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Annual Technical Report for ACCESS for ELLs Paper English Language Proficiency Test Series 403, 2018–2019 Administration

Annual Technical Report No. 15B

Prepared by:

Center for Applied Linguistics

Language Assessment Division
Psychometrics and Quantitative Research Team

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The WIDA ACCESS for ELLs Technical Advisory Committee

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Executive Summary

This is the 15th annual technical report on the ACCESS for ELLs English Language Proficiency Test and the fourth report since the assessment has been offered in both Paper and Online formats.

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

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

ACCESS for ELLs Online Series 403 was administered in school year 2018–2019 in 35 states, the Bureau of Indian Education, the District of Columbia, the Commonwealth of the Northern Marianas, and the United States Virgin Islands, for a total of 39 state entities (henceforth "states").

The Series 403 Paper data set included the results of 533,584 students. The largest grade was Kindergarten with 232,764 students, while the smallest was Grade 12 with 8,826 students. Of the participating WIDA states, the largest was Florida with 274,210 students, while the smallest was the Commonwealth of the Northern Marianas with 53 students.

ACCESS for ELLs Series 403 was offered in two administrative formats, an online format (Grades 1–12) and a paper format (Kindergarten–Grade 12). The current report (WIDA ACCESS Technical Report 15B) provides technical information pertaining to ACCESS for ELLs Series 403 Paper. A second report (WIDA ACCESS Technical Report 15A) provides technical information for the ACCESS for ELLs Series 403 Online assessment.

Part 1:
Purpose, Design, Implementation

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1. Purpose and Design of ACCESS

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1. Purpose and Design of ACCESS

1.1. Purpose

The overarching purpose of ACCESS for ELLs 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 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 include

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

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

1.2. The WIDA Standards

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

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

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

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

Every selected-response item and every performance-based task on ACCESS for ELLs targets at least one of these five Standards. In the 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

1.3. The WIDA Proficiency Levels

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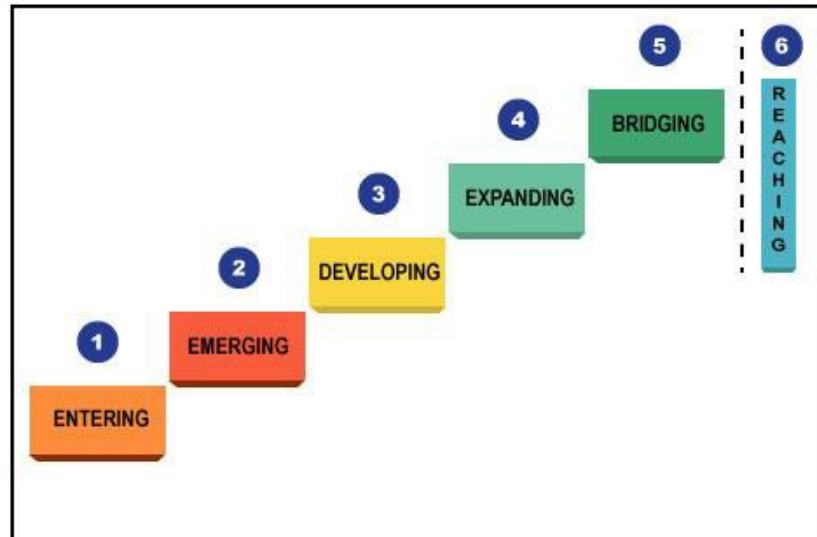
Figure 1. The language proficiency levels of the WIDA ELD Standards.

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 represented through connections to 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 for ELLs is based on individual MPIs organized into strands within the WIDA ELD Standards. 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.

1.4. Language Domains

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

1.5. Grade-Level Clusters

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

In the lower grades (Grades 1–5), test forms may be shared across grade-level clusters. As described in Section 2.3.1. below, the Listening and Reading tests were developed prior to the launch of the 2016 operational administration, which represented the shift to the new cluster structure of Online ACCESS. Earlier ACCESS tests had a cluster structure that differs from that of the current ACCESS items in newer development, in the lower grades. The Speaking and Writing tests were developed using the ACCESS Online cluster structure. ACCESS Paper clusters, therefore, bridge the cluster structure of the older ACCESS assessments and ACCESS Online. For example, the Cluster 2 tests in the domains of Reading and Listening are the same test forms as the Cluster 1 tests. The Cluster 2 tests in the domains of Speaking and Writing are the same test forms as the Cluster 3 tests in these domains.

Table **1** details the grade-level cluster structure of ACCESS Paper and the shared forms across clusters.

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

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

Note that in our analyses of student participation in the assessment (Part 2 Chapter 1), analysis is conducted by cluster (K, 1, 2, 3, 4–5, 6–8, 9–12). In our analyses of test forms (Part 2 Chapter 2), analysis is conducted 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.

1.6. Tiers

Tests must be at the appropriate difficulty level for individual test takers in order to be valid and reliable. While the grade-level cluster structure is a design feature intended to ensure that the language expectations are developmentally appropriate for children at different age ranges, it is also important to attend to students' differing levels of language proficiency within each grade-level cluster. 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.

ACCESS is designed so that test forms are appropriate to the proficiency level of individual students across the wide range of proficiencies described in the WIDA ELD Standards. Test forms are constructed at either Tier A (for students at beginning levels of English proficiency), or Tier B/C (for students at higher proficiency levels). Each Grade 1–12 test taker takes either the Tier A form or the Tier B/C form. The Kindergarten assessment is not tiered.

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

In the domain of Writing, Tier A forms include tasks written to elicit language up to PL 3, and Tier B/C forms include tasks written to elicit language up to PL 4 or PL 5. In the domain of Speaking, students at early levels of proficiency take the Tier A form, with tasks designed to elicit language at PL1 and PL3; and more proficient students take the Tier B/C form, with tasks designed to elicit language at PL3 and PL5.

2. Test Development

2.1. Test Design

This section provides information on the tier structure of the two forms of Paper ACCESS (Tier A and Tier B/C) and the design of each form. Note that this section applies to ACCESS Paper Grades 1–12. For detail on Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor et al., 2009).

2.1.1. Listening

In the domain of Listening, for each grade-level cluster, there are two test forms. Tier A forms have six folders of three items each, for a total of 18 items, and Tier B/C forms each have seven folders of three items each, for a total of 21 items. Figure 2 presents the Listening test design, showing the distribution of folders by Standard for each tier. In this figure, each small gray box represents an item. The items are grouped together in thematic folders of three items that assess the same Standard. Tier A items are targeted to Proficiency Levels 1–4, and Tier B/C items are targeted to Proficiency Levels 2–5.
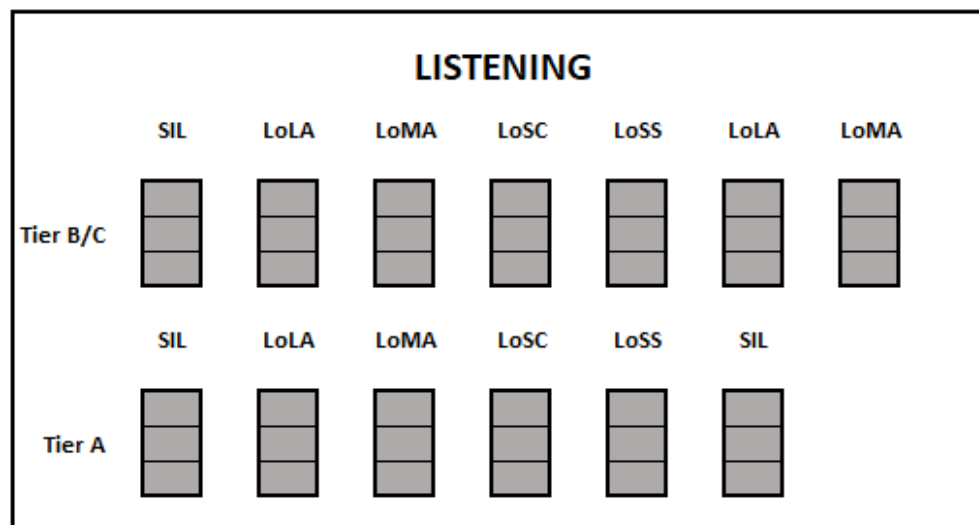
Figure 2. Distribution of items by Standard for each tier of the Listening test.

2.1.2. Reading

In the domain of Reading, for each grade-level cluster, there are also two test forms, a Tier A form and a Tier B/C form. Tier A forms have eight folders of three items each, for a total of 24 items, and Tier B/C forms have nine folders of three items each, for a total of 27 items. Figure 3 presents the Reading test design, showing the distribution of folders by Standard for each tier. In this figure, each small gray box represents an item. The items are grouped together in thematic

folders of three items that assess the same standard. Tier A items are targeted to Proficiency Levels 1–4, and Tier B/C items are targeted to Proficiency Levels 2–5.
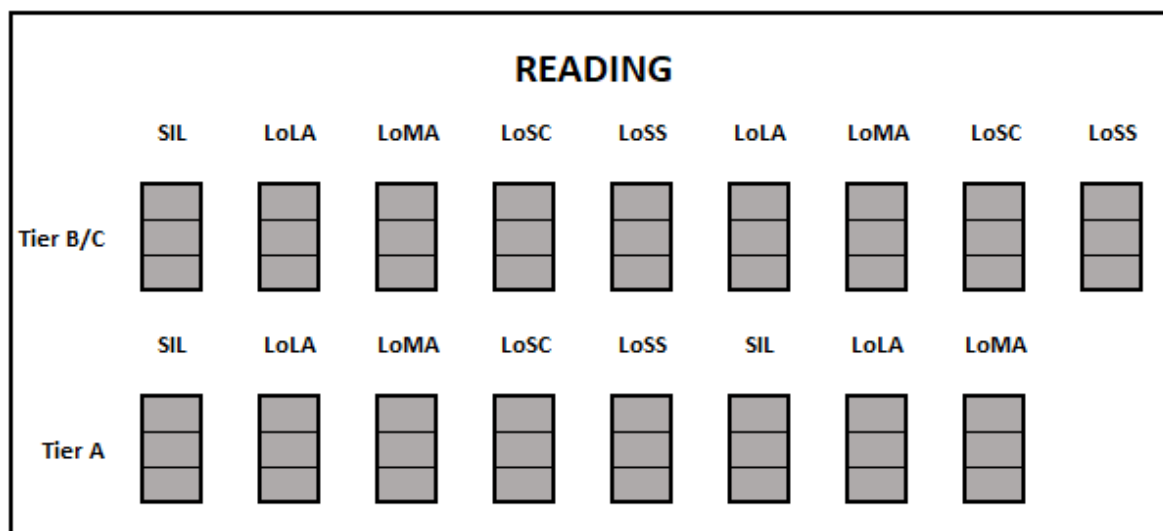
Figure 3. Distribution of items by Standard for each tier of the Reading test.

2.1.3. Writing

In the domain of Writing, for each grade-level cluster, there are two test forms. There is one test form for Tier A and one for Tier B/C. Tier A consists of tasks written to elicit language up to PLs 3, while Tier B/C is designed to elicit language up to PL 4 or 5. However, for both tiers of the test, all tasks are scored using the entire breadth of the scoring scale. Therefore, students can theoretically score anywhere from 0 to 9 on any task (in terms of the raw scores in the scoring scale), although the design of some tasks naturally limits the possible scores. For example, Tier A tasks are not designed to elicit extended responses, so although the tasks are scored using the entire scale, these tasks do not elicit language above PL 4. Likewise, although Tier B/C tasks are designed to elicit extended discourse so that students can display proficiency at PL 4, PL 5, or even PL 6, some students will score throughout the proficiency range. With the exception of Grade 1 Tier A, both tiers consist of three tasks. Grade 1 Tier A has four tasks. Figure 4 and Figure 5 present the Writing test design, showing the distribution of tasks for each tier. In these figures, each colored box represents a task. The number in the box represents the targeted proficiency level of the task.
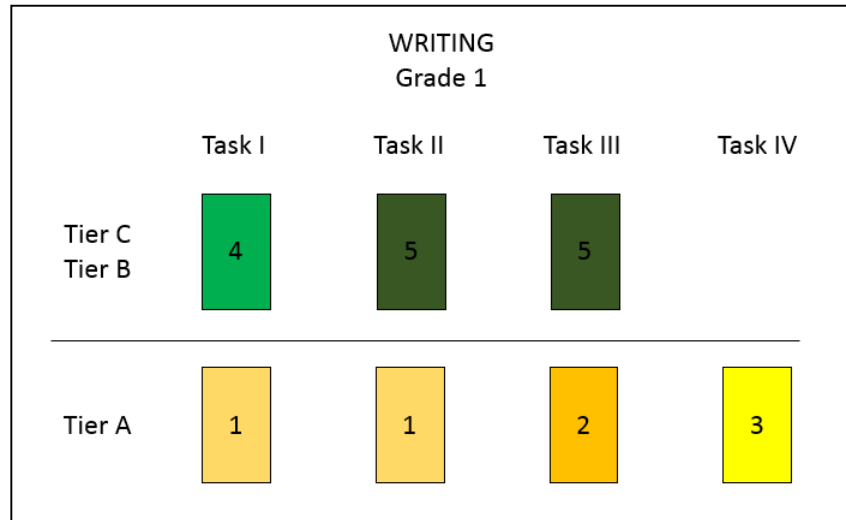
Figure 4. Distribution of tasks by targeted proficiency level for each tier of the Grade 1 Writing test.
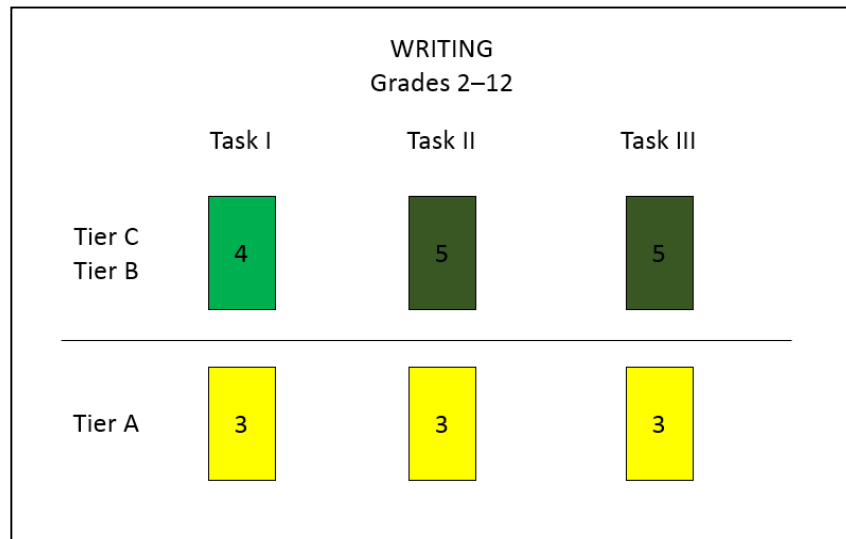
Figure 5. Distribution of tasks by targeted proficiency level for each tier of the Grades 2–12 Writing test.

2.1.4. Speaking

In the domain of Speaking, for each grade-level cluster, there are two test forms: one for Tier A and one for Tier B/C. All speaking tasks are constructed-response tasks. Tier A includes tasks that target language elicitation at PLs 1 and 3. Tier B/C includes 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 6 shows the structure of the Speaking test.

Figure 6. Distribution of tasks for each tier of the Speaking test.

2.2.   *Test Development and Field Testing*

Development of ACCESS Series 400 Paper marked the transition point from the original ACCESS testing program, which was entirely paper based, to the launch of ACCESS in both Online and Paper formats. Development for ACCESS Series 403 Paper continues to reflect this transition. The Listening and Reading items for ACCESS Series 403 Paper were developed prior to the launch of ACCESS Online, when ACCESS was entirely paper based. Most Writing tasks were developed for ACCESS when it was entirely paper based; however, a small subset of Writing tasks on ACCESS Series 403 Paper were developed as online tasks that were subsequently laid out for administration as paper-based tasks. The Speaking tasks were developed and field tested as online tasks before being laid out for administration as paper tasks. The general process of item writing and editing, and of item content, bias, and sensitivity reviews, remains similar across these transitions. Trained item writers work from item specifications to draft items within a thematic folder. After initial development, folders are screened at CAL, and those that are approved for further development undergo a rigorous process of internal development and review, including reviews by standards experts and extensive fact checking. During this phase, images and other ancillary materials, such as scripts and directions, are produced.

After items are internally refined, they are 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 are 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.

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

2.2.1. Listening and Reading

The Listening and Reading items for ACCESS Series 403 Paper were created prior to the launch of ACCESS Online Series 400 and were created when ACCESS was entirely paper based. ACCESS was first field tested in 2004, and from 2004 to 2014, development continued for ACCESS, culminating in Series 303, operational in 2014–2015. For further detail on this original field test and on the processes for ongoing item development from 2004 to 2014, see 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, 2016).

In all grade clusters, the Tier A Listening and Reading forms are static forms. The Listening and Reading tests for ACCESS Series 403 Paper are composed of the same sets of items, across all grade-level clusters and tiers, as ACCESS Series 401 Paper, which in turn is the same set of forms for Listening and Reading Tier A as ACCESS Series 303, with the exception that the cluster structure has been updated (see Section 1.5 above).

In all grade clusters, the Tier B/C forms in Listening and Reading are new forms for Series 403, but are composed of items that were previously operational in Series 400 and 401 and that were developed, as described above, during the development cycles when ACCESS was entirely paper based. Beginning with Series 403, to streamline operational administration, the ACCESS Paper Listening and Reading Tier B and Tier C tests were combined to create a new Tier B/C test in Listening and in Reading for each grade-level cluster.

In order to select these new forms, the pool of Listening and Reading Paper Tier B and Tier C items that were administered to the Series 401 and Series 400 populations was recalibrated using the population data (see Part 2 Section 2.7 for more information on the recalibration). A forms selection meeting was conducted in early 2018, prior to the operational administration of Series 403. Staff from WIDA and CAL reviewed the pool of items in Series 401 and 400 Listening and Reading Tier B and Tier C and selected two new static Tier B/C forms for each grade-level cluster in Listening and Reading—one for use in Series 403 and the other for use in the following operational school year. Forms were selected to maintain the coverage of WIDA ELD

Standards as called for in the test design and to ensure inclusion of items of sufficient difficulty to measure students in the Tier C range.

2.2.2. Writing

For Writing tasks, after 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. If tasks are deemed appropriate after tryouts, they then move to the field testing stage.

The Writing test for ACCESS Series 403 Paper is one of two static rotating forms. Writing Series 403 Paper is composed of the same set of items, across all grade-level clusters and tiers, as ACCESS Series 401 Paper and Online. The other static rotating form is the same set of items, across all grade-level clusters and tiers, as ACCESS Series 400 Paper and Online.

The Writing test for ACCESS Series 401 Paper and Online is composed of writing tasks from two sources. The first source is Writing tasks developed for Series 400, the first year in which ACCESS was offered in both Online and Paper formats. These tasks originally appeared on versions of ACCESS operational prior to Series 400, and they were adapted to be field tested in the online mode for ACCESS Series 400 Online. Writing field-tested tasks that were selected for use on the ACCESS Series 400 Online operational test were then laid out for presentation on ACCESS Series 400 Paper. A subset of these tasks continued to Writing Series 401 Paper. The second source for tasks on Writing Series 401 Paper is tasks that were field tested in a small-scale standalone field test prior to Series 401. The main purposes of this small-scale field testing were to (1) confirm that the tasks were functioning as intended, (2) identify preliminary exemplars that had the potential to be turned into anchors in operational scoring, and (3) inform the rating of the tasks when they became operational. For further detail on this field test, see the Series 401 Online ACCESS technical report (Center for Applied Linguistics, 2018).

2.2.3. Speaking

The Speaking test for ACCESS Series 403 Paper is likewise one of two static rotating forms. Speaking Series 403 Paper is composed of the same set of items, across all grade-level clusters and tiers, as ACCESS Series 401 Paper and Online. The other static rotating form is based on ACCESS Series 402 Paper.

The Speaking test for ACCESS Series 401 Paper was developed to be shared across the Online and Paper versions of ACCESS. Speaking tasks have some differences in presentation between

Online and Paper. In addition, the Paper test does not include the Speaking tier Pre-A, which is included on the Online test.[1]

The development of Series 401 Online and Paper Speaking tasks followed the same trajectory as Writing, but unlike Writing, all Speaking tasks undergo large-scale field testing using the computer-based test format. 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.

2.3. Item and Task Design

This section describes how items and tasks are designed in order to collect the necessary evidence required for the purposes of the assessment. Items and tasks are discussed by language domain. Note that this section applies to ACCESS Paper Grades 1–12. For detail on the item and task design for Kindergarten, see Section 2.4 below and the technical report on the development of the Kindergarten static form (MacGregor, Kenyon, Gibson, & Evans, 2009).

2.3.1. Listening Items

All Listening items are multiple choice and are designed to be group administered.

All Listening items include a prerecorded stimulus passage and question stem. Listening items are selected-response items, with one key and two distractors as answer choices. Answer choices are primarily illustrations; for Grades 2–12, items that test listening proficiency at PLs 3–5 may consist of short written text response options that are written to be about two PLs lower than the targeted PL of the Listening item.

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

In ACCESS Paper, the Listening tests have a Tier A and a Tier B/C form for each grade-level cluster; students are placed into the tier based on a decision made at the school or district level.

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

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[1] 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.

instructions on starting and pausing the CD are provided in the Test Administrator's Script and the Test Administrator Manual.

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

2.3.2. Reading Items

All reading items are multiple choice and are designed to be group administered.

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

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

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

2.3.3. Writing Tasks

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

Writing tasks are designed to elicit language corresponding to one or more of the WIDA ELD Standards. Tasks appearing on the Tier A test form are designed to give students the opportunity to produce writing samples that fulfill linguistic expectations up to PL 3. As described in Section 2.1.3. above, these tasks are scored using the entire breadth of the scoring scale, therefore students may achieve proficiency levels higher than PL 3, although the tasks are not designed to elicit extended responses, so the scores are limited by task design. Tasks appearing on the Tier B/C form are designed to give students the opportunity to produce writing samples that fulfill linguistic expectations up to PL 4 or 5. Again, although these tasks are designed to elicit extended responses, they are scored on the entire breadth of the scoring scale, so students' actual performances may extend above or below the PL 4-5 range.

In the spirit of providing maximal support and making every provision to ensure that students are given the opportunity to demonstrate the full extent of their written English language proficiency, modeling is sometimes used to make task expectations as clear as possible to students. For example, the first of a series of questions may already be partially completed, or a

sentence starter may be provided. In Grades 1–5, a word box may be provided, depending on the grade level, targeted proficiency level, and task.

For all grade clusters and tiers, the Writing test is group administered by a live test administrator. The test administrator reads instructions aloud from the Test Administrator's Script and monitors student progress through the test. For all grade clusters and tiers, the students hand-write their answers in the same test booklet containing the Listening and Reading tests.

2.3.4. Speaking Tasks

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

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

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

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

2.4. Kindergarten

The Kindergarten test is a static form and is not refreshed from year to year. Field testing for Kindergarten ACCESS was conducted in 2008. A full description of item development, field testing, final forms selection, and initial standard setting for Kindergarten can be found in the technical brief *Development and Field Test of Kindergarten ACCESS for ELLs* (MacGregor et al., 2009). Cut scores for Kindergarten were most recently updated in the 2016 ACCESS standard setting (Cook & MacGregor, 2017); see Part 2 Section 2.1 for more information.

3. Assessment Performance: The Implementation of ACCESS

3.1. Test Delivery

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

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

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

The Speaking test is individually administered. Students listen to an audio recording and follow along in an accompanying test booklet. Each task also includes a model student response, which serves as an exemplar to the student and also as a benchmark to the test administrator who will score the task.

3.2. Scoring Procedures

3.2.1. Multiple-Choice Scoring: Listening and Reading

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

3.2.2. Writing

Performance-based tasks in the domains of Writing are scored by trained raters. 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 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 ten raters per 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 raters and as team leaders on previous projects. Scoring directors are responsible for a specific set of tasks within a single domain. The scoring directors train and oversee the teams of raters assigned to these tasks. What follows are general scoring procedures utilized by DRC.

Rater Training and Qualifying

- 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 (of which there are two types, recalibration sets and validation sets, which are explained below) to keep the raters calibrated on the actual tasks they are scoring.

Calculating Score Agreement for Score Monitoring

- For Writing, agreement is defined as two adjacent scores. (See below for a description of the Writing Scoring Scale.) For example, using the Writing Scoring Scale, scores 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.

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.

Monitoring Scoring (Quality Control)

- Ongoing quality control checks and procedures help monitor and maintain the quality of the scoring sessions. At least 20% of the responses are independently scored by two raters for the purpose of monitoring interrater reliability. DRC monitors these data daily.
- Responses can be retrieved on demand (e.g., specific grade-level clusters, specific students) should the need arise during or after 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 rater ID.

- For Writing, DRC uses both recalibration and validation sets. For each of the first 5 days that raters score a task, they take one recalibration set of five responses per task. After the raters take the recalibration sets, the scoring director or team leader reviews them using descriptors from the Writing Scoring Scale and the anchor responses to confirm 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.

The Writing Scoring Scale has six whole score points that range from 1 to 6. For responses that fall in between the whole score points, "plus" score points are available (e.g., a response that falls between 3 and 4 is scored as 3+). The scale descriptors include three different yet interrelated dimensions: discourse, sentence, and word/phrase. These scale descriptors guide raters as they consider all three dimensions in order to make holistic judgments about which score point best suits a response. The dimensions are distinguished as follows:

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

When assigning a score, a rater makes an initial judgment about which whole score point (1–6) best describes a response and then determines whether the three descriptors for that whole score point suit that response. If all three descriptors suit the response, a whole score point is awarded. If there is clear evidence that one or two descriptors from an adjacent score point are a better fit, a plus score point between the two applicable whole score points 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, while partially off-task responses are scored by ignoring the off-task portion of the response 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 2.

Table 2
Rating to Raw Score Conversion (Writing)

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

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

On Tier B/C tests for all grade-level clusters, results from the different tasks are given different weights. These weights are specified to reflect intended amounts of time that a student should spend on each task. The first task is given a weight of 1, the second task is given a weight of 2, and the third task is given a weight of 3. Thus, for example, a student with raw scores of 5, 6, and 7 on the three tasks would have a total raw score of 38 ([1 * 5] + [2 * 6] + [3 * 7]), while a student with raw scores of 7, 6, and 5 on the three tasks would have a total raw score of 34 ([1 * 7] + [2 * 6] + [3 * 5]). Raw scores on the Tier B/C tests can range from 0 to 54.

The ACCESS Writing Scoring Scale is distinct from the WIDA Writing Rubric, which is a tool for evaluating student writing in classrooms and for interpreting student scores from ACCESS Online. The Writing Scoring Scale was designed specifically as a scoring tool and is not appropriate for any other purposes.

3.2.3. Speaking

Speaking responses are immediately scored by the administrator while the test is administered. After listening to the student's responses, the administrator assigns a score. The Speaking test is 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 Speaking Test is the only portion of ACCESS Paper that is scored locally. Test administrators must complete the relevant virtual ACCESS Paper test administrator training module for the Speaking test and pass the accompanying quiz (either Grades 1–5 or Grades 6–12). The training focuses on developing the test administrators' ability to score the test reliably. Separate training materials are available that address test administration and monitoring procedures. To reliably score the test, test administrators are trained on the Speaking Scoring Scale. Training materials are available for each grade-level cluster, and raters listen to anchor samples and view score justifications that provide detailed explanations for scores based on the scoring scale. Practice samples are also available so that raters can practice assigning scores. The course includes both required training material for each grade-level cluster as well as optional training material. Raters are required to complete training sections for each grade-level cluster they will administer and score. However, if 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.

The Speaking Scoring Scale defines five score points: *Exemplary*, *Strong*, *Adequate*, *Attempted*, and *No Response (in English)*. These score points are applied based on the proficiency level expectations of each task, that is, the level of language proficiency that each task is designed to elicit. These expectations are exemplified by the model student response (see Section 2.3.4). In this way, the model response serves as a scoring benchmark. Raters listen to the model response and score test taker responses relative to the model. A score of *Exemplary* means that the student response demonstrates English language use that is equal to or beyond the English language use illustrated by the model student's response.

The Speaking Scoring Scale includes descriptors for overall language use, response sophistication, language delivery, and word choice. As stated above, the scale is applied relative to the proficiency level demands of the task. For tasks targeting language elicitation at PL 1, there are only three possible score points: *No Response*, *Attempted*, and *Adequate and Above*. This is the case because appropriate responses to PL 1 tasks are single words and short chunks of language, so it is not possible to reliably distinguish between *Adequate*, *Strong*, and *Exemplary* performance.

To calculate a raw score for the Speaking test, the five score points are converted to whole numbers, as shown in

Table 3. To calculate a total raw score, the raw scores for each task are added together; additionally, in Tier B/C, six points are added to the total raw score, representing a score of *Adequate and Above* for three tasks targeting language at PL 1. Though a Tier B/C student would not be administered any tasks targeting the PL 1 level, it is assumed that a score of *Adequate and Above* would be applicable to such tasks. Thus, on the Tier A test, scores can range from 0 to 18; and on the B/C test, from 6 to 30.

Table 3
Rating to Raw Score Conversion (Speaking)

Rating	Raw score
No Response (in English)	0
Attempted	1
Adequate	2
Strong	3
Exemplary	4

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

3.3. *Operational Administration*

3.3.1. Listening Test Administration

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

3.3.1.1. *Listening Test Materials*

Test materials include the following items:

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

3.3.1.2. *Organization and Timing of the Listening Test*

The Listening test is designed to take approximately 25 to 40 minutes, depending on the grade-level cluster and tier. The length of test items increases with students' language proficiency and grade level. For example, the Tier B/C Listening test takes longer to administer than the Tier A Listening test, and the Listening test for Grades 9–12 may take slightly longer than the test for Grades 4–5.

3.3.2. Reading Test Administration

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

3.3.2.1. *Reading Test Materials*

Reading test materials include the following items:

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

3.3.2.2. *Organization and Timing of the Reading Test*

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

3.3.3. Writing Test Administration

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

3.3.3.1. *Writing Test Materials*

Writing test materials include the following items:

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

3.3.3.2. *Organization and Timing of the Writing Test*

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

finish writing, for a total of 60 minutes. For all grade-level clusters, the Tier B/C Writing tests have recommended timing guidelines for Parts A, B, and C of 10, 20, and 30 minutes, respectively.

3.3.4. Speaking Test Administration

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

3.3.4.1. Audio Format of the Speaking Test

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

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

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

3.3.4.2. Speaking Test Materials

Speaking test materials include the following items:

- Test Administrator's Script

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

3.3.4.3. *Organization and Timing of the Speaking Test*

Speaking tasks on the Speaking test are contained within three parts: A, B, and C. As in other domains of ACCESS for ELLs, tasks on the Speaking test are grouped thematically. Each part addresses one or more of the WIDA ELD Standards and contains two tasks. In all, the Speaking test contains six individual tasks across the three parts. Each task is associated with a proficiency level (1, 3, or 5) and includes one or two questions to which the student responds. Student questions are indicated by a blue speech bubble in the test booklet.

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

3.3.5. Test Administrator Training

To prepare individuals to serve as test administrators, test administrator training for ACCESS Series 403 Paper is conducted through online training modules hosted on the WIDA website. Three certifications are offered to participants: a group test administration certification pertaining to the Listening, Reading, and Writing portions of ACCESS; a certification for the Speaking test; and a certification for the Kindergarten test. In order to receive any of the three certifications, participants have to complete the relevant online course and pass a quiz after completing the course.

3.3.6. Test Security

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

All materials for ACCESS for ELLs are considered secure test materials. All users of the WIDA website are prompted to read and sign a Non-Disclosure and User Agreement (NDUA) upon their first login. Use of the WIDA Assessment Management System (WIDA AMS) and

INSIGHT test engine are also subject to the terms of use outlined in the WIDA AMS. Users are prompted to agree with the test security policy upon their first login. The security of all test materials must be maintained before, during, and after the test administration. Under no circumstances are students permitted to handle secure materials before or after test administration. Test materials should never be left unsecured. The test coordinator should track each secure booklet on the ACCESS for ELLs Security Checklist. Individuals are responsible for the secure documents assigned to them. Secure documents should never be destroyed (e.g., shredded, thrown in the trash) except for soiled documents, which must be destroyed in a secure manner. District and school personnel carrying out their roles in the delivery of this assessment must follow ACCESS for ELLs District and School Test Coordinator Manual guidelines to maintain test security.

3.4. Procedures for Including Students with Disabilities

The WIDA Accessibility and Accommodations Framework provides support for all ELLs, as well as targeted accommodations for students with individualized education plans (IEP) or 504 plans. These supports are intended to increase accessibility for assessments for all ELLs. (Please see the Accessibility and Accommodations Supplement for detailed information.)

3.4.1. Support Provided to All ELLs

Universal design. ACCESS for ELLs incorporates universal design principles in order to provide greater accessibility for all ELLs. The test items are presented using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into chunks, and modeling that uses task prototypes and guides.

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

Universal tools are available to all students taking ACCESS for ELLs and Kindergarten ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Audio aids, color contrast, color overlay, highlighters, colored pencils or crayons, line guide or tracking tool, low-vision aids or magnification devices, sticky notes, and scratch paper are the universal tools that are used in Paper administration.

3.4.2. Support Provided to ELLs with IEP or 504 Plans

Accommodations include allowable changes to the test presentation, response method, timing, and setting in which assessments are administered. Accommodations are intended to provide testing conditions that do not result in changes in what the test measures; that provide comparable test results to those of students who do not receive accommodations; and that do not affect the validity and reliability of the interpretation of the scores for their intended purposes. Accommodations are available only to ELLs with disabilities who have an approved IEP or 504 plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs meaningfully and appropriately. Accommodations are delivered locally by a test administrator.

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

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

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

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

assessment of ELLs and students with disabilities; and (4) the expertise of the test developers at the Center for Applied Linguistics.

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

4. Summary of Score Reports

4.1. Individual Student Report

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

In the score report, there are four domain and four composite scores. Each composite score is represented by a label, a breakdown of how individual domains are used to calculate it, and a visual display of the results.

The proficiency level is presented both graphically and as a whole number followed by a decimal. The shaded bar of the graph reflects the exact position of the student's performance on the six-point ELP scale. The whole number reflects a student's ELP level (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching) in accord with the WIDA ELD Standards. ELLs who attain Level 6, Reaching, have moved through the entire second language continuum, as defined by the test and the WIDA ELD Standards.

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

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

If a student does not complete one or more language domains, NA (not available) is inserted in that language domain as well as all applicable composite scores, including the overall score. Students with identical overall scores may have very different profiles in terms of their oral language and literacy development.

The Individual Student Report also provides information about the proficiency levels as whole numbers obtained by the student and describes what many students at the reported proficiency level may be expected to be able to do in English. For example, if the student received a proficiency level score of 2 for Speaking, the report will include a description of the type of spoken language the student may be expected to be able to produce. Figure 7 shows a sample Individual Student Report.

WIDA | **ACCESS for ELLs 2.0°**
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

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

Language Domain	Proficiency Level (Possible 1.0–6.0)	Scale Score (Possible 100–600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening 🎧	4.0	368
Speaking 💬	2.2	320
Reading 📖	3.4	356
Writing ✏️	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

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

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

Figure 7. Individual Student Report.

When interpreting scores, the following points should be kept in mind:

- The report provides information on English proficiency. It does not provide information on a student's academic achievement or knowledge of content areas.

- Students do not typically acquire proficiency in Listening, Speaking, Reading, and Writing at the same pace. Generally,
    - Oral language (L+S) is acquired faster than literacy (R+W).
    - Receptive language (L+R) is acquired faster than productive language (S+W).
    - Writing is usually the last domain to be mastered.

- The students' foundation in their home or primary language is a predictor of their English language development. Those who have strong literacy backgrounds in their native language will most likely acquire literacy in English at a quicker pace than students who do not.

- The Overall score is helpful as a summary of other scores and is used because a single number may be needed for reference. However, it is important to remember that it is compensatory; a particularly high score in one domain may effectively raise a low score in another. Similar overall scores can mask very different performances on the test.

- No single score or language proficiency level, including the Overall score (composite), should be used as the sole determiner for making decisions regarding a student's English language proficiency. School work and local assessment throughout the school year also provide evidence of a student's English language development.

- Scale scores from different domains should not be compared. Each domain has its own scale, so scale scores should not be compared, such as comparing Listening to Reading. Proficiency level scores can be used for such comparisons.

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

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

4.2. Other Reports

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

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

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

They all show the number and percentage of tested students who attain each proficiency level within a given population.

Part 2:
Technical Results

Contents

1. Student Participation and Performance

2. Analysis of Domains

4. Annual Updates of Validity Evidence

1. Student Participation and Performance

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.

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

1.1. Participation

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

1.1.1. Grade-Level Cluster

Table 1.1.1.1 shows participation across the 39 WIDA states and U.S. territories that participated in the operational testing program of ACCESS Paper in 2018–2019 by grade level. The rows provide data for the number of students in that grade-level cluster who took the test by state, with the final row showing the total number of participants across all 39 states and territories. Some states' sample sizes are small except for kindergarten, which is only in Paper form, since most students take the Online form of the tests.

Table 1.1.1.2 shows participation by grade-level cluster and by gender across all states and territories for the population of students who participated in ACCESS Paper, while Table 1.1.1.3 shows participation by grade-level cluster and by ethnicity.

Table 1.1.1.1
Participation by Grade-Level Cluster by State, S403 Paper

State	Cluster							Total
	K	**1**	**2**	**3**	**4–5**	**6–8**	**9–12**	**Total**
AK	1,180	101	137	133	241	428	529	2,749
AL	3,322	6	9	4	10	5	1	3,357
BI	537	276	258	260	570	532	372	2,805
CO	9,859	374	356	357	583	482	400	12,411
DC	1,120	2	3	4	12	3	3	1,147
DE	1,546	6	6	3	9	3	5	1,578
FL	34,061	34,369	33,180	31,585	47,872	47,235	45,908	274,210
GA	15,840	1,816	1,939	1,731	63	35	28	21,452
HI	1,977	0	0	0	1	1	3	1,982
ID	2,033	9	6	3	12	6	16	2,085
IL	24,101	7,884	6,049	1,877	3,157	2,109	1,189	46,366
IN	7,239	26	26	21	41	17	16	7,386
KY	3,553	7	7	5	16	12	12	3,612
MA	11,033	244	198	110	116	85	85	11,871
MD	10,369	11	13	12	31	15	13	10,464
ME	513	20	11	12	42	36	5	639
MI	9,574	99	125	131	212	262	383	10,786
MN	8,313	85	60	63	127	108	60	8,816
MO	4,459	18	10	12	24	6	2	4,531
MP	53	0	0	0	0	0	0	53
MT	322	4	0	0	0	0	0	326
NC	11,446	17	23	23	36	25	21	11,591
ND	384	1	2	0	1	1	1	390
NH	463	29	50	40	79	46	34	741
NJ	12,322	215	118	97	94	99	110	13,055
NM	4,006	3	3	7	4	1	19	4,043
NV	6,251	0	2	0	1	3	25	6,282
OK	6,370	170	127	148	256	273	330	7,674
PA	5,407	356	309	295	525	518	701	8,111
RI	1,219	15	3	2	3	5	12	1,259
SC	3,261	963	1,001	1,151	2,227	3,223	3,599	15,425
SD	808	30	43	41	38	13	0	973
TN	5,894	5	2	2	7	9	3	5,922
UT	4,377	0	0	1	2	0	0	4,380
VA	13,938	1,669	941	826	916	107	151	18,548
VI	78	90	61	81	160	228	175	873
VT	167	2	4	1	2	3	3	182
WI	5,087	13	14	14	28	12	13	5,181
WY	282	3	2	2	5	8	26	328
Total	232,764	48,938	45,098	39,054	57,523	55,954	54,253	533,584

Table 1.1.1.2
Participation by Grade-Level Cluster by Gender, S403 Paper

Cluster		Gender			Total
		F	**M**	**Missing**	
K	Count	107,804	123,402	1,558	232,764
	% within Cluster	46.3%	53.0%	0.7%	100.0%
1	Count	22,935	25,901	102	48,938
	% within Cluster	46.9%	52.9%	0.2%	100.0%
2	Count	20,823	24,197	78	45,098
	% within Cluster	46.2%	53.7%	0.2%	100.0%
3	Count	17,635	21,362	57	39,054
	% within Cluster	45.2%	54.7%	0.1%	100.0%
4–5	Count	26,521	30,903	99	57,523
	% within Cluster	46.1%	53.7%	0.2%	100.0%
6–8	Count	25,491	30,333	130	55,954
	% within Cluster	45.6%	54.2%	0.2%	100.0%
9–12	Count	25,113	28,968	172	54,253
	% within Cluster	46.3%	53.4%	0.3%	100.0%
Total	Count	246,322	285,066	2,196	533,584
	% within Cluster	46.2%	53.4%	0.4%	100.0%

Table 1.1.1.3
Participation by Grade-Level Cluster by Ethnicity, S403 Paper

Cluster		Hispanic/Non-Hispanic			Total
		Hispanic	**Other**	**Unknown**	
K	Count	148,075	72,754	11,935	232,764
	% within Cluster	63.6%	31.3%	5.1%	100.0%
1	Count	37,213	10,996	729	48,938
	% within Cluster	76.0%	22.5%	1.5%	100.0%
2	Count	34,696	9,641	761	45,098
	% within Cluster	76.9%	21.4%	1.7%	100.0%
3	Count	29,921	8,445	688	39,054
	% within Cluster	76.6%	21.6%	1.8%	100.0%
4–5	Count	44,396	11,821	1,306	57,523
	% within Cluster	77.2%	20.6%	2.3%	100.0%
6–8	Count	42,970	11,472	1,512	55,954
	% within Cluster	76.8%	20.5%	2.7%	100.0%
9–12	Count	40,533	12,127	1,593	54,253
	% within Cluster	74.7%	22.4%	2.9%	100.0%
Total	Count	377,804	137,256	18,524	533,584
	% within Cluster	70.8%	25.7%	3.5%	100.0%

1.1.2. Grade

This section provides data similar to that in the previous section, but broken out by grade rather than by grade-level cluster.

Table 1.1.2.1
Participation by Grade by State, S403 Paper

| State | Grade | | | | | | | | | | | | | Total |
	K	1	2	3	4	5	6	7	8	9	10	11	12	
AK	1,180	101	137	133	124	117	124	153	151	176	148	121	84	2,749
AL	3,322	6	9	4	8	2	3	1	1	0	1	0	0	3,357
BI	537	276	258	260	294	276	227	169	136	116	91	103	62	2,805
CO	9,859	374	356	357	315	268	158	166	158	144	102	109	45	12,411
DC	1,120	2	3	4	8	4	1	1	1	2	1	0	0	1,147
DE	1,546	6	6	3	4	5	0	1	2	1	3	0	1	1,578
FL	34,061	34,369	33,180	31,585	25,254	22,618	16,545	16,126	14,564	14,046	12,921	11,441	7,500	274,210
GA	15,840	1,816	1,939	1,731	35	28	12	11	12	12	6	7	3	21,452
HI	1,977	0	0	0	1	0	1	0	0	0	2	1	0	1,982
ID	2,033	9	6	3	8	4	2	2	2	13	2	0	1	2,085
IL	24,101	7,884	6,049	1,877	1,761	1,396	858	669	582	353	326	296	214	46,366
IN	7,239	26	26	21	20	21	10	4	3	4	2	7	3	7,386
KY	3,553	7	7	5	8	8	4	5	3	8	1	3	0	3,612
MA	11,033	244	198	110	69	47	40	21	24	24	19	22	20	11,871
MD	10,369	11	13	12	18	13	6	4	5	6	2	1	4	10,464
ME	513	20	11	12	22	20	18	10	8	2	2	0	1	639
MI	9,574	99	125	131	116	96	85	98	79	126	126	85	46	10,786
MN	8,313	85	60	63	63	64	45	37	26	28	14	12	6	8,816
MO	4,459	18	10	12	16	8	2	2	2	0	2	0	0	4,531
MP	53	0	0	0	0	0	0	0	0	0	0	0	0	53
MT	322	4	0	0	0	0	0	0	0	0	0	0	0	326
NC	11,446	17	23	23	20	16	13	6	6	2	4	11	4	11,591
ND	384	1	2	0	0	1	1	0	0	1	0	0	0	390
NH	463	29	50	40	40	39	17	11	18	8	11	9	6	741
NJ	12,322	215	118	97	56	38	34	38	27	47	22	27	14	13,055
NM	4,006	3	3	7	1	3	0	0	1	8	6	2	3	4,043
NV	6,251	0	2	0	0	1	0	0	3	3	9	9	4	6,282
OK	6,370	170	127	148	141	115	122	90	61	95	97	68	70	7,674
PA	5,407	356	309	295	293	232	203	154	161	212	193	157	139	8,111
RI	1,219	15	3	2	2	1	1	1	3	2	1	4	5	1,259
SC	3,261	963	1,001	1,151	1,140	1,087	1,128	1,015	1,080	1,169	1,012	897	521	15,425
SD	808	30	43	41	17	21	9	1	3	0	0	0	0	973
TN	5,894	5	2	2	5	2	3	3	3	0	1	0	2	5,922
UT	4,377	0	0	1	0	2	0	0	0	0	0	0	0	4,380
VA	13,938	1,669	941	826	631	285	45	30	32	66	31	32	22	18,548
VI	78	90	61	81	76	84	82	85	61	63	41	37	34	873
VT	167	2	4	1	0	2	2	1	0	2	1	0	0	182
WI	5,087	13	14	14	16	12	5	4	3	4	1	4	4	5,181
WY	282	3	2	2	3	2	2	1	5	6	4	8	8	328
Total	232,764	48,938	45,098	39,054	30,585	26,938	19,808	18,920	17,226	16,749	15,205	13,473	8,826	533,584

Table 1.1.2.2
Participation by Grade by Gender, S403 Paper

Grade		Gender			Total
		F	**M**	**Missing**	**Total**
K	Count	107,804	123,402	1,558	232,764
	% within Grade	46.3%	53.0%	0.7%	100.0%
1	Count	22,935	25,901	102	48,938
	% within Grade	46.9%	52.9%	0.2%	100.0%
2	Count	20,823	24,197	78	45,098
	% within Grade	46.2%	53.7%	0.2%	100.0%
3	Count	17,635	21,362	57	39,054
	% within Grade	45.2%	54.7%	0.1%	100.0%
4	Count	14,042	16,478	65	30,585
	% within Grade	45.9%	53.9%	0.2%	100.0%
5	Count	12,479	14,425	34	26,938
	% within Grade	46.3%	53.5%	0.1%	100.0%
6	Count	9,108	10,646	54	19,808
	% within Grade	46.0%	53.7%	0.3%	100.0%
7	Count	8,650	10,242	28	18,920
	% within Grade	45.7%	54.1%	0.1%	100.0%
8	Count	7,733	9,445	48	17,226
	% within Grade	44.9%	54.8%	0.3%	100.0%
9	Count	7,510	9,152	87	16,749
	% within Grade	44.8%	54.6%	0.5%	100.0%
10	Count	6,944	8,221	40	15,205
	% within Grade	45.7%	54.1%	0.3%	100.0%
11	Count	6,321	7,126	26	13,473
	% within Grade	46.9%	52.9%	0.2%	100.0%
12	Count	4,338	4,469	19	8,826
	% within Grade	49.2%	50.6%	0.2%	100.0%
Total	Count	246,322	285,066	2,196	533,584
	% within Grade	46.2%	53.4%	0.4%	100.0%

Table 1.1.2.3
Participation by Grade by Ethnicity, S403 Paper

Grade		Hispanic/Non-Hispanic			Total
		Hispanic	Other	Unknown	
K	Count	148,075	72,754	11,935	232,764
	% within Grade	63.6%	31.3%	5.1%	100.0%
1	Count	37,213	10,996	729	48,938
	% within Grade	76.0%	22.5%	1.5%	100.0%
2	Count	34,696	9,641	761	45,098
	% within Grade	76.9%	21.4%	1.7%	100.0%
3	Count	29,921	8,445	688	39,054
	% within Grade	76.6%	21.6%	1.8%	100.0%
4	Count	23,433	6,431	721	30,585
	% within Grade	76.6%	21.0%	2.4%	100.0%
5	Count	20,963	5,390	585	26,938
	% within Grade	77.8%	20.0%	2.2%	100.0%
6	Count	15,190	4,045	573	19,808
	% within Grade	76.7%	20.4%	2.9%	100.0%
7	Count	14,567	3,873	480	18,920
	% within Grade	77.0%	20.5%	2.5%	100.0%
8	Count	13,213	3,554	459	17,226
	% within Grade	76.7%	20.6%	2.7%	100.0%
9	Count	12,784	3,433	532	16,749
	% within Grade	76.3%	20.5%	3.2%	100.0%
10	Count	11,499	3,272	434	15,205
	% within Grade	75.6%	21.5%	2.9%	100.0%
11	Count	9,994	3,111	368	13,473
	% within Grade	74.2%	23.1%	2.7%	100.0%
12	Count	6,256	2,311	259	8,826
	% within Grade	70.9%	26.2%	2.9%	100.0%
Total	Count	377,804	137,256	18,524	533,584
	% within Grade	70.8%	25.7%	3.5%	100.0%

1.1.3. Tier

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

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

Table 1.1.3.1
Participation by Grade-Level Cluster by Tier by Domain, S403 Paper

Cluster			Domain			
			Listening	Reading	Writing	Speaking
K	Tier	-	232,760	232,760	232,757	232,760
1	Tier	A	24,704	24,713	24,713	24,708
		BC	24,211	24,215	24,218	24,218
	Total		48,915	48,928	48,931	48,926
2	Tier	A	10,166	10,167	10,166	10,167
		BC	34,916	34,926	34,927	34,922
	Total		45,082	45,093	45,093	45,089
3	Tier	A	6,990	6,990	6,988	6,990
		BC	32,059	32,062	32,060	32,058
	Total		39,049	39,052	39,048	39,048
4–5	Tier	A	10,201	10,200	10,200	10,202
		BC	47,316	47,316	47,318	47,316
	Total		57,517	57,516	57,518	57,518
6–8	Tier	A	14,326	14,327	14,326	14,324
		BC	41,626	41,625	41,624	41,623
	Total		55,952	55,952	55,950	55,947
9–12	Tier	A	15,103	15,104	15,104	15,106
		BC	39,133	39,131	39,139	39,138
	Total		54,236	54,235	54,243	54,244

Table 1.1.3.2
Participation by Grade by Tier by Domain, S403 Paper

Grade			Domain			
			Listening	Reading	Writing	Speaking
K	Tier	-	232,760	232,760	232,757	232,760
1	Tier	A	24,704	24,713	24,713	24,708
		BC	24,211	24,215	24,218	24,218
	Total		48,915	48,928	48,931	48,926
2	Tier	A	10,166	10,167	10,166	10,167
		BC	34,916	34,926	34,927	34,922
	Total		45,082	45,093	45,093	45,089
3	Tier	A	6,990	6,990	6,988	6,990
		BC	32,059	32,062	32,060	32,058
	Total		39,049	39,052	39,048	39,048
4	Tier	A	5,379	5,379	5,379	5,380
		BC	25,203	25,204	25,203	25,201
	Total		30,582	30,583	30,582	30,581
5	Tier	A	4,822	4,821	4,821	4,822
		BC	22,113	22,112	22,115	22,115
	Total		26,935	26,933	26,936	26,937
6	Tier	A	4,786	4,787	4,787	4,787
		BC	15,020	15,019	15,019	15,018
	Total		19,806	19,806	19,806	19,805
7	Tier	A	4,785	4,785	4,785	4,785
		BC	14,135	14,135	14,135	14,135
	Total		18,920	18,920	18,920	18,920
8	Tier	A	4,755	4,755	4,754	4,752
		BC	12,471	12,471	12,470	12,470
	Total		17,226	17,226	17,224	17,222
9	Tier	A	5,527	5,527	5,526	5,526
		BC	11,219	11,217	11,220	11,221
	Total		16,746	16,744	16,746	16,747
10	Tier	A	4,217	4,217	4,218	4,219
		BC	10,983	10,982	10,983	10,982
	Total		15,200	15,199	15,201	15,201
11	Tier	A	3,485	3,486	3,486	3,486
		BC	9,984	9,983	9,986	9,985
	Total		13,469	13,469	13,472	13,471
12	Tier	A	1,874	1,874	1,874	1,875
		BC	6,947	6,949	6,950	6,950
	Total		8,821	8,823	8,824	8,825

Table 1.1.3.3
Participation by Grade-Level Cluster by Tier by Gender

Cluster	Tier		Gender			Total
			F	**M**	**Missing**	**Total**
K	-	Count	107,804	123,402	1,558	232,764
		% within Tier	46.3%	53.0%	0.7%	100.0%
1	A	Count	11,321	13,333	62	24,716
		% within Tier	45.8%	53.9%	0.3%	100.0%
	BC	Count	11,614	12,568	40	24,222
		% within Tier	47.9%	51.9%	0.2%	100.0%
2	A	Count	4,390	5,750	28	10,168
		% within Tier	43.2%	56.5%	0.3%	100.0%
	BC	Count	16,433	18,447	50	34,930
		% within Tier	47.0%	52.8%	0.1%	100.0%
3	A	Count	3,091	3,873	27	6,991
		% within Tier	44.2%	55.4%	0.4%	100.0%
	BC	Count	14,544	17,489	30	32,063
		% within Tier	45.4%	54.5%	0.1%	100.0%
4–5	A	Count	4,705	5,453	44	10,202
		% within Tier	46.1%	53.5%	0.4%	100.0%
	BC	Count	21,816	25,450	55	47,321
		% within Tier	46.1%	53.8%	0.1%	100.0%
6–8	A	Count	6,564	7,711	52	14,327
		% within Tier	45.8%	53.8%	0.4%	100.0%
	BC	Count	18,927	22,622	78	41,627
		% within Tier	45.5%	54.3%	0.2%	100.0%
9–12	A	Count	6,938	8,119	53	15,110
		% within Tier	45.9%	53.7%	0.4%	100.0%
	BC	Count	18,175	20,849	119	39,143
		% within Tier	46.4%	53.3%	0.3%	100.0%

Table 1.1.3.4
Participation by Grade-Level Cluster by Tier by Ethnicity

Cluster	Tier		Ethnicity			Total
			Hispanic	**Other**	**Unknown**	
K	-	Count	148,075	72,754	11,935	232,764
		% within Tier	63.6%	31.3%	5.1%	100.0%
1	A	Count	19,351	4,966	399	24,716
		% within Tier	78.3%	20.1%	1.6%	100.0%
	BC	Count	17,862	6,030	330	24,222
		% within Tier	73.7%	24.9%	1.4%	100.0%
2	A	Count	7,901	2,041	226	10,168
		% within Tier	77.7%	20.1%	2.2%	100.0%
	BC	Count	26,795	7,600	535	34,930
		% within Tier	76.7%	21.8%	1.5%	100.0%
3	A	Count	5,376	1,438	177	6,991
		% within Tier	76.9%	20.6%	2.5%	100.0%
	BC	Count	24,545	7,007	511	32,063
		% within Tier	76.6%	21.9%	1.6%	100.0%
4–5	A	Count	7,890	2,033	279	10,202
		% within Tier	77.3%	19.9%	2.7%	100.0%
	BC	Count	36,506	9,788	1,027	47,321
		% within Tier	77.1%	20.7%	2.2%	100.0%
6–8	A	Count	11,358	2,683	286	14,327
		% within Tier	79.3%	18.7%	2.0%	100.0%
	BC	Count	31,612	8,789	1,226	41,627
		% within Tier	75.9%	21.1%	2.9%	100.0%
9–12	A	Count	11,501	3,325	284	15,110
		% within Tier	76.1%	22.0%	1.9%	100.0%
	BC	Count	29,032	8,802	1,309	39,143
		% within Tier	74.2%	22.5%	3.3%	100.0%

1.2. Scale Score Results

1.2.1. Mean Scale Score Across Domain and Composite Score by Cluster

This section shows mean (average) scale scores by grade-level cluster across the eight scores awarded on ACCESS, first for the four domains (Listening, Speaking, Reading, and Writing) and then for the four composites (Oral Language, Literacy, Comprehension, and Overall). The mean scale scores are expected to increase as grade increases, as ACCESS is vertically scaled; however, there is also an intersection between this principle and the population of test takers. In this section, under each average, the number of students in each group is also given. Tables are provided for the total student population, for the student population by gender, and for the student population by race and ethnicity.

Table 1.2.1.1
Mean Scale Scores by Grade-Level Cluster, S403 Paper

Cluster		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
K	Mean	269.34	187.83	204.69	274.19	272.03	196.50	212.28	218.94
	N	232,469	232,460	232,461	232,466	232,464	232,451	232,457	232,445
1	Mean	315.57	289.20	258.59	278.02	298.60	274.75	297.86	282.68
	N	44,063	40,663	48,908	48,706	43,876	40,648	37,490	37,319
2	Mean	341.08	314.05	286.31	291.31	317.11	301.01	322.65	306.24
	N	43,611	39,822	45,074	44,871	43,396	39,807	38,768	38,580
3	Mean	360.73	336.94	304.40	303.04	332.55	321.17	344.21	324.66
	N	38,222	34,534	39,016	38,883	38,057	34,504	33,911	33,742
4–5	Mean	381.36	352.63	339.09	339.99	361.34	346.54	361.53	351.13
	N	56,690	52,377	57,503	57,320	56,501	52,369	51,765	51,588
6–8	Mean	384.03	359.92	330.13	354.19	369.84	345.68	367.49	353.17
	N	54,699	51,299	55,927	55,680	54,448	51,288	50,346	50,104
9–12	Mean	385.14	383.72	358.30	351.85	369.25	371.52	384.48	371.06
	N	52,582	49,131	54,211	53,900	52,256	49,111	47,903	47,590

Table 1.2.1.2

Mean Scale Scores by Grade-Level Cluster by Gender, S403 Paper

Cluster	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
K	F	Mean	275.57	189.84	209.88	283.68	279.89	200.11	215.54	223.81
		N	107,661	107,657	107,660	107,659	107,659	107,655	107,656	107,652
	M	Mean	264.19	186.27	200.39	266.20	265.45	193.57	209.64	214.92
		N	123,252	123,247	123,245	123,251	123,249	123,240	123,245	123,237
	Missing	Mean	246.65	172.93	185.94	250.35	248.75	179.64	195.03	200.17
		N	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556
1	F	Mean	317.57	289.78	263.60	281.55	301.15	277.45	298.76	285.15
		N	20,944	19,195	22,919	22,826	20,853	19,187	17,890	17,804
	M	Mean	313.82	288.69	254.21	274.99	296.36	272.35	297.06	280.45
		N	23,025	21,388	25,887	25,778	22,929	21,381	19,526	19,441
	Missing	Mean	300.93	286.10	246.57	253.07	278.68	267.01	292.93	272.85
		N	94	80	102	102	94	80	74	74
2	F	Mean	344.05	315.78	292.95	293.46	319.59	305.11	324.73	309.83
		N	20,269	18,522	20,815	20,731	20,180	18,515	18,109	18,026
	M	Mean	338.55	312.54	280.64	289.55	315.03	297.45	320.84	303.12
		N	23,265	21,228	24,181	24,063	23,140	21,220	20,587	20,483
	Missing	Mean	321.84	313.29	271.68	263.91	292.71	294.17	316.75	293.82
		N	77	72	78	77	76	72	72	71
3	F	Mean	360.50	336.95	310.77	303.12	332.44	324.22	344.08	326.67
		N	17,331	15,646	17,620	17,546	17,245	15,634	15,425	15,338
	M	Mean	360.98	336.98	299.20	303.05	332.72	318.70	344.37	323.05
		N	20,835	18,835	21,339	21,281	20,757	18,817	18,433	18,352
	Missing	Mean	337.93	320.21	279.47	273.84	307.91	301.21	326.23	304.06
		N	56	53	57	56	55	53	53	52
4–5	F	Mean	381.36	352.97	344.47	341.27	361.96	349.27	361.72	353.17
		N	26,181	24,348	26,511	26,424	26,091	24,344	24,093	24,007
	M	Mean	381.43	352.39	334.58	339.03	360.91	344.24	361.43	349.44
		N	30,411	27,934	30,893	30,797	30,312	27,930	27,578	27,487
	Missing	Mean	358.68	335.02	307.92	300.34	329.81	322.71	342.11	324.72
		N	98	95	99	99	98	95	94	94
6–8	F	Mean	384.38	361.95	335.83	354.28	370.02	349.50	368.97	355.81
		N	25,007	23,597	25,479	25,367	24,893	23,595	23,233	23,127
	M	Mean	383.80	358.21	325.40	354.25	369.80	342.45	366.25	350.95
		N	29,570	27,587	30,318	30,184	29,434	27,578	27,001	26,866
	Missing	Mean	365.87	353.07	314.17	320.15	344.12	335.94	357.88	339.44
		N	122	115	130	129	121	115	112	111
9–12	F	Mean	385.24	386.30	363.52	351.14	368.96	375.32	386.25	373.56
		N	24,472	22,998	25,103	24,936	24,304	22,996	22,519	22,364
	M	Mean	385.12	381.46	353.84	352.53	369.57	368.22	382.96	368.89
		N	27,949	25,981	28,936	28,794	27,793	25,963	25,238	25,082
	Missing	Mean	373.25	377.15	347.38	340.89	357.09	361.74	376.34	360.55
		N	161	152	172	170	159	152	146	144

Table 1.2.1.3

Mean Scale Scores by Grade-Level Cluster by Ethnicity, S403 Paper

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
K	Non-Hispanic Asian	Mean	284.64	220.08	233.66	287.60	286.38	227.13	239.44	244.68
		N	30,452	30,449	30,449	30,451	30,451	30,447	30,449	30,447
	Non-Hispanic Pacific Islander	Mean	264.15	172.96	192.60	271.95	268.31	183.02	200.31	208.38
		N	1,571	1,571	1,571	1,571	1,571	1,571	1,571	1,571
	Non-Hispanic Black	Mean	275.57	200.22	212.52	291.27	283.68	206.62	222.81	229.51
		N	13,585	13,585	13,585	13,585	13,585	13,585	13,585	13,585
	Hispanic (Of Any Race)	Mean	264.89	179.68	197.18	268.87	267.14	188.67	205.24	211.99
		N	147,951	147,947	147,947	147,950	147,948	147,941	147,944	147,936
	Non-Hispanic American Indian	Mean	272.90	176.98	188.17	273.72	273.57	182.81	205.75	209.82
		N	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213
	Non-Hispanic Multiracial	Mean	286.72	212.60	223.00	298.03	292.64	218.05	234.82	240.21
		N	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131
	Non-Hispanic White	Mean	279.94	197.07	216.35	288.92	284.69	206.96	221.91	230.05
		N	23,650	23,650	23,649	23,649	23,649	23,649	23,650	23,648
	Unknown	Mean	255.80	175.79	194.70	255.37	255.84	185.47	199.78	206.37
		N	11,916	11,914	11,916	11,916	11,916	11,914	11,914	11,914
1	Non-Hispanic Asian	Mean	321.54	301.55	274.13	288.41	305.97	288.47	308.26	294.44
		N	2,904	2,668	3,103	3,083	2,887	2,668	2,528	2,512
	Non-Hispanic Pacific Islander	Mean	302.40	289.46	252.41	278.69	291.89	272.94	292.59	278.73
		N	55	48	61	59	53	48	46	44
	Non-Hispanic Black	Mean	310.30	288.04	255.47	279.47	296.51	273.05	295.55	281.05
		N	3,185	2,965	3,621	3,605	3,172	2,963	2,683	2,672
	Hispanic (Of Any Race)	Mean	315.14	287.68	256.85	275.82	297.32	273.05	296.65	281.06
		N	33,451	30,840	37,189	37,042	33,314	30,828	28,408	28,282
	Non-Hispanic American Indian	Mean	318.97	292.48	262.48	279.02	301.17	278.04	301.37	286.05
		N	347	316	381	380	346	316	293	293
	Non-Hispanic Multiracial	Mean	325.48	298.41	269.41	296.25	312.29	284.51	307.27	293.70
		N	222	192	239	238	221	192	177	176
	Non-Hispanic White	Mean	321.60	295.07	268.00	293.13	309.00	282.46	303.66	290.98
		N	3,267	3,035	3,585	3,578	3,258	3,034	2,820	2,811
	Unknown	Mean	302.50	283.39	245.70	257.63	283.32	265.56	289.63	272.34
		N	632	599	729	721	625	599	535	529

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
2	Non-Hispanic Asian	Mean	347.41	327.03	300.11	304.83	326.77	314.29	333.47	318.20
		N	2,444	2,270	2,496	2,482	2,429	2,269	2,230	2,217
	Non-Hispanic Pacific Islander	Mean	338.82	314.64	290.40	293.28	317.24	303.31	322.40	308.47
		N	68	61	72	72	68	61	57	57
	Non-Hispanic Black	Mean	336.36	308.63	278.31	286.38	312.78	294.39	317.59	300.45
		N	3,366	3,081	3,572	3,556	3,351	3,081	2,942	2,929
	Hispanic (Of Any Race)	Mean	340.98	313.03	285.66	289.63	316.18	300.13	321.86	305.29
		N	33,611	30,647	34,674	34,525	33,451	30,634	29,867	29,726
	Non-Hispanic American Indian	Mean	340.83	315.21	293.99	292.12	316.92	305.04	323.31	309.01
		N	247	218	256	254	245	218	213	212
	Non-Hispanic Multiracial	Mean	343.21	324.18	293.93	307.75	325.95	309.39	329.51	313.63
		N	210	194	214	213	209	194	192	191
	Non-Hispanic White	Mean	347.13	321.91	293.43	308.73	328.74	308.49	330.04	314.92
		N	2,937	2,718	3,029	3,017	2,924	2,717	2,654	2,642
	Unknown	Mean	321.45	305.74	274.55	272.45	298.10	292.00	311.71	295.29
		N	728	633	761	752	719	633	613	606
3	Non-Hispanic Asian	Mean	369.91	348.42	316.67	317.05	343.95	333.20	355.12	336.62
		N	1,878	1,740	1,901	1,892	1,867	1,738	1,723	1,711
	Non-Hispanic Pacific Islander	Mean	352.62	331.48	298.28	305.46	329.16	314.50	337.54	317.62
		N	45	40	46	46	45	40	39	39
	Non-Hispanic Black	Mean	357.90	333.30	297.48	300.54	330.07	315.72	340.68	320.04
		N	3,466	3,054	3,590	3,574	3,449	3,053	2,960	2,945
	Hispanic (Of Any Race)	Mean	360.16	336.39	304.29	301.50	331.47	320.81	343.64	324.06
		N	29,318	26,529	29,887	29,796	29,198	26,502	26,070	25,941
	Non-Hispanic American Indian	Mean	360.56	336.21	308.75	305.59	333.71	321.85	343.65	325.32
		N	304	267	309	309	304	267	263	263
	Non-Hispanic Multiracial	Mean	372.25	341.34	307.50	318.27	345.47	324.49	350.46	330.56
		N	156	135	157	157	156	135	134	134
	Non-Hispanic White	Mean	367.45	341.68	309.36	317.32	343.05	326.16	349.52	331.26
		N	2,387	2,168	2,438	2,427	2,376	2,168	2,133	2,125
	Unknown	Mean	348.44	329.34	291.77	288.88	320.09	311.54	335.19	314.63
		N	668	601	688	682	662	601	589	584

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
4–5	Non-Hispanic Asian	Mean	390.39	363.60	347.56	348.82	370.53	356.41	371.99	360.88
		N	2,108	1,984	2,142	2,130	2,095	1,983	1,961	1,949
	Non-Hispanic Pacific Islander	Mean	376.20	355.30	339.62	336.54	355.99	347.95	361.28	349.82
		N	89	84	90	89	88	84	83	82
	Non-Hispanic Black	Mean	377.50	348.97	334.84	340.91	360.01	342.77	357.94	348.32
		N	5,222	4,687	5,322	5,302	5,201	4,685	4,616	4,597
	Hispanic (Of Any Race)	Mean	381.23	352.24	339.02	338.44	360.46	346.24	361.18	350.60
		N	43,801	40,544	44,382	44,256	43,671	40,539	40,095	39,970
	Non-Hispanic American Indian	Mean	378.74	351.37	340.75	344.44	362.51	346.41	359.41	350.77
		N	426	382	432	431	425	382	379	378
	Non-Hispanic Multiracial	Mean	389.63	361.23	345.10	356.90	373.96	353.75	370.12	359.78
		N	270	250	272	271	269	250	249	248
	Non-Hispanic White	Mean	388.19	358.15	344.14	357.66	373.62	351.98	367.48	358.68
		N	3,495	3,282	3,557	3,537	3,475	3,282	3,237	3,221
	Unknown	Mean	367.32	344.76	329.33	321.72	345.56	338.32	352.13	341.35
		N	1,279	1,164	1,306	1,304	1,277	1,164	1,145	1,143
6–8	Non-Hispanic Asian	Mean	396.97	372.30	342.48	371.36	384.82	357.98	380.07	366.23
		N	1,936	1,848	1,963	1,957	1,930	1,848	1,826	1,821
	Non-Hispanic Pacific Islander	Mean	388.45	359.35	335.16	358.12	373.54	348.10	369.19	356.90
		N	94	94	98	95	91	94	91	88
	Non-Hispanic Black	Mean	381.71	355.81	324.42	355.06	369.09	341.05	364.02	349.77
		N	5,030	4,557	5,203	5,180	5,007	4,557	4,429	4,411
	Hispanic (Of Any Race)	Mean	383.13	359.28	329.70	352.12	368.34	345.06	366.74	352.25
		N	42,066	39,507	42,955	42,762	41,870	39,496	38,806	38,611
	Non-Hispanic American Indian	Mean	379.51	356.88	322.34	342.14	361.68	339.86	363.63	346.52
		N	358	331	367	367	358	331	323	323
	Non-Hispanic Multiracial	Mean	395.09	370.05	339.09	369.89	384.03	355.23	378.24	364.56
		N	301	291	307	304	298	291	286	284
	Non-Hispanic White	Mean	392.19	367.33	337.88	373.23	383.31	353.32	375.09	362.50
		N	3,464	3,299	3,523	3,508	3,449	3,299	3,257	3,243
	Unknown	Mean	379.91	356.02	327.74	342.61	362.55	343.07	363.46	349.29
		N	1,450	1,372	1,511	1,507	1,445	1,372	1,328	1,323

Cluster	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
9–12	Non-Hispanic Asian	Mean	397.70	393.37	371.41	367.70	383.17	382.62	394.88	382.86
		N	2,098	1,980	2,135	2,119	2,082	1,980	1,950	1,936
	Non-Hispanic Pacific Islander	Mean	398.65	388.55	366.18	383.56	392.42	379.13	392.40	383.70
		N	92	86	99	98	91	86	81	80
	Non-Hispanic Black	Mean	373.99	376.14	349.19	348.27	361.90	363.27	375.71	362.98
		N	5,632	5,101	5,924	5,898	5,600	5,095	4,897	4,864
	Hispanic (Of Any Race)	Mean	384.73	383.69	358.20	349.73	367.99	371.41	384.31	370.57
		N	39,389	36,928	40,503	40,266	39,143	36,915	36,079	35,843
	Non-Hispanic American Indian	Mean	397.17	385.24	367.73	360.14	379.53	377.13	389.20	377.95
		N	437	395	453	451	435	395	384	383
	Non-Hispanic Multiracial	Mean	394.98	390.97	364.38	369.71	382.46	378.44	392.21	379.46
		N	259	242	263	263	259	242	239	239
	Non-Hispanic White	Mean	396.76	391.23	365.47	371.00	384.55	378.88	393.32	380.82
		N	3,161	3,007	3,243	3,223	3,141	3,006	2,939	2,919
	Unknown	Mean	389.72	380.31	358.31	351.66	371.56	369.93	383.55	370.85
		N	1,514	1,392	1,591	1,582	1,505	1,392	1,334	1,326

1.2.2. Mean Scale Score Across Domain and Composite Score by Grade

This section shows the mean scale scores broken down by grade rather than by grade-level cluster. Tables are provided for the total student population, for the student population by gender, and for the student population by race and ethnicity.

Table 1.2.2.1
Mean Scale Scores by Grade, S403 Paper

Grade		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	Mean	269.34	187.83	204.69	274.19	272.03	196.50	212.28	218.94
	N	232,469	232,460	232,461	232,466	232,464	232,451	232,457	232,445
1	Mean	315.57	289.20	258.59	278.02	298.60	274.75	297.86	282.68
	N	44,063	40,663	48,908	48,706	43,876	40,648	37,490	37,319
2	Mean	341.08	314.05	286.31	291.31	317.11	301.01	322.65	306.24
	N	43,611	39,822	45,074	44,871	43,396	39,807	38,768	38,580
3	Mean	360.73	336.94	304.40	303.04	332.55	321.17	344.21	324.66
	N	38,222	34,534	39,016	38,883	38,057	34,504	33,911	33,742
4	Mean	376.78	348.51	334.19	336.63	357.41	342.05	357.27	346.84
	N	30,105	27,688	30,576	30,467	29,994	27,684	27,327	27,224
5	Mean	386.54	357.24	344.65	343.81	365.79	351.57	366.29	355.92
	N	26,585	24,689	26,927	26,853	26,507	24,685	24,438	24,364
6	Mean	380.17	353.97	326.12	351.53	366.62	340.60	361.99	348.49
	N	19,366	17,975	19,797	19,704	19,272	17,971	17,650	17,562
7	Mean	384.92	360.40	330.75	354.63	370.47	346.26	368.17	353.84
	N	18,502	17,402	18,913	18,841	18,428	17,398	17,080	17,005
8	Mean	387.48	366.11	334.05	356.75	372.86	350.76	372.96	357.72
	N	16,831	15,922	17,217	17,135	16,748	15,919	15,616	15,537
9	Mean	379.55	377.91	351.49	343.87	362.73	365.16	378.69	364.66
	N	16,210	15,013	16,738	16,647	16,116	15,010	14,618	14,531
10	Mean	385.74	384.05	358.01	351.19	369.13	371.56	384.85	370.98
	N	14,723	13,723	15,194	15,112	14,637	13,716	13,385	13,301
11	Mean	388.89	388.27	363.55	356.28	373.19	376.39	388.80	375.63
	N	13,118	12,280	13,463	13,381	13,030	12,273	12,010	11,922
12	Mean	388.98	387.00	363.72	361.40	375.81	375.88	388.03	376.13
	N	8,531	8,115	8,816	8,760	8,473	8,112	7,890	7,836

Table 1.2.2.2
Mean Scale Scores by Grade by Gender, S403 Paper

Grade	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
K	F	Mean	275.57	189.84	209.88	283.68	279.89	200.11	215.54	223.81
		N	107,661	107,657	107,660	107,659	107,659	107,655	107,656	107,652
	M	Mean	264.19	186.27	200.39	266.20	265.45	193.57	209.64	214.92
		N	123,252	123,247	123,245	123,251	123,249	123,240	123,245	123,237
	Missing	Mean	246.65	172.93	185.94	250.35	248.75	179.64	195.03	200.17
		N	1,556	1,556	1,556	1,556	1,556	1,556	1,556	1,556
1	F	Mean	317.57	289.78	263.60	281.55	301.15	277.45	298.76	285.15
		N	20,944	19,195	22,919	22,826	20,853	19,187	17,890	17,804
	M	Mean	313.82	288.69	254.21	274.99	296.36	272.35	297.06	280.45
		N	23,025	21,388	25,887	25,778	22,929	21,381	19,526	19,441
	Missing	Mean	300.93	286.10	246.57	253.07	278.68	267.01	292.93	272.85
		N	94	80	102	102	94	80	74	74
2	F	Mean	344.05	315.78	292.95	293.46	319.59	305.11	324.73	309.83
		N	20,269	18,522	20,815	20,731	20,180	18,515	18,109	18,026
	M	Mean	338.55	312.54	280.64	289.55	315.03	297.45	320.84	303.12
		N	23,265	21,228	24,181	24,063	23,140	21,220	20,587	20,483
	Missing	Mean	321.84	313.29	271.68	263.91	292.71	294.17	316.75	293.82
		N	77	72	78	77	76	72	72	71
3	F	Mean	360.50	336.95	310.77	303.12	332.44	324.22	344.08	326.67
		N	17,331	15,646	17,620	17,546	17,245	15,634	15,425	15,338
	M	Mean	360.98	336.98	299.20	303.05	332.72	318.70	344.37	323.05
		N	20,835	18,835	21,339	21,281	20,757	18,817	18,433	18,352
	Missing	Mean	337.93	320.21	279.47	273.84	307.91	301.21	326.23	304.06
		N	56	53	57	56	55	53	53	52
4	F	Mean	376.59	348.29	339.11	337.84	357.88	344.24	357.00	348.42
		N	13,847	12,804	14,037	13,986	13,795	12,801	12,654	12,603
	M	Mean	377.03	348.76	330.13	335.76	357.14	340.26	357.58	345.59
		N	16,194	14,822	16,474	16,416	16,135	14,821	14,612	14,560
	Missing	Mean	355.89	334.10	301.15	294.52	325.48	319.03	340.57	320.95
		N	64	62	65	65	64	62	61	61
5	F	Mean	386.71	358.15	350.49	345.12	366.54	354.85	366.94	358.42
		N	12,334	11,544	12,474	12,438	12,296	11,543	11,439	11,404
	M	Mean	386.45	356.50	339.66	342.76	365.20	348.74	365.77	353.78
		N	14,217	13,112	14,419	14,381	14,177	13,109	12,966	12,927
	Missing	Mean	363.94	336.76	320.85	311.47	337.94	329.61	344.94	331.70
		N	34	33	34	34	34	33	33	33

Grade	Gender		Listening	Reading	Writing	Speaking	Oral	Literacy	Comprehension	Overall
6	F	Mean	380.59	355.92	332.68	351.90	366.90	344.86	363.47	351.46
		N	8,928	8,351	9,102	9,060	8,884	8,350	8,220	8,180
	M	Mean	379.84	352.27	320.55	351.28	366.42	336.90	360.71	345.91
		N	10,385	9,573	10,641	10,591	10,336	9,570	9,379	9,332
	Missing	Mean	375.02	353.75	317.02	338.94	358.88	337.55	360.22	344.34
		N	53	51	54	53	52	51	51	50
7	F	Mean	385.69	362.73	336.47	354.87	371.02	350.19	369.97	356.71
		N	8,503	8,024	8,647	8,614	8,470	8,023	7,910	7,878
	M	Mean	384.32	358.42	325.96	354.55	370.07	342.90	366.62	351.38
		N	9,974	9,354	10,238	10,199	9,933	9,351	9,147	9,104
	Missing	Mean	365.12	355.79	318.61	308.57	338.88	340.50	361.52	343.09
		N	25	24	28	28	25	24	23	23
8	F	Mean	387.38	368.06	338.83	356.44	372.55	354.09	374.23	359.85
		N	7,576	7,222	7,730	7,693	7,539	7,222	7,103	7,069
	M	Mean	387.71	364.56	330.27	357.27	373.31	348.08	371.99	356.06
		N	9,211	8,660	9,439	9,394	9,165	8,657	8,475	8,430
	Missing	Mean	355.27	350.58	308.38	306.15	329.66	331.15	352.53	330.79
		N	44	40	48	48	44	40	38	38
9	F	Mean	380.76	381.44	358.17	345.51	364.17	370.13	381.44	368.49
		N	7,301	6,789	7,508	7,465	7,257	6,789	6,634	6,594
	M	Mean	378.57	375.00	346.05	342.60	361.60	361.08	376.42	361.51
		N	8,828	8,147	9,143	9,096	8,779	8,144	7,911	7,865
	Missing	Mean	376.43	374.03	346.20	335.86	356.48	358.31	374.81	357.13
		N	81	77	87	86	80	77	73	72
10	F	Mean	386.42	387.03	363.38	350.63	369.21	375.64	387.08	373.78
		N	6,756	6,354	6,941	6,899	6,713	6,353	6,222	6,182
	M	Mean	385.23	381.50	353.53	351.65	369.10	368.07	382.94	368.57
		N	7,932	7,334	8,213	8,173	7,889	7,328	7,130	7,086
	Missing	Mean	369.20	378.14	346.58	354.20	360.89	362.69	375.27	362.21
		N	35	35	40	40	35	35	33	33
11	F	Mean	387.86	389.85	367.74	353.97	371.56	379.21	389.59	377.10
		N	6,175	5,815	6,317	6,268	6,125	5,814	5,700	5,653
	M	Mean	389.88	386.87	359.89	358.39	374.70	373.88	388.11	374.33
		N	6,917	6,442	7,120	7,088	6,880	6,436	6,287	6,247
	Missing	Mean	372.62	380.35	346.31	336.76	355.52	365.26	380.17	365.68
		N	26	23	26	25	25	23	23	22
12	F	Mean	387.26	388.22	366.84	357.60	373.06	377.94	388.19	376.62
		N	4,240	4,040	4,337	4,304	4,209	4,040	3,963	3,935
	M	Mean	390.77	385.79	360.72	365.17	378.62	373.86	387.91	375.68
		N	4,272	4,058	4,460	4,437	4,245	4,055	3,910	3,884
	Missing	Mean	368.00	384.94	355.95	341.11	354.79	370.53	379.76	365.18
		N	19	17	19	19	19	17	17	17

Table 1.2.2.3

Mean Scale Scores by Grade by Ethnicity, S403 Paper

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
K	Non-Hispanic Asian	Mean	284.64	220.08	233.66	287.60	286.38	227.13	239.44	244.68
		N	30,452	30,449	30,449	30,451	30,451	30,447	30,449	30,447
	Non-Hispanic Pacific Islander	Mean	264.15	172.96	192.60	271.95	268.31	183.02	200.31	208.38
		N	1,571	1,571	1,571	1,571	1,571	1,571	1,571	1,571
	Non-Hispanic Black	Mean	275.57	200.22	212.52	291.27	283.68	206.62	222.81	229.51
		N	13,585	13,585	13,585	13,585	13,585	13,585	13,585	13,585
	Hispanic (Of Any Race)	Mean	264.89	179.68	197.18	268.87	267.14	188.67	205.24	211.99
		N	147,951	147,947	147,947	147,950	147,948	147,941	147,944	147,936
	Non-Hispanic American Indian	Mean	272.90	176.98	188.17	273.72	273.57	182.81	205.75	209.82
		N	2,213	2,213	2,213	2,213	2,213	2,213	2,213	2,213
	Non-Hispanic Multiracial	Mean	286.72	212.60	223.00	298.03	292.64	218.05	234.82	240.21
		N	1,131	1,131	1,131	1,131	1,131	1,131	1,131	1,131
	Non-Hispanic White	Mean	279.94	197.07	216.35	288.92	284.69	206.96	221.91	230.05
		N	23,650	23,650	23,649	23,649	23,649	23,649	23,650	23,648
	Unknown	Mean	255.80	175.79	194.70	255.37	255.84	185.47	199.78	206.37
		N	11,916	11,914	11,916	11,916	11,916	11,914	11,914	11,914
1	Non-Hispanic Asian	Mean	321.54	301.55	274.13	288.41	305.97	288.47	308.26	294.44
		N	2,904	2,668	3,103	3,083	2,887	2,668	2,528	2,512
	Non-Hispanic Pacific Islander	Mean	302.40	289.46	252.41	278.69	291.89	272.94	292.59	278.73
		N	55	48	61	59	53	48	46	44
	Non-Hispanic Black	Mean	310.30	288.04	255.47	279.47	296.51	273.05	295.55	281.05
		N	3,185	2,965	3,621	3,605	3,172	2,963	2,683	2,672
	Hispanic (Of Any Race)	Mean	315.14	287.68	256.85	275.82	297.32	273.05	296.65	281.06
		N	33,451	30,840	37,189	37,042	33,314	30,828	28,408	28,282
	Non-Hispanic American Indian	Mean	318.97	292.48	262.48	279.02	301.17	278.04	301.37	286.05
		N	347	316	381	380	346	316	293	293
	Non-Hispanic Multiracial	Mean	325.48	298.41	269.41	296.25	312.29	284.51	307.27	293.70
		N	222	192	239	238	221	192	177	176
	Non-Hispanic White	Mean	321.60	295.07	268.00	293.13	309.00	282.46	303.66	290.98
		N	3,267	3,035	3,585	3,578	3,258	3,034	2,820	2,811
	Unknown	Mean	302.50	283.39	245.70	257.63	283.32	265.56	289.63	272.34
		N	632	599	729	721	625	599	535	529

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
2	Non-Hispanic Asian	Mean	347.41	327.03	300.11	304.83	326.77	314.29	333.47	318.20
		N	2,444	2,270	2,496	2,482	2,429	2,269	2,230	2,217
	Non-Hispanic Pacific Islander	Mean	338.82	314.64	290.40	293.28	317.24	303.31	322.40	308.47
		N	68	61	72	72	68	61	57	57
	Non-Hispanic Black	Mean	336.36	308.63	278.31	286.38	312.78	294.39	317.59	300.45
		N	3,366	3,081	3,572	3,556	3,351	3,081	2,942	2,929
	Hispanic (Of Any Race)	Mean	340.98	313.03	285.66	289.63	316.18	300.13	321.86	305.29
		N	33,611	30,647	34,674	34,525	33,451	30,634	29,867	29,726
	Non-Hispanic American Indian	Mean	340.83	315.21	293.99	292.12	316.92	305.04	323.31	309.01
		N	247	218	256	254	245	218	213	212
	Non-Hispanic Multiracial	Mean	343.21	324.18	293.93	307.75	325.95	309.39	329.51	313.63
		N	210	194	214	213	209	194	192	191
	Non-Hispanic White	Mean	347.13	321.91	293.43	308.73	328.74	308.49	330.04	314.92
		N	2,937	2,718	3,029	3,017	2,924	2,717	2,654	2,642
	Unknown	Mean	321.45	305.74	274.55	272.45	298.10	292.00	311.71	295.29
		N	728	633	761	752	719	633	613	606
3	Non-Hispanic Asian	Mean	369.91	348.42	316.67	317.05	343.95	333.20	355.12	336.62
		N	1,878	1,740	1,901	1,892	1,867	1,738	1,723	1,711
	Non-Hispanic Pacific Islander	Mean	352.62	331.48	298.28	305.46	329.16	314.50	337.54	317.62
		N	45	40	46	46	45	40	39	39
	Non-Hispanic Black	Mean	357.90	333.30	297.48	300.54	330.07	315.72	340.68	320.04
		N	3,466	3,054	3,590	3,574	3,449	3,053	2,960	2,945
	Hispanic (Of Any Race)	Mean	360.16	336.39	304.29	301.50	331.47	320.81	343.64	324.06
		N	29,318	26,529	29,887	29,796	29,198	26,502	26,070	25,941
	Non-Hispanic American Indian	Mean	360.56	336.21	308.75	305.59	333.71	321.85	343.65	325.32
		N	304	267	309	309	304	267	263	263
	Non-Hispanic Multiracial	Mean	372.25	341.34	307.50	318.27	345.47	324.49	350.46	330.56
		N	156	135	157	157	156	135	134	134
	Non-Hispanic White	Mean	367.45	341.68	309.36	317.32	343.05	326.16	349.52	331.26
		N	2,387	2,168	2,438	2,427	2,376	2,168	2,133	2,125
	Unknown	Mean	348.44	329.34	291.77	288.88	320.09	311.54	335.19	314.63
		N	668	601	688	682	662	601	589	584

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
4	Non-Hispanic Asian	Mean	389.26	362.07	346.85	349.92	370.61	355.27	370.72	360.11
		N	1,166	1,100	1,185	1,173	1,153	1,099	1,087	1,075
	Non-Hispanic Pacific Islander	Mean	368.93	352.91	327.56	326.95	346.63	342.45	357.81	343.36
		N	44	44	45	44	43	44	43	42
	Non-Hispanic Black	Mean	372.94	344.91	330.36	337.19	355.87	338.59	353.74	344.24
		N	2,768	2,467	2,822	2,809	2,755	2,466	2,426	2,415
	Hispanic (Of Any Race)	Mean	376.58	347.93	333.94	334.97	356.45	341.53	356.75	346.12
		N	23,091	21,270	23,427	23,360	23,023	21,268	21,004	20,938
	Non-Hispanic American Indian	Mean	372.37	349.28	336.18	341.18	357.29	343.77	356.13	347.79
		N	243	224	247	247	243	224	222	222
	Non-Hispanic Multiracial	Mean	381.60	356.49	339.72	345.74	364.75	348.34	364.38	353.58
		N	146	134	148	148	146	134	133	133
	Non-Hispanic White	Mean	382.81	353.82	339.17	353.75	368.98	347.42	362.86	354.11
		N	1,944	1,805	1,981	1,967	1,930	1,805	1,779	1,768
	Unknown	Mean	362.12	341.12	321.44	316.77	340.82	332.93	348.06	336.46
		N	703	644	721	719	701	644	633	631
5	Non-Hispanic Asian	Mean	391.79	365.49	348.43	347.46	370.44	357.82	373.58	361.82
		N	942	884	957	957	942	884	874	874
	Non-Hispanic Pacific Islander	Mean	383.31	357.93	351.69	345.91	364.93	354.00	365.00	356.60
		N	45	40	45	45	45	40	40	40
	Non-Hispanic Black	Mean	382.64	353.49	339.90	345.11	364.67	347.42	362.61	352.83
		N	2,454	2,220	2,500	2,493	2,446	2,219	2,190	2,182
	Hispanic (Of Any Race)	Mean	386.42	357.00	344.70	342.32	364.94	351.44	366.06	355.54
		N	20,710	19,274	20,955	20,896	20,648	19,271	19,091	19,032
	Non-Hispanic American Indian	Mean	387.21	354.32	346.86	348.82	369.48	350.15	364.05	355.00
		N	183	158	185	184	182	158	157	156
	Non-Hispanic Multiracial	Mean	399.09	366.70	351.52	370.33	384.89	359.99	376.69	366.95
		N	124	116	124	123	123	116	116	115
	Non-Hispanic White	Mean	394.92	363.44	350.39	362.57	379.42	357.54	373.11	364.23
		N	1,551	1,477	1,576	1,570	1,545	1,477	1,458	1,453
	Unknown	Mean	373.67	349.27	339.06	327.80	351.32	344.99	357.16	347.38
		N	576	520	585	585	576	520	512	512

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
6	Non-Hispanic Asian	Mean	390.64	363.24	334.65	364.11	378.24	349.36	371.83	358.13
		N	675	639	691	688	672	639	626	623
	Non-Hispanic Pacific Islander	Mean	379.29	354.30	336.35	359.69	370.38	345.97	361.90	353.96
		N	31	30	31	29	29	30	30	28
	Non-Hispanic Black	Mean	378.37	350.66	320.51	352.22	366.07	336.65	359.16	345.66
		N	1,763	1,570	1,817	1,806	1,752	1,570	1,531	1,523
	Hispanic (Of Any Race)	Mean	379.46	353.39	325.92	350.01	365.49	340.12	361.36	347.79
		N	14,858	13,811	15,183	15,117	14,791	13,807	13,562	13,497
	Non-Hispanic American Indian	Mean	382.43	352.92	324.40	349.39	367.00	338.87	361.75	347.29
		N	165	155	171	171	165	155	150	150
	Non-Hispanic Multiracial	Mean	385.24	362.55	331.50	359.27	374.18	347.71	369.71	355.65
		N	103	100	105	104	102	100	99	99
	Non-Hispanic White	Mean	388.89	361.33	334.15	368.30	378.99	348.30	369.59	357.37
		N	1,216	1,142	1,226	1,217	1,207	1,142	1,135	1,126
	Unknown	Mean	371.52	350.30	320.65	337.51	355.99	336.64	356.93	342.81
		N	555	528	573	572	554	528	517	516
7	Non-Hispanic Asian	Mean	400.16	374.34	344.49	373.96	387.43	359.96	382.38	368.21
		N	657	628	664	664	657	628	622	622
	Non-Hispanic Pacific Islander	Mean	400.68	360.03	334.90	359.26	378.79	348.33	373.29	358.04
		N	28	30	31	31	28	30	28	28
	Non-Hispanic Black	Mean	383.66	356.73	325.88	356.79	371.08	342.24	365.34	351.32
		N	1,753	1,593	1,821	1,814	1,746	1,593	1,545	1,539
	Hispanic (Of Any Race)	Mean	383.91	359.69	330.18	352.40	368.81	345.54	367.32	352.80
		N	14,286	13,466	14,563	14,503	14,225	13,462	13,240	13,177
	Non-Hispanic American Indian	Mean	372.82	357.15	317.75	330.74	352.66	337.17	362.20	342.33
		N	100	89	102	102	100	89	87	87
	Non-Hispanic Multiracial	Mean	398.23	371.79	341.26	377.72	388.30	356.77	380.31	366.89
		N	101	96	102	101	100	96	95	94
	Non-Hispanic White	Mean	391.68	367.31	338.08	373.48	383.22	353.60	375.13	362.86
		N	1,127	1,065	1,151	1,149	1,125	1,065	1,049	1,047
	Unknown	Mean	381.62	357.02	330.08	341.83	363.27	344.93	364.86	351.08
		N	450	435	479	477	447	435	414	411

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
8	Non-Hispanic Asian	Mean	400.57	380.07	349.17	376.75	389.32	365.31	386.50	372.83
		N	604	581	608	605	601	581	578	576
	Non-Hispanic Pacific Islander	Mean	386.77	363.21	334.36	355.80	371.91	349.76	372.33	358.47
		N	35	34	36	35	34	34	33	32
	Non-Hispanic Black	Mean	383.35	360.55	327.25	356.35	370.27	344.64	368.01	352.66
		N	1,514	1,394	1,565	1,560	1,509	1,394	1,353	1,349
	Hispanic (Of Any Race)	Mean	386.48	365.48	333.49	354.25	371.12	350.11	372.18	356.70
		N	12,922	12,230	13,209	13,142	12,854	12,227	12,004	11,937
	Non-Hispanic American Indian	Mean	381.51	363.66	323.55	341.34	361.92	344.39	368.37	349.40
		N	93	87	94	94	93	87	86	86
	Non-Hispanic Multiracial	Mean	402.27	376.19	344.83	373.05	390.06	361.58	385.30	371.84
		N	97	95	100	99	96	95	92	91
	Non-Hispanic White	Mean	396.27	373.62	341.68	378.22	388.06	358.30	380.86	367.53
		N	1,121	1,092	1,146	1,142	1,117	1,092	1,073	1,070
	Unknown	Mean	388.63	362.33	334.14	349.78	370.01	349.40	370.50	355.87
		N	445	409	459	458	444	409	397	396
9	Non-Hispanic Asian	Mean	394.83	389.09	367.76	363.59	380.07	378.68	390.92	379.34
		N	573	548	583	579	569	548	538	535
	Non-Hispanic Pacific Islander	Mean	384.70	378.93	351.35	360.39	372.67	367.26	383.67	370.79
		N	27	27	31	31	27	27	24	24
	Non-Hispanic Black	Mean	369.36	371.59	342.75	343.28	357.39	357.35	371.10	357.44
		N	1,496	1,314	1,570	1,566	1,492	1,314	1,262	1,258
	Hispanic (Of Any Race)	Mean	378.75	377.37	350.91	341.18	361.06	364.57	378.05	363.72
		N	12,385	11,527	12,776	12,699	12,305	11,524	11,236	11,161
	Non-Hispanic American Indian	Mean	396.87	382.95	362.47	360.88	379.26	372.36	387.22	374.15
		N	167	151	173	173	167	151	148	148
	Non-Hispanic Multiracial	Mean	396.30	392.46	365.52	377.69	386.79	379.22	392.76	380.31
		N	76	72	77	77	76	72	71	71
	Non-Hispanic White	Mean	392.02	387.23	361.89	367.02	380.09	375.20	389.00	376.88
		N	977	920	998	993	973	920	902	899
	Unknown	Mean	379.15	373.33	348.14	333.73	356.79	361.41	375.38	360.17
		N	509	454	530	529	507	454	437	435

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
10	Non-Hispanic Asian	Mean	397.17	393.04	369.45	366.97	382.01	381.28	394.16	380.88
		N	573	537	582	578	569	537	529	525
	Non-Hispanic Pacific Islander	Mean	395.63	381.86	368.97	380.58	389.39	375.93	383.00	377.42
		N	32	28	34	33	31	28	27	26
	Non-Hispanic Black	Mean	375.92	376.56	348.91	346.99	362.42	363.90	376.59	363.69
		N	1,447	1,310	1,523	1,521	1,441	1,307	1,267	1,259
	Hispanic (Of Any Race)	Mean	385.27	384.06	358.05	349.31	367.91	371.49	384.71	370.56
		N	11,162	10,419	11,493	11,426	11,095	10,415	10,173	10,109
	Non-Hispanic American Indian	Mean	396.27	386.71	366.68	352.14	375.65	378.22	390.94	378.48
		N	102	91	108	107	101	91	86	86
	Non-Hispanic Multiracial	Mean	392.07	389.26	356.14	362.47	376.90	373.32	389.93	374.13
		N	73	69	74	74	73	69	68	68
	Non-Hispanic White	Mean	396.39	390.93	364.18	369.86	383.92	378.02	392.89	379.85
		N	920	884	946	940	914	884	865	859
	Unknown	Mean	388.70	379.54	357.35	349.63	370.26	368.76	382.56	369.58
		N	414	385	434	433	413	385	370	369
11	Non-Hispanic Asian	Mean	399.74	397.28	374.86	371.52	386.50	386.30	398.45	386.88
		N	572	534	585	580	567	534	524	519
	Non-Hispanic Pacific Islander	Mean	410.87	407.90	373.61	403.87	407.57	394.10	410.20	399.65
		N	23	20	23	23	23	20	20	20
	Non-Hispanic Black	Mean	377.28	379.43	353.73	351.67	364.85	366.94	379.10	366.44
		N	1,466	1,323	1,529	1,519	1,454	1,321	1,271	1,259
	Hispanic (Of Any Race)	Mean	388.72	388.53	363.58	354.13	372.02	376.50	388.87	375.30
		N	9,760	9,188	9,987	9,931	9,701	9,184	9,011	8,952
	Non-Hispanic American Indian	Mean	399.55	387.02	373.49	363.64	382.23	382.84	391.32	382.59
		N	93	82	94	94	93	82	82	82
	Non-Hispanic Multiracial	Mean	390.85	389.42	366.67	362.48	377.49	379.84	390.43	379.89
		N	65	62	67	67	65	62	61	61
	Non-Hispanic White	Mean	398.84	395.02	369.92	372.97	386.45	382.83	396.57	384.13
		N	790	747	810	804	783	746	730	722
	Unknown	Mean	397.75	385.45	367.84	366.95	383.59	377.32	389.62	379.47
		N	349	324	368	363	344	324	311	307

Grade	Ethnicity		Listening	Reading	Writing	Speaking	Oral	Literacy	Compre-hension	Overall
12	Non-Hispanic Asian	Mean	399.72	394.56	374.66	369.21	384.59	385.16	396.70	385.23
		N	380	361	385	382	377	361	359	357
	Non-Hispanic Pacific Islander	Mean	417.90	394.00	383.82	415.36	420.30	389.18	403.10	399.10
		N	10	11	11	11	10	11	10	10
	Non-Hispanic Black	Mean	373.43	377.07	351.95	351.82	363.30	365.10	376.08	364.57
		N	1,223	1,154	1,302	1,292	1,213	1,153	1,097	1,088
	Hispanic (Of Any Race)	Mean	389.51	387.88	364.80	360.97	375.78	376.79	388.76	376.68
		N	6,082	5,794	6,247	6,210	6,042	5,792	5,659	5,621
	Non-Hispanic American Indian	Mean	396.12	386.14	373.91	365.31	382.03	379.28	388.78	380.00
		N	75	71	78	77	74	71	68	67
	Non-Hispanic Multiracial	Mean	403.47	393.69	372.60	378.71	391.36	383.85	397.97	386.51
		N	45	39	45	45	45	39	39	39
	Non-Hispanic White	Mean	403.78	393.68	367.92	378.08	391.83	381.52	397.61	385.32
		N	474	456	489	486	471	456	442	439
	Unknown	Mean	402.15	388.16	367.16	370.37	387.69	378.33	393.03	382.35
		N	242	229	259	257	241	229	216	215

1.2.3. Correlations

The tables in this section show Pearson correlations among the four domain scale scores by grade-level clusters across all tiers, as well as the number of students included in each correlation. Results are provided by grade-level cluster.

Table 1.2.3.1

Correlations Among Scale Scores: K, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.521	.558	.774
	N	232,469	232,457	232,458	232,464
Reading	Pearson Correlation		1	.723	.475
	N		232,460	232,451	232,455
Writing	Pearson Correlation			1	.530
	N			232,461	232,457
Speaking	Pearson Correlation				1
	N				232,466

Table 1.2.3.2

Correlations Among Scale Scores: Grade 1, S403 Paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.500	.499	.507
	N	44,063	37,490	44,051	43,876
Reading	Pearson Correlation		1	.532	.426
	N		40,663	40,648	40,484
Writing	Pearson Correlation			1	.501
	N			48,908	48,691
Speaking	Pearson Correlation				1
	N				48,706

Table 1.2.3.3

Correlations Among Scale Scores: Grade 2, S403 paper

		Listening	Reading	Writing	Speaking
Listening	Pearson Correlation	1	.579	.563	.539
	N	43,611	38,768	43,595	43,396
Reading	Pearson Correlation		1	.638	.497
	N		39,822	39,807	39,639
Writing	Pearson Correlation			1	.523
	N			45,074	44,854
Speaking	Pearson Correlation				1
	N				44,871

Table 1.2.3.4
Correlations Among Scale Scores: Grade 3, S403 Paper

		Listening	**Reading**	**Writing**	**Speaking**
Listening	Pearson Correlation	1	.629	.525	.516
	N	38,222	33,911	38,190	38,057
Reading	Pearson Correlation		1	.593	.522
	N		34,534	34,504	34,395
Writing	Pearson Correlation			1	.549
	N			39,016	38,851
Speaking	Pearson Correlation				1
	N				38,883

Table 1.2.3.5
Correlations Among Scale Scores: Grades 4–5, S403 Paper

		Listening	**Reading**	**Writing**	**Speaking**
Listening	Pearson Correlation	1	.700	.605	.585
	N	56,690	51,765	56,681	56,501
Reading	Pearson Correlation		1	.670	.595
	N		52,377	52,369	52,206
Writing	Pearson Correlation			1	.621
	N			57,503	57,310
Speaking	Pearson Correlation				1
	N				57,320

Table 1.2.3.6
Correlations Among Scale Scores: Grades 6–8, S403 Paper

		Listening	**Reading**	**Writing**	**Speaking**
Listening	Pearson Correlation	1	.709	.682	.649
	N	54,699	50,346	54,687	54,448
Reading	Pearson Correlation		1	.659	.591
	N		51,299	51,288	51,059
Writing	Pearson Correlation			1	.664
	N			55,927	55,669
Speaking	Pearson Correlation				1
	N				55,680

Table 1.2.3.7
Correlations Among Scale Scores: Grades 9–12, S403 Paper

		Listening	**Reading**	**Writing**	**Speaking**
Listening	Pearson Correlation	1	.722	.660	.651
	N	52,582	47,903	52,557	52,256
Reading	Pearson Correlation		1	.675	.609
	N		49,131	49,111	48,826
Writing	Pearson Correlation			1	.649
	N			54,211	53,872
Speaking	Pearson Correlation				1
	N				53,900

1.3. *Proficiency Level Results*

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

Each table in this section shows either the number or percentage of students classified into each language proficiency level.

Results are first presented by grade-level cluster and tier, then by grade and tier, and then by grade alone.

1.3.1. Domains

1.3.1.1.   Listening

1.3.1.1.1.   By Cluster by Tier

Table 1.3.1.1.1

Proficiency Level by Cluster (Count): Listening, S403 Paper

Cluster	Tier	Listening Proficiency Range						
		1	2	3	4	5	6	Total
K	-	59,568	22,134	19,724	13,512	34,871	82,660	232,469
1	A	1,377	2,479	3,200	2,374	6,443	5,538	21,411
	BC	169	436	1,968	3,009	4,710	12,360	22,652
2	A	1,242	1,854	1,776	1,409	3,197	32	9,510
	BC	120	1,045	3,669	2,465	8,333	18,469	34,101
3	A	279	1,657	1,853	1,123	985	780	6,677
	BC	24	463	3,463	2,488	11,261	13,846	31,545
4–5	A	735	2,787	2,490	1,644	1,109	1,058	9,823
	BC	31	580	3,486	6,250	17,443	19,077	46,867
6–8	A	3,498	4,927	2,553	1,394	1,221	230	13,823
	BC	59	1,106	4,990	10,123	11,333	13,265	40,876
9–12	A	6,373	5,016	2,050	766	244	0	14,449
	BC	453	3,090	9,023	11,571	7,813	6,183	38,133

Table 1.3.1.1.2

Proficiency Level by Cluster (Percent): Listening, S403 Paper

Cluster	Tier	Listening Proficiency Range						
		1	2	3	4	5	6	Total
K	-	25.6%	9.5%	8.5%	5.8%	15.0%	35.6%	100.0%
1	A	6.4%	11.6%	14.9%	11.1%	30.1%	25.9%	100.0%
	BC	0.7%	1.9%	8.7%	13.3%	20.8%	54.6%	100.0%
2	A	13.1%	19.5%	18.7%	14.8%	33.6%	0.3%	100.0%
	BC	0.4%	3.1%	10.8%	7.2%	24.4%	54.2%	100.0%
3	A	4.2%	24.8%	27.8%	16.8%	14.8%	11.7%	100.0%
	BC	0.1%	1.5%	11.0%	7.9%	35.7%	43.9%	100.0%
4–5	A	7.5%	28.4%	25.3%	16.7%	11.3%	10.8%	100.0%
	BC	0.1%	1.2%	7.4%	13.3%	37.2%	40.7%	100.0%
6–8	A	25.3%	35.6%	18.5%	10.1%	8.8%	1.7%	100.0%
	BC	0.1%	2.7%	12.2%	24.8%	27.7%	32.5%	100.0%
9–12	A	44.1%	34.7%	14.2%	5.3%	1.7%	0.0%	100.0%
	BC	1.2%	8.1%	23.7%	30.3%	20.5%	16.2%	100.0%

1.3.1.1.2. By Grade by Tier

Table 1.3.1.2.1

Proficiency Level by Grade (Count): Listening, S403 Paper

Grade	Tier	Listening Proficiency Range						
		1	2	3	4	5	6	Total
K	-	59,568	22,134	19,724	13,512	34,871	82,660	232,469
1	A	1,377	2,479	3,200	2,374	6,443	5,538	21,411
	BC	169	436	1,968	3,009	4,710	12,360	22,652
2	A	1,242	1,854	1,776	1,409	3,197	32	9,510
	BC	120	1,045	3,669	2,465	8,333	18,469	34,101
3	A	279	1,657	1,853	1,123	985	780	6,677
	BC	24	463	3,463	2,488	11,261	13,846	31,545
4	A	314	1,451	1,333	846	701	506	5,151
	BC	20	254	1,902	3,383	9,270	10,125	24,954
5	A	421	1,336	1,157	798	408	552	4,672
	BC	11	326	1,584	2,867	8,173	8,952	21,913
6	A	891	1,787	782	606	426	116	4,608
	BC	14	336	1,493	3,907	4,101	4,907	14,758
7	A	1,361	1,332	1,065	287	463	112	4,620
	BC	28	451	1,566	3,933	3,890	4,014	13,882
8	A	1,246	1,808	706	501	332	2	4,595
	BC	17	319	1,931	2,283	3,342	4,344	12,236
9	A	1,773	2,406	713	197	153	0	5,242
	BC	57	516	1,882	3,522	2,523	2,468	10,968
10	A	1,715	1,418	600	274	26	0	4,033
	BC	62	892	2,328	3,592	2,195	1,621	10,690
11	A	1,745	807	526	250	43	0	3,371
	BC	114	764	2,938	2,229	2,079	1,623	9,747
12	A	1,140	385	211	45	22	0	1,803
	BC	220	918	1,875	2,228	1,016	471	6,728

Table 1.3.1.2.2

Proficiency Level by Grade (Percent): Listening, S403 Paper

Grade	Tier	Listening Proficiency Range						Total
		1	2	3	4	5	6	Total
K	-	25.6%	9.5%	8.5%	5.8%	15.0%	35.6%	100.0%
1	A	6.4%	11.6%	14.9%	11.1%	30.1%	25.9%	100.0%
	BC	0.7%	1.9%	8.7%	13.3%	20.8%	54.6%	100.0%
2	A	13.1%	19.5%	18.7%	14.8%	33.6%	0.3%	100.0%
	BC	0.4%	3.1%	10.8%	7.2%	24.4%	54.2%	100.0%
3	A	4.2%	24.8%	27.8%	16.8%	14.8%	11.7%	100.0%
	BC	0.1%	1.5%	11.0%	7.9%	35.7%	43.9%	100.0%
4	A	6.1%	28.2%	25.9%	16.4%	13.6%	9.8%	100.0%
	BC	0.1%	1.0%	7.6%	13.6%	37.1%	40.6%	100.0%
5	A	9.0%	28.6%	24.8%	17.1%	8.7%	11.8%	100.0%
	BC	0.1%	1.5%	7.2%	13.1%	37.3%	40.9%	100.0%
6	A	19.3%	38.8%	17.0%	13.2%	9.2%	2.5%	100.0%
	BC	0.1%	2.3%	10.1%	26.5%	27.8%	33.2%	100.0%
7	A	29.5%	28.8%	23.1%	6.2%	10.0%	2.4%	100.0%
	BC	0.2%	3.2%	11.3%	28.3%	28.0%	28.9%	100.0%
8	A	27.1%	39.3%	15.4%	10.9%	7.2%	0.0%	100.0%
	BC	0.1%	2.6%	15.8%	18.7%	27.3%	35.5%	100.0%
9	A	33.8%	45.9%	13.6%	3.8%	2.9%	0.0%	100.0%
	BC	0.5%	4.7%	17.2%	32.1%	23.0%	22.5%	100.0%
10	A	42.5%	35.2%	14.9%	6.8%	0.6%	0.0%	100.0%
	BC	0.6%	8.3%	21.8%	33.6%	20.5%	15.2%	100.0%
11	A	51.8%	23.9%	15.6%	7.4%	1.3%	0.0%	100.0%
	BC	1.2%	7.8%	30.1%	22.9%	21.3%	16.7%	100.0%
12	A	63.2%	21.4%	11.7%	2.5%	1.2%	0.0%	100.0%
	BC	3.3%	13.6%	27.9%	33.1%	15.1%	7.0%	100.0%

1.3.1.1.3. By Grade

Table 1.3.1.3.1
Proficiency Level by Grade (Count): Listening

Grade	Listening Proficiency Range						Total
	1	2	3	4	5	6	
K	59,568	22,134	19,724	13,512	34,871	82,660	232,469
1	1,546	2,915	5,168	5,383	11,153	17,898	44,063
2	1,362	2,899	5,445	3,874	11,530	18,501	43,611
3	303	2,120	5,316	3,611	12,246	14,626	38,222
4	334	1,705	3,235	4,229	9,971	10,631	30,105
5	432	1,662	2,741	3,665	8,581	9,504	26,585
6	905	2,123	2,275	4,513	4,527	5,023	19,366
7	1,389	1,783	2,631	4,220	4,353	4,126	18,502
8	1,263	2,127	2,637	2,784	3,674	4,346	16,831
9	1,830	2,922	2,595	3,719	2,676	2,468	16,210
10	1,777	2,310	2,928	3,866	2,221	1,621	14,723
11	1,859	1,571	3,464	2,479	2,122	1,623	13,118
12	1,360	1,303	2,086	2,273	1,038	471	8,531

Table 1.3.1.3.2
Proficiency Level by Grade (Percent): Listening

Grade	Listening Proficiency Range						Total
	1	2	3	4	5	6	
K	25.6%	9.5%	8.5%	5.8%	15.0%	35.6%	100.0%
1	3.5%	6.6%	11.7%	12.2%	25.3%	40.6%	100.0%
2	3.1%	6.6%	12.5%	8.9%	26.4%	42.4%	100.0%
3	0.8%	5.5%	13.9%	9.4%	32.0%	38.3%	100.0%
4	1.1%	5.7%	10.7%	14.0%	33.1%	35.3%	100.0%
5	1.6%	6.3%	10.3%	13.8%	32.3%	35.7%	100.0%
6	4.7%	11.0%	11.7%	23.3%	23.4%	25.9%	100.0%
7	7.5%	9.6%	14.2%	22.8%	23.5%	22.3%	100.0%
8	7.5%	12.6%	15.7%	16.5%	21.8%	25.8%	100.0%
9	11.3%	18.0%	16.0%	22.9%	16.5%	15.2%	100.0%
10	12.1%	15.7%	19.9%	26.3%	15.1%	11.0%	100.0%
11	14.2%	12.0%	26.4%	18.9%	16.2%	12.4%	100.0%
12	15.9%	15.3%	24.5%	26.6%	12.2%	5.5%	100.0%

1.3.1.2.   Reading

1.3.1.2.1.   By Cluster by Tier

Table 1.3.2.1.1

Proficiency Level by Cluster (Count): Reading, S403 Paper

Cluster	Tier	Reading Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	166,158	8,043	21,648	13,987	22,624	0	232,460
1	A	7,553	7,195	3,058	1,284	885	695	20,670
	BC	216	4,089	7,810	2,465	2,967	2,446	19,993
2	A	4,479	2,449	1,131	365	521	105	9,050
	BC	1,618	7,755	8,427	3,452	5,177	4,343	30,772
3	A	2,789	1,967	952	185	291	113	6,297
	BC	131	2,888	11,308	5,243	5,609	3,058	28,237
4–5	A	4,641	2,795	900	408	577	53	9,374
	BC	371	6,155	13,614	8,126	9,352	5,385	43,003
6–8	A	5,850	4,996	1,372	332	386	261	13,197
	BC	1,250	12,578	11,608	4,697	5,444	2,525	38,102
9–12	A	4,634	5,929	2,006	562	683	290	14,104
	BC	687	9,802	9,817	4,416	5,769	4,536	35,027

Table 1.3.2.1.2

Proficiency Level by Cluster (Percent): Reading, S403 Paper

Cluster	Tier	Reading Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	71.5%	3.5%	9.3%	6.0%	9.7%	0.0%	100.0%
1	A	36.5%	34.8%	14.8%	6.2%	4.3%	3.4%	100.0%
	BC	1.1%	20.5%	39.1%	12.3%	14.8%	12.2%	100.0%
2	A	49.5%	27.1%	12.5%	4.0%	5.8%	1.2%	100.0%
	BC	5.3%	25.2%	27.4%	11.2%	16.8%	14.1%	100.0%
3	A	44.3%	31.2%	15.1%	2.9%	4.6%	1.8%	100.0%
	BC	0.5%	10.2%	40.0%	18.6%	19.9%	10.8%	100.0%
4–5	A	49.5%	29.8%	9.6%	4.4%	6.2%	0.6%	100.0%
	BC	0.9%	14.3%	31.7%	18.9%	21.7%	12.5%	100.0%
6–8	A	44.3%	37.9%	10.4%	2.5%	2.9%	2.0%	100.0%
	BC	3.3%	33.0%	30.5%	12.3%	14.3%	6.6%	100.0%
9–12	A	32.9%	42.0%	14.2%	4.0%	4.8%	2.1%	100.0%
	BC	2.0%	28.0%	28.0%	12.6%	16.5%	13.0%	100.0%

1.3.1.2.2.   By Grade by Tier

Table 1.3.2.2.1

Proficiency Level by Grade (Count): Reading, S403 Paper

Grade	Tier	Reading Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	166,158	8,043	21,648	13,987	22,624	0	232,460
1	A	7,553	7,195	3,058	1,284	885	695	20,670
	BC	216	4,089	7,810	2,465	2,967	2,446	19,993
2	A	4,479	2,449	1,131	365	521	105	9,050
	BC	1,618	7,755	8,427	3,452	5,177	4,343	30,772
3	A	2,789	1,967	952	185	291	113	6,297
	BC	131	2,888	11,308	5,243	5,609	3,058	28,237
4	A	2,370	1,533	430	198	302	53	4,886
	BC	149	2,868	7,176	5,273	4,656	2,680	22,802
5	A	2,271	1,262	470	210	275	0	4,488
	BC	222	3,287	6,438	2,853	4,696	2,705	20,201
6	A	1,780	1,790	479	120	150	92	4,411
	BC	315	4,919	4,175	1,617	1,922	616	13,564
7	A	2,016	1,601	451	108	159	67	4,402
	BC	441	4,001	4,399	1,566	1,677	916	13,000
8	A	2,054	1,605	442	104	77	102	4,384
	BC	494	3,658	3,034	1,514	1,845	993	11,538
9	A	1,830	1,937	790	163	290	106	5,116
	BC	116	2,399	2,525	1,822	1,616	1,419	9,897
10	A	1,135	1,744	635	167	129	120	3,930
	BC	92	2,595	2,976	1,145	1,603	1,382	9,793
11	A	1,078	1,429	382	152	216	42	3,299
	BC	180	2,476	2,440	1,074	1,631	1,180	8,981
12	A	591	819	199	80	48	22	1,759
	BC	299	2,332	1,876	375	919	555	6,356

Table 1.3.2.2.2

Proficiency Level by Grade (Percent): Reading, S403 Paper

Grade	Tier	Reading Proficiency Range						Total
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	71.5%	3.5%	9.3%	6.0%	9.7%	0.0%	100.0%
1	A	36.5%	34.8%	14.8%	6.2%	4.3%	3.4%	100.0%
	BC	1.1%	20.5%	39.1%	12.3%	14.8%	12.2%	100.0%
2	A	49.5%	27.1%	12.5%	4.0%	5.8%	1.2%	100.0%
	BC	5.3%	25.2%	27.4%	11.2%	16.8%	14.1%	100.0%
3	A	44.3%	31.2%	15.1%	2.9%	4.6%	1.8%	100.0%
	BC	0.5%	10.2%	40.0%	18.6%	19.9%	10.8%	100.0%
4	A	48.5%	31.4%	8.8%	4.1%	6.2%	1.1%	100.0%
	BC	0.7%	12.6%	31.5%	23.1%	20.4%	11.8%	100.0%
5	A	50.6%	28.1%	10.5%	4.7%	6.1%	0.0%	100.0%
	BC	1.1%	16.3%	31.9%	14.1%	23.2%	13.4%	100.0%
6	A	40.4%	40.6%	10.9%	2.7%	3.4%	2.1%	100.0%
	BC	2.3%	36.3%	30.8%	11.9%	14.2%	4.5%	100.0%
7	A	45.8%	36.4%	10.2%	2.5%	3.6%	1.5%	100.0%
	BC	3.4%	30.8%	33.8%	12.0%	12.9%	7.0%	100.0%
8	A	46.9%	36.6%	10.1%	2.4%	1.8%	2.3%	100.0%
	BC	4.3%	31.7%	26.3%	13.1%	16.0%	8.6%	100.0%
9	A	35.8%	37.9%	15.4%	3.2%	5.7%	2.1%	100.0%
	BC	1.2%	24.2%	25.5%	18.4%	16.3%	14.3%	100.0%
10	A	28.9%	44.4%	16.2%	4.2%	3.3%	3.1%	100.0%
	BC	0.9%	26.5%	30.4%	11.7%	16.4%	14.1%	100.0%
11	A	32.7%	43.3%	11.6%	4.6%	6.5%	1.3%	100.0%
	BC	2.0%	27.6%	27.2%	12.0%	18.2%	13.1%	100.0%
12	A	33.6%	46.6%	11.3%	4.5%	2.7%	1.3%	100.0%
	BC	4.7%	36.7%	29.5%	5.9%	14.5%	8.7%	100.0%

1.3.1.2.3.   By Grade

Table 1.3.2.3.1
Proficiency Level by Grade (Count): Reading

Grade	Reading Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	166,158	8,043	21,648	13,987	22,624	0	232,460
1	7,769	11,284	10,868	3,749	3,852	3,141	40,663
2	6,097	10,204	9,558	3,817	5,698	4,448	39,822
3	2,920	4,855	12,260	5,428	5,900	3,171	34,534
4	2,519	4,401	7,606	5,471	4,958	2,733	27,688
5	2,493	4,549	6,908	3,063	4,971	2,705	24,689
6	2,095	6,709	4,654	1,737	2,072	708	17,975
7	2,457	5,602	4,850	1,674	1,836	983	17,402
8	2,548	5,263	3,476	1,618	1,922	1,095	15,922
9	1,946	4,336	3,315	1,985	1,906	1,525	15,013
10	1,227	4,339	3,611	1,312	1,732	1,502	13,723
11	1,258	3,905	2,822	1,226	1,847	1,222	12,280
12	890	3,151	2,075	455	967	577	8,115

Table 1.3.2.3.2
Proficiency Level by Grade (Percent): Reading

Grade	Reading Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	71.5%	3.5%	9.3%	6.0%	9.7%	0.0%	100.0%
1	19.1%	27.8%	26.7%	9.2%	9.5%	7.7%	100.0%
2	15.3%	25.6%	24.0%	9.6%	14.3%	11.2%	100.0%
3	8.5%	14.1%	35.5%	15.7%	17.1%	9.2%	100.0%
4	9.1%	15.9%	27.5%	19.8%	17.9%	9.9%	100.0%
5	10.1%	18.4%	28.0%	12.4%	20.1%	11.0%	100.0%
6	11.7%	37.3%	25.9%	9.7%	11.5%	3.9%	100.0%
7	14.1%	32.2%	27.9%	9.6%	10.6%	5.6%	100.0%
8	16.0%	33.1%	21.8%	10.2%	12.1%	6.9%	100.0%
9	13.0%	28.9%	22.1%	13.2%	12.7%	10.2%	100.0%
10	8.9%	31.6%	26.3%	9.6%	12.6%	10.9%	100.0%
11	10.2%	31.8%	23.0%	10.0%	15.0%	10.0%	100.0%
12	11.0%	38.8%	25.6%	5.6%	11.9%	7.1%	100.0%

1.3.1.3.   *Writing*

1.3.1.3.1.   By Cluster by Tier

Table 1.3.3.1.1

Proficiency Level by Cluster (Count): Writing, S403 Paper

Cluster	Tier	Writing Proficiency Range						
		1	2	3	4	5	6	Total
K	-	144,446	43,478	34,787	9,750	0	0	232,461
1	A	8,999	14,390	1,309	0	0	0	24,698
	BC	2,251	8,055	13,115	780	8	1	24,210
2	A	3,689	3,292	3,175	4	0	0	10,160
	BC	1,582	6,030	24,667	2,622	13	0	34,914
3	A	2,343	2,710	1,926	6	0	0	6,985
	BC	760	2,731	23,698	4,785	53	4	32,031
4–5	A	2,604	2,678	4,867	46	0	0	10,195
	BC	296	994	22,845	22,360	797	16	47,308
6–8	A	5,257	5,227	3,779	57	0	0	14,320
	BC	1,100	2,316	27,554	10,616	21	0	41,607
9–12	A	4,391	4,779	5,434	488	1	0	15,093
	BC	1,536	2,342	19,805	15,204	229	2	39,118

Table 1.3.3.1.2

Proficiency Level by Cluster (Percent): Writing, S403 Paper

Cluster	Tier	Writing Proficiency Range						
		1	2	3	4	5	6	Total
K	-	62.1%	18.7%	15.0%	4.2%	0.0%	0.0%	100.0%
1	A	36.4%	58.3%	5.3%	0.0%	0.0%	0.0%	100.0%
	BC	9.3%	33.3%	54.2%	3.2%	0.0%	0.0%	100.0%
2	A	36.3%	32.4%	31.3%	0.0%	0.0%	0.0%	100.0%
	BC	4.5%	17.3%	70.7%	7.5%	0.0%	0.0%	100.0%
3	A	33.5%	38.8%	27.6%	0.1%	0.0%	0.0%	100.0%
	BC	2.4%	8.5%	74.0%	14.9%	0.2%	0.0%	100.0%
4–5	A	25.5%	26.3%	47.7%	0.5%	0.0%	0.0%	100.0%
	BC	0.6%	2.1%	48.3%	47.3%	1.7%	0.0%	100.0%
6–8	A	36.7%	36.5%	26.4%	0.4%	0.0%	0.0%	100.0%
	BC	2.6%	5.6%	66.2%	25.5%	0.1%	0.0%	100.0%
9–12	A	29.1%	31.7%	36.0%	3.2%	0.0%	0.0%	100.0%
	BC	3.9%	6.0%	50.6%	38.9%	0.6%	0.0%	100.0%

1.3.1.3.2. By Grade by Tier

Table 1.3.3.2.1

Proficiency Level by Grade (Count): Writing, S403 Paper

Grade	Tier	Writing Proficiency Range						
		1	2	3	4	5	6	Total
K	-	144,446	43,478	34,787	9,750	0	0	232,461
1	A	8,999	14,390	1,309	0	0	0	24,698
	BC	2,251	8,055	13,115	780	8	1	24,210
2	A	3,689	3,292	3,175	4	0	0	10,160
	BC	1,582	6,030	24,667	2,622	13	0	34,914
3	A	2,343	2,710	1,926	6	0	0	6,985
	BC	760	2,731	23,698	4,785	53	4	32,031
4	A	1,513	1,471	2,366	28	0	0	5,378
	BC	160	547	13,156	10,798	528	9	25,198
5	A	1,091	1,207	2,501	18	0	0	4,817
	BC	136	447	9,689	11,562	269	7	22,110
6	A	1,540	1,714	1,512	18	0	0	4,784
	BC	337	935	9,588	4,149	4	0	15,013
7	A	1,748	1,971	1,040	25	0	0	4,784
	BC	346	858	9,445	3,472	8	0	14,129
8	A	1,969	1,542	1,227	14	0	0	4,752
	BC	417	523	8,521	2,995	9	0	12,465
9	A	1,548	1,688	2,008	278	1	0	5,523
	BC	216	497	5,156	5,218	126	2	11,215
10	A	1,067	1,499	1,541	108	0	0	4,215
	BC	359	600	5,385	4,576	59	0	10,979
11	A	1,044	1,205	1,171	62	0	0	3,482
	BC	415	717	4,808	4,001	40	0	9,981
12	A	732	387	714	40	0	0	1,873
	BC	546	528	4,456	1,409	4	0	6,943

Table 1.3.3.2.2

Proficiency Level by Grade (Percent): Writing, S403 Paper

Grade	Tier	Writing Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	62.1%	18.7%	15.0%	4.2%	0.0%	0.0%	100.0%
1	A	36.4%	58.3%	5.3%	0.0%	0.0%	0.0%	100.0%
	BC	9.3%	33.3%	54.2%	3.2%	0.0%	0.0%	100.0%
2	A	36.3%	32.4%	31.3%	0.0%	0.0%	0.0%	100.0%
	BC	4.5%	17.3%	70.7%	7.5%	0.0%	0.0%	100.0%
3	A	33.5%	38.8%	27.6%	0.1%	0.0%	0.0%	100.0%
	BC	2.4%	8.5%	74.0%	14.9	0.2%	0.0%	100.0%
4	A	28.1%	27.4%	44.0%	0.5%	0.0%	0.0%	100.0%
	BC	0.6%	2.2%	52.2%	42.9%	2.1%	0.0%	100.0%
5	A	22.6%	25.1%	51.9%	0.4%	0.0%	0.0%	100.0%
	BC	0.6%	2.0%	43.8%	52.3%	1.2%	0.0%	100.0%
6	A	32.2%	35.8%	31.6%	0.4%	0.0%	0.0%	100.0%
	BC	2.2%	6.2%	63.9%	27.6%	0.0%	0.0%	100.0%
7	A	36.5%	41.2%	21.7%	0.5%	0.0%	0.0%	100.0%
	BC	2.4%	6.1%	66.8%	24.6%	0.1%	0.0%	100.0%
8	A	41.4%	32.4%	25.8%	0.3%	0.0%	0.0%	100.0%
	BC	3.3%	4.2%	68.4%	24.0%	0.1%	0.0%	100.0%
9	A	28.0%	30.6%	36.4%	5.0%	0.0%	0.0%	100.0%
	BC	1.9%	4.4%	46.0%	46.5%	1.1%	0.0%	100.0%
10	A	25.3%	35.6%	36.6%	2.6%	0.0%	0.0%	100.0%
	BC	3.3%	5.5%	49.0%	41.7%	0.5%	0.0%	100.0%
11	A	30.0%	34.6%	33.6%	1.8%	0.0%	0.0%	100.0%
	BC	4.2%	7.2%	48.2%	40.1%	0.4%	0.0%	100.0%
12	A	39.1%	20.7%	38.1%	2.1%	0.0%	0.0%	100.0%
	BC	7.9%	7.6%	64.2%	20.3%	0.1%	0.0%	100.0%

1.3.1.3.3.   By Grade

Table 1.3.3.3.1
Proficiency Level by Grade (Count): Writing

Grade	Writing Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	144,446	43,478	34,787	9,750	0	0	232,461
1	11,250	22,445	14,424	780	8	1	48,908
2	5,271	9,322	27,842	2,626	13	0	45,074
3	3,103	5,441	25,624	4,791	53	4	39,016
4	1,673	2,018	15,522	10,826	528	9	30,576
5	1,227	1,654	12,190	11,580	269	7	26,927
6	1,877	2,649	11,100	4,167	4	0	19,797
7	2,094	2,829	10,485	3,497	8	0	18,913
8	2,386	2,065	9,748	3,009	9	0	17,217
9	1,764	2,185	7,164	5,496	127	2	16,738
10	1,426	2,099	6,926	4,684	59	0	15,194
11	1,459	1,922	5,979	4,063	40	0	13,463
12	1,278	915	5,170	1,449	4	0	8,816

Table 1.3.3.3.2
Proficiency Level by Grade (Percent): Writing

Grade	Writing Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	62.1%	18.7%	15.0%	4.2%	0.0%	0.0%	100.0%
1	23.0%	45.9%	29.5%	1.6%	0.0%	0.0%	100.0%
2	11.7%	20.7%	61.8%	5.8%	0.0%	0.0%	100.0%
3	8.0%	13.9%	65.7%	12.3%	0.1%	0.0%	100.0%
4	5.5%	6.6%	50.8%	35.4%	1.7%	0.0%	100.0%
5	4.6%	6.1%	45.3%	43.0%	1.0%	0.0%	100.0%
6	9.5%	13.4%	56.1%	21.0%	0.0%	0.0%	100.0%
7	11.1%	15.0%	55.4%	18.5%	0.0%	0.0%	100.0%
8	13.9%	12.0%	56.6%	17.5%	0.1%	0.0%	100.0%
9	10.5%	13.1%	42.8%	32.8%	0.8%	0.0%	100.0%
10	9.4%	13.8%	45.6%	30.8%	0.4%	0.0%	100.0%
11	10.8%	14.3%	44.4%	30.2%	0.3%	0.0%	100.0%
12	14.5%	10.4%	58.6%	16.4%	0.0%	0.0%	100.0%

1.3.1.4.1.   By Cluster by Tier

Table 1.3.4.1.1

Proficiency Level by Cluster (Count): Speaking, S403 Paper

Cluster	Tier	Speaking Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	50,331	49,564	18,232	20,399	26,782	67,158	232,466
1	A	6,042	8,453	5,630	3,299	1,160	0	24,584
	BC	412	4,352	8,150	7,931	2,569	708	24,122
2	A	3,800	2,253	3,042	715	289	0	10,099
	BC	1,661	6,637	14,315	8,088	2,670	1,401	34,772
3	A	3,358	1,677	1,242	676	0	0	6,953
	BC	1,408	6,114	13,424	7,755	1,513	1,716	31,930
4–5	A	5,120	2,376	1,424	968	248	0	10,136
	BC	862	4,077	12,362	18,393	7,788	3,702	47,184
6–8	A	7,077	2,444	2,714	1,441	440	115	14,231
	BC	1,342	4,955	10,385	15,456	5,683	3,628	41,449
9–12	A	9,446	1,805	2,726	879	117	0	14,973
	BC	3,949	5,469	13,057	9,581	2,856	4,015	38,927

Table 1.3.4.1.2

Proficiency Level by Cluster (Percent): Speaking, S403 Paper

Cluster	Tier	Speaking Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	21.7%	21.3%	7.8%	8.8%	11.5%	28.9%	100.0%
1	A	24.6%	34.4%	22.9%	13.4%	4.7%	0.0%	100.0%
	BC	1.7%	18.0%	33.8%	32.9%	10.7%	2.9%	100.0%
2	A	37.6%	22.3%	30.1%	7.1%	2.9%	0.0%	100.0%
	BC	4.8%	19.1%	41.2%	23.3%	7.7%	4.0%	100.0%
3	A	48.3%	24.1%	17.9%	9.7%	0.0%	0.0%	100.0%
	BC	4.4%	19.1%	42.0%	24.3%	4.7%	5.4%	100.0%
4–5	A	50.5%	23.4%	14.0%	9.6%	2.4%	0.0%	100.0%
	BC	1.8%	8.6%	26.2%	39.0%	16.5%	7.8%	100.0%
6–8	A	49.7%	17.2%	19.1%	10.1%	3.1%	0.8%	100.0%
	BC	3.2%	12.0%	25.1%	37.3%	13.7%	8.8%	100.0%
9–12	A	63.1%	12.1%	18.2%	5.9%	0.8%	0.0%	100.0%
	BC	10.1%	14.0%	33.5%	24.6%	7.3%	10.3%	100.0%

1.3.1.4.2. By Grade by Tier

Table 1.3.4.2.1

Proficiency Level by Grade (Count): Speaking, S403 Paper

Grade	Tier	Speaking Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	50,331	49,564	18,232	20,399	26,782	67,158	232,466
1	A	6,042	8,453	5,630	3,299	1,160	0	24,584
	BC	412	4,352	8,150	7,931	2,569	708	24,122
2	A	3,800	2,253	3,042	715	289	0	10,099
	BC	1,661	6,637	14,315	8,088	2,670	1,401	34,772
3	A	3,358	1,677	1,242	676	0	0	6,953
	BC	1,408	6,114	13,424	7,755	1,513	1,716	31,930
4	A	2,546	1,468	725	434	168	0	5,341
	BC	415	2,121	6,440	9,864	4,082	2,204	25,126
5	A	2,574	908	699	534	80	0	4,795
	BC	447	1,956	5,922	8,529	3,706	1,498	22,058
6	A	2,186	996	837	508	176	51	4,754
	BC	303	1,967	3,949	5,363	2,133	1,235	14,950
7	A	2,193	970	850	601	77	64	4,755
	BC	462	1,501	3,369	5,863	1,453	1,438	14,086
8	A	2,698	478	1,027	332	187	0	4,722
	BC	577	1,487	3,067	4,230	2,097	955	12,413
9	A	3,702	524	908	228	117	0	5,479
	BC	783	1,739	3,437	2,842	1,285	1,082	11,168
10	A	2,671	450	774	297	0	0	4,192
	BC	1,188	1,433	3,246	3,300	631	1,122	10,920
11	A	2,078	433	690	245	0	0	3,446
	BC	1,018	1,219	3,735	2,282	591	1,090	9,935
12	A	995	398	354	109	0	0	1,856
	BC	960	1,078	2,639	1,157	349	721	6,904

Table 1.3.4.2.2

Proficiency Level by Grade (Percent): Speaking, S403 Paper

Grade	Tier	Speaking Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	21.7%	21.3%	7.8%	8.8%	11.5%	28.9%	100.0%
1	A	24.6%	34.4%	22.9%	13.4%	4.7%	0.0%	100.0%
	BC	1.7%	18.0%	33.8%	32.9%	10.7%	2.9%	100.0%
2	A	37.6%	22.3%	30.1%	7.1%	2.9%	0.0%	100.0%
	BC	4.8%	19.1%	41.2%	23.3%	7.7%	4.0%	100.0%
3	A	48.3%	24.1%	17.9%	9.7%	0.0%	0.0%	100.0%
	BC	4.4%	19.1%	42.0%	24.3%	4.7%	5.4%	100.0%
4	A	47.7%	27.5%	13.6%	8.1%	3.1%	0.0%	100.0%
	BC	1.7%	8.4%	25.6%	39.3%	16.2%	8.8%	100.0%
5	A	53.7%	18.9%	14.6%	11.1%	1.7%	0.0%	100.0%
	BC	2.0%	8.9%	26.8%	38.7%	16.8%	6.8%	100.0%
6	A	46.0%	21.0%	17.6%	10.7%	3.7%	1.1%	100.0%
	BC	2.0%	13.2%	26.4%	35.9%	14.3%	8.3%	100.0%
7	A	46.1%	20.4%	17.9%	12.6%	1.6%	1.3%	100.0%
	BC	3.3%	10.7%	23.9%	41.6%	10.3%	10.2%	100.0%
8	A	57.1%	10.1%	21.7%	7.0%	4.0%	0.0%	100.0%
	BC	4.6%	12.0%	24.7%	34.1%	16.9%	7.7%	100.0%
9	A	67.6%	9.6%	16.6%	4.2%	2.1%	0.0%	100.0%
	BC	7.0%	15.6%	30.8%	25.4%	11.5%	9.7%	100.0%
10	A	63.7%	10.7%	18.5%	7.1%	0.0%	0.0%	100.0%
	BC	10.9%	13.1%	29.7%	30.2%	5.8%	10.3%	100.0%
11	A	60.3%	12.6%	20.0%	7.1%	0.0%	0.0%	100.0%
	BC	10.2%	12.3%	37.6%	23.0%	5.9%	11.0%	100.0%
12	A	53.6%	21.4%	19.1%	5.9%	0.0%	0.0%	100.0%
	BC	13.9%	15.6%	38.2%	16.8%	5.1%	10.4%	100.0%

1.3.1.4.3.   By Grade

Table 1.3.4.3.1
Proficiency Level by Grade (Count): Speaking

Grade	Speaking Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	50,331	49,564	18,232	20,399	26,782	67,158	232,466
1	6,454	12,805	13,780	11,230	3,729	708	48,706
2	5,461	8,890	17,357	8,803	2,959	1,401	44,871
3	4,766	7,791	14,666	8,431	1,513	1,716	38,883
4	2,961	3,589	7,165	10,298	4,250	2,204	30,467
5	3,021	2,864	6,621	9,063	3,786	1,498	26,853
6	2,489	2,963	4,786	5,871	2,309	1,286	19,704
7	2,655	2,471	4,219	6,464	1,530	1,502	18,841
8	3,275	1,965	4,094	4,562	2,284	955	17,135
9	4,485	2,263	4,345	3,070	1,402	1,082	16,647
10	3,859	1,883	4,020	3,597	631	1,122	15,112
11	3,096	1,652	4,425	2,527	591	1,090	13,381
12	1,955	1,476	2,993	1,266	349	721	8,760

Table 1.3.4.3.2
Proficiency Level by Grade (Percent): Speaking

Grade	Speaking Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	21.7%	21.3%	7.8%	8.8%	11.5%	28.9%	100.0%
1	13.3%	26.3%	28.3%	23.1%	7.7%	1.5%	100.0%
2	12.2%	19.8%	38.7%	19.6%	6.6%	3.1%	100.0%
3	12.3%	20.0%	37.7%	21.7%	3.9%	4.4%	100.0%
4	9.7%	11.8%	23.5%	33.8%	13.9%	7.2%	100.0%
5	11.3%	10.7%	24.7%	33.8%	14.1%	5.6%	100.0%
6	12.6%	15.0%	24.3%	29.8%	11.7%	6.5%	100.0%
7	14.1%	13.1%	22.4%	34.3%	8.1%	8.0%	100.0%
8	19.1%	11.5%	23.9%	26.6%	13.3%	5.6%	100.0%
9	26.9%	13.6%	26.1%	18.4%	8.4%	6.5%	100.0%
10	25.5%	12.5%	26.6%	23.8%	4.2%	7.4%	100.0%
11	23.1%	12.3%	33.1%	18.9%	4.4%	8.1%	100.0%
12	22.3%	16.8%	34.2%	14.5%	4.0%	8.2%	100.0%

1.3.2. Composites

1.3.2.1.   Oral

1.3.2.1.1.   By Cluster by Tier

Table 1.3.5.1.1

Proficiency Level by Cluster (Count): Oral, S403 Paper

Cluster	Tier	Oral Language Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	57,054	33,941	29,154	22,549	40,333	49,433	232,464
1	A	2,458	4,049	7,450	4,967	2,274	111	21,309
	BC	130	1,218	5,749	7,099	6,358	2,013	22,567
2	A	2,467	2,055	3,082	1,510	334	0	9,448
	BC	179	2,197	9,285	13,184	6,754	2,349	33,948
3	A	2,059	1,758	1,706	862	241	17	6,643
	BC	75	1,720	9,512	12,511	5,961	1,635	31,414
4–5	A	3,347	2,499	2,019	1,387	481	32	9,765
	BC	101	1,245	7,740	18,721	13,287	5,642	46,736
6–8	A	5,201	3,902	2,642	1,527	420	44	13,736
	BC	242	1,985	8,622	16,064	9,546	4,253	40,712
9–12	A	8,085	3,197	2,273	718	53	0	14,326
	BC	1,159	4,297	12,346	13,104	5,109	1,915	37,930

Table 1.3.5.1.2

Proficiency Level by Cluster (Percent): Oral, S403 Paper

Cluster	Tier	Oral Language Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	24.5%	14.6%	12.5%	9.7%	17.4%	21.3%	24.5%
1	A	11.5%	19.0%	35.0%	23.3%	10.7%	0.5%	11.5%
	BC	0.6%	5.4%	25.5%	31.5%	28.2%	8.9%	0.6%
2	A	26.1%	21.8%	32.6%	16.0%	3.5%	0.0%	26.1%
	BC	0.5%	6.5%	27.4%	38.8%	19.9%	6.9%	0.5%
3	A	31.0%	26.5%	25.7%	13.0%	3.6%	0.3%	31.0%
	BC	0.2%	5.5%	30.3%	39.8%	19.0%	5.2%	0.2%
4–5	A	34.3%	25.6%	20.7%	14.2%	4.9%	0.3%	34.3%
	BC	0.2%	2.7%	16.6%	40.1%	28.4%	12.1%	0.2%
6–8	A	37.9%	28.4%	19.2%	11.1%	3.1%	0.3%	37.9%
	BC	0.6%	4.9%	21.2%	39.5%	23.4%	10.4%	0.6%
9–12	A	56.4%	22.3%	15.9%	5.0%	0.4%	0.0%	56.4%
	BC	3.1%	11.3%	32.5%	34.5%	13.5%	5.0%	3.1%

1.3.2.1.2.   By Grade by Tier

Table 1.3.5.2.1

Proficiency Level by Grade (Count): Oral, S403 Paper

Grade	Tier	Oral Language Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	57,054	33,941	29,154	22,549	40,333	49,433	232,464
1	A	2,458	4,049	7,450	4,967	2,274	111	21,309
	BC	130	1,218	5,749	7,099	6,358	2,013	22,567
2	A	2,467	2,055	3,082	1,510	334	0	9,448
	BC	179	2,197	9,285	13,184	6,754	2,349	33,948
3	A	2,059	1,758	1,706	862	241	17	6,643
	BC	75	1,720	9,512	12,511	5,961	1,635	31,414
4	A	1,660	1,386	1,056	707	274	32	5,115
	BC	49	593	4,336	9,724	7,030	3,147	24,879
5	A	1,687	1,113	963	680	207	0	4,650
	BC	52	652	3,404	8,997	6,257	2,495	21,857
6	A	1,472	1,315	1,011	578	173	29	4,578
	BC	64	567	2,972	5,781	3,686	1,624	14,694
7	A	1,806	1,273	871	498	129	15	4,592
	BC	79	715	2,970	5,508	3,184	1,380	13,836
8	A	1,923	1,314	760	451	118	0	4,566
	BC	99	703	2,680	4,775	2,676	1,249	12,182
9	A	2,808	1,299	770	289	33	0	5,199
	BC	167	1,017	3,157	4,050	1,890	636	10,917
10	A	2,305	852	632	214	6	0	4,009
	BC	290	1,206	3,390	3,674	1,446	622	10,628
11	A	1,966	698	515	139	14	0	3,332
	BC	349	1,151	3,223	3,280	1,253	442	9,698
12	A	1,006	348	356	76	0	0	1,786
	BC	353	923	2,576	2,100	520	215	6,687

Table 1.3.5.2.2

Proficiency Level by Grade (Percent): Oral, S403 Paper

Grade	Tier	Oral Language Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	24.5%	14.6%	12.5%	9.7%	17.4%	21.3%	100.0%
1	A	11.5%	19.0%	35.0%	23.3%	10.7%	0.5%	100.0%
	BC	0.6%	5.4%	25.5%	31.5%	28.2%	8.9%	100.0%
2	A	26.1%	21.8%	32.6%	16.0%	3.5%	0.0%	100.0%
	BC	0.5%	6.5%	27.4%	38.8%	19.9%	6.9%	100.0%
3	A	31.0%	26.5%	25.7%	13.0%	3.6%	0.3%	100.0%
	BC	0.2%	5.5%	30.3%	39.8%	19.0%	5.2%	100.0%
4	A	32.5%	27.1%	20.6%	13.8%	5.4%	0.6%	100.0%
	BC	0.2%	2.4%	17.4%	39.1%	28.3%	12.6%	100.0%
5	A	36.3%	23.9%	20.7%	14.6%	4.5%	0.0%	100.0%
	BC	0.2%	3.0%	15.6%	41.2%	28.6%	11.4%	100.0%
6	A	32.2%	28.7%	22.1%	12.6%	3.8%	0.6%	100.0%
	BC	0.4%	3.9%	20.2%	39.3%	25.1%	11.1%	100.0%
7	A	39.3%	27.7%	19.0%	10.8%	2.8%	0.3%	100.0%
	BC	0.6%	5.2%	21.5%	39.8%	23.0%	10.0%	100.0%
8	A	42.1%	28.8%	16.6%	9.9%	2.6%	0.0%	100.0%
	BC	0.8%	5.8%	22.0%	39.2%	22.0%	10.3%	100.0%
9	A	54.0%	25.0%	14.8%	5.6%	0.6%	0.0%	100.0%
	BC	1.5%	9.3%	28.9%	37.1%	17.3%	5.8%	100.0%
10	A	57.5%	21.3%	15.8%	5.3%	0.1%	0.0%	100.0%
	BC	2.7%	11.3%	31.9%	34.6%	13.6%	5.9%	100.0%
11	A	59.0%	20.9%	15.5%	4.2%	0.4%	0.0%	100.0%
	BC	3.6%	11.9%	33.2%	33.8%	12.9%	4.6%	100.0%
12	A	56.3%	19.5%	19.9%	4.3%	0.0%	0.0%	100.0%
	BC	5.3%	13.8%	38.5%	31.4%	7.8%	3.2%	100.0%

1.3.2.1.3.   By Grade

Table 1.3.5.3.1
Proficiency Level by Grade (Count): Oral

Grade	Oral Language Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	57,054	33,941	29,154	22,549	40,333	49,433	232,464
1	2,588	5,267	13,199	12,066	8,632	2,124	43,876
2	2,646	4,252	12,367	14,694	7,088	2,349	43,396
3	2,134	3,478	11,218	13,373	6,202	1,652	38,057
4	1,709	1,979	5,392	10,431	7,304	3,179	29,994
5	1,739	1,765	4,367	9,677	6,464	2,495	26,507
6	1,536	1,882	3,983	6,359	3,859	1,653	19,272
7	1,885	1,988	3,841	6,006	3,313	1,395	18,428
8	2,022	2,017	3,440	5,226	2,794	1,249	16,748
9	2,975	2,316	3,927	4,339	1,923	636	16,116
10	2,595	2,058	4,022	3,888	1,452	622	14,637
11	2,315	1,849	3,738	3,419	1,267	442	13,030
12	1,359	1,271	2,932	2,176	520	215	8,473

Table 1.3.5.3.2
Proficiency Level by Grade (Percent): Oral

Grade	Oral Language Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	24.5%	14.6%	12.5%	9.7%	17.4%	21.3%	100.0%
1	5.9%	12.0%	30.1%	27.5%	19.7%	4.8%	100.0%
2	6.1%	9.8%	28.5%	33.9%	16.3%	5.4%	100.0%
3	5.6%	9.1%	29.5%	35.1%	16.3%	4.3%	100.0%
4	5.7%	6.6%	18.0%	34.8%	24.4%	10.6%	100.0%
5	6.6%	6.7%	16.5%	36.5%	24.4%	9.4%	100.0%
6	8.0%	9.8%	20.7%	33.0%	20.0%	8.6%	100.0%
7	10.2%	10.8%	20.8%	32.6%	18.0%	7.6%	100.0%
8	12.1%	12.0%	20.5%	31.2%	16.7%	7.5%	100.0%
9	18.5%	14.4%	24.4%	26.9%	11.9%	3.9%	100.0%
10	17.7%	14.1%	27.5%	26.6%	9.9%	4.2%	100.0%
11	17.8%	14.2%	28.7%	26.2%	9.7%	3.4%	100.0%
12	16.0%	15.0%	34.6%	25.7%	6.1%	2.5%	100.0%

1.3.2.2. *Literacy*

1.3.2.2.1. By Cluster by Tier

Table 1.3.6.1.1

Proficiency Level by Cluster (Count): Literacy, S403 Paper

Cluster	Tier	Literacy Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	162,488	30,687	27,328	11,948	0	0	232,451
1	A	6,800	10,341	3,490	29	0	0	20,660
	BC	918	5,159	11,519	2,084	280	28	19,988
2	A	3,735	3,111	2,144	56	0	0	9,046
	BC	1,070	6,423	17,249	5,548	456	15	30,761
3	A	2,338	2,420	1,457	80	0	0	6,295
	BC	190	2,053	19,037	6,406	473	50	28,209
4–5	A	3,388	3,105	2,730	150	0	0	9,373
	BC	146	1,087	18,941	19,354	3,143	325	42,996
6–8	A	5,217	5,295	2,495	185	2	0	13,194
	BC	500	3,958	23,488	9,682	452	14	38,094
9–12	A	4,029	5,455	4,037	564	11	0	14,096
	BC	662	3,743	16,593	12,029	1,960	28	35,015

Table 1.3.6.1.2

Proficiency Level by Cluster (Percent): Literacy, S403 Paper

Cluster	Tier	Literacy Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	69.9%	13.2%	11.8%	5.1%	0.0%	0.0%	100.0%
1	A	32.9%	50.1%	16.9%	0.1%	0.0%	0.0%	100.0%
	BC	4.6%	25.8%	57.6%	10.4%	1.4%	0.1%	100.0%
2	A	41.3%	34.4%	23.7%	0.6%	0.0%	0.0%	100.0%
	BC	3.5%	20.9%	56.1%	18.0%	1.5%	0.0%	100.0%
3	A	37.1%	38.4%	23.1%	1.3%	0.0%	0.0%	100.0%
	BC	0.7%	7.3%	67.5%	22.7%	1.7%	0.2%	100.0%
4–5	A	36.1%	33.1%	29.1%	1.6%	0.0%	0.0%	100.0%
	BC	0.3%	2.5%	44.1%	45.0%	7.3%	0.8%	100.0%
6–8	A	39.5%	40.1%	18.9%	1.4%	0.0%	0.0%	100.0%
	BC	1.3%	10.4%	61.7%	25.4%	1.2%	0.0%	100.0%
9–12	A	28.6%	38.7%	28.6%	4.0%	0.1%	0.0%	100.0%
	BC	1.9%	10.7%	47.4%	34.4%	5.6%	0.1%	100.0%

1.3.2.2.2.   By Grade by Tier

Table 1.3.6.2.1

Proficiency Level by Grade (Count): Literacy, S403 Paper

Grade	Tier	Literacy Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	162,488	30,687	27,328	11,948	0	0	232,451
1	A	6,800	10,341	3,490	29	0	0	20,660
	BC	918	5,159	11,519	2,084	280	28	19,988
2	A	3,735	3,111	2,144	56	0	0	9,046
	BC	1,070	6,423	17,249	5,548	456	15	30,761
3	A	2,338	2,420	1,457	80	0	0	6,295
	BC	190	2,053	19,037	6,406	473	50	28,209
4	A	1,813	1,560	1,423	90	0	0	4,886
	BC	88	541	10,868	9,927	1,207	167	22,798
5	A	1,575	1,545	1,307	60	0	0	4,487
	BC	58	546	8,073	9,427	1,936	158	20,198
6	A	1,556	1,763	1,009	80	1	0	4,409
	BC	149	1,408	8,584	3,293	122	6	13,562
7	A	1,720	1,834	785	62	1	0	4,402
	BC	160	1,352	8,093	3,214	170	7	12,996
8	A	1,941	1,698	701	43	0	0	4,383
	BC	191	1,198	6,811	3,175	160	1	11,536
9	A	1,410	1,932	1,534	229	9	0	5,114
	BC	82	713	4,517	3,864	702	18	9,896
10	A	1,067	1,511	1,181	166	2	0	3,927
	BC	135	864	4,586	3,594	602	8	9,789
11	A	995	1,309	865	127	0	0	3,296
	BC	172	1,039	4,082	3,168	514	2	8,977
12	A	557	703	457	42	0	0	1,759
	BC	273	1,127	3,408	1,403	142	0	6,353

Table 1.3.6.2.2

Proficiency Level by Grade (Percent): Literacy, S403 Paper

Grade	Tier	Literacy Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	69.9%	13.2%	11.8%	5.1%	0.0%	0.0%	100.0%
1	A	32.9%	50.1%	16.9%	0.1%	0.0%	0.0%	100.0%
	BC	4.6%	25.8%	57.6%	10.4%	1.4%	0.1%	100.0%
2	A	41.3%	34.4%	23.7%	0.6%	0.0%	0.0%	100.0%
	BC	3.5%	20.9%	56.1%	18.0%	1.5%	0.0%	100.0%
3	A	37.1%	38.4%	23.1%	1.3%	0.0%	0.0%	100.0%
	BC	0.7%	7.3%	67.5%	22.7%	1.7%	0.2%	100.0%
4	A	37.1%	31.9%	29.1%	1.8%	0.0%	0.0%	100.0%
	BC	0.4%	2.4%	47.7%	43.5%	5.3%	0.7%	100.0%
5	A	35.1%	34.4%	29.1%	1.3%	0.0%	0.0%	100.0%
	BC	0.3%	2.7%	40.0%	46.7%	9.6%	0.8%	100.0%
6	A	35.3%	40.0%	22.9%	1.8%	0.0%	0.0%	100.0%
	BC	1.1%	10.4%	63.3%	24.3%	0.9%	0.0%	100.0%
7	A	39.1%	41.7%	17.8%	1.4%	0.0%	0.0%	100.0%
	BC	1.2%	10.4%	62.3%	24.7%	1.3%	0.1%	100.0%
8	A	44.3%	38.7%	16.0%	1.0%	0.0%	0.0%	100.0%
	BC	1.7%	10.4%	59.0%	27.5%	1.4%	0.0%	100.0%
9	A	27.6%	37.8%	30.0%	4.5%	0.2%	0.0%	100.0%
	BC	0.8%	7.2%	45.6%	39.0%	7.1%	0.2%	100.0%
10	A	27.2%	38.5%	30.1%	4.2%	0.1%	0.0%	100.0%
	BC	1.4%	8.8%	46.8%	36.7%	6.1%	0.1%	100.0%
11	A	30.2%	39.7%	26.2%	3.9%	0.0%	0.0%	100.0%
	BC	1.9%	11.6%	45.5%	35.3%	5.7%	0.0%	100.0%
12	A	31.7%	40.0%	26.0%	2.4%	0.0%	0.0%	100.0%
	BC	4.3%	17.7%	53.6%	22.1%	2.2%	0.0%	100.0%

1.3.2.2.3.

1.3.2.2.4. By Grade

Table 1.3.6.3.1
Proficiency Level by Grade (Count): Literacy

Grade	Literacy Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	162,488	30,687	27,328	11,948	0	0	232,451
1	7,718	15,500	15,009	2,113	280	28	40,648
2	4,805	9,534	19,393	5,604	456	15	39,807
3	2,528	4,473	20,494	6,486	473	50	34,504
4	1,901	2,101	12,291	10,017	1,207	167	27,684
5	1,633	2,091	9,380	9,487	1,936	158	24,685
6	1,705	3,171	9,593	3,373	123	6	17,971
7	1,880	3,186	8,878	3,276	171	7	17,398
8	2,132	2,896	7,512	3,218	160	1	15,919
9	1,492	2,645	6,051	4,093	711	18	15,010
10	1,202	2,375	5,767	3,760	604	8	13,716
11	1,167	2,348	4,947	3,295	514	2	12,273
12	830	1,830	3,865	1,445	142	0	8,112

Table 1.3.6.3.2
Proficiency Level by Grade (Percent): Literacy

Grade	Literacy Proficiency Range						Total
	1	**2**	**3**	**4**	**5**	**6**	
K	69.9%	13.2%	11.8%	5.1%	0.0%	0.0%	100.0%
1	19.0%	38.1%	36.9%	5.2%	0.7%	0.1%	100.0%
2	12.1%	24.0%	48.7%	14.1%	1.1%	0.0%	100.0%
3	7.3%	13.0%	59.4%	18.8%	1.4%	0.1%	100.0%
4	6.9%	7.6%	44.4%	36.2%	4.4%	0.6%	100.0%
5	6.6%	8.5%	38.0%	38.4%	7.8%	0.6%	100.0%
6	9.5%	17.6%	53.4%	18.8%	0.7%	0.0%	100.0%
7	10.8%	18.3%	51.0%	18.8%	1.0%	0.0%	100.0%
8	13.4%	18.2%	47.2%	20.2%	1.0%	0.0%	100.0%
9	9.9%	17.6%	40.3%	27.3%	4.7%	0.1%	100.0%
10	8.8%	17.3%	42.0%	27.4%	4.4%	0.1%	100.0%
11	9.5%	19.1%	40.3%	26.8%	4.2%	0.0%	100.0%
12	10.2%	22.6%	47.6%	17.8%	1.8%	0.0%	100.0%

1.3.2.3. *Comprehension*

1.3.2.3.1. By Cluster by Tier

Table 1.3.7.1.1

Proficiency Level by Cluster (Count): Comprehension, S403 Paper

Cluster	Tier	Comprehension Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	143,877	19,781	23,216	12,109	27,301	6,173	232,457
1	A	2,276	5,433	6,414	2,068	1,733	632	18,556
	BC	20	757	5,375	3,631	5,711	3,440	18,934
2	A	2,304	3,015	1,746	704	779	65	8,613
	BC	140	3,254	7,919	5,254	7,974	5,614	30,155
3	A	1,268	2,601	1,174	397	415	230	6,085
	BC	10	488	6,550	7,212	9,335	4,231	27,826
4–5	A	2,925	3,066	1,610	607	739	152	9,099
	BC	22	1,562	9,161	9,396	13,870	8,655	42,666
6–8	A	4,758	4,937	1,891	588	519	137	12,830
	BC	125	4,931	11,977	8,388	8,295	3,800	37,516
9–12	A	4,819	5,856	1,903	561	453	23	13,615
	BC	241	5,808	10,191	6,763	6,911	4,374	34,288

Table 1.3.7.1.2

Proficiency Level by Cluster (Percent): Comprehension, S403 Paper

Cluster	Tier	Comprehension Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	61.9%	8.5%	10.0%	5.2%	11.7%	2.7%	100.0%
1	A	12.3%	29.3%	34.6%	11.1%	9.3%	3.4%	100.0%
	BC	0.1%	4.0%	28.4%	19.2%	30.2%	18.2%	100.0%
2	A	26.8%	35.0%	20.3%	8.2%	9.0%	0.8%	100.0%
	BC	0.5%	10.8%	26.3%	17.4%	26.4%	18.6%	100.0%
3	A	20.8%	42.7%	19.3%	6.5%	6.8%	3.8%	100.0%
	BC	0.0%	1.8%	23.5%	25.9%	33.5%	15.2%	100.0%
4–5	A	32.1%	33.7%	17.7%	6.7%	8.1%	1.7%	100.0%
	BC	0.1%	3.7%	21.5%	22.0%	32.5%	20.3%	100.0%
6–8	A	37.1%	38.5%	14.7%	4.6%	4.0%	1.1%	100.0%
	BC	0.3%	13.1%	31.9%	22.4%	22.1%	10.1%	100.0%
9–12	A	35.4%	43.0%	14.0%	4.1%	3.3%	0.2%	100.0%
	BC	0.7%	16.9%	29.7%	19.7%	20.2%	12.8%	100.0%

1.3.2.3.2. By Grade by Tier

Table 1.3.7.2.1

Proficiency Level by Grade (Count): Comprehension, S403 Paper

Grade	Tier	Comprehension Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	143,877	19,781	23,216	12,109	27,301	6,173	232,457
1	A	2,276	5,433	6,414	2,068	1,733	632	18,556
	BC	20	757	5,375	3,631	5,711	3,440	18,934
2	A	2,304	3,015	1,746	704	779	65	8,613
	BC	140	3,254	7,919	5,254	7,974	5,614	30,155
3	A	1,268	2,601	1,174	397	415	230	6,085
	BC	10	488	6,550	7,212	9,335	4,231	27,826
4	A	1,388	1,699	827	290	395	120	4,719
	BC	8	592	4,964	5,096	7,754	4,194	22,608
5	A	1,537	1,367	783	317	344	32	4,380
	BC	14	970	4,197	4,300	6,116	4,461	20,058
6	A	1,260	1,811	734	232	184	68	4,289
	BC	27	1,576	4,557	3,253	2,785	1,163	13,361
7	A	1,687	1,571	626	189	163	44	4,280
	BC	35	1,746	4,079	2,867	2,676	1,397	12,800
8	A	1,811	1,555	531	167	172	25	4,261
	BC	63	1,609	3,341	2,268	2,834	1,240	11,355
9	A	1,496	2,320	686	191	191	20	4,904
	BC	17	1,111	2,819	2,150	2,305	1,312	9,714
10	A	1,306	1,630	554	182	125	3	3,800
	BC	34	1,368	2,919	2,053	1,823	1,388	9,585
11	A	1,306	1,231	435	128	104	0	3,204
	BC	67	1,646	2,504	1,463	1,883	1,243	8,806
12	A	711	675	228	60	33	0	1,707
	BC	123	1,683	1,949	1,097	900	431	6,183

Table 1.3.7.2.2

Proficiency Level by Grade (Percent): Comprehension, S403 Paper

Grade	Tier	Comprehension Proficiency Range						
		1	2	3	4	5	6	Total
K	-	61.9%	8.5%	10.0%	5.2%	11.7%	2.7%	100.0%
1	A	12.3%	29.3%	34.6%	11.1%	9.3%	3.4%	100.0%
	BC	0.1%	4.0%	28.4%	19.2%	30.2%	18.2%	100.0%
2	A	26.8%	35.0%	20.3%	8.2%	9.0%	0.8%	100.0%
	BC	0.5%	10.8%	26.3%	17.4%	26.4%	18.6%	100.0%
3	A	20.8%	42.7%	19.3%	6.5%	6.8%	3.8%	100.0%
	BC	0.0%	1.8%	23.5%	25.9%	33.5%	15.2%	100.0%
4	A	29.4%	36.0%	17.5%	6.1%	8.4%	2.5%	100.0%
	BC	0.0%	2.6%	22.0%	22.5%	34.3%	18.6%	100.0%
5	A	35.1%	31.2%	17.9%	7.2%	7.9%	0.7%	100.0%
	BC	0.1%	4.8%	20.9%	21.4%	30.5%	22.2%	100.0%
6	A	29.4%	42.2%	17.1%	5.4%	4.3%	1.6%	100.0%
	BC	0.2%	11.8%	34.1%	24.3%	20.8%	8.7%	100.0%
7	A	39.4%	36.7%	14.6%	4.4%	3.8%	1.0%	100.0%
	BC	0.3%	13.6%	31.9%	22.4%	20.9%	10.9%	100.0%
8	A	42.5%	36.5%	12.5%	3.9%	4.0%	0.6%	100.0%
	BC	0.6%	14.2%	29.4%	20.0%	25.0%	10.9%	100.0%
9	A	30.5%	47.3%	14.0%	3.9%	3.9%	0.4%	100.0%
	BC	0.2%	11.4%	29.0%	22.1%	23.7%	13.5%	100.0%
10	A	34.4%	42.9%	14.6%	4.8%	3.3%	0.1%	100.0%
	BC	0.4%	14.3%	30.5%	21.4%	19.0%	14.5%	100.0%
11	A	40.8%	38.4%	13.6%	4.0%	3.2%	0.0%	100.0%
	BC	0.8%	18.7%	28.4%	16.6%	21.4%	14.1%	100.0%
12	A	41.7%	39.5%	13.4%	3.5%	1.9%	0.0%	100.0%
	BC	2.0%	27.2%	31.5%	17.7%	14.6%	7.0%	100.0%

1.3.2.3.3.   By Grade

Table 1.3.7.3.1
Proficiency Level by Grade (Count): Comprehension

| Grade | Comprehension Proficiency Range | | | | | | Total |
	1	2	3	4	5	6	
K	143,877	19,781	23,216	12,109	27,301	6,173	232,457
1	2,296	6,190	11,789	5,699	7,444	4,072	37,490
2	2,444	6,269	9,665	5,958	8,753	5,679	38,768
3	1,278	3,089	7,724	7,609	9,750	4,461	33,911
4	1,396	2,291	5,791	5,386	8,149	4,314	27,327
5	1,551	2,337	4,980	4,617	6,460	4,493	24,438
6	1,287	3,387	5,291	3,485	2,969	1,231	17,650
7	1,722	3,317	4,705	3,056	2,839	1,441	17,080
8	1,874	3,164	3,872	2,435	3,006	1,265	15,616
9	1,513	3,431	3,505	2,341	2,496	1,332	14,618
10	1,340	2,998	3,473	2,235	1,948	1,391	13,385
11	1,373	2,877	2,939	1,591	1,987	1,243	12,010
12	834	2,358	2,177	1,157	933	431	7,890

Table 1.3.7.3.2
Proficiency Level by Grade (Percent): Comprehension

| Grade | Comprehension Proficiency Range | | | | | | Total |
	1	2	3	4	5	6	
K	61.9%	8.5%	10.0%	5.2%	11.7%	2.7%	100.0%
1	6.1%	16.5%	31.4%	15.2%	19.9%	10.9%	100.0%
2	6.3%	16.2%	24.9%	15.4%	22.6%	14.6%	100.0%
3	3.8%	9.1%	22.8%	22.4%	28.8%	13.2%	100.0%
4	5.1%	8.4%	21.2%	19.7%	29.8%	15.8%	100.0%
5	6.3%	9.6%	20.4%	18.9%	26.4%	18.4%	100.0%
6	7.3%	19.2%	30.0%	19.7%	16.8%	7.0%	100.0%
7	10.1%	19.4%	27.5%	17.9%	16.6%	8.4%	100.0%
8	12.0%	20.3%	24.8%	15.6%	19.2%	8.1%	100.0%
9	10.4%	23.5%	24.0%	16.0%	17.1%	9.1%	100.0%
10	10.0%	22.4%	25.9%	16.7%	14.6%	10.4%	100.0%
11	11.4%	24.0%	24.5%	13.2%	16.5%	10.3%	100.0%
12	10.6%	29.9%	27.6%	14.7%	11.8%	5.5%	100.0%

1.3.2.4.   *Overall*

1.3.2.4.1.   By Cluster by Tier

Table 1.3.8.1.1

Proficiency Level by Grade-Level Cluster (Count): Overall, S403 Paper

Cluster	Tier	Overall Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	122,880	42,313	37,253	25,935	4,064	0	232,445
1	A	3,236	7,374	7,623	227	0	0	18,460
	BC	449	1,942	11,448	4,320	651	49	18,859
2	A	2,614	3,093	2,656	193	1	0	8,557
	BC	331	3,466	16,320	8,836	1,047	23	30,023
3	A	1,935	2,228	1,668	223	0	0	6,054
	BC	85	1,139	15,464	9,943	988	69	27,688
4–5	A	3,056	2,757	2,797	436	3	0	9,049
	BC	109	648	12,569	23,242	5,519	452	42,539
6–8	A	4,835	4,475	2,960	469	8	0	12,747
	BC	242	2,106	16,744	16,689	1,541	35	37,357
9–12	A	5,254	4,580	3,186	464	4	0	13,488
	BC	484	3,142	14,848	13,281	2,303	44	34,102

Table 1.3.8.1.2

Proficiency Level by Grade-Level Cluster (Percent): Overall, S403 Paper

Cluster	Tier	Overall Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	52.9%	18.2%	16.0%	11.2%	1.7%	0.0%	100.0%
1	A	17.5%	39.9%	41.3%	1.2%	0.0%	0.0%	100.0%
	BC	2.4%	10.3%	60.7%	22.9%	3.5%	0.3%	100.0%
2	A	30.5%	36.1%	31.0%	2.3%	0.0%	0.0%	100.0%
	BC	1.1%	11.5%	54.4%	29.4%	3.5%	0.1%	100.0%
3	A	32.0%	36.8%	27.6%	3.7%	0.0%	0.0%	100.0%
	BC	0.3%	4.1%	55.9%	35.9%	3.6%	0.2%	100.0%
4–5	A	33.8%	30.5%	30.9%	4.8%	0.0%	0.0%	100.0%
	BC	0.3%	1.5%	29.5%	54.6%	13.0%	1.1%	100.0%
6–8	A	37.9%	35.1%	23.2%	3.7%	0.1%	0.0%	100.0%
	BC	0.6%	5.6%	44.8%	44.7%	4.1%	0.1%	100.0%
9–12	A	39.0%	34.0%	23.6%	3.4%	0.0%	0.0%	100.0%
	BC	1.4%	9.2%	43.5%	38.9%	6.8%	0.1%	100.0%

1.3.2.4.2.   By Grade by Tier

Table 1.3.8.2.1

Proficiency Level by Grade (Count): Overall, S403 Paper

Grade	Tier	Overall Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	122,880	42,313	37,253	25,935	4,064	0	232,445
1	A	3,236	7,374	7,623	227	0	0	18,460
	BC	449	1,942	11,448	4,320	651	49	18,859
2	A	2,614	3,093	2,656	193	1	0	8,557
	BC	331	3,466	16,320	8,836	1,047	23	30,023
3	A	1,935	2,228	1,668	223	0	0	6,054
	BC	85	1,139	15,464	9,943	988	69	27,688
4	A	1,561	1,426	1,455	244	3	0	4,689
	BC	64	301	7,081	12,368	2,466	255	22,535
5	A	1,495	1,331	1,342	192	0	0	4,360
	BC	45	347	5,488	10,874	3,053	197	20,004
6	A	1,380	1,534	1,171	168	6	0	4,259
	BC	59	682	6,142	5,932	475	13	13,303
7	A	1,673	1,449	977	153	1	0	4,253
	BC	84	714	5,709	5,676	555	14	12,752
8	A	1,782	1,492	812	148	1	0	4,235
	BC	99	710	4,893	5,081	511	8	11,302
9	A	1,804	1,666	1,185	200	4	0	4,859
	BC	62	549	3,874	4,300	864	23	9,672
10	A	1,448	1,280	905	141	0	0	3,774
	BC	105	784	4,029	3,884	708	17	9,527
11	A	1,307	1,044	726	88	0	0	3,165
	BC	132	878	3,796	3,361	586	4	8,757
12	A	695	590	370	35	0	0	1,690
	BC	185	931	3,149	1,736	145	0	6,146

Table 1.3.8.2.2

Proficiency Level by Grade (Percent): Overall, S403 Paper

Grade	Tier	Overall Proficiency Range						
		1	**2**	**3**	**4**	**5**	**6**	**Total**
K	-	52.9%	18.2%	16.0%	11.2%	1.7%	0.0%	100.0%
1	A	17.5%	39.9%	41.3%	1.2%	0.0%	0.0%	100.0%
	BC	2.4%	10.3%	60.7%	22.9%	3.5%	0.3%	100.0%
2	A	30.5%	36.1%	31.0%	2.3%	0.0%	0.0%	100.0%
	BC	1.1%	11.5%	54.4%	29.4%	3.5%	0.1%	100.0%
3	A	32.0%	36.8%	27.6%	3.7%	0.0%	0.0%	100.0%
	BC	0.3%	4.1%	55.9%	35.9%	3.6%	0.2%	100.0%
4	A	33.3%	30.4%	31.0%	5.2%	0.1%	0.0%	100.0%
	BC	0.3%	1.3%	31.4%	54.9%	10.9%	1.1%	100.0%
5	A	34.3%	30.5%	30.8%	4.4%	0.0%	0.0%	100.0%
	BC	0.2%	1.7%	27.4%	54.4%	15.3%	1.0%	100.0%
6	A	32.4%	36.0%	27.5%	3.9%	0.1%	0.0%	100.0%
	BC	0.4%	5.1%	46.2%	44.6%	3.6%	0.1%	100.0%
7	A	39.3%	34.1%	23.0%	3.6%	0.0%	0.0%	100.0%
	BC	0.7%	5.6%	44.8%	44.5%	4.4%	0.1%	100.0%
8	A	42.1%	35.2%	19.2%	3.5%	0.0%	0.0%	100.0%
	BC	0.9%	6.3%	43.3%	45.0%	4.5%	0.1%	100.0%
9	A	37.1%	34.3%	24.4%	4.1%	0.1%	0.0%	100.0%
	BC	0.6%	5.7%	40.1%	44.5%	8.9%	0.2%	100.0%
10	A	38.4%	33.9%	24.0%	3.7%	0.0%	0.0%	100.0%
	BC	1.1%	8.2%	42.3%	40.8%	7.4%	0.2%	100.0%
11	A	41.3%	33.0%	22.9%	2.8%	0.0%	0.0%	100.0%
	BC	1.5%	10.0%	43.3%	38.4%	6.7%	0.0%	100.0%
12	A	41.1%	34.9%	21.9%	2.1%	0.0%	0.0%	100.0%
	BC	3.0%	15.1%	51.2%	28.2%	2.4%	0.0%	100.0%

1.3.2.4.3.   By Grade

Table 1.3.8.3.1
Proficiency Level by Grade (Count): Overall

| Grade | Overall Proficiency Range | | | | | | Total |
	1	**2**	**3**	**4**	**5**	**6**	
K	122,880	42,313	37,253	25,935	4,064	0	232,445
1	3,685	9,316	19,071	4,547	651	49	37,319
2	2,945	6,559	18,976	9,029	1,048	23	38,580
3	2,020	3,367	17,132	10,166	988	69	33,742
4	1,625	1,727	8,536	12,612	2,469	255	27,224
5	1,540	1,678	6,830	11,066	3,053	197	24,364
6	1,439	2,216	7,313	6,100	481	13	17,562
7	1,757	2,163	6,686	5,829	556	14	17,005
8	1,881	2,202	5,705	5,229	512	8	15,537
9	1,866	2,215	5,059	4,500	868	23	14,531
10	1,553	2,064	4,934	4,025	708	17	13,301
11	1,439	1,922	4,522	3,449	586	4	11,922
12	880	1,521	3,519	1,771	145	0	7,836

Table 1.3.8.3.2
Proficiency Level by Grade (Percent): Overall

| Grade | Overall Proficiency Range | | | | | | Total |
	1	**2**	**3**	**4**	**5**	**6**	
K	52.9%	18.2%	16.0%	11.2%	1.7%	0.0%	100.0%
1	9.9%	25.0%	51.1%	12.2%	1.7%	0.1%	100.0%
2	7.6%	17.0%	49.2%	23.4%	2.7%	0.1%	100.0%
3	6.0%	10.0%	50.8%	30.1%	2.9%	0.2%	100.0%
4	6.0%	6.3%	31.4%	46.3%	9.1%	0.9%	100.0%
5	6.3%	6.9%	28.0%	45.4%	12.5%	0.8%	100.0%
6	8.2%	12.6%	41.6%	34.7%	2.7%	0.1%	100.0%
7	10.3%	12.7%	39.3%	34.3%	3.3%	0.1%	100.0%
8	12.1%	14.2%	36.7%	33.7%	3.3%	0.1%	100.0%
9	12.8%	15.2%	34.8%	31.0%	6.0%	0.2%	100.0%
10	11.7%	15.5%	37.1%	30.3%	5.3%	0.1%	100.0%
11	12.1%	16.1%	37.9%	28.9%	4.9%	0.0%	100.0%
12	11.2%	19.4%	44.9%	22.6%	1.9%	0.0%	100.0%

2 Analysis of Domains

The measurement model that forms the basis of the analysis for the development of ACCESS for ELLs is the Rasch measurement model (Wright & Stone, 1979). Additional information on its use in the development of ACCESS for ELLs is available in WIDA Consortium 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. All Rasch analyses are conducted using the Rasch measurement software program *Winsteps* (Linacre, 2006).

Rasch Model for Dichotomous Scoring

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

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

where

P_{ni1} = probability of 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.

Rasch Model for Polytomous Scoring

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)

β_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 Part 1 Section 3.2.2, ratings on the ACCESS Writing Scoring Scale range from 0, 1, 1+,…, 6 and the possible raw scores range from 0 to 9. All Writing tasks are scored using this scoring scale except for Grade 1 Tier A Tasks 1 and 2. The profiles of the responses to these two tasks do not fit the generic scoring scale well, so additional task-specific instructions are provided to raters. These instructions guide raters in applying a limited number of score points on the scoring scale to responses elicited by these two tasks. The possible ratings for Grade 1 Tier A Task 1 are 0 or 1, and the possible ratings for Grade 1 Tier A Task 2 are 0, 1, 1+, or 2. To simplify the year-to-year linking process, the Grade 1 Writing Tier A Task 1 is treated as a dichotomously scored task. The Grade 1 Writing Tier A Task 2 is modeled using a rating scale with a possible raw score of 0 to 3. All other Writing tasks are modeled using a rating scale with possible raw scores of 0 to 9. Thus, a total of two rating scales are modeled for ACCESS Writing. One rating scale is associated with the Grade 1 Writing Tier A Task 2, and the other rating scale is associated with all Writing tasks that are scored using the rating scale with raw score values of 0–9.

For Speaking, Proficiency Level (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 (see Part 1 Section 3.2.3).

Scale Scores and Proficiency Level Scores

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

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

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

In the domains of Listening and Reading, the current ACCESS scale was established for the original paper-only version of the test and was maintained through the transition to an online and paper-delivered test in the 2015–16 school year (Series 400). Evidence for scale maintenance in the transitional year is described elsewhere (Center for Applied Linguistics, 2016). In the

domains of Writing and Speaking, a study was conducted in the summer of 2016 to reconstruct the logit scale (see Center for Applied Linguistics, 2017).

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

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

Proficiency level scores are interpretations of these scale scores in terms of the proficiency levels described in the WIDA ELD Standards. These interpretations are derived from a series of standard setting studies, in which educators reviewed evidence from the test, either in the form of items for the selected response sections (Listening and Reading) or student portfolios for the constructed response sections (Writing and Speaking), to establish cut scores between the proficiency levels. The first standard setting study for ACCESS took place in 2005; it established cut scores for all four domains by grade-level cluster (Kenyon, 2006). The second cut score study took place in 2007; it established cut scores for all four domains by grade level (Kenyon, Ryu, & MacGregor, 2013). These cut scores were used to derive proficiency level scores through the 2015–16 administration (Series 400) of ACCESS for ELLs. 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 proficiency levels in light of the migration from the paper-and-pencil–only assessment to both online and paper delivery, the revision of the Speaking test, and the influence of college- and career-ready standards. These new cut scores were first used for ACCESS Series 401 (2016–2017 school year).

A proficiency level score consists of a two-digit decimal number (e.g., 4.5). The first digit represents the student's overall proficiency level range based on the student's scale score. The number to the right of the decimal is an indication of the proportion of the range between cut scores that the student's scale score represents. A score of 4.5, for example, tells us that the student is in PL 4 and that his or 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, proficiency level scores are dependent upon the grade a student was in when the assessment was administered. For example, a score of 350 in Listening would be interpreted as a PL score of 5.8 for a Grade 2 student, a 3.8 for a Grade 5 student, a 3.1 for a Grade 8 student, and a 2.3 for a Grade 12 student.

Because the bands between cut scores on the score scale vary in width, proficiency level 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.

2.1 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 tasks (for Writing and Speaking), along with analyses of each item or task. These tables have either two parts (in the case of Listening and Reading) or three parts (in the case of Writing and Speaking). The first part of the table gives a summary of the total set of items or tasks on the form. The second part provides statistics pertaining to the individual items or tasks, and the third part (for Writing and Speaking only) expresses raw score distributions by task.

Statistics included across these three parts include item or task difficulties in logits, the number of items or tasks on the form, the average *p* value (for forms with selected-response items), and the Rasch model fit statistics.

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.

Fit statistics for the Rasch model 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. Outfit mean square statistics are influenced by outliers. For example, a difficult item that some low-ability examinees get correct—for reasons unknown—will have a high outfit mean square statistic. Infit mean square statistics are influenced by unexpected patterns of observations by persons on items that are roughly targeted for them 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 of greater concern.

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

- 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 are "less productive for measurement, but not degrading."

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

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.

Tables in this section are presented by test form (i.e., by grade cluster and tier) for Listening, Reading, and Writing. For the Speaking test, due to the design of the test, a number of items are shared between tiers. 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.

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

The second section of these tables presents results of the analyses of all of the items or tasks on the test form. The first column provides the unique item name. For Speaking only, the next two columns indicate (i) whether the item is found on the Tier A or Tier B/C test with an asterisk indicating shared tasks and (ii) the intended proficiency level of the task (1, 3, or 5). For all domains, the next column in this section presents the item difficulty in logits. The next column provides information on whether the item or task served as an anchor item or task. Note that for ACCESS Series 403 Paper, which is the same form as Series 401 for all domains, clusters, and tiers, no items served as anchors, as explained in Section 2.7. For dichotomously scored items (Listening and Reading), the next column shows the p value (percentage of correct answers on that item). The next two columns show the Rasch fit statistics for the item or task.

In addition, Writing and Speaking tables have a final section which provides raw score distributions by task.

2.1.1 Listening

2.1.1.0 Kindergarten

Table 2.1.1.0
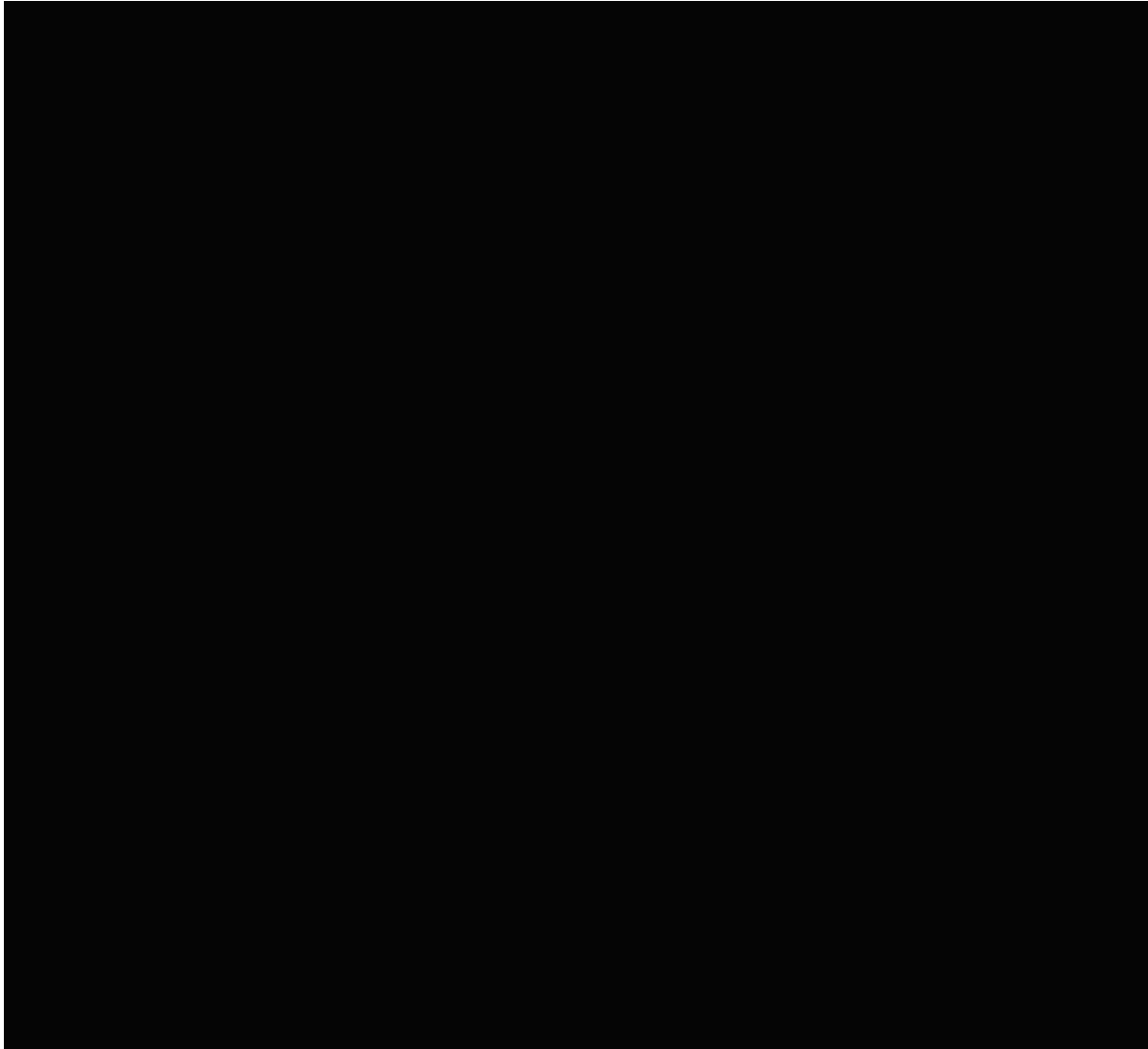
Complete Item Analysis and Summary: List K S403 Paper

2.1.1.1   Grade 1

Table 2.1.1.1.1
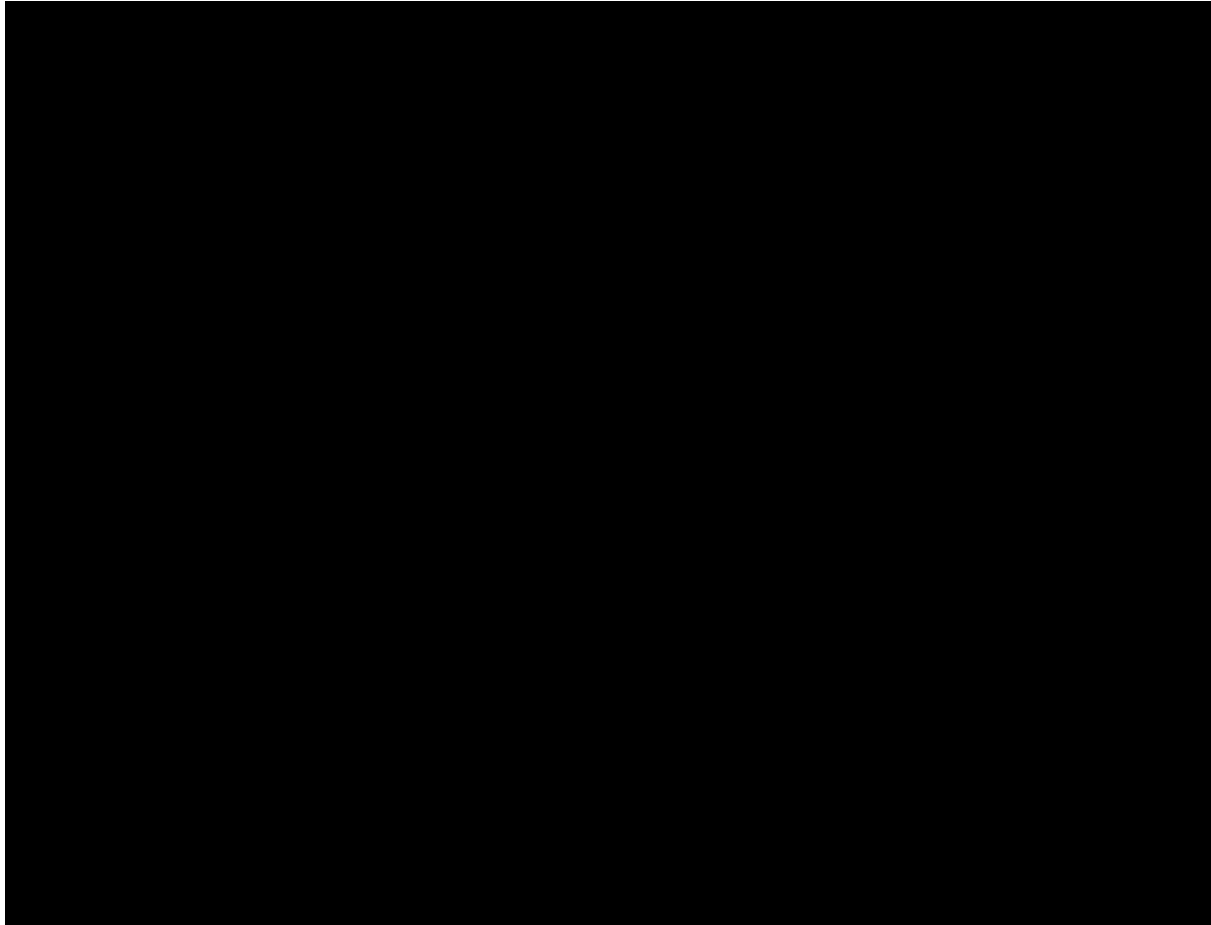
Complete Item Analysis and Summary: List 1 A S403 Paper

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

Table 2.1.1.1.2

Complete Item Analysis and Summary: List 1 B/C S403 Paper
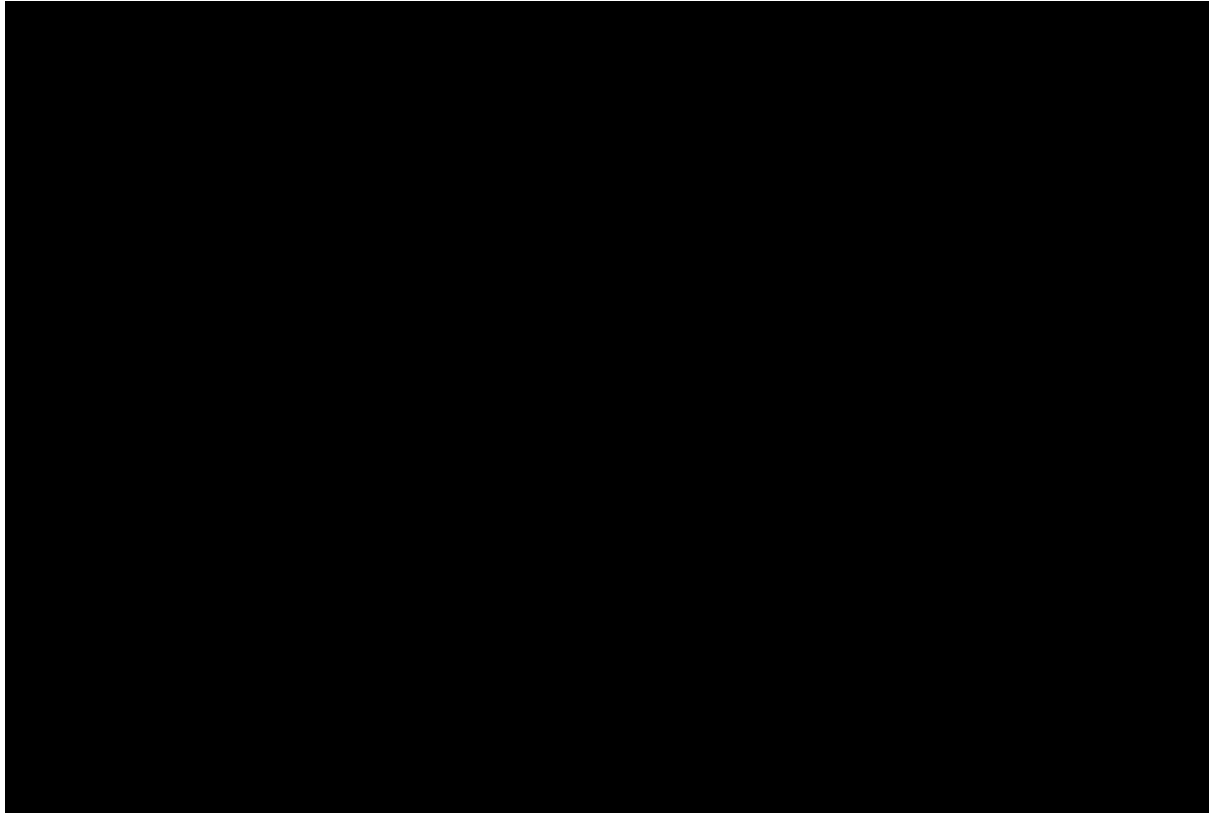
Note: The test form is shared between 1B/C and 2B/C.

2.1.1.2 Grade 2

Table 2.1.1.2.1
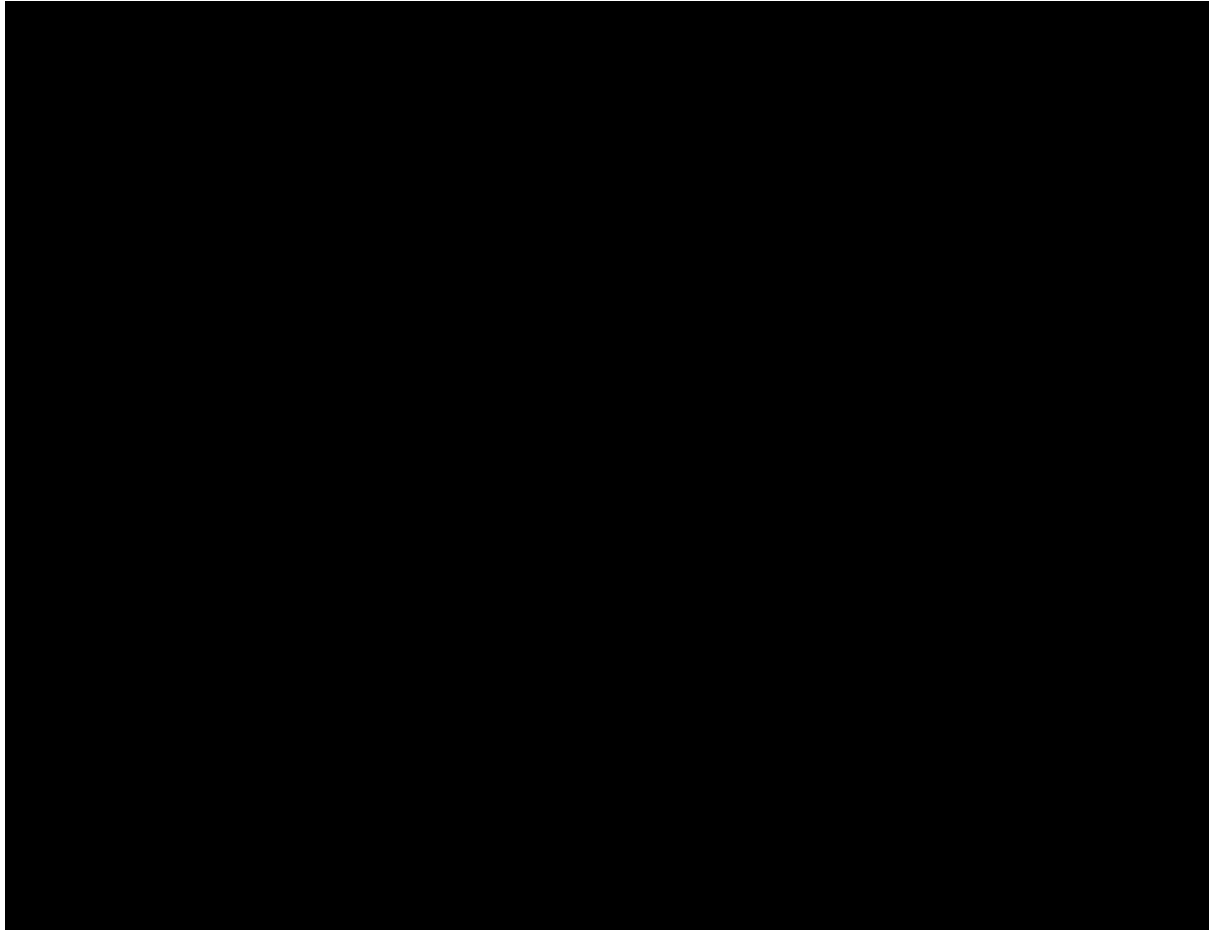
Complete Item Analysis and Summary: List 2 A S403 Paper

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

Table 2.1.1.2.2

Complete Item Analysis and Summary: List 2 B/C S403 Paper
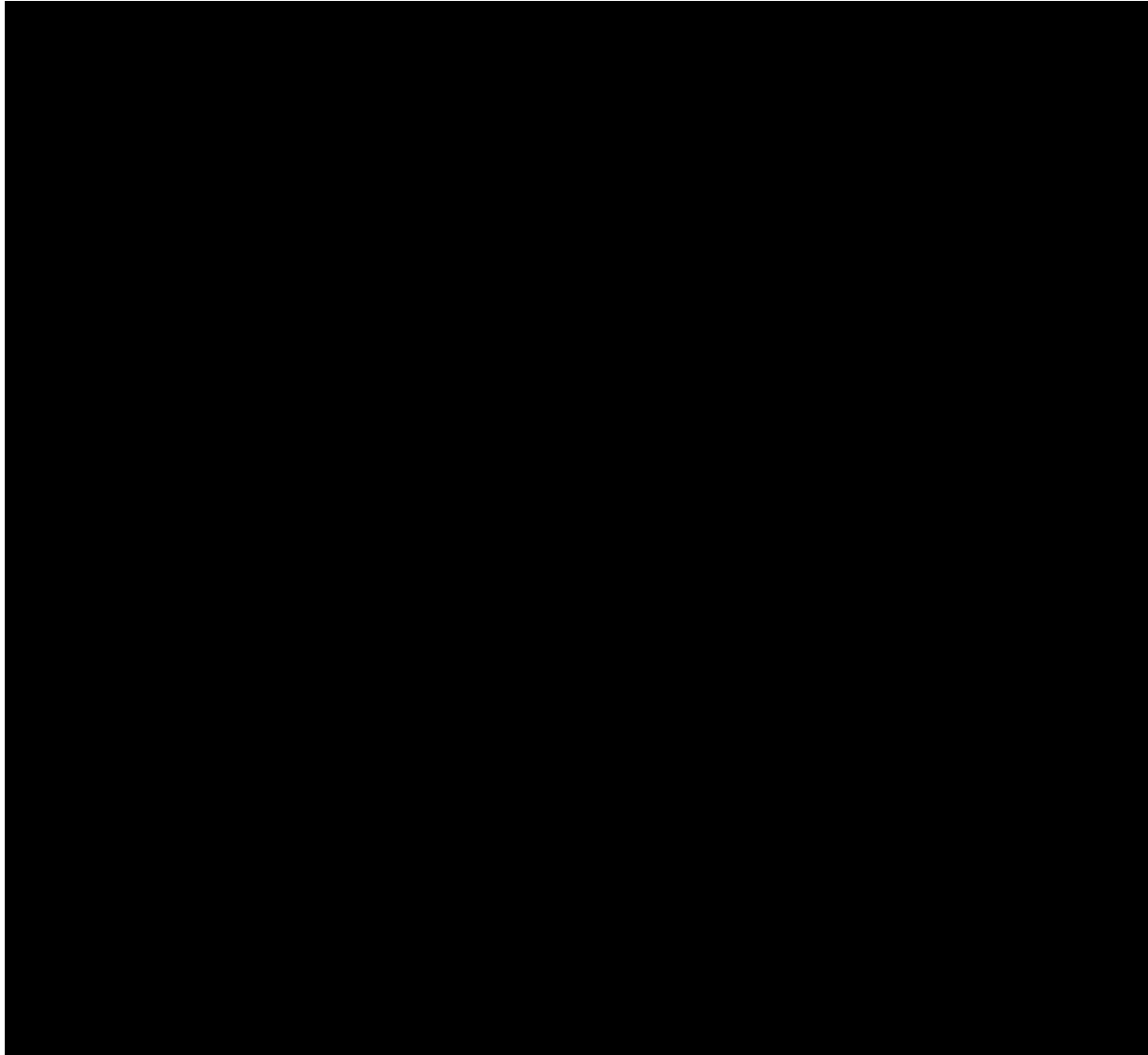
Note: The test form is shared between 1B/C and 2B/C.

2.1.1.3 Grade 3

Table 2.1.1.3.1
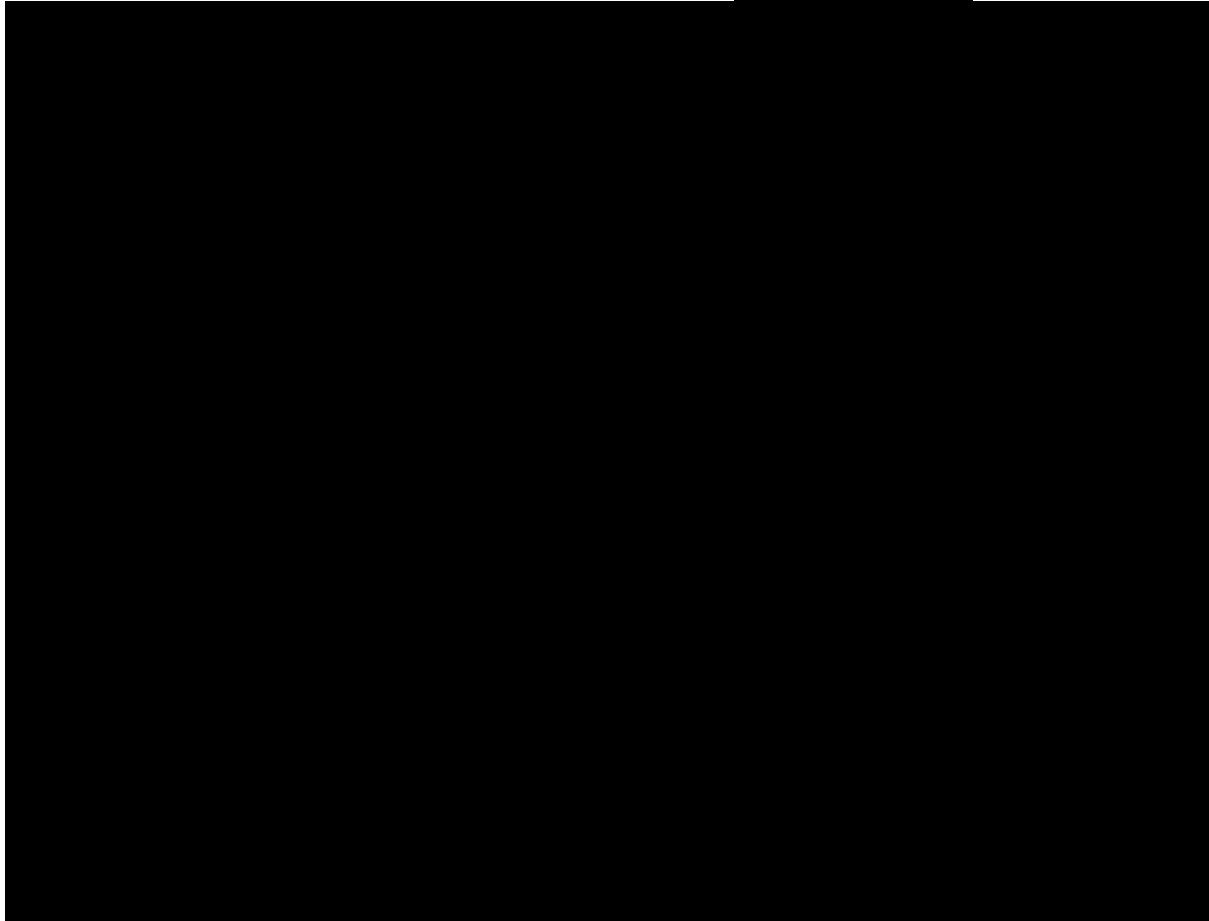
Complete Item Analysis and Summary: List 3 A S403 Paper

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

Table 2.1.1.3.2

Complete Item Analysis and Summary: List 3 B/C S403 Paper
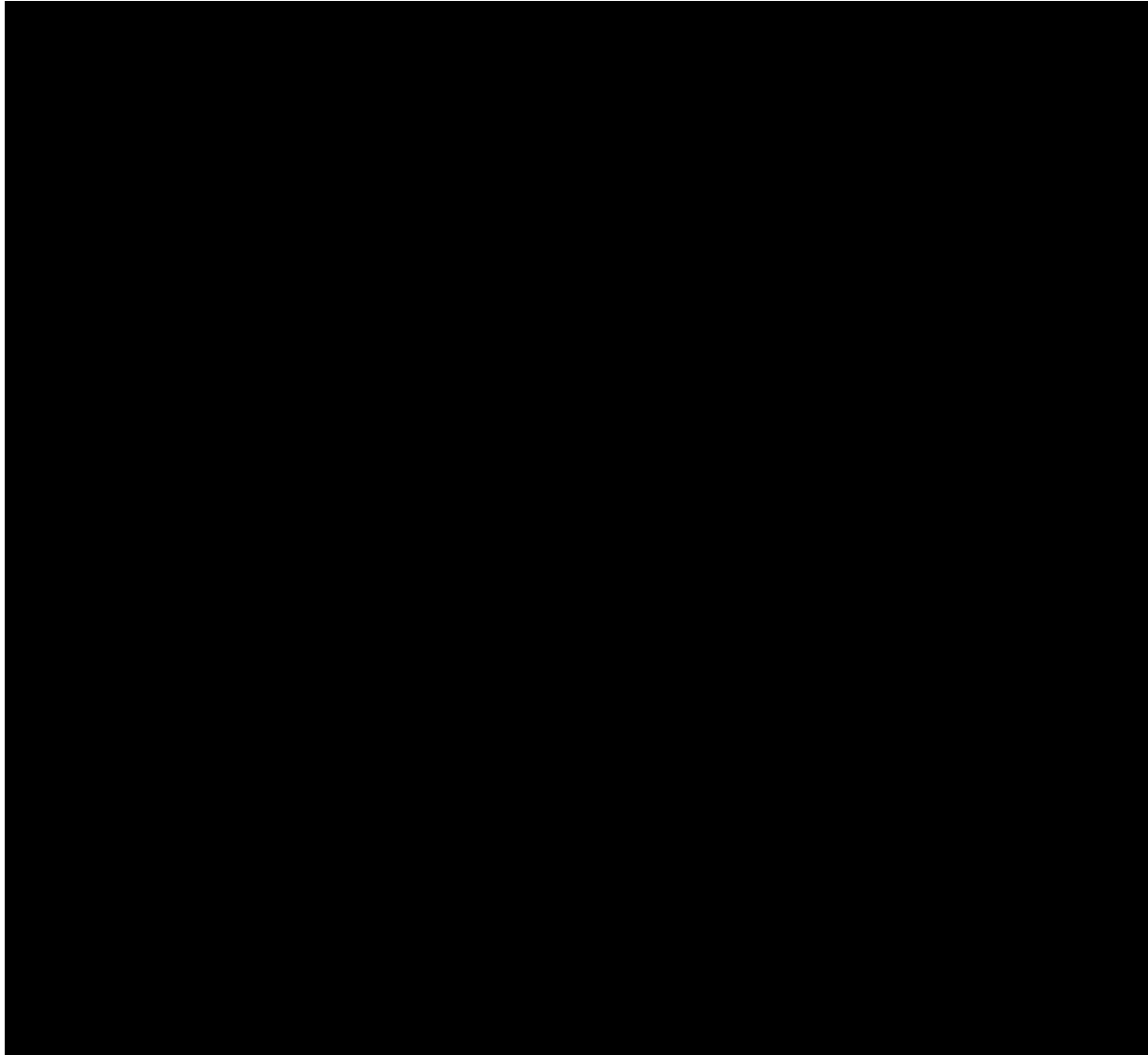
Note: The test form is shared between 3B/C and 4-5B/C.

2.1.1.4   Grades 4–5

Table 2.1.1.4.1
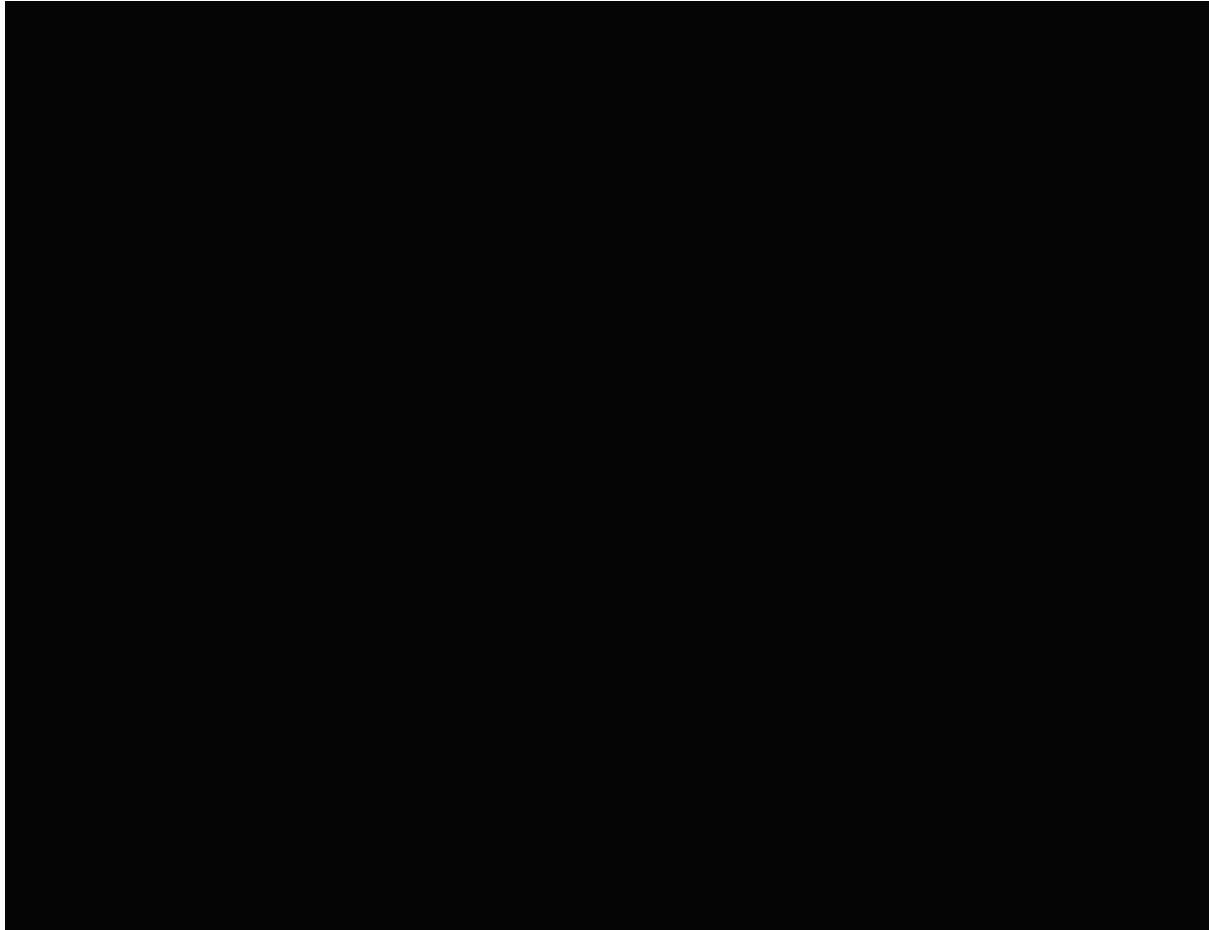
Complete Item Analysis and Summary: List 4-5 A S403 Paper

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

Table 2.1.1.4.2

Complete Item Analysis and Summary: List 4-5 B/C S403 Paper

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

2.1.1.5   Grades 6–8

Table 2.1.1.5.1

Complete Item Analysis and Summary: List 6-8 A S403 Paper
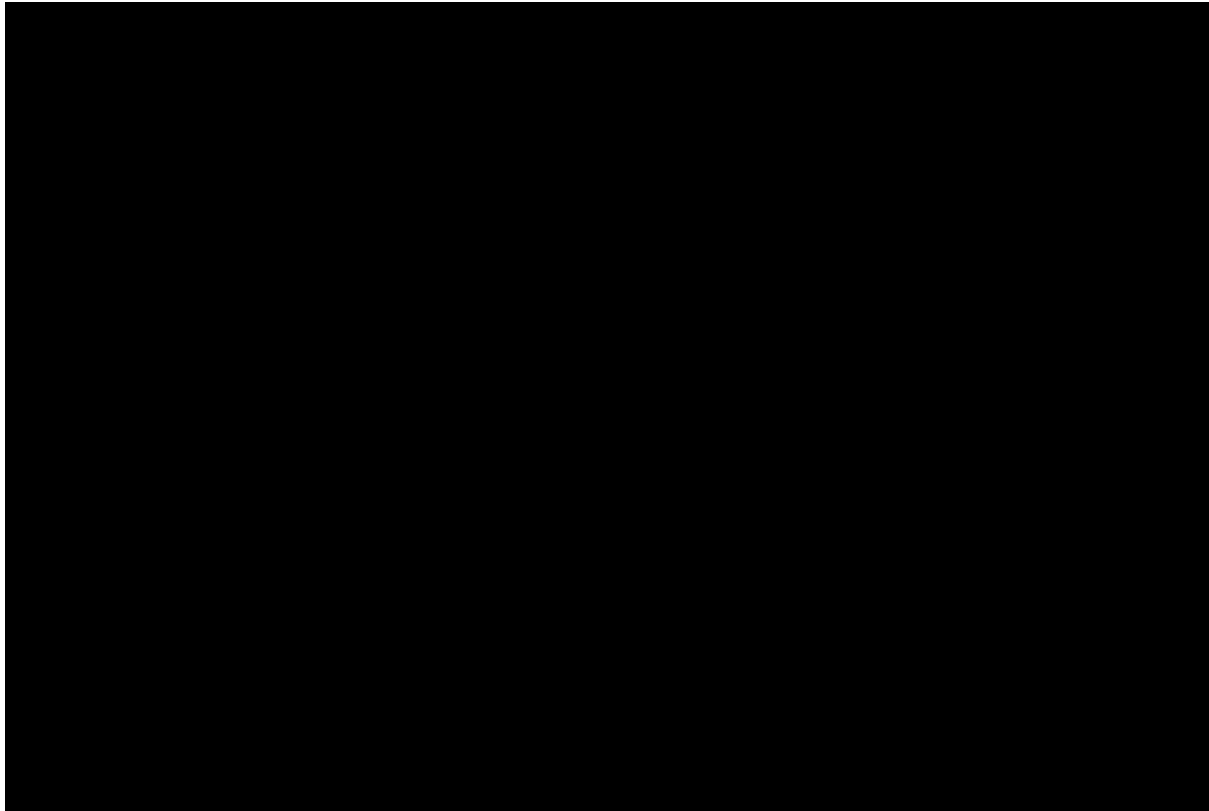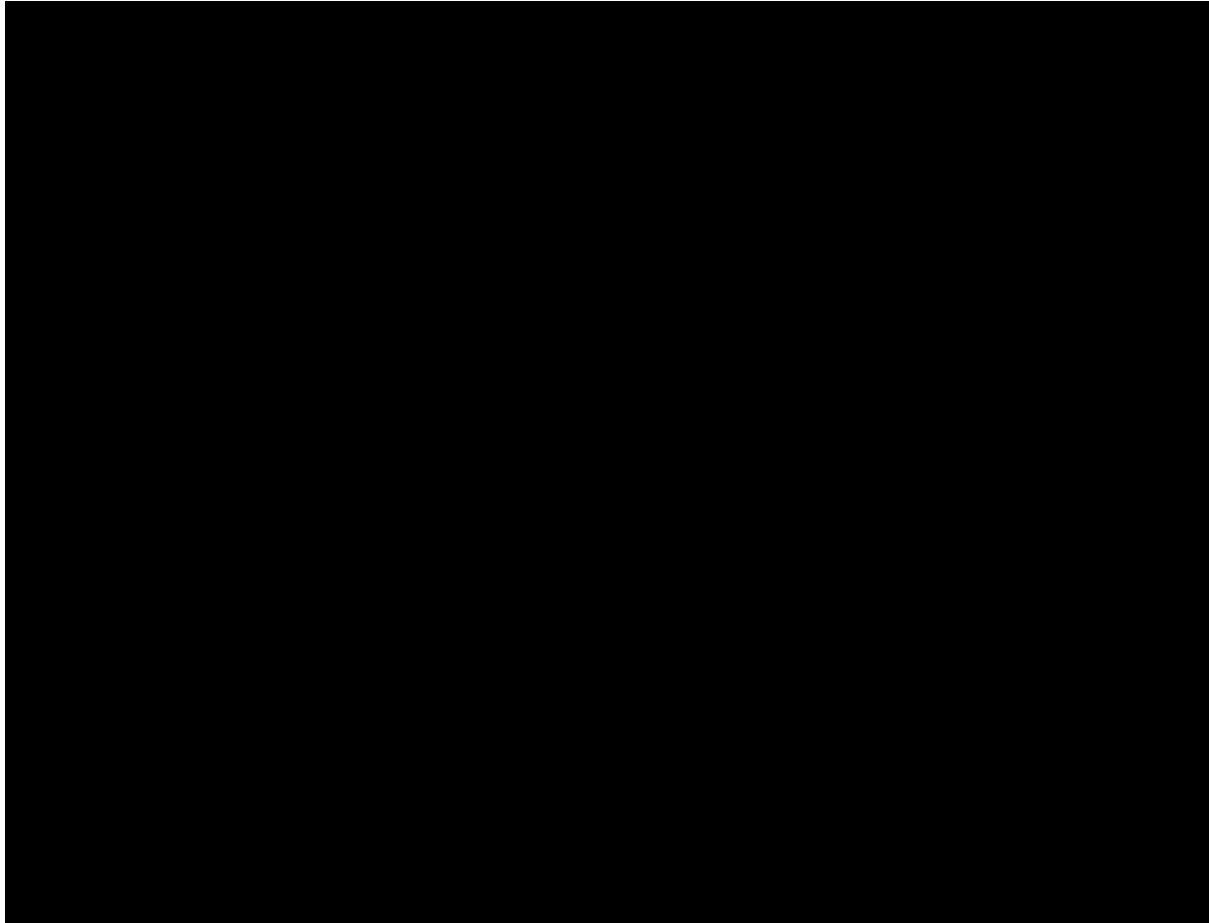
Table 2.1.1.5.2

Complete Item Analysis and Summary: List 6-8 B/C S403 Paper

2.1.1.6 Grades 9–12

Table 2.1.1.6.1

Complete Item Analysis and Summary: List 9-12 A S403 Paper
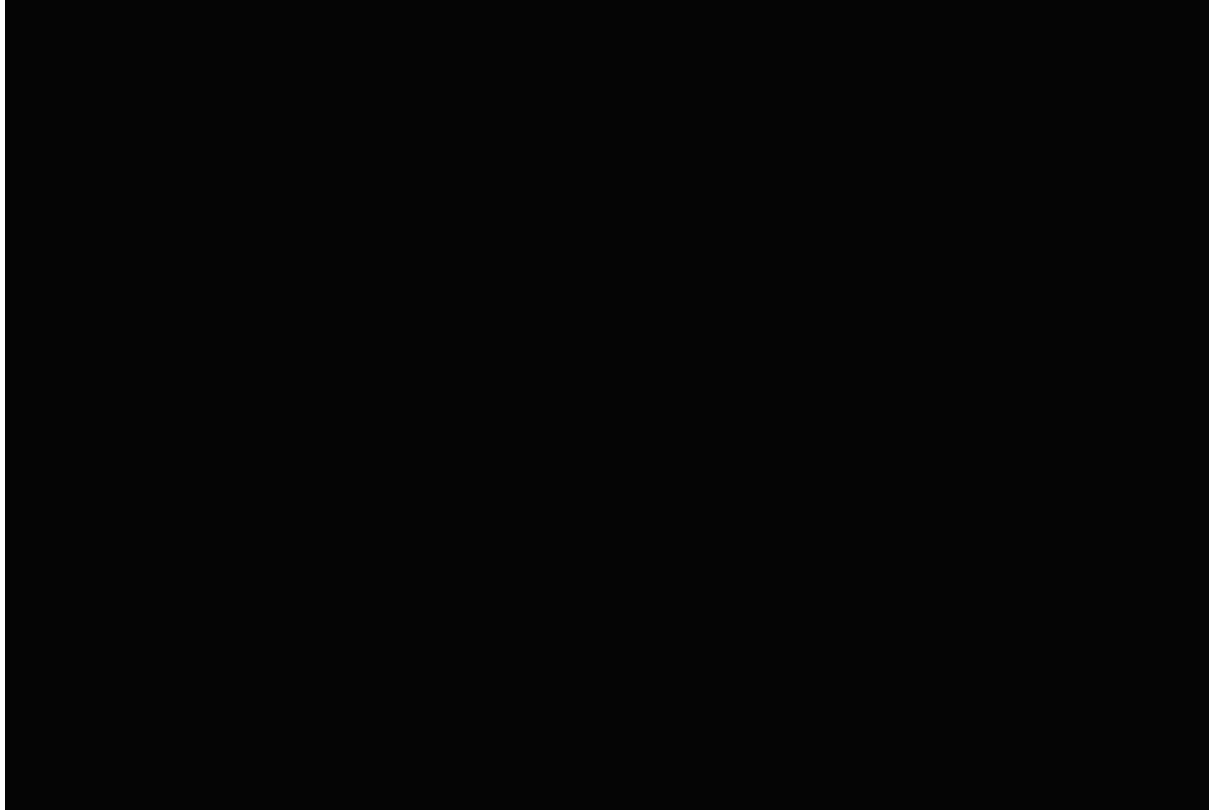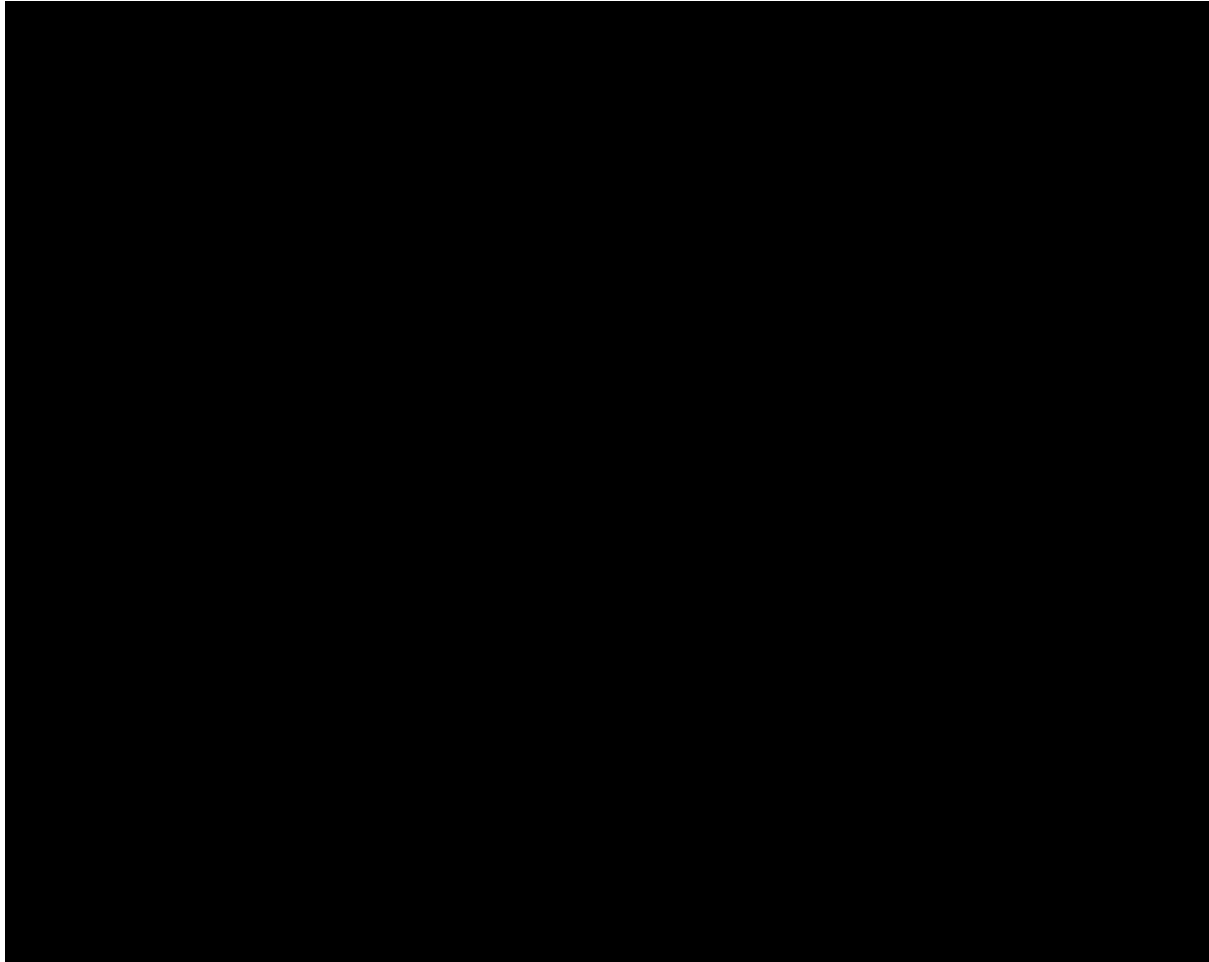
Table 2.1.1.6.2

Complete Item Analysis and Summary: List 9-12 B/C S403 Paper
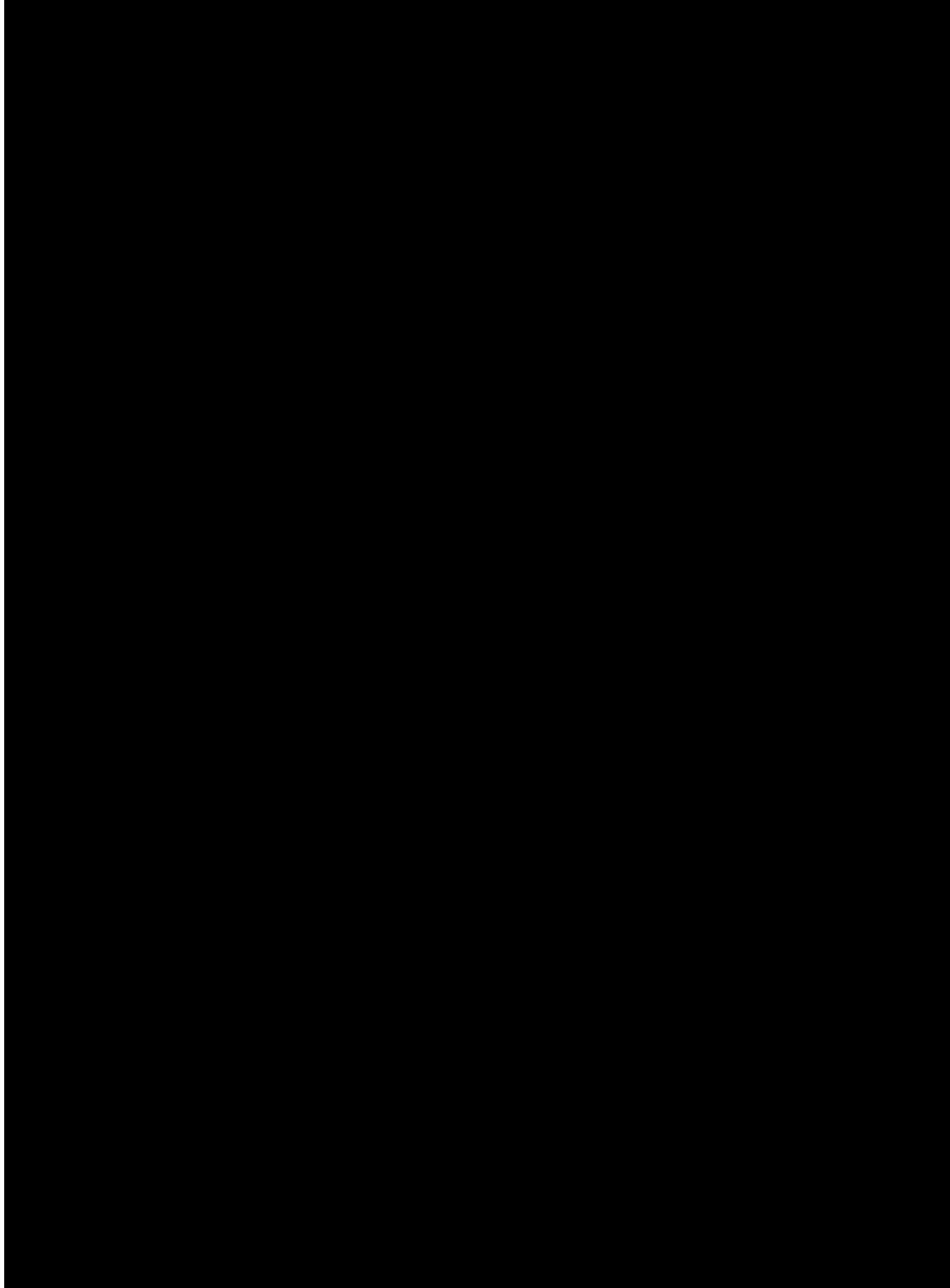
2.1.2 Reading

2.1.2.0   Kindergarten

Table 2.1.2.0

Complete Item Analysis and Summary: Read K S403 Paper
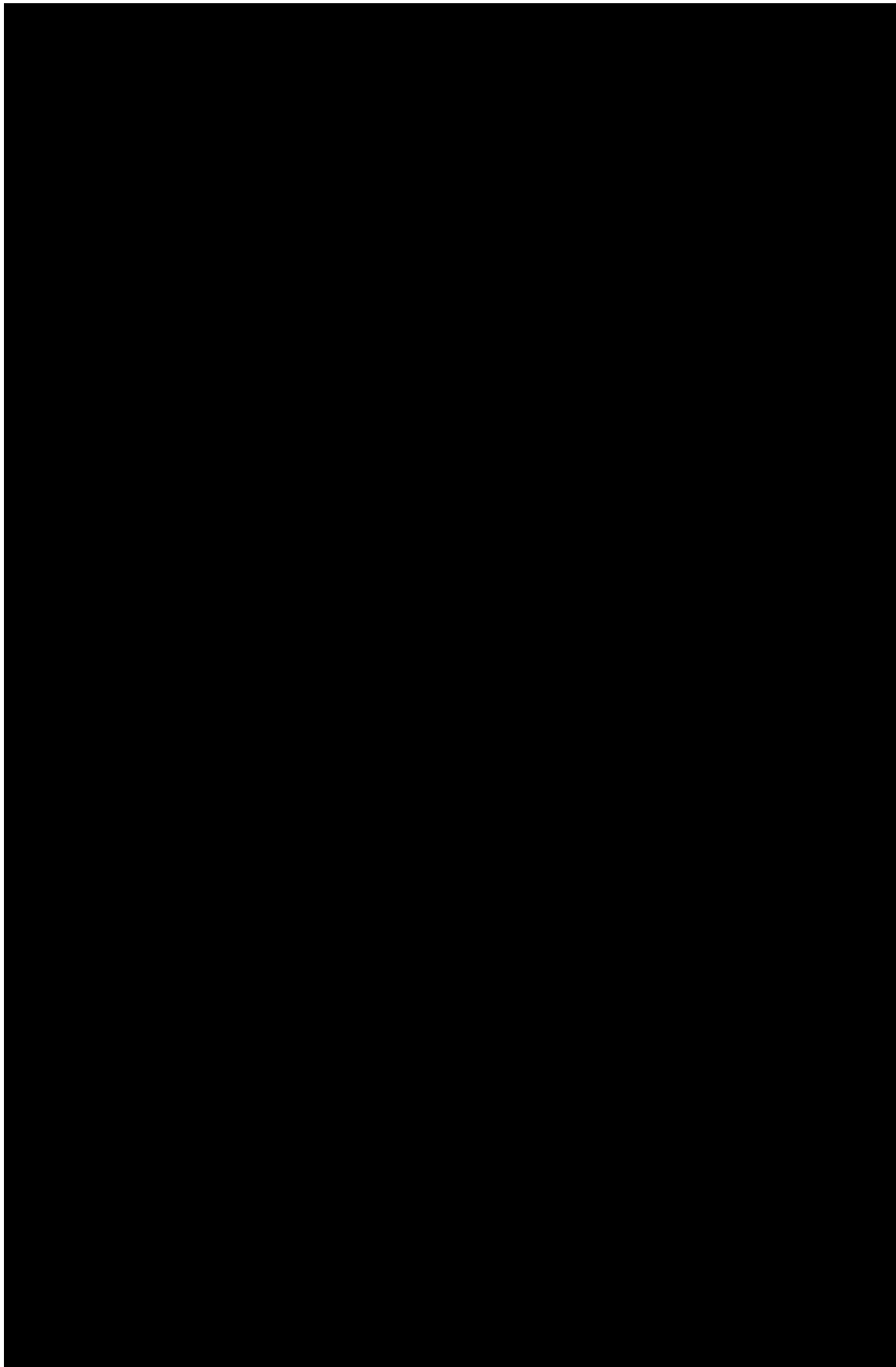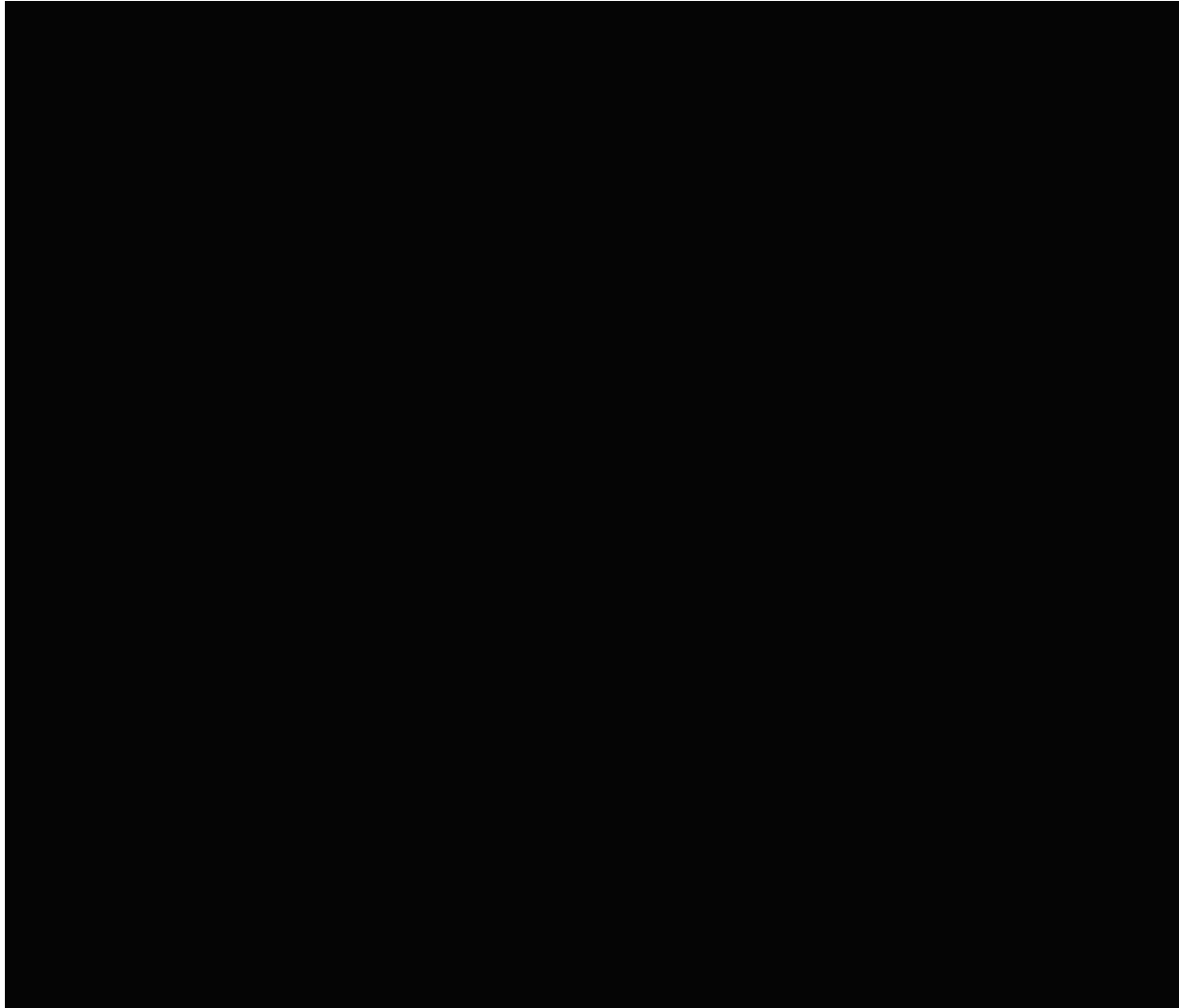
2.1.2.1   Grade 1

Table 2.1.2.1.1
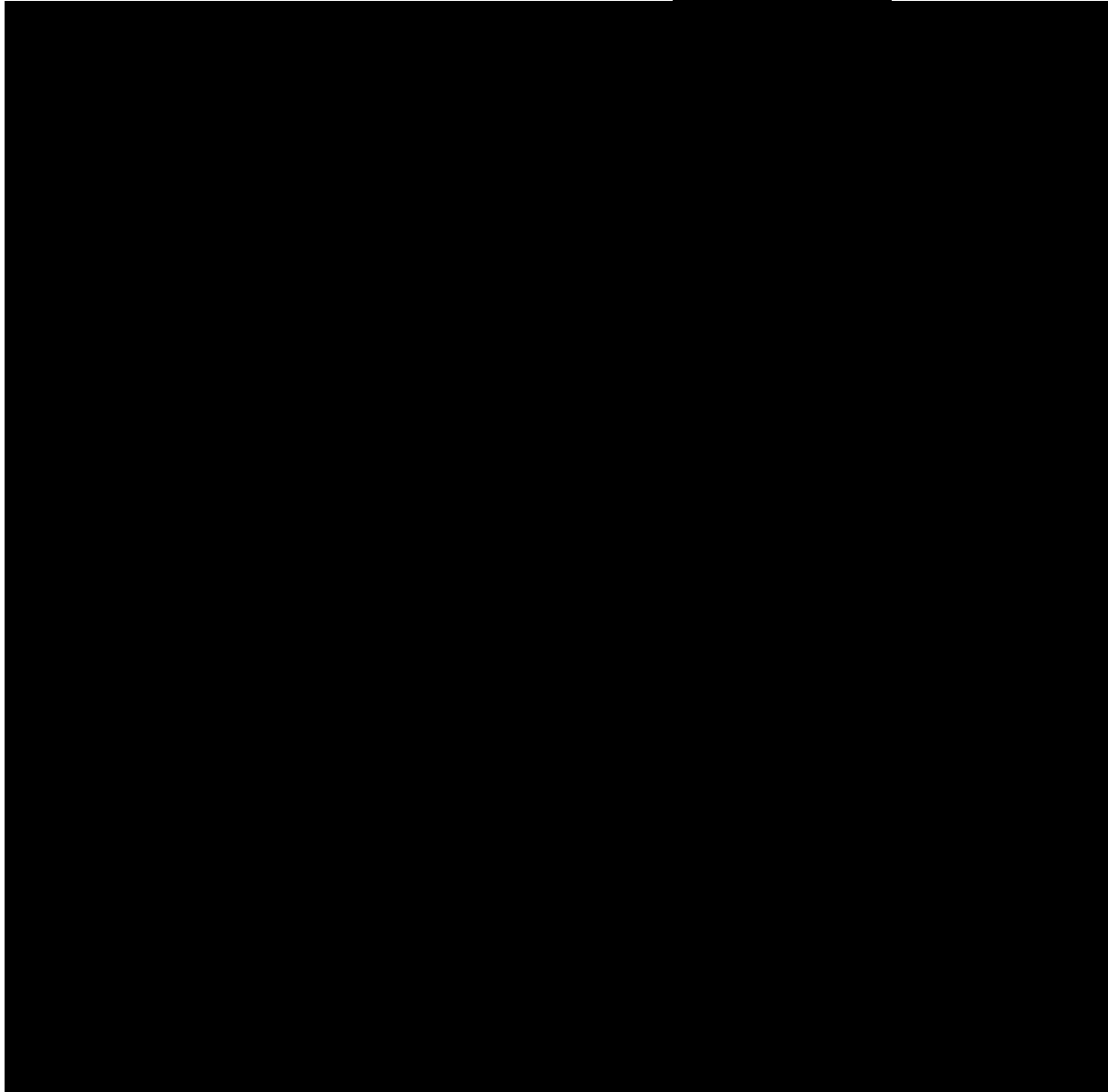
Complete Item Analysis and Summary: Read 1 A S403 Paper

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

Table 2.1.2.1.2

Complete Item Analysis and Summary: Read 1 B/C S403 Paper
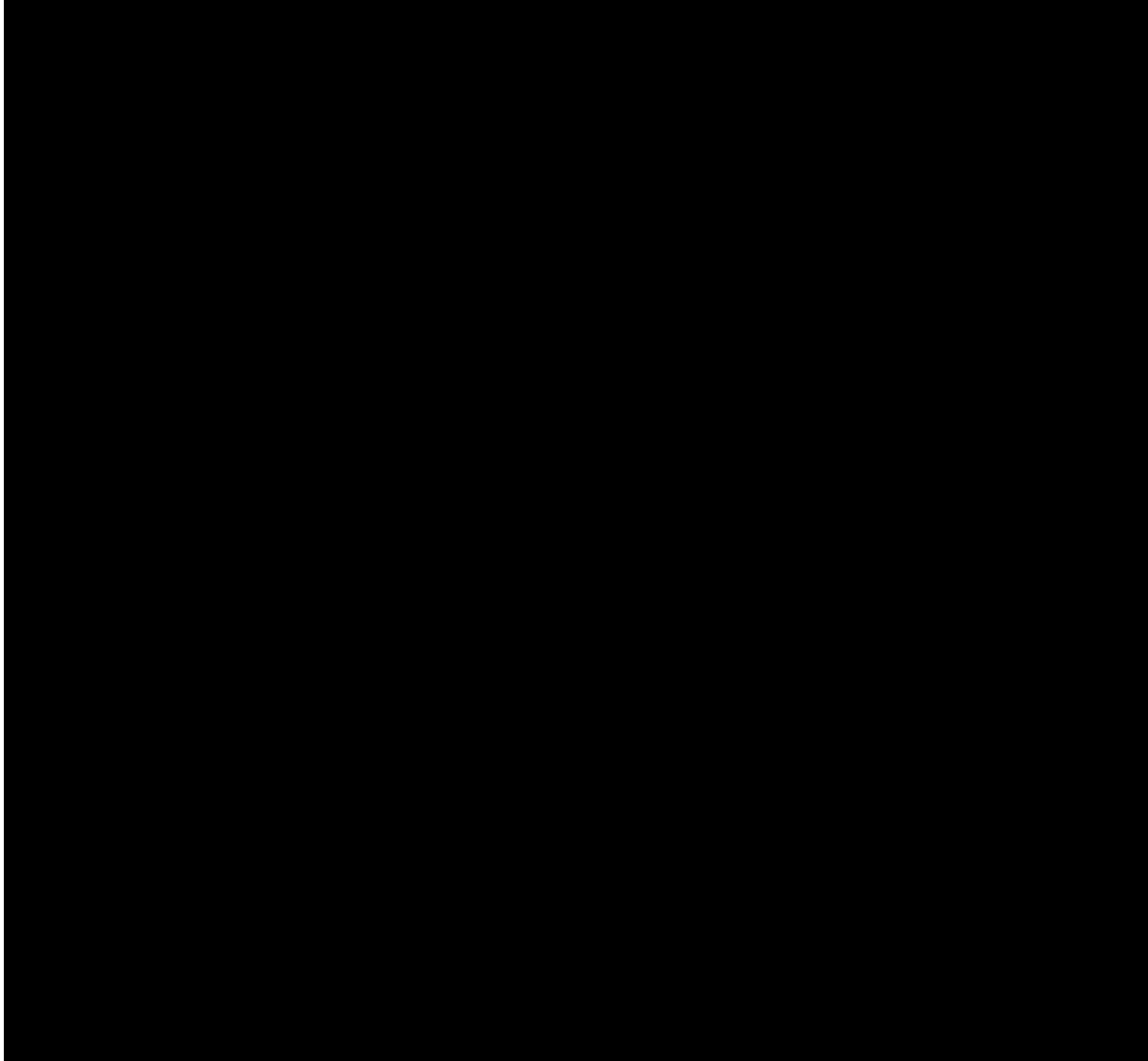
Note: The test form is shared between 1B/C and 2B/C.

2.1.2.2 Grade 2

Table 2.1.2.2.1
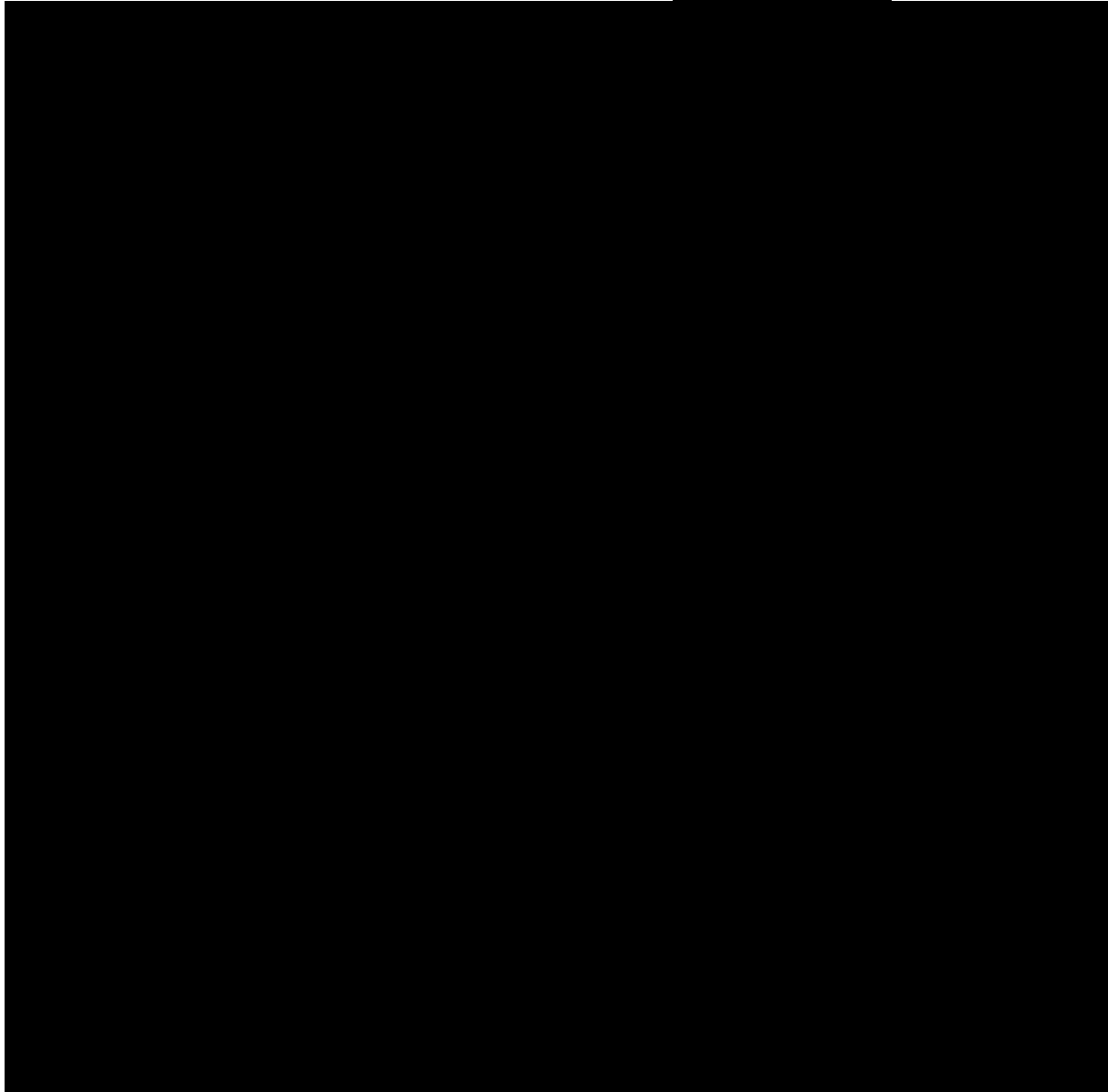
Complete Item Analysis and Summary: Read 2 A S403 Paper

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

Table 2.1.2.2.2

Complete Item Analysis and Summary: Read 2 B/C S403 Paper
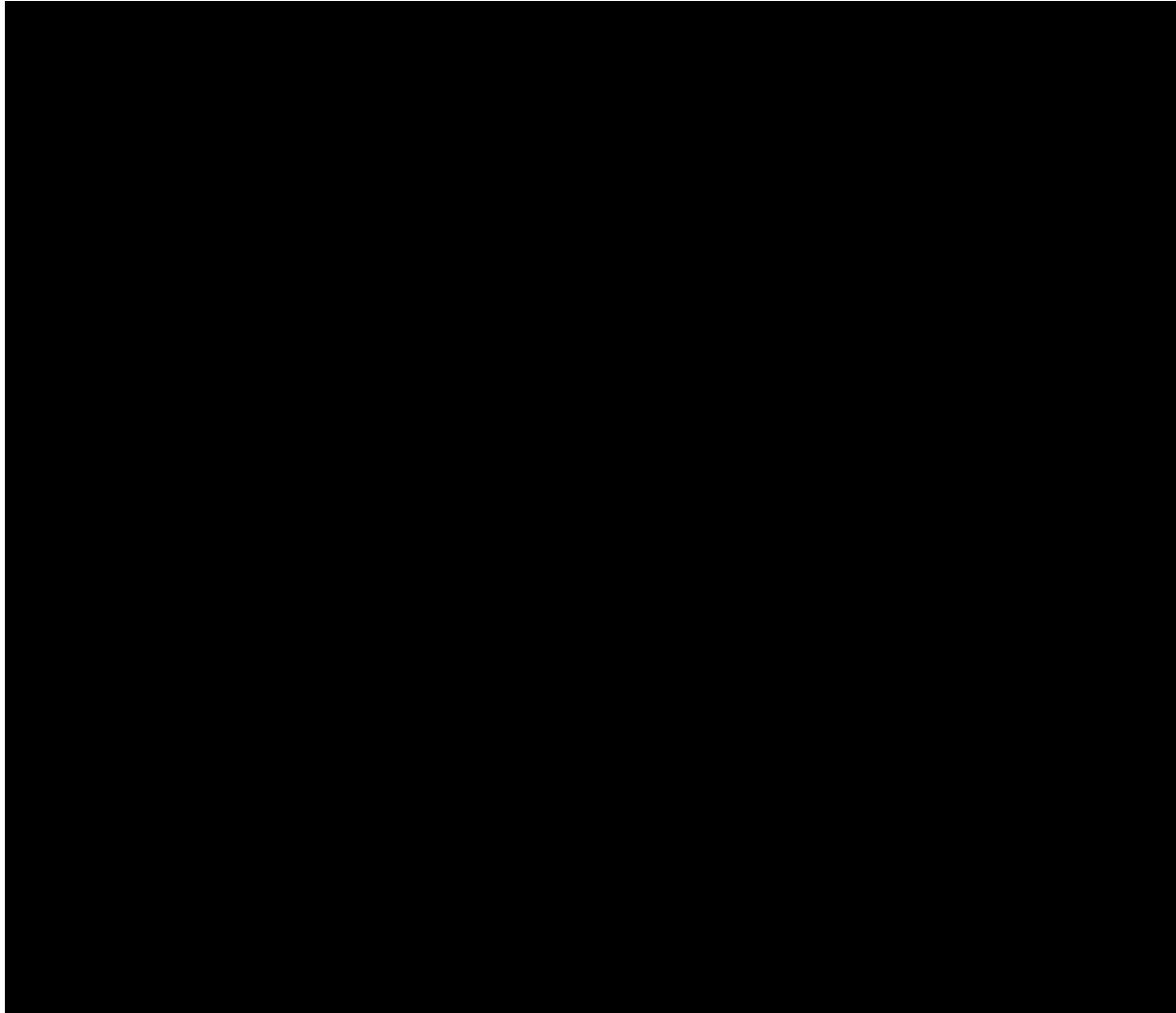
Note: The test form is shared between 1B/C and 2B/C.

2.1.2.3 Grade 3

Table 2.1.2.3.1
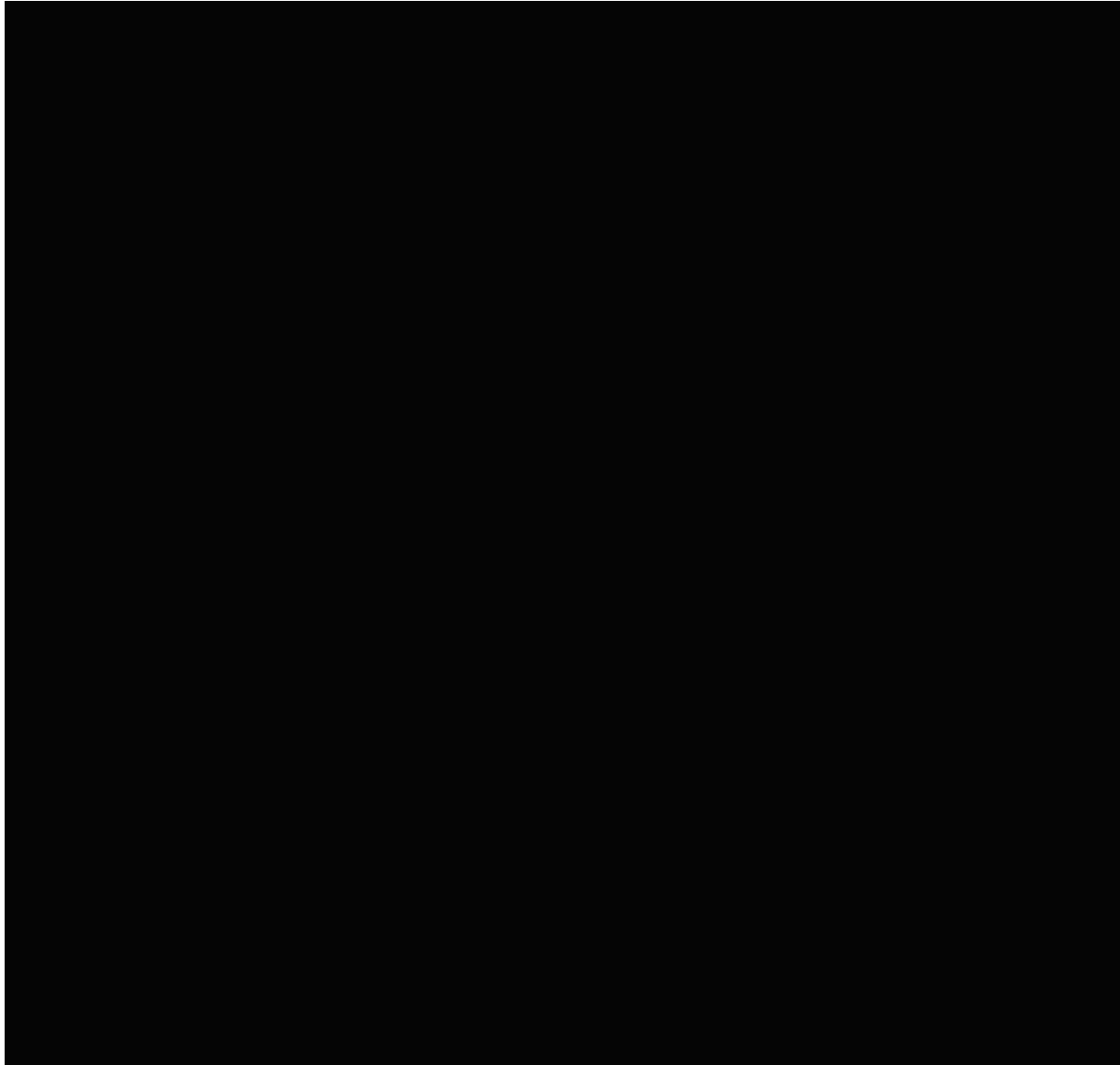
Complete Item Analysis and Summary: Read 3 A S403 Paper

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

Table 2.1.2.3.2

Complete Item Analysis and Summary: Read 3 B/C S403 Paper
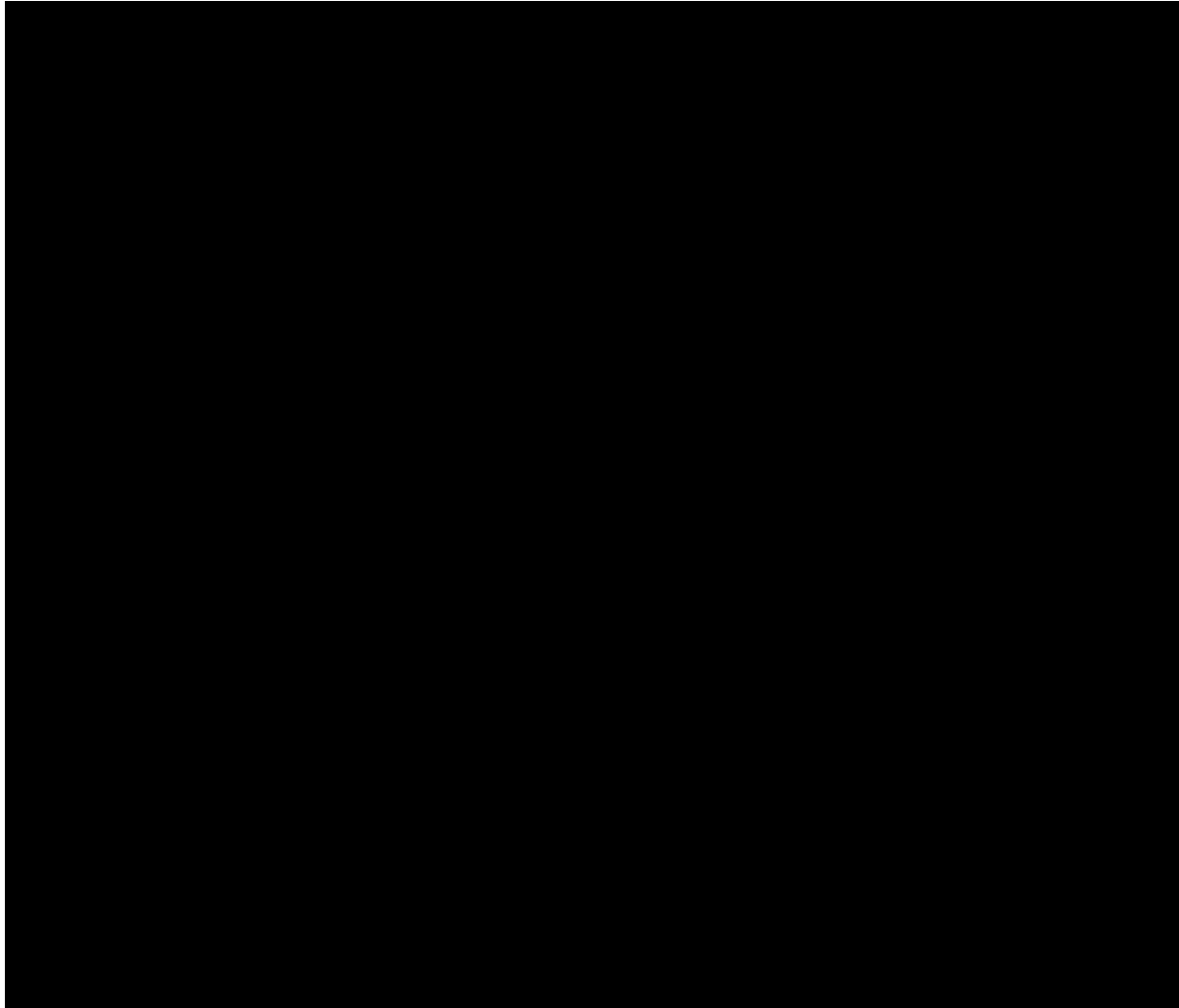
Note: The test form is shared between 3B/C and 4-5B/C.

2.1.2.4   Grades 4–5

Table 2.1.2.4.1
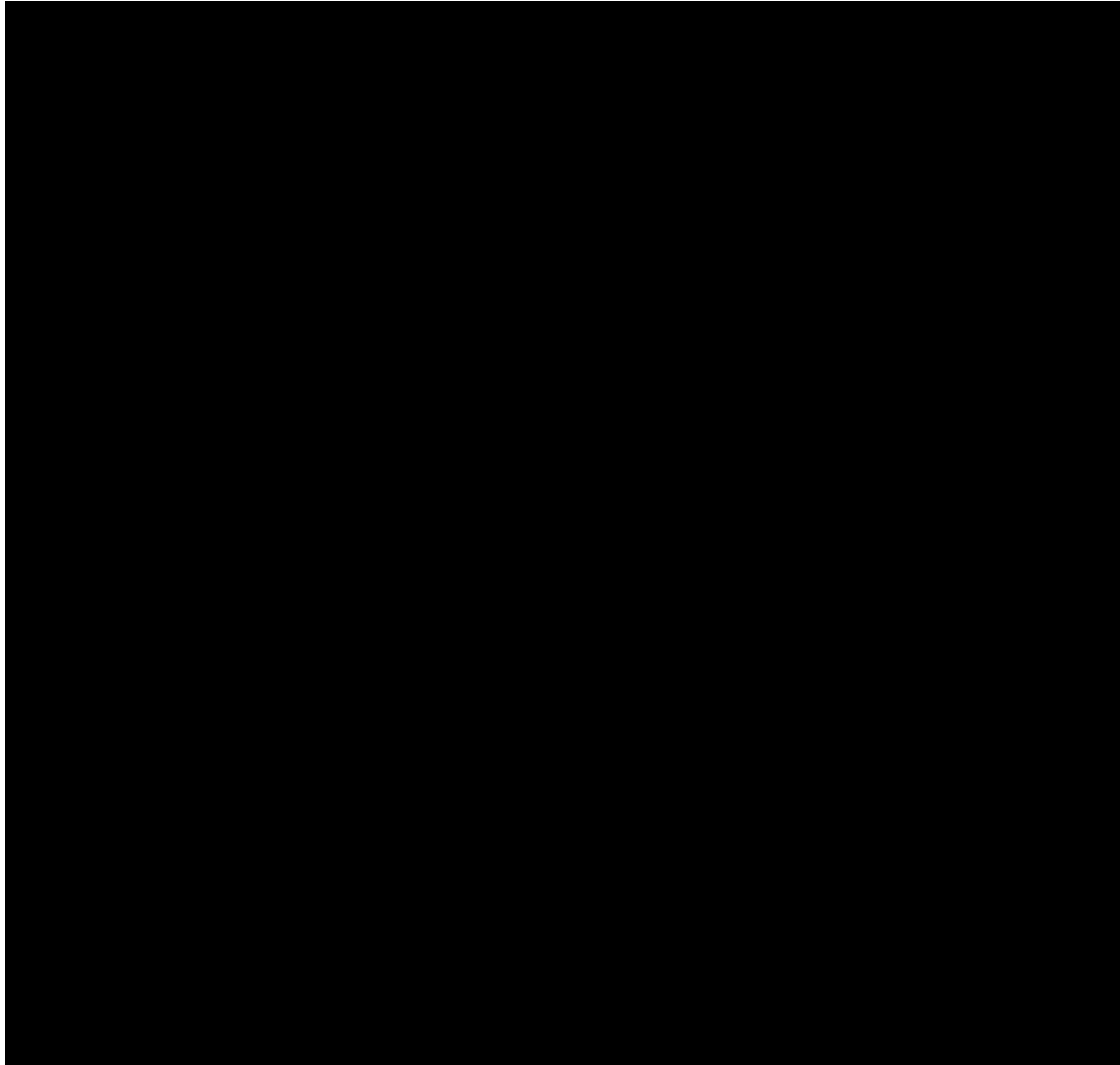
Complete Item Analysis and Summary: Read 4-5 A S403 Paper

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

Table 2.1.2.4.2

Complete Item Analysis and Summary: Read 4-5 B/C S403 Paper

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

2.1.2.5 Grades 6–8

Table 2.1.2.5.1

Complete Item Analysis and Summary: Read 6-8 A S403 Paper
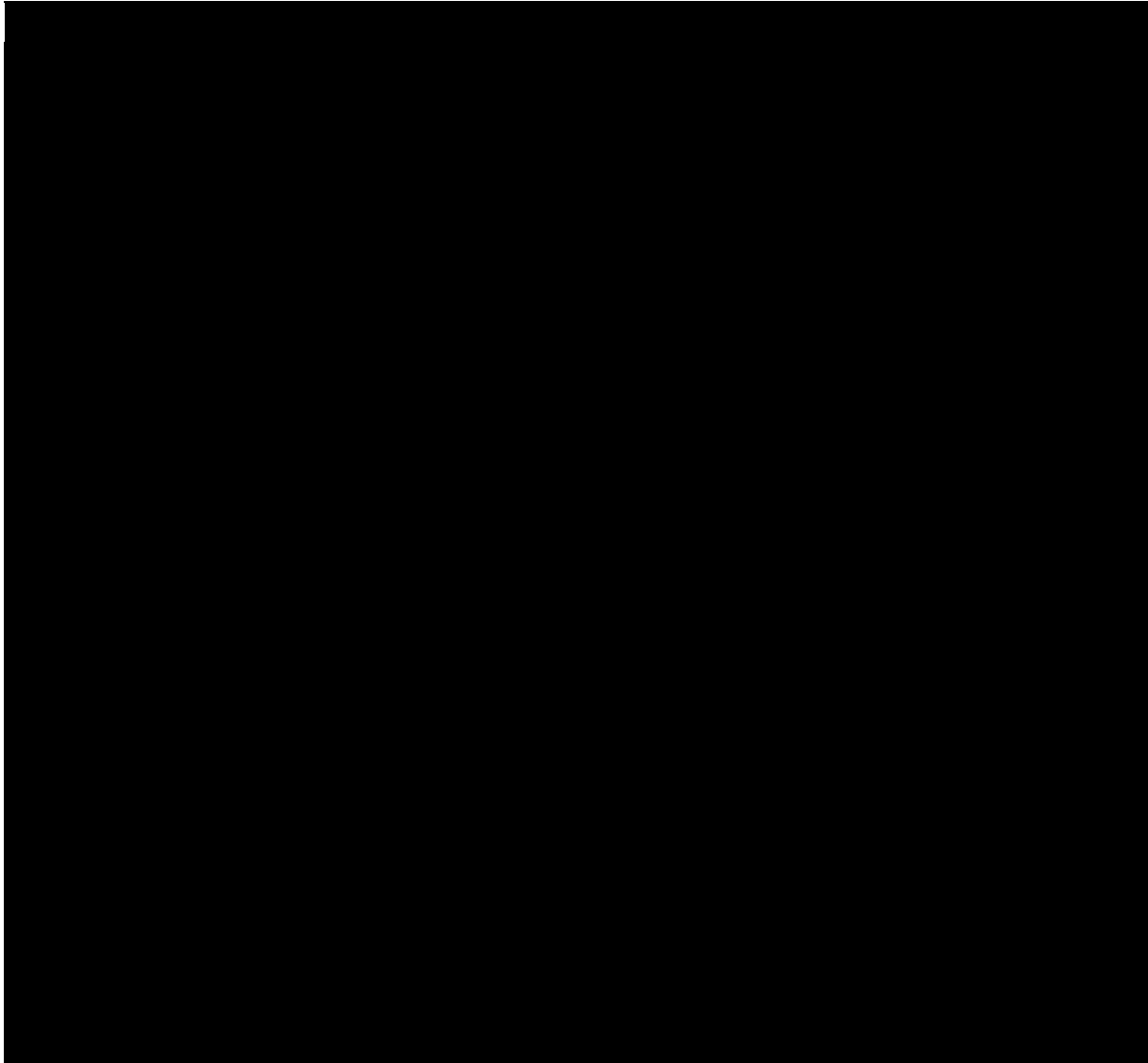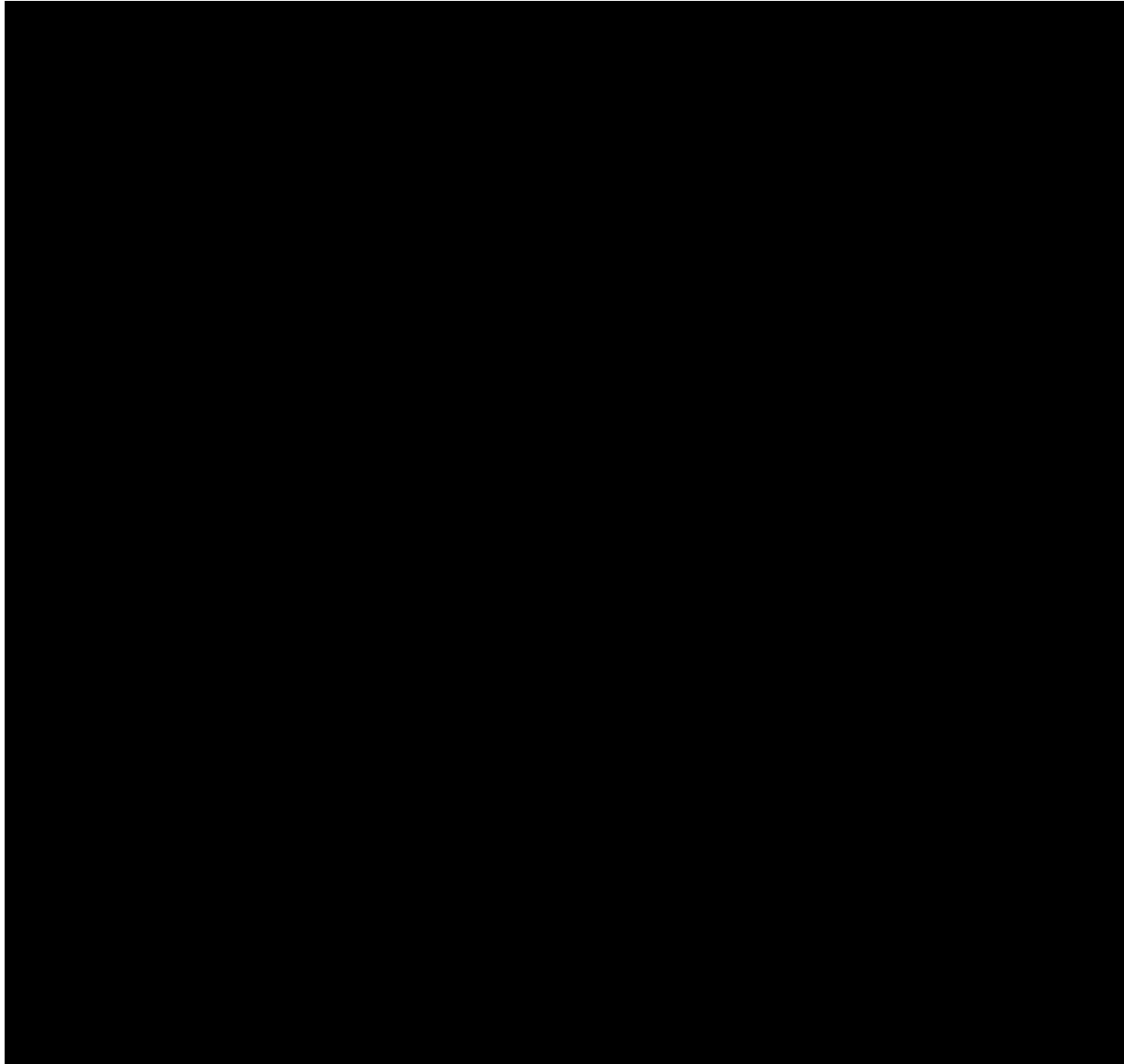
Table 2.1.2.5.2

Complete Item Analysis and Summary: Read 6-8 B/C S403 Paper

2.1.2.6 Grades 9–12

Table 2.1.2.6.1

Complete Item Analysis and Summary: Read 9-12 A S403 Paper
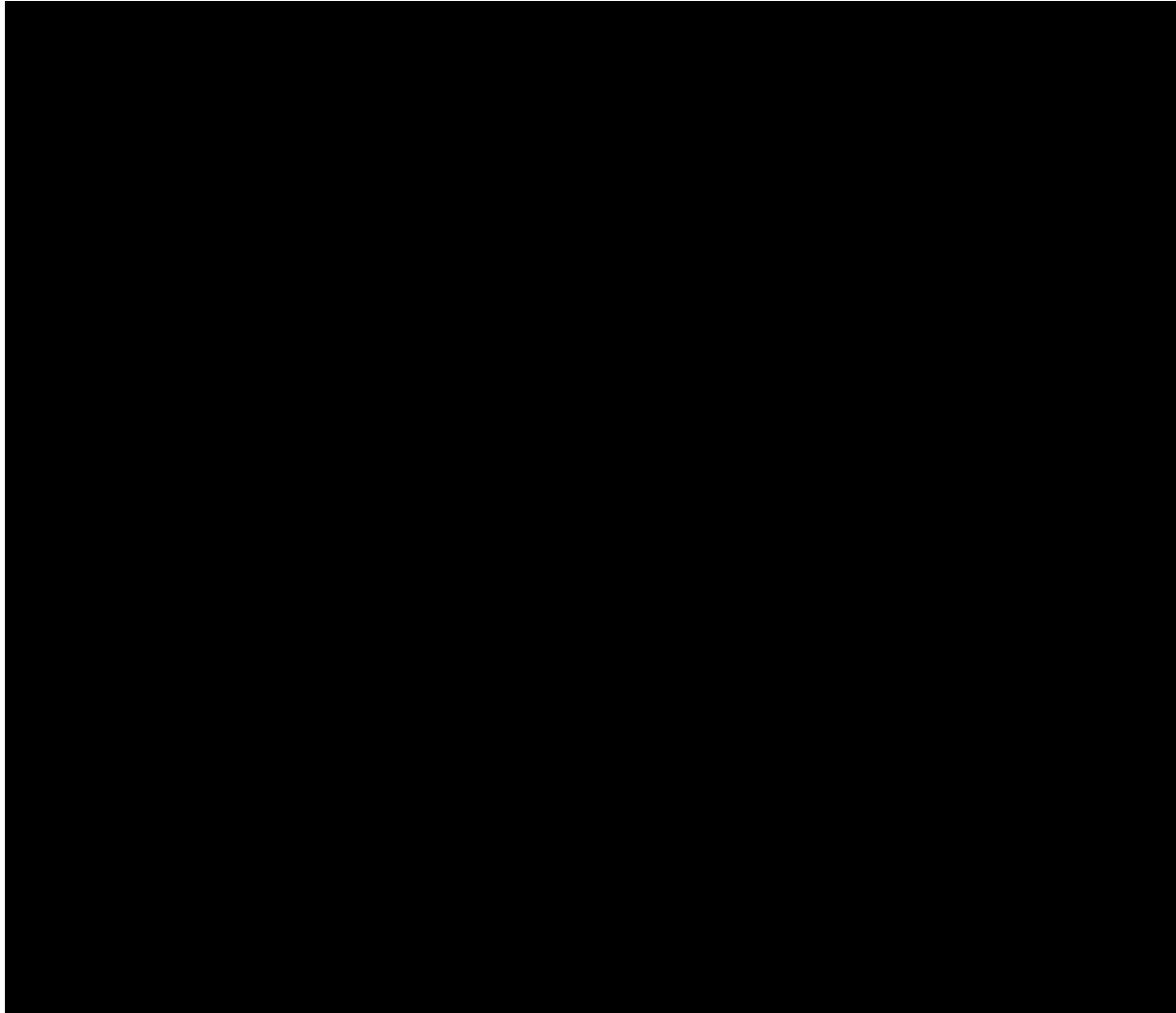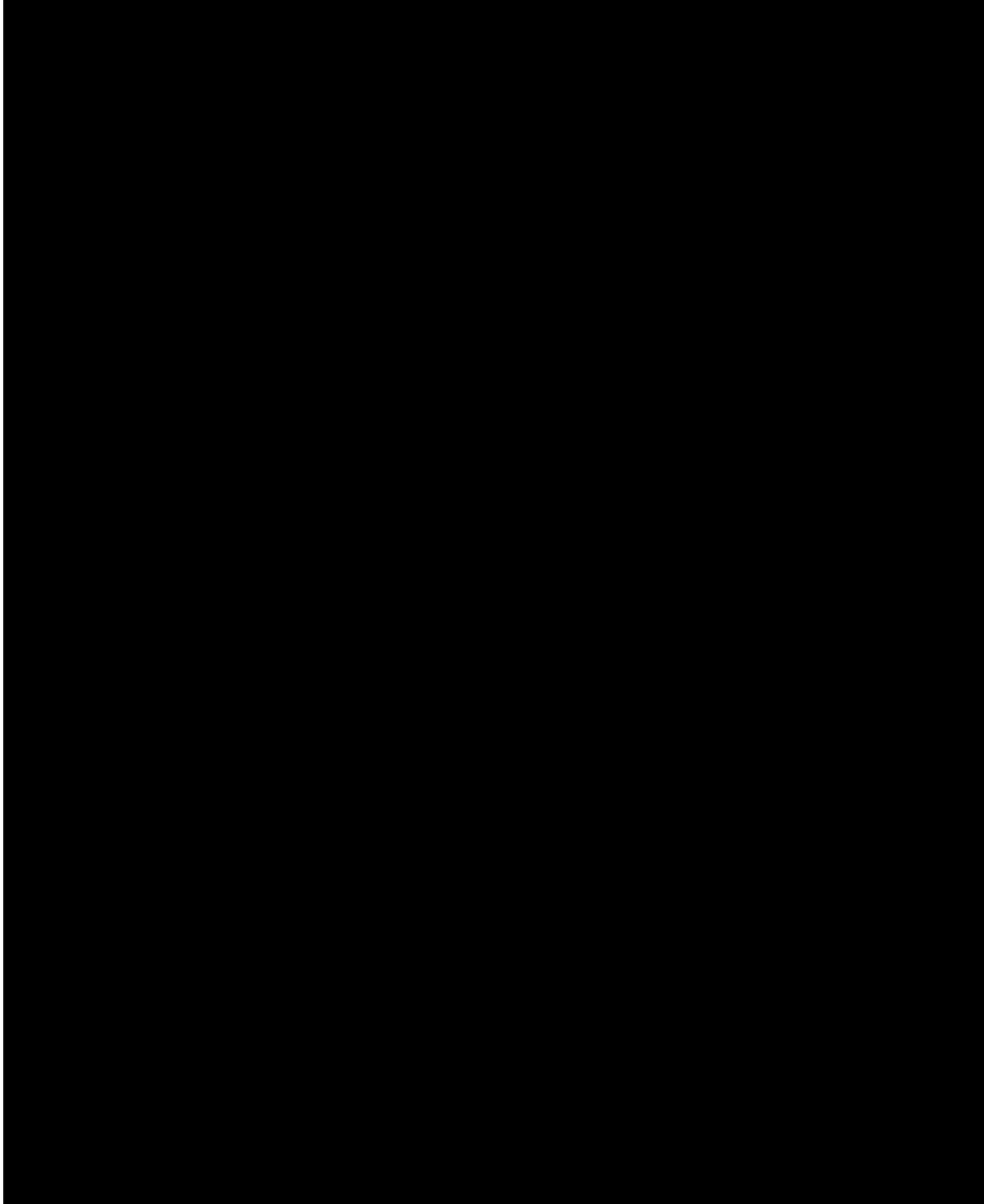
Table 2.1.2.6.2

Complete Item Analysis and Summary: Read 9-12 B/C S403 Paper
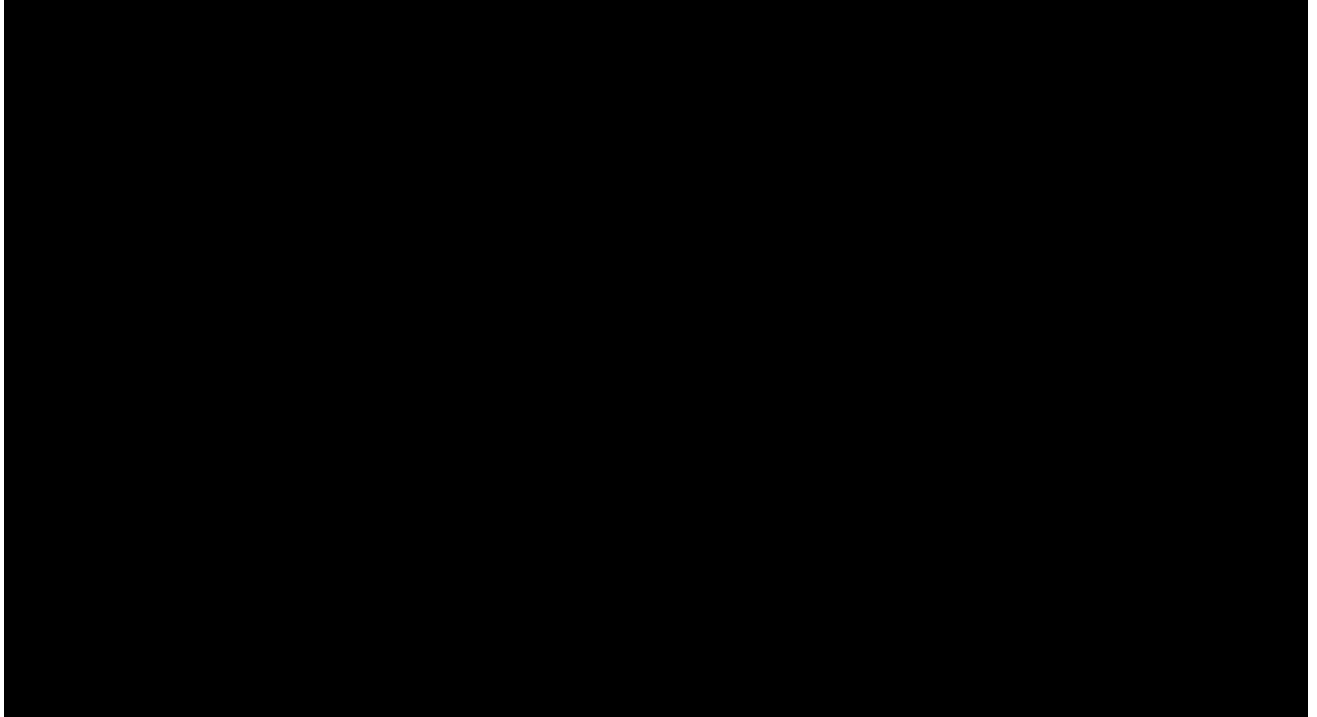
2.1.3 Writing

2.1.3.0   Kindergarten

Table 2.1.3.0
Complete Item Analysis and Summary: Writ K S403 Paper

2.1.3.1 Grade 1

Table 2.1.3.1.1

Complete Item Analysis and Summary: Writ 1 A S403 Paper
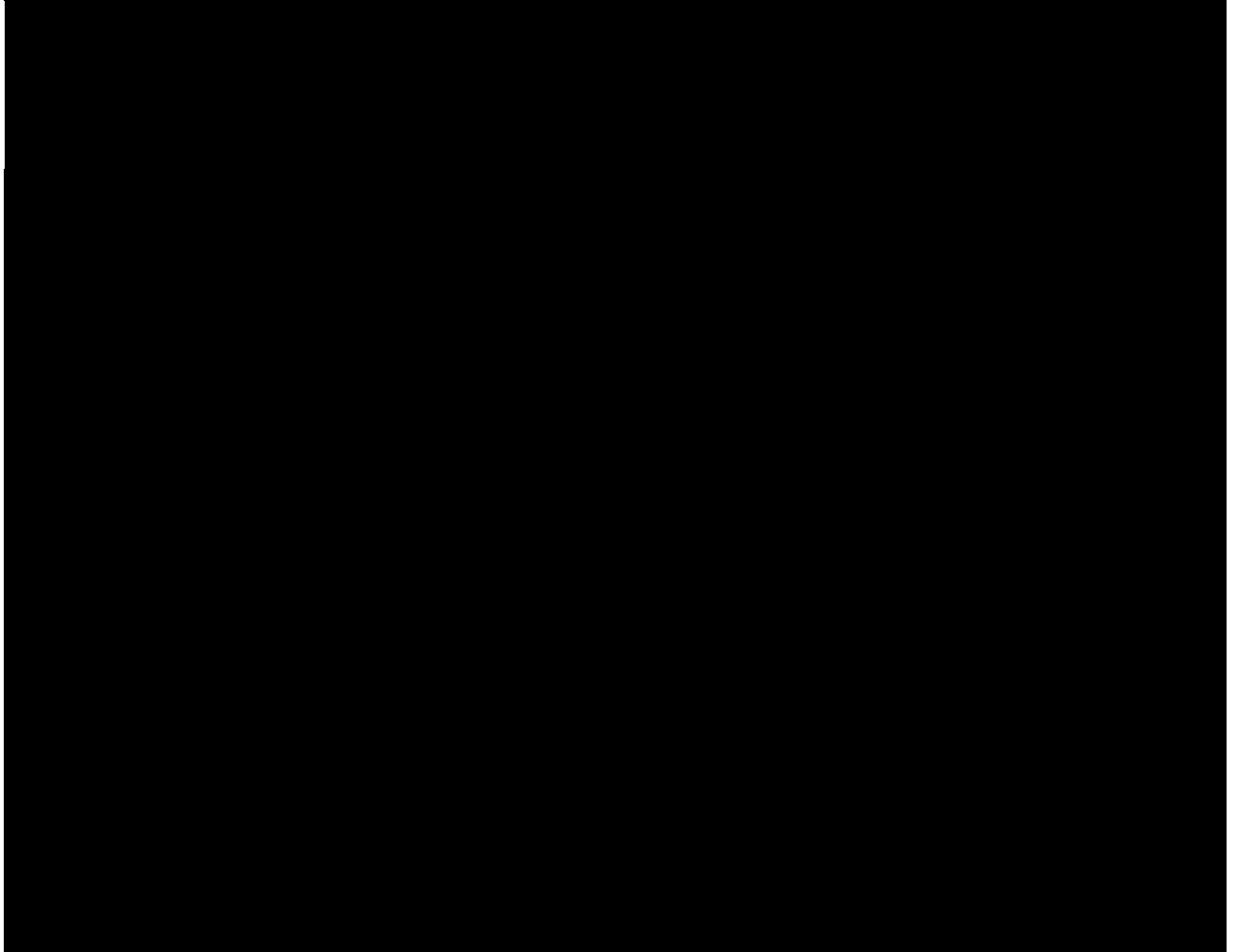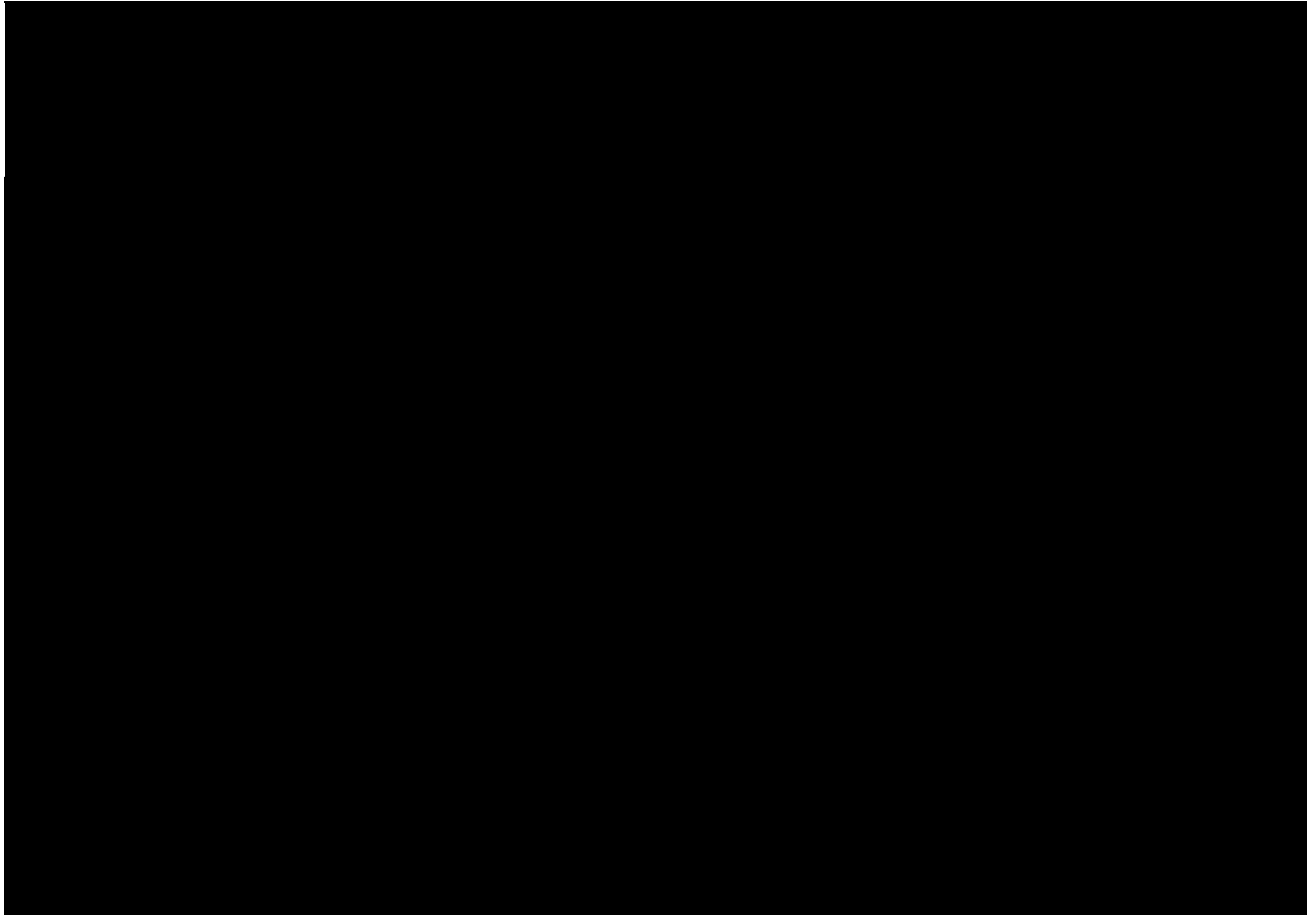
Table 2.1.3.1.2
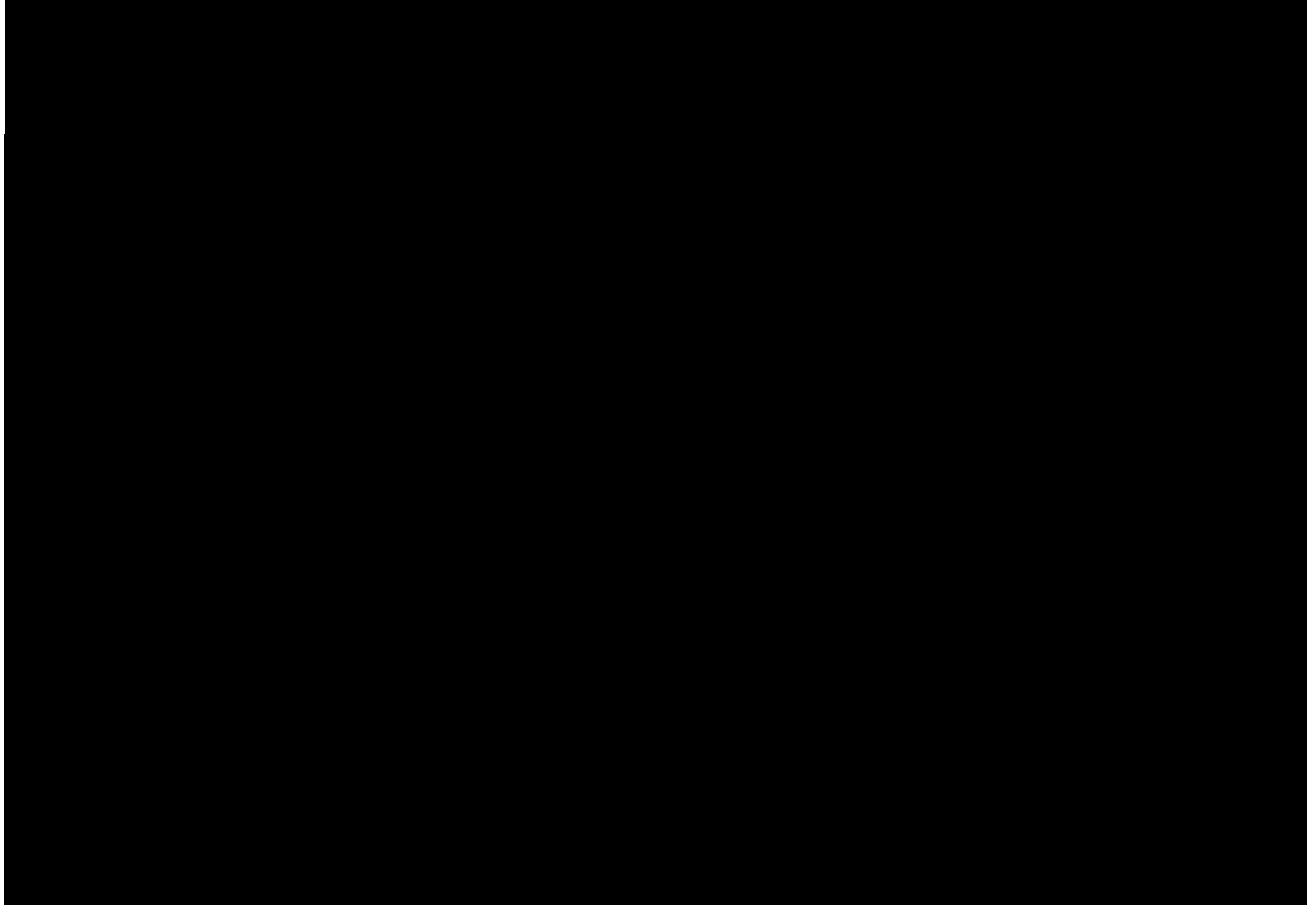
Complete Item Analysis and Summary: Writ 1 B/C S403 Paper

2.1.3.2 Grade 2

Table 2.1.3.2.1
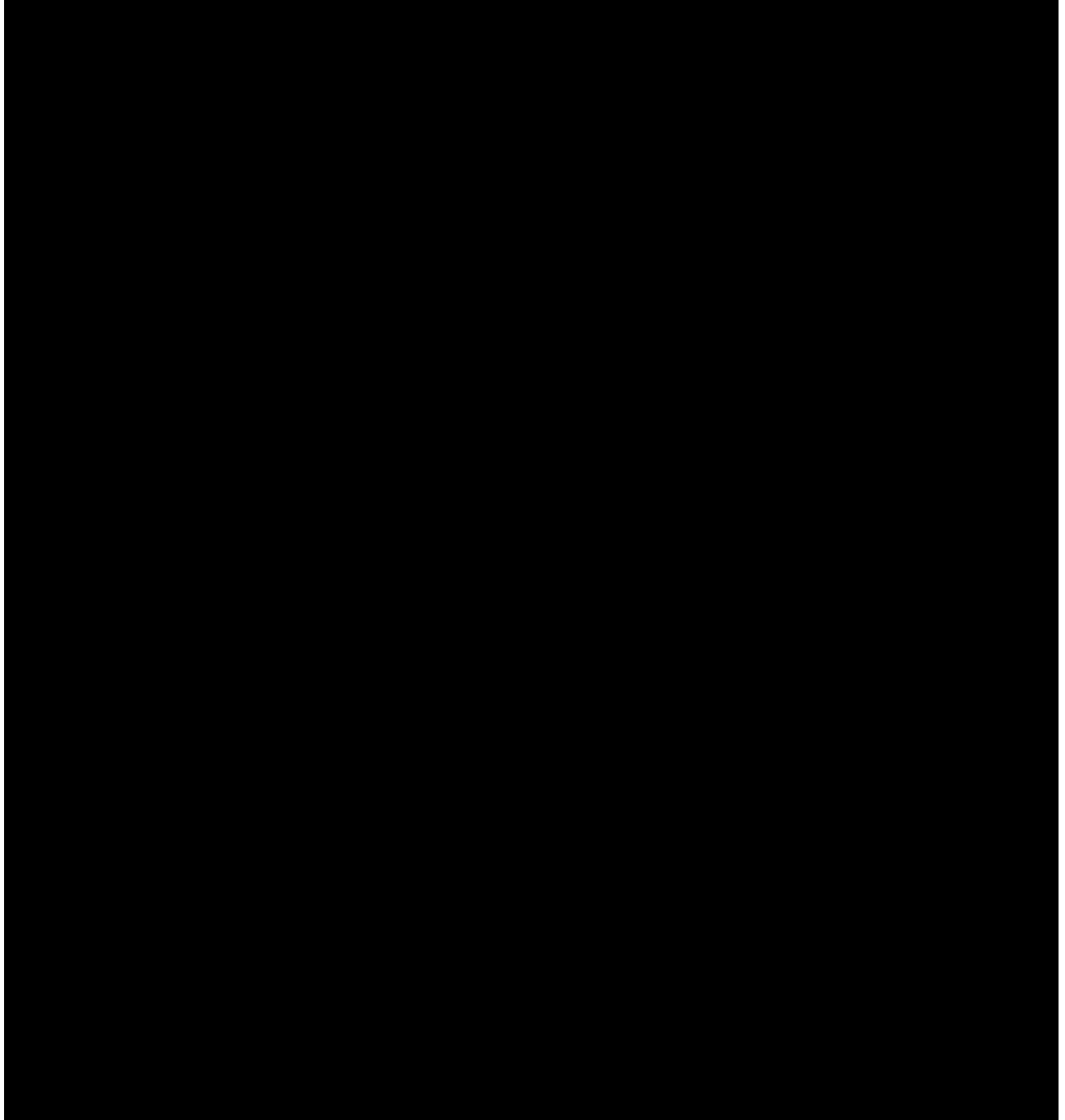
Complete Item Analysis and Summary: Writ 2 A S403 Paper

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

Table 2.1.3.2.2

Complete Item Analysis and Summary: Writ 2 B/C S403 Paper
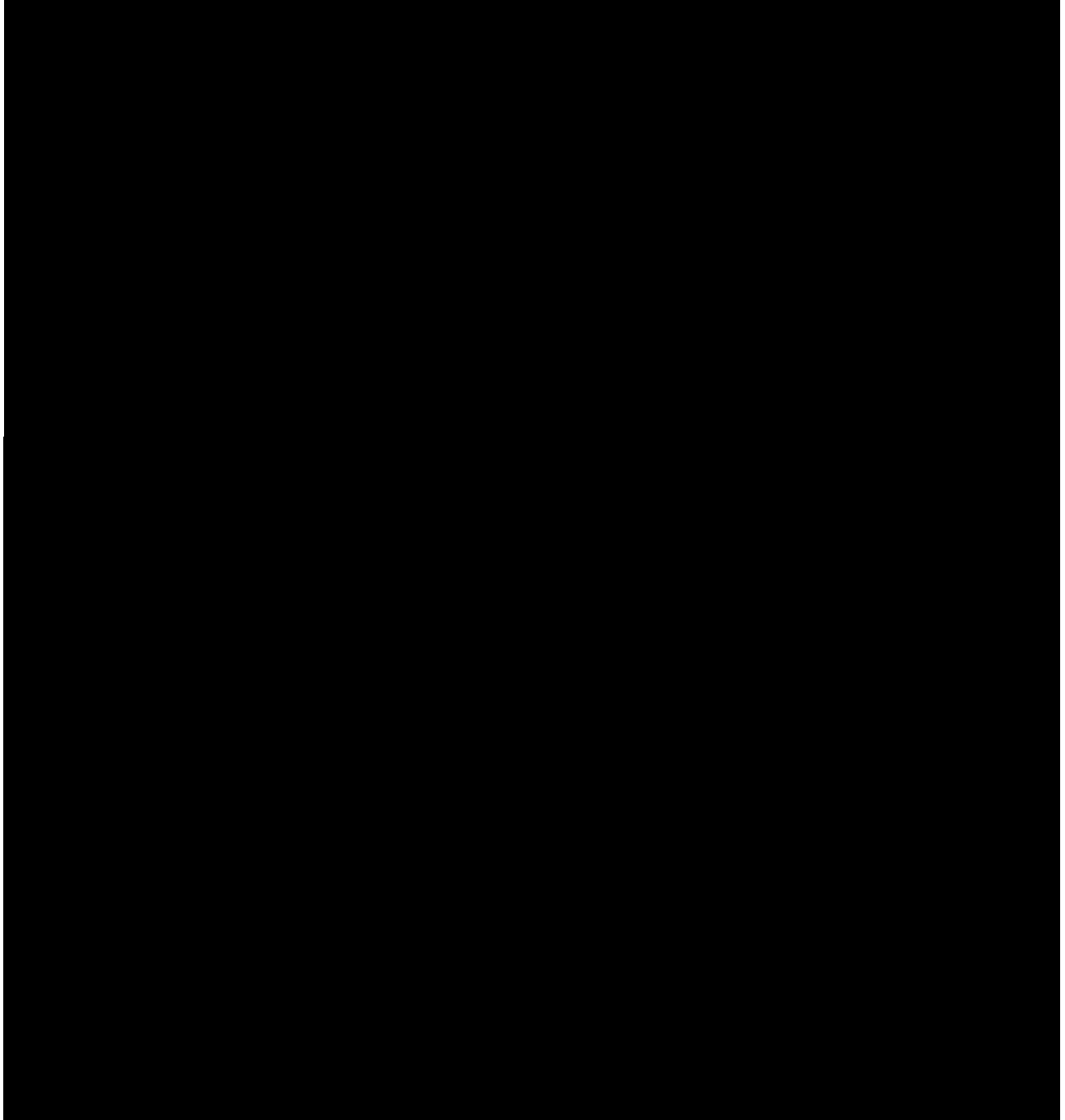
Note: The test form is shared between 2BC and 3BC.

2.1.3.3   Grade 3

Table 2.1.3.3.1
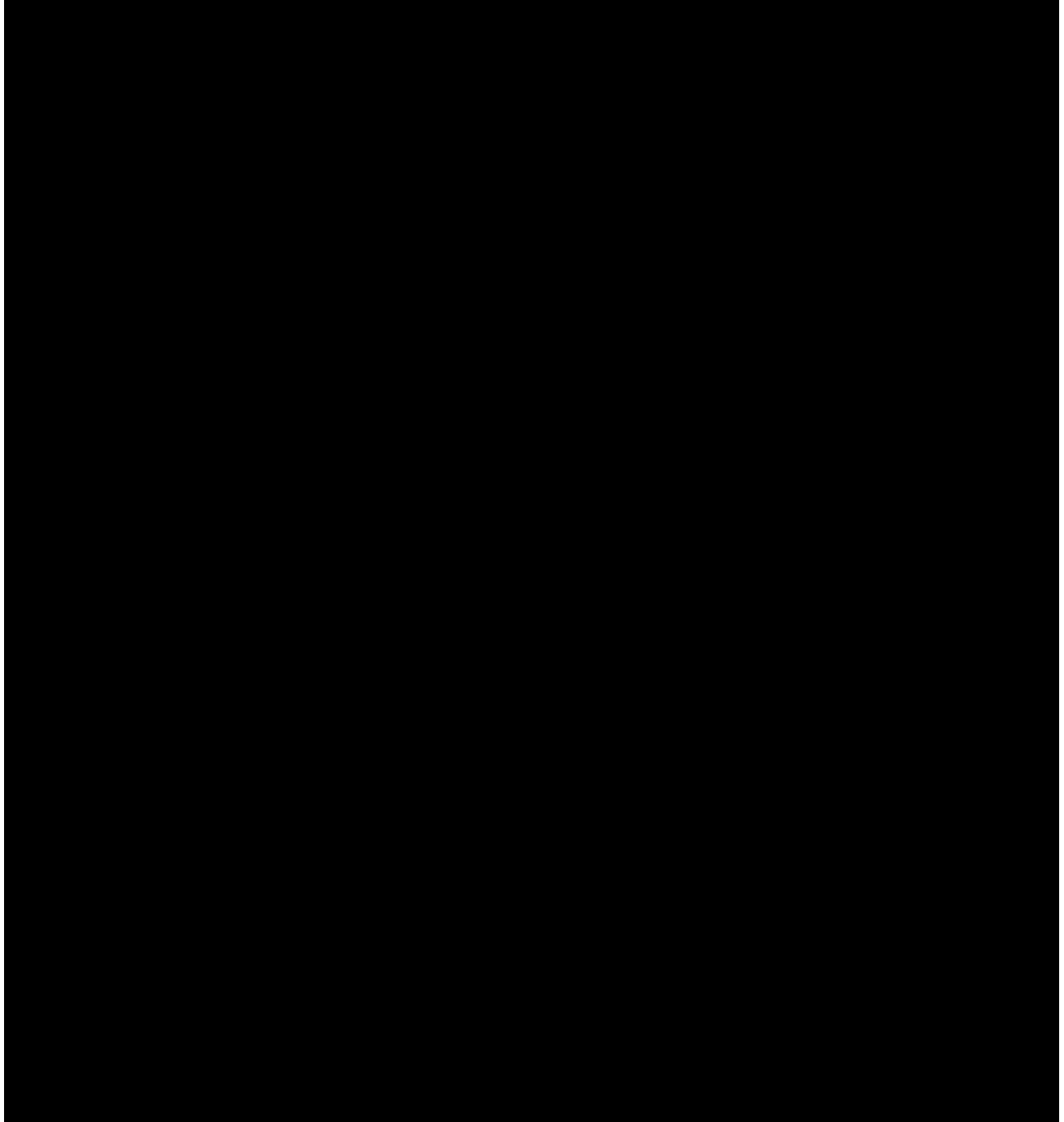
Complete Item Analysis and Summary: Writ 3 A S403 Paper

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

Table 2.1.3.3.2

Complete Item Analysis and Summary: Writ 3 B/C S403 Paper

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

2.1.3.4 Grades 4–5

Table 2.1.3.4.1

Complete Item Analysis and Summary: Writ 4-5 A S403 Paper
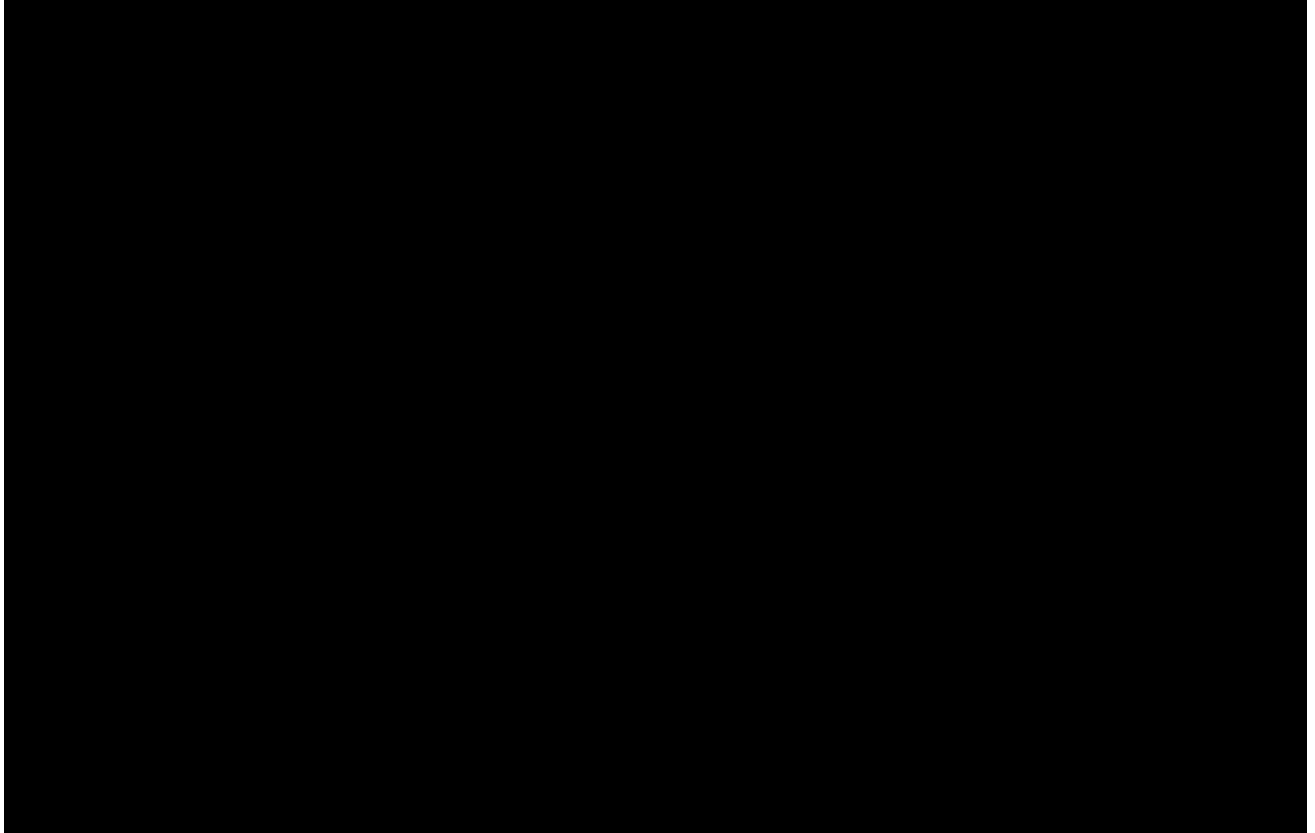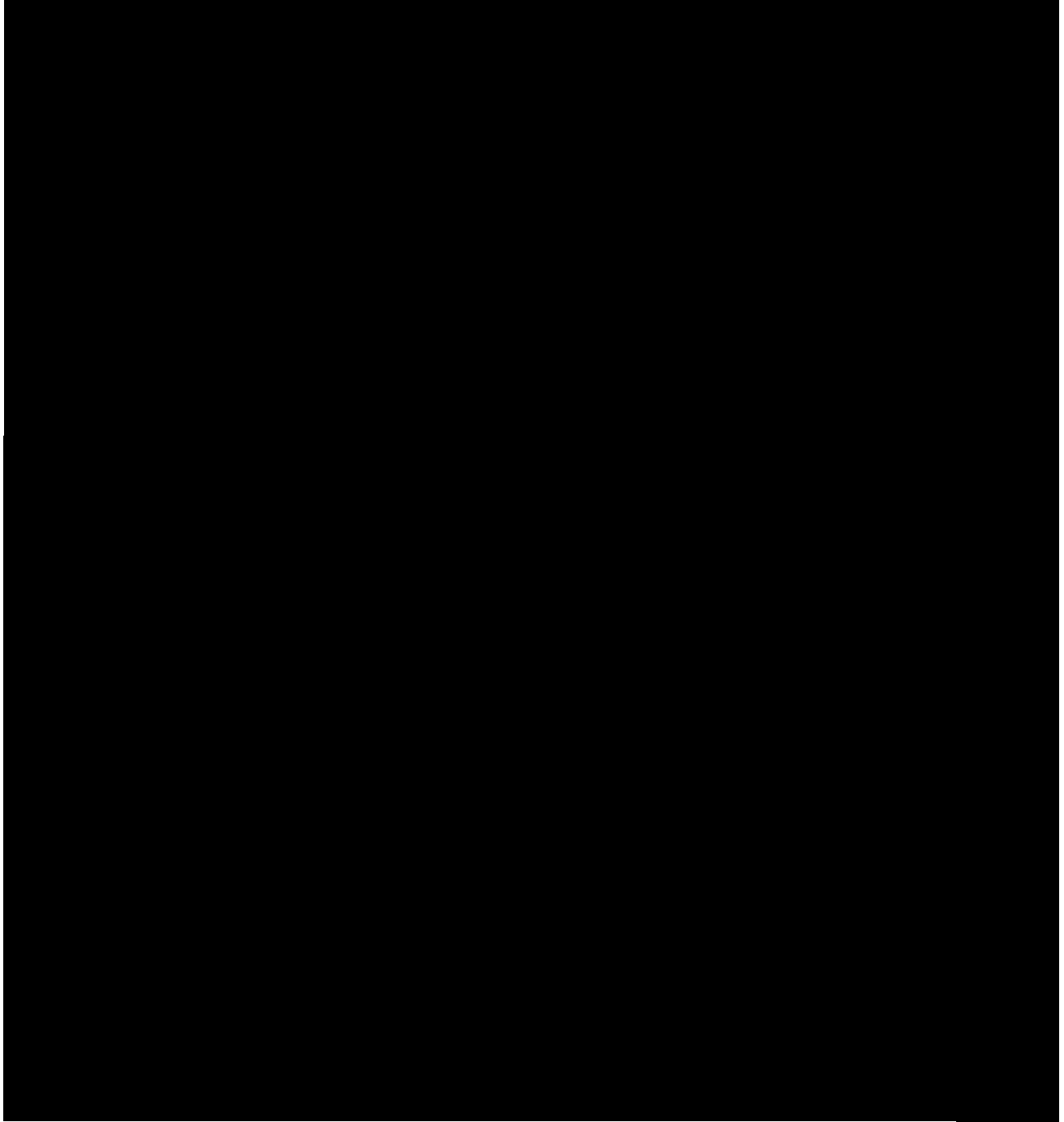
Table 2.1.3.4.2

Complete Item Analysis and Summary: Writ 4-5 B/C S403 Paper

2.1.3.5 Grades 6–8

Table 2.1.3.5.1

Complete Item Analysis and Summary: Writ 6-8 A S403 Paper
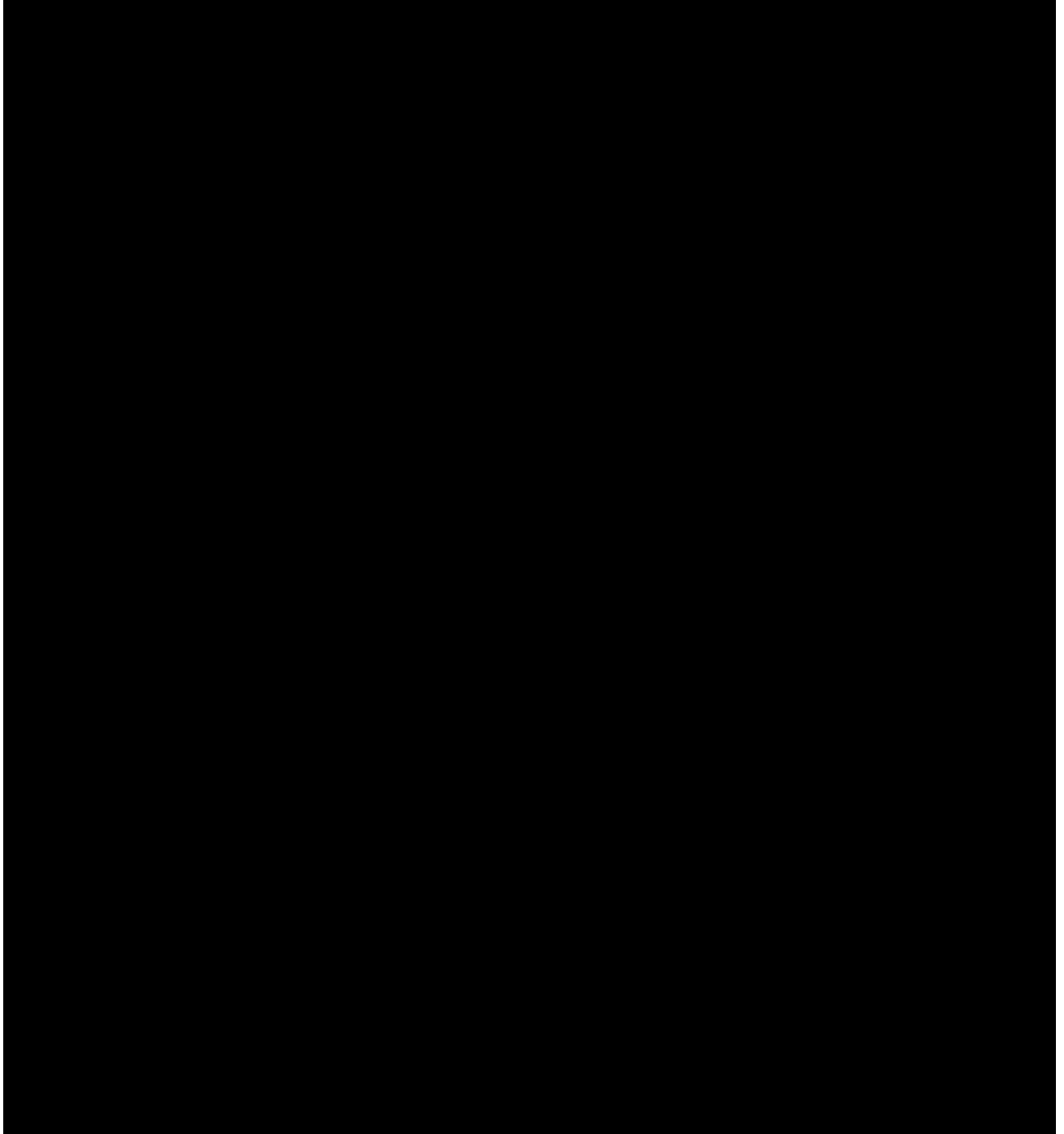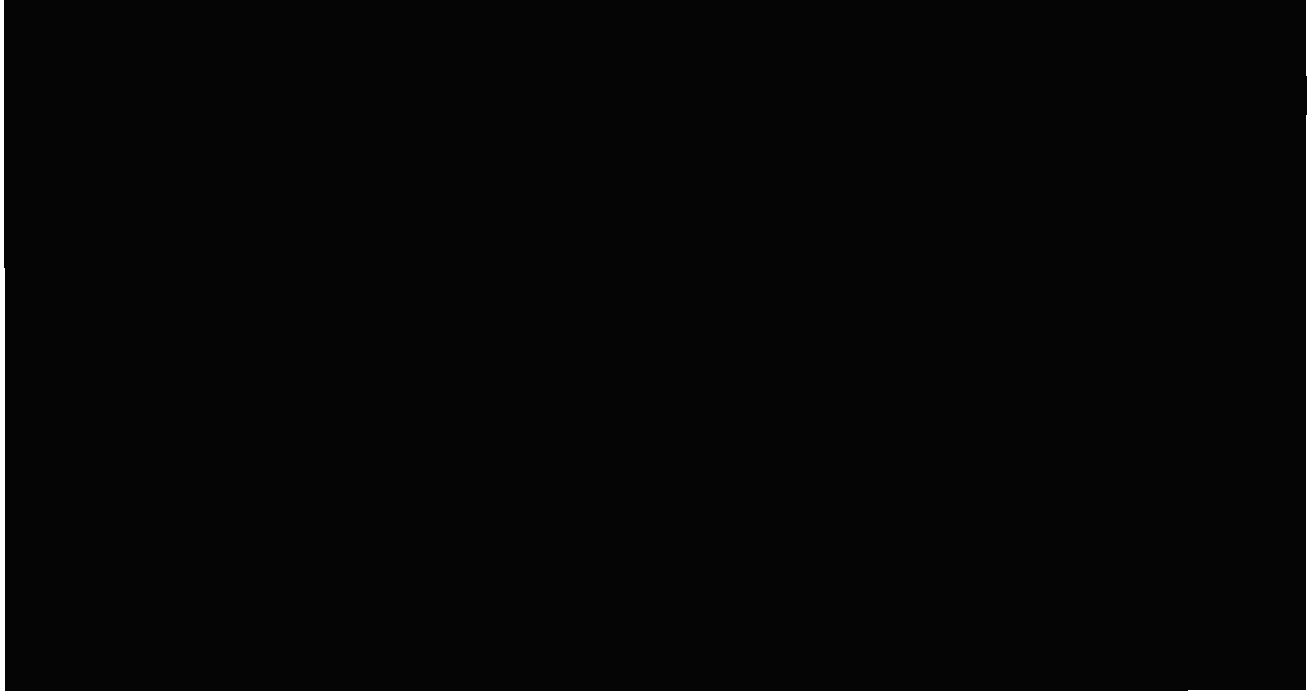
Table 2.1.3.5.2

Complete Item Analysis and Summary: Writ 6-8 B/C S403 Paper

2.1.3.6   Grades 9–12

Table 2.1.3.6.1

Complete Item Analysis and Summary: Writ 9-12 A S403 Paper
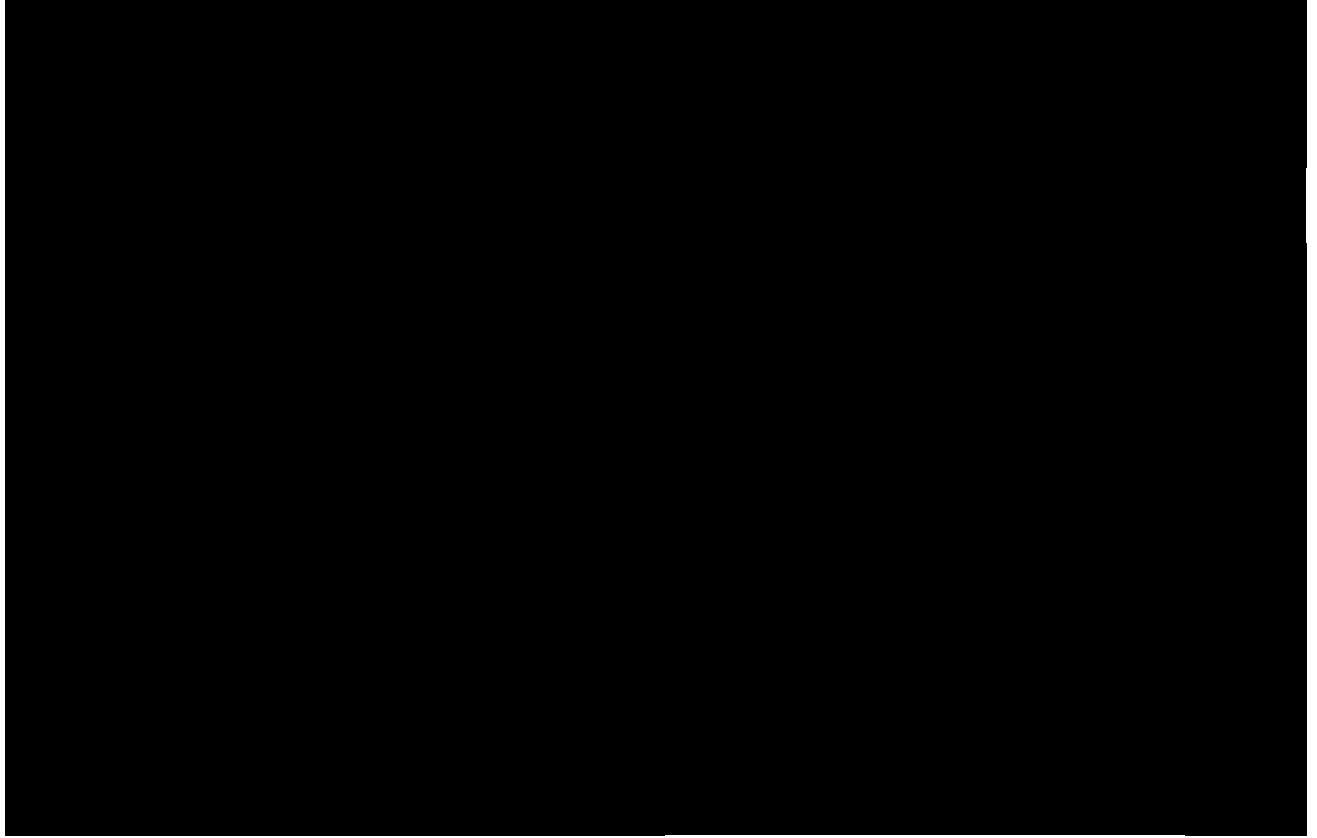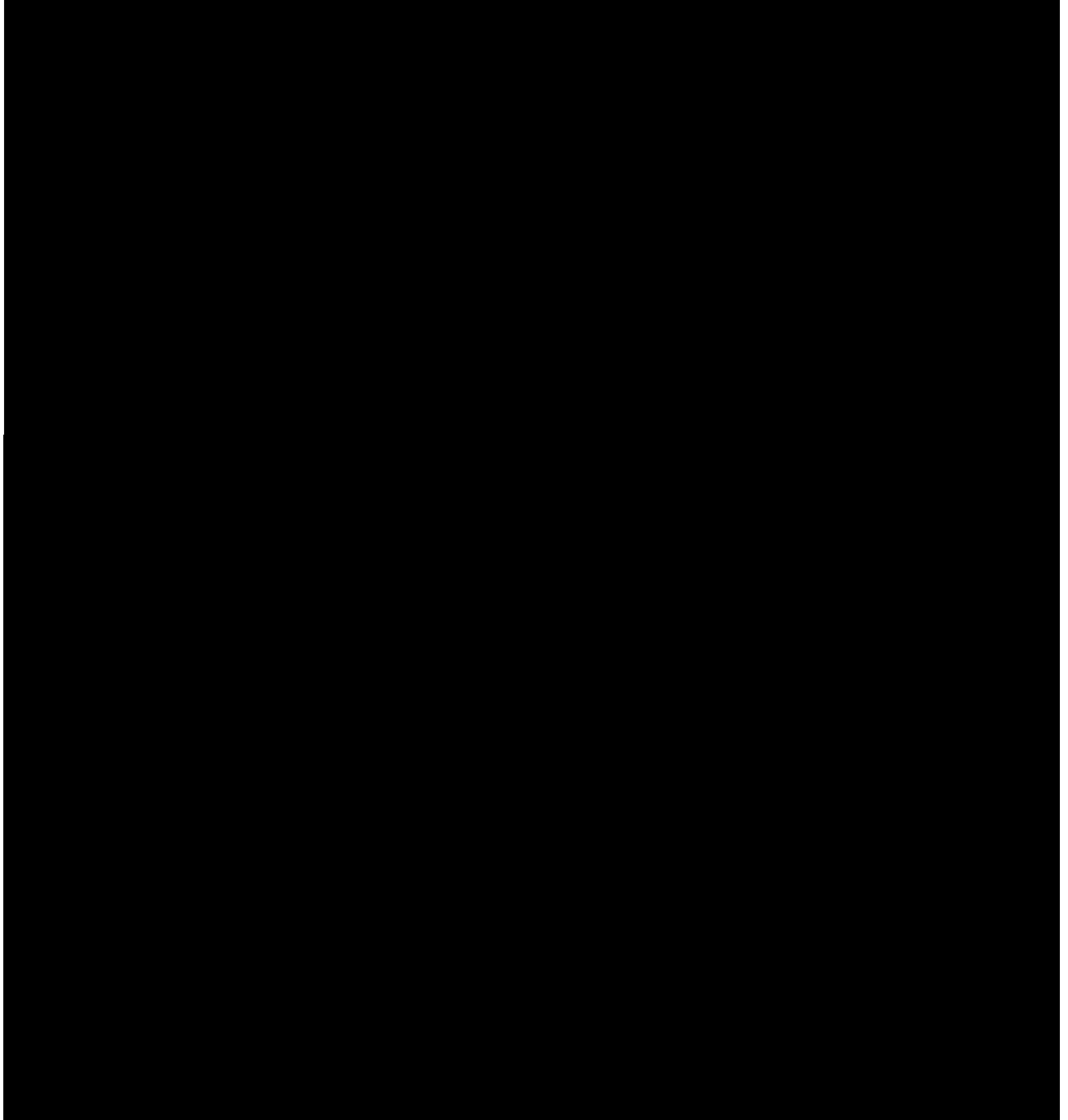
Table 2.1.3.6.2

Complete Item Analysis and Summary: Writ 9-12 B/C S403 Paper
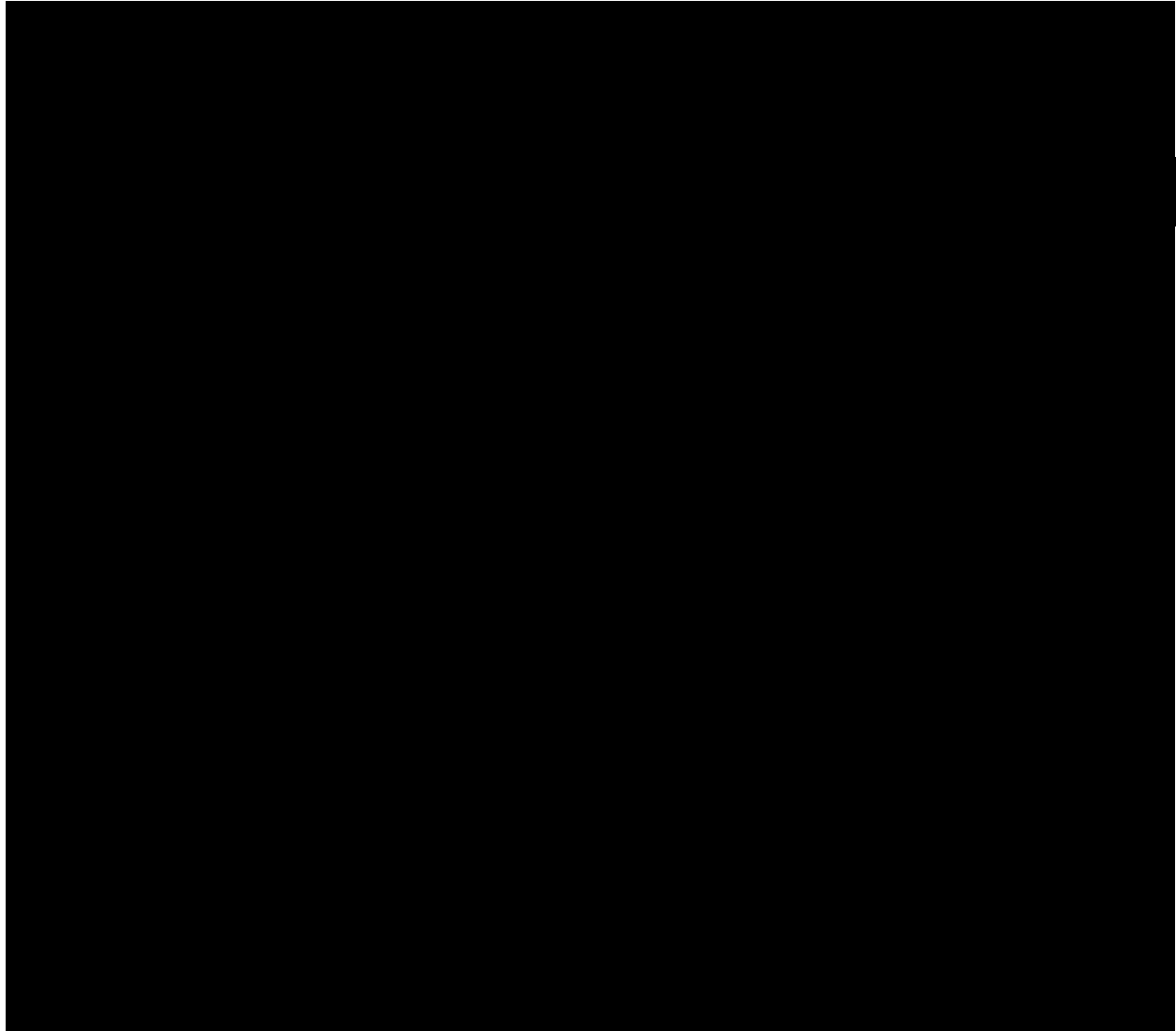
2.1.4 Speaking

2.1.4.0 Kindergarten

Table 2.1.4.0
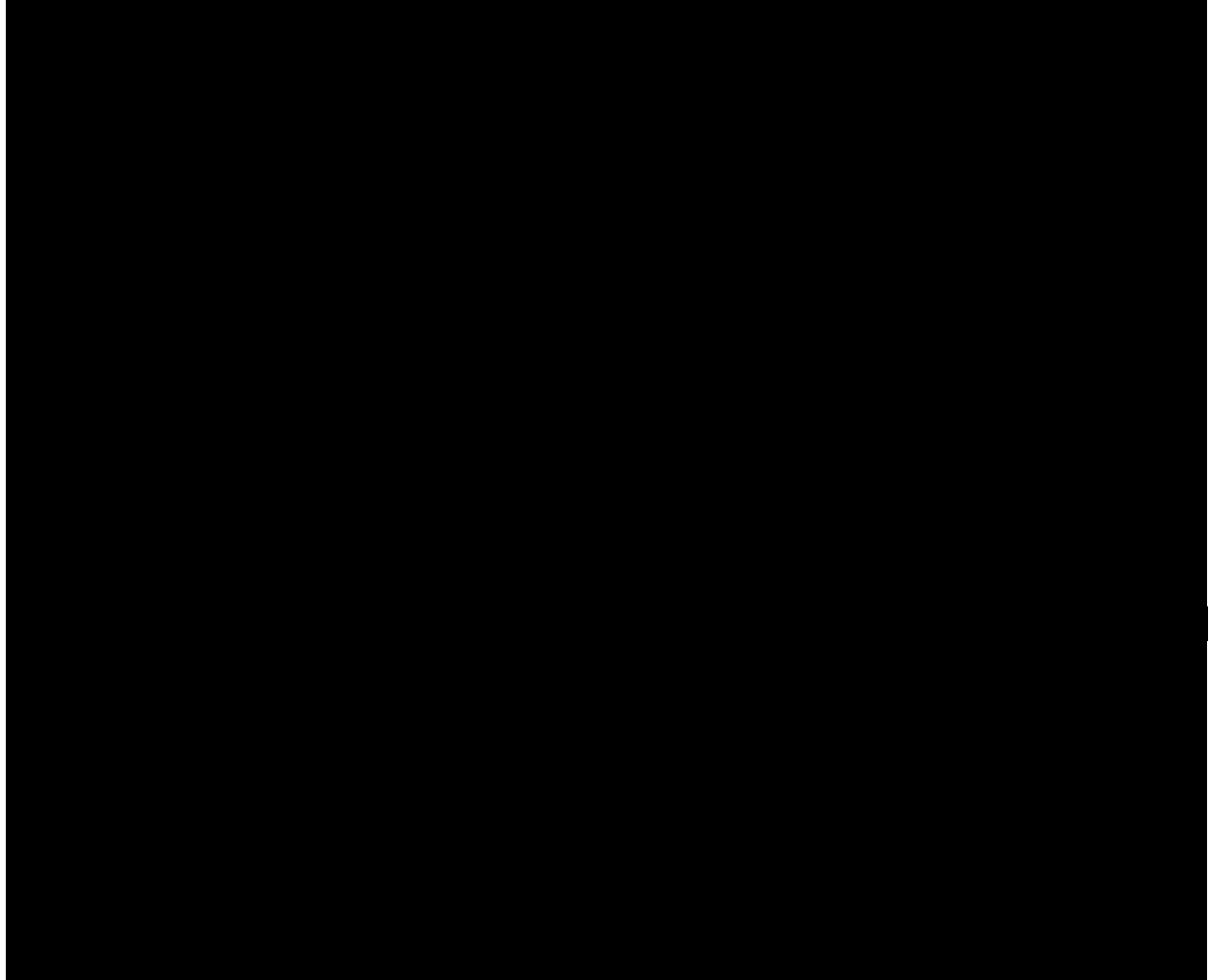
Complete Task Analysis and Summary: Spek K S403 Paper

2.1.4.1 Grade 1

Table 2.1.4.1
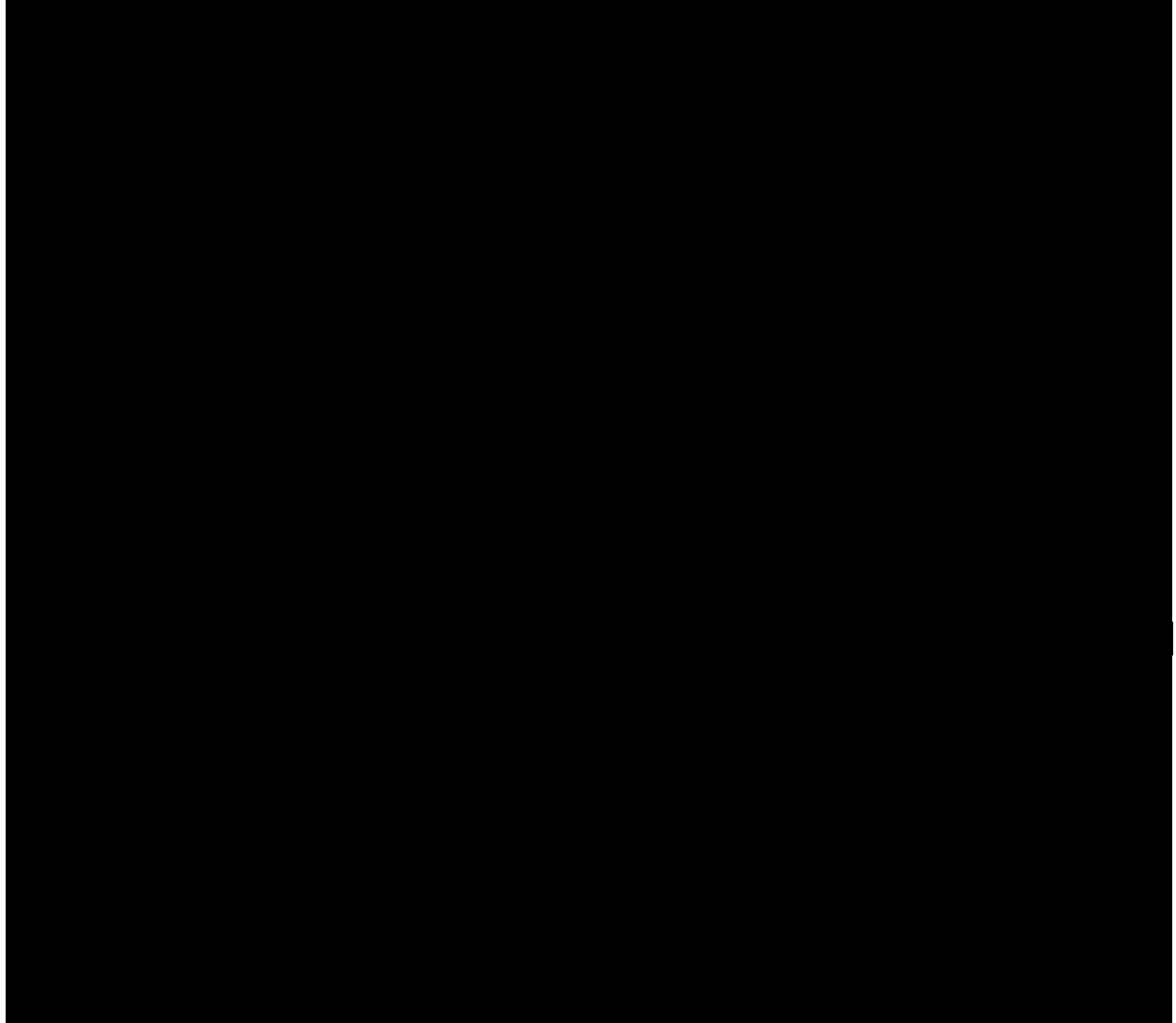
Complete Task Analysis and Summary: Spek 1 S403 Paper

2.1.4.2   Grade 2

Table 2.1.4.2
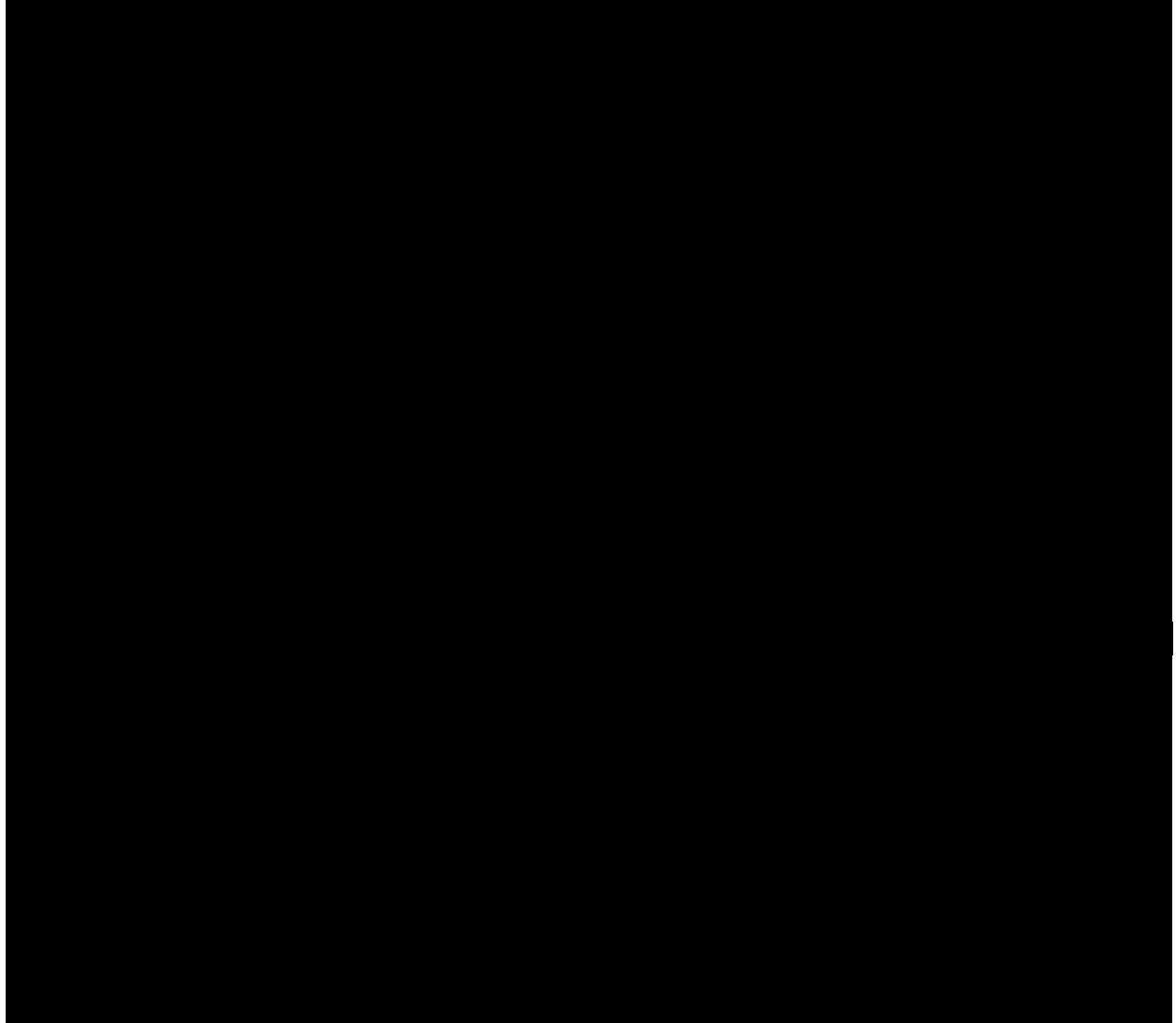
Complete Task Analysis and Summary: Spek 2 S403 Paper

2.1.4.3   Grade 3

Table 2.1.4.3
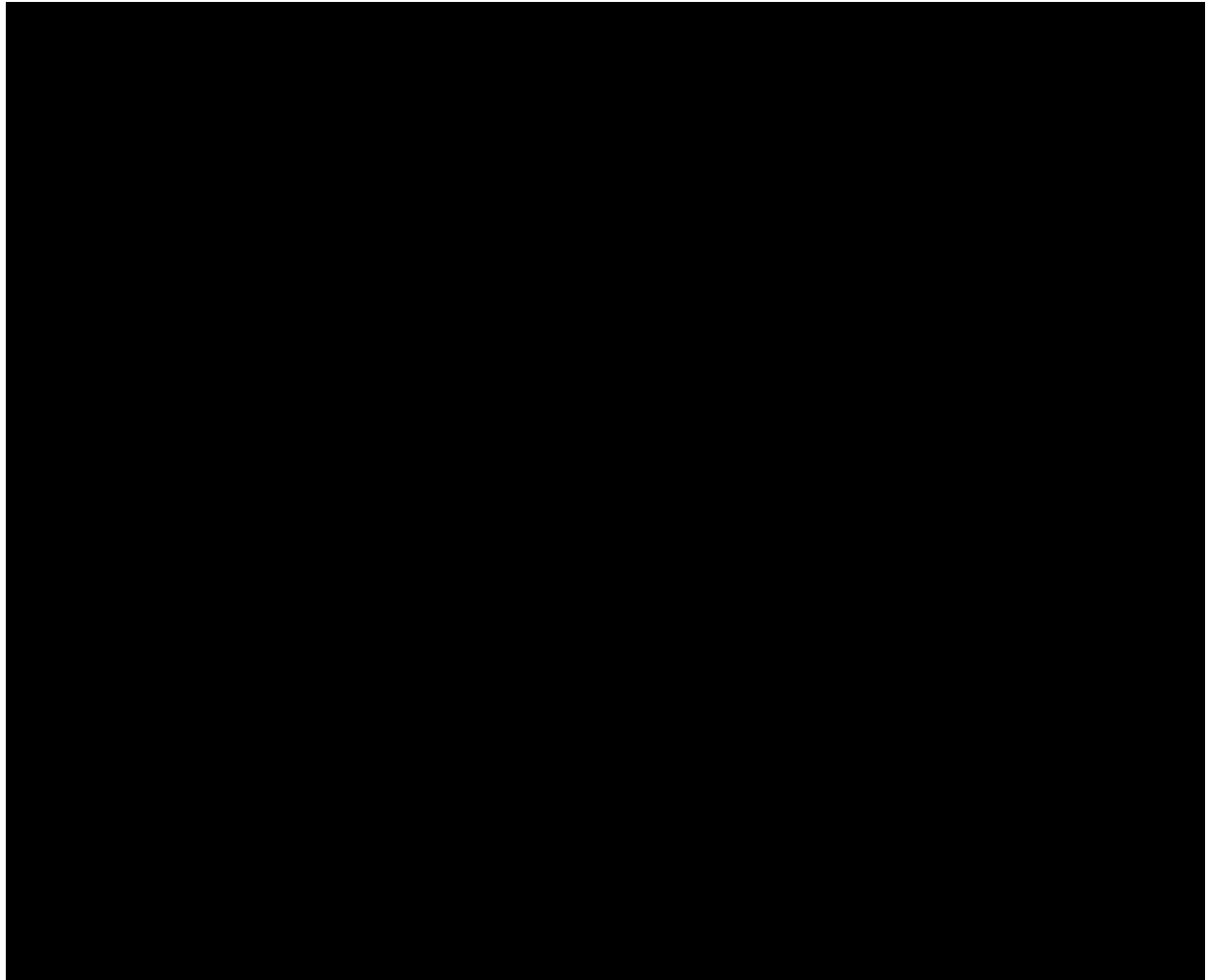
Complete Task Analysis and Summary: Spek 3 S403 Paper

2.1.4.4 Grades 4–5

Table 2.1.4.4
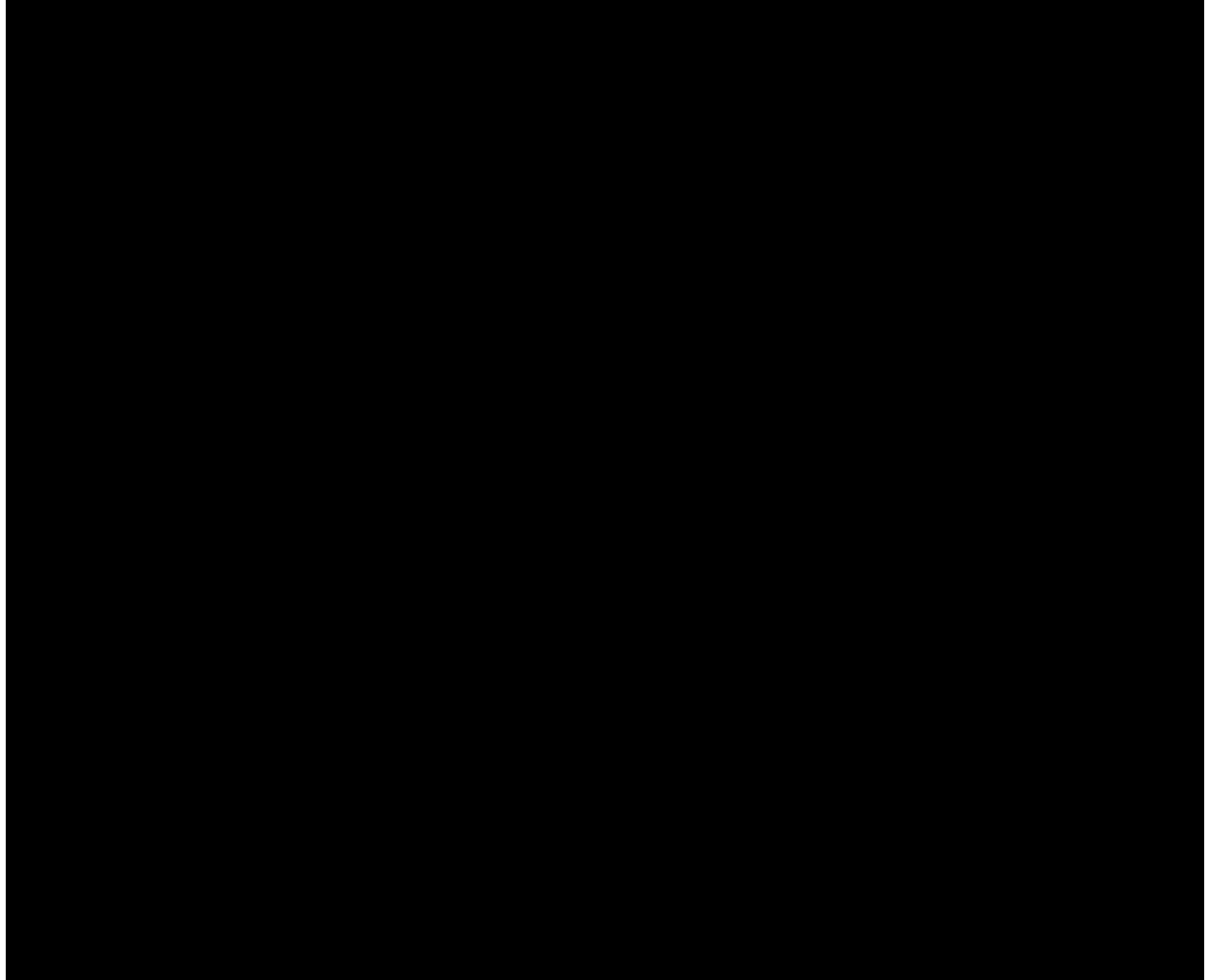
Complete Task Analysis and Summary: Spek 4-5 S403 Paper

2.1.4.5 Grades 6–8

Table 2.1.4.5
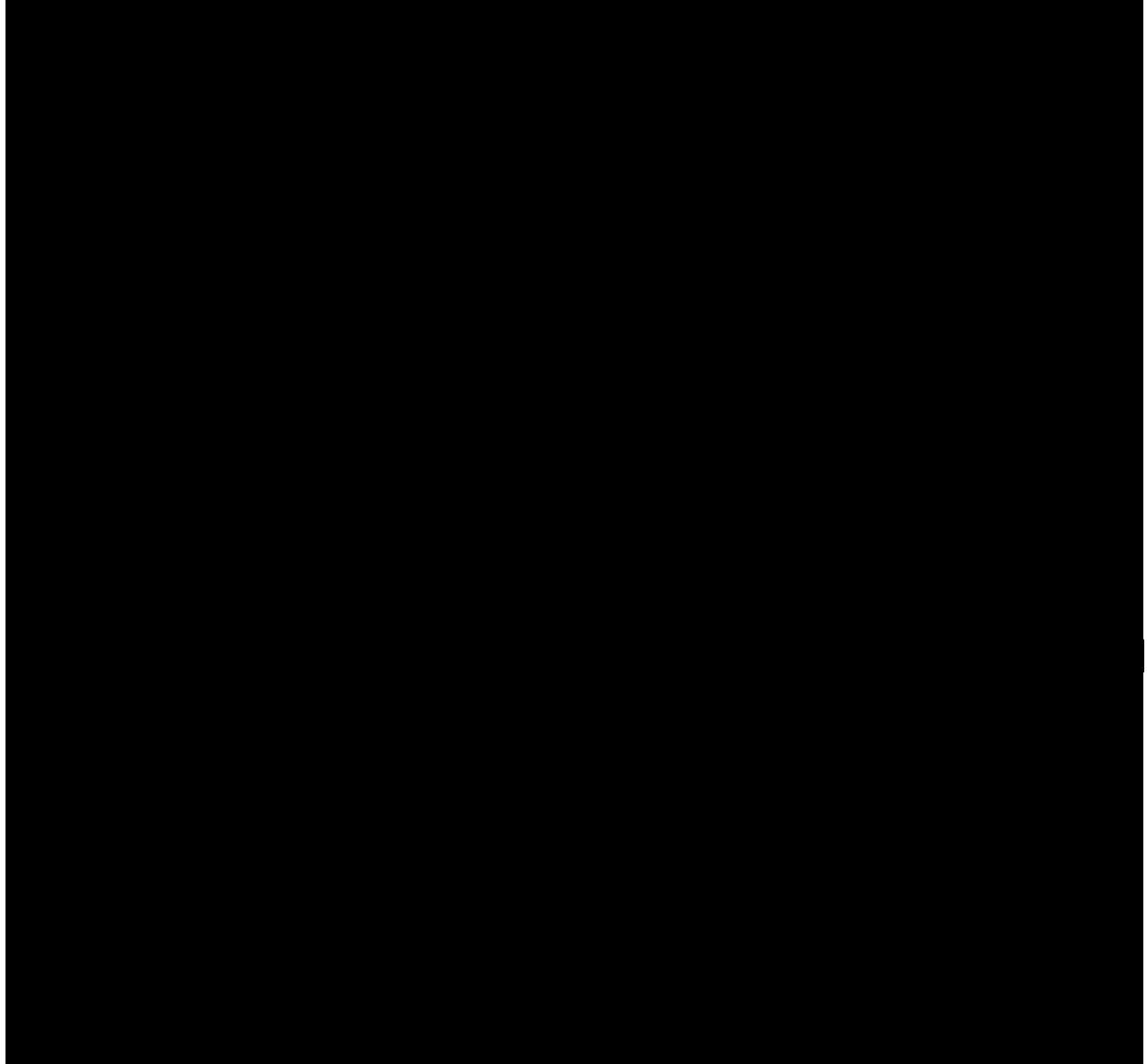
Complete Task Analysis and Summary: Spek 6-8 S403 Paper

2.1.4.6 Grades 9–12

Table 2.1.4.6

Complete Task Analysis and Summary: Spek 9-12 S403 Paper

2.2 DIF Analysis and Summary

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 for ELLs Paper items and tasks 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. Students for whom gender or ethnicity[1] was unknown were excluded from both analyses. 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 the 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 (Zieky, 1993) to classify items into DIF levels as follows:

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

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

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 (Zwick, Donoghue, & Grima, 1993; Allen, Carlson, & Zalanak, 1999). The DIF procedures developed by ETS for polytomous items were used to identify 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 between the performances of the two groups being compared is calculated. The standardized mean difference 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 National Assessment of Educational Progress (Allen et al., 1999), ACCESS for ELLs 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 <0.05
- BB (weak DIF), when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF* is ≥0.05 but <0.10
- CC (strong DIF), when the Cochran-Mantel-Haenszel chi-square statistic is significant and standardized P-DIF* is ≥0.10

The tables in this section provide a summary of the findings of the DIF analyses at the top, followed by information for any item or task which showed B, BB, C, or CC-level DIF. The first column gives the DIF level: A, B, or C for dichotomous items or AA, BB, or CC for polytomous tasks (i.e., Writing and Speaking tasks). The next columns show the contrasting groups in the DIF analyses: either male versus female or Hispanic versus non-Hispanic other ethnicities. The top part of the table summarizes the number of items which exhibit DIF falling into each of the three categories (A, B, or C for Listening and Reading, and AA, BB, or CC for Writing and

Speaking). Any items that show B (or BB) or C (or CC)–level DIF are reported in the bottom part of the table.
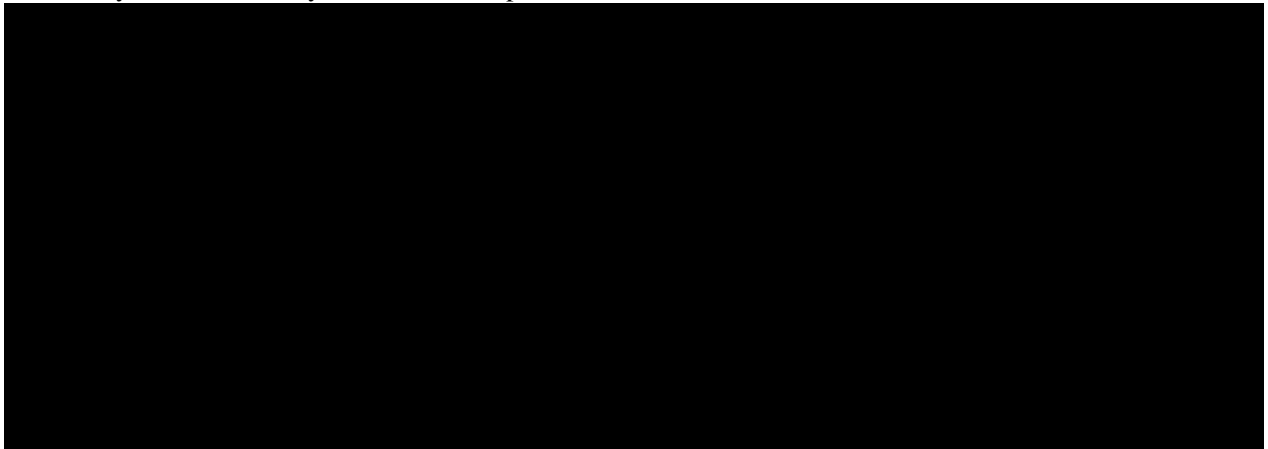
Paper ACCESS is administered as two rotating static forms. All items were screened for C-level DIF at the time the static Paper forms were selected; therefore, we do not conduct an annual review of items that might display C- or CC-level DIF. Any C- or CC-level DIF findings will be taken into account for any future Paper ACCESS test refreshment.

2.2.1 Listening

2.2.1.0 Kindergarten

Table 2.2.1.0
DIF Analysis and Summary: List K S403 Paper
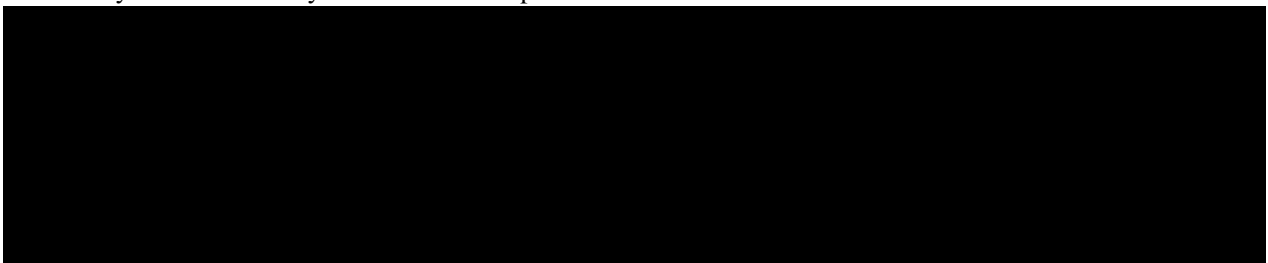
2.2.1.1 Grade 1

Table 2.2.1.1.1
DIF Analysis and Summary: List 1A S403 Paper

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

Table 2.2.1.1.2

DIF Analysis and Summary: List 1B/C S403 Paper
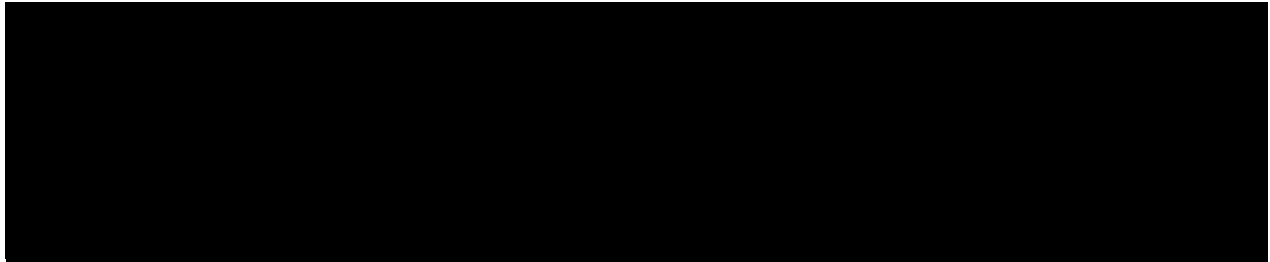
Note: The test form is shared between 1B/C and 2B/C.

2.2.1.2   Grade 2

Table 2.2.1.2.1
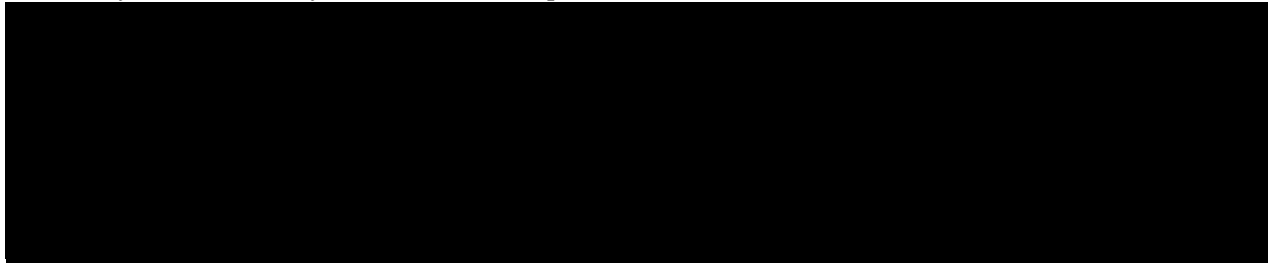
DIF Analysis and Summary: List 2A S403 Paper

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

Table 2.2.1.2.2

DIF Analysis and Summary: List 2B/C S403 Paper
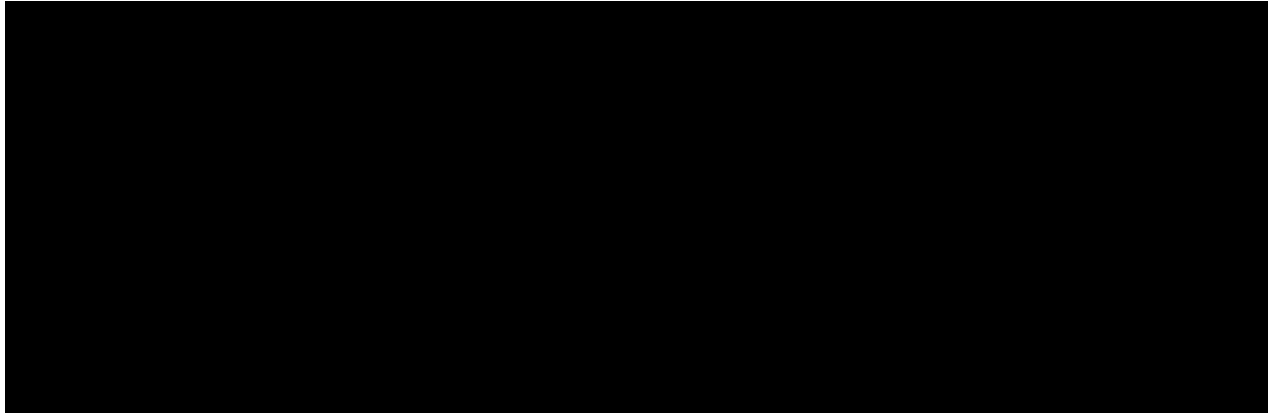
Note: The test form is shared between 1B/C and 2B/C.

2.2.1.3 Grade 3

Table 2.2.1.3.1
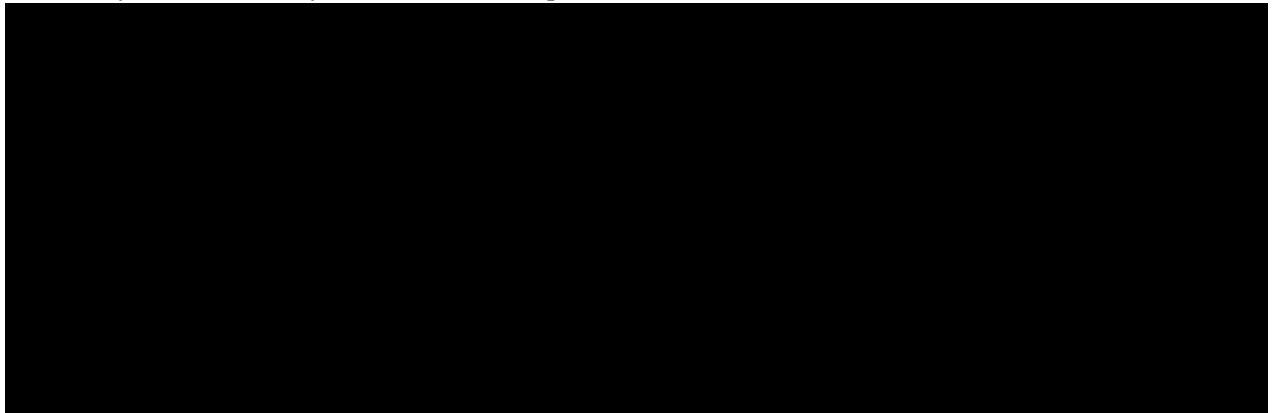
DIF Analysis and Summary: List 3A S403 Paper

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

Table 2.2.1.3.2

DIF Analysis and Summary: List 3B/C S403 Paper
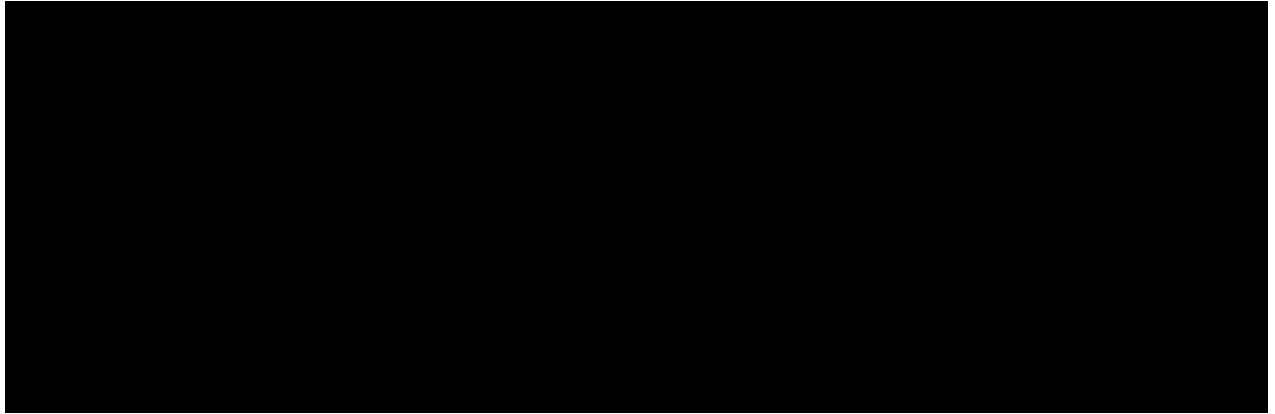
Note: The test form is shared between 3B/C and 4-5B/C.

2.2.1.4 Grades 4–5

Table 2.2.1.4.1
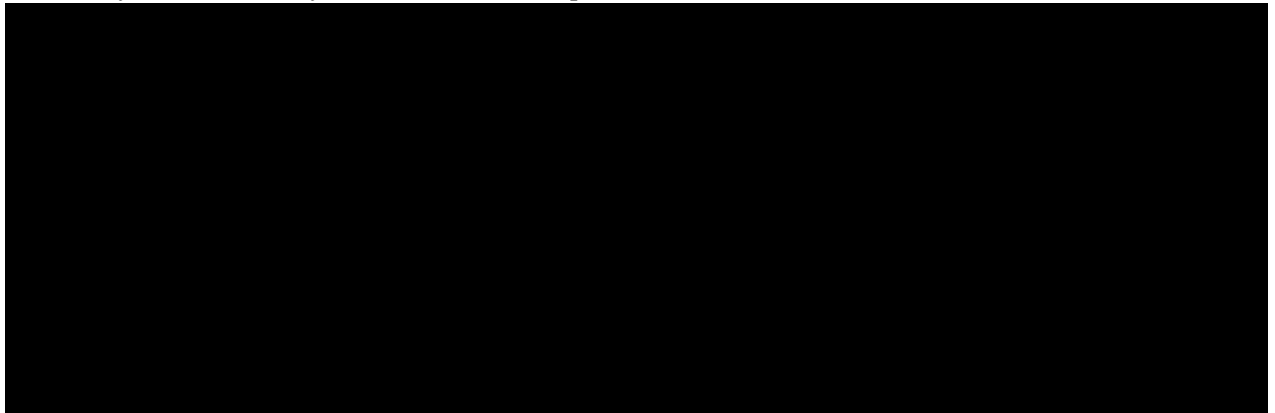
DIF Analysis and Summary: List 4-5A S403 Paper

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

Table 2.2.1.4.2

DIF Analysis and Summary: List 4-5B/C S403 Paper

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

2.2.1.5 Grades 6–8

Table 2.2.1.5.1

DIF Analysis and Summary: List 6-8A S403 Paper
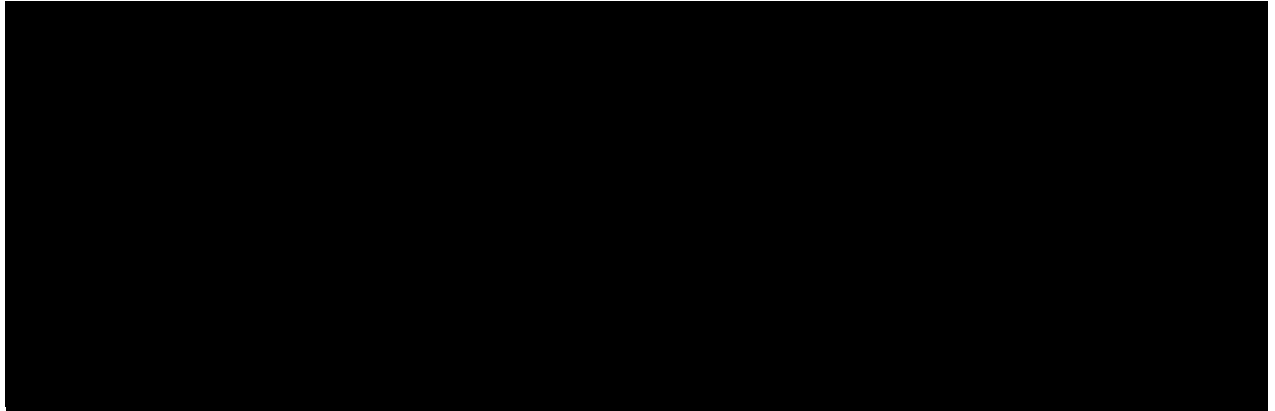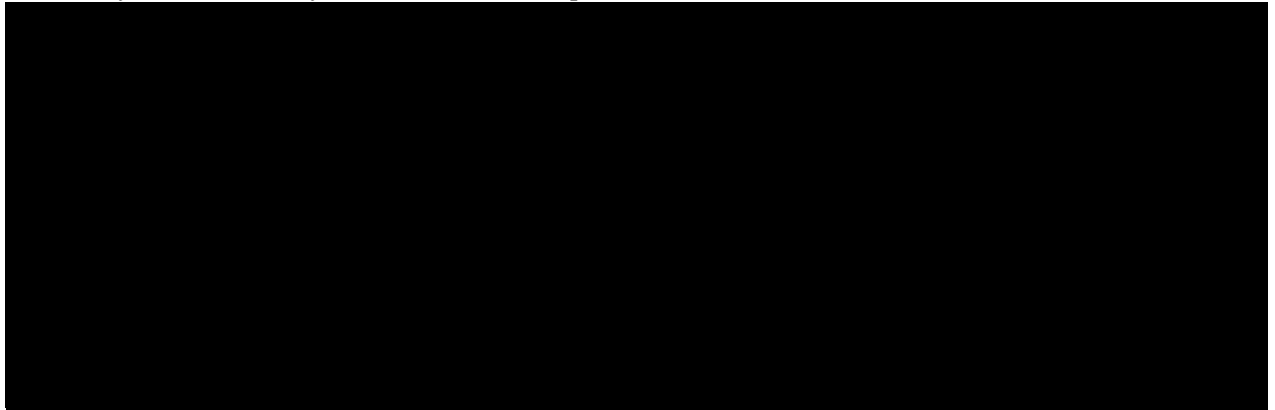
Table 2.2.1.5.2

DIF Analysis and Summary: List 6-8B/C S403 Paper

2.2.1.6 Grades 9–12

Table 2.2.1.6.1

DIF Analysis and Summary: List 9-12A S403 Paper
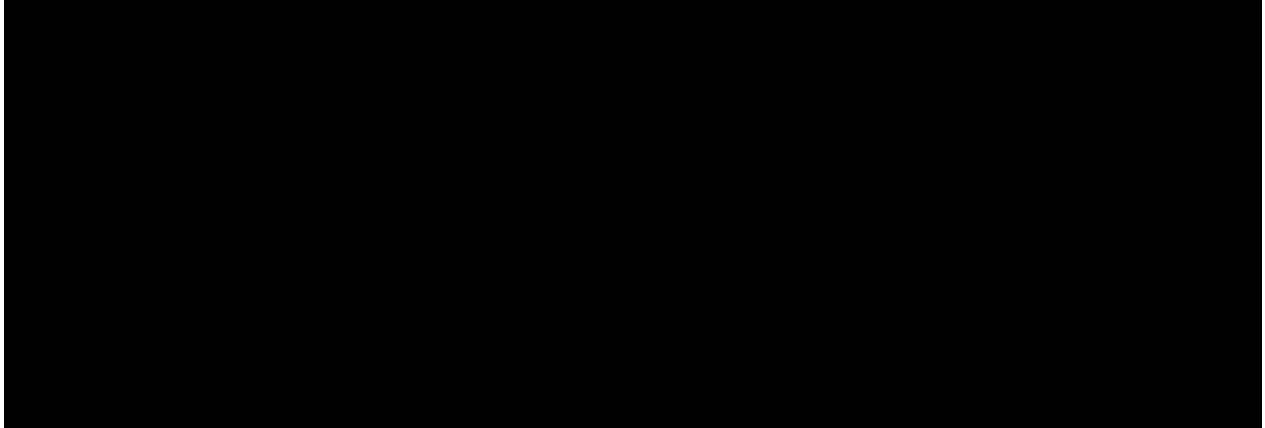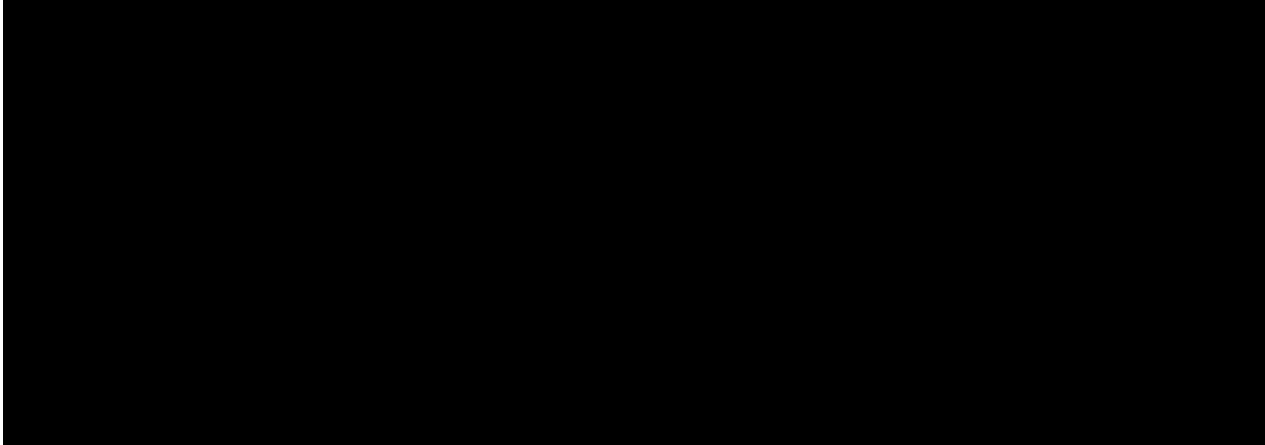
Table 2.2.1.6.2

DIF Analysis and Summary: List 9-12B/C S403 Paper
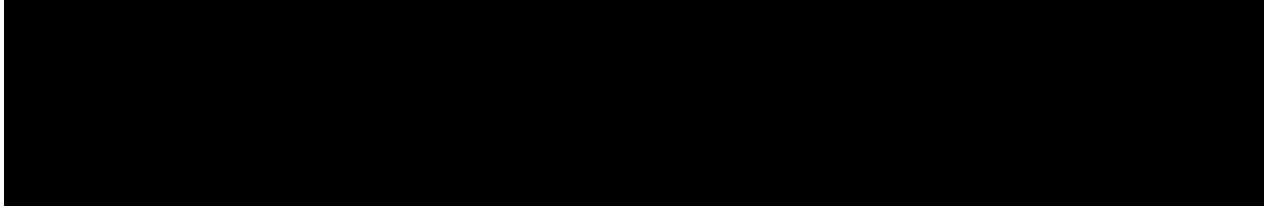
2.2.2 Reading

2.2.2.0   Kindergarten

Table 2.2.2.0

DIF Analysis and Summary: Read K S403 Paper

2.2.2.1   Grade 1
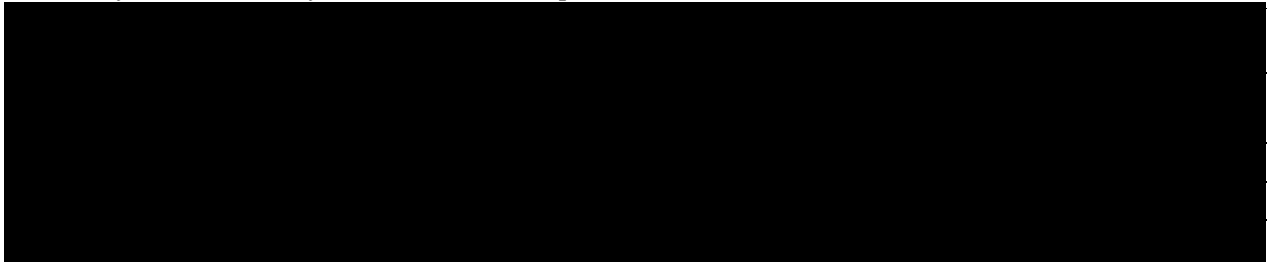
Table 2.2.2.1.1

DIF Analysis and Summary: Read 1A S403 Paper

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

Table 2.2.2.1.2

DIF Analysis and Summary: Read 1B/C S403 Paper
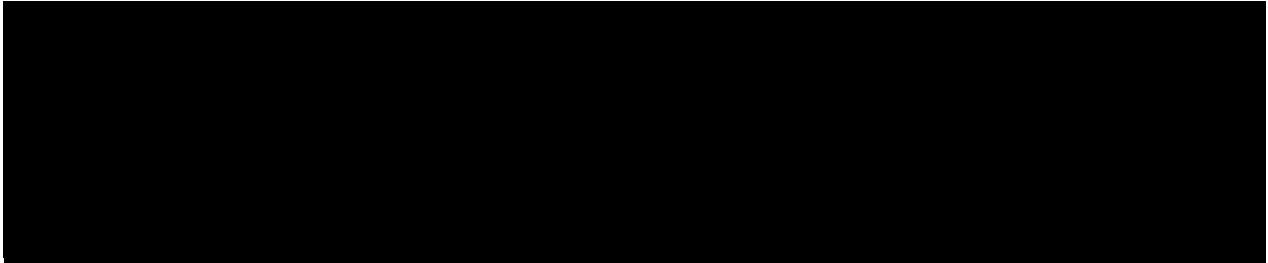
Note: The test form is shared between 1B/C and 2B/C.

2.2.2.2   Grade 2

Table 2.2.2.2.1
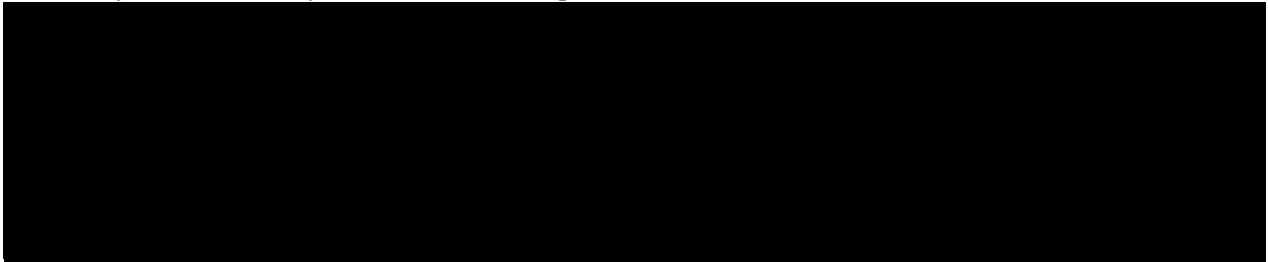
DIF Analysis and Summary: Read 2A S403 Paper

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

Table 2.2.2.2.2

DIF Analysis and Summary: Read 2B/C S403 Paper
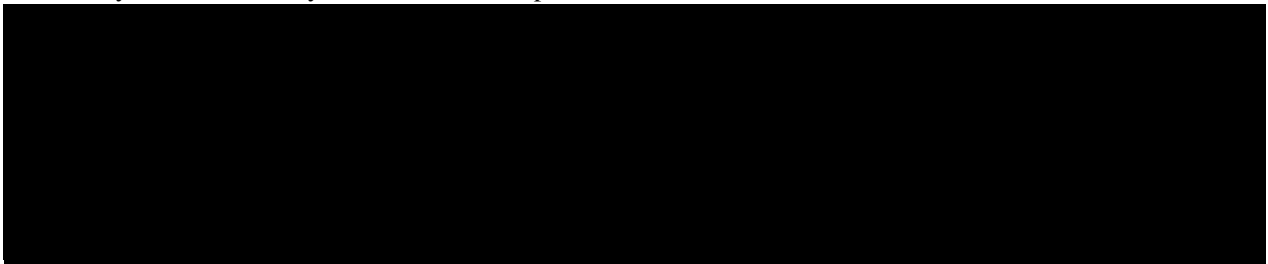
Note: The test form is shared between 1B/C and 2B/C.

2.2.2.3   Grade 3

Table 2.2.2.3.1
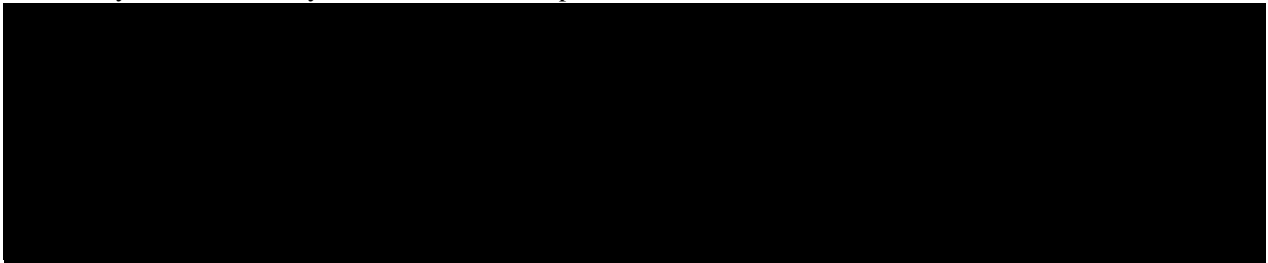
DIF Analysis and Summary: Read 3A S403 Paper

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

Table 2.2.2.3.2

DIF Analysis and Summary: Read 3B/C S403 Paper
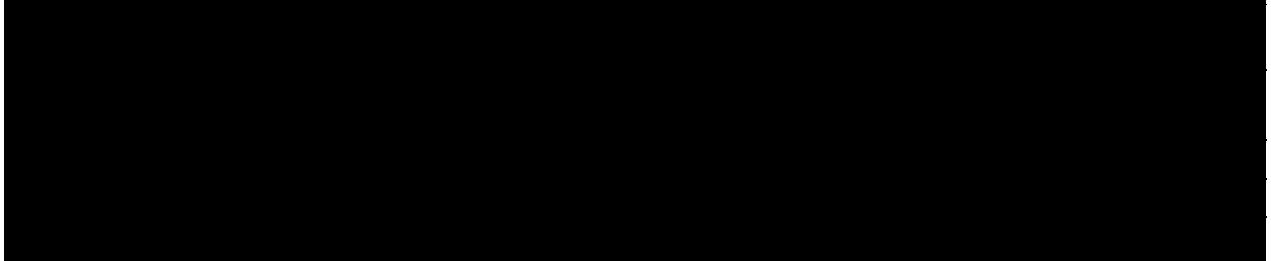
Note: The test form is shared between 3B/C and 4-5B/C.

2.2.2.4   Grades 4–5

Table 2.2.2.4.1
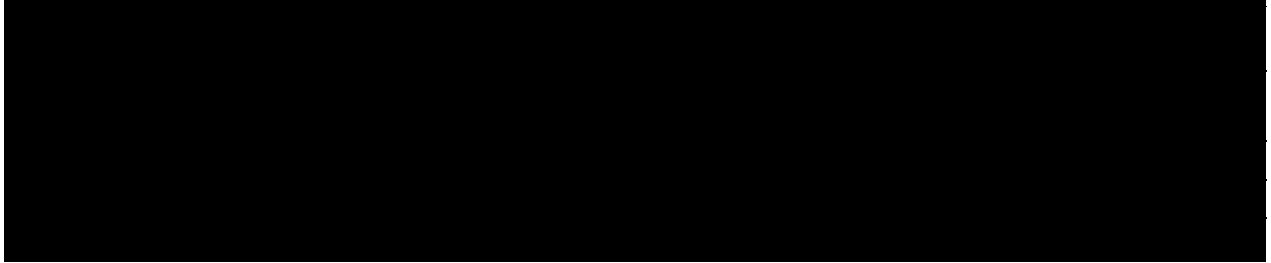
DIF Analysis and Summary: Read 4-5A S403 Paper

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

Table 2.2.2.4.2

DIF Analysis and Summary: Read 4-5B/C S403 Paper

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

2.2.2.5   Grades 6–8

Table 2.2.2.5.1

DIF Analysis and Summary: Read 6-8A S403 Paper
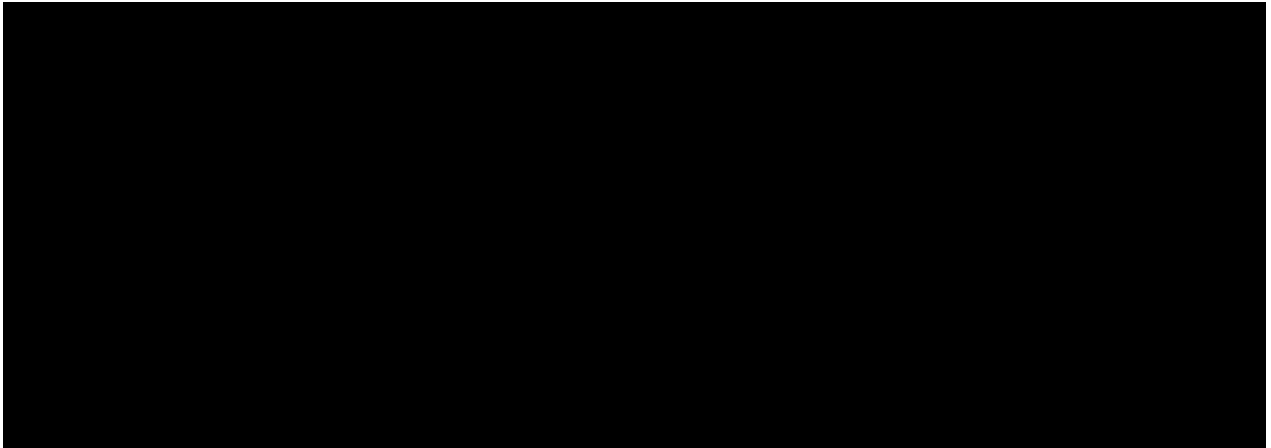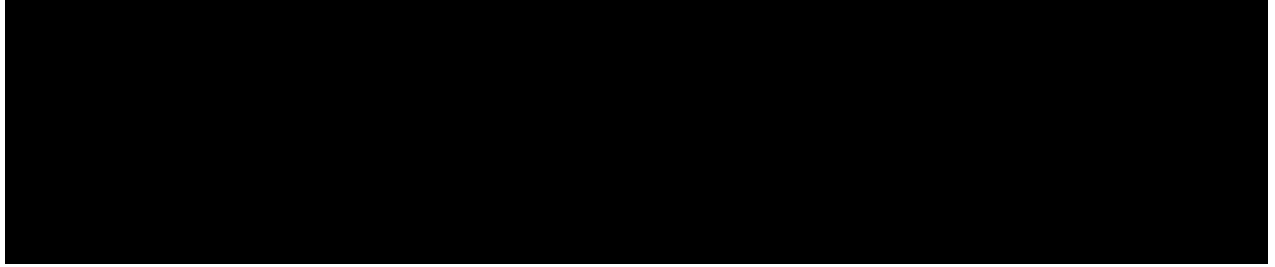
Table 2.2.2.5.2

DIF Analysis and Summary: Read 6-8B/C S403 Paper

2.2.2.6   Grades 9–12

Table 2.2.2.6.1

DIF Analysis and Summary: Read 9-12A S403 Paper
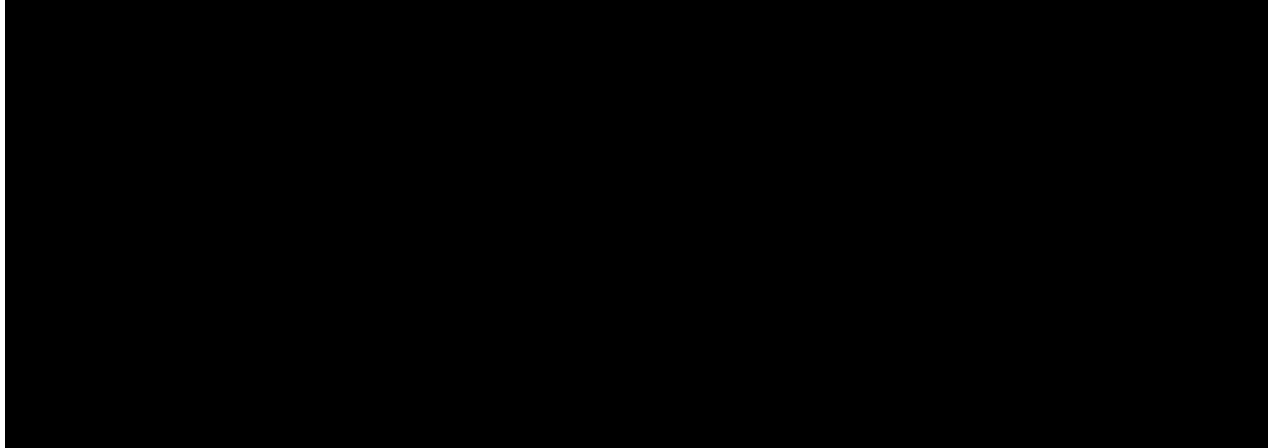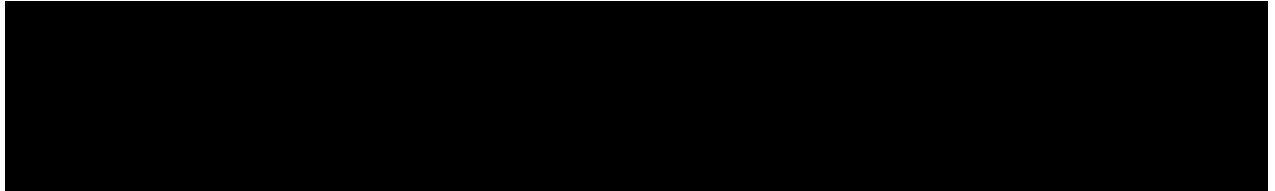
Table 2.2.2.6.2

DIF Analysis and Summary: Read 9-12B/C S403 Paper
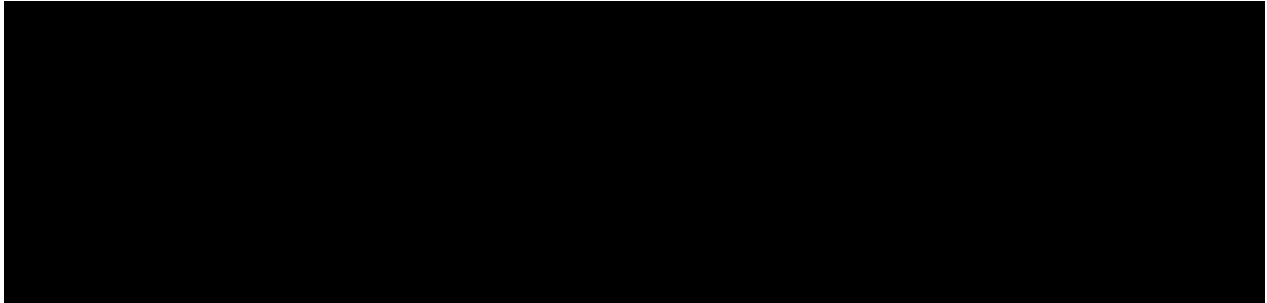
2.2.3 Writing

2.2.3.0 Kindergarten

Table 2.2.3.0

DIF Analysis and Summary: Writ K S403 Paper

2.2.3.1 Grade 1

Table 2.2.3.1.1

DIF Analysis and Summary: Writ 1A S403 Paper
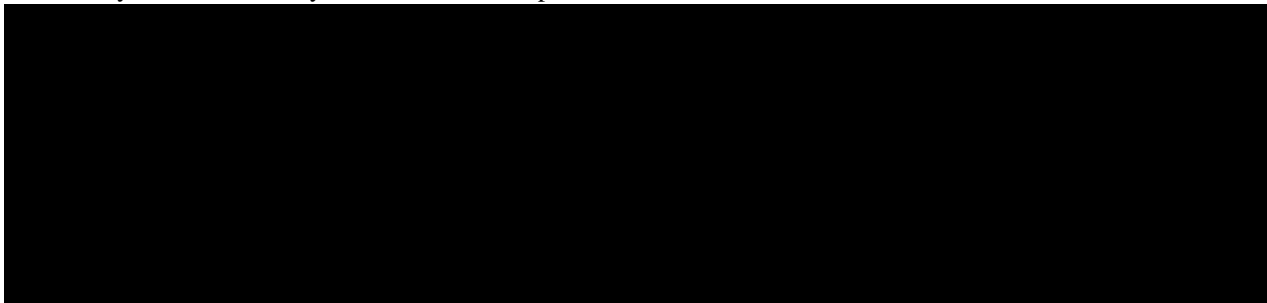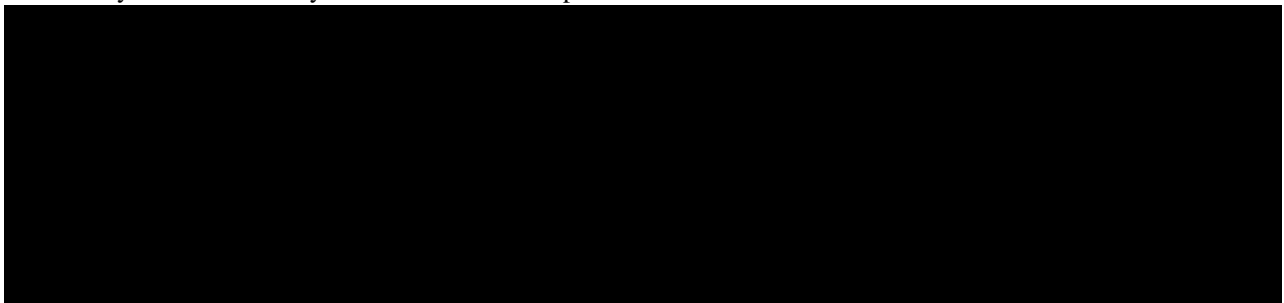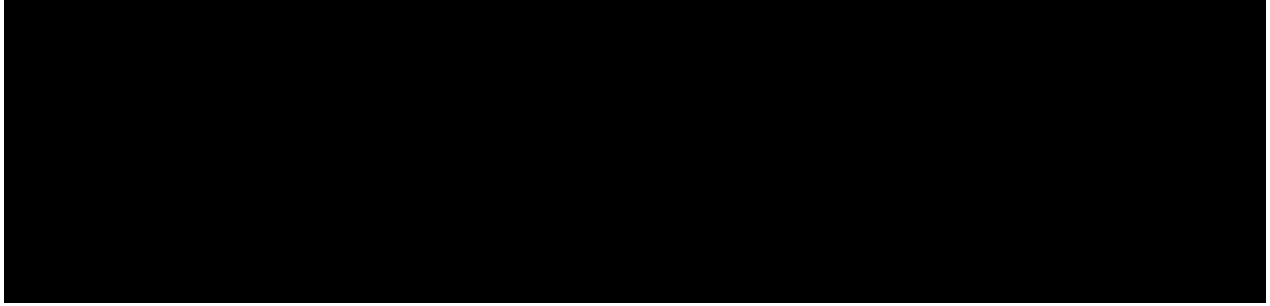
Table 2.2.3.1.2

DIF Analysis and Summary: Writ 1B/C S403 Paper

2.2.3.2   Grade 2
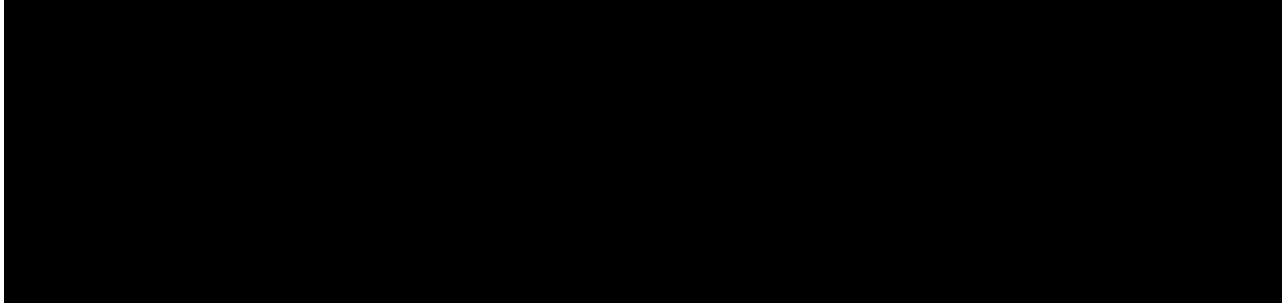
Table 2.2.3.2.1

DIF Analysis and Summary: Writ 2A S403 Paper

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

Table 2.2.3.2.2

DIF Analysis and Summary: Writ 2B/C S403 Paper
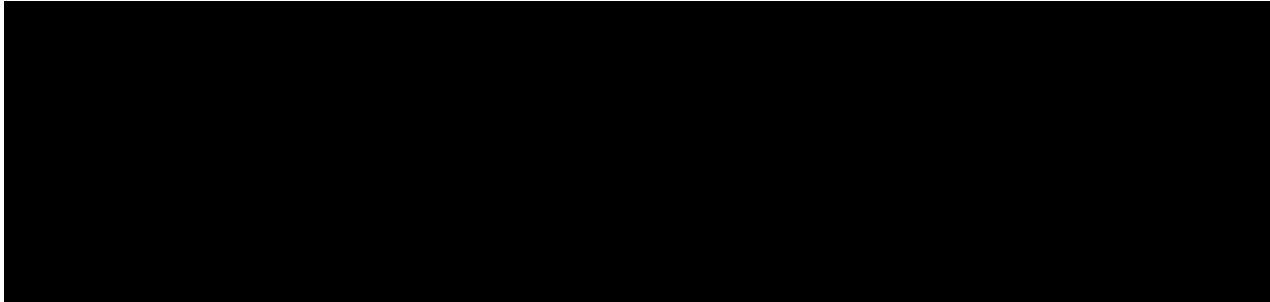
Note: The test form is shared between 2BC and 3BC.

2.2.3.3   Grade 3

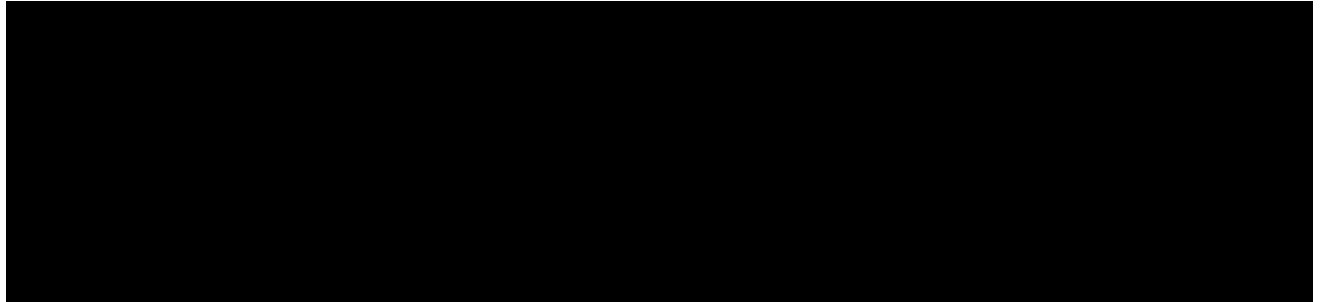**Table 2.2.3.3.1**
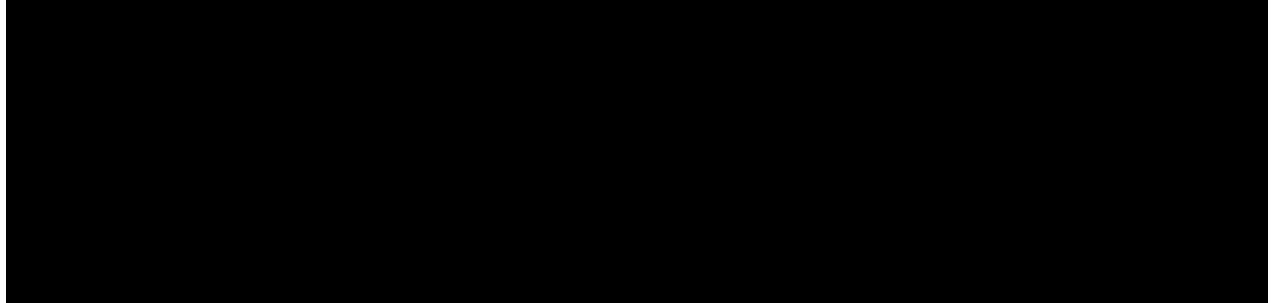
DIF Analysis and Summary: Writ 3A S403 Paper

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

Table 2.2.3.3.2

DIF Analysis and Summary: Writ 3B/C S403 Paper

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

2.2.3.4   Grades 4–5

Table 2.2.3.4.1

DIF Analysis and Summary: Writ 4-5A S403 Paper
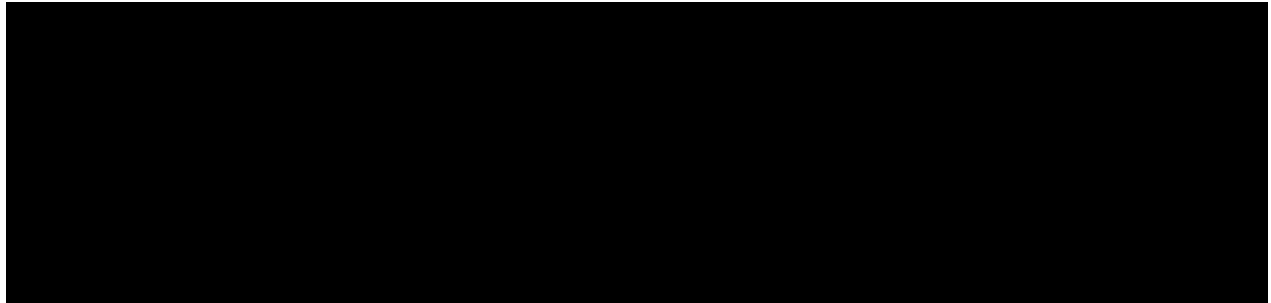
Table 2.2.3.4.2

DIF Analysis and Summary: Writ 4-5B/C S403 Paper

2.2.3.5   Grades 6–8

Table 2.2.3.5.1
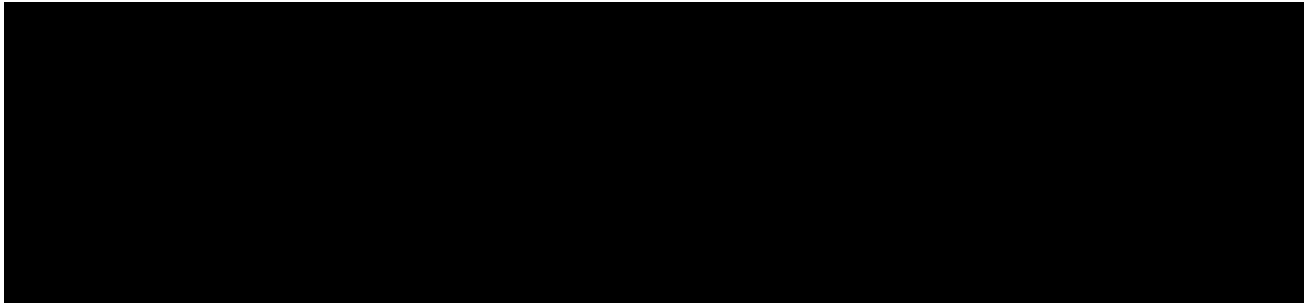DIF Analysis and Summary: Writ 6-8A S403 Paper

Table 2.2.3.5.2
DIF Analysis and Summary: Writ 6-8B/C S403 Paper
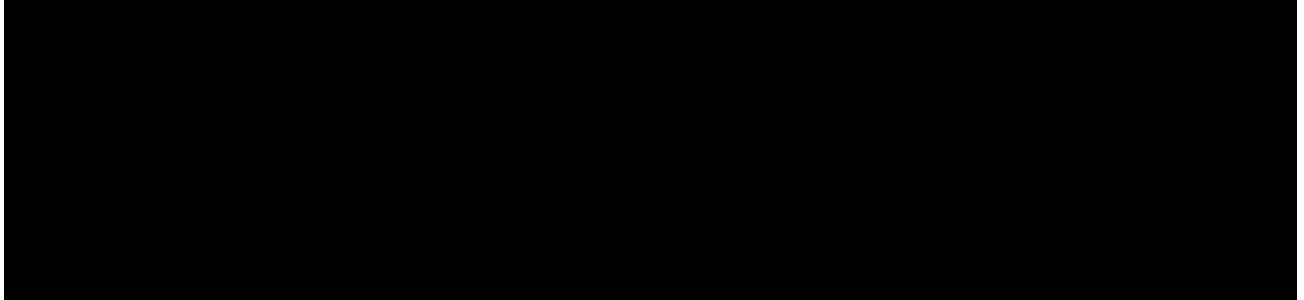
2.2.3.6   Grades 9–12

Table 2.2.3.6.1
DIF Analysis and Summary: Writ 9-12A S403 Paper

Table 2.2.3.6.2
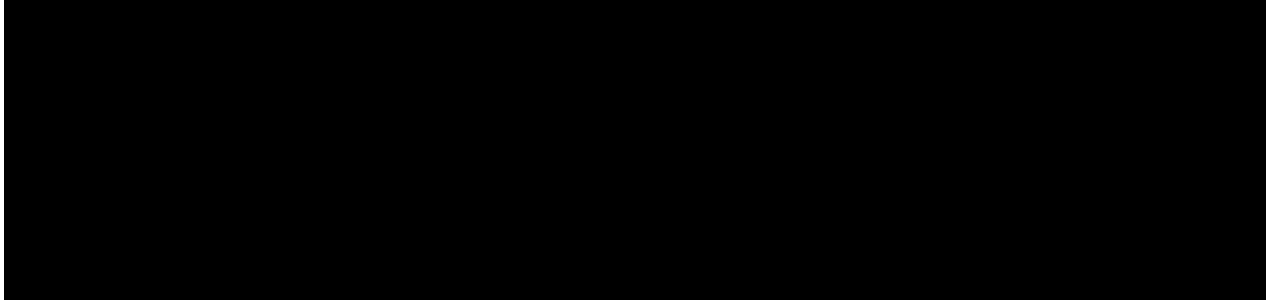DIF Analysis and Summary: Writ 9-12B/C S403 Paper

2.2.4 Speaking

2.2.4.0   Kindergarten

Table 2.2.4.0
DIF Analysis and Summary: Spek K S403 Paper

2.2.4.1   Grade 1

Table 2.2.4.1.1
DIF Analysis and Summary: Spek 1A S403 Paper
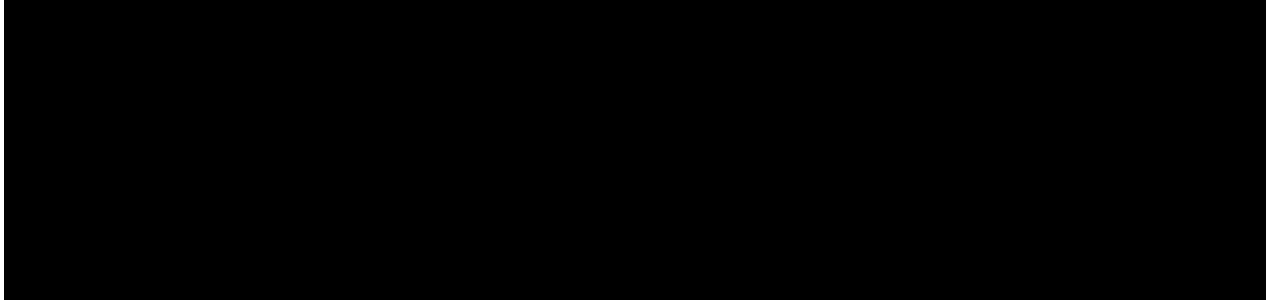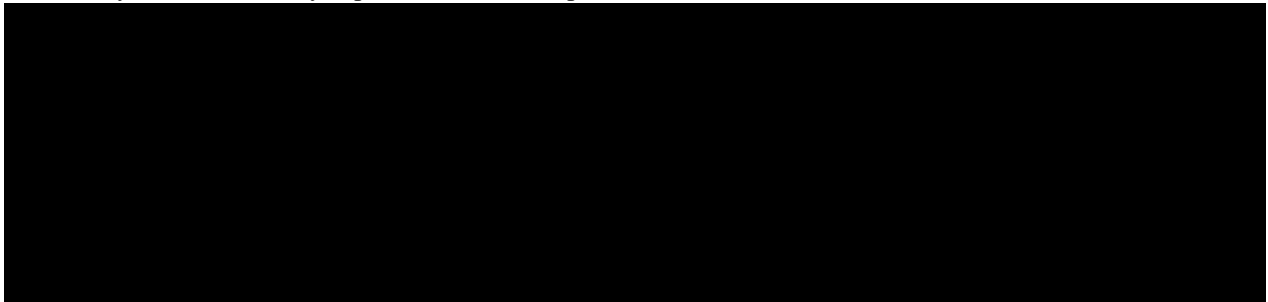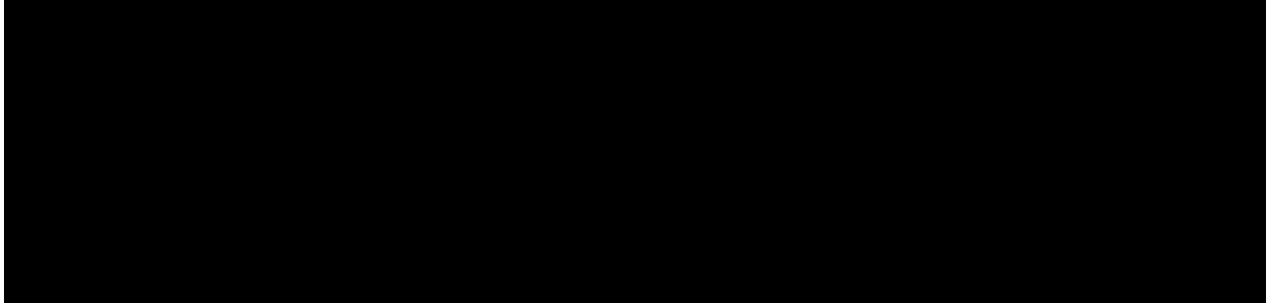
Table 2.2.4.1.2
DIF Analysis and Summary: Spek 1B/C S403 Paper

2.2.4.2   Grade 2

Table 2.2.4.2.1

DIF Analysis and Summary: Spek 2A S403 Paper

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

Table 2.2.4.2.2

DIF Analysis and Summary: Spek 2B/C S403 Paper
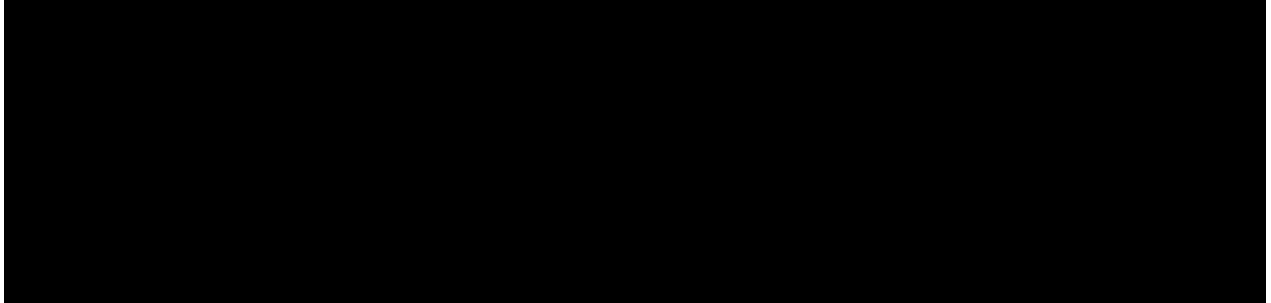
Note: The test form is shared between 2BC and 3BC.

2.2.4.3 Grade 3

Table 2.2.4.3.1
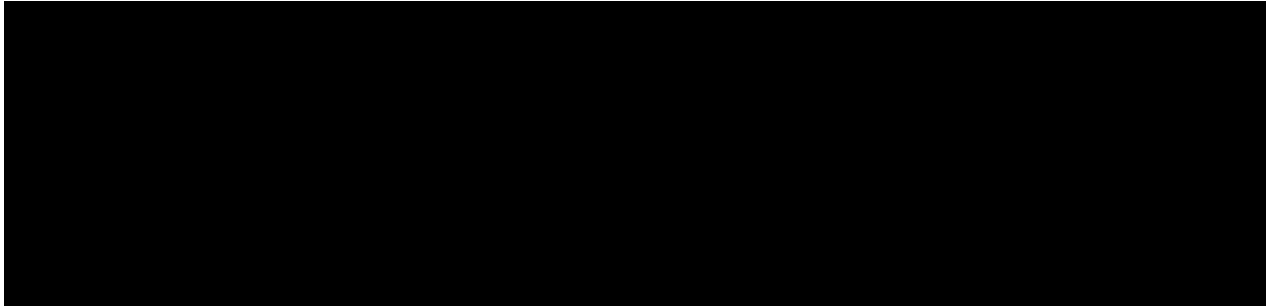
DIF Analysis and Summary: Spek 3A S403 Paper

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

Table 2.2.4.3.2

DIF Analysis and Summary: Spek 3B/C S403 Paper

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

2.2.4.4 Grades 4–5

Table 2.2.4.4.1

DIF Analysis and Summary: Spek 4-5A S403 Paper
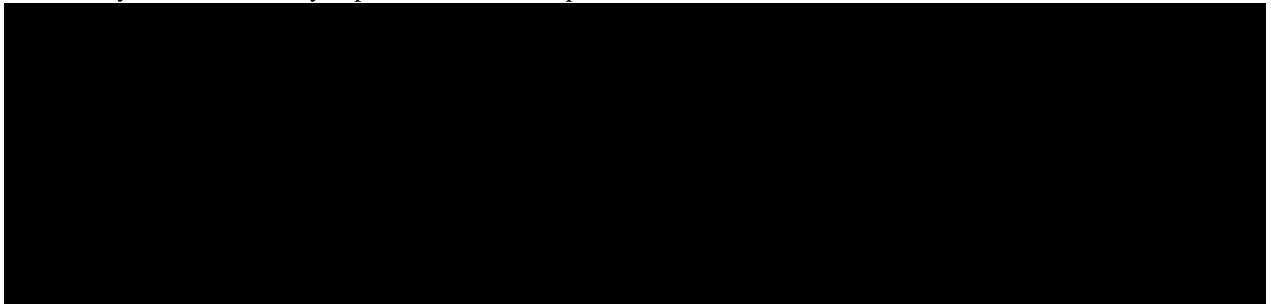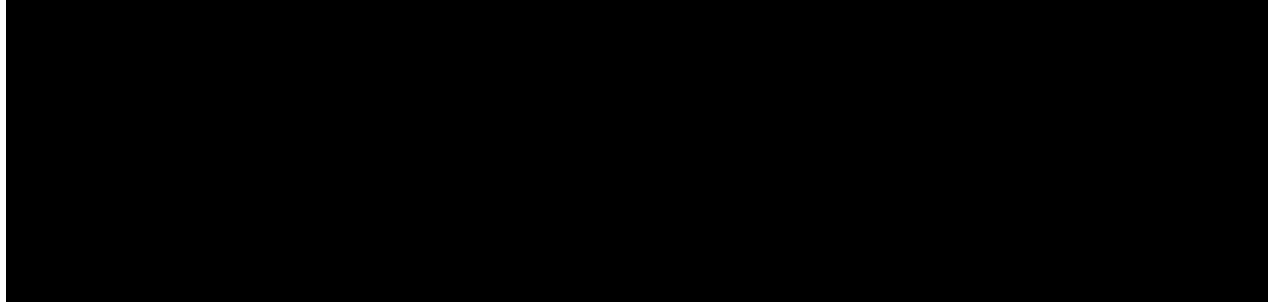
Table 2.2.4.4.2
DIF Analysis and Summary: Spek 4-5B/C S403 Paper

2.2.4.5   Grades 6–8

Table 2.2.4.5.1
DIF Analysis and Summary: Spek 6-8A S403 Paper
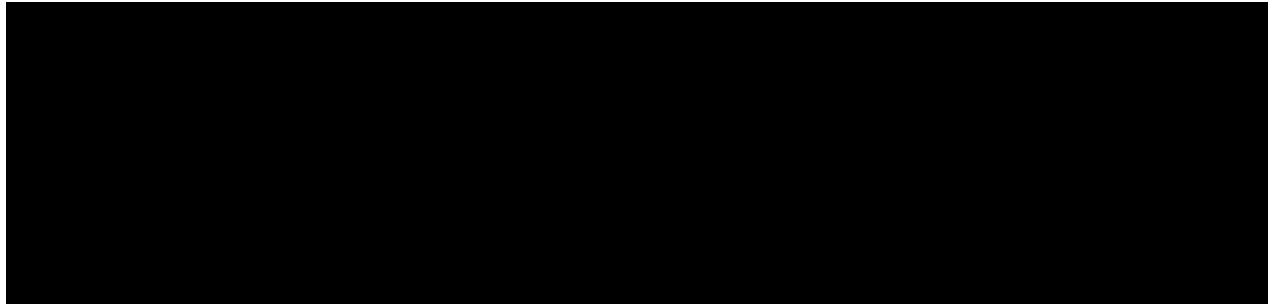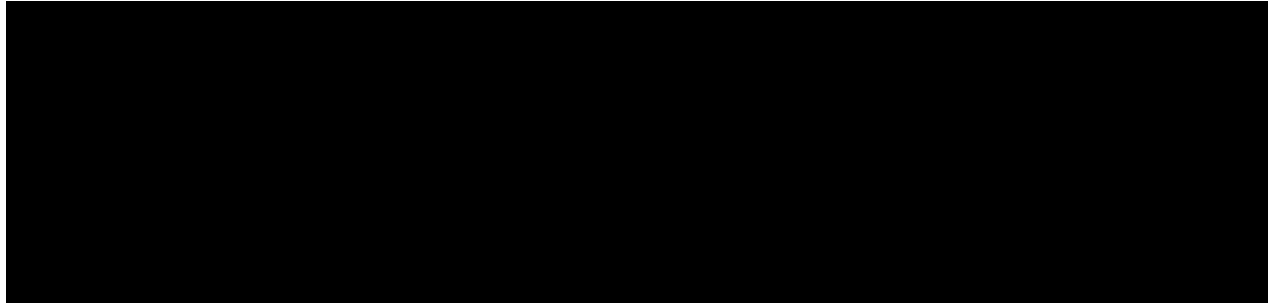
Table 2.2.4.5.2
DIF Analysis and Summary: Spek 6-8B/C S403 Paper

2.2.4.6 Grades 9–12

Table 2.2.4.6.1

DIF Analysis and Summary: Spek 9-12A S403 Paper
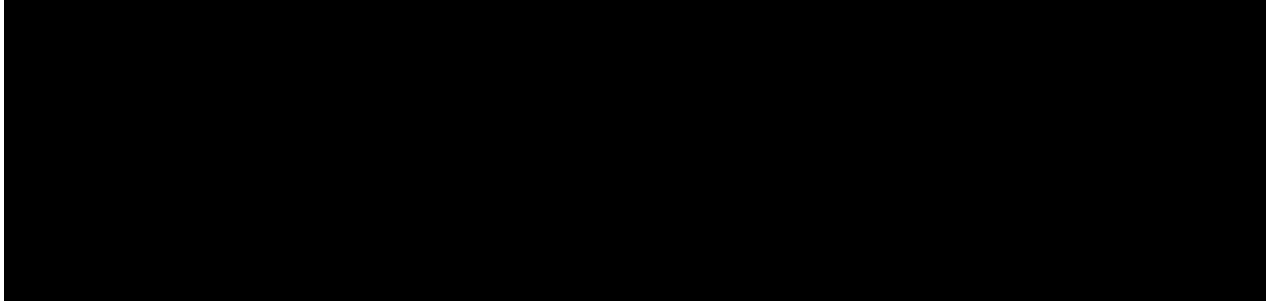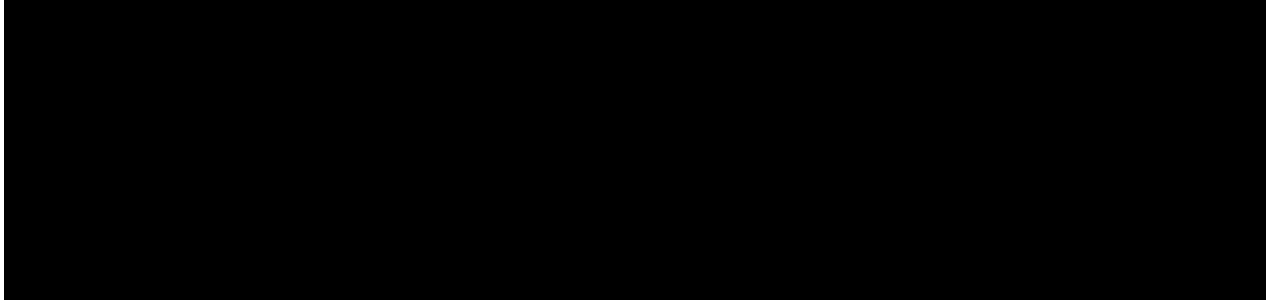
Table 2.2.4.6.2

DIF Analysis and Summary: Spek 9-12B/C S403 Paper

2.3 Raw Score Distribution

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

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

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

2.3.1 Listening

2.3.1.0   Kindergarten

Table 2.3.1.0

Raw Score Descriptive Statistics: List K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,467	0	30	22.05	7.40
Total	232,467	0	30	22.05	7.40

Figure 2.3.1.0
Raw Scores: List K S403 Paper
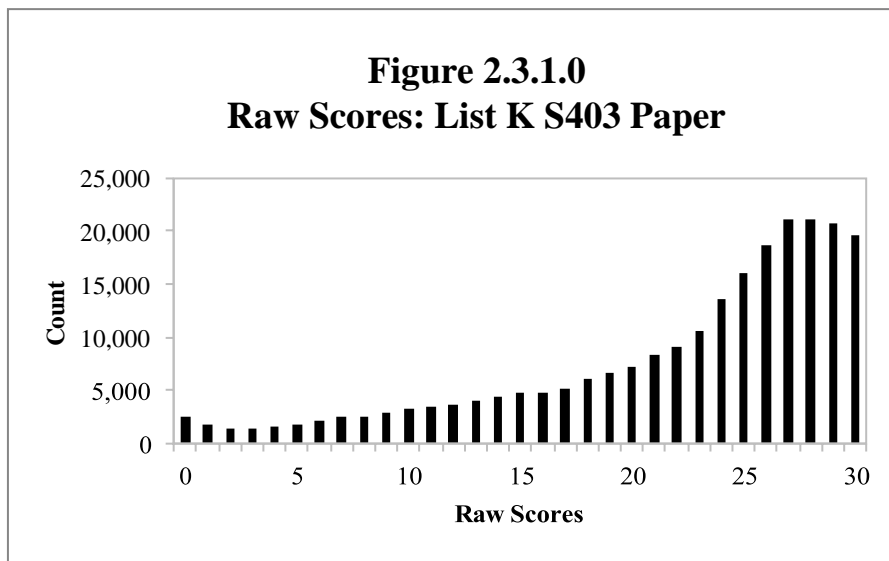
2.3.1.1 Grade 1

Table 2.3.1.1.1

Raw Score Descriptive Statistics: List 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	21,411	1	18	14.21	3.06
Total	21,411	1	18	14.21	3.06

Figure 2.3.1.1.1
Raw Scores: List 1A S403 Paper
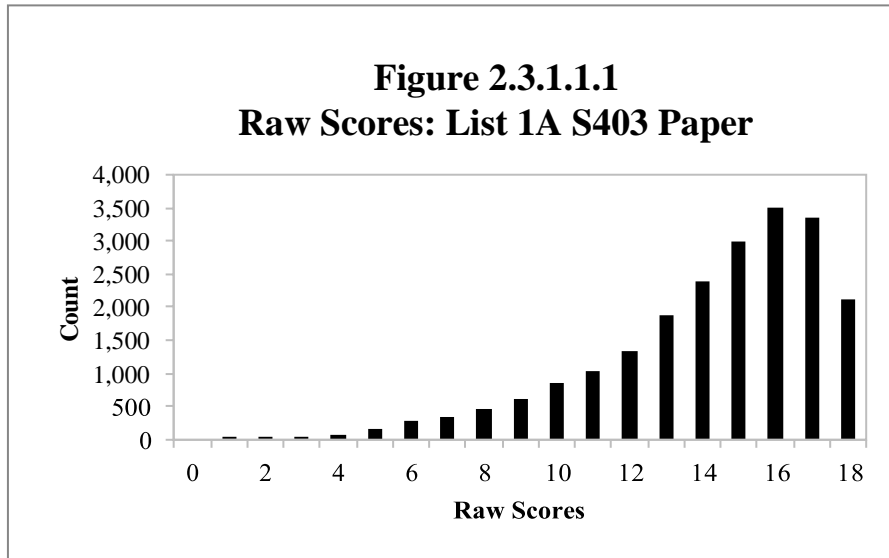
Table 2.3.1.1.2

Raw Score Descriptive Statistics: List 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	22,649	2	21	15.45	3.10
Total	22,649	2	21	15.45	3.10

Figure 2.3.1.1.2
Raw Scores: List 1B/C S403 Paper
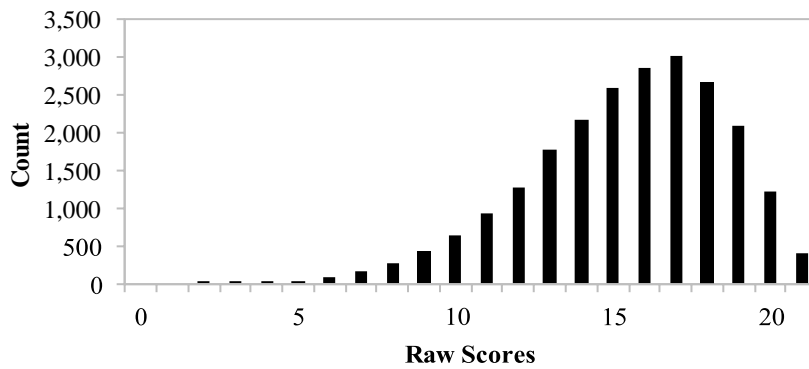
2.3.1.2 Grade 2

Table 2.3.1.2.1

Raw Score Descriptive Statistics: List 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	9,510	1	18	14.27	3.51
Total	9,510	1	18	14.27	3.51

Figure 2.3.1.2.1
Raw Scores: List 2A S403 Paper
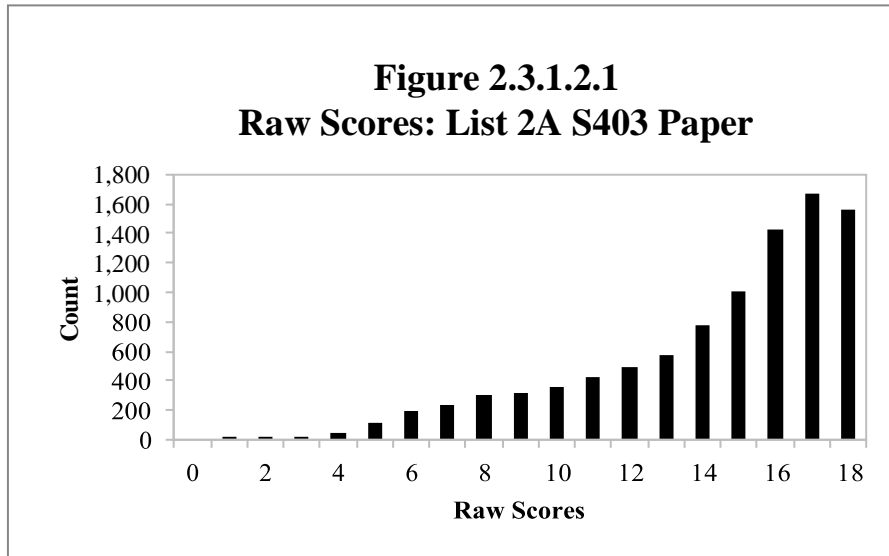
Table 2.3.1.2.2

Raw Score Descriptive Statistics: List 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	34,098	2	21	17.26	2.59
Total	34,098	2	21	17.26	2.59

Figure 2.3.1.2.2
Raw Scores: List 2B/C S403 Paper
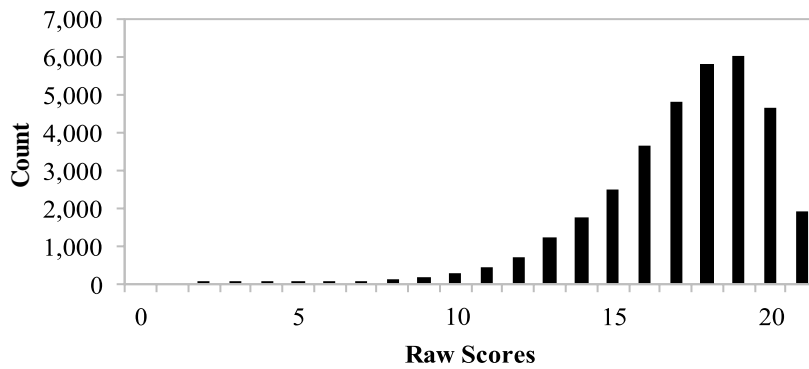
2.3.1.3   Grade 3

Table 2.3.1.3.1

Raw Score Descriptive Statistics: List 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,677	0	18	10.82	3.64
Total	6,677	0	18	10.82	3.64

Figure 2.3.1.3.1
Raw Scores: List 3A S403 Paper
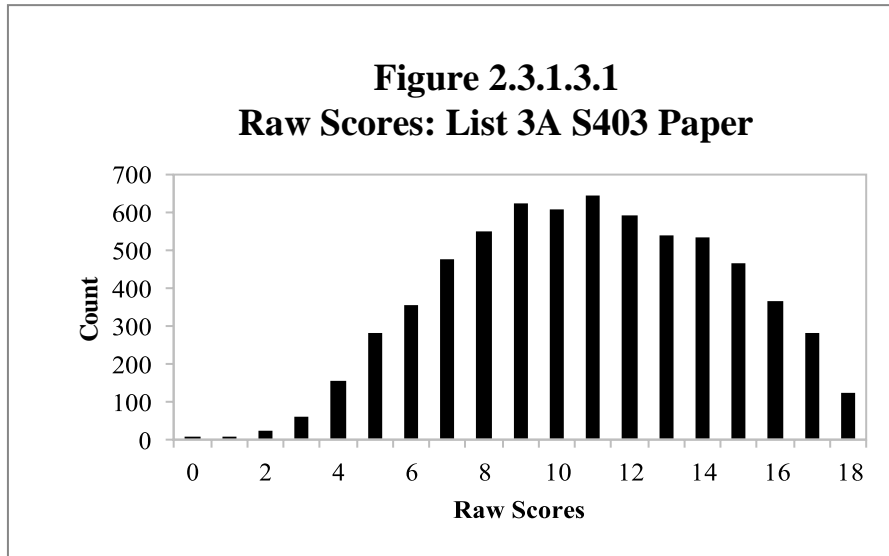
Table 2.3.1.3.2

Raw Score Descriptive Statistics: List 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	31,539	2	21	12.95	2.91
Total	31,539	2	21	12.95	2.91

Figure 2.3.1.3.2
Raw Scores: List 3B/C S403 Paper
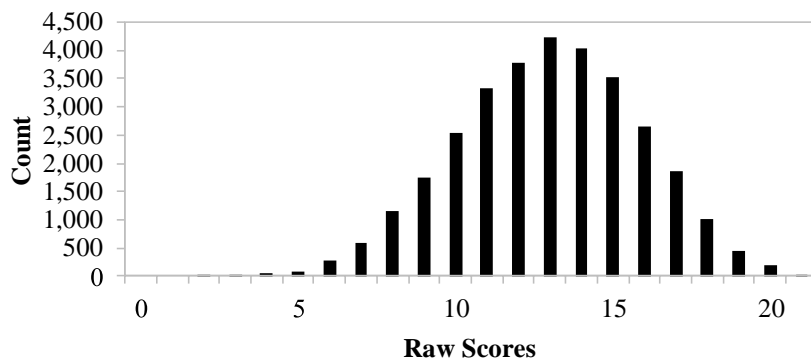
2.3.1.4   Grades 4–5

Table 2.3.1.4.1

Raw Score Descriptive Statistics: List 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,151	1	18	11.29	3.74
5	4,672	0	18	11.85	3.72
Total	9,823	0	18	11.56	3.74

Figure 2.3.1.4.1
Raw Scores: List 4-5AS403 Paper
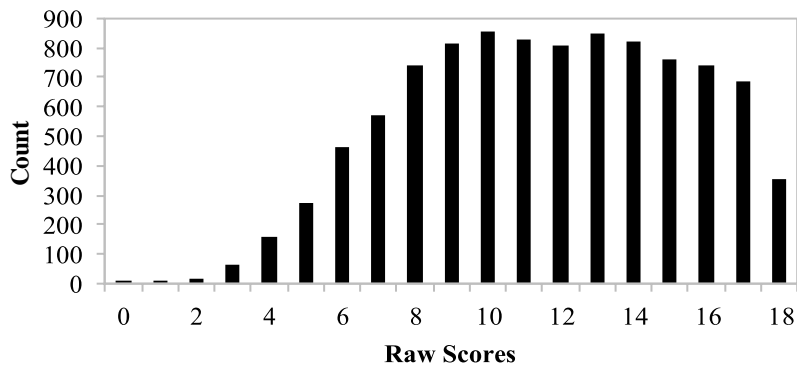
Table 2.3.1.4.2

Raw Score Descriptive Statistics: List 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	24,947	1	21	14.57	2.84
5	21,907	3	21	15.52	2.80
Total	46,854	1	21	15.01	2.86

Figure 2.3.1.4.2
Raw Scores: List 4-5B/C S403 Paper
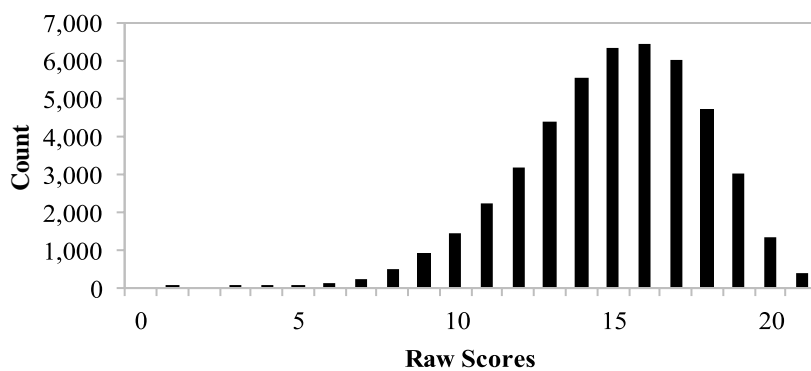
2.3.1.5 Grades 6–8

Table 2.3.1.5.1

Raw Score Descriptive Statistics: List 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,608	2	18	10.83	3.55
7	4,620	1	18	10.78	3.61
8	4,595	1	18	10.93	3.52
Total	13,823	1	18	10.85	3.56

Figure 2.3.1.5.1
Raw Scores: List 6-8AS403 Paper
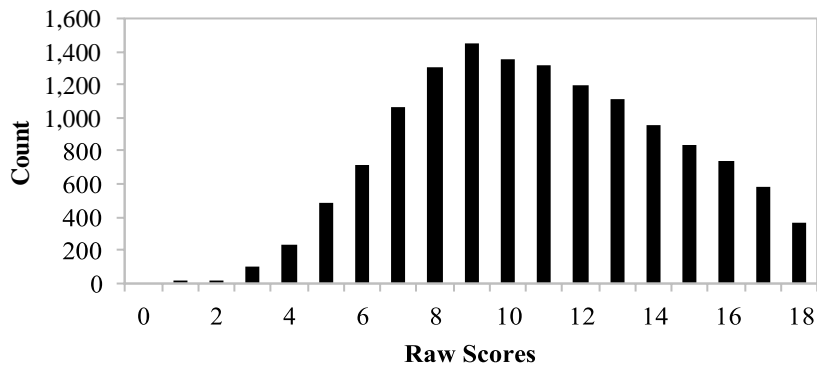
Table 2.3.1.5.2

Raw Score Descriptive Statistics: List 6-8 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	14,755	3	21	14.98	2.90
7	13,876	1	21	15.61	2.93
8	12,232	3	21	16.04	2.90
Total	40,863	1	21	15.51	2.94

Figure 2.3.1.5.2
Raw Scores: List 6-8B/C S403 Paper
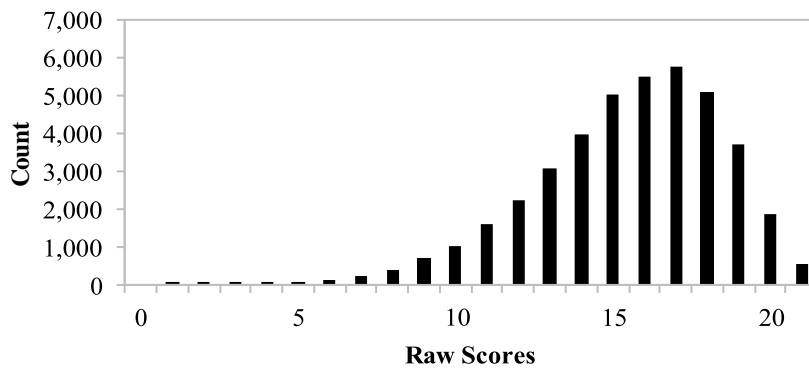
2.3.1.6   Grades 9–12

Table 2.3.1.6.1

Raw Score Descriptive Statistics: List 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,242	1	18	10.85	3.03
10	4,033	2	18	11.18	2.89
11	3,371	1	18	11.37	2.96
12	1,803	1	18	11.55	2.81
Total	14,449	1	18	11.15	2.96

Figure 2.3.1.6.1
Raw Scores: List 9-12AS403 Paper
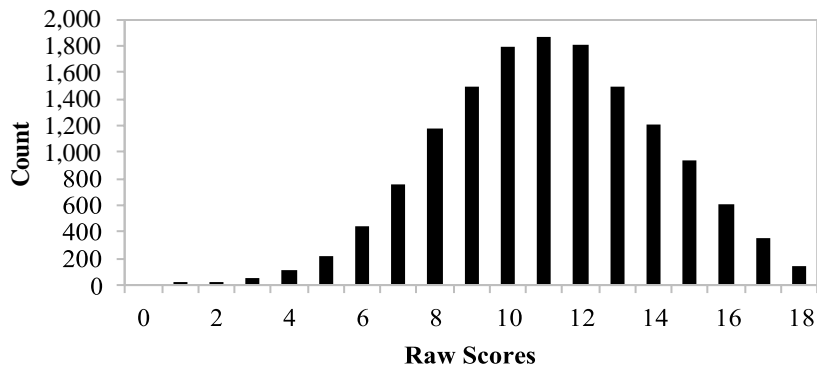
Table 2.3.1.6.2

Raw Score Descriptive Statistics: List 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	10,966	2	21	13.93	3.15
10	10,688	2	21	14.07	3.23
11	9,741	2	21	14.23	3.26
12	6,723	2	21	13.79	3.27
Total	38,118	2	21	14.02	3.22

Figure 2.3.1.6.2
Raw Scores: List 9-12B/C S403 Paper
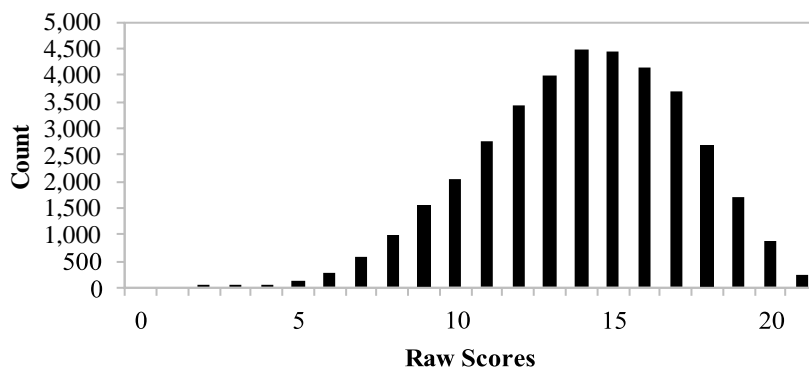
2.3.2 Reading

2.3.2.0   Kindergarten

Table 2.3.2.0

Raw Score Descriptive Statistics: Read K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,458	0	30	18.72	7.86
Total	232,458	0	30	18.72	7.86

Figure 2.3.2.0
Raw Scores: Read K S403 Paper
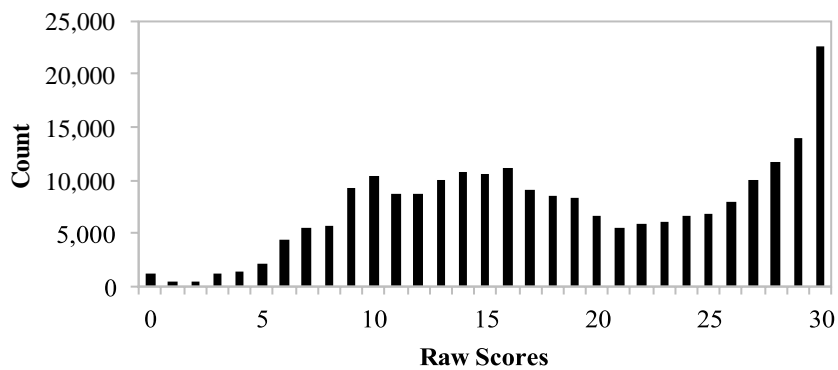
2.3.2.1 Grade 1

Table 2.3.2.1.1

Raw Score Descriptive Statistics: Read 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	20,670	0	24	11.49	4.22
Total	20,670	0	24	11.49	4.22

**Figure 2.3.2.1.1
Raw Scores: Read 1A S403 Paper**
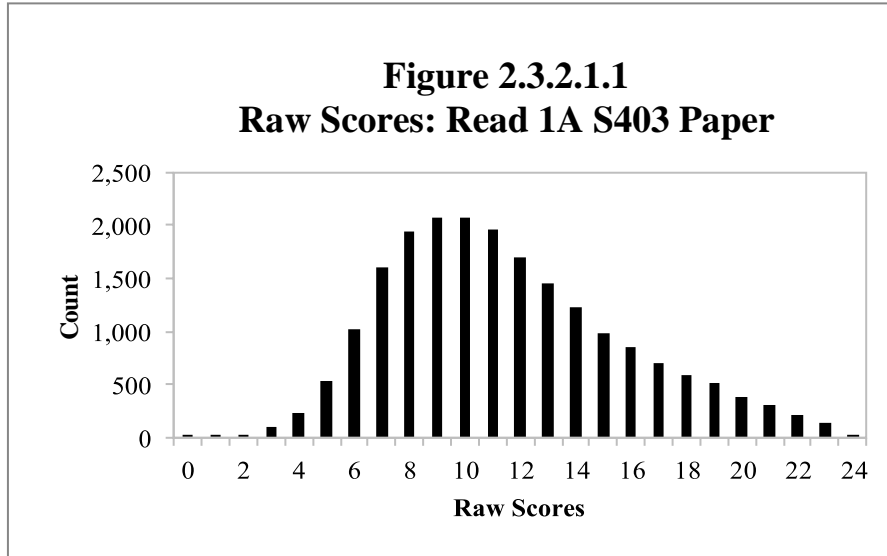
Table 2.3.2.1.2

Raw Score Descriptive Statistics: Read 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	19,990	1	27	12.24	4.70
Total	19,990	1	27	12.24	4.70

Figure 2.3.2.1.2
Raw Scores: Read1B/C S403 Paper
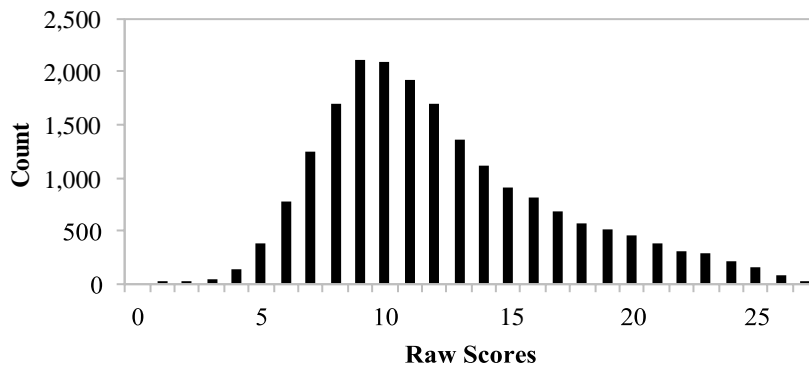
2.3.2.2   Grade 2

Table 2.3.2.2.1

Raw Score Descriptive Statistics: Read 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	9,050	1	24	13.29	5.02
Total	9,050	1	24	13.29	5.02

**Figure 2.3.2.2.1
Raw Scores: Read 2A S403 Paper**
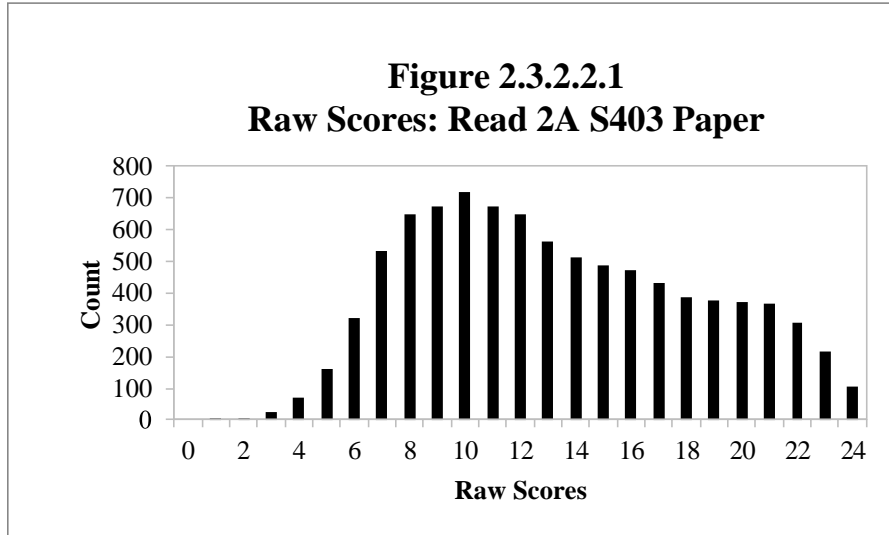
Table 2.3.2.2.2

Raw Score Descriptive Statistics: Read 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	30,770	1	27	16.06	5.44
Total	30,770	1	27	16.06	5.44

Figure 2.3.2.2.2
Raw Scores: Read 2B/C S403 Paper
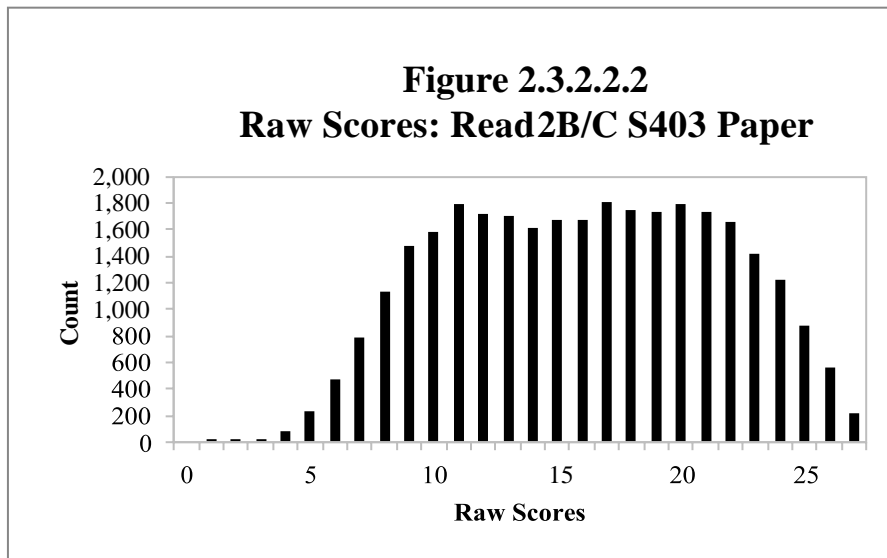
2.3.2.3 Grade 3

Table 2.3.2.3.1

Raw Score Descriptive Statistics: Read 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,297	0	24	12.08	4.77
Total	6,297	0	24	12.08	4.77

Figure 2.3.2.3.1
Raw Scores: Read 3A S403 Paper
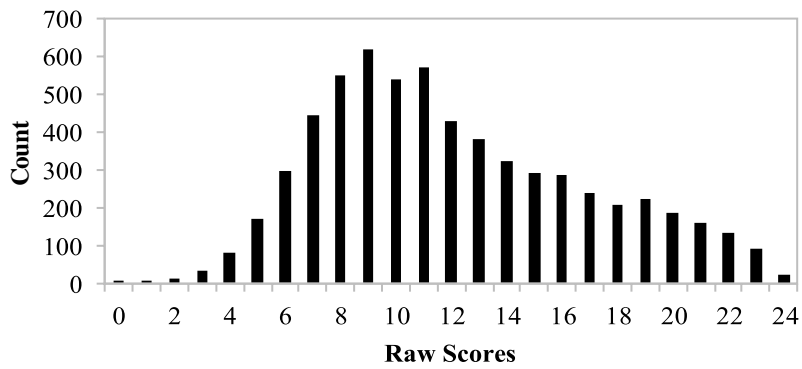
Table 2.3.2.3.2

Raw Score Descriptive Statistics: Read 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	28,234	0	27	10.09	4.09
Total	28,234	0	27	10.09	4.09

Figure 2.3.2.3.2
Raw Scores: Read3B/C S403 Paper
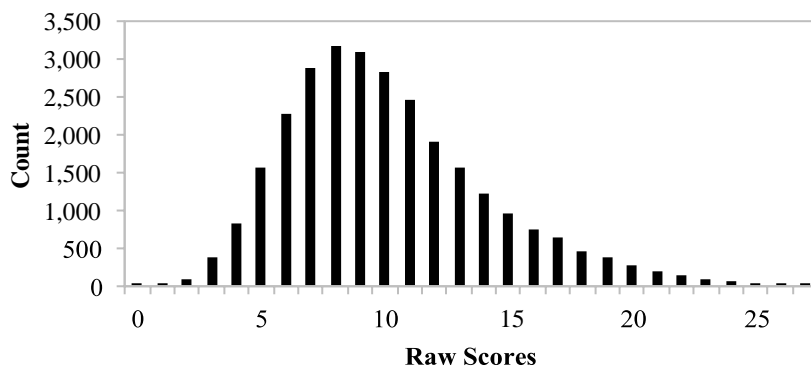
2.3.2.4   Grades 4–5

Table 2.3.2.4.1

Raw Score Descriptive Statistics: Read 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	4,886	0	24	13.45	5.03
5	4,488	2	24	14.52	5.16
Total	9,374	0	24	13.97	5.12

Figure 2.3.2.4.1
Raw Scores: Read 4-5AS403 Paper
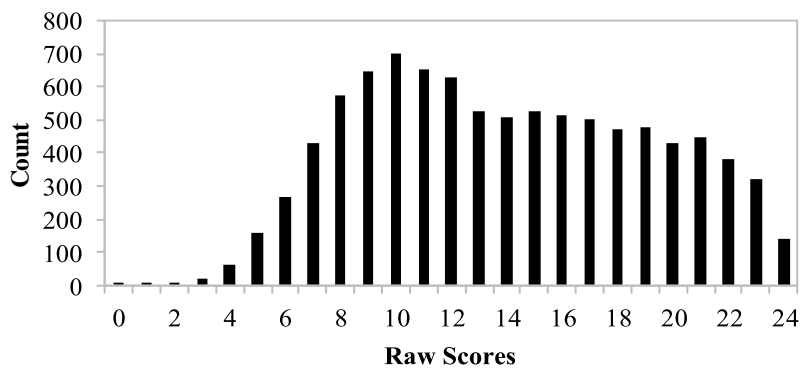
Table 2.3.2.4.2

Raw Score Descriptive Statistics: Read 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	22,795	0	27	12.59	4.59
5	20,196	1	27	14.62	4.98
Total	42,991	0	27	13.55	4.89

Figure 2.3.2.4.2
Raw Scores: Read 4-5B/C S403 Paper
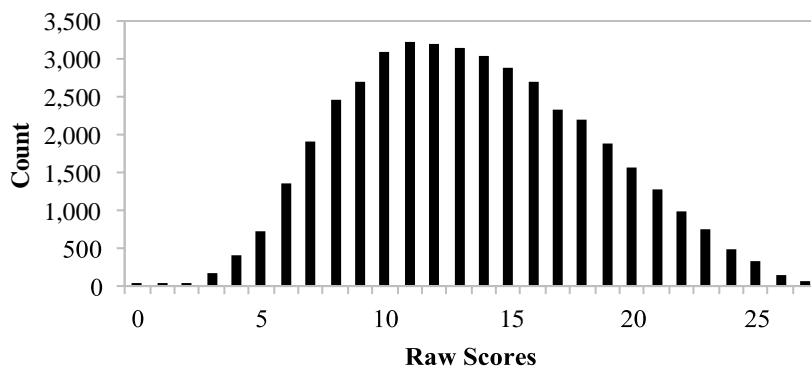
2.3.2.5   Grades 6–8

Table 2.3.2.5.1

Raw Score Descriptive Statistics: Read 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,411	0	24	11.35	4.52
7	4,402	1	24	11.76	4.68
8	4,384	0	24	12.41	4.75
Total	13,197	0	24	11.84	4.67

Figure 2.3.2.5.1
Raw Scores: Read 6-8AS403 Paper
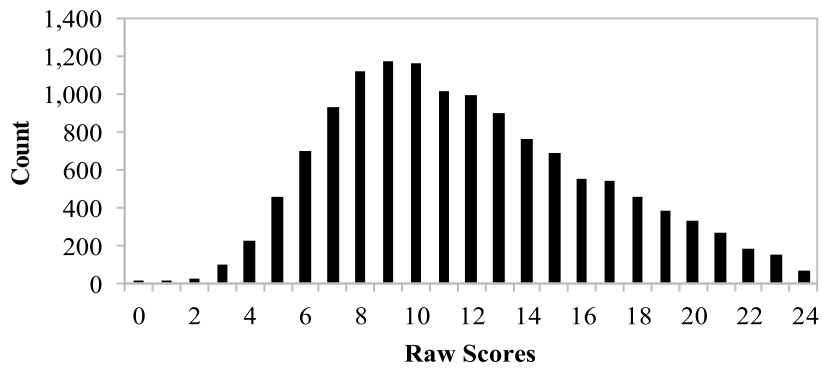
Table 2.3.2.5.2

Raw Score Descriptive Statistics: Read 6-8 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	13,562	1	27	12.29	4.53
7	12,996	0	27	13.95	4.95
8	11,535	1	27	15.48	5.14
Total	38,093	0	27	13.82	5.03

Figure 2.3.2.5.2
Raw Scores: Read 6-8B/C S403 Paper
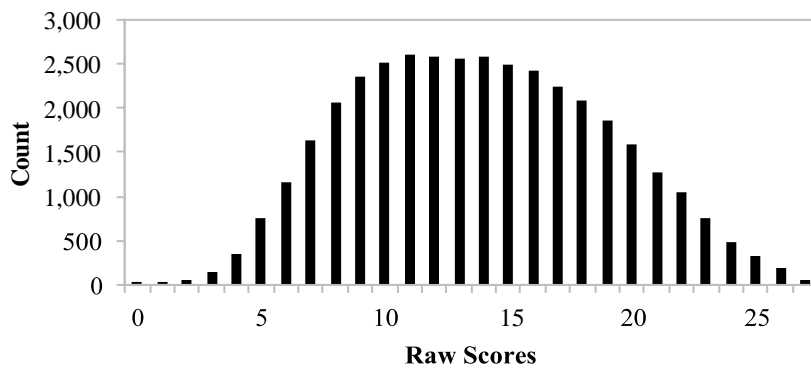
2.3.2.6   Grades 9–12

Table 2.3.2.6.1

Raw Score Descriptive Statistics: Read 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,116	2	24	13.48	4.51
10	3,930	1	24	14.35	4.52
11	3,299	2	24	14.81	4.54
12	1,759	2	24	15.44	4.31
Total	14,104	1	24	14.28	4.55

Figure 2.3.2.6.1
Raw Scores: Read 9-12AS403 Paper
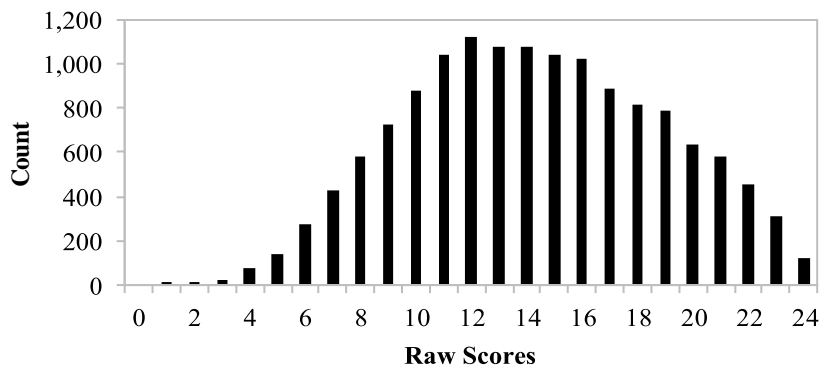
Table 2.3.2.6.2

Raw Score Descriptive Statistics: Read 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	9,895	1	27	14.49	5.19
10	9,792	1	27	15.23	5.33
11	8,975	0	27	15.99	5.52
12	6,352	2	27	14.99	5.34
Total	35,014	0	27	15.17	5.37

Figure 2.3.2.6.2
Raw Scores: Read 9-12B/C S403 Paper
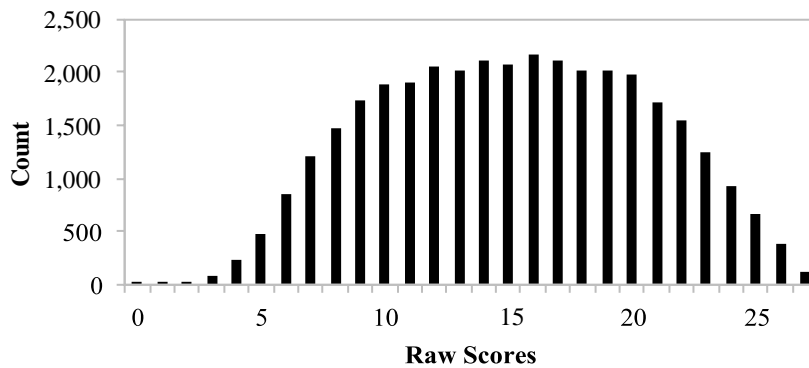
2.3.3 Writing

2.3.3.0 Kindergarten

Table 2.3.3.0

Raw Score Descriptive Statistics: Writ K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,459	0	17	8.10	4.28
Total	232,459	0	17	8.10	4.28

**Figure 2.3.3.0
Raw Scores: Writ K S403 Paper**
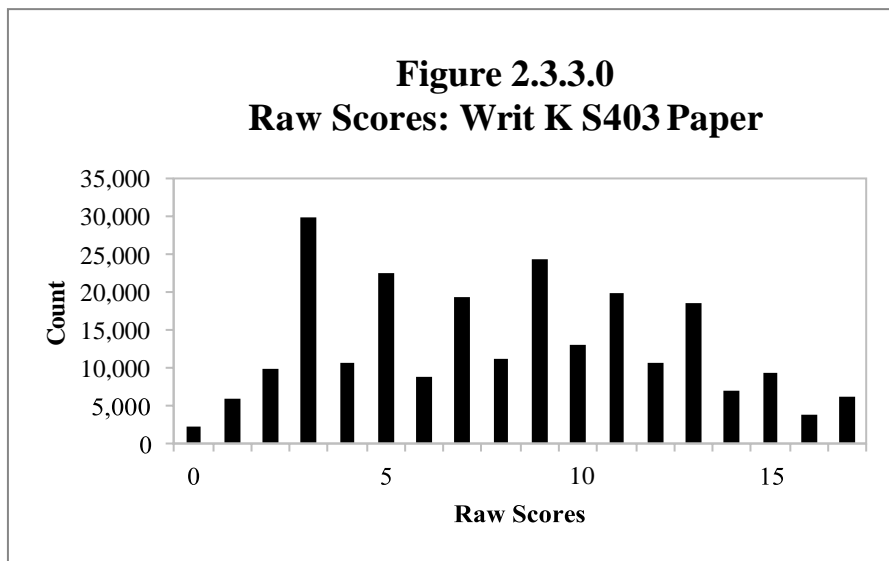
2.3.3.1   Grade 1

Table 2.3.3.1.1

Raw Score Descriptive Statistics: Writ 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	24,698	0	26	12.50	5.63
Total	24,698	0	26	12.50	5.63

**Figure 2.3.3.1.1
Raw Scores: Writ 1AS403 Paper**
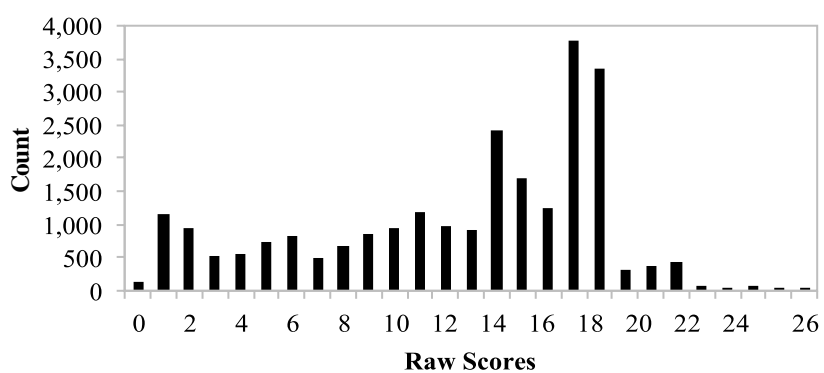
Table 2.3.3.1.2

Raw Score Descriptive Statistics: Writ 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	24,207	0	50	22.08	7.97
Total	24,207	0	50	22.08	7.97

Figure 2.3.3.1.2
Raw Scores: Writ 1B/C S403 Paper
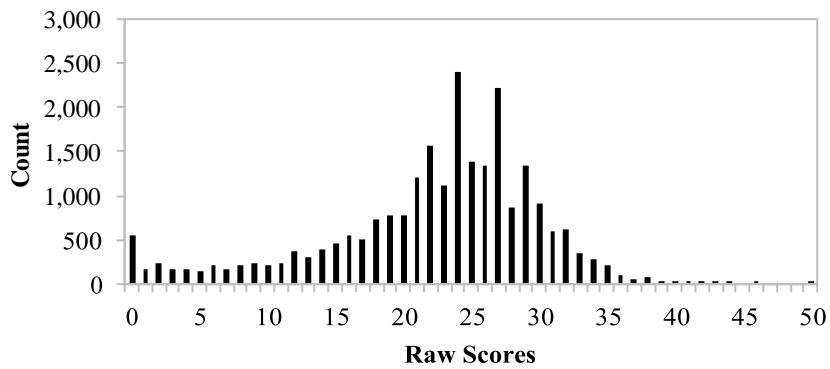
2.3.3.2 Grade 2

Table 2.3.3.2.1

Raw Score Descriptive Statistics: Writ 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	10,160	0	19	8.06	4.68
Total	10,160	0	19	8.06	4.68

Figure 2.3.3.2.1
Raw Scores: Writ 2AS403 Paper
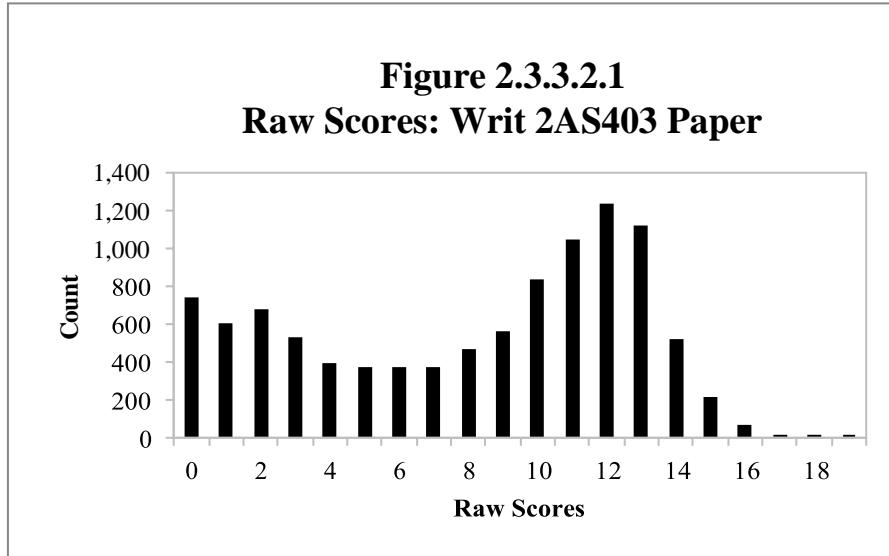
Table 2.3.3.2.2

Raw Score Descriptive Statistics: Writ 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	34,911	0	46	25.83	6.71
Total	34,911	0	46	25.83	6.71

Figure 2.3.3.2.2
Raw Scores: Writ 2B/C S403 Paper
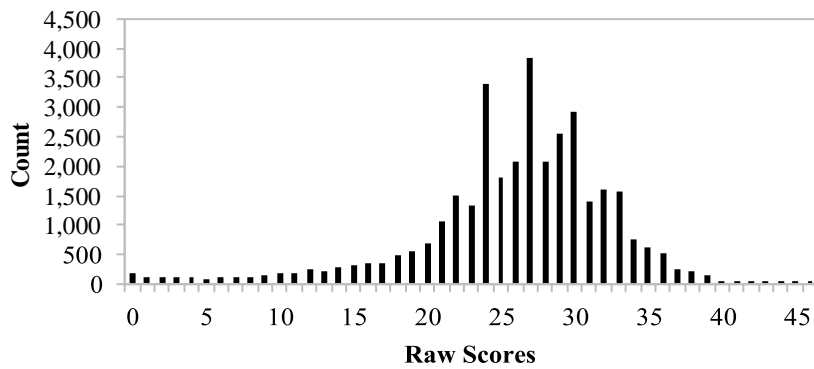
2.3.3.3   Grade 3

Table 2.3.3.3.1

Raw Score Descriptive Statistics: Writ 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,985	0	18	8.97	4.67
Total	6,985	0	18	8.97	4.67

Figure 2.3.3.3.1
Raw Scores: Writ 3AS403 Paper
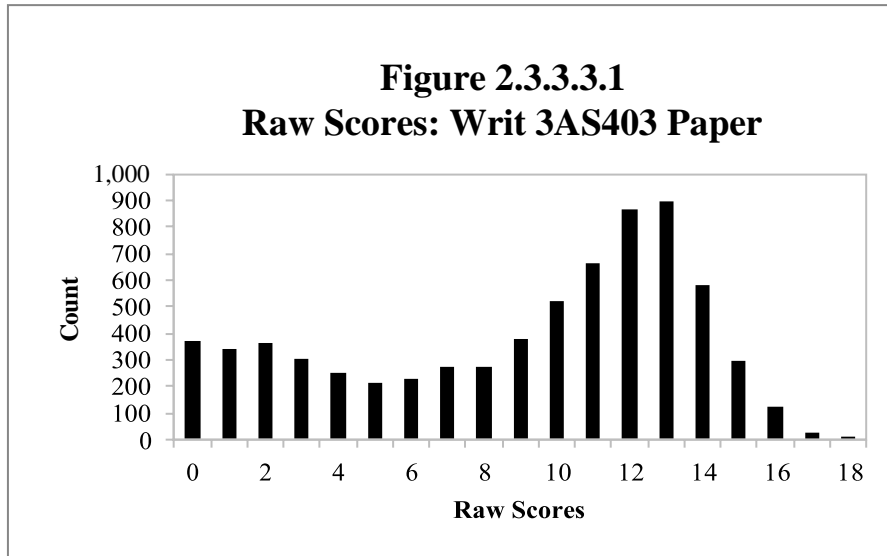
Table 2.3.3.3.2

Raw Score Descriptive Statistics: Writ 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	32,024	0	53	29.29	5.96
Total	32,024	0	53	29.29	5.96

Figure 2.3.3.3.2
Raw Scores: Writ 3B/C S403 Paper
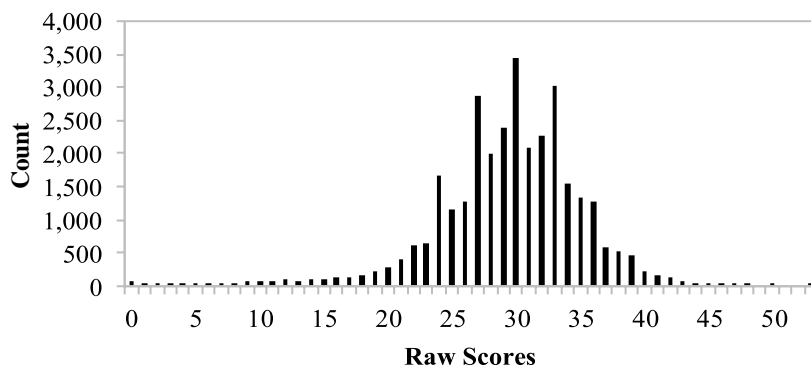
2.3.3.4   Grades 4–5

Table 2.3.3.4.1

Raw Score Descriptive Statistics: Writ 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,378	0	18	7.93	4.14
5	4,817	0	18	8.70	4.01
Total	10,195	0	18	8.29	4.10

**Figure 2.3.3.4.1
Raw Scores: Writ 4-5AS403 Paper**
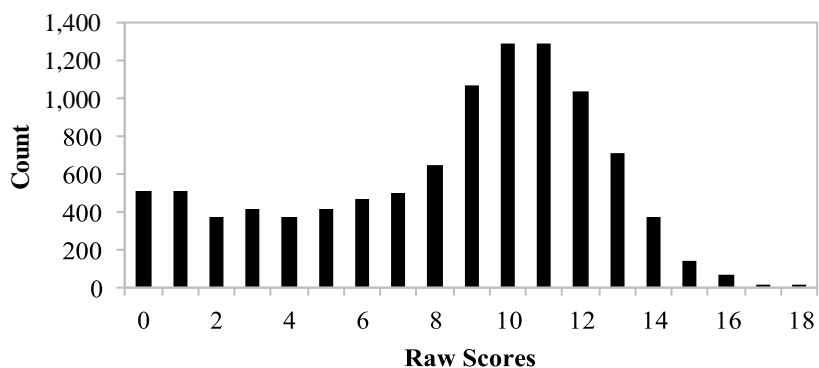
Table 2.3.3.4.2

Raw Score Descriptive Statistics: Writ 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	25,191	0	43	26.02	5.92
5	22,104	0	45	28.23	5.73
Total	47,295	0	45	27.05	5.93

Figure 2.3.3.4.2
Raw Scores: Writ 4-5B/C S403 Paper
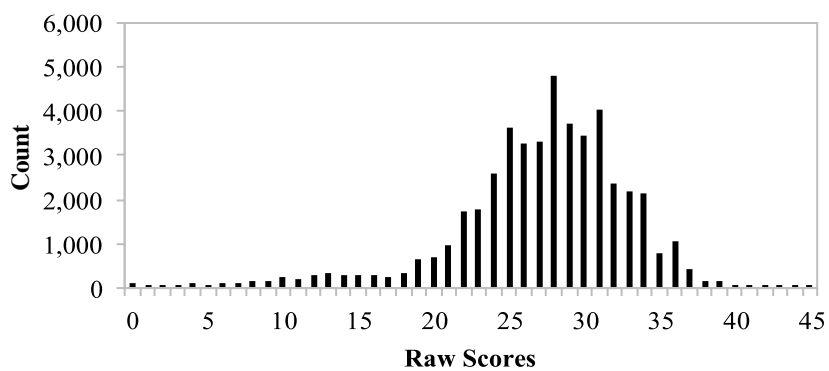
2.3.3.5 Grades 6–8

Table 2.3.3.5.1

Raw Score Descriptive Statistics: Writ 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,784	0	20	8.94	4.27
7	4,784	0	21	9.24	4.20
8	4,752	0	21	9.70	4.05
Total	14,320	0	21	9.29	4.19

Figure 2.3.3.5.1
Raw Scores: Writ 6-8AS403 Paper
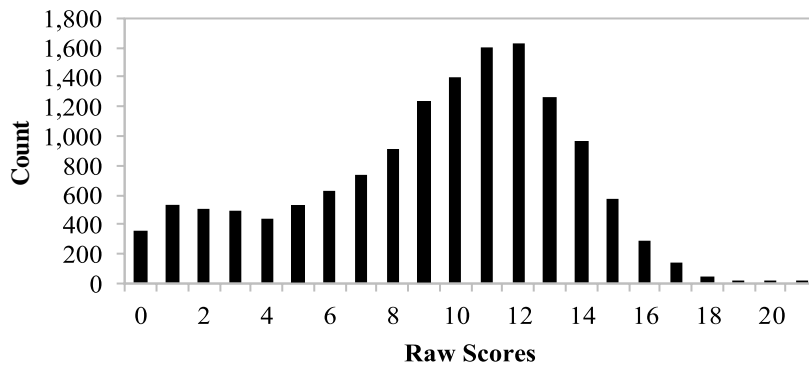
Table 2.3.3.5.2

Raw Score Descriptive Statistics: Writ 6-8 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	15,009	0	46	28.75	6.13
7	14,123	0	49	29.91	6.03
8	12,460	0	49	30.88	5.74
Total	41,592	0	49	29.78	6.05

Figure 2.3.3.5.2
Raw Scores: Writ 6-8B/C S403 Paper
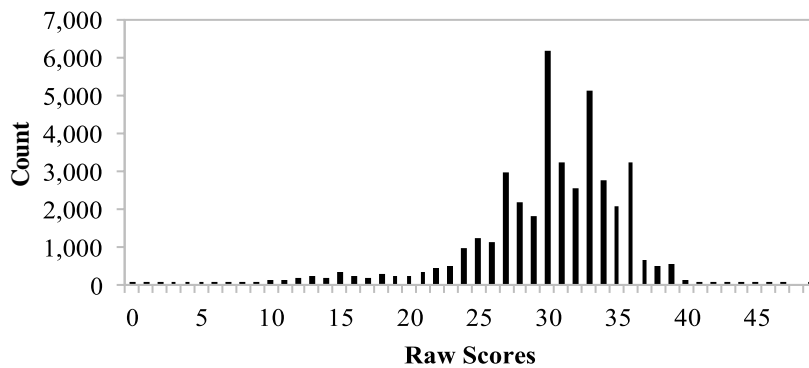
2.3.3.6   Grades 9–12

Table 2.3.3.6.1

Raw Score Descriptive Statistics: Writ 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,523	0	21	8.76	4.65
10	4,215	0	21	9.60	4.34
11	3,482	0	21	10.34	4.23
12	1,873	0	21	10.97	3.91
Total	15,093	0	21	9.63	4.45

Figure 2.3.3.6.1
Raw Scores: Writ 9-12AS403 Paper
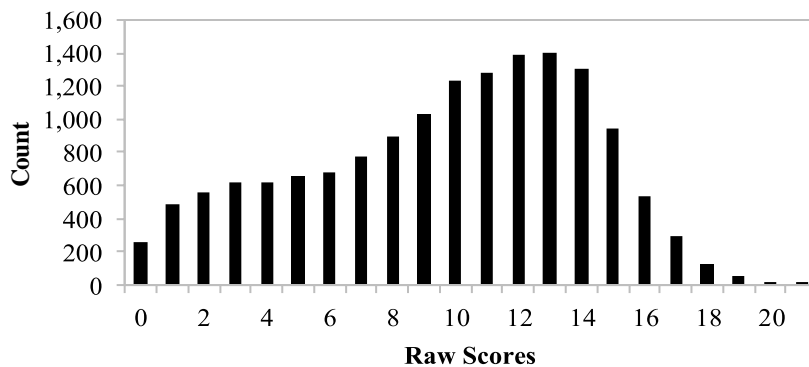
Table 2.3.3.6.2

Raw Score Descriptive Statistics: Writ 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	11,213	0	52	31.25	6.43
10	10,977	0	50	31.64	6.67
11	9,975	0	51	32.41	6.56
12	6,938	0	50	31.61	6.98
Total	39,103	0	52	31.72	6.64

Figure 2.3.3.6.2
Raw Scores: Writ 9-12B/C S403 Paper
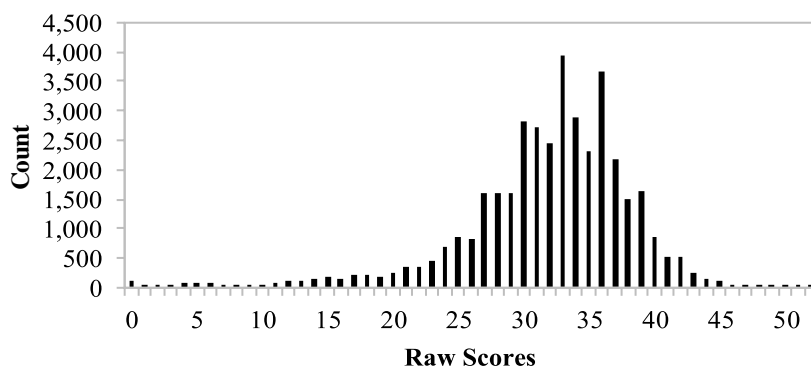
2.3.4 Speaking

2.3.4.0   Kindergarten

Table 2.3.4.0

Raw Score Descriptive Statistics: Spek K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,464	0	10	6.60	3.25
Total	232,464	0	10	6.60	3.25

Figure 2.3.4.0
Raw Scores: Spek K S403 Paper
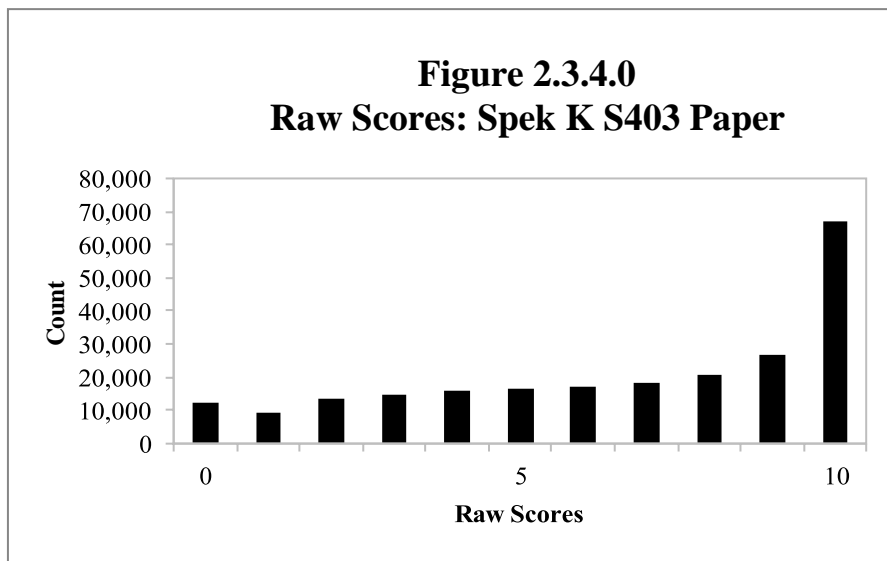
2.3.4.1 Grade 1

Table 2.3.4.1.1

Raw Score Descriptive Statistics: Spek 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	24,584	0	18	11.24	3.95
Total	24,584	0	18	11.24	3.95

Figure 2.3.4.1.1
Raw Scores:Spek 1A S403 Paper
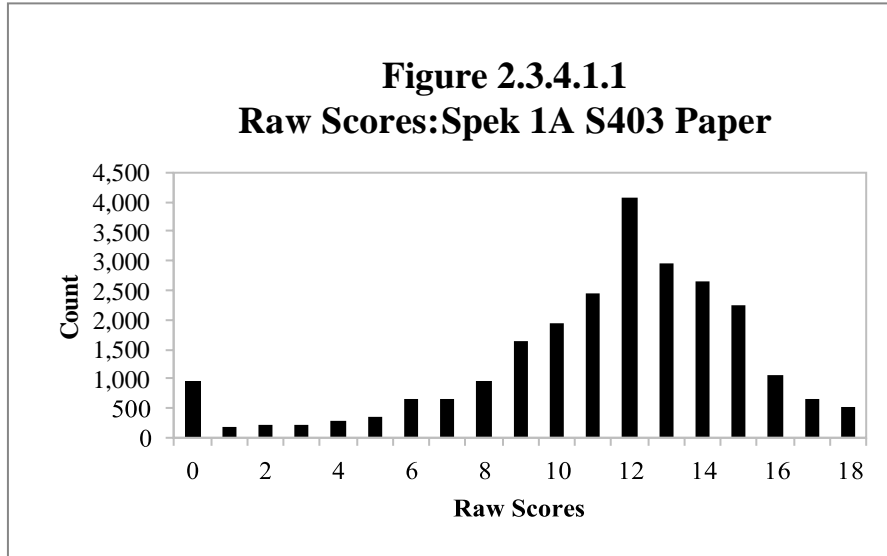
Table 2.3.4.1.2

Raw Score Descriptive Statistics: Spek 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	24,119	6	30	21.16	4.57
Total	24,119	6	30	21.16	4.57

Figure 2.3.4.1.2
Raw Scores: Spek 1B/C S403 Paper
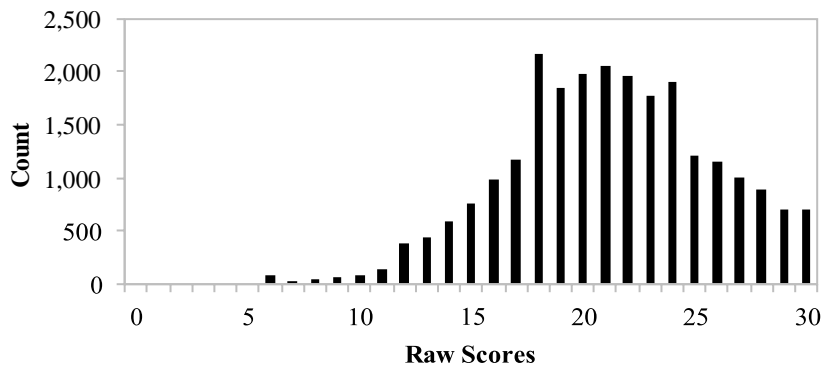
2.3.4.2 Grade 2

Table 2.3.4.2.1

Raw Score Descriptive Statistics: Spek 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	10,099	0	18	10.68	4.63
Total	10,099	0	18	10.68	4.63

Figure 2.3.4.2.1
Raw Scores:Spek 2A S403 Paper
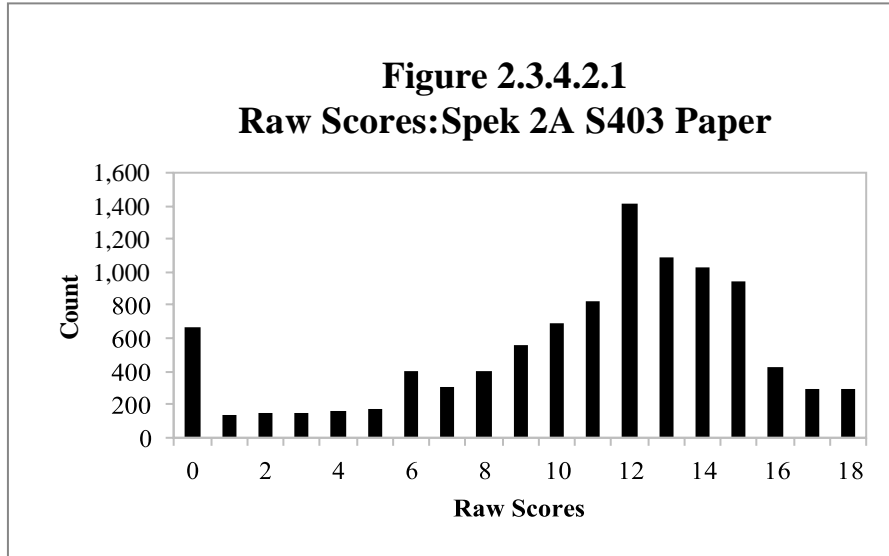
Table 2.3.4.2.2

Raw Score Descriptive Statistics: Spek 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	34,770	6	30	21.81	4.39
Total	34,770	6	30	21.81	4.39

Figure 2.3.4.2.2
Raw Scores: Spek 2B/C S403 Paper
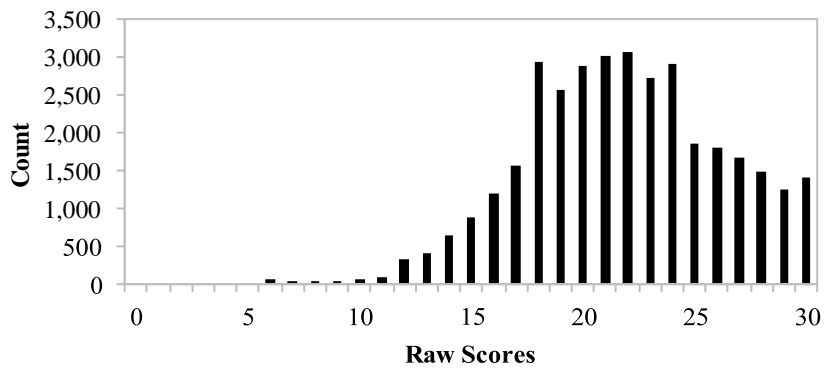
2.3.4.3   Grade 3

Table 2.3.4.3.1

Raw Score Descriptive Statistics: Spek 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,953	0	18	10.34	4.83
Total	6,953	0	18	10.34	4.83

Figure 2.3.4.3.1
Raw Scores:Spek 3A S403 Paper
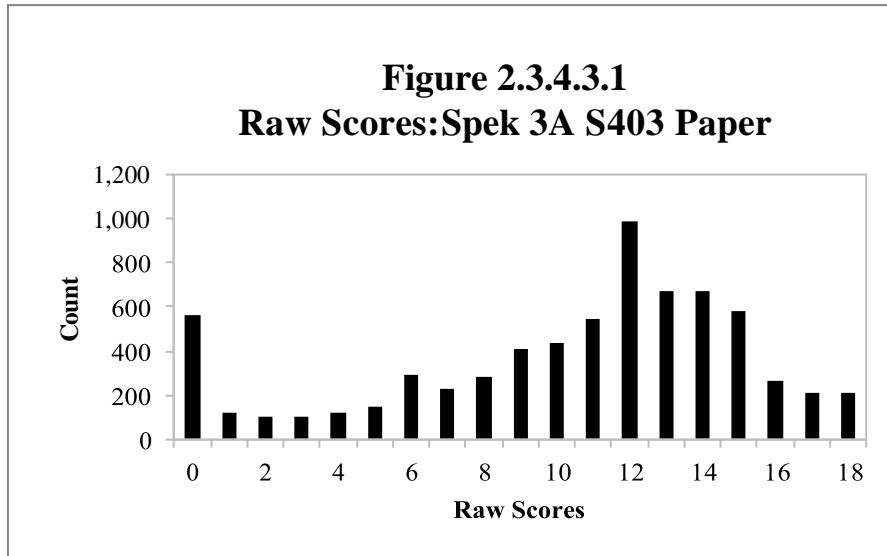
Table 2.3.4.3.2

Raw Score Descriptive Statistics: Spek 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	31,924	6	30	22.76	4.24
Total	31,924	6	30	22.76	4.24

Figure 2.3.4.3.2
Raw Scores: Spek 3B/C S403 Paper
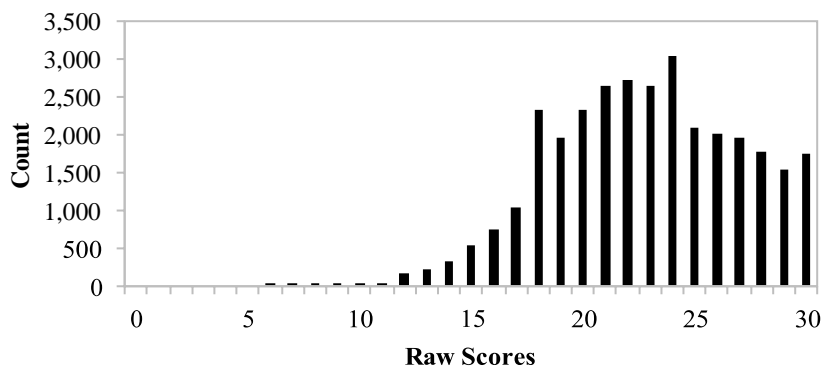
2.3.4.4 Grades 4–5

Table 2.3.4.4.1

Raw Score Descriptive Statistics: Spek 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,341	0	18	9.14	4.65
5	4,795	0	18	9.53	4.56
Total	10,136	0	18	9.32	4.61

Figure 2.3.4.4.1
Raw Scores: Spek 4-5AS403 Paper
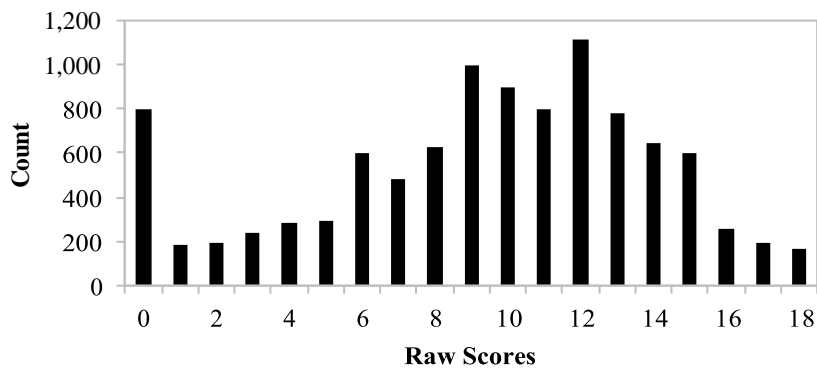
Table 2.3.4.4.2

Raw Score Descriptive Statistics: Spek 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	25,119	6	30	22.22	4.44
5	22,052	6	30	22.89	4.39
Total	47,171	6	30	22.53	4.43

Figure 2.3.4.4.2
Raw Scores: Spek 4-5B/C S403 Paper
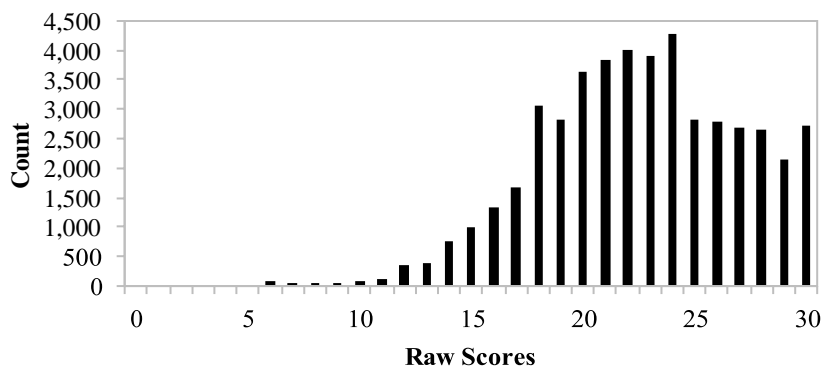
2.3.4.5 Grades 6–8

Table 2.3.4.5.1

Raw Score Descriptive Statistics: Spek 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,754	0	18	9.29	4.37
7	4,755	0	18	9.40	4.32
8	4,722	0	18	9.59	4.16
Total	14,231	0	18	9.43	4.29

Figure 2.3.4.5.1
Raw Scores: Spek 6-8AS403 Paper
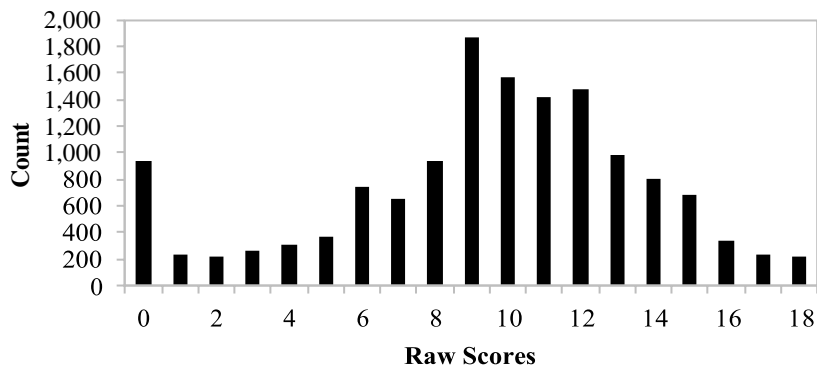
Table 2.3.4.5.2

Raw Score Descriptive Statistics: Spek 6-8 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	14,946	6	30	21.57	4.84
7	14,080	6	30	22.01	4.90
8	12,408	6	30	22.46	5.03
Total	41,434	6	30	21.99	4.93

Figure 2.3.4.5.2
Raw Scores: Spek 6-8B/C S403 Paper
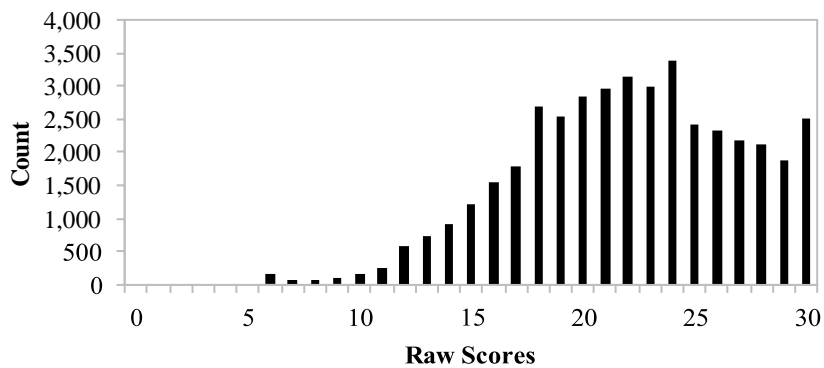
2.3.4.6 Grades 9–12

Table 2.3.4.6.1

Raw Score Descriptive Statistics: Spek 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,479	0	18	9.00	4.64
10	4,192	0	18	9.70	4.29
11	3,446	0	18	9.96	4.19
12	1,856	0	18	10.91	3.74
Total	14,973	0	18	9.65	4.38

Figure 2.3.4.6.1
Raw Scores: Spek 9-12AS403 Paper
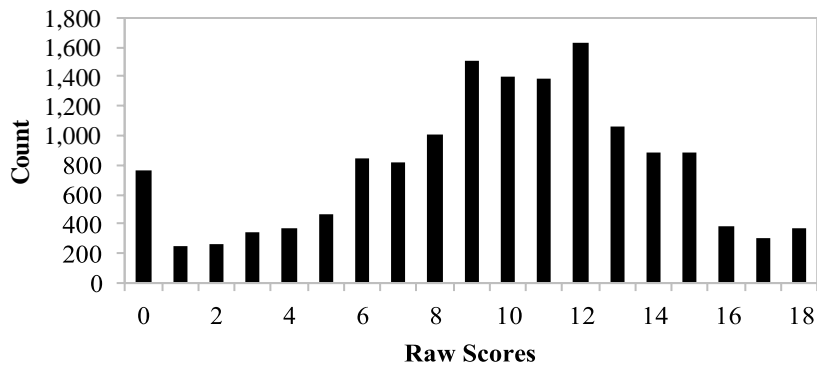
Table 2.3.4.6.2

Raw Score Descriptive Statistics: Spek 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	11,166	6	30	22.64	5.15
10	10,919	6	30	22.51	5.36
11	9,929	6	30	22.76	5.27
12	6,899	6	30	22.49	5.27
Total	38,913	6	30	22.61	5.26

Figure 2.3.4.6.2
Raw Scores: Spek 9-12B/C S403 Paper
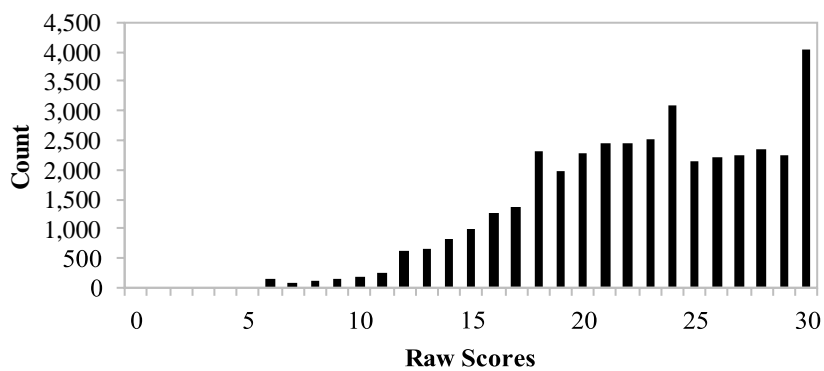
2.4 Scale Score Distribution

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

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

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

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

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

2.4.1 Listening

2.4.1.0   Kindergarten

Table 2.4.1.0

Scale Score Descriptive Statistics: List K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,467	100	363	269.34	73.39
Total	232,467	100	363	269.34	73.39

Figure 2.4.1.0
Scale Scores: List K S403 Paper
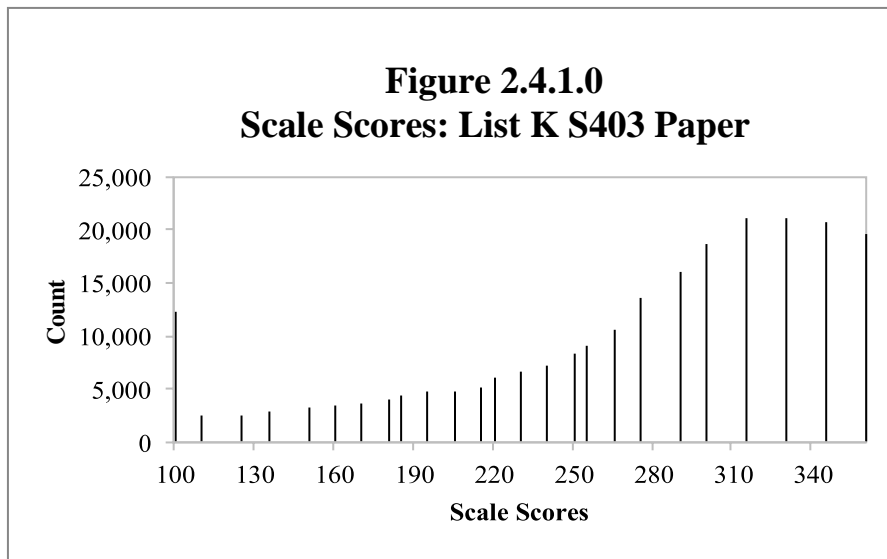
2.4.1.1   Grade 1

Table 2.4.1.1.1

Scale Score Descriptive Statistics: List 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	21,170	121	352	299.47	38.28
Total	21,170	121	352	299.47	38.28

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

Figure 2.4.1.1.1
Scale Scores: List 1A S403 Paper
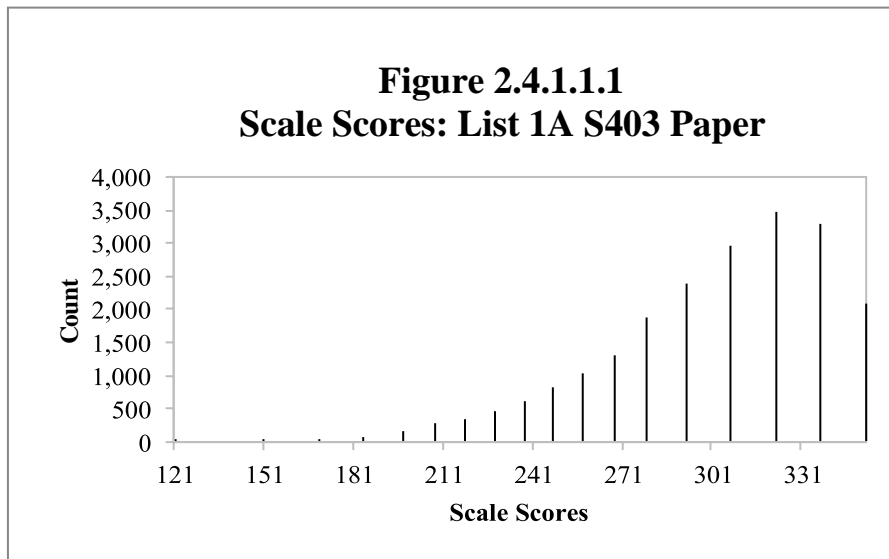
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.1.1.2

Scale Score Descriptive Statistics: List 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	22,356	175	405	329.99	35.93
Total	22,356	175	405	329.99	35.93

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

Figure 2.4.1.1.2
Scale Scores: List 1B/C S403 Paper
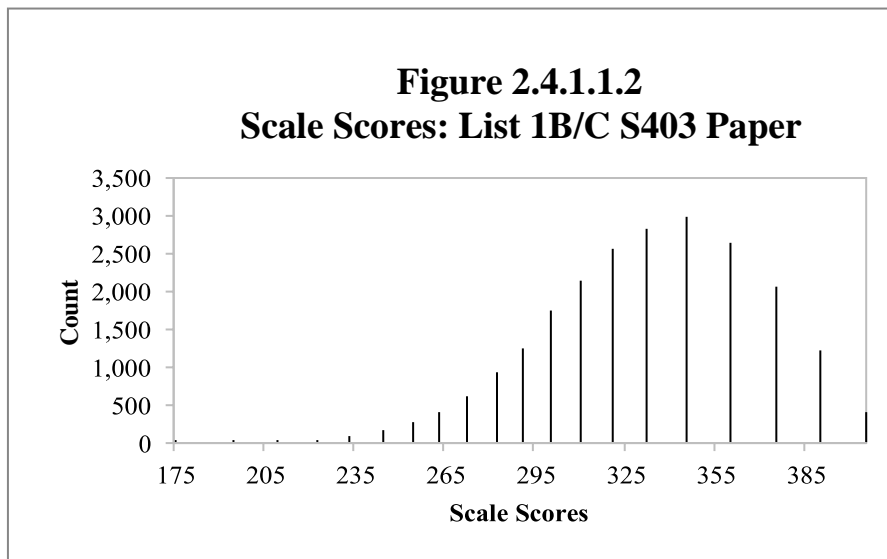
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.1.1.3

Scale Score Descriptive Statistics: List 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	43,526	121	405	315.15	40.10
Total	43,526	121	405	315.15	40.10

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

Figure 2.4.1.1.3
Scale Scores: List 1 S403 Paper
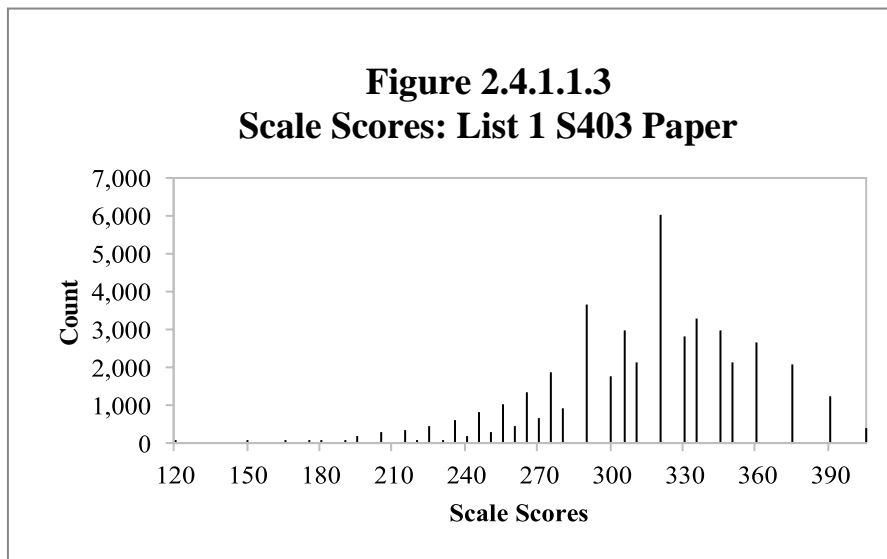
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.1.2 Grade 2

Table 2.4.1.2.1

Scale Score Descriptive Statistics: List 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	9,401	121	352	301.32	43.50
Total	9,401	121	352	301.32	43.50

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

Figure 2.4.1.2.1
Scale Scores: List 2A S403 Paper

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

Table 2.4.1.2.2

Scale Score Descriptive Statistics: List 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	33,669	175	405	352.15	32.81
Total	33,669	175	405	352.15	32.81

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

Figure 2.4.1.2.2
Scale Scores: List 2B/C S403 Paper
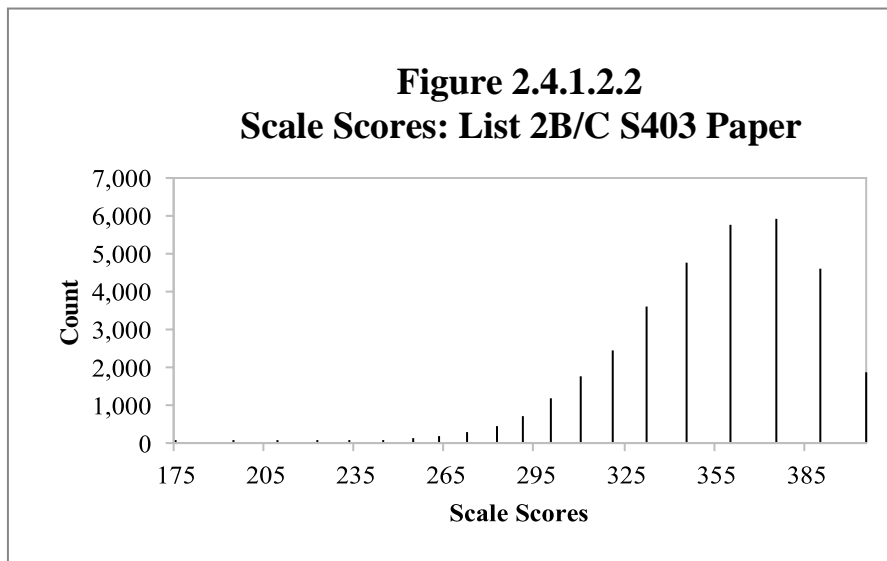
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.1.2.3

Scale Score Descriptive Statistics: List 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	43,070	121	405	341.06	41.17
Total	43,070	121	405	341.06	41.17

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

Figure 2.4.1.2.3
Scale Scores: List 2 S403 Paper
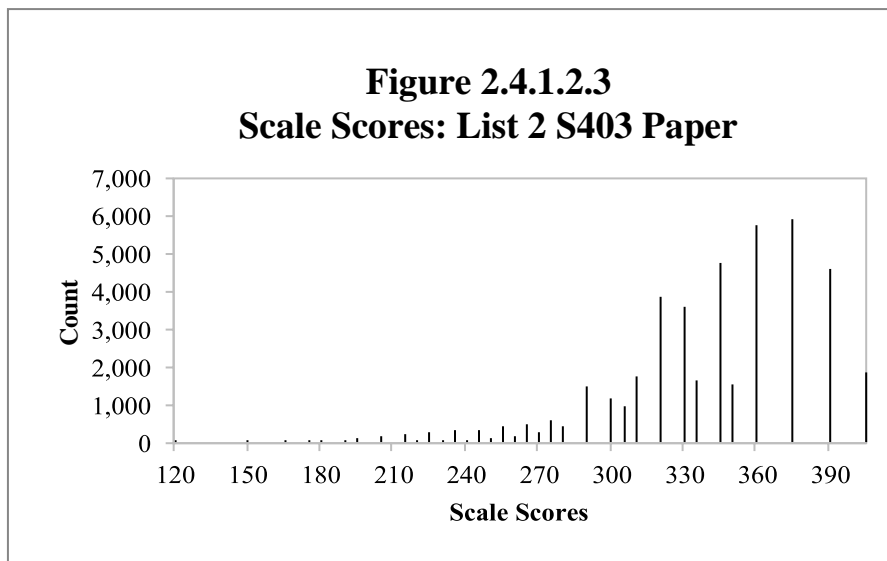
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.1.3   Grade 3

Table 2.4.1.3.1

Scale Score Descriptive Statistics: List 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,587	112	416	324.84	40.58
Total	6,587	112	416	324.84	40.58

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

Figure 2.4.1.3.1
Scale Scores: List 3A S403 Paper

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

Table 2.4.1.3.2

Scale Score Descriptive Statistics: List 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	31,171	234	471	368.51	30.08
Total	31,171	234	471	368.51	30.08

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

Figure 2.4.1.3.2
Scale Scores: List 3B/C S403 Paper
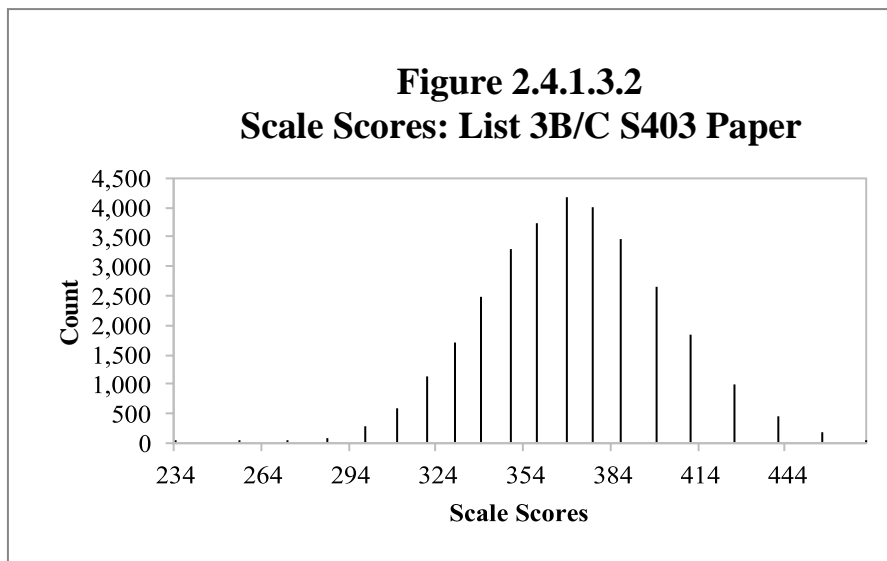
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.1.3.3

Scale Score Descriptive Statistics: List 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	37,758	112	471	360.89	36.18
Total	37,758	112	471	360.89	36.18

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

Figure 2.4.1.3.3
Scale Scores: List 3 S403 Paper
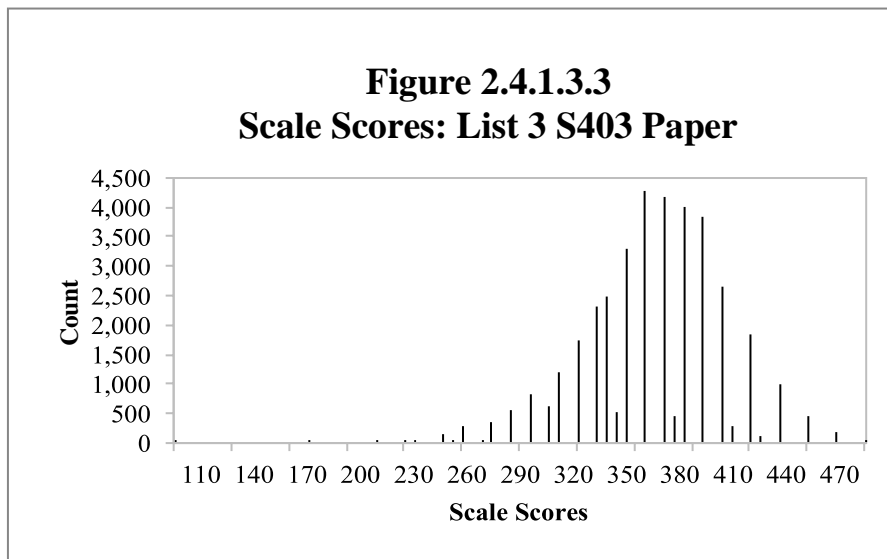
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.1.4 Grades 4–5

Table 2.4.1.4.1

Scale Score Descriptive Statistics: List 4-5 A S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,105	184	416	330.36	42.32
5	4,622	120	416	336.73	42.54
Total	9,727	120	416	333.39	42.54

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

**Figure 2.4.1.4.1
Scale Scores: List 4-5AS403 Paper**

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

Table 2.4.1.4.2

Scale Score Descriptive Statistics: List 4-5 B/C S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	24,613	201	471	385.89	31.27
5	21,650	256	471	396.93	32.24
Total	46,263	201	471	391.06	32.21

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

Figure 2.4.1.4.2
Scale Scores: List 4-5B/C S403 Paper

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

Table 2.4.1.4.3

Scale Score Descriptive Statistics: List 4-5 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	29,718	184	471	376.35	39.45
5	26,272	120	471	386.34	41.24
Total	55,990	120	471	381.04	40.60

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

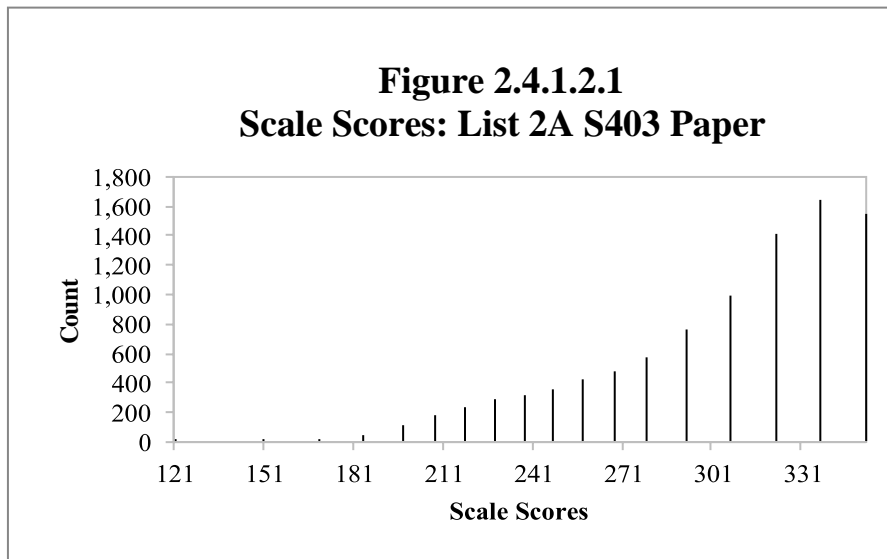**Figure 2.4.1.4.3**
Scale Scores: List 4-5 S403 Paper

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

2.4.1.5   Grades 6–8

Table 2.4.1.5.1

Scale Score Descriptive Statistics: List 6-8 A S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,571	212	424	329.99	42.19
7	4,596	181	424	329.34	42.96
8	4,574	181	424	331.06	41.86
Total	13,741	181	424	330.13	42.34

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

Figure 2.4.1.5.1
Scale Scores: List 6-8AS403 Paper

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

Table 2.4.1.5.2

Scale Score Descriptive Statistics: List 6-8 B/C S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	14,605	274	476	395.79	31.65
7	13,715	226	476	403.19	33.13
8	12,076	274	476	408.48	33.63
Total	40,396	226	476	402.10	33.16

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

**Figure 2.4.1.5.2
Scale Scores: List 6-8B/C S403 Paper**

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

Table 2.4.1.5.3

Scale Score Descriptive Statistics: List 6-8 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	19,176	212	476	380.11	44.42
7	18,311	181	476	384.65	48.07
8	16,650	181	476	387.21	49.96
Total	54,137	181	476	383.83	47.51

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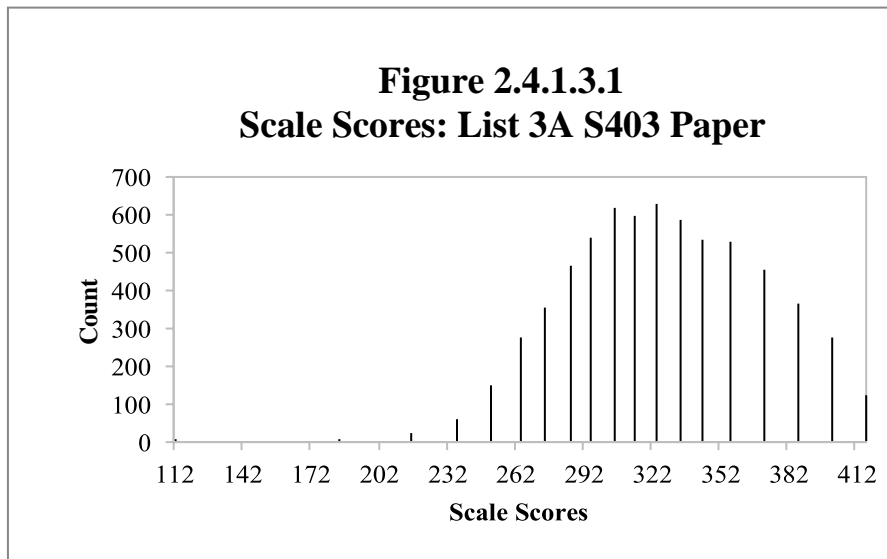

Figure 2.4.1.5.3
Scale Scores: List 6-8 S403 Paper

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

2.4.1.6   Grades 9–12

Table 2.4.1.6.1

Scale Score Descriptive Statistics: List 9-12 A S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,211	169	428	326.59	37.94
10	4,021	201	428	330.53	36.41
11	3,361	169	428	332.93	37.67
12	1,793	169	428	335.21	35.81
Total	14,386	169	428	330.25	37.32

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

Figure 2.4.1.6.1
Scale Scores: List 9-12AS403 Paper
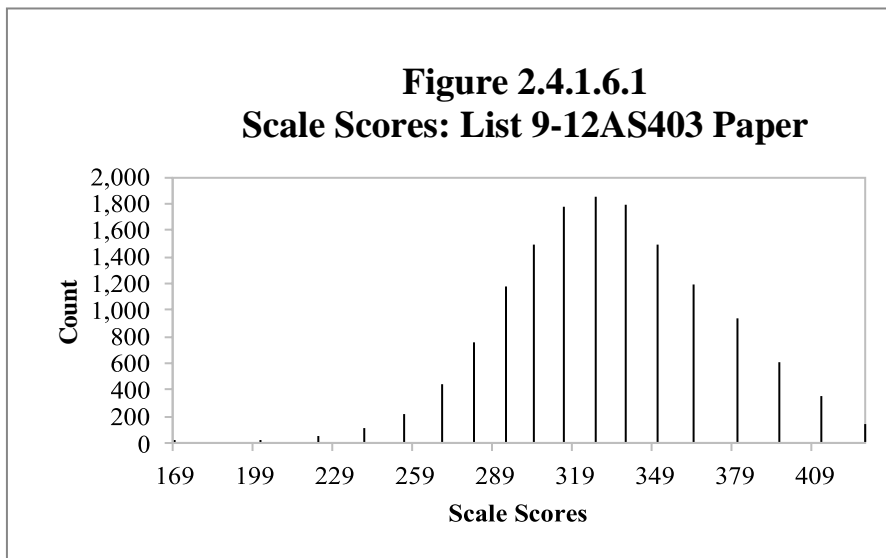
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.1.6.2

Scale Score Descriptive Statistics: List 9-12 B/C S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	10,831	263	493	404.71	33.49
10	10,580	263	493	406.45	34.68
11	9,621	263	493	408.22	35.17
12	6,675	263	493	403.37	34.83
Total	37,707	263	493	405.85	34.54

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

Figure 2.4.1.6.2
Scale Scores: List 9-12B/C S403 Paper

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

Table 2.4.1.6.3

Scale Score Descriptive Statistics: List 9-12 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	16,042	169	493	379.33	50.63
10	14,601	201	493	385.54	48.85
11	12,982	169	493	388.72	48.70
12	8,468	169	493	388.93	44.76
Total	52,093	169	493	384.97	48.89

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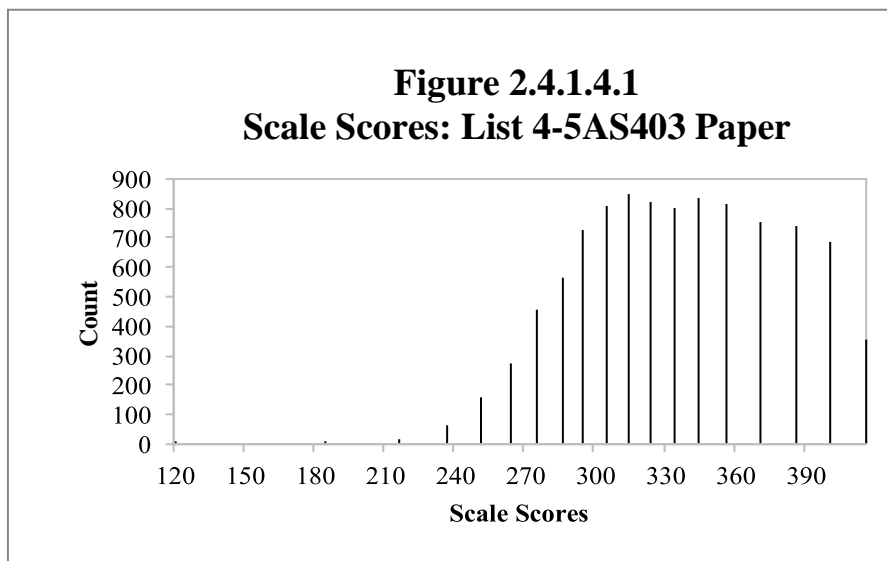

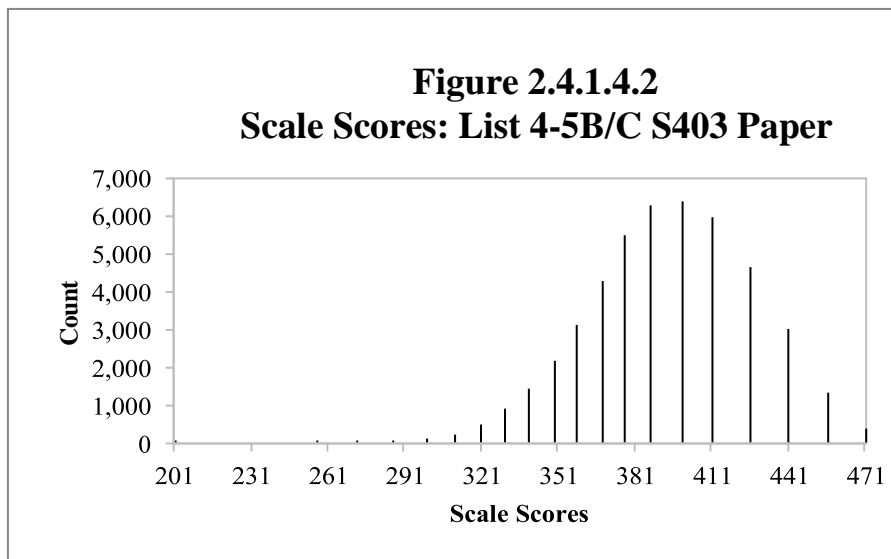**Figure 2.4.1.6.3**
Scale Scores: List 9-12 S403 Paper

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

2.4.2 Reading

2.4.2.0   Kindergarten

Table 2.4.2.0

Scale Score Descriptive Statistics: Read K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,458	100	290	187.83	67.47
Total	232,458	100	290	187.83	67.47

Figure 2.4.2.0
Scale Scores: Read K S403 Paper

2.4.2.1 Grade 1

Table 2.4.2.1.1

Scale Score Descriptive Statistics: Read 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	20,442	141	361	275.47	24.08
Total	20,442	141	361	275.47	24.08

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

Figure 2.4.2.1.1
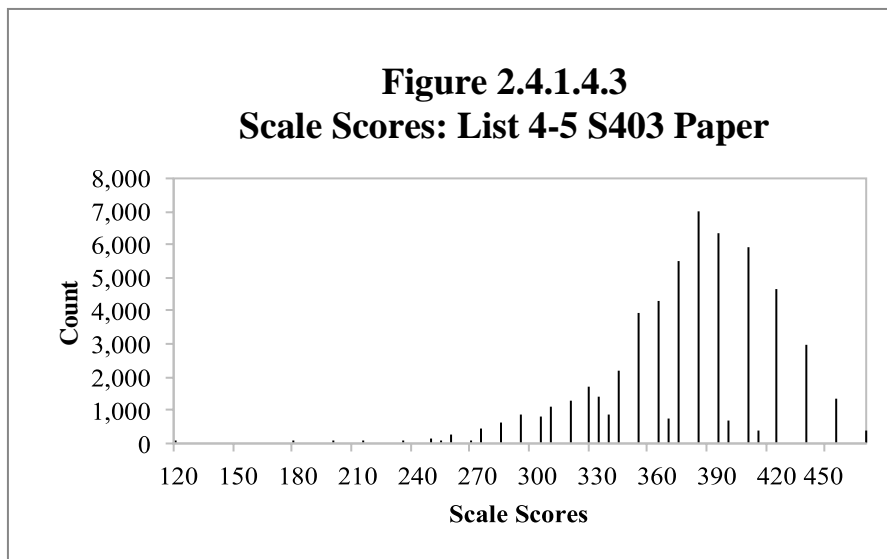**Scale Scores: Read 1AS403 Paper**
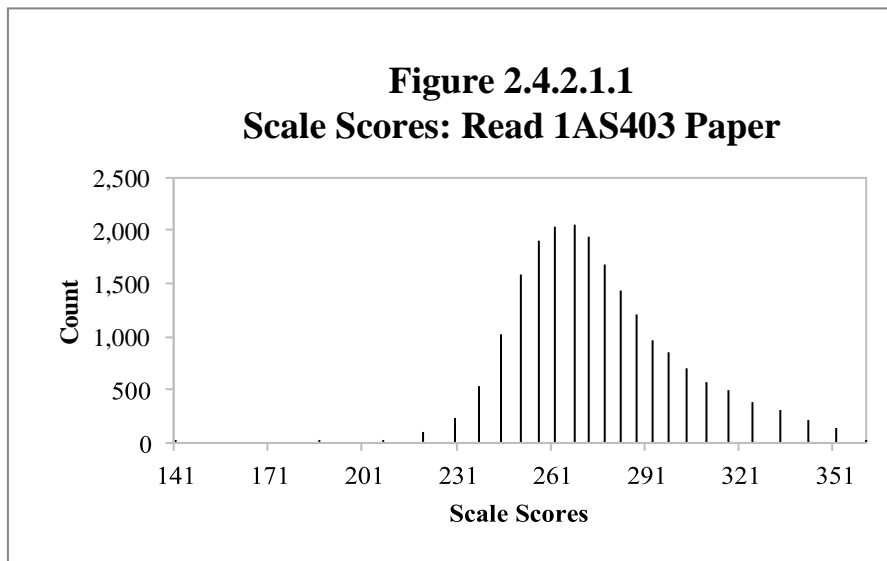
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.2.1.2

Scale Score Descriptive Statistics: Read 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	19,731	216	394	303.42	23.27
Total	19,731	216	394	303.42	23.27

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

Figure 2.4.2.1.2
Scale Scores: Read 1B/C S403 Paper

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

Table 2.4.2.1.3

Scale Score Descriptive Statistics: Read 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	40,173	141	394	289.20	27.50
Total	40,173	141	394	289.20	27.50

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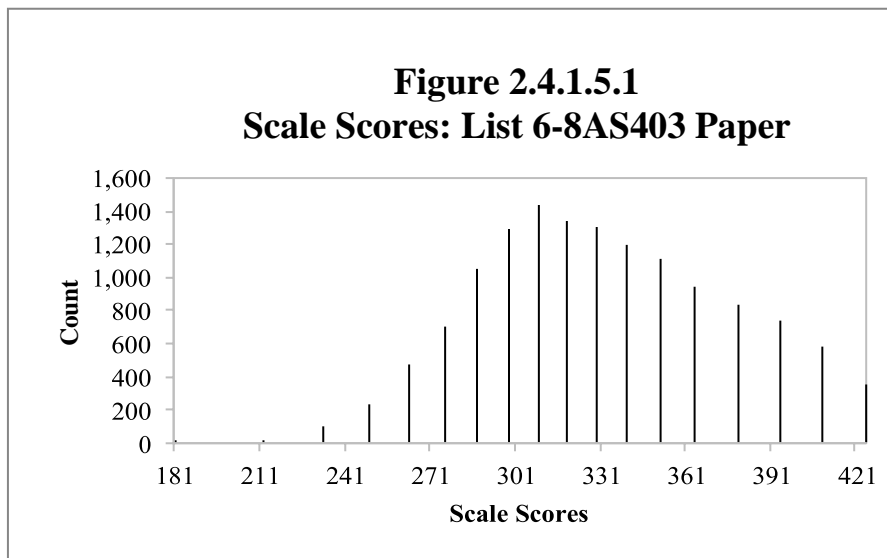

Figure 2.4.2.1.3
Scale Scores: Read 1 S403 Paper

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

2.4.2.2   Grade 2

Table 2.4.2.2.1

Scale Score Descriptive Statistics: Read 2 A S403 Paper

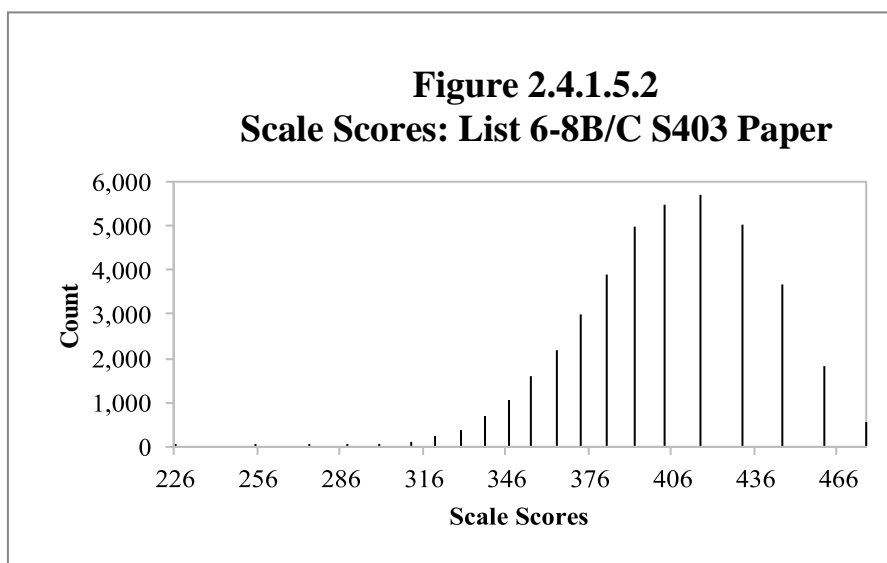| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	8,954	187	361	286.15	29.84
Total	8,954	187	361	286.15	29.84

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

Figure 2.4.2.2.1
Scale Scores: Read 2AS403 Paper
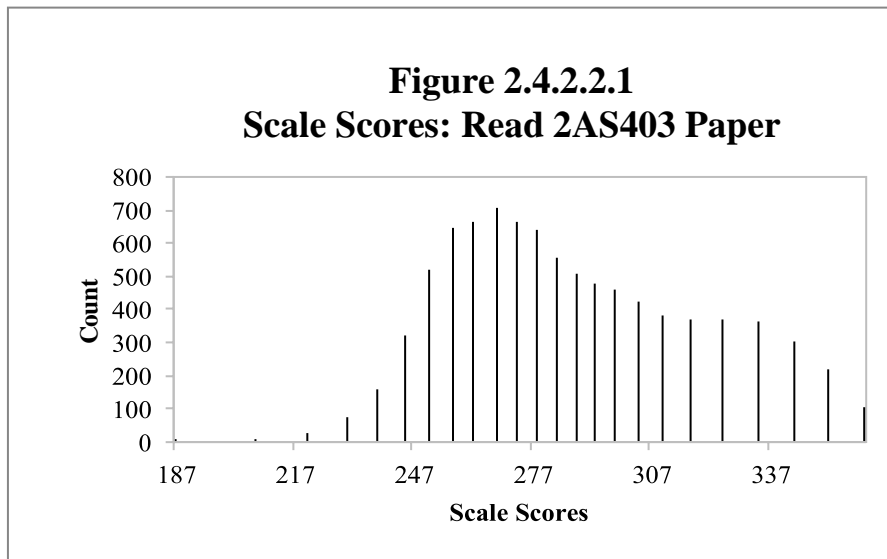
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.2.2.2

Scale Score Descriptive Statistics: Read 2 B/C S403 Paper

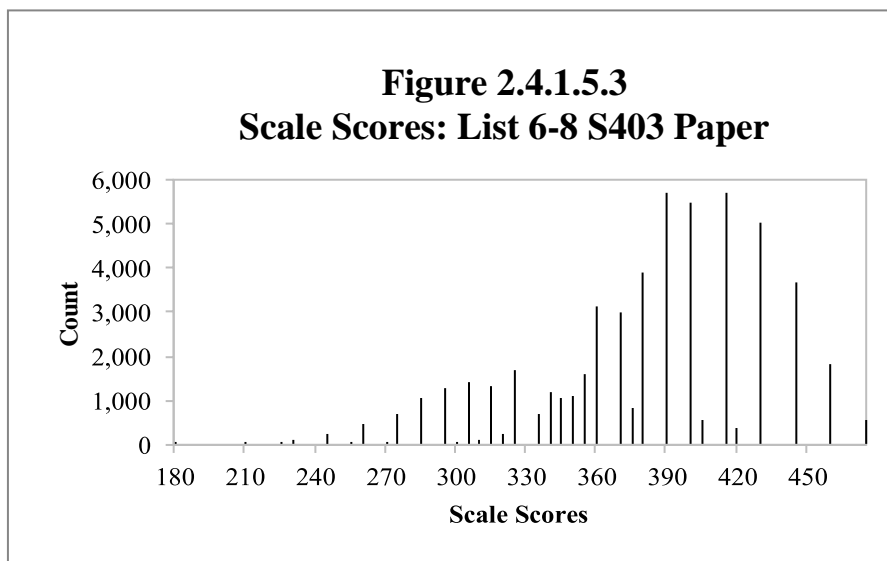| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	30,368	216	394	322.34	28.15
Total	30,368	216	394	322.34	28.15

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

Figure 2.4.2.2.2
Scale Scores: Read 2B/C S403 Paper

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

Table 2.4.2.2.3

Scale Score Descriptive Statistics: Read 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	39,322	187	394	314.10	32.33
Total	39,322	187	394	314.10	32.33

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

Figure 2.4.2.2.3
Scale Scores: Read 2 S403 Paper

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

2.4.2.3   Grade 3

Table 2.4.2.3.1

Scale Score Descriptive Statistics: Read 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,211	158	385	303.40	27.65
Total	6,211	158	385	303.40	27.65

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

Figure 2.4.2.3.1
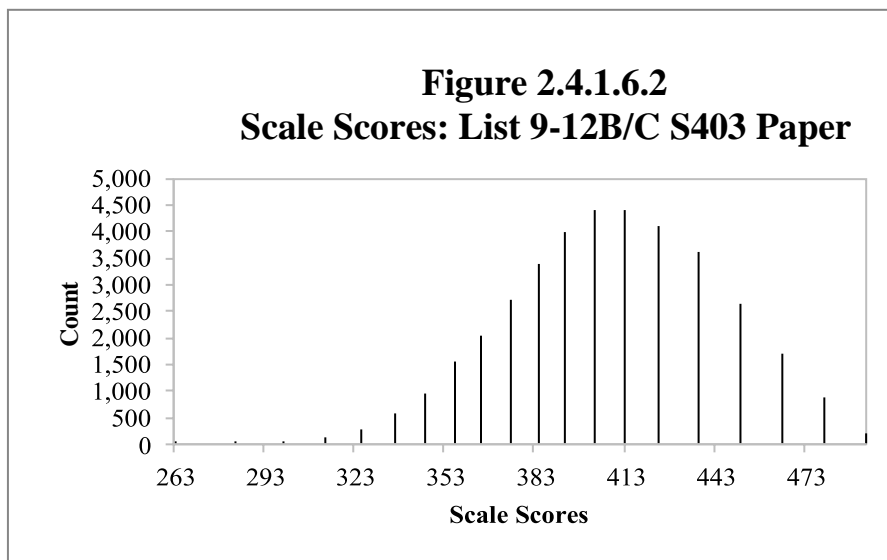**Scale Scores: Read 3AS403 Paper**
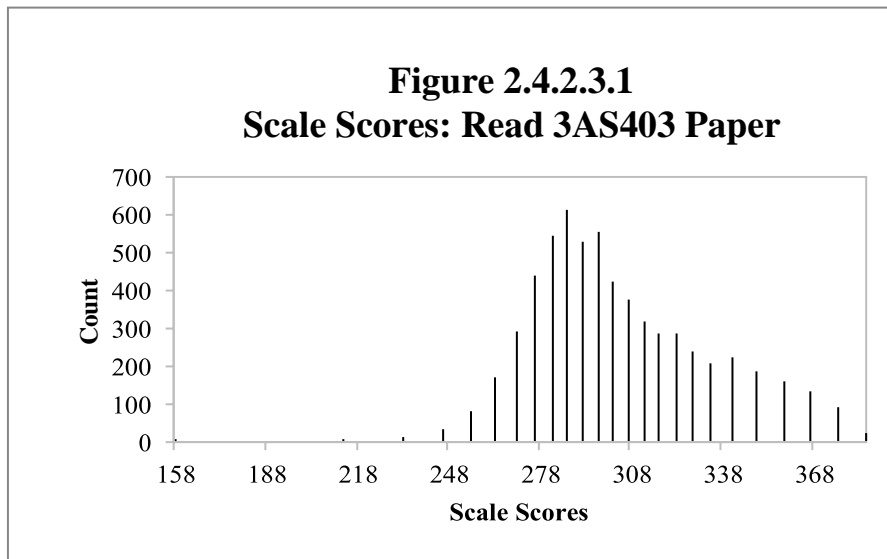
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.2.3.2

Scale Score Descriptive Statistics: Read 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	27,909	158	445	344.59	19.91
Total	27,909	158	445	344.59	19.91

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

Figure 2.4.2.3.2
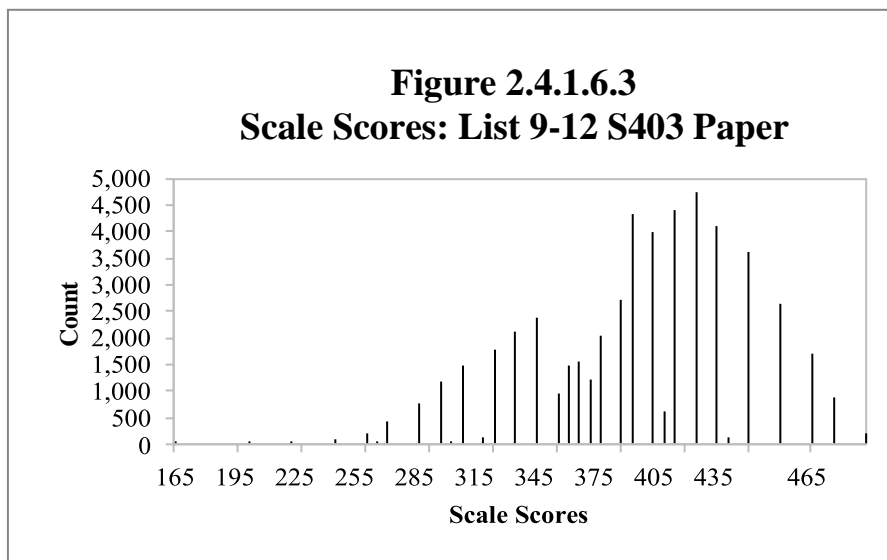**Scale Scores: Read 3B/C S403 Paper**

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

Table 2.4.2.3.3

Scale Score Descriptive Statistics: Read 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	34,120	158	445	337.09	26.76
Total	34,120	158	445	337.09	26.76

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

Figure 2.4.2.3.3
Scale Scores: Read 3 S403 Paper
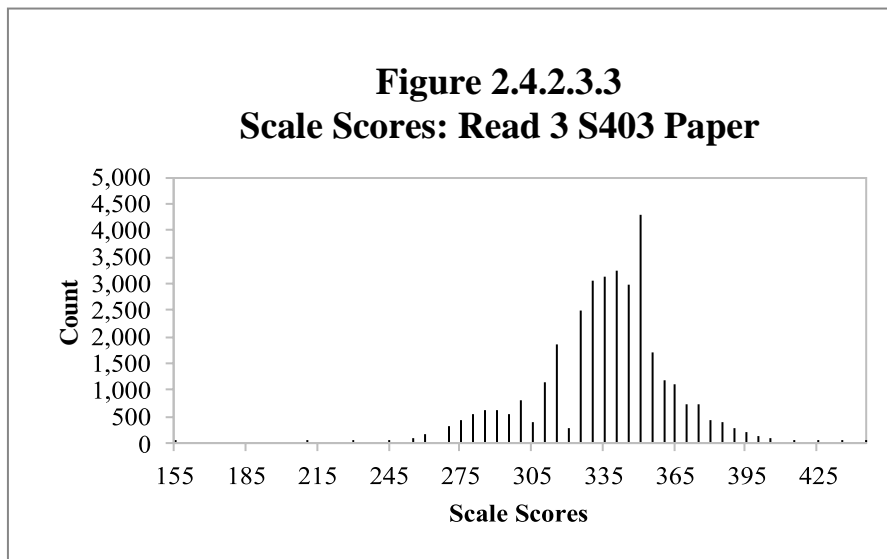
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.2.4 Grades 4–5

Table 2.4.2.4.1

Scale Score Descriptive Statistics: Read 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	4,847	175	385	311.44	29.69
5	4,441	233	385	317.80	31.03
Total	9,288	175	385	314.48	30.50

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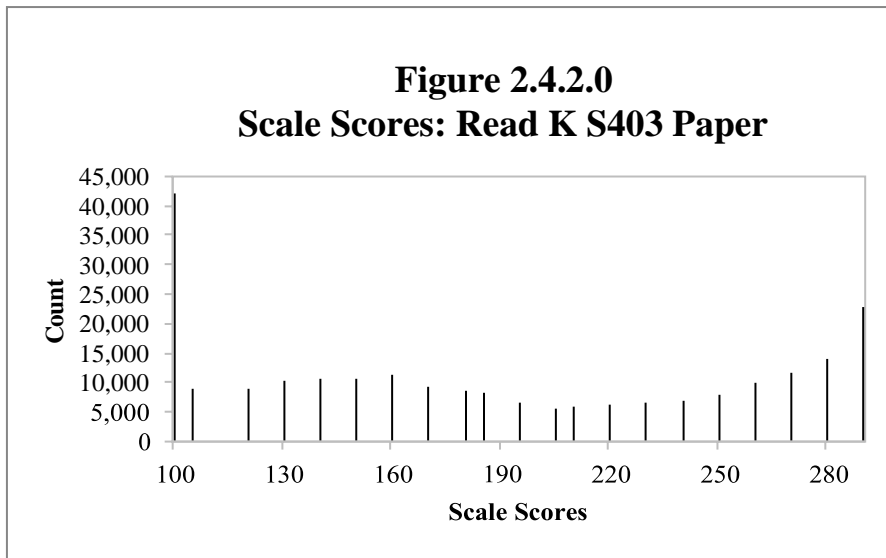

Figure 2.4.2.4.1
Scale Scores: Read 4-5AS403 Paper
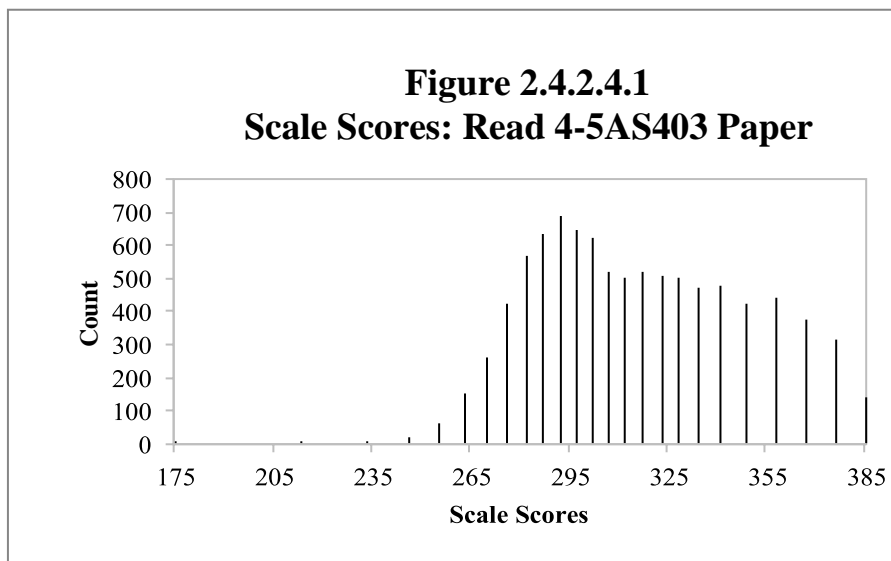
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.2.4.2

Scale Score Descriptive Statistics: Read 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	22,491	175	445	356.57	21.93
5	19,951	271	445	366.21	24.23
Total	42,442	175	445	361.10	23.54

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

Figure 2.4.2.4.2
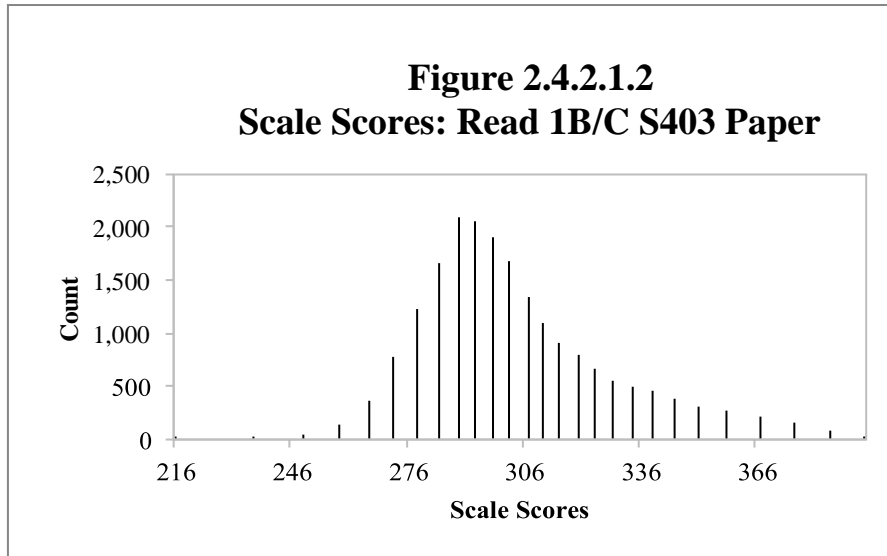**Scale Scores: Read 4-5B/C S403 Paper**
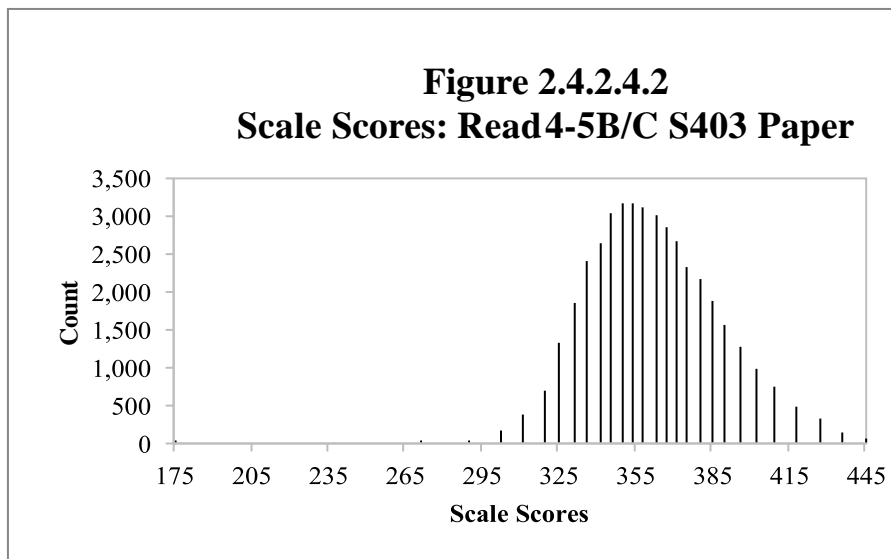
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.2.4.3

Scale Score Descriptive Statistics: Read 4-5 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	27,338	175	445	348.57	29.14
5	24,392	233	445	357.39	31.70
Total	51,730	175	445	352.73	30.69

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

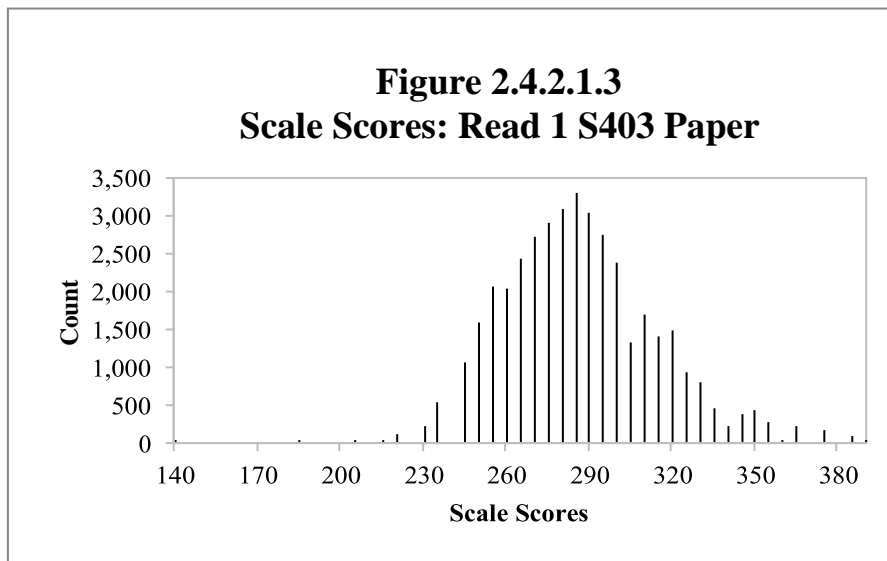**Figure 2.4.2.4.3**
Scale Scores: Read 4-5 S403 Paper
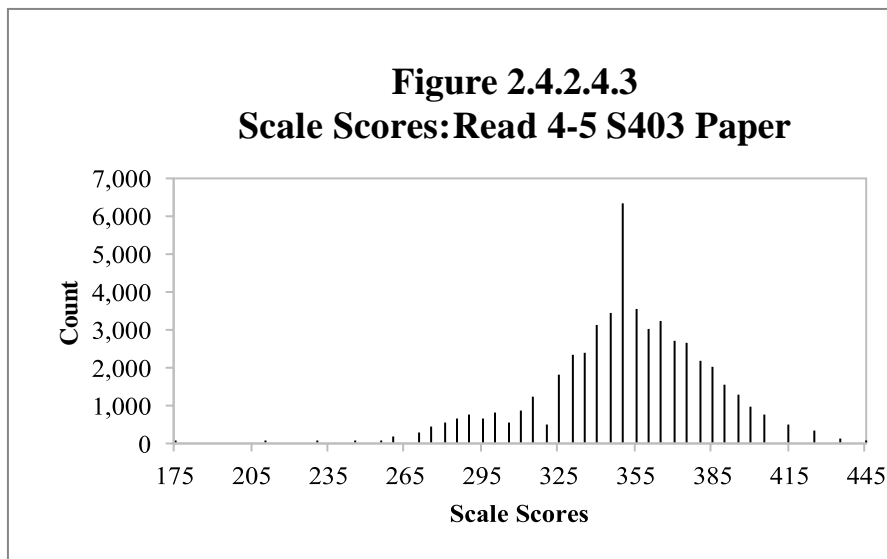
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.2.5 Grades 6–8

Table 2.4.2.5.1

Scale Score Descriptive Statistics: Read 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,377	200	422	331.81	26.47
7	4,380	245	422	334.23	27.55
8	4,366	200	422	338.04	28.20
Total	13,123	200	422	334.69	27.53

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

Figure 2.4.2.5.1
Scale Scores: Read 6-8AS403 Paper

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

Table 2.4.2.5.2

Scale Score Descriptive Statistics: Read 6-8 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	13,426	277	452	361.43	21.83
7	12,856	200	452	369.40	24.22
8	11,400	277	452	377.04	25.70
Total	37,682	200	452	368.87	24.69

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

Figure 2.4.2.5.2
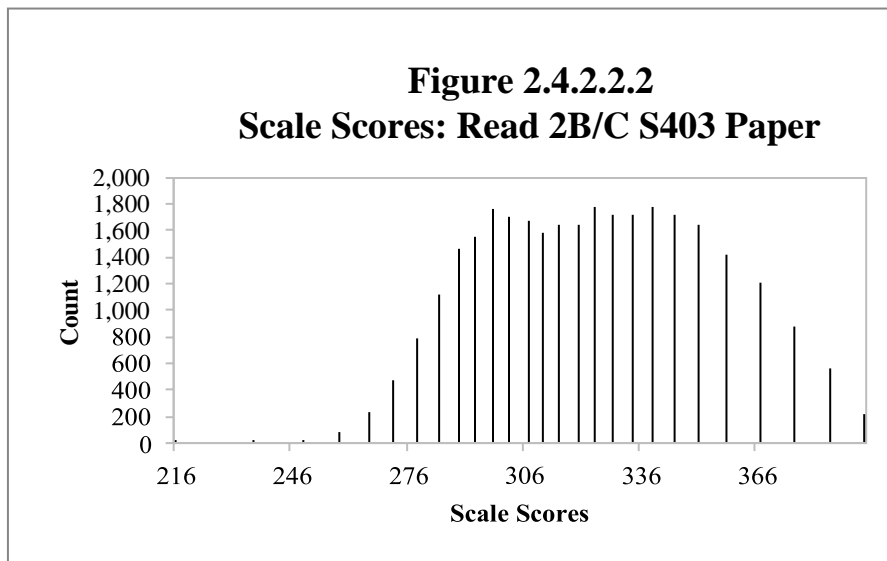**Scale Scores: Read 6-8 B/C S403 Paper**

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

Table 2.4.2.5.3

Scale Score Descriptive Statistics: Read 6-8 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	17,803	200	452	354.15	26.35
7	17,236	200	452	360.46	29.41
8	15,766	200	452	366.24	31.66
Total	50,805	200	452	360.04	29.53

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

Figure 2.4.2.5.3
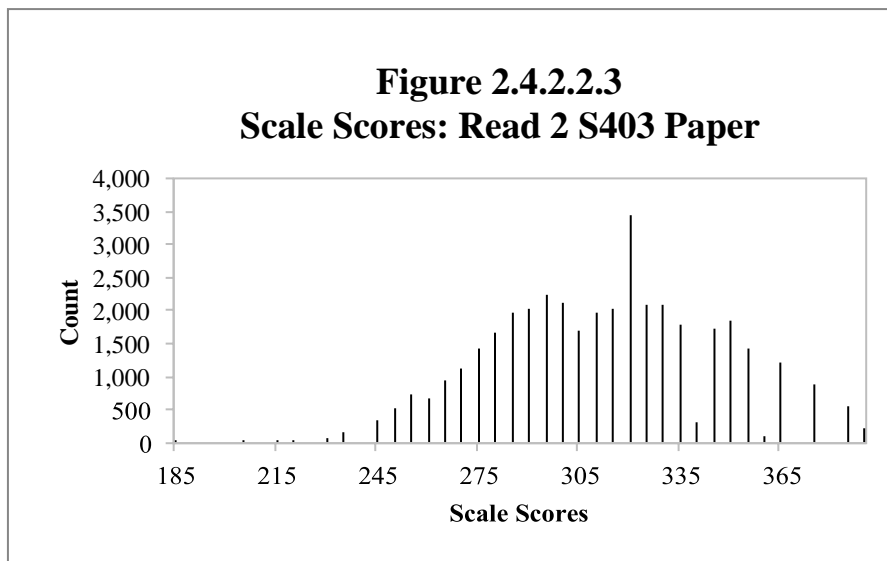**Scale Scores: Read 6-8 S403 Paper**
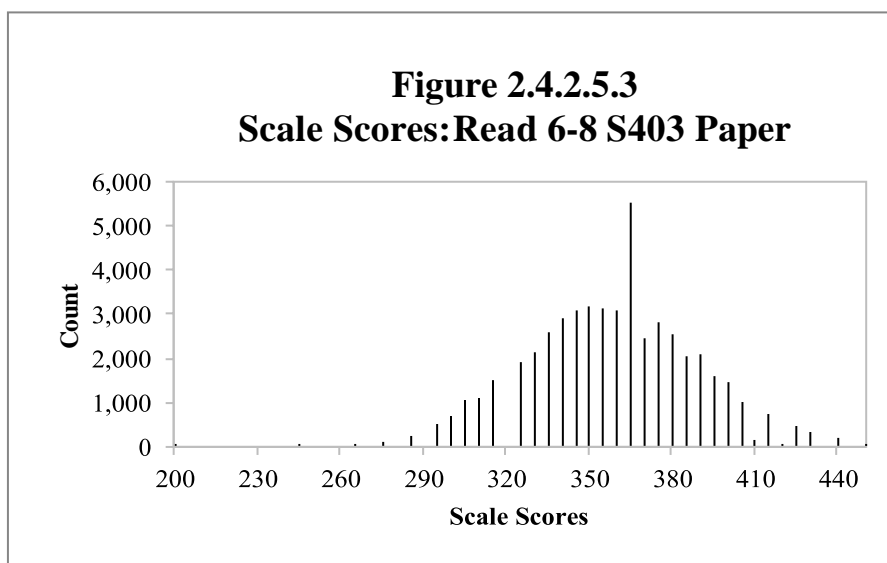
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.2.6 Grades 9–12

Table 2.4.2.6.1

Scale Score Descriptive Statistics: Read 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,087	272	433	353.80	27.47
10	3,918	252	433	359.03	28.12
11	3,292	272	433	361.93	28.58
12	1,747	272	433	365.64	27.41
Total	14,044	252	433	358.64	28.21

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

Figure 2.4.2.6.1
Scale Scores: Read 9-12AS403 Paper

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

Table 2.4.2.6.2

Scale Score Descriptive Statistics: Read 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	9,771	297	470	390.45	25.26
10	9,689	297	470	394.18	26.35
11	8,859	233	470	398.09	27.78
12	6,308	316	470	392.96	26.33
Total	34,627	233	470	393.90	26.57

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

Figure 2.4.2.6.2
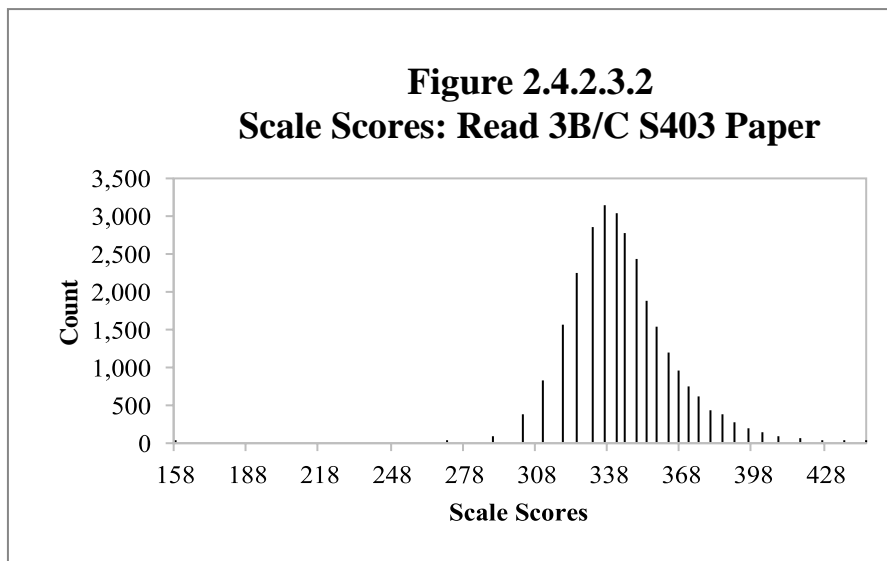**Scale Scores: Read 9-12B/C S403 Paper**
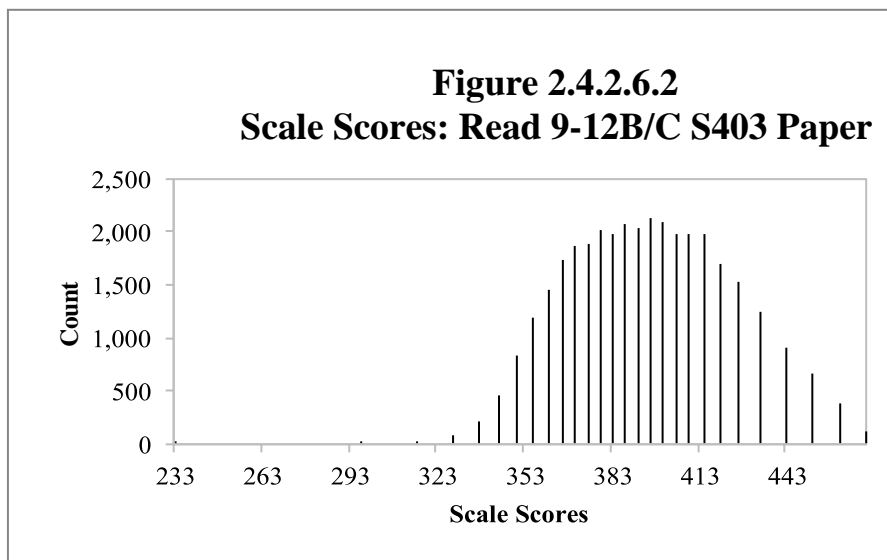
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.2.6.3

Scale Score Descriptive Statistics: Read 9-12 S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	14,858	272	470	377.90	31.31
10	13,607	252	470	384.06	31.23
11	12,151	233	470	388.30	32.28
12	8,055	272	470	387.03	28.85
Total	48,671	233	470	383.73	31.42

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

Figure 2.4.2.6.3
Scale Scores: Read 9-12 S403 Paper
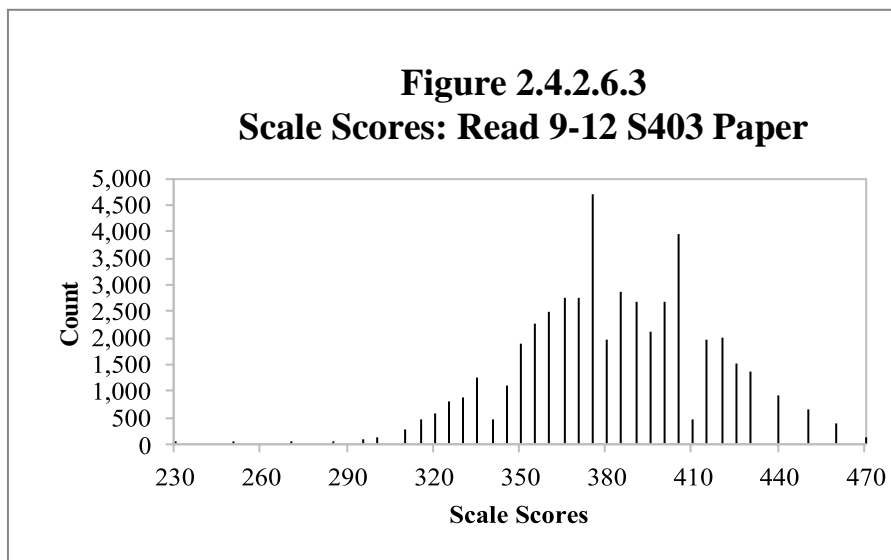
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.3 Writing

2.4.3.0   Kindergarten

Table 2.4.3.0

Scale Score Descriptive Statistics: Writ K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,459	100	339	204.69	66.70
Total	232,459	100	339	204.69	66.70

Figure 2.4.3.0
Scale Scores: Writ K S403 Paper

2.4.3.1 Grade 1

Table 2.4.3.1.1

Scale Score Descriptive Statistics: Writ 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	24,698	111	328	239.58	33.96
Total	24,698	111	328	239.58	33.96

**Figure 2.4.3.1.1
Scale Scores: Writ 1AS403 Paper**
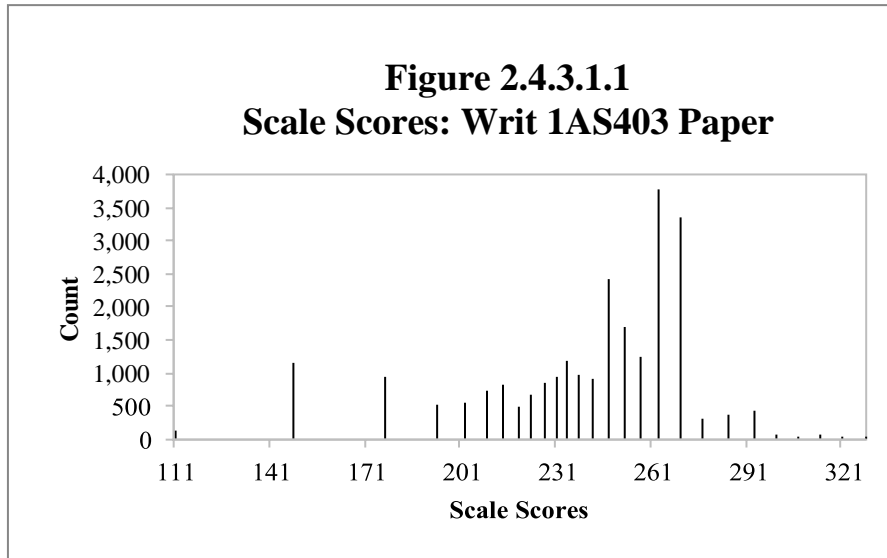
Table 2.4.3.1.2

Scale Score Descriptive Statistics: Writ 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	24,207	111	420	278.00	39.64
Total	24,207	111	420	278.00	39.64

Figure 2.4.3.1.2
Scale Scores: Writ 1B/C S403 Paper
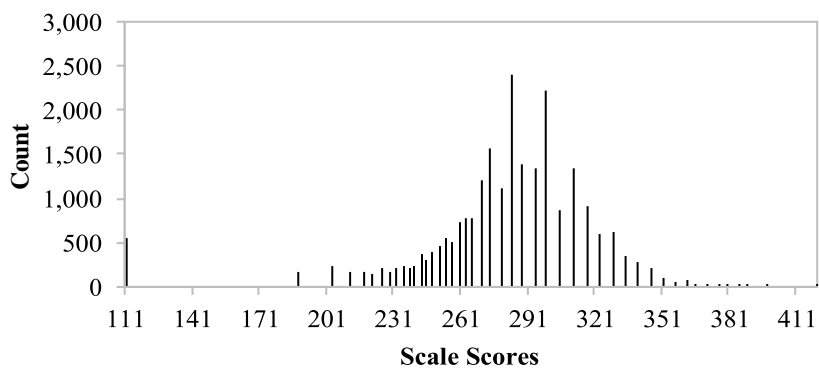
Table 2.4.3.1.3

Scale Score Descriptive Statistics: Writ 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	48,905	111	420	258.60	41.58
Total	48,905	111	420	258.60	41.58

Figure 2.4.3.1.3
Scale Scores: Writ 1 S403 Paper
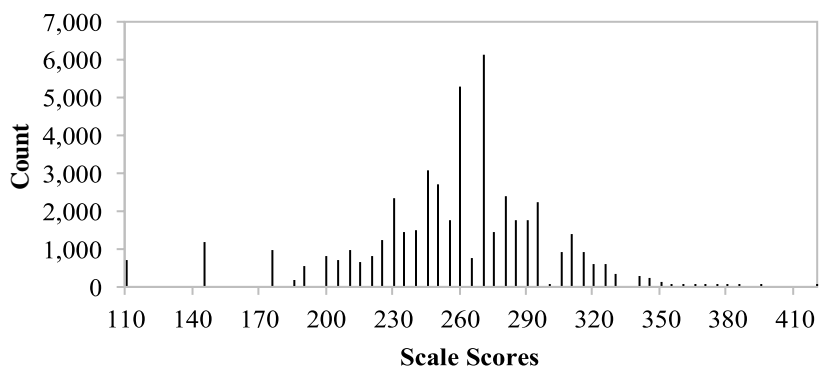
2.4.3.2 Grade 2

Table 2.4.3.2.1

Scale Score Descriptive Statistics: Writ 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	10,160	133	358	248.30	43.76
Total	10,160	133	358	248.30	43.76

Figure 2.4.3.2.1
Scale Scores: Writ 2AS403 Paper
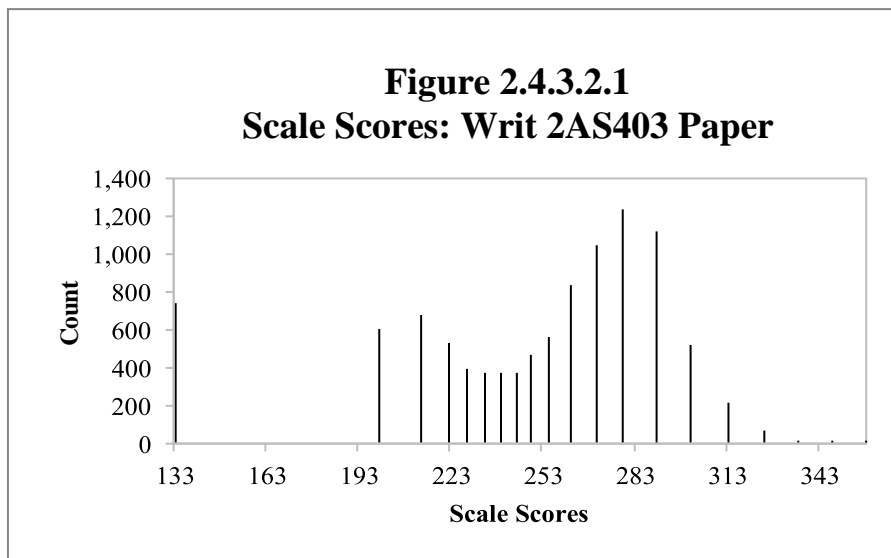
Table 2.4.3.2.2

Scale Score Descriptive Statistics: Writ 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	34,911	133	399	297.37	31.74
Total	34,911	133	399	297.37	31.74

Figure 2.4.3.2.2
Scale Scores: Writ 2B/C S403 Paper
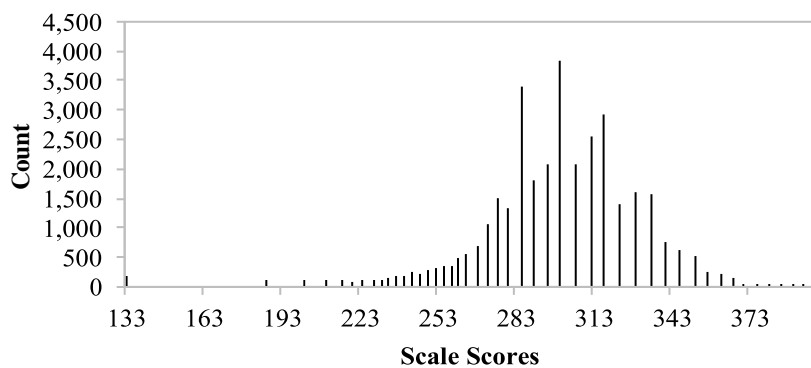
Table 2.4.3.2.3

Scale Score Descriptive Statistics: Writ 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	45,071	133	399	286.31	40.40
Total	45,071	133	399	286.31	40.40

Figure 2.4.3.2.3
Scale Scores: Writ 2 S403 Paper
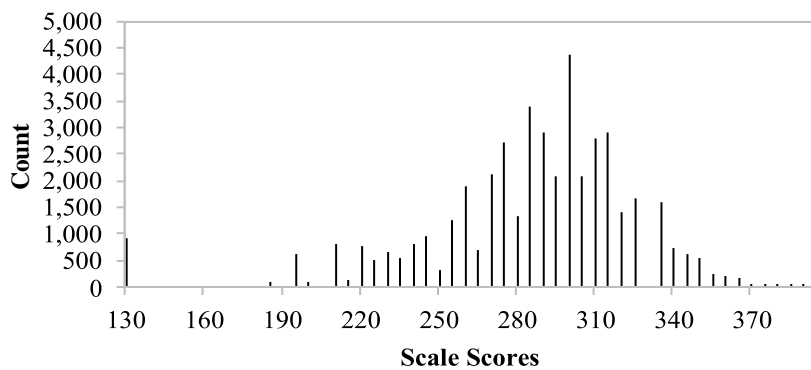
2.4.3.3 Grade 3

Table 2.4.3.3.1

Scale Score Descriptive Statistics: Writ 3 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,985	133	347	256.68	42.78
Total	6,985	133	347	256.68	42.78

Figure 2.4.3.3.1
Scale Scores: Writ 3AS403 Paper
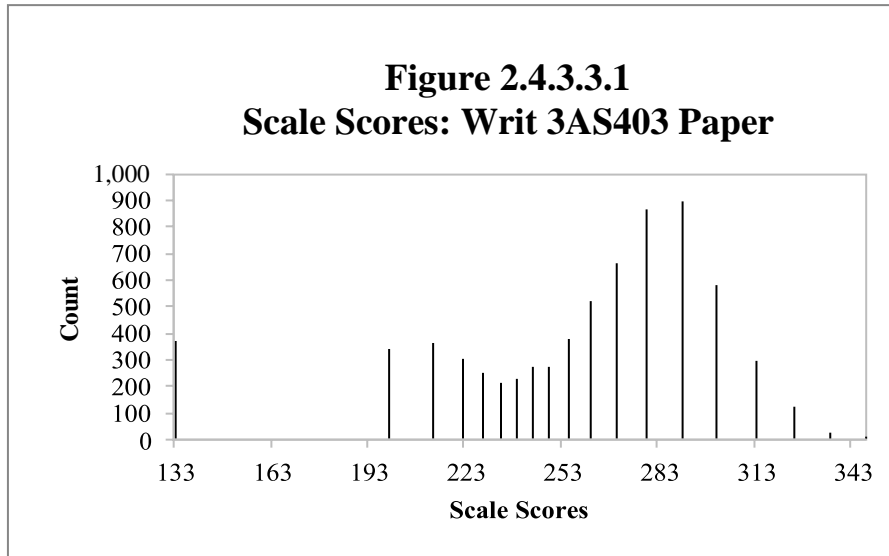
Table 2.4.3.3.2

Scale Score Descriptive Statistics: Writ 3 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	32,024	133	459	314.81	30.06
Total	32,024	133	459	314.81	30.06

Figure 2.4.3.3.2
Scale Scores: Writ 3B/C S403 Paper
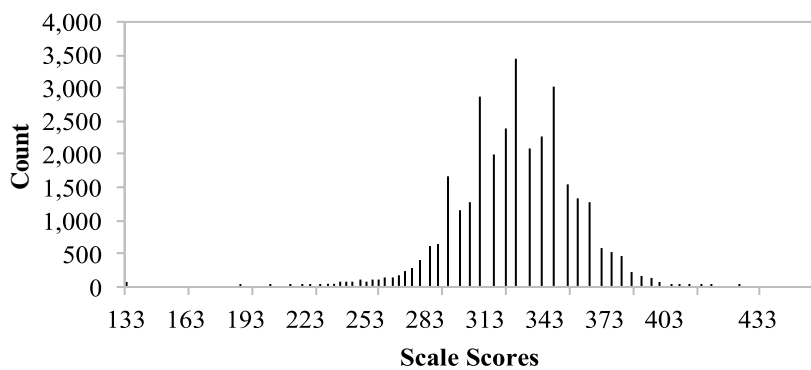
Table 2.4.3.3.3

Scale Score Descriptive Statistics: Writ 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	39,009	133	459	304.40	39.58
Total	39,009	133	459	304.40	39.58

Figure 2.4.3.3.3
Scale Scores: Writ 3 S403 Paper
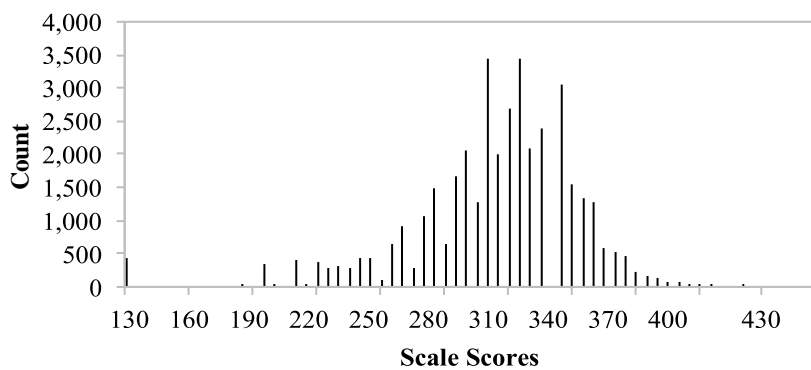
2.4.3.4 Grades 4–5

Table 2.4.3.4.1

Scale Score Descriptive Statistics: Writ 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,331	155	378	277.65	39.95
5	4,765	155	378	284.65	36.89
Total	10,096	155	378	280.95	38.69

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

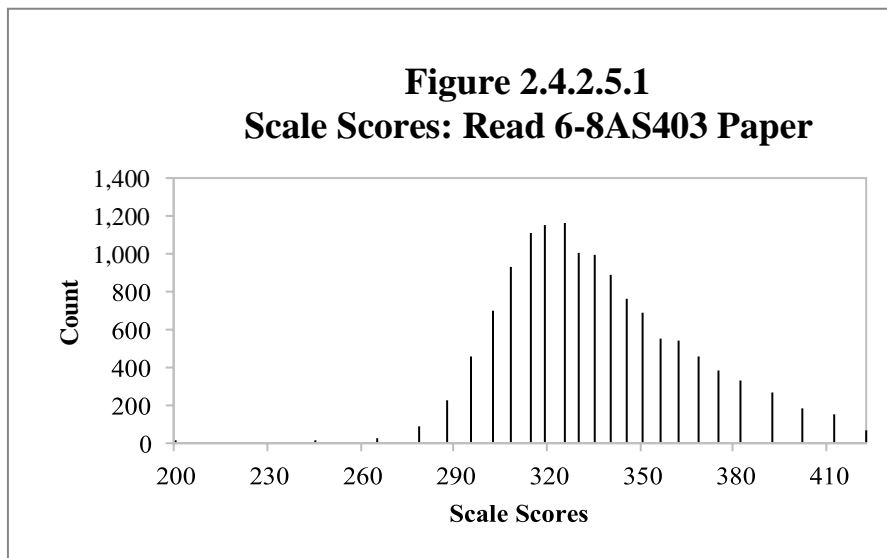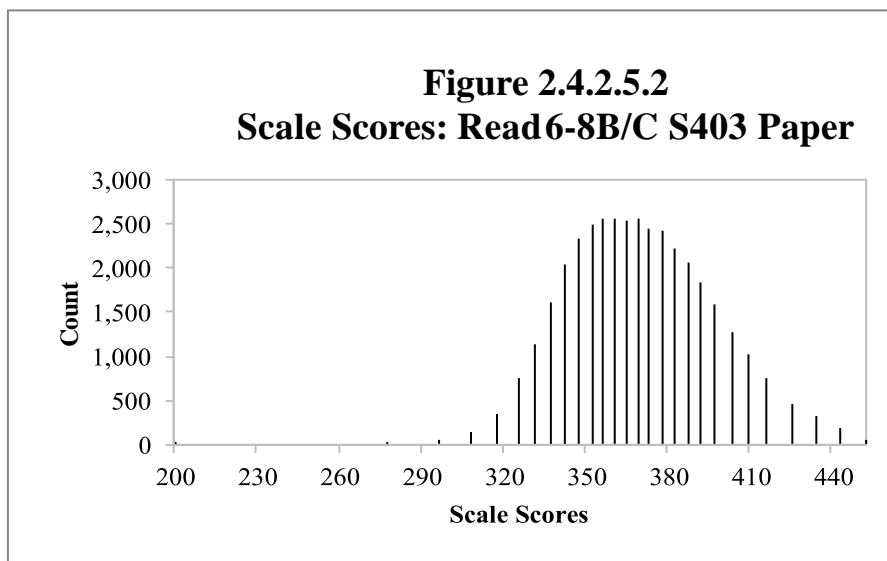**Figure 2.4.3.4.1**
Scale Scores: Writ 4-5AS403 Paper
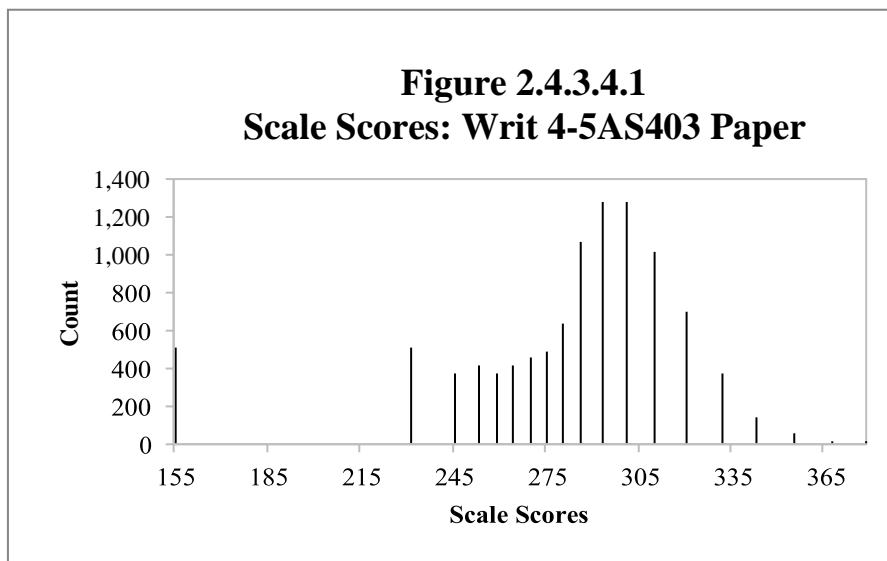
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.3.4.2

Scale Score Descriptive Statistics: Writ 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	24,854	155	434	346.20	28.47
5	21,843	155	443	357.81	28.60
Total	46,697	155	443	351.63	29.11

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

Figure 2.4.3.4.2
Scale Scores: Writ 4-5B/C S403 Paper

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

Table 2.4.3.4.3

Scale Score Descriptive Statistics: Writ 4-5 S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	30,185	155	434	334.09	40.40
5	26,608	155	443	344.71	41.26
Total	56,793	155	443	339.06	41.15

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

Figure 2.4.3.4.3
Scale Scores: Writ 4-5 S403 Paper

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

2.4.3.5   Grades 6–8

Table 2.4.3.5.1

Scale Score Descriptive Statistics: Writ 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,746	188	389	280.02	34.31
7	4,760	188	398	282.47	33.90
8	4,731	188	398	286.33	32.73
Total	14,237	188	398	282.93	33.75

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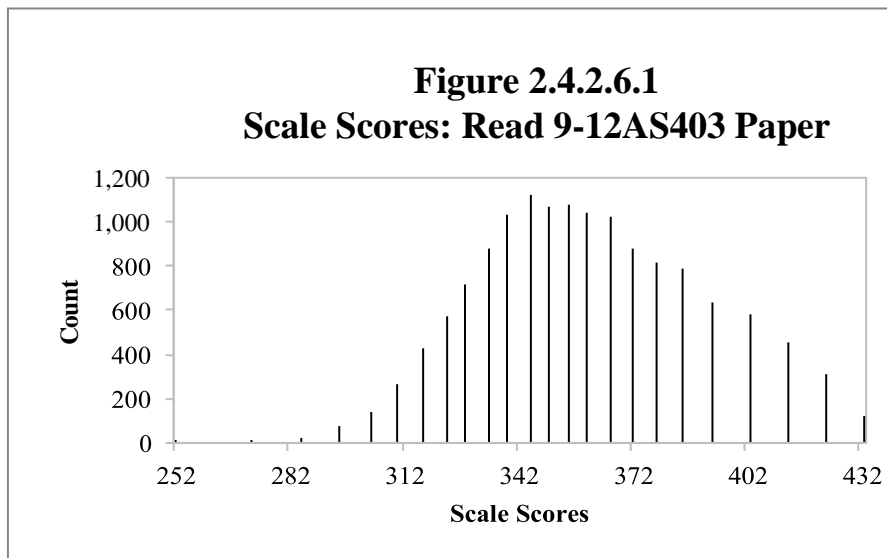

Figure 2.4.3.5.1
Scale Scores: Writ 6-8AS403 Paper

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

Table 2.4.3.5.2

Scale Score Descriptive Statistics: Writ 6-8 B/C S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	14,850	188	427	340.87	29.61
7	13,961	188	442	347.03	29.82
8	12,300	188	442	352.26	28.75
Total	41,111	188	442	346.37	29.79

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

Figure 2.4.3.5.2
Scale Scores: Writ 6-8B/C S403 Paper

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

Table 2.4.3.5.3

Scale Score Descriptive Statistics: Writ 6-8 S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	19,596	188	427	326.13	40.36
7	18,721	188	442	330.61	41.78
8	17,031	188	442	333.94	42.03
Total	55,348	188	442	330.05	41.48

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

Figure 2.4.3.5.3
Scale Scores: Writ 6-8 S403 Paper

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

2.4.3.6 Grades 9–12

Table 2.4.3.6.1

Scale Score Descriptive Statistics: Writ 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,492	232	430	312.95	36.70
10	4,202	232	430	319.39	34.59
11	3,472	232	430	325.39	34.61
12	1,861	232	430	330.09	32.49
Total	15,027	232	430	319.75	35.66

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

Figure 2.4.3.6.1
Scale Scores: Writ 9-12AS403 Paper
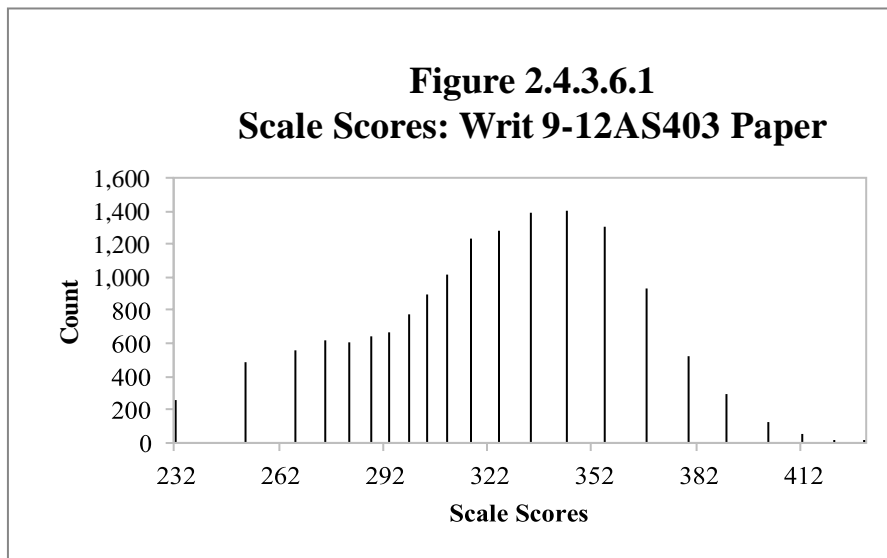
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
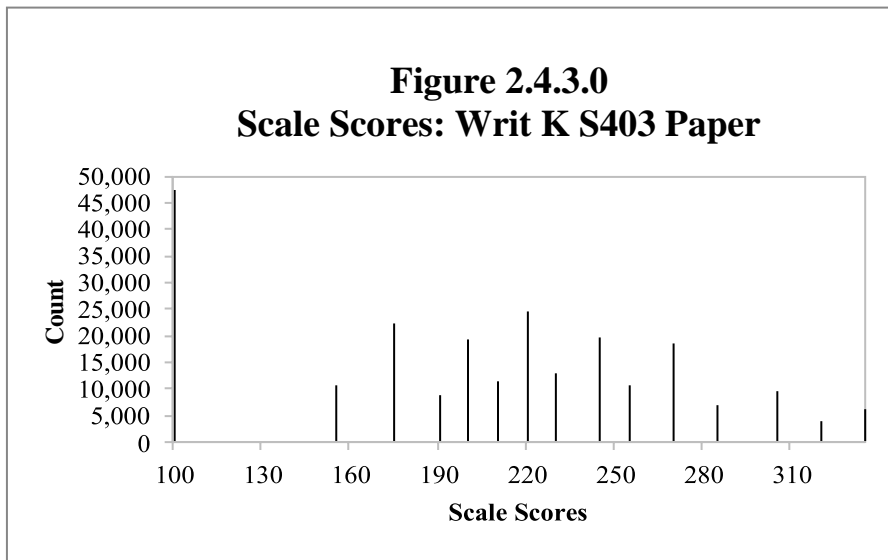
Table 2.4.3.6.2

Scale Score Descriptive Statistics: Writ 9-12 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	11,077	232	483	370.36	32.10
10	10,869	232	464	372.69	33.11
11	9,855	232	472	376.87	32.86
12	6,890	232	464	372.73	34.41
Total	38,691	232	483	373.09	33.08

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

Figure 2.4.3.6.2
Scale Scores: Writ 9-12B/C S403 Paper

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

Table 2.4.3.6.3

Scale Score Descriptive Statistics: Writ 9-12 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	16,569	232	483	351.33	43.19
10	15,071	232	464	357.83	41.17
11	13,327	232	472	363.46	40.26
12	8,751	232	464	363.66	38.23
Total	53,718	232	483	358.17	41.44

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

Figure 2.4.3.6.3
Scale Scores: Writ 9-12 S403 Paper

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

2.4.4 Speaking

2.4.4.0   Kindergarten

Table 2.4.4.0

Scale Score Descriptive Statistics: Spek K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,464	100	392	274.19	99.39
Total	232,464	100	392	274.19	99.39

Figure 2.4.4.0
Scale Scores: Spek K S403 Paper

2.4.4.1 Grade 1

Table 2.4.4.1.1

Scale Score Descriptive Statistics: Spek 1 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	24,305	106	391	254.04	67.77
Total	24,305	106	391	254.04	67.77

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

Figure 2.4.4.1.1
Scale Scores: Spek 1AS403 Paper
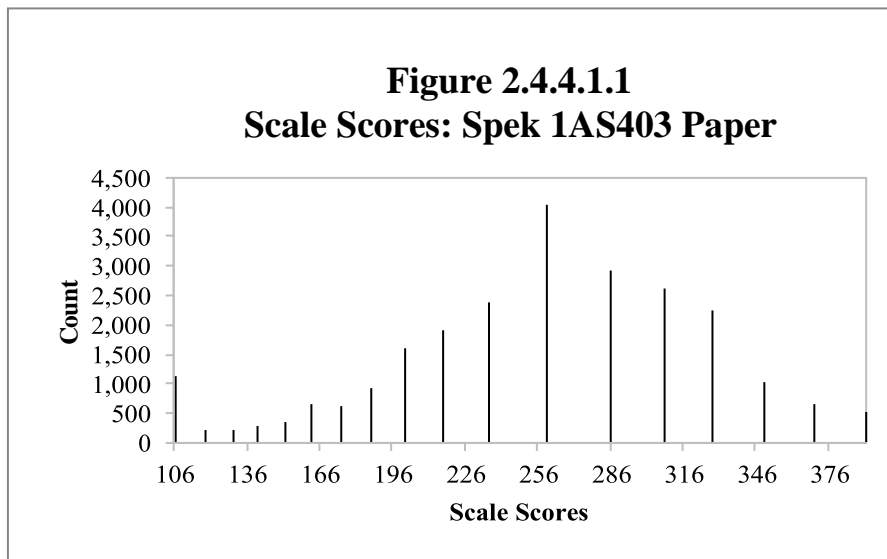
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.4.1.2

Scale Score Descriptive Statistics: Spek 1 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	23,785	106	407	302.86	52.12
Total	23,785	106	407	302.86	52.12

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

Figure 2.4.4.1.2
Scale Scores: Spek 1B/C S403 Paper
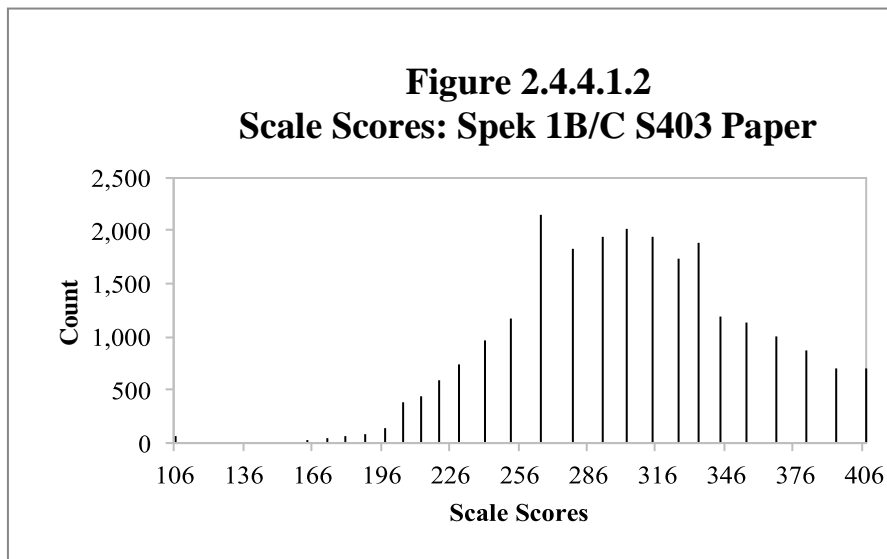
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.4.1.3

Scale Score Descriptive Statistics: Spek 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	48,090	106	407	278.19	65.27
Total	48,090	106	407	278.19	65.27

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

Figure 2.4.4.1.3
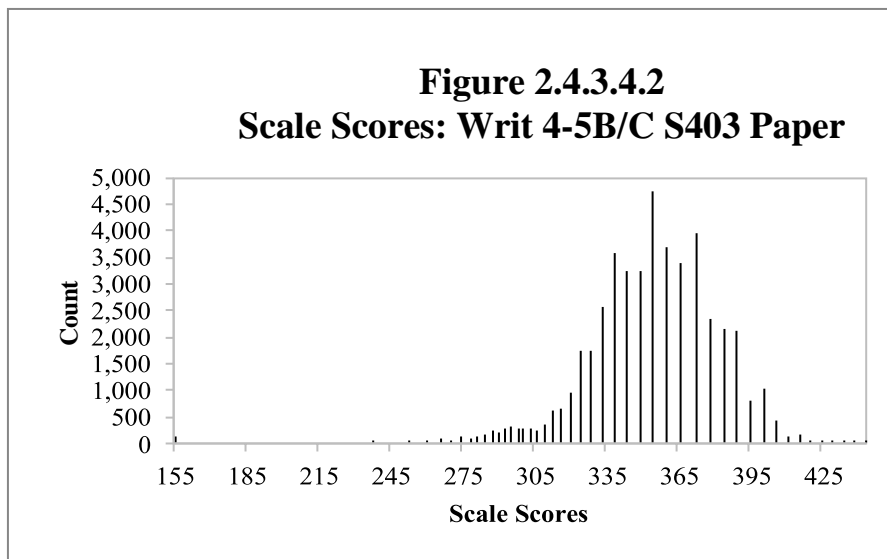**Scale Scores: Spek 1 S403 Paper**
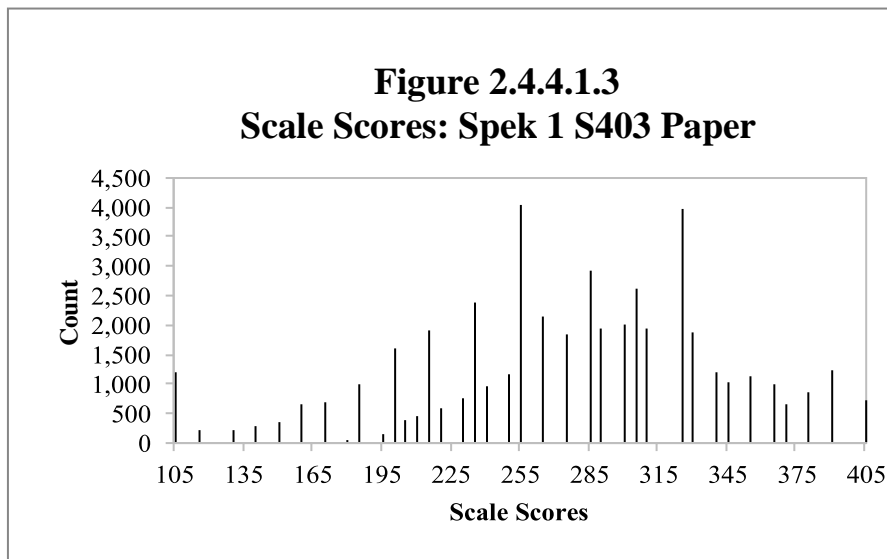
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.4.2 Grade 2

Table 2.4.4.2.1

Scale Score Descriptive Statistics: Spek 2 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	9,985	118	383	235.59	75.92
Total	9,985	118	383	235.59	75.92

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

Figure 2.4.4.2.1
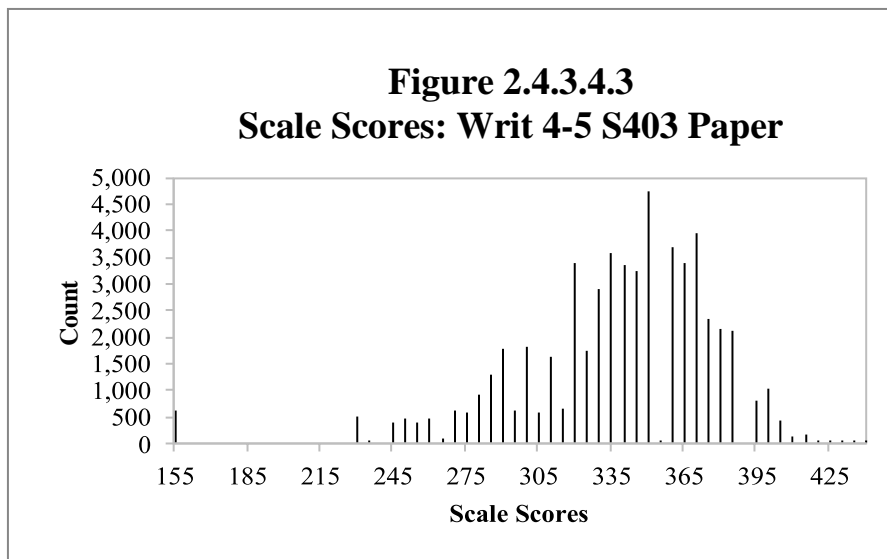**Scale Scores: Spek 2AS403 Paper**

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

Table 2.4.4.2.2

Scale Score Descriptive Statistics: Spek 2 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	34,331	118	425	307.89	52.62
Total	34,331	118	425	307.89	52.62

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

Figure 2.4.4.2.2
Scale Scores: Spek 2B/C S403 Paper
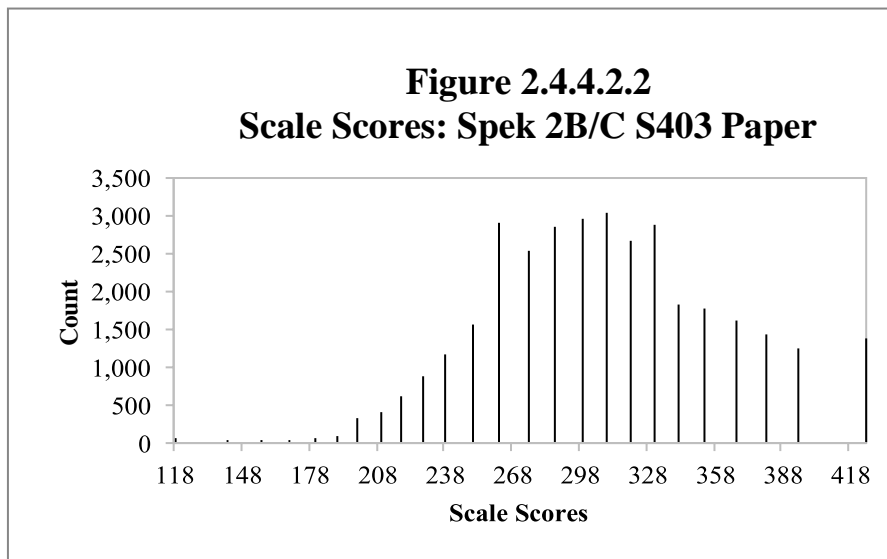
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.4.2.3

Scale Score Descriptive Statistics: Spek 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	44,316	118	425	291.60	66.00
Total	44,316	118	425	291.60	66.00

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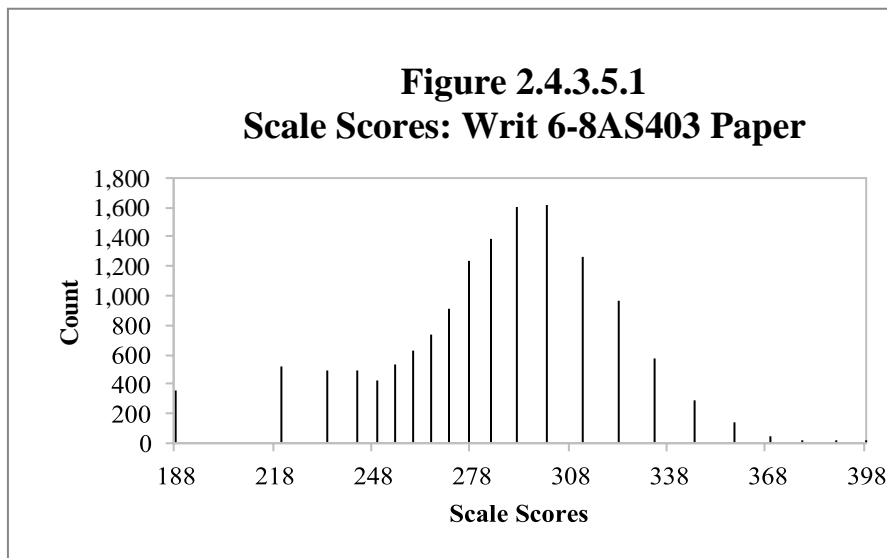

Figure 2.4.4.2.3
Scale Scores: Spek 2 S403 Paper
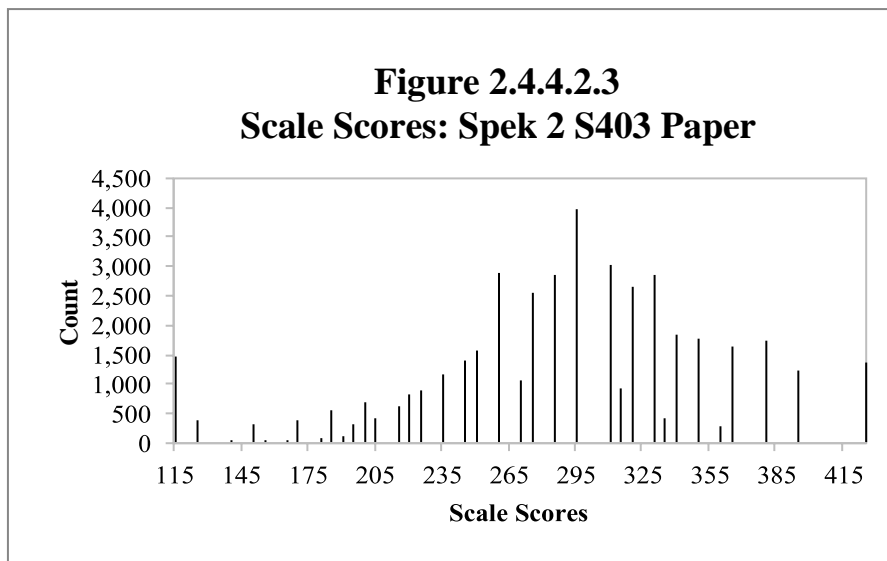
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.4.3 Grade 3

Table 2.4.4.3.1

Scale Score Descriptive Statistics: Spek 3 A S403 Paper

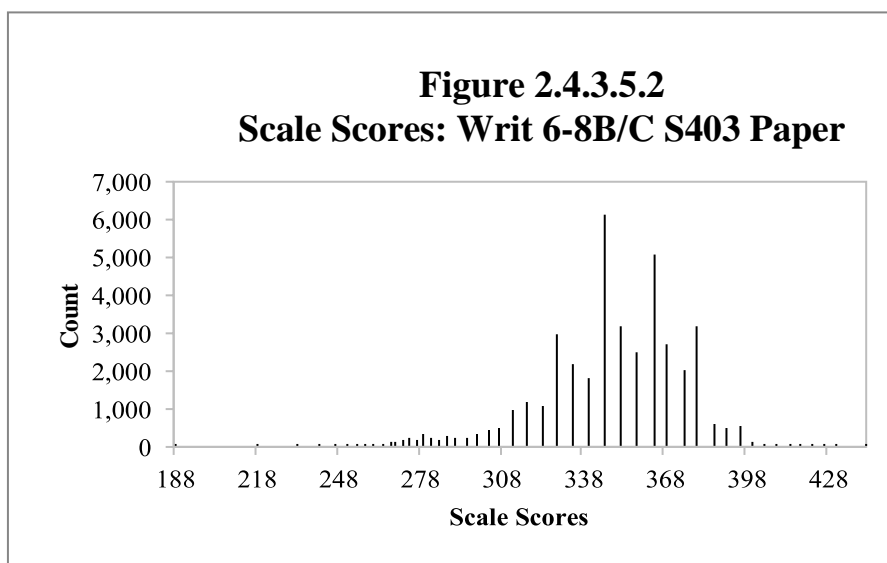| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	6,859	118	383	230.49	77.61
Total	6,859	118	383	230.49	77.61

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

Figure 2.4.4.3.1
Scale Scores: Spek 3AS403 Paper
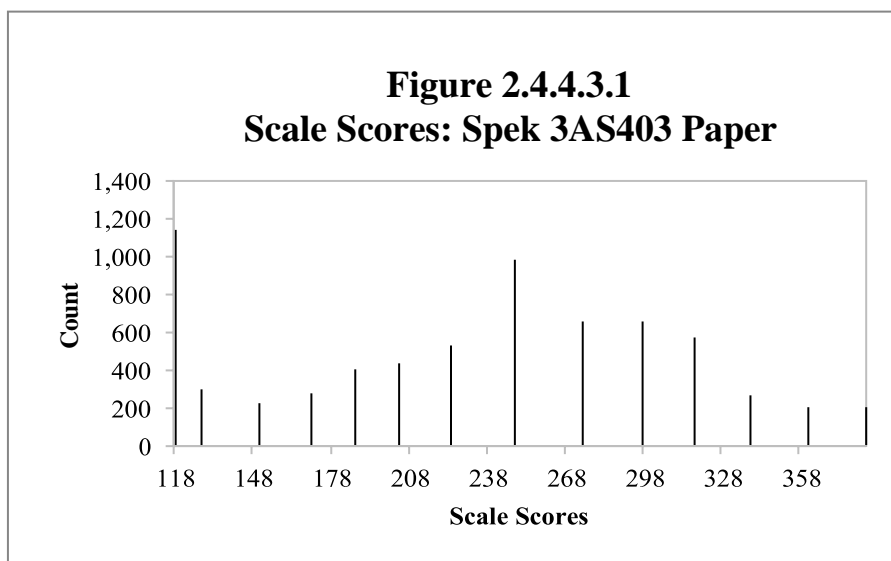
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.4.3.2

Scale Score Descriptive Statistics: Spek 3 B/C S403 Paper

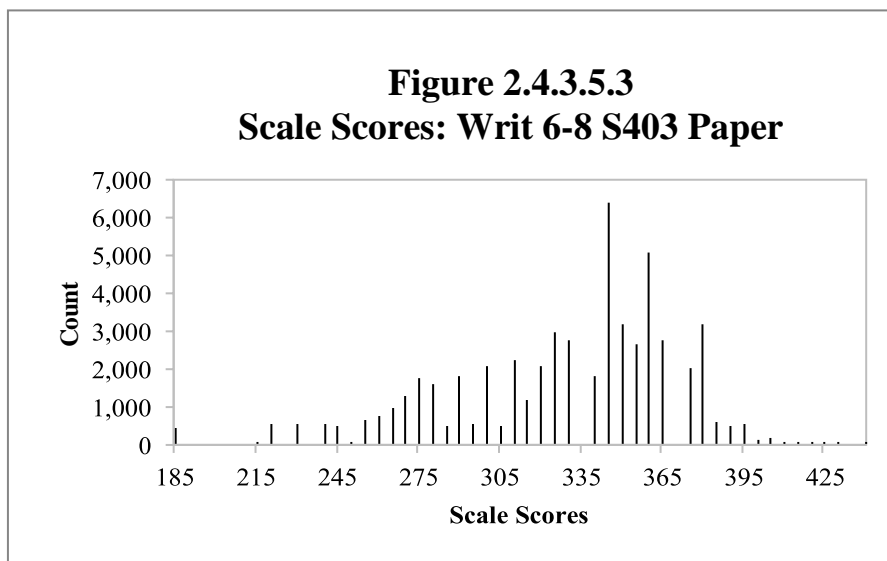| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	31,554	118	425	319.19	51.56
Total	31,554	118	425	319.19	51.56

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

Figure 2.4.4.3.2
Scale Scores: Spek 3B/C S403 Paper
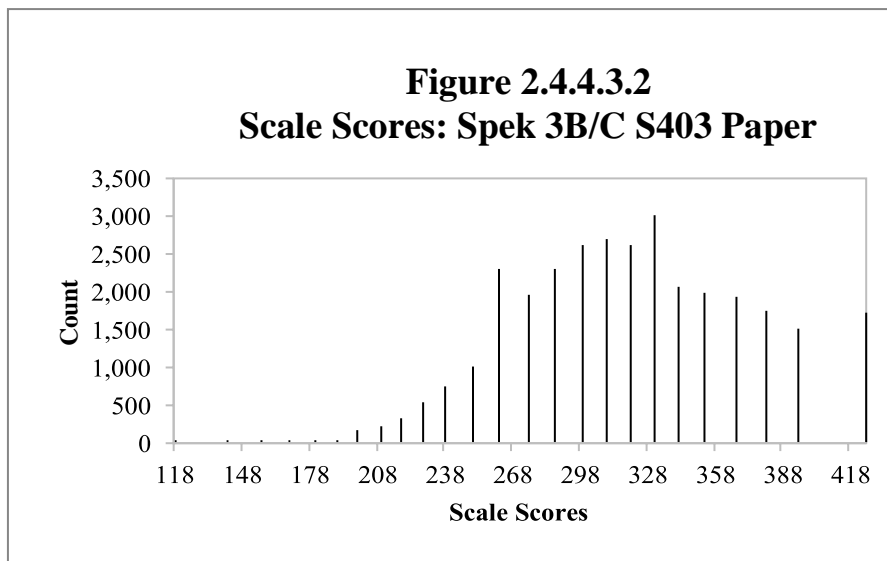
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.4.3.3

Scale Score Descriptive Statistics: Spek 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	38,413	118	425	303.35	66.43
Total	38,413	118	425	303.35	66.43

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

Figure 2.4.4.3.3
Scale Scores: Spek 3 S403 Paper
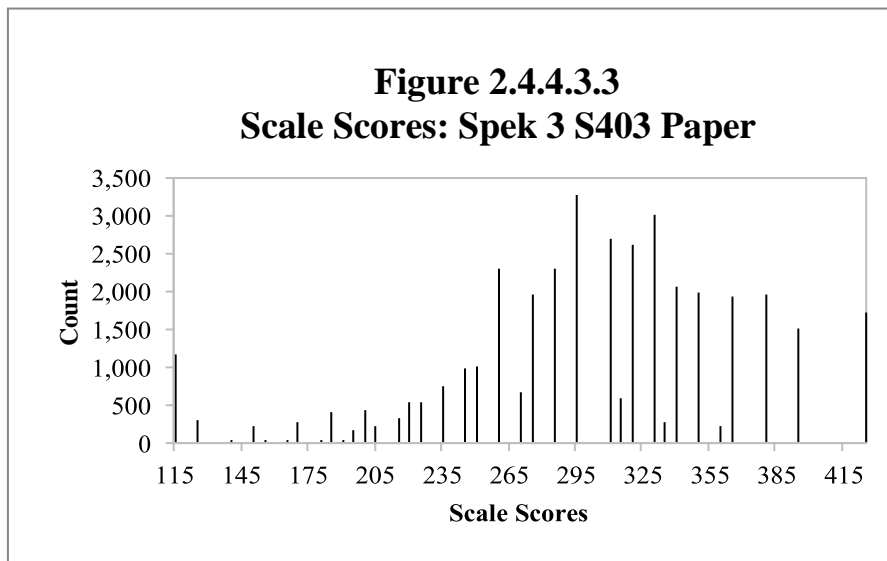
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.4.4   Grades 4–5

Table 2.4.4.4.1

Scale Score Descriptive Statistics: Spek 4-5 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	5,294	130	423	246.99	77.58
5	4,743	130	423	253.39	77.64
Total	10,037	130	423	250.01	77.67

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

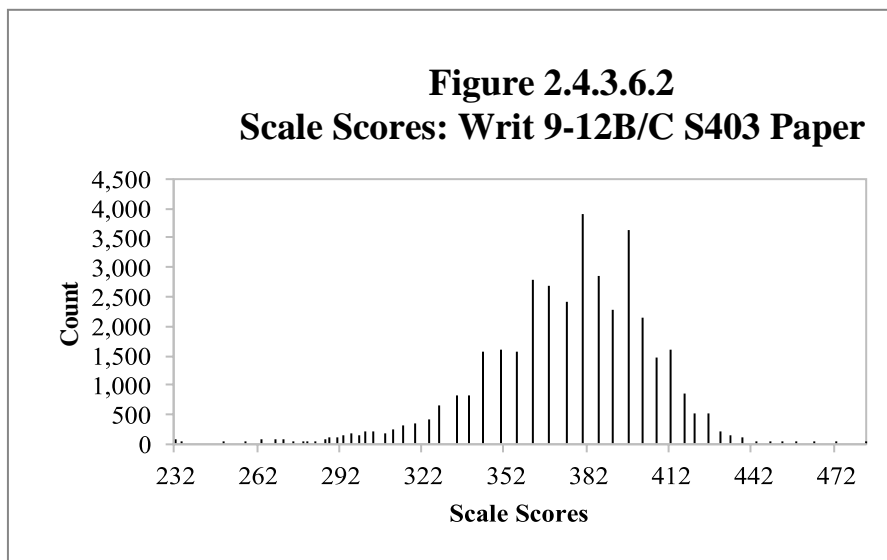**Figure 2.4.4.4.1**
Scale Scores: Spek 4-5AS403 Paper

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

Table 2.4.4.4.2

Scale Score Descriptive Statistics: Spek 4-5 B/C S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	24,782	130	450	356.12	51.72
5	21,791	130	450	364.05	51.29
Total	46,573	130	450	359.83	51.67

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

Figure 2.4.4.4.2
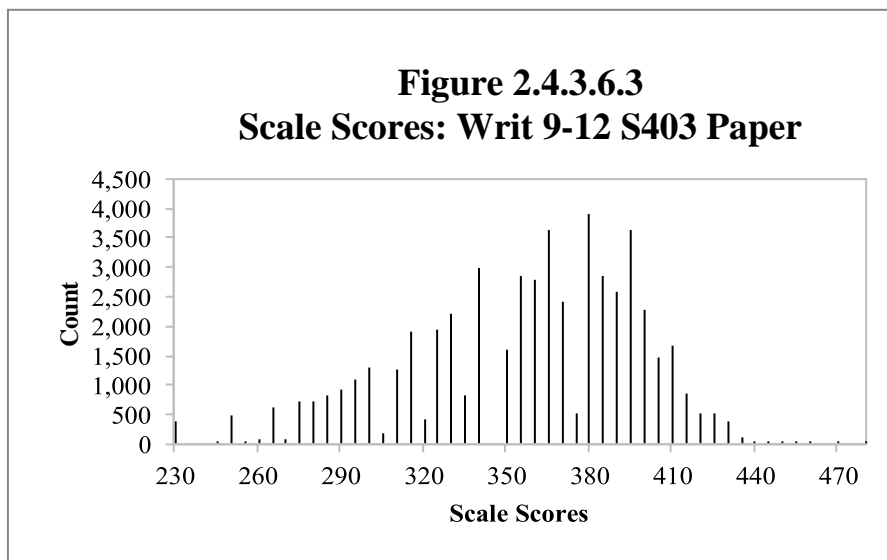**Scale Scores: Spek 4-5B/C S403 Paper**
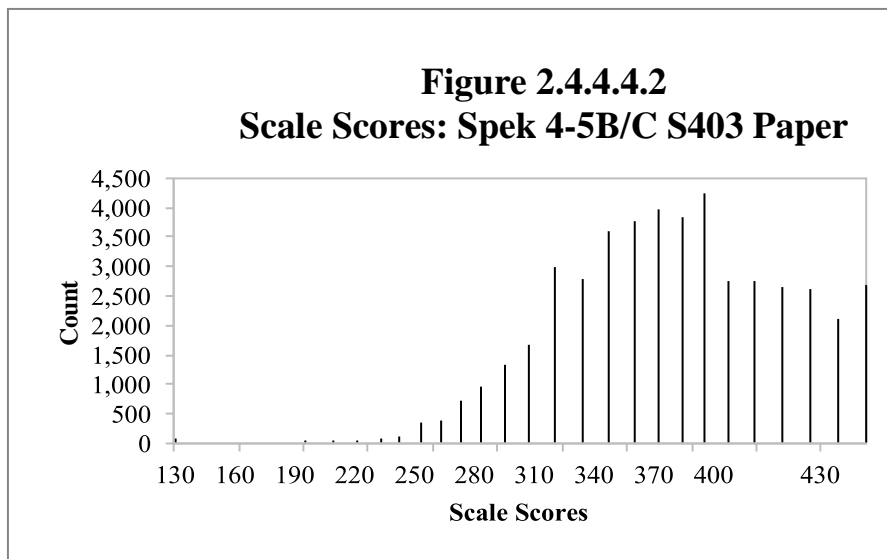
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.4.4.4.3

Scale Score Descriptive Statistics: Spek 4-5 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	30,076	130	450	336.91	70.64
5	26,534	130	450	344.27	70.96
Total	56,610	130	450	340.36	70.89

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

Figure 2.4.4.4.3
Scale Scores: Spek 4-5 S403 Paper
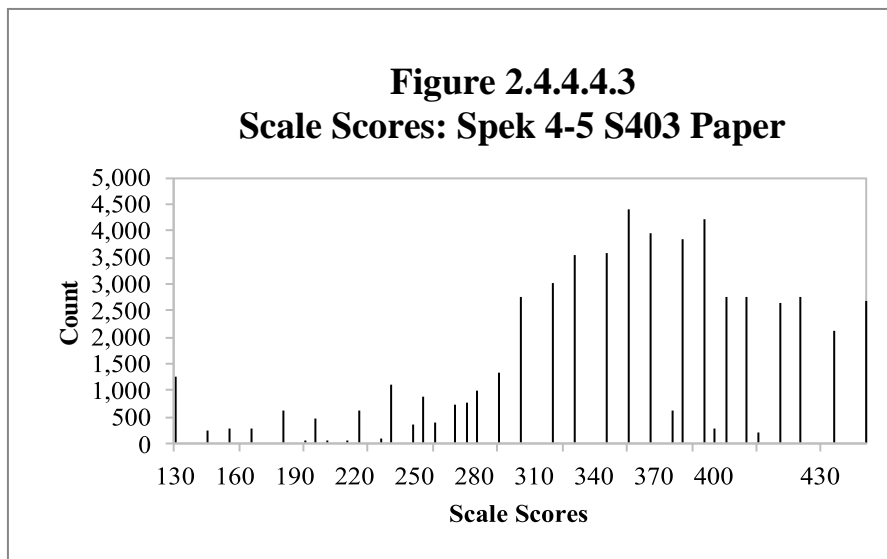
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.4.4.5 Grades 6–8

Table 2.4.4.5.1

Scale Score Descriptive Statistics: Spek 6-8 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	4,716	148	459	280.87	77.29
7	4,731	148	459	282.58	76.91
8	4,702	148	459	285.29	75.74
Total	14,149	148	459	282.91	76.67

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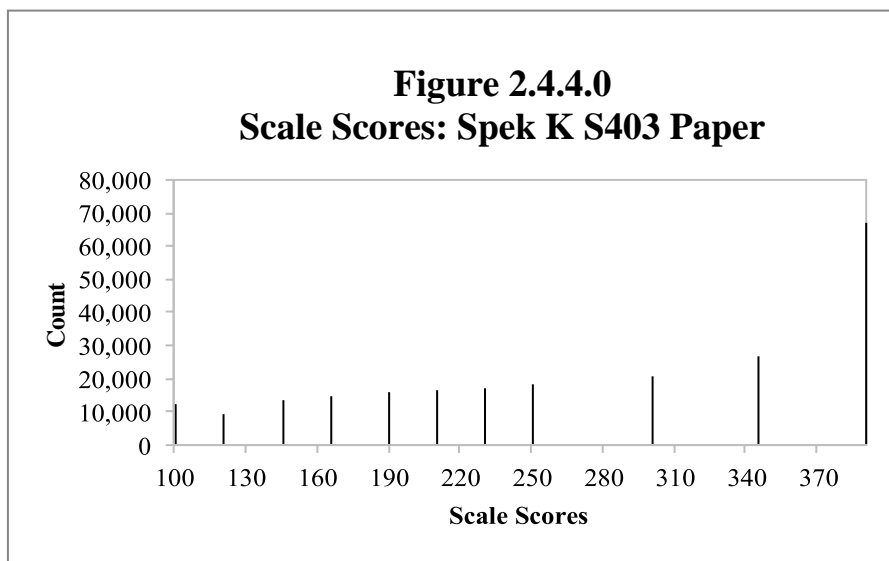

Figure 2.4.4.5.1
Scale Scores: Spek 6-8AS403 Paper

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

Table 2.4.4.5.2

Scale Score Descriptive Statistics: Spek 6-8 B/C S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	14,787	148	471	374.49	55.33
7	13,918	148	471	379.46	56.01
8	12,248	148	471	384.57	57.76
Total	40,953	148	471	379.19	56.45

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

Figure 2.4.4.5.2
Scale Scores: Spek 6-8B/C S403 Paper

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

Table 2.4.4.5.3

Scale Score Descriptive Statistics: Spek 6-8 S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	19,503	148	471	351.85	73.30
7	18,649	148	471	354.89	74.96
8	16,950	148	471	357.03	77.32
Total	55,102	148	471	354.47	75.14

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

Figure 2.4.4.5.3
Scale Scores: Spek 6-8 S403 Paper

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

2.4.4.6 Grades 9–12

Table 2.4.4.6.1

Scale Score Descriptive Statistics: Spek 9-12 A S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	5,448	172	445	271.22	72.38
10	4,180	172	445	280.42	70.79
11	3,436	172	445	284.48	70.16
12	1,844	172	445	299.05	67.79
Total	14,908	172	445	280.30	71.41

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.
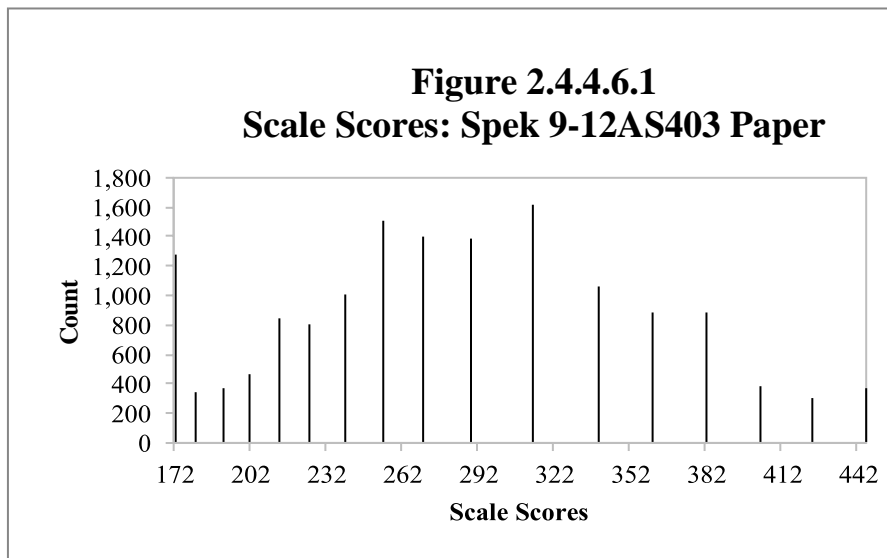
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
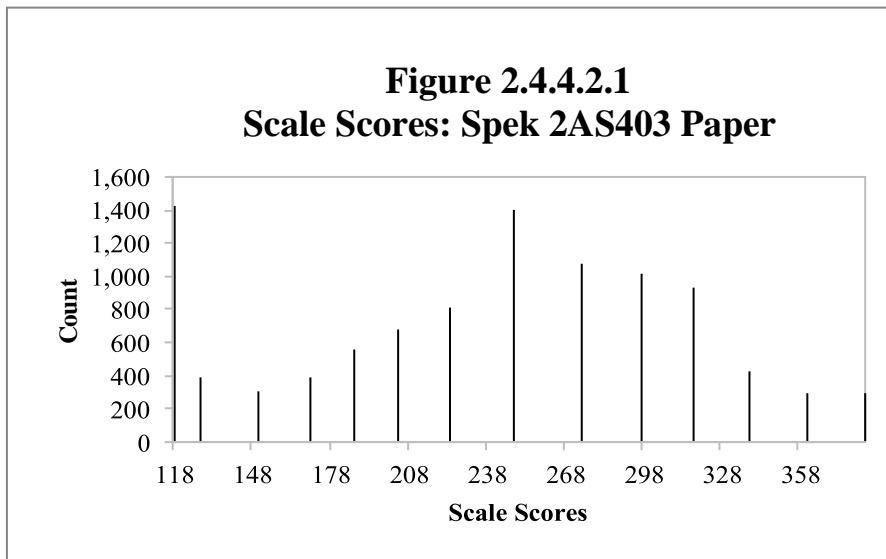
Table 2.4.4.6.2

Scale Score Descriptive Statistics: Spek 9-12 B/C S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	11,030	172	476	380.09	60.65
10	10,812	172	476	378.80	63.15
11	9,809	172	476	381.78	62.25
12	6,851	172	476	378.49	62.14
Total	38,502	172	476	379.87	62.04

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

Figure 2.4.4.6.2
Scale Scores: Spek 9-12B/C S403 Paper

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

Table 2.4.4.6.3

Scale Score Descriptive Statistics: Spek 9-12 S403 Paper

| Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	16,478	172	476	344.09	82.57
10	14,992	172	476	351.37	78.86
11	13,245	172	476	356.54	77.24
12	8,695	172	476	361.64	71.21
Total	53,410	172	476	352.08	78.70

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

Figure 2.4.4.6.3
Scale Scores: Spek 9-12 S403 Paper

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

2.5 Proficiency Level Distribution

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. Proficiency level distribution is presented by grade-level cluster and tier, and then by grade-level cluster, combining tiers. In the figure, the horizontal axis shows the six WIDA proficiency levels. The vertical axis shows the percentage of students. Each bar shows the percentage of students who were placed into each proficiency level in the domain being tested on this test form.

In the tables presented in this section, each row 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.

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

2.5.1 Listening

2.5.1.0 Kindergarten

Table 2.5.1.0

Proficiency Level Distribution: List K S403 Paper

Level	Grade K		Total	
	Count	Percent	Count	Percent
1	59,568	25.62%	59,568	25.62%
2	22,133	9.52%	22,133	9.52%
3	19,724	8.48%	19,724	8.48%
4	13,512	5.81%	13,512	5.81%
5	34,871	15.00%	34,871	15.00%
6	82,659	35.56%	82,659	35.56%
Total	232,467	100.00%	232,467	100.00%

Figure 2.5.1.0
Proficiency Level: List K S403 Paper
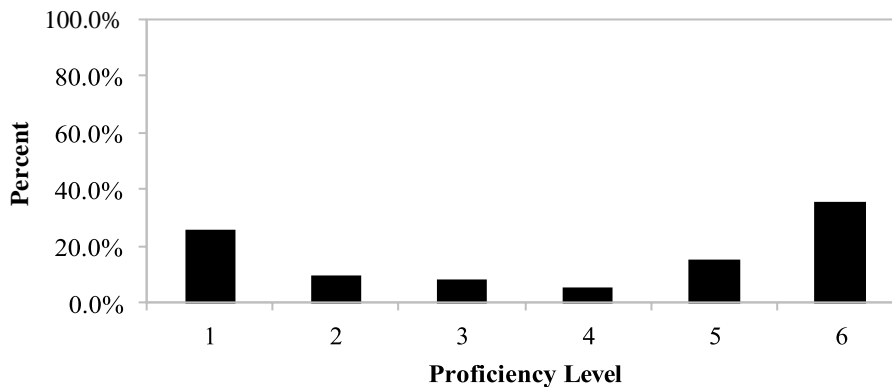
2.5.1.1 Grade 1

Table 2.5.1.1.1

Proficiency Level Distribution: List 1 A S403 Paper

| Level	Grade 1 Count	Grade 1 Percent	Total Count	Total Percent
1	1,324	6.25%	1,324	6.25%
2	2,454	11.59%	2,454	11.59%
3	3,178	15.01%	3,178	15.01%
4	2,374	11.21%	2,374	11.21%
5	6,443	30.43%	6,443	30.43%
6	5,397	25.49%	5,397	25.49%
Total	21,170	100.00%	21,170	100.00%

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

Figure 2.5.1.1.1
Proficiency Level: List 1AS403 Paper
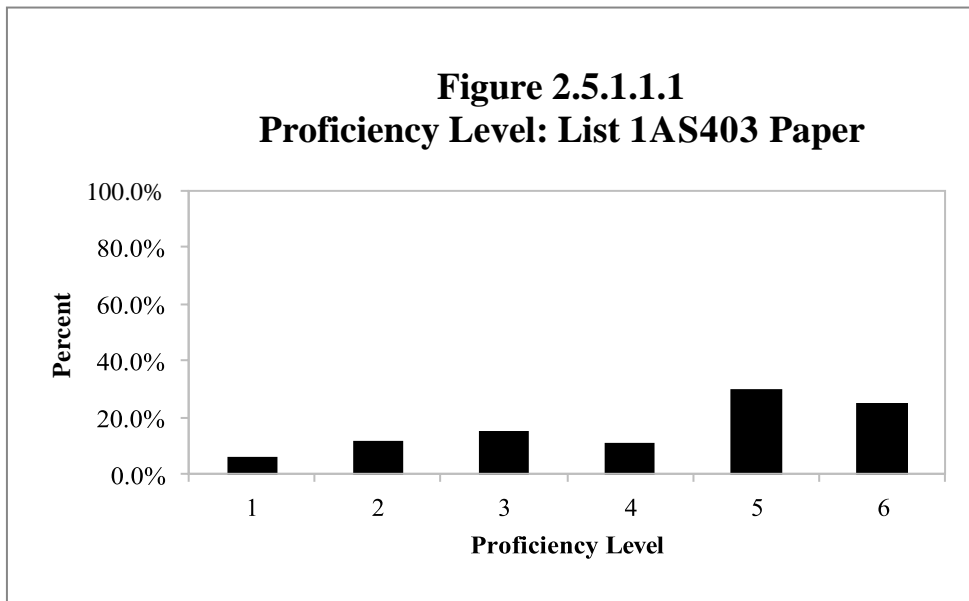
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.1.1.2

Proficiency Level Distribution: List 1 B/C S403 Paper

Level	Grade 1		Total	
	Count	Percent	Count	Percent
1	151	0.68%	151	0.68%
2	429	1.92%	429	1.92%
3	1,956	8.75%	1,956	8.75%
4	3,008	13.46%	3,008	13.46%
5	4,693	20.99%	4,693	20.99%
6	12,119	54.21%	12,119	54.21%
Total	22,356	100.00%	22,356	100.00%

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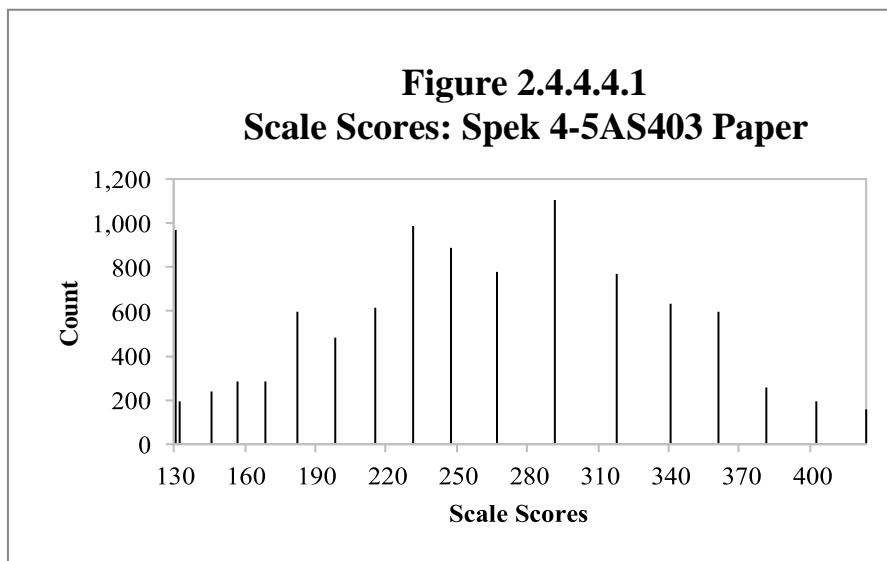

Figure 2.5.1.1.2
Proficiency Level: List 1B/C S403 Paper
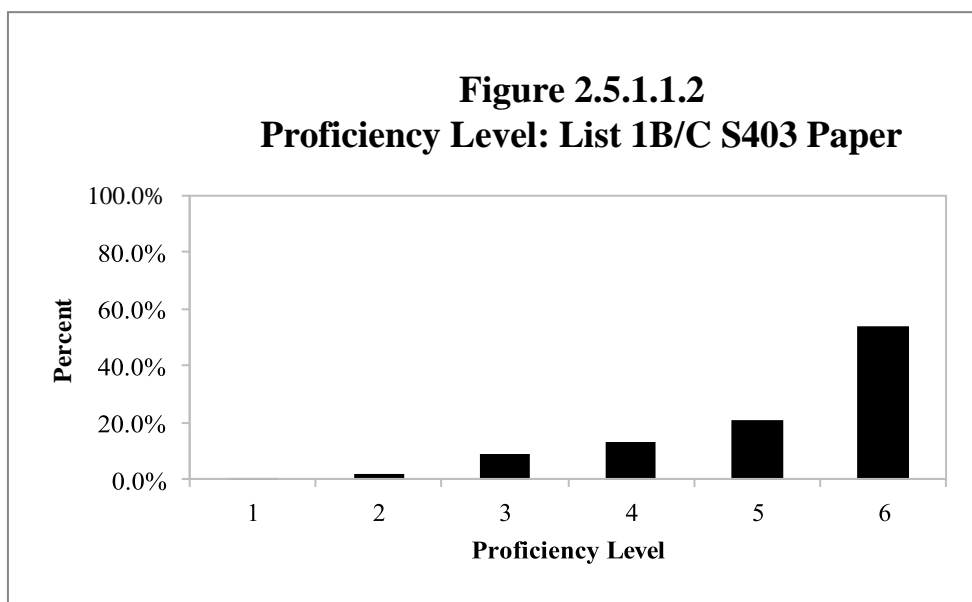
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.1.1.3

Proficiency Level Distribution: List 1 S403 Paper

| Level	Grade 1		Total	
	Count	**Percent**	**Count**	**Percent**
1	1,475	3.39%	1,475	3.39%
2	2,883	6.62%	2,883	6.62%
3	5,134	11.80%	5,134	11.80%
4	5,382	12.37%	5,382	12.37%
5	11,136	25.58%	11,136	25.58%
6	17,516	40.24%	17,516	40.24%
Total	43,526	100.00%	43,526	100.00%

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

Figure 2.5.1.1.3
Proficiency Level: List 1 S403 Paper

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

2.5.1.2 Grade 2

Table 2.5.1.2.1

Proficiency Level Distribution: List 2 A S403 Paper

| Level	Grade 2 Count	Grade 2 Percent	Total Count	Total Percent
1	1,203	12.80%	1,203	12.80%
2	1,835	19.52%	1,835	19.52%
3	1,757	18.69%	1,757	18.69%
4	1,409	14.99%	1,409	14.99%
5	3,197	34.01%	3,197	34.01%
6	0	0.00%	0	0.00%
Total	9,401	100.00%	9,401	100.00%

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

Figure 2.5.1.2.1
Proficiency Level: List 2AS403 Paper
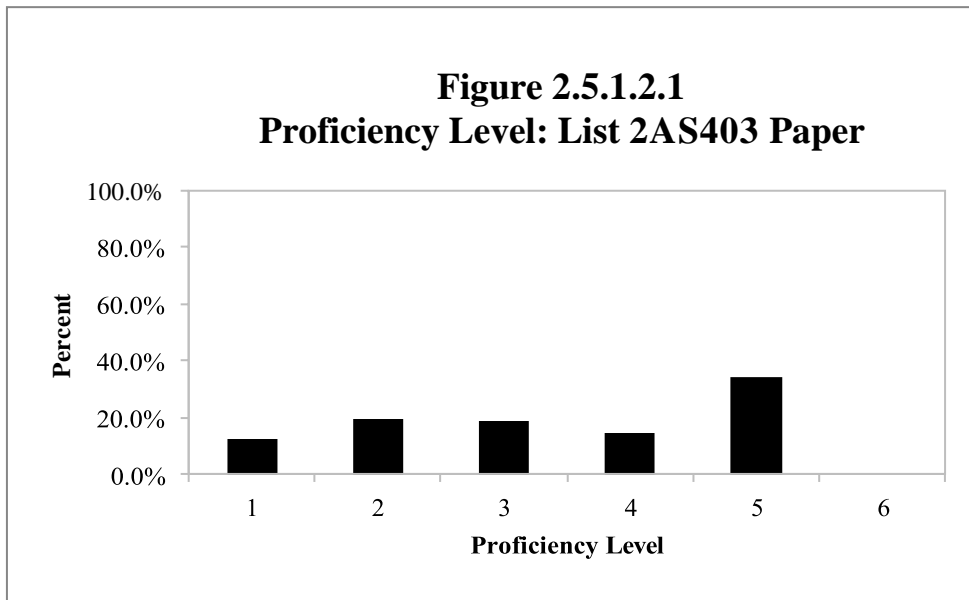
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.1.2.2

Proficiency Level Distribution: List 2 B/C S403 Paper

Level	Grade 2		Total	
	Count	Percent	Count	Percent
1	109	0.32%	109	0.32%
2	999	2.97%	999	2.97%
3	3,626	10.77%	3,626	10.77%
4	2,464	7.32%	2,464	7.32%
5	8,333	24.75%	8,333	24.75%
6	18,138	53.87%	18,138	53.87%
Total	33,669	100.00%	33,669	100.00%

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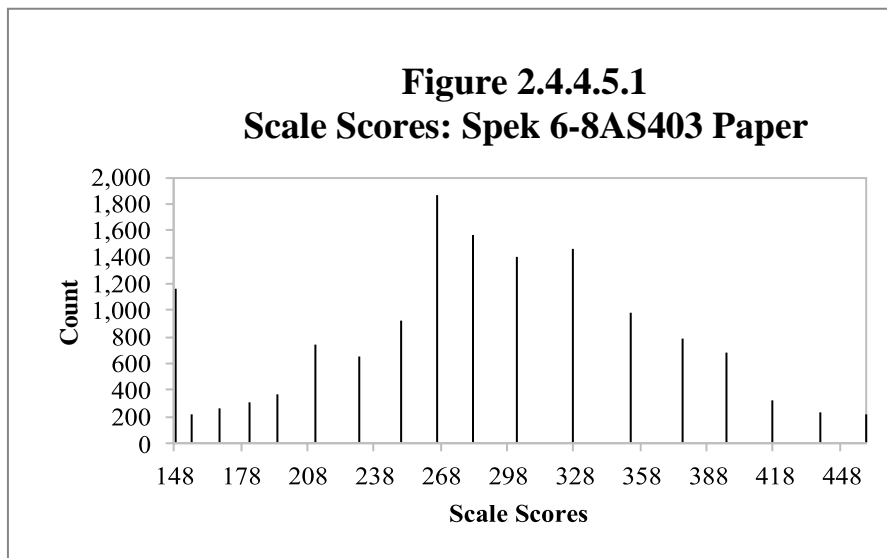

Figure 2.5.1.2.2
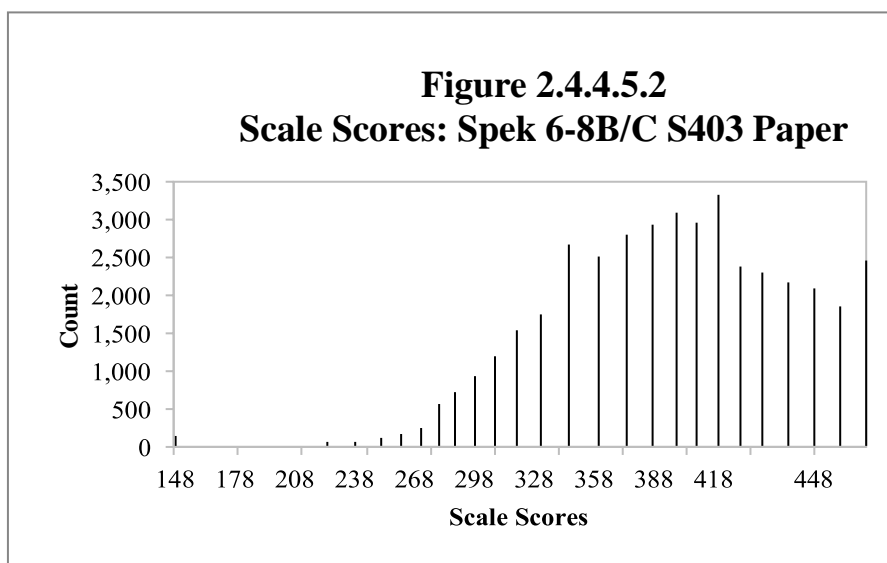**Proficiency Level: List 2B/C S403 Paper**

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

Table 2.5.1.2.3

Proficiency Level Distribution: List 2 S403 Paper

Level	Grade 2		Total	
	Count	**Percent**	**Count**	**Percent**
1	1,312	3.05%	1,312	3.05%
2	2,834	6.58%	2,834	6.58%
3	5,383	12.50%	5,383	12.50%
4	3,873	8.99%	3,873	8.99%
5	11,530	26.77%	11,530	26.77%
6	18,138	42.11%	18,138	42.11%
Total	43,070	100.00%	43,070	100.00%

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

Figure 2.5.1.2.3
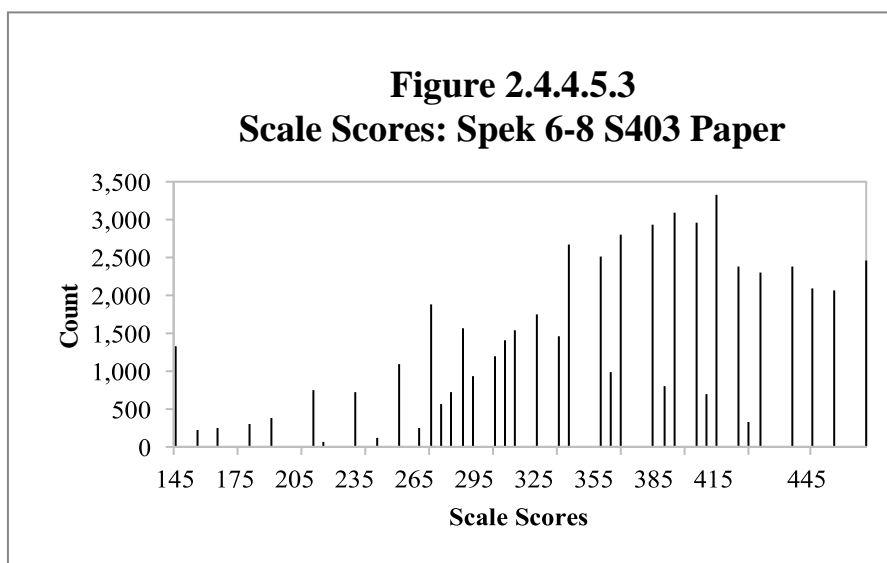**Proficiency Level: List 2 S403 Paper**
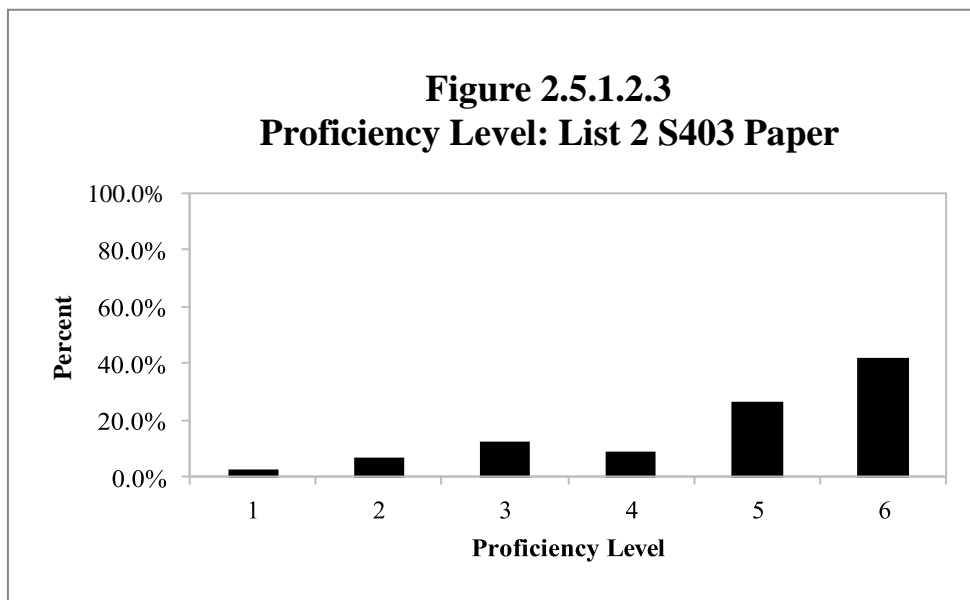
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.1.3 Grade 3

Table 2.5.1.3.1

Proficiency Level Distribution: List 3 A S403 Paper

Level	Grade 3		Total	
	Count	**Percent**	**Count**	**Percent**
1	239	3.63%	239	3.63%
2	1,635	24.82%	1,635	24.82%
3	1,843	27.98%	1,843	27.98%
4	1,123	17.05%	1,123	17.05%
5	981	14.89%	981	14.89%
6	766	11.63%	766	11.63%
Total	6,587	100.00%	6,587	100.00%

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

Figure 2.5.1.3.1
Proficiency Level: List 3AS403 Paper

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

Table 2.5.1.3.2

Proficiency Level Distribution: List 3 B/C S403 Paper

Level	Grade 3		Total	
	Count	**Percent**	**Count**	**Percent**
1	14	0.04%	14	0.04%
2	412	1.32%	412	1.32%
3	3,422	10.98%	3,422	10.98%
4	2,488	7.98%	2,488	7.98%
5	11,212	35.97%	11,212	35.97%
6	13,623	43.70%	13,623	43.70%
Total	31,171	100.00%	31,171	100.00%

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

Figure 2.5.1.3.2
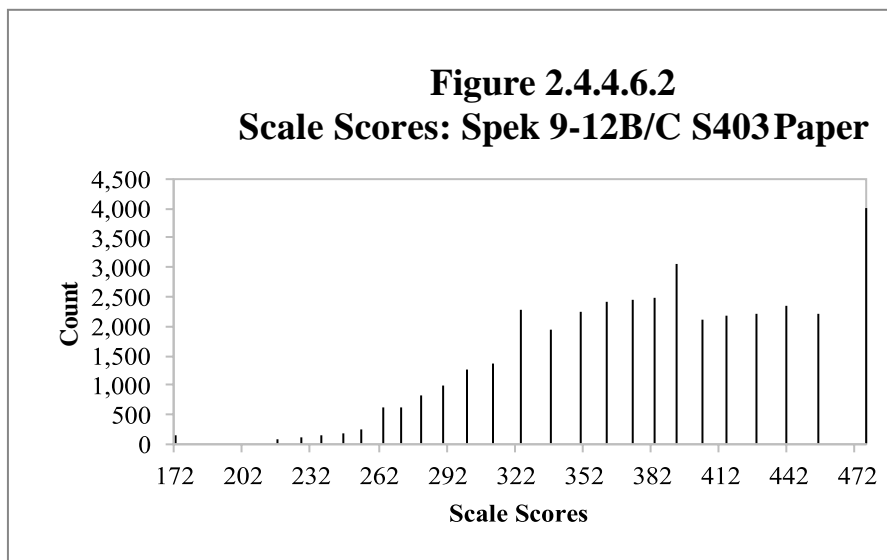**Proficiency Level: List 3B/C S403 Paper**

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

Table 2.5.1.3.3

Proficiency Level Distribution: List 3 S403 Paper

Level	Grade 3		Total	
	Count	**Percent**	**Count**	**Percent**
1	253	0.67%	253	0.67%
2	2,047	5.42%	2,047	5.42%
3	5,265	13.94%	5,265	13.94%
4	3,611	9.56%	3,611	9.56%
5	12,193	32.29%	12,193	32.29%
6	14,389	38.11%	14,389	38.11%
Total	37,758	100.00%	37,758	100.00%

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

Figure 2.5.1.3.3
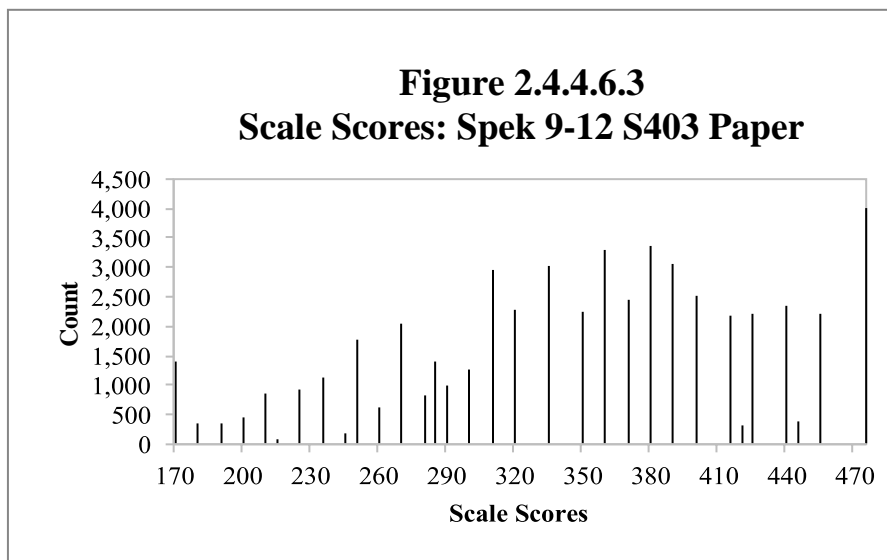**Proficiency Level: List 3 S403 Paper**
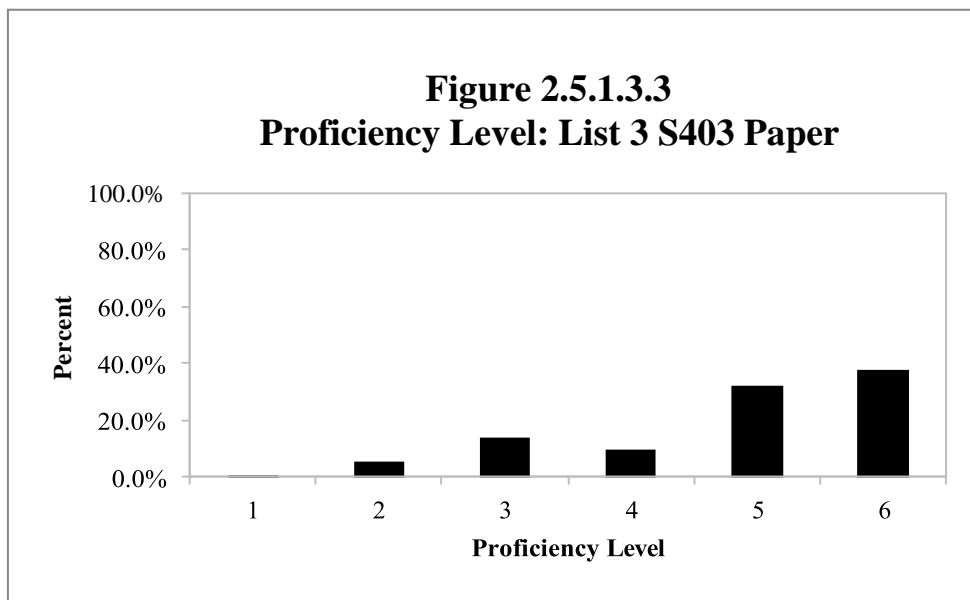
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.1.4   Grades 4–5

Table 2.5.1.4.1

Proficiency Level Distribution: List 4-5 A S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	309	6.05%	408	8.83%	717	7.37%
2	1,440	28.21%	1,326	28.69%	2,766	28.44%
3	1,324	25.94%	1,145	24.77%	2,469	25.38%
4	840	16.45%	798	17.27%	1,638	16.84%
5	695	13.61%	404	8.74%	1,099	11.30%
6	497	9.74%	541	11.70%	1,038	10.67%
Total	5,105	100.00%	4,622	100.00%	9,727	100.00%

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

Figure 2.5.1.4.1
Proficiency Level: List 4-5AS403 Paper

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

Table 2.5.1.4.2

Proficiency Level Distribution: List 4-5 B/C S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	16	0.07%	10	0.05%	26	0.06%
2	250	1.02%	316	1.46%	566	1.22%
3	1,888	7.67%	1,540	7.11%	3,428	7.41%
4	3,350	13.61%	2,867	13.24%	6,217	13.44%
5	9,269	37.66%	8,149	37.64%	17,418	37.65%
6	9,840	39.98%	8,768	40.50%	18,608	40.22%
Total	24,613	100.00%	21,650	100.00%	46,263	100.00%

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

Figure 2.5.1.4.2
Proficiency Level: List 4-5B/C S403 Paper

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

Table 2.5.1.4.3

Proficiency Level Distribution: List 4-5 S403 Paper

Level	Grade 4 Count	Grade 4 Percent	Grade 5 Count	Grade 5 Percent	Total Count	Total Percent
1	325	1.09%	418	1.59%	743	1.33%
2	1,690	5.69%	1,642	6.25%	3,332	5.95%
3	3,212	10.81%	2,685	10.22%	5,897	10.53%
4	4,190	14.10%	3,665	13.95%	7,855	14.03%
5	9,964	33.53%	8,553	32.56%	18,517	33.07%
6	10,337	34.78%	9,309	35.43%	19,646	35.09%
Total	29,718	100.00%	26,272	100.00%	55,990	100.00%

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

Figure 2.5.1.4.3
Proficiency Level: List 4-5 S403 Paper
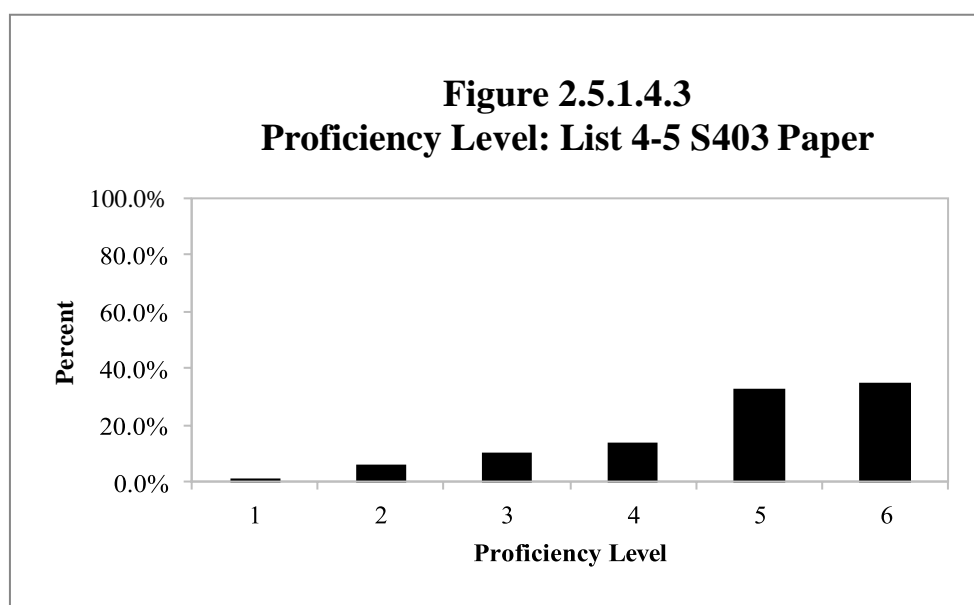
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.1.5 Grades 6–8

Table 2.5.1.5.1

Proficiency Level Distribution: List 6-8 A S403 Paper

| Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	885	19.36%	1,356	29.50%	1,239	27.09%	3,480	25.33%
2	1,772	38.77%	1,324	28.81%	1,801	39.37%	4,897	35.64%
3	770	16.85%	1,059	23.04%	702	15.35%	2,531	18.42%
4	603	13.19%	287	6.24%	501	10.95%	1,391	10.12%
5	426	9.32%	460	10.01%	331	7.24%	1,217	8.86%
6	115	2.52%	110	2.39%	0	0.00%	225	1.64%
Total	4,571	100.00%	4,596	100.00%	4,574	100.00%	13,741	100.00%

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

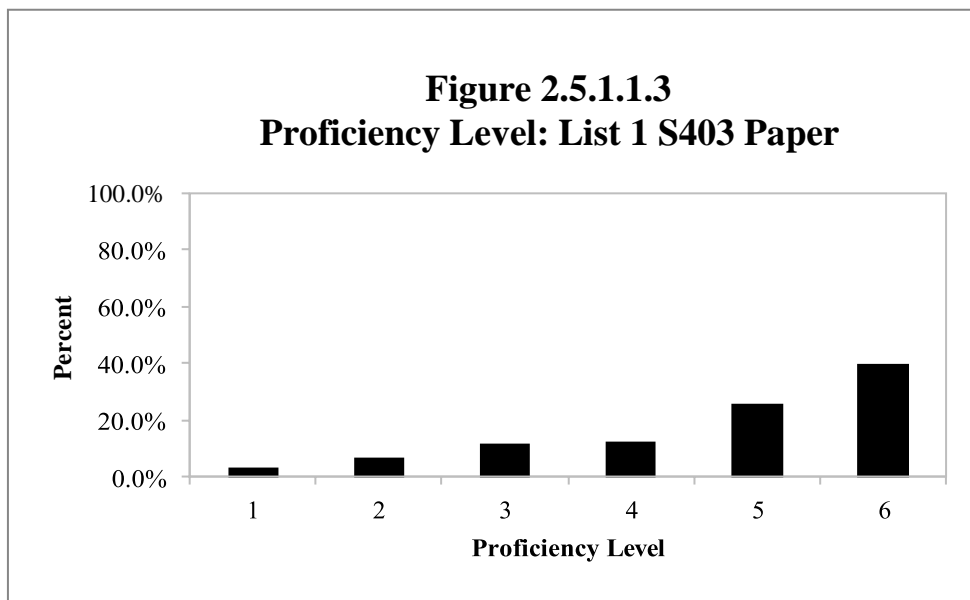**Figure 2.5.1.5.1
Proficiency Level: List 6-8AS403 Paper**

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

Table 2.5.1.5.2

Proficiency Level Distribution: List 6-8 B/C S403 Paper

Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	14	0.10%	28	0.20%	16	0.13%	58	0.14%
2	332	2.27%	449	3.27%	313	2.59%	1,094	2.71%
3	1,470	10.07%	1,545	11.27%	1,901	15.74%	4,916	12.17%
4	3,882	26.58%	3,896	28.41%	2,267	18.77%	10,045	24.87%
5	4,083	27.96%	3,863	28.17%	3,318	27.48%	11,264	27.88%
6	4,824	33.03%	3,934	28.68%	4,261	35.28%	13,019	32.23%
Total	14,605	100.00%	13,715	100.00%	12,076	100.00%	40,396	100.00%

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

**Figure 2.5.1.5.2
Proficiency Level: List 6-8B/C S403 Paper**

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

Table 2.5.1.5.3

Proficiency Level Distribution: List 6-8 S403 Paper

Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	899	4.69%	1,384	7.56%	1,255	7.54%	3,538	6.54%
2	2,104	10.97%	1,773	9.68%	2,114	12.70%	5,991	11.07%
3	2,240	11.68%	2,604	14.22%	2,603	15.63%	7,447	13.76%
4	4,485	23.39%	4,183	22.84%	2,768	16.62%	11,436	21.12%
5	4,509	23.51%	4,323	23.61%	3,649	21.92%	12,481	23.05%
6	4,939	25.76%	4,044	22.09%	4,261	25.59%	13,244	24.46%
Total	19,176	100.00%	18,311	100.00%	16,650	100.00%	54,137	100.00%

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

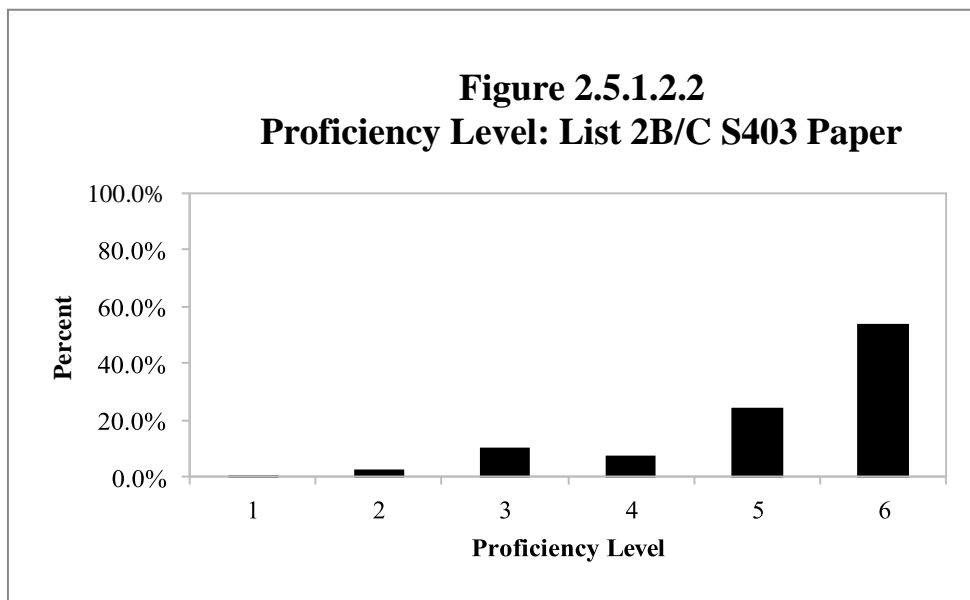**Figure 2.5.1.5.3**
Proficiency Level: List 6-8 S403 Paper

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

2.5.1.6 Grades 9–12

Table 2.5.1.6.1

Proficiency Level Distribution: List 9-12 A S403 Paper

| Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	1,763	33.83%	1,708	42.48%	1,738	51.71%	1,130	63.02%	6,339	44.06%
2	2,390	45.86%	1,415	35.19%	805	23.95%	385	21.47%	4,995	34.72%
3	709	13.61%	600	14.92%	525	15.62%	211	11.77%	2,045	14.22%
4	196	3.76%	272	6.76%	250	7.44%	45	2.51%	763	5.30%
5	153	2.94%	26	0.65%	43	1.28%	22	1.23%	244	1.70%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	5,211	100.00%	4,021	100.00%	3,361	100.00%	1,793	100.00%	14,386	100.00%

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

Figure 2.5.1.6.1
Proficiency Level: List 9-12AS403 Paper

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

Table 2.5.1.6.2

Proficiency Level Distribution: List 9-12 B/C S403 Paper

Level	Grade 9 Count	Percent	Grade 10 Count	Percent	Grade 11 Count	Percent	Grade 12 Count	Percent	Total Count	Percent
1	56	0.52%	61	0.58%	108	1.12%	219	3.28%	444	1.18%
2	509	4.70%	887	8.38%	755	7.85%	911	13.65%	3,062	8.12%
3	1,859	17.16%	2,298	21.72%	2,903	30.17%	1,856	27.81%	8,916	23.65%
4	3,482	32.15%	3,561	33.66%	2,201	22.88%	2,220	33.26%	11,464	30.40%
5	2,522	23.29%	2,195	20.75%	2,063	21.44%	1,012	15.16%	7,792	20.66%
6	2,403	22.19%	1,578	14.91%	1,591	16.54%	457	6.85%	6,029	15.99%
Total	10,831	100.00%	10,580	100.00%	9,621	100.00%	6,675	100.00%	37,707	100.00%

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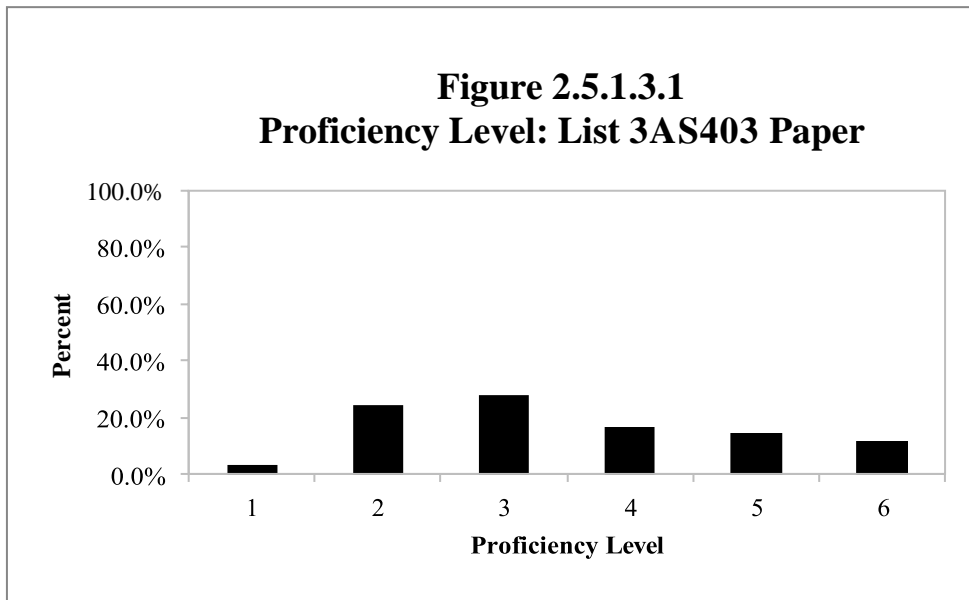

Figure 2.5.1.6.2
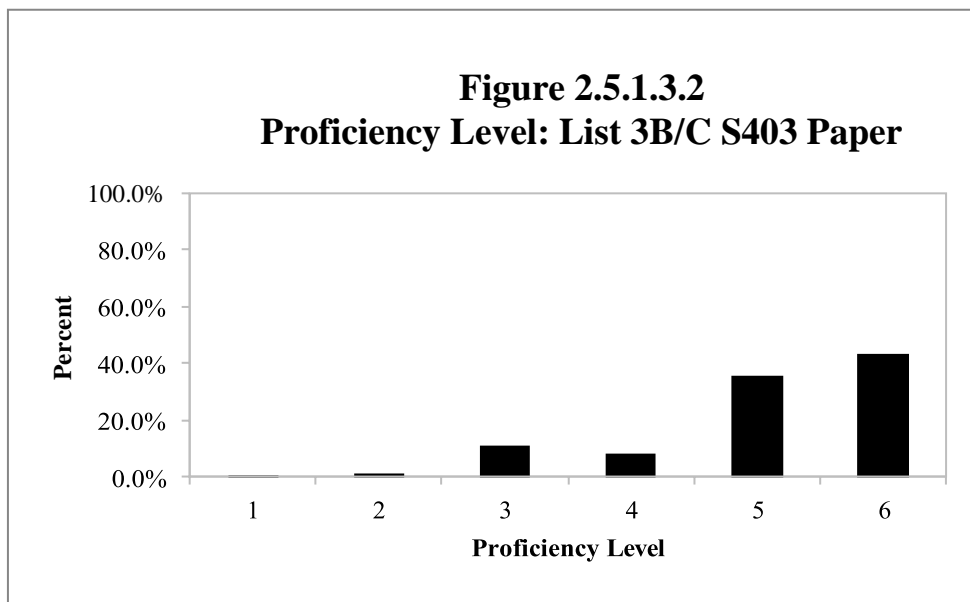**Proficiency Level: List 9-12B/C S403 Paper**
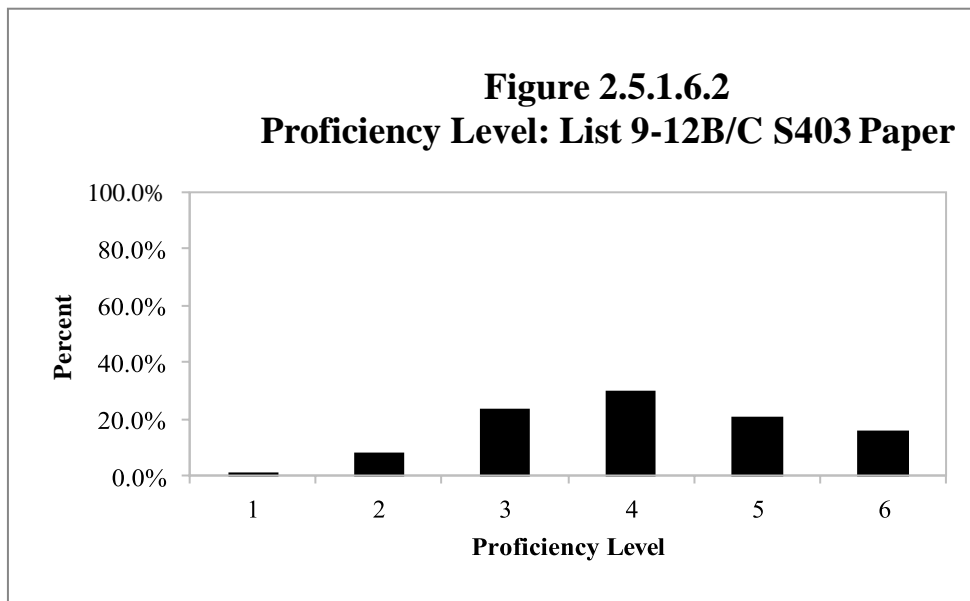
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.1.6.3

Proficiency Level Distribution: List 9-12 S403 Paper

| Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	1,819	11.34%	1,769	12.12%	1,846	14.22%	1,349	15.93%	6,783	13.02%
2	2,899	18.07%	2,302	15.77%	1,560	12.02%	1,296	15.30%	8,057	15.47%
3	2,568	16.01%	2,898	19.85%	3,428	26.41%	2,067	24.41%	10,961	21.04%
4	3,678	22.93%	3,833	26.25%	2,451	18.88%	2,265	26.75%	12,227	23.47%
5	2,675	16.67%	2,221	15.21%	2,106	16.22%	1,034	12.21%	8,036	15.43%
6	2,403	14.98%	1,578	10.81%	1,591	12.26%	457	5.40%	6,029	11.57%
Total	16,042	100.00%	14,601	100.00%	12,982	100.00%	8,468	100.00%	52,093	100.00%

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

Figure 2.5.1.6.3
Proficiency Level: List 9-12 S403 Paper

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

2.5.2 Reading

2.5.2.0 Kindergarten

Table 2.5.2.0

Proficiency Level Distribution: Read K S403 Paper

Level	Grade K		Total	
	Count	Percent	Count	Percent
1	166,156	71.48%	166,156	71.48%
2	8,043	3.46%	8,043	3.46%
3	21,648	9.31%	21,648	9.31%
4	13,987	6.02%	13,987	6.02%
5	22,624	9.73%	22,624	9.73%
6	0	0.00%	0	0.00%
Total	232,458	100.00%	232,458	100.00%

**Figure 2.5.2.0
Proficiency Level: Read K S403 Paper**

2.5.2.1   Grade 1

Table 2.5.2.1.1

Proficiency Level Distribution: Read 1 A S403 Paper

	Grade 1		Total	
Level	**Count**	**Percent**	**Count**	**Percent**
1	7,456	36.47%	7,456	36.47%
2	7,105	34.76%	7,105	34.76%
3	3,038	14.86%	3,038	14.86%
4	1,279	6.26%	1,279	6.26%
5	881	4.31%	881	4.31%
6	683	3.34%	683	3.34%
Total	20,442	100.00%	20,442	100.00%

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

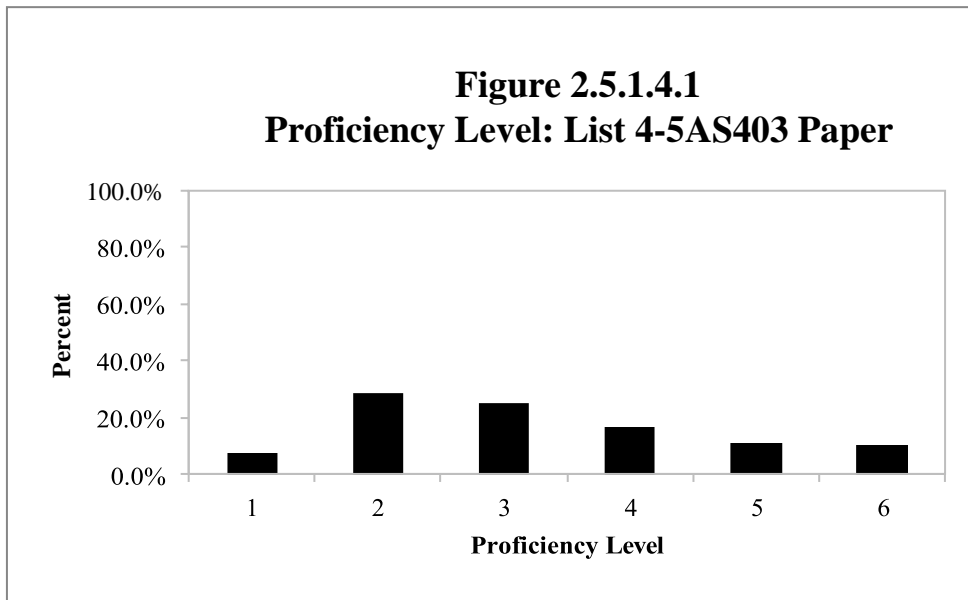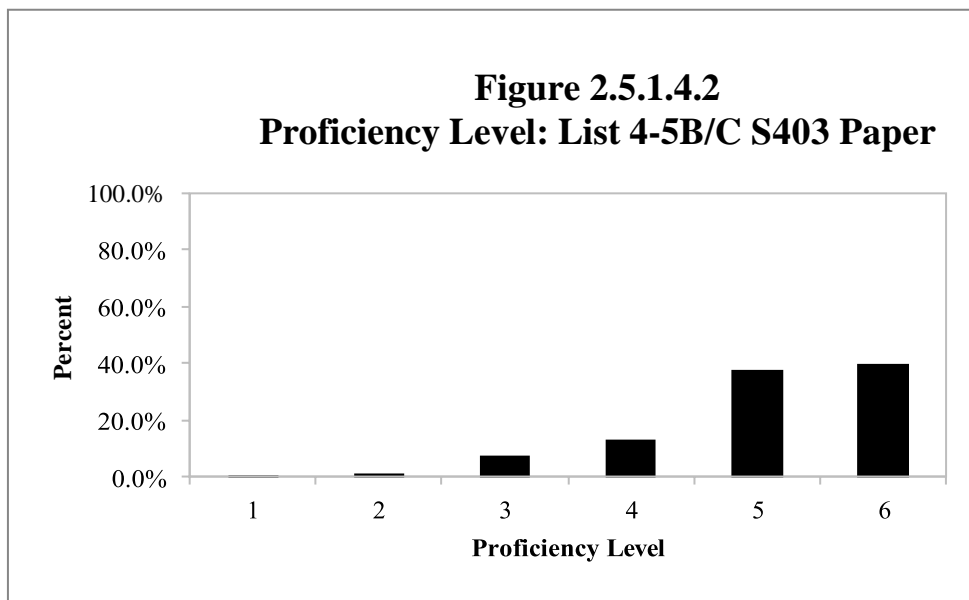**Figure 2.5.2.1.1
Proficiency Level: Read 1A S403 Paper**
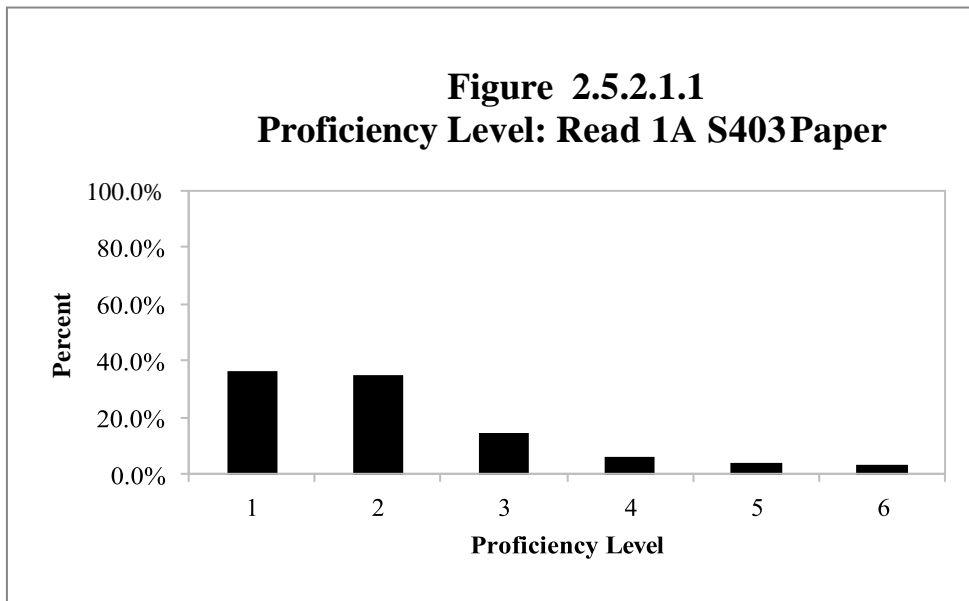
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.1.2

Proficiency Level Distribution: Read 1 B/C S403 Paper

Level	Grade 1		Total	
	Count	Percent	Count	Percent
1	207	1.05%	207	1.05%
2	4,030	20.42%	4,030	20.42%
3	7,732	39.19%	7,732	39.19%
4	2,438	12.36%	2,438	12.36%
5	2,928	14.84%	2,928	14.84%
6	2,396	12.14%	2,396	12.14%
Total	19,731	100.00%	19,731	100.00%

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

Figure 2.5.2.1.2
Proficiency Level: Read 1B/C S403 Paper
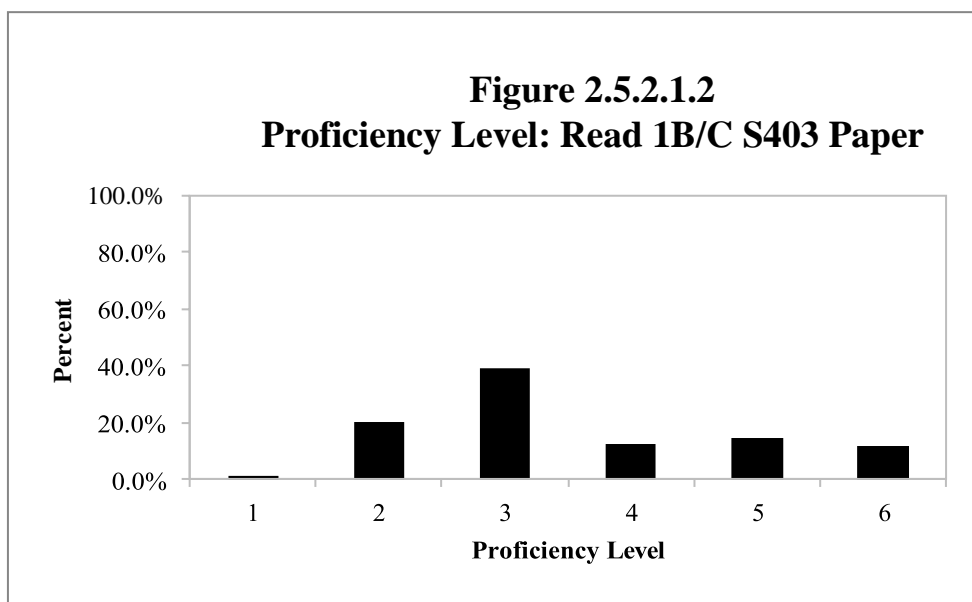
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.1.3

Proficiency Level Distribution: Read 1 S403 Paper

| Level	Grade 1 Count	Grade 1 Percent	Total Count	Total Percent
1	7,663	19.08%	7,663	19.08%
2	11,135	27.72%	11,135	27.72%
3	10,770	26.81%	10,770	26.81%
4	3,717	9.25%	3,717	9.25%
5	3,809	9.48%	3,809	9.48%
6	3,079	7.66%	3,079	7.66%
Total	40,173	100.00%	40,173	100.00%

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

Figure 2.5.2.1.3
Proficiency Level: Read 1 S403 Paper

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

2.5.2.2   Grade 2

Table 2.5.2.2.1

Proficiency Level Distribution: Read 2 A S403 Paper

Level	Grade 2 Count	Grade 2 Percent	Total Count	Total Percent
1	4,423	49.40%	4,423	49.40%
2	2,423	27.06%	2,423	27.06%
3	1,117	12.47%	1,117	12.47%
4	365	4.08%	365	4.08%
5	521	5.82%	521	5.82%
6	105	1.17%	105	1.17%
Total	8,954	100.00%	8,954	100.00%

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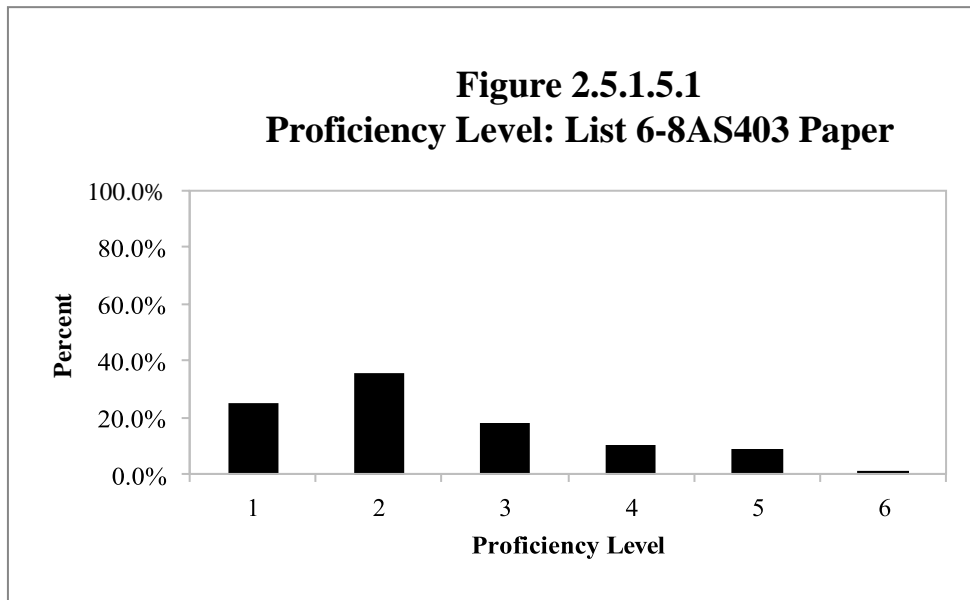

**Figure 2.5.2.2.1
Proficiency Level: Read 2A S403 Paper**
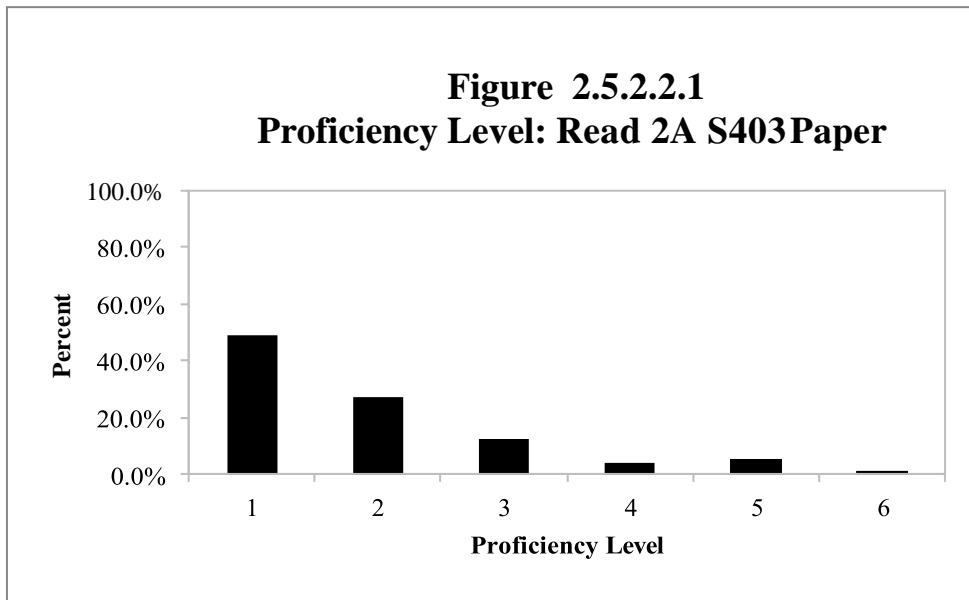
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.2.2

Proficiency Level Distribution: Read 2 B/C S403 Paper

Level	Grade 2		Total	
	Count	**Percent**	**Count**	**Percent**
1	1,578	5.20%	1,578	5.20%
2	7,601	25.03%	7,601	25.03%
3	8,343	27.47%	8,343	27.47%
4	3,434	11.31%	3,434	11.31%
5	5,133	16.90%	5,133	16.90%
6	4,279	14.09%	4,279	14.09%
Total	30,368	100.00%	30,368	100.00%

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

Figure 2.5.2.2.2
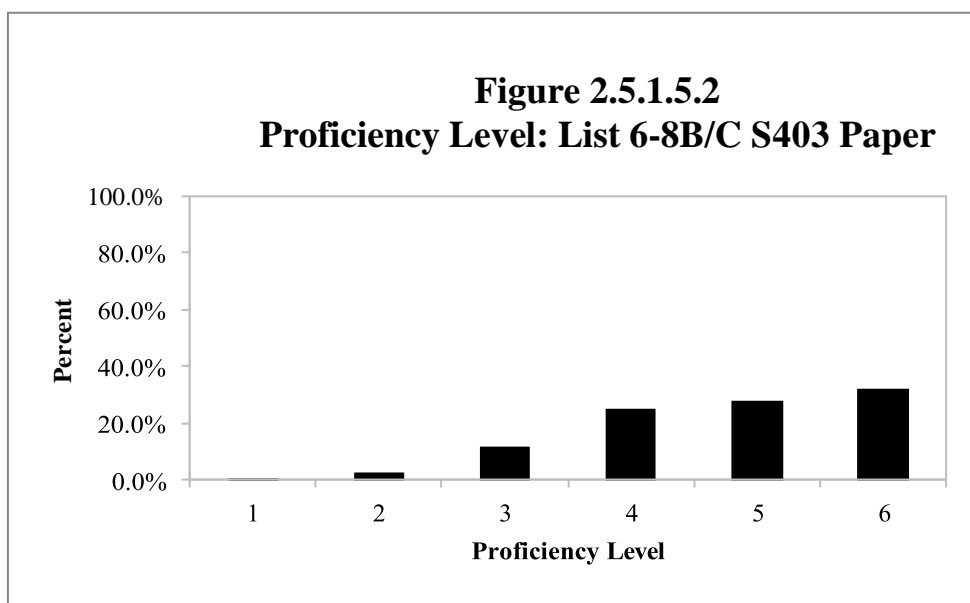**Proficiency Level: Read 2B/C S403 Paper**
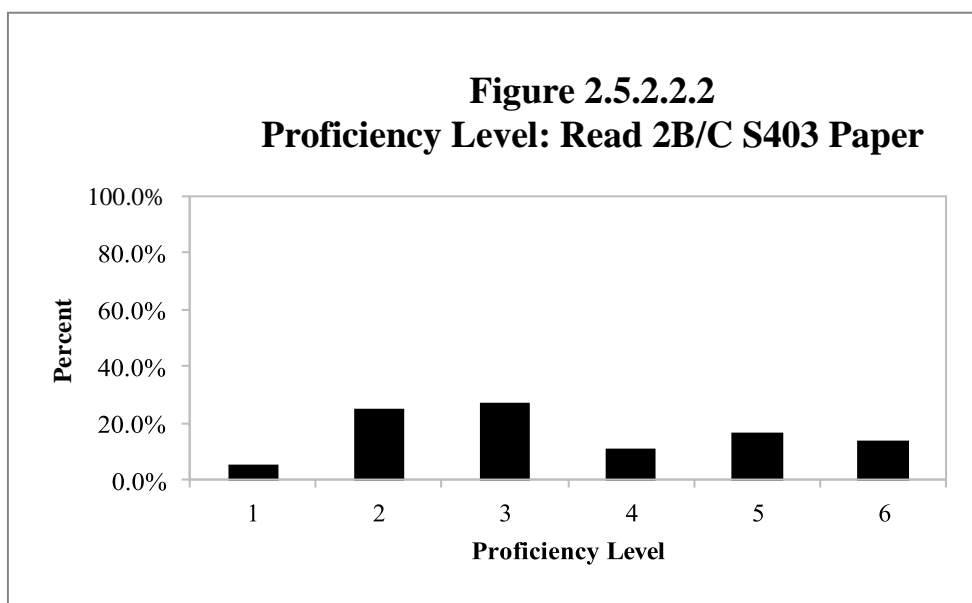
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.2.3

Proficiency Level Distribution: Read 2 S403 Paper

Level	Grade 2 Count	Grade 2 Percent	Total Count	Total Percent
1	6,001	15.26%	6,001	15.26%
2	10,024	25.49%	10,024	25.49%
3	9,460	24.06%	9,460	24.06%
4	3,799	9.66%	3,799	9.66%
5	5,654	14.38%	5,654	14.38%
6	4,384	11.15%	4,384	11.15%
Total	39,322	100.00%	39,322	100.00%

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

Figure 2.5.2.2.3
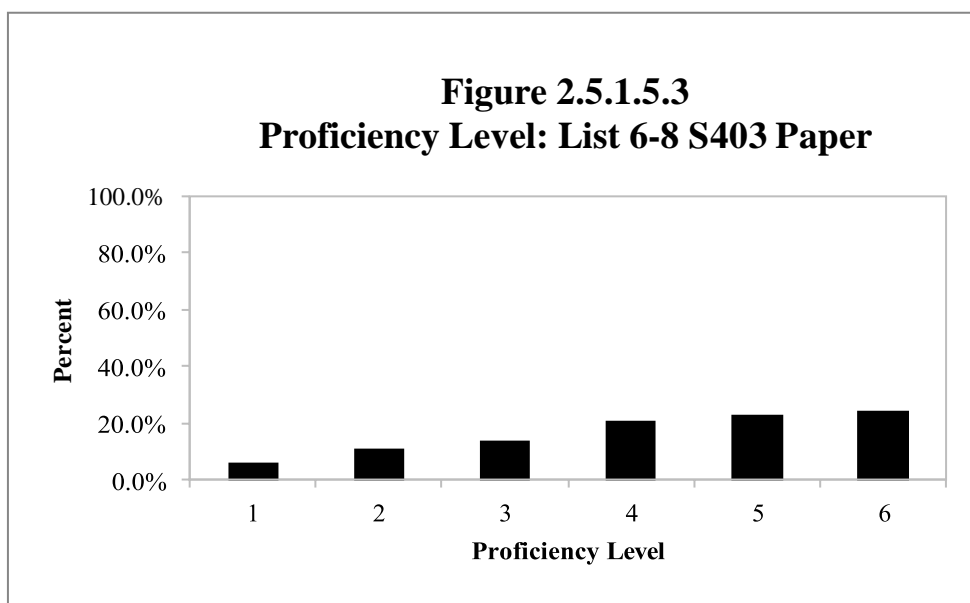**Proficiency Level: Read 2 S403 Paper**
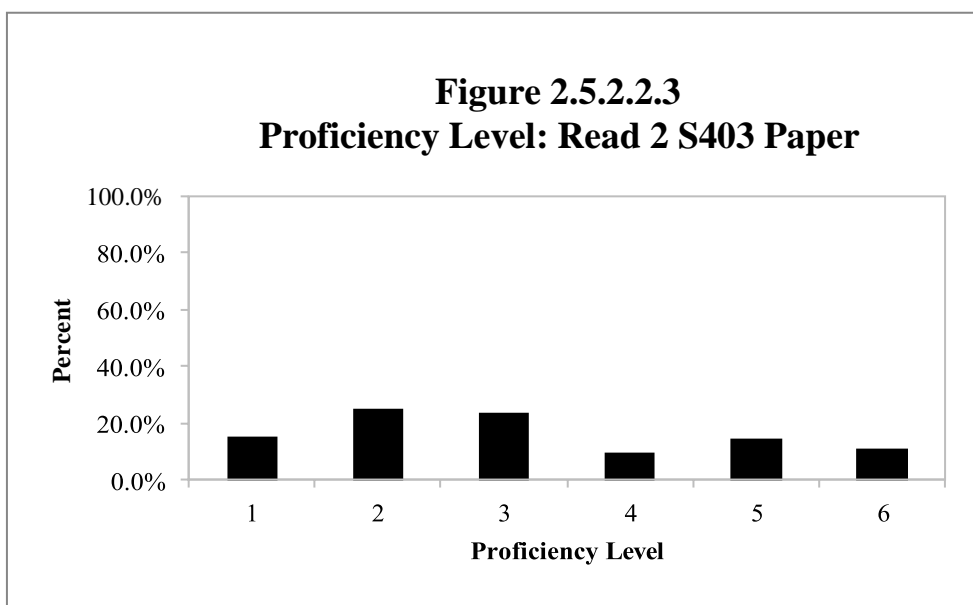
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.2.3 Grade 3

Table 2.5.2.3.1

Proficiency Level Distribution: Read 3 A S403 Paper

Level	Grade 3 Count	Grade 3 Percent	Total Count	Total Percent
1	2,713	43.68%	2,713	43.68%
2	1,959	31.54%	1,959	31.54%
3	951	15.31%	951	15.31%
4	185	2.98%	185	2.98%
5	291	4.69%	291	4.69%
6	112	1.80%	112	1.80%
Total	6,211	100.00%	6,211	100.00%

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

**Figure 2.5.2.3.1
Proficiency Level: Read 3A S403 Paper**

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

Table 2.5.2.3.2

Proficiency Level Distribution: Read 3 B/C S403 Paper

Level	Grade 3		Total	
	Count	**Percent**	**Count**	**Percent**
1	120	0.43%	120	0.43%
2	2,742	9.82%	2,742	9.82%
3	11,276	40.40%	11,276	40.40%
4	5,220	18.70%	5,220	18.70%
5	5,565	19.94%	5,565	19.94%
6	2,986	10.70%	2,986	10.70%
Total	27,909	100.00%	27,909	100.00%

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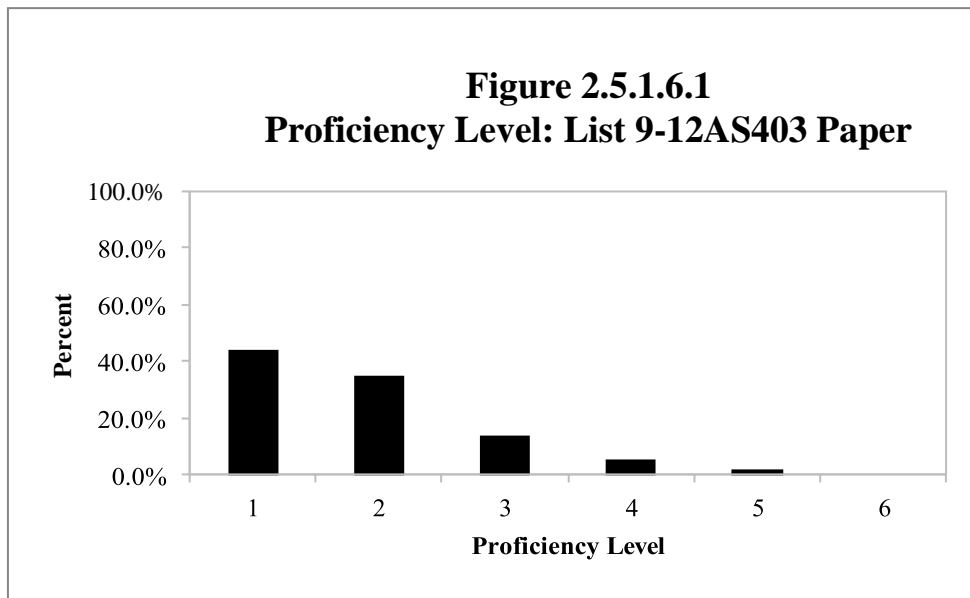

Figure 2.5.2.3.2
Proficiency Level: Read 3B/C S403 Paper

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

Table 2.5.2.3.3

Proficiency Level Distribution: Read 3 S403 Paper

| Level	Grade 3		Total	
	Count	**Percent**	**Count**	**Percent**
1	2,833	8.30%	2,833	8.30%
2	4,701	13.78%	4,701	13.78%
3	12,227	35.84%	12,227	35.84%
4	5,405	15.84%	5,405	15.84%
5	5,856	17.16%	5,856	17.16%
6	3,098	9.08%	3,098	9.08%
Total	34,120	100.00%	34,120	100.00%

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

Figure 2.5.2.3.3
Proficiency Level: Read 3 S403 Paper
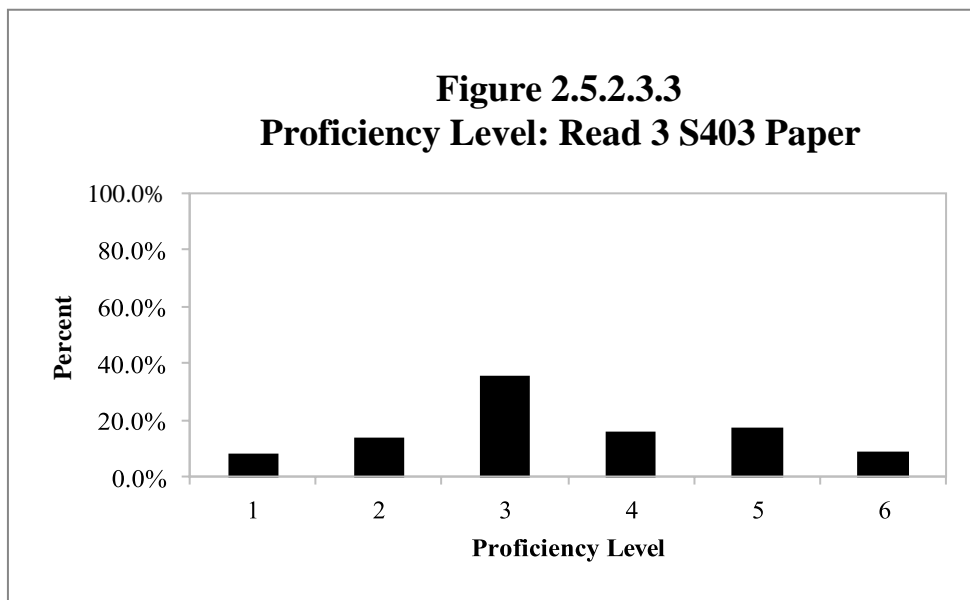
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.2.4 Grades 4–5

Table 2.5.2.4.1

Proficiency Level Distribution: Read 4-5 A S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	2,348	48.44%	2,237	50.37%	4,585	49.36%
2	1,520	31.36%	1,257	28.30%	2,777	29.90%
3	428	8.83%	465	10.47%	893	9.61%
4	198	4.09%	208	4.68%	406	4.37%
5	301	6.21%	274	6.17%	575	6.19%
6	52	1.07%	0	0.00%	52	0.56%
Total	4,847	100.00%	4,441	100.00%	9,288	100.00%

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

Figure 2.5.2.4.1
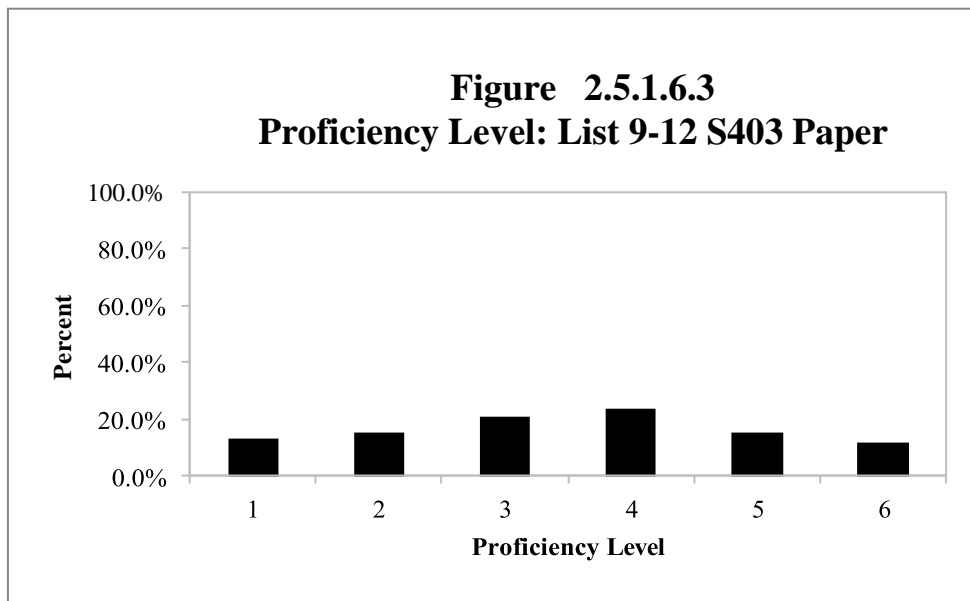**Proficiency Level: Read 4-5AS403 Paper**
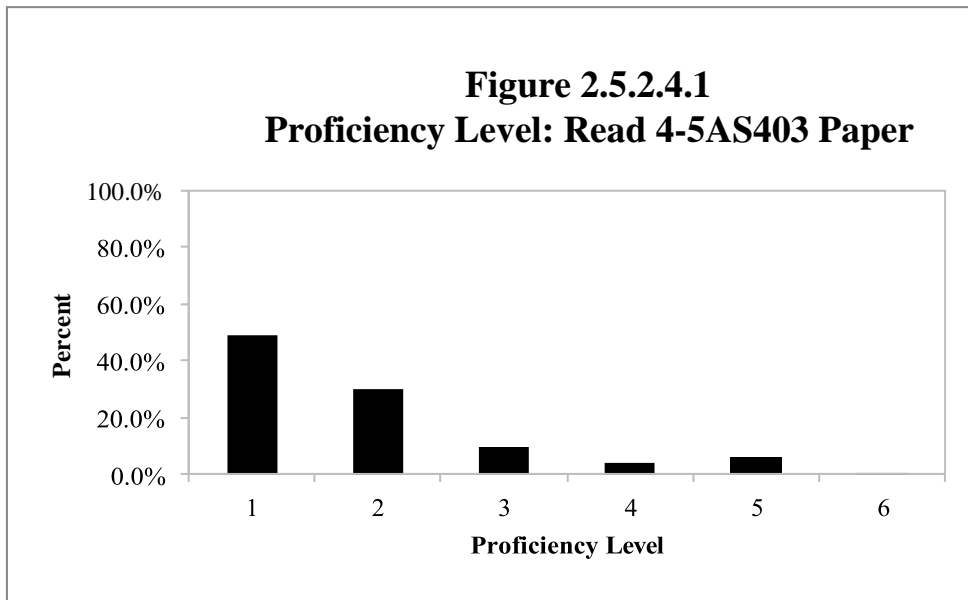
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.4.2

Proficiency Level Distribution: Read 4-5 B/C S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	144	0.64%	207	1.04%	351	0.83%
2	2,759	12.27%	3,170	15.89%	5,929	13.97%
3	7,089	31.52%	6,404	32.10%	13,493	31.79%
4	5,240	23.30%	2,830	14.18%	8,070	19.01%
5	4,613	20.51%	4,659	23.35%	9,272	21.85%
6	2,646	11.76%	2,681	13.44%	5,327	12.55%
Total	22,491	100.00%	19,951	100.00%	42,442	100.00%

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

Figure 2.5.2.4.2
Proficiency Level: Read 4-5 B/C S403 Paper
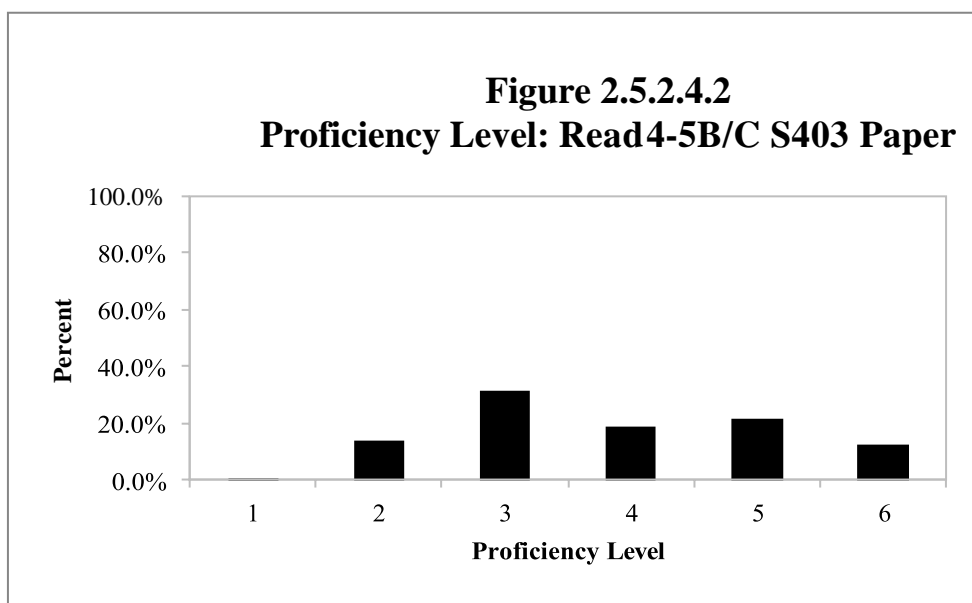
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
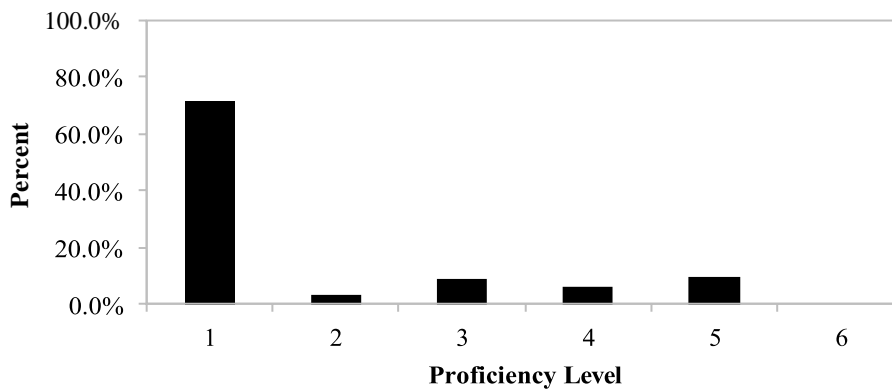
Table 2.5.2.4.3

Proficiency Level Distribution: Read 4-5 S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	2,492	9.12%	2,444	10.02%	4,936	9.54%
2	4,279	15.65%	4,427	18.15%	8,706	16.83%
3	7,517	27.50%	6,869	28.16%	14,386	27.81%
4	5,438	19.89%	3,038	12.45%	8,476	16.39%
5	4,914	17.97%	4,933	20.22%	9,847	19.04%
6	2,698	9.87%	2,681	10.99%	5,379	10.40%
Total	27,338	100.00%	24,392	100.00%	51,730	100.00%

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

Figure 2.5.2.4.3
Proficiency Level: Read 4-5 S403 Paper
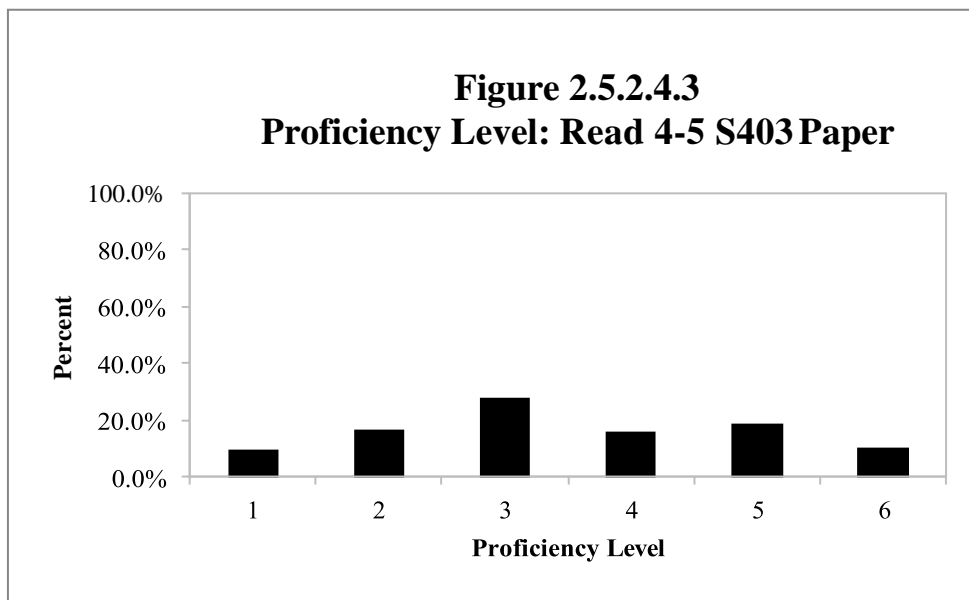
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.2.5 Grades 6–8

Table 2.5.2.5.1

Proficiency Level Distribution: Read 6-8 A S403 Paper

| Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,750	39.98%	1,998	45.62%	2,041	46.75%	5,789	44.11%
2	1,787	40.83%	1,600	36.53%	1,603	36.72%	4,990	38.02%
3	478	10.92%	449	10.25%	441	10.10%	1,368	10.42%
4	120	2.74%	107	2.44%	104	2.38%	331	2.52%
5	150	3.43%	159	3.63%	75	1.72%	384	2.93%
6	92	2.10%	67	1.53%	102	2.34%	261	1.99%
Total	4,377	100.00%	4,380	100.00%	4,366	100.00%	13,123	100.00%

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

Figure 2.5.2.5.1
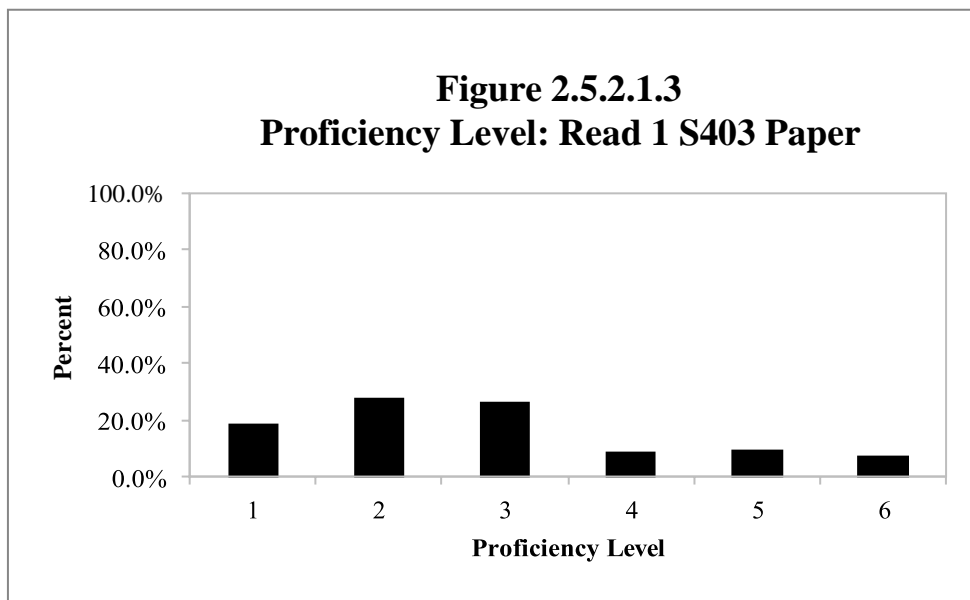**Proficiency Level: Read 6-8AS403 Paper**
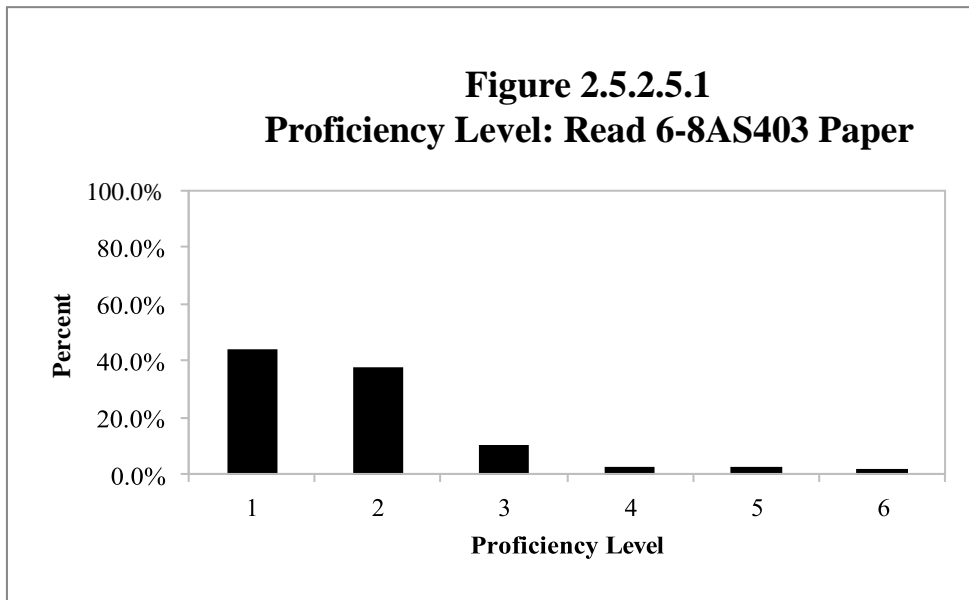
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.5.2

Proficiency Level Distribution: Read 6-8 B/C S403 Paper

Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	287	2.14%	412	3.20%	457	4.01%	1,156	3.07%
2	4,863	36.22%	3,966	30.85%	3,613	31.69%	12,442	33.02%
3	4,140	30.84%	4,361	33.92%	3,010	26.40%	11,511	30.55%
4	1,613	12.01%	1,557	12.11%	1,508	13.23%	4,678	12.41%
5	1,916	14.27%	1,658	12.90%	1,833	16.08%	5,407	14.35%
6	607	4.52%	902	7.02%	979	8.59%	2,488	6.60%
Total	13,426	100.00%	12,856	100.00%	11,400	100.00%	37,682	100.00%

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

Figure 2.5.2.5.2
Proficiency Level: Read 6-8B/C S403 Paper
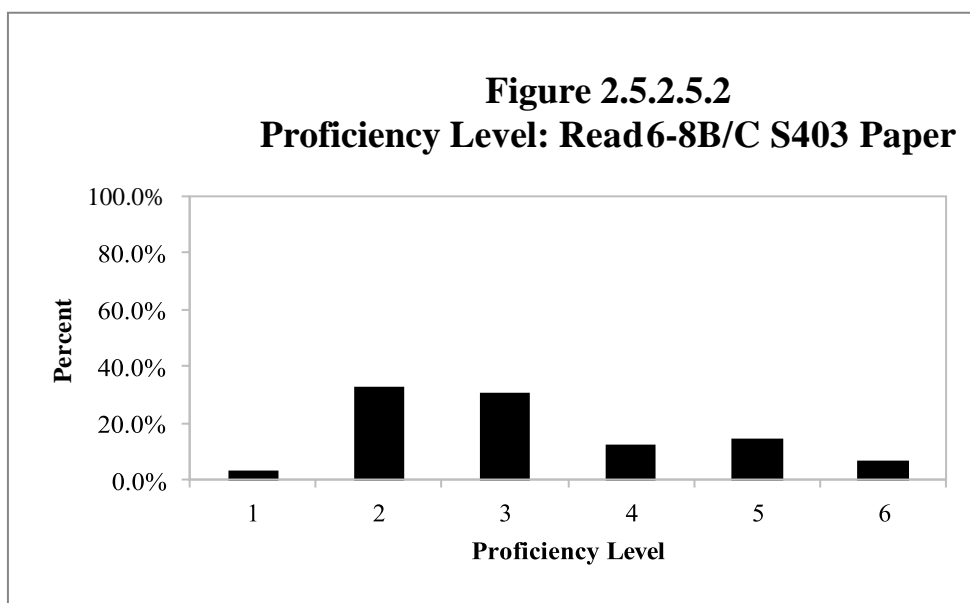
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.5.3

Proficiency Level Distribution: Read 6-8 S403 Paper

| Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	2,037	11.44%	2,410	13.98%	2,498	15.84%	6,945	13.67%
2	6,650	37.35%	5,566	32.29%	5,216	33.08%	17,432	34.31%
3	4,618	25.94%	4,810	27.91%	3,451	21.89%	12,879	25.35%
4	1,733	9.73%	1,664	9.65%	1,612	10.22%	5,009	9.86%
5	2,066	11.60%	1,817	10.54%	1,908	12.10%	5,791	11.40%
6	699	3.93%	969	5.62%	1,081	6.86%	2,749	5.41%
Total	17,803	100.00%	17,236	100.00%	15,766	100.00%	50,805	100.00%

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

Figure 2.5.2.5.3
Proficiency Level: Read 6-8 S403 Paper

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

2.5.2.6 Grades 9–12

Table 2.5.2.6.1

Proficiency Level Distribution: Read 9-12 A S403 Paper

| Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	1,806	35.50%	1,129	28.82%	1,074	32.62%	585	33.49%	4,594	32.71%
2	1,934	38.02%	1,740	44.41%	1,426	43.32%	814	46.59%	5,914	42.11%
3	790	15.53%	635	16.21%	382	11.60%	199	11.39%	2,006	14.28%
4	161	3.16%	167	4.26%	152	4.62%	80	4.58%	560	3.99%
5	290	5.70%	128	3.27%	216	6.56%	48	2.75%	682	4.86%
6	106	2.08%	119	3.04%	42	1.28%	21	1.20%	288	2.05%
Total	5,087	100.00%	3,918	100.00%	3,292	100.00%	1,747	100.00%	14,044	100.00%

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

Figure 2.5.2.6.1
Proficiency Level: Read 9-12AS403 Paper

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

Table 2.5.2.6.2

Proficiency Level Distribution: Read 9-12 B/C S403 Paper

Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	104	1.06%	85	0.88%	173	1.95%	295	4.68%	657	1.90%
2	2,378	24.34%	2,567	26.49%	2,429	27.42%	2,313	36.67%	9,687	27.98%
3	2,484	25.42%	2,942	30.36%	2,411	27.22%	1,867	29.60%	9,704	28.02%
4	1,822	18.65%	1,138	11.75%	1,067	12.04%	372	5.90%	4,399	12.70%
5	1,591	16.28%	1,586	16.37%	1,610	18.17%	911	14.44%	5,698	16.46%
6	1,392	14.25%	1,371	14.15%	1,169	13.20%	550	8.72%	4,482	12.94%
Total	9,771	100.00%	9,689	100.00%	8,859	100.00%	6,308	100.00%	34,627	100.00%

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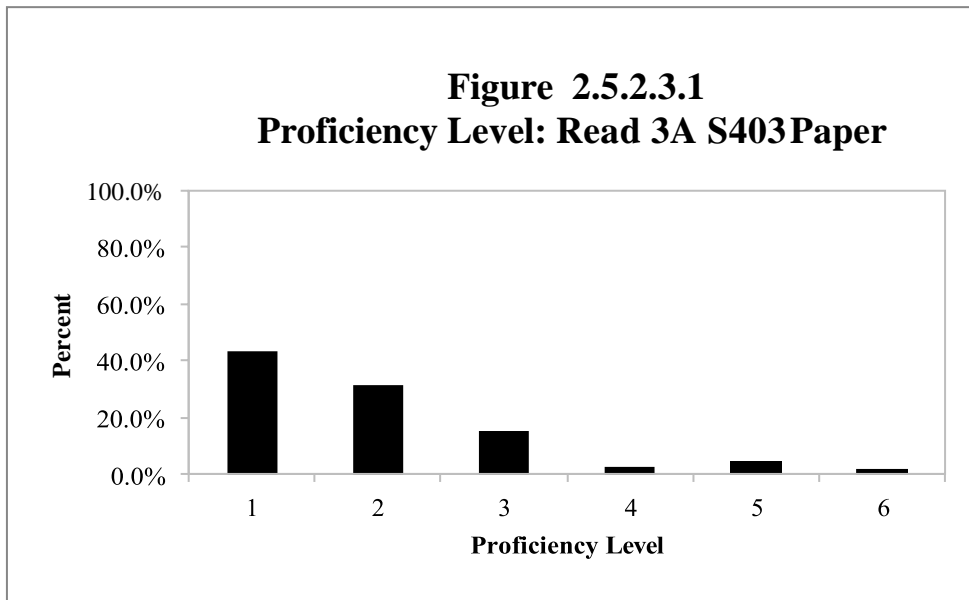

Figure 2.5.2.6.2
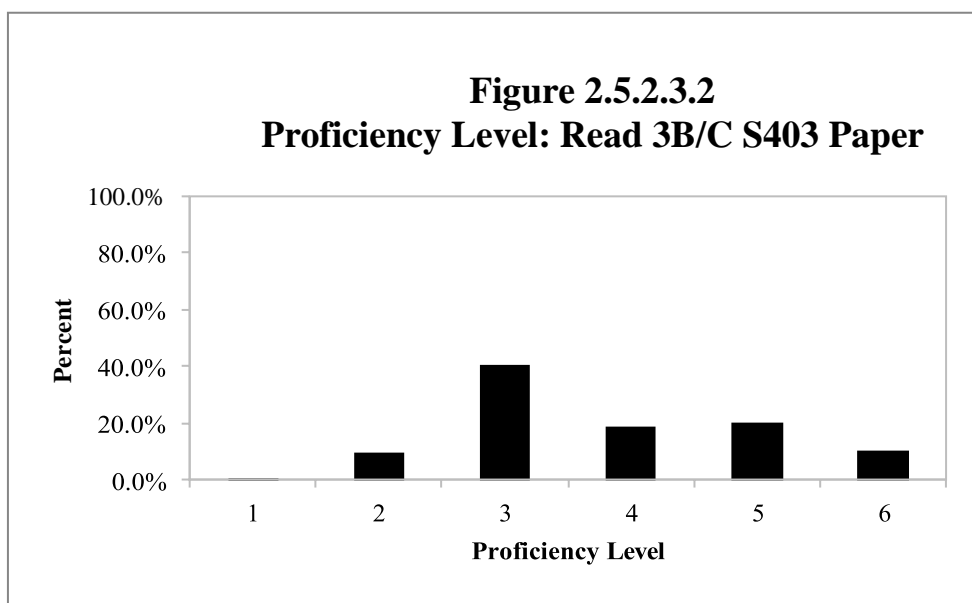**Proficiency Level: Read 9-12B/C S403 Paper**
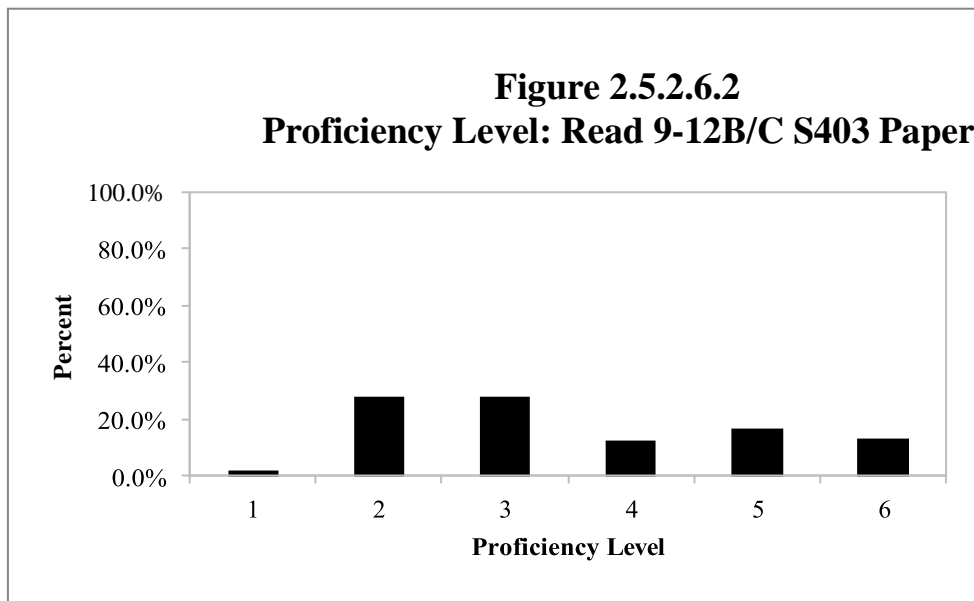
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.2.6.3

Proficiency Level Distribution: Read 9-12 S403 Paper

| Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	1,910	12.86%	1,214	8.92%	1,247	10.26%	880	10.92%	5,251	10.79%
2	4,312	29.02%	4,307	31.65%	3,855	31.73%	3,127	38.82%	15,601	32.05%
3	3,274	22.04%	3,577	26.29%	2,793	22.99%	2,066	25.65%	11,710	24.06%
4	1,983	13.35%	1,305	9.59%	1,219	10.03%	452	5.61%	4,959	10.19%
5	1,881	12.66%	1,714	12.60%	1,826	15.03%	959	11.91%	6,380	13.11%
6	1,498	10.08%	1,490	10.95%	1,211	9.97%	571	7.09%	4,770	9.80%
Total	14,858	100.00%	13,607	100.00%	12,151	100.00%	8,055	100.00%	48,671	100.00%

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

Figure 2.5.2.6.3
Proficiency Level: Read 9-12 S403 Paper
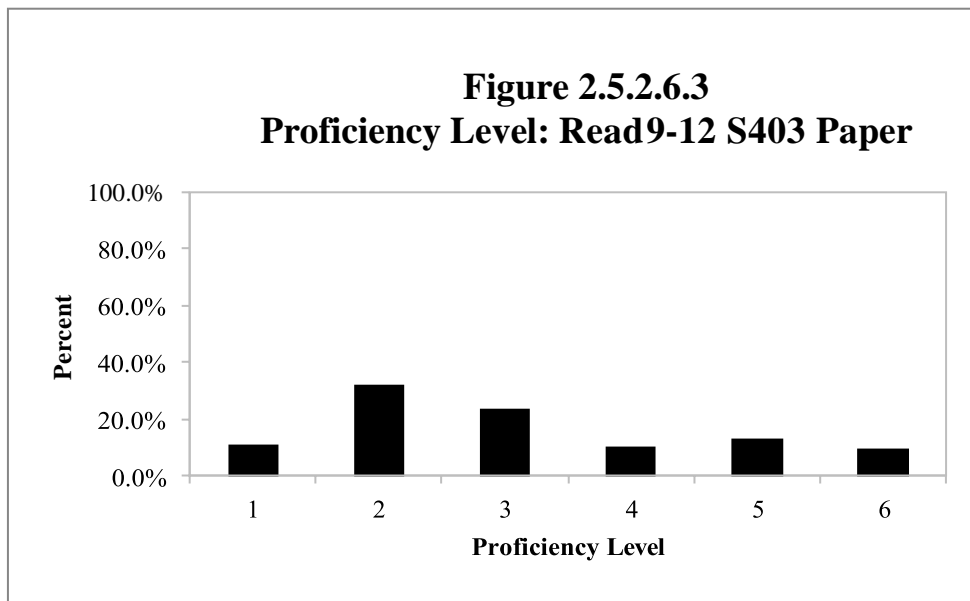
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.3 Writing

2.5.3.0   Kindergarten

Table 2.5.3.0

Proficiency Level Distribution: Writ K S403 Paper

Level	Grade K		Total	
	Count	**Percent**	**Count**	**Percent**
1	144,444	62.14%	144,444	62.14%
2	43,478	18.70%	43,478	18.70%
3	34,787	14.96%	34,787	14.96%
4	9,750	4.19%	9,750	4.19%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	232,459	100.00%	232,459	100.00%

Figure 2.5.3.0
Proficiency Level: Writ K S403 Paper
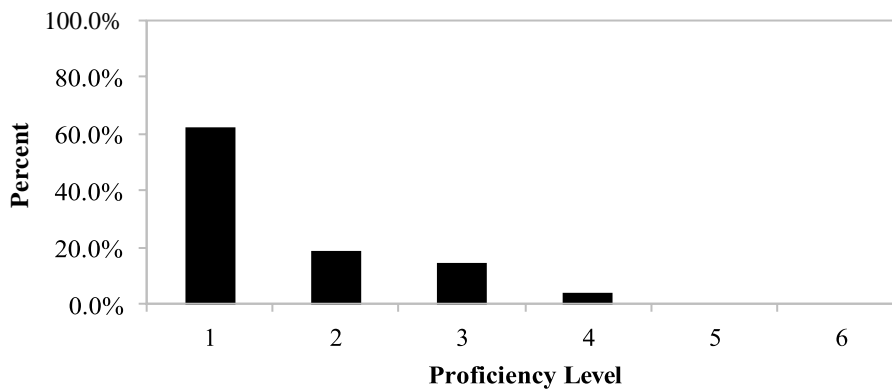
2.5.3.1 Grade 1

Table 2.5.3.1.1

Proficiency Level Distribution: Writ 1 A S403 Paper

Level	Grade 1		Total	
	Count	**Percent**	**Count**	**Percent**
1	8,999	36.44%	8,999	36.44%
2	14,390	58.26%	14,390	58.26%
3	1,309	5.30%	1,309	5.30%
4	0	0.00%	0	0.00%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	24,698	100.00%	24,698	100.00%

Figure 2.5.3.1.1
Proficiency Level: Writ 1A S403 Paper
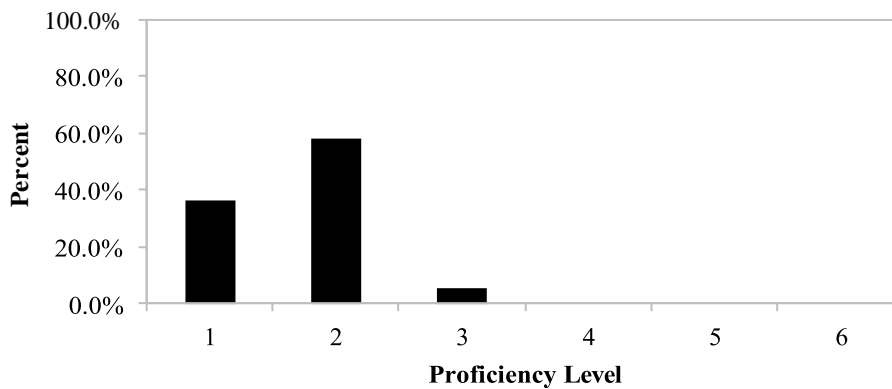
Table 2.5.3.1.2

Proficiency Level Distribution: Writ 1 B/C S403 Paper

Level	Grade 1		Total	
	Count	**Percent**	**Count**	**Percent**
1	2,249	9.29%	2,249	9.29%
2	8,055	33.28%	8,055	33.28%
3	13,114	54.17%	13,114	54.17%
4	780	3.22%	780	3.22%
5	8	0.03%	8	0.03%
6	1	0.00%	1	0.00%
Total	24,207	100.00%	24,207	100.00%

Figure 2.5.3.1.2
Proficiency Level: Writ 1B/C S403 Paper
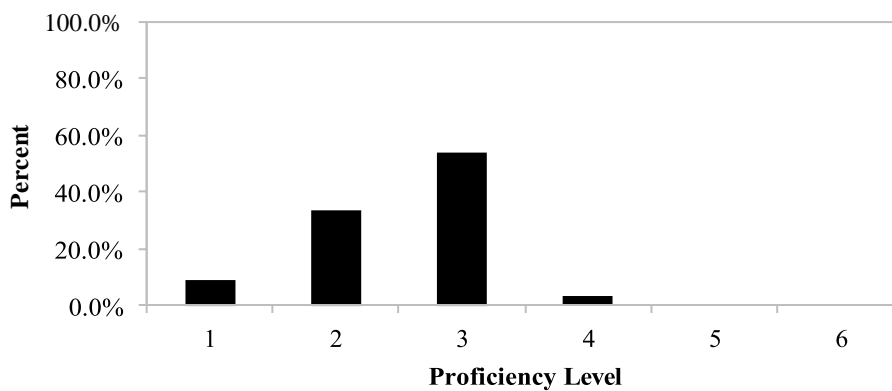
Table 2.5.3.1.3

Proficiency Level Distribution: Writ 1 S403 Paper

Level	Grade 1		Total	
	Count	**Percent**	**Count**	**Percent**
1	11,248	23.00%	11,248	23.00%
2	22,445	45.90%	22,445	45.90%
3	14,423	29.49%	14,423	29.49%
4	780	1.59%	780	1.59%
5	8	0.02%	8	0.02%
6	1	0.00%	1	0.00%
Total	48,905	100.00%	48,905	100.00%

Figure 2.5.3.1.3
Proficiency Level: Writ 1 S403 Paper
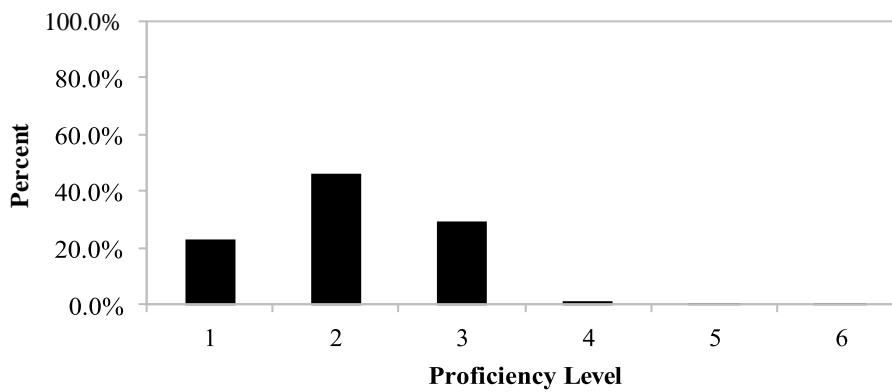
2.5.3.2   Grade 2

Table 2.5.3.2.1

Proficiency Level Distribution: Writ 2 A S403 Paper

Level	Grade 2		Total	
	Count	**Percent**	**Count**	**Percent**
1	3,689	36.31%	3,689	36.31%
2	3,292	32.40%	3,292	32.40%
3	3,175	31.25%	3,175	31.25%
4	4	0.04%	4	0.04%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	10,160	100.00%	10,160	100.00%

**Figure 2.5.3.2.1
Proficiency Level: Writ 2A S403 Paper**
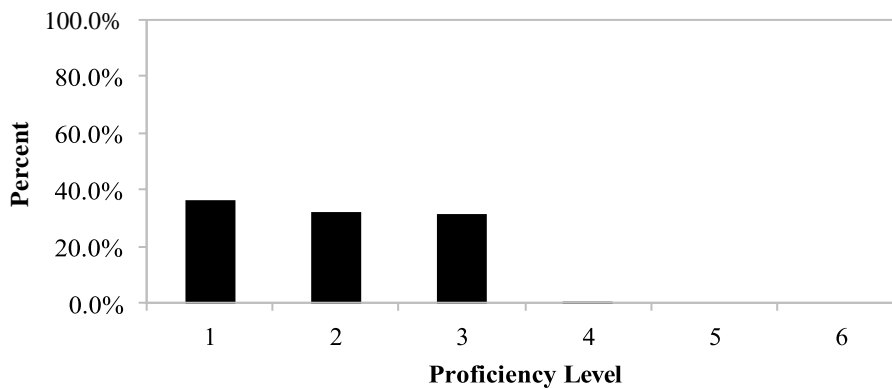
Table 2.5.3.2.2

Proficiency Level Distribution: Writ 2 B/C S403 Paper

Level	Grade 2		Total	
	Count	Percent	Count	Percent
1	1,582	4.53%	1,582	4.53%
2	6,030	17.27%	6,030	17.27%
3	24,665	70.65%	24,665	70.65%
4	2,621	7.51%	2,621	7.51%
5	13	0.04%	13	0.04%
6	0	0.00%	0	0.00%
Total	34,911	100.00%	34,911	100.00%

**Figure 2.5.3.2.2
Proficiency Level: Writ 2B/C S403 Paper**
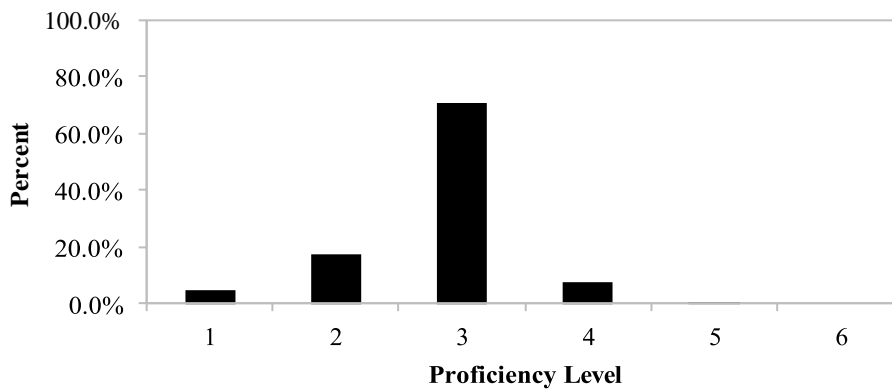
Table 2.5.3.2.3

Proficiency Level Distribution: Writ 2 S403 Paper

Level	Grade 2		Total	
	Count	**Percent**	**Count**	**Percent**
1	5,271	11.69%	5,271	11.69%
2	9,322	20.68%	9,322	20.68%
3	27,840	61.77%	27,840	61.77%
4	2,625	5.82%	2,625	5.82%
5	13	0.03%	13	0.03%
6	0	0.00%	0	0.00%
Total	45,071	100.00%	45,071	100.00%

Figure 2.5.3.2.3
Proficiency Level: Writ 2 S403 Paper
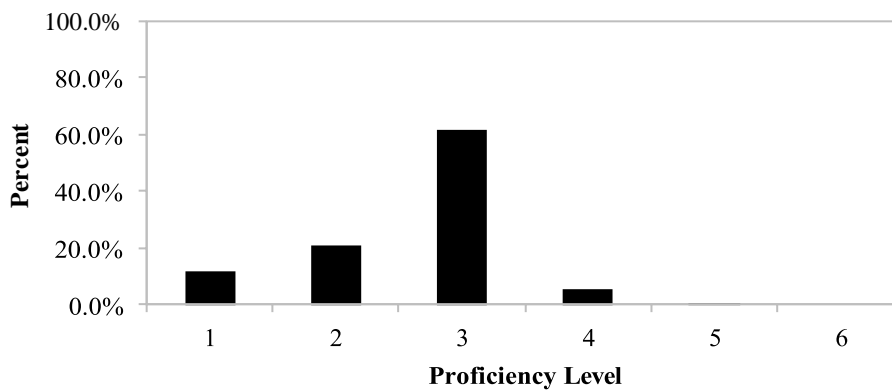
2.5.3.3 Grade 3

Table 2.5.3.3.1

Proficiency Level Distribution: Writ 3 A S403 Paper

Level	Grade 3		Total	
	Count	**Percent**	**Count**	**Percent**
1	2,343	33.54%	2,343	33.54%
2	2,710	38.80%	2,710	38.80%
3	1,926	27.57%	1,926	27.57%
4	6	0.09%	6	0.09%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	6,985	100.00%	6,985	100.00%

Figure 2.5.3.3.1
Proficiency Level: Writ 3A S403 Paper
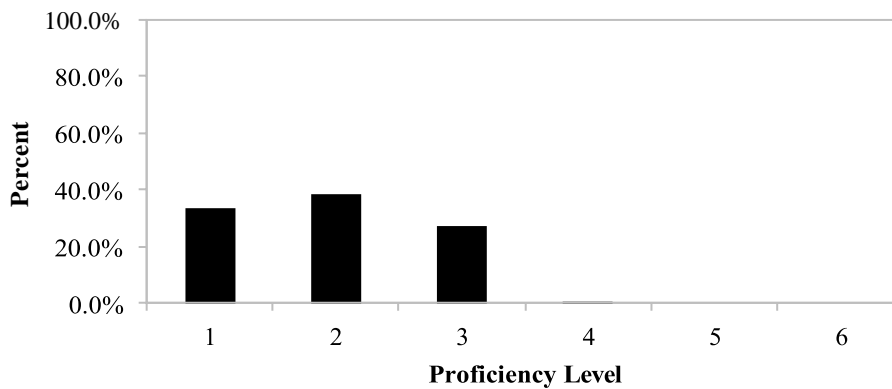
Table 2.5.3.3.2

Proficiency Level Distribution: Writ 3 B/C S403 Paper

Level	Grade 3 Count	Grade 3 Percent	Total Count	Total Percent
1	759	2.37%	759	2.37%
2	2,730	8.52%	2,730	8.52%
3	23,693	73.99%	23,693	73.99%
4	4,785	14.94%	4,785	14.94%
5	53	0.17%	53	0.17%
6	4	0.01%	4	0.01%
Total	32,024	100.00%	32,024	100.00%

Figure 2.5.3.3.2
Proficiency Level: Writ 3B/C S403 Paper
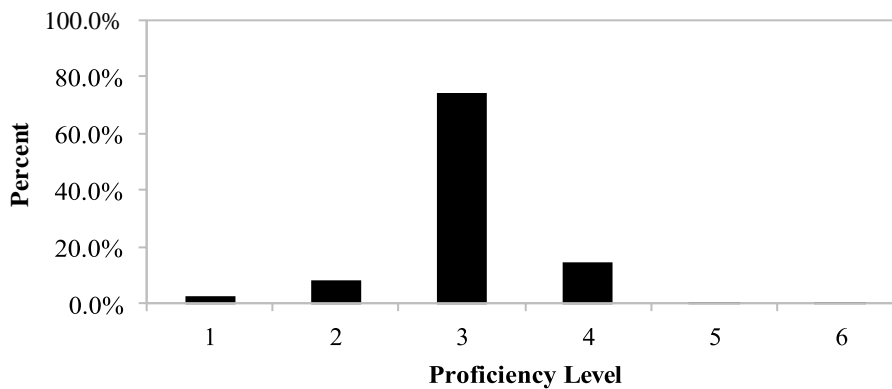
Table 2.5.3.3.3

Proficiency Level Distribution: Writ 3 S403 Paper

Level	Grade 3		Total	
	Count	**Percent**	**Count**	**Percent**
1	3,102	7.95%	3,102	7.95%
2	5,440	13.95%	5,440	13.95%
3	25,619	65.67%	25,619	65.67%
4	4,791	12.28%	4,791	12.28%
5	53	0.14%	53	0.14%
6	4	0.01%	4	0.01%
Total	39,009	100.00%	39,009	100.00%

Figure 2.5.3.3.3
Proficiency Level: Writ 3 S403 Paper
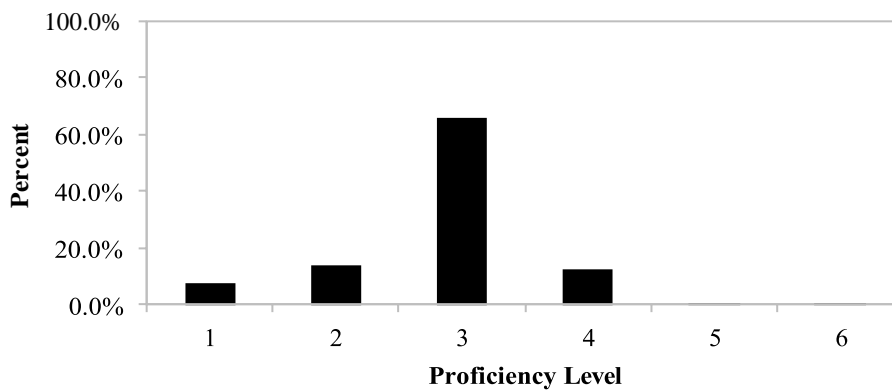
2.5.3.4 Grades 4–5

Table 2.5.3.4.1

Proficiency Level Distribution: Writ 4-5 A S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	1,502	28.17%	1,079	22.64%	2,581	25.56%
2	1,459	27.37%	1,192	25.02%	2,651	26.26%
3	2,342	43.93%	2,476	51.96%	4,818	47.72%
4	28	0.53%	18	0.38%	46	0.46%
5	0	0.00%	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%	0	0.00%
Total	5,331	100.00%	4,765	100.00%	10,096	100.00%

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

Figure 2.5.3.4.1
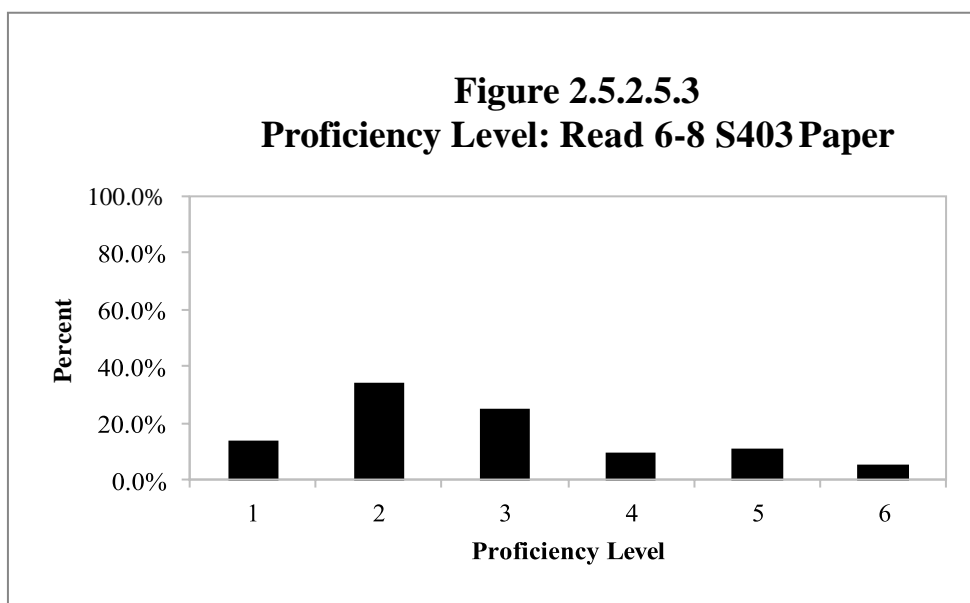**Proficiency Level: Writ 4-5AS403 Paper**
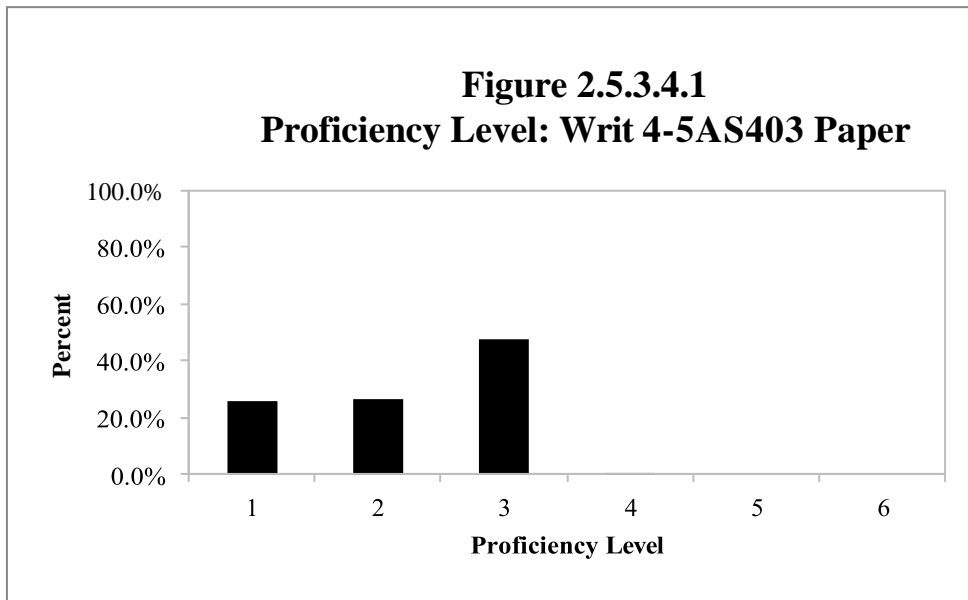
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.3.4.2

Proficiency Level Distribution: Writ 4-5 B/C S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	158	0.64%	131	0.60%	289	0.62%
2	540	2.17%	439	2.01%	979	2.10%
3	12,998	52.30%	9,562	43.78%	22,560	48.31%
4	10,639	42.81%	11,441	52.38%	22,080	47.28%
5	510	2.05%	263	1.20%	773	1.66%
6	9	0.04%	7	0.03%	16	0.03%
Total	24,854	100.00%	21,843	100.00%	46,697	100.00%

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

Figure 2.5.3.4.2
Proficiency Level: Writ 4-5B/C S403 Paper

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

Table 2.5.3.4.3

Proficiency Level Distribution: Writ 4-5 S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,660	5.50%	1,210	4.55%	2,870	5.05%
2	1,999	6.62%	1,631	6.13%	3,630	6.39%
3	15,340	50.82%	12,038	45.24%	27,378	48.21%
4	10,667	35.34%	11,459	43.07%	22,126	38.96%
5	510	1.69%	263	0.99%	773	1.36%
6	9	0.03%	7	0.03%	16	0.03%
Total	30,185	100.00%	26,608	100.00%	56,793	100.00%

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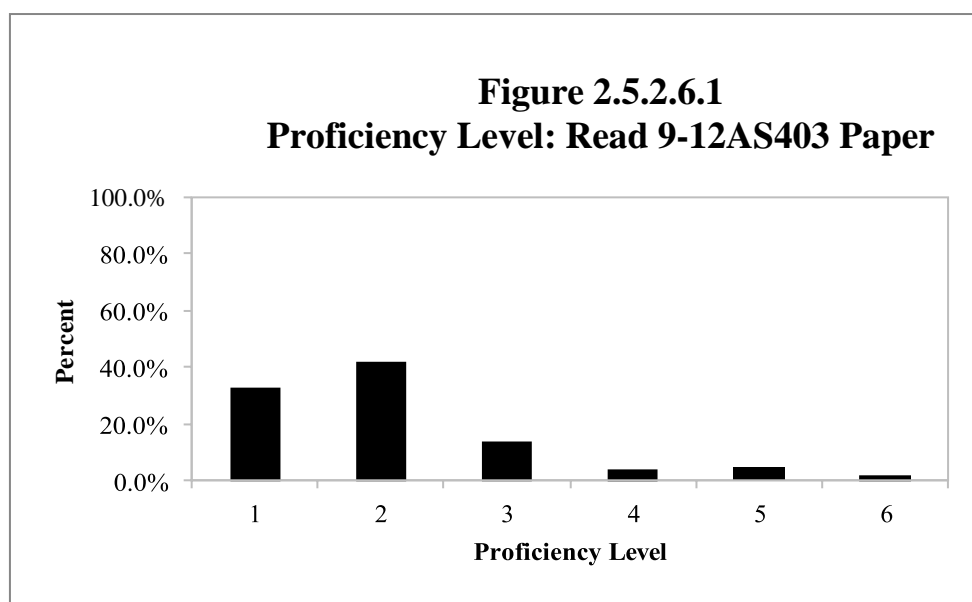

Figure 2.5.3.4.3
Proficiency Level: Writ 4-5 S403 Paper

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

2.5.3.5   Grades 6–8

Table 2.5.3.5.1

Proficiency Level Distribution: Writ 6-8 A S403 Paper

|	Grade 6		Grade 7		Grade 8		Total	
Level	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	1,524	32.11%	1,740	36.55%	1,956	41.34%	5,220	36.67%
2	1,697	35.76%	1,960	41.18%	1,539	32.53%	5,196	36.50%
3	1,507	31.75%	1,036	21.76%	1,223	25.85%	3,766	26.45%
4	18	0.38%	24	0.50%	13	0.27%	55	0.39%
5	0	0.00%	0	0.00%	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	4,746	100.00%	4,760	100.00%	4,731	100.00%	14,237	100.00%

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

Figure 2.5.3.5.1
Proficiency Level: Writ 6-8AS403 Paper

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

Table 2.5.3.5.2

Proficiency Level Distribution: Writ 6-8 B/C S403 Paper

| Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	337	2.27%	346	2.48%	412	3.35%	1,095	2.66%
2	922	6.21%	843	6.04%	516	4.20%	2,281	5.55%
3	9,485	63.87%	9,347	66.95%	8,415	68.41%	27,247	66.28%
4	4,102	27.62%	3,418	24.48%	2,949	23.98%	10,469	25.47%
5	4	0.03%	7	0.05%	8	0.07%	19	0.05%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	14,850	100.00%	13,961	100.00%	12,300	100.00%	41,111	100.00%

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

Figure 2.5.3.5.2
Proficiency Level: Writ 6-8B/C S403 Paper
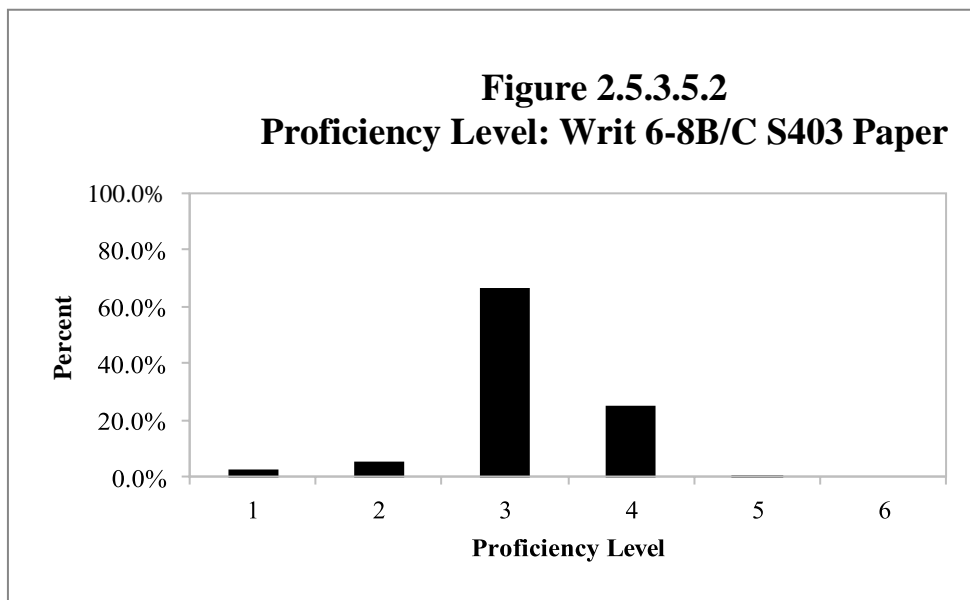
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.3.5.3

Proficiency Level Distribution: Writ 6-8 S403 Paper

Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	1,861	9.50%	2,086	11.14%	2,368	13.90%	6,315	11.41%
2	2,619	13.36%	2,803	14.97%	2,055	12.07%	7,477	13.51%
3	10,992	56.09%	10,383	55.46%	9,638	56.59%	31,013	56.03%
4	4,120	21.02%	3,442	18.39%	2,962	17.39%	10,524	19.01%
5	4	0.02%	7	0.04%	8	0.05%	19	0.03%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	19,596	100.00%	18,721	100.00%	17,031	100.00%	55,348	100.00%

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


Figure 2.5.3.5.3
Proficiency Level: Writ 6-8 S403 Paper

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

2.5.3.6 Grades 9–12

Table 2.5.3.6.1

Proficiency Level Distribution: Writ 9-12 A S403 Paper

Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	1,536	27.97%	1,067	25.39%	1,043	30.04%	731	39.28%	4,377	29.13%
2	1,678	30.55%	1,494	35.55%	1,201	34.59%	383	20.58%	4,756	31.65%
3	1,999	36.40%	1,533	36.48%	1,166	33.58%	707	37.99%	5,405	35.97%
4	278	5.06%	108	2.57%	62	1.79%	40	2.15%	488	3.25%
5	1	0.02%	0	0.00%	0	0.00%	0	0.00%	1	0.01%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	5,492	100.00%	4,202	100.00%	3,472	100.00%	1,861	100.00%	15,027	100.00%

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

**Figure 2.5.3.6.1
Proficiency Level: Writ 9-12AS403 Paper**
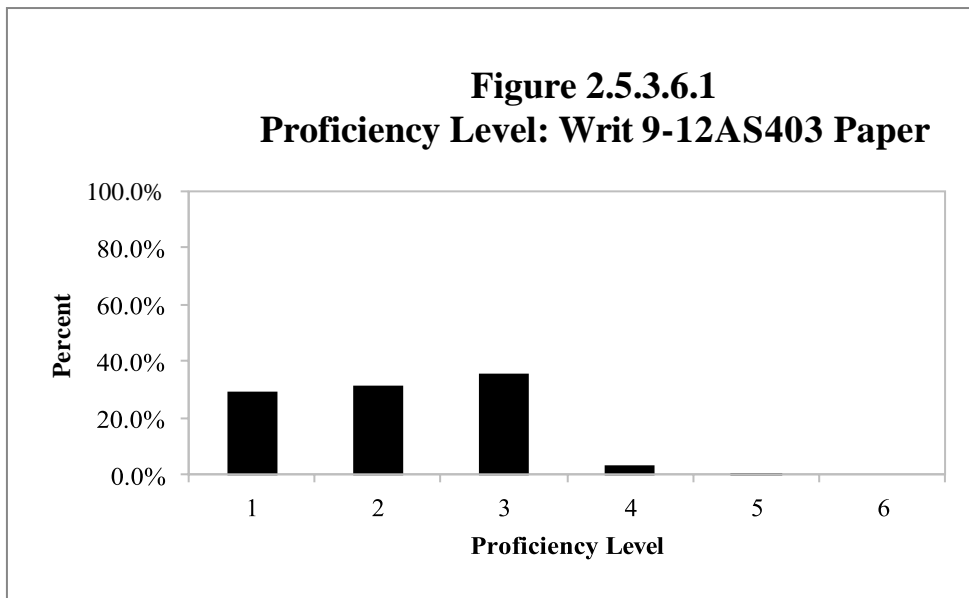
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.3.6.2

Proficiency Level Distribution: Writ 9-12 B/C S403 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	214	1.93%	356	3.28%	413	4.19%	543	7.88%	1,526	3.94%
2	492	4.44%	593	5.46%	699	7.09%	523	7.59%	2,307	5.96%
3	5,112	46.15%	5,354	49.26%	4,752	48.22%	4,430	64.30%	19,648	50.78%
4	5,142	46.42%	4,513	41.52%	3,955	40.13%	1,391	20.19%	15,001	38.77%
5	116	1.05%	53	0.49%	36	0.37%	3	0.04%	208	0.54%
6	1	0.01%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Total	11,077	100.00%	10,869	100.00%	9,855	100.00%	6,890	100.00%	38,691	100.00%

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

**Figure 2.5.3.6.2
Proficiency Level: Writ 9-12B/C S403 Paper**
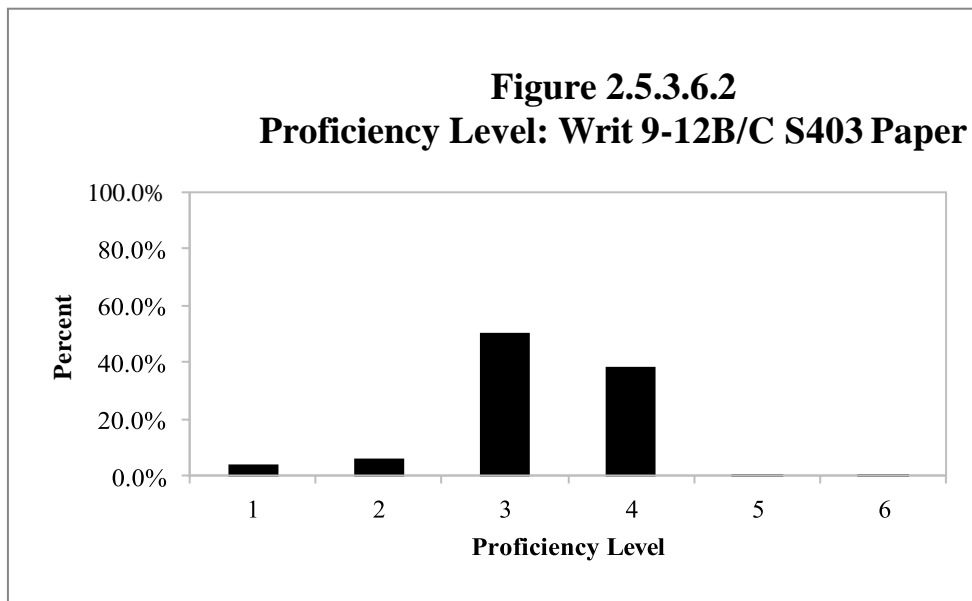
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for
mode effect prior to reporting. As these results are computed differently from the other states' results, they are
excluded from this analysis.

Table 2.5.3.6.3

Proficiency Level Distribution: Writ 9-12 S403 Paper

Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	1,750	10.56%	1,423	9.44%	1,456	10.93%	1,274	14.56%	5,903	10.99%
2	2,170	13.10%	2,087	13.85%	1,900	14.26%	906	10.35%	7,063	13.15%
3	7,111	42.92%	6,887	45.70%	5,918	44.41%	5,137	58.70%	25,053	46.64%
4	5,420	32.71%	4,621	30.66%	4,017	30.14%	1,431	16.35%	15,489	28.83%
5	117	0.71%	53	0.35%	36	0.27%	3	0.03%	209	0.39%
6	1	0.01%	0	0.00%	0	0.00%	0	0.00%	1	0.00%
Total	16,569	100.00%	15,071	100.00%	13,327	100.00%	8,751	100.00%	53,718	100.00%

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

**Figure 2.5.3.6.3
Proficiency Level: Writ 9-12 S403 Paper**
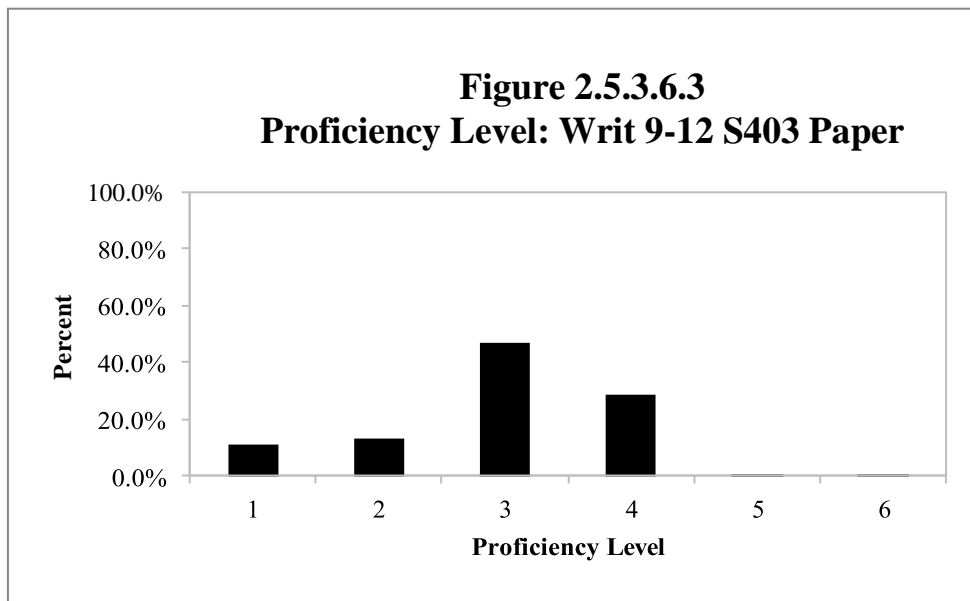
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.4 Speaking

2.5.4.0   Kindergarten

Table 2.5.4.0

Proficiency Level Distribution: Spek K S403 Paper

Level	Grade K		Total	
	Count	Percent	Count	Percent
1	50,331	21.65%	50,331	21.65%
2	49,563	21.32%	49,563	21.32%
3	18,232	7.84%	18,232	7.84%
4	20,399	8.78%	20,399	8.78%
5	26,781	11.52%	26,781	11.52%
6	67,158	28.89%	67,158	28.89%
Total	232,464	100.00%	232,464	100.00%

**Figure 2.5.4.0
Proficiency Level: Spek K S403 Paper**

2.5.4.1 Grade 1

Table 2.5.4.1.1

Proficiency Level Distribution: Spek 1 A S403 Paper

Level	Grade 1 Count	Grade 1 Percent	Total Count	Total Percent
1	5,978	24.60%	5,978	24.60%
2	8,351	34.36%	8,351	34.36%
3	5,537	22.78%	5,537	22.78%
4	3,279	13.49%	3,279	13.49%
5	1,160	4.77%	1,160	4.77%
6	0	0.00%	0	0.00%
Total	24,305	100.00%	24,305	100.00%

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

Figure 2.5.4.1.1
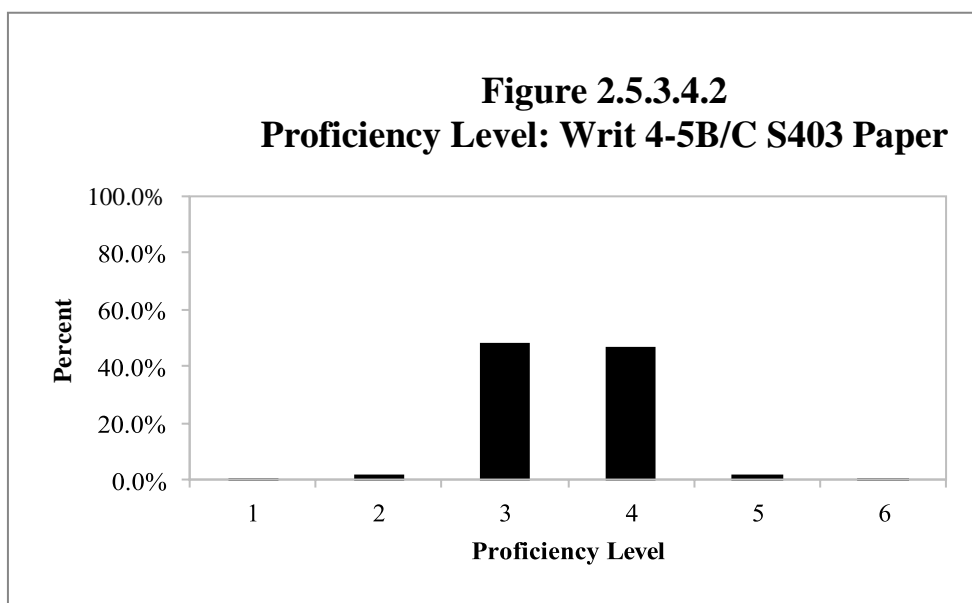**Proficiency Level: Spek 1AS403 Paper**
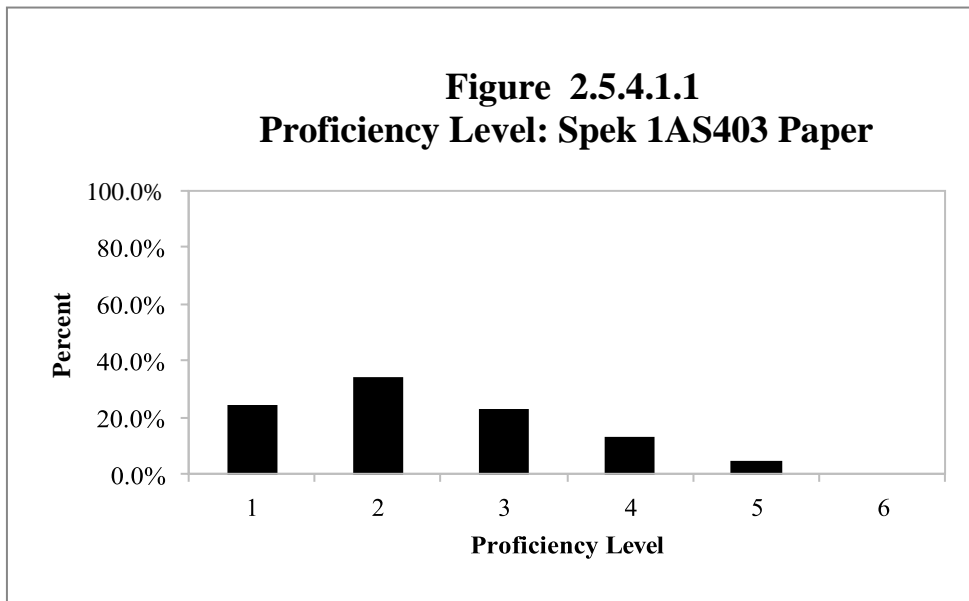
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.1.2

Proficiency Level Distribution: Spek 1 B/C S403 Paper

	Grade 1		Total	
Level	**Count**	**Percent**	**Count**	**Percent**
1	410	1.72%	410	1.72%
2	4,284	18.01%	4,284	18.01%
3	7,941	33.39%	7,941	33.39%
4	7,873	33.10%	7,873	33.10%
5	2,569	10.80%	2,569	10.80%
6	708	2.98%	708	2.98%
Total	23,785	100.00%	23,785	100.00%

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

Figure 2.5.4.1.2
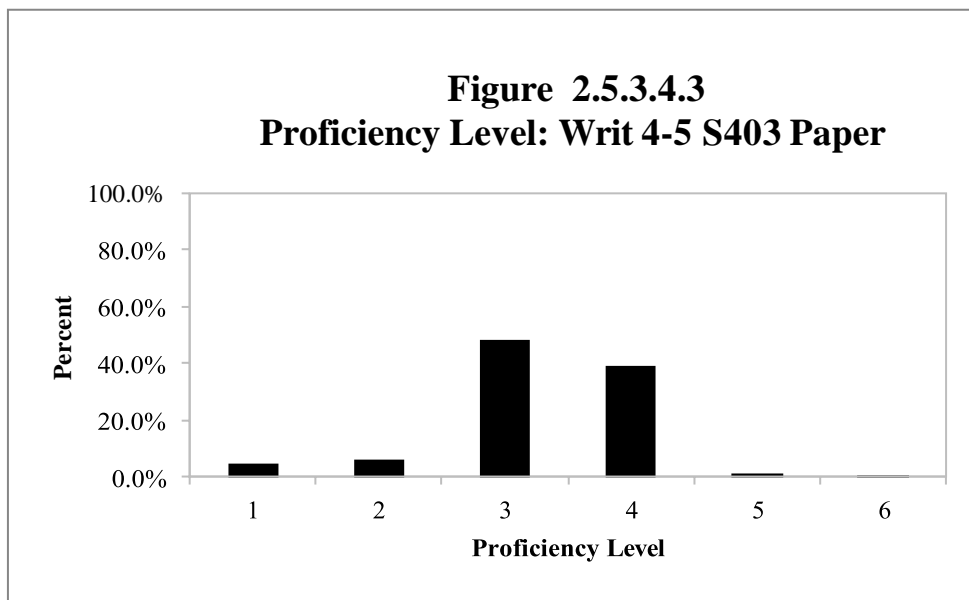**Proficiency Level: Spek 1B/C S403 Paper**

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

Table 2.5.4.1.3

Proficiency Level Distribution: Spek 1 S403 Paper

Level	Grade 1		Total	
	Count	**Percent**	**Count**	**Percent**
1	6,388	13.28%	6,388	13.28%
2	12,635	26.27%	12,635	26.27%
3	13,478	28.03%	13,478	28.03%
4	11,152	23.19%	11,152	23.19%
5	3,729	7.75%	3,729	7.75%
6	708	1.47%	708	1.47%
Total	48,090	100.00%	48,090	100.00%

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

Figure 2.5.4.1.3
Proficiency Level: Spek 1 S403 Paper

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

2.5.4.2 Grade 2

Table 2.5.4.2.1

Proficiency Level Distribution: Spek 2 A S403 Paper

Level	Grade 2		Total	
	Count	**Percent**	**Count**	**Percent**
1	3,754	37.60%	3,754	37.60%
2	2,206	22.09%	2,206	22.09%
3	3,021	30.26%	3,021	30.26%
4	715	7.16%	715	7.16%
5	289	2.89%	289	2.89%
6	0	0.00%	0	0.00%
Total	9,985	100.00%	9,985	100.00%

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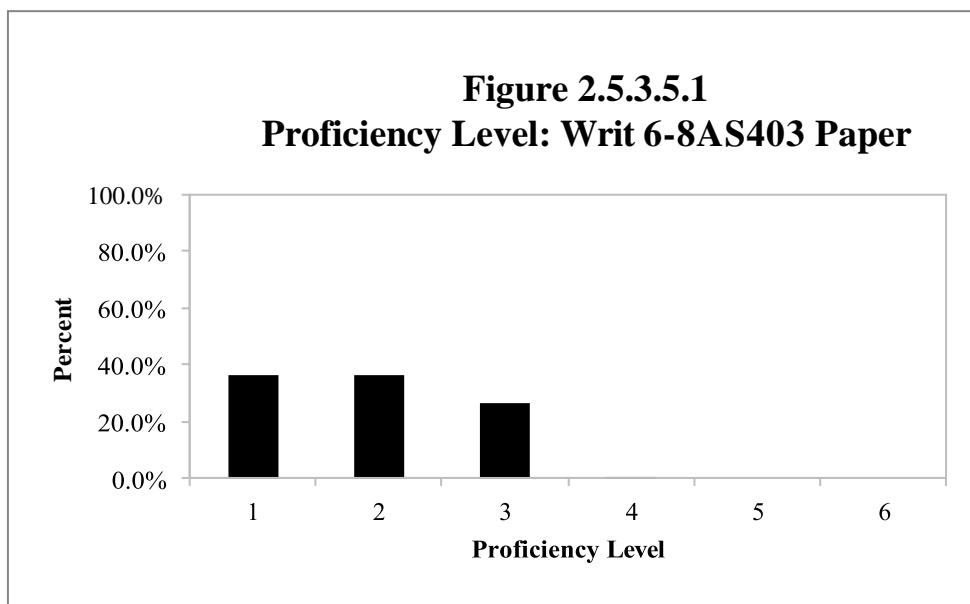

Figure 2.5.4.2.1
Proficiency Level: Spek 2AS403 Paper

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

Table 2.5.4.2.2

Proficiency Level Distribution: Spek 2 B/C S403 Paper

| Level	Grade 2		Total	
	Count	**Percent**	**Count**	**Percent**
1	1,642	4.78%	1,642	4.78%
2	6,507	18.95%	6,507	18.95%
3	14,045	40.91%	14,045	40.91%
4	8,088	23.56%	8,088	23.56%
5	2,670	7.78%	2,670	7.78%
6	1,379	4.02%	1,379	4.02%
Total	34,331	100.00%	34,331	100.00%

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

Figure 2.5.4.2.2
Proficiency Level: Spek 2B/C S403 Paper
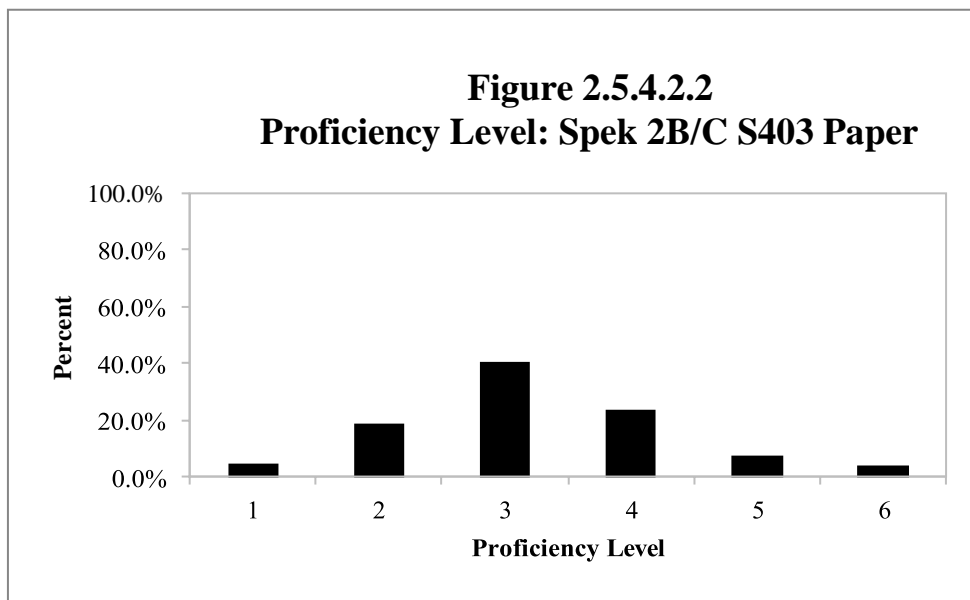
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.2.3

Proficiency Level Distribution: Spek 2 S403 Paper

Level	Grade 2		Total	
	Count	Percent	Count	Percent
1	5,396	12.18%	5,396	12.18%
2	8,713	19.66%	8,713	19.66%
3	17,066	38.51%	17,066	38.51%
4	8,803	19.86%	8,803	19.86%
5	2,959	6.68%	2,959	6.68%
6	1,379	3.11%	1,379	3.11%
Total	44,316	100.00%	44,316	100.00%

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

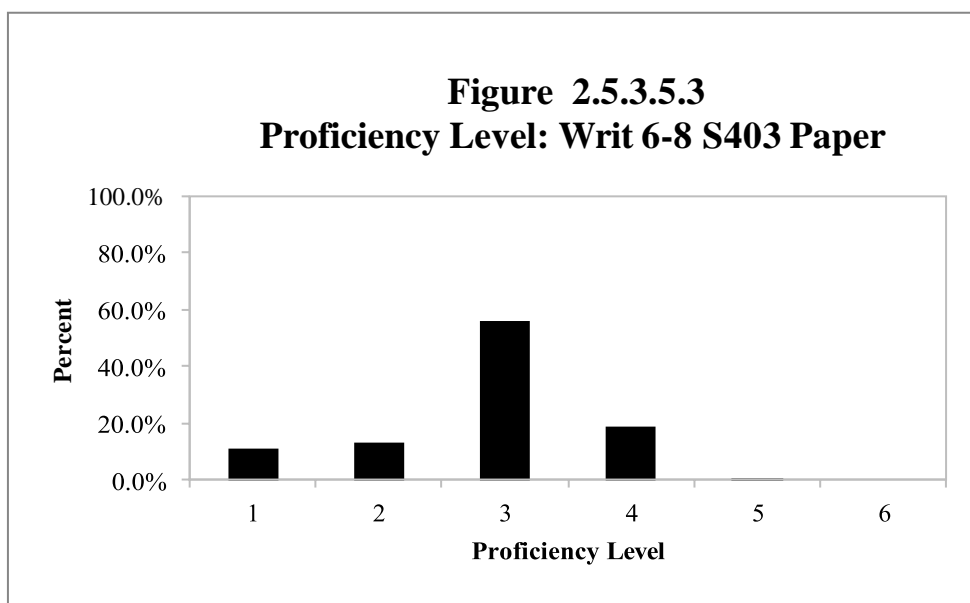**Figure 2.5.4.2.3**
Proficiency Level: Spek 2 S403 Paper

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

2.5.4.3 Grade 3

Table 2.5.4.3.1

Proficiency Level Distribution: Spek 3 A S403 Paper

Level	Grade 3 Count	Grade 3 Percent	Total Count	Total Percent
1	3,312	48.29%	3,312	48.29%
2	1,637	23.87%	1,637	23.87%
3	1,234	17.99%	1,234	17.99%
4	676	9.86%	676	9.86%
5	0	0.00%	0	0.00%
6	0	0.00%	0	0.00%
Total	6,859	100.00%	6,859	100.00%

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

Figure 2.5.4.3.1
Proficiency Level: Spek 3AS403 Paper
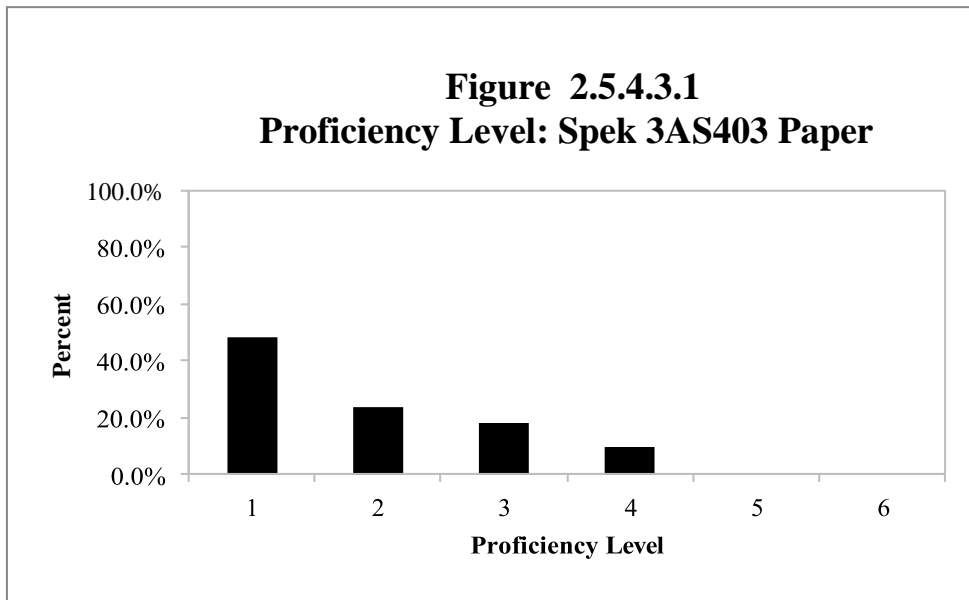
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.3.2

Proficiency Level Distribution: Spek 3 B/C S403 Paper

Level	Grade 3		Total	
	Count	Percent	Count	Percent
1	1,390	4.41%	1,390	4.41%
2	6,011	19.05%	6,011	19.05%
3	13,202	41.84%	13,202	41.84%
4	7,722	24.47%	7,722	24.47%
5	1,513	4.79%	1,513	4.79%
6	1,716	5.44%	1,716	5.44%
Total	31,554	100.00%	31,554	100.00%

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

Figure 2.5.4.3.2
Proficiency Level: Spek 3B/C S403 Paper
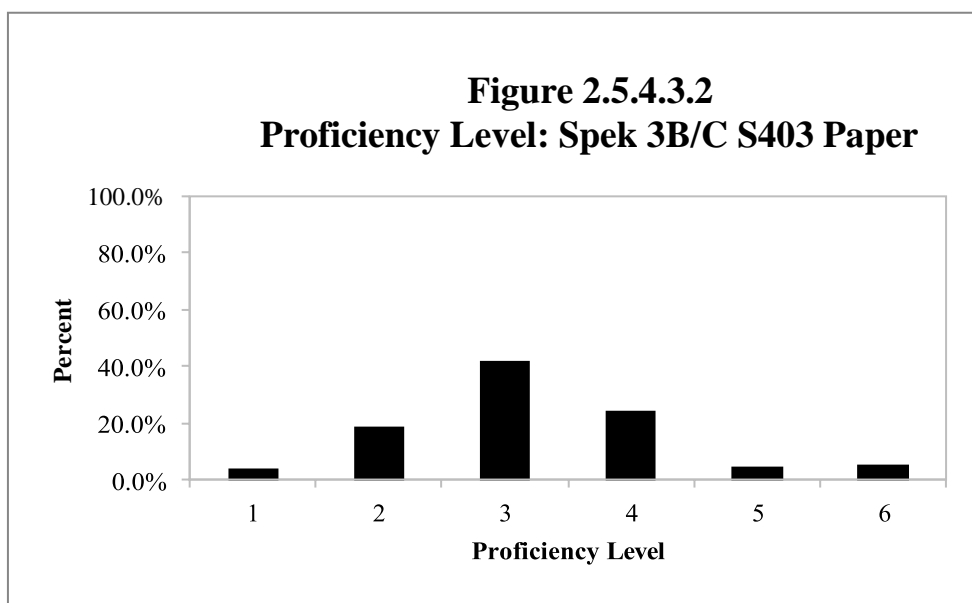
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.3.3

Proficiency Level Distribution: Spek 3 S403 Paper

| Level	Grade 3 Count	Grade 3 Percent	Total Count	Total Percent
1	4,702	12.24%	4,702	12.24%
2	7,648	19.91%	7,648	19.91%
3	14,436	37.58%	14,436	37.58%
4	8,398	21.86%	8,398	21.86%
5	1,513	3.94%	1,513	3.94%
6	1,716	4.47%	1,716	4.47%
Total	38,413	100.00%	38,413	100.00%

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

Figure 2.5.4.3.3
Proficiency Level: Spek 3 S403 Paper
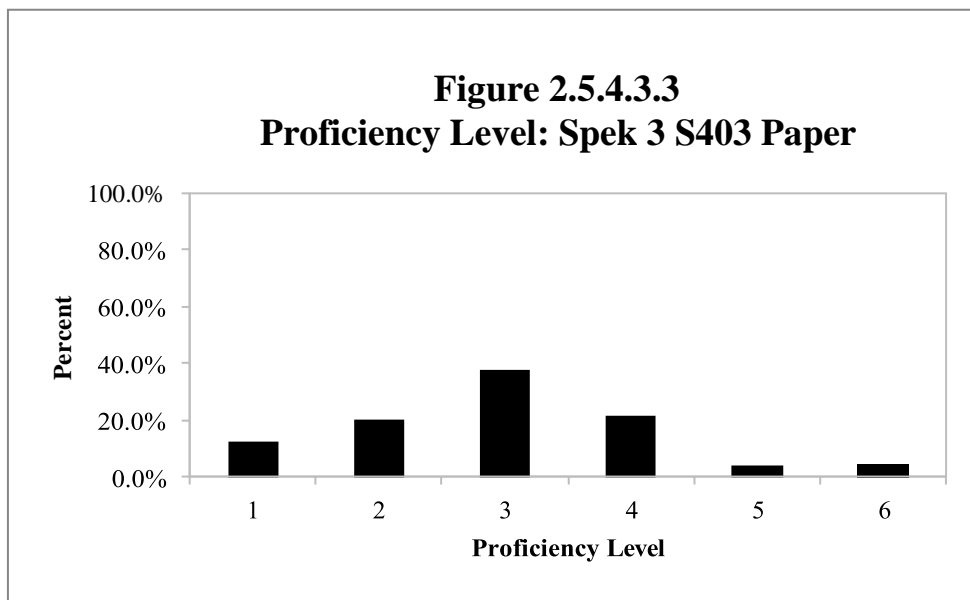
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.4.4   Grades 4–5

Table 2.5.4.4.1

Proficiency Level Distribution: Spek 4-5 A S403 Paper

| Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	2,531	47.81%	2,544	53.64%	5,075	50.56%
2	1,450	27.39%	895	18.87%	2,345	23.36%
3	714	13.49%	692	14.59%	1,406	14.01%
4	431	8.14%	532	11.22%	963	9.59%
5	168	3.17%	80	1.69%	248	2.47%
6	0	0.00%	0	0.00%	0	0.00%
Total	5,294	100.00%	4,743	100.00%	10,037	100.00%

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

Figure 2.5.4.4.1
Proficiency Level: Spek 4-5AS403 Paper
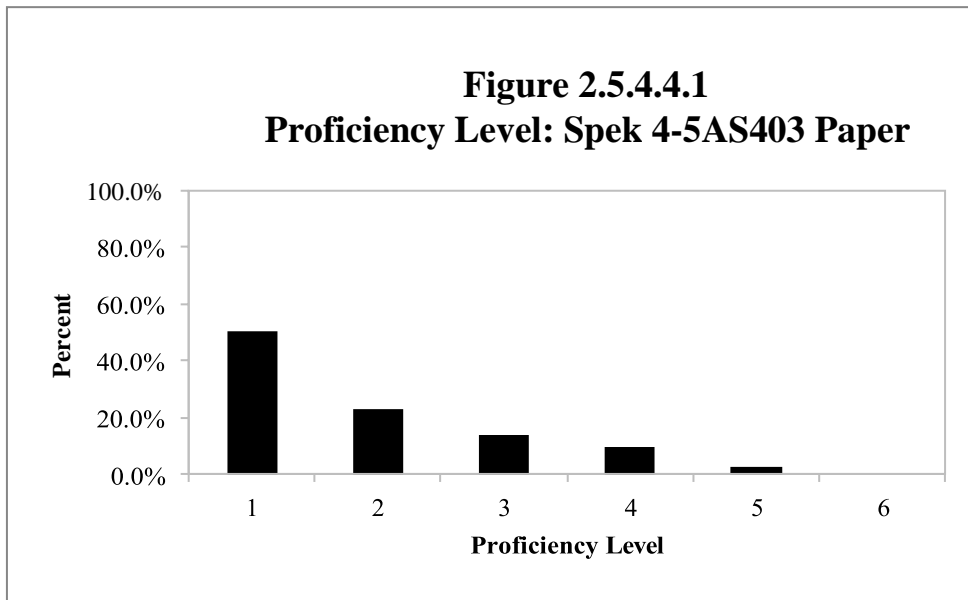
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.4.2

Proficiency Level Distribution: Spek 4-5 B/C S403 Paper

Level	Grade 4 Count	Grade 4 Percent	Grade 5 Count	Grade 5 Percent	Total Count	Total Percent
1	414	1.67%	432	1.98%	846	1.82%
2	2,057	8.30%	1,893	8.69%	3,950	8.48%
3	6,269	25.30%	5,779	26.52%	12,048	25.87%
4	9,759	39.38%	8,484	38.93%	18,243	39.17%
5	4,080	16.46%	3,706	17.01%	7,786	16.72%
6	2,203	8.89%	1,497	6.87%	3,700	7.94%
Total	24,782	100.00%	21,791	100.00%	46,573	100.00%

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

Figure 2.5.4.4.2
Proficiency Level: Spek 4-5B/C S403 Paper
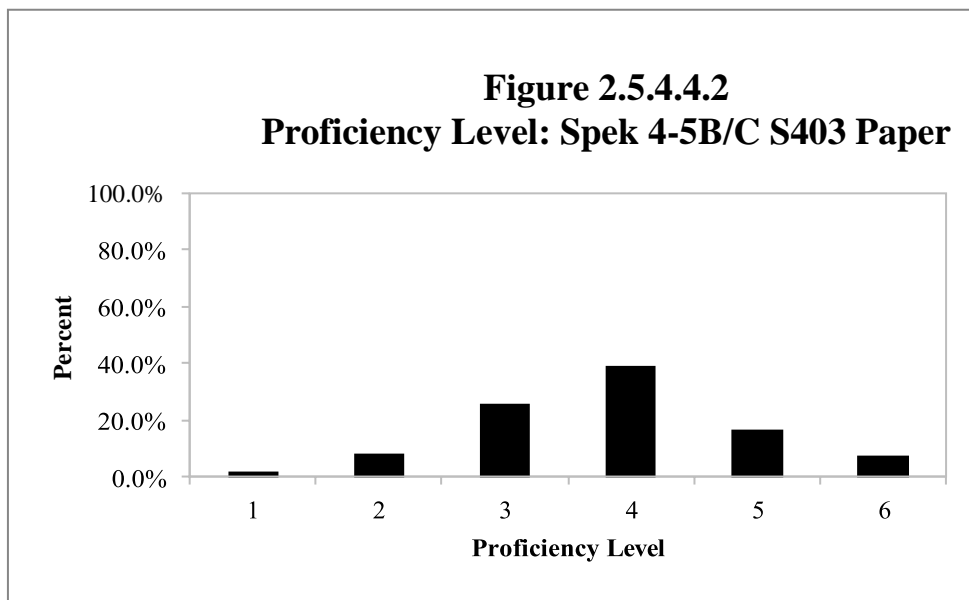
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
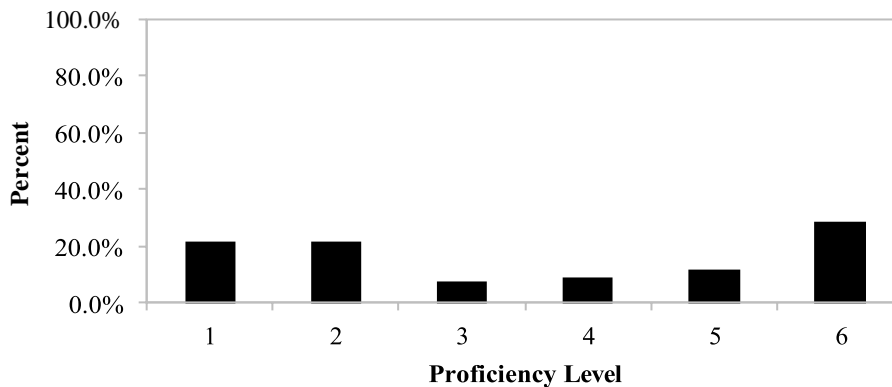
Table 2.5.4.4.3

Proficiency Level Distribution: Spek 4-5 S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	2,945	9.79%	2,976	11.22%	5,921	10.46%
2	3,507	11.66%	2,788	10.51%	6,295	11.12%
3	6,983	23.22%	6,471	24.39%	13,454	23.77%
4	10,190	33.88%	9,016	33.98%	19,206	33.93%
5	4,248	14.12%	3,786	14.27%	8,034	14.19%
6	2,203	7.32%	1,497	5.64%	3,700	6.54%
Total	30,076	100.00%	26,534	100.00%	56,610	100.00%

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

Figure 2.5.4.4.3
Proficiency Level: Spek 4-5 S403 Paper
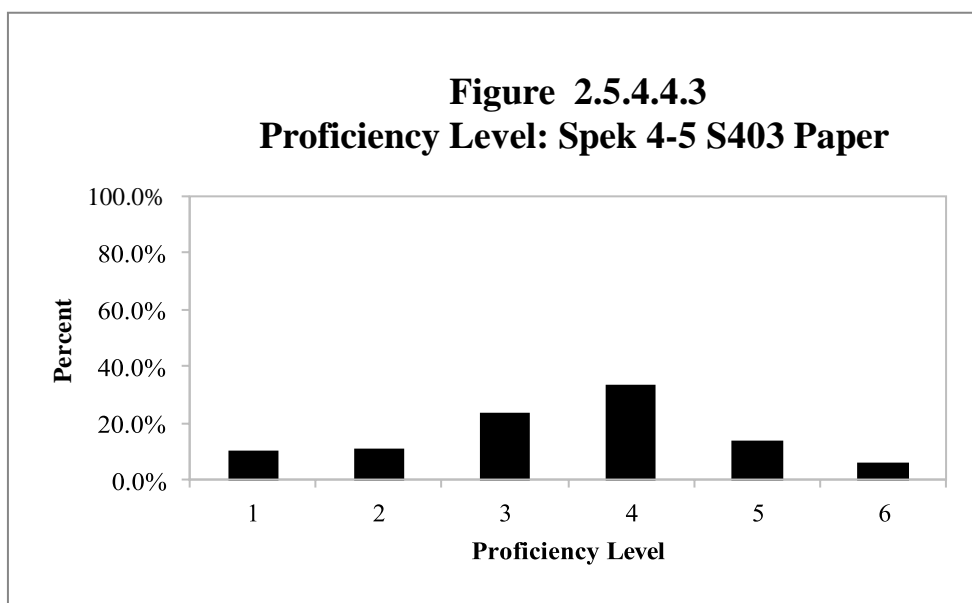
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

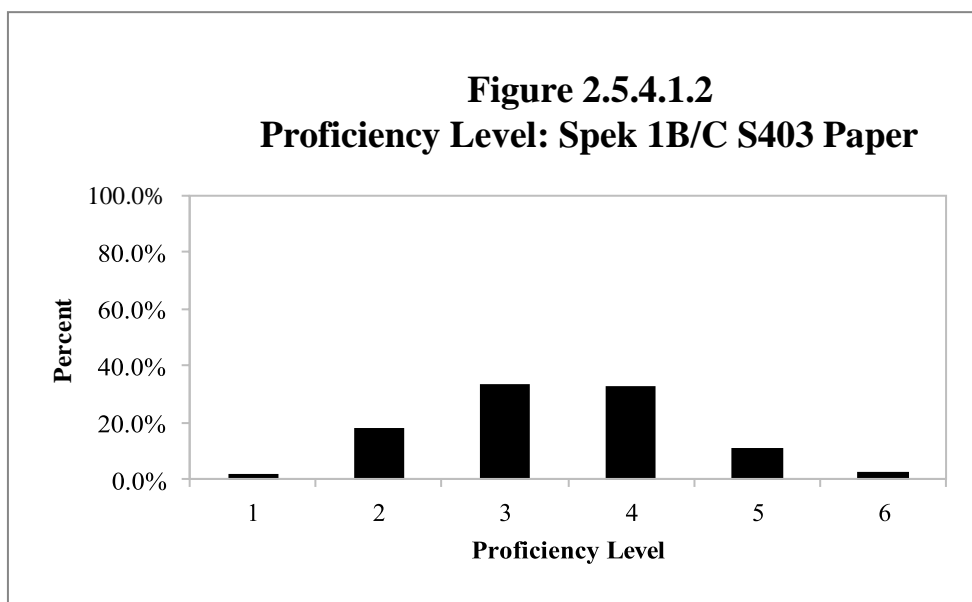## 2.5.4.5 Grades 6–8

Table 2.5.4.5.1

Proficiency Level Distribution: Spek 6-8 A S403 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	2,172	46.06%	2,184	46.16%	2,684	57.08%	7,040	49.76%
2	980	20.78%	962	20.33%	475	10.10%	2,417	17.08%
3	829	17.58%	844	17.84%	1,025	21.80%	2,698	19.07%
4	508	10.77%	600	12.68%	331	7.04%	1,439	10.17%
5	176	3.73%	77	1.63%	187	3.98%	440	3.11%
6	51	1.08%	64	1.35%	0	0.00%	115	0.81%
Total	4,716	100.00%	4,731	100.00%	4,702	100.00%	14,149	100.00%

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

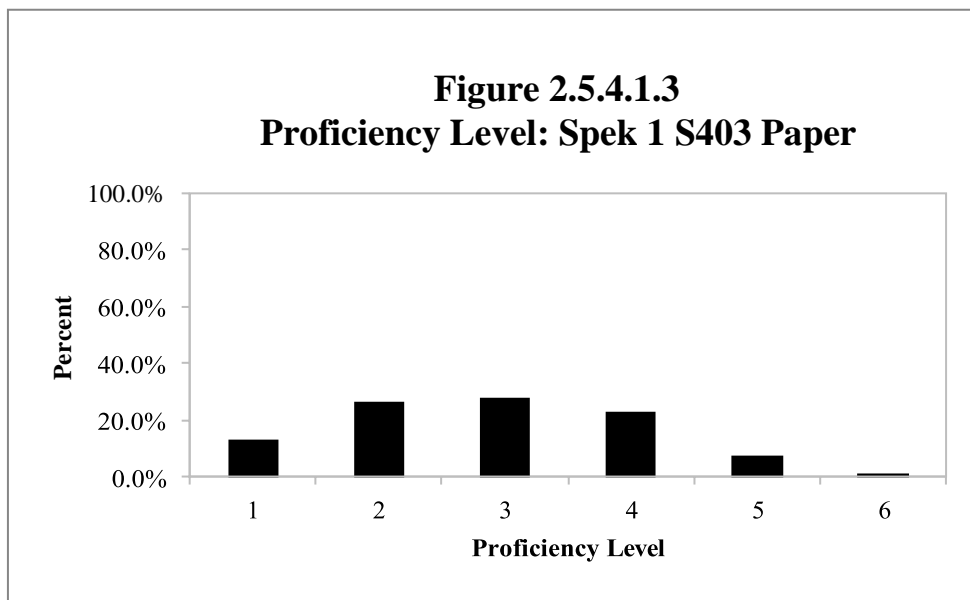**Figure 2.5.4.5.1
Proficiency Level: Spek 6-8AS403 Paper**
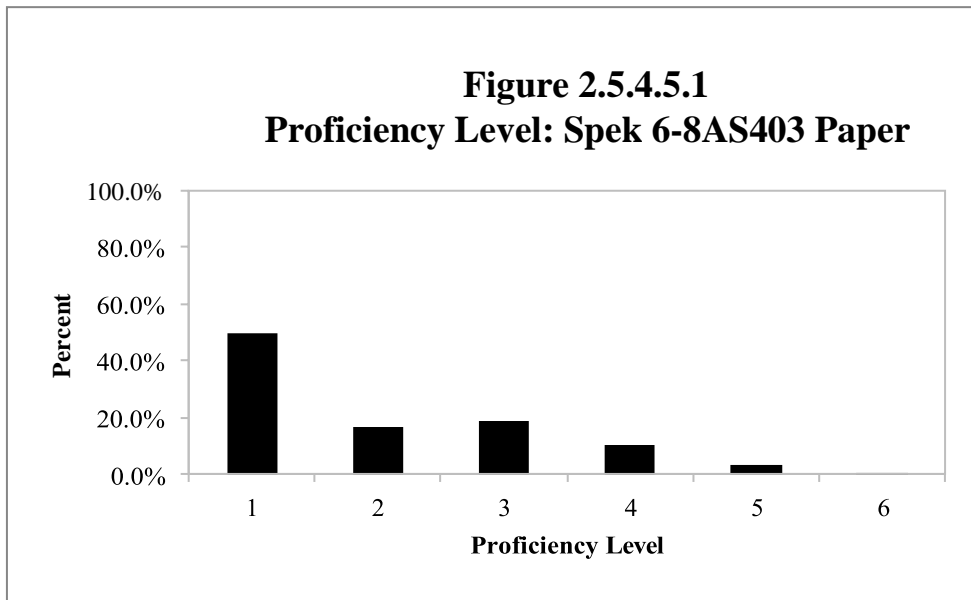
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.5.2

Proficiency Level Distribution: Spek 6-8 B/C S403 Paper

Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	302	2.04%	459	3.30%	572	4.67%	1,333	3.25%
2	1,921	12.99%	1,468	10.55%	1,447	11.81%	4,836	11.81%
3	3,859	26.10%	3,264	23.45%	2,964	24.20%	10,087	24.63%
4	5,337	36.09%	5,836	41.93%	4,213	34.40%	15,386	37.57%
5	2,133	14.42%	1,453	10.44%	2,097	17.12%	5,683	13.88%
6	1,235	8.35%	1,438	10.33%	955	7.80%	3,628	8.86%
Total	14,787	100.00%	13,918	100.00%	12,248	100.00%	40,953	100.00%

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

Figure 2.5.4.5.2
Proficiency Level: Spek 6-8B/C S403 Paper
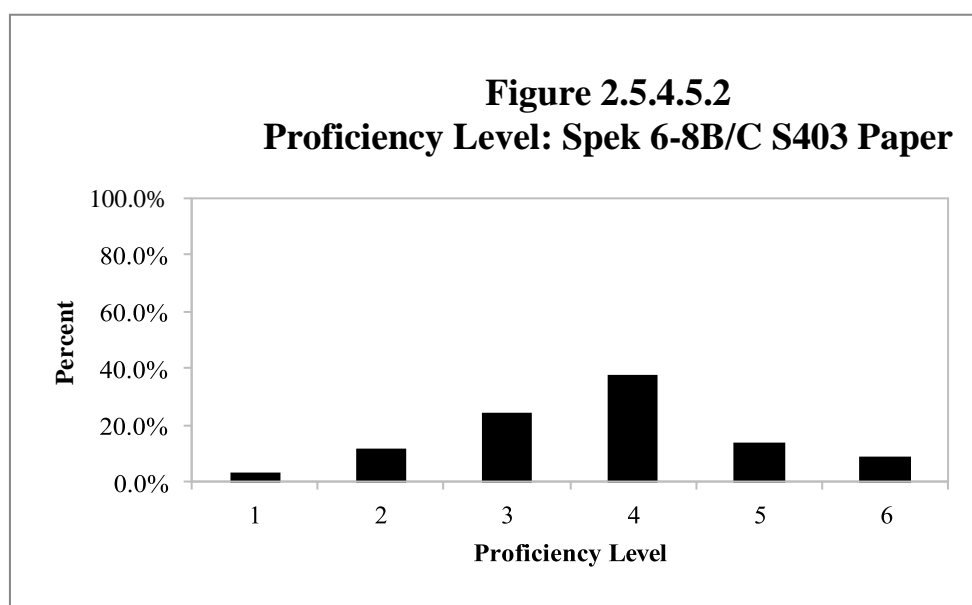
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
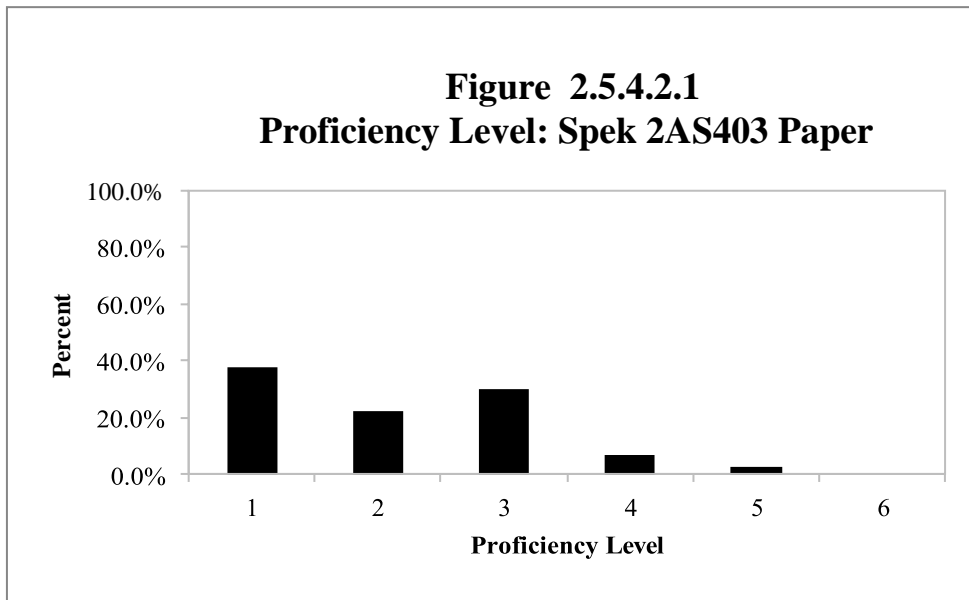
Table 2.5.4.5.3

Proficiency Level Distribution: Spek 6-8 S403 Paper

| Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	2,474	12.69%	2,643	14.17%	3,256	19.21%	8,373	15.20%
2	2,901	14.87%	2,430	13.03%	1,922	11.34%	7,253	13.16%
3	4,688	24.04%	4,108	22.03%	3,989	23.53%	12,785	23.20%
4	5,845	29.97%	6,436	34.51%	4,544	26.81%	16,825	30.53%
5	2,309	11.84%	1,530	8.20%	2,284	13.47%	6,123	11.11%
6	1,286	6.59%	1,502	8.05%	955	5.63%	3,743	6.79%
Total	19,503	100.00%	18,649	100.00%	16,950	100.00%	55,102	100.00%

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

Figure 2.5.4.5.3
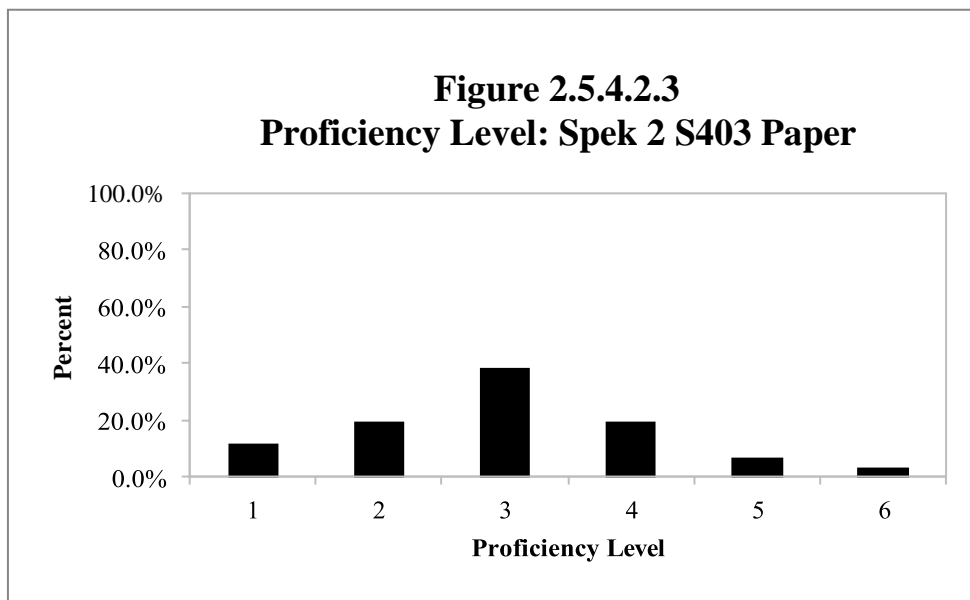**Proficiency Level: Spek 6-8 S403 Paper**
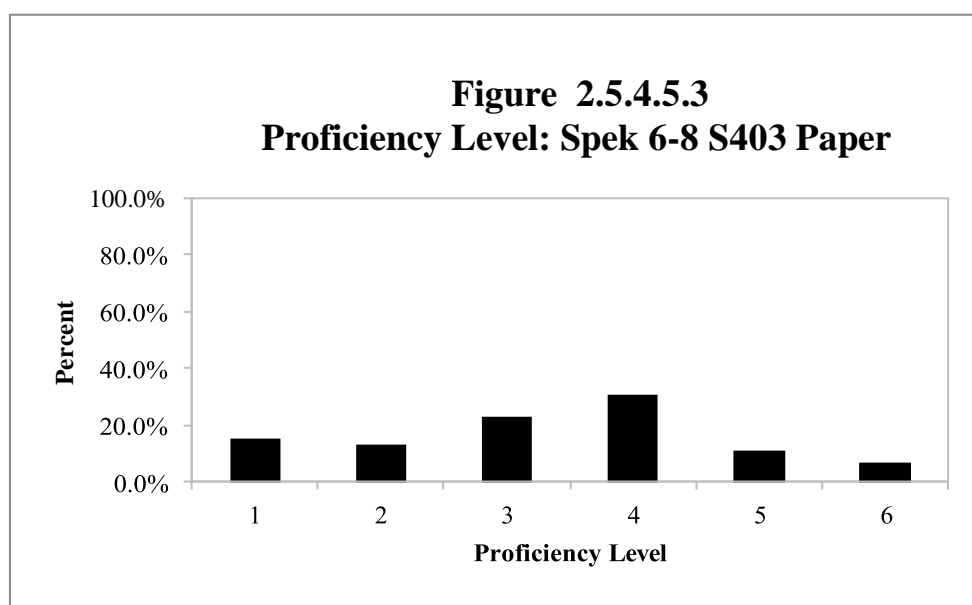
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.5.4.6   Grades 9–12

Table 2.5.4.6.1

Proficiency Level Distribution: Spek 9-12 A S403 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	3,675	67.46%	2,664	63.73%	2,072	60.30%	990	53.69%	9,401	63.06%
2	520	9.54%	445	10.65%	429	12.49%	392	21.26%	1,786	11.98%
3	908	16.67%	774	18.52%	690	20.08%	353	19.14%	2,725	18.28%
4	228	4.19%	297	7.11%	245	7.13%	109	5.91%	879	5.90%
5	117	2.15%	0	0.00%	0	0.00%	0	0.00%	117	0.78%
6	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	5,448	100.00%	4,180	100.00%	3,436	100.00%	1,844	100.00%	14,908	100.00%

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

Figure 2.5.4.6.1
Proficiency Level: Spek 9-12AS403 Paper
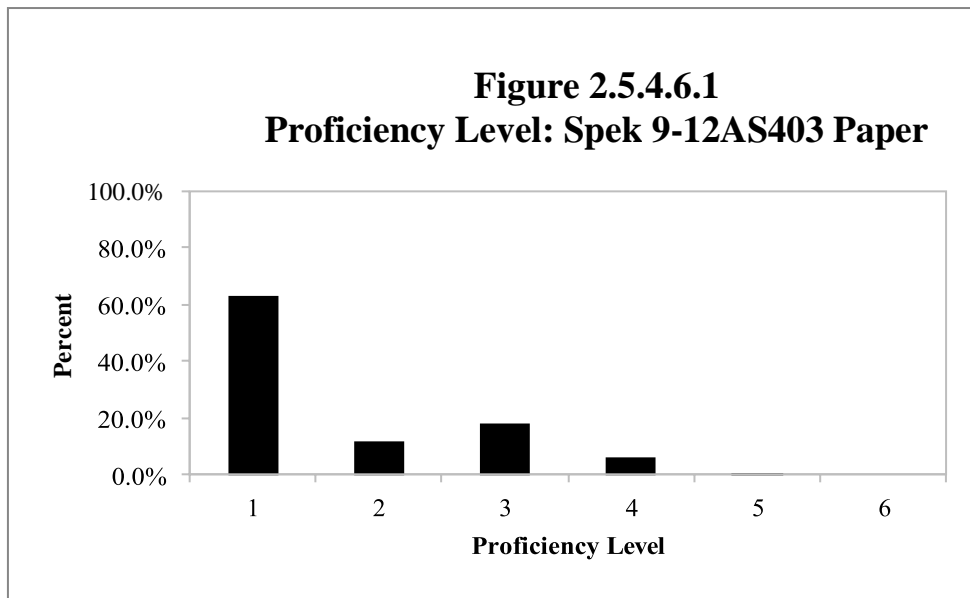
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.6.2

Proficiency Level Distribution: Spek 9-12 B/C S403 Paper

| Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	775	7.03%	1,181	10.92%	1,001	10.20%	953	13.91%	3,910	10.16%
2	1,677	15.20%	1,391	12.87%	1,180	12.03%	1,050	15.33%	5,298	13.76%
3	3,381	30.65%	3,188	29.49%	3,667	37.38%	2,622	38.27%	12,858	33.40%
4	2,841	25.76%	3,299	30.51%	2,281	23.25%	1,156	16.87%	9,577	24.87%
5	1,285	11.65%	631	5.84%	591	6.03%	349	5.09%	2,856	7.42%
6	1,071	9.71%	1,122	10.38%	1,089	11.10%	721	10.52%	4,003	10.40%
Total	11,030	100.00%	10,812	100.00%	9,809	100.00%	6,851	100.00%	38,502	100.00%

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

Figure 2.5.4.6.2
Proficiency Level: Spek 9-12B/C S403 Paper
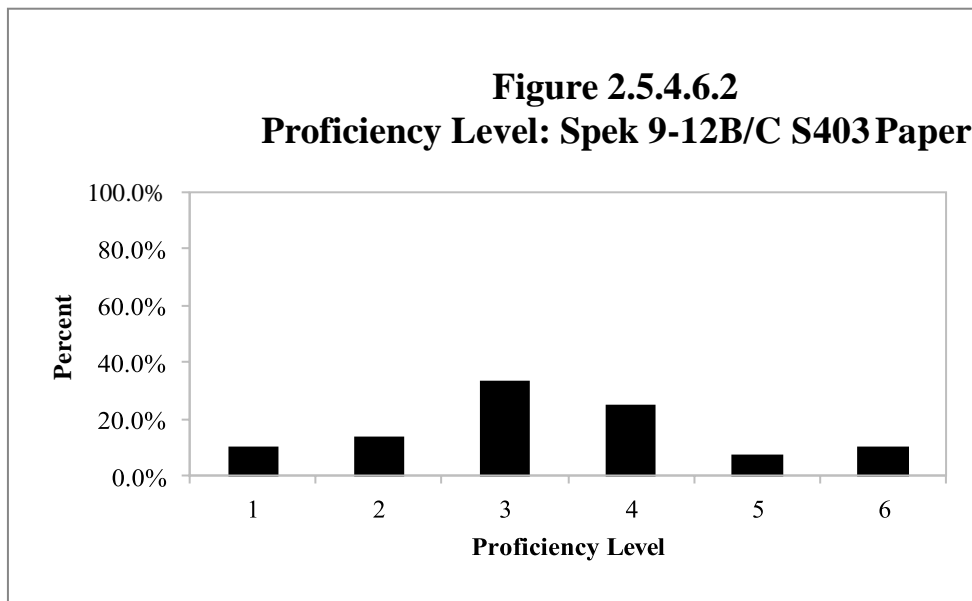
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

Table 2.5.4.6.3

Proficiency Level Distribution: Spek 9-12 S403 Paper

| Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	4,450	27.01%	3,845	25.65%	3,073	23.20%	1,943	22.35%	13,311	24.92%
2	2,197	13.33%	1,836	12.25%	1,609	12.15%	1,442	16.58%	7,084	13.26%
3	4,289	26.03%	3,962	26.43%	4,357	32.90%	2,975	34.22%	15,583	29.18%
4	3,069	18.62%	3,596	23.99%	2,526	19.07%	1,265	14.55%	10,456	19.58%
5	1,402	8.51%	631	4.21%	591	4.46%	349	4.01%	2,973	5.57%
6	1,071	6.50%	1,122	7.48%	1,089	8.22%	721	8.29%	4,003	7.49%
Total	16,478	100.00%	14,992	100.00%	13,245	100.00%	8,695	100.00%	53,410	100.00%

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

Figure 2.5.4.6.3
Proficiency Level: Spek 9-12 S403 Paper
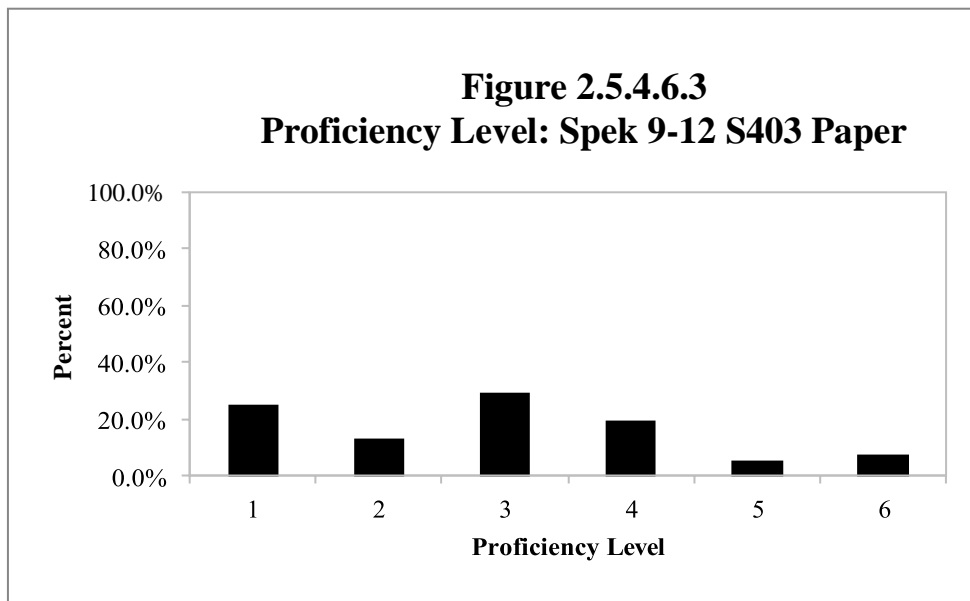
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

2.6 Raw Score to Scale Score to Proficiency Level Conversion

This section presents raw score to scale score conversions and associated proficiency levels for each test form.

The first column shows all possible raw scores. The following column shows the corresponding scale score. The next column shows the conditional standard error of measurement (CSEM) in the metric of the scale score, multiplied by 1.96. This is the confidence band as reported on students' score reports. Following the CSEM, columns provide the proficiency level interpretation for each grade in the grade-level cluster.

Note that raw scores of zero are truncated where necessary so that the lowest scale score given is the scale score corresponding to a proficiency level score of 1.0.

2.6.1 Listening

2.6.1.0 Kindergarten

Table 2.6.1.0

Raw Score to Scale Score to Proficiency Level Conversion: List K S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	45	1.0
1	100	45	1.0
2	100	45	1.0
3	100	45	1.0
4	100	45	1.0
5	100	45	1.0
6	100	45	1.0
7	114	44	1.1
8	127	41	1.2
9	139	40	1.3
10	150	39	1.3
11	160	38	1.4
12	170	37	1.5
13	180	36	1.6
14	189	36	1.6
15	198	35	1.7
16	207	35	1.8
17	215	35	1.8
18	224	35	1.9
19	232	35	2.1
20	241	35	2.5
21	250	36	2.9
22	259	36	3.2
23	269	37	3.6
24	279	39	4.1
25	290	41	5.1
26	303	44	5.7
27	318	49	6.0
28	333	55	6.0
29	348	64	6.0
30	363	74	6.0

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

2.6.1.1 Grade 1

Table 2.6.1.1.1

Raw Score to Scale Score to Proficiency Level Conversion: List 1 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	104	93	1.0
1	121	77	1.1
2	150	56	1.3
3	169	48	1.4
4	184	43	1.6
5	197	41	1.7
6	208	39	1.7
7	218	38	1.8
8	228	37	1.9
9	238	37	2.0
10	247	37	2.4
11	257	38	2.9
12	268	39	3.2
13	279	41	3.6
14	292	44	4.0
15	307	49	5.1
16	322	55	5.7
17	337	63	6.0
18	352	73	6.0

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

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

Table 2.6.1.1.2

Raw Score to Scale Score to Proficiency Level Conversion: List 1 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	104	125	1.0
1	145	77	1.3
2	175	57	1.5
3	194	49	1.6
4	209	44	1.7
5	222	41	1.8
6	233	39	1.9
7	244	38	2.3
8	254	37	2.7
9	263	36	3.1
10	272	36	3.4
11	282	36	3.7
12	291	36	4.0
13	300	37	4.7
14	310	38	5.2
15	321	39	5.7
16	332	41	6.0
17	345	44	6.0
18	360	49	6.0
19	375	55	6.0
20	390	63	6.0
21	405	73	6.0

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

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

2.6.1.2 Grade 2

Table 2.6.1.2.1
Raw Score to Scale Score to Proficiency Level Conversion: List 2 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	112	84	1.0
1	121	77	1.0
2	150	56	1.3
3	169	48	1.4
4	184	43	1.5
5	197	41	1.6
6	208	39	1.7
7	218	38	1.8
8	228	37	1.8
9	238	37	1.9
10	247	37	2.0
11	257	38	2.3
12	268	39	2.6
13	279	41	2.8
14	292	44	3.2
15	307	49	3.7
16	322	55	4.5
17	337	63	5.2
18	352	73	5.9

Note: The test form is shared between 1A and 2A.
Note: Score reports provided to students include the CSEM value multiplied by 1.96.

Table 2.6.1.2.2
Raw Score to Scale Score to Proficiency Level Conversion: List 2 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	112	113	1.0
1	145	77	1.2
2	175	57	1.4
3	194	49	1.6
4	209	44	1.7
5	222	41	1.8
6	233	39	1.9
7	244	38	1.9
8	254	37	2.2
9	263	36	2.4
10	272	36	2.7
11	282	36	2.9
12	291	36	3.2
13	300	37	3.5
14	310	38	3.8
15	321	39	4.4
16	332	41	5.0
17	345	44	5.6
18	360	49	6.0
19	375	55	6.0
20	390	63	6.0
21	405	73	6.0

Note: The test form is shared between 1B/C and 2B/C.
Note: Score reports provided to students include the CSEM value multiplied by 1.96.

2.6.1.3 Grade 3

Table 2.6.1.3.1

Raw Score to Scale Score to Proficiency Level Conversion: List 3 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	112	181	1.0
1	184	79	1.4
2	216	58	1.6
3	236	49	1.8
4	251	44	1.9
5	264	41	2.0
6	275	39	2.3
7	286	37	2.6
8	295	37	2.8
9	305	36	3.1
10	314	36	3.4
11	324	37	3.7
12	334	38	4.1
13	344	40	4.7
14	356	43	5.2
15	371	47	5.8
16	386	54	6.0
17	401	63	6.0
18	416	74	6.0

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

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

Table 2.6.1.3.2

Raw Score to Scale Score to Proficiency Level Conversion: List 3 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	112	225	1.0
1	201	80	1.5
2	234	60	1.8
3	256	51	1.9
4	272	46	2.2
5	286	43	2.6
6	299	41	2.9
7	310	39	3.3
8	320	38	3.6
9	330	37	3.9
10	339	36	4.4
11	349	36	5.0
12	358	36	5.3
13	368	37	5.7
14	377	37	6.0
15	387	39	6.0
16	399	40	6.0
17	411	43	6.0
18	426	48	6.0
19	441	55	6.0
20	456	64	6.0
21	471	74	6.0

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

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

2.6.1.4 Grades 4–5

Table 2.6.1.4.1

Raw Score to Scale Score to Proficiency Level Conversion: List 4-5 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	120	164	1.0	1.0
1	184	79	1.4	1.3
2	216	58	1.6	1.5
3	236	49	1.7	1.7
4	251	44	1.8	1.7
5	264	41	1.9	1.8
6	275	39	2.0	1.9
7	286	37	2.2	2.0
8	295	37	2.5	2.2
9	305	36	2.7	2.5
10	314	36	3.0	2.7
11	324	37	3.3	3.0
12	334	38	3.7	3.3
13	344	40	4.0	3.6
14	356	43	4.6	4.0
15	371	47	5.3	4.8
16	386	54	5.9	5.4
17	401	63	6.0	6.0
18	416	74	6.0	6.0

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

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

Table 2.6.1.4.2

Raw Score to Scale Score to Proficiency Level Conversion: List 4-5 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	120	203	1.0	1.0
1	201	80	1.5	1.4
2	234	60	1.7	1.6
3	256	51	1.8	1.8
4	272	46	1.9	1.9
5	286	43	2.2	2.0
6	299	41	2.6	2.3
7	310	39	2.9	2.6
8	320	38	3.2	2.9
9	330	37	3.5	3.2
10	339	36	3.8	3.5
11	349	36	4.3	3.8
12	358	36	4.7	4.1
13	368	37	5.2	4.6
14	377	37	5.5	5.0
15	387	39	5.9	5.4
16	399	40	6.0	5.9
17	411	43	6.0	6.0
18	426	48	6.0	6.0
19	441	55	6.0	6.0
20	456	64	6.0	6.0
21	471	74	6.0	6.0

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

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

2.6.1.5 Grades 6–8

Table 2.6.1.5.1

Raw Score to Scale Score to Proficiency Level Conversion: List 6-8 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	132	137	1.0	1.0	1.0
1	181	78	1.3	1.3	1.2
2	212	59	1.5	1.4	1.4
3	233	51	1.6	1.6	1.5
4	249	46	1.7	1.6	1.6
5	263	43	1.8	1.7	1.7
6	276	41	1.8	1.8	1.8
7	287	40	1.9	1.9	1.8
8	298	39	2.1	1.9	1.9
9	309	38	2.3	2.1	2.0
10	319	38	2.6	2.4	2.2
11	329	39	2.9	2.7	2.5
12	340	39	3.2	3.0	2.8
13	352	41	3.6	3.4	3.1
14	364	44	4.0	3.8	3.5
15	379	48	4.7	4.3	4.0
16	394	55	5.3	5.0	4.6
17	409	63	5.9	5.5	5.2
18	424	73	6.0	6.0	5.8

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

Table 2.6.1.5.2

Raw Score to Scale Score to Proficiency Level Conversion: List 6-8 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	132	248	1.0	1.0	1.0
1	226	76	1.6	1.5	1.5
2	255	56	1.7	1.7	1.6
3	274	47	1.8	1.8	1.8
4	288	43	1.9	1.9	1.8
5	300	40	2.1	1.9	1.9
6	311	38	2.4	2.2	2.0
7	320	36	2.6	2.4	2.3
8	329	35	2.9	2.7	2.5
9	338	35	3.1	2.9	2.7
10	347	35	3.4	3.2	3.0
11	355	35	3.7	3.5	3.2
12	364	35	4.0	3.8	3.5
13	373	36	4.4	4.1	3.8
14	382	37	4.8	4.5	4.2
15	392	38	5.2	4.9	4.6
16	403	40	5.6	5.3	5.0
17	416	44	6.0	5.8	5.5
18	431	49	6.0	6.0	6.0
19	446	55	6.0	6.0	6.0
20	461	64	6.0	6.0	6.0
21	476	74	6.0	6.0	6.0

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

2.6.1.6   Grades 9–12

Table 2.6.1.6.1

Raw Score to Scale Score to Proficiency Level Conversion: List 9-12 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	148	98	1.0	1.0	1.0	1.0
1	169	79	1.1	1.1	1.1	1.1
2	201	60	1.3	1.3	1.2	1.2
3	223	52	1.4	1.4	1.4	1.3
4	240	47	1.5	1.5	1.5	1.4
5	255	44	1.6	1.6	1.5	1.5
6	269	42	1.7	1.6	1.6	1.6
7	281	41	1.8	1.7	1.7	1.6
8	293	40	1.8	1.8	1.7	1.7
9	304	40	1.9	1.8	1.8	1.8
10	315	40	2.0	1.9	1.8	1.8
11	327	40	2.3	2.0	1.9	1.9
12	338	41	2.6	2.3	2.1	1.9
13	350	43	2.9	2.7	2.5	2.3
14	364	45	3.3	3.1	3.0	2.8
15	380	50	3.9	3.7	3.5	3.4
16	396	56	4.5	4.2	4.0	3.9
17	412	64	5.1	4.8	4.6	4.5
18	428	76	5.7	5.5	5.2	5.0

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

Table 2.6.1.6.2

Raw Score to Scale Score to Proficiency Level Conversion: List 9-12 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	148	214	1.0	1.0	1.0	1.0
1	232	78	1.5	1.4	1.4	1.4
2	263	58	1.7	1.6	1.6	1.5
3	283	50	1.8	1.7	1.7	1.6
4	299	45	1.9	1.8	1.8	1.7
5	313	42	1.9	1.9	1.8	1.8
6	325	40	2.2	2.0	1.9	1.9
7	336	39	2.5	2.3	2.0	1.9
8	346	37	2.8	2.6	2.3	2.1
9	356	37	3.1	2.9	2.7	2.5
10	365	36	3.4	3.2	3.0	2.8
11	375	36	3.7	3.5	3.3	3.2
12	384	36	4.0	3.8	3.6	3.5
13	393	37	4.3	4.1	3.9	3.8
14	403	37	4.7	4.5	4.3	4.1
15	413	39	5.1	4.9	4.7	4.5
16	424	41	5.6	5.3	5.1	4.9
17	437	43	6.0	5.8	5.6	5.4
18	451	48	6.0	6.0	6.0	5.9
19	465	54	6.0	6.0	6.0	6.0
20	479	61	6.0	6.0	6.0	6.0
21	493	71	6.0	6.0	6.0	6.0

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

2.6.2 Reading

2.6.2.0   Kindergarten

Table 2.6.2.0

Raw Score to Scale Score to Proficiency Level Conversion: Read K S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	33	1.0
1	100	33	1.0
2	100	33	1.0
3	100	33	1.0
4	100	33	1.0
5	100	33	1.0
6	100	33	1.0
7	100	33	1.0
8	100	33	1.0
9	100	33	1.0
10	100	33	1.0
11	109	34	1.0
12	120	33	1.1
13	132	33	1.2
14	142	32	1.2
15	152	31	1.3
16	162	30	1.4
17	171	29	1.5
18	180	29	1.5
19	188	29	1.6
20	196	29	1.6
21	205	29	1.7
22	213	29	1.8
23	222	29	1.8
24	230	30	1.9
25	240	31	1.9
26	250	32	2.5
27	260	35	3.0
28	270	38	3.5
29	280	43	4.1
30	290	49	5.0

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

2.6.2.1 Grade 1

Table 2.6.2.1.1

Raw Score to Scale Score to Proficiency Level Conversion: Read 1 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	141	120	1.0
1	187	53	1.3
2	207	39	1.5
3	220	33	1.6
4	230	29	1.7
5	238	27	1.7
6	245	25	1.8
7	251	24	1.8
8	257	23	1.9
9	262	23	1.9
10	268	22	2.1
11	273	22	2.4
12	278	22	2.6
13	283	22	2.8
14	288	22	3.1
15	293	22	3.3
16	298	23	3.6
17	304	24	4.0
18	310	25	4.5
19	317	26	5.1
20	325	28	5.5
21	334	32	6.0
22	343	36	6.0
23	352	42	6.0
24	361	48	6.0

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

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

Table 2.6.2.1.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 1 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	141	204	1.0
1	216	53	1.6
2	236	38	1.7
3	249	32	1.8
4	258	29	1.9
5	266	26	2.0
6	272	24	2.3
7	278	23	2.6
8	284	22	2.9
9	289	22	3.1
10	293	21	3.3
11	298	21	3.6
12	302	20	3.8
13	307	20	4.2
14	311	20	4.6
15	315	20	5.0
16	320	20	5.2
17	324	21	5.4
18	329	21	5.7
19	334	22	6.0
20	339	23	6.0
21	345	24	6.0
22	351	26	6.0
23	358	28	6.0
24	367	31	6.0
25	376	36	6.0
26	385	41	6.0
27	394	48	6.0

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

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

2.6.2.2 Grade 2

Table 2.6.2.2.1

Raw Score to Scale Score to Proficiency Level Conversion: Read 2 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	158	87	1.0
1	187	53	1.2
2	207	39	1.4
3	220	33	1.5
4	230	29	1.6
5	238	27	1.6
6	245	25	1.7
7	251	24	1.7
8	257	23	1.8
9	262	23	1.8
10	268	22	1.8
11	273	22	1.9
12	278	22	1.9
13	283	22	2.0
14	288	22	2.2
15	293	22	2.4
16	298	23	2.6
17	304	24	2.8
18	310	25	3.1
19	317	26	3.5
20	325	28	3.9
21	334	32	4.7
22	343	36	5.3
23	352	42	5.8
24	361	48	6.0

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

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

Table 2.6.2.2.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 2 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	158	149	1.0
1	216	53	1.4
2	236	38	1.6
3	249	32	1.7
4	258	29	1.8
5	266	26	1.8
6	272	24	1.9
7	278	23	1.9
8	284	22	2.0
9	289	22	2.2
10	293	21	2.4
11	298	21	2.6
12	302	20	2.7
13	307	20	3.0
14	311	20	3.2
15	315	20	3.4
16	320	20	3.6
17	324	21	3.8
18	329	21	4.2
19	334	22	4.7
20	339	23	5.1
21	345	24	5.4
22	351	26	5.7
23	358	28	6.0
24	367	31	6.0
25	376	36	6.0
26	385	41	6.0
27	394	48	6.0

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

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

2.6.2.3   Grade 3

Table 2.6.2.3.1

Raw Score to Scale Score to Proficiency Level Conversion: Read 3 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	158	144	1.0
1	213	52	1.3
2	233	38	1.5
3	246	32	1.6
4	255	29	1.6
5	263	26	1.7
6	270	25	1.8
7	276	24	1.8
8	282	23	1.8
9	287	22	1.9
10	292	22	1.9
11	297	22	2.0
12	302	22	2.1
13	307	22	2.3
14	312	22	2.5
15	317	22	2.7
16	323	23	3.0
17	328	24	3.2
18	334	25	3.5
19	341	26	3.9
20	349	28	4.7
21	358	32	5.3
22	367	36	5.8
23	376	41	6.0
24	385	48	6.0

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

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

Table 2.6.2.3.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 3 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	158	438	1.0
1	271	52	1.8
2	290	38	1.9
3	302	31	2.1
4	311	28	2.5
5	319	26	2.8
6	325	24	3.1
7	331	23	3.4
8	336	22	3.6
9	341	21	3.9
10	345	21	4.3
11	350	20	4.8
12	354	20	5.1
13	358	20	5.3
14	363	20	5.6
15	367	20	5.8
16	371	20	6.0
17	375	21	6.0
18	380	21	6.0
19	385	22	6.0
20	390	23	6.0
21	396	24	6.0
22	402	25	6.0
23	409	28	6.0
24	418	31	6.0
25	427	36	6.0
26	436	41	6.0
27	445	48	6.0

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

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

2.6.2.4 Grades 4–5

Table 2.6.2.4.1

Raw Score to Scale Score to Proficiency Level Conversion: Read 4-5 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	175	104	1.0	1.0
1	213	52	1.3	1.2
2	233	38	1.4	1.4
3	246	32	1.5	1.5
4	255	29	1.6	1.5
5	263	26	1.6	1.6
6	270	25	1.7	1.6
7	276	24	1.7	1.7
8	282	23	1.8	1.7
9	287	22	1.8	1.7
10	292	22	1.8	1.8
11	297	22	1.9	1.8
12	302	22	1.9	1.9
13	307	22	2.0	1.9
14	312	22	2.1	1.9
15	317	22	2.3	2.0
16	323	23	2.5	2.2
17	328	24	2.7	2.4
18	334	25	2.9	2.6
19	341	26	3.3	2.8
20	349	28	3.7	3.2
21	358	32	4.4	3.6
22	367	36	5.1	4.3
23	376	41	5.6	5.1
24	385	48	6.0	5.6

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

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

Table 2.6.2.4.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 4-5 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	175	315	1.0	1.0
1	271	52	1.7	1.6
2	290	38	1.8	1.8
3	302	31	1.9	1.9
4	311	28	2.1	1.9
5	319	26	2.4	2.1
6	325	24	2.6	2.3
7	331	23	2.8	2.5
8	336	22	3.0	2.6
9	341	21	3.3	2.8
10	345	21	3.5	3.0
11	350	20	3.7	3.2
12	354	20	4.0	3.4
13	358	20	4.4	3.6
14	363	20	4.9	3.9
15	367	20	5.1	4.3
16	371	20	5.3	4.7
17	375	21	5.6	5.1
18	380	21	5.8	5.3
19	385	22	6.0	5.6
20	390	23	6.0	5.9
21	396	24	6.0	6.0
22	402	25	6.0	6.0
23	409	28	6.0	6.0
24	418	31	6.0	6.0
25	427	36	6.0	6.0
26	436	41	6.0	6.0
27	445	48	6.0	6.0

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

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

2.6.2.5   Grades 6–8

Table 2.6.2.5.1

Raw Score to Scale Score to Proficiency Level Conversion: Read 6-8 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	200	119	1.1	1.0	1.0
1	245	52	1.4	1.3	1.3
2	265	38	1.5	1.5	1.4
3	278	32	1.6	1.6	1.5
4	287	29	1.7	1.6	1.6
5	295	27	1.8	1.7	1.7
6	302	25	1.8	1.8	1.7
7	308	24	1.8	1.8	1.8
8	314	23	1.9	1.8	1.8
9	319	23	1.9	1.9	1.8
10	325	22	2.0	1.9	1.9
11	330	22	2.2	2.0	1.9
12	335	22	2.4	2.1	2.0
13	340	22	2.5	2.3	2.1
14	345	22	2.7	2.5	2.3
15	350	23	2.9	2.6	2.4
16	356	23	3.1	2.8	2.6
17	362	24	3.4	3.1	2.8
18	368	25	3.7	3.4	3.1
19	375	26	4.2	3.7	3.4
20	382	29	5.0	4.2	3.8
21	392	32	5.5	5.1	4.6
22	402	37	6.0	5.7	5.4
23	412	43	6.0	6.0	6.0
24	422	50	6.0	6.0	6.0

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

Table 2.6.2.5.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 6-8 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	200	219	1.1	1.0	1.0
1	277	52	1.6	1.6	1.5
2	296	38	1.8	1.7	1.7
3	308	31	1.8	1.8	1.8
4	317	28	1.9	1.9	1.8
5	325	26	2.0	1.9	1.9
6	331	24	2.2	2.0	1.9
7	337	23	2.4	2.2	2.0
8	342	22	2.6	2.4	2.2
9	347	21	2.8	2.5	2.3
10	352	21	2.9	2.7	2.5
11	356	20	3.1	2.8	2.6
12	360	20	3.3	3.0	2.8
13	365	20	3.6	3.2	2.9
14	369	20	3.8	3.4	3.1
15	373	20	4.0	3.6	3.3
16	378	20	4.5	3.9	3.6
17	382	21	5.0	4.2	3.8
18	387	21	5.2	4.7	4.1
19	392	22	5.5	5.1	4.6
20	397	23	5.8	5.4	5.1
21	403	24	6.0	5.8	5.4
22	409	26	6.0	6.0	5.8
23	416	28	6.0	6.0	6.0
24	425	31	6.0	6.0	6.0
25	434	36	6.0	6.0	6.0
26	443	41	6.0	6.0	6.0
27	452	48	6.0	6.0	6.0

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

2.6.2.6   Grades 9–12

Table 2.6.2.6.1

Raw Score to Scale Score to Proficiency Level Conversion: Read 9-12 A S403   Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	233	73	1.1	1.1	1.0	1.0
1	252	53	1.3	1.2	1.2	1.1
2	272	39	1.4	1.4	1.3	1.3
3	285	33	1.5	1.5	1.4	1.4
4	295	29	1.6	1.6	1.5	1.5
5	303	27	1.7	1.6	1.6	1.5
6	310	26	1.7	1.7	1.6	1.6
7	317	24	1.8	1.7	1.7	1.7
8	323	24	1.8	1.8	1.7	1.7
9	328	23	1.9	1.8	1.8	1.7
10	334	23	1.9	1.9	1.8	1.8
11	339	22	1.9	1.9	1.9	1.8
12	345	22	2.1	2.0	1.9	1.9
13	350	22	2.3	2.1	2.0	1.9
14	355	23	2.4	2.3	2.2	2.0
15	360	23	2.6	2.4	2.3	2.2
16	366	23	2.8	2.6	2.5	2.4
17	372	24	3.0	2.8	2.7	2.5
18	378	25	3.3	3.0	2.8	2.7
19	385	27	3.6	3.4	3.1	2.9
20	393	29	4.1	3.8	3.5	3.3
21	403	32	5.1	4.6	4.1	3.8
22	413	37	5.7	5.4	5.1	4.8
23	423	43	6.0	6.0	5.7	5.5
24	433	50	6.0	6.0	6.0	6.0

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

Table 2.6.2.6.2

Raw Score to Scale Score to Proficiency Level Conversion: Read 9-12 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	233	171	1.1	1.1	1.0	1.0
1	297	52	1.6	1.6	1.5	1.5
2	316	37	1.8	1.7	1.7	1.6
3	328	31	1.9	1.8	1.8	1.7
4	337	28	1.9	1.9	1.9	1.8
5	344	25	2.1	2.0	1.9	1.9
6	350	24	2.3	2.1	2.0	1.9
7	356	23	2.5	2.3	2.2	2.1
8	361	22	2.6	2.5	2.3	2.2
9	366	21	2.8	2.6	2.5	2.4
10	370	21	2.9	2.7	2.6	2.5
11	375	20	3.1	2.9	2.7	2.6
12	379	20	3.3	3.1	2.9	2.7
13	383	20	3.5	3.3	3.0	2.9
14	387	20	3.7	3.5	3.2	3.0
15	392	20	4.0	3.7	3.5	3.2
16	396	20	4.4	3.9	3.7	3.4
17	400	21	4.8	4.3	3.9	3.6
18	405	21	5.2	4.8	4.3	3.9
19	409	22	5.4	5.1	4.8	4.2
20	415	23	5.8	5.5	5.2	5.0
21	420	24	6.0	5.8	5.5	5.3
22	426	25	6.0	6.0	5.9	5.6
23	434	28	6.0	6.0	6.0	6.0
24	443	31	6.0	6.0	6.0	6.0
25	452	36	6.0	6.0	6.0	6.0
26	461	42	6.0	6.0	6.0	6.0
27	470	48	6.0	6.0	6.0	6.0

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

2.6.3 Writing

2.6.3.0   Kindergarten

Table 2.6.3.0

Raw Score to Scale Score to Proficiency Level Conversion: Writ K S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	107	1.0
1	100	107	1.0
2	100	107	1.0
3	100	107	1.0
4	155	60	1.4
5	177	44	1.5
6	191	37	1.6
7	202	35	1.7
8	213	34	1.8
9	223	35	1.9
10	234	37	2.0
11	246	37	2.3
12	258	39	2.6
13	271	41	3.0
14	288	48	3.4
15	305	57	3.8
16	322	65	4.1
17	339	71	4.5

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

2.6.3.1 Grade 1

Table 2.6.3.1.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 1 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1	Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	111	97	1.0	34	381	25	4.9
1	148	63	1.2	35	387	26	5.2
2	177	46	1.5	36	395	28	5.5
3	193	34	1.6	37	403	31	5.9
4	202	28	1.7	38	414	37	6.0
5	209	24	1.7	39	433	51	6.0
6	214	22	1.8	40	464	95	6.0
7	219	20	1.8				
8	223	20	1.8				
9	227	19	1.9				
10	231	19	1.9				
11	234	19	1.9				
12	238	20	2.0				
13	242	20	2.1				
14	247	21	2.2				
15	252	23	2.3				
16	257	24	2.5				
17	263	25	2.6				
18	270	27	2.8				
19	277	27	3.0				
20	285	28	3.1				
21	293	27	3.2				
22	300	27	3.4				
23	307	26	3.5				
24	314	26	3.6				
25	321	26	3.7				
26	328	26	3.8				
27	334	26	3.9				
28	341	26	4.0				
29	348	26	4.2				
30	355	26	4.4				
31	362	25	4.5				
32	368	25	4.6				
33	374	25	4.8				

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

Table 2.6.3.1.2

Raw Score to Scale Score to Proficiency Level Conversion: Writ 1 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1	Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	111	247	1.0	34	340	24	4.0
1	188	47	1.6	35	346	23	4.2
2	203	32	1.7	36	351	23	4.3
3	211	26	1.7	37	357	23	4.4
4	217	22	1.8	38	362	22	4.5
5	221	20	1.8	39	366	22	4.6
6	225	19	1.8	40	371	21	4.7
7	229	18	1.9	41	376	21	4.8
8	232	17	1.9	42	380	21	4.9
9	235	17	1.9	43	385	21	5.1
10	238	16	2.0	44	389	21	5.3
11	240	16	2.0	45	393	21	5.4
12	243	16	2.1	46	398	21	5.6
13	245	16	2.1	47	403	22	5.9
14	248	16	2.2	48	408	23	6.0
15	251	16	2.3	49	413	24	6.0
16	254	17	2.4	50	420	26	6.0
17	257	17	2.5	51	428	30	6.0
18	260	18	2.5	52	438	36	6.0
19	263	18	2.6	53	457	51	6.0
20	266	19	2.7	54	488	95	6.0
21	270	20	2.8				
22	274	20	2.9				
23	279	21	3.0				
24	283	22	3.1				
25	288	23	3.2				
26	294	23	3.3				
27	299	24	3.3				
28	305	24	3.4				
29	311	24	3.5				
30	317	24	3.6				
31	323	24	3.7				
32	329	24	3.8				
33	334	24	3.9				

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

2.6.3.2   Grade 2

Table 2.6.3.2.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 2 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	133	213	1.0
1	199	45	1.6
2	213	32	1.7
3	222	26	1.8
4	228	24	1.8
5	234	23	1.9
6	239	22	1.9
7	244	23	2.0
8	249	24	2.1
9	255	25	2.3
10	262	27	2.5
11	270	29	2.7
12	279	31	3.0
13	290	33	3.1
14	301	34	3.3
15	313	35	3.5
16	325	34	3.7
17	336	34	3.9
18	347	33	4.1
19	358	31	4.3
20	367	30	4.5
21	376	30	4.7
22	385	29	4.9
23	394	30	5.2
24	403	32	5.6
25	415	38	6.0
26	434	51	6.0
27	465	94	6.0

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

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

Table 2.6.3.2.2

Raw Score to Scale Score to Proficiency Level Conversion: Writ 2 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2	Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	133	158	1.0	34	341	24	4.0
1	187	47	1.5	35	346	23	4.1
2	201	32	1.6	36	352	23	4.2
3	210	26	1.7	37	357	22	4.3
4	216	23	1.7	38	362	22	4.4
5	220	21	1.8	39	367	22	4.5
6	224	19	1.8	40	371	21	4.6
7	228	18	1.8	41	376	21	4.7
8	231	18	1.9	42	381	21	4.8
9	234	17	1.9	43	385	21	4.9
10	237	17	1.9	44	390	21	5.0
11	240	17	1.9	45	394	21	5.2
12	243	17	2.0	46	399	22	5.4
13	246	17	2.1	47	404	22	5.6
14	249	17	2.1	48	409	23	5.9
15	252	17	2.2	49	415	25	6.0
16	255	17	2.3	50	422	27	6.0
17	258	17	2.4	51	430	30	6.0
18	261	18	2.5	52	441	36	6.0
19	264	18	2.5	53	459	51	6.0
20	268	19	2.7	54	490	95	6.0
21	272	19	2.8				
22	276	20	2.9				
23	280	21	3.0				
24	285	22	3.0				
25	290	22	3.1				
26	295	23	3.2				
27	300	23	3.3				
28	306	24	3.4				
29	312	24	3.5				
30	317	24	3.6				
31	323	24	3.7				
32	329	24	3.8				
33	335	24	3.9				

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

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

2.6.3.3   Grade 3

Table 2.6.3.3.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 3 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	133	213	1.0
1	199	45	1.5
2	213	32	1.7
3	222	26	1.7
4	228	24	1.8
5	234	23	1.8
6	239	22	1.9
7	244	23	1.9
8	249	24	2.0
9	255	25	2.2
10	262	27	2.4
11	270	29	2.6
12	279	31	2.8
13	290	33	3.1
14	301	34	3.2
15	313	35	3.4
16	325	34	3.6
17	336	34	3.8
18	347	33	4.0
19	358	31	4.2
20	367	30	4.4
21	376	30	4.6
22	385	29	4.8
23	394	30	5.0
24	403	32	5.3
25	415	38	5.8
26	434	51	6.0
27	465	94	6.0

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

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

Table 2.6.3.3.2

Raw Score to Scale Score to Proficiency Level Conversion: Writ 3 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3	Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	133	158	1.0	34	341	24	3.9
1	187	47	1.4	35	346	23	4.0
2	201	32	1.5	36	352	23	4.1
3	210	26	1.6	37	357	22	4.2
4	216	23	1.7	38	362	22	4.3
5	220	21	1.7	39	367	22	4.4
6	224	19	1.7	40	371	21	4.5
7	228	18	1.8	41	376	21	4.6
8	231	18	1.8	42	381	21	4.7
9	234	17	1.8	43	385	21	4.8
10	237	17	1.9	44	390	21	4.9
11	240	17	1.9	45	394	21	5.0
12	243	17	1.9	46	399	22	5.2
13	246	17	1.9	47	404	22	5.4
14	249	17	2.0	48	409	23	5.6
15	252	17	2.1	49	415	25	5.8
16	255	17	2.2	50	422	27	6.0
17	258	17	2.3	51	430	30	6.0
18	261	18	2.3	52	441	36	6.0
19	264	18	2.4	53	459	51	6.0
20	268	19	2.5	54	490	95	6.0
21	272	19	2.6				
22	276	20	2.8				
23	280	21	2.9				
24	285	22	3.0				
25	290	22	3.1				
26	295	23	3.1				
27	300	23	3.2				
28	306	24	3.3				
29	312	24	3.4				
30	317	24	3.5				
31	323	24	3.6				
32	329	24	3.7				
33	335	24	3.8				

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

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

2.6.3.4   Grades 4–5

Table 2.6.3.4.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 4-5 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	155	253	1.0	1.0
1	231	45	1.7	1.6
2	245	32	1.8	1.8
3	253	26	1.8	1.8
4	259	24	1.9	1.9
5	264	23	1.9	1.9
6	270	22	2.1	2.1
7	275	23	2.4	2.3
8	280	23	2.6	2.5
9	286	25	2.9	2.7
10	293	27	3.0	3.0
11	301	29	3.2	3.1
12	310	31	3.3	3.2
13	320	33	3.5	3.4
14	332	34	3.6	3.6
15	343	35	3.8	3.7
16	355	34	4.0	3.9
17	367	34	4.3	4.2
18	378	33	4.5	4.4
19	388	31	4.7	4.6
20	398	30	4.9	4.8
21	407	29	5.2	5.0
22	416	29	5.6	5.3
23	424	30	5.9	5.6
24	434	32	6.0	6.0
25	446	37	6.0	6.0
26	464	51	6.0	6.0
27	496	94	6.0	6.0

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

Table 2.6.3.4.2

Raw Score to Scale Score to Proficiency Level Conversion: Writ 4-5 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5	Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	155	272	1.0	1.0	34	389	24	4.7	4.6
1	237	47	1.7	1.7	35	395	23	4.8	4.7
2	252	32	1.8	1.8	36	401	23	5.0	4.8
3	260	26	1.9	1.9	37	406	23	5.2	4.9
4	266	23	2.0	1.9	38	411	22	5.4	5.1
5	270	20	2.1	2.1	39	416	22	5.6	5.3
6	274	19	2.3	2.2	40	420	21	5.7	5.5
7	278	18	2.5	2.4	41	425	21	6.0	5.6
8	281	17	2.6	2.5	42	429	21	6.0	5.8
9	284	17	2.8	2.6	43	434	21	6.0	6.0
10	287	16	2.9	2.7	44	438	21	6.0	6.0
11	290	16	3.0	2.8	45	443	21	6.0	6.0
12	292	16	3.0	2.9	46	447	21	6.0	6.0
13	295	16	3.1	3.0	47	452	22	6.0	6.0
14	298	16	3.1	3.0	48	457	23	6.0	6.0
15	300	16	3.1	3.1	49	463	24	6.0	6.0
16	303	17	3.2	3.1	50	469	26	6.0	6.0
17	306	17	3.2	3.2	51	477	30	6.0	6.0
18	309	18	3.3	3.2	52	488	36	6.0	6.0
19	312	18	3.3	3.3	53	506	51	6.0	6.0
20	316	19	3.4	3.3	54	538	95	6.0	6.0
21	320	20	3.5	3.4					
22	324	20	3.5	3.4					
23	328	21	3.6	3.5					
24	333	22	3.7	3.6					
25	338	23	3.7	3.7					
26	343	23	3.8	3.7					
27	349	24	3.9	3.8					
28	354	24	4.0	3.9					
29	360	24	4.1	4.0					
30	366	24	4.3	4.1					
31	372	24	4.4	4.3					
32	378	24	4.5	4.4					
33	384	24	4.6	4.5					

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

2.6.3.5   Grades 6–8

Table 2.6.3.5.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 6-8 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	188	103	1.2	1.1	1.0
1	220	45	1.5	1.4	1.3
2	234	32	1.6	1.5	1.4
3	243	27	1.7	1.6	1.5
4	249	24	1.8	1.7	1.6
5	255	23	1.8	1.8	1.7
6	260	23	1.9	1.8	1.7
7	266	23	1.9	1.9	1.8
8	271	24	2.1	1.9	1.8
9	277	25	2.3	2.1	1.9
10	284	27	2.5	2.3	2.1
11	292	29	2.8	2.5	2.3
12	301	31	3.0	2.8	2.6
13	312	33	3.2	3.1	3.0
14	323	34	3.3	3.2	3.1
15	334	34	3.5	3.4	3.3
16	346	34	3.7	3.6	3.5
17	358	34	3.9	3.8	3.7
18	369	33	4.1	4.0	3.9
19	379	31	4.3	4.2	4.1
20	389	30	4.5	4.4	4.3
21	398	30	4.7	4.5	4.5
22	407	30	4.8	4.7	4.6
23	416	30	5.1	4.9	4.8
24	425	33	5.4	5.1	5.0
25	438	38	5.8	5.6	5.4
26	457	52	6.0	6.0	5.9
27	488	94	6.0	6.0	6.0

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

Table 2.6.3.5.2

Raw Score to Scale Score to Proficiency Level Conversion: Writ 6-8 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	188	96	1.2	1.1	1.0
1	218	47	1.5	1.4	1.3
2	233	32	1.6	1.5	1.4
3	241	26	1.7	1.6	1.5
4	247	22	1.7	1.7	1.6
5	251	20	1.8	1.7	1.6
6	255	18	1.8	1.8	1.7
7	258	17	1.9	1.8	1.7
8	261	17	1.9	1.8	1.7
9	264	16	1.9	1.9	1.8
10	267	16	1.9	1.9	1.8
11	269	16	2.0	1.9	1.8
12	272	16	2.1	1.9	1.9
13	274	16	2.2	2.0	1.9
14	277	16	2.3	2.1	1.9
15	279	16	2.3	2.1	1.9
16	282	16	2.4	2.2	2.0
17	285	17	2.5	2.3	2.1
18	288	17	2.6	2.4	2.2
19	291	18	2.7	2.5	2.3
20	295	19	2.9	2.6	2.4
21	299	20	3.0	2.8	2.6
22	303	21	3.0	2.9	2.7
23	307	21	3.1	3.0	2.8
24	312	22	3.2	3.1	3.0
25	317	23	3.3	3.1	3.0
26	323	23	3.3	3.2	3.1
27	328	24	3.4	3.3	3.2
28	334	24	3.5	3.4	3.3
29	340	24	3.6	3.5	3.4
30	346	24	3.7	3.6	3.5
31	352	24	3.8	3.7	3.6
32	358	24	3.9	3.8	3.7
33	364	24	4.0	3.9	3.8

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

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
34	369	24	4.1	4.0	3.9
35	375	23	4.2	4.1	4.0
36	380	23	4.3	4.2	4.1
37	386	23	4.4	4.3	4.2
38	391	22	4.5	4.4	4.3
39	396	22	4.6	4.5	4.4
40	400	21	4.7	4.6	4.5
41	405	21	4.8	4.7	4.6
42	409	21	4.9	4.8	4.7
43	414	21	5.0	4.9	4.8
44	418	21	5.1	4.9	4.8
45	422	21	5.3	5.0	4.9
46	427	21	5.5	5.2	5.0
47	431	22	5.6	5.3	5.2
48	436	23	5.8	5.5	5.3
49	442	24	6.0	5.7	5.5
50	448	26	6.0	5.9	5.6
51	456	30	6.0	6.0	5.9
52	467	36	6.0	6.0	6.0
53	485	51	6.0	6.0	6.0
54	516	95	6.0	6.0	6.0

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

Table 2.6.3.6.1

Raw Score to Scale Score to Proficiency Level Conversion: Writ 9-12 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	232	77	1.3	1.2	1.1	1.0
1	252	45	1.5	1.4	1.3	1.2
2	266	32	1.7	1.6	1.5	1.3
3	275	27	1.8	1.7	1.6	1.5
4	282	25	1.9	1.8	1.7	1.5
5	288	24	1.9	1.8	1.7	1.6
6	293	23	2.1	1.9	1.8	1.7
7	299	23	2.3	2.0	1.8	1.7
8	304	24	2.5	2.2	1.9	1.8
9	310	25	2.7	2.4	2.0	1.9
10	317	27	2.9	2.6	2.3	1.9
11	325	29	3.1	2.9	2.6	2.2
12	334	31	3.2	3.1	2.9	2.6
13	344	33	3.4	3.3	3.1	3.0
14	355	34	3.6	3.4	3.3	3.2
15	367	34	3.8	3.6	3.5	3.4
16	379	34	4.0	3.8	3.7	3.6
17	390	34	4.2	4.0	3.9	3.8
18	402	33	4.4	4.3	4.2	4.0
19	412	31	4.6	4.5	4.4	4.2
20	421	30	4.8	4.7	4.6	4.4
21	430	30	5.0	4.8	4.7	4.6
22	439	30	5.2	5.0	4.9	4.8
23	448	31	5.4	5.2	5.1	5.0
24	458	33	5.7	5.5	5.3	5.2
25	471	38	6.0	5.8	5.6	5.4
26	489	52	6.0	6.0	5.9	5.7
27	521	94	6.0	6.0	6.0	6.0

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

Table 2.6.3.6.2

Raw Score to Scale Score to Proficiency Level Conversion: Writ 9-12 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	232	51	1.3	1.2	1.1	1.0
1	234	47	1.3	1.2	1.1	1.0
2	249	32	1.5	1.4	1.3	1.1
3	257	26	1.6	1.5	1.4	1.2
4	263	22	1.7	1.6	1.4	1.3
5	268	20	1.7	1.6	1.5	1.4
6	271	18	1.8	1.6	1.5	1.4
7	275	17	1.8	1.7	1.6	1.5
8	278	17	1.8	1.7	1.6	1.5
9	280	16	1.9	1.7	1.6	1.5
10	283	16	1.9	1.8	1.7	1.5
11	286	16	1.9	1.8	1.7	1.6
12	288	16	1.9	1.8	1.7	1.6
13	291	16	2.0	1.9	1.8	1.6
14	293	16	2.1	1.9	1.8	1.7
15	296	16	2.2	1.9	1.8	1.7
16	299	16	2.3	2.0	1.8	1.7
17	301	17	2.4	2.1	1.9	1.8
18	304	17	2.5	2.2	1.9	1.8
19	308	18	2.6	2.3	2.0	1.8
20	311	19	2.7	2.4	2.1	1.9
21	315	20	2.8	2.6	2.2	1.9
22	319	21	3.0	2.7	2.4	2.0
23	324	21	3.0	2.9	2.5	2.2
24	328	22	3.1	3.0	2.7	2.3
25	334	23	3.2	3.1	2.9	2.6
26	339	23	3.3	3.2	3.0	2.8
27	344	24	3.4	3.3	3.1	3.0
28	350	24	3.5	3.4	3.2	3.1
29	356	24	3.6	3.5	3.3	3.2
30	362	24	3.7	3.6	3.4	3.3
31	368	24	3.8	3.7	3.5	3.4
32	374	24	3.9	3.8	3.6	3.5
33	380	24	4.0	3.9	3.8	3.6

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

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
34	386	24	4.1	4.0	3.9	3.7
35	391	23	4.2	4.1	4.0	3.8
36	397	23	4.3	4.2	4.1	3.9
37	402	23	4.4	4.3	4.2	4.0
38	407	22	4.5	4.4	4.3	4.1
39	412	22	4.6	4.5	4.4	4.2
40	417	21	4.7	4.6	4.5	4.3
41	421	21	4.8	4.7	4.6	4.4
42	426	21	4.9	4.8	4.7	4.5
43	430	21	5.0	4.8	4.7	4.6
44	434	21	5.1	4.9	4.8	4.7
45	438	21	5.2	5.0	4.9	4.8
46	443	21	5.3	5.1	5.0	4.9
47	448	22	5.4	5.2	5.1	5.0
48	453	23	5.5	5.3	5.2	5.1
49	458	24	5.7	5.5	5.3	5.2
50	464	26	5.8	5.6	5.4	5.3
51	472	30	6.0	5.8	5.6	5.4
52	483	36	6.0	6.0	5.8	5.6
53	501	51	6.0	6.0	6.0	6.0
54	533	95	6.0	6.0	6.0	6.0

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

2.6.4 Speaking

2.6.4.0 Kindergarten

Table 2.6.4.0

Raw Score to Scale Score to Proficiency Level Conversion: Spek K S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for K
0	100	183	1.0
1	123	133	1.2
2	147	83	1.5
3	169	63	1.7
4	191	55	2.0
5	211	52	2.3
6	230	48	2.6
7	250	41	3.0
8	301	32	4.0
9	349	44	5.0
10	392	105	6.0

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

2.6.4.1 Grade 1

Table 2.6.4.1.1

Raw Score to Scale Score to Proficiency Level Conversion: Spek 1 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
0	106	47	1.0
1	106	47	1.0
2	118	38	1.1
3	130	34	1.2
4	140	33	1.3
5	151	34	1.4
6	162	36	1.5
7	174	37	1.6
8	187	38	1.8
9	201	40	1.9
10	216	42	2.1
11	235	49	2.5
12	259	55	2.9
13	286	52	3.5
14	308	48	3.9
15	328	47	4.3
16	349	50	4.7
17	370	59	5.2
18	391	75	5.7

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

Table 2.6.4.1.2

Raw Score to Scale Score to Proficiency Level Conversion: Spek 1 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G1
6	106	45	1.0
7	163	31	1.5
8	172	31	1.6
9	180	30	1.7
10	189	30	1.8
11	197	29	1.9
12	205	29	2.0
13	213	30	2.1
14	221	31	2.2
15	230	32	2.4
16	241	34	2.6
17	252	37	2.8
18	265	38	3.0
19	279	38	3.3
20	292	37	3.6
21	303	35	3.8
22	314	34	4.0
23	325	33	4.2
24	334	33	4.4
25	344	34	4.6
26	355	36	4.8
27	368	38	5.1
28	381	44	5.4
29	394	51	5.7
30	407	60	6.0

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

2.6.4.2   Grade 2

Table 2.6.4.2.1

Raw Score to Scale Score to Proficiency Level Conversion: Spek 2 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
0	118	44	1.0
1	118	44	1.0
2	118	44	1.0
3	118	44	1.0
4	118	44	1.0
5	118	44	1.0
6	128	48	1.1
7	150	48	1.3
8	170	45	1.5
9	187	43	1.6
10	204	45	1.8
11	224	49	2.0
12	248	54	2.5
13	274	52	3.0
14	297	48	3.4
15	317	48	3.8
16	339	51	4.3
17	361	60	4.7
18	383	77	5.2

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

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

Table 2.6.4.2.2

Raw Score to Scale Score to Proficiency Level Conversion: Spek 2 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G2
6	118	41	1.0
7	141	43	1.2
8	156	39	1.4
9	169	36	1.5
10	180	33	1.6
11	190	32	1.7
12	199	32	1.8
13	209	32	1.8
14	218	32	1.9
15	228	33	2.1
16	238	34	2.3
17	250	36	2.5
18	262	37	2.7
19	275	37	3.0
20	287	36	3.2
21	299	35	3.5
22	310	34	3.7
23	320	34	3.9
24	331	34	4.1
25	342	35	4.3
26	353	37	4.5
27	367	40	4.8
28	381	45	5.1
29	395	52	5.5
30	425	78	6.0

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

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

2.6.4.3 Grade 3

Table 2.6.4.3.1

Raw Score to Scale Score to Proficiency Level Conversion: Spek 3 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
0	118	44	1.0
1	118	44	1.0
2	118	44	1.0
3	118	44	1.0
4	118	44	1.0
5	118	44	1.0
6	128	48	1.0
7	150	48	1.2
8	170	45	1.4
9	187	43	1.5
10	204	45	1.7
11	224	49	1.9
12	248	54	2.2
13	274	52	2.8
14	297	48	3.2
15	317	48	3.6
16	339	51	4.1
17	361	60	4.5
18	383	77	4.9

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

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

Table 2.6.4.3.2

Raw Score to Scale Score to Proficiency Level Conversion: Spek 3 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G3
6	118	41	1.0
7	141	43	1.1
8	156	39	1.3
9	169	36	1.4
10	180	33	1.5
11	190	32	1.6
12	199	32	1.6
13	209	32	1.7
14	218	32	1.8
15	228	33	1.9
16	238	34	2.0
17	250	36	2.3
18	262	37	2.5
19	275	37	2.8
20	287	36	3.0
21	299	35	3.3
22	310	34	3.5
23	320	34	3.7
24	331	34	3.9
25	342	35	4.1
26	353	37	4.3
27	367	40	4.6
28	381	45	4.9
29	395	52	5.2
30	425	78	6.0

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

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

2.6.4.4 Grades 4–5

Table 2.6.4.4.1

Raw Score to Scale Score to Proficiency Level Conversion: Spek 4-5 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
0	130	40	1.0	1.0
1	130	40	1.0	1.0
2	132	39	1.0	1.0
3	145	36	1.1	1.1
4	156	35	1.2	1.2
5	168	37	1.3	1.2
6	182	41	1.4	1.4
7	198	42	1.6	1.5
8	215	42	1.7	1.6
9	231	42	1.8	1.7
10	247	44	2.0	1.9
11	266	49	2.4	2.1
12	291	55	2.9	2.7
13	317	52	3.4	3.3
14	340	48	3.9	3.7
15	360	47	4.3	4.1
16	381	51	4.7	4.5
17	402	59	5.1	4.9
18	423	75	5.6	5.4

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

Table 2.6.4.4.2

Raw Score to Scale Score to Proficiency Level Conversion: Spek 4-5 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G4	PL for G5
6	130	40	1.0	1.0
7	190	38	1.5	1.4
8	203	36	1.6	1.5
9	214	34	1.7	1.6
10	225	33	1.8	1.7
11	234	32	1.9	1.8
12	244	32	1.9	1.8
13	253	32	2.1	1.9
14	262	32	2.3	2.0
15	272	33	2.5	2.3
16	283	34	2.7	2.5
17	294	36	3.0	2.8
18	306	37	3.2	3.0
19	319	37	3.5	3.3
20	331	36	3.7	3.6
21	343	35	4.0	3.8
22	354	34	4.2	4.0
23	365	34	4.4	4.2
24	375	34	4.6	4.4
25	386	35	4.8	4.6
26	398	37	5.0	4.8
27	411	40	5.3	5.1
28	424	44	5.7	5.4
29	437	51	6.0	5.8
30	450	60	6.0	6.0

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

2.6.4.5 Grades 6–8

Table 2.6.4.5.1

Raw Score to Scale Score to Proficiency Level Conversion: Spek 6-8 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
0	148	44	1.0	1.0	1.0
1	148	44	1.0	1.0	1.0
2	155	40	1.1	1.0	1.0
3	168	36	1.2	1.1	1.1
4	181	37	1.3	1.2	1.2
5	194	40	1.4	1.3	1.3
6	211	46	1.5	1.5	1.4
7	231	47	1.7	1.6	1.6
8	250	43	1.8	1.8	1.7
9	266	42	1.9	1.9	1.8
10	282	44	2.3	2.1	1.9
11	302	49	2.8	2.6	2.4
12	327	55	3.3	3.1	3.0
13	353	52	3.8	3.6	3.5
14	376	48	4.2	4.1	3.9
15	396	47	4.6	4.4	4.3
16	417	50	5.0	4.8	4.7
17	438	59	5.6	5.4	5.1
18	459	75	6.0	6.0	5.8

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

Table 2.6.4.5.2

Raw Score to Scale Score to Proficiency Level Conversion: Spek 6-8 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G6	PL for G7	PL for G8
6	148	43	1.0	1.0	1.0
7	219	40	1.6	1.5	1.5
8	232	37	1.7	1.6	1.6
9	244	34	1.8	1.7	1.7
10	254	32	1.8	1.8	1.7
11	263	30	1.9	1.8	1.8
12	271	30	2.0	1.9	1.9
13	279	30	2.2	2.0	1.9
14	288	31	2.4	2.2	2.1
15	297	33	2.6	2.5	2.3
16	308	34	2.9	2.7	2.6
17	319	37	3.1	3.0	2.8
18	332	39	3.4	3.2	3.1
19	346	38	3.7	3.5	3.4
20	359	37	3.9	3.8	3.6
21	371	35	4.1	4.0	3.8
22	382	34	4.3	4.2	4.0
23	392	33	4.5	4.4	4.2
24	402	33	4.7	4.5	4.4
25	412	34	4.9	4.7	4.6
26	423	35	5.1	4.9	4.8
27	435	38	5.5	5.3	5.0
28	447	43	5.8	5.6	5.4
29	459	49	6.0	6.0	5.8
30	471	57	6.0	6.0	6.0

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

2.6.4.6   Grades 9–12

Table 2.6.4.6.1

Raw Score to Scale Score to Proficiency Level Conversion: Spek 9-12 A S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
0	172	37	1.1	1.0	1.0	1.0
1	172	37	1.1	1.0	1.0	1.0
2	172	37	1.1	1.0	1.0	1.0
3	180	34	1.1	1.1	1.1	1.0
4	191	33	1.2	1.2	1.1	1.1
5	201	34	1.3	1.3	1.2	1.2
6	213	36	1.4	1.3	1.3	1.3
7	225	38	1.5	1.4	1.4	1.4
8	239	40	1.6	1.5	1.5	1.5
9	254	41	1.7	1.6	1.6	1.6
10	270	43	1.8	1.8	1.7	1.7
11	289	48	1.9	1.9	1.9	1.9
12	313	54	2.6	2.4	2.3	2.2
13	339	52	3.1	3.1	3.0	2.9
14	361	48	3.5	3.4	3.3	3.3
15	382	47	3.9	3.8	3.7	3.6
16	403	51	4.3	4.1	4.0	3.9
17	424	59	4.7	4.5	4.4	4.3
18	445	75	5.1	4.9	4.8	4.7

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

Table 2.6.4.6.2

Raw Score to Scale Score to Proficiency Level Conversion: Spek 9-12 B/C S403 Paper

Raw Score	Scale Score	CSEM x 1.96	PL for G9	PL for G10	PL for G11	PL for G12
6	172	36	1.1	1.0	1.0	1.0
7	217	33	1.4	1.4	1.3	1.3
8	227	33	1.5	1.4	1.4	1.4
9	236	32	1.6	1.5	1.5	1.4
10	246	31	1.6	1.6	1.6	1.5
11	254	30	1.7	1.6	1.6	1.6
12	263	30	1.8	1.7	1.7	1.7
13	271	30	1.8	1.8	1.7	1.7
14	280	32	1.9	1.8	1.8	1.8
15	290	33	2.0	1.9	1.9	1.9
16	300	34	2.2	2.1	2.0	1.9
17	312	37	2.5	2.4	2.3	2.2
18	324	38	2.8	2.7	2.6	2.5
19	337	38	3.1	3.0	3.0	2.9
20	350	37	3.3	3.2	3.2	3.1
21	362	35	3.5	3.4	3.3	3.3
22	373	34	3.7	3.6	3.5	3.5
23	383	33	3.9	3.8	3.7	3.6
24	393	33	4.1	4.0	3.8	3.8
25	404	34	4.3	4.2	4.0	3.9
26	415	36	4.5	4.4	4.2	4.1
27	428	39	4.7	4.6	4.5	4.4
28	441	44	5.0	4.9	4.8	4.7
29	455	52	5.5	5.3	5.1	5.0
30	476	68	6.0	6.0	6.0	6.0

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

2.7 Equating and Recalibration Summary

All ACCESS Series 403 Paper test forms are static forms, and no annual equating analyses were conducted.

For technical details on the Kindergarten test, see MacGregor, Kenyon, Gibson, and Evans (2009).

For ACCESS Series 403 Grades 1-12, details on the static forms are provided below, for Listening and Reading Tier A (static forms that have been used in prior years), for Listening and Reading Tier BC (static forms newly constructed for Series 403), and then for Writing and Speaking (also static forms that have been used in prior years).

The ACCESS Series 403 Paper Listening Grades 1-12 Tier A forms are the same forms as those used in Series 402 Paper, Series 401 Paper, Series 400 Paper, and Series 303. The ACCESS Series 403 Paper Reading Grades 1-12 Tier A forms are the same forms as those used in Series 401 Paper and Series 303.

The ACCESS Series 403 Paper Listening and Reading Grades 1-12 Tier BC forms were newly constructed using Series 302 and Series 303 Tier B and Tier C item pools (see Part 1 Section 2.3).

The Series 302 and 303 ACCESS forms were operational in 2013–14 and 2014–15, which were the final 2 years prior to the launch of ACCESS Online. To mitigate concerns that there might be systematic differences between the population of students who took ACCESS 302 and 303 and the population of students who currently take Paper ACCESS, a series of recalibration studies were conducted using Series 400 and Series 401 Paper population data to refine Series 302 and Series 303 Listening and Reading item parameters.

Since Series 401 Paper, Series 400 Paper, and Series 303 Listening Grades 1-12 test forms are identical, and since the Series 401 Paper population is more current than the Series 400 Paper population, the item parameters for Series 303 Listening Grades 1-12 forms were refined using Series 401 Paper population data. In the recalibration analyses, the difficulty measures of Series 303 test items were initially anchored to their previously calibrated values from the Series 303 annual equating study. After the first calibration run, some items that were initially anchored proved to have changed in their difficulty measure. This change is measured by the "Displacement" statistic. This statistic shows the difference between the difficulty value of the anchored item and what the difficulty value would have been had it not been anchored. If this value was large (i.e., above 0.30 or below -0.30), that item was unanchored in the final calibration run (i.e., its parameter was re-estimated). For Series 403 Paper Reading Grades 1-12 forms, a similar process was used to refine Series 302 and Series 303 item parameters using Series 400 and 401 Paper student population data, respectively.

For Listening and Reading Tier A, these refined parameters were used with the intact Tier A forms from Series 303.

For Listening and Reading Tier BC, the refined parameters derived from the recalibration studies were used in conducting a form selection meeting and in constructing the Series 403 Paper Listening and Reading Grades 1-12 Tier BC forms.

The ACCESS Series 403 Paper Writing Grades 1-12 forms are the same forms as those used in Series 401, and the ACCESS Series 403 Paper Speaking forms are the same as those used in Series 401. Please see the Annual Technical Report for ACCESS for ELLs Paper Series 401 (Center for Applied Linguistics, 2018) for equating summaries for Writing and Speaking.

2.8 Test Characteristic Curve

Test characteristic curves graphically show 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.

2.8.1 Listening

2.8.1.0 Kindergarten

Figure 2.8.1.0
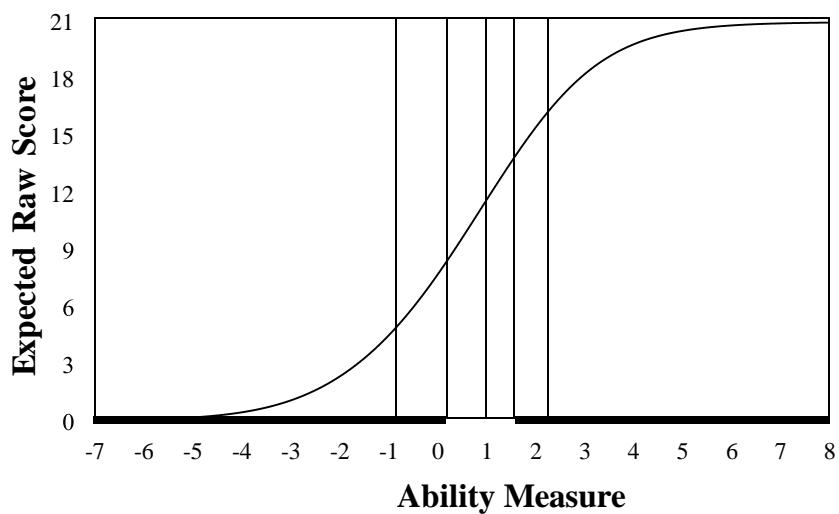**Test Characteristic Curve: List K S403 Paper**

2.8.1.1 Grade 1

Figure 2.8.1.1.1
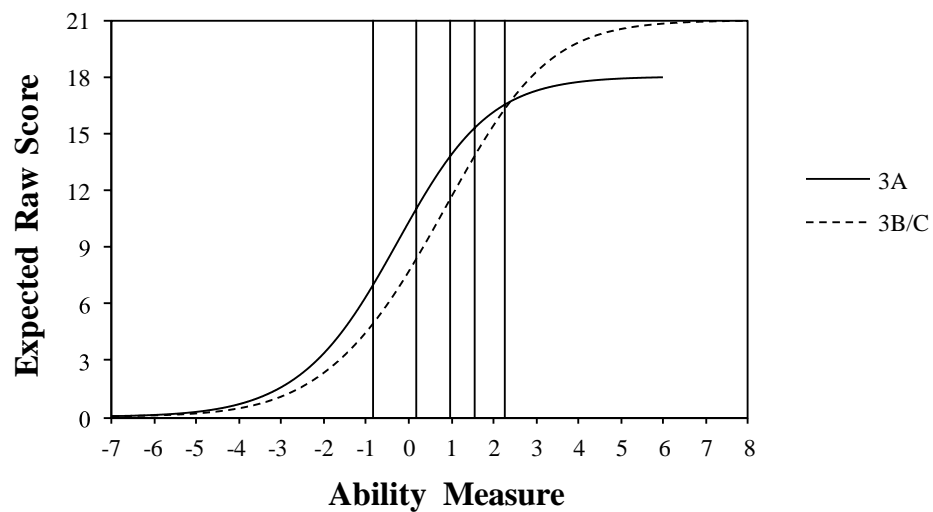**Test Characteristic Curve: List 1A S403 Paper**
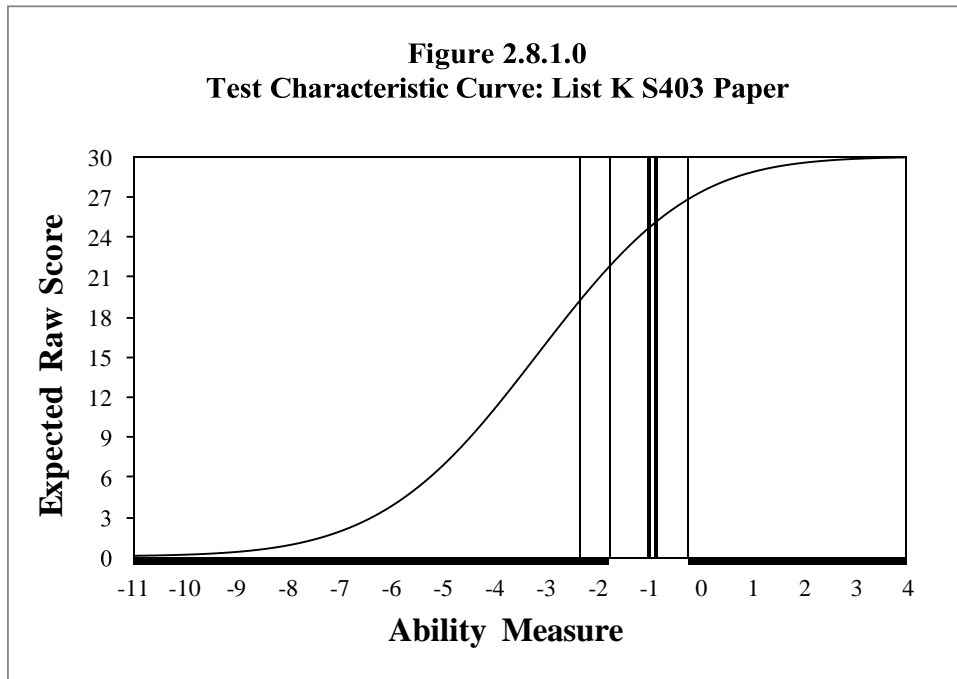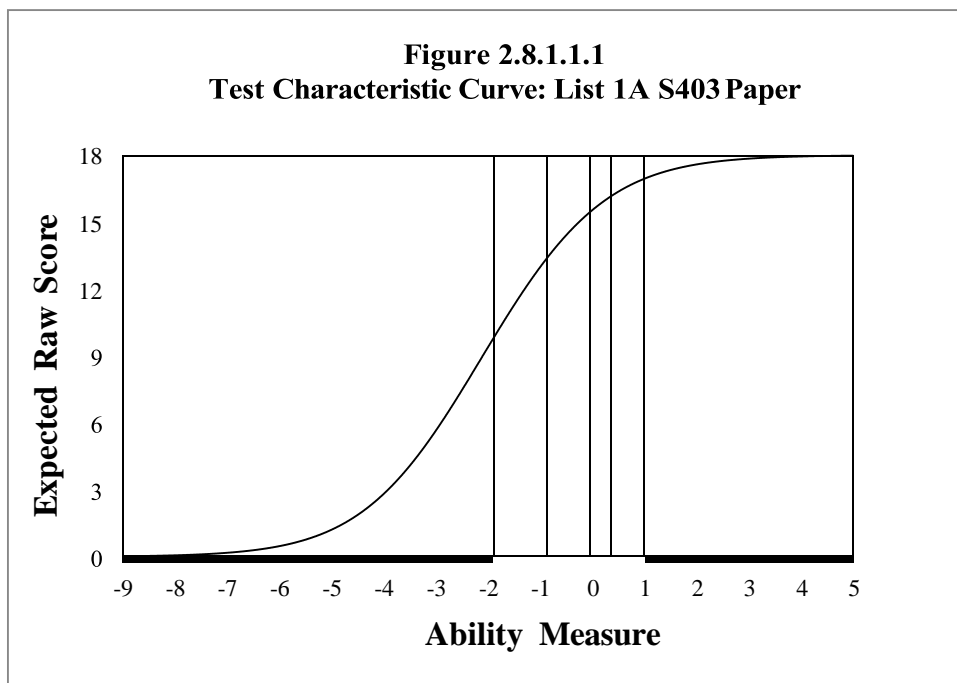
Note: The test form is shared between 1A and 2A.

Figure 2.8.1.1.2
Test Characteristic Curve: List 1B/C S403 Paper
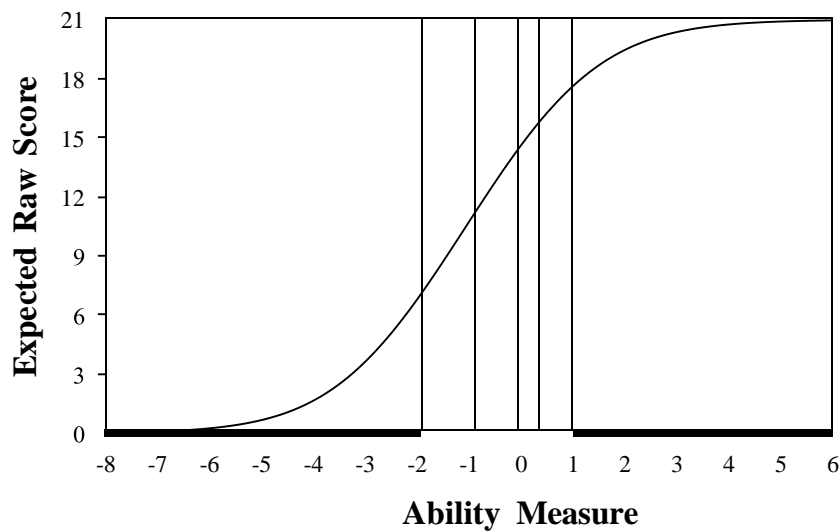
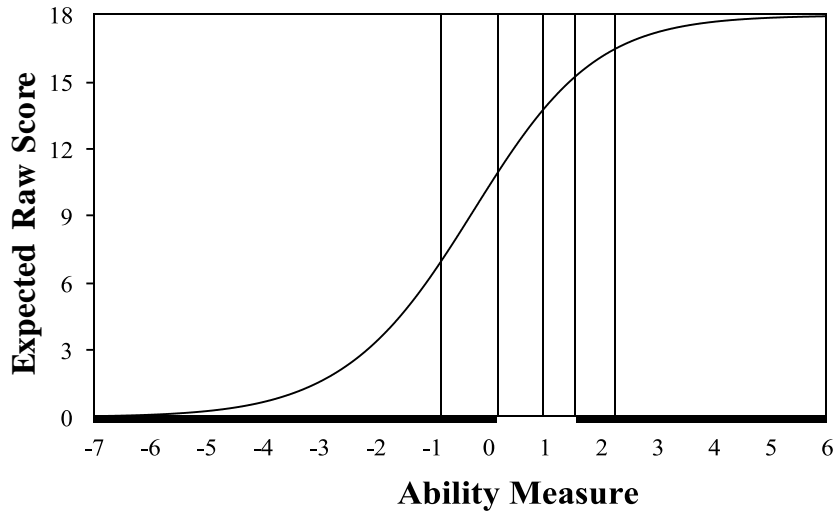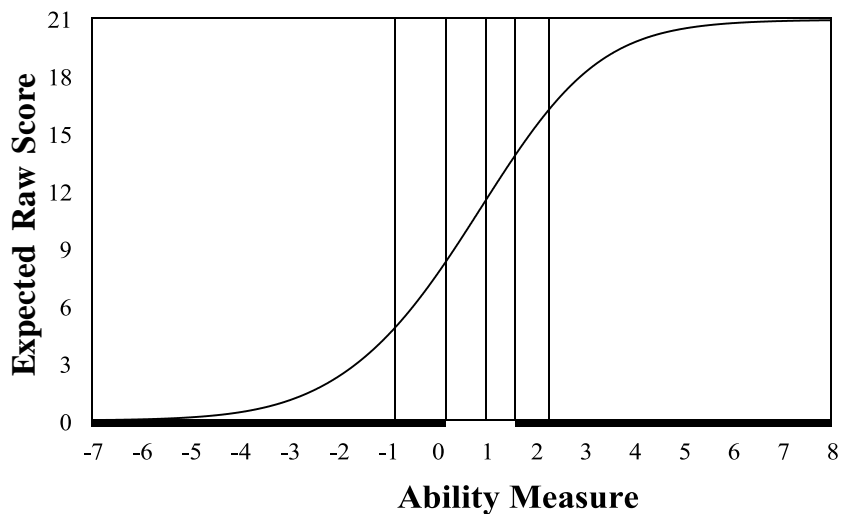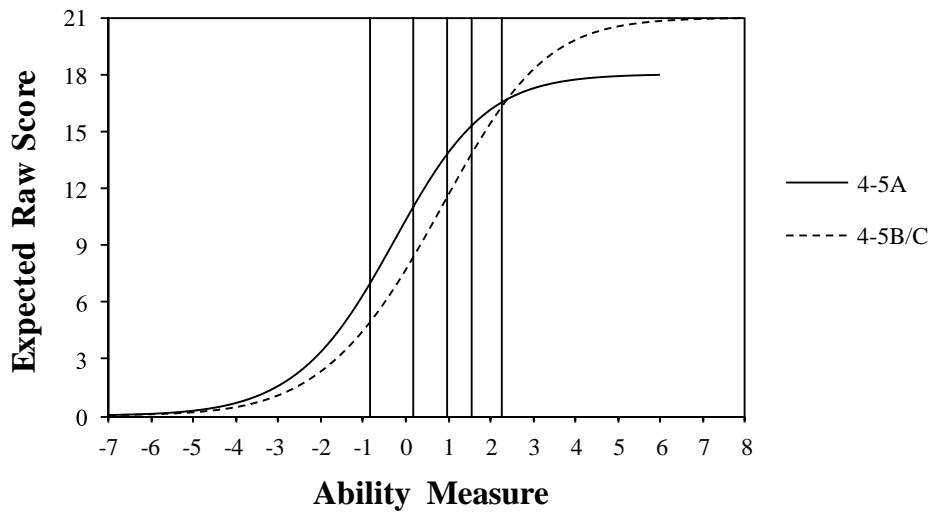Note: The test form is shared between 1B/C and 2B/C.

Figure 2.8.1.1.3
Test Characteristic Curve: List 1 S403 Paper
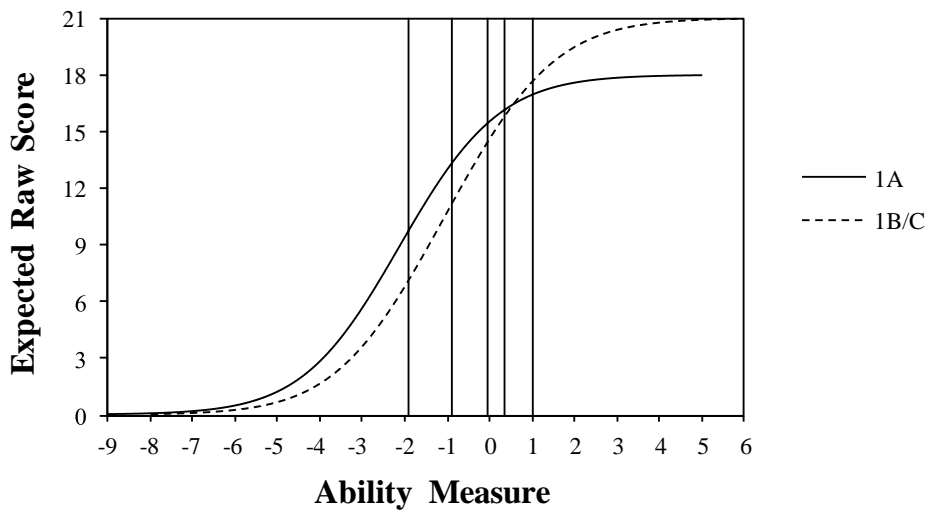
Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.8.1.2 Grade 2

Figure 2.8.1.2.1
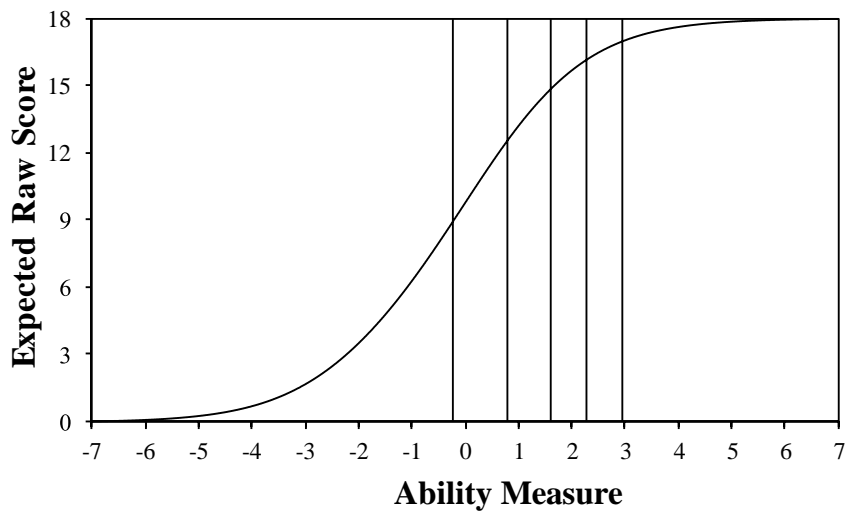**Test Characteristic Curve: List 2A S403 Paper**
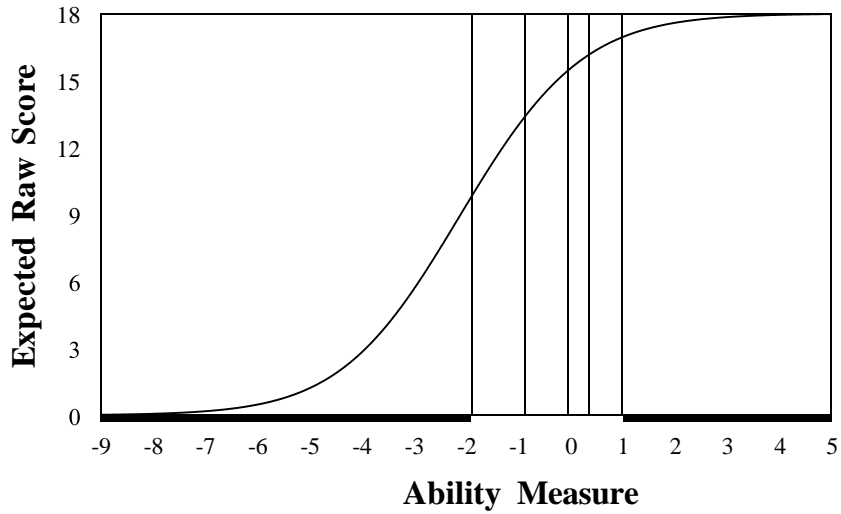
Note: The test form is shared between 1A and 2A.

Figure 2.8.1.2.2
Test Characteristic Curve: List 2B/C S403 Paper
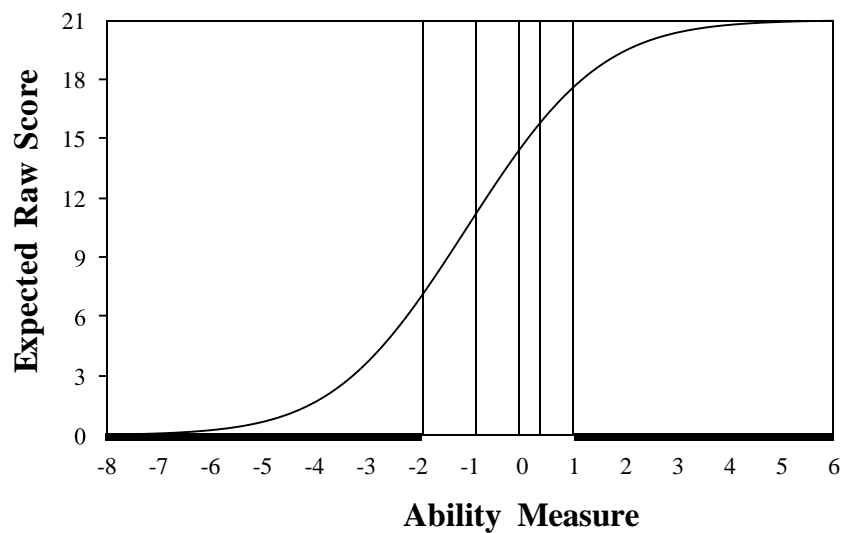
Note: The test form is shared between 1B/C and 2B/C.

Figure 2.8.1.2.3
Test Characteristic Curve: List 2 S403 Paper
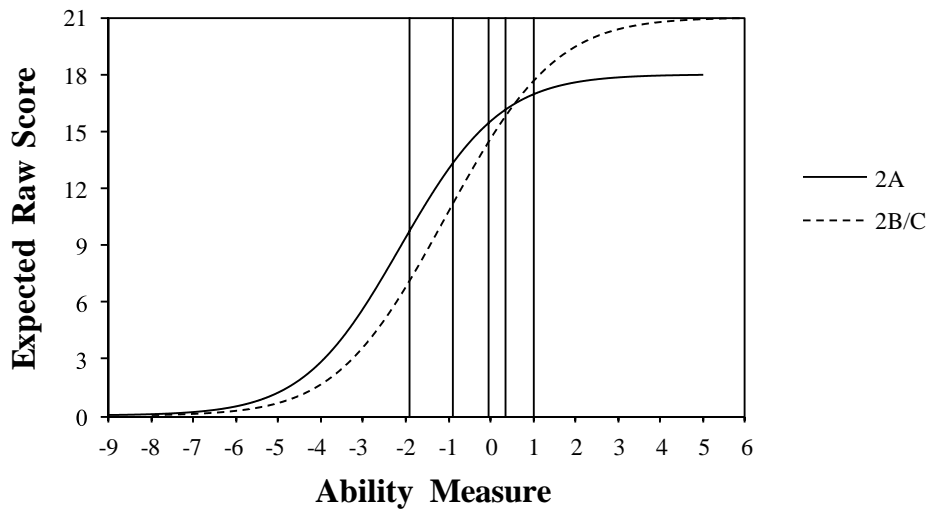
Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.8.1.3 Grade 3

Figure 2.8.1.3.1
Test Characteristic Curve: List 3A S403 Paper
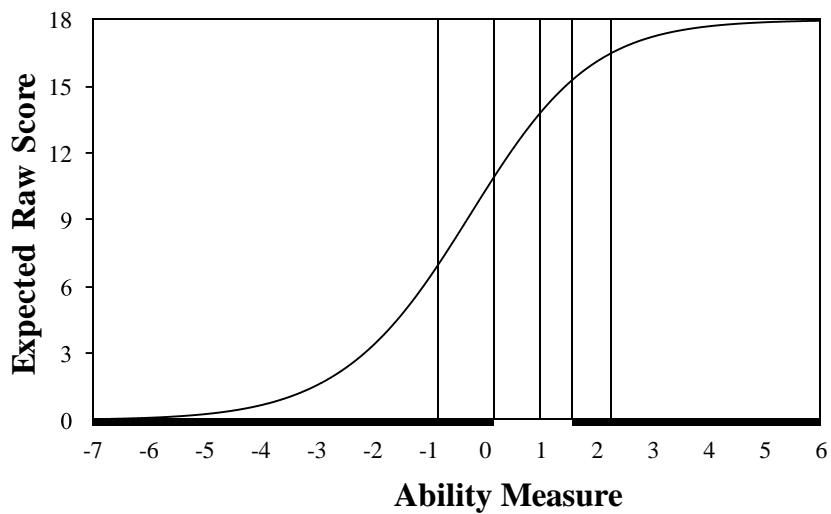
Note: The test form is shared between 3A and 4–5A.

Figure 2.8.1.3.2
Test Characteristic Curve: List 3B/C S403 Paper

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

Figure 2.8.1.3.3
Test Characteristic Curve: List 3 S403 Paper

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

2.8.1.4   Grades 4–5

Figure 2.8.1.4.1
Test Characteristic Curve: List 4-5A S403 Paper

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

Figure 2.8.1.4.2
Test Characteristic Curve: List 4-5B/C S403 Paper

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

Figure 2.8.1.4.3
Test Characteristic Curve: List 4-5 S403 Paper

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

2.8.1.5   Grades 6–8

Figure 2.8.1.5.1
Test Characteristic Curve: List 6-8A S403 Paper

Figure 2.8.1.5.2
Test Characteristic Curve: List 6-8B/C S403 Paper
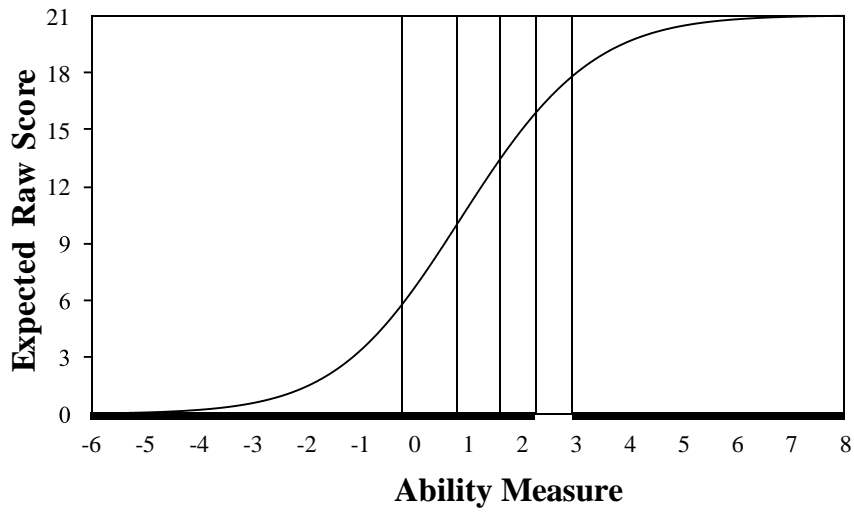
Figure 2.8.1.5.3
Test Characteristic Curve: List 6-8 S403 Paper
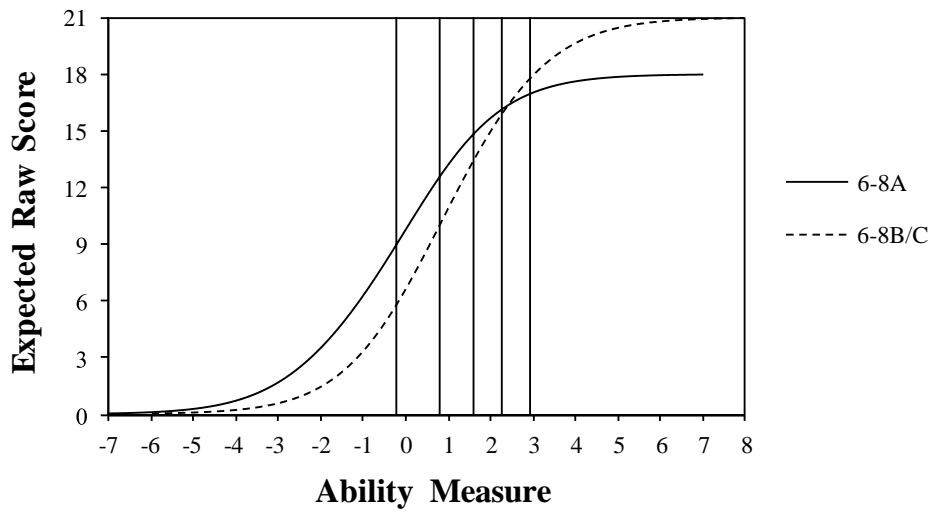
2.8.1.6 Grades 9–12

Figure 2.8.1.6.1
Test Characteristic Curve: List 9-12A S403 Paper
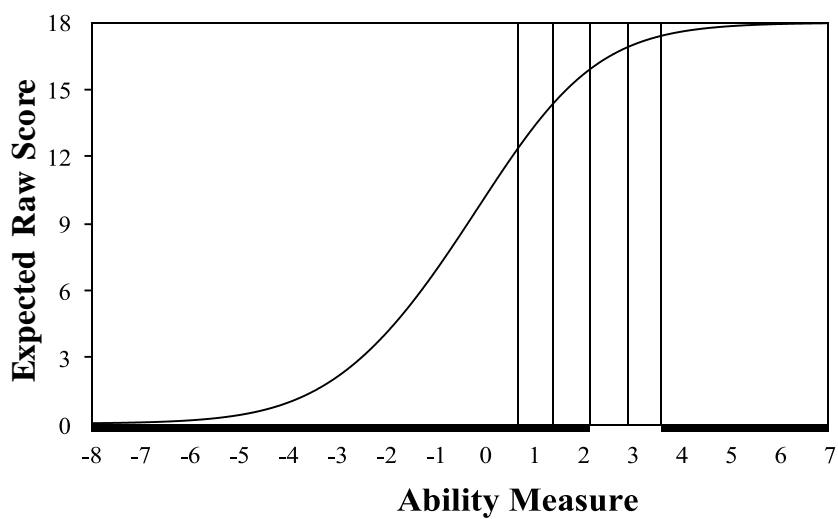
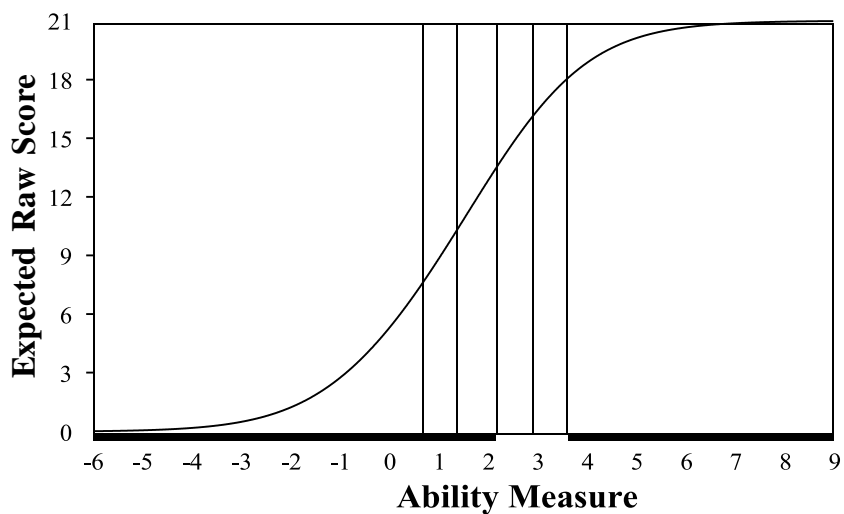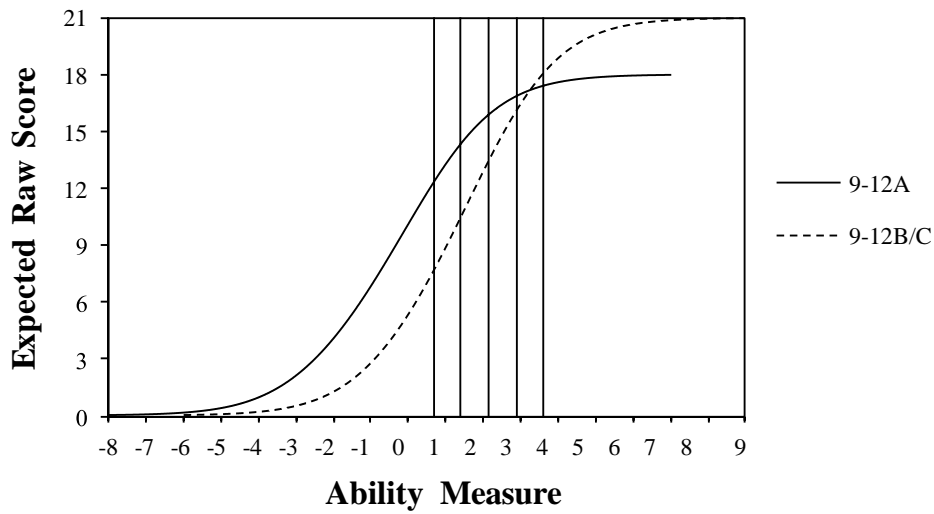**Figure 2.8.1.6.2**
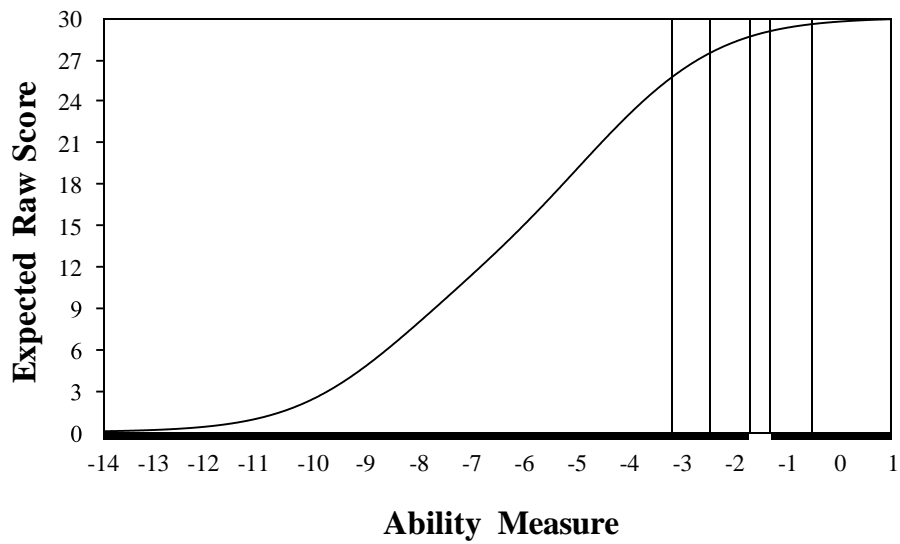**Test Characteristic Curve: List 9-12B/C S403 Paper**

Figure 2.8.1.6.3
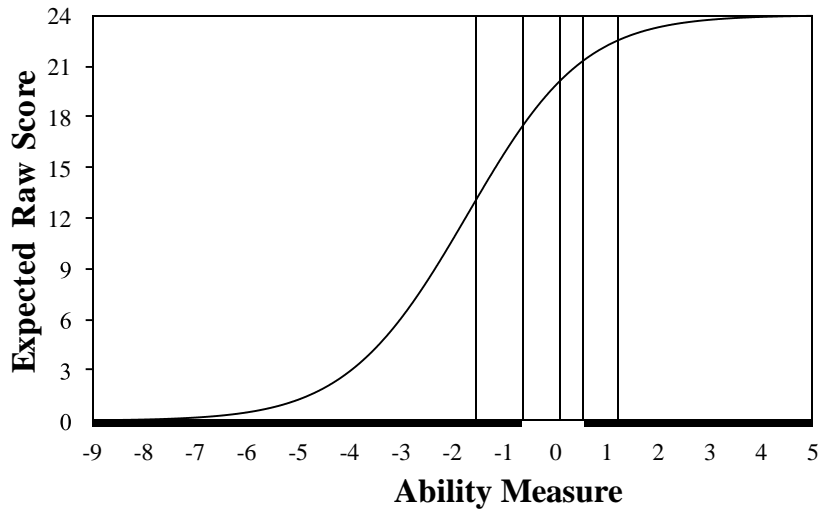**Test Characteristic Curve: List 9-12 S403 Paper**

- ——— 9-12A
- - - - - 9-12B/C

2.8.2 Reading

2.8.2.0   Kindergarten

Figure 2.8.2.0
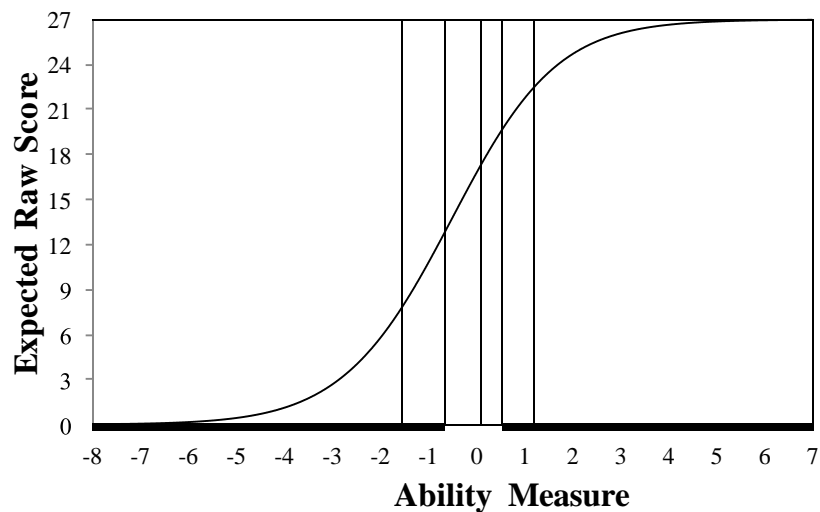**Test Characteristic Curve: ReadK S403 Paper**

2.8.2.1   Grade 1

Figure 2.8.2.1.1
Test Characteristic Curve: Read 1A S403 Paper

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

Figure 2.8.2.1.2
Test Characteristic Curve: Read 1B/C S403 Paper

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

Figure 2.8.2.1.3
Test Characteristic Curve: Read 1 S403 Paper

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

2.8.2.2   Grade 2

Figure 2.8.2.2.1
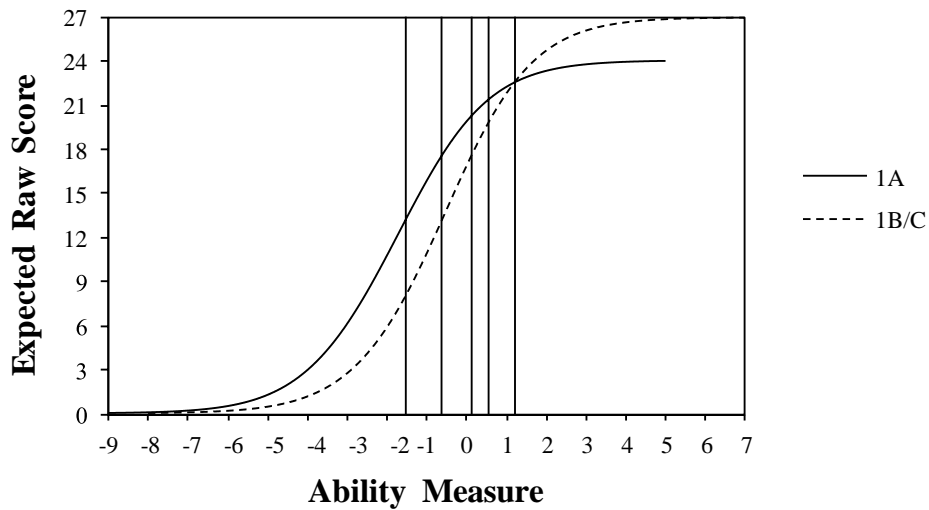**Test Characteristic Curve: Read 2A S403 Paper**

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

Figure 2.8.2.2.2
Test Characteristic Curve: Read 2B/C S403 Paper

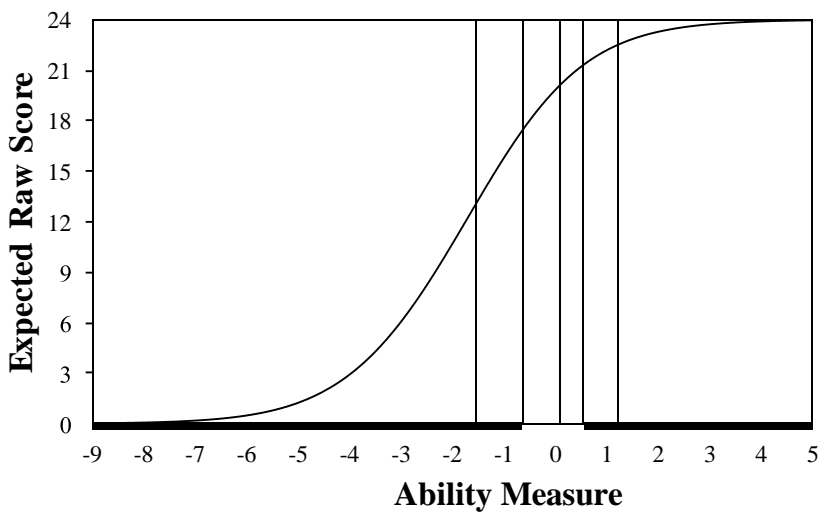Note: The test form is shared between 1B/C and 2B/C.

Figure 2.8.2.2.3
Test Characteristic Curve: Read 2 S403 Paper
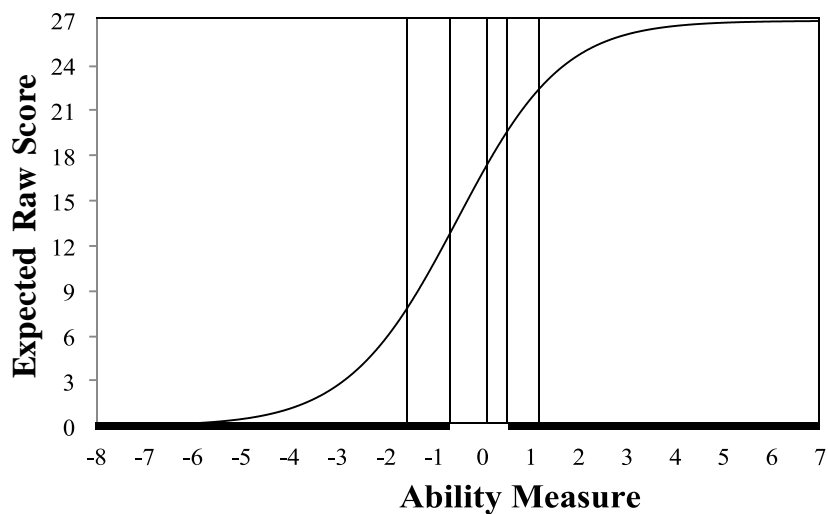

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.8.2.3   Grade 3

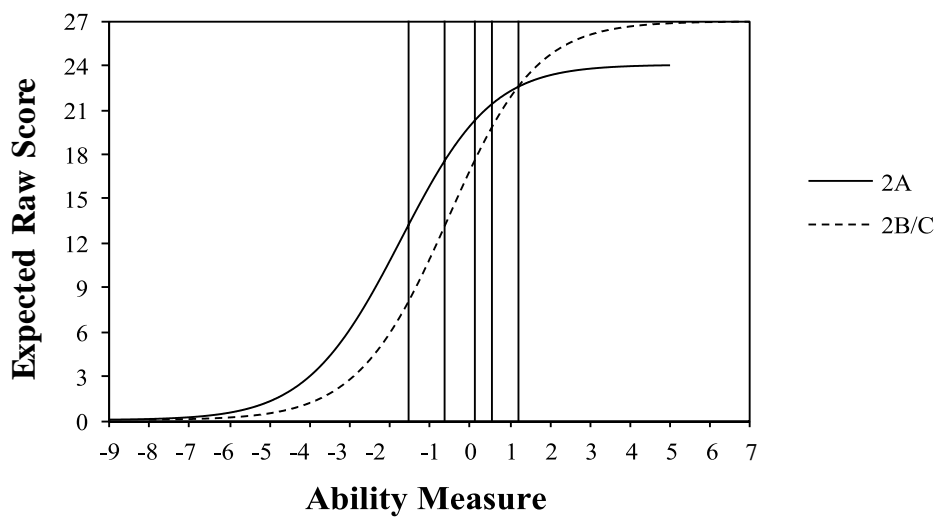**Figure 2.8.2.3.1**
Test Characteristic Curve: Read 3A S403 Paper

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

Figure 2.8.2.3.2
Test Characteristic Curve: Read 3B/C S403 Paper
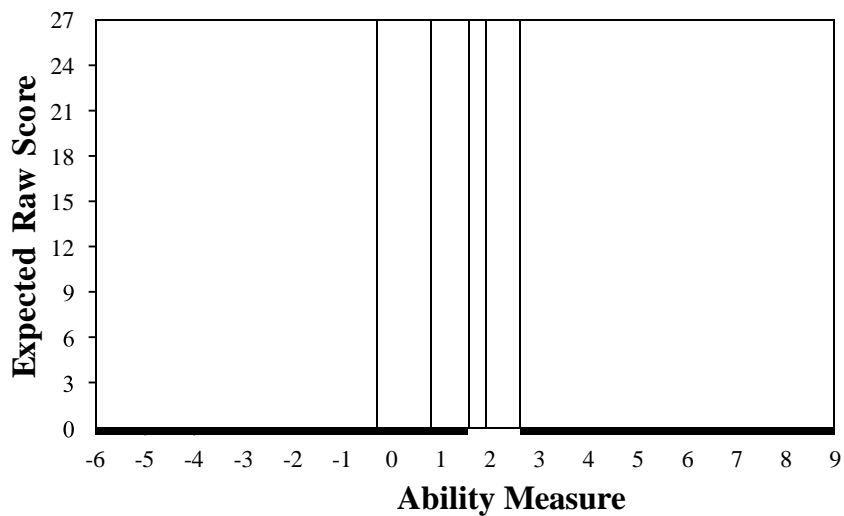
Note: The test form is shared between 3B/C and 4–5B/C.

Figure 2.8.2.3.3
Test Characteristic Curve: Read 3 S403 Paper

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

2.8.2.4   Grades 4–5

Figure 2.8.2.4.1
Test Characteristic Curve: Read 4-5A S403 Paper

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

Figure 2.8.2.4.2
Test Characteristic Curve: Read 4-5B/C S403 Paper
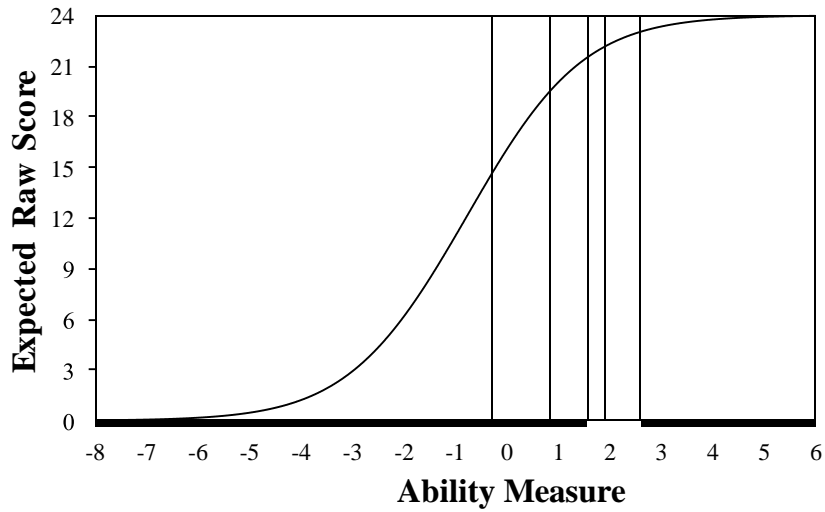

Note: The test form is shared between 3B/C and 4–5B/C.

Figure 2.8.2.4.3
Test Characteristic Curve: Read 4-5 S403 Paper

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

Figure 2.8.2.5.1
Test Characteristic Curve: Read 6-8A S403 Paper
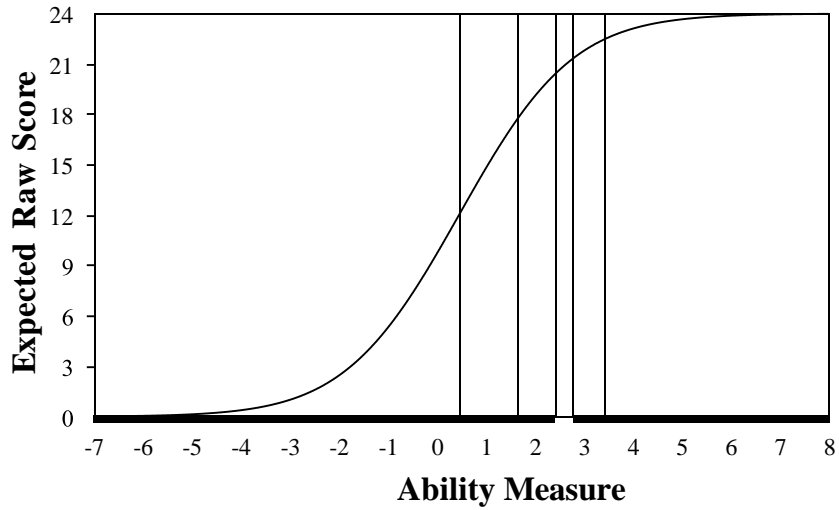
Figure 2.8.2.5.2
Test Characteristic Curve: Read 6-8B/C S403 Paper
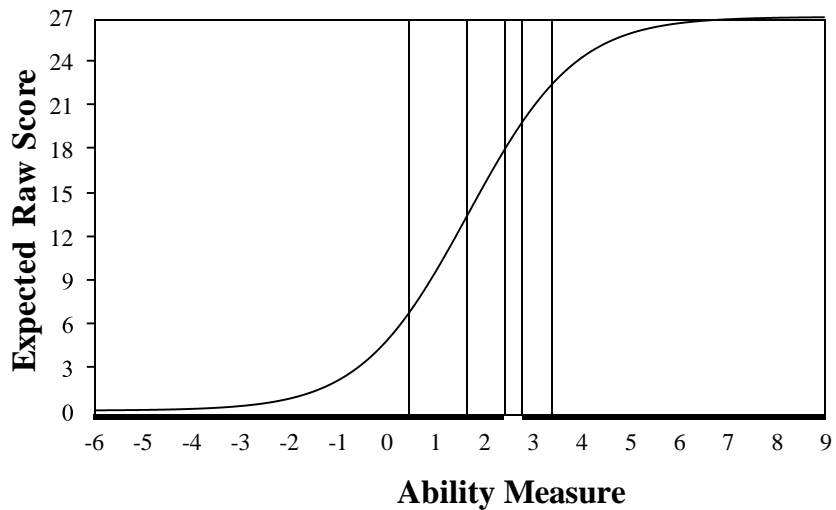
Figure 2.8.2.5.3
Test Characteristic Curve: Read 6-8 S403 Paper
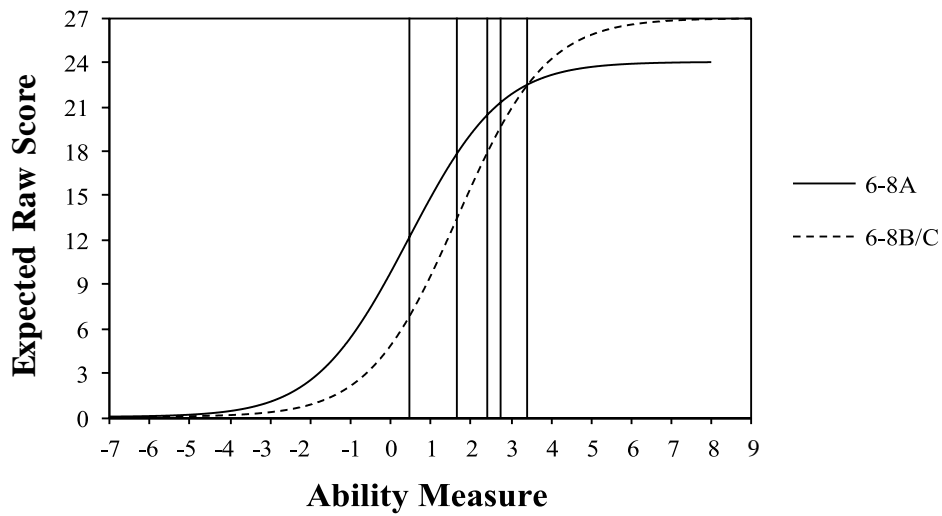
2.8.2.6   *Grades 9–12*

Figure 2.8.2.6.1
Test Characteristic Curve: Read 9-12A S403 Paper
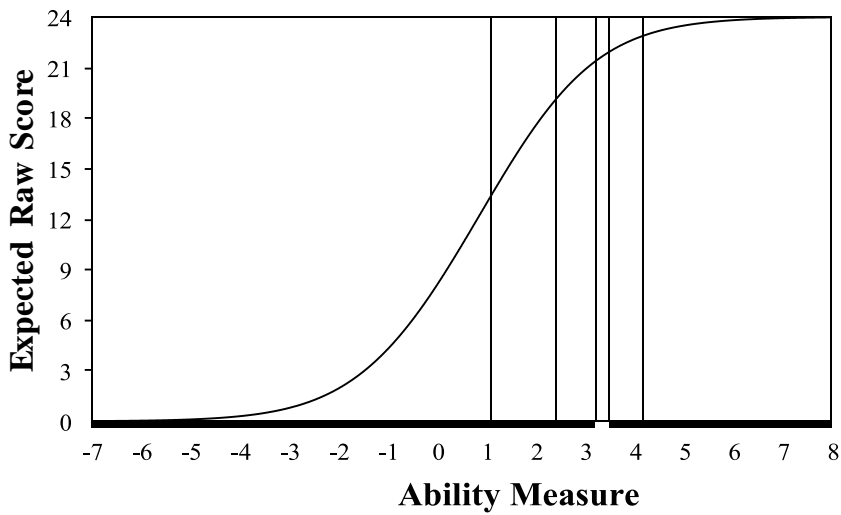
Figure 2.8.2.6.2
Test Characteristic Curve: Read 9-12B/C S403 Paper
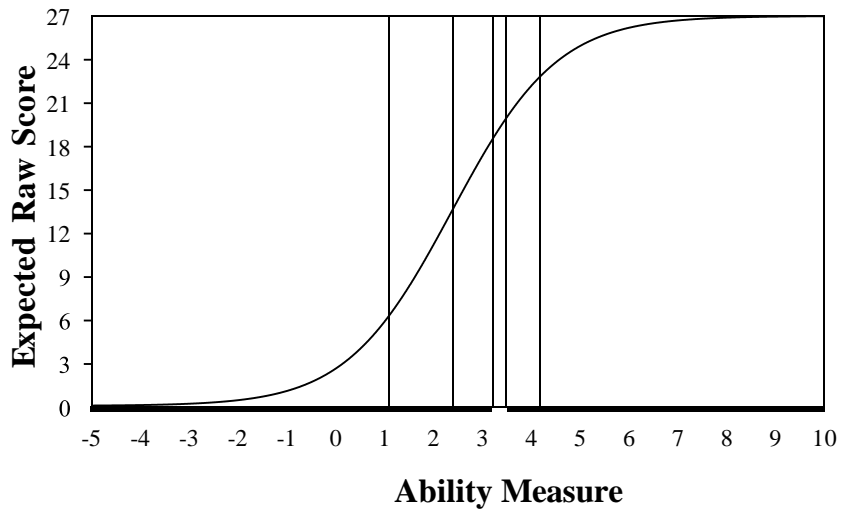
Figure 2.8.2.6.3
Test Characteristic Curve: Read 9-12 S403 Paper
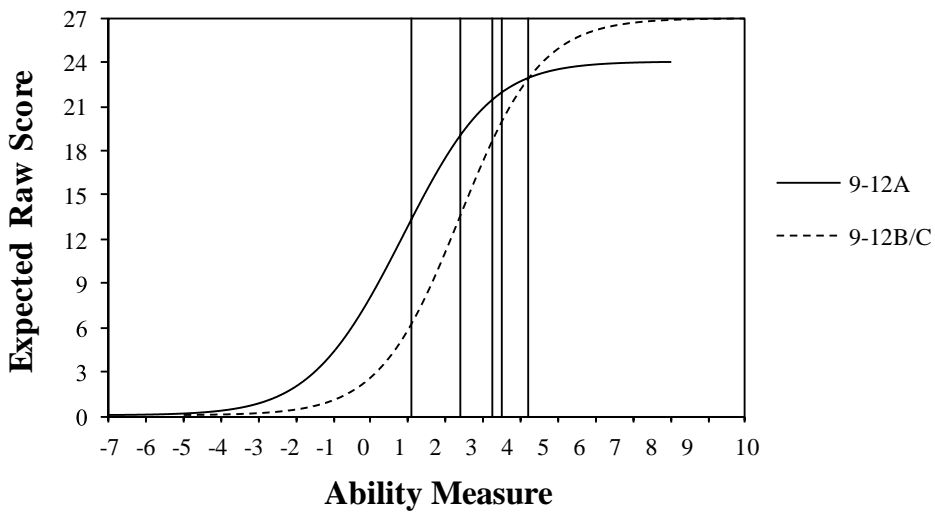
2.8.3 Writing

2.8.3.0 Kindergarten

Figure 2.8.3.0
Test Characteristic Curve: Writ K S403 Paper

Expected Raw Score vs. Ability Measure

2.8.3.1 Grade 1

Figure 2.8.3.1.1
Test Characteristic Curve: Writ 1A S403 Paper

Expected Raw Score vs. Ability Measure
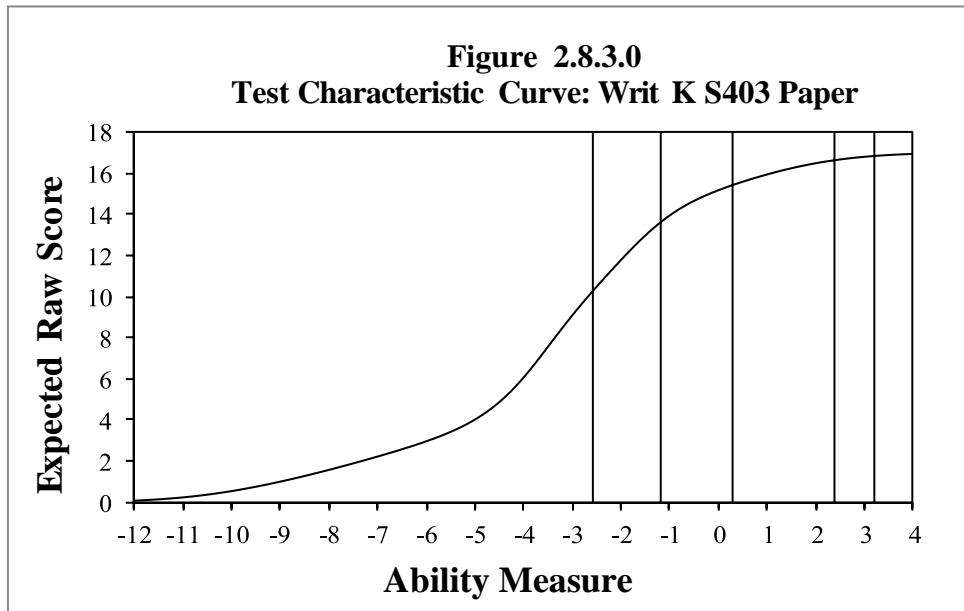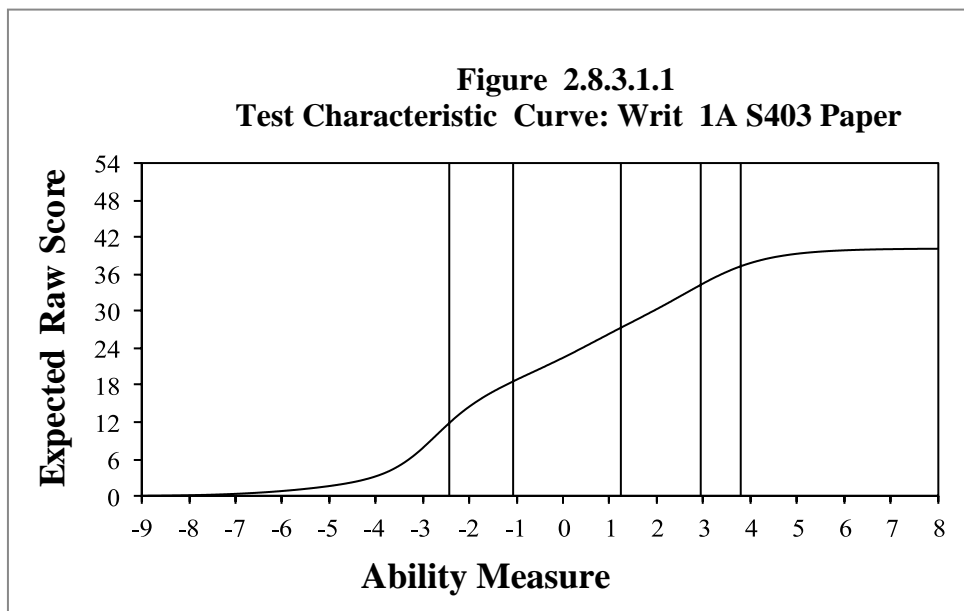
Figure 2.8.3.1.2
Test Characteristic Curve: Writ 1B/C S403 Paper
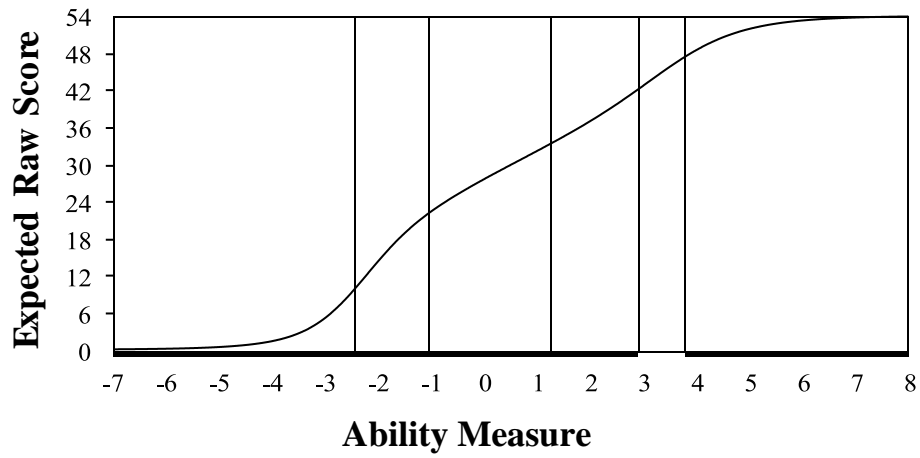
Figure 2.8.3.1.3
Test Characteristic Curve: Writ 1 S403 Paper
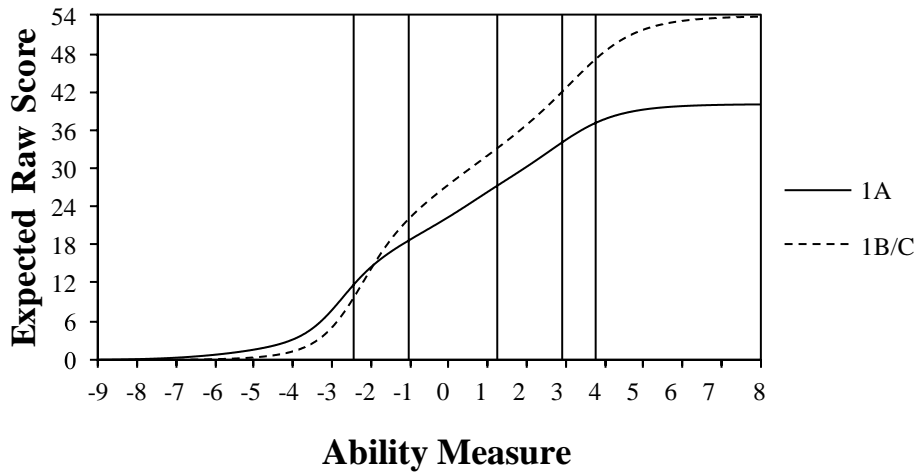
2.8.3.2 Grade 2
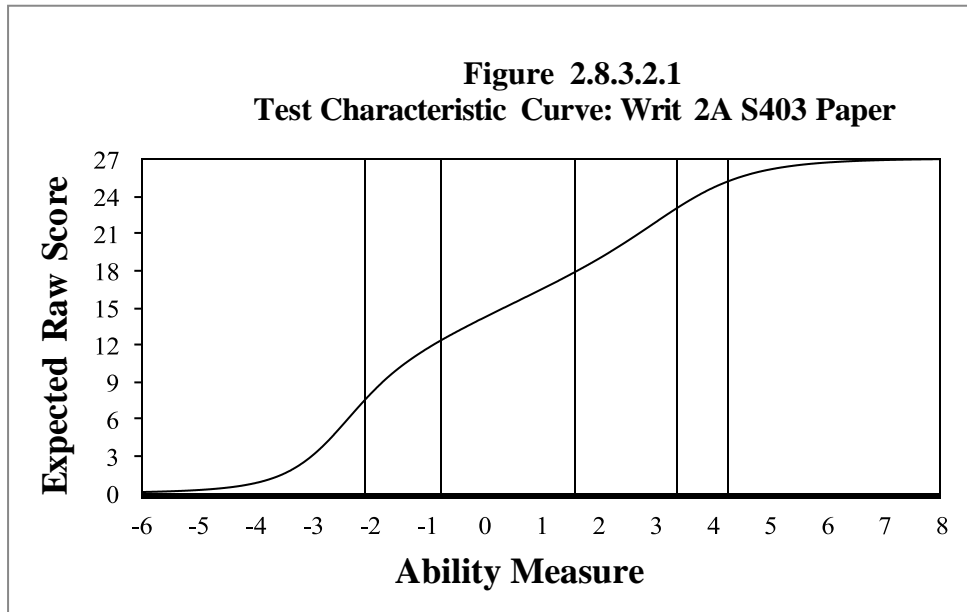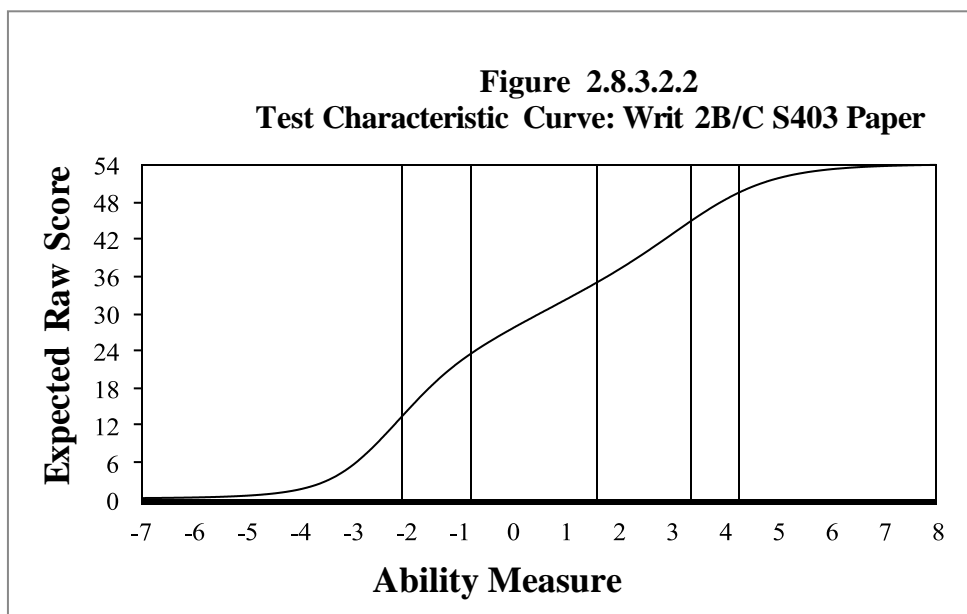
Figure 2.8.3.2.1
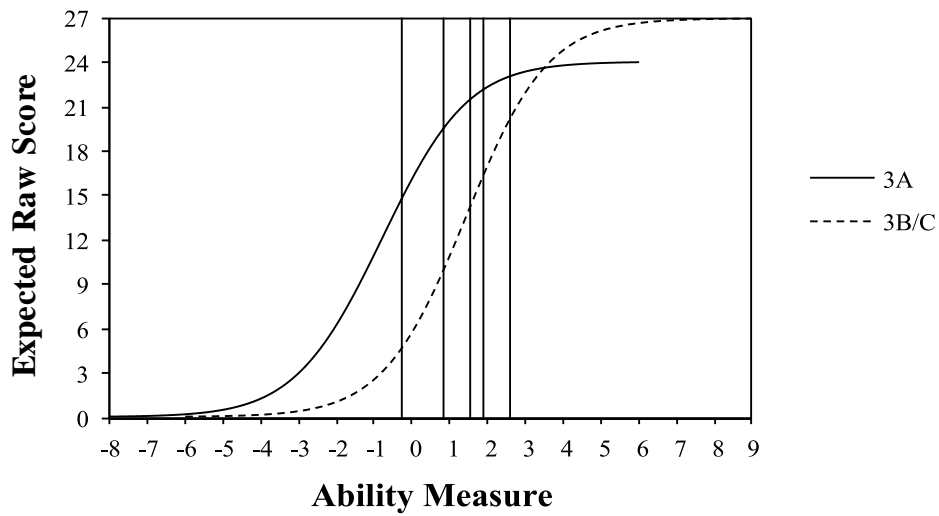**Test Characteristic Curve: Writ 2A S403 Paper**

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

Figure 2.8.3.2.2
Test Characteristic Curve: Writ 2B/C S403 Paper

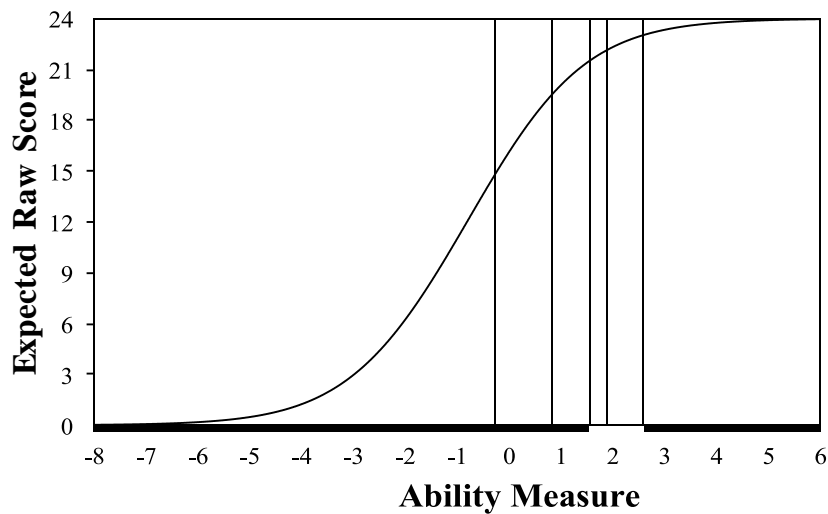Note: The test form is shared between 2B/C and 3B/C.

Figure 2.8.3.2.3
Test Characteristic Curve: Writ 2 S403 Paper
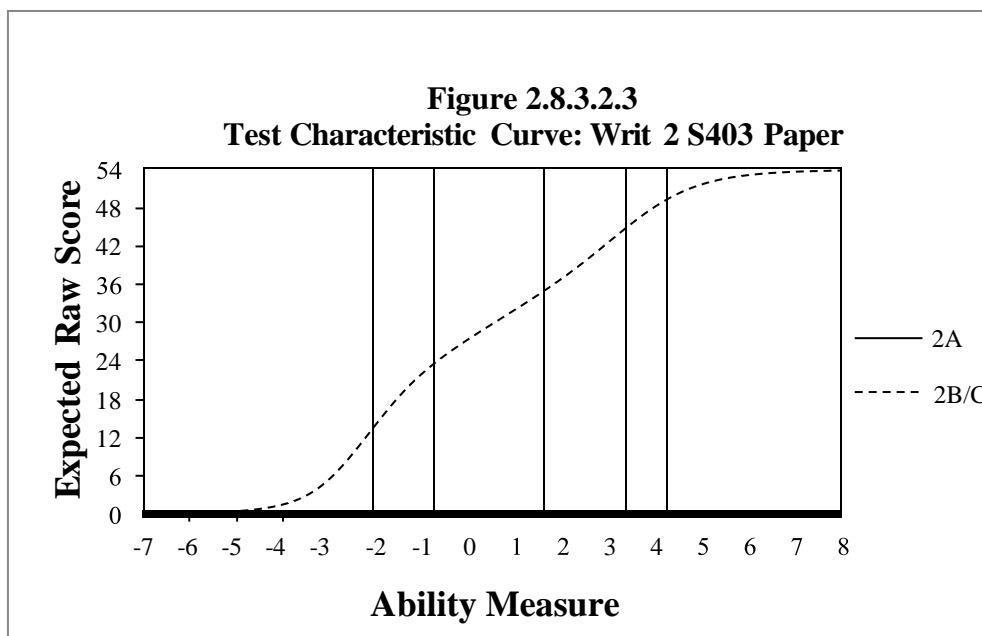
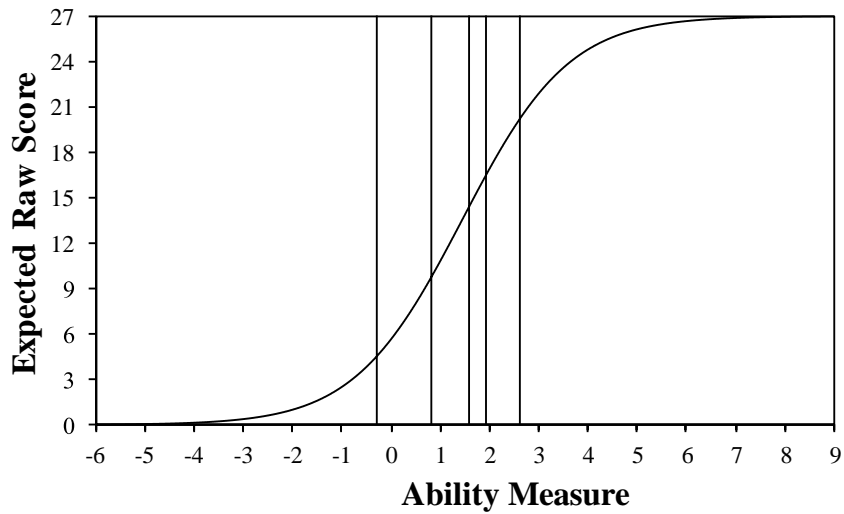Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.8.3.3   Grade 3

Figure 2.8.3.3.1
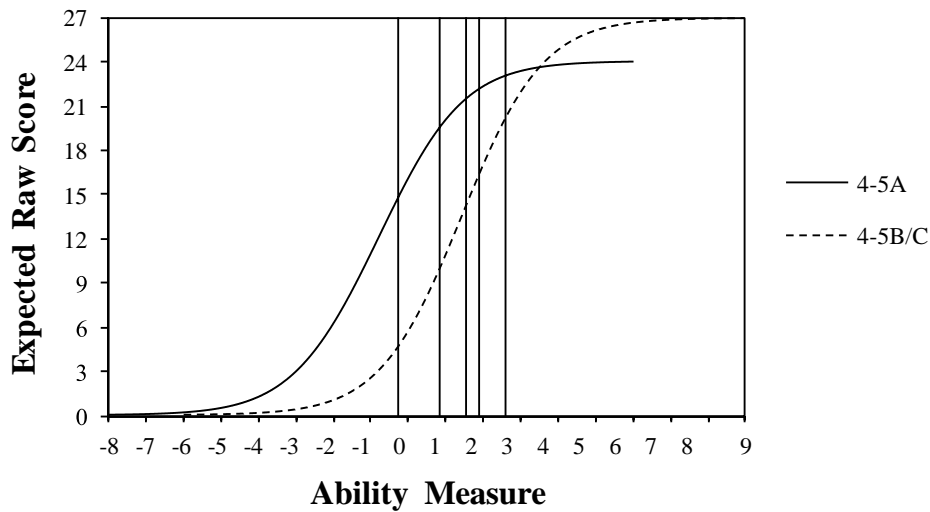**Test Characteristic Curve: Writ 3A S403 Paper**
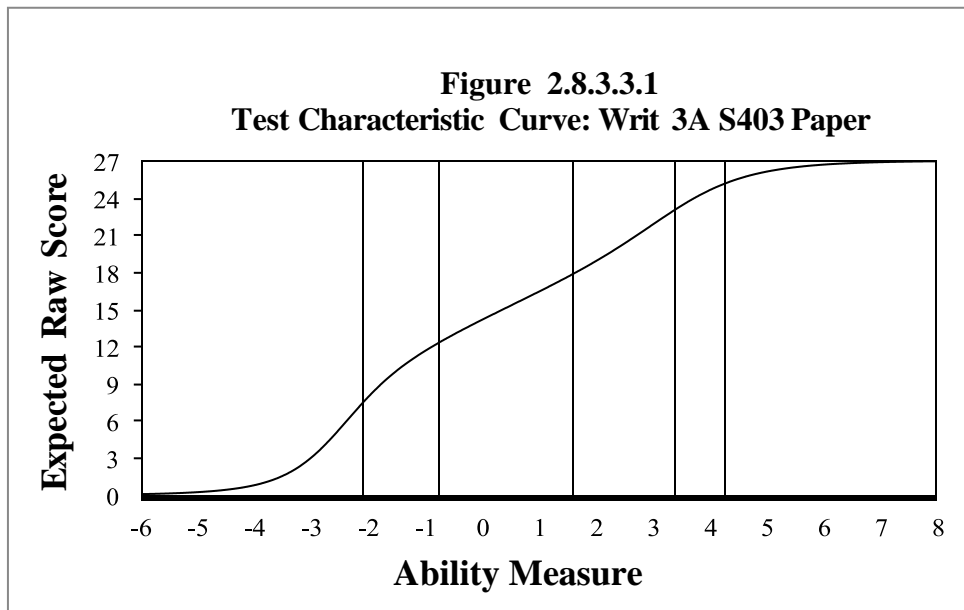
Note: The test form is shared between 2A and 3A.

Figure 2.8.3.3.2
Test Characteristic Curve: Writ 3B/C S403 Paper
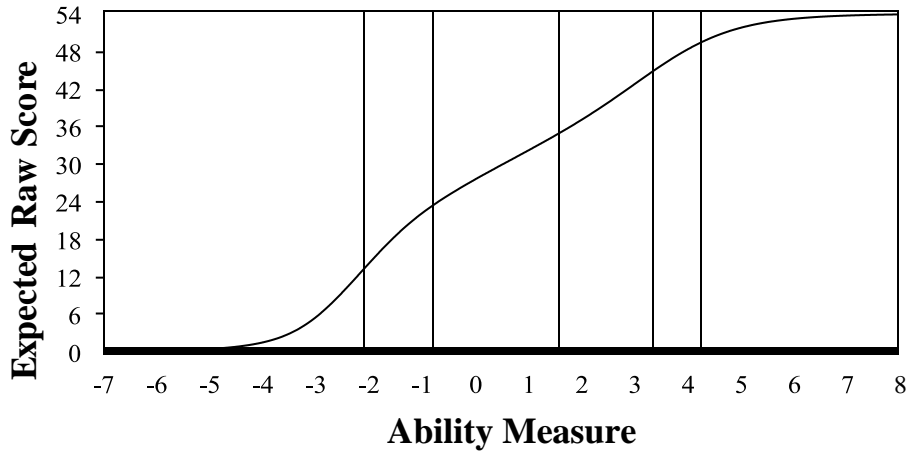
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.8.3.3.3
Test Characteristic Curve: Writ 3 S403 Paper
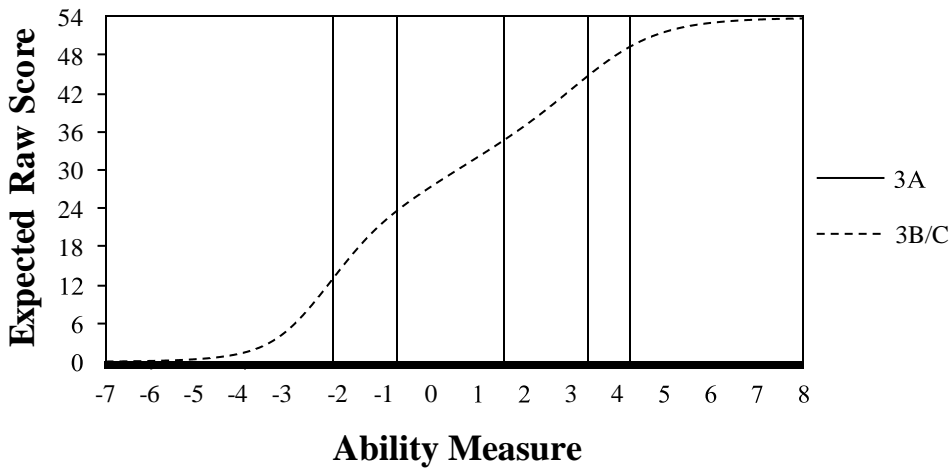
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Figure 2.8.3.4.1
Test Characteristic Curve: Writ 4-5A S403 Paper
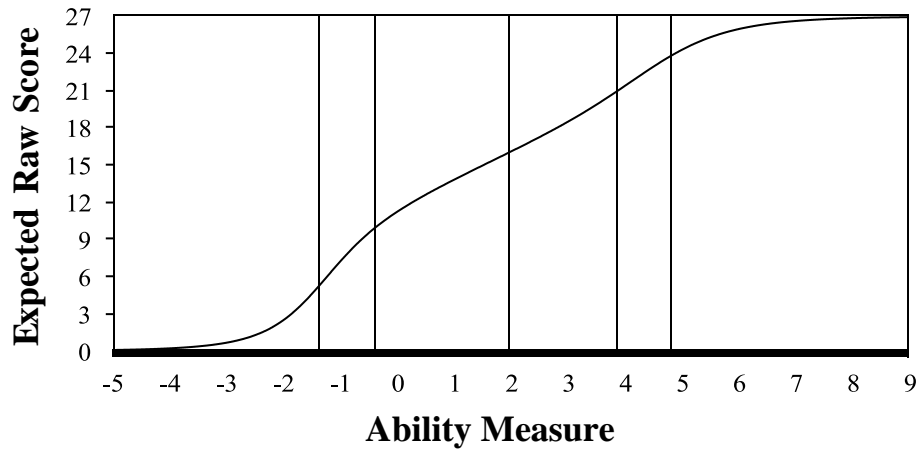
Figure 2.8.3.4.2
Test Characteristic Curve: Writ 4-5B/C S403 Paper

Figure 2.8.3.4.3
Test Characteristic Curve: Writ 4-5 S403 Paper

Expected Raw Score (y-axis)
Ability Measure (x-axis)

Legend:
—— 4-5A
- - - - 4-5B/C

2.8.3.5   *Grades 6–8*

Figure 2.8.3.5.1
Test Characteristic Curve: Writ 6-8A S403 Paper

Expected Raw Score (y-axis)
Ability Measure (x-axis)
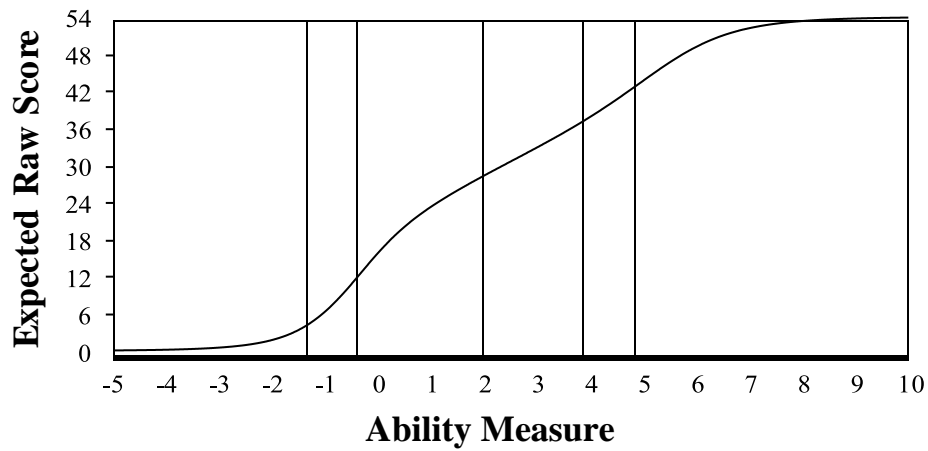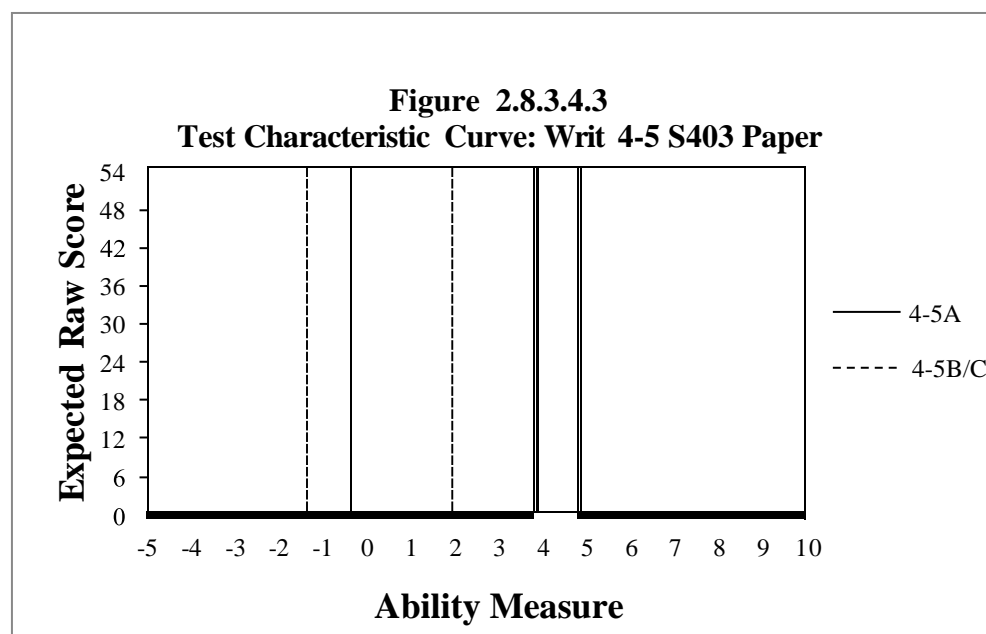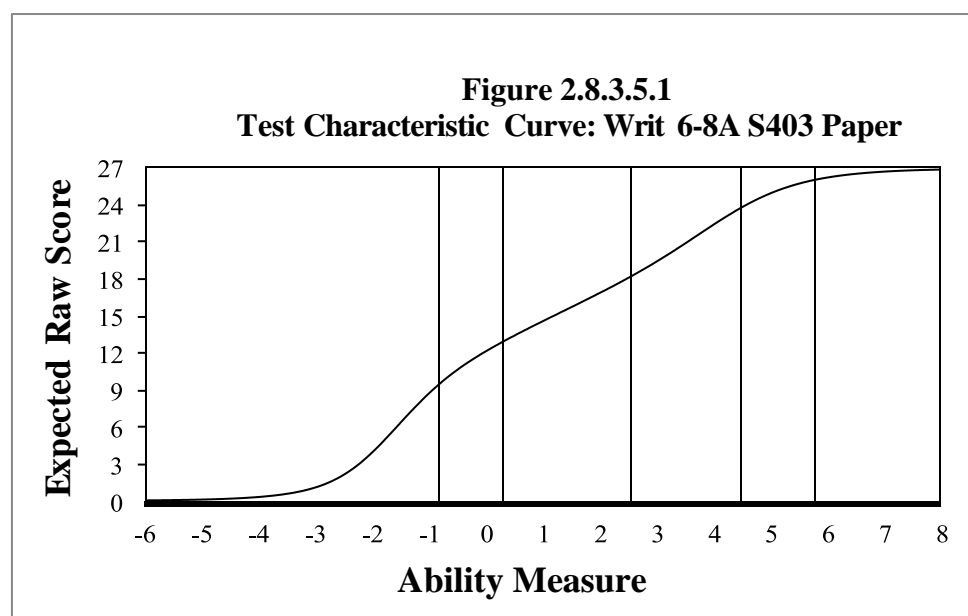
Figure 2.8.3.5.2
Test Characteristic Curve: Writ 6-8B/C S403 Paper
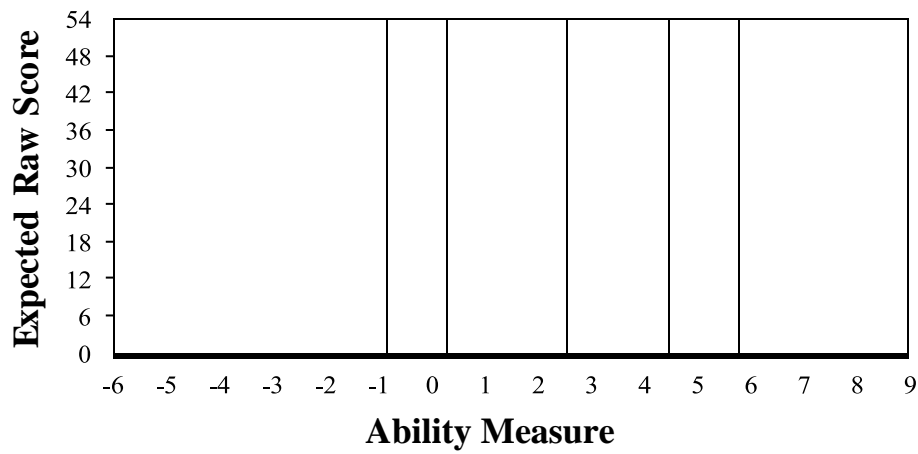
Figure 2.8.3.5.3
Test Characteristic Curve: Writ 6-8 S403 Paper

Figure 2.8.3.6.1
Test Characteristic Curve: Writ 9-12A S403 Paper

Figure 2.8.3.6.2
Test Characteristic Curve: Writ 9-12B/C S403 Paper
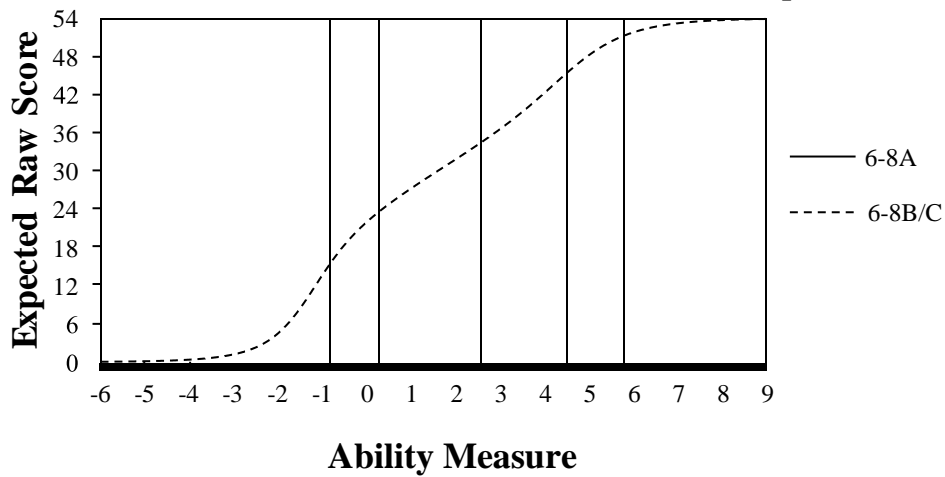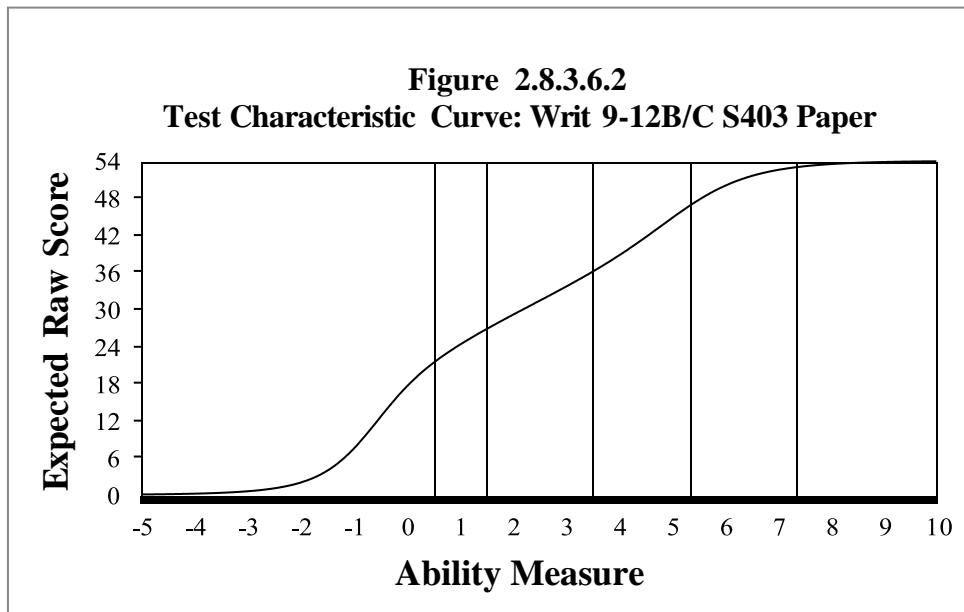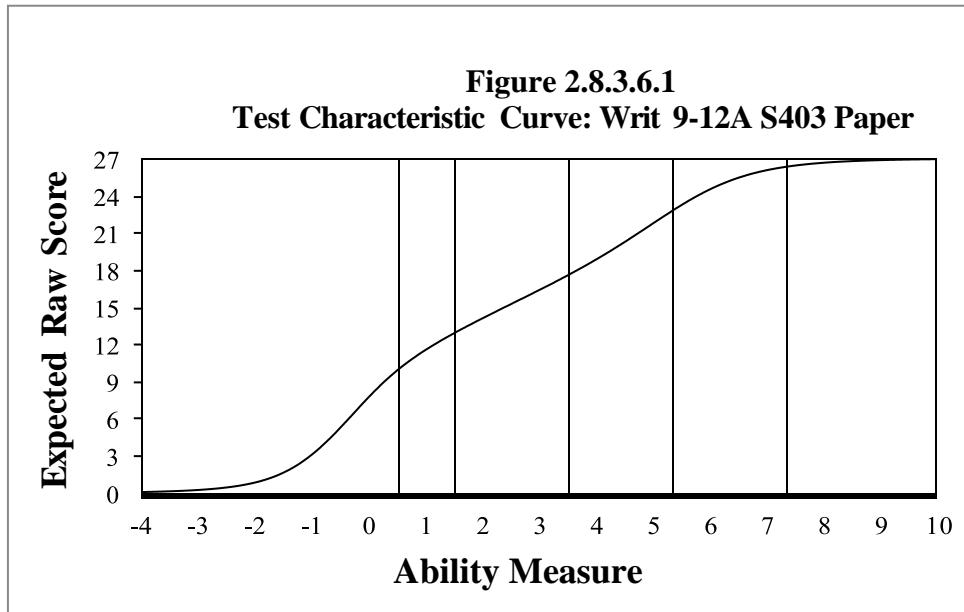
Figure 2.8.3.6.3
Test Characteristic Curve: Writ 9-12 S403 Paper
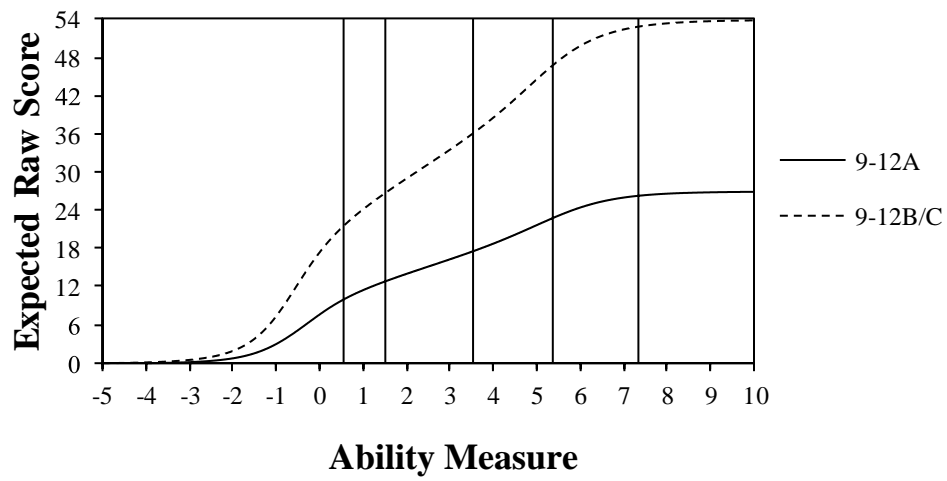
2.8.4 Speaking

2.8.4.0   Kindergarten

Figure 2.8.4.0
Test Characteristic Curve: Spek K S403 Paper

2.8.4.1   Grade 1

Figure 2.8.4.1.1
Test Characteristic Curve: Spek 1A S403 Paper
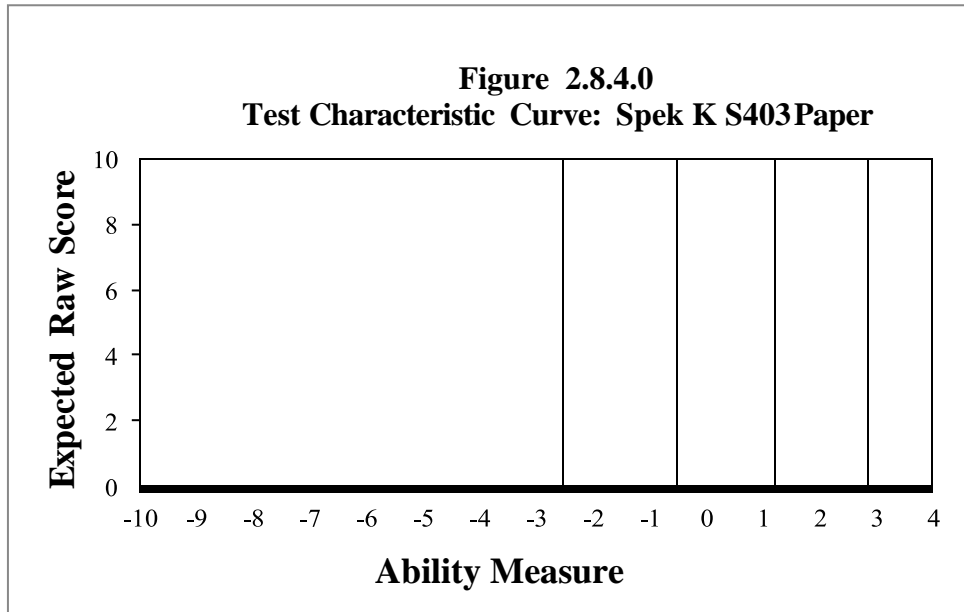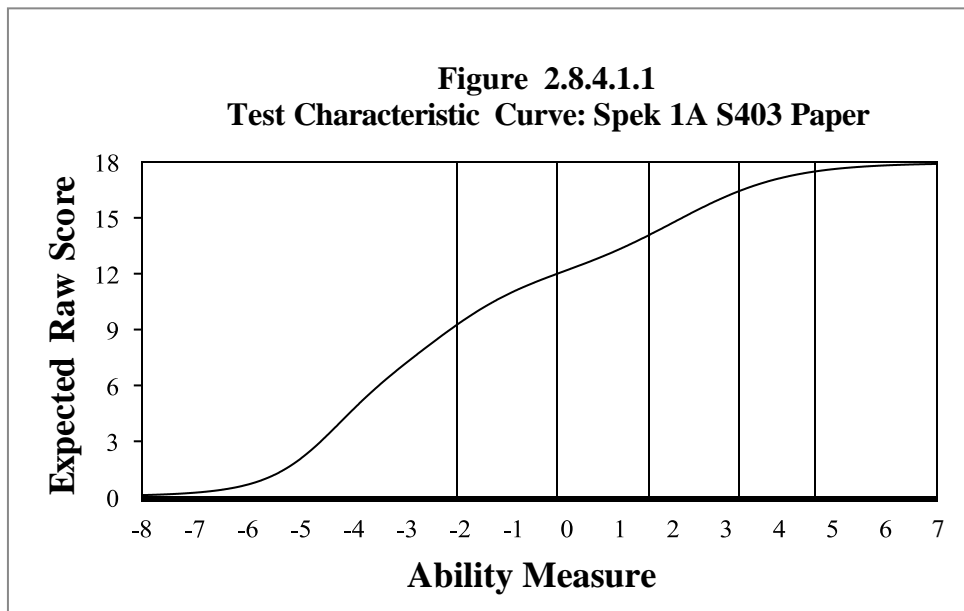
Figure 2.8.4.1.2
Test Characteristic Curve: Spek 1B/C S403 Paper
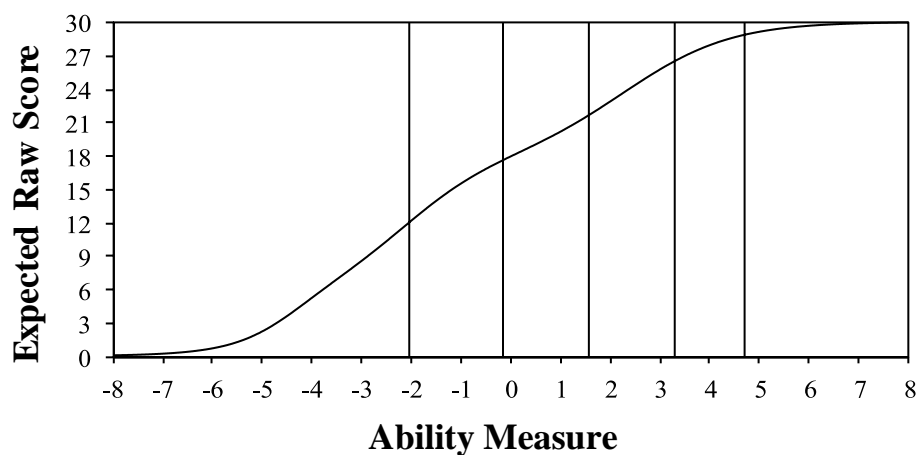
Figure 2.8.4.1.3
Test Characteristic Curve: Spek 1 S403 Paper
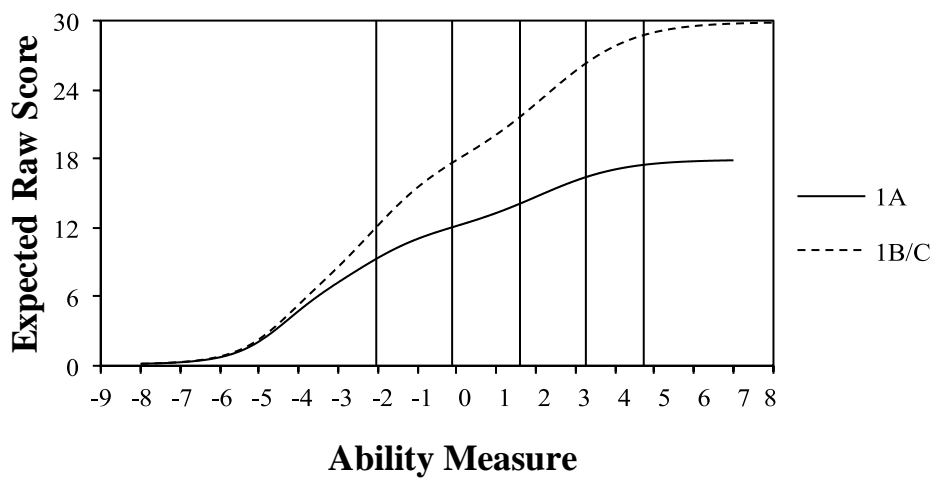
Figure 2.8.4.2.1
Test Characteristic Curve: Spek 2A S403 Paper
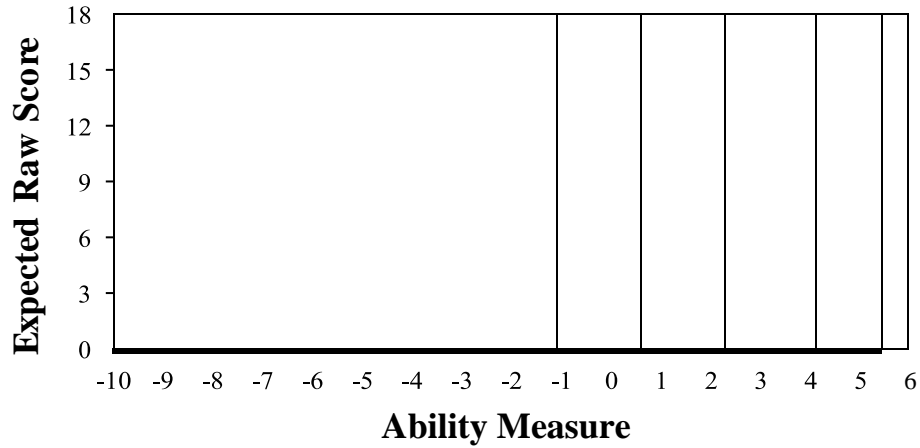
Note: The test form is shared between 2A and 3A.

Figure 2.8.4.2.2
Test Characteristic Curve: Spek 2B/C S403 Paper
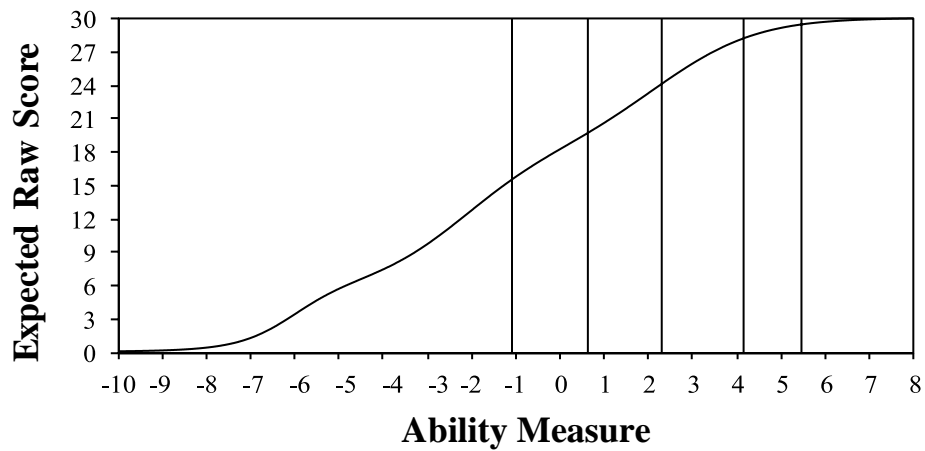
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.8.4.2.3
Test Characteristic Curve: Spek 2 S403 Paper
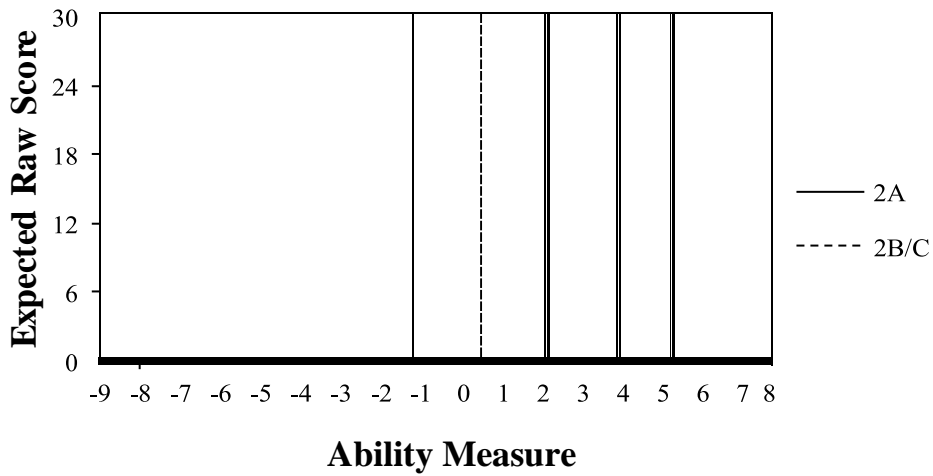
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.8.4.3   Grade 3

Figure 2.8.4.3.1
Test Characteristic Curve: Spek 3A S403 Paper

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

Figure 2.8.4.3.2
Test Characteristic Curve: Spek 3B/C S403 Paper
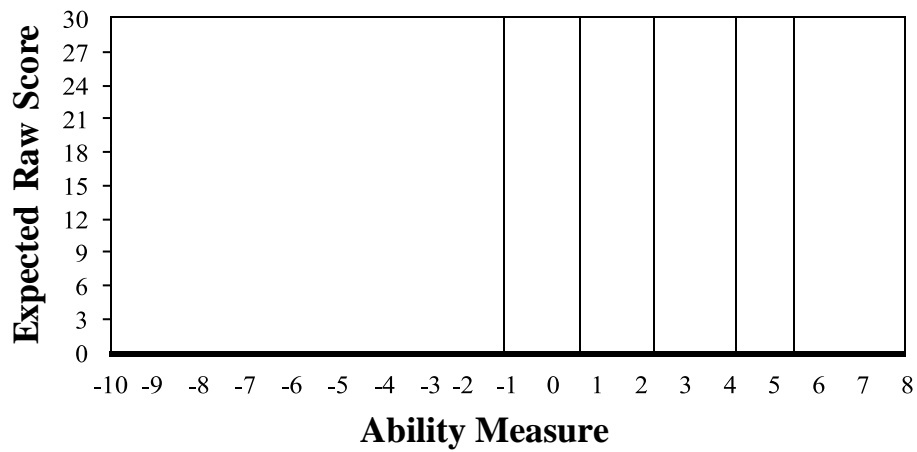
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.8.4.3.3
Test Characteristic Curve: Spek 3 S403 Paper
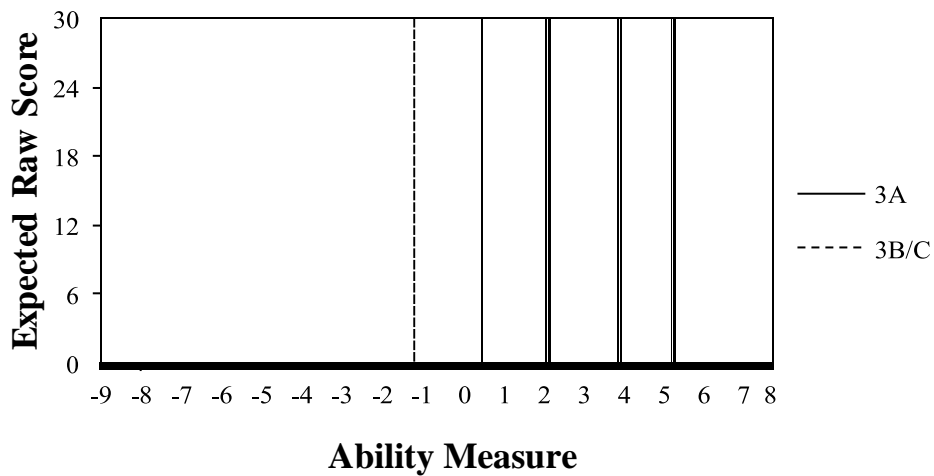
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.8.4.4 Grades 4–5

Figure 2.8.4.4.1
Test Characteristic Curve: Spek 4-5A S403 Paper

Figure 2.8.4.4.2
Test Characteristic Curve: Spek 4-5B/C S403 Paper
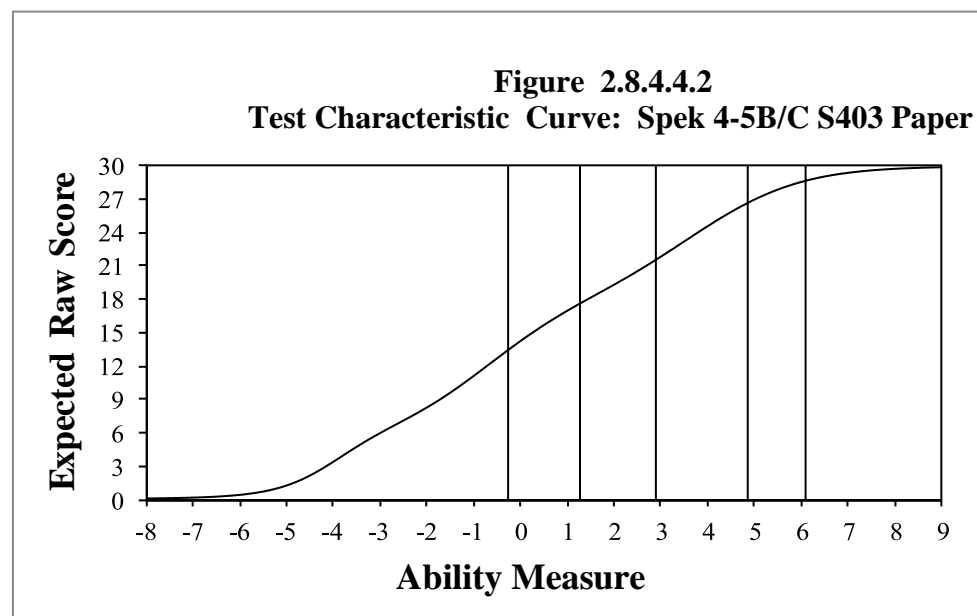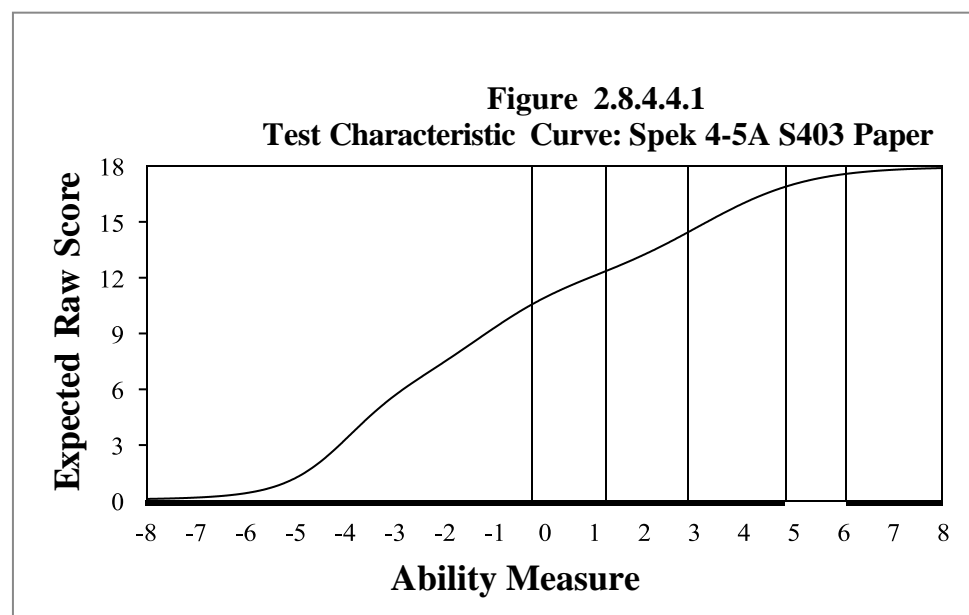
Figure 2.8.4.4.3
Test Characteristic Curve: Spek 4-5 S403 Paper
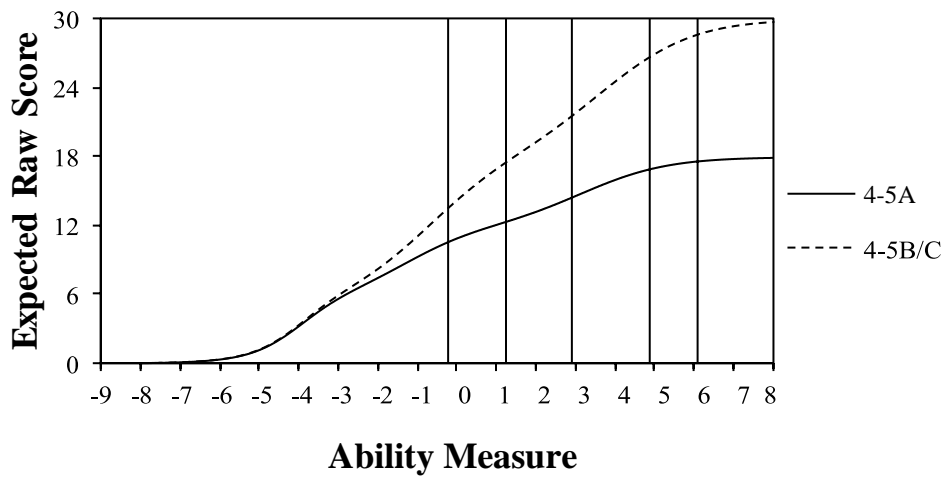
2.8.4.5 Grades 6–8

Figure 2.8.4.5.1
Test Characteristic Curve: Spek 6-8A S403 Paper
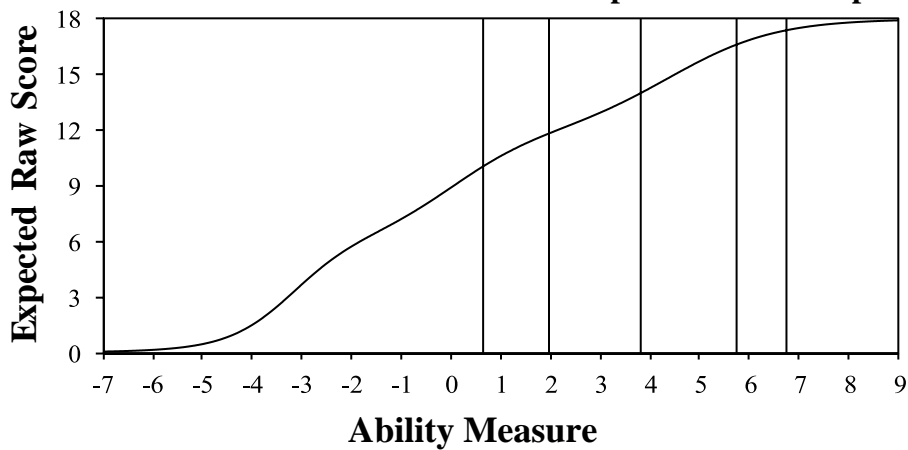
Figure 2.8.4.5.2
Test Characteristic Curve: Spek 6-8B/C S403 Paper
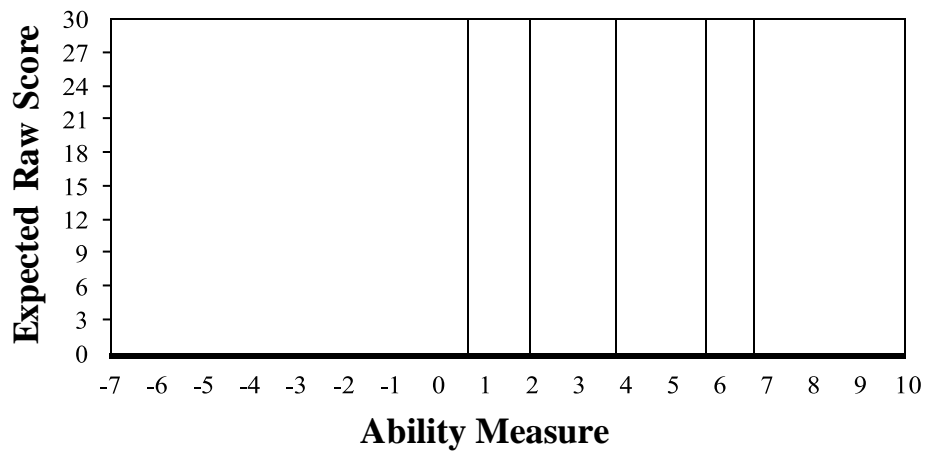
Figure 2.8.4.5.3
Test Characteristic Curve: Spek 6-8 S403 Paper

Figure 2.8.4.6.1
Test Characteristic Curve: Spek 9-12A S403 Paper

Figure 2.8.4.6.2
Test Characteristic Curve: Spek 9-12B/C S403 Paper
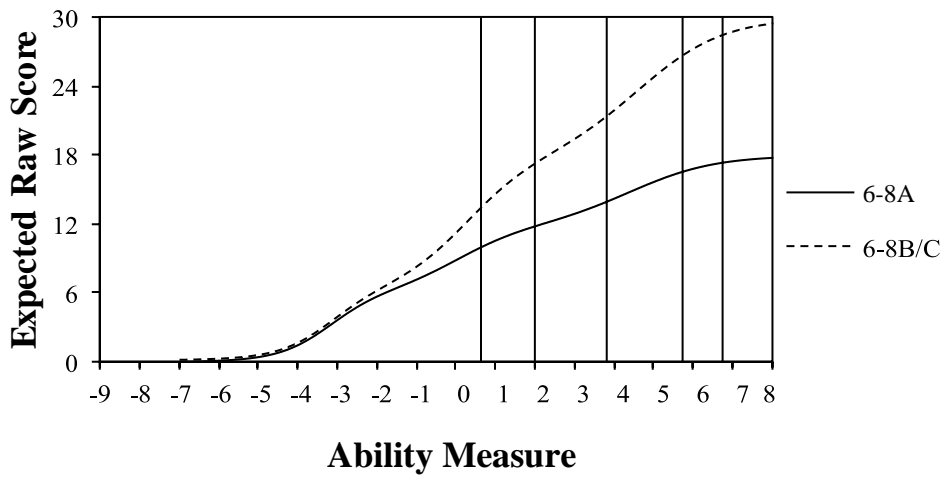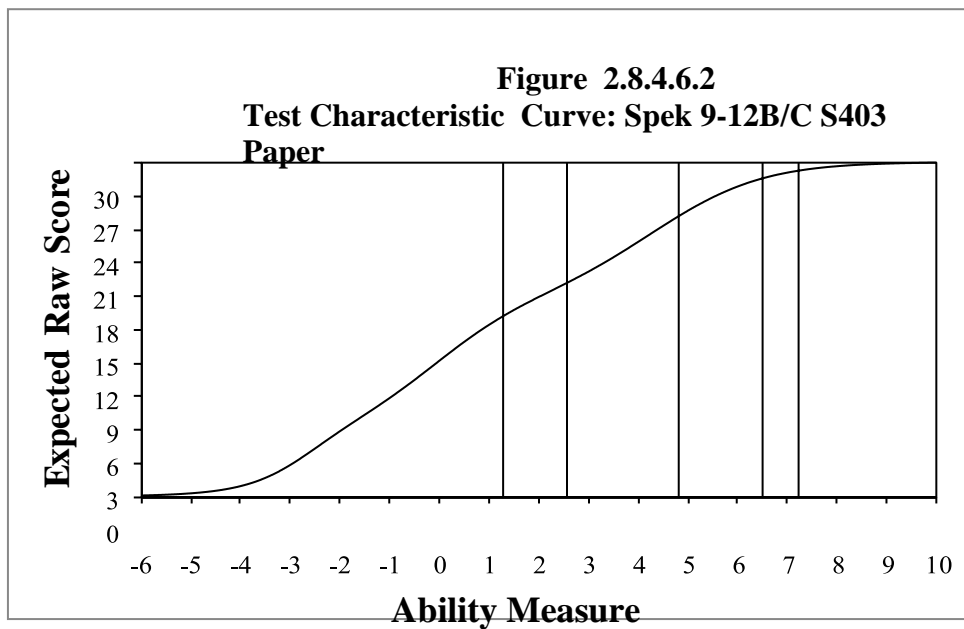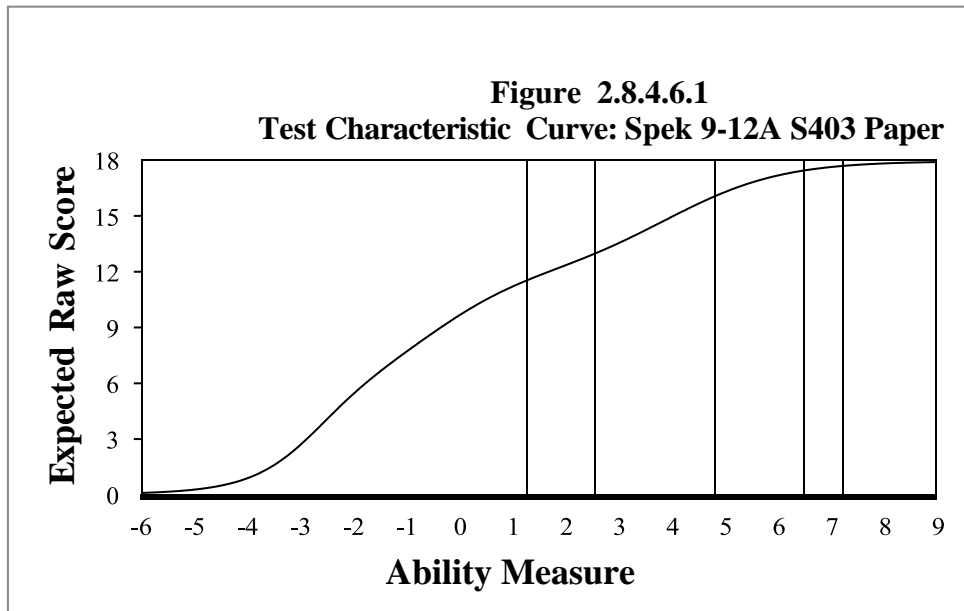
Figure 2.8.4.6.3
Test Characteristic Curve: Spek 9-12 S403 Paper
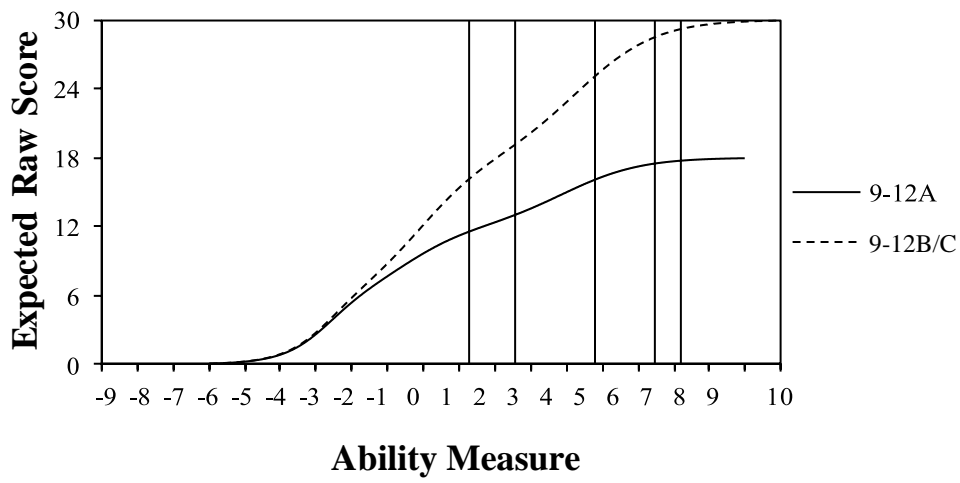
2.9 Test Information Function

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 figures in this section show graphically how well the test is measuring across the ability measure spectrum. High test information values indicate more accuracy in measurement. Figures show 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 errors 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. The ACCESS cut scores lines are presented along with the test information function to facilitate the interpretation of the test information curves. The test information curve and the corresponding ACCESS cut score lines are both expressed on the ACCESS logit scale. Note that for Kindergarten and Tier A tests in some domains, it was not possible to place into all six proficiency levels.

2.9.1 Listening

2.9.1.0 Kindergarten

Figure 2.9.1.0
Test Information Function: List K S403 Paper

2.9.1.1 Grade 1

Figure 2.9.1.1.1
Test Information Function: List 1A S403 Paper
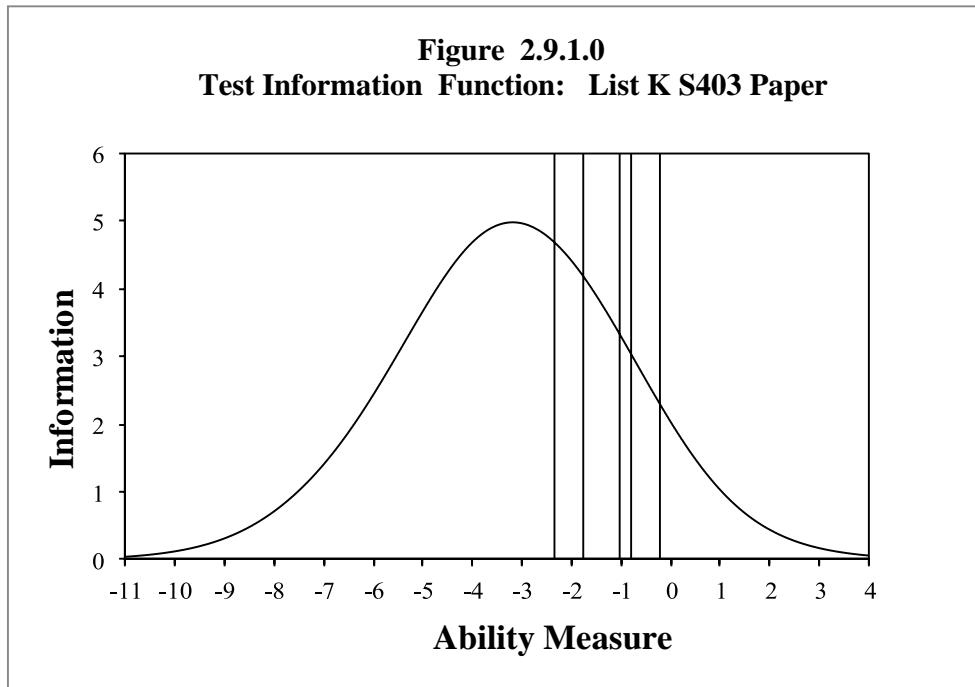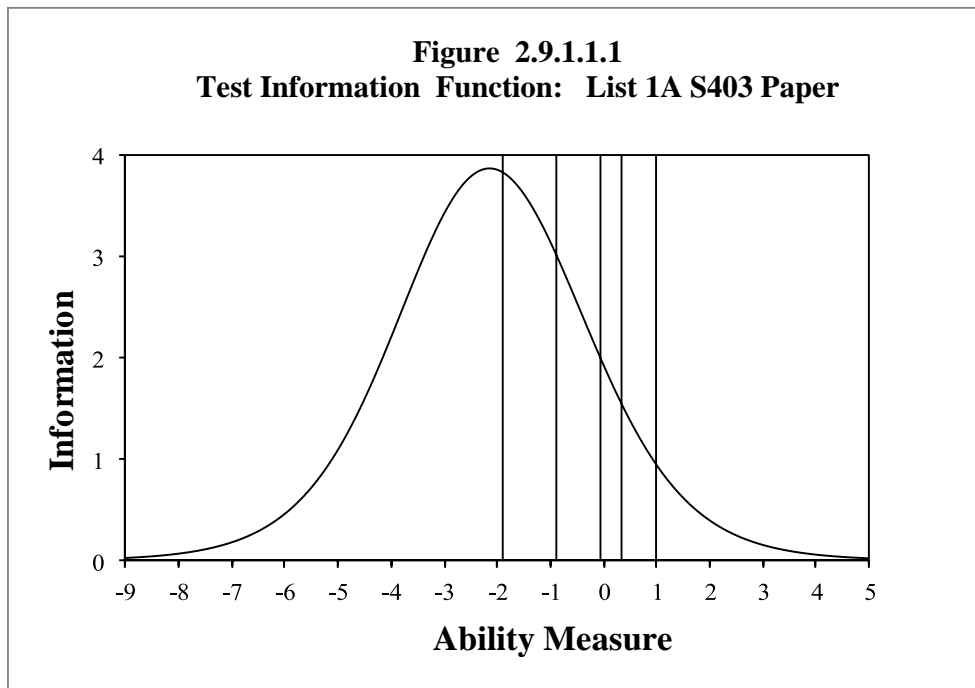
Note: The test form is shared between 1A and 2A.

Figure 2.9.1.1.2
Test Information Function: List 1B/C S403 Paper
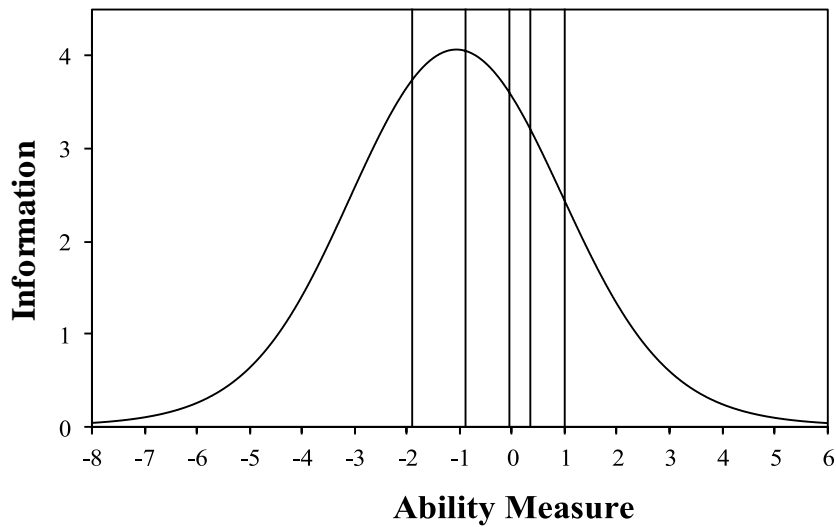
Note: The test form is shared between 1B/C and 2B/C.

Figure 2.9.1.1.3
Test Information Function: List 1 S403 Paper
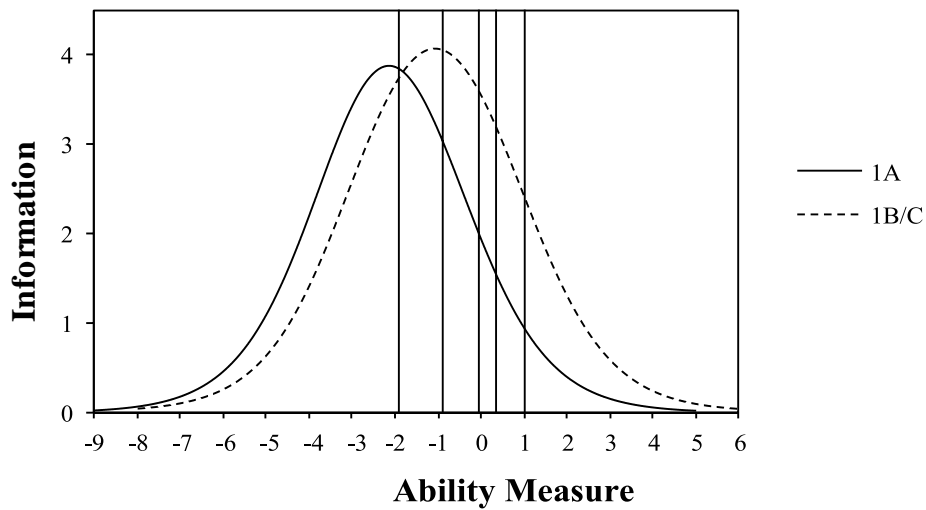
Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

Figure 2.9.1.2.1
Test Information Function: List 2A S403 Paper
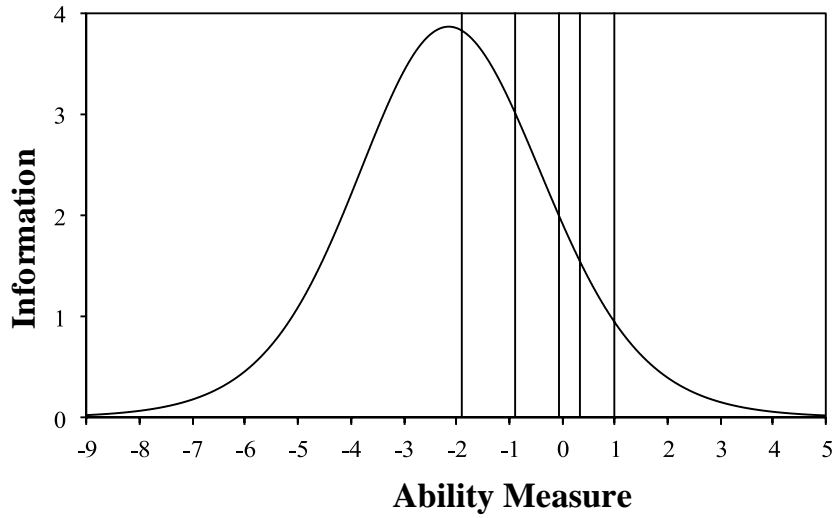
Note: The test form is shared between 1A and 2A.

Figure 2.9.1.2.2
Test Information Function: List 2B/C S403 Paper
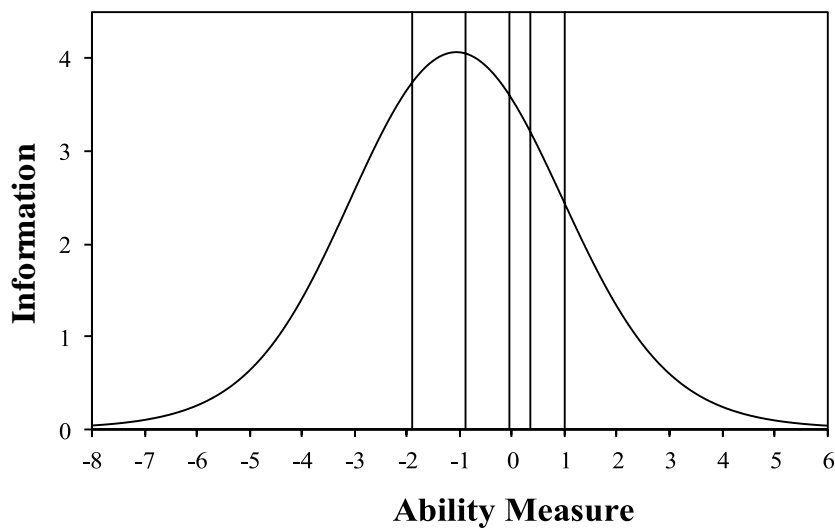
Note: The test form is shared between 1B/C and 2B/C.

Figure 2.9.1.2.3
Test Information Function: List 2 S403 Paper
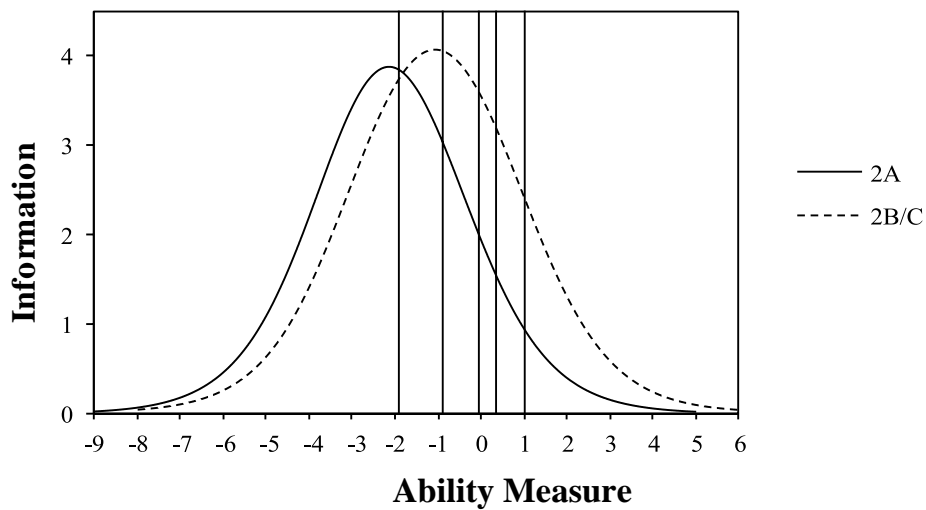
Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.1.3 Grade 3

Figure 2.9.1.3.1
Test Information Function: List 3A S403 Paper
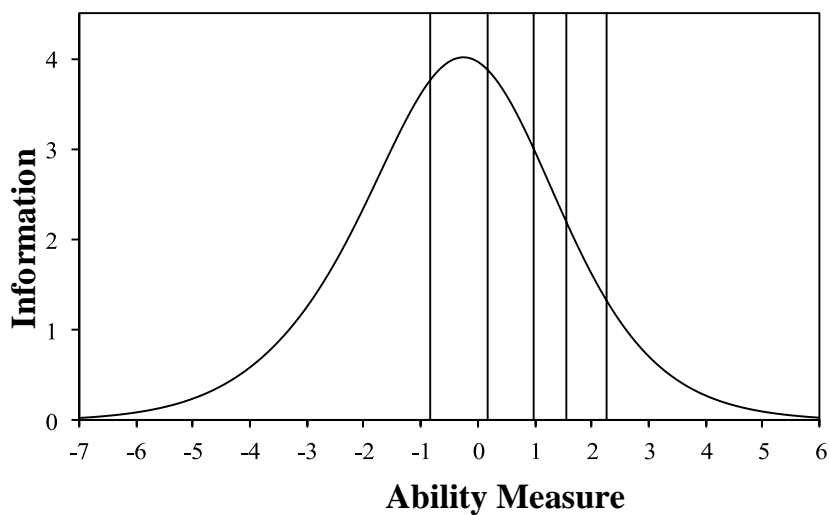
Note: The test form is shared between 3A and 4–5A.

Figure 2.9.1.3.2
Test Information Function: List 3B/C S403 Paper
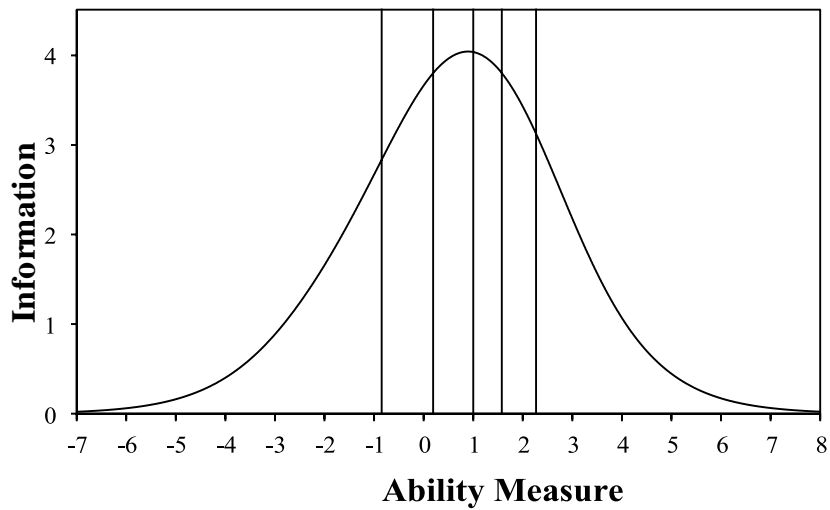
Note: The test form is shared between 3B/C and 4–5B/C.

Figure 2.9.1.3.3
Test Information Function: List 3 S403 Paper
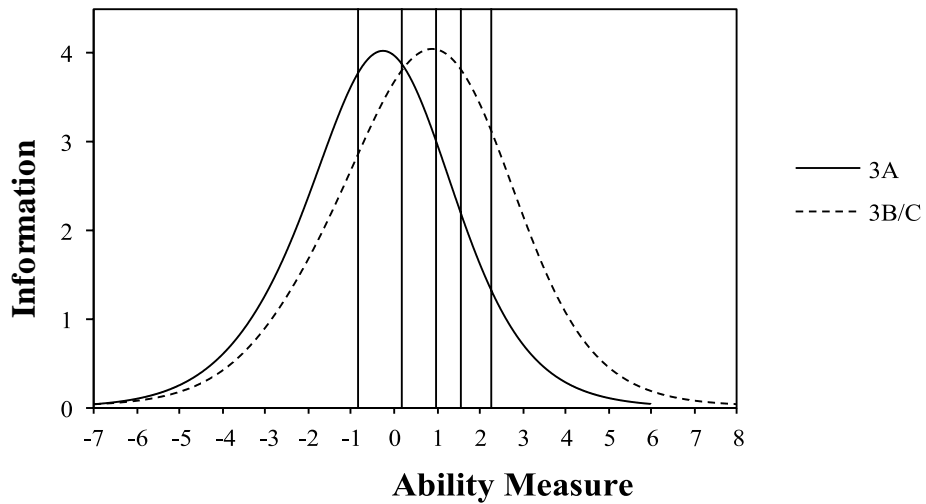
Note: The test form is shared between 3A and 4–5A, 3B/C and 4–5B/C.

2.9.1.4   Grades 4–5

Figure 2.9.1.4.1
Test Information Function: List 4-5A S403 Paper
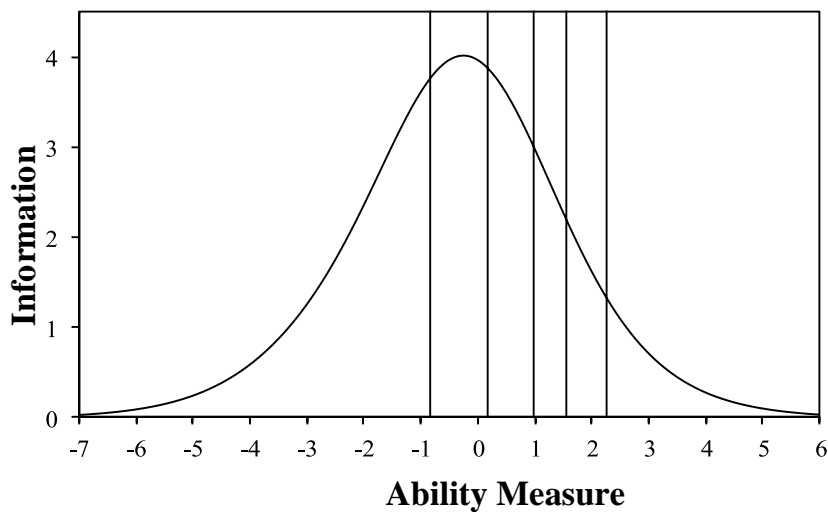
Note: The test form is shared between 3A and 4–5A.

Figure 2.9.1.4.2
Test Information Function: List 4-5B/C S403 Paper
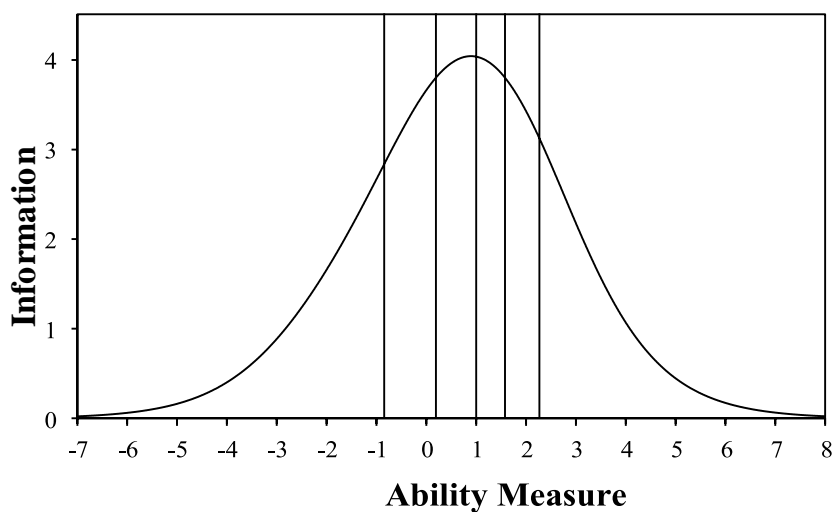
Note: The test form is shared between 3B/C and 4–5B/C.

Figure 2.9.1.4.3
Test Information Function: List 4-5 S403 Paper
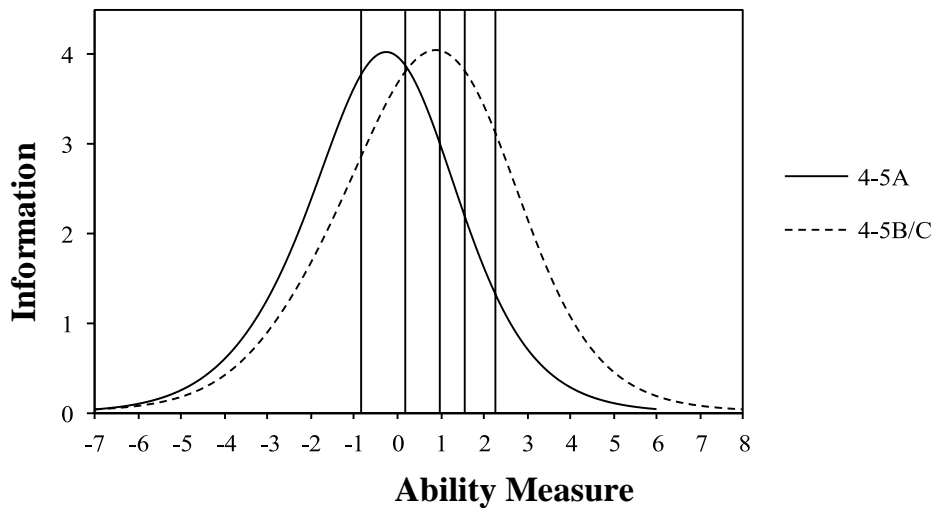
Note: The test form is shared between 3A and 4–5A, 3B/C and 4–5B/C.

2.9.1.5   Grades 6–8

Figure 2.9.1.5.1
Test Information Function: List 6-8A S403 Paper
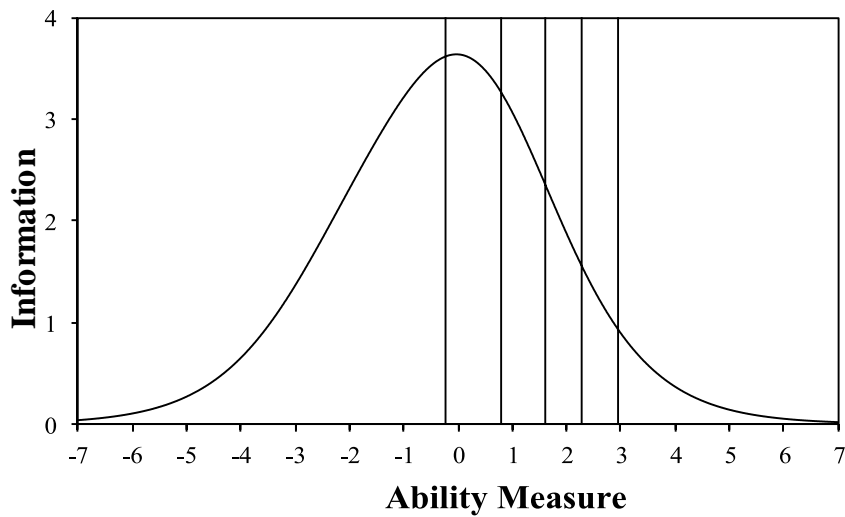
Figure 2.9.1.5.2
Test Information Function: List 6-8B/C S403 Paper
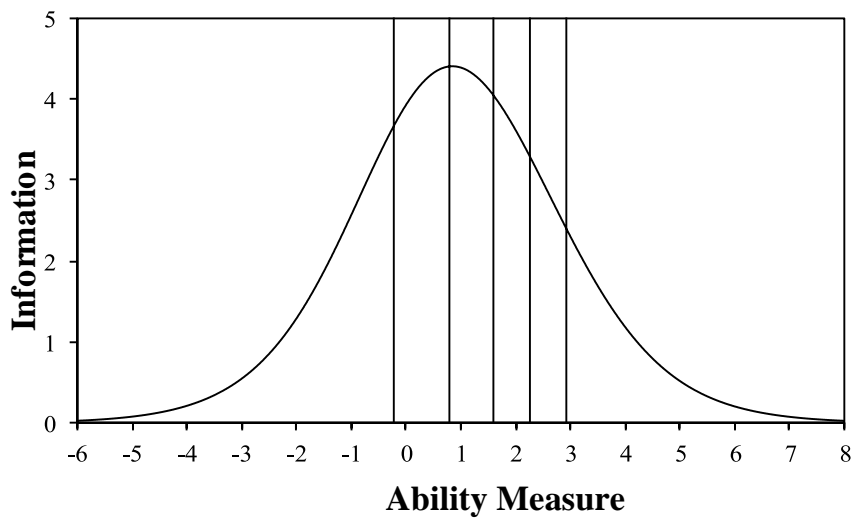
Figure 2.9.1.5.3
Test Information Function: List 6-8 S403 Paper
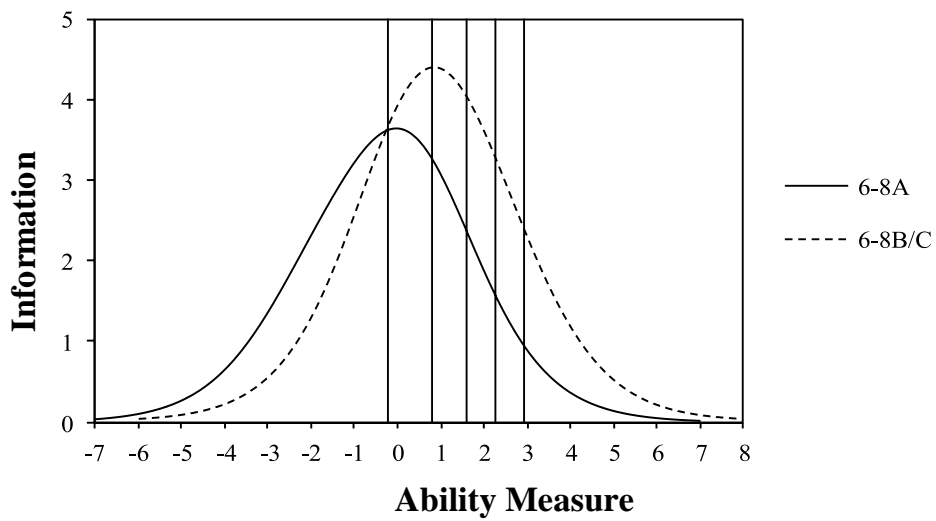
2.9.1.6   Grades 9–12

Figure 2.9.1.6.1
Test Information Function: List 9-12A S403 Paper
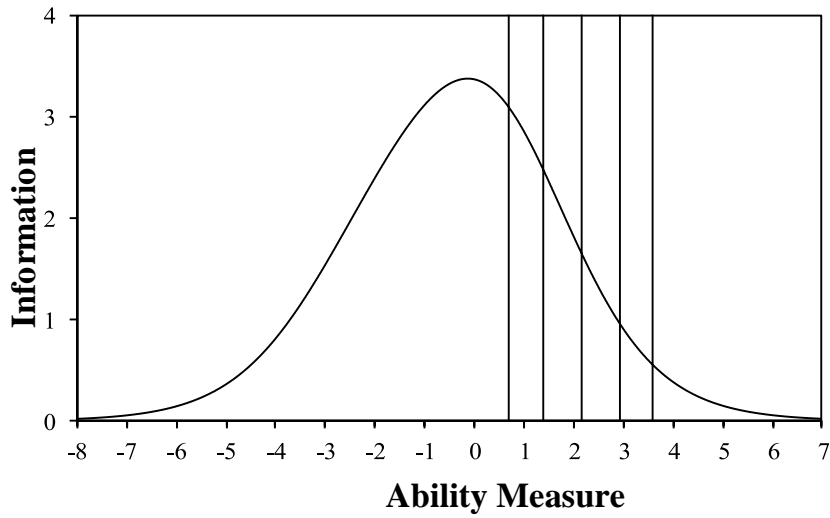
Figure 2.9.1.6.2
Test Information Function: List 9-12B/C S403 Paper
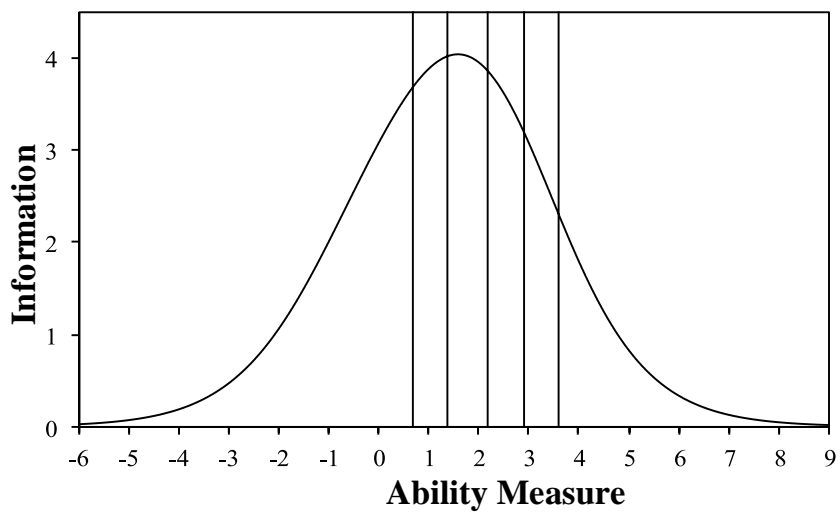
Figure 2.9.1.6.3
Test Information Function: List 9-12 S403 Paper
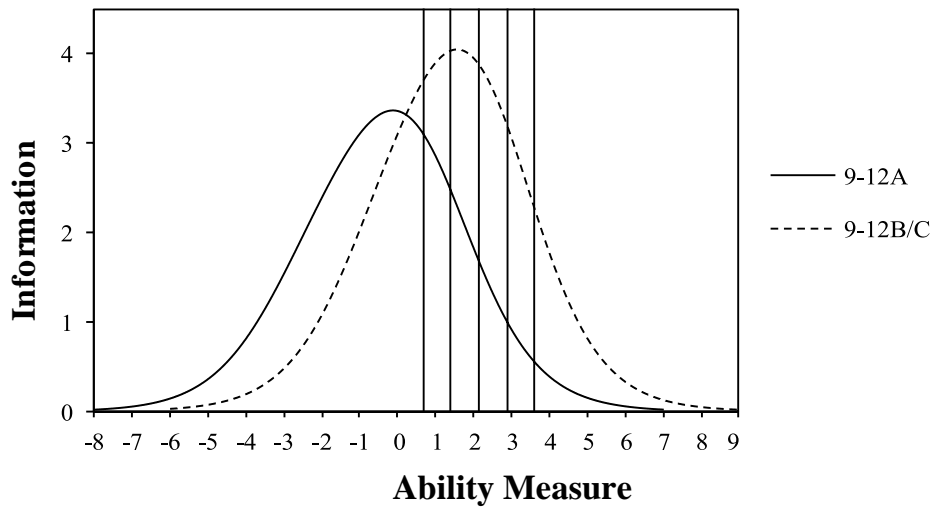
2.9.2 Reading

2.9.2.0 Kindergarten

Figure 2.9.2.0
Test Information Function: Read K S403 Paper
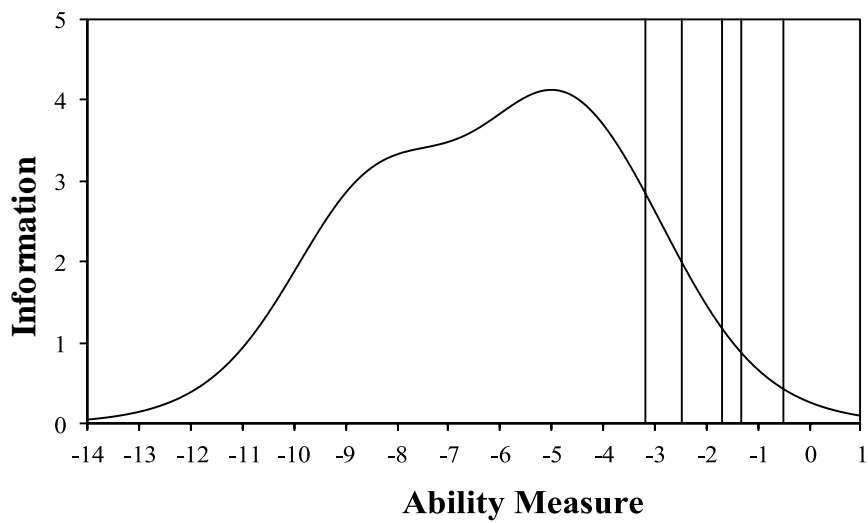
Figure 2.9.2.1.1
Test Information Function: Read 1A S403 Paper
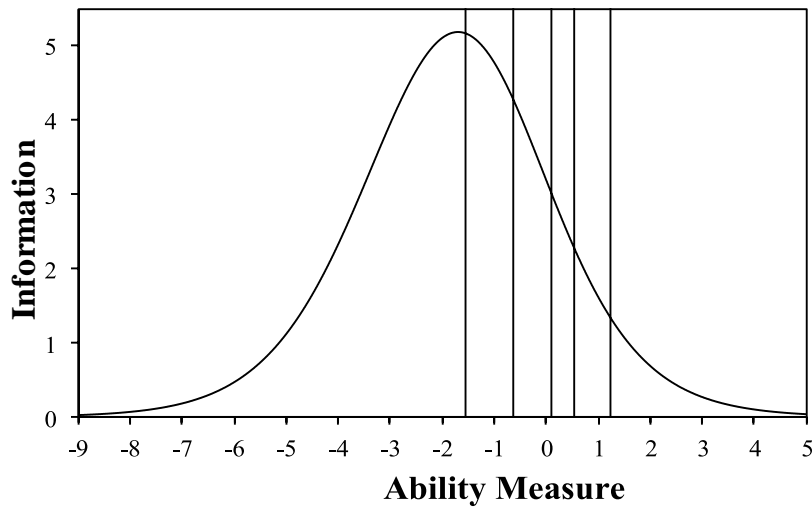
Note: The test form is shared between 1A and 2A.

Figure 2.9.2.1.2
Test Information Function: Read 1B/C S403 Paper
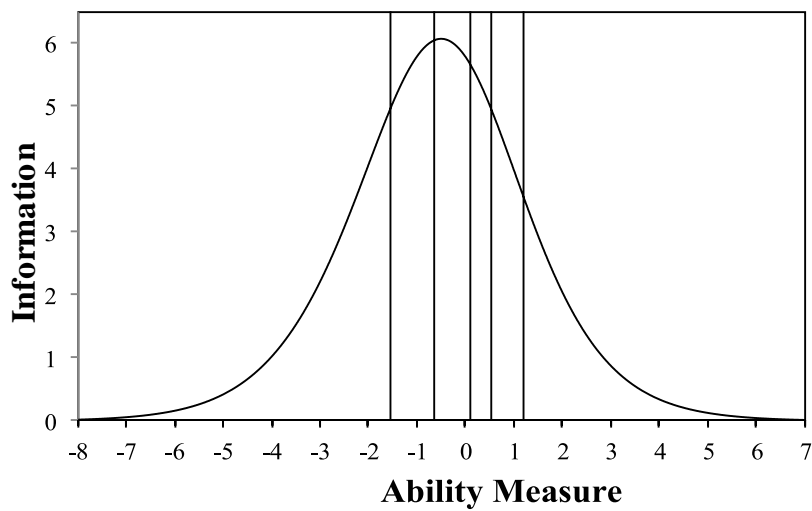
Note: The test form is shared between 1B/C and 2B/C.

Figure 2.9.2.1.3
Test Information Function: Read 1 S403 Paper
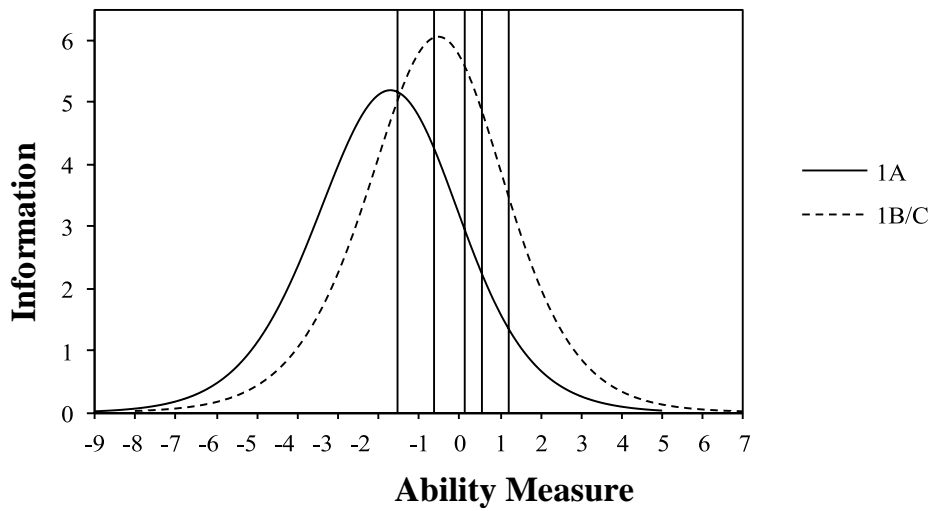
Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.2.2 Grade 2

Figure 2.9.2.2.1
Test Information Function: Read 2A S403 Paper
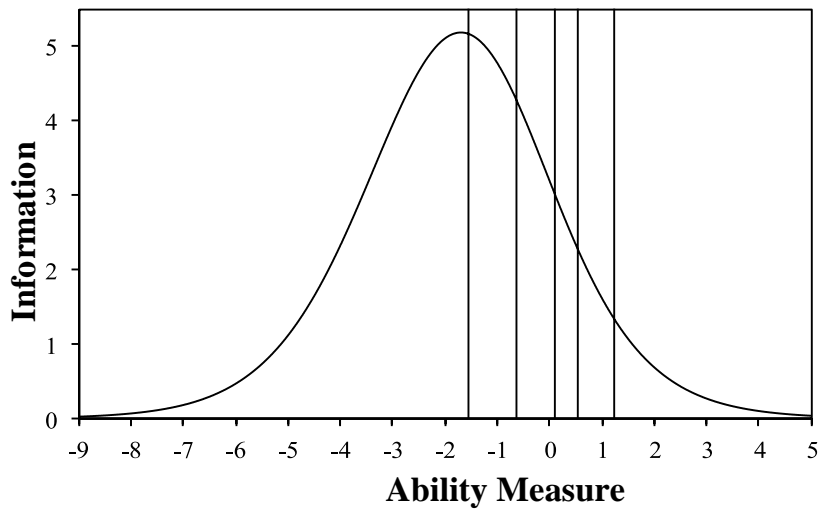
Note: The test form is shared between 1A and 2A.

Figure 2.9.2.2.2
Test Information Function: Read 2B/C S403 Paper
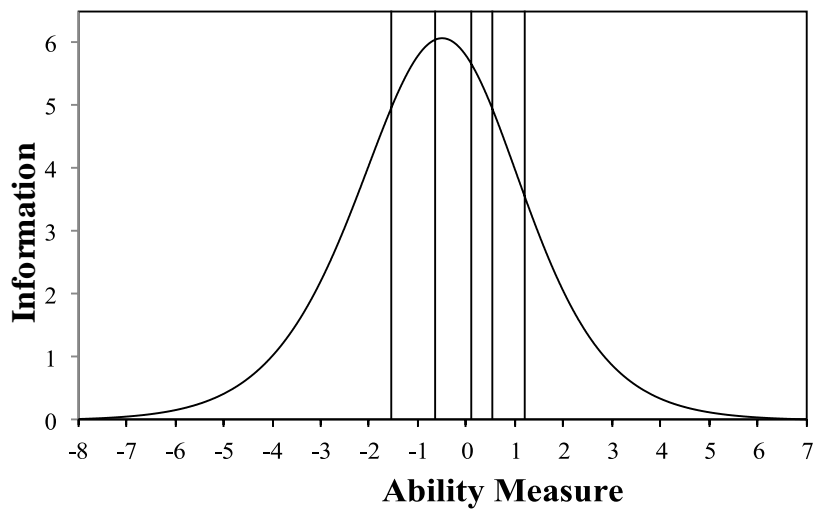
Note: The test form is shared between 1B/C and 2B/C.

Figure 2.9.2.2.3
Test Information Function: Read 2 S403 Paper
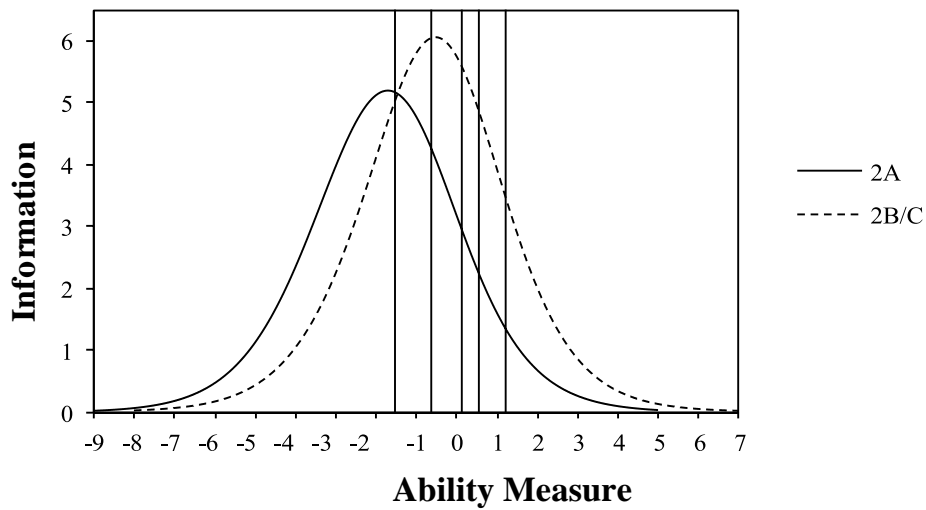
Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.

2.9.2.3 Grade 3

Figure 2.9.2.3.1
Test Information Function: Read 3A S403 Paper
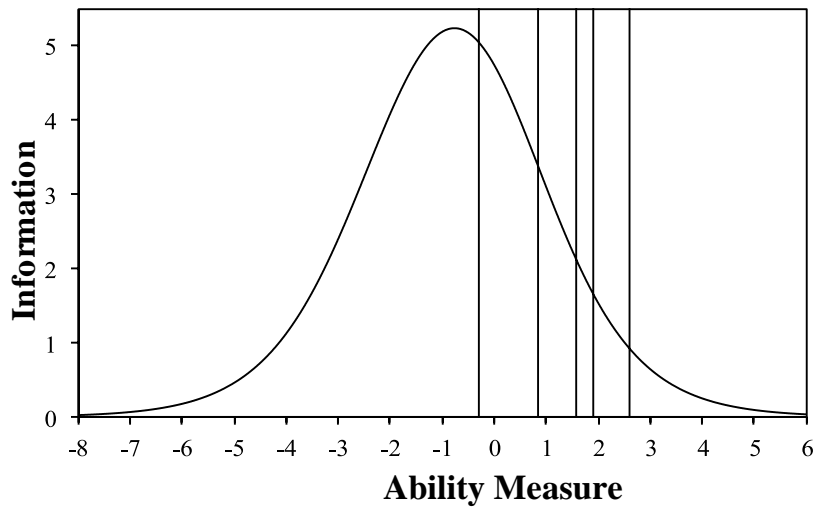
Note: The test form is shared between 3A and 4–5A.

Figure 2.9.2.3.2
Test Information Function: Read 3B/C S403 Paper
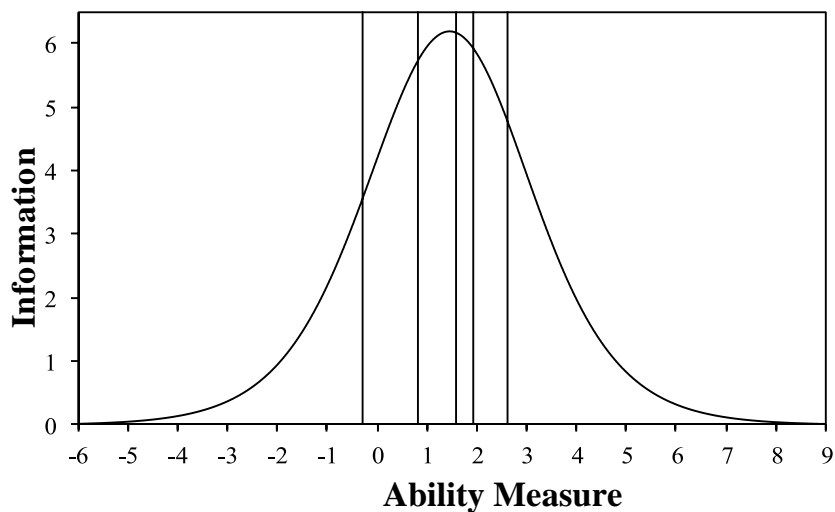
Note: The test form is shared between 3B/C and 4–5B/C.

Figure 2.9.2.3.3
Test Information Function: Read 3 S403 Paper
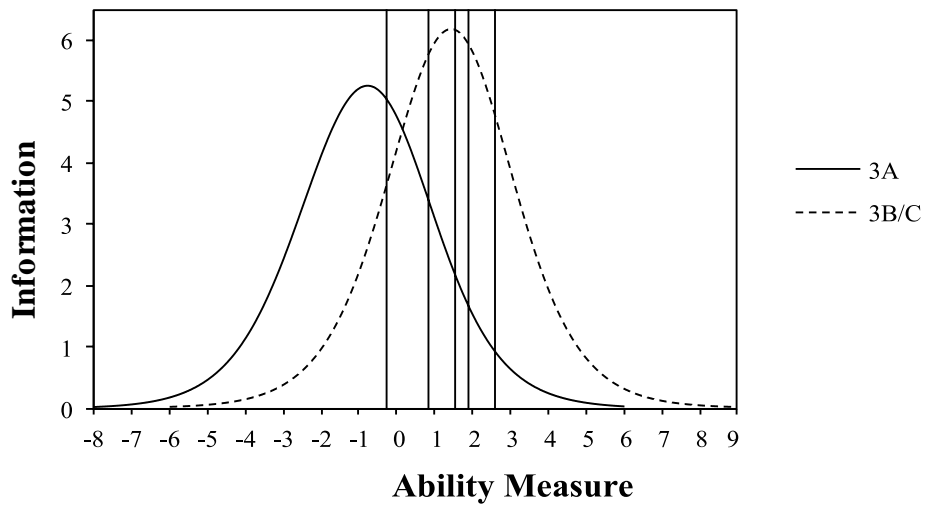
Note: The test form is shared between 3A and 4–5A, 3B/C and 4–5B/C.

2.9.2.4   Grades 4–5

Figure 2.9.2.4.1
Test Information Function: Read 4-5A S403 Paper
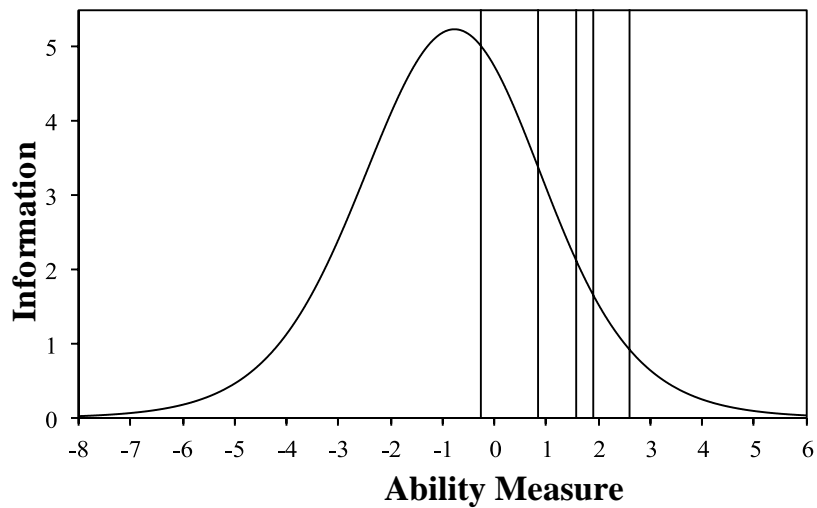
Note: The test form is shared between 3A and 4–5A.

Figure 2.9.2.4.2
Test Information Function: Read 4-5B/C S403 Paper
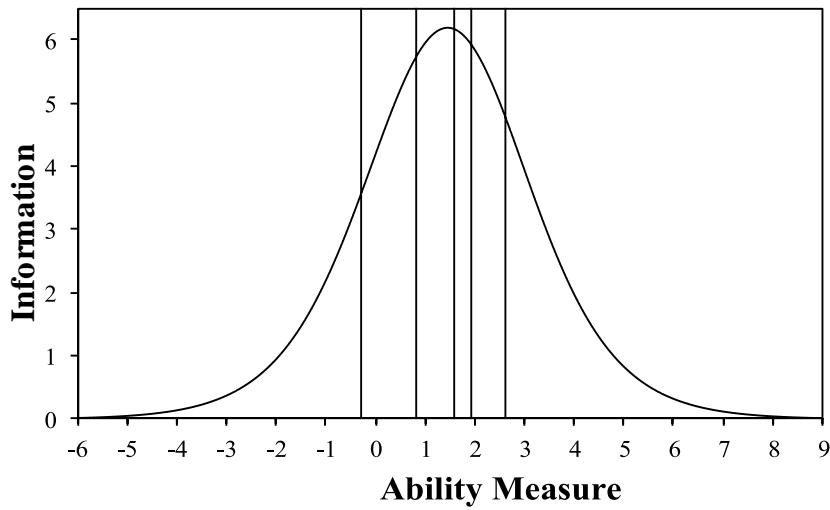
Note: The test form is shared between 3B/C and 4–5B/C.

Figure 2.9.2.4.3
Test Information Function: Read 4-5 S403 Paper
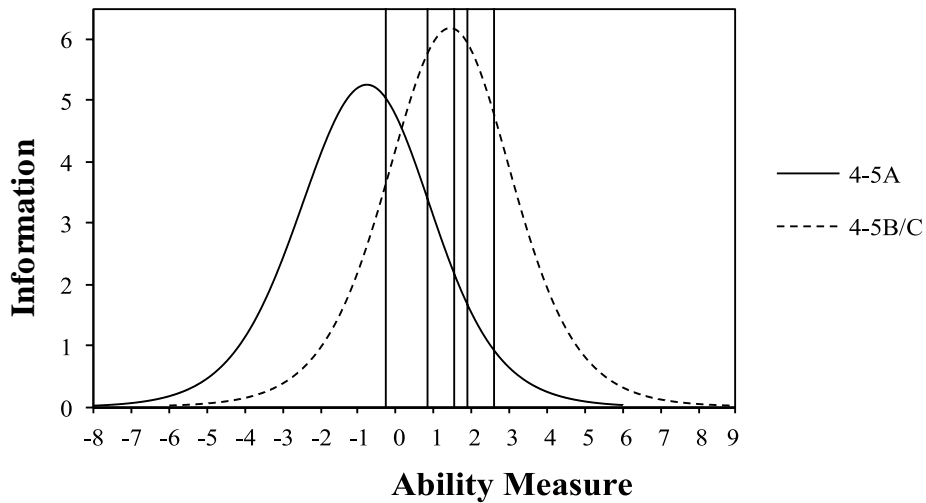
Note: The test form is shared between 3A and 4–5A, 3B/C and 4–5B/C.

Figure 2.9.2.5.1
Test Information Function: Read 6-8A S403 Paper
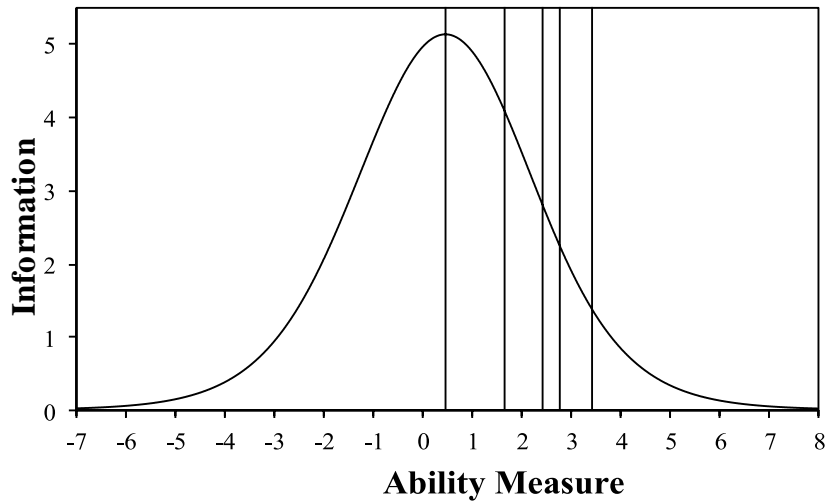
Figure 2.9.2.5.2
Test Information Function: Read 6-8B/C S403 Paper
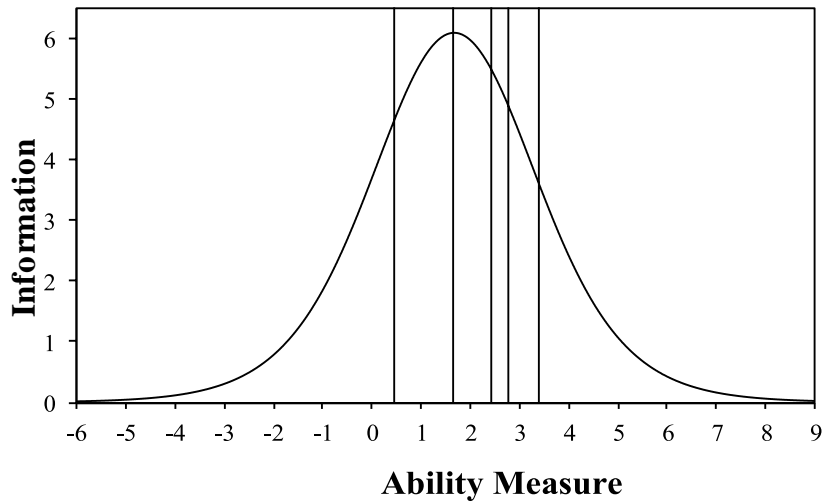
Figure 2.9.2.5.3
Test Information Function: Read 6-8 S403 Paper

Legend: 6-8A (solid line), 6-8B/C (dashed line)

Axes: Information (y-axis), Ability Measure (x-axis)
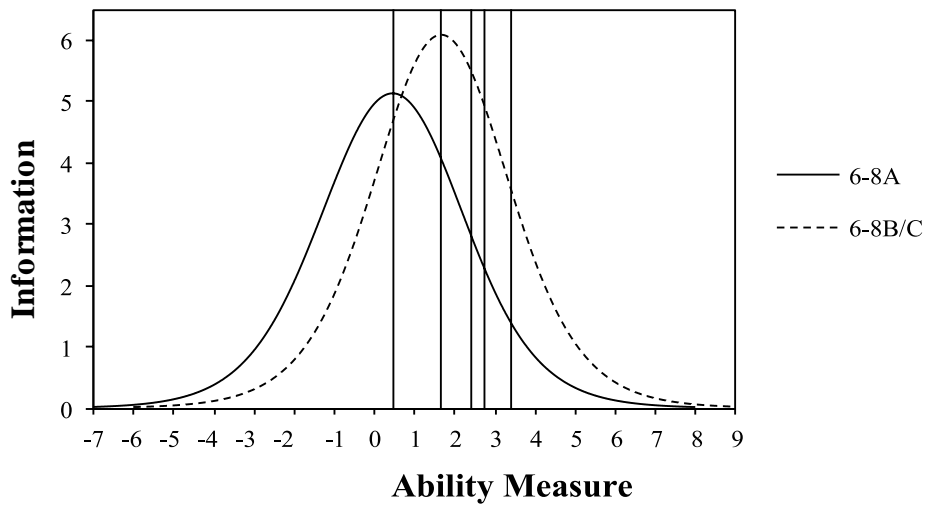
2.9.2.6 Grades 9–12

Figure 2.9.2.6.1
Test Information Function: Read 9-12A S403 Paper

Axes: Information (y-axis), Ability Measure (x-axis)
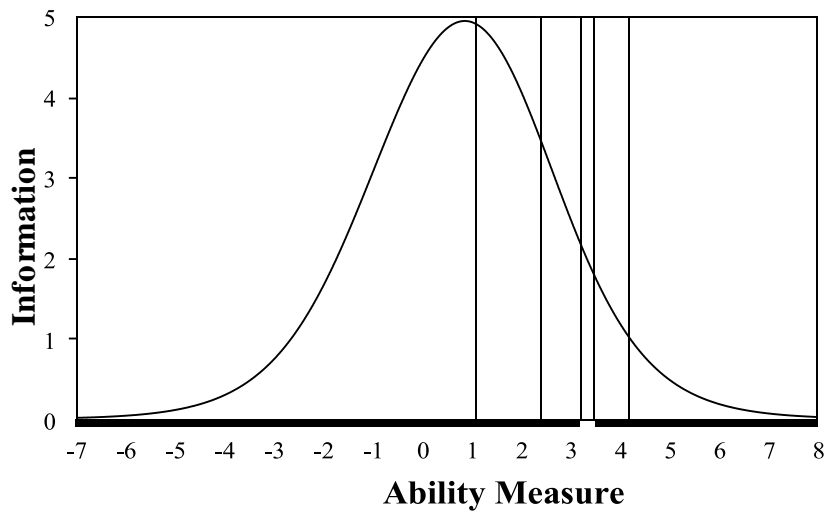
Figure 2.9.2.6.2
Test Information Function: Read 9-12B/C S403 Paper
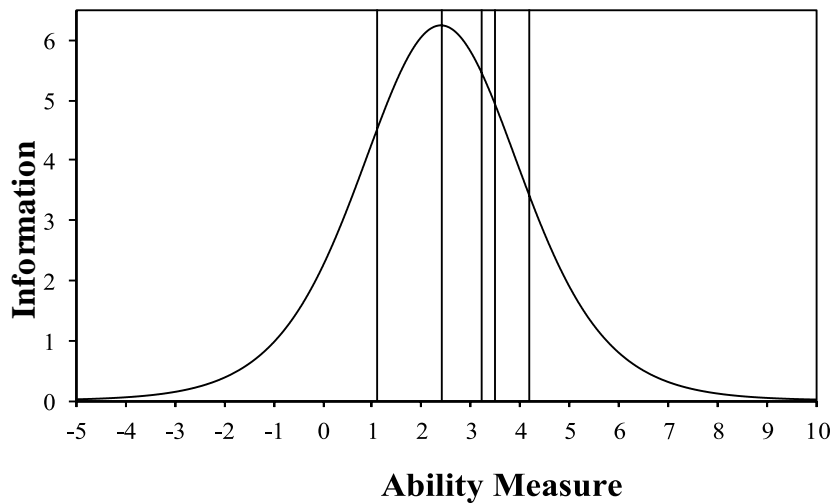
Figure 2.9.2.6.3
Test Information Function: Read 9-12 S403 Paper
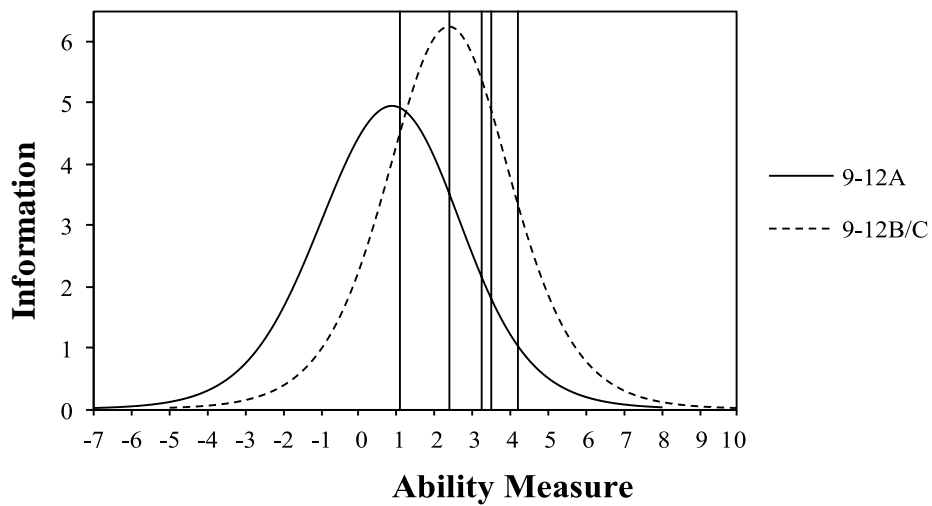
2.9.3 Writing

2.9.3.0 Kindergarten

Figure 2.9.3.0
Test Information Function: Writ K S403 Paper

2.9.3.1 Grade 1

Figure 2.9.3.1.1
Test Information Function: Writ 1A S403 Paper
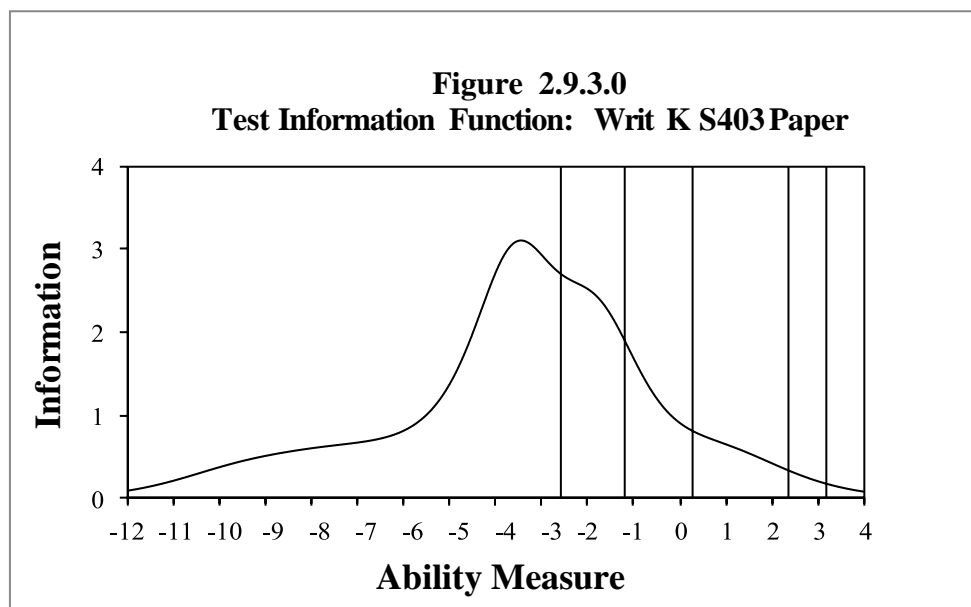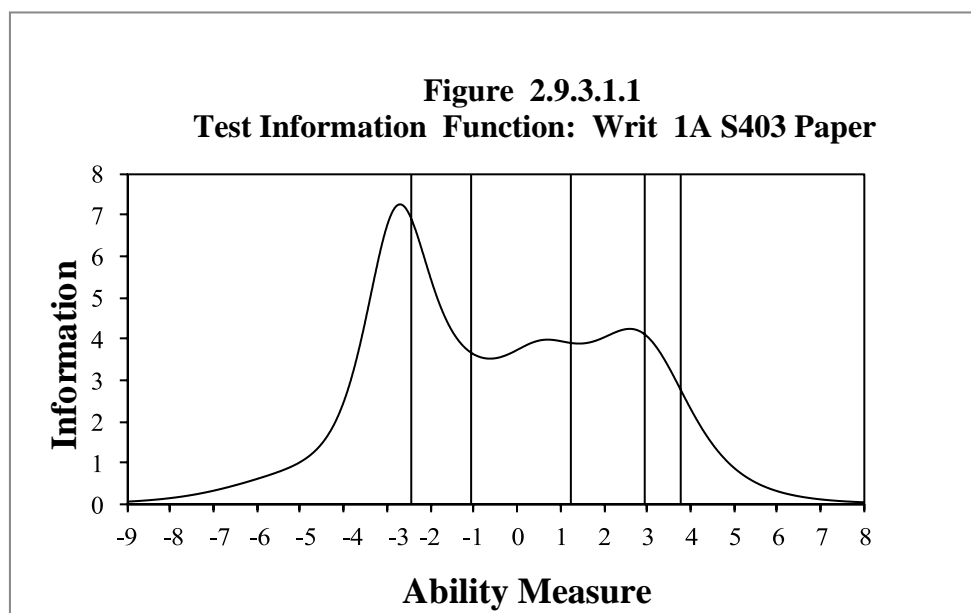
Figure 2.9.3.1.2
Test Information Function: Writ 1B/C S403 Paper
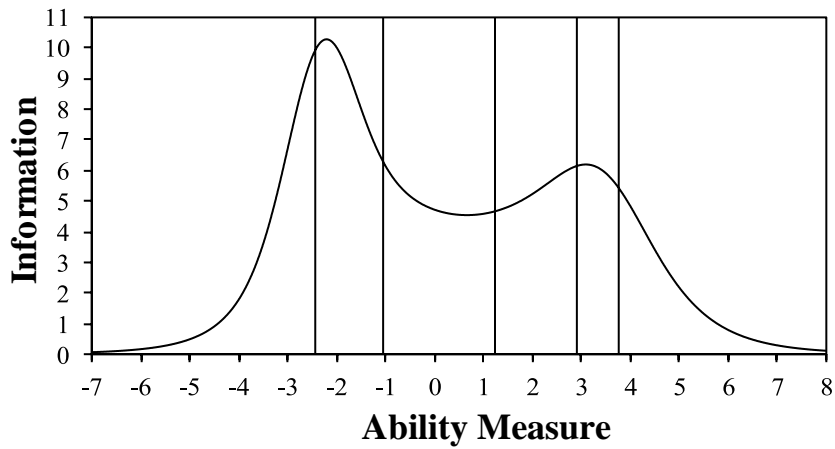
Figure 2.9.3.1.3
Test Information Function: Writ 1 S403 Paper
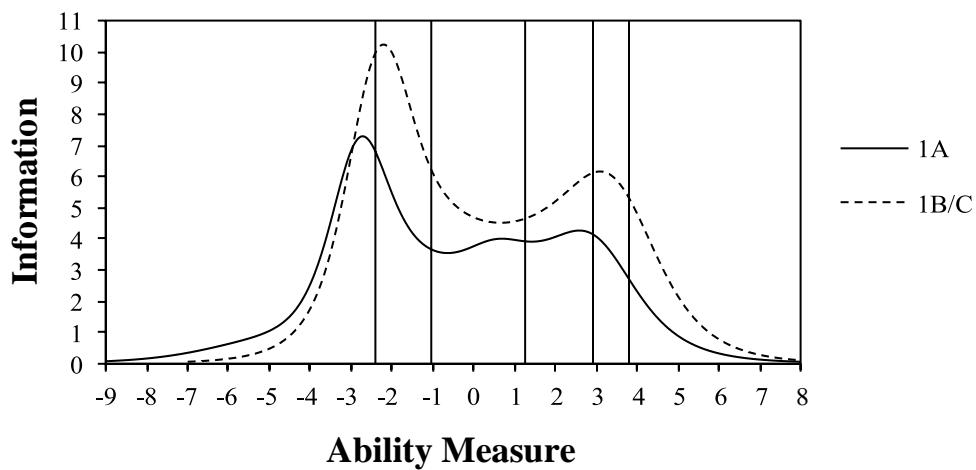
2.9.3.2   Grade 2

Figure 2.9.3.2.1
Test Information Function: Writ 2A S403 Paper
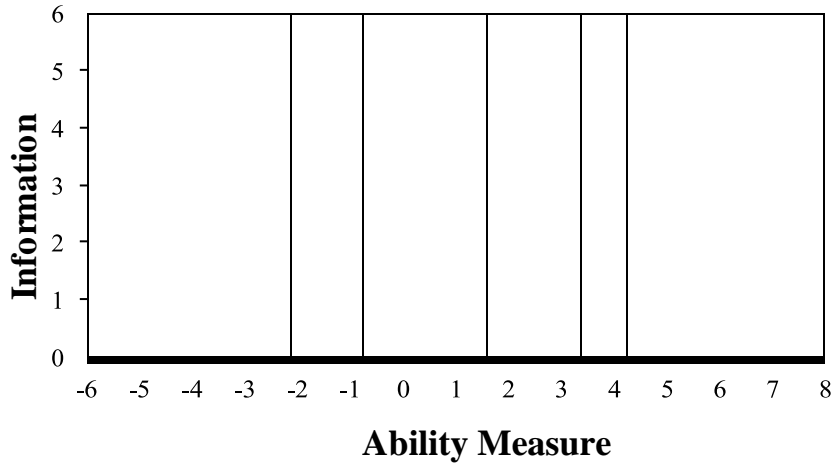
Note: The test form is shared between 2A and 3A.

Figure 2.9.3.2.2
Test Information Function: Writ 2B/C S403 Paper
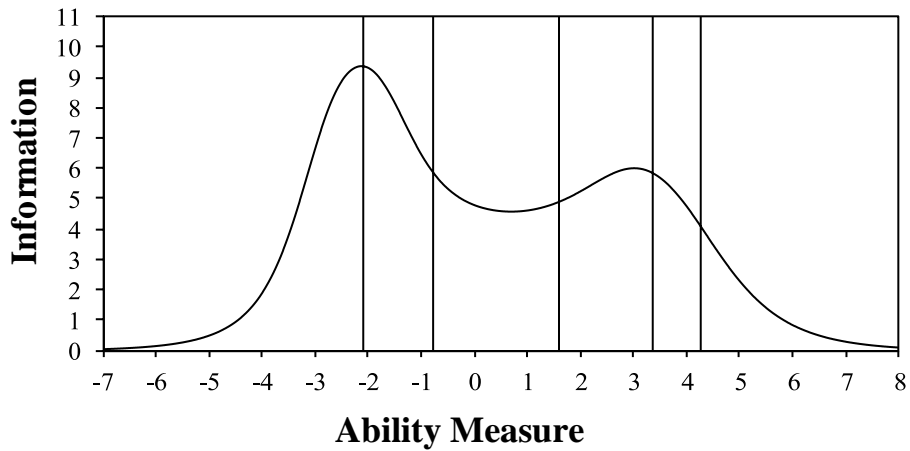
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.9.3.2.3
Test Information Function: Writ 2 S403 Paper
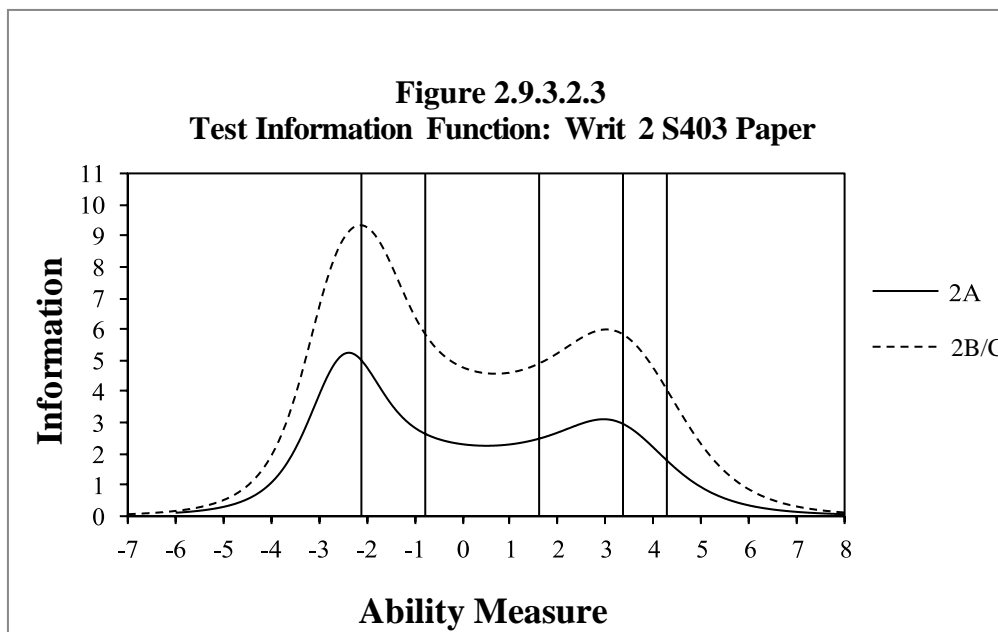
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.3.3 Grade 3

Figure 2.9.3.3.1
Test Information Function: Writ 3A S403 Paper
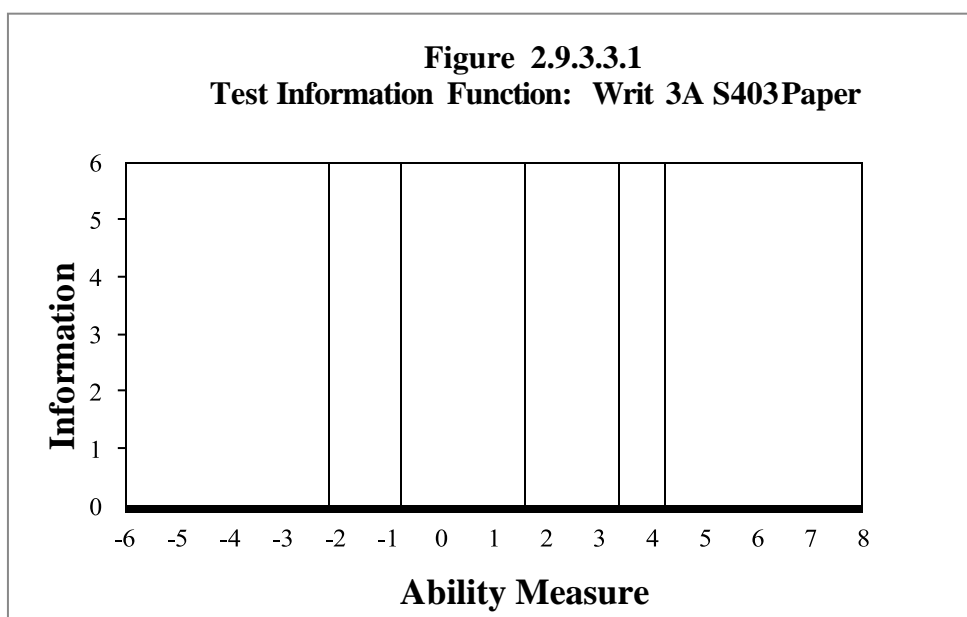
Note: The test form is shared between 2A and 3A.

Figure 2.9.3.3.2
Test Information Function: Writ 3B/C S403 Paper
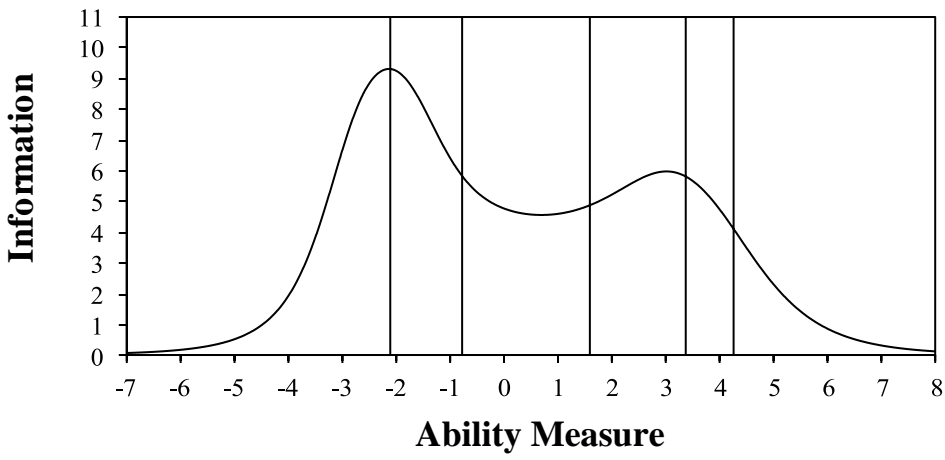
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.9.3.3.3
Test Information Function: Writ 3 S403 Paper
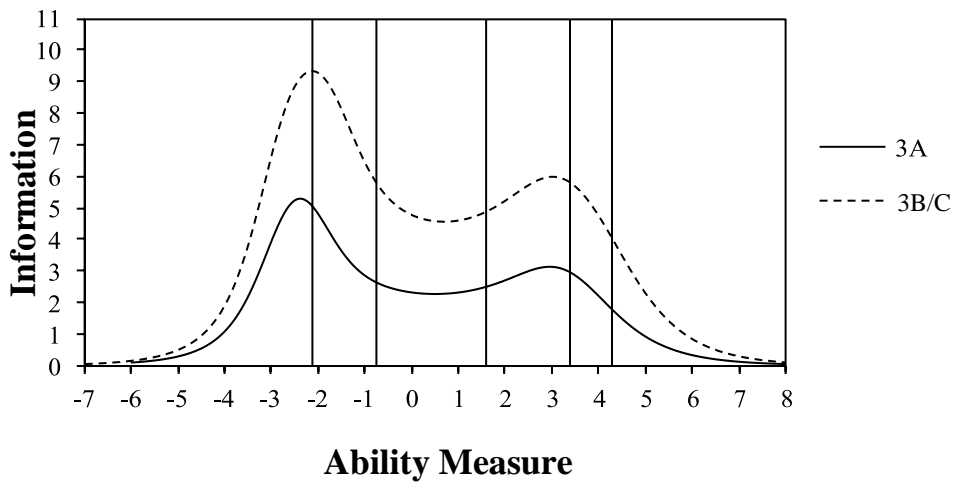
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

Figure 2.9.3.4.1
Test Information Function: Writ 4-5A S403 Paper
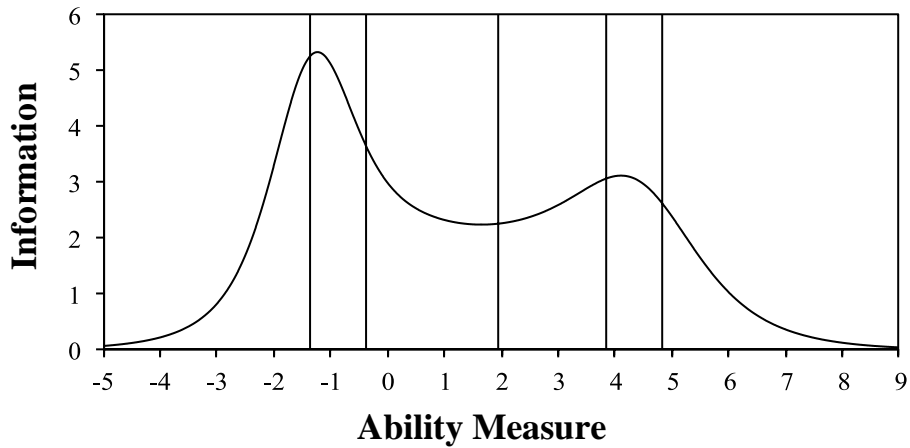
Figure 2.9.3.4.2
Test Information Function: Writ 4-5B/C S403 Paper

Figure 2.9.3.4.3
Test Information Function: Writ 4-5 S403 Paper

2.9.3.5 *Grades 6–8*

Figure 2.9.3.5.1
Test Information Function: Writ 6-8A S403 Paper
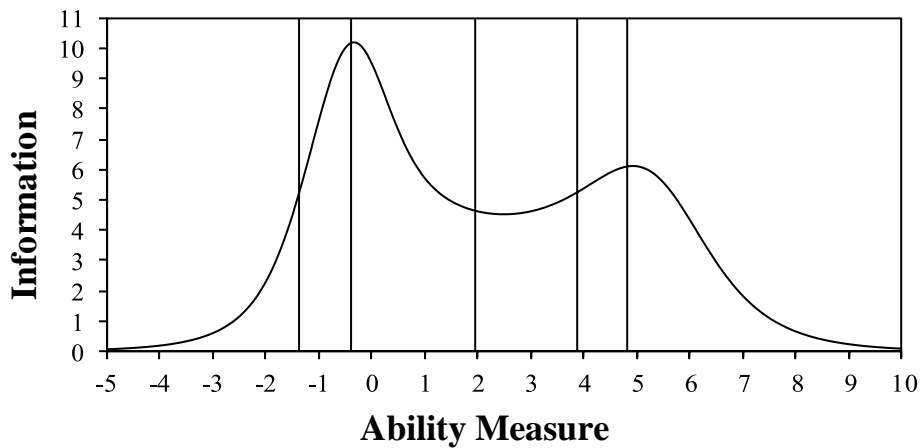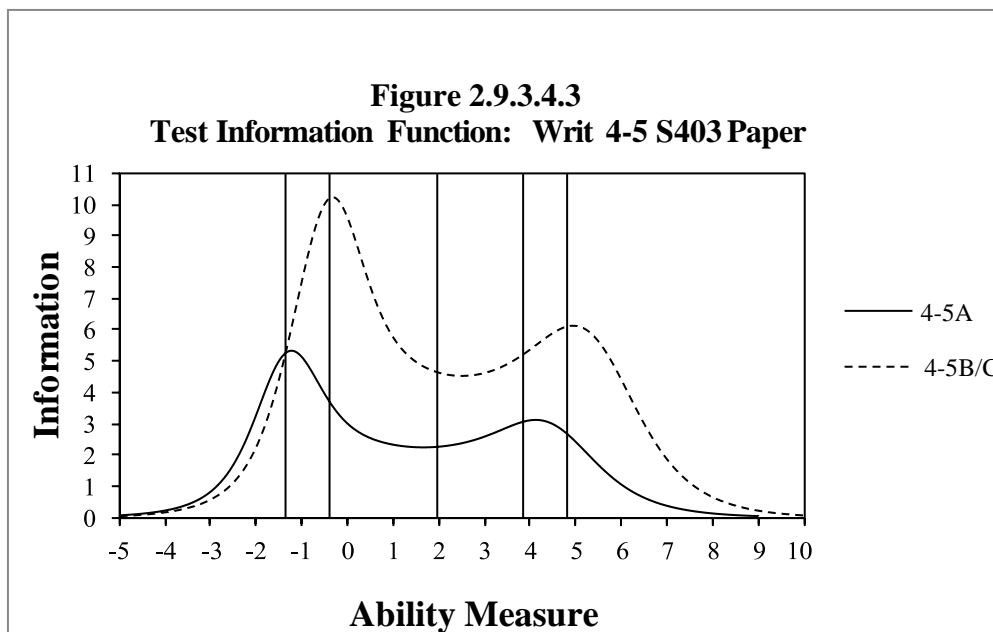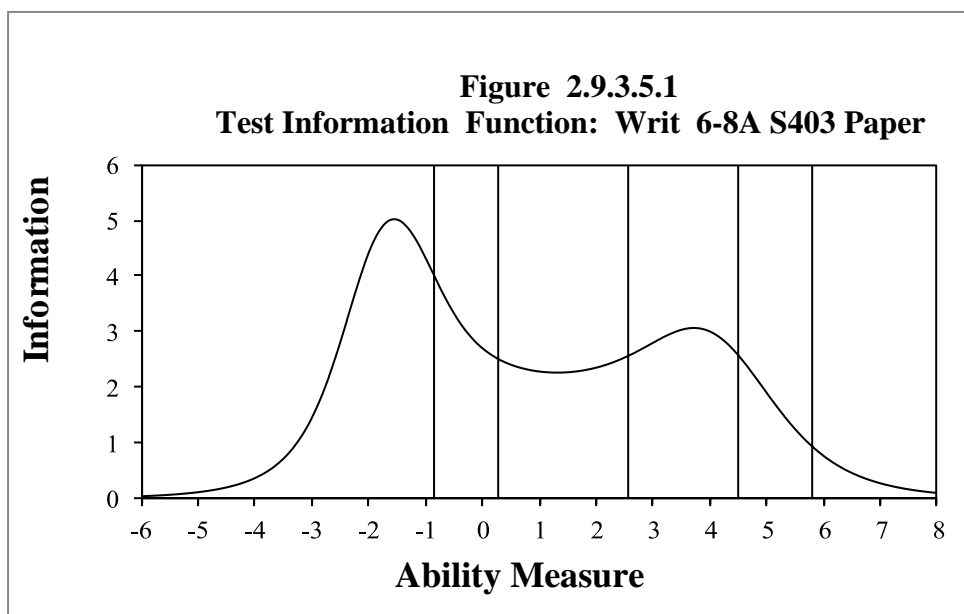
Figure 2.9.3.5.2
Test Information Function: Writ 6-8B/C S403 Paper
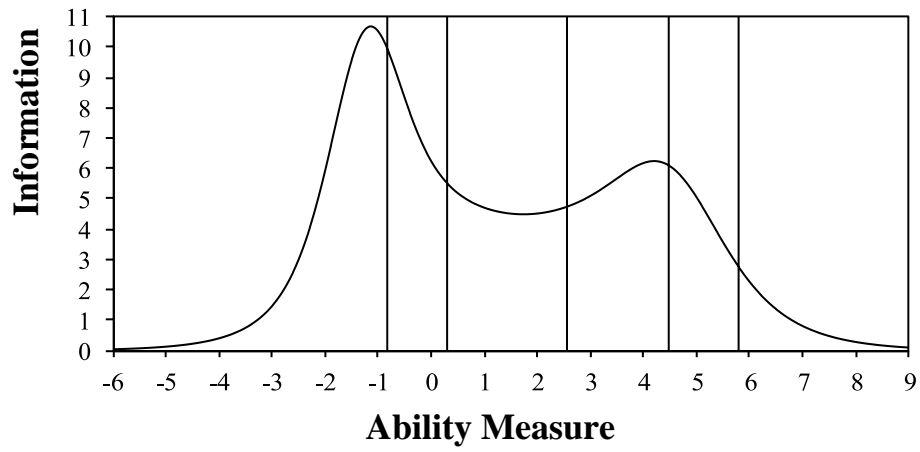
Figure 2.9.3.5.3
Test Information Function: Writ 6-8 S403 Paper
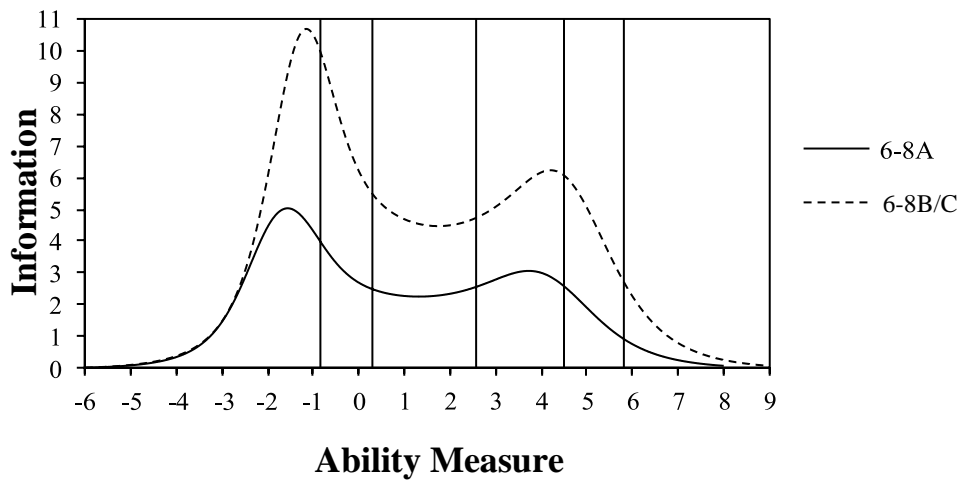
Figure 2.9.3.6.1
Test Information Function: Writ 9-12A S403 Paper
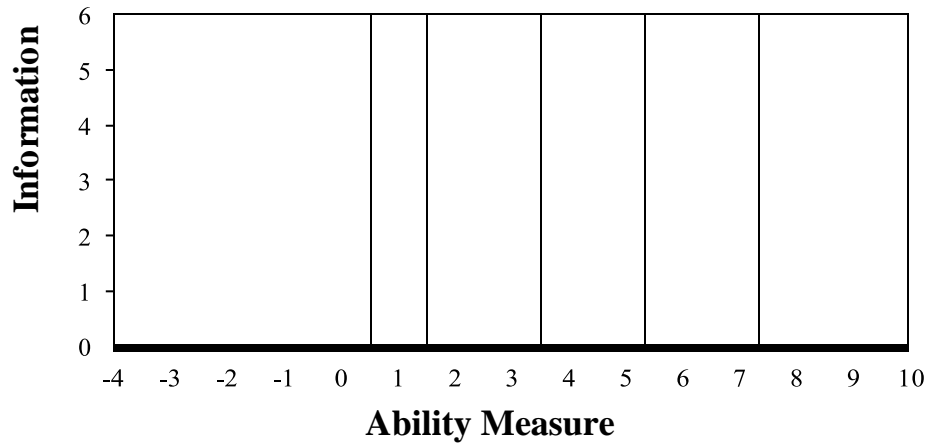
Figure 2.9.3.6.2
Test Information Function: Writ 9-12B/C S403 Paper

Figure 2.9.3.6.3
Test Information Function: Writ 9-12 S403 Paper
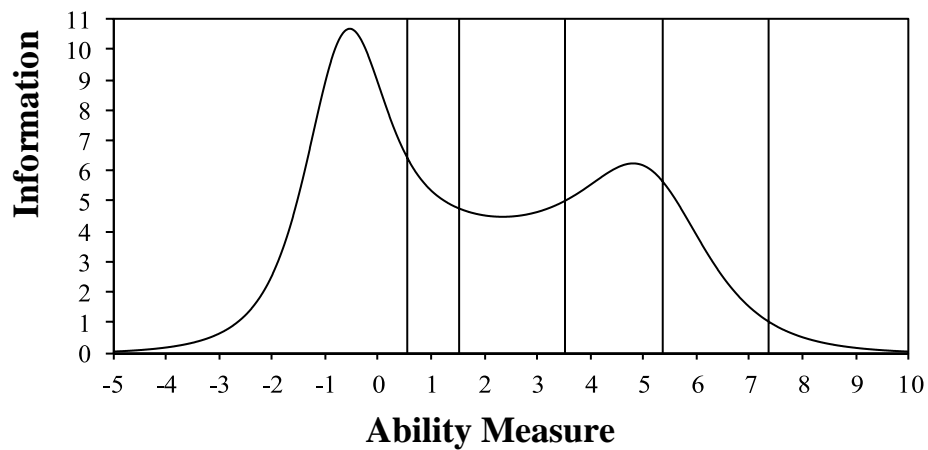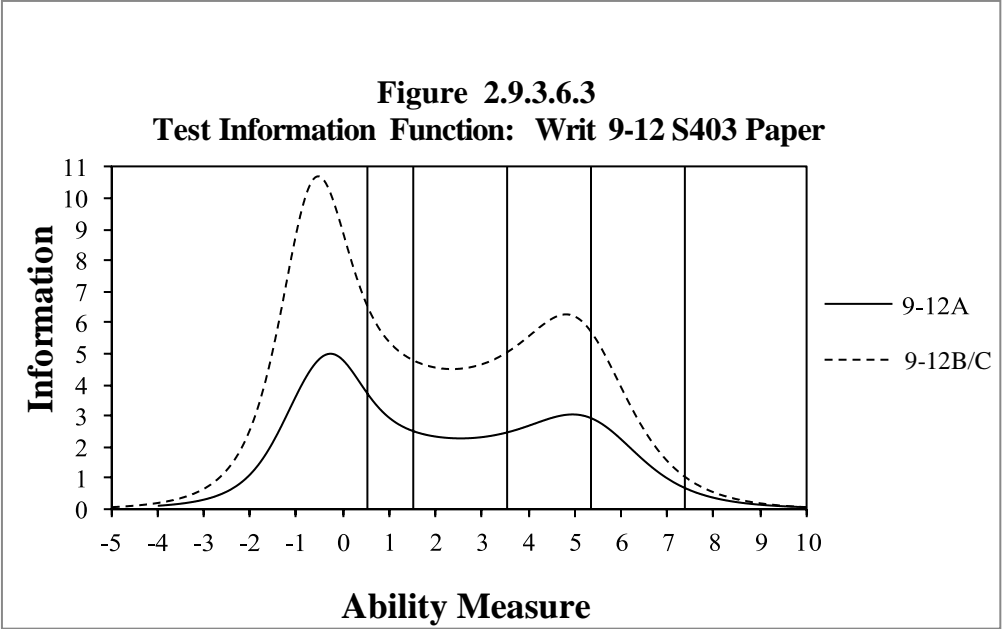
2.9.4 Speaking

2.9.4.0 Kindergarten

Figure 2.9.4.0
Test Information Function: Spek K S403 Paper

2.9.4.1 Grade 1

Figure 2.9.4.1.1
Test Information Function: Spek 1A S403 Paper
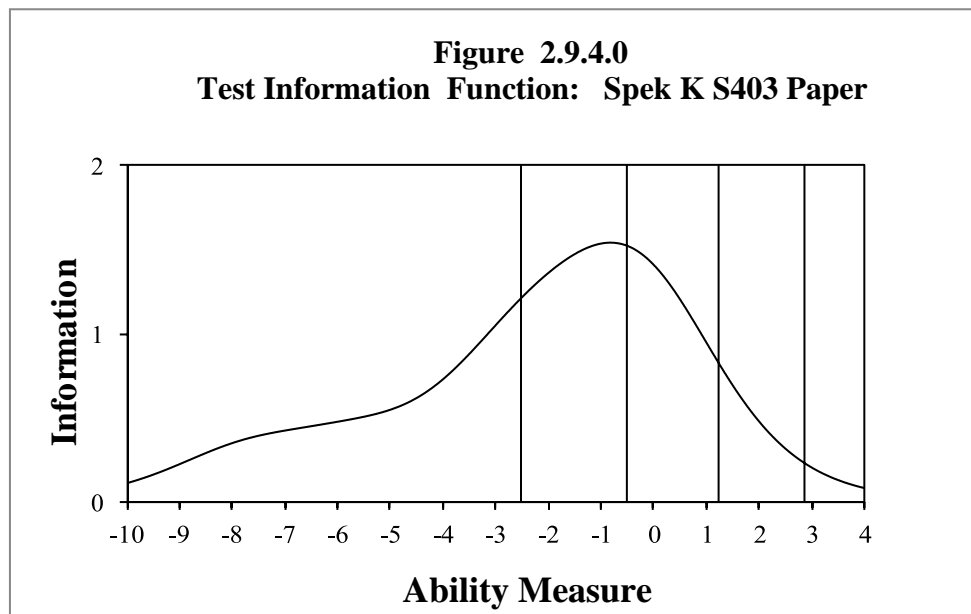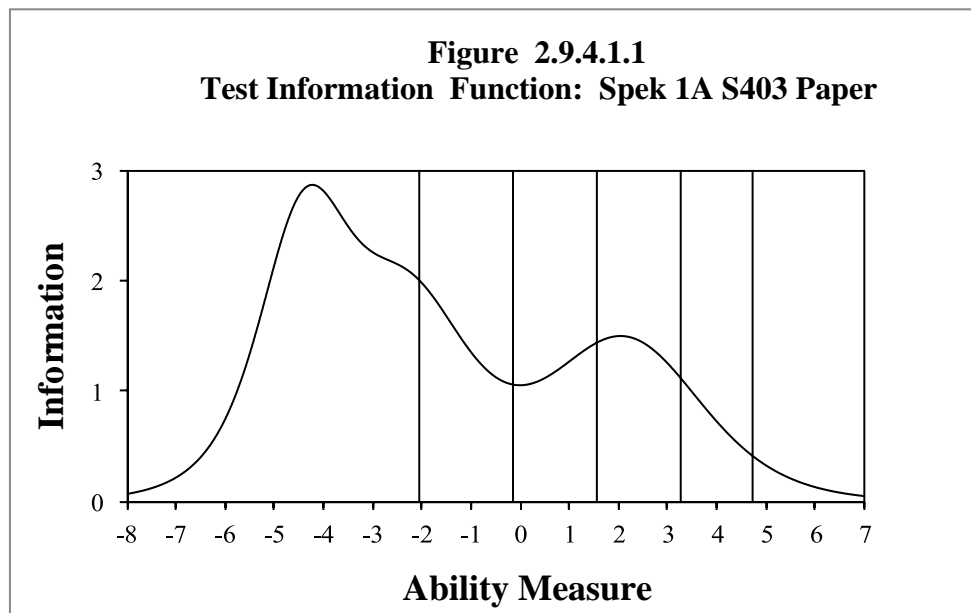
Figure 2.9.4.1.2
Test Information Function: Spek 1B/C S403 Paper
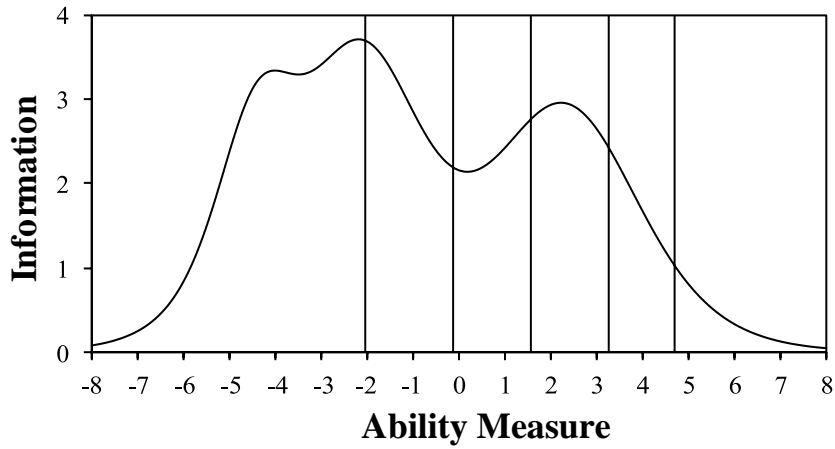
Figure 2.9.4.1.3
Test Information Function: Spek 1 S403 Paper
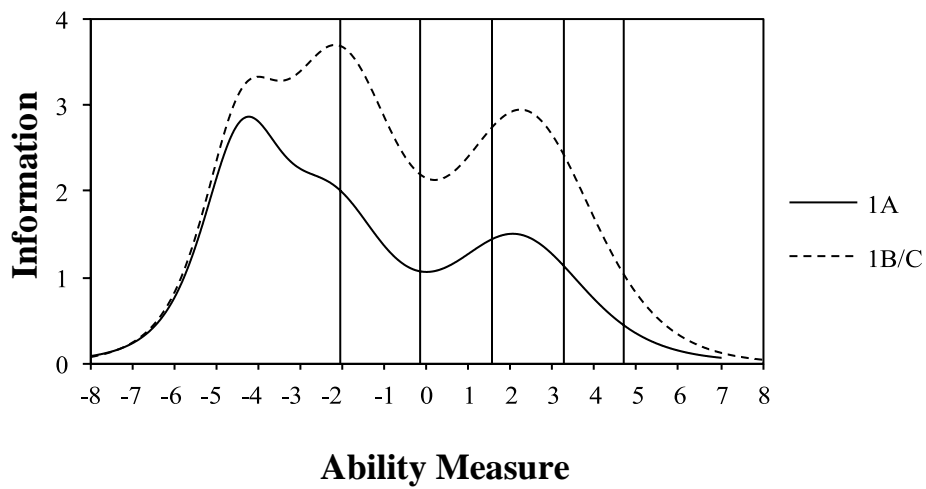
Figure 2.9.4.2.1
Test Information Function: Spek 2A S403 Paper
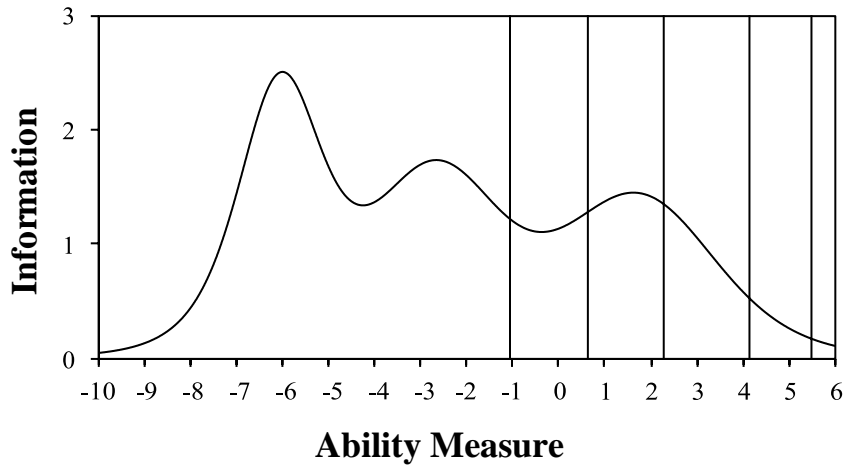
Note: The test form is shared between 2A and 3A.

Figure 2.9.4.2.2
Test Information Function: Spek 2B/C S403 Paper
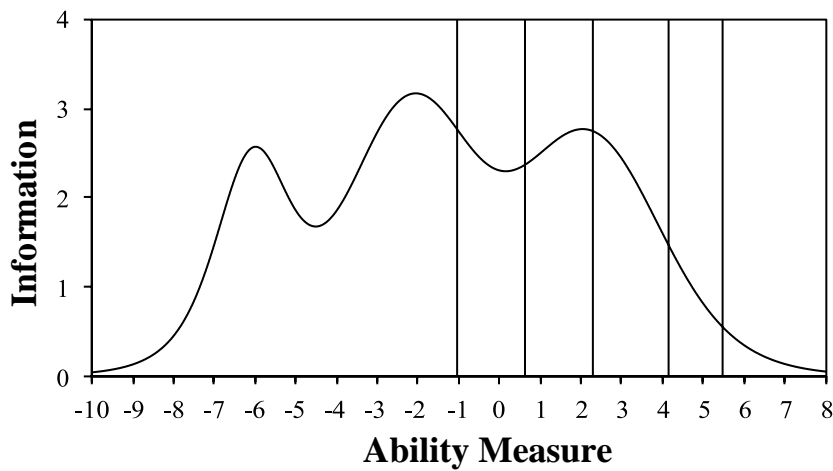
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.9.4.2.3
Test Information Function: Spek 2 S403 Paper
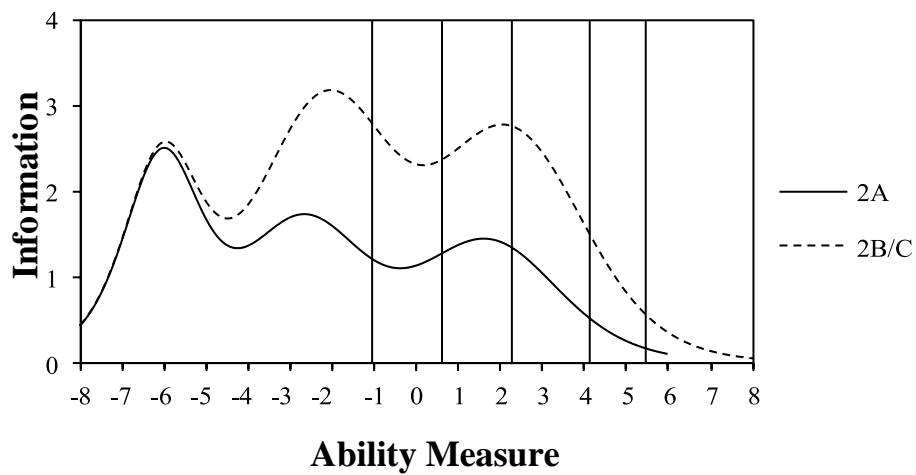
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.4.3 Grade 3

Figure 2.9.4.3.1
Test Information Function: Spek 3A S403 Paper
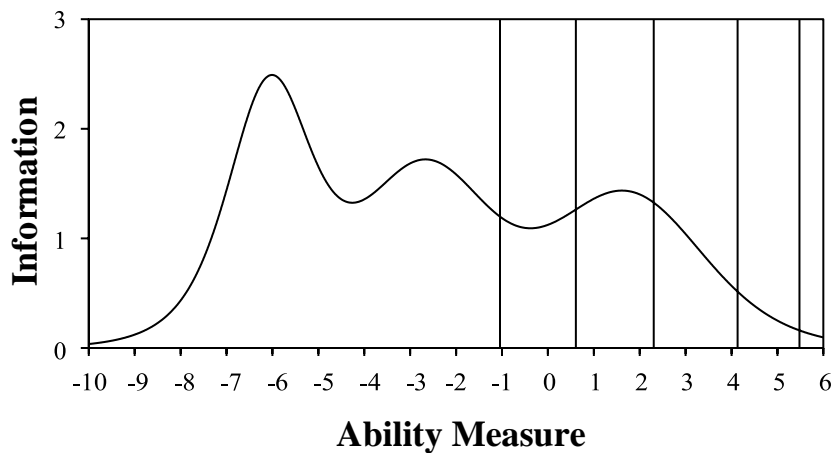
Note: The test form is shared between 2A and 3A.

Figure 2.9.4.3.2
Test Information Function: Spek 3B/C S403 Paper
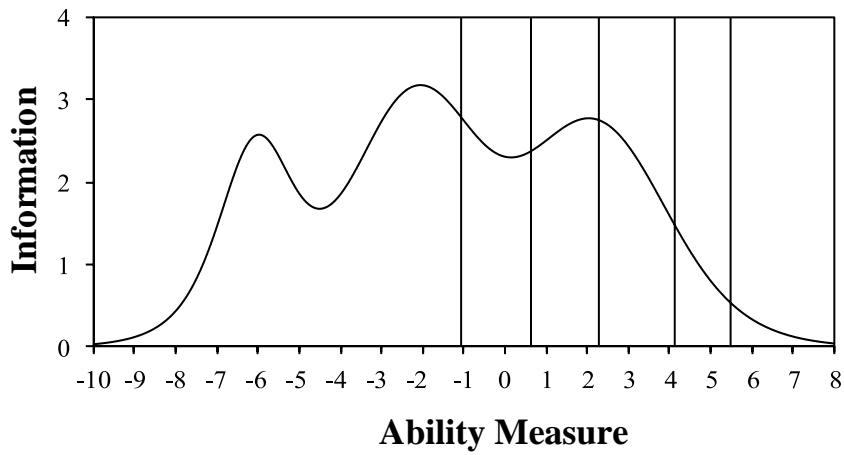
Note: The test form is shared between 2B/C and 3B/C.

Figure 2.9.4.3.3
Test Information Function: Spek 3 S403 Paper
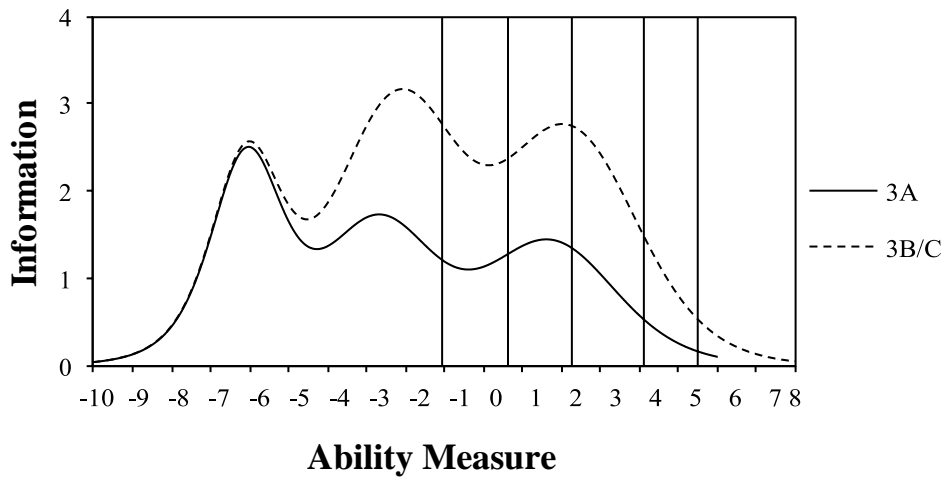
Note: The test form is shared between 2A and 3A, 2B/C and 3B/C.

2.9.4.4   Grades 4–5

Figure 2.9.4.4.1
Test Information Function: Spek 4-5A S403 Paper
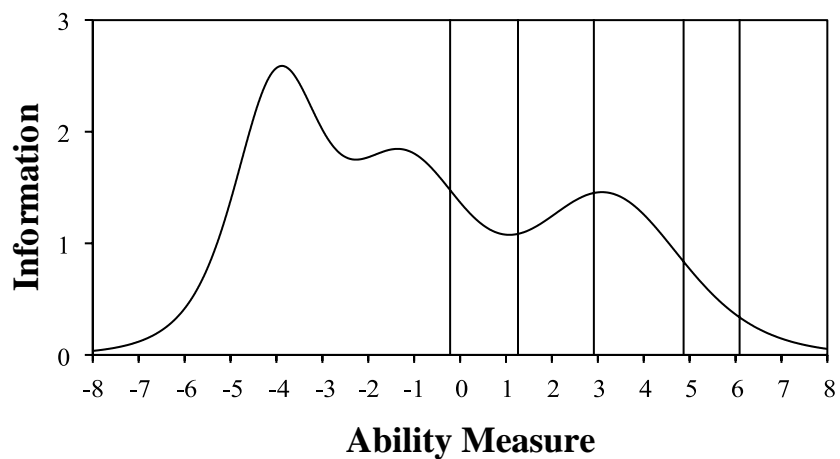
Figure 2.9.4.4.2
Test Information Function: Spek 4-5B/C S403 Paper
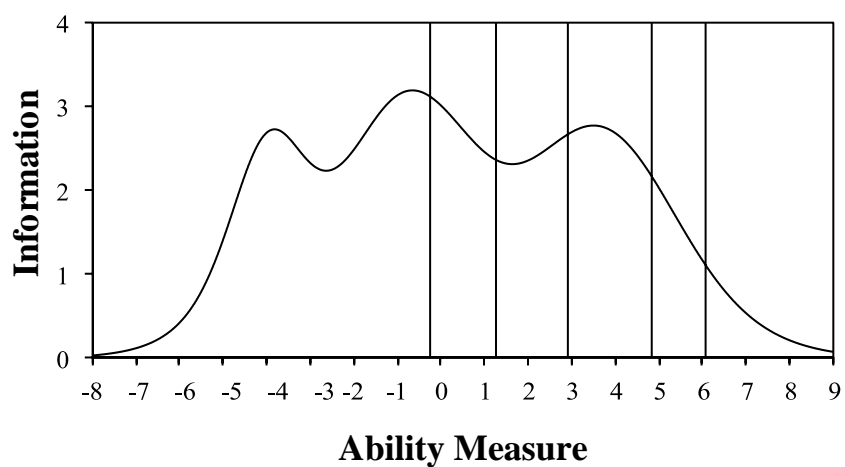
Figure 2.9.4.4.3
Test Information Function: Spek 4-5 S403 Paper
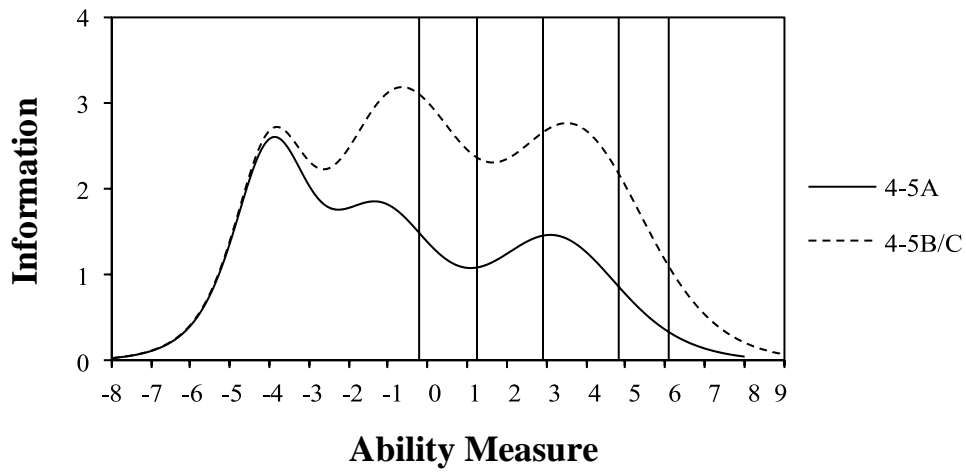
2.9.4.5 Grades 6–8

Figure 2.9.4.5.1
Test Information Function: Spek 6-8A S403 Paper
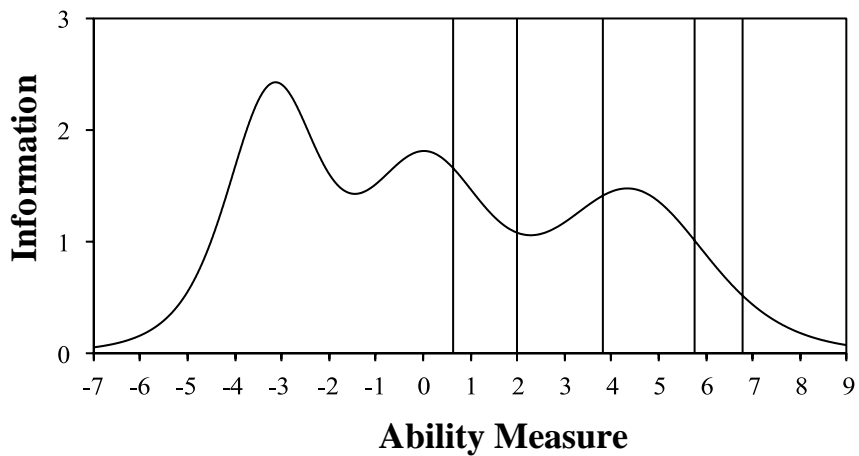
Figure 2.9.4.5.2
Test Information Function: Spek 6-8B/C S403 Paper
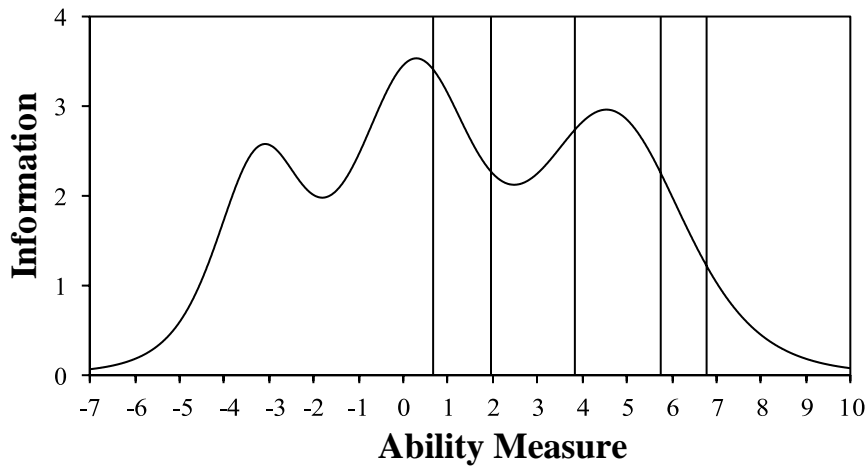
Figure 2.9.4.5.3
Test Information Function: Spek 6-8 S403 Paper
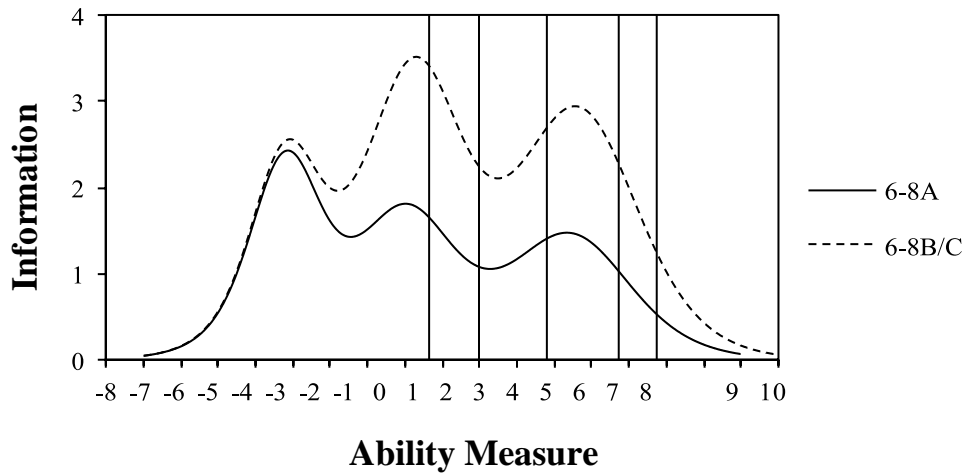
2.9.4.6 Grades 9–12

Figure 2.9.4.6.1
Test Information Function: Spek 9-12A S403 Paper
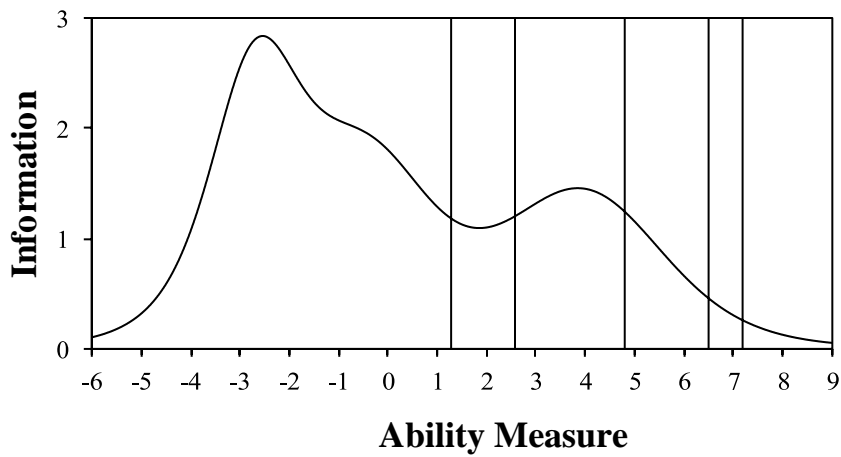
Figure 2.9.4.6.2
Test Information Function: Spek 9-12B/C S403 Paper
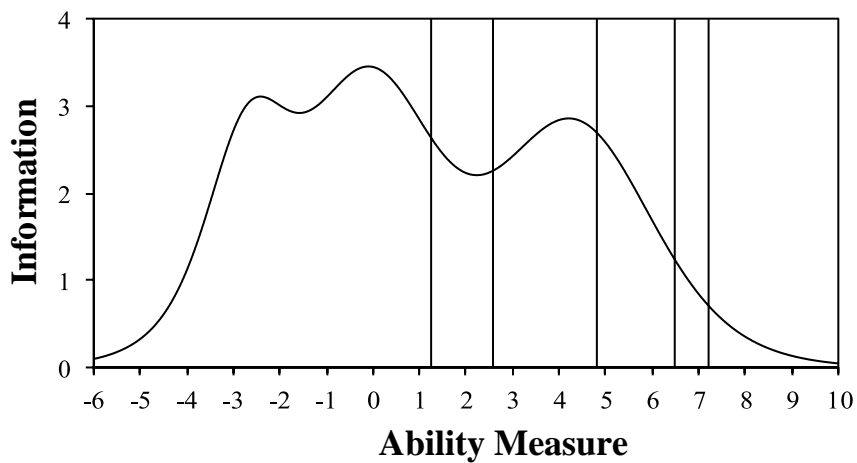
Figure 2.9.4.6.3
Test Information Function: Spek 9-12 S403 Paper

Legend:
- 9-12A (solid line)
- 9-12B/C (dashed line)

X-axis: Ability Measure
Y-axis: Information
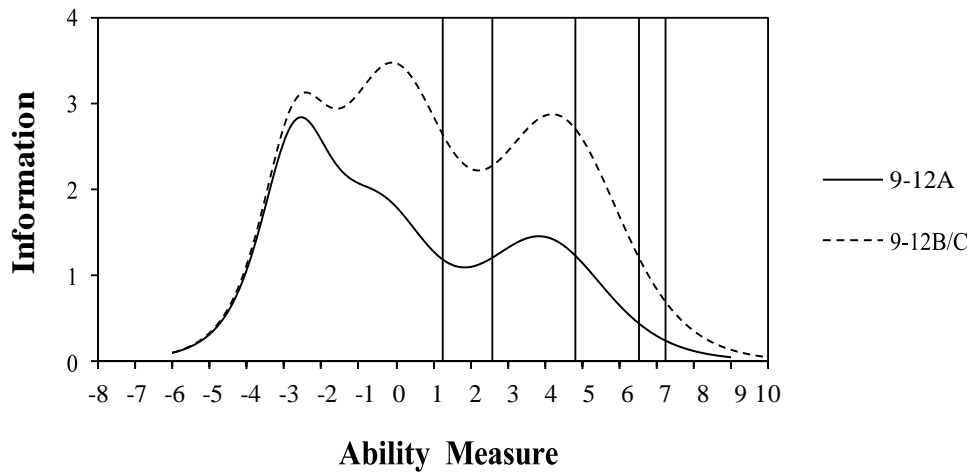
2.10 Reliability

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 Paper is a tiered test (that is, because each form in Tier A or BC 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

σ_i^2 = variance of score on item i

σ_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

$$\text{SEM} = SD\sqrt{1-reliability}$$

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.

Tables are provided below to express reliability for each domain. The first table for each domain provides Cronbach's alpha and the SEM for all test takers. Each row in the table represents a test form, and values for the numbers of students, numbers of tasks, Cronbach's alpha, and SEM are provided for each test form. The second table for each domain provides the same information for the population of female students and the population of male students. The third table provides information by ethnicity, for Hispanic and non-Hispanic test takers, and the fourth table provides information for the population of students who have an individualized education plan (IEP).

Note that for the Kindergarten test, a stratified Cronbach's alpha is reported in order to take into consideration that the dichotomous and polytomous items have different true score variance.

2.10.1 Listening

Table 2.10.1.1

Reliability: List S403 Paper

Cluster	Tier	No. of Students	No. of Items	Cronbach's Alpha	SEM
K	-	232,467	30	0.940	1.817
1	A	30,921	18	0.775	1.519
	B/C	56,747	21	0.661	1.713
2	A	30,921	18	0.775	1.519
	B/C	56,747	21	0.661	1.713
3	A	16,500	18	0.759	1.827
	B/C	78,393	21	0.620	1.883
4-5	A	16,500	18	0.759	1.827
	B/C	78,393	21	0.620	1.883
6-8	A	13,823	18	0.740	1.816
	B/C	40,863	21	0.617	1.820
9-12	A	14,449	18	0.644	1.765
	B/C	38,118	21	0.649	1.909

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 2.10.1.2

Reliability: List S403 Paper by Gender

Cluster	Tier	No. of Items	Female			Male		
			No. of Students	Cronbach's Alpha	SEM	No. of Students	Cronbach's Alpha	SEM
K	-	30	107,660	0.938	1.781	123,251	0.940	1.844
1	A	18	14,098	0.769	1.513	16,739	0.779	1.522
	B/C	21	27,114	0.650	1.683	29,546	0.668	1.738
2	A	18	14,098	0.769	1.513	16,739	0.779	1.522
	B/C	21	27,114	0.650	1.683	29,546	0.668	1.738
3	A	18	7,519	0.757	1.820	8,912	0.761	1.829
	B/C	21	35,983	0.611	1.884	42,325	0.628	1.881
4-5	A	18	7,519	0.757	1.820	8,912	0.761	1.829
	B/C	21	35,983	0.611	1.884	42,325	0.628	1.881
6-8	A	18	6,354	0.742	1.804	7,420	0.738	1.824
	B/C	21	18,649	0.615	1.810	22,141	0.619	1.827
9-12	A	18	6,659	0.626	1.756	7,740	0.657	1.772
	B/C	21	17,803	0.640	1.900	20,204	0.657	1.915

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 2.10.1.3

Reliability: List S403 Paper by Ethnicity

Cluster	Tier	No. of Items	Hispanic			Other		
			No. of Students	Cronbach's Alpha	SEM	No. of Students	Cronbach's Alpha	SEM
K	-	30	150,851	0.940	1.841	75,355	0.934	1.768
1	A	18	24,295	0.773	1.520	6,350	0.777	1.511
	B/C	21	43,068	0.654	1.710	13,277	0.683	1.717
2	A	18	24,295	0.773	1.520	6,350	0.777	1.511
	B/C	21	43,068	0.654	1.710	13,277	0.683	1.717
3	A	18	12,867	0.757	1.832	3,365	0.760	1.802
	B/C	21	60,595	0.612	1.884	17,081	0.644	1.878
4-5	A	18	12,867	0.757	1.832	3,365	0.760	1.802
	B/C	21	60,595	0.612	1.884	17,081	0.644	1.878
6-8	A	18	11,012	0.738	1.822	2,609	0.740	1.785
	B/C	21	31,261	0.614	1.820	9,116	0.630	1.817
9-12	A	18	11,073	0.642	1.760	3,188	0.652	1.764
	B/C	21	28,598	0.645	1.906	9,201	0.663	1.914

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 2.10.1.4

Reliability: List S403 Paper by IEP status

Cluster	Tier	No. of Students	No. of Items	Cronbach's Alpha	SEM
K	-	19,995	30	0.949	1.909
1	A	4,244	18	0.746	1.613
	B/C	6,066	21	0.707	1.831
2	A	4,244	18	0.746	1.613
	B/C	6,066	21	0.707	1.831
3	A	1,763	18	0.704	1.846
	B/C	13,613	21	0.615	1.959
4-5	A	1,763	18	0.704	1.846
	B/C	13,613	21	0.615	1.959
6-8	A	937	18	0.682	1.841
	B/C	5,634	21	0.603	1.934
9-12	A	667	18	0.645	1.763
	B/C	2,884	21	0.604	1.985

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

2.10.2   Reading

Table 2.10.2.1

Reliability: Read S403 Paper

Cluster	Tier	No. of Students	No. of Items	Cronbach's Alpha	SEM
K	-	232,458	30	0.950	1.755
1	A	29,720	24	0.771	2.182
	B/C	50,760	27	0.823	2.307
2	A	29,720	24	0.771	2.182
	B/C	50,760	27	0.823	2.307
3	A	15,671	24	0.820	2.151
	B/C	71,225	27	0.764	2.375
4-5	A	15,671	24	0.820	2.151
	B/C	71,225	27	0.764	2.375
6-8	A	13,197	24	0.786	2.159
	B/C	38,093	27	0.783	2.346
9-12	A	14,104	24	0.789	2.086
	B/C	35,014	27	0.810	2.343

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 2.10.2.2

Reliability: Read S403 Paper by Gender

Cluster	Tier	No. of Items	Female			Male		
			No. of Students	Cronbach's Alpha	SEM	No. of Students	Cronbach's Alpha	SEM
K	-	30	107,656	0.947	1.758	123,246	0.953	1.752
1	A	24	13,476	0.772	2.175	16,176	0.769	2.187
	B/C	27	24,240	0.826	2.303	26,436	0.821	2.309
2	A	24	13,476	0.772	2.175	16,176	0.769	2.187
	B/C	27	24,240	0.826	2.303	26,436	0.821	2.309
3	A	24	7,215	0.821	2.135	8,390	0.817	2.163
	B/C	27	32,771	0.760	2.373	38,372	0.768	2.372
4-5	A	24	7,215	0.821	2.135	8,390	0.817	2.163
	B/C	27	32,771	0.760	2.373	38,372	0.768	2.372
6-8	A	24	6,085	0.790	2.149	7,068	0.781	2.166
	B/C	27	17,510	0.772	2.332	20,512	0.789	2.355
9-12	A	24	6,552	0.780	2.066	7,504	0.794	2.102
	B/C	27	16,437	0.802	2.332	18,473	0.814	2.349

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 2.10.2.3

Reliability: Read S403 Paper by Ethnicity

Cluster	Tier	No. of Items	Hispanic			Other		
			No. of Students	Cronbach's Alpha	SEM	No. of Students	Cronbach's Alpha	SEM
K	-	30	150,847	0.946	1.763	75,352	0.954	1.718
1	A	24	23,352	0.762	2.187	6,114	0.795	2.159
	B/C	27	38,431	0.818	2.314	11,963	0.837	2.283
2	A	24	23,352	0.762	2.187	6,114	0.795	2.159
	B/C	27	38,431	0.818	2.314	11,963	0.837	2.283
3	A	24	12,232	0.819	2.153	3,192	0.823	2.141
	B/C	27	55,174	0.757	2.378	15,400	0.784	2.363
4-5	A	24	12,232	0.819	2.153	3,192	0.823	2.141
	B/C	27	55,174	0.757	2.378	15,400	0.784	2.363
6-8	A	24	10,560	0.781	2.162	2,440	0.802	2.137
	B/C	27	29,156	0.780	2.348	8,470	0.792	2.335
9-12	A	24	10,841	0.789	2.086	3,080	0.789	2.081
	B/C	27	26,360	0.810	2.339	8,359	0.811	2.350

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

Table 2.10.2.4

Reliability: Read S403 Paper by IEP status

Cluster	Tier	No. of Students	No. of Items	Cronbach's Alpha	SEM
K	-	19,992	30	0.959	1.747
1	A	4,122	24	0.690	2.233
	B/C	5,499	27	0.776	2.359
2	A	4,122	24	0.690	2.233
	B/C	5,499	27	0.776	2.359
3	A	1,666	24	0.751	2.224
	B/C	12,586	27	0.687	2.383
4-5	A	1,666	24	0.751	2.224
	B/C	12,586	27	0.687	2.383
6-8	A	903	24	0.683	2.208
	B/C	5,254	27	0.714	2.387
9-12	A	648	24	0.730	2.146
	B/C	2,683	27	0.743	2.408

Note: The test form is shared between 1A and 2A, 1B/C and 2B/C.
The test form is shared between 3A and 4-5A, 3B/C and 4-5B/C.

2.10.3   Writing

Table 2.10.3.1

Reliability: Writ S403 Paper

Cluster	Tier	No. of Students	No. of Tasks	Cronbach's Alpha*	SEM
K	-	232,459	6	0.925	1.172
1	A	24,698	4	0.876	1.985
	B/C	24,207	3	0.941	1.933
2	A	17,145	3	0.919	1.336
	B/C	66,935	3	0.936	1.661
3	A	17,145	3	0.919	1.336
	B/C	66,935	3	0.936	1.661
4-5	A	10,195	3	0.885	1.392
	B/C	47,295	3	0.896	1.915
6-8	A	14,320	3	0.877	1.470
	B/C	41,592	3	0.912	1.791
9-12	A	15,093	3	0.847	1.740
	B/C	39,103	3	0.916	1.925

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

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

Table 2.10.3.2

Reliability: Writ S403 Paper by Gender

Cluster	Tier	No. of Tasks	Female			Male		
			No. of Students	Cronbach's Alpha*	SEM	No. of Students	Cronbach's Alpha*	SEM
K	-	6	107,659	0.924	1.172	123,244	0.926	1.173
1	A	4	11,311	0.872	1.941	13,325	0.878	2.005
	B/C	3	11,608	0.935	1.916	12,559	0.945	1.947
2	A	3	7,477	0.915	1.342	9,613	0.920	1.332
	B/C	3	30,954	0.929	1.642	35,901	0.939	1.677
3	A	3	7,477	0.915	1.342	9,613	0.920	1.332
	B/C	3	30,954	0.929	1.642	35,901	0.939	1.677
4-5	A	3	4,702	0.881	1.393	5,449	0.886	1.389
	B/C	3	21,802	0.886	1.887	25,438	0.898	1.937
6-8	A	3	6,562	0.865	1.489	7,706	0.883	1.453
	B/C	3	18,913	0.900	1.712	22,601	0.916	1.844
9-12	A	3	6,933	0.842	1.748	8,107	0.850	1.733
	B/C	3	18,160	0.911	1.863	20,824	0.916	1.968

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

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

Table 2.10.3.3

Reliability: Writ S403 Paper by Ethnicity

Cluster	Tier	No. of Tasks	Hispanic			Other		
			No. of Students	Cronbach's Alpha*	SEM	No. of Students	Cronbach's Alpha*	SEM
K	-	6	150,847	0.919	1.169	75,351	0.929	1.175
1	A	4	19,469	0.876	1.997	5,041	0.875	1.917
	B/C	3	17,893	0.939	1.939	6,150	0.945	1.914
2	A	3	13,361	0.920	1.336	3,553	0.914	1.342
	B/C	3	51,476	0.935	1.654	14,973	0.939	1.683
3	A	3	13,361	0.920	1.336	3,553	0.914	1.342
	B/C	3	51,476	0.935	1.654	14,973	0.939	1.683
4-5	A	3	7,950	0.886	1.388	2,066	0.871	1.407
	B/C	3	36,656	0.893	1.915	10,142	0.905	1.918
6-8	A	3	11,392	0.877	1.458	2,709	0.871	1.498
	B/C	3	31,776	0.911	1.762	9,320	0.915	1.882
9-12	A	3	11,544	0.852	1.709	3,346	0.832	1.822
	B/C	3	29,257	0.916	1.890	9,507	0.915	2.017

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

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

Table 2.10.3.4

Reliability: Writ S403 Paper by IEP status

Cluster	Tier	No. of Students	No. of Tasks	Cronbach's Alpha*	SEM
K	-	19,993	6	0.924	1.131
1	A	3,195	4	0.880	2.006
1	B/C	2,301	3	0.953	1.982
2	A	2,548	3	0.909	1.352
2	B/C	9,262	3	0.949	1.752
3	A	2,548	3	0.909	1.352
3	B/C	9,262	3	0.949	1.752
4-5	A	943	3	0.881	1.324
4-5	B/C	8,671	3	0.909	1.995
6-8	A	973	3	0.847	1.500
6-8	B/C	5,763	3	0.918	1.978
9-12	A	685	3	0.855	1.648
9-12	B/C	2,961	3	0.919	1.952

*Note that for Kindergarten, which includes both dichotomous and polytomous tasks in the Writing test, a stratified Cronbach's alpha is computed.

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

2.10.4 Speaking

Table 2.10.4.1

Reliability: Spek S403 Paper

Cluster	Tier	No. of Students	No. of Tasks	Cronbach's Alpha	SEM
K	-	232,464	10	0.899	1.032
1	A	24,584	6	0.881	1.363
1	B/C	24,119	6	0.908	1.387
2	A	17,052	6	0.921	1.328
2	B/C	66,694	6	0.908	1.316
3	A	17,052	6	0.921	1.328
3	B/C	66,694	6	0.908	1.316
4-5	A	10,136	6	0.905	1.419
4-5	B/C	47,171	6	0.905	1.366
6-8	A	14,231	6	0.892	1.410
6-8	B/C	41,434	6	0.914	1.449
9-12	A	14,973	6	0.891	1.446
9-12	B/C	38,913	6	0.932	1.370

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

Table 2.10.4.2

Reliability: Spek S403 Paper by Gender

Cluster	Tier	No. of Tasks	Female			Male		
			No. of Students	Cronbach's Alpha	SEM	No. of Students	Cronbach's Alpha	SEM
K	-	10	107,658	0.901	1.010	123,250	0.896	1.049
1	A	6	11,258	0.883	1.375	13,264	0.879	1.352
	B/C	6	11,568	0.906	1.390	12,511	0.910	1.383
2	A	6	7,427	0.921	1.338	9,571	0.920	1.320
	B/C	6	30,846	0.909	1.308	35,769	0.908	1.320
3	A	6	7,427	0.921	1.338	9,571	0.920	1.320
	B/C	6	30,846	0.909	1.308	35,769	0.908	1.320
4-5	A	6	4,674	0.903	1.442	5,418	0.907	1.399
	B/C	6	21,743	0.904	1.361	25,373	0.905	1.368
6-8	A	6	6,524	0.887	1.411	7,656	0.895	1.408
	B/C	6	18,839	0.912	1.456	22,517	0.915	1.441
9-12	A	6	6,871	0.886	1.461	8,049	0.895	1.434
	B/C	6	18,056	0.934	1.373	20,740	0.931	1.365

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

Table 2.10.4.3

Reliability: Spek S403 Paper by Ethnicity

Cluster	Tier	No. of Tasks	Hispanic			Other		
			No. of Students	Cronbach's Alpha	SEM	No. of Students	Cronbach's Alpha	SEM
K	-	10	150,850	0.901	1.040	75,353	0.888	1.019
1	A	6	19,379	0.884	1.355	5,020	0.861	1.394
	B/C	6	17,835	0.908	1.384	6,121	0.907	1.399
2	A	6	13,294	0.924	1.316	3,535	0.894	1.372
	B/C	6	51,304	0.907	1.311	14,909	0.910	1.333
3	A	6	13,294	0.924	1.316	3,535	0.894	1.372
	B/C	6	51,304	0.907	1.311	14,909	0.910	1.333
4-5	A	6	7,909	0.910	1.404	2,050	0.867	1.474
	B/C	6	36,571	0.903	1.358	10,103	0.909	1.389
6-8	A	6	11,321	0.894	1.399	2,693	0.863	1.445
	B/C	6	31,653	0.914	1.445	9,285	0.913	1.461
9-12	A	6	11,447	0.894	1.444	3,327	0.869	1.451
	B/C	6	29,116	0.934	1.368	9,460	0.927	1.380

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

Table 2.10.4.4

Reliability: Spek S403 Paper by IEP status

Cluster	Tier	No. of Students	No. of Tasks	Cronbach's Alpha	SEM
K	-	19,994	10	0.893	1.066
1	A	3,174	6	0.859	1.296
	B/C	2,295	6	0.915	1.381
2	A	2,536	6	0.861	1.301
	B/C	9,222	6	0.908	1.319
3	A	2,536	6	0.861	1.301
	B/C	9,222	6	0.908	1.319
4-5	A	937	6	0.851	1.387
	B/C	8,648	6	0.905	1.381
6-8	A	964	6	0.833	1.357
	B/C	5,734	6	0.909	1.461
9-12	A	679	6	0.866	1.497
	B/C	2,948	6	0.924	1.388

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

2.11 Interrater Agreement

For the Writing tests (except Kindergarten, which is scored by the test administrator), tables provide information on interrater agreement for a sample of 20% of task raters. These tables show, for each of the tasks, the percentage of agreement between two raters. The first column shows the task, and the second column shows the number of responses that were double scored. DRC selects a sample of 20% of all responses scored, chosen at random during the operational scoring process. The next columns show the rates of agreement.

For Writing, 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 (for example, if Rater 1 assigns a 3+ and Rater 2 assigns a score of 3, 3+, or 4) are categorized as agreement (%AG). Scores that are one whole score point apart (for example, if Rater 1 assigns a 3+ and Rater 2 assigns a score of 2+ or 4+) are 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 3.2.3 in Part 1 of this report describes training procedures that local raters must complete before being certified to administer and score the Speaking test.

2.11.3   Writing

2.11.3.0 Kindergarten

Table 2.11.3.0.1

Interrater Agreement: Writ K S403 Paper

Interrater Agreement	n/a

2.11.3.1 Grade 1

Table 2.11.3.1.1

Interrater Agreement: Writ 1 A S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	11,386	100	0	0
	2	14,606	100	0	0
	3	15,936	98	2	0
	4	14,700	97	3	0

Table 2.11.3.1.2

Interrater Agreement: Writ 1 B/C S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	10,356	97	3	0
	2	12,908	97	3	0
	3	12,474	98	2	0

2.11.3.2 Grade 2

Table 2.11.3.2.1

Interrater Agreement: Writ 2 A S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	6,294	98	2	0
	2	6,248	99	1	0
	3	6,942	99	1	0

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

Table 2.11.3.2.2

Interrater Agreement: Writ 2 B/C S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	15,354	98	2	0
	2	15,290	98	2	0
	3	15,620	97	3	0

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

2.11.3.3 Grade 3

Table 2.11.3.3.1

Interrater Agreement: Writ 3 A S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	4,000	97	3	0
	2	3,906	98	2	0
	3	4,280	99	1	0

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

Table 2.11.3.3.2

Interrater Agreement: Writ 3 B/C S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	13,686	97	3	0
	2	13,430	97	3	0
	3	13,698	97	3	0

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

2.11.3.4 Grades 4–5

Table 2.11.3.4.1

Interrater Agreement: Writ 4-5 A S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	6,456	97	3	0
	2	5,614	98	2	0
	3	6,424	98	2	0

Table 2.11.3.4.2

Interrater Agreement: Writ 4-5 B/C S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	20,070	97	3	0
	2	19,826	96	4	0
	3	20,978	96	4	0

2.11.3.5 Grades 6–8

Table 2.11.3.5.1

Interrater Agreement: Writ 6-8 A S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	7,330	96	4	0
	2	8,244	97	3	0
	3	7,534	97	3	0

Table 2.11.3.5.2

Interrater Agreement: Writ 6-8 B/C S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	17,458	99	1	0
	2	17,660	97	3	0
	3	18,684	97	3	0

2.11.3.6 Grades 9–12

Table 2.11.3.6.1

Interrater Agreement: Writ 9-12 A S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	8,240	94	6	0
	2	6,890	96	4	0
	3	10,362	97	3	0

Table 2.11.3.6.2

Interrater Agreement: Writ 9-12 B/C S403 Paper

Interrater Agreement	Task	No. in Sample	% AG	% AD	% NA
	1	16,876	97	3	0
	2	17,148	97	3	0
	3	17,544	95	5	0

2.12 Conditional Standard Errors of Measurement at Cut Score

The tables in this section present information on the conditional standard errors of measurement (CSEM) at the most important points at which decisions are made about students based on performance on ACCESS—the cut points between language proficiency levels. Because the cut points depend on the grade level, information is provided for each grade level within a grade-level cluster.

For each domain, the values are presented by tier. From these tables, it is possible to identify how well the different tiers are targeted for making decisions about students at the various proficiency level cuts. 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 proficiency level cut, and a relatively low CSEM at the 2/3 proficiency level cut. At the other end of the continuum, Tier B/C forms should optimally have the lowest CSEM at the 5/6 proficiency level cut, and a relatively low CSEM at the 4/5 proficiency level cut. Information from these tables provides comparable information on how well the two tier forms are targeted to provide the most accurate measure in order to place their intended examinees into the language proficiency levels that they target.

In the tables below, the leftmost column shows the proficiency level cut (e.g., 1/2, which is the cut between PL 1 and PL 2). The second column shows the grade level. The third column shows the cut score in the scale score metric (e.g., 305). In the last column(s), the corresponding CSEM is given for each cut score in the scale score metric.

2.12.1 Listening

2.12.1.0 Kindergarten

Table 2.12.1.0

Conditional Standard Error of Measurement at Cut Scores: List K S403 Paper

Proficiency Level Cut Point	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

2.12.1.1 Grade 1

Table 2.12.1.1

Conditional Standard Error of Measurement at Cut Scores: List 1 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	1	236	19.16	19.91
2/3	1	259	19.54	18.79
3/4	1	291	22.54	18.79
4/5	1	303	24.42	19.16
5/6	1	327	29.31	20.66

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

2.12.1.2 Grade 2

Table 2.12.1.2

Conditional Standard Error of Measurement at Cut Scores: List 2 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	2	245	19.16	19.54
2/3	2	283	21.42	18.79
3/4	2	314	26.30	19.91
4/5	2	330	30.43	21.04
5/6	2	354	38.32	24.05

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

2.12.1.3 Grade 3

Table 2.12.1.3

Conditional Standard Error of Measurement at Cut Scores: List 3 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	3	262	21.42	25.55
2/3	3	300	18.79	20.66
3/4	3	331	19.54	19.16
4/5	3	349	21.04	18.67
5/6	3	374	25.17	19.16

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

2.12.1.4 Grade 4–5

Table 2.12.1.4

Conditional Standard Error of Measurement at Cut Scores: List 4-5 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	4	275	20.06	23.67
	5	285	19.54	22.17
2/3	4	313	18.79	19.91
	5	323	19.16	19.16
3/4	4	343	20.66	18.79
	5	354	21.79	18.79
4/5	4	363	22.92	18.79
	5	375	25.55	19.16
5/6	4	388	28.55	19.91
	5	401	32.31	21.04

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

2.12.1.5 Grade 6–8

Table 2.12.1.5

Conditional Standard Error of Measurement at Cut Scores: List 6-8 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	6	294	20.29	21.04
	7	302	19.91	20.29
	8	308	19.91	19.54
2/3	6	332	19.91	18.03
	7	340	20.40	18.03
	8	347	21.04	17.92
3/4	6	363	22.54	18.03
	7	370	23.29	18.41
	8	377	24.42	18.79
4/5	6	385	25.92	19.16
	7	394	28.18	19.91
	8	402	30.06	20.66
5/6	6	411	33.06	21.79
	7	420	36.07	23.29
	8	427	39.07	24.42

2.12.1.6 Grade 9–12

Table 2.12.1.6

Conditional Standard Error of Measurement at Cut Scores: List 9-12 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	9	314	20.66	21.79
	10	325	20.66	20.70
	11	335	21.04	19.91
	12	342	21.42	19.54
2/3	9	353	22.17	19.16
	10	358	22.54	18.79
	11	364	23.26	18.79
	12	368	23.67	18.79
3/4	9	383	25.92	18.79
	10	389	27.43	18.79
	11	394	28.55	19.16
	12	398	29.31	19.16
4/5	9	409	32.31	19.54
	10	415	34.19	20.29
	11	420	36.07	20.66
	12	426	37.95	21.04
5/6	9	434	41.33	22.17
	10	441	44.71	22.92
	11	447	47.72	24.05
	12	452	50.72	24.80

2.12.2 Reading

2.12.2.0 Kindergarten

Table 2.12.2.0

Conditional Standard Error of Measurement at Cut Scores: Read K S403 Paper

Proficiency Level Cut Point	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

2.12.2.1 Grade 1

Table 2.12.2.1

Conditional Standard Error of Measurement at Cut Scores: Read 1 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	1	264	11.70	13.78
2/3	1	286	11.44	11.44
3/4	1	304	12.35	10.66
4/5	1	315	13.52	10.61
5/6	1	334	16.54	11.44

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

2.12.2.2 Grade 2

Table 2.12.2.2

Conditional Standard Error of Measurement at Cut Scores: Read 2 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	2	283	11.41	11.70
2/3	2	307	12.74	10.58
3/4	2	326	15.08	10.92
4/5	2	337	17.42	11.70
5/6	2	355	22.62	14.04

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

2.12.2.3 Grade 3

Table 2.12.2.3

Conditional Standard Error of Measurement at Cut Scores: Read 3 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	3	297	11.39	17.68
2/3	3	323	11.91	12.74
3/4	3	342	13.78	10.92
4/5	3	352	15.34	10.66
5/6	3	370	19.50	10.66

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

2.12.2.4 Grade 4–5

Table 2.12.2.4

Conditional Standard Error of Measurement at Cut Scores: Read 4-5 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	4	307	11.36	15.34
	5	316	11.70	13.78
2/3	4	335	13.00	11.44
	5	345	14.30	10.82
3/4	4	354	15.86	10.53
	5	364	17.94	10.40
4/5	4	364	17.94	10.40
	5	373	20.54	10.66
5/6	4	382	23.40	11.18
	5	391	27.30	11.96

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

2.12.2.5 Grade 6–8

Table 2.12.2.5

Conditional Standard Error of Measurement at Cut Scores: Read 6-8 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	6	323	11.70	13.52
	7	329	11.44	12.74
	8	335	11.47	11.96
2/3	6	353	11.96	10.92
	7	360	12.48	10.58
	8	366	12.74	10.66
3/4	6	373	13.52	10.58
	7	380	14.56	10.92
	8	386	15.60	11.18
4/5	6	382	14.87	10.87
	7	389	16.12	11.18
	8	395	17.42	11.70
5/6	6	399	18.20	12.22
	7	406	20.28	13.00
	8	412	22.10	13.78

2.12.2.6 Grade 9–12

Table 2.12.2.6

Conditional Standard Error of Measurement at Cut Scores: Read 9-12 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	9	340	11.70	13.78
	10	344	11.70	13.21
	11	348	11.70	12.74
	12	352	11.70	12.22
2/3	9	372	12.58	10.66
	10	377	13.00	10.40
	11	382	13.52	10.40
	12	386	14.04	10.40
3/4	9	392	14.82	10.45
	10	397	15.60	10.66
	11	402	16.64	10.92
	12	407	17.68	11.18
4/5	9	401	16.38	10.66
	10	406	17.42	11.18
	11	410	18.46	11.44
	12	414	19.50	11.70
5/6	9	418	20.54	12.22
	10	423	22.36	12.74
	11	427	23.66	13.26
	12	432	25.74	14.04

2.12.3   Writing

2.12.3.0 Kindergarten

Table 2.12.3.0

Conditional Standard Error of Measurement at Cut Scores: Writ K S403 Paper

Proficiency Level Cut Point	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

2.12.3.1 Grade 1

Table 2.12.3.1

Conditional Standard Error of Measurement at Cut Scores: Writ 1 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	1	238	10.31	8.54
2/3	1	275	13.96	10.74
3/4	1	337	13.69	12.35
4/5	1	382	13.16	10.74
5/6	1	405	16.38	11.81

2.12.3.2 Grade 2

Table 2.12.3.2

Conditional Standard Error of Measurement at Cut Scores: Writ 2 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	2	242	11.81	8.86
2/3	2	279	16.27	11.01
3/4	2	341	17.18	12.30
4/5	2	388	15.31	11.01
5/6	2	411	18.26	12.35

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

2.12.3.3 Grade 3

Table 2.12.3.3

Conditional Standard Error of Measurement at Cut Scores: Writ 3 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	3	247	12.08	8.86
2/3	3	283	16.65	11.28
3/4	3	346	17.18	12.14
4/5	3	394	15.65	11.14
5/6	3	418	20.41	13.43

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

2.12.3.4 Grade 4–5

Table 2.12.3.4

Conditional Standard Error of Measurement at Cut Scores: Writ 4-5 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	4	266	11.81	11.79
	5	267	11.55	11.55
2/3	4	288	13.43	8.59
	5	293	14.04	8.32
3/4	4	351	17.99	12.35
	5	356	17.72	12.35
4/5	4	401	15.57	11.98
	5	407	15.31	11.81
5/6	4	425	15.57	11.01
	5	433	16.65	10.74

2.12.3.5 Grade 6–8

Table 2.12.3.5

Conditional Standard Error of Measurement at Cut Scores: Writ 6-8 S403 Paper

Proficiency Level Cut Point	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

2.12.3.6 Grade 9–12

Table 2.12.3.6

Conditional Standard Error of Measurement at Cut Scores: Writ 9-12 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM Tier A	SEM Tier B/C
1/2	9	289	12.35	8.32
	10	298	12.08	8.59
	11	308	12.89	9.53
	12	318	14.23	10.74
2/3	9	319	14.23	10.77
	10	326	15.31	11.28
	11	335	16.38	11.81
	12	344	17.02	12.32
3/4	9	378	17.72	12.62
	10	385	17.72	12.35
	11	391	17.45	12.22
	12	398	17.18	12.08
4/5	9	430	15.47	10.74
	10	436	15.31	10.74
	11	441	15.57	11.01
	12	447	15.84	11.28
5/6	9	469	19.33	14.77
	10	479	22.29	17.45
	11	490	27.12	21.48
	12	501	33.03	26.42

2.12.4 Speaking

2.12.4.0 Kindergarten

Table 2.12.4.0

Conditional Standard Error of Measurement at Cut Scores: Spek K S403 Paper

Proficiency Level Cut Point	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

2.12.4.1 Grade 1

Table 2.12.4.1

Conditional Standard Error of Measurement at Cut Scores: Spek 1 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	1	205	20.77	15.21
2/3	1	261	28.37	19.89
3/4	1	311	24.28	17.55
4/5	1	361	28.08	19.01
5/6	1	403	45.63	29.25

2.12.4.2 Grade 2

Table 2.12.4.2

Conditional Standard Error of Measurement at Cut Scores: Spek 2 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	2	220	24.86	16.67
2/3	2	273	26.91	19.30
3/4	2	322	24.57	17.55
4/5	2	374	35.39	21.64
5/6	2	415	62.30	34.80

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

2.12.4.3 Grade 3

Table 2.12.4.3

Conditional Standard Error of Measurement at Cut Scores: Spek 3 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	3	234	26.62	17.55
2/3	3	283	26.03	19.01
3/4	3	332	25.45	17.55
4/5	3	386	40.95	24.28
5/6	3	425	72.83	40.07

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

2.12.4.4 Grade 4–5

Table 2.12.4.4

Conditional Standard Error of Measurement at Cut Scores: Spek 4-5 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	4	246	22.52	16.38
	5	258	23.98	16.67
2/3	4	293	28.08	18.72
	5	302	28.08	19.01
3/4	4	342	24.57	18.13
	5	350	24.28	17.84
4/5	4	397	29.25	19.01
	5	407	31.88	20.18
5/6	4	435	45.04	25.74
	5	443	50.60	28.08

2.12.4.5 Grade 6–8

Table 2.12.4.5

Conditional Standard Error of Measurement at Cut Scores: Spek 6-8 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	6	268	21.64	15.79
	7	277	22.23	15.50
	8	284	22.81	15.79
2/3	6	310	26.62	18.13
	7	317	27.49	19.01
	8	323	28.08	19.60
3/4	6	360	26.03	19.01
	7	369	25.15	18.43
	8	377	24.57	17.84
4/5	6	417	25.74	17.84
	7	425	27.20	18.43
	8	433	28.96	19.60
5/6	6	451	35.10	23.11
	7	457	37.73	24.86
	8	463	40.95	26.62

2.12.4.6 Grade 9–12

Table 2.12.4.6

Conditional Standard Error of Measurement at Cut Scores: Spek 9-12 S403 Paper

Proficiency Level Cut Point	Grade	Cut Score	SEM	
			Tier A	Tier B/C
1/2	9	290	25.15	16.96
	10	295	26.03	17.55
	11	299	26.62	17.84
	12	302	26.91	18.13
2/3	9	328	27.79	19.60
	10	333	27.20	19.60
	11	337	26.91	19.60
	12	340	26.62	19.30
3/4	9	385	24.28	17.26
	10	393	24.86	17.26
	11	400	25.74	17.55
	12	406	26.32	17.84
4/5	9	440	36.27	22.52
	10	446	38.90	23.98
	11	451	41.82	25.15
	12	455	43.87	26.03
5/6	9	468	52.94	31.29
	10	471	55.57	32.46
	11	474	57.91	33.93
	12	476	59.67	35.10

2.13 Accuracy and Consistency

One of the main purposes of the WIDA ACCESS program is to identify the English language proficiency level of students with respect to the WIDA ELD Standards. Because of the emphasis on the classification of student performance, a psychometric property of interest is how accurately and consistently ACCESS can classify students into WIDA proficiency categories. The analyses utilize the methods outlined 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 0.774 means that an estimated 77% of students would be classified into the correct performance level according to 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 0.664 means that an estimated 66% of 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 the table 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 0.774 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 0.664 at PL 4 means that an estimated 66% of students would be 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.

In several cases 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 is smaller than 200, BB-CLASS produces 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 2.10).

2.13.1 Listening

Table 2.13.1.0

Accuracy and Consistency of Classification Indices: List (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.689	0.627		0.506	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.880		0.828	
	2	0.459		0.342	
	3	0.329		0.250	
	4	0.219		0.161	
	5	0.459		0.347	
	6	0.825		0.776	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.944	0.032	0.024	0.922
	2/3	0.932	0.027	0.041	0.906
	3/4	0.920	0.046	0.034	0.889
	4/5	0.911	0.041	0.049	0.880
	5/6	0.899	0.033	0.068	0.860

Table 2.13.1.1

Accuracy and Consistency of Classification Indices: List (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.525	0.442		0.243	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.680		0.376	
	2	0.405		0.260	
	3	0.329		0.237	
	4	0.251		0.190	
	5	0.414		0.340	
	6	0.766		0.668	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.972	0.005	0.023	0.958
	2/3	0.931	0.013	0.056	0.903
	3/4	0.867	0.066	0.066	0.806
	4/5	0.821	0.082	0.098	0.758
	5/6	0.808	0.099	0.093	0.739

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.2

Accuracy and Consistency of Classification Indices: List (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.521	0.433		0.216	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.732		0.427	
	2	0.419		0.275	
	3	0.371		0.259	
	4	0.186		0.136	
	5	0.409		0.330	
	6	0.725		0.635	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.976	0.004	0.020	0.966
	2/3	0.937	0.017	0.046	0.907
	3/4	0.873	0.047	0.080	0.817
	4/5	0.832	0.079	0.089	0.763
	5/6	0.774	0.106	0.120	0.698

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.3

Accuracy and Consistency of Classification Indices: List (Grade 3) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.502	0.411		0.193	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.596		0.186	
	2	0.523		0.285	
	3	0.430		0.293	
	4	0.182		0.136	
	5	0.459		0.385	
	6	0.713		0.597	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.994	0.000	0.006	0.989
	2/3	0.948	0.007	0.045	0.925
	3/4	0.867	0.035	0.098	0.808
	4/5	0.815	0.094	0.091	0.736
	5/6	0.770	0.128	0.102	0.695

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.4

Accuracy and Consistency of Classification Indices: List (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.507	0.411		0.200	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.655		0.290	
	2	0.524		0.309	
	3	0.362		0.242	
	4	0.275		0.207	
	5	0.484		0.406	
	6	0.655		0.558	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.990	0.001	0.008	0.984
	2/3	0.950	0.011	0.040	0.925
	3/4	0.885	0.043	0.073	0.828
	4/5	0.811	0.087	0.102	0.742
	5/6	0.774	0.090	0.136	0.700

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.5

Accuracy and Consistency of Classification Indices: List (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.508	0.414		0.208	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.651		0.305	
	2	0.489		0.296	
	3	0.328		0.222	
	4	0.273		0.206	
	5	0.480		0.402	
	6	0.692		0.583	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.986	0.002	0.012	0.978
	2/3	0.942	0.012	0.046	0.916
	3/4	0.883	0.046	0.071	0.825
	4/5	0.812	0.094	0.094	0.743
	5/6	0.787	0.100	0.113	0.712

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.6

Accuracy and Consistency of Classification Indices: List (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.424	0.337		0.172	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.734		0.463	
	2	0.498		0.342	
	3	0.276		0.196	
	4	0.387		0.299	
	5	0.345		0.294	
	6	0.619		0.468	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.965	0.007	0.028	0.950
	2/3	0.911	0.022	0.067	0.872
	3/4	0.851	0.074	0.076	0.780
	4/5	0.778	0.089	0.132	0.705
	5/6	0.794	0.125	0.082	0.725

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.7

Accuracy and Consistency of Classification Indices: List (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.411	0.325		0.168	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.754		0.495	
	2	0.356		0.248	
	3	0.314		0.229	
	4	0.367		0.289	
	5	0.359		0.304	
	6	0.579		0.425	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.945	0.010	0.046	0.924
	2/3	0.901	0.036	0.063	0.851
	3/4	0.836	0.079	0.084	0.770
	4/5	0.779	0.096	0.126	0.707
	5/6	0.810	0.108	0.082	0.741

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.8

Accuracy and Consistency of Classification Indices: List (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.403	0.323		0.169	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.608		0.383	
	2	0.400		0.301	
	3	0.340		0.247	
	4	0.285		0.212	
	5	0.340		0.290	
	6	0.608		0.473	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.934	0.017	0.050	0.907
	2/3	0.883	0.049	0.068	0.834
	3/4	0.844	0.070	0.087	0.777
	4/5	0.804	0.097	0.100	0.725
	5/6	0.787	0.134	0.078	0.731

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.9

Accuracy and Consistency of Classification Indices: List (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.399	0.317		0.175	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.681		0.464	
	2	0.442		0.334	
	3	0.292		0.223	
	4	0.381		0.303	
	5	0.324		0.264	
	6	0.608		0.390	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.914	0.024	0.061	0.878
	2/3	0.852	0.057	0.092	0.791
	3/4	0.818	0.101	0.081	0.746
	4/5	0.812	0.104	0.084	0.745
	5/6	0.866	0.107	0.028	0.818

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.10

Accuracy and Consistency of Classification Indices: List (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.404	0.314		0.167	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.710		0.477	
	2	0.377		0.278	
	3	0.330		0.263	
	4	0.418		0.341	
	5	0.328		0.249	
	6	0.602		0.338	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.912	0.023	0.065	0.873
	2/3	0.844	0.060	0.095	0.780
	3/4	0.793	0.115	0.092	0.722
	4/5	0.819	0.097	0.084	0.751
	5/6	0.903	0.075	0.022	0.852

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.11

Accuracy and Consistency of Classification Indices: List (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.410	0.325		0.181	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.732		0.503	
	2	0.277		0.205	
	3	0.434		0.351	
	4	0.312		0.250	
	5	0.364		0.273	
	6	0.714		0.427	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.902	0.026	0.072	0.859
	2/3	0.842	0.073	0.085	0.777
	3/4	0.794	0.097	0.109	0.723
	4/5	0.831	0.110	0.059	0.763
	5/6	0.901	0.084	0.015	0.861

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.1.12

Accuracy and Consistency of Classification Indices: List (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.435	0.336		0.178	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.721		0.506	
	2	0.323		0.244	
	3	0.380		0.312	
	4	0.458		0.370	
	5	0.385		0.260	
	6	0.647		0.296	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.889	0.031	0.080	0.842
	2/3	0.826	0.071	0.103	0.759
	3/4	0.790	0.120	0.089	0.720
	4/5	0.869	0.083	0.048	0.807
	5/6	0.952	0.041	0.007	0.920

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

2.13.2   Reading

Table 2.13.2.0

Accuracy and Consistency of Classification Indices: Read (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.806	0.778		0.536	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.974		0.962	
	2	0.226		0.158	
	3	0.518		0.393	
	4	0.292		0.257	
	5	0.741		0.575	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.955	0.019	0.026	0.933
	2/3	0.956	0.030	0.014	0.936
	3/4	0.946	0.035	0.019	0.926
	4/5	0.919	0.072	0.009	0.913
	5/6	N/A	N/A	N/A	N/A

Table 2.13.2.1

Accuracy and Consistency of Classification Indices: Read (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.492	0.393		0.234	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.623		0.449	
	2	0.451		0.390	
	3	0.512		0.397	
	4	0.283		0.198	
	5	0.449		0.315	
	6	0.825		0.645	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.840	0.047	0.113	0.791
	2/3	0.820	0.117	0.064	0.754
	3/4	0.884	0.067	0.048	0.835
	4/5	0.924	0.048	0.028	0.887
	5/6	0.960	0.030	0.010	0.944

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.2

Accuracy and Consistency of Classification Indices: Read (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.55	0.442		0.316	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.698		0.548	
	2	0.557		0.456	
	3	0.512		0.408	
	4	0.270		0.198	
	5	0.511		0.383	
	6	0.794		0.634	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.905	0.044	0.051	0.864
	2/3	0.860	0.075	0.066	0.808
	3/4	0.881	0.061	0.057	0.832
	4/5	0.903	0.059	0.037	0.862
	5/6	0.944	0.037	0.019	0.919

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.3

Accuracy and Consistency of Classification Indices: Read (Grade 3) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.447	0.346		0.184	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.803		0.549	
	2	0.391		0.278	
	3	0.562		0.468	
	4	0.260		0.210	
	5	0.382		0.289	
	6	0.631		0.338	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.947	0.010	0.043	0.924
	2/3	0.864	0.073	0.063	0.799
	3/4	0.782	0.094	0.124	0.715
	4/5	0.825	0.089	0.087	0.753
	5/6	0.919	0.068	0.013	0.879

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.4

Accuracy and Consistency of Classification Indices: Read (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.490	0.385		0.246	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.819		0.632	
	2	0.488		0.361	
	3	0.502		0.410	
	4	0.366		0.294	
	5	0.423		0.327	
	6	0.667		0.424	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.951	0.012	0.037	0.931
	2/3	0.883	0.062	0.055	0.828
	3/4	0.814	0.099	0.086	0.756
	4/5	0.840	0.073	0.087	0.780
	5/6	0.924	0.053	0.023	0.884

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.5

Accuracy and Consistency of Classification Indices: Read (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.486	0.383		0.243	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.790		0.603	
	2	0.505		0.382	
	3	0.511		0.414	
	4	0.233		0.184	
	5	0.444		0.348	
	6	0.604		0.393	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.946	0.017	0.037	0.921
	2/3	0.868	0.069	0.063	0.813
	3/4	0.819	0.081	0.099	0.759
	4/5	0.835	0.080	0.085	0.773
	5/6	0.908	0.058	0.034	0.862

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.6

Accuracy and Consistency of Classification Indices: Read (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.586	0.473		0.304	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.712		0.517	
	2	0.688		0.599	
	3	0.513		0.414	
	4	0.298		0.219	
	5	0.541		0.394	
	6	0.705		0.443	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.924	0.026	0.050	0.890
	2/3	0.849	0.073	0.078	0.790
	3/4	0.885	0.074	0.041	0.839
	4/5	0.913	0.060	0.027	0.879
	5/6	0.971	0.021	0.007	0.956

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.7

Accuracy and Consistency of Classification Indices: Read (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.562	0.450		0.292	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.734		0.556	
	2	0.613		0.519	
	3	0.536		0.438	
	4	0.278		0.203	
	5	0.458		0.323	
	6	0.748		0.501	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.913	0.030	0.057	0.876
	2/3	0.844	0.088	0.068	0.786
	3/4	0.876	0.074	0.051	0.827
	4/5	0.911	0.055	0.034	0.870
	5/6	0.962	0.028	0.009	0.944

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.8

Accuracy and Consistency of Classification Indices: Read (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.547	0.438		0.288	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.718		0.555	
	2	0.623		0.527	
	3	0.445		0.352	
	4	0.285		0.211	
	5	0.465		0.339	
	6	0.736		0.503	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.901	0.039	0.060	0.860
	2/3	0.851	0.076	0.073	0.792
	3/4	0.873	0.081	0.045	0.825
	4/5	0.900	0.063	0.037	0.860
	5/6	0.955	0.032	0.013	0.932

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.9

Accuracy and Consistency of Classification Indices: Read (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.543	0.441		0.304	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.771		0.592	
	2	0.627		0.524	
	3	0.447		0.359	
	4	0.335		0.256	
	5	0.410		0.307	
	6	0.761		0.559	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.924	0.022	0.054	0.894
	2/3	0.865	0.067	0.068	0.809
	3/4	0.859	0.090	0.051	0.811
	4/5	0.886	0.062	0.052	0.842
	5/6	0.940	0.041	0.019	0.911

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.10

Accuracy and Consistency of Classification Indices: Read (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.559	0.449		0.302	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.665		0.455	
	2	0.651		0.555	
	3	0.516		0.417	
	4	0.254		0.187	
	5	0.432		0.316	
	6	0.789		0.606	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.933	0.023	0.043	0.902
	2/3	0.852	0.077	0.071	0.796
	3/4	0.870	0.070	0.059	0.819
	4/5	0.896	0.060	0.044	0.850
	5/6	0.941	0.041	0.018	0.914

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.11

Accuracy and Consistency of Classification Indices: Read (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.552	0.443		0.298	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.671		0.473	
	2	0.648		0.552	
	3	0.464		0.370	
	4	0.257		0.193	
	5	0.483		0.362	
	6	0.741		0.554	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.925	0.026	0.049	0.892
	2/3	0.858	0.074	0.068	0.802
	3/4	0.866	0.082	0.053	0.816
	4/5	0.885	0.067	0.048	0.841
	5/6	0.943	0.035	0.023	0.913

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.2.12

Accuracy and Consistency of Classification Indices: Read (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.605	0.493		0.326	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.666		0.465	
	2	0.692		0.613	
	3	0.551		0.440	
	4	0.189		0.134	
	5	0.518		0.384	
	6	0.787		0.590	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.918	0.027	0.055	0.883
	2/3	0.857	0.077	0.067	0.802
	3/4	0.900	0.058	0.042	0.857
	4/5	0.917	0.054	0.029	0.881
	5/6	0.959	0.030	0.011	0.942

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

2.13.3 Writing

Table 2.13.3.0

Accuracy and Consistency of Classification Indices: Writ (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.782	0.729		0.514	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.954		0.925	
	2	0.536		0.413	
	3	0.511		0.454	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.927	0.028	0.046	0.896
	2/3	0.890	0.043	0.067	0.847
	3/4	0.958	0.042	0.000	0.952
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Table 2.13.3.1

Accuracy and Consistency of Classification Indices: Writ (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.783	0.708		0.560	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.837		0.753	
	2	0.842		0.757	
	3	0.692		0.634	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.933	0.039	0.028	0.901
	2/3	0.867	0.032	0.101	0.822
	3/4	0.984	0.016	0.000	0.984
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Table 2.13.3.2

Accuracy and Consistency of Classification Indices: Writ (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.853	0.813		0.644	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.874		0.805	
	2	0.813		0.719	
	3	0.861		0.846	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.972	0.015	0.013	0.959
	2/3	0.939	0.023	0.038	0.915
	3/4	0.941	0.059	0.000	0.938
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Table 2.13.3.3

Accuracy and Consistency of Classification Indices: Writ (Grade 3) S403   Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.810	0.754		0.509	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.876		0.803	
	2	0.782		0.676	
	3	0.808		0.810	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.980	0.010	0.010	0.971
	2/3	0.954	0.019	0.027	0.935
	3/4	0.876	0.124	0.000	0.847
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Table 2.13.3.4

Accuracy and Consistency of Classification Indices: Writ (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.747	0.666		0.453	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.804		0.698	
	2	0.586		0.446	
	3	0.842		0.728	
	4	0.673		0.624	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.980	0.011	0.009	0.970
	2/3	0.960	0.016	0.023	0.945
	3/4	0.823	0.044	0.133	0.760
	4/5	0.983	0.017	0.000	0.983
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.3.5

Accuracy and Consistency of Classification Indices: Writ (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.804	0.731		0.554	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.817		0.700	
	2	0.578		0.434	
	3	0.850		0.760	
	4	0.793		0.750	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.983	0.008	0.009	0.975
	2/3	0.963	0.017	0.020	0.947
	3/4	0.868	0.040	0.092	0.816
	4/5	0.990	0.010	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 and Massachusetts 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 2.13.3.6

Accuracy and Consistency of Classification Indices: Writ (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.770	0.690		0.493	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.850		0.756	
	2	0.683		0.559	
	3	0.813		0.757	
	4	0.669		0.556	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.969	0.014	0.017	0.956
	2/3	0.942	0.023	0.034	0.919
	3/4	0.858	0.074	0.068	0.812
	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 and Massachusetts 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 2.13.3.7

Accuracy and Consistency of Classification Indices: Writ (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.767	0.687		0.498	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.861		0.774	
	2	0.694		0.573	
	3	0.814		0.759	
	4	0.626		0.509	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.966	0.015	0.019	0.952
	2/3	0.938	0.025	0.037	0.913
	3/4	0.863	0.068	0.069	0.819
	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 and Massachusetts 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 2.13.3.8

Accuracy and Consistency of Classification Indices: Writ (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.776	0.697		0.512	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.894		0.822	
	2	0.597		0.470	
	3	0.832		0.782	
	4	0.639		0.514	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.963	0.014	0.024	0.948
	2/3	0.940	0.028	0.032	0.914
	3/4	0.874	0.064	0.062	0.831
	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 and Massachusetts 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 2.13.3.9

Accuracy and Consistency of Classification Indices: Writ (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.790	0.707		0.566	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.864		0.771	
	2	0.656		0.532	
	3	0.794		0.709	
	4	0.815		0.753	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.966	0.013	0.020	0.952
	2/3	0.942	0.024	0.034	0.918
	3/4	0.882	0.054	0.064	0.833
	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 and Massachusetts 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 2.13.3.10

Accuracy and Consistency of Classification Indices: Writ (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.788	0.706		0.558	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.832		0.723	
	2	0.662		0.537	
	3	0.798		0.725	
	4	0.815		0.744	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.965	0.015	0.020	0.950
	2/3	0.937	0.025	0.039	0.911
	3/4	0.886	0.056	0.058	0.840
	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 and Massachusetts 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 2.13.3.11

Accuracy and Consistency of Classification Indices: Writ (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.781	0.697		0.552	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.843		0.743	
	2	0.655		0.531	
	3	0.785		0.708	
	4	0.812		0.738	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.962	0.016	0.022	0.946
	2/3	0.934	0.025	0.041	0.909
	3/4	0.884	0.059	0.057	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 and Massachusetts 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 2.13.3.12

Accuracy and Consistency of Classification Indices: Writ (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.789	0.706		0.524	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.902		0.826	
	2	0.505		0.379	
	3	0.863		0.816	
	4	0.663		0.537	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.960	0.013	0.028	0.944
	2/3	0.935	0.035	0.029	0.905
	3/4	0.893	0.049	0.058	0.850
	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 and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

2.13.4 Speaking

Table 2.13.4.0

Accuracy and Consistency of Classification Indices: Spek (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.448	0.463		0.348	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.687		0.625	
	2	0.631		0.493	
	3	0.351		0.256	
	4	0.468		0.324	
	5	0.242		0.238	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.885	0.085	0.030	0.849
	2/3	0.927	0.029	0.044	0.898
	3/4	0.947	0.027	0.026	0.922
	4/5	0.950	0.025	0.025	0.923
	5/6	0.711	0.289	0.000	0.786

Table 2.13.4.1

Accuracy and Consistency of Classification Indices: Spek (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.671	0.564		0.438	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.801		0.686	
	2	0.721		0.614	
	3	0.651		0.542	
	4	0.616		0.526	
	5	0.522		0.398	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.947	0.026	0.027	0.922
	2/3	0.899	0.043	0.058	0.860
	3/4	0.903	0.042	0.055	0.862
	4/5	0.930	0.055	0.015	0.908
	5/6	0.985	0.015	0.000	0.985

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.2

Accuracy and Consistency of Classification Indices: Spek (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.666	0.565		0.432	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.829		0.725	
	2	0.641		0.519	
	3	0.783		0.693	
	4	0.527		0.448	
	5	0.394		0.340	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.958	0.021	0.021	0.938
	2/3	0.903	0.055	0.042	0.864
	3/4	0.895	0.029	0.076	0.854
	4/5	0.923	0.069	0.009	0.909
	5/6	0.969	0.031	0.000	0.969

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.3

Accuracy and Consistency of Classification Indices: Spek (Grade 3) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.663	0.558		0.420	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.807		0.698	
	2	0.644		0.519	
	3	0.762		0.669	
	4	0.534		0.478	
	5	-		-	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.956	0.024	0.020	0.933
	2/3	0.901	0.051	0.048	0.862
	3/4	0.890	0.029	0.081	0.848
	4/5	0.916	0.084	0.000	0.911
	5/6	0.955	0.045	0.000	0.955

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.4

Accuracy and Consistency of Classification Indices: Spek (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.618	0.516		0.380	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.831		0.725	
	2	0.576		0.445	
	3	0.666		0.551	
	4	0.676		0.558	
	5	0.419		0.363	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.966	0.016	0.017	0.950
	2/3	0.932	0.034	0.033	0.905
	3/4	0.902	0.039	0.059	0.865
	4/5	0.879	0.053	0.067	0.825
	5/6	0.927	0.073	0.000	0.923

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.5

Accuracy and Consistency of Classification Indices: Spek (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.623	0.523		0.382	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.843		0.740	
	2	0.515		0.390	
	3	0.681		0.567	
	4	0.651		0.548	
	5	0.448		0.381	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.963	0.017	0.020	0.945
	2/3	0.930	0.037	0.032	0.902
	3/4	0.899	0.037	0.065	0.861
	4/5	0.874	0.066	0.060	0.824
	5/6	0.944	0.056	0.000	0.941

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.6

Accuracy and Consistency of Classification Indices: Spek (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.624	0.521		0.398	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.808		0.701	
	2	0.589		0.465	
	3	0.640		0.531	
	4	0.677		0.559	
	5	0.423		0.363	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.953	0.025	0.022	0.931
	2/3	0.917	0.037	0.046	0.886
	3/4	0.903	0.038	0.059	0.864
	4/5	0.907	0.042	0.052	0.862
	5/6	0.934	0.066	0.000	0.928

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.7

Accuracy and Consistency of Classification Indices: Spek (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.617	0.520		0.391	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.825		0.730	
	2	0.553		0.429	
	3	0.609		0.497	
	4	0.734		0.618	
	5	0.298		0.250	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.951	0.025	0.024	0.929
	2/3	0.923	0.034	0.043	0.894
	3/4	0.902	0.047	0.052	0.863
	4/5	0.907	0.037	0.056	0.859
	5/6	0.919	0.081	0.000	0.916

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.8

Accuracy and Consistency of Classification Indices: Spek (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.636	0.536		0.419	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.865		0.783	
	2	0.460		0.349	
	3	0.648		0.536	
	4	0.640		0.527	
	5	0.497		0.426	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.943	0.025	0.033	0.918
	2/3	0.921	0.038	0.040	0.889
	3/4	0.907	0.041	0.052	0.869
	4/5	0.907	0.055	0.038	0.866
	5/6	0.944	0.056	0.000	0.935

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.9

Accuracy and Consistency of Classification Indices: Spek (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.648	0.559		0.445	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.878		0.812	
	2	0.477		0.367	
	3	0.693		0.587	
	4	0.576		0.456	
	5	0.396		0.349	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.933	0.033	0.034	0.904
	2/3	0.913	0.044	0.043	0.880
	3/4	0.917	0.032	0.051	0.883
	4/5	0.930	0.046	0.024	0.899
	5/6	0.935	0.065	0.000	0.932

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.10

Accuracy and Consistency of Classification Indices: Spek (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.665	0.585		0.475	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.887		0.822	
	2	0.465		0.354	
	3	0.689		0.586	
	4	0.738		0.620	
	5	0.229		0.200	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.936	0.028	0.036	0.908
	2/3	0.920	0.041	0.038	0.888
	3/4	0.914	0.045	0.041	0.880
	4/5	0.958	0.020	0.022	0.930
	5/6	0.925	0.075	0.000	0.935

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.11

Accuracy and Consistency of Classification Indices: Spek (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.662	0.582		0.469	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.879		0.805	
	2	0.453		0.343	
	3	0.762		0.673	
	4	0.664		0.534	
	5	0.234		0.215	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.939	0.027	0.034	0.911
	2/3	0.915	0.047	0.038	0.880
	3/4	0.917	0.036	0.047	0.882
	4/5	0.960	0.024	0.016	0.936
	5/6	0.918	0.082	0.000	0.929

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 2.13.4.12

Accuracy and Consistency of Classification Indices: Spek (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.672	0.597		0.485	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.850		0.772	
	2	0.547		0.432	
	3	0.779		0.698	
	4	0.648		0.518	
	5	0.227		0.224	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.931	0.033	0.036	0.902
	2/3	0.910	0.043	0.046	0.875
	3/4	0.934	0.027	0.039	0.904
	4/5	0.971	0.020	0.009	0.954
	5/6	0.917	0.083	0.000	0.930

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

3 Analyses of Composite Scores

Four composite scores are calculated for ACCESS Online: Oral Language, Literacy, Comprehension, and Overall. Composite scores are calculated as weighted averages of domain scale scores, as follows:

- Oral Language: 50% Listening + 50% Speaking
- Literacy: 50% Reading + 50% Writing
- Comprehension: 30% Listening + 70% Reading
- Overall Composite: 15% Listening + 15% Speaking + 35% Reading + 35% Writing

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.

3.1 Scale Score Distribution for Composites

Figures and tables in this section provide scale score distributions for each of the composites, for each grade-level cluster.

For each cluster, the figure shows the distribution of the scale scores for the composite. Scale scores are plotted on the horizontal axis, grouped into units of five scale score points (e.g., 100-104, 105-109, 110-114, etc.). The number of students with scale scores falling into each range is plotted on the vertical axis.

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

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

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

3.1.1 Oral

3.1.1.0 Kindergarten

Table 3.1.1.0

Scale Score Descriptive Statistics: Oral K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,462	100	378	272.03	81.50

Figure 3.1.1.0
Scale Scores: Oral K S403 Paper
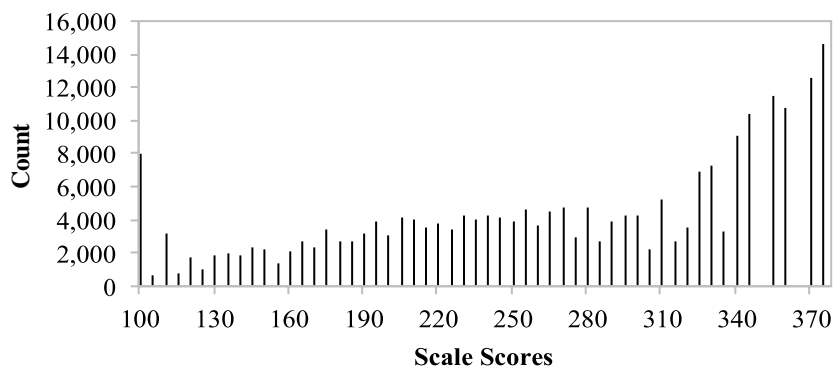
3.1.1.1 Grade 1

Table 3.1.1.1

Scale Score Descriptive Statistics: Oral 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	43,343	114	406	298.47	45.58

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

Figure 3.1.1.1
Scale Scores: Oral 1 S403 Paper
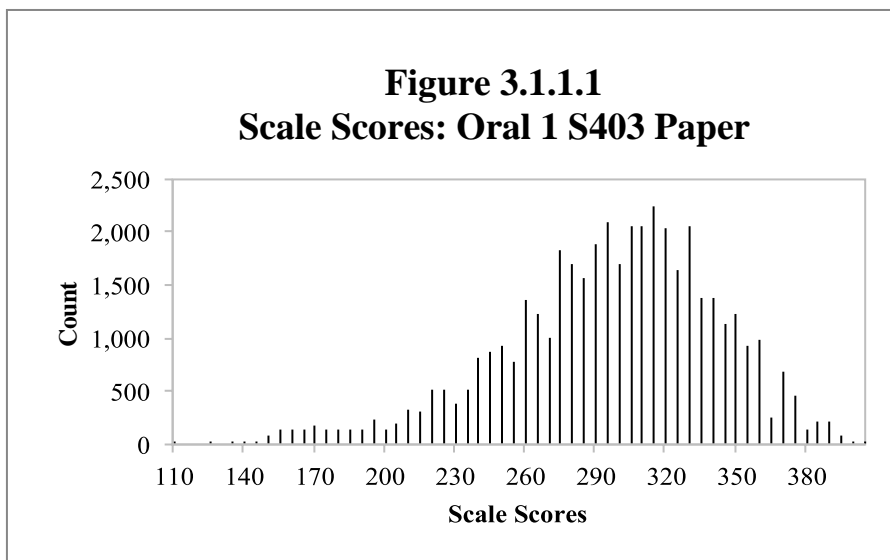
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.1.2 Grade 2

Table 3.1.1.2

Scale Score Descriptive Statistics: Oral 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	42,856	120	415	317.25	47.04

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

Figure 3.1.1.2
Scale Scores: Oral 2 S403 Paper

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

3.1.1.3 Grade 3

Table 3.1.1.3

Scale Score Descriptive Statistics: Oral 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	37,594	115	448	332.79	44.94

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

Figure 3.1.1.3
Scale Scores: Oral 3 S403 Paper

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

3.1.1.4 Grades 4–5

Table 3.1.1.4

Scale Score Descriptive Statistics: Oral 4-5 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	29,607	157	461	357.34	49.06
5	26,194	157	461	365.91	50.33
Total	55,801	157	461	361.36	49.84

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

Figure 3.1.1.4
Scale Scores: Oral 4-5 S403 Paper
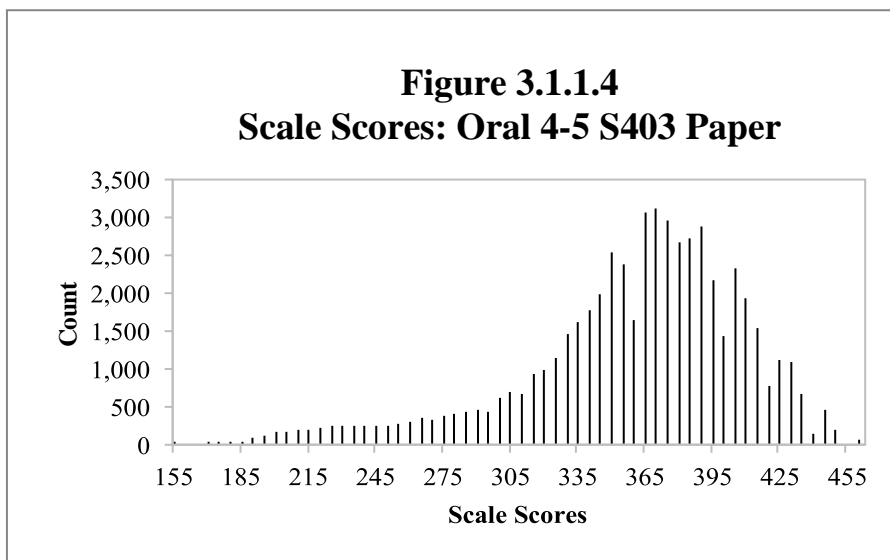
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.1.5 Grades 6–8

Table 3.1.1.5

Scale Score Descriptive Statistics: Oral 6-8 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	19,082	180	474	366.75	53.10
7	18,237	165	474	370.47	55.96
8	16,568	191	474	372.86	58.31
Total	53,887	165	474	369.89	55.77

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

Figure 3.1.1.5
Scale Scores: Oral 6-8 S403 Paper
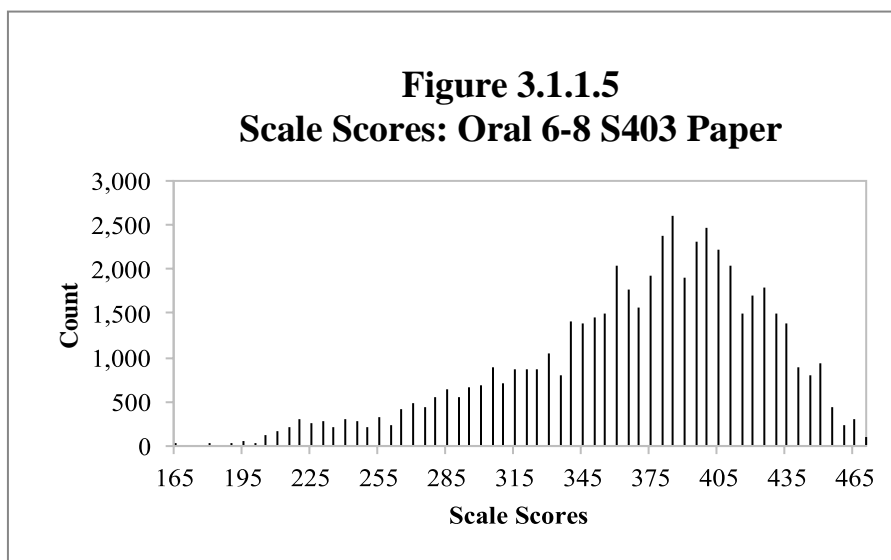
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.1.6 Grades 9–12

Table 3.1.1.6

Scale Score Descriptive Statistics: Oral 9-12 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	15,948	171	485	362.75	61.12
10	14,518	198	485	369.12	58.24
11	12,894	187	485	373.24	57.33
12	8,410	175	485	375.90	51.65
Total	51,770	171	485	369.29	58.12

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

Figure 3.1.1.6
Scale Scores: Oral 9-12 S403 Paper
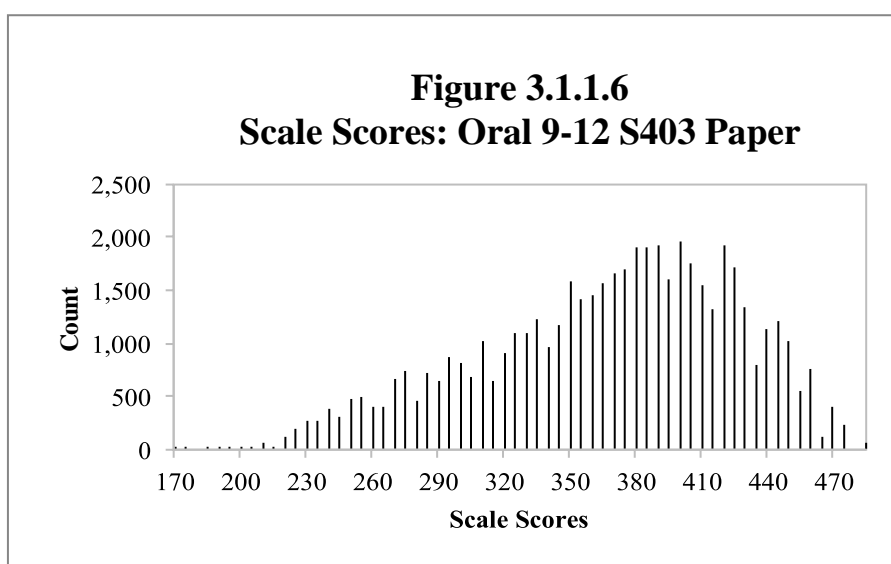
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.2 Literacy

3.1.2.0 Kindergarten

Table 3.1.2.0

Scale Score Descriptive Statistics: Litr K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,449	100	315	196.50	62.33

Figure 3.1.2.0
Scale Scores: Litr K S403 Paper
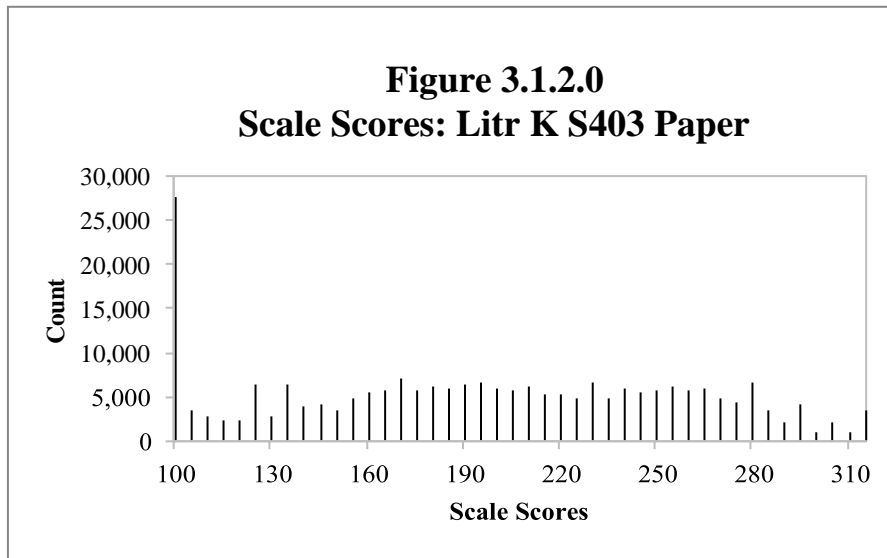
3.1.2.1 Grade 1

Table 3.1.2.1

Scale Score Descriptive Statistics: Litr 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	40,158	159	403	274.74	30.01

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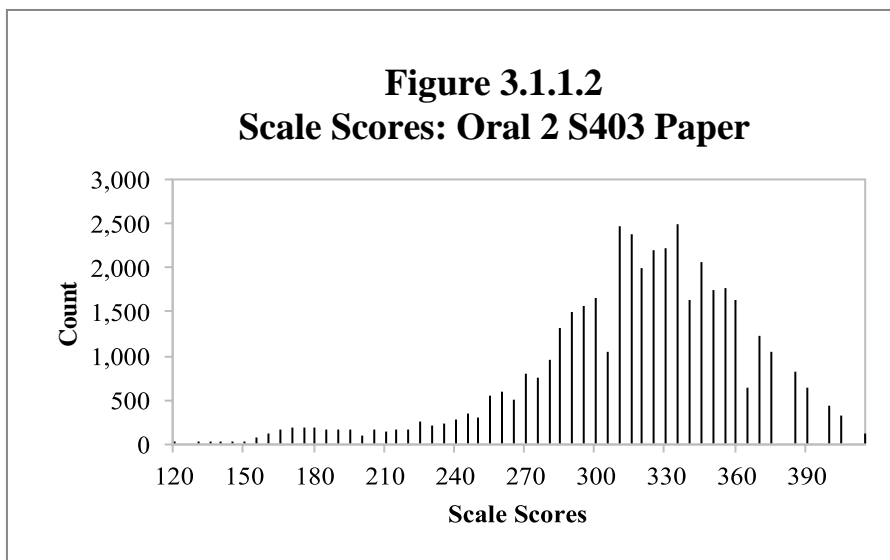

Figure 3.1.2.1
Scale Scores: Litr 1 S403 Paper
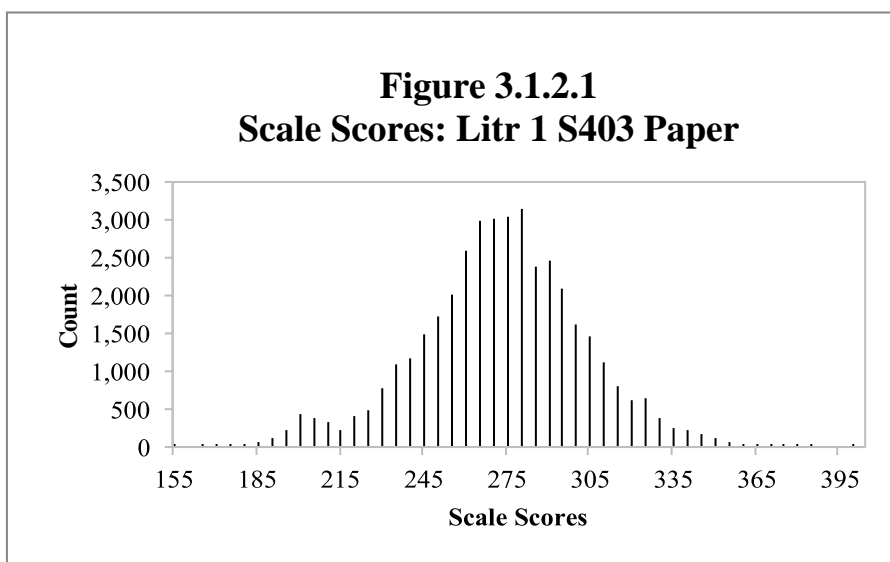
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.2.2   Grade 2

Table 3.1.2.2

Scale Score Descriptive Statistics: Litr 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	39,308	160	392	300.98	32.63

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

Figure 3.1.2.2
Scale Scores: Litr 2 S403 Paper

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
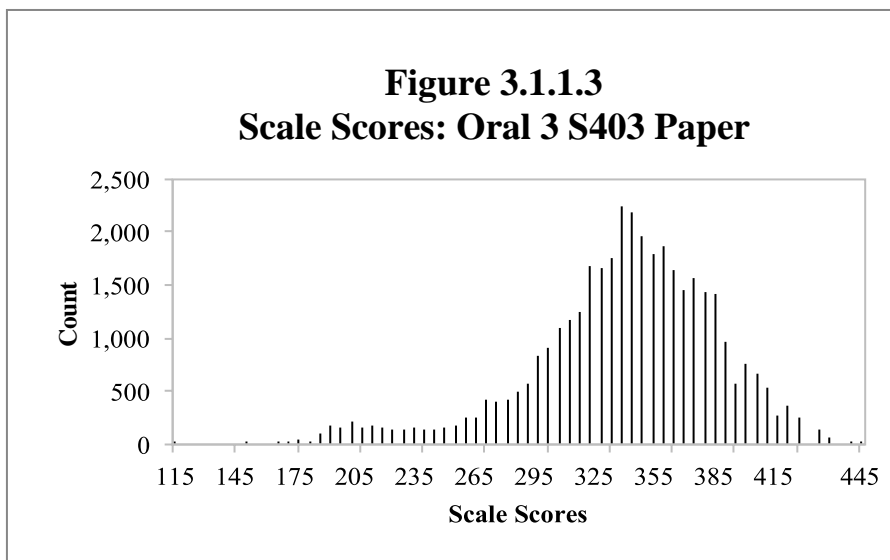
3.1.2.3 Grade 3

Table 3.1.2.3

Scale Score Descriptive Statistics: Litr 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	34,090	146	418	321.18	29.63

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

Figure 3.1.2.3
Scale Scores: Litr 3 S403 Paper

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

3.1.2.4 Grades 4–5

Table 3.1.2.4

Scale Score Descriptive Statistics: Litr 4-5 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	27,334	165	431	342.03	31.55
5	24,388	194	435	351.67	33.30
Total	51,722	165	435	346.57	32.75

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

Figure 3.1.2.4
Scale Scores: Litr 4-5 S403 Paper

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

3.1.2.5   Grades 6–8

Table 3.1.2.5

Scale Score Descriptive Statistics: Litr 6-8 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	17,799	194	424	340.70	30.13
7	17,232	233	435	346.23	32.32
8	15,763	227	437	350.77	33.84
Total	50,794	194	437	345.70	32.32

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

Figure 3.1.2.5
Scale Scores: Litr 6-8 S403 Paper

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

3.1.2.6 Grades 9–12

Table 3.1.2.6

Scale Score Descriptive Statistics: Litr 9-12 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	14,855	252	467	365.07	34.34
10	13,600	242	463	371.47	33.13
11	12,144	264	467	376.35	33.18
12	8,052	268	450	375.86	29.83
Total	48,651	242	467	371.46	33.33

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

Figure 3.1.2.6
Scale Scores: Litr 9-12 S403 Paper

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

3.1.3 Comprehension

3.1.3.0 Kindergarten

Table 3.1.3.0

Scale Score Descriptive Statistics: Cphn K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,455	100	312	212.28	61.62

Figure 3.1.3.0
Scale Scores: Cphn K S403 Paper

3.1.3.1 Grade 1

Table 3.1.3.1

Scale Score Descriptive Statistics: Cphn 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	37,051	167	397	297.74	27.34

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

Figure 3.1.3.1
Scale Scores: Cphn 1 S403 Paper
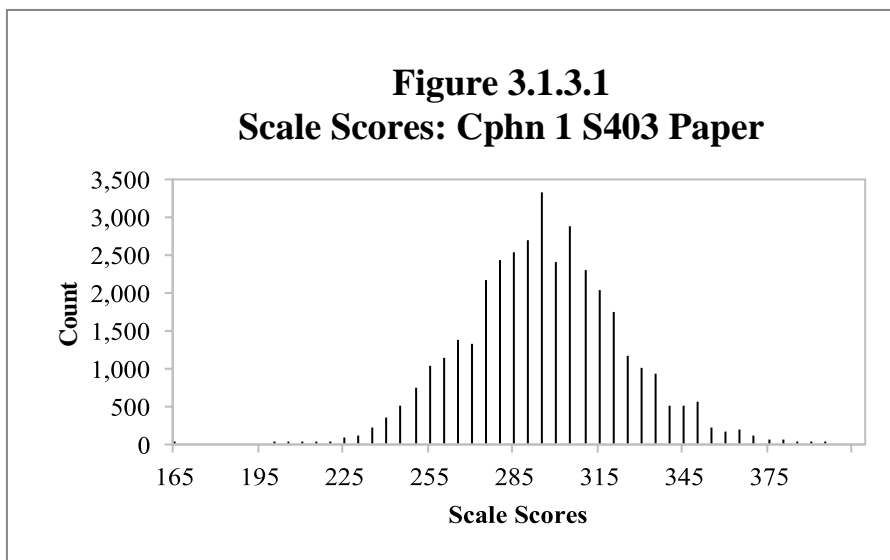
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.3.2 Grade 2

Table 3.1.3.2

Scale Score Descriptive Statistics: Cphn 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	38,279	193	397	322.68	31.33

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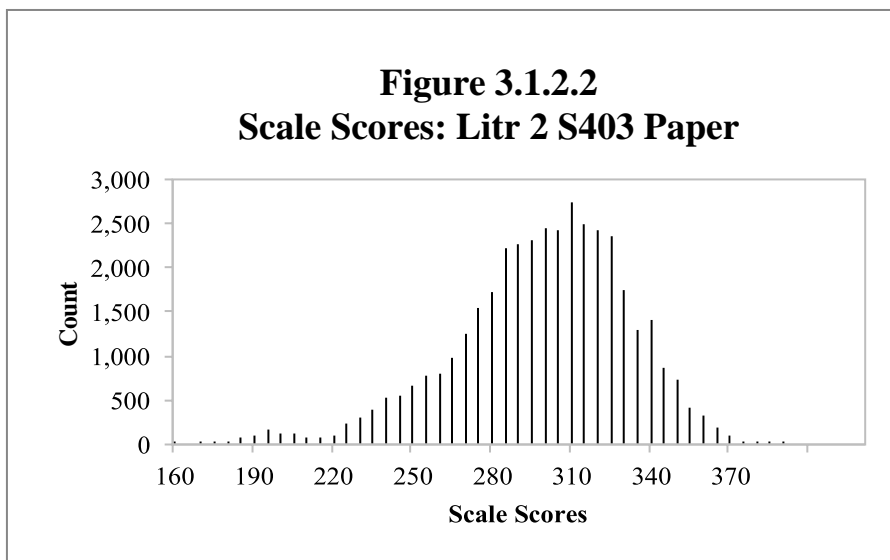

Figure 3.1.3.2
Scale Scores: Cphn 2 S403 Paper

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

3.1.3.3 Grade 3

Table 3.1.3.3

Scale Score Descriptive Statistics: Cphn 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	33,502	181	453	344.36	26.84

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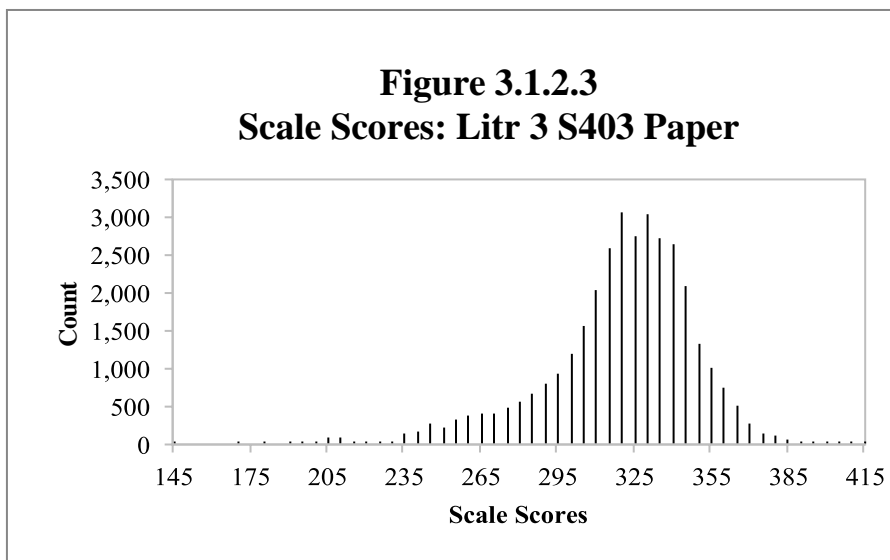

Figure 3.1.3.3
Scale Scores: Cphn 3 S403 Paper

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

3.1.3.4   Grades 4–5

Table 3.1.3.4

Scale Score Descriptive Statistics: Cphn 4-5 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	26,980	220	453	357.19	29.63
5	24,146	199	453	366.32	32.08
Total	51,126	199	453	361.50	31.15

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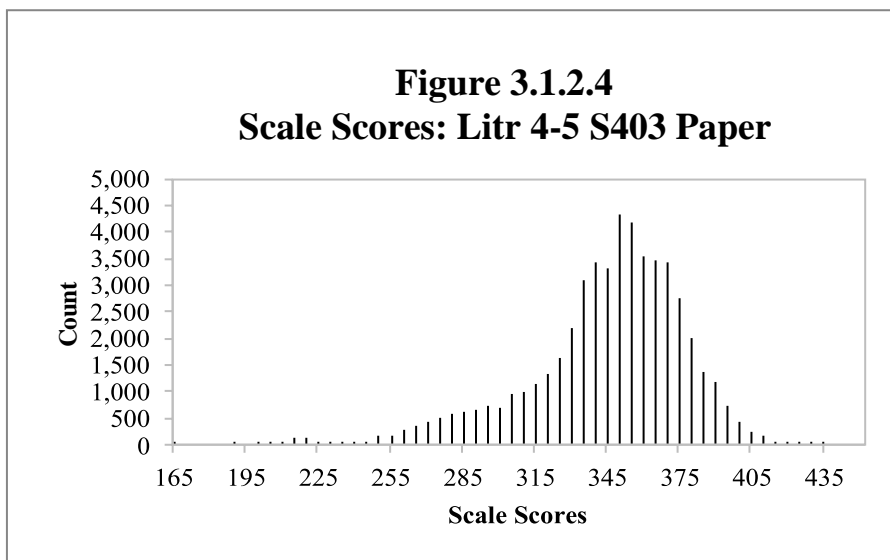

Figure 3.1.3.4
Scale Scores: Cphn 4-5 S403 Paper

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

3.1.3.5 Grades 6–8

Table 3.1.3.5

Scale Score Descriptive Statistics: Cphn 6-8 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	17,481	229	459	362.11	29.11
7	16,914	240	459	368.13	32.47
8	15,463	239	459	372.98	34.73
Total	49,858	229	459	367.52	32.38

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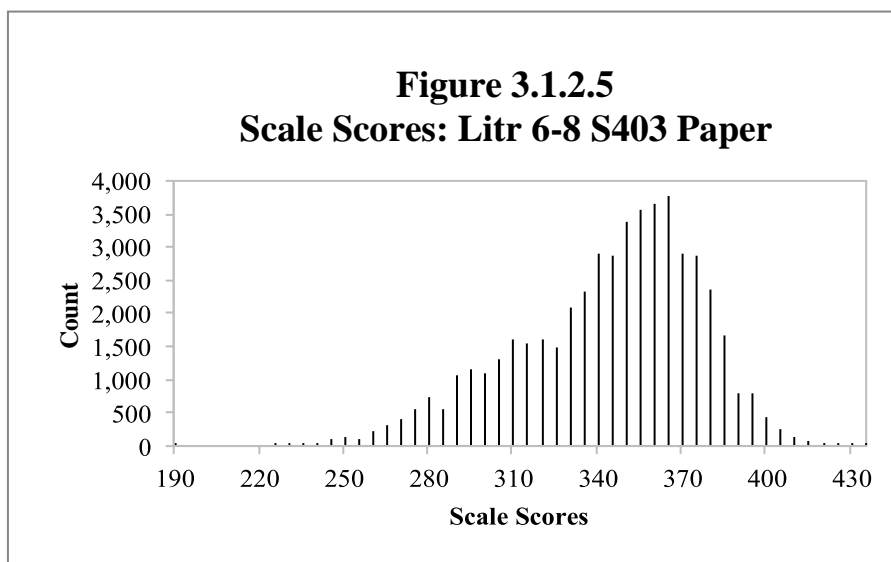

Figure 3.1.3.5
Scale Scores: Cphn 6-8 S403 Paper

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

3.1.3.6 Grades 9–12

Table 3.1.3.6

Scale Score Descriptive Statistics: Cphn 9-12 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	14,463	266	477	378.62	34.66
10	13,269	243	477	384.79	34.11
11	11,881	263	477	388.76	34.80
12	7,832	267	477	388.04	30.82
Total	47,445	243	477	384.44	34.19

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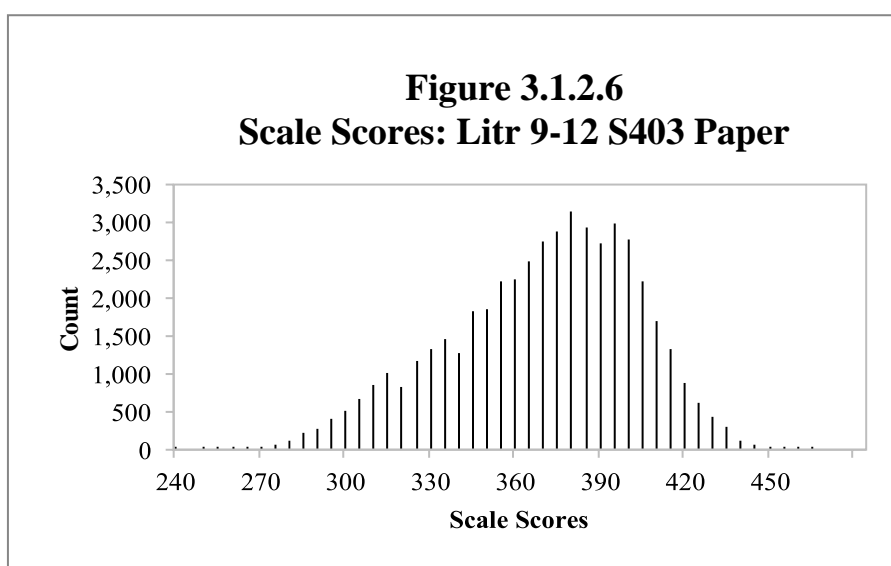

Figure 3.1.3.6
Scale Scores: Cphn 9-12 S403 Paper
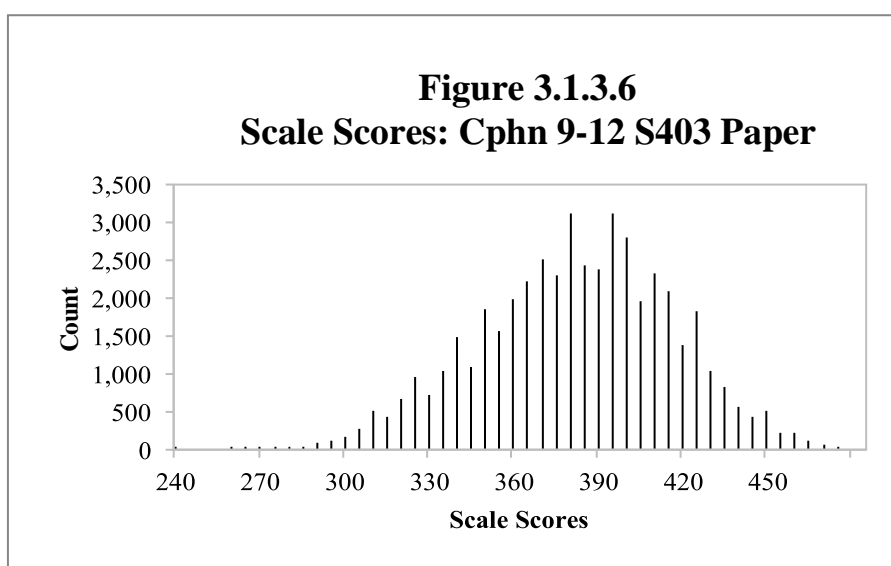
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.4 Overall

3.1.4.0 Kindergarten

Table 3.1.4.0

Scale Score Descriptive Statistics: Over K S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
K	232,443	100	333	218.94	61.32

Figure 3.1.4.0
Scale Scores: Over K S403 Paper
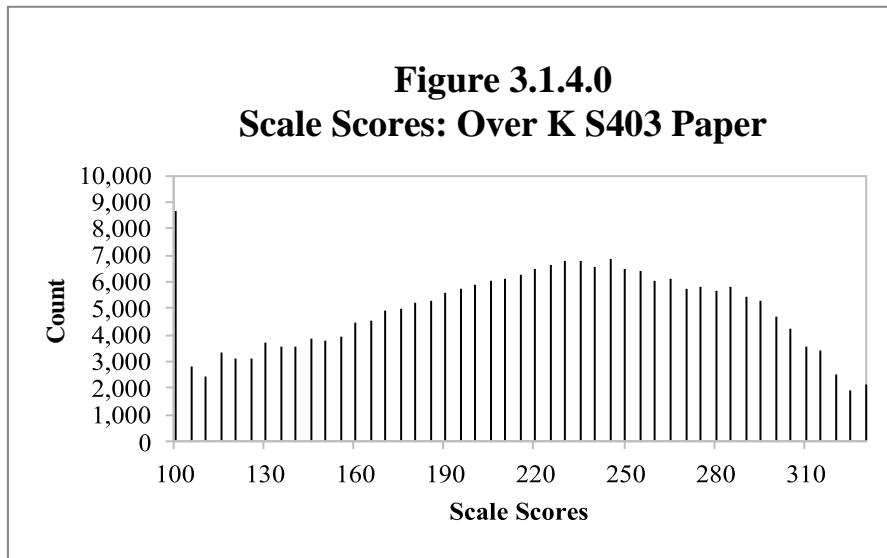
3.1.4.1 Grade 1

Table 3.1.4.1

Scale Score Descriptive Statistics: Over 1 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
1	36,884	158	398	282.64	31.09

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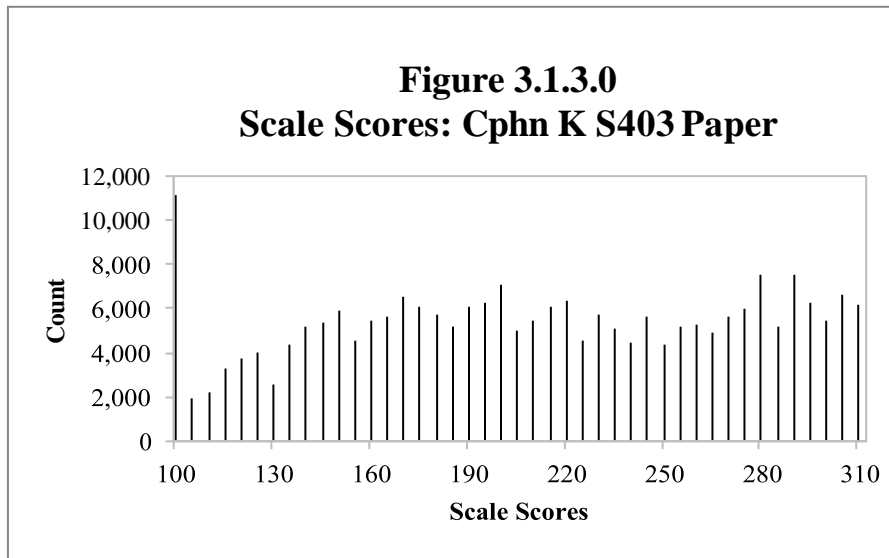

Figure 3.1.4.1
Scale Scores: Over 1 S403 Paper
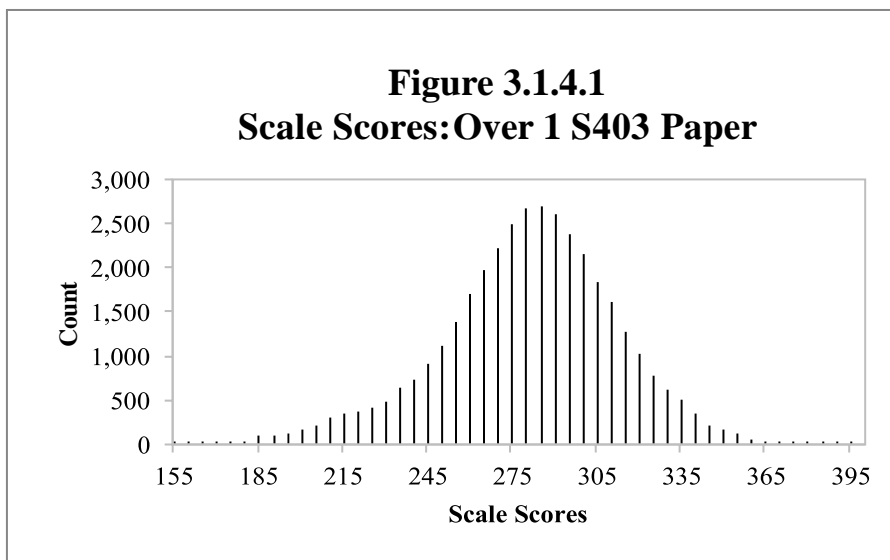
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.1.4.2 Grade 2

Table 3.1.4.2

Scale Score Descriptive Statistics: Over 2 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
2	38,092	162	397	306.26	33.60

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

Figure 3.1.4.2
Scale Scores: Over 2 S403 Paper

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
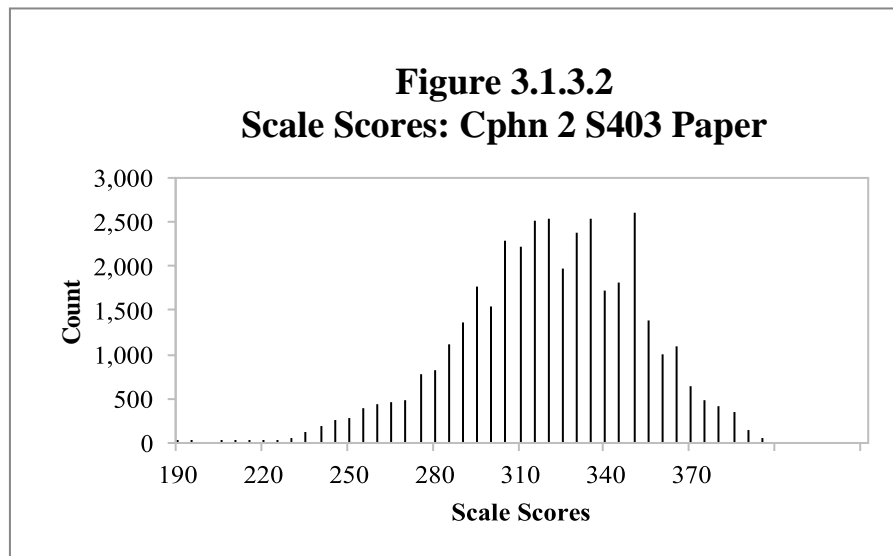
3.1.4.3 Grade 3

Table 3.1.4.3

Scale Score Descriptive Statistics: Over 3 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
3	33,333	167	423	324.74	31.42

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

Figure 3.1.4.3
Scale Scores: Over 3 S403 Paper

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
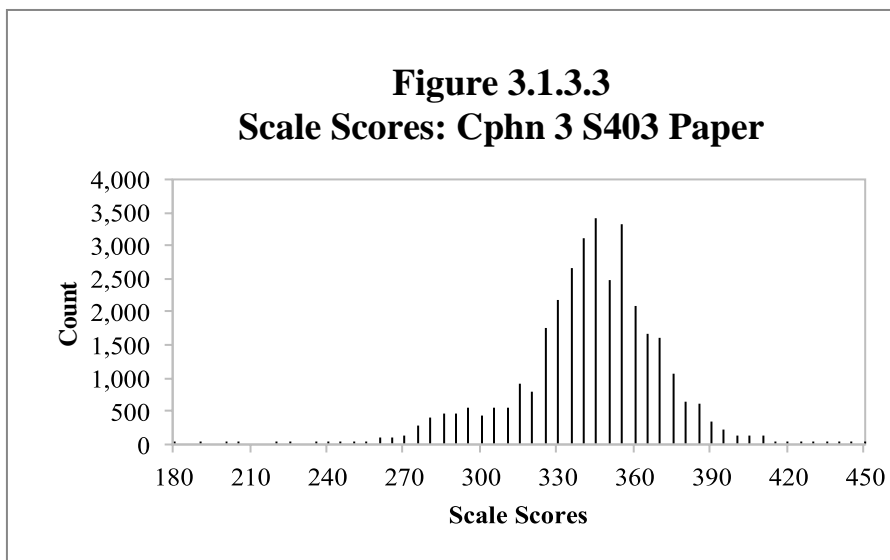
3.1.4.4 Grades 4–5

Table 3.1.4.4

Scale Score Descriptive Statistics: Over 4-5 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
4	26,877	195	434	346.81	34.11
5	24,072	196	435	356.02	35.99
Total	50,949	195	435	351.16	35.31

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

Figure 3.1.4.4
Scale Scores: Over 4-5 S403 Paper
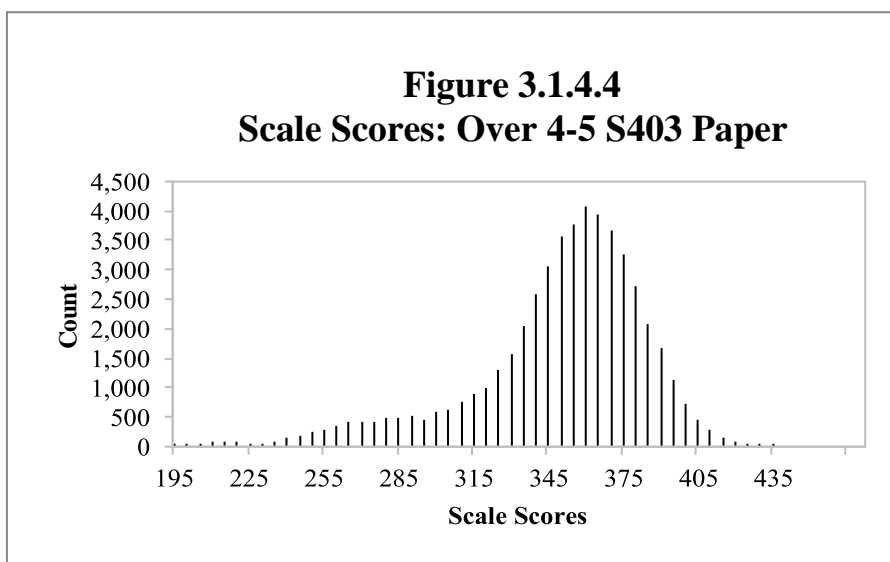
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
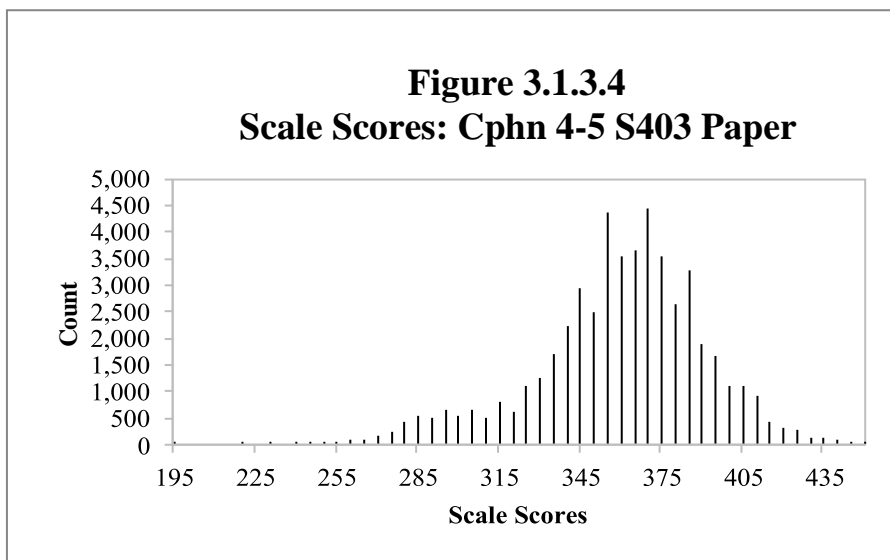
3.1.4.5 Grades 6–8

Table 3.1.4.5

Scale Score Descriptive Statistics: Over 6-8 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
6	17,393	203	433	348.60	34.64
7	16,839	223	445	353.82	37.18
8	15,385	223	448	357.73	39.07
Total	49,617	203	448	353.20	37.11

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

Figure 3.1.4.5
Scale Scores: Over 6-8 S403 Paper
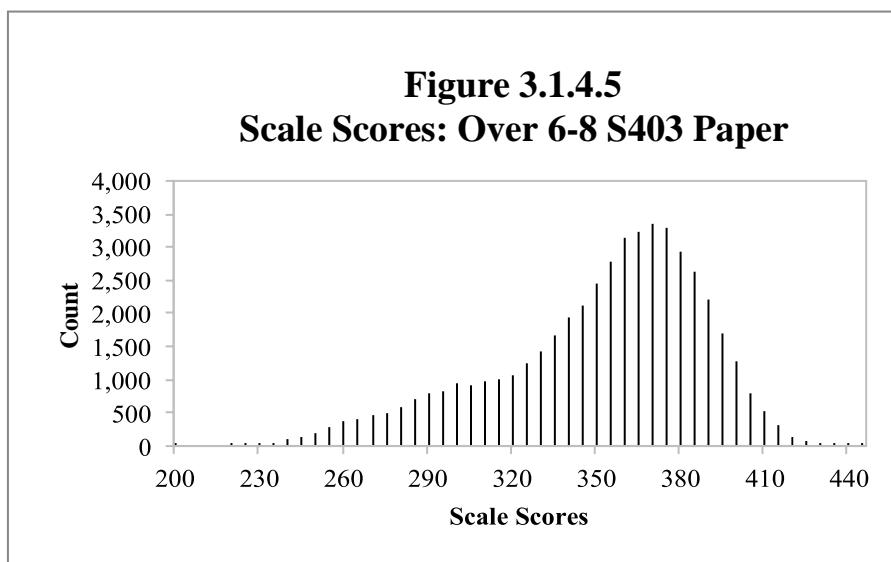
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
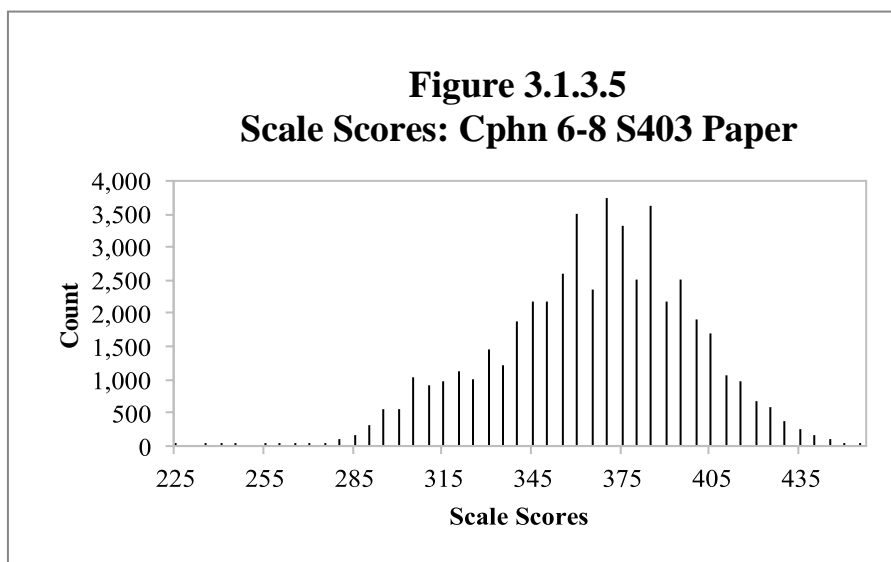
3.1.4.6 Grades 9–12

Table 3.1.4.6

Scale Score Descriptive Statistics: Over 9-12 S403 Paper

Grade	No. of Students	Min.	Max.	Mean	Std. Dev.
9	14,376	240	467	364.61	40.20
10	13,186	232	467	370.91	38.50
11	11,793	249	470	375.61	38.22
12	7,778	259	460	376.14	33.61
Total	47,133	232	470	371.03	38.49

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

Figure 3.1.4.6
Scale Scores: Over 9-12 S403 Paper
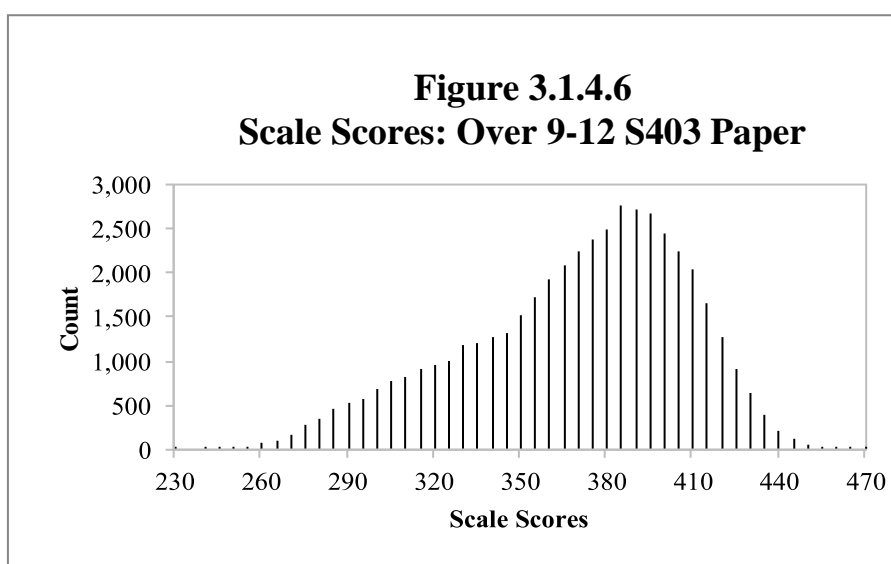
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2 Proficiency Level Distribution for Composites

Figures and tables in this section provide information on the proficiency level distribution for each of the composites for each grade-level cluster.

In each figure, the horizontal axis shows the six WIDA proficiency levels. The vertical axis shows the percentage of students. Each bar shows the percentage of students who were placed into each proficiency level in the domain being tested on this test form.

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

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

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

3.2.1 Oral

3.2.1.0 Kindergarten

Table 3.2.1.0

Proficiency Level Distribution: Oral K S403 Paper

Level	Count	Percent
1	57,054	24.5%
2	33,940	14.6%
3	29,154	12.5%
4	22,549	9.7%
5	40,332	17.3%
6	49,433	21.3%
Total	232,462	100.0%

Figure 3.2.1.0
Proficiency Level: Oral K S403 Paper
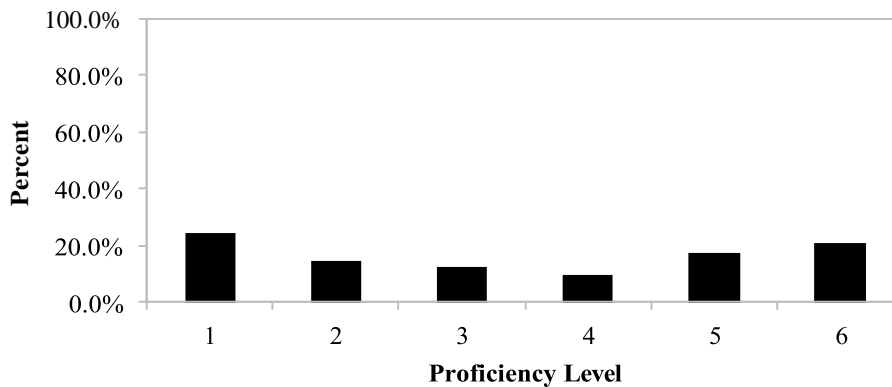
3.2.1.1 Grade 1

Table 3.2.1.1

Proficiency Level Distribution: Oral 1 S403 Paper

Level	Count	Percent
1	2,539	5.9%
2	5,205	12.0%
3	13,131	30.3%
4	11,971	27.6%
5	8,409	19.4%
6	2,088	4.8%
Total	43,343	100.0%

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

Figure 3.2.1.1
Proficiency Level: Oral 1 S403 Paper
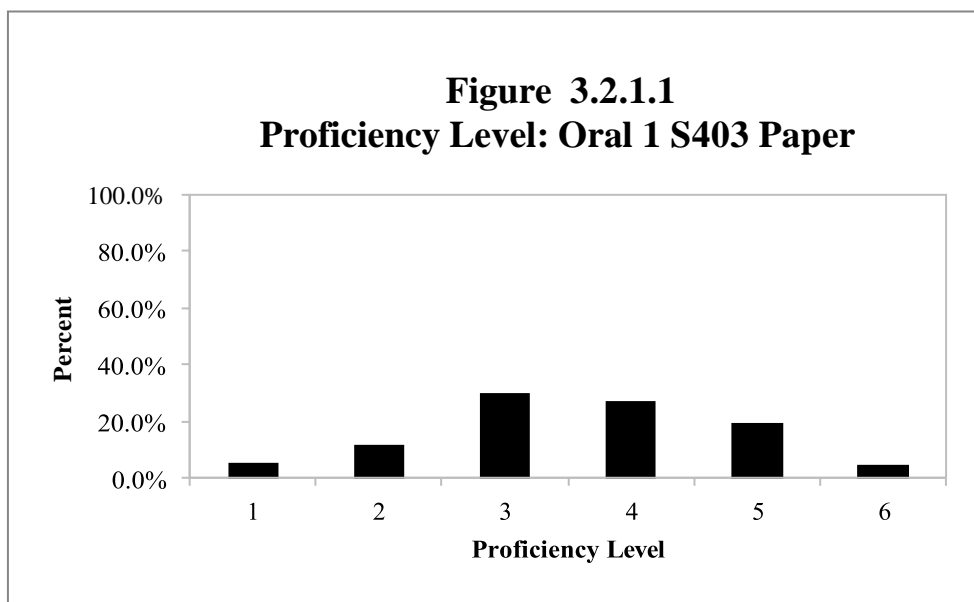
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.1.2   Grade 2

Table 3.2.1.2

Proficiency Level Distribution: Oral 2 S403 Paper

Level	Count	Percent
1	2,595	6.1%
2	4,167	9.7%
3	12,238	28.6%
4	14,486	33.8%
5	7,041	16.4%
6	2,329	5.4%
Total	42,856	100.0%

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.
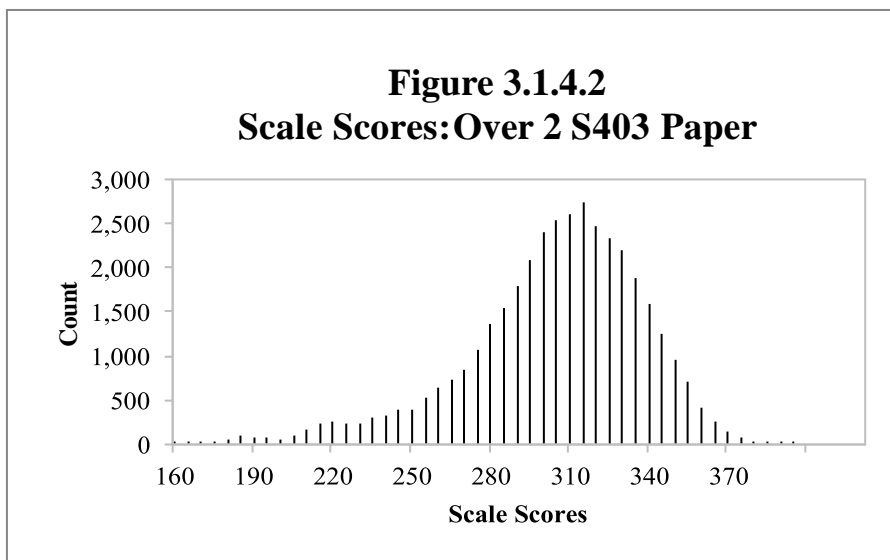
Figure 3.2.1.2
Proficiency Level: Oral 2 S403 Paper
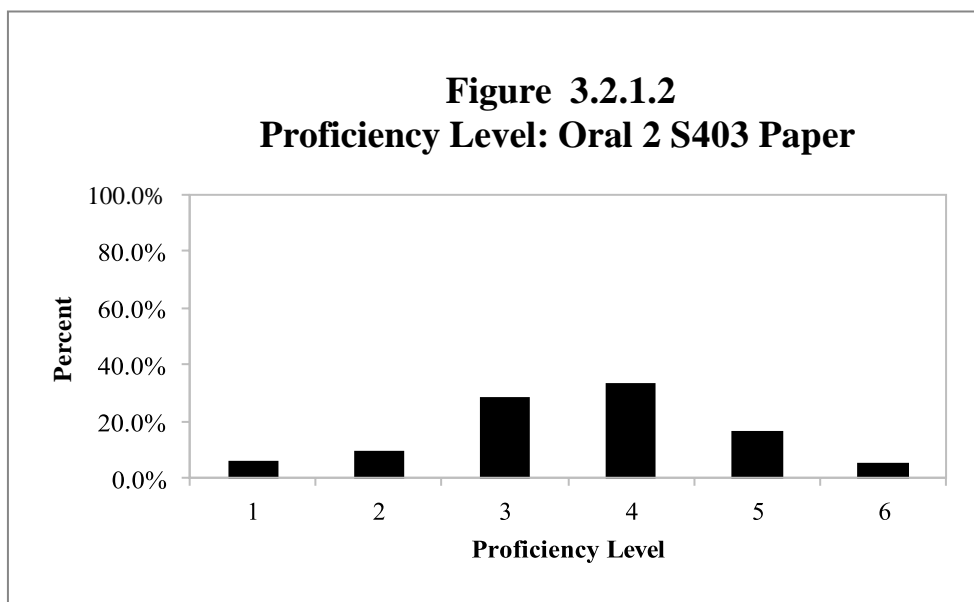
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.1.3 Grade 3

Table 3.2.1.3

Proficiency Level Distribution: Oral 3 S403 Paper

Level	Count	Percent
1	2,084	5.5%
2	3,404	9.1%
3	11,088	29.5%
4	13,202	35.1%
5	6,164	16.4%
6	1,652	4.4%
Total	37,594	100.0%

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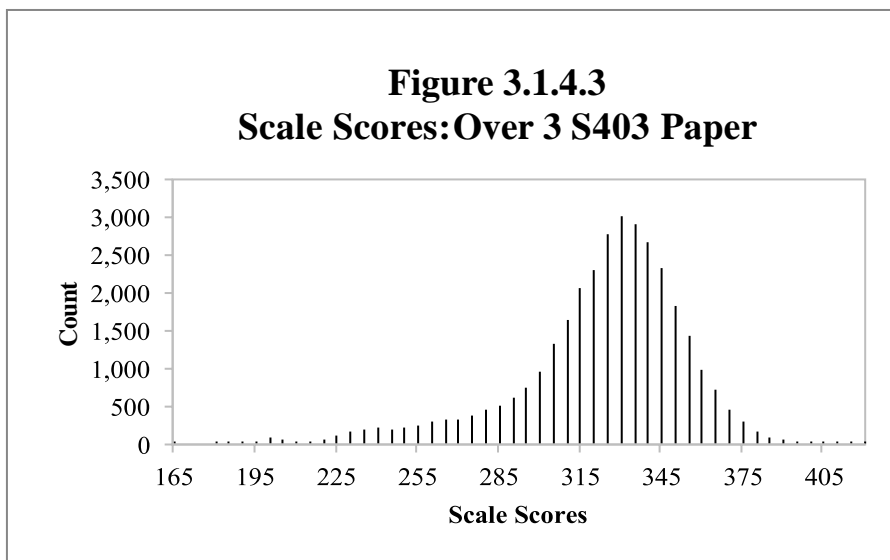

Figure 3.2.1.3
Proficiency Level: Oral 3 S403 Paper

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

3.2.1.4 Grades 4–5

Table 3.2.1.4

Proficiency Level Distribution: Oral 4-5 S403 Paper

Level	Grade 4 Count	Grade 4 Percent	Grade 5 Count	Grade 5 Percent	Total Count	Total Percent
1	1,701	5.7%	1,718	6.6%	3,419	6.1%
2	1,955	6.6%	1,721	6.6%	3,676	6.6%
3	5,331	18.0%	4,315	16.5%	9,646	17.3%
4	10,281	34.7%	9,566	36.5%	19,847	35.6%
5	7,175	24.2%	6,386	24.4%	13,561	24.3%
6	3,164	10.7%	2,488	9.5%	5,652	10.1%
Total	29,607	100.0%	26,194	100.0%	55,801	100.0%

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

Figure 3.2.1.4
Proficiency Level: Oral 4-5 S403 Paper

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

3.2.1.5 Grades 6–8

Table 3.2.1.5

Proficiency Level Distribution: Oral 6-8 S403 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,528	8.0%	1,875	10.3%	2,009	12.1%	5,412	10.0%
2	1,857	9.7%	1,978	10.8%	2,002	12.1%	5,837	10.8%
3	3,911	20.5%	3,778	20.7%	3,386	20.4%	11,075	20.6%
4	6,294	33.0%	5,924	32.5%	5,148	31.1%	17,366	32.2%
5	3,841	20.1%	3,288	18.0%	2,776	16.8%	9,905	18.4%
6	1,651	8.7%	1,394	7.6%	1,247	7.5%	4,292	8.0%
Total	19,082	100.0%	18,237	100.0%	16,568	100.0%	53,887	100.0%

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

Figure 3.2.1.5
Proficiency Level: Oral 6-8 S403 Paper

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

3.2.1.6 Grades 9–12

Table 3.2.1.6

Proficiency Level Distribution: Oral 9-12 S403 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	2,951	18.5%	2,589	17.8%	2,301	17.8%	1,348	16.0%	9,189	17.7%
2	2,292	14.4%	2,039	14.0%	1,818	14.1%	1,260	15.0%	7,409	14.3%
3	3,865	24.2%	3,966	27.3%	3,680	28.5%	2,899	34.5%	14,410	27.8%
4	4,293	26.9%	3,853	26.5%	3,389	26.3%	2,168	25.8%	13,703	26.5%
5	1,920	12.0%	1,449	10.0%	1,265	9.8%	520	6.2%	5,154	10.0%
6	627	3.9%	622	4.3%	441	3.4%	215	2.6%	1,905	3.7%
Total	15,948	100.0%	14,518	100.0%	12,894	100.0%	8,410	100.0%	51,770	100.0%

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

Figure 3.2.1.6
Proficiency Level: Oral 9-12 S403 Paper

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

3.2.2 Literacy

3.2.2.0 Kindergarten

Table 3.2.2.0

Proficiency Level Distribution: Litr K S403 Paper

Level	Count	Percent
1	162,486	69.9%
2	30,687	13.2%
3	27,328	11.8%
4	11,948	5.1%
5	0	0.0%
6	0	0.0%
Total	232,449	100.0%

**Figure 3.2.2.0
Proficiency Level: Litr K S403 Paper**

3.2.2.1 Grade 1

Table 3.2.2.1

Proficiency Level Distribution: Litr 1 S403 Paper

Level	Count	Percent
1	7,599	18.9%
2	15,334	38.2%
3	14,855	37.0%
4	2,073	5.2%
5	271	0.7%
6	26	0.1%
Total	40,158	100.0%

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

Figure 3.2.2.1
Proficiency Level: Litr 1 S403 Paper
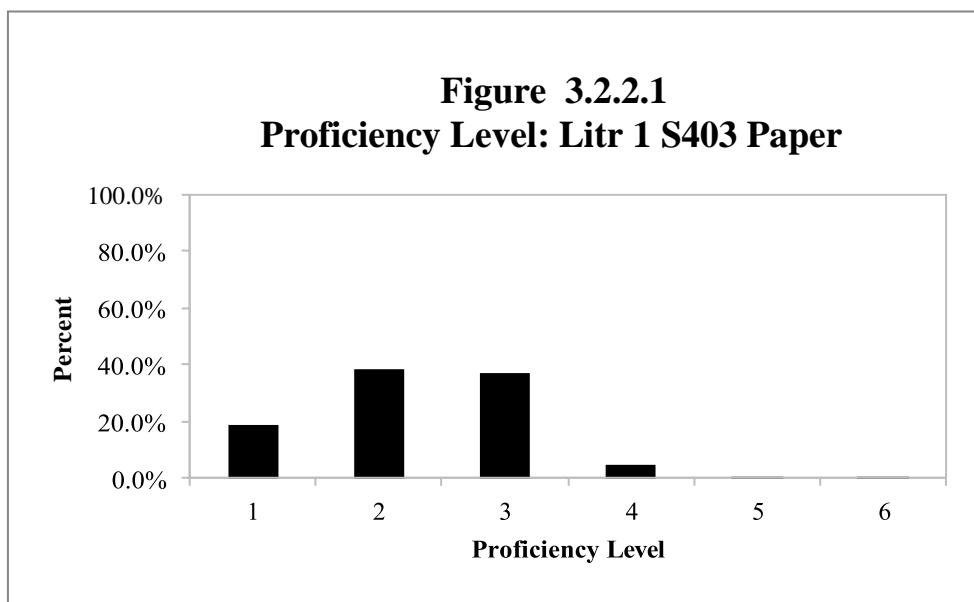
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.2.2 Grade 2

Table 3.2.2.2

Proficiency Level Distribution: Litr 2 S403 Paper

Level	Count	Percent
1	4,748	12.1%
2	9,421	24.0%
3	19,158	48.7%
4	5,526	14.1%
5	440	1.1%
6	15	0.0%
Total	39,308	100.0%

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

Figure 3.2.2.2
Proficiency Level: Litr 2 S403 Paper
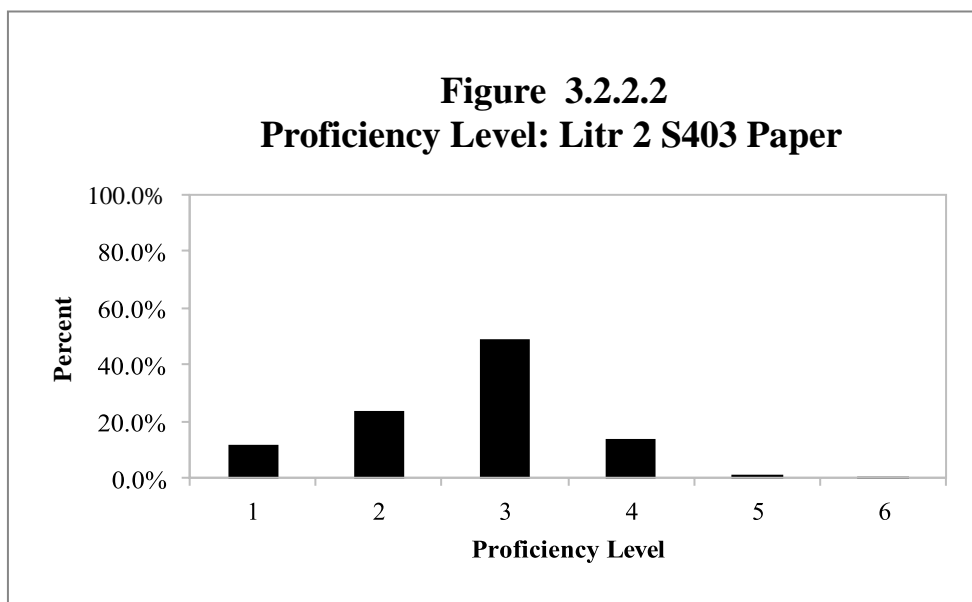
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.2.3   Grade 3

Table 3.2.2.3

Proficiency Level Distribution: Litr 3 S403 Paper

Level	Count	Percent
1	2,475	7.3%
2	4,413	12.9%
3	20,318	59.6%
4	6,385	18.7%
5	452	1.3%
6	47	0.1%
Total	34,090	100.0%

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

Figure 3.2.2.3
Proficiency Level: Litr 3 S403 Paper

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
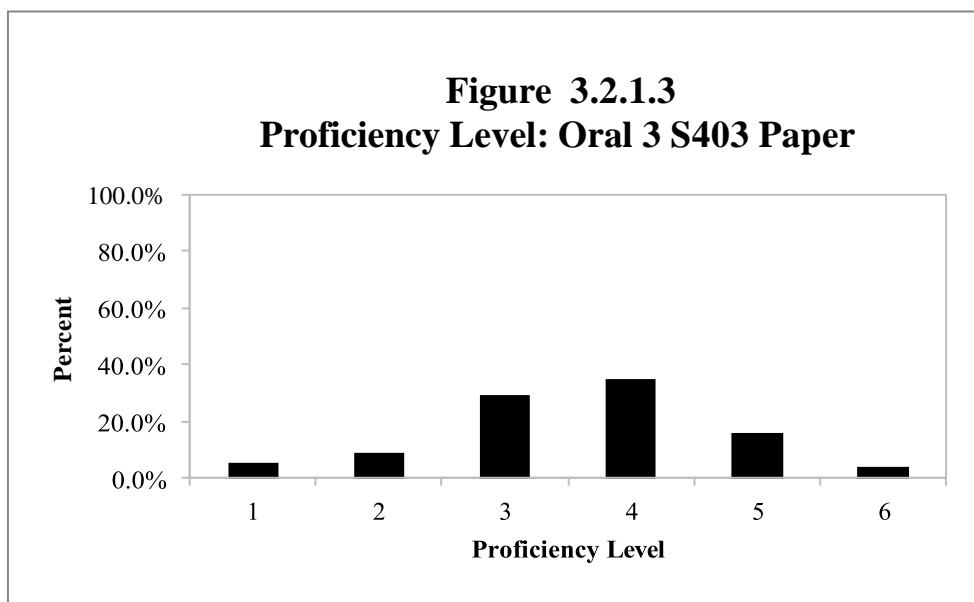
3.2.2.4 Grades 4–5

Table 3.2.2.4

Proficiency Level Distribution: Litr 4-5 S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	1,888	6.9%	1,608	6.6%	3,496	6.8%
2	2,075	7.6%	2,060	8.4%	4,135	8.0%
3	12,114	44.3%	9,235	37.9%	21,349	41.3%
4	9,914	36.3%	9,409	38.6%	19,323	37.4%
5	1,180	4.3%	1,920	7.9%	3,100	6.0%
6	163	0.6%	156	0.6%	319	0.6%
Total	27,334	100.0%	24,388	100.0%	51,722	100.0%

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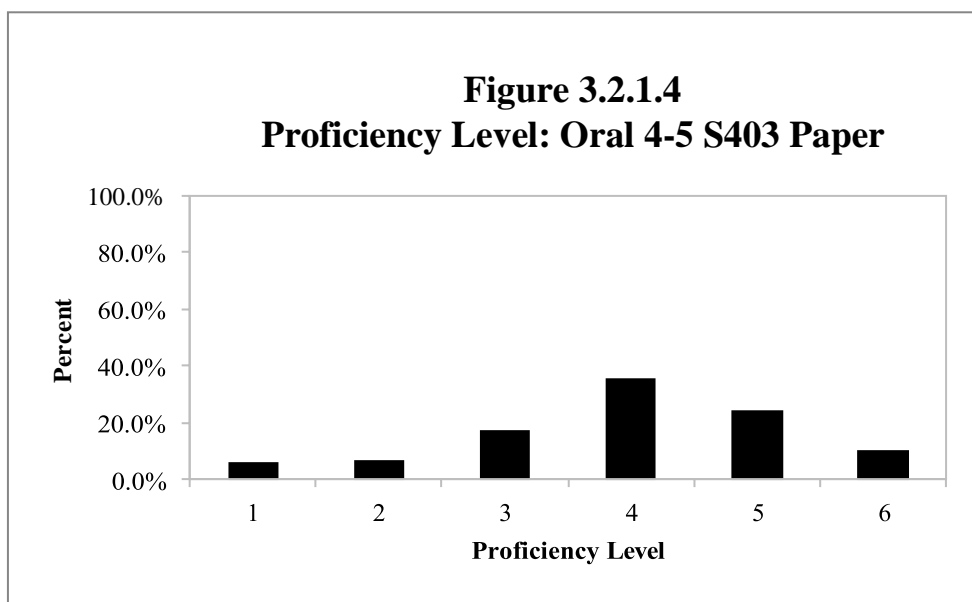

Figure 3.2.2.4
Proficiency Level: Litr 4-5 S403 Paper
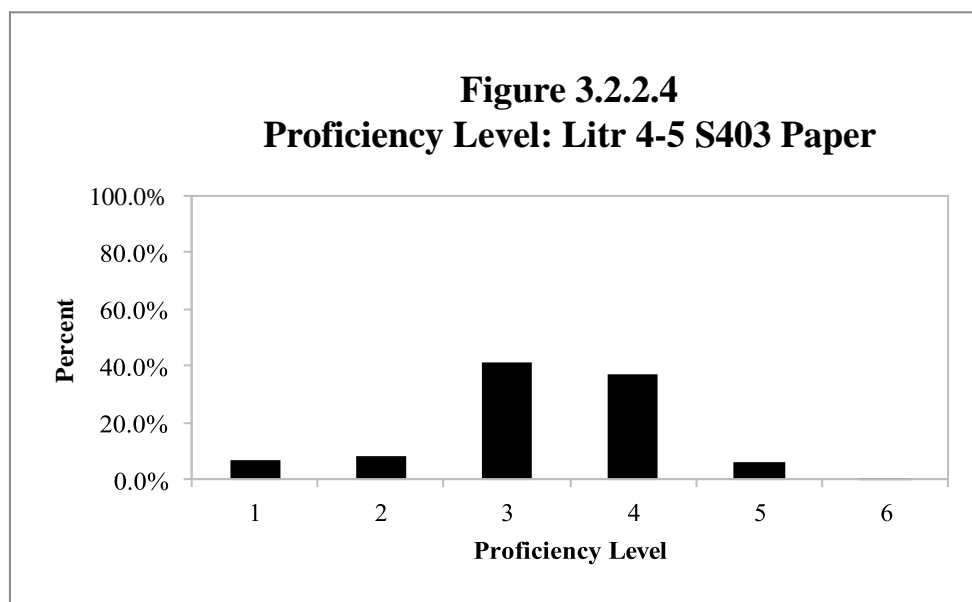
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.2.5 Grades 6–8

Table 3.2.2.5

Proficiency Level Distribution: Litr 6-8 S403 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,673	9.4%	1,865	10.8%	2,117	13.4%	5,655	11.1%
2	3,139	17.6%	3,152	18.3%	2,863	18.2%	9,154	18.0%
3	9,503	53.4%	8,800	51.1%	7,435	47.2%	25,738	50.7%
4	3,358	18.9%	3,243	18.8%	3,191	20.2%	9,792	19.3%
5	120	0.7%	165	1.0%	156	1.0%	441	0.9%
6	6	0.0%	7	0.0%	1	0.0%	14	0.0%
Total	17,799	100.0%	17,232	100.0%	15,763	100.0%	50,794	100.0%

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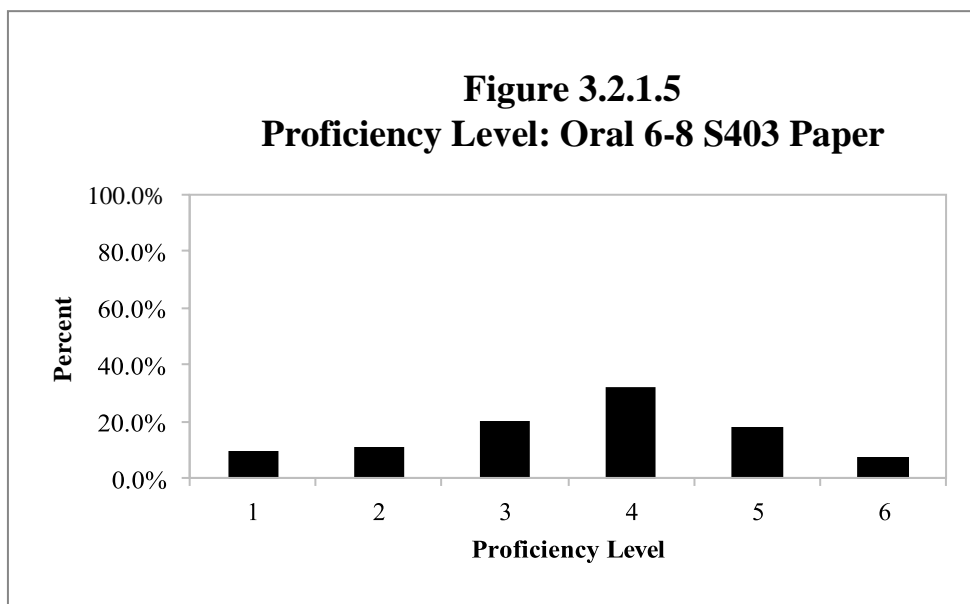

Figure 3.2.2.5
Proficiency Level: Litr 6-8 S403 Paper

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

3.2.2.6 Grades 9–12

Table 3.2.2.6

Proficiency Level Distribution: Litr 9-12 S403 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,475	9.9%	1,199	8.8%	1,163	9.6%	826	10.3%	4,663	9.6%
2	2,628	17.7%	2,357	17.3%	2,321	19.1%	1,816	22.6%	9,122	18.7%
3	5,998	40.4%	5,719	42.1%	4,885	40.2%	3,838	47.7%	20,440	42.0%
4	4,048	27.3%	3,722	27.4%	3,266	26.9%	1,431	17.8%	12,467	25.6%
5	688	4.6%	595	4.4%	507	4.2%	141	1.8%	1,931	4.0%
6	18	0.1%	8	0.1%	2	0.0%	0	0.0%	28	0.1%
Total	14,855	100.0%	13,600	100.0%	12,144	100.0%	8,052	100.0%	48,651	100.0%

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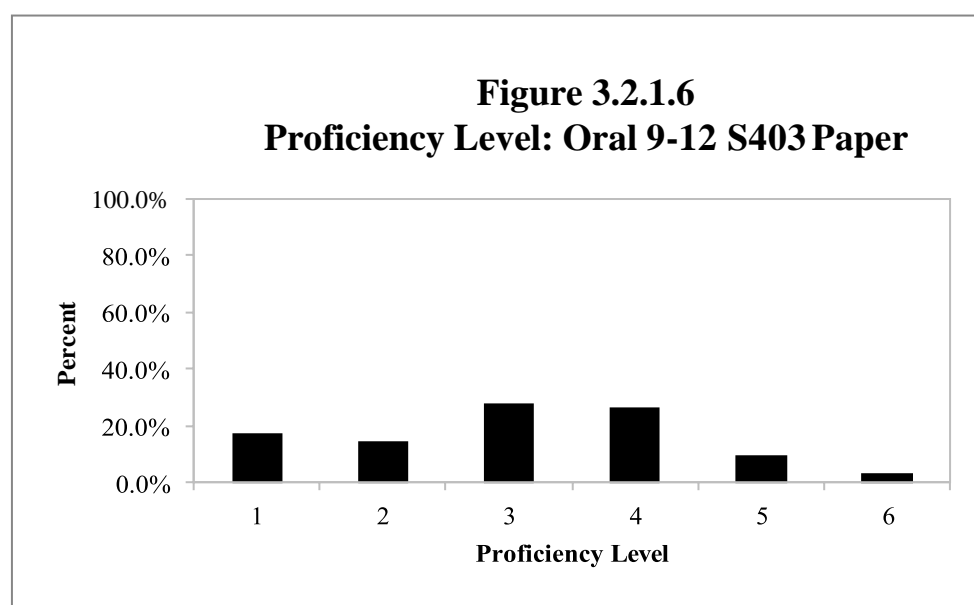

Figure 3.2.2.6
Proficiency Level: Litr 9-12 S403 Paper

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

3.2.3 Comprehension

3.2.3.0 Kindergarten

Table 3.2.3.0

Proficiency Level Distribution: Cphn K S403 Paper

Level	Count	Percent
1	143,875	61.9%
2	19,781	8.5%
3	23,216	10.0%
4	12,109	5.2%
5	27,301	11.7%
6	6,173	2.7%
Total	232,455	100.0%

Figure 3.2.3.0
Proficiency Level: Cphn K S403 Paper
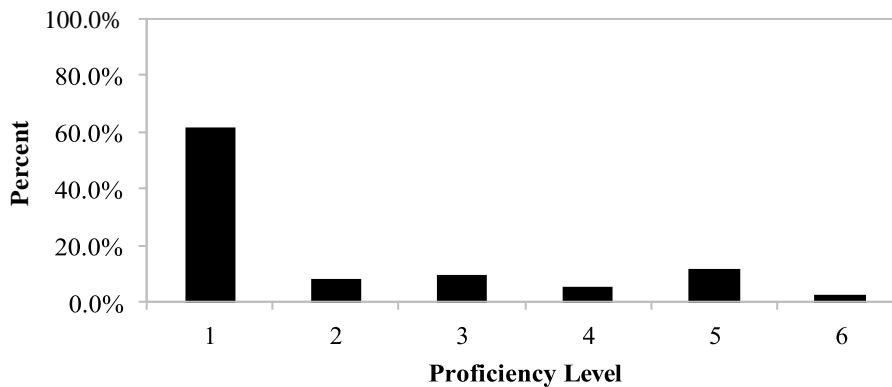
3.2.3.1   Grade 1

Table 3.2.3.1

Proficiency Level Distribution: Cphn 1 S403 Paper

Level	Count	Percent
1	2,245	6.1%
2	6,129	16.5%
3	11,729	31.7%
4	5,671	15.3%
5	7,316	19.7%
6	3,961	10.7%
Total	37,051	100.0%

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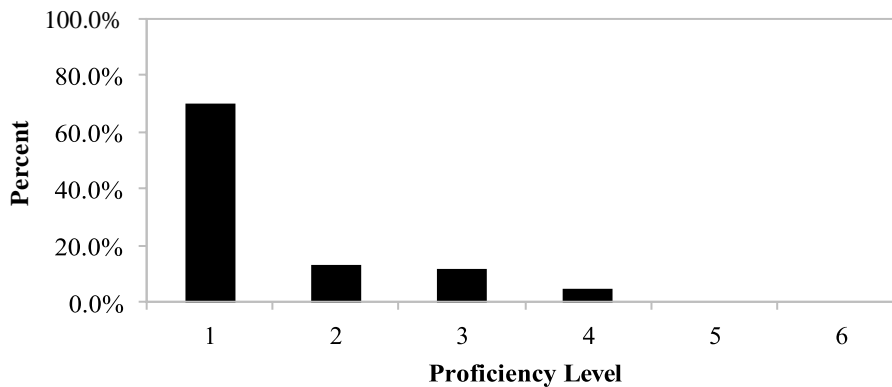

Figure   3.2.3.1
Proficiency Level: Cphn 1 S403 Paper
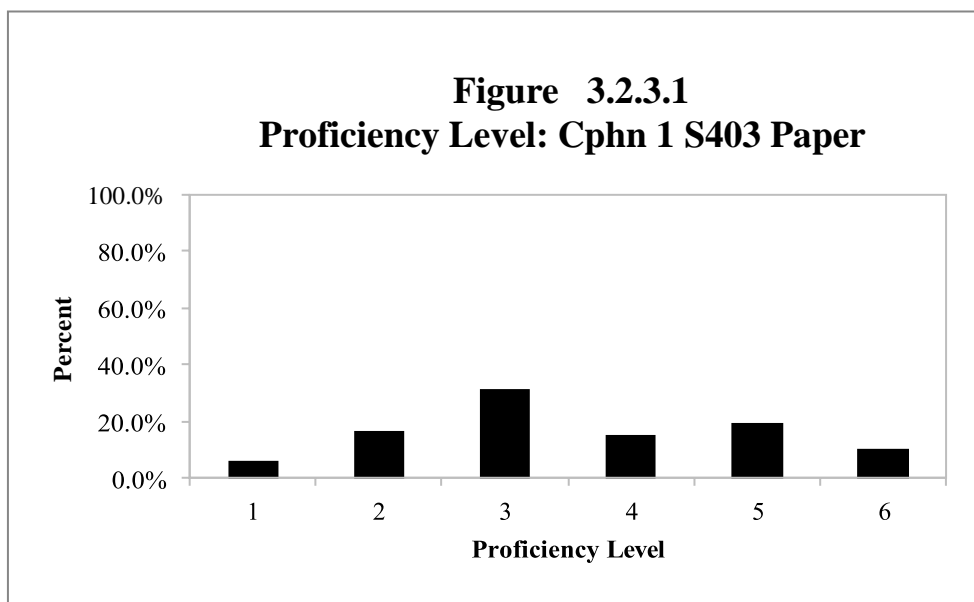
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.3.2 Grade 2

Table 3.2.3.2

Proficiency Level Distribution: Cphn 2 S403 Paper

Level	Count	Percent
1	2,392	6.2%
2	6,183	16.2%
3	9,564	25.0%
4	5,876	15.4%
5	8,679	22.7%
6	5,585	14.6%
Total	38,279	100.0%

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

Figure 3.2.3.2
Proficiency Level: Cphn 2 S403 Paper

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

3.2.3.3   Grade 3

Table 3.2.3.3

Proficiency Level Distribution: Cphn 3 S403 Paper

Level	Count	Percent
1	1,219	3.6%
2	3,010	9.0%
3	7,637	22.8%
4	7,557	22.6%
5	9,693	28.9%
6	4,386	13.1%
Total	33,502	100.0%

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

**Figure   3.2.3.3
Proficiency Level: Cphn 3 S403 Paper**

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
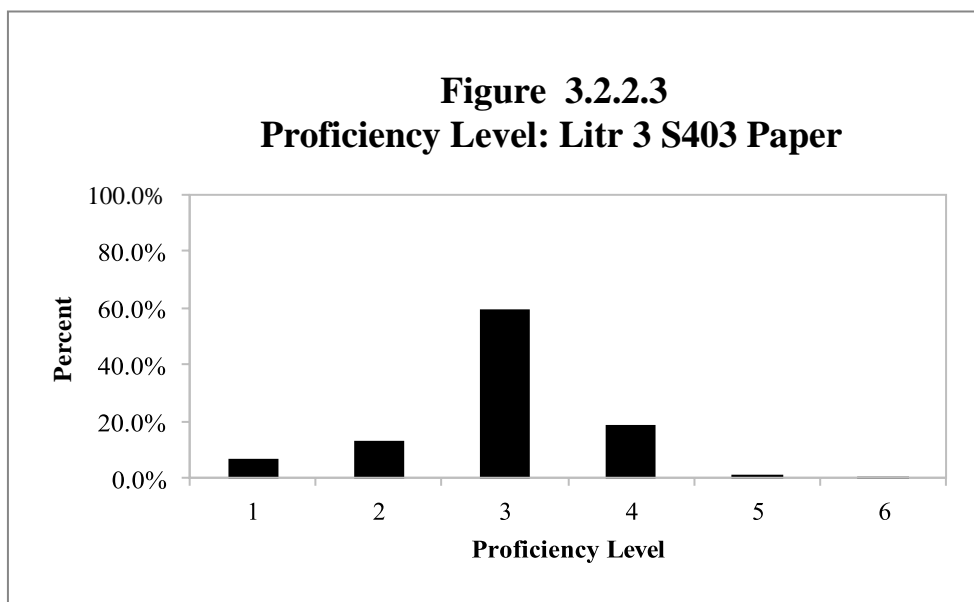
3.2.3.4 Grades 4–5

Table 3.2.3.4

Proficiency Level Distribution: Cphn 4-5 S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	Percent	Count	Percent	Count	Percent
1	1,387	5.1%	1,529	6.3%	2,916	5.7%
2	2,260	8.4%	2,282	9.5%	4,542	8.9%
3	5,731	21.2%	4,926	20.4%	10,657	20.8%
4	5,309	19.7%	4,574	18.9%	9,883	19.3%
5	8,067	29.9%	6,412	26.6%	14,479	28.3%
6	4,226	15.7%	4,423	18.3%	8,649	16.9%
Total	26,980	100.0%	24,146	100.0%	51,126	100.0%

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

Figure 3.2.3.4
Proficiency Level: Cphn 4-5 S403 Paper

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

3.2.3.5 Grades 6–8

Table 3.2.3.5

Proficiency Level Distribution: Cphn 6-8 S403 Paper

Level	Grade 6 Count	Grade 6 Percent	Grade 7 Count	Grade 7 Percent	Grade 8 Count	Grade 8 Percent	Total Count	Total Percent
1	1,253	7.2%	1,706	10.1%	1,854	12.0%	4,813	9.7%
2	3,350	19.2%	3,281	19.4%	3,128	20.2%	9,759	19.6%
3	5,247	30.0%	4,671	27.6%	3,835	24.8%	13,753	27.6%
4	3,460	19.8%	3,028	17.9%	2,418	15.6%	8,906	17.9%
5	2,953	16.9%	2,809	16.6%	2,981	19.3%	8,743	17.5%
6	1,218	7.0%	1,419	8.4%	1,247	8.1%	3,884	7.8%
Total	17,481	100.0%	16,914	100.0%	15,463	100.0%	49,858	100.0%

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

Figure 3.2.3.5
Proficiency Level: Cphn 6-8 S403 Paper
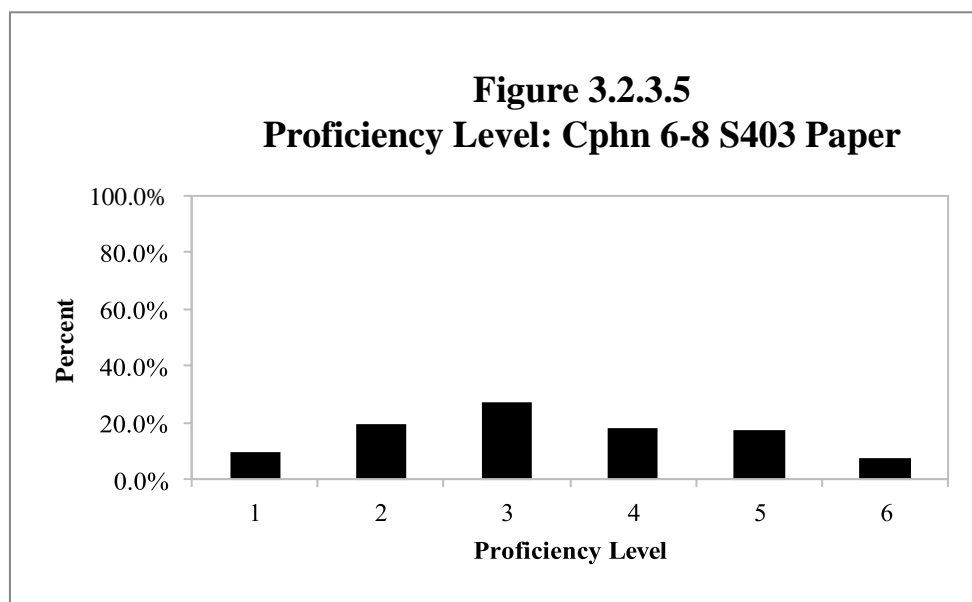
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
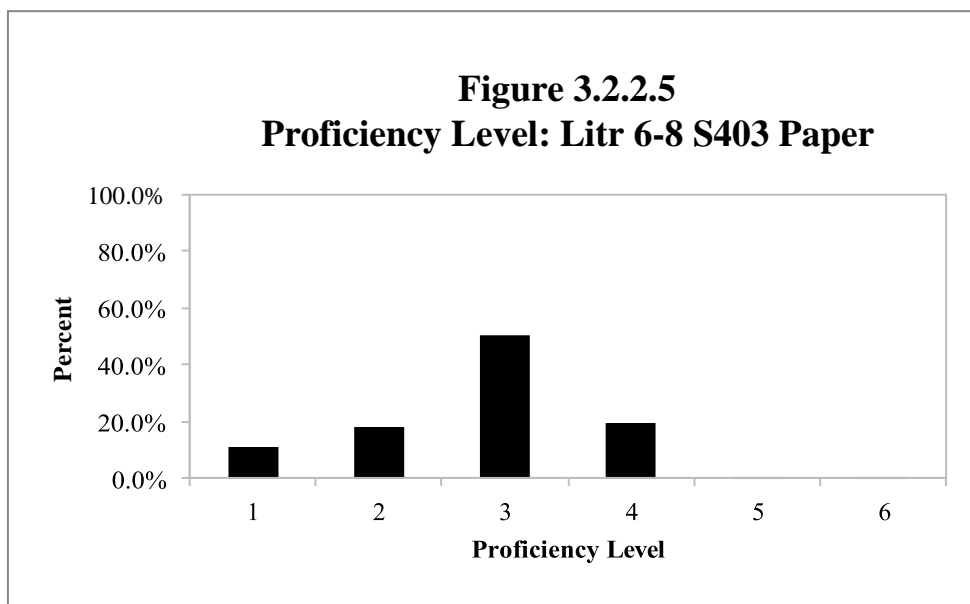
3.2.3.6 Grades 9–12

Table 3.2.3.6

Proficiency Level Distribution: Cphn 9-12 S403 Paper

Level	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,494	10.3%	1,333	10.0%	1,364	11.5%	826	10.5%	5,017	10.6%
2	3,409	23.6%	2,976	22.4%	2,844	23.9%	2,343	29.9%	11,572	24.4%
3	3,469	24.0%	3,439	25.9%	2,909	24.5%	2,161	27.6%	11,978	25.2%
4	2,315	16.0%	2,216	16.7%	1,568	13.2%	1,149	14.7%	7,248	15.3%
5	2,475	17.1%	1,935	14.6%	1,966	16.5%	929	11.9%	7,305	15.4%
6	1,301	9.0%	1,370	10.3%	1,230	10.4%	424	5.4%	4,325	9.1%
Total	14,463	100.0%	13,269	100.0%	11,881	100.0%	7,832	100.0%	47,445	100.0%

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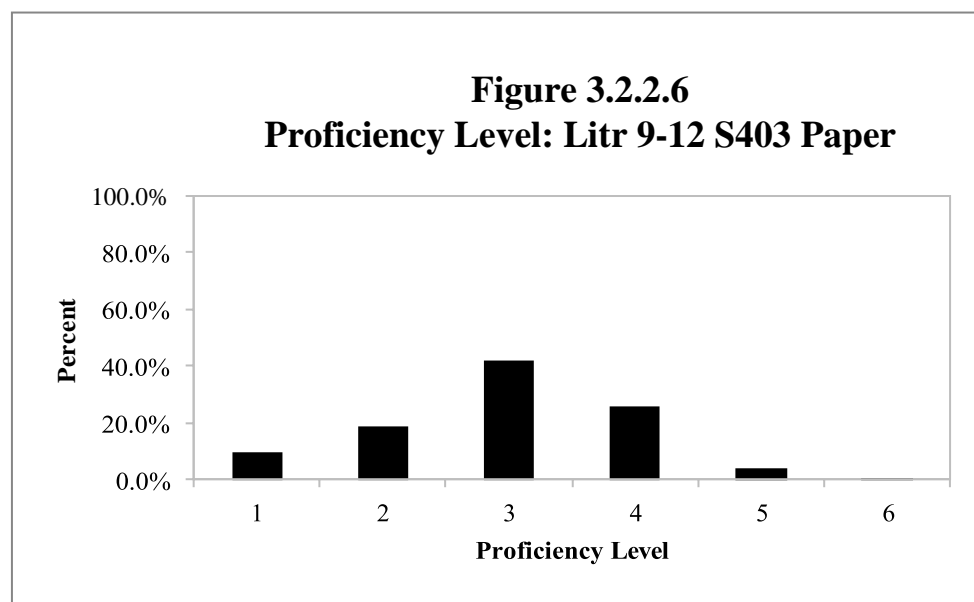

Figure 3.2.3.6
Proficiency Level: Cphn 9-12 S403 Paper
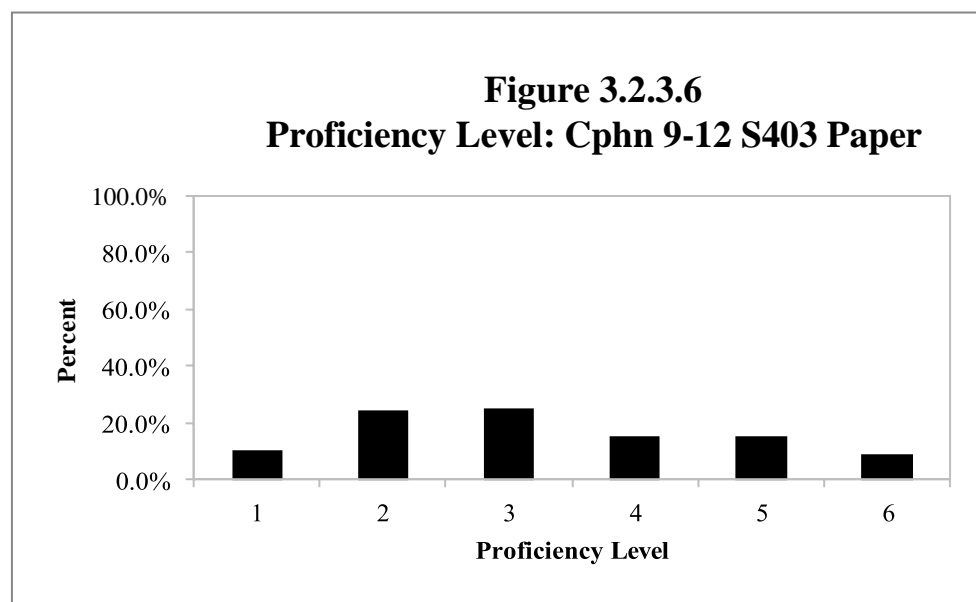
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.4 Overall

3.2.4.0 Kindergarten

Table 3.2.4.0

Proficiency Level Distribution: Over K S403 Paper

Level	Count	Percent
1	122,879	52.9%
2	42,312	18.2%
3	37,253	16.0%
4	25,935	11.2%
5	4,064	1.7%
6	0	0.0%
Total	232,443	100.0%

Figure   3.2.4.0
Proficiency Level: Over K S403 Paper
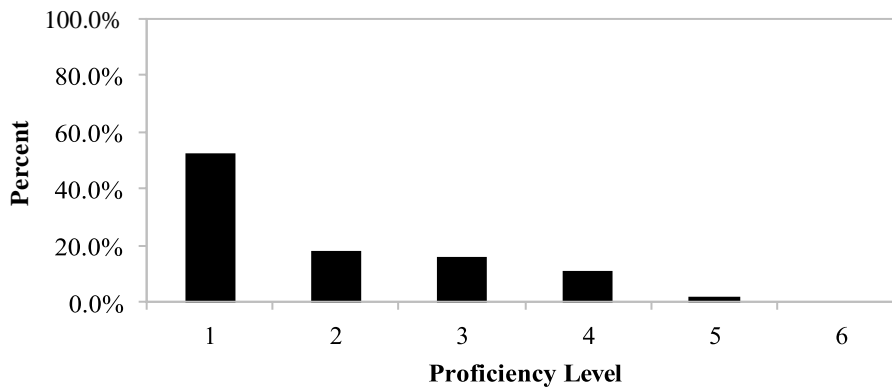
3.2.4.1   Grade 1

Table 3.2.4.1

Proficiency Level Distribution: Over 1 S403 Paper

Level	Count	Percent
1	3,625	9.8%
2	9,229	25.0%
3	18,877	51.2%
4	4,475	12.1%
5	631	1.7%
6	47	0.1%
Total	36,884	100.0%

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

Figure 3.2.4.1
Proficiency Level: Over 1 S403 Paper
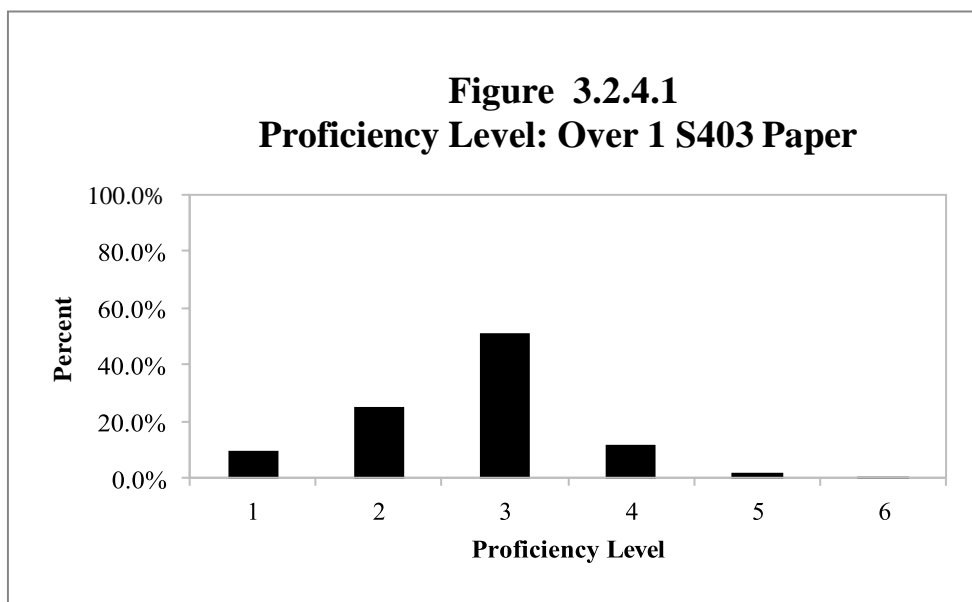
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.4.2 Grade 2

Table 3.2.4.2

Proficiency Level Distribution: Over 2 S403 Paper

Level	Count	Percent
1	2,897	7.6%
2	6,473	17.0%
3	18,745	49.2%
4	8,929	23.4%
5	1,026	2.7%
6	22	0.1%
Total	38,092	100.0%

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

Figure 3.2.4.2
Proficiency Level: Over 2 S403 Paper
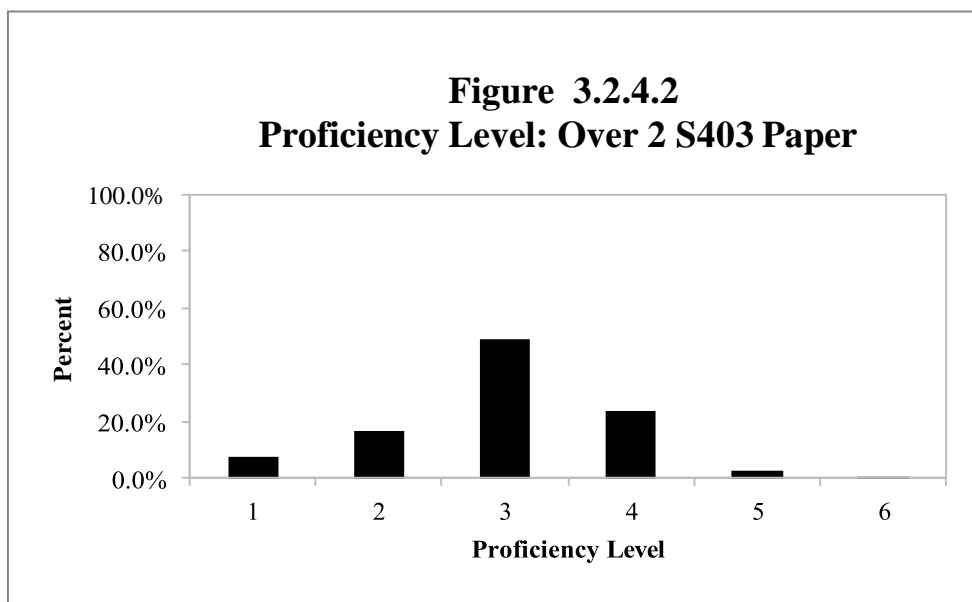
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.4.3   Grade 3

Table 3.2.4.3

Proficiency Level Distribution: Over 3 S403 Paper

Level	Count	Percent
1	1,972	5.9%
2	3,310	9.9%
3	16,959	50.9%
4	10,055	30.2%
5	969	2.9%
6	68	0.2%
Total	33,333	100.0%

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

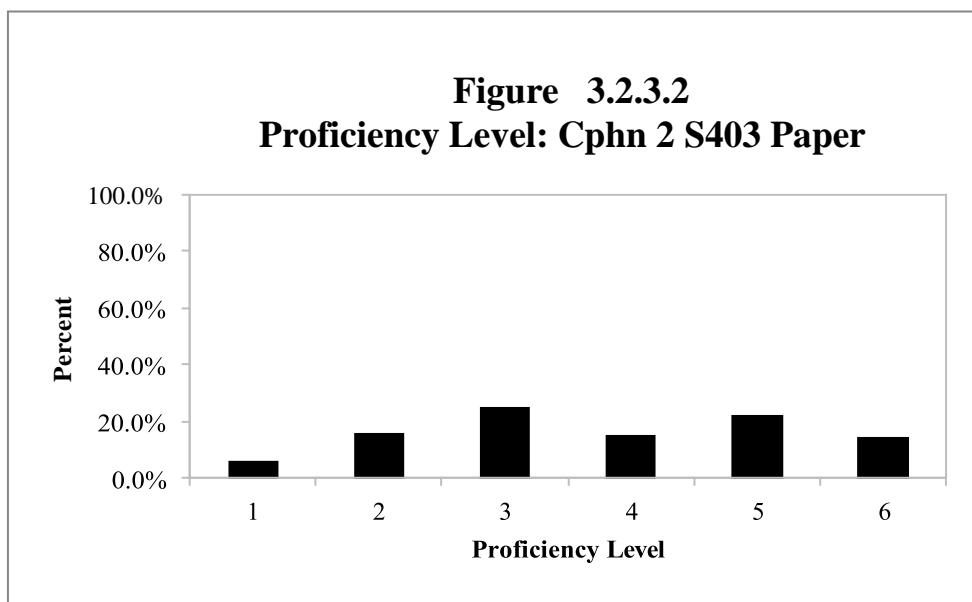**Figure 3.2.4.3**
Proficiency Level: Over 3 S403 Paper
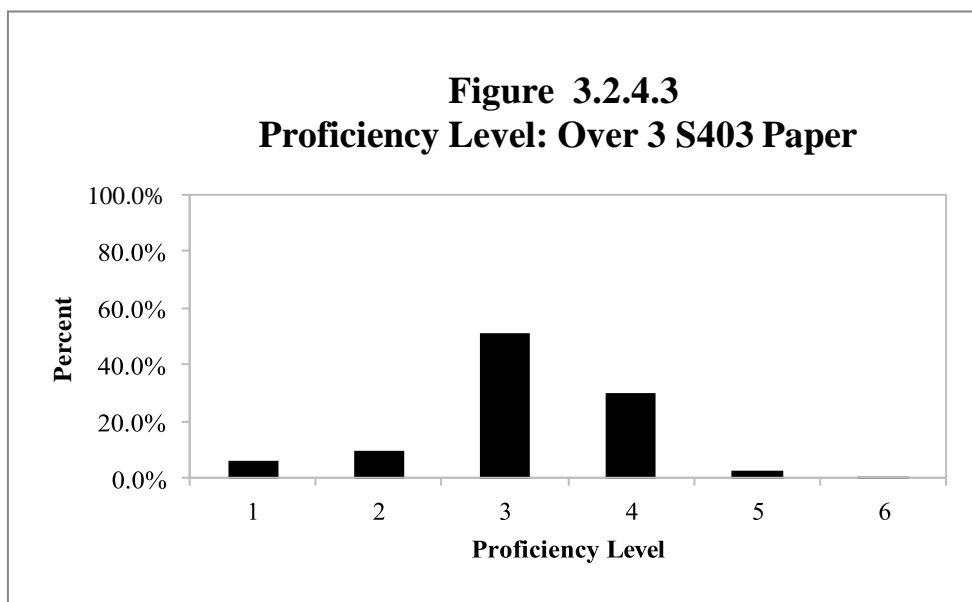
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.2.4.4   Grades 4–5

Table 3.2.4.4

Proficiency Level Distribution: Over 4-5 S403 Paper

Level	Grade 4		Grade 5		Total	
	Count	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1	1,616	6.0%	1,521	6.3%	3,137	6.2%
2	1,704	6.3%	1,645	6.8%	3,349	6.6%
3	8,414	31.3%	6,729	28.0%	15,143	29.7%
4	12,463	46.4%	10,950	45.5%	23,413	46.0%
5	2,428	9.0%	3,032	12.6%	5,460	10.7%
6	252	0.9%	195	0.8%	447	0.9%
Total	26,877	100.0%	24,072	100.0%	50,949	100.0%

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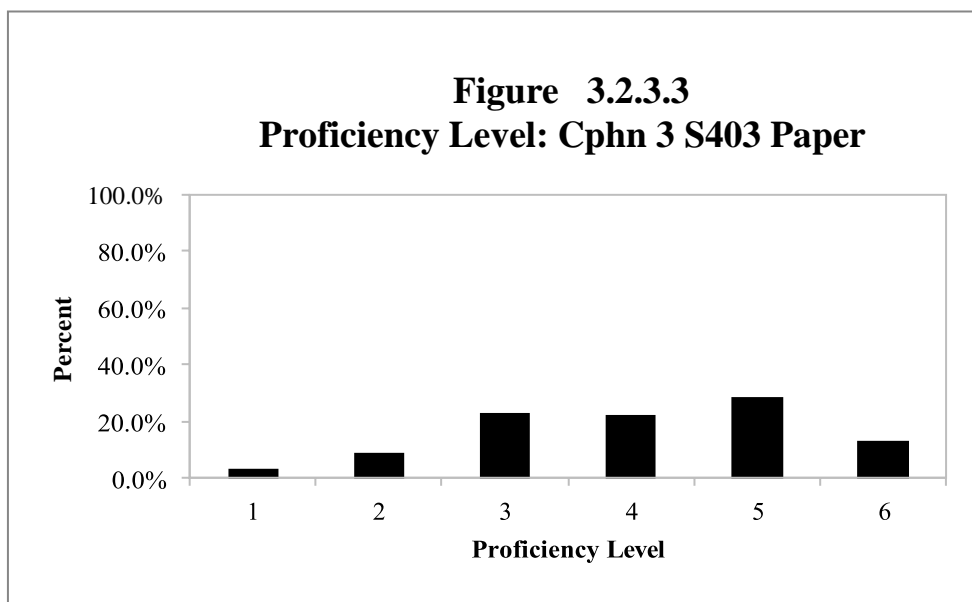

Figure 3.2.4.4
Proficiency Level: Over 4-5 S403 Paper

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.
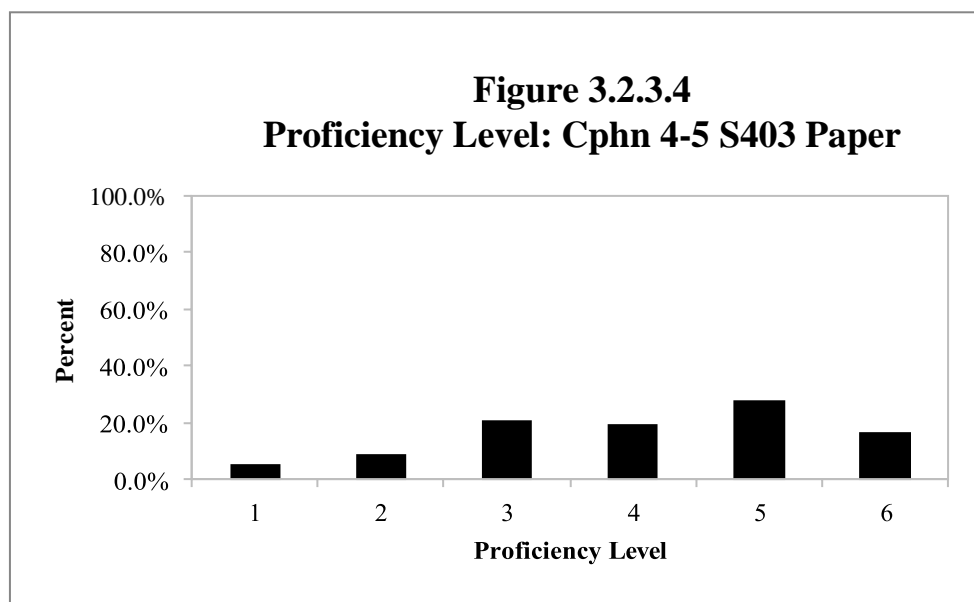
3.2.4.5 Grades 6–8

Table 3.2.4.5

Proficiency Level Distribution: Over 6-8 S403 Paper

Level	Grade 6		Grade 7		Grade 8		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1	1,420	8.2%	1,747	10.4%	1,869	12.1%	5,036	10.1%
2	2,185	12.6%	2,139	12.7%	2,179	14.2%	6,503	13.1%
3	7,226	41.5%	6,613	39.3%	5,633	36.6%	19,472	39.2%
4	6,070	34.9%	5,777	34.3%	5,188	33.7%	17,035	34.3%
5	479	2.8%	549	3.3%	508	3.3%	1,536	3.1%
6	13	0.1%	14	0.1%	8	0.1%	35	0.1%
Total	17,393	100.0%	16,839	100.0%	15,385	100.0%	49,617	100.0%

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

Figure 3.2.4.5
Proficiency Level: Over 6-8 S403 Paper

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

3.2.4.6 Grades 9–12

Table 3.2.4.6

Proficiency Level Distribution: Over 9-12 S403 Paper

Level	Grade 9 Count	Grade 9 Percent	Grade 10 Count	Grade 10 Percent	Grade 11 Count	Grade 11 Percent	Grade 12 Count	Grade 12 Percent	Total Count	Total Percent
1	1,850	12.9%	1,549	11.7%	1,434	12.2%	874	11.2%	5,707	12.1%
2	2,197	15.3%	2,048	15.5%	1,897	16.1%	1,510	19.4%	7,652	16.2%
3	4,998	34.8%	4,880	37.0%	4,456	37.8%	3,491	44.9%	17,825	37.8%
4	4,454	31.0%	3,988	30.2%	3,419	29.0%	1,759	22.6%	13,620	28.9%
5	854	5.9%	704	5.3%	583	4.9%	144	1.9%	2,285	4.8%
6	23	0.2%	17	0.1%	4	0.0%	0	0.0%	44	0.1%
Total	14,376	100.0%	13,186	100.0%	11,793	100.0%	7,778	100.0%	47,133	100.0%

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

Figure 3.2.4.6
Proficiency Level: Over 9-12 S403 Paper
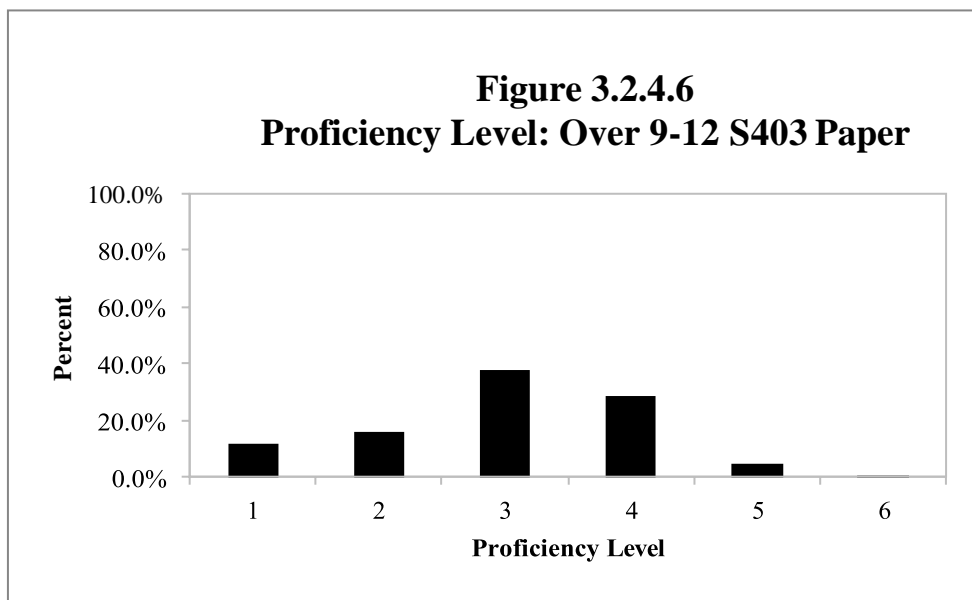
Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from the other states' results, they are excluded from this analysis.

3.3 Reliability

To estimate the score reliability of the composite scores, a stratified Cronbach's alpha coefficient (e.g., Rudner, 2001; Kamata, Turhan, & Darandari, 2003; Kane & Case, 2004) 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
o_j^2 = variance of component j
σ_c^2 = variance of composite

ρ_j = reliability coefficient of component j

Tables are provided below to express the stratified Cronbach's alpha for each of the composites. The first table for each composite provides stratified Cronbach's alpha for all test takers. The second table for each composite provides the same information for the population of female students and the population of male students. The third table provides information by ethnicity, for Hispanic and non-Hispanic test takers, and the fourth table provides information for the population of students who have an individualized education plan (IEP).

Each table is divided by grade-level cluster. Tables first include the input values used to compute Cronbach's alpha. The table lists the number of components for each composite and their weight. (See also the beginning of this chapter for an overview of how the composites are computed.)

For each grade-level cluster, a reliability coefficient is provided for each domain. To produce this coefficient, values for Cronbach's alpha for each of the tiers in the grade-level cluster (provided in Section 2.10) are weighted by the number of students who were administered the tier form, and a weighted average is expressed in the tables.

For each relevant domain component, the variance of the scale score is also provided. The variance of the composite scale score is also provided. The variances of domains and composites are computed for students who had valid results in all four domains.

Finally, the computed stratified Cronbach's alpha value for the composite is provided, by grade-level cluster.

The stratified Cronbach's alpha, presented in the tables in this section, was also used to produce the *Accuracy and Consistency* classification tables of the composites (Section 3.4).

3.3.1 Oral

Table 3.3.1.1

Reliability of Composite: Oral S403 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.50	5385.473	0.940
	Speaking	0.50	9879.079	0.899
	Oral		6641.816	0.950
1	Listening	0.50	1604.175	0.696
	Speaking	0.50	4064.308	0.894
	Oral		2078.799	0.890
2	Listening	0.50	1682.517	0.659
	Speaking	0.50	4249.091	0.911
	Oral		2206.207	0.892
3	Listening	0.50	1308.497	0.578
	Speaking	0.50	4326.814	0.909
	Oral		2023.187	0.883
4-5	Listening	0.50	1641.418	0.625
	Speaking	0.50	4898.727	0.905
	Oral		2473.967	0.891
6-8	Listening	0.50	2262.205	0.648
	Speaking	0.50	5533.852	0.908
	Oral		3105.455	0.895
9-12	Listening	0.50	2429.756	0.648
	Speaking	0.50	6156.818	0.921
	Oral		3421.574	0.902

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.1.2

Reliability of Composite: Oral S403 Paper by Gender

Cluster	Component	Weight	Female Variance	Female Reliability	Male Variance	Male Reliability
K	Listening	0.50	5088.414	0.938	5548.449	0.940
K	Speaking	0.50	9841.417	0.901	9737.876	0.896
K	Oral		6468.576	0.950	6660.987	0.950
1	Listening	0.50	1603.288	0.686	1595.786	0.701
1	Speaking	0.50	4160.397	0.894	3951.775	0.894
1	Oral		2111.285	0.888	2032.804	0.890
2	Listening	0.50	1640.018	0.644	1698.874	0.667
2	Speaking	0.50	4179.839	0.911	4288.492	0.910
2	Oral		2156.860	0.889	2228.673	0.893
3	Listening	0.50	1249.980	0.558	1353.001	0.594
3	Speaking	0.50	4428.225	0.910	4232.483	0.908
3	Oral		2031.067	0.883	2009.894	0.883
4-5	Listening	0.50	1591.661	0.617	1678.888	0.632
4-5	Speaking	0.50	4945.436	0.904	4834.216	0.906
4-5	Oral		2462.491	0.890	2471.305	0.891
6-8	Listening	0.50	2262.277	0.647	2258.361	0.649
6-8	Speaking	0.50	5523.598	0.906	5529.525	0.910
6-8	Oral		3114.424	0.894	3090.177	0.896
9-12	Listening	0.50	2317.155	0.637	2526.346	0.657
9-12	Speaking	0.50	6108.518	0.921	6192.107	0.921
9-12	Oral		3341.329	0.901	3487.622	0.903

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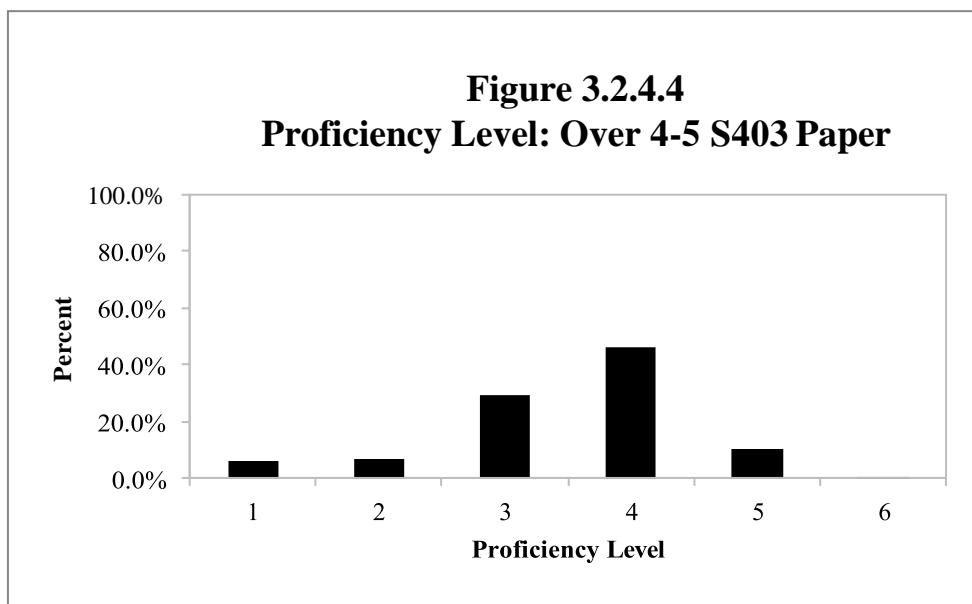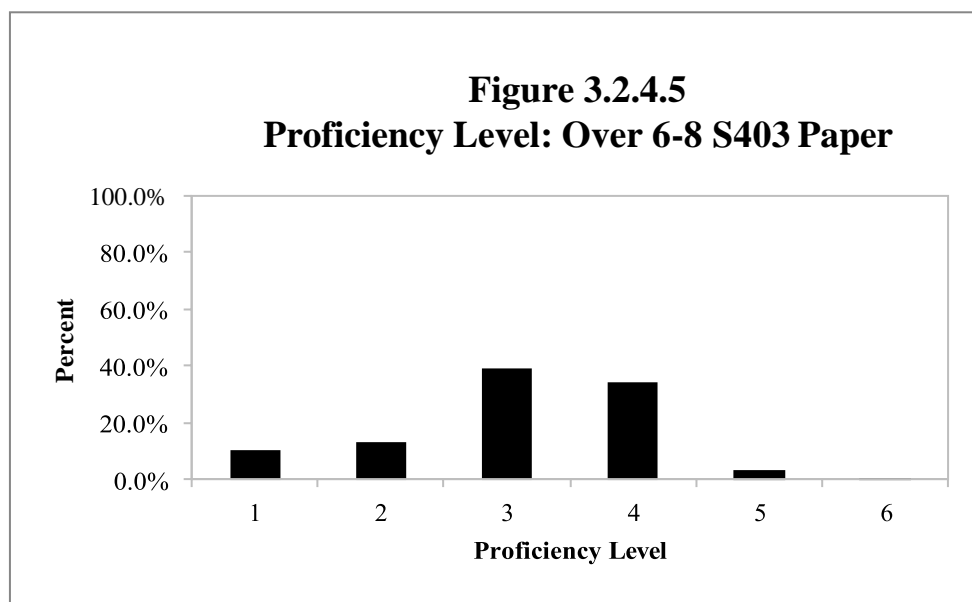reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

Table 3.3.1.3

Reliability of Composite: Oral S403 Paper by Ethnicity

Cluster	Component	Weight	Hispanic		Other	
			Variance	Reliability	Variance	Reliability
K	Listening	0.50	5477.737	0.940	4889.182	0.934
	Speaking	0.50	10081.665	0.901	9125.988	0.888
	Oral		6775.283	0.951	6039.095	0.944
1	Listening	0.50	1573.106	0.691	1684.430	0.708
	Speaking	0.50	4067.127	0.895	3908.678	0.886
	Oral		2057.563	0.889	2077.837	0.887
2	Listening	0.50	1685.124	0.651	1639.498	0.678
	Speaking	0.50	4268.611	0.911	4036.603	0.907
	Oral		2215.875	0.891	2096.496	0.892
3	Listening	0.50	1271.749	0.565	1413.671	0.617
	Speaking	0.50	4351.881	0.909	4094.886	0.906
	Oral		2012.339	0.882	1988.450	0.884
4-5	Listening	0.50	1647.782	0.617	1595.538	0.647
	Speaking	0.50	5013.342	0.905	4329.920	0.902
	Oral		2523.461	0.890	2219.124	0.889
6-8	Listening	0.50	2318.222	0.646	2023.853	0.655
	Speaking	0.50	5742.199	0.908	4587.212	0.902
	Oral		3224.858	0.896	2575.067	0.888
9-12	Listening	0.50	2425.389	0.644	2408.371	0.660
	Speaking	0.50	6349.845	0.923	5397.195	0.911
	Oral		3505.261	0.903	3074.664	0.895

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.1.4

Reliability of Composite: Oral S403 Paper by IEP status

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.50	6375.405	0.949
	Speaking	0.50	8808.948	0.893
	Oral		6723.739	0.953
1	Listening	0.50	1709.996	0.715
	Speaking	0.50	3560.483	0.883
	Oral		1936.121	0.883
2	Listening	0.50	1701.517	0.700
	Speaking	0.50	3617.141	0.894
	Oral		1921.262	0.884
3	Listening	0.50	1083.813	0.548
	Speaking	0.50	3109.646	0.898
	Oral		1425.644	0.859
4-5	Listening	0.50	1270.935	0.617
	Speaking	0.50	3345.807	0.900
	Oral		1607.497	0.872
6-8	Listening	0.50	1560.830	0.615
	Speaking	0.50	3798.274	0.898
	Oral		1971.999	0.875
9-12	Listening	0.50	1712.923	0.612
	Speaking	0.50	4885.951	0.913
	Oral		2441.476	0.889

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

3.3.2 Literacy

Table 3.3.2.1

Reliability of Composite: Litr S403 Paper

Cluster	Component	Weight	Variance	Reliability
K	Reading	0.50	4552.769	0.950
	Writing	0.50	4448.735	0.925
	Literacy		3884.676	0.964
1	Reading	0.50	755.005	0.736
	Writing	0.50	1592.273	0.908
	Literacy		877.088	0.902
2	Reading	0.50	1035.865	0.826
	Writing	0.50	1523.765	0.933
	Literacy		1039.298	0.932
3	Reading	0.50	709.360	0.685
	Writing	0.50	1509.002	0.923
	Literacy		860.333	0.901
4-5	Reading	0.50	928.767	0.777
	Writing	0.50	1623.961	0.894
	Literacy		1048.224	0.909
6-8	Reading	0.50	867.827	0.784
	Writing	0.50	1670.437	0.903
	Literacy		1031.404	0.915
9-12	Reading	0.50	982.112	0.804
	Writing	0.50	1674.126	0.897
	Literacy		1096.009	0.917

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.2.2

Reliability of Composite: Litr S403 Paper by Gender

Cluster	Component	Weight	Female Variance	Female Reliability	Male Variance	Male Reliability
K	Reading	0.50	4379.323	0.947	4695.109	0.953
	Writing	0.50	4297.693	0.924	4530.078	0.926
	Literacy		3733.978	0.962	3989.527	0.965
1	Reading	0.50	734.646	0.735	773.684	0.737
	Writing	0.50	1482.774	0.904	1654.071	0.910
	Literacy		835.462	0.899	903.699	0.903
2	Reading	0.50	1010.559	0.828	1052.597	0.824
	Writing	0.50	1392.523	0.926	1569.839	0.935
	Literacy		976.823	0.929	1065.927	0.933
3	Reading	0.50	673.856	0.672	736.714	0.694
	Writing	0.50	1466.083	0.915	1486.774	0.925
	Literacy		833.867	0.896	866.220	0.903
4-5	Reading	0.50	895.127	0.773	955.480	0.780
	Writing	0.50	1573.072	0.885	1619.310	0.896
	Literacy		1018.852	0.906	1057.705	0.910
6-8	Reading	0.50	845.679	0.776	880.973	0.787
	Writing	0.50	1605.270	0.891	1676.673	0.907
	Literacy		1000.262	0.909	1035.485	0.917
9-12	Reading	0.50	943.896	0.796	1004.811	0.808
	Writing	0.50	1662.448	0.892	1641.330	0.898
	Literacy		1078.336	0.914	1086.946	0.917

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.2.3

Reliability of Composite: Litr S403 Paper by Ethnicity

Cluster	Component	Weight	Hispanic		Other	
			Variance	Reliability	Variance	Reliability
K	Reading	0.50	4197.795	0.946	4783.576	0.954
	Writing	0.50	4222.166	0.919	4473.469	0.929
	Literacy		3590.897	0.960	4015.183	0.967
1	Reading	0.50	714.886	0.719	852.908	0.775
	Writing	0.50	1565.913	0.906	1588.100	0.913
	Literacy		840.481	0.897	939.559	0.912
2	Reading	0.50	1012.840	0.822	1092.525	0.838
	Writing	0.50	1513.728	0.932	1519.089	0.935
	Literacy		1022.277	0.931	1071.683	0.936
3	Reading	0.50	684.256	0.665	777.854	0.731
	Writing	0.50	1509.799	0.922	1455.172	0.928
	Literacy		848.154	0.898	874.165	0.910
4-5	Reading	0.50	924.558	0.772	934.477	0.791
	Writing	0.50	1657.304	0.892	1477.042	0.899
	Literacy		1060.364	0.908	987.675	0.913
6-8	Reading	0.50	869.196	0.780	853.751	0.795
	Writing	0.50	1694.425	0.902	1546.990	0.905
	Literacy		1042.887	0.914	969.627	0.917
9-12	Reading	0.50	989.455	0.804	951.696	0.805
	Writing	0.50	1681.811	0.898	1621.918	0.894
	Literacy		1104.768	0.917	1052.246	0.915

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.2.4

Reliability of Composite: Litr S403 Paper by IEP status

Cluster	Component	Weight	Variance	Reliability
K	Reading	0.50	4649.744	0.959
	Writing	0.50	4264.734	0.924
	Literacy		3754.572	0.966
1	Reading	0.50	625.574	0.652
	Writing	0.50	1844.842	0.911
	Literacy		853.480	0.888
2	Reading	0.50	867.365	0.777
	Writing	0.50	1727.950	0.937
	Literacy		1010.924	0.925
3	Reading	0.50	561.185	0.550
	Writing	0.50	1402.444	0.934
	Literacy		716.404	0.880
4-5	Reading	0.50	652.340	0.714
	Writing	0.50	1257.703	0.906
	Literacy		725.670	0.895
6-8	Reading	0.50	596.558	0.709
	Writing	0.50	1327.040	0.908
	Literacy		719.487	0.897
9-12	Reading	0.50	673.158	0.741
	Writing	0.50	1364.912	0.907
	Literacy		776.691	0.903

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

3.3.3 Comprehension

Table 3.3.3.1

Reliability of Composite: Cphn S403 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.30	5385.473	0.940
	Reading	0.70	4552.769	0.950
	Comprehension		3797.434	0.963
1	Listening	0.30	1604.175	0.696
	Reading	0.70	755.005	0.736
	Comprehension		747.118	0.810
2	Listening	0.30	1682.517	0.659
	Reading	0.70	1035.865	0.826
	Comprehension		981.399	0.858
3	Listening	0.30	1308.497	0.578
	Reading	0.70	709.360	0.685
	Comprehension		719.711	0.779
4-5	Listening	0.30	1641.418	0.625
	Reading	0.70	928.767	0.777
	Comprehension		969.129	0.838
6-8	Listening	0.30	2262.205	0.648
	Reading	0.70	867.827	0.784
	Comprehension		1048.086	0.844
9-12	Listening	0.30	2429.756	0.648
	Reading	0.70	982.112	0.804
	Comprehension		1168.688	0.853

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.3.2

Reliability of Composite: Cphn S403 Paper by Gender

Cluster	Component	Weight	Female		Male	
			Variance	Reliability	Variance	Reliability
K	Listening	0.30	5088.414	0.938	5548.449	0.940
	Reading	0.70	4379.323	0.947	4695.109	0.953
	Comprehension		3650.493	0.961	3897.822	0.964
1	Listening	0.30	1603.288	0.686	1595.786	0.701
	Reading	0.70	734.646	0.735	773.684	0.737
	Comprehension		737.732	0.809	753.962	0.811
2	Listening	0.30	1640.018	0.644	1698.874	0.667
	Reading	0.70	1010.559	0.828	1052.597	0.824
	Comprehension		954.971	0.856	995.530	0.858
3	Listening	0.30	1249.980	0.558	1353.001	0.594
	Reading	0.70	673.856	0.672	736.714	0.694
	Comprehension		682.029	0.768	748.310	0.786
4-5	Listening	0.30	1591.661	0.617	1678.888	0.632
	Reading	0.70	895.127	0.773	955.480	0.780
	Comprehension		935.893	0.835	994.774	0.840
6-8	Listening	0.30	2262.277	0.647	2258.361	0.649
	Reading	0.70	845.679	0.776	880.973	0.787
	Comprehension		1038.853	0.842	1051.973	0.845
9-12	Listening	0.30	2317.155	0.637	2526.346	0.657
	Reading	0.70	943.896	0.796	1004.811	0.808
	Comprehension		1119.970	0.848	1205.570	0.857

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.3.3

Reliability of Composite: Cphn S403 Paper by Ethnicity

Cluster	Component	Weight	Hispanic		Other	
			Variance	Reliability	Variance	Reliability
K	Listening	0.30	5477.737	0.940	4889.182	0.934
	Reading	0.70	4197.795	0.946	4783.576	0.954
	Comprehension		3567.123	0.961	3852.103	0.964
1	Listening	0.30	1573.106	0.691	1684.430	0.708
	Reading	0.70	714.886	0.719	852.908	0.775
	Comprehension		709.362	0.800	844.377	0.836
2	Listening	0.30	1685.124	0.651	1639.498	0.678
	Reading	0.70	1012.840	0.822	1092.525	0.838
	Comprehension		962.079	0.853	1025.580	0.869
3	Listening	0.30	1271.749	0.565	1413.671	0.617
	Reading	0.70	684.256	0.665	777.854	0.731
	Comprehension		691.614	0.766	797.647	0.810
4-5	Listening	0.30	1647.782	0.617	1595.538	0.647
	Reading	0.70	924.558	0.772	934.477	0.791
	Comprehension		968.007	0.835	960.092	0.848
6-8	Listening	0.30	2318.222	0.646	2023.853	0.655
	Reading	0.70	869.196	0.780	853.751	0.795
	Comprehension		1060.982	0.842	985.073	0.849
9-12	Listening	0.30	2425.389	0.644	2408.371	0.660
	Reading	0.70	989.455	0.804	951.696	0.805
	Comprehension		1173.833	0.853	1139.290	0.856

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.3.4

Reliability of Composite: Cphn S403 Paper by IEP status

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.30	6375.405	0.949
	Reading	0.70	4649.744	0.959
	Comprehension		3909.026	0.969
1	Listening	0.30	1709.996	0.715
	Reading	0.70	625.574	0.652
	Comprehension		650.702	0.769
2	Listening	0.30	1701.517	0.700
	Reading	0.70	867.365	0.777
	Comprehension		843.999	0.833
3	Listening	0.30	1083.813	0.548
	Reading	0.70	561.185	0.550
	Comprehension		538.269	0.688
4-5	Listening	0.30	1270.935	0.617
	Reading	0.70	652.340	0.714
	Comprehension		657.530	0.795
6-8	Listening	0.30	1560.830	0.615
	Reading	0.70	596.558	0.709
	Comprehension		683.801	0.797
9-12	Listening	0.30	1712.923	0.612
	Reading	0.70	673.158	0.741
	Comprehension		771.064	0.811

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

3.3.4 Overall

Table 3.3.4.1

Reliability of Composite: Over S403 Paper

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.15	5385.473	0.940
	Reading	0.35	4552.769	0.950
	Speaking	0.15	9879.079	0.899
	Writing	0.35	4448.735	0.925
	Overall Composite		3760.516	0.974
1	Listening	0.15	1604.175	0.696
	Reading	0.35	755.005	0.736
	Speaking	0.15	4064.308	0.894
	Writing	0.35	1592.273	0.908
	Overall Composite		966.370	0.935
2	Listening	0.15	1682.517	0.659
	Reading	0.35	1035.865	0.826
	Speaking	0.15	4249.091	0.911
	Writing	0.35	1523.765	0.933
	Overall Composite		1128.691	0.950
3	Listening	0.15	1308.497	0.578
	Reading	0.35	709.360	0.685
	Speaking	0.15	4326.814	0.909
	Writing	0.35	1509.002	0.923
	Overall Composite		987.257	0.936
4-5	Listening	0.15	1641.418	0.625
	Reading	0.35	928.767	0.777
	Speaking	0.15	4898.727	0.905
	Writing	0.35	1623.961	0.894
	Overall Composite		1246.619	0.943
6-8	Listening	0.15	2262.205	0.648
	Reading	0.35	867.827	0.784
	Speaking	0.15	5533.852	0.908
	Writing	0.35	1670.437	0.903
	Overall Composite		1376.922	0.948
9-12	Listening	0.15	2429.756	0.648
	Reading	0.35	982.112	0.804
	Speaking	0.15	6156.818	0.921
	Writing	0.35	1674.126	0.897
	Overall Composite		1481.605	0.949

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.4.2

Reliability of Composite: Over S403 Paper by Gender

Cluster	Component	Weight	Female		Male	
			Variance	Reliability	Variance	Reliability
K	Listening	0.15	5088.414	0.938	5548.449	0.940
	Reading	0.35	4379.323	0.947	4695.109	0.953
	Speaking	0.15	9841.417	0.901	9737.876	0.896
	Writing	0.35	4297.693	0.924	4530.078	0.926
	Overall Composite		3629.599	0.973	3824.205	0.974
1	Listening	0.15	1603.288	0.686	1595.786	0.701
	Reading	0.35	734.646	0.735	773.684	0.737
	Speaking	0.15	4160.397	0.894	3951.775	0.894
	Writing	0.35	1482.774	0.904	1654.071	0.910
	Overall Composite		945.437	0.934	972.848	0.935
2	Listening	0.15	1640.018	0.644	1698.874	0.667
	Reading	0.35	1010.559	0.828	1052.597	0.824
	Speaking	0.15	4179.839	0.911	4288.492	0.910
	Writing	0.35	1392.523	0.926	1569.839	0.935
	Overall Composite		1074.636	0.949	1151.563	0.951
3	Listening	0.15	1249.980	0.558	1353.001	0.594
	Reading	0.35	673.856	0.672	736.714	0.694
	Speaking	0.15	4428.225	0.910	4232.483	0.908
	Writing	0.35	1466.083	0.915	1486.774	0.925
	Overall Composite		975.803	0.935	986.907	0.937
4-5	Listening	0.15	1591.661	0.617	1678.888	0.632
	Reading	0.35	895.127	0.773	955.480	0.780
	Speaking	0.15	4945.436	0.904	4834.216	0.906
	Writing	0.35	1573.072	0.885	1619.310	0.896
	Overall Composite		1225.924	0.942	1251.535	0.944
6-8	Listening	0.15	2262.277	0.647	2258.361	0.649
	Reading	0.35	845.679	0.776	880.973	0.787
	Speaking	0.15	5523.598	0.906	5529.525	0.910
	Writing	0.35	1605.270	0.891	1676.673	0.907
	Overall Composite		1366.204	0.946	1372.952	0.948
9-12	Listening	0.15	2317.155	0.637	2526.346	0.657
	Reading	0.35	943.896	0.796	1004.811	0.808
	Speaking	0.15	6108.518	0.921	6192.107	0.921
	Writing	0.35	1662.448	0.892	1641.330	0.898
	Overall Composite		1463.766	0.948	1484.648	0.950

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.4.3

Reliability of Composite: Over S403 Paper by Ethnicity

Cluster	Component	Weight	Hispanic		Other	
			Variance	**Reliability**	**Variance**	**Reliability**
K	Listening	0.15	5477.737	0.940	4889.182	0.934
	Reading	0.35	4197.795	0.946	4783.576	0.954
	Speaking	0.15	10081.665	0.901	9125.988	0.888
	Writing	0.35	4222.166	0.919	4473.469	0.929
	Overall Composite		3571.604	0.972	3734.846	0.974
1	Listening	0.15	1573.106	0.691	1684.430	0.708
	Reading	0.35	714.886	0.719	852.908	0.775
	Speaking	0.15	4067.127	0.895	3908.678	0.886
	Writing	0.35	1565.913	0.906	1588.100	0.913
	Overall Composite		930.291	0.932	1024.766	0.940
2	Listening	0.15	1685.124	0.651	1639.498	0.678
	Reading	0.35	1012.840	0.822	1092.525	0.838
	Speaking	0.15	4268.611	0.911	4036.603	0.907
	Writing	0.35	1513.728	0.932	1519.089	0.935
	Overall Composite		1115.533	0.949	1136.085	0.952
3	Listening	0.15	1271.749	0.565	1413.671	0.617
	Reading	0.35	684.256	0.665	777.854	0.731
	Speaking	0.15	4351.881	0.909	4094.886	0.906
	Writing	0.35	1509.799	0.922	1455.172	0.928
	Overall Composite		976.263	0.935	987.883	0.940
4-5	Listening	0.15	1647.782	0.617	1595.538	0.647
	Reading	0.35	924.558	0.772	934.477	0.791
	Speaking	0.15	5013.342	0.905	4329.920	0.902
	Writing	0.35	1657.304	0.892	1477.042	0.899
	Overall Composite		1268.328	0.943	1138.525	0.943
6-8	Listening	0.15	2318.222	0.646	2023.853	0.655
	Reading	0.35	869.196	0.780	853.751	0.795
	Speaking	0.15	5742.199	0.908	4587.212	0.902
	Writing	0.35	1694.425	0.902	1546.990	0.905
	Overall Composite		1413.913	0.948	1207.735	0.946
9-12	Listening	0.15	2425.389	0.644	2408.371	0.660
	Reading	0.35	989.455	0.804	951.696	0.805
	Speaking	0.15	6349.845	0.923	5397.195	0.911
	Writing	0.35	1681.811	0.898	1621.918	0.894
	Overall Composite		1509.516	0.950	1363.138	0.946

Note: Student scale scores from the state of Massachusetts and Colorado 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 3.3.4.4

Reliability of Composite: Over S403 Paper by IEP status

Cluster	Component	Weight	Variance	Reliability
K	Listening	0.15	6375.405	0.949
	Reading	0.35	4649.744	0.959
	Speaking	0.15	8808.948	0.893
	Writing	0.35	4264.734	0.924
	Overall Composite		3659.532	0.975
1	Listening	0.15	1709.996	0.715
	Reading	0.35	625.574	0.652
	Speaking	0.15	3560.483	0.883
	Writing	0.35	1844.842	0.911
	Overall Composite		907.169	0.926
2	Listening	0.15	1701.517	0.700
	Reading	0.35	867.365	0.777
	Speaking	0.15	3617.141	0.894
	Writing	0.35	1727.950	0.937
	Overall Composite		1024.457	0.944
3	Listening	0.15	1083.813	0.548
	Reading	0.35	561.185	0.550
	Speaking	0.15	3109.646	0.898
	Writing	0.35	1402.444	0.934
	Overall Composite		710.364	0.915
4-5	Listening	0.15	1270.935	0.617
	Reading	0.35	652.340	0.714
	Speaking	0.15	3345.807	0.900
	Writing	0.35	1257.703	0.906
	Overall Composite		777.087	0.928
6-8	Listening	0.15	1560.830	0.615
	Reading	0.35	596.558	0.709
	Speaking	0.15	3798.274	0.898
	Writing	0.35	1327.040	0.908
	Overall Composite		862.663	0.932
9-12	Listening	0.15	1712.923	0.612
	Reading	0.35	673.158	0.741
	Speaking	0.15	4885.951	0.913
	Writing	0.35	1364.912	0.907
	Overall Composite		996.635	0.938

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

3.4 Accuracy and Consistency of Composites

Tables below present three sections of information related to the accuracy and consistency of placement into the WIDA language proficiency levels for each composite score. The first section provides overall indices related to the accuracy and consistency of classification, as well as Cohen's kappa. The second section shows accuracy and consistency information conditional per proficiency level. The third section provides indices of classification accuracy, including the false-positives and 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). Note that the consistency is generally higher at the cut points than for the proficiency levels. For practical purposes, the primary score used for such decisions is the overall composite score.

As noted above in Section 2.13, there may be cases where the number of test takers placed into the proficiency level is fewer than 200 and accuracy and consistency of classification conditional on that level either cannot be computed or the software produces estimates that are out of bounds. In these cases, 'N/A' has been placed in the table. In addition, there may be 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 the software program that is used. In such cases, a hyphen (-) has been placed in the table.

3.4.1 Oral

Table 3.4.1.0

Accuracy and Consistency of Classification Indices: Oral (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.702	0.614		0.528	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.888		0.835	
	2	0.624		0.507	
	3	0.532		0.413	
	4	0.430		0.321	
	5	0.627		0.509	
	6	0.845		0.765	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.946	0.028	0.026	0.924
	2/3	0.937	0.027	0.036	0.913
	3/4	0.941	0.029	0.030	0.914
	4/5	0.934	0.038	0.028	0.907
	5/6	0.931	0.036	0.032	0.903

Table 3.4.1.1

Accuracy and Consistency of Classification Indices: Oral (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.659	0.547		0.416	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.827		0.690	
	2	0.626		0.491	
	3	0.716		0.614	
	4	0.625		0.516	
	5	0.610		0.524	
	6	0.670		0.382	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.975	0.009	0.016	0.964
	2/3	0.936	0.031	0.033	0.907
	3/4	0.888	0.051	0.061	0.845
	4/5	0.903	0.048	0.049	0.862
	5/6	0.954	0.044	0.002	0.944

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.2

Accuracy and Consistency of Classification Indices: Oral (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.646	0.538		0.396	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.869		0.763	
	2	0.595		0.458	
	3	0.727		0.616	
	4	0.672		0.559	
	5	0.500		0.426	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.979	0.007	0.015	0.970
	2/3	0.945	0.030	0.025	0.919
	3/4	0.887	0.047	0.066	0.844
	4/5	0.887	0.044	0.069	0.835
	5/6	0.946	0.054	0.000	0.941

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.3

Accuracy and Consistency of Classification Indices: Oral (Grade 3) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.663	0.553		0.407	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.878		0.770	
	2	0.584		0.446	
	3	0.736		0.627	
	4	0.682		0.579	
	5	0.537		0.449	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.980	0.006	0.015	0.972
	2/3	0.947	0.029	0.024	0.921
	3/4	0.885	0.048	0.067	0.841
	4/5	0.893	0.049	0.058	0.845
	5/6	0.956	0.044	0.000	0.949

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.4

Accuracy and Consistency of Classification Indices: Oral (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.620	0.519		0.376	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.891		0.797	
	2	0.563		0.426	
	3	0.656		0.526	
	4	0.713		0.595	
	5	0.510		0.456	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.981	0.005	0.014	0.974
	2/3	0.962	0.019	0.019	0.943
	3/4	0.911	0.042	0.047	0.876
	4/5	0.869	0.043	0.088	0.817
	5/6	0.893	0.107	0.000	0.875

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.5

Accuracy and Consistency of Classification Indices: Oral (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.624	0.518		0.370	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.890		0.798	
	2	0.541		0.406	
	3	0.622		0.490	
	4	0.722		0.604	
	5	0.520		0.462	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.979	0.006	0.015	0.970
	2/3	0.961	0.020	0.019	0.942
	3/4	0.912	0.043	0.045	0.877
	4/5	0.863	0.045	0.091	0.808
	5/6	0.905	0.095	0.000	0.882

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.6

Accuracy and Consistency of Classification Indices: Oral (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.621	0.516		0.385	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.862		0.758	
	2	0.587		0.454	
	3	0.644		0.522	
	4	0.687		0.571	
	5	0.499		0.437	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.972	0.010	0.018	0.960
	2/3	0.947	0.025	0.028	0.923
	3/4	0.904	0.045	0.051	0.866
	4/5	0.880	0.048	0.073	0.828
	5/6	0.913	0.087	0.000	0.896

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.7

Accuracy and Consistency of Classification Indices: Oral (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.620	0.514		0.388	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.858		0.756	
	2	0.559		0.431	
	3	0.612		0.492	
	4	0.684		0.575	
	5	0.497		0.428	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.964	0.013	0.023	0.949
	2/3	0.938	0.028	0.033	0.911
	3/4	0.899	0.050	0.052	0.858
	4/5	0.889	0.048	0.062	0.842
	5/6	0.924	0.076	0.000	0.908

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.8

Accuracy and Consistency of Classification Indices: Oral (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.613	0.507		0.385	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.854		0.754	
	2	0.561		0.435	
	3	0.596		0.478	
	4	0.670		0.558	
	5	0.481		0.411	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.958	0.016	0.026	0.940
	2/3	0.933	0.030	0.037	0.904
	3/4	0.900	0.050	0.051	0.860
	4/5	0.890	0.050	0.060	0.843
	5/6	0.925	0.075	0.000	0.907

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.9

Accuracy and Consistency of Classification Indices: Oral (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.650	0.542		0.427	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.871		0.790	
	2	0.545		0.425	
	3	0.640		0.526	
	4	0.659		0.551	
	5	0.510		0.416	
	6	-		-	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.944	0.023	0.034	0.921
	2/3	0.922	0.039	0.039	0.889
	3/4	0.901	0.050	0.050	0.861
	4/5	0.915	0.045	0.040	0.879
	5/6	0.961	0.039	0.000	0.946

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.10

Accuracy and Consistency of Classification Indices: Oral (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.656	0.549		0.433	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.871		0.785	
	2	0.531		0.412	
	3	0.666		0.559	
	4	0.671		0.563	
	5	0.476		0.379	
	6	0.664		0.382	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.944	0.021	0.034	0.921
	2/3	0.919	0.040	0.041	0.885
	3/4	0.898	0.053	0.050	0.857
	4/5	0.928	0.040	0.032	0.895
	5/6	0.960	0.038	0.003	0.949

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.11

Accuracy and Consistency of Classification Indices: Oral (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.665	0.557		0.439	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.862		0.773	
	2	0.525		0.407	
	3	0.674		0.570	
	4	0.677		0.570	
	5	0.513		0.404	
	6	0.680		0.382	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.942	0.023	0.035	0.918
	2/3	0.917	0.040	0.042	0.883
	3/4	0.898	0.054	0.048	0.858
	4/5	0.932	0.039	0.029	0.902
	5/6	0.968	0.030	0.002	0.959

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.1.12

Accuracy and Consistency of Classification Indices: Oral (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.701	0.596		0.472	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.851		0.754	
	2	0.545		0.426	
	3	0.727		0.638	
	4	0.725		0.620	
	5	0.503		0.378	
	6	0.804		0.518	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.944	0.022	0.034	0.920
	2/3	0.915	0.041	0.044	0.880
	3/4	0.902	0.053	0.045	0.862
	4/5	0.956	0.027	0.017	0.934
	5/6	0.980	0.019	0.002	0.975

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

3.4.2 Literacy

Table 3.4.2.0

Accuracy and Consistency of Classification Indices: Litr (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.852	0.816		0.615	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.964		0.950	
	2	0.646		0.518	
	3	0.559		0.512	
	4	-		-	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.949	0.025	0.026	0.928
	2/3	0.954	0.019	0.027	0.933
	3/4	0.949	0.051	0.000	0.946
	4/5	N/A	N/A	N/A	N/A
	5/6	N/A	N/A	N/A	N/A

Table 3.4.2.1

Accuracy and Consistency of Classification Indices: Litr (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.790	0.706		0.569	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.827		0.731	
	2	0.781		0.701	
	3	0.802		0.735	
	4	0.624		0.482	
	5	0.889		0.538	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.933	0.032	0.034	0.904
	2/3	0.897	0.049	0.054	0.856
	3/4	0.967	0.022	0.010	0.952
	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 and Massachusetts 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 3.4.2.2

Accuracy and Consistency of Classification Indices: Litr (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.810	0.736		0.607	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.856		0.774	
	2	0.777		0.684	
	3	0.846		0.796	
	4	0.707		0.603	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.964	0.017	0.019	0.948
	2/3	0.926	0.034	0.040	0.896
	3/4	0.931	0.037	0.032	0.903
	4/5	0.988	0.012	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 and Massachusetts 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 3.4.2.3

Accuracy and Consistency of Classification Indices: Litr (Grade 3) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.782	0.701		0.504	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.880		0.800	
	2	0.684		0.558	
	3	0.860		0.806	
	4	0.612		0.511	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.978	0.008	0.014	0.969
	2/3	0.942	0.029	0.028	0.917
	3/4	0.876	0.053	0.071	0.827
	4/5	0.985	0.015	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 and Massachusetts 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 3.4.2.4

Accuracy and Consistency of Classification Indices: Litr (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.777	0.696		0.538	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.892		0.813	
	2	0.594		0.457	
	3	0.851		0.777	
	4	0.727		0.678	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.980	0.007	0.013	0.972
	2/3	0.959	0.021	0.020	0.940
	3/4	0.887	0.041	0.071	0.842
	4/5	0.951	0.049	0.000	0.938
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.2.5

Accuracy and Consistency of Classification Indices: Litr (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.750	0.664		0.509	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.880		0.793	
	2	0.628		0.494	
	3	0.828		0.746	
	4	0.701		0.664	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.980	0.007	0.013	0.972
	2/3	0.958	0.021	0.022	0.939
	3/4	0.897	0.040	0.063	0.856
	4/5	0.915	0.085	0.000	0.894
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.2.6

Accuracy and Consistency of Classification Indices: Litr (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.815	0.740		0.595	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.874		0.785	
	2	0.714		0.604	
	3	0.851		0.804	
	4	0.788		0.682	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.970	0.011	0.020	0.958
	2/3	0.932	0.033	0.035	0.904
	3/4	0.914	0.046	0.040	0.878
	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 and Massachusetts 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 3.4.2.7

Accuracy and Consistency of Classification Indices: Litr (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.801	0.720		0.577	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.883		0.802	
	2	0.720		0.611	
	3	0.839		0.782	
	4	0.742		0.638	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.968	0.012	0.020	0.956
	2/3	0.933	0.033	0.034	0.904
	3/4	0.900	0.047	0.052	0.860
	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 and Massachusetts 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 3.4.2.8

Accuracy and Consistency of Classification Indices: Litr (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.796	0.713		0.583	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.887		0.811	
	2	0.687		0.575	
	3	0.826		0.764	
	4	0.776		0.679	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.962	0.014	0.025	0.946
	2/3	0.929	0.036	0.035	0.899
	3/4	0.906	0.046	0.048	0.867
	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 and Massachusetts 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 3.4.2.9

Accuracy and Consistency of Classification Indices: Litr (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.770	0.681		0.557	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.872		0.780	
	2	0.714		0.606	
	3	0.804		0.734	
	4	0.740		0.666	
	5	0.647		0.412	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.967	0.011	0.021	0.954
	2/3	0.934	0.031	0.035	0.906
	3/4	0.910	0.045	0.045	0.874
	4/5	0.959	0.032	0.008	0.945
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.2.10

Accuracy and Consistency of Classification Indices: Litr (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.780	0.692		0.566	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.865		0.766	
	2	0.712		0.604	
	3	0.811		0.745	
	4	0.764		0.685	
	5	0.680		0.455	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.969	0.011	0.020	0.957
	2/3	0.934	0.032	0.035	0.906
	3/4	0.912	0.047	0.042	0.876
	4/5	0.966	0.025	0.009	0.952
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.2.11

Accuracy and Consistency of Classification Indices: Litr (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.772	0.683		0.559	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.862		0.765	
	2	0.733		0.628	
	3	0.797		0.727	
	4	0.746		0.674	
	5	0.629		0.383	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.968	0.012	0.020	0.954
	2/3	0.932	0.031	0.037	0.903
	3/4	0.911	0.046	0.043	0.875
	4/5	0.963	0.031	0.007	0.949
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.2.12

Accuracy and Consistency of Classification Indices: Litr (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.811	0.734		0.607	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.854		0.753	
	2	0.737		0.639	
	3	0.834		0.781	
	4	0.826		0.729	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.963	0.014	0.023	0.948
	2/3	0.922	0.038	0.040	0.889
	3/4	0.927	0.041	0.032	0.896
	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 and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

3.4.3 Comprehension

Table 3.4.3.0

Accuracy and Consistency of Classification Indices: Cphn (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.815	0.761		0.592	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.960		0.945	
	2	0.477		0.361	
	3	0.561		0.443	
	4	0.368		0.277	
	5	0.743		0.652	
	6	0.744		0.504	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.949	0.025	0.026	0.928
	2/3	0.954	0.025	0.021	0.934
	3/4	0.956	0.028	0.017	0.939
	4/5	0.958	0.025	0.017	0.942
	5/6	0.982	0.014	0.004	0.974

Table 3.4.3.1

Accuracy and Consistency of Classification Indices: Cphn (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.555	0.444		0.302	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.688		0.414	
	2	0.510		0.400	
	3	0.596		0.498	
	4	0.352		0.269	
	5	0.573		0.447	
	6	0.783		0.614	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.949	0.008	0.042	0.930
	2/3	0.883	0.057	0.061	0.833
	3/4	0.856	0.078	0.066	0.802
	4/5	0.881	0.067	0.051	0.833
	5/6	0.944	0.036	0.020	0.918

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.2

Accuracy and Consistency of Classification Indices: Cphn (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.587	0.477		0.357	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.784		0.600	
	2	0.612		0.484	
	3	0.584		0.474	
	4	0.371		0.285	
	5	0.590		0.475	
	6	0.781		0.631	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.965	0.010	0.024	0.950
	2/3	0.909	0.041	0.050	0.871
	3/4	0.875	0.060	0.065	0.826
	4/5	0.881	0.067	0.052	0.833
	5/6	0.927	0.045	0.028	0.894

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.3

Accuracy and Consistency of Classification Indices: Cphn (Grade 3) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.533	0.420		0.266	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.847		0.646	
	2	0.542		0.388	
	3	0.545		0.423	
	4	0.416		0.333	
	5	0.541		0.449	
	6	0.642		0.445	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.978	0.003	0.018	0.972
	2/3	0.938	0.025	0.037	0.905
	3/4	0.848	0.077	0.075	0.790
	4/5	0.823	0.081	0.096	0.763
	5/6	0.900	0.061	0.039	0.852

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.4

Accuracy and Consistency of Classification Indices: Cphn (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.569	0.456		0.318	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.892		0.766	
	2	0.543		0.404	
	3	0.596		0.466	
	4	0.420		0.329	
	5	0.576		0.481	
	6	0.651		0.494	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.977	0.004	0.019	0.970
	2/3	0.947	0.026	0.027	0.919
	3/4	0.876	0.060	0.065	0.827
	4/5	0.849	0.070	0.081	0.794
	5/6	0.889	0.059	0.053	0.841

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.5

Accuracy and Consistency of Classification Indices: Cphn (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.560	0.451		0.320	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.872		0.735	
	2	0.523		0.387	
	3	0.554		0.431	
	4	0.410		0.321	
	5	0.534		0.438	
	6	0.710		0.559	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.971	0.006	0.023	0.962
	2/3	0.938	0.030	0.032	0.906
	3/4	0.872	0.064	0.065	0.823
	4/5	0.852	0.068	0.080	0.798
	5/6	0.888	0.063	0.049	0.840

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.6

Accuracy and Consistency of Classification Indices: Cphn (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.591	0.479		0.345	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.838		0.683	
	2	0.646		0.524	
	3	0.613		0.512	
	4	0.455		0.359	
	5	0.532		0.416	
	6	0.724		0.489	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.964	0.009	0.027	0.952
	2/3	0.904	0.047	0.049	0.862
	3/4	0.861	0.075	0.065	0.810
	4/5	0.887	0.058	0.054	0.841
	5/6	0.950	0.038	0.012	0.929

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.7

Accuracy and Consistency of Classification Indices: Cphn (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.571	0.460		0.334	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.841		0.698	
	2	0.606		0.486	
	3	0.584		0.479	
	4	0.416		0.325	
	5	0.506		0.393	
	6	0.705		0.488	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.953	0.012	0.035	0.935
	2/3	0.898	0.051	0.051	0.854
	3/4	0.863	0.071	0.066	0.813
	4/5	0.885	0.062	0.053	0.838
	5/6	0.941	0.042	0.018	0.914

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.8

Accuracy and Consistency of Classification Indices: Cphn (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.567	0.456		0.333	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.828		0.689	
	2	0.597		0.480	
	3	0.551		0.443	
	4	0.374		0.290	
	5	0.560		0.444	
	6	0.658		0.449	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.944	0.017	0.039	0.922
	2/3	0.895	0.052	0.052	0.851
	3/4	0.870	0.068	0.062	0.820
	4/5	0.881	0.068	0.051	0.836
	5/6	0.939	0.039	0.022	0.910

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.9

Accuracy and Consistency of Classification Indices: Cphn (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.580	0.471		0.349	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.811		0.659	
	2	0.659		0.546	
	3	0.535		0.430	
	4	0.397		0.309	
	5	0.534		0.418	
	6	0.719		0.526	

| Indices at Proficiency Level Cut Points | Proficiency Level Cut Point | Accuracy | | | |
		Accuracy	False Positives	False Negatives	Consistency
	1/2	0.949	0.016	0.035	0.929
	2/3	0.893	0.050	0.057	0.848
	3/4	0.873	0.070	0.057	0.825
	4/5	0.888	0.064	0.048	0.845
	5/6	0.942	0.037	0.021	0.915

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.10

Accuracy and Consistency of Classification Indices: Cphn (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.586	0.477		0.356	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.805		0.646	
	2	0.637		0.524	
	3	0.561		0.459	
	4	0.429		0.333	
	5	0.498		0.381	
	6	0.790		0.615	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.948	0.016	0.036	0.927
	2/3	0.892	0.052	0.056	0.848
	3/4	0.874	0.072	0.055	0.827
	4/5	0.898	0.057	0.045	0.857
	5/6	0.945	0.038	0.017	0.920

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.11

Accuracy and Consistency of Classification Indices: Cphn (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.587	0.479		0.360	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.807		0.657	
	2	0.643		0.533	
	3	0.549		0.444	
	4	0.354		0.269	
	5	0.541		0.422	
	6	0.777		0.602	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.943	0.018	0.038	0.920
	2/3	0.889	0.053	0.058	0.844
	3/4	0.881	0.064	0.055	0.834
	4/5	0.896	0.062	0.042	0.855
	5/6	0.943	0.039	0.019	0.918

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.3.12

Accuracy and Consistency of Classification Indices: Cphn (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.621	0.509		0.374	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.769		0.605	
	2	0.697		0.598	
	3	0.588		0.486	
	4	0.448		0.341	
	5	0.559		0.425	
	6	0.793		0.587	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.942	0.020	0.037	0.917
	2/3	0.880	0.058	0.062	0.833
	3/4	0.890	0.063	0.047	0.847
	4/5	0.924	0.046	0.030	0.891
	5/6	0.968	0.024	0.008	0.955

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

3.4.4 Overall

Table 3.4.4.0

Accuracy and Consistency of Classification Indices: Over (Grade K) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.852	0.800		0.691	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.953		0.933	
	2	0.752		0.653	
	3	0.736		0.635	
	4	0.725		0.663	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.952	0.025	0.023	0.933
	2/3	0.954	0.021	0.025	0.935
	3/4	0.964	0.019	0.018	0.948
	4/5	0.982	0.017	0.000	0.982
	5/6	N/A	N/A	N/A	N/A

Table 3.4.4.1

Accuracy and Consistency of Classification Indices: Over (Grade 1) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.824	0.756		0.629	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.862		0.774	
	2	0.788		0.704	
	3	0.875		0.834	
	4	0.678		0.586	
	5	0.851		0.553	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.969	0.013	0.018	0.956
	2/3	0.927	0.036	0.036	0.897
	3/4	0.945	0.028	0.028	0.921
	4/5	0.983	0.017	0.000	0.982
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.2

Accuracy and Consistency of Classification Indices: Over (Grade 2) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.826	0.764		0.648	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.889		0.822	
	2	0.794		0.706	
	3	0.884		0.836	
	4	0.732		0.672	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.981	0.008	0.011	0.973
	2/3	0.951	0.025	0.024	0.930
	3/4	0.922	0.031	0.047	0.890
	4/5	0.972	0.028	0.000	0.971
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.3

Accuracy and Consistency of Classification Indices: Over (Grade 3) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.811	0.747		0.606	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.916		0.862	
	2	0.720		0.608	
	3	0.892		0.834	
	4	0.723		0.670	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.987	0.005	0.009	0.982
	2/3	0.962	0.022	0.016	0.944
	3/4	0.894	0.034	0.071	0.853
	4/5	0.969	0.031	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 and Massachusetts 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 3.4.4.4

Accuracy and Consistency of Classification Indices: Over (Grade 4) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.790	0.723		0.581	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.861		0.878	
	2	0.675		0.560	
	3	0.874		0.801	
	4	0.755		0.743	
	5	-		-	
	6	-		-	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.983	0.008	0.008	0.983
	2/3	0.970	0.019	0.011	0.962
	3/4	0.926	0.030	0.044	0.900
	4/5	0.900	0.100	0.000	0.879
	5/6	0.991	0.009	0.000	0.995

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.5

Accuracy and Consistency of Classification Indices: Over (Grade 5) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.760	0.690		0.547	
Conditional on Level	Level	Accuracy		Consistency	
	1	0.920		0.866	
	2	0.682		0.564	
	3	0.844		0.769	
	4	0.726		0.714	
	5	0.575		0.416	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	Proficiency Level Cut Point	Accuracy			Consistency
		Accuracy	False Positives	False Negatives	
	1/2	0.986	0.005	0.009	0.981
	2/3	0.973	0.015	0.013	0.960
	3/4	0.931	0.029	0.040	0.903
	4/5	0.871	0.116	0.014	0.846
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.6

Accuracy and Consistency of Classification Indices: Over (Grade 6) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.831	0.769		0.660	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.909		0.850	
	2	0.744		0.642	
	3	0.864		0.808	
	4	0.813		0.771	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.981	0.007	0.012	0.973
	2/3	0.958	0.022	0.020	0.940
	3/4	0.921	0.035	0.044	0.889
	4/5	0.972	0.028	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 and Massachusetts 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 3.4.4.7

Accuracy and Consistency of Classification Indices: Over (Grade 7) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.821	0.754		0.647	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.918		0.865	
	2	0.728		0.624	
	3	0.857		0.795	
	4	0.796		0.754	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.978	0.008	0.014	0.969
	2/3	0.957	0.023	0.020	0.938
	3/4	0.920	0.034	0.046	0.888
	4/5	0.967	0.033	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 and Massachusetts 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 3.4.4.8

Accuracy and Consistency of Classification Indices: Over (Grade 8) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.815	0.743		0.640	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.913		0.858	
	2	0.729		0.625	
	3	0.836		0.768	
	4	0.799		0.758	
	5	-		-	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.973	0.010	0.016	0.963
	2/3	0.953	0.024	0.023	0.933
	3/4	0.922	0.035	0.042	0.890
	4/5	0.966	0.034	0.000	0.957
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.9

Accuracy and Consistency of Classification Indices: Over (Grade 9) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.800	0.722		0.625	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.912		0.857	
	2	0.734		0.634	
	3	0.827		0.759	
	4	0.786		0.727	
	5	0.639		0.453	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			**Consistency**
		Accuracy	**False Positives**	**False Negatives**	
	1/2	0.971	0.011	0.018	0.960
	2/3	0.951	0.025	0.024	0.930
	3/4	0.928	0.036	0.037	0.898
	4/5	0.951	0.034	0.015	0.933
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.10

Accuracy and Consistency of Classification Indices: Over (Grade 10) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.810	0.734		0.636	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.903		0.842	
	2	0.736		0.636	
	3	0.837		0.775	
	4	0.800		0.740	
	5	0.682		0.492	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.971	0.011	0.018	0.960
	2/3	0.950	0.025	0.025	0.929
	3/4	0.929	0.035	0.035	0.900
	4/5	0.959	0.028	0.012	0.944
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.11

Accuracy and Consistency of Classification Indices: Over (Grade 11) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.807	0.732		0.633	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.901		0.839	
	2	0.742		0.642	
	3	0.838		0.777	
	4	0.785		0.728	
	5	0.661		0.454	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.971	0.011	0.018	0.959
	2/3	0.948	0.025	0.026	0.927
	3/4	0.929	0.035	0.036	0.900
	4/5	0.959	0.031	0.010	0.946
	5/6	N/A	N/A	N/A	N/A

Note: Student scale scores and proficiency levels from the state of Colorado and Massachusetts 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 3.4.4.12

Accuracy and Consistency of Classification Indices: Over (Grade 12) S403 Paper

Overall Indices	Accuracy	Consistency		Kappa (k)	
	0.848	0.785		0.689	
Conditional on Level	**Level**	**Accuracy**		**Consistency**	
	1	0.893		0.825	
	2	0.771		0.682	
	3	0.862		0.814	
	4	0.867		0.803	
	5	N/A		N/A	
	6	N/A		N/A	
Indices at Proficiency Level Cut Points	**Proficiency Level Cut Point**	**Accuracy**			
		Accuracy	**False Positives**	**False Negatives**	**Consistency**
	1/2	0.971	0.011	0.017	0.960
	2/3	0.943	0.029	0.028	0.919
	3/4	0.934	0.034	0.033	0.907
	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 and Massachusetts are adjusted for mode effect prior to reporting. As these results are computed differently from other states' results, they are excluded from this analysis.

3.5 Conditional Standard Error of Measurement for Composites

Conditional standard errors of measurement (CSEMs) for the four ACCESS composites provide test users a benchmark of how free the composite scale score is from measurement errors at the various point of the composites. Due to the differential weights applied to different ACCESS domains (see the introduction to this chapter for the weighting conventions), CSEM was estimated using a procedure based on item response theory (IRT) (Lord, 1980) and developed by Price et al. (2006). Price et al. (2006) extended the work by Lord (1980) and Kolen et al. (1992) in estimating the CSEM of a composite consisting of subtests. The basic premise of this procedure is that the student-level CSEM for a weighted composite can be estimated empirically using the IRT-based CSEM for each student on the subtests and the weights associated with the subtests. This method was used to estimate the CSEM for ACCESS composites by treating the ACCESS domains as subtests.

A three-step process was used in deriving the CSEM for ACCESS composites. The derivation was conducted by grade and composite to obtain a unique CSEM for each composite score by grade by composite. Since this procedure relies on empirical student data, which are subject to year-to-year fluctuation, all population student data from the previous ACCESS series were used in the derivation to obtain more stable estimates than using only data from a single series.

Step 1. Since ACCESS domains were calibrated separately, measurement errors associated with each of the ACCESS domains, as expressed in the CSEM, are independent of each other. Therefore, the CSEM for a student with composite score x, SEM_x, can be estimated using the equation derived by Price et al. (2006):

$$SEM_x = \sqrt{W_1^2 SEM_1^2 + W_2^2 SEM_2^2 + W_3^2 SEM_3^2 + \cdots + W_k^2 SEM_k^2}$$

Where SEM_i^2 is the student's IRT-based score error variance or student's squared CSEM in ACCESS domain i and W_i is the weight applied to domain i, for $i=1,\ldots,k$.

Step 2. Due to the differential weights applied to different ACCESS domains, two students with the same sum of weighted domain score, or composite, may obtain different CSEMs; therefore, an additional step was taken to obtain a unique value for each composite score. Specifically, the expected value of the CSEM functions for a composite score was estimated using a regression approach, and this expected value is used as the reported CSEM for that composite score.

Step 3. A linear smoothing procedure was applied to derive the CSEM for composite scores that were not observed in the data.

The figures in this section show graphically the CSEM for various composite scores by grade level. Figures show the relationship between the students' composite scores on the horizontal axis and conditional measurement errors on the vertical axis. Each point in the figures represents a student in the dataset, expressing both the student's CSEM and that student's scale score for the given composite score. Values for students who received the lowest possible scores on any

ACCESS domains are not plotted, as the conditional measurement errors for these students cannot be computed accurately. For grade-level clusters with multiple grades, different colors are used in the figures to represent students in different grades.

Five vertical lines in the figure indicate the five ACCESS 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 (1–6) for the composites.

Low CSEM values indicate less measurement error or more accuracy in measurement. The general trend in these figures shows that the CSEMs are lower and fairly constant in the middle of the score range and higher and more variable for extreme low and high scores, as expected.

3.5.1 Oral

3.5.1.0 Kindergarten

Figure 3.5.1.0

CSEM for Composite: Oral K S403 Paper
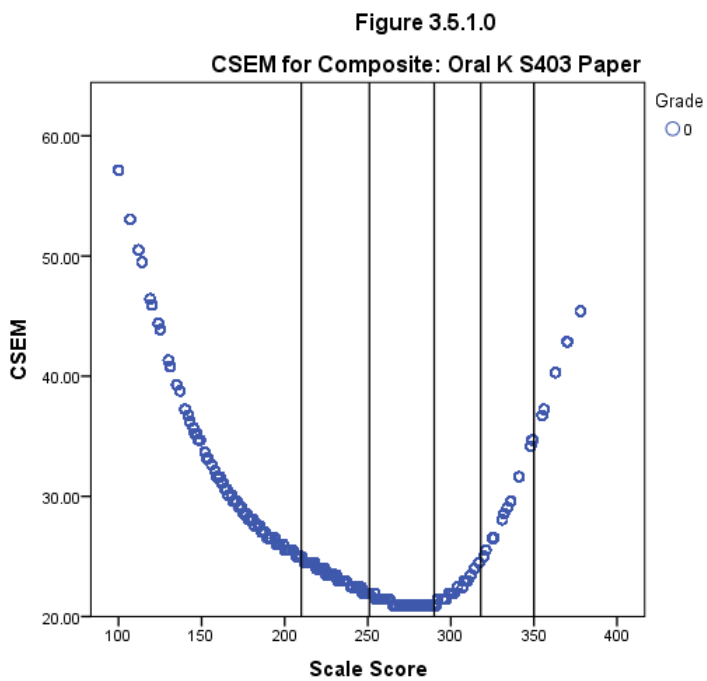
Note: Grade 0 is Kindergarten

3.5.1.1 Grade 1

Figure 3.5.1.1

CSEM for Composite: Oral 1 S403 Paper

3.5.1.2   Grade 2

Figure 3.5.1.2

CSEM for Composite: Oral 2 S403 Paper

3.5.1.3   Grade 3

Figure 3.5.1.3

CSEM for Composite: Oral 3 S403 Paper

3.5.1.4   Grades 4–5

Figure 3.5.1.4

CSEM for Composite: Oral 4-5 S403 Paper

3.5.1.5   Grades 6–8

Figure 3.5.1.5

CSEM for Composite: Oral 6-8 S403 Paper

3.5.1.6 Grades 9–12

Figure 3.5.1.6

CSEM for Composite: Oral 9-12 S403 Paper
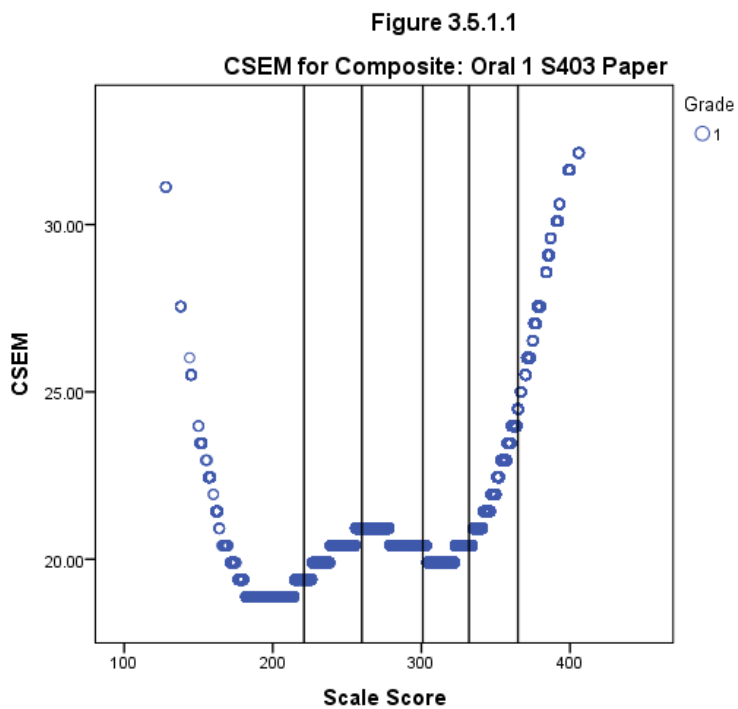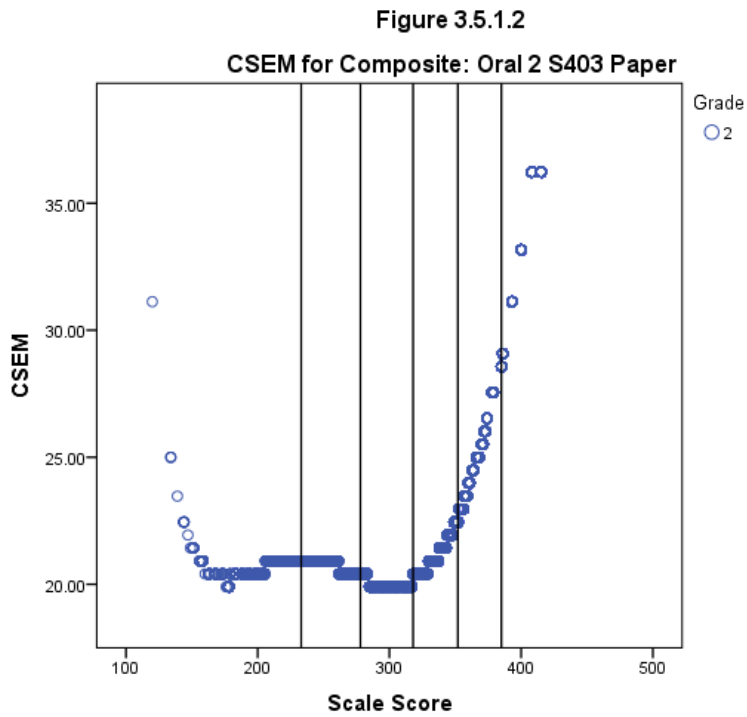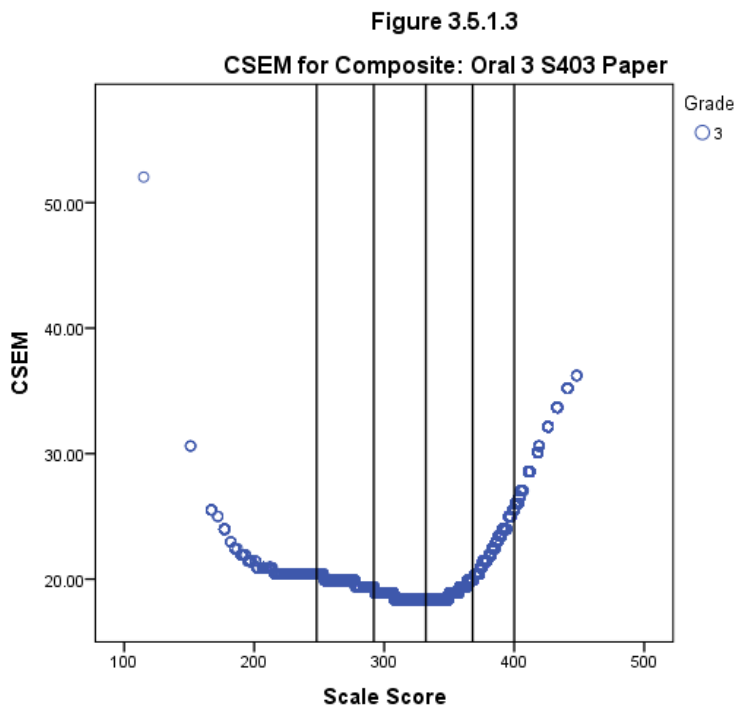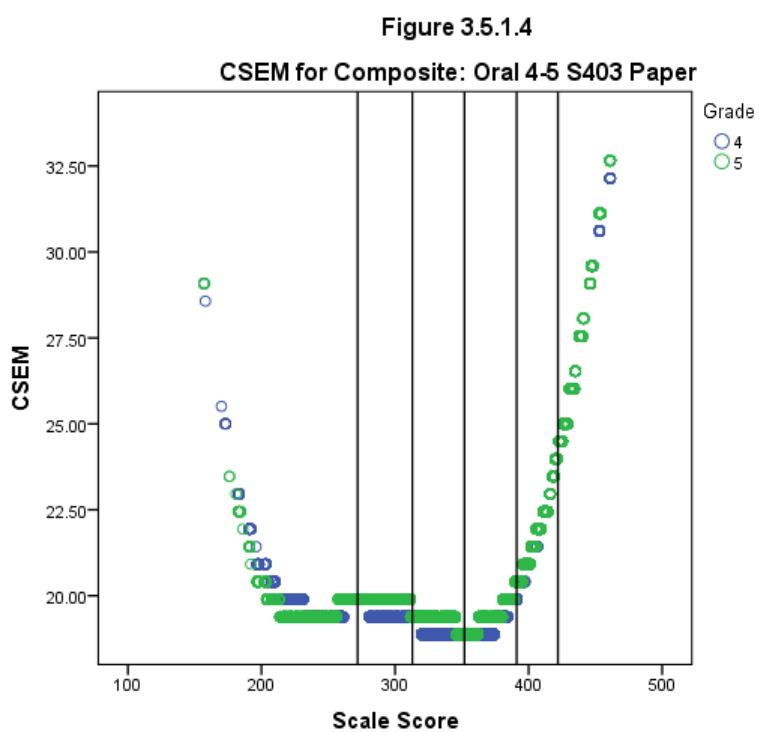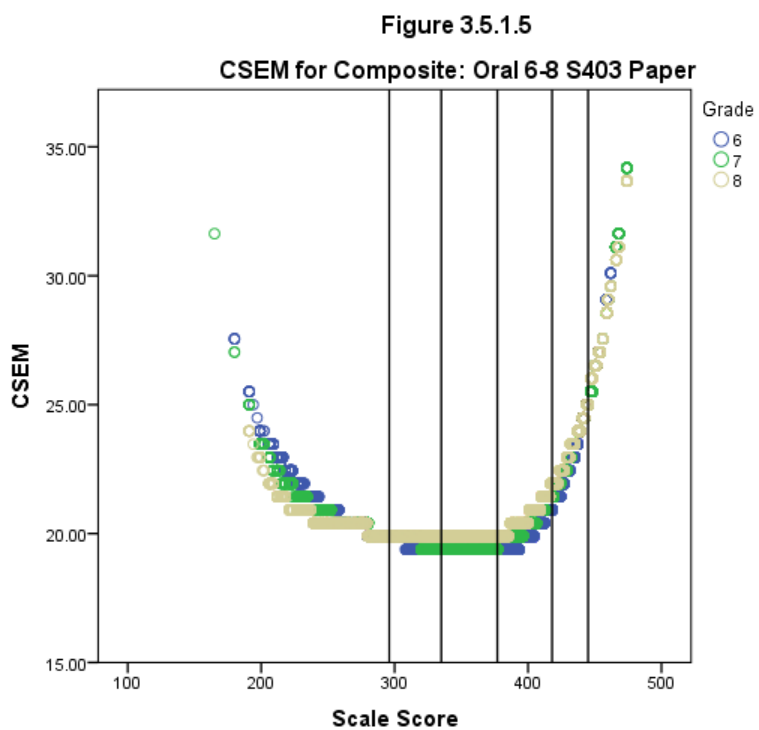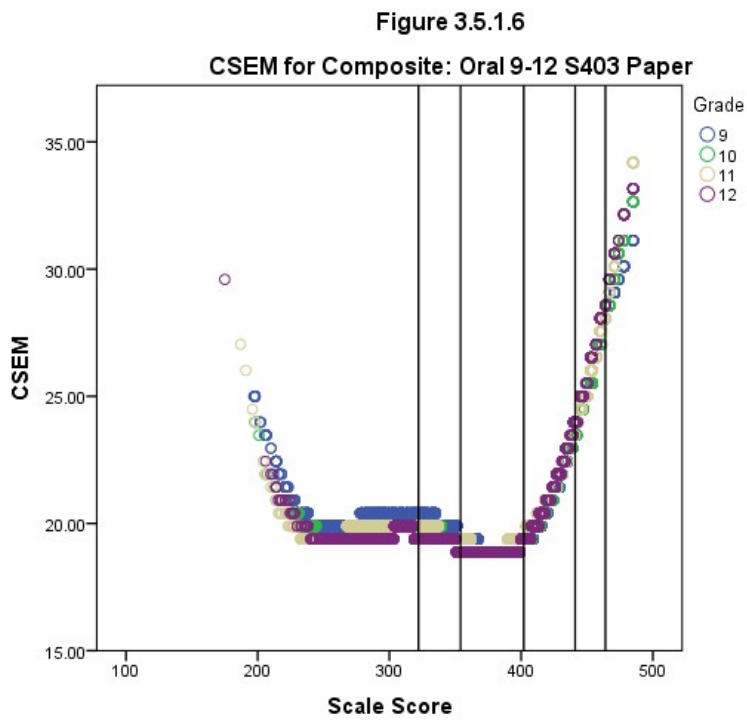
3.5.2 Literacy

3.5.2.0 Kindergarten

Figure 3.5.2.0
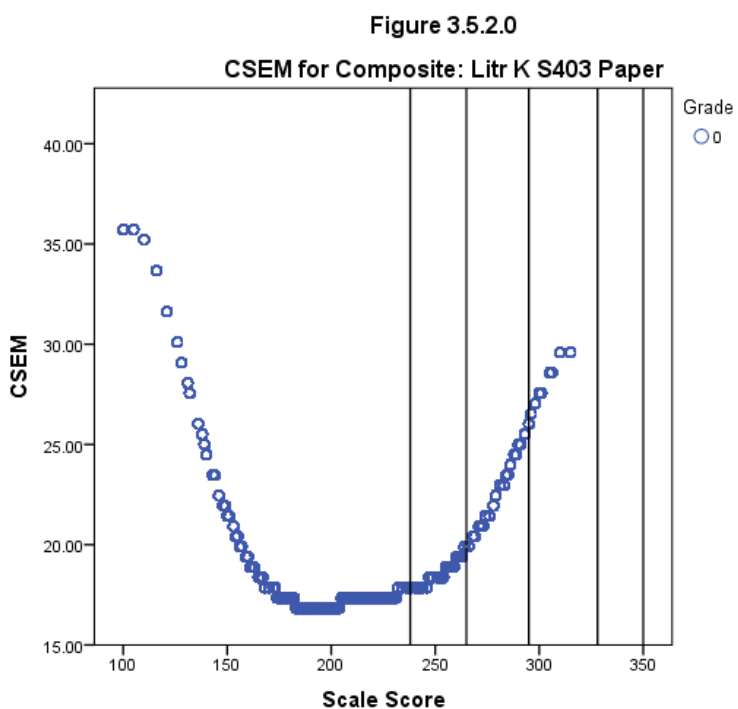
Note: Grade 0 is Kindergarten

3.5.2.1 Grade 1

Figure 3.5.2.1

3.5.2.2   Grade 2

Figure 3.5.2.2
CSEM for Composite: Litr 2 S403 Paper

3.5.2.3   Grade 3

Figure 3.5.2.3
CSEM for Composite: Litr 3 S403 Paper

3.5.2.4   Grades 4–5

Figure 3.5.2.4

CSEM for Composite: Litr 4-5 S403 Paper

3.5.2.5   Grades 6–8

Figure 3.5.2.5

CSEM for Composite: Litr 6-8 S403 Paper

3.5.2.6   Grades 9–12

Figure 3.5.2.6

CSEM for Composite: Litr 9-12 S403 Paper
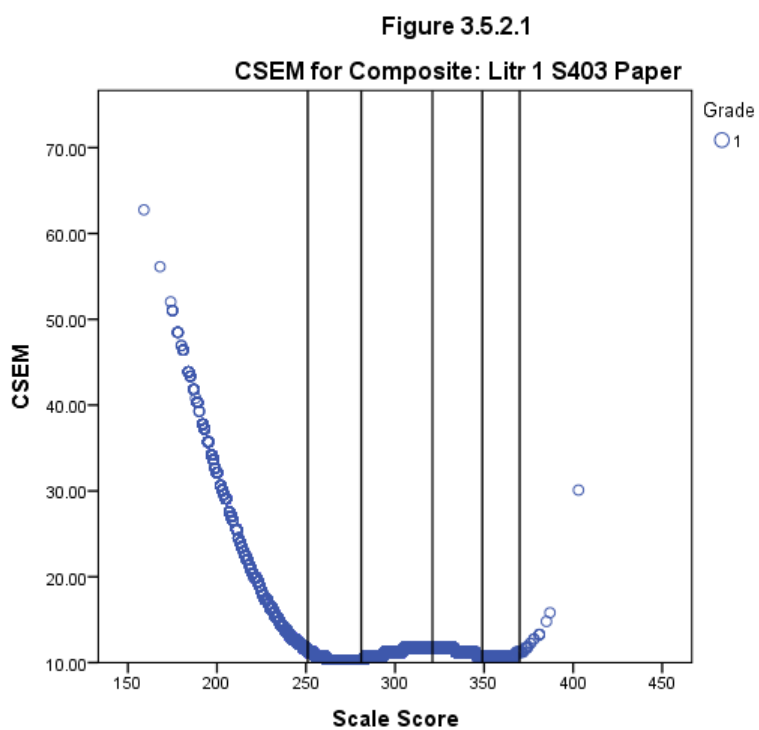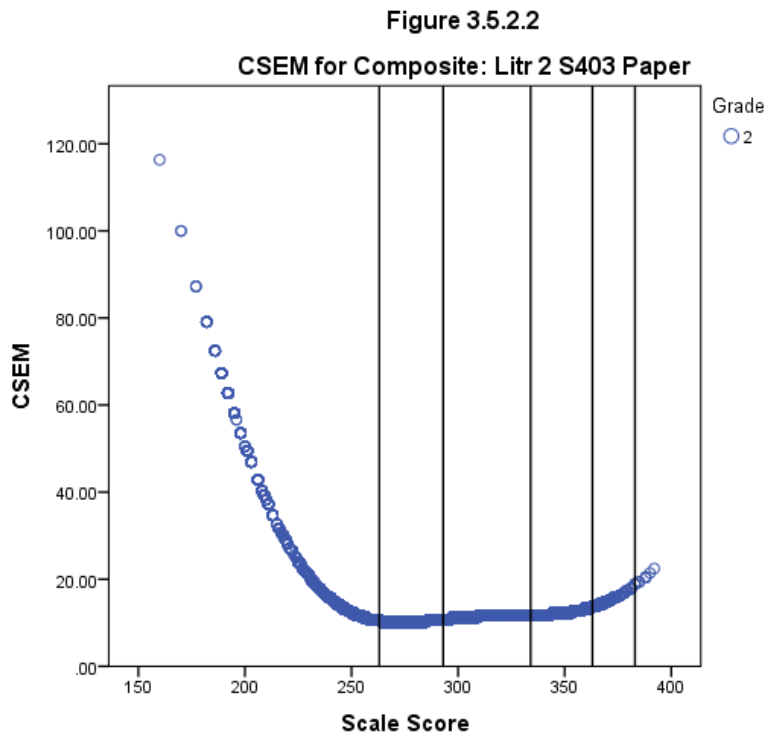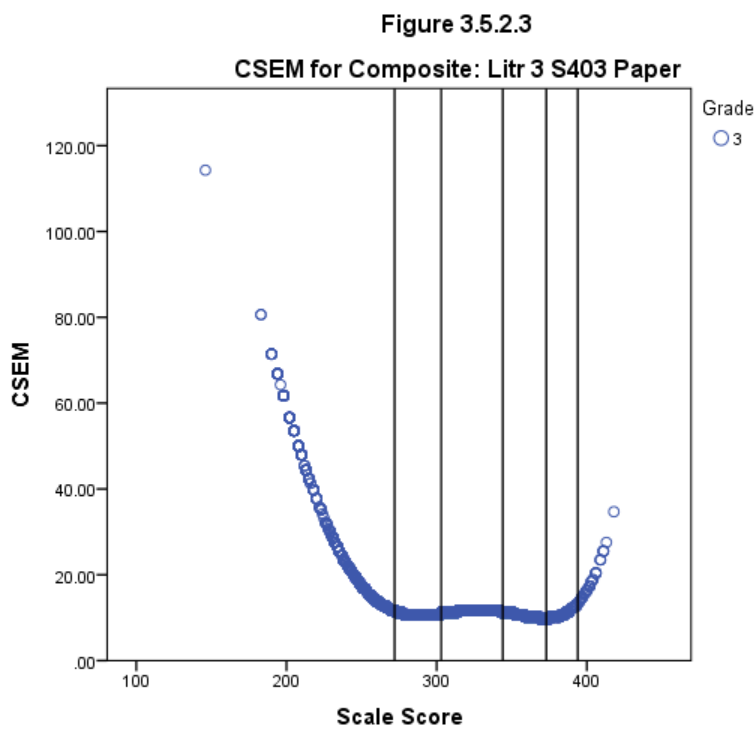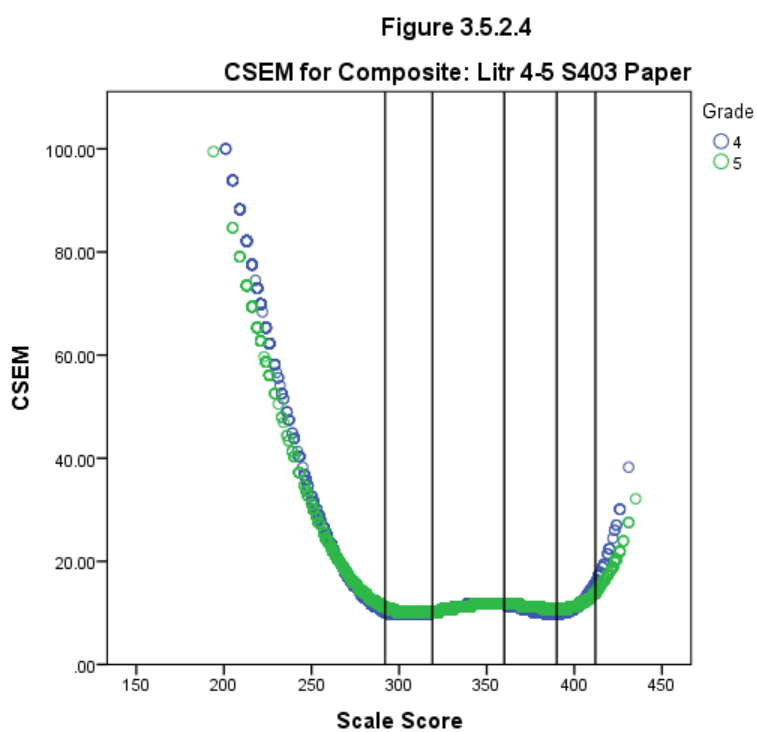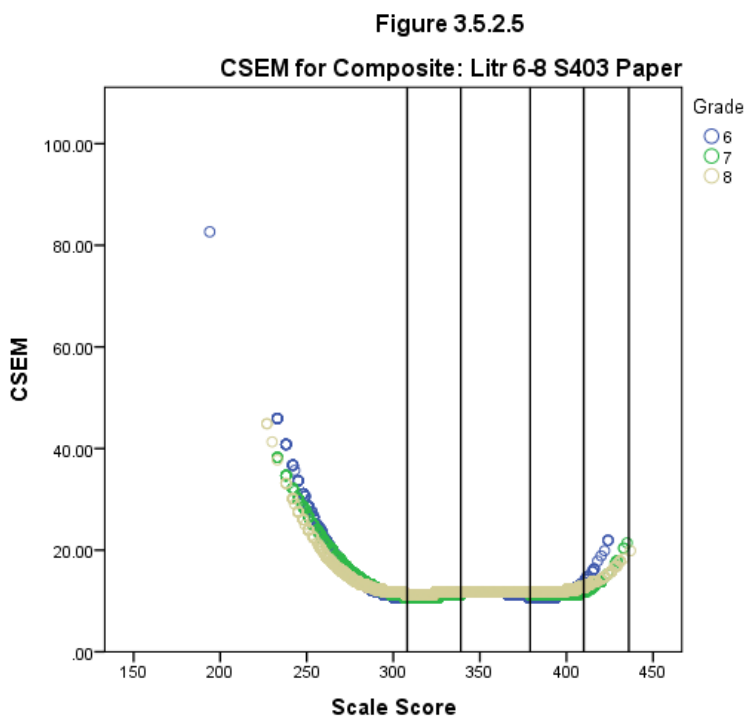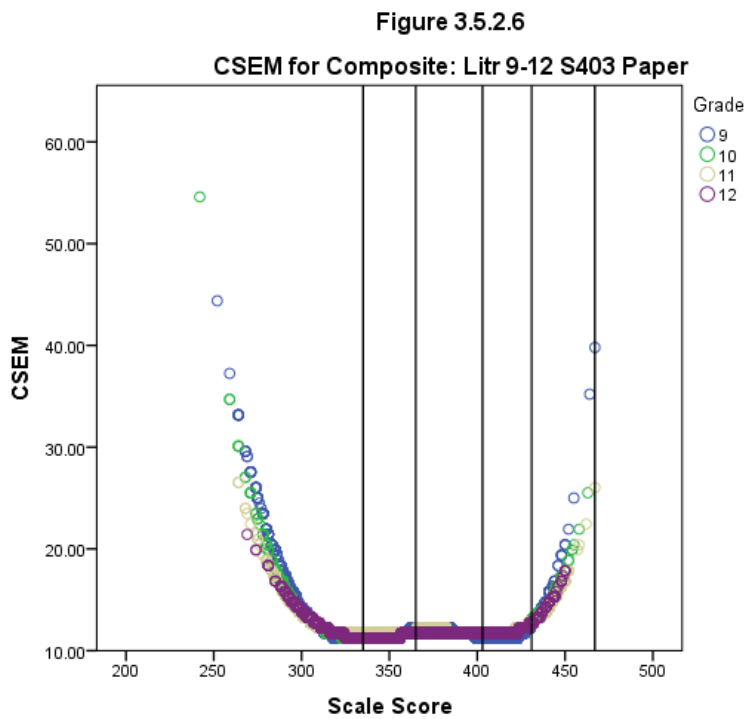
3.5.3 Comprehension

3.5.3.0   Kindergarten

Figure 3.5.3.0

CSEM for Composite: Cphn K S403 Paper
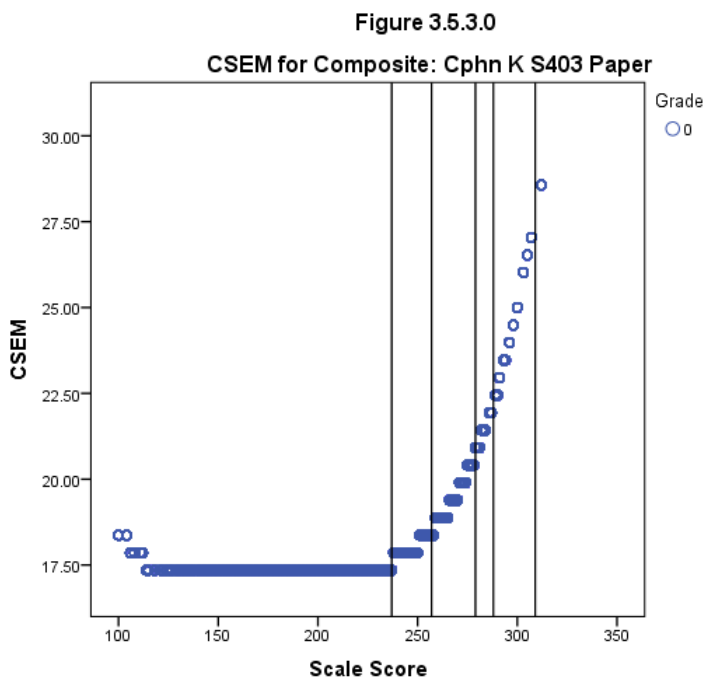
Note: Grade 0 is Kindergarten

3.5.3.1   Grade 1

Figure 3.5.3.1

CSEM for Composite: Cphn 1 S403 Paper

3.5.3.2 Grade 2

Figure 3.5.3.2

CSEM for Composite: Cphn 2 S403 Paper

3.5.3.3 Grade 3

Figure 3.5.3.3

CSEM for Composite: Cphn 3 S403 Paper

3.5.3.4 Grades 4–5

Figure 3.5.3.4

CSEM for Composite: Cphn 4-5 S403 Paper

3.5.3.5 Grades 6–8

Figure 3.5.3.5

CSEM for Composite: Cphn 6-8 S403 Paper

3.5.3.6 Grades 9–12

Figure 3.5.3.6

CSEM for Composite: Cphn 9-12 S403 Paper
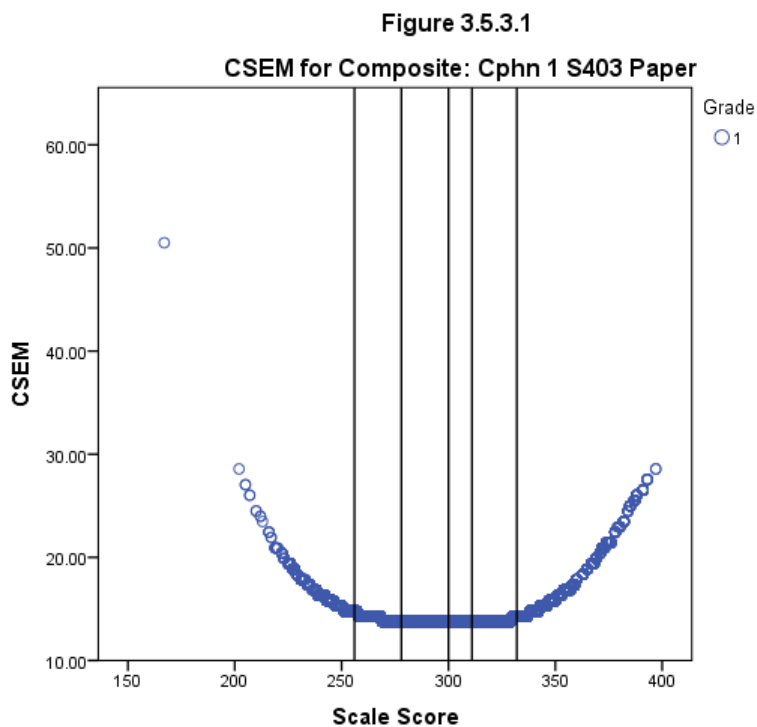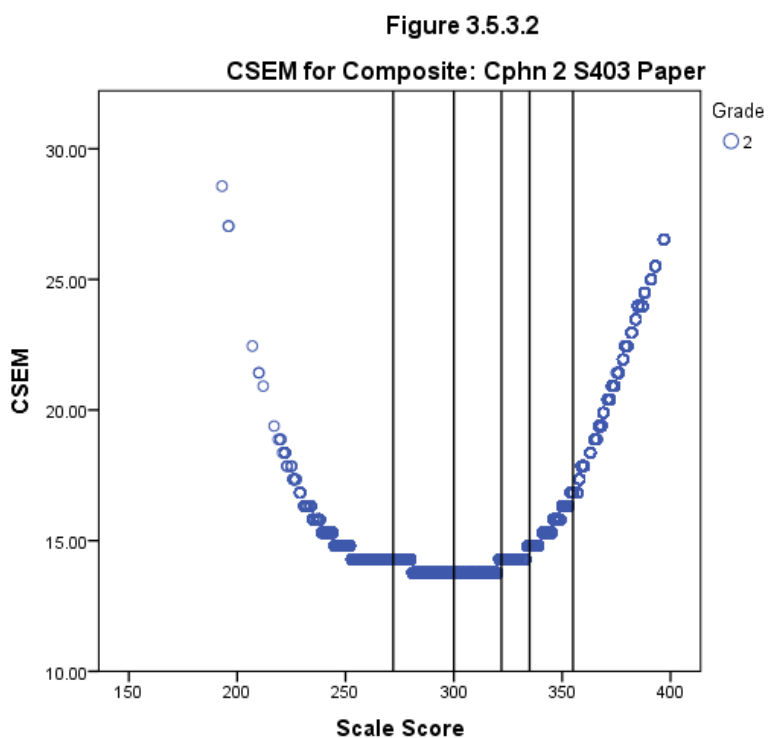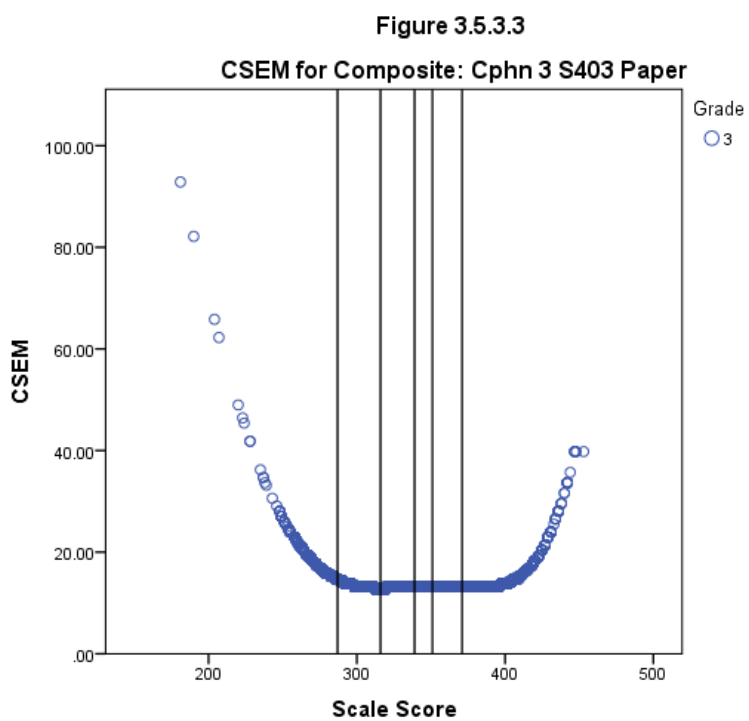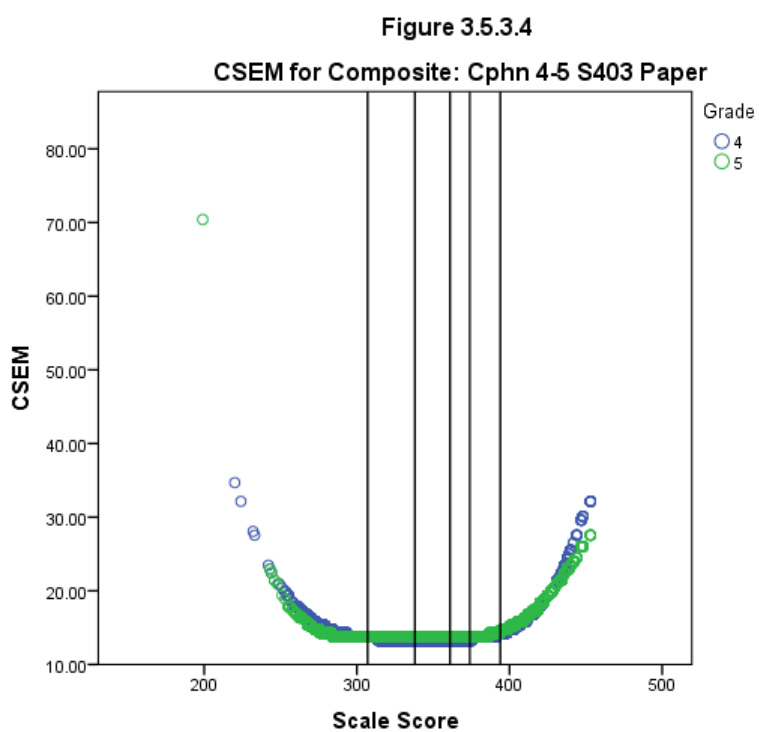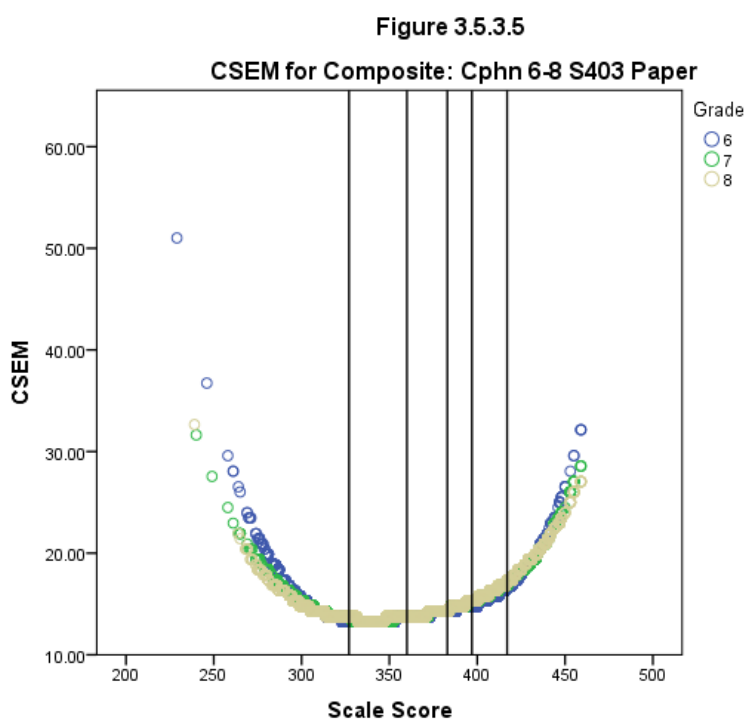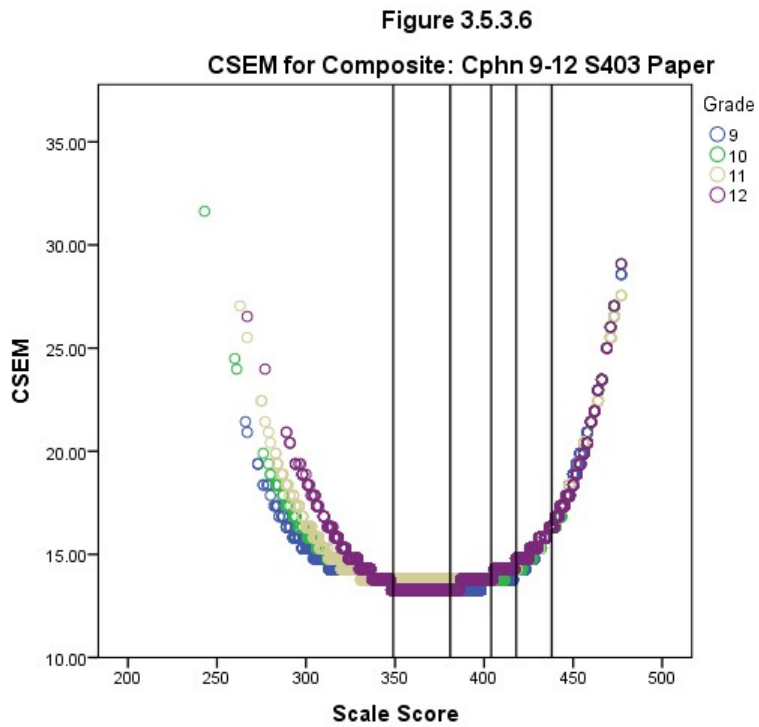
3.5.4 Overall

3.5.4.0 Kindergarten

Figure 3.5.4.0

CSEM for Composite: Over K S403 Paper
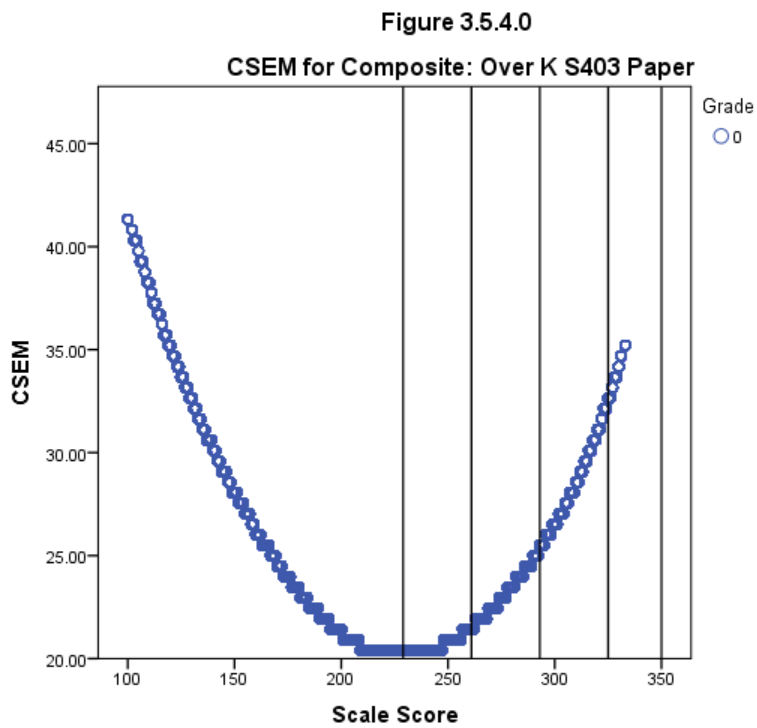
Note: Grade 0 is Kindergarten

3.5.4.1 Grade 1
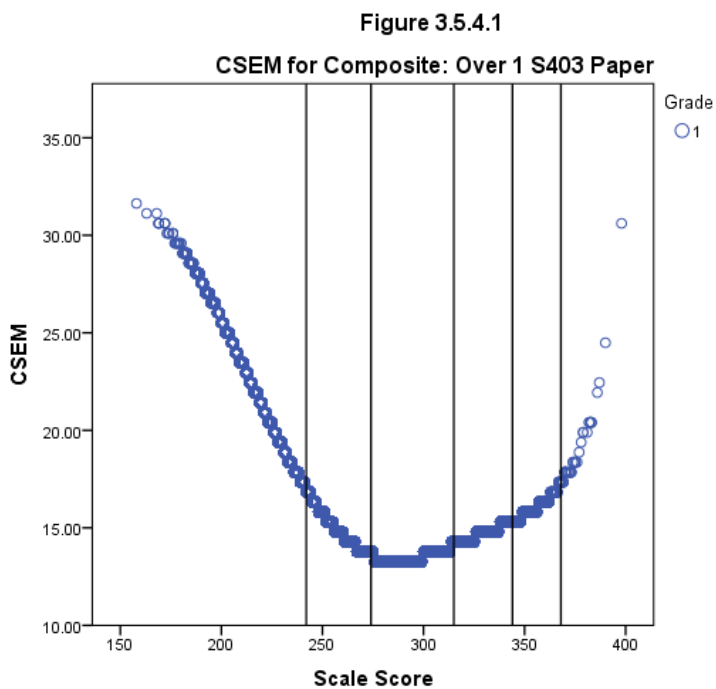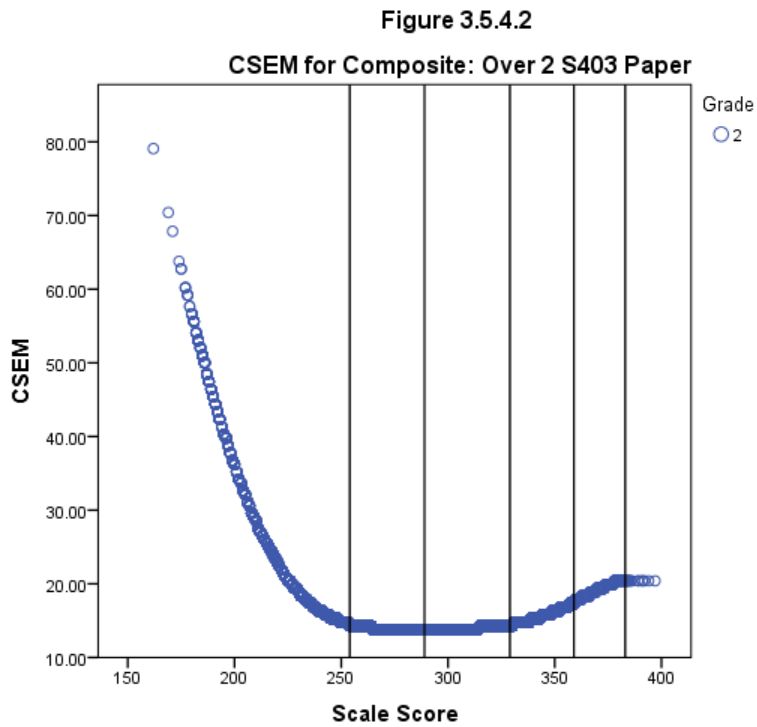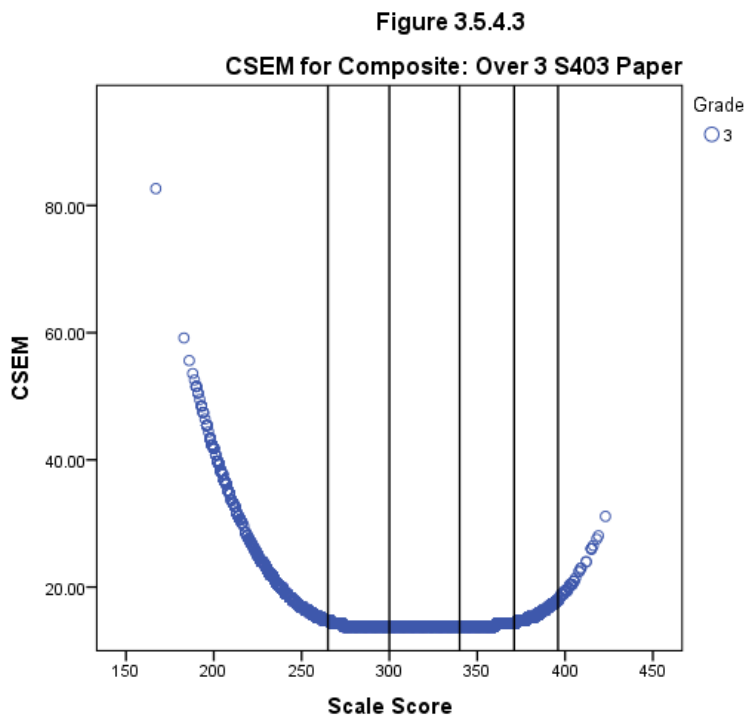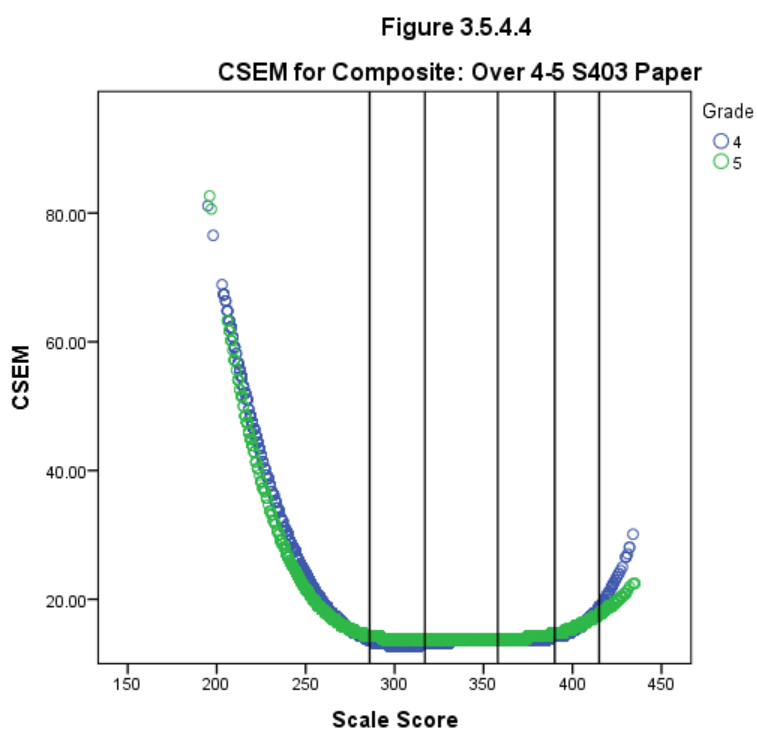
Figure 3.5.4.1

CSEM for Composite: Over 1 S403 Paper

3.5.4.2   Grade 2

Figure 3.5.4.2

CSEM for Composite: Over 2 S403 Paper

3.5.4.3   Grade 3

Figure 3.5.4.3

CSEM for Composite: Over 3 S403 Paper

3.5.4.4 Grades 4–5

Figure 3.5.4.4

CSEM for Composite: Over 4-5 S403 Paper

3.5.4.5 Grades 6–8

Figure 3.5.4.5

CSEM for Composite: Over 6-8 S403 Paper

3.5.4.6   Grades 9–12

Figure 3.5.4.6

CSEM for Composite: Over 9-12 S403 Paper
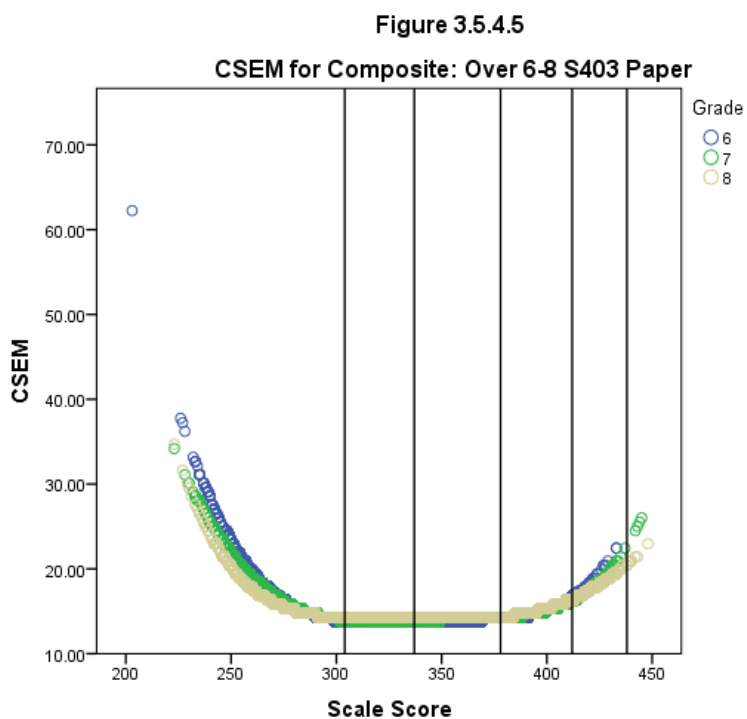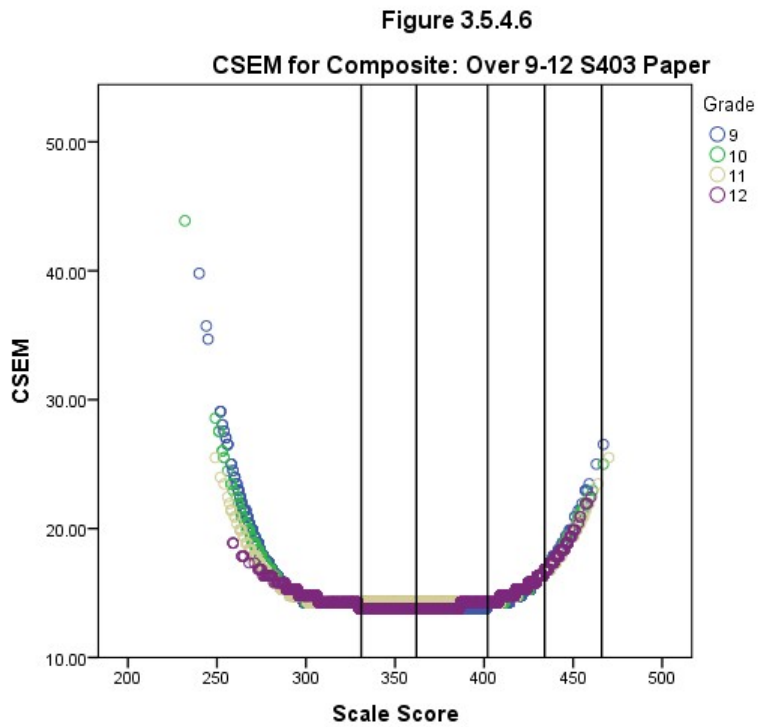
4. Annual Updates of Validity Evidence

According to the *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 2014), validity is the degree to which all the accumulated evidence supports the intended interpretation of test scores for the proposed use.

Particular interpretations for specified uses begin by specifying the construct the test is intended to measure. Validity is the degree to which all the accumulated evidence supports the intended interpretation of the test scores for the proposed use. Rather than referring to distinct types of validity, the *Standards* refer to types of validity evidence.

According to the *Standards* the evidence can be based on 1) test content, 2) response processes, 3) internal structure, and 4) relations to other variables.

4.1. Standards

4.1.1. Test content

Important validity evidence can be obtained from an analysis of the relationship between the content of a test and the construct it is intended to measure. Test content refers to the themes, wording, and format of the items, tasks, or questions on a test. Administration and scoring may also be relevant to content-based evidence. Evidence based on test content can include logical or empirical analyses of the adequacy with which the test content represents the content domain and of the relevance of the content domain to the proposed interpretation of test scores. Evidence based on test content can also come from expert judgement of the relationship between parts of the test and content.

4.1.2. Response processes

Theoretical and empirical analyses of the response processes of test takers can provide evidence concerning the fit between the construct and the detailed nature of the performance or response actually engaged in by test takers. Evidence based on response processes generally comes from analysis of individual responses. Evidence of response processes can contribute to answering questions about differences in meaning or interpretation of test scores across relevant sub-groups of test takers. Studies of response processes are not limited to the test taker. Assessment often relies on observers or judges to record and/or evaluate test takers' performances or products.

4.1.3. Internal structure

Analyses of the internal structure of a test can indicate the degree to which the relationships among the test items and test components conform to the construct on which the proposed test score interpretations are based. The conceptual framework for a test may imply a single

dimension of behavior, or it may posit several components that are each expected to be homogeneous.

4.1.4. Relations to other structure

In many cases, the intended interpretation for a given use implies that the construct should be related to some other variables, and as a result, analysis of the relationship of the scores to variables external to the test provides another important source of validity evidence. Evidence about relations to other variables is also used to investigate questions of differential prediction for subgroups. In the test-criterion relationship the fundamental question is, how accurately do test scores predict criterion performance? Historically, two designs, often called predictive and concurrent, have been differentiated for evaluating test-criterion relationships. A predictive study indicates the strength of the relationship between test scores and criterion scores that are obtained at a later time. A concurrent study obtains test scores and criterion information at about the same time.

4.2. Annual validity studies

4.2.1. ACCESS for ELLs 2.0 Series 400 Construct Validity Study

Grant, R. & Kraninger, N. (2019). *ACCESS for ELLs 2.0 Construct Validation Study - ACCESS for ELLs 2.0, Series 400 with 2015-2016 Data*. WIDA Technical Report TR-2019-1 (unpublished).

A research study was conducted to examine the construct validity of the internal structures of the paper and online versions of ACCESS for the grade-level cluster forms within Grades 1-12 through construct validity techniques at the item level. The research questions were:

1. Are there 4 distinct, orthogonally related, first-order academic English language factors (Listening, Reading, Speaking, and Writing) underpinning English Learners' responses to Tiers A, B and C items within the grade-level cluster forms of the paper and online versions of the assessment?

2. If so, is there a 2nd-order, underlying factor (academic English language) orthogonally related to each first-order factor within each tier?

Confirmatory factor analyses were used to investigate the first research question and structural equation modeling techniques were used to investigate the second question. All 33 models had satisfactory model fit statistics. The conclusion was that the ACCESS for ELLs 2.0, Series 400 assessment (online and paper) has an internal structure consistent with four academic English language domains (Listening, Reading, Writing and Speaking) and a second order underlying language factor (academic English language). This suggests that it is appropriate to report separate English language domain scores and an overall composite score for the paper and online versions of the test.

4.2.2. WIDA Screener Online and WIDA ACCESS for ELLs: Examining the Relationship between Student Scores on Two Assessments

MacGregor, D., and Sahakyan, N. (in preparation). *WIDA Screener Online and WIDA ACCESS for ELLs: Examining the Relationship Between Student Scores on Two Assessments*. WIDA Technical Brief.

WIDA conducted a comparability study between WIDA Online Screener (hereafter Screener) and WIDA ACCESS (hereafter ACCESS). The purpose of the study was to understand to what extent scores on Screener predict scores on ACCESS, and how that relationship is potentially affected by several covariates, such as grade level, time between tests, and IEP status.

The results of this analysis show that Screener scores are highly correlated with and strongly predictive of ACCESS scores controlling for individual-level and institutional factors. Controlling for all of the above-mentioned factors, a one-point increase in the Screener Overall Composite Scale Score is associated with about a 0.70 point increase in the ACCESS Overall Composite Scale. Students with special needs score about 8 scale score points lower on ACCESS, compared to non-IEP students. Hispanic ELs score about 5 points below non-Hispanics, while female ELs score about 2.3 scale score points higher compared to their male counterparts. Finally, parameter estimates indicate that in addition to individual-level covariates, there are statistically significant grade, school, district and state effects; however, the predictive relationship between the two tests is not altered when these factors are accounted for.

These results provide evidence for the predictive validity of Screener for schools in the WIDA Consortium. The stable and strong predictive relationship between Screener and ACCESS Overall composite scores suggests that schools can confidently use the WIDA Screener Overall composite score when making placement decisions for ELLs. In addition, they provide validity evidence for the use of Screener as an identification tool for students in the WIDA Consortium.

4.2.3. 2018 ACCESS for ELLs 2.0 Speaking Study

Bishop, K., Read, S., Gocer-Sahin, S., and Akanda, M. (2019). *ACCESS for ELLs Speaking study*. WIDA Technical Report.

Although the amount of score difference varied year to year, in the domain of Speaking, paper scores have been consistently higher than online counterpart. The purpose of this study was to investigate potential differences in the test-taking and scoring procedures between the paper Speaking test and the online Speaking test. The results of this study are related to content validity since it explores possible reasons of differences among different administration and scoring procedures (AERA, APA & NCME, 2014) and evidence based on response processes.

In this study a WIDA researcher used the Speaking scores of ACCESS 401 population data. Data was collected from IL and FL. The WIDA researcher went to each school site to set up the

speaking test sessions and met teachers to administer and score the test. The student's entire testing session and spoken responses were audio recorded by the WIDA researcher.

A quantitative and qualitative analysis was conducted. As the first step of the quantitative analysis, descriptive statistics such as raw score distributions, means across states, tiers, and raters were calculated. Second, to explore the rater effects of test administrative modes, Patz's (1996) hierarchical rater model (HRM) for polytomous Speaking rating data scored by multiple raters to scale examinees and items was applied to model aspects of consensus among raters, and to model individual rater severity and consistency effects (Patz, Junker, Johnson, and Mariano, 2002).

Qualitative analysis was conducted in four steps.

1) Interviews: After the WIDA researcher recorded students' Paper speaking test responses, we interviewed paper raters for their reasoning of scores. For online raters, the interview questions were sent to them and after their scorings were done, they typed their answers to the survey questionnaire document.

2) Categorizing interviews and observations: Based on interviews and the observations from administering tests and testing environment, the researcher categorized the interview comments into themes.

3) FL score comparison: one WIDA researcher, a rater trainer in FL scored students' responses as she was observing the paper testing. The WIDA researcher's scores and FL local raters' scores and online raters' score in FL were compared.

4) Score difference examination: two WIDA researchers examined paper and online ratings where there were score differences for 50 tasks to explore possible reasons of score differences.

The quantitative analysis results, HRM results, showed us that online raters are more consistent in assigning the same score to work of the same quality than paper raters. Tier B/C is more difficult than Tier A. Interestingly, although number of ideal scoring is three for paper raters for tier A, it is six for tier B/C. Similar to paper raters, in tier A, number of ideal scoring of online raters is seven, however it is eight for tier B/C. Although there isn't much change for online raters, in general it can be said that when test becomes more difficult, raters become more reliable in scoring.

Based on the local observations and rater reliability results, the WIDA Researcher has identified a need for additional clarification of the various aspects of the Speaking domain that should be provided in local and online trainings. It can be said that there is no one reason to give a high or low score. However, WIDA Researcher observed that, word choice was overlooked as sophistication. Even if sophistication was not present in the answer, online raters scored 3. Even though one of three criteria was missing, both raters still gave score 3 no matter which criterion is missing.

It was also observed that sometimes teacher prompting occurred, but they were within legitimate promoting options according to test administrator manual. Occasionally some prompting was very guided and specific, but student answers did not get more sophisticated. Teacher-prompted answers did not always lead to higher scores by paper raters. Some paper raters paid more attention to criteria outside of the rubric such as "complete sentences" and scored lowered. Interpretation of Nina model to the rubric description is an issue. For example, for P3 or P5 questions, Nina model answer has detailed explanations. It is not clear whether this explanation is referring to sophistication level in the rubric.

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