343
11	Tier	A	3,940	3,942	3,941	3,942
		B	4,012	4,012	4,012	4,011
		C	6,632	6,634	6,633	6,633
		Total	14,584	14,584	14,588	14,586
12	Tier	A	2,097	2,098	2,098	2,097
		B	2,804	2,804	2,803	2,803
		C	4,898	4,901	4,901	4,900
		Total	9,799	9,799	9,803	9,802

**Table 3.1.3.3**

Participation by Grade-Level Cluster by Tier by Gender

Cluster	Tier		Gender			Total
			F	M	Missing	
K	-	Count	110,654	125,577	1,634	237,865
		% within Tier	46.5%	52.8%	0.7%	100.0%
1	A	Count	12,087	14,410	85	26,582
		% within Tier	45.5%	54.2%	0.3%	100.0%
	B	Count	9,080	10,249	94	19,423
		% within Tier	46.7%	52.8%	0.5%	100.0%
	C	Count	6,899	7,061	18	13,978
		% within Tier	49.4%	50.5%	0.1%	100.0%
2	A	Count	4,906	6,175	90	11,171
		% within Tier	43.9%	55.3%	0.8%	100.0%
	B	Count	9,913	11,569	68	21,550
		% within Tier	46.0%	53.7%	0.3%	100.0%
	C	Count	11,259	11,924	45	23,228
		% within Tier	48.5%	51.3%	0.2%	100.0%
3	A	Count	3,502	4,285	56	7,843
		% within Tier	44.7%	54.6%	0.7%	100.0%
	B	Count	5,368	6,900	42	12,310
		% within Tier	43.6%	56.1%	0.3%	100.0%
	C	Count	12,972	14,453	57	27,482
		% within Tier	47.2%	52.6%	0.2%	100.0%
4-5	A	Count	5,417	6,000	87	11,504
		% within Tier	47.1%	52.2%	0.8%	100.0%
	B	Count	5,695	7,040	61	12,796
		% within Tier	44.5%	55.0%	0.5%	100.0%
	C	Count	18,548	20,869	45	39,462
		% within Tier	47.0%	52.9%	0.1%	100.0%
6-8	A	Count	7,085	7,964	118	15,167
		% within Tier	46.7%	52.5%	0.8%	100.0%
	B	Count	6,218	7,579	46	13,843
		% within Tier	44.9%	54.7%	0.3%	100.0%
	C	Count	14,554	17,245	93	31,892
		% within Tier	45.6%	54.1%	0.3%	100.0%
9-12	A	Count	7,997	8,944	123	17,064
		% within Tier	46.9%	52.4%	0.7%	100.0%
	B	Count	7,420	8,700	90	16,210
		% within Tier	45.8%	53.7%	0.6%	100.0%
	C	Count	12,614	14,679	54	27,347
		% within Tier	46.1%	53.7%	0.2%	100.0%

**Table 3.1.3.4**

**Participation by Grade-Level Cluster by Tier by Ethnicity**

Cluster	Tier		Hispanic	Other	Unknown	Total
K	-	Count	154,693	73,115	10,057	237,865
		% within Tier	65.0%	30.7%	4.2%	100.0%
1	A	Count	21,014	5,158	410	26,582
		% within Tier	79.1%	19.4%	1.5%	100.0%
	B	Count	14,107	4,836	480	19,423
		% within Tier	72.6%	24.9%	2.5%	100.0%
	C	Count	10,347	3,494	137	13,978
		% within Tier	74.0%	25.0%	1.0%	100.0%
2	A	Count	8,553	2,315	303	11,171
		% within Tier	76.6%	20.7%	2.7%	100.0%
	B	Count	16,393	4,640	517	21,550
		% within Tier	76.1%	21.5%	2.4%	100.0%
	C	Count	17,589	5,418	221	23,228
		% within Tier	75.7%	23.3%	1.0%	100.0%
3	A	Count	5,929	1,695	219	7,843
		% within Tier	75.6%	21.6%	2.8%	100.0%
	B	Count	9,017	2,843	450	12,310
		% within Tier	73.2%	23.1%	3.7%	100.0%
	C	Count	21,452	5,698	332	27,482
		% within Tier	78.1%	20.7%	1.2%	100.0%
4-5	A	Count	8,944	2,256	304	11,504
		% within Tier	77.7%	19.6%	2.6%	100.0%
	B	Count	8,969	2,982	845	12,796
		% within Tier	70.1%	23.3%	6.6%	100.0%
	C	Count	31,136	7,727	599	39,462
		% within Tier	78.9%	19.6%	1.5%	100.0%
6-8	A	Count	11,893	2,858	416	15,167
		% within Tier	78.4%	18.8%	2.7%	100.0%
	B	Count	9,565	3,219	1,059	13,843
		% within Tier	69.1%	23.3%	7.7%	100.0%
	C	Count	24,971	6,166	755	31,892
		% within Tier	78.3%	19.3%	2.4%	100.0%
9-12	A	Count	13,122	3,592	350	17,064
		% within Tier	76.9%	21.1%	2.1%	100.0%
	B	Count	11,295	4,037	878	16,210
		% within Tier	69.7%	24.9%	5.4%	100.0%
	C	Count	20,288	6,221	838	27,347
		% within Tier	74.2%	22.7%	3.1%	100.0%

## 3.2 Scale Score Results

### 3.2.1 Mean Scale Scores Across Domain and Composite Scores by Grade-Level 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 on a vertical scale, 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.

**Table 3.2.1.1**  
Mean Scale Scores by Grade-Level Cluster

Cluster		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	Mean	269.66	188.23	205.69	273.76	271.97	197.21	212.65	219.41
	N	237,519	237,512	237,498	237,510	237,509	237,492	237,509	237,486
1	Mean	319.57	291.10	261.51	276.65	299.74	277.32	300.44	284.85
	N	54,143	49,678	59,945	59,714	53,931	49,671	45,926	45,759
2	Mean	342.56	319.14	291.49	294.32	319.23	306.23	326.68	310.50
	N	54,219	50,176	55,909	55,679	53,977	50,160	48,899	48,690
3	Mean	359.81	336.69	307.17	306.12	333.57	322.45	343.87	325.90
	N	46,494	42,852	47,610	47,416	46,299	42,843	42,017	41,842
4-5	Mean	382.54	352.26	336.64	330.99	357.39	345.07	361.63	348.90
	N	62,735	58,651	63,734	63,493	62,493	58,641	57,859	57,631
6-8	Mean	386.11	358.81	329.60	349.40	368.44	344.73	367.31	351.95
	N	59,734	54,950	60,838	60,440	59,314	54,933	54,107	53,723
9-12	Mean	384.87	382.65	360.53	341.78	364.09	372.28	383.73	370.12
	N	58,717	54,940	60,515	60,122	58,284	54,900	53,540	53,121



**Table 3.2.1.2**

Mean Scale Scores by Grade-Level Cluster by Gender

Cluster	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	F	Mean	275.35	190.27	210.78	282.58	279.23	200.78	215.78	224.09
		N	110,488	110,484	110,480	110,482	110,481	110,478	110,482	110,473
	M	Mean	264.93	186.68	201.52	266.27	265.86	194.34	210.15	215.57
		N	125,399	125,396	125,386	125,396	125,396	125,382	125,395	125,381
	Missing	Mean	247.68	169.08	181.80	252.79	250.48	175.65	192.64	197.90
		N	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632
1	F	Mean	321.42	292.04	266.77	278.38	301.33	280.25	301.52	287.21
		N	25,682	23,427	28,053	27,943	25,585	23,426	21,854	21,781
	M	Mean	317.88	290.24	256.93	275.16	298.29	274.71	299.44	282.70
		N	28,291	26,107	31,695	31,576	28,178	26,101	23,940	23,847
	Missing	Mean	321.05	292.01	251.08	268.38	300.50	274.46	302.28	284.64
		N	170	144	197	195	168	144	132	131
2	F	Mean	343.98	320.27	297.63	296.41	320.98	309.80	327.88	313.49
		N	25,389	23,564	26,064	25,954	25,278	23,558	23,056	22,963
	M	Mean	341.45	318.18	286.25	292.70	317.84	303.14	325.67	307.92
		N	28,641	26,436	29,642	29,523	28,510	26,426	25,673	25,557
	Missing	Mean	321.57	312.23	267.06	262.51	294.68	292.39	316.36	294.09
		N	189	176	203	202	189	176	170	170
3	F	Mean	360.25	337.51	313.86	307.58	334.47	326.05	344.52	328.64
		N	21,397	19,770	21,834	21,737	21,299	19,766	19,428	19,333
	M	Mean	359.53	336.04	301.59	305.09	332.94	319.44	343.36	323.62
		N	24,949	22,954	25,621	25,525	24,853	22,949	22,468	22,389
	Missing	Mean	343.69	326.38	286.64	271.23	309.59	306.48	332.54	308.74
		N	148	128	155	154	147	128	121	120
4-5	F	Mean	382.82	353.18	342.59	331.22	357.59	348.43	362.29	351.23
		N	29,265	27,467	29,648	29,530	29,149	27,465	27,159	27,051
	M	Mean	382.42	351.50	331.59	330.98	357.37	342.19	361.11	346.94
		N	33,283	31,015	33,893	33,774	33,161	31,007	30,534	30,417
	Missing	Mean	360.50	341.59	309.90	295.33	329.10	328.96	347.99	329.83
		N	187	169	193	189	183	169	166	163
6-8	F	Mean	386.70	360.81	334.81	347.86	367.94	348.29	368.95	354.36
		N	27,380	25,420	27,826	27,630	27,174	25,414	25,068	24,875
	M	Mean	385.75	357.15	325.34	350.92	369.02	341.77	366.00	350.01
		N	32,105	29,301	32,755	32,557	31,895	29,290	28,815	28,627
	Missing	Mean	367.66	347.32	308.15	322.49	346.59	327.59	353.60	333.42
		N	249	229	257	253	245	229	224	221
9-12	F	Mean	384.08	384.39	365.15	340.79	363.19	375.37	384.62	371.92
		N	27,282	25,665	27,987	27,815	27,096	25,648	25,116	24,935
	M	Mean	385.72	381.20	356.68	342.94	365.11	369.67	383.05	368.65
		N	31,185	29,032	32,261	32,043	30,941	29,009	28,196	27,961
	Missing	Mean	364.71	371.23	343.35	305.69	335.98	357.64	369.71	351.72
		N	250	243	267	264	247	243	228	225

**Table 3.2.1.3**

Mean Scale Scores by Grade-Level Cluster by Ethnicity

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	Non-Hispanic Asian	Mean	283.39	218.36	233.26	285.15	284.54	226.07	237.85	243.37
		N	32,274	32,273	32,271	32,270	32,270	32,271	32,273	32,270
	Non-Hispanic Pacific Islander	Mean	264.33	181.57	199.28	269.39	267.13	190.69	206.38	213.41
		N	1,773	17,71	17,72	1,773	1,773	1,771	1,771	1,771
	Non-Hispanic Black	Mean	273.30	198.63	212.45	288.38	281.12	205.81	221.02	228.19
		N	14,166	14,166	14,157	14,166	14,165	14,157	14,166	14,156
	Hispanic (Of Any Race)	Mean	266.10	180.59	198.54	269.55	268.08	189.80	206.23	213.07
		N	154,523	154,520	154,517	154,519	154,519	154,513	154,518	154,510
	Non-Hispanic American Indian	Mean	276.85	185.37	198.98	277.00	277.18	192.45	212.80	217.63
		N	2,308	2,307	2,308	2,308	2,308	2,307	2,307	2,307
	Non-Hispanic Multiracial	Mean	295.35	213.29	224.71	307.82	301.85	219.27	237.88	243.80
		N	1,161	1,161	1,161	1,161	1,161	1,161	1,161	1,161
	Non-Hispanic White	Mean	281.01	199.40	218.90	288.78	285.16	209.41	223.87	231.91
		N	23,720	23,720	23,718	23,719	23,719	23,718	23,719	23,717
Unknown	Mean	250.95	172.87	191.53	250.11	250.79	182.42	196.29	202.72	
	N	10,027	10,027	10,027	10,027	10,027	10,027	10,027	10,027	
1	Non-Hispanic Asian	Mean	326.66	305.95	277.36	289.24	309.37	292.66	312.96	298.51
		N	3,927	3,629	4,248	4,227	3,909	3,629	3,409	3,396
	Non-Hispanic Pacific Islander	Mean	319.51	293.45	264.67	278.53	300.80	281.49	302.53	288.48
		N	130	118	144	144	130	118	110	110
	Non-Hispanic Black	Mean	315.49	291.04	258.37	277.60	298.60	276.71	299.36	284.36
		N	3,699	3,378	4,265	4,249	3,685	3,377	3,045	3,031
	Hispanic (Of Any Race)	Mean	318.88	289.08	259.85	274.45	298.27	275.32	298.78	282.95
		N	41,102	37,808	45,438	45,264	40,945	37,803	34,938	34,814
	Non-Hispanic American Indian	Mean	327.14	298.42	270.29	278.84	303.75	285.63	308.02	291.95
		N	625	562	682	680	623	562	527	525
	Non-Hispanic Multiracial	Mean	326.42	303.05	271.21	293.41	310.73	289.16	310.35	296.45
		N	288	263	317	314	285	263	241	239
	Non-Hispanic White	Mean	325.01	297.74	268.95	290.71	309.20	284.59	306.53	292.58
		N	4,113	3,684	4,499	4,480	4,093	3,684	3,455	3,441
Unknown	Mean	308.68	287.48	246.81	259.93	287.18	269.21	294.58	275.67	
	N	872	796	1,024	1,022	868	795	716	714	

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall	
2	Non-Hispanic Asian	Mean	348.67	333.49	304.59	304.12	327.16	319.87	338.42	322.24	
		N	3,628	3,430	3,722	3,705	3,610	3,429	3,359	3,344	
	Non-Hispanic Pacific Islander	Mean	345.54	327.41	295.07	295.39	321.03	312.37	332.92	315.02	
		N	1,36	123	142	140	134	123	119	117	
	Non-Hispanic Black	Mean	337.77	314.64	286.08	291.46	315.58	301.60	322.39	306.60	
		N	4,031	3,621	4,254	4,234	4,009	3,620	3,463	3,448	
	Hispanic (Of Any Race)	Mean	342.07	317.73	290.53	293.06	318.30	304.96	325.50	309.26	
		N	41,338	38,336	42,503	42,344	41,172	38,323	37,435	37,287	
	Non-Hispanic American Indian	Mean	353.15	322.94	301.60	291.76	323.34	313.47	332.01	316.79	
		N	650	580	669	665	646	580	568	564	
	Non-Hispanic Multiracial	Mean	351.45	329.75	299.21	303.24	328.17	315.14	336.21	319.44	
		N	242	219	253	250	239	219	212	209	
	Non-Hispanic White	Mean	348.98	327.74	298.02	309.42	330.07	313.93	334.69	319.27	
		N	3,727	3,429	3,863	3,840	3,704	3,429	3,328	3,308	
	Unknown	Mean	330.92	308.92	276.67	270.15	302.43	294.10	316.38	297.68	
		N	978	899	1,039	1,031	968	898	862	854	
	3	Non-Hispanic Asian	Mean	370.16	345.97	317.74	312.95	342.26	332.64	353.66	335.69
			N	2,451	2,311	2,510	2,502	2,443	2,311	2,268	2,261
Non-Hispanic Pacific Islander		Mean	366.54	340.36	314.64	316.98	342.21	328.43	348.69	332.69	
		N	95	89	95	95	94	88	89	87	
Non-Hispanic Black		Mean	356.07	332.38	300.41	302.86	330.18	316.97	339.83	321.15	
		N	3,987	3,574	4,138	4,114	3,964	3,574	3,465	3,450	
Hispanic (Of Any Race)		Mean	359.34	336.24	306.94	305.49	332.97	322.02	343.35	325.35	
		N	35,622	32,886	36,384	36,240	35,479	32,881	32,305	32,176	
Non-Hispanic American Indian		Mean	361.60	339.43	319.35	301.83	332.29	329.73	346.65	330.92	
		N	633	580	650	645	628	580	565	561	
Non-Hispanic Multiracial		Mean	372.51	342.87	310.00	315.34	344.67	327.59	352.23	332.98	
		N	202	178	206	204	199	177	174	171	
Non-Hispanic White		Mean	367.15	342.59	311.45	319.40	343.91	327.88	350.23	332.88	
		N	2,960	2,734	3,047	3,039	2,950	2,731	2,678	2,666	
Unknown		Mean	344.95	326.91	295.94	288.90	317.99	312.67	332.96	315.00	
		N	956	863	1,000	993	948	862	828	819	

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compreh	Overall
4-5	Non-Hispanic Asian	Mean	391.84	363.40	345.78	341.01	366.90	355.33	372.33	359.00
		N	2,742	2,597	2,776	2,764	2,730	2,597	2,570	2,559
	Non-Hispanic Pacific Islander	Mean	384.48	355.16	339.05	330.77	358.30	347.71	364.23	350.96
		N	169	164	174	173	168	164	159	158
	Non-Hispanic Black	Mean	377.93	347.77	329.68	331.48	355.57	339.57	357.33	344.64
		N	5,279	4,821	5,432	5,413	5,260	4,819	4,707	4,689
	Hispanic (Of Any Race)	Mean	382.69	351.93	336.68	329.76	356.82	344.85	361.36	348.50
		N	48,355	45,226	49,035	48,855	48,176	45,219	44,680	44,512
	Non-Hispanic American Indian	Mean	384.52	357.75	351.87	331.87	358.63	355.75	366.03	356.79
		N	1,122	1,057	1,133	1,128	1,117	1,057	1,048	1,044
	Non-Hispanic Multiracial	Mean	391.47	360.29	337.30	344.30	368.34	349.29	369.53	354.64
		N	307	279	309	307	305	279	278	276
	Non-Hispanic White	Mean	388.92	358.22	340.13	347.11	368.68	349.65	367.73	355.58
		N	3,699	3,499	3,766	3,749	3,682	3,499	3,447	3,430
Unknown	Mean	363.99	341.28	324.78	314.99	340.32	334.46	348.99	337.12	
	N	1,694	1,582	1,745	1,736	1,683	1,581	1,542	1,531	
6-8	Non-Hispanic Asian	Mean	398.54	369.79	341.20	365.13	382.30	356.02	378.62	363.90
		N	2,333	2,193	2,357	2,344	2,320	2,193	2,179	2,167
	Non-Hispanic Pacific Islander	Mean	381.28	355.42	327.61	348.05	364.72	341.80	363.38	348.01
		N	191	172	195	195	191	172	169	169
	Non-Hispanic Black	Mean	380.19	354.47	322.46	350.06	365.88	339.33	362.74	347.66
		N	5,100	4,462	5,245	5,214	5,066	4,460	4,359	4,331
	Hispanic (Of Any Race)	Mean	386.29	358.34	329.53	347.58	367.63	344.39	366.99	351.44
		N	45,563	42,112	46,375	46,069	45,239	42,097	41,479	41,177
	Non-Hispanic American Indian	Mean	389.91	364.78	343.69	354.58	372.59	354.46	372.37	359.82
		N	1,060	980	1,071	1,063	1,052	980	972	966
	Non-Hispanic Multiracial	Mean	397.69	365.76	334.83	365.14	381.66	350.85	375.84	360.12
		N	275	261	281	278	272	261	257	254
	Non-Hispanic White	Mean	392.63	365.87	334.15	367.27	380.56	350.43	374.12	359.46
		N	3,626	3,356	3,669	3,640	3,596	3,356	3,329	3,303
Unknown	Mean	371.99	352.67	322.11	339.50	356.19	338.06	358.79	343.60	
	N	2,159	1,959	2,230	2,216	2,145	1,959	1,900	1,887	

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compreh	Overall
9-12	Non-Hispanic Asian	Mean	395.63	392.22	372.62	355.49	376.28	383.04	393.59	381.30
		N	2,425	2,311	2,478	2,465	2,410	2,310	2,265	2,251
	Non-Hispanic Pacific Islander	Mean	394.64	389.27	366.79	349.27	372.58	378.98	391.33	377.37
		N	228	218	235	233	226	218	213	211
	Non-Hispanic Black	Mean	375.39	378.43	353.85	336.37	356.62	367.14	377.80	364.18
		N	6,878	6,223	7,209	7,152	6,819	6,217	5,991	5,934
	Hispanic (Of Any Race)	Mean	384.29	382.32	360.16	340.08	362.95	371.81	383.30	369.41
		N	43,377	40,751	44,626	44,340	43,057	40,721	39,755	39,445
	Non-Hispanic American Indian	Mean	403.70	383.02	372.01	352.25	378.37	379.24	389.90	379.52
		N	834	768	846	844	830	766	757	751
	Non-Hispanic Multiracial	Mean	398.63	389.26	366.15	355.93	378.32	378.98	393.38	380.78
		N	276	268	288	287	273	267	255	251
	Non-Hispanic White	Mean	395.89	391.00	368.44	362.38	380.17	380.37	392.95	380.77
		N	3,290	3,095	3,372	3,352	3,270	3,094	3,033	3,014
	Unknown	Mean	392.20	378.42	360.12	344.68	368.94	370.25	383.07	370.19
		N	1,988	1,869	2,064	2,050	1,972	1,868	1,808	1,793

### 3.2.2 Mean Scale Scores Across Domain and Composite Scores 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 3.2.2.1**  
Mean Scale Scores by Grade

Grade		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	Mean	269.66	188.23	205.69	273.76	271.97	197.21	212.65	219.41
	N	237,519	237,512	237,498	237,510	237,509	237,492	237,509	237,486
1	Mean	319.57	291.10	261.51	276.65	299.74	277.32	300.44	284.85
	N	54,143	49,678	59,945	59,714	53,931	49,671	45,926	45,759
2	Mean	342.56	319.14	291.49	294.32	319.23	306.23	326.68	310.50
	N	54,219	50,176	55,909	55,679	53,977	50,160	48,899	48,690
3	Mean	359.81	336.69	307.17	306.12	333.57	322.45	343.87	325.90
	N	46,494	42,852	47,610	47,416	46,299	42,843	42,017	41,842
4	Mean	380.00	349.97	333.53	330.65	355.94	342.39	359.25	346.58
	N	36,183	33,542	36,770	36,641	36,054	33,537	33,088	32,967
5	Mean	386.00	355.31	340.87	331.44	359.37	348.65	364.79	352.01
	N	26,552	25,109	26,964	26,852	26,439	25,104	24,771	24,664
6	Mean	382.81	353.60	326.68	350.76	367.35	340.67	362.59	348.72
	N	22,661	20,607	23,062	22,924	22,516	20,602	20,303	20,168
7	Mean	386.79	358.95	329.67	348.20	368.17	344.81	367.60	351.91
	N	19,069	17,646	19,452	19,340	18,947	17,637	17,352	17,237
8	Mean	389.55	365.08	333.20	348.96	370.09	349.64	372.84	356.00
	N	18,004	16,697	18,324	18,176	17,851	16,694	16,452	16,318
9	Mean	380.27	377.27	354.97	333.41	357.80	366.71	378.45	364.23
	N	18,306	16,910	18,845	18,711	18,156	16,892	16,495	16,351
10	Mean	385.13	382.42	359.32	339.85	363.29	371.56	383.68	369.41
	N	16,810	15,733	17,321	17,231	16,709	15,723	15,342	15,242
11	Mean	387.88	386.89	364.85	347.27	368.22	376.55	387.71	374.40
	N	14,134	13,306	14,566	14,472	14,030	13,299	12,972	12,872
12	Mean	388.81	386.87	366.98	353.17	371.53	377.67	387.87	376.11
	N	9,467	8,991	9,783	9,708	9,389	8,986	8,731	8,656

**Table 3.2.2.2**  
Mean Scale Scores by Grade by Gender

Grade	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall	
K	F	Mean	275.35	190.27	210.78	282.58	279.23	200.78	215.78	224.09	
		N	110,488	110,484	110,480	110,482	110,481	110,478	110,482	110,473	
	M	Mean	264.93	186.68	201.52	266.27	265.86	194.34	210.15	215.57	
		N	125,399	125,396	125,386	125,396	125,396	125,382	125,395	125,381	
	Missing			247.68	169.08	181.80	252.79	250.48	175.65	192.64	197.90
		Mean	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632
1	F	N	321.42	292.04	266.77	278.38	301.33	280.25	301.52	287.21	
		Mean	25,682	23,427	28,053	27,943	25,585	23,426	21,854	21,781	
	M	N	317.88	290.24	256.93	275.16	298.29	274.71	299.44	282.70	
		Mean	28,291	26,107	31,695	31,576	28,178	26,101	23,940	23,847	
	Missing	N	321.05	292.01	251.08	268.38	300.50	274.46	302.28	284.64	
		Mean	170	144	197	195	168	144	132	131	
2	F	N	343.98	320.27	297.63	296.41	320.98	309.80	327.88	313.49	
		Mean	25,389	23,564	26,064	25,954	25,278	23,558	23,056	22,963	
	M	N	341.45	318.18	286.25	292.70	317.84	303.14	325.67	307.92	
		Mean	28,641	26,436	29,642	29,523	28,510	26,426	25,673	25,557	
	Missing	N	321.57	312.23	267.06	262.51	294.68	292.39	316.36	294.09	
		Mean	189	176	203	202	189	176	170	170	
3	F	N	360.25	337.51	313.86	307.58	334.47	326.05	344.52	328.64	
		Mean	21,397	19,770	21,834	21,737	21,299	19,766	19,428	19,333	
	M	N	359.53	336.04	301.59	305.09	332.94	319.44	343.36	323.62	
		Mean	24,949	22,954	25,621	25,525	24,853	22,949	22,468	22,389	
	Missing	N	343.69	326.38	286.64	271.23	309.59	306.48	332.54	308.74	
		Mean	148	128	155	154	147	128	121	120	
4	F	N	380.55	351.08	339.52	331.30	356.48	345.85	360.12	349.08	
		Mean	16,943	15,794	17,170	17,104	16,879	15,794	15,613	15,555	
	M	N	379.66	349.03	328.42	330.36	355.67	339.38	358.55	344.45	
		Mean	19,116	17,638	19,471	19,408	19,051	17,633	17,367	17,304	
	Missing	N	356.52	341.00	307.84	288.94	324.12	328.53	346.56	328.18	
		Mean	124	110	129	129	124	110	108	108	
5	F	N	385.94	356.01	346.80	331.11	359.11	351.92	365.21	354.14	
		Mean	12,322	11,673	12,478	12,426	12,270	11,671	11,546	11,496	
	M	N	386.14	354.75	335.86	331.82	359.68	345.88	364.49	350.21	
		Mean	14,167	13,377	14,422	14,366	14,110	13,374	13,167	13,113	
	Missing	N	368.32	342.69	314.03	309.07	339.58	329.76	350.64	333.07	
		Mean	63	59	64	60	59	59	58	55	

Grade	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
6	F	Mean	383.50	355.44	332.19	349.40	366.97	344.35	364.13	351.25
		N	10,440	9,590	10,589	10,527	10,373	9,587	9,471	9,407
	M	Mean	382.43	352.07	322.18	352.24	367.93	337.60	361.35	346.69
		N	12,065	10,873	12,312	12,237	11,988	10,871	10,691	10,621
	Missing	Mean	366.20	347.11	308.56	326.81	347.99	327.56	352.79	333.34
		N	156	144	161	160	155	144	141	140
7	F	Mean	387.49	361.21	334.70	346.26	367.53	348.36	369.46	354.25
		N	8,680	8,084	8,830	8,773	8,619	8,081	7,964	7,906
	M	Mean	386.31	357.08	325.57	349.94	368.82	341.87	366.08	350.00
		N	10,336	9,517	10,568	10,516	10,278	9,511	9,343	9,288
	Missing	Mean	366.43	347.11	307.69	319.76	343.28	328.38	353.64	333.53
		N	53	45	54	51	50	45	45	43
8	F	Mean	389.93	367.05	338.22	347.58	369.60	353.08	374.39	358.34
		N	8,260	7,746	8,407	8,330	8,182	7,746	7,633	7,562
	M	Mean	389.30	363.44	329.03	350.31	370.61	346.75	371.55	354.07
		N	9,704	8,911	9,875	9,804	9,629	8,908	8,781	8,718
	Missing	Mean	374.98	348.33	307.17	309.36	345.28	326.83	356.53	333.58
		N	40	40	42	42	40	40	38	38
9	F	Mean	380.08	379.55	360.43	333.61	357.76	370.49	379.85	366.74
		N	8,233	7,611	8,440	8,386	8,171	7,601	7,458	7,398
	M	Mean	380.62	375.50	350.69	333.68	358.14	363.74	377.41	362.33
		N	9,948	9,175	10,272	10,193	9,861	9,167	8,920	8,837
	Missing	Mean	364.20	369.06	339.42	299.95	333.60	354.47	368.05	349.60
		N	125	124	133	132	124	124	117	116
10	F	Mean	385.04	384.65	364.22	339.45	363.03	375.15	385.20	371.82
		N	7,732	7,283	7,951	7,910	7,688	7,280	7,117	7,074
	M	Mean	385.36	380.57	355.24	340.45	363.71	368.56	382.46	367.42
		N	9,018	8,394	9,305	9,257	8,962	8,387	8,173	8,117
	Missing	Mean	362.02	367.89	343.75	302.41	334.36	355.41	367.63	350.08
		N	60	56	65	64	59	56	52	51
11	F	Mean	386.06	387.48	368.35	344.66	366.01	378.38	387.44	374.89
		N	6,656	6,300	6,810	6,763	6,607	6,298	6,176	6,131
	M	Mean	389.61	386.40	361.84	349.75	370.35	374.96	388.01	374.04
		N	7,433	6,964	7,709	7,663	7,379	6,959	6,756	6,702
	Missing	Mean	372.60	379.48	350.43	317.76	344.02	366.07	377.55	358.82
		N	45	42	47	46	44	42	40	39
12	F	Mean	386.74	387.85	370.43	350.14	369.04	379.79	387.82	376.76
		N	4,661	4,471	4,786	4,756	4,630	4,469	4,365	4,332
	M	Mean	390.96	385.94	363.73	356.21	374.10	375.61	388.00	375.55
		N	4,786	4,499	4,975	4,930	4,739	4,496	4,347	4,305
	Missing	Mean	358.25	376.48	350.82	324.41	337.75	365.48	369.11	354.42
		N	20	21	22	22	20	21	19	19



**Table 3.2.2.3**  
Mean Scale Scores by Grade by Ethnicity

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	Non-Hispanic Asian	Mean	283.39	218.36	233.26	285.15	284.54	226.07	237.85	243.37
		N	32,274	32,273	32,271	32,270	32,270	32,271	32,273	32,270
	Non-Hispanic Pacific Islander	Mean	264.33	181.57	199.28	269.39	267.13	190.69	206.38	213.41
		N	1,773	1,771	1,772	1,773	1,773	1,771	1,771	1,771
	Non-Hispanic Black	Mean	273.30	198.63	212.45	288.38	281.12	205.81	221.02	228.19
		N	14,166	14,166	14,157	14,166	14,165	14,157	14,166	14,156
	Hispanic (Of Any Race)	Mean	266.10	180.59	198.54	269.55	268.08	189.80	206.23	213.07
		N	154,523	154,520	154,517	154,519	154,519	154,513	154,518	154,510
	Non-Hispanic American Indian	Mean	276.85	185.37	198.98	277.00	277.18	192.45	212.80	217.63
		N	2,308	2,307	2,308	2,308	2,308	2,307	2,307	2,307
	Non-Hispanic Multi-racial	Mean	295.35	213.29	224.71	307.82	301.85	219.27	237.88	243.80
		N	1,161	1,161	1,161	1,161	1,161	1,161	1,161	1,161
	Non-Hispanic White	Mean	281.01	199.40	218.90	288.78	285.16	209.41	223.87	231.91
		N	23,720	23,720	23,718	23,719	23,719	23,718	23,719	23,717
Unknown	Mean	250.95	172.87	191.53	250.11	250.79	182.42	196.29	202.72	
	N	10,027	10,027	10,027	10,027	10,027	10,027	10,027	10,027	
1	Non-Hispanic Asian	Mean	326.66	305.95	277.36	289.24	309.37	292.66	312.96	298.51
		N	3,927	3,629	4,248	4,227	3,909	3,629	3,409	3,396
	Non-Hispanic Pacific Islander	Mean	319.51	293.45	264.67	278.53	300.80	281.49	302.53	288.48
		N	130	118	144	144	130	118	110	110
	Non-Hispanic Black	Mean	315.49	291.04	258.37	277.60	298.60	276.71	299.36	284.36
		N	3,699	3,378	4,265	4,249	3,685	3,377	3,045	3,031
	Hispanic (Of Any Race)	Mean	318.88	289.08	259.85	274.45	298.27	275.32	298.78	282.95
		N	41,102	37,808	45,438	45,264	40,945	37,803	34,938	34,814
	Non-Hispanic American Indian	Mean	327.14	298.42	270.29	278.84	303.75	285.63	308.02	291.95
		N	625	562	682	680	623	562	527	525
	Non-Hispanic Multi-racial	Mean	326.42	303.05	271.21	293.41	310.73	289.16	310.35	296.45
		N	288	263	317	314	285	263	241	239
	Non-Hispanic White	Mean	325.01	297.74	268.95	290.71	309.20	284.59	306.53	292.58
		N	4,113	3,684	4,499	4,480	4,093	3,684	3,455	3,441
Unknown	Mean	308.68	287.48	246.81	259.93	287.18	269.21	294.58	275.67	
	N	872	796	1,024	1,022	868	795	716	714	

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
2	Non-Hispanic Asian	Mean	348.67	333.49	304.59	304.12	327.16	319.87	338.42	322.24
		N	3,628	3,430	3,722	3,705	3,610	3,429	3,359	3,344
	Non-Hispanic Pacific Islander	Mean	345.54	327.41	295.07	295.39	321.03	312.37	332.92	315.02
		N	136	123	142	140	134	123	119	117
	Non-Hispanic Black	Mean	337.77	314.64	286.08	291.46	315.58	301.60	322.39	306.60
		N	4,031	3,621	4,254	4,234	4,009	3,620	3,463	3,448
	Hispanic (Of Any Race)	Mean	342.07	317.73	290.53	293.06	318.30	304.96	325.50	309.26
		N	41,338	38,336	42,503	42,344	41,172	38,323	37,435	37,287
	Non-Hispanic American Indian	Mean	353.15	322.94	301.60	291.76	323.34	313.47	332.01	316.79
		N	650	580	669	665	646	580	568	564
	Non-Hispanic Multi-racial	Mean	351.45	329.75	299.21	303.24	328.17	315.14	336.21	319.44
		N	242	219	253	250	239	219	212	209
	Non-Hispanic White	Mean	348.98	327.74	298.02	309.42	330.07	313.93	334.69	319.27
		N	3,727	3,429	3,863	3,840	3,704	3,429	3,328	3,308
	Unknown	Mean	330.92	308.92	276.67	270.15	302.43	294.10	316.38	297.68
		N	978	899	1,039	1,031	968	898	862	854
3	Non-Hispanic Asian	Mean	370.16	345.97	317.74	312.95	342.26	332.64	353.66	335.69
		N	2,451	2,311	2,510	2,502	2,443	2,311	2,268	2,261
	Non-Hispanic Pacific Islander	Mean	366.54	340.36	314.64	316.98	342.21	328.43	348.69	332.69
		N	95	89	95	95	94	88	89	87
	Non-Hispanic Black	Mean	356.07	332.38	300.41	302.86	330.18	316.97	339.83	321.15
		N	3,987	3,574	4,138	4,114	3,964	3,574	3,465	3,450
	Hispanic (Of Any Race)	Mean	359.34	336.24	306.94	305.49	332.97	322.02	343.35	325.35
		N	35,622	32,886	36,384	36,240	35,479	32,881	32,305	32,176
	Non-Hispanic American Indian	Mean	361.60	339.43	319.35	301.83	332.29	329.73	346.65	330.92
		N	633	580	650	645	628	580	565	561
	Non-Hispanic Multi-racial	Mean	372.51	342.87	310.00	315.34	344.67	327.59	352.23	332.98
		N	202	178	206	204	199	177	174	171
	Non-Hispanic White	Mean	367.15	342.59	311.45	319.40	343.91	327.88	350.23	332.88
		N	2,960	2,734	3,047	3,039	2,950	2,731	2,678	2,666
	Unknown	Mean	344.95	326.91	295.94	288.90	317.99	312.67	332.96	315.00
		N	956	863	1,000	993	948	862	828	819
4	Non-Hispanic Asian	Mean	390.78	362.10	344.04	342.67	367.33	353.83	370.99	358.10
		N	1,629	1,529	1,651	1,643	1,621	1,529	1,510	1,503
	Non-Hispanic Pacific Islander	Mean	385.99	353.85	338.28	330.91	359.10	346.55	363.47	350.09
		N	106	102	108	107	105	102	100	99
	Non-Hispanic Black	Mean	376.28	345.85	327.34	330.52	354.17	337.47	355.39	342.68
		N	3,001	2,724	3,085	3,075	2,992	2,724	2,666	2,657
	Hispanic (Of Any Race)	Mean	379.97	349.48	333.32	329.39	355.27	341.96	358.84	346.01
		N	27,971	25,943	28,386	28,292	27,876	25,938	25,614	25,525
	Non-Hispanic American Indian	Mean	379.48	354.48	344.52	334.11	357.42	350.40	362.44	352.80
		N	618	580	624	621	615	580	575	573
	Non-Hispanic Multi-racial	Mean	388.77	356.99	334.25	341.70	365.78	346.15	366.19	351.61
		N	196	175	198	196	194	175	174	172
	Non-Hispanic White	Mean	386.22	356.17	338.41	345.37	366.40	347.80	365.44	353.58
		N	2,175	2,027	2,207	2,196	2,164	2,027	2,004	1,993
	Unknown	Mean	360.45	339.36	322.29	313.36	337.82	332.54	346.63	335.04
		N	891	822	919	915	887	822	803	799

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
5	Non-Hispanic Asian	Mean	393.39	365.27	348.32	338.57	366.26	357.48	374.24	360.29
		N	1,113	1,068	1,125	1,121	1,109	1,068	1,060	1,056
	Non-Hispanic Pacific Islander	Mean	381.94	357.32	340.32	330.55	356.95	349.63	365.53	352.42
		N	63	62	66	66	63	62	59	59
	Non-Hispanic Black	Mean	380.10	350.27	332.74	332.73	357.43	342.30	359.87	347.22
		N	2,278	2,097	2,347	2,338	2,268	2,095	2,041	2,032
	Hispanic (Of Any Race)	Mean	386.41	355.22	341.31	330.26	358.96	348.74	364.75	351.86
		N	20,384	19,283	20,649	20,563	20,300	19,281	19,066	18,987
	Non-Hispanic American Indian	Mean	390.72	361.72	360.88	329.12	360.11	362.26	370.40	361.65
		N	504	477	509	507	502	477	473	471
	Non-Hispanic Multi-racial	Mean	396.24	365.83	342.75	348.88	372.82	354.57	375.11	359.65
		N	111	104	111	111	111	104	104	104
	Non-Hispanic White	Mean	392.77	361.05	342.58	349.56	371.93	352.20	370.91	358.35
		N	1,524	1,472	1,559	1,553	1,518	1,472	1,443	1,437
Unknown	Mean	367.92	343.35	327.55	316.79	343.10	336.54	351.56	339.40	
	N	803	760	826	821	796	759	739	732	
6	Non-Hispanic Asian	Mean	396.60	365.13	338.02	365.98	381.63	352.26	374.84	361.15
		N	910	851	916	911	905	851	846	842
	Non-Hispanic Pacific Islander	Mean	378.43	350.17	323.09	344.58	360.83	335.79	357.77	341.80
		N	72	66	74	74	72	66	64	64
	Non-Hispanic Black	Mean	380.70	350.78	321.03	351.90	367.18	336.82	360.27	346.36
		N	1,954	1,694	2,020	2,011	1,945	1,694	1,649	1,642
	Hispanic (Of Any Race)	Mean	382.93	353.06	326.82	349.57	366.80	340.38	362.17	348.27
		N	17,226	15,737	17,505	17,395	17,109	15,732	15,520	15,409
	Non-Hispanic American Indian	Mean	382.71	359.44	337.86	350.11	366.52	348.90	366.54	354.13
		N	426	394	428	428	426	394	393	393
	Non-Hispanic Multi-racial	Mean	394.30	360.45	330.47	360.64	377.42	345.66	370.92	355.24
		N	117	110	120	118	115	110	108	106
	Non-Hispanic White	Mean	387.57	359.50	330.36	366.55	377.57	345.40	368.07	354.93
		N	1,324	1,207	1,338	1,329	1,315	1,207	1,201	1,192
Unknown	Mean	365.74	347.52	315.21	334.85	350.68	332.13	353.45	338.00	
	N	874	776	909	902	867	776	746	740	
7	Non-Hispanic Asian	Mean	397.92	370.06	340.88	363.02	380.97	355.81	378.54	363.44
		N	752	721	762	759	749	721	716	713
	Non-Hispanic Pacific Islander	Mean	383.52	356.78	331.77	349.95	367.00	344.73	365.55	351.38
		N	60	55	60	60	60	55	55	55
	Non-Hispanic Black	Mean	379.42	354.37	322.19	349.59	365.09	339.24	362.31	347.31
		N	1,675	1,445	1,717	1,702	1,658	1,443	1,416	1,401
	Hispanic (Of Any Race)	Mean	387.20	358.41	329.57	346.37	367.51	344.43	367.31	351.40
		N	14,451	13,444	14,746	14,668	14,366	13,437	13,214	13,130
	Non-Hispanic American Indian	Mean	388.97	361.83	341.46	346.79	368.21	351.27	369.56	355.91
		N	322	286	327	323	318	286	282	280
	Non-Hispanic Multi-racial	Mean	394.85	362.64	332.28	365.40	380.27	347.92	372.72	357.84
		N	88	88	90	90	88	88	87	87
	Non-Hispanic White	Mean	393.43	366.51	334.16	365.25	379.72	350.71	374.91	359.50
		N	1,224	1,152	1,239	1,230	1,214	1,152	1,141	1,133
Unknown	Mean	372.35	353.78	324.54	340.33	356.83	339.89	359.73	345.06	
	N	682	640	700	697	679	640	624	621	

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
8	Non-Hispanic Asian	Mean	401.87	375.86	345.83	366.35	384.72	361.44	383.88	368.22
		N	671	621	679	674	666	621	617	612
	Non-Hispanic Pacific Islander	Mean	382.47	360.76	328.98	350.39	367.15	346.43	368.18	352.24
		N	59	51	61	61	59	51	50	50
	Non-Hispanic Black	Mean	380.39	359.32	324.67	348.13	365.05	342.64	366.37	349.71
		N	1,471	1,323	1,508	1,501	1,463	1,323	1,294	1,288
	Hispanic (Of Any Race)	Mean	389.52	364.68	332.84	346.39	368.80	349.23	372.54	355.35
		N	13,886	12,931	14,124	14,006	13,764	12,928	12,745	12,638
	Non-Hispanic American	Mean	400.70	374.59	353.89	368.76	385.51	364.79	382.77	371.19
		N	312	300	316	312	308	300	297	293
	Non-Hispanic Multi-racial	Mean	406.93	379.41	345.42	372.41	390.51	364.02	388.77	371.85
		N	70	63	71	70	69	63	62	61
	Non-Hispanic White	Mean	397.94	372.84	338.79	370.46	385.21	356.20	380.57	364.95
		N	1,078	997	1,092	1,081	1,067	997	987	978
Unknown	Mean	380.65	358.71	329.48	345.37	363.44	344.38	365.20	349.77	
	N	603	543	621	617	599	543	530	526	
9	Non-Hispanic Asian	Mean	392.59	388.25	366.86	349.62	372.19	378.00	390.06	376.75
		N	690	650	709	706	686	650	631	628
	Non-Hispanic Pacific Islander	Mean	381.96	381.11	353.13	337.96	360.69	367.69	381.24	365.27
		N	72	71	77	76	71	71	67	66
	Non-Hispanic Black	Mean	369.80	373.64	346.34	327.28	349.92	361.07	372.87	358.38
		N	1,780	1,583	1,873	1,859	1,766	1,579	1,528	1,514
	Hispanic (Of Any Race)	Mean	379.32	376.64	354.70	331.65	356.38	366.15	377.66	363.30
		N	13,760	12,748	14,128	14,025	13,641	12,735	12,452	12,336
	Non-Hispanic American	Mean	411.31	384.01	373.65	354.32	383.04	380.84	393.16	382.23
		N	275	248	277	275	272	247	245	241
	Non-Hispanic Multi-racial	Mean	390.69	384.46	356.84	339.07	366.61	372.39	388.67	373.32
		N	78	76	82	83	77	75	70	68
	Non-Hispanic White	Mean	390.68	386.03	362.22	351.81	372.44	374.59	387.77	374.18
		N	1,036	969	1,064	1,060	1,033	969	946	944
Unknown	Mean	386.00	372.78	353.80	332.83	360.22	363.82	377.19	363.21	
	N	773	719	801	795	766	718	698	692	
10	Non-Hispanic Asian	Mean	394.23	392.19	369.78	353.96	374.77	381.70	393.04	379.85
		N	656	621	668	663	650	620	614	608
	Non-Hispanic Pacific Islander	Mean	404.29	393.56	367.69	365.94	386.00	381.44	397.11	382.95
		N	65	63	67	66	64	63	62	61
	Non-Hispanic Black	Mean	378.17	378.55	352.04	335.83	357.76	366.14	378.83	363.99
		N	1,807	1,615	1,881	1,873	1,798	1,614	1,565	1,555
	Hispanic (Of Any Race)	Mean	384.20	381.89	358.93	337.62	361.69	370.98	382.98	368.45
		N	12,699	11,936	13,074	13,006	12,623	11,929	11,642	11,568
	Non-Hispanic American	Mean	400.78	378.18	367.36	349.12	375.72	375.00	386.01	376.25
		N	226	209	229	230	226	208	206	205
	Non-Hispanic Multi-racial	Mean	402.78	389.03	368.06	371.39	386.80	378.65	392.86	381.42
		N	83	80	85	84	82	80	78	77
	Non-Hispanic White	Mean	396.10	391.38	367.79	360.80	379.73	380.31	393.52	380.87
		N	951	907	976	966	941	907	887	878
Unknown	Mean	395.16	380.79	363.18	352.18	374.27	373.35	385.64	373.88	
	N	503	476	525	525	503	476	458	458	

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
11	Non-Hispanic Asian	Mean	397.99	394.26	375.93	358.65	378.84	385.66	395.82	384.04
		N	614	585	622	620	612	585	578	576
	Non-Hispanic Pacific Islander	Mean	386.11	382.07	369.76	330.70	358.63	377.98	384.05	372.77
		N	46	43	46	46	46	43	43	43
	Non-Hispanic Black	Mean	375.80	380.67	357.47	338.67	357.53	369.91	379.43	366.02
		N	1,701	1,551	1,784	1,768	1,686	1,551	1,484	1,471
	Hispanic (Of Any Race)	Mean	387.80	386.95	364.38	346.06	367.64	376.27	387.74	374.07
		N	10,448	9,884	10,759	10,689	10,368	9,878	9,644	9,567
	Non-Hispanic American	Mean	402.96	387.90	377.80	352.89	378.03	383.75	392.69	382.18
		N	224	213	228	228	224	213	209	209
	Non-Hispanic Multi-racial	Mean	387.35	388.48	365.11	343.56	366.25	379.77	390.96	380.12
		N	57	56	62	61	56	56	52	51
	Non-Hispanic White	Mean	399.12	395.80	374.21	369.46	385.25	385.88	397.25	386.05
		N	782	737	800	798	779	736	727	723
	Unknown	Mean	396.00	382.01	366.38	353.72	374.67	375.12	386.69	374.95
		N	381	354	394	389	376	354	344	339
12	Non-Hispanic Asian	Mean	399.02	395.32	380.79	362.24	381.09	388.69	396.48	386.25
		N	465	455	479	476	462	455	442	439
	Non-Hispanic Pacific Islander	Mean	409.69	404.34	385.80	362.89	386.51	395.80	406.71	393.39
		N	45	41	45	45	45	41	41	41
	Non-Hispanic Black	Mean	378.06	381.08	360.44	344.73	361.89	371.84	380.26	368.76
		N	1,590	1,474	1,671	1,652	1,569	1,473	1,414	1,394
	Hispanic (Of Any Race)	Mean	389.36	387.43	367.32	353.14	371.79	377.97	388.49	376.45
		N	6,470	6,183	6,665	6,620	6,425	6,179	6,017	5,974
	Non-Hispanic American	Mean	392.08	380.24	365.71	352.32	372.88	374.40	383.90	373.93
		N	109	98	112	111	108	98	97	96
	Non-Hispanic Multi-racial	Mean	414.43	396.89	377.41	370.42	393.52	387.48	402.42	389.75
		N	58	56	59	59	58	56	55	55
	Non-Hispanic White	Mean	401.02	392.90	373.41	375.78	388.80	383.67	395.64	385.70
		N	521	482	532	528	517	482	473	469
	Unknown	Mean	397.80	383.60	362.97	350.45	374.56	374.67	388.53	375.22
		N	331	320	344	341	327	320	308	304

### 3.2.3 Correlations

The tables in this section show 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.

**Table 3.2.3.1**

Correlations Among Scale Scores: K

		<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>Listening</b>	Pearson Correlation	1	.520	.548	.769
	N	237,519	237,509	237,497	237,509
<b>Reading</b>	Pearson Correlation		1	.720	.476
	N		237,512	237,492	237,501
<b>Writing</b>	Pearson Correlation			1	.523
	N			237,498	237,491
<b>Speaking</b>	Pearson Correlation				1
	N				237,510

**Table 3.2.3.2**

Correlations Among Scale Scores: 1

		<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>Listening</b>	Pearson Correlation	1	.496	.449	.451
	N	54,143	45,926	54,134	53,931
<b>Reading</b>	Pearson Correlation		1	.550	.426
	N		49,678	49,671	49,496
<b>Writing</b>	Pearson Correlation			1	.479
	N			59,945	59,703
<b>Speaking</b>	Pearson Correlation				1
	N				59,714

**Table 3.2.3.3**

Correlations Among Scale Scores: 2

		<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>Listening</b>	Pearson Correlation	1	.544	.450	.458
	N	54,219	48,899	54,200	53,977
<b>Reading</b>	Pearson Correlation		1	.620	.467
	N		50,176	50,160	49,972
<b>Writing</b>	Pearson Correlation			1	.493
	N			55,909	55,659
<b>Speaking</b>	Pearson Correlation				1
	N				55,679

**Table 3.2.3.4**

Correlations Among Scale Scores: 3

		<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>Listening</b>	Pearson Correlation	1	.651	.505	.486
	N	46,494	42,017	46,484	46,299
<b>Reading</b>	Pearson Correlation		1	.580	.489
	N		42,852	42,843	42,682
<b>Writing</b>	Pearson Correlation			1	.492
	N			47,610	47,406
<b>Speaking</b>	Pearson Correlation				1
	N				47,416

**Table 3.2.3.5**

Correlations Among Scale Scores: 4–5

		<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>Listening</b>	Pearson Correlation	1	.679	.584	.518
	N	62,735	57,859	62,725	62,493
<b>Reading</b>	Pearson Correlation		1	.633	.558
	N		58,651	58,641	58,423
<b>Writing</b>	Pearson Correlation			1	.546
	N			63,734	63,484
<b>Speaking</b>	Pearson Correlation				1
	N				63,493

**Table 3.2.3.6**

Correlations Among Scale Scores: 6–8

		<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>Listening</b>	Pearson Correlation	1	.662	.666	.617
	N	59,734	54,107	59,714	59,314
<b>Reading</b>	Pearson Correlation		1	.623	.553
	N		54,950	54,933	54,581
<b>Writing</b>	Pearson Correlation			1	.644
	N			60,838	60,416
<b>Speaking</b>	Pearson Correlation				1
	N				60,440

**Table 3.2.3.7**

Correlations Among Scale Scores: 9–12

		<b>Listening</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking</b>
<b>Listening</b>	Pearson Correlation	1	.699	.637	.620
	N	58,717	53,540	58,671	58,284
<b>Reading</b>	Pearson Correlation		1	.676	.609
	N		54,940	54,900	54,548
<b>Writing</b>	Pearson Correlation			1	.633
	N			60,515	60,072
<b>Speaking</b>	Pearson Correlation				1
	N				60,122



### 3.3 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.

#### 3.3.1 Listening

##### 3.3.1.1 By Cluster by Tier

**Table 3.3.1.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Listening

Cluster	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	60,206	23,230	20,650	13,817	35,982	83,634	237,519
1	A	1,506	2,522	3,394	2,572	7,047	6,026	23,067
	B	115	176	1,036	685	2,726	13,226	17,964
	C	55	341	1,903	1,151	4,841	4,821	13,112
2	A	1,145	1,995	1,854	1,492	4,033	0	10,519
	B	56	321	1,160	2,398	2,370	14,646	20,951
	C	42	679	4,351	2,588	7,445	7,644	22,749
3	A	519	1,434	2,034	1,294	1,164	1,049	7,494
	B	204	649	2,016	2,389	2,851	3,851	11,960
	C	27	290	1,505	3,102	8,271	13,845	27,040
4-5	A	1,183	2,250	2,895	1,990	1,866	928	11,112
	B	132	454	2,158	1,712	3,393	4,671	12,520
	C	20	291	2,248	4,019	12,883	19,642	39,103
6-8	A	3,374	5,200	2,820	1,577	1,052	662	14,685
	B	304	2,312	3,954	2,744	2,934	1,353	13,601
	C	8	147	2,026	5,135	8,489	15,643	31,448
9-12	A	6,658	5,663	2,501	1,160	403	2	16,387
	B	631	2,198	4,980	3,944	2,189	1,726	15,668
	C	197	1,421	5,273	8,265	6,445	5,061	26,662

**Table 3.3.1.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Listening

Cluster	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	25.3%	9.8%	8.7%	5.8%	15.1%	35.2%	100.0%
1	A	6.5%	10.9%	14.7%	11.2%	30.6%	26.1%	100.0%
	B	0.6%	1.0%	5.8%	3.8%	15.2%	73.6%	100.0%
	C	0.4%	2.6%	14.5%	8.8%	36.9%	36.8%	100.0%
2	A	10.9%	19.0%	17.6%	14.2%	38.3%	0.0%	100.0%
	B	0.3%	1.5%	5.5%	11.4%	11.3%	69.9%	100.0%
	C	0.2%	3.0%	19.1%	11.4%	32.7%	33.6%	100.0%
3	A	6.9%	19.1%	27.1%	17.3%	15.5%	14.0%	100.0%
	B	1.7%	5.4%	16.9%	20.0%	23.8%	32.2%	100.0%
	C	0.1%	1.1%	5.6%	11.5%	30.6%	51.2%	100.0%
4-5	A	10.6%	20.2%	26.1%	17.9%	16.8%	8.4%	100.0%
	B	1.1%	3.6%	17.2%	13.7%	27.1%	37.3%	100.0%
	C	0.1%	0.7%	5.7%	10.3%	32.9%	50.2%	100.0%
6-8	A	23.0%	35.4%	19.2%	10.7%	7.2%	4.5%	100.0%
	B	2.2%	17.0%	29.1%	20.2%	21.6%	9.9%	100.0%
	C	0.0%	0.5%	6.4%	16.3%	27.0%	49.7%	100.0%
9-12	A	40.6%	34.6%	15.3%	7.1%	2.5%	0.0%	100.0%
	B	4.0%	14.0%	31.8%	25.2%	14.0%	11.0%	100.0%
	C	0.7%	5.3%	19.8%	31.0%	24.2%	19.0%	100.0%

### 3.3.1.2 By Grade by Tier

**Table 3.3.1.2.1**

Proficiency Level by Grade By Tier (Count): Listening

Grade	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	60,206	23,230	20,650	13,817	35,982	83,634	237,519
1	A	1,506	2,522	3,394	2,572	7,047	6,026	23,067
	B	115	176	1,036	685	2,726	13,226	17,964
	C	55	341	1,903	1,151	4,841	4,821	13,112
2	A	1,145	1,995	1,854	1,492	4,033	0	10,519
	B	56	321	1,160	2,398	2,370	14,646	20,951
	C	42	679	4,351	2,588	7,445	7,644	22,749
3	A	519	1,434	2,034	1,294	1,164	1,049	7,494
	B	204	649	2,016	2,389	2,851	3,851	11,960
	C	27	290	1,505	3,102	8,271	13,845	27,040
4	A	525	1,180	1,518	1,043	926	639	5,831
	B	66	246	938	1,202	1,900	2,812	7,164
	C	4	101	1,281	2,357	7,614	11,831	23,188
5	A	658	1,070	1,377	947	940	289	5,281
	B	66	208	1,220	510	1,493	1,859	5,356
	C	16	190	967	1,662	5,269	7,811	15,915
6	A	865	1,942	911	692	321	347	5,078
	B	64	581	1,312	1,054	1,065	622	4,698
	C	4	49	874	2,809	3,239	5,910	12,885
7	A	1,301	1,360	1,132	315	499	136	4,743
	B	126	751	1,322	1,065	895	321	4,480
	C	2	47	546	1,232	3,339	4,680	9,846
8	A	1,208	1,898	777	570	232	179	4,864
	B	114	980	1,320	625	974	410	4,423
	C	2	51	606	1,094	1,911	5,053	8,717
9	A	1,751	2,693	842	256	238	0	5,780
	B	55	560	1,426	1,071	888	668	4,668
	C	6	194	1,626	2,527	1,689	1,816	7,858
10	A	1,907	1,688	720	387	71	2	4,775
	B	115	571	1,300	1,496	370	583	4,435
	C	25	330	1,265	2,198	2,445	1,337	7,600
11	A	1,837	853	656	407	50	0	3,803
	B	189	665	1,299	839	562	319	3,873
	C	42	482	1,256	2,081	1,358	1,239	6,458
12	A	1,163	429	283	110	44	0	2,029
	B	272	402	955	538	369	156	2,692
	C	124	415	1,126	1,459	953	669	4,746

**Table 3.3.1.2.2**

Proficiency Level by Grade By Tier (Percent): Listening

Grade	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	
K	-	25.3%	9.8%	8.7%	5.8%	15.1%	35.2%	100.0%
1	A	6.5%	10.9%	14.7%	11.2%	30.6%	26.1%	100.0%
	B	0.6%	1.0%	5.8%	3.8%	15.2%	73.6%	100.0%
	C	0.4%	2.6%	14.5%	8.8%	36.9%	36.8%	100.0%
2	A	10.9%	19.0%	17.6%	14.2%	38.3%	0.0%	100.0%
	B	0.3%	1.5%	5.5%	11.4%	11.3%	69.9%	100.0%
	C	0.2%	3.0%	19.1%	11.4%	32.7%	33.6%	100.0%
3	A	6.9%	19.1%	27.1%	17.3%	15.5%	14.0%	100.0%
	B	1.7%	5.4%	16.9%	20.0%	23.8%	32.2%	100.0%
	C	0.1%	1.1%	5.6%	11.5%	30.6%	51.2%	100.0%
4	A	9.0%	20.2%	26.0%	17.9%	15.9%	11.0%	100.0%
	B	0.9%	3.4%	13.1%	16.8%	26.5%	39.3%	100.0%
	C	0.0%	0.4%	5.5%	10.2%	32.8%	51.0%	100.0%
5	A	12.5%	20.3%	26.1%	17.9%	17.8%	5.5%	100.0%
	B	1.2%	3.9%	22.8%	9.5%	27.9%	34.7%	100.0%
	C	0.1%	1.2%	6.1%	10.4%	33.1%	49.1%	100.0%
6	A	17.0%	38.2%	17.9%	13.6%	6.3%	6.8%	100.0%
	B	1.4%	12.4%	27.9%	22.4%	22.7%	13.2%	100.0%
	C	0.0%	0.4%	6.8%	21.8%	25.1%	45.9%	100.0%
7	A	27.4%	28.7%	23.9%	6.6%	10.5%	2.9%	100.0%
	B	2.8%	16.8%	29.5%	23.8%	20.0%	7.2%	100.0%
	C	0.0%	0.5%	5.5%	12.5%	33.9%	47.5%	100.0%
8	A	24.8%	39.0%	16.0%	11.7%	4.8%	3.7%	100.0%
	B	2.6%	22.2%	29.8%	14.1%	22.0%	9.3%	100.0%
	C	0.0%	0.6%	7.0%	12.6%	21.9%	58.0%	100.0%
9	A	30.3%	46.6%	14.6%	4.4%	4.1%	0.0%	100.0%
	B	1.2%	12.0%	30.5%	22.9%	19.0%	14.3%	100.0%
	C	0.1%	2.5%	20.7%	32.2%	21.5%	23.1%	100.0%
10	A	39.9%	35.4%	15.1%	8.1%	1.5%	0.0%	100.0%
	B	2.6%	12.9%	29.3%	33.7%	8.3%	13.1%	100.0%
	C	0.3%	4.3%	16.6%	28.9%	32.2%	17.6%	100.0%
11	A	48.3%	22.4%	17.2%	10.7%	1.3%	0.0%	100.0%
	B	4.9%	17.2%	33.5%	21.7%	14.5%	8.2%	100.0%
	C	0.7%	7.5%	19.4%	32.2%	21.0%	19.2%	100.0%
12	A	57.3%	21.1%	13.9%	5.4%	2.2%	0.0%	100.0%
	B	10.1%	14.9%	35.5%	20.0%	13.7%	5.8%	100.0%
	C	2.6%	8.7%	23.7%	30.7%	20.1%	14.1%	100.0%

### 3.3.1.3 By Grade

**Table 3.3.1.3.1**

Proficiency Level by Grade (Count): Listening

	Listening Proficiency Range						Total
	1	2	3	4	5	6	
K	60,206	23,230	20,650	13,817	35,982	83,634	237,519
1	1,676	3,039	6,333	4,408	14,614	24,073	54,143
2	1,243	2,995	7,365	6,478	13,848	22,290	54,219
3	750	2,373	5,555	6,785	12,286	18,745	46,494
4	595	1,527	3,737	4,602	10,440	15,282	36,183
5	740	1,468	3,564	3,119	7,702	9,959	26,552
6	933	2,572	3,097	4,555	4,625	6,879	22,661
7	1,429	2,158	3,000	2,612	4,733	5,137	19,069
8	1,324	2,929	2,703	2,289	3,117	5,642	18,004
9	1,812	3,447	3,894	3,854	2,815	2,484	18,306
10	2,047	2,589	3,285	4,081	2,886	1,922	16,810
11	2,068	2,000	3,211	3,327	1,970	1,558	14,134
12	1,559	1,246	2,364	2,107	1,366	825	9,467

**Table 3.3.1.3.2**

Proficiency Level by Grade (Percent): Listening

	Listening Proficiency Range						Total
	1	2	3	4	5	6	
K	25.3%	9.8%	8.7%	5.8%	15.1%	35.2%	100.0%
1	3.1%	5.6%	11.7%	8.1%	27.0%	44.5%	100.0%
2	2.3%	5.5%	13.6%	11.9%	25.5%	41.1%	100.0%
3	1.6%	5.1%	11.9%	14.6%	26.4%	40.3%	100.0%
4	1.6%	4.2%	10.3%	12.7%	28.9%	42.2%	100.0%
5	2.8%	5.5%	13.4%	11.7%	29.0%	37.5%	100.0%
6	4.1%	11.3%	13.7%	20.1%	20.4%	30.4%	100.0%
7	7.5%	11.3%	15.7%	13.7%	24.8%	26.9%	100.0%
8	7.4%	16.3%	15.0%	12.7%	17.3%	31.3%	100.0%
9	9.9%	18.8%	21.3%	21.1%	15.4%	13.6%	100.0%
10	12.2%	15.4%	19.5%	24.3%	17.2%	11.4%	100.0%
11	14.6%	14.2%	22.7%	23.5%	13.9%	11.0%	100.0%
12	16.5%	13.2%	25.0%	22.3%	14.4%	8.7%	100.0%

### 3.3.2 Reading

#### 3.3.2.1 By Cluster by Tier

**Table 3.3.2.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Reading

Cluster	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	169,840	8,233	22,270	14,468	22,701	0	237,512
1	A	8,601	7,284	3,268	836	1,357	821	22,167
	B	117	2,978	5,925	2,549	2,228	2,057	15,854
	C	172	2,273	4,022	1,494	2,121	1,575	11,657
2	A	4,612	2,244	1,166	1,248	773	0	10,043
	B	1,415	4,706	3,997	2,078	3,277	3,721	19,194
	C	646	3,620	5,012	3,014	4,674	3,973	20,939
3	A	3,232	1,935	796	224	479	370	7,036
	B	1,155	3,664	2,888	1,202	1,303	1,038	11,250
	C	185	2,042	8,251	4,841	5,923	3,324	24,566
4-5	A	4,980	2,347	1,466	890	839	94	10,616
	B	1,078	3,583	2,929	1,448	1,558	1,358	11,954
	C	209	4,458	9,791	5,572	9,648	6,403	36,081
6-8	A	6,147	4,948	1,728	444	566	192	14,025
	B	1,266	4,773	3,203	1,018	1,026	825	12,111
	C	1,116	8,656	9,369	3,631	3,930	2,112	28,814
9-12	A	5,507	6,226	2,431	731	798	353	16,046
	B	2,258	5,924	2,982	882	1,117	1,098	14,261
	C	333	4,338	5,937	3,193	5,889	4,943	24,633

**Table 3.3.2.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Reading

Cluster	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	71.5%	3.5%	9.4%	6.1%	9.6%	0.0%	100.0%
1	A	38.8%	32.9%	14.7%	3.8%	6.1%	3.7%	100.0%
	B	0.7%	18.8%	37.4%	16.1%	14.1%	13.0%	100.0%
	C	1.5%	19.5%	34.5%	12.8%	18.2%	13.5%	100.0%
2	A	45.9%	22.3%	11.6%	12.4%	7.7%	0.0%	100.0%
	B	7.4%	24.5%	20.8%	10.8%	17.1%	19.4%	100.0%
	C	3.1%	17.3%	23.9%	14.4%	22.3%	19.0%	100.0%
3	A	45.9%	27.5%	11.3%	3.2%	6.8%	5.3%	100.0%
	B	10.3%	32.6%	25.7%	10.7%	11.6%	9.2%	100.0%
	C	0.8%	8.3%	33.6%	19.7%	24.1%	13.5%	100.0%
4-5	A	46.9%	22.1%	13.8%	8.4%	7.9%	0.9%	100.0%
	B	9.0%	30.0%	24.5%	12.1%	13.0%	11.4%	100.0%
	C	0.6%	12.4%	27.1%	15.4%	26.7%	17.7%	100.0%
6-8	A	43.8%	35.3%	12.3%	3.2%	4.0%	1.4%	100.0%
	B	10.5%	39.4%	26.4%	8.4%	8.5%	6.8%	100.0%
	C	3.9%	30.0%	32.5%	12.6%	13.6%	7.3%	100.0%
9-12	A	34.3%	38.8%	15.2%	4.6%	5.0%	2.2%	100.0%
	B	15.8%	41.5%	20.9%	6.2%	7.8%	7.7%	100.0%
	C	1.4%	17.6%	24.1%	13.0%	23.9%	20.1%	100.0%

### 3.3.2.2 By Grade by Tier

**Table 3.3.2.2.1**

Proficiency Level by Grade By Tier (Count): Reading

Grade	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	169,840	8,233	22,270	14,468	22,701	0	237,512
1	A	8,601	7,284	3,268	836	1,357	821	22,167
	B	117	2,978	5,925	2,549	2,228	2,057	15,854
	C	172	2,273	4,022	1,494	2,121	1,575	11,657
2	A	4,612	2,244	1,166	1,248	773	0	10,043
	B	1,415	4,706	3,997	2,078	3,277	3,721	19,194
	C	646	3,620	5,012	3,014	4,674	3,973	20,939
3	A	3,232	1,935	796	224	479	370	7,036
	B	1,155	3,664	2,888	1,202	1,303	1,038	11,250
	C	185	2,042	8,251	4,841	5,923	3,324	24,566
4	A	2,540	1,308	536	570	480	92	5,526
	B	493	2,021	1,665	816	1,000	789	6,784
	C	81	2,114	6,046	3,483	5,798	3,710	21,232
5	A	2,440	1,039	930	320	359	2	5,090
	B	585	1,562	1,264	632	558	569	5,170
	C	128	2,344	3,745	2,089	3,850	2,693	14,849
6	A	1,786	1,931	649	143	217	68	4,794
	B	366	1,642	1,278	209	455	255	4,205
	C	385	3,798	3,847	1,439	1,397	742	11,608
7	A	2,162	1,450	616	141	103	81	4,553
	B	436	1,712	938	375	269	268	3,998
	C	370	2,517	3,232	1,127	1,197	652	9,095
8	A	2,199	1,567	463	160	246	43	4,678
	B	464	1,419	987	434	302	302	3,908
	C	361	2,341	2,290	1,065	1,336	718	8,111
9	A	1,949	2,326	808	185	196	192	5,656
	B	450	1,718	999	237	384	408	4,196
	C	73	907	1,954	924	1,817	1,383	7,058
10	A	1,822	1,568	672	215	321	80	4,678
	B	588	1,662	934	183	363	275	4,005
	C	74	984	1,718	898	1,893	1,483	7,050
11	A	1,088	1,511	680	202	143	80	3,704
	B	610	1,454	625	352	192	322	3,555
	C	86	1,195	1,217	798	1,324	1,427	6,047
12	A	648	821	271	129	138	1	2,008
	B	610	1,090	424	110	178	93	2,505
	C	100	1,252	1,048	573	855	650	4,478



**Table 3.3.2.2.2**

Proficiency Level by Grade By Tier (Percent): Reading

Grade	Tier	Reading Proficiency Range						Total
		1	2	3	4	5	6	
K	-	71.5%	3.5%	9.4%	6.1%	9.6%	0.0%	100.0%
1	A	38.8%	32.9%	14.7%	3.8%	6.1%	3.7%	100.0%
	B	0.7%	18.8%	37.4%	16.1%	14.1%	13.0%	100.0%
	C	1.5%	19.5%	34.5%	12.8%	18.2%	13.5%	100.0%
2	A	45.9%	22.3%	11.6%	12.4%	7.7%	0.0%	100.0%
	B	7.4%	24.5%	20.8%	10.8%	17.1%	19.4%	100.0%
	C	3.1%	17.3%	23.9%	14.4%	22.3%	19.0%	100.0%
3	A	45.9%	27.5%	11.3%	3.2%	6.8%	5.3%	100.0%
	B	10.3%	32.6%	25.7%	10.7%	11.6%	9.2%	100.0%
	C	0.8%	8.3%	33.6%	19.7%	24.1%	13.5%	100.0%
4	A	46.0%	23.7%	9.7%	10.3%	8.7%	1.7%	100.0%
	B	7.3%	29.8%	24.5%	12.0%	14.7%	11.6%	100.0%
	C	0.4%	10.0%	28.5%	16.4%	27.3%	17.5%	100.0%
5	A	47.9%	20.4%	18.3%	6.3%	7.1%	0.0%	100.0%
	B	11.3%	30.2%	24.4%	12.2%	10.8%	11.0%	100.0%
	C	0.9%	15.8%	25.2%	14.1%	25.9%	18.1%	100.0%
6	A	37.3	40.3%	13.5%	3.0%	4.5%	1.4%	100.0%
	B	8.7%	39.0%	30.4%	5.0%	10.8%	6.1%	100.0%
	C	3.3%	32.7%	33.1%	12.4%	12.0%	6.4%	100.0%
7	A	47.5%	31.8%	13.5%	3.1%	2.3%	1.8%	100.0%
	B	10.9%	42.8%	23.5%	9.4%	6.7%	6.7%	100.0%
	C	4.1%	27.7%	35.5%	12.4%	13.2%	7.2%	100.0%
8	A	47.0%	33.5%	9.9%	3.4%	5.3%	0.9%	100.0%
	B	11.9%	36.3%	25.3%	11.1%	7.7%	7.7%	100.0%
	C	4.5%	28.9%	28.2%	13.1%	16.5%	8.9%	100.0%
9	A	34.5%	41.1%	14.3%	3.3%	3.5%	3.4%	100.0%
	B	10.7%	40.9%	23.8%	5.6%	9.2%	9.7%	100.0%
	C	1.0%	12.9%	27.7%	13.1%	25.7%	19.6%	100.0%
10	A	38.9%	33.5%	14.4%	4.6%	6.9%	1.7%	100.0%
	B	14.7%	41.5%	23.3%	4.6%	9.1%	6.9%	100.0%
	C	1.0%	14.0%	24.4%	12.7%	26.9%	21.0%	100.0%
11	A	29.4%	40.8%	18.4%	5.5%	3.9%	2.2%	100.0%
	B	17.2%	40.9%	17.6%	9.9%	5.4%	9.1%	100.0%
	C	1.4%	19.8%	20.1%	13.2%	21.9%	23.6%	100.0%
12	A	32.3%	40.9%	13.5%	6.4%	6.9%	0.0%	100.0%
	B	24.4%	43.5%	16.9%	4.4%	7.1%	3.7%	100.0%
	C	2.2%	28.0%	23.4%	12.8%	19.1%	14.5%	100.0%

### 3.3.2.3 By Grade

**Table 3.3.2.3.1**

Proficiency Level by Grade (Count): Reading

	Reading Proficiency Range						Total
	1	2	3	4	5	6	
K	169,840	8,233	22,270	14,468	22,701	0	237,512
1	8,890	12,535	13,215	4,879	5,706	4,453	49,678
2	6,673	10,570	10,175	6,340	8,724	7,694	50,176
3	4,572	7,641	11,935	6,267	7,705	4,732	42,852
4	3,114	5,443	8,247	4,869	7,278	4,591	33,542
5	3,153	4,945	5,939	3,041	4,767	3,264	25,109
6	2,537	7,371	5,774	1,791	2,069	1,065	20,607
7	2,968	5,679	4,786	1,643	1,569	1,001	17,646
8	3,024	5,327	3,740	1,659	1,884	1,063	16,697
9	2,472	4,951	3,761	1,346	2,397	1,983	16,910
10	2,484	4,214	3,324	1,296	2,577	1,838	15,733
11	1,784	4,160	2,522	1,352	1,659	1,829	13,306
12	1,358	3,163	1,743	812	1,171	744	8,991

**Table 3.3.2.3.2**

Proficiency Level by Grade (Percent): Reading

	Reading Proficiency Range						Total
	1	2	3	4	5	6	
K	71.5%	3.5%	9.4%	6.1%	9.6%	0.0%	100.0%
1	17.9%	25.2%	26.6%	9.8%	11.5%	9.0%	100.0%
2	13.3%	21.1%	20.3%	12.6%	17.4%	15.3%	100.0%
3	10.7%	17.8%	27.9%	14.6%	18.0%	11.0%	100.0%
4	9.3%	16.2%	24.6%	14.5%	21.7%	13.7%	100.0%
5	12.6%	19.7%	23.7%	12.1%	19.0%	13.0%	100.0%
6	12.3%	35.8%	28.0%	8.7%	10.0%	5.2%	100.0%
7	16.8%	32.2%	27.1%	9.3%	8.9%	5.7%	100.0%
8	18.1%	31.9%	22.4%	9.9%	11.3%	6.4%	100.0%
9	14.6%	29.3%	22.2%	8.0%	14.2%	11.7%	100.0%
10	15.8%	26.8%	21.1%	8.2%	16.4%	11.7%	100.0%
11	13.4%	31.3%	19.0%	10.2%	12.5%	13.7%	100.0%
12	15.1%	35.2%	19.4%	9.0%	13.0%	8.3%	100.0%

### 3.3.3 Writing

#### 3.3.3.1 By Cluster by Tier

**Table 3.3.3.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Writing

Cluster	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	146,340	44,508	36,502	10,148	0	0	237,498
1	A	9,809	15,250	1,503	0	0	0	26,562
	B	2,315	6,084	10,468	537	2	0	19,406
	C	717	3,209	9,227	812	11	1	13,977
2	A	3,554	4,002	3,596	6	0	0	11,158
	B	1,173	5,490	13,797	1,069	8	0	21,537
	C	247	2,772	17,581	2,572	41	1	23,214
3	A	2,192	3,417	2,203	19	0	0	7,831
	B	558	1,784	8,833	1,115	15	0	12,305
	C	190	1,351	21,779	4,088	60	6	27,474
4-5	A	2,163	2,756	6,479	99	0	0	11,497
	B	355	718	8,084	3,411	205	15	12,788
	C	132	570	19,557	17,748	1,268	174	39,449
6-8	A	5,347	5,367	4,406	27	0	0	15,147
	B	758	1,447	9,702	1,927	4	0	13,838
	C	318	1,003	22,484	8,028	20	0	31,853
9-12	A	4,435	5,002	6,848	746	3	0	17,034
	B	1,650	1,770	8,069	4,545	146	2	16,182
	C	647	1,052	11,677	13,405	513	5	27,299

**Table 3.3.3.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Writing

Cluster	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	61.6%	18.7%	15.4%	4.3%	0.0%	0.0%	100.0%
1	A	36.9%	57.4%	5.7%	0.0%	0.0%	0.0%	100.0%
	B	11.9%	31.4%	53.9%	2.8%	0.0%	0.0%	100.0%
	C	5.1%	23.0%	66.0%	5.8%	0.1%	0.0%	100.0%
2	A	31.9%	35.9%	32.2%	0.1%	0.0%	0.0%	100.0%
	B	5.4%	25.5%	64.1%	5.0%	0.0%	0.0%	100.0%
	C	1.1%	11.9%	75.7%	11.1%	0.2%	0.0%	100.0%
3	A	28.0%	43.6%	28.1%	0.2%	0.0%	0.0%	100.0%
	B	4.5%	14.5%	71.8%	9.1%	0.1%	0.0%	100.0%
	C	0.7%	4.9%	79.3%	14.9%	0.2%	0.0%	100.0%
4-5	A	18.8%	24.0%	56.4%	0.9%	0.0%	0.0%	100.0%
	B	2.8%	5.6%	63.2%	26.7%	1.6%	0.1%	100.0%
	C	0.3%	1.4%	49.6%	45.0%	3.2%	0.4%	100.0%
6-8	A	35.3%	35.4%	29.1%	0.2%	0.0%	0.0%	100.0%
	B	5.5%	10.5%	70.1%	13.9%	0.0%	0.0%	100.0%
	C	1.0%	3.1%	70.6%	25.2%	0.1%	0.0%	100.0%
9-12	A	26.0%	29.4%	40.2%	4.4%	0.0%	0.0%	100.0%
	B	10.2%	10.9%	49.9%	28.1%	0.9%	0.0%	100.0%
	C	2.4%	3.9%	42.8%	49.1%	1.9%	0.0%	100.0%

### 3.3.3.2 By Grade by Tier

**Table 3.3.3.2.1**

Proficiency Level by Grade By Tier (Count): Writing

Grade	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	146,340	44,508	36,502	10,148	0	0	237,498
1	A	9,809	15,250	1,503	0	0	0	26,562
	B	2,315	6,084	10,468	537	2	0	19,406
	C	717	3,209	9,227	812	11	1	13,977
2	A	3,554	4,002	3,596	6	0	0	11,158
	B	1,173	5,490	13,797	1,069	8	0	21,537
	C	247	2,772	17,581	2,572	41	1	23,214
3	A	2,192	3,417	2,203	19	0	0	7,831
	B	558	1,784	8,833	1,115	15	0	12,305
	C	190	1,351	21,779	4,088	60	6	27,474
4	A	1,262	1,484	3,245	62	0	0	6,053
	B	228	451	4,755	1,787	87	8	7,316
	C	92	349	12,441	9,817	606	96	23,401
5	A	901	1,272	3,234	37	0	0	5,444
	B	127	267	3,329	1,624	118	7	5,472
	C	40	221	7,116	7,931	662	78	16,048
6	A	1,631	1,758	1,829	3	0	0	5,221
	B	244	499	3,297	741	1	0	4,782
	C	106	473	9,093	3,380	7	0	13,059
7	A	1,770	1,940	1,172	19	0	0	4,901
	B	249	545	3,151	623	1	0	4,569
	C	87	306	6,994	2,588	7	0	9,982
8	A	1,946	1,669	1,405	5	0	0	5,025
	B	265	403	3,254	563	2	0	4,487
	C	125	224	6,397	2,060	6	0	8,812
9	A	1,373	1,782	2,453	422	2	0	6,032
	B	265	510	2,089	1,881	54	1	4,800
	C	89	263	2,643	4,825	192	1	8,013
10	A	1,239	1,634	1,913	184	0	0	4,970
	B	493	445	2,412	1,177	52	0	4,579
	C	135	229	3,401	3,853	150	4	7,772
11	A	1,102	1,189	1,558	85	1	0	3,935
	B	465	397	2,128	984	33	1	4,008
	C	185	244	2,988	3,073	133	0	6,623
12	A	721	397	924	55	0	0	2,097
	B	427	418	1,440	503	7	0	2,795
	C	238	316	2,645	1,654	38	0	4,891

**Table 3.3.3.2.2**

Proficiency Level by Grade By Tier (Percent): Writing

Grade	Tier	Writing Proficiency Range						Total
		1	2	3	4	5	6	
K	-	61.6%	18.7%	15.4%	4.3%	0.0%	0.0%	100.0%
1	A	36.9%	57.4%	5.7%	0.0%	0.0%	0.0%	100.0%
	B	11.9%	31.4%	53.9%	2.8%	0.0%	0.0%	100.0%
	C	5.1%	23.0%	66.0%	5.8%	0.1%	0.0%	100.0%
2	A	31.9%	35.9%	32.2%	0.1%	0.0%	0.0%	100.0%
	B	5.4%	25.5%	64.1%	5.0%	0.0%	0.0%	100.0%
	C	1.1%	11.9%	75.7%	11.1%	0.2%	0.0%	100.0%
3	A	28.0%	43.6%	28.1%	0.2%	0.0%	0.0%	100.0%
	B	4.5%	14.5%	71.8%	9.1%	0.1%	0.0%	100.0%
	C	0.7%	4.9%	79.3%	14.9%	0.2%	0.0%	100.0%
4	A	20.8%	24.5%	53.6%	1.0%	0.0%	0.0%	100.0%
	B	3.1%	6.2%	65.0%	24.4%	1.2%	0.1%	100.0%
	C	0.4%	1.5%	53.2%	42.0%	2.6%	0.4%	100.0%
5	A	16.6%	23.4%	59.4%	0.7%	0.0%	0.0%	100.0%
	B	2.3%	4.9%	60.8%	29.7%	2.2%	0.1%	100.0%
	C	0.2%	1.4%	44.3%	49.4%	4.1%	0.5%	100.0%
6	A	31.2%	33.7%	35.0%	0.1%	0.0%	0.0%	100.0%
	B	5.1%	10.4%	68.9%	15.5%	0.0%	0.0%	100.0%
	C	0.8%	3.6%	69.6%	25.9%	0.1%	0.0%	100.0%
7	A	36.1%	39.6%	23.9%	0.4%	0.0%	0.0%	100.0%
	B	5.4%	11.9%	69.0%	13.6%	0.0%	0.0%	100.0%
	C	0.9%	3.1%	70.1%	25.9%	0.1%	0.0%	100.0%
8	A	38.7%	33.2%	28.0%	0.1%	0.0%	0.0%	100.0%
	B	5.9%	9.0%	72.5%	12.5%	0.0%	0.0%	100.0%
	C	1.4%	2.5%	72.6%	23.4%	0.15%	0.0%	100.0%
9	A	22.8%	29.5%	40.7%	7.0%	0.0%	0.0%	100.0%
	B	5.5%	10.6%	43.5%	39.2%	1.1%	0.0%	100.0%
	C	1.1%	3.3%	33.0%	60.2%	2.4%	0.0%	100.0%
10	A	24.9%	32.9%	38.5%	3.7%	0.0%	0.0%	100.0%
	B	10.8%	9.7%	52.7%	25.7%	1.1%	0.0%	100.0%
	C	1.7%	2.9%	43.8%	49.6%	1.9%	0.1%	100.0%
11	A	28.0%	30.2%	39.6%	2.2%	0.0%	0.0%	100.0%
	B	11.6%	9.9%	53.1%	24.6%	0.8%	0.0%	100.0%
	C	2.8%	3.7%	45.1%	46.4%	2.0%	0.0%	100.0%
12	A	34.4%	18.9%	44.1%	2.6%	0.0%	0.0%	100.0%
	B	15.3%	15.0%	51.5%	18.0%	0.3%	0.0%	100.0%
	C	4.9%	6.5%	54.1%	33.8%	0.8%	0.0%	100.0%

### 3.3.3.3 By Grade

**Table 3.3.3.3.1**

Proficiency Level by Grade (Count): Writing

	Writing Proficiency Range						Total
	1	2	3	4	5	6	
K	146,340	44,508	36,502	10,148	0	0	237,498
1	12,841	24,543	21,198	1,349	13	1	59,945
2	4,974	12,264	34,974	3,647	49	1	55,909
3	2,940	6,552	32,815	5,222	75	6	47,610
4	1,582	2,284	20,441	11,666	693	104	36,770
5	1,068	1,760	13,679	9,592	780	85	26,964
6	1,981	2,730	14,219	4,124	8	0	23,062
7	2,106	2,791	11,317	3,230	8	0	19,452
8	2,336	2,296	11,056	2,628	8	0	18,324
9	1,727	2,555	7,185	7,128	248	2	18,845
10	1,867	2,308	7,726	5,214	202	4	17,321
11	1,752	1,830	6,674	4,142	167	1	14,566
12	1,386	1,131	5,009	2,212	45	0	9,783

**Table 3.3.3.3.2**

Proficiency Level by Grade (Percent): Writing

	Writing Proficiency Range						Total
	1	2	3	4	5	6	
K	61.6%	18.7%	15.4%	4.3%	0.0%	0.0%	100.0%
1	21.4%	40.9%	35.4%	2.3%	0.0%	0.0%	100.0%
2	8.9%	21.9%	62.6%	6.5%	0.1%	0.0%	100.0%
3	6.2%	13.8%	68.9%	11.0%	0.2%	0.0%	100.0%
4	4.3%	6.2%	55.6%	31.7%	1.9%	0.3%	100.0%
5	4.0%	6.5%	50.7%	35.6%	2.9%	0.3%	100.0%
6	8.6%	11.8%	61.7%	17.9%	0.0%	0.0%	100.0%
7	10.8%	14.3%	58.2%	16.6%	0.0%	0.0%	100.0%
8	12.7%	12.5%	60.3%	14.3%	0.0%	0.0%	100.0%
9	9.2%	13.6%	38.1%	37.8%	1.3%	0.0%	100.0%
10	10.8%	13.3%	44.6%	30.1%	1.2%	0.0%	100.0%
11	12.0%	12.6%	45.8%	28.4%	1.1%	0.0%	100.0%
12	14.2%	11.6%	51.2%	22.6%	0.5%	0.0%	100.0%

### 3.3.4 Speaking

#### 3.3.4.1 By Cluster by Tier

**Table 3.3.4.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Speaking

Cluster	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	51,443	51,619	18,361	20,743	27,409	67,935	237,510
1	A	5,789	9,084	6,593	4,266	703	0	26,435
	B	409	5,770	7,074	4,284	1,517	290	19,344
	C	109	2,585	4,608	4,021	2,138	474	13,935
2	A	3,744	2,690	3,470	868	332	0	11,104
	B	1,630	5,508	8,597	4,042	1,145	518	21,440
	C	558	3,424	9,133	6,320	2,365	1,335	23,135
3	A	3,397	1,941	1,513	936	0	0	7,787
	B	1,132	3,317	4,957	2,094	329	423	12,252
	C	739	4,463	11,765	6,986	1,392	2,032	27,377
4-5	A	5,934	2,398	2,157	677	272	0	11,438
	B	855	2,587	4,328	3,573	962	429	12,734
	C	421	3,798	11,713	15,511	5,332	2,546	39,321
6-8	A	7,830	3,347	1,985	1,471	390	0	15,023
	B	1,275	2,480	4,756	3,819	895	515	13,740
	C	320	2,324	9,682	11,681	4,334	3,336	31,677
9-12	A	10,758	2,045	2,929	1,056	126	0	16,914
	B	4,063	3,359	5,439	2,094	348	773	16,076
	C	1,587	4,277	10,833	5,977	1,410	3,048	27,132



**Table 3.3.4.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Speaking

Cluster	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	21.7%	21.7%	7.7%	8.7%	11.5%	28.6%	100.0%
1	A	21.9%	34.4%	24.9%	16.1%	2.7%	0.0%	100.0%
	B	2.1%	29.8%	36.6%	22.1%	7.8%	1.5%	100.0%
	C	0.8%	18.6%	33.1%	28.9%	15.3%	3.4%	100.0%
2	A	33.7%	24.2%	31.3%	7.8%	3.0%	0.0%	100.0%
	B	7.6%	25.7%	40.1%	18.9%	5.3%	2.4%	100.0%
	C	2.4%	14.8%	39.5%	27.3%	10.2%	5.8%	100.0%
3	A	43.6%	24.9%	19.4%	12.0%	0.0%	0.0%	100.0%
	B	9.2%	27.1%	40.5%	17.1%	2.7%	3.5%	100.0%
	C	2.7%	16.3%	43.0%	25.5%	5.1%	7.4%	100.0%
4-5	A	51.9%	21.0%	18.9%	5.9%	2.4%	0.0%	100.0%
	B	6.7%	20.3%	34.0%	28.1%	7.6%	3.4%	100.0%
	C	1.1%	9.7%	29.8%	39.4%	13.6%	6.5%	100.0%
6-8	A	52.1%	22.3%	13.2%	9.8%	2.6%	0.0%	100.0%
	B	9.3%	18.0%	34.6%	27.8%	6.5%	3.7%	100.0%
	C	1.0%	7.3%	30.6%	36.9%	13.7%	10.5%	100.0%
9-12	A	63.6%	12.1%	17.3%	6.2%	0.7%	0.0%	100.0%
	B	25.3%	20.9%	33.8%	13.0%	2.2%	4.8%	100.0%
	C	5.8%	15.8%	39.9%	22.0%	5.2%	11.2%	100.0%

### 3.3.4.2 By Grade by Tier

**Table 3.3.4.2.1**

Proficiency Level by Grade By Tier (Count): Speaking

Grade	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	51,443	51,619	18,361	20,743	27,409	67,935	237,510
1	A	5,789	9,084	6,593	4,266	703	0	26,435
	B	409	5,770	7,074	4,284	1,517	290	19,344
	C	109	2,585	4,608	4,021	2,138	474	13,935
2	A	3,744	2,690	3,470	868	332	0	11,104
	B	1,630	5,508	8,597	4,042	1,145	518	21,440
	C	558	3,424	9,133	6,320	2,365	1,335	23,135
3	A	3,397	1,941	1,513	936	0	0	7,787
	B	1,132	3,317	4,957	2,094	329	423	12,252
	C	739	4,463	11,765	6,986	1,392	2,032	27,377
4	A	2,911	1,306	1,329	350	128	0	6,024
	B	375	1,340	2,518	2,180	649	229	7,291
	C	193	1,941	6,801	9,541	3,527	1,323	23,326
5	A	3,023	1,092	828	327	144	0	5,414
	B	480	1,247	1,810	1,393	313	200	5,443
	C	228	1,857	4,912	5,970	1,805	1,223	15,995
6	A	2,346	1,487	696	449	209	0	5,187
	B	272	893	1,495	1,595	274	220	4,749
	C	84	1,025	3,389	5,406	1,455	1,629	12,988
7	A	2,721	912	649	503	89	0	4,874
	B	448	917	1,476	1,185	386	125	4,537
	C	69	750	3,088	3,430	1,765	827	9,929
8	A	2,763	948	640	519	92	0	4,962
	B	555	670	1,785	1,039	235	170	4,454
	C	167	549	3,205	2,845	1,114	880	8,760
9	A	4,040	610	948	259	126	0	5,983
	B	1,088	958	1,535	901	103	180	4,765
	C	481	1,289	2,847	2,221	371	754	7,963
10	A	3,298	509	799	334	0	0	4,940
	B	1,131	928	1,714	504	85	195	4,557
	C	327	1,080	3,422	1,631	414	860	7,734
11	A	2,312	472	792	330	0	0	3,906
	B	1,097	834	1,253	454	99	246	3,983
	C	387	1,023	2,596	1,381	367	829	6,583
12	A	1,108	454	390	133	0	0	2,085
	B	747	639	937	235	61	152	2,771
	C	392	885	1,968	744	258	605	4,852

**Table 3.3.4.2.2**

Proficiency Level by Grade By Tier (Percent): Speaking

Grade	Tier	Speaking Proficiency Range						Total
		1	2	3	4	5	6	
K	-	21.7%	21.7%	7.7%	8.7%	11.5%	28.6%	100.0%
1	A	21.9%	34.4%	24.9%	16.1%	2.7%	0.0%	100.0%
	B	2.1%	29.8%	36.6%	22.1%	7.8%	1.5%	100.0%
	C	0.8%	18.6%	33.1%	28.9%	15.3%	3.4%	100.0%
2	A	33.7%	24.2%	31.3%	7.8%	3.0%	0.0%	100.0%
	B	7.6%	25.7%	40.1%	18.9%	5.3%	2.4%	100.0%
	C	2.4%	14.8%	39.5%	27.3%	10.2%	5.8%	100.0%
3	A	43.6%	24.9%	19.4%	12.0%	0.0%	0.0%	100.0%
	B	9.2%	27.1%	40.5%	17.1%	2.7%	3.5%	100.0%
	C	2.7%	16.3%	43.0%	25.5%	5.1%	7.4%	100.0%
4	A	48.3%	21.7%	22.1%	5.8%	2.1%	0.0%	100.0%
	B	5.1%	18.4%	34.5%	29.9%	8.9%	3.1%	100.0%
	C	0.8%	8.3%	29.2%	40.9%	15.1%	5.7%	100.0%
5	A	55.8%	20.2%	15.3%	6.0%	2.7%	0.0%	100.0%
	B	8.8%	22.9%	33.3%	25.6%	5.8%	3.7%	100.0%
	C	1.4%	11.6%	30.7%	37.3%	11.3%	7.6%	100.0%
6	A	45.2%	28.7%	13.4%	8.7%	4.0%	0.0%	100.0%
	B	5.7%	18.8%	31.5%	33.6%	5.8%	4.6%	100.0%
	C	0.6%	7.9%	26.1%	41.6%	11.2%	12.5%	100.0%
7	A	55.8%	18.7%	13.3%	10.3%	1.8%	0.0%	100.0%
	B	9.9%	20.2%	32.5%	26.1%	8.5%	2.8%	100.0%
	C	0.7%	7.6%	31.1%	34.5%	17.8%	8.3%	100.0%
8	A	55.7%	19.1%	12.9%	10.5%	1.9%	0.0%	100.0%
	B	12.5%	15.0%	40.1%	23.3%	5.3%	3.8%	100.0%
	C	1.9%	6.3%	36.6%	32.5%	12.7%	10.0%	100.0%
9	A	67.5%	10.2%	15.8%	4.3%	2.1%	0.0%	100.0%
	B	22.8%	20.1%	32.2%	18.9%	2.2%	3.8%	100.0%
	C	6.0%	16.2%	35.8%	27.9%	4.7%	9.5%	100.0%
10	A	66.8%	10.3%	16.2%	6.8%	0.0%	0.0%	100.0%
	B	24.8%	20.4%	37.6%	11.1%	1.9%	4.3%	100.0%
	C	4.2%	14.0%	44.2%	21.1%	5.4%	11.1%	100.0%
11	A	59.2%	12.1%	20.3%	8.4%	0.0%	0.0%	100.0%
	B	27.5%	20.9%	31.5%	11.4%	2.5%	6.2%	100.0%
	C	5.9%	15.5%	39.4%	21.0%	5.6%	12.6%	100.0%
12	A	53.1%	21.8%	18.7%	6.4%	0.0%	0.0%	100.0%
	B	27.0%	23.1%	33.8%	8.5%	2.2%	5.5%	100.0%
	C	8.1%	18.2%	40.6%	15.3%	5.3%	12.5%	100.0%

### 3.3.4.3 By Grade

**Table 3.3.4.3.1**

Proficiency Level by Grade (Count): Speaking

	Speaking Proficiency Range						Total
	1	2	3	4	5	6	
K	51,443	51,619	18,361	20,743	27,409	67,935	237,510
1	6,307	17,439	18,275	12,571	4,358	764	59,714
2	5,932	11,622	21,200	11,230	3,842	1,853	55,679
3	5,268	9,721	18,235	10,016	1,721	2,455	47,416
4	3,479	4,587	10,648	12,071	4,304	1,552	36,641
5	3,731	4,196	7,550	7,690	2,262	1,423	26,852
6	2,702	3,405	5,580	7,450	1,938	1,849	22,924
7	3,238	2,579	5,213	5,118	2,240	952	19,340
8	3,485	2,167	5,630	4,403	1,441	1,050	18,176
9	5,609	2,857	5,330	3,381	600	934	18,711
10	4,756	2,517	5,935	2,469	499	1,055	17,231
11	3,796	2,329	4,641	2,165	466	1,075	14,472
12	2,247	1,978	3,295	1,112	319	757	9,708

**Table 3.3.4.3.2**

Proficiency Level by Grade (Percent): Speaking

	Speaking Proficiency Range						Total
	1	2	3	4	5	6	
K	21.7%	21.7%	7.7%	8.7%	11.5%	28.6%	100.0%
1	10.6%	29.2%	30.6%	21.1%	7.3%	1.3%	100.0%
2	10.7%	20.9%	38.1%	20.2%	6.9%	3.3%	100.0%
3	11.1%	20.5%	38.5%	21.1%	3.6%	5.2%	100.0%
4	9.5%	12.5%	29.1%	32.9%	11.7%	4.2%	100.0%
5	13.9%	15.6%	28.1%	28.6%	8.4%	5.3%	100.0%
6	11.8%	14.9%	24.3%	32.5%	8.5%	8.1%	100.0%
7	16.7%	13.3%	27.0%	26.5%	11.6%	4.9%	100.0%
8	19.2%	11.9%	31.0%	24.2%	7.9%	5.8%	100.0%
9	30.0%	15.3%	28.5%	18.1%	3.2%	5.0%	100.0%
10	27.6%	14.6%	34.4%	14.3%	2.9%	6.1%	100.0%
11	26.2%	16.1%	32.1%	15.0%	3.2%	7.4%	100.0%
12	23.1%	20.4%	33.9%	11.5%	3.3%	7.8%	100.0%

### 3.3.5 Oral

#### 3.3.5.1 By Cluster by Tier

**Table 3.3.5.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Oral

Cluster	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	58,074	35,616	29,976	22,639	41,373	49,831	237,509
1	A	2,409	4,716	8,885	4,867	1,827	252	22,956
	B	110	820	4,646	6,029	4,814	1,483	17,902
	C	27	585	3,705	4,361	3,385	1,010	13,073
2	A	2,207	2,454	3,566	1,800	440	0	10,467
	B	135	1,354	6,193	8,059	4,135	972	20,848
	C	41	1,154	6,519	8,725	5,190	1,033	22,662
3	A	1,816	2,143	1,949	1,197	348	0	7,453
	B	217	1,709	4,393	3,925	1,288	376	11,908
	C	33	903	7,043	11,135	5,994	1,830	26,938
4-5	A	3,257	3,356	2,542	1,441	456	0	11,052
	B	162	1,220	3,933	4,534	2,031	586	12,466
	C	22	585	6,195	15,998	11,751	4,424	38,975
6-8	A	5,955	3,957	2,559	1,670	397	14	14,552
	B	424	2,245	5,017	4,260	1,305	248	13,499
	C	21	348	4,594	13,098	9,110	4,092	31,263
9-12	A	9,106	3,481	2,630	963	67	0	16,247
	B	1,452	3,647	5,870	3,371	929	284	15,553
	C	304	2,035	9,491	9,771	3,824	1,059	26,484

**Table 3.3.5.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Oral

Cluster	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	24.5%	15.0%	12.6%	9.5%	17.4%	21.0%	100.0%
1	A	10.5%	20.5%	38.7%	21.2%	8.0%	1.1%	100.0%
	B	0.6%	4.6%	26.0%	33.7%	26.9%	8.3%	100.0%
	C	0.2%	4.5%	28.3%	33.4%	25.9%	7.7%	100.0%
2	A	21.1%	23.4%	34.1%	17.2%	4.2%	0.0%	100.0%
	B	0.6%	6.5%	29.7%	38.7%	19.8%	4.7%	100.0%
	C	0.2%	5.1%	28.8%	38.5%	22.9%	4.6%	100.0%
3	A	24.4%	28.8%	26.2%	16.1%	4.7%	0.0%	100.0%
	B	1.8%	14.4%	36.9%	33.0%	10.8%	3.2%	100.0%
	C	0.1%	3.4%	26.1%	41.3%	22.3%	6.8%	100.0%
4-5	A	29.5%	30.4%	23.0%	13.0%	4.1%	0.0%	100.0%
	B	1.3%	9.8%	31.5%	36.4%	16.3%	4.7%	100.0%
	C	0.1%	1.5%	15.9%	41.0%	30.2%	11.4%	100.0%
6-8	A	40.9%	27.2%	17.6%	11.5%	2.7%	0.1%	100.0%
	B	3.1%	16.6%	37.2%	31.6%	9.7%	1.8%	100.0%
	C	0.1%	1.1%	14.7%	41.9%	29.1%	13.1%	100.0%
9-12	A	56.0%	21.4%	16.2%	5.9%	0.4%	0.0%	100.0%
	B	9.3%	23.4%	37.7%	21.7%	6.0%	1.8%	100.0%
	C	1.1%	7.7%	35.8%	36.9%	14.4%	4.0%	100.0%

### 3.3.5.2 By Grade by Tier

**Table 3.3.5.2.1**

Proficiency Level by Grade By Tier (Count): Oral

Grade	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	58,074	35,616	29,976	22,639	41,373	49,831	237,509
1	A	2,409	4,716	8,885	4,867	1,827	252	22,956
	B	110	820	4,646	6,029	4,814	1,483	17,902
	C	27	585	3,705	4,361	3,385	1,010	13,073
2	A	2,207	2,454	3,566	1,800	440	0	10,467
	B	135	1,354	6,193	8,059	4,135	972	20,848
	C	41	1,154	6,519	8,725	5,190	1,033	22,662
3	A	1,816	2,143	1,949	1,197	348	0	7,453
	B	217	1,709	4,393	3,925	1,288	376	11,908
	C	33	903	7,043	11,135	5,994	1,830	26,938
4	A	1,559	1,851	1,354	766	272	0	5,802
	B	76	602	2,252	2,611	1,200	398	7,139
	C	6	275	3,665	9,368	6,879	2,920	23,113
5	A	1,698	1,505	1,188	675	184	0	5,250
	B	86	618	1,681	1,923	831	188	5,327
	C	16	310	2,530	6,630	4,872	1,504	15,862
6	A	1,660	1,570	957	637	204	14	5,042
	B	83	635	1,696	1,566	560	124	4,664
	C	3	135	1,967	5,187	3,743	1,775	12,810
7	A	2,044	1,209	781	563	114	0	4,711
	B	142	787	1,690	1,340	420	69	4,448
	C	5	90	1,391	4,115	2,968	1,219	9,788
8	A	2,251	1,178	821	470	79	0	4,799
	B	199	823	1,631	1,354	325	55	4,387
	C	13	123	1,236	3,796	2,399	1,098	8,665
9	A	3,131	1,318	899	324	48	0	5,720
	B	213	1,013	1,724	1,243	339	98	4,630
	C	27	555	2,597	3,033	1,242	352	7,806
10	A	2,790	970	689	279	13	0	4,741
	B	407	1,071	1,632	953	260	88	4,411
	C	54	474	2,596	2,952	1,185	296	7,557
11	A	2,077	814	637	234	6	0	3,768
	B	429	944	1,452	712	240	69	3,846
	C	88	482	2,373	2,285	924	264	6,416
12	A	1,108	379	405	126	0	0	2,018
	B	403	619	1,062	463	90	29	2,666
	C	135	524	1,925	1,501	473	147	4,705

**Table 3.3.5.2.2**

Proficiency Level by Grade By Tier (Percent): Oral

Grade	Tier	Oral Language Proficiency Range						Total
		1	2	3	4	5	6	
K	-	24.5%	15.0%	12.6%	9.5%	17.4%	21.0%	100.0%
1	A	10.5%	20.5%	38.7%	21.2%	8.0%	1.1%	100.0%
	B	0.6%	4.6%	26.0%	33.7%	26.9%	8.3%	100.0%
	C	0.2%	4.5%	28.3%	33.4%	25.9%	7.7%	100.0%
2	A	21.1%	23.4%	34.1%	17.2%	4.2%	0.0%	100.0%
	B	0.6%	6.5%	29.7%	38.7%	19.8%	4.7%	100.0%
	C	0.2%	5.1%	28.8%	38.5%	22.9%	4.6%	100.0%
3	A	24.4%	28.8%	26.2%	16.1%	4.7%	0.0%	100.0%
	B	1.8%	14.4%	36.9%	33.0%	10.8%	3.2%	100.0%
	C	0.1%	3.4%	26.1%	41.3%	22.3%	6.8%	100.0%
4	A	26.9%	31.9%	23.3%	13.2%	4.7%	0.0%	100.0%
	B	1.1%	8.4%	31.5%	36.6%	16.8%	5.6%	100.0%
	C	0.0%	1.2%	15.9%	40.5%	29.8%	12.6%	100.0%
5	A	32.3%	28.7%	22.6%	12.9%	3.5%	0.0%	100.0%
	B	1.6%	11.6%	31.6%	36.1%	15.6%	3.5%	100.0%
	C	0.1%	2.0%	16.0%	41.8%	30.7%	9.5%	100.0%
6	A	32.9%	31.1%	19.0%	12.6%	4.0%	0.3%	100.0%
	B	1.8%	13.6%	36.4%	33.6%	12.0%	2.7%	100.0%
	C	0.0%	1.1%	15.4%	40.5%	29.2%	13.9%	100.0%
7	A	43.4%	25.7%	16.6%	12.0%	2.4%	0.0%	100.0%
	B	3.2%	17.7%	38.0%	30.1%	9.4%	1.6%	100.0%
	C	0.1%	0.9%	14.2%	42.0%	30.3%	12.5%	100.0%
8	A	46.9%	24.5%	17.1%	9.8%	1.6%	0.0%	100.0%
	B	4.5%	18.8%	37.2%	30.9%	7.4%	1.3%	100.0%
	C	0.2%	1.4%	14.3%	43.8%	27.7%	12.7%	100.0%
9	A	54.7%	23.0%	15.7%	5.7%	0.8%	0.0%	100.0%
	B	4.6%	21.9%	37.2%	26.8%	7.3%	2.1%	100.0%
	C	0.3%	7.1%	33.3%	38.9%	15.9%	4.5%	100.0%
10	A	58.8%	20.5%	14.5%	5.9%	0.3%	0.0%	100.0%
	B	9.2%	24.3%	37.0%	21.6%	5.9%	2.0%	100.0%
	C	0.7%	6.3%	34.4%	39.1%	15.7%	3.9%	100.0%
11	A	55.1%	21.6%	16.9%	6.2%	0.2%	0.0%	100.0%
	B	11.2%	24.5%	37.8%	18.5%	6.2%	1.8%	100.0%
	C	1.4%	7.5%	37.0%	35.6%	14.4%	4.1%	100.0%
12	A	54.9%	18.8%	20.1%	6.2%	0.0%	0.0%	100.0%
	B	15.1%	23.2%	39.8%	17.4%	3.4%	1.1%	100.0%
	C	2.9%	11.1%	40.9%	31.9%	10.1%	3.1%	100.0%



### 3.3.5.3 By Grade

**Table 3.3.5.3.1**

Proficiency Level by Grade (Count): Oral

	Oral Proficiency Range						Total
	1	2	3	4	5	6	
K	58,074	35,616	29,976	22,639	41,373	49,831	237,509
1	2,546	6,121	17,236	15,257	10,026	2,745	53,931
2	2,383	4,962	16,278	18,584	9,765	2,005	53,977
3	2,066	4,755	13,385	16,257	7,630	2,206	46,299
4	1,641	2,728	7,271	12,745	8,351	3,318	36,054
5	1,800	2,433	5,399	9,228	5,887	1,692	26,439
6	1,746	2,340	4,620	7,390	4,507	1,913	22,516
7	2,191	2,086	3,862	6,018	3,502	1,288	18,947
8	2,463	2,124	3,688	5,620	2,803	1,153	17,851
9	3,371	2,886	5,220	4,600	1,629	450	18,156
10	3,251	2,515	4,917	4,184	1,458	384	16,709
11	2,594	2,240	4,462	3,231	1,170	333	14,030
12	1,646	1,522	3,392	2,090	563	176	9,389

**Table 3.3.5.3.2**

Proficiency Level by Grade (Percent): Oral

	Oral Proficiency Range						Total
	1	2	3	4	5	6	
K	24.5%	15.0%	12.6%	9.5%	17.4%	21.0%	100.0%
1	4.7%	11.3%	32.0%	28.3%	18.6%	5.1%	100.0%
2	4.4%	9.2%	30.2%	34.4%	18.1%	3.7%	100.0%
3	4.5%	10.3%	28.9%	35.1%	16.5%	4.8%	100.0%
4	4.6%	7.6%	20.2%	35.3%	23.2%	9.2%	100.0%
5	6.8%	9.2%	20.4%	34.9%	22.3%	6.4%	100.0%
6	7.8%	10.4%	20.5%	32.8%	20.0%	8.5%	100.0%
7	11.6%	11.0%	20.4%	31.8%	18.5%	6.8%	100.0%
8	13.8%	11.9%	20.7%	31.5%	15.7%	6.5%	100.0%
9	18.6%	15.9%	28.8%	25.3%	9.0%	2.5%	100.0%
10	19.5%	15.1%	29.4%	25.0%	8.7%	2.3%	100.0%
11	18.5%	16.0%	31.8%	23.0%	8.3%	2.4%	100.0%
12	17.5%	16.2%	36.1%	22.3%	6.0%	1.9%	100.0%

### 3.3.6 Literacy

#### 3.3.6.1 By Cluster by Tier

**Table 3.3.6.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Literacy

Cluster	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	165,526	31,589	28,126	12,251	0	0	237,492
1	A	7,661	10,245	4,235	23	0	0	22,164
	B	853	4,360	8,818	1,556	230	33	15,850
	C	268	2,325	7,212	1,601	215	36	11,657
2	A	3,677	3,300	2,990	71	0	0	10,038
	B	776	4,408	10,444	3,204	343	14	19,189
	C	162	2,346	12,780	5,054	555	36	20,933
3	A	2,303	2,662	1,942	124	3	0	7,034
	B	427	2,417	6,472	1,741	178	13	11,248
	C	33	967	16,023	6,789	659	90	24,561
4-5	A	3,115	3,396	3,791	312	0	0	10,614
	B	356	1,484	6,448	3,094	519	51	11,952
	C	33	567	15,841	16,066	3,063	505	36,075
6-8	A	5,223	5,513	3,158	124	0	0	14,018
	B	574	2,458	7,159	1,790	125	3	12,109
	C	143	2,025	19,152	7,034	438	14	28,806
9-12	A	4,217	5,904	4,985	887	31	0	16,024
	B	1,167	3,102	6,584	2,895	493	12	14,253
	C	195	1,446	9,467	10,794	2,641	80	24,623

**Table 3.3.6.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Literacy

Cluster	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	69.7%	13.3%	11.8%	5.2%	0.0%	0.0%	100.0%
1	A	34.6%	46.2%	19.1%	0.1%	0.0%	0.0%	100.0%
	B	5.4%	27.5%	55.6%	9.8%	1.5%	0.2%	100.0%
	C	2.3%	19.9%	61.9%	13.7%	1.8%	0.3%	100.0%
2	A	36.6%	32.9%	29.8%	0.7%	0.0%	0.0%	100.0%
	B	4.0%	23.0%	54.4%	16.7%	1.8%	0.1%	100.0%
	C	0.8%	11.2%	61.1%	24.1%	2.7%	0.2%	100.0%
3	A	32.7%	37.8%	27.6%	1.8%	0.0%	0.0%	100.0%
	B	3.8%	21.5%	57.5%	15.5%	1.6%	0.1%	100.0%
	C	0.1%	3.9%	65.2%	27.6%	2.7%	0.4%	100.0%
4-5	A	29.3%	32.0%	35.7%	2.9%	0.0%	0.0%	100.0%
	B	3.0%	12.4%	53.9%	25.9%	4.3%	0.4%	100.0%
	C	0.1%	1.6%	43.9%	44.5%	8.5%	1.4%	100.0%
6-8	A	37.3%	39.3%	22.5%	0.9%	0.0%	0.0%	100.0%
	B	4.7%	20.3%	59.1%	14.8%	1.0%	0.0%	100.0%
	C	0.5%	7.0%	66.5%	24.4%	1.5%	0.0%	100.0%
9-12	A	26.3%	36.8%	31.1%	5.5%	0.2%	0.0%	100.0%
	B	8.2%	21.8%	46.2%	20.3%	3.5%	0.1%	100.0%
	C	0.8%	5.9%	38.4%	43.8%	10.7%	0.3%	100.0%

### 3.3.6.2 By Grade by Tier

**Table 3.3.6.2.1**

Proficiency Level by Grade By Tier (Count): Literacy

Grade	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	165,526	31,589	28,126	12,251	0	0	237,492
1	A	7,661	10,245	4,235	23	0	0	22,164
	B	853	4,360	8,818	1,556	230	33	15,850
	C	268	2,325	7,212	1,601	215	36	11,657
2	A	3,677	3,300	2,990	71	0	0	10,038
	B	776	4,408	10,444	3,204	343	14	19,189
	C	162	2,346	12,780	5,054	555	36	20,933
3	A	2,303	2,662	1,942	124	3	0	7,034
	B	427	2,417	6,472	1,741	178	13	11,248
	C	33	967	16,023	6,789	659	90	24,561
4	A	1,610	1,767	1,960	188	0	0	5,525
	B	193	845	3,707	1,738	275	25	6,783
	C	18	292	9,833	9,315	1,504	267	21,229
5	A	1,505	1,629	1,831	124	0	0	5,089
	B	163	639	2,741	1,356	244	26	5,169
	C	15	275	6,008	6,751	1,559	238	14,846
6	A	1,628	1,797	1,305	62	0	0	4,792
	B	172	770	2,556	672	34	1	4,205
	C	49	789	8,004	2,646	112	5	11,605
7	A	1,736	1,827	956	30	0	0	4,549
	B	209	843	2,391	503	51	1	3,998
	C	36	652	6,131	2,095	169	7	9,090
8	A	1,859	1,889	897	32	0	0	4,677
	B	193	845	2,212	615	40	1	3,906
	C	58	584	5,017	2,293	157	2	8,111
9	A	1,322	2,120	1,817	368	17	0	5,644
	B	193	748	1,994	1,077	172	8	4,192
	C	30	267	2,467	3,401	849	42	7,056
10	A	1,298	1,719	1,377	270	9	0	4,673
	B	304	836	1,893	808	161	2	4,004
	C	37	335	2,436	3,344	867	27	7,046
11	A	1,001	1,339	1,172	185	3	0	3,700
	B	334	810	1,616	679	113	2	3,554
	C	41	388	2,388	2,544	674	10	6,045
12	A	596	726	619	64	2	0	2,007
	B	336	708	1,081	331	47	0	2,503
	C	87	456	2,176	1,505	251	1	4,476

**Table 3.3.6.2.2**

Proficiency Level by Grade By Tier (Percent): Literacy

Grade	Tier	Literacy Proficiency Range						Total
		1	2	3	4	5	6	
K	-	69.7%	13.3%	11.8%	5.2%	0.0%	0.0%	100.0%
1	A	34.6%	46.2%	19.1%	0.1%	0.0%	0.0%	100.0%
	B	5.4%	27.5%	55.6%	9.8%	1.5%	0.2%	100.0%
	C	2.3%	19.9%	61.9%	13.7%	1.8%	0.3%	100.0%
2	A	36.6%	32.9%	29.8%	0.7%	0.0%	0.0%	100.0%
	B	4.0%	23.0%	54.4%	16.7%	1.8%	0.1%	100.0%
	C	0.8%	11.2%	61.1%	24.1%	2.7%	0.2%	100.0%
3	A	32.7%	37.8%	27.6%	1.8%	0.0%	0.0%	100.0%
	B	3.8%	21.5%	57.5%	15.5%	1.6%	0.1%	100.0%
	C	0.1%	3.9%	65.2%	27.6%	2.7%	0.4%	100.0%
4	A	29.1%	32.0%	35.5%	3.4%	0.0%	0.0%	100.0%
	B	2.8%	12.5%	54.7%	25.6%	4.1%	0.4%	100.0%
	C	0.1%	1.4%	46.3%	43.9%	7.1%	1.3%	100.0%
5	A	29.6%	32.0%	36.0%	2.4%	0.0%	0.0%	100.0%
	B	3.2%	12.4%	53.0%	26.2%	4.7%	0.5%	100.0%
	C	0.1%	1.9%	40.5%	45.5%	10.5%	1.6%	100.0%
6	A	34.0%	37.5%	27.2%	1.3%	0.0%	0.0%	100.0%
	B	4.1%	18.3%	60.8%	16.0%	0.8%	0.0%	100.0%
	C	0.4%	6.8%	69.0%	22.8%	1.0%	0.0%	100.0%
7	A	38.2%	40.2%	21.0%	0.7%	0.0%	0.0%	100.0%
	B	5.2%	21.1%	59.8%	12.6%	1.3%	0.0%	100.0%
	C	0.4%	7.2%	67.4%	23.0%	1.9%	0.1%	100.0%
8	A	39.7%	40.4%	19.2%	0.7%	0.0%	0.0%	100.0%
	B	4.9%	21.6%	56.6%	15.7%	1.0%	0.0%	100.0%
	C	0.7%	7.2%	61.9%	28.3%	1.9%	0.0%	100.0%
9	A	23.4%	37.6%	32.2%	6.5%	0.3%	0.0%	100.0%
	B	4.6%	17.8%	47.6%	25.7%	4.1%	0.2%	100.0%
	C	0.4%	3.8%	35.0%	48.2%	12.0%	0.6%	100.0%
10	A	27.8%	36.8%	29.5%	5.8%	0.2%	0.0%	100.0%
	B	7.6%	20.9%	47.3%	20.2%	4.0%	0.0%	100.0%
	C	0.5%	4.8%	34.6%	47.5%	12.3%	0.4%	100.0%
11	A	27.1%	36.2%	31.7%	5.0%	0.1%	0.0%	100.0%
	B	9.4%	22.8%	45.5%	19.1%	3.2%	0.1%	100.0%
	C	0.7%	6.4%	39.5%	42.1%	11.1%	0.2%	100.0%
12	A	29.7%	36.2%	30.8%	3.2%	0.1%	0.0%	100.0%
	B	13.4%	28.3%	43.2%	13.2%	1.9%	0.0%	100.0%
	C	1.9%	10.2%	48.6%	33.6%	5.6%	0.0%	100.0%

### 3.3.6.3 By Grade

**Table 3.3.6.3.1**

Proficiency Level by Grade (Count): Literacy

	Literacy Proficiency Range						Total
	1	2	3	4	5	6	
K	165,526	31,589	28,126	12,251	0	0	237,492
1	8,782	16,930	20,265	3,180	445	69	49,671
2	4,615	10,054	26,214	8,329	898	50	50,160
3	2,763	6,046	24,437	8,654	840	103	42,843
4	1,821	2,904	15,500	11,241	1,779	292	33,537
5	1,683	2,543	10,580	8,231	1,803	264	25,104
6	1,849	3,356	11,865	3,380	146	6	20,602
7	1,981	3,322	9,478	2,628	220	8	17,637
8	2,110	3,318	8,126	2,940	197	3	16,694
9	1,545	3,135	6,278	4,846	1,038	50	16,892
10	1,639	2,890	5,706	4,422	1,037	29	15,723
11	1,376	2,537	5,176	3,408	790	12	13,299
12	1,019	1,890	3,876	1,900	300	1	8,986

**Table 3.3.6.3.2**

Proficiency Level by Grade (Percent): Literacy

	Literacy Proficiency Range						Total
	1	2	3	4	5	6	
K	69.7%	13.3%	11.8%	5.2%	0.0%	0.0%	100.0%
1	17.7%	34.1%	40.8%	6.4%	0.9%	0.1%	100.0%
2	9.2%	20.0%	52.3%	16.6%	1.8%	0.1%	100.0%
3	6.4%	14.1%	57.0%	20.2%	2.0%	0.2%	100.0%
4	5.4%	8.7%	46.2%	33.5%	5.3%	0.9%	100.0%
5	6.7%	10.1%	42.1%	32.8%	7.2%	1.1%	100.0%
6	9.0%	16.3%	57.6%	16.4%	0.7%	0.0%	100.0%
7	11.2%	18.8%	53.7%	14.9%	1.2%	0.0%	100.0%
8	12.6%	19.9%	48.7%	17.6%	1.2%	0.0%	100.0%
9	9.1%	18.6%	37.2%	28.7%	6.1%	0.3%	100.0%
10	10.4%	18.4%	36.3%	28.1%	6.6%	0.2%	100.0%
11	10.3%	19.1%	38.9%	25.6%	5.9%	0.1%	100.0%
12	11.3%	21.0%	43.1%	21.1%	3.3%	0.0%	100.0%

### 3.3.7 Comprehension

#### 3.3.7.1 By Cluster by Tier

**Table 3.3.7.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Comprehension

Cluster	Tier	Comprehension Proficiency Range						Total
		1	2	3	4	5	6	
K	-	146,975	20,115	24,032	12,431	27,712	6,244	237,509
1	A	3,032	5,566	5,932	2,413	2,193	806	19,942
	B	15	390	3,335	2,717	5,055	3,395	14,907
	C	15	574	3,540	2,122	2,878	1,948	11,077
2	A	2,441	2,728	2,048	980	1,393	0	9,590
	B	87	1,518	4,536	3,191	4,591	4,824	18,747
	C	80	1,816	4,751	4,355	5,350	4,210	20,562
3	A	1,388	2,665	1,249	458	628	412	6,800
	B	310	2,057	3,478	1,696	2,191	1,236	10,968
	C	15	492	4,448	5,387	8,611	5,296	24,249
4-5	A	2,888	3,210	1,756	946	1,250	277	10,327
	B	277	2,066	3,224	2,154	2,400	1,615	11,736
	C	16	894	6,179	7,380	11,956	9,371	35,796
6-8	A	4,681	5,202	2,158	822	684	132	13,679
	B	540	3,686	3,885	1,776	1,391	661	11,939
	C	84	2,467	7,718	6,546	7,636	4,038	28,489
9-12	A	5,423	6,166	2,267	956	655	55	15,522
	B	888	4,934	3,932	1,687	1,479	955	13,875
	C	101	2,400	6,080	4,968	6,043	4,551	24,143

**Table 3.3.7.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Comprehension

Cluster	Tier	Comprehension Proficiency Range						Total
		1	2	3	4	5	6	
K	-	61.9%	8.5%	10.1%	5.2%	11.7%	2.6%	100.0%
1	A	15.2%	27.9%	29.7%	12.1%	11.0%	4.0%	100.0%
	B	0.1%	2.6%	22.4%	18.2%	33.9%	22.8%	100.0%
	C	0.1%	5.2%	32.0%	19.2%	26.0%	17.6%	100.0%
2	A	25.5%	28.4%	21.4%	10.2%	14.5%	0.0%	100.0%
	B	0.5%	8.1%	24.2%	17.0%	24.5%	25.7%	100.0%
	C	0.4%	8.8%	23.1%	21.2%	26.0%	20.5%	100.0%
3	A	20.4%	39.2%	18.4%	6.7%	9.2%	6.1%	100.0%
	B	2.8%	18.8%	31.7%	15.5%	20.0%	11.3%	100.0%
	C	0.1%	2.0%	18.3%	22.2%	35.5%	21.8%	100.0%
4-5	A	28.0%	31.1%	17.0%	9.2%	12.1%	2.7%	100.0%
	B	2.4%	17.6%	27.5%	18.4%	20.4%	13.8%	100.0%
	C	0.0%	2.5%	17.3%	20.6%	33.4%	26.2%	100.0%
6-8	A	34.2%	38.0%	15.8%	6.0%	5.0%	1.0%	100.0%
	B	4.5%	30.9%	32.5%	14.9%	11.7%	5.5%	100.0%
	C	0.3%	8.7%	27.1%	23.0%	26.8%	14.2%	100.0%
9-12	A	34.9%	39.7%	14.6%	6.2%	4.2%	0.4%	100.0%
	B	6.4%	35.6%	28.3%	12.2%	10.7%	6.9%	100.0%
	C	0.4%	9.9%	25.2%	20.6%	25.0%	18.9%	100.0%



### 3.3.7.2 By Grade by Tier

**Table 3.3.7.2.1**  
Proficiency Level by Grade By Tier (Count): Comprehension

Grade	Tier	Comprehension Proficiency Range						Total
		1	2	3	4	5	6	
K	-	146,975	20,115	24,032	12,431	27,712	6,244	237,509
1	A	3,032	5,566	5,932	2,413	2,193	806	19,942
	B	15	390	3,335	2,717	5,055	3,395	14,907
	C	15	574	3,540	2,122	2,878	1,948	11,077
2	A	2,441	2,728	2,048	980	1,393	0	9,590
	B	87	1,518	4,536	3,191	4,591	4,824	18,747
	C	80	1,816	4,751	4,355	5,350	4,210	20,562
3	A	1,388	2,665	1,249	458	628	412	6,800
	B	310	2,057	3,478	1,696	2,191	1,236	10,968
	C	15	492	4,448	5,387	8,611	5,296	24,249
4	A	1,346	1,785	926	467	608	233	5,365
	B	113	1,100	1,838	1,191	1,437	983	6,662
	C	3	367	3,347	4,489	7,403	5,452	21,061
5	A	1,542	1,425	830	479	642	44	4,962
	B	164	966	1,386	963	963	632	5,074
	C	13	527	2,832	2,891	4,553	3,919	14,735
6	A	1,366	1,841	874	248	270	84	4,683
	B	122	1,208	1,450	599	559	204	4,142
	C	30	939	3,549	2,659	3,018	1,283	11,478
7	A	1,596	1,664	659	302	189	31	4,441
	B	179	1,313	1,252	559	407	222	3,932
	C	22	795	2,337	2,168	2,333	1,324	8,979
8	A	1,719	1,697	625	272	225	17	4,555
	B	239	1,165	1,183	618	425	235	3,865
	C	32	733	1,832	1,719	2,285	1,431	8,032
9	A	1,741	2,318	812	315	229	38	5,453
	B	114	1,211	1,276	670	477	348	4,096
	C	5	453	1,648	1,613	1,860	1,367	6,946
10	A	1,610	1,839	592	254	213	16	4,524
	B	208	1,361	1,188	422	442	280	3,901
	C	25	549	1,621	1,430	1,734	1,558	6,917
11	A	1,327	1,305	564	259	143	1	3,599
	B	253	1,332	870	369	375	251	3,450
	C	19	659	1,503	1,043	1,562	1,137	5,923
12	A	745	704	299	128	70	0	1,946
	B	313	1,030	598	226	185	76	2,428
	C	52	739	1,308	882	887	489	4,357

**Table 3.3.7.2.2**

Proficiency Level by Grade By Tier (Percent): Comprehension

Grade	Tier	Comprehension Proficiency Range						Total
		1	2	3	4	5	6	
K	-	61.9%	8.5%	10.1%	5.2%	11.7%	2.6%	100.0%
1	A	15.2%	27.9%	29.7%	12.1%	11.0%	4.0%	100.0%
	B	0.1%	2.6%	22.4%	18.2%	33.9%	22.8%	100.0%
	C	0.1%	5.2%	32.0%	19.2%	26.0%	17.6%	100.0%
2	A	25.5%	28.4%	21.4%	10.2%	14.5%	0.0%	100.0%
	B	0.5%	8.1%	24.2%	17.0%	24.5%	25.7%	100.0%
	C	0.4%	8.8%	23.1%	21.2%	26.0%	20.5%	100.0%
3	A	20.4%	39.2%	18.4%	6.7%	9.2%	6.1%	100.0%
	B	2.8%	18.8%	31.7%	15.5%	20.0%	11.3%	100.0%
	C	0.1%	2.0%	18.3%	22.2%	35.5%	21.8%	100.0%
4	A	25.1%	33.3%	17.3%	8.7%	11.3%	4.3%	100.0%
	B	1.7%	16.5%	27.6%	17.9%	21.6%	14.8%	100.0%
	C	0.0%	1.7%	15.9%	21.3%	35.2%	25.9%	100.0%
5	A	31.1%	28.7%	16.7%	9.7%	12.9%	0.9%	100.0%
	B	3.2%	19.0%	27.3%	19.0%	19.0%	12.5%	100.0%
	C	0.1%	3.6%	19.2%	19.6%	30.9%	26.6%	100.0%
6	A	29.2%	39.3%	18.7%	5.3%	5.8%	1.8%	100.0%
	B	2.9%	29.2%	35.0%	14.5%	13.5%	4.9%	100.0%
	C	0.3%	8.2%	30.9%	23.2%	26.3%	11.2%	100.0%
7	A	35.9%	37.5%	14.8%	6.8%	4.3%	0.7%	100.0%
	B	4.6%	33.4%	31.8%	14.2%	10.4%	5.6%	100.0%
	C	0.2%	8.9%	26.0%	24.1%	26.0%	14.7%	100.0%
8	A	37.7%	37.3%	13.7%	6.0%	4.9%	0.4%	100.0%
	B	6.2%	30.1%	30.6%	16.0%	11.0%	6.1%	100.0%
	C	0.4%	9.1%	22.8%	21.4%	28.4%	17.8%	100.0%
9	A	31.9%	42.5%	14.9%	5.8%	4.2%	0.7%	100.0%
	B	2.8%	29.6%	31.2%	16.4%	11.6%	8.5%	100.0%
	C	0.1%	6.5%	23.7%	23.2%	26.8%	19.7%	100.0%
10	A	35.6%	40.6%	13.1%	5.6%	4.7%	0.4%	100.0%
	B	5.3%	34.9%	30.5%	10.8%	11.3%	7.2%	100.0%
	C	0.4%	7.9%	23.4%	20.7%	25.1%	22.5%	100.0%
11	A	36.9%	36.3%	15.7%	7.2%	4.0%	0.0%	100.0%
	B	7.3%	38.6%	25.2%	10.7%	10.9%	7.3%	100.0%
	C	0.3%	11.1%	25.4%	17.6%	26.4%	19.2%	100.0%
12	A	38.3%	36.2%	15.4%	6.6%	3.6%	0.0%	100.0%
	B	12.9%	42.4%	24.6%	9.3%	7.6%	3.1%	100.0%
	C	1.2%	17.0%	30.0%	20.2%	20.4%	11.2%	100.0%

### 3.3.7.3 By Grade

**Table 3.3.7.3.1**

Proficiency Level by Grade (Count): Comprehension

	Comprehension Proficiency Range						Total
	1	2	3	4	5	6	
K	146,975	20,115	24,032	12,431	27,712	6,244	237,509
1	3,062	6,530	12,807	7,252	10,126	6,149	45,926
2	2,608	6,062	11,335	8,526	11,334	9,034	48,899
3	1,713	5,214	9,175	7,541	11,430	6,944	42,017
4	1,462	3,252	6,111	6,147	9,448	6,668	33,088
5	1,719	2,918	5,048	4,333	6,158	4,595	24,771
6	1,518	3,988	5,873	3,506	3,847	1,571	20,303
7	1,797	3,772	4,248	3,029	2,929	1,577	17,352
8	1,990	3,595	3,640	2,609	2,935	1,683	16,452
9	1,860	3,982	3,736	2,598	2,566	1,753	16,495
10	1,843	3,749	3,401	2,106	2,389	1,854	15,342
11	1,599	3,296	2,937	1,671	2,080	1,389	12,972
12	1,110	2,473	2,205	1,236	1,142	565	8,731

**Table 3.3.7.3.2**

Proficiency Level by Grade (Percent): Comprehension

	Comprehension Proficiency Range						Total
	1	2	3	4	5	6	
K	61.9%	8.5%	10.1%	5.2%	11.7%	2.6%	100.0%
1	6.7%	14.2%	27.9%	15.8%	22.0%	13.4%	100.0%
2	5.3%	12.4%	23.2%	17.4%	23.2%	18.5%	100.0%
3	4.1%	12.4%	21.8%	17.9%	27.2%	16.5%	100.0%
4	4.4%	9.8%	18.5%	18.6%	28.6%	20.2%	100.0%
5	6.9%	11.8%	20.4%	17.5%	24.9%	18.5%	100.0%
6	7.5%	19.6%	28.9%	17.3%	18.9%	7.7%	100.0%
7	10.4%	21.7%	24.5%	17.5%	16.9%	9.1%	100.0%
8	12.1%	21.9%	22.1%	15.9%	17.8%	10.2%	100.0%
9	11.3%	24.1%	22.6%	15.8%	15.6%	10.6%	100.0%
10	12.0%	24.4%	22.2%	13.7%	15.6%	12.1%	100.0%
11	12.3%	25.4%	22.6%	12.9%	16.0%	10.7%	100.0%
12	12.7%	28.3%	25.3%	14.2%	13.1%	6.5%	100.0%

### 3.3.8 Overall

#### 3.3.8.1 By Cluster by Tier

**Table 3.3.8.1.1**

Proficiency Level by Grade-Level Cluster By Tier (Count): Overall

Cluster	Tier	Overall Proficiency Range						Total
		1	2	3	4	5	6	
K	-	125,318	43,179	38,396	26,394	4,199	0	237,486
1	A	3,624	8,299	7,667	265	0	0	19,855
	B	369	1,566	9,264	3,144	482	34	14,859
	C	130	815	6,877	2,715	462	46	11,045
2	A	2,524	3,285	3,499	237	0	0	9,545
	B	208	2,444	10,241	5,103	651	12	18,659
	C	34	1,228	10,827	7,346	1,021	30	20,486
3	A	1,883	2,492	2,052	330	8	0	6,765
	B	194	1,933	6,116	2,390	275	10	10,918
	C	12	443	11,937	10,450	1,237	80	24,159
4-5	A	2,905	3,262	3,430	669	4	0	10,270
	B	169	1,187	5,680	3,927	677	42	11,682
	C	19	222	10,321	19,893	4,731	493	35,679
6-8	A	5,165	4,660	3,317	407	1	0	13,550
	B	325	2,043	6,596	2,722	165	5	11,856
	C	34	616	11,978	14,356	1,294	39	28,317
9-12	A	5,735	4,940	3,942	740	10	0	15,367
	B	913	2,989	6,434	2,987	433	12	13,768
	C	102	1,056	9,338	11,134	2,309	47	23,986

**Table 3.3.8.1.2**

Proficiency Level by Grade-Level Cluster By Tier (Percent): Overall

Cluster	Tier	Overall Proficiency Range						Total
		1	2	3	4	5	6	
K	-	52.8%	18.2%	16.2%	11.1%	1.8%	0.0%	100.0%
1	A	18.3%	41.8%	38.6%	1.3%	0.0%	0.0%	100.0%
	B	2.5%	10.5%	62.3%	21.2%	3.2%	0.2%	100.0%
	C	1.2%	7.4%	62.3%	24.6%	4.2%	0.4%	100.0%
2	A	26.4%	34.4%	36.7%	2.5%	0.0%	0.0%	100.0%
	B	1.1%	13.1%	54.9%	27.3%	3.5%	0.1%	100.0%
	C	0.2%	6.0%	52.9%	35.9%	5.0%	0.1%	100.0%
3	A	27.8%	36.8%	30.3%	4.9%	0.1%	0.0%	100.0%
	B	1.8%	17.7%	56.0%	21.9%	2.5%	0.1%	100.0%
	C	0.0%	1.8%	49.4%	43.3%	5.1%	0.3%	100.0%
4-5	A	28.3%	31.8%	33.4%	6.5%	0.0%	0.0%	100.0%
	B	1.4%	10.2%	48.6%	33.6%	5.8%	0.4%	100.0%
	C	0.1%	0.6%	28.9%	55.8%	13.3%	1.4%	100.0%
6-8	A	38.1%	34.4%	24.5%	3.0%	0.0%	0.0%	100.0%
	B	2.7%	17.2%	55.6%	23.0%	1.4%	0.0%	100.0%
	C	0.1%	2.2%	42.3%	50.7%	4.6%	0.1%	100.0%
9-12	A	37.3%	32.1%	25.7%	4.8%	0.1%	0.0%	100.0%
	B	6.6%	21.7%	46.7%	21.7%	3.1%	0.1%	100.0%
	C	0.4%	4.4%	38.9%	46.4%	9.6%	0.2%	100.0%

### 3.3.8.2 By Grade by Tier

**Table 3.3.8.2.1**

Proficiency Level by Grade By Tier (Count): Overall

Grade	Tier	Overall Proficiency Range						Total
		1	2	3	4	5	6	
K	-	125,318	43,179	38,396	26,394	4,199	0	237,486
1	A	3,624	8,299	7,667	265	0	0	19,855
	B	369	1,566	9,264	3,144	482	34	14,859
	C	130	815	6,877	2,715	462	46	11,045
2	A	2,524	3,285	3,499	237	0	0	9,545
	B	208	2,444	10,241	5,103	651	12	18,659
	C	34	1,228	10,827	7,346	1,021	30	20,486
3	A	1,883	2,492	2,052	330	8	0	6,765
	B	194	1,933	6,116	2,390	275	10	10,918
	C	12	443	11,937	10,450	1,237	80	24,159
4	A	1,446	1,711	1,779	400	3	0	5,339
	B	80	641	3,239	2,276	371	29	6,636
	C	10	97	6,213	11,814	2,566	292	20,992
5	A	1,459	1,551	1,651	269	1	0	4,931
	B	89	546	2,441	1,651	306	13	5,046
	C	9	125	4,108	8,079	2,165	201	14,687
6	A	1,514	1,643	1,289	200	1	0	4,647
	B	83	605	2,352	1,002	65	3	4,110
	C	7	237	4,956	5,739	457	15	11,411
7	A	1,768	1,487	1,038	113	0	0	4,406
	B	114	706	2,199	832	58	1	3,910
	C	9	174	3,824	4,475	420	19	8,921
8	A	1,883	1,530	990	94	0	0	4,497
	B	128	732	2,045	888	42	1	3,836
	C	18	205	3,198	4,142	417	5	7,985
9	A	1,848	1,840	1,400	292	5	0	5,385
	B	136	693	1,948	1,112	168	7	4,064
	C	11	181	2,411	3,510	767	22	6,902
10	A	1,785	1,397	1,063	235	5	0	4,485
	B	224	862	1,833	816	139	3	3,877
	C	23	241	2,430	3,388	781	17	6,880
11	A	1,335	1,097	976	154	0	0	3,562
	B	276	763	1,575	711	100	2	3,427
	C	22	277	2,348	2,660	568	8	5,883
12	A	767	606	503	59	0	0	1,935
	B	277	671	1,078	348	26	0	2,400
	C	46	357	2,149	1,576	193	0	4,321

**Table 3.3.8.2.2**

Proficiency Level by Grade By Tier (Percent): Overall

Grade	Tier	Overall Proficiency Range						Total
		1	2	3	4	5	6	
K	-	52.8%	18.2%	16.2%	11.1%	1.8%	0.0%	100.0%
1	A	18.3%	41.8%	38.6%	1.3%	0.0%	0.0%	100.0%
	B	2.5%	10.5%	62.3%	21.2%	3.2%	0.2%	100.0%
	C	1.2%	7.4%	62.3%	24.6%	4.2%	0.4%	100.0%
2	A	26.4%	34.4%	36.7%	2.5%	0.0%	0.0%	100.0%
	B	1.1%	13.1%	54.9%	27.3%	3.5%	0.1%	100.0%
	C	0.2%	6.0%	52.9%	35.9%	5.0%	0.1%	100.0%
3	A	27.8%	36.8%	30.3%	4.9%	0.1%	0.0%	100.0%
	B	1.8%	17.7%	56.0%	21.9%	2.5%	0.1%	100.0%
	C	0.0%	1.8%	49.4%	43.3%	5.1%	0.3%	100.0%
4	A	27.1%	32.0%	33.3%	7.5%	0.1%	0.0%	100.0%
	B	1.2%	9.7%	48.8%	34.3%	5.6%	0.4%	100.0%
	C	0.0%	0.5%	29.6%	56.3%	12.2%	1.4%	100.0%
5	A	29.6%	31.5%	33.5%	5.5%	0.0%	0.0%	100.0%
	B	1.8%	10.8%	48.4%	32.7%	6.1%	0.3%	100.0%
	C	0.1%	0.9%	28.0%	55.0%	14.7%	1.4%	100.0%
6	A	32.6%	35.4%	27.7%	4.3%	0.0%	0.0%	100.0%
	B	2.0%	14.7%	57.2%	24.4%	1.6%	0.1%	100.0%
	C	0.1%	2.1%	43.4%	50.3%	4.0%	0.1%	100.0%
7	A	40.1%	33.7%	23.6%	2.6%	0.0%	0.0%	100.0%
	B	2.9%	18.1%	56.2%	21.3%	1.5%	0.0%	100.0%
	C	0.1%	2.0%	42.9%	50.2%	4.7%	0.2%	100.0%
8	A	41.9%	34.0%	22.0%	2.1%	0.0%	0.0%	100.0%
	B	3.3%	19.1%	53.3%	23.1%	1.1%	0.0%	100.0%
	C	0.2%	2.6%	40.1%	51.9%	5.2%	0.1%	100.0%
9	A	34.3%	34.2%	26.0%	5.4%	0.1%	0.0%	100.0%
	B	3.3%	17.1%	47.9%	27.4%	4.1%	0.2%	100.0%
	C	0.2%	2.6%	34.9%	50.9%	11.1%	0.3%	100.0%
10	A	39.8%	31.1%	23.7%	5.2%	0.1%	0.0%	100.0%
	B	5.8%	22.2%	47.3%	21.0%	3.6%	0.1%	100.0%
	C	0.3%	3.5%	35.3%	49.2%	11.4%	0.2%	100.0%
11	A	37.5%	30.8%	27.4%	4.3%	0.0%	0.0%	100.0%
	B	8.1%	22.3%	46.0%	20.7%	2.9%	0.1%	100.0%
	C	0.4%	4.7%	39.9%	45.2%	9.7%	0.1%	100.0%
12	A	39.6%	31.3%	26.0%	3.0%	0.0%	0.0%	100.0%
	B	11.5%	28.0%	44.9%	14.5%	1.1%	0.0%	100.0%
	C	1.1%	8.3%	49.7%	36.5%	4.5%	0.0%	100.0%

### 3.3.8.3 By Grade

**Table 3.3.8.3.1**

Proficiency Level by Grade (Count): Overall

	Overall Proficiency Range						Total
	1	2	3	4	5	6	
K	125,318	43,179	38,396	26,394	4,199	0	237,486
1	4,123	10,680	23,808	6,124	944	80	45,759
2	2,766	6,957	24,567	12,686	1,672	42	48,690
3	2,089	4,868	20,105	13,170	1,520	90	41,842
4	1,536	2,449	11,231	14,490	2,940	321	32,967
5	1,557	2,222	8,200	9,999	2,472	214	24,664
6	1,604	2,485	8,597	6,941	523	18	20,168
7	1,891	2,367	7,061	5,420	478	20	17,237
8	2,029	2,467	6,233	5,124	459	6	16,318
9	1,995	2,714	5,759	4,914	940	29	16,351
10	2,032	2,500	5,326	4,439	925	20	15,242
11	1,633	2,137	4,899	3,525	668	10	12,872
12	1,090	1,634	3,730	1,983	219	0	8,656

**Table 3.3.8.3.2**

Proficiency Level by Grade (Percent): Overall

	Overall Proficiency Range						Total
	1	2	3	4	5	6	
K	52.8%	18.2%	16.2%	11.1%	1.8%	0.0%	100.0%
1	9.0%	23.3%	52.0%	13.4%	2.1%	0.2%	100.0%
2	5.7%	14.3%	50.5%	26.1%	3.4%	0.1%	100.0%
3	5.0%	11.6%	48.0%	31.5%	3.6%	0.2%	100.0%
4	4.7%	7.4%	34.1%	44.0%	8.9%	1.0%	100.0%
5	6.3%	9.0%	33.2%	40.5%	10.0%	0.9%	100.0%
6	8.0%	12.3%	42.6%	34.4%	2.6%	0.1%	100.0%
7	11.0%	13.7%	41.0%	31.4%	2.8%	0.1%	100.0%
8	12.4%	15.1%	38.2%	31.4%	2.8%	0.0%	100.0%
9	12.2%	16.6%	35.2%	30.1%	5.7%	0.2%	100.0%
10	13.3%	16.4%	34.9%	29.1%	6.1%	0.1%	100.0%
11	12.7%	16.6%	38.1%	27.4%	5.2%	0.1%	100.0%
12	12.6%	18.9%	43.1%	22.9%	2.5%	0.0%	100.0%



## 4 Analyses of Test Forms

### 4.1 Background

#### 4.1.1 Measurement Models Used

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 test is available in ACCESS for ELLs Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* (Kenyon, 2006). The test was developed using Rasch measurement principles, and in that sense, the Rasch model guided 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.

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 a correct response “1” by person “n” on item “i”

$P_{ni0}$  = probability of an incorrect response “0” by person “n” on item “i”

$B_n$  = ability of person “n”

$D_i$  = difficulty of item “i”

When the probability of a person getting a correct answer equals the probability of a person getting 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 person’s ability equals the difficulty of an item. For example, a person whose ability 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 answering that question correctly.

For the Writing and Speaking tasks, a Rasch-grouped rating scale model is used. Mathematically, this can be represented as

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

where

$P_{ngik}$  = probability of person “n” on task “i” receiving a rating at level “k” on rating scale “g”

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

$\beta_n$  = ability of person “n”

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

$F_{gk}$  = calibration of step “k” 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 scoring scale that was used for the group of tasks.

As described in Section 1.6.2, ratings on the ACCESS 2.0 Writing Scoring Scale range from 0, 1, 1+, ..., 6 and the possible raw scores range from 0–9. All Writing tasks are scored using this scoring scale except for Grade 1 Tier A Task 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 B Task 2 is modeled using a rating scale with a possible raw score of 0 to 3. All other Writing tasks are modeled using a rating scale with possible raw scores of 0 to 9. Thus, a total of two rating scales are modeled for ACCESS Writing. One rating scale is associated with the Grade 1 Writing Tier A Task 2, and the other rating scale is associated with all Writing tasks that are scored using the rating scale with raw score values 0 to 9.

For Speaking, PL 1 tasks are modeled as a group on a 0–2 scale and PL 3 and PL 5 tasks are modeled as a group on a 0–4 scale.

All Rasch analyses were conducted using the Rasch measurement software program *Winsteps* (Linacre, 2006). Rasch statistics are presented in several of the tables that follow. When speaking of the measure of examinee 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 the *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 presented above. All three measures (ability, difficulty, and step) are expressed in terms of Rasch logits, which then are converted into scores on the ACCESS score scale for reporting purposes. (See ACCESS for ELLs Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* [Kenyon, 2006] for more details.)

Rasch model standard errors also appear in the tables. These are an indication of the precision with which the measures have been estimated. Unlike the standard error of measurement (SEM)

based on classical test theory, which posits the same SEM for all persons, regardless of where on the ability distribution they are, Rasch model standard errors are conditional on the individual's ability measure. All things being equal, if a person gets few items correct or few items incorrect, the standard error of that person's measure will be greater than if a person gets a moderate number of items correct. In addition, for ability measures, standard errors are a function of the number of items on a test form as well as the distribution and quality of the items (i.e., their fit to the Rasch model).

Also included in some of the tables are fit statistics for the Rasch model. These statistics are calculated by comparing the observed empirical data with the data that would be expected to be produced by the Rasch model if the data fit the model perfectly. Of the several statistics available, the mean square fit statistics were used to flag items in the development of ACCESS that needed to be deleted or revised and are presented in the appropriate tables. Outfit mean square statistics are influenced by outliers. For example, a difficult item that, for some reason, some low-ability examinees get correct will have a high outfit mean square statistic that indicates that the item may not be measuring the same thing as other items on the test. Infit mean square statistics are influenced by more aberrant response patterns and generally indicate a more serious measurement problem. The expectation for both of these statistics is 1.00, and values near 1.00 are not of great concern. Values less than 1.00 indicate that the observations are too predictable and thus redundant, but are not of great concern. High values are more of a concern.

Linacre (2002), the author of the Winsteps software program, provides more guidance on how to interpret these statistics for test items. He indicated that

- Values greater than 2.0 “distort or degrade 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 Linacre calls “less productive for measurement, but not degrading”

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

Because conservative guidelines were followed in the development of ACCESS for ELLs, the vast majority of dichotomous items on the test forms have mean square fit statistics in the range of 0.5 and 1.5; thus, they fit the range that is “productive for measurement” according to the guidelines above.

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 to performance tasks that are scored polytomously. Some performance tasks that were designed to elicit a restricted range of performances (for example, very easy tasks, for which it is expected that most students will get the highest score) can cause the model to predict the data too well (overfitting). Conversely, when performance tasks are scored using a very wide rubric scale,

such as the case with ACCESS for ELL Writing tasks, sometimes unmodeled noise or other sources of variance in the data will cause the model to underpredict the data (underfitting). Overall, for ACCESS for ELL performance tasks, overfitting is more common than underfitting. Underfitting indicates that the task is less productive for measurement, but it is not degrading to the measurement of student performance.

### **4.1.2 Sampling**

The results presented in most of the tables in this chapter and the following chapter are based on the full data set of all students who were administered operational ACCESS 2.0 Series 402 Paper in the academic year 2017–2018. A principled exception to this relates to the exclusion of students who received mode-adjusted scale scores. Students in the state of Colorado who participate in the Paper ACCESS for ELLs assessment have their scale scores and proficiency levels adjusted for mode effect prior to reporting. As these students' scale scores and proficiency levels are computed differently from scale scores and proficiency levels of other students in the data set, for analyses in which scale score or proficiency level is used as an input to the analysis, students with mode-adjusted scale scores are excluded from the analyses. Such tables are marked with footnotes throughout the report.

### **4.1.3 Analysis of Writing and Speaking Forms**

As noted in Chapter 1, Section 1.2.5, ACCESS 2.0 Paper has three tiers, and students' test booklets are printed with the tier designation (A, B, or C). In the Listening and Reading domains, Tiers A, B, and C are each different test forms. In Writing and Speaking, however, Tier B and Tier C tests are identical for every grade-level cluster.

In the analyses in this chapter and the next, descriptive statistics for Writing and Speaking (distribution of raw score, scale score, and proficiency level) are computed separately for students who took the Tier B designation and students who took the Tier C designation. Statistics that apply to the test as a whole are computed by pooling all of the Tier B and Tier C students for the grade or grade-level cluster, so that students who took the same form are included in the same analysis. Statistics presented in this fashion are included in Sections 4.2.8, Reliability; 4.2.9, Complete Item or Task Analysis and Summary; 4.2.10, DIF Analysis and Summary; 4.2.11, Raw Score to Scale Score Conversion; and 4.2.12, Raw Score to Proficiency Level Score Conversion.

## 4.2 Results

### 4.2.1 Raw Score Information

The figures and tables in this section relate to the raw scores on each test form. Listening and Reading are scored dichotomously (i.e., correct or incorrect); thus, the highest possible score was the number of items on the test form.

The range for raw scores on the Writing test depends on the test form. For Grade 1 Tier A, the range is 0–40. For all other grade-level clusters, the range on the Tier A test is 0–27. For all Tier B or C tests, the range is 0–54. (See Section 1.6.2 for more information on raw scores for Writing.)

The range for raw scores on the Speaking test is either 0–18 (Tier A) or 6–30 (Tier B or Tier C). (See Section 1.6.3 for more information on raw scores for Speaking.)

For each test form, the figure in this section shows the distribution of the raw scores. The horizontal axis shows the raw scores. The vertical axis shows the number of students (count). Each bar shows how many students were awarded each raw score.

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

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

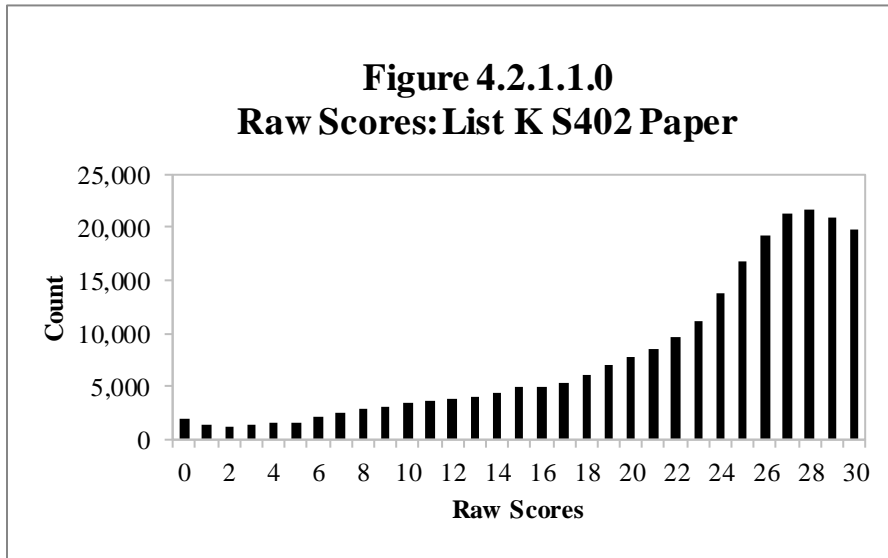
4.2.1.1 Listening

4.2.1.1.0 Kindergarten

**Table 4.2.1.1.0**

Raw Score Descriptive Statistics: List K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,519	0	30	22.12	7.25

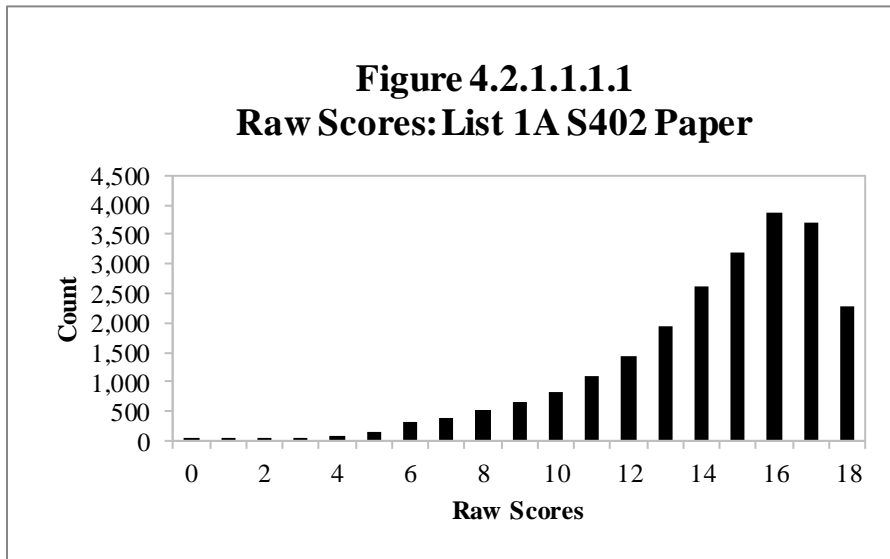


4.2.1.1.1 Grade 1

**Table 4.2.1.1.1.1**

Raw Score Descriptive Statistics: List 1A S402 Paper

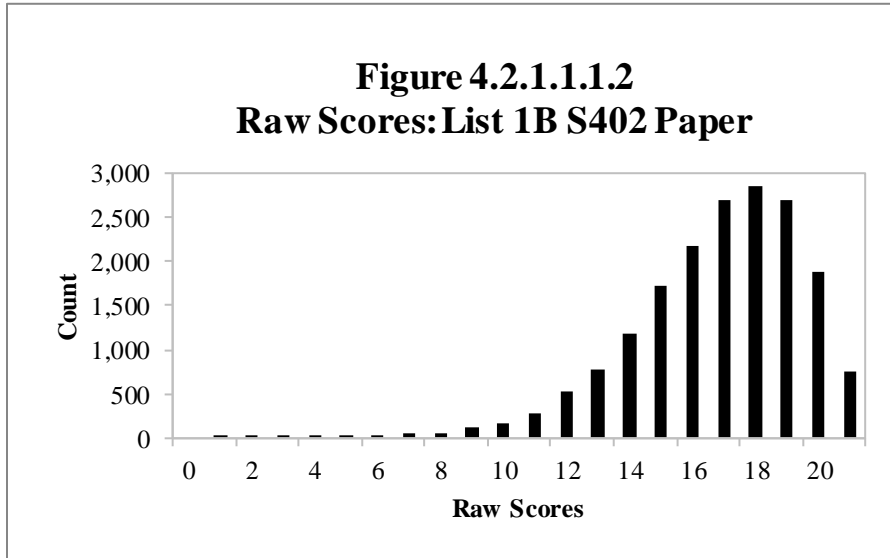
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	23,067	0	18	14.26	3.04



**Table 4.2.1.1.1.2**

Raw Score Descriptive Statistics: List 1B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	17,964	1	21	16.82	2.68

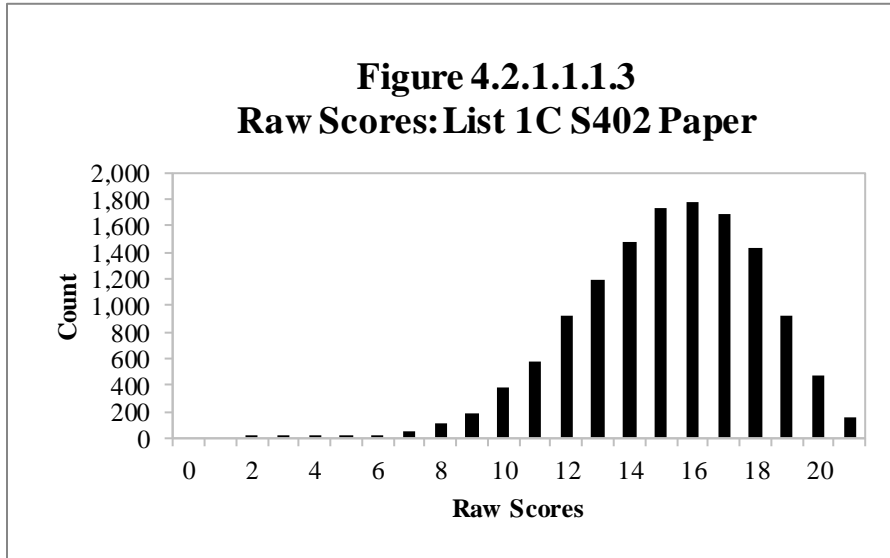




**Table 4.2.1.1.1.3**

Raw Score Descriptive Statistics: List 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	13,112	2	21	15.23	2.83

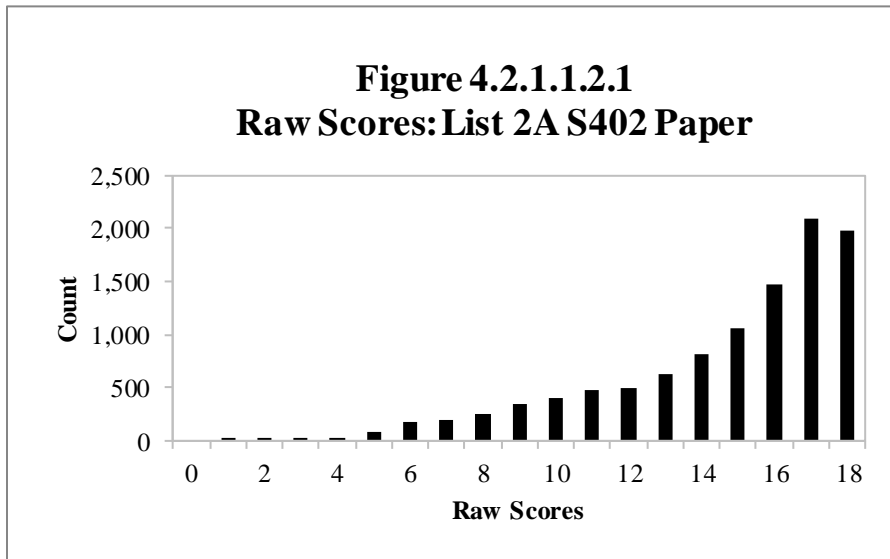


4.2.1.1.2 Grade 2

**Table 4.2.1.1.2.1**

Raw Score Descriptive Statistics: List 2A S402 Paper

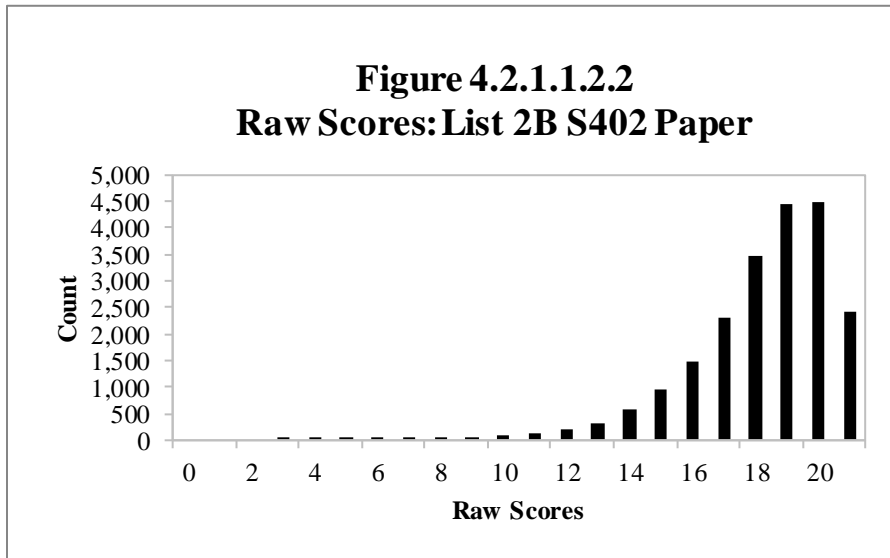
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	10,519	1	18	14.60	3.35



**Table 4.2.1.1.2.2**

Raw Score Descriptive Statistics: List 2B S402 Paper

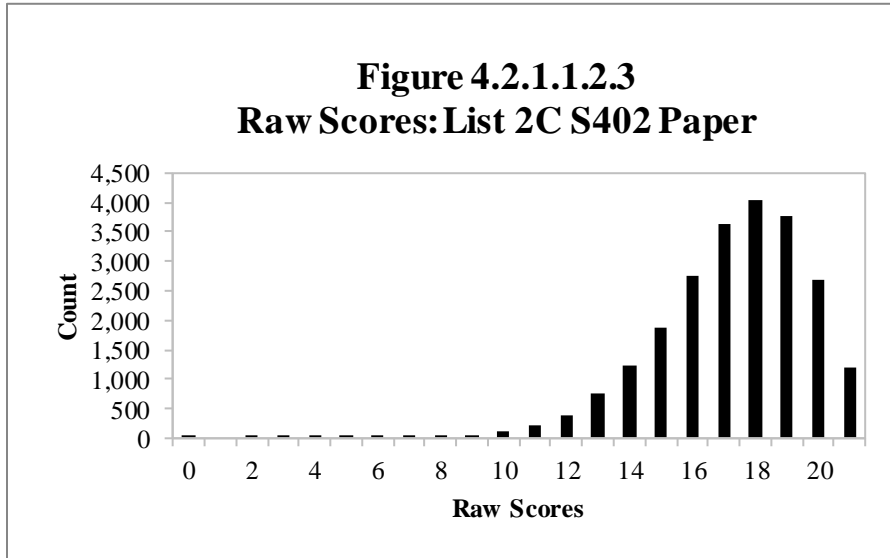
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	20,951	3	21	18.25	2.23



**Table 4.2.1.1.2.3**

Raw Score Descriptive Statistics: List 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	22,749	0	21	17.28	2.35

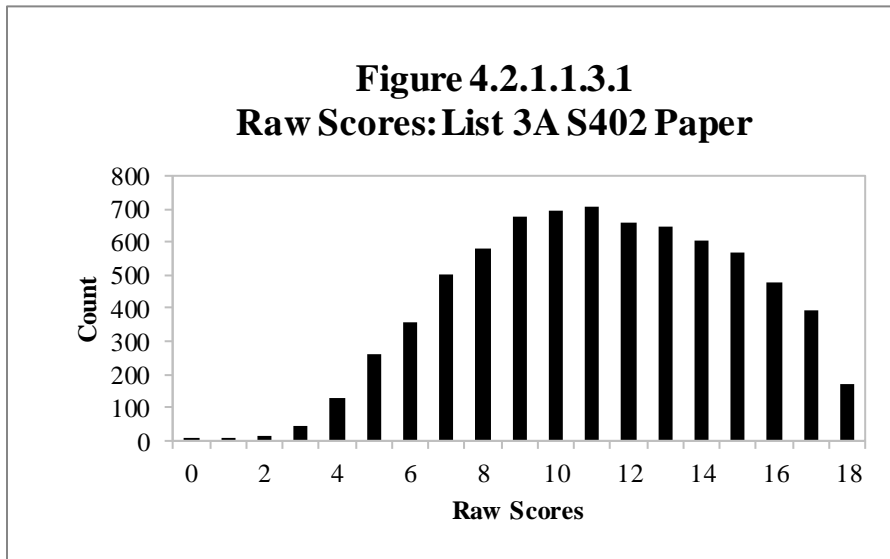


4.2.1.1.3 Grade 3

**Table 4.2.1.1.3.1**

Raw Score Descriptive Statistics: List 3A S402 Paper

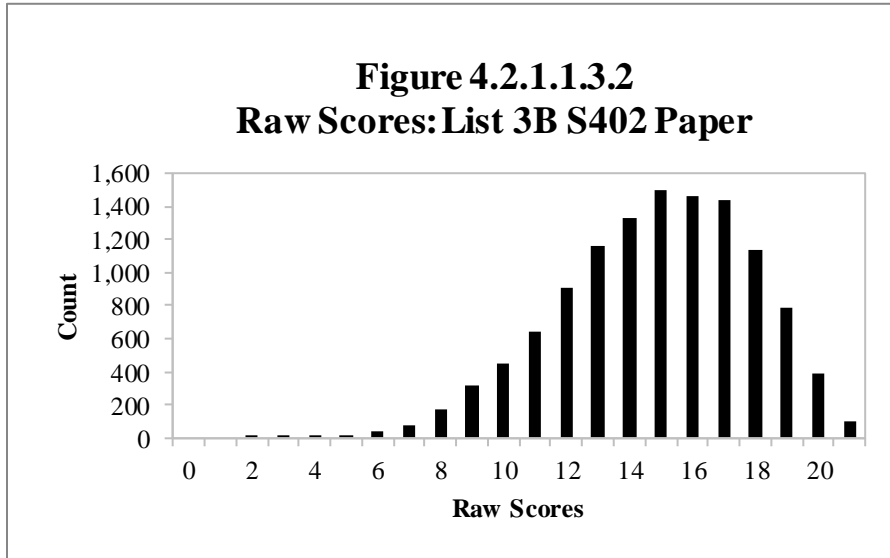
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	7,494	0	18	11.19	3.61



**Table 4.2.1.1.3.2**

Raw Score Descriptive Statistics: List 3B S402 Paper

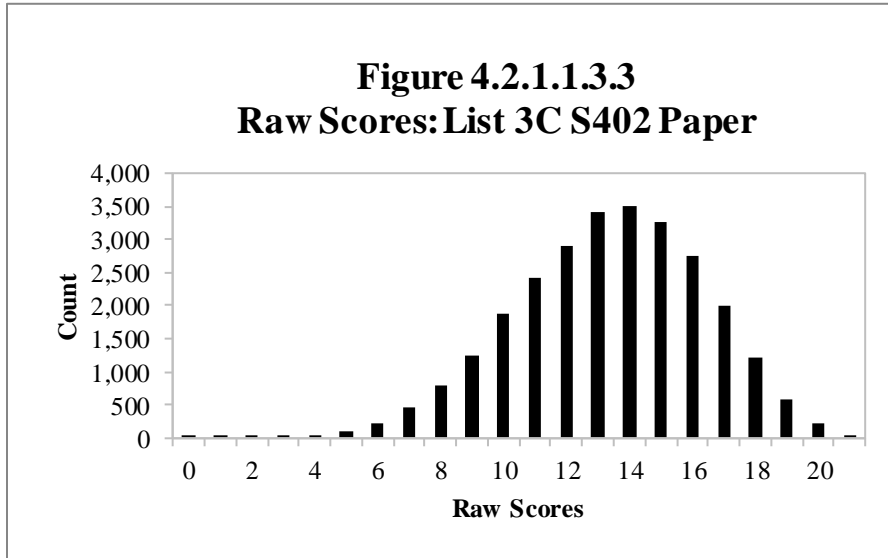
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	11,960	2	21	14.81	3.04



**Table 4.2.1.1.3.3**

Raw Score Descriptive Statistics: List 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	27,040	0	21	13.36	3.00

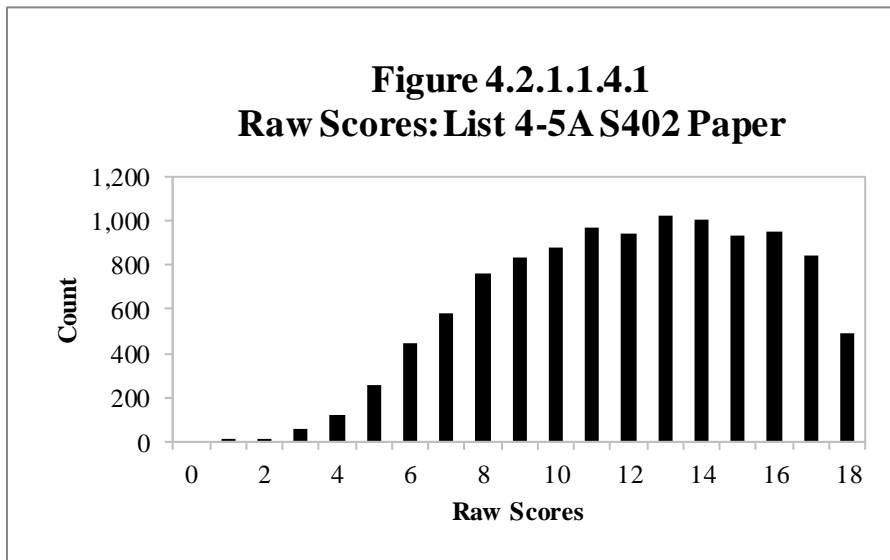


4.2.1.1.4 Grades 4–5

**Table 4.2.1.1.4.1**

Raw Score Descriptive Statistics: List 4-5A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,831	1	18	11.73	3.64
5	5,281	1	18	12.23	3.66
<b>Total</b>	11,112	1	18	11.96	3.66

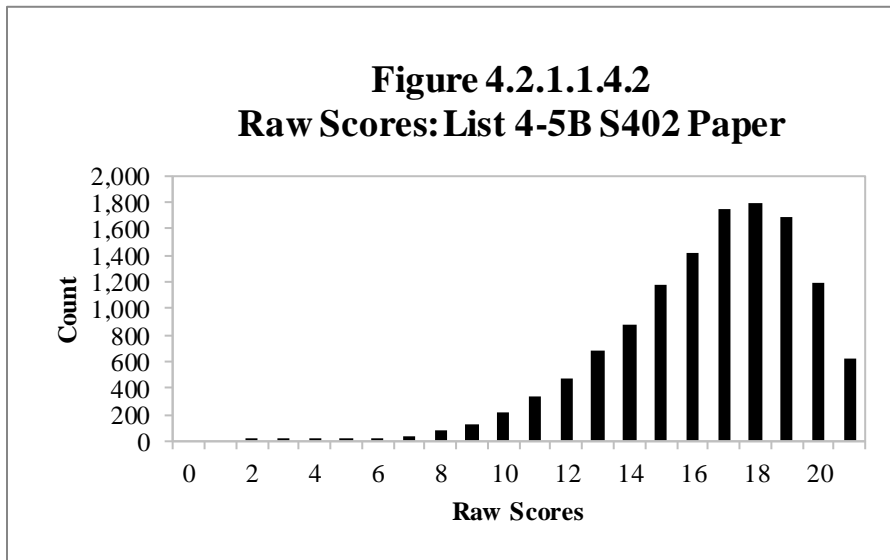




**Table 4.2.1.1.4.2**

Raw Score Descriptive Statistics: List 4-5B S402 Paper

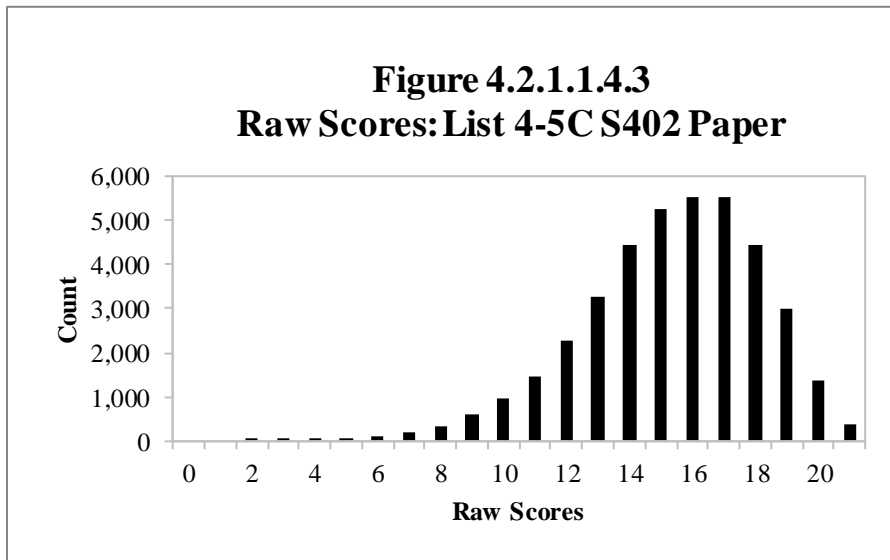
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	7,164	2	21	16.18	3.01
5	5,356	3	21	16.88	2.89
<b>Total</b>	12,520	2	21	16.48	2.98



**Table 4.2.1.1.4.3**

Raw Score Descriptive Statistics: List 4-5C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	23,188	3	21	15.04	2.78
5	15,915	2	21	15.80	2.75
<b>Total</b>	39,103	2	21	15.35	2.80

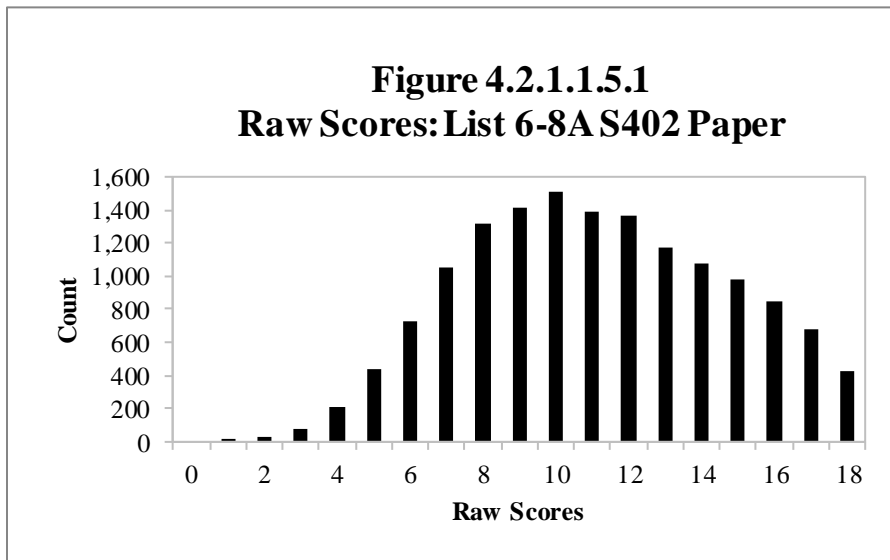


4.2.1.1.5 Grades 6–8

**Table 4.2.1.1.5.1**

Raw Score Descriptive Statistics: List 6-8A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	5,078	2	18	11.06	3.53
7	4,743	2	18	11.00	3.59
8	4,864	1	18	11.17	3.53
<b>Total</b>	<b>14,685</b>	<b>1</b>	<b>18</b>	<b>11.08</b>	<b>3.55</b>

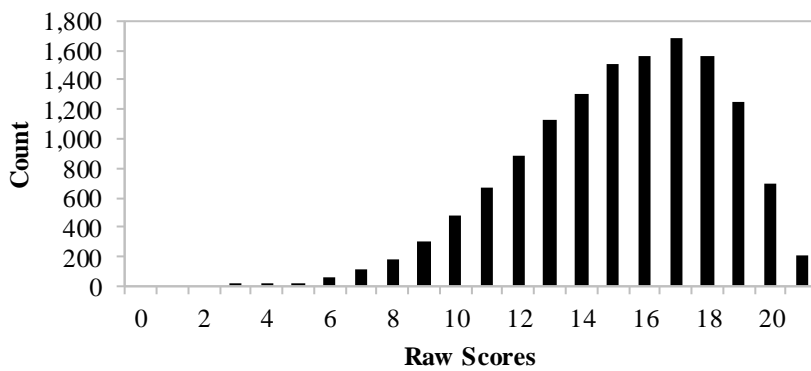


**Table 4.2.1.1.5.2**

Raw Score Descriptive Statistics: List 6-8B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	4,698	4	21	15.01	3.13
<b>7</b>	4,480	4	21	15.21	3.19
<b>8</b>	4,423	3	21	15.52	3.22
<b>Total</b>	13,601	3	21	15.24	3.18

**Figure 4.2.1.1.5.2**  
**Raw Scores: List 6-8B S402 Paper**

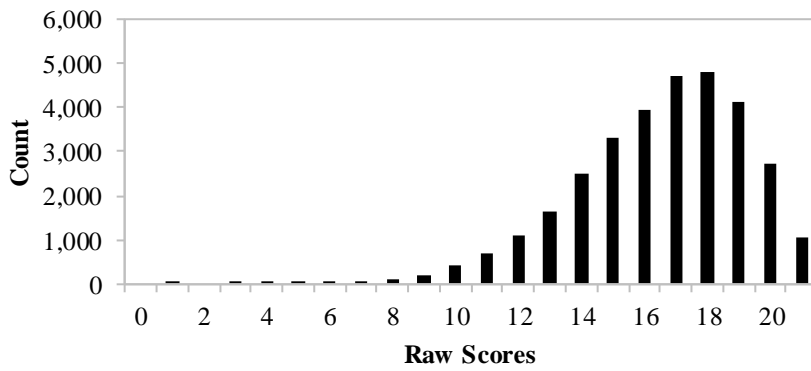


**Table 4.2.1.1.5.3**

Raw Score Descriptive Statistics: List 6-8C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	12,885	3	21	15.82	2.74
<b>7</b>	9,846	1	21	16.73	2.58
<b>8</b>	8,717	4	21	17.29	2.49
<b>Total</b>	31,448	1	21	16.51	2.69

**Figure 4.2.1.1.5.3**  
**Raw Scores: List 6-8C S402 Paper**

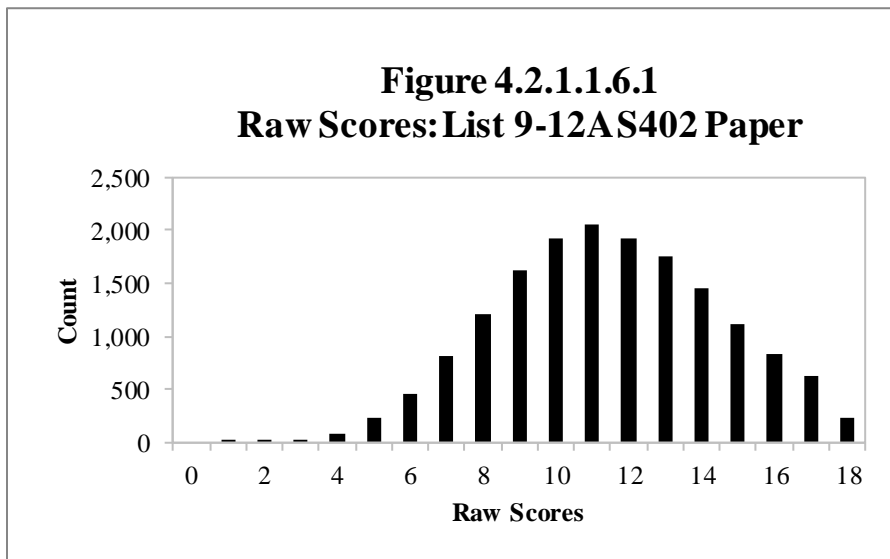


4.2.1.1.6 Grades 9–12

**Table 4.2.1.1.6.1**

Raw Score Descriptive Statistics: List 9-12A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,780	2	18	11.15	3.03
10	4,775	1	18	11.36	3.00
11	3,803	2	18	11.72	3.01
12	2,029	2	18	11.96	3.01
<b>Total</b>	<b>16,387</b>	<b>1</b>	<b>18</b>	<b>11.44</b>	<b>3.03</b>

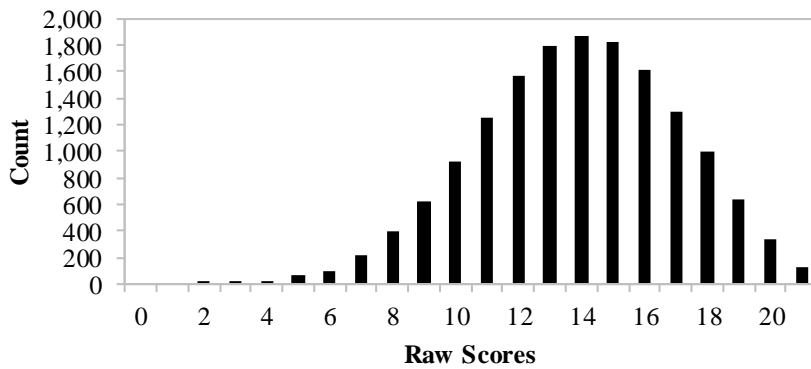


**Table 4.2.1.1.6.2**

Raw Score Descriptive Statistics: List 9-12B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	4,668	2	21	13.97	3.15
<b>10</b>	4,435	2	21	13.87	3.19
<b>11</b>	3,873	2	21	13.97	3.19
<b>12</b>	2,692	2	21	13.63	3.14
<b>Total</b>	15,668	2	21	13.88	3.18

**Figure 4.2.1.1.6.2**  
**Raw Scores: List 9-12B S402 Paper**

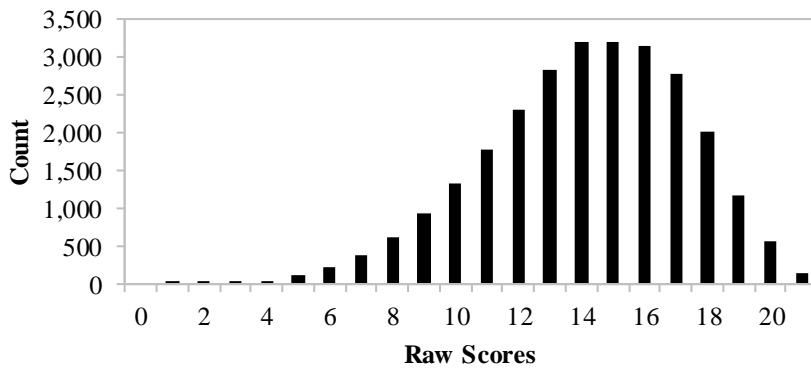


**Table 4.2.1.1.6.3**

Raw Score Descriptive Statistics: List 9-12C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	7,858	3	21	13.90	3.05
<b>10</b>	7,600	1	21	14.35	3.17
<b>11</b>	6,458	2	21	14.39	3.22
<b>12</b>	4,746	2	21	13.89	3.32
<b>Total</b>	26,662	1	21	14.15	3.19

**Figure 4.2.1.1.6.3**  
**Raw Scores: List 9-12C S402 Paper**





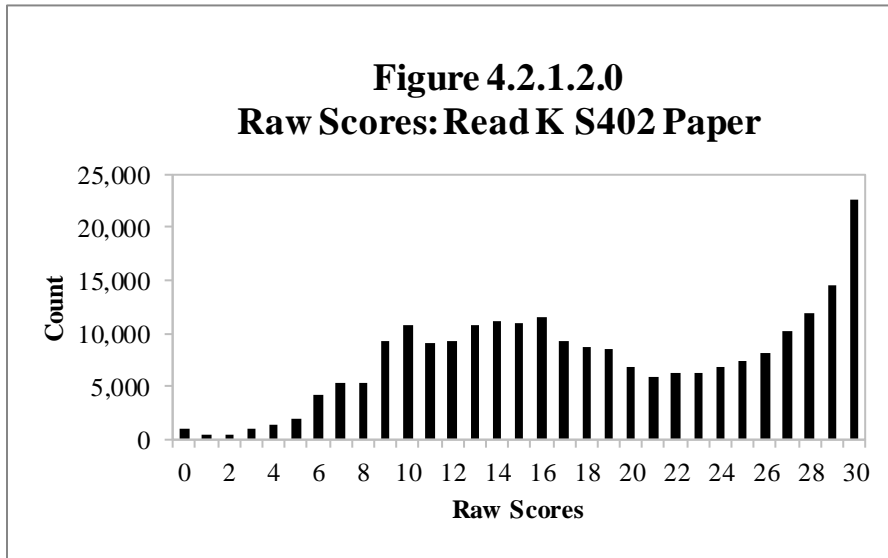
4.2.1.2 Reading

4.2.1.2.0 Kindergarten

Table 4.2.1.2.0

Raw Score Descriptive Statistics: Read K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,512	0	30	18.80	7.78

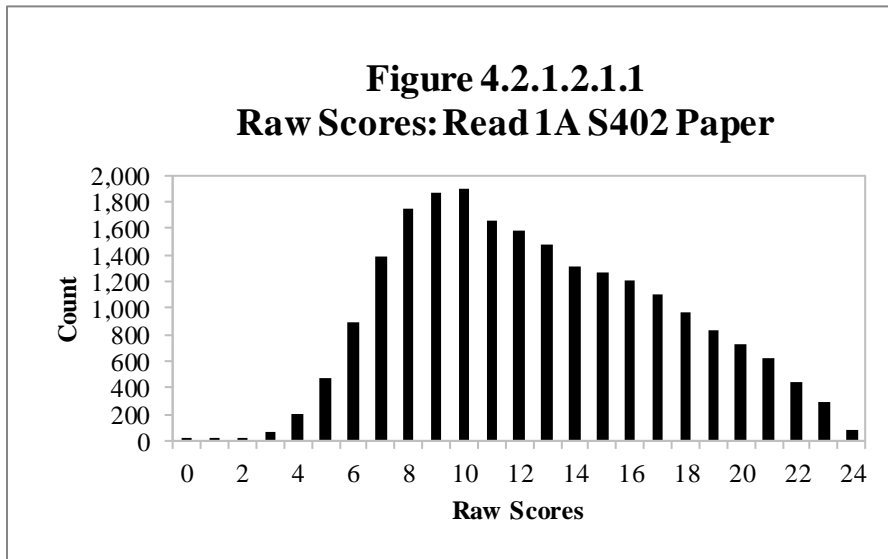


4.2.1.2.1 Grade 1

**Table 4.2.1.2.1.1**

Raw Score Descriptive Statistics: Read 1A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	22,167	0	24	12.62	4.68

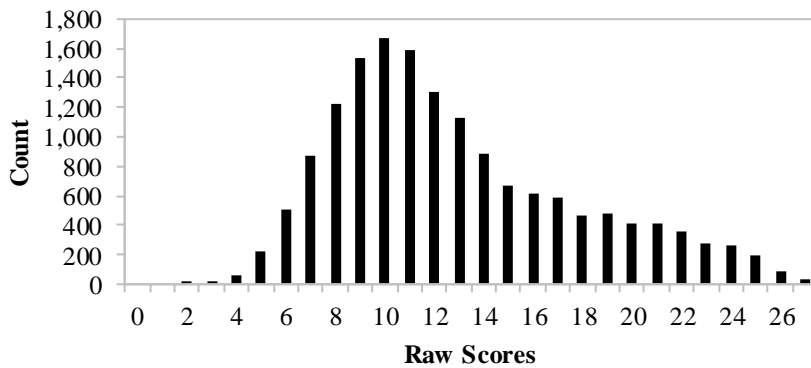


**Table 4.2.1.2.1.2**

Raw Score Descriptive Statistics: Read 1B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	15,854	2	27	12.82	4.93

**Figure 4.2.1.2.1.2**  
**Raw Scores: Read 1B S402 Paper**

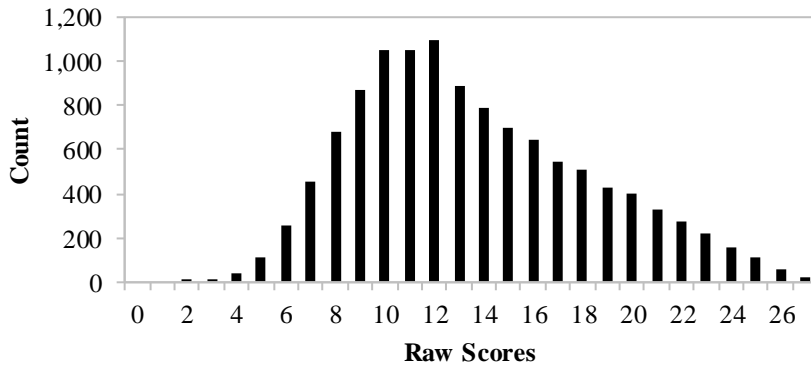


**Table 4.2.1.2.1.3**

Raw Score Descriptive Statistics: Read 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	11,657	2	27	13.55	4.72

**Figure 4.2.1.2.1.3**  
**Raw Scores: Read 1C S402 Paper**

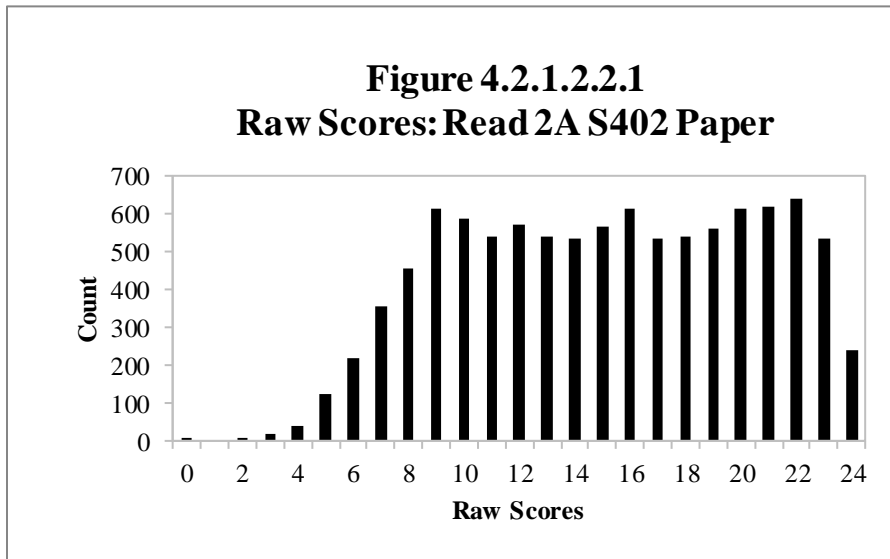


4.2.1.2.2 Grade 2

**Table 4.2.1.2.2.1**

Raw Score Descriptive Statistics: Read 2A S402 Paper

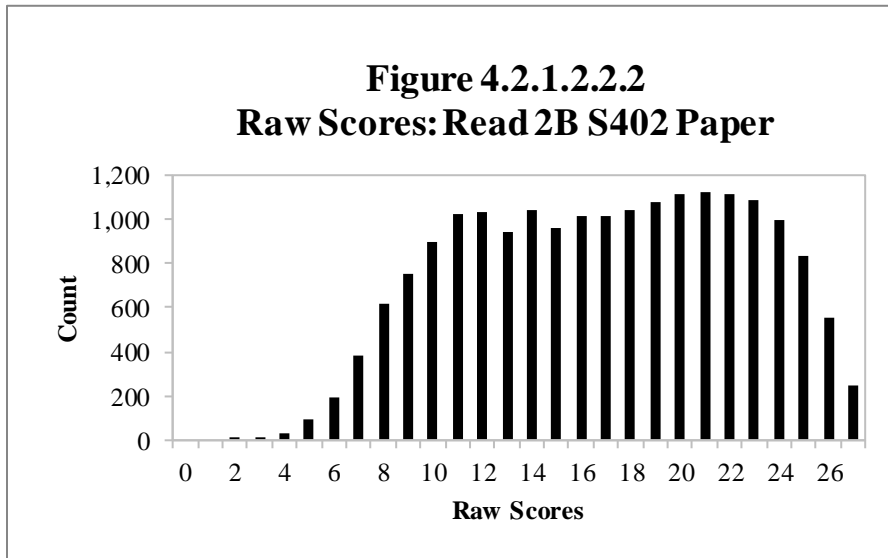
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	10,043	0	24	15.12	5.23



**Table 4.2.1.2.2.2**

Raw Score Descriptive Statistics: Read 2B S402 Paper

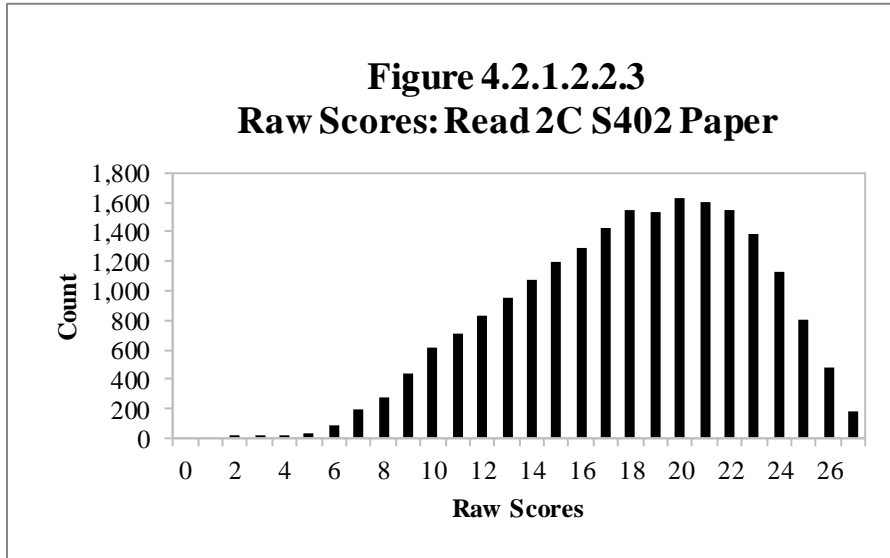
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	19,194	2	27	16.87	5.54



**Table 4.2.1.2.2.3**

Raw Score Descriptive Statistics: Read 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	20,939	2	27	17.94	4.75

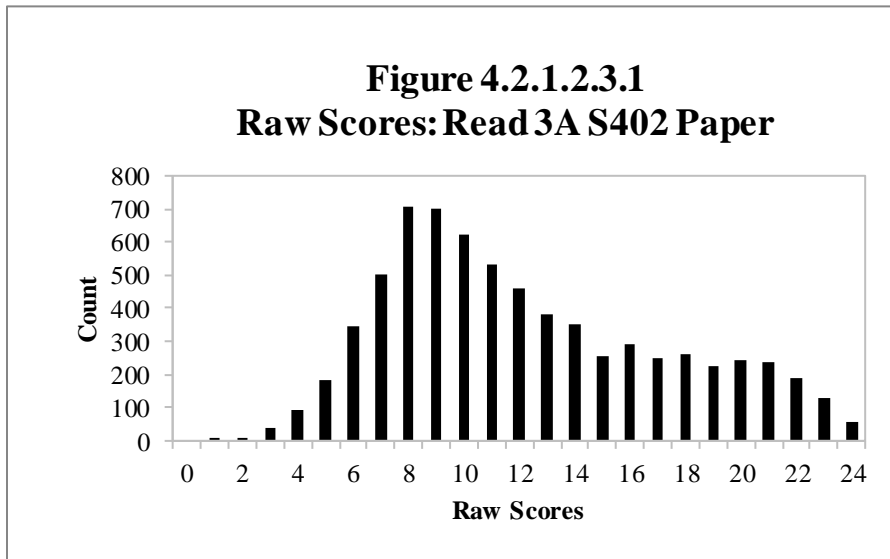


### 4.2.1.2.3 Grade 3

**Table 4.2.1.2.3.1**

Raw Score Descriptive Statistics: Read 3A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	7,036	1	24	12.24	5.00

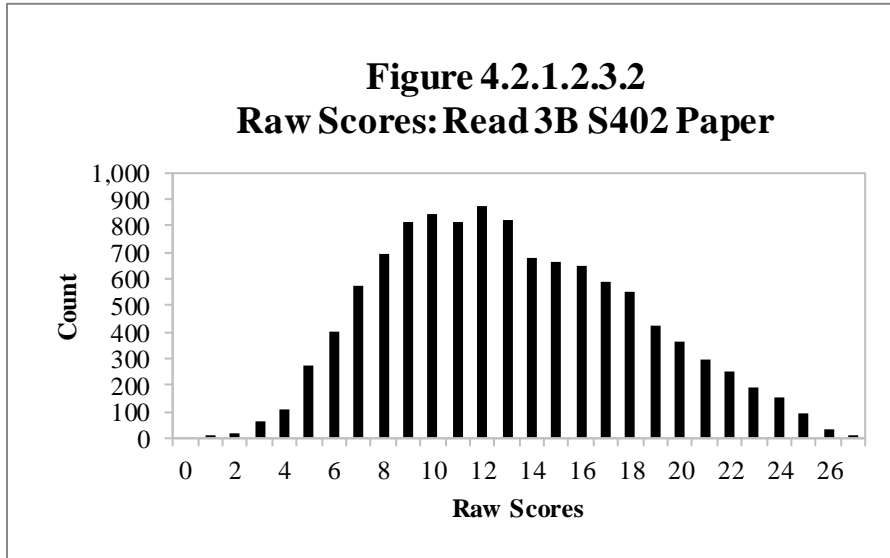




**Table 4.2.1.2.3.2**

Raw Score Descriptive Statistics: Read 3B S402 Paper

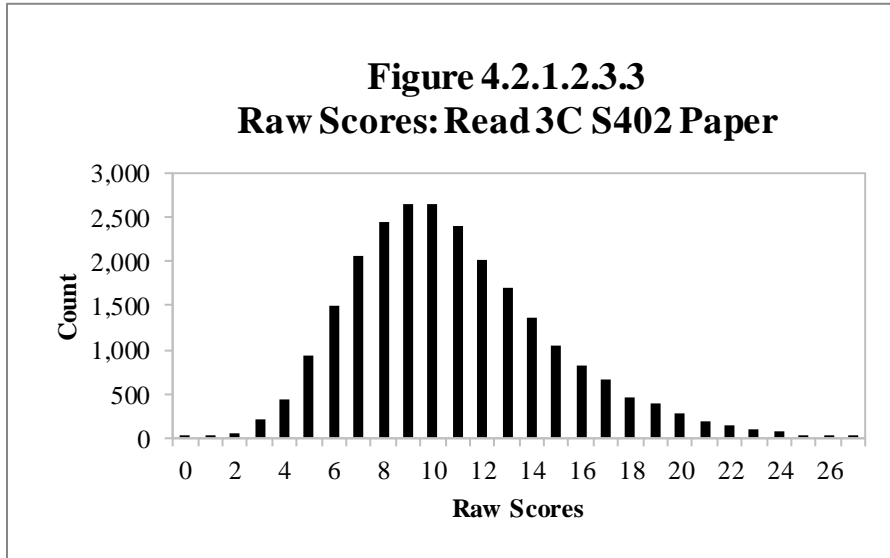
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	11,250	1	27	13.18	4.99



**Table 4.2.1.2.3.3**

Raw Score Descriptive Statistics: Read 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	24,566	0	27	10.79	4.05

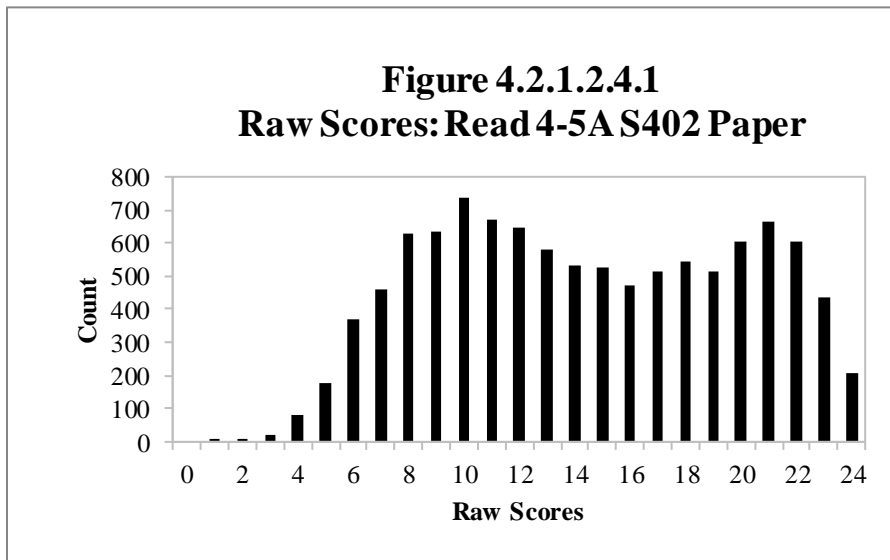


4.2.1.2.4 Grades 4–5

**Table 4.2.1.2.4.1**

Raw Score Descriptive Statistics: Read 4-5A S402 Paper

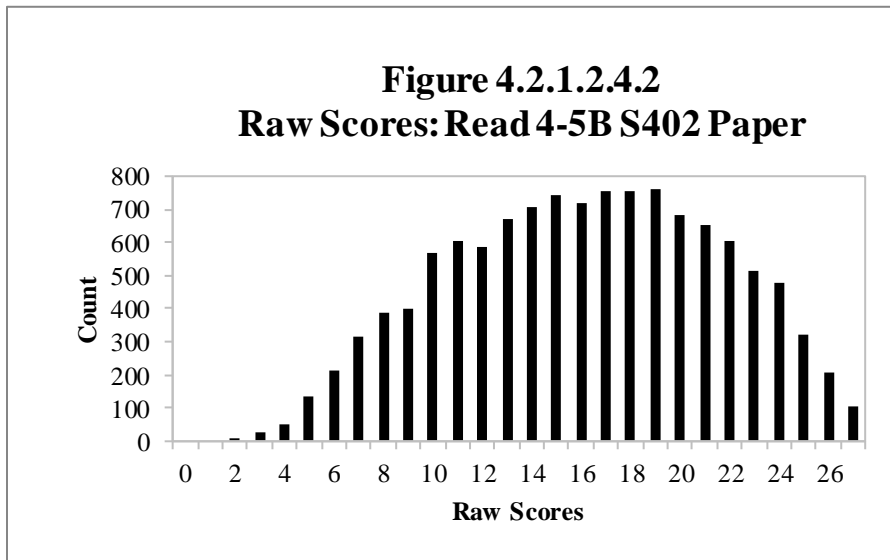
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,526	1	24	13.90	5.36
5	5,090	2	24	14.93	5.35
<b>Total</b>	10,616	1	24	14.39	5.38



**Table 4.2.1.2.4.2**

Raw Score Descriptive Statistics: Read 4-5B S402 Paper

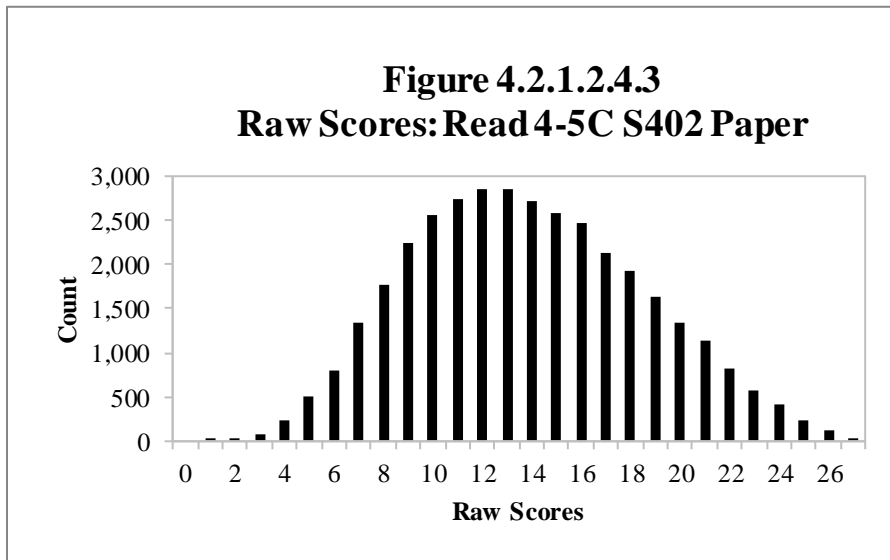
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	6,784	2	27	15.63	5.39
5	5,170	2	27	16.75	5.37
<b>Total</b>	11,954	2	27	16.11	5.41



**Table 4.2.1.2.4.3**

Raw Score Descriptive Statistics: Read 4-5C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	21,232	1	27	13.13	4.46
5	14,849	1	27	14.80	4.80
<b>Total</b>	36,081	1	27	13.81	4.68

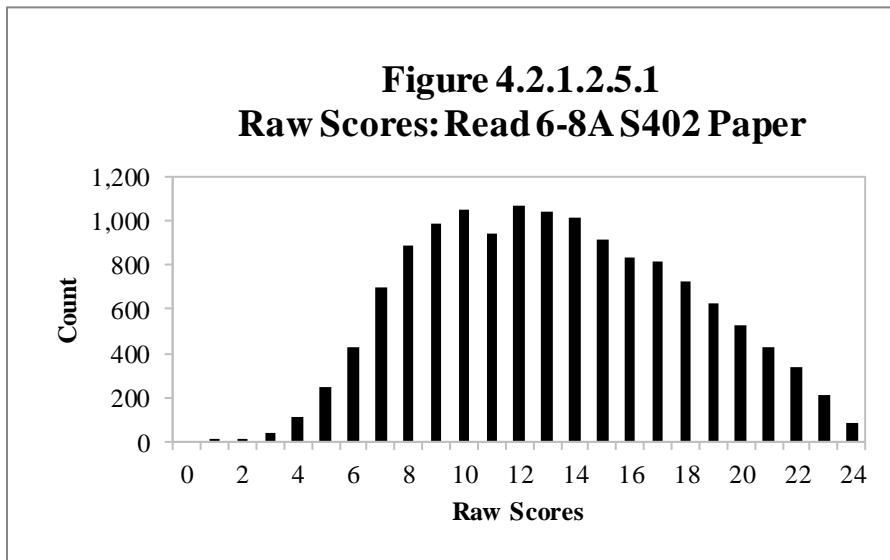


4.2.1.2.5 Grades 6–8

**Table 4.2.1.2.5.1**

Raw Score Descriptive Statistics: Read 6-8A S402 Paper

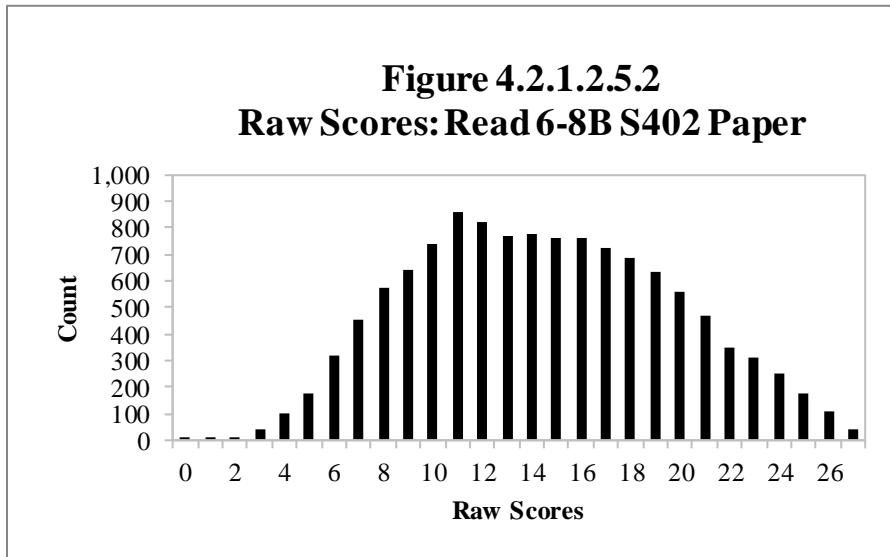
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,794	1	24	12.66	4.60
7	4,553	1	24	13.21	4.63
8	4,678	1	24	13.99	4.67
<b>Total</b>	<b>14,025</b>	<b>1</b>	<b>24</b>	<b>13.28</b>	<b>4.67</b>



**Table 4.2.1.2.5.2**

Raw Score Descriptive Statistics: Read 6-8B S402 Paper

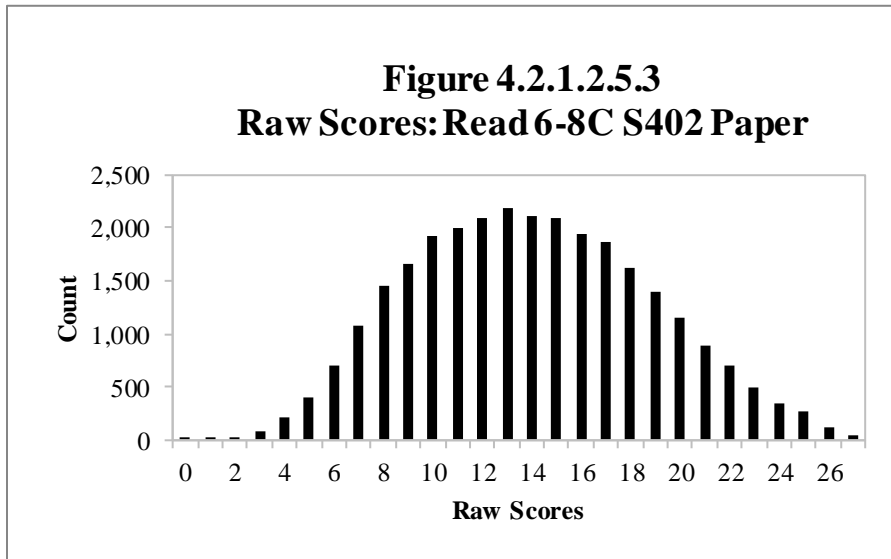
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,205	0	27	13.42	4.91
7	3,998	2	27	14.28	5.13
8	3,908	1	27	15.69	5.31
<b>Total</b>	<b>12,111</b>	<b>0</b>	<b>27</b>	<b>14.44</b>	<b>5.20</b>



**Table 4.2.1.2.5.3**

Raw Score Descriptive Statistics: Read 6-8C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	11,608	2	27	12.54	4.32
<b>7</b>	9,095	1	27	14.22	4.73
<b>8</b>	8,111	0	27	15.75	4.91
<b>Total</b>	28,814	0	27	13.97	4.81



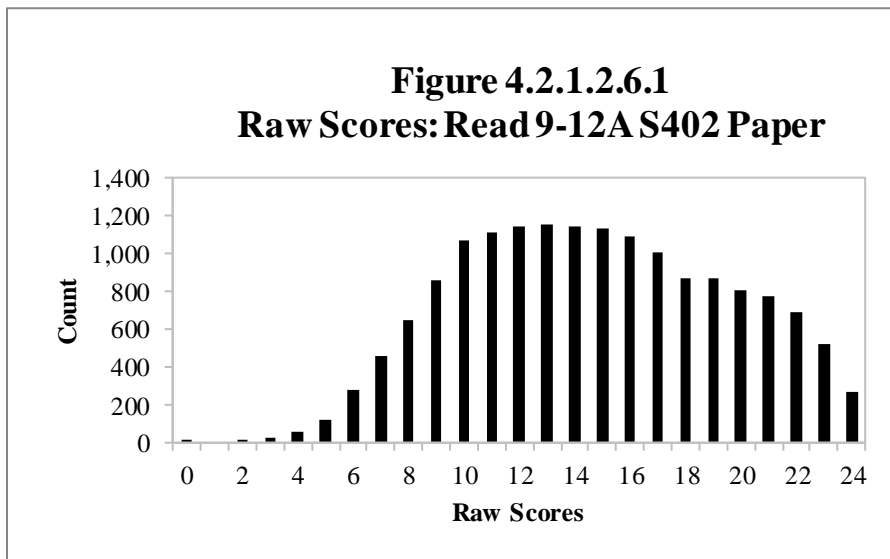


4.2.1.2.6 Grades 9–12

**Table 4.2.1.2.6.1**

Raw Score Descriptive Statistics: Read 9-12A S402 Paper

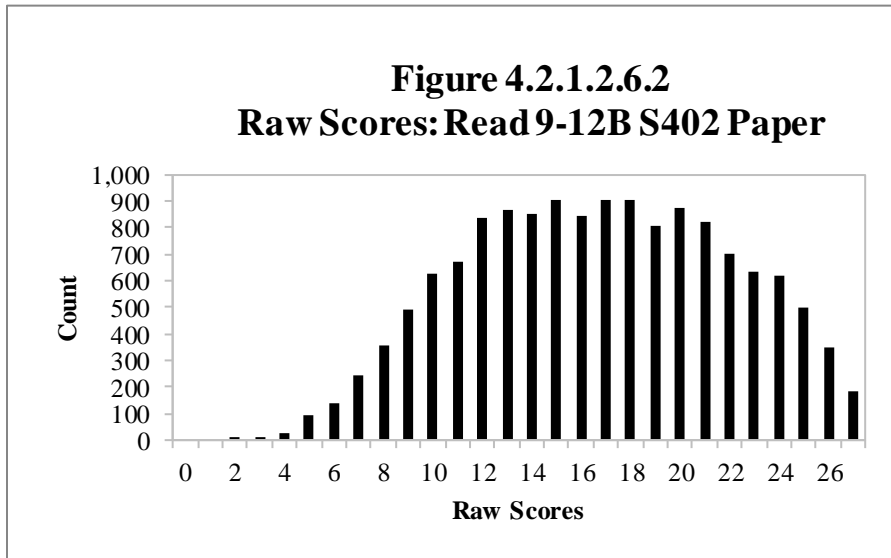
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,656	2	24	13.92	4.66
10	4,678	0	24	14.38	4.75
11	3,704	2	24	15.45	4.63
12	2,008	0	24	15.91	4.60
<b>Total</b>	<b>16,046</b>	<b>0</b>	<b>24</b>	<b>14.66</b>	<b>4.73</b>



**Table 4.2.1.2.6.2**

Raw Score Descriptive Statistics: Read 9-12B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	4,196	3	27	16.37	5.17
<b>10</b>	4,005	2	27	16.54	5.33
<b>11</b>	3,555	3	27	17.12	5.34
<b>12</b>	2,505	2	27	16.63	5.21
<b>Total</b>	14,261	2	27	16.65	5.27

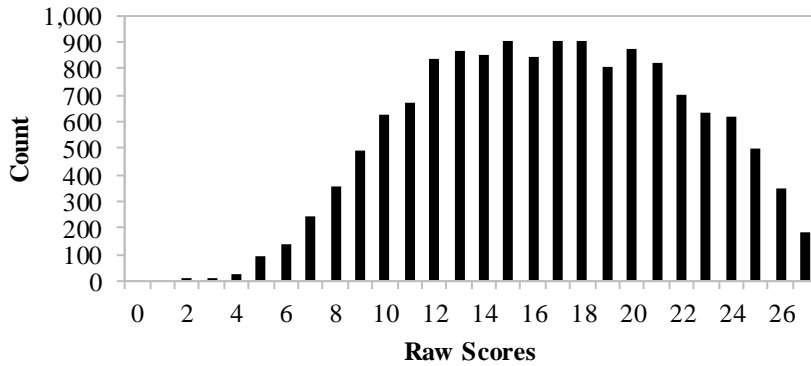


**Table 4.2.1.2.6.3**

Raw Score Descriptive Statistics: Read 9-12C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	7,058	2	27	15.61	5.05
<b>10</b>	7,050	0	27	16.75	5.15
<b>11</b>	6,047	2	27	17.26	5.22
<b>12</b>	4,478	1	27	16.57	5.32
<b>Total</b>	24,633	0	27	16.52	5.21

**Figure 4.2.1.2.6.3**  
**Raw Scores: Read 9-12C S402 Paper**



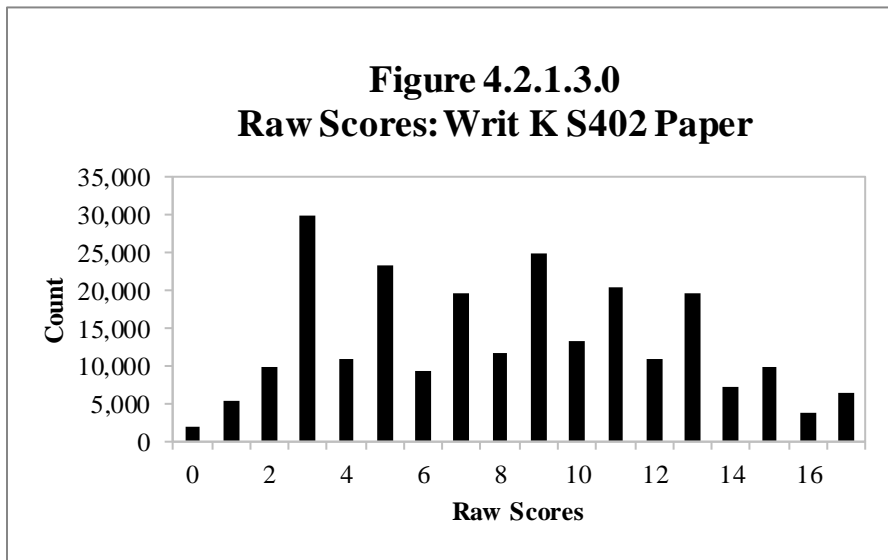
### 4.2.1.3 Writing

#### 4.2.1.3.0 Kindergarten

**Table 4.2.1.3.0**

Raw Score Descriptive Statistics: Writ K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,498	0	17	8.17	4.28

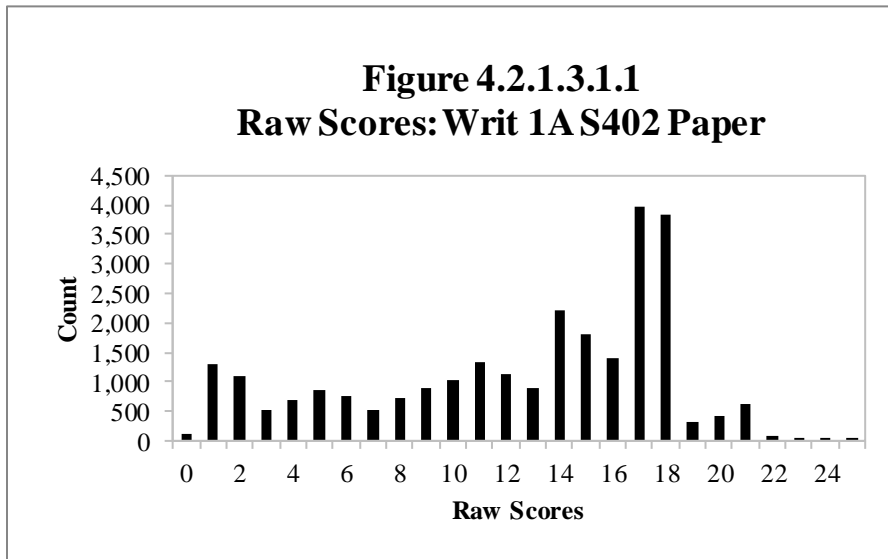


4.2.1.3.1 Grade 1

**Table 4.2.1.3.1.1**

Raw Score Descriptive Statistics: Writ 1A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	26,562	0	25	12.50	5.71

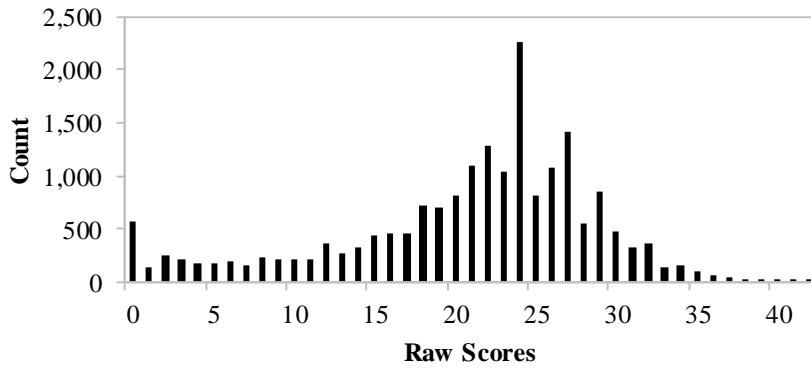


**Table 4.2.1.3.1.2**

Raw Score Descriptive Statistics: Writ 1B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	19,406	0	42	20.67	8.11

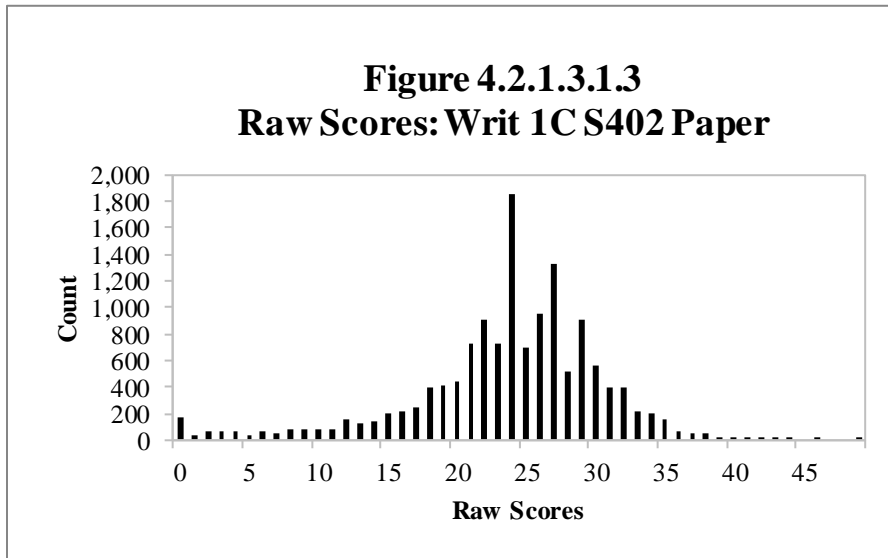
**Figure 4.2.1.3.1.2**  
**Raw Scores: Writ 1B S402 Paper**



**Table 4.2.1.3.1.3**

Raw Score Descriptive Statistics: Writ 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	13,977	0	49	23.59	6.95

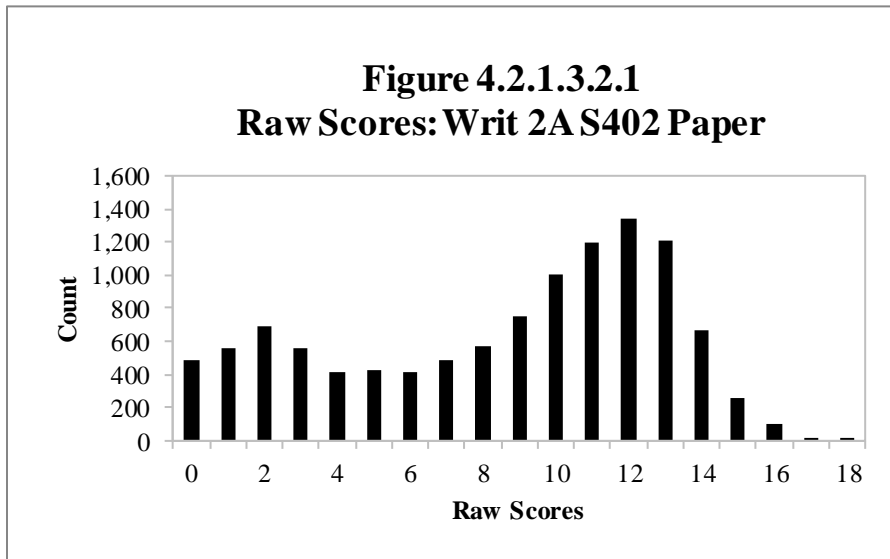


4.2.1.3.2 Grade 2

**Table 4.2.1.3.2.1**

Raw Score Descriptive Statistics: Writ 2A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	11,158	0	18	8.50	4.44



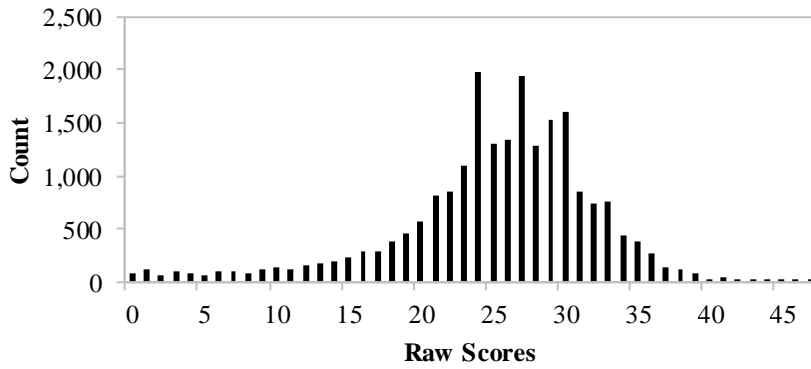


**Table 4.2.1.3.2.2**

Raw Score Descriptive Statistics: Writ 2B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	21,537	0	47	25.10	6.97

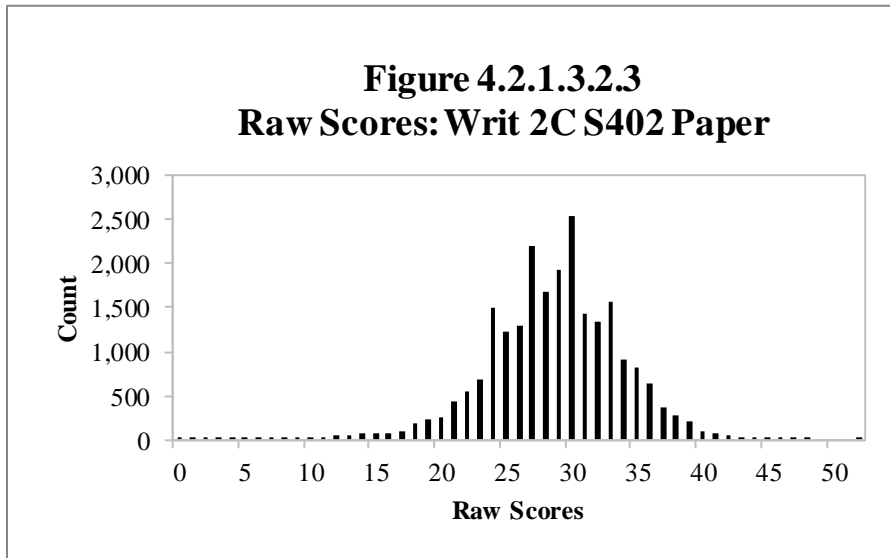
**Figure 4.2.1.3.2.2**  
**Raw Scores: Writ 2B S402 Paper**



**Table 4.2.1.3.2.3**

Raw Score Descriptive Statistics: Writ 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	23,214	0	52	28.52	5.41

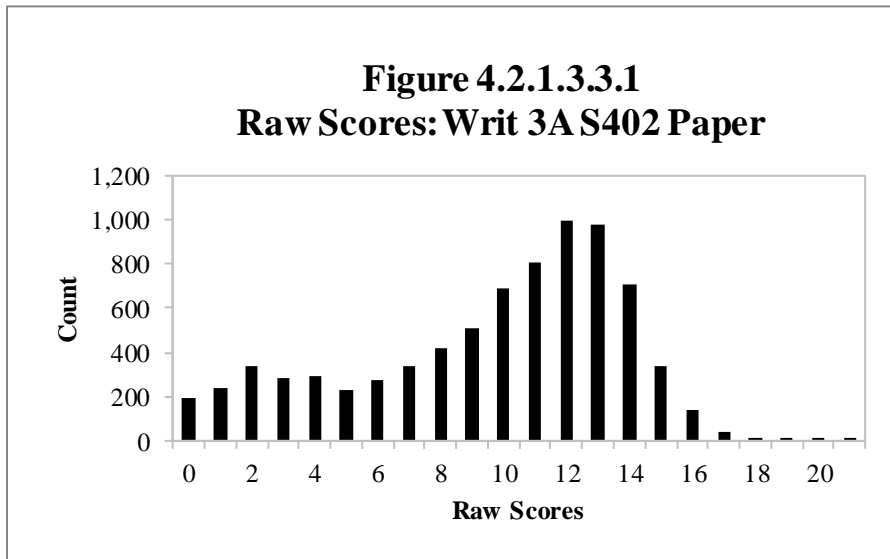


4.2.1.3.3 Grade 3

**Table 4.2.1.3.3.1**

Raw Score Descriptive Statistics: Writ 3A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	7,831	0	21	9.53	4.24

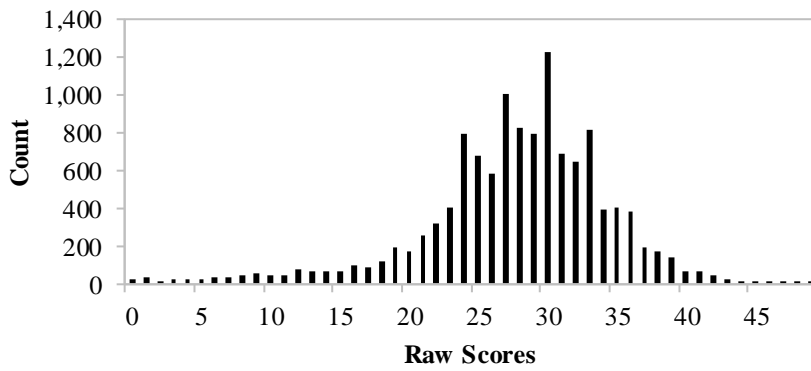


**Table 4.2.1.3.3.2**

Raw Score Descriptive Statistics: Writ 3B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	12,305	0	49	27.67	6.82

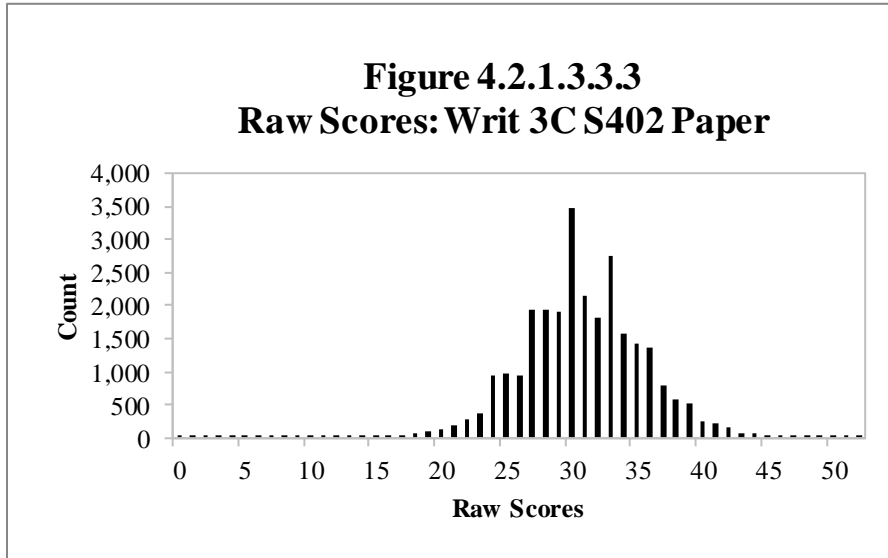
**Figure 4.2.1.3.3.2**  
**Raw Scores: Writ 3B S402 Paper**



**Table 4.2.1.3.3.3**

Raw Score Descriptive Statistics: Writ 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	27,474	0	52	30.69	5.02

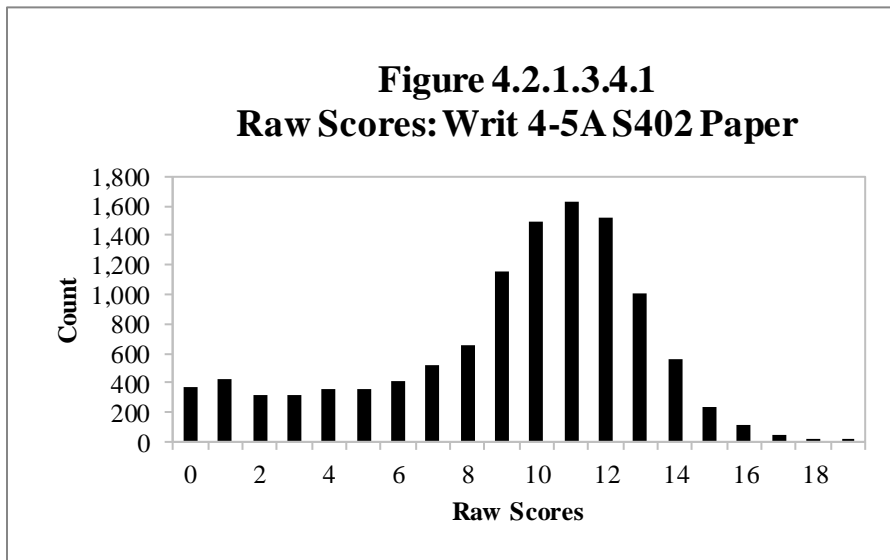


4.2.1.3.4 Grades 4–5

**Table 4.2.1.3.4.1**

Raw Score Descriptive Statistics: Writ 4-5A S402 Paper

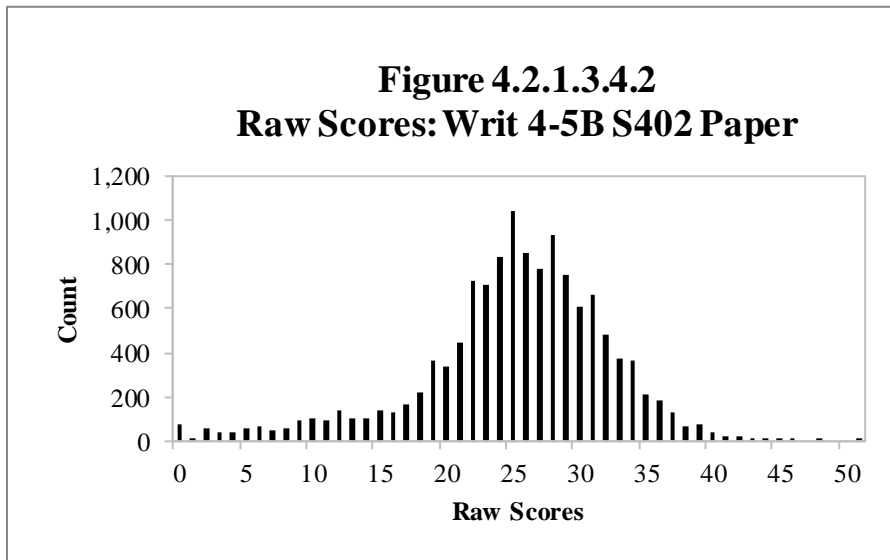
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	6,053	0	18	8.87	3.96
5	5,444	0	19	9.46	3.81
<b>Total</b>	<b>11,497</b>	<b>0</b>	<b>19</b>	<b>9.15</b>	<b>3.90</b>



**Table 4.2.1.3.4.2**

Raw Score Descriptive Statistics: Writ 4-5B S402 Paper

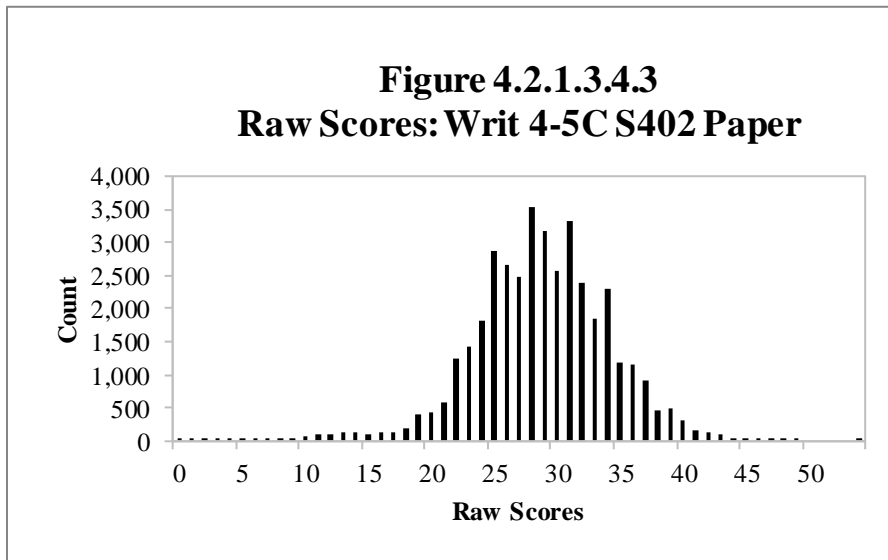
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	7,316	0	48	24.19	7.15
5	5,472	0	51	26.30	7.05
<b>Total</b>	12,788	0	51	25.09	7.18



**Table 4.2.1.3.4.3**

Raw Score Descriptive Statistics: Writ 4-5C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	23,401	0	49	27.93	5.44
5	16,048	0	54	29.97	5.51
<b>Total</b>	<b>39,449</b>	<b>0</b>	<b>54</b>	<b>28.76</b>	<b>5.56</b>



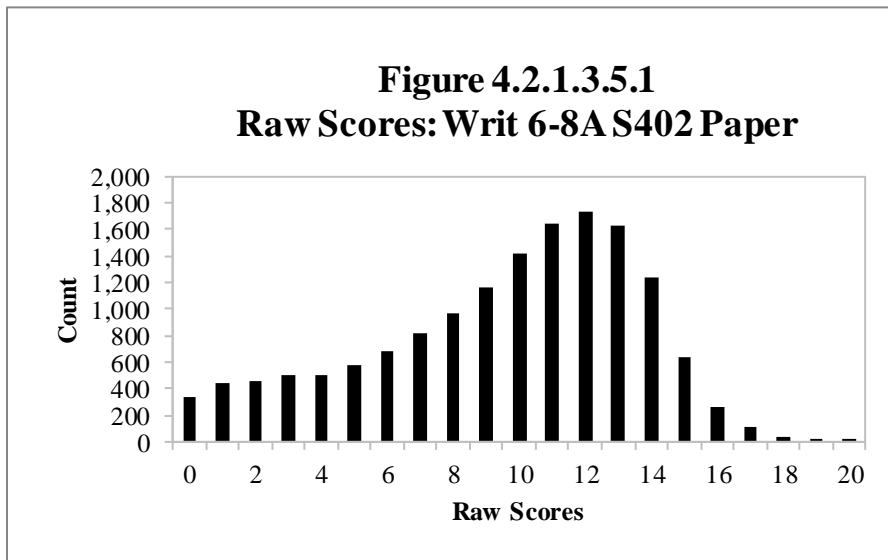


4.2.1.3.5 Grades 6–8

**Table 4.2.1.3.5.1**

Raw Score Descriptive Statistics: Writ 6-8A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	5,221	0	19	9.19	4.16
7	4,901	0	19	9.38	4.06
8	5,025	0	20	9.88	3.94
<b>Total</b>	<b>15,147</b>	<b>0</b>	<b>20</b>	<b>9.48</b>	<b>4.07</b>

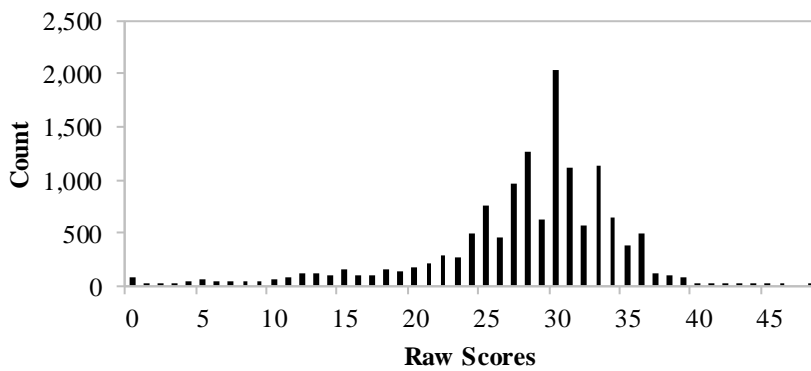


**Table 4.2.1.3.5.2**

Raw Score Descriptive Statistics: Writ 6-8B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	4,782	0	45	26.45	7.25
<b>7</b>	4,569	0	48	27.31	7.13
<b>8</b>	4,487	0	48	28.60	6.64
<b>Total</b>	13,838	0	48	27.43	7.07

**Figure 4.2.1.3.5.2**  
**Raw Scores: Writ 6-8B S402 Paper**

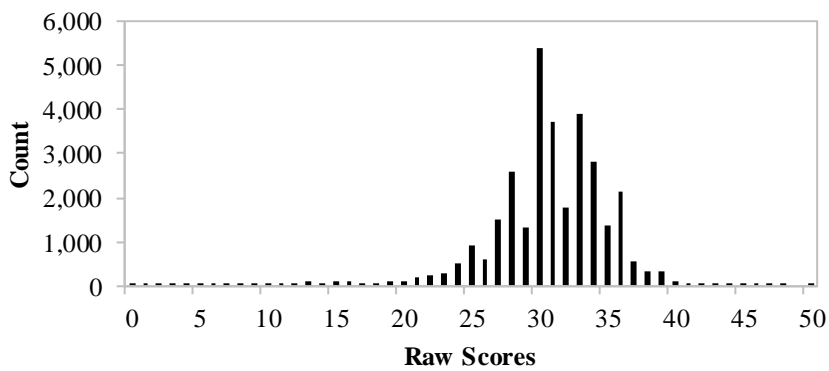


**Table 4.2.1.3.5.3**

Raw Score Descriptive Statistics: Writ 6-8C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	13,059	0	45	29.67	4.79
<b>7</b>	9,982	0	48	30.86	4.59
<b>8</b>	8,812	0	50	31.73	4.67
<b>Total</b>	31,853	0	50	30.61	4.77

**Figure 4.2.1.3.5.3**  
**Raw Scores: Writ 6-8C S402 Paper**



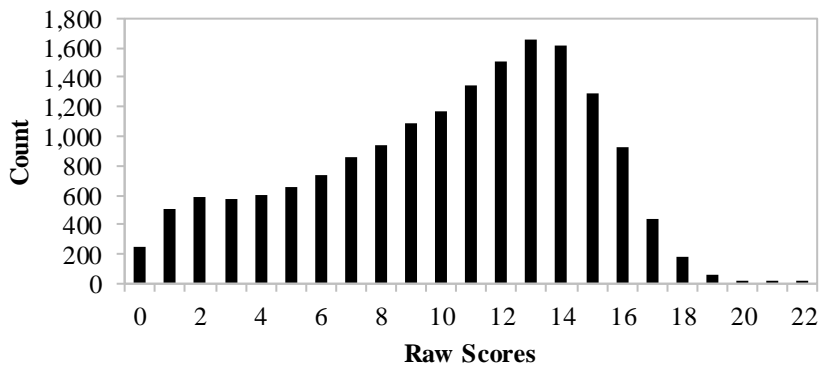
4.2.1.3.6 Grades 9–12

**Table 4.2.1.3.6.1**

Raw Score Descriptive Statistics: Writ 9-12A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	6,032	0	21	9.49	4.63
10	4,970	0	21	9.80	4.56
11	3,935	0	22	10.79	4.32
12	2,097	0	22	11.38	4.07
<b>Total</b>	<b>17,034</b>	<b>0</b>	<b>22</b>	<b>10.11</b>	<b>4.53</b>

**Figure 4.2.1.3.6.1**  
Raw Scores: Writ 9-12A S402 Paper

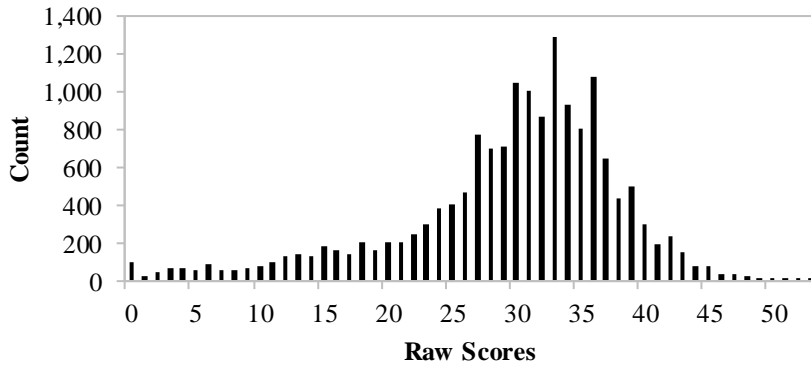


**Table 4.2.1.3.6.2**

Raw Score Descriptive Statistics: Writ 9-12B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	4,800	0	52	29.32	8.40
<b>10</b>	4,579	0	51	29.01	8.90
<b>11</b>	4,008	0	53	30.06	8.46
<b>12</b>	2,795	0	50	29.70	8.78
<b>Total</b>	16,182	0	53	29.48	8.63

**Figure 4.2.1.3.6.2**  
**Raw Scores: Writ 9-12B S402 Paper**

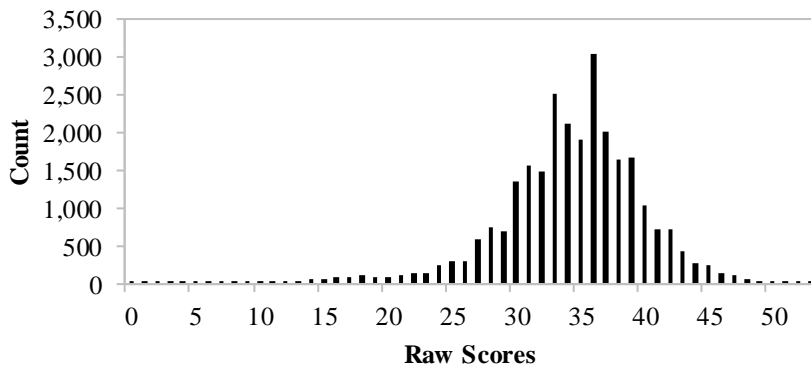


**Table 4.2.1.3.6.3**

Raw Score Descriptive Statistics: Writ 9-12C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	8,013	0	51	33.45	5.90
<b>10</b>	7,772	0	53	34.20	6.00
<b>11</b>	6,623	0	52	34.64	6.09
<b>12</b>	4,891	0	51	34.11	6.55
<b>Total</b>	27,299	0	53	34.07	6.11

**Figure 4.2.1.3.6.3**  
**Raw Scores: Writ 9-12C S402 Paper**



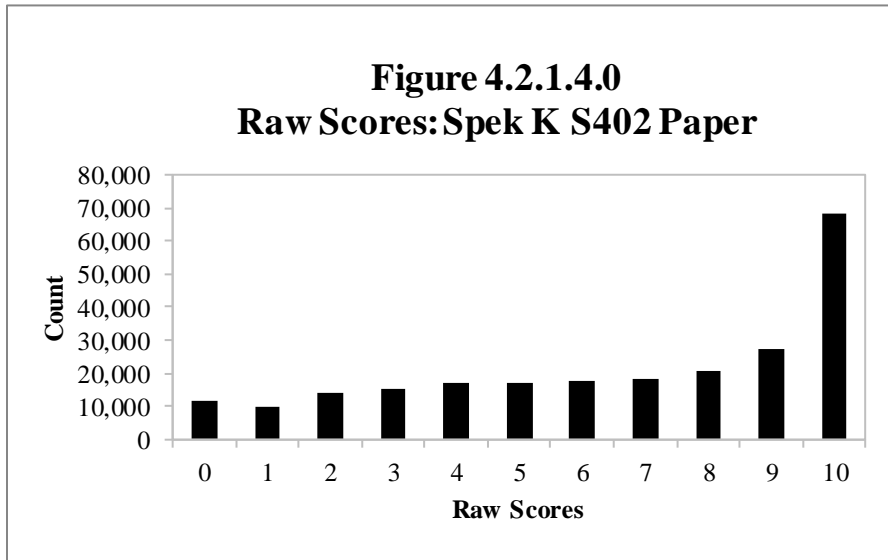
4.2.1.4 Speaking

4.2.1.4.0 Kindergarten

**Table 4.2.1.4.0**

Raw Score Descriptive Statistics: Spek K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,510	0	10	6.58	3.23

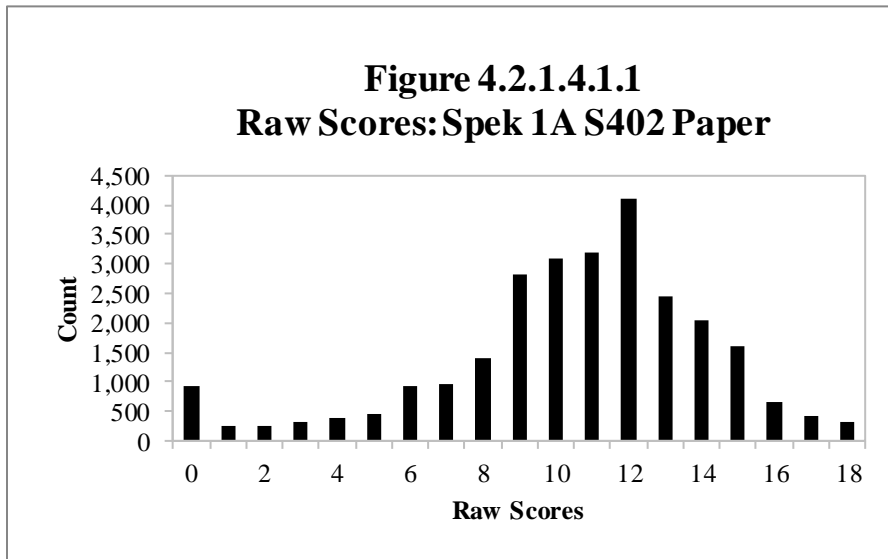


4.2.1.4.1 Grade 1

**Table 4.2.1.4.1.1**

Raw Score Descriptive Statistics: Spek 1A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	26,435	0	18	10.46	3.75

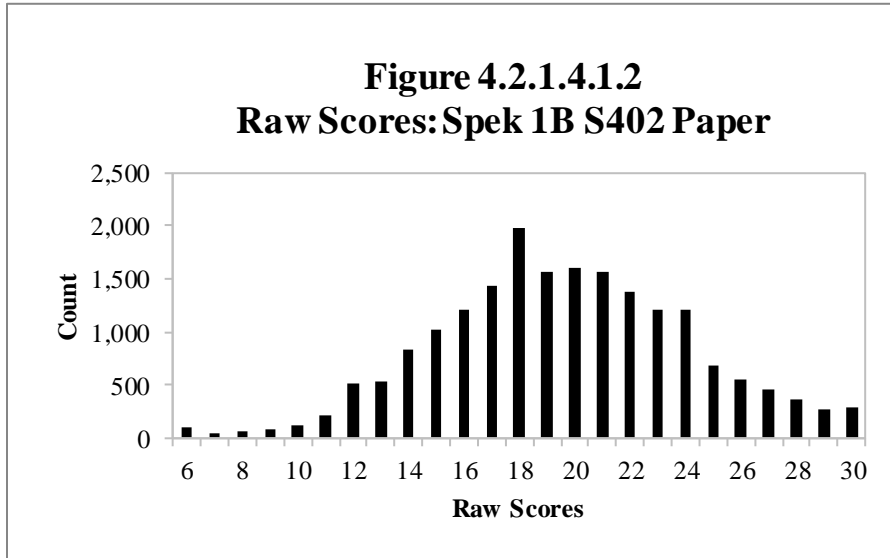




**Table 4.2.1.4.1.2**

Raw Score Descriptive Statistics: Spek 1B S402 Paper

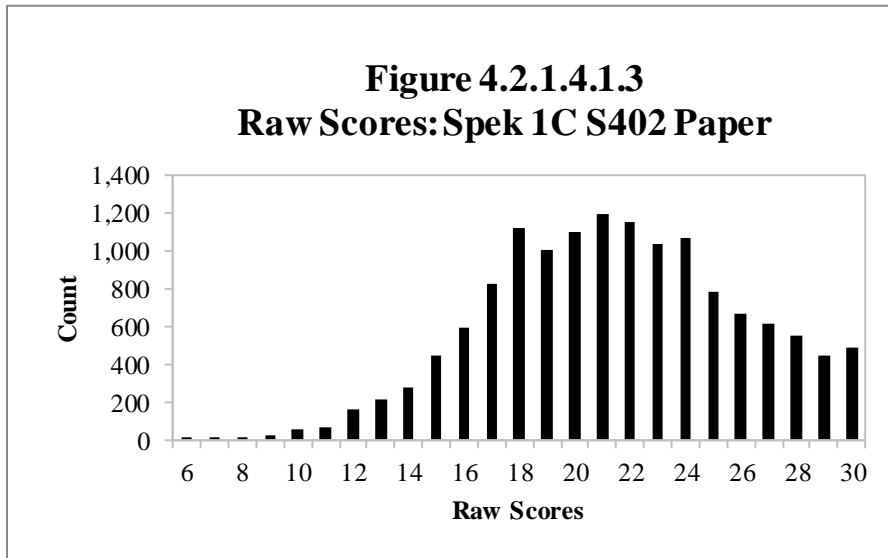
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	19,344	6	30	19.57	4.55



**Table 4.2.1.4.1.3**

Raw Score Descriptive Statistics: Spek 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	13,935	6	30	21.42	4.50

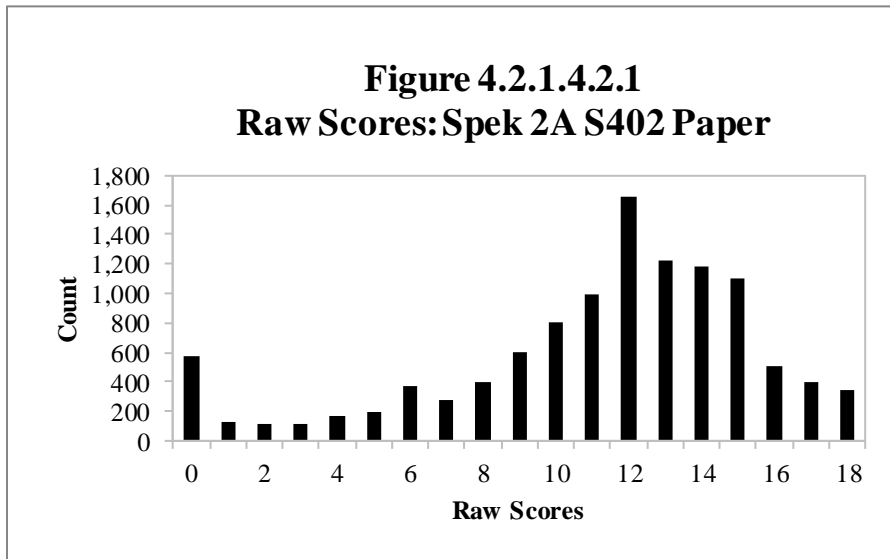


4.2.1.4.2 Grade 2

**Table 4.2.1.4.2.1**

Raw Score Descriptive Statistics: Spek 2A S402 Paper

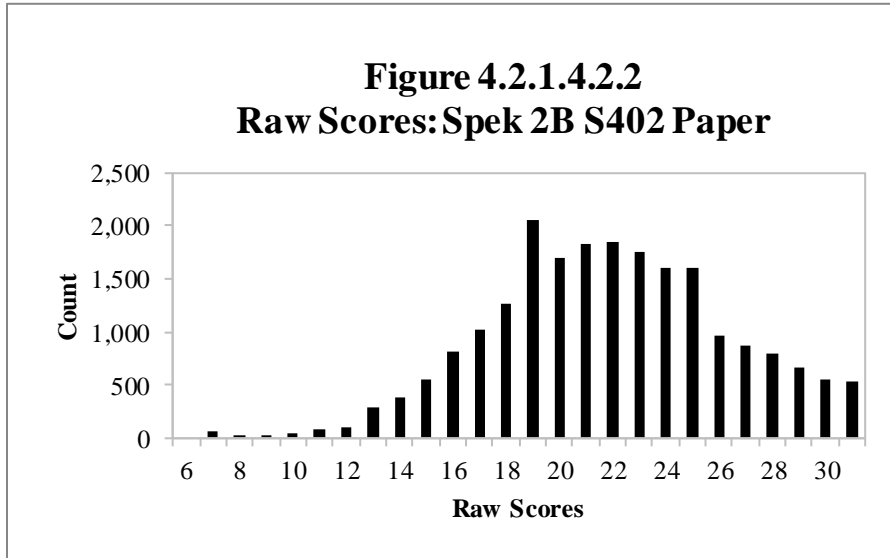
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	11,104	0	18	11.11	4.37



**Table 4.2.1.4.2.2**

Raw Score Descriptive Statistics: Spek 2B S402 Paper

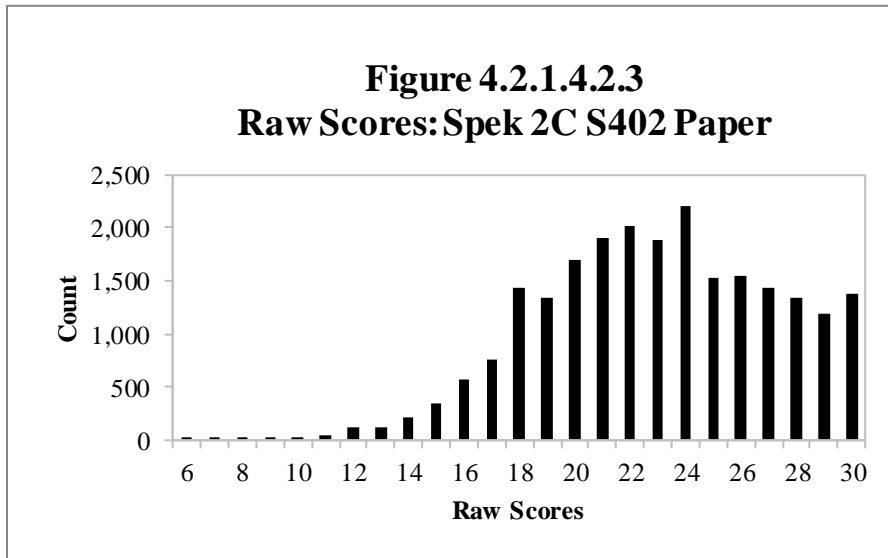
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	21,440	6	30	20.83	4.45



**Table 4.2.1.4.2.3**

Raw Score Descriptive Statistics: Spek 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	23,135	6	30	22.95	4.20

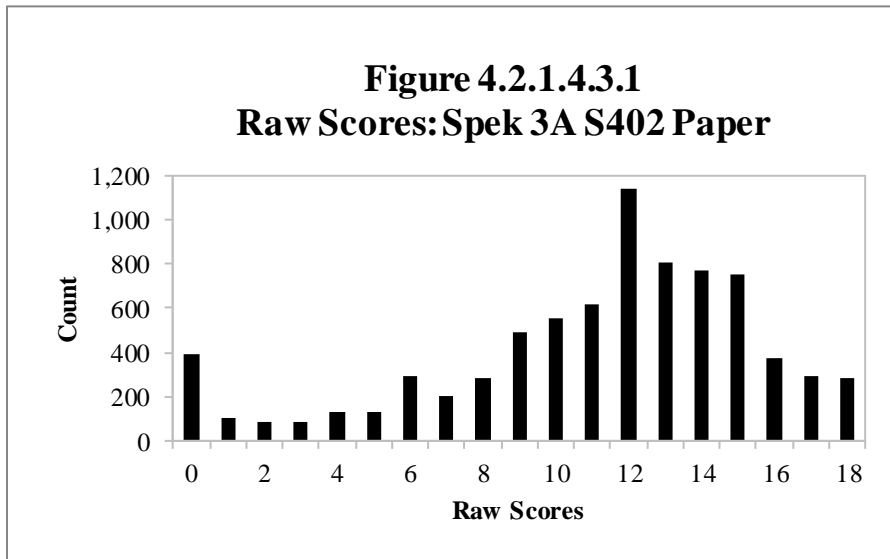


4.2.1.4.3 Grade 3

**Table 4.2.1.4.3.1**

Raw Score Descriptive Statistics: Spek 3A S402 Paper

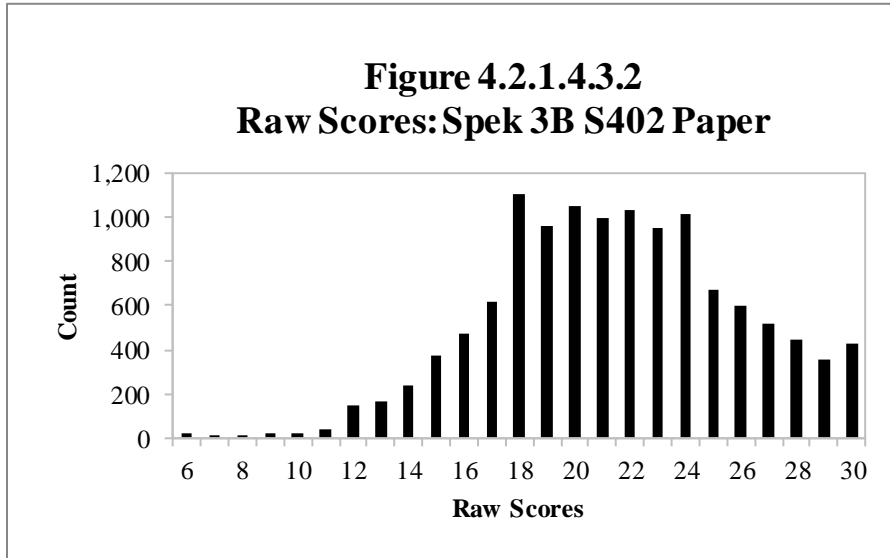
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	7,787	0	18	11.07	4.44



**Table 4.2.1.4.3.2**

Raw Score Descriptive Statistics: Spek 3B S402 Paper

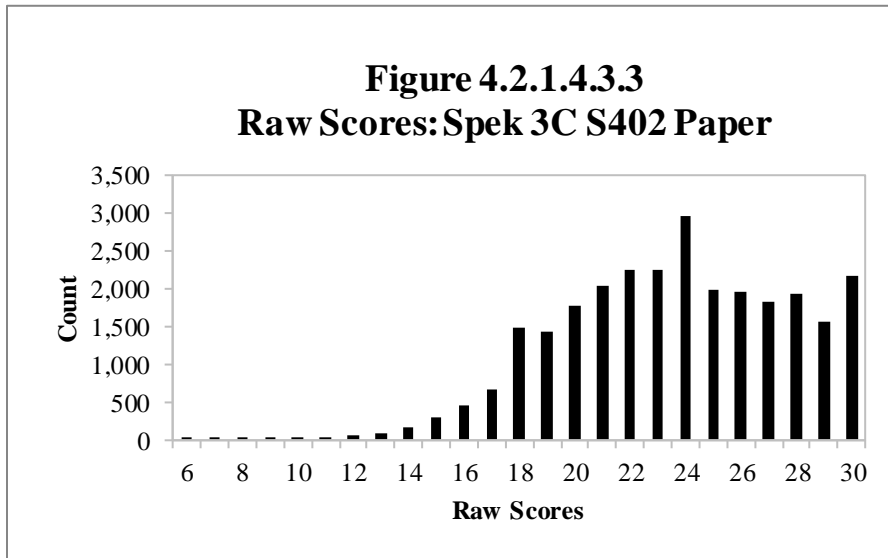
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	12,252	6	30	21.45	4.40



**Table 4.2.1.4.3.3**

Raw Score Descriptive Statistics: Spek 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	27,377	6	30	23.58	4.07



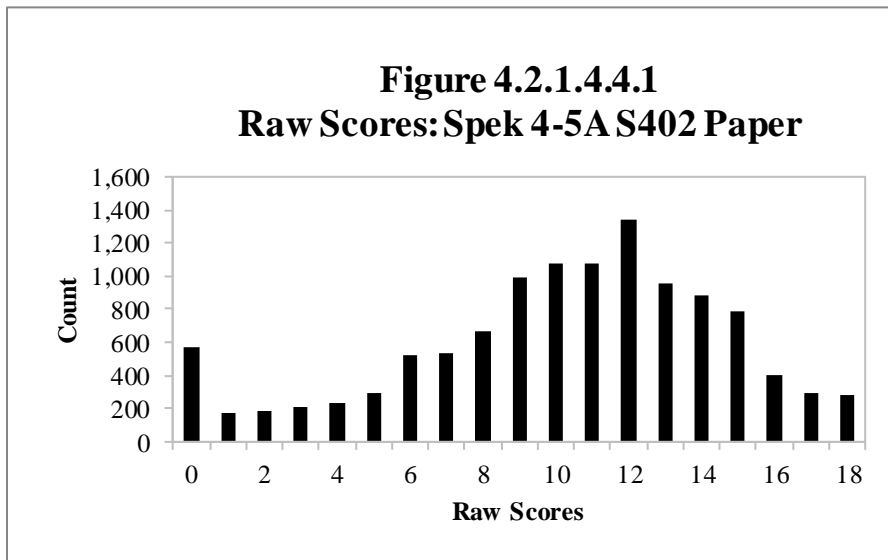


4.2.1.4.4 Grades 4–5

**Table 4.2.1.4.4.1**

Raw Score Descriptive Statistics: Spek 4-5A S402 Paper

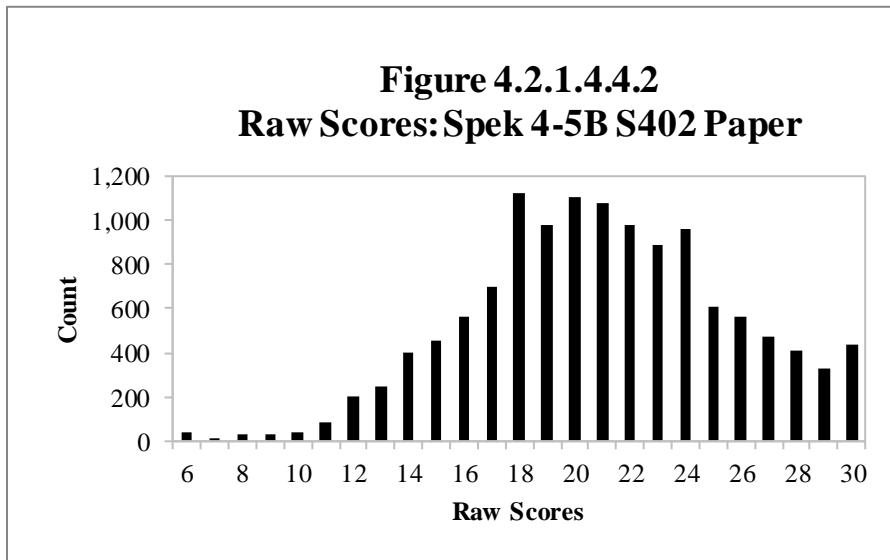
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	6,024	0	18	10.06	4.37
5	5,414	0	18	10.27	4.39
<b>Total</b>	<b>11,438</b>	<b>0</b>	<b>18</b>	<b>10.16</b>	<b>4.38</b>



**Table 4.2.1.4.4.2**

Raw Score Descriptive Statistics: Spek 4-5B S402 Paper

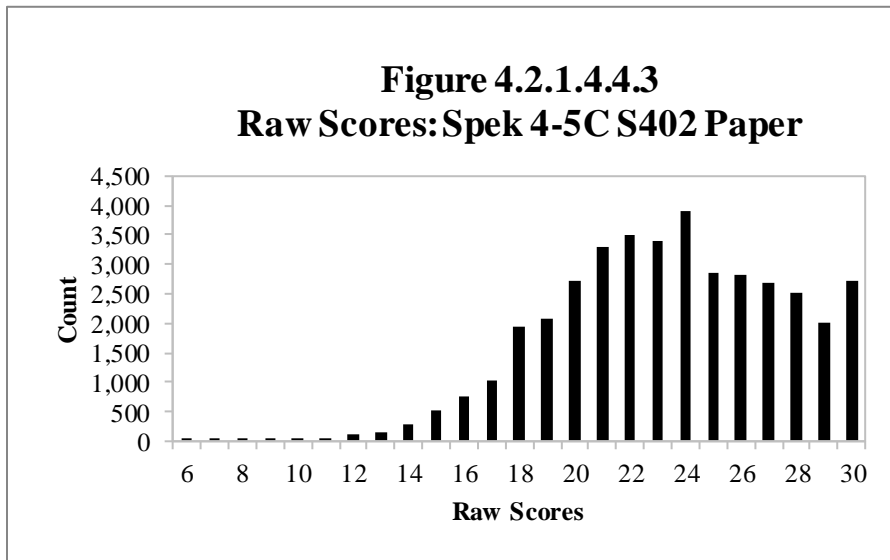
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	7,291	6	30	20.87	4.61
5	5,443	6	30	20.98	4.66
<b>Total</b>	12,734	6	30	20.91	4.63



**Table 4.2.1.4.4.3**

Raw Score Descriptive Statistics: Spek 4-5C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	23,326	6	30	23.12	4.04
5	15,995	6	30	23.75	4.00
<b>Total</b>	39,321	6	30	23.37	4.03

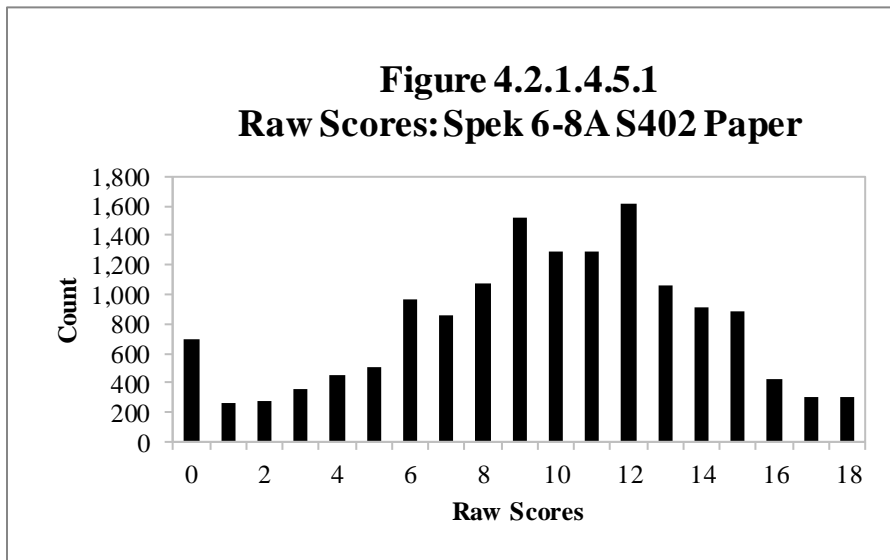


4.2.1.4.5 Grades 6–8

**Table 4.2.1.4.5.1**

Raw Score Descriptive Statistics: Spek 6-8A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	5,187	0	18	9.63	4.39
7	4,874	0	18	9.51	4.35
8	4,962	0	18	9.57	4.30
<b>Total</b>	<b>15,023</b>	<b>0</b>	<b>18</b>	<b>9.57</b>	<b>4.35</b>

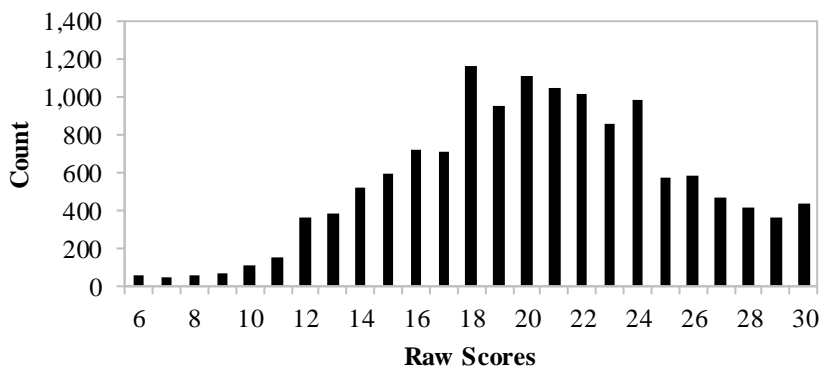


**Table 4.2.1.4.5.2**

Raw Score Descriptive Statistics: Spek 6-8B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	4,749	6	30	20.28	4.87
<b>7</b>	4,537	6	30	20.20	5.07
<b>8</b>	4,454	6	30	20.60	5.03
<b>Total</b>	13,740	6	30	20.36	4.99

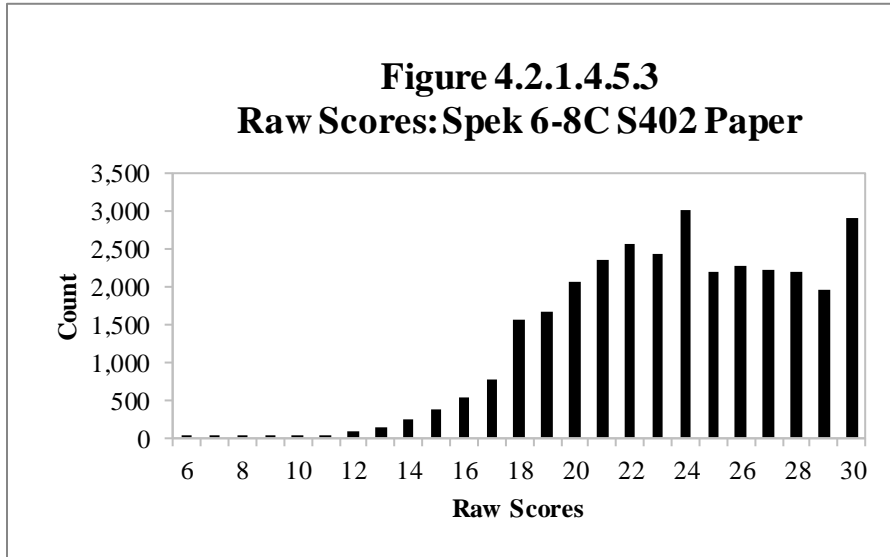
**Figure 4.2.1.4.5.2**  
**Raw Scores: Spek 6-8B S402 Paper**



**Table 4.2.1.4.5.3**

Raw Score Descriptive Statistics: Spek 6-8C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	12,988	6	30	23.33	4.23
7	9,929	6	30	23.70	4.12
8	8,760	6	30	24.11	4.21
<b>Total</b>	<b>31,677</b>	<b>6</b>	<b>30</b>	<b>23.66</b>	<b>4.20</b>

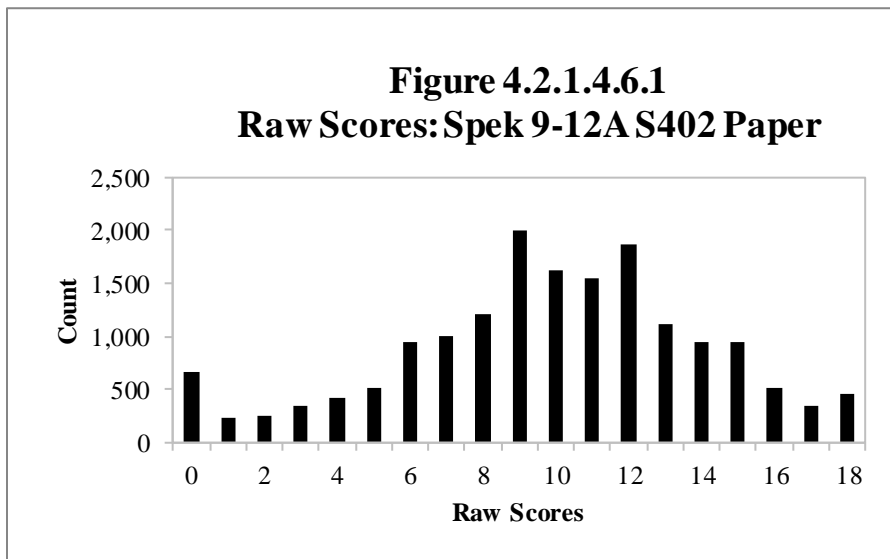


4.2.1.4.6 Grades 9–12

**Table 4.2.1.4.6.1**

Raw Score Descriptive Statistics: Spek 9-12A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	5,983	0	18	9.33	4.29
<b>10</b>	4,940	0	18	9.57	4.20
<b>11</b>	3,906	0	18	10.26	4.10
<b>12</b>	2,085	0	18	10.93	3.79
<b>Total</b>	16,914	0	18	9.81	4.20

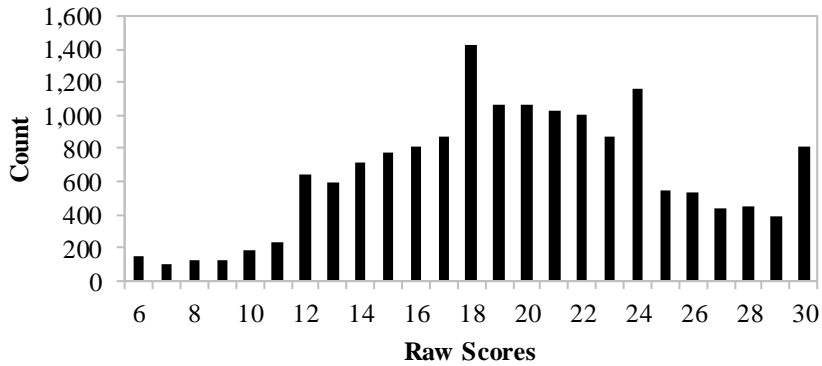


**Table 4.2.1.4.6.2**

Raw Score Descriptive Statistics: Spek 9-12B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	4,765	6	30	19.92	5.35
10	4,557	6	30	19.51	5.52
11	3,983	6	30	19.98	5.57
12	2,771	6	30	19.93	5.54
<b>Total</b>	<b>16,076</b>	<b>6</b>	<b>30</b>	<b>19.82</b>	<b>5.49</b>

**Figure 4.2.1.4.6.2**  
Raw Scores: Spek 9-12B S402 Paper

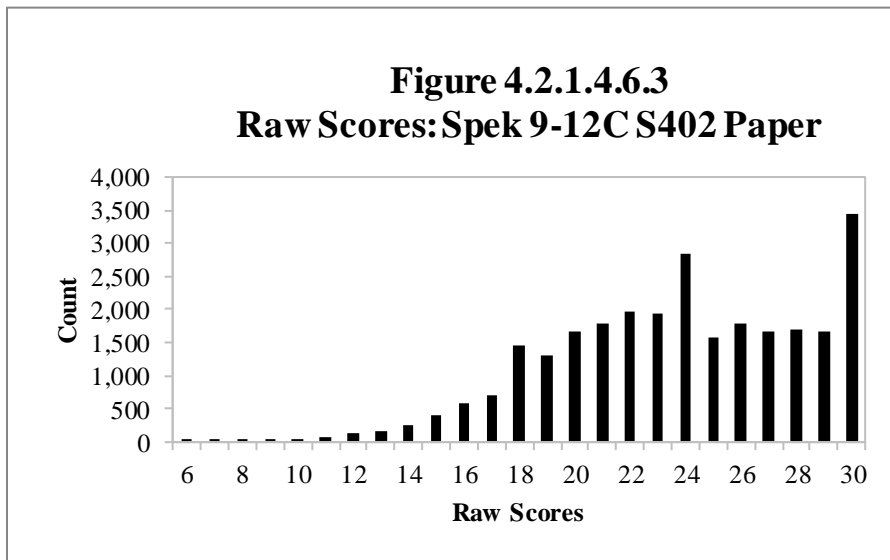




**Table 4.2.1.4.6.3**

Raw Score Descriptive Statistics: Spek 9-12C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	7,963	6	30	23.41	4.45
<b>10</b>	7,734	6	30	23.82	4.46
<b>11</b>	6,583	6	30	23.90	4.53
<b>12</b>	4,852	6	30	23.66	4.66
<b>Total</b>	27,132	6	30	23.69	4.51



## 4.2.2 Scale Score Information

The figures and tables in this section relate to the ACCESS 2.0 Paper scale scores on each test form. For each test form, raw scores were converted to vertically equated scale scores. (The raw score to scale score conversion table for each test form is presented in Section 4.2.11.)

For each test form, the figure shows the distribution of the scale scores. The horizontal axis shows the scale scores based on performances on the test form. To provide full perspective, it extends somewhat below and above the range of possible or observed scale scores. The vertical axis shows the number of students (count). Each bar shows how many students were awarded each scale score.

Tables show, by each grade and by total for the grade-level cluster:

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

Note that because the scale is vertically equated, the range of scale scores moves up the scale from one grade-level cluster to the next. For example, the range of scale scores on the Grade 2 Tier A Listening test is 108–353, the range on the Grade 5 Tier A Listening test is 120–413, and the range on the Grade 8 Tier A Listening test is 132–430.

In the tables and figures in this section, scale scores that were computed using mode-adjusted scoring tables are excluded from the analysis.

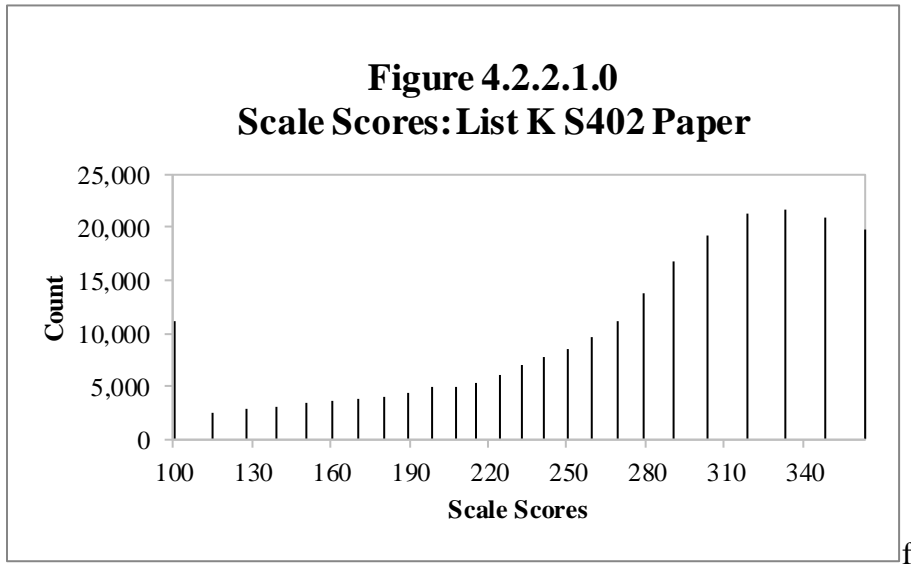
4.2.2.1 Listening

4.2.2.1.0 Kindergarten

**Table 4.2.2.1.0**

Scale Score Descriptive Statistics: List K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,519	100	363	269.66	72.44



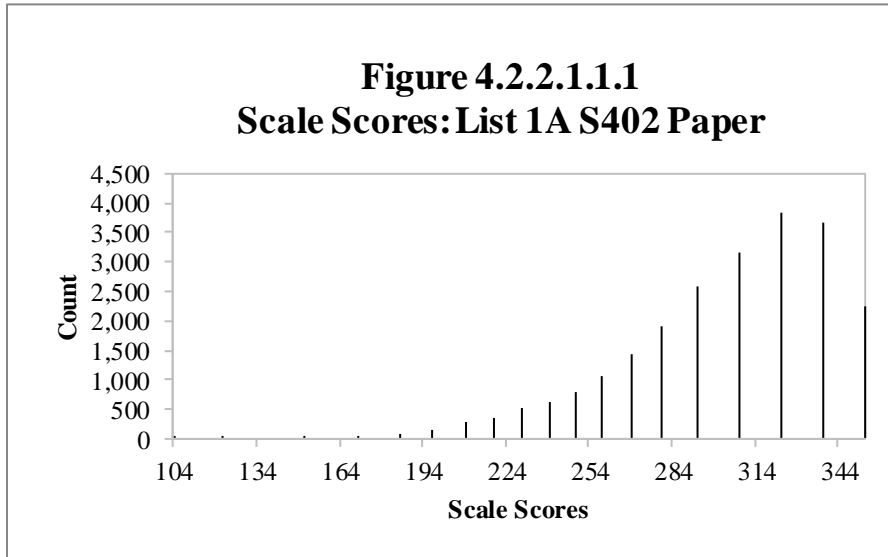
4.2.2.1.1 Grade 1

**Table 4.2.2.1.1.1**

Scale Score Descriptive Statistics: List 1A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	22,735	104	353	301.32	37.96

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



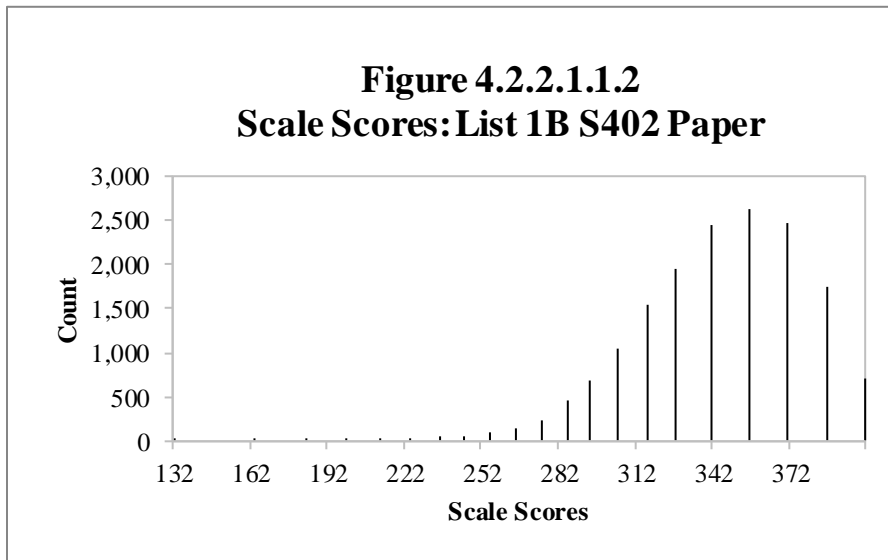
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.1.2**

Scale Score Descriptive Statistics: List 1B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	16,287	132	401	342.38	33.92

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



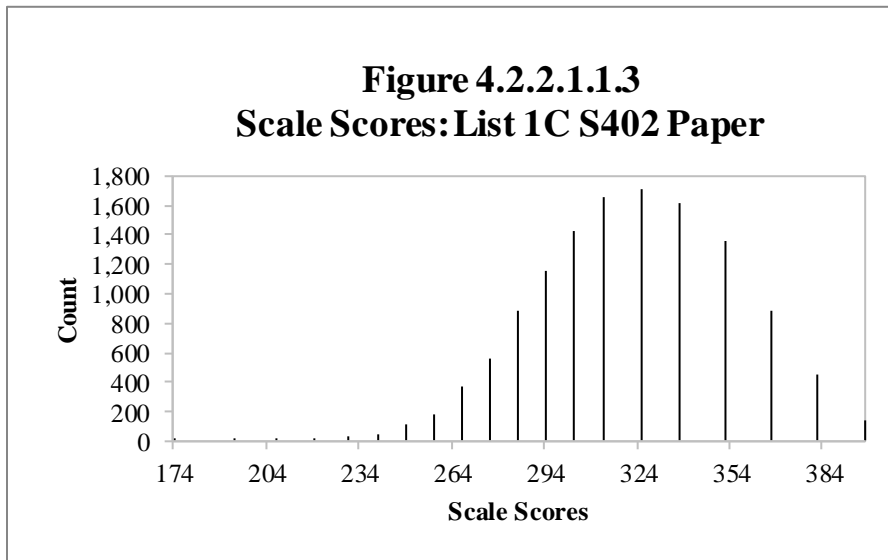
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.1.3**

Scale Score Descriptive Statistics: List 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	12,559	174	397	319.38	31.93

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

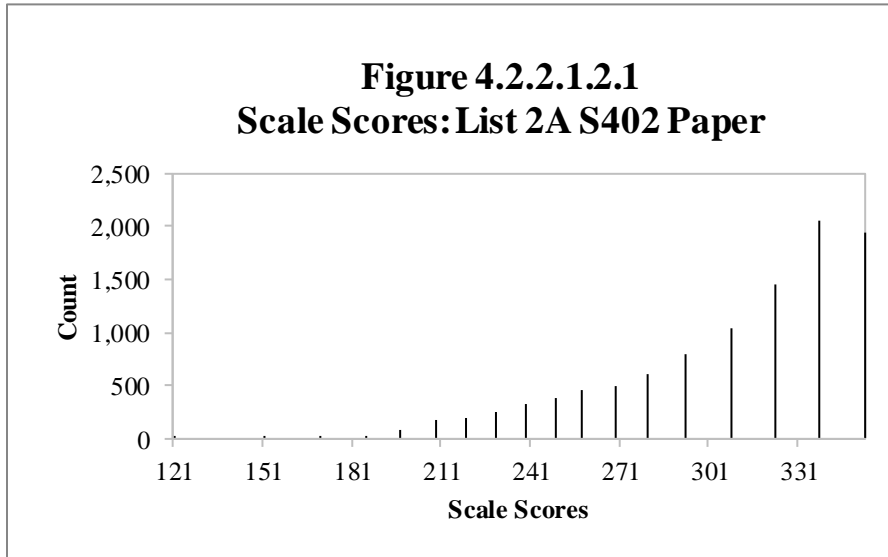
4.2.2.1.2 Grade 2

**Table 4.2.2.1.2.1**

Scale Score Descriptive Statistics: List 2A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>2</b>	10,317	121	353	306.48	42.02

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



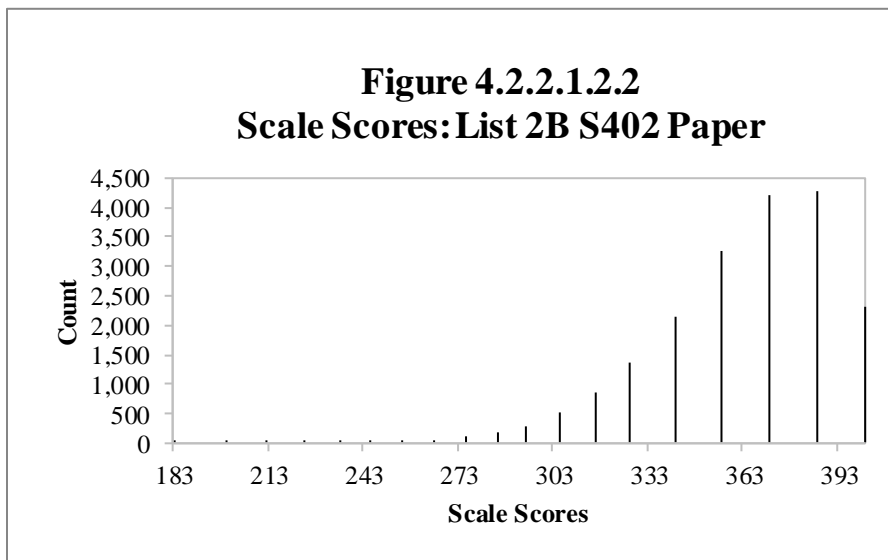
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.2.2**

Scale Score Descriptive Statistics: List 2B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	19,641	183	401	361.51	29.90

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

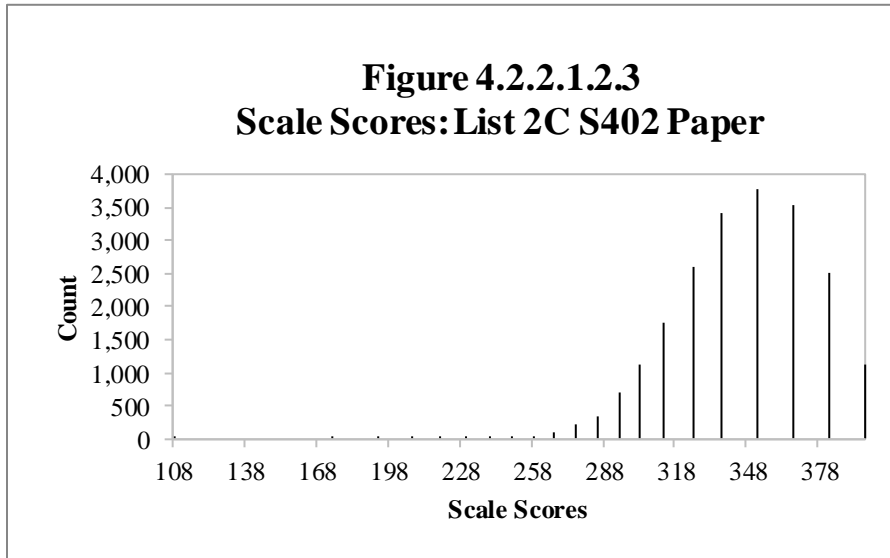


**Table 4.2.2.1.2.3**

Scale Score Descriptive Statistics: List 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	21,265	108	397	344.11	29.98

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

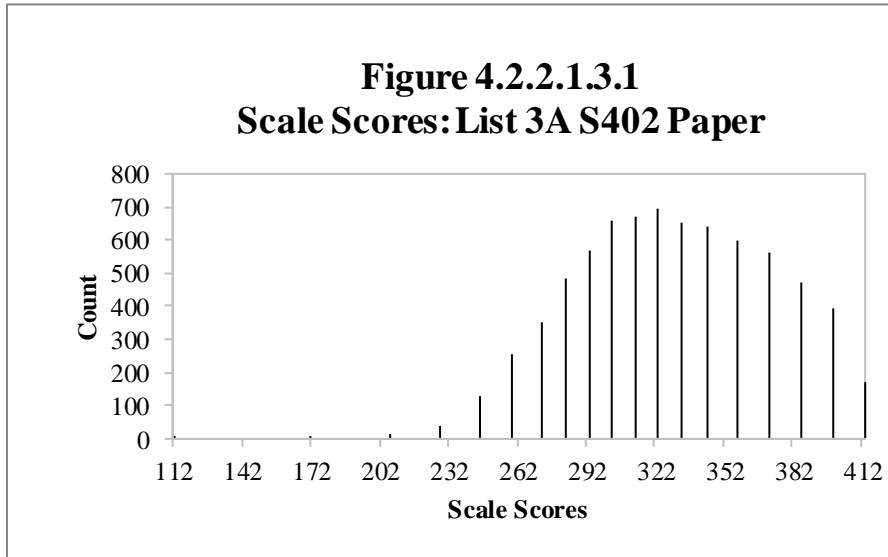
4.2.2.1.3 Grade 3

**Table 4.2.2.1.3.1**

Scale Score Descriptive Statistics: List 3A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	7,341	112	413	327.80	41.44

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



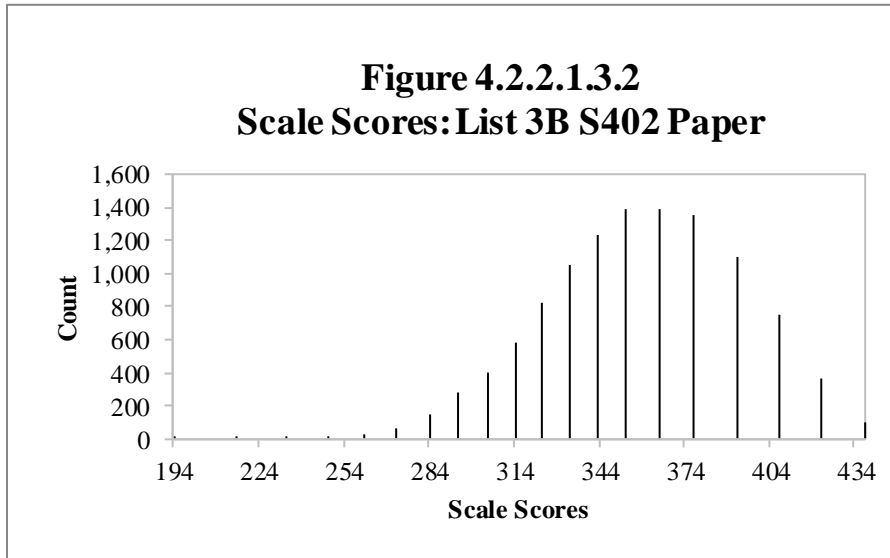
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.3.2**

Scale Score Descriptive Statistics: List 3B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	11,092	194	437	355.50	34.45

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



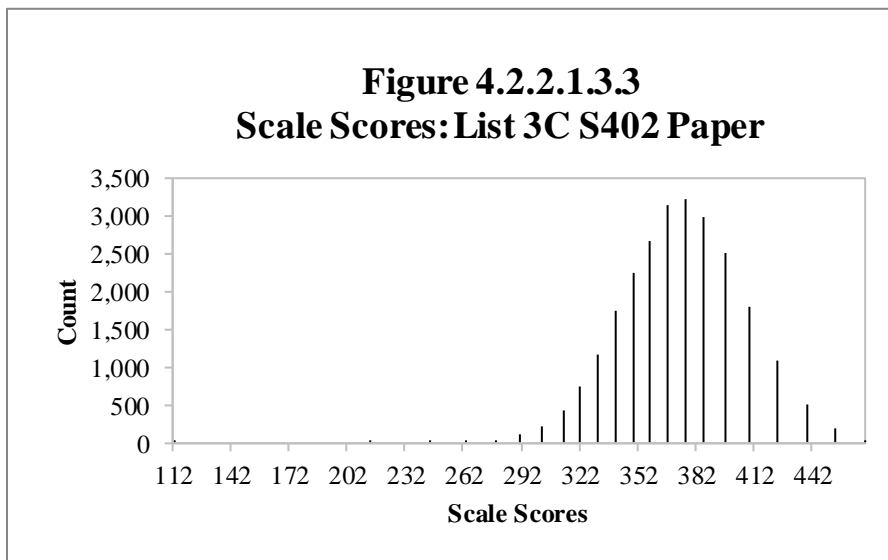
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.3.3**

Scale Score Descriptive Statistics: List 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	24,856	112	469	371.77	30.27

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

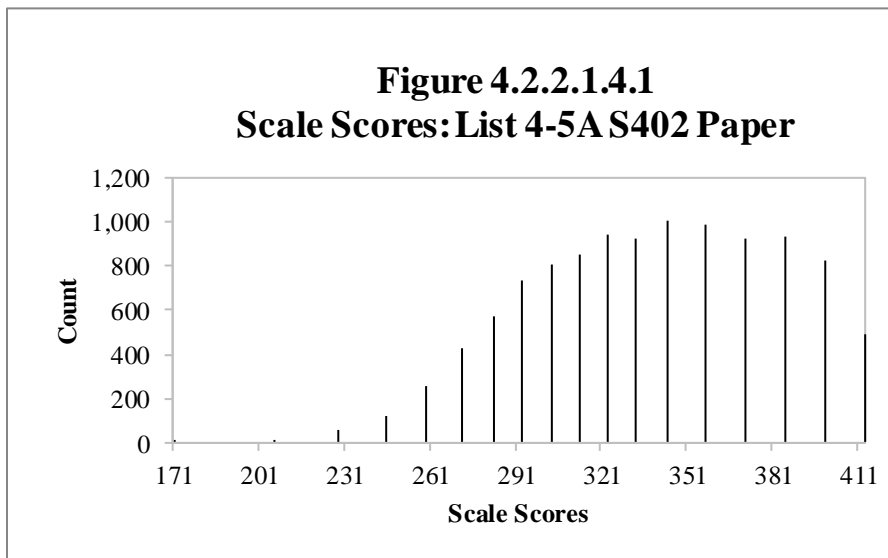
4.2.2.1.4 Grades 4–5

**Table 4.2.2.1.4.1**

Scale Score Descriptive Statistics: List 4-5A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,678	171	413	333.98	42.12
5	5,174	171	413	339.94	42.70
<b>Total</b>	<b>10,852</b>	<b>171</b>	<b>413</b>	<b>336.82</b>	<b>42.50</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



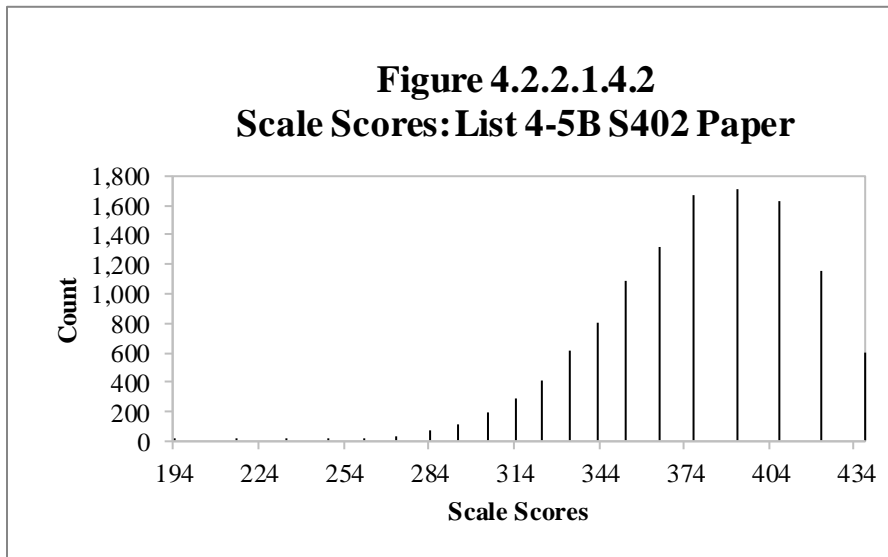
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.4.2**

Scale Score Descriptive Statistics: List 4-5B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	6,686	194	437	372.23	35.94
<b>5</b>	5,065	216	437	380.39	35.66
<b>Total</b>	11,751	194	437	375.75	36.05

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



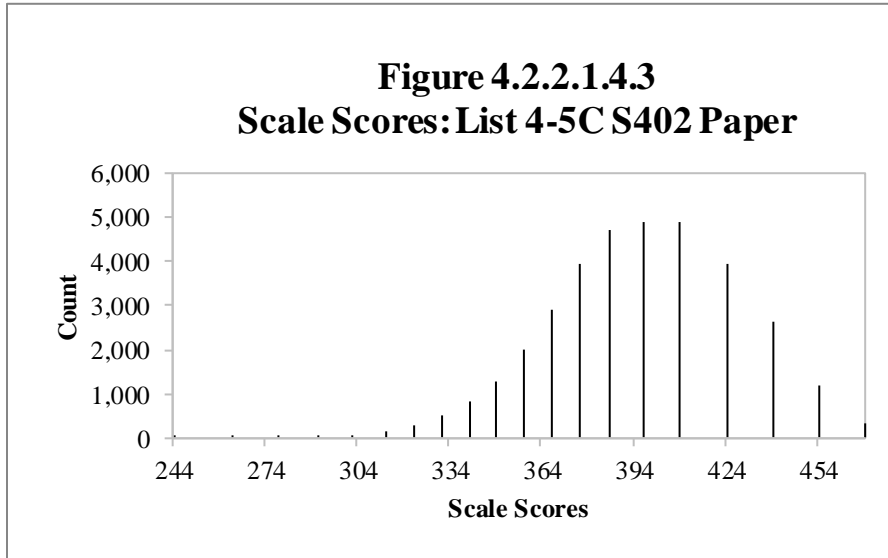
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.4.3**

Scale Score Descriptive Statistics: List 4-5C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	20,832	263	469	389.91	30.25
<b>5</b>	13,889	244	469	398.48	31.39
<b>Total</b>	34,721	244	469	393.34	31.00

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

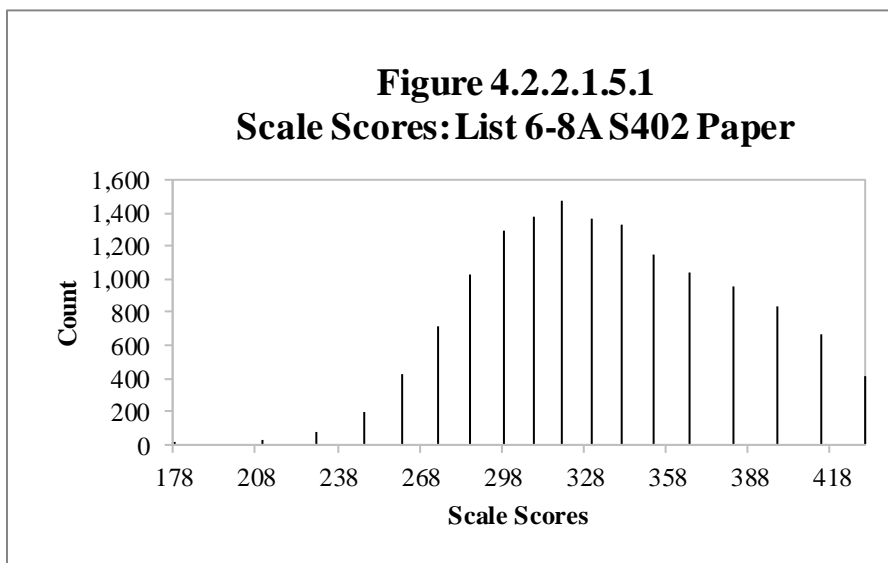
4.2.2.1.5 Grades 6–8

**Table 4.2.2.1.5.1**

Scale Score Descriptive Statistics: List 6-8A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,980	210	430	333.51	43.94
7	4,644	210	430	332.78	44.59
8	4,750	178	430	335.01	44.14
<b>Total</b>	<b>14,374</b>	<b>178</b>	<b>430</b>	<b>333.77</b>	<b>44.22</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

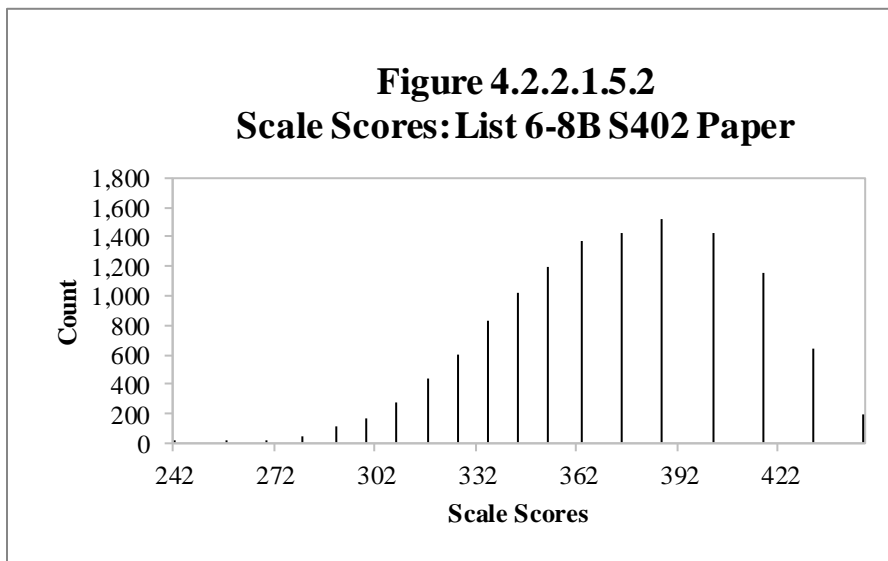


**Table 4.2.2.1.5.2**

Scale Score Descriptive Statistics: List 6-8B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,294	257	447	367.84	34.74
7	4,110	257	447	370.22	35.67
8	4,053	242	447	374.19	36.42
<b>Total</b>	<b>12,457</b>	<b>242</b>	<b>447</b>	<b>370.69</b>	<b>35.69</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



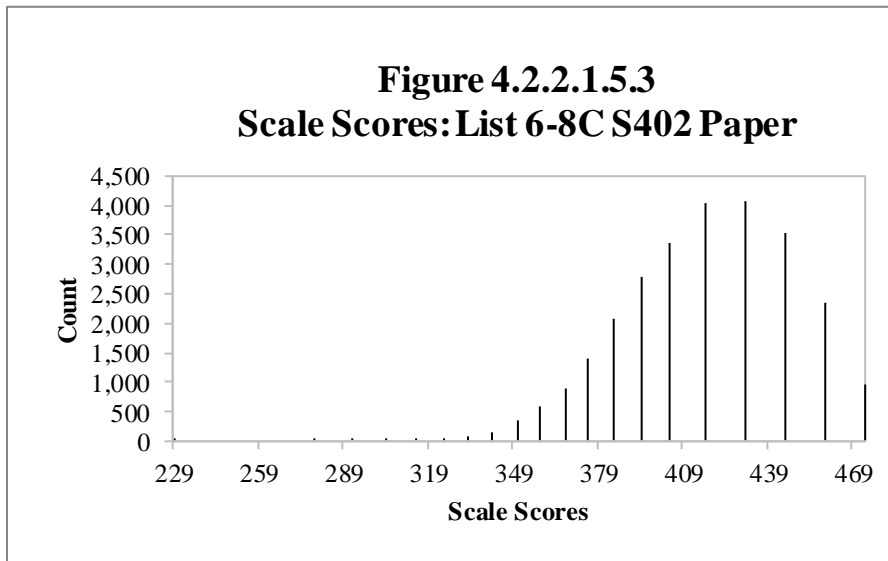
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.5.3**

Scale Score Descriptive Statistics: List 6-8C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	11,220	278	473	406.85	30.29
7	8,289	229	473	417.31	30.01
8	7,291	304	473	424.28	29.96
<b>Total</b>	<b>26,800</b>	<b>229</b>	<b>473</b>	<b>414.82</b>	<b>30.97</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

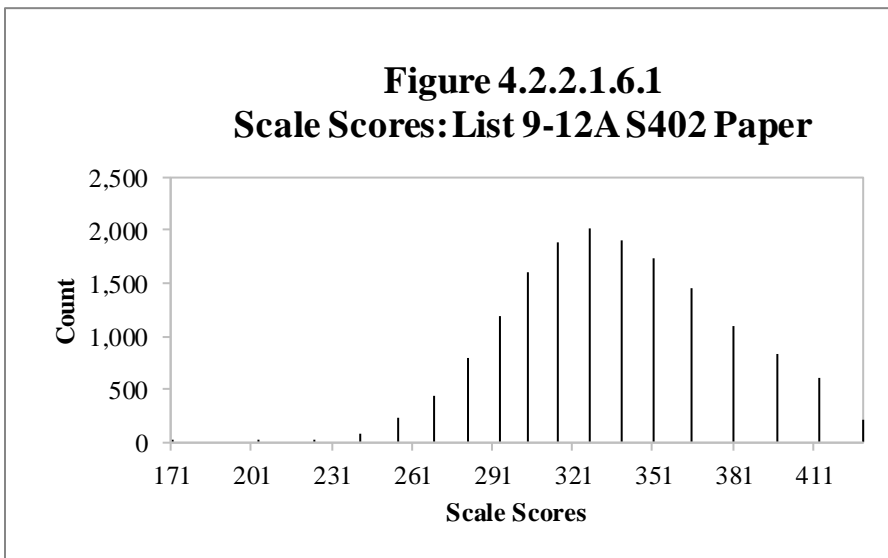
4.2.2.1.6 Grades 9–12

**Table 4.2.2.1.6.1**

Scale Score Descriptive Statistics: List 9-12A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	5,684	203	429	330.75	38.64
<b>10</b>	4,683	171	429	333.65	38.57
<b>11</b>	3,759	203	429	337.99	38.97
<b>12</b>	2,006	203	429	341.16	39.38
<b>Total</b>	16,132	171	429	334.58	38.96

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



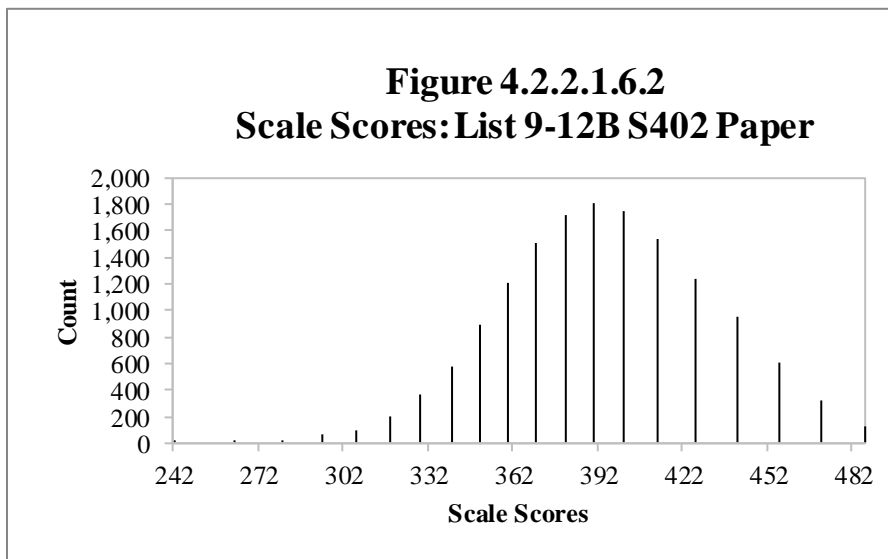
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.6.2**

Scale Score Descriptive Statistics: List 9-12B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	4,349	242	486	392.35	35.96
10	4,259	242	486	391.45	36.42
11	3,766	242	486	392.66	36.71
12	2,616	242	486	388.69	35.39
<b>Total</b>	<b>14,990</b>	<b>242</b>	<b>486</b>	<b>391.53</b>	<b>36.21</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



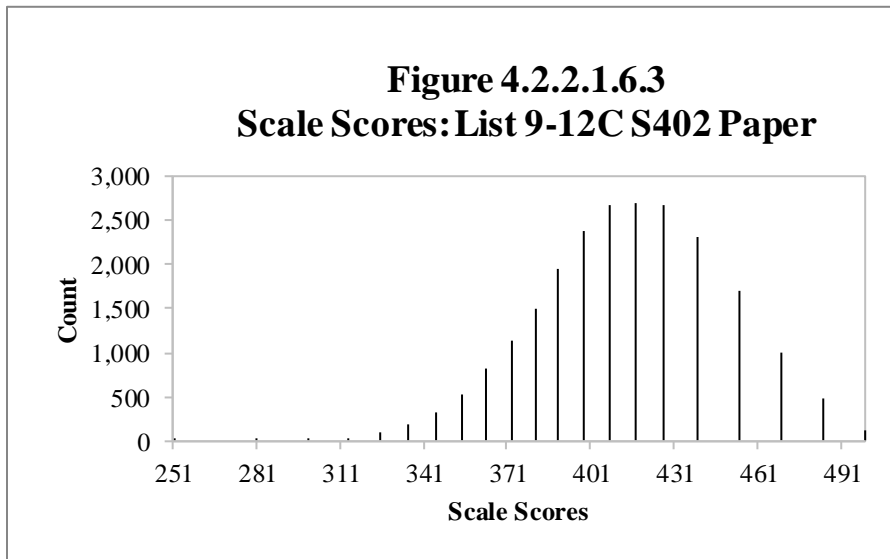
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.6.3**

Scale Score Descriptive Statistics: List 9-12C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	6,400	299	499	408.85	30.92
10	6,441	251	499	413.37	32.89
11	5,631	280	499	414.16	33.59
12	4,134	280	499	408.45	33.91
<b>Total</b>	<b>22,606</b>	<b>251</b>	<b>499</b>	<b>411.39</b>	<b>32.81</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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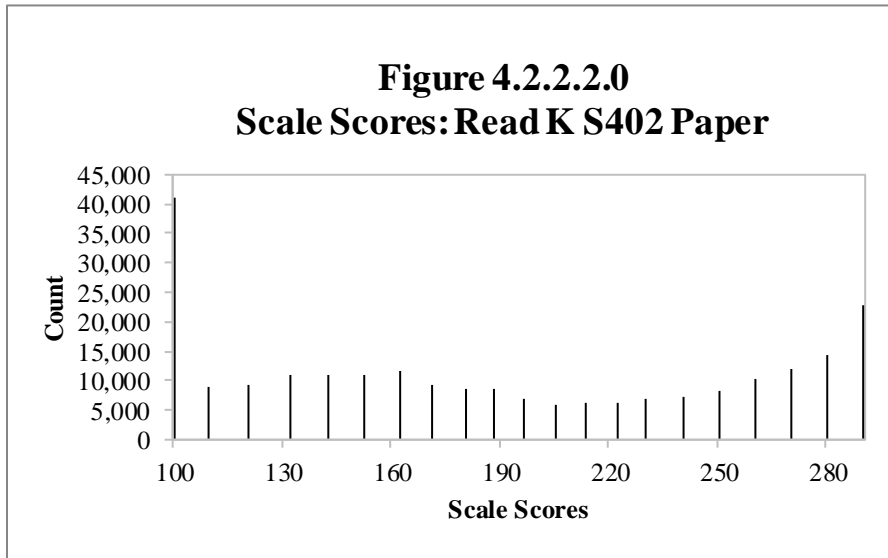
4.2.2.2 Reading

4.2.2.2.0 Kindergarten

Table 4.2.2.2.0

Scale Score Descriptive Statistics: Read K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,512	100	290	188.23	67.13



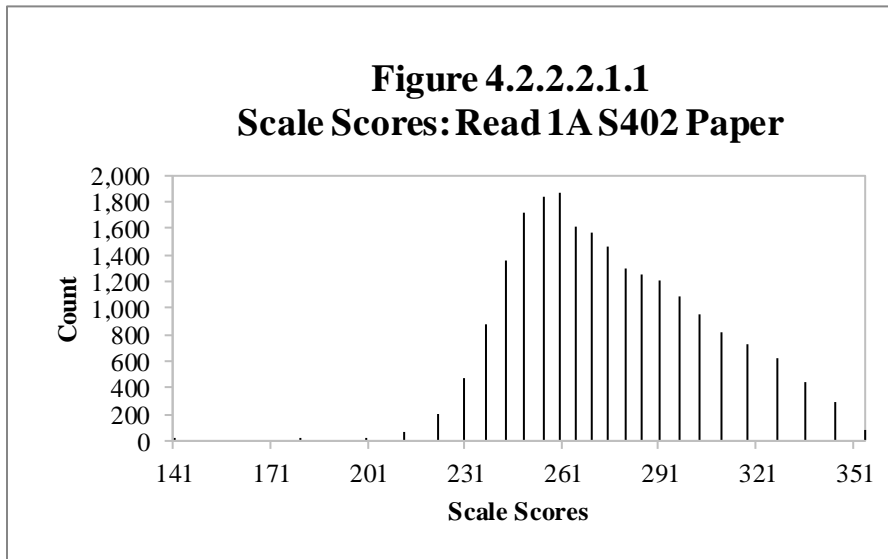
#### 4.2.2.2.1 Grade 1

**Table 4.2.2.2.1.1**

Scale Score Descriptive Statistics: Read 1A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>1</b>	21,843	141	354	274.38	27.43

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



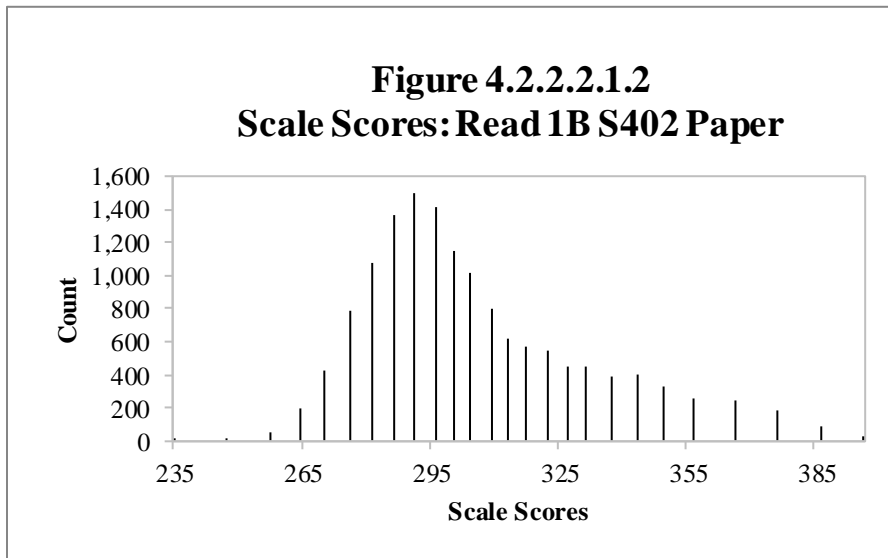
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.1.2**

Scale Score Descriptive Statistics: Read 1B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	14,340	235	396	304.77	25.04

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

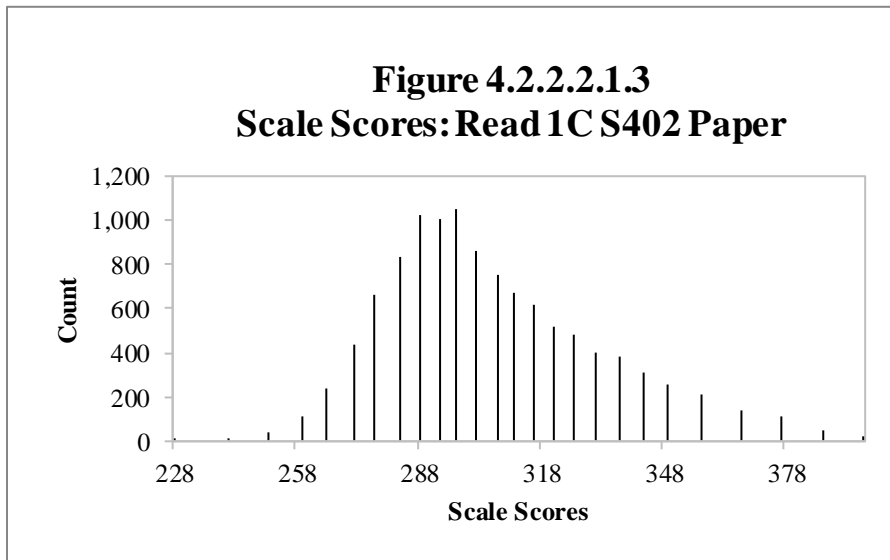


**Table 4.2.2.1.3**

Scale Score Descriptive Statistics: Read 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	11,190	228	397	305.04	24.81

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

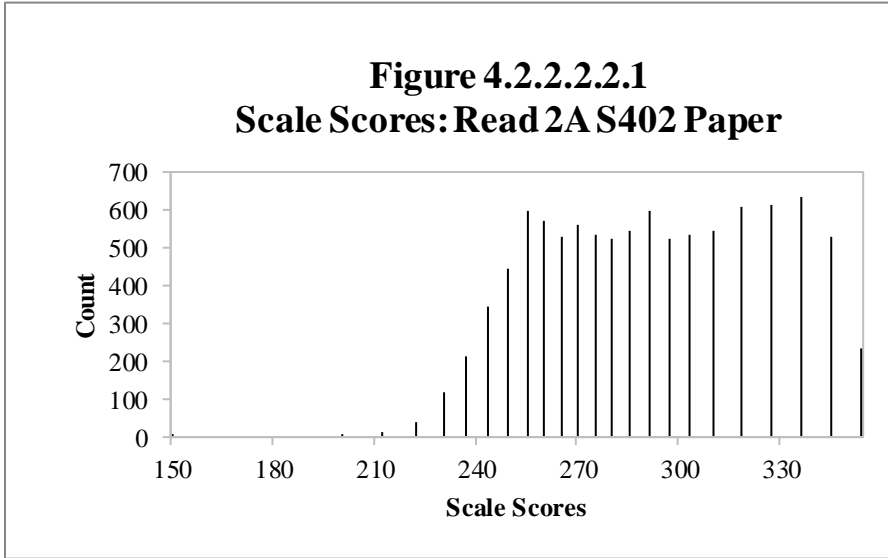
4.2.2.2.2 Grade 2

**Table 4.2.2.2.1**

Scale Score Descriptive Statistics: Read 2A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	9,849	150	354	289.98	32.44

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



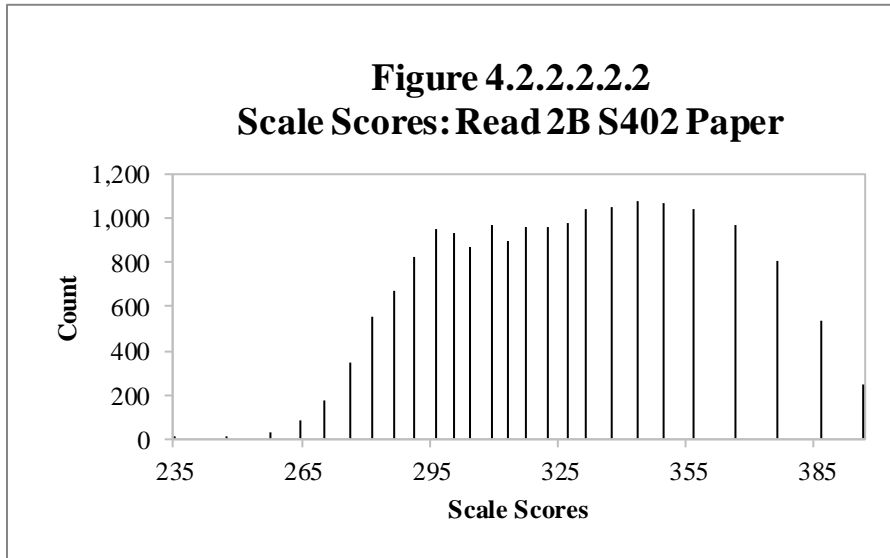
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.2.2**

Scale Score Descriptive Statistics: Read 2B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	18,039	235	396	325.52	30.03

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



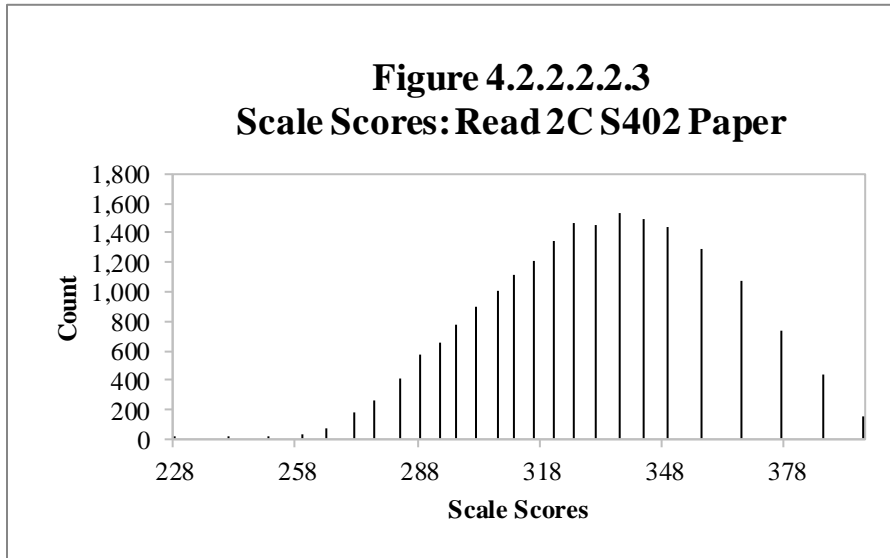
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.2.3**

Scale Score Descriptive Statistics: Read 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	19,616	228	397	328.70	27.23

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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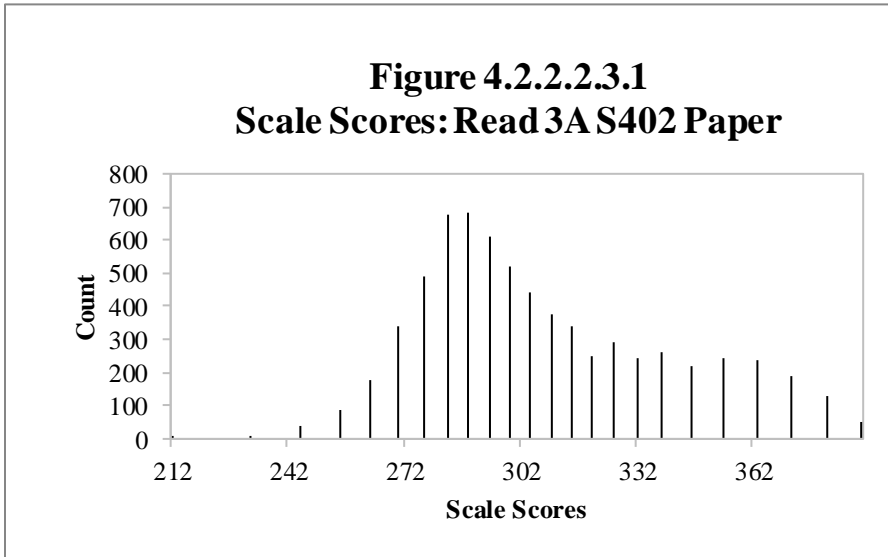
4.2.2.2.3 Grade 3

**Table 4.2.2.2.3.1**

Scale Score Descriptive Statistics: Read 3A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,893	212	390	307.12	30.70

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



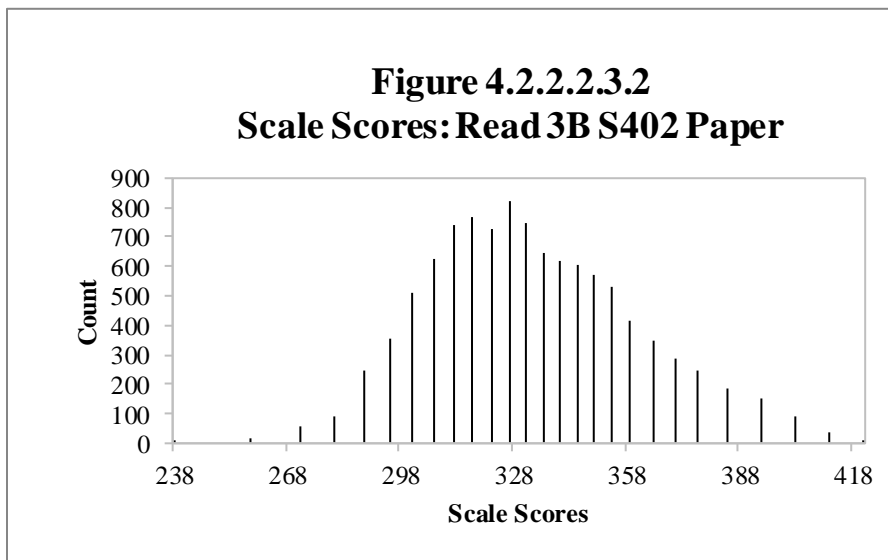
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.2**

Scale Score Descriptive Statistics: Read 3B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	10,439	238	421	332.72	25.93

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



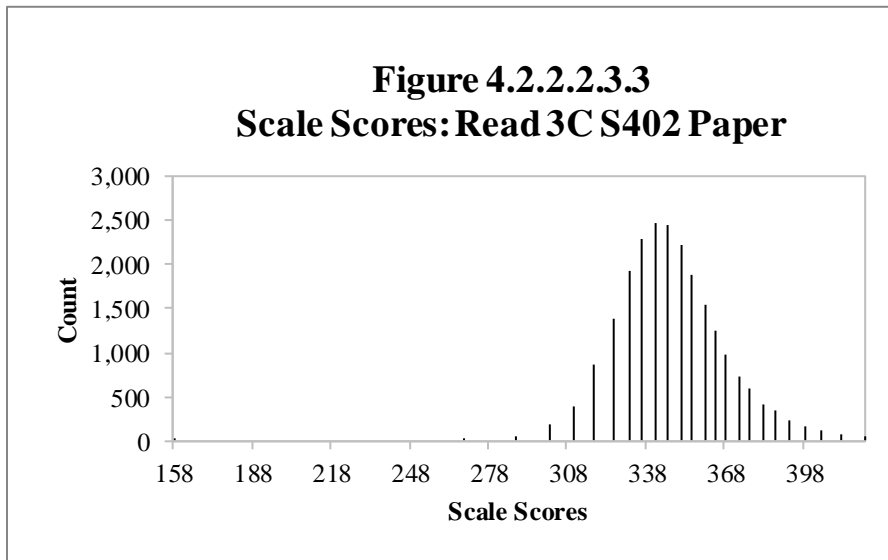
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.3**

Scale Score Descriptive Statistics: Read 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	22,674	158	448	348.53	19.95

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

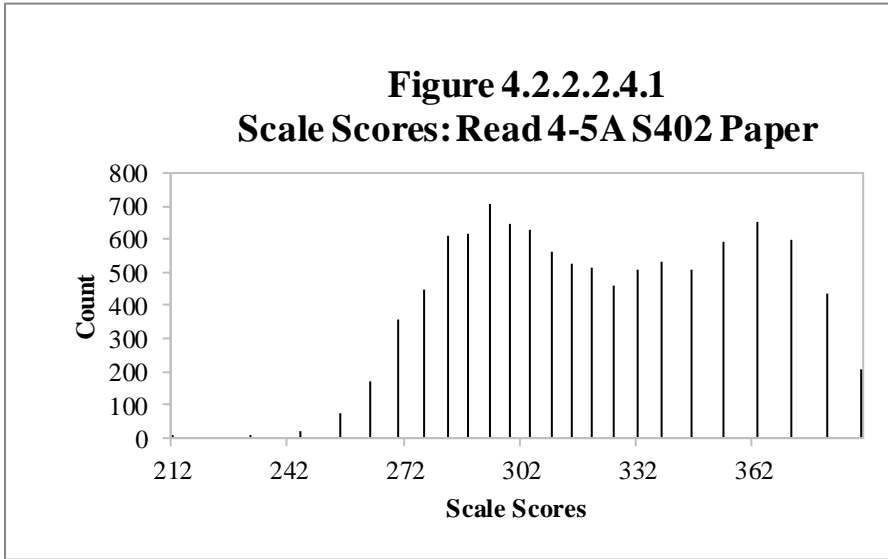
4.2.2.2.4 Grades 4–5

**Table 4.2.2.2.4.1**

Scale Score Descriptive Statistics: Read 4-5A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,384	212	390	317.46	33.56
5	4,991	232	390	323.73	34.04
<b>Total</b>	<b>10,375</b>	<b>212</b>	<b>390</b>	<b>320.47</b>	<b>33.94</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

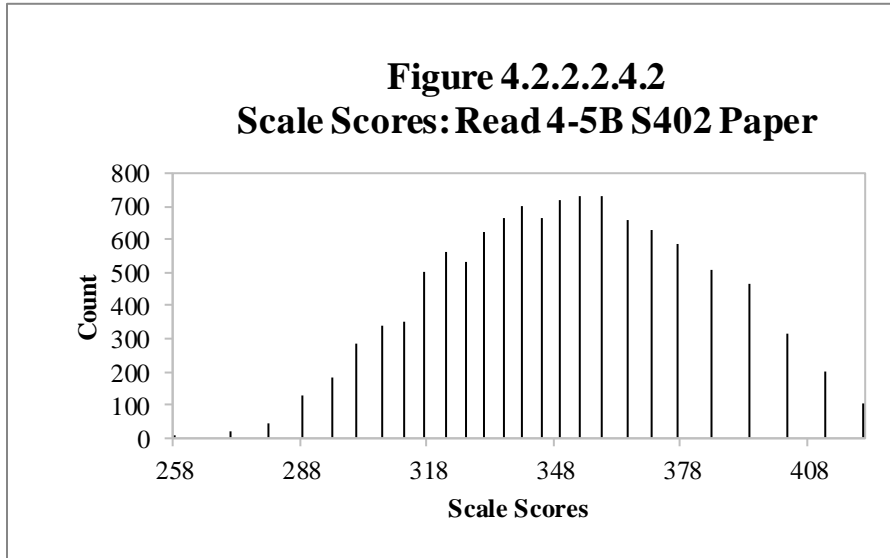


**Table 4.2.2.2.4.2**

Scale Score Descriptive Statistics: Read 4-5B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	6,339	258	421	345.81	28.78
<b>5</b>	4,892	258	421	351.59	29.31
<b>Total</b>	11,231	258	421	348.33	29.15

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



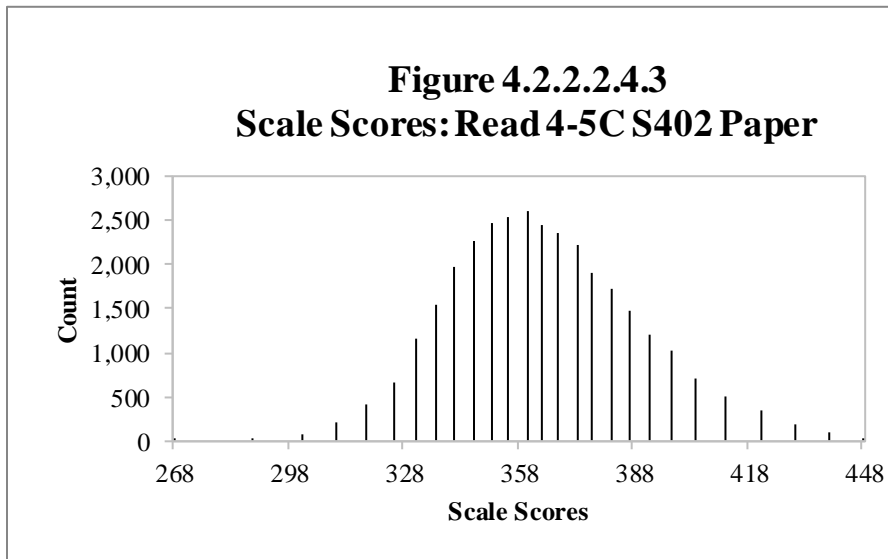
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.2.4.3**

Scale Score Descriptive Statistics: Read 4-5C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	19,147	268	448	360.25	21.59
<b>5</b>	12,983	268	448	368.64	23.92
<b>Total</b>	32,130	268	448	363.64	22.93

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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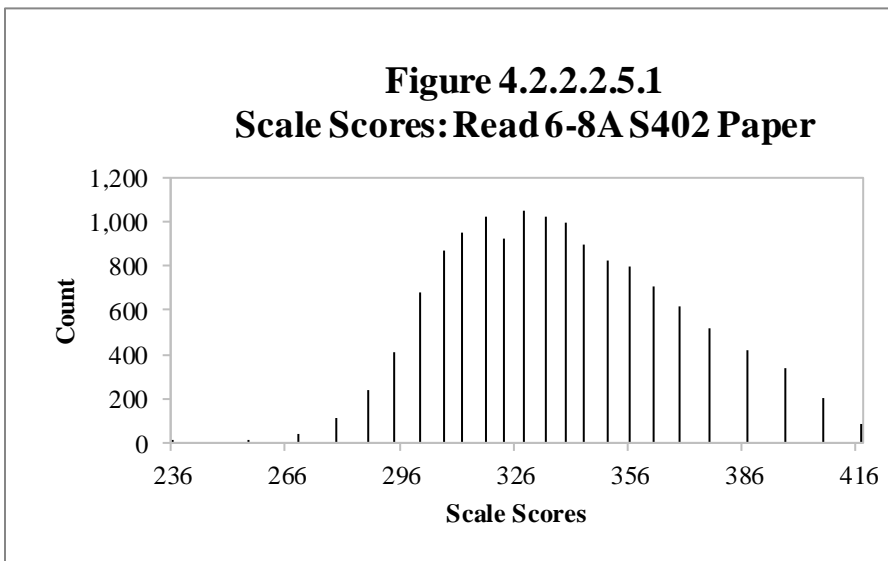
4.2.2.2.5 Grades 6–8

**Table 4.2.2.2.5.1**

Scale Score Descriptive Statistics: Read 6-8A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,702	236	417	332.88	27.78
7	4,459	236	417	336.19	28.01
8	4,566	236	417	341.00	28.83
<b>Total</b>	<b>13,727</b>	<b>236</b>	<b>417</b>	<b>336.66</b>	<b>28.40</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



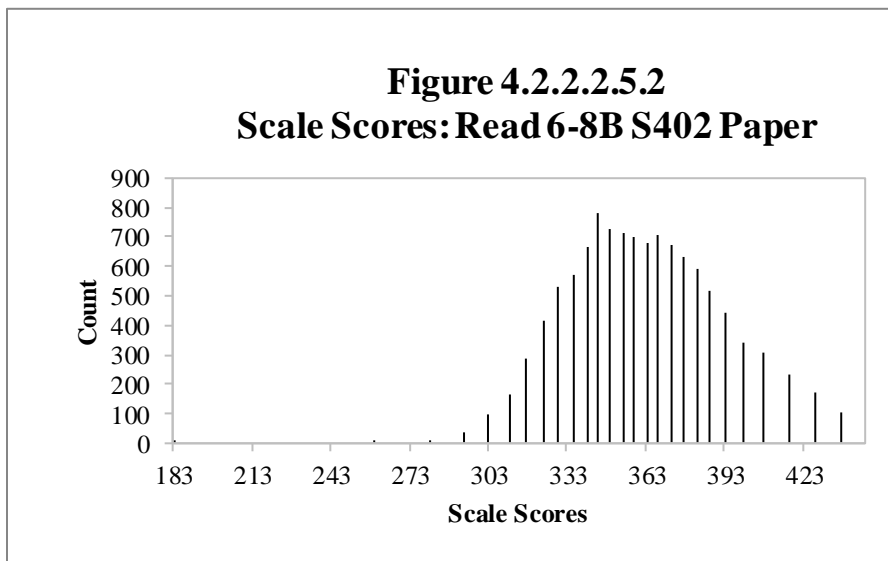
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.2.5.2**

Scale Score Descriptive Statistics: Read 6-8B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	3,854	183	447	355.93	25.92
<b>7</b>	3,680	280	447	360.84	27.11
<b>8</b>	3,598	259	447	368.27	28.81
<b>Total</b>	11,132	183	447	361.54	27.74

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



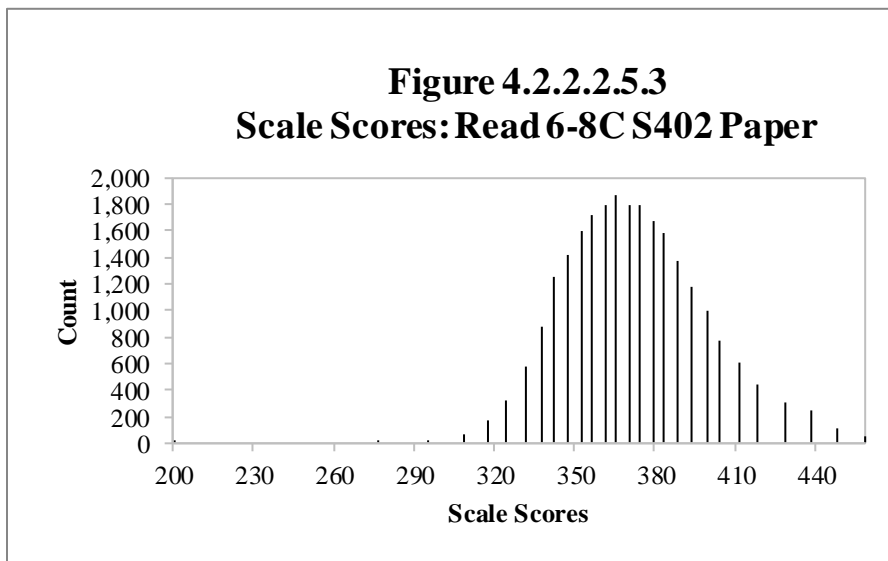
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.2.5.3**

Scale Score Descriptive Statistics: Read 6-8C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	10,118	295	458	363.47	21.27
<b>7</b>	7,671	276	458	372.15	23.95
<b>8</b>	6,840	200	458	379.62	25.98
<b>Total</b>	24,629	200	458	370.66	24.42

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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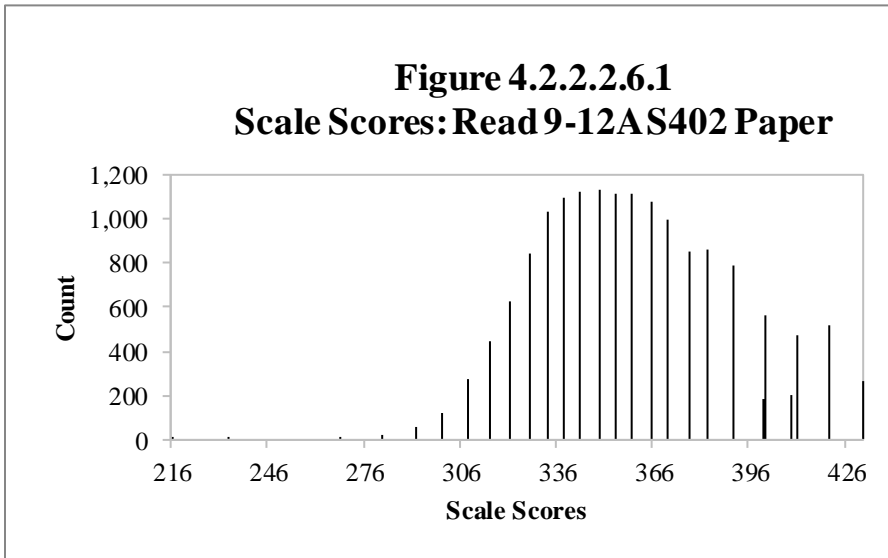
4.2.2.2.6 Grades 9–12

**Table 4.2.2.2.6.1**

Scale Score Descriptive Statistics: Read 9-12A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	5,558	268	431	355.20	28.79
<b>10</b>	4,588	216	431	358.32	29.94
<b>11</b>	3,661	268	431	364.59	29.54
<b>12</b>	1,985	233	431	367.55	29.89
<b>Total</b>	15,792	216	431	359.84	29.79

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



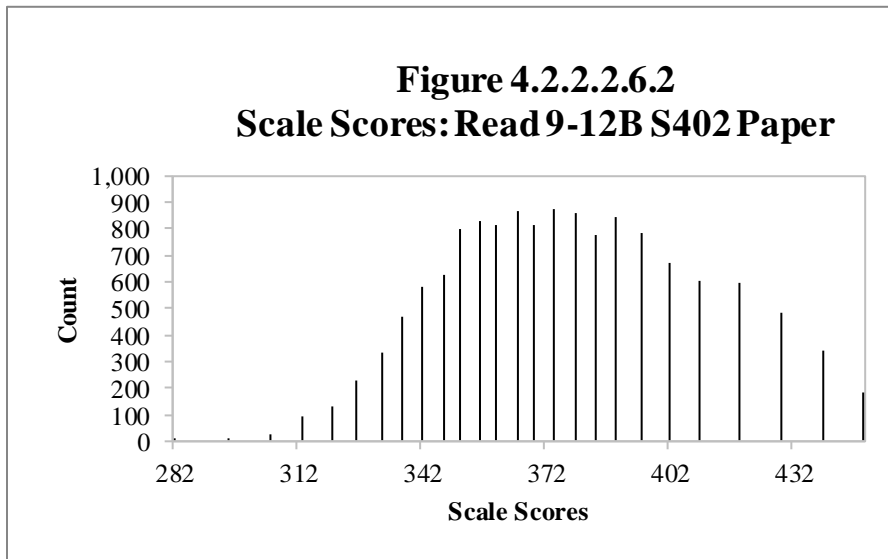
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.2.6.2**

Scale Score Descriptive Statistics: Read 9-12B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	3,905	295	449	374.07	28.51
10	3,843	282	449	374.81	29.54
11	3,457	295	449	378.14	29.98
12	2,432	282	449	375.15	28.70
<b>Total</b>	<b>13,637</b>	<b>282</b>	<b>449</b>	<b>375.50</b>	<b>29.25</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



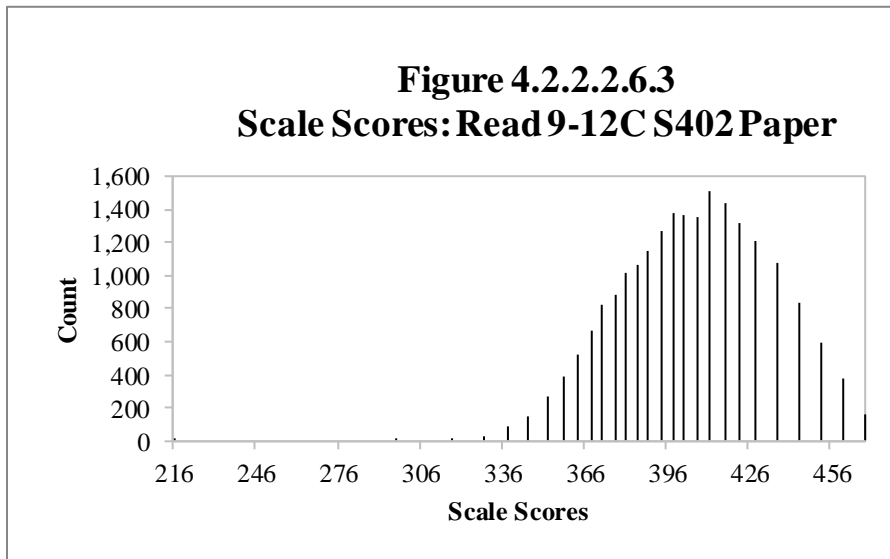
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.2.6.3**

Scale Score Descriptive Statistics: Read 9-12C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,774	317	468	398.75	24.64
10	5,995	216	468	404.35	26.08
11	5,274	317	468	407.00	26.80
12	3,899	297	468	403.18	26.97
<b>Total</b>	<b>20,942</b>	<b>216</b>	<b>468</b>	<b>403.26</b>	<b>26.23</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



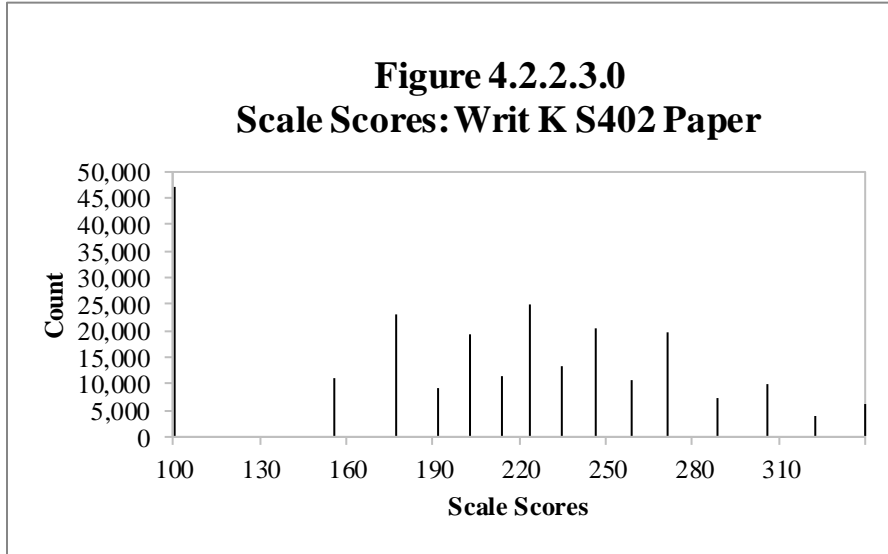
### 4.2.2.3 Writing

#### 4.2.2.3.0 Kindergarten

**Table 4.2.2.3.0**

Scale Score Descriptive Statistics: Writ K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,498	100	339	205.69	66.48

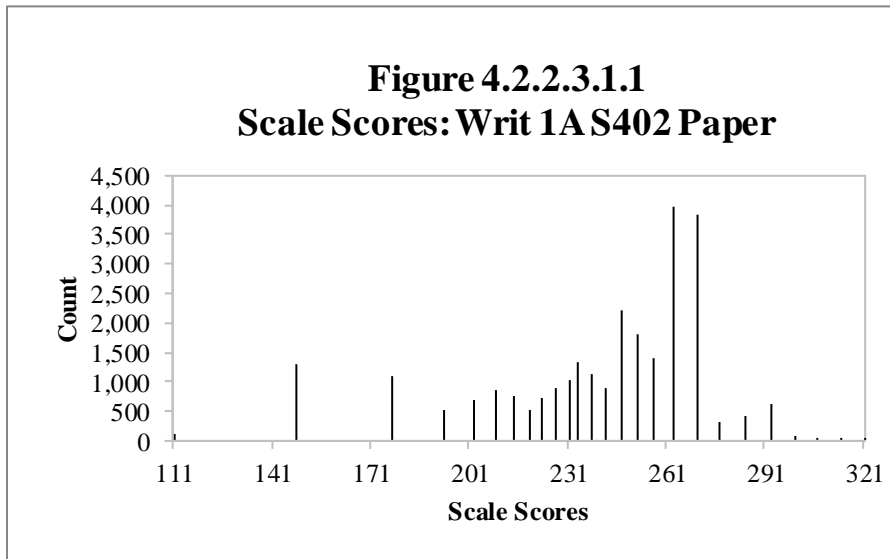


4.2.2.3.1 Grade 1

**Table 4.2.2.3.1.1**

Scale Score Descriptive Statistics: Writ 1A S402 Paper

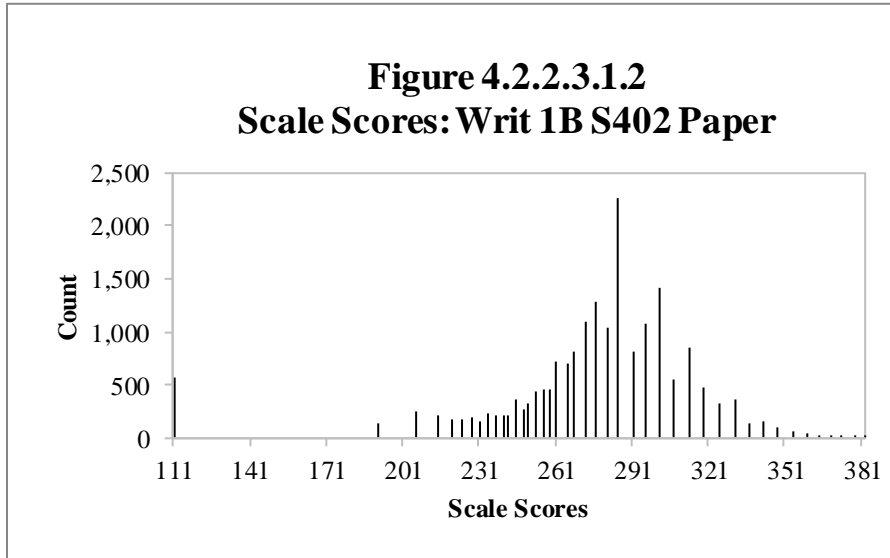
<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>1</b>	26,562	111	321	239.58	34.45



**Table 4.2.2.3.1.2**

Scale Score Descriptive Statistics: Writ 1B S402 Paper

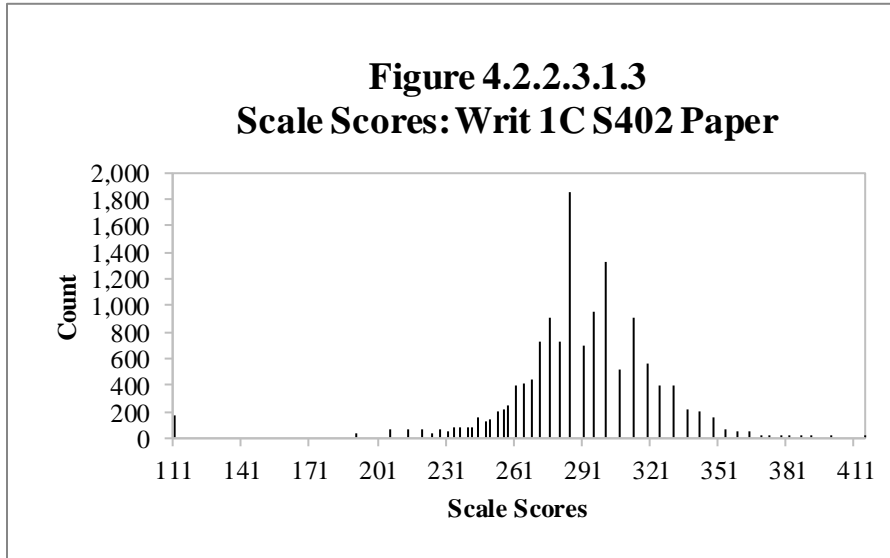
<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>1</b>	19,406	111	382	273.31	40.64



**Table 4.2.2.3.1.3**

Scale Score Descriptive Statistics: Writ 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	13,977	111	415	286.82	34.43

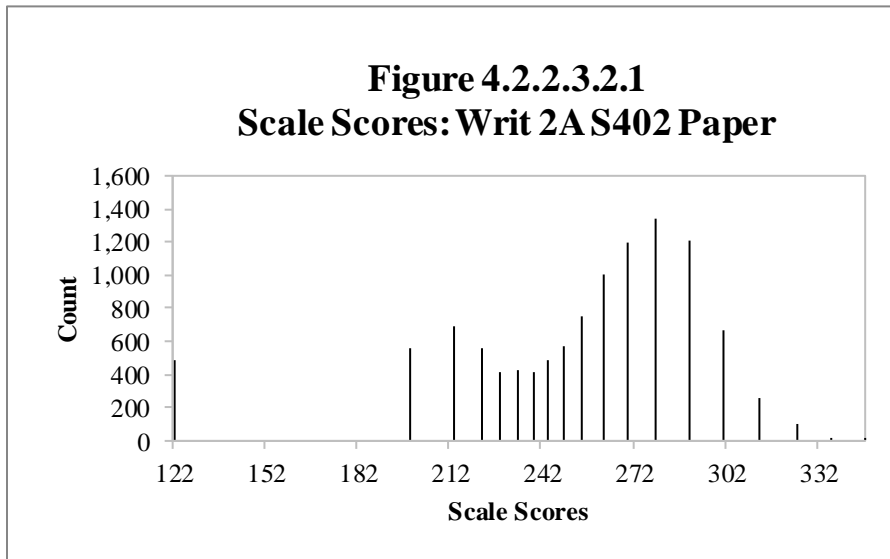


4.2.2.3.2 Grade 2

**Table 4.2.2.3.2.1**

Scale Score Descriptive Statistics: Writ 2A S402 Paper

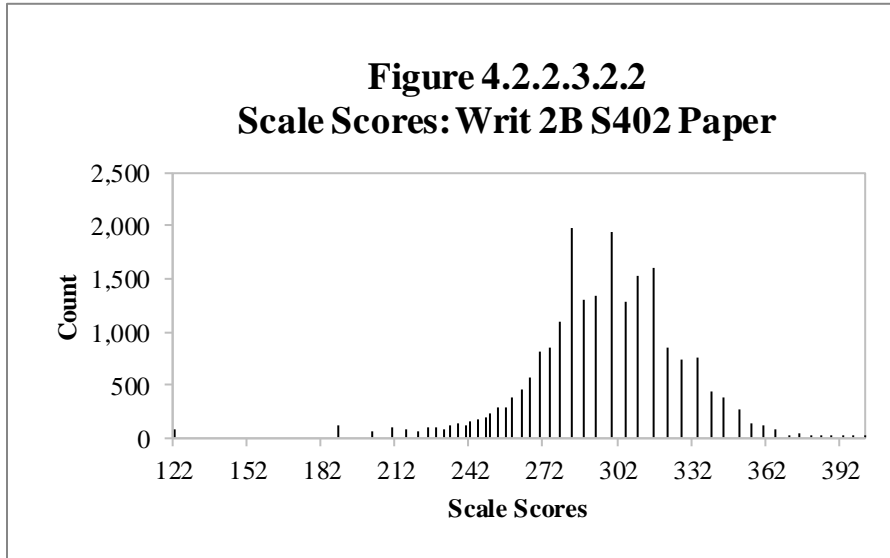
<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>2</b>	11,158	122	347	252.77	40.52



**Table 4.2.2.3.2.2**

Scale Score Descriptive Statistics: Writ 2B S402 Paper

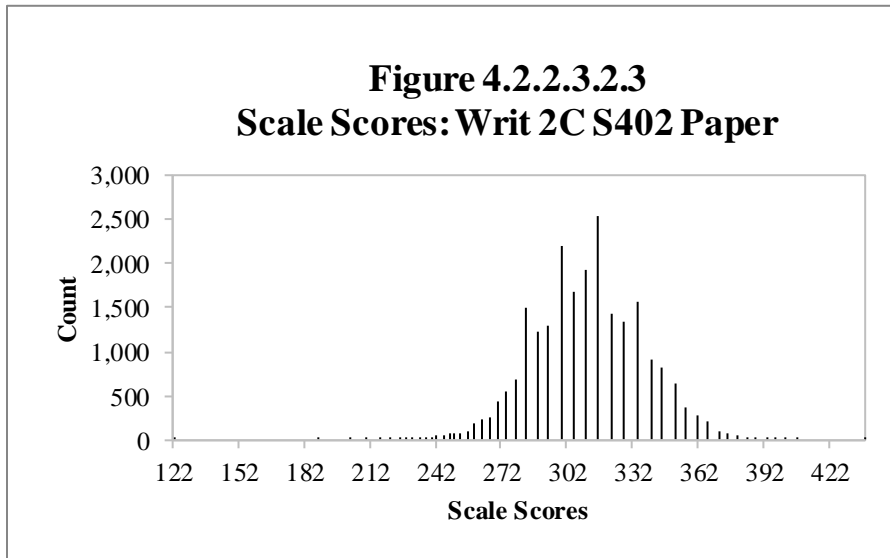
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	21,537	122	402	292.58	32.30



**Table 4.2.2.3.2.3**

Scale Score Descriptive Statistics: Writ 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	23,214	122	438	309.07	27.67

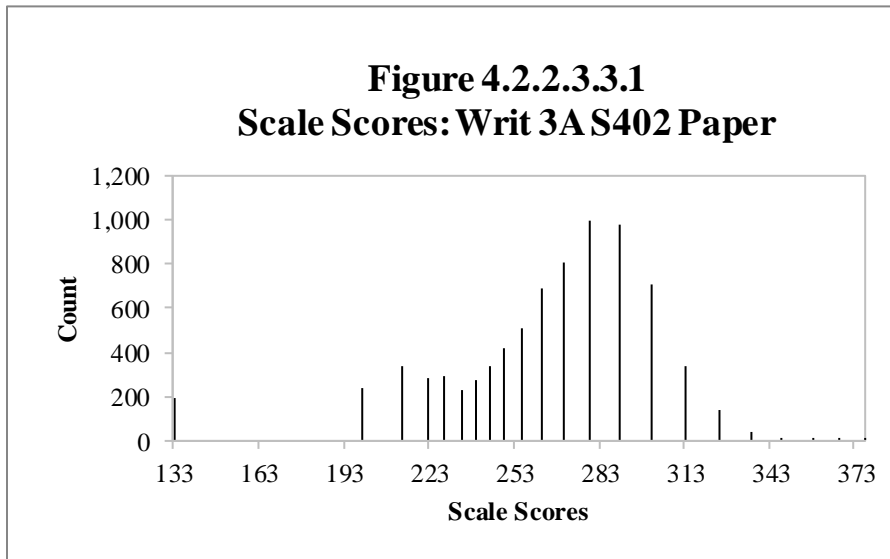


4.2.2.3.3 Grade 3

**Table 4.2.2.3.3.1**

Scale Score Descriptive Statistics: Writ 3A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	7,831	133	376	262.39	36.31

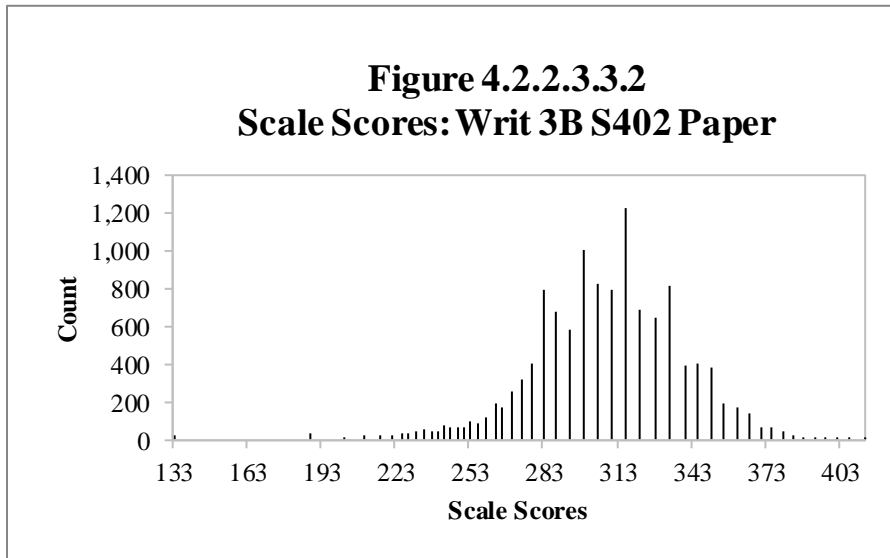




**Table 4.2.2.3.3.2**

Scale Score Descriptive Statistics: Writ 3B S402 Paper

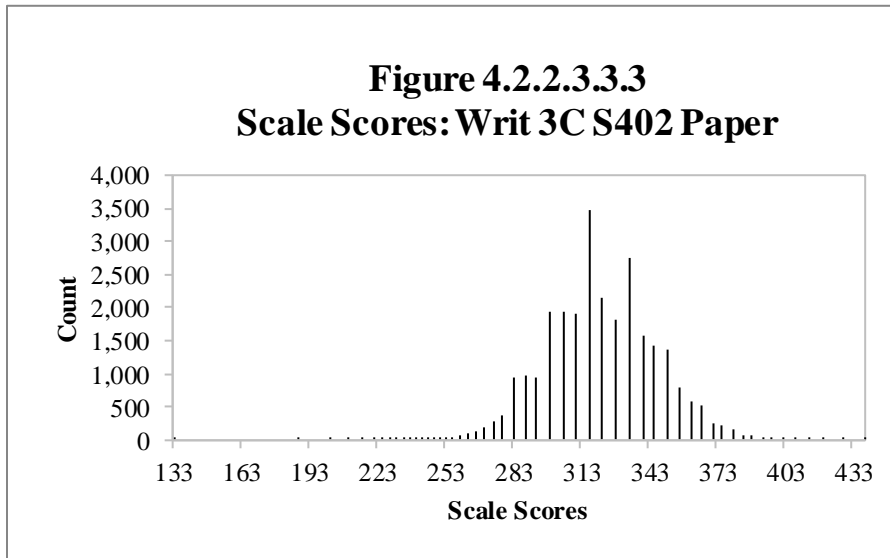
Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	12,305	133	413	305.60	33.10



**Table 4.2.2.3.3.3**

Scale Score Descriptive Statistics: Writ 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	27,474	133	438	320.64	26.60



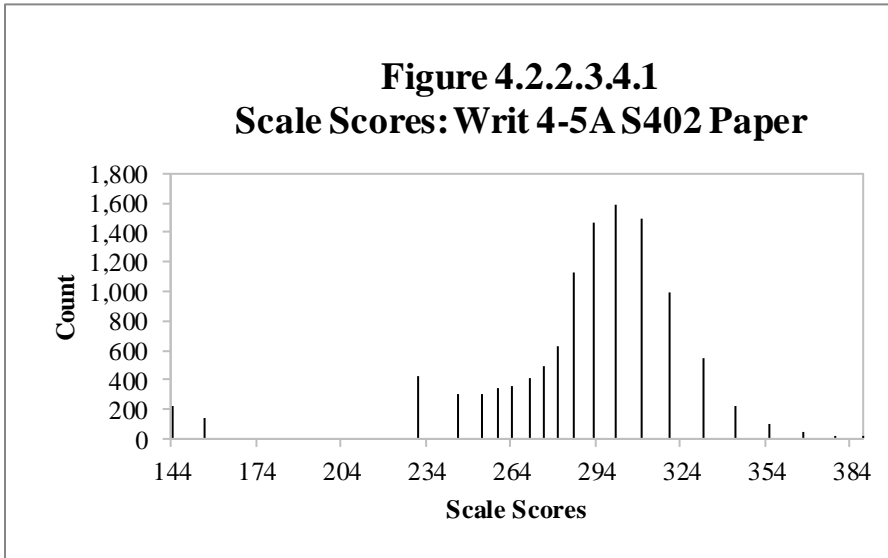
4.2.2.3.4 Grades 4–5

**Table 4.2.2.3.4.1**

Scale Score Descriptive Statistics: Writ 4-5A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,889	144	378	285.50	37.79
5	5,327	155	388	291.23	34.36
<b>Total</b>	11,216	144	388	288.22	36.31

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



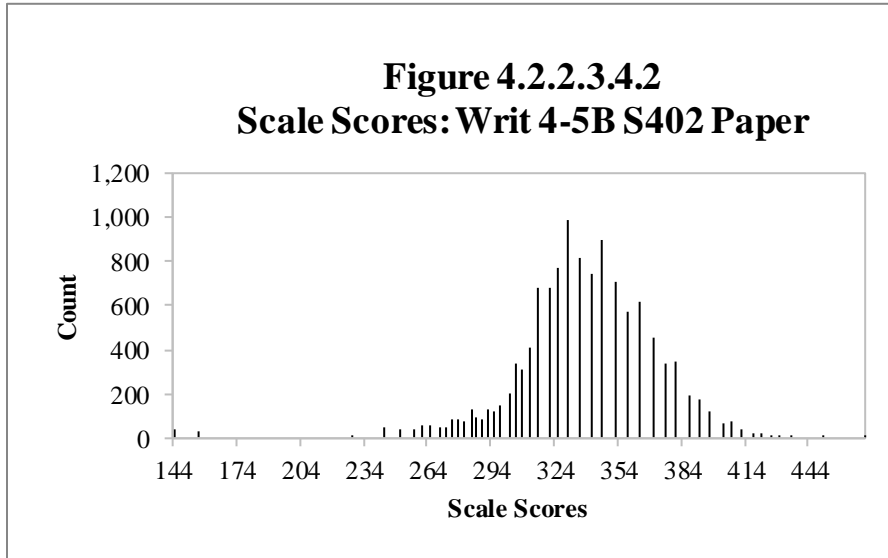
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.4.2**

Scale Score Descriptive Statistics: Writ 4-5B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	6,829	144	450	330.31	33.63
<b>5</b>	5,175	155	470	340.38	34.36
<b>Total</b>	12,004	144	470	334.65	34.31

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



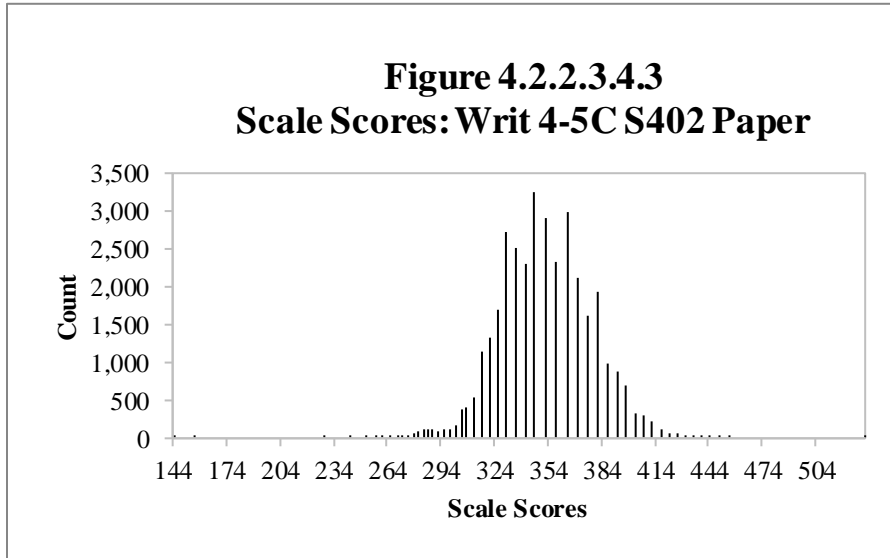
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.4.3**

Scale Score Descriptive Statistics: Writ 4-5C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	21,027	144	455	346.22	26.76
<b>5</b>	14,013	155	531	356.54	27.55
<b>Total</b>	35,040	144	531	350.35	27.55

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

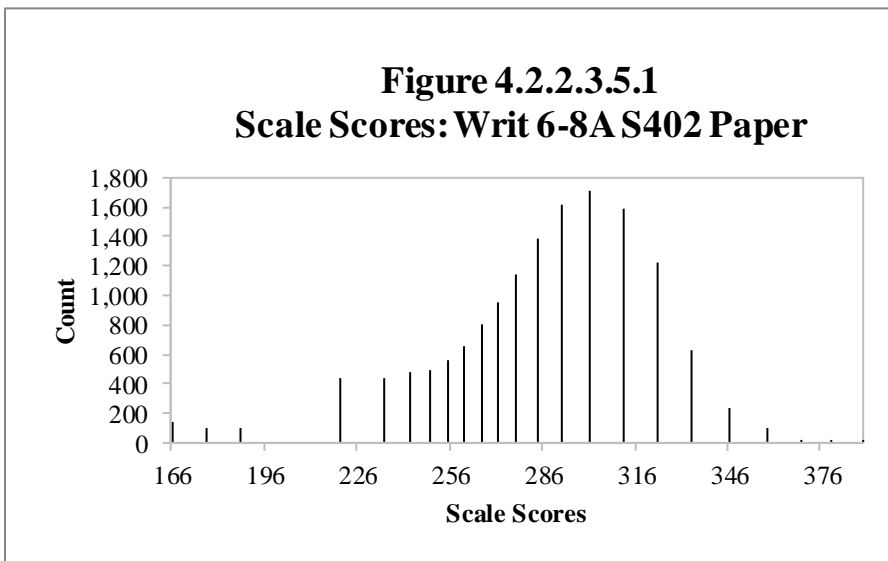
4.2.2.3.5 Grades 6–8

**Table 4.2.2.3.5.1**

Scale Score Descriptive Statistics: Writ 6-8A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	5,123	166	379	281.37	34.94
<b>7</b>	4,800	177	379	283.24	32.94
<b>8</b>	4,909	188	389	287.46	31.91
<b>Total</b>	14,832	166	389	283.99	33.41

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



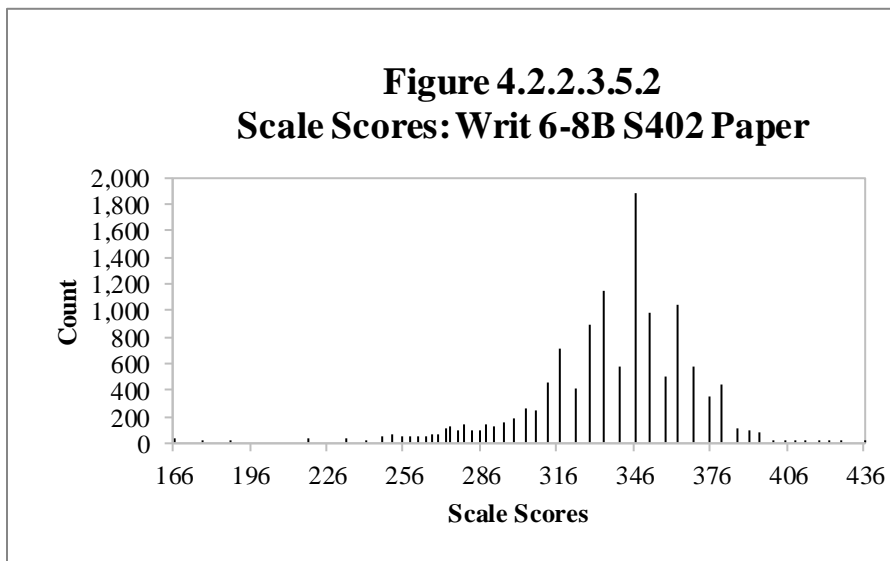
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.5.2**

Scale Score Descriptive Statistics: Writ 6-8B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,370	166	422	329.05	33.99
7	4,193	177	436	333.62	33.47
8	4,113	188	436	339.84	32.41
<b>Total</b>	<b>12,676</b>	<b>166</b>	<b>436</b>	<b>334.06</b>	<b>33.60</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



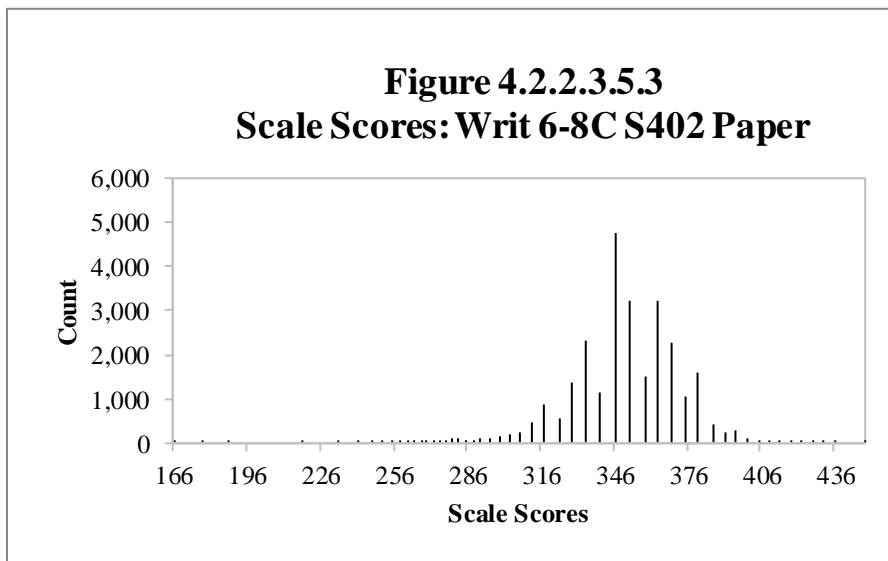
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.5.3**

Scale Score Descriptive Statistics: Writ 6-8C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	11,367	166	422	344.05	24.18
7	8,381	177	431	350.52	23.78
8	7,367	188	448	354.90	24.40
<b>Total</b>	<b>27,115</b>	<b>166</b>	<b>448</b>	<b>349.00</b>	<b>24.53</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



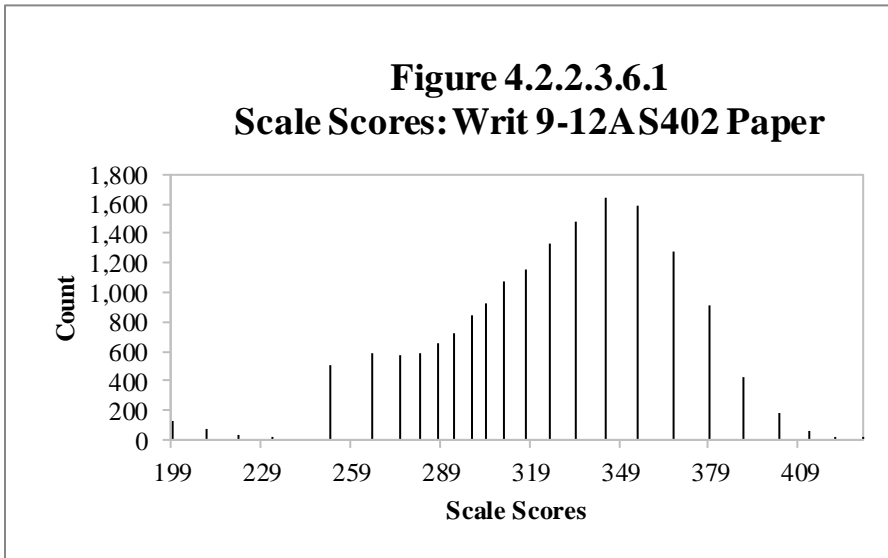
4.2.2.3.6 Grades 9–12

**Table 4.2.2.3.6.1**

Scale Score Descriptive Statistics: Writ 9-12A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	5,930	199	430	317.98	39.15
<b>10</b>	4,876	210	430	321.20	37.74
<b>11</b>	3,891	221	430	329.28	35.92
<b>12</b>	2,073	232	430	333.96	34.44
<b>Total</b>	16,770	199	430	323.51	37.89

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



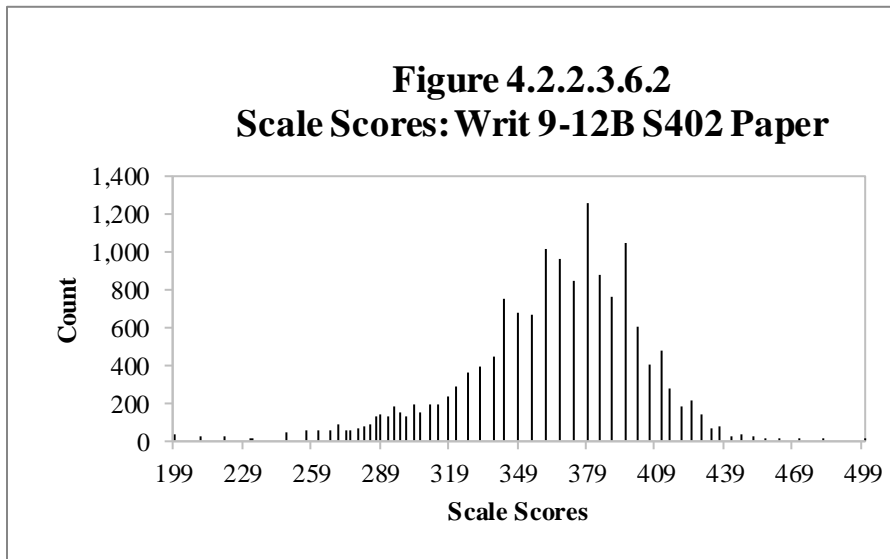
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.6.2**

Scale Score Descriptive Statistics: Writ 9-12B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	4,476	199	457	359.80	40.51
10	4,399	210	471	358.83	42.10
11	3,900	221	500	364.06	40.73
12	2,719	232	463	362.46	41.46
<b>Total</b>	<b>15,494</b>	<b>199</b>	<b>500</b>	<b>361.06</b>	<b>41.24</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



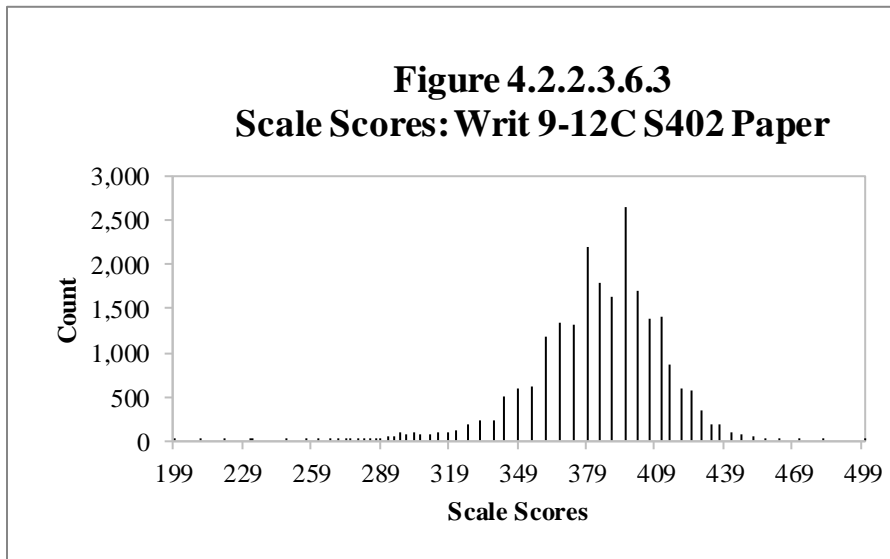
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.3.6.3**

Scale Score Descriptive Statistics: Writ 9-12C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	6,518	199	471	380.70	29.30
10	6,585	210	500	384.41	30.48
11	5,781	221	482	387.03	30.67
12	4,259	232	471	383.98	32.78
<b>Total</b>	<b>23,143</b>	<b>199</b>	<b>500</b>	<b>383.94</b>	<b>30.73</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

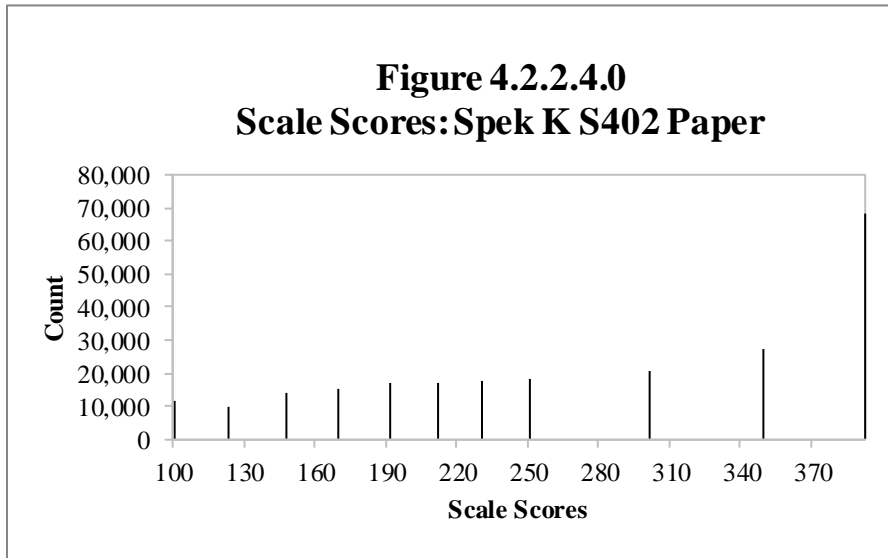
#### 4.2.2.4 Speaking

##### 4.2.2.4.0 Kindergarten

**Table 4.2.2.4.0**

Scale Score Descriptive Statistics: Spek K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,510	100	392	273.76	99.02



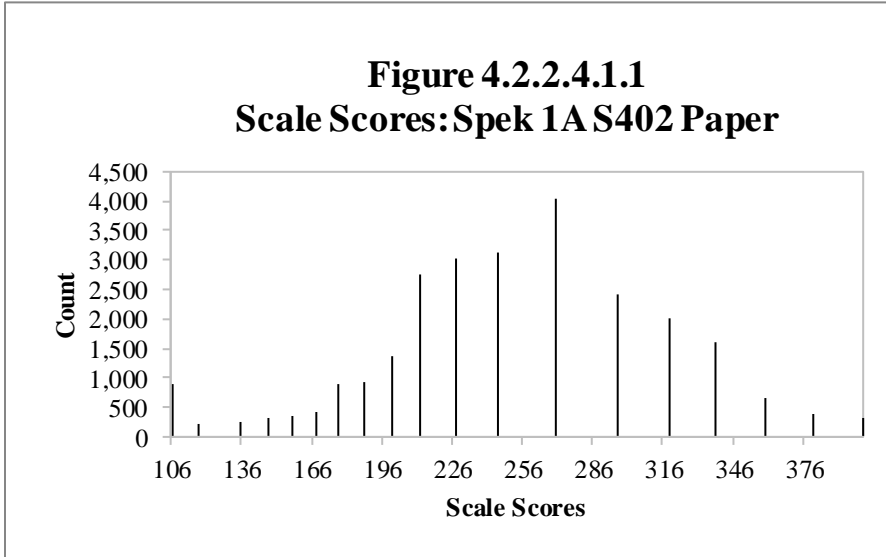
4.2.2.4.1 Grade 1

**Table 4.2.2.4.1.1**

Scale Score Descriptive Statistics: Spek 1A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	25,979	106	401	248.55	62.79

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



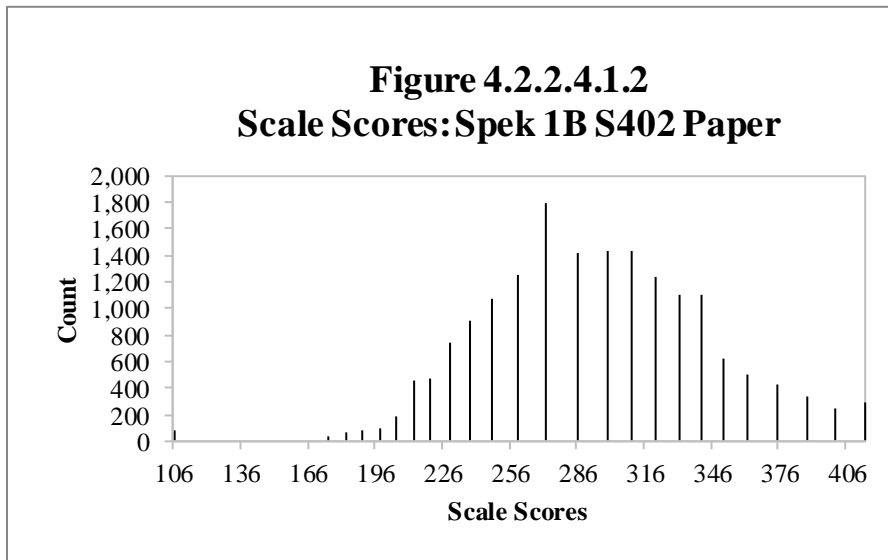
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.1.2**

Scale Score Descriptive Statistics: Spek 1B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	17,395	106	414	292.75	51.47

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



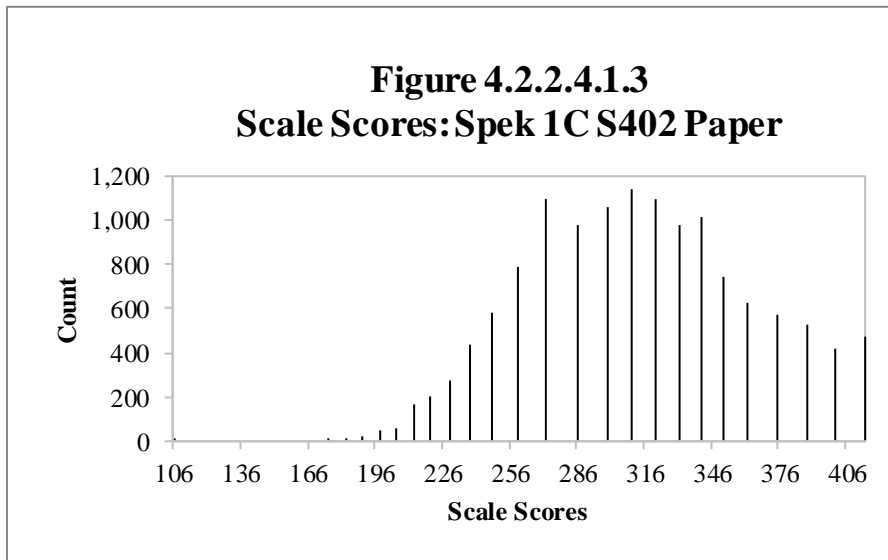
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.1.3**

Scale Score Descriptive Statistics: Spek 1C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	13,313	106	414	312.39	51.19

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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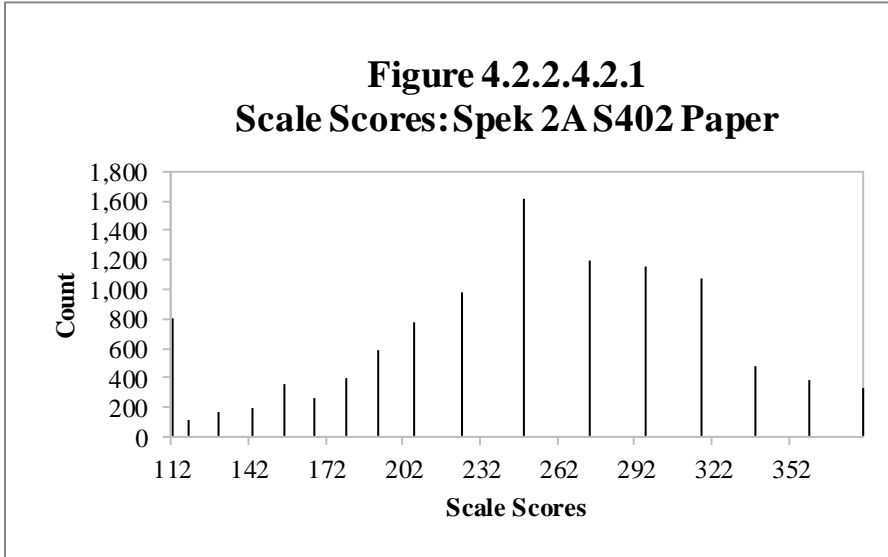
4.2.2.4.2 Grade 2

**Table 4.2.2.4.2.1**

Scale Score Descriptive Statistics: Spek 2A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>2</b>	10,883	112	380	243.88	70.83

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

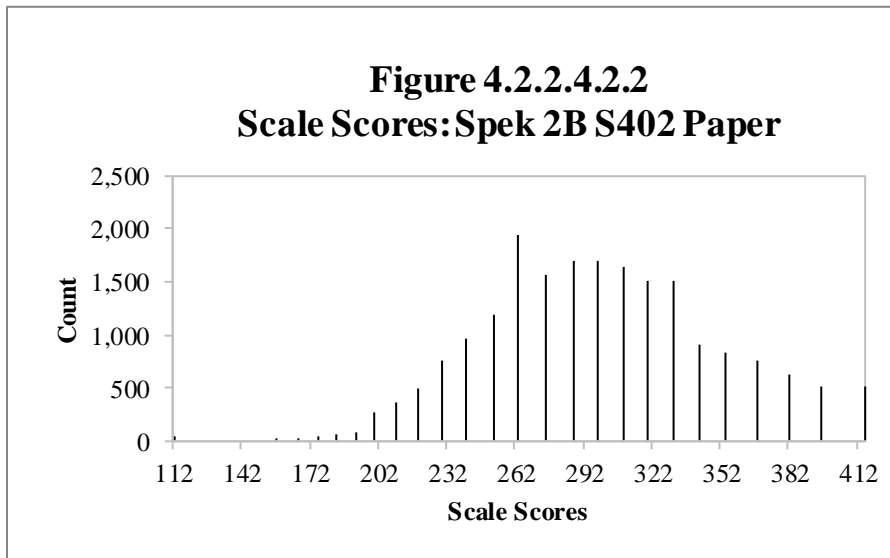


**Table 4.2.2.4.2.2**

Scale Score Descriptive Statistics: Spek 2B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	20,081	112	415	297.10	51.78

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



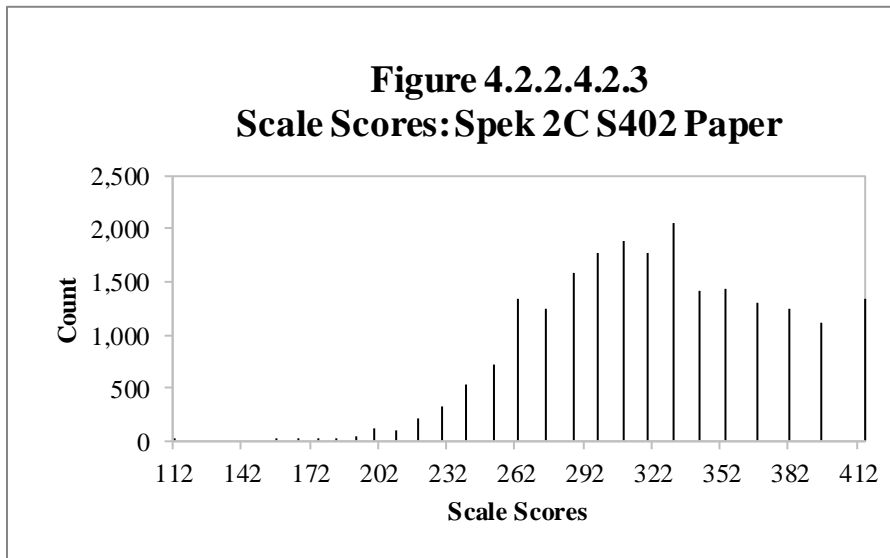
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.2.3**

Scale Score Descriptive Statistics: Spek 2C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	21,612	112	415	321.35	50.41

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

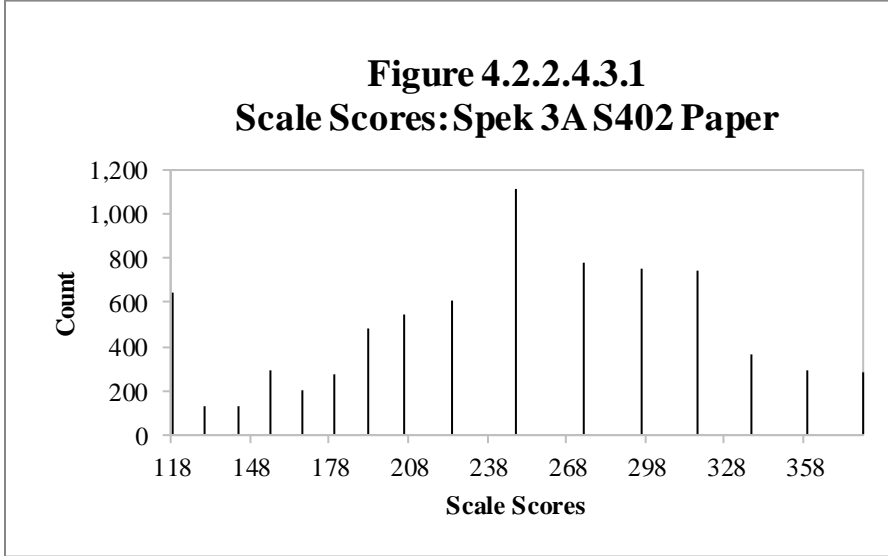
4.2.2.4.3 Grade 3

**Table 4.2.2.4.3.1**

Scale Score Descriptive Statistics: Spek 3A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>3</b>	7,623	118	380	244.29	71.61

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



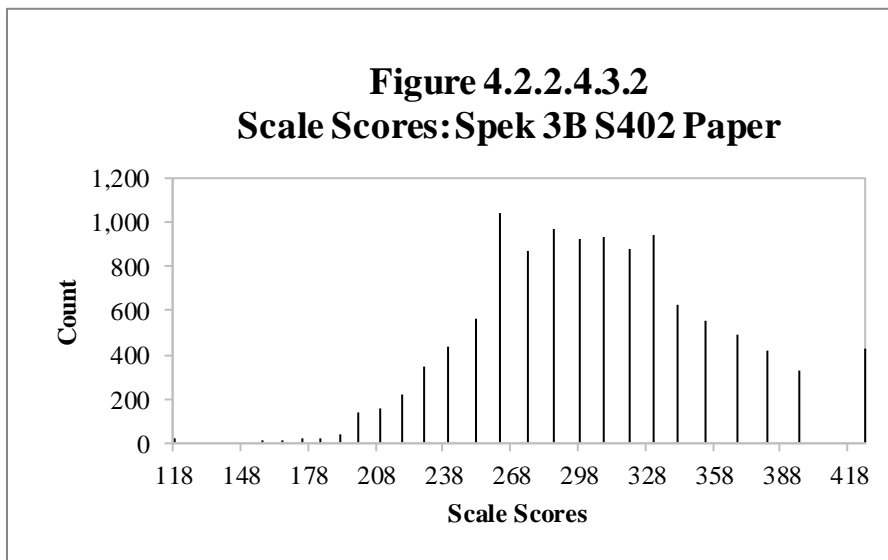
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.3.2**

Scale Score Descriptive Statistics: Spek 3B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	11,352	118	425	304.44	52.64

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



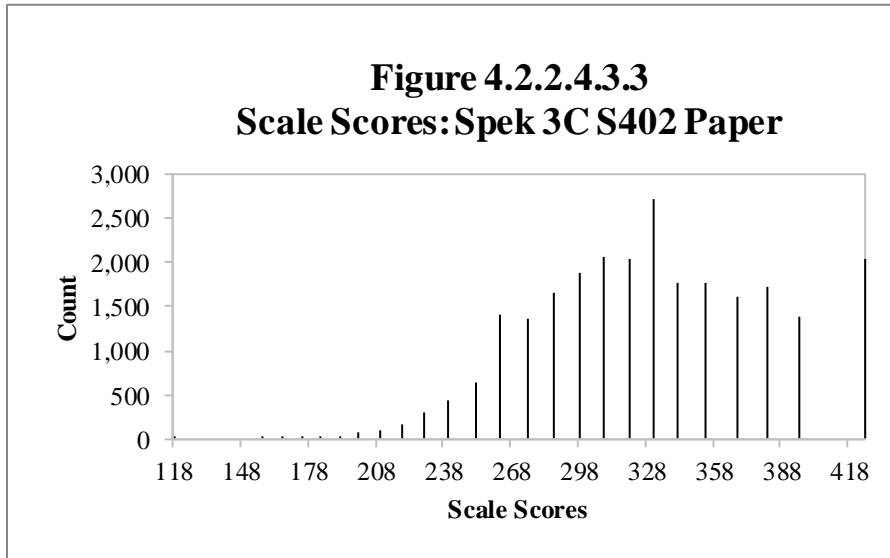
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.3.3**

Scale Score Descriptive Statistics: Spek 3C S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	25,143	118	425	328.92	50.99

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

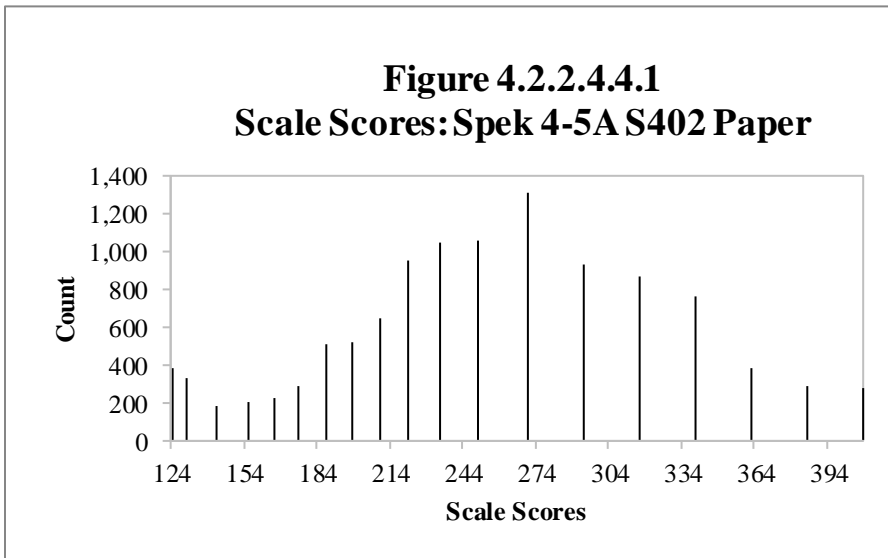
4.2.2.4.4 Grades 4–5

**Table 4.2.2.4.4.1**

Scale Score Descriptive Statistics: Spek 4-5A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,860	124	408	249.72	68.34
5	5,297	130	408	253.90	68.72
<b>Total</b>	<b>11,157</b>	<b>124</b>	<b>408</b>	<b>251.70</b>	<b>68.55</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



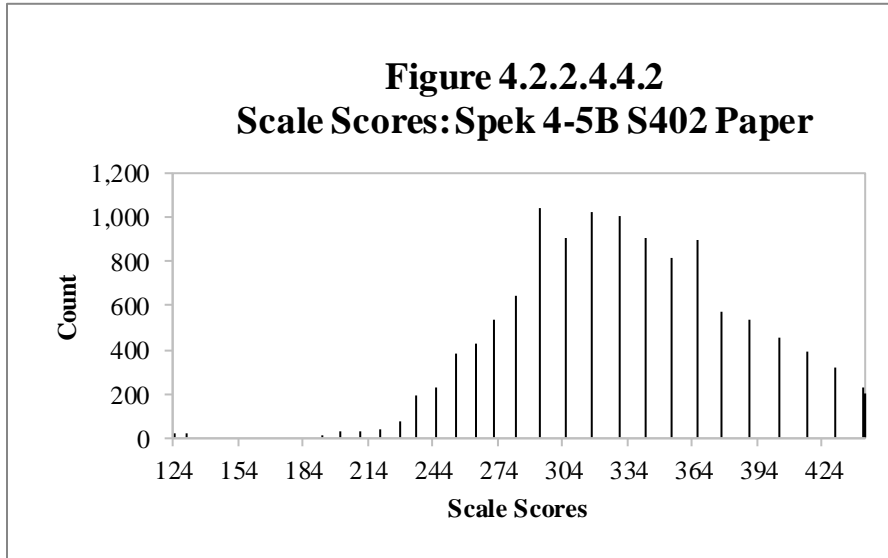
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.4.2**

Scale Score Descriptive Statistics: Spek 4-5B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	6,805	124	442	330.17	54.40
<b>5</b>	5,147	130	443	331.24	55.16
<b>Total</b>	11,952	124	443	330.63	54.73

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



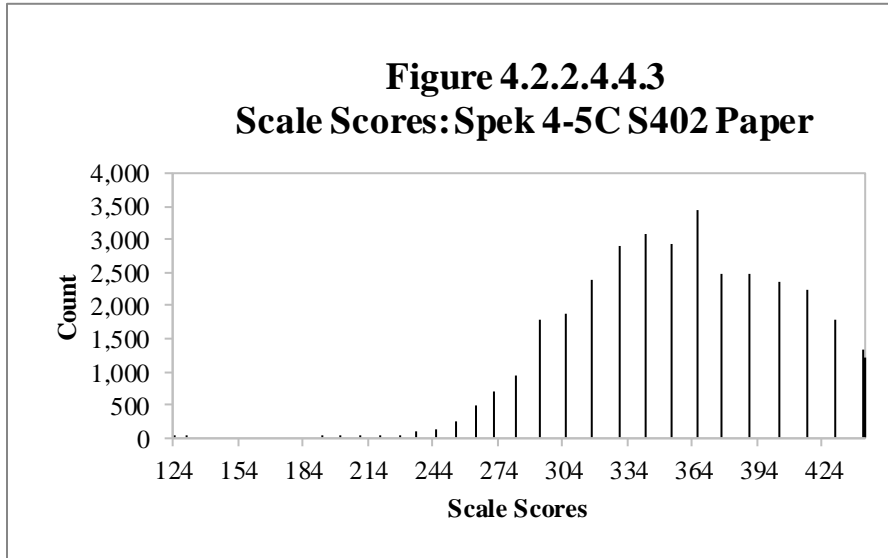
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.4.3**

Scale Score Descriptive Statistics: Spek 4-5C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	20,956	124	442	355.66	49.25
<b>5</b>	13,960	130	443	364.01	49.49
<b>Total</b>	34,916	124	443	359.00	49.51

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



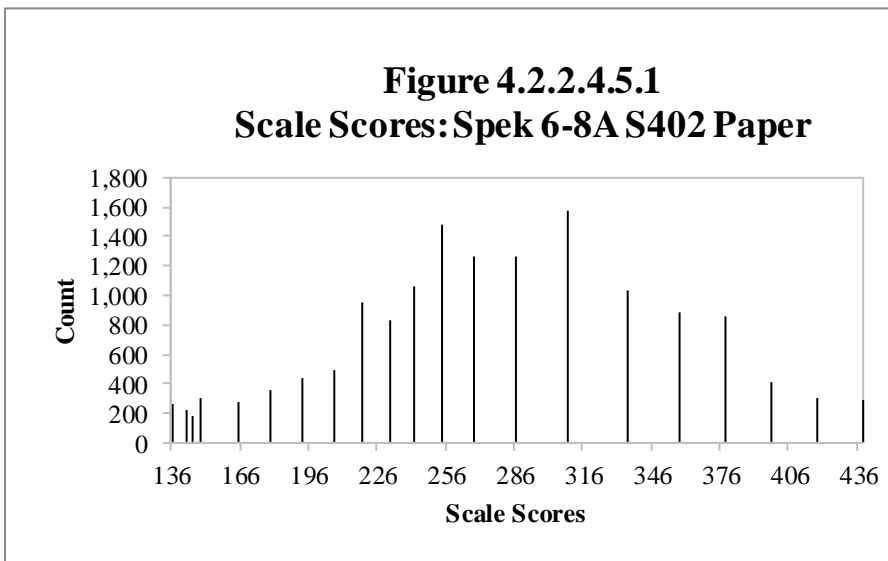
4.2.2.4.5 Grades 6–8

**Table 4.2.2.4.5.1**

Scale Score Descriptive Statistics: Spek 6-8A S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	5,089	136	438	276.42	72.98
<b>7</b>	4,773	142	438	274.54	71.60
<b>8</b>	4,846	148	438	275.84	70.67
<b>Total</b>	14,708	136	438	275.62	71.78

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



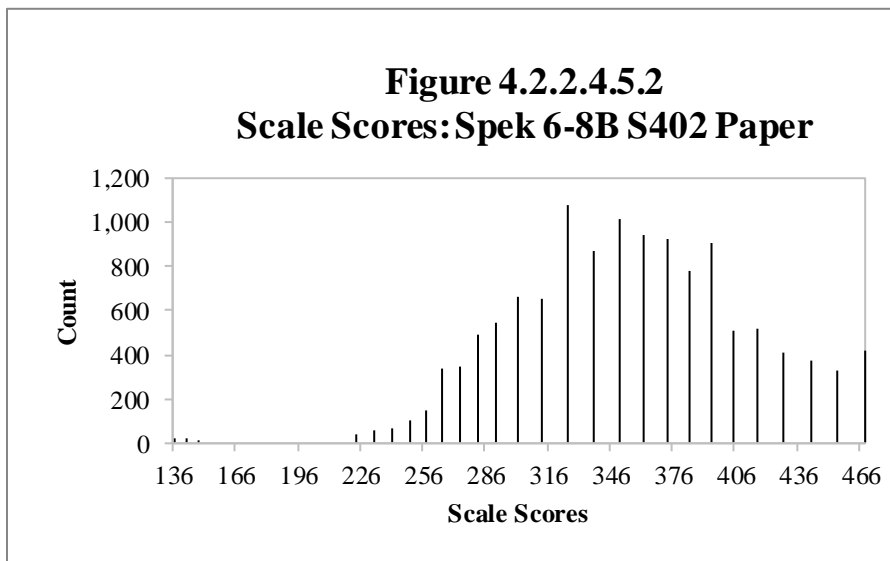
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.5.2**

Scale Score Descriptive Statistics: Spek 6-8B S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	4,338	136	468	352.28	56.20
<b>7</b>	4,165	142	468	352.00	57.90
<b>8</b>	4,083	148	468	356.07	57.38
<b>Total</b>	12,586	136	468	353.42	57.17

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



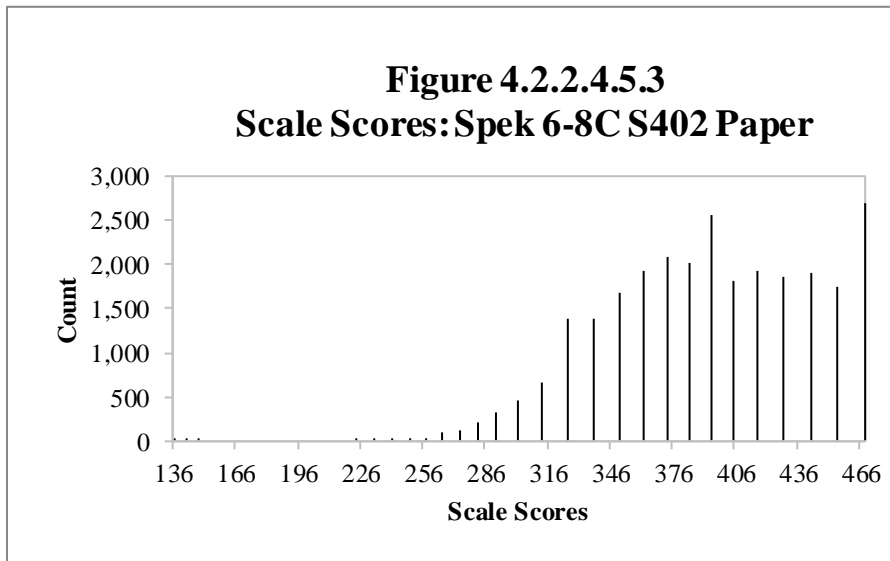
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.5.3**

Scale Score Descriptive Statistics: Spek 6-8C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	11,303	136	468	388.64	49.57
<b>7</b>	8,330	142	468	393.48	48.87
<b>8</b>	7,318	148	468	396.99	49.95
<b>Total</b>	26,951	136	468	392.40	49.58

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

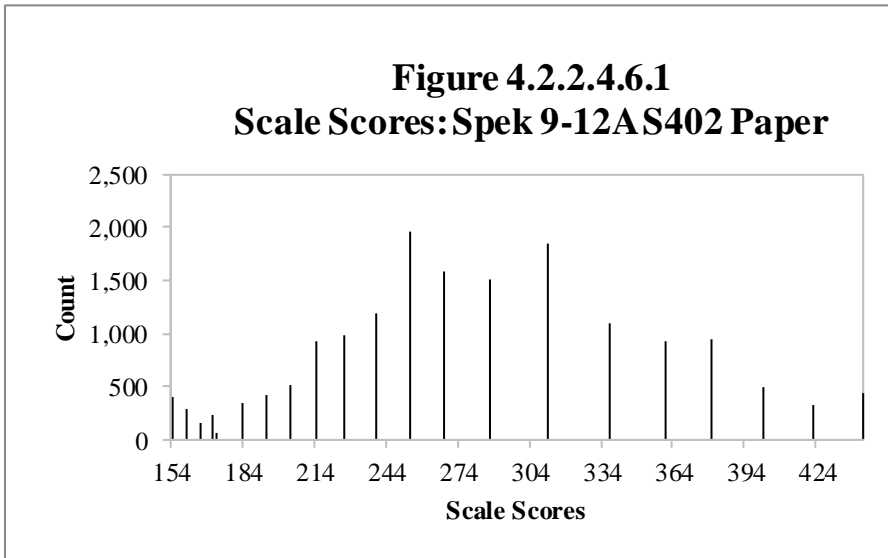
4.2.2.4.6 Grades 9–12

**Table 4.2.2.4.6.1**

Scale Score Descriptive Statistics: Spek 9-12A S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,881	154	443	271.98	70.54
10	4,848	160	443	275.96	69.53
11	3,862	166	443	287.62	69.76
12	2,061	172	443	298.06	68.07
<b>Total</b>	<b>16,652</b>	<b>154</b>	<b>443</b>	<b>279.99</b>	<b>70.34</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



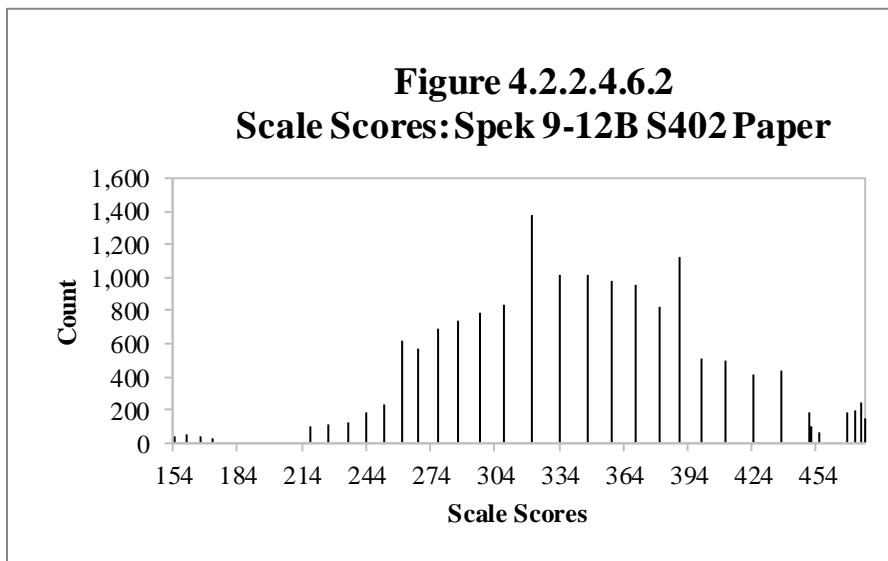
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.6.2**

Scale Score Descriptive Statistics: Spek 9-12B S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	4,442	154	468	344.40	61.16
10	4,379	160	471	340.07	63.26
11	3,875	166	474	345.98	64.53
12	2,695	172	476	345.32	63.80
<b>Total</b>	<b>15,391</b>	<b>154</b>	<b>476</b>	<b>343.73</b>	<b>63.12</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



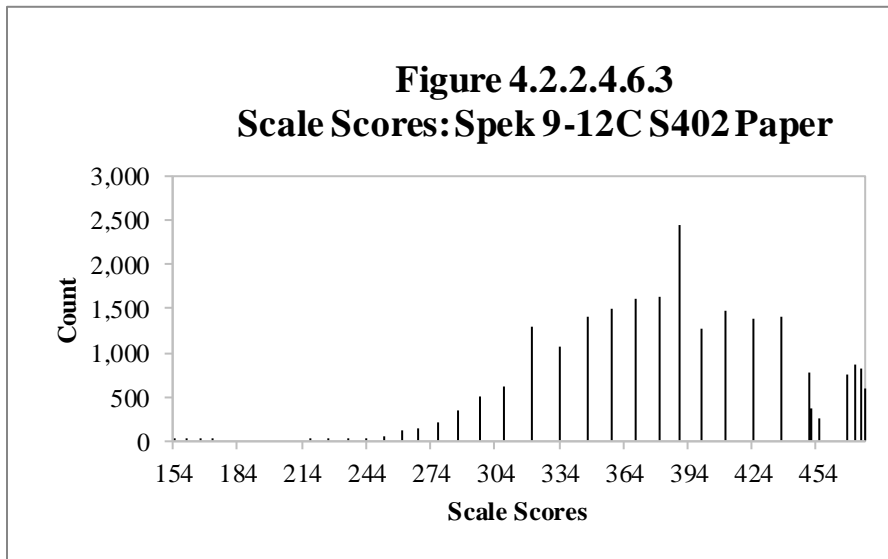
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.2.4.6.3**

Scale Score Descriptive Statistics: Spek 9-12C S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	6,471	154	468	385.81	52.93
<b>10</b>	6,552	160	471	390.02	53.43
<b>11</b>	5,747	166	474	391.12	55.29
<b>12</b>	4,226	172	476	389.26	57.24
<b>Total</b>	22,996	154	476	388.97	54.51

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 4.2.3 Proficiency Level Information

The figures and tables in this section provide information on the proficiency level distribution of the students who took the test form based on their performance. For each test form, the figure shows the information graphically for the grade-level cluster as a whole. 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.

Each row of the table shows, by grade and by total for the grade-level cluster:

- The WIDA proficiency level designation (1–6)
- The number of students (count) whose performance on the test form placed them into that proficiency level in the domain being tested
- The percentage of students, out of the total number of students taking the form, who were placed into that proficiency level in the domain being tested

(Note that for Kindergarten and Tier A tests in some domains, it was not possible to place into all proficiency levels. Figure C and Table C also clearly show the effect of the scoring cap on Tiers A and B.)

In the tables and figures in this section, proficiency levels that were computed using mode-adjusted scoring tables are excluded from the analysis.

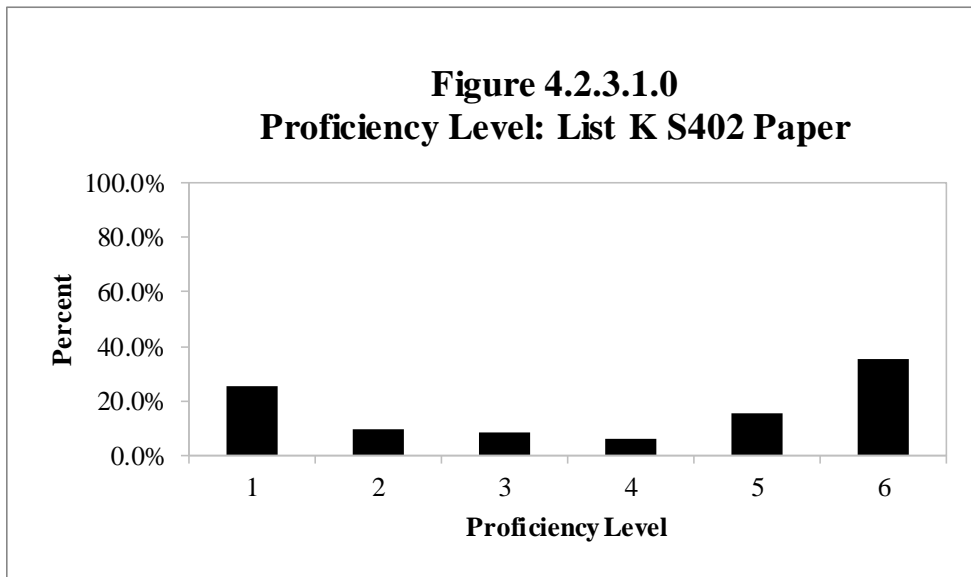
### 4.2.3.1 Listening

#### 4.2.3.1.0 Kindergarten

**Table 4.2.3.1.0**

Proficiency Level Distribution: List K S402 Paper

Level	Count	Percent
1	60,206	25.3%
2	23,230	9.8%
3	20,650	8.7%
4	13,817	5.8%
5	35,982	15.1%
6	83,634	35.2%
Total	237,519	100.0%





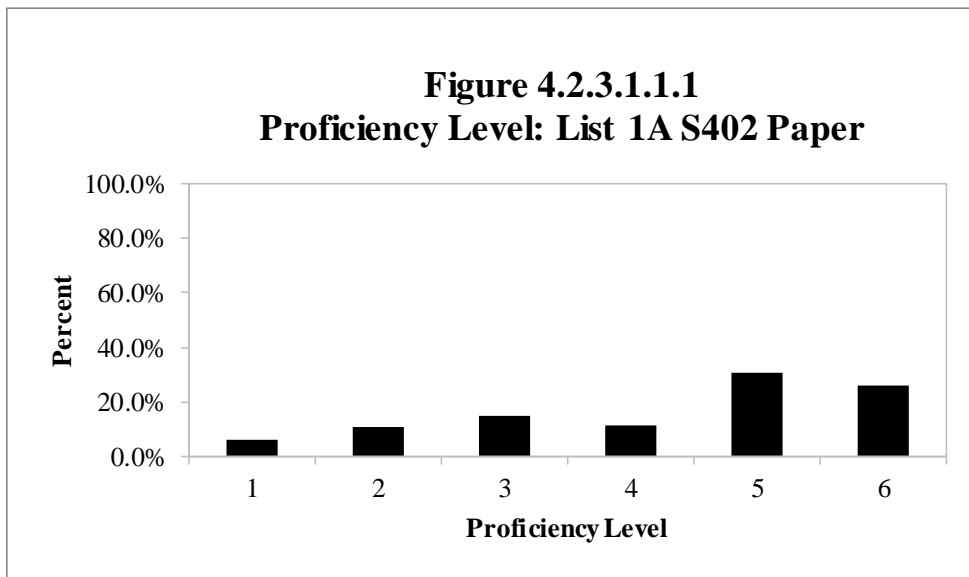
#### 4.2.3.1.1 Grade 1

**Table 4.2.3.1.1.1**

Proficiency Level Distribution: List 1A S402 Paper

Level	Count	Percent
1	1,414	6.2%
2	2,495	11.0%
3	3,321	14.6%
4	2,572	11.3%
5	7,000	30.8%
6	5,933	26.1%
Total	22,735	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



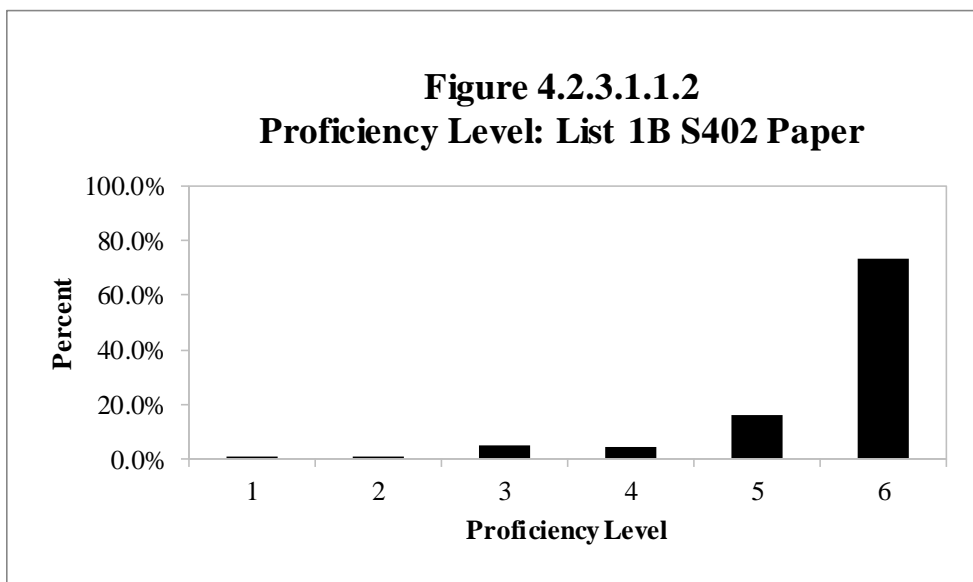
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.1.2**

Proficiency Level Distribution: List 1B S402 Paper

Level	Count	Percent
1	80	0.5%
2	155	1.0%
3	842	5.2%
4	685	4.2%
5	2,600	16.0%
6	11,925	73.2%
Total	16,287	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



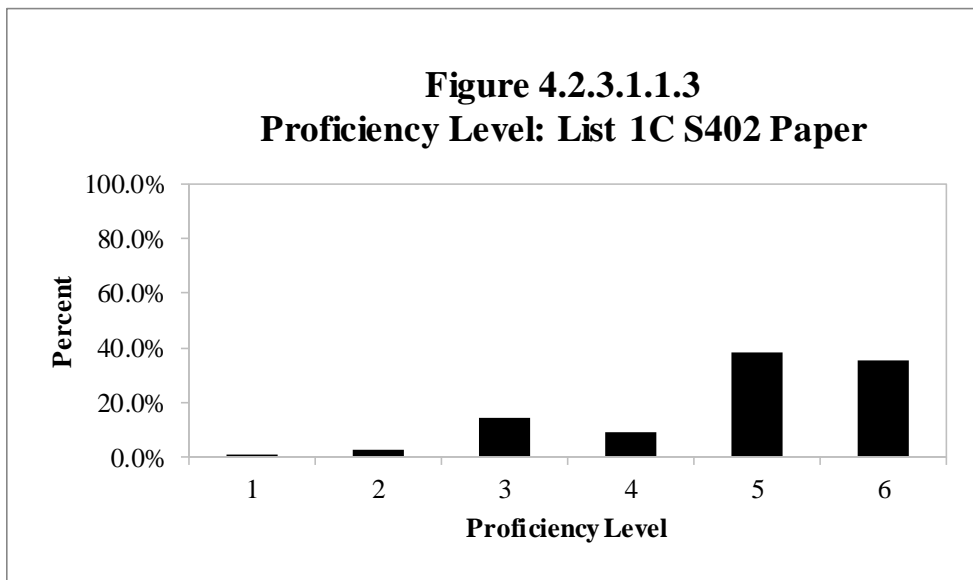
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.1.3**

Proficiency Level Distribution: List 1C S402 Paper

Level	Count	Percent
1	42	0.3%
2	330	2.6%
3	1,811	14.4%
4	1,151	9.2%
5	4,788	38.1%
6	4,437	35.3%
Total	12,559	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

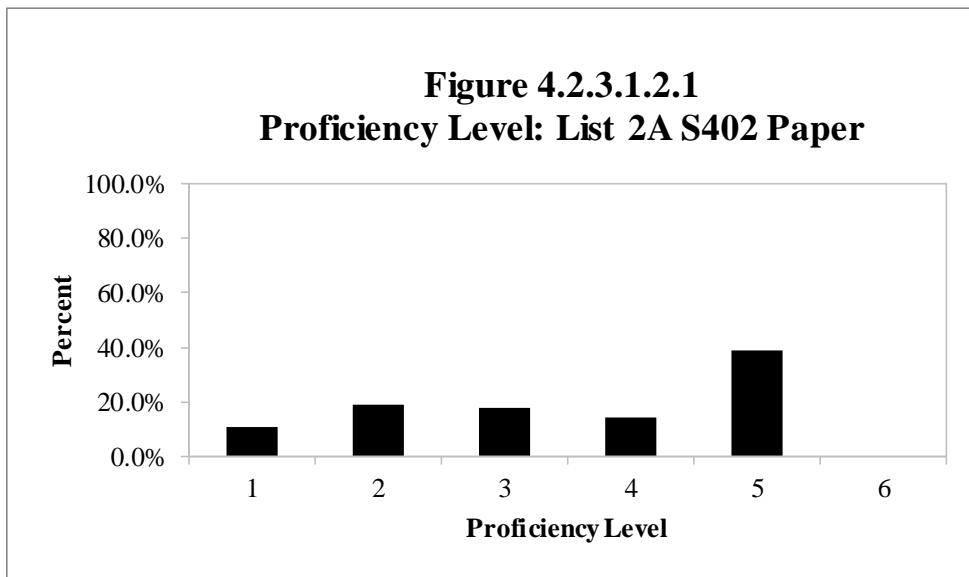
#### 4.2.3.1.2 Grade 2

**Table 4.2.3.1.2.1**

Proficiency Level Distribution: List 2A S402 Paper

Level	Count	Percent
1	1,085	10.5%
2	1,948	18.9%
3	1,832	17.8%
4	1,452	14.1%
5	4,000	38.8%
6	0	0.0%
Total	10,317	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



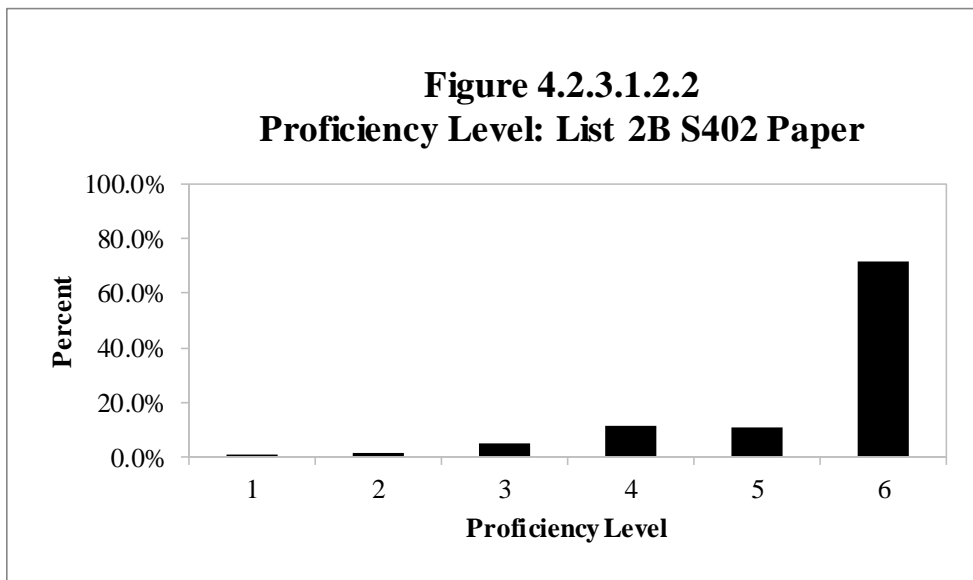
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.2.2**

Proficiency Level Distribution: List 2B S402 Paper

Level	Count	Percent
1	33	0.2%
2	222	1.1%
3	962	4.9%
4	2,238	11.4%
5	2,155	11.0%
6	14,031	71.4%
Total	19,641	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



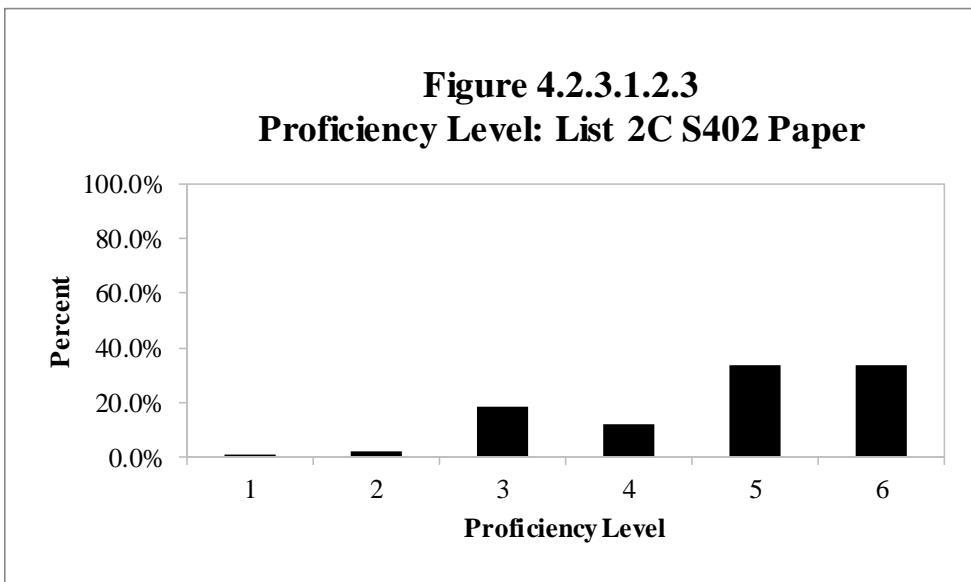
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.2.3**

Proficiency Level Distribution: List 2C S402 Paper

Level	Count	Percent
1	23	0.1%
2	402	1.9%
3	3,949	18.6%
4	2,588	12.2%
5	7,172	33.7%
6	7,131	33.5%
Total	21,265	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

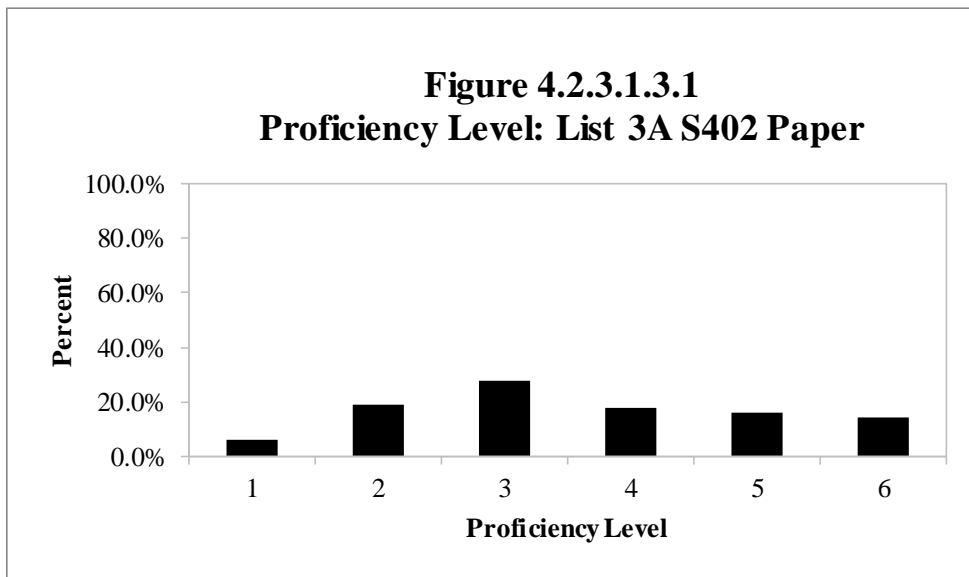
#### 4.2.3.1.3 Grade 3

**Table 4.2.3.1.3.1**

Proficiency Level Distribution: List 3A S402 Paper

Level	Count	Percent
1	440	6.0%
2	1,395	19.0%
3	2,022	27.5%
4	1,294	17.6%
5	1,158	15.8%
6	1,032	14.1%
Total	7,341	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



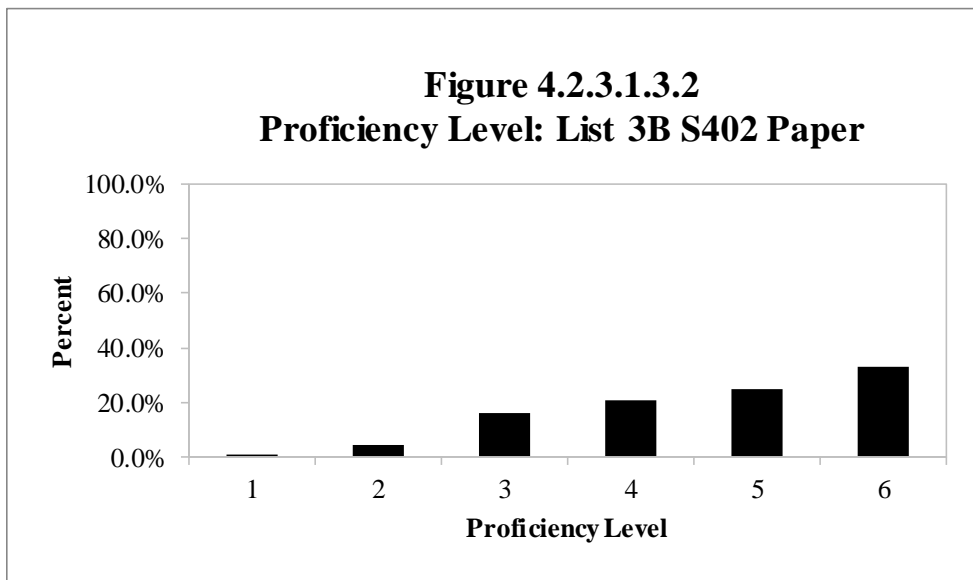
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.3.2**

Proficiency Level Distribution: List 3B S402 Paper

Level	Count	Percent
1	65	0.6%
2	493	4.4%
3	1,799	16.2%
4	2,280	20.6%
5	2,780	25.1%
6	3,675	33.1%
Total	11,092	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

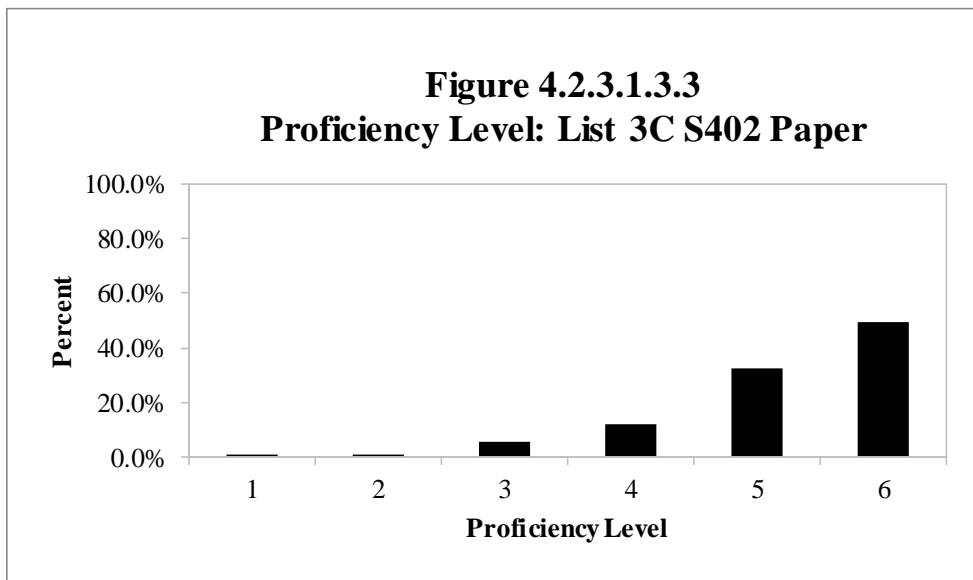


**Table 4.2.3.1.3.3**

Proficiency Level Distribution: List 3C S402 Paper

Level	Count	Percent
1	6	0.0%
2	152	0.6%
3	1,383	5.6%
4	2,919	11.7%
5	8,063	32.4%
6	12,333	49.6%
Total	24,856	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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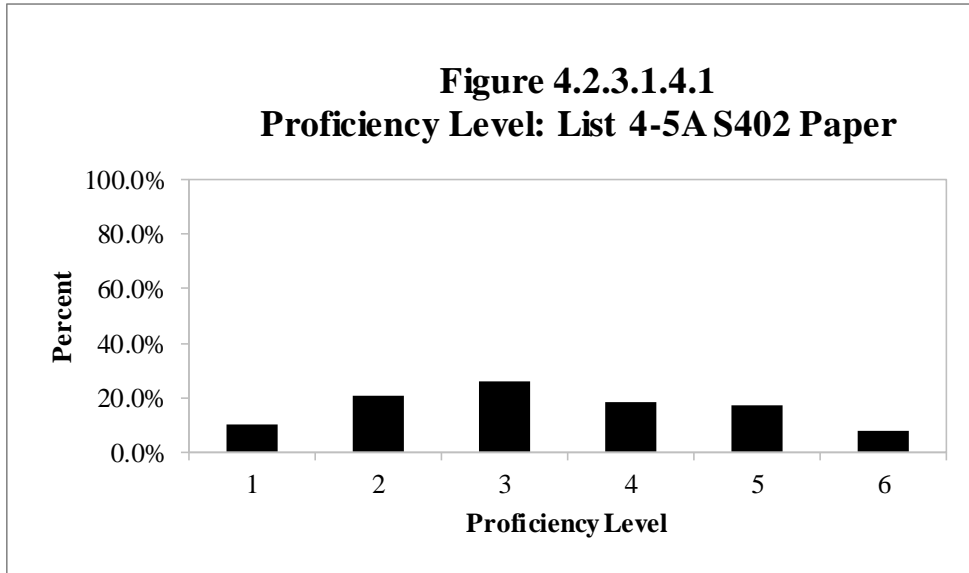
4.2.3.1.4 Grades 4–5

**Table 4.2.3.1.4.1**

Proficiency Level Distribution: List 4-5A S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	497	8.8%	620	12.0%	1,117	10.3%
2	1,165	20.5%	1,063	20.5%	2,228	20.5%
3	1,479	26.0%	1,343	26.0%	2,822	26.0%
4	1,029	18.1%	939	18.1%	1,968	18.1%
5	910	16.0%	940	18.2%	1,850	17.0%
6	598	10.5%	269	5.2%	867	8.0%
Total	5,678	100.0%	5,174	100.0%	10,852	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



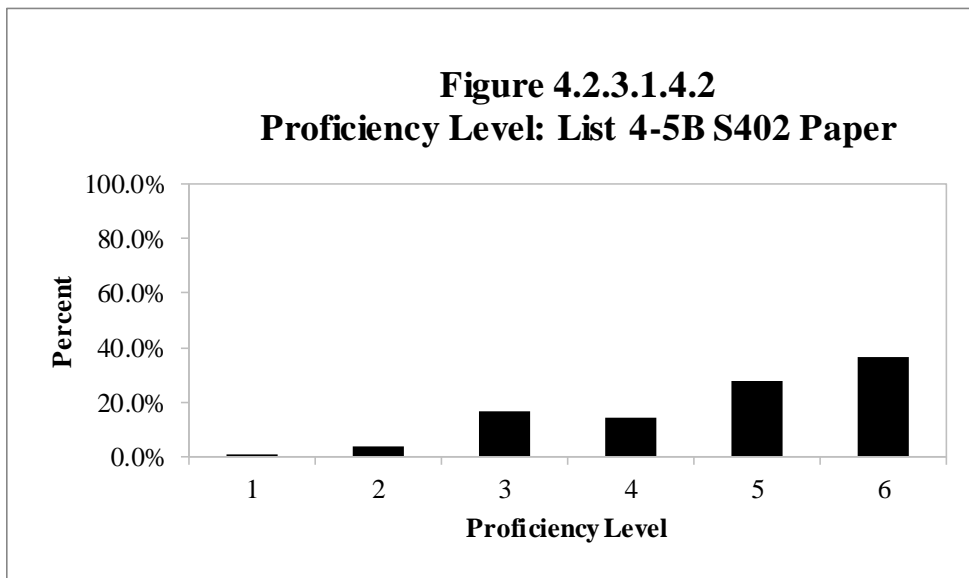
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.4.2**

Proficiency Level Distribution: List 4-5B S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	57	0.9%	57	1.1%	114	1.0%
2	233	3.5%	196	3.9%	429	3.7%
3	853	12.8%	1,124	22.2%	1,977	16.8%
4	1,154	17.3%	510	10.1%	1,664	14.2%
5	1,787	26.7%	1,459	28.8%	3,246	27.6%
6	2,602	38.9%	1,719	33.9%	4,321	36.8%
Total	6,686	100.0%	5,065	100.0%	11,751	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



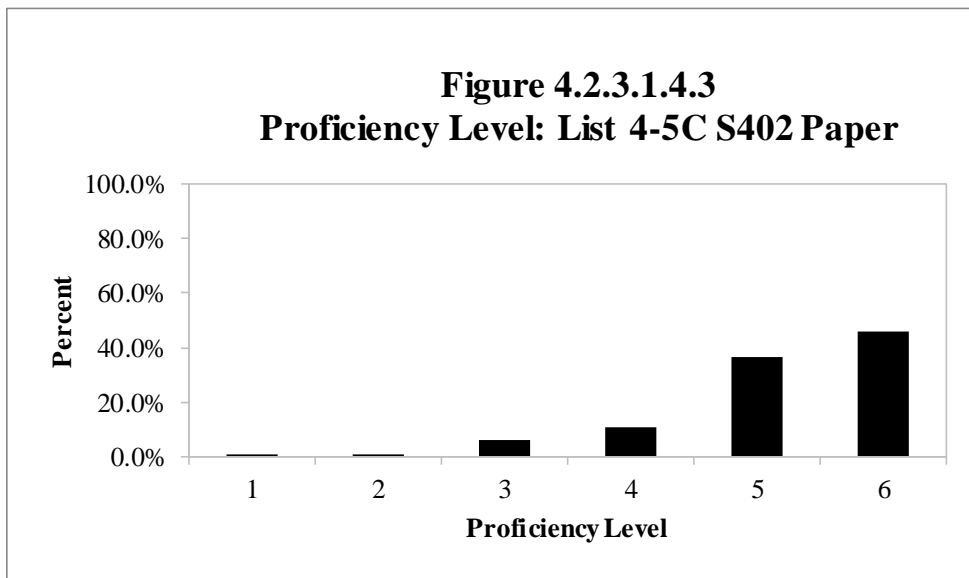
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.4.3**

Proficiency Level Distribution: List 4-5C S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1	0.0%	8	0.1%	9	0.0%
2	96	0.5%	187	1.3%	283	0.8%
3	1,240	6.0%	842	6.1%	2,082	6.0%
4	2,235	10.7%	1,584	11.4%	3,819	11.0%
5	7,498	36.0%	5,123	36.9%	12,621	36.3%
6	9,762	46.9%	6,145	44.2%	15,907	45.8%
Total	20,832	100.0%	13,889	100.0%	34,721	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

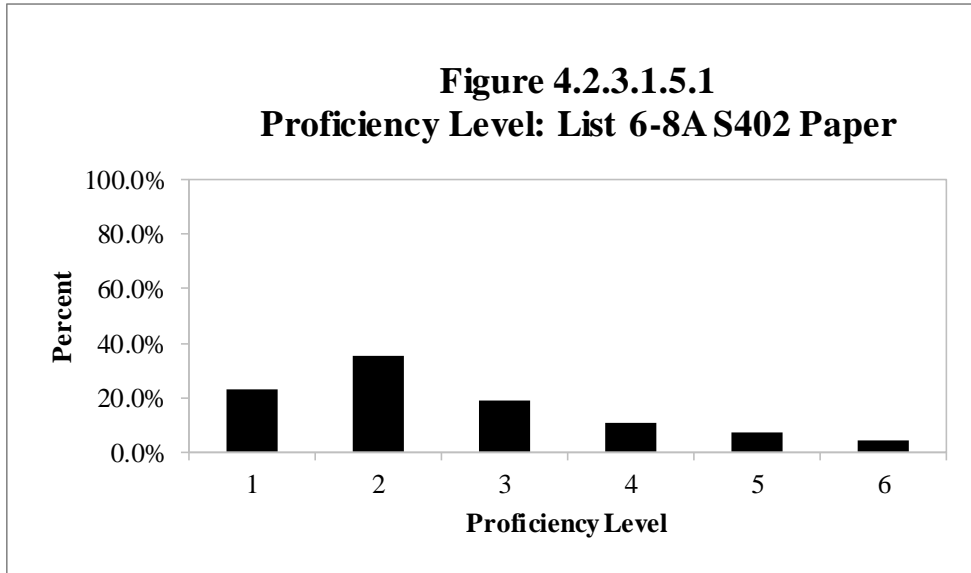
4.2.3.1.5 Grades 6–8

**Table 4.2.3.1.5.1**

Proficiency Level Distribution: List 6-8A S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	847	17.0%	1,277	27.5%	1,183	24.9%	3,307	23.0%
2	1,914	38.4%	1,342	28.9%	1,857	39.1%	5,113	35.6%
3	877	17.6%	1,098	23.6%	751	15.8%	2,726	19.0%
4	687	13.8%	311	6.7%	563	11.9%	1,561	10.9%
5	316	6.3%	492	10.6%	225	4.7%	1,033	7.2%
6	339	6.8%	124	2.7%	171	3.6%	634	4.4%
Total	4,980	100.0%	4,644	100.0%	4,750	100.0%	14,374	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



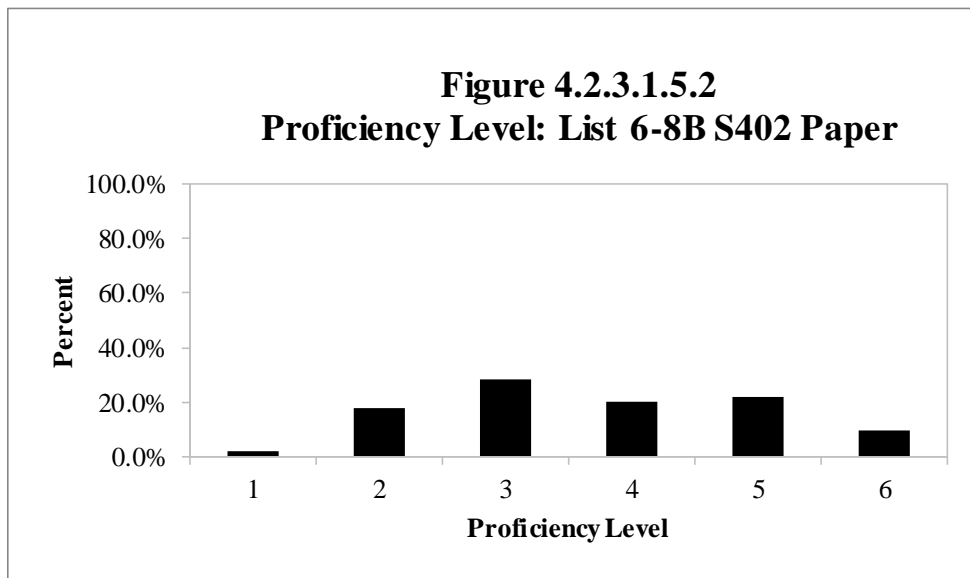
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.5.2**

Proficiency Level Distribution: List 6-8B S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	59	1.4%	112	2.7%	102	2.5%	273	2.2%
2	550	12.8%	733	17.8%	938	23.1%	2,221	17.8%
3	1,133	26.4%	1,177	28.6%	1,200	29.6%	3,510	28.2%
4	1,010	23.5%	973	23.7%	533	13.2%	2,516	20.2%
5	970	22.6%	848	20.6%	928	22.9%	2,746	22.0%
6	572	13.3%	267	6.5%	352	8.7%	1,191	9.6%
Total	4,294	100.0%	4,110	100.0%	4,053	100.0%	12,457	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



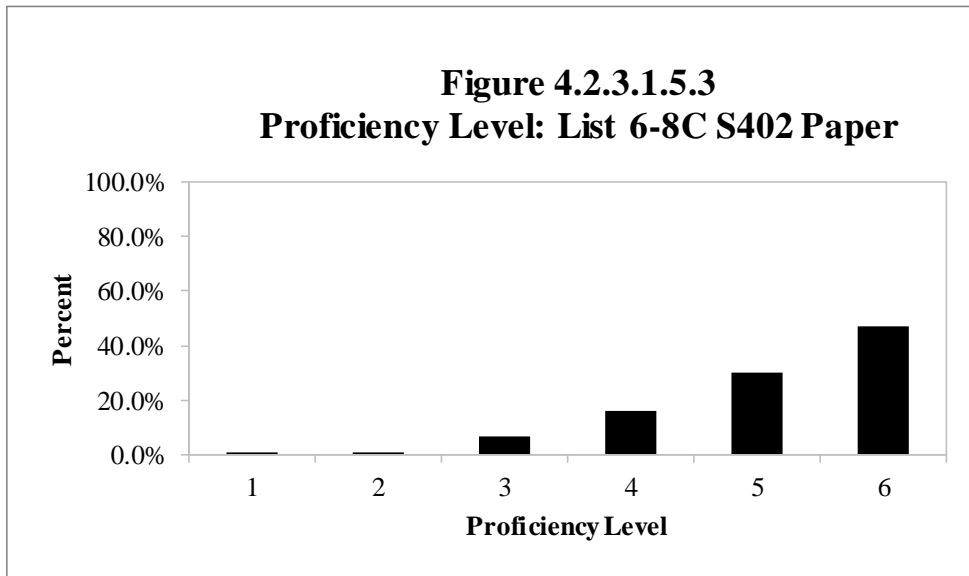
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.5.3**

Proficiency Level Distribution: List 6-8C S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	4	0.0%	2	0.0%	1	0.0%	7	0.0%
2	44	0.4%	47	0.6%	50	0.7%	141	0.5%
3	719	6.4%	483	5.8%	533	7.3%	1,735	6.5%
4	2,417	21.5%	946	11.4%	963	13.2%	4,326	16.1%
5	3,026	27.0%	3,178	38.3%	1,787	24.5%	7,991	29.8%
6	5,010	44.7%	3,633	43.8%	3,957	54.3%	12,600	47.0%
Total	11,220	100.0%	8,289	100.0%	7,291	100.0%	26,800	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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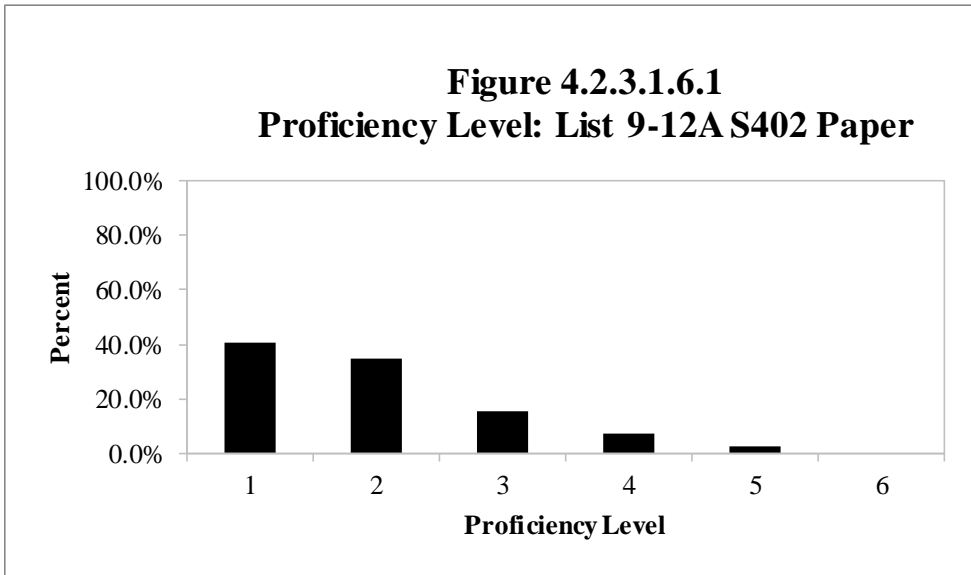
4.2.3.1.6 Grades 9–12

**Table 4.2.3.1.6.1**

Proficiency Level Distribution: List 9-12A S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,729	30.4%	1,858	39.7%	1,818	48.4%	1,149	57.3%	6,554	40.6%
2	2,650	46.6%	1,658	35.4%	842	22.4%	426	21.2%	5,576	34.6%
3	822	14.5%	713	15.2%	649	17.3%	279	13.9%	2,463	15.3%
4	252	4.4%	383	8.2%	401	10.7%	109	5.4%	1,145	7.1%
5	231	4.1%	71	1.5%	49	1.3%	43	2.1%	394	2.4%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	5,684	100.0%	4,683	100.0%	3,759	100.0%	2,006	100.0%	16,132	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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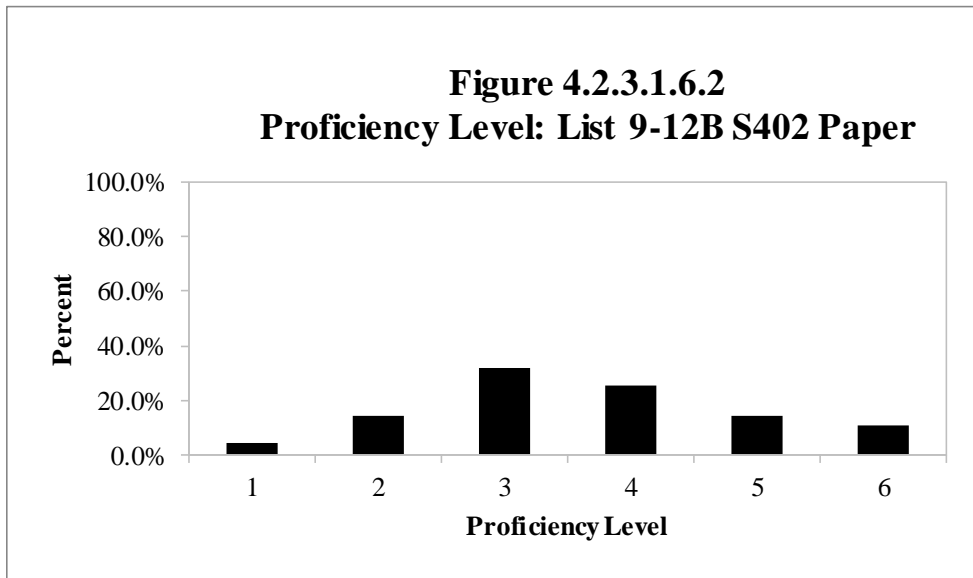


**Table 4.2.3.1.6.2**

Proficiency Level Distribution: List 9-12B S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	55	1.3%	112	2.6%	186	4.9%	256	9.8%	609	4.1%
2	530	12.2%	538	12.6%	648	17.2%	390	14.9%	2,106	14.0%
3	1,298	29.8%	1,245	29.2%	1,260	33.5%	935	35.7%	4,738	31.6%
4	1,028	23.6%	1,452	34.1%	816	21.7%	531	20.3%	3,827	25.5%
5	847	19.5%	352	8.3%	553	14.7%	362	13.8%	2,114	14.1%
6	591	13.6%	560	13.1%	303	8.0%	142	5.4%	1,596	10.6%
Total	4,349	100.0%	4,259	100.0%	3,766	100.0%	2,616	100.0%	14,990	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



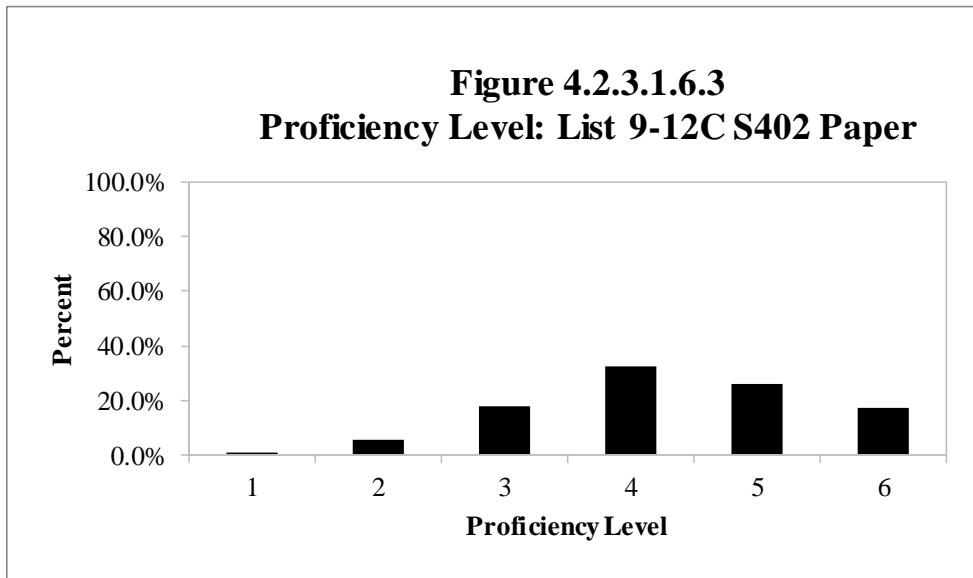
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.1.6.3**

Proficiency Level Distribution: List 9-12C S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	6	0.1%	20	0.3%	35	0.6%	92	2.2%	153	0.7%
2	149	2.3%	285	4.4%	429	7.6%	373	9.0%	1,236	5.5%
3	1,210	18.9%	908	14.1%	1,028	18.3%	909	22.0%	4,055	17.9%
4	2,189	34.2%	1,917	29.8%	1,875	33.3%	1,381	33.4%	7,362	32.6%
5	1,504	23.5%	2,308	35.8%	1,267	22.5%	814	19.7%	5,893	26.1%
6	1,342	21.0%	1,003	15.6%	997	17.7%	565	13.7%	3,907	17.3%
Total	6,400	100.0%	6,441	100.0%	5,631	100.0%	4,134	100.0%	22,606	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

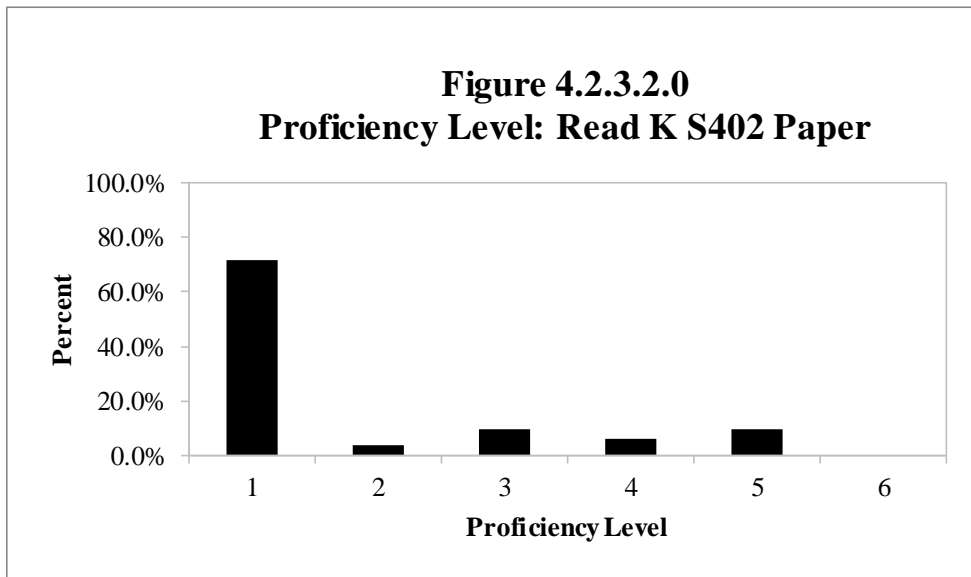
### 4.2.3.2 Reading

#### 4.2.3.2.0 Kindergarten

**Table 4.2.3.2.0**

Proficiency Level Distribution: Read K S402 Paper

Level	Count	Percent
1	169,840	71.5%
2	8,233	3.5%
3	22,270	9.4%
4	14,468	6.1%
5	22,701	9.6%
6	0	0.0%
Total	237,512	100.0%



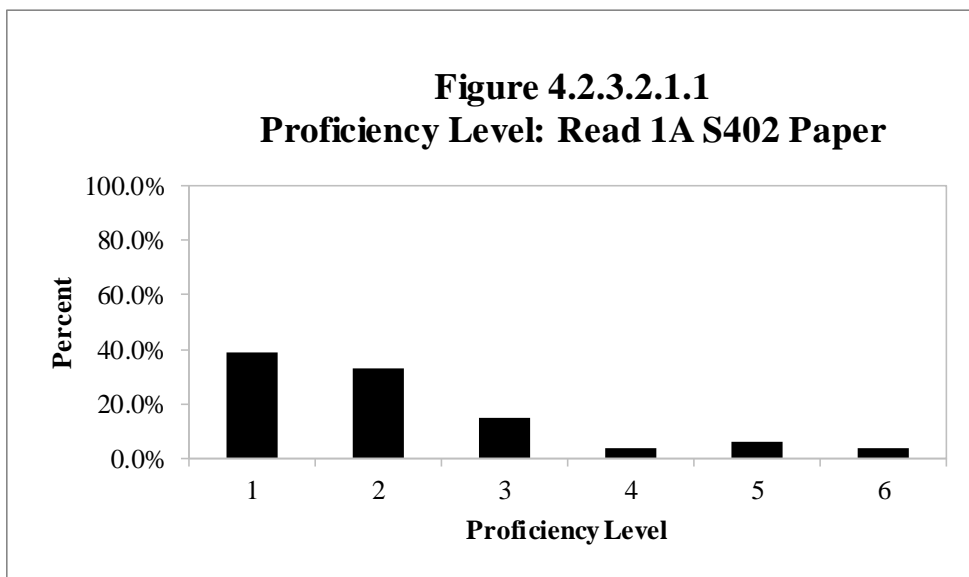
#### 4.2.3.2.1 Grade 1

**Table 4.2.3.2.1.1**

Proficiency Level Distribution: Read 1A S402 Paper

Level	Count	Percent
1	8,424	38.6%
2	7,196	32.9%
3	3,244	14.9%
4	824	3.8%
5	1,341	6.1%
6	814	3.7%
Total	21,843	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



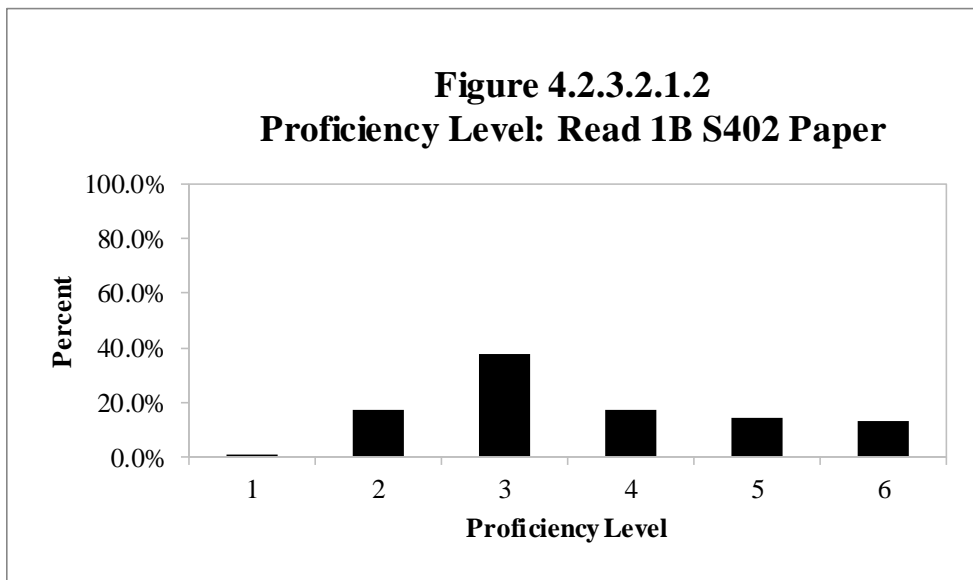
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.1.2**

Proficiency Level Distribution: Read 1B S402 Paper

Level	Count	Percent
1	76	0.5%
2	2,484	17.3%
3	5,414	37.8%
4	2,442	17.0%
5	2,012	14.0%
6	1,912	13.3%
Total	14,340	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



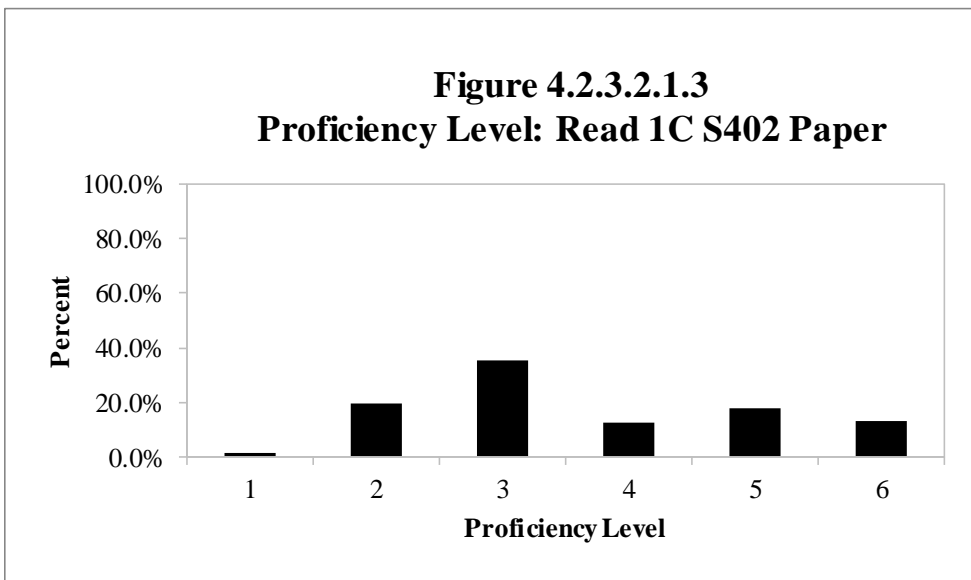
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.1.3**

Proficiency Level Distribution: Read 1C S402 Paper

Level	Count	Percent
1	156	1.4%
2	2,177	19.5%
3	3,939	35.2%
4	1,430	12.8%
5	2,014	18.0%
6	1,474	13.2%
Total	11,190	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

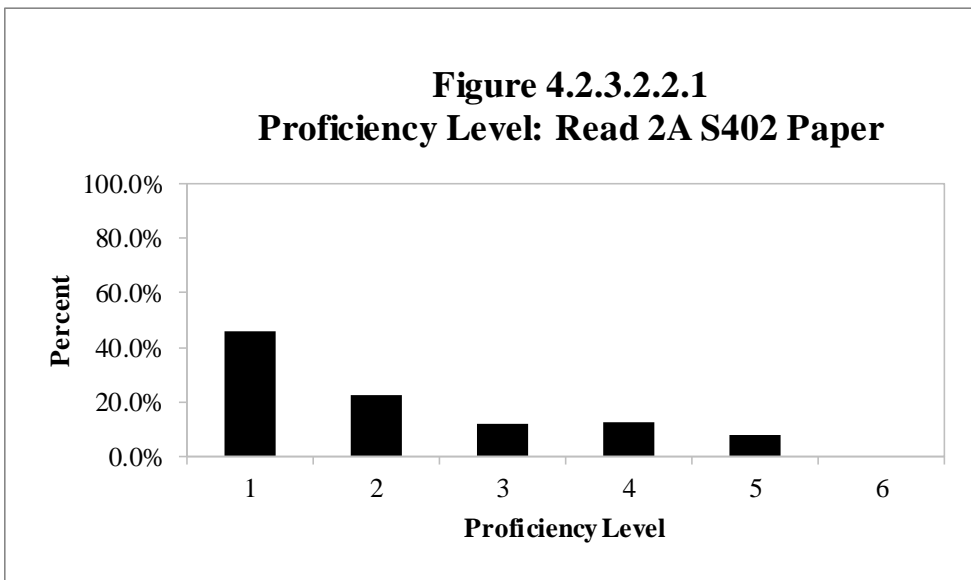
4.2.3.2.2 Grade 2

**Table 4.2.3.2.1**

Proficiency Level Distribution: Read 2A S402 Paper

Level	Count	Percent
1	4,488	45.6%
2	2,201	22.3%
3	1,151	11.7%
4	1,243	12.6%
5	766	7.8%
6	0	0.0%
Total	9,849	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



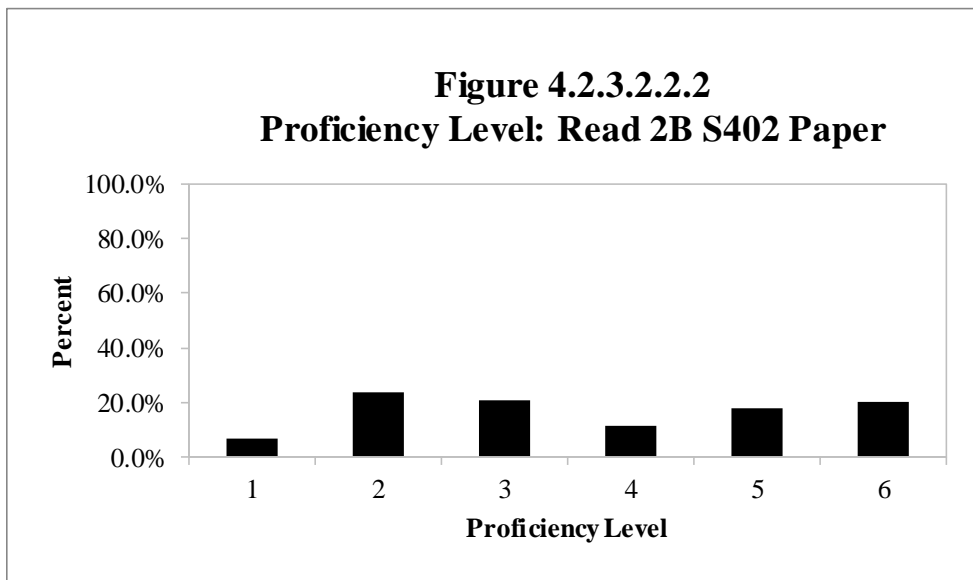
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.2.2**

Proficiency Level Distribution: Read 2B S402 Paper

Level	Count	Percent
1	1,208	6.7%
2	4,245	23.5%
3	3,786	21.0%
4	2,013	11.2%
5	3,195	17.7%
6	3,592	19.9%
Total	18,039	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

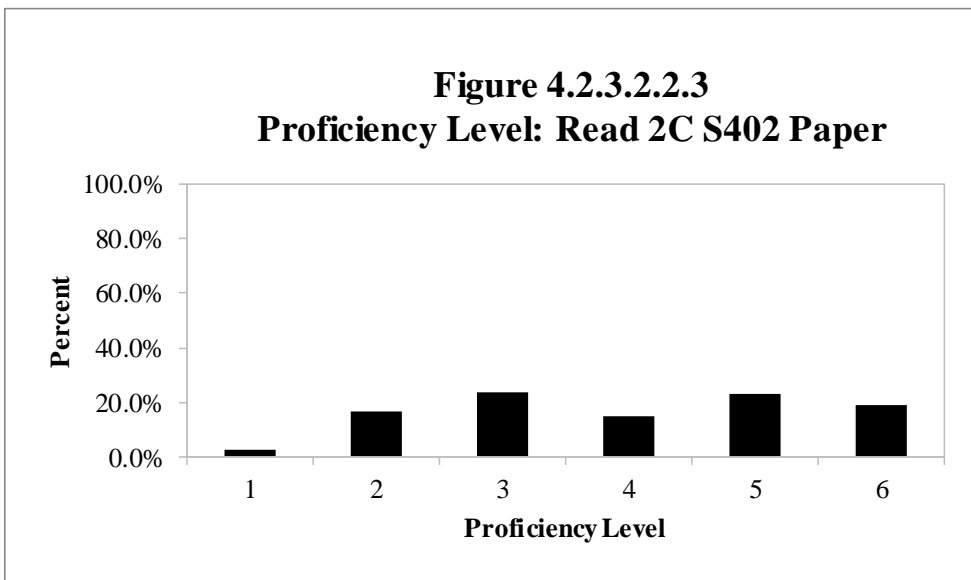


**Table 4.2.3.2.2.3**

Proficiency Level Distribution: Read 2C S402 Paper

Level	Count	Percent
1	555	2.8%
2	3,307	16.9%
3	4,670	23.8%
4	2,912	14.8%
5	4,468	22.8%
6	3,704	18.9%
Total	19,616	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

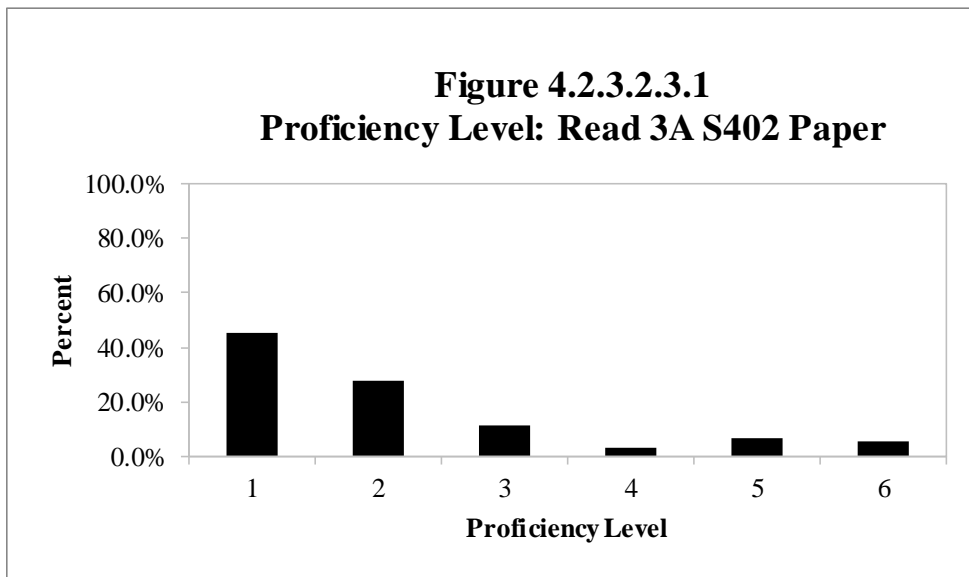
#### 4.2.3.2.3 Grade 3

**Table 4.2.3.2.3.1**

Proficiency Level Distribution: Read 3A S402 Paper

Level	Count	Percent
1	3,105	45.0%
2	1,929	28.0%
3	793	11.5%
4	221	3.2%
5	477	6.9%
6	368	5.3%
Total	6,893	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



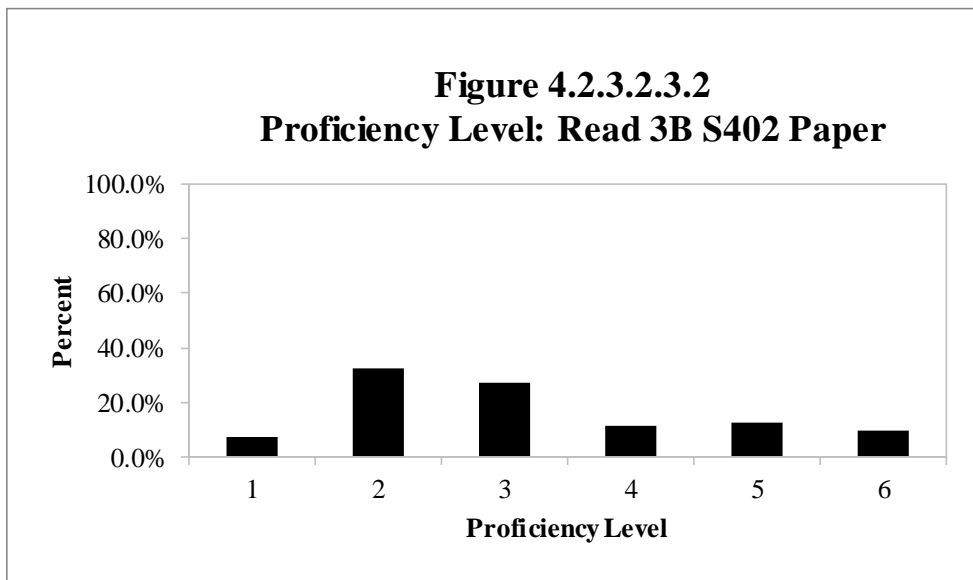
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.3.2**

Proficiency Level Distribution: Read 3B S402 Paper

Level	Count	Percent
1	765	7.3%
2	3,368	32.3%
3	2,830	27.1%
4	1,181	11.3%
5	1,295	12.4%
6	1,000	9.6%
Total	10,439	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



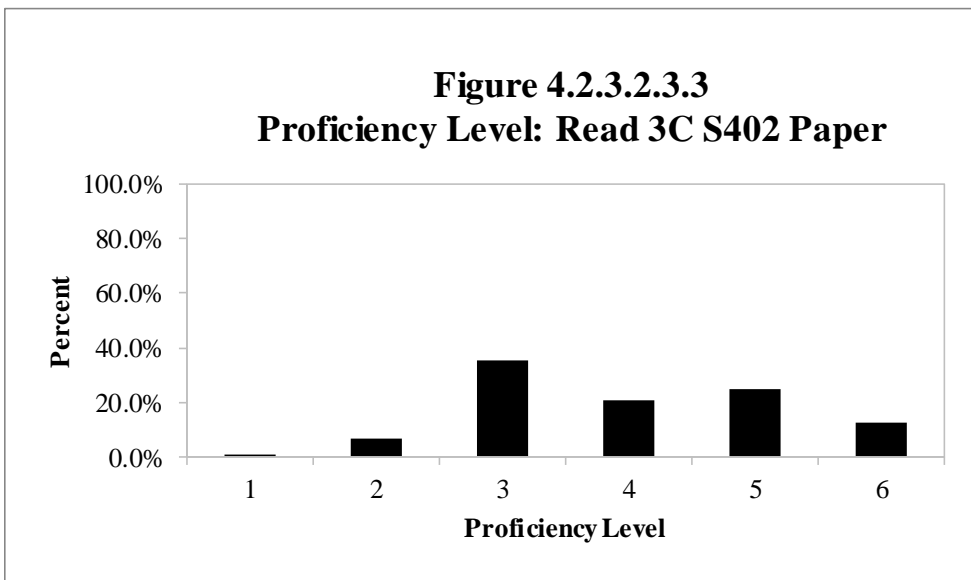
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.3.3**

Proficiency Level Distribution: Read 3C S402 Paper

Level	Count	Percent
1	54	0.2%
2	1,459	6.4%
3	8,050	35.5%
4	4,673	20.6%
5	5,649	24.9%
6	2,789	12.3%
Total	22,674	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

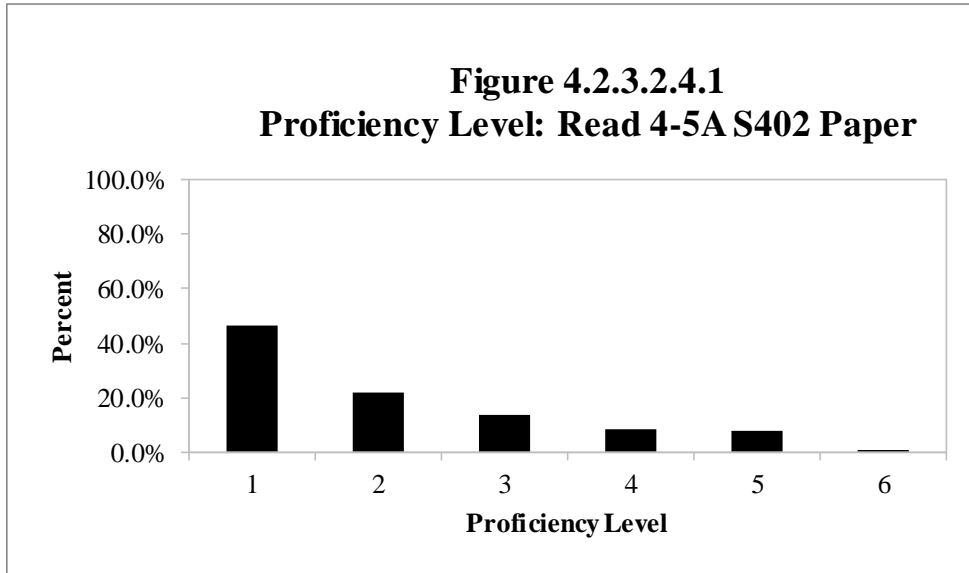
4.2.3.2.4 Grades 4–5

**Table 4.2.3.2.4.1**

Proficiency Level Distribution: Read 4-5A S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	2,457	45.6%	2,374	47.6%	4,831	46.6%
2	1,280	23.8%	1,017	20.4%	2,297	22.1%
3	517	9.6%	924	18.5%	1,441	13.9%
4	570	10.6%	318	6.4%	888	8.6%
5	469	8.7%	358	7.2%	827	8.0%
6	91	1.7%	0	0.0%	91	0.9%
Total	5,384	100.0%	4,991	100.0%	10,375	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



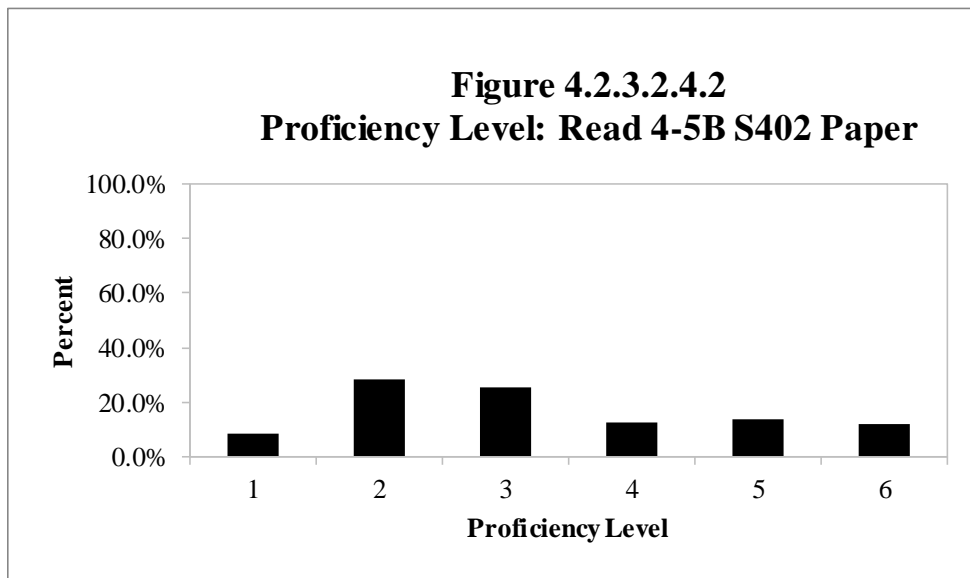
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.4.2**

Proficiency Level Distribution: Read 4-5B S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	436	6.9%	499	10.2%	935	8.3%
2	1,777	28.0%	1,434	29.3%	3,211	28.6%
3	1,587	25.0%	1,238	25.3%	2,825	25.2%
4	801	12.6%	619	12.7%	1,420	12.6%
5	966	15.2%	548	11.2%	1,514	13.5%
6	772	12.2%	554	11.3%	1,326	11.8%
Total	6,339	100.0%	4,892	100.0%	11,231	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



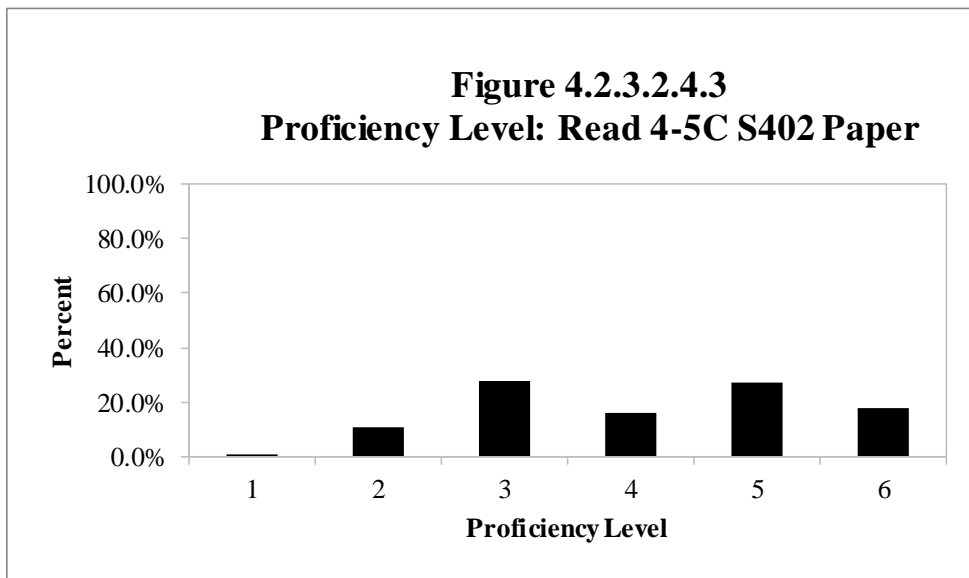
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.4.3**

Proficiency Level Distribution: Read 4-5C S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	67	0.3%	91	0.7%	158	0.5%
2	1,697	8.9%	1,763	13.6%	3,460	10.8%
3	5,577	29.1%	3,391	26.1%	8,968	27.9%
4	3,314	17.3%	1,839	14.2%	5,153	16.0%
5	5,175	27.0%	3,527	27.2%	8,702	27.1%
6	3,317	17.3%	2,372	18.3%	5,689	17.7%
Total	19,147	100.0%	12,983	100.0%	32,130	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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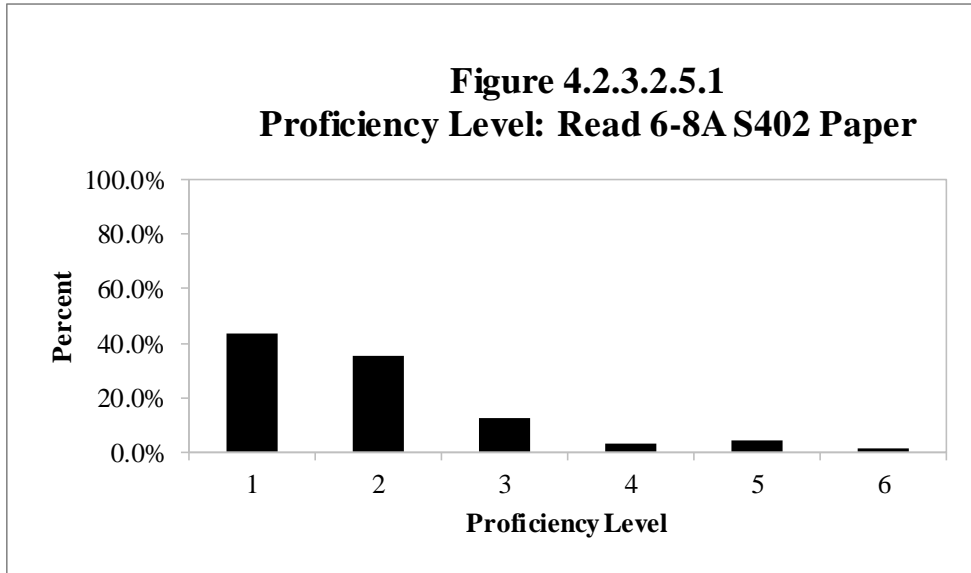
4.2.3.2.5 Grades 6–8

**Table 4.2.3.2.5.1**

Proficiency Level Distribution: Read 6-8A S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,718	36.5%	2,097	47.0%	2,126	46.6%	5,941	43.3%
2	1,915	40.7%	1,429	32.0%	1,542	33.8%	4,886	35.6%
3	646	13.7%	614	13.8%	460	10.1%	1,720	12.5%
4	142	3.0%	141	3.2%	153	3.4%	436	3.2%
5	213	4.5%	98	2.2%	244	5.3%	555	4.0%
6	68	1.4%	80	1.8%	41	0.9%	189	1.4%
Total	4,702	100.0%	4,459	100.0%	4,566	100.0%	13,727	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

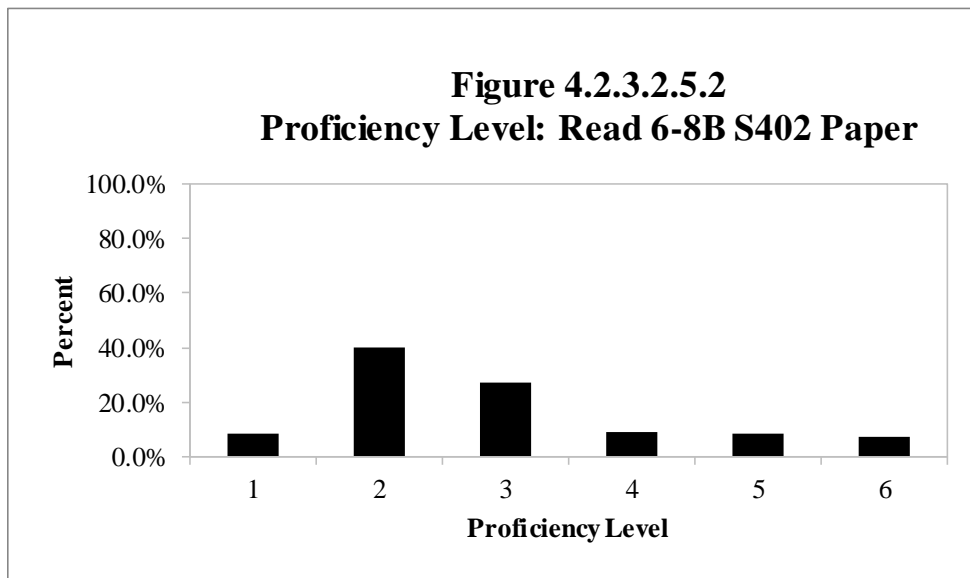


**Table 4.2.3.2.5.2**

Proficiency Level Distribution: Read 6-8B S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	256	6.6%	331	9.0%	365	10.1%	952	8.6%
2	1,518	39.4%	1,583	43.0%	1,323	36.8%	4,424	39.7%
3	1,215	31.5%	894	24.3%	923	25.7%	3,032	27.2%
4	197	5.1%	366	9.9%	420	11.7%	983	8.8%
5	423	11.0%	249	6.8%	283	7.9%	955	8.6%
6	245	6.4%	257	7.0%	284	7.9%	786	7.1%
Total	3,854	100.0%	3,680	100.0%	3,598	100.0%	11,132	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



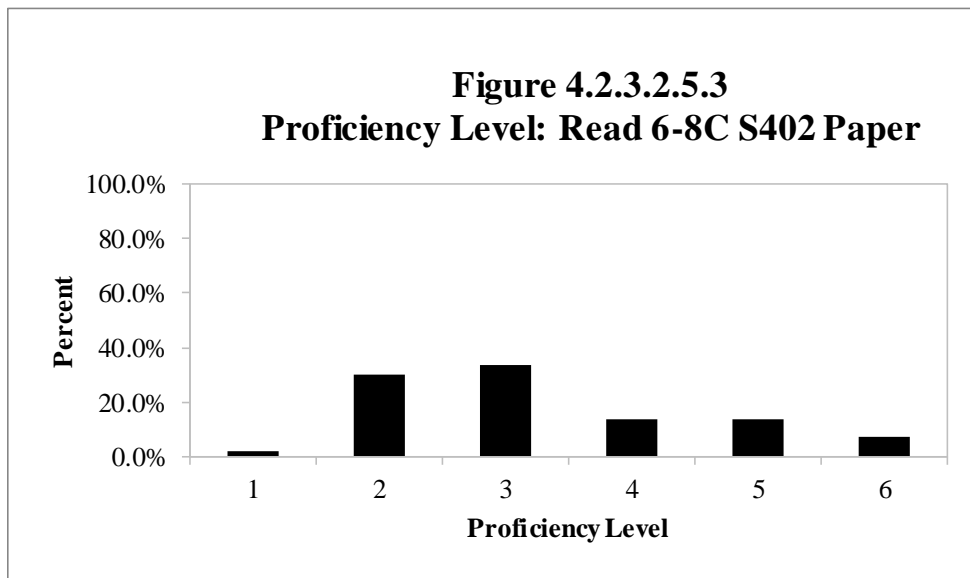
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.5.3**

Proficiency Level Distribution: Read 6-8C S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	155	1.5%	147	1.9%	202	3.0%	504	2.0%
2	3,320	32.8%	2,107	27.5%	1,981	29.0%	7,408	30.1%
3	3,385	33.5%	2,833	36.9%	1,986	29.0%	8,204	33.3%
4	1,363	13.5%	1,027	13.4%	956	14.0%	3,346	13.6%
5	1,222	12.1%	1,004	13.1%	1,103	16.1%	3,329	13.5%
6	673	6.7%	553	7.2%	612	8.9%	1,838	7.5%
Total	10,118	100.0%	7,671	100.0%	6,840	100.0%	24,629	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

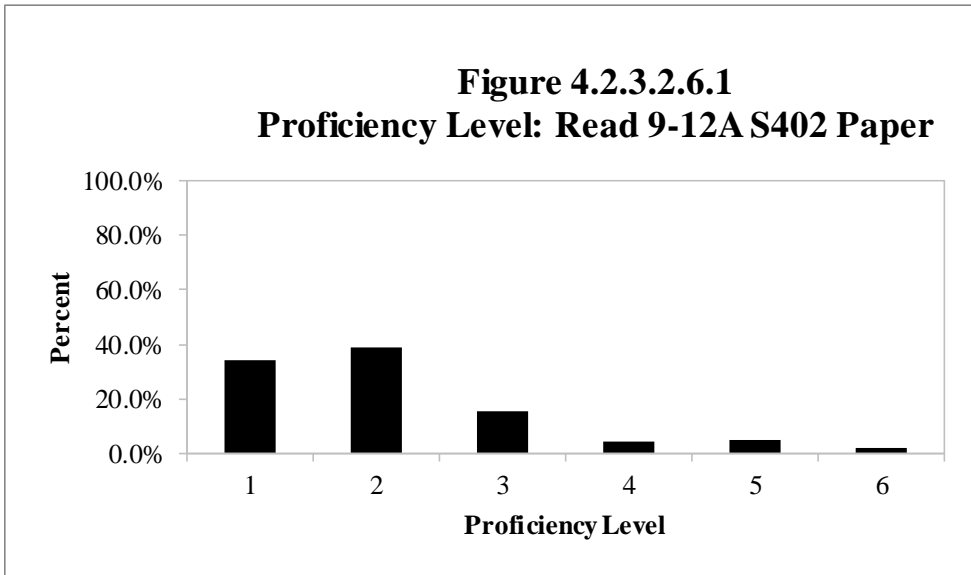
4.2.3.2.6 Grades 9–12

**Table 4.2.3.2.6.1**

Proficiency Level Distribution: Read 9-12A S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,894	34.1%	1,771	38.6%	1,067	29.1%	641	32.3%	5,373	34.0%
2	2,306	41.5%	1,544	33.7%	1,500	41.0%	814	41.0%	6,164	39.0%
3	794	14.3%	669	14.6%	677	18.5%	267	13.5%	2,407	15.2%
4	185	3.3%	208	4.5%	198	5.4%	126	6.3%	717	4.5%
5	188	3.4%	318	6.9%	140	3.8%	137	6.9%	783	5.0%
6	191	3.4%	78	1.7%	79	2.2%	0	0.0%	348	2.2%
Total	5,558	100.0%	4,588	100.0%	3,661	100.0%	1,985	100.0%	15,792	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



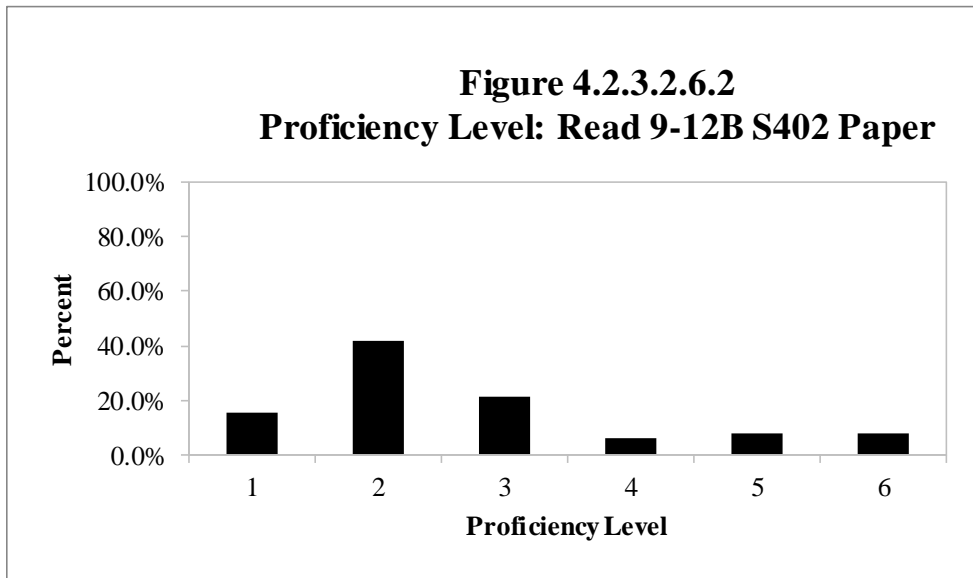
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.6.2**

Proficiency Level Distribution: Read 9-12B S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	375	9.6%	541	14.1%	578	16.7%	582	23.9%	2,076	15.2%
2	1,603	41.0%	1,608	41.8%	1,423	41.2%	1,068	43.9%	5,702	41.8%
3	947	24.3%	898	23.4%	619	17.9%	413	17.0%	2,877	21.1%
4	223	5.7%	179	4.7%	344	10.0%	106	4.4%	852	6.2%
5	362	9.3%	349	9.1%	179	5.2%	174	7.2%	1,064	7.8%
6	395	10.1%	268	7.0%	314	9.1%	89	3.7%	1,066	7.8%
Total	3,905	100.0%	3,843	100.0%	3,457	100.0%	2,432	100.0%	13,637	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



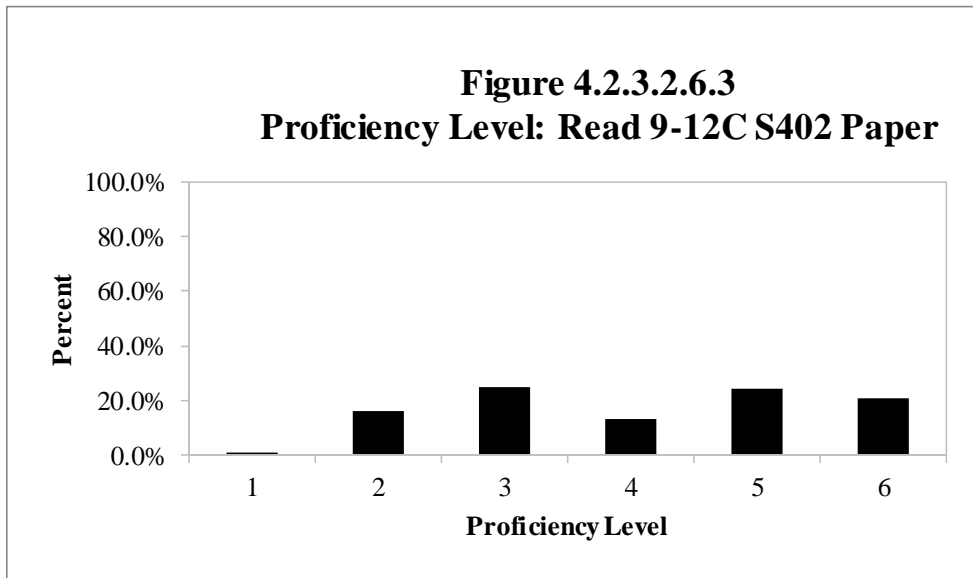
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.2.6.3**

Proficiency Level Distribution: Read 9-12C S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	38	0.7%	35	0.6%	58	1.1%	64	1.6%	195	0.9%
2	637	11.0%	725	12.1%	976	18.5%	1,057	27.1%	3,395	16.2%
3	1,625	28.1%	1,535	25.6%	1,068	20.3%	920	23.6%	5,148	24.6%
4	835	14.5%	753	12.6%	692	13.1%	499	12.8%	2,779	13.3%
5	1,501	26.0%	1,663	27.7%	1,176	22.3%	765	19.6%	5,105	24.4%
6	1,138	19.7%	1,284	21.4%	1,304	24.7%	594	15.2%	4,320	20.6%
Total	5,774	100.0%	5,995	100.0%	5,274	100.0%	3,899	100.0%	20,942	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

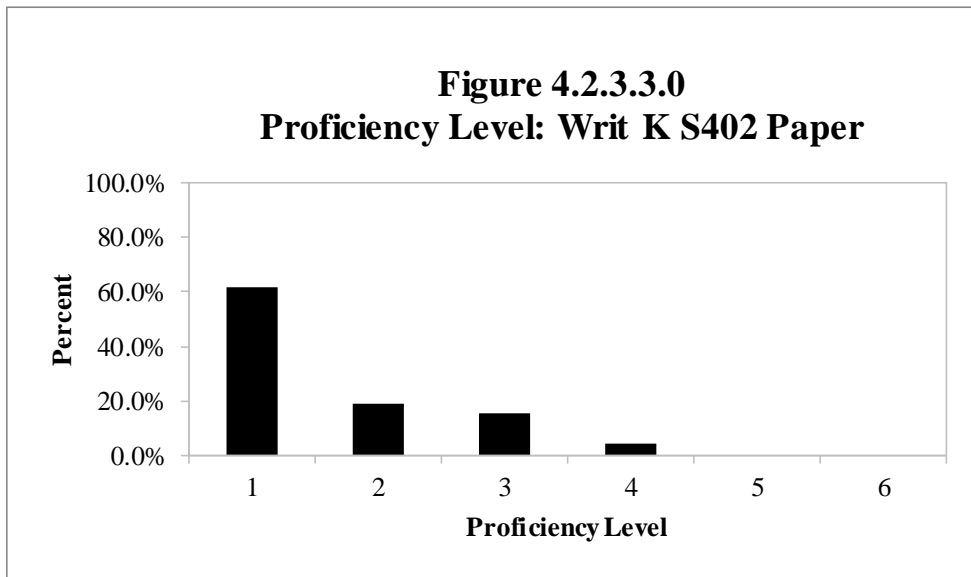
### 4.2.3.3 Writing

#### 4.2.3.3.0 Kindergarten

**Table 4.2.3.3.0**

Proficiency Level Distribution: Writ K S402 Paper

Level	Count	Percent
1	146,340	61.6%
2	44,508	18.7%
3	36,502	15.4%
4	10,148	4.3%
5	0	0.0%
6	0	0.0%
Total	237,498	100.0%

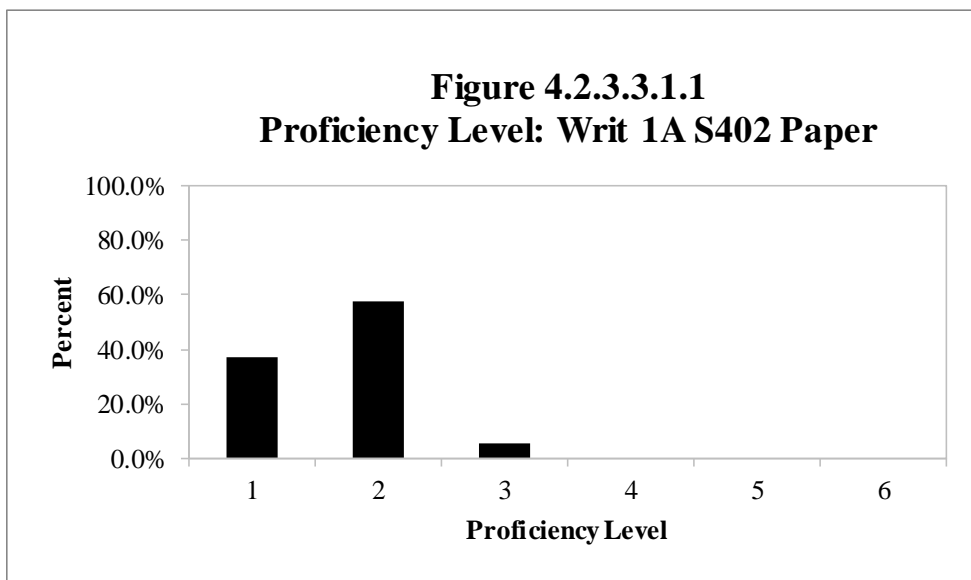


#### 4.2.3.3.1 Grade 1

**Table 4.2.3.3.1.1**

Proficiency Level Distribution: Writ 1A S402 Paper

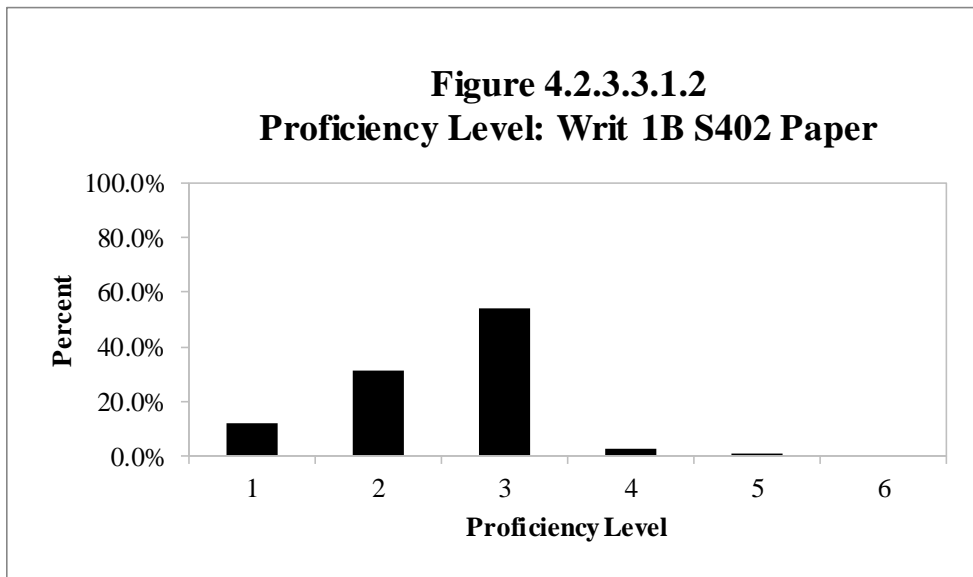
Level	Count	Percent
1	9,809	36.9%
2	15,250	57.4%
3	1,503	5.7%
4	0	0.0%
5	0	0.0%
6	0	0.0%
Total	26,562	100.0%



**Table 4.2.3.3.1.2**

Proficiency Level Distribution: Writ 1B S402 Paper

Level	Count	Percent
1	2,315	11.9%
2	6,084	31.4%
3	10,468	53.9%
4	537	2.8%
5	2	0.0%
6	0	0.0%
Total	19,406	100.0%

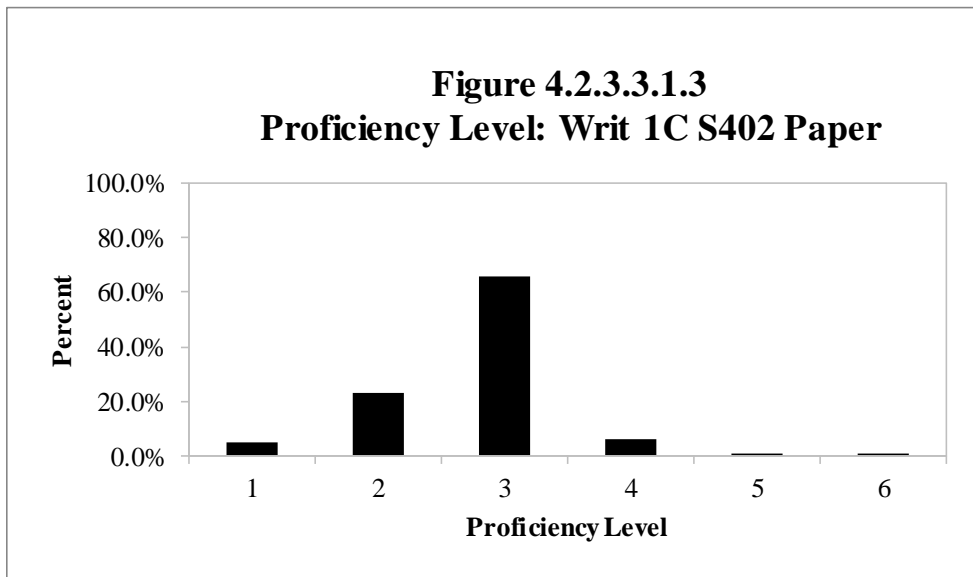




**Table 4.2.3.3.1.3**

Proficiency Level Distribution: Writ 1C S402 Paper

Level	Count	Percent
1	717	5.1%
2	3,209	23.0%
3	9,227	66.0%
4	812	5.8%
5	11	0.1%
6	1	0.0%
Total	13,977	100.0%

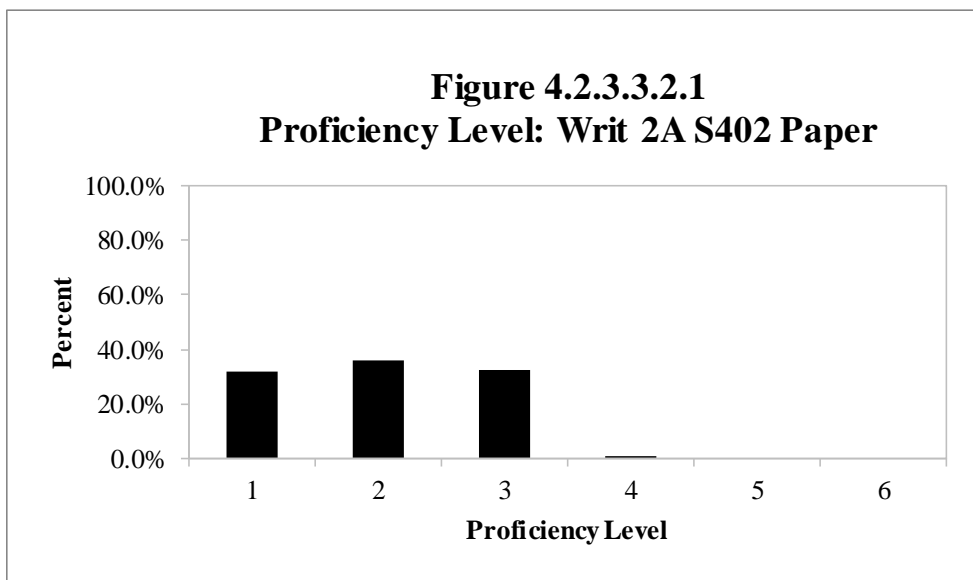


4.2.3.3.2 Grade 2

**Table 4.2.3.3.2.1**

Proficiency Level Distribution: Writ 2A S402 Paper

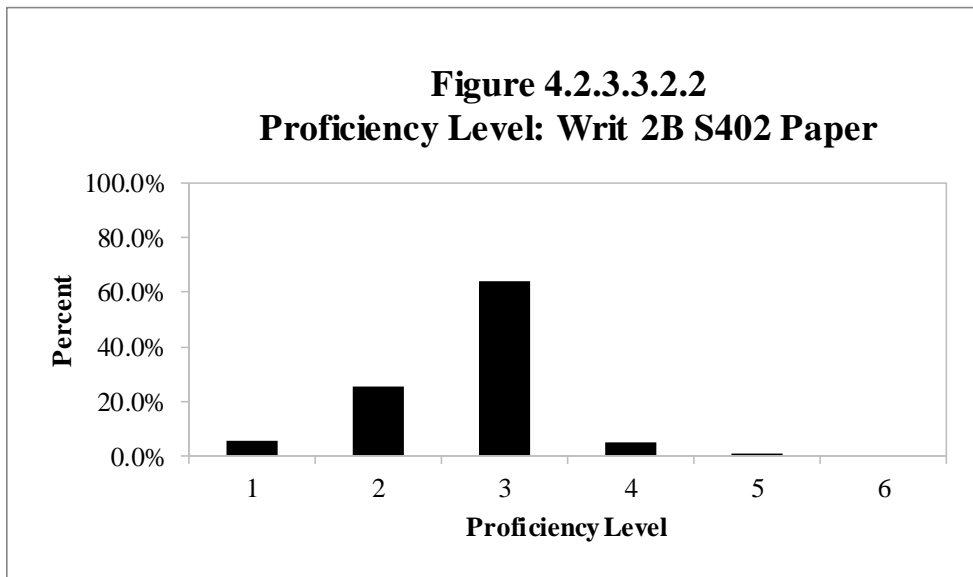
Level	Count	Percent
1	3,554	31.9%
2	4,002	35.9%
3	3,596	32.2%
4	6	0.1%
5	0	0.0%
6	0	0.0%
Total	11,158	100.0%



**Table 4.2.3.3.2.2**

Proficiency Level Distribution: Writ 2B S402 Paper

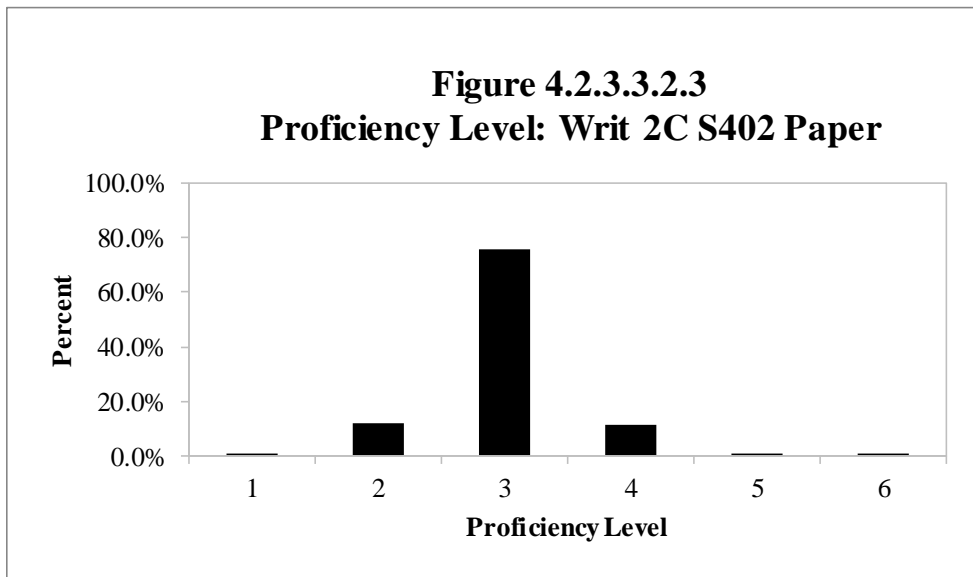
Level	Count	Percent
1	1,173	5.4%
2	5,490	25.5%
3	13,797	64.1%
4	1,069	5.0%
5	8	0.0%
6	0	0.0%
Total	21,537	100.0%



**Table 4.2.3.3.2.3**

Proficiency Level Distribution: Writ 2C S402 Paper

Level	Count	Percent
1	247	1.1%
2	2,772	11.9%
3	17,581	75.7%
4	2,572	11.1%
5	41	0.2%
6	1	0.0%
Total	23,214	100.0%

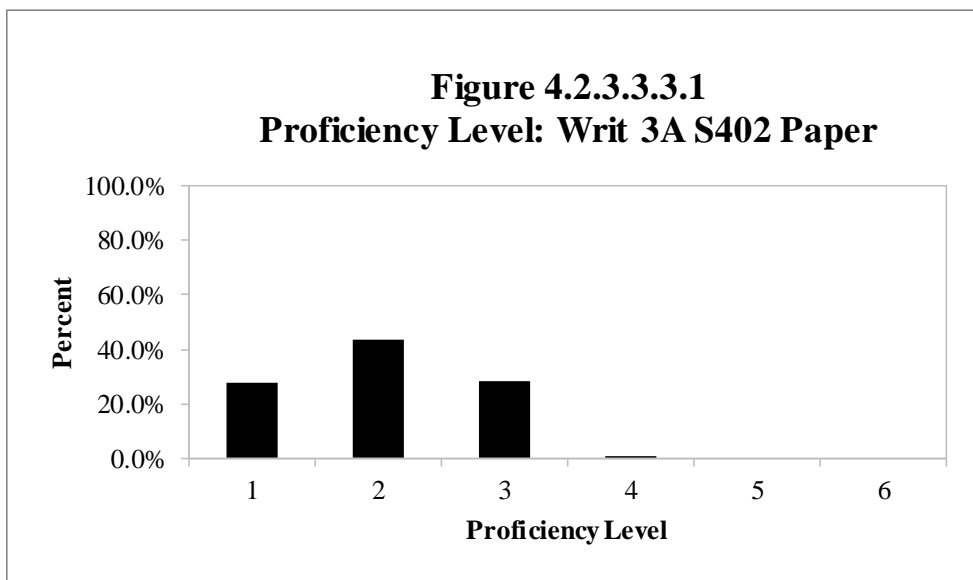


4.2.3.3.3 Grade 3

**Table 4.2.3.3.1**

Proficiency Level Distribution: Writ 3A S402 Paper

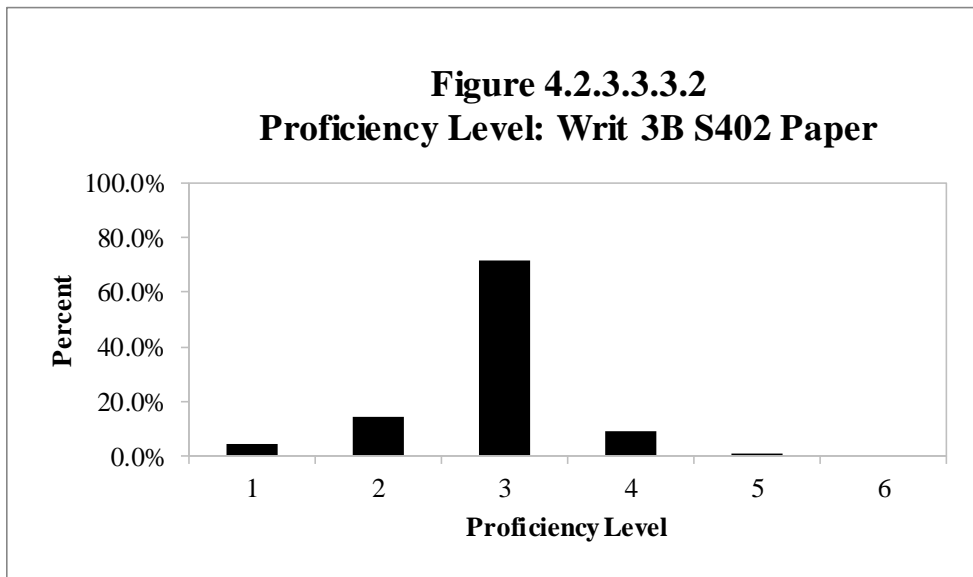
Level	Count	Percent
1	2,192	28.0%
2	3,417	43.6%
3	2,203	28.1%
4	19	0.2%
5	0	0.0%
6	0	0.0%
Total	7,831	100.0%



**Table 4.2.3.3.2**

Proficiency Level Distribution: Writ 3B S402 Paper

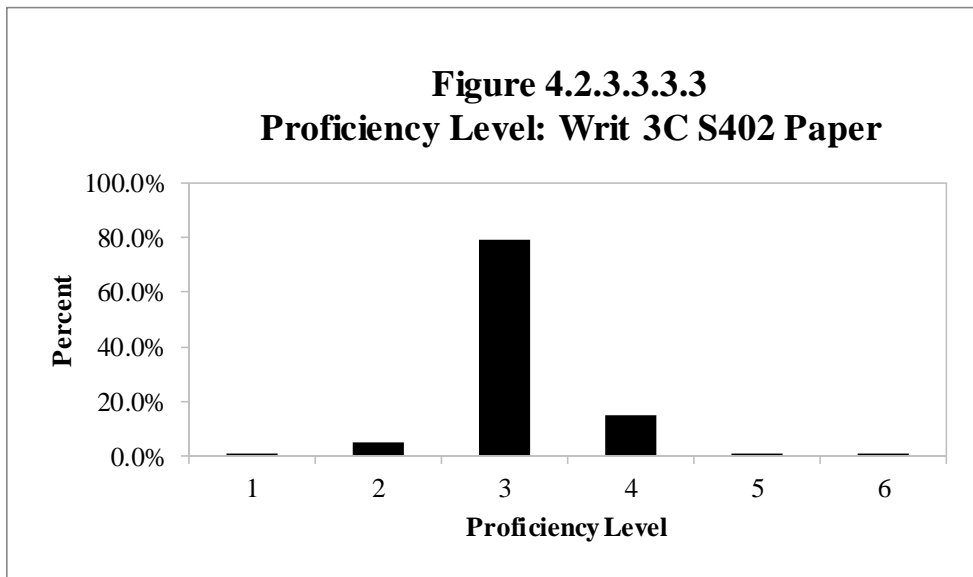
<b>Level</b>	<b>Count</b>	<b>Percent</b>
1	558	4.5%
2	1,784	14.5%
3	8,833	71.8%
4	1,115	9.1%
5	15	0.1%
6	0	0.0%
Total	12,305	100.0%



**Table 4.2.3.3.3**

Proficiency Level Distribution: Writ 3C S402 Paper

Level	Count	Percent
1	190	0.7%
2	1,351	4.9%
3	21,779	79.3%
4	4,088	14.9%
5	60	0.2%
6	6	0.0%
Total	27,474	100.0%



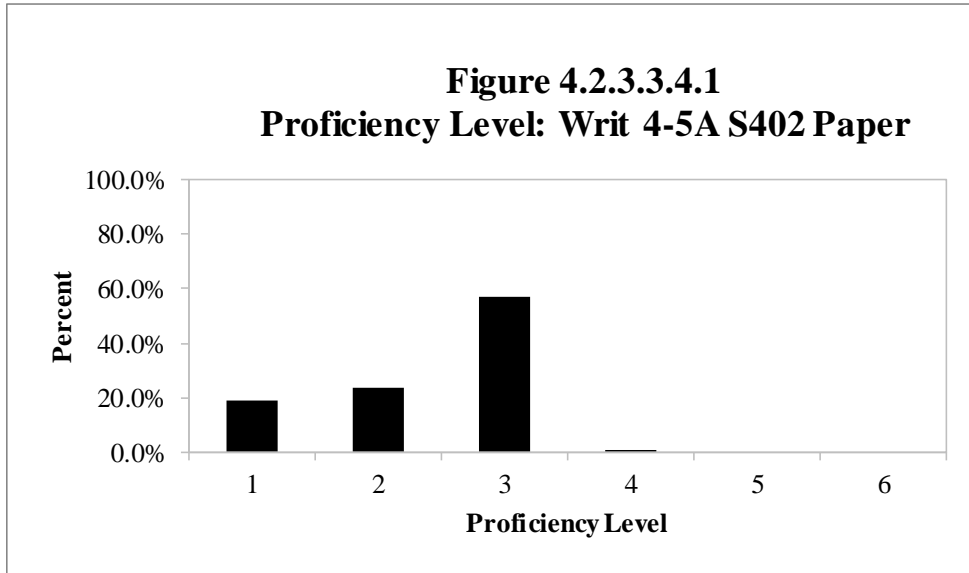
4.2.3.3.4 Grades 4–5

**Table 4.2.3.3.4.1**

Proficiency Level Distribution: Writ 4-5A S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,224	20.8%	873	16.4%	2,097	18.7%
2	1,420	24.1%	1,230	23.1%	2,650	23.6%
3	3,188	54.1%	3,188	59.8%	6,376	56.8%
4	57	1.0%	36	0.7%	93	0.8%
5	0	0.0%	0	0.0%	0	0.0%
6	0	0.0%	0	0.0%	0	0.0%
Total	5,889	100.0%	5,327	100.0%	11,216	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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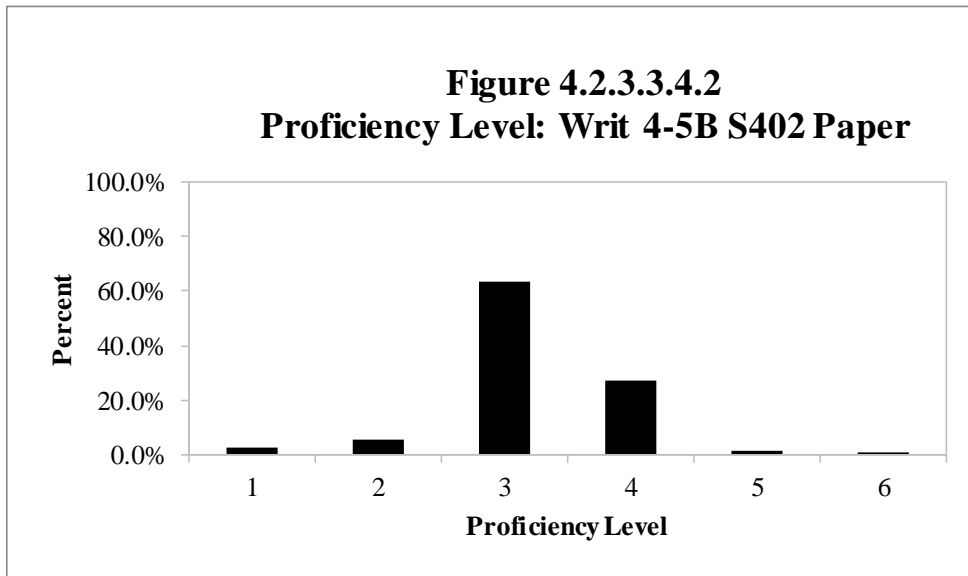


**Table 4.2.3.3.4.2**

Proficiency Level Distribution: Writ 4-5B S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	207	3.0%	116	2.2%	323	2.7%
2	392	5.7%	244	4.7%	636	5.3%
3	4,457	65.3%	3,146	60.8%	7,603	63.3%
4	1,683	24.6%	1,549	29.9%	3,232	26.9%
5	82	1.2%	115	2.2%	197	1.6%
6	8	0.1%	5	0.1%	13	0.1%
Total	6,829	100.0%	5,175	100.0%	12,004	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



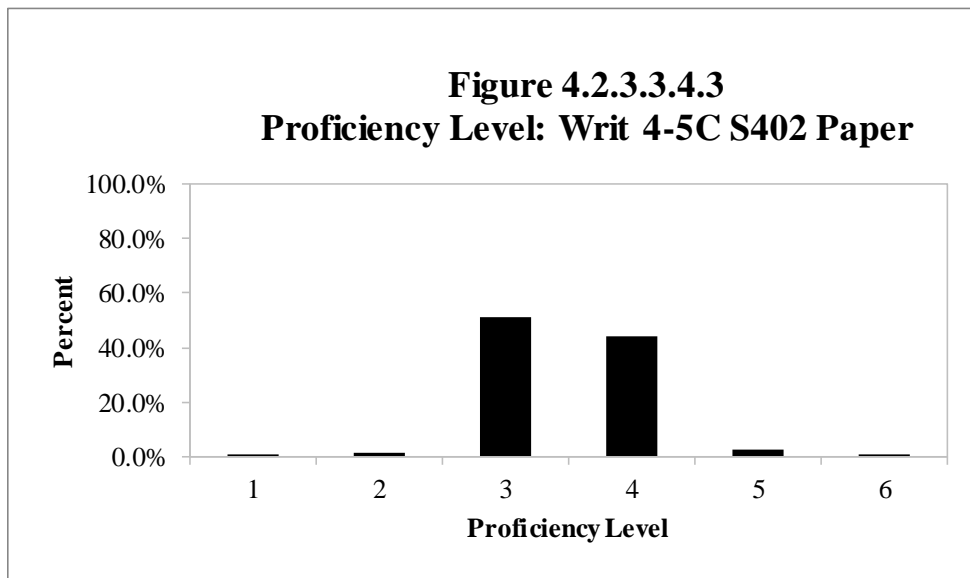
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.3.4.3**

Proficiency Level Distribution: Writ 4-5C S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	81	0.4%	33	0.2%	114	0.3%
2	317	1.5%	188	1.3%	505	1.4%
3	11,442	54.4%	6,502	46.4%	17,944	51.2%
4	8,746	41.6%	6,789	48.4%	15,535	44.3%
5	390	1.9%	465	3.3%	855	2.4%
6	51	0.2%	36	0.3%	87	0.2%
Total	21,027	100.0%	14,013	100.0%	35,040	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

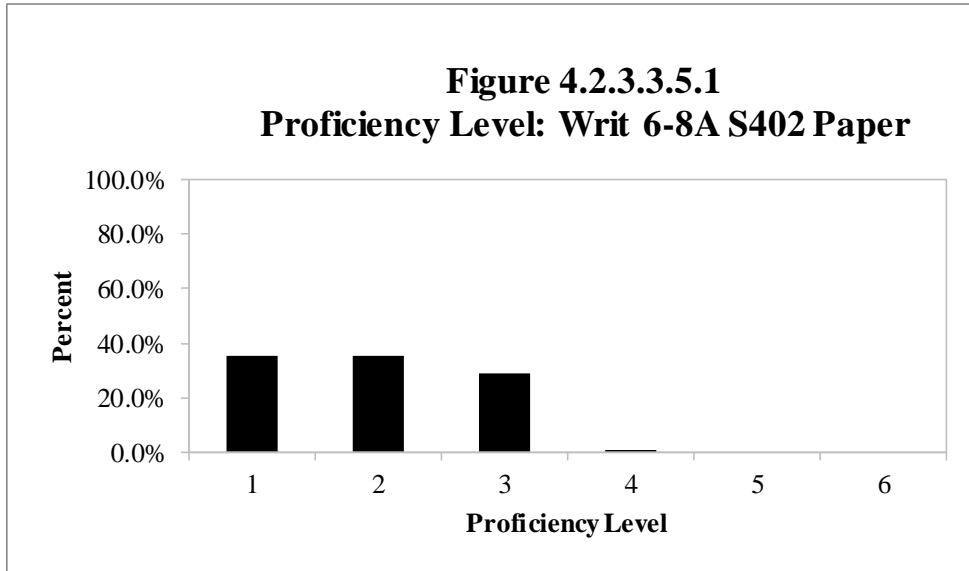
4.2.3.3.5 Grades 6–8

**Table 4.2.3.3.5.1**

Proficiency Level Distribution: Writ 6-8A S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,603	31.3%	1,738	36.2%	1,895	38.6%	5,236	35.3%
2	1,726	33.7%	1,895	39.5%	1,626	33.1%	5,247	35.4%
3	1,792	35.0%	1,152	24.0%	1,384	28.2%	4,328	29.2%
4	2	0.0%	15	0.3%	4	0.1%	21	0.1%
5	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	5,123	100.0%	4,800	100.0%	4,909	100.0%	14,832	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



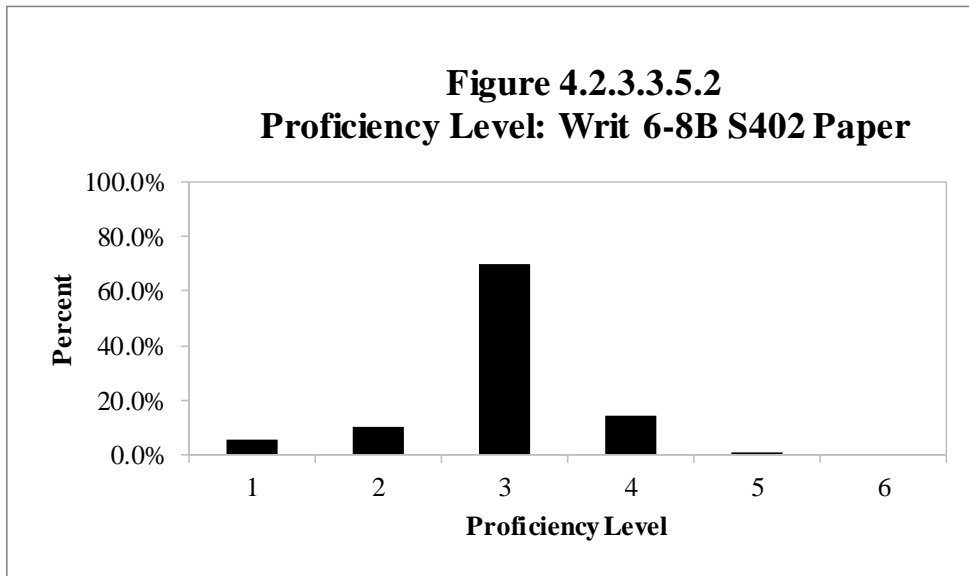
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.3.5.2**

Proficiency Level Distribution: Writ 6-8B S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	222	5.1%	232	5.5%	256	6.2%	710	5.6%
2	456	10.4%	478	11.4%	359	8.7%	1,293	10.2%
3	2,985	68.3%	2,922	69.7%	2,976	72.4%	8,883	70.1%
4	706	16.2%	560	13.4%	520	12.6%	1,786	14.1%
5	1	0.0%	1	0.0%	2	0.0%	4	0.0%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	4,370	100.0%	4,193	100.0%	4,113	100.0%	12,676	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



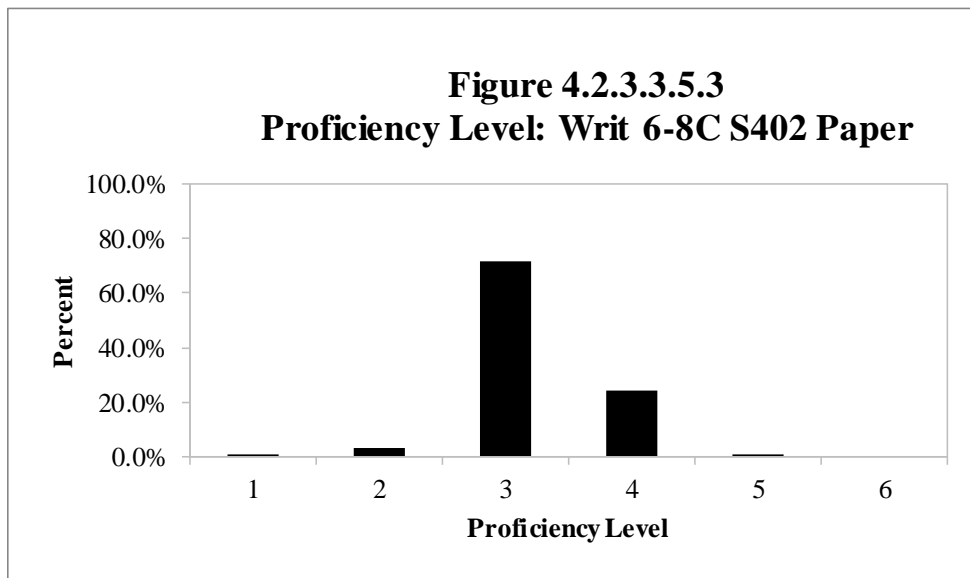
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.3.5.3**

Proficiency Level Distribution: Writ 6-8C S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	94	0.8%	79	0.9%	114	1.5%	287	1.1%
2	412	3.6%	239	2.9%	192	2.6%	843	3.1%
3	7,909	69.6%	6,017	71.8%	5,496	74.6%	19,422	71.6%
4	2,948	25.9%	2,041	24.4%	1,563	21.2%	6,552	24.2%
5	4	0.0%	5	0.1%	2	0.0%	11	0.0%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	11,367	100.0%	8,381	100.0%	7,367	100.0%	27,115	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

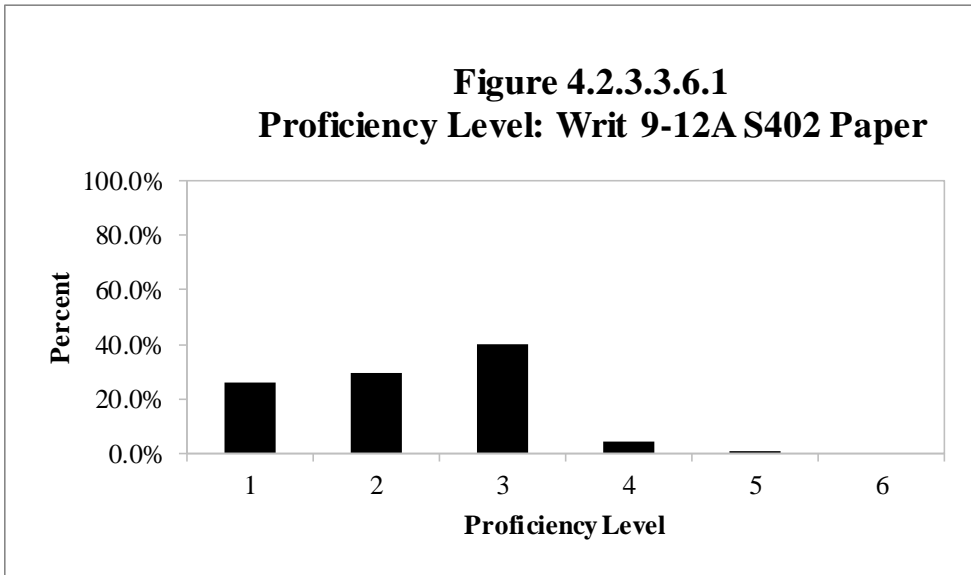
4.2.3.3.6 Grades 9–12

**Table 4.2.3.3.6.1**

Proficiency Level Distribution: Writ 9-12A S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,349	22.7%	1,229	25.2%	1,092	28.1%	718	34.6%	4,388	26.2%
2	1,752	29.5%	1,585	32.5%	1,181	30.4%	391	18.9%	4,909	29.3%
3	2,415	40.7%	1,881	38.6%	1,538	39.5%	911	43.9%	6,745	40.2%
4	413	7.0%	181	3.7%	80	2.1%	53	2.6%	727	4.3%
5	1	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	5,930	100.0%	4,876	100.0%	3,891	100.0%	2,073	100.0%	16,770	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



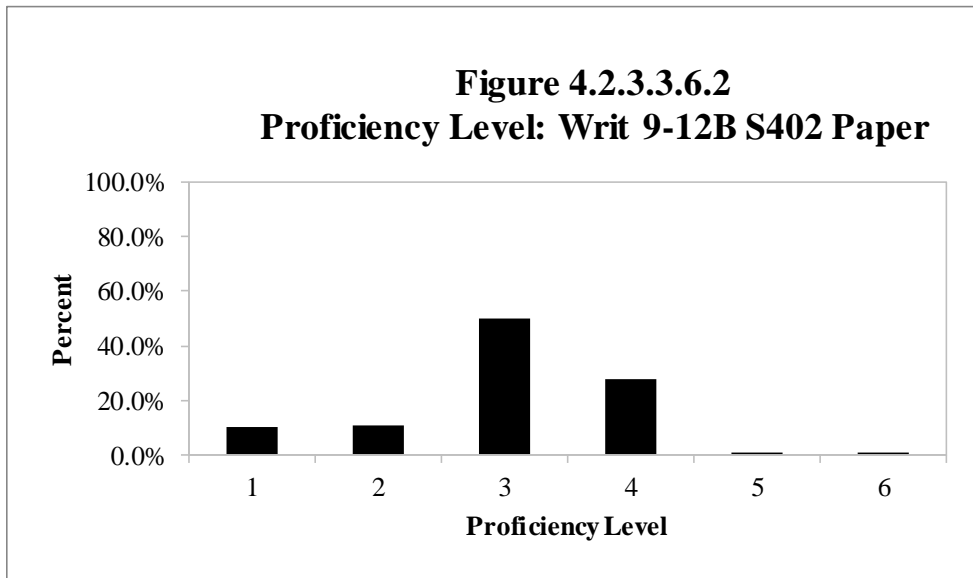
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.3.6.2**

Proficiency Level Distribution: Writ 9-12B S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	242	5.4%	478	10.9%	458	11.7%	412	15.2%	1,590	10.3%
2	478	10.7%	416	9.5%	369	9.5%	405	14.9%	1,668	10.8%
3	1,950	43.6%	2,328	52.9%	2,079	53.3%	1,409	51.8%	7,766	50.1%
4	1,759	39.3%	1,126	25.6%	961	24.6%	486	17.9%	4,332	28.0%
5	47	1.1%	51	1.2%	32	0.8%	7	0.3%	137	0.9%
6	0	0.0%	0	0.0%	1	0.0%	0	0.0%	1	0.0%
Total	4,476	100.0%	4,399	100.0%	3,900	100.0%	2,719	100.0%	15,494	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



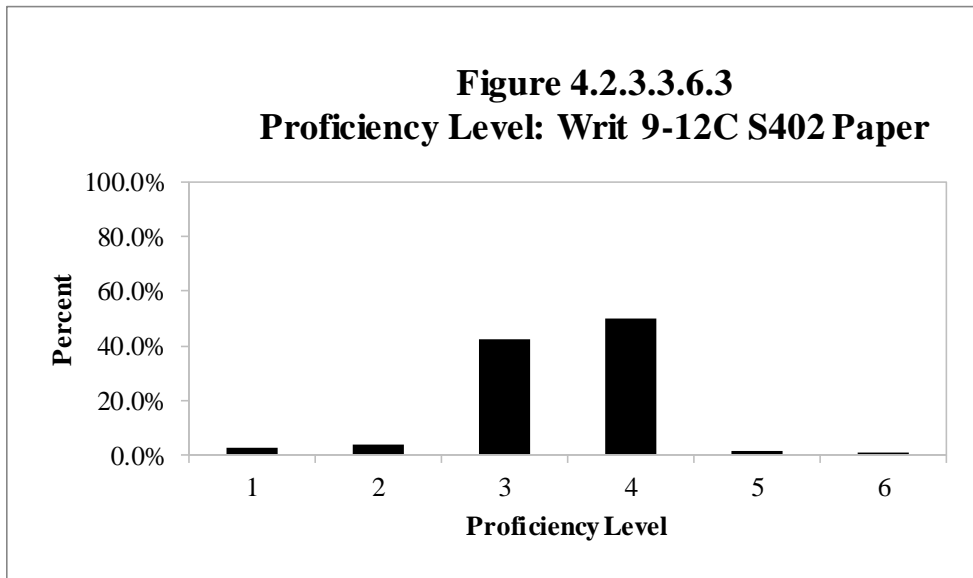
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.3.6.3**

Proficiency Level Distribution: Writ 9-12C S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	63	1.0%	124	1.9%	173	3.0%	212	5.0%	572	2.5%
2	206	3.2%	167	2.5%	175	3.0%	257	6.0%	805	3.5%
3	2,082	31.9%	2,880	43.7%	2,589	44.8%	2,316	54.4%	9,867	42.6%
4	4,067	62.4%	3,304	50.2%	2,738	47.4%	1,448	34.0%	11,557	49.9%
5	99	1.5%	109	1.7%	106	1.8%	26	0.6%	340	1.5%
6	1	0.0%	1	0.0%	0	0.0%	0	0.0%	2	0.0%
Total	6,518	100.0%	6,585	100.0%	5,781	100.0%	4,259	100.0%	23,143	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



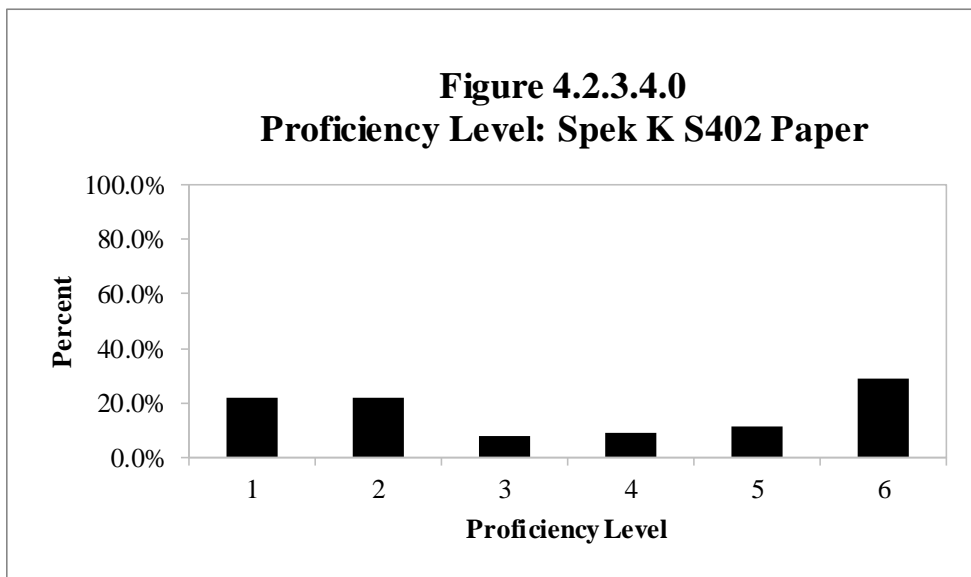
#### 4.2.3.4 Speaking

##### 4.2.3.4.0 Kindergarten

**Table 4.2.3.4.0**

Proficiency Level Distribution: Spek K S402 Paper

Level	Count	Percent
1	51,443	21.7%
2	51,619	21.7%
3	18,361	7.7%
4	20,743	8.7%
5	27,409	11.5%
6	67,935	28.6%
Total	237,510	100.0%



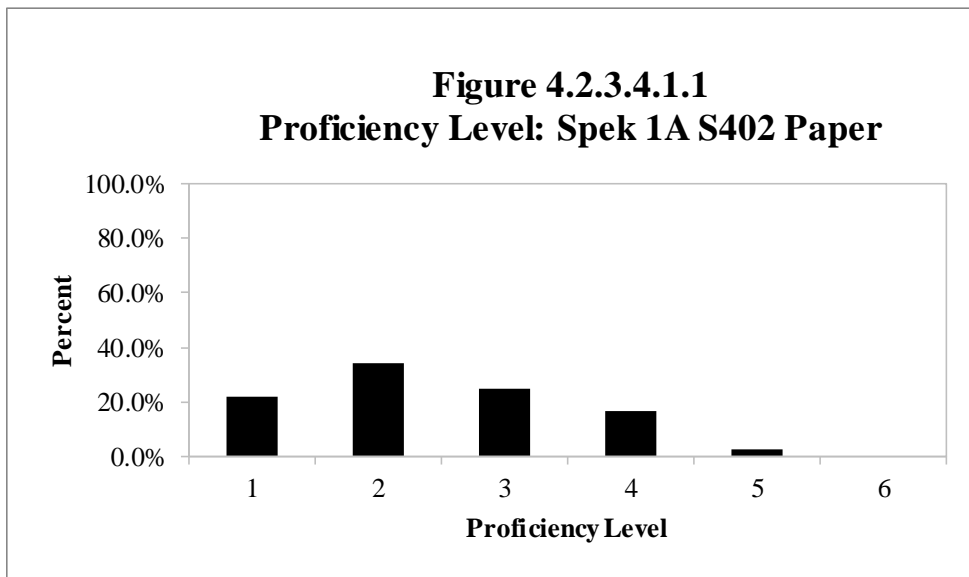
#### 4.2.3.4.1 Grade 1

**Table 4.2.3.4.1.1**

Proficiency Level Distribution: Spek 1A S402 Paper

Level	Count	Percent
1	5,687	21.9%
2	8,926	34.4%
3	6,424	24.7%
4	4,239	16.3%
5	703	2.7%
6	0	0.0%
Total	25,979	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



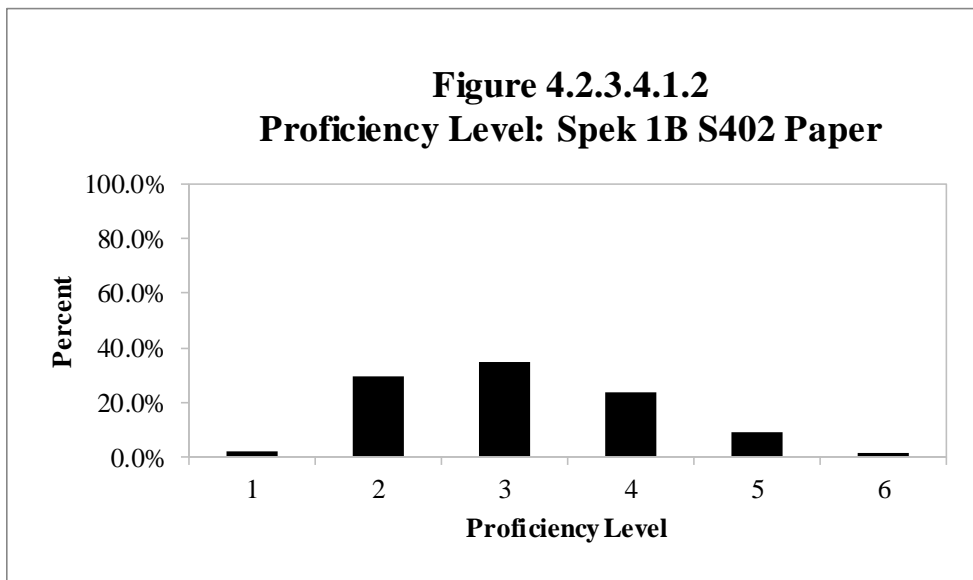
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.1.2**

Proficiency Level Distribution: Spek 1B S402 Paper

Level	Count	Percent
1	363	2.1%
2	5,083	29.2%
3	6,081	35.0%
4	4,061	23.3%
5	1,517	8.7%
6	290	1.7%
Total	17,395	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



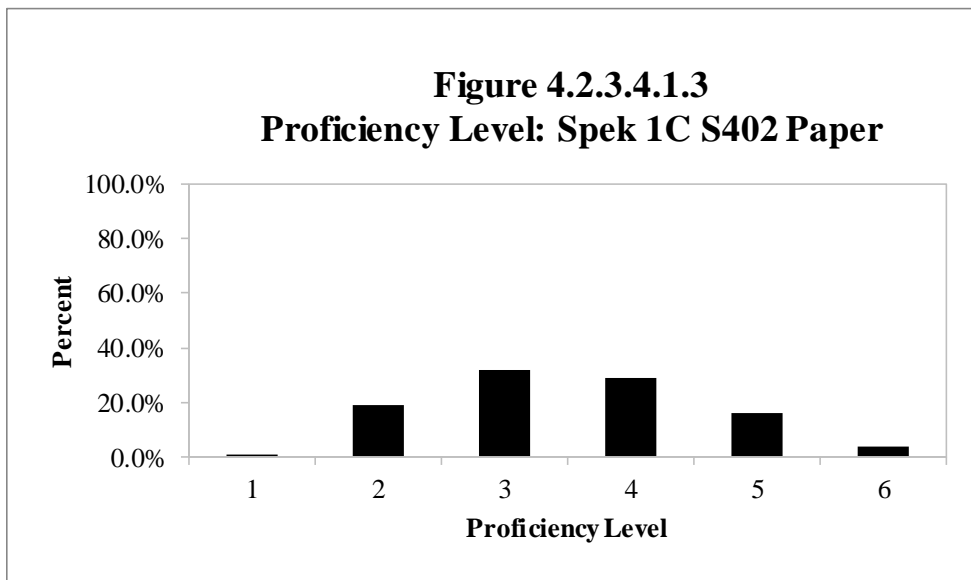
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.1.3**

Proficiency Level Distribution: Spek 1C S402 Paper

Level	Count	Percent
1	106	0.8%
2	2,504	18.8%
3	4,267	32.1%
4	3,824	28.7%
5	2,138	16.1%
6	474	3.6%
Total	13,313	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

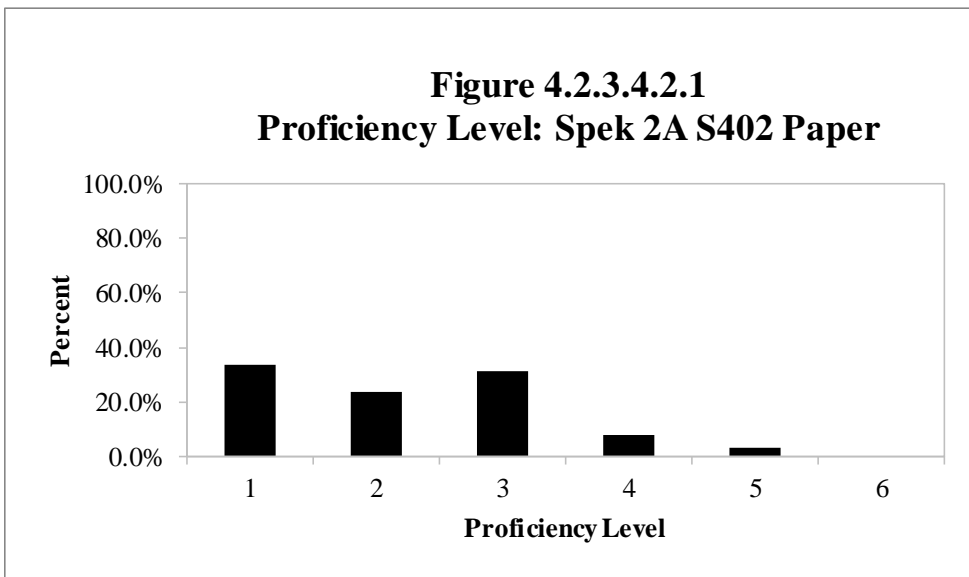
4.2.3.4.2 Grade 2

**Table 4.2.3.4.2.1**

Proficiency Level Distribution: Spek 2A S402 Paper

Level	Count	Percent
1	3,664	33.7%
2	2,599	23.9%
3	3,420	31.4%
4	868	8.0%
5	332	3.1%
6	0	0.0%
Total	10,883	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



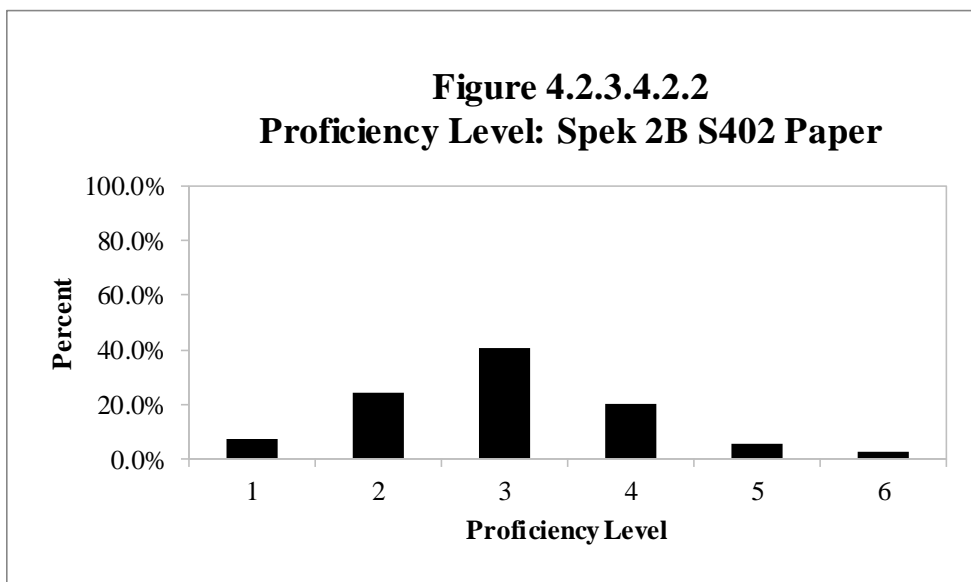
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.2.2**

Proficiency Level Distribution: Spek 2B S402 Paper

Level	Count	Percent
1	1,445	7.2%
2	4,833	24.1%
3	8,130	40.5%
4	4,010	20.0%
5	1,145	5.7%
6	518	2.6%
Total	20,081	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



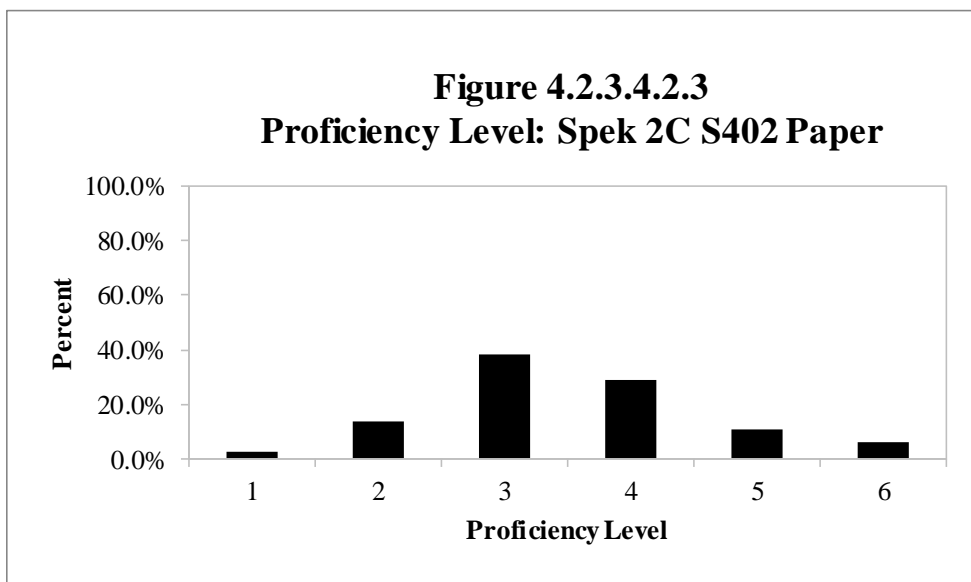
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.2.3**

Proficiency Level Distribution: Spek 2C S402 Paper

Level	Count	Percent
1	514	2.4%
2	2,919	13.5%
3	8,267	38.3%
4	6,212	28.7%
5	2,365	10.9%
6	1,335	6.2%
Total	21,612	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

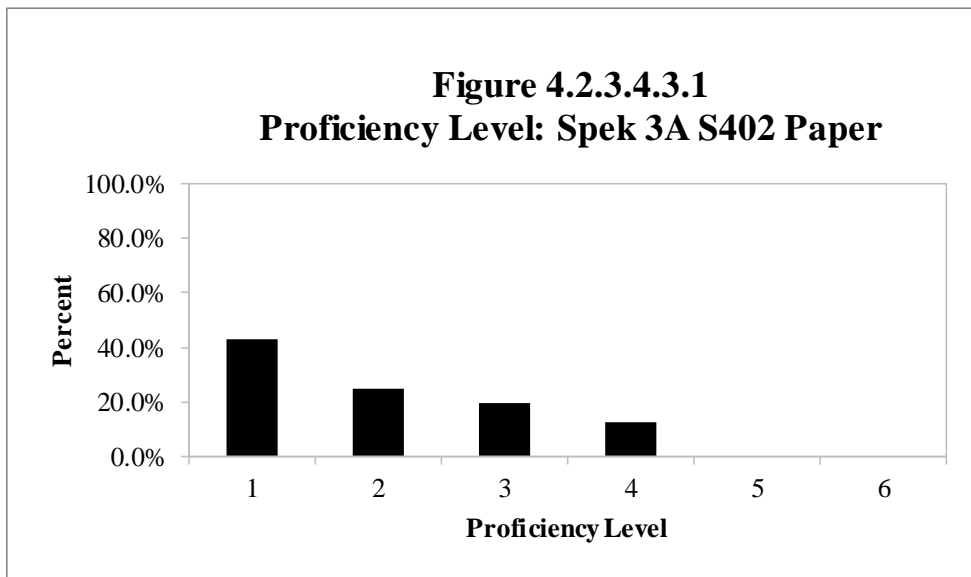
#### 4.2.3.4.3 Grade 3

**Table 4.2.3.4.3.1**

Proficiency Level Distribution: Spek 3A S402 Paper

Level	Count	Percent
1	3,292	43.2%
2	1,896	24.9%
3	1,499	19.7%
4	936	12.3%
5	0	0.0%
6	0	0.0%
Total	7,623	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

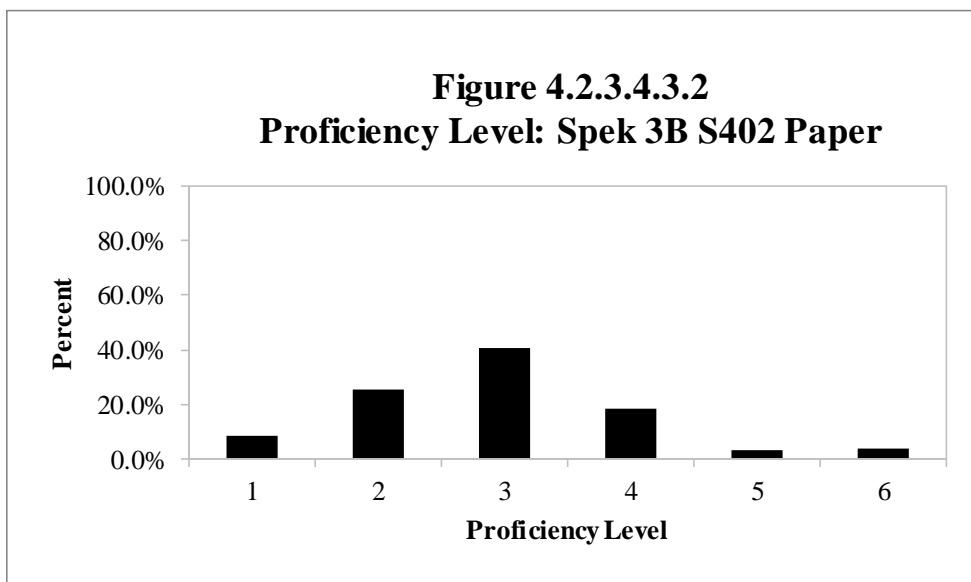


**Table 4.2.3.4.3.2**

Proficiency Level Distribution: Spek 3B S402 Paper

Level	Count	Percent
1	970	8.5%
2	2,905	25.6%
3	4,639	40.9%
4	2,086	18.4%
5	329	2.9%
6	423	3.7%
Total	11,352	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



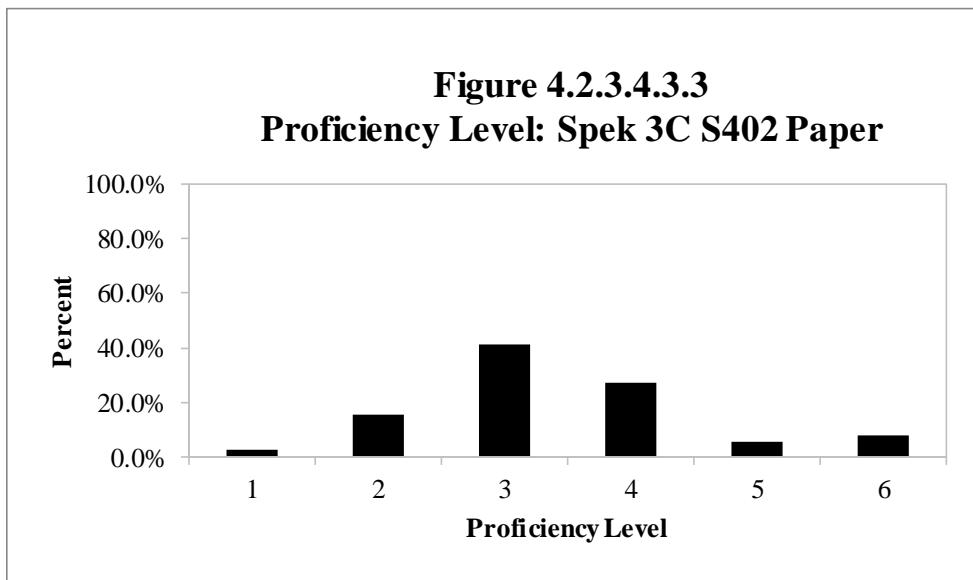
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.3.3**

Proficiency Level Distribution: Spek 3C S402 Paper

Level	Count	Percent
1	668	2.7%
2	3,846	15.3%
3	10,348	41.2%
4	6,857	27.3%
5	1,392	5.5%
6	2,032	8.1%
Total	25,143	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

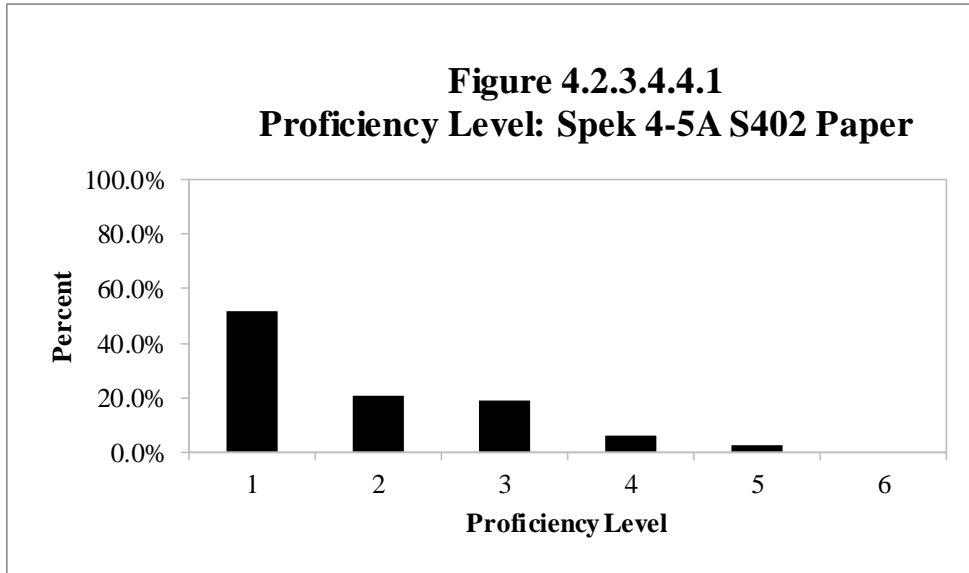
4.2.3.4.4 Grades 4–5

**Table 4.2.3.4.4.1**

Proficiency Level Distribution: Spek 4-5A S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	2,854	48.7%	2,945	55.6%	5,799	52.0%
2	1,231	21.0%	1,074	20.3%	2,305	20.7%
3	1,304	22.3%	807	15.2%	2,111	18.9%
4	343	5.9%	327	6.2%	670	6.0%
5	128	2.2%	144	2.7%	272	2.4%
6	0	0.0%	0	0.0%	0	0.0%
Total	5,860	100.0%	5,297	100.0%	11,157	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



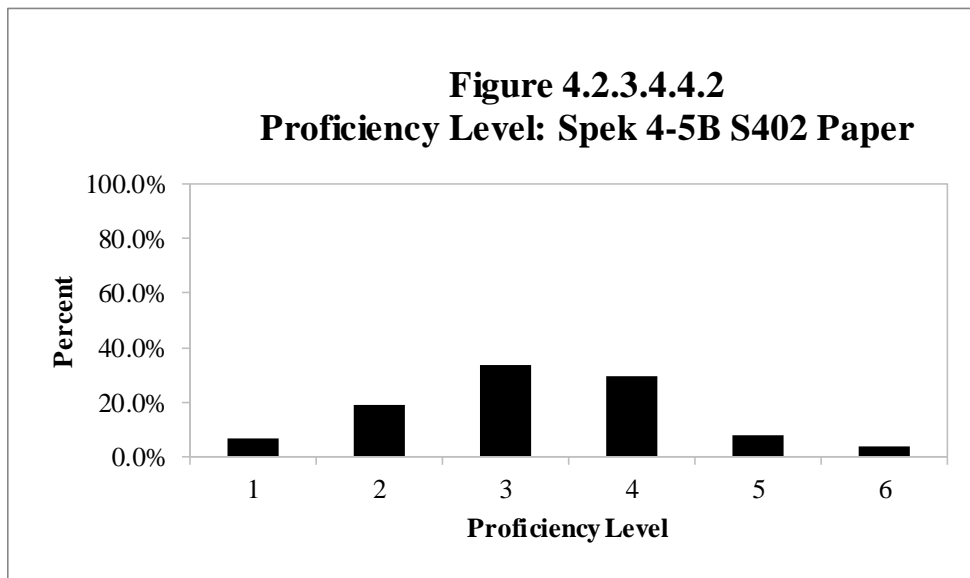
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.4.2**

Proficiency Level Distribution: Spek 4-5B S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	369	5.4%	450	8.7%	819	6.9%
2	1,147	16.9%	1,119	21.7%	2,266	19.0%
3	2,298	33.8%	1,680	32.6%	3,978	33.3%
4	2,113	31.1%	1,385	26.9%	3,498	29.3%
5	649	9.5%	313	6.1%	962	8.0%
6	229	3.4%	200	3.9%	429	3.6%
Total	6,805	100.0%	5,147	100.0%	11,952	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



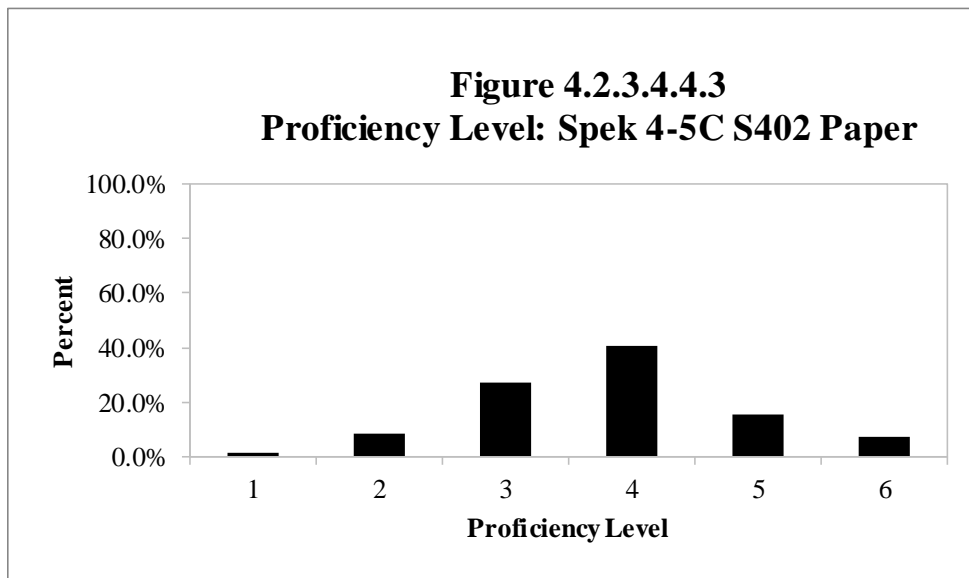
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.4.3**

Proficiency Level Distribution: Spek 4-5C S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	189	0.9%	197	1.4%	386	1.1%
2	1,596	7.6%	1,322	9.5%	2,918	8.4%
3	5,703	27.2%	3,760	26.9%	9,463	27.1%
4	8,618	41.1%	5,653	40.5%	14,271	40.9%
5	3,527	16.8%	1,805	12.9%	5,332	15.3%
6	1,323	6.3%	1,223	8.8%	2,546	7.3%
Total	20,956	100.0%	13,960	100.0%	34,916	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

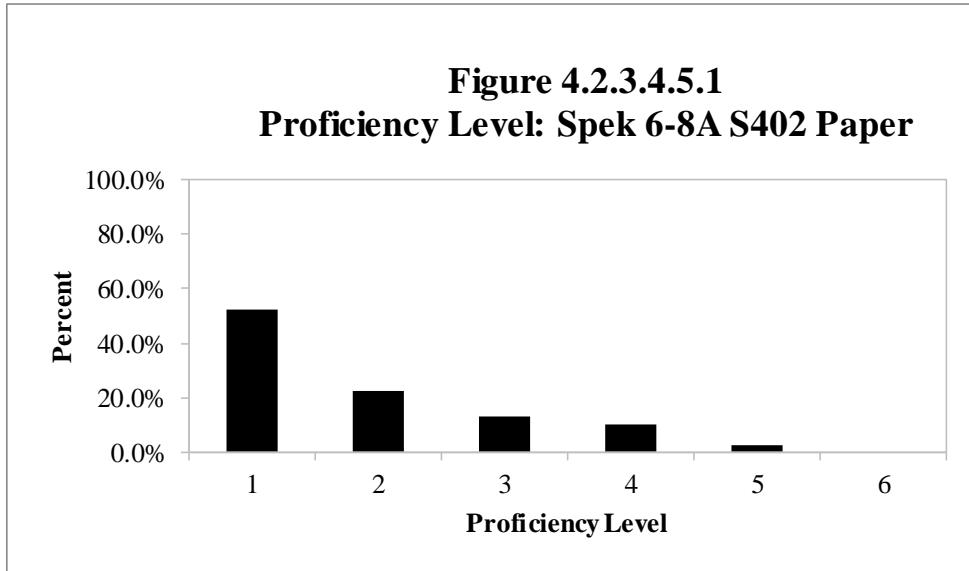
4.2.3.4.5 Grades 6–8

**Table 4.2.3.4.5.1**

Proficiency Level Distribution: Spek 6-8A S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	2,302	45.2%	2,676	56.1%	2,686	55.4%	7,664	52.1%
2	1,454	28.6%	886	18.6%	928	19.1%	3,268	22.2%
3	675	13.3%	621	13.0%	621	12.8%	1,917	13.0%
4	449	8.8%	501	10.5%	519	10.7%	1,469	10.0%
5	209	4.1%	89	1.9%	92	1.9%	390	2.7%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	5,089	100.0%	4,773	100.0%	4,846	100.0%	14,708	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



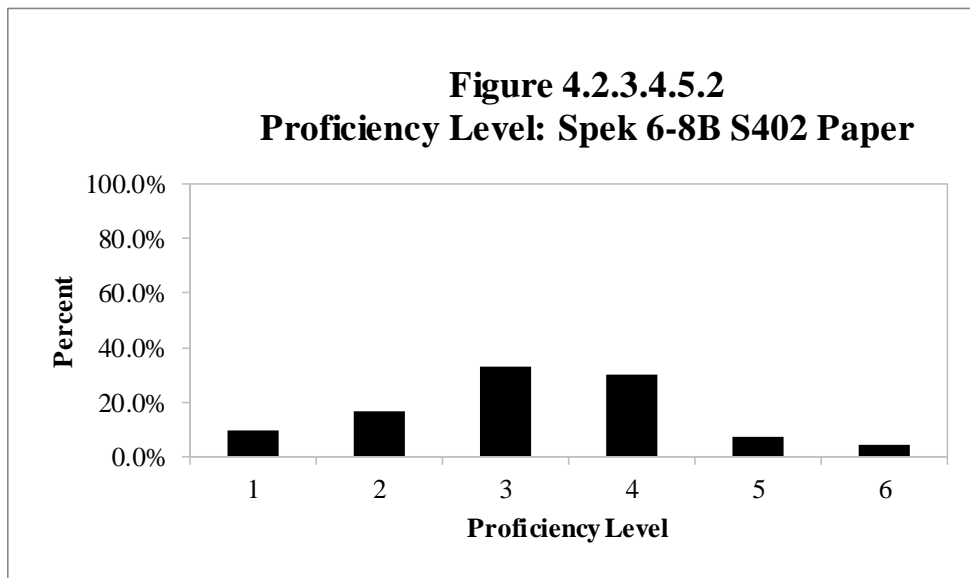
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.5.2**

Proficiency Level Distribution: Spek 6-8B S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	255	5.9%	416	10.0%	510	12.5%	1,181	9.4%
2	713	16.4%	794	19.1%	553	13.5%	2,060	16.4%
3	1,302	30.0%	1,282	30.8%	1,584	38.8%	4,168	33.1%
4	1,574	36.3%	1,162	27.9%	1,031	25.3%	3,767	29.9%
5	274	6.3%	386	9.3%	235	5.8%	895	7.1%
6	220	5.1%	125	3.0%	170	4.2%	515	4.1%
Total	4,338	100.0%	4,165	100.0%	4,083	100.0%	12,586	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



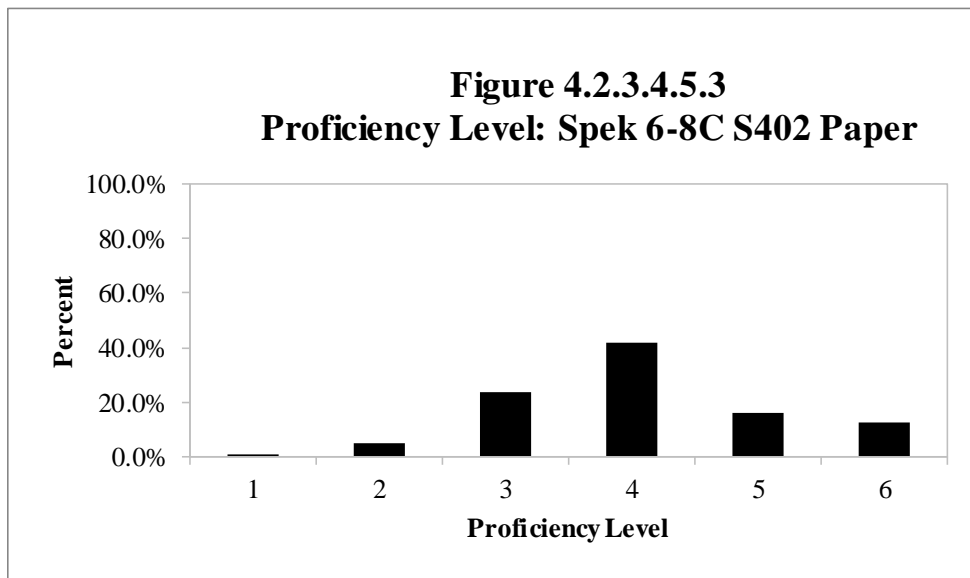
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.5.3**

Proficiency Level Distribution: Spek 6-8C S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	76	0.7%	65	0.8%	138	1.9%	279	1.0%
2	546	4.8%	502	6.0%	324	4.4%	1,372	5.1%
3	2,316	20.5%	1,954	23.5%	2,111	28.8%	6,381	23.7%
4	5,281	46.7%	3,217	38.6%	2,751	37.6%	11,249	41.7%
5	1,455	12.9%	1,765	21.2%	1,114	15.2%	4,334	16.1%
6	1,629	14.4%	827	9.9%	880	12.0%	3,336	12.4%
Total	11,303	100.0%	8,330	100.0%	7,318	100.0%	26,951	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



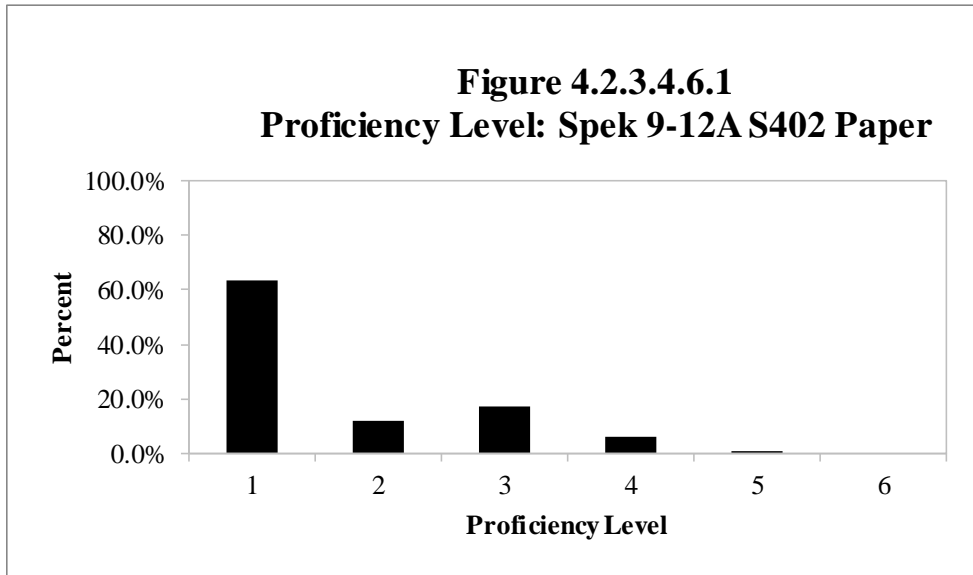
4.2.3.4.6 Grades 9–12

**Table 4.2.3.4.6.1**

Proficiency Level Distribution: Spek 9-12A S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	3,959	67.3%	3,227	66.6%	2,286	59.2%	1,098	53.3%	10,570	63.5%
2	595	10.1%	495	10.2%	461	11.9%	444	21.5%	1,995	12.0%
3	942	16.0%	792	16.3%	785	20.3%	386	18.7%	2,905	17.4%
4	259	4.4%	334	6.9%	330	8.5%	133	6.5%	1,056	6.3%
5	126	2.1%	0	0.0%	0	0.0%	0	0.0%	126	0.8%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	5,881	100.0%	4,848	100.0%	3,862	100.0%	2,061	100.0%	16,652	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



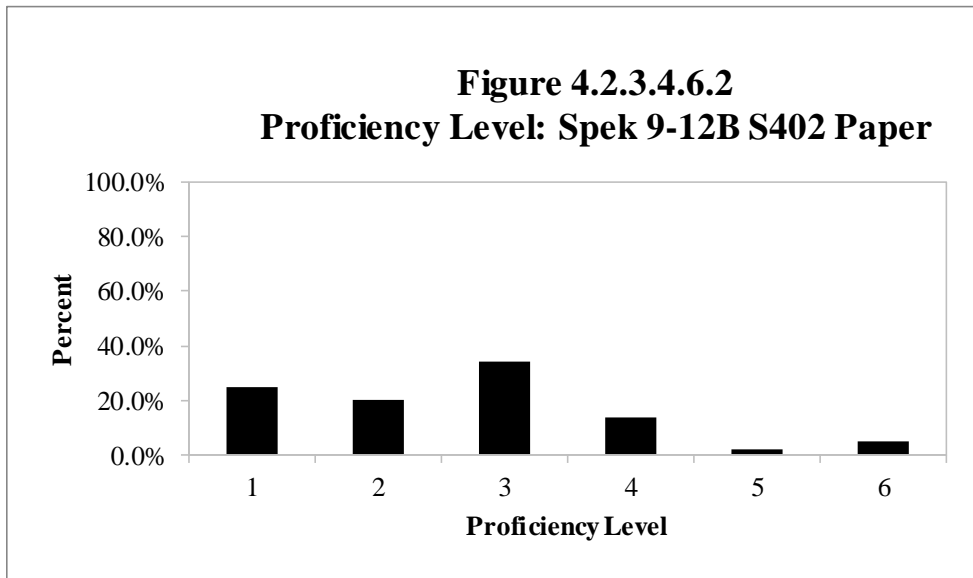
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.6.2**

Proficiency Level Distribution: Spek 9-12B S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	969	21.8%	1,079	24.6%	1,066	27.5%	722	26.8%	3,836	24.9%
2	847	19.1%	851	19.4%	794	20.5%	607	22.5%	3,099	20.1%
3	1,442	32.5%	1,665	38.0%	1,216	31.4%	918	34.1%	5,241	34.1%
4	901	20.3%	504	11.5%	454	11.7%	235	8.7%	2,094	13.6%
5	103	2.3%	85	1.9%	99	2.6%	61	2.3%	348	2.3%
6	180	4.1%	195	4.5%	246	6.3%	152	5.6%	773	5.0%
Total	4,442	100.0%	4,379	100.0%	3,875	100.0%	2,695	100.0%	15,391	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



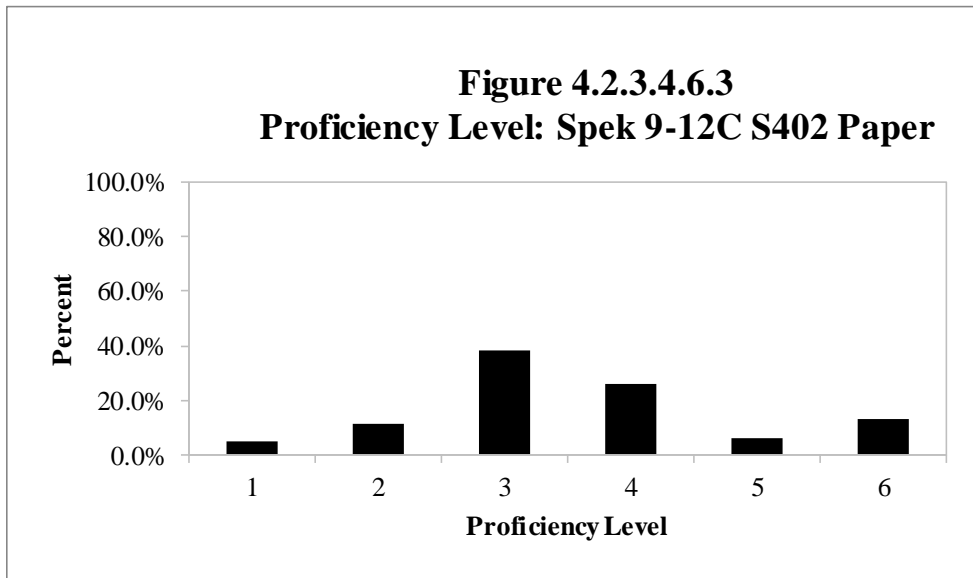
Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.3.4.6.3**

Proficiency Level Distribution: Spek 9-12C S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	272	4.2%	242	3.7%	337	5.9%	315	7.5%	1,166	5.1%
2	725	11.2%	639	9.8%	725	12.6%	549	13.0%	2,638	11.5%
3	2,128	32.9%	2,766	42.2%	2,108	36.7%	1,755	41.5%	8,757	38.1%
4	2,221	34.3%	1,631	24.9%	1,381	24.0%	744	17.6%	5,977	26.0%
5	371	5.7%	414	6.3%	367	6.4%	258	6.1%	1,410	6.1%
6	754	11.7%	860	13.1%	829	14.4%	605	14.3%	3,048	13.3%
Total	6,471	100.0%	6,552	100.0%	5,747	100.0%	4,226	100.0%	22,996	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 4.2.4 Scaling

Complete information on the horizontal and vertical scaling of ACCESS scores is provided in ACCESS for ELLs Technical Report No. 1, *Development and Field Test of ACCESS for ELLs* (Kenyon, 2006). In brief, this scaling was accomplished during the field test based on an elaborate common item design, both across tiers and across grade-level clusters, which spanned two series of complete test forms. Concurrent calibration was used to determine item difficulty measures. These item difficulty measures were used to create the ACCESS scale scores used to report results on the test. In the domains of Listening and Reading, the scaling equations from the original ACCESS scaling study continue to be used.

In the domains of Writing and Speaking, a scale reconstruction study was conducted in summer 2016, and new scaling equations were derived (see Center for Applied Linguistics, 2016b). Note that these new scales were not applied to the Kindergarten test.

Tables 4.2.4.1–4.2.4.4 provide the equation for converting Rasch ability measures in logits to ACCESS scale scores. This equation is used to convert an examinee’s ability measure into a scale score. Although each domain has its own equation, because ACCESS for ELLs is vertically equated, the same equation is used across all tiers and grade-level clusters within each domain. Table 4.2.4.3A and Table 4.2.4.4A provide the scaling equations for Grades 1–12 for Writing and Speaking, respectively, and Table 4.2.4.3B and Table 4.2.4.4B provide the scaling equations for Kindergarten for Writing and Speaking, respectively.

**Table 4.2.4.1**

Scaling Equation for Listening

$$\text{Listening Scale Score} = (\text{Ability Measure in Logits} * 37.571) + 316.637$$

**Table 4.2.4.2**

Scaling Equation for Reading

$$\text{Reading Scale Score} = (\text{Ability Measure in Logits} * 26.000) + 323.272$$

**Table 4.2.4.3A**

Scaling Equation for Writing Grades 1–12

$$\text{Writing Scale Score} = (\text{Ability Measure in Logits} * 26.851) + 303.332$$

**Table 4.2.4.3B**

Scaling Equation for Writing Kindergarten

$$\text{Writing Scale Score} = (\text{Ability Measure in Logits} * 31.097) + 317.068$$

**Table 4.2.4.4A**

Scaling Equation for Speaking Grades 1–12

$$\text{Speaking Scale Score} = (\text{Ability Measure in Logits} * 29.248) + 265.076$$

**Table 4.2.4.4B**

Scaling Equation for Speaking Kindergarten

$$\text{Speaking Scale Score} = (\text{Ability Measure in Logits} * 20.084) + 322.686$$

## 4.2.5 Equating

The Kindergarten test form is a static test form and is not included in annual equating analyses. For technical details on the Kindergarten test, see MacGregor, Kenyon, Gibson, and Evans (2009).

In the domains of Listening and Reading, no equating summaries are provided for ACCESS 2.0 Series 402 for Grades 1–12. The ACCESS 2.0 Series 402 Paper Listening and Reading forms are the same forms as those used in Series 400. The items for Series 400 were drawn in turn from the ACCESS 1.0 Series 302 assessment. Throughout the duration of ACCESS for ELLs 1.0, annual equating procedures were conducted to ensure that test results were reported on a consistent scale, year to year. This annual equating is the process used to maintain the ACCESS score scale. For equating summaries for ACCESS 1.0 Series 302 assessment, see the Annual Technical Report for Series 302 (Center for Applied Linguistics, 2015).

In the domain of Writing, no equating summaries are provided for ACCESS 2.0 Series 402 for Grades 1–12. The ACCESS 2.0 Paper Writing forms are the same forms as those used in Series 400. As noted in Section 4.2.4, the Writing scale was reconstructed in summer of 2016. The Writing tasks on Series 400 were then placed on the new scale for operational 402.

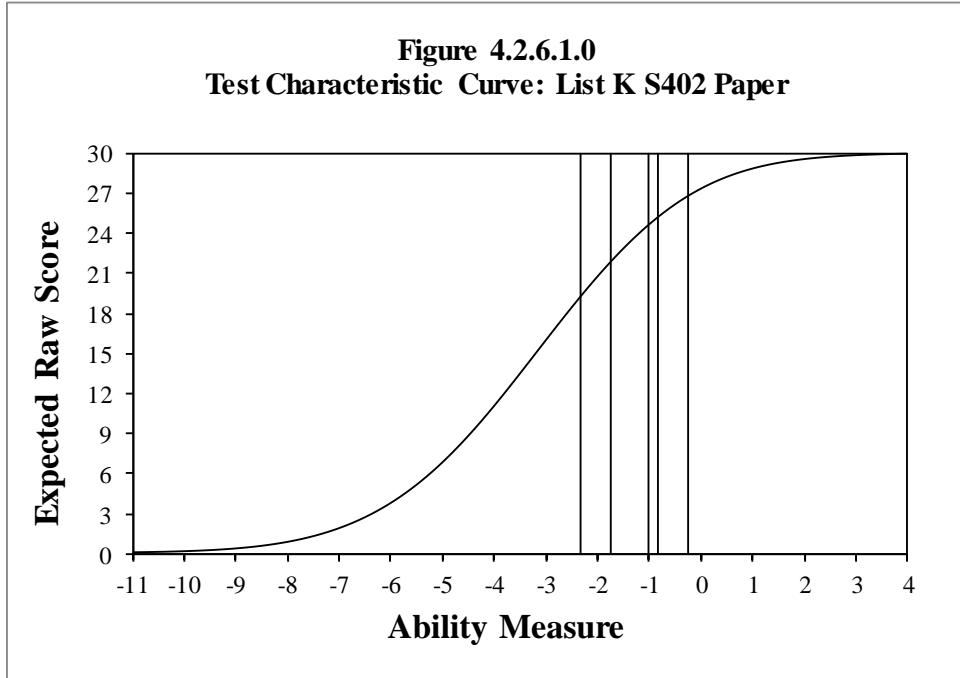
In the domain of Speaking, no equating summaries are provided for ACCESS 2.0 Series 402 for Grades 1–12. For the most part, ACCESS 2.0 Paper Speaking forms are the same forms as those used in Series 400, with targeted refreshment for the purposes of eliminating the minimal overlap, for a few selected forms, between the Series 402 and WIDA Screener. ACCESS 2.0 Paper Series 402 Speaking task measures are linked to the ACCESS scale via two methods. For tasks taken from Series 400, as noted in Section 4.2.4, the speaking scale was reconstructed in summer of 2016. Speaking tasks from Series 400 were placed on the new scale for operational Series 402. Tasks new to Series 402 were field tested as part of the ACCESS 2.0 Online Series 402 field test, and item difficulties for those items were computed in the ACCESS 2.0 Online Series 402 field test analyses.

#### **4.2.6 Test Characteristic Curve**

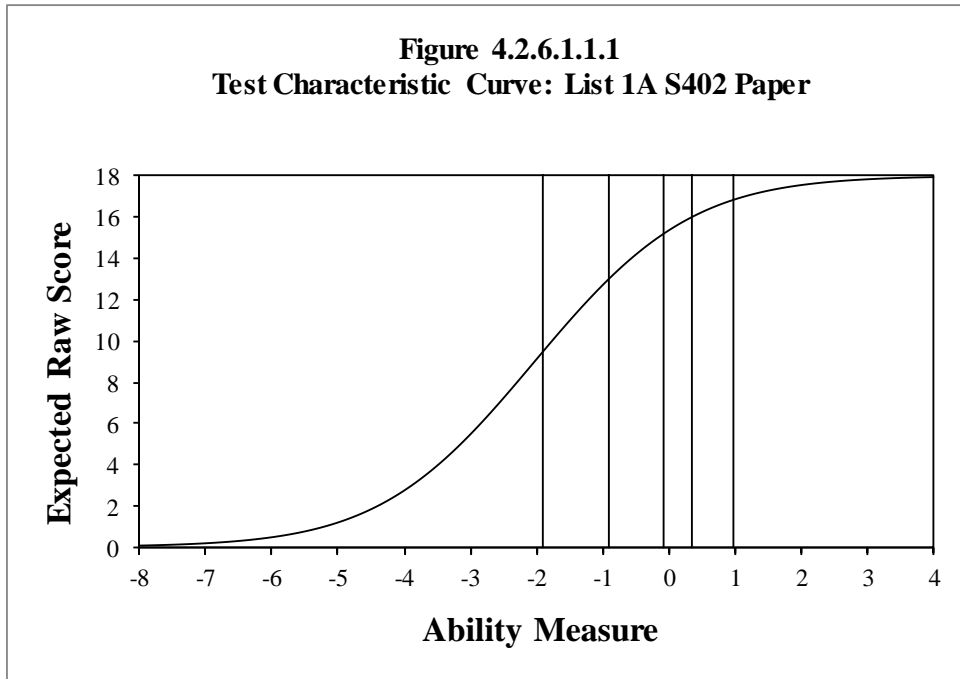
The test characteristic curve graphically shows the relationship between the ability measure (in logits) on the horizontal axis and the expected raw score on the vertical axis. Five vertical lines indicate the five cut scores for the highest grade in the grade-level cluster for the test form, dividing the figure into six sections for each of the WIDA proficiency levels (PLs 1–6) for the domain being tested. (Note that for Kindergarten and Tier A tests in some domains, it was not possible to place into all six proficiency levels.) As would be expected, higher raw scores are required for placement in higher proficiency levels. The relative width of each section between the cut score lines, however, gives an indication of how many items on that form must be answered correctly (for Listening or Reading) or how many points must be earned (for Writing or Speaking) to be placed into a WIDA proficiency level.

4.2.6.1 *Listening*

4.2.6.1.0 *Kindergarten*

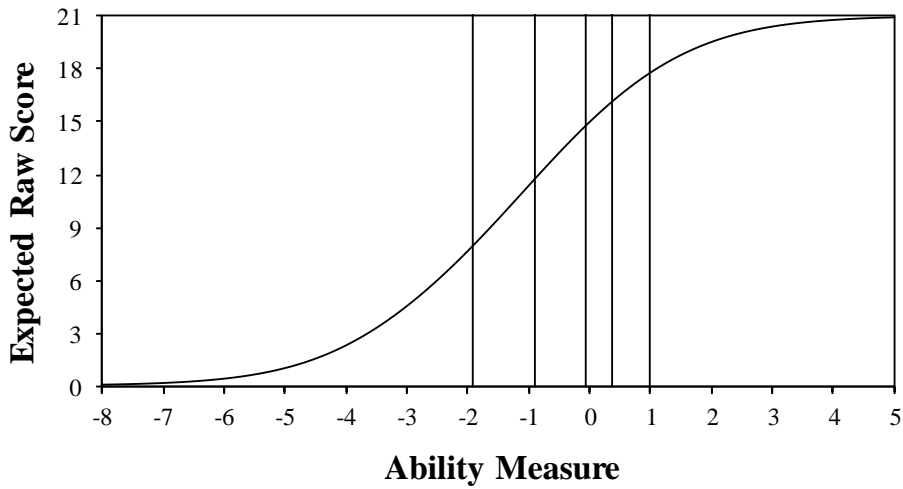


4.2.6.1.1 *Grade 1*



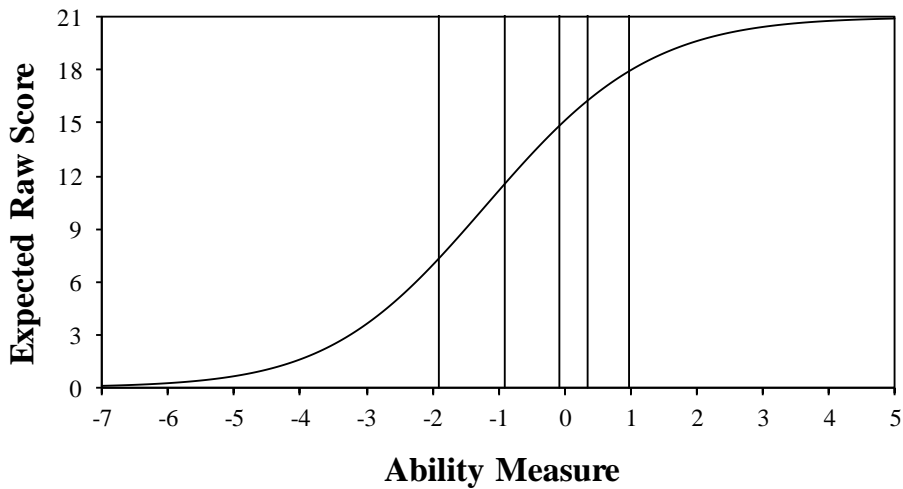
Note: The test form is shared between 1A and 2A.

**Figure 4.2.6.1.1.2**  
**Test Characteristic Curve: List 1B S402 Paper**



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

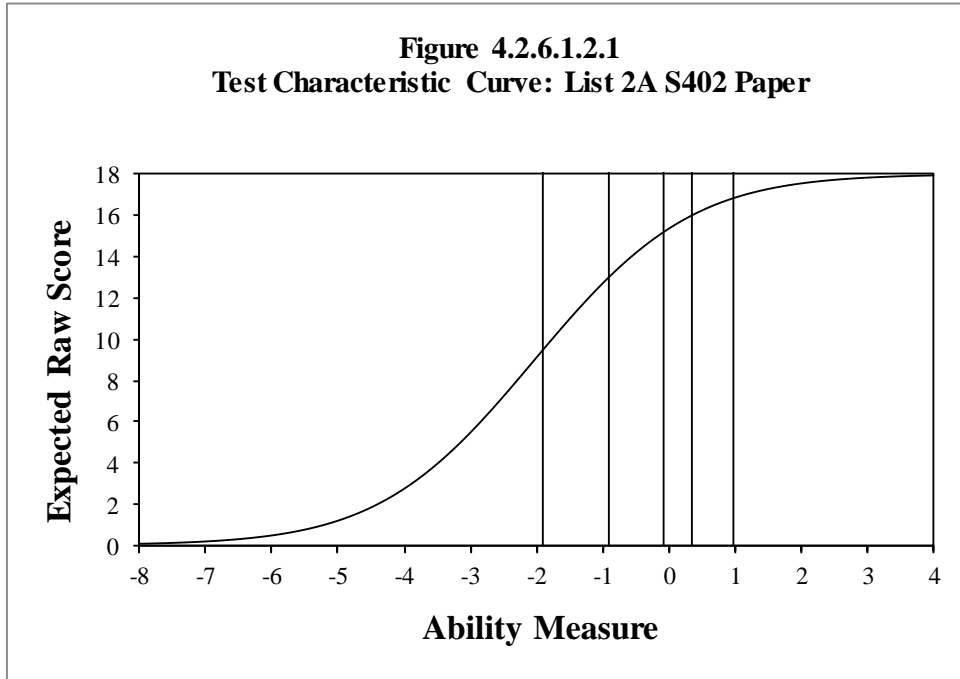
**Figure 4.2.6.1.1.3**  
**Test Characteristic Curve: List 1C S402 Paper**



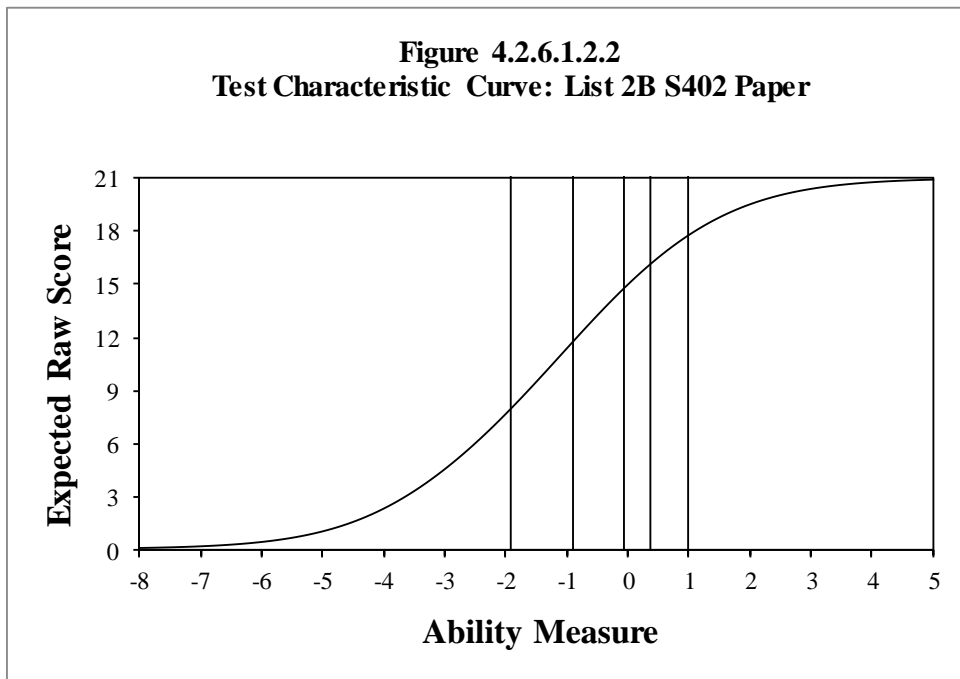
Note: The test form is shared between 1C and 2C.



4.2.6.1.2 Grade 2

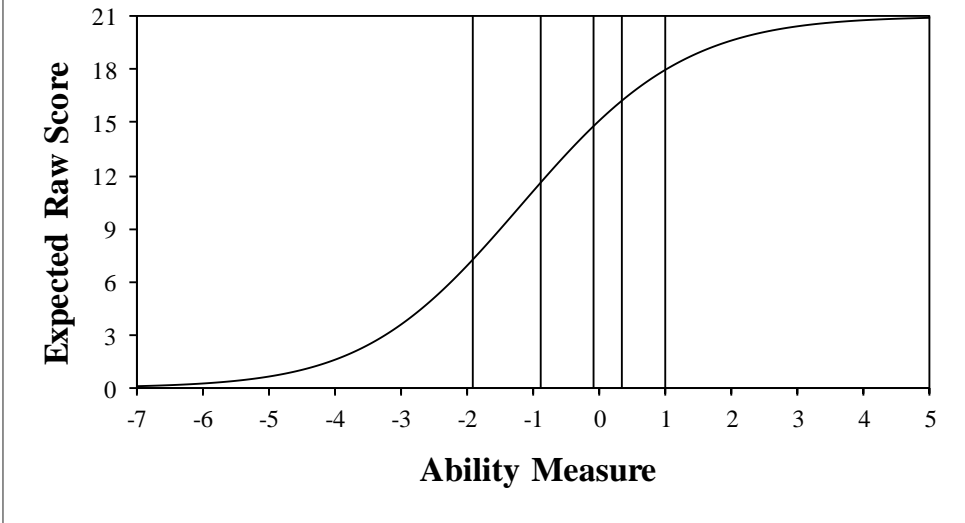


Note: The test form is shared between 1A and 2A.



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

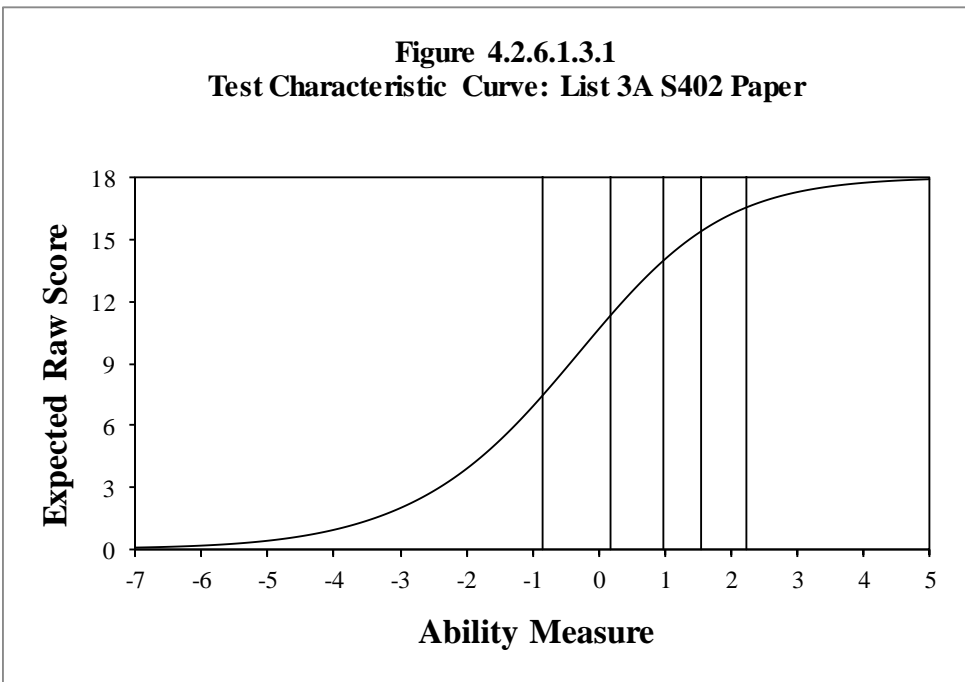
**Figure 4.2.6.1.2.3**  
**Test Characteristic Curve: List 2C S402 Paper**



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

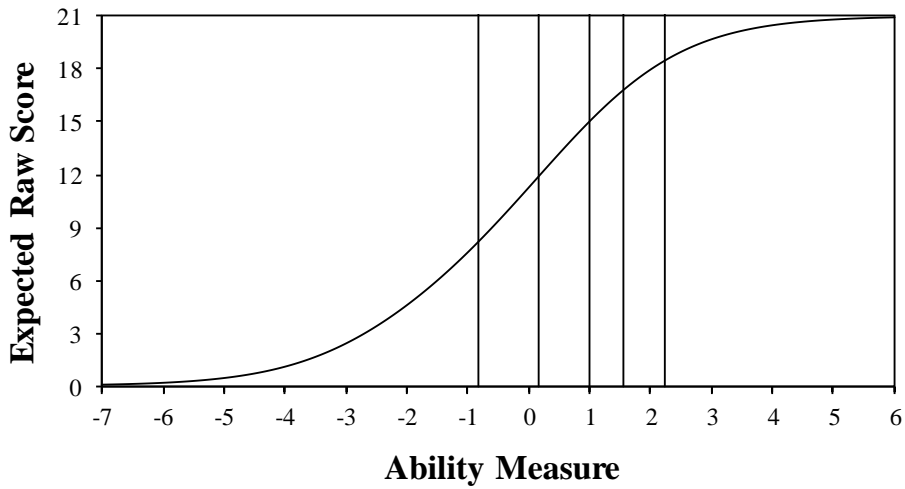
4.2.6.1.3 Grade 3

**Figure 4.2.6.1.3.1**  
**Test Characteristic Curve: List 3A S402 Paper**



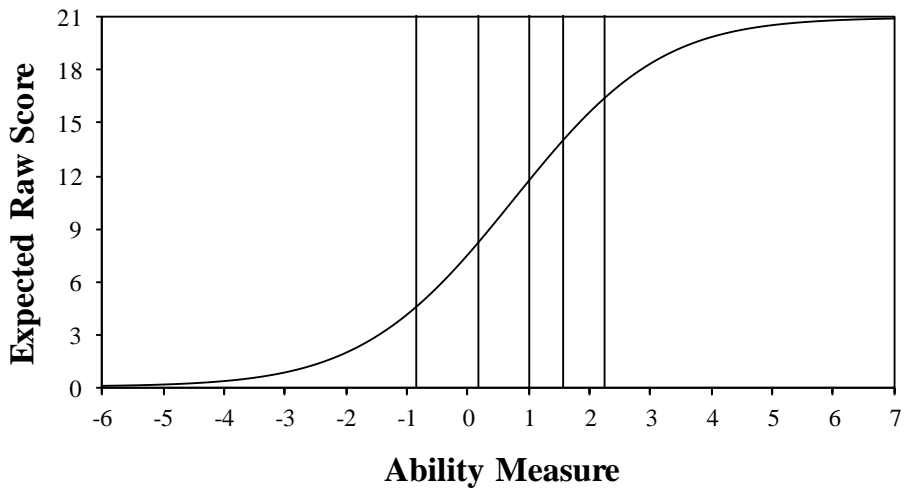
Note: The test form is shared between 3A and 4-5A.

**Figure 4.2.6.1.3.2**  
**Test Characteristic Curve: List 3B S402 Paper**



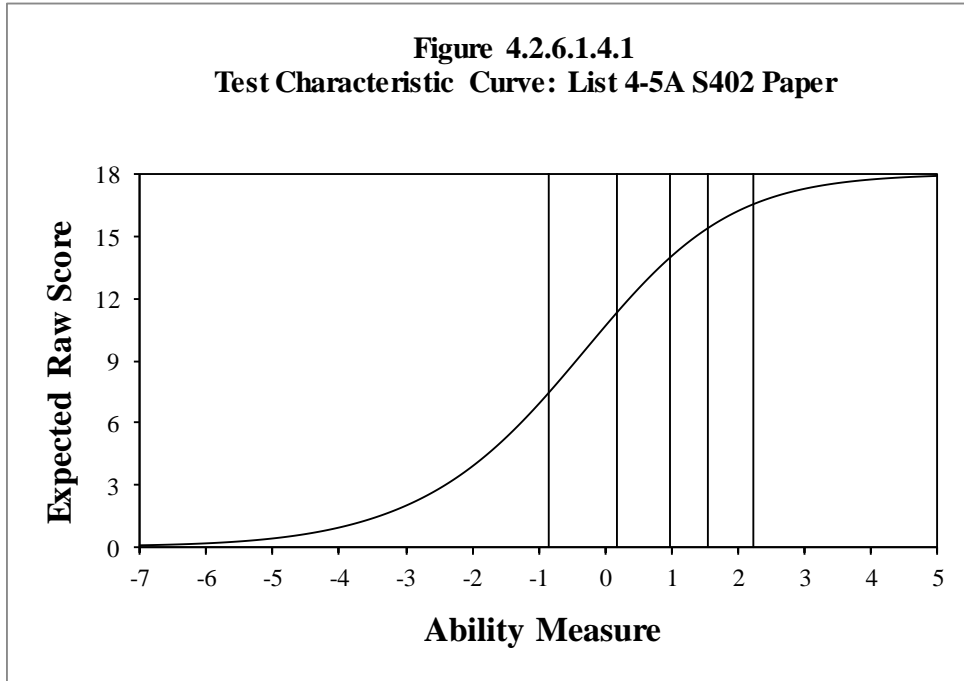
Note: The test form is shared between 3B and 4-5B.

**Figure 4.2.6.1.3.3**  
**Test Characteristic Curve: List 3C S402 Paper**

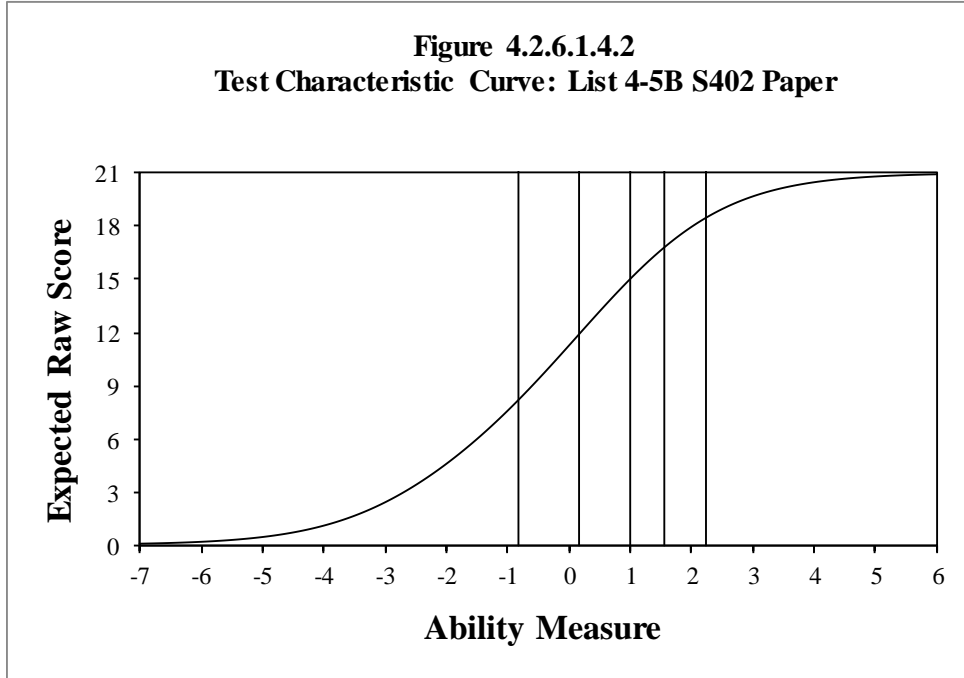


Note: The test form is shared between 3C and 4-5C.

4.2.6.1.4 Grades 4–5

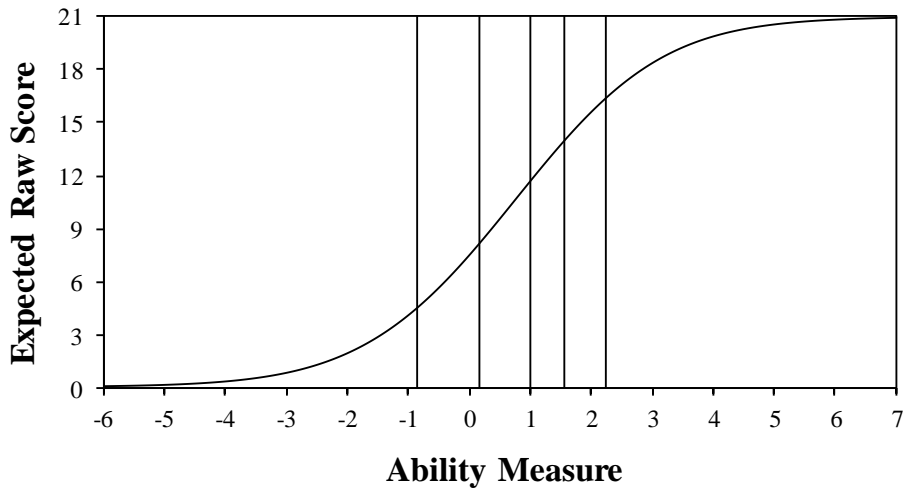


Note: The test form is shared between 3A and 4–5A.



Note: The test form is shared between 3B and 4–5B.

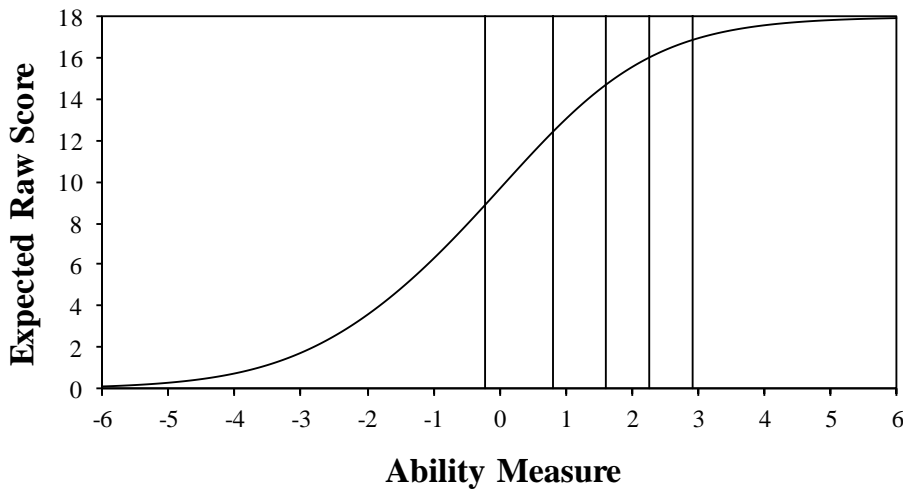
**Figure 4.2.6.1.4.3**  
**Test Characteristic Curve: List 4-5C S402 Paper**



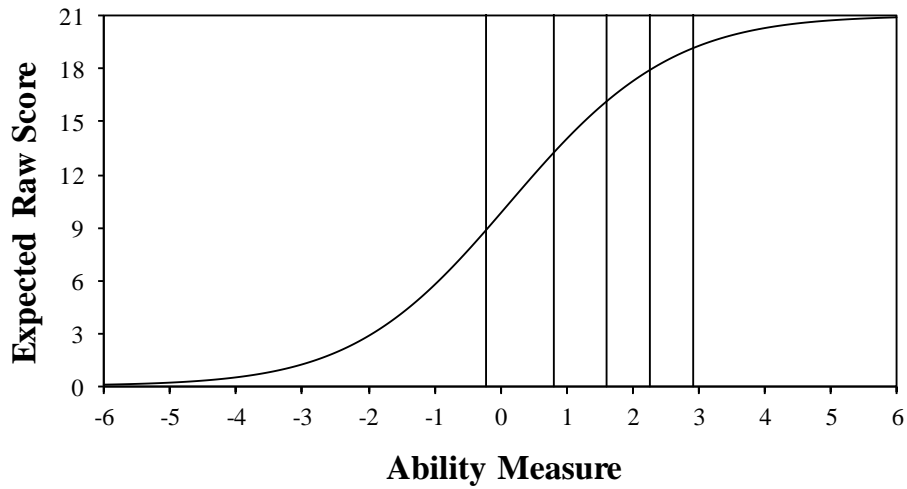
Note: The test form is shared between 3C and 4-5C.

4.2.6.1.5 Grades 6-8

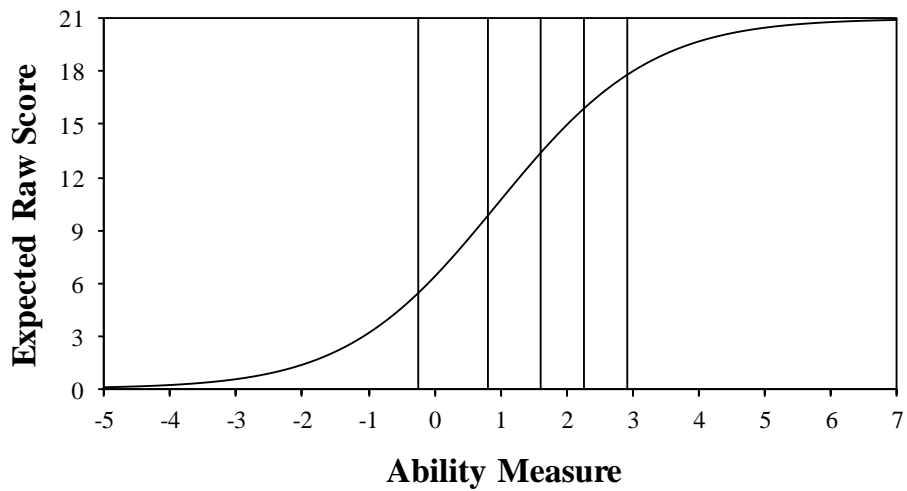
**Figure 4.2.6.1.5.1**  
**Test Characteristic Curve: List 6-8A S402 Paper**



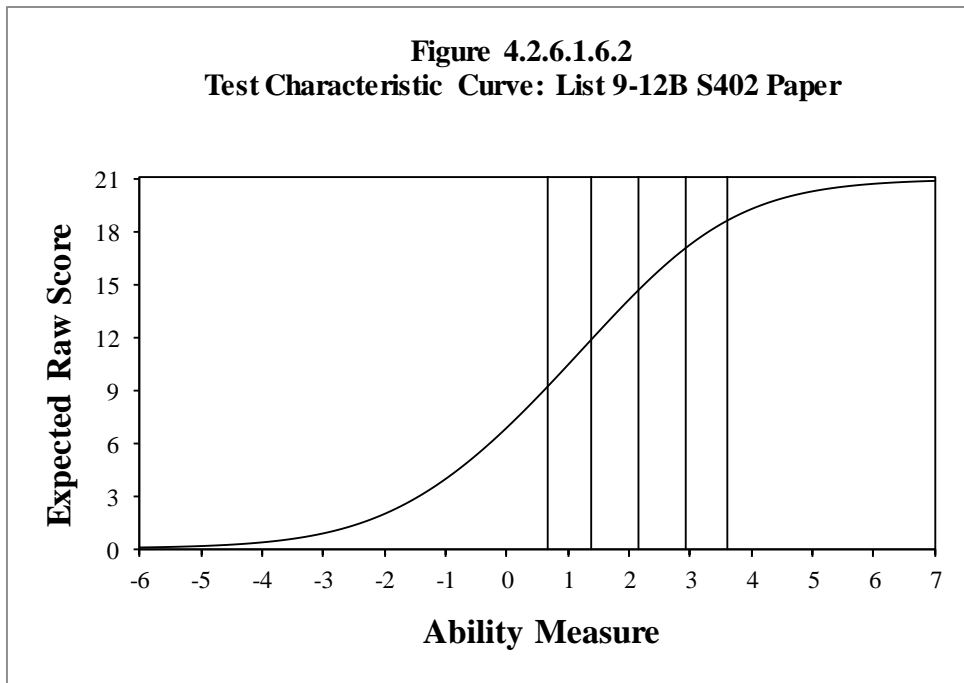
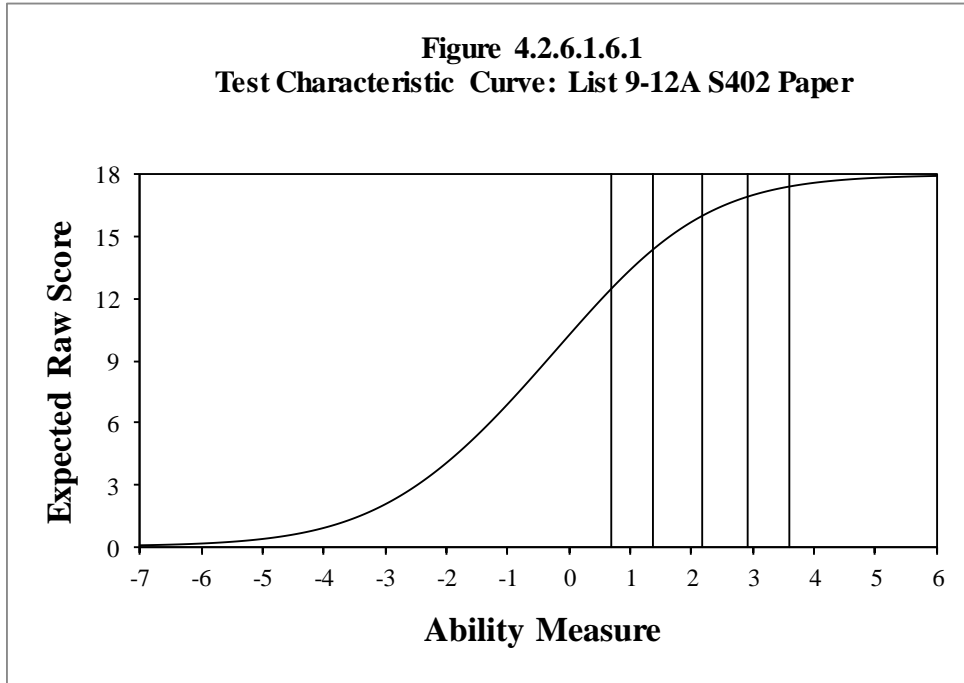
**Figure 4.2.6.1.5.2**  
**Test Characteristic Curve: List 6-8B S402 Paper**



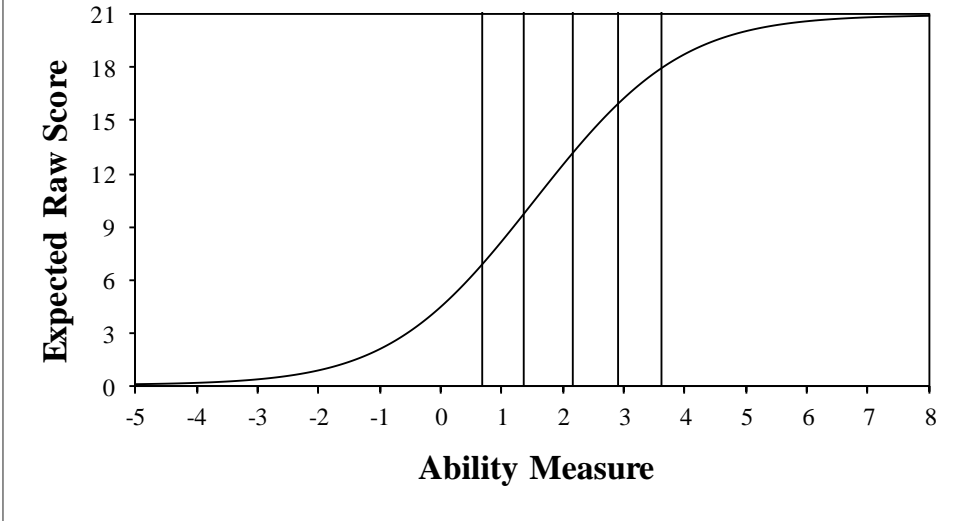
**Figure 4.2.6.1.5.3**  
**Test Characteristic Curve: List 6-8C S402 Paper**



4.2.6.1.6 Grades 9–12



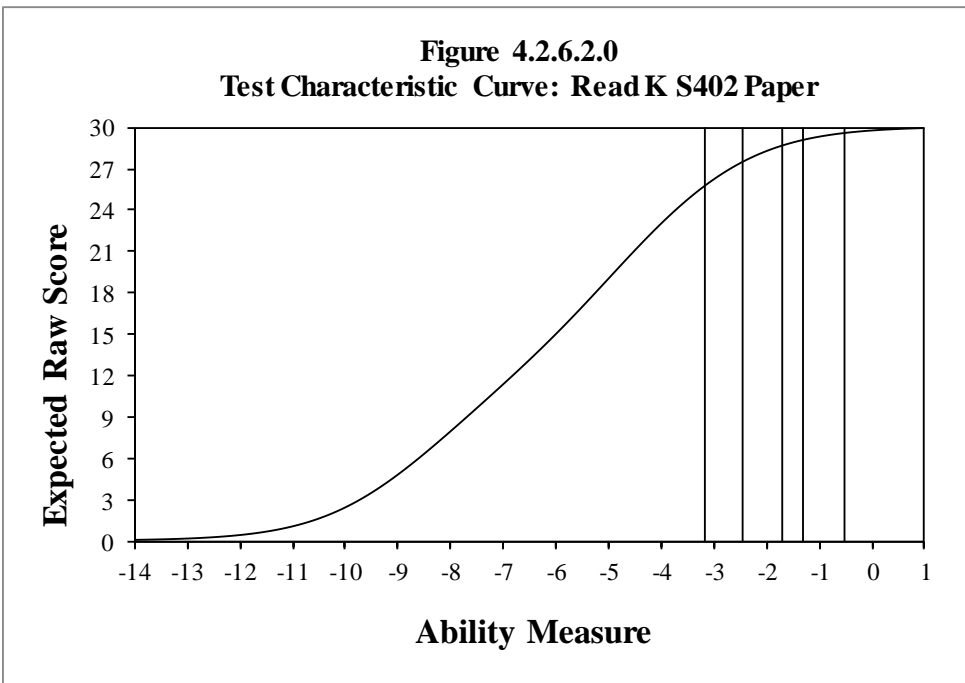
**Figure 4.2.6.1.6.3**  
**Test Characteristic Curve: List 9-12C S402 Paper**



4.2.6.2 *Reading*

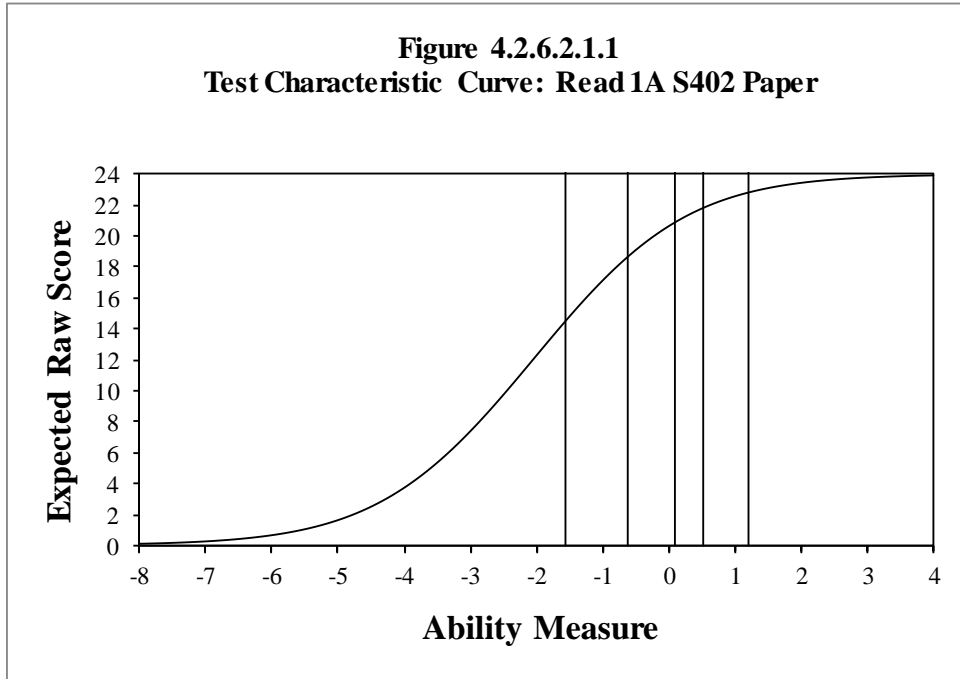
4.2.6.2.0 Kindergarten

**Figure 4.2.6.2.0**  
**Test Characteristic Curve: Read K S402 Paper**

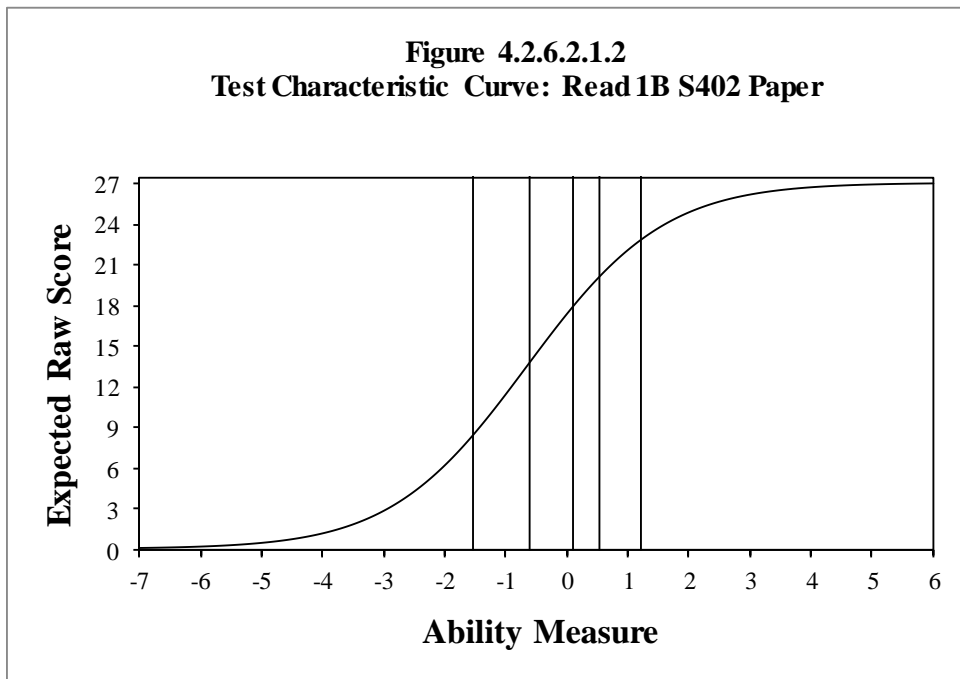




4.2.6.2.1 Grade 1

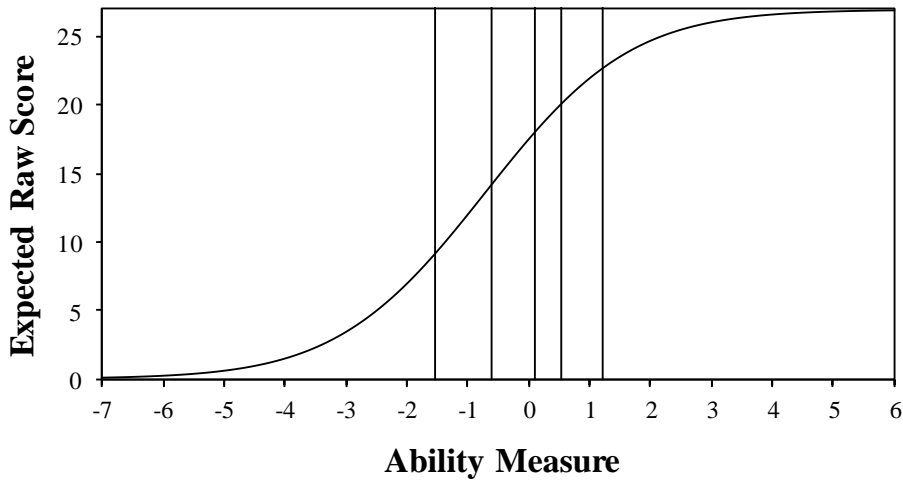


Note: The test form is shared between 1A and 2A.



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

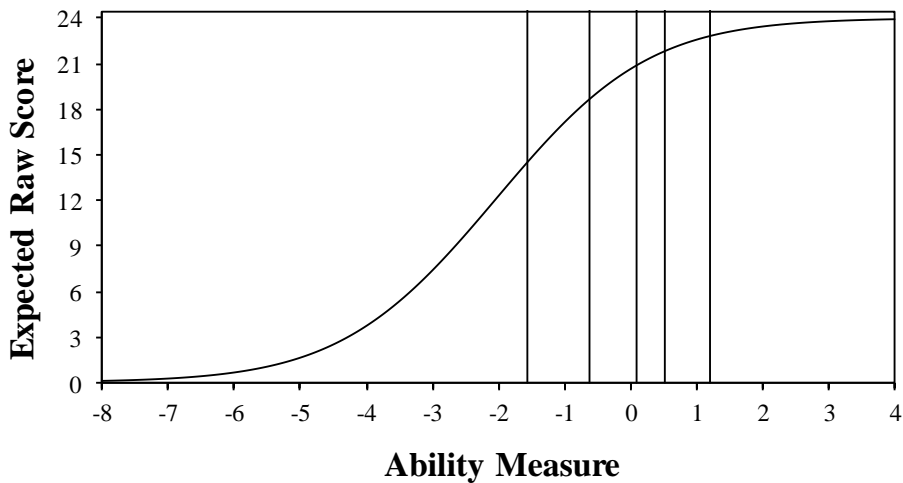
**Figure 4.2.6.2.1.3**  
**Test Characteristic Curve: Read 1C S402 Paper**



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

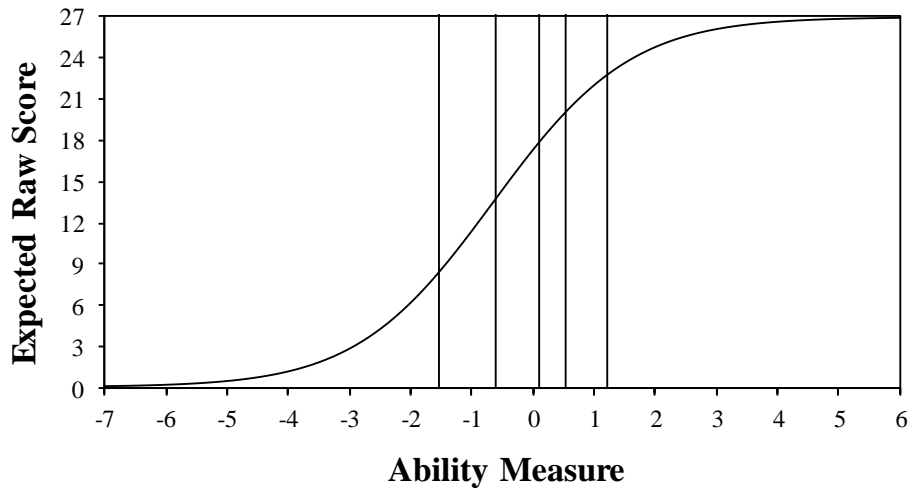
4.2.6.2.2 Grade 2

**Figure 4.2.6.2.2.1**  
**Test Characteristic Curve: Read 2A S402 Paper**



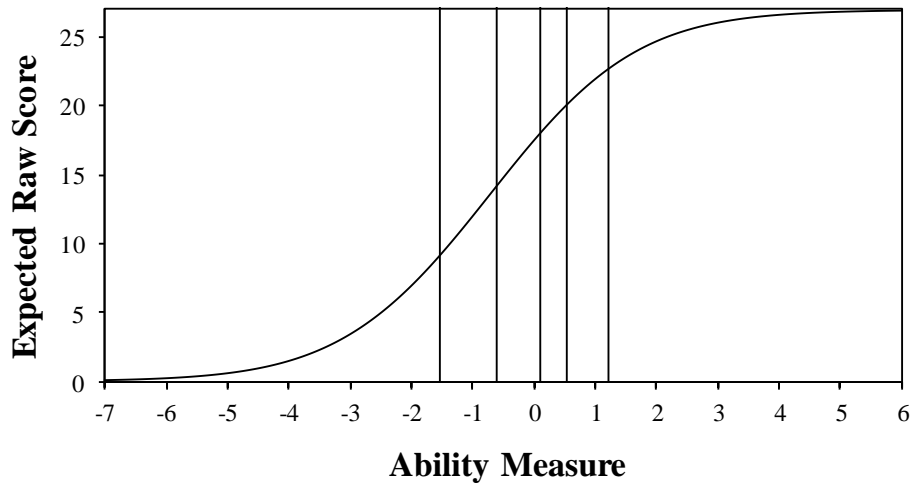
Note: The test form is shared between 1A and 2A.

**Figure 4.2.6.2.2.2**  
**Test Characteristic Curve: Read 2B S402 Paper**



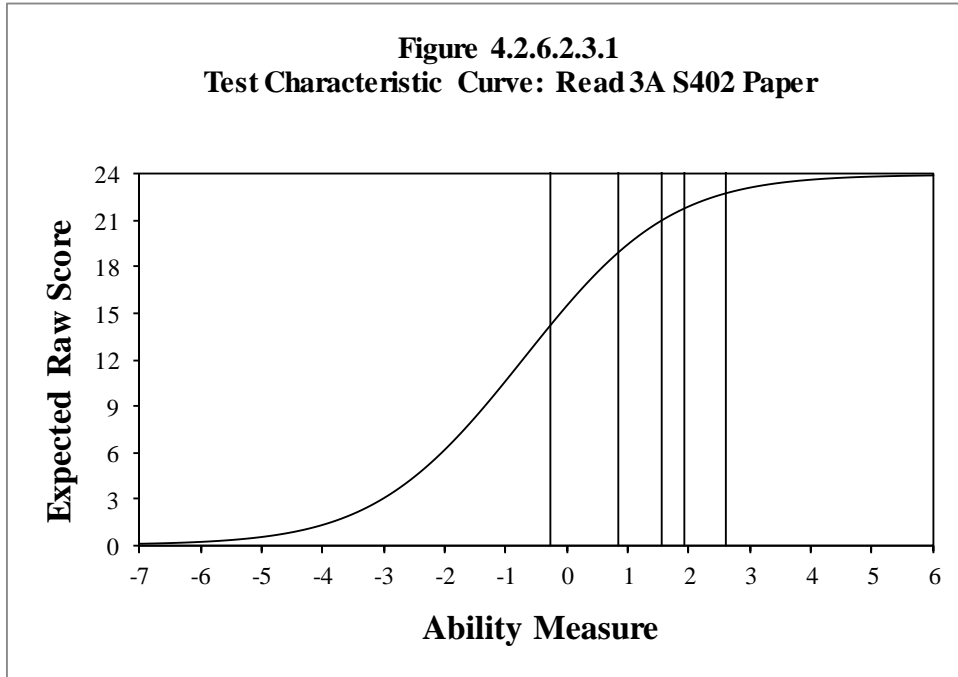
Note: The test form is shared between 1B and 2B.

**Figure 4.2.6.2.2.3**  
**Test Characteristic Curve: Read 2C S402 Paper**

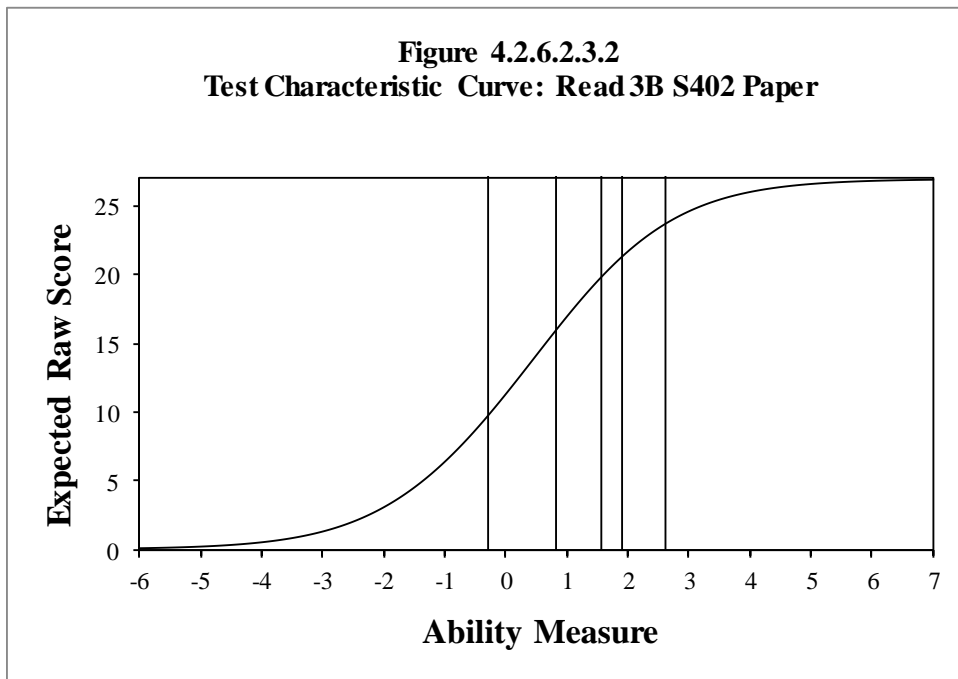


Note: The test form is shared between 1C and 2C.

4.2.6.2.3 Grade 3

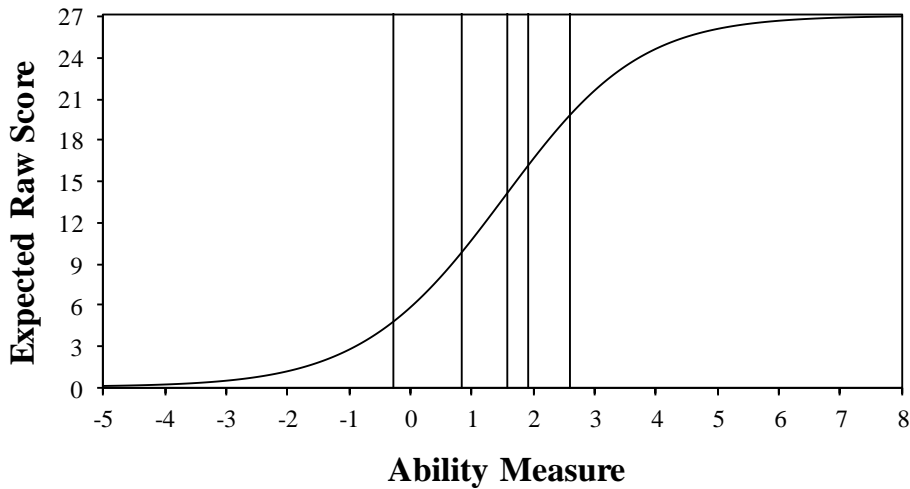


Note: The test form is shared between 3A and 4–5A.



Note: The test form is shared between 3B and 4–5B.

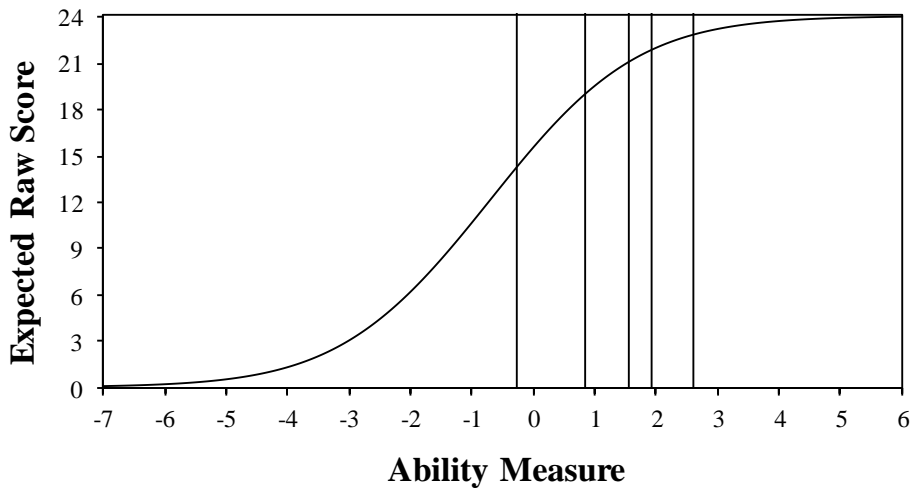
**Figure 4.2.6.2.3.3**  
**Test Characteristic Curve: Read 3C S402 Paper**



Note: The test form is shared between 3C and 4–5C.

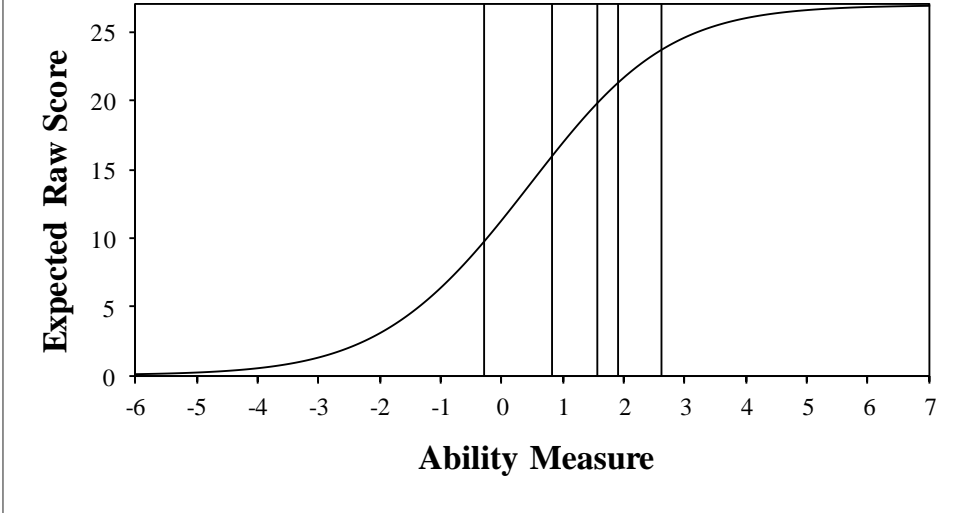
4.2.6.2.4 Grades 4–5

**Figure 4.2.6.2.4.1**  
**Test Characteristic Curve: Read 4-5A S402 Paper**



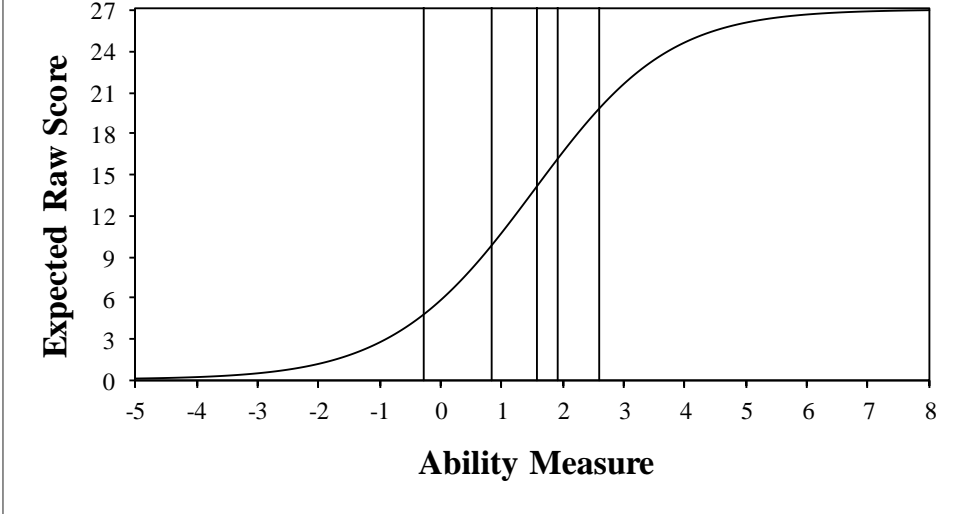
Note: The test form is shared between 3A and 4–5A.

**Figure 4.2.6.2.4.2**  
**Test Characteristic Curve: Read 4-5B S402 Paper**



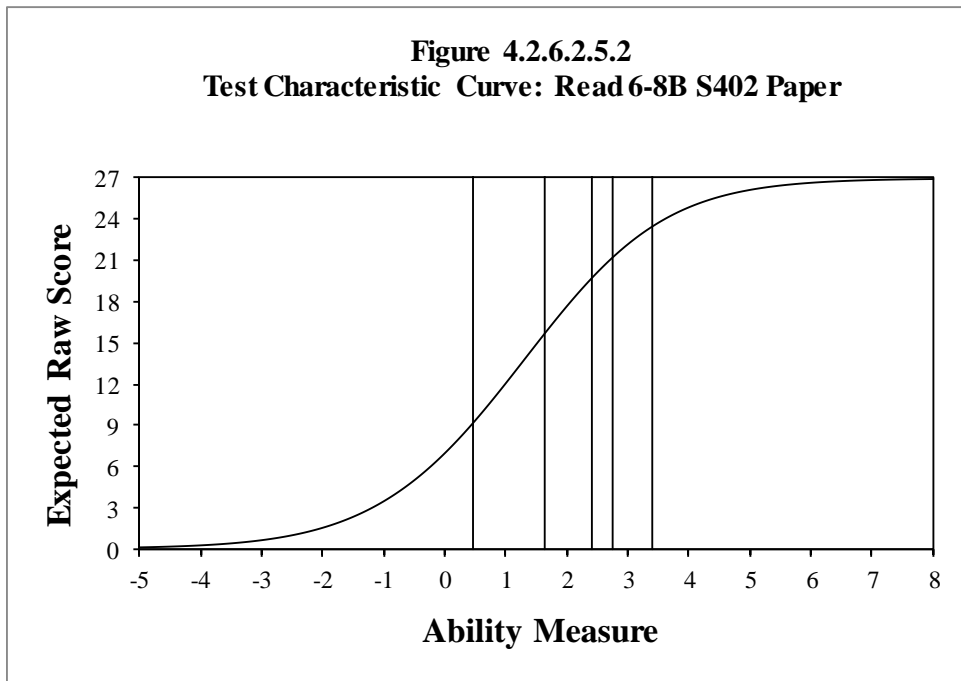
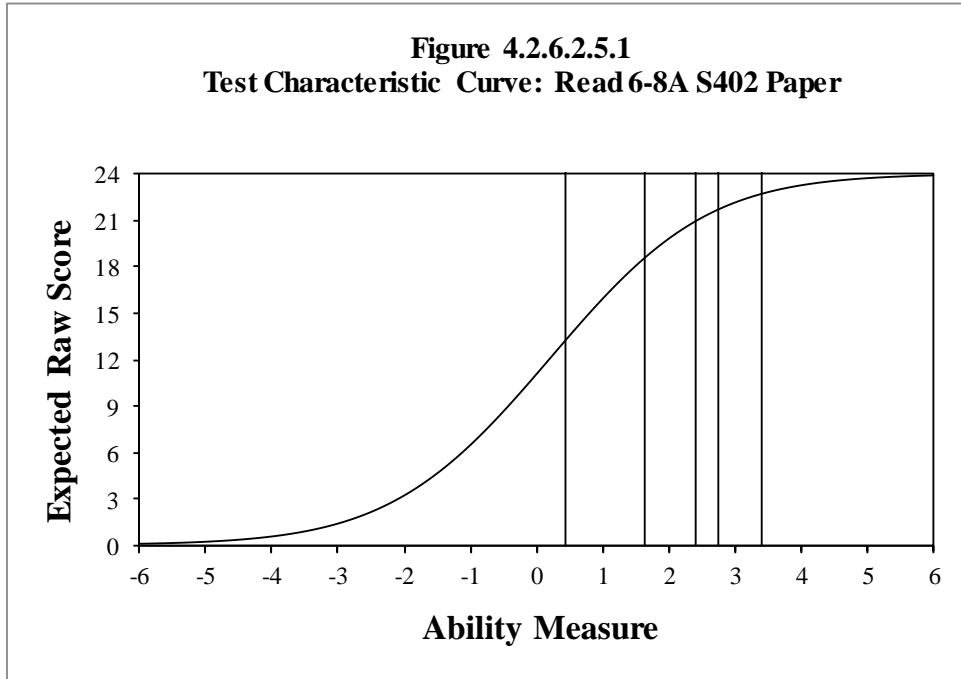
Note: The test form is shared between 3B and 4-5B.

**Figure 4.2.6.2.4.3**  
**Test Characteristic Curve: Read 4-5C S402 Paper**

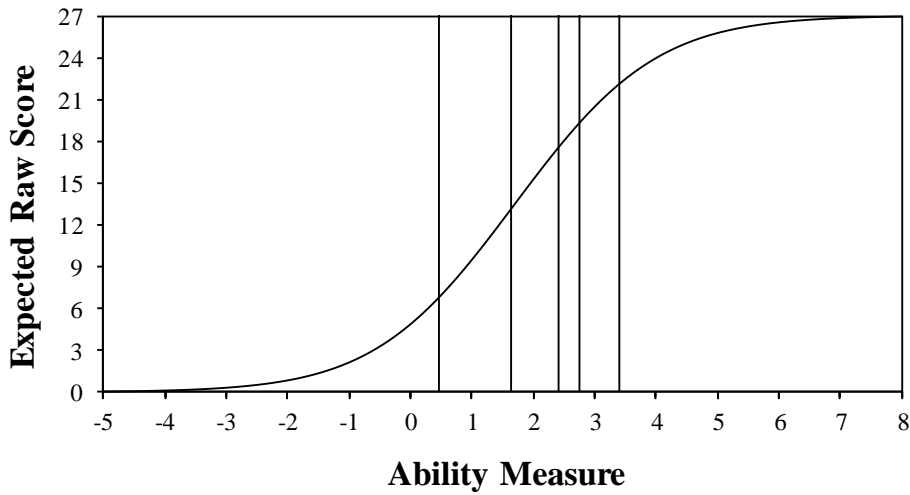


Note: The test form is shared between 3C and 4-5C.

4.2.6.2.5 Grades 6–8

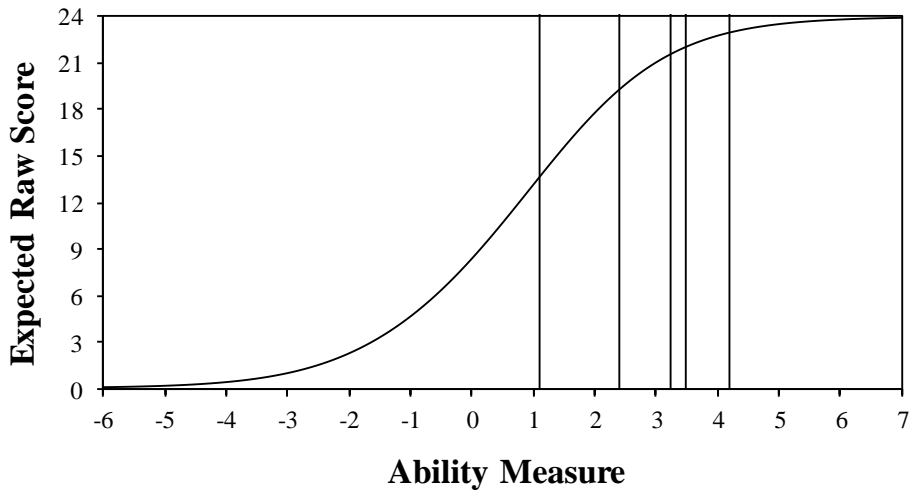


**Figure 4.2.6.2.5.3**  
**Test Characteristic Curve: Read 6-8C S402 Paper**



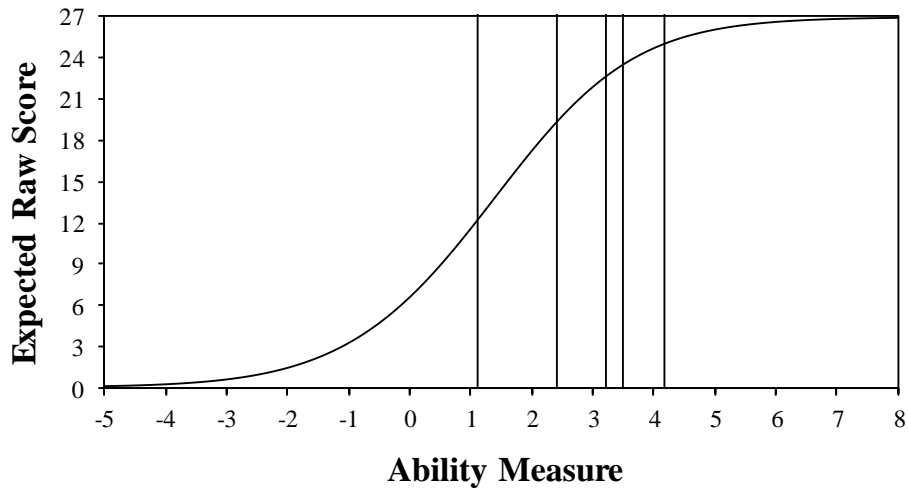
4.2.6.2.6 Grades 9–12

**Figure 4.2.6.2.6.1**  
**Test Characteristic Curve: Read 9-12A S402 Paper**

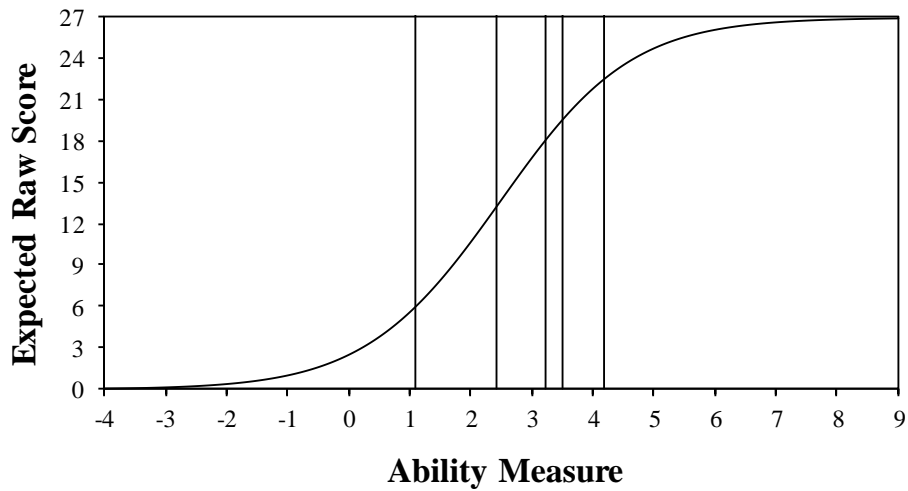




**Figure 4.2.6.2.6.2**  
**Test Characteristic Curve: Read 9-12B S402 Paper**

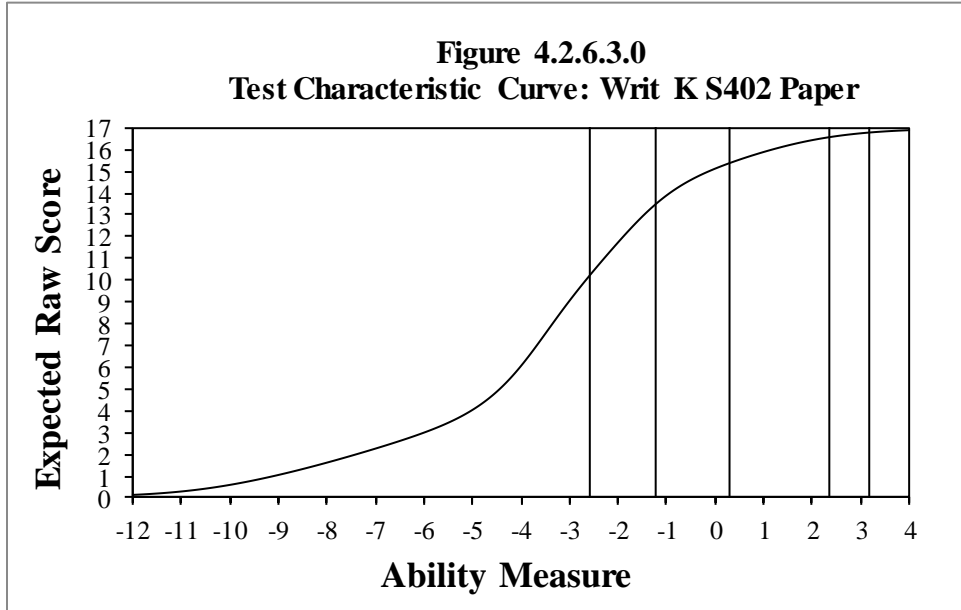


**Figure 4.2.6.2.6.3**  
**Test Characteristic Curve: Read 9-12C S402 Paper**

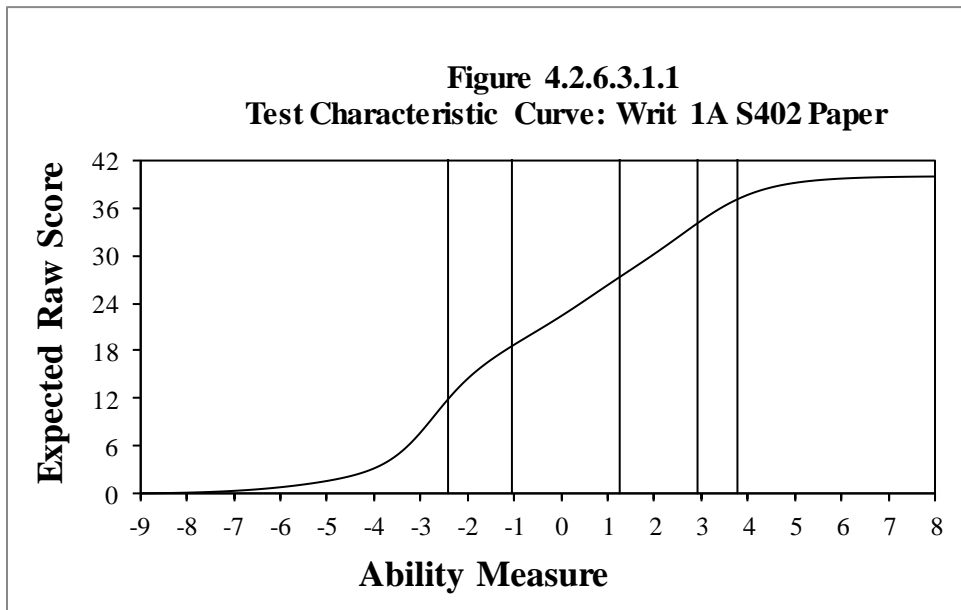


4.2.6.3 Writing

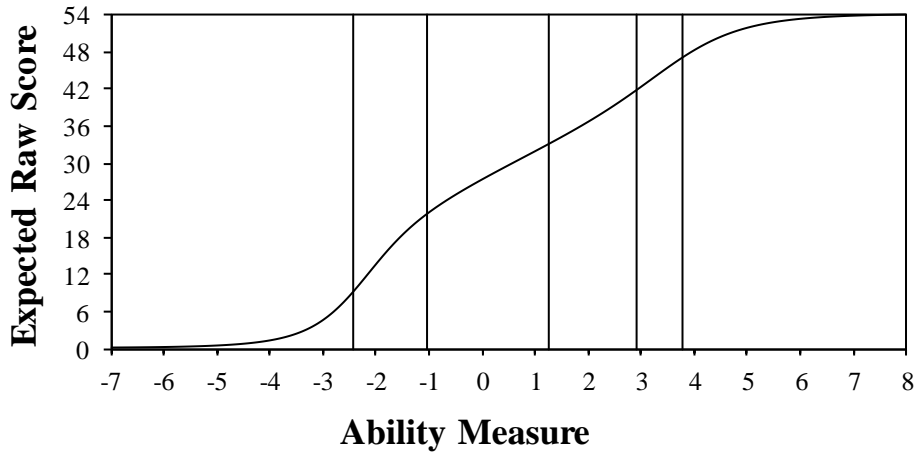
4.2.6.3.0 Kindergarten



4.2.6.3.1 Grade 1

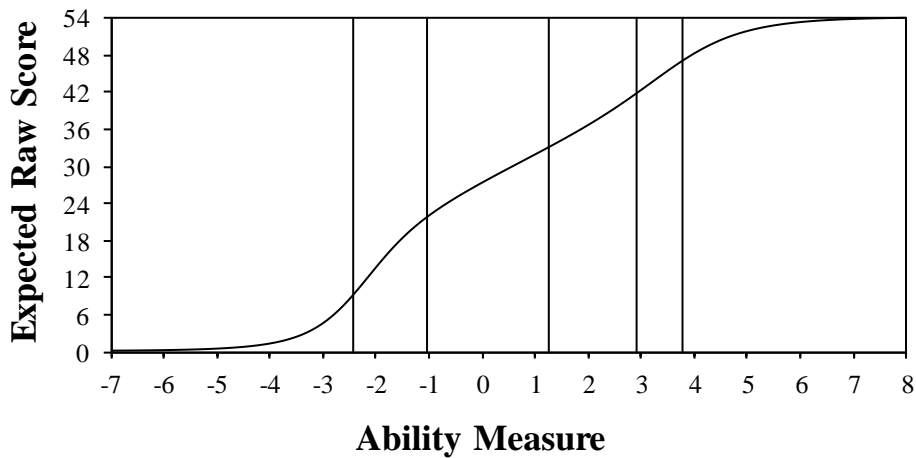


**Figure 4.2.6.3.1.2**  
**Test Characteristic Curve: Writ 1B S402 Paper**



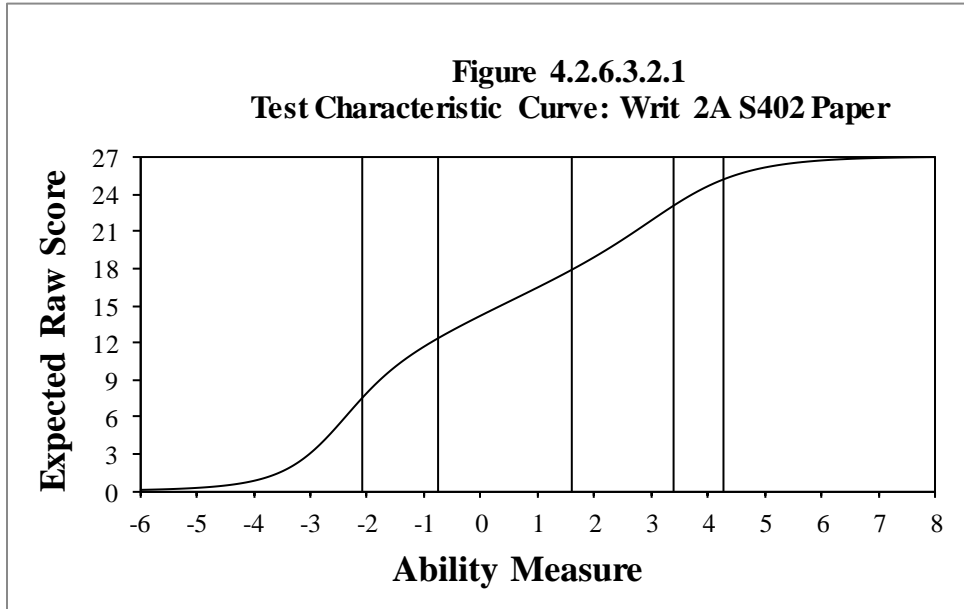
Note: The test form is shared between 1B and 1C.

**Figure 4.2.6.3.1.3**  
**Test Characteristic Curve: Writ 1C S402 Paper**

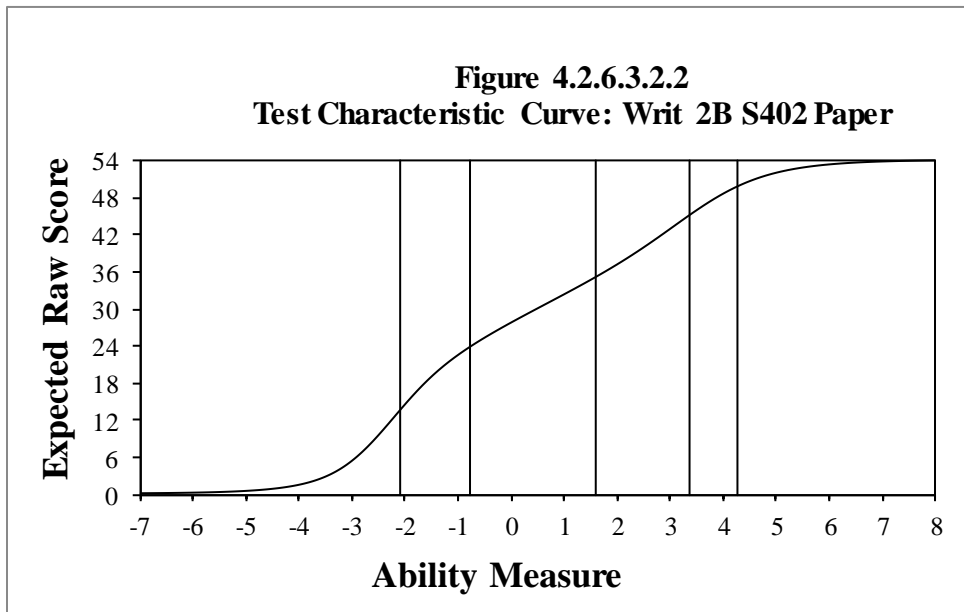


Note: The test form is shared between 1B and 1C.

4.2.6.3.2 Grade 2

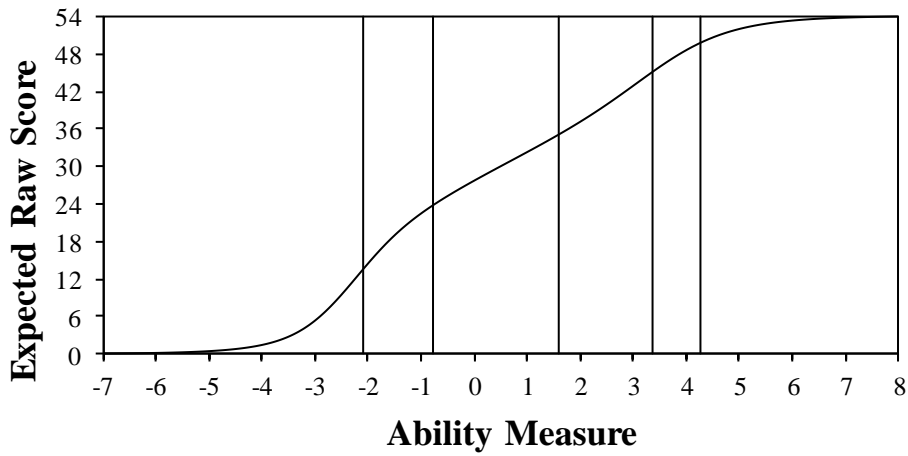


Note: The test form is shared between 2A and 3A.



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

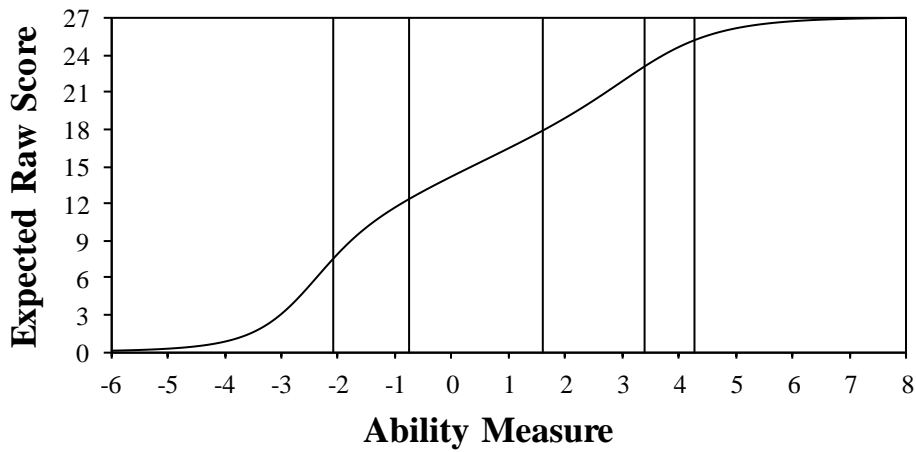
**Figure 4.2.6.3.2.3**  
**Test Characteristic Curve: Writ 2C S402 Paper**



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

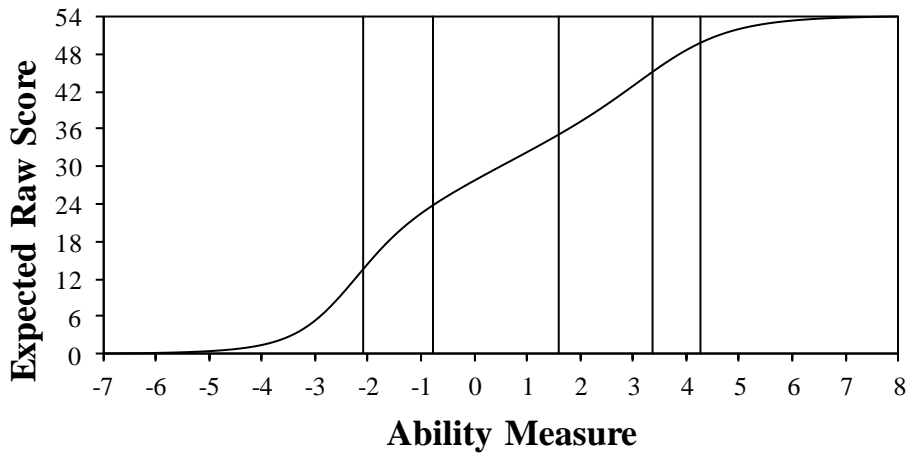
4.2.6.3.3 Grade 3

**Figure 4.2.6.3.3.1**  
**Test Characteristic Curve: Writ 3A S402 Paper**



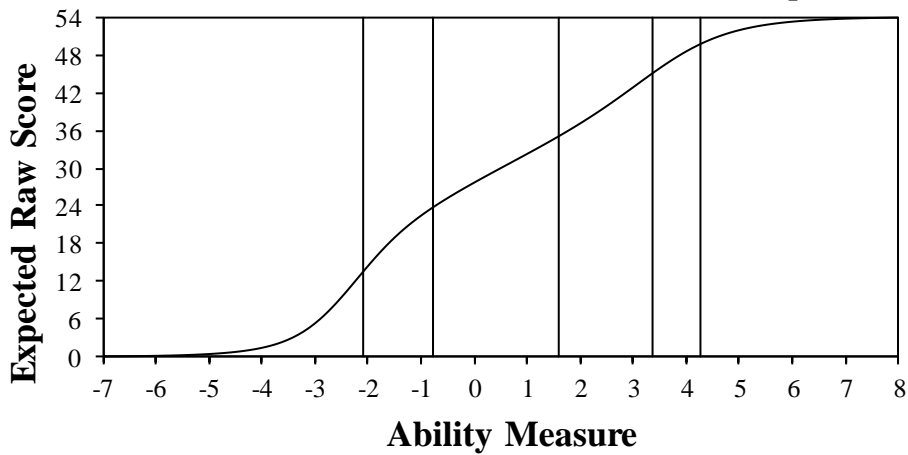
Note: The test form is shared between 2A and 3A.

**Figure 4.2.6.3.3.2**  
**Test Characteristic Curve: Writ 3B S402 Paper**



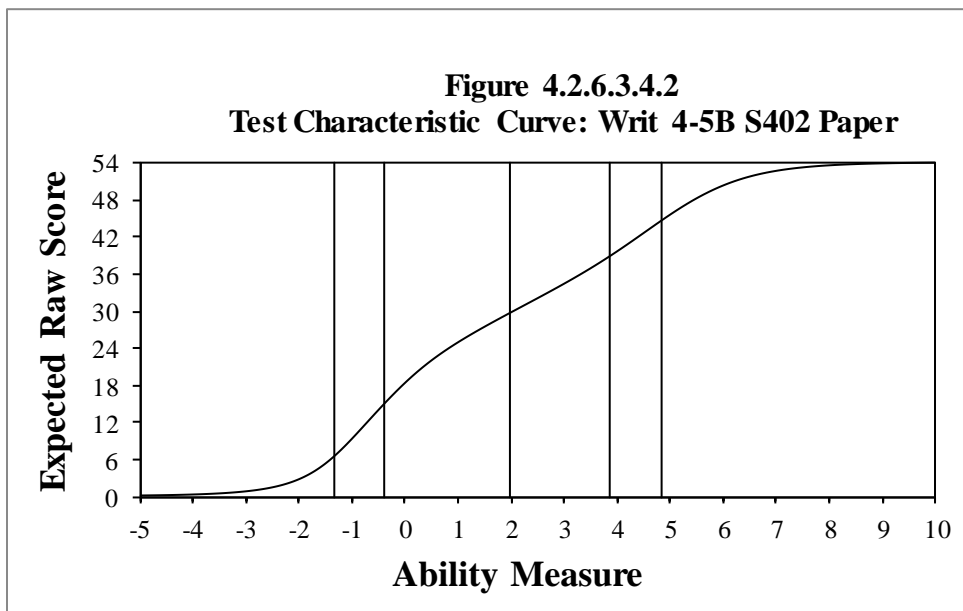
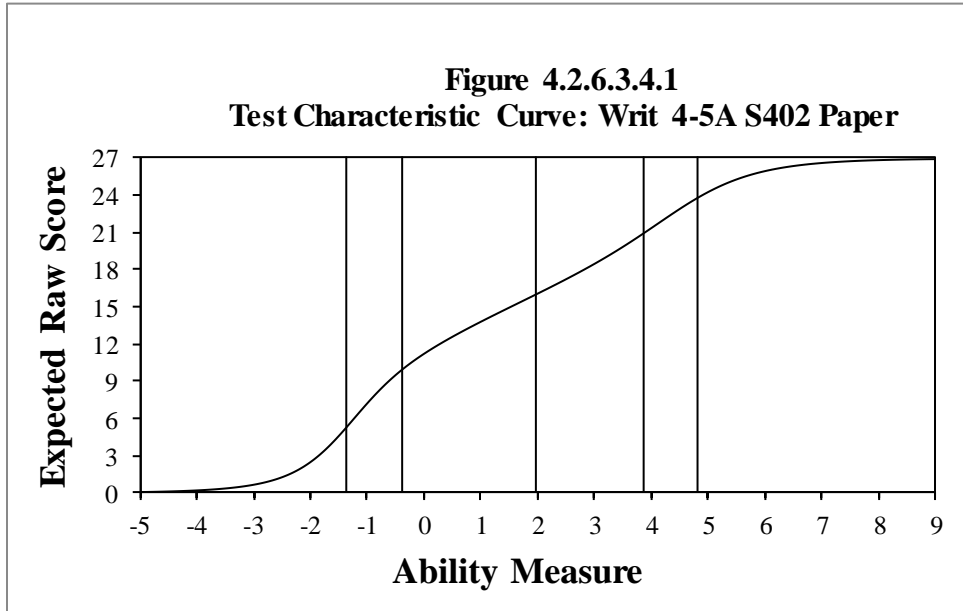
Note: The test form is shared between 2-3B and 2-3C.

**Figure 4.2.6.3.3.3**  
**Test Characteristic Curve: Writ 3C S402 Paper**



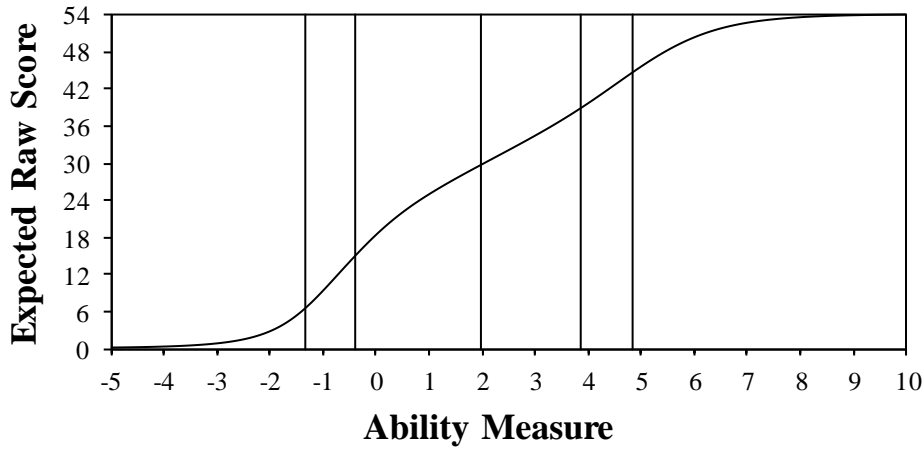
Note: The test form is shared between 2-3B and 2-3C.

4.2.6.3.4 Grades 4–5



Note: The test form is shared between 4–5B and 4–5C.

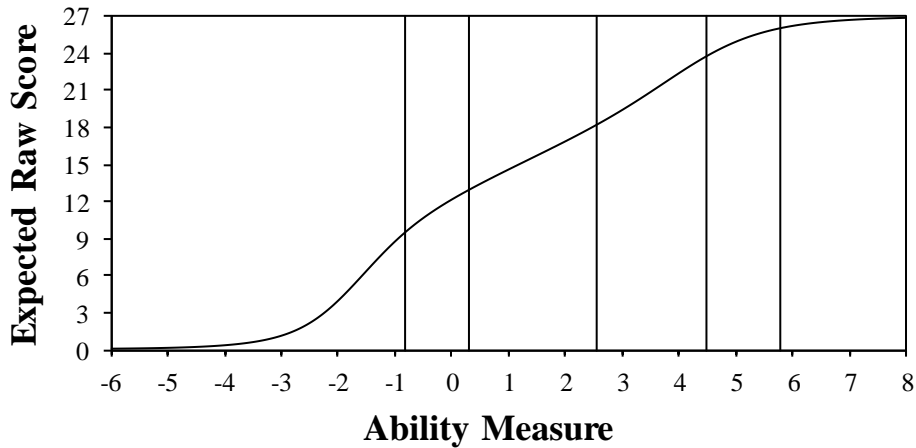
**Figure 4.2.6.3.4.3**  
**Test Characteristic Curve: Writ 4-5C S402 Paper**



Note: The test form is shared between 4–5B and 4–5C.

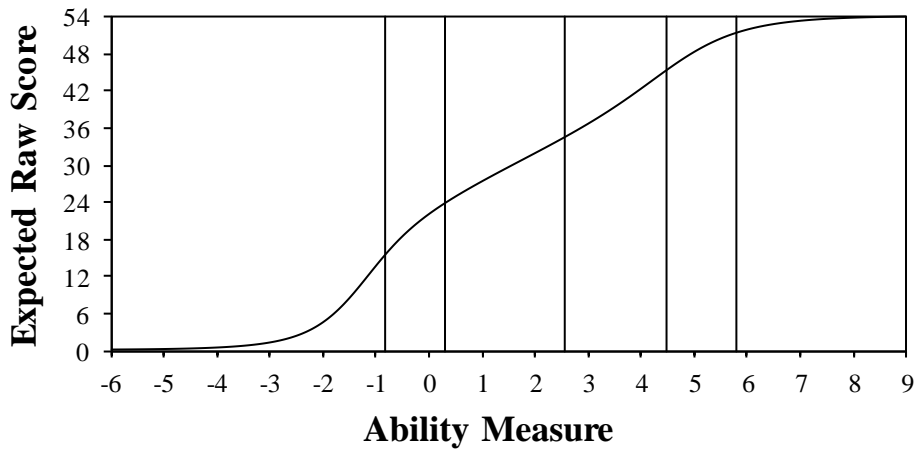
4.2.6.3.5 Grades 6–8

**Figure 4.2.6.3.5.1**  
**Test Characteristic Curve: Writ 6-8A S402 Paper**



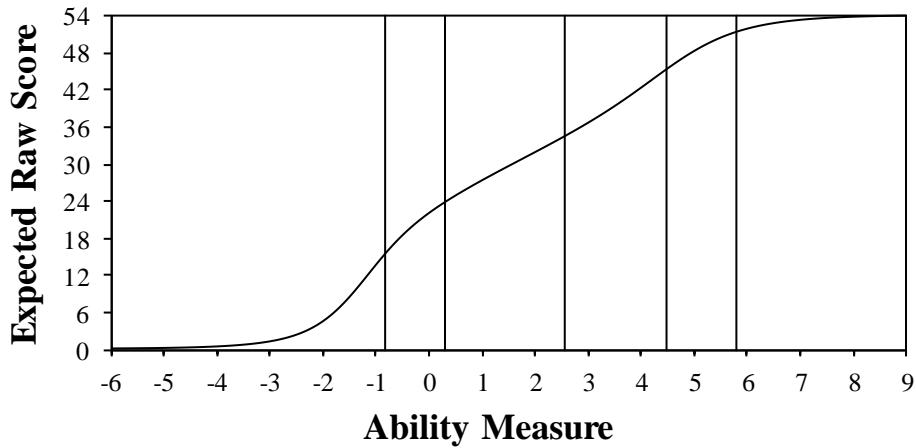


**Figure 4.2.6.3.5.2**  
**Test Characteristic Curve: Writ 6-8B S402 Paper**



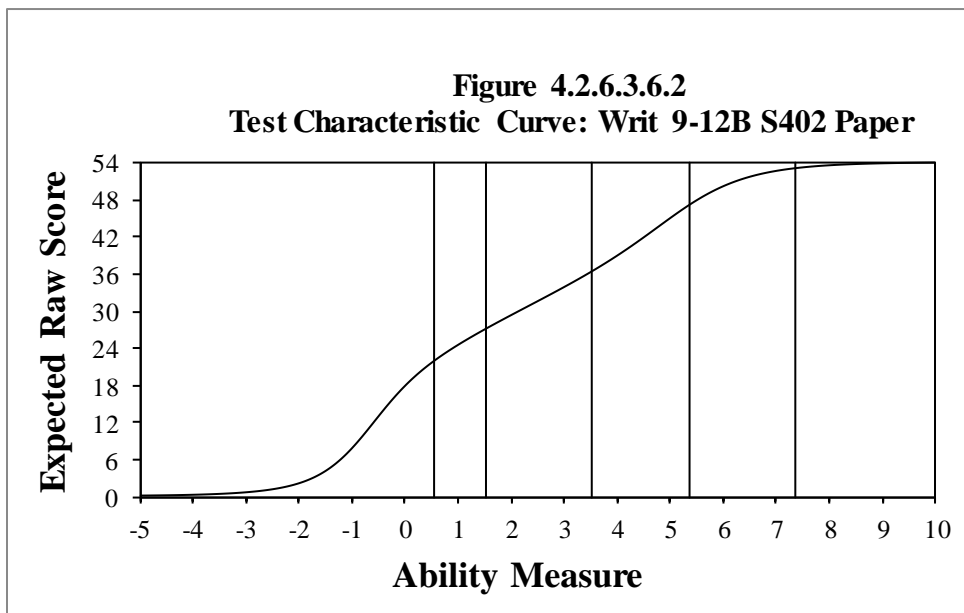
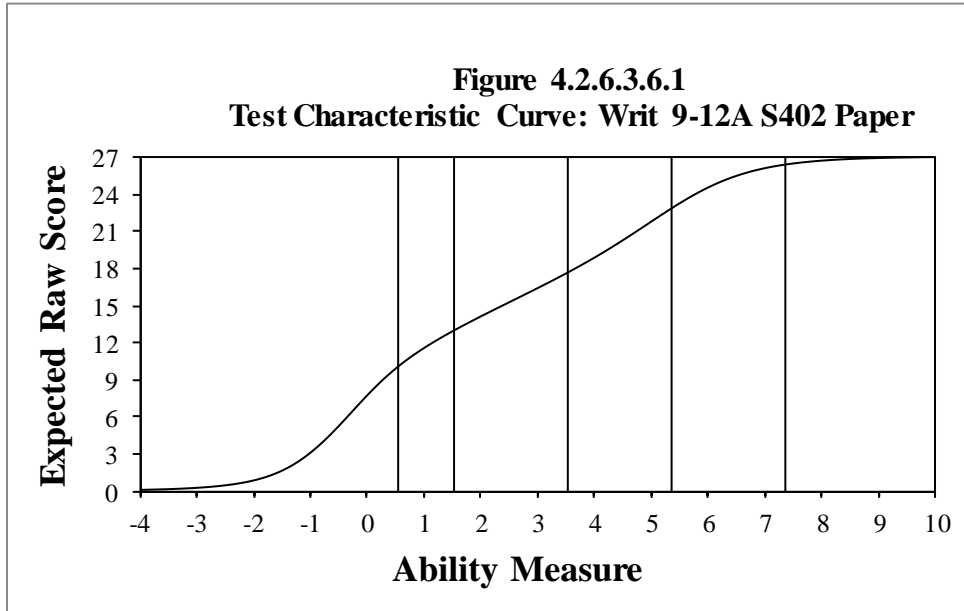
Note: The test form is shared between 6-8B and 6-8C.

**Figure 4.2.6.3.5.3**  
**Test Characteristic Curve: Writ 6-8C S402 Paper**



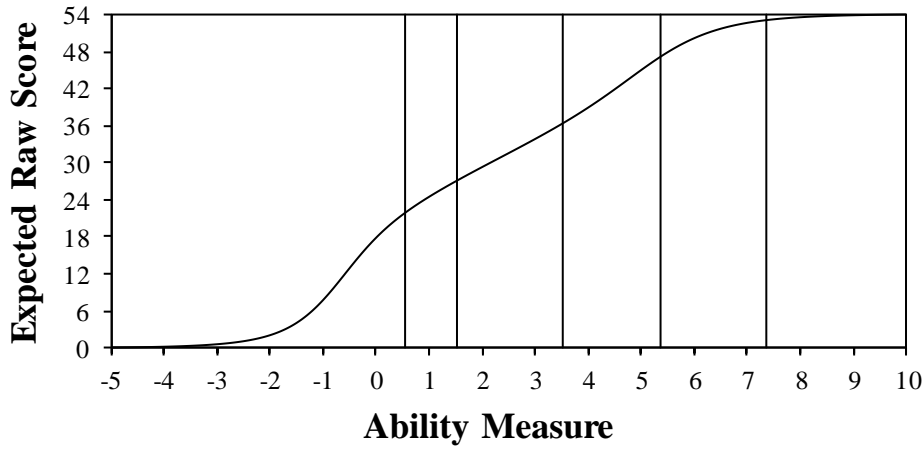
Note: The test form is shared between 6-8B and 6-8C.

4.2.6.3.6 Grades 9–12



Note: The test form is shared between 9–12B and 9–12C.

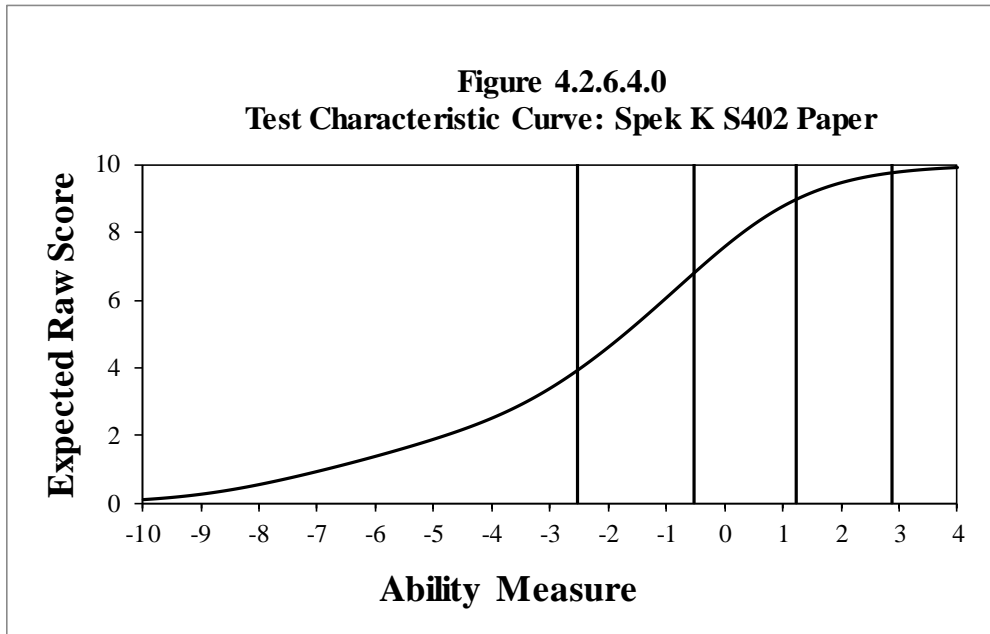
**Figure 4.2.6.3.6.3**  
**Test Characteristic Curve: Writ 9-12C S402 Paper**



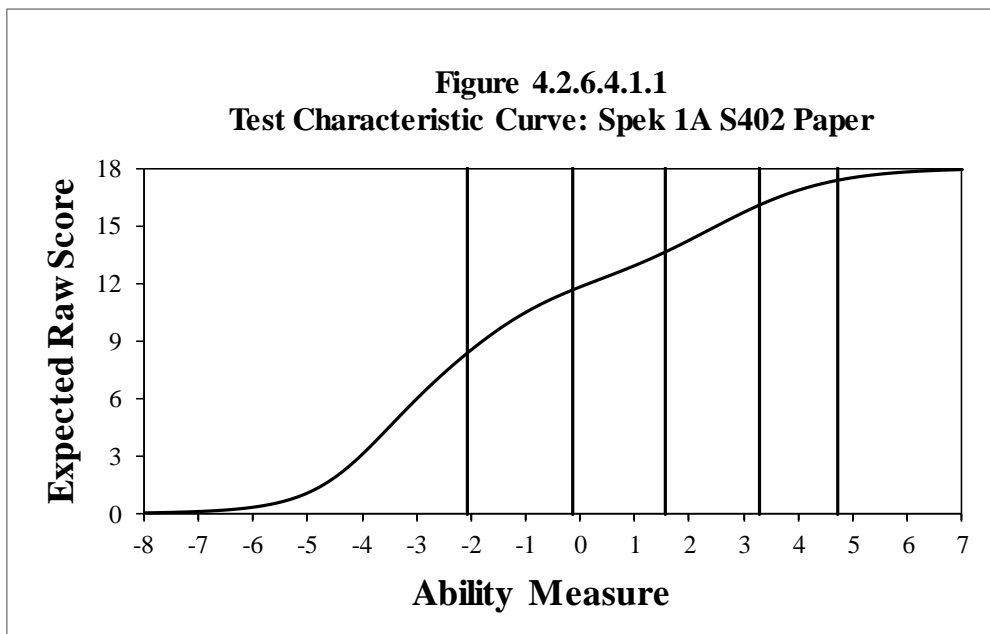
Note: The test form is shared between 9–12B and 9–12C.

4.2.6.4 *Speaking*

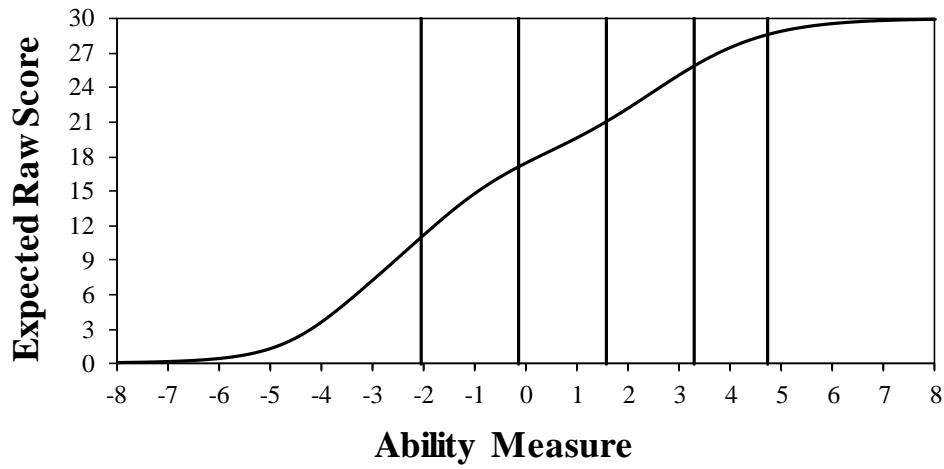
4.2.6.4.0 Kindergarten



4.2.6.4.1 Grade 1

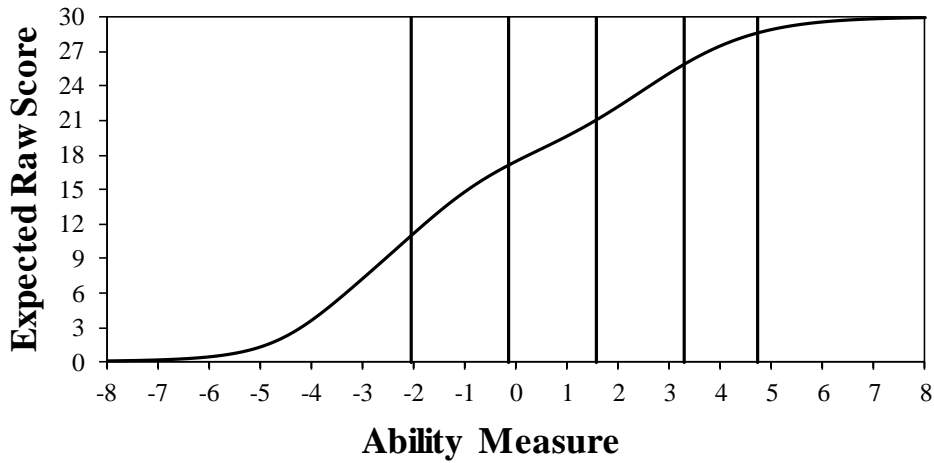


**Figure 4.2.6.4.1.2**  
**Test Characteristic Curve: Spek 1B S402 Paper**



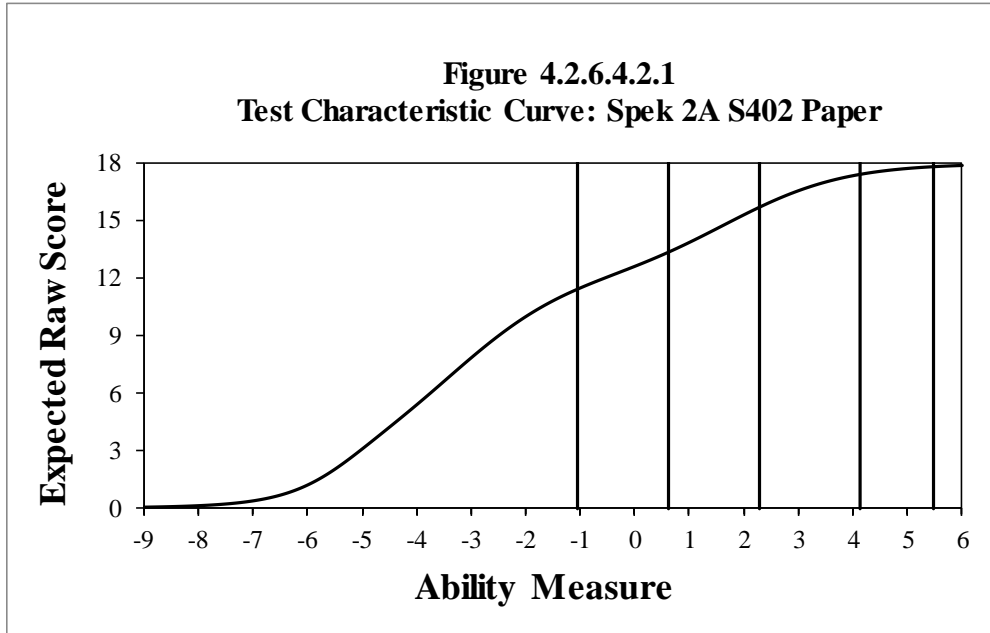
Note: The test form is shared between 1B and 1C.

**Figure 4.2.6.4.1.3**  
**Test Characteristic Curve: Spek 1C S402 Paper**

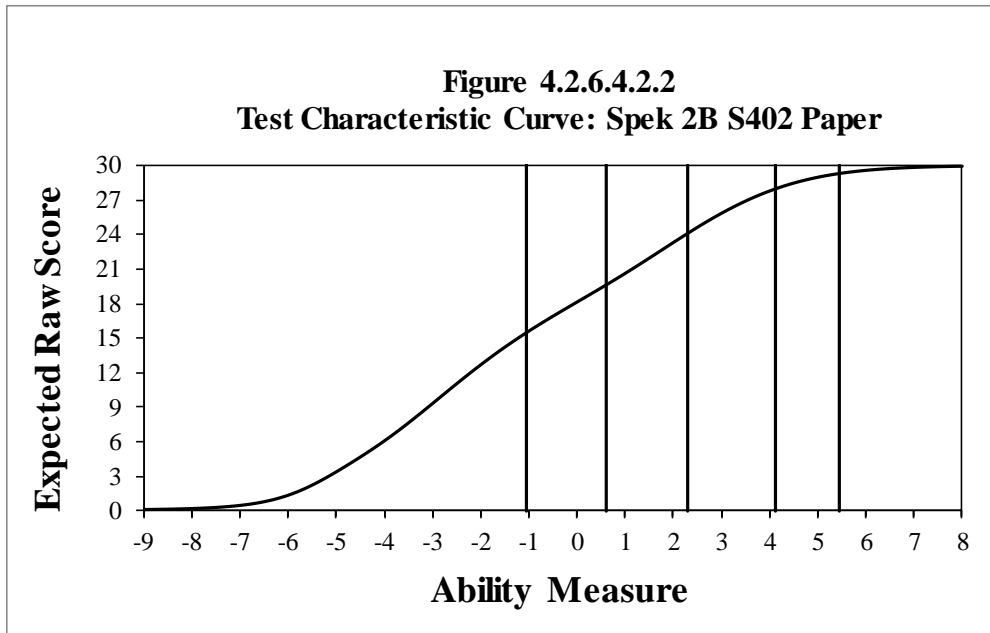


Note: The test form is shared between 1B and 1C.

4.2.6.4.2 Grade 2

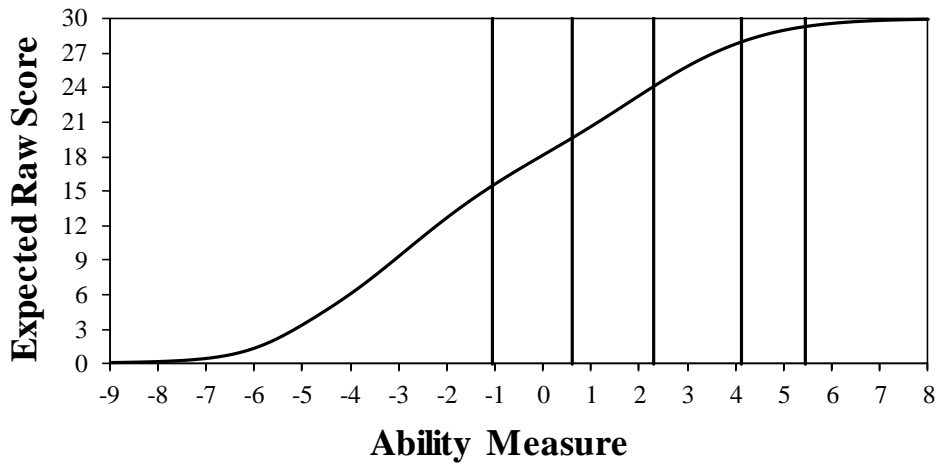


Note: The test form is shared between 2A and 3A.



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

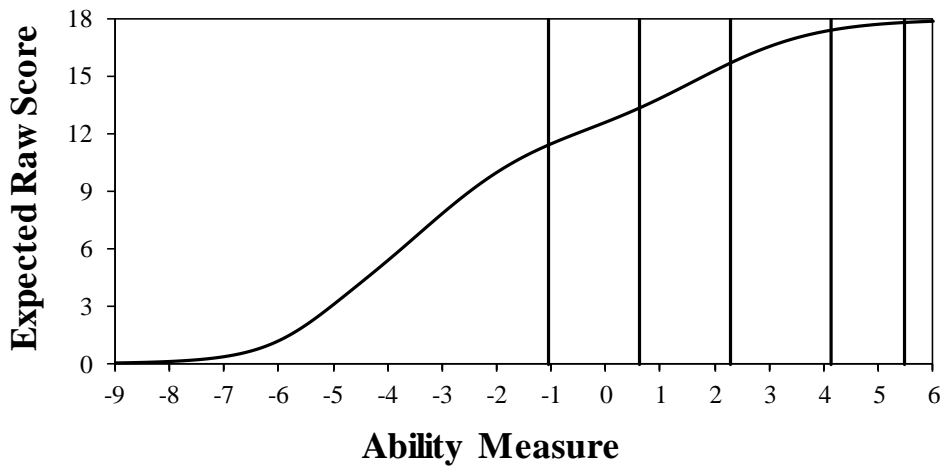
**Figure 4.2.6.4.2.3**  
**Test Characteristic Curve: Spek 2C S402 Paper**



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

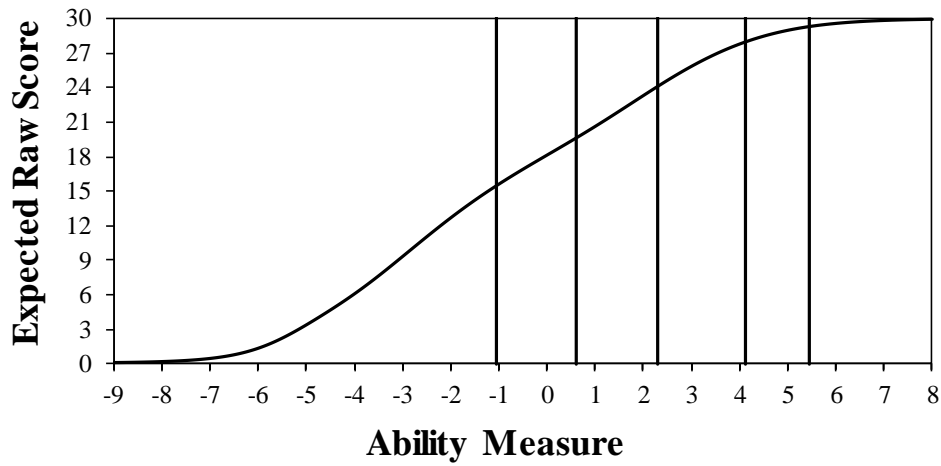
4.2.6.4.3 Grade 3

**Figure 4.2.6.4.3.1**  
**Test Characteristic Curve: Spek 3A S402 Paper**



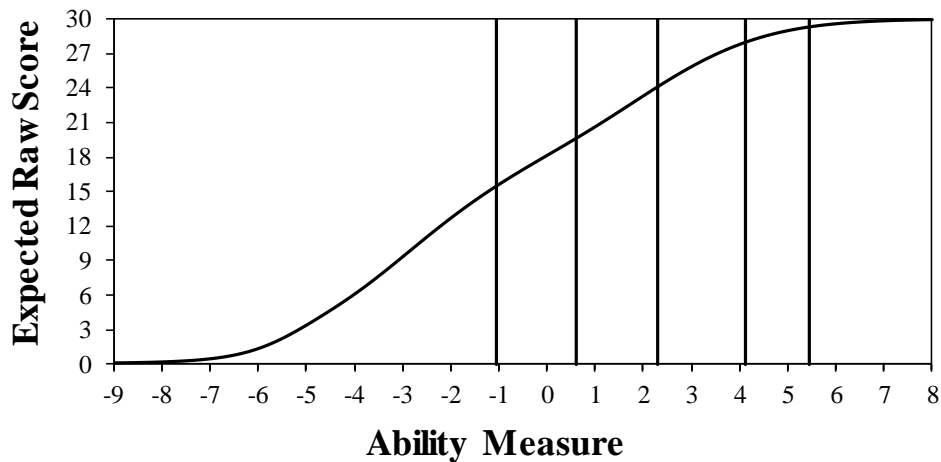
Note: The test form is shared between 2A and 3A.

**Figure 4.2.6.4.3.2**  
**Test Characteristic Curve: Spek 3B S402 Paper**



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

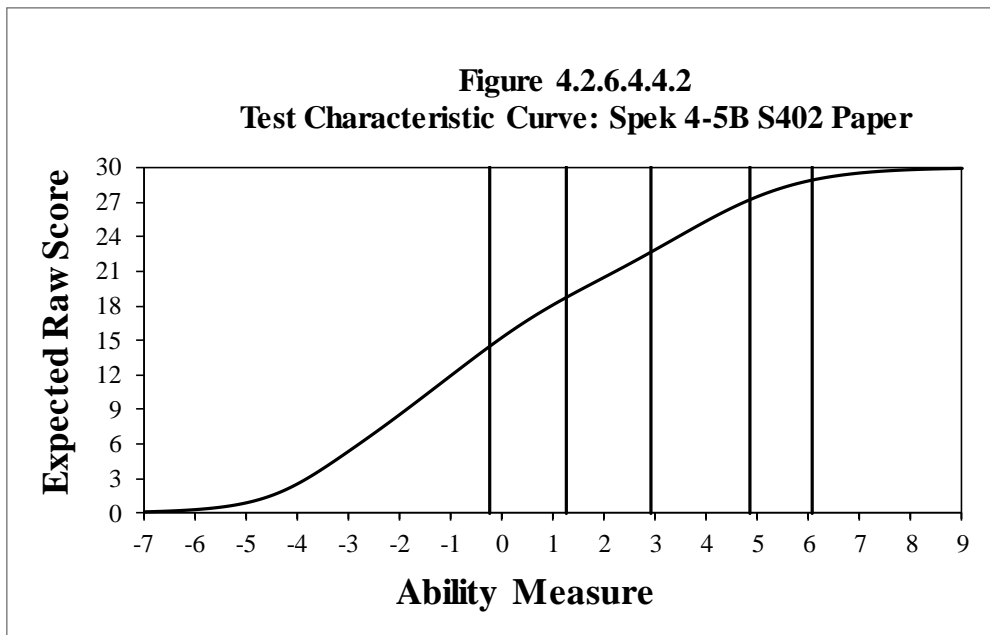
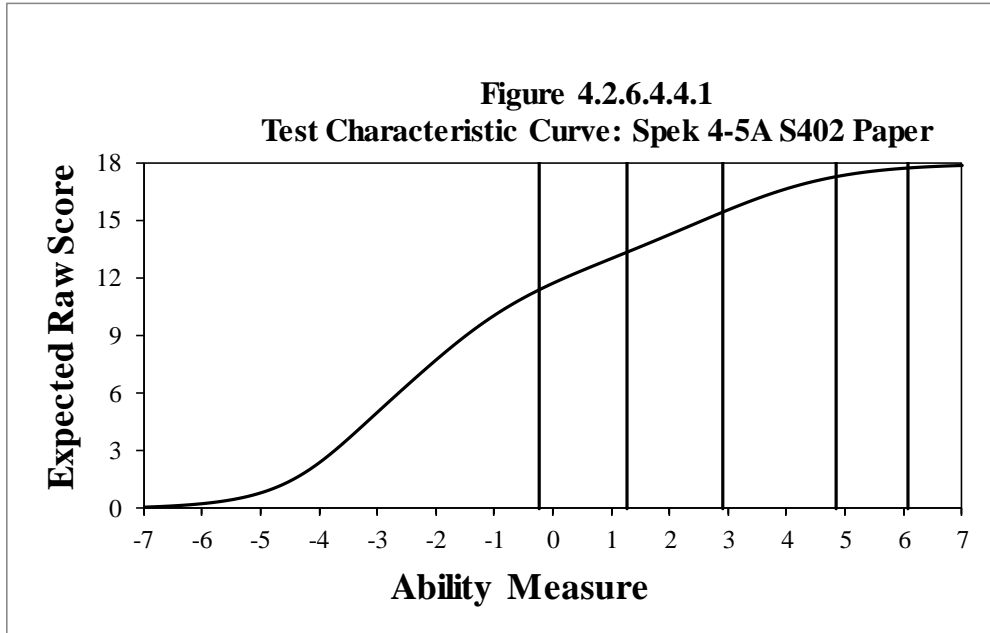
**Figure 4.2.6.4.3.3**  
**Test Characteristic Curve: Spek 3C S402 Paper**



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

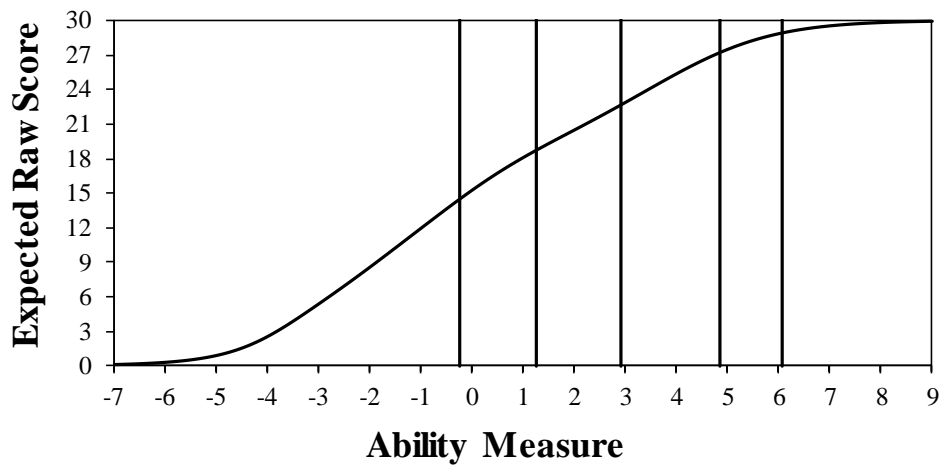


4.2.6.4.4 Grades 4–5



Note: The test form is shared between 4–5B and 4–5C.

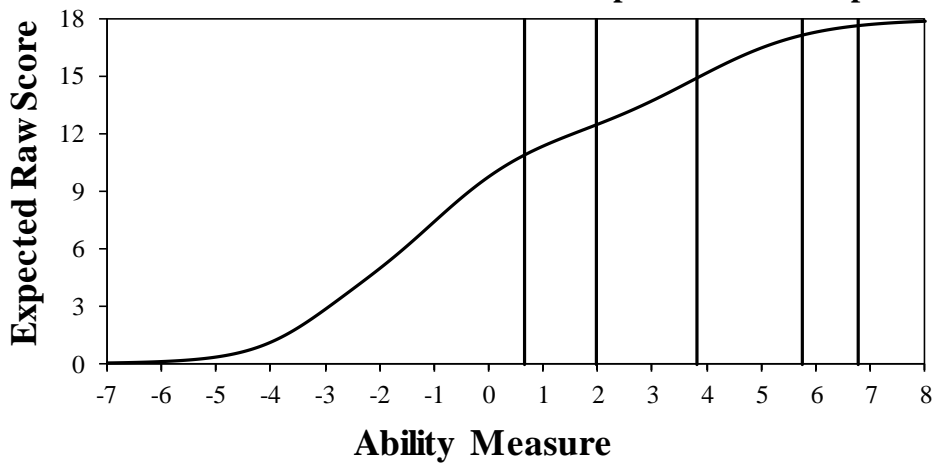
**Figure 4.2.6.4.4.3**  
**Test Characteristic Curve: Spek 4-5C S402 Paper**



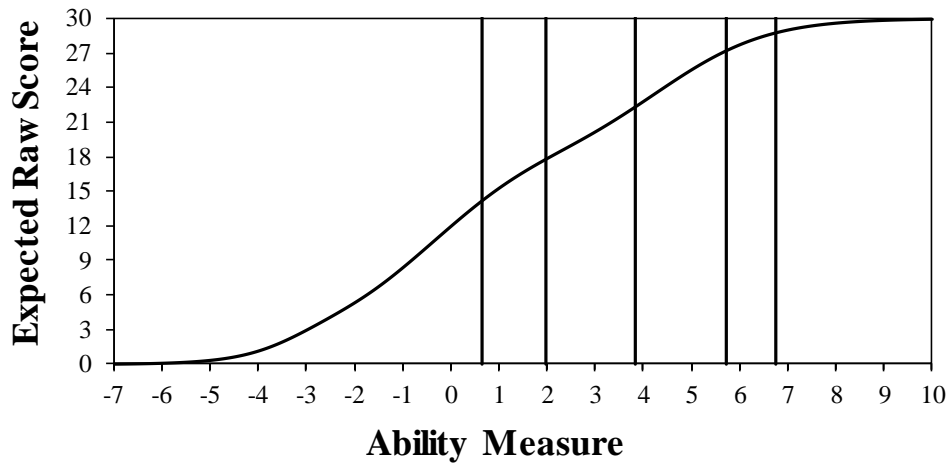
Note: The test form is shared between 4-5B and 4-5C.

4.2.6.4.5 Grades 6-8

**Figure 4.2.6.4.5.1**  
**Test Characteristic Curve: Spek 6-8A S402 Paper**

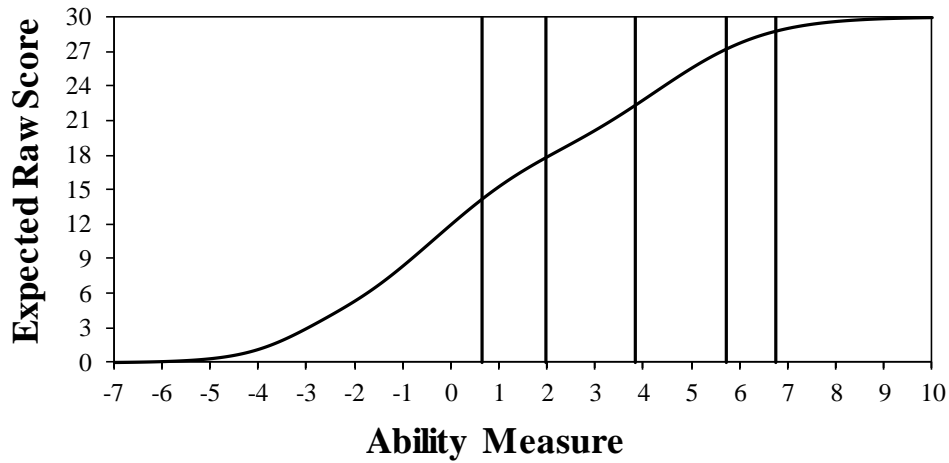


**Figure 4.2.6.4.5.2**  
**Test Characteristic Curve: Spek 6-8B S402 Paper**



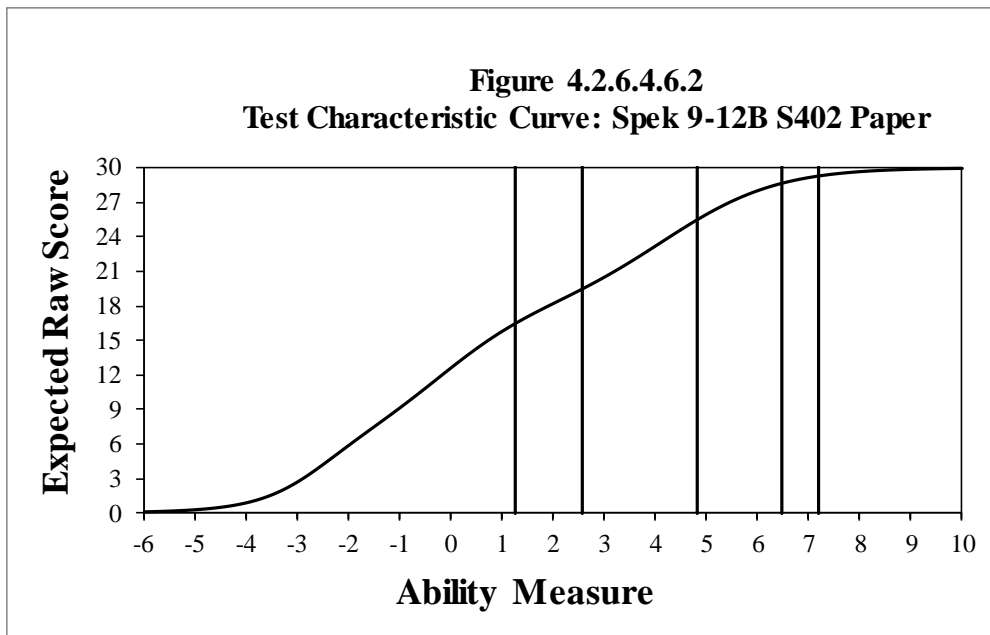
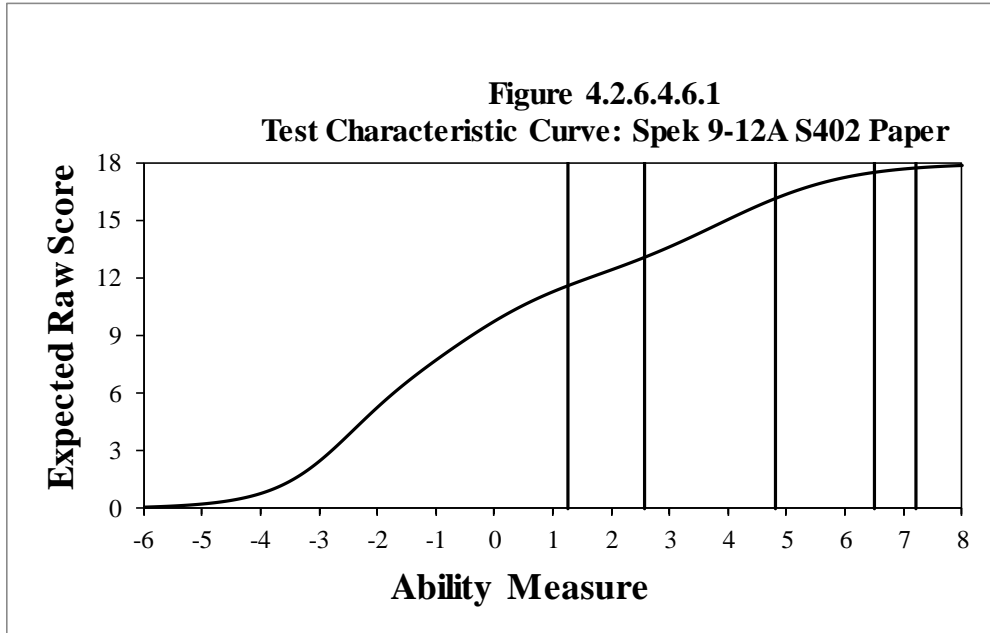
Note: The test form is shared between 6-8B and 6-8C.

**Figure 4.2.6.4.5.3**  
**Test Characteristic Curve: Spek 6-8C S402 Paper**



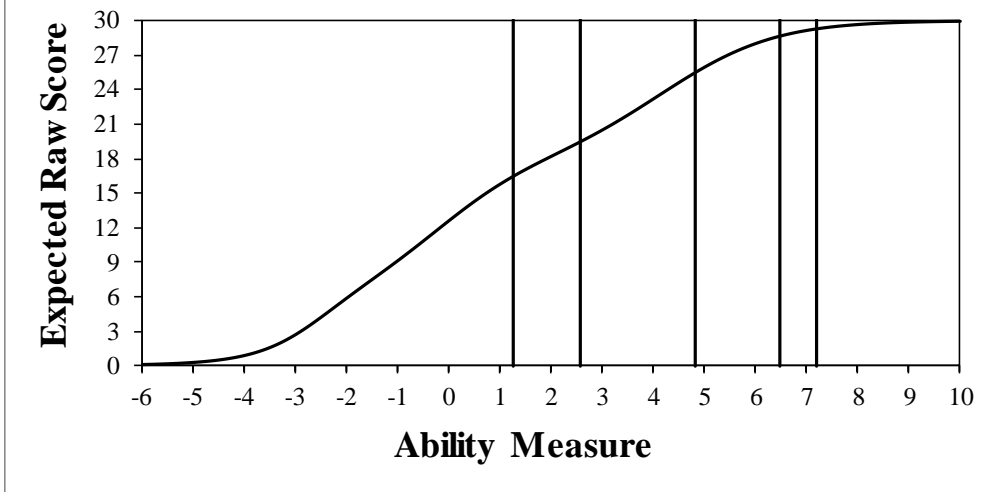
Note: The test form is shared between 6-8B and 6-8C.

4.2.6.4.6 Grades 9–12



Note: The test form is shared between 9–12B and 9–12C.

**Figure 4.2.6.4.6.3**  
**Test Characteristic Curve: Spek 9-12C S402 Paper**



Note: The test form is shared between 9–12B and 9–12C.

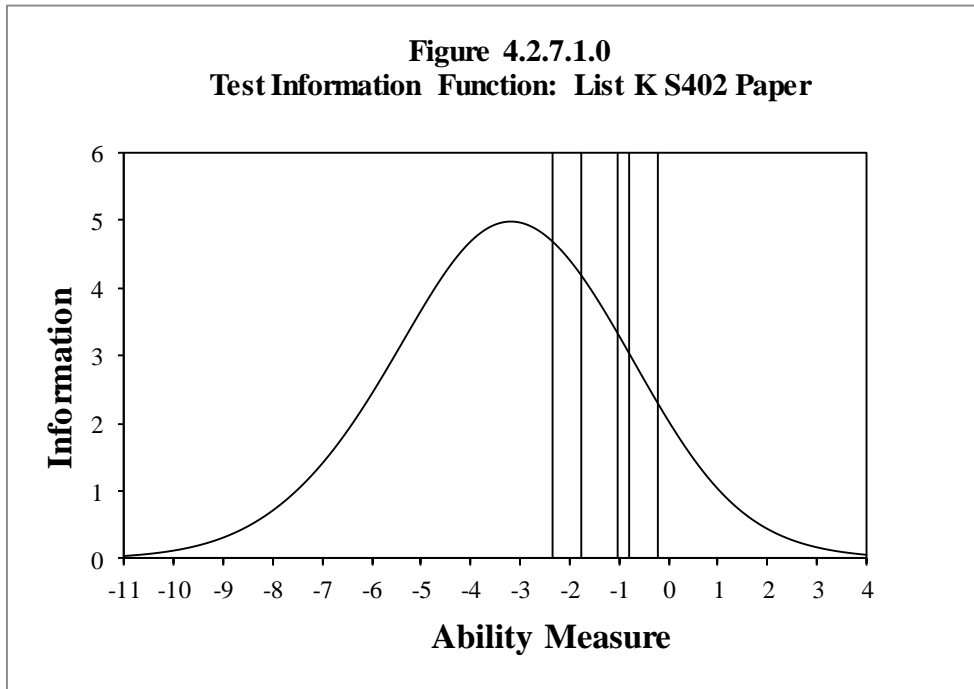
### 4.2.7 Test Information Function

With the Rasch measurement model, as with any measurement model following item response theory, the relationship between the ability measure (in logits) and the accuracy of test scores can be modeled. It is recognized that tests measure most accurately when the abilities of the examinees and the difficulty of the items are most appropriate for each other. If a test is too difficult for an examinee (i.e., the examinee scores close to zero), or if the test is too easy for an examinee (i.e., the examinee receives a perfect or near-perfect score), accurate measurement of the examinee's ability cannot be made. The test information function shows graphically how well the test is measuring across the ability measure spectrum. High values indicate more accuracy in measurement. Thus, for each test form in Listening and Reading, the test information function figure shows the relationship between the ability measure (in logits) on the horizontal axis and measurement accuracy, represented as the Fisher information value (which is the inverse squared of the standard error), on the vertical axis. The test information function, then, reflects the conditional standard error of measurement.

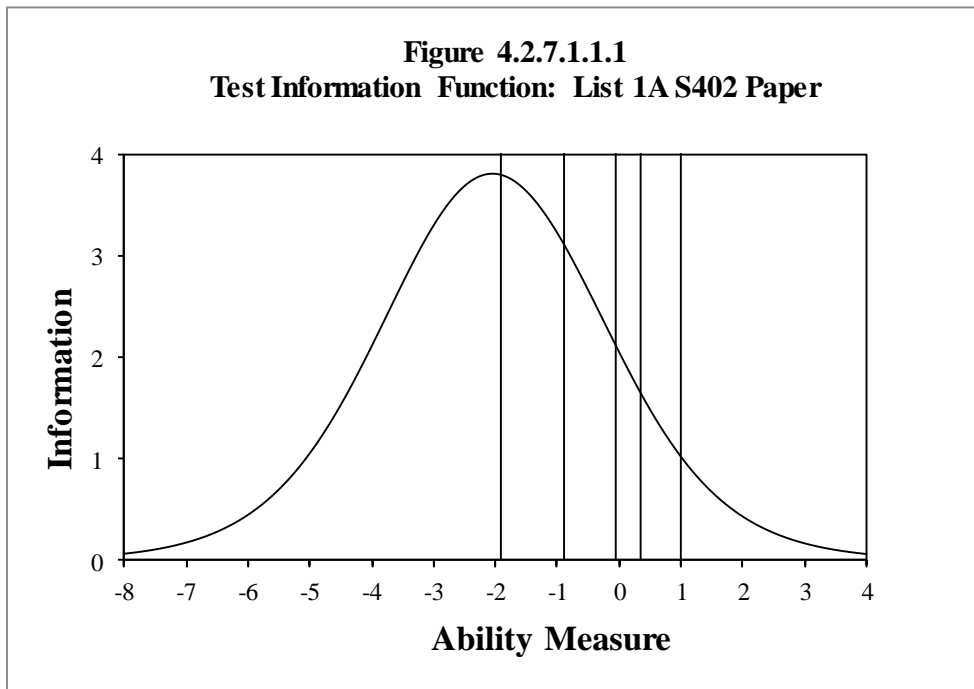
Five vertical lines on the test information function figure indicate the five cut scores for the highest grade in the grade-level cluster for the test form, dividing the figure into six sections for each of the WIDA language proficiency levels (1–6) for the domain being tested. (Note that for Kindergarten and Tier A tests in some domains, it was not possible to place into all six proficiency levels.) It is important that each test form measures most accurately in the areas for which it is primarily used to make classification decisions. In other words, optimally, the test information function should be high for the cuts between 1/2 and 2/3 for Tier A test forms; between 2/3, 3/4, and 4/5 for Tier B test forms; and between 3/4, 4/5, and 5/6 for Tier C test forms.

4.2.7.1 *Listening*

4.2.7.1.0 *Kindergarten*

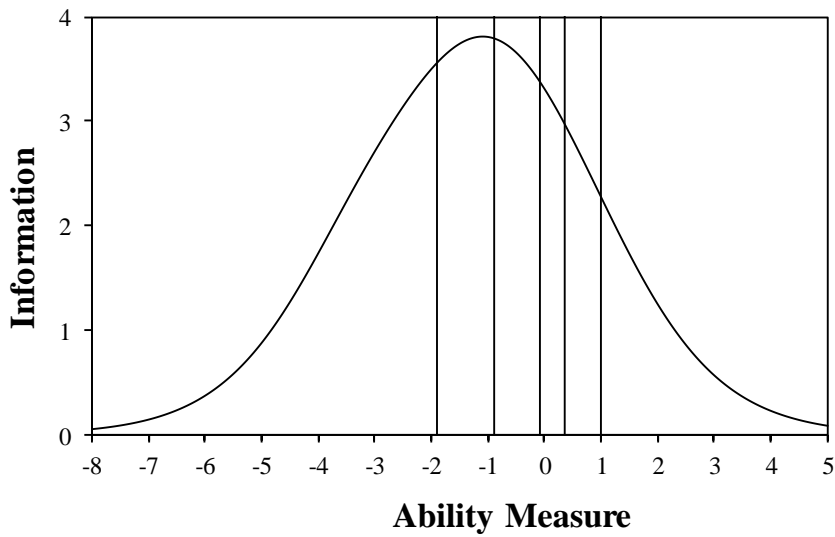


4.2.7.1.1 *Grade 1*



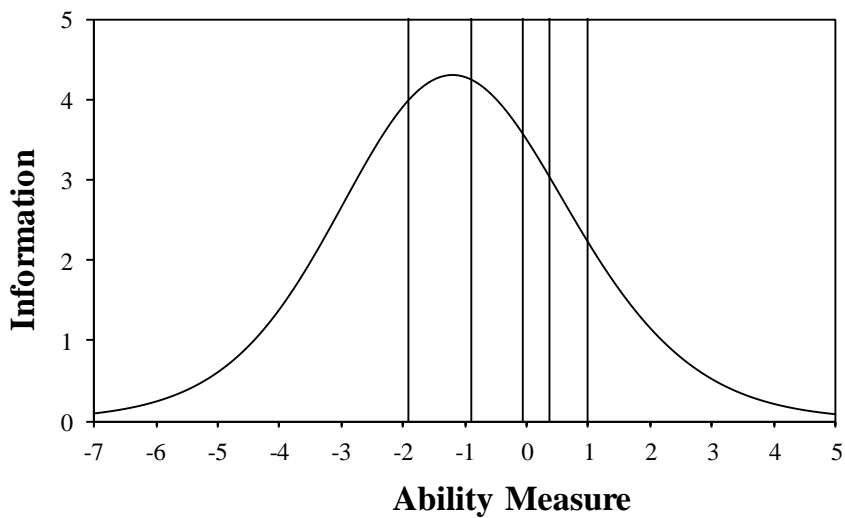
Note: The test form is shared between 1A and 2A.

**Figure 4.2.7.1.1.2**  
**Test Information Function: List 1B S402 Paper**



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

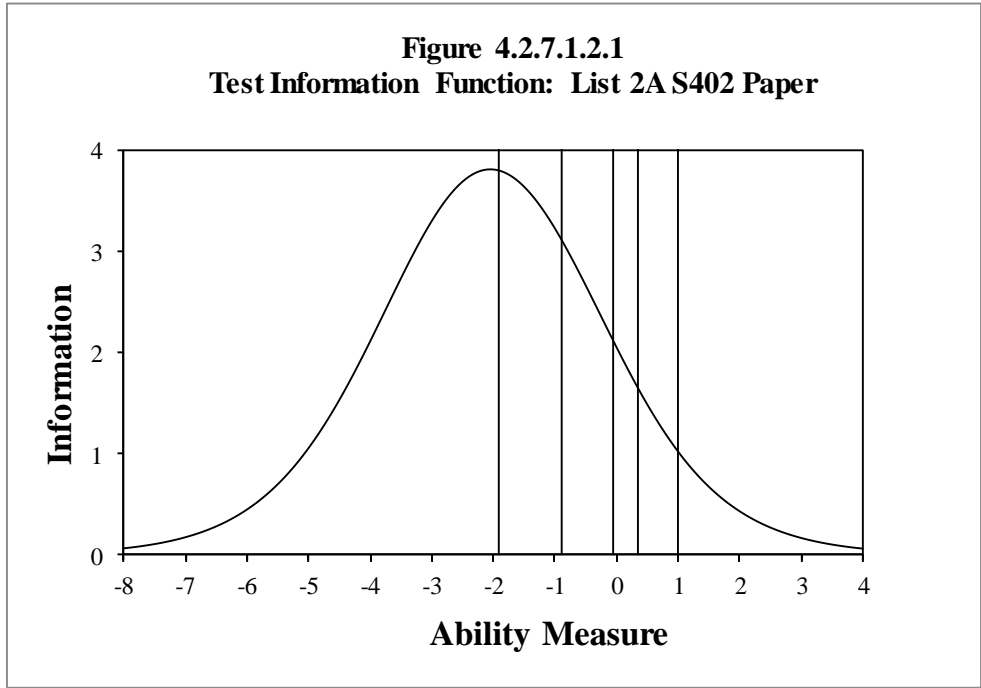
**Figure 4.2.7.1.1.3**  
**Test Information Function: List 1C S402 Paper**



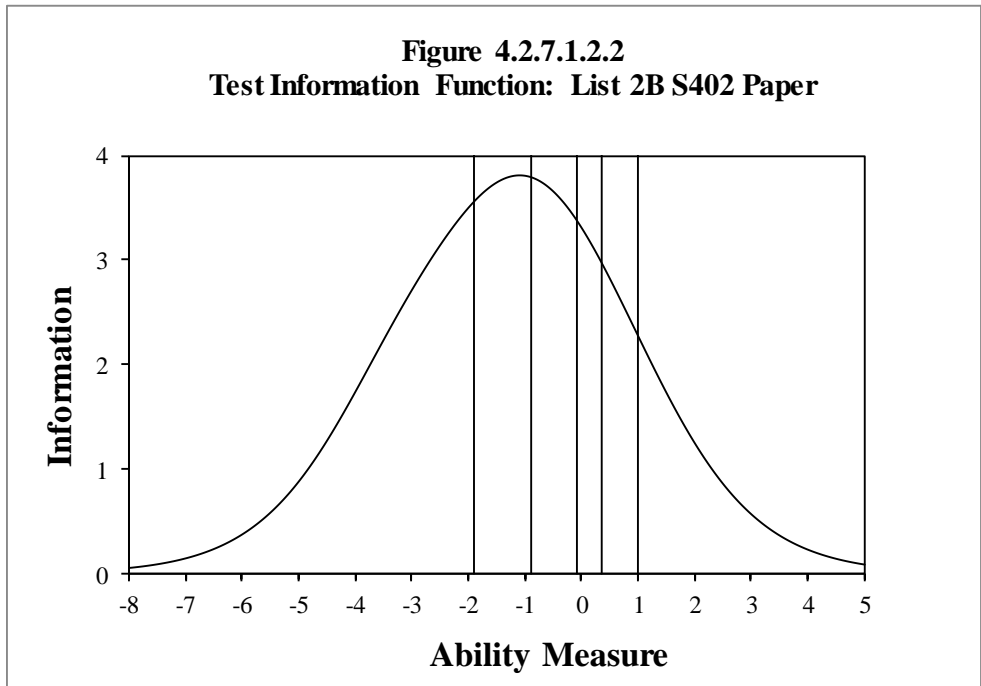
Note: The test form is shared between 1C and 2C.



4.2.7.1.2 Grade 2

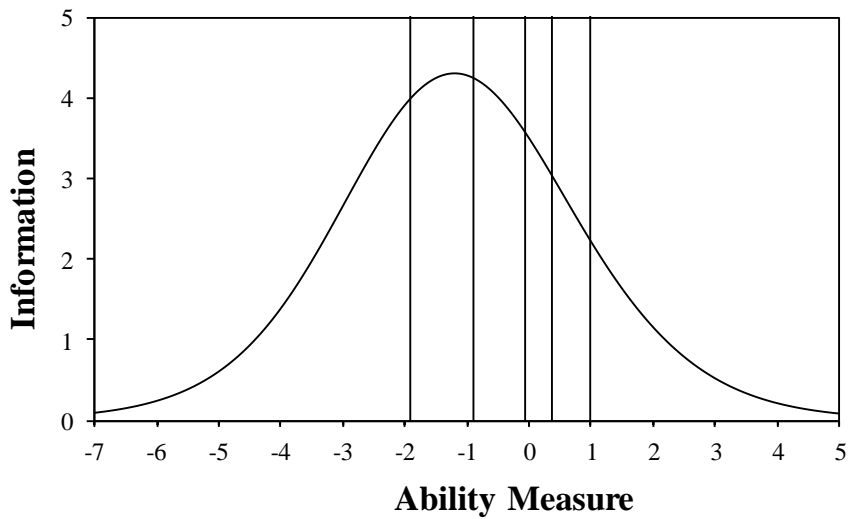


Note: The test form is shared between 1A and 2A.



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

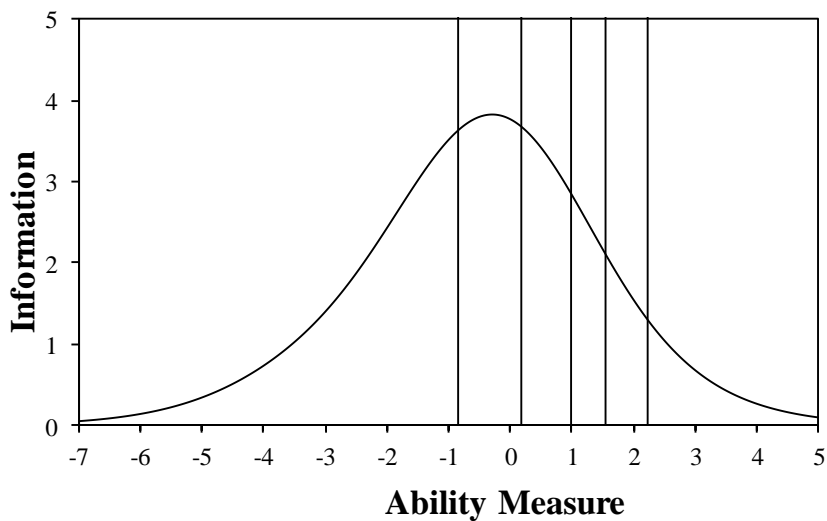
**Figure 4.2.7.1.2.3**  
**Test Information Function: List 2C S402 Paper**



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

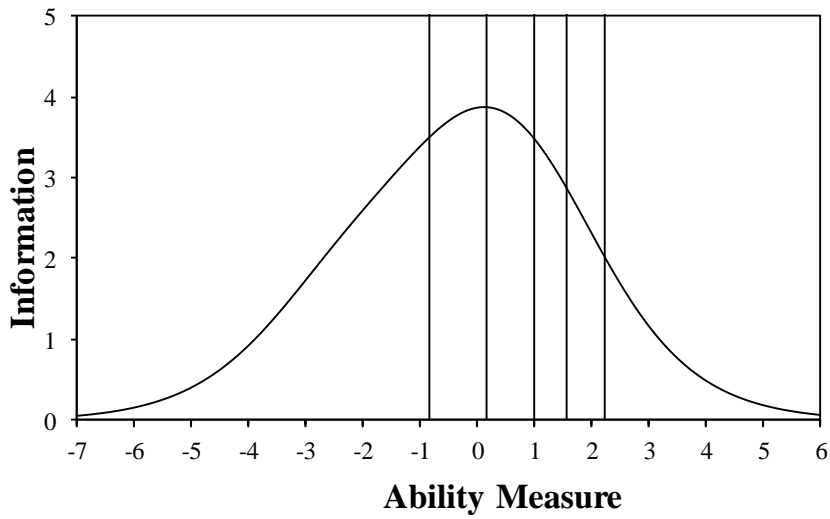
4.2.7.1.3 Grade 3

**Figure 4.2.7.1.3.1**  
**Test Information Function: List 3A S402 Paper**



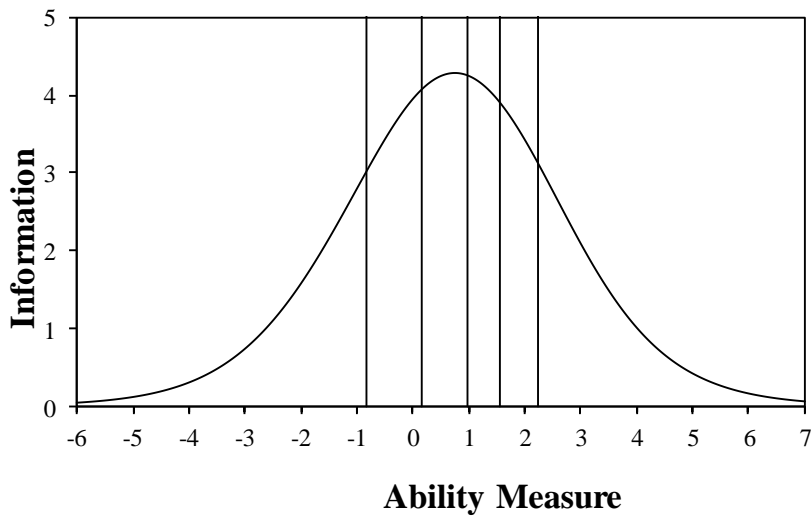
Note: The test form is shared between 3A and 4-5A.

**Figure 4.2.7.1.3.2**  
**Test Information Function: List 3B S402 Paper**



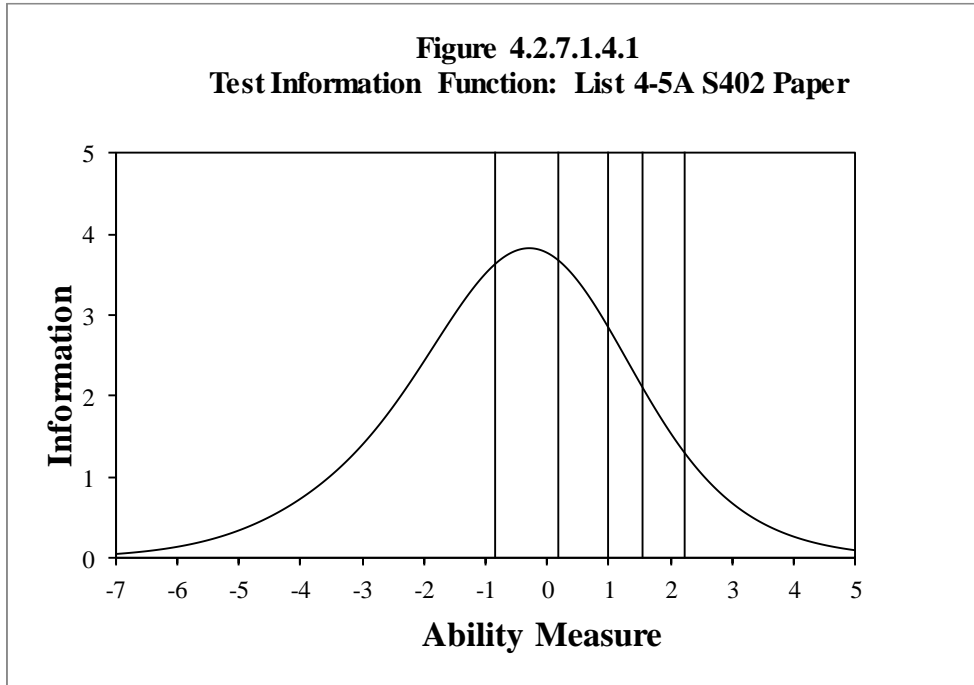
Note: The test form is shared between 3B and 4-5B.

**Figure 4.2.7.1.3.3**  
**Test Information Function: List 3C S402 Paper**

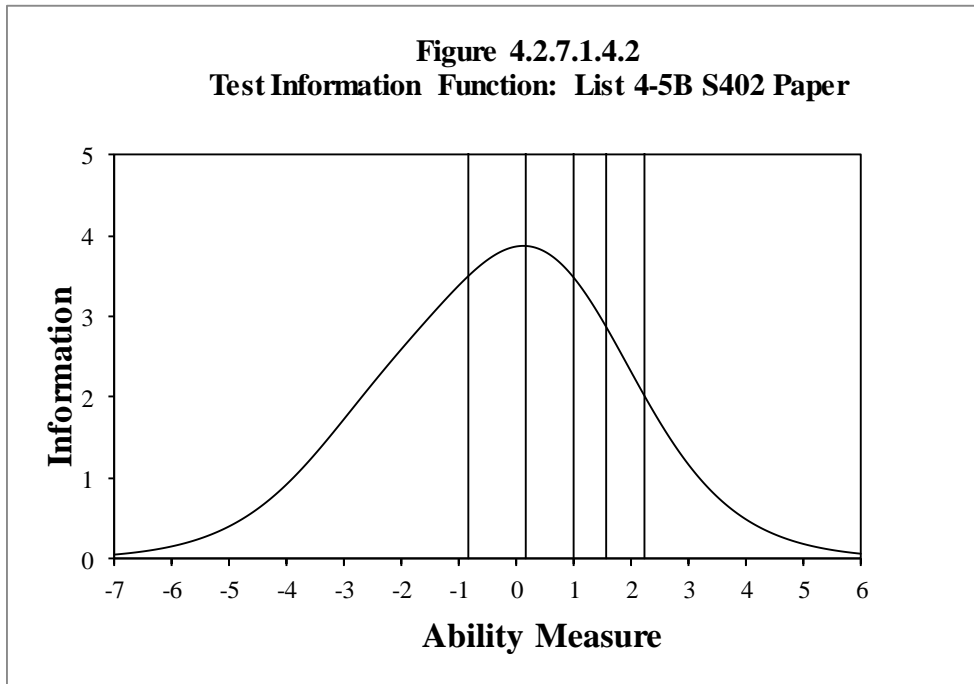


Note: The test form is shared between 3C and 4-5C.

4.2.7.1.4 Grades 4–5

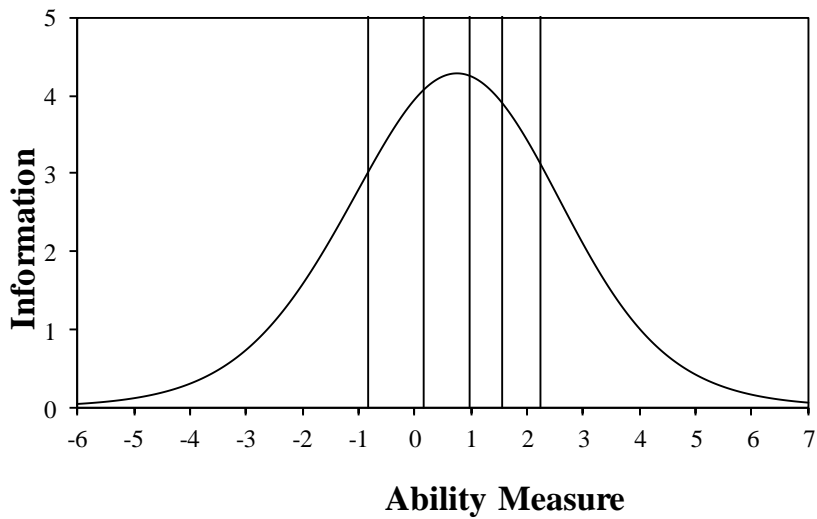


Note: The test form is shared between 3A and 4–5A.



Note: The test form is shared between 3B and 4–5B.

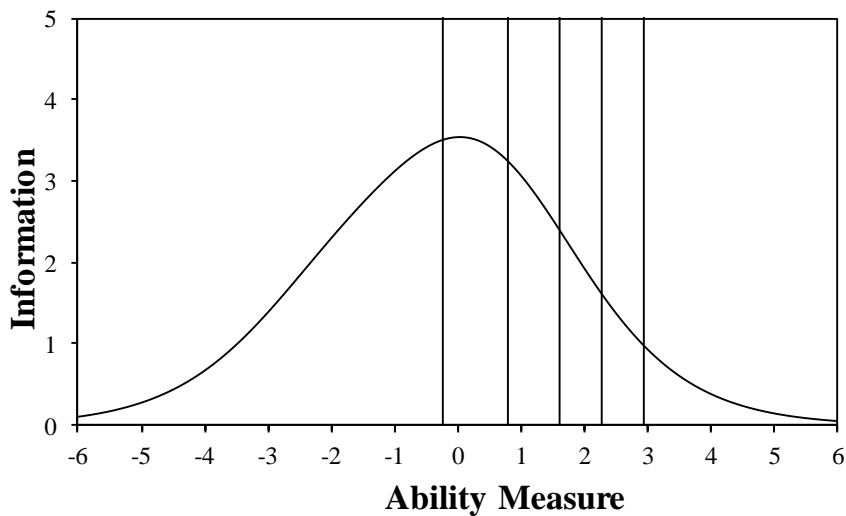
**Figure 4.2.7.1.4.3**  
**Test Information Function: List 4-5C S402 Paper**



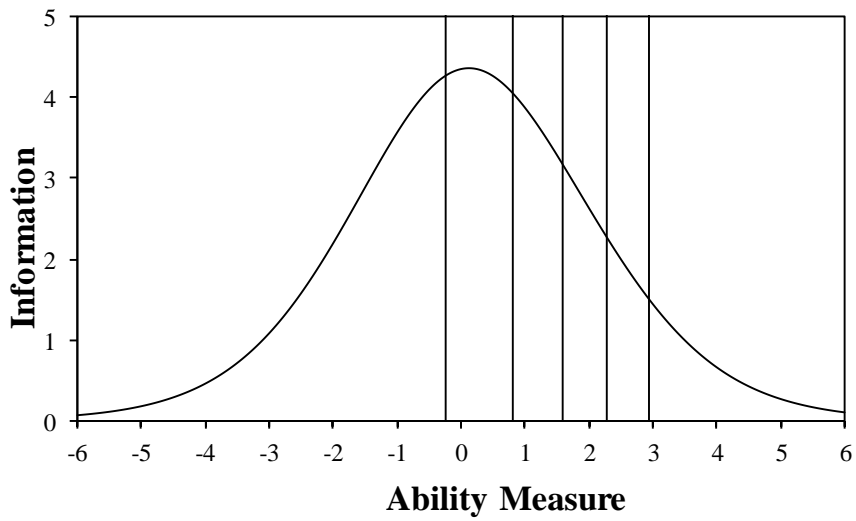
Note: The test form is shared between 3C and 4-5C.

4.2.7.1.5 Grades 6-8

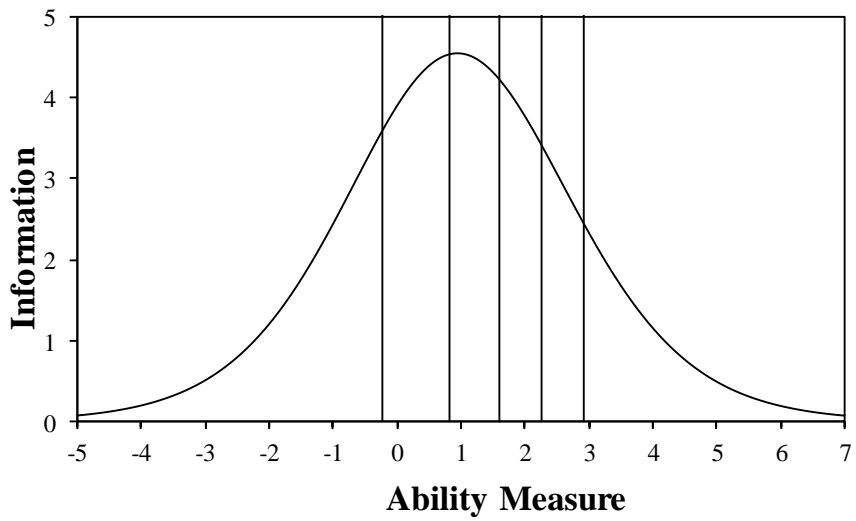
**Figure 4.2.7.1.5.1**  
**Test Information Function: List 6-8A S402 Paper**



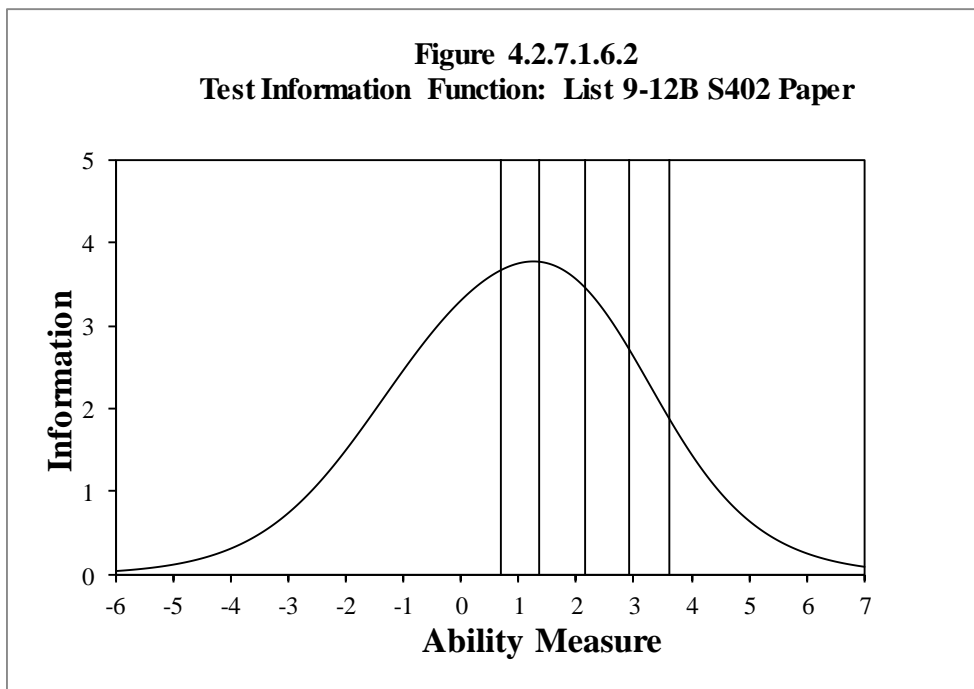
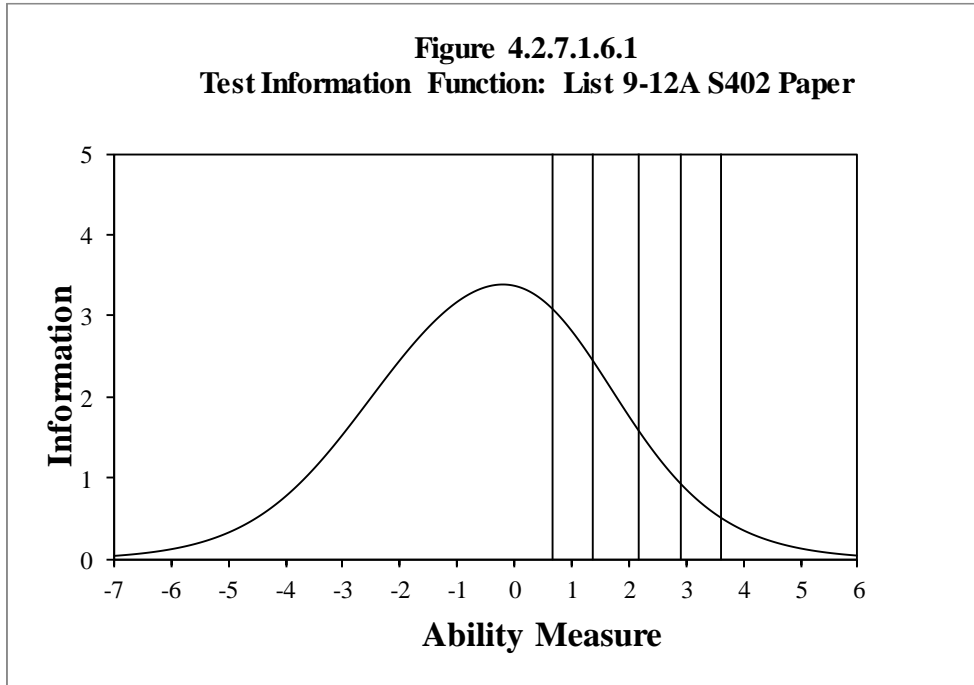
**Figure 4.2.7.1.5.2**  
**Test Information Function: List 6-8B S402 Paper**



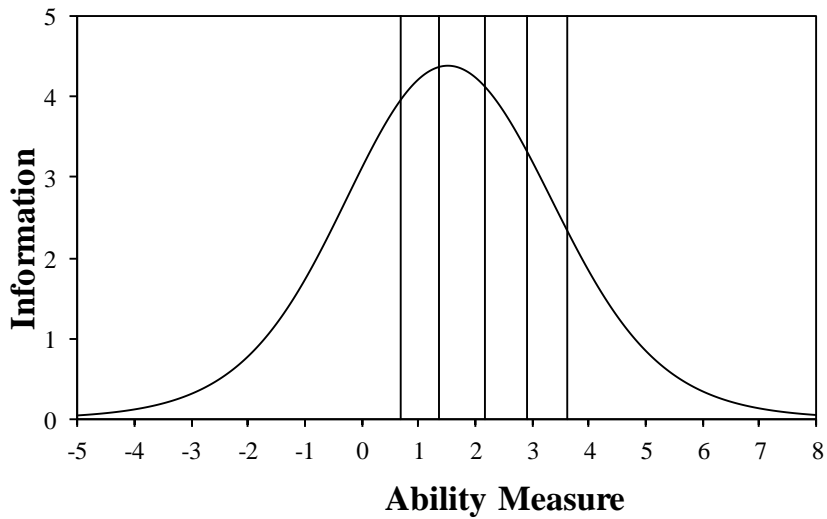
**Figure 4.2.7.1.5.3**  
**Test Information Function: List 6-8C S402 Paper**



4.2.7.1.6 Grades 9–12



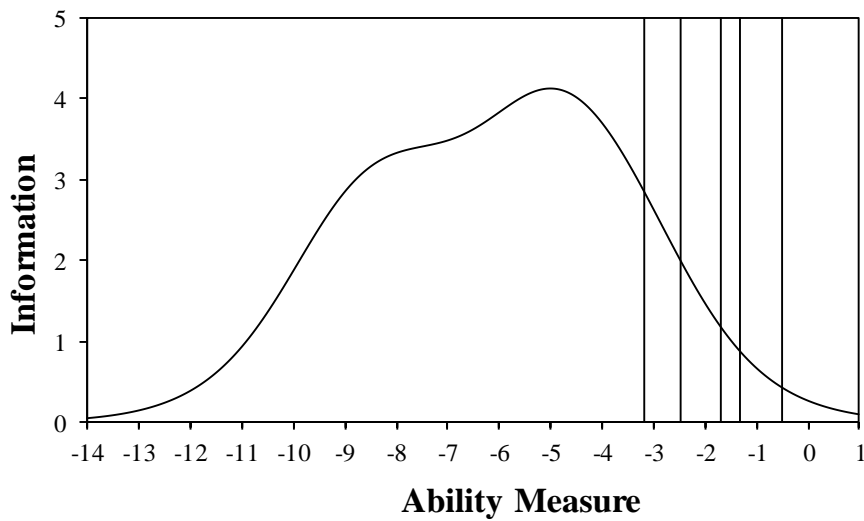
**Figure 4.2.7.1.6.3**  
**Test Information Function: List 9-12C S402 Paper**



4.2.7.2 *Reading*

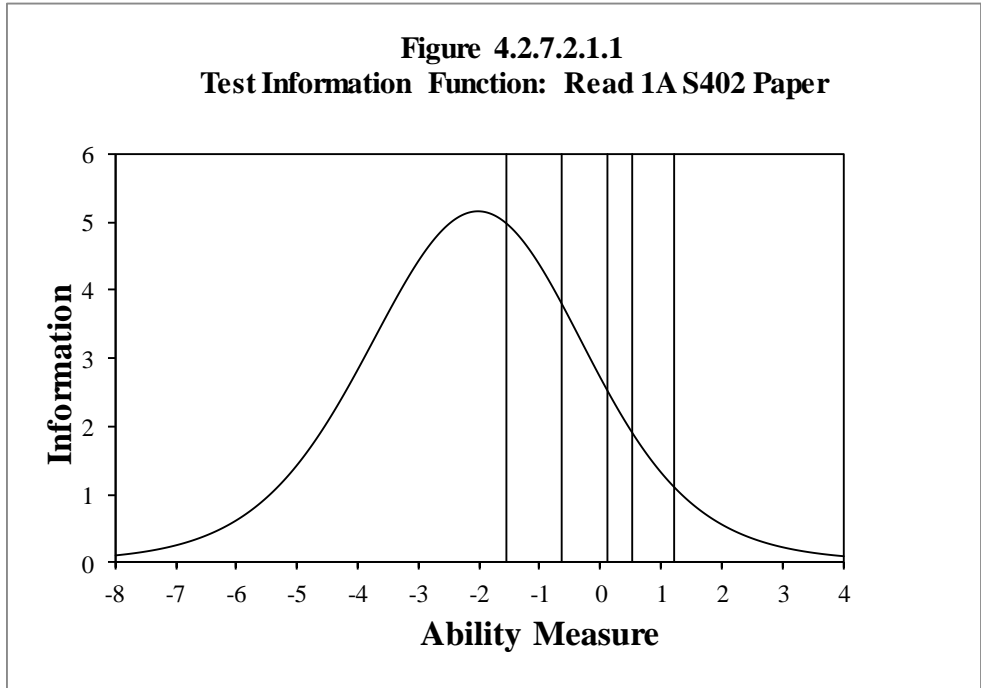
4.2.7.2.0 *Kindergarten*

**Figure 4.2.7.2.0**  
**Test Information Function: Read K S402 Paper**

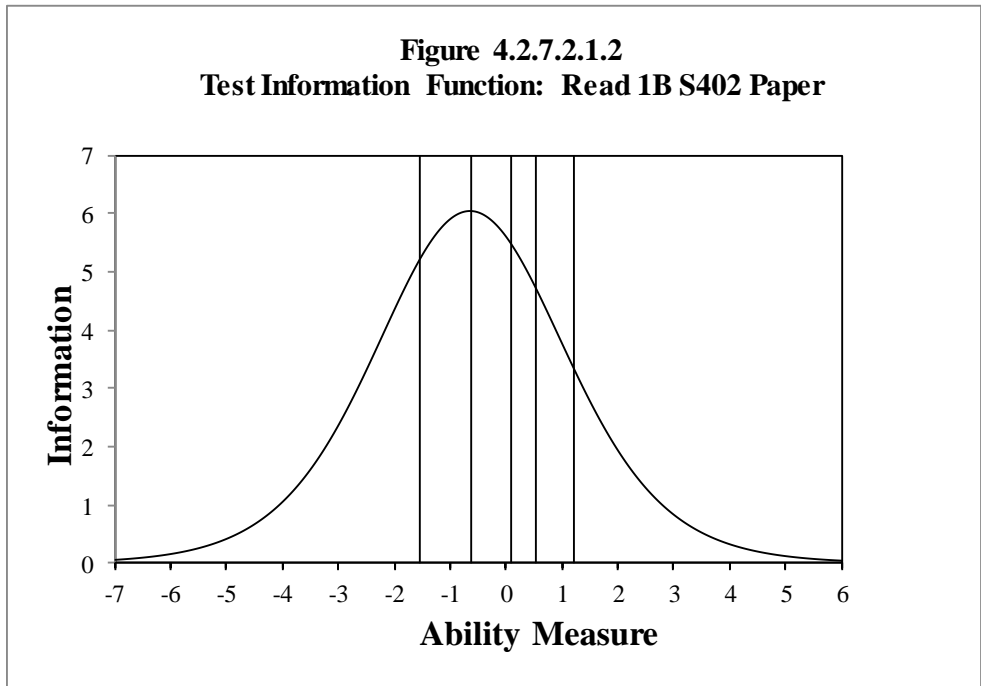




4.2.7.2.1 Grade 1

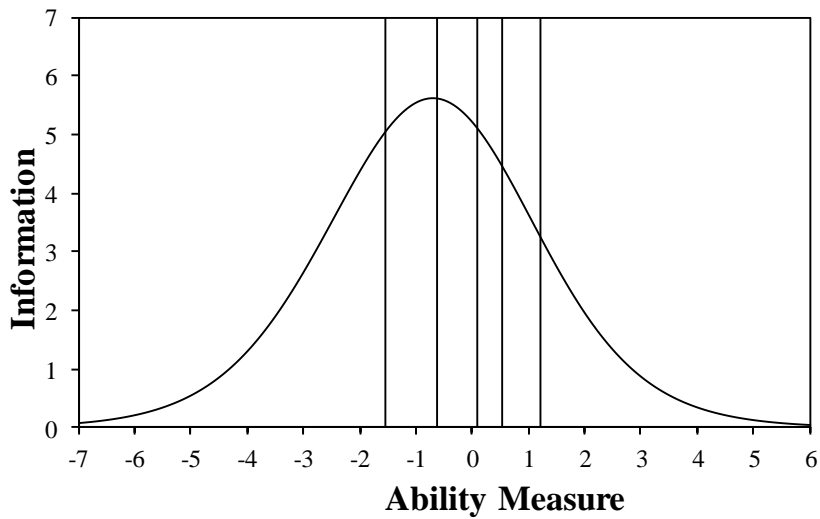


Note: The test form is shared between 1A and 2A.



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

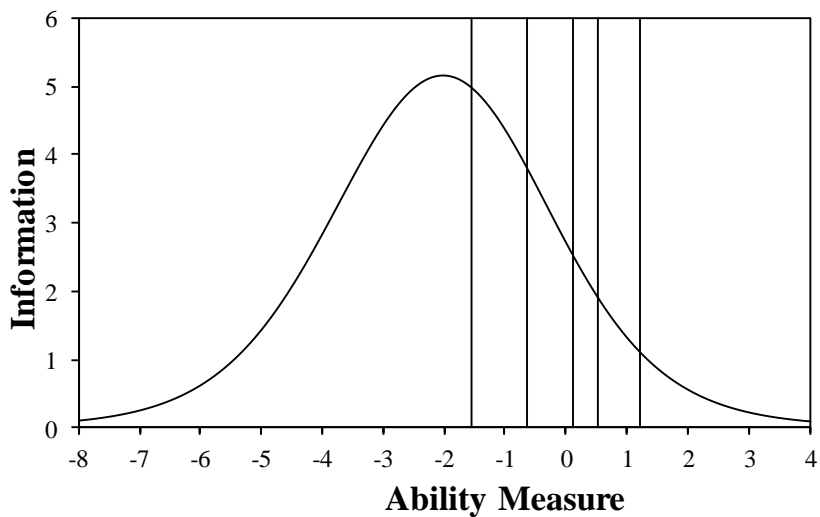
**Figure 4.2.7.2.1.3**  
**Test Information Function: Read 1C S402 Paper**



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

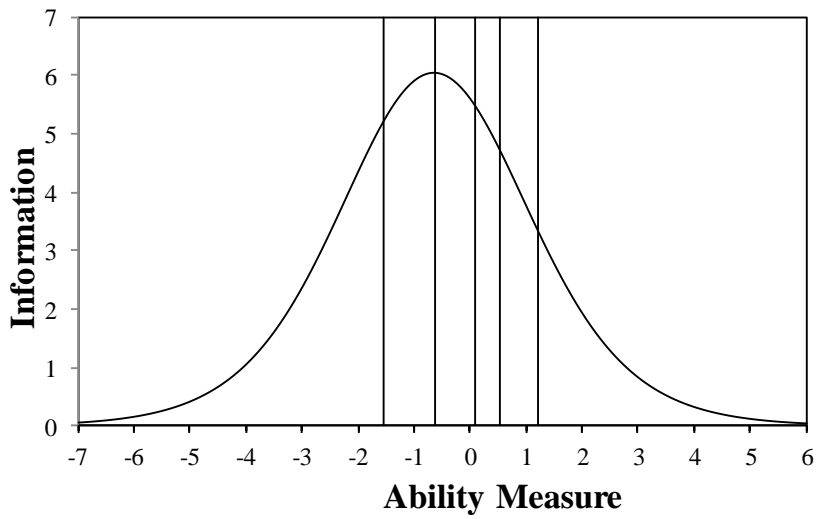
4.2.7.2.2 Grade 2

**Figure 4.2.7.2.2.1**  
**Test Information Function: Read 2A S402 Paper**



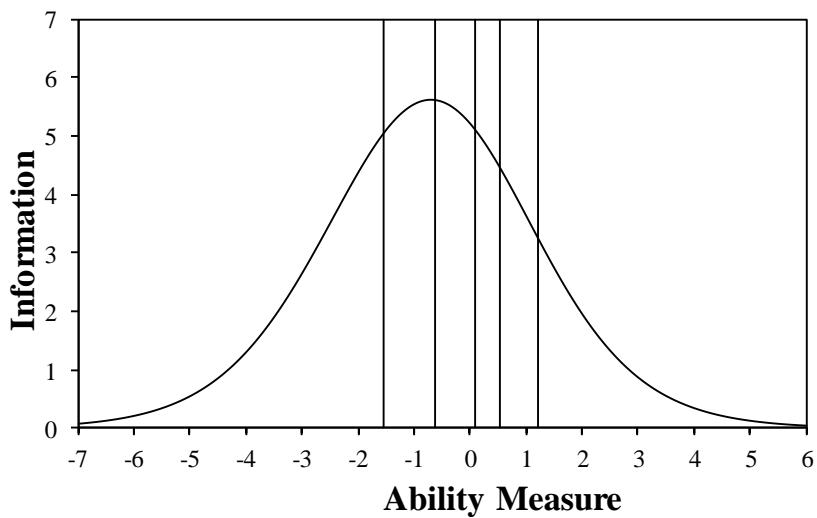
Note: The test form is shared between 1A and 2A.

**Figure 4.2.7.2.2.2**  
**Test Information Function: Read 2B S402 Paper**



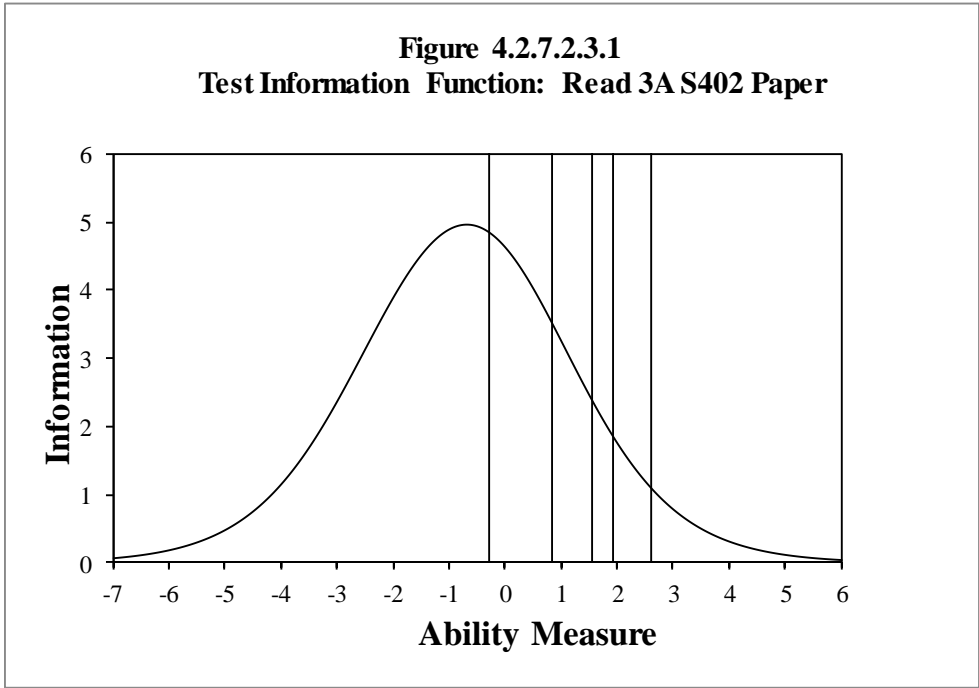
Note: The test form is shared between 1B and 2B.

**Figure 4.2.7.2.2.3**  
**Test Information Function: Read 2C S402 Paper**

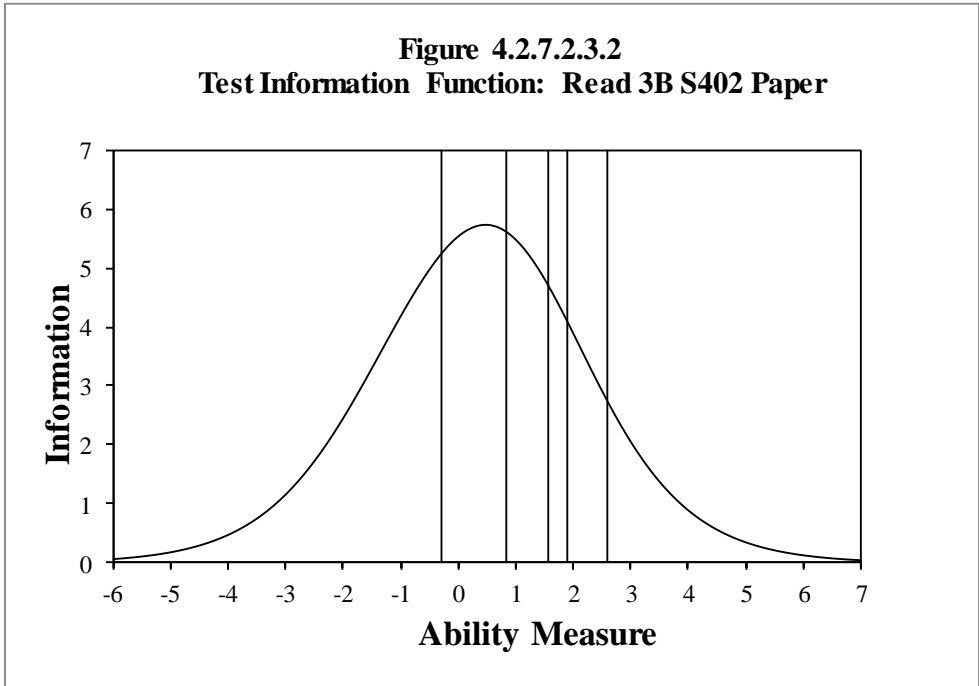


Note: The test form is shared between 1C and 2C.

4.2.7.2.3 Grade 3

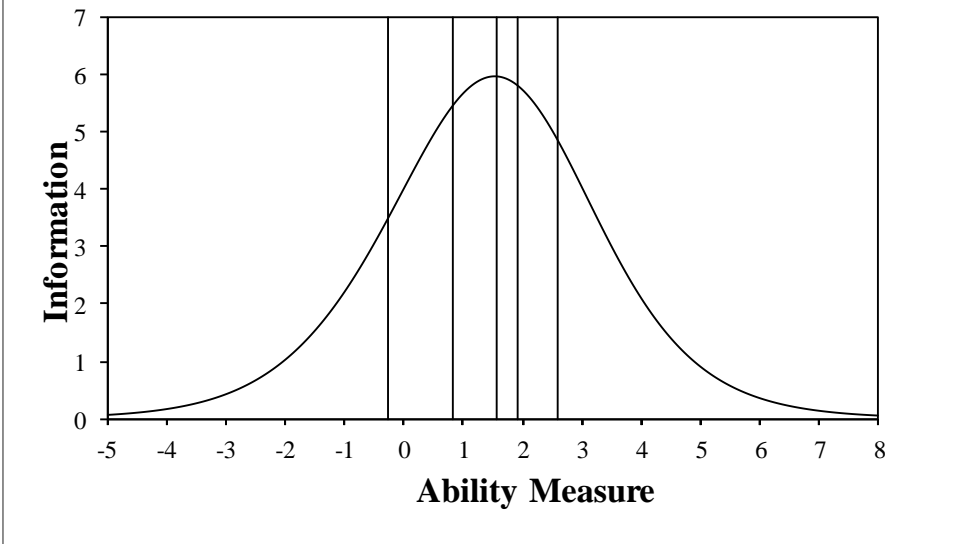


Note: The test form is shared between 3A and 4–5A.



Note: The test form is shared between 3B and 4–5B.

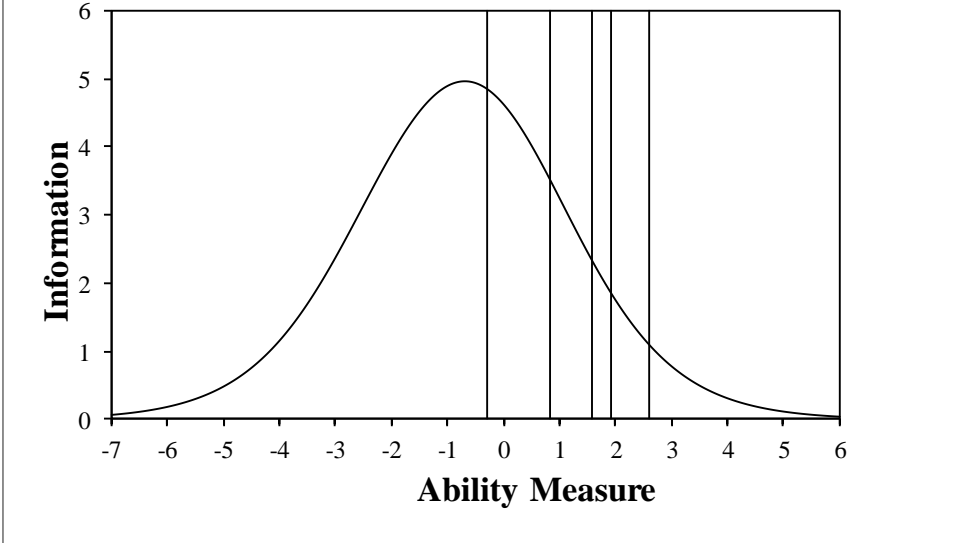
**Figure 4.2.7.2.3.3**  
**Test Information Function: Read 3C S402 Paper**



Note: The test form is shared between 3C and 4–5C.

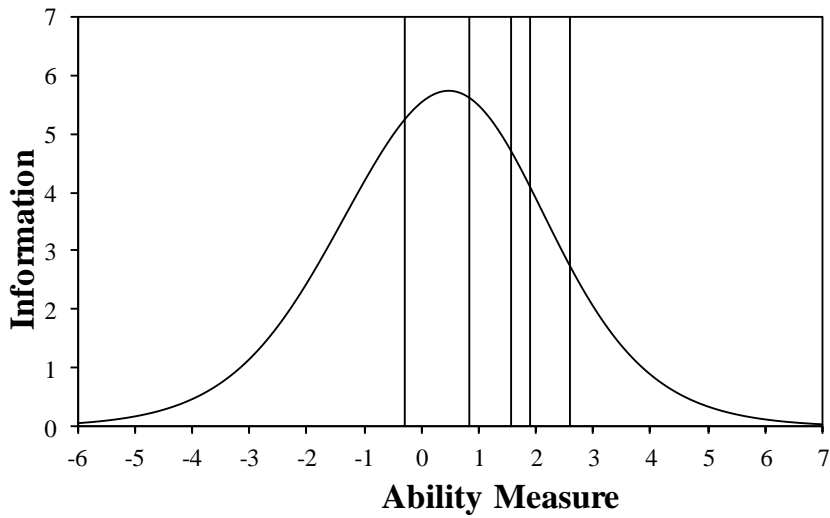
4.2.7.2.4 Grades 4–5

**Figure 4.2.7.2.4.1**  
**Test Information Function: Read 4-5A S402 Paper**



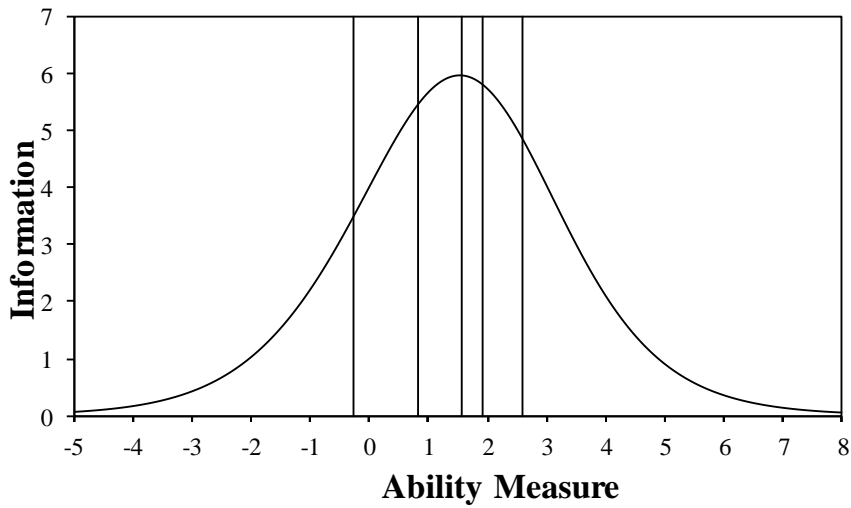
Note: The test form is shared between 3A and 4–5A.

**Figure 4.2.7.2.4.2**  
**Test Information Function: Read 4-5B S402 Paper**



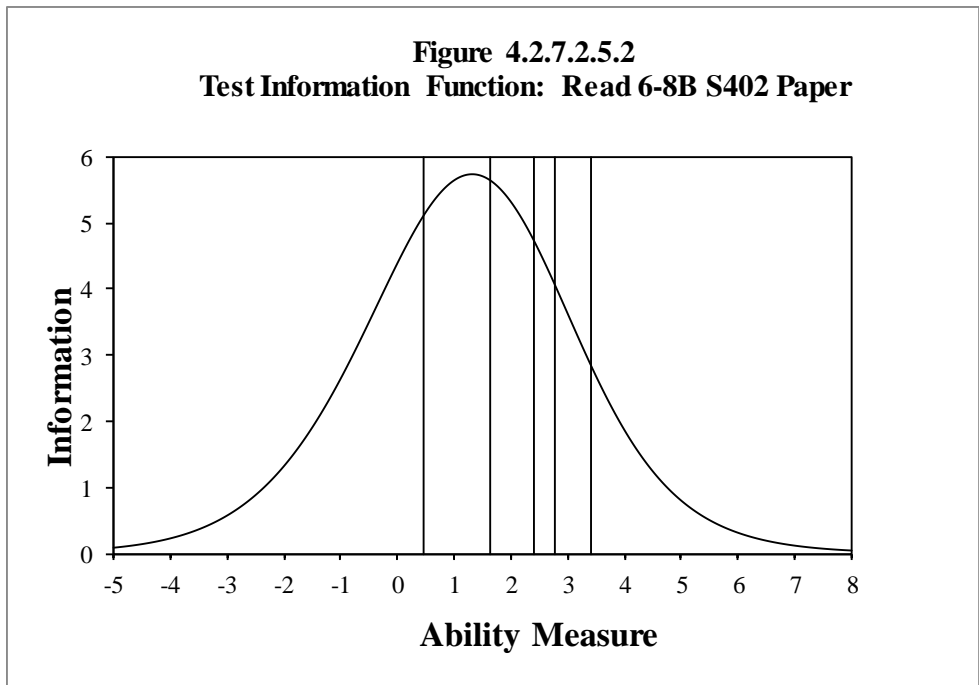
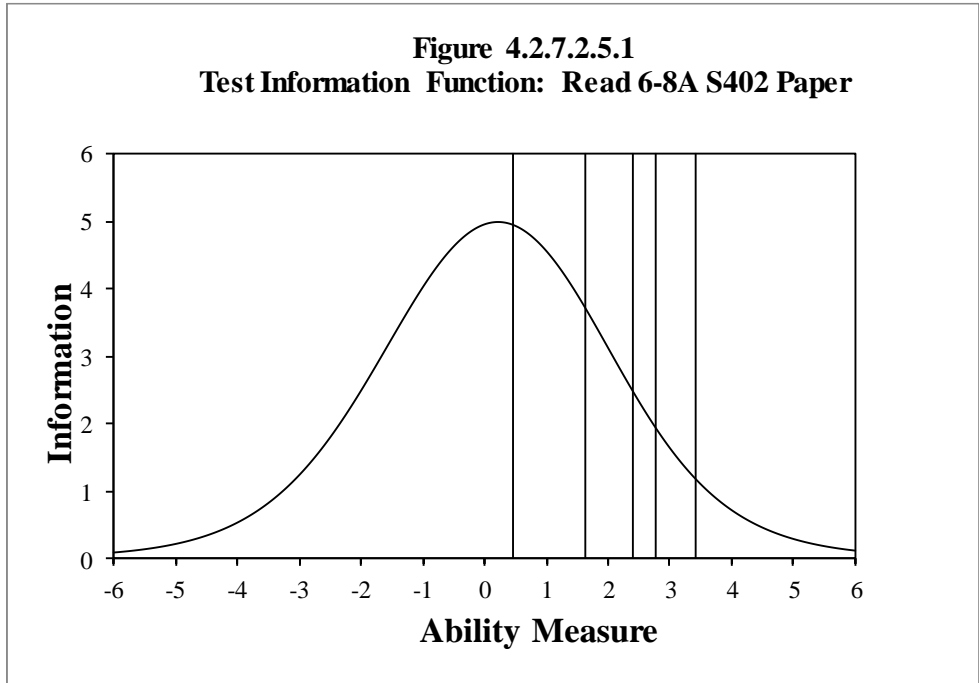
Note: The test form is shared between 3B and 4-5B.

**Figure 4.2.7.2.4.3**  
**Test Information Function: Read 4-5C S402 Paper**

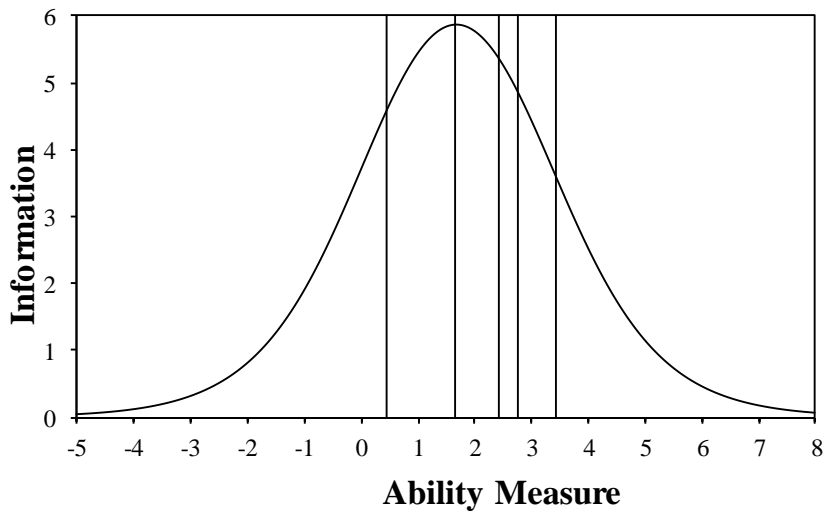


Note: The test form is shared between 3C and 4-5C.

4.2.7.2.5 Grades 6–8

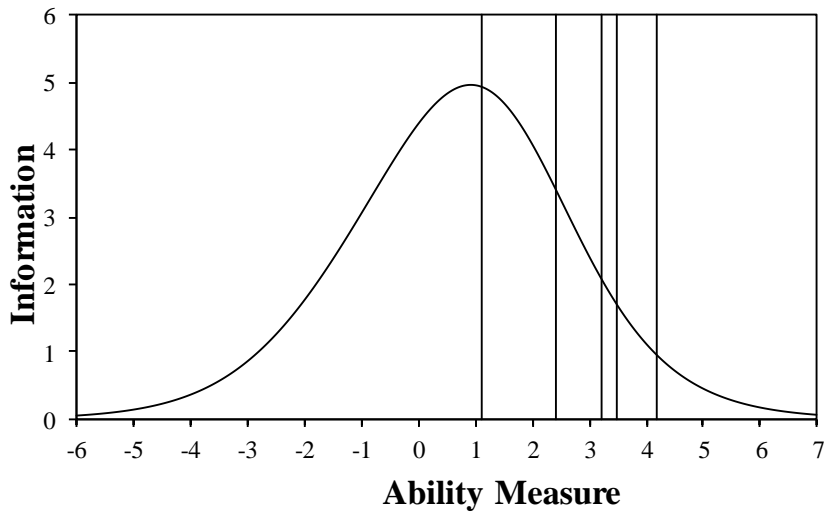


**Figure 4.2.7.2.5.3**  
**Test Information Function: Read 6-8C S402 Paper**



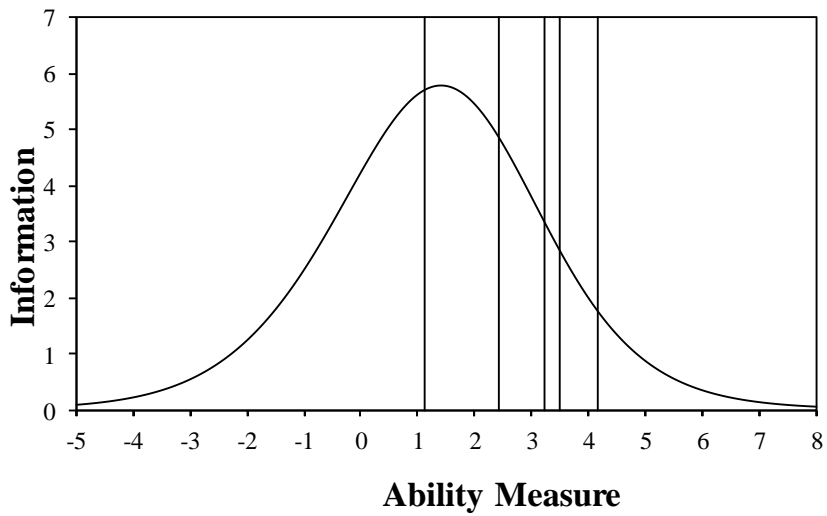
4.2.7.2.6 Grades 9–12

**Figure 4.2.7.2.6.1**  
**Test Information Function: Read 9-12A S402 Paper**

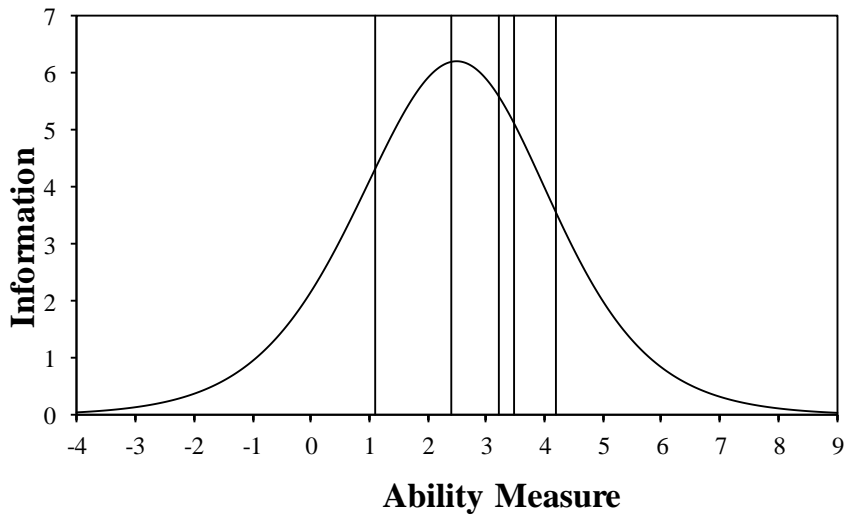




**Figure 4.2.7.2.6.2**  
**Test Information Function: Read 9-12B S402 Paper**

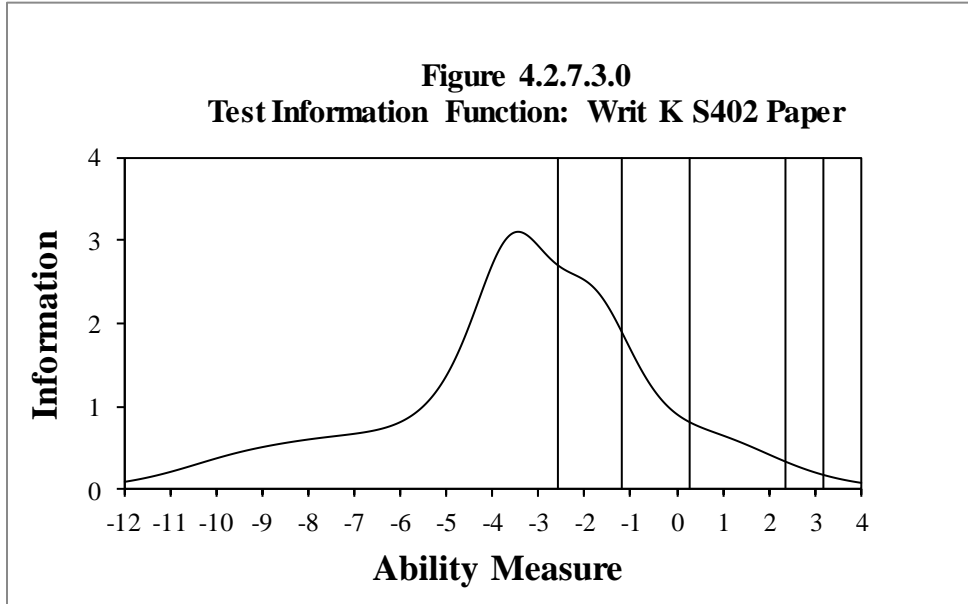


**Figure 4.2.7.2.6.3**  
**Test Information Function: Read 9-12C S402 Paper**

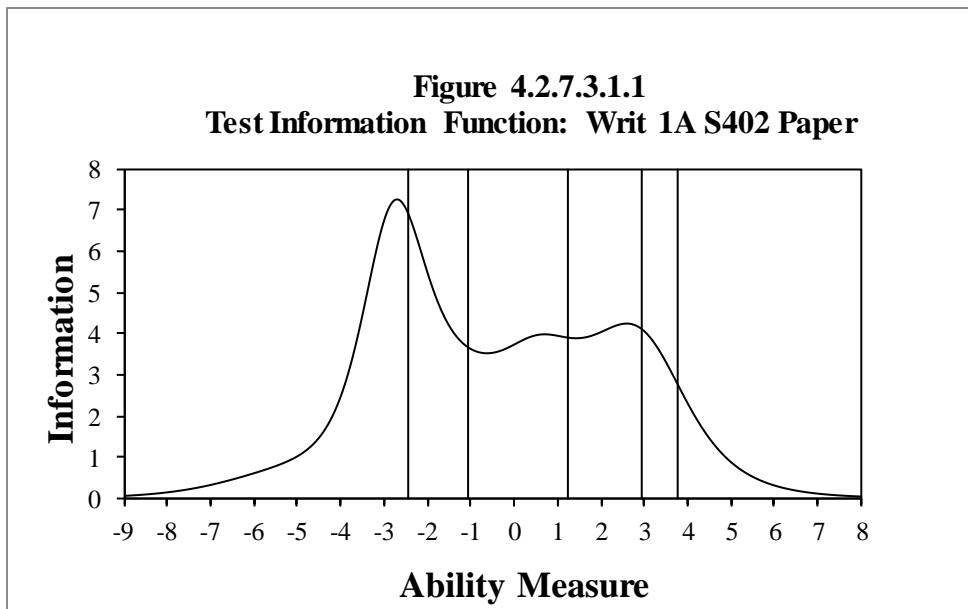


4.2.7.3 Writing

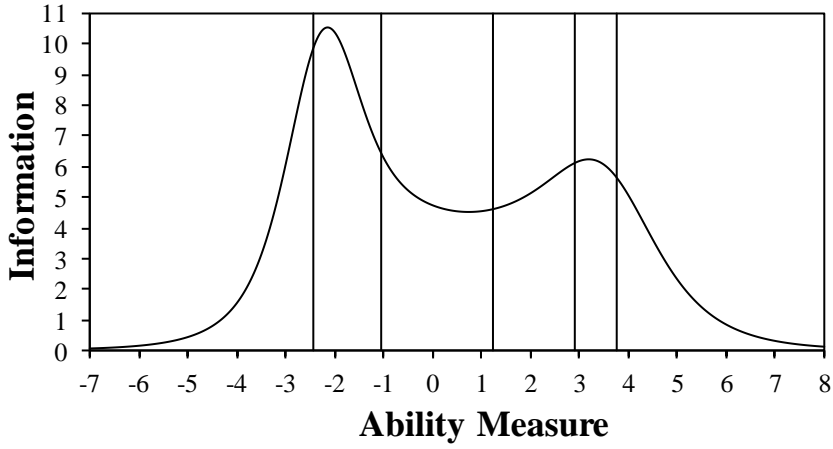
4.2.7.3.0 Kindergarten



4.2.7.3.1 Grade 1

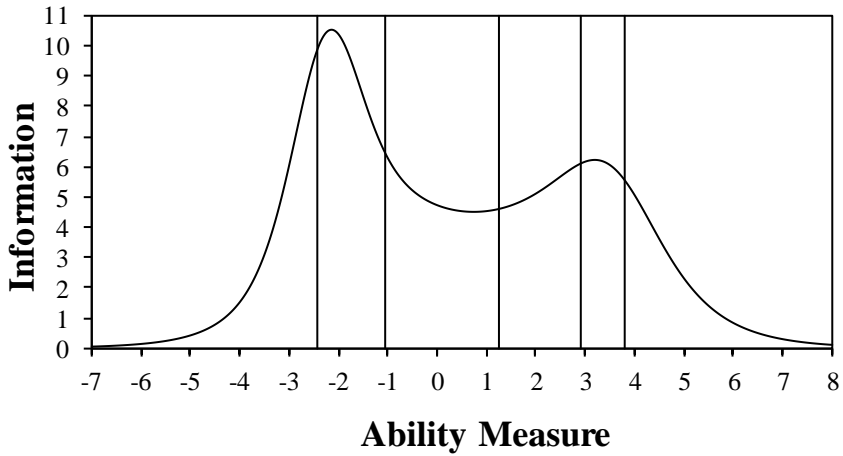


**Figure 4.2.7.3.1.2**  
**Test Information Function: Writ 1B S402 Paper**



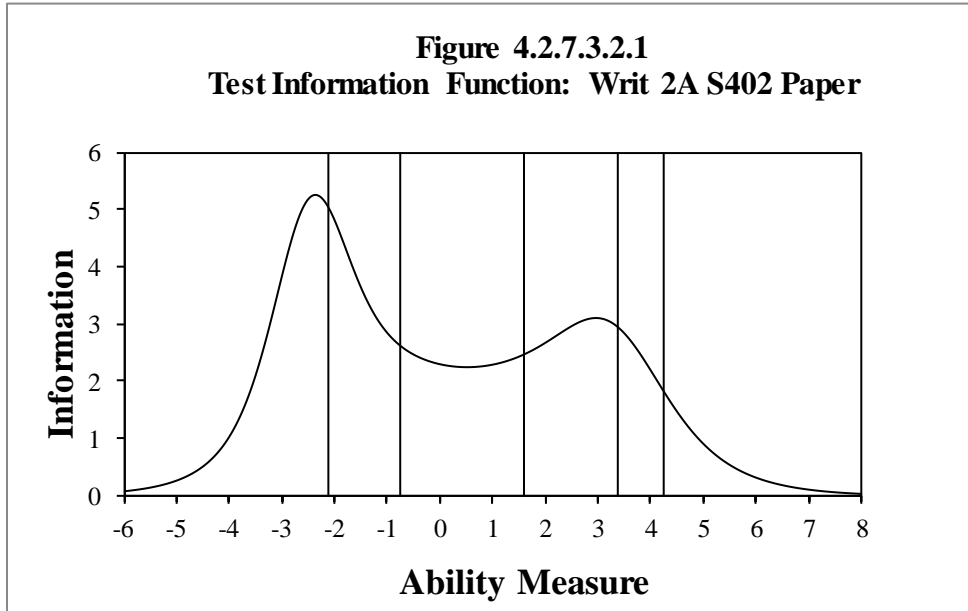
Note: The test form is shared between 1B and 1C.

**Figure 4.2.7.3.1.3**  
**Test Information Function: Writ 1C S402 Paper**

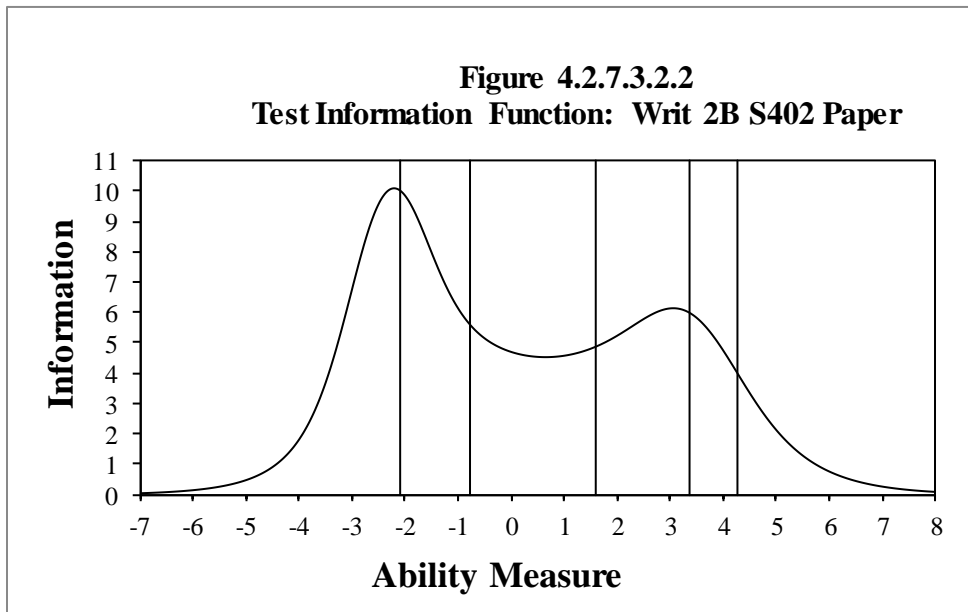


Note: The test form is shared between 1B and 1C.

4.2.7.3.2 Grade 2

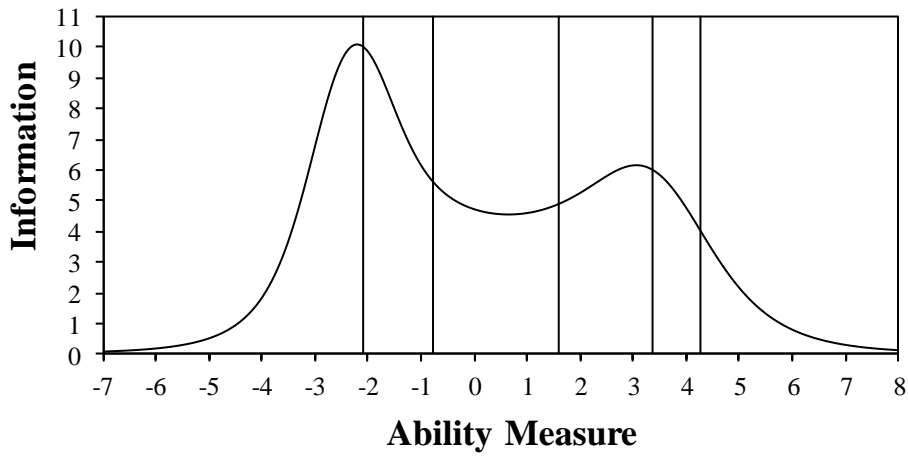


Note: The test form is shared between 2A and 3A.



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

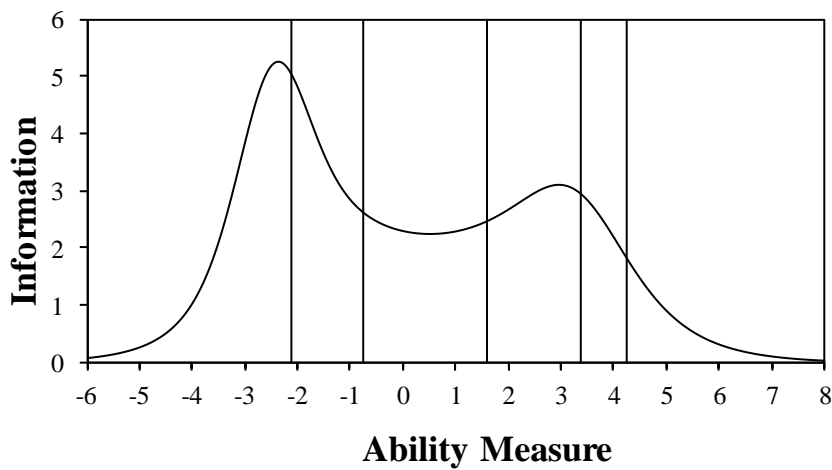
**Figure 4.2.7.3.2.3**  
**Test Information Function: Writ 2C S402 Paper**



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

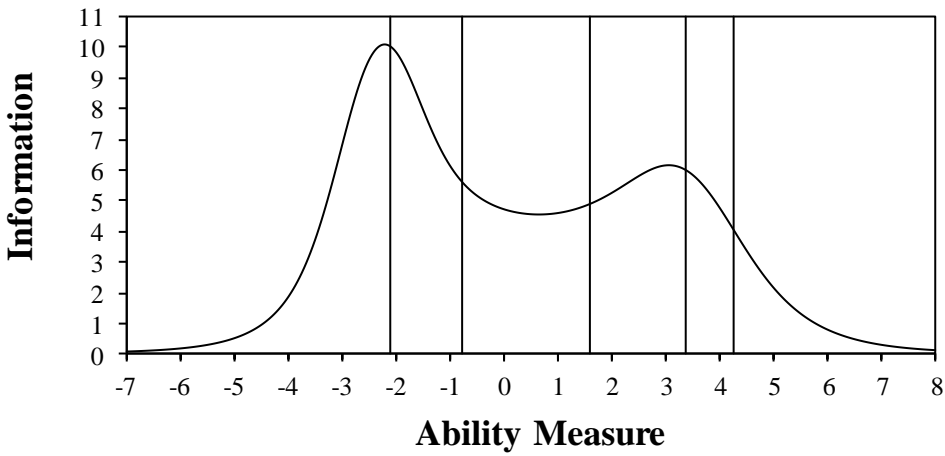
4.2.7.3.3 Grade 3

**Figure 4.2.7.3.3.1**  
**Test Information Function: Writ 3A S402 Paper**



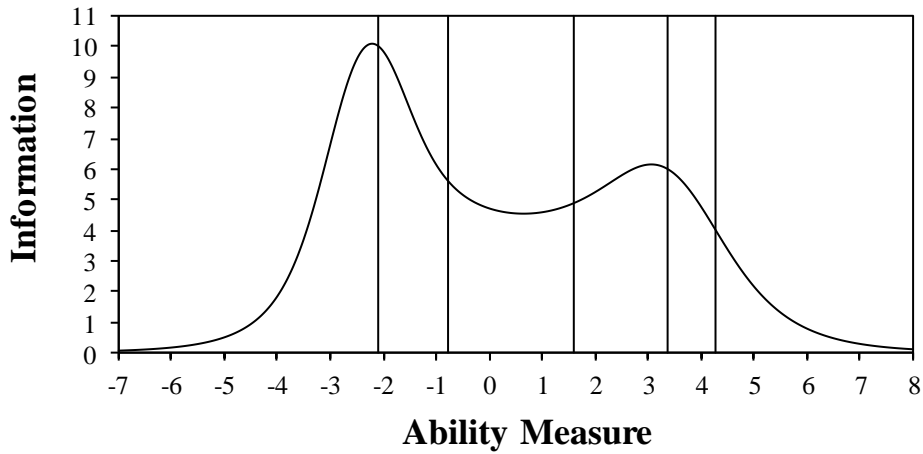
Note: The test form is shared between 2A and 3A.

**Figure 4.2.7.3.3.2**  
**Test Information Function: Writ 3B S402 Paper**



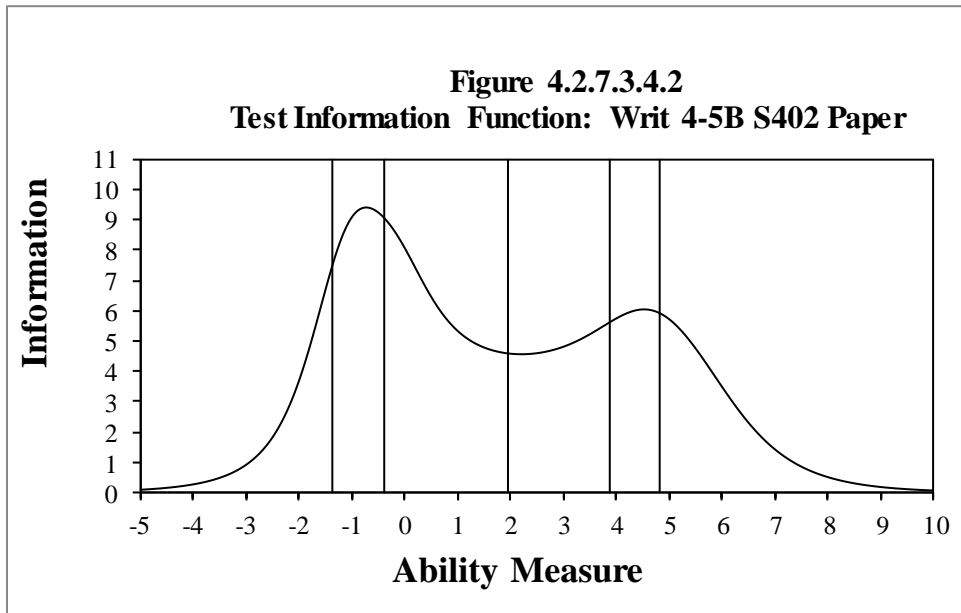
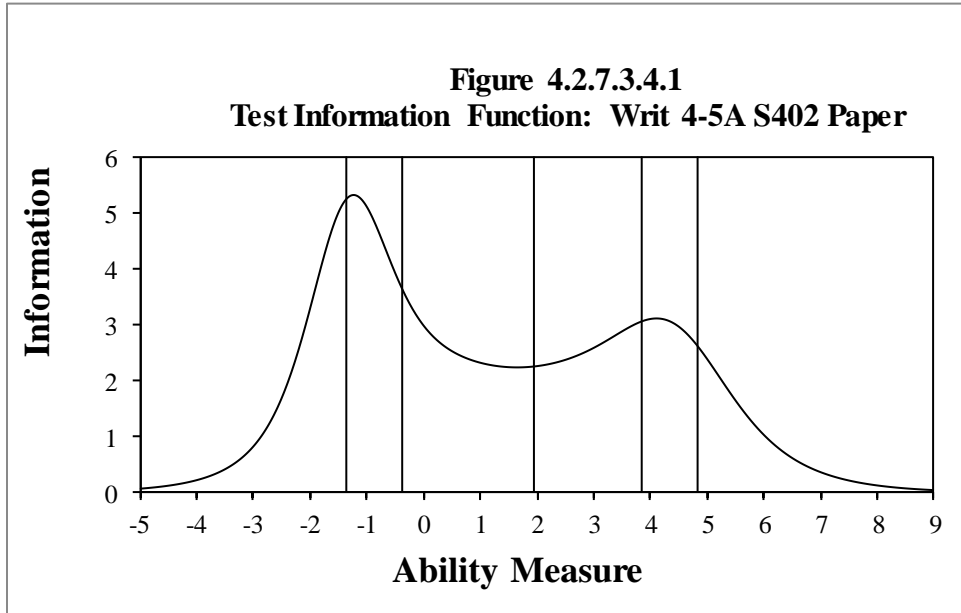
Note: The test form is shared between 2–3B and 2–3C.

**Figure 4.2.7.3.3.3**  
**Test Information Function: Writ 3C S402 Paper**



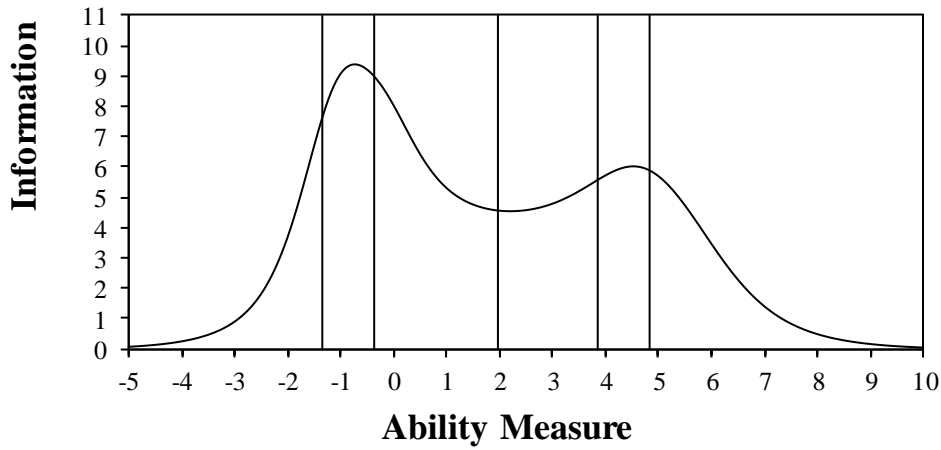
Note: The test form is shared between 2–3B and 2–3C.

4.2.7.3.4 Grades 4–5



Note: The test form is shared between 4–5B and 4–5C.

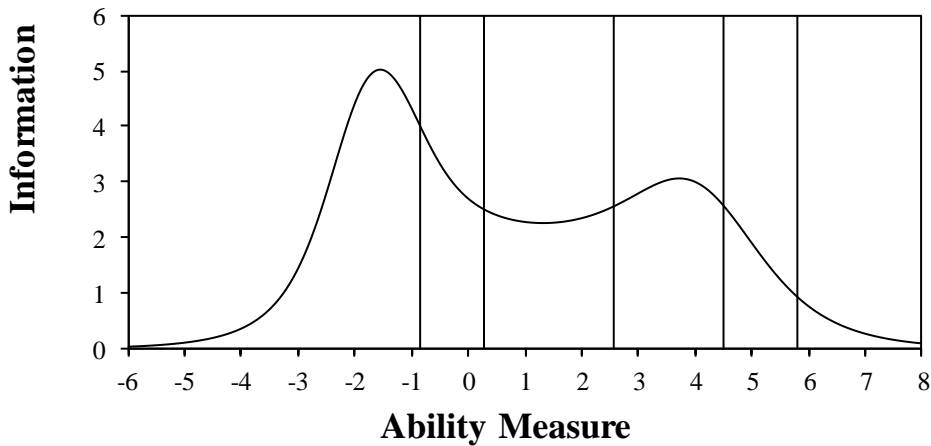
**Figure 4.2.7.3.4.3**  
**Test Information Function: Writ 4-5C S402 Paper**



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

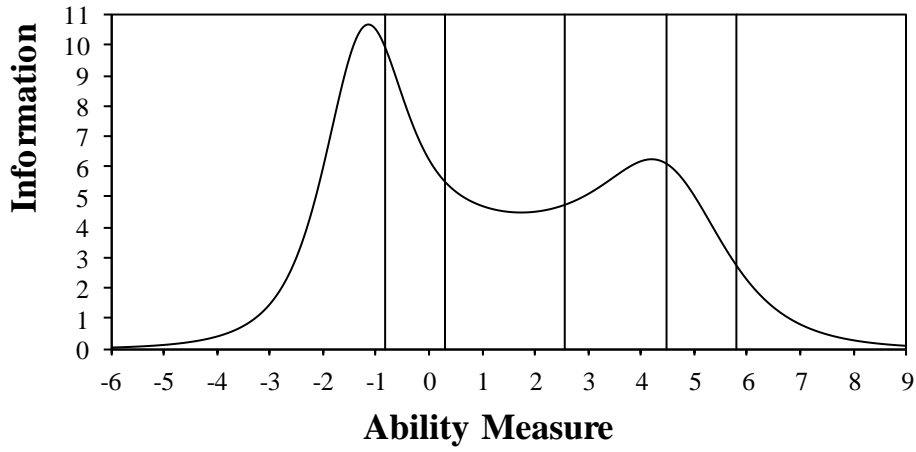
4.2.7.3.5 Grades 6-8

**Figure 4.2.7.3.5.1**  
**Test Information Function: Writ 6-8A S402 Paper**



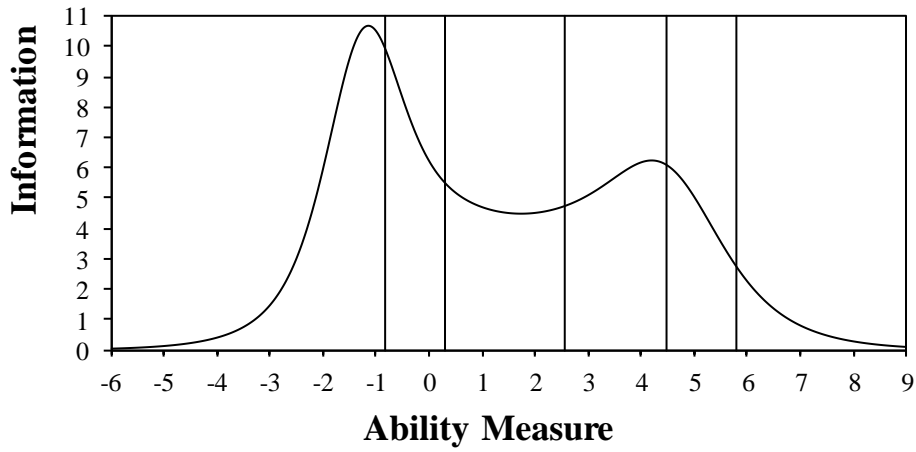


**Figure 4.2.7.3.5.2**  
**Test Information Function: Writ 6-8B S402 Paper**



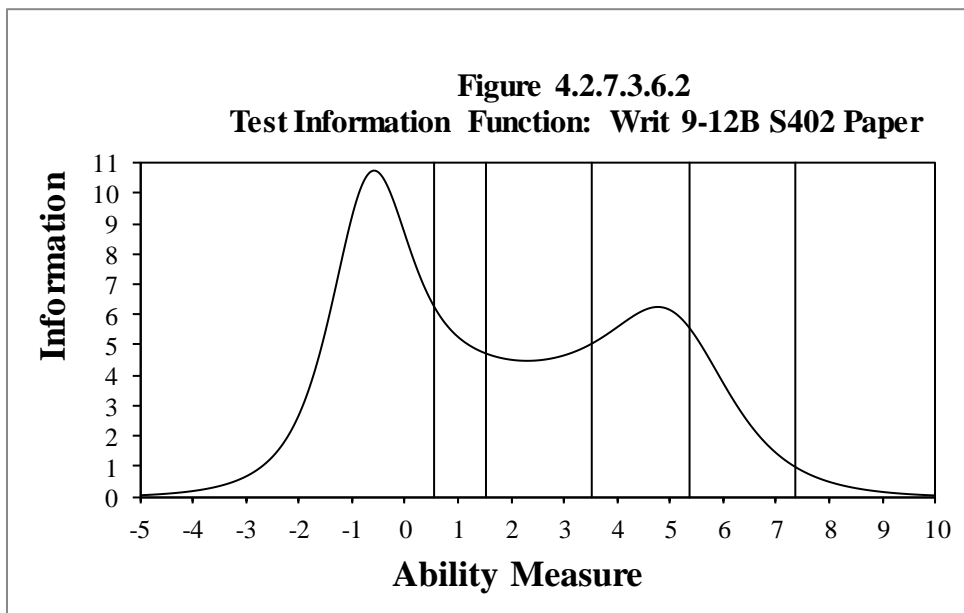
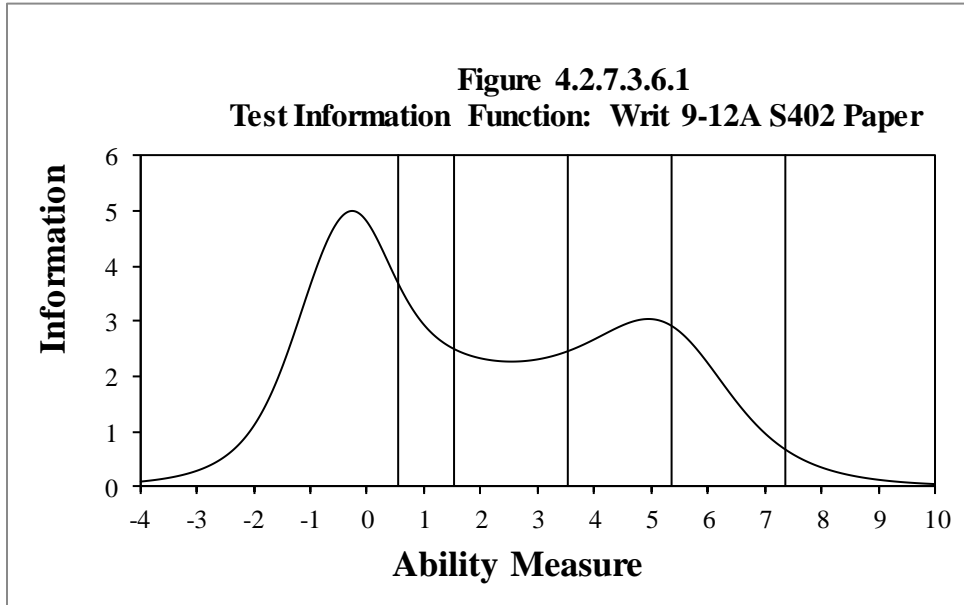
Note: The test form is shared between 6–8B and 6–8C.

**Figure 4.2.7.3.5.3**  
**Test Information Function: Writ 6-8C S402 Paper**



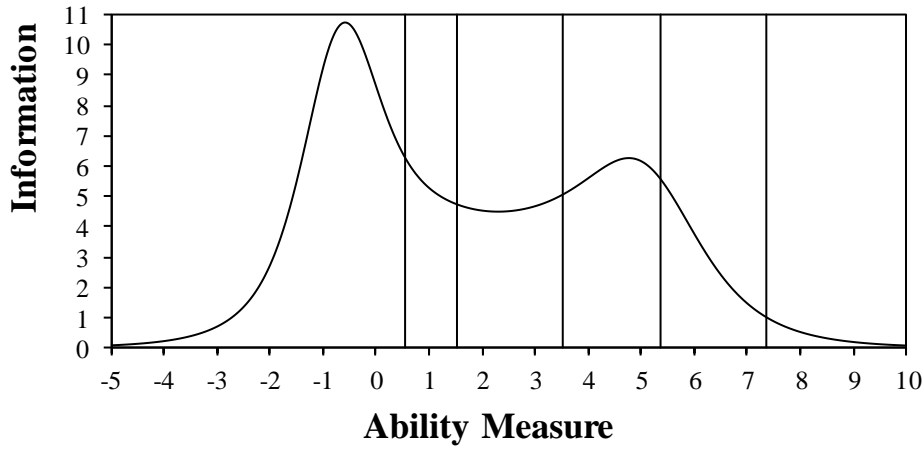
Note: The test form is shared between 6–8B and 6–8C.

4.2.7.3.6 Grades 9–12



Note: The test form is shared between 9–12B and 9–12C.

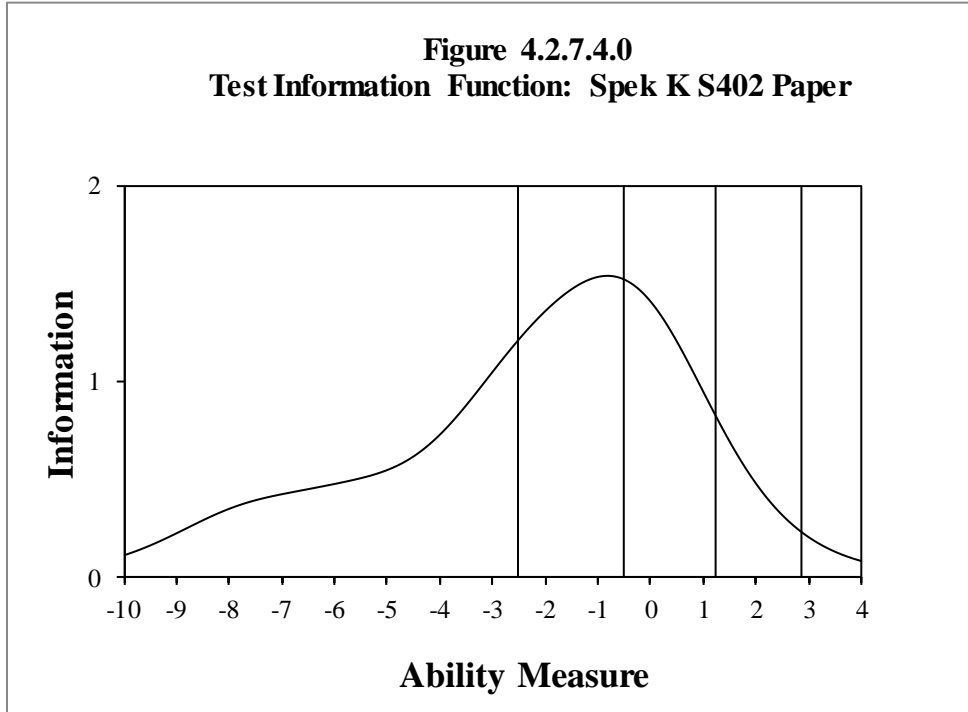
**Figure 4.2.7.3.6.3**  
**Test Information Function: Writ 9-12C S402 Paper**



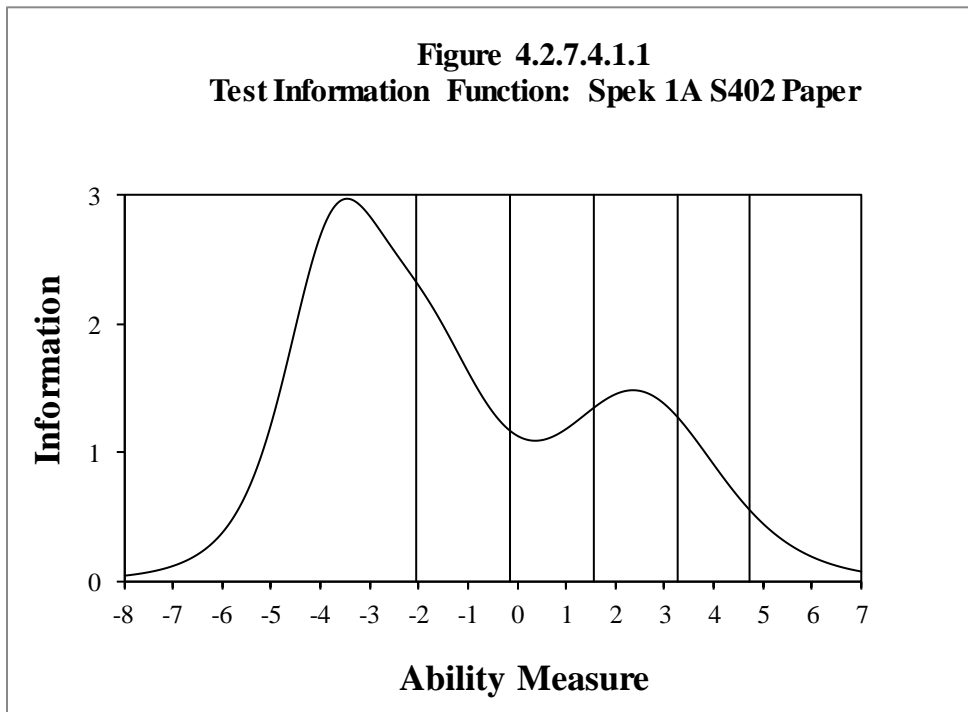
Note: The test form is shared between 9–12B and 9–12C.

4.2.7.4 *Speaking*

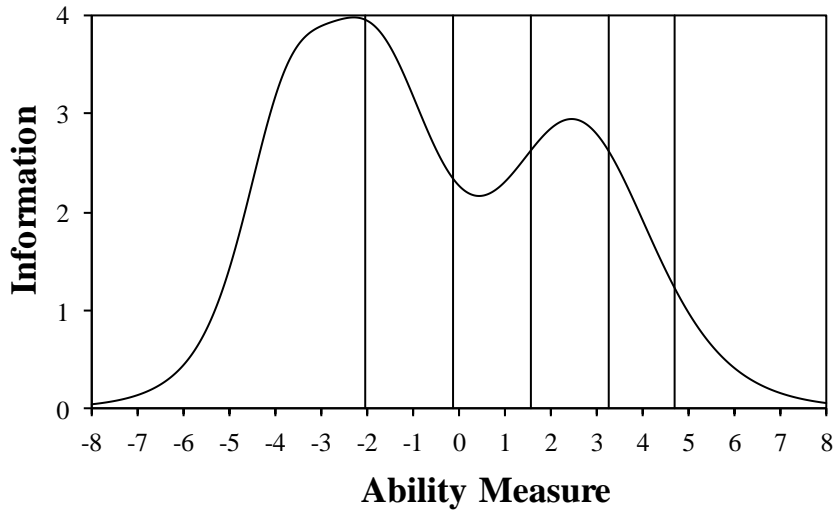
4.2.7.4.0 Kindergarten



4.2.7.4.1 Grade 1

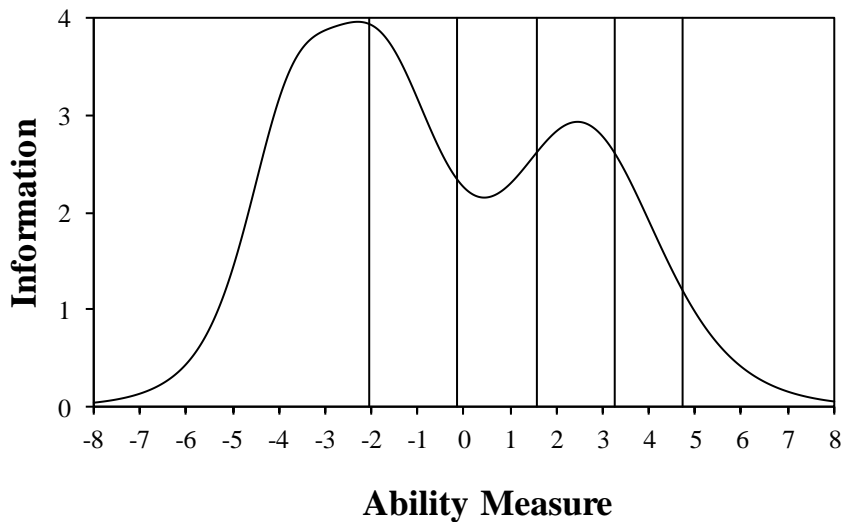


**Figure 4.2.7.4.1.2**  
**Test Information Function: Spek 1B S402 Paper**



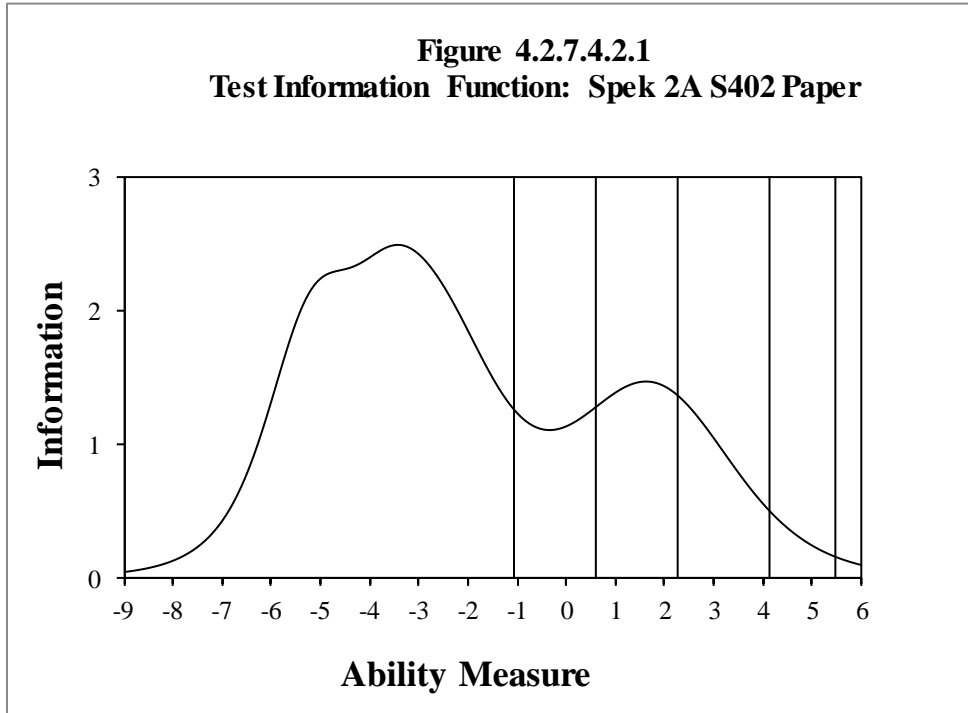
Note: The test form is shared between 1B and 1C.

**Figure 4.2.7.4.1.3**  
**Test Information Function: Spek 1C S402 Paper**

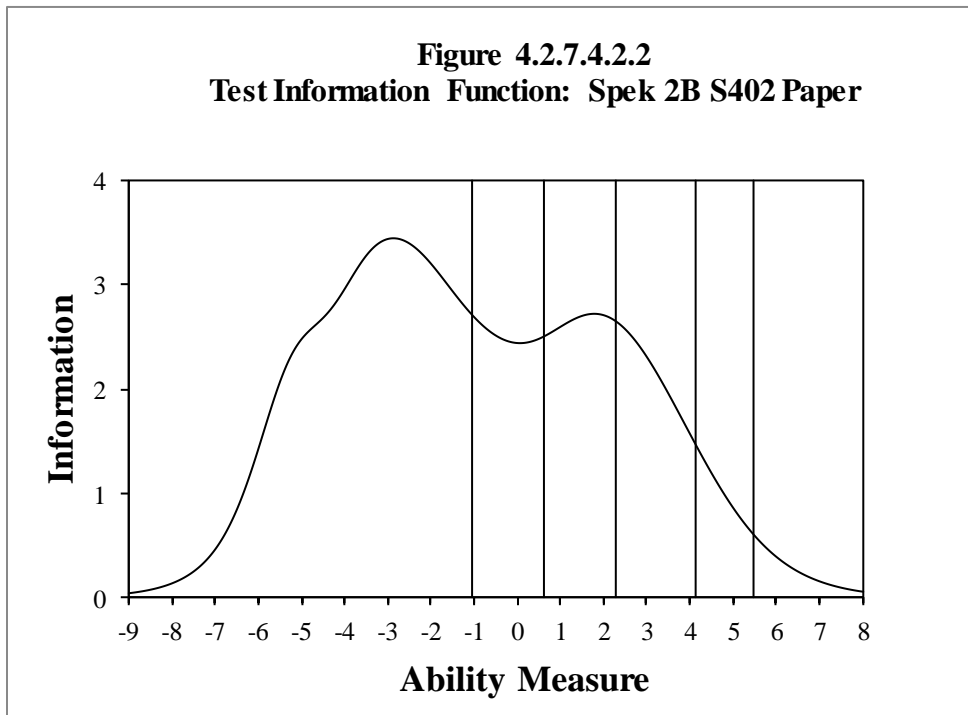


Note: The test form is shared between 1B and 1C.

4.2.7.4.2 Grade 2

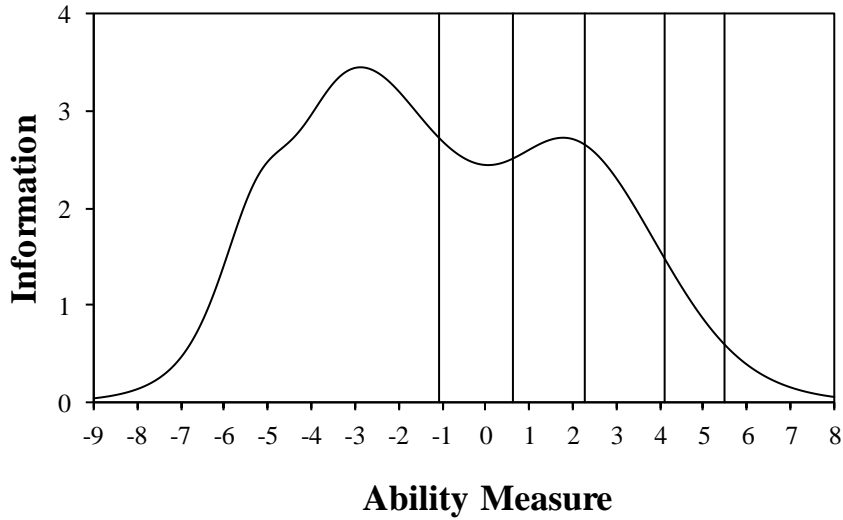


Note: The test form is shared between 2A and 3A.



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

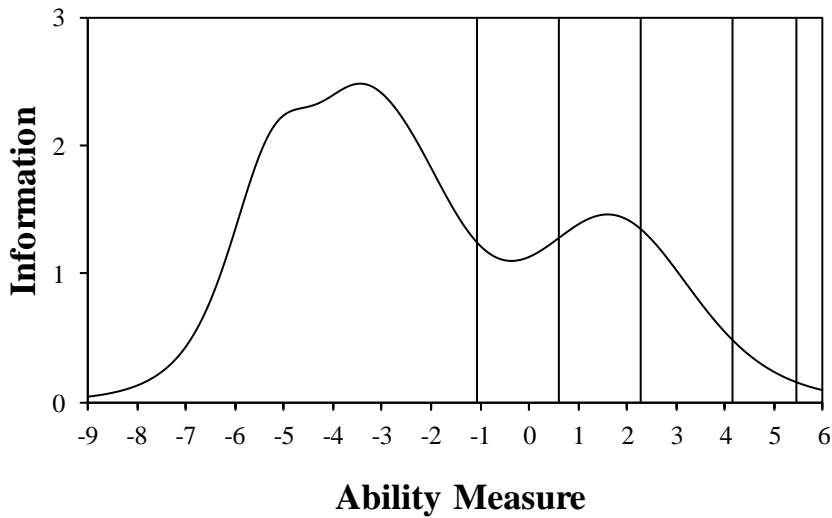
**Figure 4.2.7.4.2.3**  
**Test Information Function: Spek 2C S402 Paper**



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

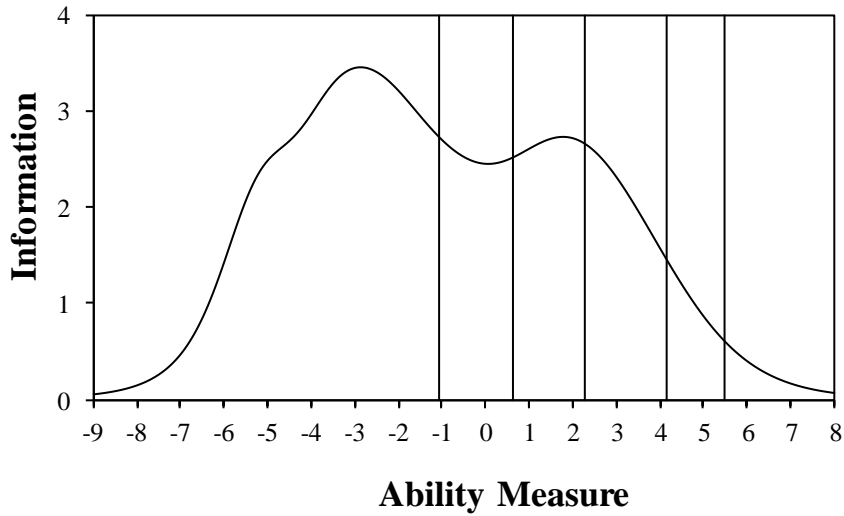
4.2.7.4.3 Grade 3

**Figure 4.2.7.4.3.1**  
**Test Information Function: Spek 3A S402 Paper**



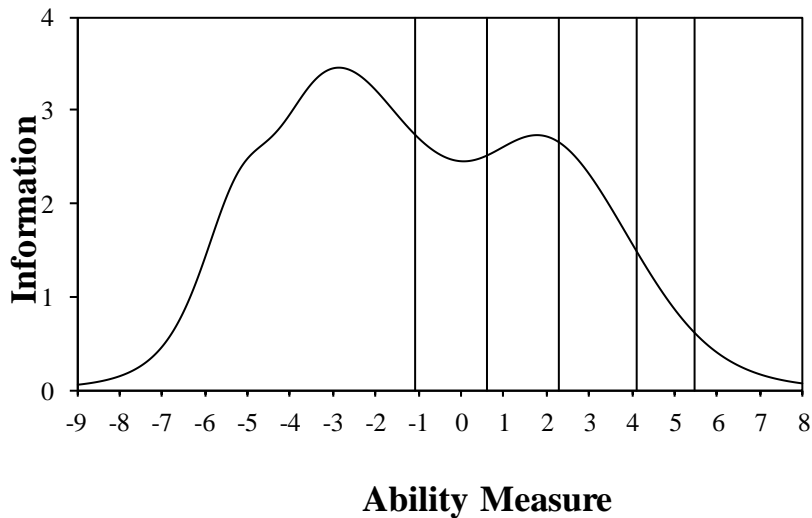
Note: The test form is shared between 2A and 3A.

**Figure 4.2.7.4.3.2**  
**Test Information Function: Spek 3B S402 Paper**



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

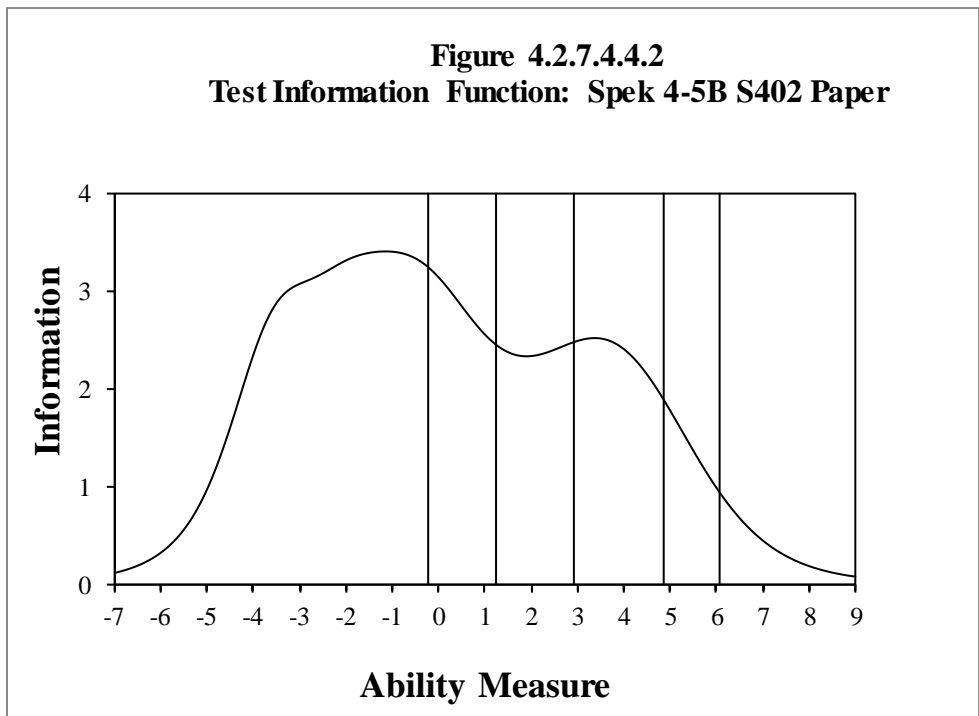
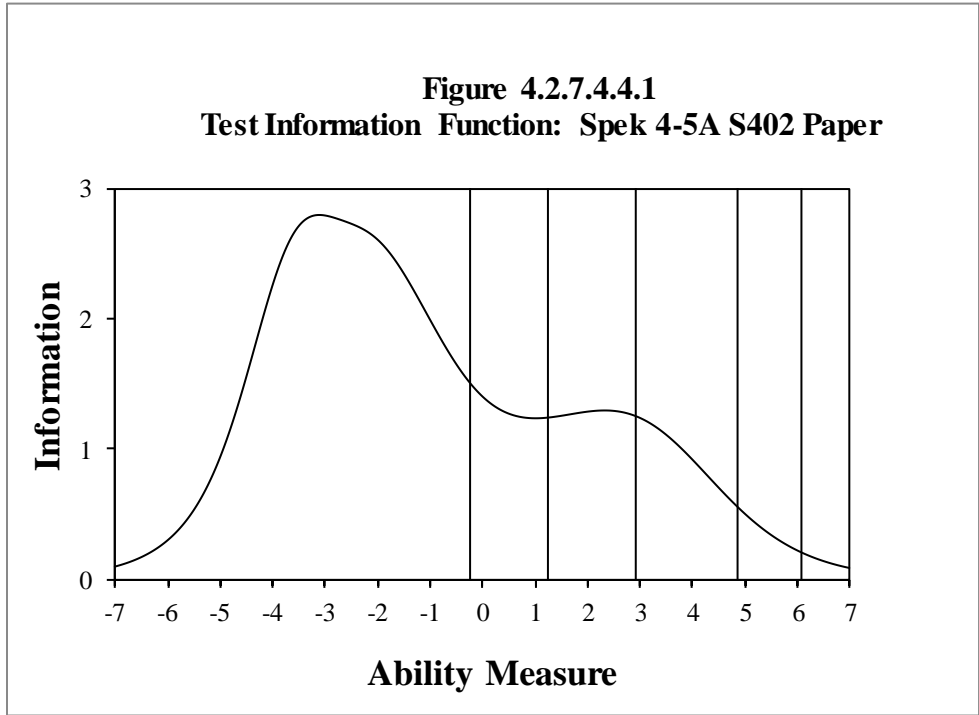
**Figure 4.2.7.4.3.3**  
**Test Information Function: Spek 3C S402 Paper**



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

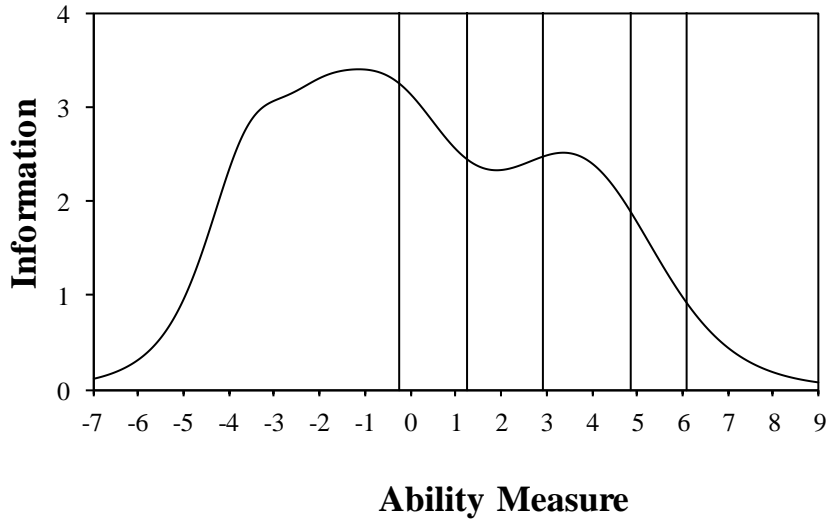


4.2.7.4.4 Grades 4–5



Note: The test form is shared between 4–5B and 4–5C.

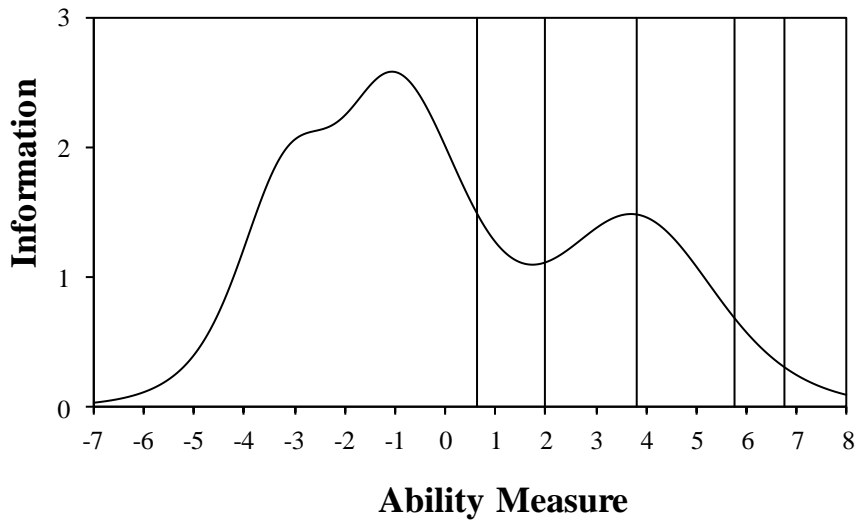
**Figure 4.2.7.4.4.3**  
**Test Information Function: Spek 4-5C S402 Paper**



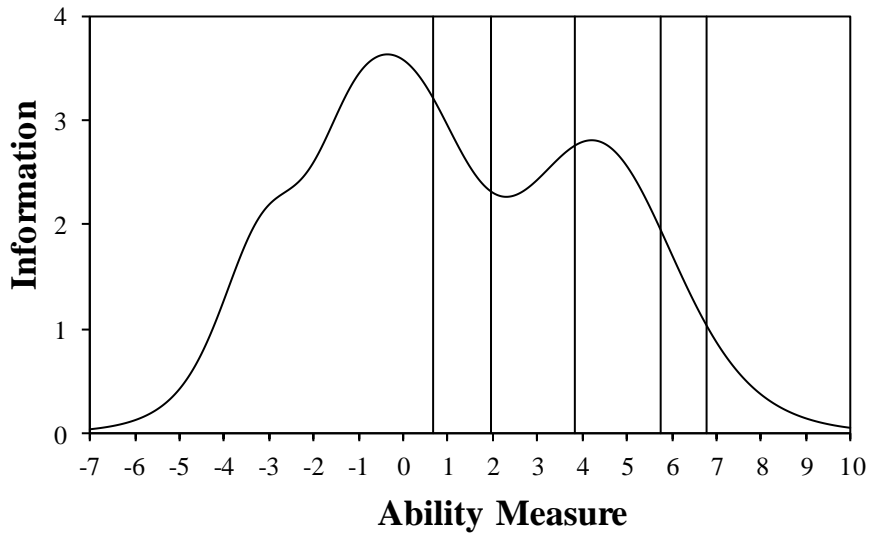
Note: The test form is shared between 4-5B and 4-5C.

4.2.7.4.5 Grades 6-8

**Figure 4.2.7.4.5.1**  
**Test Information Function: Spek 6-8A S402 Paper**

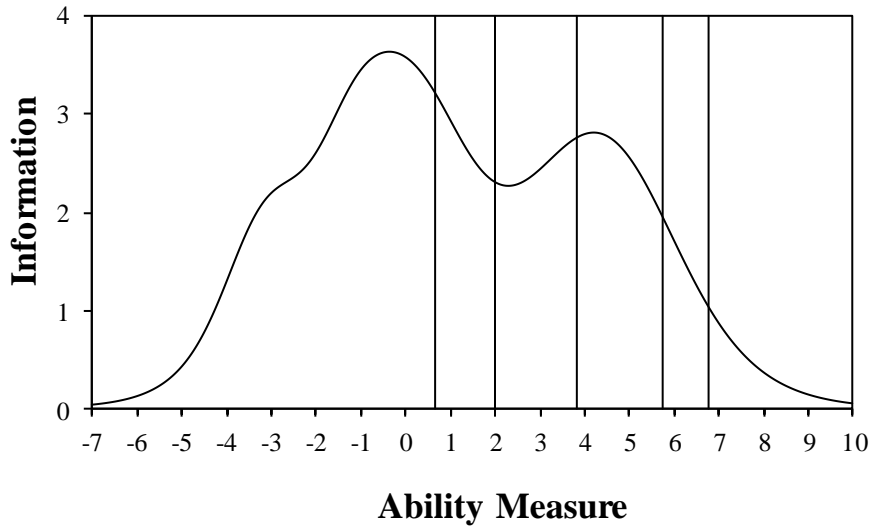


**Figure 4.2.7.4.5.2**  
**Test Information Function: Spek 6-8B S402 Paper**



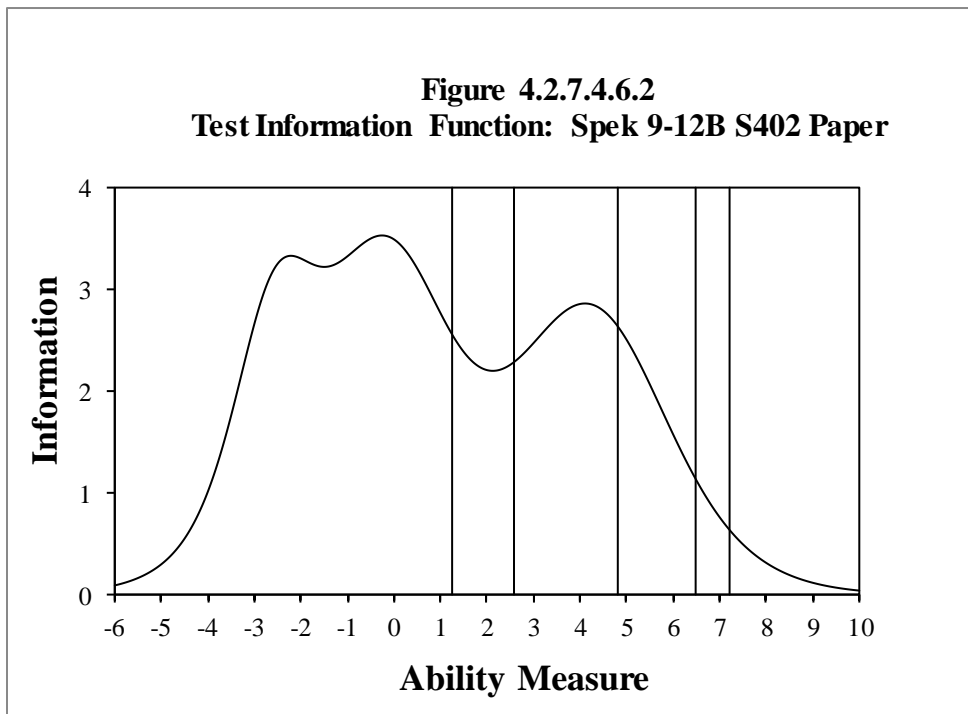
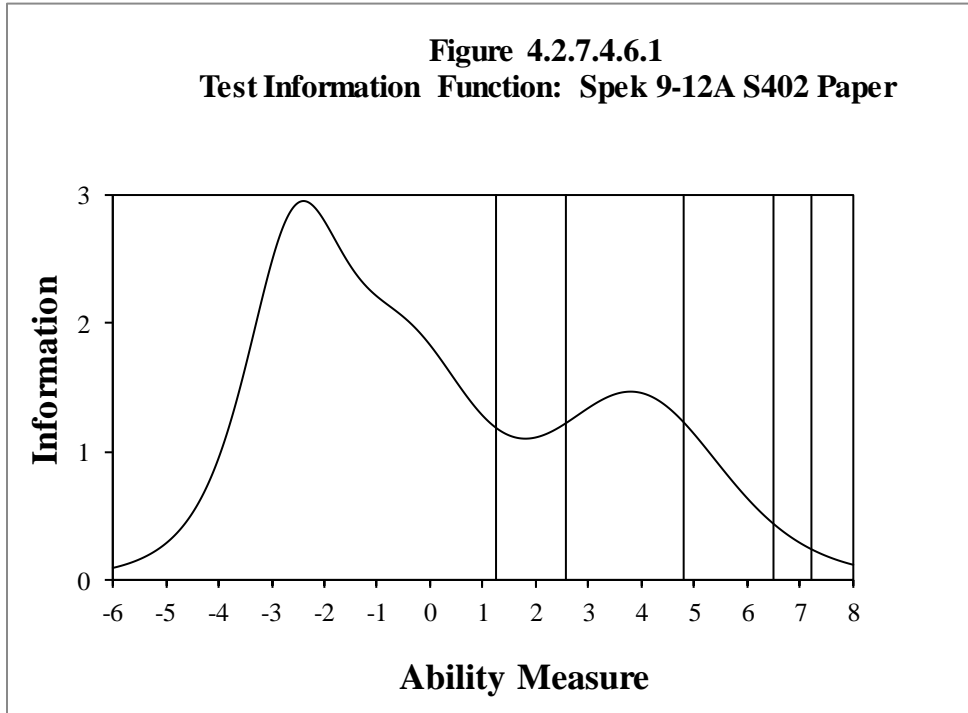
Note: The test form is shared between 6-8B and 6-8C.

**Figure 4.2.7.4.5.3**  
**Test Information Function: Spek 6-8C S402 Paper**



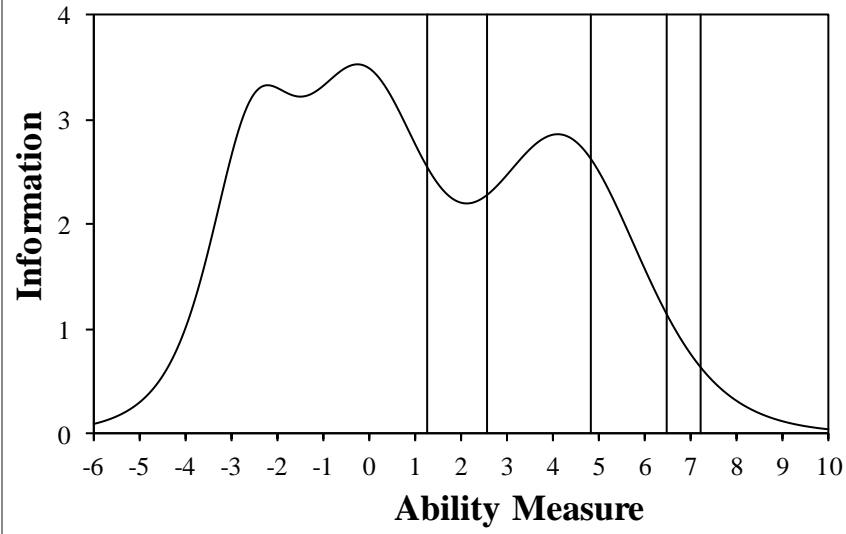
Note: The test form is shared between 6-8B and 6-8C.

4.2.7.4.6 Grades 9–12



Note: The test form is shared between 9–12B and 9–12C.

**Figure 4.2.7.4.6.3**  
**Test Information Function: Spek 9-12C S402 Paper**



Note: The test form is shared between 9-12B and 9-12C.

### 4.2.8 Reliability

In contrast to the test information function presented in section 4.2.7, which is based on the Rasch measurement model, the tables in this section presents test reliability information based on classical test theory. They show

- The number of students
- The number of items
- Cronbach’s coefficient alpha (as a measure of internal consistency)
- The classical standard error of measurement (SEM) in terms of raw scores

Cronbach’s coefficient alpha is widely used as an estimate of reliability, particularly of the internal consistency of test items. It expresses how well the items on a test appear to measure the same construct. Conceptually, it may be thought of as the correlation obtained between performances on two halves of the test, if every possibility of dividing the test items in two were attempted. Thus, Cronbach’s alpha may be low if some items are measuring something other than what the majority of the items are measuring. As with any reliability index, it is affected by the number of test items (or test score points that may be awarded). That is, all things being equal, the greater the number of items, the higher the reliability.

Cronbach’s alpha is also affected by the distribution of ability within the group of students tested. All things being equal, the greater the heterogeneity of abilities within the group of examinees (i.e., the more widely the scores are distributed), the higher the reliability. In this sense, Cronbach’s alpha is *sample dependent*. It is widely recognized that reliability can be as much a function of the sample of students tested as of the test. That is, the same test can produce widely disparate reliability indices based on the ability distribution of the group of examinees. Because ACCESS 2.0 Paper is a tiered test (that is, because each form in Tier A, B, or C targets only a certain range of the entire ability distribution), results for reliability on any one form, particularly for the shorter Listening test, may at times be lower than typically expected.

The formula for Cronbach’s alpha 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  $i$

$\sigma_i^2$  = variance of score on item  $i$

$\sigma_t^2$  = variance of total score

Tables in this section also present the SEM based on classical test theory. Unlike item response theory, in this approach, SEM is seen as a constant across the spread of test scores (ability continuum). Thus, it is not conditional on ability being measured. It is, however, a function of

two statistics: the reliability of the test and the (observed) standard deviation of the test scores. It is calculated as

$$SEM = SD\sqrt{1 - reliability}$$

Traditionally, SEM has been used to create a band around an examinee's observed score, with the assertion in the view of classical test theory that the examinee's true score (i.e., what the examinee's score would be if it could be measured without error) would lie with a certain degree of probability within this band. Statistically speaking, then, there is an expectation that an examinee's true score has a 68% probability of lying within the band extending from the observed score minus 1 SEM to the observed score plus 1 SEM.

For the Writing tests (except Kindergarten, which is scored by the test administrator), information on interrater agreement for a sample of 20% of the task raters is also provided in the tables in this section. This portion of the table shows, for each of the tasks, the percentage of agreement between two raters. In this part of the table, the first column shows the task and the second column shows the number of responses that were double scored. DRC selects a sample of 20% of all responses scored, chosen at random during the operational scoring process. The next column shows the rates of agreement: agreement, adjacent, and nonadjacent. For Writing, with 0–6 as defined levels and the possibility of awarding a “plus” score between levels (e.g., 3, 3+, or 4 are all valid scores), scores that match or are contiguous are categorized as agreement (for example, if Rater 1 assigns a score of 3+, then a score of 3, 3+, or 4 assigned by Rater 2 is categorized as agreement) (%AG). Scores that are one whole score point apart are categorized as adjacent (for example, if Rater 1 assigns a score of 3+, then a score of 2+ or 4+ assigned by Rater 2 is categorized as adjacent) (%AD). Otherwise, the raters are nonadjacent (%NA).

As the Speaking test is scored locally, it is not possible to provide interrater agreement data for Speaking. Section 1.6.3.1 describes training procedures that local raters must complete before being certified to administer and score the Speaking test.

#### 4.2.8.1 *Listening*

##### 4.2.8.1.0 *Kindergarten*

**Table 4.2.8.1.0**

Reliability: List K S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
237,519	30	0.937	1.821

##### 4.2.8.1.1 *Grade 1*

**Table 4.2.8.1.1.1**

Reliability: List 1A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
33,586	18	0.772	1.501

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

**Table 4.2.8.1.1.2**

Reliability: List 1B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
38,915	21	0.649	1.509

Note: the test form is shared between 1B and 2B.

**Table 4.2.8.1.1.3**

Reliability: List 1C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
35,861	21	0.617	1.684

Note: the test form is shared between 1C and 2C.

##### 4.2.8.1.2 *Grade 2*

**Table 4.2.8.1.2.1**

Reliability: List 2A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
33,586	18	0.772	1.501

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



**Table 4.2.8.1.2.2**

Reliability: List 2B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
38,915	21	0.649	1.509

Note: the test form is shared between 1B and 2B.

**Table 4.2.8.1.2.3**

Reliability: List 2C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
35,861	21	0.617	1.684

Note: the test form is shared between 1C and 2C.

### 4.2.8.1.3 Grade 3

**Table 4.2.8.1.3.1**

Reliability: List 3A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
18,606	18	0.758	1.801

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

**Table 4.2.8.1.3.2**

Reliability: List 3B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
24,480	21	0.676	1.778

Note: the test form is shared between 3B and 4-5B.

**Table 4.2.8.1.3.3**

Reliability: List 3C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
66,143	21	0.621	1.873

Note: the test form is shared between 3C and 4-5C.

#### 4.2.8.1.4 Grades 4–5

**Table 4.2.8.1.4.1**

Reliability: List 4-5A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
18,606	18	0.758	1.801

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

**Table 4.2.8.1.4.2**

Reliability: List 4-5B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
24,480	21	0.676	1.778

Note: the test form is shared between 3B and 4-5B.

**Table 4.2.8.1.4.3**

Reliability: List 4-5C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
66,143	21	0.621	1.873

Note: the test form is shared between 3C and 4-5C.

#### 4.2.8.1.5 Grades 6–8

**Table 4.2.8.1.5.1**

Reliability: List 6-8A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
14,685	18	0.742	1.801

**Table 4.2.8.1.5.2**

Reliability: List 6-8B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
13,601	21	0.663	1.849

**Table 4.2.8.1.5.3**

Reliability: List 6-8C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
31,448	21	0.591	1.721

#### 4.2.8.1.6 Grades 9–12

**Table 4.2.8.1.6.1**

Reliability: List 9-12A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
16,387	18	0.668	1.745

**Table 4.2.8.1.6.2**

Reliability: List 9-12B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
15,668	21	0.660	1.852

**Table 4.2.8.1.6.3**

Reliability: List 9-12C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
26,662	21	0.633	1.931

#### 4.2.8.2 *Reading*

##### 4.2.8.2.0 Kindergarten

**Table 4.2.8.2.0**

Reliability: Read K S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
237,512	30	0.949	1.755

##### 4.2.8.2.1 Grade 1

**Table 4.2.8.2.1.1**

Reliability: Read 1A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
32,210	24	0.818	2.133

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

**Table 4.2.8.2.1.2**

Reliability: Read 1B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
35,048	27	0.837	2.280

Note: the test form is shared between 1B and 2B.

**Table 4.2.8.2.1.3**

Reliability: Read 1C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
32,596	27	0.815	2.234

Note: the test form is shared between 1C and 2C.

**4.2.8.2.2 Grade 2****Table 4.2.8.2.2.1**

Reliability: Read 2A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
32,210	24	0.818	2.133

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

**Table 4.2.8.2.2.2**

Reliability: Read 2B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
35,048	27	0.837	2.280

Note: the test form is shared between 1B and 2B.

**Table 4.2.8.2.2.3**

Reliability: Read 2C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
32,596	27	0.815	2.234

Note: the test form is shared between 1C and 2C.

#### 4.2.8.2.3 Grade 3

**Table 4.2.8.2.3.1**

Reliability: Read 3A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
17,652	24	0.850	2.069

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

**Table 4.2.8.2.3.2**

Reliability: Read 3B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
23,204	27	0.825	2.265

Note: the test form is shared between 3B and 4-5B.

**Table 4.2.8.2.3.3**

Reliability: Read 3C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
60,647	27	0.744	2.364

Note: the test form is shared between 3C and 4-5C.

#### 4.2.8.2.4 Grades 4–5

**Table 4.2.8.2.4.1**

Reliability: Read 4-5A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
17,652	24	0.850	2.069

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

**Table 4.2.8.2.4.2**

Reliability: Read 4-5B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
23,204	27	0.825	2.265

Note: the test form is shared between 3B and 4-5B.

**Table 4.2.8.2.4.3**

Reliability: Read 4-5C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
60,647	27	0.744	2.364

Note: the test form is shared between 3C and 4-5C.

**4.2.8.2.5 Grades 6–8****Table 4.2.8.2.5.1**

Reliability: Read 6-8A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
14,025	24	0.793	2.122

**Table 4.2.8.2.5.2**

Reliability: Read 6-8B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
12,111	27	0.805	2.297

**Table 4.2.8.2.5.3**

Reliability: Read 6-8C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
28,814	27	0.764	2.335

**4.2.8.2.6 Grades 9–12****Table 4.2.8.2.6.1**

Reliability: Read 9-12A S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
16,046	24	0.811	2.056

**Table 4.2.8.2.6.2**

Reliability: Read 9-12B S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
14,261	27	0.821	2.228

**Table 4.2.8.2.6.3**

Reliability: Read 9-12C S402 Paper

No. of Students	No. of Items	Cronbach's Alpha	SEM
24,633	27	0.804	2.307

**4.2.8.3 Writing****4.2.8.3.0 Kindergarten****Table 4.2.8.3.0**

Reliability: Writ K S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Stratified Alpha	SEM
	237,498	6	0.923	1.187
Interrater Agreement	n/a			

**4.2.8.3.1 Grade 1****Table 4.2.8.3.1.1**

Reliability: Writ 1A S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
	26,562	4	0.875		2.019
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	12,102	100	0	0
	2	15,650	100	0	0
	3	17,566	98	2	0
	4	15,510	97	3	0

**Table 4.2.8.3.1.2**

Reliability: Writ 1B S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
	33,383	3	0.943		1.865
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	15,952	98	2	0
	2	18,434	97	3	0
	3	16,522	98	2	0

Note: the test form is shared between 1B and 1C.

**Table 4.2.8.3.1.3**

Reliability: Writ 1C S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		33,383	3	0.943	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	15,952	98	2	0
	2	18,434	97	3	0
	3	16,522	98	2	0

Note: the test form is shared between 1B and 1C.

**4.2.8.3.2 Grade 2****Table 4.2.8.3.2.1**

Reliability: Writ 2A S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		18,989	3	0.896	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	6,502	97	3	0
	2	6,254	98	2	0
	3	7,248	98	2	0

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

**Table 4.2.8.3.2.2**

Reliability: Writ 2B S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		84,530	3	0.935	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	18,842	95	4	0
	2	19,340	96	4	0
	3	19,450	97	3	0

Note: the test form is shared between 2B, 2C, 3B, and 3C.



**Table 4.2.8.3.2.3**

Reliability: Writ 2C S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		84,530	3	0.935	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	18,842	95	4	0
	2	19,340	96	4	0
	3	19,450	97	3	0

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**4.2.8.3.3 Grade 3****Table 4.2.8.3.3.1**

Reliability: Writ 3A S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		18,989	3	0.896	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	3,986	96	3	1
	2	4,012	96	4	0
	3	4,510	98	2	0

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

**Table 4.2.8.3.3.2**

Reliability: Writ 3B S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		84,530	3	0.935	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	16,708	96	4	0
	2	16,838	97	3	0
	3	16,862	96	3	0

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**Table 4.2.8.3.3.3**

Reliability: Writ 3C S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		84,530	3	0.935	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	16,708	96	4	0
	2	16,838	97	3	0
	3	16,862	96	3	0

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**4.2.8.3.4 Grades 4-5****Table 4.2.8.3.4.1**

Reliability: Writ 4-5A S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		11,497	3	0.874	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	6,506	97	3	0
	2	5,712	97	3	0
	3	6,806	98	2	0

**Table 4.2.8.3.4.2**

Reliability: Writ 4-5B S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		52,237	3	0.905	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	22,194	96	4	0
	2	21,782	96	4	0
	3	22,182	95	5	0

Note: the test form is shared between 4-5B and 4-5C.

**Table 4.2.8.3.4.3**

Reliability: Writ 4-5C S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		52,237	3	0.905	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	22,194	96	4	0
	2	21,782	96	4	0
	3	22,182	95	5	0

Note: the test form is shared between 4-5B and 4-5C.

**4.2.8.3.5 Grades 6-8****Table 4.2.8.3.5.1**

Reliability: Writ 6-8A S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		15,147	3	0.860	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	7,646	95	5	0
	2	8,292	96	4	0
	3	8,154	95	5	0

**Table 4.2.8.3.5.2**

Reliability: Writ 6-8B S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		45,691	3	0.917	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	19,322	98	2	0
	2	19,544	97	3	0
	3	19,844	97	2	0

Note: the test form is shared between 6-8B and 6-8C.

**Table 4.2.8.3.5.3**

Reliability: Writ 6-8C S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		45,691	3	0.917	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	19,322	98	2	0
	2	19,544	97	3	0
	3	19,844	97	2	0

Note: the test form is shared between 6-8B and 6-8C.

**4.2.8.3.6 Grades 9-12****Table 4.2.8.3.6.1**

Reliability: Writ 9-12A S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		17,034	3	0.854	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	9,356	95	5	0
	2	7,816	96	4	0
	3	11,566	97	3	0

**Table 4.2.8.3.6.2**

Reliability: Writ 9-12B S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
		43,481	3	0.917	
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	19,112	96	4	0
	2	19,268	96	4	0
	3	19,628	93	7	0

Note: the test form is shared between 9-12B and 9-12C.

**Table 4.2.8.3.6.3**

Reliability: Writ 9-12C S402 Paper

Reliability	No. of Students	No. of Tasks	Cronbach's Alpha		SEM
	43,481	3	0.917		2.156
Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	19,112	96	4	0
	2	19,268	96	4	0
	3	19,628	93	7	0

Note: the test form is shared between 9-12B and 9-12C.

#### 4.2.8.4 Speaking

##### 4.2.8.4.0 Kindergarten

**Table 4.2.8.4.0**

Reliability: Spek K S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
237,510	10	0.897	1.036

##### 4.2.8.4.1 Grade 1

**Table 4.2.8.4.1.1**

Reliability: Spek 1A S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
26,435	6	0.866	1.369

**Table 4.2.8.4.1.2**

Reliability: Spek 1B S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
33,279	6	0.905	1.425

Note: the test form is shared between 1B and 1C.

**Table 4.2.8.4.1.3**

Reliability: Spek 1C S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
33,279	6	0.905	1.425

Note: the test form is shared between 1B and 1C.

**4.2.8.4.2 Grade 2****Table 4.2.8.4.2.1**

Reliability: Spek 2A S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
18,891	6	0.903	1.372

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

**Table 4.2.8.4.2.2**

Reliability: Spek 2B S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
84,204	6	0.907	1.339

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**Table 4.2.8.4.2.3**

Reliability: Spek 2C S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
84,204	6	0.907	1.339

Note: the test form is shared between 2B, 2C, 3B, and 3C.

#### 4.2.8.4.3 Grade 3

**Table 4.2.8.4.3.1**

Reliability: Spek 3A S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
18,891	6	0.903	1.372

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

**Table 4.2.8.4.3.2**

Reliability: Spek 3B S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
84,204	6	0.907	1.339

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**Table 4.2.8.4.3.3**

Reliability: Spek 3C S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
84,204	6	0.907	1.339

Note: the test form is shared between 2B, 2C, 3B, and 3C.

#### 4.2.8.4.4 Grades 4–5

**Table 4.2.8.4.4.1**

Reliability: Spek 4-5A S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
11,438	6	0.891	1.448

**Table 4.2.8.4.4.2**

Reliability: Spek 4-5B S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
52,055	6	0.902	1.354

Note: the test form is shared between 4-5B and 4-5C.

**Table 4.2.8.4.4.3**

Reliability: Spek 4-5C S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
52,055	6	0.902	1.354

Note: the test form is shared between 4-5B and 4-5C.

#### 4.2.8.4.5 Grades 6–8

**Table 4.2.8.4.5.1**

Reliability: Spek 6-8A S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
15,023	6	0.886	1.466

**Table 4.2.8.4.5.2**

Reliability: Spek 6-8B S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
45,417	6	0.918	1.348

Note: the test form is shared between 6-8B and 6-8C.

**Table 4.2.8.4.5.3**

Reliability: Spek 6-8C S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
45,417	6	0.918	1.348

Note: the test form is shared between 6-8B and 6-8C.

#### 4.2.8.4.6 Grades 9–12

**Table 4.2.8.4.6.1**

Reliability: Spek 9-12A S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
16,914	6	0.875	1.485

**Table 4.2.8.4.6.2**

Reliability: Spek 9-12B S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
43,208	6	0.938	1.302

Note: the test form is shared between 9-12B and 9-12C.

**Table 4.2.8.4.6.3**

Reliability: Spek 9-12C S402 Paper

No. of Students	No. of Tasks	Cronbach's Alpha	SEM
43,208	6	0.938	1.302

Note: the test form is shared between 9-12B and 9-12C.



## 4.2.9 Complete Item or Task Analysis and Summary

The tables in this section provide a summary of the analyses of the items (for Listening and Reading) or the tasks (for Writing and Speaking), along with analyses of each item or task. Tables have either two parts (Listening and Reading) or three parts (Speaking and Writing).

The first section of the table provides information about the total set of items or tasks and includes the item or task type (selected response or constructed response), the average item or task difficulty (in logits), the number of items or tasks, the average infit mean square, and the average outfit mean square.

The second section of the table presents results of the analyses of all of the items or tasks on the test form. For Listening, Reading, and Writing, the results for each tier are presented in separate tables. In these tables, the first column provides the unique item name. The second column in this part of the table presents the item difficulty in logits, while the third column indicates whether that item served as a common item across years. (Note that for ACCESS 2.0 Series 400 Paper, which is, for these three domains, the same form as Series 402 for all clusters and tiers, no items served as anchors, as explained in Section 4.2.5.) The next two columns show the Rasch fit statistics for the item or task.

For the Speaking test, due to the design of the test, a number of items are shared between tiers. In order to best present the results of the Speaking task analysis, all Speaking items in a grade-level cluster are presented in one single table. A column to the right of the task name indicates whether the item is found on the Tier A or Tier B/C tests (recall that Tier B and Tier C are the same form for Speaking). An asterisk indicates shared tasks. The intended proficiency level of the task (1, 3, or 5) is found in the next column. The remaining columns to the right—item difficulty and fit statistics—are displayed as for Listening, Reading, and Writing, described above.

The final portion of the table applies to Writing and Speaking only. This portion of the table provides raw score distributions by task.

#### 4.2.9.1 Listening

##### 4.2.9.1.0 Kindergarten

**Table 4.2.9.1.0**

Complete Item Analysis and Summary: List K S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-3.22	1.00	1.25
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L_A1.2_bear_K_S402_Paper	-5.76	0.94	1.12
2.L_A1.3_window_K_S402_Paper	-5.64	0.97	1.59
3.L_A1.1_book_K_S402_Paper	-3.97	1.33	4.54
4.L_A2.1_running shoes_K_S402_Paper	-3.67	1.16	1.88
5.L_A2.2_white sweater_K_S402_Paper	-4.85	0.92	1.19
6.L_A2.3_striped pants_K_S402_Paper	-1.90	1.26	1.46
7.L_A3.1_towel_K_S402_Paper	-2.17	1.11	1.16
8.L_A3.2_toothbrush_K_S402_Paper	-4.28	0.90	0.95
9.L_A3.3_brush_K_S402_Paper	-3.57	0.87	1.00
10.L_A4.1_carrot_K_S402_Paper	-1.25	0.89	0.81
11.L_A4.2_bag of berries_K_S402_Paper	-1.91	1.09	1.07
12.L_A4.3_cake_K_S402_Paper	-2.71	0.89	0.81
13.L_A5.1_put bootsinthecloset_K_S402_Paper	-1.84	0.80	0.69
14.L_A5.2_put photoalbumonthe bed_K_S402_Paper	-2.95	0.76	0.63
15.L_A5.3_putfrigenexttodollhouse_K_S402_Paper	-1.32	0.92	0.83
16.L_D1.1_dog_K_S402_Paper	-5.64	1.22	2.51
17.L_D1.2_teacher_K_S402_Paper	-7.17	0.99	1.13
18.L_D1.3_calendar_K_S402_Paper	-4.44	1.47	2.05
19.L_D2.1_big banana_K_S402_Paper	-3.93	1.34	2.64
20.L_D2.2_short tree_K_S402_Paper	-3.35	1.19	1.34
21.L_D2.3_tall flower_K_S402_Paper	-3.74	1.12	1.16
22.L_D3.1_bike_K_S402_Paper	-2.58	1.00	1.05
23.L_D3.2_horse_K_S402_Paper	-2.10	1.09	1.17
24.L_D3.3_boat_K_S402_Paper	-4.44	0.80	0.53
25.L_D4.1_fireman_K_S402_Paper	-4.06	0.67	0.44
26.L_D4.2_doctor_K_S402_Paper	-3.02	0.75	0.63
27.L_D4.3_farmer_K_S402_Paper	-2.88	0.72	0.57
28.L_D5.1_school bus in the sink_K_S402_Paper	-0.18	0.93	0.80
29.L_D5.2_orange in the water_K_S402_Paper	-0.35	1.05	1.01
30.L_D5.3_raincoatinthemathcenter_K_S402_Paper	-0.92	0.95	0.81

#### 4.2.9.1.1 Grade 1

**Table 4.2.9.1.1.1**

Complete Item Analysis and Summary: List 1A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-2.07	0.99	0.94
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L12A_9611_SIp1_ClassDirections_302_S402_Paper	-2.21	0.94	0.83
2.L12A_9612_SIp2_ClassDirections_302_S402_Paper	-2.48	0.93	0.86
3.L12A_9613_SIp3_ClassDirections_302_S402_Paper	-2.81	0.99	0.89
4.L12A_10776_LAp1_MouseStory_302_S402_Paper	-2.14	0.91	0.75
5.L12A_10777_LAp2_MouseStory_302_S402_Paper	-1.37	1.07	1.08
6.L12A_10778_LAp3_MouseStory_302_S402_Paper	-1.09	1.09	1.12
7.L12A_6855_MAp1_MeasuringAnimals_203_S402_Paper	-1.66	1.03	1.01
8.L12A_6856_MAp2_MeasuringAnimals_203_S402_Paper	-0.46	1.17	1.26
9.L12A_6857_MAp3_MeasuringAnimals_203_S402_Paper	-2.23	1.06	1.07
10.L12A_6730_SCP1_JumpRope_203_S402_Paper	-3.59	0.85	0.60
11.L12A_6731_SCP2_JumpRope_203_S402_Paper	-0.87	1.07	1.15
12.L12A_6732_SCP3_JumpRope_203_S402_Paper	-3.14	0.83	0.66
13.L12A_10687_SSp1_FruitTrees_302_S402_Paper	-3.40	0.91	0.66
14.L12A_10689_SSp2_FruitTrees_302_S402_Paper	-1.34	1.01	0.99
15.L12A_10691_SSp3_FruitTrees_302_S402_Paper	-1.47	1.05	1.07
16.L12A_9848_SIp2_ClassHelpers_302_S402_Paper	-2.57	0.90	0.90
17.L12A_9850_SIp3_ClassHelpers_302_S402_Paper	-2.32	0.92	0.85
18.L12A_9852_SIp4_ClassHelpers_302_S402_Paper	-2.15	1.06	1.11

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

**Table 4.2.9.1.1.2**

Complete Item Analysis and Summary: List 1B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-1.25	0.99	0.93
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L12B_9828_SIp2_EndSchoolDay_302_S402_Paper	-2.98	0.95	0.69
2.L12B_9829_SIp3_EndSchoolDay_302_S402_Paper	-2.71	0.96	0.77
3.L12B_9830_SIp4_EndSchoolDay_302_S402_Paper	-1.49	1.01	1.03
4.L12B_10745_LAp2_BenjaminFranklin_302_S402_Paper	-1.02	1.14	1.33
5.L12B_10746_LAp3_BenjaminFranklin_302_S402_Paper	-1.32	0.94	0.85
6.L12B_10748_LAp4_BenjaminFranklin_302_S402_Paper	0.73	1.11	1.15
7.L12B_7061_MAp2_ShapeGame_203_S402_Paper	-1.07	1.06	1.17
8.L12B_7062_MAp3_ShapeGame_203_S402_Paper	1.18	1.08	1.13
9.L12B_7063_MAp4_ShapeGame_203_S402_Paper	-0.09	1.07	1.09
10.L12B_7352_SCP2_MixDrinks_203_S402_Paper	-3.40	0.93	0.73
11.L12B_7353_SCP3_MixDrinks_203_S402_Paper	-2.06	0.94	0.78
12.L12B_7355_SCP4_MixDrinks_203_S402_Paper	-3.05	0.94	0.69
13.L12B_10716_SSp2_CityWorkers_302_S402_Paper	-1.89	0.97	0.88
14.L12B_10718_SSp3_CityWorkers_302_S402_Paper	-1.23	0.97	0.88
15.L12B_10719_SSp4_CityWorkers_302_S402_Paper	-1.37	0.93	0.78
16.L12B_10794_LAp3_GrowingUp_302_S402_Paper	-3.05	0.98	0.81
17.L12B_10795_LAp4_GrowingUp_302_S402_Paper	-0.61	0.99	0.96
18.L12B_10802_LAp5_GrowingUp_302_S402_Paper	-0.46	0.97	0.93
19.L12B_7654_MAp3_SchoolClothes_203_S402_Paper	-0.64	0.95	0.89
20.L12B_7655_MAp4_SchoolClothes_203_S402_Paper	0.00	0.96	0.94
21.L12B_7656_MAp5_SchoolClothes_203_S402_Paper	0.33	0.99	0.99

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

**Table 4.2.9.1.1.3**

Complete Item Analysis and Summary: List 1C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-1.19	1.00	0.99
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L12C_10064_SIp3_Drawing_302_S402_Paper	-2.19	0.95	0.84
2.L12C_10065_SIp4_Drawing_302_S402_Paper	-2.51	0.96	0.79
3.L12C_10066_SIp5_Drawing_302_S402_Paper	-0.52	1.03	1.04
4.L12C_10764_LAp3_FriendStory_302_S402_Paper	-2.33	0.99	1.04
5.L12C_10765_LAp4_FriendStory_302_S402_Paper	-1.76	1.00	1.00
6.L12C_10766_LAp5_FriendStory_302_S402_Paper	-0.06	1.03	1.05
7.L12C_10144_MAp3_BookClub_302_S402_Paper	-0.04	0.96	0.94
8.L12C_10145_MAp4_BookClub_302_S402_Paper	-0.94	0.94	0.88
9.L12C_10146_MAp5_BookClub_302_S402_Paper	1.07	0.98	0.99
10.L12C_7261_S Cp3_DesertLife_203_S402_Paper	-1.97	0.99	1.00
11.L12C_7262_S Cp4_DesertLife_203_S402_Paper	-0.92	0.99	0.99
12.L12C_7263_S Cp5_DesertLife_203_S402_Paper	-0.37	0.97	0.95
13.L12C_10757_SSp3_TownWalk_302_S402_Paper	-2.01	0.98	0.92
14.L12C_10758_SSp4_TownWalk_302_S402_Paper	-2.87	0.97	0.91
15.L12C_10759_SSp5_TownWalk_302_S402_Paper	-1.43	1.04	1.10
16.L12C_10786_LAp3_ProblemDay_302_S402_Paper	-1.81	0.96	0.92
17.L12C_10787_LAp4_ProblemDay_302_S402_Paper	-1.91	0.97	0.92
18.L12C_10788_LAp5_ProblemDay_302_S402_Paper	-0.45	1.10	1.16
19.L12C_7223_MAp3_MeasureMe_203_S402_Paper	-1.14	1.05	1.08
20.L12C_7224_MAp4_MeasureMe_203_S402_Paper	-0.99	1.08	1.18
21.L12C_7225_MAp5_MeasureMe_203_S402_Paper	0.26	1.00	1.00

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

4.2.9.1.2 Grade 2

**Table 4.2.9.1.2.1**

Complete Item Analysis and Summary: List 2A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-2.07	0.99	0.94
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L12A_9611_SIp1_ClassDirections_302_S402_Paper	-2.21	0.94	0.83
2.L12A_9612_SIp2_ClassDirections_302_S402_Paper	-2.48	0.93	0.86
3.L12A_9613_SIp3_ClassDirections_302_S402_Paper	-2.81	0.99	0.89
4.L12A_10776_LAp1_MouseStory_302_S402_Paper	-2.14	0.91	0.75
5.L12A_10777_LAp2_MouseStory_302_S402_Paper	-1.37	1.07	1.08
6.L12A_10778_LAp3_MouseStory_302_S402_Paper	-1.09	1.09	1.12
7.L12A_6855_MAp1_MeasuringAnimals_203_S402_Paper	-1.66	1.03	1.01
8.L12A_6856_MAp2_MeasuringAnimals_203_S402_Paper	-0.46	1.17	1.26
9.L12A_6857_MAp3_MeasuringAnimals_203_S402_Paper	-2.23	1.06	1.07
10.L12A_6730_SCP1_JumpRope_203_S402_Paper	-3.59	0.85	0.60
11.L12A_6731_SCP2_JumpRope_203_S402_Paper	-0.87	1.07	1.15
12.L12A_6732_SCP3_JumpRope_203_S402_Paper	-3.14	0.83	0.66
13.L12A_10687_SSp1_FruitTrees_302_S402_Paper	-3.40	0.91	0.66
14.L12A_10689_SSp2_FruitTrees_302_S402_Paper	-1.34	1.01	0.99
15.L12A_10691_SSp3_FruitTrees_302_S402_Paper	-1.47	1.05	1.07
16.L12A_9848_SIp2_ClassHelpers_302_S402_Paper	-2.57	0.90	0.90
17.L12A_9850_SIp3_ClassHelpers_302_S402_Paper	-2.32	0.92	0.85
18.L12A_9852_SIp4_ClassHelpers_302_S402_Paper	-2.15	1.06	1.11

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

**Table 4.2.9.1.2.2**

Complete Item Analysis and Summary: List 2B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-1.25	0.99	0.93
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L12B_9828_SIp2_EndSchoolDay_302_S402_Paper	-2.98	0.95	0.69
2.L12B_9829_SIp3_EndSchoolDay_302_S402_Paper	-2.71	0.96	0.77
3.L12B_9830_SIp4_EndSchoolDay_302_S402_Paper	-1.49	1.01	1.03
4.L12B_10745_LAp2_BenjaminFranklin_302_S402_Paper	-1.02	1.14	1.33
5.L12B_10746_LAp3_BenjaminFranklin_302_S402_Paper	-1.32	0.94	0.85
6.L12B_10748_LAp4_BenjaminFranklin_302_S402_Paper	0.73	1.11	1.15
7.L12B_7061_MAp2_ShapeGame_203_S402_Paper	-1.07	1.06	1.17
8.L12B_7062_MAp3_ShapeGame_203_S402_Paper	1.18	1.08	1.13
9.L12B_7063_MAp4_ShapeGame_203_S402_Paper	-0.09	1.07	1.09
10.L12B_7352_SCp2_MixDrinks_203_S402_Paper	-3.40	0.93	0.73
11.L12B_7353_SCp3_MixDrinks_203_S402_Paper	-2.06	0.94	0.78
12.L12B_7355_SCp4_MixDrinks_203_S402_Paper	-3.05	0.94	0.69
13.L12B_10716_SSp2_CityWorkers_302_S402_Paper	-1.89	0.97	0.88
14.L12B_10718_SSp3_CityWorkers_302_S402_Paper	-1.23	0.97	0.88
15.L12B_10719_SSp4_CityWorkers_302_S402_Paper	-1.37	0.93	0.78
16.L12B_10794_LAp3_GrowingUp_302_S402_Paper	-3.05	0.98	0.81
17.L12B_10795_LAp4_GrowingUp_302_S402_Paper	-0.61	0.99	0.96
18.L12B_10802_LAp5_GrowingUp_302_S402_Paper	-0.46	0.97	0.93
19.L12B_7654_MAp3_SchoolClothes_203_S402_Paper	-0.64	0.95	0.89
20.L12B_7655_MAp4_SchoolClothes_203_S402_Paper	0.00	0.96	0.94
21.L12B_7656_MAp5_SchoolClothes_203_S402_Paper	0.33	0.99	0.99

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

**Table 4.2.9.1.2.3**

Complete Item Analysis and Summary: List 2C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-1.19	1.00	0.99
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L12C_10064_SIp3_Drawing_302_S402_Paper	-2.19	0.95	0.84
2.L12C_10065_SIp4_Drawing_302_S402_Paper	-2.51	0.96	0.79
3.L12C_10066_SIp5_Drawing_302_S402_Paper	-0.52	1.03	1.04
4.L12C_10764_LAp3_FriendStory_302_S402_Paper	-2.33	0.99	1.04
5.L12C_10765_LAp4_FriendStory_302_S402_Paper	-1.76	1.00	1.00
6.L12C_10766_LAp5_FriendStory_302_S402_Paper	-0.06	1.03	1.05
7.L12C_10144_MAp3_BookClub_302_S402_Paper	-0.04	0.96	0.94
8.L12C_10145_MAp4_BookClub_302_S402_Paper	-0.94	0.94	0.88
9.L12C_10146_MAp5_BookClub_302_S402_Paper	1.07	0.98	0.99
10.L12C_7261_S Cp3_DesertLife_203_S402_Paper	-1.97	0.99	1.00
11.L12C_7262_S Cp4_DesertLife_203_S402_Paper	-0.92	0.99	0.99
12.L12C_7263_S Cp5_DesertLife_203_S402_Paper	-0.37	0.97	0.95
13.L12C_10757_S Sp3_TownWalk_302_S402_Paper	-2.01	0.98	0.92
14.L12C_10758_S Sp4_TownWalk_302_S402_Paper	-2.87	0.97	0.91
15.L12C_10759_S Sp5_TownWalk_302_S402_Paper	-1.43	1.04	1.10
16.L12C_10786_LAp3_ProblemDay_302_S402_Paper	-1.81	0.96	0.92
17.L12C_10787_LAp4_ProblemDay_302_S402_Paper	-1.91	0.97	0.92
18.L12C_10788_LAp5_ProblemDay_302_S402_Paper	-0.45	1.10	1.16
19.L12C_7223_MAp3_MeasureMe_203_S402_Paper	-1.14	1.05	1.08
20.L12C_7224_MAp4_MeasureMe_203_S402_Paper	-0.99	1.08	1.18
21.L12C_7225_MAp5_MeasureMe_203_S402_Paper	0.26	1.00	1.00

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



### 4.2.9.1.3 Grade 3

**Table 4.2.9.1.3.1**

Complete Item Analysis and Summary: List 3A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.44	1.00	0.97
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L35A_9697_SIp1_GymClass_302_S402_Paper	-3.51	0.92	0.46
2.L35A_9698_SIp2_GymClass_302_S402_Paper	-0.76	0.91	0.88
3.L35A_9699_SIp3_GymClass_302_S402_Paper	-0.02	1.05	1.12
4.L35A_10677_LAp2_CardStory_302_S402_Paper	-1.97	0.93	0.80
5.L35A_10679_LAp3_CardStory_302_S402_Paper	0.08	1.11	1.27
6.L35A_10682_LAp4_CardStory_302_S402_Paper	0.47	1.11	1.16
7.L35A_6742_MAp1_PetChart_203_S402_Paper	-1.50	0.86	0.77
8.L35A_6743_MAp2_PetChart_203_S402_Paper	0.47	1.09	1.18
9.L35A_6744_MAp3_PetChart_203_S402_Paper	0.12	1.02	1.05
10.L35A_6812_S Cp1_Lava_203_S402_Paper	0.43	0.99	0.98
11.L35A_6813_S Cp2_Lava_203_S402_Paper	-0.71	1.01	1.02
12.L35A_6814_S Cp3_Lava_203_S402_Paper	0.49	1.08	1.10
13.L35A_10668_SSp2_Mayans_302_S402_Paper	-0.25	1.01	1.00
14.L35A_10674_SSp3_Mayans_302_S402_Paper	0.08	0.97	0.95
15.L35A_10675_SSp4_Mayans_302_S402_Paper	0.62	0.95	0.92
16.L35A_9807_SIp2_Weekend_302_S402_Paper	-0.92	1.08	1.13
17.L35A_9808_SIp3_Weekend_302_S402_Paper	-1.12	0.94	0.88
18.L35A_9809_SIp4_Weekend_302_S402_Paper	0.08	0.90	0.85

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

**Table 4.2.9.1.3.2**

Complete Item Analysis and Summary: List 3B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.29	0.99	0.95
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L35B_9876_SIp2_LibraryBooks_302_S402_Paper	-1.71	0.99	1.08
2.L35B_9877_SIp3_LibraryBooks_302_S402_Paper	-0.13	0.99	0.99
3.L35B_9878_SIp4_LibraryBooks_302_S402_Paper	-2.34	0.93	0.67
4.L35B_10677_LAp2_CardStory_302_S402_Paper	-1.97	0.93	0.74
5.L35B_10679_LAp3_CardStory_302_S402_Paper	0.71	1.13	1.21
6.L35B_10682_LAp4_CardStory_302_S402_Paper	0.47	0.99	0.99
7.L35B_6883_MAp2_Height_203_S402_Paper	-3.14	0.98	0.87
8.L35B_6884_MAp3_Height_203_S402_Paper	0.12	0.97	0.93
9.L35B_6885_MAp4_Height_203_S402_Paper	1.25	1.04	1.06
10.L35B_6915_SCP2_NaturalResources_203_S402_Paper	-2.42	0.94	0.58
11.L35B_6917_SCP3_NaturalResources_203_S402_Paper	0.85	0.99	1.00
12.L35B_6918_SCP4_NaturalResources_203_S402_Paper	-0.80	0.96	0.92
13.L35B_10668_SSp2_Mayans_302_S402_Paper	-0.71	1.02	1.03
14.L35B_10674_SSp3_Mayans_302_S402_Paper	0.08	0.92	0.85
15.L35B_10675_SSp4_Mayans_302_S402_Paper	0.12	0.89	0.81
16.L35B_10701_LAp3_SoupStory_302_S402_Paper	1.44	1.14	1.20
17.L35B_10703_LAp4_SoupStory_302_S402_Paper	-0.98	0.99	0.99
18.L35B_10708_LAp5_SoupStory_302_S402_Paper	1.04	0.96	0.96
19.L35B_7185_MAp3_FarmFractions_203_S402_Paper	-0.04	1.00	0.98
20.L35B_7186_MAp4_FarmFractions_203_S402_Paper	0.80	0.98	0.97
21.L35B_7187_MAp5_FarmFractions_203_S402_Paper	1.21	1.14	1.19

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

**Table 4.2.9.1.3.3**

Complete Item Analysis and Summary: List 3C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.72	1.00	0.96
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L35C_10185_SIp3_AfterSchool_302_S402_Paper	1.10	1.08	1.11
2.L35C_10187_SIp4_AfterSchool_302_S402_Paper	-1.43	0.96	0.81
3.L35C_10188_SIp5_AfterSchool_302_S402_Paper	0.05	0.94	0.83
4.L35C_10734_LAp3_FarmStory_302_S402_Paper	0.21	1.02	1.08
5.L35C_10737_LAp4_FarmStory_302_S402_Paper	-1.38	0.94	0.72
6.L35C_10743_LAp5_FarmStory_302_S402_Paper	0.52	0.93	0.83
7.L35C_7119_MAp3_PlaygroundFractions_203_S402_Paper	1.71	1.03	1.05
8.L35C_7120_MAp4_PlaygroundFractions_203_S402_Paper	2.27	1.01	1.03
9.L35C_7121_MAp5_PlaygroundFractions_203_S402_Paper	1.66	1.00	0.99
10.L35C_7252_SCP3_Penguins_203_S402_Paper	0.34	1.01	1.01
11.L35C_7253_SCP4_Penguins_203_S402_Paper	0.19	0.98	0.92
12.L35C_7254_SCP5_Penguins_203_S402_Paper	1.45	1.07	1.10
13.L35C_10796_SSp3_ColonialTrade_302_S402_Paper	-0.14	0.96	0.84
14.L35C_10797_SSp4_ColonialTrade_302_S402_Paper	2.19	1.03	1.06
15.L35C_10798_SSp5_ColonialTrade_302_S402_Paper	0.96	0.95	0.91
16.L35C_10698_LAp3_TreeStory_302_S402_Paper	0.43	0.97	0.95
17.L35C_10705_LAp4_TreeStory_302_S402_Paper	0.16	0.95	0.90
18.L35C_10707_LAp5_TreeStory_302_S402_Paper	0.02	0.89	0.74
19.L35C_10085_MAp3_Recipe_302_S402_Paper	1.44	1.04	1.06
20.L35C_10086_MAp4_Recipe_302_S402_Paper	1.11	1.01	1.00
21.L35C_10087_MAp5_Recipe_302_S402_Paper	2.32	1.12	1.21

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

#### 4.2.9.1.4 Grades 4–5

**Table 4.2.9.1.4.1**

Complete Item Analysis and Summary: List 4-5A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.44	1.00	0.97
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L35A_9697_SIp1_GymClass_302_S402_Paper	-3.51	0.92	0.46
2.L35A_9698_SIp2_GymClass_302_S402_Paper	-0.76	0.91	0.88
3.L35A_9699_SIp3_GymClass_302_S402_Paper	-0.02	1.05	1.12
4.L35A_10677_LAp2_CardStory_302_S402_Paper	-1.97	0.93	0.80
5.L35A_10679_LAp3_CardStory_302_S402_Paper	0.08	1.11	1.27
6.L35A_10682_LAp4_CardStory_302_S402_Paper	0.47	1.11	1.16
7.L35A_6742_MAp1_PetChart_203_S402_Paper	-1.50	0.86	0.77
8.L35A_6743_MAp2_PetChart_203_S402_Paper	0.47	1.09	1.18
9.L35A_6744_MAp3_PetChart_203_S402_Paper	0.12	1.02	1.05
10.L35A_6812_S Cp1_Lava_203_S402_Paper	0.43	0.99	0.98
11.L35A_6813_S Cp2_Lava_203_S402_Paper	-0.71	1.01	1.02
12.L35A_6814_S Cp3_Lava_203_S402_Paper	0.49	1.08	1.10
13.L35A_10668_SSp2_Mayans_302_S402_Paper	-0.25	1.01	1.00
14.L35A_10674_SSp3_Mayans_302_S402_Paper	0.08	0.97	0.95
15.L35A_10675_SSp4_Mayans_302_S402_Paper	0.62	0.95	0.92
16.L35A_9807_SIp2_Weekend_302_S402_Paper	-0.92	1.08	1.13
17.L35A_9808_SIp3_Weekend_302_S402_Paper	-1.12	0.94	0.88
18.L35A_9809_SIp4_Weekend_302_S402_Paper	0.08	0.90	0.85

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

**Table 4.2.9.1.4.2**

Complete Item Analysis and Summary: List 4-5B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.29	0.99	0.95
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L35B_9876_SIp2_LibraryBooks_302_S402_Paper	-1.71	0.99	1.08
2.L35B_9877_SIp3_LibraryBooks_302_S402_Paper	-0.13	0.99	0.99
3.L35B_9878_SIp4_LibraryBooks_302_S402_Paper	-2.34	0.93	0.67
4.L35B_10677_LAp2_CardStory_302_S402_Paper	-1.97	0.93	0.74
5.L35B_10679_LAp3_CardStory_302_S402_Paper	0.71	1.13	1.21
6.L35B_10682_LAp4_CardStory_302_S402_Paper	0.47	0.99	0.99
7.L35B_6883_MAp2_Height_203_S402_Paper	-3.14	0.98	0.87
8.L35B_6884_MAp3_Height_203_S402_Paper	0.12	0.97	0.93
9.L35B_6885_MAp4_Height_203_S402_Paper	1.25	1.04	1.06
10.L35B_6915_SCp2_NaturalResources_203_S402_Paper	-2.42	0.94	0.58
11.L35B_6917_SCp3_NaturalResources_203_S402_Paper	0.85	0.99	1.00
12.L35B_6918_SCp4_NaturalResources_203_S402_Paper	-0.80	0.96	0.92
13.L35B_10668_SSp2_Mayans_302_S402_Paper	-0.71	1.02	1.03
14.L35B_10674_SSp3_Mayans_302_S402_Paper	0.08	0.92	0.85
15.L35B_10675_SSp4_Mayans_302_S402_Paper	0.12	0.89	0.81
16.L35B_10701_LAp3_SoupStory_302_S402_Paper	1.44	1.14	1.20
17.L35B_10703_LAp4_SoupStory_302_S402_Paper	-0.98	0.99	0.99
18.L35B_10708_LAp5_SoupStory_302_S402_Paper	1.04	0.96	0.96
19.L35B_7185_MAp3_FarmFractions_203_S402_Paper	-0.04	1.00	0.98
20.L35B_7186_MAp4_FarmFractions_203_S402_Paper	0.80	0.98	0.97
21.L35B_7187_MAp5_FarmFractions_203_S402_Paper	1.21	1.14	1.19

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

**Table 4.2.9.1.4.3**

Complete Item Analysis and Summary: List 4-5C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.72	1.00	0.96
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L35C_10185_SIp3_AfterSchool_302_S402_Paper	1.10	1.08	1.11
2.L35C_10187_SIp4_AfterSchool_302_S402_Paper	-1.43	0.96	0.81
3.L35C_10188_SIp5_AfterSchool_302_S402_Paper	0.05	0.94	0.83
4.L35C_10734_LAp3_FamStory_302_S402_Paper	0.21	1.02	1.08
5.L35C_10737_LAp4_FamStory_302_S402_Paper	-1.38	0.94	0.72
6.L35C_10743_LAp5_FamStory_302_S402_Paper	0.52	0.93	0.83
7.L35C_7119_MAp3_PlaygroundFractions_203_S402_Paper	1.71	1.03	1.05
8.L35C_7120_MAp4_PlaygroundFractions_203_S402_Paper	2.27	1.01	1.03
9.L35C_7121_MAp5_PlaygroundFractions_203_S402_Paper	1.66	1.00	0.99
10.L35C_7252_SCP3_Penguins_203_S402_Paper	0.34	1.01	1.01
11.L35C_7253_SCP4_Penguins_203_S402_Paper	0.19	0.98	0.92
12.L35C_7254_SCP5_Penguins_203_S402_Paper	1.45	1.07	1.10
13.L35C_10796_SSp3_ColonialTrade_302_S402_Paper	-0.14	0.96	0.84
14.L35C_10797_SSp4_ColonialTrade_302_S402_Paper	2.19	1.03	1.06
15.L35C_10798_SSp5_ColonialTrade_302_S402_Paper	0.96	0.95	0.91
16.L35C_10698_LAp3_TreeStory_302_S402_Paper	0.43	0.97	0.95
17.L35C_10705_LAp4_TreeStory_302_S402_Paper	0.16	0.95	0.90
18.L35C_10707_LAp5_TreeStory_302_S402_Paper	0.02	0.89	0.74
19.L35C_10085_MAp3_Recipe_302_S402_Paper	1.44	1.04	1.06
20.L35C_10086_MAp4_Recipe_302_S402_Paper	1.11	1.01	1.00
21.L35C_10087_MAp5_Recipe_302_S402_Paper	2.32	1.12	1.21

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

4.2.9.1.5 Grades 6–8

**Table 4.2.9.1.5.1**

Complete Item Analysis and Summary: List 6-8A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.26	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L68A_9650_SIp1_PictureDictionary_302_S402_Paper	-2.20	0.98	0.90
2.L68A_9651_SIp2_PictureDictionary_302_S402_Paper	-1.87	0.89	0.74
3.L68A_9652_SIp3_PictureDictionary_302_S402_Paper	0.49	1.06	1.08
4.L68A_10728_LAp1_FirstCorn_302_S402_Paper	0.31	1.08	1.10
5.L68A_10729_LAp2_FirstCorn_302_S402_Paper	-0.03	0.86	0.79
6.L68A_10730_LAp3_FirstCorn_302_S402_Paper	0.95	1.00	1.02
7.L68A_7738_MAp1_BookGenres_203_S402_Paper	-2.29	0.96	0.80
8.L68A_7739_MAp2_BookGenres_203_S402_Paper	-0.20	1.00	1.02
9.L68A_7740_MAp3_BookGenres_203_S402_Paper	-0.13	1.11	1.23
10.L68A_6797_SCp1_SoilTools_203_S402_Paper	-0.72	0.90	0.84
11.L68A_6798_SCp2_SoilTools_203_S402_Paper	-1.64	0.88	0.68
12.L68A_6799_SCp3_SoilTools_203_S402_Paper	1.29	1.04	1.06
13.L68A_10665_SSp2_IronValley_302_S402_Paper	-0.06	0.96	0.93
14.L68A_10666_SSp3_IronValley_302_S402_Paper	0.31	1.08	1.12
15.L68A_10667_SSp4_IronValley_302_S402_Paper	0.44	1.05	1.06
16.L68A_9757_SIp2_Auditions_302_S402_Paper	-1.54	0.99	1.02
17.L68A_9758_SIp3_Auditions_302_S402_Paper	1.38	1.08	1.22
18.L68A_9759_SIp4_Auditions_302_S402_Paper	0.80	1.01	1.04

**Table 4.2.9.1.5.2**

Complete Item Analysis and Summary: List 6-8B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.14	1.00	0.99
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L68B_10005_SIp2_NationalPark_302_S402_Paper	-1.55	0.94	0.77
2.L68B_10006_SIp3_NationalPark_302_S402_Paper	0.67	1.03	1.04
3.L68B_10007_SIp4_NationalPark_302_S402_Paper	-0.33	0.97	0.92
4.L68B_10670_LAp2_MadamWalker_302_S402_Paper	-0.36	0.94	0.87
5.L68B_10673_LAp3_MadamWalker_302_S402_Paper	-0.72	0.97	0.95
6.L68B_10676_LAp4_MadamWalker_302_S402_Paper	2.30	1.17	1.30
7.L68B_7205_MAp2_RecyclingCans_203_S402_Paper	-1.84	1.01	1.11
8.L68B_7206_MAp3_RecyclingCans_203_S402_Paper	0.70	1.02	1.02
9.L68B_7207_MAp4_RecyclingCans_203_S402_Paper	0.18	1.02	1.01
10.L68B_6959_SCP2_Flowers_203_S402_Paper	-0.46	0.99	0.96
11.L68B_6960_SCP3_Flowers_203_S402_Paper	1.79	1.11	1.16
12.L68B_7068_SCP4_Flowers_203_S402_Paper	0.78	1.01	0.98
13.L68B_10665_SSp2_IronValley_302_S402_Paper	-0.32	0.92	0.84
14.L68B_10666_SSp3_IronValley_302_S402_Paper	0.31	0.99	0.98
15.L68B_10667_SSp4_IronValley_302_S402_Paper	0.44	0.98	0.93
16.L68B_10671_LAp3_FoxSavesPeople_302_S402_Paper	0.29	0.92	0.88
17.L68B_10678_LAp4_FoxSavesPeople_302_S402_Paper	-0.82	0.91	0.79
18.L68B_10680_LAp5_FoxSavesPeople_302_S402_Paper	-0.41	0.92	0.82
19.L68B_10352_MAp3_DrinkingWater_302_S402_Paper	-0.33	1.07	1.32
20.L68B_10353_MAp4_DrinkingWater_302_S402_Paper	1.88	1.07	1.08
21.L68B_10354_MAp5_DrinkingWater_302_S402_Paper	0.81	1.01	0.97



**Table 4.2.9.1.5.3**

Complete Item Analysis and Summary: List 6-8C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	1.00	1.00	0.97
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L68C_10153_SIp3_ReadingAloud_302_S402_Paper	1.00	1.00	0.98
2.L68C_10154_SIp4_ReadingAloud_302_S402_Paper	0.66	0.99	0.97
3.L68C_10156_SIp5_ReadingAloud_302_S402_Paper	0.65	0.98	0.93
4.L68C_10806_LAp3_ManWithHat_302_S402_Paper	-0.42	0.97	0.88
5.L68C_10807_LAp4_ManWithHat_302_S402_Paper	-0.92	0.95	0.70
6.L68C_10808_LAp5_ManWithHat_302_S402_Paper	1.72	0.94	0.89
7.L68C_7700_MAp3_Birthdays_203_S402_Paper	1.84	1.12	1.18
8.L68C_7701_MAp4_Birthdays_203_S402_Paper	1.28	0.97	0.95
9.L68C_7702_MAp5_Birthdays_203_S402_Paper	1.33	1.02	1.04
10.L68C_7334_SCP3_MagnetElectric_203_S402_Paper	0.51	1.00	1.03
11.L68C_7335_SCP4_MagnetElectric_203_S402_Paper	1.69	1.02	1.02
12.L68C_7336_SCP5_MagnetElectric_203_S402_Paper	0.97	0.96	0.89
13.L68C_10720_SSp3_PayingTaxes_302_S402_Paper	0.51	0.97	0.88
14.L68C_10722_SSp4_PayingTaxes_302_S402_Paper	1.51	1.00	0.99
15.L68C_10724_SSp5_PayingTaxes_302_S402_Paper	3.14	1.10	1.15
16.L68C_10699_LAp3_Quatrain_302_S402_Paper	0.79	1.04	1.08
17.L68C_10702_LAp4_Quatrain_302_S402_Paper	0.40	0.94	0.81
18.L68C_10704_LAp5_Quatrain_302_S402_Paper	0.61	1.00	0.97
19.L68C_10352_MAp3_DrinkingWater_302_S402_Paper	0.14	1.03	1.13
20.L68C_10353_MAp4_DrinkingWater_302_S402_Paper	2.33	1.01	1.01
21.L68C_10354_MAp5_DrinkingWater_302_S402_Paper	1.27	0.96	0.91

4.2.9.1.6 Grades 9–12

**Table 4.2.9.1.6.1**

Complete Item Analysis and Summary: List 9-12A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.37	0.99	0.95
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L912A_9559_SIp1_Computers_302_S402_Paper	1.03	1.09	1.15
2.L912A_9560_SIp2_Computers_302_S402_Paper	-1.38	0.91	0.75
3.L912A_9561_SIp3_Computers_302_S402_Paper	1.76	1.04	1.12
4.L912A_10723_LAp1_Garden_302_S402_Paper	-1.46	0.92	0.79
5.L912A_10726_LAp2_Garden_302_S402_Paper	-0.34	0.96	0.91
6.L912A_10733_LAp3_Garden_302_S402_Paper	0.44	1.01	1.01
7.L912A_7081_MAp2_Blocks_203_S402_Paper	-2.48	0.91	0.70
8.L912A_7082_MAp3_Blocks_203_S402_Paper	-0.51	1.03	1.06
9.L912A_7083_MAp4_Blocks_203_S402_Paper	1.33	1.13	1.23
10.L912A_6806_SCP1_Adaptations_203_S402_Paper	0.24	0.98	0.97
11.L912A_6807_SCP2_Adaptations_203_S402_Paper	-2.62	0.96	0.67
12.L912A_6808_SCP3_Adaptations_203_S402_Paper	0.18	1.06	1.08
13.L912A_10669_SSp1_Canada_302_S402_Paper	-1.01	0.99	0.93
14.L912A_10672_SSp2_Canada_302_S402_Paper	-1.97	0.95	0.76
15.L912A_10684_SSp3_Canada_302_S402_Paper	0.77	1.12	1.21
16.L912A_5454_SIp2_SoccerPractice_ReYoPrMo_S402_Paper	-1.29	0.97	0.92
17.L912A_5455_SIp3_SoccerPractice_ReYoPrMo_S402_Paper	0.13	0.93	0.91
18.L912A_5456_SIp4_SoccerPractice_ReYoPrMo_S402_Paper	0.59	0.96	0.95

**Table 4.2.9.1.6.2**

Complete Item Analysis and Summary: List 9-12B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.97	0.99	0.96
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L912B_5454_SIp2_SoccerPractice_ReYoPrMo_S402_Paper	-0.78	0.95	0.80
2.L912B_5455_SIp3_SoccerPractice_ReYoPrMo_S402_Paper	-0.52	0.95	0.88
3.L912B_5456_SIp4_SoccerPractice_ReYoPrMo_S402_Paper	1.38	0.96	0.93
4.L912B_10763_LAp2_Promises_302_S402_Paper	-0.33	0.93	0.85
5.L912B_10789_LAp3_Promises_302_S402_Paper	-1.11	0.96	0.86
6.L912B_10790_LAp4_Promises_302_S402_Paper	2.40	1.06	1.13
7.L912B_7081_MAp2_Blocks_203_S402_Paper	-1.75	0.96	0.69
8.L912B_7082_MAp3_Blocks_203_S402_Paper	0.30	1.02	1.00
9.L912B_7083_MAp4_Blocks_203_S402_Paper	2.57	1.02	1.05
10.L912B_7128_SCp2_Dragonfly_203_S402_Paper	0.22	0.95	0.89
11.L912B_7129_SCp3_Dragonfly_203_S402_Paper	2.33	0.94	0.97
12.L912B_7130_SCp4_Dragonfly_203_S402_Paper	3.00	1.07	1.17
13.L912B_10760_SSp2_Computers_302_S402_Paper	-0.33	0.93	0.74
14.L912B_10761_SSp3_Computers_302_S402_Paper	1.45	1.06	1.06
15.L912B_10762_SSp4_Computers_302_S402_Paper	1.53	0.97	0.95
16.L912B_10693_LAp3_Diamante_302_S402_Paper	2.23	1.02	1.04
17.L912B_10694_LAp4_Diamante_302_S402_Paper	1.10	0.99	0.99
18.L912B_10695_LAp5_Diamante_302_S402_Paper	2.35	1.02	1.03
19.L912B_7820_MAp3_RoadTrip_203_S402_Paper	1.10	1.04	1.09
20.L912B_7841_MAp4_RoadTrip_203_S402_Paper	2.39	1.12	1.19
21.L912B_7842_MAp5_RoadTrip_203_S402_Paper	0.82	0.94	0.90

**Table 4.2.9.1.6.3**

Complete Item Analysis and Summary: List 9-12C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	1.58	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.L912C_10032_SIp3_Yearbook_302_S402_Paper	0.17	0.96	0.86
2.L912C_10033_SIp4_Yearbook_302_S402_Paper	1.16	1.01	1.01
3.L912C_10034_SIp5_Yearbook_302_S402_Paper	2.95	1.10	1.17
4.L912C_10696_LAp3_Cinquain_302_S402_Paper	0.90	0.98	0.95
5.L912C_10700_LAp4_Cinquain_302_S402_Paper	2.23	1.07	1.11
6.L912C_10709_LAp5_Cinquain_302_S402_Paper	2.67	1.09	1.13
7.L912C_7816_MAp3_TheSaleRack_203_S402_Paper	1.52	0.93	0.88
8.L912C_7817_MAp4_TheSaleRack_203_S402_Paper	2.12	1.07	1.11
9.L912C_7838_MAp5_TheSaleRack_203_S402_Paper	2.38	1.04	1.04
10.L912C_7289_SCP3_Cells_203_S402_Paper	0.77	0.99	0.99
11.L912C_7290_SCP4_Cells_203_S402_Paper	1.49	0.95	0.91
12.L912C_7291_SCP5_Cells_203_S402_Paper	2.39	1.06	1.09
13.L912C_10799_SSp3_WorldsFair_302_S402_Paper	0.79	0.99	0.95
14.L912C_10800_SSp4_WorldsFair_302_S402_Paper	2.65	1.00	1.00
15.L912C_10801_SSp5_WorldsFair_302_S402_Paper	2.97	0.95	0.95
16.L912C_10740_LAp3_SummerJob_302_S402_Paper	1.64	0.94	0.89
17.L912C_10744_LAp4_SummerJob_302_S402_Paper	0.55	0.92	0.82
18.L912C_10749_LAp5_SummerJob_302_S402_Paper	0.04	0.94	0.84
19.L912C_10105_MAp3_BookStack_302_S402_Paper	0.61	0.94	0.87
20.L912C_10109_MAp4_BookStack_302_S402_Paper	1.12	0.96	0.91
21.L912C_10112_MAp5_BookStack_302_S402_Paper	2.15	1.02	1.02

## 4.2.9.2 Reading

### 4.2.9.2.0 Kindergarten

**Table 4.2.9.2.0**

Complete Item Analysis and Summary: Read K S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-6.11	0.98	2.82
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R_C1.1_ball_K_S402_Paper	-9.02	1.29	9.90
2.R_C1.2_lamp shade_K_S402_Paper	-8.76	1.35	9.90
3.R_C1.3_window_K_S402_Paper	-9.17	1.09	9.90
4.R_C2.1_/m/_K_S402_Paper	-9.17	0.84	2.91
5.R_C2.2_/s/_K_S402_Paper	-9.17	0.84	8.01
6.R_C2.3_/t/_K_S402_Paper	-9.02	0.93	7.89
7.R_C3.1_ball_K_S402_Paper	-5.33	1.36	2.53
8.R_C3.2_car_K_S402_Paper	-4.75	1.32	2.22
9.R_C3.3_fox_K_S402_Paper	-6.42	1.17	1.62
10.R_C4.1_Mom and Dad_K_S402_Paper	-4.61	0.88	0.61
11.R_C4.2_my fish_K_S402_Paper	-4.52	1.01	0.78
12.R_C4.3_we play_K_S402_Paper	-5.25	0.91	0.65
13.R_C5.1_I am a baby_K_S402_Paper	-3.54	0.94	0.52
14.R_C5.2_I like to jump_K_S402_Paper	-4.91	0.71	0.39
15.R_C5.3_I help my friend_K_S402_Paper	-3.25	0.90	0.49
16.R_F1.1_book_K_S402_Paper	-8.25	0.99	6.13
17.R_F1.2_bear_K_S402_Paper	-7.86	1.14	5.46
18.R_F1.3_nose_K_S402_Paper	-8.16	0.98	6.15
19.R_F2.1_/f/_K_S402_Paper	-7.72	0.78	0.78
20.R_F2.2_/l/_K_S402_Paper	-7.26	0.71	1.03
21.R_F2.3_/h/_K_S402_Paper	-7.42	0.75	0.86
22.R_F3.1_tree_K_S402_Paper	-5.43	0.94	0.71
23.R_F3.2_cup_K_S402_Paper	-5.48	0.99	0.92
24.R_F3.3_banana_K_S402_Paper	-5.43	0.96	0.78
25.R_F4.1_go to bed_K_S402_Paper	-4.39	0.81	0.53
26.R_F4.2_I run_K_S402_Paper	-5.08	0.71	0.44
27.R_F4.3_in the tub_K_S402_Paper	-4.19	0.97	0.69
28.R_F5.1_I drink my milk_K_S402_Paper	-3.50	0.96	0.55
29.R_F5.2_I ride the bike_K_S402_Paper	-3.39	1.07	0.63
30.R_F5.3_I can tie my shoes_K_S402_Paper	-2.75	1.01	0.60

#### 4.2.9.2.1 Grade 1

**Table 4.2.9.2.1.1**

Complete Item Analysis and Summary: Read 1A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-2.06	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R12A_10639_SIp1_FavoriteThings_301_S402_Paper	-2.41	1.07	1.17
2.R12A_10640_SIp2_FavoriteThings_301_S402_Paper	-2.24	0.90	0.83
3.R12A_10641_SIp3_FavoriteThings_301_S402_Paper	-1.00	1.14	1.22
4.R12A_8103_LAp1_CatAdventure_203_S402_Paper	-2.93	0.82	0.67
5.R12A_8104_LAp2_CatAdventure_203_S402_Paper	-2.61	0.97	0.98
6.R12A_8105_LAp3_CatAdventure_203_S402_Paper	-2.45	1.07	1.01
7.R12A_9370_MAp1_LunchChoice_301_S402_Paper	-3.91	1.00	0.95
8.R12A_9371_MAp2_LunchChoice_301_S402_Paper	-2.76	0.99	0.93
9.R12A_9372_MAp3_LunchChoice_301_S402_Paper	-1.41	0.89	0.85
10.R12A_7887_SCP1_Birds_dode_S402_Paper	-3.58	0.90	0.69
11.R12A_7888_SCP2_Birds_dode_S402_Paper	-1.48	0.90	0.87
12.R12A_7889_SCP3_Birds_dode_S402_Paper	-2.19	0.85	0.79
13.R12A_6727_SSp1_HomesofthePast_203_S402_Paper	-2.39	0.81	0.75
14.R12A_6728_SSp2_HomesofthePast_203_S402_Paper	-2.03	0.96	0.91
15.R12A_6729_SSp3_HomesofthePast_203_S402_Paper	-0.37	1.09	1.18
16.R12A_10642_SIp2_ClassNews_301_S402_Paper	-1.53	1.13	1.15
17.R12A_10643_SIp3_ClassNews_301_S402_Paper	-1.21	1.01	1.01
18.R12A_10644_SIp4_ClassNews_301_S402_Paper	-1.29	1.26	1.33
19.R12A_8039_LAp1_Storybooks_203_S402_Paper	-2.82	0.79	0.67
20.R12A_8040_LAp2_Storybooks_203_S402_Paper	-3.02	0.86	0.70
21.R12A_8041_LAp3_Storybooks_203_S402_Paper	-1.64	1.02	1.00
22.R12A_5125_MAp1_SchoolStore_dode_S402_Paper	-1.28	1.00	1.00
23.R12A_5126_MAp2_SchoolStore_dode_S402_Paper	-1.90	1.16	1.22
24.R12A_5127_MAp3_SchoolStore_dode_S402_Paper	-0.91	1.45	1.64

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

**Table 4.2.9.2.1.2**

Complete Item Analysis and Summary: Read 1B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.65	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R12B_8517_SIp2_FieldTrip_301_S402_Paper	-0.60	0.96	1.04
2.R12B_8519_SIp3_FieldTrip_301_S402_Paper	-0.50	1.20	1.25
3.R12B_8522_SIp4_FieldTrip_301_S402_Paper	-0.89	0.93	0.87
4.R12B_6886_LAp2_ZooTrip_203_S402_Paper	-1.19	0.80	0.73
5.R12B_6887_LAp3_ZooTrip_203_S402_Paper	-0.84	0.83	0.77
6.R12B_6888_LAp4_ZooTrip_203_S402_Paper	-0.14	0.98	0.97
7.R12B_8377_MAp2_Balance_301_S402_Paper	-1.97	0.96	0.87
8.R12B_8378_MAp3_Balance_301_S402_Paper	-0.68	1.04	1.04
9.R12B_8379_MAp4_Balance_301_S402_Paper	-0.64	0.95	0.90
10.R12B_7890_SCP2_AnimalMovement_dode_S402_Paper	-2.12	0.98	0.96
11.R12B_7891_SCP3_AnimalMovement_dode_S402_Paper	-1.15	0.93	0.89
12.R12B_7892_SCP4_AnimalMovement_dode_S402_Paper	-0.92	1.02	1.01
13.R12B_8452_SSp2_HelpfulWorkers_203_S402_Paper	-1.63	0.89	0.78
14.R12B_8453_SSp3_HelpfulWorkers_203_S402_Paper	-0.91	1.09	1.15
15.R12B_8454_SSp4_HelpfulWorkers_203_S402_Paper	-1.32	0.91	0.81
16.R12B_7724_LAp3_ChipmunkHome_203_S402_Paper	0.95	0.97	0.95
17.R12B_7725_LAp4_ChipmunkHome_203_S402_Paper	0.53	1.04	1.09
18.R12B_7726_LAp5_ChipmunkHome_203_S402_Paper	0.40	1.23	1.33
19.R12B_8683_MAp3_PetSchedule_301_S402_Paper	0.11	1.10	1.13
20.R12B_8684_MAp4_PetSchedule_301_S402_Paper	-0.39	1.16	1.17
21.R12B_8685_MAp5_PetSchedule_301_S402_Paper	0.04	1.17	1.22
22.R12B_5290_SCP2_AnimalCoverings_dode_S402_Paper	-1.12	0.92	0.82
23.R12B_5291_SCP3_AnimalCoverings_dode_S402_Paper	-0.45	0.98	0.99
24.R12B_5292_SCP4_AnimalCoverings_dode_S402_Paper	-0.71	1.00	0.96
25.R12B_6931_SSp2_WhenIGrowUp_203_S402_Paper	-1.22	0.86	0.74
26.R12B_6932_SSp3_WhenIGrowUp_203_S402_Paper	-0.22	1.10	1.11
27.R12B_6933_SSp4_WhenIGrowUp_203_S402_Paper	0.17	1.04	1.04

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

**Table 4.2.9.2.1.3**

Complete Item Analysis and Summary: Read 1C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.81	1.00	1.01
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R12C_8810_SIp3_ClassJobChart_301_S402_Paper	-2.93	1.00	1.37
2.R12C_8811_SIp4_ClassJobChart_301_S402_Paper	-1.62	0.88	0.76
3.R12C_8814_SIp5_ClassJobChart_301_S402_Paper	-0.97	0.95	0.91
4.R12C_8267_LAp3_FishWish_203_S402_Paper	-0.95	0.88	0.82
5.R12C_8268_LAp4_FishWish_203_S402_Paper	-2.19	0.87	0.67
6.R12C_8269_LAp5_FishWish_203_S402_Paper	-1.28	1.05	1.13
7.R12C_8649_MAp3_ClassTripSchedule_301_S402_Paper	-1.12	0.99	1.03
8.R12C_8650_MAp4_ClassTripSchedule_301_S402_Paper	-0.26	0.96	0.97
9.R12C_8651_MAp5_ClassTripSchedule_301_S402_Paper	-0.19	1.03	1.04
10.R12C_5629_SCP3_Insects_dode_S402_Paper	-1.99	0.92	0.84
11.R12C_5630_SCP4_Insects_dode_S402_Paper	0.07	0.93	0.92
12.R12C_5631_SCP5_Insects_dode_S402_Paper	-1.00	1.32	1.44
13.R12C_8827_SSp3_OurNeighborhood_203_S402_Paper	-0.94	0.98	0.94
14.R12C_8828_SSp4_OurNeighborhood_203_S402_Paper	-0.46	0.91	0.85
15.R12C_8829_SSp5_OurNeighborhood_203_S402_Paper	-0.68	1.00	1.00
16.R12C_8821_LAp3_GrowingTaller_203_S402_Paper	-1.41	0.80	0.69
17.R12C_8822_LAp4_GrowingTaller_203_S402_Paper	-1.05	0.84	0.76
18.R12C_8823_LAp5_GrowingTaller_203_S402_Paper	-0.39	0.97	0.95
19.R12C_8838_MAp3_WeatherCalendar_301_S402_Paper	-2.31	1.05	1.04
20.R12C_8839_MAp4_WeatherCalendar_301_S402_Paper	0.91	1.28	1.51
21.R12C_8840_MAp5_WeatherCalendar_301_S402_Paper	1.15	1.28	1.56
22.R12C_6601_SCP3_Leaves_mika_S402_Paper	-0.34	1.09	1.10
23.R12C_6602_SCP4_Leaves_mika_S402_Paper	0.62	1.26	1.41
24.R12C_6603_SCP5_Leaves_mika_S402_Paper	-0.41	0.97	0.96
25.R12C_7746_SSp3_UrbanNeighborhood_203_S402_Paper	0.29	1.01	1.00
26.R12C_7747_SSp4_UrbanNeighborhood_203_S402_Paper	-1.13	0.92	0.82
27.R12C_7748_SSp5_UrbanNeighborhood_203_S402_Paper	-1.19	0.80	0.67

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



#### 4.2.9.2.2 Grade 2

**Table 4.2.9.2.2.1**

Complete Item Analysis and Summary: Read 2A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-2.06	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R12A_10639_SIp1_FavoriteThings_301_S402_Paper	-2.41	1.07	1.17
2.R12A_10640_SIp2_FavoriteThings_301_S402_Paper	-2.24	0.90	0.83
3.R12A_10641_SIp3_FavoriteThings_301_S402_Paper	-1.00	1.14	1.22
4.R12A_8103_LAp1_CatAdventure_203_S402_Paper	-2.93	0.82	0.67
5.R12A_8104_LAp2_CatAdventure_203_S402_Paper	-2.61	0.97	0.98
6.R12A_8105_LAp3_CatAdventure_203_S402_Paper	-2.45	1.07	1.01
7.R12A_9370_MAp1_LunchChoice_301_S402_Paper	-3.91	1.00	0.95
8.R12A_9371_MAp2_LunchChoice_301_S402_Paper	-2.76	0.99	0.93
9.R12A_9372_MAp3_LunchChoice_301_S402_Paper	-1.41	0.89	0.85
10.R12A_7887_SCp1_Birds_dode_S402_Paper	-3.58	0.90	0.69
11.R12A_7888_SCp2_Birds_dode_S402_Paper	-1.48	0.90	0.87
12.R12A_7889_SCp3_Birds_dode_S402_Paper	-2.19	0.85	0.79
13.R12A_6727_SSp1_HomesofthePast_203_S402_Paper	-2.39	0.81	0.75
14.R12A_6728_SSp2_HomesofthePast_203_S402_Paper	-2.03	0.96	0.91
15.R12A_6729_SSp3_HomesofthePast_203_S402_Paper	-0.37	1.09	1.18
16.R12A_10642_SIp2_ClassNews_301_S402_Paper	-1.53	1.13	1.15
17.R12A_10643_SIp3_ClassNews_301_S402_Paper	-1.21	1.01	1.01
18.R12A_10644_SIp4_ClassNews_301_S402_Paper	-1.29	1.26	1.33
19.R12A_8039_LAp1_Storybooks_203_S402_Paper	-2.82	0.79	0.67
20.R12A_8040_LAp2_Storybooks_203_S402_Paper	-3.02	0.86	0.70
21.R12A_8041_LAp3_Storybooks_203_S402_Paper	-1.64	1.02	1.00
22.R12A_5125_MAp1_SchoolStore_dode_S402_Paper	-1.28	1.00	1.00
23.R12A_5126_MAp2_SchoolStore_dode_S402_Paper	-1.90	1.16	1.22
24.R12A_5127_MAp3_SchoolStore_dode_S402_Paper	-0.91	1.45	1.64

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

**Table 4.2.9.2.2.2**

Complete Item Analysis and Summary: Read 2B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.65	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R12B_8517_SIp2_FieldTrip_301_S402_Paper	-0.60	0.96	1.04
2.R12B_8519_SIp3_FieldTrip_301_S402_Paper	-0.50	1.20	1.25
3.R12B_8522_SIp4_FieldTrip_301_S402_Paper	-0.89	0.93	0.87
4.R12B_6886_LAp2_ZooTrip_203_S402_Paper	-1.19	0.80	0.73
5.R12B_6887_LAp3_ZooTrip_203_S402_Paper	-0.84	0.83	0.77
6.R12B_6888_LAp4_ZooTrip_203_S402_Paper	-0.14	0.98	0.97
7.R12B_8377_MAp2_Balance_301_S402_Paper	-1.97	0.96	0.87
8.R12B_8378_MAp3_Balance_301_S402_Paper	-0.68	1.04	1.04
9.R12B_8379_MAp4_Balance_301_S402_Paper	-0.64	0.95	0.90
10.R12B_7890_SCP2_AnimalMovement_dode_S402_Paper	-2.12	0.98	0.96
11.R12B_7891_SCP3_AnimalMovement_dode_S402_Paper	-1.15	0.93	0.89
12.R12B_7892_SCP4_AnimalMovement_dode_S402_Paper	-0.92	1.02	1.01
13.R12B_8452_SSp2_HelpfulWorkers_203_S402_Paper	-1.63	0.89	0.78
14.R12B_8453_SSp3_HelpfulWorkers_203_S402_Paper	-0.91	1.09	1.15
15.R12B_8454_SSp4_HelpfulWorkers_203_S402_Paper	-1.32	0.91	0.81
16.R12B_7724_LAp3_ChipmunkHome_203_S402_Paper	0.95	0.97	0.95
17.R12B_7725_LAp4_ChipmunkHome_203_S402_Paper	0.53	1.04	1.09
18.R12B_7726_LAp5_ChipmunkHome_203_S402_Paper	0.40	1.23	1.33
19.R12B_8683_MAp3_PetSchedule_301_S402_Paper	0.11	1.10	1.13
20.R12B_8684_MAp4_PetSchedule_301_S402_Paper	-0.39	1.16	1.17
21.R12B_8685_MAp5_PetSchedule_301_S402_Paper	0.04	1.17	1.22
22.R12B_5290_SCP2_AnimalCoverings_dode_S402_Paper	-1.12	0.92	0.82
23.R12B_5291_SCP3_AnimalCoverings_dode_S402_Paper	-0.45	0.98	0.99
24.R12B_5292_SCP4_AnimalCoverings_dode_S402_Paper	-0.71	1.00	0.96
25.R12B_6931_SSp2_WhenIGrowUp_203_S402_Paper	-1.22	0.86	0.74
26.R12B_6932_SSp3_WhenIGrowUp_203_S402_Paper	-0.22	1.10	1.11
27.R12B_6933_SSp4_WhenIGrowUp_203_S402_Paper	0.17	1.04	1.04

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

**Table 4.2.9.2.2.3**

Complete Item Analysis and Summary: Read 2C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.81	1.00	1.01
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R12C_8810_SIp3_ClassJobChart_301_S402_Paper	-2.93	1.00	1.37
2.R12C_8811_SIp4_ClassJobChart_301_S402_Paper	-1.62	0.88	0.76
3.R12C_8814_SIp5_ClassJobChart_301_S402_Paper	-0.97	0.95	0.91
4.R12C_8267_LAp3_FishWish_203_S402_Paper	-0.95	0.88	0.82
5.R12C_8268_LAp4_FishWish_203_S402_Paper	-2.19	0.87	0.67
6.R12C_8269_LAp5_FishWish_203_S402_Paper	-1.28	1.05	1.13
7.R12C_8649_MAp3_ClassTripSchedule_301_S402_Paper	-1.12	0.99	1.03
8.R12C_8650_MAp4_ClassTripSchedule_301_S402_Paper	-0.26	0.96	0.97
9.R12C_8651_MAp5_ClassTripSchedule_301_S402_Paper	-0.19	1.03	1.04
10.R12C_5629_SCP3_Insects_dode_S402_Paper	-1.99	0.92	0.84
11.R12C_5630_SCP4_Insects_dode_S402_Paper	0.07	0.93	0.92
12.R12C_5631_SCP5_Insects_dode_S402_Paper	-1.00	1.32	1.44
13.R12C_8827_SSp3_OurNeighborhood_203_S402_Paper	-0.94	0.98	0.94
14.R12C_8828_SSp4_OurNeighborhood_203_S402_Paper	-0.46	0.91	0.85
15.R12C_8829_SSp5_OurNeighborhood_203_S402_Paper	-0.68	1.00	1.00
16.R12C_8821_LAp3_GrowingTaller_203_S402_Paper	-1.41	0.80	0.69
17.R12C_8822_LAp4_GrowingTaller_203_S402_Paper	-1.05	0.84	0.76
18.R12C_8823_LAp5_GrowingTaller_203_S402_Paper	-0.39	0.97	0.95
19.R12C_8838_MAp3_WeatherCalendar_301_S402_Paper	-2.31	1.05	1.04
20.R12C_8839_MAp4_WeatherCalendar_301_S402_Paper	0.91	1.28	1.51
21.R12C_8840_MAp5_WeatherCalendar_301_S402_Paper	1.15	1.28	1.56
22.R12C_6601_SCP3_Leaves_mika_S402_Paper	-0.34	1.09	1.10
23.R12C_6602_SCP4_Leaves_mika_S402_Paper	0.62	1.26	1.41
24.R12C_6603_SCP5_Leaves_mika_S402_Paper	-0.41	0.97	0.96
25.R12C_7746_SSp3_UrbanNeighborhood_203_S402_Paper	0.29	1.01	1.00
26.R12C_7747_SSp4_UrbanNeighborhood_203_S402_Paper	-1.13	0.92	0.82
27.R12C_7748_SSp5_UrbanNeighborhood_203_S402_Paper	-1.19	0.80	0.67

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

### 4.2.9.2.3 Grade 3

**Table 4.2.9.2.3.1**

Complete Item Analysis and Summary: Read 3A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.73	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R35A_8210_SIp1_GameDay_301_S402_Paper	-2.74	0.90	0.65
2.R35A_8211_SIp2_GameDay_301_S402_Paper	-2.21	0.95	0.84
3.R35A_8212_SIp3_GameDay_301_S402_Paper	-0.24	1.02	1.04
4.R35A_6715_LAp1_BenFranklin_203_S402_Paper	-1.30	0.84	0.76
5.R35A_6716_LAp2_BenFranklin_203_S402_Paper	0.09	0.85	0.81
6.R35A_6717_LAp3_BenFranklin_203_S402_Paper	1.30	1.17	1.38
7.R35A_8129_MAp1_ButterflyMiles_301_S402_Paper	-1.63	0.96	0.86
8.R35A_8130_MAp2_ButterflyMiles_301_S402_Paper	-0.69	1.37	1.50
9.R35A_8131_MAp3_ButterflyMiles_301_S402_Paper	-0.25	1.01	0.98
10.R35A_2850_SCP1_Clouds_S402_Paper	-1.95	0.95	0.76
11.R35A_2851_SCP2_Clouds_S402_Paper	-0.88	0.86	0.78
12.R35A_2852_SCP3_Clouds_S402_Paper	-0.20	0.90	0.87
13.R35A_3296_SSp1_InventionsinMusic_jc_S402_Paper	-1.87	0.94	0.83
14.R35A_3297_SSp2_InventionsinMusic_jc_S402_Paper	-1.67	0.86	0.69
15.R35A_3298_SSp3_InventionsinMusic_jc_S402_Paper	0.31	1.13	1.18
16.R35A_8264_SIp2_WellnessWeek_301_S402_Paper	-1.21	1.01	1.12
17.R35A_8265_SIp3_WellnessWeek_301_S402_Paper	-0.35	0.87	0.83
18.R35A_8266_SIp4_WellnessWeek_301_S402_Paper	0.53	1.49	1.74
19.R35A_6739_LAp1_JosephStrauss_203_S402_Paper	-0.55	0.92	0.90
20.R35A_6740_LAp2_JosephStrauss_203_S402_Paper	0.13	0.94	0.91
21.R35A_6741_LAp3_JosephStrauss_203_S402_Paper	0.52	1.28	1.44
22.R35A_8132_MAp1_InsectEggs_301_S402_Paper	-1.47	0.93	0.84
23.R35A_8133_MAp2_InsectEggs_301_S402_Paper	-0.76	0.93	0.86
24.R35A_8134_MAp3_InsectEggs_301_S402_Paper	-0.40	0.99	0.96

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

**Table 4.2.9.2.3.2**

Complete Item Analysis and Summary: Read 3B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.43	1.00	1.01
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R35B_8355_SIp2_BikeSafety_301_S402_Paper	-0.11	0.87	0.81
2.R35B_8356_SIp3_BikeSafety_301_S402_Paper	-1.36	0.85	0.70
3.R35B_8400_SIp4_BikeSafety_301_S402_Paper	-0.18	1.07	1.08
4.R35B_6910_LAp2_ZebraStripes_203_S402_Paper	-0.81	0.90	0.87
5.R35B_6911_LAp3_ZebraStripes_203_S402_Paper	0.76	0.91	0.92
6.R35B_6912_LAp4_ZebraStripes_203_S402_Paper	-0.31	0.88	0.81
7.R35B_8344_MAp2_PlayPerimeter_301_S402_Paper	-1.21	0.89	0.79
8.R35B_8345_MAp3_PlayPerimeter_301_S402_Paper	1.21	1.13	1.21
9.R35B_8346_MAp4_PlayPerimeter_301_S402_Paper	1.06	1.15	1.23
10.R35B_7922_SCP2_Geysers_S402_Paper	-0.63	0.87	0.73
11.R35B_7923_SCP3_Geysers_S402_Paper	0.98	1.02	1.03
12.R35B_7924_SCP4_Geysers_S402_Paper	0.97	1.02	1.02
13.R35B_6907_SSp2_IroquoisandHopi_203_S402_Paper	-0.49	0.87	0.80
14.R35B_6908_SSp3_IroquoisandHopi_203_S402_Paper	0.43	0.91	0.86
15.R35B_6909_SSp4_IroquoisandHopi_203_S402_Paper	0.82	1.03	1.05
16.R35B_7229_LAp3_CarverandFord_203_S402_Paper	0.59	0.86	0.82
17.R35B_7230_LAp4_CarverandFord_203_S402_Paper	-0.09	0.87	0.80
18.R35B_7285_LAp5_CarverandFord_203_S402_Paper	0.64	1.02	1.03
19.R35B_9257_MAp3_Angles_301_S402_Paper	0.63	1.12	1.16
20.R35B_9258_MAp4_Angles_301_S402_Paper	1.06	1.16	1.23
21.R35B_9259_MAp5_Angles_301_S402_Paper	1.94	1.28	1.67
22.R35B_7919_SCP2_Rocks_mika_S402_Paper	0.39	0.94	0.89
23.R35B_7920_SCP3_Rocks_mika_S402_Paper	1.06	1.04	1.07
24.R35B_7921_SCP4_Rocks_mika_S402_Paper	1.73	1.07	1.19
25.R35B_3305_SSp2_Antarctica_jc_S402_Paper	-0.49	0.99	1.04
26.R35B_3306_SSp3_Antarctica_jc_S402_Paper	1.27	1.00	1.05
27.R35B_3307_SSp4_Antarctica_jc_S402_Paper	1.73	1.16	1.29

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

**Table 4.2.9.2.3.3**

Complete Item Analysis and Summary: Read 3C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	1.45	1.00	1.01
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R35C_8655_SIp3_SportsOpinion_301_S402_Paper	0.71	0.91	0.88
2.R35C_8736_SIp4_SportsOpinion_301_S402_Paper	0.97	0.92	0.89
3.R35C_8737_SIp5_SportsOpinion_301_S402_Paper	2.17	1.03	1.07
4.R35C_7762_LAp3_BrunelDavinci_203_S402_Paper	-0.10	0.97	0.94
5.R35C_7763_LAp4_BrunelDavinci_203_S402_Paper	1.20	0.94	0.92
6.R35C_7764_LAp5_BrunelDavinci_203_S402_Paper	1.98	0.99	0.99
7.R35C_9352_MAp3_RoofAngles_301_S402_Paper	1.23	1.09	1.12
8.R35C_9353_MAp4_RoofAngles_301_S402_Paper	1.98	1.15	1.20
9.R35C_9354_MAp5_RoofAngles_301_S402_Paper	2.03	1.09	1.14
10.R35C_7925_SCp3_Tides_S402_Paper	1.40	0.93	0.91
11.R35C_7926_SCp4_Tides_S402_Paper	-0.79	0.98	0.96
12.R35C_7927_SCp5_Tides_S402_Paper	0.88	0.94	0.92
13.R35C_7217_SSp3_StetsonHat_203_S402_Paper	2.31	1.05	1.07
14.R35C_7218_SSp4_StetsonHat_203_S402_Paper	1.54	1.06	1.07
15.R35C_7219_SSp5_StetsonHat_203_S402_Paper	1.02	0.91	0.89
16.R35C_7156_LAp3_StainedGlass_203_S402_Paper	0.58	0.89	0.84
17.R35C_7157_LAp4_StainedGlass_203_S402_Paper	2.75	1.08	1.16
18.R35C_7158_LAp5_StainedGlass_203_S402_Paper	1.04	0.91	0.89
19.R35C_8606_MAp3_JarContents_301_S402_Paper	1.77	1.11	1.14
20.R35C_8607_MAp4_JarContents_301_S402_Paper	2.37	1.16	1.25
21.R35C_8608_MAp5_JarContents_301_S402_Paper	1.94	0.99	0.99
22.R35C_7159_SSp3_EleanorRoosevelt_203_S402_Paper	1.66	0.97	0.97
23.R35C_7160_SSp4_EleanorRoosevelt_203_S402_Paper	1.98	1.01	1.02
24.R35C_7161_SSp5_EleanorRoosevelt_203_S402_Paper	1.53	0.92	0.90
25.R35C_7931_SCp3_Glaciers_pasz_S402_Paper	1.64	0.99	0.98
26.R35C_7932_SCp4_Glaciers_pasz_S402_Paper	0.91	0.98	0.96
27.R35C_7933_SCp5_Glaciers_pasz_S402_Paper	2.57	1.04	1.12

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

#### 4.2.9.2.4 Grades 4–5

**Table 4.2.9.2.4.1**

Complete Item Analysis and Summary: Read 4-5A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	-0.73	1.00	0.98
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R35A_8210_SIp1_GameDay_301_S402_Paper	-2.74	0.90	0.65
2.R35A_8211_SIp2_GameDay_301_S402_Paper	-2.21	0.95	0.84
3.R35A_8212_SIp3_GameDay_301_S402_Paper	-0.24	1.02	1.04
4.R35A_6715_LAp1_BenFranklin_203_S402_Paper	-1.30	0.84	0.76
5.R35A_6716_LAp2_BenFranklin_203_S402_Paper	0.09	0.85	0.81
6.R35A_6717_LAp3_BenFranklin_203_S402_Paper	1.30	1.17	1.38
7.R35A_8129_MAp1_ButterflyMiles_301_S402_Paper	-1.63	0.96	0.86
8.R35A_8130_MAp2_ButterflyMiles_301_S402_Paper	-0.69	1.37	1.50
9.R35A_8131_MAp3_ButterflyMiles_301_S402_Paper	-0.25	1.01	0.98
10.R35A_2850_ScP1_Clouds_S402_Paper	-1.95	0.95	0.76
11.R35A_2851_ScP2_Clouds_S402_Paper	-0.88	0.86	0.78
12.R35A_2852_ScP3_Clouds_S402_Paper	-0.20	0.90	0.87
13.R35A_3296_SSp1_InventionsinMusic_jc_S402_Paper	-1.87	0.94	0.83
14.R35A_3297_SSp2_InventionsinMusic_jc_S402_Paper	-1.67	0.86	0.69
15.R35A_3298_SSp3_InventionsinMusic_jc_S402_Paper	0.31	1.13	1.18
16.R35A_8264_SIp2_WellnessWeek_301_S402_Paper	-1.21	1.01	1.12
17.R35A_8265_SIp3_WellnessWeek_301_S402_Paper	-0.35	0.87	0.83
18.R35A_8266_SIp4_WellnessWeek_301_S402_Paper	0.53	1.49	1.74
19.R35A_6739_LAp1_JosephStrauss_203_S402_Paper	-0.55	0.92	0.90
20.R35A_6740_LAp2_JosephStrauss_203_S402_Paper	0.13	0.94	0.91
21.R35A_6741_LAp3_JosephStrauss_203_S402_Paper	0.52	1.28	1.44
22.R35A_8132_MAp1_InsectEggs_301_S402_Paper	-1.47	0.93	0.84
23.R35A_8133_MAp2_InsectEggs_301_S402_Paper	-0.76	0.93	0.86
24.R35A_8134_MAp3_InsectEggs_301_S402_Paper	-0.40	0.99	0.96

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

**Table 4.2.9.2.4.2**

Complete Item Analysis and Summary: Read 4-5B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.43	1.00	1.01
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R35B_8355_SIp2_BikeSafety_301_S402_Paper	-0.11	0.87	0.81
2.R35B_8356_SIp3_BikeSafety_301_S402_Paper	-1.36	0.85	0.70
3.R35B_8400_SIp4_BikeSafety_301_S402_Paper	-0.18	1.07	1.08
4.R35B_6910_LAp2_ZebraStripes_203_S402_Paper	-0.81	0.90	0.87
5.R35B_6911_LAp3_ZebraStripes_203_S402_Paper	0.76	0.91	0.92
6.R35B_6912_LAp4_ZebraStripes_203_S402_Paper	-0.31	0.88	0.81
7.R35B_8344_MAp2_PlayPerimeter_301_S402_Paper	-1.21	0.89	0.79
8.R35B_8345_MAp3_PlayPerimeter_301_S402_Paper	1.21	1.13	1.21
9.R35B_8346_MAp4_PlayPerimeter_301_S402_Paper	1.06	1.15	1.23
10.R35B_7922_SCp2_Geysers_S402_Paper	-0.63	0.87	0.73
11.R35B_7923_SCp3_Geysers_S402_Paper	0.98	1.02	1.03
12.R35B_7924_SCp4_Geysers_S402_Paper	0.97	1.02	1.02
13.R35B_6907_SSp2_IroquoisandHopi_203_S402_Paper	-0.49	0.87	0.80
14.R35B_6908_SSp3_IroquoisandHopi_203_S402_Paper	0.43	0.91	0.86
15.R35B_6909_SSp4_IroquoisandHopi_203_S402_Paper	0.82	1.03	1.05
16.R35B_7229_LAp3_CarverandFord_203_S402_Paper	0.59	0.86	0.82
17.R35B_7230_LAp4_CarverandFord_203_S402_Paper	-0.09	0.87	0.80
18.R35B_7285_LAp5_CarverandFord_203_S402_Paper	0.64	1.02	1.03
19.R35B_9257_MAp3_Angles_301_S402_Paper	0.63	1.12	1.16
20.R35B_9258_MAp4_Angles_301_S402_Paper	1.06	1.16	1.23
21.R35B_9259_MAp5_Angles_301_S402_Paper	1.94	1.28	1.67
22.R35B_7919_SCp2_Rocks_mika_S402_Paper	0.39	0.94	0.89
23.R35B_7920_SCp3_Rocks_mika_S402_Paper	1.06	1.04	1.07
24.R35B_7921_SCp4_Rocks_mika_S402_Paper	1.73	1.07	1.19
25.R35B_3305_SSp2_Antarctica_jc_S402_Paper	-0.49	0.99	1.04
26.R35B_3306_SSp3_Antarctica_jc_S402_Paper	1.27	1.00	1.05
27.R35B_3307_SSp4_Antarctica_jc_S402_Paper	1.73	1.16	1.29

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



**Table 4.2.9.2.4.3**

Complete Item Analysis and Summary: Read 4-5C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	1.45	1.00	1.01
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R35C_8655_SIp3_SportsOpinion_301_S402_Paper	0.71	0.91	0.88
2.R35C_8736_SIp4_SportsOpinion_301_S402_Paper	0.97	0.92	0.89
3.R35C_8737_SIp5_SportsOpinion_301_S402_Paper	2.17	1.03	1.07
4.R35C_7762_LAp3_BrunelDavinci_203_S402_Paper	-0.10	0.97	0.94
5.R35C_7763_LAp4_BrunelDavinci_203_S402_Paper	1.20	0.94	0.92
6.R35C_7764_LAp5_BrunelDavinci_203_S402_Paper	1.98	0.99	0.99
7.R35C_9352_MAp3_RoofAngles_301_S402_Paper	1.23	1.09	1.12
8.R35C_9353_MAp4_RoofAngles_301_S402_Paper	1.98	1.15	1.20
9.R35C_9354_MAp5_RoofAngles_301_S402_Paper	2.03	1.09	1.14
10.R35C_7925_SCP3_Tides_S402_Paper	1.40	0.93	0.91
11.R35C_7926_SCP4_Tides_S402_Paper	-0.79	0.98	0.96
12.R35C_7927_SCP5_Tides_S402_Paper	0.88	0.94	0.92
13.R35C_7217_SSp3_StetsonHat_203_S402_Paper	2.31	1.05	1.07
14.R35C_7218_SSp4_StetsonHat_203_S402_Paper	1.54	1.06	1.07
15.R35C_7219_SSp5_StetsonHat_203_S402_Paper	1.02	0.91	0.89
16.R35C_7156_LAp3_StainedGlass_203_S402_Paper	0.58	0.89	0.84
17.R35C_7157_LAp4_StainedGlass_203_S402_Paper	2.75	1.08	1.16
18.R35C_7158_LAp5_StainedGlass_203_S402_Paper	1.04	0.91	0.89
19.R35C_8606_MAp3_JarContents_301_S402_Paper	1.77	1.11	1.14
20.R35C_8607_MAp4_JarContents_301_S402_Paper	2.37	1.16	1.25
21.R35C_8608_MAp5_JarContents_301_S402_Paper	1.94	0.99	0.99
22.R35C_7159_SSp3_EleanorRoosevelt_203_S402_Paper	1.66	0.97	0.97
23.R35C_7160_SSp4_EleanorRoosevelt_203_S402_Paper	1.98	1.01	1.02
24.R35C_7161_SSp5_EleanorRoosevelt_203_S402_Paper	1.53	0.92	0.90
25.R35C_7931_SCP3_Glaciers_pasz_S402_Paper	1.64	0.99	0.98
26.R35C_7932_SCP4_Glaciers_pasz_S402_Paper	0.91	0.98	0.96
27.R35C_7933_SCP5_Glaciers_pasz_S402_Paper	2.57	1.04	1.12

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

4.2.9.2.5 Grades 6–8

**Table 4.2.9.2.5.1**

Complete Item Analysis and Summary: Read 6-8A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.19	1.00	1.00
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R68A_8246_SIp1_KWLChart_301_S402_Paper	-0.32	0.96	0.93
2.R68A_8247_SIp2_KWLChart_301_S402_Paper	-0.21	1.07	1.15
3.R68A_8248_SIp3_KWLChart_301_S402_Paper	1.40	1.35	1.58
4.R68A_7706_LAp1_Collage_203_S402_Paper	-0.68	0.87	0.79
5.R68A_7707_LAp2_Collage_203_S402_Paper	-0.66	0.85	0.73
6.R68A_7708_LAp3_Collage_203_S402_Paper	-0.12	0.93	0.87
7.R68A_8073_MAp1_Recipe_301_S402_Paper	-1.08	0.86	0.67
8.R68A_8074_MAp2_Recipe_301_S402_Paper	0.45	1.03	1.03
9.R68A_8075_MAp3_Recipe_301_S402_Paper	1.59	1.19	1.33
10.R68A_5895_SCP1_HowPlantsMakeFood_mabr_S402_Paper	-1.95	1.01	1.15
11.R68A_5897_SCP2_HowPlantsMakeFood_mabr_S402_Paper	-0.21	1.03	1.03
12.R68A_5899_SCP3_HowPlantsMakeFood_mabr_S402_Paper	0.75	1.01	1.02
13.R68A_6772_SSp1_Uruguay_203_S402_Paper	-0.92	0.89	0.76
14.R68A_6774_SSp2_Uruguay_203_S402_Paper	0.20	0.94	0.88
15.R68A_6775_SSp3_Uruguay_203_S402_Paper	0.80	0.99	0.99
16.R68A_8347_SIp2_CreatingAFormPoem_301_S402_Paper	0.22	0.94	0.89
17.R68A_8350_SIp3_CreatingAFormPoem_301_S402_Paper	1.67	1.06	1.15
18.R68A_8404_SIp4_CreatingAFormPoem_301_S402_Paper	1.60	1.11	1.22
19.R68A_7721_LAp1_Kite_203_S402_Paper	-1.08	0.85	0.69
20.R68A_7722_LAp2_Kite_203_S402_Paper	0.84	0.95	0.95
21.R68A_7723_LAp3_Kite_203_S402_Paper	0.93	1.03	1.09
22.R68A_9358_MAp1_Trash_301_S402_Paper	-0.21	0.89	0.83
23.R68A_9359_MAp2_Trash_301_S402_Paper	0.50	0.97	0.95
24.R68A_9360_MAp3_Trash_301_S402_Paper	0.94	1.22	1.31

**Table 4.2.9.2.5.2**

Complete Item Analysis and Summary: Read 6-8B S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	1.23	1.00	0.99
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R68B_8347_Slp2_CreatingAFomPoem_301_S402_Paper	0.34	0.98	0.95
2.R68B_8350_Slp3_CreatingAFomPoem_301_S402_Paper	1.97	1.02	1.04
3.R68B_8404_Slp4_CreatingAFomPoem_301_S402_Paper	2.33	1.02	1.06
4.R68B_6922_LAp2_ClimbingMountHollow_203_S402_Paper	-1.24	0.88	0.68
5.R68B_6923_LAp3_ClimbingMountHollow_203_S402_Paper	-0.44	0.86	0.73
6.R68B_6924_LAp4_ClimbingMountHollow_203_S402_Paper	0.03	0.90	0.81
7.R68B_8315_MAp2_MeasuringProducts_301_S402_Paper	1.20	0.99	0.97
8.R68B_8316_MAp3_MeasuringProducts_301_S402_Paper	2.53	1.02	1.05
9.R68B_8317_MAp4_MeasuringProducts_301_S402_Paper	2.30	1.06	1.16
10.R68B_5683_SCP2_CellDivision_diab_S402_Paper	0.31	0.94	0.88
11.R68B_5684_SCP3_CellDivision_diab_S402_Paper	1.06	1.03	1.08
12.R68B_5685_SCP4_CellDivision_diab_S402_Paper	2.29	1.15	1.22
13.R68B_7019_SSp2_RockAndRoll_203_S402_Paper	1.62	1.14	1.19
14.R68B_7020_SSp3_RockAndRoll_203_S402_Paper	0.64	0.89	0.83
15.R68B_7021_SSp4_RockAndRoll_203_S402_Paper	0.88	0.97	0.95
16.R68B_7243_LAp3_SolarOven_203_S402_Paper	1.09	1.03	1.05
17.R68B_7244_LAp4_SolarOven_203_S402_Paper	1.27	0.94	0.91
18.R68B_7245_LAp5_SolarOven_203_S402_Paper	1.56	1.00	1.01
19.R68B_8888_MAp3_SoccerPercent_301_S402_Paper	0.71	0.97	0.91
20.R68B_8889_MAp4_SoccerPercent_301_S402_Paper	1.31	0.93	0.89
21.R68B_8890_MAp5_SoccerPercent_301_S402_Paper	2.15	1.22	1.33
22.R68B_5430_SCP2_RockCycle_DeRoSaJa_S402_Paper	1.82	1.08	1.12
23.R68B_5431_SCP3_RockCycle_DeRoSaJa_S402_Paper	1.23	1.04	1.08
24.R68B_5432_SCP4_RockCycle_DeRoSaJa_S402_Paper	2.55	1.16	1.35
25.R68B_7077_SSp2_GreatInventions_203_S402_Paper	0.60	0.88	0.83
26.R68B_7078_SSp3_GreatInventions_203_S402_Paper	1.04	0.86	0.80
27.R68B_7079_SSp4_GreatInventions_203_S402_Paper	2.04	0.97	0.98

**Table 4.2.9.2.5.3**

Complete Item Analysis and Summary: Read 6-8C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	1.70	1.00	1.00
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R68C_8804_SIp3_LiteraryLetter_301_S402_Paper	1.03	1.00	1.00
2.R68C_8805_SIp4_LiteraryLetter_301_S402_Paper	1.80	1.05	1.07
3.R68C_8806_SIp5_LiteraryLetter_301_S402_Paper	1.28	1.01	1.03
4.R68C_7717_LAp3_Prodigy_203_S402_Paper	0.67	0.86	0.76
5.R68C_7718_LAp4_Prodigy_203_S402_Paper	1.20	0.91	0.87
6.R68C_7719_LAp5_Prodigy_203_S402_Paper	1.92	0.95	0.95
7.R68C_8758_MAp3_SchoolHallway_301_S402_Paper	0.64	0.94	0.92
8.R68C_8759_MAp4_SchoolHallway_301_S402_Paper	2.25	1.01	1.03
9.R68C_8760_MAp5_SchoolHallway_301_S402_Paper	2.32	1.16	1.23
10.R68C_6428_SCP3_Butterflies_mabr_S402_Paper	1.37	1.06	1.10
11.R68C_6429_SCP4_Butterflies_mabr_S402_Paper	1.01	0.95	0.91
12.R68C_6430_SCP5_Butterflies_mabr_S402_Paper	0.50	0.92	0.83
13.R68C_7292_SSp3_MountainRanges_203_S402_Paper	0.97	0.88	0.83
14.R68C_7293_SSp4_MountainRanges_203_S402_Paper	1.76	0.93	0.91
15.R68C_7303_SSp5_MountainRanges_203_S402_Paper	2.37	1.09	1.14
16.R68C_7771_LAp3_SettingARingtone_203_S402_Paper	0.41	0.91	0.84
17.R68C_7772_LAp4_SettingARingtone_203_S402_Paper	3.00	1.02	1.07
18.R68C_7773_LAp5_SettingARingtone_203_S402_Paper	2.90	0.99	1.06
19.R68C_8761_MAp3_StudentPopulation_301_S402_Paper	0.95	0.92	0.88
20.R68C_8763_MAp4_StudentPopulation_301_S402_Paper	1.48	1.05	1.06
21.R68C_8765_MAp5_StudentPopulation_301_S402_Paper	2.39	1.08	1.13
22.R68C_5883_SCP3_Vaporization_RaObAmSc_S402_Paper	1.73	1.02	1.03
23.R68C_5884_SCP4_Vaporization_RaObAmSc_S402_Paper	2.68	1.06	1.11
24.R68C_5885_SCP5_Vaporization_RaObAmSc_S402_Paper	2.34	1.05	1.07
25.R68C_7194_SSp3_StudentCouncil_203_S402_Paper	1.41	0.93	0.90
26.R68C_7195_SSp4_StudentCouncil_203_S402_Paper	2.79	1.06	1.12
27.R68C_7196_SSp5_StudentCouncil_203_S402_Paper	2.84	1.13	1.23

#### 4.2.9.2.6 Grades 9–12

**Table 4.2.9.2.6.1**

Complete Item Analysis and Summary: Read 9-12A S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	0.72	0.99	0.96
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R912A_8199_SIp1_Tutor_301_S402_Paper	-0.74	0.96	0.88
2.R912A_8200_SIp2_Tutor_301_S402_Paper	1.89	1.12	1.20
3.R912A_8201_SIp3_Tutor_301_S402_Paper	1.56	0.95	0.95
4.R912A_7810_LAp1_CharlesSchulz_203_S402_Paper	-1.79	0.91	0.57
5.R912A_7811_LAp2_CharlesSchulz_203_S402_Paper	0.10	1.00	0.96
6.R912A_7812_LAp3_CharlesSchulz_203_S402_Paper	1.46	1.04	1.06
7.R912A_8204_MAp1_Birdhouse_301_S402_Paper	0.52	0.91	0.87
8.R912A_8205_MAp2_Birdhouse_301_S402_Paper	0.71	1.10	1.16
9.R912A_8206_MAp3_Birdhouse_301_S402_Paper	1.72	1.17	1.27
10.R912A_5296_SCP1_WeightOtherPlanets_best_S402_Paper	-0.02	0.92	0.83
11.R912A_5297_SCP2_WeightOtherPlanets_best_S402_Paper	0.86	0.95	0.94
12.R912A_5298_SCP3_WeightOtherPlanets_best_S402_Paper	1.84	1.11	1.18
13.R912A_7741_SSp1_Money_203_S402_Paper	-1.28	0.89	0.61
14.R912A_7742_SSp2_Money_203_S402_Paper	0.87	0.96	0.95
15.R912A_7743_SSp3_Money_203_S402_Paper	1.38	1.02	1.03
16.R912A_8422_SIp2_Permission_301_S402_Paper	-0.06	0.88	0.71
17.R912A_8423_SIp3_Permission_301_S402_Paper	2.17	1.08	1.22
18.R912A_8424_SIp4_Permission_301_S402_Paper	1.18	1.11	1.18
19.R912A_6781_LAp1_MiltonHershey_203_S402_Paper	-0.61	0.86	0.60
20.R912A_6782_LAp2_MiltonHershey_203_S402_Paper	1.27	0.91	0.90
21.R912A_6783_LAp3_MiltonHershey_203_S402_Paper	1.54	0.88	0.87
22.R912A_9451_MAp1_Circle_301_S402_Paper	0.53	0.92	0.83
23.R912A_9452_MAp2_Circle_301_S402_Paper	0.95	1.20	1.26
24.R912A_9453_MAp3_Circle_301_S402_Paper	1.16	0.99	0.98

**Table 4.2.9.2.6.2**

Complete Item Analysis and Summary: Read 9-12B S402 Paper

<b>Item Type</b>	<b>Average Item Difficulty (in logits)</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Selected Response	1.31	1.00	0.99
<b>Name</b>	<b>Item Difficulty (in logits)</b>	<b>Fit Statistics</b>	
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>
1.R912B_8430_SIp2_JoinActivity_301_S402_Paper	0.12	1.04	1.27
2.R912B_8431_SIp3_JoinActivity_301_S402_Paper	1.21	0.90	0.85
3.R912B_8433_SIp4_JoinActivity_301_S402_Paper	1.92	1.16	1.22
4.R912B_6861_LAp2_Auntie_203_S402_Paper	-1.29	0.90	0.60
5.R912B_6862_LAp3_Auntie_203_S402_Paper	0.65	0.96	0.93
6.R912B_6863_LAp4_Auntie_203_S402_Paper	-0.18	0.85	0.67
7.R912B_8443_MAp2_Gumball_301_S402_Paper	0.03	1.02	1.02
8.R912B_8444_MAp3_Gumball_301_S402_Paper	1.09	0.93	0.88
9.R912B_8445_MAp4_Gumball_301_S402_Paper	1.77	1.06	1.07
10.R912B_5450_SCP2_FindingthepHlevel_keto_S402_Paper	0.73	0.98	0.97
11.R912B_5451_SCP3_FindingthepHlevel_keto_S402_Paper	1.83	0.97	0.94
12.R912B_5452_SCP4_FindingthepHlevel_keto_S402_Paper	1.12	0.87	0.80
13.R912B_7750_SSp2_Reading_203_S402_Paper	0.74	1.12	1.23
14.R912B_7751_SSp3_Reading_203_S402_Paper	1.60	0.98	1.01
15.R912B_7752_SSp4_Reading_203_S402_Paper	2.16	1.00	1.00
16.R912B_7102_LAp3_Mattie_203_S402_Paper	1.10	0.92	0.90
17.R912B_7103_LAp4_Mattie_203_S402_Paper	0.83	0.93	0.89
18.R912B_7201_LAp5_Mattie_203_S402_Paper	1.60	1.04	1.05
19.R912B_8680_MAp3_SciNotation_301_S402_Paper	1.60	0.94	0.94
20.R912B_8681_MAp4_SciNotation_301_S402_Paper	2.00	1.10	1.13
21.R912B_8700_MAp5_SciNotation_301_S402_Paper	2.84	1.05	1.08
22.R912B_5569_SCP2_SpiceEffects_kaje_S402_Paper	1.11	1.04	1.15
23.R912B_5570_SCP3_SpiceEffects_kaje_S402_Paper	1.53	0.98	0.93
24.R912B_5571_SCP4_SpiceEffects_kaje_S402_Paper	2.81	1.08	1.16
25.R912B_7055_SSp2_Recycling_203_S402_Paper	2.27	1.12	1.16
26.R912B_7056_SSp3_Recycling_203_S402_Paper	2.44	0.96	0.95
27.R912B_7057_SSp4_Recycling_203_S402_Paper	1.73	1.01	1.02

**Table 4.2.9.2.6.3**

Complete Item Analysis and Summary: Read 9-12C S402 Paper

Item Type	Average Item Difficulty (in logits)	Average Infit Mean Square	Average Outfit Mean Square
Selected Response	2.45	1.00	0.99
Name	Item Difficulty (in logits)	Fit Statistics	
		Infit Mnsq	Outfit Mnsq
1.R912C_8790_SIp3_MovieRev_301_S402_Paper	2.27	1.05	1.10
2.R912C_8792_SIp4_MovieRev_301_S402_Paper	2.09	1.00	1.02
3.R912C_8793_SIp5_MovieRev_301_S402_Paper	2.50	1.08	1.11
4.R912C_7830_LAp3_EdmundH_203_S402_Paper	0.79	0.89	0.75
5.R912C_7831_LAp4_EdmundH_203_S402_Paper	2.93	0.99	0.98
6.R912C_7832_LAp5_EdmundH_203_S402_Paper	2.71	1.10	1.13
7.R912C_8783_MAp3_Sofa_301_S402_Paper	2.13	1.00	0.98
8.R912C_8784_MAp4_Sofa_301_S402_Paper	3.08	1.09	1.13
9.R912C_8785_MAp5_Sofa_301_S402_Paper	2.56	0.96	0.92
10.R912C_6159_SCP3_Diffusion_elle_S402_Paper	1.42	0.99	1.00
11.R912C_6160_SCP4_Diffusion_elle_S402_Paper	2.41	1.04	1.08
12.R912C_6161_SCP5_Diffusion_elle_S402_Paper	3.10	1.09	1.13
13.R912C_7843_SSp3_Transportation_203_S402_Paper	1.79	1.00	0.98
14.R912C_7844_SSp4_Transportation_203_S402_Paper	1.18	0.91	0.83
15.R912C_7845_SSp5_Transportation_203_S402_Paper	3.12	1.07	1.08
16.R912C_7821_LAp3_Malta_203_S402_Paper	2.80	1.06	1.08
17.R912C_7822_LAp4_Malta_203_S402_Paper	2.13	0.89	0.85
18.R912C_7823_LAp5_Malta_203_S402_Paper	2.16	0.97	0.95
19.R912C_9325_MAp3_Interest_301_S402_Paper	2.55	0.85	0.80
20.R912C_9326_MAp4_Interest_301_S402_Paper	2.45	1.03	1.04
21.R912C_9327_MAp5_Interest_301_S402_Paper	2.63	0.98	0.98
22.R912C_6152_SCP3_PolymerBall_kaje_S402_Paper	2.31	0.93	0.92
23.R912C_6157_SCP4_PolymerBall_kaje_S402_Paper	2.47	0.95	0.92
24.R912C_6158_SCP5_PolymerBall_kaje_S402_Paper	3.37	0.94	0.92
25.R912C_7818_SSp3_Rotary_203_S402_Paper	2.50	0.95	0.91
26.R912C_7819_SSp4_Rotary_203_S402_Paper	3.19	1.11	1.15
27.R912C_7840_SSp5_Rotary_203_S402_Paper	3.39	1.04	1.06

### 4.2.9.3 Writing

#### 4.2.9.3.0 Kindergarten

**Table 4.2.9.3.0**

Complete Task Analysis and Summary: Writ K S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response	-5.45	6	0.93	0.99
Name	Task Difficulty (in logits)	Fit Statistics		
		Infit Mnsq	Outfit Mnsq	
1.W_WB1_MyNameIs(B1)_K_S402_Paper	-7.96		0.46	0.37
2.W_WBWE_WritingExperience1(B2TOB5)_K_S402_Paper	-2.17		0.48	0.54
3.W_WE1_Tracing(E1)_K_S402_Paper	-9.65		0.47	0.38
4.W_WE2_Copying(E2)_K_S402_Paper	-6.61		0.44	0.35
5.W_WE3_Initial/FinalSound(E3)_K_S402_Paper	-4.21		3.27	3.90
6.W_WEWE_WritingExperience2(E4&E5)_K_S402_Paper	-2.09		0.43	0.42
Raw Score Distribution by Task	Raw Score	Task 2	Task 6	
	0	29.37%	32.08%	
	1	12.56%	9.22%	
	2	20.51%	19.69%	
	3	14.57%	14.97%	
	4	12.53%	14.02%	
	5	6.24%	6.47%	
	6	4.22%	3.54%	



4.2.9.3.1 *Grade 1*

**Table 4.2.9.3.1.1**

Complete Task Analysis and Summary: Writ 1A S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>	
Constructed Response	-1.80	4	0.70	1.57	
<b>Name</b>	<b>Task Difficulty (in logits)</b>		<b>Fit Statistics</b>		
			<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W01A_14245_SIp1_PartAH8_202_P100_A302_S402_Paper	-5.53		1.35	4.85	
2.W01A_14246_SIp1_CentersPartB_202_P100_A302_S402_Paper	-1.36		0.67	0.62	
3.W01A_14247_SIp2_CentersPartC_202_P100_A302_S402_Paper	-0.03		0.68	0.73	
4.W01A_14248_SIp3_PartDSentencesAboutMe_P100_A302_S402_Paper	-0.27	0.09	0.09		
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
	<b>0</b>	2.62%	10.82%	16.90%	12.45%
	<b>1</b>	97.38%	87.99%	11.92%	9.78%
	<b>2</b>	N/A	0.66%	14.58%	16.82%
	<b>3</b>	N/A	0.53%	29.62%	18.12%
	<b>4</b>	N/A	N/A	25.75%	38.10%
	<b>5</b>	N/A	N/A	1.18%	4.43%
	<b>6</b>	N/A	N/A	0.06%	0.30%
	<b>7</b>	N/A	N/A	0.00%	0.00%
	<b>8</b>	N/A	N/A	0.00%	0.00%
<b>9</b>	N/A	N/A	0.00%	0.00%	

**Table 4.2.9.3.1.2**

Complete Task Analysis and Summary: Writ 1B S402 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response		0.40	3	0.56	0.58
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
1.W01BC_14241_SIp4_Centers_P100_S402_Paper		0.52		0.81	0.93
2.W01BC_14242_MSp4_Frogs_sakr_P100_A203_S402_Paper		0.52		0.56	0.53
3.W01BC_14243_ITp5_CommunityPark_203_P100_A203_S402_Paper		0.17		0.31	0.29
Raw Score Distribution by Task		Raw Score	Task 1	Task 2	Task 3
		0	3.93%	8.81%	5.43%
		1	2.85%	4.26%	3.84%
		2	10.86%	8.44%	6.13%
		3	21.04%	17.75%	13.20%
		4	50.43%	37.52%	39.24%
		5	9.37%	16.79%	23.99%
		6	1.39%	5.66%	7.11%
		7	0.12%	0.70%	0.93%
		8	0.00%	0.07%	0.10%
		9	0.00%	0.00%	0.01%

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

**Table 4.2.9.3.1.3**

Complete Task Analysis and Summary: Writ 1C S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Constructed Response	0.40	3	0.56	0.58
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>		
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W01BC_14241_SIp4_Centers_P100_S402_Paper	0.52		0.81	0.93
2.W01BC_14242_MSp4_Frogs_sakr_P100_A203_S402_Paper	0.52		0.56	0.53
3.W01BC_14243_ITp5_CommunityPark_203_P100_A203_S402_Paper	0.17		0.31	0.29
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>0</b>	3.93%	8.81%	5.43%
	<b>1</b>	2.85%	4.26%	3.84%
	<b>2</b>	10.86%	8.44%	6.13%
	<b>3</b>	21.04%	17.75%	13.20%
	<b>4</b>	50.43%	37.52%	39.24%
	<b>5</b>	9.37%	16.79%	23.99%
	<b>6</b>	1.39%	5.66%	7.11%
	<b>7</b>	0.12%	0.70%	0.93%
	<b>8</b>	0.00%	0.07%	0.10%
<b>9</b>	0.00%	0.00%	0.01%	

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

4.2.9.3.2 *Grade 2*

**Table 4.2.9.3.2.1**

Complete Task Analysis and Summary: Writ 2A S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Constructed Response	0.11	3	0.42	0.43
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>		
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W23A_14257_SIp3_WritingTime_P100_S402_Paper	-0.10		0.50	0.50
2.W23A_14258_LAp3_Umbrella_203_P100_A302_S402_Paper	0.10		0.37	0.39
3.W23A_14259_MSp3_GiraffeCheetah_P100_S402_Paper	0.33		0.40	0.40
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>0</b>	7.66%	8.39%	13.07%
	<b>1</b>	17.37%	14.48%	8.81%
	<b>2</b>	13.34%	11.16%	8.62%
	<b>3</b>	9.72%	20.48%	27.65%
	<b>4</b>	27.55%	29.42%	34.04%
	<b>5</b>	21.58%	13.02%	7.08%
	<b>6</b>	2.76%	2.69%	0.67%
	<b>7</b>	0.01%	0.33%	0.04%
	<b>8</b>	0.00%	0.02%	0.01%
<b>9</b>	0.00%	0.01%	0.00%	

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

**Table 4.2.9.3.2.2**

Complete Task Analysis and Summary: Writ 2B S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response	0.33	3	0.51	0.51
Name	Task Difficulty (in logits)		Fit Statistics	
			Infit Mnsq	Outfit Mnsq
1.W23BC_14260_SIp4_GrownUpJobs_203_P100_A302_S402_Paper	0.44		0.81	0.82
2.W23BC_14261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	0.58		0.44	0.43
3.W23BC_14262_ITp5_CommunityPark_203_P100_A203_S402_Paper	-0.04		0.28	0.26
Raw Score Distribution by Task	Raw Score	Task 1	Task 2	Task 3
	0	0.48%	1.02%	1.03%
	1	1.18%	1.31%	0.96%
	2	2.64%	3.30%	2.49%
	3	9.40%	7.19%	4.23%
	4	30.42%	31.40%	24.45%
	5	37.38%	39.36%	38.59%
	6	15.35%	14.17%	21.82%
	7	2.85%	2.05%	5.35%
	8	0.28%	0.18%	0.93%
9	0.02%	0.02%	0.15%	

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

**Table 4.2.9.3.2.3**

Complete Task Analysis and Summary: Writ 2C S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Constructed Response	0.33	3	0.51	0.51
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>		
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W23BC_14260_Slp4_GrownUpJobs_203_P100_A302_S402_Paper	0.44		0.81	0.82
2.W23BC_14261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	0.58		0.44	0.43
3.W23BC_14262_ITp5_CommunityPark_203_P100_A203_S402_Paper	-0.04		0.28	0.26
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>0</b>	0.48%	1.02%	1.03%
	<b>1</b>	1.18%	1.31%	0.96%
	<b>2</b>	2.64%	3.30%	2.49%
	<b>3</b>	9.40%	7.19%	4.23%
	<b>4</b>	30.42%	31.40%	24.45%
	<b>5</b>	37.38%	39.36%	38.59%
	<b>6</b>	15.35%	14.17%	21.82%
	<b>7</b>	2.85%	2.05%	5.35%
	<b>8</b>	0.28%	0.18%	0.93%
<b>9</b>	0.02%	0.02%	0.15%	

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

4.2.9.3.3 Grade 3

**Table 4.2.9.3.3.1**

Complete Task Analysis and Summary: Writ 3A S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Constructed Response	0.11	3	0.42	0.43
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>		
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W23A_14257_SIp3_WritingTime_P100_S402_Paper	-0.10		0.50	0.50
2.W23A_14258_LAp3_Umbrella_203_P100_A302_S402_Paper	0.10		0.37	0.39
3.W23A_14259_MSp3_GiraffeCheetah_P100_S402_Paper	0.33		0.40	0.40
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>0</b>	7.66%	8.39%	13.07%
	<b>1</b>	17.37%	14.48%	8.81%
	<b>2</b>	13.34%	11.16%	8.62%
	<b>3</b>	9.72%	20.48%	27.65%
	<b>4</b>	27.55%	29.42%	34.04%
	<b>5</b>	21.58%	13.02%	7.08%
	<b>6</b>	2.76%	2.69%	0.67%
	<b>7</b>	0.01%	0.33%	0.04%
	<b>8</b>	0.00%	0.02%	0.01%
<b>9</b>	0.00%	0.01%	0.00%	

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

**Table 4.2.9.3.3.2**

Complete Task Analysis and Summary: Writ 3B S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Constructed Response	0.33	3	0.51	0.51
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>		
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W23BC_14260_SIp4_GrownUpJobs_203_P100_A302_S402_Paper	0.44		0.81	0.82
2.W23BC_14261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	0.58		0.44	0.43
3.W23BC_14262_ITp5_CommunityPark_203_P100_A203_S402_Paper	-0.04		0.28	0.26
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>0</b>	0.48%	1.02%	1.03%
	<b>1</b>	1.18%	1.31%	0.96%
	<b>2</b>	2.64%	3.30%	2.49%
	<b>3</b>	9.40%	7.19%	4.23%
	<b>4</b>	30.42%	31.40%	24.45%
	<b>5</b>	37.38%	39.36%	38.59%
	<b>6</b>	15.35%	14.17%	21.82%
	<b>7</b>	2.85%	2.05%	5.35%
	<b>8</b>	0.28%	0.18%	0.93%
<b>9</b>	0.02%	0.02%	0.15%	

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



**Table 4.2.9.3.3.3**

Complete Task Analysis and Summary: Writ 3C S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Constructed Response	0.33	3	0.51	0.51
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>		
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W23BC_14260_SIp4_GrownUpJobs_203_P100_A302_S402_Paper	0.44		0.81	0.82
2.W23BC_14261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	0.58		0.44	0.43
3.W23BC_14262_ITp5_CommunityPark_203_P100_A203_S402_Paper	-0.04		0.28	0.26
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>0</b>	0.48%	1.02%	1.03%
	<b>1</b>	1.18%	1.31%	0.96%
	<b>2</b>	2.64%	3.30%	2.49%
	<b>3</b>	9.40%	7.19%	4.23%
	<b>4</b>	30.42%	31.40%	24.45%
	<b>5</b>	37.38%	39.36%	38.59%
	<b>6</b>	15.35%	14.17%	21.82%
	<b>7</b>	2.85%	2.05%	5.35%
	<b>8</b>	0.28%	0.18%	0.93%
<b>9</b>	0.02%	0.02%	0.15%	

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

4.2.9.3.4 Grades 4–5

**Table 4.2.9.3.4.1**

Complete Task Analysis and Summary: Writ 4-5A S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response	1.26	3	0.38	0.38
Name	Task Difficulty (in logits)	Fit Statistics		
		Infit Mnsq	Outfit Mnsq	
1.W45A_14266_14658_SIp2_DismissalRules_kawo_P3_S402_Paper	1.41		0.41	0.41
2.W45A_14267_14656_LAp3_Umbrella_P3_S402_Paper	1.15		0.35	0.37
3.W45A_14270_14657_MSp4_PatternsInNature_pale_P3_S402_Paper	1.22		0.38	0.37
Raw Score Distribution by Task	Raw Score	Task 1	Task 2	Task 3
	0	12.21%	5.35%	12.36%
	1	8.75%	8.75%	3.13%
	2	7.20%	9.25%	7.80%
	3	30.56%	32.42%	31.09%
	4	27.87%	32.75%	37.30%
	5	11.28%	9.18%	7.18%
	6	2.01%	2.08%	0.96%
	7	0.10%	0.23%	0.18%
	8	0.01%	0.00%	0.00%
9	0.00%	0.00%	0.00%	

**Table 4.2.9.3.4.2**

Complete Task Analysis and Summary: Writ 4-5B S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square	
Constructed Response	1.80	3	0.68	0.66	
Name	Task Difficulty (in logits)	Fit Statistics			
		Infit Mnsq	Outfit Mnsq		
		1.W45BC_14272_SIp4_FieldTripRules_MaEsSaNa_P100_A301_S402_Paper	1.51	0.95	0.91
		2.W45BC_14273_MSp4_ThePlanets_JeCaDaKi_P100_A203_S402_Paper	2.39	0.66	0.66
3.W45BC_14274_ITp5_MedievalTimes_jude_P100_A203_S402_Paper	1.50	0.44	0.40		
Raw Score Distribution by Task	Raw Score	Task 1	Task 2	Task 3	
	0	0.76%	0.63%	2.47%	
	1	0.38%	0.78%	0.69%	
	2	1.23%	1.57%	1.28%	
	3	3.46%	18.63%	7.17%	
	4	17.65%	42.72%	28.31%	
	5	35.61%	25.59%	30.89%	
	6	34.34%	8.37%	21.93%	
	7	6.07%	1.49%	5.78%	
	8	0.45%	0.21%	1.27%	
9	0.06%	0.02%	0.22%		

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

**Table 4.2.9.3.4.3**

Complete Task Analysis and Summary: Writ 4-5C S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response	1.80	3	0.68	0.66
Name	Task Difficulty (in logits)	Fit Statistics		
		Infit Mnsq	Outfit Mnsq	
1.W45BC_14272_SIp4_FieldTripRules_MaEsSaNa_P100_A301_S402_Paper	1.51		0.95	0.91
2.W45BC_14273_MSp4_ThePlanets_JeCaDaKi_P100_A203_S402_Paper	2.39		0.66	0.66
3.W45BC_14274_ITp5_MedievalTimes_jude_P100_A203_S402_Paper	1.50		0.44	0.40
Raw Score Distribution by Task	Raw Score	Task 1	Task 2	Task 3
	0	0.76%	0.63%	2.47%
	1	0.38%	0.78%	0.69%
	2	1.23%	1.57%	1.28%
	3	3.46%	18.63%	7.17%
	4	17.65%	42.72%	28.31%
	5	35.61%	25.59%	30.89%
	6	34.34%	8.37%	21.93%
	7	6.07%	1.49%	5.78%
	8	0.45%	0.21%	1.27%
9	0.06%	0.02%	0.22%	

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

4.2.9.3.5 Grades 6–8

**Table 4.2.9.3.5.1**

Complete Task Analysis and Summary: Writ 6-8A S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response	0.92	3	0.47	0.47
Name	Task Difficulty (in logits)	Fit Statistics		
		Infit Mnsq	Outfit Mnsq	
1.W68A_14284_SIp3_Clubs_P100_A301_HW_S402_Paper	0.85		0.43	0.45
2.W68A_14285_LAp3_Cat_P100_A301_HW_S402_Paper	0.60		0.50	0.48
3.W68A_14287_MSp3_Ecosystems_MaMaNiVi_P100_A203_HW_S402_Paper	1.32		0.48	0.48
Raw Score Distribution by Task	Raw Score	Task 1	Task 2	Task 3
	0	4.98%	9.33%	7.53%
	1	10.81%	7.58%	14.10%
	2	15.24%	8.21%	9.08%
	3	24.55%	16.84%	28.92%
	4	25.41%	28.43%	29.76%
	5	16.14%	25.21%	9.69%
	6	2.64%	3.99%	0.92%
	7	0.23%	0.36%	0.01%
	8	0.00%	0.05%	0.00%
9	0.00%	0.00%	0.00%	

**Table 4.2.9.3.5.2**

Complete Task Analysis and Summary: Writ 6-8B S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response	1.30	3	0.52	0.45
Name	Task Difficulty (in logits)		Fit Statistics	
			Infit Mnsq	Outfit Mnsq
1.W68BC_14655_SIp4_SchoolElectronics_P100_A301_HW_S402_Paper	1.10		0.68	0.61
2.W68BC_14654_MSp4_BodySystems_kiow_P100_A203_HW_S402_Paper	1.42		0.53	0.45
3.W68BC_14664_ITp5_Music_P100_A202_HW_S402_Paper	1.36		0.34	0.28
Raw Score Distribution by Task	Raw Score	Task 1	Task 2	Task 3
	0	0.41%	1.01%	2.72%
	1	0.41%	0.59%	0.72%
	2	0.92%	1.25%	1.40%
	3	1.99%	4.14%	2.86%
	4	9.82%	22.10%	14.01%
	5	51.72%	50.20%	46.38%
	6	32.72%	19.03%	28.41%
	7	1.95%	1.54%	3.11%
	8	0.07%	0.14%	0.35%
	9	0.00%	0.01%	0.04%

Note: The test form is shared between 6-8B and 6-8C.

**Table 4.2.9.3.5.3**

Complete Task Analysis and Summary: Writ 6-8C S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>
Constructed Response	1.30	3	0.52	0.45
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>		
		<b>Infit Mnsq</b>	<b>Outfit Mnsq</b>	
1.W68BC_14655_SIp4_SchoolElectronics_P100_A301_HW_S402_Paper	1.10		0.68	0.61
2.W68BC_14654_MSp4_BodySystems_kiow_P100_A203_HW_S402_Paper	1.42		0.53	0.45
3.W68BC_14664_ITp5_Music_P100_A202_HW_S402_Paper	1.36		0.34	0.28
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>0</b>	0.41%	1.01%	2.72%
	<b>1</b>	0.41%	0.59%	0.72%
	<b>2</b>	0.92%	1.25%	1.40%
	<b>3</b>	1.99%	4.14%	2.86%
	<b>4</b>	9.82%	22.10%	14.01%
	<b>5</b>	51.72%	50.20%	46.38%
	<b>6</b>	32.72%	19.03%	28.41%
	<b>7</b>	1.95%	1.54%	3.11%
	<b>8</b>	0.07%	0.14%	0.35%
<b>9</b>	0.00%	0.01%	0.04%	

Note: The test form is shared between 6-8B and 6-8C.

4.2.9.3.6 Grades 9–12

**Table 4.2.9.3.6.1**

Complete Task Analysis and Summary: Writ 9-12A S402 Paper

Task Type		Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response		2.14	3	0.64	0.63
Name		Task Difficulty (in logits)	Fit Statistics		
			Infit Mnsq	Outfit Mnsq	
1.W91A_14265_SIp3_SchoolDance_P100_A301_HW_S402_Paper		2.33		0.71	0.72
2.W91A_14290_LAp3_Toaster_P100_A301_HW_S402_Paper		1.68		0.60	0.59
3.W91A_14294_MSp3_BouncingBalls_P100_A203_alt1_HW_S402_Paper		2.41		0.60	0.58
Raw Score Distribution by Task		Raw Score	Task 1	Task 2	Task 3
		0	8.49%	2.91%	17.31%
		1	12.63%	8.02%	5.64%
		2	14.37%	7.10%	13.02%
		3	20.56%	13.02%	18.38%
		4	25.26%	17.67%	21.32%
		5	15.34%	31.14%	19.63%
		6	3.02%	17.48%	4.36%
		7	0.32%	2.45%	0.34%
		8	0.01%	0.21%	0.02%
		9	0.00%	0.01%	0.00%



**Table 4.2.9.3.6.2**

Complete Task Analysis and Summary: Writ 9-12B S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>	
Constructed Response	1.88	3	0.80	0.74	
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>			
		<b>Infit Mnsq</b>		<b>Outfit Mnsq</b>	
		1.W91BC_14653_Slp4_BestTeacher_P100_A301_HW_S402_Paper	1.84	1.09	1.04
		2.W91BC_14652_MSp4_Viscosity_P100_A203_HW_S402_Paper	1.83	0.78	0.72
3.W91BC_14668_ITp5_EdisonFord_P100_A203_HW_S402_Paper	1.98	0.53	0.45		
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>0</b>	0.70%	1.55%	4.69%	
	<b>1</b>	0.22%	0.24%	0.53%	
	<b>2</b>	0.83%	0.84%	1.58%	
	<b>3</b>	2.00%	2.03%	4.40%	
	<b>4</b>	6.00%	7.80%	12.92%	
	<b>5</b>	22.51%	29.24%	28.72%	
	<b>6</b>	42.55%	41.23%	31.76%	
	<b>7</b>	20.96%	15.10%	11.30%	
	<b>8</b>	3.88%	1.90%	3.19%	
<b>9</b>	0.34%	0.08%	0.92%		

Note: The test form is shared between 9-12B and 9-12C.

**Table 4.2.9.3.6.3**

Complete Task Analysis and Summary: Writ 9-12C S402 Paper

<b>Task Type</b>	<b>Average Task Difficulty (in logits)</b>	<b>No. of Tasks</b>	<b>Average Infit Mean Square</b>	<b>Average Outfit Mean Square</b>	
Constructed Response	1.88	3	0.80	0.74	
<b>Name</b>	<b>Task Difficulty (in logits)</b>	<b>Fit Statistics</b>			
		<b>Infit Mnsq</b>		<b>Outfit Mnsq</b>	
		1.W91BC_14653_SIp4_BestTeacher_P100_A301_HW_S402_Paper	1.84	1.09	1.04
		2.W91BC_14652_MSp4_Viscosity_P100_A203_HW_S402_Paper	1.83	0.78	0.72
3.W91BC_14668_ITp5_EdisonFord_P100_A203_HW_S402_Paper	1.98	0.53	0.45		
<b>Raw Score Distribution by Task</b>	<b>Raw Score</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>0</b>	0.70%	1.55%	4.69%	
	<b>1</b>	0.22%	0.24%	0.53%	
	<b>2</b>	0.83%	0.84%	1.58%	
	<b>3</b>	2.00%	2.03%	4.40%	
	<b>4</b>	6.00%	7.80%	12.92%	
	<b>5</b>	22.51%	29.24%	28.72%	
	<b>6</b>	42.55%	41.23%	31.76%	
	<b>7</b>	20.96%	15.10%	11.30%	
	<b>8</b>	3.88%	1.90%	3.19%	
	<b>9</b>	0.34%	0.08%	0.92%	

Note: The test form is shared between 9-12B and 9-12C.

#### 4.2.9.4 Speaking

##### 4.2.9.4.0 Kindergarten

**Table 4.2.9.4.0**

Complete Task Analysis and Summary: Spek K S402 Paper

Task Type	Average Task Difficulty (in logits)	No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square
Constructed Response	-2.24	10	1.01	1.39
Name	Task Difficulty (in logits)	Anchored?	Fit Statistics	
			Infit Mnsq	Outfit Mnsq
1.S_A1_K_S402_Paper	-5.69	Yes	0.90	0.97
2.S_A2_K_S402_Paper	-2.51	Yes	0.81	0.58
3.S_A3_K_S402_Paper	-1.90	Yes	0.87	0.51
4.S_A4_K_S402_Paper	-0.37	Yes	0.94	0.49
5.S_A5_K_S402_Paper	0.18	Yes	1.20	0.77
6.S_D1_K_S402_Paper	-7.84	Yes	1.17	7.58
7.S_D2_K_S402_Paper	-3.06	Yes	1.31	1.19
8.S_D3_K_S402_Paper	-0.98	Yes	0.91	0.55
9.S_D4_K_S402_Paper	-0.42	Yes	0.80	0.45
10.S_D5_K_S402_Paper	0.15	Yes	1.20	0.84

4.2.9.4.1 Grade 1

**Table 4.2.9.4.1**

Complete Task Analysis and Summary: Spek 1 S402 Paper

Task Type	Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square	
Constructed Response	-1.00		12	0.63	0.66	
Name	Tier	Task Difficulty (in logits)	Fit Statistics			
			Infit Mnsq	Outfit Mnsq		
1.P1_G01_PA_S_13983_Recess	A	-3.33	0.64	0.97		
2.P3_G01_AC_S_13984_13999_Recess	A*	0.64	0.82	0.88		
3.S01A_LS_ParkRanger_402_Screen_4_15201	A	-3.90	0.57	0.40		
4.S01A_LS_ParkRanger_402_Screen_10_15214	A*	0.24	0.58	0.61		
5.S01A_MS_Elephants_402_Screen_4_15004	A	-4.02	0.57	0.48		
6.S01A_MS_Elephants_402_Screen_11_15011	A*	-0.07	0.60	0.62		
7.P3_G01_AC_S_13984_13999_Recess	B/C*	0.64	0.82	0.88		
8.P5_G01_C_S_14000_FINAL_Recess	B/C	0.99	0.59	0.61		
9.S01A_LS_ParkRanger_402_Screen_10_15214	B/C*	0.24	0.58	0.61		
10.S01C_LS_ParkRanger_402_Screen_18_15233	B/C	0.35	0.66	0.68		
11.S01A_MS_Elephants_402_Screen_11_15011	B/C*	-0.07	0.60	0.62		
12.S01C_MS_Elephants_402_Screen_19_15019	B/C	0.13	0.64	0.66		
Raw Score Distribution by Task	Task	Raw Score				
		0	1	2	3	4
	Task 1	6.31%	10.26%	83.43%	N/A	N/A
	Task 2	9.44%	30.82%	32.75%	19.81%	7.18%
	Task 3	5.89%	10.60%	83.50%	N/A	N/A
	Task 4	6.01%	22.07%	41.85%	23.84%	6.22%
	Task 5	5.56%	11.19%	83.25%	N/A	N/A
	Task 6	4.87%	17.96%	37.89%	29.44%	9.84%
	Task 7	9.44%	30.82%	32.75%	19.81%	7.18%
	Task 8	0.90%	8.63%	37.60%	38.99%	13.86%
	Task 9	6.01%	22.07%	41.85%	23.84%	6.22%
	Task 10	2.34%	14.41%	36.29%	34.18%	12.78%
	Task 11	4.87%	17.96%	37.89%	29.44%	9.84%
Task 12	1.38%	9.61%	37.12%	37.05%	14.84%	

\* Task is shared between A and B/C.

Note: This table includes all tasks across tiers for this cluster.

4.2.9.4.2 Grade 2

**Table 4.2.9.4.2**

Complete Task Analysis and Summary: Spek 2 S402 Paper

Task Type	Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square	
Constructed Response	-1.55		12	0.54	0.47	
Name	Tier	Task Difficulty (in logits)	Fit Statistics			
			Infit Mnsq	Outfit Mnsq		
1.P1_G23_PA_S_14035_Freetime	A	-3.64	0.62	0.29		
2.P3_G23_AC_S_14036_14043_Freetime	A*	-0.12	0.64	0.68		
3.S23A_LS_PlaygroundAide_402_Screen_4_15143	A	-5.24	0.50	0.28		
4.S23A_LS_PlaygroundAide_402_Screen_10_15149	A*	-0.98	0.56	0.57		
5.S23A_MS_RampHeight_402_Screen_4_15085	A	-5.23	0.52	0.25		
6.S23A_MS_RampHeight_402_Screen_11_15092	A*	-0.31	0.61	0.63		
7.P3_G23_AC_S_14036_14043_Freetime	B/C*	-0.12	0.64	0.68		
8.P5_G23_C_S_14044_FINAL_Freetime	B/C	1.60	0.68	0.70		
9.S23A_LS_PlaygroundAide_402_Screen_10_15149	B/C*	-0.98	0.56	0.57		
10.S23C_LS_PlaygroundAide_402_Screen_18_15157	B/C	-0.67	0.58	0.60		
11.S23A_MS_RampHeight_402_Screen_11_15092	B/C*	-0.31	0.61	0.63		
12.S23C_MS_RampHeight_402_Screen_18_15102	B/C	0.66	0.72	0.74		
Raw Score Distribution by Task	Task	Raw Score				
		0	1	2	3	4
	<b>Task 1</b>	8.09%	10.40%	81.52%	N/A	N/A
	<b>Task 2</b>	2.16%	6.82%	31.37%	38.19%	21.46%
	<b>Task 3</b>	7.78%	11.05%	81.17%	N/A	N/A
	<b>Task 4</b>	2.83%	8.02%	28.88%	38.06%	22.21%
	<b>Task 5</b>	8.55%	11.24%	80.20%	N/A	N/A
	<b>Task 6</b>	2.42%	8.04%	30.45%	38.20%	20.89%
	<b>Task 7</b>	2.16%	6.82%	31.37%	38.19%	21.46%
	<b>Task 8</b>	1.67%	10.67%	35.50%	35.78%	16.38%
	<b>Task 9</b>	2.83%	8.02%	28.88%	38.06%	22.21%
	<b>Task 10</b>	0.73%	5.38%	29.97%	41.67%	22.25%
	<b>Task 11</b>	2.42%	8.04%	30.45%	38.20%	20.89%
<b>Task 12</b>	1.10%	11.91%	36.10%	35.96%	14.92%	

\* Task is shared between A and B/C.

Note: This table includes all tasks across tiers for this cluster.

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

4.2.9.4.3 Grade 3

**Table 4.2.9.4.3**

Complete Task Analysis and Summary: Spek 3 S402 Paper

Task Type	Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square	
Constructed Response	-1.55		12	0.54	0.47	
Name	Tier	Task Difficulty (in logits)	Fit Statistics			
			Infit Mnsq	Outfit Mnsq		
1.P1_G23_PA_S_14035_Freetime	A	-3.64	0.62	0.29		
2.P3_G23_AC_S_14036_14043_Freetime	A*	-0.12	0.64	0.68		
3.S23A_LS_PlaygroundAide_402_Screen_4_15143	A	-5.24	0.50	0.28		
4.S23A_LS_PlaygroundAide_402_Screen_10_15149	A*	-0.98	0.56	0.57		
5.S23A_MS_RampHeight_402_Screen_4_15085	A	-5.23	0.52	0.25		
6.S23A_MS_RampHeight_402_Screen_11_15092	A*	-0.31	0.61	0.63		
7.P3_G23_AC_S_14036_14043_Freetime	B/C*	-0.12	0.64	0.68		
8.P5_G23_C_S_14044_FINAL_Freetime	B/C	1.60	0.68	0.70		
9.S23A_LS_PlaygroundAide_402_Screen_10_15149	B/C*	-0.98	0.56	0.57		
10.S23C_LS_PlaygroundAide_402_Screen_18_15157	B/C	-0.67	0.58	0.60		
11.S23A_MS_RampHeight_402_Screen_11_15092	B/C*	-0.31	0.61	0.63		
12.S23C_MS_RampHeight_402_Screen_18_15102	B/C	0.66	0.72	0.74		
Raw Score Distribution by Task	Task	Raw Score				
		0	1	2	3	4
	Task 1	8.09%	10.40%	81.52%	N/A	N/A
	Task 2	2.16%	6.82%	31.37%	38.19%	21.46%
	Task 3	7.78%	11.05%	81.17%	N/A	N/A
	Task 4	2.83%	8.02%	28.88%	38.06%	22.21%
	Task 5	8.55%	11.24%	80.20%	N/A	N/A
	Task 6	2.42%	8.04%	30.45%	38.20%	20.89%
	Task 7	2.16%	6.82%	31.37%	38.19%	21.46%
	Task 8	1.67%	10.67%	35.50%	35.78%	16.38%
	Task 9	2.83%	8.02%	28.88%	38.06%	22.21%
	Task 10	0.73%	5.38%	29.97%	41.67%	22.25%
	Task 11	2.42%	8.04%	30.45%	38.20%	20.89%
Task 12	1.10%	11.91%	36.10%	35.96%	14.92%	

\* Task is shared between A and B/C.

Note: This table includes all tasks across tiers for this cluster.

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

4.2.9.4.4 Grades 4–5

**Table 4.2.9.4.4**

Complete Task Analysis and Summary: Spek 4-5 S402 Paper

Task Type	Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square	
Constructed Response	-0.30		12	0.61	0.50	
Name	Tier	Task Difficulty (in logits)	Fit Statistics			
			Infit Mnsq	Outfit Mnsq		
1.P1_G45_PA_S_14067_Reading	A	-2.11	0.57	0.15		
2.P3_G45_AC_S_14068_14541_Reading	A*	-1.07	0.76	0.80		
3.S45A_LS_ShoeTech_402_Screen_4_15444	A	-3.49	0.50	0.17		
4.S45A_LS_ShoeTech_402_Screen_10_15450	A*	1.02	0.73	0.76		
5.S45A_MS_Circuits_402_Screen_4_15077	A	-3.76	0.51	0.12		
6.S45A_MS_Circuits_402_Screen_11_15174	A*	0.74	0.58	0.61		
7.P3_G45_AC_S_14068_14541_Reading	B/C*	-1.07	0.76	0.80		
8.P5_G45_C_S_14542_FINAL_Reading	B/C	2.31	0.60	0.63		
9.S45A_LS_ShoeTech_402_Screen_10_15450	B/C*	1.02	0.73	0.76		
10.S45C_LS_ShoeTech_402_Screen_17_15457	B/C	1.72	0.61	0.62		
11.S45A_MS_Circuits_402_Screen_11_15174	B/C*	0.74	0.58	0.61		
12.S45C_MS_Circuits_402_Screen_18_15254	B/C	1.94	0.63	0.65		
Raw Score Distribution by Task	Task	Raw Score				
		0	1	2	3	4
	<b>Task 1</b>	7.78%	12.53%	79.69%	N/A	N/A
	<b>Task 2</b>	2.55%	6.79%	22.68%	37.54%	30.45%
	<b>Task 3</b>	9.64%	15.49%	74.86%	N/A	N/A
	<b>Task 4</b>	5.49%	15.13%	33.53%	31.12%	14.72%
	<b>Task 5</b>	8.62%	12.75%	78.63%	N/A	N/A
	<b>Task 6</b>	2.66%	8.98%	28.16%	37.89%	22.30%
	<b>Task 7</b>	2.55%	6.79%	22.68%	37.54%	30.45%
	<b>Task 8</b>	0.27%	2.82%	23.51%	44.17%	29.23%
	<b>Task 9</b>	5.49%	15.13%	33.53%	31.12%	14.72%
	<b>Task 10</b>	0.80%	7.76%	32.35%	38.86%	20.24%
	<b>Task 11</b>	2.66%	8.98%	28.16%	37.89%	22.30%
<b>Task 12</b>	0.90%	9.97%	36.56%	36.24%	16.34%	

\* Task is shared between A and B/C.

Note: This table includes all tasks across tiers for this cluster.

4.2.9.4.5 Grades 6–8

**Table 4.2.9.4.5**

Complete Task Analysis and Summary: Spek 6-8 S402 Paper

Task Type	Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square	
Constructed Response	0.61		12	0.62	0.54	
Name	Tier	Task Difficulty (in logits)	Fit Statistics			
			Infit Mnsq	Outfit Mnsq		
1.P1_G68_PA_S_14113_Reading	A	-1.27	0.63	0.31		
2.P3_G68_AC_S_14114_14129_Reading	A*	1.76	0.71	0.77		
3.S68A_LS_Dart_402_Screen_4_15192	A	-3.42	0.55	0.28		
4.S68A_LS_Dart_402_Screen_13_15208	A*	1.25	0.65	0.68		
5.S68A_MS_Radar_402_Screen_4_15319	A	-2.92	0.52	0.17		
6.S68A_MS_Radar_402_Screen_11_15326	A*	1.86	0.62	0.64		
7.P3_G68_AC_S_14114_14129_Reading	B/C*	1.76	0.71	0.77		
8.P5_G68_C_S_14130_FINAL_Reading	B/C	2.58	0.60	0.64		
9.S68A_LS_Dart_402_Screen_13_15208	B/C*	1.25	0.65	0.68		
10.S68C_LS_Dart_402_Screen_21_15219	B/C	2.60	0.66	0.68		
11.S68A_MS_Radar_402_Screen_11_15326	B/C*	1.86	0.62	0.64		
12.S68C_MS_Radar_402_Screen_19_15340	B/C	3.02	0.66	0.68		
Raw Score Distribution by Task	Task	Raw Score				
		0	1	2	3	4
	Task 1	7.06%	12.09%	80.85%	N/A	N/A
	Task 2	4.93%	11.70%	30.44%	34.34%	18.59%
	Task 3	10.54%	17.53%	71.92%	N/A	N/A
	Task 4	6.28%	15.37%	27.37%	30.97%	20.01%
	Task 5	9.74%	16.99%	73.27%	N/A	N/A
	Task 6	5.96%	12.44%	24.75%	33.93%	22.92%
	Task 7	4.93%	11.70%	30.44%	34.34%	18.59%
	Task 8	0.38%	3.54%	22.11%	43.14%	30.83%
	Task 9	6.28%	15.37%	27.37%	30.97%	20.01%
	Task 10	1.94%	10.09%	30.47%	35.84%	21.66%
	Task 11	5.96%	12.44%	24.75%	33.93%	22.92%
Task 12	1.90%	11.48%	33.39%	35.10%	18.13%	

\* Task is shared between A and B/C.

Note: This table includes all tasks across tiers for this cluster.



4.2.9.4.6 Grades 9–12

**Table 4.2.9.4.6**

Complete Task Analysis and Summary: Spek 9-12 S402 Paper

Task Type	Average Task Difficulty (in logits)		No. of Tasks	Average Infit Mean Square	Average Outfit Mean Square	
Constructed Response	0.50		12	0.60	0.58	
Name	Tier	Task Difficulty (in logits)	Fit Statistics			
			Infit Mnsq	Outfit Mnsq		
1.S91A_SI_ClassSchedules_402_Screen_4_15500	A	-2.54	0.64	0.31		
2.S91A_SI_ClassSchedules_402_Screen_10_15506	A*	1.16	0.65	0.71		
3.S91A_LS_WPA_402_Screen_4_15535	A	-2.57	0.54	0.46		
4.S91A_LS_WPA_402_Screen_10_15541	A*	2.07	0.62	0.66		
5.S91A_MS_Carbon_402_Screen_4_15479	A	-2.61	0.56	0.55		
6.S91A_MS_Carbon_402_Screen_12_15487	A*	1.88	0.62	0.65		
7.S91A_SI_ClassSchedules_402_Screen_10_15506	B/C*	1.16	0.65	0.71		
8.S91C_SI_ClassSchedules_402_Screen_18_15514	B/C	1.94	0.59	0.62		
9.S91A_LS_WPA_402_Screen_10_15541	B/C*	2.07	0.62	0.66		
10.S91C_LS_WPA_402_Screen_17_15548	B/C	2.33	0.56	0.59		
11.S91A_MS_Carbon_402_Screen_12_15487	B/C*	1.88	0.62	0.65		
12.S91C_MS_Carbon_402_Screen_20_15495	B/C	2.84	0.66	0.67		
Raw Score Distribution by Task	Task	Raw Score				
		0	1	2	3	4
	Task 1	7.57%	12.66%	79.77%	N/A	N/A
	Task 2	4.73%	14.10%	26.44%	33.03%	21.70%
	Task 3	7.47%	14.26%	78.27%	N/A	N/A
	Task 4	6.92%	16.84%	28.15%	29.29%	18.80%
	Task 5	7.77%	14.03%	78.20%	N/A	N/A
	Task 6	7.45%	18.39%	28.15%	27.85%	18.15%
	Task 7	4.73%	14.10%	26.44%	33.03%	21.70%
	Task 8	1.37%	8.25%	26.71%	37.64%	26.03%
	Task 9	6.92%	16.84%	28.15%	29.29%	18.80%
	Task 10	1.92%	9.39%	29.12%	35.97%	23.60%
	Task 11	7.45%	18.39%	28.15%	27.85%	18.15%
Task 12	2.87%	13.00%	29.63%	32.56%	21.94%	

\* Task is shared between A and B/C.

Note: This table includes all tasks across tiers for this cluster.

#### 4.2.10 DIF Analyses

Differential item function analyses (DIF) attempt to investigate whether performances on items are influenced by factors extraneous to English language proficiency (i.e., the construct being measured on the test). In other words, they attempt to find items that may be functioning differently for different groups based on criteria irrelevant to what is being tested. The performance of students on ACCESS 2.0 Paper items was compared by dividing students into two different groupings: first, males versus females; second, students of Hispanic ethnic background versus students of all other backgrounds. (For both analyses, students for whom gender or ethnicity was missing were excluded.) Two commonly used procedures for detecting DIF were used: one for dichotomously scored items (Listening and Reading) and one for polytomously scored items (Writing and Speaking).

##### *Dichotomous Items*

Following procedures that were originally proposed by Educational Testing Service (ETS), the Mantel-Haenszel (M-H) chi-square statistic (Mantel & Haenszel, 1959) was used for dichotomous items. 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. It is assumed that, if there is no DIF, at any ability level (based on performance on the total test), a similar percentage of students in each group should get the item correct. The M-H chi-square statistic is used to check the probability that the two groups performed similarly 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 one group is favored; a negative result indicates that the other 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 is worrying. We follow the guidance provided by ETS to classify items into DIF levels as follows:

- A (no DIF), when the absolute value of delta is less than 1.0
- B (weak DIF), when the absolute value of delta is between 1.0 and 1.5
- C (strong DIF), when the absolute value of the delta is greater than 1.5

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

### *Polytomous Items*

For polytomous items (i.e., Writing and Speaking tasks), a similar approach is used. It is based on the M-H chi-square statistic and the standardized mean difference following procedures again developed by ETS. The DIF procedures developed by the ETS (Zwick, Donoghue, & Grima, 1993; Allen, Carlson, & Zalanak, 1999) for polytomous items were used for identifying tasks that exhibit DIF. JMetrik (Meyer, 2018), an open source computer program for psychometric analysis, was used in conducting the analyses. The procedures implemented in JMetrik first calculate the Cochran-Mantel-Haenszel chi-square statistic for testing statistical significance. This statistic gives an indication of the probability that observed differences are the result of chance but does not indicate how significant that difference is. To indicate how significant the difference is, the standardized mean difference (SMD) between the performances of the two groups being compared is calculated. The SMD compares the means of the two groups, adjusting for differences in the distribution of the two groups being compared 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 challenges when interpreting it. To mitigate this, the absolute value is taken in JMetrik (Meyer, 2018), thereby restricting the range of the rescaled effect size (standardized P-DIF\*) to fall between 0 and 1. The effect size flagging criterion for polytomous items, proposed by ETS (Allen et al., 1999), is also rescaled to the standardized P-DIF\* metric (Meyer, 2018).

Following guidance proposed by ETS for the NAEP assessment (Allen et al., 1999), ACCESS 2.0 Writing and Speaking tasks are classified 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 less than 0.05
- BB (weak DIF), when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF\* is greater than or equal to 0.05 but less than 0.10
- CC (strong DIF), when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF\* is greater than or equal to 0.10

The tables in this section present results of DIF analysis by item or task, as well as a summary of items or tasks showing DIF for the form. A summary of the findings of the DIF analyses for each form is presented in the top section of the table. This is followed by detailed information for each item or task. The first column gives the DIF level: A, B, or C for dichotomous items or AA, BB, or CC for polytomous tasks (i.e., Writing and Speaking tasks). The next columns show the contrasting groups in the DIF analyses: either male versus female or Hispanic versus other ethnicities. Even though DIF may be negligible (category A or AA), this table shows the number of items that favored one group or the other at all levels of DIF. Optimally, even when items are all in category A or AA, there should be roughly an even number of items favoring each of the two groups to ensure that there is no systematic biasing test effect across items.

Paper ACCESS is administered as two rotating static forms. All items were screened for C-level DIF at the time the static Paper forms were selected; therefore, we do not conduct an annual review of items that might display C- or CC-level DIF. Any C- or CC-level DIF findings will be taken into account for any future Paper ACCESS test refreshment.

### 4.2.10.1 Listening

#### 4.2.10.1.0 Kindergarten

**Table 4.2.10.1.0**

DIF Analysis and Summary: List K S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
A	12	14	19	11
B	3	1	0	0
C	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.L_A1.2_bear_K_S402_Paper	A	M	A	O
2.L_A1.3_window_K_S402_Paper	A	M	A	O
3.L_A1.1_book_K_S402_Paper	A	M	A	H
4.L_A2.1_running shoes_K_S402_Paper	A	M	A	H
5.L_A2.2_white sweater_K_S402_Paper	A	F	A	H
6.L_A2.3_stripped pants_K_S402_Paper	A	F	A	O
7.L_A3.1_towel_K_S402_Paper	A	F	A	O
8.L_A3.2_toothbrush_K_S402_Paper	A	F	A	H
9.L_A3.3_brush_K_S402_Paper	B	F	A	H
10.L_A4.1_carrot_K_S402_Paper	A	F	A	O
11.L_A4.2_bag of berries_K_S402_Paper	A	F	A	H
12.L_A4.3_cake_K_S402_Paper	A	F	A	H
13.L_A5.1_put bootsinthecloset_K_S402_Paper	A	F	A	O
14.L_A5.2_put photoalbumonthe bed_K_S402_Paper	A	F	A	H
15.L_A5.3_putfrigenexttodollhouse_K_S402_Paper	A	F	A	H
16.L_D1.1_dog_K_S402_Paper	A	M	A	H
17.L_D1.2_teacher_K_S402_Paper	A	F	A	H
18.L_D1.3_calendar_K_S402_Paper	A	F	A	O
19.L_D2.1_big banana_K_S402_Paper	A	F	A	H
20.L_D2.2_short tree_K_S402_Paper	A	F	A	O
21.L_D2.3_tall flower_K_S402_Paper	A	M	A	O
22.L_D3.1_bike_K_S402_Paper	B	M	A	O
23.L_D3.2_horse_K_S402_Paper	A	M	A	O
24.L_D3.3_boat_K_S402_Paper	A	M	A	H
25.L_D4.1_fireman_K_S402_Paper	B	M	A	H
26.L_D4.2_doctor_K_S402_Paper	A	M	A	H
27.L_D4.3_farmer_K_S402_Paper	A	M	A	H
28.L_D5.1_school bus in the sink_K_S402_Paper	B	M	A	H
29.L_D5.2_orange in the water_K_S402_Paper	A	M	A	H
30.L_D5.3_raincoatinthemathcenter_K_S402_Paper	A	M	A	H

4.2.10.1.1 Grade 1

**Table 4.2.10.1.1.1**

DIF Analysis and Summary: List 1A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	7	11	10	8
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L12A_9611_SIp1_ClassDirections_302_S402_Paper	A	F	A	H
2.L12A_9612_SIp2_ClassDirections_302_S402_Paper	A	F	A	H
3.L12A_9613_SIp3_ClassDirections_302_S402_Paper	A	F	A	O
4.L12A_10776_LAp1_MouseStory_302_S402_Paper	A	F	A	H
5.L12A_10777_LAp2_MouseStory_302_S402_Paper	A	F	A	H
6.L12A_10778_LAp3_MouseStory_302_S402_Paper	A	M	A	H
7.L12A_6855_MAp1_MeasuringAnimals_203_S402_Paper	A	M	A	O
8.L12A_6856_MAp2_MeasuringAnimals_203_S402_Paper	A	M	A	O
9.L12A_6857_MAp3_MeasuringAnimals_203_S402_Paper	A	M	A	H
10.L12A_6730_SCP1_JumpRope_203_S402_Paper	A	F	A	O
11.L12A_6731_SCP2_JumpRope_203_S402_Paper	A	M	A	O
12.L12A_6732_SCP3_JumpRope_203_S402_Paper	A	M	A	O
13.L12A_10687_SSp1_FruitTrees_302_S402_Paper	A	F	A	H
14.L12A_10689_SSp2_FruitTrees_302_S402_Paper	A	M	A	O
15.L12A_10691_SSp3_FruitTrees_302_S402_Paper	A	F	A	O
16.L12A_9848_SIp2_ClassHelpers_302_S402_Paper	A	F	A	H
17.L12A_9850_SIp3_ClassHelpers_302_S402_Paper	A	F	A	H
18.L12A_9852_SIp4_ClassHelpers_302_S402_Paper	A	F	A	H

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

**Table 4.2.10.1.1.2**

DIF Analysis and Summary: List 1B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	9	13	8
B	0	1	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L12B_9828_SIp2_EndSchoolDay_302_S402_Paper	A	F	A	H
2.L12B_9829_SIp3_EndSchoolDay_302_S402_Paper	A	F	A	H
3.L12B_9830_SIp4_EndSchoolDay_302_S402_Paper	A	F	A	H
4.L12B_10745_LAp2_BenjaminFranklin_302_S402_Paper	A	F	A	H
5.L12B_10746_LAp3_BenjaminFranklin_302_S402_Paper	A	F	A	H
6.L12B_10748_LAp4_BenjaminFranklin_302_S402_Paper	A	M	A	H
7.L12B_7061_MAp2_ShapeGame_203_S402_Paper	A	M	A	O
8.L12B_7062_MAp3_ShapeGame_203_S402_Paper	A	M	A	O
9.L12B_7063_MAp4_ShapeGame_203_S402_Paper	A	M	A	H
10.L12B_7352_SCP2_MixDrinks_203_S402_Paper	A	F	A	O
11.L12B_7353_SCP3_MixDrinks_203_S402_Paper	A	F	A	O
12.L12B_7355_SCP4_MixDrinks_203_S402_Paper	B	F	A	O
13.L12B_10716_SSp2_CityWorkers_302_S402_Paper	A	M	A	H
14.L12B_10718_SSp3_CityWorkers_302_S402_Paper	A	M	A	H
15.L12B_10719_SSp4_CityWorkers_302_S402_Paper	A	M	A	H
16.L12B_10794_LAp3_GrowingUp_302_S402_Paper	A	M	A	H
17.L12B_10795_LAp4_GrowingUp_302_S402_Paper	A	F	A	H
18.L12B_10802_LAp5_GrowingUp_302_S402_Paper	A	M	A	O
19.L12B_7654_MAp3_SchoolClothes_203_S402_Paper	A	M	A	H
20.L12B_7655_MAp4_SchoolClothes_203_S402_Paper	A	F	A	O
21.L12B_7656_MAp5_SchoolClothes_203_S402_Paper	A	M	A	O

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

**Table 4.2.10.1.1.3**

DIF Analysis and Summary: List 1C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	9	12	13	7
B	0	0	1	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L12C_10064_Slp3_Drawing_302_S402_Paper	A	F	A	O
2.L12C_10065_Slp4_Drawing_302_S402_Paper	A	F	A	H
3.L12C_10066_Slp5_Drawing_302_S402_Paper	A	F	A	H
4.L12C_10764_LAp3_FriendStory_302_S402_Paper	A	F	A	H
5.L12C_10765_LAp4_FriendStory_302_S402_Paper	A	M	A	H
6.L12C_10766_LAp5_FriendStory_302_S402_Paper	A	F	A	H
7.L12C_10144_MAp3_BookClub_302_S402_Paper	A	M	A	O
8.L12C_10145_MAp4_BookClub_302_S402_Paper	A	F	A	H
9.L12C_10146_MAp5_BookClub_302_S402_Paper	A	M	A	O
10.L12C_7261_SCP3_DesertLife_203_S402_Paper	A	M	A	H
11.L12C_7262_SCP4_DesertLife_203_S402_Paper	A	M	A	O
12.L12C_7263_SCP5_DesertLife_203_S402_Paper	A	F	A	H
13.L12C_10757_SSp3_TownWalk_302_S402_Paper	A	F	A	H
14.L12C_10758_SSp4_TownWalk_302_S402_Paper	A	F	B	H
15.L12C_10759_SSp5_TownWalk_302_S402_Paper	A	M	A	O
16.L12C_10786_LAp3_ProblemDay_302_S402_Paper	A	M	A	H
17.L12C_10787_LAp4_ProblemDay_302_S402_Paper	A	F	A	O
18.L12C_10788_LAp5_ProblemDay_302_S402_Paper	A	M	A	H
19.L12C_7223_MAp3_MeasureMe_203_S402_Paper	A	F	A	O
20.L12C_7224_MAp4_MeasureMe_203_S402_Paper	A	F	A	H
21.L12C_7225_MAp5_MeasureMe_203_S402_Paper	A	M	A	H

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



4.2.10.1.2 Grade 2

**Table 4.2.10.1.2.1**

DIF Analysis and Summary: List 2A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	7	11	10	8
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L12A_9611_SIp1_ClassDirections_302_S402_Paper	A	F	A	H
2.L12A_9612_SIp2_ClassDirections_302_S402_Paper	A	F	A	H
3.L12A_9613_SIp3_ClassDirections_302_S402_Paper	A	F	A	O
4.L12A_10776_LAp1_MouseStory_302_S402_Paper	A	F	A	H
5.L12A_10777_LAp2_MouseStory_302_S402_Paper	A	F	A	H
6.L12A_10778_LAp3_MouseStory_302_S402_Paper	A	M	A	H
7.L12A_6855_MAp1_MeasuringAnimals_203_S402_Paper	A	M	A	O
8.L12A_6856_MAp2_MeasuringAnimals_203_S402_Paper	A	M	A	O
9.L12A_6857_MAp3_MeasuringAnimals_203_S402_Paper	A	M	A	H
10.L12A_6730_SCP1_JumpRope_203_S402_Paper	A	F	A	O
11.L12A_6731_SCP2_JumpRope_203_S402_Paper	A	M	A	O
12.L12A_6732_SCP3_JumpRope_203_S402_Paper	A	M	A	O
13.L12A_10687_SSp1_FruitTrees_302_S402_Paper	A	F	A	H
14.L12A_10689_SSp2_FruitTrees_302_S402_Paper	A	M	A	O
15.L12A_10691_SSp3_FruitTrees_302_S402_Paper	A	F	A	O
16.L12A_9848_SIp2_ClassHelpers_302_S402_Paper	A	F	A	H
17.L12A_9850_SIp3_ClassHelpers_302_S402_Paper	A	F	A	H
18.L12A_9852_SIp4_ClassHelpers_302_S402_Paper	A	F	A	H

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

**Table 4.2.10.1.2.2**

DIF Analysis and Summary: List 2B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	9	13	8
B	0	1	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L12B_9828_SIp2_EndSchoolDay_302_S402_Paper	A	F	A	H
2.L12B_9829_SIp3_EndSchoolDay_302_S402_Paper	A	F	A	H
3.L12B_9830_SIp4_EndSchoolDay_302_S402_Paper	A	F	A	H
4.L12B_10745_LAp2_BenjaminFranklin_302_S402_Paper	A	F	A	H
5.L12B_10746_LAp3_BenjaminFranklin_302_S402_Paper	A	F	A	H
6.L12B_10748_LAp4_BenjaminFranklin_302_S402_Paper	A	M	A	H
7.L12B_7061_MAp2_ShapeGame_203_S402_Paper	A	M	A	O
8.L12B_7062_MAp3_ShapeGame_203_S402_Paper	A	M	A	O
9.L12B_7063_MAp4_ShapeGame_203_S402_Paper	A	M	A	H
10.L12B_7352_SCP2_MixDrinks_203_S402_Paper	A	F	A	O
11.L12B_7353_SCP3_MixDrinks_203_S402_Paper	A	F	A	O
12.L12B_7355_SCP4_MixDrinks_203_S402_Paper	B	F	A	O
13.L12B_10716_SSp2_CityWorkers_302_S402_Paper	A	M	A	H
14.L12B_10718_SSp3_CityWorkers_302_S402_Paper	A	M	A	H
15.L12B_10719_SSp4_CityWorkers_302_S402_Paper	A	M	A	H
16.L12B_10794_LAp3_GrowingUp_302_S402_Paper	A	M	A	H
17.L12B_10795_LAp4_GrowingUp_302_S402_Paper	A	F	A	H
18.L12B_10802_LAp5_GrowingUp_302_S402_Paper	A	M	A	O
19.L12B_7654_MAp3_SchoolClothes_203_S402_Paper	A	M	A	H
20.L12B_7655_MAp4_SchoolClothes_203_S402_Paper	A	F	A	O
21.L12B_7656_MAp5_SchoolClothes_203_S402_Paper	A	M	A	O

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

**Table 4.2.10.1.2.3**

DIF Analysis and Summary: List 2C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	9	12	13	7
B	0	0	1	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L12C_10064_Slp3_Drawing_302_S402_Paper	A	F	A	O
2.L12C_10065_Slp4_Drawing_302_S402_Paper	A	F	A	H
3.L12C_10066_Slp5_Drawing_302_S402_Paper	A	F	A	H
4.L12C_10764_LAp3_FriendStory_302_S402_Paper	A	F	A	H
5.L12C_10765_LAp4_FriendStory_302_S402_Paper	A	M	A	H
6.L12C_10766_LAp5_FriendStory_302_S402_Paper	A	F	A	H
7.L12C_10144_MAp3_BookClub_302_S402_Paper	A	M	A	O
8.L12C_10145_MAp4_BookClub_302_S402_Paper	A	F	A	H
9.L12C_10146_MAp5_BookClub_302_S402_Paper	A	M	A	O
10.L12C_7261_SCP3_DesertLife_203_S402_Paper	A	M	A	H
11.L12C_7262_SCP4_DesertLife_203_S402_Paper	A	M	A	O
12.L12C_7263_SCP5_DesertLife_203_S402_Paper	A	F	A	H
13.L12C_10757_SSp3_TownWalk_302_S402_Paper	A	F	A	H
14.L12C_10758_SSp4_TownWalk_302_S402_Paper	A	F	B	H
15.L12C_10759_SSp5_TownWalk_302_S402_Paper	A	M	A	O
16.L12C_10786_LAp3_ProblemDay_302_S402_Paper	A	M	A	H
17.L12C_10787_LAp4_ProblemDay_302_S402_Paper	A	F	A	O
18.L12C_10788_LAp5_ProblemDay_302_S402_Paper	A	M	A	H
19.L12C_7223_MAp3_MeasureMe_203_S402_Paper	A	F	A	O
20.L12C_7224_MAp4_MeasureMe_203_S402_Paper	A	F	A	H
21.L12C_7225_MAp5_MeasureMe_203_S402_Paper	A	M	A	H

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

4.2.10.1.3 Grade 3

**Table 4.2.10.1.3.1**

DIF Analysis and Summary: List 3A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	7	11	7	10
B	0	0	0	0
C	0	0	0	1
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L35A_9697_Slp1_GymClass_302_S402_Paper	A	F	A	H
2.L35A_9698_Slp2_GymClass_302_S402_Paper	A	F	A	O
3.L35A_9699_Slp3_GymClass_302_S402_Paper	A	M	A	H
4.L35A_10677_LAp2_CardStory_302_S402_Paper	A	M	A	O
5.L35A_10679_LAp3_CardStory_302_S402_Paper	A	F	A	O
6.L35A_10682_LAp4_CardStory_302_S402_Paper	A	F	A	H
7.L35A_6742_MAp1_PetChart_203_S402_Paper	A	F	C	O
8.L35A_6743_MAp2_PetChart_203_S402_Paper	A	M	A	O
9.L35A_6744_MAp3_PetChart_203_S402_Paper	A	F	A	O
10.L35A_6812_Scp1_Lava_203_S402_Paper	A	M	A	H
11.L35A_6813_Scp2_Lava_203_S402_Paper	A	M	A	H
12.L35A_6814_Scp3_Lava_203_S402_Paper	A	M	A	O
13.L35A_10668_SSp2_Mayans_302_S402_Paper	A	M	A	O
14.L35A_10674_SSp3_Mayans_302_S402_Paper	A	F	A	O
15.L35A_10675_SSp4_Mayans_302_S402_Paper	A	F	A	H
16.L35A_9807_Slp2_Weekend_302_S402_Paper	A	F	A	O
17.L35A_9808_Slp3_Weekend_302_S402_Paper	A	F	A	H
18.L35A_9809_Slp4_Weekend_302_S402_Paper	A	F	A	O

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

**Table 4.2.10.1.3.2**

DIF Analysis and Summary: List 3B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	10	11	10	11
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L35B_9876_SIp2_LibraryBooks_302_S402_Paper	A	F	A	H
2.L35B_9877_SIp3_LibraryBooks_302_S402_Paper	A	M	A	H
3.L35B_9878_SIp4_LibraryBooks_302_S402_Paper	A	M	A	O
4.L35B_10677_LAp2_CardStory_302_S402_Paper	A	M	A	H
5.L35B_10679_LAp3_CardStory_302_S402_Paper	A	F	A	H
6.L35B_10682_LAp4_CardStory_302_S402_Paper	A	M	A	H
7.L35B_6883_MAp2_Height_203_S402_Paper	A	M	A	O
8.L35B_6884_MAp3_Height_203_S402_Paper	A	F	A	O
9.L35B_6885_MAp4_Height_203_S402_Paper	A	F	A	O
10.L35B_6915_SCP2_NaturalResources_203_S402_Paper	A	F	A	H
11.L35B_6917_SCP3_NaturalResources_203_S402_Paper	A	M	A	O
12.L35B_6918_SCP4_NaturalResources_203_S402_Paper	A	M	A	O
13.L35B_10668_SSp2_Mayans_302_S402_Paper	A	M	A	O
14.L35B_10674_SSp3_Mayans_302_S402_Paper	A	M	A	O
15.L35B_10675_SSp4_Mayans_302_S402_Paper	A	F	A	O
16.L35B_10701_LAp3_SoupStory_302_S402_Paper	A	F	A	H
17.L35B_10703_LAp4_SoupStory_302_S402_Paper	A	F	A	H
18.L35B_10708_LAp5_SoupStory_302_S402_Paper	A	M	A	H
19.L35B_7185_MAp3_FarmFractions_203_S402_Paper	A	F	A	H
20.L35B_7186_MAp4_FarmFractions_203_S402_Paper	A	F	A	O
21.L35B_7187_MAp5_FarmFractions_203_S402_Paper	A	F	A	O

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

**Table 4.2.10.1.3.3**

DIF Analysis and Summary: List 3C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	9	9	12
B	1	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L35C_10185_Slp3_AfterSchool_302_S402_Paper	A	M	A	O
2.L35C_10187_Slp4_AfterSchool_302_S402_Paper	A	F	A	H
3.L35C_10188_Slp5_AfterSchool_302_S402_Paper	A	M	A	O
4.L35C_10734_LAp3_FarmStory_302_S402_Paper	A	F	A	H
5.L35C_10737_LAp4_FarmStory_302_S402_Paper	A	F	A	H
6.L35C_10743_LAp5_FarmStory_302_S402_Paper	A	F	A	O
7.L35C_7119_MAp3_PlaygroundFractions_203_S402_Paper	A	M	A	H
8.L35C_7120_MAp4_PlaygroundFractions_203_S402_Paper	A	F	A	H
9.L35C_7121_MAp5_PlaygroundFractions_203_S402_Paper	A	M	A	O
10.L35C_7252_SCP3_Penguins_203_S402_Paper	A	M	A	O
11.L35C_7253_SCP4_Penguins_203_S402_Paper	A	M	A	O
12.L35C_7254_SCP5_Penguins_203_S402_Paper	A	M	A	O
13.L35C_10796_SSp3_ColonialTrade_302_S402_Paper	B	M	A	H
14.L35C_10797_SSp4_ColonialTrade_302_S402_Paper	A	M	A	O
15.L35C_10798_SSp5_ColonialTrade_302_S402_Paper	A	M	A	O
16.L35C_10698_LAp3_TreeStory_302_S402_Paper	A	F	A	O
17.L35C_10705_LAp4_TreeStory_302_S402_Paper	A	F	A	O
18.L35C_10707_LAp5_TreeStory_302_S402_Paper	A	F	A	O
19.L35C_10085_MAp3_Recipe_302_S402_Paper	A	M	A	H
20.L35C_10086_MAp4_Recipe_302_S402_Paper	A	F	A	H
21.L35C_10087_MAp5_Recipe_302_S402_Paper	A	M	A	H

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

4.2.10.1.4 Grades 4–5

**Table 4.2.10.1.4.1**

DIF Analysis and Summary: List 4-5A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	7	11	7	10
B	0	0	0	0
C	0	0	0	1
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L35A_9697_Slp1_GymClass_302_S402_Paper	A	F	A	H
2.L35A_9698_Slp2_GymClass_302_S402_Paper	A	F	A	O
3.L35A_9699_Slp3_GymClass_302_S402_Paper	A	M	A	H
4.L35A_10677_LAp2_CardStory_302_S402_Paper	A	M	A	O
5.L35A_10679_LAp3_CardStory_302_S402_Paper	A	F	A	O
6.L35A_10682_LAp4_CardStory_302_S402_Paper	A	F	A	H
7.L35A_6742_MAp1_PetChart_203_S402_Paper	A	F	C	O
8.L35A_6743_MAp2_PetChart_203_S402_Paper	A	M	A	O
9.L35A_6744_MAp3_PetChart_203_S402_Paper	A	F	A	O
10.L35A_6812_Scp1_Lava_203_S402_Paper	A	M	A	H
11.L35A_6813_Scp2_Lava_203_S402_Paper	A	M	A	H
12.L35A_6814_Scp3_Lava_203_S402_Paper	A	M	A	O
13.L35A_10668_SSp2_Mayans_302_S402_Paper	A	M	A	O
14.L35A_10674_SSp3_Mayans_302_S402_Paper	A	F	A	O
15.L35A_10675_SSp4_Mayans_302_S402_Paper	A	F	A	H
16.L35A_9807_Slp2_Weekend_302_S402_Paper	A	F	A	O
17.L35A_9808_Slp3_Weekend_302_S402_Paper	A	F	A	H
18.L35A_9809_Slp4_Weekend_302_S402_Paper	A	F	A	O

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

**Table 4.2.10.1.4.2**

DIF Analysis and Summary: List 4-5B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	10	11	10	11
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L35B_9876_SIp2_LibraryBooks_302_S402_Paper	A	F	A	H
2.L35B_9877_SIp3_LibraryBooks_302_S402_Paper	A	M	A	H
3.L35B_9878_SIp4_LibraryBooks_302_S402_Paper	A	M	A	O
4.L35B_10677_LAp2_CardStory_302_S402_Paper	A	M	A	H
5.L35B_10679_LAp3_CardStory_302_S402_Paper	A	F	A	H
6.L35B_10682_LAp4_CardStory_302_S402_Paper	A	M	A	H
7.L35B_6883_MAp2_Height_203_S402_Paper	A	M	A	O
8.L35B_6884_MAp3_Height_203_S402_Paper	A	F	A	O
9.L35B_6885_MAp4_Height_203_S402_Paper	A	F	A	O
10.L35B_6915_SCP2_NaturalResources_203_S402_Paper	A	F	A	H
11.L35B_6917_SCP3_NaturalResources_203_S402_Paper	A	M	A	O
12.L35B_6918_SCP4_NaturalResources_203_S402_Paper	A	M	A	O
13.L35B_10668_SSp2_Mayans_302_S402_Paper	A	M	A	O
14.L35B_10674_SSp3_Mayans_302_S402_Paper	A	M	A	O
15.L35B_10675_SSp4_Mayans_302_S402_Paper	A	F	A	O
16.L35B_10701_LAp3_SoupStory_302_S402_Paper	A	F	A	H
17.L35B_10703_LAp4_SoupStory_302_S402_Paper	A	F	A	H
18.L35B_10708_LAp5_SoupStory_302_S402_Paper	A	M	A	H
19.L35B_7185_MAp3_FarmFractions_203_S402_Paper	A	F	A	H
20.L35B_7186_MAp4_FarmFractions_203_S402_Paper	A	F	A	O
21.L35B_7187_MAp5_FarmFractions_203_S402_Paper	A	F	A	O

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



**Table 4.2.10.1.4.3**

DIF Analysis and Summary: List 4-5C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	9	9	12
B	1	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L35C_10185_Slp3_AfterSchool_302_S402_Paper	A	M	A	O
2.L35C_10187_Slp4_AfterSchool_302_S402_Paper	A	F	A	H
3.L35C_10188_Slp5_AfterSchool_302_S402_Paper	A	M	A	O
4.L35C_10734_LAp3_FarmStory_302_S402_Paper	A	F	A	H
5.L35C_10737_LAp4_FarmStory_302_S402_Paper	A	F	A	H
6.L35C_10743_LAp5_FarmStory_302_S402_Paper	A	F	A	O
7.L35C_7119_MAp3_PlaygroundFractions_203_S402_Paper	A	M	A	H
8.L35C_7120_MAp4_PlaygroundFractions_203_S402_Paper	A	F	A	H
9.L35C_7121_MAp5_PlaygroundFractions_203_S402_Paper	A	M	A	O
10.L35C_7252_SCP3_Penguins_203_S402_Paper	A	M	A	O
11.L35C_7253_SCP4_Penguins_203_S402_Paper	A	M	A	O
12.L35C_7254_SCP5_Penguins_203_S402_Paper	A	M	A	O
13.L35C_10796_SSp3_ColonialTrade_302_S402_Paper	B	M	A	H
14.L35C_10797_SSp4_ColonialTrade_302_S402_Paper	A	M	A	O
15.L35C_10798_SSp5_ColonialTrade_302_S402_Paper	A	M	A	O
16.L35C_10698_LAp3_TreeStory_302_S402_Paper	A	F	A	O
17.L35C_10705_LAp4_TreeStory_302_S402_Paper	A	F	A	O
18.L35C_10707_LAp5_TreeStory_302_S402_Paper	A	F	A	O
19.L35C_10085_MAp3_Recipe_302_S402_Paper	A	M	A	H
20.L35C_10086_MAp4_Recipe_302_S402_Paper	A	F	A	H
21.L35C_10087_MAp5_Recipe_302_S402_Paper	A	M	A	H

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

4.2.10.1.5 Grades 6–8

**Table 4.2.10.1.5.1**

DIF Analysis and Summary: List 6-8A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	8	10	11	5
B	0	0	0	2
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L68A_9650_Slp1_PictureDictionary_302_S402_Paper	A	F	A	H
2.L68A_9651_Slp2_PictureDictionary_302_S402_Paper	A	F	B	O
3.L68A_9652_Slp3_PictureDictionary_302_S402_Paper	A	F	A	H
4.L68A_10728_LAp1_FirstCorn_302_S402_Paper	A	M	A	O
5.L68A_10729_LAp2_FirstCorn_302_S402_Paper	A	M	A	H
6.L68A_10730_LAp3_FirstCorn_302_S402_Paper	A	M	A	O
7.L68A_7738_MAp1_BookGenres_203_S402_Paper	A	F	A	H
8.L68A_7739_MAp2_BookGenres_203_S402_Paper	A	F	A	H
9.L68A_7740_MAp3_BookGenres_203_S402_Paper	A	F	A	H
10.L68A_6797_Scp1_SoilTools_203_S402_Paper	A	M	B	O
11.L68A_6798_Scp2_SoilTools_203_S402_Paper	A	F	A	H
12.L68A_6799_Scp3_SoilTools_203_S402_Paper	A	M	A	H
13.L68A_10665_SSp2_IronValley_302_S402_Paper	A	M	A	H
14.L68A_10666_SSp3_IronValley_302_S402_Paper	A	F	A	O
15.L68A_10667_SSp4_IronValley_302_S402_Paper	A	M	A	H
16.L68A_9757_Slp2_Auditions_302_S402_Paper	A	F	A	O
17.L68A_9758_Slp3_Auditions_302_S402_Paper	A	F	A	H
18.L68A_9759_Slp4_Auditions_302_S402_Paper	A	M	A	O

**Table 4.2.10.1.5.2**

DIF Analysis and Summary: List 6-8B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	9	12	8
B	0	0	0	1
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L68B_10005_Slp2_NationalPark_302_S402_Paper	A	F	A	O
2.L68B_10006_Slp3_NationalPark_302_S402_Paper	A	F	A	H
3.L68B_10007_Slp4_NationalPark_302_S402_Paper	A	M	A	H
4.L68B_10670_LAp2_MadamWalker_302_S402_Paper	A	F	A	H
5.L68B_10673_LAp3_MadamWalker_302_S402_Paper	A	F	A	H
6.L68B_10676_LAp4_MadamWalker_302_S402_Paper	A	M	A	H
7.L68B_7205_MAp2_RecyclingCans_203_S402_Paper	A	M	A	O
8.L68B_7206_MAp3_RecyclingCans_203_S402_Paper	A	F	A	H
9.L68B_7207_MAp4_RecyclingCans_203_S402_Paper	A	M	A	O
10.L68B_6959_SCP2_Flowers_203_S402_Paper	A	M	B	O
11.L68B_6960_SCP3_Flowers_203_S402_Paper	A	M	A	H
12.L68B_7068_SCP4_Flowers_203_S402_Paper	A	M	A	H
13.L68B_10665_SSp2_IronValley_302_S402_Paper	A	M	A	O
14.L68B_10666_SSp3_IronValley_302_S402_Paper	A	M	A	O
15.L68B_10667_SSp4_IronValley_302_S402_Paper	A	M	A	H
16.L68B_10671_LAp3_FoxSavesPeople_302_S402_Paper	A	M	A	O
17.L68B_10678_LAp4_FoxSavesPeople_302_S402_Paper	A	F	A	O
18.L68B_10680_LAp5_FoxSavesPeople_302_S402_Paper	A	M	A	O
19.L68B_10352_MAp3_DrinkingWater_302_S402_Paper	A	F	A	H
20.L68B_10353_MAp4_DrinkingWater_302_S402_Paper	A	F	A	H
21.L68B_10354_MAp5_DrinkingWater_302_S402_Paper	A	F	A	H

**Table 4.2.10.1.5.3**

DIF Analysis and Summary: List 6-8C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	10	11	11	10
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L68C_10153_Slp3_ReadingAloud_302_S402_Paper	A	F	A	H
2.L68C_10154_Slp4_ReadingAloud_302_S402_Paper	A	F	A	H
3.L68C_10156_Slp5_ReadingAloud_302_S402_Paper	A	M	A	H
4.L68C_10806_LAp3_ManWithHat_302_S402_Paper	A	M	A	O
5.L68C_10807_LAp4_ManWithHat_302_S402_Paper	A	M	A	O
6.L68C_10808_LAp5_ManWithHat_302_S402_Paper	A	F	A	O
7.L68C_7700_MAp3_Birthdays_203_S402_Paper	A	M	A	H
8.L68C_7701_MAp4_Birthdays_203_S402_Paper	A	F	A	O
9.L68C_7702_MAp5_Birthdays_203_S402_Paper	A	F	A	O
10.L68C_7334_SCp3_MagnetElectric_203_S402_Paper	A	M	A	H
11.L68C_7335_SCp4_MagnetElectric_203_S402_Paper	A	M	A	O
12.L68C_7336_SCp5_MagnetElectric_203_S402_Paper	A	M	A	H
13.L68C_10720_SSp3_PayingTaxes_302_S402_Paper	A	M	A	H
14.L68C_10722_SSp4_PayingTaxes_302_S402_Paper	A	M	A	O
15.L68C_10724_SSp5_PayingTaxes_302_S402_Paper	A	M	A	O
16.L68C_10699_LAp3_Quatrain_302_S402_Paper	A	F	A	H
17.L68C_10702_LAp4_Quatrain_302_S402_Paper	A	F	A	H
18.L68C_10704_LAp5_Quatrain_302_S402_Paper	A	F	A	H
19.L68C_10352_MAp3_DrinkingWater_302_S402_Paper	A	F	A	O
20.L68C_10353_MAp4_DrinkingWater_302_S402_Paper	A	F	A	H
21.L68C_10354_MAp5_DrinkingWater_302_S402_Paper	A	F	A	O

4.2.10.1.6 Grades 9–12

**Table 4.2.10.1.6.1**

DIF Analysis and Summary: List 9-12A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	5	13	8	4
B	0	0	2	3
C	0	0	1	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L912A_9559_SIp1_Computers_302_S402_Paper	A	F	A	O
2.L912A_9560_SIp2_Computers_302_S402_Paper	A	F	B	H
3.L912A_9561_SIp3_Computers_302_S402_Paper	A	M	A	O
4.L912A_10723_LAp1_Garden_302_S402_Paper	A	F	A	H
5.L912A_10726_LAp2_Garden_302_S402_Paper	A	F	A	O
6.L912A_10733_LAp3_Garden_302_S402_Paper	A	F	B	O
7.L912A_7081_MAp2_Blocks_203_S402_Paper	A	F	A	H
8.L912A_7082_MAp3_Blocks_203_S402_Paper	A	F	A	H
9.L912A_7083_MAp4_Blocks_203_S402_Paper	A	F	A	H
10.L912A_6806_SCP1_Adaptations_203_S402_Paper	A	F	A	H
11.L912A_6807_SCP2_Adaptations_203_S402_Paper	A	F	B	H
12.L912A_6808_SCP3_Adaptations_203_S402_Paper	A	M	A	O
13.L912A_10669_SSp1_Canada_302_S402_Paper	A	F	B	O
14.L912A_10672_SSp2_Canada_302_S402_Paper	A	M	A	H
15.L912A_10684_SSp3_Canada_302_S402_Paper	A	M	A	H
16.L912A_5454_SIp2_SoccerPractice_ReYoPrMo_S402_Paper	A	F	C	H
17.L912A_5455_SIp3_SoccerPractice_ReYoPrMo_S402_Paper	A	F	B	O
18.L912A_5456_SIp4_SoccerPractice_ReYoPrMo_S402_Paper	A	M	A	H

**Table 4.2.10.1.6.2**

DIF Analysis and Summary: List 9-12B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	7	13	8	10
B	1	0	2	1
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L912B_5454_Slp2_SoccerPractice_ReYoPrMo_S402_Paper	A	F	B	H
2.L912B_5455_Slp3_SoccerPractice_ReYoPrMo_S402_Paper	A	F	B	O
3.L912B_5456_Slp4_SoccerPractice_ReYoPrMo_S402_Paper	B	M	A	O
4.L912B_10763_LAp2_Promises_302_S402_Paper	A	F	A	O
5.L912B_10789_LAp3_Promises_302_S402_Paper	A	F	A	O
6.L912B_10790_LAp4_Promises_302_S402_Paper	A	M	A	O
7.L912B_7081_MAp2_Blocks_203_S402_Paper	A	F	A	H
8.L912B_7082_MAp3_Blocks_203_S402_Paper	A	F	A	H
9.L912B_7083_MAp4_Blocks_203_S402_Paper	A	F	A	O
10.L912B_7128_SCp2_Dragonfly_203_S402_Paper	A	F	A	H
11.L912B_7129_SCp3_Dragonfly_203_S402_Paper	A	M	A	O
12.L912B_7130_SCp4_Dragonfly_203_S402_Paper	A	M	A	H
13.L912B_10760_SSp2_Computers_302_S402_Paper	A	M	A	H
14.L912B_10761_SSp3_Computers_302_S402_Paper	A	M	A	O
15.L912B_10762_SSp4_Computers_302_S402_Paper	A	M	A	O
16.L912B_10693_LAp3_Diamante_302_S402_Paper	A	F	A	H
17.L912B_10694_LAp4_Diamante_302_S402_Paper	A	F	A	H
18.L912B_10695_LAp5_Diamante_302_S402_Paper	A	M	B	H
19.L912B_7820_MAp3_RoadTrip_203_S402_Paper	A	F	A	O
20.L912B_7841_MAp4_RoadTrip_203_S402_Paper	A	F	A	O
21.L912B_7842_MAp5_RoadTrip_203_S402_Paper	A	F	A	H

**Table 4.2.10.1.6.3**

DIF Analysis and Summary: List 9-12C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	9	12	9	11
B	0	0	1	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.L912C_10032_SIp3_Yearbook_302_S402_Paper	A	M	B	H
2.L912C_10033_SIp4_Yearbook_302_S402_Paper	A	F	A	O
3.L912C_10034_SIp5_Yearbook_302_S402_Paper	A	M	A	O
4.L912C_10696_LAp3_Cinquain_302_S402_Paper	A	M	A	H
5.L912C_10700_LAp4_Cinquain_302_S402_Paper	A	M	A	O
6.L912C_10709_LAp5_Cinquain_302_S402_Paper	A	M	A	H
7.L912C_7816_MAp3_TheSaleRack_203_S402_Paper	A	F	A	O
8.L912C_7817_MAp4_TheSaleRack_203_S402_Paper	A	F	A	H
9.L912C_7838_MAp5_TheSaleRack_203_S402_Paper	A	F	A	O
10.L912C_7289_SCp3_Cells_203_S402_Paper	A	M	A	H
11.L912C_7290_SCp4_Cells_203_S402_Paper	A	F	A	O
12.L912C_7291_SCp5_Cells_203_S402_Paper	A	F	A	O
13.L912C_10799_SSp3_WorldsFair_302_S402_Paper	A	M	A	H
14.L912C_10800_SSp4_WorldsFair_302_S402_Paper	A	F	A	H
15.L912C_10801_SSp5_WorldsFair_302_S402_Paper	A	M	A	H
16.L912C_10740_LAp3_SummerJob_302_S402_Paper	A	M	A	H
17.L912C_10744_LAp4_SummerJob_302_S402_Paper	A	F	A	O
18.L912C_10749_LAp5_SummerJob_302_S402_Paper	A	F	A	H
19.L912C_10105_MAp3_BookStack_302_S402_Paper	A	F	A	O
20.L912C_10109_MAp4_BookStack_302_S402_Paper	A	F	A	O
21.L912C_10112_MAp5_BookStack_302_S402_Paper	A	F	A	O

## 4.2.10.2 Reading

### 4.2.10.2.0 Kindergarten

**Table 4.2.10.2.0**

DIF Analysis and Summary: Read K S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
A	11	19	15	15
B	0	0	0	0
C	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.R_C1.1_ball_K_S402_Paper	A	F	A	H
2.R_C1.2_lamp shade_K_S402_Paper	A	M	A	H
3.R_C1.3_window_K_S402_Paper	A	F	A	H
4.R_C2.1_/m/_K_S402_Paper	A	F	A	O
5.R_C2.2_/s/_K_S402_Paper	A	F	A	O
6.R_C2.3_/t/_K_S402_Paper	A	F	A	O
7.R_C3.1_ball_K_S402_Paper	A	M	A	O
8.R_C3.2_car_K_S402_Paper	A	M	A	H
9.R_C3.3_fox_K_S402_Paper	A	M	A	H
10.R_C4.1_Mom and Dad_K_S402_Paper	A	F	A	O
11.R_C4.2_my fish_K_S402_Paper	A	M	A	H
12.R_C4.3_we play_K_S402_Paper	A	M	A	H
13.R_C5.1_I am a baby_K_S402_Paper	A	F	A	H
14.R_C5.2_I like to jump_K_S402_Paper	A	F	A	O
15.R_C5.3_I help my friend_K_S402_Paper	A	F	A	H
16.R_F1.1_book_K_S402_Paper	A	M	A	H
17.R_F1.2_bear_K_S402_Paper	A	M	A	H
18.R_F1.3_nose_K_S402_Paper	A	M	A	H
19.R_F2.1_/f/_K_S402_Paper	A	F	A	H
20.R_F2.2_/l/_K_S402_Paper	A	F	A	H
21.R_F2.3_/h/_K_S402_Paper	A	F	A	O
22.R_F3.1_tree_K_S402_Paper	A	F	A	O
23.R_F3.2_cup_K_S402_Paper	A	F	A	H
24.R_F3.3_banana_K_S402_Paper	A	F	A	O
25.R_F4.1_go to bed_K_S402_Paper	A	F	A	O
26.R_F4.2_I run_K_S402_Paper	A	F	A	O
27.R_F4.3_in the tub_K_S402_Paper	A	F	A	O
28.R_F5.1_I drink my milk_K_S402_Paper	A	F	A	O
29.R_F5.2_I ride the bike_K_S402_Paper	A	M	A	O
30.R_F5.3_I can tie my shoes_K_S402_Paper	A	M	A	O



4.2.10.2.1 Grade 1

**Table 4.2.10.2.1.1**

DIF Analysis and Summary: Read 1A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	10	14	8	16
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R12A_10639_SIp1_FavoriteThings_301_S402_Paper	A	M	A	O
2.R12A_10640_SIp2_FavoriteThings_301_S402_Paper	A	F	A	H
3.R12A_10641_SIp3_FavoriteThings_301_S402_Paper	A	M	A	O
4.R12A_8103_LAp1_CatAdventure_203_S402_Paper	A	F	A	O
5.R12A_8104_LAp2_CatAdventure_203_S402_Paper	A	M	A	O
6.R12A_8105_LAp3_CatAdventure_203_S402_Paper	A	F	A	H
7.R12A_9370_MAp1_LunchChoice_301_S402_Paper	A	F	A	O
8.R12A_9371_MAp2_LunchChoice_301_S402_Paper	A	F	A	O
9.R12A_9372_MAp3_LunchChoice_301_S402_Paper	A	M	A	O
10.R12A_7887_SCP1_Birds_dode_S402_Paper	A	F	A	O
11.R12A_7888_SCP2_Birds_dode_S402_Paper	A	F	A	O
12.R12A_7889_SCP3_Birds_dode_S402_Paper	A	F	A	O
13.R12A_6727_SSp1_HomesofthePast_203_S402_Paper	A	F	A	H
14.R12A_6728_SSp2_HomesofthePast_203_S402_Paper	A	M	A	H
15.R12A_6729_SSp3_HomesofthePast_203_S402_Paper	A	F	A	H
16.R12A_10642_SIp2_ClassNews_301_S402_Paper	A	M	A	O
17.R12A_10643_SIp3_ClassNews_301_S402_Paper	A	F	A	O
18.R12A_10644_SIp4_ClassNews_301_S402_Paper	A	M	A	H
19.R12A_8039_LAp1_Storybooks_203_S402_Paper	A	F	A	O
20.R12A_8040_LAp2_Storybooks_203_S402_Paper	A	M	A	H
21.R12A_8041_LAp3_Storybooks_203_S402_Paper	A	M	A	O
22.R12A_5125_MAp1_SchoolStore_dode_S402_Paper	A	M	A	O
23.R12A_5126_MAp2_SchoolStore_dode_S402_Paper	A	F	A	O
24.R12A_5127_MAp3_SchoolStore_dode_S402_Paper	A	F	A	H

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

**Table 4.2.10.2.1.2**

DIF Analysis and Summary: Read 1B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	15	12	15
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R12B_8517_SIp2_FieldTrip_301_S402_Paper	A	F	A	H
2.R12B_8519_SIp3_FieldTrip_301_S402_Paper	A	F	A	H
3.R12B_8522_SIp4_FieldTrip_301_S402_Paper	A	F	A	H
4.R12B_6886_LAp2_ZooTrip_203_S402_Paper	A	F	A	O
5.R12B_6887_LAp3_ZooTrip_203_S402_Paper	A	F	A	H
6.R12B_6888_LAp4_ZooTrip_203_S402_Paper	A	F	A	H
7.R12B_8377_MAp2_Balance_301_S402_Paper	A	M	A	H
8.R12B_8378_MAp3_Balance_301_S402_Paper	A	M	A	O
9.R12B_8379_MAp4_Balance_301_S402_Paper	A	F	A	O
10.R12B_7890_SCP2_AnimalMovement_dode_S402_Paper	A	M	A	H
11.R12B_7891_SCP3_AnimalMovement_dode_S402_Paper	A	M	A	O
12.R12B_7892_SCP4_AnimalMovement_dode_S402_Paper	A	F	A	H
13.R12B_8452_SSp2_HelpfulWorkers_203_S402_Paper	A	M	A	O
14.R12B_8453_SSp3_HelpfulWorkers_203_S402_Paper	A	M	A	O
15.R12B_8454_SSp4_HelpfulWorkers_203_S402_Paper	A	M	A	O
16.R12B_7724_LAp3_ChipmunkHome_203_S402_Paper	A	F	A	O
17.R12B_7725_LAp4_ChipmunkHome_203_S402_Paper	A	F	A	O
18.R12B_7726_LAp5_ChipmunkHome_203_S402_Paper	A	F	A	O
19.R12B_8683_MAp3_PetSchedule_301_S402_Paper	A	F	A	O
20.R12B_8684_MAp4_PetSchedule_301_S402_Paper	A	M	A	O
21.R12B_8685_MAp5_PetSchedule_301_S402_Paper	A	F	A	H
22.R12B_5290_SCP2_AnimalCoverings_dode_S402_Paper	A	F	A	O
23.R12B_5291_SCP3_AnimalCoverings_dode_S402_Paper	A	M	A	H
24.R12B_5292_SCP4_AnimalCoverings_dode_S402_Paper	A	M	A	O
25.R12B_6931_SSp2_WhenIGrowUp_203_S402_Paper	A	F	A	O
26.R12B_6932_SSp3_WhenIGrowUp_203_S402_Paper	A	M	A	H
27.R12B_6933_SSp4_WhenIGrowUp_203_S402_Paper	A	M	A	H

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

**Table 4.2.10.2.1.3**

DIF Analysis and Summary: Read 1C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	16	15	12
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R12C_8810_SIp3_ClassJobChart_301_S402_Paper	A	F	A	H
2.R12C_8811_SIp4_ClassJobChart_301_S402_Paper	A	F	A	H
3.R12C_8814_SIp5_ClassJobChart_301_S402_Paper	A	F	A	H
4.R12C_8267_LAp3_FishWish_203_S402_Paper	A	F	A	O
5.R12C_8268_LAp4_FishWish_203_S402_Paper	A	F	A	O
6.R12C_8269_LAp5_FishWish_203_S402_Paper	A	F	A	H
7.R12C_8649_MAp3_ClassTripSchedule_301_S402_Paper	A	F	A	H
8.R12C_8650_MAp4_ClassTripSchedule_301_S402_Paper	A	M	A	O
9.R12C_8651_MAp5_ClassTripSchedule_301_S402_Paper	A	F	A	O
10.R12C_5629_SCP3_Insects_dode_S402_Paper	A	F	A	H
11.R12C_5630_SCP4_Insects_dode_S402_Paper	A	F	A	O
12.R12C_5631_SCP5_Insects_dode_S402_Paper	A	M	A	O
13.R12C_8827_SSp3_OurNeighborhood_203_S402_Paper	A	M	A	H
14.R12C_8828_SSp4_OurNeighborhood_203_S402_Paper	A	M	A	H
15.R12C_8829_SSp5_OurNeighborhood_203_S402_Paper	A	F	A	H
16.R12C_8821_LAp3_GrowingTaller_203_S402_Paper	A	M	A	H
17.R12C_8822_LAp4_GrowingTaller_203_S402_Paper	A	M	A	H
18.R12C_8823_LAp5_GrowingTaller_203_S402_Paper	A	F	A	H
19.R12C_8838_MAp3_WeatherCalendar_301_S402_Paper	A	M	A	O
20.R12C_8839_MAp4_WeatherCalendar_301_S402_Paper	A	F	A	O
21.R12C_8840_MAp5_WeatherCalendar_301_S402_Paper	A	M	A	O
22.R12C_6601_SCP3_Leaves_mika_S402_Paper	A	F	A	O
23.R12C_6602_SCP4_Leaves_mika_S402_Paper	A	F	A	H
24.R12C_6603_SCP5_Leaves_mika_S402_Paper	A	M	A	O
25.R12C_7746_SSp3_UrbanNeighborhood_203_S402_Paper	A	F	A	H
26.R12C_7747_SSp4_UrbanNeighborhood_203_S402_Paper	A	M	A	O
27.R12C_7748_SSp5_UrbanNeighborhood_203_S402_Paper	A	M	A	H

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

4.2.10.2.2 Grade 2

**Table 4.2.10.2.1**

DIF Analysis and Summary: Read 2A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	10	14	8	16
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R12A_10639_SIp1_FavoriteThings_301_S402_Paper	A	M	A	O
2.R12A_10640_SIp2_FavoriteThings_301_S402_Paper	A	F	A	H
3.R12A_10641_SIp3_FavoriteThings_301_S402_Paper	A	M	A	O
4.R12A_8103_LAp1_CatAdventure_203_S402_Paper	A	F	A	O
5.R12A_8104_LAp2_CatAdventure_203_S402_Paper	A	M	A	O
6.R12A_8105_LAp3_CatAdventure_203_S402_Paper	A	F	A	H
7.R12A_9370_MAp1_LunchChoice_301_S402_Paper	A	F	A	O
8.R12A_9371_MAp2_LunchChoice_301_S402_Paper	A	F	A	O
9.R12A_9372_MAp3_LunchChoice_301_S402_Paper	A	M	A	O
10.R12A_7887_SCP1_Birds_dode_S402_Paper	A	F	A	O
11.R12A_7888_SCP2_Birds_dode_S402_Paper	A	F	A	O
12.R12A_7889_SCP3_Birds_dode_S402_Paper	A	F	A	O
13.R12A_6727_SSp1_HomesofthePast_203_S402_Paper	A	F	A	H
14.R12A_6728_SSp2_HomesofthePast_203_S402_Paper	A	M	A	H
15.R12A_6729_SSp3_HomesofthePast_203_S402_Paper	A	F	A	H
16.R12A_10642_SIp2_ClassNews_301_S402_Paper	A	M	A	O
17.R12A_10643_SIp3_ClassNews_301_S402_Paper	A	F	A	O
18.R12A_10644_SIp4_ClassNews_301_S402_Paper	A	M	A	H
19.R12A_8039_LAp1_Storybooks_203_S402_Paper	A	F	A	O
20.R12A_8040_LAp2_Storybooks_203_S402_Paper	A	M	A	H
21.R12A_8041_LAp3_Storybooks_203_S402_Paper	A	M	A	O
22.R12A_5125_MAp1_SchoolStore_dode_S402_Paper	A	M	A	O
23.R12A_5126_MAp2_SchoolStore_dode_S402_Paper	A	F	A	O
24.R12A_5127_MAp3_SchoolStore_dode_S402_Paper	A	F	A	H

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

**Table 4.2.10.2.2.2**

DIF Analysis and Summary: Read 2B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	15	12	15
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R12B_8517_SIp2_FieldTrip_301_S402_Paper	A	F	A	H
2.R12B_8519_SIp3_FieldTrip_301_S402_Paper	A	F	A	H
3.R12B_8522_SIp4_FieldTrip_301_S402_Paper	A	F	A	H
4.R12B_6886_LAp2_ZooTrip_203_S402_Paper	A	F	A	O
5.R12B_6887_LAp3_ZooTrip_203_S402_Paper	A	F	A	H
6.R12B_6888_LAp4_ZooTrip_203_S402_Paper	A	F	A	H
7.R12B_8377_MAp2_Balance_301_S402_Paper	A	M	A	H
8.R12B_8378_MAp3_Balance_301_S402_Paper	A	M	A	O
9.R12B_8379_MAp4_Balance_301_S402_Paper	A	F	A	O
10.R12B_7890_SCP2_AnimalMovement_dode_S402_Paper	A	M	A	H
11.R12B_7891_SCP3_AnimalMovement_dode_S402_Paper	A	M	A	O
12.R12B_7892_SCP4_AnimalMovement_dode_S402_Paper	A	F	A	H
13.R12B_8452_SSp2_HelpfulWorkers_203_S402_Paper	A	M	A	O
14.R12B_8453_SSp3_HelpfulWorkers_203_S402_Paper	A	M	A	O
15.R12B_8454_SSp4_HelpfulWorkers_203_S402_Paper	A	M	A	O
16.R12B_7724_LAp3_ChipmunkHome_203_S402_Paper	A	F	A	O
17.R12B_7725_LAp4_ChipmunkHome_203_S402_Paper	A	F	A	O
18.R12B_7726_LAp5_ChipmunkHome_203_S402_Paper	A	F	A	O
19.R12B_8683_MAp3_PetSchedule_301_S402_Paper	A	F	A	O
20.R12B_8684_MAp4_PetSchedule_301_S402_Paper	A	M	A	O
21.R12B_8685_MAp5_PetSchedule_301_S402_Paper	A	F	A	H
22.R12B_5290_SCP2_AnimalCoverings_dode_S402_Paper	A	F	A	O
23.R12B_5291_SCP3_AnimalCoverings_dode_S402_Paper	A	M	A	H
24.R12B_5292_SCP4_AnimalCoverings_dode_S402_Paper	A	M	A	O
25.R12B_6931_SSp2_WhenIGrowUp_203_S402_Paper	A	F	A	O
26.R12B_6932_SSp3_WhenIGrowUp_203_S402_Paper	A	M	A	H
27.R12B_6933_SSp4_WhenIGrowUp_203_S402_Paper	A	M	A	H

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

**Table 4.2.10.2.2.3**

DIF Analysis and Summary: Read 2C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	16	15	12
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R12C_8810_SIp3_ClassJobChart_301_S402_Paper	A	F	A	H
2.R12C_8811_SIp4_ClassJobChart_301_S402_Paper	A	F	A	H
3.R12C_8814_SIp5_ClassJobChart_301_S402_Paper	A	F	A	H
4.R12C_8267_LAp3_FishWish_203_S402_Paper	A	F	A	O
5.R12C_8268_LAp4_FishWish_203_S402_Paper	A	F	A	O
6.R12C_8269_LAp5_FishWish_203_S402_Paper	A	F	A	H
7.R12C_8649_MAp3_ClassTripSchedule_301_S402_Paper	A	F	A	H
8.R12C_8650_MAp4_ClassTripSchedule_301_S402_Paper	A	M	A	O
9.R12C_8651_MAp5_ClassTripSchedule_301_S402_Paper	A	F	A	O
10.R12C_5629_SCP3_Insects_dode_S402_Paper	A	F	A	H
11.R12C_5630_SCP4_Insects_dode_S402_Paper	A	F	A	O
12.R12C_5631_SCP5_Insects_dode_S402_Paper	A	M	A	O
13.R12C_8827_SSp3_OurNeighborhood_203_S402_Paper	A	M	A	H
14.R12C_8828_SSp4_OurNeighborhood_203_S402_Paper	A	M	A	H
15.R12C_8829_SSp5_OurNeighborhood_203_S402_Paper	A	F	A	H
16.R12C_8821_LAp3_GrowingTaller_203_S402_Paper	A	M	A	H
17.R12C_8822_LAp4_GrowingTaller_203_S402_Paper	A	M	A	H
18.R12C_8823_LAp5_GrowingTaller_203_S402_Paper	A	F	A	H
19.R12C_8838_MAp3_WeatherCalendar_301_S402_Paper	A	M	A	O
20.R12C_8839_MAp4_WeatherCalendar_301_S402_Paper	A	F	A	O
21.R12C_8840_MAp5_WeatherCalendar_301_S402_Paper	A	M	A	O
22.R12C_6601_SCP3_Leaves_mika_S402_Paper	A	F	A	O
23.R12C_6602_SCP4_Leaves_mika_S402_Paper	A	F	A	H
24.R12C_6603_SCP5_Leaves_mika_S402_Paper	A	M	A	O
25.R12C_7746_SSp3_UrbanNeighborhood_203_S402_Paper	A	F	A	H
26.R12C_7747_SSp4_UrbanNeighborhood_203_S402_Paper	A	M	A	O
27.R12C_7748_SSp5_UrbanNeighborhood_203_S402_Paper	A	M	A	H

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

4.2.10.2.3 Grade 3

**Table 4.2.10.2.3.1**

DIF Analysis and Summary: Read 3A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	12	11	13
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R35A_8210_SIp1_GameDay_301_S402_Paper	A	M	A	H
2.R35A_8211_SIp2_GameDay_301_S402_Paper	A	F	A	H
3.R35A_8212_SIp3_GameDay_301_S402_Paper	A	M	A	H
4.R35A_6715_LAp1_BenFranklin_203_S402_Paper	A	F	A	O
5.R35A_6716_LAp2_BenFranklin_203_S402_Paper	A	M	A	O
6.R35A_6717_LAp3_BenFranklin_203_S402_Paper	A	M	A	O
7.R35A_8129_MAp1_ButterflyMiles_301_S402_Paper	A	F	A	H
8.R35A_8130_MAp2_ButterflyMiles_301_S402_Paper	A	F	A	O
9.R35A_8131_MAp3_ButterflyMiles_301_S402_Paper	A	M	A	O
10.R35A_2850_ScP1_Clouds_S402_Paper	A	F	A	H
11.R35A_2851_ScP2_Clouds_S402_Paper	A	M	A	O
12.R35A_2852_ScP3_Clouds_S402_Paper	A	F	A	O
13.R35A_3296_SSp1_InventionsinMusic_jc_S402_Paper	A	F	A	H
14.R35A_3297_SSp2_InventionsinMusic_jc_S402_Paper	A	F	A	H
15.R35A_3298_SSp3_InventionsinMusic_jc_S402_Paper	A	F	A	H
16.R35A_8264_SIp2_WellnessWeek_301_S402_Paper	A	F	A	H
17.R35A_8265_SIp3_WellnessWeek_301_S402_Paper	A	M	A	O
18.R35A_8266_SIp4_WellnessWeek_301_S402_Paper	A	M	A	H
19.R35A_6739_LAp1_JosephStrauss_203_S402_Paper	A	F	A	O
20.R35A_6740_LAp2_JosephStrauss_203_S402_Paper	A	F	A	O
21.R35A_6741_LAp3_JosephStrauss_203_S402_Paper	A	M	A	O
22.R35A_8132_MAp1_InsectEggs_301_S402_Paper	A	M	A	O
23.R35A_8133_MAp2_InsectEggs_301_S402_Paper	A	M	A	H
24.R35A_8134_MAp3_InsectEggs_301_S402_Paper	A	M	A	O

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

**Table 4.2.10.2.3.2**

DIF Analysis and Summary: Read 3B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	15	15	12
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R35B_8355_SIp2_BikeSafety_301_S402_Paper	A	F	A	H
2.R35B_8356_SIp3_BikeSafety_301_S402_Paper	A	F	A	O
3.R35B_8400_SIp4_BikeSafety_301_S402_Paper	A	M	A	H
4.R35B_6910_LAp2_ZebraStripes_203_S402_Paper	A	M	A	H
5.R35B_6911_LAp3_ZebraStripes_203_S402_Paper	A	F	A	H
6.R35B_6912_LAp4_ZebraStripes_203_S402_Paper	A	F	A	H
7.R35B_8344_MAp2_PlayPerimeter_301_S402_Paper	A	F	A	H
8.R35B_8345_MAp3_PlayPerimeter_301_S402_Paper	A	F	A	O
9.R35B_8346_MAp4_PlayPerimeter_301_S402_Paper	A	F	A	O
10.R35B_7922_SCP2_Geysers_S402_Paper	A	M	A	H
11.R35B_7923_SCP3_Geysers_S402_Paper	A	M	A	O
12.R35B_7924_SCP4_Geysers_S402_Paper	A	M	A	H
13.R35B_6907_SSp2_IroquoisandHopi_203_S402_Paper	A	F	A	H
14.R35B_6908_SSp3_IroquoisandHopi_203_S402_Paper	A	F	A	O
15.R35B_6909_SSp4_IroquoisandHopi_203_S402_Paper	A	M	A	O
16.R35B_7229_LAp3_CarverandFord_203_S402_Paper	A	M	A	H
17.R35B_7230_LAp4_CarverandFord_203_S402_Paper	A	F	A	H
18.R35B_7285_LAp5_CarverandFord_203_S402_Paper	A	M	A	O
19.R35B_9257_MAp3_Angles_301_S402_Paper	A	M	A	O
20.R35B_9258_MAp4_Angles_301_S402_Paper	A	M	A	O
21.R35B_9259_MAp5_Angles_301_S402_Paper	A	M	A	O
22.R35B_7919_SCP2_Rocks_mika_S402_Paper	A	F	A	H
23.R35B_7920_SCP3_Rocks_mika_S402_Paper	A	F	A	H
24.R35B_7921_SCP4_Rocks_mika_S402_Paper	A	F	A	O
25.R35B_3305_SSp2_Antarctica_jc_S402_Paper	A	F	A	H
26.R35B_3306_SSp3_Antarctica_jc_S402_Paper	A	F	A	H
27.R35B_3307_SSp4_Antarctica_jc_S402_Paper	A	M	A	O

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



**Table 4.2.10.2.3.3**

DIF Analysis and Summary: Read 3C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	13	13	10	17
B	1	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R35C_8655_SIp3_SportsOpinion_301_S402_Paper	A	F	A	H
2.R35C_8736_SIp4_SportsOpinion_301_S402_Paper	A	M	A	H
3.R35C_8737_SIp5_SportsOpinion_301_S402_Paper	A	M	A	O
4.R35C_7762_LAp3_BrunelDavinci_203_S402_Paper	A	M	A	H
5.R35C_7763_LAp4_BrunelDavinci_203_S402_Paper	A	M	A	H
6.R35C_7764_LAp5_BrunelDavinci_203_S402_Paper	A	M	A	O
7.R35C_9352_MAp3_RoofAngles_301_S402_Paper	A	F	A	O
8.R35C_9353_MAp4_RoofAngles_301_S402_Paper	A	F	A	O
9.R35C_9354_MAp5_RoofAngles_301_S402_Paper	A	F	A	O
10.R35C_7925_SCP3_Tides_S402_Paper	A	M	A	O
11.R35C_7926_SCP4_Tides_S402_Paper	A	F	A	H
12.R35C_7927_SCP5_Tides_S402_Paper	A	M	A	O
13.R35C_7217_SSp3_StetsonHat_203_S402_Paper	A	M	A	O
14.R35C_7218_SSp4_StetsonHat_203_S402_Paper	A	F	A	O
15.R35C_7219_SSp5_StetsonHat_203_S402_Paper	A	F	A	H
16.R35C_7156_LAp3_StainedGlass_203_S402_Paper	A	F	A	O
17.R35C_7157_LAp4_StainedGlass_203_S402_Paper	A	F	A	H
18.R35C_7158_LAp5_StainedGlass_203_S402_Paper	A	F	A	O
19.R35C_8606_MAp3_JarContents_301_S402_Paper	B	M	A	O
20.R35C_8607_MAp4_JarContents_301_S402_Paper	A	M	A	H
21.R35C_8608_MAp5_JarContents_301_S402_Paper	A	M	A	O
22.R35C_7159_SSp3_EleanorRoosevelt_203_S402_Paper	A	F	A	H
23.R35C_7160_SSp4_EleanorRoosevelt_203_S402_Paper	A	M	A	O
24.R35C_7161_SSp5_EleanorRoosevelt_203_S402_Paper	A	F	A	O
25.R35C_7931_SCP3_Glaciers_pasz_S402_Paper	A	F	A	H
26.R35C_7932_SCP4_Glaciers_pasz_S402_Paper	A	M	A	O
27.R35C_7933_SCP5_Glaciers_pasz_S402_Paper	A	M	A	O

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

4.2.10.2.4 Grades 4–5

**Table 4.2.10.2.4.1**

DIF Analysis and Summary: Read 4-5A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	12	11	13
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R35A_8210_SIp1_GameDay_301_S402_Paper	A	M	A	H
2.R35A_8211_SIp2_GameDay_301_S402_Paper	A	F	A	H
3.R35A_8212_SIp3_GameDay_301_S402_Paper	A	M	A	H
4.R35A_6715_LAp1_BenFranklin_203_S402_Paper	A	F	A	O
5.R35A_6716_LAp2_BenFranklin_203_S402_Paper	A	M	A	O
6.R35A_6717_LAp3_BenFranklin_203_S402_Paper	A	M	A	O
7.R35A_8129_MAp1_ButterflyMiles_301_S402_Paper	A	F	A	H
8.R35A_8130_MAp2_ButterflyMiles_301_S402_Paper	A	F	A	O
9.R35A_8131_MAp3_ButterflyMiles_301_S402_Paper	A	M	A	O
10.R35A_2850_ScP1_Clouds_S402_Paper	A	F	A	H
11.R35A_2851_ScP2_Clouds_S402_Paper	A	M	A	O
12.R35A_2852_ScP3_Clouds_S402_Paper	A	F	A	O
13.R35A_3296_SSp1_InventionsinMusic_jc_S402_Paper	A	F	A	H
14.R35A_3297_SSp2_InventionsinMusic_jc_S402_Paper	A	F	A	H
15.R35A_3298_SSp3_InventionsinMusic_jc_S402_Paper	A	F	A	H
16.R35A_8264_SIp2_WellnessWeek_301_S402_Paper	A	F	A	H
17.R35A_8265_SIp3_WellnessWeek_301_S402_Paper	A	M	A	O
18.R35A_8266_SIp4_WellnessWeek_301_S402_Paper	A	M	A	H
19.R35A_6739_LAp1_JosephStrauss_203_S402_Paper	A	F	A	O
20.R35A_6740_LAp2_JosephStrauss_203_S402_Paper	A	F	A	O
21.R35A_6741_LAp3_JosephStrauss_203_S402_Paper	A	M	A	O
22.R35A_8132_MAp1_InsectEggs_301_S402_Paper	A	M	A	O
23.R35A_8133_MAp2_InsectEggs_301_S402_Paper	A	M	A	H
24.R35A_8134_MAp3_InsectEggs_301_S402_Paper	A	M	A	O

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

**Table 4.2.10.2.4.2**

DIF Analysis and Summary: Read 4-5B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	15	15	12
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R35B_8355_SIp2_BikeSafety_301_S402_Paper	A	F	A	H
2.R35B_8356_SIp3_BikeSafety_301_S402_Paper	A	F	A	O
3.R35B_8400_SIp4_BikeSafety_301_S402_Paper	A	M	A	H
4.R35B_6910_LAp2_ZebraStripes_203_S402_Paper	A	M	A	H
5.R35B_6911_LAp3_ZebraStripes_203_S402_Paper	A	F	A	H
6.R35B_6912_LAp4_ZebraStripes_203_S402_Paper	A	F	A	H
7.R35B_8344_MAp2_PlayPerimeter_301_S402_Paper	A	F	A	H
8.R35B_8345_MAp3_PlayPerimeter_301_S402_Paper	A	F	A	O
9.R35B_8346_MAp4_PlayPerimeter_301_S402_Paper	A	F	A	O
10.R35B_7922_SCP2_Geysers_S402_Paper	A	M	A	H
11.R35B_7923_SCP3_Geysers_S402_Paper	A	M	A	O
12.R35B_7924_SCP4_Geysers_S402_Paper	A	M	A	H
13.R35B_6907_SSp2_IroquoisandHopi_203_S402_Paper	A	F	A	H
14.R35B_6908_SSp3_IroquoisandHopi_203_S402_Paper	A	F	A	O
15.R35B_6909_SSp4_IroquoisandHopi_203_S402_Paper	A	M	A	O
16.R35B_7229_LAp3_CarverandFord_203_S402_Paper	A	M	A	H
17.R35B_7230_LAp4_CarverandFord_203_S402_Paper	A	F	A	H
18.R35B_7285_LAp5_CarverandFord_203_S402_Paper	A	M	A	O
19.R35B_9257_MAp3_Angles_301_S402_Paper	A	M	A	O
20.R35B_9258_MAp4_Angles_301_S402_Paper	A	M	A	O
21.R35B_9259_MAp5_Angles_301_S402_Paper	A	M	A	O
22.R35B_7919_SCP2_Rocks_mika_S402_Paper	A	F	A	H
23.R35B_7920_SCP3_Rocks_mika_S402_Paper	A	F	A	H
24.R35B_7921_SCP4_Rocks_mika_S402_Paper	A	F	A	O
25.R35B_3305_SSp2_Antarctica_jc_S402_Paper	A	F	A	H
26.R35B_3306_SSp3_Antarctica_jc_S402_Paper	A	F	A	H
27.R35B_3307_SSp4_Antarctica_jc_S402_Paper	A	M	A	O

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

**Table 4.2.10.2.4.3**

DIF Analysis and Summary: Read 4-5C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	13	13	10	17
B	1	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R35C_8655_SIp3_SportsOpinion_301_S402_Paper	A	F	A	H
2.R35C_8736_SIp4_SportsOpinion_301_S402_Paper	A	M	A	H
3.R35C_8737_SIp5_SportsOpinion_301_S402_Paper	A	M	A	O
4.R35C_7762_LAp3_BrunelDavinci_203_S402_Paper	A	M	A	H
5.R35C_7763_LAp4_BrunelDavinci_203_S402_Paper	A	M	A	H
6.R35C_7764_LAp5_BrunelDavinci_203_S402_Paper	A	M	A	O
7.R35C_9352_MAp3_RoofAngles_301_S402_Paper	A	F	A	O
8.R35C_9353_MAp4_RoofAngles_301_S402_Paper	A	F	A	O
9.R35C_9354_MAp5_RoofAngles_301_S402_Paper	A	F	A	O
10.R35C_7925_SCp3_Tides_S402_Paper	A	M	A	O
11.R35C_7926_SCp4_Tides_S402_Paper	A	F	A	H
12.R35C_7927_SCp5_Tides_S402_Paper	A	M	A	O
13.R35C_7217_SSp3_StetsonHat_203_S402_Paper	A	M	A	O
14.R35C_7218_SSp4_StetsonHat_203_S402_Paper	A	F	A	O
15.R35C_7219_SSp5_StetsonHat_203_S402_Paper	A	F	A	H
16.R35C_7156_LAp3_StainedGlass_203_S402_Paper	A	F	A	O
17.R35C_7157_LAp4_StainedGlass_203_S402_Paper	A	F	A	H
18.R35C_7158_LAp5_StainedGlass_203_S402_Paper	A	F	A	O
19.R35C_8606_MAp3_JarContents_301_S402_Paper	B	M	A	O
20.R35C_8607_MAp4_JarContents_301_S402_Paper	A	M	A	H
21.R35C_8608_MAp5_JarContents_301_S402_Paper	A	M	A	O
22.R35C_7159_SSp3_EleanorRoosevelt_203_S402_Paper	A	F	A	H
23.R35C_7160_SSp4_EleanorRoosevelt_203_S402_Paper	A	M	A	O
24.R35C_7161_SSp5_EleanorRoosevelt_203_S402_Paper	A	F	A	O
25.R35C_7931_SCp3_Glaciers_pasz_S402_Paper	A	F	A	H
26.R35C_7932_SCp4_Glaciers_pasz_S402_Paper	A	M	A	O
27.R35C_7933_SCp5_Glaciers_pasz_S402_Paper	A	M	A	O

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

4.2.10.2.5 Grades 6–8

**Table 4.2.10.2.5.1**

DIF Analysis and Summary: Read 6-8A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	13	12	12
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R68A_8246_SIp1_KWLChart_301_S402_Paper	A	F	A	H
2.R68A_8247_SIp2_KWLChart_301_S402_Paper	A	F	A	O
3.R68A_8248_SIp3_KWLChart_301_S402_Paper	A	M	A	O
4.R68A_7706_LAp1_Collage_203_S402_Paper	A	M	A	O
5.R68A_7707_LAp2_Collage_203_S402_Paper	A	F	A	O
6.R68A_7708_LAp3_Collage_203_S402_Paper	A	F	A	H
7.R68A_8073_MAp1_Recipe_301_S402_Paper	A	M	A	H
8.R68A_8074_MAp2_Recipe_301_S402_Paper	A	M	A	O
9.R68A_8075_MAp3_Recipe_301_S402_Paper	A	F	A	O
10.R68A_5895_SCP1_HowPlantsMakeFood_mabr_S402_Paper	A	M	A	H
11.R68A_5897_SCP2_HowPlantsMakeFood_mabr_S402_Paper	A	M	A	H
12.R68A_5899_SCP3_HowPlantsMakeFood_mabr_S402_Paper	A	M	A	O
13.R68A_6772_SSp1_Uruguay_203_S402_Paper	A	M	A	H
14.R68A_6774_SSp2_Uruguay_203_S402_Paper	A	M	A	H
15.R68A_6775_SSp3_Uruguay_203_S402_Paper	A	F	A	H
16.R68A_8347_SIp2_CreatingAFormPoem_301_S402_Paper	A	F	A	O
17.R68A_8350_SIp3_CreatingAFormPoem_301_S402_Paper	A	F	A	H
18.R68A_8404_SIp4_CreatingAFormPoem_301_S402_Paper	A	F	A	H
19.R68A_7721_LAp1_Kite_203_S402_Paper	A	F	A	O
20.R68A_7722_LAp2_Kite_203_S402_Paper	A	M	A	O
21.R68A_7723_LAp3_Kite_203_S402_Paper	A	M	A	O
22.R68A_9358_MAp1_Trash_301_S402_Paper	A	F	A	O
23.R68A_9359_MAp2_Trash_301_S402_Paper	A	F	A	H
24.R68A_9360_MAp3_Trash_301_S402_Paper	A	F	A	H

**Table 4.2.10.2.5.2**

DIF Analysis and Summary: Read 6-8B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	14	13	13	14
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R68B_8347_SIp2_CreatingAFormPoem_301_S402_Paper	A	F	A	H
2.R68B_8350_SIp3_CreatingAFormPoem_301_S402_Paper	A	F	A	H
3.R68B_8404_SIp4_CreatingAFormPoem_301_S402_Paper	A	F	A	H
4.R68B_6922_LAp2_ClimbingMountHollow_203_S402_Paper	A	M	A	O
5.R68B_6923_LAp3_ClimbingMountHollow_203_S402_Paper	A	M	A	O
6.R68B_6924_LAp4_ClimbingMountHollow_203_S402_Paper	A	M	A	H
7.R68B_8315_MAp2_MeasuringProducts_301_S402_Paper	A	M	A	H
8.R68B_8316_MAp3_MeasuringProducts_301_S402_Paper	A	F	A	O
9.R68B_8317_MAp4_MeasuringProducts_301_S402_Paper	A	M	A	O
10.R68B_5683_SCP2_CellDivision_diab_S402_Paper	A	F	A	H
11.R68B_5684_SCP3_CellDivision_diab_S402_Paper	A	M	A	H
12.R68B_5685_SCP4_CellDivision_diab_S402_Paper	A	F	A	H
13.R68B_7019_SSp2_RockAndRoll_203_S402_Paper	A	M	A	H
14.R68B_7020_SSp3_RockAndRoll_203_S402_Paper	A	M	A	H
15.R68B_7021_SSp4_RockAndRoll_203_S402_Paper	A	F	A	O
16.R68B_7243_LAp3_SolarOven_203_S402_Paper	A	F	A	O
17.R68B_7244_LAp4_SolarOven_203_S402_Paper	A	F	A	O
18.R68B_7245_LAp5_SolarOven_203_S402_Paper	A	M	A	O
19.R68B_8888_MAp3_SoccerPercent_301_S402_Paper	A	F	A	O
20.R68B_8889_MAp4_SoccerPercent_301_S402_Paper	A	F	A	O
21.R68B_8890_MAp5_SoccerPercent_301_S402_Paper	A	M	A	O
22.R68B_5430_SCP2_RockCycle_DeRoSaJa_S402_Paper	A	M	A	O
23.R68B_5431_SCP3_RockCycle_DeRoSaJa_S402_Paper	A	M	A	H
24.R68B_5432_SCP4_RockCycle_DeRoSaJa_S402_Paper	A	F	A	H
25.R68B_7077_SSp2_GreatInventions_203_S402_Paper	A	F	A	O
26.R68B_7078_SSp3_GreatInventions_203_S402_Paper	A	M	A	O
27.R68B_7079_SSp4_GreatInventions_203_S402_Paper	A	M	A	H

**Table 4.2.10.2.5.3**

DIF Analysis and Summary: Read 6-8C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	14	13	13	14
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R68C_8804_SIp3_LiteraryLetter_301_S402_Paper	A	F	A	H
2.R68C_8805_SIp4_LiteraryLetter_301_S402_Paper	A	M	A	H
3.R68C_8806_SIp5_LiteraryLetter_301_S402_Paper	A	F	A	H
4.R68C_7717_LAp3_Prodigy_203_S402_Paper	A	F	A	O
5.R68C_7718_LAp4_Prodigy_203_S402_Paper	A	F	A	O
6.R68C_7719_LAp5_Prodigy_203_S402_Paper	A	F	A	O
7.R68C_8758_MAp3_SchoolHallway_301_S402_Paper	A	F	A	H
8.R68C_8759_MAp4_SchoolHallway_301_S402_Paper	A	M	A	O
9.R68C_8760_MAp5_SchoolHallway_301_S402_Paper	A	M	A	O
10.R68C_6428_SCP3_Butterflies_mabr_S402_Paper	A	M	A	H
11.R68C_6429_SCP4_Butterflies_mabr_S402_Paper	A	M	A	H
12.R68C_6430_SCP5_Butterflies_mabr_S402_Paper	A	M	A	O
13.R68C_7292_SSp3_MountainRanges_203_S402_Paper	A	F	A	H
14.R68C_7293_SSp4_MountainRanges_203_S402_Paper	A	M	A	O
15.R68C_7303_SSp5_MountainRanges_203_S402_Paper	A	F	A	O
16.R68C_7771_LAp3_SettingARingtone_203_S402_Paper	A	F	A	O
17.R68C_7772_LAp4_SettingARingtone_203_S402_Paper	A	F	A	H
18.R68C_7773_LAp5_SettingARingtone_203_S402_Paper	A	M	A	O
19.R68C_8761_MAp3_StudentPopulation_301_S402_Paper	A	F	A	O
20.R68C_8763_MAp4_StudentPopulation_301_S402_Paper	A	F	A	O
21.R68C_8765_MAp5_StudentPopulation_301_S402_Paper	A	F	A	O
22.R68C_5883_SCP3_Vaporization_RaObAmSc_S402_Paper	A	M	A	H
23.R68C_5884_SCP4_Vaporization_RaObAmSc_S402_Paper	A	M	A	H
24.R68C_5885_SCP5_Vaporization_RaObAmSc_S402_Paper	A	M	A	H
25.R68C_7194_SSp3_StudentCouncil_203_S402_Paper	A	M	A	H
26.R68C_7195_SSp4_StudentCouncil_203_S402_Paper	A	M	A	H
27.R68C_7196_SSp5_StudentCouncil_203_S402_Paper	A	M	A	O

4.2.10.2.6 Grades 9–12

**Table 4.2.10.2.6.1**

DIF Analysis and Summary: Read 9-12A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	11	13	13	11
B	0	0	0	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R912A_8199_Slp1_Tutor_301_S402_Paper	A	F	A	H
2.R912A_8200_Slp2_Tutor_301_S402_Paper	A	F	A	H
3.R912A_8201_Slp3_Tutor_301_S402_Paper	A	F	A	H
4.R912A_7810_LAp1_CharlesSchulz_203_S402_Paper	A	M	A	O
5.R912A_7811_LAp2_CharlesSchulz_203_S402_Paper	A	M	A	H
6.R912A_7812_LAp3_CharlesSchulz_203_S402_Paper	A	F	A	O
7.R912A_8204_MAp1_Birdhouse_301_S402_Paper	A	M	A	O
8.R912A_8205_MAp2_Birdhouse_301_S402_Paper	A	F	A	O
9.R912A_8206_MAp3_Birdhouse_301_S402_Paper	A	F	A	H
10.R912A_5296_SCP1_WeightOtherPlanets_best_S402_Paper	A	M	A	H
11.R912A_5297_SCP2_WeightOtherPlanets_best_S402_Paper	A	M	A	O
12.R912A_5298_SCP3_WeightOtherPlanets_best_S402_Paper	A	M	A	H
13.R912A_7741_SSp1_Money_203_S402_Paper	A	F	A	H
14.R912A_7742_SSp2_Money_203_S402_Paper	A	M	A	O
15.R912A_7743_SSp3_Money_203_S402_Paper	A	M	A	H
16.R912A_8422_Slp2_Permission_301_S402_Paper	A	F	A	O
17.R912A_8423_Slp3_Permission_301_S402_Paper	A	M	A	O
18.R912A_8424_Slp4_Permission_301_S402_Paper	A	F	A	H
19.R912A_6781_LAp1_MiltonHershey_203_S402_Paper	A	F	A	H
20.R912A_6782_LAp2_MiltonHershey_203_S402_Paper	A	F	A	O
21.R912A_6783_LAp3_MiltonHershey_203_S402_Paper	A	M	A	O
22.R912A_9451_MAp1_Circle_301_S402_Paper	A	M	A	H
23.R912A_9452_MAp2_Circle_301_S402_Paper	A	F	A	H
24.R912A_9453_MAp3_Circle_301_S402_Paper	A	F	A	O



**Table 4.2.10.2.6.2**

DIF Analysis and Summary: Read 9-12B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	15	10	16
B	0	0	1	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R912B_8430_Slp2_JoinActivity_301_S402_Paper	A	F	A	H
2.R912B_8431_Slp3_JoinActivity_301_S402_Paper	A	M	A	H
3.R912B_8433_Slp4_JoinActivity_301_S402_Paper	A	F	A	H
4.R912B_6861_LAp2_Auntie_203_S402_Paper	A	F	A	O
5.R912B_6862_LAp3_Auntie_203_S402_Paper	A	F	A	O
6.R912B_6863_LAp4_Auntie_203_S402_Paper	A	M	A	O
7.R912B_8443_MAp2_Gumball_301_S402_Paper	A	M	A	H
8.R912B_8444_MAp3_Gumball_301_S402_Paper	A	M	A	O
9.R912B_8445_MAp4_Gumball_301_S402_Paper	A	M	A	O
10.R912B_5450_SCP2_FindingtheHlevel_keto_S402_Paper	A	M	B	H
11.R912B_5451_SCP3_FindingtheHlevel_keto_S402_Paper	A	M	A	H
12.R912B_5452_SCP4_FindingtheHlevel_keto_S402_Paper	A	M	A	O
13.R912B_7750_SSP2_Reading_203_S402_Paper	A	M	A	H
14.R912B_7751_SSP3_Reading_203_S402_Paper	A	F	A	O
15.R912B_7752_SSP4_Reading_203_S402_Paper	A	M	A	O
16.R912B_7102_LAp3_Mattie_203_S402_Paper	A	F	A	O
17.R912B_7103_LAp4_Mattie_203_S402_Paper	A	F	A	O
18.R912B_7201_LAp5_Mattie_203_S402_Paper	A	F	A	H
19.R912B_8680_MAp3_SciNotation_301_S402_Paper	A	F	A	O
20.R912B_8681_MAp4_SciNotation_301_S402_Paper	A	M	A	H
21.R912B_8700_MAp5_SciNotation_301_S402_Paper	A	F	A	O
22.R912B_5569_SCP2_SpiceEffects_kaje_S402_Paper	A	F	A	O
23.R912B_5570_SCP3_SpiceEffects_kaje_S402_Paper	A	F	A	H
24.R912B_5571_SCP4_SpiceEffects_kaje_S402_Paper	A	F	A	O
25.R912B_7055_SSP2_Recycling_203_S402_Paper	A	F	A	O
26.R912B_7056_SSP3_Recycling_203_S402_Paper	A	F	A	O
27.R912B_7057_SSP4_Recycling_203_S402_Paper	A	M	A	H

**Table 4.2.10.2.6.3**

DIF Analysis and Summary: Read 9-12C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
A	12	15	12	14
B	0	0	1	0
C	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.R912C_8790_Slp3_MovieRev_301_S402_Paper	A	F	A	H
2.R912C_8792_Slp4_MovieRev_301_S402_Paper	A	F	A	H
3.R912C_8793_Slp5_MovieRev_301_S402_Paper	A	F	A	H
4.R912C_7830_LAp3_EdmundH_203_S402_Paper	A	M	A	H
5.R912C_7831_LAp4_EdmundH_203_S402_Paper	A	M	A	O
6.R912C_7832_LAp5_EdmundH_203_S402_Paper	A	F	A	O
7.R912C_8783_MAp3_Sofa_301_S402_Paper	A	M	A	O
8.R912C_8784_MAp4_Sofa_301_S402_Paper	A	M	A	O
9.R912C_8785_MAp5_Sofa_301_S402_Paper	A	M	A	O
10.R912C_6159_SCP3_Diffusion_elle_S402_Paper	A	F	A	H
11.R912C_6160_SCP4_Diffusion_elle_S402_Paper	A	M	A	H
12.R912C_6161_SCP5_Diffusion_elle_S402_Paper	A	M	A	H
13.R912C_7843_SSP3_Transportation_203_S402_Paper	A	F	A	O
14.R912C_7844_SSP4_Transportation_203_S402_Paper	A	M	A	H
15.R912C_7845_SSP5_Transportation_203_S402_Paper	A	M	A	O
16.R912C_7821_LAp3_Malta_203_S402_Paper	A	F	A	O
17.R912C_7822_LAp4_Malta_203_S402_Paper	A	F	A	O
18.R912C_7823_LAp5_Malta_203_S402_Paper	A	F	A	H
19.R912C_9325_MAp3_Interest_301_S402_Paper	A	F	A	O
20.R912C_9326_MAp4_Interest_301_S402_Paper	A	M	A	O
21.R912C_9327_MAp5_Interest_301_S402_Paper	A	F	A	H
22.R912C_6152_SCP3_PolymerBall_kaje_S402_Paper	A	F	A	H
23.R912C_6157_SCP4_PolymerBall_kaje_S402_Paper	A	M	A	H
24.R912C_6158_SCP5_PolymerBall_kaje_S402_Paper	A	F	A	O
25.R912C_7818_SSP3_Rotary_203_S402_Paper	A	F	B	H
26.R912C_7819_SSP4_Rotary_203_S402_Paper	A	M	A	O
27.R912C_7840_SSP5_Rotary_203_S402_Paper	A	F	A	O

4.2.10.3 Writing

4.2.10.3.0 Kindergarten

**Table 4.2.10.3.0**

DIF Analysis and Summary: Writ K S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	3	3	3	3
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.W_WB1_MyNameIs(B1)_K_S402_Paper	AA	F	AA	O
2.W_WBWE_WritingExperience1(B2TOB5)_K_S402_Paper	AA	F	AA	H
3.W_WE1_Tracing(E)_K_S402_Paper	AA	M	AA	O
4.W_WE2_Copying(E2)_K_S402_Paper	AA	F	AA	H
5.W_WE3_Initial/FinalSound(E3)_K_S402_Paper	AA	M	AA	O
6.W_WEWE_WritingExperience2(E4&E5)_K_S402_Paper	AA	M	AA	H

4.2.10.3.1 Grade 1

**Table 4.2.10.3.1.1**

DIF Analysis and Summary: Writ 1A S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	1	3	3	1
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.W01A_H245_Sp1_PartAH8_202_P100_A302_S402_Paper	AA	F	AA	H
2.W01A_H246_Sp1_CentersPartB_202_P100_A302_S402_Paper	AA	F	AA	H
3.W01A_H247_Sp2_CentersPartC_202_P100_A302_S402_Paper	AA	F	AA	H
4.W01A_H248_Sp3_PartDSentencesAboutMe_P100_A302_S402_Paper	AA	M	AA	O

**Table 4.2.10.3.1.2**

DIF Analysis and Summary: Writ 1B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W01BC_4241_Slp4_Centers_P100_S402_Paper	AA	F	AA	O
2.W01BC_4242_MSp4_Frogs_sakr_P100_A203_S402_Paper	AA	M	AA	O
3.W01BC_4243_Pp5_CommunityPark_203_P100_A203_S402_Paper	AA	F	AA	H

Note: the test form is shared between 1B and 1C.

**Table 4.2.10.3.1.3**

DIF Analysis and Summary: Writ 1C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W01BC_4241_Slp4_Centers_P100_S402_Paper	AA	F	AA	O
2.W01BC_4242_MSp4_Frogs_sakr_P100_A203_S402_Paper	AA	M	AA	O
3.W01BC_4243_Pp5_CommunityPark_203_P100_A203_S402_Paper	AA	F	AA	H

Note: the test form is shared between 1B and 1C.

4.2.10.3.2 *Grade 2*

**Table 4.2.10.3.2.1**

DIF Analysis and Summary: Writ 2A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	1	2	1
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W23A_4257_Slp3_WritingTime_P100_S402_Paper	AA	M	AA	H
2.W23A_4258_LAp3_Umbrella_203_P100_A302_S402_Paper	AA	F	AA	O
3.W23A_4259_MSp3_GiraffeCheetah_P100_S402_Paper	AA	M	AA	H

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

**Table 4.2.10.3.2.2**

DIF Analysis and Summary: Writ 2B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W23BC_4260_Slp4_GrownUpJobs_203_P100_A302_S402_Paper	AA	F	AA	O
2.W23BC_4261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	AA	F	AA	O
3.W23BC_4262_ItP5_CommunityPark_203_P100_A203_S402_Paper	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**Table 4.2.10.3.2.3**

DIF Analysis and Summary: Writ 2C S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
DIF Level	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.W23BC_4260_Slp4_GrownUpJobs_203_P100_A302_S402_Paper	AA	F	AA	O
2.W23BC_4261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	AA	F	AA	O
3.W23BC_4262_Itp5_CommunityPark_203_P100_A203_S402_Paper	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**4.2.10.3.3 Grade 3**

**Table 4.2.10.3.3.1**

DIF Analysis and Summary: Writ 3A S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
DIF Level	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	2	1	2	1
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.W23A_4257_Slp3_WritingTime_P100_S402_Paper	AA	M	AA	H
2.W23A_4258_LAp3_Umbrella_203_P100_A302_S402_Paper	AA	F	AA	O
3.W23A_4259_MSp3_GiraffeCheetah_P100_S402_Paper	AA	M	AA	H

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

**Table 4.2.10.3.3.2**

DIF Analysis and Summary: Writ 3B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W23BC_I4260_SIp4_GrownUpJobs_203_P100_A302_S402_Paper	AA	F	AA	O
2.W23BC_I4261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	AA	F	AA	O
3.W23BC_I4262_ItP5_CommunityPark_203_P100_A203_S402_Paper	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**Table 4.2.10.3.3.3**

DIF Analysis and Summary: Writ 3C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W23BC_I4260_SIp4_GrownUpJobs_203_P100_A302_S402_Paper	AA	F	AA	O
2.W23BC_I4261_MSp5_Plants_MaBaPaLe_P100_A203_S402_Paper	AA	F	AA	O
3.W23BC_I4262_ItP5_CommunityPark_203_P100_A203_S402_Paper	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.

4.2.10.3.4 Grades 4–5

**Table 4.2.10.3.4.1**

DIF Analysis and Summary: Writ 4-5A S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	2	1	1	2
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.W45A_4266_4658_Sp2_DismissalRules_kawo_P3_S402_Paper	AA	M	AA	O
2.W45A_4267_4656_LAp3_Umbrella_P3_S402_Paper	AA	F	AA	O
3.W45A_4270_4657_MSp4_PatternsInNature_pale_P3_S402_Paper	AA	M	AA	H

**Table 4.2.10.3.4.2**

DIF Analysis and Summary: Writ 4-5B S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.W45BC_4272_Sp4_FieldTripRules_MaEsSaNa_P100_A301_S402_Paper	AA	F	AA	O
2.W45BC_4273_MSp4_ThePlanets_JeCaDaKi_P100_A203_S402_Paper	AA	F	AA	O
3.W45BC_4274_Ip5_MedievalTimes_jude_P100_A203_S402_Paper	AA	M	AA	H

Note: the test form is shared between 4-5B and 4-5C.



**Table 4.2.10.3.4.3**

DIF Analysis and Summary: Writ 4-5C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W45BC_4272_Sp4_FieldTripRules_MaEsSaNa_P100_A301_S402_Paper	AA	F	AA	O
2.W45BC_4273_MSp4_ThePlanets_JeCaDaKi_P100_A203_S402_Paper	AA	F	AA	O
3.W45BC_4274_IIp5_MedievalTimes_jude_P100_A203_S402_Paper	AA	M	AA	H

Note: the test form is shared between 4-5B and 4-5C.

*4.2.10.3.5 Grades 6–8*

**Table 4.2.10.3.5.1**

DIF Analysis and Summary: Writ 6-8A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W68A_4284_Sp3_Clubs_P100_A301_HW_S402_Paper	AA	F	AA	O
2.W68A_4285_LAp3_Cat_P100_A301_HW_S402_Paper	AA	M	AA	O
3.W68A_4287_MSp3_Ecosystems_MaMaNiVi_P100_A203_HW_S402_Paper	AA	F	AA	H

**Table 4.2.10.3.5.2**

DIF Analysis and Summary: Writ 6-8B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	1	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W68BC_14655_Slp4_SchoolElectronics_P100_A301_HW_S402_Paper	AA	F	AA	O
2.W68BC_14654_MSp4_BodySystems_kiow_P100_A203_HW_S402_Paper	AA	M	AA	O
3.W68BC_14664_Itp5_Music_P100_A202_HW_S402_Paper	AA	M	AA	H

Note: the test form is shared between 6-8B and 6-8C.

**Table 4.2.10.3.5.3**

DIF Analysis and Summary: Writ 6-8C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	1	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W68BC_14655_Slp4_SchoolElectronics_P100_A301_HW_S402_Paper	AA	F	AA	O
2.W68BC_14654_MSp4_BodySystems_kiow_P100_A203_HW_S402_Paper	AA	M	AA	O
3.W68BC_14664_Itp5_Music_P100_A202_HW_S402_Paper	AA	M	AA	H

Note: the test form is shared between 6-8B and 6-8C.

4.2.10.3.6 Grades 9–12

**Table 4.2.10.3.6.1**

DIF Analysis and Summary: Writ 9-12A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	2	2	1
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W91A_4265_Slp3_SchoolDance_P100_A301_HW_S402_Paper	AA	F	AA	H
2.W91A_4290_LAp3_Toaster_P100_A301_HW_S402_Paper	AA	F	AA	O
3.W91A_4294_MSp3_BouncingBalls_P100_A203_alt1_HW_S402_Paper	AA	M	AA	H

**Table 4.2.10.3.6.2**

DIF Analysis and Summary: Writ 9-12B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	1	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W91BC_4653_Slp4_BestTeacher_P100_A301_HW_S402_Paper	AA	F	AA	O
2.W91BC_4652_MSp4_Viscosity_P100_A203_HW_S402_Paper	AA	M	AA	H
3.W91BC_4668_Tp5_EdisonFord_P100_A203_HW_S402_Paper	AA	M	AA	O

Note: the test form is shared between 9-12B and 9-12C.

**Table 4.2.10.3.6.3**

DIF Analysis and Summary: Writ 9-12C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	1	1	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.W9IBC_4653_Slp4_BestTeacher_P100_A301_HW_S402_Paper	AA	F	AA	O
2.W9IBC_4652_MSp4_Viscosity_P100_A203_HW_S402_Paper	AA	M	AA	H
3.W9IBC_4668_Itp5_EdisonFord_P100_A203_HW_S402_Paper	AA	M	AA	O

Note: the test form is shared between 9-12B and 9-12C.

*4.2.10.4 Speaking*

*4.2.10.4.0 Kindergarten*

**Table 4.2.10.4.0**

DIF Analysis and Summary: Spek K S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	6	4	4	6
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.S_A1_K_S402_Paper	AA	M	AA	O
2.S_A2_K_S402_Paper	AA	F	AA	O
3.S_A3_K_S402_Paper	AA	F	AA	O
4.S_A4_K_S402_Paper	AA	F	AA	H
5.S_A5_K_S402_Paper	AA	F	AA	H
6.S_D1_K_S402_Paper	AA	M	AA	O
7.S_D2_K_S402_Paper	AA	M	AA	O
8.S_D3_K_S402_Paper	AA	M	AA	O
9.S_D4_K_S402_Paper	AA	M	AA	H
10.S_D5_K_S402_Paper	AA	M	AA	H

4.2.10.4.1 Grade 1

**Table 4.2.10.4.1.1**

DIF Analysis and Summary: Spek 1A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	3	3	3	3
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P.1.G01.PA.S.13983_Recess	AA	F	AA	O
2.P.3.G01.AC.S.13984_13999_Recess	AA	M	AA	O
3.S01A.LS.ParkRanger_402_Screen_4_15201	AA	F	AA	H
4.S01A.LS.ParkRanger_402_Screen_10_15214	AA	M	AA	O
5.S01A.MS.Elephants_402_Screen_4_15004	AA	F	AA	H
6.S01A.MS.Elephants_402_Screen_11_15011	AA	M	AA	H

**Table 4.2.10.4.1.2**

DIF Analysis and Summary: Spek 1B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	4	2	2	4
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P.3.G01.AC.S.13984_13999_Recess	AA	M	AA	O
2.P.5.G01.C.S.14000_FINAL_Recess	AA	F	AA	H
3.S01A.LS.ParkRanger_402_Screen_10_15214	AA	F	AA	O
4.S01C.LS.ParkRanger_402_Screen_18_15233	AA	M	AA	O
5.S01A.MS.Elephants_402_Screen_11_15011	AA	M	AA	O
6.S01C.MS.Elephants_402_Screen_19_15019	AA	M	AA	H

Note: the test form is shared between 1B and 1C.

**Table 4.2.10.4.1.3**

DIF Analysis and Summary: Spek 1C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	4	2	2	4
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P3_G01_AC_S_13984_13999_Recess	AA	M	AA	O
2.P5_G01_C_S_14000_FINAL_Recess	AA	F	AA	H
3.S01A_LS_ParkRanger_402_Screen_10_15214	AA	F	AA	O
4.S01C_LS_ParkRanger_402_Screen_18_15233	AA	M	AA	O
5.S01A_MS_Elephants_402_Screen_11_15011	AA	M	AA	O
6.S01C_MS_Elephants_402_Screen_19_15019	AA	M	AA	H

Note: the test form is shared between 1B and 1C.

*4.2.10.4.2 Grade 2*

**Table 4.2.10.4.2.1**

DIF Analysis and Summary: Spek 2A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	1	5	1	5
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P1_G23_PA_S_14035_Freetime	AA	F	AA	O
2.P3_G23_AC_S_14036_14043_Freetime	AA	F	AA	O
3.S23A_LS_PlaygroundAide_402_Screen_4_15143	AA	F	AA	O
4.S23A_LS_PlaygroundAide_402_Screen_10_15149	AA	M	AA	O
5.S23A_MS_RampHeight_402_Screen_4_15085	AA	F	AA	O
6.S23A_MS_RampHeight_402_Screen_11_15092	AA	F	AA	H

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

**Table 4.2.10.4.2.2**

DIF Analysis and Summary: Spek 2B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	4	2	4
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P3_G23_AC_S_14036_14043_Freetime	AA	F	AA	O
2.P5_G23_C_S_14044_FINAL_Freetime	AA	F	AA	O
3.S23A_LS_PlaygroundAide_402_Screen_10_15149	AA	F	AA	O
4.S23C_LS_PlaygroundAide_402_Screen_18_15157	AA	M	AA	O
5.S23A_MS_RampHeight_402_Screen_11_15092	AA	F	AA	H
6.S23C_MS_RampHeight_402_Screen_18_15102	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**Table 4.2.10.4.2.3**

DIF Analysis and Summary: Spek 2C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	4	2	4
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P3_G23_AC_S_14036_14043_Freetime	AA	F	AA	O
2.P5_G23_C_S_14044_FINAL_Freetime	AA	F	AA	O
3.S23A_LS_PlaygroundAide_402_Screen_10_15149	AA	F	AA	O
4.S23C_LS_PlaygroundAide_402_Screen_18_15157	AA	M	AA	O
5.S23A_MS_RampHeight_402_Screen_11_15092	AA	F	AA	H
6.S23C_MS_RampHeight_402_Screen_18_15102	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.

### 4.2.10.4.3 Grade 3

**Table 4.2.10.4.3.1**

DIF Analysis and Summary: Spek 3A S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	1	5	1	5
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.P1_G23_PA_S_14035_Freetime	AA	F	AA	O
2.P3_G23_AC_S_14036_14043_Freetime	AA	F	AA	O
3.S23A_LS_PlaygroundAide_402_Screen_4_15143	AA	F	AA	O
4.S23A_LS_PlaygroundAide_402_Screen_10_15149	AA	M	AA	O
5.S23A_MS_RampHeight_402_Screen_4_15085	AA	F	AA	O
6.S23A_MS_RampHeight_402_Screen_11_15092	AA	F	AA	H

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

**Table 4.2.10.4.3.2**

DIF Analysis and Summary: Spek 3B S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	2	4	2	4
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.P3_G23_AC_S_14036_14043_Freetime	AA	F	AA	O
2.P5_G23_C_S_14044_FINAL_Freetime	AA	F	AA	O
3.S23A_LS_PlaygroundAide_402_Screen_10_15149	AA	F	AA	O
4.S23C_LS_PlaygroundAide_402_Screen_18_15157	AA	M	AA	O
5.S23A_MS_RampHeight_402_Screen_11_15092	AA	F	AA	H
6.S23C_MS_RampHeight_402_Screen_18_15102	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.



**Table 4.2.10.4.3.3**

DIF Analysis and Summary: Spek 3C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	4	2	4
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P3_G23_AC_S_14036_14043_Freetime	AA	F	AA	O
2.P5_G23_C_S_14044_FINAL_Freetime	AA	F	AA	O
3.S23A_LS_PlaygroundAide_402_Screen_10_15149	AA	F	AA	O
4.S23C_LS_PlaygroundAide_402_Screen_18_15157	AA	M	AA	O
5.S23A_MS_RampHeight_402_Screen_11_15092	AA	F	AA	H
6.S23C_MS_RampHeight_402_Screen_18_15102	AA	M	AA	H

Note: the test form is shared between 2B, 2C, 3B, and 3C.

**4.2.10.4.4 Grades 4–5****Table 4.2.10.4.4.1**

DIF Analysis and Summary: Spek 4-5A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	3	3	5	1
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P1_G45_PA_S_14067_Reading	AA	M	AA	H
2.P3_G45_AC_S_14068_14541_Reading	AA	F	AA	O
3.S45A_LS_ShoeTech_402_Screen_4_15444	AA	F	AA	H
4.S45A_LS_ShoeTech_402_Screen_10_15450	AA	M	AA	H
5.S45A_MS_Circuits_402_Screen_4_15077	AA	F	AA	H
6.S45A_MS_Circuits_402_Screen_11_15174	AA	M	AA	H

**Table 4.2.10.4.4.2**

DIF Analysis and Summary: Spek 4-5B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	4	2	3	3
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P.3_G45_AC_S_14068_14541_Reading	AA	F	AA	O
2.P.5_G45_C_S_14542_FINAL_Reading	AA	F	AA	H
3.S45A_LS_ShoeTech_402_Screen_10_15450	AA	M	AA	H
4.S45C_LS_ShoeTech_402_Screen_17_15457	AA	M	AA	O
5.S45A_MS_Circuits_402_Screen_11_15174	AA	M	AA	O
6.S45C_MS_Circuits_402_Screen_18_15254	AA	M	AA	H

Note: the test form is shared between 4-5B and 4-5C.

**Table 4.2.10.4.4.3**

DIF Analysis and Summary: Spek 4-5C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	4	2	3	3
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P.3_G45_AC_S_14068_14541_Reading	AA	F	AA	O
2.P.5_G45_C_S_14542_FINAL_Reading	AA	F	AA	H
3.S45A_LS_ShoeTech_402_Screen_10_15450	AA	M	AA	H
4.S45C_LS_ShoeTech_402_Screen_17_15457	AA	M	AA	O
5.S45A_MS_Circuits_402_Screen_11_15174	AA	M	AA	O
6.S45C_MS_Circuits_402_Screen_18_15254	AA	M	AA	H

Note: the test form is shared between 4-5B and 4-5C.

4.2.10.4.5 Grades 6–8

**Table 4.2.10.4.5.1**

DIF Analysis and Summary: Spek 6-8A S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	2	4	4	2
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.P.1_G68_PA_S_14113_Reading	AA	F	AA	H
2.P.3_G68_AC_S_14114_14129_Reading	AA	F	AA	O
3.S68A_LS_Dart_402_Screen_4_15192	AA	F	AA	H
4.S68A_LS_Dart_402_Screen_13_15208	AA	M	AA	O
5.S68A_MS_Radar_402_Screen_4_15319	AA	F	AA	H
6.S68A_MS_Radar_402_Screen_11_15326	AA	M	AA	H

**Table 4.2.10.4.5.2**

DIF Analysis and Summary: Spek 6-8B S402 Paper

DIF Summary	Male/Female		Hispanic/Other	
	Favoring Male (M)	Favoring Female (F)	Favoring Hispanic (H)	Favoring Other (O)
AA	4	2	3	3
BB	0	0	0	0
CC	0	0	0	0
Name	Male/Female		Hispanic/Other	
	DIF Level	Favored Group	DIF Level	Favored Group
1.P.3_G68_AC_S_14114_14129_Reading	AA	F	AA	O
2.P.5_G68_C_S_14130_FINAL_Reading	AA	F	AA	H
3.S68A_LS_Dart_402_Screen_13_15208	AA	M	AA	O
4.S68C_LS_Dart_402_Screen_21_15219	AA	M	AA	H
5.S68A_MS_Radar_402_Screen_11_15326	AA	M	AA	O
6.S68C_MS_Radar_402_Screen_19_15340	AA	M	AA	H

Note: the test form is shared between 6-8B and 6-8C.

**Table 4.2.10.4.5.3**

DIF Analysis and Summary: Spek 6-8C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	4	2	3	3
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.P3_G68_AC_S_14114_14129_Reading	AA	F	AA	O
2.P5_G68_C_S_14130_FINAL_Reading	AA	F	AA	H
3.S68A_LS_Dart_402_Screen_B_15208	AA	M	AA	O
4.S68C_LS_Dart_402_Screen_21_15219	AA	M	AA	H
5.S68A_MS_Radar_402_Screen_11_15326	AA	M	AA	O
6.S68C_MS_Radar_402_Screen_19_15340	AA	M	AA	H

Note: the test form is shared between 6-8B and 6-8C.

**4.2.10.4.6 Grades 9–12****Table 4.2.10.4.6.1**

DIF Analysis and Summary: Spek 9-12A S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	2	4	4	2
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.S91A_SI_ClassSchedules_402_Screen_4_15500	AA	F	AA	H
2.S91A_SI_ClassSchedules_402_Screen_10_15506	AA	F	AA	O
3.S91A_LS_WPA_402_Screen_4_15535	AA	F	AA	H
4.S91A_LS_WPA_402_Screen_10_15541	AA	M	AA	O
5.S91A_MS_Carbon_402_Screen_4_15479	AA	F	AA	H
6.S91A_MS_Carbon_402_Screen_12_15487	AA	M	AA	H

**Table 4.2.10.4.6.2**

DIF Analysis and Summary: Spek 9-12B S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	3	3	1	5
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.S91A_SI_ClassSchedules_402_Screen_10_15506	AA	F	AA	O
2.S91C_SI_ClassSchedules_402_Screen_18_15514	AA	F	AA	O
3.S91A_LS_WPA_402_Screen_10_15541	AA	M	AA	O
4.S91C_LS_WPA_402_Screen_17_15548	AA	F	AA	O
5.S91A_MS_Carbon_402_Screen_12_15487	AA	M	AA	O
6.S91C_MS_Carbon_402_Screen_20_15495	AA	M	AA	H

Note: the test form is shared between 9-12B and 9-12C.

**Table 4.2.10.4.6.3**

DIF Analysis and Summary: Spek 9-12C S402 Paper

<b>DIF Summary</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
<b>DIF Level</b>	<b>Favoring Male (M)</b>	<b>Favoring Female (F)</b>	<b>Favoring Hispanic (H)</b>	<b>Favoring Other (O)</b>
AA	3	3	1	5
BB	0	0	0	0
CC	0	0	0	0
<b>Name</b>	<b>Male/Female</b>		<b>Hispanic/Other</b>	
	<b>DIF Level</b>	<b>Favored Group</b>	<b>DIF Level</b>	<b>Favored Group</b>
1.S91A_SI_ClassSchedules_402_Screen_10_15506	AA	F	AA	O
2.S91C_SI_ClassSchedules_402_Screen_18_15514	AA	F	AA	O
3.S91A_LS_WPA_402_Screen_10_15541	AA	M	AA	O
4.S91C_LS_WPA_402_Screen_17_15548	AA	F	AA	O
5.S91A_MS_Carbon_402_Screen_12_15487	AA	M	AA	O
6.S91C_MS_Carbon_402_Screen_20_15495	AA	M	AA	H

Note: the test form is shared between 9-12B and 9-12C.

### 4.2.11 Raw Score to Scale Score Conversion

This section presents the raw score to scale score conversion tables for each test form. The first column shows all possible raw scores. The following column(s) show the corresponding scale score for each grade in the grade-level cluster.

The next column shows the conditional standard error (i.e., from the Rasch analysis) in the metric of the scale score. The last two columns show a lower bound (i.e., the scale score minus one standard error) and an upper bound (i.e., the scale score plus one standard error) around the scale score. In some cases, the resulting lower bound is below 100, which has been set as the lowest score on the scale. In those cases, the lower bound has been set at 100. In each case, these three values (conditional standard error, lower bound, upper bound) correspond to the scale score for the highest grade in the cluster.

As can be clearly seen from the table, on any dichotomously scored test form, standard errors are very large at the lowest and highest ends of the raw score scale. Because of this phenomenon and because the scale scores are combined to form composite scores, the top scale scores for the Listening and Reading forms were often adjusted for an end-of-scale effect by allowing the top scale scores to increase only at the same rate as the preceding scale scores. If they were not adjusted, their effect in the composite scores might be excessive.

Thus, if scale scores on the upper end of the raw score scale increased with each raw score by 9 scale points before the group of adjusted scores, then each of the adjusted scores would increase by only 9 scale points each. The original scale scores subject to adjustment were computed from logit scores. Implementing the end-of-scale adjustment reduces the range of the original scale scores; however, the lower and upper bounds of the adjusted scale scores always fall within the range of the original unadjusted scale scores.

At the lower end of the raw score scale, scale scores are truncated where necessary so that the lowest scale score given is the scale score corresponding to a proficiency level score of 1.0.

In cases where the scale score has been adjusted, the standard error and the lower and upper bounds reflect the truncated scale score.

Note additionally that for Writing and Speaking, for each grade-level cluster, the Tier B form is identical to the Tier C form. The tables are therefore simply repeated in the section for the Tier B form and the section for the Tier C form.

Note that the tables in this section do not apply in cases where a mode-adjusted scale score or proficiency level is computed.

#### 4.2.11.1 Listening

##### 4.2.11.1.0 Kindergarten

**Table 4.2.11.1.0**

Raw Score to Scale Score Conversion: List K S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	100	23.29	100.00^	123.29
1	100	23.29	100.00^	123.29
2	100	23.29	100.00^	123.29
3	100	23.29	100.00^	123.29
4	100	23.29	100.00^	123.29
5	100	23.29	100.00^	123.29
6	100	23.29	100.00^	123.29
7	114	22.54	100.00^	136.54
8	127	21.42	105.58	148.42
9	139	20.66	118.34	159.66
10	150	19.91	130.09	169.91
11	160	19.54	140.46	179.54
12	170	19.16	150.84	189.16
13	180	18.79	161.21	198.79
14	189	18.41	170.59	207.41
15	198	18.03	179.97	216.03
16	207	18.03	188.97	225.03
17	215	18.03	196.97	233.03
18	224	18.03	205.97	242.03
19	232	18.03	213.97	250.03
20	241	18.03	222.97	259.03
21	250	18.41	231.59	268.41
22	259	18.79	240.21	277.79
23	269	19.16	249.84	288.16
24	279	19.91	259.09	298.91
25	290	21.04	268.96	311.04
26	303	22.54	280.46	325.54
27	318	25.17	292.83	343.17
28	333	28.44	304.56	361.44
29	348	33.02	314.98	381.02
30	363	38.10	324.90	401.10

^ Truncated

4.2.11.1.1 Grade 1

**Table 4.2.11.1.1.1**

Raw Score to Scale Score Conversion: List 1A S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 1			
0	104^	45.46	100.00^	153.46
1	121	39.37	100.00^	160.37
2	151	29.14	121.86	180.14
3	170	24.88	145.12	194.88
4	185	22.52	162.48	207.52
5	197	21.06	175.94	218.06
6	209	20.13	188.87	229.13
7	219	19.54	199.46	238.54
8	229	19.22	209.78	248.22
9	239	19.12	219.88	258.12
10	249	19.23	229.77	268.23
11	258	19.55	238.45	277.55
12	269	20.14	248.86	289.14
13	280	21.08	258.92	301.08
14	293	22.54	270.46	315.54
15	308	24.89	283.11	332.89
16	323*	28.18	294.82	351.18
17	338*	32.69	305.31	370.69
18	353*	37.95	315.05	390.95

^ Truncated

\* Adjusted for end of scale effect

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



**Table 4.2.11.1.1.2**

Raw Score to Scale Score Conversion: List 1B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 1			
0	104^	52.22	100.00^	160.22
1	132	39.73	100.00^	171.73
2	163	29.66	133.34	192.66
3	183	25.51	157.49	208.51
4	199	23.21	175.79	222.21
5	212	21.75	190.25	233.75
6	224	20.76	203.24	244.76
7	235	20.06	214.94	255.06
8	245	19.57	225.43	264.57
9	255	19.25	235.75	274.25
10	265	19.07	245.93	284.07
11	275	19.04	255.96	294.04
12	285	19.16	265.84	304.16
13	294	19.43	274.57	313.43
14	305	19.89	285.11	324.89
15	316	20.58	295.42	336.58
16	327	21.60	305.40	348.60
17	341	23.12	317.88	364.12
18	356	25.51	330.49	381.51
19	371*	28.55	342.45	399.55
20	386*	32.31	353.69	418.31
21	401*	37.57	363.43	438.57

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.1.1.3**

Raw Score to Scale Score Conversion: List 1C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 1			
0	104^	60.87	100.00^	168.87
1	145	39.16	105.84	184.16
2	174	28.84	145.16	202.84
3	193	24.52	168.48	217.52
4	207	22.12	184.88	229.12
5	219	20.61	198.39	239.61
6	230	19.61	210.39	249.61
7	240	18.94	221.06	258.94
8	249	18.51	230.49	267.51
9	258	18.25	239.75	276.25
10	267	18.15	248.85	285.15
11	276	18.19	257.81	294.19
12	285	18.36	266.64	303.36
13	294	18.69	275.31	312.69
14	303	19.20	283.80	322.20
15	313	19.94	293.06	332.94
16	325	21.01	303.99	346.01
17	337	22.58	314.42	359.58
18	352	25.04	326.96	377.04
19	367*	28.18	338.82	395.18
20	382*	32.69	349.31	414.69
21	397*	37.57	359.43	434.57

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.1.2 Grade 2

**Table 4.2.11.1.2.1**

Raw Score to Scale Score Conversion: List 2A S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 2			
0	108^	45.46	100.00^	153.46
1	121	39.37	100.00^	160.37
2	151	29.14	121.86	180.14
3	170	24.88	145.12	194.88
4	185	22.52	162.48	207.52
5	197	21.06	175.94	218.06
6	209	20.13	188.87	229.13
7	219	19.54	199.46	238.54
8	229	19.22	209.78	248.22
9	239	19.12	219.88	258.12
10	249	19.23	229.77	268.23
11	258	19.55	238.45	277.55
12	269	20.14	248.86	289.14
13	280	21.08	258.92	301.08
14	293	22.54	270.46	315.54
15	308	24.89	283.11	332.89
16	323*	28.18	294.82	351.18
17	338*	32.69	305.31	370.69
18	353*	37.95	315.05	390.95

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.1.2.2**

Raw Score to Scale Score Conversion: List 2B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 2			
0	108^	52.22	100.00^	160.22
1	132	39.73	100.00^	171.73
2	163	29.66	133.34	192.66
3	183	25.51	157.49	208.51
4	199	23.21	175.79	222.21
5	212	21.75	190.25	233.75
6	224	20.76	203.24	244.76
7	235	20.06	214.94	255.06
8	245	19.57	225.43	264.57
9	255	19.25	235.75	274.25
10	265	19.07	245.93	284.07
11	275	19.04	255.96	294.04
12	285	19.16	265.84	304.16
13	294	19.43	274.57	313.43
14	305	19.89	285.11	324.89
15	316	20.58	295.42	336.58
16	327	21.60	305.40	348.60
17	341	23.12	317.88	364.12
18	356	25.51	330.49	381.51
19	371*	28.55	342.45	399.55
20	386*	32.31	353.69	418.31
21	401*	37.57	363.43	438.57

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.1.2.3**

Raw Score to Scale Score Conversion: List 2C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 2			
0	108^	60.87	100.00^	168.87
1	145	39.16	105.84	184.16
2	174	28.84	145.16	202.84
3	193	24.52	168.48	217.52
4	207	22.12	184.88	229.12
5	219	20.61	198.39	239.61
6	230	19.61	210.39	249.61
7	240	18.94	221.06	258.94
8	249	18.51	230.49	267.51
9	258	18.25	239.75	276.25
10	267	18.15	248.85	285.15
11	276	18.19	257.81	294.19
12	285	18.36	266.64	303.36
13	294	18.69	275.31	312.69
14	303	19.20	283.80	322.20
15	313	19.94	293.06	332.94
16	325	21.01	303.99	346.01
17	337	22.58	314.42	359.58
18	352	25.04	326.96	377.04
19	367*	28.18	338.82	395.18
20	382*	32.69	349.31	414.69
21	397*	37.57	359.43	434.57

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.1.3 Grade 3

**Table 4.2.11.1.3.1**

Raw Score to Scale Score Conversion: List 3A S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 3			
0	112^	70.26	100.00^	190.26
1	171	42.13	128.87	213.13
2	206	31.61	174.39	237.61
3	228	26.79	201.21	254.79
4	245	23.97	221.03	268.97
5	259	22.15	236.85	281.15
6	272	20.93	251.07	292.93
7	283	20.11	262.89	303.11
8	293	19.59	273.41	312.59
9	303	19.32	283.68	322.32
10	313	19.28	293.72	332.28
11	323	19.48	303.52	342.48
12	333	19.96	313.04	352.96
13	344	20.81	323.19	364.81
14	357	22.20	334.80	379.20
15	371	24.52	346.48	395.52
16	385*	27.80	357.20	412.80
17	399*	31.56	367.44	430.56
18	413*	36.44	376.56	449.44

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.1.3.2**

Raw Score to Scale Score Conversion: List 3B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 3			
0	112^	64.25	100.00^	184.25
1	162	40.59	121.41	202.59
2	194	30.70	163.30	224.70
3	216	26.59	189.41	242.59
4	233	24.25	208.75	257.25
5	248	22.70	225.30	270.70
6	261	21.57	239.43	282.57
7	272	20.72	251.28	292.72
8	284	20.07	263.93	304.07
9	294	19.59	274.41	313.59
10	304	19.26	284.74	323.26
11	314	19.07	294.93	333.07
12	323	19.04	303.96	342.04
13	333	19.16	313.84	352.16
14	343	19.48	323.52	362.48
15	353	20.05	332.95	373.05
16	365	20.95	344.05	385.95
17	377	22.38	354.62	399.38
18	392	24.71	367.29	416.71
19	407*	28.18	378.82	435.18
20	422*	32.31	389.69	454.31
21	437*	37.95	399.05	474.95

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.1.3.3**

Raw Score to Scale Score Conversion: List 3C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 3			
0	112^	123.23	100.00^	243.23
1	213	39.83	173.17	252.83
2	244	29.59	214.41	273.59
3	263	25.23	237.77	288.23
4	278	22.72	255.28	300.72
5	291	21.09	269.91	312.09
6	302	19.98	282.02	321.98
7	313	19.21	293.79	332.21
8	322	18.68	303.32	340.68
9	331	18.35	312.65	349.35
10	340	18.18	321.82	358.18
11	349	18.17	330.83	367.17
12	358	18.29	339.71	376.29
13	367	18.57	348.43	385.57
14	376	19.03	356.97	395.03
15	386	19.72	366.28	405.72
16	397	20.73	376.27	417.73
17	409	22.25	386.75	431.25
18	424	24.65	399.35	448.65
19	439*	28.18	410.82	467.18
20	454*	32.31	421.69	486.31
21	469*	37.95	431.05	506.95

^ Truncated

\* Adjusted for end of scale effect

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



4.2.11.1.4 Grades 4–5

**Table 4.2.11.1.4.1**

Raw Score to Scale Score Conversion: List 4-5A S402 Paper

Raw Score	Scale Score		CSEM	Low Bound	High Bound
	Grade 4	Grade 5			
0	116^	120^	70.26	100.00^	190.26
1	171	171	42.13	128.87	213.13
2	206	206	31.61	174.39	237.61
3	228	228	26.79	201.21	254.79
4	245	245	23.97	221.03	268.97
5	259	259	22.15	236.85	281.15
6	272	272	20.93	251.07	292.93
7	283	283	20.11	262.89	303.11
8	293	293	19.59	273.41	312.59
9	303	303	19.32	283.68	322.32
10	313	313	19.28	293.72	332.28
11	323	323	19.48	303.52	342.48
12	333	333	19.96	313.04	352.96
13	344	344	20.81	323.19	364.81
14	357	357	22.20	334.80	379.20
15	371	371	24.52	346.48	395.52
16	385*	385*	27.80	357.20	412.80
17	399*	399*	31.56	367.44	430.56
18	413*	413*	36.44	376.56	449.44

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.1.4.2**

Raw Score to Scale Score Conversion: List 4-5B S402 Paper

Raw Score	Scale Score		CSEM	Low Bound	High Bound
	Grade 4	Grade 5			
0	116^	120^	64.25	100.00^	184.25
1	162	162	40.59	121.41	202.59
2	194	194	30.70	163.30	224.70
3	216	216	26.59	189.41	242.59
4	233	233	24.25	208.75	257.25
5	248	248	22.70	225.30	270.70
6	261	261	21.57	239.43	282.57
7	272	272	20.72	251.28	292.72
8	284	284	20.07	263.93	304.07
9	294	294	19.59	274.41	313.59
10	304	304	19.26	284.74	323.26
11	314	314	19.07	294.93	333.07
12	323	323	19.04	303.96	342.04
13	333	333	19.16	313.84	352.16
14	343	343	19.48	323.52	362.48
15	353	353	20.05	332.95	373.05
16	365	365	20.95	344.05	385.95
17	377	377	22.38	354.62	399.38
18	392	392	24.71	367.29	416.71
19	407*	407*	28.18	378.82	435.18
20	422*	422*	32.31	389.69	454.31
21	437*	437*	37.95	399.05	474.95

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.1.4.3**

Raw Score to Scale Score Conversion: List 4-5C S402 Paper

Raw Score	Scale Score		CSEM	Low Bound	High Bound
	Grade 4	Grade 5			
0	116^	120^	123.23	100.00^	243.23
1	213	213	39.83	173.17	252.83
2	244	244	29.59	214.41	273.59
3	263	263	25.23	237.77	288.23
4	278	278	22.72	255.28	300.72
5	291	291	21.09	269.91	312.09
6	302	302	19.98	282.02	321.98
7	313	313	19.21	293.79	332.21
8	322	322	18.68	303.32	340.68
9	331	331	18.35	312.65	349.35
10	340	340	18.18	321.82	358.18
11	349	349	18.17	330.83	367.17
12	358	358	18.29	339.71	376.29
13	367	367	18.57	348.43	385.57
14	376	376	19.03	356.97	395.03
15	386	386	19.72	366.28	405.72
16	397	397	20.73	376.27	417.73
17	409	409	22.25	386.75	431.25
18	424	424	24.65	399.35	448.65
19	439*	439*	28.18	410.82	467.18
20	454*	454*	32.31	421.69	486.31
21	469*	469*	37.95	431.05	506.95

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.1.5 Grades 6–8

**Table 4.2.11.1.5.1**

Raw Score to Scale Score Conversion: List 6-8A S402 Paper

Raw Score	Scale Score			CSEM	Low Bound	High Bound
	Grade 6	Grade 7	Grade 8			
0	124^	128^	132^	68.00	100.00^	200.00
1	178	178	178	40.14	137.86	218.14
2	210	210	210	30.24	179.76	240.24
3	230	230	230	26.21	203.79	256.21
4	247	247	247	23.99	223.01	270.99
5	261	261	261	22.57	238.43	283.57
6	274	274	274	21.58	252.42	295.58
7	286	286	286	20.89	265.11	306.89
8	298	298	298	20.43	277.57	318.43
9	309	309	309	20.16	288.84	329.16
10	319	319	319	20.11	298.89	339.11
11	330	330	330	20.28	309.72	350.28
12	341	341	341	20.73	320.27	361.73
13	353	353	353	21.54	331.46	374.54
14	366	366	366	22.88	343.12	388.88
15	382	382	382	25.13	356.87	407.13
16	398*	398*	398*	28.55	369.45	426.55
17	414*	414*	414*	33.06	380.94	447.06
18	430*	430*	430*	39.07	390.93	469.07

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.1.5.2**

Raw Score to Scale Score Conversion: List 6-8B S402 Paper

Raw Score	Scale Score			CSEM	Low Bound	High Bound
	Grade 6	Grade 7	Grade 8			
0	124^	128^	132^	83.03	100.00^	215.03
1	194	194	194	39.42	154.58	233.42
2	223	223	223	29.11	193.89	252.11
3	242	242	242	24.76	217.24	266.76
4	257	257	257	22.30	234.70	279.30
5	269	269	269	20.73	248.27	289.73
6	280	280	280	19.68	260.32	299.68
7	290	290	290	18.95	271.05	308.95
8	299	299	299	18.48	280.52	317.48
9	308	308	308	18.20	289.80	326.20
10	317	317	317	18.09	298.91	335.09
11	326	326	326	18.12	307.88	344.12
12	335	335	335	18.31	316.69	353.31
13	344	344	344	18.67	325.33	362.67
14	353	353	353	19.21	333.79	372.21
15	363	363	363	19.99	343.01	382.99
16	375	375	375	21.10	353.90	396.10
17	387	387	387	22.71	364.29	409.71
18	402	402	402	25.18	376.82	427.18
19	417*	417*	417*	28.18	388.82	445.18
20	432*	432*	432*	32.31	399.69	464.31
21	447*	447*	447*	37.57	409.43	484.57

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.1.5.3**

Raw Score to Scale Score Conversion: List 6-8C S402 Paper

Raw Score	Scale Score			CSEM	Low Bound	High Bound
	Grade 6	Grade 7	Grade 8			
0	124^	128^	132^	131.87	100.00^	263.87
1	229	229	229	39.31	189.69	268.31
2	259	259	259	28.94	230.06	287.94
3	278	278	278	24.55	253.45	302.55
4	292	292	292	22.05	269.95	314.05
5	304	304	304	20.45	283.55	324.45
6	314	314	314	19.36	294.64	333.36
7	324	324	324	18.61	305.39	342.61
8	333	333	333	18.11	314.89	351.11
9	341	341	341	17.80	323.20	358.80
10	350	350	350	17.66	332.34	367.66
11	358	358	358	17.67	340.33	375.67
12	367	367	367	17.83	349.17	384.83
13	375	375	375	18.16	356.84	393.16
14	384	384	384	18.69	365.31	402.69
15	394	394	394	19.45	374.55	413.45
16	404	404	404	20.57	383.43	424.57
17	417	417	417	22.20	394.80	439.20
18	431	431	431	24.73	406.27	455.73
19	445*	445*	445*	27.80	417.20	472.80
20	459*	459*	459*	31.94	427.06	490.94
21	473*	473*	473*	36.82	436.18	509.82

^ Truncated

\* Adjusted for end of scale effect

4.2.11.1.6 Grades 9–12

**Table 4.2.11.1.6.1**

Raw Score to Scale Score Conversion: List 9-12A S402 Paper

Raw Score	Scale Score				CSEM	Low Bound	High Bound
	Grade 9	Grade 10	Grade 11	Grade 12			
0	136^	140^	144^	148^	51.85	100.00^	199.85
1	171	171	171	171	40.28	130.72	211.28
2	203	203	203	203	30.38	172.62	233.38
3	224	224	224	224	26.33	197.67	250.33
4	241	241	241	241	24.10	216.90	265.10
5	255	255	255	255	22.71	232.29	277.71
6	269	269	269	269	21.80	247.20	290.80
7	281	281	281	281	21.20	259.80	302.20
8	293	293	293	293	20.82	272.18	313.82
9	304	304	304	304	20.63	283.37	324.63
10	315	315	315	315	20.64	294.36	335.64
11	327	327	327	327	20.85	306.15	347.85
12	339	339	339	339	21.32	317.68	360.32
13	351	351	351	351	22.13	328.87	373.13
14	365	365	365	365	23.46	341.54	388.46
15	381	381	381	381	25.69	355.31	406.69
16	397*	397*	397*	397*	28.93	368.07	425.93
17	413*	413*	413*	413*	33.06	379.94	446.06
18	429*	429*	429*	429*	38.70	390.30	467.70

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.1.6.2**

Raw Score to Scale Score Conversion: List 9-12B S402 Paper

Raw Score	Scale Score				CSEM	Low Bound	High Bound
	Grade 9	Grade 10	Grade 11	Grade 12			
0	136^	140^	144^	148^	83.41	100.00^	231.41
1	211	211	211	211	40.24	170.76	251.24
2	242	242	242	242	30.23	211.77	272.23
3	263	263	263	263	26.08	236.92	289.08
4	280	280	280	280	23.76	256.24	303.76
5	294	294	294	294	22.30	271.70	316.30
6	306	306	306	306	21.31	284.69	327.31
7	318	318	318	318	20.61	297.39	338.61
8	329	329	329	329	20.11	308.89	349.11
9	340	340	340	340	19.76	320.24	359.76
10	350	350	350	350	19.54	330.46	369.54
11	360	360	360	360	19.43	340.57	379.43
12	370	370	370	370	19.45	350.55	389.45
13	380	380	380	380	19.61	360.39	399.61
14	390	390	390	390	19.94	370.06	409.94
15	401	401	401	401	20.49	380.51	421.49
16	413	413	413	413	21.37	391.63	434.37
17	426	426	426	426	22.76	403.24	448.76
18	441	441	441	441	25.04	415.96	466.04
19	456*	456*	456*	456*	28.18	427.82	484.18
20	471*	471*	471*	471*	32.31	438.69	503.31
21	486*	486*	486*	486*	37.95	448.05	523.95

^ Truncated

\* Adjusted for end of scale effect



**Table 4.2.11.1.6.3**

Raw Score to Scale Score Conversion: List 9-12C S402 Paper

Raw Score	Scale Score				CSEM	Low Bound	High Bound
	Grade 9	Grade 10	Grade 11	Grade 12			
0	136^	140^	144^	148^	142.39	100.00^	290.39
1	251	251	251	251	39.13	211.87	290.13
2	280	280	280	280	28.81	251.19	308.81
3	299	299	299	299	24.48	274.52	323.48
4	313	313	313	313	22.07	290.93	335.07
5	325	325	325	325	20.54	304.46	345.54
6	335	335	335	335	19.53	315.47	354.53
7	345	345	345	345	18.84	326.16	363.84
8	354	354	354	354	18.38	335.62	372.38
9	363	363	363	363	18.09	344.91	381.09
10	372	372	372	372	17.96	354.04	389.96
11	381	381	381	381	17.95	363.05	398.95
12	389	389	389	389	18.08	370.92	407.08
13	398	398	398	398	18.36	379.64	416.36
14	407	407	407	407	18.81	388.19	425.81
15	417	417	417	417	19.50	397.50	436.50
16	427	427	427	427	20.50	406.50	447.50
17	439	439	439	439	22.02	416.98	461.02
18	454	454	454	454	24.42	429.58	478.42
19	469*	469*	469*	469*	27.80	441.20	496.80
20	484*	484*	484*	484*	32.31	451.69	516.31
21	499*	499*	499*	499*	38.32	460.68	537.32

^ Truncated

\* Adjusted for end of scale effect

## 4.2.11.2 Reading

### 4.2.11.2.0 Kindergarten

**Table 4.2.11.2.0**

Raw Score to Scale Score Conversion: Read K S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	100	17.21	100.00^	117.21
1	100	17.21	100.00^	117.21
2	100	17.21	100.00^	117.21
3	100	17.21	100.00^	117.21
4	100	17.21	100.00^	117.21
5	100	17.21	100.00^	117.21
6	100	17.21	100.00^	117.21
7	100	17.21	100.00^	117.21
8	100	17.21	100.00^	117.21
9	100	17.21	100.00^	117.21
10	100	17.21	100.00^	117.21
11	109	17.42	100.00^	126.42
12	120	17.16	102.84	137.16
13	132	16.90	115.10	148.90
14	142	16.38	125.62	158.38
15	152	15.86	136.14	167.86
16	162	15.60	146.40	177.60
17	171	15.08	155.92	186.08
18	180	15.08	164.92	195.08
19	188	14.82	173.18	202.82
20	196	14.82	181.18	210.82
21	205	14.82	190.18	219.82
22	213	14.82	198.18	227.82
23	222	15.08	206.92	237.08
24	230	15.34	214.66	245.34
25	240	15.86	224.14	255.86
26	250	16.64	233.36	266.64
27	260	17.94	242.06	277.94
28	270	19.69	250.31	289.69
29	280	22.08	257.92	302.08
30	290	25.27	264.73	315.27

^ Truncated

4.2.11.2.1 Grade 1

**Table 4.2.11.2.1.1**

Raw Score to Scale Score Conversion: Read 1A S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 1			
0	141^	45.50	104.50	195.50
1	180	27.03	152.97	207.03
2	200	19.83	180.18	219.83
3	212	16.75	195.25	228.75
4	222	15.00	207.00	237.00
5	230	13.87	216.13	243.87
6	237	13.08	223.92	250.08
7	243	12.52	230.48	255.52
8	249	12.11	236.89	261.11
9	255	11.82	243.18	266.82
10	260	11.63	248.37	271.63
11	265	11.51	253.49	276.51
12	270	11.47	258.53	281.47
13	275	11.49	263.51	286.49
14	280	11.59	268.41	291.59
15	285	11.77	273.23	296.77
16	291	12.05	278.95	303.05
17	297	12.44	284.56	309.44
18	303	12.98	290.02	315.98
19	310	13.75	296.25	323.75
20	318	14.88	303.12	332.88
21	327	16.62	310.38	343.62
22	336*	18.72	317.28	354.72
23	345*	21.58	323.42	366.58
24	354*	24.70	329.30	378.70

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.1.2**

Raw Score to Scale Score Conversion: Read 1B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 1			
0	141^	90.48	100.00^	240.48
1	216	26.76	189.24	242.76
2	235	19.46	215.54	254.46
3	247	16.33	230.67	263.33
4	257	14.53	242.47	271.53
5	264	13.36	250.64	277.36
6	270	12.53	257.47	282.53
7	276	11.94	264.06	287.94
8	281	11.49	269.51	292.49
9	286	11.16	274.84	297.16
10	291	10.91	280.09	301.91
11	296	10.74	285.26	306.74
12	300	10.64	289.36	310.64
13	304	10.58	293.42	314.58
14	309	10.59	298.41	319.59
15	313	10.64	302.36	323.64
16	317	10.76	306.24	327.76
17	322	10.93	311.07	332.93
18	327	11.18	315.82	338.18
19	331	11.52	319.48	342.52
20	337	11.97	325.03	348.97
21	343	12.57	330.43	355.57
22	349	13.39	335.61	362.39
23	356	14.57	341.43	370.57
24	366	16.36	349.64	382.36
25	376*	18.98	357.02	394.98
26	386*	22.36	363.64	408.36
27	396*	26.26	369.74	422.26

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.1.3**

Raw Score to Scale Score Conversion: Read 1C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 1			
0	141^	77.48	100.00^	227.48
1	208	27.07	180.93	235.07
2	228	19.85	208.15	247.85
3	241	16.76	224.24	257.76
4	251	14.98	236.02	265.98
5	259	13.81	245.19	272.81
6	265	12.99	252.01	277.99
7	272	12.38	259.62	284.38
8	277	11.93	265.07	288.93
9	283	11.59	271.41	294.59
10	288	11.34	276.66	299.34
11	293	11.16	281.84	304.16
12	297	11.04	285.96	308.04
13	302	10.98	291.02	312.98
14	307	10.97	296.03	317.97
15	311	11.02	299.98	322.02
16	316	11.12	304.88	327.12
17	321	11.29	309.71	332.29
18	326	11.53	314.47	337.53
19	331	11.85	319.15	342.85
20	337	12.29	324.71	349.29
21	343	12.88	330.12	355.88
22	349	13.69	335.31	362.69
23	357	14.84	342.16	371.84
24	367	16.61	350.39	383.61
25	377*	19.24	357.76	396.24
26	387*	22.36	364.64	409.36
27	397*	26.00	371.00	423.00

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.2.2 Grade 2

**Table 4.2.11.2.2.1**

Raw Score to Scale Score Conversion: Read 2A S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 2			
0	150 <sup>^</sup>	45.50	104.50	195.50
1	180	27.03	152.97	207.03
2	200	19.83	180.18	219.83
3	212	16.75	195.25	228.75
4	222	15.00	207.00	237.00
5	230	13.87	216.13	243.87
6	237	13.08	223.92	250.08
7	243	12.52	230.48	255.52
8	249	12.11	236.89	261.11
9	255	11.82	243.18	266.82
10	260	11.63	248.37	271.63
11	265	11.51	253.49	276.51
12	270	11.47	258.53	281.47
13	275	11.49	263.51	286.49
14	280	11.59	268.41	291.59
15	285	11.77	273.23	296.77
16	291	12.05	278.95	303.05
17	297	12.44	284.56	309.44
18	303	12.98	290.02	315.98
19	310	13.75	296.25	323.75
20	318	14.88	303.12	332.88
21	327	16.62	310.38	343.62
22	336*	18.72	317.28	354.72
23	345*	21.58	323.42	366.58
24	354*	24.70	329.30	378.70

<sup>^</sup> Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.2.2**

Raw Score to Scale Score Conversion: Read 2B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 2			
0	150^	90.48	100.00^	240.48
1	216	26.76	189.24	242.76
2	235	19.46	215.54	254.46
3	247	16.33	230.67	263.33
4	257	14.53	242.47	271.53
5	264	13.36	250.64	277.36
6	270	12.53	257.47	282.53
7	276	11.94	264.06	287.94
8	281	11.49	269.51	292.49
9	286	11.16	274.84	297.16
10	291	10.91	280.09	301.91
11	296	10.74	285.26	306.74
12	300	10.64	289.36	310.64
13	304	10.58	293.42	314.58
14	309	10.59	298.41	319.59
15	313	10.64	302.36	323.64
16	317	10.76	306.24	327.76
17	322	10.93	311.07	332.93
18	327	11.18	315.82	338.18
19	331	11.52	319.48	342.52
20	337	11.97	325.03	348.97
21	343	12.57	330.43	355.57
22	349	13.39	335.61	362.39
23	356	14.57	341.43	370.57
24	366	16.36	349.64	382.36
25	376*	18.98	357.02	394.98
26	386*	22.36	363.64	408.36
27	396*	26.26	369.74	422.26

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.2.3**

Raw Score to Scale Score Conversion: Read 2C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 2			
0	150^	77.48	100.00^	227.48
1	208	27.07	180.93	235.07
2	228	19.85	208.15	247.85
3	241	16.76	224.24	257.76
4	251	14.98	236.02	265.98
5	259	13.81	245.19	272.81
6	265	12.99	252.01	277.99
7	272	12.38	259.62	284.38
8	277	11.93	265.07	288.93
9	283	11.59	271.41	294.59
10	288	11.34	276.66	299.34
11	293	11.16	281.84	304.16
12	297	11.04	285.96	308.04
13	302	10.98	291.02	312.98
14	307	10.97	296.03	317.97
15	311	11.02	299.98	322.02
16	316	11.12	304.88	327.12
17	321	11.29	309.71	332.29
18	326	11.53	314.47	337.53
19	331	11.85	319.15	342.85
20	337	12.29	324.71	349.29
21	343	12.88	330.12	355.88
22	349	13.69	335.31	362.69
23	357	14.84	342.16	371.84
24	367	16.61	350.39	383.61
25	377*	19.24	357.76	396.24
26	387*	22.36	364.64	409.36
27	397*	26.00	371.00	423.00

^ Truncated

\* Adjusted for end of scale effect

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



4.2.11.2.3 Grade 3

**Table 4.2.11.2.3.1**

Raw Score to Scale Score Conversion: Read 3A S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 3			
0	158 <sup>^</sup>	52.00	123.00	227.00
1	212	27.11	184.89	239.11
2	232	19.93	212.07	251.93
3	245	16.89	228.11	261.89
4	255	15.16	239.84	270.16
5	263	14.04	248.96	277.04
6	270	13.27	256.73	283.27
7	277	12.72	264.28	289.72
8	283	12.32	270.68	295.32
9	288	12.03	275.97	300.03
10	294	11.84	282.16	305.84
11	299	11.72	287.28	310.72
12	304	11.68	292.32	315.68
13	310	11.70	298.30	321.70
14	315	11.80	303.20	326.80
15	320	11.98	308.02	331.98
16	326	12.25	313.75	338.25
17	332	12.64	319.36	344.64
18	338	13.18	324.82	351.18
19	346	13.95	332.05	359.95
20	354	15.08	338.92	369.08
21	363	16.82	346.18	379.82
22	372*	18.98	353.02	390.98
23	381*	21.32	359.68	402.32
24	390*	24.70	365.30	414.70

<sup>^</sup> Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.3.2**

Raw Score to Scale Score Conversion: Read 3B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 3			
0	158^	85.54	100.00^	260.54
1	238	26.96	211.04	264.96
2	258	19.74	238.26	277.74
3	271	16.66	254.34	287.66
4	280	14.90	265.10	294.90
5	288	13.75	274.25	301.75
6	295	12.94	282.06	307.94
7	301	12.34	288.66	313.34
8	307	11.89	295.11	318.89
9	312	11.55	300.45	323.55
10	317	11.29	305.71	328.29
11	322	11.10	310.90	333.10
12	327	10.96	316.04	337.96
13	331	10.89	320.11	341.89
14	336	10.86	325.14	346.86
15	340	10.89	329.11	350.89
16	345	10.97	334.03	355.97
17	349	11.12	337.88	360.12
18	354	11.34	342.66	365.34
19	359	11.65	347.35	370.65
20	365	12.07	352.93	377.07
21	371	12.65	358.35	383.65
22	377	13.45	363.55	390.45
23	385	14.60	370.40	399.60
24	394	16.38	377.62	410.38
25	403*	18.72	384.28	421.72
26	412*	21.58	390.42	433.58
27	421*	24.70	396.30	445.70

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.3.3**

Raw Score to Scale Score Conversion: Read 3C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound
	Grade 3			
0	158^	149.24	100.00^	324.24
1	268	27.11	240.89	295.11
2	288	19.85	268.15	307.85
3	301	16.70	284.30	317.70
4	310	14.87	295.13	324.87
5	318	13.66	304.34	331.66
6	325	12.80	312.20	337.80
7	331	12.16	318.84	343.16
8	336	11.69	324.31	347.69
9	341	11.32	329.68	352.32
10	346	11.05	334.95	357.05
11	351	10.86	340.14	361.86
12	355	10.73	344.27	365.73
13	360	10.65	349.35	370.65
14	364	10.64	353.36	374.64
15	368	10.67	357.33	378.67
16	373	10.77	362.23	383.77
17	377	10.93	366.07	387.93
18	382	11.16	370.84	393.16
19	387	11.48	375.52	398.48
20	392	11.91	380.09	403.91
21	398	12.50	385.50	410.50
22	404	13.31	390.69	417.31
23	412	14.47	397.53	426.47
24	421	16.27	404.73	437.27
25	430*	18.72	411.28	448.72
26	439*	21.58	417.42	460.58
27	448*	24.96	423.04	472.96

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.2.4 Grades 4–5

**Table 4.2.11.2.4.1**

Raw Score to Scale Score Conversion: Read 4-5A S402 Paper

Raw Score	Scale Score		CSEM	Low Bound	High Bound
	Grade 4	Grade 5			
0	166^	175^	52.00	123.00	227.00
1	212	212	27.11	184.89	239.11
2	232	232	19.93	212.07	251.93
3	245	245	16.89	228.11	261.89
4	255	255	15.16	239.84	270.16
5	263	263	14.04	248.96	277.04
6	270	270	13.27	256.73	283.27
7	277	277	12.72	264.28	289.72
8	283	283	12.32	270.68	295.32
9	288	288	12.03	275.97	300.03
10	294	294	11.84	282.16	305.84
11	299	299	11.72	287.28	310.72
12	304	304	11.68	292.32	315.68
13	310	310	11.70	298.30	321.70
14	315	315	11.80	303.20	326.80
15	320	320	11.98	308.02	331.98
16	326	326	12.25	313.75	338.25
17	332	332	12.64	319.36	344.64
18	338	338	13.18	324.82	351.18
19	346	346	13.95	332.05	359.95
20	354	354	15.08	338.92	369.08
21	363	363	16.82	346.18	379.82
22	372*	372*	18.98	353.02	390.98
23	381*	381*	21.32	359.68	402.32
24	390*	390*	24.70	365.30	414.70

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.4.2**

Raw Score to Scale Score Conversion: Read 4-5B S402 Paper

Raw Score	Scale Score		CSEM	Low Bound	High Bound
	Grade 4	Grade 5			
0	166^	175^	85.54	100.00^	260.54
1	238	238	26.96	211.04	264.96
2	258	258	19.74	238.26	277.74
3	271	271	16.66	254.34	287.66
4	280	280	14.90	265.10	294.90
5	288	288	13.75	274.25	301.75
6	295	295	12.94	282.06	307.94
7	301	301	12.34	288.66	313.34
8	307	307	11.89	295.11	318.89
9	312	312	11.55	300.45	323.55
10	317	317	11.29	305.71	328.29
11	322	322	11.10	310.90	333.10
12	327	327	10.96	316.04	337.96
13	331	331	10.89	320.11	341.89
14	336	336	10.86	325.14	346.86
15	340	340	10.89	329.11	350.89
16	345	345	10.97	334.03	355.97
17	349	349	11.12	337.88	360.12
18	354	354	11.34	342.66	365.34
19	359	359	11.65	347.35	370.65
20	365	365	12.07	352.93	377.07
21	371	371	12.65	358.35	383.65
22	377	377	13.45	363.55	390.45
23	385	385	14.60	370.40	399.60
24	394	394	16.38	377.62	410.38
25	403*	403*	18.72	384.28	421.72
26	412*	412*	21.58	390.42	433.58
27	421*	421*	24.70	396.30	445.70

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.2.4.3**

Raw Score to Scale Score Conversion: Read 4-5C S402 Paper

Raw Score	Scale Score		CSEM	Low Bound	High Bound
	Grade 4	Grade 5			
0	166^	175^	149.24	100.00^	324.24
1	268	268	27.11	240.89	295.11
2	288	288	19.85	268.15	307.85
3	301	301	16.70	284.30	317.70
4	310	310	14.87	295.13	324.87
5	318	318	13.66	304.34	331.66
6	325	325	12.80	312.20	337.80
7	331	331	12.16	318.84	343.16
8	336	336	11.69	324.31	347.69
9	341	341	11.32	329.68	352.32
10	346	346	11.05	334.95	357.05
11	351	351	10.86	340.14	361.86
12	355	355	10.73	344.27	365.73
13	360	360	10.65	349.35	370.65
14	364	364	10.64	353.36	374.64
15	368	368	10.67	357.33	378.67
16	373	373	10.77	362.23	383.77
17	377	377	10.93	366.07	387.93
18	382	382	11.16	370.84	393.16
19	387	387	11.48	375.52	398.48
20	392	392	11.91	380.09	403.91
21	398	398	12.50	385.50	410.50
22	404	404	13.31	390.69	417.31
23	412	412	14.47	397.53	426.47
24	421	421	16.27	404.73	437.27
25	430*	430*	18.72	411.28	448.72
26	439*	439*	21.58	417.42	460.58
27	448*	448*	24.96	423.04	472.96

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.2.5 Grades 6–8

**Table 4.2.11.2.5.1**

Raw Score to Scale Score Conversion: Read 6-8A S402 Paper

Raw Score	Scale Score			CSEM	Low Bound	High Bound
	Grade 6	Grade 7	Grade 8			
0	183^	191^	200^	51.48	148.52	251.48
1	236	236	236	27.15	208.85	263.15
2	256	256	256	19.97	236.03	275.97
3	269	269	269	16.90	252.10	285.90
4	279	279	279	15.15	263.85	294.15
5	287	287	287	14.02	272.98	301.02
6	294	294	294	13.24	280.76	307.24
7	301	301	301	12.68	288.33	313.68
8	307	307	307	12.27	294.73	319.27
9	312	312	312	11.98	300.02	323.98
10	318	318	318	11.79	306.21	329.79
11	323	323	323	11.68	311.32	334.68
12	328	328	328	11.63	316.37	339.63
13	334	334	334	11.66	322.34	345.66
14	339	339	339	11.76	327.24	350.76
15	344	344	344	11.93	332.07	355.93
16	350	350	350	12.20	337.80	362.20
17	356	356	356	12.58	343.42	368.58
18	362	362	362	13.12	348.88	375.12
19	369	369	369	13.87	355.13	382.87
20	377	377	377	14.98	362.02	391.98
21	387	387	387	16.70	370.30	403.70
22	397*	397*	397*	19.24	377.76	416.24
23	407*	407*	407*	22.36	384.64	429.36
24	417*	417*	417*	26.26	390.74	443.26

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.2.5.2**

Raw Score to Scale Score Conversion: Read 6-8B S402 Paper

Raw Score	Scale Score			CSEM	Low Bound	High Bound
	Grade 6	Grade 7	Grade 8			
0	183^	191^	200^	78.52	121.48	278.52
1	259	259	259	27.27	231.73	286.27
2	280	280	280	20.04	259.96	300.04
3	293	293	293	16.91	276.09	309.91
4	302	302	302	15.08	286.92	317.08
5	311	311	311	13.87	297.13	324.87
6	317	317	317	13.02	303.98	330.02
7	324	324	324	12.38	311.62	336.38
8	329	329	329	11.91	317.09	340.91
9	335	335	335	11.55	323.45	346.55
10	340	340	340	11.28	328.72	351.28
11	344	344	344	11.09	332.91	355.09
12	349	349	349	10.95	338.05	359.95
13	354	354	354	10.88	343.12	364.88
14	358	358	358	10.86	347.14	368.86
15	363	363	363	10.90	352.10	373.90
16	367	367	367	10.99	356.01	377.99
17	372	372	372	11.14	360.86	383.14
18	377	377	377	11.36	365.64	388.36
19	382	382	382	11.68	370.32	393.68
20	387	387	387	12.10	374.90	399.10
21	393	393	393	12.68	380.33	405.68
22	400	400	400	13.47	386.53	413.47
23	407	407	407	14.62	392.38	421.62
24	417	417	417	16.39	400.61	433.39
25	427*	427*	427*	18.98	408.02	445.98
26	437*	437*	437*	22.36	414.64	459.36
27	447*	447*	447*	26.26	420.74	473.26

^ Truncated

\* Adjusted for end of scale effect



**Table 4.2.11.2.5.3**

Raw Score to Scale Score Conversion: Read 6-8C S402 Paper

Raw Score	Scale Score			CSEM	Low Bound	High Bound
	Grade 6	Grade 7	Grade 8			
0	183^	191^	200^	109.72	100.00^	309.72
1	276	276	276	26.75	249.25	302.75
2	295	295	295	19.46	275.54	314.46
3	308	308	308	16.35	291.65	324.35
4	317	317	317	14.57	302.43	331.57
5	324	324	324	13.41	310.59	337.41
6	331	331	331	12.61	318.39	343.61
7	337	337	337	12.03	324.97	349.03
8	342	342	342	11.60	330.40	353.60
9	347	347	347	11.28	335.72	358.28
10	352	352	352	11.05	340.95	363.05
11	356	356	356	10.89	345.11	366.89
12	361	361	361	10.78	350.22	371.78
13	365	365	365	10.74	354.26	375.74
14	370	370	370	10.74	359.26	380.74
15	374	374	374	10.79	363.21	384.79
16	379	379	379	10.90	368.10	389.90
17	383	383	383	11.07	371.93	394.07
18	388	388	388	11.30	376.70	399.30
19	393	393	393	11.63	381.37	404.63
20	399	399	399	12.06	386.94	411.06
21	404	404	404	12.64	391.36	416.64
22	411	411	411	13.45	397.55	424.45
23	418	418	418	14.60	403.40	432.60
24	428	428	428	16.38	411.62	444.38
25	438*	438*	438*	18.98	419.02	456.98
26	448*	448*	448*	22.10	425.90	470.10
27	458*	458*	458*	26.26	431.74	484.26

^ Truncated

\* Adjusted for end of scale effect

4.2.11.2.6 Grades 9–12

**Table 4.2.11.2.6.1**

Raw Score to Scale Score Conversion: Read 9-12A S402 Paper

Raw Score	Scale Score				CSEM	Low Bound	High Bound
	Grade 9	Grade 10	Grade 11	Grade 12			
0	208^	216^	224^	233^	34.32	198.68	267.32
1	246	246	246	246	27.58	218.42	273.58
2	268	268	268	268	20.48	247.52	288.48
3	281	281	281	281	17.43	263.57	298.43
4	292	292	292	292	15.66	276.34	307.66
5	300	300	300	300	14.48	285.52	314.48
6	308	308	308	308	13.64	294.36	321.64
7	315	315	315	315	13.02	301.98	328.02
8	321	321	321	321	12.56	308.44	333.56
9	327	327	327	327	12.20	314.80	339.20
10	333	333	333	333	11.95	321.05	344.95
11	338	338	338	338	11.78	326.22	349.78
12	343	343	343	343	11.69	331.31	354.69
13	349	349	349	349	11.67	337.33	360.67
14	354	354	354	354	11.72	342.28	365.72
15	359	359	359	359	11.86	347.14	370.86
16	365	365	365	365	12.10	352.90	377.10
17	370	370	370	370	12.46	357.54	382.46
18	377	377	377	377	12.97	364.03	389.97
19	383	383	383	383	13.72	369.28	396.72
20	391	391	391	391	14.82	376.18	405.82
21	400	401	401	401	16.55	384.45	417.55
22	411*	411*	409*	411*	19.24	391.76	430.24
23	421*	421*	421*	421*	22.10	398.90	443.10
24	431*	431*	431*	431*	26.26	404.74	457.26

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.2.6.2**

Raw Score to Scale Score Conversion: Read 9-12B S402 Paper

Raw Score	Scale Score				CSEM	Low Bound	High Bound
	Grade 9	Grade 10	Grade 11	Grade 12			
0	208^	216^	224^	233^	44.20	188.80	277.20
1	261	261	261	261	27.38	233.62	288.38
2	282	282	282	282	20.13	261.87	302.13
3	295	295	295	295	16.98	278.02	311.98
4	305	305	305	305	15.13	289.87	320.13
5	313	313	313	313	13.90	299.10	326.90
6	320	320	320	320	13.03	306.97	333.03
7	326	326	326	326	12.39	313.61	338.39
8	332	332	332	332	11.90	320.10	343.90
9	337	337	337	337	11.54	325.46	348.54
10	342	342	342	342	11.26	330.74	353.26
11	347	347	347	347	11.06	335.94	358.06
12	351	351	351	351	10.93	340.07	361.93
13	356	356	356	356	10.85	345.15	366.85
14	360	360	360	360	10.83	349.17	370.83
15	365	365	365	365	10.86	354.14	375.86
16	369	369	369	369	10.96	358.04	379.96
17	374	374	374	374	11.11	362.89	385.11
18	379	379	379	379	11.34	367.66	390.34
19	384	384	384	384	11.66	372.34	395.66
20	389	389	389	389	12.09	376.91	401.09
21	395	395	395	395	12.67	382.33	407.67
22	402	402	402	402	13.48	388.52	415.48
23	409	409	409	409	14.64	394.36	423.64
24	419	419	419	419	16.42	402.58	435.42
25	429*	429*	429*	429*	18.98	410.02	447.98
26	439*	439*	439*	439*	22.36	416.64	461.36
27	449*	449*	449*	449*	26.26	422.74	475.26

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.2.6.3**

Raw Score to Scale Score Conversion: Read 9-12C S402 Paper

Raw Score	Scale Score				CSEM	Low Bound	High Bound
	Grade 9	Grade 10	Grade 11	Grade 12			
0	208^	216^	224^	233^	87.62	145.38	320.62
1	297	297	297	297	26.80	270.20	323.80
2	317	317	317	317	19.50	297.50	336.50
3	329	329	329	329	16.36	312.64	345.36
4	338	338	338	338	14.55	323.45	352.55
5	345	345	345	345	13.35	331.65	358.35
6	352	352	352	352	12.51	339.49	364.51
7	358	358	358	358	11.90	346.11	369.90
8	363	363	363	363	11.43	351.57	374.43
9	368	368	368	368	11.08	356.92	379.08
10	372	372	372	372	10.82	361.18	382.82
11	377	377	377	377	10.63	366.37	387.63
12	381	381	381	381	10.51	370.49	391.51
13	385	385	385	385	10.44	374.56	395.44
14	389	389	389	389	10.43	378.57	399.43
15	394	394	394	394	10.47	383.53	404.47
16	398	398	398	398	10.57	387.43	408.57
17	402	402	402	402	10.74	391.26	412.74
18	407	407	407	407	10.97	396.03	417.97
19	411	411	411	411	11.30	399.70	422.30
20	417	417	417	417	11.74	405.26	428.74
21	422	422	422	422	12.34	409.66	434.34
22	428	428	428	428	13.16	414.84	441.16
23	436	436	436	436	14.34	421.66	450.34
24	444	444	444	444	16.15	427.85	460.15
25	452*	452*	452*	452*	18.20	433.80	470.20
26	460*	460*	460*	460*	20.54	439.46	480.54
27	468*	468*	468*	468*	23.40	444.60	491.40

^ Truncated

\* Adjusted for end of scale effect

### 4.2.11.3 Writing

#### 4.2.11.3.0 Kindergarten

**Table 4.2.11.3.0**

Raw Score to Scale Score Conversion: Writ K S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	100	54.76	100.00^	154.76
1	100	54.76	100.00^	154.76
2	100	54.76	100.00^	154.76
3	100	54.76	100.00^	154.76
4	155	31.10	123.90	186.10
5	177	22.70	154.30	199.70
6	191	19.28	171.72	210.28
7	202	18.04	183.96	220.04
8	213	17.73	195.27	230.73
9	223	18.35	204.65	241.35
10	234	18.97	215.03	252.97
11	246	19.28	226.72	265.28
12	258	19.90	238.10	277.90
13	271	21.15	249.85	292.15
14	288	24.57	263.43	312.57
15	305	29.22	275.78	334.22
16	322	33.23	288.77	355.23
17	339	36.66	302.34	375.66

^ Truncated

4.2.11.3.1 Grade 1

**Table 4.2.11.3.1.1**

Raw Score to Scale Score Conversion: Writ 1A S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	111^	49.94	100.00^	160.94	34	381	13.21	367.79	394.21
1	148	32.25	115.75	180.25	35	387	13.64	373.36	400.64
2	177	23.74	153.26	200.74	36	395	14.47	380.53	409.47
3	193	17.86	175.14	210.86	37	403	16.00	387.00	419.00
4	202	14.47	187.53	216.47	38	414	18.98	395.02	432.98
5	209	12.54	196.46	221.54	39	433	26.42	406.58	459.42
6	214	11.38	202.62	225.38	40	464	48.52	415.48	512.52
7	219	10.66	208.34	229.66					
8	223	10.23	212.77	233.23					
9	227	10.02	216.98	237.02					
10	231	9.96	221.04	240.96					
11	234	10.07	223.93	244.07					
12	238	10.31	227.69	248.31					
13	242	10.69	231.31	252.69					
14	247	11.20	235.80	258.20					
15	252	11.84	240.16	263.84					
16	257	12.54	244.46	269.54					
17	263	13.21	249.79	276.21					
18	270	13.80	256.20	283.80					
19	277	14.18	262.82	291.18					
20	285	14.31	270.69	299.31					
21	293	14.23	278.77	307.23					
22	300	13.99	286.01	313.99					
23	307	13.72	293.28	320.72					
24	314	13.53	300.47	327.53					
25	321	13.45	307.55	334.45					
26	328	13.48	314.52	341.48					
27	334	13.59	320.41	347.59					
28	341	13.61	327.39	354.61					
29	348	13.56	334.44	361.56					
30	355	13.40	341.60	368.40					
31	362	13.21	348.79	375.21					
32	368	13.08	354.92	381.08					
33	374	13.05	360.95	387.05					

^ Truncated

**Table 4.2.11.3.1.2**

Raw Score to Scale Score Conversion: Writ 1B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	111^	132.65	100.00^	243.65	34	342	12.38	329.62	354.38
1	191	24.35	166.65	215.35	35	348	12.22	335.78	360.22
2	206	16.57	189.43	222.57	36	354	12.00	342.00	366.00
3	214	13.35	200.65	227.35	37	359	11.79	347.21	370.79
4	220	11.60	208.40	231.60	38	364	11.55	352.45	375.55
5	224	10.47	213.53	234.47	39	369	11.33	357.67	380.33
6	228	9.72	218.28	237.72	40	373	11.12	361.88	384.12
7	231	9.21	221.79	240.21	41	378	10.96	367.04	388.96
8	234	8.83	225.17	242.83	42	382	10.82	371.18	392.82
9	237	8.59	228.41	245.59	43	387	10.77	376.23	397.77
10	240	8.40	231.60	248.40	44	391	10.77	380.23	401.77
11	242	8.32	233.68	250.32	45	395	10.87	384.13	405.87
12	245	8.27	236.73	253.27	46	400	11.06	388.94	411.06
13	248	8.30	239.70	256.30	47	405	11.38	393.62	416.38
14	250	8.38	241.62	258.38	48	410	11.87	398.13	421.87
15	253	8.51	244.49	261.51	49	415	12.62	402.38	427.62
16	256	8.67	247.33	264.67	50	422	13.72	408.28	435.72
17	258	8.91	249.09	266.91	51	429	15.52	413.48	444.52
18	261	9.21	251.79	270.21	52	440	18.74	421.26	458.74
19	265	9.53	255.47	274.53	53	458	26.42	431.58	484.42
20	268	9.91	258.09	277.91	54	490	48.65	441.35	538.65
21	272	10.34	261.66	282.34					
22	276	10.74	265.26	286.74					
23	281	11.14	269.86	292.14					
24	285	11.52	273.48	296.52					
25	291	11.84	279.16	302.84					
26	296	12.08	283.92	308.08					
27	301	12.30	288.70	313.30					
28	307	12.46	294.54	319.46					
29	313	12.59	300.41	325.59					
30	319	12.65	306.35	331.65					
31	325	12.65	312.35	337.65					
32	331	12.59	318.41	343.59					
33	337	12.51	324.49	349.51					

^ Truncated

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

**Table 4.2.11.3.1.3**

Raw Score to Scale Score Conversion: Writ IC S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	111^	132.65	100.00^	243.65	34	342	12.38	329.62	354.38
1	191	24.35	166.65	215.35	35	348	12.22	335.78	360.22
2	206	16.57	189.43	222.57	36	354	12.00	342.00	366.00
3	214	13.35	200.65	227.35	37	359	11.79	347.21	370.79
4	220	11.60	208.40	231.60	38	364	11.55	352.45	375.55
5	224	10.47	213.53	234.47	39	369	11.33	357.67	380.33
6	228	9.72	218.28	237.72	40	373	11.12	361.88	384.12
7	231	9.21	221.79	240.21	41	378	10.96	367.04	388.96
8	234	8.83	225.17	242.83	42	382	10.82	371.18	392.82
9	237	8.59	228.41	245.59	43	387	10.77	376.23	397.77
10	240	8.40	231.60	248.40	44	391	10.77	380.23	401.77
11	242	8.32	233.68	250.32	45	395	10.87	384.13	405.87
12	245	8.27	236.73	253.27	46	400	11.06	388.94	411.06
13	248	8.30	239.70	256.30	47	405	11.38	393.62	416.38
14	250	8.38	241.62	258.38	48	410	11.87	398.13	421.87
15	253	8.51	244.49	261.51	49	415	12.62	402.38	427.62
16	256	8.67	247.33	264.67	50	422	13.72	408.28	435.72
17	258	8.91	249.09	266.91	51	429	15.52	413.48	444.52
18	261	9.21	251.79	270.21	52	440	18.74	421.26	458.74
19	265	9.53	255.47	274.53	53	458	26.42	431.58	484.42
20	268	9.91	258.09	277.91	54	490	48.65	441.35	538.65
21	272	10.34	261.66	282.34					
22	276	10.74	265.26	286.74					
23	281	11.14	269.86	292.14					
24	285	11.52	273.48	296.52					
25	291	11.84	279.16	302.84					
26	296	12.08	283.92	308.08					
27	301	12.30	288.70	313.30					
28	307	12.46	294.54	319.46					
29	313	12.59	300.41	325.59					
30	319	12.65	306.35	331.65					
31	325	12.65	312.35	337.65					
32	331	12.59	318.41	343.59					
33	337	12.51	324.49	349.51					

^ Truncated

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



#### 4.2.11.3.2 Grade 2

**Table 4.2.11.3.2.1**

Raw Score to Scale Score Conversion: Writ 2A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	133^	108.75	100.00^	241.75
1	199	23.41	175.59	222.41
2	213	16.41	196.59	229.41
3	222	13.77	208.23	235.77
4	228	12.51	215.49	240.51
5	234	11.90	222.10	245.90
6	239	11.71	227.29	250.71
7	244	11.84	232.16	255.84
8	249	12.27	236.73	261.27
9	255	13.02	241.98	268.02
10	262	14.02	247.98	276.02
11	270	15.20	254.80	285.20
12	279	16.27	262.73	295.27
13	290	17.10	272.90	307.10
14	301	17.64	283.36	318.64
15	313	17.88	295.12	330.88
16	325	17.83	307.17	342.83
17	336	17.51	318.49	353.51
18	347	16.97	330.03	363.97
19	358	16.33	341.67	374.33
20	367	15.73	351.27	382.73
21	376	15.33	360.67	391.33
22	385	15.25	369.75	400.25
23	394	15.65	378.35	409.65
24	403	16.81	386.19	419.81
25	415	19.41	395.59	434.41
26	434	26.50	407.50	460.50
27	465	48.41	416.59	513.41

^ Truncated

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

**Table 4.2.11.3.2.2**

Raw Score to Scale Score Conversion: Writ 2B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	133^	81.36	100.00^	214.36	34	340	12.35	327.65	352.35
1	188	24.27	163.73	212.27	35	345	12.19	332.81	357.19
2	202	16.57	185.43	218.57	36	351	11.98	339.02	362.98
3	210	13.40	196.60	223.40	37	356	11.76	344.24	367.76
4	216	11.68	204.32	227.68	38	361	11.55	349.45	372.55
5	221	10.61	210.39	231.61	39	366	11.33	354.67	377.33
6	225	9.88	215.12	234.88	40	371	11.14	359.86	382.14
7	228	9.37	218.63	237.37	41	375	10.98	364.02	385.98
8	231	9.02	221.98	240.02	42	380	10.90	369.10	390.90
9	234	8.78	225.22	242.78	43	384	10.85	373.15	394.85
10	237	8.62	228.38	245.62	44	388	10.87	377.13	398.87
11	240	8.51	231.49	248.51	45	393	10.98	382.02	403.98
12	242	8.46	233.54	250.46	46	397	11.17	385.83	408.17
13	245	8.46	236.54	253.46	47	402	11.49	390.51	413.49
14	248	8.54	239.46	256.54	48	407	11.98	395.02	418.98
15	250	8.62	241.38	258.62	49	413	12.70	400.30	425.70
16	253	8.78	244.22	261.78	50	420	13.83	406.17	433.83
17	256	8.97	247.03	264.97	51	428	15.60	412.40	443.60
18	259	9.24	249.76	268.24	52	438	18.80	419.20	456.80
19	263	9.53	253.47	272.53	53	456	26.42	429.58	482.42
20	266	9.88	256.12	275.88	54	488	48.63	439.37	536.63
21	270	10.26	259.74	280.26					
22	274	10.69	263.31	284.69					
23	278	11.06	266.94	289.06					
24	283	11.44	271.56	294.44					
25	288	11.79	276.21	299.79					
26	293	12.06	280.94	305.06					
27	299	12.27	286.73	311.27					
28	305	12.43	292.57	317.43					
29	310	12.57	297.43	322.57					
30	316	12.62	303.38	328.62					
31	322	12.62	309.38	334.62					
32	328	12.57	315.43	340.57					
33	334	12.49	321.51	346.49					

^ Truncated

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

**Table 4.2.11.3.2.3**

Raw Score to Scale Score Conversion: Writ 2C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	133^	81.36	100.00^	214.36	34	340	12.35	327.65	352.35
1	188	24.27	163.73	212.27	35	345	12.19	332.81	357.19
2	202	16.57	185.43	218.57	36	351	11.98	339.02	362.98
3	210	13.40	196.60	223.40	37	356	11.76	344.24	367.76
4	216	11.68	204.32	227.68	38	361	11.55	349.45	372.55
5	221	10.61	210.39	231.61	39	366	11.33	354.67	377.33
6	225	9.88	215.12	234.88	40	371	11.14	359.86	382.14
7	228	9.37	218.63	237.37	41	375	10.98	364.02	385.98
8	231	9.02	221.98	240.02	42	380	10.90	369.10	390.90
9	234	8.78	225.22	242.78	43	384	10.85	373.15	394.85
10	237	8.62	228.38	245.62	44	388	10.87	377.13	398.87
11	240	8.51	231.49	248.51	45	393	10.98	382.02	403.98
12	242	8.46	233.54	250.46	46	397	11.17	385.83	408.17
13	245	8.46	236.54	253.46	47	402	11.49	390.51	413.49
14	248	8.54	239.46	256.54	48	407	11.98	395.02	418.98
15	250	8.62	241.38	258.62	49	413	12.70	400.30	425.70
16	253	8.78	244.22	261.78	50	420	13.83	406.17	433.83
17	256	8.97	247.03	264.97	51	428	15.60	412.40	443.60
18	259	9.24	249.76	268.24	52	438	18.80	419.20	456.80
19	263	9.53	253.47	272.53	53	456	26.42	429.58	482.42
20	266	9.88	256.12	275.88	54	488	48.63	439.37	536.63
21	270	10.26	259.74	280.26					
22	274	10.69	263.31	284.69					
23	278	11.06	266.94	289.06					
24	283	11.44	271.56	294.44					
25	288	11.79	276.21	299.79					
26	293	12.06	280.94	305.06					
27	299	12.27	286.73	311.27					
28	305	12.43	292.57	317.43					
29	310	12.57	297.43	322.57					
30	316	12.62	303.38	328.62					
31	322	12.62	309.38	334.62					
32	328	12.57	315.43	340.57					
33	334	12.49	321.51	346.49					

^ Truncated

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

### 4.2.11.3.3 Grade 3

**Table 4.2.11.3.3.1**

Raw Score to Scale Score Conversion: Writ 3A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	133^	108.75	100.00^	241.75
1	199	23.41	175.59	222.41
2	213	16.41	196.59	229.41
3	222	13.77	208.23	235.77
4	228	12.51	215.49	240.51
5	234	11.90	222.10	245.90
6	239	11.71	227.29	250.71
7	244	11.84	232.16	255.84
8	249	12.27	236.73	261.27
9	255	13.02	241.98	268.02
10	262	14.02	247.98	276.02
11	270	15.20	254.80	285.20
12	279	16.27	262.73	295.27
13	290	17.10	272.90	307.10
14	301	17.64	283.36	318.64
15	313	17.88	295.12	330.88
16	325	17.83	307.17	342.83
17	336	17.51	318.49	353.51
18	347	16.97	330.03	363.97
19	358	16.33	341.67	374.33
20	367	15.73	351.27	382.73
21	376	15.33	360.67	391.33
22	385	15.25	369.75	400.25
23	394	15.65	378.35	409.65
24	403	16.81	386.19	419.81
25	415	19.41	395.59	434.41
26	434	26.50	407.50	460.50
27	465	48.41	416.59	513.41

^ Truncated

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

**Table 4.2.11.3.3.2**

Raw Score to Scale Score Conversion: Writ 3B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	133^	81.36	100.00^	214.36	34	340	12.35	327.65	352.35
1	188	24.27	163.73	212.27	35	345	12.19	332.81	357.19
2	202	16.57	185.43	218.57	36	351	11.98	339.02	362.98
3	210	13.40	196.60	223.40	37	356	11.76	344.24	367.76
4	216	11.68	204.32	227.68	38	361	11.55	349.45	372.55
5	221	10.61	210.39	231.61	39	366	11.33	354.67	377.33
6	225	9.88	215.12	234.88	40	371	11.14	359.86	382.14
7	228	9.37	218.63	237.37	41	375	10.98	364.02	385.98
8	231	9.02	221.98	240.02	42	380	10.90	369.10	390.90
9	234	8.78	225.22	242.78	43	384	10.85	373.15	394.85
10	237	8.62	228.38	245.62	44	388	10.87	377.13	398.87
11	240	8.51	231.49	248.51	45	393	10.98	382.02	403.98
12	242	8.46	233.54	250.46	46	397	11.17	385.83	408.17
13	245	8.46	236.54	253.46	47	402	11.49	390.51	413.49
14	248	8.54	239.46	256.54	48	407	11.98	395.02	418.98
15	250	8.62	241.38	258.62	49	413	12.70	400.30	425.70
16	253	8.78	244.22	261.78	50	420	13.83	406.17	433.83
17	256	8.97	247.03	264.97	51	428	15.60	412.40	443.60
18	259	9.24	249.76	268.24	52	438	18.80	419.20	456.80
19	263	9.53	253.47	272.53	53	456	26.42	429.58	482.42
20	266	9.88	256.12	275.88	54	488	48.63	439.37	536.63
21	270	10.26	259.74	280.26					
22	274	10.69	263.31	284.69					
23	278	11.06	266.94	289.06					
24	283	11.44	271.56	294.44					
25	288	11.79	276.21	299.79					
26	293	12.06	280.94	305.06					
27	299	12.27	286.73	311.27					
28	305	12.43	292.57	317.43					
29	310	12.57	297.43	322.57					
30	316	12.62	303.38	328.62					
31	322	12.62	309.38	334.62					
32	328	12.57	315.43	340.57					
33	334	12.49	321.51	346.49					

^ Truncated

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

**Table 4.2.11.3.3.3**

Raw Score to Scale Score Conversion: Writ 3C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	133^	81.36	100.00^	214.36	34	340	12.35	327.65	352.35
1	188	24.27	163.73	212.27	35	345	12.19	332.81	357.19
2	202	16.57	185.43	218.57	36	351	11.98	339.02	362.98
3	210	13.40	196.60	223.40	37	356	11.76	344.24	367.76
4	216	11.68	204.32	227.68	38	361	11.55	349.45	372.55
5	221	10.61	210.39	231.61	39	366	11.33	354.67	377.33
6	225	9.88	215.12	234.88	40	371	11.14	359.86	382.14
7	228	9.37	218.63	237.37	41	375	10.98	364.02	385.98
8	231	9.02	221.98	240.02	42	380	10.90	369.10	390.90
9	234	8.78	225.22	242.78	43	384	10.85	373.15	394.85
10	237	8.62	228.38	245.62	44	388	10.87	377.13	398.87
11	240	8.51	231.49	248.51	45	393	10.98	382.02	403.98
12	242	8.46	233.54	250.46	46	397	11.17	385.83	408.17
13	245	8.46	236.54	253.46	47	402	11.49	390.51	413.49
14	248	8.54	239.46	256.54	48	407	11.98	395.02	418.98
15	250	8.62	241.38	258.62	49	413	12.70	400.30	425.70
16	253	8.78	244.22	261.78	50	420	13.83	406.17	433.83
17	256	8.97	247.03	264.97	51	428	15.60	412.40	443.60
18	259	9.24	249.76	268.24	52	438	18.80	419.20	456.80
19	263	9.53	253.47	272.53	53	456	26.42	429.58	482.42
20	266	9.88	256.12	275.88	54	488	48.63	439.37	536.63
21	270	10.26	259.74	280.26					
22	274	10.69	263.31	284.69					
23	278	11.06	266.94	289.06					
24	283	11.44	271.56	294.44					
25	288	11.79	276.21	299.79					
26	293	12.06	280.94	305.06					
27	299	12.27	286.73	311.27					
28	305	12.43	292.57	317.43					
29	310	12.57	297.43	322.57					
30	316	12.62	303.38	328.62					
31	322	12.62	309.38	334.62					
32	328	12.57	315.43	340.57					
33	334	12.49	321.51	346.49					

^ Truncated

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

#### 4.2.11.3.4 Grades 4–5

**Table 4.2.11.3.4.1**

Raw Score to Scale Score Conversion: Writ 4-5A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	155^	129.15	100.00^	284.15
1	231	23.41	207.59	254.41
2	245	16.35	228.65	261.35
3	253	13.69	239.31	266.69
4	259	12.41	246.59	271.41
5	264	11.79	252.21	275.79
6	270	11.63	258.37	281.63
7	275	11.76	263.24	286.76
8	280	12.24	267.76	292.24
9	286	13.00	273.00	299.00
10	293	14.04	278.96	307.04
11	301	15.22	285.78	316.22
12	310	16.30	293.70	326.30
13	320	17.13	302.87	337.13
14	332	17.64	314.36	349.64
15	343	17.88	325.12	360.88
16	355	17.83	337.17	372.83
17	367	17.51	349.49	384.51
18	378	16.97	361.03	394.97
19	388	16.33	371.67	404.33
20	398	15.71	382.29	413.71
21	407	15.31	391.69	422.31
22	416	15.20	400.80	431.20
23	424	15.60	408.40	439.60
24	434	16.76	417.24	450.76
25	446	19.39	426.61	465.39
26	464	26.50	437.50	490.50
27	496	48.41	447.59	544.41

^ Truncated

**Table 4.2.11.3.4.2**

Raw Score to Scale Score Conversion: Writ 4-5B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	155^	117.07	100.00^	272.07	34	381	12.30	368.70	393.30
1	228	24.22	203.78	252.22	35	387	12.14	374.86	399.14
2	243	16.51	226.49	259.51	36	392	11.95	380.05	403.95
3	251	13.40	237.60	264.40	37	397	11.73	385.27	408.73
4	257	11.68	245.32	268.68	38	403	11.52	391.48	414.52
5	261	10.63	250.37	271.63	39	407	11.33	395.67	418.33
6	265	9.93	255.07	274.93	40	412	11.14	400.86	423.14
7	269	9.48	259.52	278.48	41	417	11.04	405.96	428.04
8	272	9.16	262.84	281.16	42	421	10.96	410.04	431.96
9	275	8.97	266.03	283.97	43	426	10.93	415.07	436.93
10	278	8.83	269.17	286.83	44	430	10.98	419.02	440.98
11	281	8.78	272.22	289.78	45	435	11.12	423.88	446.12
12	284	8.75	275.25	292.75	46	439	11.36	427.64	450.36
13	286	8.78	277.22	294.78	47	444	11.71	432.29	455.71
14	289	8.83	280.17	297.83	48	450	12.19	437.81	462.19
15	292	8.91	283.09	300.91	49	455	12.94	442.06	467.94
16	295	9.05	285.95	304.05	50	462	14.02	447.98	476.02
17	298	9.18	288.82	307.18	51	470	15.76	454.24	485.76
18	302	9.37	292.63	311.37	52	481	18.88	462.12	499.88
19	305	9.61	295.39	314.61	53	499	26.45	472.55	525.45
20	308	9.88	298.12	317.88	54	531	48.60	482.40	579.60
21	312	10.20	301.80	322.20					
22	316	10.58	305.42	326.58					
23	321	10.96	310.04	331.96					
24	325	11.33	313.67	336.33					
25	330	11.65	318.35	341.65					
26	335	11.95	323.05	346.95					
27	341	12.19	328.81	353.19					
28	346	12.38	333.62	358.38					
29	352	12.51	339.49	364.51					
30	358	12.57	345.43	370.57					
31	364	12.57	351.43	376.57					
32	370	12.54	357.46	382.54					
33	376	12.43	363.57	388.43					

^ Truncated

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



**Table 4.2.11.3.4.3**

Raw Score to Scale Score Conversion: Writ 4-5C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	155^	117.07	100.00^	272.07	34	381	12.30	368.70	393.30
1	228	24.22	203.78	252.22	35	387	12.14	374.86	399.14
2	243	16.51	226.49	259.51	36	392	11.95	380.05	403.95
3	251	13.40	237.60	264.40	37	397	11.73	385.27	408.73
4	257	11.68	245.32	268.68	38	403	11.52	391.48	414.52
5	261	10.63	250.37	271.63	39	407	11.33	395.67	418.33
6	265	9.93	255.07	274.93	40	412	11.14	400.86	423.14
7	269	9.48	259.52	278.48	41	417	11.04	405.96	428.04
8	272	9.16	262.84	281.16	42	421	10.96	410.04	431.96
9	275	8.97	266.03	283.97	43	426	10.93	415.07	436.93
10	278	8.83	269.17	286.83	44	430	10.98	419.02	440.98
11	281	8.78	272.22	289.78	45	435	11.12	423.88	446.12
12	284	8.75	275.25	292.75	46	439	11.36	427.64	450.36
13	286	8.78	277.22	294.78	47	444	11.71	432.29	455.71
14	289	8.83	280.17	297.83	48	450	12.19	437.81	462.19
15	292	8.91	283.09	300.91	49	455	12.94	442.06	467.94
16	295	9.05	285.95	304.05	50	462	14.02	447.98	476.02
17	298	9.18	288.82	307.18	51	470	15.76	454.24	485.76
18	302	9.37	292.63	311.37	52	481	18.88	462.12	499.88
19	305	9.61	295.39	314.61	53	499	26.45	472.55	525.45
20	308	9.88	298.12	317.88	54	531	48.60	482.40	579.60
21	312	10.20	301.80	322.20					
22	316	10.58	305.42	326.58					
23	321	10.96	310.04	331.96					
24	325	11.33	313.67	336.33					
25	330	11.65	318.35	341.65					
26	335	11.95	323.05	346.95					
27	341	12.19	328.81	353.19					
28	346	12.38	333.62	358.38					
29	352	12.51	339.49	364.51					
30	358	12.57	345.43	370.57					
31	364	12.57	351.43	376.57					
32	370	12.54	357.46	382.54					
33	376	12.43	363.57	388.43					

^ Truncated

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

4.2.11.3.5 Grades 6–8

**Table 4.2.11.3.5.1**

Raw Score to Scale Score Conversion: Writ 6-8A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	188^	52.90	135.10	240.90
1	220	23.41	196.59	243.41
2	234	16.49	217.51	250.49
3	243	13.94	229.06	256.94
4	249	12.75	236.25	261.75
5	255	12.16	242.84	267.16
6	260	11.98	248.02	271.98
7	266	12.08	253.92	278.08
8	271	12.46	258.54	283.46
9	277	13.08	263.92	290.08
10	284	13.99	270.01	297.99
11	292	15.09	276.91	307.09
12	301	16.16	284.84	317.16
13	312	17.02	294.98	329.02
14	323	17.59	305.41	340.59
15	334	17.83	316.17	351.83
16	346	17.78	328.22	363.78
17	358	17.45	340.55	375.45
18	369	16.94	352.06	385.94
19	379	16.33	362.67	395.33
20	389	15.76	373.24	404.76
21	398	15.41	382.59	413.41
22	407	15.36	391.64	422.36
23	416	15.82	400.18	431.82
24	425	16.97	408.03	441.97
25	438	19.57	418.43	457.57
26	457	26.58	430.42	483.58
27	488	48.39	439.61	536.39

^ Truncated

**Table 4.2.11.3.5.2**

Raw Score to Scale Score Conversion: Writ 6-8B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	188^	49.14	138.86	237.14	34	369	12.38	356.62	381.38
1	218	24.38	193.62	242.38	35	375	12.22	362.78	387.22
2	233	16.57	216.43	249.57	36	380	12.00	368.00	392.00
3	241	13.35	227.65	254.35	37	386	11.79	374.21	397.79
4	247	11.57	235.43	258.57	38	391	11.55	379.45	402.55
5	251	10.45	240.55	261.45	39	395	11.33	383.67	406.33
6	255	9.69	245.31	264.69	40	400	11.12	388.88	411.12
7	258	9.16	248.84	267.16	41	405	10.96	394.04	415.96
8	261	8.78	252.22	269.78	42	409	10.82	398.18	419.82
9	264	8.51	255.49	272.51	43	413	10.74	402.26	423.74
10	267	8.35	258.65	275.35	44	418	10.74	407.26	428.74
11	269	8.24	260.76	277.24	45	422	10.85	411.15	432.85
12	272	8.22	263.78	280.22	46	427	11.04	415.96	438.04
13	274	8.24	265.76	282.24	47	431	11.33	419.67	442.33
14	277	8.32	268.68	285.32	48	436	11.84	424.16	447.84
15	279	8.46	270.54	287.46	49	442	12.57	429.43	454.57
16	282	8.65	273.35	290.65	50	448	13.69	434.31	461.69
17	285	8.89	276.11	293.89	51	456	15.49	440.51	471.49
18	288	9.18	278.82	297.18	52	467	18.74	448.26	485.74
19	291	9.53	281.47	300.53	53	485	26.42	458.58	511.42
20	295	9.93	285.07	304.93	54	516	48.65	467.35	564.65
21	299	10.34	288.66	309.34					
22	303	10.77	292.23	313.77					
23	307	11.17	295.83	318.17					
24	312	11.52	300.48	323.52					
25	317	11.84	305.16	328.84					
26	323	12.11	310.89	335.11					
27	328	12.32	315.68	340.32					
28	334	12.49	321.51	346.49					
29	340	12.59	327.41	352.59					
30	346	12.65	333.35	358.65					
31	352	12.65	339.35	364.65					
32	358	12.62	345.38	370.62					
33	363	12.51	350.49	375.51					

^ Truncated

Note: The test form is shared between 6-8B and 6-8C.

**Table 4.2.11.3.5.3**

Raw Score to Scale Score Conversion: Writ 6-8C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	188^	49.14	138.86	237.14	34	369	12.38	356.62	381.38
1	218	24.38	193.62	242.38	35	375	12.22	362.78	387.22
2	233	16.57	216.43	249.57	36	380	12.00	368.00	392.00
3	241	13.35	227.65	254.35	37	386	11.79	374.21	397.79
4	247	11.57	235.43	258.57	38	391	11.55	379.45	402.55
5	251	10.45	240.55	261.45	39	395	11.33	383.67	406.33
6	255	9.69	245.31	264.69	40	400	11.12	388.88	411.12
7	258	9.16	248.84	267.16	41	405	10.96	394.04	415.96
8	261	8.78	252.22	269.78	42	409	10.82	398.18	419.82
9	264	8.51	255.49	272.51	43	413	10.74	402.26	423.74
10	267	8.35	258.65	275.35	44	418	10.74	407.26	428.74
11	269	8.24	260.76	277.24	45	422	10.85	411.15	432.85
12	272	8.22	263.78	280.22	46	427	11.04	415.96	438.04
13	274	8.24	265.76	282.24	47	431	11.33	419.67	442.33
14	277	8.32	268.68	285.32	48	436	11.84	424.16	447.84
15	279	8.46	270.54	287.46	49	442	12.57	429.43	454.57
16	282	8.65	273.35	290.65	50	448	13.69	434.31	461.69
17	285	8.89	276.11	293.89	51	456	15.49	440.51	471.49
18	288	9.18	278.82	297.18	52	467	18.74	448.26	485.74
19	291	9.53	281.47	300.53	53	485	26.42	458.58	511.42
20	295	9.93	285.07	304.93	54	516	48.65	467.35	564.65
21	299	10.34	288.66	309.34					
22	303	10.77	292.23	313.77					
23	307	11.17	295.83	318.17					
24	312	11.52	300.48	323.52					
25	317	11.84	305.16	328.84					
26	323	12.11	310.89	335.11					
27	328	12.32	315.68	340.32					
28	334	12.49	321.51	346.49					
29	340	12.59	327.41	352.59					
30	346	12.65	333.35	358.65					
31	352	12.65	339.35	364.65					
32	358	12.62	345.38	370.62					
33	363	12.51	350.49	375.51					

^ Truncated

Note: The test form is shared between 6-8B and 6-8C.

4.2.11.3.6 Grades 9–12

**Table 4.2.11.3.6.1**

Raw Score to Scale Score Conversion: Writ 9-12A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	232^	39.47	192.53	271.47
1	252	23.44	228.56	275.44
2	266	16.67	249.33	282.67
3	275	14.18	260.82	289.18
4	282	12.94	269.06	294.94
5	288	12.30	275.70	300.30
6	293	12.03	280.97	305.03
7	299	12.06	286.94	311.06
8	304	12.38	291.62	316.38
9	310	13.02	296.98	323.02
10	317	13.94	303.06	330.94
11	325	15.06	309.94	340.06
12	334	16.16	317.84	350.16
13	344	17.02	326.98	361.02
14	355	17.59	337.41	372.59
15	367	17.83	349.17	384.83
16	379	17.78	361.22	396.78
17	390	17.45	372.55	407.45
18	402	16.94	385.06	418.94
19	412	16.33	395.67	428.33
20	421	15.79	405.21	436.79
21	430	15.47	414.53	445.47
22	439	15.44	423.56	454.44
23	448	15.84	432.16	463.84
24	458	16.97	441.03	474.97
25	471	19.55	451.45	490.55
26	489	26.56	462.44	515.56
27	521	48.39	472.61	569.39

^ Truncated

**Table 4.2.11.3.6.2**

Raw Score to Scale Score Conversion: Writ 9-12B S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	232^	25.24	206.76	257.24	34	384	12.38	371.62	396.38
1	233	24.38	208.62	257.38	35	390	12.22	377.78	402.22
2	248	16.57	231.43	264.57	36	396	12.00	384.00	408.00
3	256	13.35	242.65	269.35	37	401	11.79	389.21	412.79
4	262	11.55	250.45	273.55	38	406	11.55	394.45	417.55
5	267	10.42	256.58	277.42	39	411	11.33	399.67	422.33
6	270	9.67	260.33	279.67	40	415	11.12	403.88	426.12
7	274	9.13	264.87	283.13	41	420	10.93	409.07	430.93
8	276	8.75	267.25	284.75	42	424	10.79	413.21	434.79
9	279	8.49	270.51	287.49	43	429	10.74	418.26	439.74
10	282	8.32	273.68	290.32	44	433	10.74	422.26	443.74
11	284	8.22	275.78	292.22	45	437	10.82	426.18	447.82
12	287	8.19	278.81	295.19	46	442	11.01	430.99	453.01
13	289	8.22	280.78	297.22	47	446	11.33	434.67	457.33
14	292	8.30	283.70	300.30	48	451	11.81	439.19	462.81
15	295	8.43	286.57	303.43	49	457	12.57	444.43	469.57
16	297	8.65	288.35	305.65	50	463	13.69	449.31	476.69
17	300	8.89	291.11	308.89	51	471	15.49	455.51	486.49
18	303	9.18	293.82	312.18	52	482	18.72	463.28	500.72
19	306	9.53	296.47	315.53	53	500	26.42	473.58	526.42
20	310	9.93	300.07	319.93	54	531	48.65	482.35	579.65
21	314	10.36	303.64	324.36					
22	318	10.77	307.23	328.77					
23	322	11.17	310.83	333.17					
24	327	11.55	315.45	338.55					
25	332	11.84	320.16	343.84					
26	338	12.11	325.89	350.11					
27	343	12.32	330.68	355.32					
28	349	12.49	336.51	361.49					
29	355	12.59	342.41	367.59					
30	361	12.65	348.35	373.65					
31	367	12.67	354.33	379.67					
32	373	12.62	360.38	385.62					
33	379	12.54	366.46	391.54					

^ Truncated

Note: The test form is shared between 9-12B and 9-12C.

**Table 4.2.11.3.6.3**

Raw Score to Scale Score Conversion: Writ 9-12C S402 Paper

Raw Score	Scale Score	CSEM	Low Bound	High Bound	Raw Score	Scale Score	CSEM	Low Bound	High Bound
0	232^	25.24	206.76	257.24	34	384	12.38	371.62	396.38
1	233	24.38	208.62	257.38	35	390	12.22	377.78	402.22
2	248	16.57	231.43	264.57	36	396	12.00	384.00	408.00
3	256	13.35	242.65	269.35	37	401	11.79	389.21	412.79
4	262	11.55	250.45	273.55	38	406	11.55	394.45	417.55
5	267	10.42	256.58	277.42	39	411	11.33	399.67	422.33
6	270	9.67	260.33	279.67	40	415	11.12	403.88	426.12
7	274	9.13	264.87	283.13	41	420	10.93	409.07	430.93
8	276	8.75	267.25	284.75	42	424	10.79	413.21	434.79
9	279	8.49	270.51	287.49	43	429	10.74	418.26	439.74
10	282	8.32	273.68	290.32	44	433	10.74	422.26	443.74
11	284	8.22	275.78	292.22	45	437	10.82	426.18	447.82
12	287	8.19	278.81	295.19	46	442	11.01	430.99	453.01
13	289	8.22	280.78	297.22	47	446	11.33	434.67	457.33
14	292	8.30	283.70	300.30	48	451	11.81	439.19	462.81
15	295	8.43	286.57	303.43	49	457	12.57	444.43	469.57
16	297	8.65	288.35	305.65	50	463	13.69	449.31	476.69
17	300	8.89	291.11	308.89	51	471	15.49	455.51	486.49
18	303	9.18	293.82	312.18	52	482	18.72	463.28	500.72
19	306	9.53	296.47	315.53	53	500	26.42	473.58	526.42
20	310	9.93	300.07	319.93	54	531	48.65	482.35	579.65
21	314	10.36	303.64	324.36					
22	318	10.77	307.23	328.77					
23	322	11.17	310.83	333.17					
24	327	11.55	315.45	338.55					
25	332	11.84	320.16	343.84					
26	338	12.11	325.89	350.11					
27	343	12.32	330.68	355.32					
28	349	12.49	336.51	361.49					
29	355	12.59	342.41	367.59					
30	361	12.65	348.35	373.65					
31	367	12.67	354.33	379.67					
32	373	12.62	360.38	385.62					
33	379	12.54	366.46	391.54					

^ Truncated

Note: The test form is shared between 9-12B and 9-12C.

#### 4.2.11.4 Speaking

##### 4.2.11.4.0 Kindergarten

**Table 4.2.11.4.0**

Raw Score to Scale Score Conversion: Spek K S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	100	93.37	100.00^	193.37
1	123	67.86	100.00^	190.86
2	147	42.35	104.65	189.35
3	169	32.14	136.86	201.14
4	191	28.06	162.94	219.06
5	211	26.53	184.47	237.53
6	230	24.49	205.51	254.49
7	250	20.92	229.08	270.92
8	301	16.33	284.67	317.33
9	349	22.45	326.55	371.45
10	392	53.57	338.43	445.57

^ Truncated



4.2.11.4.1 Grade 1

**Table 4.2.11.4.1.1**

Raw Score to Scale Score Conversion: Spek 1A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	106^	33.34	100.00^	139.34
1	117	27.02	100.00^	144.02
2	135	20.15	114.85	155.15
3	147	17.87	129.13	164.87
4	157	17.08	139.92	174.08
5	167	17.02	149.98	184.02
6	177	17.40	159.60	194.40
7	188	18.08	169.92	206.08
8	200	18.86	181.14	218.86
9	212	19.92	192.08	231.92
10	227	21.70	205.30	248.70
11	245	24.77	220.23	269.77
12	270	27.90	242.10	297.90
13	296	26.70	269.30	322.70
14	318	24.57	293.43	342.57
15	338	24.10	313.90	362.10
16	359	25.80	333.20	384.80
17	380*	30.42	349.58	410.42
18	401*	38.61	362.39	439.61

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.4.1.2**

Raw Score to Scale Score Conversion: Spek 1B S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	106^	31.00	100.00^	137.00
7	175	14.86	160.14	189.86
8	183	14.77	168.23	197.77
9	190	14.71	175.29	204.71
10	198	14.68	183.32	212.68
11	205	14.74	190.26	219.74
12	213	14.92	198.08	227.92
13	220	15.24	204.76	235.24
14	229	15.82	213.18	244.82
15	238	16.67	221.33	254.67
16	248	17.78	230.22	265.78
17	259	19.01	239.99	278.01
18	272	19.83	252.17	291.83
19	286	19.71	266.29	305.71
20	299	18.92	280.08	317.92
21	310	18.08	291.92	328.08
22	321	17.43	303.57	338.43
23	331	17.11	313.89	348.11
24	341	17.11	323.89	358.11
25	351	17.46	333.54	368.46
26	362	18.31	343.69	380.31
27	375	19.92	355.08	394.92
28	388*	22.52	365.48	410.52
29	401*	26.03	374.97	427.03
30	414*	31.00	383.00	445.00

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.4.1.3**

Raw Score to Scale Score Conversion: Spek 1C S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	106^	31.00	100.00^	137.00
7	175	14.86	160.14	189.86
8	183	14.77	168.23	197.77
9	190	14.71	175.29	204.71
10	198	14.68	183.32	212.68
11	205	14.74	190.26	219.74
12	213	14.92	198.08	227.92
13	220	15.24	204.76	235.24
14	229	15.82	213.18	244.82
15	238	16.67	221.33	254.67
16	248	17.78	230.22	265.78
17	259	19.01	239.99	278.01
18	272	19.83	252.17	291.83
19	286	19.71	266.29	305.71
20	299	18.92	280.08	317.92
21	310	18.08	291.92	328.08
22	321	17.43	303.57	338.43
23	331	17.11	313.89	348.11
24	341	17.11	323.89	358.11
25	351	17.46	333.54	368.46
26	362	18.31	343.69	380.31
27	375	19.92	355.08	394.92
28	388*	22.52	365.48	410.52
29	401*	26.03	374.97	427.03
30	414*	31.00	383.00	445.00

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.4.2 Grade 2

**Table 4.2.11.4.2.1**

Raw Score to Scale Score Conversion: Spek 2A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	118^	19.60	100.00^	137.60
1	118^	19.60	100.00^	137.60
2	118^	19.60	100.00^	137.60
3	118	19.57	100.00^	137.57
4	130	19.27	110.73	149.27
5	143	19.04	123.96	162.04
6	155	18.66	136.34	173.66
7	167	18.54	148.46	185.54
8	179	18.92	160.08	197.92
9	192	19.86	172.14	211.86
10	206	21.58	184.42	227.58
11	224	24.60	199.40	248.60
12	248	27.70	220.30	275.70
13	274	26.70	247.30	300.70
14	296	24.69	271.31	320.69
15	317	24.22	292.78	341.22
16	338	25.88	312.12	363.88
17	359*	30.71	328.29	389.71
18	380*	38.90	341.10	418.90

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.4.2.2**

Raw Score to Scale Score Conversion: Spek 2B S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	118^	18.72	100.00^	136.72
7	157	16.41	140.59	173.41
8	166	16.00	150.00	182.00
9	175	15.79	159.21	190.79
10	183	15.76	167.24	198.76
11	192	15.88	176.12	207.88
12	200	16.12	183.88	216.12
13	209	16.50	192.50	225.50
14	219	16.99	202.01	235.99
15	229	17.52	211.48	246.52
16	240	18.08	221.92	258.08
17	252	18.48	233.52	270.48
18	263	18.72	244.28	281.72
19	275	18.63	256.37	293.63
20	287	18.34	268.66	305.34
21	298	18.02	279.98	316.02
22	309	17.78	291.22	326.78
23	320	17.75	302.25	337.75
24	331	17.96	313.04	348.96
25	342	18.48	323.52	360.48
26	354	19.48	334.52	373.48
27	368	21.15	346.85	389.15
28	382*	23.69	358.31	405.69
29	396*	26.91	369.09	422.91
30	425*	38.02	386.98	463.02

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.4.2.3**

Raw Score to Scale Score Conversion: Spek 2C S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	118^	18.72	100.00^	136.72
7	157	16.41	140.59	173.41
8	166	16.00	150.00	182.00
9	175	15.79	159.21	190.79
10	183	15.76	167.24	198.76
11	192	15.88	176.12	207.88
12	200	16.12	183.88	216.12
13	209	16.50	192.50	225.50
14	219	16.99	202.01	235.99
15	229	17.52	211.48	246.52
16	240	18.08	221.92	258.08
17	252	18.48	233.52	270.48
18	263	18.72	244.28	281.72
19	275	18.63	256.37	293.63
20	287	18.34	268.66	305.34
21	298	18.02	279.98	316.02
22	309	17.78	291.22	326.78
23	320	17.75	302.25	337.75
24	331	17.96	313.04	348.96
25	342	18.48	323.52	360.48
26	354	19.48	334.52	373.48
27	368	21.15	346.85	389.15
28	382*	23.69	358.31	405.69
29	396*	26.91	369.09	422.91
30	425*	38.02	386.98	463.02

^ Truncated

\* Adjusted for end of scale effect

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

#### 4.2.11.4.3 Grade 3

**Table 4.2.11.4.3.1**

Raw Score to Scale Score Conversion: Spek 3A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	118^	19.60	100.00^	137.60
1	118^	19.60	100.00^	137.60
2	118^	19.60	100.00^	137.60
3	118	19.57	100.00^	137.57
4	130	19.27	110.73	149.27
5	143	19.04	123.96	162.04
6	155	18.66	136.34	173.66
7	167	18.54	148.46	185.54
8	179	18.92	160.08	197.92
9	192	19.86	172.14	211.86
10	206	21.58	184.42	227.58
11	224	24.60	199.40	248.60
12	248	27.70	220.30	275.70
13	274	26.70	247.30	300.70
14	296	24.69	271.31	320.69
15	317	24.22	292.78	341.22
16	338	25.88	312.12	363.88
17	359*	30.71	328.29	389.71
18	380*	38.90	341.10	418.90

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.4.3.2**

Raw Score to Scale Score Conversion: Spek 3B S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	118^	18.72	100.00^	136.72
7	157	16.41	140.59	173.41
8	166	16.00	150.00	182.00
9	175	15.79	159.21	190.79
10	183	15.76	167.24	198.76
11	192	15.88	176.12	207.88
12	200	16.12	183.88	216.12
13	209	16.50	192.50	225.50
14	219	16.99	202.01	235.99
15	229	17.52	211.48	246.52
16	240	18.08	221.92	258.08
17	252	18.48	233.52	270.48
18	263	18.72	244.28	281.72
19	275	18.63	256.37	293.63
20	287	18.34	268.66	305.34
21	298	18.02	279.98	316.02
22	309	17.78	291.22	326.78
23	320	17.75	302.25	337.75
24	331	17.96	313.04	348.96
25	342	18.48	323.52	360.48
26	354	19.48	334.52	373.48
27	368	21.15	346.85	389.15
28	382*	23.69	358.31	405.69
29	396*	26.91	369.09	422.91
30	425*	38.02	386.98	463.02

^ Truncated

\* Adjusted for end of scale effect

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



**Table 4.2.11.4.3.3**

Raw Score to Scale Score Conversion: Spek 3C S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	118^	18.72	100.00^	136.72
7	157	16.41	140.59	173.41
8	166	16.00	150.00	182.00
9	175	15.79	159.21	190.79
10	183	15.76	167.24	198.76
11	192	15.88	176.12	207.88
12	200	16.12	183.88	216.12
13	209	16.50	192.50	225.50
14	219	16.99	202.01	235.99
15	229	17.52	211.48	246.52
16	240	18.08	221.92	258.08
17	252	18.48	233.52	270.48
18	263	18.72	244.28	281.72
19	275	18.63	256.37	293.63
20	287	18.34	268.66	305.34
21	298	18.02	279.98	316.02
22	309	17.78	291.22	326.78
23	320	17.75	302.25	337.75
24	331	17.96	313.04	348.96
25	342	18.48	323.52	360.48
26	354	19.48	334.52	373.48
27	368	21.15	346.85	389.15
28	382*	23.69	358.31	405.69
29	396*	26.91	369.09	422.91
30	425*	38.02	386.98	463.02

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.4.4 Grades 4–5

**Table 4.2.11.4.4.1**

Raw Score to Scale Score Conversion: Spek 4-5A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	130^	24.86	105.14	154.86
1	130^	24.86	105.14	154.86
2	142	20.71	121.29	162.71
3	155	18.40	136.60	173.40
4	166	17.61	148.39	183.61
5	176	17.49	158.51	193.49
6	187	17.64	169.36	204.64
7	198	17.84	180.16	215.84
8	209	18.25	190.75	227.25
9	221	19.07	201.93	240.07
10	234	20.53	213.47	254.53
11	250	22.73	227.27	272.73
12	270	25.18	244.82	295.18
13	293	26.29	266.71	319.29
14	316	25.94	290.06	341.94
15	339	25.74	313.26	364.74
16	362	27.11	334.89	389.11
17	385*	31.29	353.71	416.29
18	408*	39.78	368.22	447.78

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.4.4.2**

Raw Score to Scale Score Conversion: Spek 4-5B S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	130^	24.28	105.72	154.28
7	192	16.38	175.62	208.38
8	201	16.14	184.86	217.14
9	210	16.00	194.00	226.00
10	219	15.88	203.12	234.88
11	228	15.85	212.15	243.85
12	236	15.85	220.15	251.85
13	245	15.91	229.09	260.91
14	254	16.09	237.91	270.09
15	263	16.41	246.59	279.41
16	272	16.91	255.09	288.91
17	282	17.55	264.45	299.55
18	293	18.25	274.75	311.25
19	305	18.86	286.14	323.86
20	317	19.16	297.84	336.16
21	330	19.07	310.93	349.07
22	342	18.78	323.22	360.78
23	354	18.51	335.49	372.51
24	366	18.43	347.57	384.43
25	377	18.66	358.34	395.66
26	390	19.36	370.64	409.36
27	403	20.82	382.18	423.82
28	416*	23.11	392.89	439.11
29	429*	26.03	402.97	455.03
30	443*	30.71	412.29	473.71

^ Truncated

\* Adjusted for end of scale effect

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

**Table 4.2.11.4.4.3**

Raw Score to Scale Score Conversion: Spek 4-5C S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	130^	24.28	105.72	154.28
7	192	16.38	175.62	208.38
8	201	16.14	184.86	217.14
9	210	16.00	194.00	226.00
10	219	15.88	203.12	234.88
11	228	15.85	212.15	243.85
12	236	15.85	220.15	251.85
13	245	15.91	229.09	260.91
14	254	16.09	237.91	270.09
15	263	16.41	246.59	279.41
16	272	16.91	255.09	288.91
17	282	17.55	264.45	299.55
18	293	18.25	274.75	311.25
19	305	18.86	286.14	323.86
20	317	19.16	297.84	336.16
21	330	19.07	310.93	349.07
22	342	18.78	323.22	360.78
23	354	18.51	335.49	372.51
24	366	18.43	347.57	384.43
25	377	18.66	358.34	395.66
26	390	19.36	370.64	409.36
27	403	20.82	382.18	423.82
28	416*	23.11	392.89	439.11
29	429*	26.03	402.97	455.03
30	443*	30.71	412.29	473.71

^ Truncated

\* Adjusted for end of scale effect

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

4.2.11.4.5 Grades 6–8

**Table 4.2.11.4.5.1**

Raw Score to Scale Score Conversion: Spek 6-8A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	148^	26.32	121.68	174.32
1	148^	26.32	121.68	174.32
2	165	21.67	143.33	186.67
3	179	20.30	158.70	199.30
4	193	20.01	172.99	213.01
5	207	19.51	187.49	226.51
6	219	18.72	200.28	237.72
7	231	18.25	212.75	249.25
8	242	18.40	223.60	260.40
9	254	19.30	234.70	273.30
10	268	21.18	246.82	289.18
11	286	24.45	261.55	310.45
12	309	27.76	281.24	336.76
13	335	26.67	308.33	361.67
14	358	24.54	333.46	382.54
15	378	24.04	353.96	402.04
16	398	25.74	372.26	423.74
17	418*	30.13	387.87	448.13
18	438*	37.44	400.56	475.44

^ Truncated

\* Adjusted for end of scale effect

**Table 4.2.11.4.5.2**

Raw Score to Scale Score Conversion: Spek 6-8B S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	148^	25.74	122.26	173.74
7	223	16.55	206.45	239.55
8	232	15.94	216.06	247.94
9	241	15.56	225.44	256.56
10	249	15.38	233.62	264.38
11	257	15.36	241.64	272.36
12	265	15.44	249.56	280.44
13	273	15.71	257.29	288.71
14	282	16.14	265.86	298.14
15	291	16.82	274.18	307.82
16	301	17.67	283.33	318.67
17	313	18.63	294.37	331.63
18	325	19.30	305.70	344.30
19	338	19.36	318.64	357.36
20	350	18.86	331.14	368.86
21	362	18.22	343.78	380.22
22	373	17.72	355.28	390.72
23	384	17.46	366.54	401.46
24	394	17.49	376.51	411.49
25	405	17.87	387.13	422.87
26	416	18.69	397.31	434.69
27	429	20.27	408.73	449.27
28	442*	22.81	419.19	464.81
29	455*	26.03	428.97	481.03
30	468*	30.71	437.29	498.71

^ Truncated

\* Adjusted for end of scale effect

Note: The test form is shared between 6-8B and 6-8C.

**Table 4.2.11.4.5.3**

Raw Score to Scale Score Conversion: Spek 6-8C S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	148^	25.74	122.26	173.74
7	223	16.55	206.45	239.55
8	232	15.94	216.06	247.94
9	241	15.56	225.44	256.56
10	249	15.38	233.62	264.38
11	257	15.36	241.64	272.36
12	265	15.44	249.56	280.44
13	273	15.71	257.29	288.71
14	282	16.14	265.86	298.14
15	291	16.82	274.18	307.82
16	301	17.67	283.33	318.67
17	313	18.63	294.37	331.63
18	325	19.30	305.70	344.30
19	338	19.36	318.64	357.36
20	350	18.86	331.14	368.86
21	362	18.22	343.78	380.22
22	373	17.72	355.28	390.72
23	384	17.46	366.54	401.46
24	394	17.49	376.51	411.49
25	405	17.87	387.13	422.87
26	416	18.69	397.31	434.69
27	429	20.27	408.73	449.27
28	442*	22.81	419.19	464.81
29	455*	26.03	428.97	481.03
30	468*	30.71	437.29	498.71

^ Truncated

\* Adjusted for end of scale effect

Note: The test form is shared between 6-8B and 6-8C.

4.2.11.4.6 Grades 9–12

**Table 4.2.11.4.6.1**

Raw Score to Scale Score Conversion: Spek 9-12A S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
0	172^	19.89	152.11	191.89
1	172^	19.89	152.11	191.89
2	172^	19.89	152.11	191.89
3	183	17.69	165.31	200.69
4	193	17.05	175.95	210.05
5	203	17.31	185.69	220.31
6	214	18.16	195.84	232.16
7	226	19.13	206.87	245.13
8	239	19.89	219.11	258.89
9	253	20.65	232.35	273.65
10	268	22.11	245.89	290.11
11	287	24.89	262.11	311.89
12	311	27.81	283.19	338.81
13	337	26.76	310.24	363.76
14	360	24.74	335.26	384.74
15	380	24.25	355.75	404.25
16	401	25.94	375.06	426.94
17	422*	30.42	391.58	452.42
18	443*	38.61	404.39	481.61

^ Truncated

\* Adjusted for end of scale effect



**Table 4.2.11.4.6.2**

Raw Score to Scale Score Conversion: Spek 9-12B S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	172^	19.01	152.99	191.01
7	217	16.26	200.74	233.26
8	226	16.23	209.77	242.23
9	235	16.03	218.97	251.03
10	243	15.76	227.24	258.76
11	252	15.59	236.41	267.59
12	260	15.56	244.44	275.56
13	268	15.74	252.26	283.74
14	277	16.17	260.83	293.17
15	286	16.85	269.15	302.85
16	296	17.81	278.19	313.81
17	308	18.86	289.14	326.86
18	321	19.60	301.40	340.60
19	334	19.57	314.43	353.57
20	347	18.92	328.08	365.92
21	358	18.19	339.81	376.19
22	369	17.61	351.39	386.61
23	380	17.31	362.69	397.31
24	390	17.31	372.69	407.31
25	400	17.67	382.33	417.67
26	411	18.51	392.49	429.51
27	424	20.09	403.91	444.09
28	437*	22.52	414.48	459.52
29	455*	27.79	427.21	482.79
30	476*	36.85	439.15	512.85

^ Truncated

\* Adjusted for end of scale effect

Note: The test form is shared between 9-12B and 9-12C.

**Table 4.2.11.4.6.3**

Raw Score to Scale Score Conversion: Spek 9-12C S402 Paper

<b>Raw Score</b>	<b>Scale Score</b>	<b>CSEM</b>	<b>Low Bound</b>	<b>High Bound</b>
6	172^	19.01	152.99	191.01
7	217	16.26	200.74	233.26
8	226	16.23	209.77	242.23
9	235	16.03	218.97	251.03
10	243	15.76	227.24	258.76
11	252	15.59	236.41	267.59
12	260	15.56	244.44	275.56
13	268	15.74	252.26	283.74
14	277	16.17	260.83	293.17
15	286	16.85	269.15	302.85
16	296	17.81	278.19	313.81
17	308	18.86	289.14	326.86
18	321	19.60	301.40	340.60
19	334	19.57	314.43	353.57
20	347	18.92	328.08	365.92
21	358	18.19	339.81	376.19
22	369	17.61	351.39	386.61
23	380	17.31	362.69	397.31
24	390	17.31	372.69	407.31
25	400	17.67	382.33	417.67
26	411	18.51	392.49	429.51
27	424	20.09	403.91	444.09
28	437*	22.52	414.48	459.52
29	455*	27.79	427.21	482.79
30	476*	36.85	439.15	512.85

^ Truncated

\* Adjusted for end of scale effect

Note: The test form is shared between 9-12B and 9-12C.

#### 4.2.12 Raw Score to Proficiency Level Score Conversion Table

The tables in this section show the interpretive proficiency level score associated with each raw score. The first column in the table shows the raw score. The remaining columns show the proficiency level score associated with each raw score for each grade in the grade-level cluster, along with the percentage of students in that grade who scored at that raw score/proficiency level score.

There are two things to note about this table. First, unlike scale scores, which are determined psychometrically and have a one-to-one correspondence to raw scores regardless of the grade level of the student, proficiency level scores are interpretations of the scale score. In ACCESS Series 100 and Series 101, cut scores between proficiency levels were determined by grade-level cluster (e.g., in Cluster 3–5, a given scale score was associated with the same proficiency level score for Grades 3, 4, and 5 students). Such a system, however, fails to take into account that older children can be expected to perform better on the test due to general cognitive growth beyond growth in English language proficiency. This effect can clearly be seen in tables in Sections 4.21 and 4.2.2, where average scores on any test form tend to rise, albeit slightly, by grade level. In other words, a Grade 5 student would be expected to perform better on the Cluster 3–5 test than a Grade 3 student at the same underlying level of English proficiency.

To account for this effect, the WIDA Consortium adopted grade-level cut scores beginning with ACCESS Series 102 so that, for any given raw score/scale score, its associated proficiency level score now differs according to the grade level of the student. (For details on how grade-level cut scores were determined, see Kenyon, Ryu, and MacGregor [2013].) Hence, the tables in this section include a separate column for each grade. A bolded horizontal line in the table represents a grade-level cut.

For Writing and Speaking, for each grade-level cluster, the Tier B form is identical to the Tier C form. The tables are therefore simply repeated in the section for the Tier B form and the section for the Tier C form.

Note that the tables in this section do not apply in cases where a mode-adjusted scale score or proficiency level is computed.

4.2.12.1 Listening

4.2.12.1.0 Kindergarten

**Table 4.2.12.1.0**

Raw Score to Proficiency Level Conversion: List K S402 Paper

Raw Score	Kindergarten	
	Proficiency Level Score	% of Students
0	1.0	0.8
1	1.0	0.6
2	1.0	0.5
3	1.0	0.5
4	1.0	0.6
5	1.0	0.7
6	1.0	0.9
7	1.1	1.1
8	1.2	1.2
9	1.3	1.3
10	1.3	1.4
11	1.4	1.5
12	1.5	1.6
13	1.6	1.7
14	1.6	1.9
15	1.7	2.1
16	1.8	2.1
17	1.8	2.3
18	1.9	2.5
19	2.1	2.9
20	2.5	3.2
21	2.9	3.6
22	3.2	4.0
23	3.6	4.7
24	4.1	5.8
25	5.1	7.1
26	5.7	8.1
27	6.0	9.0
28	6.0	9.1
29	6.0	8.8
30	6.0	8.4

4.2.12.1.1 Grade 1

**Table 4.2.12.1.1.1**

Raw Score to Proficiency Level Conversion: List 1A S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.1	0.0
2	1.3	0.0
3	1.5	0.1
4	1.6	0.3
5	1.7	0.7
6	1.7	1.3
7	1.8	1.6
8	1.9	2.3
9	2.1	2.8
10	2.5	3.5
11	2.9	4.7
12	3.3	6.2
13	3.6	8.4
14	4.1	11.3
15	5.2	13.8
16	5.8	16.9
17	6.0	16.2
18	6.0	9.9

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.1.2**

Raw Score to Proficiency Level Conversion: List 1B S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.2	0.0
2	1.4	0.0
3	1.5	0.0
4	1.7	0.0
5	1.8	0.0
6	1.9	0.1
7	1.9	0.3
8	2.3	0.3
9	2.8	0.6
10	3.1	0.9
11	3.5	1.4
12	3.8	2.8
13	4.2	4.2
14	5.0	6.5
15	5.5	9.5
16	6.0	12.0
17	6.0	15.0
18	6.0	16.1
19	6.0	15.1
20	6.0	10.7
21	6.0	4.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.1.3**

Raw Score to Proficiency Level Conversion: List 1C S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.3	0.0
2	1.5	0.0
3	1.6	0.0
4	1.7	0.0
5	1.8	0.1
6	1.9	0.2
7	2.1	0.4
8	2.5	0.8
9	2.9	1.4
10	3.2	2.9
11	3.5	4.5
12	3.8	7.0
13	4.2	9.2
14	5.0	11.3
15	5.4	13.2
16	5.9	13.6
17	6.0	12.8
18	6.0	10.8
19	6.0	7.0
20	6.0	3.6
21	6.0	1.1

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.1.2 Grade 2

**Table 4.2.12.1.2.1**

Raw Score to Proficiency Level Conversion: List 2A S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.0	0.0
2	1.3	0.0
3	1.4	0.1
4	1.5	0.3
5	1.6	0.8
6	1.7	1.6
7	1.8	1.9
8	1.8	2.5
9	1.9	3.2
10	2.1	3.7
11	2.3	4.5
12	2.6	4.7
13	2.9	6.0
14	3.3	7.8
15	3.8	10.0
16	4.5	14.1
17	5.3	19.9
18	5.9	18.9

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



**Table 4.2.12.1.2.2**

Raw Score to Proficiency Level Conversion: List 2B S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.1	0.0
2	1.4	0.0
3	1.5	0.0
4	1.6	0.0
5	1.7	0.0
6	1.8	0.0
7	1.9	0.1
8	2.0	0.1
9	2.2	0.1
10	2.5	0.3
11	2.7	0.5
12	3.0	0.9
13	3.3	1.4
14	3.7	2.6
15	4.1	4.4
16	4.8	7.0
17	5.4	11.0
18	6.0	16.6
19	6.0	21.4
20	6.0	21.8
21	6.0	11.7

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.2.3**

Raw Score to Proficiency Level Conversion: List 2C S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.2	0.0
2	1.4	0.0
3	1.6	0.0
4	1.7	0.0
5	1.8	0.0
6	1.8	0.0
7	1.9	0.1
8	2.1	0.1
9	2.3	0.2
10	2.5	0.5
11	2.8	1.0
12	3.0	1.6
13	3.3	3.4
14	3.6	5.3
15	3.9	8.3
16	4.6	12.2
17	5.2	16.0
18	5.9	17.7
19	6.0	16.6
20	6.0	11.7
21	6.0	5.2

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.1.3 Grade 3

**Table 4.2.12.1.3.1**

Raw Score to Proficiency Level Conversion: List 3A S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.3	0.1
2	1.6	0.1
3	1.7	0.6
4	1.8	1.7
5	1.9	3.5
6	2.2	4.8
7	2.5	6.6
8	2.8	7.7
9	3.0	9.0
10	3.4	9.1
11	3.7	9.4
12	4.1	8.9
13	4.7	8.7
14	5.3	8.1
15	5.8	7.6
16	6.0	6.4
17	6.0	5.3
18	6.0	2.3

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.3.2**

Raw Score to Proficiency Level Conversion: List 3B S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.3	0.0
2	1.5	0.0
3	1.6	0.0
4	1.8	0.1
5	1.9	0.2
6	1.9	0.3
7	2.2	0.6
8	2.5	1.4
9	2.8	2.5
10	3.1	3.6
11	3.4	5.2
12	3.7	7.4
13	4.1	9.5
14	4.6	11.1
15	5.1	12.5
16	5.6	12.5
17	6.0	12.2
18	6.0	9.9
19	6.0	6.8
20	6.0	3.3
21	6.0	0.9

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.3.3**

Raw Score to Proficiency Level Conversion: List 3C S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.6	0.0
2	1.8	0.0
3	2.0	0.0
4	2.4	0.1
5	2.7	0.4
6	3.0	0.9
7	3.4	1.7
8	3.7	3.0
9	4.0	4.7
10	4.5	7.0
11	5.0	9.0
12	5.3	10.8
13	5.7	12.7
14	6.0	12.9
15	6.0	12.0
16	6.0	10.1
17	6.0	7.2
18	6.0	4.4
19	6.0	2.1
20	6.0	0.8
21	6.0	0.1

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.1.4 Grades 4–5

**Table 4.2.12.1.4.1**

Raw Score to Proficiency Level Conversion: List 4-5A S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0
1	1.3	0.0	1.3	0.0
2	1.5	0.1	1.5	0.1
3	1.7	0.5	1.6	0.6
4	1.8	1.3	1.7	0.9
5	1.8	2.5	1.8	2.1
6	1.9	4.3	1.9	3.5
7	2.2	5.5	1.9	4.9
8	2.4	7.2	2.2	6.3
9	2.7	7.8	2.4	7.0
10	3.0	8.4	2.7	7.3
11	3.3	8.7	3.0	8.7
12	3.6	8.9	3.3	8.0
13	4.0	9.2	3.6	9.3
14	4.7	8.9	4.1	9.3
15	5.3	8.2	4.8	8.8
16	5.8	7.8	5.3	9.5
17	6.0	6.6	5.9	8.7
18	6.0	3.9	6.0	5.2

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.4.2**

Raw Score to Proficiency Level Conversion: List 4-5B S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0
1	1.2	0.0	1.2	0.0
2	1.4	0.0	1.4	0.0
3	1.6	0.0	1.5	0.0
4	1.7	0.1	1.6	0.1
5	1.8	0.1	1.7	0.1
6	1.9	0.2	1.8	0.1
7	1.9	0.4	1.9	0.2
8	2.2	0.7	1.9	0.6
9	2.5	1.1	2.2	0.7
10	2.7	1.7	2.5	1.6
11	3.0	3.1	2.7	1.6
12	3.3	4.1	3.0	2.8
13	3.6	5.5	3.3	4.9
14	4.0	7.4	3.6	6.1
15	4.5	9.9	3.9	8.5
16	5.0	12.1	4.5	10.1
17	5.5	14.7	5.0	13.6
18	6.0	14.0	5.6	15.2
19	6.0	12.7	6.0	15.4
20	6.0	8.4	6.0	11.8
21	6.0	3.8	6.0	6.7

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.4.3**

Raw Score to Proficiency Level Conversion: List 4-5C S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0
1	1.6	0.0	1.5	0.0
2	1.8	0.0	1.7	0.0
3	1.9	0.0	1.8	0.0
4	2.0	0.0	1.9	0.0
5	2.4	0.2	2.1	0.1
6	2.7	0.3	2.4	0.1
7	3.0	0.5	2.7	0.4
8	3.3	0.9	2.9	0.8
9	3.6	1.8	3.2	1.1
10	3.9	2.8	3.5	1.9
11	4.3	4.1	3.8	3.1
12	4.7	6.6	4.1	4.6
13	5.1	9.4	4.6	6.8
14	5.5	12.4	5.0	9.9
15	5.9	14.2	5.4	12.6
16	6.0	14.0	5.8	14.3
17	6.0	13.5	6.0	15.0
18	6.0	10.2	6.0	13.2
19	6.0	6.1	6.0	9.9
20	6.0	2.5	6.0	4.8
21	6.0	0.6	6.0	1.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



4.2.12.1.5 Grades 6–8

**Table 4.2.12.1.5.1**

Raw Score to Proficiency Level Conversion: List 6-8A S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.3	0.0	1.2	0.0	1.2	0.0
2	1.5	0.2	1.4	0.2	1.4	0.1
3	1.6	0.7	1.5	0.4	1.5	0.5
4	1.7	1.3	1.6	1.7	1.6	1.1
5	1.8	3.0	1.7	3.0	1.7	2.9
6	1.8	4.7	1.8	5.6	1.8	4.7
7	1.9	7.1	1.9	7.5	1.8	6.8
8	2.1	9.1	1.9	9.0	1.9	8.8
9	2.3	9.7	2.1	9.3	2.0	9.7
10	2.6	9.9	2.4	10.2	2.2	10.6
11	2.9	9.7	2.7	9.3	2.5	9.5
12	3.2	9.1	3.0	9.4	2.8	9.3
13	3.6	8.5	3.4	7.0	3.2	8.3
14	4.1	7.1	3.8	7.2	3.6	7.5
15	4.8	6.7	4.5	6.7	4.2	6.7
16	5.5	6.3	5.1	5.8	4.8	5.2
17	6.0	4.3	5.7	4.8	5.4	4.7
18	6.0	2.5	6.0	2.7	6.0	3.6

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.5.2**

Raw Score to Proficiency Level Conversion: List 6-8B S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.4	0.0	1.3	0.0	1.3	0.0
2	1.5	0.0	1.5	0.0	1.5	0.0
3	1.6	0.0	1.6	0.0	1.6	0.0
4	1.7	0.1	1.7	0.1	1.7	0.0
5	1.8	0.2	1.8	0.1	1.7	0.1
6	1.9	0.2	1.8	0.4	1.8	0.4
7	1.9	0.9	1.9	0.9	1.8	0.8
8	2.1	1.6	1.9	1.3	1.9	1.1
9	2.3	2.4	2.1	2.1	2.0	2.2
10	2.6	3.6	2.3	3.9	2.2	3.1
11	2.8	5.2	2.6	4.8	2.4	4.4
12	3.0	7.1	2.8	7.0	2.6	5.7
13	3.3	8.8	3.1	8.2	2.9	7.7
14	3.6	10.5	3.4	9.5	3.2	8.8
15	4.0	11.9	3.7	10.9	3.5	10.0
16	4.5	11.6	4.2	12.0	3.9	10.8
17	5.0	11.9	4.7	11.7	4.4	13.2
18	5.6	10.7	5.3	11.4	5.0	12.4
19	6.0	8.2	5.8	9.2	5.6	10.5
20	6.0	3.9	6.0	4.9	6.0	6.8
21	6.0	1.2	6.0	1.6	6.0	1.9

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.5.3**

Raw Score to Proficiency Level Conversion: List 6-8C S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.6	0.0	1.5	0.0	1.5	0.0
2	1.7	0.0	1.7	0.0	1.7	0.0
3	1.9	0.0	1.8	0.0	1.8	0.0
4	1.9	0.0	1.9	0.0	1.9	0.0
5	2.2	0.0	2.0	0.0	1.9	0.0
6	2.5	0.1	2.3	0.1	2.1	0.0
7	2.7	0.2	2.5	0.2	2.4	0.1
8	3.0	0.5	2.8	0.2	2.6	0.2
9	3.2	0.8	3.0	0.5	2.8	0.4
10	3.5	2.0	3.3	1.1	3.1	0.6
11	3.8	3.1	3.6	1.7	3.3	1.3
12	4.1	4.7	3.9	2.5	3.6	2.0
13	4.5	7.2	4.2	4.1	3.9	3.3
14	4.9	9.6	4.5	7.3	4.2	5.5
15	5.3	12.7	5.0	9.7	4.6	7.7
16	5.7	14.3	5.3	12.4	5.0	10.3
17	6.0	14.8	5.8	16.2	5.6	14.2
18	6.0	12.9	6.0	16.8	6.0	17.1
19	6.0	9.6	6.0	14.2	6.0	17.6
20	6.0	5.4	6.0	9.2	6.0	13.4
21	6.0	1.9	6.0	3.6	6.0	6.1

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.1.6 Grades 9–12

**Table 4.2.12.1.6.1**

Raw Score to Proficiency Level Conversion: List 9-12A S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.1	0.0	1.1	0.0	1.1	0.0	1.1	0.0
2	1.3	0.1	1.3	0.1	1.3	0.1	1.2	0.1
3	1.4	0.3	1.4	0.1	1.4	0.2	1.3	0.0
4	1.5	0.6	1.5	0.5	1.5	0.5	1.4	0.4
5	1.6	1.9	1.6	1.4	1.5	1.0	1.5	0.7
6	1.7	3.1	1.6	3.0	1.6	2.2	1.6	1.9
7	1.8	5.7	1.7	5.0	1.7	4.3	1.6	3.9
8	1.8	8.1	1.8	7.7	1.7	6.3	1.7	6.4
9	1.9	10.5	1.8	10.4	1.8	9.4	1.8	8.2
10	2.0	12.1	1.9	11.7	1.8	11.7	1.8	10.6
11	2.3	12.4	2.0	12.6	1.9	12.8	1.9	12.4
12	2.6	11.4	2.4	12.3	2.1	11.4	1.9	12.6
13	2.9	10.7	2.7	10.5	2.5	11.0	2.3	10.7
14	3.4	8.4	3.2	8.6	3.0	9.5	2.8	10.6
15	3.9	6.1	3.7	6.6	3.5	7.8	3.4	7.8
16	4.5	4.4	4.3	4.9	4.1	6.1	3.9	6.1
17	5.1	3.1	4.9	3.3	4.7	4.5	4.5	5.4
18	5.8	1.0	5.5	1.5	5.3	1.3	5.1	2.1

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.6.2**

Raw Score to Proficiency Level Conversion: List 9-12B S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.4	0.0	1.3	0.0	1.3	0.0	1.3	0.0
2	1.5	0.0	1.5	0.0	1.5	0.0	1.4	0.0
3	1.7	0.0	1.6	0.0	1.6	0.0	1.5	0.1
4	1.8	0.2	1.7	0.0	1.7	0.2	1.6	0.0
5	1.8	0.3	1.8	0.6	1.7	0.3	1.7	0.5
6	1.9	0.7	1.8	0.6	1.8	0.5	1.8	0.7
7	2.1	1.3	1.9	1.4	1.9	1.4	1.8	1.2
8	2.3	2.1	2.1	2.3	1.9	2.5	1.9	3.1
9	2.6	3.7	2.4	3.9	2.1	4.0	1.9	4.2
10	2.9	5.1	2.7	6.5	2.5	5.9	2.3	6.5
11	3.2	8.5	3.0	8.2	2.8	7.3	2.6	8.4
12	3.5	10.5	3.3	9.8	3.2	9.6	3.0	10.6
13	3.9	10.9	3.7	11.3	3.5	11.6	3.4	12.8
14	4.2	11.9	4.0	11.8	3.8	12.3	3.7	12.3
15	4.6	11.8	4.4	11.7	4.2	12.1	4.1	10.7
16	5.1	10.8	4.9	10.6	4.7	9.6	4.5	9.6
17	5.6	8.6	5.4	8.3	5.2	8.0	5.0	8.0
18	6.0	6.6	6.0	6.2	5.7	6.7	5.5	5.8
19	6.0	4.4	6.0	3.7	6.0	4.7	6.0	3.2
20	6.0	1.8	6.0	2.4	6.0	2.5	6.0	1.6
21	6.0	0.8	6.0	0.8	6.0	0.8	6.0	0.6

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.1.6.3**

Raw Score to Proficiency Level Conversion: List 9-12C S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.6	0.0	1.6	0.0	1.5	0.0	1.5	0.0
2	1.8	0.0	1.7	0.0	1.7	0.0	1.6	0.0
3	1.9	0.0	1.8	0.0	1.8	0.1	1.7	0.1
4	1.9	0.0	1.9	0.2	1.8	0.1	1.8	0.1
5	2.2	0.5	2.0	0.4	1.9	0.4	1.9	0.6
6	2.5	0.6	2.3	0.7	2.0	0.7	1.9	1.4
7	2.7	1.3	2.6	1.2	2.3	1.5	2.1	1.8
8	3.0	2.5	2.8	2.1	2.6	2.0	2.4	2.6
9	3.3	3.6	3.1	3.2	2.9	3.4	2.8	4.6
10	3.6	5.4	3.4	4.8	3.2	4.3	3.1	5.5
11	3.9	7.4	3.7	6.1	3.5	6.1	3.4	7.1
12	4.2	9.6	4.0	8.0	3.8	7.8	3.7	9.3
13	4.5	11.6	4.3	9.7	4.1	10.2	4.0	10.7
14	4.9	13.0	4.6	12.1	4.5	11.0	4.3	10.8
15	5.3	12.2	5.0	11.6	4.8	12.1	4.6	11.9
16	5.7	11.3	5.4	13.2	5.2	11.9	5.0	10.4
17	6.0	9.6	5.9	11.1	5.7	10.6	5.5	9.3
18	6.0	6.2	6.0	7.9	6.0	9.1	6.0	6.6
19	6.0	3.1	6.0	4.6	6.0	5.6	6.0	4.5
20	6.0	1.7	6.0	2.5	6.0	2.3	6.0	2.1
21	6.0	0.4	6.0	0.6	6.0	0.7	6.0	0.4

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.2 Reading

4.2.12.2.0 Kindergarten

**Table 4.2.12.2.0**

Raw Score to Proficiency Level Conversion: Read K S402 Paper

Raw Score	Kindergarten	
	Proficiency Level Score	% of Students
0	1.0	0.5
1	1.0	0.2
2	1.0	0.2
3	1.0	0.5
4	1.0	0.5
5	1.0	0.8
6	1.0	1.8
7	1.0	2.2
8	1.0	2.3
9	1.0	3.9
10	1.0	4.6
11	1.0	3.8
12	1.1	3.9
13	1.2	4.5
14	1.2	4.7
15	1.3	4.6
16	1.4	4.9
17	1.5	3.9
18	1.5	3.7
19	1.6	3.6
20	1.6	2.8
21	1.7	2.5
22	1.8	2.7
23	1.8	2.6
24	1.9	2.8
25	1.9	3.1
26	2.5	3.5
27	3.0	4.3
28	3.5	5.0
29	4.1	6.1
30	5.0	9.6

4.2.12.2.1 *Grade 1*

**Table 4.2.12.2.1.1**

Raw Score to Proficiency Level Conversion: Read 1A S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.3	0.0
2	1.4	0.1
3	1.5	0.3
4	1.6	0.9
5	1.7	2.2
6	1.7	4.0
7	1.8	6.2
8	1.8	7.9
9	1.9	8.4
10	1.9	8.6
11	2.0	7.4
12	2.2	7.2
13	2.5	6.7
14	2.7	5.9
15	2.9	5.7
16	3.2	5.5
17	3.6	5.0
18	3.9	4.3
19	4.5	3.8
20	5.1	3.3
21	5.6	2.8
22	6.0	2.0
23	6.0	1.3
24	6.0	0.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting.

As these results are computed differently from other states' results, they are excluded from this analysis.



**Table 4.2.12.2.1.2**

Raw Score to Proficiency Level Conversion: Read 1B S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.6	0.0
2	1.7	0.0
3	1.8	0.1
4	1.9	0.4
5	2.0	1.3
6	2.2	3.0
7	2.5	5.5
8	2.7	7.5
9	3.0	9.5
10	3.2	10.4
11	3.5	9.8
12	3.7	8.0
13	4.0	7.1
14	4.4	5.6
15	4.8	4.3
16	5.1	4.0
17	5.3	3.8
18	5.6	3.1
19	5.8	3.1
20	6.0	2.7
21	6.0	2.8
22	6.0	2.3
23	6.0	1.8
24	6.0	1.7
25	6.0	1.3
26	6.0	0.6
27	6.0	0.2

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.1.3**

Raw Score to Proficiency Level Conversion: Read 1C S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.5	0.0
2	1.7	0.0
3	1.8	0.1
4	1.8	0.4
5	1.9	1.0
6	2.0	2.2
7	2.3	3.9
8	2.5	5.9
9	2.8	7.5
10	3.1	9.1
11	3.3	9.0
12	3.6	9.4
13	3.8	7.7
14	4.2	6.8
15	4.6	6.0
16	5.0	5.5
17	5.3	4.6
18	5.5	4.3
19	5.8	3.6
20	6.0	3.4
21	6.0	2.7
22	6.0	2.3
23	6.0	1.9
24	6.0	1.3
25	6.0	1.0
26	6.0	0.4
27	6.0	0.2

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.2.2 Grade 2

**Table 4.2.12.2.2.1**

Raw Score to Proficiency Level Conversion: Read 2A S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.2	0.0
2	1.3	0.0
3	1.4	0.1
4	1.5	0.4
5	1.6	1.2
6	1.6	2.2
7	1.6	3.5
8	1.7	4.5
9	1.7	6.0
10	1.8	5.8
11	1.8	5.4
12	1.9	5.7
13	1.9	5.4
14	1.9	5.3
15	2.0	5.5
16	2.3	6.1
17	2.5	5.3
18	2.8	5.4
19	3.1	5.5
20	3.5	6.1
21	4.0	6.2
22	4.9	6.4
23	5.4	5.4
24	5.9	2.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.2.2**

Raw Score to Proficiency Level Conversion: Read 2B S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.4	0.0
2	1.6	0.0
3	1.7	0.1
4	1.8	0.1
5	1.8	0.5
6	1.9	1.0
7	1.9	1.9
8	1.9	3.1
9	2.1	3.7
10	2.3	4.6
11	2.5	5.3
12	2.7	5.2
13	2.8	4.8
14	3.1	5.4
15	3.3	5.0
16	3.5	5.3
17	3.7	5.3
18	4.0	5.4
19	4.4	5.7
20	5.0	5.8
21	5.3	6.0
22	5.6	5.9
23	6.0	5.8
24	6.0	5.3
25	6.0	4.5
26	6.0	3.0
27	6.0	1.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.2.3**

Raw Score to Proficiency Level Conversion: Read 2C S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.4	0.0
2	1.5	0.0
3	1.6	0.0
4	1.7	0.1
5	1.8	0.1
6	1.8	0.4
7	1.9	0.9
8	1.9	1.3
9	2.0	2.1
10	2.2	2.9
11	2.4	3.3
12	2.5	3.9
13	2.7	4.6
14	3.0	5.1
15	3.2	5.7
16	3.4	6.1
17	3.7	6.9
18	4.0	7.5
19	4.4	7.4
20	5.0	7.8
21	5.3	7.6
22	5.6	7.3
23	6.0	6.6
24	6.0	5.5
25	6.0	3.8
26	6.0	2.2
27	6.0	0.8

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 4.2.12.2.3 Grade 3

**Table 4.2.12.2.3.1**

Raw Score to Proficiency Level Conversion: Read 3A S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.3	0.0
2	1.5	0.1
3	1.6	0.5
4	1.6	1.2
5	1.7	2.6
6	1.8	4.9
7	1.8	7.1
8	1.8	9.8
9	1.9	9.9
10	1.9	8.9
11	2.0	7.6
12	2.2	6.4
13	2.5	5.4
14	2.6	5.0
15	2.8	3.6
16	3.1	4.2
17	3.4	3.5
18	3.7	3.8
19	4.4	3.2
20	5.1	3.5
21	5.6	3.4
22	6.0	2.7
23	6.0	1.8
24	6.0	0.8

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.3.2**

Raw Score to Proficiency Level Conversion: Read 3B S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.5	0.1
2	1.7	0.1
3	1.8	0.5
4	1.8	0.9
5	1.9	2.3
6	1.9	3.4
7	2.1	4.9
8	2.3	6.0
9	2.5	7.1
10	2.7	7.4
11	2.9	7.0
12	3.2	7.9
13	3.4	7.1
14	3.6	6.2
15	3.8	5.9
16	4.3	5.8
17	4.7	5.5
18	5.1	5.1
19	5.3	4.0
20	5.7	3.3
21	6.0	2.7
22	6.0	2.3
23	6.0	1.8
24	6.0	1.4
25	6.0	0.9
26	6.0	0.3
27	6.0	0.1

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.3.3**

Raw Score to Proficiency Level Conversion: Read 3C S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.0
1	1.7	0.0
2	1.9	0.2
3	2.1	0.9
4	2.5	1.8
5	2.8	3.8
6	3.1	6.1
7	3.4	8.5
8	3.6	10.1
9	3.9	10.9
10	4.4	10.8
11	4.9	9.8
12	5.1	8.3
13	5.4	6.8
14	5.6	5.5
15	5.8	4.3
16	6.0	3.2
17	6.0	2.6
18	6.0	1.8
19	6.0	1.5
20	6.0	1.0
21	6.0	0.7
22	6.0	0.5
23	6.0	0.3
24	6.0	0.2
25	6.0	0.1
26	6.0	0.0
27	6.0	0.0

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



4.2.12.2.4 Grades 4–5

**Table 4.2.12.2.4.1**

Raw Score to Proficiency Level Conversion: Read 4-5A S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0
1	1.3	0.0	1.2	0.0
2	1.4	0.1	1.4	0.0
3	1.5	0.1	1.4	0.2
4	1.6	0.9	1.5	0.6
5	1.6	1.7	1.6	1.6
6	1.7	4.0	1.6	2.8
7	1.7	5.0	1.7	3.5
8	1.8	6.4	1.7	5.3
9	1.8	6.7	1.8	5.2
10	1.9	7.4	1.8	6.3
11	1.9	6.9	1.8	5.5
12	1.9	6.4	1.9	5.7
13	2.1	5.5	1.9	5.4
14	2.2	4.7	1.9	5.4
15	2.4	4.5	2.1	5.4
16	2.6	4.5	2.3	4.4
17	2.8	4.6	2.5	5.1
18	3.1	4.9	2.7	5.4
19	3.5	4.7	3.0	5.0
20	4.0	5.0	3.4	6.4
21	4.9	5.6	3.9	7.1
22	5.4	5.2	4.8	6.4
23	5.9	3.5	5.4	4.9
24	6.0	1.7	5.9	2.3

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.4.2**

Raw Score to Proficiency Level Conversion: Read 4-5B S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0
1	1.5	0.0	1.4	0.0
2	1.6	0.1	1.5	0.0
3	1.7	0.2	1.6	0.2
4	1.8	0.5	1.7	0.3
5	1.8	1.3	1.8	0.9
6	1.9	2.0	1.8	1.1
7	1.9	2.8	1.8	2.1
8	2.0	3.3	1.9	2.7
9	2.1	3.3	1.9	2.8
10	2.3	4.9	2.0	3.9
11	2.5	5.3	2.2	4.6
12	2.7	5.3	2.3	4.0
13	2.8	5.9	2.5	5.0
14	3.0	5.9	2.6	5.8
15	3.2	6.5	2.8	5.9
16	3.5	6.1	3.0	5.7
17	3.7	6.6	3.2	6.2
18	4.0	6.4	3.4	6.6
19	4.5	6.2	3.7	6.9
20	5.0	5.3	4.1	6.6
21	5.3	5.2	4.7	6.1
22	5.7	4.8	5.2	5.8
23	6.0	3.9	5.6	5.4
24	6.0	3.8	6.0	4.6
25	6.0	2.6	6.0	3.1
26	6.0	1.3	6.0	2.4
27	6.0	0.6	6.0	1.2

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.4.3**

Raw Score to Proficiency Level Conversion: Read 4-5C S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0
1	1.7	0.0	1.6	0.0
2	1.8	0.1	1.8	0.0
3	1.9	0.3	1.8	0.1
4	2.1	0.7	1.9	0.5
5	2.3	1.5	2.0	0.9
6	2.6	2.4	2.3	1.6
7	2.8	4.3	2.5	2.7
8	3.0	5.5	2.6	3.8
9	3.3	7.2	2.8	4.6
10	3.5	7.8	3.0	5.9
11	3.8	8.6	3.3	6.3
12	4.1	8.7	3.5	6.7
13	4.6	8.6	3.7	7.2
14	5.0	8.1	4.0	7.0
15	5.2	7.4	4.4	7.2
16	5.5	6.2	5.0	7.8
17	5.7	5.3	5.2	6.8
18	6.0	4.5	5.5	6.7
19	6.0	3.7	5.7	5.8
20	6.0	2.9	6.0	5.0
21	6.0	2.4	6.0	4.3
22	6.0	1.6	6.0	3.2
23	6.0	1.0	6.0	2.4
24	6.0	0.7	6.0	1.7
25	6.0	0.3	6.0	1.0
26	6.0	0.2	6.0	0.5
27	6.0	0.1	6.0	0.1

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.2.5 Grades 6–8

**Table 4.2.12.2.5.1**

Raw Score to Proficiency Level Conversion: Read 6-8A S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.3	0.1	1.3	0.0	1.2	0.0
2	1.5	0.0	1.4	0.0	1.4	0.0
3	1.6	0.4	1.5	0.3	1.5	0.2
4	1.6	1.3	1.6	0.7	1.5	0.5
5	1.7	2.3	1.6	1.7	1.6	1.2
6	1.7	3.4	1.7	3.1	1.6	2.5
7	1.8	6.0	1.7	5.2	1.7	3.7
8	1.8	7.3	1.8	6.1	1.7	5.6
9	1.9	8.2	1.8	7.0	1.8	5.5
10	1.9	7.6	1.9	7.9	1.8	6.7
11	2.0	7.0	1.9	7.2	1.9	6.0
12	2.1	7.7	1.9	7.8	1.9	7.3
13	2.3	7.5	2.1	7.7	1.9	7.1
14	2.5	7.1	2.3	7.2	2.1	7.4
15	2.7	6.0	2.4	5.9	2.2	7.8
16	2.9	5.5	2.6	5.6	2.4	6.9
17	3.1	5.7	2.8	5.7	2.6	6.1
18	3.4	4.6	3.1	5.3	2.8	5.6
19	3.8	3.4	3.4	4.7	3.1	5.4
20	4.4	3.0	3.8	3.8	3.5	4.6
21	5.2	2.6	4.7	3.2	4.1	3.4
22	5.8	1.9	5.4	2.2	5.1	3.2
23	6.0	1.1	6.0	1.3	5.7	2.2
24	6.0	0.4	6.0	0.5	6.0	0.9

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.5.2**

Raw Score to Proficiency Level Conversion: Read 6-8B S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.5	0.0	1.4	0.0	1.4	0.0
2	1.6	0.1	1.6	0.1	1.5	0.0
3	1.7	0.5	1.7	0.2	1.6	0.2
4	1.8	1.1	1.8	0.8	1.7	0.6
5	1.9	1.7	1.8	1.6	1.8	1.0
6	1.9	3.1	1.9	2.8	1.8	1.9
7	2.0	4.8	1.9	3.5	1.9	2.8
8	2.2	5.6	2.0	4.9	1.9	3.7
9	2.4	6.3	2.1	5.0	2.0	3.9
10	2.5	7.1	2.3	6.3	2.1	4.6
11	2.7	8.3	2.4	7.4	2.2	5.3
12	2.8	7.4	2.6	7.0	2.4	5.2
13	3.0	6.9	2.8	6.4	2.6	6.0
14	3.2	7.0	2.9	6.0	2.7	5.8
15	3.5	6.1	3.1	6.2	2.9	6.0
16	3.7	5.8	3.3	6.5	3.0	6.8
17	3.9	5.7	3.6	5.9	3.3	6.5
18	4.4	5.1	3.8	5.6	3.5	6.4
19	5.0	4.3	4.2	5.7	3.8	6.0
20	5.2	3.7	4.7	4.2	4.1	6.1
21	5.6	3.0	5.2	3.6	4.7	5.5
22	6.0	2.0	5.6	3.2	5.2	3.9
23	6.0	1.7	6.0	2.6	5.7	3.9
24	6.0	1.1	6.0	2.1	6.0	3.2
25	6.0	0.9	6.0	1.3	6.0	2.5
26	6.0	0.5	6.0	0.7	6.0	1.6
27	6.0	0.1	6.0	0.3	6.0	0.6

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.5.3**

Raw Score to Proficiency Level Conversion: Read 6-8C S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.6	0.0	1.6	0.0	1.5	0.0
2	1.8	0.0	1.7	0.1	1.7	0.1
3	1.8	0.4	1.8	0.2	1.8	0.2
4	1.9	1.1	1.9	0.5	1.8	0.4
5	2.0	1.8	1.9	1.1	1.9	0.9
6	2.2	3.1	2.0	2.2	1.9	1.4
7	2.4	4.8	2.2	3.1	2.0	2.3
8	2.6	7.0	2.4	4.4	2.2	3.0
9	2.8	7.5	2.5	5.4	2.3	3.6
10	2.9	8.6	2.7	5.8	2.5	4.1
11	3.1	8.6	2.8	6.6	2.6	4.9
12	3.4	8.5	3.0	7.1	2.8	5.7
13	3.6	8.8	3.2	7.9	2.9	5.4
14	3.8	7.6	3.5	7.2	3.2	7.0
15	4.1	7.1	3.7	7.3	3.4	7.5
16	4.6	6.4	3.9	7.4	3.6	6.8
17	5.0	5.0	4.3	7.2	3.8	7.8
18	5.3	3.9	4.8	6.2	4.2	7.3
19	5.6	3.1	5.2	5.3	4.7	6.7
20	6.0	2.3	5.5	4.3	5.2	6.4
21	6.0	1.4	5.8	3.5	5.5	5.4
22	6.0	1.2	6.0	2.5	5.9	4.3
23	6.0	0.8	6.0	1.8	6.0	3.3
24	6.0	0.5	6.0	1.3	6.0	2.4
25	6.0	0.4	6.0	1.0	6.0	1.9
26	6.0	0.1	6.0	0.4	6.0	1.0
27	6.0	0.0	6.0	0.2	6.0	0.5

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.2.6 Grades 9–12

**Table 4.2.12.2.6.1**

Raw Score to Proficiency Level Conversion: Read 9-12A S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.1
1	1.2	0.0	1.2	0.0	1.1	0.0	1.1	0.0
2	1.4	0.0	1.4	0.0	1.3	0.0	1.2	0.1
3	1.5	0.2	1.5	0.2	1.4	0.1	1.4	0.0
4	1.6	0.6	1.5	0.4	1.5	0.1	1.4	0.2
5	1.6	1.0	1.6	0.7	1.6	0.4	1.5	0.5
6	1.7	2.2	1.7	1.9	1.6	1.3	1.6	0.7
7	1.8	3.5	1.7	3.0	1.7	2.2	1.6	1.9
8	1.8	5.1	1.8	4.5	1.7	2.6	1.7	2.3
9	1.9	6.7	1.8	5.9	1.8	3.8	1.7	3.4
10	1.9	7.4	1.9	7.2	1.8	5.4	1.8	4.8
11	1.9	7.5	1.9	7.9	1.9	5.8	1.8	5.2
12	2.0	7.4	1.9	6.9	1.9	7.2	1.9	6.4
13	2.2	7.6	2.1	7.0	2.0	6.9	1.9	6.8
14	2.4	7.0	2.3	6.8	2.1	7.5	2.0	6.9
15	2.5	7.1	2.4	6.6	2.3	7.6	2.2	7.2
16	2.7	6.6	2.6	7.0	2.5	6.6	2.3	7.6
17	2.9	5.7	2.7	6.3	2.6	6.7	2.5	7.3
18	3.2	4.9	3.0	5.4	2.8	5.8	2.7	5.9
19	3.5	5.1	3.3	4.5	3.0	6.7	2.9	6.1
20	3.9	4.2	3.7	4.7	3.4	5.7	3.2	6.7
21	4.8	3.3	4.4	4.5	3.9	6.1	3.7	6.8
22	5.5	3.4	5.2	3.5	4.8	5.4	4.5	6.3
23	6.0	2.4	5.8	3.4	5.6	3.8	5.3	4.3
24	6.0	1.0	6.0	1.7	6.0	2.2	5.9	2.6

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.2.6.2**

Raw Score to Proficiency Level Conversion: Read 9-12B S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.4	0.0	1.3	0.0	1.2	0.0	1.2	0.0
2	1.5	0.0	1.5	0.1	1.4	0.0	1.4	0.0
3	1.6	0.1	1.6	0.2	1.5	0.0	1.5	0.0
4	1.7	0.3	1.6	0.2	1.6	0.1	1.6	0.1
5	1.7	0.6	1.7	1.0	1.7	0.5	1.6	0.5
6	1.8	1.1	1.8	1.1	1.7	0.8	1.7	0.7
7	1.8	1.6	1.8	1.8	1.8	1.6	1.7	1.8
8	1.9	2.4	1.9	2.4	1.8	2.3	1.8	2.8
9	1.9	3.6	1.9	3.1	1.9	3.4	1.8	3.6
10	2.0	4.8	1.9	4.2	1.9	3.8	1.9	4.1
11	2.2	4.7	2.0	4.7	1.9	4.3	1.9	4.8
12	2.3	6.2	2.2	6.2	2.0	5.4	1.9	5.4
13	2.5	6.2	2.3	6.0	2.2	5.9	2.1	6.2
14	2.6	6.1	2.4	6.4	2.3	5.5	2.2	5.9
15	2.7	6.9	2.6	6.4	2.5	5.8	2.3	6.4
16	2.9	6.2	2.7	5.6	2.6	6.3	2.5	5.7
17	3.1	6.4	2.9	6.6	2.7	5.8	2.6	7.2
18	3.3	6.1	3.1	6.2	2.9	6.5	2.7	6.6
19	3.6	5.8	3.3	5.6	3.1	5.4	2.9	6.0
20	3.8	5.9	3.6	6.0	3.3	6.7	3.1	6.2
21	4.3	5.7	3.9	5.5	3.6	5.8	3.4	6.0
22	5.0	5.3	4.5	4.7	4.0	4.9	3.7	4.8
23	5.4	4.0	5.1	4.4	4.8	5.1	4.2	4.4
24	6.0	3.6	5.7	4.7	5.5	5.2	5.2	3.9
25	6.0	3.4	6.0	3.2	6.0	4.3	5.8	3.3
26	6.0	1.9	6.0	2.5	6.0	3.1	6.0	2.4
27	6.0	1.2	6.0	1.2	6.0	1.7	6.0	1.2

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



**Table 4.2.12.2.6.3**

Raw Score to Proficiency Level Conversion: Read 9-12C S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
1	1.6	0.0	1.6	0.0	1.5	0.0	1.5	0.0
2	1.8	0.1	1.7	0.0	1.7	0.0	1.7	0.0
3	1.9	0.1	1.8	0.1	1.8	0.2	1.8	0.2
4	1.9	0.5	1.9	0.4	1.9	0.2	1.8	0.5
5	2.1	0.7	2.0	0.7	1.9	0.6	1.9	0.9
6	2.3	1.2	2.2	1.2	2.1	1.1	2.0	1.6
7	2.5	2.5	2.4	1.4	2.2	1.6	2.1	2.0
8	2.7	2.8	2.5	2.3	2.4	2.2	2.3	2.8
9	2.8	3.8	2.7	2.9	2.5	2.6	2.4	3.4
10	3.0	4.7	2.8	3.6	2.7	3.2	2.5	4.3
11	3.2	5.4	3.0	4.2	2.8	3.4	2.7	3.6
12	3.4	5.5	3.2	4.6	2.9	4.4	2.8	4.7
13	3.6	6.3	3.4	5.1	3.1	4.0	2.9	4.7
14	3.8	6.3	3.6	5.0	3.3	5.1	3.1	5.4
15	4.2	6.5	3.8	6.6	3.6	5.3	3.3	5.7
16	4.6	7.9	4.1	6.3	3.8	5.9	3.5	6.1
17	5.0	6.8	4.5	6.3	4.0	6.6	3.7	6.5
18	5.3	6.4	5.0	6.9	4.6	6.5	4.0	5.8
19	5.5	6.9	5.2	7.0	5.0	8.0	4.5	7.0
20	5.9	5.9	5.6	7.3	5.4	7.0	5.1	7.3
21	6.0	5.2	5.9	6.6	5.7	7.3	5.4	6.2
22	6.0	4.8	6.0	6.1	6.0	6.2	5.7	6.2
23	6.0	3.5	6.0	5.2	6.0	6.3	6.0	5.9
24	6.0	2.8	6.0	4.5	6.0	4.8	6.0	3.8
25	6.0	2.0	6.0	3.0	6.0	3.7	6.0	2.7
26	6.0	1.0	6.0	2.0	6.0	2.4	6.0	1.9
27	6.0	0.4	6.0	0.6	6.0	1.3	6.0	0.8

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.3 Writing

4.2.12.3.0 Kindergarten

**Table 4.2.12.3.0**

Raw Score to Proficiency Level Conversion: Writ K S402 Paper

Raw Score	Kindergarten	
	Proficiency Level Score	% of Students
0	1.0	0.8
1	1.0	2.3
2	1.0	4.1
3	1.0	12.6
4	1.4	4.6
5	1.5	9.7
6	1.6	3.9
7	1.7	8.2
8	1.8	4.9
9	1.9	10.5
10	2.0	5.6
11	2.3	8.6
12	2.6	4.5
13	3.0	8.2
14	3.4	3.0
15	3.8	4.1
16	4.1	1.6
17	4.5	2.7

4.2.12.3.1 Grade 1

**Table 4.2.12.3.1.1**

Raw Score to Proficiency Level Conversion: Writ 1A S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	0.5
1	1.2	4.8
2	1.5	4.1
3	1.6	1.9
4	1.7	2.7
5	1.7	3.2
6	1.8	2.9
7	1.8	1.9
8	1.8	2.7
9	1.9	3.4
10	1.9	3.9
11	1.9	5.0
12	2.0	4.2
13	2.1	3.3
14	2.2	8.4
15	2.3	6.8
16	2.5	5.2
17	2.6	15.0
18	2.8	14.5
19	3.0	1.2
20	3.1	1.6
21	3.2	2.3
22	3.4	0.3
23	3.5	0.1
24	3.6	0.2
25	3.7	0.0
26	3.8	0.0
27	3.9	0.0
28	4.0	0.0
29	4.2	0.0
30	4.4	0.0
31	4.5	0.0
32	4.6	0.0
33	4.8	0.0
34	4.9	0.0
35	5.2	0.0
36	5.5	0.0
37	5.9	0.0
38	6.0	0.0
39	6.0	0.0
40	6.0	0.0

**Table 4.2.12.3.1.2**

Raw Score to Proficiency Level Conversion: Writ 1B S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	2.2
1	1.6	0.5
2	1.7	1.0
3	1.8	0.8
4	1.8	0.7
5	1.8	0.6
6	1.9	0.8
7	1.9	0.6
8	1.9	0.9
9	1.9	0.9
10	2.0	0.9
11	2.1	0.9
12	2.1	1.6
13	2.2	1.2
14	2.3	1.4
15	2.4	1.9
16	2.4	2.0
17	2.5	2.1
18	2.6	3.3
19	2.7	3.3
20	2.8	3.7
21	2.9	5.4
22	3.0	6.6
23	3.0	5.3
24	3.1	12.3
25	3.2	4.6
26	3.3	6.1
27	3.4	8.3
28	3.5	3.2
29	3.6	5.2
30	3.7	3.1
31	3.8	2.2
32	3.9	2.3
33	4.0	1.1
34	4.1	1.1
35	4.2	0.8
36	4.3	0.4
37	4.4	0.3
38	4.6	0.2
39	4.7	0.1
40	4.8	0.1
41	4.9	0.1
42	5.0	0.0
43	5.2	0.0
44	5.3	0.0
45	5.5	0.0
46	5.7	0.0
47	6.0	0.0
48	6.0	0.0
49	6.0	0.0
50	6.0	0.0
51	6.0	0.0
52	6.0	0.0
53	6.0	0.0
54	6.0	0.0

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

**Table 4.2.12.3.1.3**

Raw Score to Proficiency Level Conversion: Writ 1C S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	2.2
1	1.6	0.5
2	1.7	1.0
3	1.8	0.8
4	1.8	0.7
5	1.8	0.6
6	1.9	0.8
7	1.9	0.6
8	1.9	0.9
9	1.9	0.9
10	2.0	0.9
11	2.1	0.9
12	2.1	1.6
13	2.2	1.2
14	2.3	1.4
15	2.4	1.9
16	2.4	2.0
17	2.5	2.1
18	2.6	3.3
19	2.7	3.3
20	2.8	3.7
21	2.9	5.4
22	3.0	6.6
23	3.0	5.3
24	3.1	12.3
25	3.2	4.6
26	3.3	6.1
27	3.4	8.3
28	3.5	3.2
29	3.6	5.2
30	3.7	3.1
31	3.8	2.2
32	3.9	2.3
33	4.0	1.1
34	4.1	1.1
35	4.2	0.8
36	4.3	0.4
37	4.4	0.3
38	4.6	0.2
39	4.7	0.1
40	4.8	0.1
41	4.9	0.1
42	5.0	0.0
43	5.2	0.0
44	5.3	0.0
45	5.5	0.0
46	5.7	0.0
47	6.0	0.0
48	6.0	0.0
49	6.0	0.0
50	6.0	0.0
51	6.0	0.0
52	6.0	0.0
53	6.0	0.0
54	6.0	0.0

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

4.2.12.3.2 Grade 2

**Table 4.2.12.3.2.1**

Raw Score to Proficiency Level Conversion: Writ 2A S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	4.4
1	1.6	5.0
2	1.7	6.2
3	1.8	5.0
4	1.8	3.8
5	1.9	3.9
6	1.9	3.7
7	2.0	4.3
8	2.1	5.1
9	2.3	6.7
10	2.5	9.0
11	2.7	10.8
12	3.0	12.0
13	3.1	10.9
14	3.3	6.0
15	3.5	2.3
16	3.7	0.9
17	3.9	0.2
18	4.1	0.1
19	4.3	0.0
20	4.5	0.0
21	4.7	0.0
22	4.9	0.0
23	5.2	0.0
24	5.6	0.0
25	6.0	0.0
26	6.0	0.0
27	6.0	0.0

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

**Table 4.2.12.3.2.2**

Raw Score to Proficiency Level Conversion: Writ 2B S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.2
1	1.5	0.3
2	1.6	0.2
3	1.7	0.3
4	1.7	0.2
5	1.8	0.2
6	1.8	0.3
7	1.8	0.3
8	1.9	0.2
9	1.9	0.3
10	1.9	0.4
11	1.9	0.4
12	2.0	0.5
13	2.0	0.5
14	2.1	0.6
15	2.2	0.7
16	2.2	0.8
17	2.3	0.8
18	2.4	1.3
19	2.5	1.6
20	2.6	1.9
21	2.7	2.8
22	2.8	3.1
23	2.9	4.0
24	3.0	7.8
25	3.1	5.7
26	3.2	5.9
27	3.3	9.3
28	3.4	6.6
29	3.5	7.7
30	3.5	9.2
31	3.6	5.1
32	3.7	4.6
33	3.8	5.2
34	3.9	3.0
35	4.0	2.7
36	4.2	2.1
37	4.3	1.1
38	4.4	0.9
39	4.5	0.6
40	4.6	0.3
41	4.7	0.3
42	4.8	0.1
43	4.9	0.1
44	5.0	0.1
45	5.2	0.0
46	5.3	0.0
47	5.6	0.0
48	5.8	0.0
49	6.0	0.0
50	6.0	0.0
51	6.0	0.0
52	6.0	0.0
53	6.0	0.0
54	6.0	0.0

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

**Table 4.2.12.3.2.3**

Raw Score to Proficiency Level Conversion: Writ 2C S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	0.2
1	1.5	0.3
2	1.6	0.2
3	1.7	0.3
4	1.7	0.2
5	1.8	0.2
6	1.8	0.3
7	1.8	0.3
8	1.9	0.2
9	1.9	0.3
10	1.9	0.4
11	1.9	0.4
12	2.0	0.5
13	2.0	0.5
14	2.1	0.6
15	2.2	0.7
16	2.2	0.8
17	2.3	0.8
18	2.4	1.3
19	2.5	1.6
20	2.6	1.9
21	2.7	2.8
22	2.8	3.1
23	2.9	4.0
24	3.0	7.8
25	3.1	5.7
26	3.2	5.9
27	3.3	9.3
28	3.4	6.6
29	3.5	7.7
30	3.5	9.2
31	3.6	5.1
32	3.7	4.6
33	3.8	5.2
34	3.9	3.0
35	4.0	2.7
36	4.2	2.1
37	4.3	1.1
38	4.4	0.9
39	4.5	0.6
40	4.6	0.3
41	4.7	0.3
42	4.8	0.1
43	4.9	0.1
44	5.0	0.1
45	5.2	0.0
46	5.3	0.0
47	5.6	0.0
48	5.8	0.0
49	6.0	0.0
50	6.0	0.0
51	6.0	0.0
52	6.0	0.0
53	6.0	0.0
54	6.0	0.0

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



4.2.12.3.3 Grade 3

**Table 4.2.12.3.3.1**

Raw Score to Proficiency Level Conversion: Writ 3A S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	2.5
1	1.5	3.1
2	1.7	4.3
3	1.7	3.6
4	1.8	3.7
5	1.8	3.0
6	1.9	3.5
7	1.9	4.3
8	2.0	5.4
9	2.2	6.5
10	2.4	8.8
11	2.6	10.3
12	2.8	12.7
13	3.1	12.5
14	3.2	9.0
15	3.4	4.3
16	3.6	1.8
17	3.8	0.5
18	4.0	0.2
19	4.2	0.0
20	4.4	0.0
21	4.6	0.0
22	4.8	0.0
23	5.0	0.0
24	5.3	0.0
25	5.8	0.0
26	6.0	0.0
27	6.0	0.0

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

**Table 4.2.12.3.3.2**

Raw Score to Proficiency Level Conversion: Writ 3B S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.1
1	1.4	0.1
2	1.6	0.1
3	1.6	0.1
4	1.7	0.1
5	1.7	0.1
6	1.8	0.1
7	1.8	0.1
8	1.8	0.1
9	1.8	0.2
10	1.9	0.1
11	1.9	0.2
12	1.9	0.3
13	1.9	0.3
14	2.0	0.3
15	2.0	0.3
16	2.1	0.4
17	2.2	0.3
18	2.3	0.5
19	2.4	0.7
20	2.5	0.8
21	2.6	1.1
22	2.7	1.5
23	2.8	2.0
24	3.0	4.3
25	3.0	4.2
26	3.1	3.8
27	3.2	7.4
28	3.3	6.9
29	3.4	6.8
30	3.5	11.8
31	3.6	7.1
32	3.7	6.2
33	3.8	8.9
34	3.9	4.9
35	3.9	4.6
36	4.1	4.4
37	4.2	2.5
38	4.3	1.9
39	4.4	1.6
40	4.5	0.8
41	4.6	0.7
42	4.7	0.5
43	4.7	0.3
44	4.8	0.2
45	4.9	0.2
46	5.1	0.1
47	5.3	0.1
48	5.5	0.0
49	5.7	0.0
50	6.0	0.0
51	6.0	0.0
52	6.0	0.0
53	6.0	0.0
54	6.0	0.0

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

**Table 4.2.12.3.3.3**

Raw Score to Proficiency Level Conversion: Writ 3C S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	0.1
1	1.4	0.1
2	1.6	0.1
3	1.6	0.1
4	1.7	0.1
5	1.7	0.1
6	1.8	0.1
7	1.8	0.1
8	1.8	0.1
9	1.8	0.2
10	1.9	0.1
11	1.9	0.2
12	1.9	0.3
13	1.9	0.3
14	2.0	0.3
15	2.0	0.3
16	2.1	0.4
17	2.2	0.3
18	2.3	0.5
19	2.4	0.7
20	2.5	0.8
21	2.6	1.1
22	2.7	1.5
23	2.8	2.0
24	3.0	4.3
25	3.0	4.2
26	3.1	3.8
27	3.2	7.4
28	3.3	6.9
29	3.4	6.8
30	3.5	11.8
31	3.6	7.1
32	3.7	6.2
33	3.8	8.9
34	3.9	4.9
35	3.9	4.6
36	4.1	4.4
37	4.2	2.5
38	4.3	1.9
39	4.4	1.6
40	4.5	0.8
41	4.6	0.7
42	4.7	0.5
43	4.7	0.3
44	4.8	0.2
45	4.9	0.2
46	5.1	0.1
47	5.3	0.1
48	5.5	0.0
49	5.7	0.0
50	6.0	0.0
51	6.0	0.0
52	6.0	0.0
53	6.0	0.0
54	6.0	0.0

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

#### 4.2.12.3.4 Grades 4–5

**Table 4.2.12.3.4.1**

Raw Score to Proficiency Level Conversion: Writ 4-5A S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	3.7	1.0	2.7
1	1.7	4.4	1.6	3.0
2	1.8	3.2	1.8	2.2
3	1.8	2.9	1.8	2.6
4	1.9	3.3	1.9	2.8
5	1.9	3.3	1.9	3.0
6	2.1	3.8	2.1	3.5
7	2.4	4.4	2.3	4.4
8	2.6	5.5	2.5	5.7
9	2.9	10.5	2.7	9.5
10	3.0	12.9	3.0	13.2
11	3.2	14.6	3.1	13.7
12	3.3	12.4	3.2	14.3
13	3.5	8.3	3.4	9.4
14	3.6	4.4	3.6	5.4
15	3.8	1.5	3.7	2.5
16	4.0	0.6	3.9	1.3
17	4.3	0.3	4.2	0.5
18	4.5	0.1	4.4	0.1
19	4.7	0.0	4.6	0.0
20	4.9	0.0	4.8	0.0
21	5.2	0.0	5.0	0.0
22	5.6	0.0	5.3	0.0
23	5.9	0.0	5.6	0.0
24	6.0	0.0	6.0	0.0
25	6.0	0.0	6.0	0.0
26	6.0	0.0	6.0	0.0
27	6.0	0.0	6.0	0.0

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.3.4.2**

Raw Score to Proficiency Level Conversion: Writ 4-5B S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.2	1.0	0.2
1	1.6	0.0	1.6	0.0
2	1.8	0.2	1.7	0.1
3	1.8	0.1	1.8	0.1
4	1.9	0.1	1.9	0.1
5	1.9	0.2	1.9	0.1
6	1.9	0.2	1.9	0.2
7	2.1	0.2	2.0	0.1
8	2.2	0.2	2.1	0.1
9	2.4	0.3	2.3	0.2
10	2.5	0.4	2.4	0.2
11	2.6	0.4	2.5	0.2
12	2.8	0.6	2.6	0.4
13	2.9	0.5	2.7	0.3
14	3.0	0.5	2.8	0.3
15	3.0	0.5	2.9	0.4
16	3.1	0.5	3.0	0.4
17	3.1	0.6	3.0	0.5
18	3.2	0.9	3.1	0.6
19	3.2	1.9	3.1	1.1
20	3.3	1.8	3.2	1.1
21	3.3	2.3	3.3	1.6
22	3.4	4.6	3.3	2.9
23	3.5	5.0	3.4	3.3
24	3.5	6.1	3.5	4.0
25	3.6	8.8	3.5	6.5
26	3.7	7.6	3.6	6.2
27	3.8	6.9	3.7	5.8
28	3.9	9.0	3.8	8.5
29	4.0	7.7	3.9	7.7
30	4.1	5.8	4.0	6.7
31	4.2	7.0	4.1	8.6
32	4.3	4.7	4.2	6.6
33	4.5	3.5	4.3	5.1
34	4.6	3.9	4.4	6.2
35	4.7	1.9	4.6	3.3
36	4.8	1.7	4.7	3.0
37	4.9	1.2	4.8	2.4
38	5.0	0.5	4.9	1.3
39	5.2	0.5	5.0	1.2
40	5.4	0.3	5.1	0.8
41	5.6	0.2	5.3	0.4
42	5.8	0.1	5.5	0.3
43	6.0	0.1	5.7	0.2
44	6.0	0.1	5.8	0.1
45	6.0	0.0	6.0	0.1
46	6.0	0.0	6.0	0.0
47	6.0	0.0	6.0	0.0
48	6.0	0.0	6.0	0.0
49	6.0	0.0	6.0	0.0
50	6.0	0.0	6.0	0.0
51	6.0	0.0	6.0	0.0
52	6.0	0.0	6.0	0.0
53	6.0	0.0	6.0	0.0
54	6.0	0.0	6.0	0.0

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.3.4.3**

Raw Score to Proficiency Level Conversion: Writ 4-5C S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.2	1.0	0.2
1	1.6	0.0	1.6	0.0
2	1.8	0.2	1.7	0.1
3	1.8	0.1	1.8	0.1
4	1.9	0.1	1.9	0.1
5	1.9	0.2	1.9	0.1
6	1.9	0.2	1.9	0.2
7	2.1	0.2	2.0	0.1
8	2.2	0.2	2.1	0.1
9	2.4	0.3	2.3	0.2
10	2.5	0.4	2.4	0.2
11	2.6	0.4	2.5	0.2
12	2.8	0.6	2.6	0.4
13	2.9	0.5	2.7	0.3
14	3.0	0.5	2.8	0.3
15	3.0	0.5	2.9	0.4
16	3.1	0.5	3.0	0.4
17	3.1	0.6	3.0	0.5
18	3.2	0.9	3.1	0.6
19	3.2	1.9	3.1	1.1
20	3.3	1.8	3.2	1.1
21	3.3	2.3	3.3	1.6
22	3.4	4.6	3.3	2.9
23	3.5	5.0	3.4	3.3
24	3.5	6.1	3.5	4.0
25	3.6	8.8	3.5	6.5
26	3.7	7.6	3.6	6.2
27	3.8	6.9	3.7	5.8
28	3.9	9.0	3.8	8.5
29	4.0	7.7	3.9	7.7
30	4.1	5.8	4.0	6.7
31	4.2	7.0	4.1	8.6
32	4.3	4.7	4.2	6.6
33	4.5	3.5	4.3	5.1
34	4.6	3.9	4.4	6.2
35	4.7	1.9	4.6	3.3
36	4.8	1.7	4.7	3.0
37	4.9	1.2	4.8	2.4
38	5.0	0.5	4.9	1.3
39	5.2	0.5	5.0	1.2
40	5.4	0.3	5.1	0.8
41	5.6	0.2	5.3	0.4
42	5.8	0.1	5.5	0.3
43	6.0	0.1	5.7	0.2
44	6.0	0.1	5.8	0.1
45	6.0	0.0	6.0	0.1
46	6.0	0.0	6.0	0.0
47	6.0	0.0	6.0	0.0
48	6.0	0.0	6.0	0.0
49	6.0	0.0	6.0	0.0
50	6.0	0.0	6.0	0.0
51	6.0	0.0	6.0	0.0
52	6.0	0.0	6.0	0.0
53	6.0	0.0	6.0	0.0
54	6.0	0.0	6.0	0.0

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

#### 4.2.12.3.5 Grades 6–8

**Table 4.2.12.3.5.1**

Raw Score to Proficiency Level Conversion: Writ 6-8A S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	2.7	1.0	2.1	1.0	1.9
1	1.5	3.2	1.4	3.2	1.3	2.5
2	1.6	3.5	1.5	2.8	1.4	2.6
3	1.7	4.1	1.6	3.3	1.5	2.4
4	1.8	3.7	1.7	3.7	1.6	2.6
5	1.8	4.1	1.8	4.0	1.7	3.3
6	1.9	4.7	1.8	4.6	1.7	4.1
7	1.9	5.4	1.9	6.0	1.8	5.0
8	2.1	6.3	1.9	6.6	1.8	6.3
9	2.3	7.5	2.1	7.7	1.9	8.0
10	2.5	9.5	2.3	9.7	2.1	8.9
11	2.8	10.4	2.5	10.8	2.3	11.5
12	3.0	10.6	2.8	11.3	2.6	12.7
13	3.2	10.8	3.1	10.2	3.0	11.2
14	3.3	7.7	3.2	7.8	3.1	9.2
15	3.5	3.9	3.4	3.8	3.3	4.9
16	3.7	1.4	3.6	1.6	3.5	1.9
17	3.9	0.6	3.8	0.5	3.7	0.8
18	4.1	0.0	4.0	0.3	3.9	0.2
19	4.3	0.0	4.2	0.0	4.1	0.0
20	4.5	0.0	4.4	0.0	4.3	0.0
21	4.7	0.0	4.5	0.0	4.5	0.0
22	4.8	0.0	4.7	0.0	4.6	0.0
23	5.1	0.0	4.9	0.0	4.8	0.0
24	5.4	0.0	5.1	0.0	5.0	0.0
25	5.8	0.0	5.6	0.0	5.4	0.0
26	6.0	0.0	6.0	0.0	5.9	0.0
27	6.0	0.0	6.0	0.0	6.0	0.0

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.3.5.2**

Raw Score to Proficiency Level Conversion: Writ 6-8B S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.2	1.0	0.2	1.0	0.2
1	1.5	0.1	1.4	0.1	1.3	0.1
2	1.6	0.1	1.5	0.1	1.4	0.1
3	1.7	0.1	1.6	0.1	1.5	0.1
4	1.7	0.2	1.7	0.2	1.6	0.1
5	1.8	0.2	1.7	0.2	1.6	0.3
6	1.8	0.2	1.8	0.2	1.7	0.1
7	1.9	0.2	1.8	0.1	1.7	0.1
8	1.9	0.1	1.8	0.2	1.7	0.1
9	1.9	0.2	1.9	0.2	1.8	0.1
10	1.9	0.3	1.9	0.3	1.8	0.1
11	2.0	0.3	1.9	0.3	1.8	0.2
12	2.1	0.4	1.9	0.3	1.9	0.4
13	2.2	0.6	2.0	0.5	1.9	0.4
14	2.3	0.4	2.1	0.3	1.9	0.3
15	2.3	0.7	2.1	0.5	1.9	0.6
16	2.4	0.6	2.2	0.4	2.0	0.3
17	2.5	0.4	2.3	0.5	2.1	0.4
18	2.6	0.5	2.4	0.6	2.2	0.5
19	2.7	0.6	2.5	0.4	2.3	0.5
20	2.9	0.8	2.6	0.6	2.4	0.6
21	3.0	1.1	2.8	0.7	2.6	0.7
22	3.0	1.5	2.9	1.2	2.7	0.8
23	3.1	1.5	3.0	1.1	2.8	1.0
24	3.2	2.8	3.1	2.4	3.0	1.6
25	3.3	4.8	3.1	3.8	3.0	3.0
26	3.3	2.8	3.2	2.2	3.1	1.9
27	3.4	6.6	3.3	5.5	3.2	4.6
28	3.5	9.9	3.4	8.8	3.3	7.0
29	3.6	5.0	3.5	4.4	3.4	3.5
30	3.7	17.7	3.6	17.0	3.5	15.0
31	3.8	10.7	3.7	10.3	3.6	10.6
32	3.9	4.7	3.8	5.0	3.7	5.6
33	4.0	9.7	3.9	10.7	3.8	12.1
34	4.1	5.6	4.0	7.5	3.9	8.8
35	4.2	2.6	4.1	3.8	4.0	4.5
36	4.3	3.6	4.2	5.5	4.1	6.8
37	4.4	0.8	4.3	1.5	4.2	2.1
38	4.5	0.3	4.4	0.9	4.3	1.4
39	4.6	0.4	4.5	0.7	4.4	1.7
40	4.7	0.1	4.6	0.3	4.5	0.6
41	4.8	0.1	4.7	0.2	4.6	0.5
42	4.9	0.0	4.8	0.2	4.7	0.4
43	5.0	0.0	4.8	0.1	4.7	0.1
44	5.1	0.0	4.9	0.1	4.8	0.1
45	5.3	0.0	5.0	0.0	4.9	0.0
46	5.5	0.0	5.2	0.0	5.0	0.0
47	5.6	0.0	5.3	0.0	5.2	0.0
48	5.8	0.0	5.5	0.0	5.3	0.0
49	6.0	0.0	5.7	0.0	5.5	0.0
50	6.0	0.0	5.9	0.0	5.6	0.0
51	6.0	0.0	6.0	0.0	5.9	0.0
52	6.0	0.0	6.0	0.0	6.0	0.0
53	6.0	0.0	6.0	0.0	6.0	0.0
54	6.0	0.0	6.0	0.0	6.0	0.0

Note: The test form is shared between 6-8B and 6-8C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



**Table 4.2.12.3.5.3**

Raw Score to Proficiency Level Conversion: Writ 6-8C S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.2	1.0	0.2	1.0	0.2
1	1.5	0.1	1.4	0.1	1.3	0.1
2	1.6	0.1	1.5	0.1	1.4	0.1
3	1.7	0.1	1.6	0.1	1.5	0.1
4	1.7	0.2	1.7	0.2	1.6	0.1
5	1.8	0.2	1.7	0.2	1.6	0.3
6	1.8	0.2	1.8	0.2	1.7	0.1
7	1.9	0.2	1.8	0.1	1.7	0.1
8	1.9	0.1	1.8	0.2	1.7	0.1
9	1.9	0.2	1.9	0.2	1.8	0.1
10	1.9	0.3	1.9	0.3	1.8	0.1
11	2.0	0.3	1.9	0.3	1.8	0.2
12	2.1	0.4	1.9	0.3	1.9	0.4
13	2.2	0.6	2.0	0.5	1.9	0.4
14	2.3	0.4	2.1	0.3	1.9	0.3
15	2.3	0.7	2.1	0.5	1.9	0.6
16	2.4	0.6	2.2	0.4	2.0	0.3
17	2.5	0.4	2.3	0.5	2.1	0.4
18	2.6	0.5	2.4	0.6	2.2	0.5
19	2.7	0.6	2.5	0.4	2.3	0.5
20	2.9	0.8	2.6	0.6	2.4	0.6
21	3.0	1.1	2.8	0.7	2.6	0.7
22	3.0	1.5	2.9	1.2	2.7	0.8
23	3.1	1.5	3.0	1.1	2.8	1.0
24	3.2	2.8	3.1	2.4	3.0	1.6
25	3.3	4.8	3.1	3.8	3.0	3.0
26	3.3	2.8	3.2	2.2	3.1	1.9
27	3.4	6.6	3.3	5.5	3.2	4.6
28	3.5	9.9	3.4	8.8	3.3	7.0
29	3.6	5.0	3.5	4.4	3.4	3.5
30	3.7	17.7	3.6	17.0	3.5	15.0
31	3.8	10.7	3.7	10.3	3.6	10.6
32	3.9	4.7	3.8	5.0	3.7	5.6
33	4.0	9.7	3.9	10.7	3.8	12.1
34	4.1	5.6	4.0	7.5	3.9	8.8
35	4.2	2.6	4.1	3.8	4.0	4.5
36	4.3	3.6	4.2	5.5	4.1	6.8
37	4.4	0.8	4.3	1.5	4.2	2.1
38	4.5	0.3	4.4	0.9	4.3	1.4
39	4.6	0.4	4.5	0.7	4.4	1.7
40	4.7	0.1	4.6	0.3	4.5	0.6
41	4.8	0.1	4.7	0.2	4.6	0.5
42	4.9	0.0	4.8	0.2	4.7	0.4
43	5.0	0.0	4.8	0.1	4.7	0.1
44	5.1	0.0	4.9	0.1	4.8	0.1
45	5.3	0.0	5.0	0.0	4.9	0.0
46	5.5	0.0	5.2	0.0	5.0	0.0
47	5.6	0.0	5.3	0.0	5.2	0.0
48	5.8	0.0	5.5	0.0	5.3	0.0
49	6.0	0.0	5.7	0.0	5.5	0.0
50	6.0	0.0	5.9	0.0	5.6	0.0
51	6.0	0.0	6.0	0.0	5.9	0.0
52	6.0	0.0	6.0	0.0	6.0	0.0
53	6.0	0.0	6.0	0.0	6.0	0.0
54	6.0	0.0	6.0	0.0	6.0	0.0

Note: The test form is shared between 6-8B and 6-8C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.3.6 Grades 9–12

**Table 4.2.12.3.6.1**

Raw Score to Proficiency Level Conversion: Writ 9-12A S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	2.2	1.0	1.4	1.0	0.7	1.0	0.7
1	1.5	4.2	1.4	3.2	1.3	2.0	1.2	1.3
2	1.7	4.0	1.6	4.1	1.5	2.7	1.3	1.8
3	1.8	4.0	1.7	3.8	1.6	2.7	1.5	2.0
4	1.9	4.0	1.8	4.1	1.7	3.0	1.5	1.8
5	1.9	4.3	1.8	4.1	1.7	3.4	1.6	3.0
6	2.1	4.8	1.9	4.5	1.8	3.8	1.7	3.1
7	2.3	5.1	2.0	5.8	1.8	4.3	1.7	4.3
8	2.5	5.5	2.2	6.1	1.9	5.4	1.8	4.4
9	2.7	7.0	2.4	6.3	2.0	5.9	1.9	6.0
10	2.9	7.1	2.6	6.7	2.3	7.1	1.9	6.2
11	3.1	7.7	2.9	7.6	2.6	8.5	2.2	8.4
12	3.2	8.6	3.1	8.5	2.9	8.9	2.6	10.4
13	3.4	9.3	3.3	9.1	3.1	10.1	3.0	12.1
14	3.6	8.3	3.4	9.1	3.3	10.9	3.2	11.0
15	3.8	6.9	3.6	6.6	3.5	8.7	3.4	10.3
16	4.0	3.9	3.8	5.2	3.7	7.1	3.6	7.2
17	4.2	2.2	4.0	2.4	3.9	2.8	3.8	3.3
18	4.4	0.6	4.3	1.0	4.2	1.5	4.0	1.7
19	4.6	0.3	4.5	0.2	4.4	0.5	4.2	0.8
20	4.8	0.1	4.7	0.2	4.6	0.0	4.4	0.0
21	5.0	0.0	4.8	0.0	4.7	0.0	4.6	0.0
22	5.2	0.0	5.0	0.0	4.9	0.0	4.8	0.0
23	5.4	0.0	5.2	0.0	5.1	0.0	5.0	0.0
24	5.7	0.0	5.5	0.0	5.3	0.0	5.2	0.0
25	6.0	0.0	5.8	0.0	5.6	0.0	5.4	0.0
26	6.0	0.0	6.0	0.0	5.9	0.0	5.7	0.0
27	6.0	0.0	6.0	0.0	6.0	0.0	6.0	0.0

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.3.6.2**

Raw Score to Proficiency Level Conversion: Writ 9-12B S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.3	1.0	0.3	1.0	0.3	1.0	0.3
1	1.3	0.1	1.2	0.1	1.1	0.1	1.0	0.1
2	1.5	0.2	1.4	0.2	1.3	0.1	1.1	0.1
3	1.6	0.2	1.5	0.2	1.4	0.1	1.2	0.2
4	1.7	0.2	1.5	0.3	1.4	0.2	1.3	0.2
5	1.7	0.2	1.6	0.2	1.5	0.2	1.4	0.2
6	1.7	0.3	1.6	0.3	1.5	0.2	1.4	0.2
7	1.8	0.2	1.7	0.2	1.6	0.2	1.4	0.2
8	1.8	0.2	1.7	0.2	1.6	0.1	1.5	0.2
9	1.8	0.2	1.7	0.3	1.6	0.2	1.5	0.2
10	1.9	0.1	1.8	0.3	1.7	0.3	1.5	0.3
11	1.9	0.3	1.8	0.3	1.7	0.3	1.6	0.2
12	1.9	0.3	1.8	0.5	1.7	0.4	1.6	0.6
13	2.0	0.4	1.8	0.4	1.7	0.4	1.6	0.6
14	2.1	0.5	1.9	0.5	1.8	0.4	1.6	0.5
15	2.2	0.6	1.9	0.6	1.8	0.6	1.7	0.7
16	2.2	0.6	1.9	0.7	1.8	0.7	1.7	0.6
17	2.3	0.5	2.0	0.5	1.9	0.5	1.7	0.7
18	2.4	0.7	2.1	0.8	1.9	0.8	1.8	0.8
19	2.5	0.7	2.2	0.6	1.9	0.5	1.8	0.6
20	2.7	0.7	2.4	0.7	2.0	0.7	1.9	0.7
21	2.8	0.7	2.5	0.8	2.2	0.7	1.9	0.7
22	2.9	0.9	2.7	0.9	2.3	0.8	2.0	0.8
23	3.0	1.1	2.8	1.1	2.5	1.0	2.1	1.0
24	3.1	1.6	3.0	1.5	2.7	1.2	2.3	1.5
25	3.2	2.0	3.1	1.6	2.8	1.3	2.5	1.7
26	3.3	2.0	3.2	1.9	3.0	1.4	2.7	1.6
27	3.4	3.6	3.2	3.5	3.1	2.9	2.9	2.8
28	3.5	3.5	3.3	3.4	3.2	3.1	3.0	3.1
29	3.6	3.7	3.4	3.2	3.3	3.1	3.2	3.2
30	3.7	6.7	3.5	5.6	3.4	5.2	3.3	5.0
31	3.8	6.5	3.6	5.8	3.5	5.5	3.4	6.1
32	3.9	6.0	3.7	5.3	3.6	5.5	3.5	5.5
33	4.0	10.0	3.8	8.9	3.7	8.3	3.6	8.2
34	4.1	6.9	3.9	6.8	3.8	6.9	3.7	7.2
35	4.2	6.1	4.0	6.4	3.9	6.3	3.8	5.8
36	4.3	9.5	4.2	9.3	4.1	10.0	3.9	9.4
37	4.4	5.6	4.3	5.8	4.2	6.6	4.0	6.0
38	4.5	4.5	4.4	4.5	4.3	4.8	4.1	4.9
39	4.6	4.1	4.5	4.9	4.4	5.6	4.2	5.1
40	4.7	2.1	4.5	3.1	4.4	3.5	4.3	3.3
41	4.8	1.7	4.6	2.1	4.5	2.2	4.4	2.2
42	4.8	1.5	4.7	2.2	4.6	2.4	4.5	2.2
43	4.9	0.9	4.8	1.3	4.7	1.4	4.6	1.6
44	5.0	0.4	4.9	0.8	4.8	0.8	4.7	0.9
45	5.1	0.4	5.0	0.6	4.9	1.0	4.7	0.8
46	5.3	0.1	5.1	0.3	5.0	0.5	4.8	0.4
47	5.4	0.2	5.2	0.3	5.1	0.4	4.9	0.3
48	5.5	0.1	5.3	0.2	5.2	0.2	5.0	0.2
49	5.6	0.1	5.4	0.1	5.3	0.1	5.1	0.1
50	5.8	0.0	5.6	0.0	5.4	0.1	5.2	0.1
51	6.0	0.0	5.8	0.0	5.6	0.0	5.4	0.0
52	6.0	0.0	6.0	0.0	5.8	0.0	5.6	0.0
53	6.0	0.0	6.0	0.0	6.0	0.0	5.9	0.0
54	6.0	0.0	6.0	0.0	6.0	0.0	6.0	0.0

Note: The test form is shared between 9-12B and 9-12C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.3.6.3**

Raw Score to Proficiency Level Conversion: Writ 9-12C S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	0.3	1.0	0.3	1.0	0.3	1.0	0.3
1	1.3	0.1	1.2	0.1	1.1	0.1	1.0	0.1
2	1.5	0.2	1.4	0.2	1.3	0.1	1.1	0.1
3	1.6	0.2	1.5	0.2	1.4	0.1	1.2	0.2
4	1.7	0.2	1.5	0.3	1.4	0.2	1.3	0.2
5	1.7	0.2	1.6	0.2	1.5	0.2	1.4	0.2
6	1.7	0.3	1.6	0.3	1.5	0.2	1.4	0.2
7	1.8	0.2	1.7	0.2	1.6	0.2	1.4	0.2
8	1.8	0.2	1.7	0.2	1.6	0.1	1.5	0.2
9	1.8	0.2	1.7	0.3	1.6	0.2	1.5	0.2
10	1.9	0.1	1.8	0.3	1.7	0.3	1.5	0.3
11	1.9	0.3	1.8	0.3	1.7	0.3	1.6	0.2
12	1.9	0.3	1.8	0.5	1.7	0.4	1.6	0.6
13	2.0	0.4	1.8	0.4	1.7	0.4	1.6	0.6
14	2.1	0.5	1.9	0.5	1.8	0.4	1.6	0.5
15	2.2	0.6	1.9	0.6	1.8	0.6	1.7	0.7
16	2.2	0.6	1.9	0.7	1.8	0.7	1.7	0.6
17	2.3	0.5	2.0	0.5	1.9	0.5	1.7	0.7
18	2.4	0.7	2.1	0.8	1.9	0.8	1.8	0.8
19	2.5	0.7	2.2	0.6	1.9	0.5	1.8	0.6
20	2.7	0.7	2.4	0.7	2.0	0.7	1.9	0.7
21	2.8	0.7	2.5	0.8	2.2	0.7	1.9	0.7
22	2.9	0.9	2.7	0.9	2.3	0.8	2.0	0.8
23	3.0	1.1	2.8	1.1	2.5	1.0	2.1	1.0
24	3.1	1.6	3.0	1.5	2.7	1.2	2.3	1.5
25	3.2	2.0	3.1	1.6	2.8	1.3	2.5	1.7
26	3.3	2.0	3.2	1.9	3.0	1.4	2.7	1.6
27	3.4	3.6	3.2	3.5	3.1	2.9	2.9	2.8
28	3.5	3.5	3.3	3.4	3.2	3.1	3.0	3.1
29	3.6	3.7	3.4	3.2	3.3	3.1	3.2	3.2
30	3.7	6.7	3.5	5.6	3.4	5.2	3.3	5.0
31	3.8	6.5	3.6	5.8	3.5	5.5	3.4	6.1
32	3.9	6.0	3.7	5.3	3.6	5.5	3.5	5.5
33	4.0	10.0	3.8	8.9	3.7	8.3	3.6	8.2
34	4.1	6.9	3.9	6.8	3.8	6.9	3.7	7.2
35	4.2	6.1	4.0	6.4	3.9	6.3	3.8	5.8
36	4.3	9.5	4.2	9.3	4.1	10.0	3.9	9.4
37	4.4	5.6	4.3	5.8	4.2	6.6	4.0	6.0
38	4.5	4.5	4.4	4.5	4.3	4.8	4.1	4.9
39	4.6	4.1	4.5	4.9	4.4	5.6	4.2	5.1
40	4.7	2.1	4.5	3.1	4.4	3.5	4.3	3.3
41	4.8	1.7	4.6	2.1	4.5	2.2	4.4	2.2
42	4.8	1.5	4.7	2.2	4.6	2.4	4.5	2.2
43	4.9	0.9	4.8	1.3	4.7	1.4	4.6	1.6
44	5.0	0.4	4.9	0.8	4.8	0.8	4.7	0.9
45	5.1	0.4	5.0	0.6	4.9	1.0	4.7	0.8
46	5.3	0.1	5.1	0.3	5.0	0.5	4.8	0.4
47	5.4	0.2	5.2	0.3	5.1	0.4	4.9	0.3
48	5.5	0.1	5.3	0.2	5.2	0.2	5.0	0.2
49	5.6	0.1	5.4	0.1	5.3	0.1	5.1	0.1
50	5.8	0.0	5.6	0.0	5.4	0.1	5.2	0.1
51	6.0	0.0	5.8	0.0	5.6	0.0	5.4	0.0
52	6.0	0.0	6.0	0.0	5.8	0.0	5.6	0.0
53	6.0	0.0	6.0	0.0	6.0	0.0	5.9	0.0
54	6.0	0.0	6.0	0.0	6.0	0.0	6.0	0.0

Note: The test form is shared between 9-12B and 9-12C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

#### 4.2.12.4 Speaking

##### 4.2.12.4.0 Kindergarten

**Table 4.2.12.4.0**

Raw Score to Proficiency Level Conversion: Spek K S402 Paper

Raw Score	Kindergarten	
	Proficiency Level Score	% of Students
0	1.0	4.9
1	1.2	4.2
2	1.5	6.0
3	1.7	6.5
4	2.0	7.2
5	2.3	7.2
6	2.6	7.3
7	3.0	7.7
8	4.0	8.7
9	5.0	11.5
10	6.0	28.6

4.2.12.4.1 Grade 1

**Table 4.2.12.4.1.1**

Raw Score to Proficiency Level Conversion: Spek 1A S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
0	1.0	3.5
1	1.1	0.9
2	1.2	1.0
3	1.4	1.2
4	1.5	1.4
5	1.6	1.7
6	1.7	3.5
7	1.8	3.6
8	1.9	5.3
9	2.1	10.6
10	2.3	11.7
11	2.7	12.0
12	3.1	15.5
13	3.7	9.2
14	4.1	7.7
15	4.5	6.2
16	4.9	2.5
17	5.4	1.5
18	5.9	1.2

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.1.2**

Raw Score to Proficiency Level Conversion: Spek 1B S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
6	1.0	0.3
7	1.6	0.1
8	1.7	0.3
9	1.8	0.3
10	1.9	0.5
11	2.0	0.8
12	2.1	2.0
13	2.2	2.2
14	2.4	3.3
15	2.5	4.4
16	2.7	5.4
17	2.9	6.7
18	3.2	9.4
19	3.5	7.8
20	3.7	8.1
21	3.9	8.4
22	4.2	7.6
23	4.4	6.7
24	4.6	6.9
25	4.8	4.4
26	5.0	3.7
27	5.3	3.3
28	5.6	2.8
29	5.9	2.2
30	6.0	2.5

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.1.3**

Raw Score to Proficiency Level Conversion: Spek 1C S402 Paper

Raw Score	Grade 1	
	Proficiency Level Score	% of Students
6	1.0	0.3
7	1.6	0.1
8	1.7	0.3
9	1.8	0.3
10	1.9	0.5
11	2.0	0.8
12	2.1	2.0
13	2.2	2.2
14	2.4	3.3
15	2.5	4.4
16	2.7	5.4
17	2.9	6.7
18	3.2	9.4
19	3.5	7.8
20	3.7	8.1
21	3.9	8.4
22	4.2	7.6
23	4.4	6.7
24	4.6	6.9
25	4.8	4.4
26	5.0	3.7
27	5.3	3.3
28	5.6	2.8
29	5.9	2.2
30	6.0	2.5

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



#### 4.2.12.4.2 Grade 2

**Table 4.2.12.4.2.1**

Raw Score to Proficiency Level Conversion: Spek 2A S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
0	1.0	5.2
1	1.0	1.1
2	1.0	1.1
3	1.0	1.1
4	1.1	1.5
5	1.2	1.7
6	1.3	3.3
7	1.5	2.4
8	1.6	3.6
9	1.7	5.4
10	1.8	7.2
11	2.0	9.0
12	2.5	14.9
13	3.0	10.9
14	3.4	10.6
15	3.8	9.9
16	4.3	4.4
17	4.7	3.5
18	5.1	3.1

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.2.2**

Raw Score to Proficiency Level Conversion: Spek 2B S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
6	1.0	0.2
7	1.4	0.1
8	1.5	0.1
9	1.5	0.1
10	1.6	0.2
11	1.7	0.3
12	1.8	0.9
13	1.8	1.1
14	1.9	1.7
15	2.1	2.6
16	2.3	3.6
17	2.6	4.6
18	2.8	7.9
19	3.0	6.8
20	3.2	7.9
21	3.5	8.3
22	3.7	8.5
23	3.9	7.9
24	4.1	8.6
25	4.3	5.6
26	4.6	5.4
27	4.8	4.9
28	5.1	4.5
29	5.5	3.9
30	6.0	4.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.2.3**

Raw Score to Proficiency Level Conversion: Spek 2C S402 Paper

Raw Score	Grade 2	
	Proficiency Level Score	% of Students
6	1.0	0.2
7	1.4	0.1
8	1.5	0.1
9	1.5	0.1
10	1.6	0.2
11	1.7	0.3
12	1.8	0.9
13	1.8	1.1
14	1.9	1.7
15	2.1	2.6
16	2.3	3.6
17	2.6	4.6
18	2.8	7.9
19	3.0	6.8
20	3.2	7.9
21	3.5	8.3
22	3.7	8.5
23	3.9	7.9
24	4.1	8.6
25	4.3	5.6
26	4.6	5.4
27	4.8	4.9
28	5.1	4.5
29	5.5	3.9
30	6.0	4.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.4.3 Grade 3

**Table 4.2.12.4.3.1**

Raw Score to Proficiency Level Conversion: Spek 3A S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
0	1.0	4.9
1	1.0	1.3
2	1.0	1.1
3	1.0	1.1
4	1.1	1.7
5	1.2	1.7
6	1.3	3.8
7	1.4	2.6
8	1.5	3.6
9	1.6	6.3
10	1.7	7.2
11	1.9	7.9
12	2.2	14.6
13	2.8	10.3
14	3.2	9.9
15	3.6	9.7
16	4.1	4.8
17	4.5	3.8
18	4.8	3.7

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.3.2**

Raw Score to Proficiency Level Conversion: Spek 3B S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
6	1.0	0.1
7	1.3	0.0
8	1.4	0.0
9	1.4	0.1
10	1.5	0.1
11	1.6	0.1
12	1.7	0.5
13	1.7	0.7
14	1.8	1.0
15	1.9	1.8
16	2.1	2.4
17	2.3	3.3
18	2.5	6.7
19	2.8	6.1
20	3.0	7.2
21	3.3	7.7
22	3.5	8.2
23	3.7	8.0
24	3.9	10.0
25	4.1	6.6
26	4.4	6.3
27	4.6	5.7
28	4.9	5.9
29	5.2	4.7
30	6.0	6.7

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.3.3**

Raw Score to Proficiency Level Conversion: Spek 3C S402 Paper

Raw Score	Grade 3	
	Proficiency Level Score	% of Students
6	1.0	0.1
7	1.3	0.0
8	1.4	0.0
9	1.4	0.1
10	1.5	0.1
11	1.6	0.1
12	1.7	0.5
13	1.7	0.7
14	1.8	1.0
15	1.9	1.8
16	2.1	2.4
17	2.3	3.3
18	2.5	6.7
19	2.8	6.1
20	3.0	7.2
21	3.3	7.7
22	3.5	8.2
23	3.7	8.0
24	3.9	10.0
25	4.1	6.6
26	4.4	6.3
27	4.6	5.7
28	4.9	5.9
29	5.2	4.7
30	6.0	6.7

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.4.4 Grades 4–5

**Table 4.2.12.4.4.1**

Raw Score to Proficiency Level Conversion: Spek 4-5A S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	5.0	1.0	4.9
1	1.0	1.5	1.0	1.4
2	1.1	1.7	1.0	1.5
3	1.2	2.0	1.1	1.6
4	1.3	2.1	1.2	1.9
5	1.4	2.4	1.3	2.8
6	1.5	4.7	1.4	4.5
7	1.6	4.8	1.5	4.5
8	1.6	5.8	1.6	5.7
9	1.7	8.5	1.7	8.6
10	1.9	10.1	1.8	8.5
11	2.0	9.2	1.9	9.8
12	2.5	11.8	2.2	11.7
13	3.0	8.2	2.7	8.5
14	3.4	7.7	3.2	7.8
15	3.9	6.4	3.7	7.4
16	4.3	3.4	4.2	3.5
17	4.7	2.4	4.6	2.6
18	5.2	2.2	5.0	2.7

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.4.2**

Raw Score to Proficiency Level Conversion: Spek 4-5B S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
6	1.0	0.1	1.0	0.1
7	1.5	0.0	1.4	0.0
8	1.6	0.1	1.5	0.1
9	1.7	0.1	1.6	0.1
10	1.7	0.1	1.6	0.1
11	1.8	0.2	1.7	0.2
12	1.9	0.6	1.8	0.7
13	1.9	0.8	1.8	0.8
14	2.1	1.4	1.9	1.3
15	2.3	2.0	2.1	1.8
16	2.5	2.8	2.3	2.3
17	2.7	3.6	2.5	3.1
18	3.0	6.3	2.7	5.6
19	3.2	6.2	3.0	5.5
20	3.4	7.7	3.3	6.7
21	3.7	8.6	3.5	7.8
22	4.0	8.6	3.8	8.4
23	4.2	8.0	4.0	7.9
24	4.4	9.4	4.2	9.1
25	4.6	6.4	4.4	6.7
26	4.8	6.3	4.7	6.7
27	5.1	5.6	4.9	6.5
28	5.5	5.1	5.2	6.2
29	5.8	4.3	5.6	4.9
30	6.0	5.6	6.0	7.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



**Table 4.2.12.4.4.3**

Raw Score to Proficiency Level Conversion: Spek 4-5C S402 Paper

Raw Score	Grade 4		Grade 5	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
6	1.0	0.1	1.0	0.1
7	1.5	0.0	1.4	0.0
8	1.6	0.1	1.5	0.1
9	1.7	0.1	1.6	0.1
10	1.7	0.1	1.6	0.1
11	1.8	0.2	1.7	0.2
12	1.9	0.6	1.8	0.7
13	1.9	0.8	1.8	0.8
14	2.1	1.4	1.9	1.3
15	2.3	2.0	2.1	1.8
16	2.5	2.8	2.3	2.3
17	2.7	3.6	2.5	3.1
18	3.0	6.3	2.7	5.6
19	3.2	6.2	3.0	5.5
20	3.4	7.7	3.3	6.7
21	3.7	8.6	3.5	7.8
22	4.0	8.6	3.8	8.4
23	4.2	8.0	4.0	7.9
24	4.4	9.4	4.2	9.1
25	4.6	6.4	4.4	6.7
26	4.8	6.3	4.7	6.7
27	5.1	5.6	4.9	6.5
28	5.5	5.1	5.2	6.2
29	5.8	4.3	5.6	4.9
30	6.0	5.6	6.0	7.4

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

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.4.5 Grades 6–8

**Table 4.2.12.4.5.1**

Raw Score to Proficiency Level Conversion: Spek 6-8A S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	5.0	1.0	4.6	1.0	4.4
1	1.0	1.8	1.0	1.8	1.0	1.7
2	1.2	1.7	1.1	2.0	1.1	1.8
3	1.3	2.4	1.2	2.5	1.2	2.3
4	1.4	2.8	1.3	2.8	1.3	3.4
5	1.5	3.2	1.4	3.6	1.4	3.2
6	1.6	6.3	1.5	6.6	1.5	6.4
7	1.7	5.3	1.6	6.2	1.6	5.6
8	1.8	6.7	1.7	7.1	1.6	7.8
9	1.8	10.0	1.8	9.8	1.7	10.4
10	2.0	8.3	1.9	9.0	1.8	8.5
11	2.4	9.4	2.2	7.9	2.0	8.5
12	2.9	10.9	2.8	10.7	2.6	10.7
13	3.5	6.8	3.3	7.2	3.2	7.0
14	3.9	6.5	3.7	5.8	3.6	5.8
15	4.3	6.0	4.1	5.8	4.0	5.8
16	4.6	2.8	4.5	2.6	4.3	2.9
17	5.0	1.9	4.8	2.1	4.7	2.1
18	5.6	2.2	5.4	1.9	5.1	1.9

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.5.2**

Raw Score to Proficiency Level Conversion: Spek 6-8B S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
6	1.0	0.2	1.0	0.2	1.0	0.2
7	1.6	0.1	1.6	0.2	1.5	0.2
8	1.7	0.1	1.6	0.1	1.6	0.2
9	1.7	0.1	1.7	0.3	1.6	0.2
10	1.8	0.2	1.7	0.4	1.7	0.3
11	1.9	0.4	1.8	0.5	1.8	0.4
12	1.9	1.0	1.9	1.2	1.8	1.1
13	2.1	1.1	1.9	1.1	1.9	1.4
14	2.3	1.7	2.1	2.0	1.9	1.7
15	2.5	2.3	2.3	2.2	2.1	2.1
16	2.7	2.9	2.6	2.9	2.4	2.7
17	3.0	3.6	2.9	3.3	2.7	2.9
18	3.3	6.6	3.1	6.1	3.0	5.9
19	3.5	6.0	3.4	5.7	3.2	5.3
20	3.8	6.9	3.6	6.9	3.5	6.6
21	4.0	7.7	3.8	7.1	3.7	6.8
22	4.2	7.7	4.0	7.3	3.9	7.9
23	4.4	7.3	4.2	6.9	4.1	7.0
24	4.5	8.7	4.4	8.8	4.3	8.8
25	4.7	6.1	4.6	5.9	4.5	5.6
26	4.9	6.2	4.8	6.1	4.6	6.1
27	5.3	5.6	5.1	5.9	4.9	5.8
28	5.7	5.4	5.5	5.9	5.3	6.1
29	6.0	4.8	5.9	5.4	5.7	5.8
30	6.0	7.1	6.0	7.6	6.0	9.2

Note: The test form is shared between 6-8B and 6-8C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.5.3**

Raw Score to Proficiency Level Conversion: Spek 6-8C S402 Paper

Raw Score	Grade 6		Grade 7		Grade 8	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
6	1.0	0.2	1.0	0.2	1.0	0.2
7	1.6	0.1	1.6	0.2	1.5	0.2
8	1.7	0.1	1.6	0.1	1.6	0.2
9	1.7	0.1	1.7	0.3	1.6	0.2
10	1.8	0.2	1.7	0.4	1.7	0.3
11	1.9	0.4	1.8	0.5	1.8	0.4
12	1.9	1.0	1.9	1.2	1.8	1.1
13	2.1	1.1	1.9	1.1	1.9	1.4
14	2.3	1.7	2.1	2.0	1.9	1.7
15	2.5	2.3	2.3	2.2	2.1	2.1
16	2.7	2.9	2.6	2.9	2.4	2.7
17	3.0	3.6	2.9	3.3	2.7	2.9
18	3.3	6.6	3.1	6.1	3.0	5.9
19	3.5	6.0	3.4	5.7	3.2	5.3
20	3.8	6.9	3.6	6.9	3.5	6.6
21	4.0	7.7	3.8	7.1	3.7	6.8
22	4.2	7.7	4.0	7.3	3.9	7.9
23	4.4	7.3	4.2	6.9	4.1	7.0
24	4.5	8.7	4.4	8.8	4.3	8.8
25	4.7	6.1	4.6	5.9	4.5	5.6
26	4.9	6.2	4.8	6.1	4.6	6.1
27	5.3	5.6	5.1	5.9	4.9	5.8
28	5.7	5.4	5.5	5.9	5.3	6.1
29	6.0	4.8	5.9	5.4	5.7	5.8
30	6.0	7.1	6.0	7.6	6.0	9.2

Note: The test form is shared between 6-8B and 6-8C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

4.2.12.4.6 Grades 9–12

**Table 4.2.12.4.6.1**

Raw Score to Proficiency Level Conversion: Spek 9-12A S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
0	1.0	5.1	1.0	4.2	1.0	3.2	1.0	1.4
1	1.0	1.6	1.0	1.6	1.0	1.0	1.0	0.6
2	1.1	1.9	1.0	1.7	1.0	1.1	1.0	0.9
3	1.2	2.4	1.1	2.3	1.1	1.8	1.0	1.1
4	1.2	2.9	1.2	2.6	1.2	2.4	1.1	1.5
5	1.3	3.4	1.3	3.0	1.2	3.0	1.2	2.1
6	1.4	6.3	1.4	5.8	1.3	4.7	1.3	4.9
7	1.5	6.4	1.4	6.3	1.4	5.3	1.4	4.7
8	1.6	7.8	1.5	7.3	1.5	6.6	1.5	5.9
9	1.7	12.0	1.6	12.6	1.6	10.5	1.6	11.5
10	1.8	9.3	1.8	10.0	1.7	9.8	1.7	8.8
11	1.9	8.2	1.9	9.2	1.9	9.9	1.8	9.9
12	2.5	10.1	2.4	10.2	2.3	11.9	2.2	14.1
13	3.1	6.2	3.0	5.7	3.0	7.8	2.9	7.5
14	3.5	5.2	3.4	5.4	3.3	5.9	3.3	7.0
15	3.9	4.6	3.7	5.3	3.6	6.7	3.6	7.5
16	4.2	2.8	4.1	2.6	4.0	3.1	3.9	4.3
17	4.6	1.6	4.5	1.8	4.4	2.3	4.3	2.8
18	5.1	2.1	4.9	2.4	4.8	3.1	4.7	3.6

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.6.2**

Raw Score to Proficiency Level Conversion: Spek 9-12B S402 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
6	1.0	0.4	1.0	0.5	1.0	0.4	1.0	0.4
7	1.4	0.3	1.4	0.3	1.3	0.3	1.3	0.2
8	1.5	0.3	1.4	0.4	1.4	0.2	1.4	0.4
9	1.5	0.3	1.5	0.5	1.5	0.3	1.4	0.3
10	1.6	0.5	1.6	0.6	1.5	0.6	1.5	0.4
11	1.7	0.6	1.6	0.7	1.6	0.8	1.6	0.9
12	1.7	1.6	1.7	2.2	1.7	2.0	1.6	2.0
13	1.8	2.0	1.8	1.8	1.7	1.9	1.7	1.5
14	1.9	2.1	1.8	2.5	1.8	2.4	1.8	2.4
15	1.9	3.2	1.9	2.7	1.9	2.5	1.8	3.0
16	2.1	3.4	2.0	3.3	1.9	3.3	1.9	3.5
17	2.4	3.9	2.3	3.7	2.2	3.8	2.1	3.7
18	2.8	7.1	2.6	6.6	2.5	6.6	2.5	7.6
19	3.1	5.5	3.0	5.4	2.9	5.4	2.8	5.4
20	3.3	6.6	3.2	6.3	3.1	6.2	3.1	6.0
21	3.5	6.8	3.4	6.7	3.3	6.1	3.2	6.0
22	3.7	7.2	3.6	6.5	3.5	6.7	3.4	6.3
23	3.9	6.7	3.7	6.2	3.6	6.3	3.6	6.2
24	4.0	9.0	3.9	9.5	3.8	9.3	3.7	9.4
25	4.2	4.5	4.1	4.7	4.0	4.7	3.9	4.6
26	4.4	5.4	4.3	5.1	4.2	5.1	4.1	4.9
27	4.7	5.0	4.5	4.8	4.4	4.3	4.3	4.7
28	4.9	4.7	4.8	5.0	4.7	4.9	4.6	4.6
29	5.3	4.3	5.1	4.6	5.0	4.8	5.0	4.6
30	6.0	8.6	6.0	9.7	6.0	11.2	6.0	10.9

Note: The test form is shared between 9-12B and 9-12C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

**Table 4.2.12.4.6.3**

Raw Score to Proficiency Level Conversion: Spek 9-12C S400 Paper

Raw Score	Grade 9		Grade 10		Grade 11		Grade 12	
	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students	Proficiency Level Score	% of Students
6	1.0	0.4	1.0	0.5	1.0	0.4	1.0	0.4
7	1.4	0.3	1.4	0.3	1.3	0.3	1.3	0.2
8	1.5	0.3	1.4	0.4	1.4	0.2	1.4	0.4
9	1.5	0.3	1.5	0.5	1.5	0.3	1.4	0.3
10	1.6	0.5	1.6	0.6	1.5	0.6	1.5	0.4
11	1.7	0.6	1.6	0.7	1.6	0.8	1.6	0.9
12	1.7	1.6	1.7	2.2	1.7	2.0	1.6	2.0
13	1.8	2.0	1.8	1.8	1.7	1.9	1.7	1.5
14	1.9	2.1	1.8	2.5	1.8	2.4	1.8	2.4
15	1.9	3.2	1.9	2.7	1.9	2.5	1.8	3.0
16	2.1	3.4	2.0	3.3	1.9	3.3	1.9	3.5
17	2.4	3.9	2.3	3.7	2.2	3.8	2.1	3.7
18	2.8	7.1	2.6	6.6	2.5	6.6	2.5	7.6
19	3.1	5.5	3.0	5.4	2.9	5.4	2.8	5.4
20	3.3	6.6	3.2	6.3	3.1	6.2	3.1	6.0
21	3.5	6.8	3.4	6.7	3.3	6.1	3.2	6.0
22	3.7	7.2	3.6	6.5	3.5	6.7	3.4	6.3
23	3.9	6.7	3.7	6.2	3.6	6.3	3.6	6.2
24	4.0	9.0	3.9	9.5	3.8	9.3	3.7	9.4
25	4.2	4.5	4.1	4.7	4.0	4.7	3.9	4.6
26	4.4	5.4	4.3	5.1	4.2	5.1	4.1	4.9
27	4.7	5.0	4.5	4.8	4.4	4.3	4.3	4.7
28	4.9	4.7	4.8	5.0	4.7	4.9	4.6	4.6
29	5.3	4.3	5.1	4.6	5.0	4.8	5.0	4.6
30	6.0	8.6	6.0	9.7	6.0	11.2	6.0	10.9

Note: The test form is shared between 9-12B and 9-12C.

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5 Analysis Across Tiers

### 5.1 Scale Score Information

The figures and tables in this section relate to the ACCESS 2.0 Paper scale scores that were achieved by students, by domain and composite, in each grade-level cluster.

Figures show the distribution of the scale scores. The scale score distribution is presented as an ungrouped bar graph where observed scale score between the lowest possible to the highest possible scale score is plotted on the horizontal axis and the frequency of occurrence of each observed scale score is plotted on the vertical axis. Since ACCESS has a vertical scale that spans a very wide range, an artifact of showing the frequencies of every observed scale score on the bar graph is that vertical lines in these graphs will appear darker if the observed scale scores are consecutive and lighter if the observed scale scores are further apart.

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

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

In the tables and figures in this section, scale scores which were computed using mode-adjusted scoring tables are excluded from the analysis.



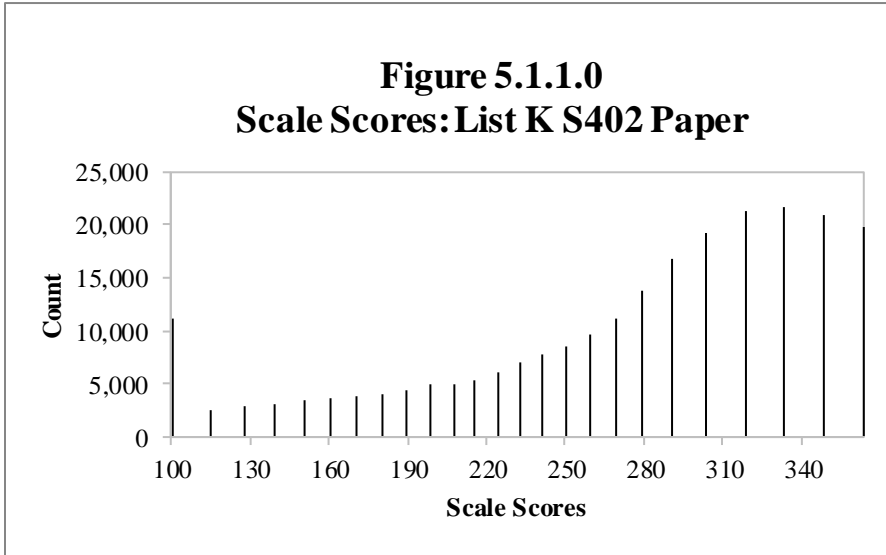
## 5.1.1 Listening

### 5.1.1.0 Kindergarten

**Table 5.1.1.0**

Scale Score Descriptive Statistics: List K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,519	100	363	269.66	72.44



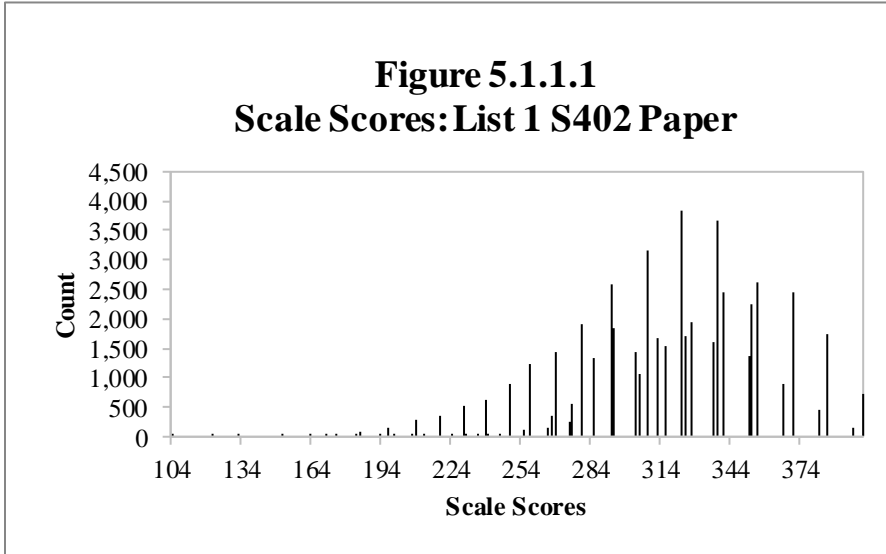
5.1.1.1 Grade 1

**Table 5.1.1.1**

Scale Score Descriptive Statistics: List 1 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	51,581	104	401	318.68	39.46

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

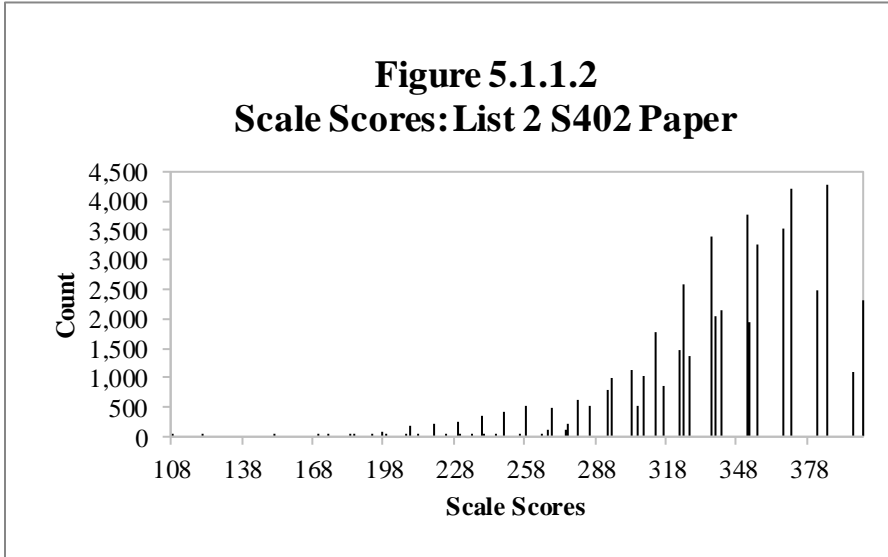
5.1.1.2 Grade 2

**Table 5.1.1.2**

Scale Score Descriptive Statistics: List 2 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	51,223	108	401	343.20	38.37

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

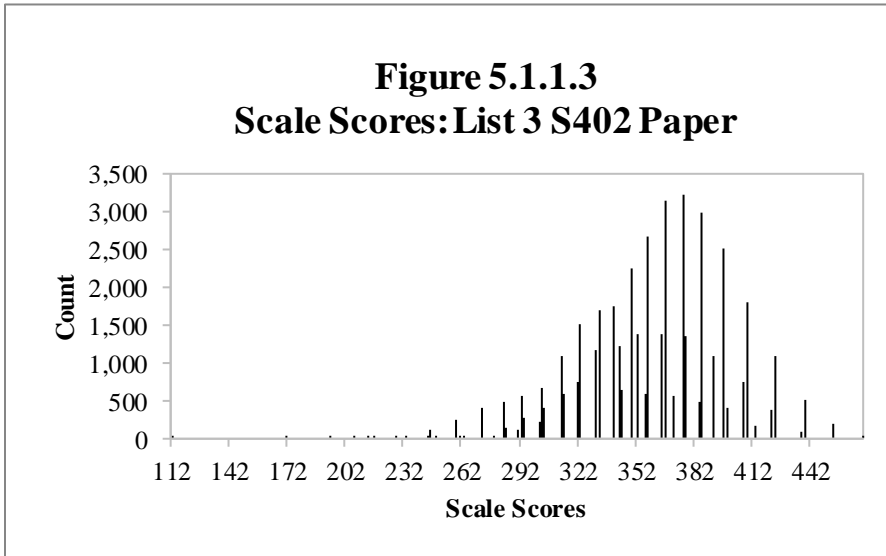
5.1.1.3 Grade 3

**Table 5.1.1.3**

Scale Score Descriptive Statistics: List 3 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	43,289	112	469	360.15	37.18

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

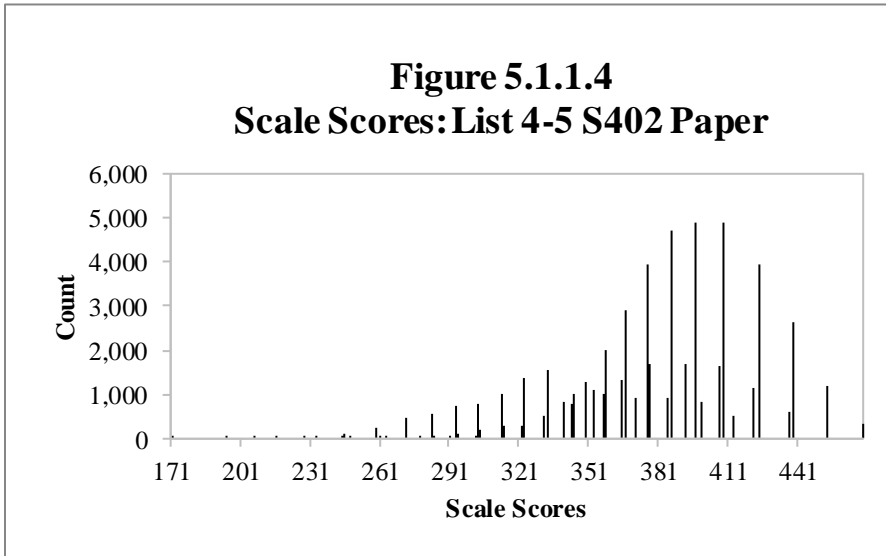
5.1.1.4 Grades 4–5

**Table 5.1.1.4**

Scale Score Descriptive Statistics: List 4-5 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	33,196	171	469	376.78	39.54
5	24,128	171	469	382.13	41.97
<b>Total</b>	<b>57,324</b>	<b>171</b>	<b>469</b>	<b>379.03</b>	<b>40.67</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

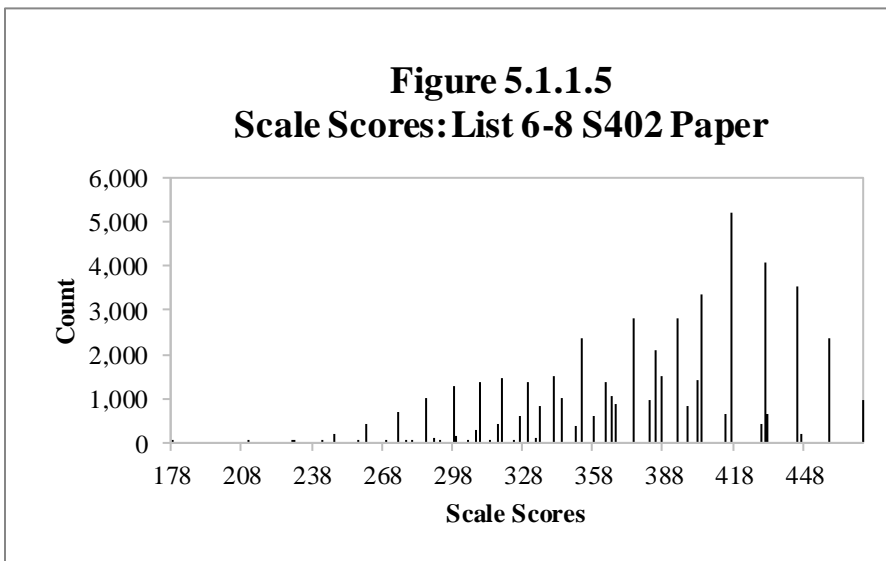
5.1.1.5 Grades 6–8

**Table 5.1.1.5**

Scale Score Descriptive Statistics: List 6-8 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	20,494	210	473	380.85	46.63
7	17,043	210	473	382.92	50.85
8	16,094	178	473	385.32	52.74
<b>Total</b>	<b>53,631</b>	<b>178</b>	<b>473</b>	<b>382.85</b>	<b>49.90</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

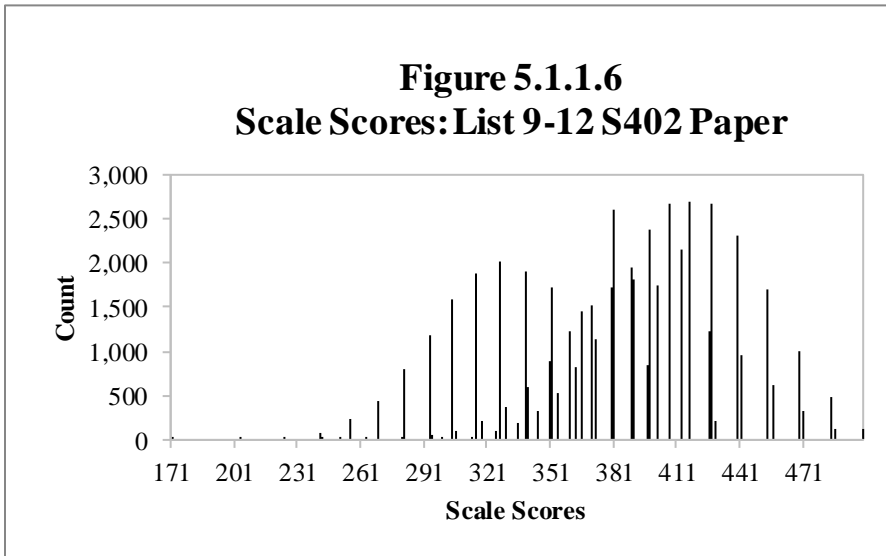
5.1.1.6 Grades 9–12

**Table 5.1.1.6**

Scale Score Descriptive Statistics: List 9-12 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	16,433	203	499	377.47	49.27
10	15,383	171	499	383.03	49.20
11	13,156	203	499	386.24	48.10
12	8,756	203	499	387.13	44.40
<b>Total</b>	<b>53,728</b>	<b>171</b>	<b>499</b>	<b>382.79</b>	<b>48.35</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

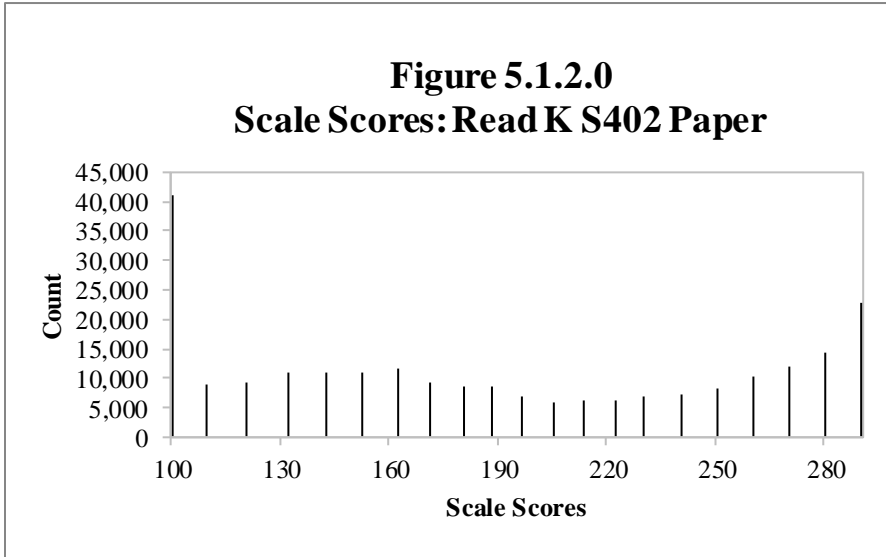
## 5.1.2 Reading

### 5.1.2.0 Kindergarten

**Table 5.1.2.0**

Scale Score Descriptive Statistics: Read K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,512	100	290	188.23	67.13





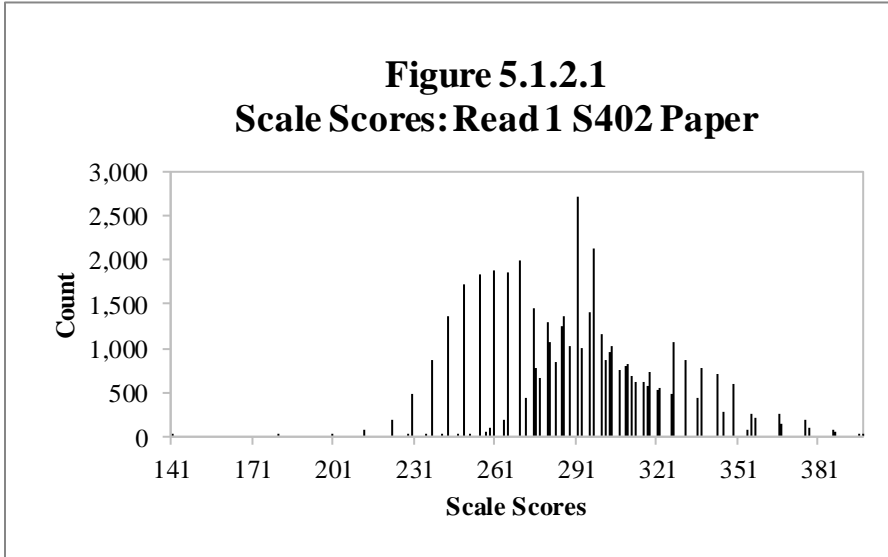
5.1.2.1 Grade 1

**Table 5.1.2.1**

Scale Score Descriptive Statistics: Read 1 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	47,373	141	397	290.82	30.23

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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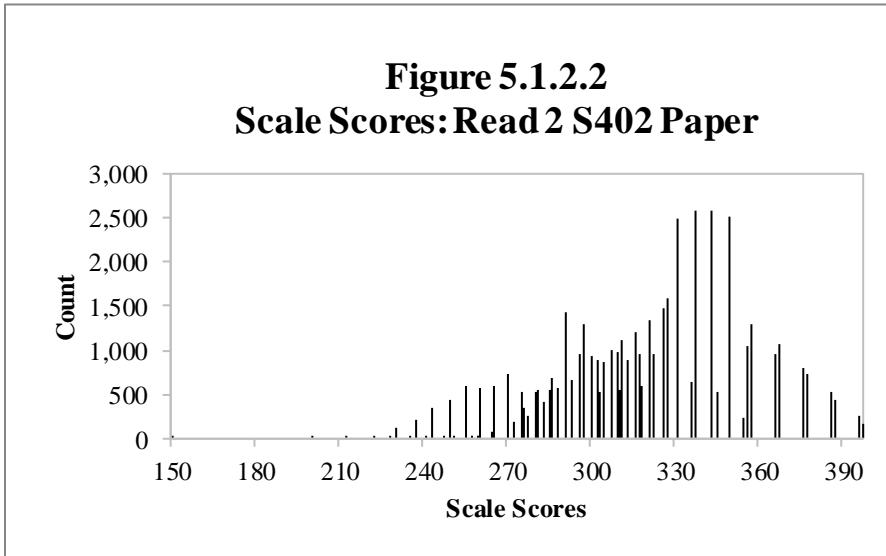
5.1.2.2 Grade 2

**Table 5.1.2.2**

Scale Score Descriptive Statistics: Read 2 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
2	47,504	150	397	319.46	33.11

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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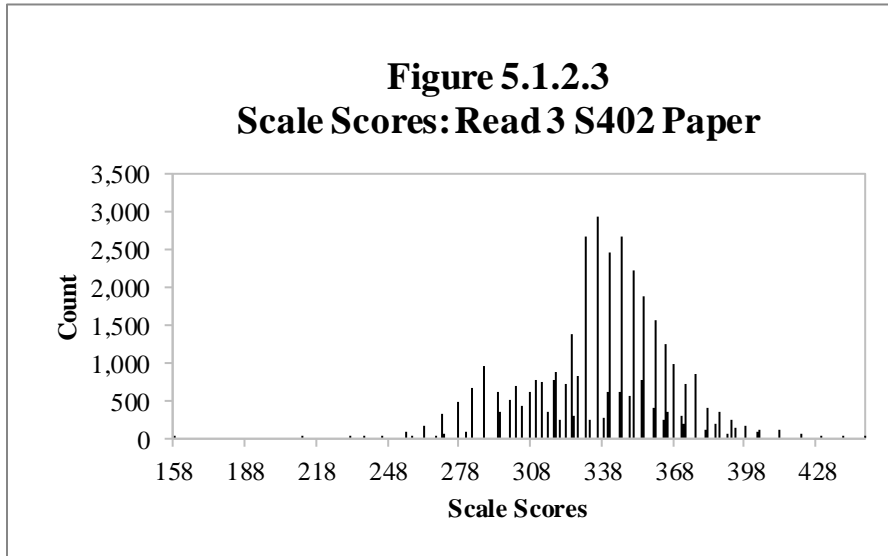
5.1.2.3 Grade 3

**Table 5.1.2.3**

Scale Score Descriptive Statistics: Read 3 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
3	40,006	158	448	337.27	28.24

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

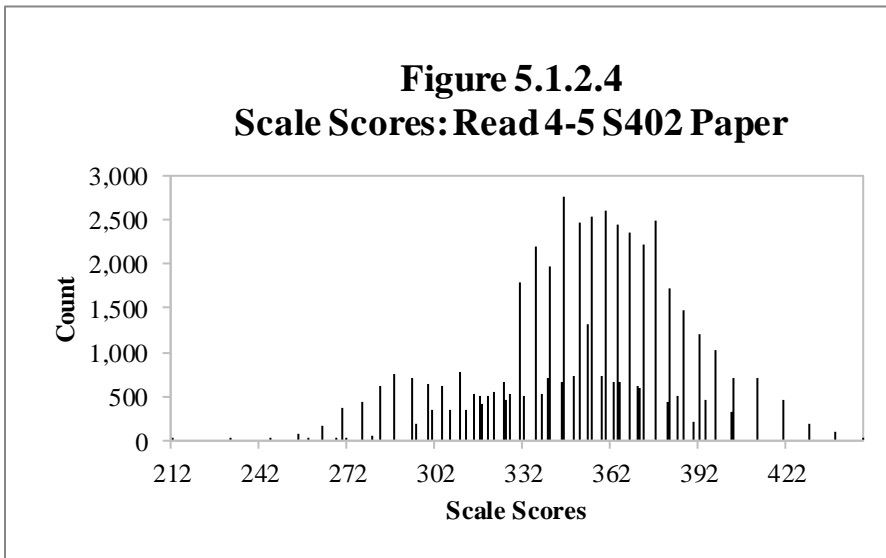
5.1.2.4 Grades 4–5

**Table 5.1.2.4**

Scale Score Descriptive Statistics: Read 4-5 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>4</b>	30,870	212	448	349.82	30.15
<b>5</b>	22,866	232	448	355.19	32.91
<b>Total</b>	53,736	212	448	352.11	31.46

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

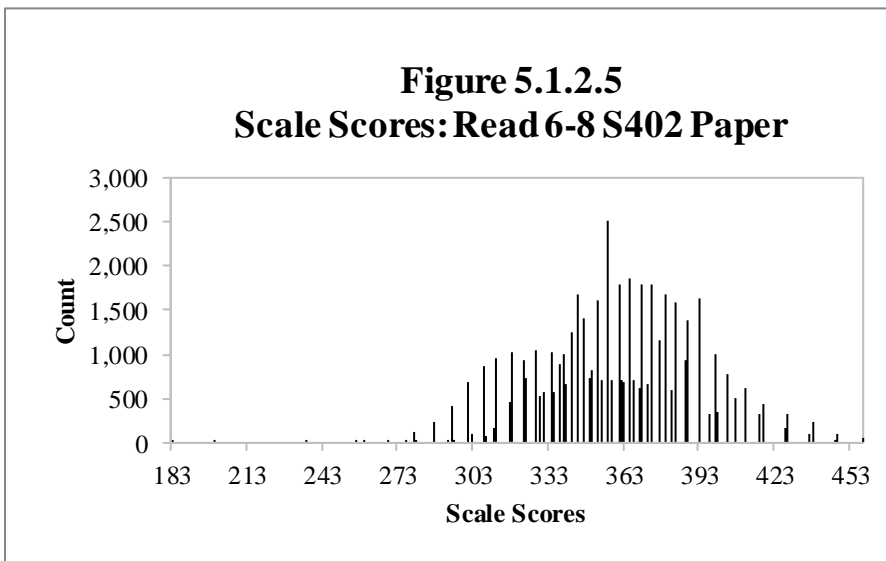
5.1.2.5 Grades 6–8

**Table 5.1.2.5**

Scale Score Descriptive Statistics: Read 6-8 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	18,674	183	458	354.21	27.20
7	15,810	236	458	359.37	30.03
8	15,004	200	458	365.15	32.17
<b>Total</b>	<b>49,488</b>	<b>183</b>	<b>458</b>	<b>359.17</b>	<b>30.02</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

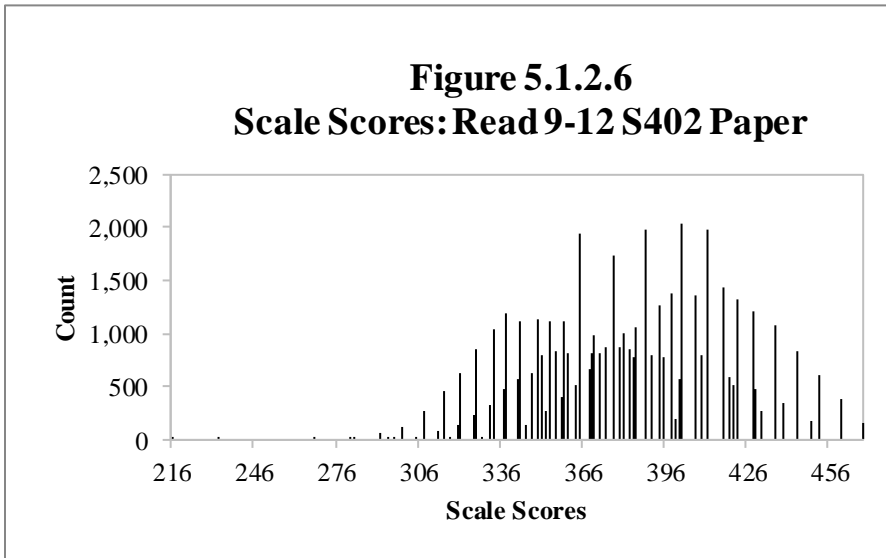
5.1.2.6 Grades 9–12

**Table 5.1.2.6**

Scale Score Descriptive Statistics: Read 9-12 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	15,237	268	468	376.54	33.10
10	14,426	216	468	381.84	34.64
11	12,392	268	468	386.42	33.97
12	8,316	233	468	386.48	32.39
<b>Total</b>	<b>50,371</b>	<b>216</b>	<b>468</b>	<b>382.13</b>	<b>33.90</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

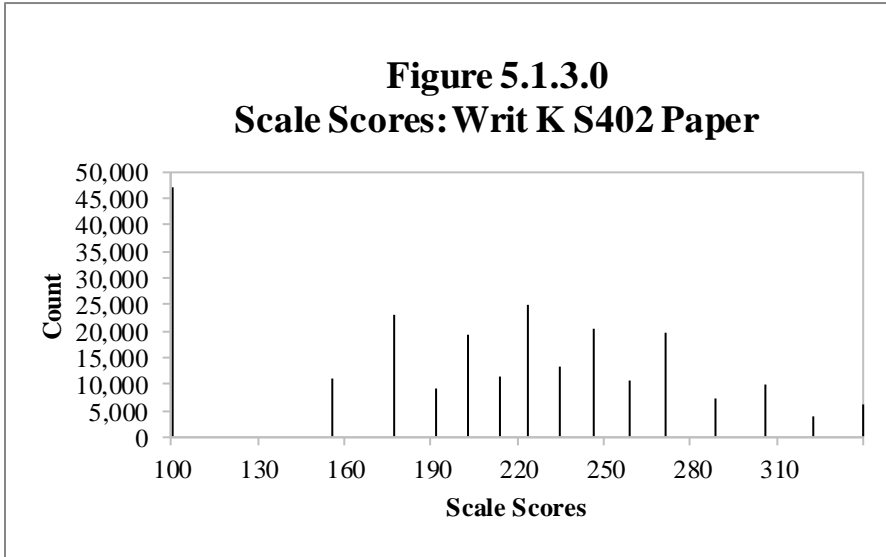
## 5.1.3 Writing

### 5.1.3.0 Kindergarten

**Table 5.1.3.0**

Scale Score Descriptive Statistics: Writ K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,498	100	339	205.69	66.48

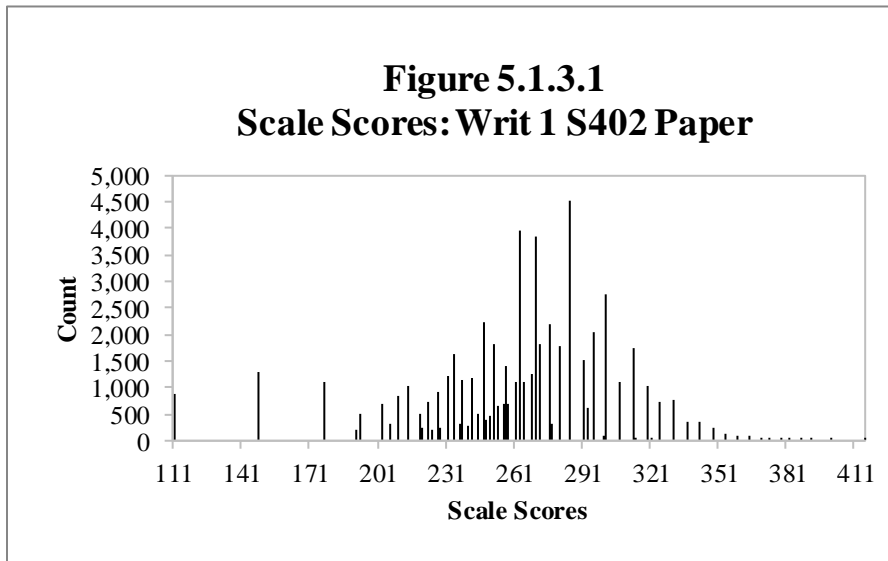


5.1.3.1 Grade 1

**Table 5.1.3.1**

Scale Score Descriptive Statistics: Writ 1 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>1</b>	59,945	111	415	261.51	41.77



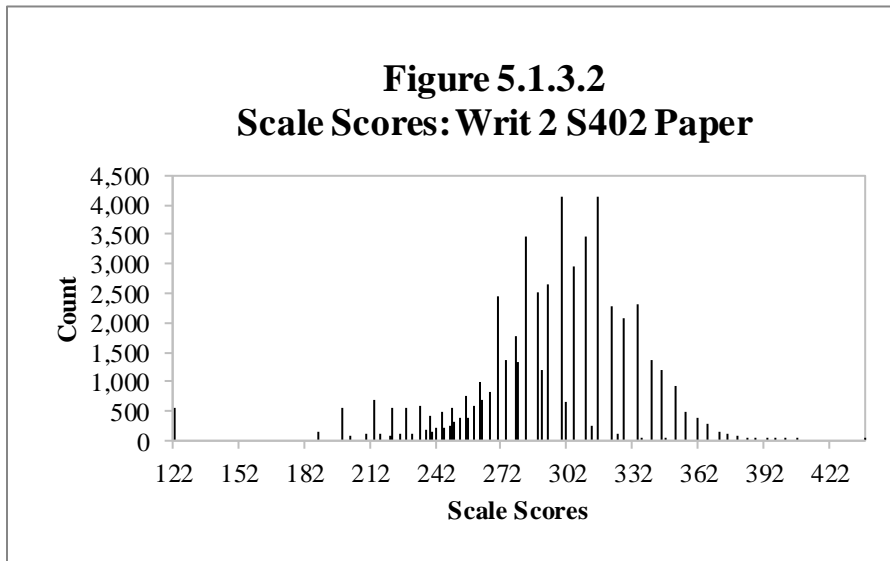


5.1.3.2 Grade 2

**Table 5.1.3.2**

Scale Score Descriptive Statistics: Writ 2 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
2	55,909	122	438	291.49	38.41

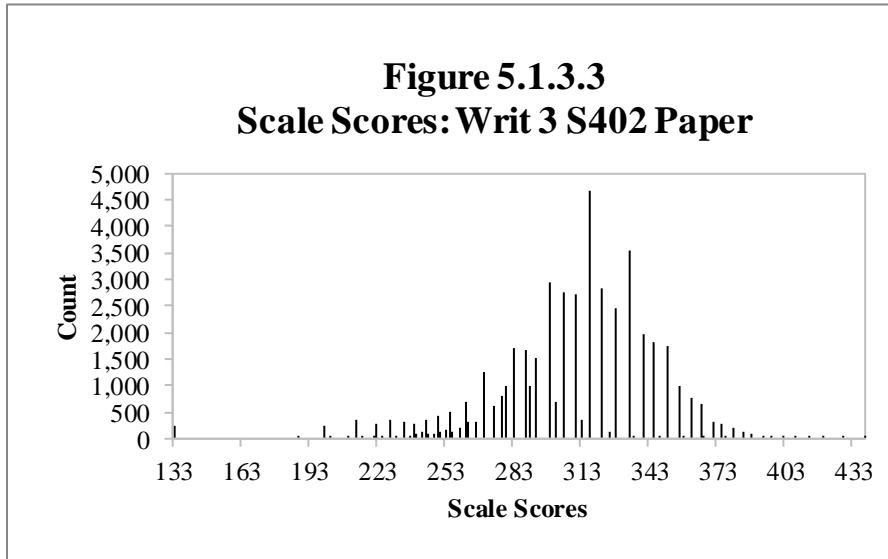


5.1.3.3 Grade 3

**Table 5.1.3.3**

Scale Score Descriptive Statistics: Writ 3 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>3</b>	47,610	133	438	307.17	36.65



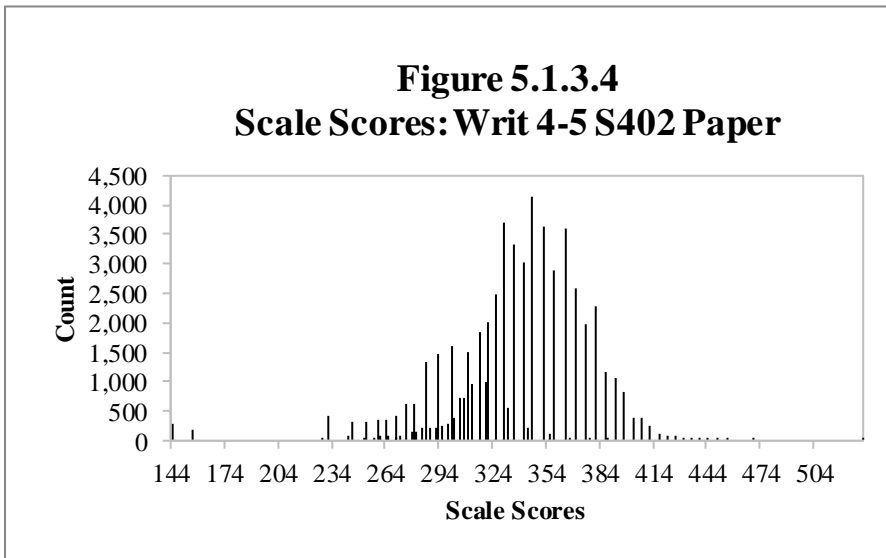
5.1.3.4 Grades 4–5

**Table 5.1.3.4**

Scale Score Descriptive Statistics: Writ 4-5 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	33,745	144	455	332.40	37.79
5	24,515	155	531	338.94	40.15
<b>Total</b>	<b>58,260</b>	<b>144</b>	<b>531</b>	<b>335.15</b>	<b>38.93</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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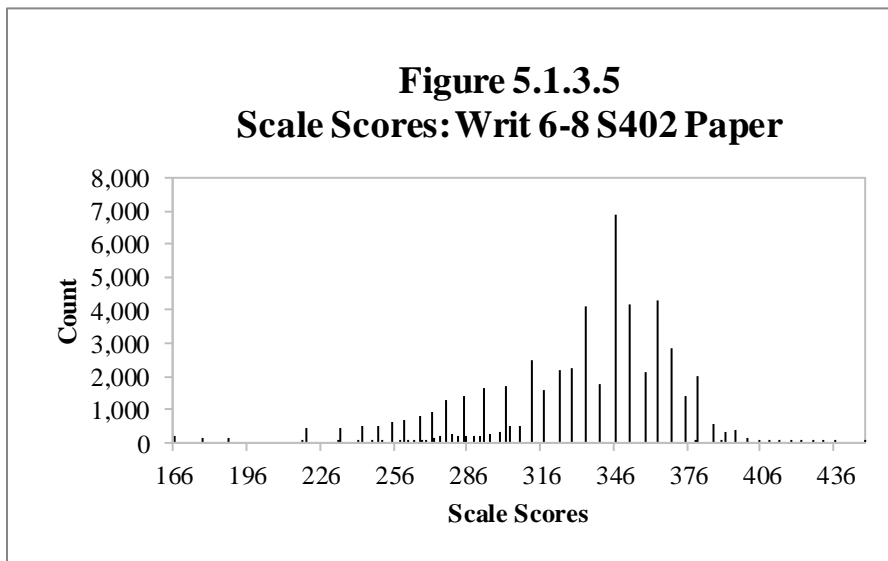
5.1.3.5 Grades 6–8

**Table 5.1.3.5**

Scale Score Descriptive Statistics: Writ 6-8 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	20,860	166	422	325.52	39.10
7	17,374	177	436	327.85	40.60
8	16,389	188	448	330.92	40.99
<b>Total</b>	<b>54,623</b>	<b>166</b>	<b>448</b>	<b>327.88</b>	<b>40.22</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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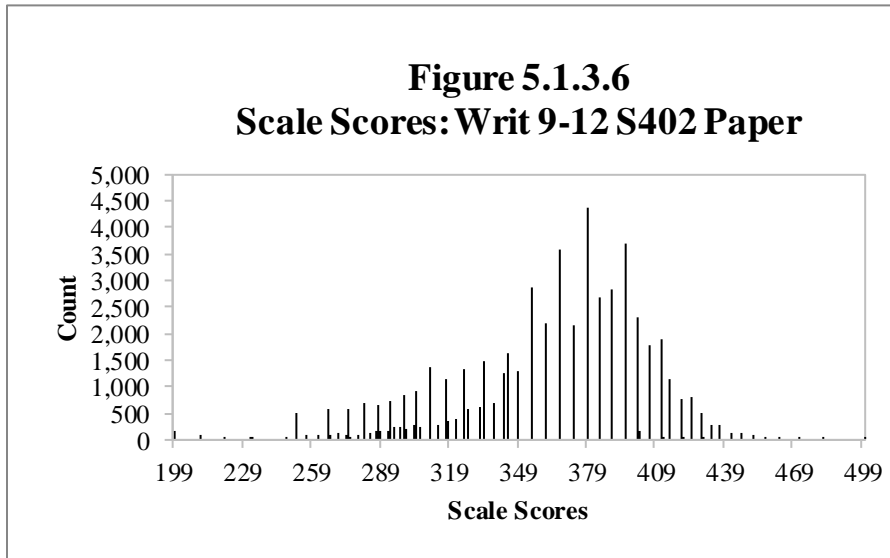
5.1.3.6 Grades 9–12

**Table 5.1.3.6**

Scale Score Descriptive Statistics: Writ 9-12 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	16,924	199	471	353.19	45.15
10	15,860	210	500	357.88	44.96
11	13,572	221	500	363.87	42.65
12	9,051	232	471	366.06	41.04
<b>Total</b>	<b>55,407</b>	<b>199</b>	<b>500</b>	<b>359.25</b>	<b>44.12</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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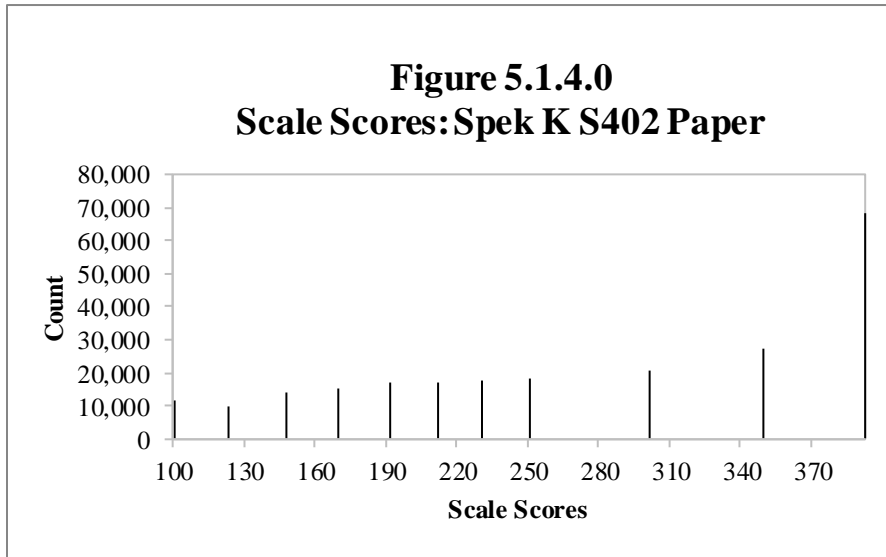
## 5.1.4 Speaking

### 5.1.4.0 Kindergarten

**Table 5.1.4.0**

Scale Score Descriptive Statistics: Spek K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,510	100	392	273.76	99.02



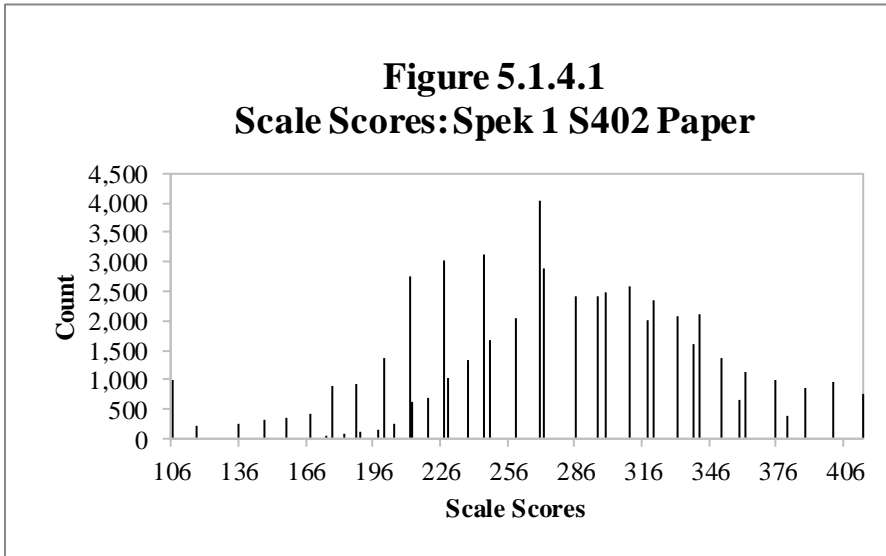
5.1.4.1 Grade 1

**Table 5.1.4.1**

Scale Score Descriptive Statistics: Spek 1 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	56,687	106	414	277.10	63.06

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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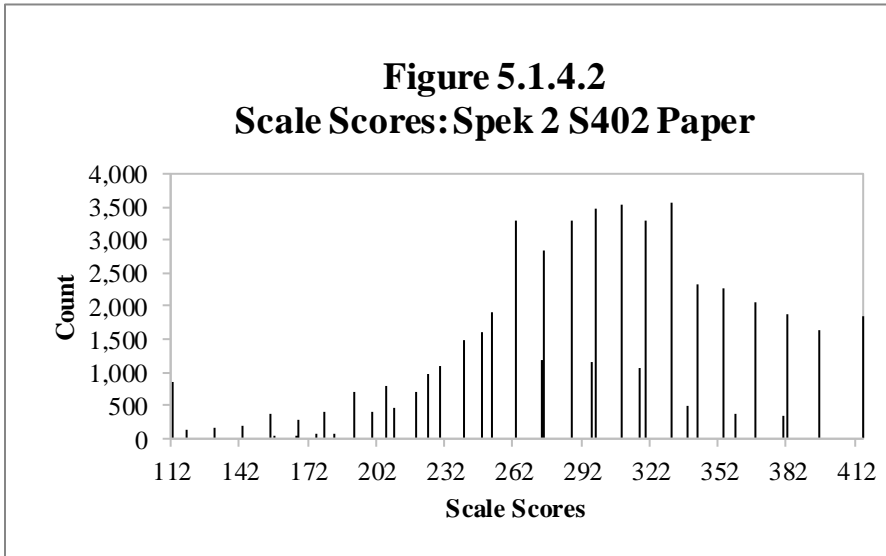
5.1.4.2 Grade 2

**Table 5.1.4.2**

Scale Score Descriptive Statistics: Spek 2 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	52,576	112	415	296.05	62.72

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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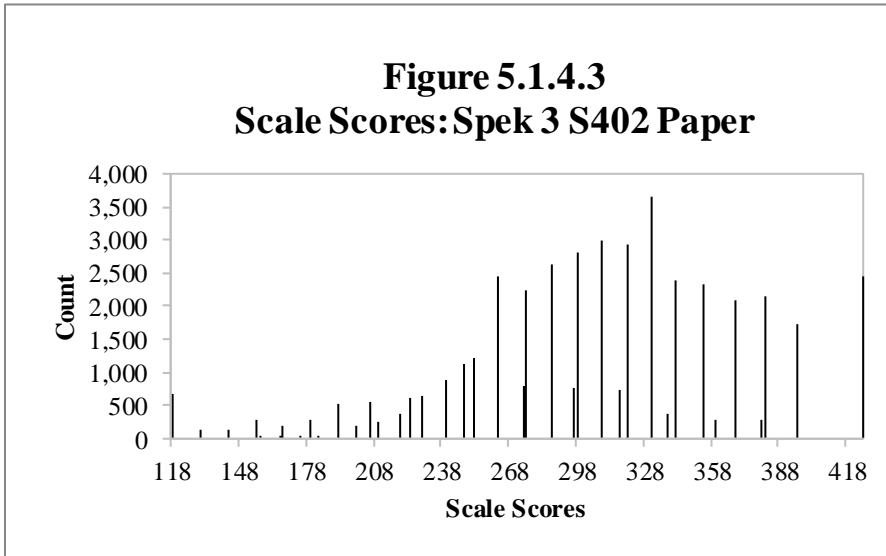
5.1.4.3 Grade 3

**Table 5.1.4.3**

Scale Score Descriptive Statistics: Spek 3 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	44,118	118	425	308.00	63.52

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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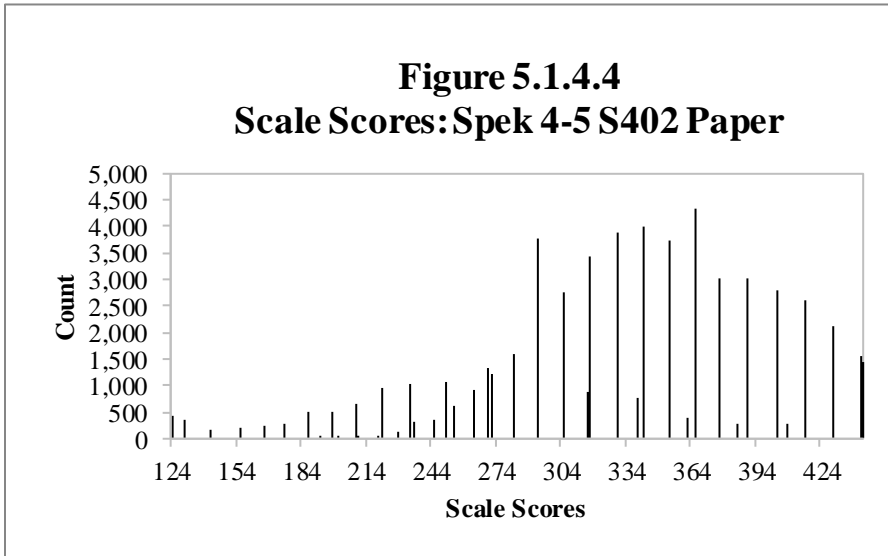
5.1.4.4 Grades 4–5

**Table 5.1.4.4**

Scale Score Descriptive Statistics: Spek 4-5 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	33,621	124	442	332.03	66.74
5	24,404	130	443	333.20	70.54
<b>Total</b>	<b>58,025</b>	<b>124</b>	<b>443</b>	<b>332.52</b>	<b>68.37</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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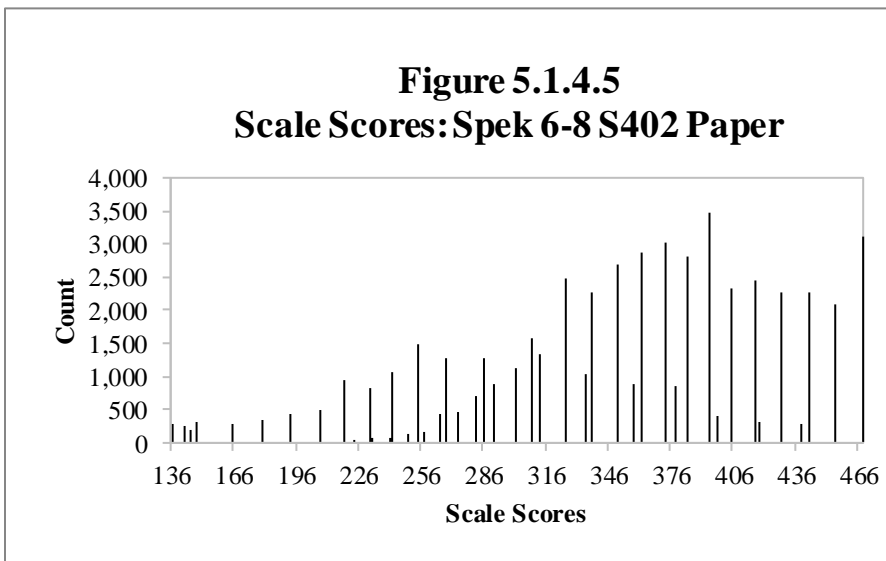
5.1.4.5 Grades 6–8

**Table 5.1.4.5**

Scale Score Descriptive Statistics: Spek 6-8 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	20,730	136	468	353.48	73.75
7	17,268	142	468	350.60	76.57
8	16,247	148	468	350.57	78.00
<b>Total</b>	<b>54,245</b>	<b>136</b>	<b>468</b>	<b>351.69</b>	<b>75.96</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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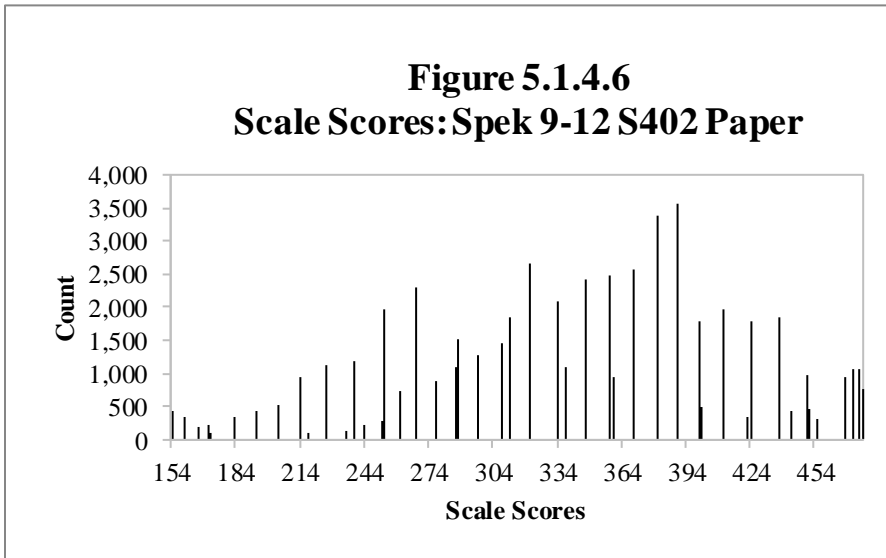
5.1.4.6 Grades 9–12

**Table 5.1.4.6**

Scale Score Descriptive Statistics: Spek 9-12 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	16,794	154	468	335.00	78.87
10	15,779	160	471	341.11	77.97
11	13,484	166	474	348.50	75.70
12	8,982	172	476	355.15	71.76
<b>Total</b>	<b>55,039</b>	<b>154</b>	<b>476</b>	<b>343.35</b>	<b>77.05</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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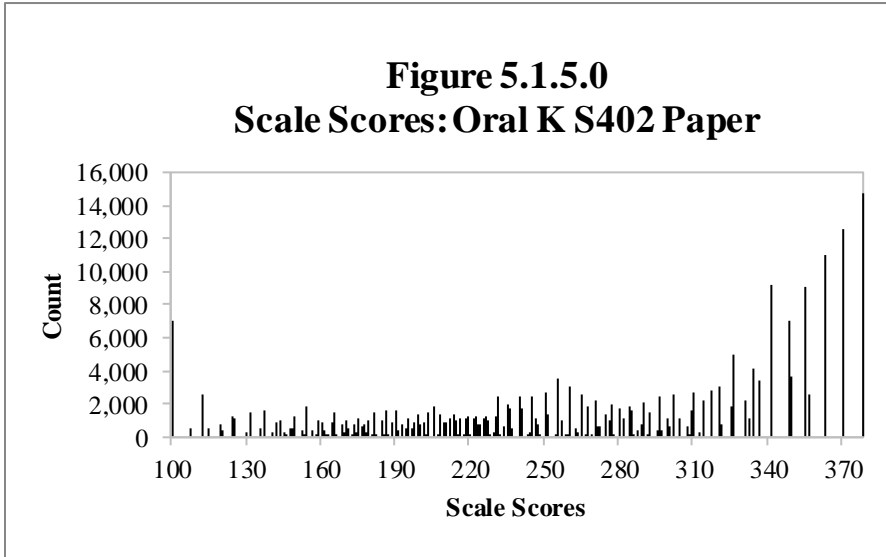
## 5.1.5 Oral

### 5.1.5.0 Kindergarten

**Table 5.1.5.0**

Scale Score Descriptive Statistics: Oral K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,509	100	378	271.97	80.76



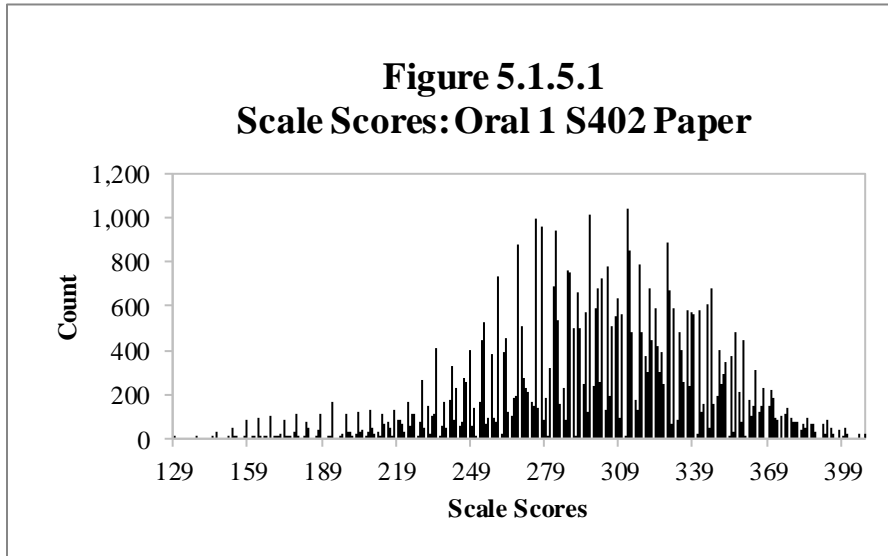
5.1.5.1 Grade 1

**Table 5.1.5.1**

Scale Score Descriptive Statistics: Oral 1 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>1</b>	51,384	129	408	299.52	43.69

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

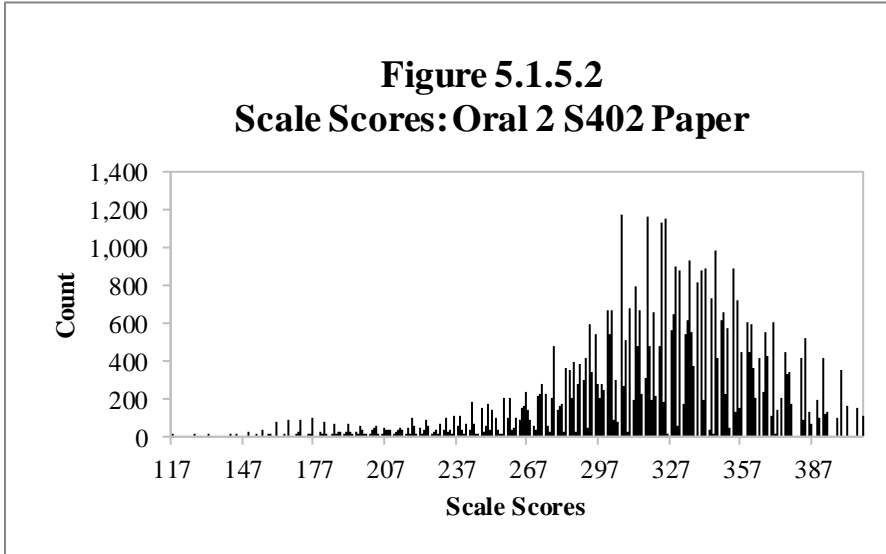
5.1.5.2 Grade 2

**Table 5.1.5.2**

Scale Score Descriptive Statistics: Oral 2 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	50,993	117	408	320.41	43.33

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

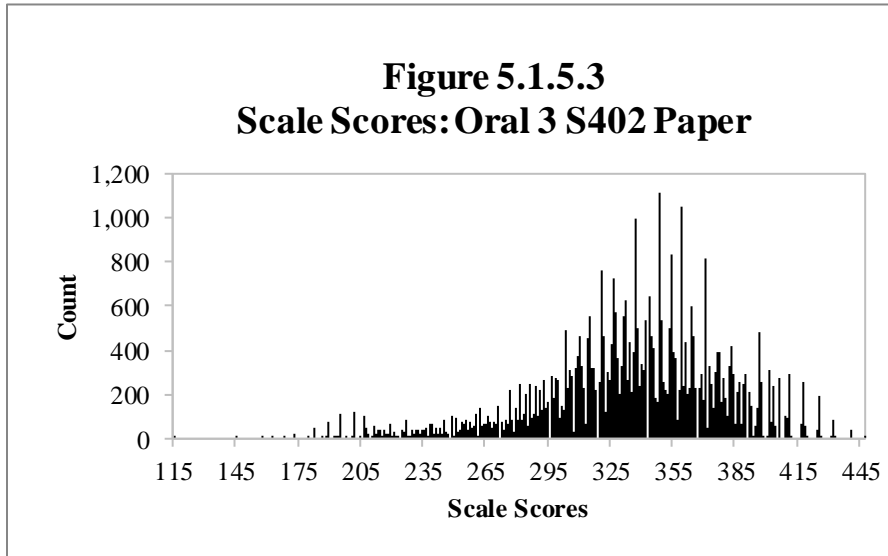
5.1.5.3 Grade 3

**Table 5.1.5.3**

Scale Score Descriptive Statistics: Oral 3 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	43,102	115	447	334.68	43.71

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



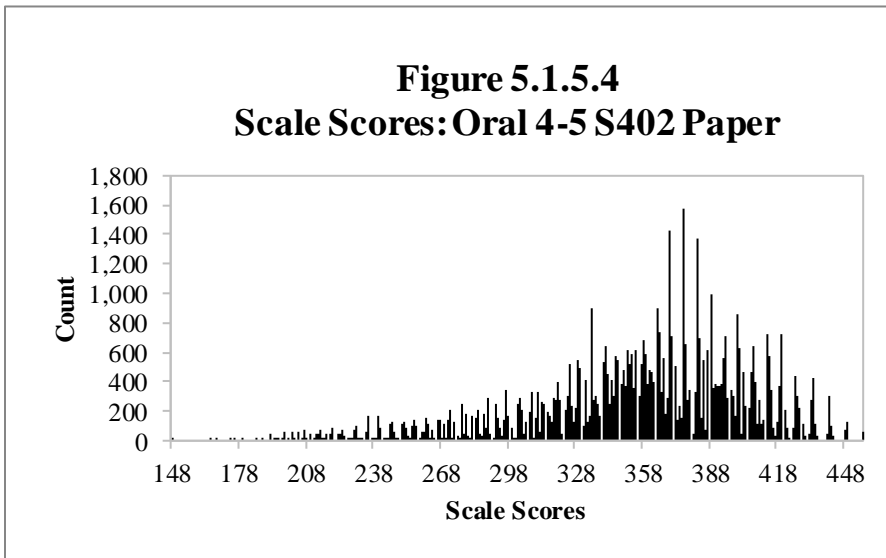
5.1.5.4 Grades 4–5

**Table 5.1.5.4**

Scale Score Descriptive Statistics: Oral 4-5 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	33,073	148	456	355.03	47.02
5	24,017	168	456	358.32	50.49
<b>Total</b>	<b>57,090</b>	<b>148</b>	<b>456</b>	<b>356.42</b>	<b>48.54</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

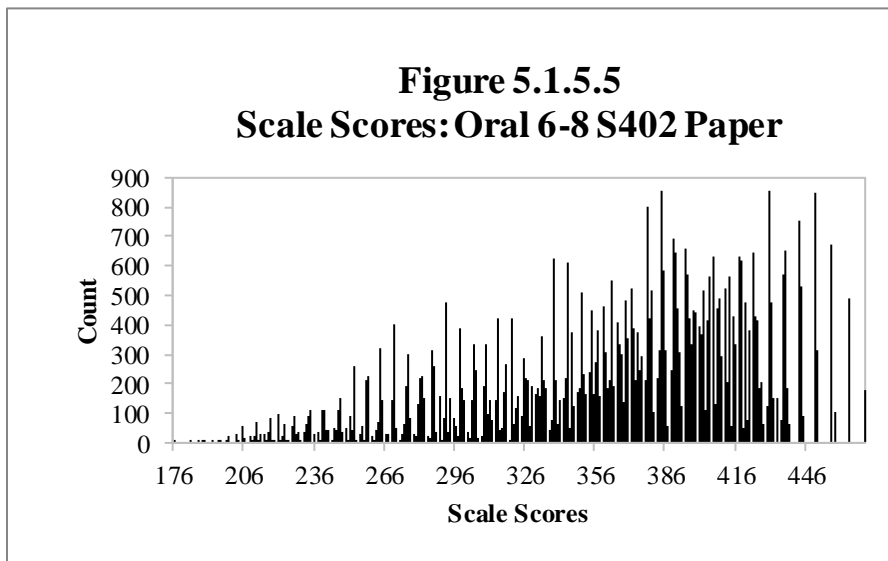
5.1.5.5 Grades 6–8

**Table 5.1.5.5**

Scale Score Descriptive Statistics: Oral 6-8 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	20,357	183	471	367.76	54.61
<b>7</b>	16,927	176	471	367.45	58.33
<b>8</b>	15,947	188	471	368.82	60.13
<b>Total</b>	53,231	176	471	367.98	57.50

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

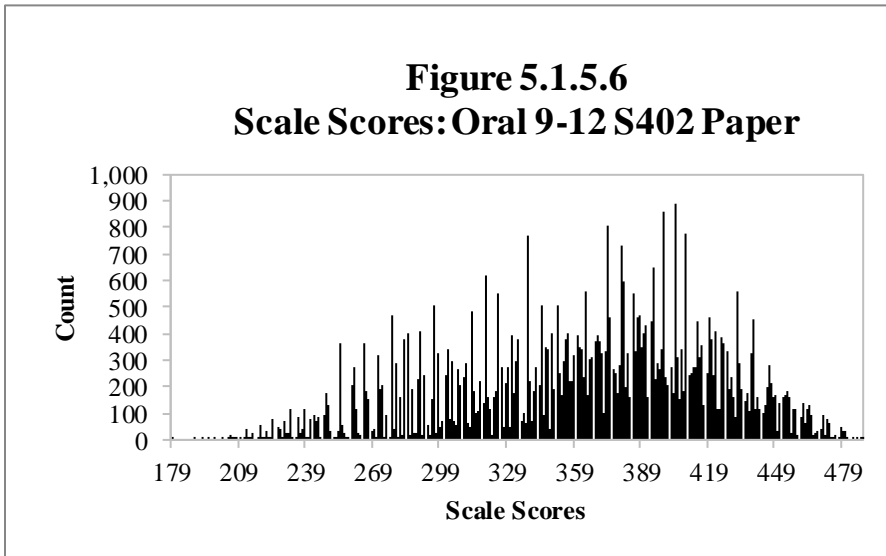
5.1.5.6 Grades 9–12

**Table 5.1.5.6**

Scale Score Descriptive Statistics: Oral 9-12 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	16,288	179	484	357.24	58.64
10	15,291	192	485	362.92	58.09
11	13,058	195	487	368.07	56.16
12	8,684	207	488	371.69	51.84
<b>Total</b>	<b>53,321</b>	<b>179</b>	<b>488</b>	<b>363.88</b>	<b>57.06</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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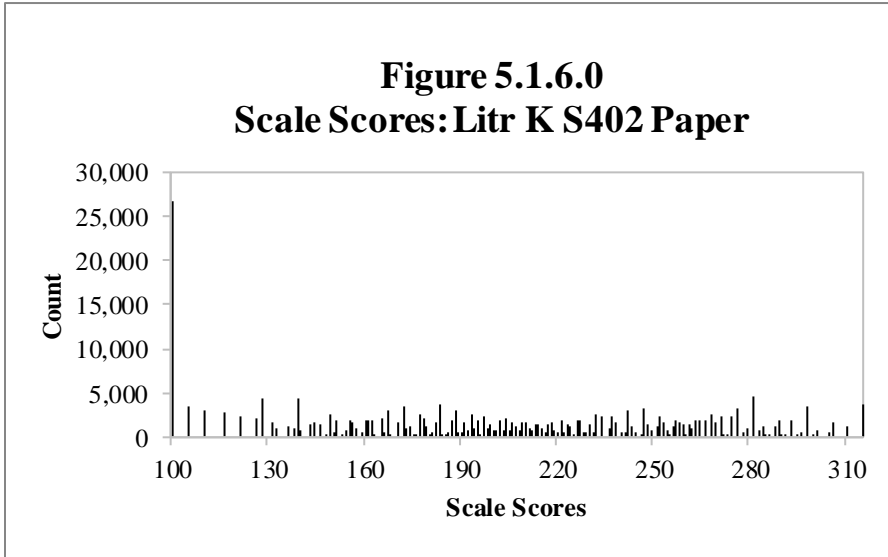
## 5.1.6 Literacy

### 5.1.6.0 Kindergarten

**Table 5.1.6.0**

Scale Score Descriptive Statistics: Litr K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,492	100	315	197.21	62.00



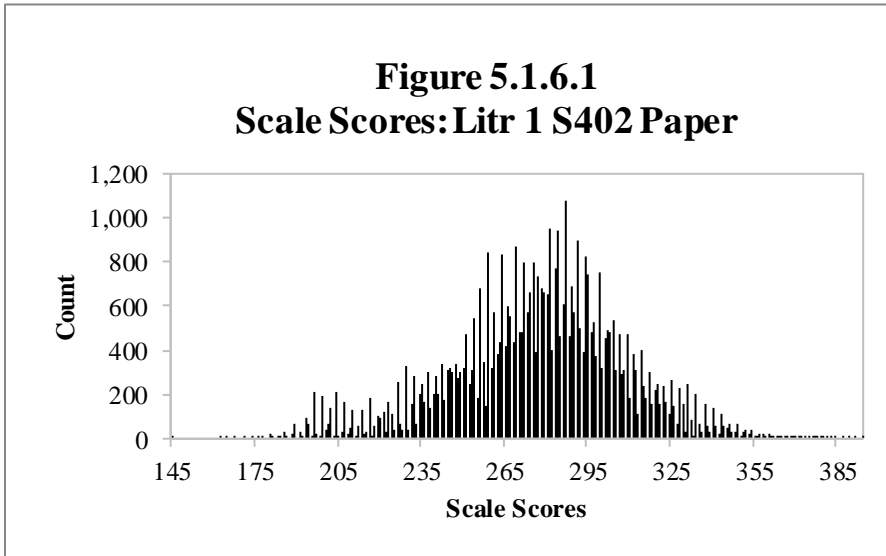
5.1.6.1 Grade 1

**Table 5.1.6.1**

Scale Score Descriptive Statistics: Litr 1 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	47,366	145	394	277.09	31.33

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

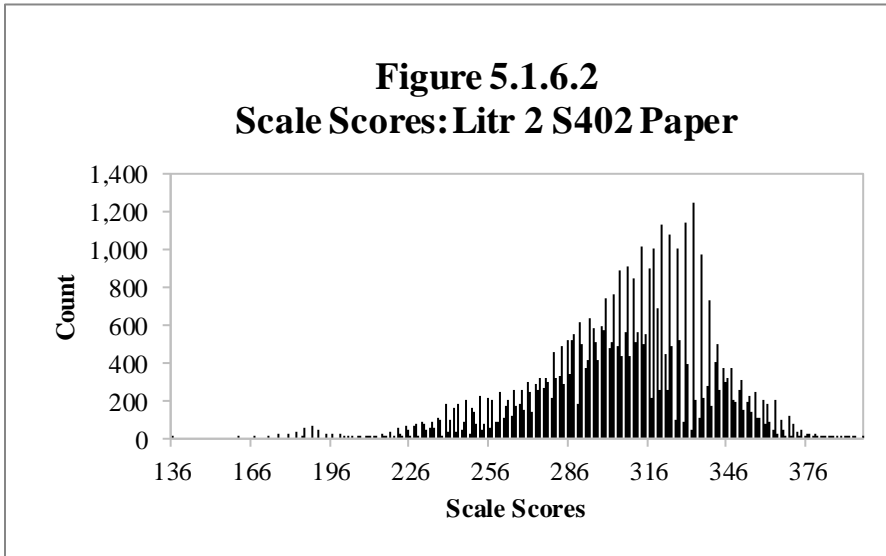
5.1.6.2 Grade 2

**Table 5.1.6.2**

Scale Score Descriptive Statistics: Litr 2 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	47,490	136	397	306.20	31.89

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

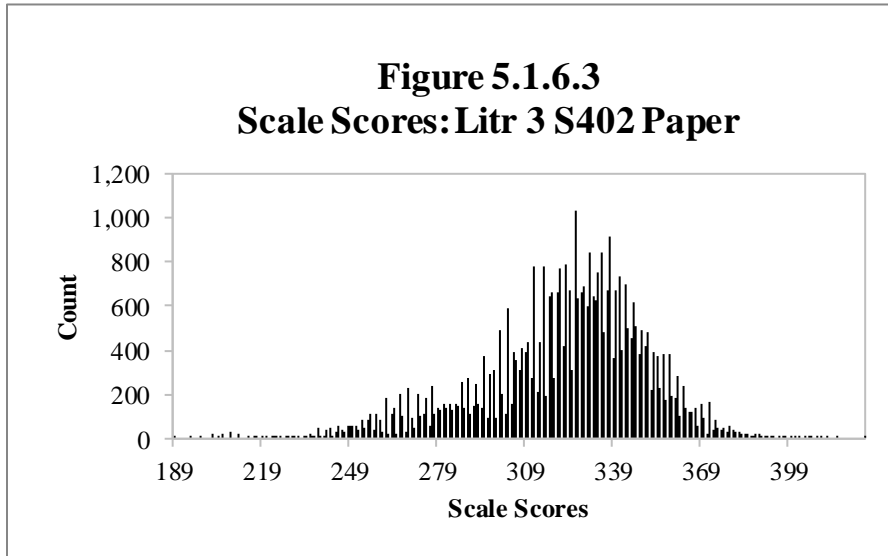
### 5.1.6.3 Grade 3

**Table 5.1.6.3**

Scale Score Descriptive Statistics: Litr 3 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>3</b>	39,998	189	425	322.18	28.71

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

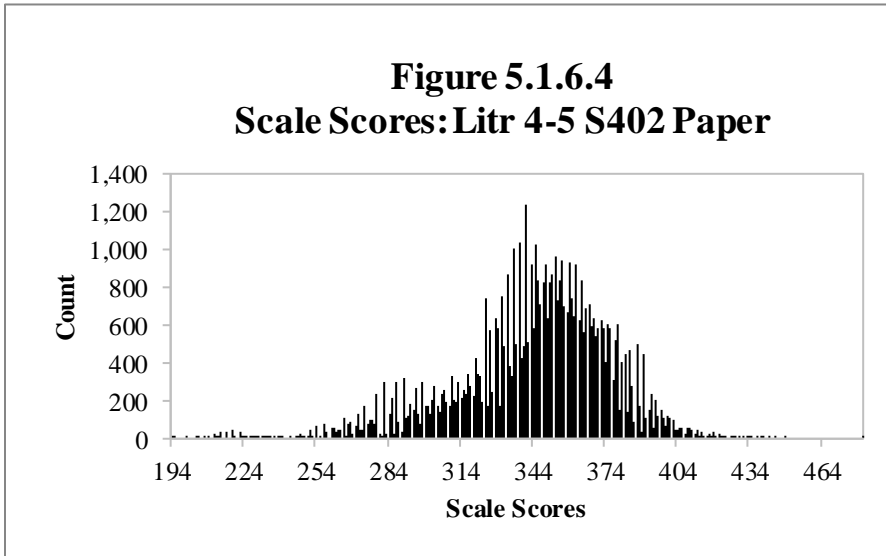
5.1.6.4 Grades 4–5

**Table 5.1.6.4**

Scale Score Descriptive Statistics: Litr 4-5 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	30,866	195	440	341.80	30.42
5	22,862	194	481	347.60	33.15
<b>Total</b>	<b>53,728</b>	<b>194</b>	<b>481</b>	<b>344.27</b>	<b>31.74</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



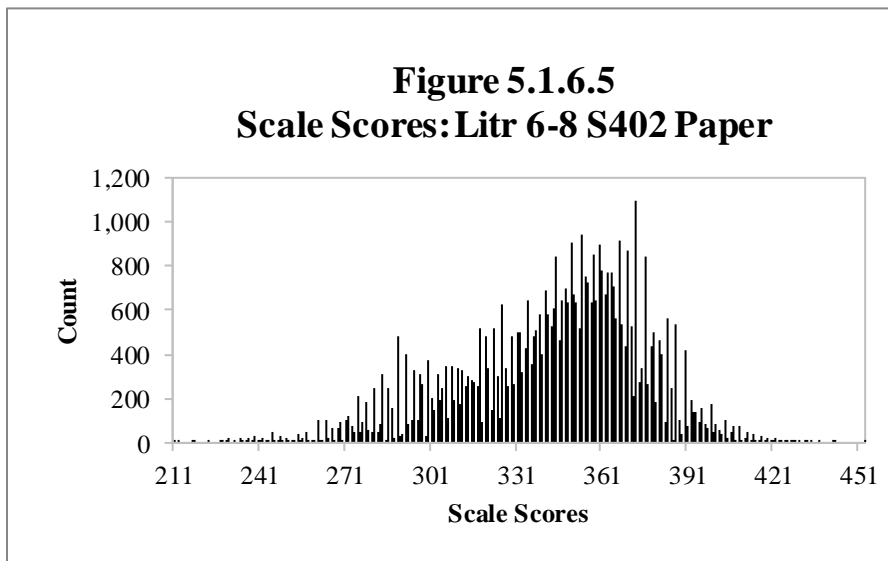
5.1.6.5 Grades 6–8

**Table 5.1.6.5**

Scale Score Descriptive Statistics: Litr 6-8 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	18,669	211	428	340.36	29.70
7	15,801	217	443	344.14	32.08
8	15,001	212	453	348.59	33.40
<b>Total</b>	<b>49,471</b>	<b>211</b>	<b>453</b>	<b>344.06</b>	<b>31.80</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

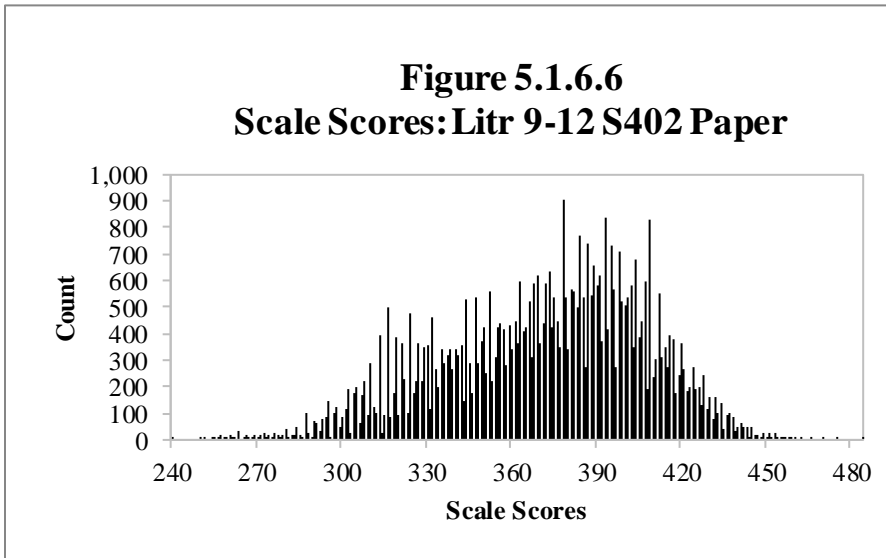
5.1.6.6 Grades 9–12

**Table 5.1.6.6**

Scale Score Descriptive Statistics: Litr 9-12 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	15,220	240	457	365.46	35.90
10	14,416	251	484	370.59	36.60
11	12,385	257	475	375.82	34.92
12	8,311	276	466	377.01	32.85
<b>Total</b>	<b>50,332</b>	<b>240</b>	<b>484</b>	<b>371.39</b>	<b>35.67</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

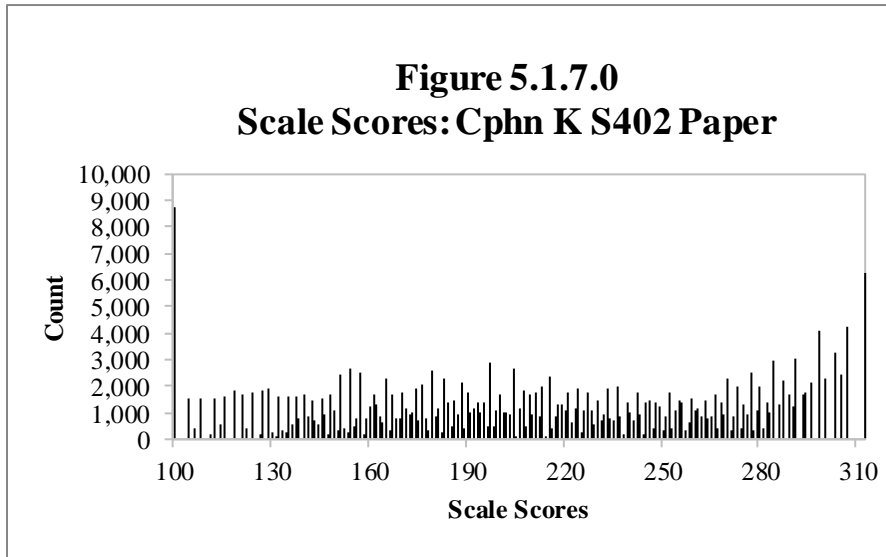
## 5.1.7 Comprehension

### 5.1.7.0 Kindergarten

**Table 5.1.7.0**

Scale Score Descriptive Statistics: Cphn K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,509	100	312	212.65	61.16



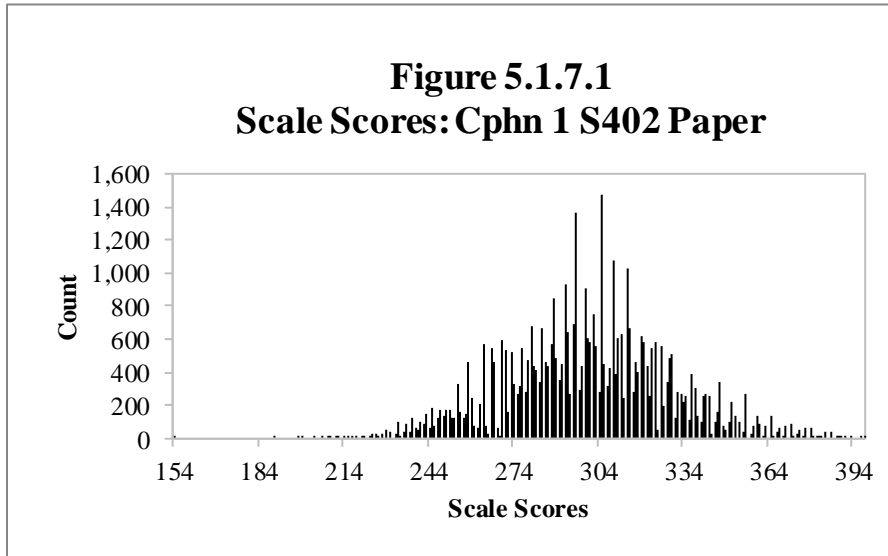
5.1.7.1 Grade 1

**Table 5.1.7.1**

Scale Score Descriptive Statistics: Cphn 1 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>1</b>	43,918	154	398	300.01	28.82

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

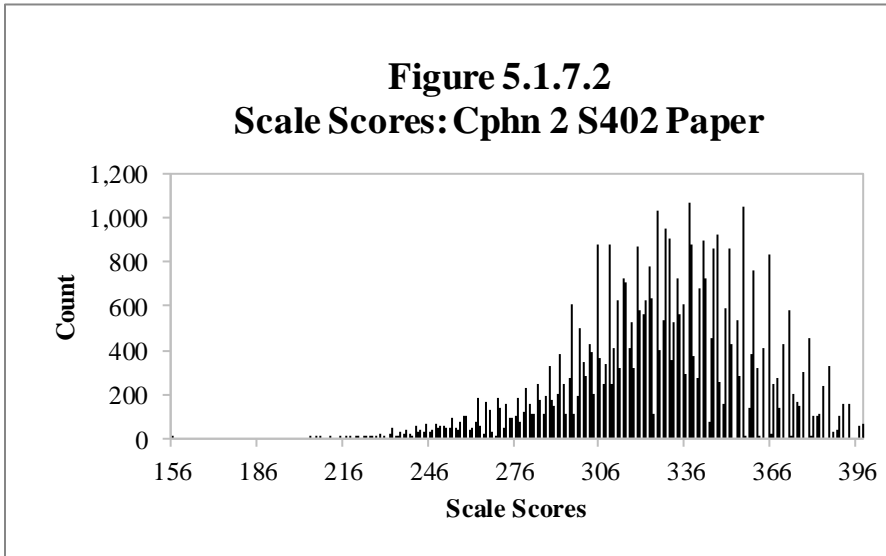
5.1.7.2 Grade 2

**Table 5.1.7.2**

Scale Score Descriptive Statistics: Cphn 2 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	46,320	156	398	327.08	30.86

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

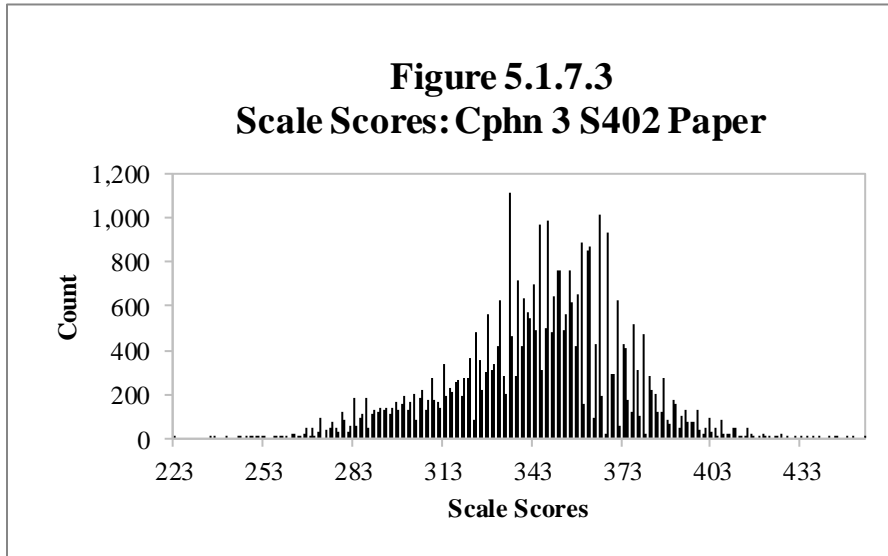
### 5.1.7.3 Grade 3

**Table 5.1.7.3**

Scale Score Descriptive Statistics: Cphn 3 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>3</b>	39,251	223	454	344.38	28.20

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

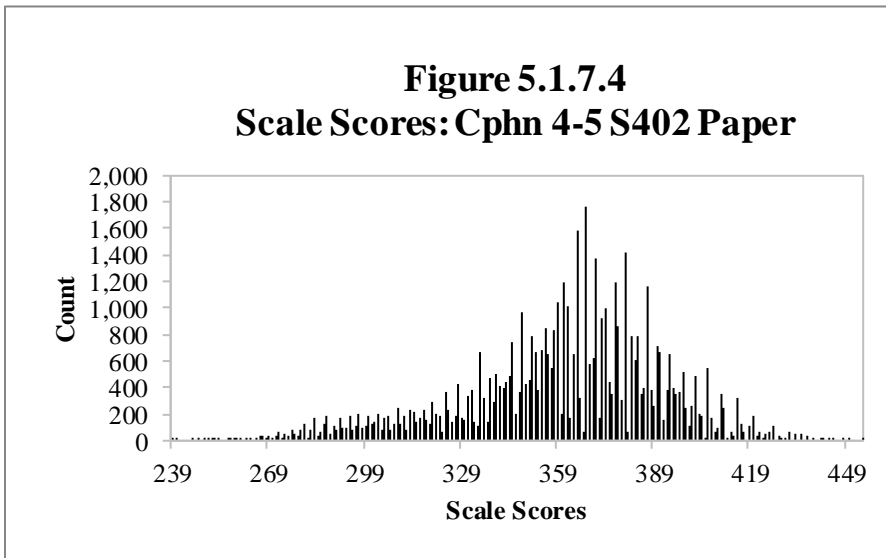
5.1.7.4 Grades 4–5

**Table 5.1.7.4**

Scale Score Descriptive Statistics: Cphn 4-5 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	30,447	239	454	358.23	30.35
5	22,549	245	454	363.56	33.16
<b>Total</b>	<b>52,996</b>	<b>239</b>	<b>454</b>	<b>360.50</b>	<b>31.68</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

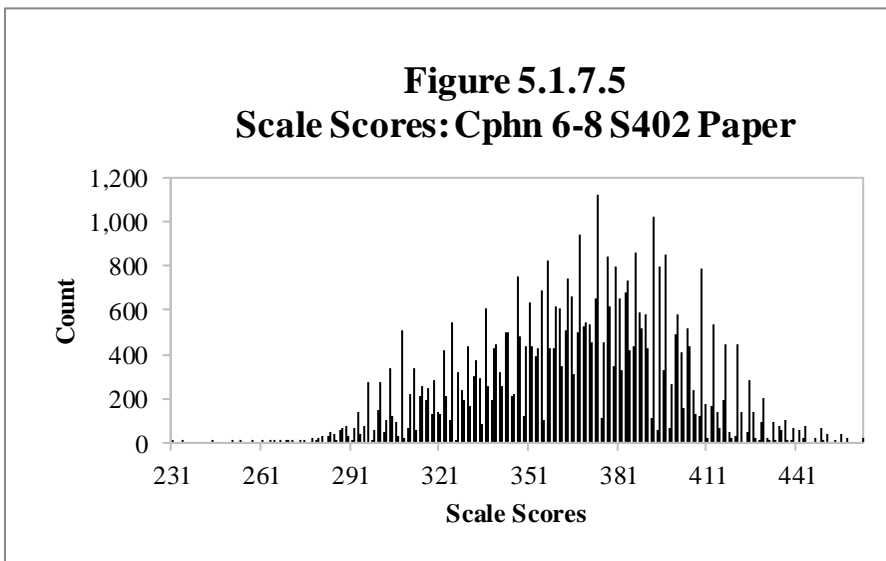
5.1.7.5 Grades 6–8

**Table 5.1.7.5**

Scale Score Descriptive Statistics: Cphn 6-8 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>6</b>	18,399	231	463	362.43	30.24
<b>7</b>	15,556	234	463	366.75	33.50
<b>8</b>	14,779	251	463	371.67	35.51
<b>Total</b>	48,734	231	463	366.61	33.17

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



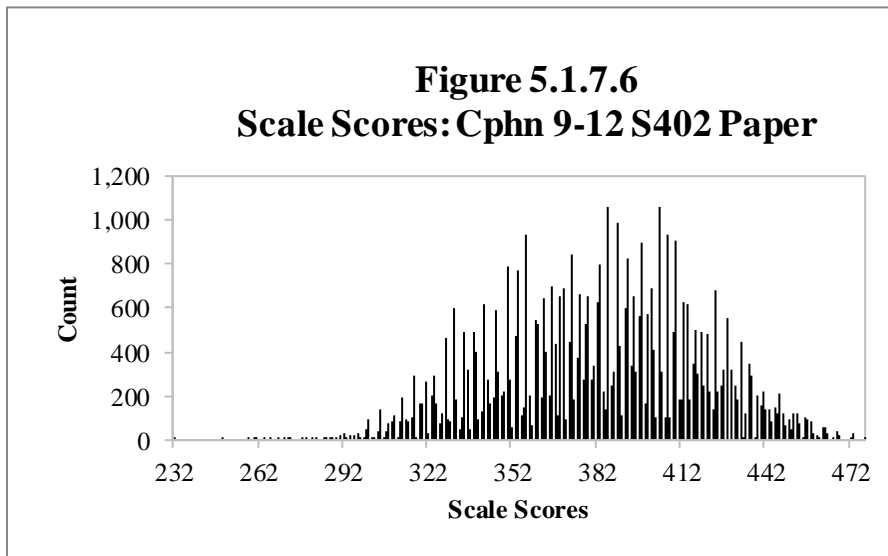
5.1.7.6 Grades 9–12

**Table 5.1.7.6**

Scale Score Descriptive Statistics: Cphn 9-12 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	14,863	269	477	377.10	35.36
10	14,059	232	477	382.66	36.49
11	12,066	260	477	386.89	35.48
12	8,076	249	477	387.05	33.02
<b>Total</b>	<b>49,064</b>	<b>232</b>	<b>477</b>	<b>382.74</b>	<b>35.58</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

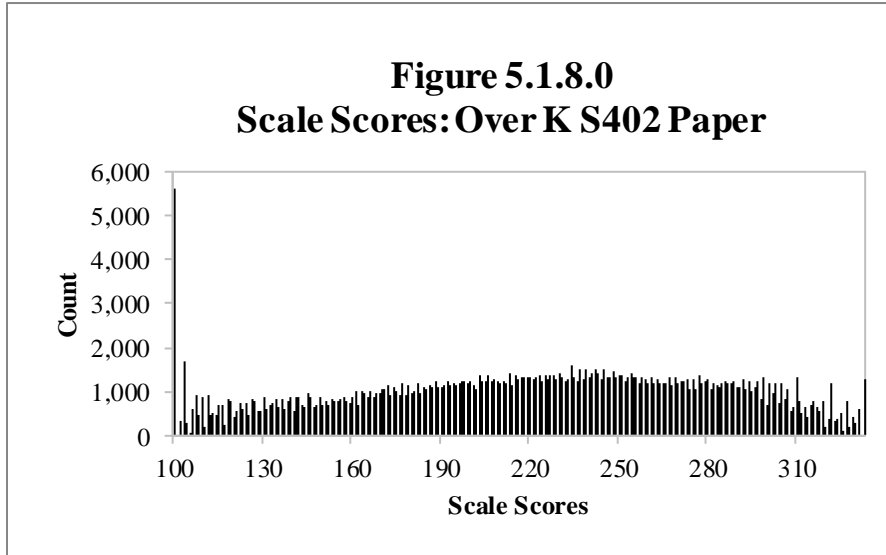
## 5.1.8 Overall

### 5.1.8.0 Kindergarten

**Table 5.1.8.0**

Scale Score Descriptive Statistics: Over K S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	237,486	100	333	219.41	60.86



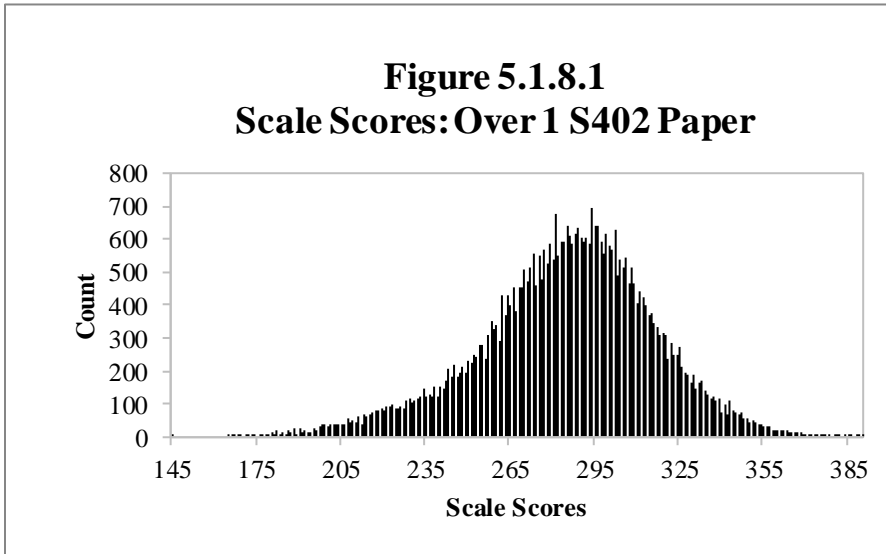
5.1.8.1 Grade 1

**Table 5.1.8.1**

Scale Score Descriptive Statistics: Over 1 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	43,762	145	390	284.63	31.23

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

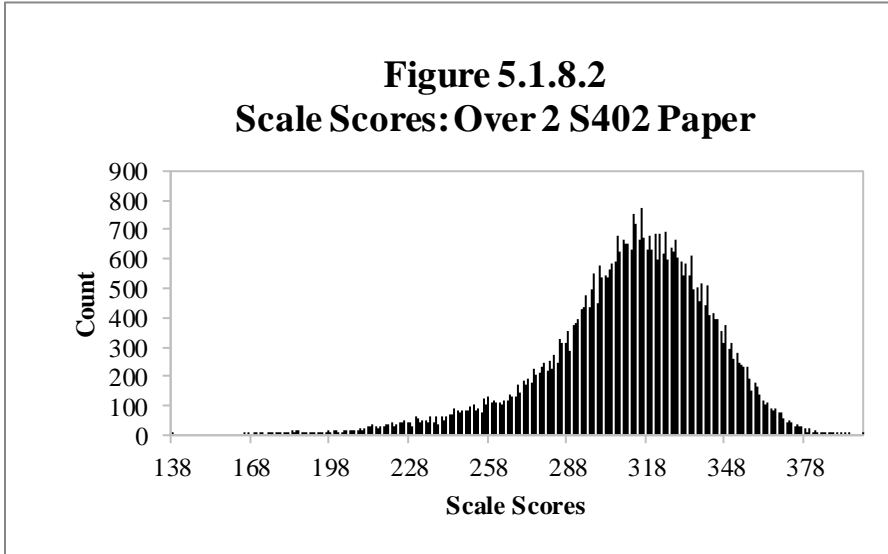
5.1.8.2 Grade 2

**Table 5.1.8.2**

Scale Score Descriptive Statistics: Over 2 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	46,125	138	400	310.81	31.74

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

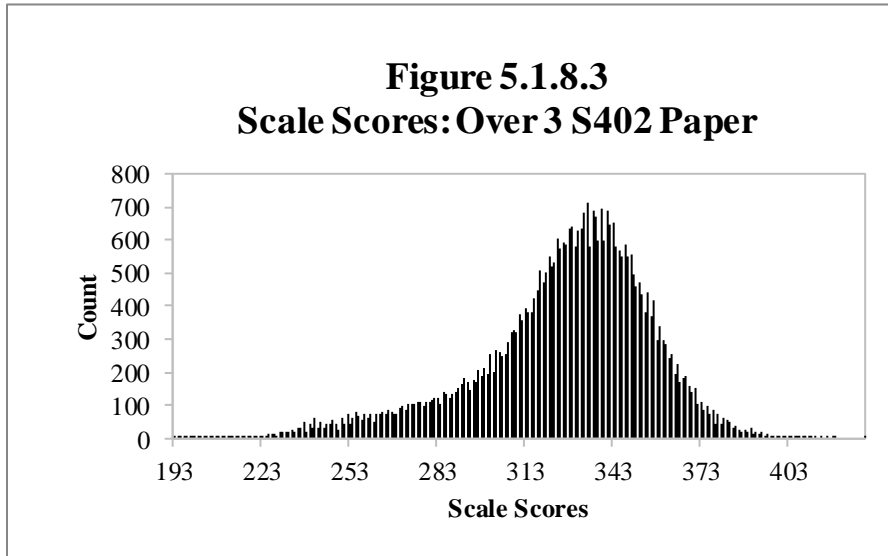
### 5.1.8.3 Grade 3

**Table 5.1.8.3**

Scale Score Descriptive Statistics: Over 3 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	39,083	193	429	326.04	30.29

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

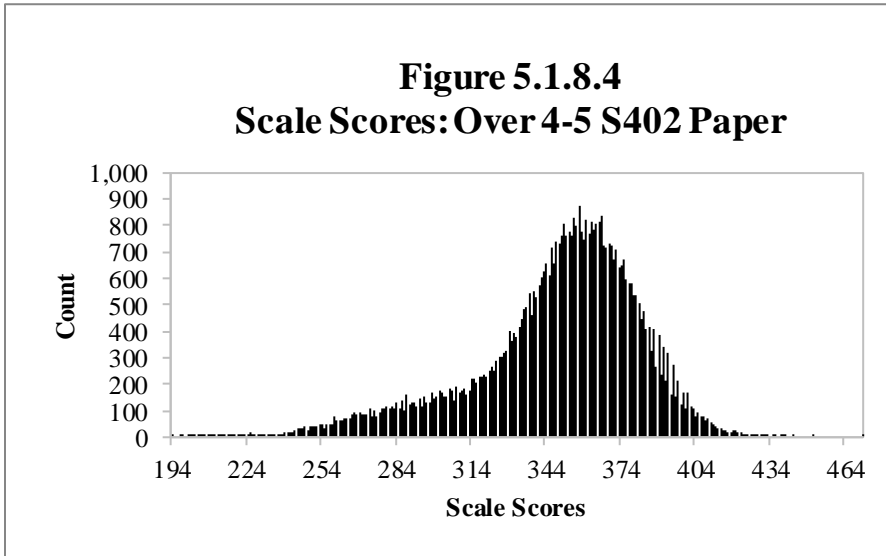
5.1.8.4 Grades 4–5

**Table 5.1.8.4**

Scale Score Descriptive Statistics: Over 4-5 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	30,333	194	439	345.91	32.65
5	22,444	202	471	350.96	35.79
<b>Total</b>	<b>52,777</b>	<b>194</b>	<b>471</b>	<b>348.06</b>	<b>34.12</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

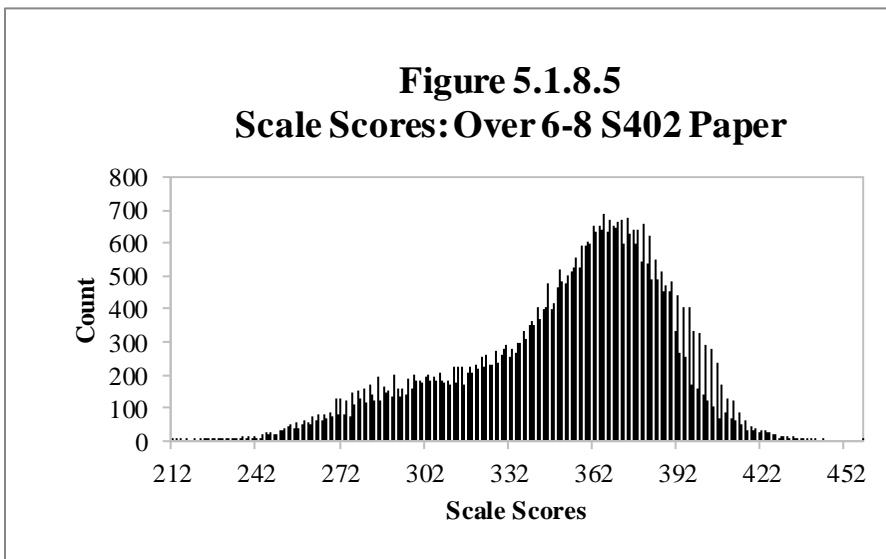
5.1.8.5 Grades 6–8

**Table 5.1.8.5**

Scale Score Descriptive Statistics: Over 6-8 S402 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	18,271	212	434	348.63	34.84
7	15,446	222	444	351.22	37.76
8	14,650	220	458	354.92	39.22
<b>Total</b>	<b>48,367</b>	<b>212</b>	<b>458</b>	<b>351.36</b>	<b>37.23</b>

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

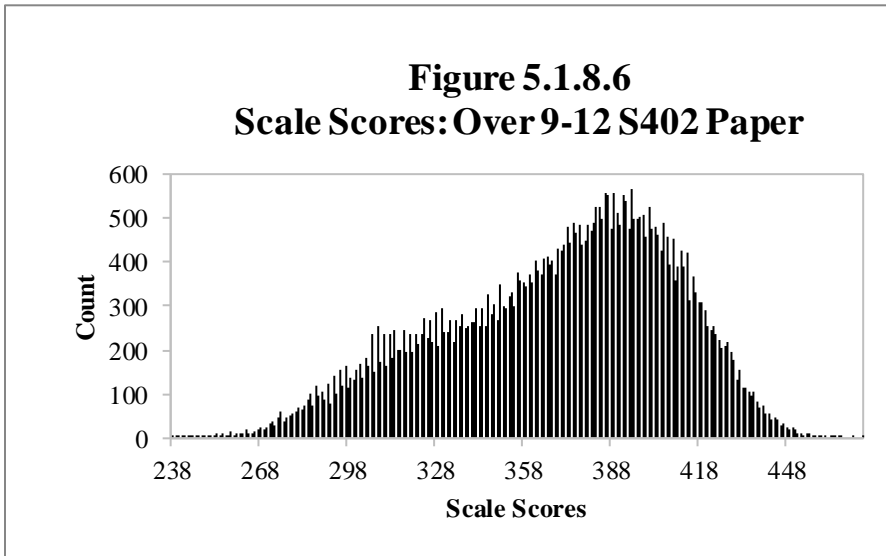
5.1.8.6 Grades 9–12

**Table 5.1.8.6**

Scale Score Descriptive Statistics: Over 9-12 S402 Paper

<b>Grade</b>	<b>No. of Students</b>	<b>Min.</b>	<b>Max.</b>	<b>Mean</b>	<b>Std. Dev.</b>
<b>9</b>	14,724	238	455	363.16	40.47
<b>10</b>	13,965	241	474	368.63	40.92
<b>11</b>	11,972	249	471	373.86	38.83
<b>12</b>	8,005	260	459	375.67	35.59
<b>Total</b>	48,666	238	474	369.42	39.73

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



## **5.2 Proficiency Level Information**

The figures and tables in this section provide information on the proficiency level distribution of students, by domain and composite, in each grade-level cluster. Figures show the distribution of the proficiency levels. 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.

Tables are presented by domain and composite, and then by grade-level cluster. Each row of a table shows, by grade and by total for the grade-level cluster:

- The WIDA proficiency level designation (1–6)
- The number of students (count) whose performance on the test form placed them into that proficiency level in the domain being tested
- The percentage of students, out of the total number of students taking the form within a grade or within the total of students in the grade-level cluster, who were placed into that proficiency level in the domain being tested

In the tables and figures in this section, proficiency levels that were computed using mode-adjusted scoring tables are excluded from the analysis.

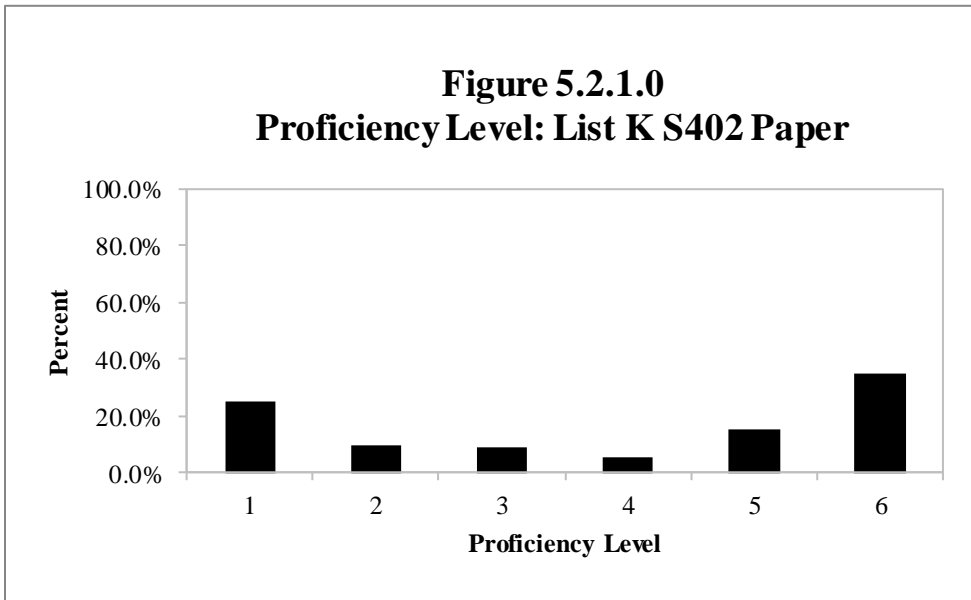
## 5.2.1 Listening

### 5.2.1.0 Kindergarten

**Table 5.2.1.0**

Proficiency Level Distribution: List K S402 Paper

Level	Count	Percent
1	60,206	25.3%
2	23,230	9.8%
3	20,650	8.7%
4	13,817	5.8%
5	35,982	15.1%
6	83,634	35.2%
Total	237,519	100.0%



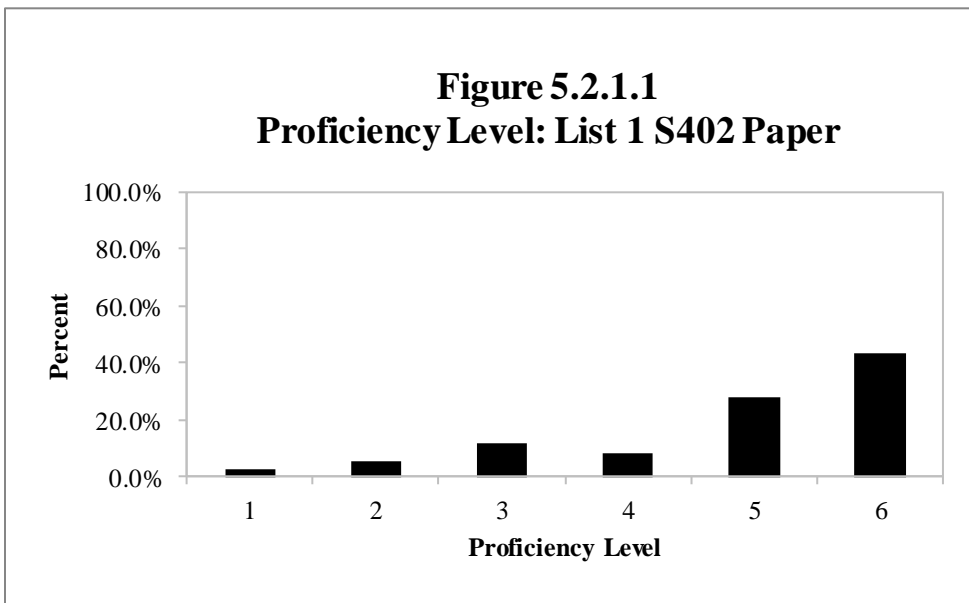
### 5.2.1.1 Grade 1

**Table 5.2.1.1**

Proficiency Level Distribution: List 1 S402 Paper

Level	Count	Percent
1	1,536	3.0%
2	2,980	5.8%
3	5,974	11.6%
4	4,408	8.5%
5	14,388	27.9%
6	22,295	43.2%
Total	51,581	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

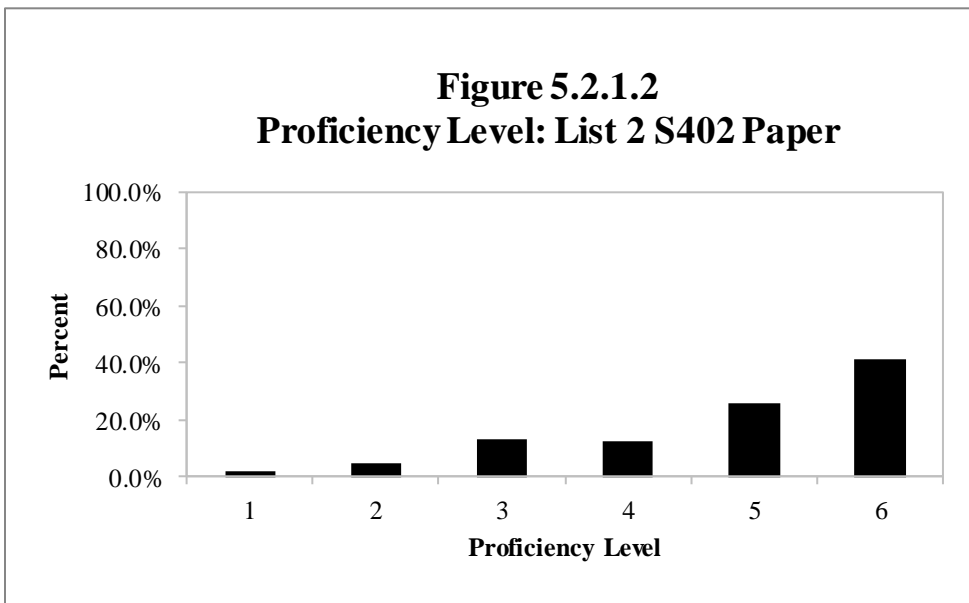
### 5.2.1.2 Grade 2

**Table 5.2.1.2**

Proficiency Level Distribution: List 2 S402 Paper

Level	Count	Percent
1	1,141	2.2%
2	2,572	5.0%
3	6,743	13.2%
4	6,278	12.3%
5	13,327	26.0%
6	21,162	41.3%
Total	51,223	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

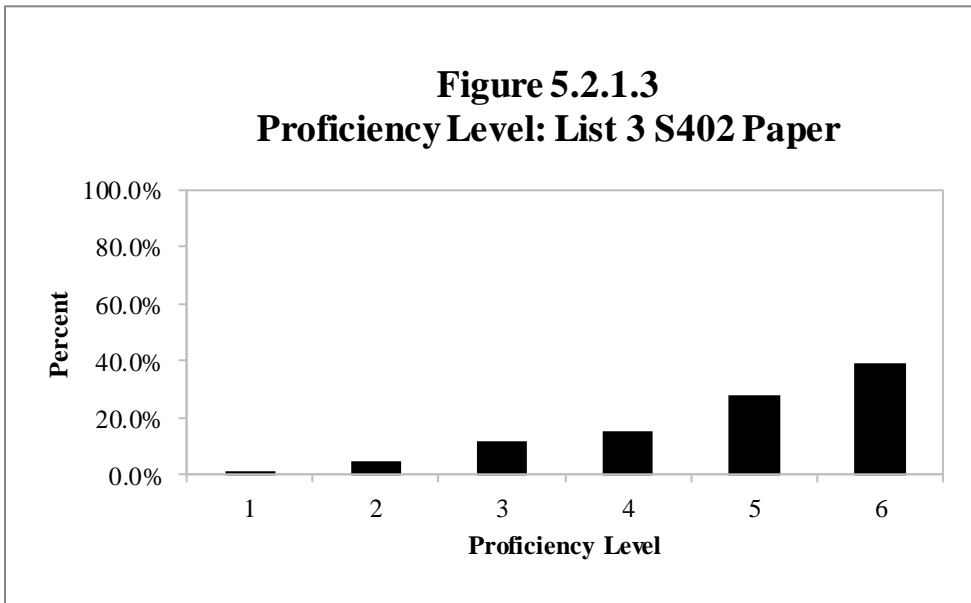
### 5.2.1.3 Grade 3

**Table 5.2.1.3**

Proficiency Level Distribution: List 3 S402 Paper

Level	Count	Percent
1	511	1.2%
2	2,040	4.7%
3	5,204	12.0%
4	6,493	15.0%
5	12,001	27.7%
6	17,040	39.4%
Total	43,289	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

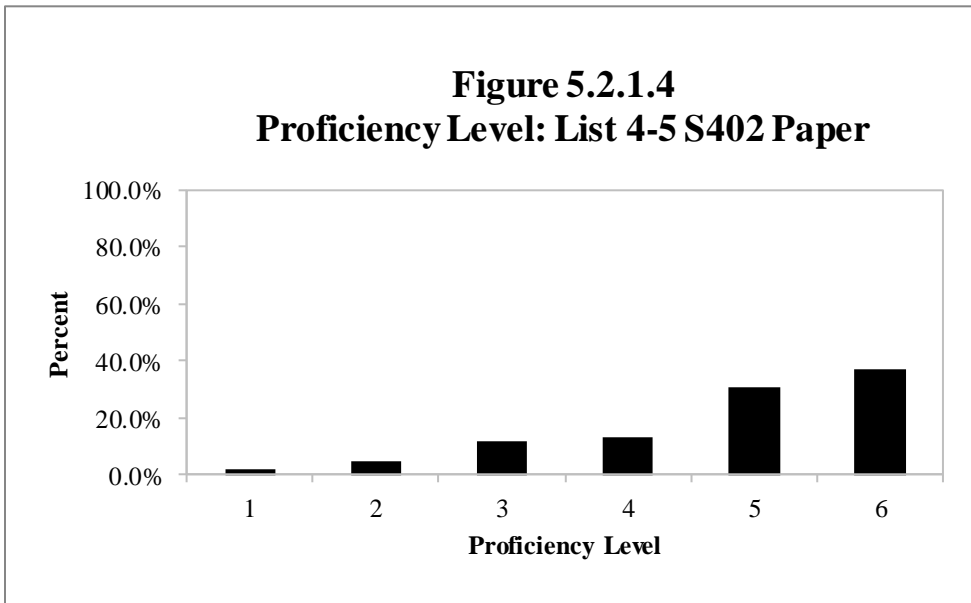
5.2.1.4 Grades 4–5

**Table 5.2.1.4**

Proficiency Level Distribution: List 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	555	1.7%	685	2.8%	1,240	2.2%
2	1,494	4.5%	1,446	6.0%	2,940	5.1%
3	3,572	10.8%	3,309	13.7%	6,881	12.0%
4	4,418	13.3%	3,033	12.6%	7,451	13.0%
5	10,195	30.7%	7,522	31.2%	17,717	30.9%
6	12,962	39.0%	8,133	33.7%	21,095	36.8%
Total	33,196	100.0%	24,128	100.0%	57,324	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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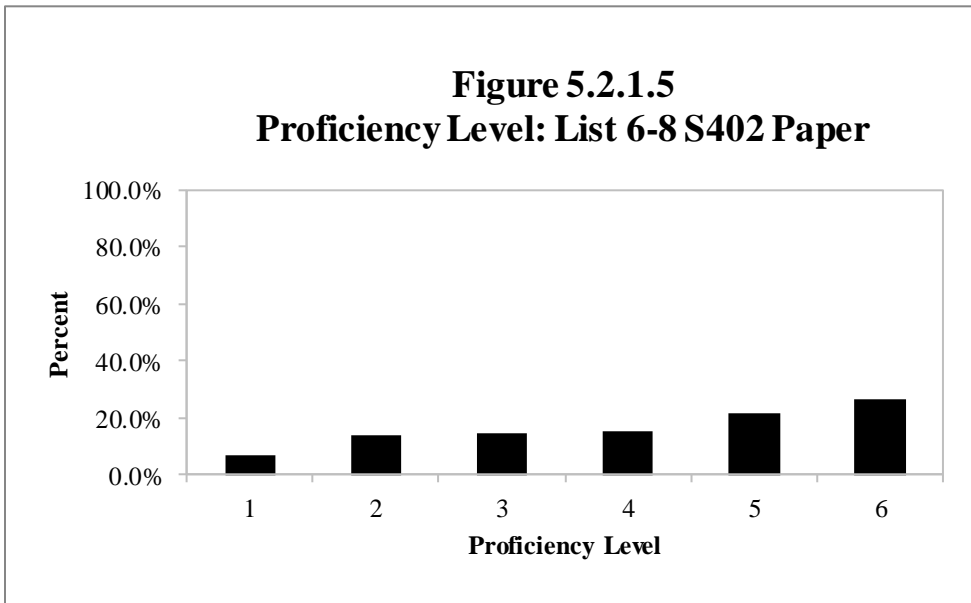
5.2.1.5 Grades 6–8

**Table 5.2.1.5**

Proficiency Level Distribution: List 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	910	4.4%	1,391	8.2%	1,286	8.0%	3,587	6.7%
2	2,508	12.2%	2,122	12.5%	2,845	17.7%	7,475	13.9%
3	2,729	13.3%	2,758	16.2%	2,484	15.4%	7,971	14.9%
4	4,114	20.1%	2,230	13.1%	2,059	12.8%	8,403	15.7%
5	4,312	21.0%	4,518	26.5%	2,940	18.3%	11,770	21.9%
6	5,921	28.9%	4,024	23.6%	4,480	27.8%	14,425	26.9%
Total	20,494	100.0%	17,043	100.0%	16,094	100.0%	53,631	100.0%

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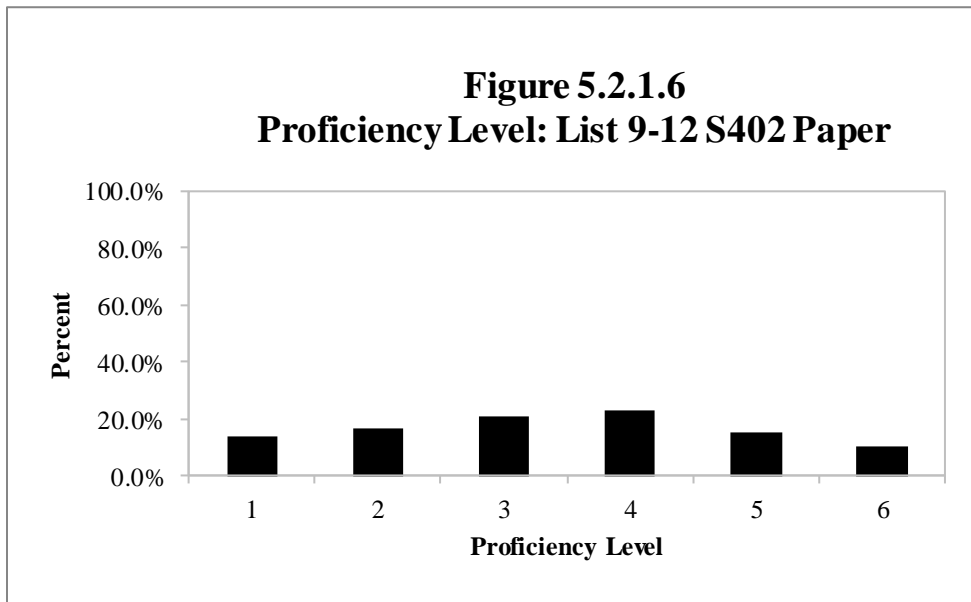
5.2.1.6 Grades 9–12

**Table 5.2.1.6**

Proficiency Level Distribution: List 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,790	10.9%	1,990	12.9%	2,039	15.5%	1,497	17.1%	7,316	13.6%
2	3,329	20.3%	2,481	16.1%	1,919	14.6%	1,189	13.6%	8,918	16.6%
3	3,330	20.3%	2,866	18.6%	2,937	22.3%	2,123	24.2%	11,256	20.9%
4	3,469	21.1%	3,752	24.4%	3,092	23.5%	2,021	23.1%	12,334	23.0%
5	2,582	15.7%	2,731	17.8%	1,869	14.2%	1,219	13.9%	8,401	15.6%
6	1,933	11.8%	1,563	10.2%	1,300	9.9%	707	8.1%	5,503	10.2%
Total	16,433	100.0%	15,383	100.0%	13,156	100.0%	8,756	100.0%	53,728	100.0%

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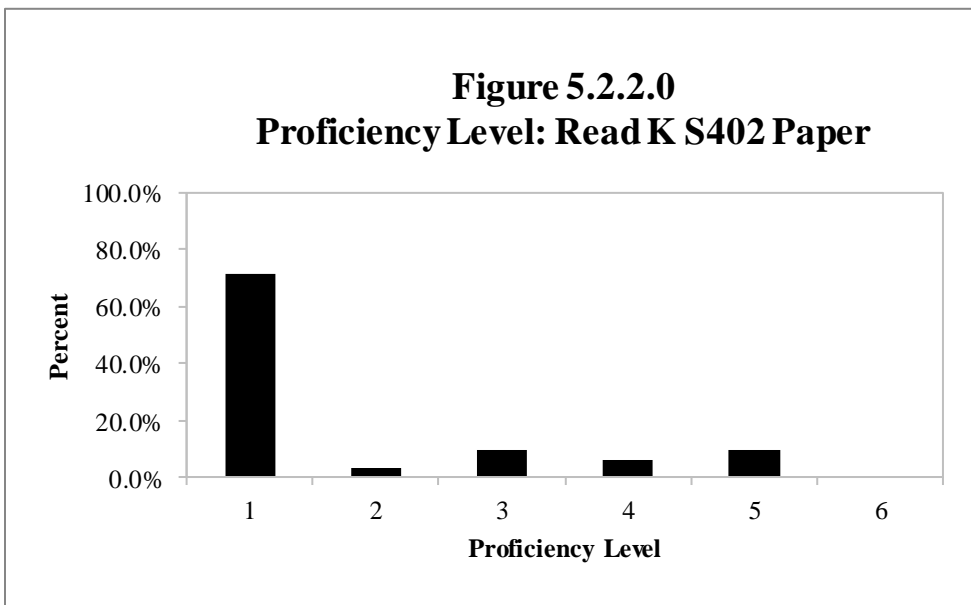
## 5.2.2 Reading

### 5.2.2.0 Kindergarten

**Table 5.2.2.0**

Proficiency Level Distribution: Read K S402 Paper

Level	Count	Percent
1	169,840	71.5%
2	8,233	3.5%
3	22,270	9.4%
4	14,468	6.1%
5	22,701	9.6%
6	0	0.0%
Total	237,512	100.0%



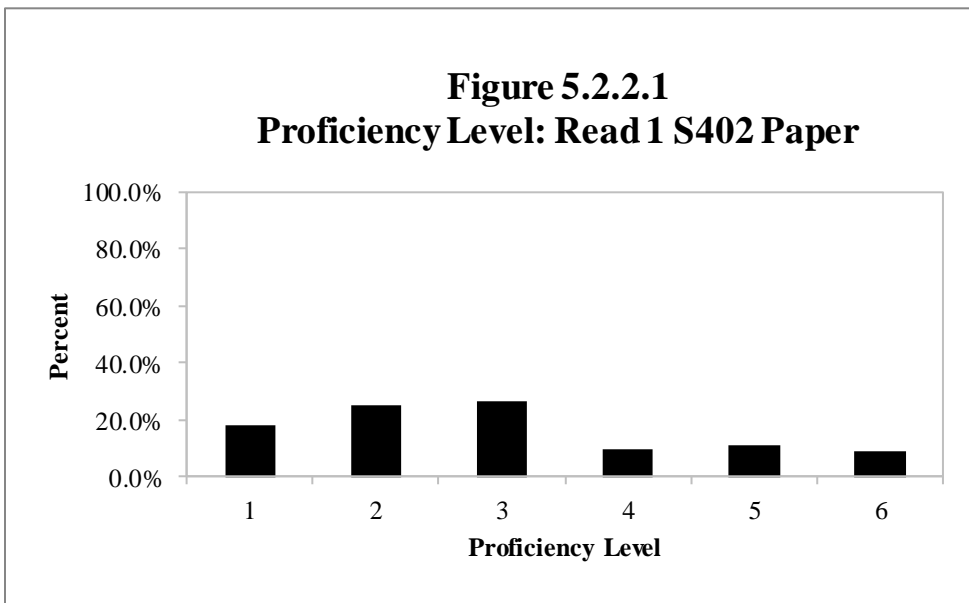
### 5.2.2.1 Grade 1

**Table 5.2.2.1**

Proficiency Level Distribution: Read 1 S402 Paper

Level	Count	Percent
1	8,656	18.3%
2	11,857	25.0%
3	12,597	26.6%
4	4,696	9.9%
5	5,367	11.3%
6	4,200	8.9%
Total	47,373	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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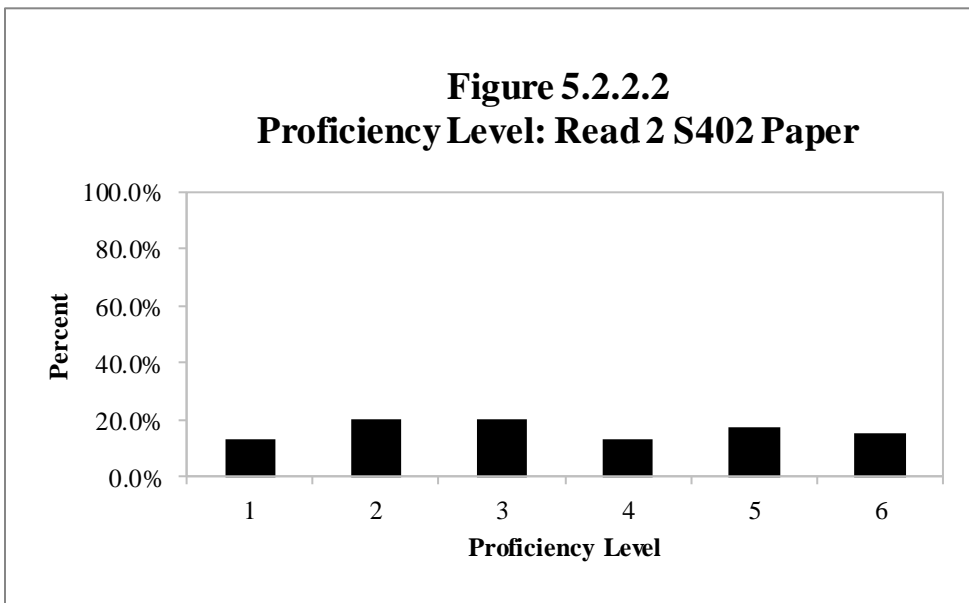
### 5.2.2.2 Grade 2

**Table 5.2.2.2**

Proficiency Level Distribution: Read 2 S402 Paper

Level	Count	Percent
1	6,251	13.2%
2	9,753	20.5%
3	9,607	20.2%
4	6,168	13.0%
5	8,429	17.7%
6	7,296	15.4%
Total	47,504	100.0%

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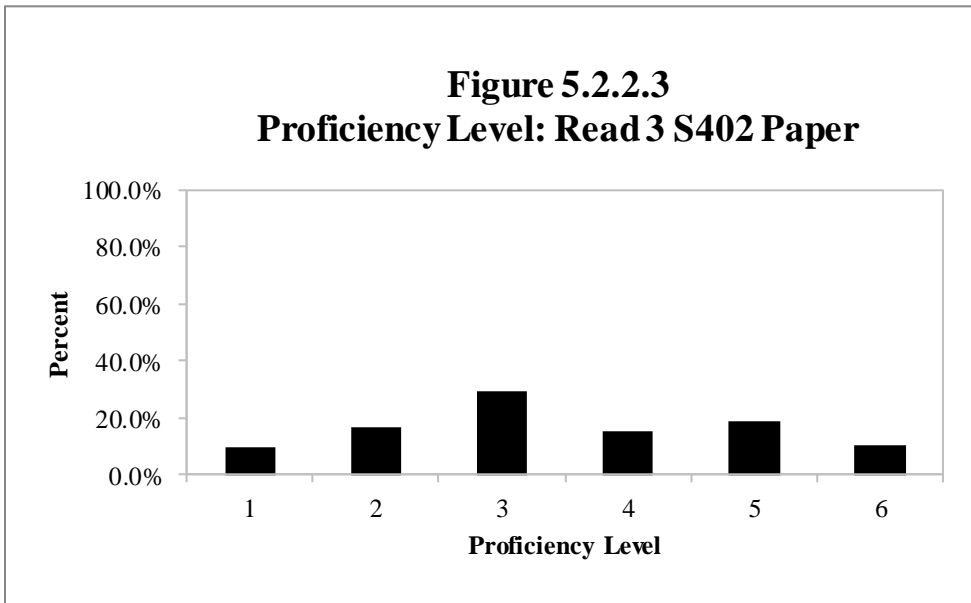
### 5.2.2.3 Grade 3

**Table 5.2.2.3**

Proficiency Level Distribution: Read 3 S402 Paper

Level	Count	Percent
1	3,924	9.8%
2	6,756	16.9%
3	11,673	29.2%
4	6,075	15.2%
5	7,421	18.5%
6	4,157	10.4%
Total	40,006	100.0%

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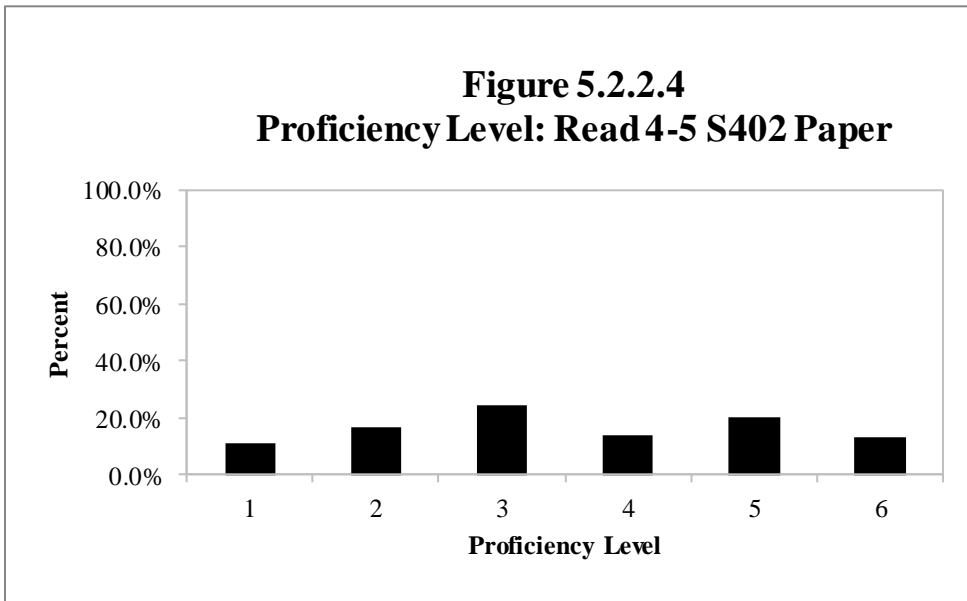
5.2.2.4 Grades 4–5

**Table 5.2.2.4**

Proficiency Level Distribution: Read 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	2,960	9.6%	2,964	13.0%	5,924	11.0%
2	4,754	15.4%	4,214	18.4%	8,968	16.7%
3	7,681	24.9%	5,553	24.3%	13,234	24.6%
4	4,685	15.2%	2,776	12.1%	7,461	13.9%
5	6,610	21.4%	4,433	19.4%	11,043	20.6%
6	4,180	13.5%	2,926	12.8%	7,106	13.2%
Total	30,870	100.0%	22,866	100.0%	53,736	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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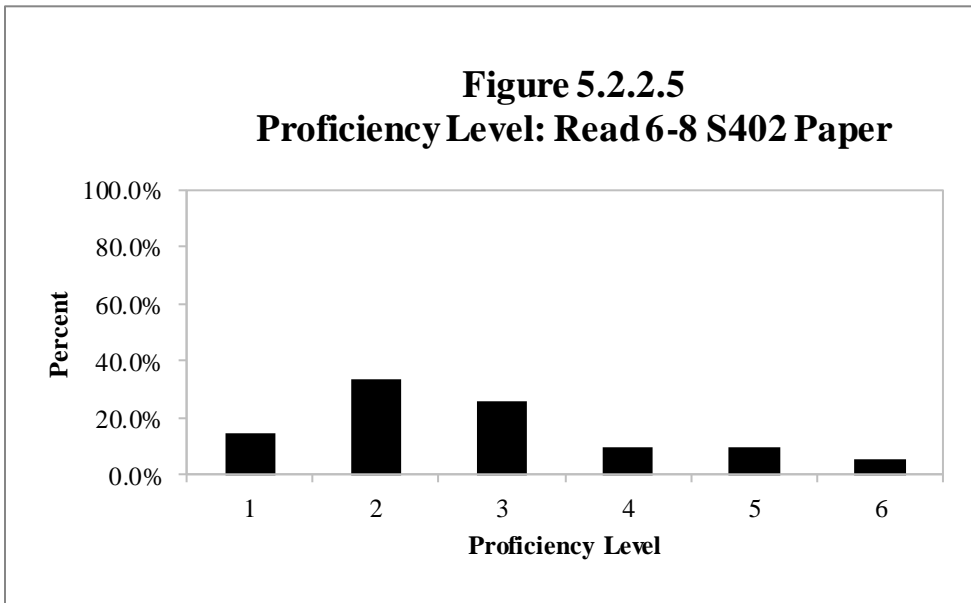
5.2.2.5 Grades 6–8

**Table 5.2.2.5**

Proficiency Level Distribution: Read 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	2,129	11.4%	2,575	16.3%	2,693	17.9%	7,397	14.9%
2	6,753	36.2%	5,119	32.4%	4,846	32.3%	16,718	33.8%
3	5,246	28.1%	4,341	27.5%	3,369	22.5%	12,956	26.2%
4	1,702	9.1%	1,534	9.7%	1,529	10.2%	4,765	9.6%
5	1,858	9.9%	1,351	8.5%	1,630	10.9%	4,839	9.8%
6	986	5.3%	890	5.6%	937	6.2%	2,813	5.7%
Total	18,674	100.0%	15,810	100.0%	15,004	100.0%	49,488	100.0%

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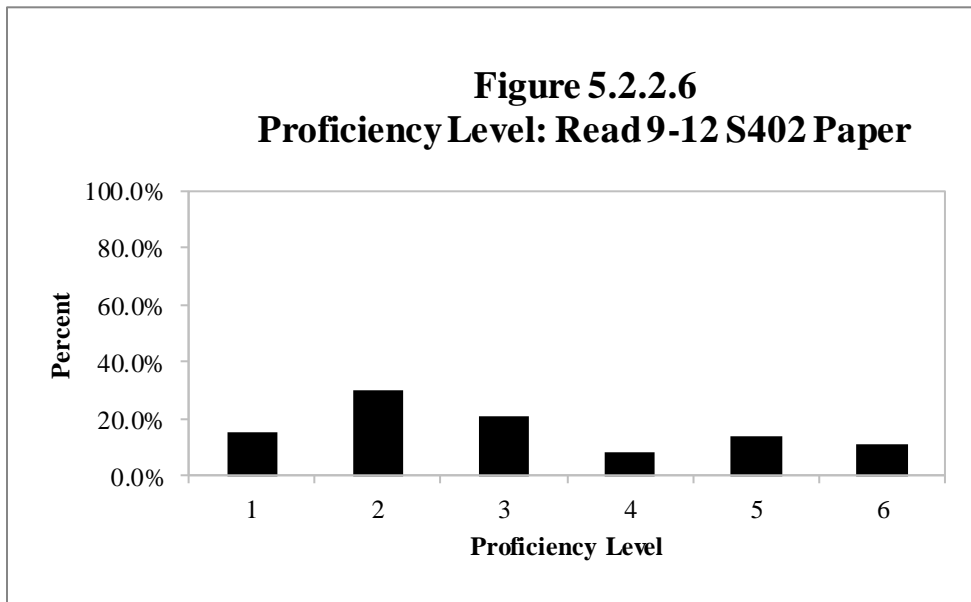
5.2.2.6 Grades 9–12

**Table 5.2.2.6**

Proficiency Level Distribution: Read 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	2,307	15.1%	2,347	16.3%	1,703	13.7%	1,287	15.5%	7,644	15.2%
2	4,546	29.8%	3,877	26.9%	3,899	31.5%	2,939	35.3%	15,261	30.3%
3	3,366	22.1%	3,102	21.5%	2,364	19.1%	1,600	19.2%	10,432	20.7%
4	1,243	8.2%	1,140	7.9%	1,234	10.0%	731	8.8%	4,348	8.6%
5	2,051	13.5%	2,330	16.2%	1,495	12.1%	1,076	12.9%	6,952	13.8%
6	1,724	11.3%	1,630	11.3%	1,697	13.7%	683	8.2%	5,734	11.4%
Total	15,237	100.0%	14,426	100.0%	12,392	100.0%	8,316	100.0%	50,371	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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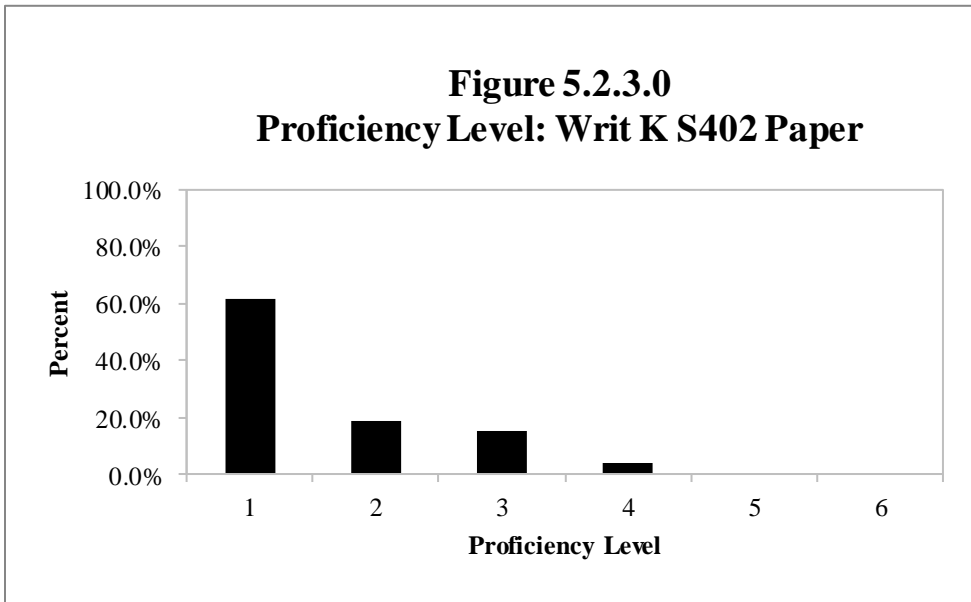
## 5.2.3 Writing

### 5.2.3.0 Kindergarten

**Table 5.2.3.0**

Proficiency Level Distribution: Writ K S402 Paper

Level	Count	Percent
1	146,340	61.6%
2	44,508	18.7%
3	36,502	15.4%
4	10,148	4.3%
5	0	0.0%
6	0	0.0%
Total	237,498	100.0%



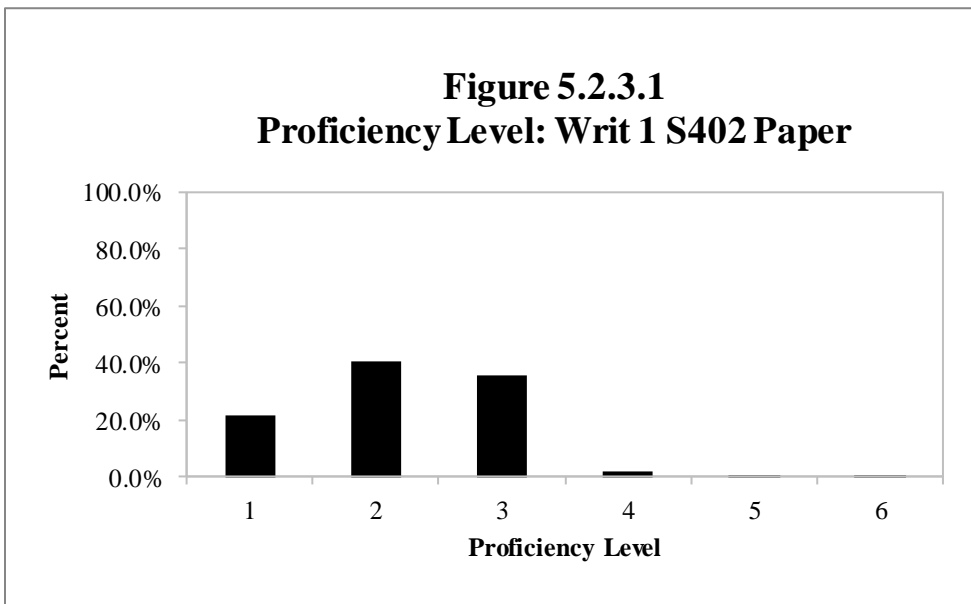


5.2.3.1 Grade 1

**Table 5.2.3.1**

Proficiency Level Distribution: Writ 1 S402 Paper

Level	Count	Percent
1	12,841	21.4%
2	24,543	40.9%
3	21,198	35.4%
4	1,349	2.3%
5	13	0.0%
6	1	0.0%
Total	59,945	100.0%

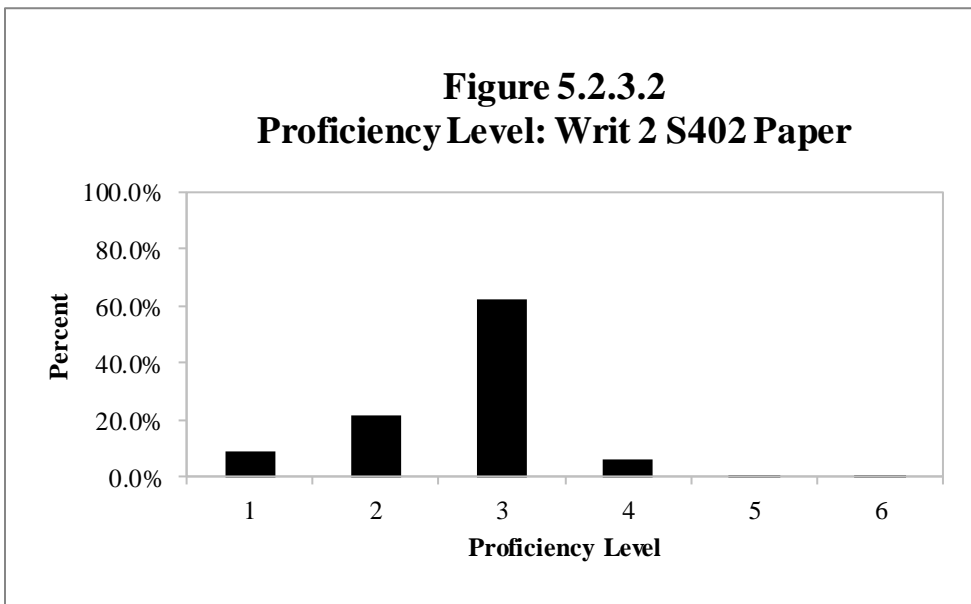


5.2.3.2 Grade 2

**Table 5.2.3.2**

Proficiency Level Distribution: Writ 2 S402 Paper

Level	Count	Percent
1	4,974	8.9%
2	12,264	21.9%
3	34,974	62.6%
4	3,647	6.5%
5	49	0.1%
6	1	0.0%
Total	55,909	100.0%

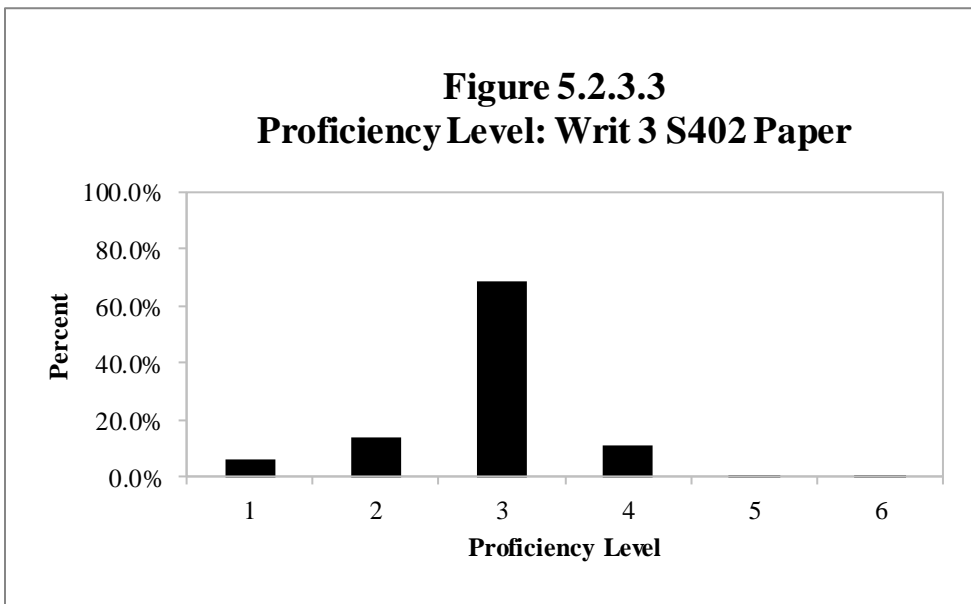


### 5.2.3.3 Grade 3

**Table 5.2.3.3**

Proficiency Level Distribution: Writ 3 S402 Paper

Level	Count	Percent
1	2,940	6.2%
2	6,552	13.8%
3	32,815	68.9%
4	5,222	11.0%
5	75	0.2%
6	6	0.0%
Total	47,610	100.0%



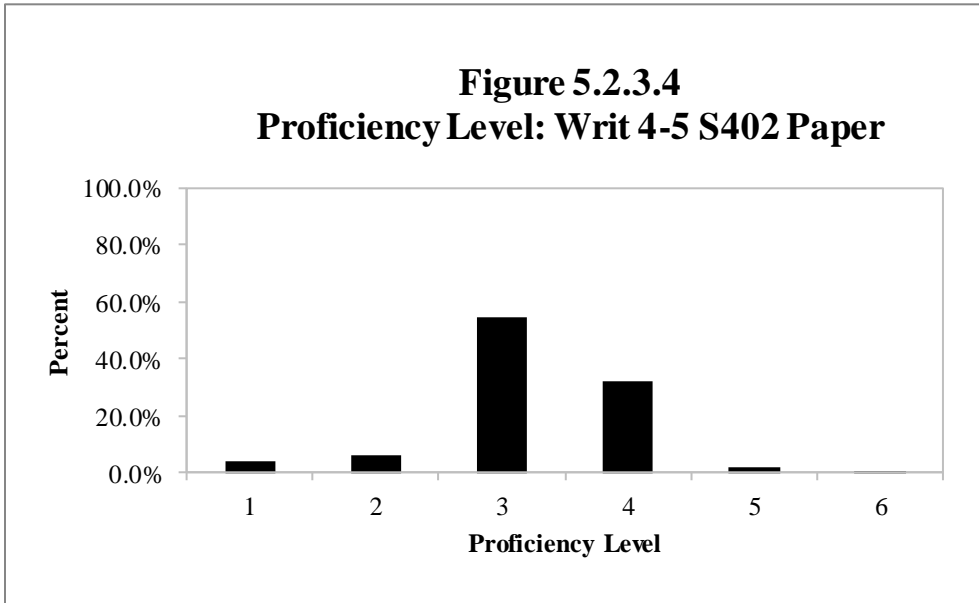
5.2.3.4 Grades 4–5

**Table 5.2.3.4**

Proficiency Level Distribution: Writ 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,512	4.5%	1,022	4.2%	2,534	4.3%
2	2,129	6.3%	1,662	6.8%	3,791	6.5%
3	19,087	56.6%	12,836	52.4%	31,923	54.8%
4	10,486	31.1%	8,374	34.2%	18,860	32.4%
5	472	1.4%	580	2.4%	1,052	1.8%
6	59	0.2%	41	0.2%	100	0.2%
Total	33,745	100.0%	24,515	100.0%	58,260	100.0%

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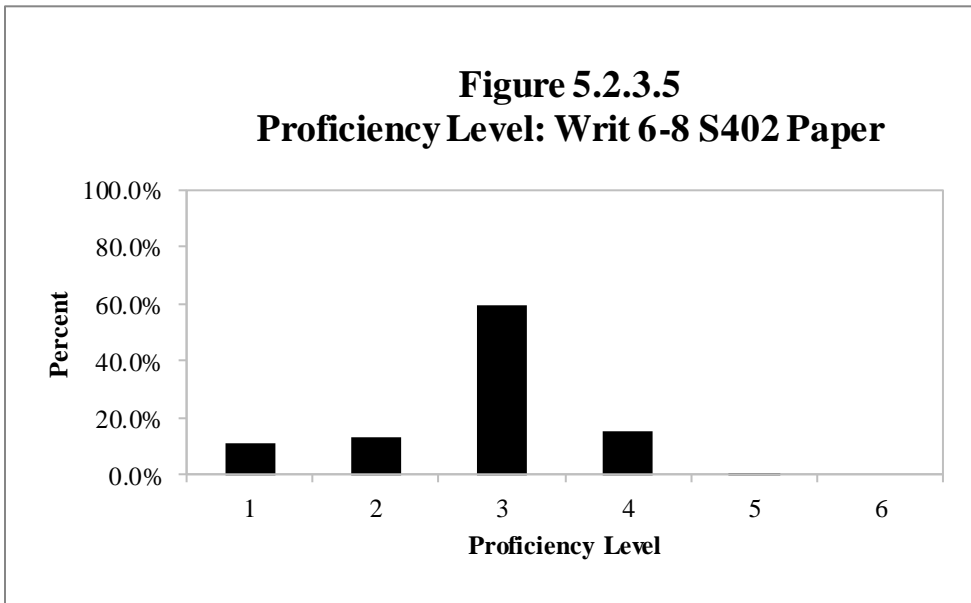
5.2.3.5 Grades 6–8

**Table 5.2.3.5**

Proficiency Level Distribution: Writ 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,919	9.2%	2,049	11.8%	2,265	13.8%	6,233	11.4%
2	2,594	12.4%	2,612	15.0%	2,177	13.3%	7,383	13.5%
3	12,686	60.8%	10,091	58.1%	9,856	60.1%	32,633	59.7%
4	3,656	17.5%	2,616	15.1%	2,087	12.7%	8,359	15.3%
5	5	0.0%	6	0.0%	4	0.0%	15	0.0%
6	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	20,860	100.0%	17,374	100.0%	16,389	100.0%	54,623	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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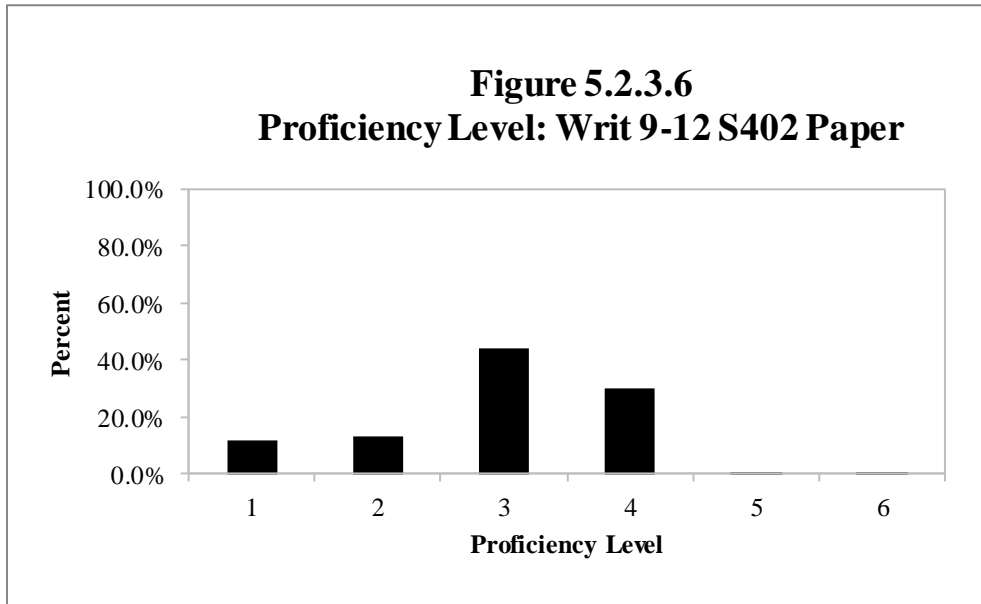
5.2.3.6 Grades 9–12

**Table 5.2.3.6**

Proficiency Level Distribution: Writ 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,654	9.8%	1,831	11.5%	1,723	12.7%	1,342	14.8%	6,550	11.8%
2	2,436	14.4%	2,168	13.7%	1,725	12.7%	1,053	11.6%	7,382	13.3%
3	6,447	38.1%	7,089	44.7%	6,206	45.7%	4,636	51.2%	24,378	44.0%
4	6,239	36.9%	4,611	29.1%	3,779	27.8%	1,987	22.0%	16,616	30.0%
5	147	0.9%	160	1.0%	138	1.0%	33	0.4%	478	0.9%
6	1	0.0%	1	0.0%	1	0.0%	0	0.0%	3	0.0%
Total	16,924	100.0%	15,860	100.0%	13,572	100.0%	9,051	100.0%	55,407	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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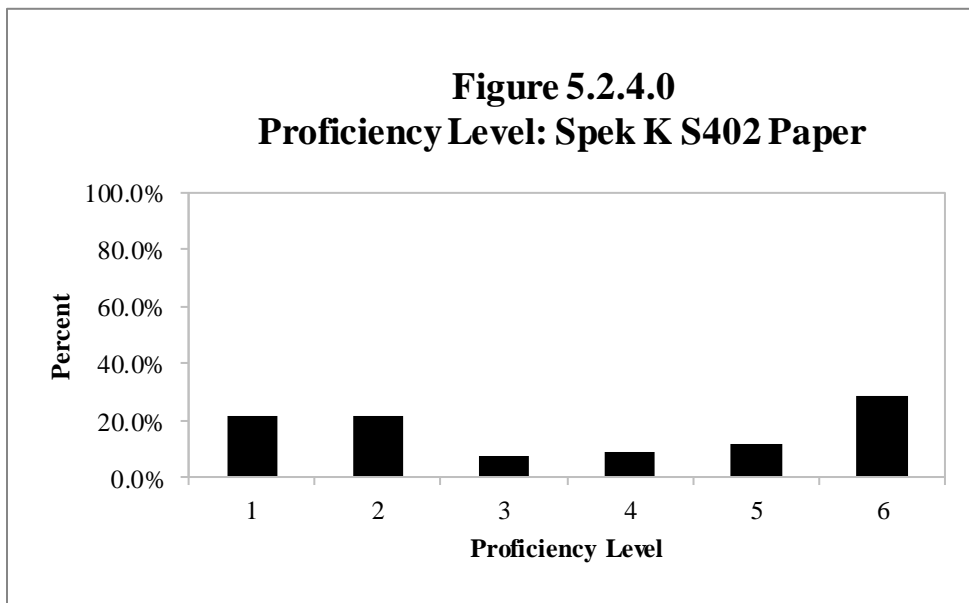
## 5.2.4 Speaking

### 5.2.4.0 Kindergarten

**Table 5.2.4.0**

Proficiency Level Distribution: Spek K S402 Paper

Level	Count	Percent
1	51,443	21.7%
2	51,619	21.7%
3	18,361	7.7%
4	20,743	8.7%
5	27,409	11.5%
6	67,935	28.6%
Total	237,510	100.0%



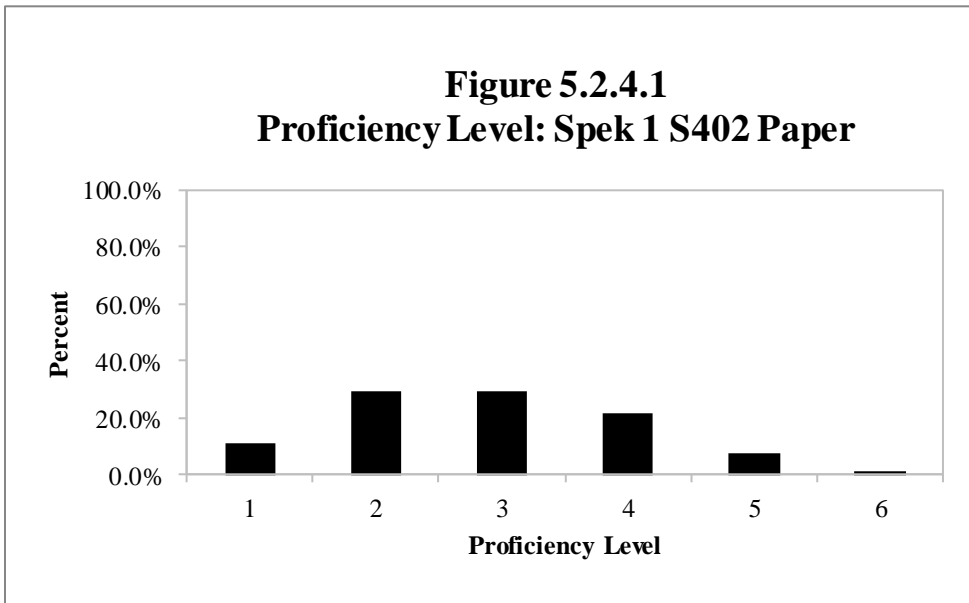
### 5.2.4.1 Grade 1

**Table 5.2.4.1**

Proficiency Level Distribution: Spek 1 S402 Paper

Level	Count	Percent
1	6,156	10.9%
2	16,513	29.1%
3	16,772	29.6%
4	12,124	21.4%
5	4,358	7.7%
6	764	1.3%
Total	56,687	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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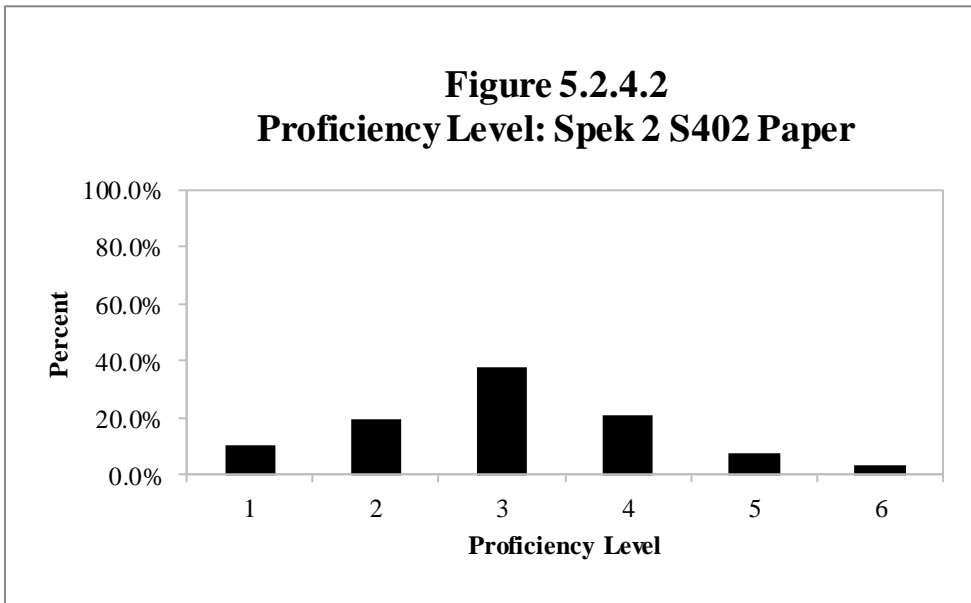
### 5.2.4.2 Grade 2

**Table 5.2.4.2**

Proficiency Level Distribution: Spek 2 S402 Paper

Level	Count	Percent
1	5,623	10.7%
2	10,351	19.7%
3	19,817	37.7%
4	11,090	21.1%
5	3,842	7.3%
6	1,853	3.5%
Total	52,576	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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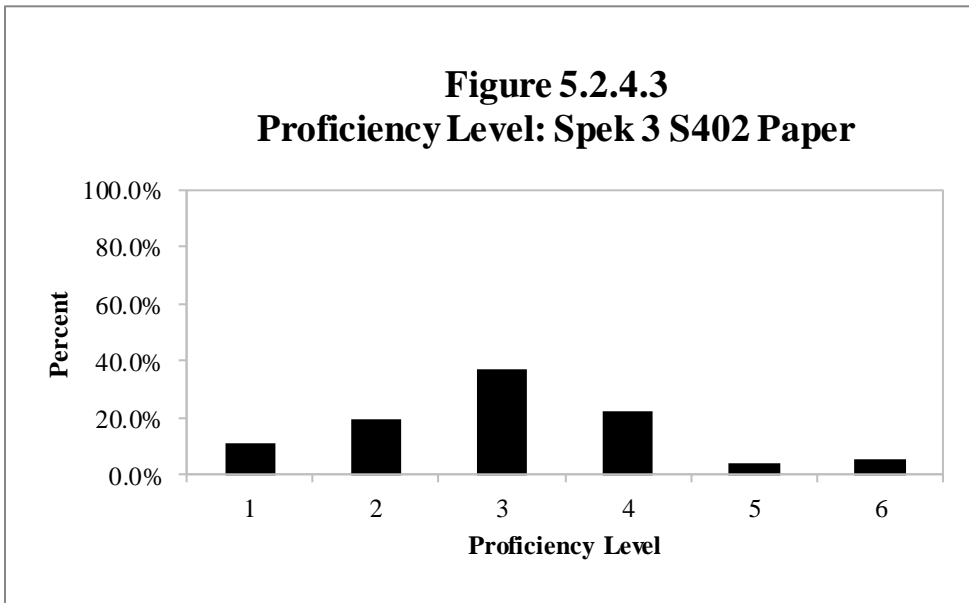
### 5.2.4.3 Grade 3

**Table 5.2.4.3**

Proficiency Level Distribution: Spek 3 S402 Paper

Level	Count	Percent
1	4,930	11.2%
2	8,647	19.6%
3	16,486	37.4%
4	9,879	22.4%
5	1,721	3.9%
6	2,455	5.6%
Total	44,118	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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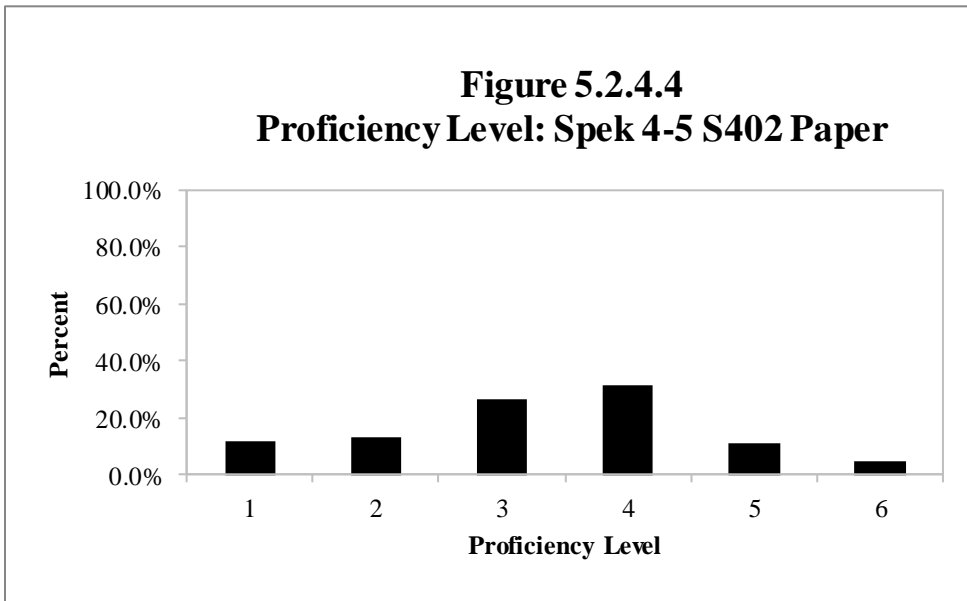
5.2.4.4 Grades 4–5

**Table 5.2.4.4**

Proficiency Level Distribution: Spek 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	3,412	10.1%	3,592	14.7%	7,004	12.1%
2	3,974	11.8%	3,515	14.4%	7,489	12.9%
3	9,305	27.7%	6,247	25.6%	15,552	26.8%
4	11,074	32.9%	7,365	30.2%	18,439	31.8%
5	4,304	12.8%	2,262	9.3%	6,566	11.3%
6	1,552	4.6%	1,423	5.8%	2,975	5.1%
Total	33,621	100.0%	24,404	100.0%	58,025	100.0%

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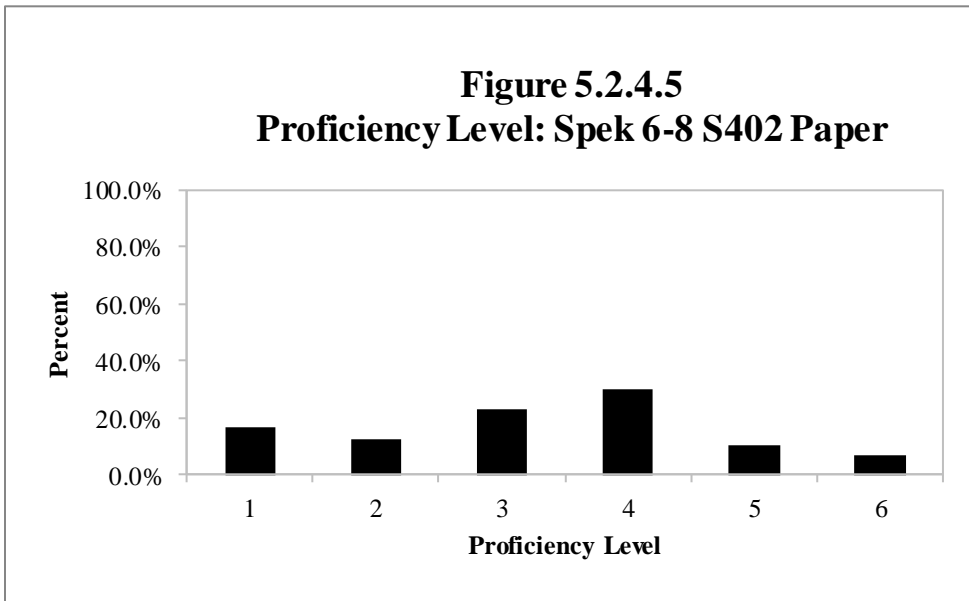
5.2.4.5 Grades 6–8

**Table 5.2.4.5**

Proficiency Level Distribution: Spek 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	2,633	12.7%	3,157	18.3%	3,334	20.5%	9,124	16.8%
2	2,713	13.1%	2,182	12.6%	1,805	11.1%	6,700	12.4%
3	4,293	20.7%	3,857	22.3%	4,316	26.6%	12,466	23.0%
4	7,304	35.2%	4,880	28.3%	4,301	26.5%	16,485	30.4%
5	1,938	9.3%	2,240	13.0%	1,441	8.9%	5,619	10.4%
6	1,849	8.9%	952	5.5%	1,050	6.5%	3,851	7.1%
Total	20,730	100.0%	17,268	100.0%	16,247	100.0%	54,245	100.0%

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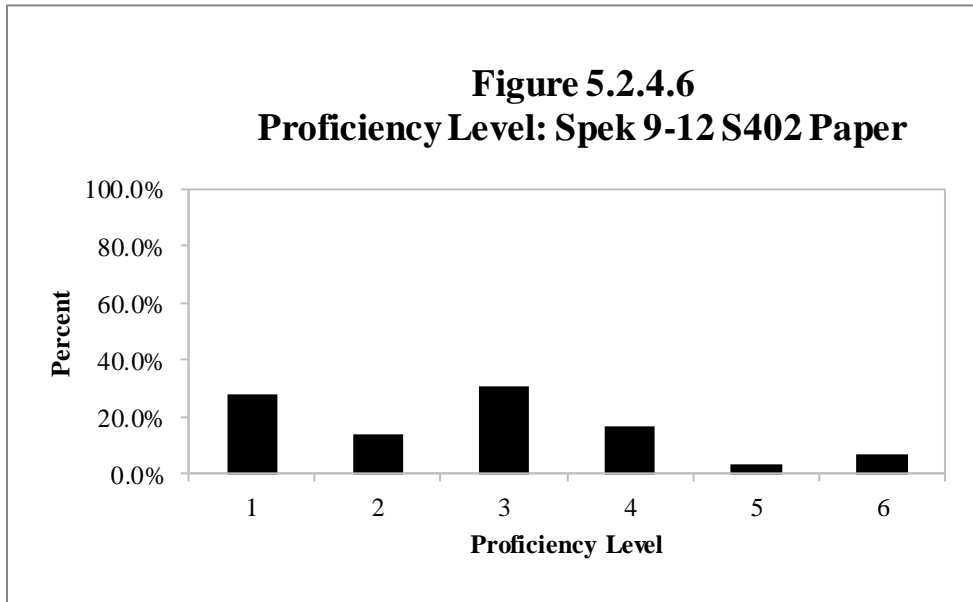
5.2.4.6 Grades 9–12

**Table 5.2.4.6**

Proficiency Level Distribution: Spek 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	5,200	31.0%	4,548	28.8%	3,689	27.4%	2,135	23.8%	15,572	28.3%
2	2,167	12.9%	1,985	12.6%	1,980	14.7%	1,600	17.8%	7,732	14.0%
3	4,512	26.9%	5,223	33.1%	4,109	30.5%	3,059	34.1%	16,903	30.7%
4	3,381	20.1%	2,469	15.6%	2,165	16.1%	1,112	12.4%	9,127	16.6%
5	600	3.6%	499	3.2%	466	3.5%	319	3.6%	1,884	3.4%
6	934	5.6%	1,055	6.7%	1,075	8.0%	757	8.4%	3,821	6.9%
Total	16,794	100.0%	15,779	100.0%	13,484	100.0%	8,982	100.0%	55,039	100.0%

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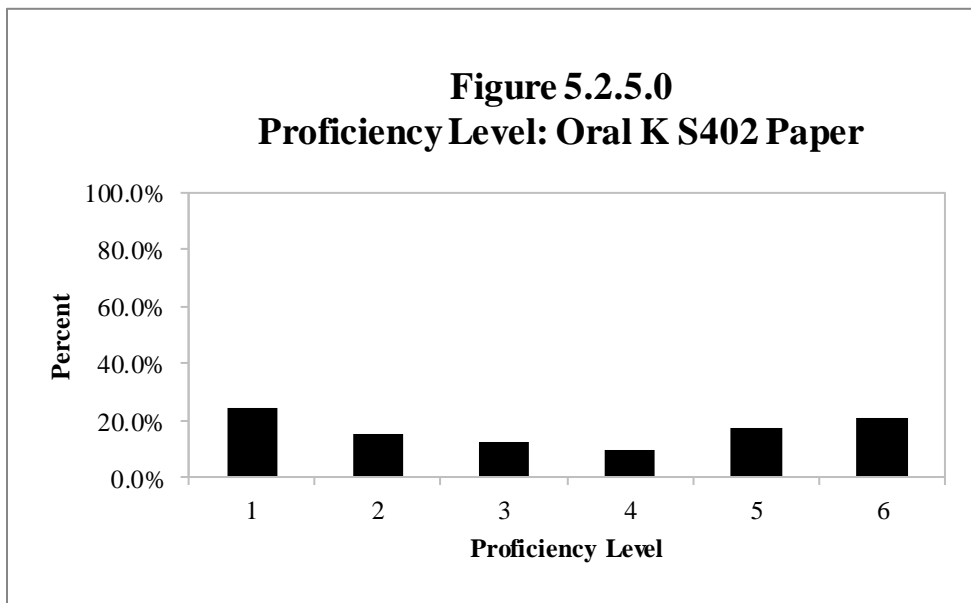
## 5.2.5 Oral

### 5.2.5.0 Kindergarten

**Table 5.2.5.0**

Proficiency Level Distribution: Oral K S402 Paper

Level	Count	Percent
1	58,074	24.5%
2	35,616	15.0%
3	29,976	12.6%
4	22,639	9.5%
5	41,373	17.4%
6	49,831	21.0%
Total	237,509	100.0%



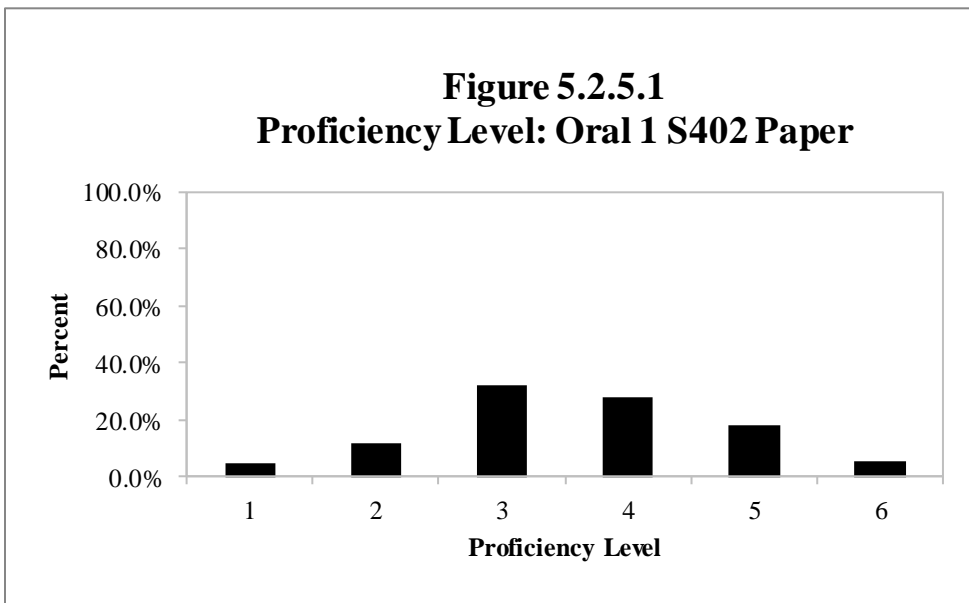
### 5.2.5.1 Grade 1

**Table 5.2.5.1**

Proficiency Level Distribution: Oral 1 S402 Paper

Level	Count	Percent
1	2,434	4.7%
2	5,926	11.5%
3	16,577	32.3%
4	14,349	27.9%
5	9,392	18.3%
6	2,706	5.3%
Total	51,384	100.0%

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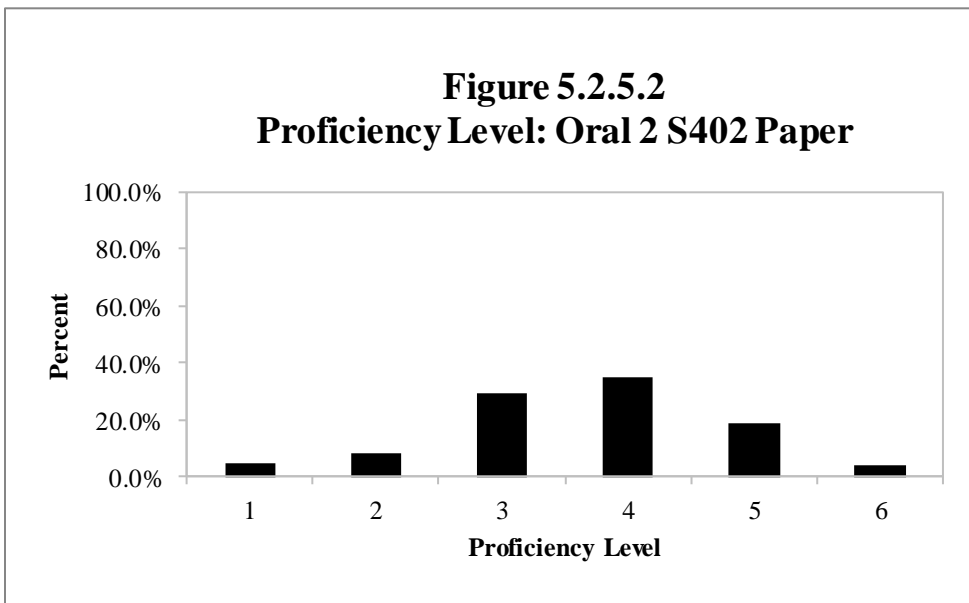
### 5.2.5.2 Grade 2

**Table 5.2.5.2**

Proficiency Level Distribution: Oral 2 S402 Paper

Level	Count	Percent
1	2,275	4.5%
2	4,342	8.5%
3	15,028	29.5%
4	17,736	34.8%
5	9,607	18.8%
6	2,005	3.9%
Total	50,993	100.0%

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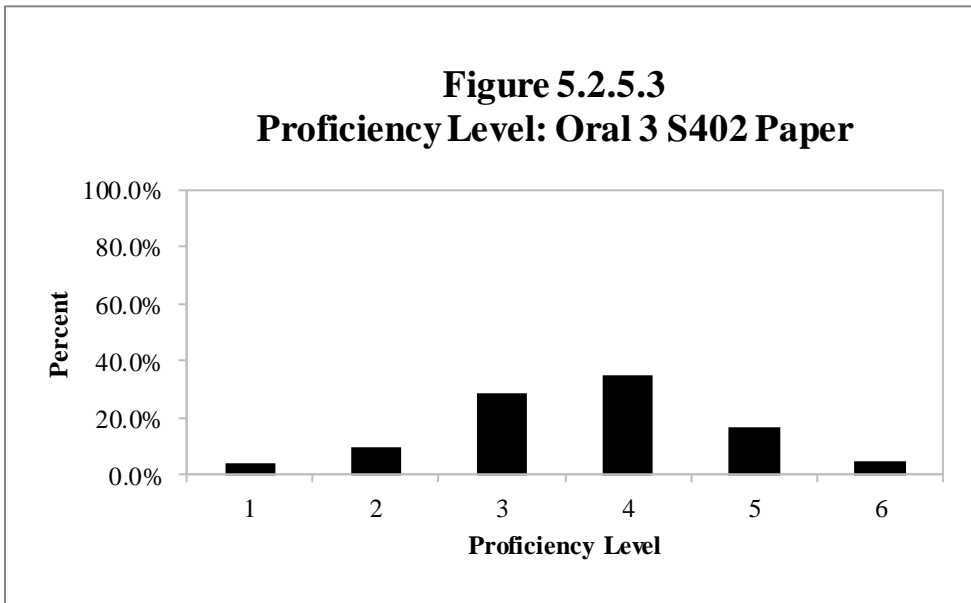
### 5.2.5.3 Grade 3

**Table 5.2.5.3**

Proficiency Level Distribution: Oral 3 S402 Paper

Level	Count	Percent
1	1,869	4.3%
2	4,228	9.8%
3	12,372	28.7%
4	15,090	35.0%
5	7,337	17.0%
6	2,206	5.1%
Total	43,102	100.0%

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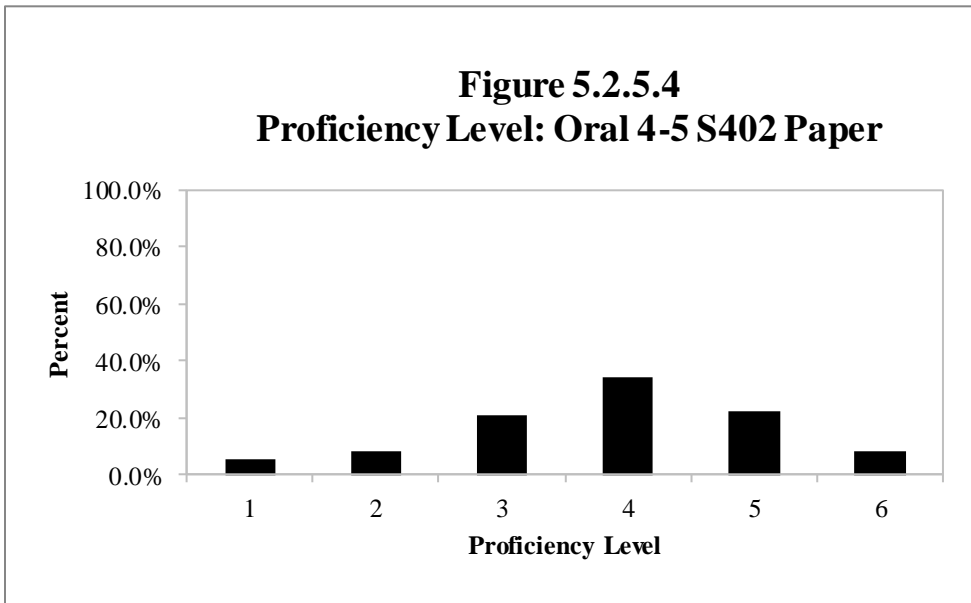
5.2.5.4 Grades 4–5

**Table 5.2.5.4**

Proficiency Level Distribution: Oral 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,601	4.8%	1,740	7.2%	3,341	5.9%
2	2,596	7.8%	2,297	9.6%	4,893	8.6%
3	6,817	20.6%	4,979	20.7%	11,796	20.7%
4	11,451	34.6%	8,231	34.3%	19,682	34.5%
5	7,509	22.7%	5,202	21.7%	12,711	22.3%
6	3,099	9.4%	1,568	6.5%	4,667	8.2%
Total	33,073	100.0%	24,017	100.0%	57,090	100.0%

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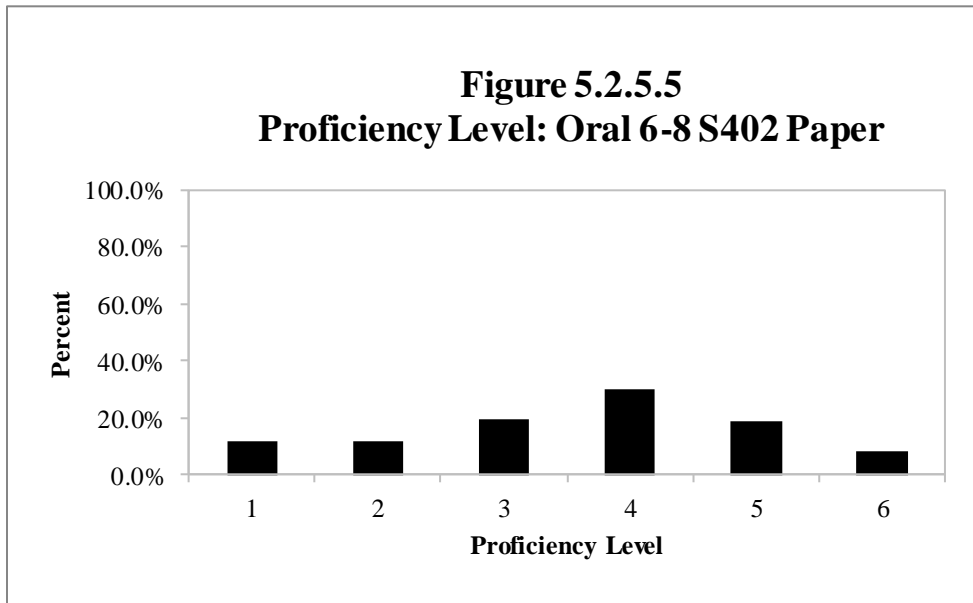
5.2.5.5 Grades 6–8

**Table 5.2.5.5**

Proficiency Level Distribution: Oral 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,712	8.4%	2,144	12.7%	2,396	15.0%	6,252	11.7%
2	2,195	10.8%	1,963	11.6%	1,976	12.4%	6,134	11.5%
3	3,841	18.9%	3,244	19.2%	3,173	19.9%	10,258	19.3%
4	6,435	31.6%	5,090	30.1%	4,674	29.3%	16,199	30.4%
5	4,268	21.0%	3,200	18.9%	2,575	16.1%	10,043	18.9%
6	1,906	9.4%	1,286	7.6%	1,153	7.2%	4,345	8.2%
Total	20,357	100.0%	16,927	100.0%	15,947	100.0%	53,231	100.0%

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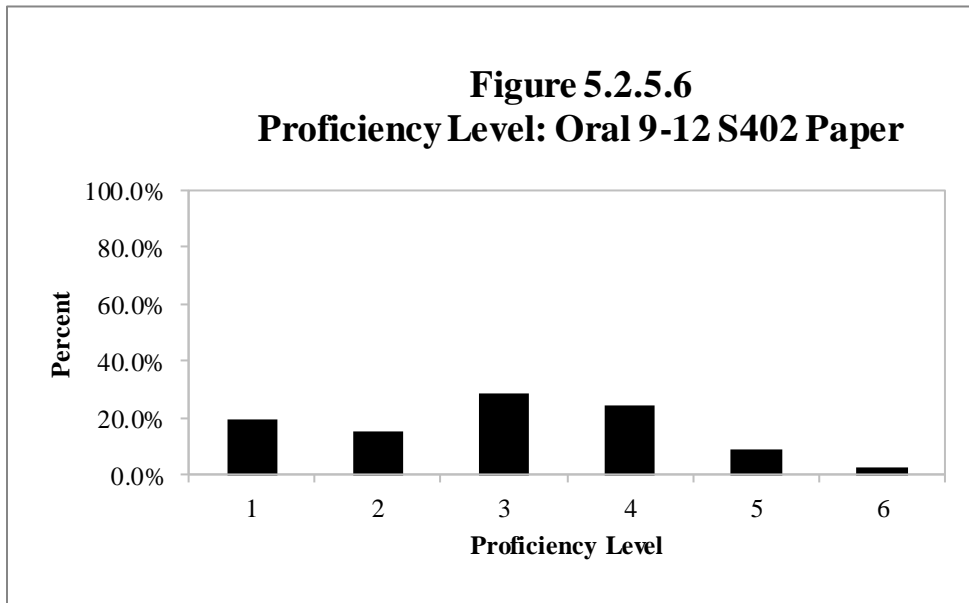
5.2.5.6 Grades 9–12

**Table 5.2.5.6**

Proficiency Level Distribution: Oral 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	3,299	20.3%	3,157	20.6%	2,541	19.5%	1,567	18.0%	10,564	19.8%
2	2,506	15.4%	2,326	15.2%	2,063	15.8%	1,391	16.0%	8,286	15.5%
3	4,296	26.4%	4,152	27.2%	3,930	30.1%	3,036	35.0%	15,414	28.9%
4	4,160	25.5%	3,852	25.2%	3,032	23.2%	1,963	22.6%	13,007	24.4%
5	1,578	9.7%	1,420	9.3%	1,159	8.9%	551	6.3%	4,708	8.8%
6	449	2.8%	384	2.5%	333	2.6%	176	2.0%	1,342	2.5%
Total	16,288	100.0%	15,291	100.0%	13,058	100.0%	8,684	100.0%	53,321	100.0%

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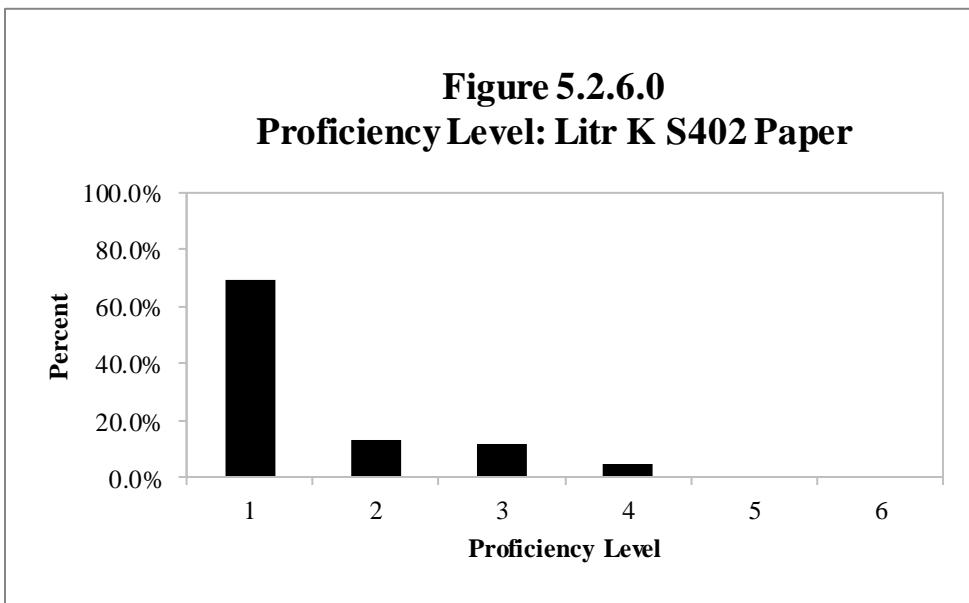
## 5.2.6 Literacy

### 5.2.6.0 Kindergarten

**Table 5.2.6.0**

Proficiency Level Distribution: Litr K S402 Paper

Level	Count	Percent
1	165,526	69.7%
2	31,589	13.3%
3	28,126	11.8%
4	12,251	5.2%
5	0	0.0%
6	0	0.0%
Total	237,492	100.0%



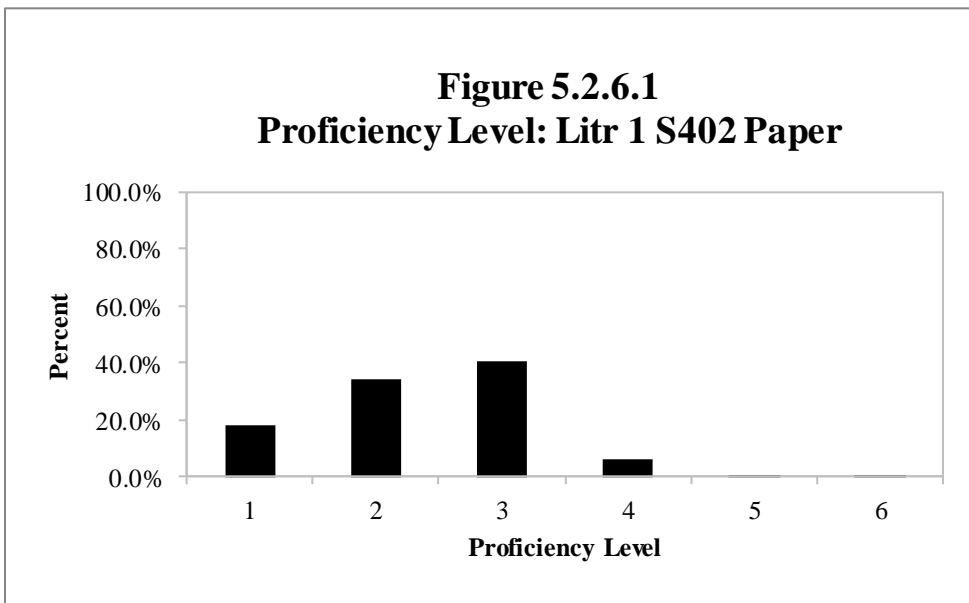
### 5.2.6.1 Grade 1

**Table 5.2.6.1**

Proficiency Level Distribution: Litr 1 S402 Paper

Level	Count	Percent
1	8,496	17.9%
2	16,091	34.0%
3	19,329	40.8%
4	2,980	6.3%
5	410	0.9%
6	60	0.1%
Total	47,366	100.0%

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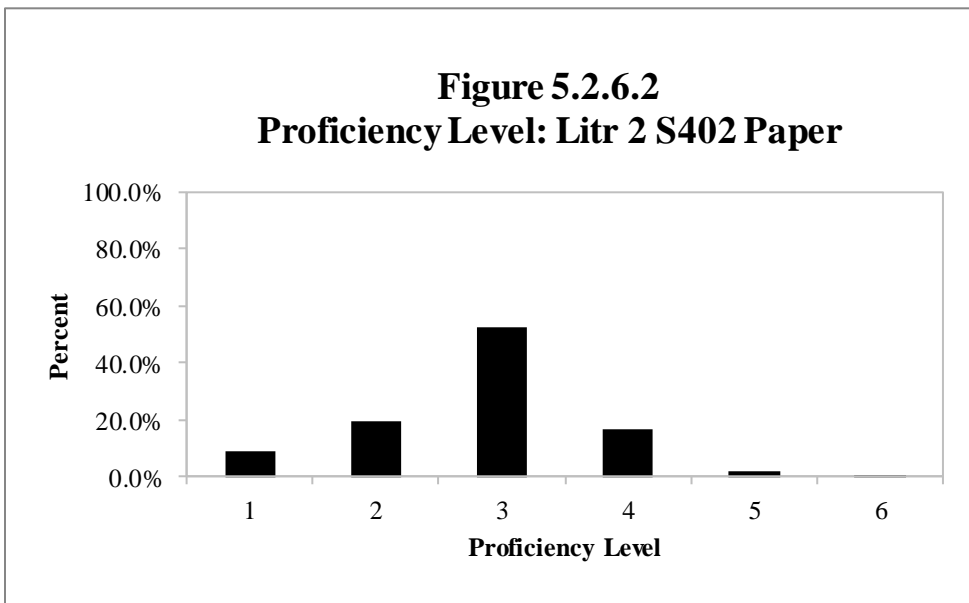
### 5.2.6.2 Grade 2

**Table 5.2.6.2**

Proficiency Level Distribution: Litr 2 S402 Paper

Level	Count	Percent
1	4,408	9.3%
2	9,452	19.9%
3	24,891	52.4%
4	7,873	16.6%
5	823	1.7%
6	43	0.1%
Total	47,490	100.0%

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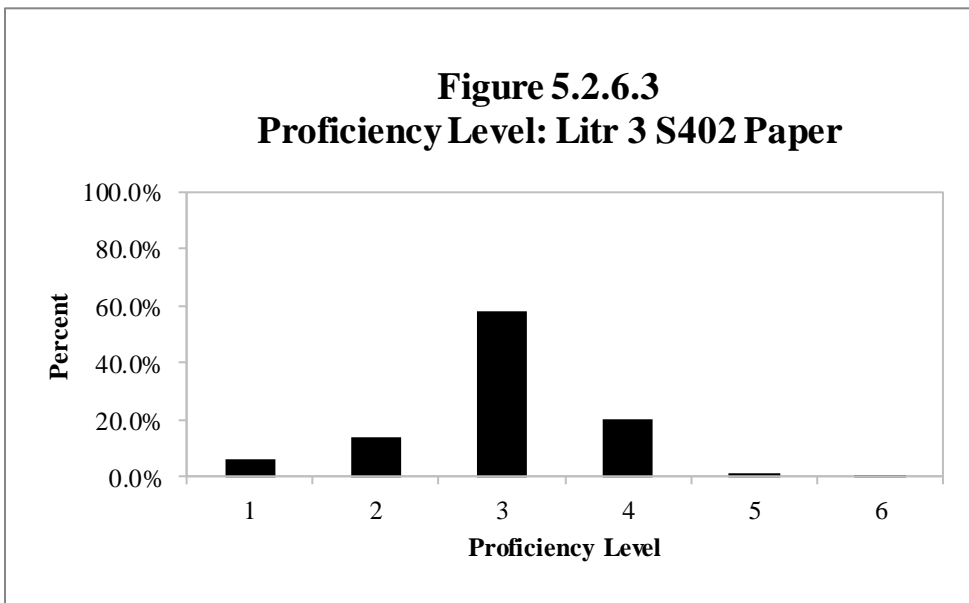
### 5.2.6.3 Grade 3

**Table 5.2.6.3**

Proficiency Level Distribution: Litr 3 S402 Paper

Level	Count	Percent
1	2,578	6.4%
2	5,575	13.9%
3	23,171	57.9%
4	7,990	20.0%
5	621	1.6%
6	63	0.2%
Total	39,998	100.0%

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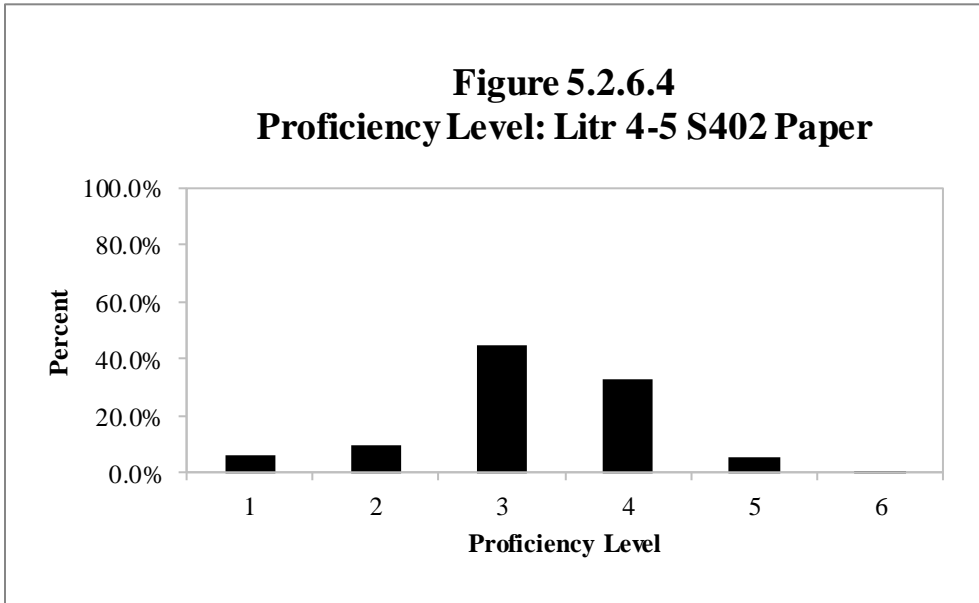
5.2.6.4 Grades 4–5

**Table 5.2.6.4**

Proficiency Level Distribution: Litr 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,738	5.6%	1,604	7.0%	3,342	6.2%
2	2,693	8.7%	2,389	10.4%	5,082	9.5%
3	14,380	46.6%	9,769	42.7%	24,149	44.9%
4	10,375	33.6%	7,413	32.4%	17,788	33.1%
5	1,463	4.7%	1,518	6.6%	2,981	5.5%
6	217	0.7%	169	0.7%	386	0.7%
Total	30,866	100.0%	22,862	100.0%	53,728	100.0%

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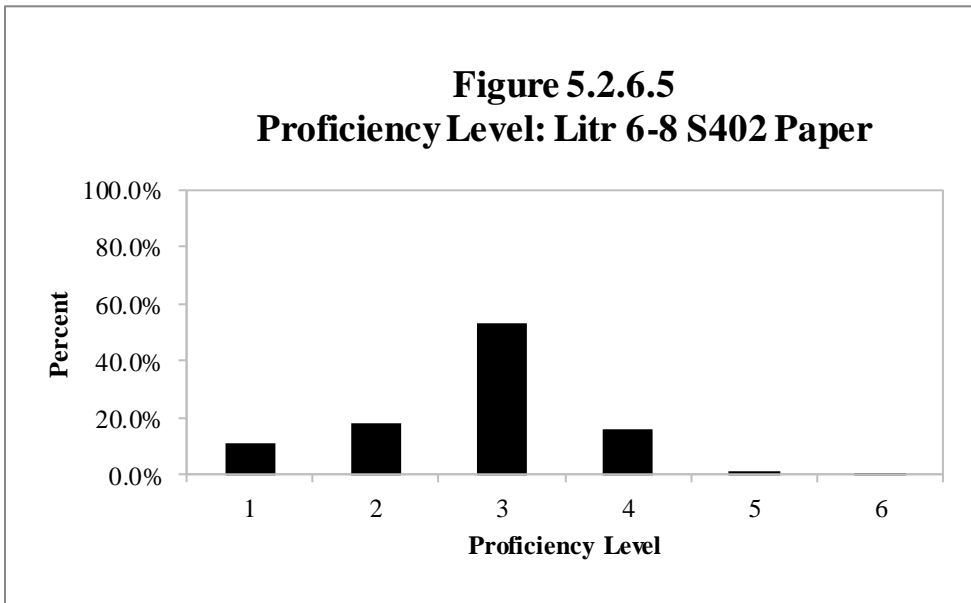
5.2.6.5 Grades 6–8

**Table 5.2.6.5**

Proficiency Level Distribution: Litr 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,762	9.4%	1,888	11.9%	1,999	13.3%	5,649	11.4%
2	3,020	16.2%	2,981	18.9%	3,067	20.4%	9,068	18.3%
3	10,717	57.4%	8,438	53.4%	7,218	48.1%	26,373	53.3%
4	3,031	16.2%	2,291	14.5%	2,542	16.9%	7,864	15.9%
5	135	0.7%	197	1.2%	173	1.2%	505	1.0%
6	4	0.0%	6	0.0%	2	0.0%	12	0.0%
Total	18,669	100.0%	15,801	100.0%	15,001	100.0%	49,471	100.0%

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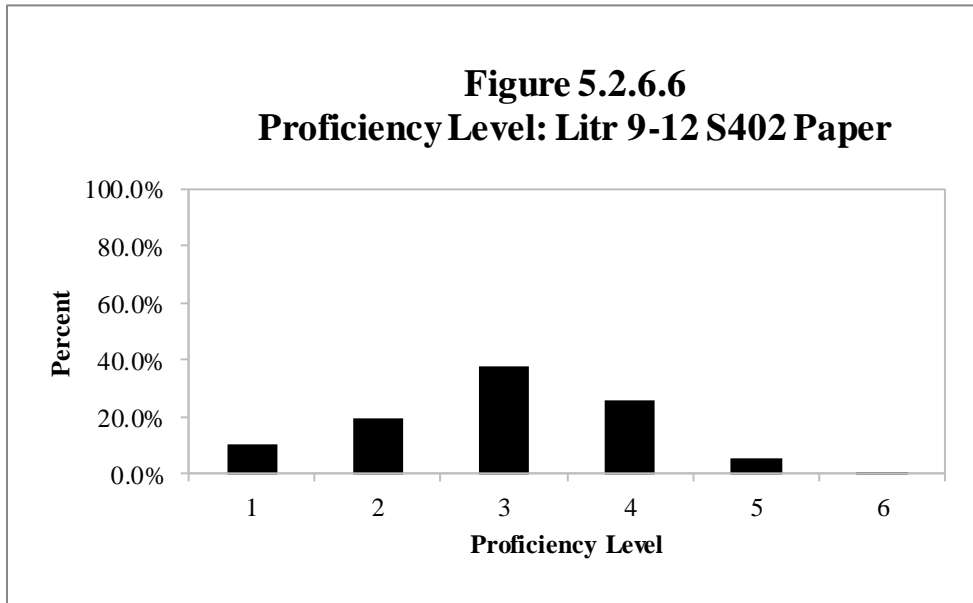
5.2.6.6 Grades 9–12

**Table 5.2.6.6**

Proficiency Level Distribution: Litr 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,476	9.7%	1,579	11.0%	1,348	10.9%	984	11.8%	5,387	10.7%
2	2,936	19.3%	2,736	19.0%	2,400	19.4%	1,763	21.2%	9,835	19.5%
3	5,641	37.1%	5,213	36.2%	4,787	38.7%	3,565	42.9%	19,206	38.2%
4	4,256	28.0%	3,944	27.4%	3,124	25.2%	1,743	21.0%	13,067	26.0%
5	878	5.8%	921	6.4%	718	5.8%	256	3.1%	2,773	5.5%
6	33	0.2%	23	0.2%	8	0.1%	0	0.0%	64	0.1%
Total	15,220	100.0%	14,416	100.0%	12,385	100.0%	8,311	100.0%	50,332	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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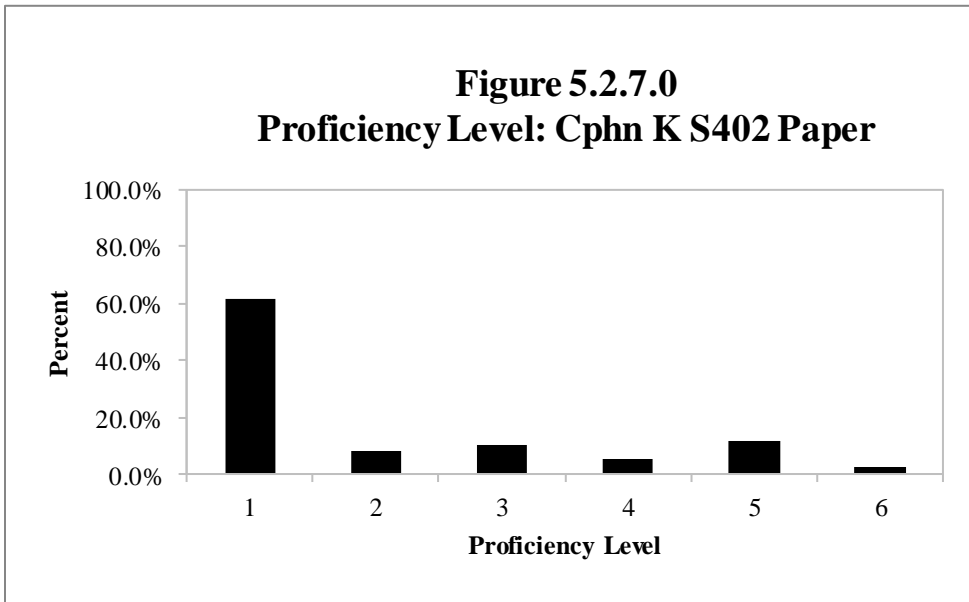
## 5.2.7 Comprehension

### 5.2.7.0 Kindergarten

**Table 5.2.7.0**

Proficiency Level Distribution: Cphn K S402 Paper

Level	Count	Percent
1	146,975	61.9%
2	20,115	8.5%
3	24,032	10.1%
4	12,431	5.2%
5	27,712	11.7%
6	6,244	2.6%
Total	237,509	100.0%



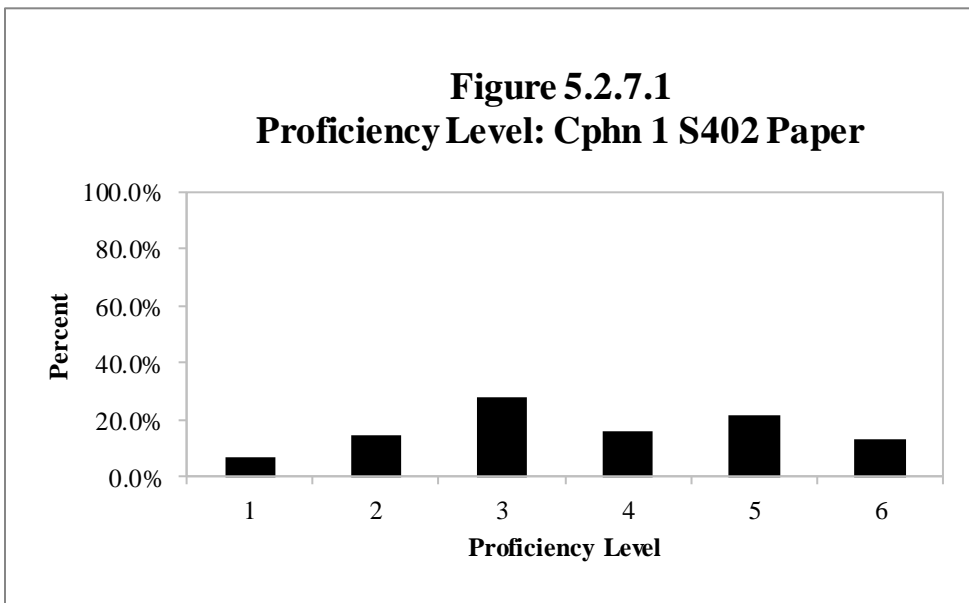
### 5.2.7.1 Grade 1

**Table 5.2.7.1**

Proficiency Level Distribution: Cphn 1 S402 Paper

Level	Count	Percent
1	2,952	6.7%
2	6,348	14.5%
3	12,418	28.3%
4	6,913	15.7%
5	9,590	21.8%
6	5,697	13.0%
Total	43,918	100.0%

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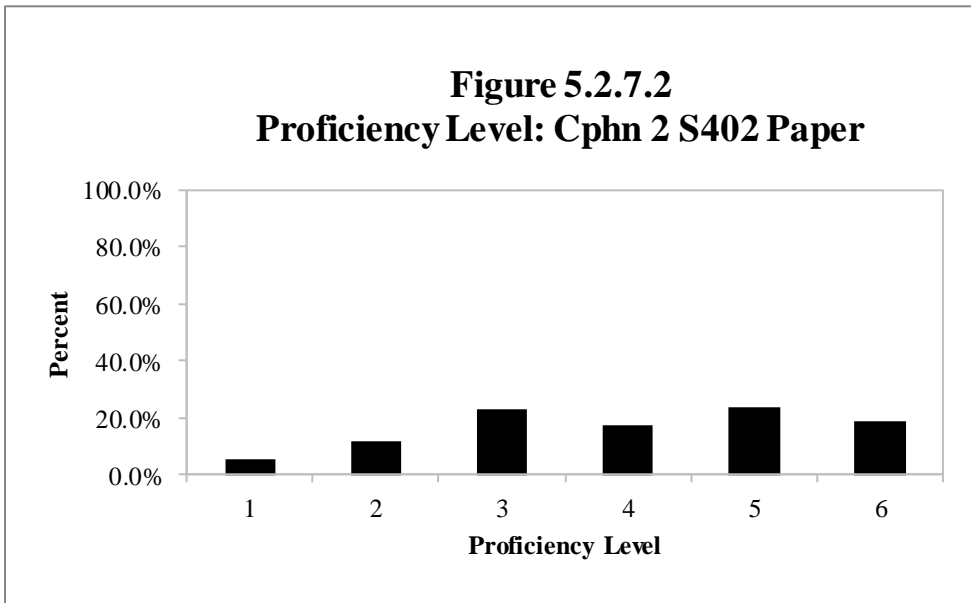
### 5.2.7.2 Grade 2

**Table 5.2.7.2**

Proficiency Level Distribution: Cphn 2 S402 Paper

Level	Count	Percent
1	2,453	5.3%
2	5,496	11.9%
3	10,645	23.0%
4	8,141	17.6%
5	10,946	23.6%
6	8,639	18.7%
Total	46,320	100.0%

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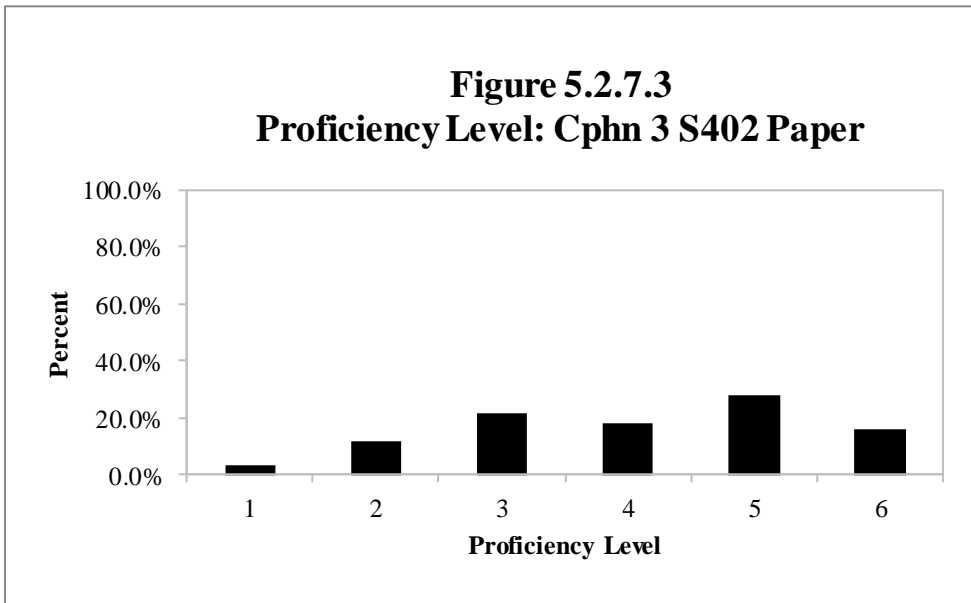
### 5.2.7.3 Grade 3

**Table 5.2.7.3**

Proficiency Level Distribution: Cphn 3 S402 Paper

Level	Count	Percent
1	1,376	3.5%
2	4,677	11.9%
3	8,577	21.9%
4	7,257	18.5%
5	11,061	28.2%
6	6,303	16.1%
Total	39,251	100.0%

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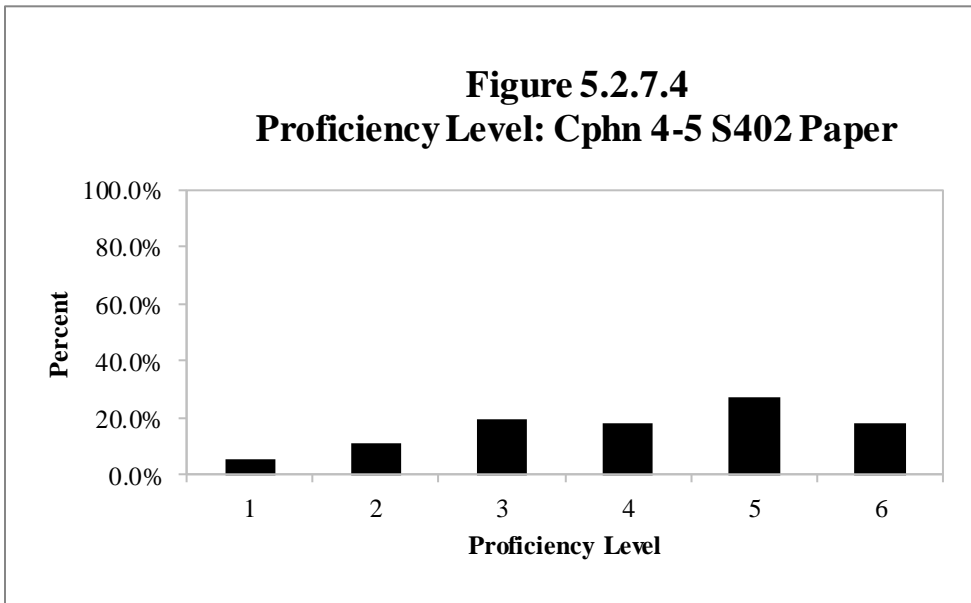
5.2.7.4 Grades 4–5

**Table 5.2.7.4**

Proficiency Level Distribution: Cphn 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,416	4.7%	1,647	7.3%	3,063	5.8%
2	3,063	10.1%	2,718	12.1%	5,781	10.9%
3	5,689	18.7%	4,628	20.5%	10,317	19.5%
4	5,734	18.8%	4,044	17.9%	9,778	18.5%
5	8,823	29.0%	5,631	25.0%	14,454	27.3%
6	5,722	18.8%	3,881	17.2%	9,603	18.1%
Total	30,447	100.0%	22,549	100.0%	52,996	100.0%

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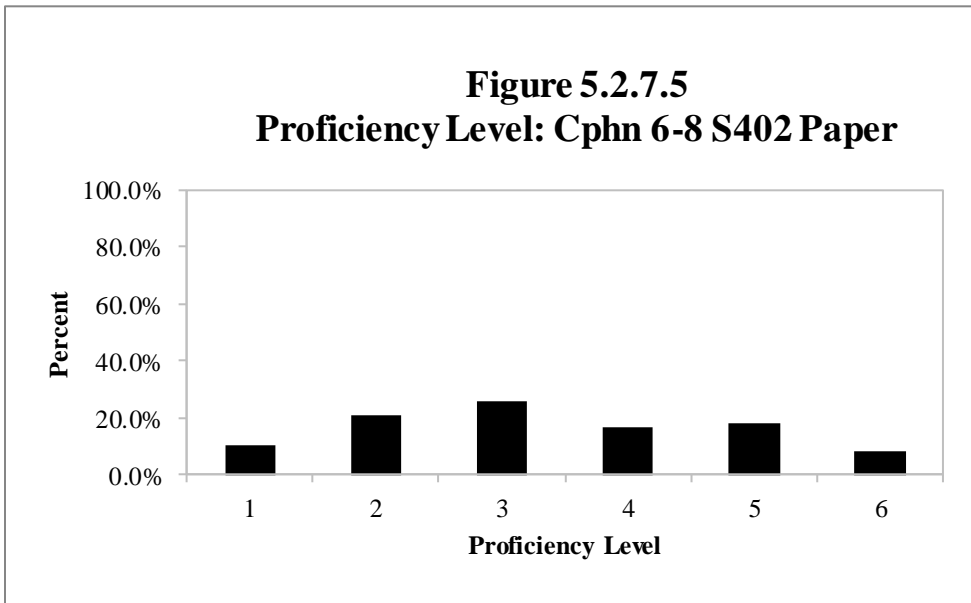
5.2.7.5 Grades 6–8

**Table 5.2.7.5**

Proficiency Level Distribution: Cphn 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,404	7.6%	1,682	10.8%	1,853	12.5%	4,939	10.1%
2	3,575	19.4%	3,422	22.0%	3,333	22.6%	10,330	21.2%
3	5,362	29.1%	3,825	24.6%	3,317	22.4%	12,504	25.7%
4	3,195	17.4%	2,727	17.5%	2,340	15.8%	8,262	17.0%
5	3,517	19.1%	2,624	16.9%	2,542	17.2%	8,683	17.8%
6	1,346	7.3%	1,276	8.2%	1,394	9.4%	4,016	8.2%
Total	18,399	100.0%	15,556	100.0%	14,779	100.0%	48,734	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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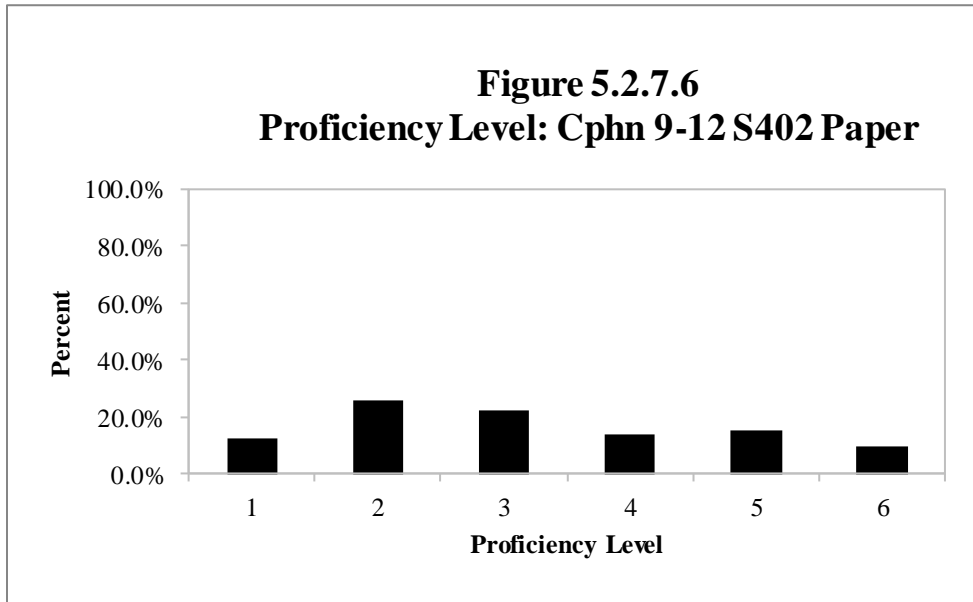
5.2.7.6 Grades 9–12

**Table 5.2.7.6**

Proficiency Level Distribution: Cphn 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,808	12.2%	1,763	12.5%	1,552	12.9%	1,062	13.2%	6,185	12.6%
2	3,683	24.8%	3,530	25.1%	3,115	25.8%	2,326	28.8%	12,654	25.8%
3	3,289	22.1%	3,083	21.9%	2,712	22.5%	2,022	25.0%	11,106	22.6%
4	2,320	15.6%	1,914	13.6%	1,537	12.7%	1,148	14.2%	6,919	14.1%
5	2,292	15.4%	2,171	15.4%	1,897	15.7%	1,029	12.7%	7,389	15.1%
6	1,471	9.9%	1,598	11.4%	1,253	10.4%	489	6.1%	4,811	9.8%
Total	14,863	100.0%	14,059	100.0%	12,066	100.0%	8,076	100.0%	49,064	100.0%

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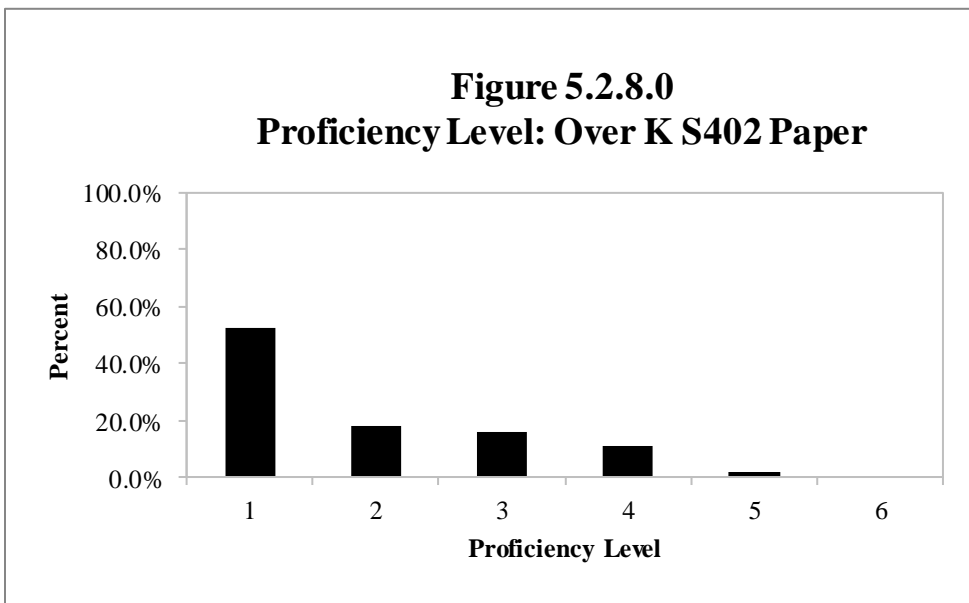
## 5.2.8 Overall

### 5.2.8.0 Kindergarten

**Table 5.2.8.0**

Proficiency Level Distribution: Over K S402 Paper

Level	Count	Percent
1	125,318	52.8%
2	43,179	18.2%
3	38,396	16.2%
4	26,394	11.1%
5	4,199	1.8%
6	0	0.0%
Total	237,486	100.0%



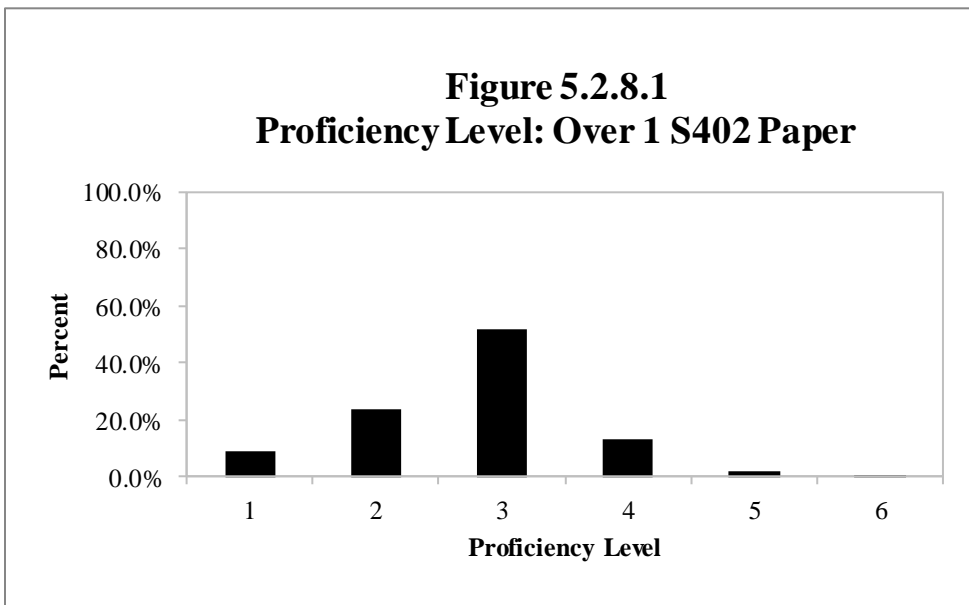
### 5.2.8.1 Grade 1

**Table 5.2.8.1**

Proficiency Level Distribution: Over 1 S402 Paper

Level	Count	Percent
1	3,982	9.1%
2	10,339	23.6%
3	22,668	51.8%
4	5,806	13.3%
5	892	2.0%
6	75	0.2%
Total	43,762	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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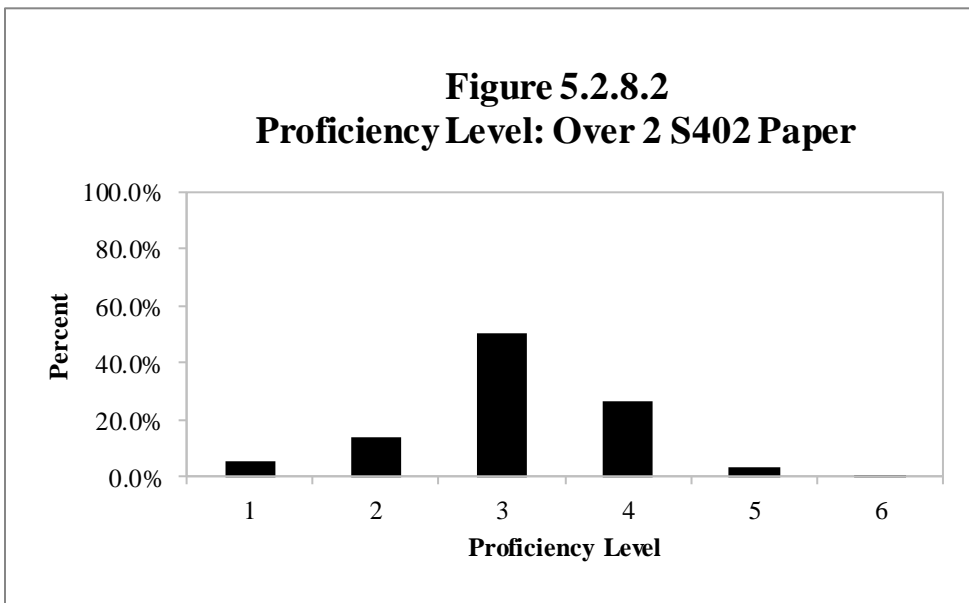
### 5.2.8.2 Grade 2

**Table 5.2.8.2**

Proficiency Level Distribution: Over 2 S402 Paper

Level	Count	Percent
1	2,651	5.7%
2	6,408	13.9%
3	23,213	50.3%
4	12,189	26.4%
5	1,624	3.5%
6	40	0.1%
Total	46,125	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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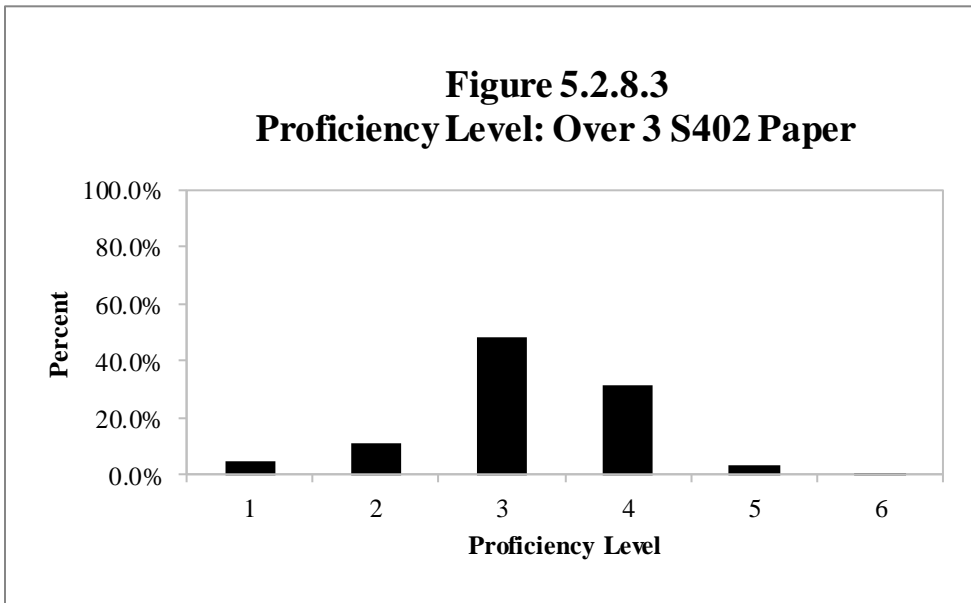
### 5.2.8.3 Grade 3

**Table 5.2.8.3**

Proficiency Level Distribution: Over 3 S402 Paper

Level	Count	Percent
1	1,931	4.9%
2	4,438	11.4%
3	18,885	48.3%
4	12,415	31.8%
5	1,337	3.4%
6	77	0.2%
Total	39,083	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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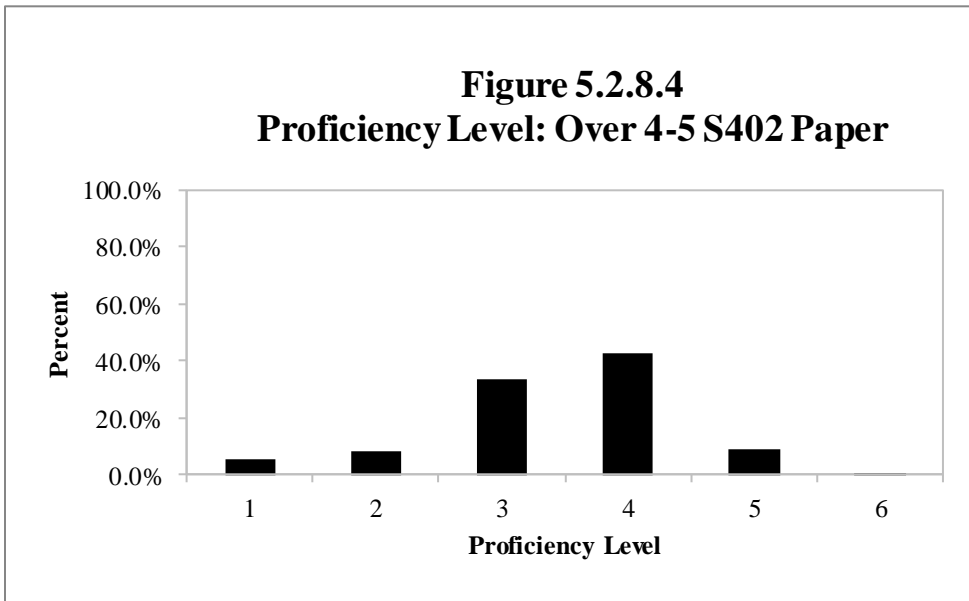
5.2.8.4 Grades 4–5

**Table 5.2.8.4**

Proficiency Level Distribution: Over 4-5 S402 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,490	4.9%	1,496	6.7%	2,986	5.7%
2	2,313	7.6%	2,116	9.4%	4,429	8.4%
3	10,354	34.1%	7,515	33.5%	17,869	33.9%
4	13,394	44.2%	9,059	40.4%	22,453	42.5%
5	2,529	8.3%	2,100	9.4%	4,629	8.8%
6	253	0.8%	158	0.7%	411	0.8%
Total	30,333	100.0%	22,444	100.0%	52,777	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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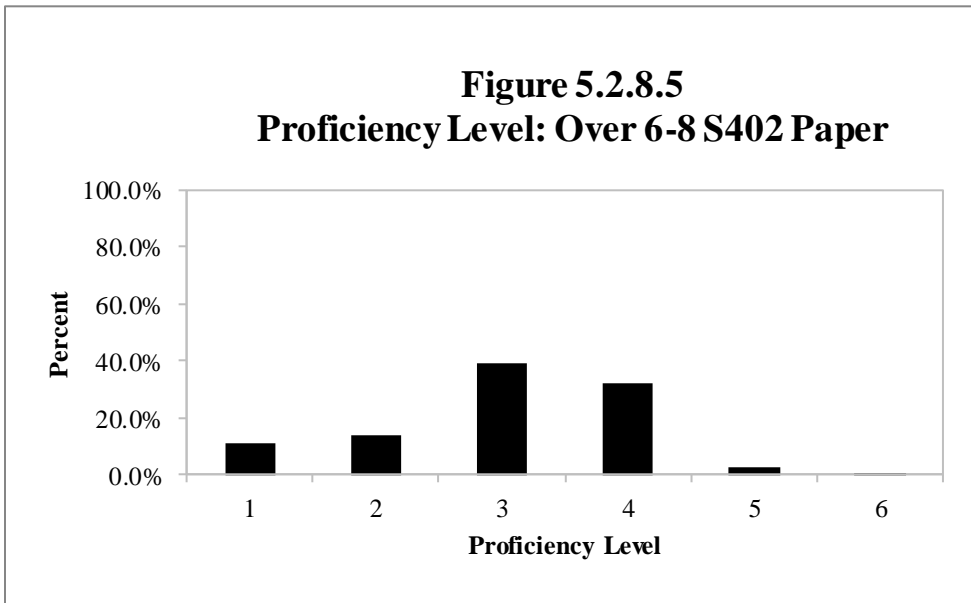
5.2.8.5 Grades 6–8

**Table 5.2.8.5**

Proficiency Level Distribution: Over 6-8 S402 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,555	8.5%	1,829	11.8%	1,948	13.3%	5,332	11.0%
2	2,261	12.4%	2,185	14.1%	2,295	15.7%	6,741	13.9%
3	7,517	41.1%	6,109	39.6%	5,501	37.5%	19,127	39.5%
4	6,414	35.1%	4,854	31.4%	4,463	30.5%	15,731	32.5%
5	506	2.8%	450	2.9%	437	3.0%	1,393	2.9%
6	18	0.1%	19	0.1%	6	0.0%	43	0.1%
Total	18,271	100.0%	15,446	100.0%	14,650	100.0%	48,367	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



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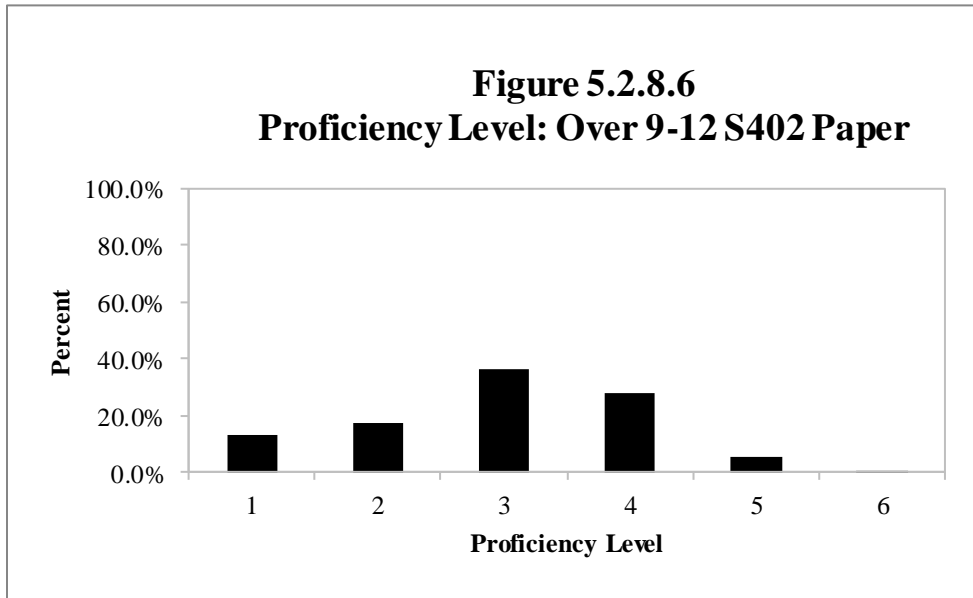
5.2.8.6 Grades 9–12

**Table 5.2.8.6**

Proficiency Level Distribution: Over 9-12 S402 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,938	13.2%	1,961	14.0%	1,603	13.4%	1,054	13.2%	6,556	13.5%
2	2,539	17.2%	2,355	16.9%	2,022	16.9%	1,521	19.0%	8,437	17.3%
3	4,998	33.9%	4,752	34.0%	4,427	37.0%	3,388	42.3%	17,565	36.1%
4	4,363	29.6%	4,000	28.6%	3,273	27.3%	1,836	22.9%	13,472	27.7%
5	859	5.8%	879	6.3%	638	5.3%	206	2.6%	2,582	5.3%
6	27	0.2%	18	0.1%	9	0.1%	0	0.0%	54	0.1%
Total	14,724	100.0%	13,965	100.0%	11,972	100.0%	8,005	100.0%	48,666	100.0%

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### **5.3 Conditional Standard Error of Measurement at Cut Scores**

Tables in this section provide information across the three overlapping tiers within a grade-level cluster and on the comparative conditional standard error of measurement (CSEM). Note that this information is presented only by domain.

Tables present information on the CSEM at the most important points at which decisions are made about students, based on performance on ACCESS 2.0 Paper—the cut points between proficiency levels. Because the cut points depend on grade level, information is provided for each grade within the grade-level cluster. The leftmost column shows the cut (e.g., 1/2, which is the cut score between PL 1 and PL 2). The next column shows the grade level. The next column shows the cut score in the scale score metric (e.g., 305). In the last column(s), the corresponding CSEM is given for each cut score in the scale score metric. For each of the other grade-level clusters, the SEMs for the cut scores are provided in one table for the tiers (A, B, and C for Listening and Reading, A and B/C for Writing and Speaking).

From this table, it is possible to examine how well the different tiers are targeted for making decisions about students at the various cut scores. For example, Tier A is intended for students at the lowest end of the language proficiency continuum. Optimally, Tier A forms should have the lowest CSEM of any tier at the 1/2 cut point, and a relatively low CSEM at the 2/3 cut point. At the other end of the continuum, Tier C forms should optimally have the lowest CSEM at the 5/6 cut point, and a relatively low CSEM at the 4/5 cut point. Tier B should have low CSEM in the middle range. Information from this table provides comparable information on how well the three tiers are targeted to provide the most accurate measure in order to place their intended examinees into the proficiency levels that they target.

## 5.3.1 Listening

### 5.3.1.0 Kindergarten

**Table 5.3.1.0**

Conditional Standard Error of Measurement  
at Cut Scores: List K S402 Paper

Proficiency Level	Cut Score	SEM
1/2	229	17.28
2/3	251	18.41
3/4	278	20.66
4/5	286	21.42
5/6	308	24.80

### 5.3.1.1 Grade 1

**Table 5.3.1.1**

Conditional Standard Error of Measurement at Cut Scores: List 1 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	1	236	19.16	19.91	19.16
2/3	1	259	19.54	19.16	18.41
3/4	1	291	22.17	19.16	18.41
4/5	1	303	24.05	19.91	19.20
5/6	1	327	29.31	21.60	21.42

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

### 5.3.1.2 Grade 2

**Table 5.3.1.2**

Conditional Standard Error of Measurement at Cut Scores: List 2 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	2	245	19.16	19.57	18.79
2/3	2	283	21.42	19.16	18.41
3/4	2	314	26.30	20.66	19.91
4/5	2	330	30.06	21.79	21.79
5/6	2	354	38.32	25.17	25.55

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

5.3.1.3 Grade 3

**Table 5.3.1.3**

Conditional Standard Error of Measurement at Cut Scores: List 3 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	3	262	21.79	21.42	25.55
2/3	3	300	19.54	19.54	20.29
3/4	3	331	19.91	19.16	18.35
4/5	3	349	21.42	19.91	18.17
5/6	3	374	25.17	22.17	18.79

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

5.3.1.4 Grades 4–5

**Table 5.3.1.4**

Conditional Standard Error of Measurement at Cut Scores: List 4-5 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	4	275	20.66	20.66	23.29
	5	285	19.91	19.91	21.79
2/3	4	313	19.28	19.16	19.21
	5	323	19.48	19.04	18.79
3/4	4	343	20.66	19.48	18.03
	5	354	21.79	19.91	18.03
4/5	4	363	23.29	20.66	18.41
	5	375	25.17	22.17	18.79
5/6	4	388	28.55	24.05	19.91
	5	401	32.31	26.68	21.42

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

5.3.1.5 Grades 6–8

**Table 5.3.1.5**

Conditional Standard Error of Measurement at Cut Scores: List 6-8 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	6	294	20.66	18.79	21.79
	7	302	20.29	18.41	20.66
	8	308	20.29	18.20	19.91
2/3	6	332	20.29	18.41	18.03
	7	340	20.66	18.41	18.03
	8	347	21.04	18.79	17.66
3/4	6	363	22.54	19.99	17.66
	7	370	23.29	20.66	18.03
	8	377	24.42	21.42	18.41
4/5	6	385	25.92	22.54	18.79
	7	394	27.80	23.67	19.45
	8	402	29.68	25.18	20.29
5/6	6	411	32.31	27.05	21.42
	7	420	35.32	28.93	22.92
	8	427	37.95	31.18	24.05

5.3.1.6 Grades 9–12

**Table 5.3.1.6**

Conditional Standard Error of Measurement at Cut Scores: List 9-12 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	9	314	20.66	21.04	21.79
	10	325	20.66	20.29	20.54
	11	335	21.04	19.91	19.53
	12	342	21.42	19.54	19.16
2/3	9	353	22.17	19.54	18.41
	10	358	22.92	19.54	18.41
	11	364	23.29	19.54	18.03
	12	368	24.05	19.54	18.03
3/4	9	383	25.92	19.54	18.03
	10	389	27.05	19.91	18.08
	11	394	28.18	20.29	18.41
	12	398	29.31	20.29	18.36
4/5	9	409	31.94	21.04	18.79
	10	415	33.81	21.79	19.54
	11	420	35.32	22.17	19.91
	12	426	37.57	22.76	20.29
5/6	9	434	40.95	24.05	21.42
	10	441	43.96	25.04	22.17
	11	447	46.96	26.30	23.29
	12	452	49.97	27.43	24.05

## 5.3.2 Reading

### 5.3.2.0 Kindergarten

**Table 5.3.2.0**

Conditional Standard Error of Measurement  
at Cut Scores: Read K S402 Paper

Proficiency Level	Cut Score	SEM
1/2	241	15.34
2/3	259	18.46
3/4	279	23.92
4/5	289	27.82
5/6	310	39.26

### 5.3.2.1 Grade 1

**Table 5.3.2.1**

Conditional Standard Error of Measurement at Cut Scores: Read 1 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	1	264	11.44	13.36	13.26
2/3	1	286	11.70	11.16	11.44
3/4	1	304	13.00	10.58	10.92
4/5	1	315	14.56	10.66	11.18
5/6	1	334	18.46	11.70	12.22

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

### 5.3.2.2 Grade 2

**Table 5.3.2.2**

Conditional Standard Error of Measurement at Cut Scores: Read 2 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	2	283	11.70	11.44	11.59
2/3	2	307	13.52	10.66	10.97
3/4	2	326	16.38	11.18	11.53
4/5	2	337	19.24	11.97	12.29
5/6	2	355	25.22	14.30	14.56

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

5.3.2.3 *Grade 3*

**Table 5.3.2.3**

Conditional Standard Error of Measurement at Cut Scores: Read 3 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	3	297	11.70	12.74	17.68
2/3	3	323	12.22	11.18	13.00
3/4	3	342	13.52	10.92	11.18
4/5	3	352	14.82	11.18	10.92
5/6	3	370	18.46	12.48	10.66

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

5.3.2.4 *Grades 4–5*

**Table 5.3.2.4**

Conditional Standard Error of Measurement at Cut Scores: Read 4-5 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	4	307	11.70	11.89	15.60
	5	316	11.96	11.44	14.04
2/3	4	335	13.00	10.92	11.70
	5	345	14.04	10.97	11.18
3/4	4	354	15.08	11.34	10.66
	5	364	17.16	11.96	10.64
4/5	4	364	17.16	11.96	10.64
	5	373	19.24	13.00	10.77
5/6	4	382	21.84	14.30	11.16
	5	391	24.96	15.86	11.96

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



5.3.2.5 Grades 6–8

**Table 5.3.2.5**

Conditional Standard Error of Measurement at Cut Scores: Read 6-8 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	6	323	11.68	12.48	13.52
	7	329	11.70	11.91	12.74
	8	335	11.70	11.55	12.22
2/3	6	353	12.48	10.92	10.92
	7	360	13.00	10.92	10.92
	8	366	13.52	10.92	10.66
3/4	6	373	14.56	11.18	10.66
	7	380	15.60	11.44	10.92
	8	386	16.64	11.96	11.18
4/5	6	382	15.86	11.68	10.92
	7	389	17.42	12.22	11.44
	8	395	18.72	13.00	11.70
5/6	6	399	19.76	13.52	12.06
	7	406	22.10	14.56	13.00
	8	412	24.18	15.60	13.52

5.3.2.6 Grades 9–12

**Table 5.3.2.6**

Conditional Standard Error of Measurement at Cut Scores: Read 9-12 S402 Paper

Proficiency Level	Grade	Cut Score	SEM		
			Tier A	Tier B	Tier C
1/2	9	340	11.70	11.44	14.30
	10	344	11.70	11.18	13.52
	11	348	11.70	10.92	13.00
	12	352	11.70	10.92	12.51
2/3	9	372	12.48	10.92	10.82
	10	377	12.97	11.18	10.63
	11	382	13.52	11.44	10.40
	12	386	14.04	11.96	10.40
3/4	9	392	15.08	12.48	10.40
	10	397	15.86	13.00	10.66
	11	402	16.90	13.48	10.74
	12	407	18.20	14.30	10.97
4/5	9	401	16.64	13.26	10.66
	10	406	17.94	14.04	10.92
	11	410	18.72	14.82	11.18
	12	414	20.02	15.60	11.44
5/6	9	418	21.32	16.38	11.96
	10	423	22.88	17.42	12.48
	11	427	24.44	18.46	13.00
	12	432	26.78	20.02	13.78

### 5.3.3 Writing

#### 5.3.3.0 Kindergarten

**Table 5.3.3.0**

Conditional Standard Error of Measurement  
at Cut Scores: Writ K S402 Paper

Proficiency Level	Cut Score	SEM
1/2	234	18.97
2/3	271	21.15
3/4	311	31.41
4/5	367	43.22
5/6	389	52.55

#### 5.3.3.1 Grade 1

**Table 5.3.3.1**

Conditional Standard Error of Measurement at Cut Scores: Writ 1 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	1	238	10.31	8.59
2/3	1	275	13.96	10.74
3/4	1	337	13.69	12.51
4/5	1	382	13.16	10.82
5/6	1	405	16.38	11.38

Note: The test form is shared between Tier B and Tier C.

#### 5.3.3.2 Grade 2

**Table 5.3.3.2**

Conditional Standard Error of Measurement at Cut Scores: Writ 2 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	2	242	11.81	8.46
2/3	2	279	16.27	11.28
3/4	2	341	17.18	12.35
4/5	2	388	15.31	10.87
5/6	2	411	18.26	12.35

Note: The test form is shared between Tier B and Tier C, and Cluster 2 and Cluster 3 share the same form.

5.3.3.3 *Grade 3*

**Table 5.3.3.3**

Conditional Standard Error of Measurement at Cut Scores: Writ 3 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	3	247	12.08	8.59
2/3	3	283	16.65	11.44
3/4	3	346	17.18	12.08
4/5	3	394	15.65	11.01
5/6	3	418	20.41	13.69

Note: The test form is shared between Tier B and Tier C, and Cluster 2 and Cluster 3 share the same form.

5.3.3.4 *Grades 4–5*

**Table 5.3.3.4**

Conditional Standard Error of Measurement at Cut Scores: Writ 4-5 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	4	266	11.81	9.93
	5	267	11.55	9.67
2/3	4	288	13.43	8.86
	5	293	14.04	8.86
3/4	4	351	17.99	12.35
	5	356	17.72	12.62
4/5	4	401	15.57	11.55
	5	407	15.31	11.33
5/6	4	425	15.57	11.01
	5	433	16.65	11.01

Note: The test form is shared between Tier B and Tier C.

5.3.3.5 Grades 6–8

**Table 5.3.3.5**

Conditional Standard Error of Measurement at Cut Scores: Writ 6-8 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	6	268	12.35	8.32
	7	273	12.62	8.32
	8	281	13.69	8.59
2/3	6	298	15.84	10.20
	7	305	16.65	11.01
	8	311	16.92	11.55
3/4	6	361	17.45	12.62
	7	367	17.18	12.35
	8	372	16.92	12.35
4/5	6	413	15.57	10.74
	7	419	16.11	10.74
	8	424	16.92	11.01
5/6	6	441	20.68	12.35
	7	450	23.90	14.23
	8	459	27.93	16.38

Note: The test form is shared between Tier B and Tier C.

5.3.3.6 Grades 9–12

**Table 5.3.3.6**

Conditional Standard Error of Measurement at Cut Scores: Writ 9-12 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	9	289	12.35	8.22
	10	298	12.08	8.59
	11	308	12.89	9.67
	12	318	14.23	10.77
2/3	9	319	14.23	11.01
	10	326	15.31	11.55
	11	335	16.38	12.08
	12	344	17.02	12.35
3/4	9	378	17.72	12.62
	10	385	17.72	12.35
	11	391	17.45	12.08
	12	398	17.18	11.81
4/5	9	430	15.47	10.74
	10	436	15.31	10.74
	11	441	15.57	11.01
	12	447	15.84	11.55
5/6	9	469	19.33	15.04
	10	479	22.29	17.72
	11	490	27.12	22.02
	12	501	33.03	27.12

Note: The test form is shared between Tier B and Tier C.

## 5.3.4 Speaking

### 5.3.4.0 Kindergarten

**Table 5.3.4.0**

Conditional Standard Error of Measurement  
at Cut Scores: Spek K S402 Paper

Proficiency Level	Cut Score	SEM
1/2	191	28.06
2/3	250	20.92
3/4	301	16.33
4/5	349	22.45
5/6	392	53.57

### 5.3.4.1 Grade 1

**Table 5.3.4.1**

Conditional Standard Error of Measurement at Cut Scores: Spek 1 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	1	205	19.30	14.74
2/3	1	261	27.20	19.30
3/4	1	311	25.15	18.13
4/5	1	361	26.32	18.13
5/6	1	403	39.48	26.91

Note: The test form is shared between Tier B and Tier C.

### 5.3.4.2 Grade 2

**Table 5.3.4.2**

Conditional Standard Error of Measurement at Cut Scores: Spek 2 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	2	220	23.98	16.96
2/3	2	273	26.91	18.72
3/4	2	322	24.57	17.84
4/5	2	374	35.97	21.94
5/6	2	415	64.05	33.34

Note: The test form is shared between Tier B and Tier C, and Cluster 2 and Cluster 3 share the same form.

5.3.4.3 *Grade 3*

**Table 5.3.4.3**

Conditional Standard Error of Measurement at Cut Scores: Spek 3 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	3	234	26.32	17.84
2/3	3	283	25.74	18.43
3/4	3	332	25.15	18.13
4/5	3	386	41.82	24.28
5/6	3	425	74.87	38.02

Note: The test form is shared between Tier B and Tier C, and Cluster 2 and Cluster 3 share the same form.

5.3.4.4 *Grades 4–5*

**Table 5.3.4.4**

Conditional Standard Error of Measurement at Cut Scores: Spek 4-5 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	4	246	22.23	16.09
	5	258	23.98	16.38
2/3	4	293	26.29	18.25
	5	302	26.32	18.72
3/4	4	342	25.74	18.78
	5	350	26.03	18.72
4/5	4	397	35.10	20.18
	5	407	39.19	21.35
5/6	4	435	57.33	27.79
	5	443	64.64	30.71

Note: The test form is shared between Tier B and Tier C.



5.3.4.5 Grades 6–8

**Table 5.3.4.5**

Conditional Standard Error of Measurement at Cut Scores: Spek 6-8 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	6	268	21.18	15.50
	7	277	22.81	15.79
	8	284	24.28	16.38
2/3	6	310	27.79	18.43
	7	317	27.79	19.01
	8	323	27.79	19.30
3/4	6	360	24.57	18.43
	7	369	23.98	17.84
	8	377	23.98	17.55
4/5	6	417	29.54	18.72
	7	425	32.17	19.89
	8	433	35.10	21.06
5/6	6	451	44.46	24.86
	7	457	48.55	26.62
	8	463	53.23	28.96

Note: The test form is shared between Tier B and Tier C.

5.3.4.6 Grades 9–12

**Table 5.3.4.6**

Conditional Standard Error of Measurement at Cut Scores: Spek 9-12 S402 Paper

Proficiency Level	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	9	290	25.45	17.26
	10	295	26.03	17.55
	11	299	26.62	18.13
	12	302	27.20	18.43
2/3	9	328	27.49	19.60
	10	333	27.20	19.60
	11	337	26.76	19.60
	12	340	26.62	19.30
3/4	9	385	24.57	17.26
	10	393	24.86	17.26
	11	400	25.74	17.67
	12	406	26.62	18.13
4/5	9	440	36.85	23.40
	10	446	40.07	24.86
	11	451	42.70	26.32
	12	455	45.04	27.79
5/6	9	468	54.40	32.76
	10	471	57.03	34.22
	11	474	59.67	35.68
	12	476	61.42	36.85

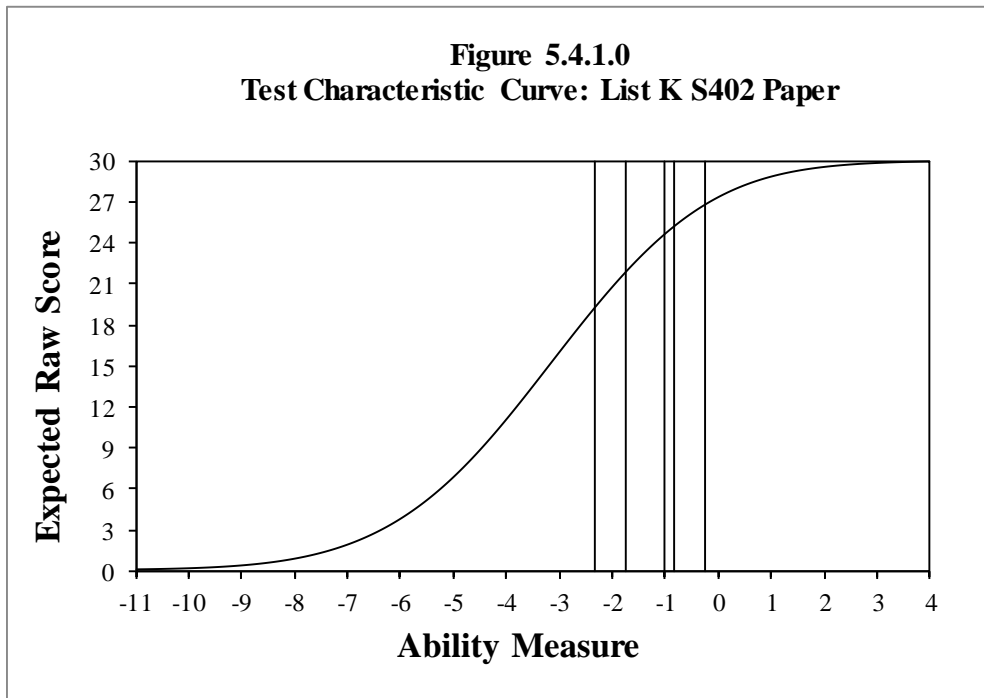
Note: The test form is shared between Tier B and Tier C.

## **5.4 Test Characteristic Curve**

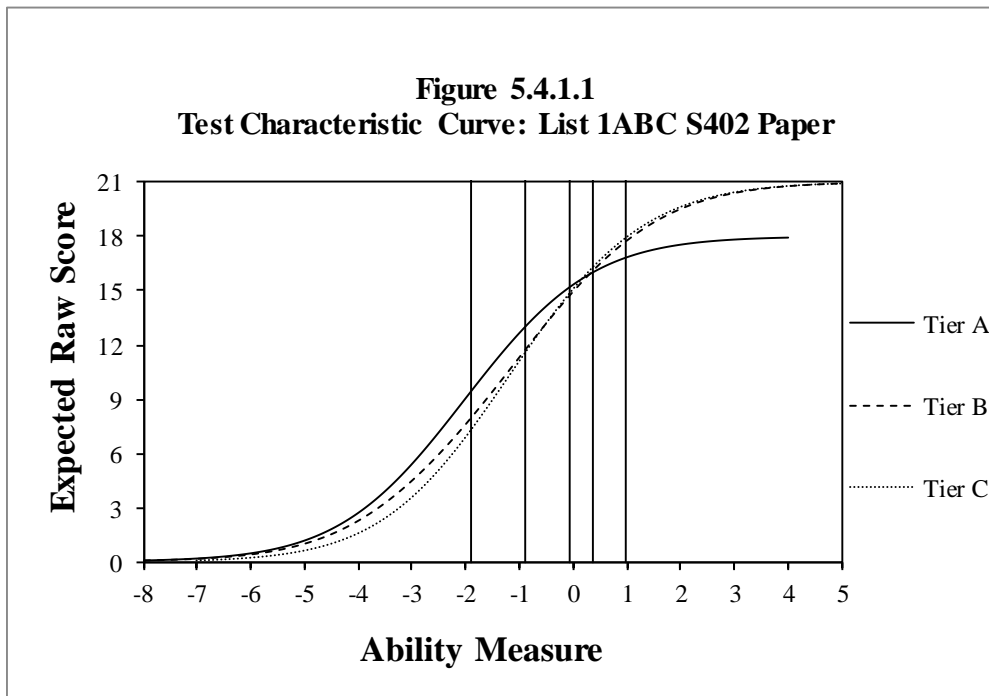
This section presents test characteristic curves across the entire test for Kindergarten and across the three tiers for the other grade-level clusters. (Note that this information is provided only for domains.) It shows graphically how the tiers differ in difficulty. For Listening and Reading, Tier A is represented by a solid curve, Tier B by a dashed curve, and Tier C by a dotted curve. For Writing and Speaking, Tier A is represented by a solid curve and Tier B/C is represented by a dashed curve. Note that not all tiers have the same number of items, therefore direct comparison between tiers has limitations. Thus, some curves for Listening and Reading in this figure may not end at the top horizontal line. Five vertical lines in the graphic indicate the cut scores at the highest grade in each cluster only.

## 5.4.1 Listening

### 5.4.1.0 Kindergarten

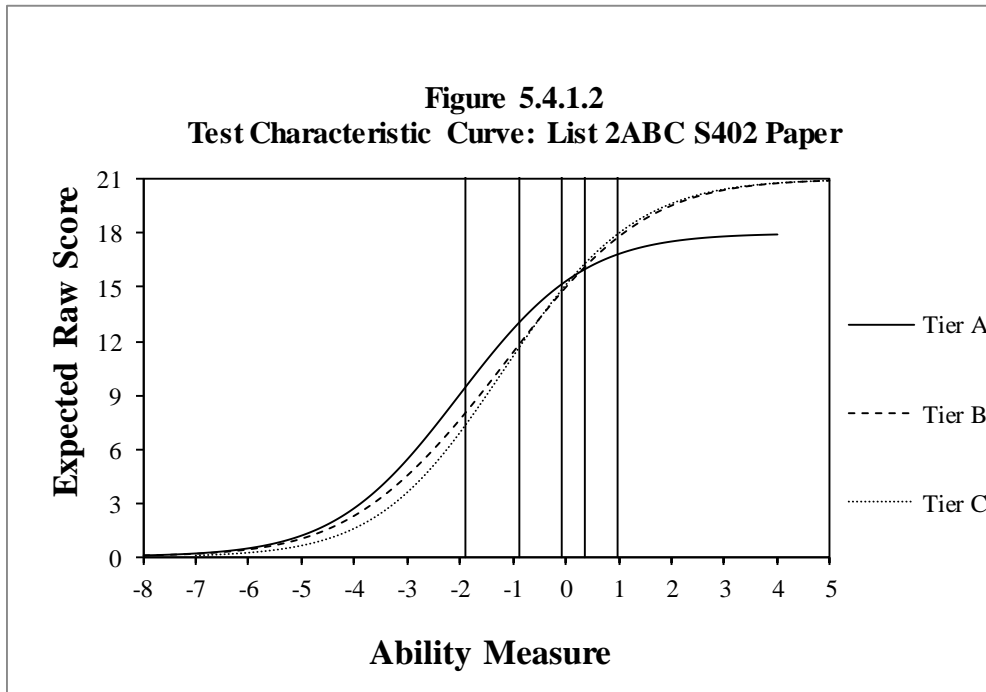


### 5.4.1.1 Grade 1



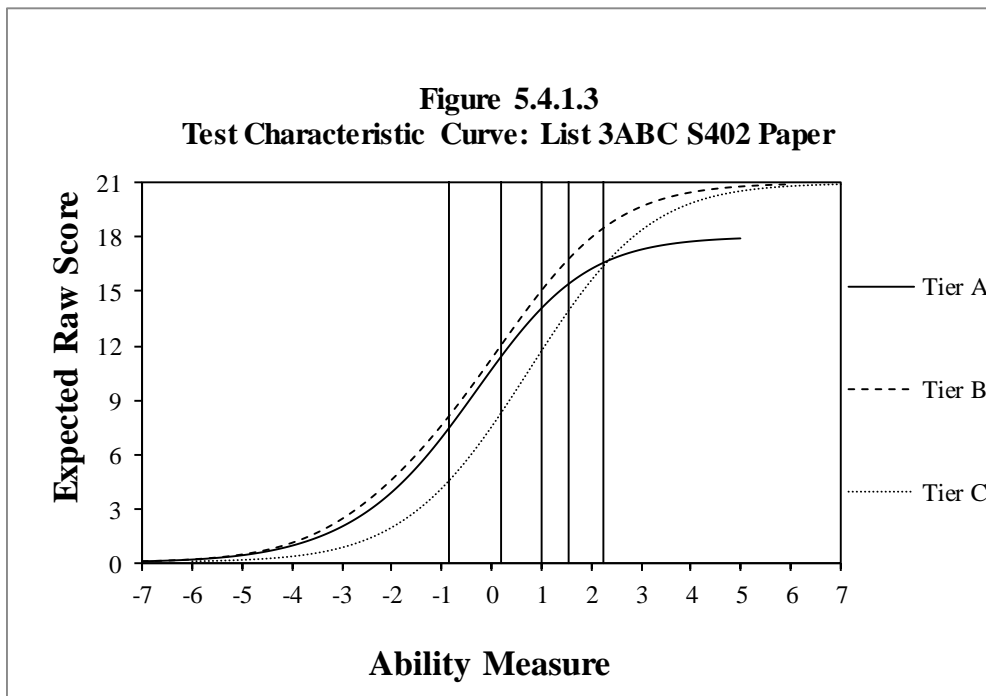
Note: The test form is shared between 1A and 2A, 1B and 2B, 1C and 2C.

5.4.1.2 Grade 2



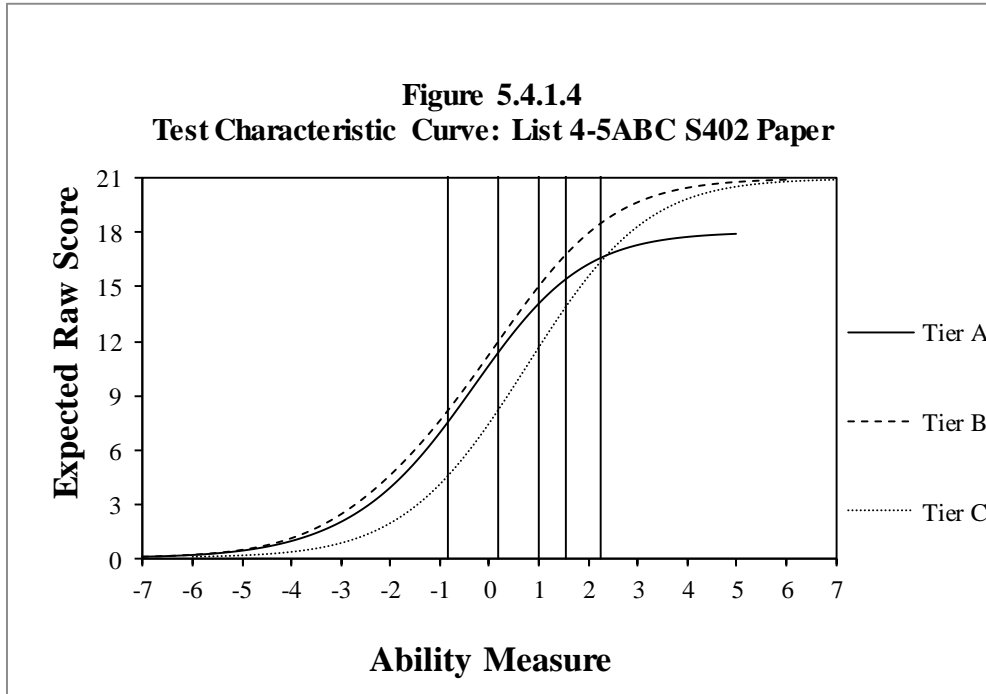
Note: The test form is shared between 1A and 2A, 1B and 2B, 1C and 2C.

5.4.1.3 Grade 3



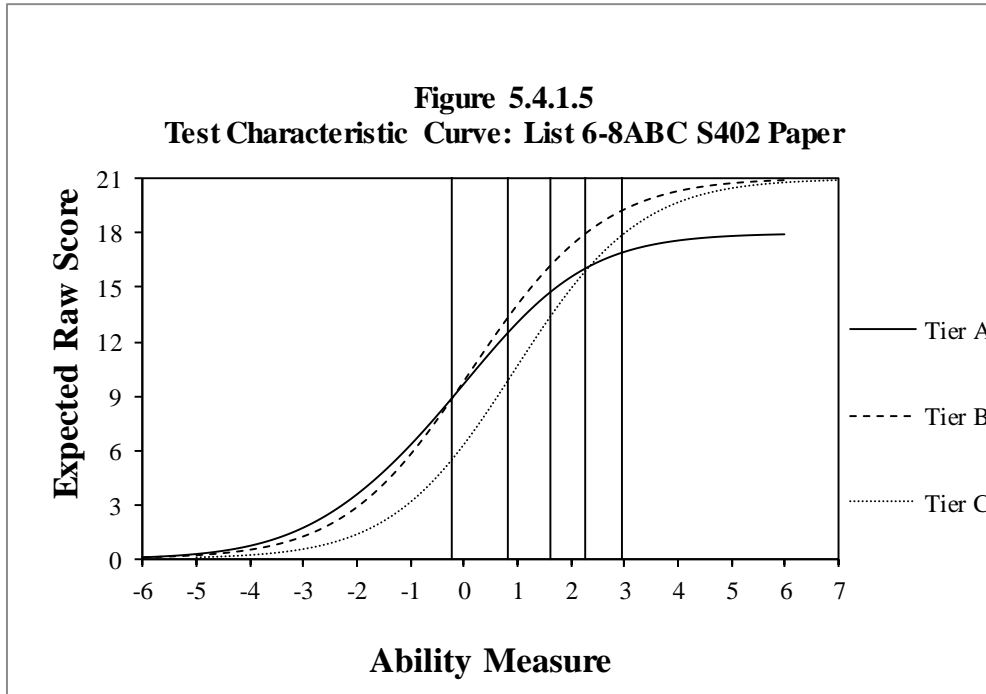
Note: The test form is shared between 3A and 4-5A, 3B and 4-5B, 3C and 4-5C.

5.4.1.4 Grades 4-5

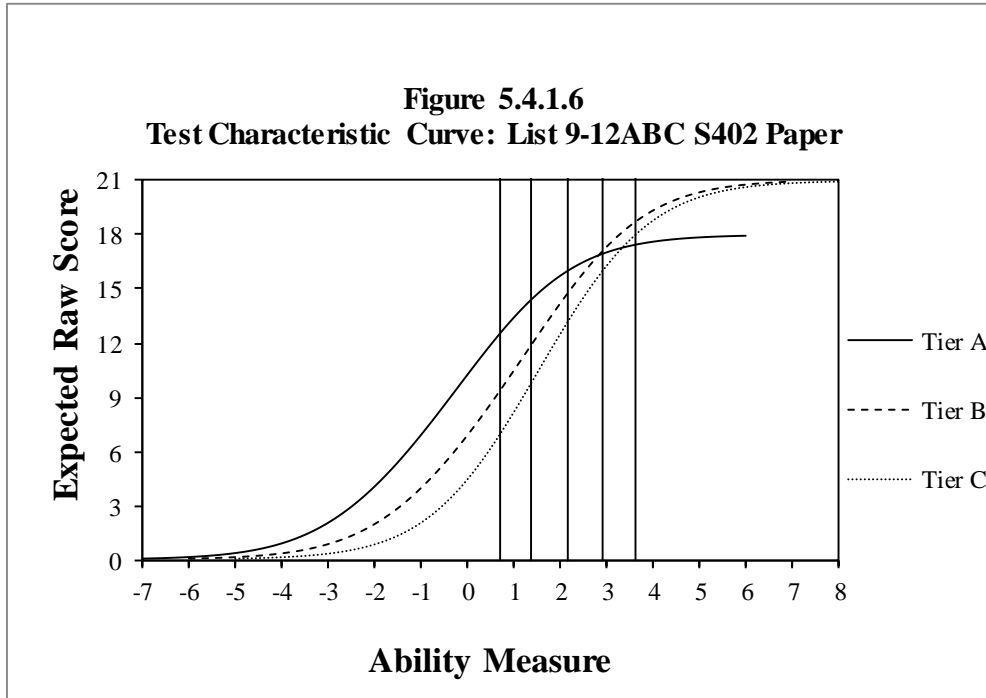


Note: The test form is shared between 3A and 4-5A, 3B and 4-5B, 3C and 4-5C.

5.4.1.5 Grades 6-8

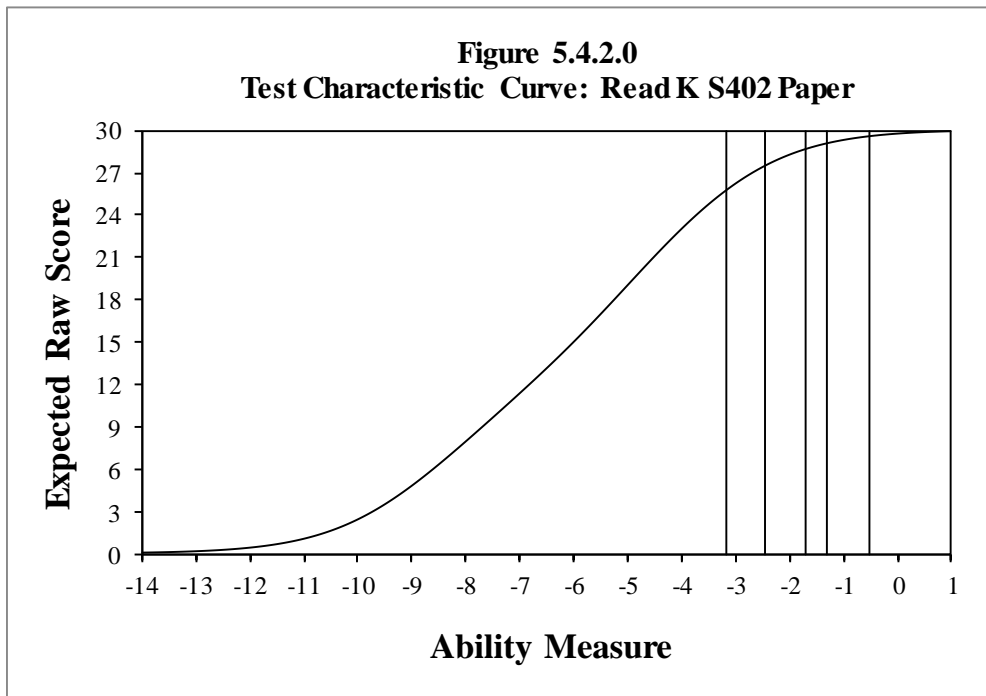


5.4.1.6 Grades 9-12

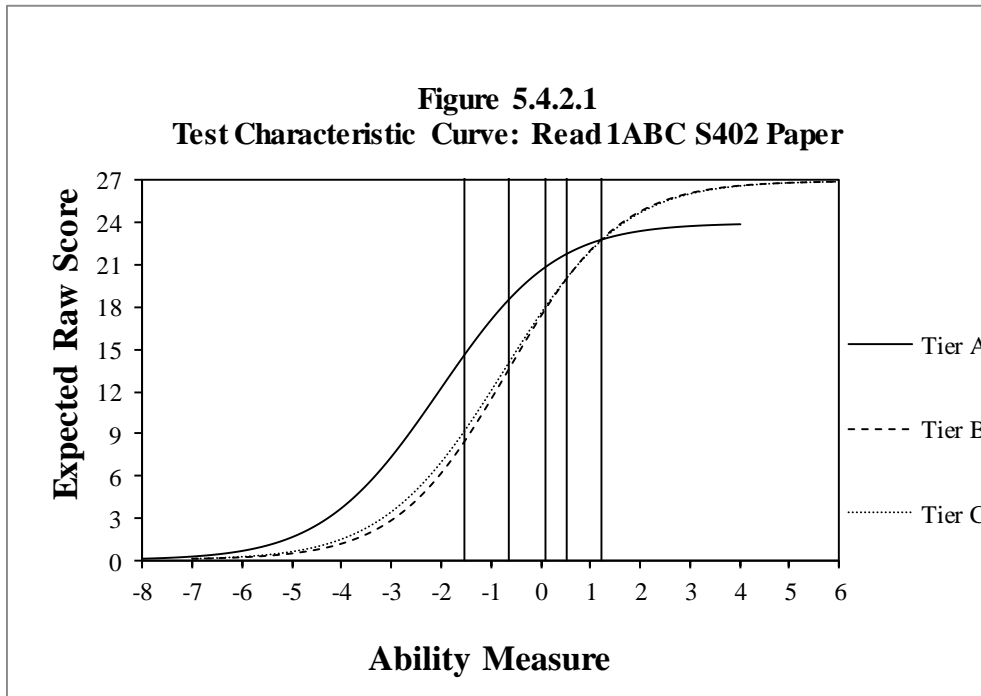


5.4.2 Reading

5.4.2.1 Kindergarten

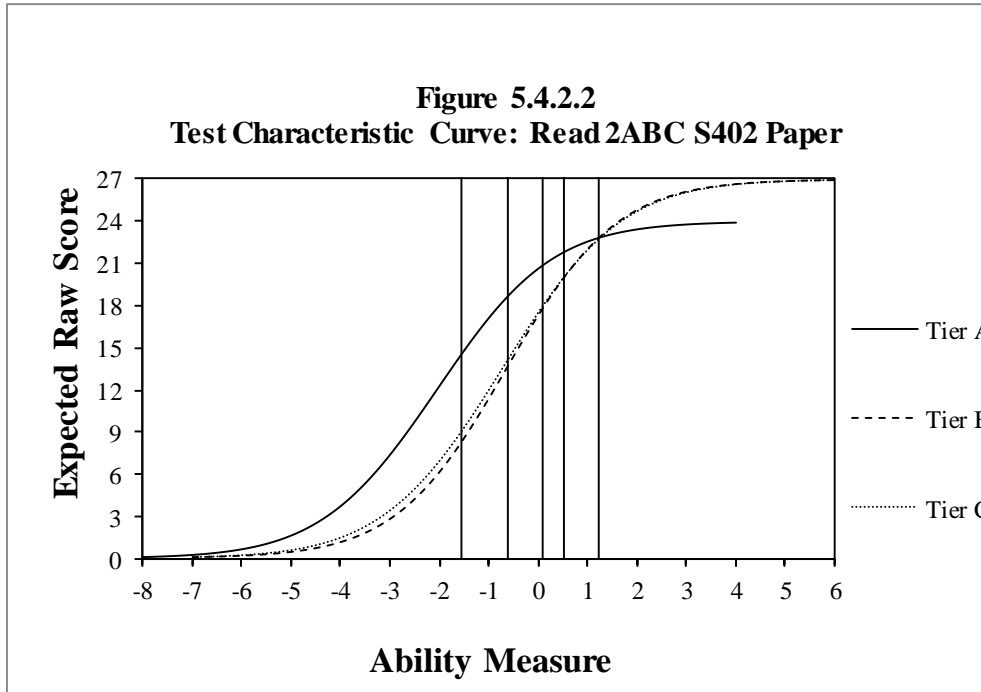


5.4.2.2 Grade 1



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

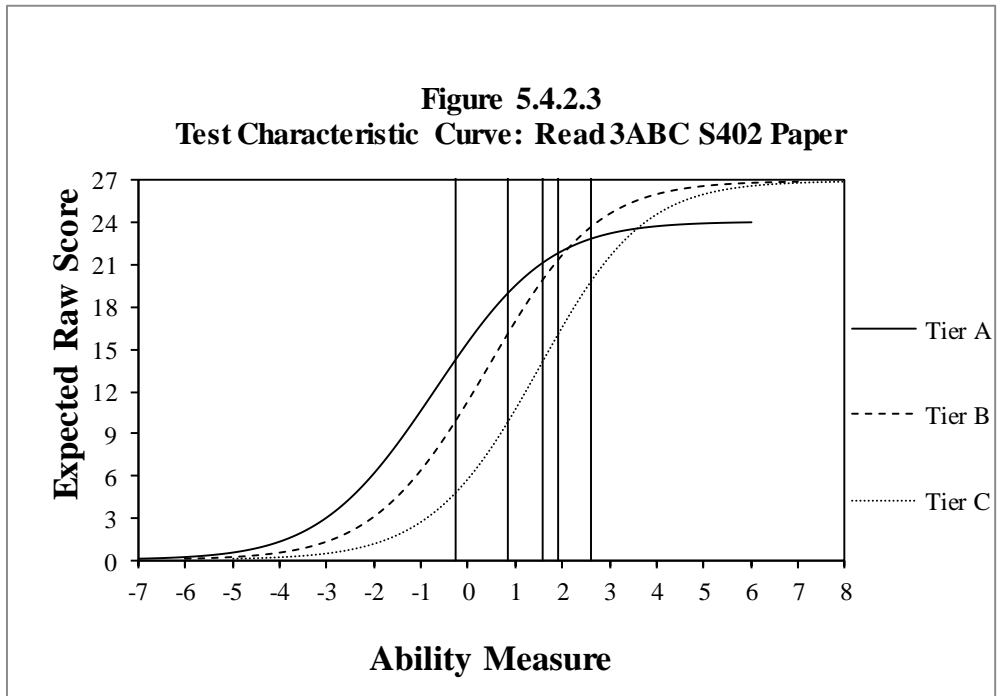
5.4.2.3 Grade 2



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

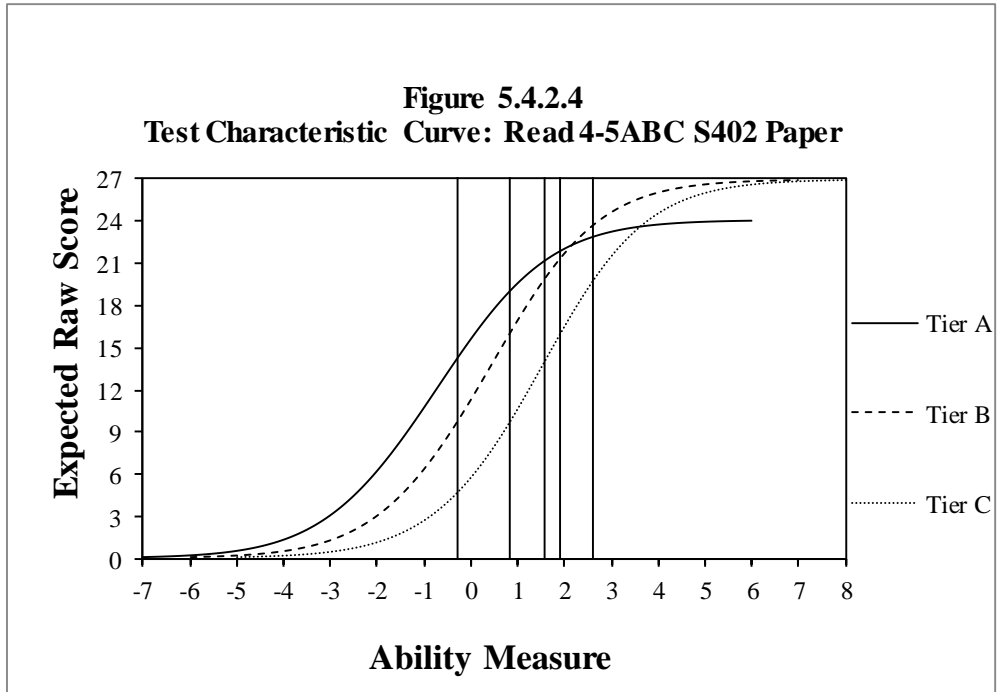


5.4.2.4 Grade 3



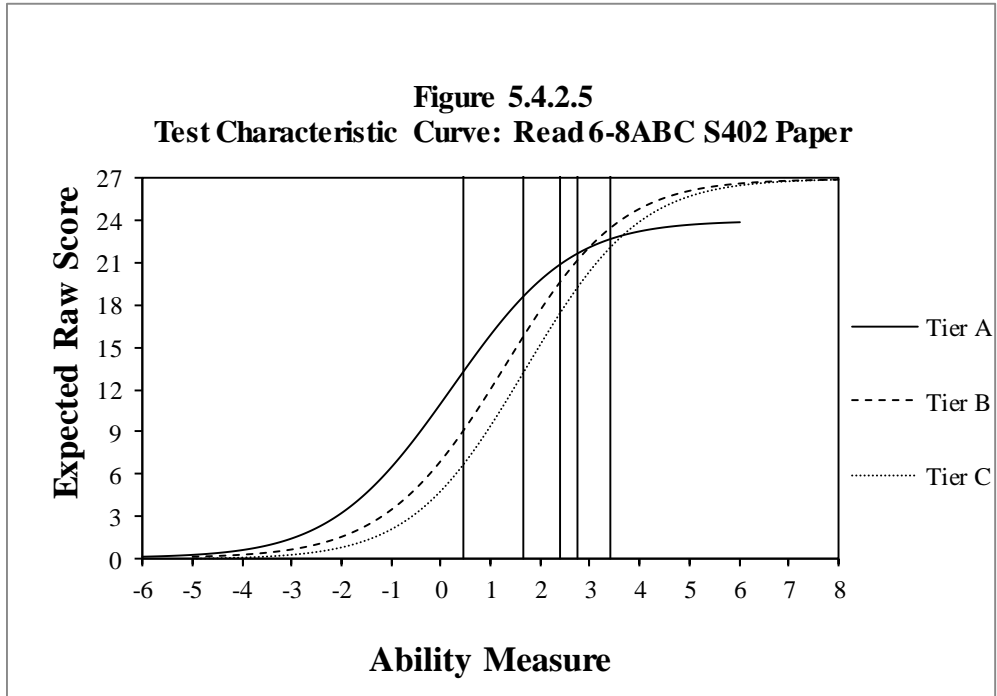
Note: The test form is shared between 3A and 4-5A, 3B and 4-5B, 3C and 4-5C.

5.4.2.5 Grades 4-5

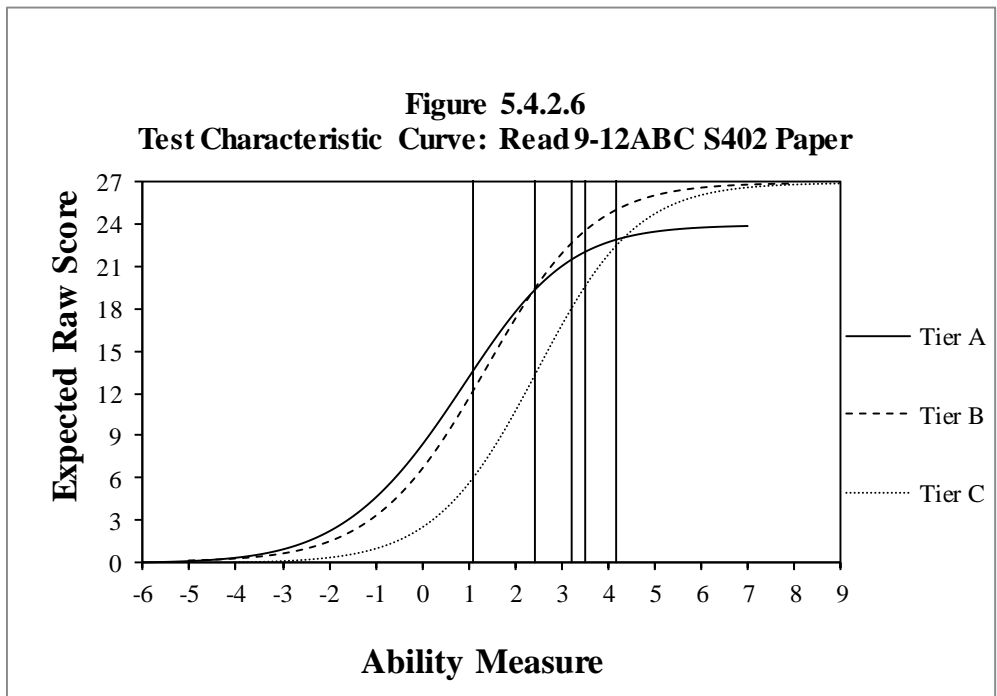


Note: The test form is shared between 3A and 4-5A, 3B and 4-5B, 3C and 4-5C.

5.4.2.6 Grades 6-8

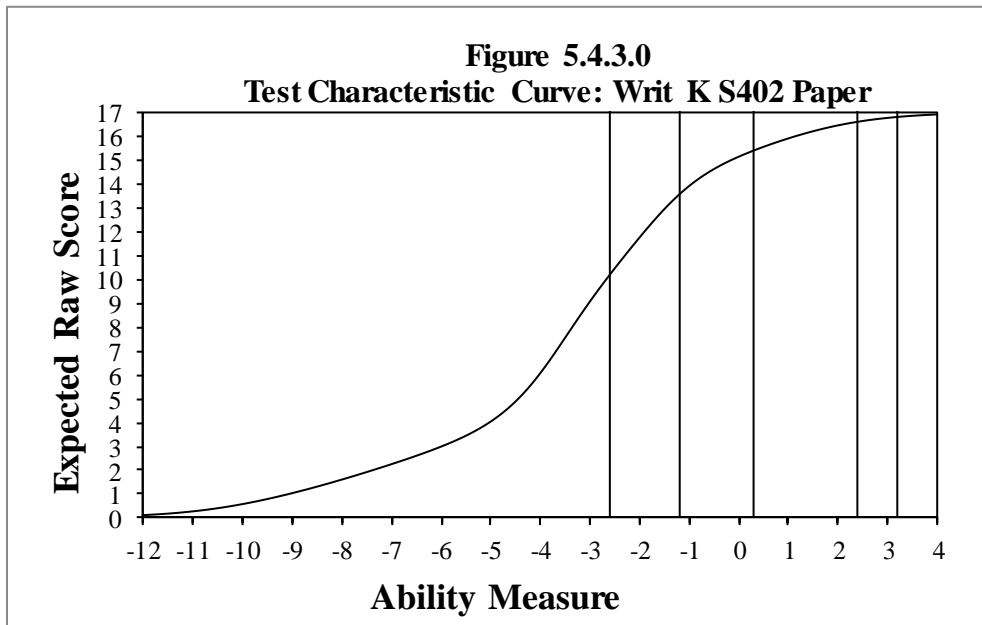


5.4.2.7 Grades 9-12

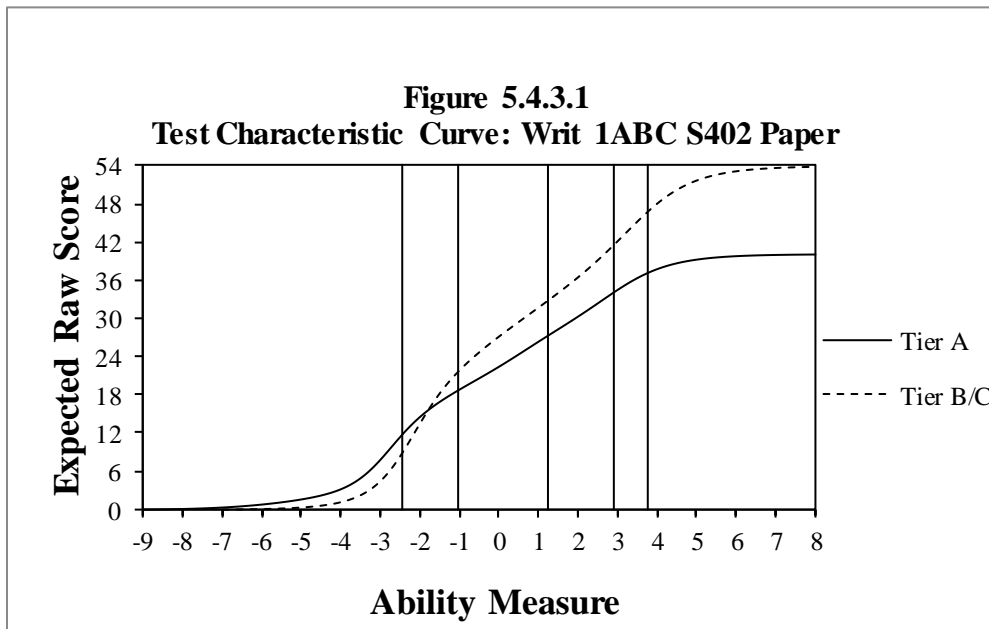


### 5.4.3 Writing

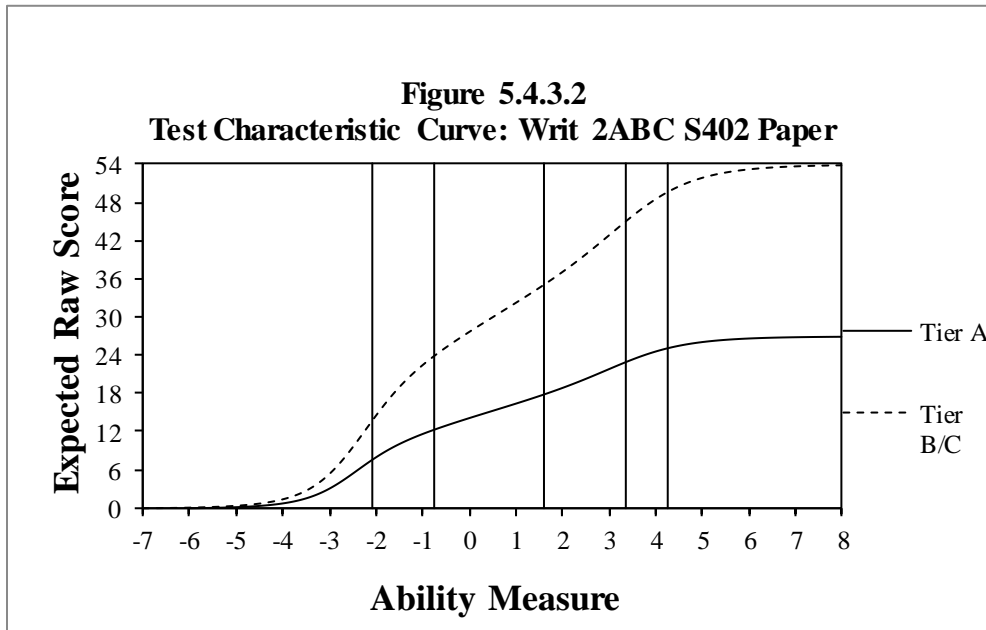
#### 5.4.3.1 Kindergarten



#### 5.4.3.2 Grade 1

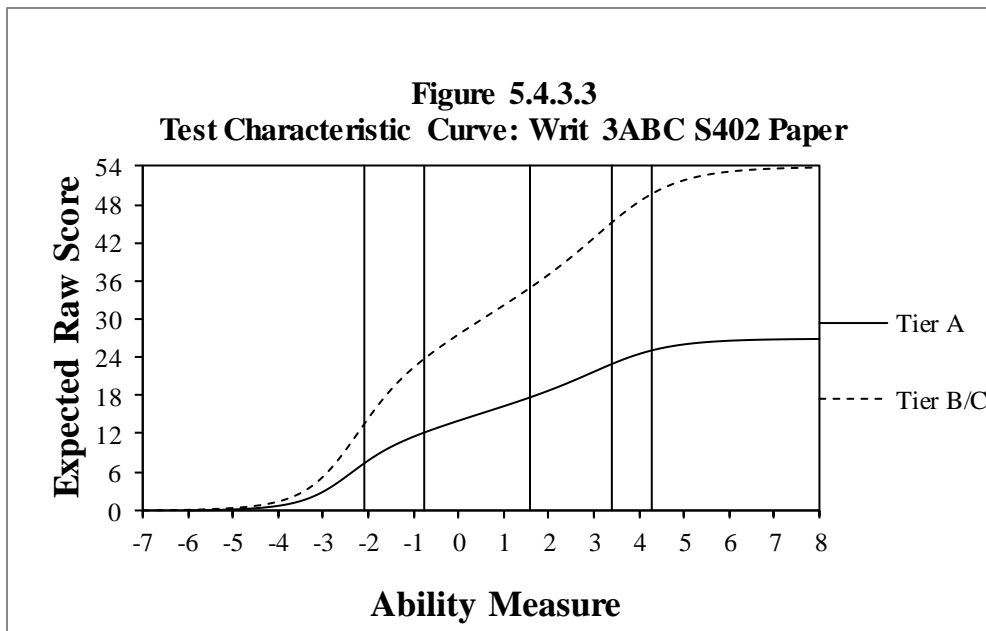


5.4.3.3 Grade 2



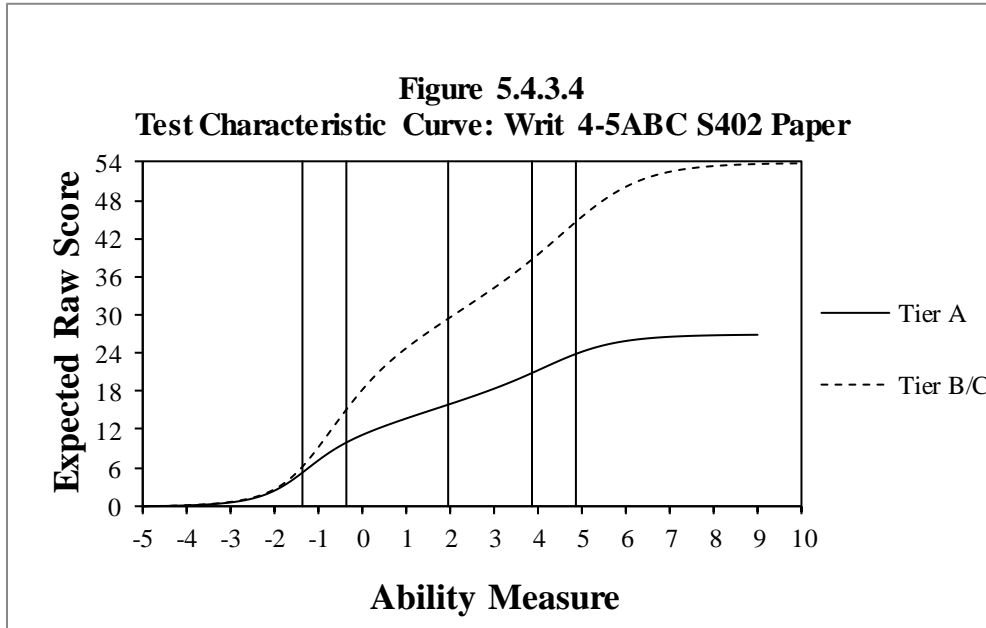
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

5.4.3.4 Grade 3

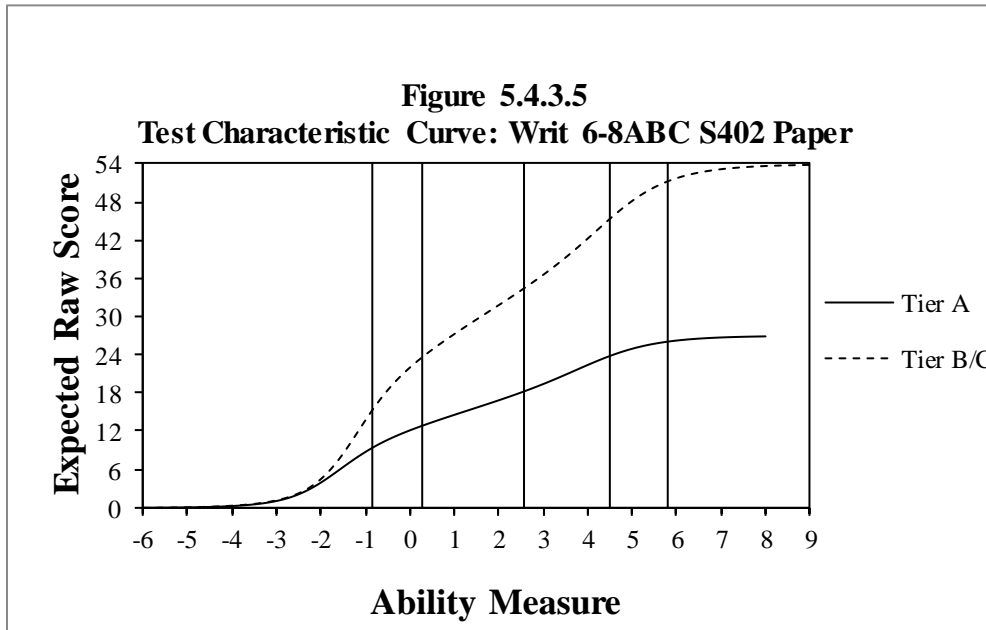


Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

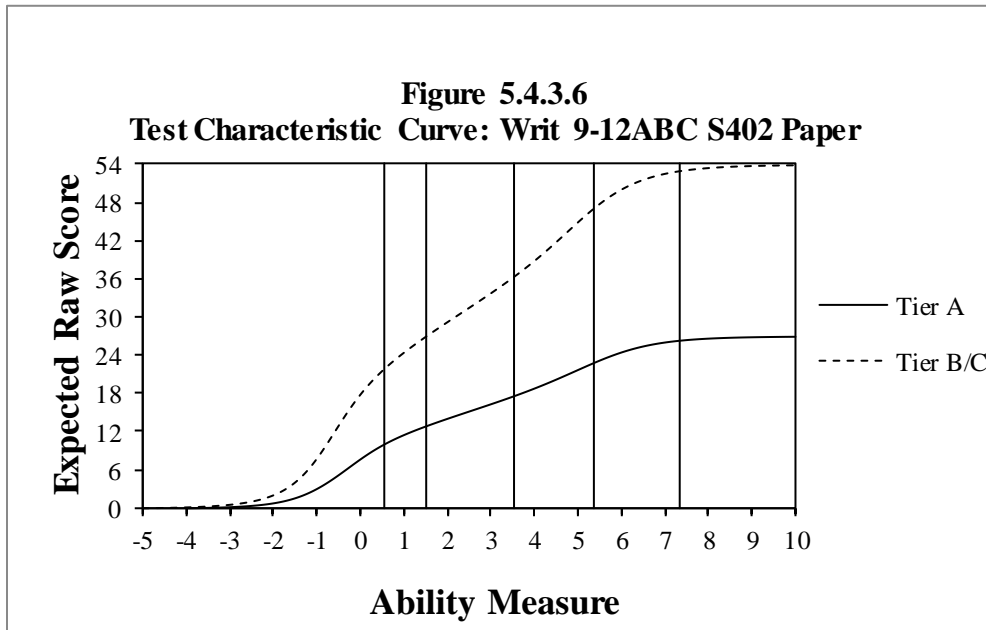
5.4.3.5 Grades 4-5



5.4.3.6 Grades 6-8

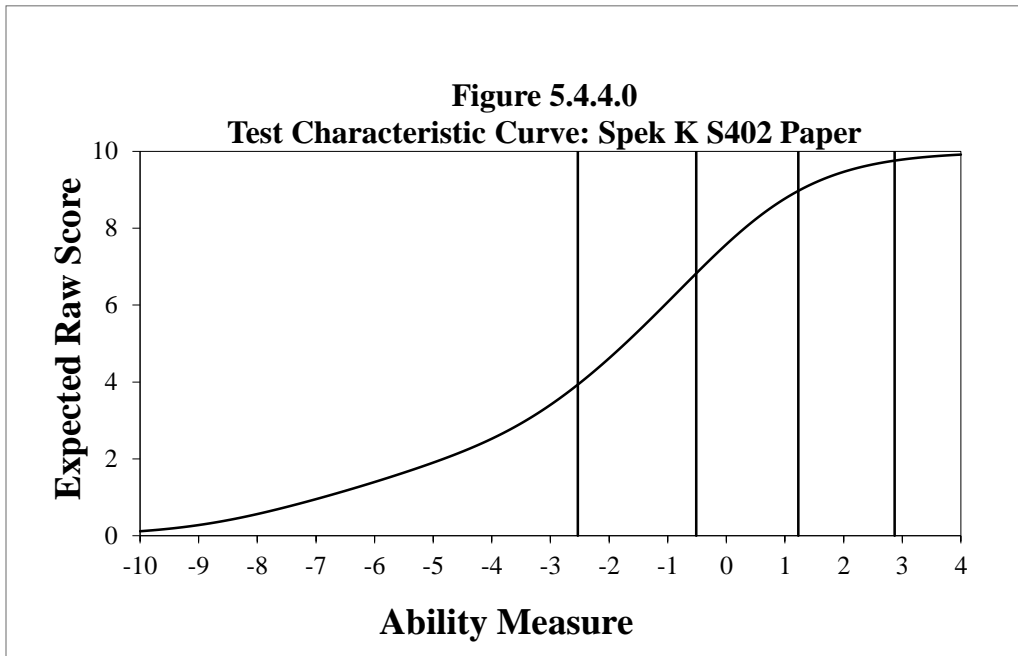


5.4.3.7 Grades 9-12

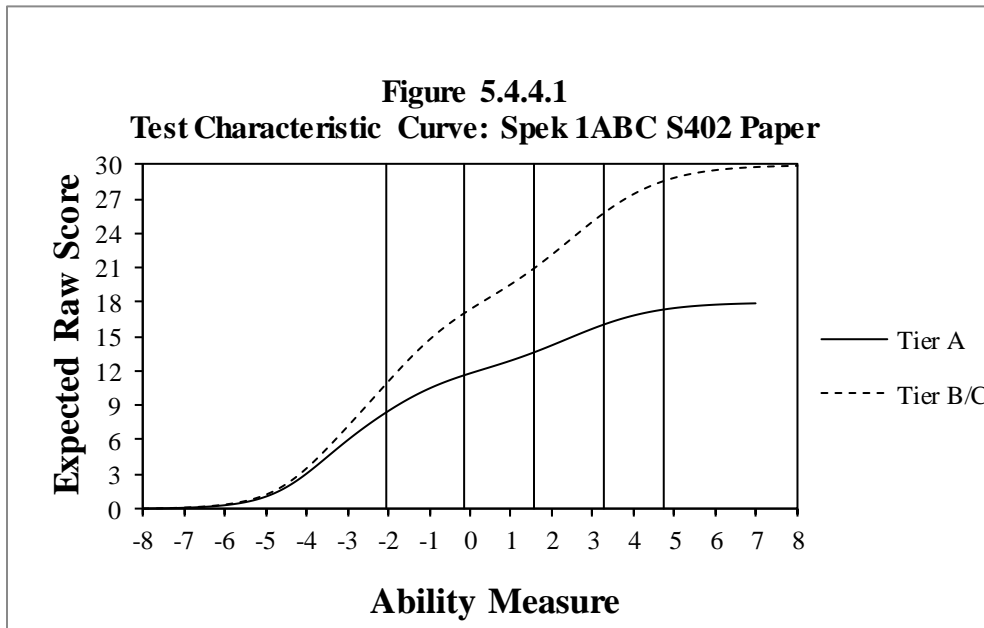


## 5.4.4 Speaking

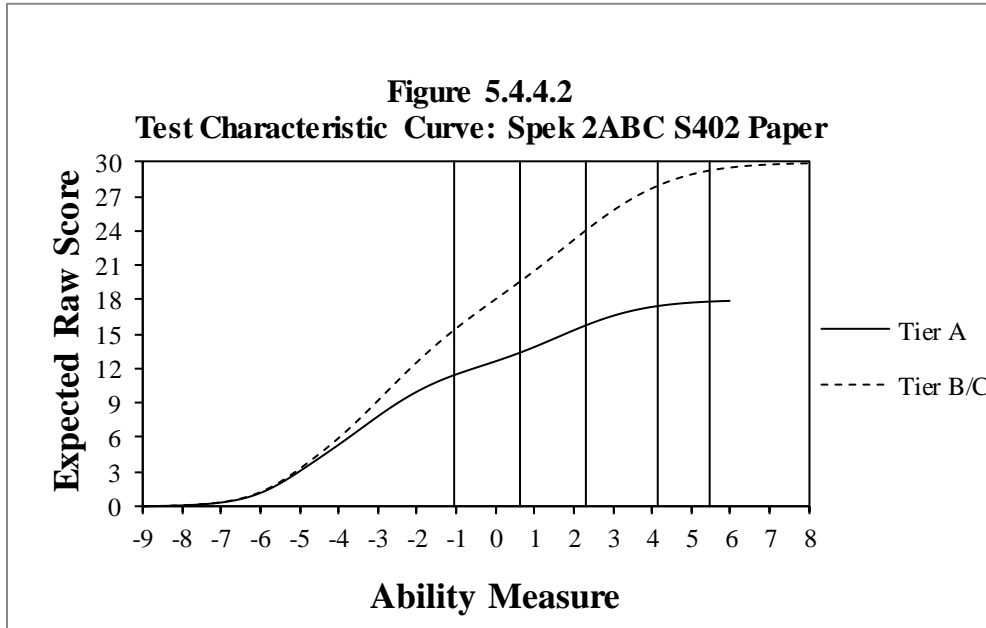
### 5.4.4.1 Kindergarten



### 5.4.4.2 Grade 1

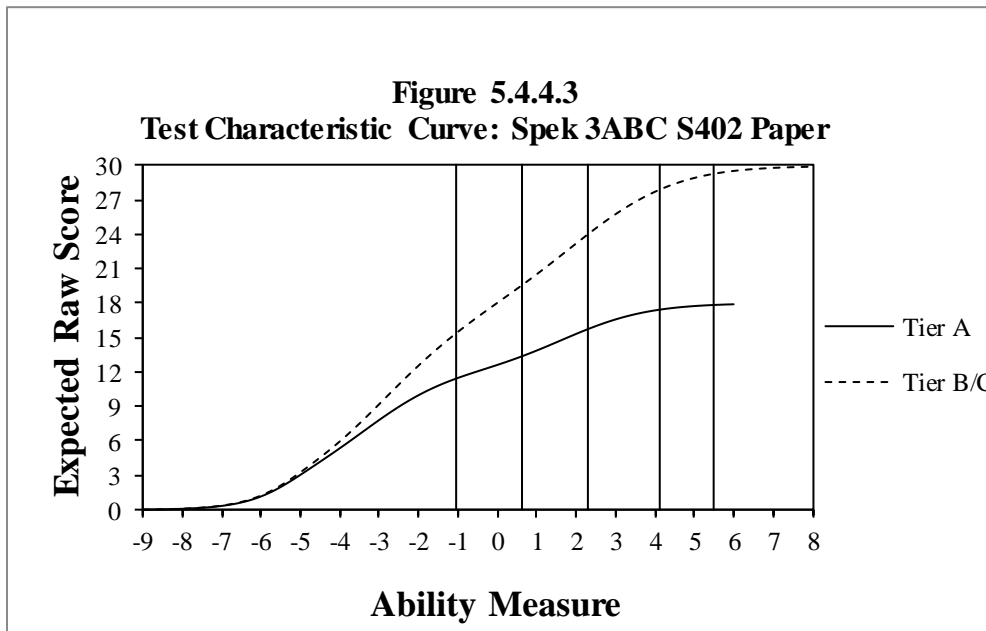


5.4.4.3 Grade 2



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

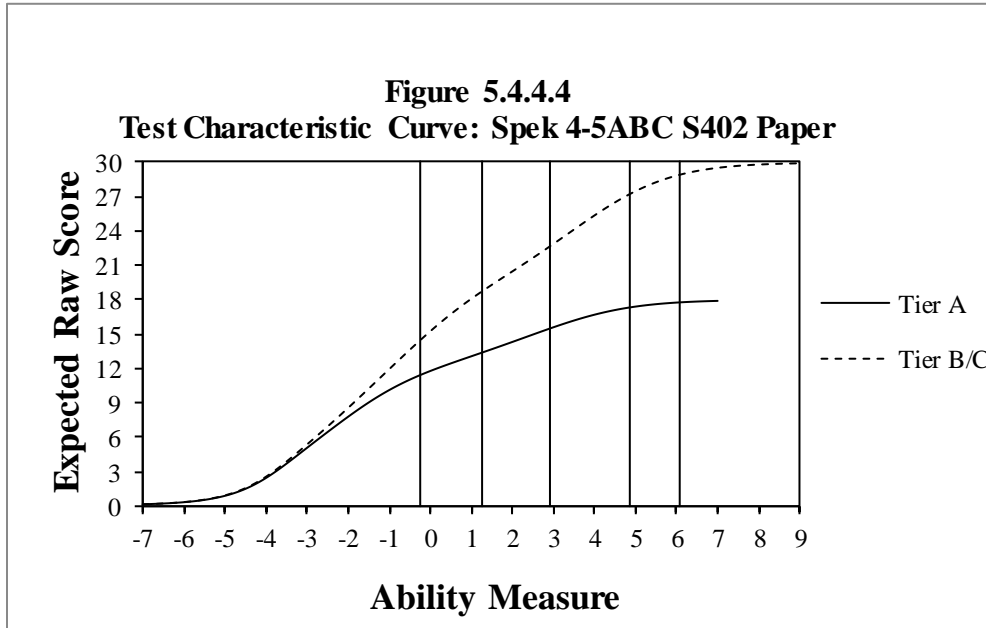
5.4.4.4 Grade 3



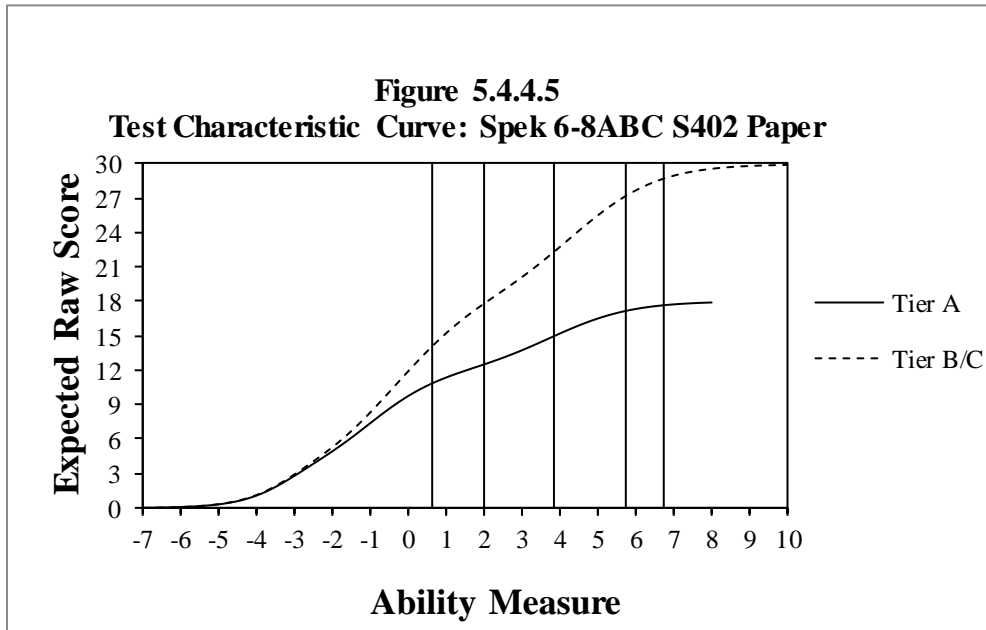
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.



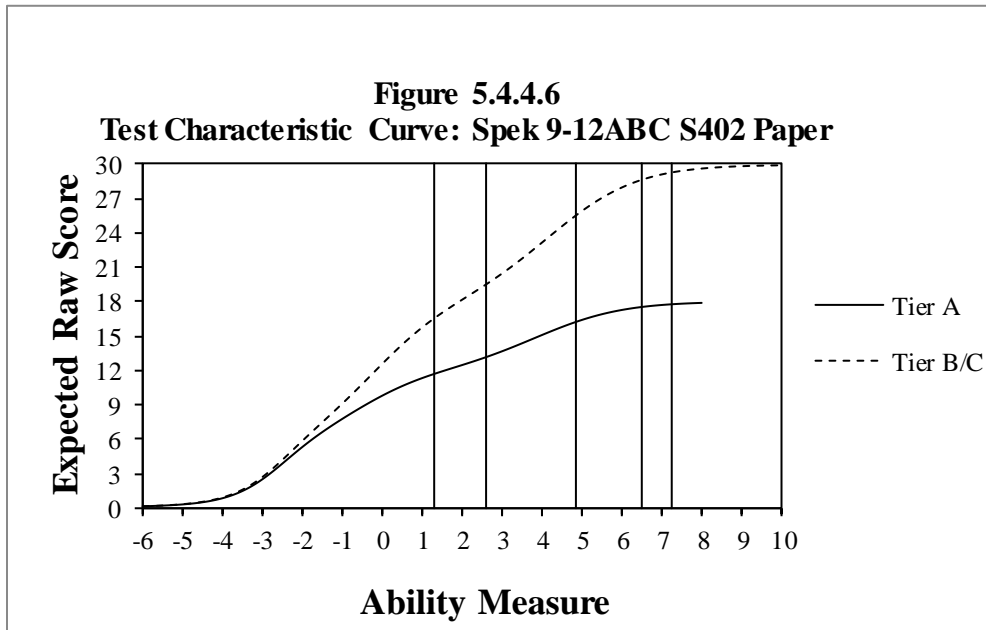
5.4.4.5 Grades 4-5



5.4.4.6 Grades 6-8



5.4.4.7 Grades 9-12

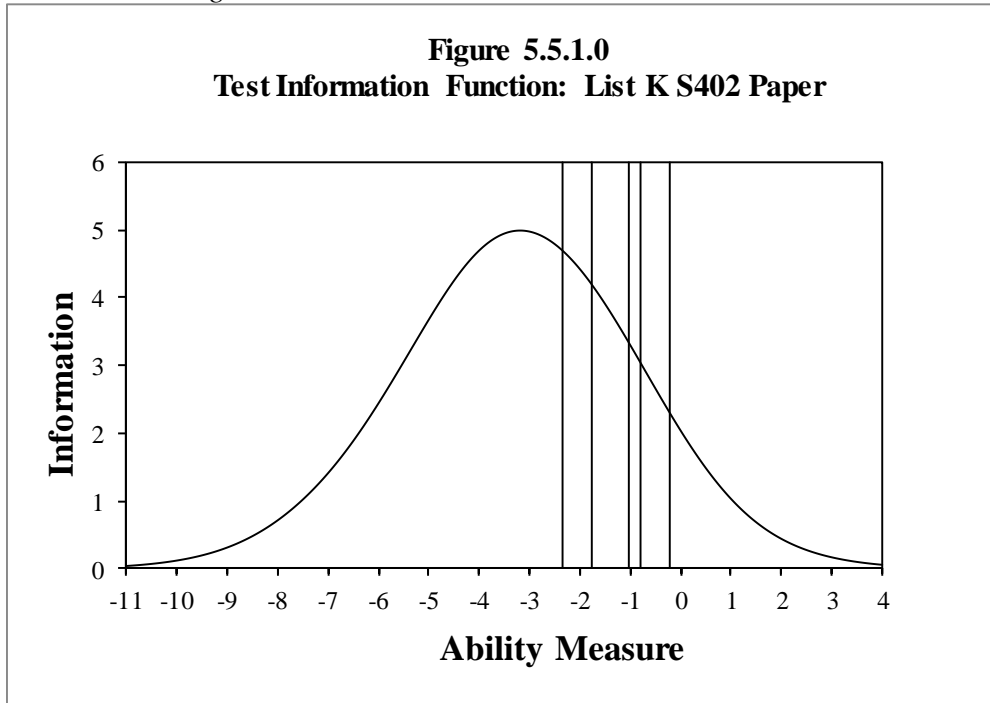


## **5.5 Test Information Function**

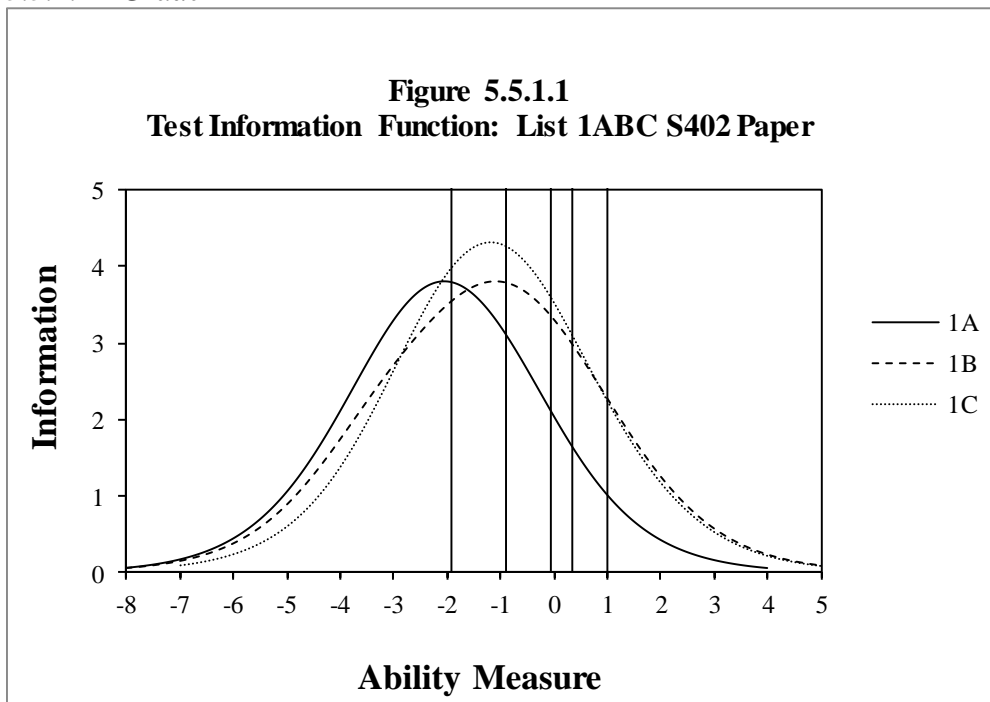
This section presents the test information function across the entire test for Kindergarten and across the three tiers for the other grade-level clusters. (Note that this information is provided only for domains.) For Listening and Reading, Tier A is represented by a solid curve, Tier B by a dashed curve, and Tier C by a dotted curve. For Writing and Speaking, Tier A is represented by a solid curve and Tier B/C by a dashed curve. The cut scores at the highest grade in each grade-level cluster are indicated by vertical lines. These lines make it easy to see which form measures most accurately at which cut score.

## 5.5.1 Listening

### 5.5.1.0 Kindergarten

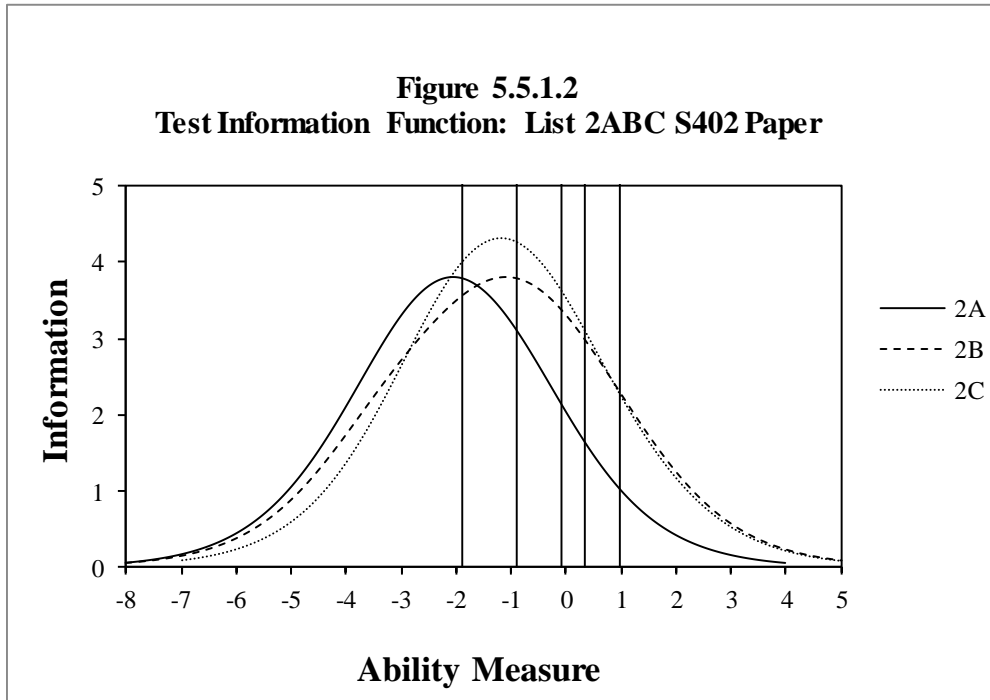


### 5.5.1.1 Grade 1



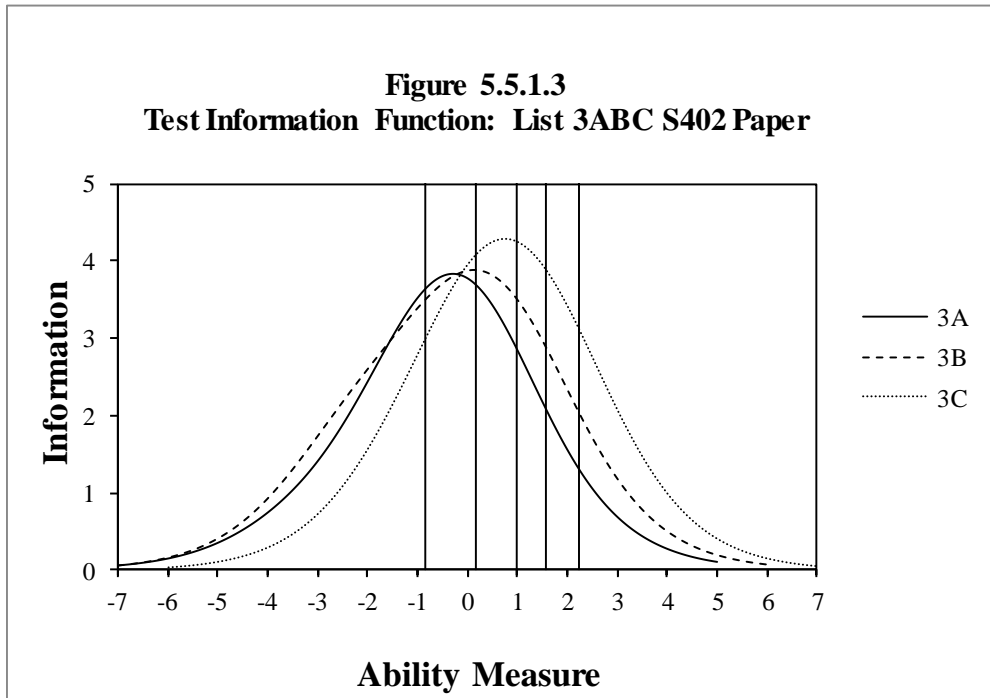
Note: The test form is shared between 1A and 2A, 1B and 2B, 1C and 2C.

5.5.1.2 Grade 2



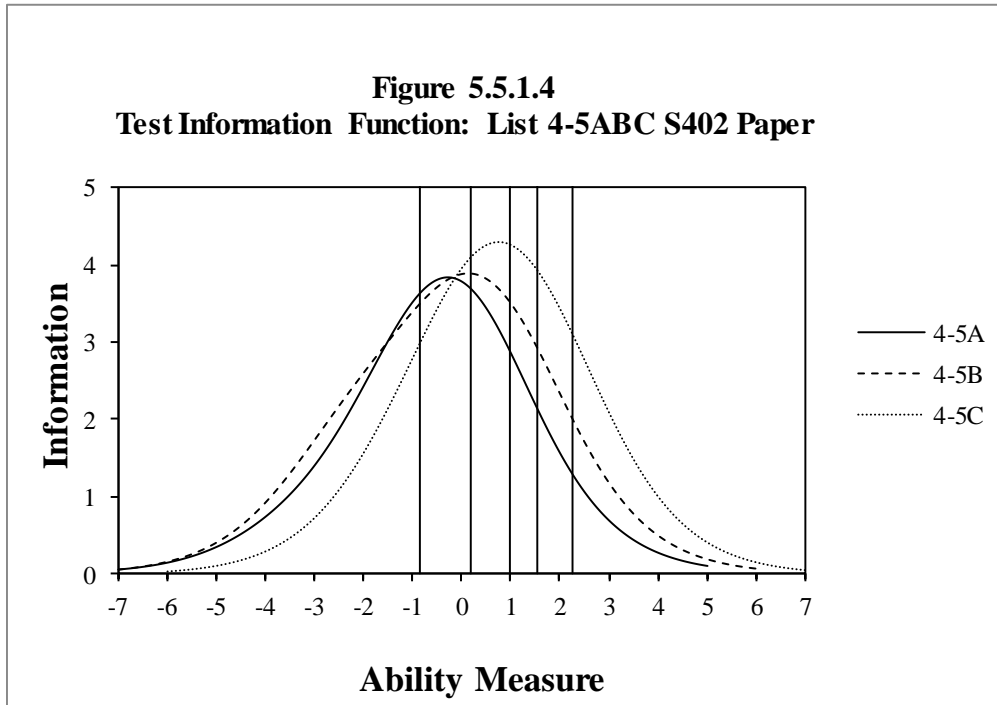
Note: The test form is shared between 1A and 2A, 1B and 2B, 1C and 2C.

5.5.1.3 Grade 3



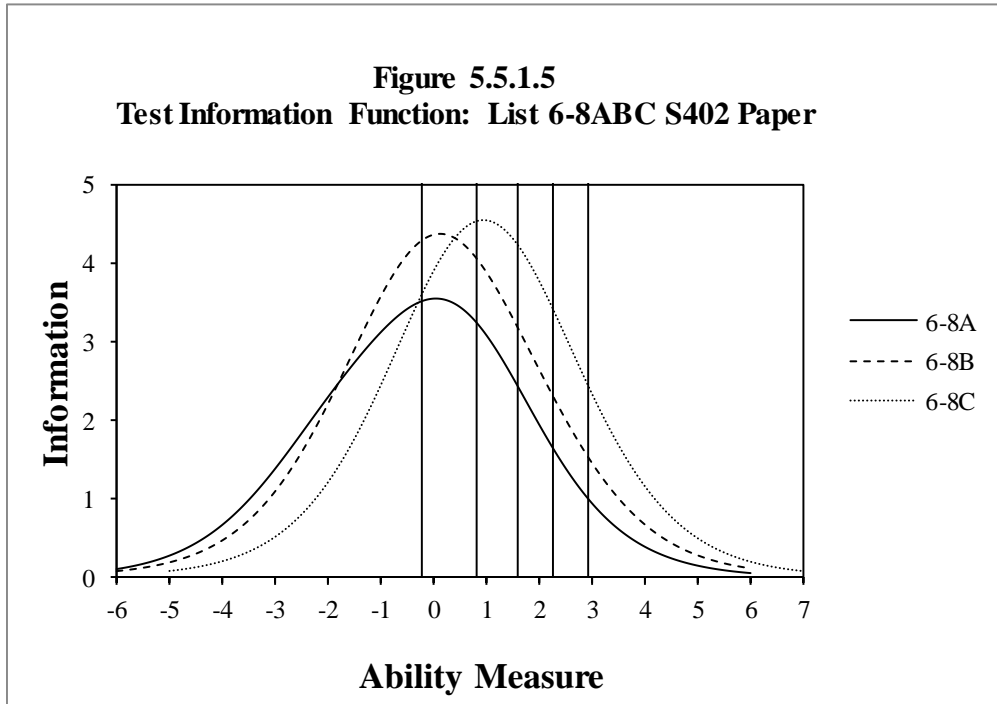
Note: The test form is shared between 3A and 4-5A, 3B and 4-5B, 3C and 4-5C.

5.5.1.4 Grades 4–5

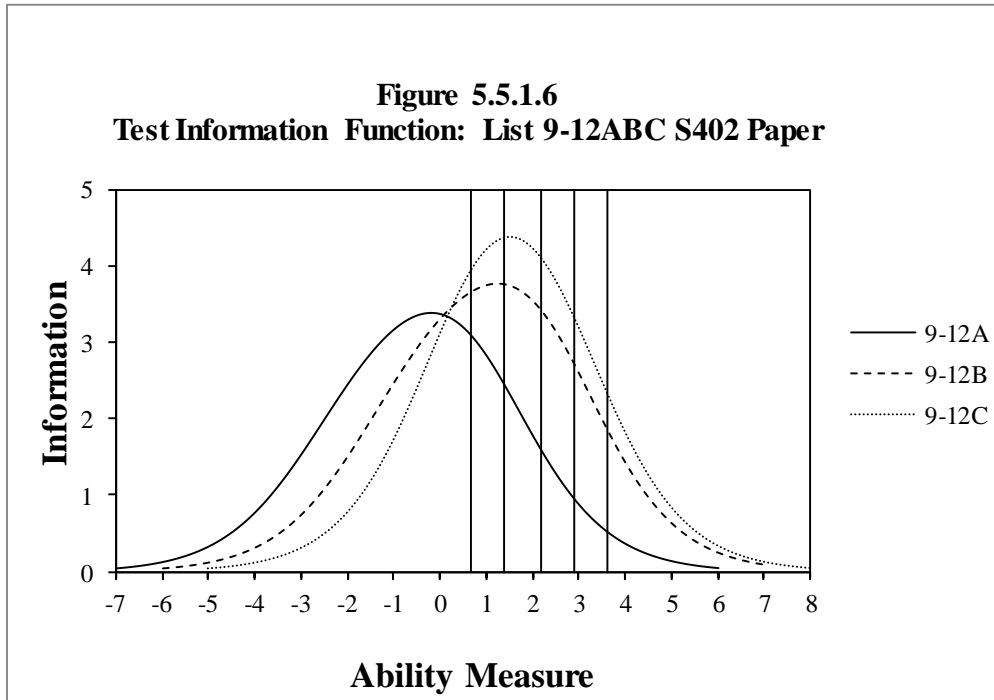


Note: The test form is shared between 3A and 4–5A, 3B and 4–5B, 3C and 4–5C.

5.5.1.5 Grades 6–8

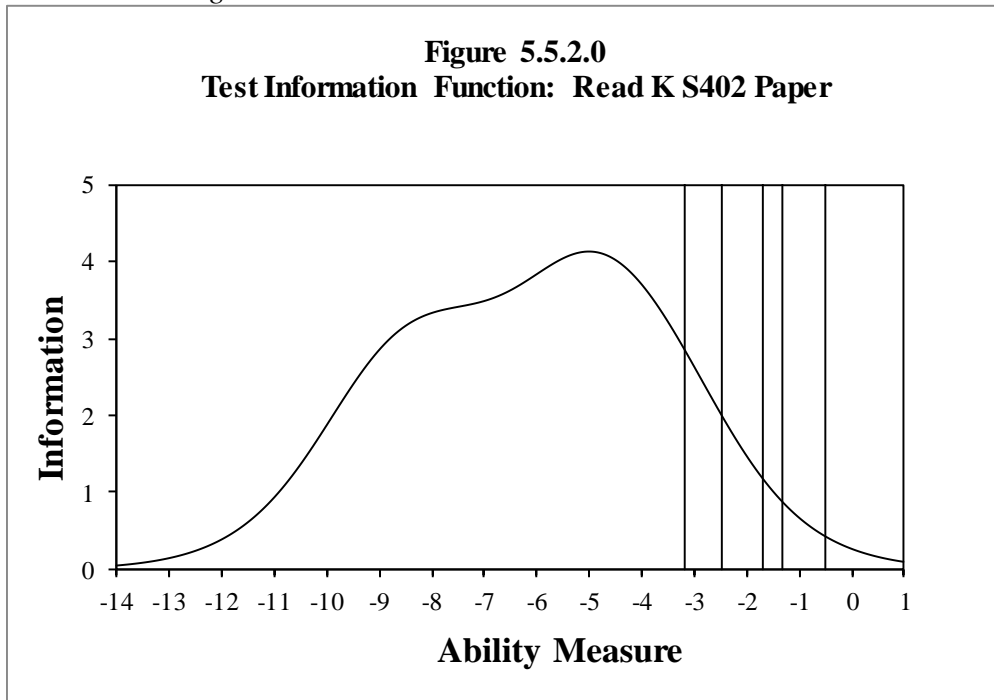


5.5.1.6 Grades 9–12

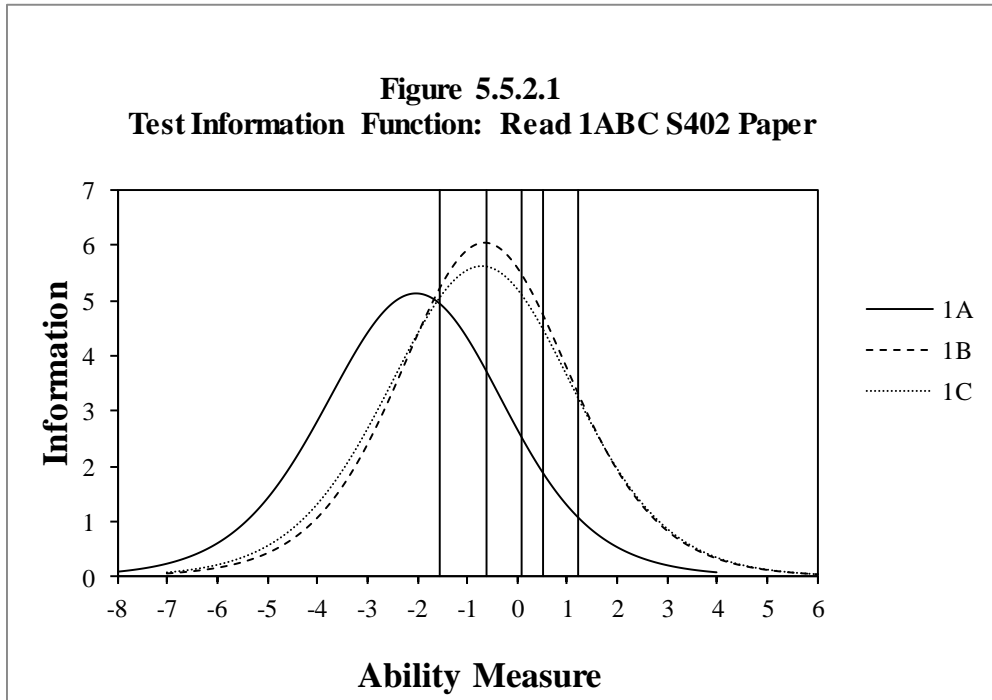


5.5.2 Reading

5.5.2.0 Kindergarten

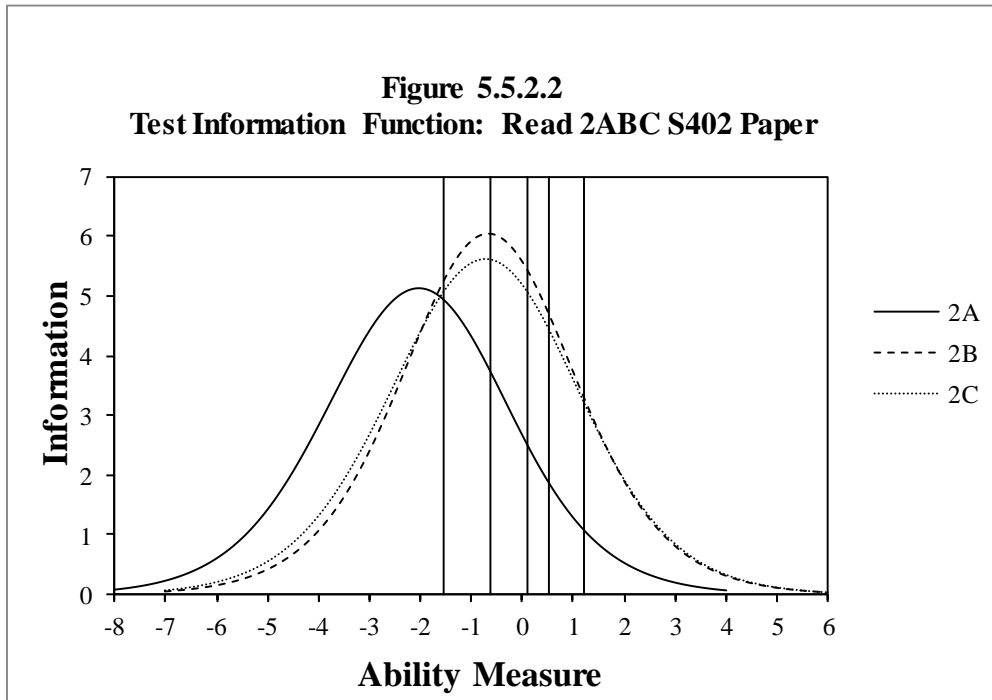


5.5.2.1 Grade 1



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

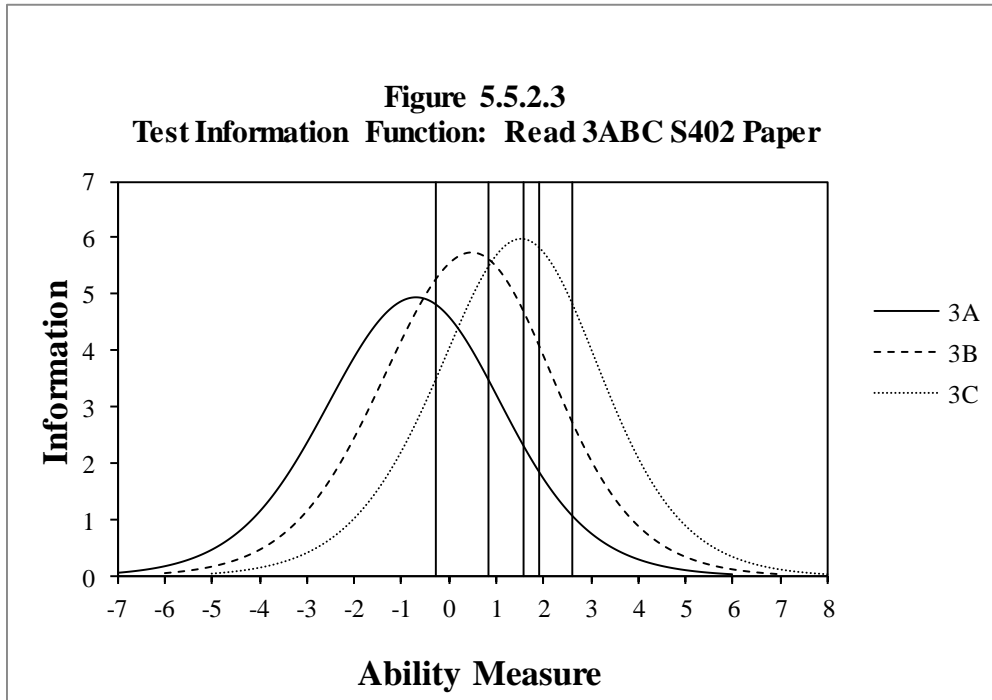
5.5.2.2 Grade 2



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

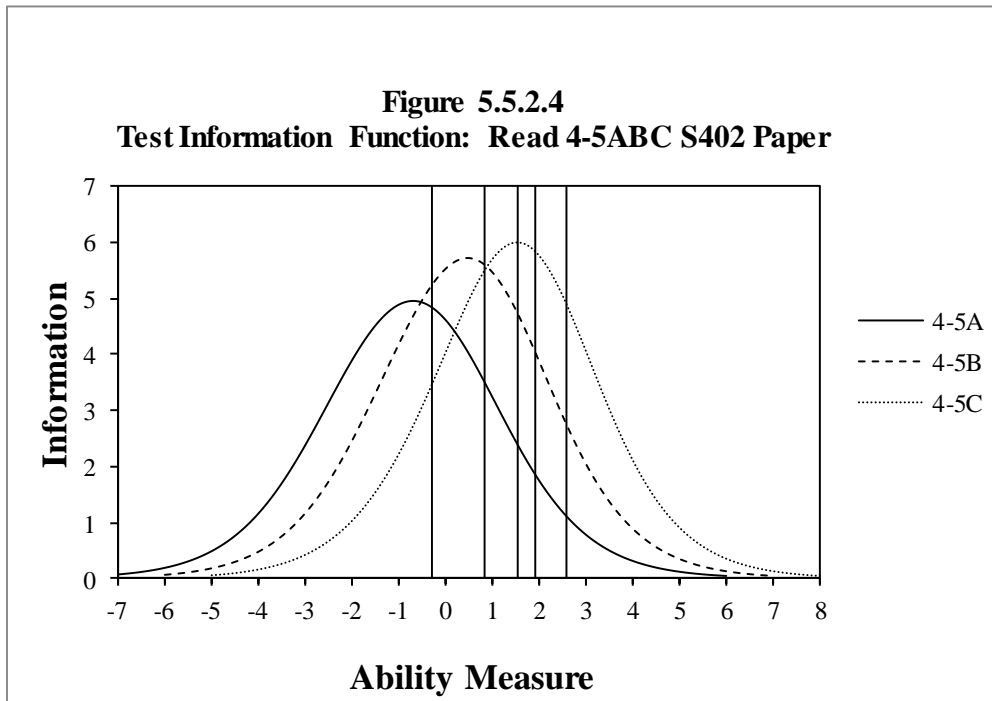


5.5.2.3 Grade 3



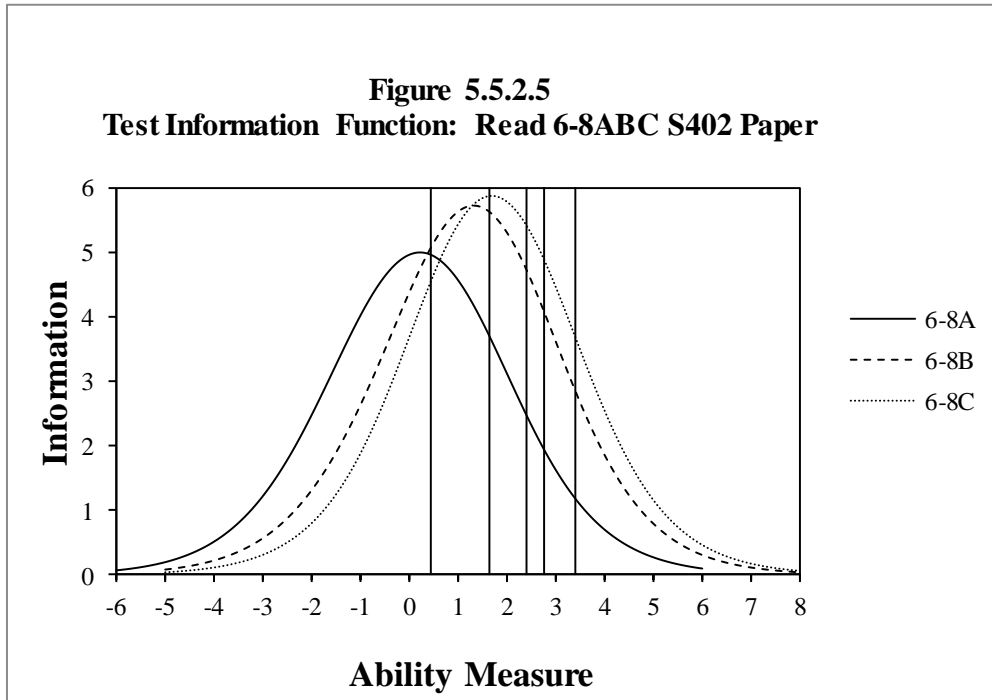
Note: The test form is shared between 3A and 4–5A, 3B and 4–5B, 3C and 4–5C.

5.5.2.4 Grades 4–5

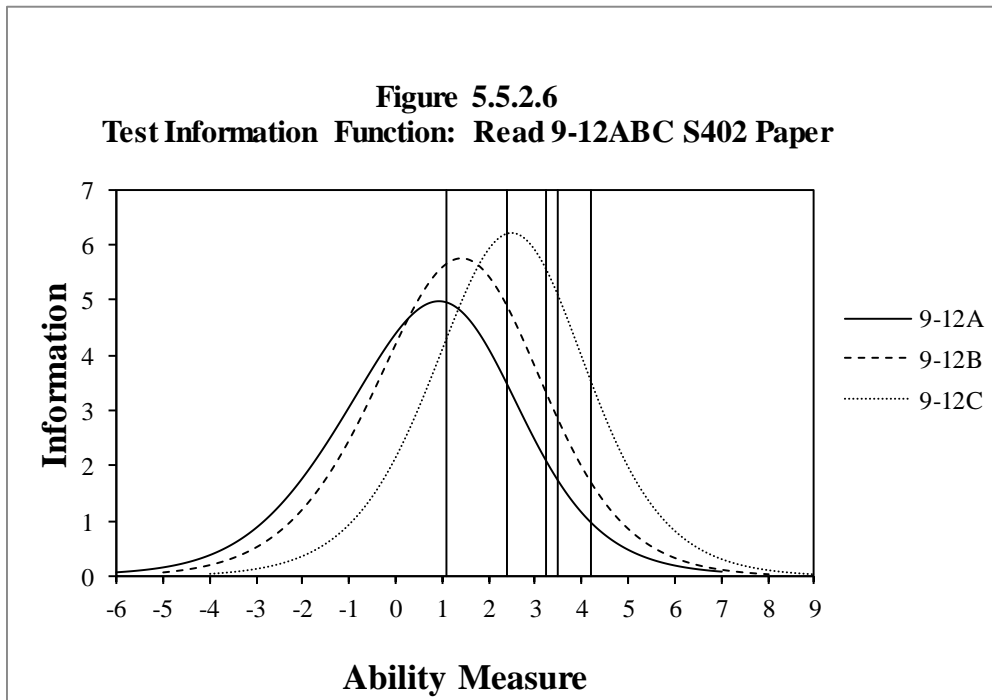


Note: The test form is shared between 3A and 4–5A, 3B and 4–5B, 3C and 4–5C.

5.5.2.5 Grades 6–8

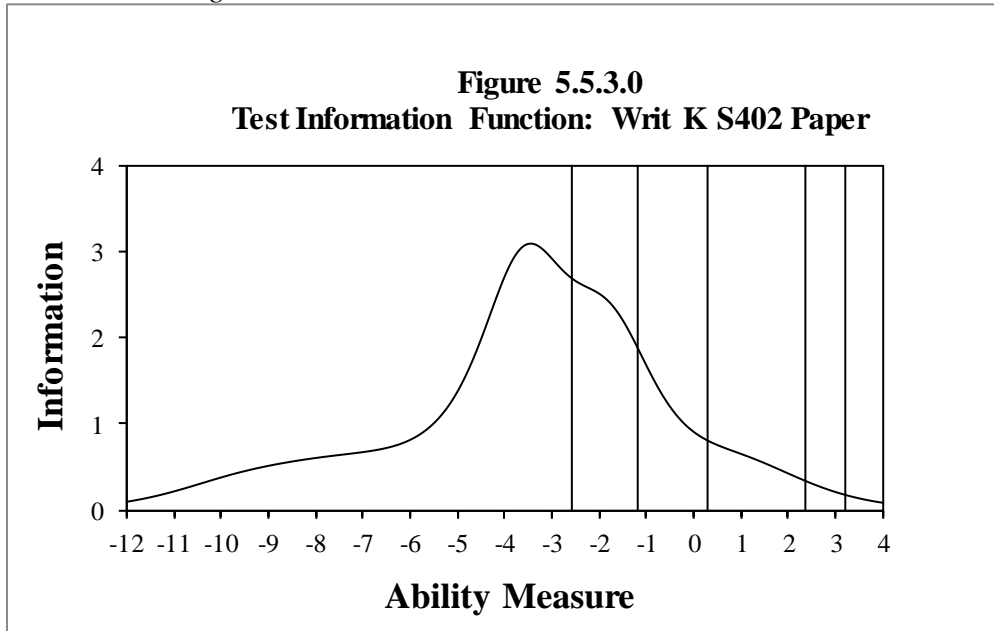


5.5.2.6 Grades 9–12

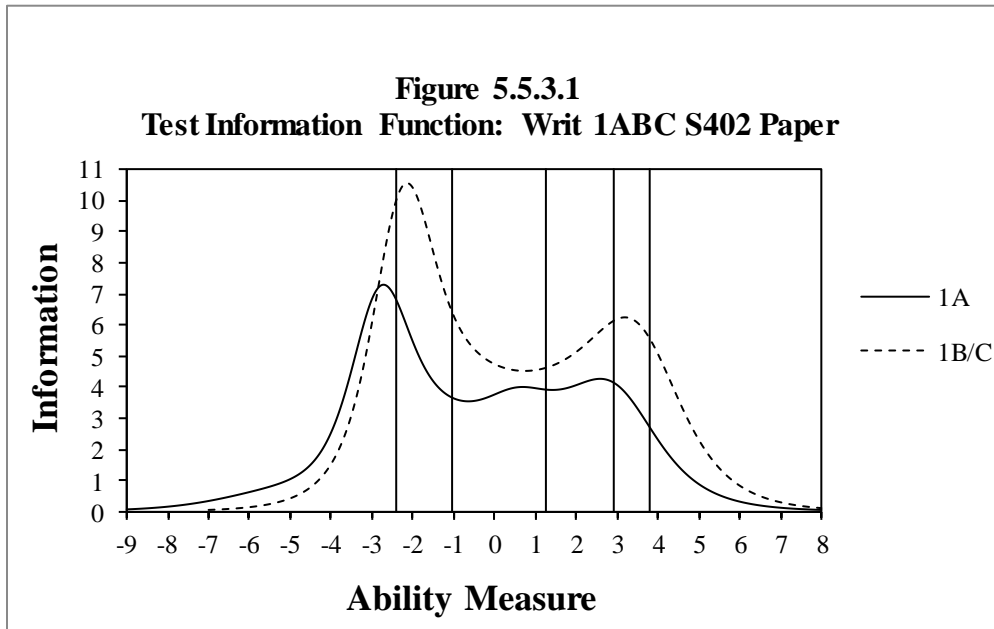


### 5.5.3 Writing

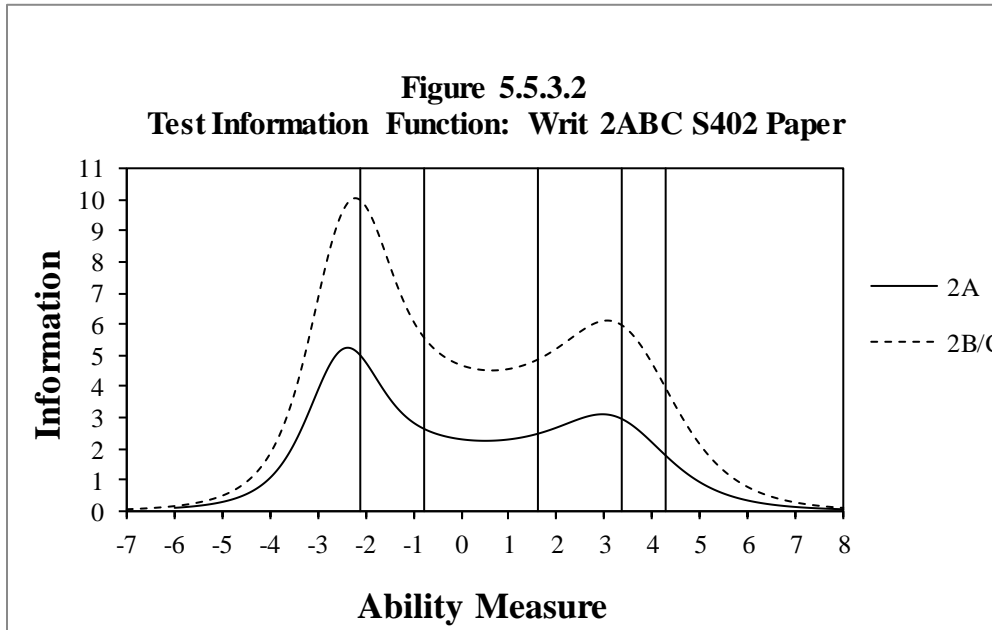
#### 5.5.3.0 Kindergarten



#### 5.5.3.1 Grade 1

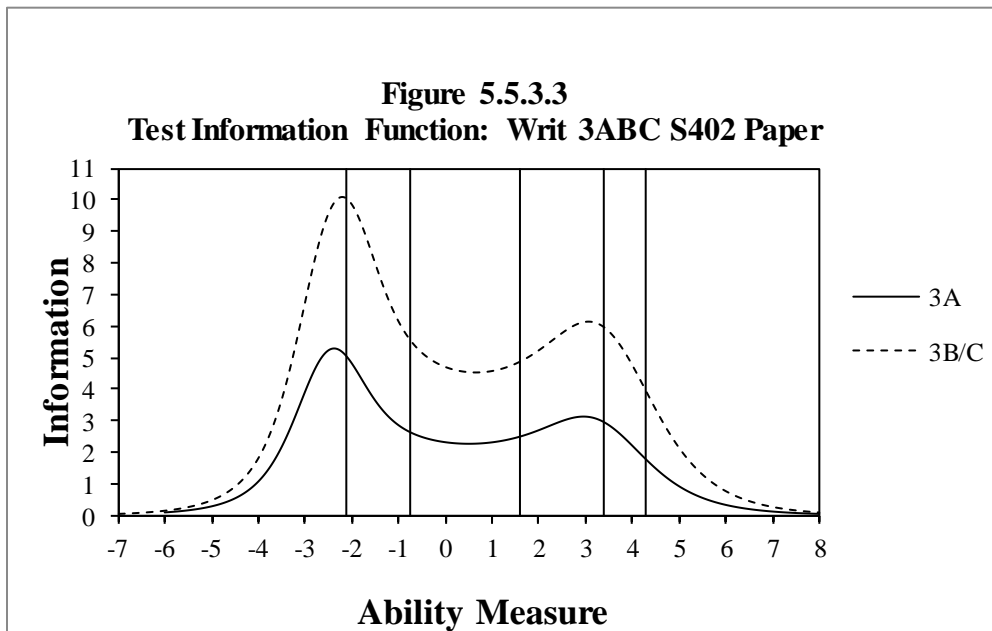


5.5.3.2 Grade 2



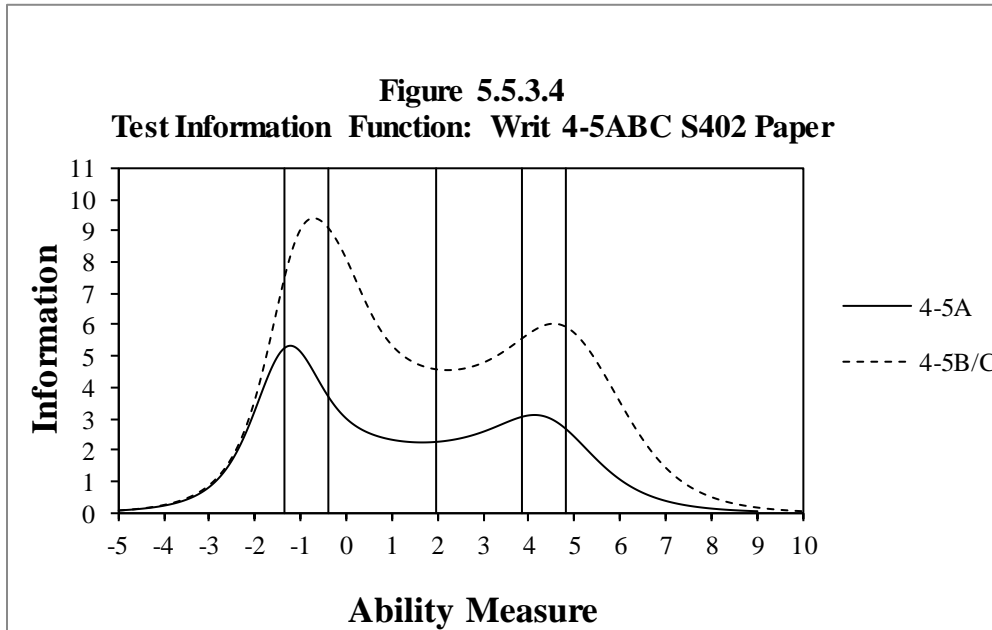
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

5.5.3.3 Grade 3

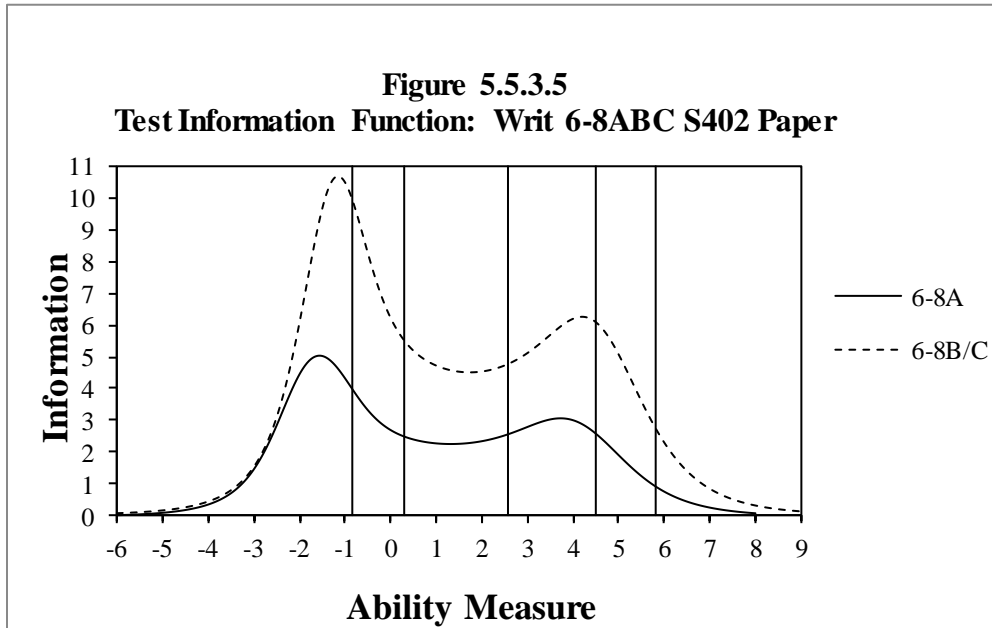


Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

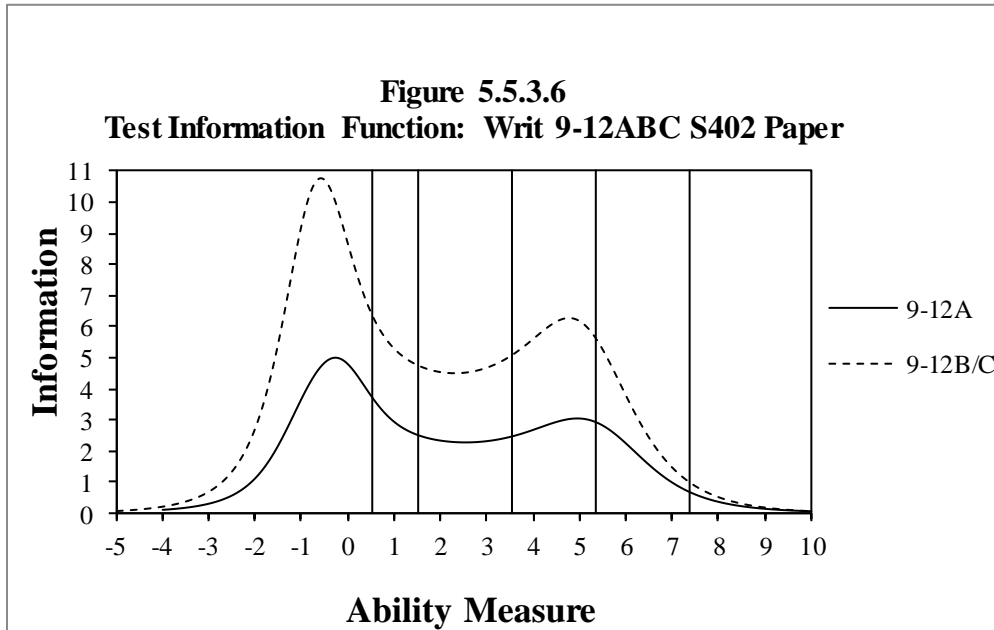
5.5.3.4 Grades 4–5



5.5.3.5 Grades 6–8

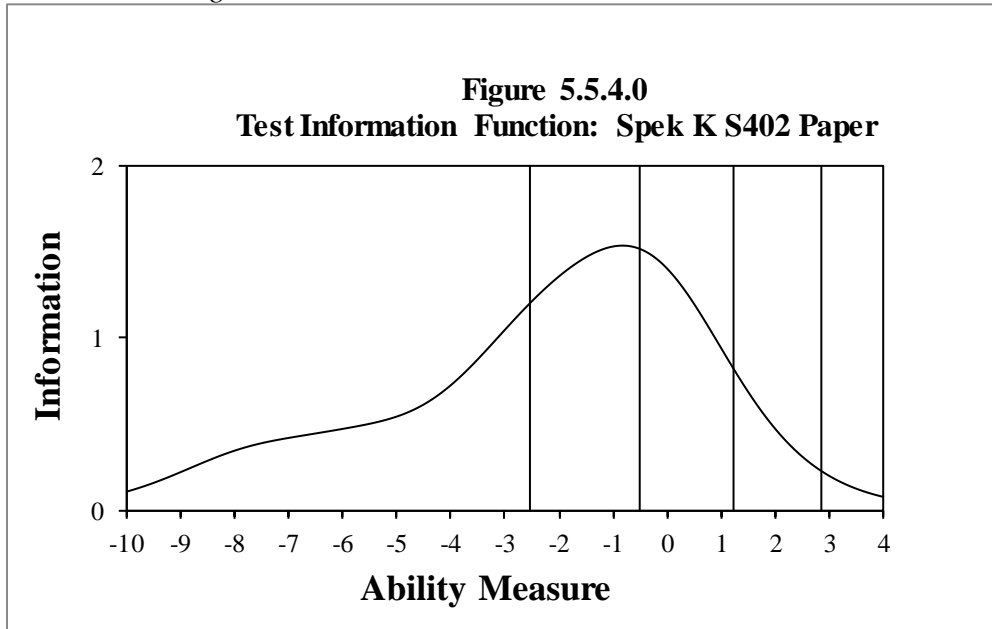


5.5.3.6 Grades 9–12

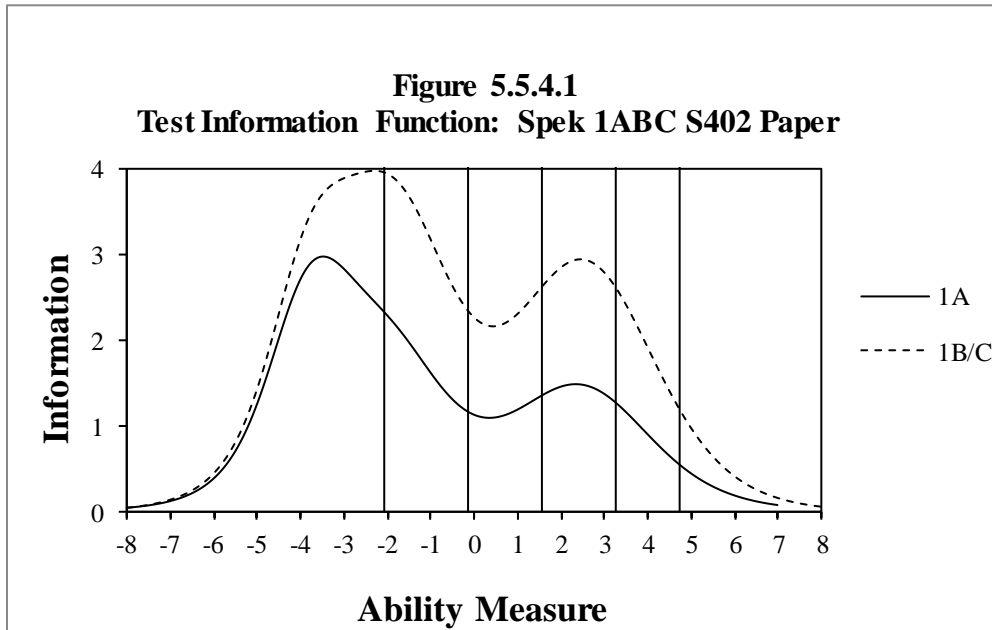


## 5.5.4 Speaking

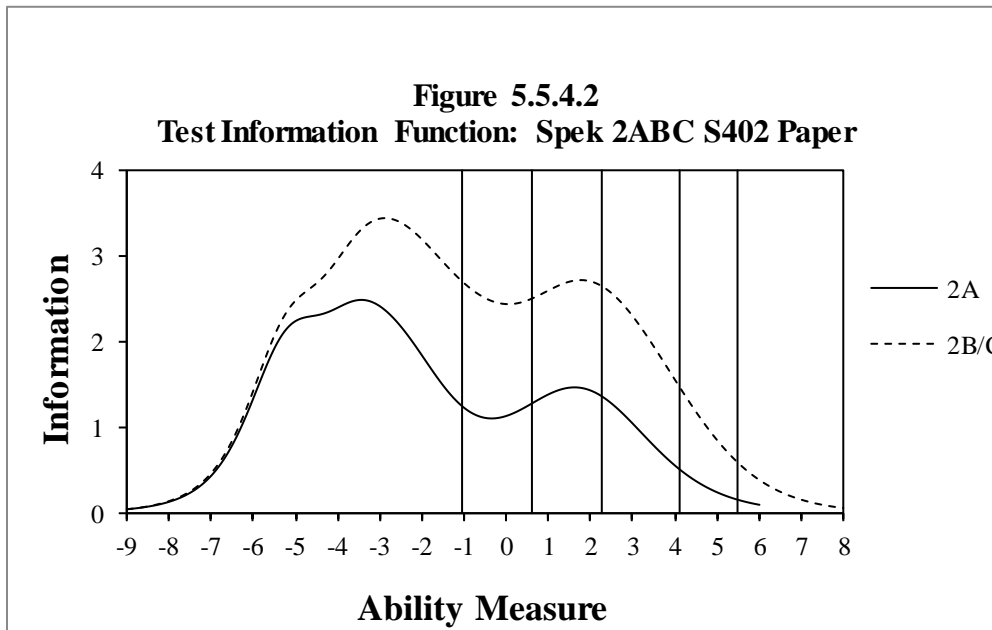
### 5.5.4.0 Kindergarten



### 5.5.4.1 Grade 1

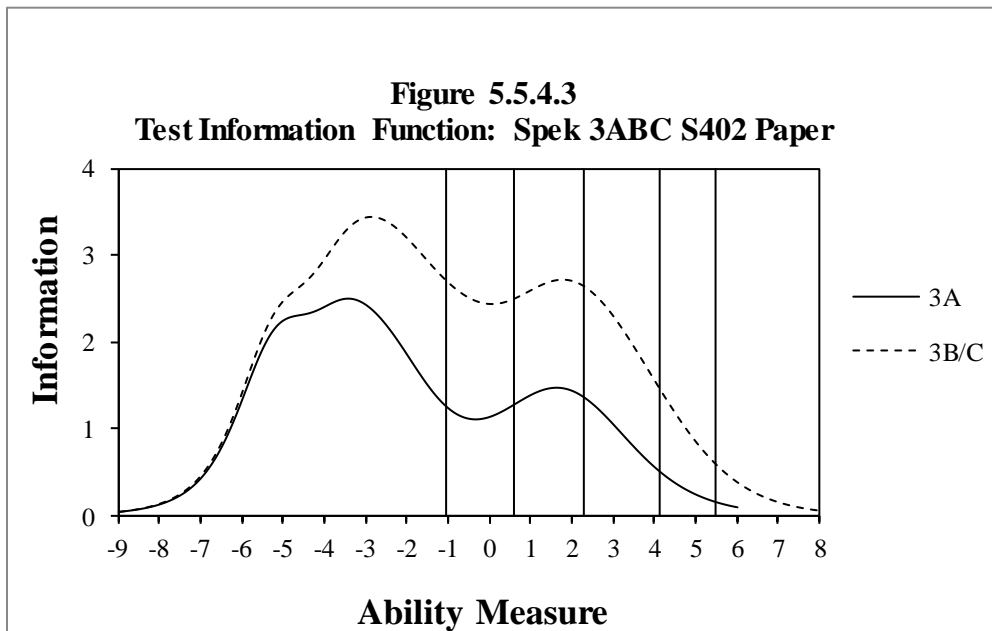


5.5.4.2 Grade 2



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

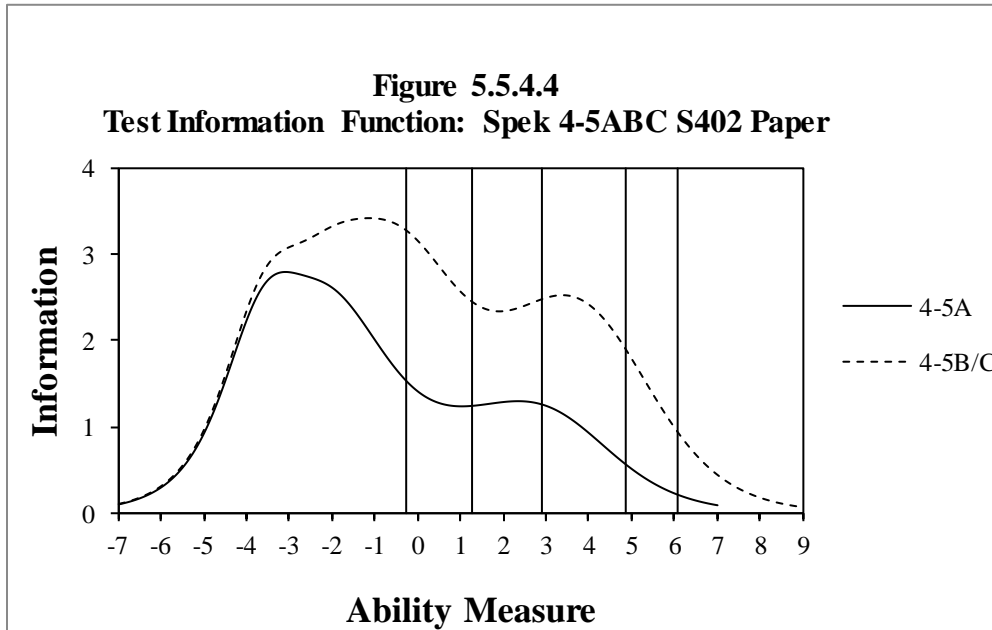
5.5.4.3 Grade 3



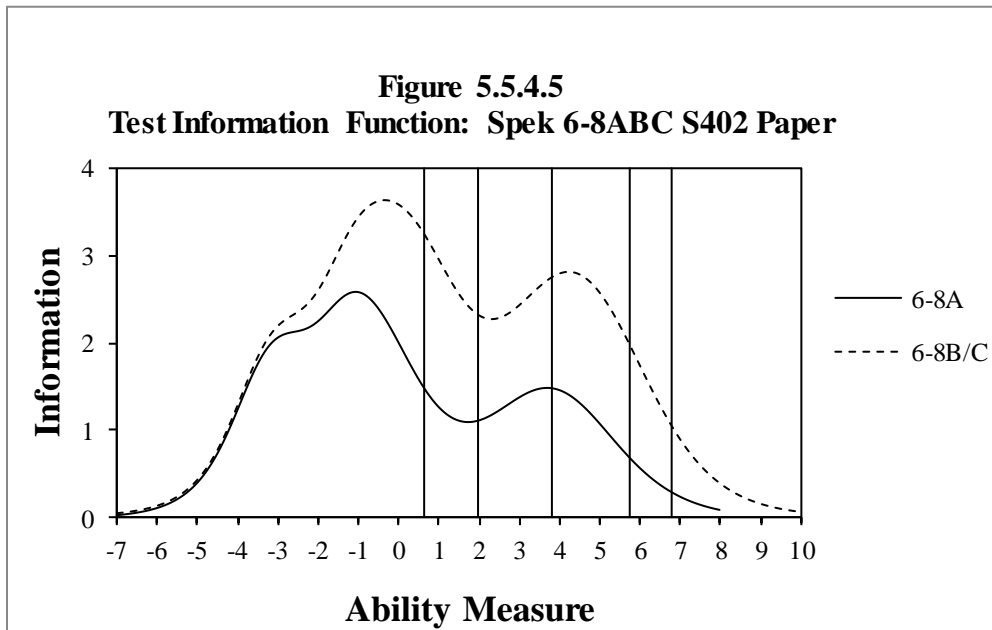
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.



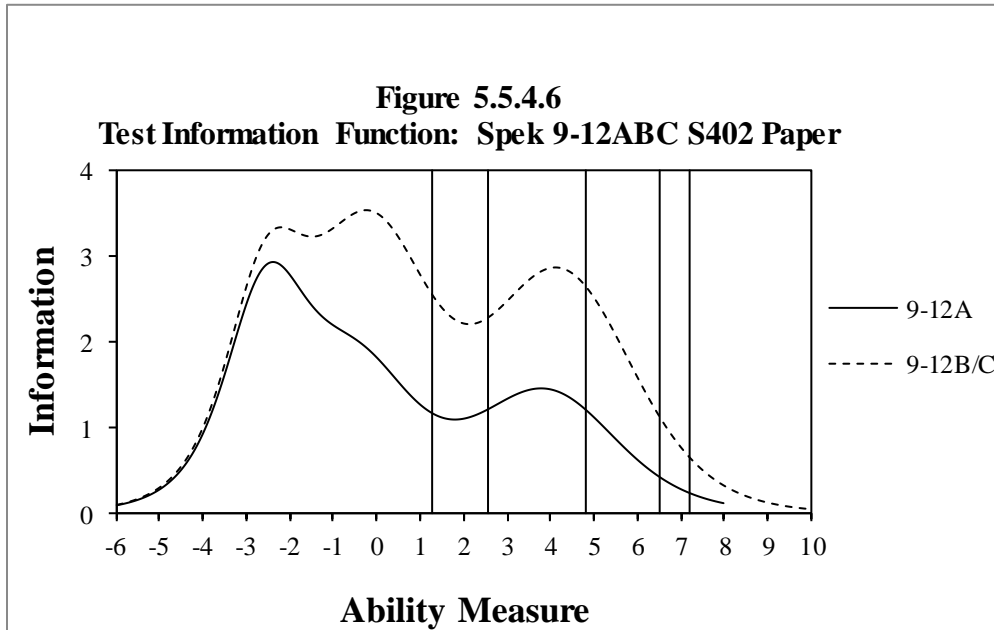
5.5.4.4 Grades 4–5



5.5.4.5 Grades 6–8



5.5.4.6 Grades 9–12



## 5.6 Weighted Reliability of Domains and Composites

Section 4.2.8 presented Cronbach’s alpha for each test form. In the current section, for each domain, tables present a single score reliability estimate across the three tiers, for each grade-level cluster. For the domains, this is a weighted reliability estimate (Cronbach’s alpha). In other words, it is the average reliability weighted by the number of students who were administered that tiered form. For the domains, tables in this section first present the tier, the number of students, and the domain reliability, by grade-level cluster (in contrast to Section 4.2.8, which presented the domain reliability by test form). The final column presents the weighted reliability, which is an estimate of the reliability of the scale scores across the tiers.

Four composite scores are reported for ACCESS 2.0 Paper: Oral Language (Oral), Literacy (Litr), Comprehension (Cphn), and Overall Composite (Over). To estimate the reliability of these composite scores, a stratified Cronbach’s alpha coefficient (e.g., Kamata, Turhan, & Darandari, 2003; Kane & Case, 2004; Rudner, 2001) is computed, weighted by the contribution of each domain score into the composite. 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

$k$  = number of components  $j$

$w_j$  = weight of component  $j$

$\sigma_j^2$  = variance of component  $j$

$\sigma_c^2$  = variance of composite

$\rho_j$  = reliability coefficient of component  $j$ .

The inputs to compute the stratified Cronbach’s alpha are provided in the appropriate tables in this section.

When stratified Cronbach’s alpha is computed for the composites, it is computed by grade-level cluster, rather than by test form, as there is not a one-to-one relationship between test forms and grade-level clusters. For example, for Grade 2, in Section 4.2.8, Cronbach’s alpha for the domains of Listening and Reading was computed for the 1–2 Tier A, Tier B, and Tier C test forms. For the domains of Writing and Speaking, Cronbach’s alpha was computed for the 2–3 Tier A test form and for the Tier B and C test form (recall Tier B and Tier C are the same form for Writing and Speaking). However, to compute Cronbach’s alpha for the Grade 2 composites, the analysis is run at the grade-level cluster. The variance and the reliability at the grade-level cluster for each of the domains is presented, along with the variance and reliability of the composite.

For the composite scores, tables in this section present the data used to calculate an estimate of the reliability of the composite using stratified Cronbach’s alpha. The first column shows the

components forming the composite, the second column shows the weight of the composite in the total score, the third shows the variance of the scale scores, and the fourth shows the reliability of the composite. (Note that these are the weighted reliabilities across the tiers.) Unlike the weighted composite, which is an average, the stratified alpha reflects the fact that 2–4 measures are being combined into one single measure. Thus, the reliability of the composite score will be higher than the reliability of any single subscore within the composite.

## 5.6.1 Listening

### 5.6.1.0 Kindergarten

**Table 5.6.1.0**

Reliability: List K S402 Paper

Tiers	No. of Students	Reliability
-	237,519	0.937

### 5.6.1.1 Grade 1

**Table 5.6.1.1**

Weighted Reliability: List 1 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	23,067	0.748	0.668
B	17,964	0.629	
C	13,112	0.582	

Note that the test form is shared between Cluster 1 and Cluster 2.

### 5.6.1.2 Grade 2

**Table 5.6.1.2**

Weighted Reliability: List 2 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	10,519	0.815	0.622
B	20,951	0.610	
C	22,749	0.544	

Note that the test form is shared between Cluster 1 and Cluster 2.

5.6.1.3 Grade 3

**Table 5.6.1.3**

Weighted Reliability: List 3 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	7,494	0.739	0.612
B	11,960	0.625	
C	27,040	0.571	

Note that the test form is shared between Cluster 3 and Cluster 4-5.

5.6.1.4 Grades 4–5

**Table 5.6.1.4**

Weighted Reliability: List 4-5 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	11,112	0.767	0.635
B	12,520	0.678	
C	39,103	0.584	

Note that the test form is shared between Cluster 3 and Cluster 4-5.

5.6.1.5 Grades 6–8

**Table 5.6.1.5**

Weighted Reliability: List 6-8 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	14,685	0.742	0.645
B	13,601	0.663	
C	31,448	0.591	

5.6.1.6 Grades 9–12

**Table 5.6.1.6**

Weighted Reliability: List 9-12 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	16,387	0.668	0.650
B	15,668	0.660	
C	26,662	0.633	

## 5.6.2 Reading

### 5.6.2.0 Kindergarten

**Table 5.6.2.0**

Reliability: Read K S402 Paper

Tiers	No. of Students	Reliability
-	237,512	0.949

### 5.6.2.1 Grade 1

**Table 5.6.2.1**

Weighted Reliability: Read 1 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	22,167	0.785	0.771
B	15,854	0.770	
C	11,657	0.749	

Note that the test form is shared between Cluster 1 and Cluster 2.

### 5.6.2.2 Grade 2

**Table 5.6.2.2**

Weighted Reliability: Read 2 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	10,043	0.848	0.824
B	19,194	0.843	
C	20,939	0.797	

Note that the test form is shared between Cluster 1 and Cluster 2.

### 5.6.2.3 Grade 3

**Table 5.6.2.3**

Weighted Reliability: Read 3 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	7,036	0.816	0.715
B	11,250	0.783	
C	24,566	0.655	

Note that the test form is shared between Cluster 3 and Cluster 4-5.

5.6.2.4 *Grades 4–5*

**Table 5.6.2.4**

Weighted Reliability: Read 4-5 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	10,616	0.860	0.785
B	11,954	0.834	
C	36,081	0.747	

Note that the test form is shared between Cluster 3 and Cluster 4-5.

5.6.2.5 *Grades 6–8*

**Table 5.6.2.5**

Weighted Reliability: Read 6-8 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	14,025	0.793	0.781
B	12,111	0.805	
C	28,814	0.764	

5.6.2.6 *Grades 9–12*

**Table 5.6.2.6**

Weighted Reliability: Read 9-12 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	16,046	0.811	0.811
B	14,261	0.821	
C	24,633	0.804	

## 5.6.3 Writing

### 5.6.3.0 Kindergarten

**Table 5.6.3.0**

Reliability: Writ K S402 Paper

Tiers	No. of Students	Reliability
-	237,498	0.923

### 5.6.3.1 Grade 1

**Table 5.6.3.1**

Weighted Reliability: Writ 1 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	26,562	0.875	0.913
B/C	33,383	0.943	

Note that the test form is shared between Tier B and Tier C.

### 5.6.3.2 Grade 2

**Table 5.6.3.2**

Weighted Reliability: Writ 2 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	11,158	0.898	0.928
B/C	44,751	0.935	

Note that the test form is shared between Tier B and Tier C, and that Cluster 2 and Cluster 3 share the same form.

### 5.6.3.3 Grade 3

**Table 5.6.3.3**

Weighted Reliability: Writ 3 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	7,831	0.888	0.919
B/C	39,779	0.926	

Note that the test form is shared between Tier B and Tier C, and that Cluster 2 and Cluster 3 share the same form.



#### 5.6.3.4 Grades 4–5

**Table 5.6.3.4**

Weighted Reliability: Writ 4-5 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	11,497	0.874	0.900
B/C	52,237	0.905	

Note that the test form is shared between Tier B and Tier C.

#### 5.6.3.5 Grades 6–8

**Table 5.6.3.5**

Weighted Reliability: Writ 6-8 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	15,147	0.860	0.903
B/C	45,691	0.917	

Note that the test form is shared between Tier B and Tier C.

#### 5.6.3.6 Grades 9–12

**Table 5.6.3.6**

Weighted Reliability: Writ 9-12 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	17,034	0.854	0.899
B/C	43,481	0.917	

Note that the test form is shared between Tier B and Tier C.

## 5.6.4 Speaking

### 5.6.4.0 Kindergarten

**Table 5.6.4.0**

Reliability: Spek K S402 Paper

Tiers	No. of Students	Reliability
-	237,510	0.897

### 5.6.4.1 Grade 1

**Table 5.6.4.1**

Weighted Reliability: Spek 1 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	26,435	0.866	0.888
B/C	33,279	0.905	

Note that the test form is shared between Tier B and Tier C.

### 5.6.4.2 Grade 2

**Table 5.6.4.2**

Weighted Reliability: Spek 2 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	11,104	0.902	0.906
B/C	44,575	0.907	

Note that the test form is shared between Tier B and Tier C, and that Cluster 2 and Cluster 3 share the same form.

### 5.6.4.3 Grade 3

**Table 5.6.4.3**

Weighted Reliability: Spek 3 S402 Paper

Tiers	No. of Students	Reliability	Weighted Reliability
A	7,787	0.904	0.906
B/C	39,629	0.906	

Note that the test form is shared between Tier B and Tier C, and that Cluster 2 and Cluster 3 share the same form.

5.6.4.4 Grades 4–5

**Table 5.6.4.4**

Weighted Reliability: Spek 4-5 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	11,438	0.891	0.900
B/C	52,055	0.902	

Note that the test form is shared between Tier B and Tier C.

5.6.4.5 Grades 6–8

**Table 5.6.4.5**

Weighted Reliability: Spek 6-8 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	15,023	0.886	0.910
B/C	45,417	0.918	

Note that the test form is shared between Tier B and Tier C.

5.6.4.6 Grades 9–12

**Table 5.6.4.6**

Weighted Reliability: Spek 9-12 S402 Paper

<b>Tiers</b>	<b>No. of Students</b>	<b>Reliability</b>	<b>Weighted Reliability</b>
A	16,914	0.875	0.920
B/C	43,208	0.938	

Note that the test form is shared between Tier B and Tier C.

## 5.6.5 Oral

### 5.6.5.0 Kindergarten

**Table 5.6.5.0**

Oral Composite Reliability: Oral K S402 Paper

Component	Weight	Variance	Reliability
Listening	0.50	5247.148	0.937
Speaking	0.50	9803.889	0.897
Oral		6522.619	0.949

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.5.1 Grade 1

**Table 5.6.5.1**

Oral Composite Reliability: Oral 1 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.50	1598.942	0.668
Speaking	0.50	3705.222	0.888
Oral		1875.850	0.874

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.5.2 Grade 2

**Table 5.6.5.2**

Oral Composite Reliability: Oral 2 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.50	1506.101	0.622
Speaking	0.50	3714.357	0.906
Oral		1841.319	0.875

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.5.3 Grade 3

**Table 5.6.5.3**

Oral Composite Reliability: Oral 3 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.50	1490.684	0.612
Speaking	0.50	3860.102	0.906
Oral		1918.663	0.877

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.5.4 Grades 4–5

**Table 5.6.5.4**

Oral Composite Reliability: Oral 4-5 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.50	1831.474	0.635
Speaking	0.50	4327.057	0.900
Oral		2267.373	0.879

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.5.5 Grades 6–8

**Table 5.6.5.5**

Oral Composite Reliability: Oral 6-8 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.50	2585.183	0.645
Speaking	0.50	5290.990	0.910
Oral		3116.532	0.888

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.5.6 Grades 9–12

**Table 5.6.5.6**

Oral Composite Reliability: Oral 9-12 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.50	2390.686	0.650
Speaking	0.50	5510.590	0.920
Oral		3108.757	0.897

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.6.6 Literacy

### 5.6.6.0 Kindergarten

**Table 5.6.6.0**

Literacy Composite Reliability: Litr K S402 Paper

Component	Weight	Variance	Reliability
Reading	0.50	4506.202	0.949
Writing	0.50	4419.152	0.923
Literacy		3843.610	0.963

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.6.1 Grade 1

**Table 5.6.6.1**

Literacy Composite Reliability: Litr 1 S402 Paper

Component	Weight	Variance	Reliability
Reading	0.50	915.451	0.771
Writing	0.50	1586.274	0.913
Literacy		955.203	0.909

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.6.2 Grade 2

**Table 5.6.6.2**

Literacy Composite Reliability: Litr 2 S402 Paper

Component	Weight	Variance	Reliability
Reading	0.50	1082.981	0.824
Writing	0.50	1372.986	0.928
Literacy		989.633	0.927

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.6.3 Grade 3

**Table 5.6.6.3**

Literacy Composite Reliability: Litr 3 S402 Paper

<b>Component</b>	<b>Weight</b>	<b>Variance</b>	<b>Reliability</b>
Reading	0.50	844.542	0.715
Writing	0.50	1295.995	0.919
Literacy		836.844	0.897

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.6.4 Grades 4–5

**Table 5.6.6.4**

Literacy Composite Reliability: Litr 4-5 S402 Paper

<b>Component</b>	<b>Weight</b>	<b>Variance</b>	<b>Reliability</b>
Reading	0.50	980.447	0.785
Writing	0.50	1506.704	0.900
Literacy		1003.960	0.910

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.6.5 Grades 6–8

**Table 5.6.6.5**

Literacy Composite Reliability: Litr 6-8 S402 Paper

<b>Component</b>	<b>Weight</b>	<b>Variance</b>	<b>Reliability</b>
Reading	0.50	924.086	0.781
Writing	0.50	1539.917	0.903
Literacy		986.089	0.911

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.6.6 Grades 9–12

**Table 5.6.6.6**

Literacy Composite Reliability: Litr 9-12 S402 Paper

<b>Component</b>	<b>Weight</b>	<b>Variance</b>	<b>Reliability</b>
Reading	0.50	1146.460	0.811
Writing	0.50	1859.365	0.899
Literacy		1243.422	0.919

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.6.7 Comprehension

### 5.6.7.0 Kindergarten

**Table 5.6.7.0**

Comprehension Composite Reliability: Cphn K S402 Paper

Component	Weight	Variance	Reliability
Listening	0.30	5247.148	0.937
Reading	0.70	4506.202	0.949
Comprehension		3740.063	0.962

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.7.1 Grade 1

**Table 5.6.7.1**

Comprehension Composite Reliability: Cphn 1 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.30	1598.942	0.668
Reading	0.70	915.451	0.771
Comprehension		845.761	0.822

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.7.2 Grade 2

**Table 5.6.7.2**

Comprehension Composite Reliability: Cphn 2 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.30	1506.101	0.622
Reading	0.70	1082.981	0.824
Comprehension		960.623	0.850

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



### 5.6.7.3 Grade 3

**Table 5.6.7.3**

Comprehension Composite Reliability: Cphn 3 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.30	1490.684	0.612
Reading	0.70	844.542	0.715
Comprehension		854.293	0.801

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.7.4 Grades 4–5

**Table 5.6.7.4**

Comprehension Composite Reliability: Cphn 4-5 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.30	1831.474	0.635
Reading	0.70	980.447	0.785
Comprehension		1027.096	0.841

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.7.5 Grades 6–8

**Table 5.6.7.5**

Comprehension Composite Reliability: Cphn 6-8 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.30	2585.183	0.645
Reading	0.70	924.086	0.781
Comprehension		1115.545	0.837

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.7.6 Grades 9–12

**Table 5.6.7.6**

Comprehension Composite Reliability: Cphn 9-12 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.30	2390.686	0.650
Reading	0.70	1146.460	0.811
Comprehension		1264.746	0.856

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.6.8 Overall

### 5.6.8.0 Kindergarten

**Table 5.6.8.0**

Overall Composite Reliability: Over K S402 Paper

Component	Weight	Variance	Reliability
Listening	0.15	5247.148	0.937
Reading	0.35	4506.202	0.949
Speaking	0.15	9803.889	0.897
Writing	0.35	4419.152	0.923
Overall Composite		3704.433	0.973

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.8.1 Grade 1

**Table 5.6.8.1**

Overall Composite Reliability: Over 1 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.15	1598.942	0.668
Reading	0.35	915.451	0.771
Speaking	0.15	3705.222	0.888
Writing	0.35	1586.274	0.913
Overall Composite		974.214	0.934

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.8.2 Grade 2

**Table 5.6.8.2**

Overall Composite Reliability: Over 2 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.15	1506.101	0.622
Reading	0.35	1082.981	0.824
Speaking	0.15	3714.357	0.906
Writing	0.35	1372.986	0.928
Overall Composite		1001.315	0.944

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.8.3 Grade 3

**Table 5.6.8.3**

Overall Composite Reliability: Over 3 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.15	1490.684	0.612
Reading	0.35	844.542	0.715
Speaking	0.15	3860.102	0.906
Writing	0.35	1295.995	0.919
Overall Composite		938.551	0.932

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.8.4 Grades 4–5

**Table 5.6.8.4**

Overall Composite Reliability: Over 4-5 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.15	1831.474	0.635
Reading	0.35	980.447	0.785
Speaking	0.15	4327.057	0.900
Writing	0.35	1506.704	0.900
Overall Composite		1157.255	0.940

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.8.5 Grades 6–8

**Table 5.6.8.5**

Overall Composite Reliability: Over 6-8 S402 Paper

Component	Weight	Variance	Reliability
Listening	0.15	2585.183	0.645
Reading	0.35	924.086	0.781
Speaking	0.15	5290.990	0.910
Writing	0.35	1539.917	0.903
Overall Composite		1332.800	0.944

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

### 5.6.8.6 Grades 9–12

**Table 5.6.8.6**

Overall Composite Reliability: Over 9-12 S402 Paper

<b>Component</b>	<b>Weight</b>	<b>Variance</b>	<b>Reliability</b>
Listening	0.15	2390.686	0.650
Reading	0.35	1146.460	0.811
Speaking	0.15	5510.590	0.920
Writing	0.35	1859.365	0.899
Overall Composite		1525.744	0.949

Note: Variances are from students who had results in all four domains.

Note: Student scale scores from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## **5.7 Accuracy and Consistency of Classification**

For each domain across tiers, as well as for the four composite scores, tables are provided that indicate estimates of the accuracy and consistency of classification of examinees into the WIDA proficiency levels based on their performance on the test.

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency level of students with respect to the WIDA ELD standards. Because of the emphasis on the classification of student performance, a psychometric property of interest is how accurately and consistently ACCESS can classify students into WIDA proficiency category. The analyses that were used utilize the methods outlined and implemented by Livingston and Lewis (1995) and Young and Yoon (1998) as implemented in the software program BB-CLASS (Brennan, 2004; cf. also Lee, Hanson, & Brennan, 2002).

Classification accuracy is defined conceptually as the extent to which the proficiency classifications of students based on the assessment would agree with those made on the basis of their true scores. True scores are, of course, unknown. A common practice is to estimate the true scores based on observed scores and the parameters of the model used in estimating the true scores. 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. However, it is impractical to obtain repeated administrations of the same or parallel test forms because of cost, testing burden, and effects of student memory and practice. A common approach is to estimate classification consistency from a single administration of a test.

Tables in this section present three pieces of information related to the accuracy and consistency of placement into the WIDA language proficiency levels for each domain. A separate table is provided for each grade in a grade-level cluster.

The first section provides overall indices related to the accuracy and consistency of classification, as well as Cohen's kappa. Overall accuracy indicates the percentage of all students who would be classified into the same language proficiency level by both the administered test and the true score distribution. For example, an overall accuracy of .774 means that an estimated 77% of all students are classified into the correct performance level according to the student observed and true scores. Overall consistency indicates the percentage of all students who would be classified into the same language proficiency level by both the administered test and by a parallel test. For example, an overall classification consistency of .664 means that an estimated 66% of all students would be classified into the same performance level, if two parallel forms were administered. Cohen's kappa assesses the proportion of consistency classifications after removing the proportion of consistent classifications that would be expected by chance. Due to this correction, Cohen's kappa values tend to be lower than overall consistency.

The second section of information shows accuracy and consistency information conditional on proficiency level. The conditional accuracy indices examine the percentage of students classified by both tests into a proficiency level divided by all students classified into that proficiency level

according to the true score distribution. For example, an accuracy of .774 at PL 3 means that an estimated 77% of students are classified into PL 3 when their true scores suggest that they would be in PL 3. The conditional consistency indices examine the percentage of students classified by both tests into a proficiency level divided by all students classified into that proficiency level according to a parallel test. For example, a classification consistency of .664 at PL 4 means that an estimated 66% of students are classified into PL 4 when a parallel form suggests that these students would be classified in PL 4.

The third section of the table provides indices of classification accuracy, including the false-positives and the false-negatives, and consistency at the cut points. These indices are perhaps the most important of all when using any of these as an absolute cut point (e.g., determining which students have reached PL 5). For example, to evaluate the degree of confidence that one can have in a decision made based on the domain scores as to whether or not students are being accurately (consistently) classified into PL 5 (“Bridging”), one can look at the accuracy (consistency) index provided in the table for the cut score 4/5. Note that the accuracy and consistency are generally higher at the cut points than over the proficiency levels.

In terms of classifications around a single cut point, students can be misclassified in one of two ways. Students who were below the proficiency level cut score (based on their “true score”) but were classified based on the observed score as being above the cut score are considered to be false-positives. Students who were above the proficiency level cut score (based on their “true score”) but were classified as being below a cut score based on the observed score are considered to be false-negatives. All other students are considered to be accurately placed either above or below the cut score. The accuracy indices at the cut score examine the percentage of students who are accurately placed above and below the cut score.

The consistency indices at the cut examine the percentage of students classified consistently above and below the cut score.

There are several cases where no test takers were placed into the proficiency level and accuracy and consistency of classification conditional on that level cannot be computed. Also, when the number of test takers placed into the proficiency level was smaller than 100, BB-CLASS produced estimates that are out of bounds (for example, a negative estimated percentage of students placed in the proficiency level). In these cases, ‘N/A’ has been placed in the table. In addition, there are a few cases where due to the small percentage of test takers placed into the proficiency level and the range of observed scale scores, accuracy of classification conditional on that level cannot be estimated by BB-CLASS. In such cases, a hyphen (-) has been placed in the table.

The approach taken by Livingston and Lewis (1995) and implemented here uses information about the reliability of the test, the cut scores, and the observed distribution of scores. Then, using a four-parameter beta distribution, the distribution of the true scores and of scores on a parallel form is modeled. The Livingston and Lewis procedure requires that the reliability estimate of the test form be provided in estimating the classification consistency and accuracy

statistics. Since ACCESS Paper tests were tiered, it was necessary to produce a single reliability estimate across tiers for the Livingston and Lewis procedure. This is a weighted reliability estimate across tiers (see Section 5.6).

## 5.7.1 Listening

### 5.7.1.0 Kindergarten

**Table 5.7.1.0**

Accuracy and Consistency of Classification Indices: List (Grade K) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.685	0.621		0.501
Conditional on Level	Level	Accuracy		Consistency	
	1	0.876		0.822	
	2	0.459		0.342	
	3	0.330		0.250	
	4	0.215		0.158	
	5	0.461		0.350	
	6	0.826		0.775	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.943	0.032	0.025	0.920
	2/3	0.930	0.028	0.042	0.903
	3/4	0.918	0.047	0.035	0.886
	4/5	0.909	0.042	0.049	0.877
	5/6	0.899	0.034	0.067	0.860

5.7.1.1 Grade 1

**Table 5.7.1.1**

Accuracy and Consistency of Classification Indices: List (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.539	0.457		0.238	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.664		0.329	
	2	0.374		0.235	
	3	0.336		0.239	
	4	0.179		0.133	
	5	0.446		0.367	
	6	0.763		0.673	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.973	0.003	0.023	0.961
	2/3	0.934	0.011	0.055	0.908
	3/4	0.872	0.057	0.072	0.810
	4/5	0.831	0.085	0.084	0.766
	5/6	0.795	0.103	0.102	0.725

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.1.2 Grade 2

**Table 5.7.1.2**

Accuracy and Consistency of Classification Indices: List (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.515	0.428		0.207	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.730		0.373	
	2	0.368		0.221	
	3	0.391		0.273	
	4	0.243		0.184	
	5	0.387		0.317	
	6	0.723		0.624	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.981	0.002	0.016	0.973
	2/3	0.946	0.015	0.039	0.915
	3/4	0.866	0.048	0.086	0.811
	4/5	0.817	0.072	0.111	0.752
	5/6	0.777	0.105	0.118	0.697

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.3 Grade 3

**Table 5.7.1.3**

Accuracy and Consistency of Classification Indices: List (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.509	0.421		0.209	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.746		0.316	
	2	0.446		0.253	
	3	0.385		0.259	
	4	0.292		0.220	
	5	0.408		0.340	
	6	0.749		0.633	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.989	0.000	0.010	0.985
	2/3	0.954	0.008	0.039	0.928
	3/4	0.875	0.046	0.079	0.815
	4/5	0.809	0.086	0.105	0.738
	5/6	0.784	0.126	0.090	0.711

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.4 Grade 4

**Table 5.7.1.4**

Accuracy and Consistency of Classification Indices: List (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.525	0.431		0.213	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.768		0.407	
	2	0.421		0.252	
	3	0.390		0.258	
	4	0.277		0.205	
	5	0.457		0.378	
	6	0.700		0.607	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.986	0.001	0.013	0.981
	2/3	0.956	0.011	0.033	0.931
	3/4	0.891	0.040	0.069	0.838
	4/5	0.823	0.080	0.097	0.756
	5/6	0.776	0.098	0.126	0.702

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.5 Grade 5

**Table 5.7.1.5**

Accuracy and Consistency of Classification Indices: List (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.487	0.394		0.198	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.765		0.430	
	2	0.390		0.248	
	3	0.404		0.280	
	4	0.240		0.180	
	5	0.458		0.381	
	6	0.676		0.561	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.977	0.002	0.020	0.968
	2/3	0.939	0.017	0.044	0.907
	3/4	0.868	0.046	0.086	0.810
	4/5	0.813	0.095	0.092	0.741
	5/6	0.782	0.109	0.109	0.708

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.6 Grade 6

**Table 5.7.1.6**

Accuracy and Consistency of Classification Indices: List (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.442	0.358		0.197	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.672		0.376	
	2	0.491		0.338	
	3	0.294		0.219	
	4	0.343		0.267	
	5	0.334		0.273	
	6	0.711		0.560	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.963	0.007	0.029	0.944
	2/3	0.895	0.027	0.078	0.852
	3/4	0.839	0.076	0.085	0.771
	4/5	0.796	0.093	0.111	0.725
	5/6	0.814	0.115	0.070	0.746

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.7 Grade 7

**Table 5.7.1.7**

Accuracy and Consistency of Classification Indices: List (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.407	0.323		0.168
Conditional on Level	Level	Accuracy		Consistency	
	1	0.596		0.368	
	2	0.374		0.289	
	3	0.341		0.248	
	4	0.229		0.169	
	5	0.417		0.353	
	6	0.555		0.438	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.924	0.013	0.063	0.898
	2/3	0.879	0.052	0.069	0.828
	3/4	0.841	0.069	0.090	0.773
	4/5	0.811	0.100	0.089	0.737
	5/6	0.791	0.100	0.109	0.730

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.8 Grade 8

**Table 5.7.1.8**

Accuracy and Consistency of Classification Indices: List (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.434	0.338		0.188	
Conditional on Level	Level	Accuracy		Consistency	
	1	-		-	
	2	0.438		0.372	
	3	0.322		0.240	
	4	0.249		0.169	
	5	0.323		0.259	
	6	0.659		0.554	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.920	0.000	0.080	0.877
	2/3	0.850	0.078	0.072	0.796
	3/4	0.862	0.069	0.069	0.797
	4/5	0.843	0.079	0.078	0.768
	5/6	0.807	0.101	0.092	0.750

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.9 Grade 9

**Table 5.7.1.9**

Accuracy and Consistency of Classification Indices: List (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.401	0.315		0.169	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.687		0.457	
	2	0.468		0.356	
	3	0.340		0.268	
	4	0.345		0.277	
	5	0.331		0.259	
	6	0.573		0.333	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.919	0.023	0.058	0.881
	2/3	0.838	0.061	0.102	0.775
	3/4	0.802	0.098	0.100	0.728
	4/5	0.817	0.106	0.077	0.750
	5/6	0.889	0.091	0.020	0.841

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.1.10 Grade 10

**Table 5.7.1.10**

Accuracy and Consistency of Classification Indices: List (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.404	0.314		0.169	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.694		0.472	
	2	0.378		0.283	
	3	0.315		0.248	
	4	0.395		0.321	
	5	0.382		0.295	
	6	0.573		0.326	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.904	0.026	0.070	0.863
	2/3	0.845	0.063	0.093	0.780
	3/4	0.799	0.119	0.081	0.728
	4/5	0.816	0.110	0.073	0.753
	5/6	0.906	0.070	0.023	0.856

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.11 Grade 11

**Table 5.7.1.11**

Accuracy and Consistency of Classification Indices: List (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.414	0.326		0.180
Conditional on Level	Level	Accuracy		Consistency	
	1	0.738		0.519	
	2	0.323		0.241	
	3	0.366		0.295	
	4	0.394		0.319	
	5	0.344		0.254	
	6	0.673		0.371	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.896	0.028	0.077	0.851
	2/3	0.836	0.069	0.095	0.768
	3/4	0.796	0.113	0.091	0.727
	4/5	0.840	0.098	0.063	0.774
	5/6	0.916	0.071	0.014	0.876

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.1.12 Grade 12

**Table 5.7.1.12**

Accuracy and Consistency of Classification Indices: List (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.428	0.339		0.189
Conditional on Level	Level	Accuracy		Consistency	
	1	0.755		0.544	
	2	0.300		0.225	
	3	0.401		0.323	
	4	0.401		0.324	
	5	0.374		0.276	
	6	0.707		0.370	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.888	0.028	0.084	0.843
	2/3	0.839	0.068	0.093	0.772
	3/4	0.804	0.111	0.085	0.734
	4/5	0.852	0.106	0.042	0.795
	5/6	0.928	0.065	0.006	0.902

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.7.2 Reading

### 5.7.2.0 Kindergarten

**Table 5.7.2.0**

Accuracy and Consistency of Classification Indices: Read (Grade K) S402 Paper

<b>Overall Indices</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa (k)</b>		
	0.813	0.783	0.545		
<b>Conditional on Level</b>	<b>Level</b>	<b>Accuracy</b>	<b>Consistency</b>		
	1	0.975	0.964		
	2	0.236	0.164		
	3	0.537	0.412		
	4	0.304	0.265		
	5	0.748	0.582		
	6	N/A	N/A		
<b>Indices at Cut Points</b>	<b>Cut Point</b>	<b>Accuracy</b>			<b>Consistency</b>
		<b>Accuracy</b>	<b>False Positives</b>	<b>False Negatives</b>	
	1/2	0.957	0.018	0.025	0.936
	2/3	0.958	0.029	0.013	0.939
	3/4	0.949	0.033	0.018	0.929
	4/5	0.923	0.067	0.010	0.915
	5/6	N/A	N/A	N/A	N/A

5.7.2.1 Grade 1

**Table 5.7.2.1**

Accuracy and Consistency of Classification Indices: Read (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.509	0.404		0.261	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.672		0.507	
	2	0.463		0.381	
	3	0.510		0.406	
	4	0.273		0.197	
	5	0.455		0.324	
	6	0.801		0.618	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.871	0.051	0.077	0.820
	2/3	0.831	0.103	0.066	0.772
	3/4	0.873	0.069	0.058	0.821
	4/5	0.910	0.055	0.036	0.867
	5/6	0.953	0.033	0.014	0.932

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.2 Grade 2

**Table 5.7.2.2**

Accuracy and Consistency of Classification Indices: Read (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.537	0.436		0.318
Conditional on Level	Level	Accuracy		Consistency	
	1	0.725		0.566	
	2	0.531		0.422	
	3	0.447		0.351	
	4	0.321		0.244	
	5	0.503		0.390	
	6	0.795		0.646	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.920	0.032	0.048	0.887
	2/3	0.876	0.061	0.063	0.827
	3/4	0.869	0.075	0.055	0.819
	4/5	0.882	0.069	0.049	0.836
5/6	0.926	0.047	0.027	0.893	

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.3 Grade 3

**Table 5.7.2.3**

Accuracy and Consistency of Classification Indices: Read (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.462	0.362		0.215	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.791		0.558	
	2	0.447		0.334	
	3	0.495		0.404	
	4	0.272		0.216	
	5	0.426		0.325	
	6	0.669		0.420	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.937	0.012	0.051	0.912
	2/3	0.861	0.067	0.072	0.799
	3/4	0.807	0.096	0.097	0.742
	4/5	0.835	0.090	0.075	0.771
	5/6	0.919	0.059	0.022	0.878

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.4 Grade 4

**Table 5.7.2.4**

Accuracy and Consistency of Classification Indices: Read (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.499	0.397		0.265	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.828		0.656	
	2	0.504		0.377	
	3	0.502		0.398	
	4	0.294		0.231	
	5	0.459		0.367	
	6	0.673		0.471	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.951	0.012	0.037	0.931
	2/3	0.892	0.055	0.054	0.842
	3/4	0.834	0.082	0.084	0.776
	4/5	0.839	0.082	0.079	0.780
	5/6	0.900	0.067	0.033	0.856

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.2.5 Grade 5

**Table 5.7.2.5**

Accuracy and Consistency of Classification Indices: Read (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.493	0.395		0.265	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.818		0.657	
	2	0.503		0.385	
	3	0.473		0.376	
	4	0.241		0.188	
	5	0.432		0.343	
	6	0.651		0.447	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.936	0.019	0.045	0.909
	2/3	0.874	0.065	0.061	0.820
	3/4	0.833	0.084	0.083	0.775
	4/5	0.842	0.082	0.076	0.784
	5/6	0.901	0.066	0.033	0.857

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.6 Grade 6

**Table 5.7.2.6**

Accuracy and Consistency of Classification Indices: Read (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.579	0.465		0.296	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.704		0.508	
	2	0.667		0.575	
	3	0.538		0.439	
	4	0.279		0.200	
	5	0.464		0.329	
	6	0.771		0.522	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.924	0.027	0.049	0.888
	2/3	0.842	0.080	0.078	0.783
	3/4	0.884	0.069	0.047	0.835
	4/5	0.918	0.053	0.029	0.880
	5/6	0.964	0.028	0.007	0.949

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.7 Grade 7

**Table 5.7.2.7**

Accuracy and Consistency of Classification Indices: Read (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.558	0.449		0.288	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.759		0.588	
	2	0.597		0.504	
	3	0.529		0.432	
	4	0.284		0.206	
	5	0.388		0.265	
	6	0.759		0.501	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.905	0.032	0.064	0.866
	2/3	0.841	0.090	0.068	0.782
	3/4	0.875	0.073	0.052	0.827
	4/5	0.916	0.048	0.036	0.874
	5/6	0.963	0.029	0.009	0.944

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.8 Grade 8

**Table 5.7.2.8**

Accuracy and Consistency of Classification Indices: Read (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.546	0.438		0.286	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.734	0.578		
	2	0.596	0.501		
	3	0.456	0.363		
	4	0.290	0.214		
	5	0.445	0.318		
	6	0.727	0.493		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.892	0.041	0.067	0.849
	2/3	0.849	0.083	0.068	0.790
	3/4	0.873	0.081	0.046	0.827
	4/5	0.905	0.057	0.037	0.866
	5/6	0.959	0.028	0.013	0.937

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.9 Grade 9

**Table 5.7.2.9**

Accuracy and Consistency of Classification Indices: Read (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.557	0.454		0.318	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.757		0.591	
	2	0.614		0.517	
	3	0.477		0.377	
	4	0.226		0.167	
	5	0.455		0.341	
	6	0.770		0.595	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.911	0.029	0.060	0.875
	2/3	0.863	0.071	0.066	0.810
	3/4	0.879	0.069	0.052	0.830
	4/5	0.895	0.066	0.040	0.853
	5/6	0.937	0.042	0.021	0.909

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.10 Grade 10

**Table 5.7.2.10**

Accuracy and Consistency of Classification Indices: Read (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.550	0.447		0.316	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.751		0.594	
	2	0.568		0.472	
	3	0.476		0.372	
	4	0.213		0.160	
	5	0.521		0.399	
	6	0.746		0.581	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.902	0.032	0.067	0.866
	2/3	0.869	0.074	0.057	0.816
	3/4	0.878	0.072	0.050	0.830
	4/5	0.888	0.073	0.039	0.848
	5/6	0.937	0.037	0.026	0.908

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.11 Grade 11

**Table 5.7.2.11**

Accuracy and Consistency of Classification Indices: Read (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.556	0.454		0.318
Conditional on Level	Level	Accuracy		Consistency	
	1	0.713		0.541	
	2	0.639		0.542	
	3	0.421		0.329	
	4	0.275		0.204	
	5	0.395		0.296	
	6	0.809		0.645	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.910	0.032	0.057	0.874
	2/3	0.867	0.067	0.066	0.813
	3/4	0.874	0.079	0.047	0.829
	4/5	0.894	0.059	0.047	0.851
5/6	0.932	0.047	0.021	0.902	

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.2.12 Grade 12

**Table 5.7.2.12**

Accuracy and Consistency of Classification Indices: Read (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.583	0.474		0.327	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.672		0.516	
	2	0.657		0.570	
	3	0.456		0.354	
	4	0.291		0.214	
	5	0.529		0.403	
	6	0.790		0.616	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.890	0.043	0.067	0.850
	2/3	0.875	0.067	0.058	0.822
	3/4	0.894	0.073	0.033	0.856
	4/5	0.912	0.053	0.035	0.878
	5/6	0.958	0.027	0.015	0.938

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



## 5.7.3 Writing

### 5.7.3.0 Kindergarten

**Table 5.7.3.0**

Accuracy and Consistency of Classification Indices: Writ (Grade K) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.778	0.724		0.508	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.952		0.922	
	2	0.527		0.406	
	3	0.514		0.455	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.925	0.029	0.047	0.893
	2/3	0.887	0.045	0.067	0.843
	3/4	0.957	0.043	0.000	0.951
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

### 5.7.3.1 Grade 1

**Table 5.7.3.1**

Accuracy and Consistency of Classification Indices: Writ (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.793	0.724		0.582	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.848		0.767	
	2	0.831		0.738	
	3	0.737		0.690	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.941	0.034	0.026	0.913
	2/3	0.876	0.032	0.092	0.832
	3/4	0.977	0.023	0.000	0.977
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

5.7.3.2 Grade 2

**Table 5.7.3.2**

Accuracy and Consistency of Classification Indices: Writ (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.844	0.793		0.606	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.847		0.761	
	2	0.822		0.733	
	3	0.851		0.840	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.974	0.014	0.012	0.962
	2/3	0.937	0.024	0.039	0.911
	3/4	0.934	0.066	0.000	0.920
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

5.7.3.3 Grade 3

**Table 5.7.3.3**

Accuracy and Consistency of Classification Indices: Writ (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.838	0.774		0.547	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.865		0.775	
	2	0.739		0.626	
	3	0.886		0.864	
	4	0.609		0.447	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.981	0.008	0.011	0.973
	2/3	0.948	0.025	0.027	0.925
	3/4	0.909	0.054	0.037	0.876
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

5.7.3.4 Grade 4

**Table 5.7.3.4**

Accuracy and Consistency of Classification Indices: Writ (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.790	0.717		0.516	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.798	0.692		
	2	0.585	0.439		
	3	0.872	0.802		
	4	0.708	0.645		
	5	-	-		
	6	N/A	N/A		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.983	0.009	0.008	0.975
	2/3	0.961	0.018	0.021	0.946
	3/4	0.859	0.047	0.094	0.806
	4/5	0.984	0.016	0.000	0.985
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.3.5 Grade 5

**Table 5.7.3.5**

Accuracy and Consistency of Classification Indices: Writ (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.802	0.730		0.554	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.829	0.711		
	2	0.613	0.466		
	3	0.869	0.807		
	4	0.748	0.692		
	5	-	-		
	6	N/A	N/A		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.985	0.007	0.008	0.977
	2/3	0.962	0.018	0.020	0.945
	3/4	0.880	0.045	0.075	0.833
	4/5	0.975	0.025	0.000	0.972
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.3.6 Grade 6

**Table 5.7.3.6**

Accuracy and Consistency of Classification Indices: Writ (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.760	0.694		0.461	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.857		0.768	
	2	0.684		0.559	
	3	0.789		0.772	
	4	0.584		0.449	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.972	0.013	0.016	0.959
	2/3	0.946	0.021	0.032	0.924
	3/4	0.843	0.112	0.045	0.808
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.3.7 Grade 7

**Table 5.7.3.7**

Accuracy and Consistency of Classification Indices: Writ (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.777	0.702		0.504
Conditional on Level	Level	Accuracy		Consistency	
	1	0.869		0.784	
	2	0.680		0.558	
	3	0.818		0.782	
	4	0.606		0.464	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.965	0.015	0.021	0.950
	2/3	0.937	0.026	0.037	0.911
	3/4	0.876	0.075	0.049	0.838
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.3.8 Grade 8

**Table 5.7.3.8**

Accuracy and Consistency of Classification Indices: Writ (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.787	0.710		0.513
Conditional on Level	Level	Accuracy		Consistency	
	1	0.889		0.813	
	2	0.616		0.489	
	3	0.844		0.810	
	4	0.571		0.424	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.962	0.014	0.023	0.947
	2/3	0.936	0.030	0.034	0.908
	3/4	0.889	0.062	0.049	0.851
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.3.9 Grade 9

**Table 5.7.3.9**

Accuracy and Consistency of Classification Indices: Writ (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.784	0.701		0.563
Conditional on Level	Level	Accuracy		Consistency	
	1	0.827		0.721	
	2	0.676		0.555	
	3	0.759		0.674	
	4	0.839		0.784	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.964	0.016	0.020	0.948
	2/3	0.936	0.023	0.041	0.911
	3/4	0.892	0.056	0.051	0.848
	4/5	0.991	0.009	0.000	0.988
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.3.10 Grade 10

**Table 5.7.3.10**

Accuracy and Consistency of Classification Indices: Writ (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.778	0.693		0.551	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.849		0.751	
	2	0.628		0.501	
	3	0.803		0.731	
	4	0.780		0.710	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.961	0.017	0.022	0.944
	2/3	0.933	0.027	0.040	0.906
	3/4	0.893	0.049	0.058	0.850
	4/5	0.990	0.010	0.000	0.986
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.3.11 Grade 11

**Table 5.7.3.11**

Accuracy and Consistency of Classification Indices: Writ (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.778	0.696		0.553	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.870		0.781	
	2	0.599		0.472	
	3	0.812		0.741	
	4	0.769		0.696	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.960	0.015	0.024	0.944
	2/3	0.935	0.028	0.037	0.908
	3/4	0.892	0.049	0.059	0.849
	4/5	0.990	0.010	0.000	0.987
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.3.12 Grade 12

**Table 5.7.3.12**

Accuracy and Consistency of Classification Indices: Writ (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.781	0.696		0.542	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.886		0.804	
	2	0.537		0.411	
	3	0.833		0.770	
	4	0.741		0.643	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.957	0.016	0.027	0.939
	2/3	0.933	0.033	0.034	0.903
	3/4	0.890	0.050	0.060	0.845
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.7.4 Speaking

### 5.7.4.0 Kindergarten

**Table 5.7.4.0**

Accuracy and Consistency of Classification Indices: Spek (Grade K) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.447	0.461		0.345
Conditional on Level	Level	Accuracy		Consistency	
	1	0.675		0.614	
	2	0.630		0.491	
	3	0.348		0.253	
	4	0.470		0.326	
	5	0.244		0.241	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.880	0.090	0.030	0.843
	2/3	0.927	0.029	0.043	0.898
	3/4	0.948	0.027	0.025	0.923
	4/5	0.950	0.025	0.024	0.924
	5/6	0.714	0.286	0.000	0.788

### 5.7.4.1 Grade 1

**Table 5.7.4.1**

Accuracy and Consistency of Classification Indices: Spek (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.684	0.571		0.442
Conditional on Level	Level	Accuracy		Consistency	
	1	0.757		0.616	
	2	0.730		0.628	
	3	0.650		0.547	
	4	0.660		0.545	
	5	0.621		0.494	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.947	0.026	0.027	0.921
	2/3	0.890	0.049	0.061	0.847
	3/4	0.904	0.048	0.048	0.864
	4/5	0.954	0.031	0.015	0.933
	5/6	0.987	0.013	0.000	0.986

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.2 Grade 2

**Table 5.7.4.2**

Accuracy and Consistency of Classification Indices: Spek (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.683	0.577		0.448	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.816		0.702	
	2	0.643		0.523	
	3	0.773		0.685	
	4	0.622		0.507	
	5	0.466		0.403	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.958	0.019	0.023	0.939
	2/3	0.904	0.054	0.042	0.865
	3/4	0.900	0.035	0.065	0.860
	4/5	0.951	0.034	0.015	0.928
	5/6	0.965	0.035	0.000	0.965

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.3 Grade 3

**Table 5.7.4.3**

Accuracy and Consistency of Classification Indices: Spek (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.668	0.561		0.428	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.804		0.685	
	2	0.628		0.506	
	3	0.758		0.669	
	4	0.672		0.548	
	5	0.254		0.222	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.955	0.022	0.023	0.934
	2/3	0.900	0.054	0.046	0.860
	3/4	0.898	0.036	0.066	0.856
	4/5	0.966	0.019	0.015	0.941
	5/6	0.944	0.056	0.000	0.945

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.4 Grade 4

**Table 5.7.4.4**

Accuracy and Consistency of Classification Indices: Spek (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.657	0.550		0.418	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.839		0.722	
	2	0.530		0.403	
	3	0.683		0.575	
	4	0.705		0.604	
	5	0.521		0.438	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.962	0.015	0.023	0.945
	2/3	0.925	0.041	0.034	0.892
	3/4	0.890	0.049	0.061	0.848
	4/5	0.922	0.041	0.037	0.883
	5/6	0.954	0.046	0.000	0.952

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.5 Grade 5

**Table 5.7.4.5**

Accuracy and Consistency of Classification Indices: Spek (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.638	0.535		0.410	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.835		0.731	
	2	0.536		0.416	
	3	0.643		0.535	
	4	0.699		0.589	
	5	0.409		0.346	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.948	0.023	0.029	0.924
	2/3	0.913	0.044	0.044	0.878
	3/4	0.896	0.045	0.058	0.856
	4/5	0.930	0.038	0.032	0.891
	5/6	0.942	0.058	0.000	0.941

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.4.6 Grade 6

**Table 5.7.4.6**

Accuracy and Consistency of Classification Indices: Spek (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.623	0.531		0.409	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.825		0.723	
	2	0.569		0.444	
	3	0.590		0.477	
	4	0.768		0.664	
	5	0.336		0.285	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.954	0.022	0.024	0.934
	2/3	0.926	0.033	0.041	0.897
	3/4	0.902	0.050	0.048	0.863
	4/5	0.922	0.028	0.050	0.880
	5/6	0.911	0.089	0.000	0.914

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.7 Grade 7

**Table 5.7.4.7**

Accuracy and Consistency of Classification Indices: Spek (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.644	0.543		0.429
Conditional on Level	Level	Accuracy		Consistency	
	1	0.856		0.770	
	2	0.500		0.385	
	3	0.618		0.505	
	4	0.686		0.577	
	5	0.504		0.429	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.943	0.025	0.032	0.918
	2/3	0.921	0.037	0.042	0.889
	3/4	0.905	0.046	0.049	0.867
	4/5	0.920	0.043	0.037	0.884
	5/6	0.945	0.055	0.000	0.938

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.8 Grade 8

**Table 5.7.4.8**

Accuracy and Consistency of Classification Indices: Spek (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.642	0.547		0.431	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.871		0.788	
	2	0.429		0.322	
	3	0.673		0.566	
	4	0.683		0.568	
	5	0.396		0.337	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.940	0.025	0.034	0.914
	2/3	0.916	0.045	0.038	0.882
	3/4	0.901	0.045	0.054	0.862
	4/5	0.936	0.035	0.030	0.901
	5/6	0.935	0.065	0.000	0.935

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.9 Grade 9

**Table 5.7.4.9**

Accuracy and Consistency of Classification Indices: Spek (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.689	0.602		0.487	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.898	0.840		
	2	0.455	0.347		
	3	0.706	0.604		
	4	0.711	0.589		
	5	0.251	0.219		
	6	-	-		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.928	0.031	0.041	0.898
	2/3	0.917	0.045	0.038	0.882
	3/4	0.921	0.038	0.041	0.888
	4/5	0.966	0.020	0.014	0.945
	5/6	0.944	0.056	0.000	0.947

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.10 Grade 10

**Table 5.7.4.10**

Accuracy and Consistency of Classification Indices: Spek (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.682	0.601		0.484	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.892		0.827	
	2	0.433		0.327	
	3	0.774		0.685	
	4	0.650		0.515	
	5	0.213		0.199	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.931	0.030	0.039	0.900
	2/3	0.910	0.053	0.037	0.874
	3/4	0.923	0.032	0.045	0.890
	4/5	0.973	0.017	0.010	0.955
	5/6	0.933	0.067	0.000	0.942

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.11 Grade 11

**Table 5.7.4.11**

Accuracy and Consistency of Classification Indices: Spek (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.676	0.602		0.492	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.878		0.812	
	2	0.500		0.388	
	3	0.753		0.663	
	4	0.681		0.552	
	5	0.204		0.197	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.929	0.033	0.038	0.899
	2/3	0.914	0.045	0.041	0.879
	3/4	0.931	0.032	0.037	0.901
	4/5	0.971	0.018	0.010	0.954
	5/6	0.920	0.080	0.000	0.933

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.4.12 Grade 12

**Table 5.7.4.12**

Accuracy and Consistency of Classification Indices: Spek (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.672	0.598		0.485	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.841		0.765	
	2	0.557		0.442	
	3	0.785		0.703	
	4	0.625		0.490	
	5	0.207		0.208	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.926	0.038	0.035	0.895
	2/3	0.907	0.047	0.047	0.871
	3/4	0.939	0.024	0.037	0.911
	4/5	0.974	0.019	0.007	0.959
	5/6	0.916	0.084	0.000	0.930

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.7.5 Oral

### 5.7.5.0 Kindergarten

**Table 5.7.5.0**

Accuracy and Consistency of Classification Indices: Oral (Grade K) S402 Paper

<b>Overall Indices</b>	<b>Accuracy</b>	<b>Consistency</b>			<b>Kappa (k)</b>
	0.701	0.613			0.528
<b>Conditional on Level</b>	<b>Level</b>	<b>Accuracy</b>			<b>Consistency</b>
	1	0.885			0.830
	2	0.625			0.509
	3	0.529			0.411
	4	0.421			0.314
	5	0.635			0.520
	6	0.851			0.770
<b>Indices at Cut Points</b>	<b>Cut Point</b>	<b>Accuracy</b>			<b>Consistency</b>
		<b>Accuracy</b>	<b>False Positives</b>	<b>False Negatives</b>	
	1/2	0.945	0.028	0.027	0.922
	2/3	0.936	0.027	0.037	0.911
	3/4	0.941	0.029	0.030	0.914
	4/5	0.933	0.040	0.027	0.906
	5/6	0.934	0.036	0.030	0.907



5.7.5.1 Grade 1

**Table 5.7.5.1**

Accuracy and Consistency of Classification Indices: Oral (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.652	0.537		0.398	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.814		0.652	
	2	0.610		0.471	
	3	0.719		0.618	
	4	0.614		0.507	
	5	0.597		0.497	
	6	0.714		0.442	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.977	0.007	0.016	0.967
	2/3	0.934	0.032	0.034	0.904
	3/4	0.880	0.055	0.065	0.834
	4/5	0.903	0.050	0.047	0.861
	5/6	0.954	0.041	0.005	0.943

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.2 Grade 2

**Table 5.7.5.2**

Accuracy and Consistency of Classification Indices: Oral (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.657	0.545		0.393	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.860		0.734	
	2	0.574		0.432	
	3	0.732		0.622	
	4	0.661		0.555	
	5	0.571		0.483	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.982	0.005	0.013	0.975
	2/3	0.947	0.029	0.024	0.921
	3/4	0.882	0.049	0.070	0.837
	4/5	0.883	0.052	0.065	0.831
	5/6	0.961	0.039	0.000	0.956

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.3 Grade 3

**Table 5.7.5.3**

Accuracy and Consistency of Classification Indices: Oral (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.663	0.554		0.410	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.851		0.713	
	2	0.612		0.473	
	3	0.710		0.601	
	4	0.692		0.594	
	5	0.556		0.467	
	6	0.726		0.419	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.981	0.005	0.014	0.973
	2/3	0.945	0.027	0.028	0.919
	3/4	0.884	0.053	0.063	0.839
	4/5	0.902	0.048	0.050	0.858
	5/6	0.951	0.048	0.001	0.944

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.4 Grade 4

**Table 5.7.5.4**

Accuracy and Consistency of Classification Indices: Oral (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.625	0.522		0.380	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.860		0.735	
	2	0.583		0.444	
	3	0.653		0.529	
	4	0.695		0.588	
	5	0.526		0.464	
	6	0.653		0.414	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.980	0.006	0.014	0.973
	2/3	0.955	0.022	0.024	0.933
	3/4	0.900	0.047	0.053	0.860
	4/5	0.880	0.048	0.072	0.830
	5/6	0.907	0.091	0.001	0.895

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.5 Grade 5

**Table 5.7.5.5**

Accuracy and Consistency of Classification Indices: Oral (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.625	0.511		0.370
Conditional on Level	Level	Accuracy		Consistency	
	1	0.856		0.738	
	2	0.564		0.430	
	3	0.624		0.500	
	4	0.673		0.564	
	5	0.549		0.473	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.972	0.009	0.019	0.960
	2/3	0.944	0.027	0.029	0.918
	3/4	0.896	0.049	0.056	0.854
	4/5	0.874	0.054	0.072	0.821
	5/6	0.935	0.065	0.000	0.914

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.6 Grade 6

**Table 5.7.5.6**

Accuracy and Consistency of Classification Indices: Oral (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.609	0.500		0.372	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.845		0.731	
	2	0.591		0.460	
	3	0.592		0.471	
	4	0.670		0.557	
	5	0.509		0.439	
	6	0.593		0.383	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.968	0.012	0.021	0.954
	2/3	0.942	0.025	0.033	0.917
	3/4	0.902	0.049	0.049	0.863
	4/5	0.879	0.051	0.070	0.830
	5/6	0.910	0.081	0.009	0.887

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.7 Grade 7

**Table 5.7.5.7**

Accuracy and Consistency of Classification Indices: Oral (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.612	0.499		0.378	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.860		0.759	
	2	0.531		0.408	
	3	0.564		0.445	
	4	0.653		0.545	
	5	0.531		0.442	
	6	0.595		0.375	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.954	0.016	0.030	0.936
	2/3	0.932	0.030	0.037	0.902
	3/4	0.897	0.054	0.049	0.856
	4/5	0.888	0.055	0.057	0.842
	5/6	0.930	0.057	0.013	0.905

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.8 Grade 8

**Table 5.7.5.8**

Accuracy and Consistency of Classification Indices: Oral (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.614	0.504		0.387	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.864		0.770	
	2	0.519		0.399	
	3	0.566		0.450	
	4	0.656		0.548	
	5	0.503		0.412	
	6	0.621		0.393	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.948	0.018	0.034	0.928
	2/3	0.927	0.034	0.039	0.895
	3/4	0.897	0.055	0.048	0.856
	4/5	0.896	0.053	0.051	0.853
	5/6	0.935	0.054	0.011	0.913

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.5.9 Grade 9

**Table 5.7.5.9**

Accuracy and Consistency of Classification Indices: Oral (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.661	0.553		0.436	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.877		0.798	
	2	0.542		0.423	
	3	0.656		0.546	
	4	0.654		0.549	
	5	0.512		0.403	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.939	0.023	0.038	0.914
	2/3	0.917	0.043	0.040	0.882
	3/4	0.899	0.051	0.050	0.859
	4/5	0.926	0.044	0.030	0.895
	5/6	0.972	0.028	0.000	0.962

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.10 Grade 10

**Table 5.7.5.10**

Accuracy and Consistency of Classification Indices: Oral (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.667	0.559		0.442	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.872		0.791	
	2	0.533		0.416	
	3	0.661		0.554	
	4	0.666		0.561	
	5	0.523		0.408	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.937	0.025	0.038	0.911
	2/3	0.916	0.042	0.042	0.881
	3/4	0.900	0.053	0.047	0.861
	4/5	0.932	0.041	0.027	0.903
	5/6	0.975	0.025	0.000	0.965

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.11 Grade 11

**Table 5.7.5.11**

Accuracy and Consistency of Classification Indices: Oral (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.671	0.564		0.445	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.860		0.771	
	2	0.536		0.419	
	3	0.686		0.585	
	4	0.653		0.545	
	5	0.547		0.427	
	6	0.654		0.344	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.937	0.026	0.038	0.910
	2/3	0.911	0.044	0.045	0.874
	3/4	0.901	0.052	0.047	0.862
	4/5	0.940	0.039	0.022	0.914
	5/6	0.976	0.022	0.002	0.968

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.5.12 Grade 12

**Table 5.7.5.12**

Accuracy and Consistency of Classification Indices: Oral (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.692	0.589		0.463	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.855		0.762	
	2	0.546		0.428	
	3	0.733		0.644	
	4	0.675		0.567	
	5	0.503		0.390	
	6	0.719		0.361	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.939	0.024	0.036	0.914
	2/3	0.910	0.044	0.046	0.873
	3/4	0.905	0.049	0.046	0.866
	4/5	0.952	0.032	0.015	0.931
	5/6	0.980	0.020	0.000	0.976

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.7.6 Literacy

### 5.7.6.0 Kindergarten

**Table 5.7.6.0**

Accuracy and Consistency of Classification Indices: Litr (Grade K) S402 Paper

<b>Overall Indices</b>	<b>Accuracy</b>	<b>Consistency</b>	<b>Kappa (k)</b>		
	0.851	0.814	0.613		
<b>Conditional on Level</b>	<b>Level</b>	<b>Accuracy</b>	<b>Consistency</b>		
	1	0.963	0.949		
	2	0.644	0.516		
	3	0.560	0.513		
	4	-	-		
	5	N/A	N/A		
	6	N/A	N/A		
<b>Indices at Cut Points</b>	<b>Cut Point</b>	<b>Accuracy</b>			<b>Consistency</b>
		<b>Accuracy</b>	<b>False Positives</b>	<b>False Negatives</b>	
	1/2	0.948	0.026	0.026	0.927
	2/3	0.954	0.020	0.027	0.933
	3/4	0.948	0.052	0.000	0.946
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

5.7.6.1 Grade 1

**Table 5.7.6.1**

Accuracy and Consistency of Classification Indices: Litr (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.792	0.710		0.576	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.837		0.745	
	2	0.765		0.679	
	3	0.821		0.761	
	4	0.620		0.489	
	5	0.909		0.564	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.940	0.029	0.032	0.913
	2/3	0.901	0.048	0.051	0.861
	3/4	0.962	0.024	0.014	0.944
	4/5	0.990	0.010	0.000	0.990
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.2 Grade 2

**Table 5.7.6.2**

Accuracy and Consistency of Classification Indices: Litr (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.808	0.734		0.594	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.853		0.761	
	2	0.746		0.642	
	3	0.862		0.817	
	4	0.701		0.610	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.970	0.013	0.017	0.957
	2/3	0.930	0.034	0.037	0.900
	3/4	0.927	0.036	0.037	0.895
	4/5	0.982	0.018	0.000	0.981
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.3 Grade 3

**Table 5.7.6.3**

Accuracy and Consistency of Classification Indices: Litr (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.791	0.710		0.527	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.876		0.781	
	2	0.697		0.575	
	3	0.862		0.811	
	4	0.656		0.560	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.978	0.007	0.015	0.970
	2/3	0.940	0.030	0.030	0.913
	3/4	0.889	0.048	0.063	0.844
	4/5	0.983	0.017	0.000	0.981
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.6.4 Grade 4

**Table 5.7.6.4**

Accuracy and Consistency of Classification Indices: Litr (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.777	0.700		0.543	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.834		0.778	
	2	0.645		0.509	
	3	0.859		0.794	
	4	0.713		0.663	
	5	-		-	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.980	0.009	0.011	0.975
	2/3	0.955	0.024	0.022	0.937
	3/4	0.890	0.043	0.067	0.850
	4/5	0.946	0.054	0.000	0.936
	5/6	0.993	0.007	0.000	0.995

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.5 Grade 5

**Table 5.7.6.5**

Accuracy and Consistency of Classification Indices: Litr (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.754	0.668		0.521	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.878	0.791		
	2	0.661	0.531		
	3	0.834	0.763		
	4	0.685	0.637		
	5	0.512	0.339		
	6	-	-		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.978	0.008	0.014	0.970
	2/3	0.952	0.023	0.025	0.930
	3/4	0.896	0.043	0.061	0.854
	4/5	0.929	0.067	0.004	0.913
	5/6	0.993	0.007	0.000	0.992

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.6 Grade 6

**Table 5.7.6.6**

Accuracy and Consistency of Classification Indices: Litr (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.799	0.720		0.549	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.881		0.804	
	2	0.706		0.592	
	3	0.859		0.811	
	4	0.654		0.539	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.972	0.010	0.018	0.961
	2/3	0.936	0.032	0.032	0.908
	3/4	0.898	0.049	0.053	0.857
	4/5	0.993	0.007	0.000	0.993
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.7 Grade 7

**Table 5.7.6.7**

Accuracy and Consistency of Classification Indices: Litr (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.794	0.712		0.561	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.888		0.809	
	2	0.696		0.585	
	3	0.858		0.809	
	4	0.648		0.537	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.964	0.012	0.023	0.951
	2/3	0.926	0.038	0.036	0.894
	3/4	0.916	0.039	0.045	0.879
	4/5	0.987	0.013	0.000	0.986
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.8 Grade 8

**Table 5.7.6.8**

Accuracy and Consistency of Classification Indices: Litr (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.786	0.701		0.563	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.877		0.794	
	2	0.697		0.587	
	3	0.831		0.774	
	4	0.710		0.604	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.959	0.015	0.026	0.943
	2/3	0.921	0.040	0.039	0.888
	3/4	0.917	0.042	0.040	0.883
	4/5	0.988	0.012	0.000	0.986
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.9 Grade 9

**Table 5.7.6.9**

Accuracy and Consistency of Classification Indices: Litr (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.767	0.673		0.555	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.846		0.740	
	2	0.725		0.619	
	3	0.775		0.699	
	4	0.769		0.687	
	5	0.715		0.524	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.965	0.014	0.022	0.950
	2/3	0.929	0.032	0.040	0.900
	3/4	0.913	0.048	0.040	0.878
	4/5	0.960	0.026	0.013	0.943
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.10 Grade 10

**Table 5.7.6.10**

Accuracy and Consistency of Classification Indices: Litr (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.758	0.662		0.545	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.861		0.768	
	2	0.722		0.616	
	3	0.774		0.694	
	4	0.742		0.658	
	5	0.668		0.478	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.964	0.014	0.022	0.949
	2/3	0.932	0.031	0.037	0.903
	3/4	0.911	0.047	0.042	0.875
	4/5	0.952	0.031	0.017	0.931
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.6.11 Grade 11

**Table 5.7.6.11**

Accuracy and Consistency of Classification Indices: Litr (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.766	0.674		0.556	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.865		0.771	
	2	0.718		0.613	
	3	0.791		0.719	
	4	0.741		0.653	
	5	0.706		0.511	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.963	0.013	0.023	0.949
	2/3	0.930	0.033	0.037	0.900
	3/4	0.914	0.045	0.040	0.879
	4/5	0.959	0.028	0.013	0.943
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.6.12 Grade 12

**Table 5.7.6.12**

Accuracy and Consistency of Classification Indices: Litr (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.776	0.690		0.565	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.864		0.772	
	2	0.727		0.623	
	3	0.815		0.750	
	4	0.712		0.634	
	5	0.655		0.369	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.962	0.015	0.023	0.946
	2/3	0.925	0.036	0.039	0.894
	3/4	0.919	0.042	0.040	0.885
	4/5	0.971	0.028	0.002	0.963
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.7.7 Comprehension

### 5.7.7.0 Kindergarten

**Table 5.7.7.0**

Accuracy and Consistency of Classification Indices: Cphn (Grade K) S402 Paper

<b>Overall Indices</b>	<b>Accuracy</b>	<b>Consistency</b>			<b>Kappa (k)</b>
	0.813	0.759			0.589
<b>Conditional on Level</b>	<b>Level</b>	<b>Accuracy</b>			<b>Consistency</b>
	1	0.960			0.945
	2	0.471			0.355
	3	0.560			0.442
	4	0.364			0.273
	5	0.739			0.647
	6	0.744			0.500
<b>Indices at Cut Points</b>	<b>Cut Point</b>	<b>Accuracy</b>			<b>Consistency</b>
		<b>Accuracy</b>	<b>False Positives</b>	<b>False Negatives</b>	
	1/2	0.948	0.025	0.027	0.927
	2/3	0.954	0.026	0.021	0.934
	3/4	0.955	0.028	0.017	0.937
	4/5	0.958	0.025	0.017	0.942
	5/6	0.982	0.014	0.004	0.974

5.7.7.1 Grade 1

**Table 5.7.7.1**

Accuracy and Consistency of Classification Indices: Cphn (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.555	0.445		0.312	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.735		0.492	
	2	0.494		0.380	
	3	0.575		0.473	
	4	0.354		0.273	
	5	0.573		0.454	
	6	0.781		0.623	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.950	0.010	0.040	0.932
	2/3	0.896	0.049	0.055	0.850
	3/4	0.857	0.078	0.065	0.804
	4/5	0.872	0.071	0.057	0.823
	5/6	0.934	0.041	0.025	0.904

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.2 Grade 2

**Table 5.7.7.2**

Accuracy and Consistency of Classification Indices: Cphn (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.582	0.474		0.351
Conditional on Level	Level	Accuracy		Consistency	
	1	0.802		0.609	
	2	0.551		0.418	
	3	0.570		0.459	
	4	0.404		0.315	
	5	0.560		0.451	
	6	0.804		0.667	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.970	0.007	0.023	0.958
	2/3	0.923	0.036	0.042	0.888
	3/4	0.871	0.063	0.066	0.823
	4/5	0.872	0.066	0.062	0.822
	5/6	0.914	0.053	0.033	0.877

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.3 Grade 3

**Table 5.7.7.3**

Accuracy and Consistency of Classification Indices: Cphn (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.549	0.439		0.298	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.808		0.592	
	2	0.626		0.477	
	3	0.542		0.423	
	4	0.379		0.295	
	5	0.549		0.456	
	6	0.684		0.517	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.979	0.004	0.017	0.971
	2/3	0.930	0.026	0.044	0.898
	3/4	0.864	0.068	0.068	0.809
	4/5	0.841	0.079	0.080	0.784
	5/6	0.892	0.063	0.045	0.845

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.4 Grade 4

**Table 5.7.7.4**

Accuracy and Consistency of Classification Indices: Cphn (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.572	0.461		0.326
Conditional on Level	Level	Accuracy		Consistency	
	1	0.862		0.720	
	2	0.619		0.478	
	3	0.561		0.433	
	4	0.428		0.330	
	5	0.555		0.461	
	6	0.672		0.532	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.978	0.005	0.017	0.971
	2/3	0.946	0.024	0.031	0.919
	3/4	0.886	0.056	0.058	0.839
	4/5	0.855	0.064	0.081	0.802
	5/6	0.875	0.064	0.061	0.826

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.5 Grade 5

**Table 5.7.7.5**

Accuracy and Consistency of Classification Indices: Cphn (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.550	0.442		0.315	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.858		0.723	
	2	0.578		0.441	
	3	0.545		0.424	
	4	0.396		0.306	
	5	0.506		0.415	
	6	0.665		0.513	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.968	0.008	0.024	0.956
	2/3	0.931	0.033	0.037	0.897
	3/4	0.873	0.062	0.065	0.825
	4/5	0.855	0.064	0.081	0.801
	5/6	0.880	0.067	0.053	0.833

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.6 Grade 6

**Table 5.7.7.6**

Accuracy and Consistency of Classification Indices: Cphn (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.579	0.466		0.334
Conditional on Level	Level	Accuracy		Consistency	
	1	0.831		0.671	
	2	0.635		0.513	
	3	0.601		0.496	
	4	0.395		0.309	
	5	0.559		0.442	
	6	0.680		0.454	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.961	0.010	0.029	0.947
	2/3	0.901	0.048	0.051	0.857
	3/4	0.861	0.072	0.067	0.809
	4/5	0.879	0.068	0.053	0.832
	5/6	0.946	0.038	0.017	0.920

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.7.7 Grade 7

**Table 5.7.7.7**

Accuracy and Consistency of Classification Indices: Cphn (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.565	0.455		0.329	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.818		0.665	
	2	0.624		0.508	
	3	0.529		0.426	
	4	0.413		0.324	
	5	0.520		0.404	
	6	0.694		0.483	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.946	0.016	0.039	0.925
	2/3	0.892	0.051	0.057	0.845
	3/4	0.865	0.076	0.058	0.815
	4/5	0.883	0.067	0.050	0.839
	5/6	0.943	0.037	0.020	0.915

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.8 Grade 8

**Table 5.7.7.8**

Accuracy and Consistency of Classification Indices: Cphn (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.555	0.448		0.326	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.809		0.661	
	2	0.613		0.498	
	3	0.497		0.395	
	4	0.381		0.296	
	5	0.508		0.398	
	6	0.707		0.504	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.938	0.020	0.042	0.913
	2/3	0.889	0.052	0.059	0.842
	3/4	0.868	0.074	0.058	0.818
	4/5	0.881	0.068	0.051	0.836
	5/6	0.936	0.043	0.021	0.907

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.9 Grade 9

**Table 5.7.7.9**

Accuracy and Consistency of Classification Indices: Cphn (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.584	0.478		0.359	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.818		0.675	
	2	0.660		0.551	
	3	0.512		0.409	
	4	0.409		0.317	
	5	0.507		0.394	
	6	0.754		0.572	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.942	0.018	0.040	0.919
	2/3	0.893	0.050	0.057	0.849
	3/4	0.878	0.070	0.051	0.833
	4/5	0.895	0.059	0.046	0.854
	5/6	0.942	0.038	0.020	0.916

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.10 Grade 10

**Table 5.7.7.10**

Accuracy and Consistency of Classification Indices: Cphn (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.587	0.478		0.362	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.771		0.624	
	2	0.648		0.542	
	3	0.524		0.416	
	4	0.384		0.292	
	5	0.520		0.405	
	6	0.772		0.613	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.933	0.025	0.043	0.906
	2/3	0.892	0.051	0.057	0.848
	3/4	0.889	0.063	0.048	0.845
	4/5	0.901	0.059	0.041	0.862
	5/6	0.939	0.039	0.022	0.913

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.11 Grade 11

**Table 5.7.7.11**

Accuracy and Consistency of Classification Indices: Cphn (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.590	0.482		0.364	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.786		0.639	
	2	0.650		0.545	
	3	0.526		0.420	
	4	0.362		0.274	
	5	0.539		0.421	
	6	0.780		0.613	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.934	0.023	0.043	0.907
	2/3	0.889	0.053	0.058	0.843
	3/4	0.887	0.064	0.049	0.842
	4/5	0.902	0.059	0.040	0.863
	5/6	0.944	0.037	0.019	0.920

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.7.12 Grade 12

**Table 5.7.7.12**

Accuracy and Consistency of Classification Indices: Cphn (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.611	0.499		0.371
Conditional on Level	Level	Accuracy		Consistency	
	1	0.776		0.628	
	2	0.669		0.568	
	3	0.561		0.456	
	4	0.435		0.331	
	5	0.566		0.433	
	6	0.780		0.584	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.931	0.025	0.043	0.902
	2/3	0.883	0.058	0.059	0.836
	3/4	0.892	0.064	0.045	0.849
	4/5	0.919	0.049	0.032	0.886
	5/6	0.965	0.025	0.010	0.950

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

## 5.7.8 Overall

### 5.7.8.0 Kindergarten

**Table 5.7.8.0**

Accuracy and Consistency of Classification Indices: Over (Grade K) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.851	0.799		0.689
Conditional on Level	Level	Accuracy		Consistency	
	1	0.952		0.933	
	2	0.747		0.647	
	3	0.739		0.639	
	4	0.725		0.663	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.952	0.025	0.023	0.932
	2/3	0.954	0.022	0.025	0.934
	3/4	0.964	0.019	0.017	0.949
	4/5	0.982	0.018	0.000	0.982
	5/6	N/A	N/A	N/A	N/A

### 5.7.8.1 Grade 1

**Table 5.7.8.1**

Accuracy and Consistency of Classification Indices: Over (Grade 1) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.824	0.755		0.627
Conditional on Level	Level	Accuracy		Consistency	
	1	0.859		0.768	
	2	0.780		0.692	
	3	0.877		0.836	
	4	0.695		0.602	
	5	0.851		0.613	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.971	0.012	0.017	0.958
	2/3	0.928	0.036	0.036	0.898
	3/4	0.943	0.028	0.029	0.918
	4/5	0.982	0.017	0.001	0.981
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.2 Grade 2

**Table 5.7.8.2**

Accuracy and Consistency of Classification Indices: Over (Grade 2) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.821	0.760		0.634	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.889	0.818		
	2	0.767	0.670		
	3	0.887	0.843		
	4	0.734	0.680		
	5	-	-		
	6	N/A	N/A		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.984	0.006	0.010	0.978
	2/3	0.954	0.024	0.022	0.934
	3/4	0.919	0.033	0.048	0.886
	4/5	0.964	0.036	0.000	0.962
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.8.3 Grade 3

**Table 5.7.8.3**

Accuracy and Consistency of Classification Indices: Over (Grade 3) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.816	0.750		0.616	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.905		0.836	
	2	0.750		0.645	
	3	0.881		0.827	
	4	0.748		0.698	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.987	0.004	0.009	0.982
	2/3	0.960	0.021	0.019	0.942
	3/4	0.906	0.036	0.059	0.868
	4/5	0.964	0.036	0.000	0.959
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.4 Grade 4

**Table 5.7.8.4**

Accuracy and Consistency of Classification Indices: Over (Grade 4) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
		0.791	0.726		0.590
Conditional on Level	Level	Accuracy		Consistency	
	1	0.834		0.842	
	2	0.722		0.606	
	3	0.863		0.798	
	4	0.755		0.744	
	5	-		-	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.984	0.008	0.008	0.983
	2/3	0.968	0.018	0.014	0.958
	3/4	0.921	0.034	0.045	0.893
	4/5	0.908	0.092	0.000	0.893
	5/6	0.992	0.008	0.000	0.996

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.5 Grade 5

**Table 5.7.8.5**

Accuracy and Consistency of Classification Indices: Over (Grade 5) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.777	0.701		0.574	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.905		0.848	
	2	0.728		0.618	
	3	0.845		0.775	
	4	0.752		0.714	
	5	0.517		0.382	
	6	-		-	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.984	0.006	0.010	0.978
	2/3	0.966	0.017	0.017	0.951
	3/4	0.922	0.033	0.045	0.890
	4/5	0.909	0.071	0.019	0.885
	5/6	0.993	0.007	0.000	0.993

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.6 Grade 6

**Table 5.7.8.6**

Accuracy and Consistency of Classification Indices: Over (Grade 6) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.826	0.762		0.650	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.910	0.852		
	2	0.737	0.633		
	3	0.860	0.800		
	4	0.804	0.761		
	5	-	-		
	6	N/A	N/A		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.980	0.007	0.013	0.972
	2/3	0.958	0.022	0.020	0.940
	3/4	0.917	0.035	0.048	0.883
	4/5	0.971	0.029	0.000	0.967
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.7 Grade 7

**Table 5.7.8.7**

Accuracy and Consistency of Classification Indices: Over (Grade 7) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.813	0.741		0.635	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.914		0.859	
	2	0.719		0.614	
	3	0.846		0.782	
	4	0.787		0.739	
	5	-		-	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.974	0.009	0.017	0.963
	2/3	0.951	0.025	0.023	0.930
	3/4	0.919	0.036	0.045	0.886
	4/5	0.970	0.030	0.000	0.962
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.8 Grade 8

**Table 5.7.8.8**

Accuracy and Consistency of Classification Indices: Over (Grade 8) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.809	0.733		0.631	
Conditional on Level	Level	Accuracy	Consistency		
	1	0.909	0.852		
	2	0.728	0.624		
	3	0.831	0.763		
	4	0.788	0.740		
	5	-	-		
	6	N/A	N/A		
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.970	0.011	0.019	0.958
	2/3	0.948	0.026	0.026	0.926
	3/4	0.921	0.037	0.042	0.889
	4/5	0.970	0.030	0.000	0.960
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.9 Grade 9

**Table 5.7.8.9**

Accuracy and Consistency of Classification Indices: Over (Grade 9) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.802	0.722		0.628	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.899		0.836	
	2	0.743		0.645	
	3	0.811		0.742	
	4	0.807		0.740	
	5	0.696		0.524	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.968	0.013	0.020	0.955
	2/3	0.946	0.026	0.028	0.924
	3/4	0.929	0.037	0.033	0.900
	4/5	0.960	0.025	0.015	0.943
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.10 Grade 10

**Table 5.7.8.10**

Accuracy and Consistency of Classification Indices: Over (Grade 10) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.798	0.717		0.624	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.902		0.842	
	2	0.736		0.636	
	3	0.817		0.747	
	4	0.788		0.720	
	5	0.683		0.513	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.967	0.013	0.020	0.953
	2/3	0.947	0.026	0.027	0.925
	3/4	0.930	0.036	0.034	0.901
	4/5	0.955	0.028	0.017	0.937
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.



5.7.8.11 Grade 11

**Table 5.7.8.11**

Accuracy and Consistency of Classification Indices: Over (Grade 11) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.807	0.729		0.634	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.901		0.839	
	2	0.733		0.634	
	3	0.830		0.767	
	4	0.796		0.728	
	5	0.707		0.529	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.967	0.013	0.020	0.954
	2/3	0.946	0.027	0.027	0.923
	3/4	0.930	0.036	0.034	0.902
	4/5	0.964	0.024	0.012	0.949
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

5.7.8.12 Grade 12

**Table 5.7.8.12**

Accuracy and Consistency of Classification Indices: Over (Grade 12) S402 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.822	0.752		0.654	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.898		0.834	
	2	0.748		0.654	
	3	0.856		0.805	
	4	0.789		0.728	
	5	0.718		0.460	
	6	N/A		N/A	
Indices at Cut Points	Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.967	0.013	0.020	0.954
	2/3	0.941	0.030	0.029	0.917
	3/4	0.936	0.032	0.032	0.909
	4/5	0.978	0.020	0.002	0.973
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

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