

**TECHNICAL REPORT**  
**PART I – SUMMATIVE ASSESSMENT**

**Ohio English Language Proficiency Assessment –  
Listening, Reading, Speaking, and Writing**

**Grades K–12**

**2020–2021 Administration**

***Submitted to:***

Ohio Department of Education

***Submitted by:***

Cambium Assessment, Inc.  
1000 Thomas Jefferson Street, NW  
Washington, DC 20007

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## **Chapter 1. Introduction**

The English Language Proficiency Assessment for the 21st Century (ELPA21) is a testing program that supports educators as they implement the 2014 English Language Proficiency (ELP) standards (Council of Chief State School Officers, 2014) and college- and career-readiness standards. The ELPA21 Program, called the Program in this report, provides an assessment system that measures growth based on the 2014 ELP Standards and provides valuable information to inform instruction and facilitate the development of academic English proficiency so that all English learners (ELs) leave high school prepared for college and career success. The assessment system includes tests on listening, reading, speaking, and writing for students in kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12. Ohio is a member of the ELPA21 Consortium, and the assessment is called the Ohio English Language Proficiency Assessment (OELPA).

The Program conducted test development and item development for the summative ELP assessment, as part of a U.S. Department of Education grant, commencing in 2013 and running through the first operational administration of the assessment in 2016. As part of the development process, Questar Assessment, Inc., built multiple fixed-length forms for each test. Items were field-tested in spring 2015, and the first operational administration of ELPA21 was in spring 2016. Following this administration, the Center for Research on Evaluation, Standards and Student Testing (CRESST) conducted item analyses, held data review meetings, and performed item calibration to obtain scoring parameters. Pacific Metrics, the organization contracted for standard setting, held a standard-setting workshop in July 2016. Based on recommendations from the workshop, the Program made decisions with respect to domain cut scores that further translated into performance levels for each grade. Cambium Assessment, Inc. (CAI) used the final item parameters, cut scores, and proficiency definitions to score and report the test results.

Details about test development, item development, field-test form building, item data review, item calibration, and standard setting can be found in their respective reports provided by the Program or the respective supporting vendors.

In 2017, the Program introduced the ELPA21 screener. The purpose of the screener is to determine students' eligibility for English language development services. It is an assessment of a student's language proficiency in the required domains of listening, reading, writing, and speaking. The screener test items are drawn from the same item pools and are based on the same ELP Standards as the summative assessment. Ohio first administered the screener assessment in the 2018–2019 school year. The screener followed the same quality control procedures as the summative. Ohio has its own rules to decide if a student needs to take the summative assessment.

This technical report focuses on the 2020–2021 test administration, test form reliability, validity, scoring, reporting, and quality control. This technical report has two parts.

Part I includes chapters that delineate different aspects of the 2020–2021 administration of the summative assessment, including

- Chapter 1. Introduction
- Chapter 2. Test Administration

- Chapter 3. Scoring
- Chapter 4. Standard Setting
- Chapter 5. 2020–2021 Summary
- Chapter 6. Reliability
- Chapter 7. Validity
- Chapter 8. Reporting
- Chapter 9. Quality Control
- Appendix Part I: Analysis for Summative Assessment—2020–2021 Summary

Part II includes chapters that delineate different aspects of the 2020–2021 administration of the screener assessment, including

- Chapter 1. Introduction
- Chapter 2. Test Administration
- Chapter 3. 2020–2021 Summary
- Chapter 4. Reliability
- Chapter 5. Validity
- Chapter 6. Reporting
- Appendix Part II: Analysis for Screener Assessment—2020–2021 Summary



## **Chapter 2. Test Administration**

The 2020–2021 ELPA21 assessments include summative tests and screener tests. The ELPA21 screener test was used to identify students who should qualify for English language development services. Each of the summative and screener tests were administered to students in kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12. The tests for kindergarten and grade 1 are grade specific. The tests for grades 2 and above are grade-band tests. The tests do not have a time limit.

Each form of both assessments involves four domain tests: reading, writing, listening and speaking. Students could be exempted from as many as three domain tests.

### **2.1 TESTING WINDOW**

Due to the continued impact of the COVID-19 pandemic during 2020–2021, the Ohio Department of Education emphasized that districts and schools first and foremost should be concerned about the safety of students and staff. Assessments should occur only if they can be safely administered. Safety may be determined locally at the student, teacher, building, district, or county level depending on the circumstances. Parental determination relative to safety should be considered and respected.

The OELPA is critical to the services schools must provide ELs. To support schools in meeting their obligation of annually assessing all ELs' ELP with the OELPA, the Ohio Department of Education (ODE) announced some changes for this year's administration:

- **OELPA Testing Window Extension.** The OELPA summative testing window was extended by four weeks and took place February 1–April 23, 2021. For the OELPS screener assessment, the 2020–2021 testing windows were scheduled from August 6, 2020–July 30, 2021.
- **Group Administration of the Speaking Test.** ODE allowed districts to administer the 2021 OELPA speaking test to groups of students instead of requiring one-to-one administration of that domain.

When scheduling administrations, districts should consider that students taking the speaking test will speak their responses aloud. To maintain test validity and security, the speaking test must be administered so that students cannot hear one another and that recordings do not pick up others' voices. Thus, districts should test students in large quiet spaces and/or in groups as small as the testing window and scheduling allow. ODE recommended that schools continue to administer the speaking test, if possible, one-to-one, with one student and one Test Administrator (TA).

The Test Coordinator Manual (TCM) and Test Administration Manual (TAM) were updated to include the testing window extension and group administration of the speaking test. Additional information about state testing this year is on ODE's Reset and Restart Education page.

## 2.2 SUMMATIVE TESTS

The 2020–2021 summative assessment includes one online form, one paper form, and one braille form. Each form had separate tests for the four language domains. There were no field-test items in the 2020–2021 summative tests.

through Table 2.3 list the number of operational items and score points in each online, paper-pencil, and braille form. The tables show that listening and reading have comparable numbers of items in each test. Writing and speaking have fewer but comparable numbers of items in each test.

*Table 2.1 Number of Items and Score Points—Online Summative*

Domain	Grade/Grade Band											
	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	29	29	24	24	25	26	29	32	34	38	23	26
Reading	23	23	30	30	30	35	27	30	26	33	38	40
Speaking	11	27	9	25	9	25	8	30	7	27	7	27
Writing	18	18	20	20	14	24	13	30	8	28	8	28
Total	81	97	83	99	78	110	77	122	78	126	76	121

*Table 2.2 Number of Items and Score Points—Paper Summative*

Domain	Grade/Grade Band											
	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	28	28	22	22	23	24	24	27	30	31	21	21
Reading	23	23	29	29	26	28	26	28	28	32	35	38
Speaking	11	27	9	25	9	25	8	30	7	27	7	27
Writing	11	18	9	16	10	20	10	27	8	28	8	28
Total	73	96	69	92	68	97	68	112	73	118	71	116

Table 2.3 Number of Items and Score Points—Braille Summative

Domain	Grade/Grade Band											
	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	17	19	21	21	20	20	23	26	22	23	19	21
Reading	13	13	22	22	23	25	23	23	25	29	34	37
Speaking	4	12	7	17	8	20	7	25	6	22	5	19
Writing	10	23	7	19	9	24	10	30	8	28	8	28
Total	44	67	57	79	60	89	63	104	61	102	66	105

## 2.3 TEST ADMINISTRATION MANUAL

### 2.3.1 Directions for Administration

For the 2020–2021 administrations, the TAM was developed to guide TAs in test administration for the summative test. The TAM usually includes the following key points:

- Overview of the OELPA summative assessment
- TA qualifications
- Preliminary planning
- Materials required
- Administrative considerations
- Student preparation/guidance for practice tests
- Detailed instructions for preparing and administering the training tests and summative tests
- Test security instructions
- Contact information for user support

### 2.3.2 Training/Practice Tests

To help TAs and students familiarize themselves with the online registration system and the Test Delivery System (TDS), training or practice tests were provided before and during the testing windows. Training/practice tests can be accessed through a nonsecure or CAI Secure Browser.

The summative training tests have two components, one for TAs to create and manage the training/practice test sessions and the other for students to take an actual training/practice test.

The *Practice Test Administration* site introduces TAs to

- logging in;
- starting a test session;
- providing the session ID to the students signing in to the TA session;
- monitoring students' progress throughout their tests; and

- stopping the test.

The *Practice Tests* site introduces students to

- signing in;
- verifying student information;
- selecting a test;
- waiting for the TA to check the test settings and approve participation;
- starting the test (adjusting the audio sound, checking the microphone for recording speaking responses, and reviewing test instructions);
- taking the test; and
- submitting the test.

### **2.3.3 Summative Tests**

The instructions for summative tests include a brief direction for each domain test. They also provide the detailed instructions for

- logging in to the CAI Secure Browser;
- starting a test session;
- providing the session ID to the students;
- approving student test sessions, including reviewing and editing students' test settings and accommodations;
- monitoring students' progress throughout their tests by checking their testing statuses; and
- stopping the session and logging out.

## Chapter 3. Scoring

For summative tests, four domain scores and two composite scores were computed. The composite scores included a comprehension score for listening and reading and an overall score that comprises all four domains. However, Ohio does not use the comprehension score for any purpose.

### 3.1 ESTIMATING STUDENT ABILITY FOR SUMMATIVE ASSESSMENTS

OELPA reported scale scores for each domain test, the overall scores for the whole test that includes four domains, and the comprehension scores for the partial test that includes reading and listening domains. Multidimensional item response theory (MIRT) was used to estimate domain scores. The bi-factor models were used to estimate the scores. The details of score estimations can be found in the *ELPA21 Scoring Specification: School Year 2019–2020* (CRESST, 2019). Multidimensional Item Response Theory (MIRT) model precludes one-to-one correspondence between domain raw and scale scores and allows the same domain raw score to fall into different performance levels depending on performance on the off-domain items.

In addition, business rules were established to specify rules about domain exemptions and attemptedness at the item, domain, and test levels. The additional scoring rules for the 2020–2021 OELPA summative tests were outlined in the following section.

### 3.2 SCORING RULES FOR SUMMATIVE ASSESSMENTS

The scoring rules applied to the 2020–2021 OELPA scoring included the following:

1. A domain test was considered attempted when a student was presented with the first operational item; it is not necessary for a student to actually respond to at least one item.
2. If a domain test was attempted, the items without responses in that domain should be scored as 0.
3. If a domain test was not attempted and the student was not marked as exempt in that domain, set the domain score and performance level to N (domain not-attempted).
4. If any domain tests were exempted before a student takes his or her first test, they should be left out of the computation of the overall scores. If the exempted domain test was reading or listening, the test should be left out of the computation of the comprehension score. In this case, set the score and performance level to E (domain exempted). However, if a test in an exempt domain was started in CAI’s TDS, the test was assumed to not be exempt.
5. If one or more of the domains was exempted and the other domains were not attempted, set the overall score to N.
6. For the comprehension score results, see
7. Table 3.1 for scoring outcomes of various scenarios of exempted domains and non-attempted domains for listening and reading that contribute to the calculation of the comprehension score. This does not apply to Ohio state since Ohio does not use comprehension scores for any purpose.

Table 3.1 Scoring Outcome for the Comprehension Score

If Listening is...	and Reading is...	Comprehension is reported as:
Exempt	Exempt	E
Exempt	Not Attempted	N
Not Attempted	Exempt	N
Not Attempted	Not Attempted	N

### 3.3 THETA TO SCALE SCORE TRANSFORMATION

The student’s performance was summarized in an individual domain score for each domain, a comprehension score that included listening and reading, and an overall score that included all four domains. Each theta score, obtained from the MIRT scoring model, was linearly transformed to the reporting scale using the formula  $SS = a * \theta + b$ , where  $a$  is the slope and  $b$  is the intercept. There was one set of scaling constants for the domain scores and another set of constants for the composite scores, as shown in Table 3.2. Scale scores were rounded to the nearest integer.

Table 3.2 Scaling Constants on the Reporting Metric

Subject	Grade	Slope (a)	Intercept (b)
Domain Scores (listening, reading, speaking, and writing)	K–12	80	550
Comprehension Scores	K–12	600	5500
Overall Scores	K–12	600	5500

### 3.4 LOWEST/HIGHEST OBTAINABLE SCORES

ELPA21 used expected a posteriori (EAP) scoring, which did not assign fixed minimum or maximum obtainable scale scores. The observed minimums, means, maximums, and standard deviations of scale scores by domain and by subgroup are presented in Section 3 of the Appendix Part I.

### 3.5 HANDSCORING

For OELPA summative tests, all speaking items and some writing items were handscored. Measurement Incorporated (MI) provided all handscoring except for screeners administered in Ohio, which were scored locally. The ELPA21 Program provided the procedure for handscoring items. Scoring rubrics and item content were reviewed by content experts as a part of the item review meetings. Consistency in handscoring required that scoring rules be applied with fidelity during scoring sessions.

### 3.5.1 Rules for Handscoring

The OELPA assessments contained constructed-response items that required handscoring. In the speaking and writing domains, short-text items were scored on 0/1, 0/2, 0/3, 0/4, or 0/5-point rubrics. The following procedures were employed to handscore these items: All constructed-response items were assigned to a human rater for a first read (R1). The score assigned in this first read was the item score of record and was used to compute scale scores. Twenty percent of constructed-response items for the summative assessment were randomly selected for a second read (R2) (i.e., 20% of student responses to any constructed-response item had both a first read and a second read). Ten percent of the constructed-response items for the screener assessment were randomly selected for a second read.

The scores from these two reads were used to compute rater consistency statistics (% exact agreement, % adjacent agreement) included in CAI’s annual technical reports. CAI and MI used second reads to monitor rater performance and provide ongoing feedback and training, as needed. Item scores from second reads were not used to compute scale scores.

First and second reads should be performed by the same rater pool and should occur at approximately the same time. Raters did not know whether they were providing the first or second read.

If scores assigned in first and second reads differed by two or more score points (or if first and second raters differed in the selection of condition/scorability code), the student response was assigned a supervisor for a third read (R3). The supervisor knew he or she was conducting a third read, had access to the results from the first and second reads, and would determine the score/code that should have been assigned. Third reads were only performed for the summative and not the screener. CAI and used the results of the third read to provide ongoing feedback and training, as needed. Item scores from second reads were not used to compute scale scores.

Scores from all reads (first read, as well as second and third reads, if applicable) were included in the item’s data file. CAI (presumably with MI’s help) included detailed descriptions of scoring procedures in the annual technical report, including descriptions of ongoing feedback and training that was provided within a program year. Table 3.3 presents nonscorable codes for handscoring items.

*Table 3.3 Nonscorable Condition Codes for Handscoring Items*

DOMAIN	CODE	DESCRIPTION
Speaking	A	Blank
Speaking	B	Technological Issue
Writing	A	Blank

The following rules were adhered to when evaluating a potential nonscorable response in the Speaking domain:

1. When a student responded with a word or phrase that can be tied to the stimulus, it could receive a score point of “1.” The “0” score point responses followed the bulleted list contained in the rubric.

2. If no words were spoken by the student, it was considered a blank.
3. A teacher voice was not necessarily interpreted as interference; if the teacher was heard telling the student to speak but not telling them what to say, the scorer scored the student's response.
4. A student response of, "Yes, No, I don't know," was considered a refusal and should be scored a "0."
5. A nonscore code of "B" should be given for responses with technical difficulty (e.g., speaking too close to the microphone causing unintelligible speech, broken recording with speech cut up, etc.).



## Chapter 4. Standard Setting

For the summative assessment, the domain cut scores and the overall proficiency levels were set through a standard-setting meeting convened by the ELPA21 Program on July 19–22, 2016. Details about the standard-setting process can be found in the ELPA21 standard-setting technical report (CRESST & Pacific Metrics, 2016).

Five performance levels were established for each domain. The cut scores were set by grade, as listed in Table 4.1. The four cut scores set for each domain sorted students into Performance Levels 1–5. If a student scored below the first cut (Cut 1), the student was classified as Performance Level 1. If a student scored at or above the first cut but below the second cut (Cut 2), the student was classified as Performance Level 2. This approach continued for Performance Levels 3 and 4. If a student scored at or above the fourth cut, the student was classified as Performance Level 5.

*Table 4.1 ELPA21 Domain Cut Scores by Grade*

Grade	Domain	Cut 1	Cut 2	Cut 3	Cut 4	Grade	Domain	Cut 1	Cut 2	Cut 3	Cut 4
K	Listening	467	507	613	645	5	Listening	413	455	498	581
	Reading	473	514	592	627		Reading	468	511	588	627
	Speaking	487	535	598	625		Speaking	483	526	573	607
	Writing	497	562	651	673		Writing	438	486	598	628
1	Listening	435	467	549	594	6	Listening	410	440	498	565
	Reading	479	515	584	629		Reading	461	496	565	604
	Speaking	528	577	593	619		Speaking	465	511	562	595
	Writing	498	548	613	641		Writing	425	472	564	594
2	Listening	408	438	512	564	7	Listening	430	473	553	597
	Reading	457	489	555	595		Reading	486	534	609	642
	Speaking	490	529	555	588		Speaking	475	527	582	611
	Writing	452	493	555	591		Writing	474	520	597	625
3	Listening	409	448	536	598	8	Listening	432	478	565	613
	Reading	495	541	610	644		Reading	494	547	640	669
	Speaking	500	538	572	612		Speaking	476	528	590	619
	Writing	498	542	603	636		Writing	484	533	619	647
4	Listening	398	431	492	563	9–12	Listening	451	491	571	613
	Reading	453	488	550	594		Reading	488	539	631	662
	Speaking	462	506	544	584		Speaking	481	536	593	619
	Writing	437	481	568	600		Writing	485	533	615	641

Overall proficiency, defined as “proficiency determination,” for a given student was established based on a profile of domain performance levels across all four tested domains. There were three proficiency determination levels: Emerging, Progressing, and Proficient. The following rules

determined a student’s overall proficiency (note that for the purpose of assigning overall proficiency, nonexempt domains that were not attempted were treated as Performance Level 1):

- Students whose domain performance levels were 1 or 2 across all nonexempt domains were identified as Emerging.
- Students whose domain performance levels were 4 or 5 across all nonexempt domains were identified as Proficient. Students cannot be proficient if any domains were untested in the absence of a valid exemption or invalidated.
- Students with domain performance levels that did not fit with Emerging or Proficient (as defined previously) were identified as Progressing.

See details in the Appendix B (Overall Proficiency Determination Look-up Tables) in the *ELPA21 Scoring Specification: School Year 2019–2020* (CRESST, 2019).

## Chapter 5. 2020–2021 Summary

The 2020–2021 student participation and performance statistics for OELPA summative assessment are presented in this chapter and in Sections 1–5 of the Appendix Part I. The figures and tables included in Sections 1–5 are listed here:

- Section 1. Summative Assessment—Raw Score Summary
  - Tables S1.1–S1.13 present the number of students, minimum, maximum, average, and standard deviation of domain raw scores by each performance level in each grade. Tables S1.1–S1.13 also present the number of students, minimum, maximum, average, and standard deviation of the overall raw scores by each proficiency level in each grade.
- Section 2. Summative Assessment—Raw Score Distributions
  - Figures S2.1–S2.65 present the frequency of raw score distributions by performance level for each domain in each grade, and the frequency of overall raw score distributions by proficiency level in each grade.
- Section 3. Summative Assessment—Scale Score Summary
  - Tables S3.1–S3.13 present the number of students, minimum, maximum, average, and standard deviation of domain, overall, and comprehension scores by subgroups in each grade (K–12).
- Section 4. Summative Assessment—Percentage of Students by Domain Performance Level
  - Tables S4.1–S4.13 show the total number of students taking each domain test and the percentage of students in each performance level by domain test and by subgroups.
- Section 5. Summative Assessment—Percentage of Students by Overall Proficiency Level
  - Tables S5.1–S5.13 show the total number of students who are categorized in each of the overall proficiency levels by subgroup: Emerging, Progressing, or Proficient.

### 5.1 2020–2021 STUDENT PARTICIPATION

**Error! Reference source not found.** summarizes student participation in each mode of testing. Three students tested with braille forms, 211 students tested with paper-pencil forms, and all other students tested with online forms. shows student participation overall and by subgroups. It shows the number of students in each subgroup who took a particular test. Participation was down by about 6.6% compared to 2020 due to the pandemic. Instruction had been disrupted for a full year by the time the OELPA was given in 2021. Many districts were still on remote or hybrid instruction during the 2021 OELPA administration window, and some parents were reluctant to send their

children to school even when in-person instruction was available. Generally, the number of students who participate in the 2020–

2021 OELPA administration decreases as the grade level increases, with some fluctuation at grades 8 and 9. More male students than female students take the test.

By test, the greatest number of students are in the Hispanic or Latino group (26.8%–34.7%), followed by African American students (19.3%–24.9%) and Asian students (13.9%–24.4%). About 0.2%–0.7% of the students have migrated to the United States from other countries. The percentage of students who have Individualized Education Programs (IEPs) increased from 4.4% to 21.5% between kindergarten and middle school, and it dropped to 14.8% in high school. Between kindergarten and middle school, the percentages of students with disabilities increased from 5.0% to 21.6% and dropped to 15.0% in high school. Most students identified as having a speech or language impairment are in kindergarten (1.8%), grade 1 (2.5%) and grades 2–3 (2.1%), while more students identified as having a specific learning disability in upper grades, including 3.8% in grade band 2–3, 11.0% in grade band 4–5, 13.1% in middle school, and 9.2% in high school.

*Table 5.1 Student Participation by Test Mode*

Grade	Total	Braille		Online		Paper	
		N	%	N	%	N	%
<b>K</b>	8,991	0	0.00	8,922	99.23	69	0.77
<b>1</b>	8,949	0	0.00	8,904	99.50	45	0.50
<b>2</b>	7,068	0	0.00	7,026	99.41	42	0.59
<b>3</b>	5,659	0	0.00	5,640	99.66	19	0.34
<b>4</b>	4,757	0	0.00	4,747	99.79	10	0.21
<b>5</b>	3,484	0	0.00	3,477	99.80	7	0.20
<b>6</b>	3,317	1	0.03	3,312	99.85	4	0.12
<b>7</b>	2,920	0	0.00	2,910	99.66	10	0.34
<b>8</b>	3,039	0	0.00	3,036	99.90	3	0.10
<b>9</b>	3,339	1	0.03	3,338	99.97	0	0.00
<b>10</b>	3,197	1	0.03	3,196	99.97	0	0.00
<b>11</b>	2,683	0	0.00	2,682	99.96	1	0.04
<b>12</b>	2,089	0	0.00	2,088	99.95	1	0.05
<b>Total</b>	59,492	3	0.01	59,278	99.64	211	0.35

Table 5.2 Student Participation by Subgroups in Each Test

Subgroup	Status	K		1		2–3		4–5		6–8		9–12	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>		8,991	100.0	8,949	100.0	12,727	100.0	8,241	100.0	9,276	100.0	11,308	100.0
<b>Grade</b>	<b>K</b>	8,991	100.0										
	<b>1</b>			8,949	100.0								
	<b>2</b>					7,068	55.5						
	<b>3</b>					5,659	44.5						
	<b>4</b>							4,757	57.7				
	<b>5</b>							3,484	42.3				
	<b>6</b>									3,317	35.8		
	<b>7</b>									2,920	31.5		
	<b>8</b>									3,039	32.8		
	<b>9</b>											3,339	29.5
	<b>10</b>											3,197	28.3
	<b>11</b>											2,683	23.7
<b>12</b>											2,089	18.5	
<b>Gender</b>	<b>Female</b>	4,277	47.6	4,336	48.5	5,820	45.7	3,571	43.3	4,083	44.0	4,938	43.7
	<b>Male</b>	4,560	50.7	4,519	50.5	6,781	53.3	4,619	56.0	5,129	55.3	6,255	55.3
	<b>Missing</b>	154	1.7	94	1.1	126	1.0	51	0.6	64	0.7	115	1.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	31	0.3	22	0.2	34	0.3	16	0.2	23	0.2	27	0.2
	<b>Asian</b>	2,198	24.4	2,117	23.7	2,354	18.5	1,192	14.5	1,287	13.9	1,775	15.7
	<b>Black or African American</b>	1,739	19.3	1,747	19.5	2,560	20.1	1,774	21.5	2,024	21.8	2,820	24.9

Subgroup	Status	K		1		2–3		4–5		6–8		9–12	
		N	%	N	%	N	%	N	%	N	%	N	%
	Hispanic or Latino	2,407	26.8	2,482	27.7	4,049	31.8	2,769	33.6	3,222	34.7	3,731	33.0
	Native Hawaiian or Other Pacific Islander	49	0.5	32	0.4	62	0.5	58	0.7	67	0.7	65	0.6
	Two or More Races	1,084	12.1	1,195	13.4	1,857	14.6	1,372	16.6	1,535	16.5	1,568	13.9
	White	1,448	16.1	1,321	14.8	1,777	14.0	1,047	12.7	1,088	11.7	1,301	11.5
	Other/Unknown	35	0.4	33	0.4	34	0.3	13	0.2	30	0.3	21	0.2
Other	Gifted	6	0.1	13	0.1	65	0.5	40	0.5	33	0.4	22	0.2
	Home Schooled					1	0.0			1	0.0		
	IEP	398	4.4	539	6.0	1,353	10.6	1,596	19.4	1,991	21.5	1,673	14.8
	Migrant	15	0.2	15	0.2	34	0.3	33	0.4	25	0.3	84	0.7
Primary Disability	Autism	142	1.6	131	1.5	209	1.6	157	1.9	121	1.3	76	0.7
	Developmental delay	7	0.1	2	0.0	6	0.0	9	0.1	16	0.2	22	0.2
	Emotional disturbance	2	0.0	10	0.1	27	0.2	25	0.3	35	0.4	33	0.3
	Hearing impaired	6	0.1	4	0.0	17	0.1	20	0.2	19	0.2	28	0.2
	Intellectual disability	15	0.2	29	0.3	95	0.7	89	1.1	182	2.0	152	1.3
	Multiple disabilities	18	0.2	25	0.3	67	0.5	50	0.6	82	0.9	64	0.6
	Orthopedic impairment	6	0.1	6	0.1	11	0.1	6	0.1	11	0.1	10	0.1
Other health impairment	52	0.6	50	0.6	170	1.3	203	2.5	243	2.6	229	2.0	

Subgroup	Status	K		1		2–3		4–5		6–8		9–12	
		N	%	N	%	N	%	N	%	N	%	N	%
	<b>Specific learning disability</b>	27	0.3	57	0.6	483	3.8	906	11.0	1,219	13.1	1,037	9.2
	<b>Speech or language impairment</b>	164	1.8	227	2.5	271	2.1	86	1.0	42	0.5	17	0.2
	<b>Traumatic brain injury</b>	2	0.0	1	0.0	1	0.0	8	0.1	19	0.2	13	0.1
	<b>Visual impairment</b>	2	0.0			5	0.0	6	0.1	7	0.1	8	0.1

## **5.2 2020–2021 STUDENT SCALE SCORE AND PERFORMANCE SUMMARY**

Student performance in the 2020–2021 OELPA administration is summarized for the entire population and by subgroup.



Table 5.3 shows the number and percentage of students who had domain exemption or not-attempted in each domain and grade.

Table 5.4–

Table 5.6 show the number of students, minimum, maximum, mean, and standard deviation of scale scores in each grade and domain. The tests are not vertically linked across all grades. Scale scores can be compared only within grade-band tests (2–3, 4–5, 6–8, and 9–12). In general, the mean scale scores increase as grades increase within each grade band. A disaggregated summary based on scale scores by gender, ethnicity, and other subgroups is also available in Section 3 of Appendix Part I. In addition, students’ raw score summary and distributions for each domain and overall by grade are also available in Sections 1 and 2 of Appendix Part I.

Table 5.7 Percentage of Students by Performance Level–Listening and Reading\*

Grade	Listening						Reading					
	N	1	2	3	4	5	N	1	2	3	4	5
<b>K</b>	8,972	13.9	14.1	48.5	10.7	12.8	8,898	14.7	15.8	36.8	14.3	18.4
<b>1</b>	8,930	7.6	6.0	30.6	25.7	30.2	8,855	29.1	16.3	27.0	11.9	15.7
<b>2</b>	7,050	5.0	4.4	27.7	32.3	30.6	6,972	23.7	18.1	30.7	14.2	13.3
<b>3</b>	5,645	4.3	4.3	25.1	38.4	27.9	5,559	25.0	19.1	34.3	12.8	8.9
<b>4</b>	4,746	7.0	6.4	21.3	42.2	22.9	4,642	20.8	15.1	33.6	19.6	10.9
<b>5</b>	3,473	9.2	7.9	14.1	46.1	22.7	3,393	21.8	17.3	39.3	14.7	6.9
<b>6</b>	3,295	7.8	7.7	22.2	40.8	21.5	3,210	18.6	18.9	42.5	13.3	6.7
<b>7</b>	2,901	11.8	11.6	39.2	23.6	13.8	2,850	27.2	25.9	36.7	6.2	4.0
<b>8</b>	3,013	12.7	11.7	35.0	24.4	16.1	2,968	26.2	23.5	41.8	5.4	3.2
<b>9</b>	3,292	17.7	11.8	37.4	20.3	12.9	3,253	31.0	24.0	37.6	4.6	2.8
<b>10</b>	3,153	17.0	13.1	34.1	20.0	15.8	3,135	31.4	22.3	36.2	6.3	3.8
<b>11</b>	2,662	11.9	12.0	35.1	20.1	21.0	2,623	25.9	23.5	38.3	8.0	4.3
<b>12</b>	2,065	9.2	11.4	38.8	22.2	18.4	2,051	23.5	25.7	40.4	6.3	4.1
<b>Total</b>	59,197	9.8	8.8	32.0	27.6	21.8	58,409	23.9	19.0	35.0	11.8	10.3

\* Domain tests with Exemption or Not-Attempted are excluded.

and

Table 5.8 Percentage of Students by Performance Level–Speaking and Writing\*

Grade	Speaking						Writing					
	N	1	2	3	4	5	N	1	2	3	4	5
K	8,876	14.2	9.1	28.1	15.9	32.6	8,886	41.8	24.1	23.1	3.8	7.3
1	8,840	23.8	27.2	10.1	14.9	24.0	8,839	38.9	20.1	24.1	6.4	10.4
2	6,970	20.2	19.9	17.5	20.6	21.8	6,962	26.0	17.4	29.8	13.8	13.1
3	5,562	15.0	12.1	20.6	28.9	23.4	5,555	25.7	17.9	33.5	13.9	9.0
4	4,662	13.6	11.7	20.4	28.6	25.7	4,650	17.0	12.9	50.2	13.0	7.0
5	3,418	16.1	13.5	30.1	23.1	17.2	3,397	14.2	10.3	61.3	9.4	4.7
6	3,219	13.7	11.6	34.5	24.1	16.2	3,199	13.7	10.5	57.7	11.7	6.4
7	2,849	14.6	16.1	38.4	17.2	13.7	2,844	23.1	19.8	46.1	6.4	4.6
8	2,972	15.1	13.5	36.8	17.5	17.0	2,972	23.9	18.9	45.5	6.5	5.2
9	3,241	15.3	14.3	34.6	16.7	19.2	3,235	26.6	22.1	42.9	5.7	2.7
10	3,111	13.0	14.5	33.2	16.8	22.6	3,115	27.2	20.7	41.9	5.9	4.3
11	2,620	9.3	13.5	30.6	20.0	26.6	2,613	21.1	22.1	43.9	8.1	4.8
12	2,042	7.3	12.6	33.0	19.5	27.6	2,039	19.0	24.0	45.9	6.9	4.2
<b>Total</b>	<b>58,382</b>	<b>16.1</b>	<b>15.5</b>	<b>25.1</b>	<b>20.0</b>	<b>23.3</b>	<b>58,306</b>	<b>27.6</b>	<b>18.8</b>	<b>37.4</b>	<b>23.1</b>	<b>7.5</b>

\* Domain tests with Exemption or Not-Attempted are excluded.

display the percentage of students in each performance level in each grade and domain (see Section 4 of Appendix Part I for a disaggregated summary). In addition, **Error! Reference source not found.** shows the percentage of students in each overall proficiency level in each grade. The percentages of students by performance level in each domain test and by overall proficiency level are also plotted in Figure 5.1 and Figure 5.2, respectively. Section 5 of Appendix Part I displays the percentage of students by proficiency level by gender, ethnicity, and other subgroups.

For both reading and writing, Figure 5.1 shows that most students are in Performance Level 3 except for kindergarten and grade 1 writing and grade 1 reading tests. More middle school and high school students earned Performance Levels 1 or 2 than Performance Levels 4 or 5 in reading and writing, while more grades 2–8 students earned Performance Levels 4 or 5 than Performance Levels 1 or 2 in listening and speaking.

Figure 5.2 and Table 5.9 show that most students are in the Progressing category in all grades (69.2% to 78.5%). The percentage of students who are proficient increases from kindergarten to grade 2, then consistently decreases until grade 9, and slightly increases after grade 9. The percentage of students in the Emerging category decreases from kindergarten to grade 3, then increases until grade 9, and then consistently decreases afterward.

Table 5.3 Summary of Domain Exemptions and Non-Attempted

Grade	Total	Listening		Reading		Speaking		Writing	
		Exempted	Not Attempted	Exempted	Not Attempted	Exempted	Not Attempted	Exempted	Not Attempted
<b>K</b>	8,991	2 (0.0%)	17 (0.2%)	45 (0.5%)	48 (0.5%)	50 (0.6%)	65 (0.7%)	45 (0.5%)	60 (0.7%)
<b>1</b>	8,949	6 (0.1%)	13 (0.1%)	66 (0.7%)	28 (0.3%)	68 (0.8%)	41 (0.5%)	70 (0.8%)	40 (0.4%)
<b>2</b>	7,068	6 (0.1%)	12 (0.2%)	66 (0.9%)	30 (0.4%)	70 (1.0%)	28 (0.4%)	68 (1.0%)	38 (0.5%)
<b>3</b>	5,659	0 (0.0%)	14 (0.2%)	66 (1.2%)	34 (0.6%)	56 (1.0%)	41 (0.7%)	62 (1.1%)	42 (0.7%)
<b>4</b>	4,757	4 (0.1%)	7 (0.1%)	73 (1.5%)	42 (0.9%)	52 (1.1%)	43 (0.9%)	67 (1.4%)	40 (0.8%)
<b>5</b>	3,484	5 (0.1%)	6 (0.2%)	62 (1.8%)	29 (0.8%)	41 (1.2%)	25 (0.7%)	56 (1.6%)	31 (0.9%)
<b>6</b>	3,317	3 (0.1%)	19 (0.6%)	65 (2.0%)	42 (1.3%)	49 (1.5%)	49 (1.5%)	60 (1.8%)	58 (1.7%)
<b>7</b>	2,920	6 (0.2%)	13 (0.4%)	45 (1.5%)	25 (0.9%)	33 (1.1%)	38 (1.3%)	40 (1.4%)	36 (1.2%)
<b>8</b>	3,039	4 (0.1%)	22 (0.7%)	39 (1.3%)	32 (1.1%)	26 (0.9%)	41 (1.3%)	34 (1.1%)	33 (1.1%)
<b>9</b>	3,339	5 (0.1%)	42 (1.3%)	31 (0.9%)	55 (1.6%)	17 (0.5%)	81 (2.4%)	26 (0.8%)	78 (2.3%)
<b>10</b>	3,197	9 (0.3%)	35 (1.1%)	28 (0.9%)	34 (1.1%)	23 (0.7%)	63 (2.0%)	32 (1.0%)	50 (1.6%)
<b>11</b>	2,683	6 (0.2%)	15 (0.6%)	31 (1.2%)	29 (1.1%)	18 (0.7%)	45 (1.7%)	29 (1.1%)	41 (1.5%)
<b>12</b>	2,089	8 (0.4%)	16 (0.8%)	18 (0.9%)	20 (1.0%)	15 (0.7%)	32 (1.5%)	20 (1.0%)	30 (1.4%)
<b>Total</b>	59,492	64 (0.1%)	231 (0.4%)	635 (1.1%)	448 (0.8%)	518 (0.9%)	592 (1.0%)	609 (1.0%)	577 (1.0%)

Table 5.4 Scale Score Summary–Listening and Reading\*

Grade	Listening					Reading				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	8,972	233	553.0	745	77.7	8,898	247	554.7	740	74.5
<b>1</b>	8,930	239	551.1	711	73.5	8,855	244	535.6	759	83.6
<b>2</b>	7,050	247	527.2	711	65.3	6,972	254	510.8	734	68.9
<b>3</b>	5,645	221	553.0	728	69.5	5,559	224	547.7	755	72.8
<b>4</b>	4,746	216	510.4	695	68.7	4,642	227	511.5	722	66.3
<b>5</b>	3,473	216	524.2	758	74.0	3,393	227	528.1	766	71.1
<b>6</b>	3,295	262	511.6	726	65.5	3,210	271	515.0	740	58.3
<b>7</b>	2,901	222	523.2	733	70.9	2,850	239	527.7	751	64.6
<b>8</b>	3,013	232	535.0	757	78.6	2,968	250	542.7	767	72.3
<b>9</b>	3,292	249	530.1	734	74.5	3,253	257	528.5	742	69.8
<b>10</b>	3,153	249	533.8	758	76.1	3,135	257	531.7	772	73.2
<b>11</b>	2,662	302	546.0	775	73.5	2,623	366	541.0	783	71.7
<b>12</b>	2,065	302	548.8	727	68.3	2,051	379	541.7	733	67.2

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption or Not-Attempted are excluded.

Table 5.5 Scale Score Summary—Speaking and Writing\*

Grade	Speaking					Writing				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	8,876	285	578.7	744	85.5	8,886	302	532.6	718	82.0
<b>1</b>	8,840	267	568.1	736	73.1	8,839	248	522.9	741	89.9
<b>2</b>	6,970	265	536.4	728	67.6	6,962	259	502.9	738	76.0
<b>3</b>	5,562	251	563.0	747	72.1	5,555	230	542.3	757	77.2
<b>4</b>	4,662	235	536.4	726	70.8	4,650	222	507.9	725	72.3
<b>5</b>	3,418	235	544.4	781	75.9	3,397	222	525.0	770	75.7
<b>6</b>	3,219	278	536.5	710	68.5	3,199	277	505.9	744	69.4
<b>7</b>	2,849	260	542.9	735	72.4	2,844	235	517.7	734	75.2
<b>8</b>	2,972	269	551.9	743	77.1	2,972	245	531.0	754	82.9
<b>9</b>	3,241	300	558.6	724	74.8	3,235	261	521.8	719	76.8
<b>10</b>	3,111	300	564.9	713	71.2	3,115	261	524.8	741	76.9
<b>11</b>	2,620	343	575.8	728	67.3	2,613	331	536.6	778	71.2
<b>12</b>	2,042	344	579.9	721	63.3	2,039	332	538.8	703	65.6

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption or Not-Attempted are excluded.

Table 5.6 Scale Score Summary–Comprehension and Overall\*

Grade	Comprehension					Overall				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	8,983	3361	5505.6	6776	536.4	8,991	3160	5531.0	7023	586.8
<b>1</b>	8,942	3387	5466.0	6698	545.6	8,949	3097	5450.3	7032	617.8
<b>2</b>	7,064	3400	5288.1	6801	490.9	7,068	3217	5243.9	6841	535.4
<b>3</b>	5,652	3260	5512.4	6654	529.2	5,659	2930	5503.7	7096	568.3
<b>4</b>	4,749	3273	5213.9	6817	497.5	4,757	2877	5226.6	6786	543.3
<b>5</b>	3,477	3273	5326.6	6817	539.8	3,484	2877	5339.7	7262	579.1
<b>6</b>	3,311	3515	5230.7	6779	457.3	3,317	3239	5227.3	6750	511.3
<b>7</b>	2,914	3323	5325.0	6967	500.2	2,920	2993	5318.4	6927	551.9
<b>8</b>	3,029	3323	5425.5	6967	562.3	3,039	3104	5417.1	7095	607.6
<b>9</b>	3,310	3470	5351.2	7171	533.9	3,339	3220	5373.1	6912	576.3
<b>10</b>	3,179	3470	5377.3	7171	556.4	3,197	3220	5409.0	7116	578.3
<b>11</b>	2,669	3733	5454.1	7094	550.7	2,683	3835	5496.8	7110	549.3
<b>12</b>	2,076	3733	5464.2	7085	516.3	2,089	3835	5518.8	6865	508.7

\* Scale scores cannot be compared across grade bands.



Table 5.7 Percentage of Students by Performance Level–Listening and Reading\*

Grade	Listening						Reading					
	N	1	2	3	4	5	N	1	2	3	4	5
<b>K</b>	8,972	13.9	14.1	48.5	10.7	12.8	8,898	14.7	15.8	36.8	14.3	18.4
<b>1</b>	8,930	7.6	6.0	30.6	25.7	30.2	8,855	29.1	16.3	27.0	11.9	15.7
<b>2</b>	7,050	5.0	4.4	27.7	32.3	30.6	6,972	23.7	18.1	30.7	14.2	13.3
<b>3</b>	5,645	4.3	4.3	25.1	38.4	27.9	5,559	25.0	19.1	34.3	12.8	8.9
<b>4</b>	4,746	7.0	6.4	21.3	42.2	22.9	4,642	20.8	15.1	33.6	19.6	10.9
<b>5</b>	3,473	9.2	7.9	14.1	46.1	22.7	3,393	21.8	17.3	39.3	14.7	6.9
<b>6</b>	3,295	7.8	7.7	22.2	40.8	21.5	3,210	18.6	18.9	42.5	13.3	6.7
<b>7</b>	2,901	11.8	11.6	39.2	23.6	13.8	2,850	27.2	25.9	36.7	6.2	4.0
<b>8</b>	3,013	12.7	11.7	35.0	24.4	16.1	2,968	26.2	23.5	41.8	5.4	3.2
<b>9</b>	3,292	17.7	11.8	37.4	20.3	12.9	3,253	31.0	24.0	37.6	4.6	2.8
<b>10</b>	3,153	17.0	13.1	34.1	20.0	15.8	3,135	31.4	22.3	36.2	6.3	3.8
<b>11</b>	2,662	11.9	12.0	35.1	20.1	21.0	2,623	25.9	23.5	38.3	8.0	4.3
<b>12</b>	2,065	9.2	11.4	38.8	22.2	18.4	2,051	23.5	25.7	40.4	6.3	4.1
<b>Total</b>	59,197	9.8	8.8	32.0	27.6	21.8	58,409	23.9	19.0	35.0	11.8	10.3

\* Domain tests with Exemption or Not-Attempted are excluded.

Table 5.8 Percentage of Students by Performance Level—Speaking and Writing\*

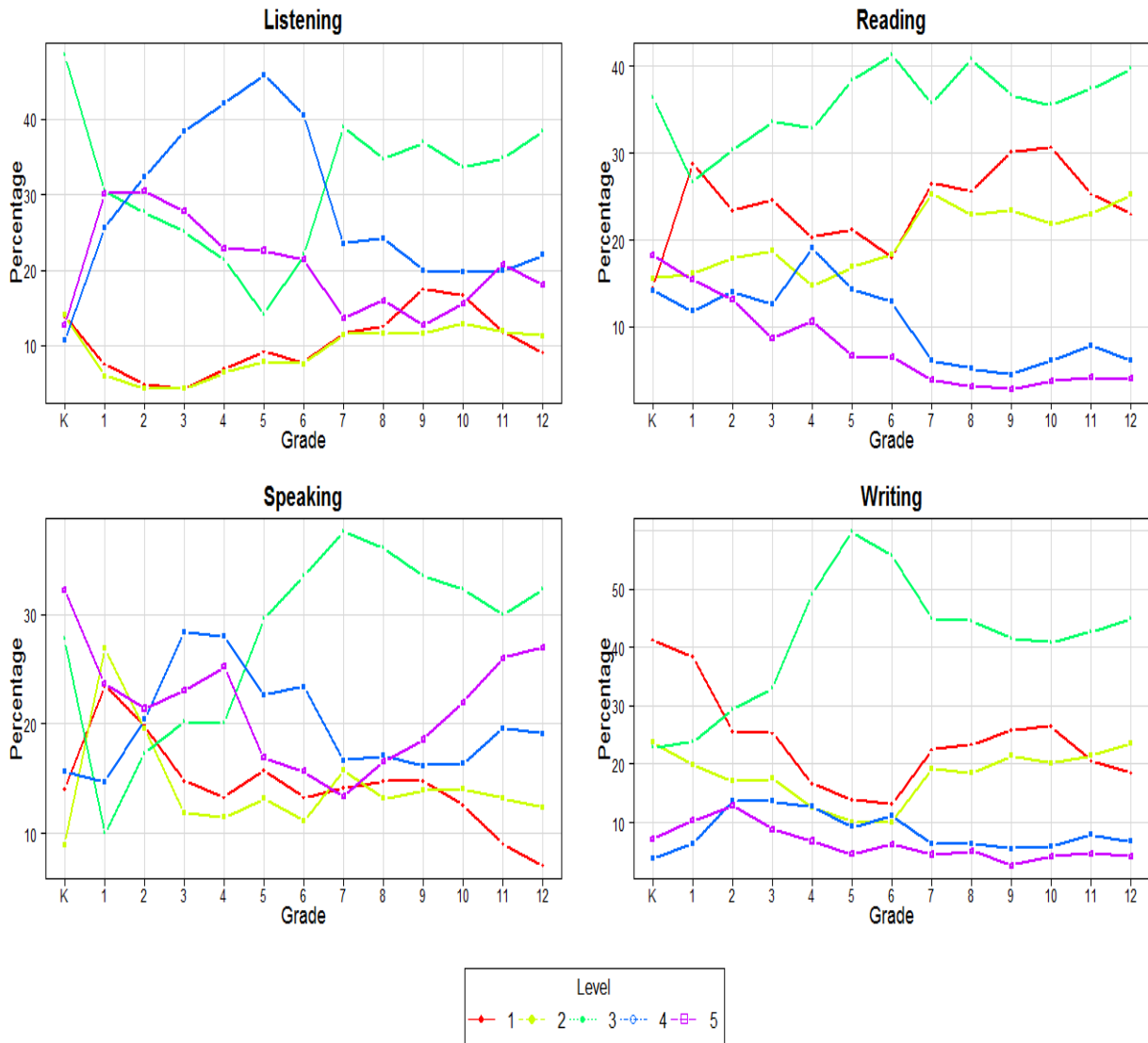
Grade	Speaking						Writing					
	N	1	2	3	4	5	N	1	2	3	4	5
<b>K</b>	8,876	14.2	9.1	28.1	15.9	32.6	8,886	41.8	24.1	23.1	3.8	7.3
<b>1</b>	8,840	23.8	27.2	10.1	14.9	24.0	8,839	38.9	20.1	24.1	6.4	10.4
<b>2</b>	6,970	20.2	19.9	17.5	20.6	21.8	6,962	26.0	17.4	29.8	13.8	13.1
<b>3</b>	5,562	15.0	12.1	20.6	28.9	23.4	5,555	25.7	17.9	33.5	13.9	9.0
<b>4</b>	4,662	13.6	11.7	20.4	28.6	25.7	4,650	17.0	12.9	50.2	13.0	7.0
<b>5</b>	3,418	16.1	13.5	30.1	23.1	17.2	3,397	14.2	10.3	61.3	9.4	4.7
<b>6</b>	3,219	13.7	11.6	34.5	24.1	16.2	3,199	13.7	10.5	57.7	11.7	6.4
<b>7</b>	2,849	14.6	16.1	38.4	17.2	13.7	2,844	23.1	19.8	46.1	6.4	4.6
<b>8</b>	2,972	15.1	13.5	36.8	17.5	17.0	2,972	23.9	18.9	45.5	6.5	5.2
<b>9</b>	3,241	15.3	14.3	34.6	16.7	19.2	3,235	26.6	22.1	42.9	5.7	2.7
<b>10</b>	3,111	13.0	14.5	33.2	16.8	22.6	3,115	27.2	20.7	41.9	5.9	4.3
<b>11</b>	2,620	9.3	13.5	30.6	20.0	26.6	2,613	21.1	22.1	43.9	8.1	4.8
<b>12</b>	2,042	7.3	12.6	33.0	19.5	27.6	2,039	19.0	24.0	45.9	6.9	4.2
<b>Total</b>	58,382	16.1	15.5	25.1	20.0	23.3	58,306	27.6	18.8	37.4	23.1	7.5

\* Domain tests with Exemption or Not-Attempted are excluded.

*Table 5.9 Percentage of Students by Overall Proficiency Level*

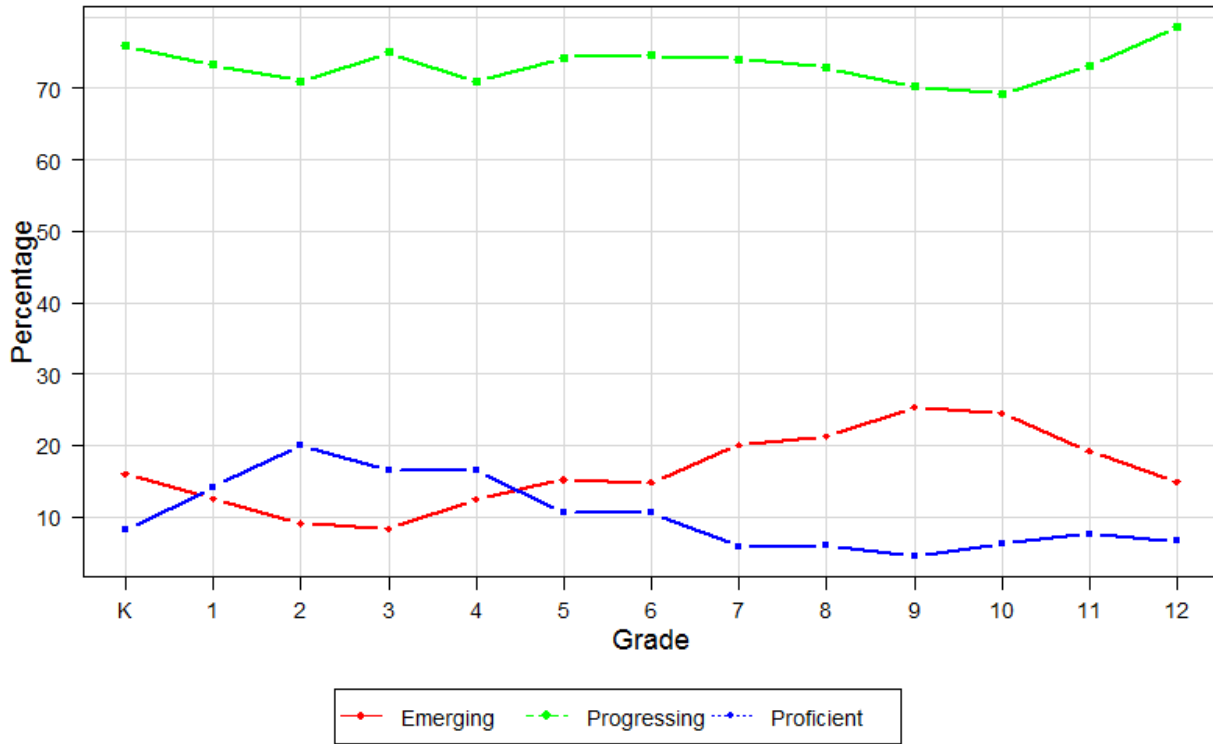
<b>Grade</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
<b>K</b>	8,991	16.0	75.9	8.1
<b>1</b>	8,949	12.5	73.3	14.2
<b>2</b>	7,068	9.1	71.0	19.9
<b>3</b>	5,659	8.3	75.0	16.6
<b>4</b>	4,757	12.5	70.9	16.6
<b>5</b>	3,484	15.2	74.3	10.5
<b>6</b>	3,317	14.8	74.6	10.6
<b>7</b>	2,920	20.1	74.1	5.8
<b>8</b>	3,039	21.2	72.9	6.0
<b>9</b>	3,339	25.3	70.2	4.5
<b>10</b>	3,197	24.5	69.2	6.3
<b>11</b>	2,683	19.2	73.2	7.6
<b>12</b>	2,089	14.9	78.5	6.6
<b>Total</b>	59,492	15.1	73.3	11.6

Figure 5.1 Percentage of Students in Performance Levels\*



\* Domain tests with Exemption or Not-Attempted are excluded.

Figure 5.2 Percentage of Students in Proficiency Levels



### 5.3 2020–2021 TESTING TIME FOR ONLINE TESTS

Table 5.10 shows testing time per each grade or grade band. In general, higher-grade tests showed longer testing time than the lower grade. Testing time was computed based on page time for each item, which indicates the time a student spent on each item. The sum of the page time was used for testing time. In this analysis, only students who took online tests and had valid scores on all items were included.

Table 5.10 Testing Time for the 2020–2021 Online Summative Tests

Grade/Grade Band	N	N of Items	Testing Time (Minutes)								
			Min	P10	P25	P50	P75	P90	Max	Mean	SD
K	8,764	81	8.4	38.8	44.7	53.3	64.9	79.7	196.1	56.9	17.7
1	8,749	83	14.3	41.3	46.5	54.3	64.4	76.8	205.9	57.2	15.7
2–3	12,389	78	18.0	48.0	56.0	66.9	81.7	99.2	300.2	71.3	22.5
4–5	7,954	77	6.3	54.6	64.1	77.1	95.0	117.4	400.8	82.8	28.4
6–8	8,868	78	9.3	66.3	82.6	105.5	137.1	177.1	506.6	115.7	48.8
9–12	10,806	76	7.2	67.2	87.8	118.0	159.1	208.8	684.9	129.8	59.9

## Chapter 6. Reliability

Reliability can be defined as the degree to which individuals' deviation scores remain relatively consistent over repeated administrations of the same test or alternate test forms (Crocker & Algina, 1986). For example, if a person takes the same or parallel tests repeatedly, he or she should receive consistent results. The reliability coefficient refers to the ratio of true score variance to observed score variance:

$$\rho_{XX'} = \frac{\sigma_T^2}{\sigma_X^2}$$

There are various approaches for estimating the reliability of scores. The conventional approaches used are characterized as follows:

- The *test-retest* method measures stability over time. With this method, the same test is administered twice to the same group at two different points in time. If test scores from the two administrations are highly correlated, then the test scores are deemed to have a high level of stability. For example, if the result is highly stable, those who scored high on the first administration tend to obtain a high score on the second administration. The critical factor, however, is the time interval. The time interval should not be too long, which could allow for changes in the test takers' true scores. Likewise, it should not be too short, in which case memory and practice may confound the results. The test-retest method is most effective for measuring constructs that are stable over time, such as intelligence or personality traits.
- The *parallel-forms* method is used for measuring equivalence. With this design, two parallel forms of the test are administered to the same group. This method requires two similar forms of a test. However, it is very difficult to create two strictly parallel forms. When this method is applied, the effects of memory or practice can be eliminated or reduced, since the tests are not purely identical as with the test-retest method. The reliability coefficient from this method indicates the degree to which the two tests are measuring the same construct. While there are a wide variety of possible items to administer to measure any particular construct, it is only feasible to administer a sample of items on any given test. If there is a high correlation between the scores of the two tests, then inferences regarding high reliability of scores can be substantiated. This method is commonly used to estimate the reliability of achievement or aptitude tests.
- The *split-half* method uses one test divided into two halves within a single test administration. It is crucial to make the two half-tests as parallel as possible, as the correlation between the two half-tests is used to estimate reliability of the whole test. In general, this method produces a coefficient that underestimates the reliability for the full test. To correct the estimate, the Spearman-Brown prophecy formula (Brown, 1910; Spearman, 1910) can be applied. While this method is convenient, varying splits of the items may yield different reliability estimates.
- The *internal consistency* method can be employed when it is not possible to conduct repeated test administrations. Whereas other methods often compute the correlation between two separate tests, this method considers each item within a test to be a one-item

test. There are several other statistical methods based on this idea: Coefficient alpha (Cronbach & Shavelson, 2004), Kuder-Richardson Formula 20 (Kuder & Richardson, 1937), Kuder-Richardson Formula 21 (Kuder & Richardson, 1937), stratified coefficient alpha (Qualls, 1995), and Feldt-Raju coefficient (Feldt & Qualls, 1996; Feldt & Brennan, 1989).

- *Inter-rater reliability* is the extent to which two or more individuals (coders or raters) agree. Inter-rater reliability addresses the consistency of the implementation of a rating system.

Another way to view reliability is to consider its relationship with the standard error of measurement (SEM)—the smaller the standard error, the higher the precision of the test scores. For example, classical test theory assumes that an observed score ( $X$ ) of each individual can be expressed as a true score ( $T$ ) plus some error ( $E$ ),  $X = T + E$ . The variance of  $X$  can be shown to be the sum of two orthogonal variance components:

$$\sigma_X^2 = \sigma_T^2 + \sigma_E^2.$$

Returning to the definition of reliability as the ratio of true score variance to observed score variance, the following formula can be determined:

$$\rho_{XX'} = \frac{\sigma_T^2}{\sigma_T^2 + \sigma_E^2} = \frac{\sigma_T^2}{\sigma_X^2} = \frac{\sigma_X^2 - \sigma_E^2}{\sigma_X^2} = 1 - \frac{\sigma_E^2}{\sigma_X^2}.$$

As the fraction of error variance to observed score variance approaches 0, the reliability approaches 1.

In contrast to the homoscedastic errors assumed in Classical Testing Theory (CTT), the SEMs in item response theory (IRT) vary over the ability continuum. These heterogeneous errors are a function of a test information function (TIF) that provides different information about test takers depending on their estimated abilities. Often, the TIF is maximized over an important performance cut, such as the proficient cut score.

Because the TIF indicates the amount of information provided by the test at different points along the ability scale, its inverse indicates the “lack” of information at different points along the ability scale. This lack of information is the uncertainty, or the SEM, of the score at various score points. Conventionally, fixed-form tests are maximized near the middle of the score distribution, or near an important classification cut, and have less information at the tails of the score distribution.

In this chapter, test reliability for the OELPA summative tests was provided using

- Cronbach’s alpha;
- marginal SEM;
- marginal reliability;
- conditional standard error of measurement (CSEM);
- classification accuracy and consistency; and
- inter-rater analysis.

The following sections describe the methods used in the computation. The results for the 2020–2021 OELPA summative assessment were provided in this chapter and Sections 6–8 of Appendix Part I.

- Section 6. Summative Assessment—Marginal Reliability
  - Figure S6.1 presents the marginal reliability by gender for each domain test across grades.
  - Figure S6.2 presents the marginal reliability by ethnicity for each domain test across grades.
  - Figures S6.3 and S6.4 present the marginal reliability by IEP and primary disability for each domain test across grades, respectively.
- Section 7. Summative Assessment—CSEM
  - Figures S7.1–S7.13 show the CSEM plots for each domain, overall, and comprehension tests for each grade.
- Section 8. Summative Assessment—Inter-Rater Analysis
  - Tables S8.1–S8.6 display the inter-rater analysis result for each handscored item in each grade or grade band.

## **6.1 INTERNAL CONSISTENCY**

Cronbach’s alpha (Cronbach & Shavelson, 2004) is used to assess the internal consistency of items in each test for each domain. In other words, Cronbach’s alpha refers to the extent to which it is a consistent measure of a concept, in this case, each domain. A high Cronbach’s alpha coefficient indicates that the items in the domain measure the same underlying concept (i.e., listening, reading, writing, and speaking).

The paper-pencil and braille forms are excluded from the analysis due to their small size.

Table 6.1

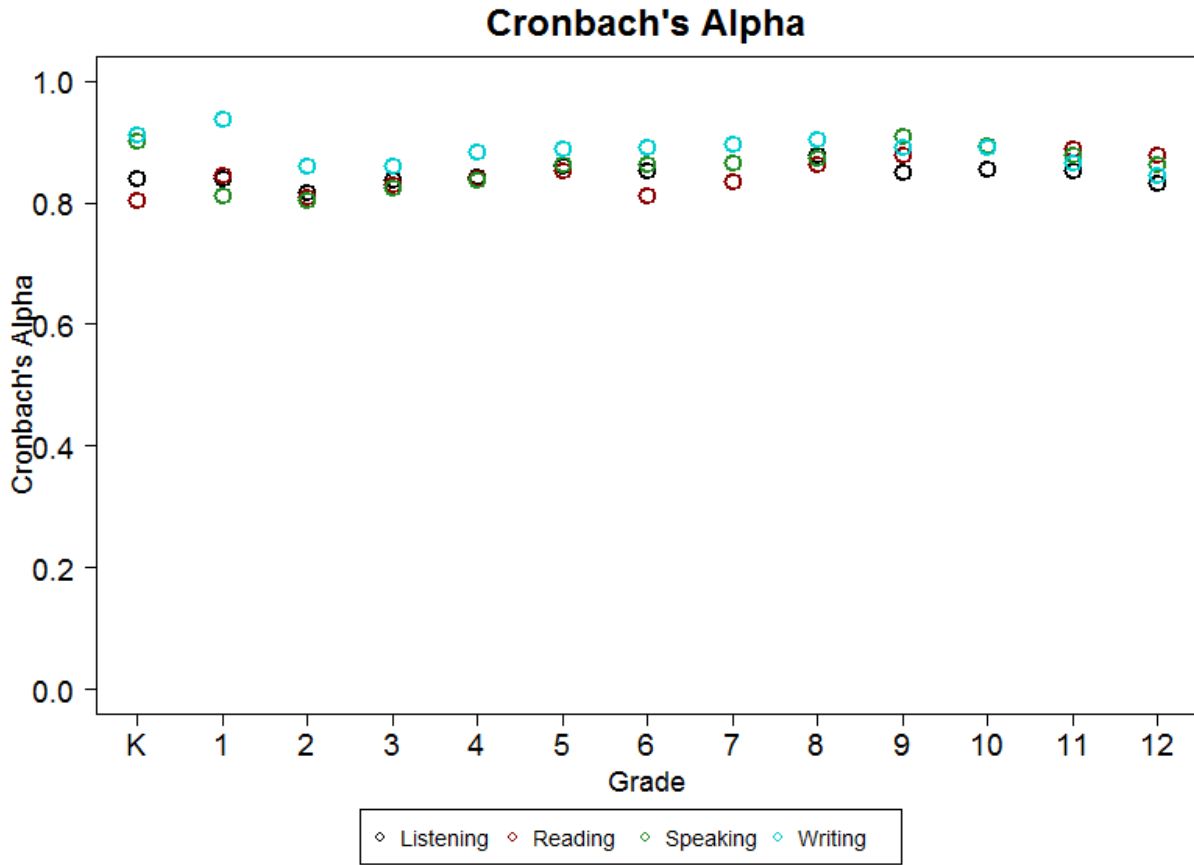


Table 6.1 and Figure 6.1 show the result of analysis on Cronbach’s alpha for each domain test. The Cronbach’s alpha value for each domain was computed using the items from that domain. The reading domain in kindergarten has the lowest alpha coefficient, 0.80. According to Nunnally (1978), 0.7 is the minimum acceptable alpha coefficient, so all domain tests meet the minimum acceptable requirement.

Table 6.1 Cronbach's Alpha

Grade	Listening	Overall	Reading	Speaking	Writing
<b>K</b>	.84	.94	.81	.90	.91
<b>1</b>	.84	.94	.84	.81	.94
<b>2</b>	.82	.93	.81	.80	.86
<b>3</b>	.84	.93	.83	.82	.86
<b>4</b>	.84	.94	.84	.84	.88
<b>5</b>	.86	.95	.85	.86	.89
<b>6</b>	.85	.94	.81	.86	.89
<b>7</b>	.87	.94	.83	.86	.90
<b>8</b>	.88	.95	.86	.87	.90
<b>9</b>	.85	.95	.88	.91	.89
<b>10</b>	.86	.95	.89	.89	.89
<b>11</b>	.85	.95	.89	.88	.87
<b>12</b>	.83	.94	.88	.86	.85

Figure 6.1 Cronbach's Alpha by Domain

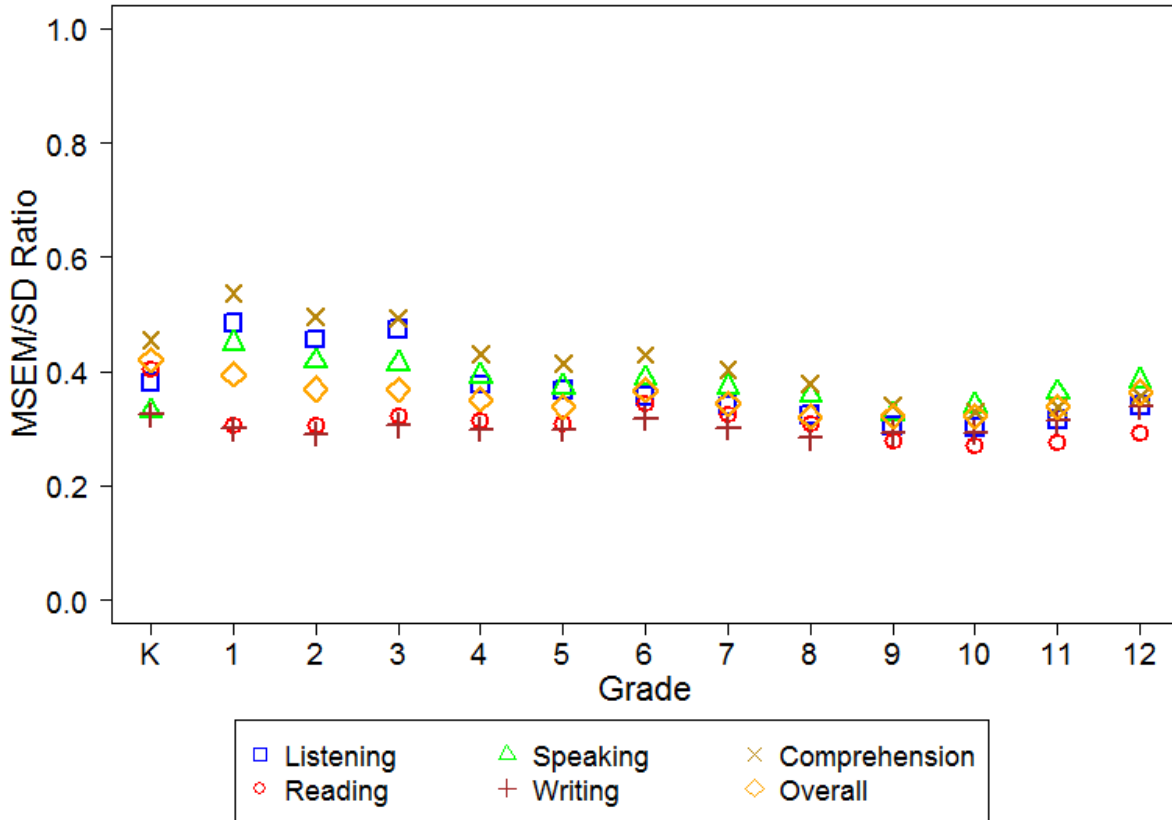


## 6.2 MARGINAL STANDARD ERROR OF MEASUREMENT

Another way to examine score reliability is with the marginal standard error of measurement (MSEM) (or  $\bar{\sigma}_{error}^2$ ). MSEM is computed as the square root of  $\bar{\sigma}_{error}^2$ , which is the average of the squared standard errors measurement of the IRT-based scale scores obtained by applying the ELPA21 scoring procedures. Smaller values of MSEM indicate that the estimated test scores have greater precision, on average. The marginal reliability  $\bar{\rho} = 1 - \frac{\bar{\sigma}_{error}^2}{\sigma_{total}^2}$ , (see Section **Error!**

**Reference source not found.** on the following page), and the test MSEM are inversely related. The ratio of MSEM and the standard deviation of scale scores (i.e., signal-noise ratio) can also indicate the measurement errors. In other words, it shows the ratio of the error and total score ( $\frac{\sigma_{error}}{\sigma_{total}}$ ). The analysis for the ratio is displayed in Figure 6.2.

Figure 6.2 Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain



\* Domains tests with Exemption or Not-Attempted are excluded.

## 6.2 MARGINAL RELIABILITY AND CONDITIONAL STANDARD ERROR OF MEASUREMENT

Marginal reliability (Sireci, Thissen, & Wainer, 1991) assesses scoring precision. It is based on the average of the CSEMs for the estimated theta scores. By definition, marginal reliability is the proportion of true score variance among the observed score variance. While Cronbach’s alpha was computed using item-level scores, marginal reliability was estimated by using expected a posteriori (EAP) estimates, which were used to estimate the domain scores. EAP is the estimate of true score, but its variance underestimates the true score variance, so the marginal reliability within domain can be estimated by

$$\bar{\rho} = \left( \frac{\sigma_{EAP}^2}{\sigma_{total}^2} \right) = 1 - \frac{\bar{\sigma}_{error}^2}{\sigma_{total}^2}$$

where  $\bar{\sigma}_{error}^2$  is the average error variance (variance of the measurement error),  $\sigma_{total}^2 = \sigma_{EAP}^2 + \bar{\sigma}_{error}^2$ , and  $\sigma_{EAP}^2$  is the variance of the EAP estimate.

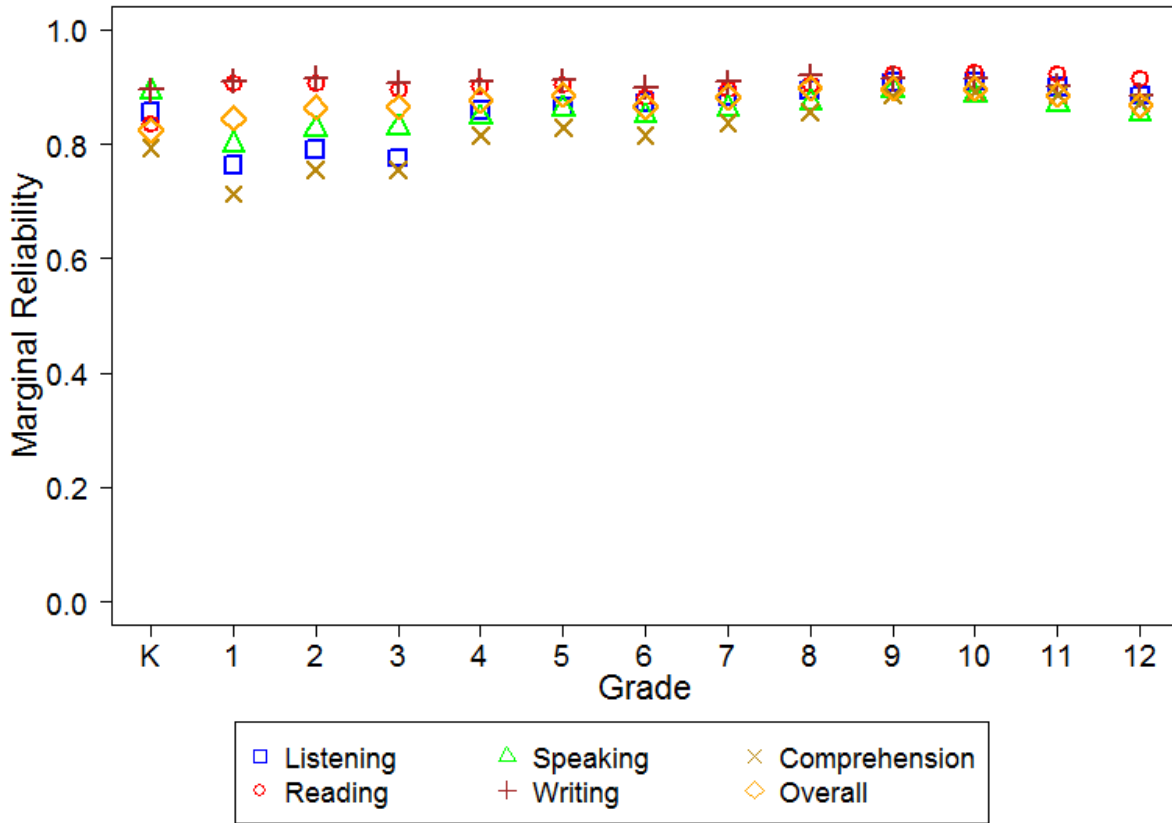
The maximum value for the marginal reliability is 1. A higher reliability coefficient indicates greater scoring precision. The marginal reliability for the 2020–2021 OELPA summative tests is presented in Table 6.2 and Figure 6.3. The marginal reliabilities by domain were obtained using the domain scores based on the MIRT models, and the overall/comprehension marginal reliabilities were obtained using the overall/comprehension scores based on the bi-factor models. The results show that the listening tests at grades 1–3 have the lowest reliabilities, followed by the speaking tests. The reliability for the speaking domain in the middle and high school tests are lower than the other domains. All the reliability indices are above 0.8, except for the listening tests in grades 1–3. In addition, Section 6 of Appendix Part I presents marginal reliability by gender, ethnicity, IEP, and primary disability, and Section 5 displays CSEM plots by grades. Groups with fewer than 50 students were excluded from the plots of marginal reliability by groups.

*Table 6.2 Marginal Reliability\**

Grade	N	Listening	Reading	Speaking	Writing	Comprehension	Overall
<b>K</b>	8,842	.86	.84	.89	.89	.79	.82
<b>1</b>	8,802	.76	.91	.80	.91	.71	.84
<b>2</b>	6,933	.79	.91	.83	.92	.75	.86
<b>3</b>	5,525	.78	.90	.83	.91	.76	.86
<b>4</b>	4,609	.86	.90	.85	.91	.81	.88
<b>5</b>	3,371	.86	.90	.86	.91	.83	.89
<b>6</b>	3,169	.87	.88	.85	.90	.82	.87
<b>7</b>	2,803	.88	.89	.86	.91	.84	.88
<b>8</b>	2,924	.90	.90	.87	.92	.86	.90
<b>9</b>	3,171	.91	.92	.89	.91	.88	.90
<b>10</b>	3,061	.91	.93	.88	.91	.89	.90
<b>11</b>	2,580	.90	.92	.87	.90	.89	.89
<b>12</b>	2,015	.88	.91	.85	.89	.87	.87

\* Domain tests with Exemption or Not-Attempted are excluded.

Figure 6.3 Marginal Reliability by Test\*



\* Domain tests with Exemption or Not-Attempted are excluded.

### 6.3 CLASSIFICATION ACCURACY AND CONSISTENCY

When student performance is reported in terms of achievement levels, a reliability of achievement classification is computed in terms of the probabilities of consistent classification of students as specified in Standard 2.16 in the *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014).

Classification accuracy (CA) analysis investigates how accurately students are classified into each performance level. The accuracy of proficiency classifications indicates the extent to which the proficiency classifications exactly agree with the classifications that might be made on examinees’ true scores. The accuracy index is based on an estimated joint distribution of reported scores on the current form of the exam and the scores based on an all-forms average (true score).

Classification consistency (CC) analysis investigates how consistently students are classified into each performance level across two independent administrations of equivalent forms. The consistency of proficiency classifications indicates the extent to which the proficiency classifications exactly agree with the classification that might be made on an alternate version of

the exam. The consistency index is based on an estimated joint distribution of scores on the specified form of the exam and the scores on an alternate (parallel) form of the exam. Since obtaining test scores from two independent administrations is not feasible due to issues such as logistics and cost constraints, the CC index is computed with the assumption that the same test is independently administered twice to the same group of students. Classification consistency rates can be lower than classification accuracy because consistency is based on two tests with measurement errors, while accuracy is based on one test with a measurement error and the true score. The accuracy and consistency rates for each performance level are higher for the levels with smaller standard error.

For OELPA, since the overall proficiency is based on domain performance level, the CA and CC are examined at each cut score in each domain test. Five performance levels divided by four cut scores, cuts 1–4, are established for each domain test. Forms with an  $n$  count fewer than 50 are excluded from the analysis; for this reason, the paper-pencil and braille forms are excluded.

In general, the CA and CC can be estimated using the following approach.

At domain Level  $l$ , the marginal posterior distribution of student  $i$  can be approximated as a normal distribution with mean equal to the estimated  $\hat{\theta}_i$  and standard deviation of SEM  $se(\hat{\theta}_i)$ . That is,  $\hat{\theta}_i \sim N(\theta_i, se(\hat{\theta}_i))$ . Let  $p_{il}$  be the probability of the true score at Performance Level  $l$  for the  $i^{\text{th}}$  student, and  $p_{il}$  for student  $i$  can be estimated as follows:

$$p_{il} = p(c_{l-1} \leq \theta_i < c_l) = p\left(\frac{c_{l-1} - \hat{\theta}_i}{se(\hat{\theta}_i)} \leq \frac{\theta_i - \hat{\theta}_i}{se(\hat{\theta}_i)} < \frac{c_l - \hat{\theta}_i}{se(\hat{\theta}_i)}\right) = p\left(\frac{\hat{\theta}_i - c_l}{se(\hat{\theta}_i)} < \frac{\hat{\theta}_i - \theta_i}{se(\hat{\theta}_i)} \leq \frac{\hat{\theta}_i - c_{l-1}}{se(\hat{\theta}_i)}\right) \\ = \Phi\left(\frac{\hat{\theta}_i - c_{l-1}}{se(\hat{\theta}_i)}\right) - \Phi\left(\frac{\hat{\theta}_i - c_l}{se(\hat{\theta}_i)}\right).$$

For Level 1,  $c_0 = -\infty$ , and for Level  $L$ ,  $c_L = \infty$ . If scaled score is to be used, the formula provided can be used based on the scale score distribution.

For proficiency categories, the probability of a particular profile is obtained by integrating over the posterior distribution of the assessed domains. Similar to the case provided for individual domains, this posterior can be approximated as a multivariate normal distribution with means equal to the vector of score estimates  $\widehat{\mathbf{SS}}_i$  and covariance equal to the error variance-covariance matrix  $\Sigma(\widehat{\mathbf{SS}}_i)$ , the diagonal of which provides the squared SEMs for the estimated scores:

$$P(\mathbf{SS}|\mathbf{y}_i) \sim MVN(\widehat{\mathbf{SS}}_i, \Sigma(\widehat{\mathbf{SS}}_i)),$$

where  $\mathbf{y}_i$  is the pattern of item responses across all domains. The  $4 \times 1$  vector of score estimates  $\hat{\theta}_i$  and the  $4 \times 4$  error covariance matrix  $\Sigma(\hat{\theta}_i)$  may be obtained from the scoring output from software capable of performing multidimensional IRT scoring;  $\widehat{\mathbf{SS}}_i$  and  $\Sigma(\widehat{\mathbf{SS}}_i)$  may, in turn, be obtained by applying the transformations described earlier. The probability of a specific performance profile is obtained by integrating over the multivariate posterior distribution over the ranges of scores defining the performance level in each domain. For most students (those without exemptions), the computation is as follows:

$$\hat{p}_{i,(e,f,g,h)} = \int_{\text{cut}_{e,\text{listening}}}^{\text{cut}_{(e+1),\text{listening}}} \int_{\text{cut}_{f,\text{listening}}}^{\text{cut}_{(f+1),\text{listening}}} \int_{\text{cut}_{g,\text{listening}}}^{\text{cut}_{(g+1),\text{listening}}} \int_{\text{cut}_{h,\text{listening}}}^{\text{cut}_{(h+1),\text{listening}}} P(\mathbf{SS}|\mathbf{y}_i) dSS_{\text{listening}} dSS_{\text{reading}} dSS_{\text{speaking}} dSS_{\text{writing}},$$

where  $e$ ,  $f$ ,  $g$ , and  $h$  are the performance levels for listening, reading, speaking, and writing, respectively. Additionally,  $\text{cut}_{1,d} = -\infty$  and  $\text{cut}_{6,d} = \infty$ .

The probability of a particular overall determination, given the response pattern  $\mathbf{y}_i$  can be estimated by adding up the probabilities associated with each profile receiving that determination:

$$\hat{p}_i = \sum_{L_i \in \mathfrak{S}_D} p_{i,(e,f,g,h)},$$

where  $\mathfrak{S}_D$  is the set of performance-level profiles that are assigned the overall determination  $D$ , as described in Chapter 3.

To compute CA and CC for domain performance levels, let  $p_{il}$  be the probability of the true score at Performance Level  $l$  for the  $i^{\text{th}}$  student, and define the following matrix based on  $L$  performance levels ( $L \times L$  matrix)

$$\begin{pmatrix} n_{a11} & \cdots & n_{a1m} \\ \vdots & \vdots & \vdots \\ n_{al1} & \cdots & n_{alm} \end{pmatrix}$$

where  $n_{alm}$  is the sum of the probabilities for each expected performance level at each observed performance level (the level actually assigned). In the matrix, the row represents the observed level and the column represents the expected level.

Based on the previous matrix, the CA for the cut  $c_l$  ( $l = 1, \dots, L - 1$ ) is

$$CA_{c_l} = \frac{\sum_{k,m=1}^l n_{akm} + \sum_{k,m=l+1}^L n_{akm}}{N}$$

where  $N$  is the total number of students.

The overall classification accuracy is computed as

$$CA = \frac{\sum_{i=1}^L n_{aai}}{N}.$$

The CA for a single cut, for example, the CA at cut 2, is the sum of the  $n_{alm}$  values in blue ( $\sum_{k,m=1}^l n_{akm}$ ) assigned in the levels equal to or below cut 2 at both expected and observed levels and in green ( $\sum_{k,m=l+1}^L n_{akm}$ ) assigned in the levels above cut 2 at both expected and observed levels divided by the total number of students.



$$\begin{pmatrix} n_{a11} & n_{a12} & n_{a13} & \cdots & n_{a1L} \\ n_{a21} & n_{a22} & n_{a23} & \cdots & n_{a2L} \\ n_{a31} & n_{a32} & n_{a33} & \cdots & n_{a3L} \\ \vdots & \vdots & \vdots & \vdots & \vdots \\ n_{a51} & n_{a52} & n_{a53} & \cdots & n_{a5L} \end{pmatrix}$$

For CC using  $p_{il}$ , similar to CA, a similar  $L \times L$  table is constructed by assuming the test is administered twice independently to the same student group,

$$\begin{pmatrix} n_{c11} & \cdots & n_{c1L} \\ \vdots & \vdots & \vdots \\ n_{cL1} & \cdots & n_{cLL} \end{pmatrix}$$

where  $n_{clm} = \sum_{i=1}^N p_{il}p_{im}$  which is the sum of the probabilities multiplied by each paired combination of performance.  $p_{im}$  can be computed based on the same equation for  $p_{il}$  described previously.

The CC for the cut  $c_l$  ( $l = 1, \dots, L - 1$ ) is:

$$CC_{c_l} = \frac{\sum_{k,m=1}^l n_{ckm} + \sum_{k,m=l+1}^L n_{ckm}}{N}.$$

Similarly, CC can be estimated for a single cut. The overall classification consistency is computed as:

$$CC = \frac{\sum_{l=1}^L n_{cii}}{N}.$$

The computation of CA and CC for overall proficiency categories follows the same procedure as that for domain performance levels, as described previously.

The CA and CC indices are affected by the interaction of the magnitude of  $se(\theta)$ , the distance between adjacent cuts, the location of the cuts on the ability scale, and the proportion of students around a cut point. The larger the  $se(\theta)$ , the closer the two adjacent cuts, and the greater the proportion of students around a cut point, the lower the indices.

Table 6.3 shows overall classification accuracy and consistency for domain performance levels, and the analysis results for each cut are presented in Table 6.4 and Figure 6.4 as well as

Table 6.5 and Figure 6.5. CC rates can be lower than CA because CC is based on two tests with measurement errors, while CA is based on one test with a measurement error and the true score. The CA and CC rates for each performance level are higher for the levels with a smaller standard error. Also, the CA and CC indices for the overall proficiency categories are lower than that of each performance level due to multiple cuts. For each cut, all CAs are above 0.8 and all CCs are above 0.75. In listening and speaking, both indices for cut 3 and/or cut 4 are relatively lower in elementary and middle school grades, which indicates lack of difficult items.

The classification accuracy and consistency results for overall proficiency levels are summarized in

Table 6.6 and Figure 6.6. All CAs and CCs are above 0.85 for overall and above 0.89 for each proficiency level cut. The CA indices for proficiency cut 1 are higher than those for cut 2 in all grades except for grades 9, 10, and 12. The CC indices for proficiency cut 1 are higher than those for cut 2 in all grades except for grades 7, 9, 10, and 12.

Table 6.3 Summative Overall Classification Accuracy and Consistency for Domain Performance Levels, by Grade and Domain

Grade	Accuracy				Consistency			
	Listening	Reading	Speaking	Writing	Listening	Reading	Speaking	Writing
K	.71	.66	.68	.77	.63	.56	.59	.69
1	.63	.73	.57	.75	.53	.64	.49	.67
2	.67	.71	.56	.73	.56	.62	.48	.63
3	.66	.71	.56	.70	.56	.61	.47	.60
4	.72	.71	.60	.75	.61	.62	.50	.67
5	.73	.74	.59	.80	.62	.65	.49	.73
6	.73	.72	.60	.77	.63	.62	.50	.69
7	.71	.75	.62	.74	.62	.66	.52	.65
8	.72	.77	.64	.75	.62	.69	.54	.67
9	.73	.81	.68	.76	.64	.74	.58	.67
10	.72	.80	.67	.76	.63	.73	.58	.67
11	.72	.78	.66	.73	.63	.70	.57	.64
12	.71	.78	.66	.73	.61	.70	.56	.63

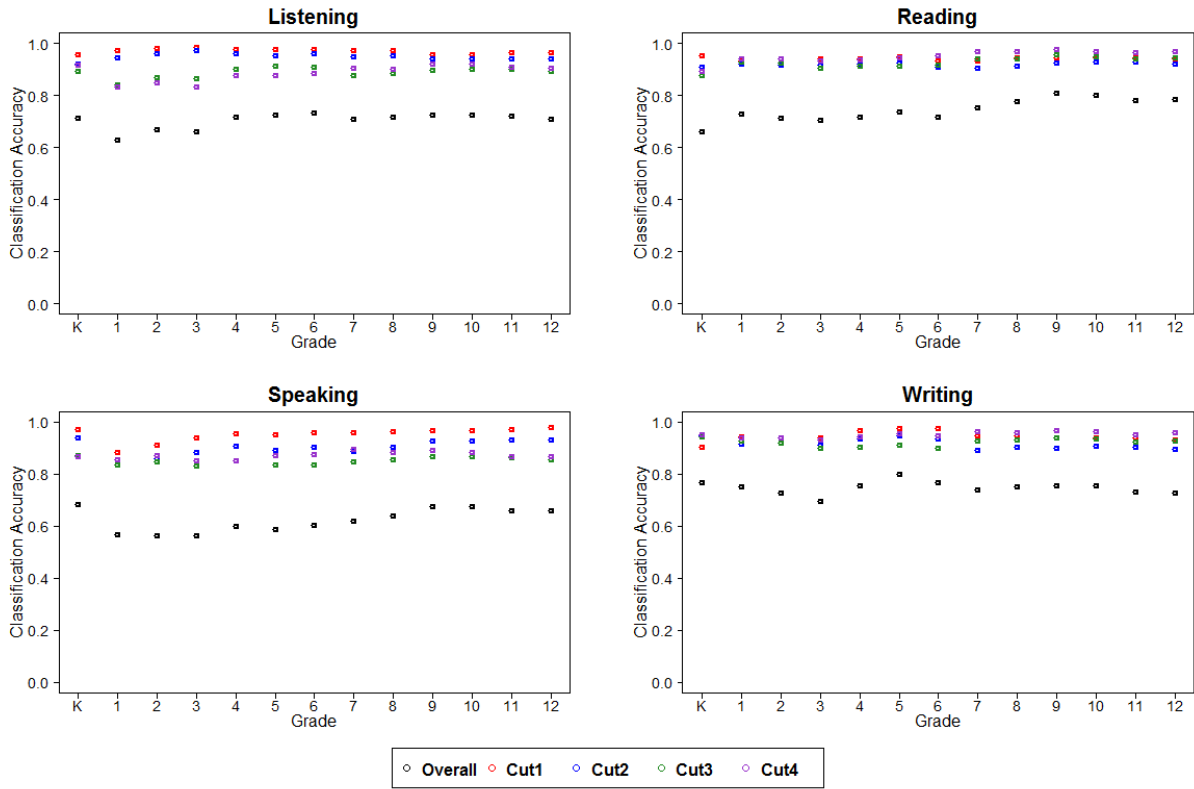
Table 6.4 Classification Accuracy for Each Cut\*

Grade	Listening				Reading				Speaking				Writing			
	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4
K	.96	.92	.89	.92	.95	.91	.88	.89	.97	.94	.87	.87	.90	.95	.94	.95
1	.97	.95	.84	.83	.93	.92	.93	.94	.88	.83	.84	.85	.94	.91	.93	.94
2	.98	.96	.87	.85	.92	.92	.92	.94	.91	.86	.85	.87	.94	.92	.92	.94
3	.99	.97	.86	.83	.94	.92	.90	.93	.94	.88	.83	.85	.94	.91	.90	.93
4	.98	.96	.90	.88	.94	.92	.91	.94	.96	.91	.85	.85	.97	.93	.90	.94
5	.98	.95	.91	.88	.95	.93	.91	.95	.95	.89	.84	.87	.97	.95	.91	.95
6	.98	.96	.91	.88	.93	.91	.92	.95	.96	.90	.83	.88	.97	.94	.90	.95
7	.97	.95	.88	.91	.93	.90	.94	.97	.96	.89	.85	.89	.95	.89	.93	.96
8	.97	.95	.88	.90	.94	.91	.94	.97	.96	.90	.85	.88	.95	.90	.93	.96
9	.96	.94	.90	.92	.94	.93	.96	.98	.97	.93	.87	.89	.94	.90	.94	.97
10	.95	.94	.90	.92	.95	.93	.95	.97	.97	.93	.87	.88	.94	.91	.94	.96
11	.96	.94	.90	.91	.94	.93	.94	.96	.97	.93	.86	.87	.94	.90	.92	.95
12	.97	.94	.89	.91	.94	.92	.95	.97	.98	.93	.86	.87	.93	.89	.93	.96

\* Domain tests with Exemption or Not-Attempted are excluded.

\* Cuts 1 to 4 fall between Performance Levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

Figure 6.4 Domain Classification Accuracy\*



\* Domain tests with Exemption or Not-Attempted are excluded.

\* Cuts 1 to 4 fall between Performance Levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

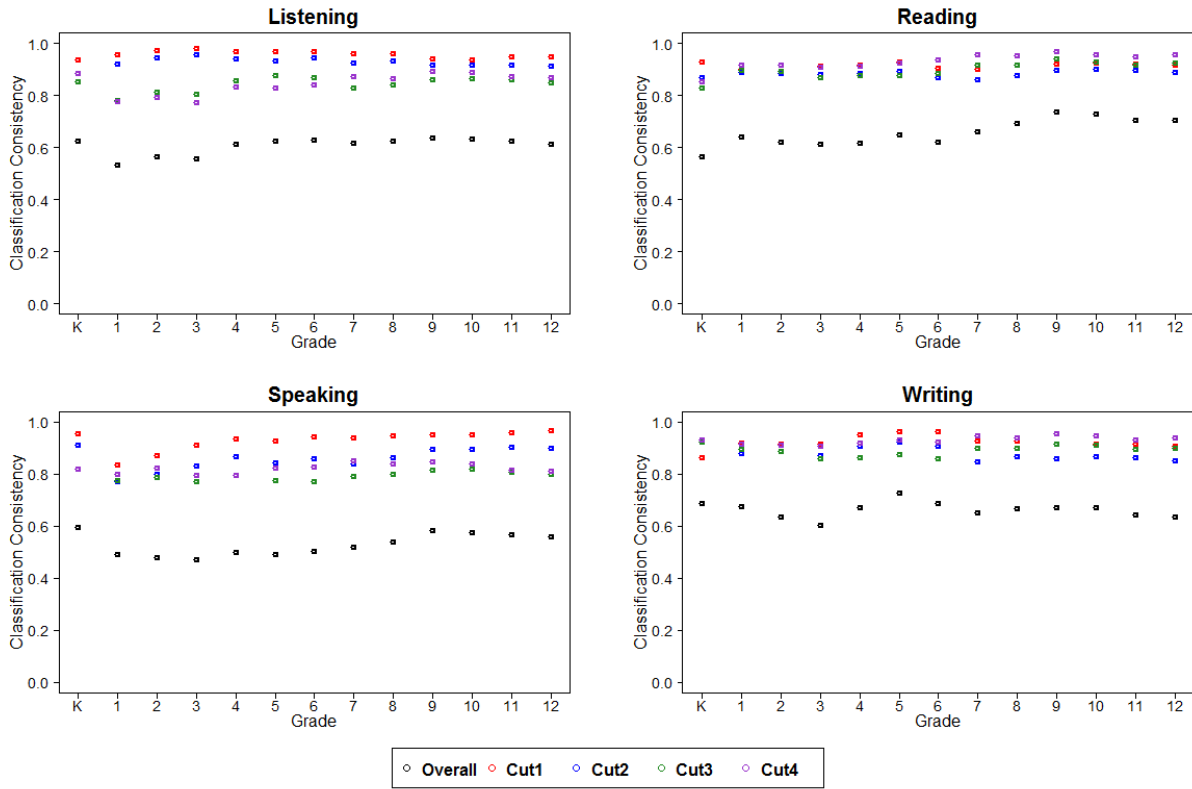
Table 6.5 Classification Consistency for Each Cut\*

Grade	Listening				Reading				Speaking				Writing			
	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4
<b>K</b>	.94	.89	.85	.88	.93	.87	.83	.85	.96	.91	.82	.82	.86	.92	.92	.93
<b>1</b>	.96	.92	.78	.78	.90	.89	.90	.92	.83	.77	.77	.80	.92	.88	.90	.92
<b>2</b>	.97	.94	.81	.79	.89	.88	.89	.92	.87	.80	.79	.82	.91	.89	.89	.91
<b>3</b>	.98	.96	.80	.77	.91	.88	.87	.91	.91	.83	.77	.79	.92	.87	.86	.91
<b>4</b>	.97	.94	.86	.83	.92	.89	.87	.91	.94	.87	.79	.80	.95	.91	.86	.92
<b>5</b>	.97	.93	.88	.83	.93	.89	.88	.92	.93	.84	.78	.82	.96	.92	.88	.93
<b>6</b>	.97	.95	.87	.84	.90	.87	.88	.94	.94	.86	.77	.83	.96	.91	.86	.92
<b>7</b>	.96	.92	.83	.87	.90	.86	.92	.96	.94	.84	.79	.85	.93	.85	.90	.95
<b>8</b>	.96	.93	.84	.86	.92	.88	.92	.95	.95	.86	.80	.84	.93	.87	.90	.94
<b>9</b>	.94	.92	.86	.89	.92	.90	.94	.97	.95	.89	.82	.85	.92	.86	.91	.95
<b>10</b>	.94	.92	.86	.89	.92	.90	.93	.96	.95	.90	.82	.84	.91	.87	.91	.95
<b>11</b>	.95	.92	.86	.87	.92	.90	.92	.95	.96	.90	.81	.82	.91	.86	.89	.93
<b>12</b>	.95	.91	.85	.87	.91	.89	.92	.96	.97	.90	.80	.81	.91	.85	.90	.94

\* Domain tests with Exemption or Not-Attempted are excluded.

\* Cuts 1 to 4 fall between Performance Levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

Figure 6.5 Domain Classification Consistency\*



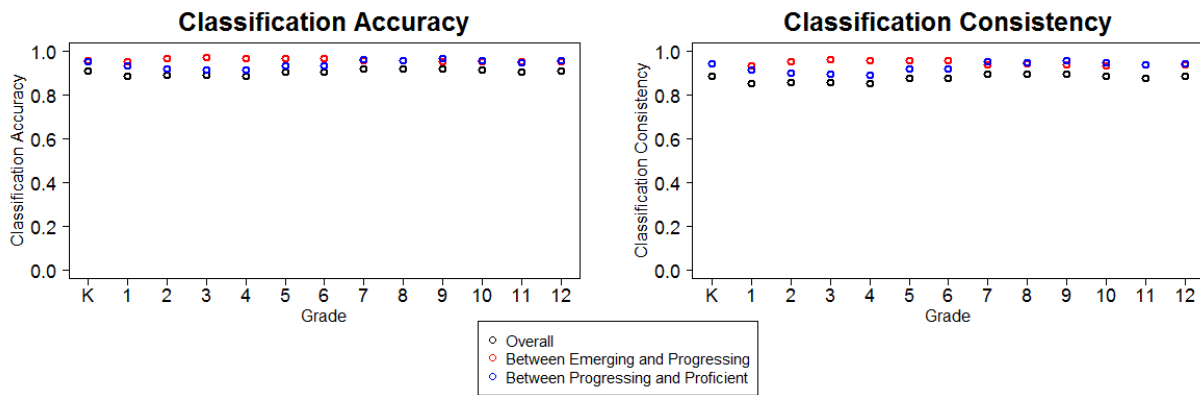
\* Domain tests with Exemption or Not-Attempted are excluded.

\* Cuts 1 to 4 fall between Performance Levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

Table 6.6 Summative Classification for Proficiency Levels

Grade	Accuracy			Consistency		
	Overall	Between Emerging and Progressing	Between Progressing and Proficient	Overall	Between Emerging and Progressing	Between Progressing and Proficient
K	.91	.96	.95	.89	.94	.94
1	.89	.96	.93	.85	.94	.92
2	.89	.97	.92	.86	.95	.90
3	.89	.98	.92	.86	.97	.90
4	.89	.97	.92	.85	.96	.89
5	.91	.97	.94	.88	.96	.92
6	.91	.97	.94	.88	.96	.92
7	.92	.96	.96	.90	.94	.95
8	.92	.96	.96	.90	.95	.95
9	.92	.95	.97	.90	.94	.96
10	.92	.95	.96	.89	.94	.95
11	.90	.95	.95	.88	.94	.94
12	.91	.95	.96	.89	.94	.95

Figure 6.6 Proficiency Classification



## 6.4 INTER-RATER ANALYSIS

The fidelity of handscoring was monitored by having a subset of student responses independently scored by two raters. Each student response was scored holistically by a trained and qualified rater using the scoring criteria developed and approved by ELPA21, with a second read conducted on 20% of responses for the summative test for each task type. Responses were selected randomly for



second readings and scored by raters who were not aware of the score assigned by the first rater or even that the response had been scored previously. The rater pool consisted of teachers, TAs, school administrators, or other qualified school staff. The detailed information of handscoring QA, including scorer qualifications, is described in Section 9.2.2.

In the 2020–2021 OELPA summative assessment, 11 handscored items in kindergarten, 9 handscored items in grade 1, and 13 handscored items in each of the other grade or grade-band online tests were scored by second raters. Twenty percent of handscores were monitored by second raters. In the screener assessment, OELPA used local TAs for scoring, and therefore, there were no second rater scores.

Handscorer score reliability was examined using Cohen’s quadratic weighted Kappa coefficient. The coefficient is a measure of agreement corrected for chance and allows differential weighting of disagreement. In addition, the frequencies and percentages of the exact match between first rater and second rater, the exact match plus +1/-1 score differences, and +2/-2 and above differences were computed. Handscored items on paper and braille forms were not included in the results.

Table 6.7 contains the summary of Kappa coefficients for each test. The table shows that 59.3%–95.0% of handscores are consistent between the first rater and the second rater, and 0.3%–5.2% of handscores are off by two or more points across the six tests. The weighted Kappa coefficients range from 0.618 to 0.930.

The inter-rater consistencies are also assessed by item and are summarized in Section 8 of Appendix Part I.

Table 6.7 Overall Inter-Rater Analysis

Grade/Grade Band	Score Points	Number of Items	Weighted Kappa		% Exact Agreement		% within 1 Agreement		% Not within 1 Agreement	
			Min	Max	Min	Max	Min	Max	Min	Max
K	2	6	.762	.855	84.4	93.6	97.6	99.5	0.5	2.4
	3	5	.824	.870	70.8	85.7	98.8	99.7	0.3	1.2
1	2	5	.618	.797	79.0	95.0	99.1	99.5	0.5	0.9
	3	2	.714	.894	67.5	84.7	98.8	99.4	0.6	1.2
	4	1	.804	.804	72.8	72.8	97.8	97.8	2.2	2.2
	5	1	.864	.864	60.0	60.0	97.3	97.3	2.7	2.7
2–3	2	5	.692	.838	89.0	94.1	99.0	99.6	0.4	1.0
	3	4	.835	.901	75.3	84.5	98.9	99.6	0.4	1.1
	4	3	.859	.899	71.8	75.2	97.7	99.7	0.3	2.3
	5	1	.860	.860	64.1	64.1	98.1	98.1	1.9	1.9
4–5	3	8	.637	.903	68.5	85.6	98.0	99.6	0.4	2.0
	4	1	.772	.772	60.4	60.4	96.9	96.9	3.1	3.1
	5	4	.805	.867	59.3	68.5	94.8	99.1	0.9	5.2
6–8	3	8	.722	.886	68.0	91.8	98.2	99.3	0.7	1.8
	5	5	.808	.911	64.4	79.3	98.1	98.7	1.3	1.9
9–12	3	8	.742	.922	65.8	92.0	98.8	99.7	0.3	1.2
	5	5	.857	.930	66.5	77.8	98.5	99.7	0.3	1.5

## Chapter 7. Validity

*Validity* refers to the degree to which “evidence and theory support the interpretations of test scores entailed by proposed uses of tests” (AERA, APA, & NCME, 2014). Messick (1989) defines validity as “an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores and other modes of assessment.” Both definitions emphasize evidence and theory to support inferences and interpretations of test scores. The Standards (AERA, APA, & NCME, 2014) suggests five sources of validity evidence that can be used in evaluating a proposed interpretation of test scores. When validating test scores, these sources of evidence should be carefully considered.

The first source of evidence for validity is the relationship between the test content and the intended test construct. For test score inferences to support a validity claim, the items should be representative of the content domain, and the content domain should be relevant to the proposed interpretation of test scores. To determine content representativeness, diverse panels of content experts conduct alignment studies, in which experts review individual items and rate them based on how well they match the test specifications or cognitive skills required for a particular construct (discussions about test development, form construction, scaling, equating, and standard setting can be found in related ELPA21 documents). Test scores can be used to support an intended validity claim when they contain minimal construct-irrelevant variance. For example, a mathematics item targeting a specific mathematics skill that requires advanced reading proficiency and vocabulary has a high level of construct-irrelevant variance. Thus, the intended construct of measurement is confounded, which impedes the validity of the test scores. Statistical analyses, such as factor analysis or multidimensional scaling of relevance, are also used to evaluate content relevance. Evidence based on test content is a crucial component of validity because construct underrepresentation or irrelevancy could result in unfair advantages or disadvantages to one or more groups of test takers (see Section 7.1, Dimensionality Analysis).

The second source of evidence for validity is based on “the fit between the construct and the detailed nature of performance or response actually engaged in by examinees” (AERA, APA, & NCME, 2014). This evidence is collected by surveying test takers about their performance strategies or responses to particular items. Because items are developed to measure particular constructs and intellectual processes, evidence that test takers have engaged in relevant performance strategies to correctly answer the items supports the validity of the test scores.

The third source of evidence for validity is based on internal structure: the degree to which the relationships among test items and test components relate to the construct on which the proposed test scores are interpreted. Differential item functioning, which determines whether particular items may function differently for subgroups of test takers, is one method for analyzing the internal structure of tests. Other possible analyses to examine internal structure are dimensionality assessment, goodness-of-model-fit to data, and reliability analysis (see Chapter 6, Reliability, for details).

A fourth source of evidence for validity is the relationship of test scores to external variables. The Standards (AERA, APA, & NCME, 2014) divides this source of evidence into three parts: convergent and discriminant evidence, test-criterion relationships, and validity generalization. Convergent evidence supports the relationship between the test and other measures intended to

assess similar constructs. Conversely, discriminant evidence delineates the test from other measures intended to assess different constructs. To analyze both convergent and discriminant evidence, a multi-trait multi-method matrix can be used. Additionally, test-criterion relationships indicate how accurately test scores predict criterion performance. The degree of accuracy mainly depends upon the purpose of the test, such as classification, diagnosis, or selection. Test-criterion evidence is also used to investigate predictions of favoring different groups. Due to construct underrepresentation or construct-irrelevant components, the relation of test scores to a relevant criterion may differ from one group to another. Furthermore, validity generalization is related to whether the evidence is situation-specific or can be generalized across different settings and times. For example, sampling errors or range restriction may need to be considered to determine whether the conclusions of a test can be assumed for the larger population.

The fifth source of evidence for validity is based on whether the intended and unintended consequences of the test use should be included in the test validation process. Determining the validity of the test should depend upon evidence directly related to the test; this process should not be influenced by external factors. For example, if an employer administers a test to determine hiring rates for different groups of people, an unequal distribution of skills related to the measurement construct does not necessarily imply a lack of validity for the test. However, if the unequal distribution of scores is in fact due to an unintended, confounding aspect of the test, this would interfere with the test's validity. As described in this document, test use should align with the intended purpose of the test.

Supporting a validity argument requires multiple sources of validity evidence. This then allows for one to evaluate if sufficient evidence has been presented to support the intended uses and interpretations of the test scores. Thus, determining the validity of a test first requires an explicit statement regarding the intended uses of the test scores, and subsequently, evidence that the scores can be used to support these inferences. In this technical report, the standardized test administration can be found in Chapter 2, scoring in Chapter 3, reporting in Chapter 8, and quality control in Chapter 9.

In this chapter, validity for the summative assessment is measured by examining the internal structure of the items and the comparison of student abilities versus the difficulty of the items. The domain test internal structure is measured using domain dimensionality. The appropriateness of the assessment for the student population is assessed by comparing student abilities with test difficulties.

Additional results for assessing validity are summarized in the Sections 9–10 in Appendix Part I:

- Section 9. Summative Assessment—Dimensionality
  - Figures S9.1–S9.6 present the scree plots for each domain test. If a test involves multiple forms, the plots are broken down by grade.
- Section 10. Summative Assessment—Ability vs. Difficulty
  - Figures S10.1–S10.6 present the comparison of student ability vs. test difficulty on the logit scale for each domain test for each grade or grade band of students, respectively.

## **7.1 DIMENSIONALITY ANALYSIS**

The graded response model (Samejima, 1969) used for operational scoring of ELPA21 assumes that the domain tests are essentially unidimensional. For OELPA, a principal component analysis (PCA) with an orthogonal rotation method (Jolliffe, 2002; Cook, Kallen, & Amtmann, 2009) was used to investigate the dimensionality for each domain test.

The results are presented in the scree plots in Section 9 in Appendix Part I. The graphs show that the magnitude of the first eigenvalue is always noticeably larger than the magnitude of the second factor in all tests, which indicates that each domain test has one dominant factor, consistent with the assumption of essential unidimensionality within domains.

## **7.2 STUDENT ABILITIES VS. TEST DIFFICULTIES**

When student abilities are well matched to test difficulties, the measurement errors are reduced. Therefore, it is desired that the test difficulty matches student ability. To examine this aspect of the test, domain difficulties were plotted versus student abilities.

The results are included in Section 10 in Appendix Part I. It shows that student abilities are generally higher than test difficulties in all domain tests, except the writing test in kindergarten and the reading tests in grades 9–12. In grades 9–12 writing, the test difficulties match student abilities well.

## Chapter 8. Reporting

The OELPA results were available in the Online Reporting System (ORS) for schools and districts to print out and ORS-generated paper family reports to be sent home with the students. Ohio ordered summative paper score reports that were shipped to districts.

### 8.1 ONLINE REPORTING SYSTEM

The ORS generated a set of online score reports describing student performance for students, parents, educators, and other stakeholders for both summative and screener assessments. Because the score reports on student performance were updated each time students completed tests, authorized users (e.g., school principals, teachers) could view student performance on the tests and use the results to improve student learning. In addition to the individual student’s score report, the ORS produced aggregate score reports for teachers, schools, districts, and states. Additionally, the ORS allowed users to monitor the student participation rate.

Furthermore, to facilitate comparisons, each aggregate report contained summary results for the selected aggregate unit, as well as all aggregate units above the selected aggregate. For example, if a school was selected, the summary results of the district to which the school belonged and the summary results of the state were also provided so that school performance can be compared with district and state performance. If a teacher was selected, the summary results for the school, the district, and the state were also provided for comparison purposes. Table 8.1 shows the typical types of online reports and the levels at which they can be viewed (student, roster, teacher, school, and district).

*Table 8.1 Types of Online Score Reports by Level of Aggregation*

Level of Aggregation	Types of Online Score Reports
State District School Teacher Roster	Number of students tested and percentage of students determined proficient (overall and by subgroup) Average composite scale scores (overall and comprehension) and standard errors of the averages (overall and by subgroup) Percentage of students at each domain performance level (overall and by subgroup) Average domain scale scores (listening, reading, speaking, and writing) and standard errors of the averages (overall and by subgroup) On-demand student roster report
Student	Overall and comprehension scale scores and standard errors of the scale scores Proficiency status based on the domain performance levels Domain scale scores with domain performance levels and level descriptors

#### 8.1.1 Types of Online Score Reports

The ORS was designed to help educators, students, and parents answer questions regarding how well students have performed on the assessment for each domain. The ORS was designed with


great consideration for stakeholders who are not technical measurement experts (e.g., teachers, parents, students). It ensures that test results are easy to interpret and accessible. Simple language was used so that users can quickly understand assessment results and make valid inferences about student achievement. In addition, the ORS was designed to present student performance in a uniform format. For example, similar colors were used for groups of similar elements, such as achievement levels, throughout the design. This design strategy allows state-, district-, and school-level users to compare similar elements and to avoid comparing dissimilar elements.

Once authorized users log in to the ORS and select Score Reports, the online score reports are presented hierarchically. The ORS starts by presenting summaries on student performance by grade at a selected aggregate level. To view student performance for a specific aggregate unit, users can select the specific aggregate unit from a drop-down menu with a list of aggregate units (e.g., schools within a district or teachers within a school) to choose from. For more detailed student assessment results for a school, a teacher, and a roster, users can select the grade on the online score reports.

Generally, the ORS provides two categories of online score reports: aggregate score reports and student score reports. Table 8.1 summarizes the typical types of online score reports available at the aggregate level and the individual student level. Detailed information about the online score reports and instructions on how to navigate the online score reporting system can be found in the *Online Reporting System User Guide*. Figure 8.1 shows the online report for state overall performance, Figure 8.2 and Figure 8.3 show the online district report for overall performance and the domain performance, and Figure 8.4 shows the online student report.

Figure 8.1 ORS Page for State Overall Performance

ORS Online Reporting System
Logged in as: Demo User | Contact Us | Logout



Score Reports | Reports & Files | State at a Glance

Inbox | Search Students | View/Edit Rosters | This Page: Help | Print | Export

Now viewing: Scores for students who were mine when they tested during the selected administration

### Home Page Dashboard

**Select Test and Year**

Test: OEPLA  
 Administration: Spring2020

Scores for students who were mine at the end of the selected administration  
 Scores for my current students  
 Scores for students who were mine when they tested during the selected administration

Select: Ohio Department of Education

Select a district and then click on a grade and subject to view more information.

#### Overall Performance on the OEPLA test, by Grade: Ohio Department of Education, Spring2020

OEPLA

Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	10121	9%
Grade 1	8800	20%
Grade 2	7321	26%
Grade 3	5853	19%
Grade 4	4418	24%
Grade 5	3993	18%
Grade 6	3364	16%
Grade 7	3252	9%
Grade 8	3381	10%
Grade 9	4291	4%
Grade 10	3671	7%
Grade 11	2995	9%
Grade 12	2247	10%

Based on data from the OEPLA, Spring2020 administration.

**Ohio Department of Education**

Report Generated: 7/15/2020 12:09:53 PM EDT

The number of students tested includes only those students with valid scores.

\*No valid scores for this grade and subject.

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Figure 8.2 ORS Page for District Overall Performance

ORS Online Reporting System Logged in as: Demo User Contact Us Logout

**Ohio** Department of Education

Score Reports Reports & Files State at a Glance

Inbox Search Students View/Edit Rosters This Page: Help Print Export

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**District Overall Performance**  
 How did my district perform overall on OELPA?

Test: Kindergarten OELPA  
 Year: Spring2020  
 Name: Demo District

**Performance on the Kindergarten OELPA Test: Demo District, Spring2020**

Breakdown by:  Comparison:

Name	Number of Students	Average Overall Scale Score	Average Comprehension Scale Score	Percent Determined Proficient
Ohio Department of Education	10121	5601 ±6	5560 ±6	9
Demo District (999999)	2	5542 ±132	5605 ±215	0
Demo School 1 (999991)	2	5542 ±132	5605 ±215	0

Based on data from the OELPA, Spring2020 administration.  
 Report Generated: 7/15/2020 12:44:30 PM EDT

Ohio Department of Education

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Figure 8.3 ORS Page for District Domain Performance

ORS Online Reporting System Logged in as: Demo User Contact Us Logout

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Score Reports Reports & Files State at a Glance

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**District Performance on Each Domain**  
 How did my district perform on each domain of the OELPA test?

Test: Kindergarten OELPA  
 Year: Spring2020  
 Name: Demo District

Legend: Domain Performance Levels  
 %Level 1 %Level 2 %Level 3 %Level 4 %Level 5

**Performance on the Kindergarten OELPA Test, by Domain: Demo District, Spring2020**

Breakdown by: All Comparison: ON

Name	Number of Students	Average Overall Scale Score	Average Comprehension Scale Score	Percent Determined Proficient	Domain	Average Domain Scale Score	Percentage in Each Performance Level
Ohio Department of Education	10121	5601 ±6	5560 ±6	9	Listening	562 ±1	12 13 48 115
					Reading	562 ±1	13 14 37 15 21
					Speaking	587 ±1	12 10 26 16 36
					Writing	544 ±1	34 26 28 5 7
Demo District (999999)	2	5542 ±132	5605 ±215	0	Listening	573 ±30	100
					Reading	551 ±21	100
					Speaking	-	N/A
					Writing	542 ±0	100
Demo School 1 (999991)	2	5542 ±132	5605 ±215	0	Listening	573 ±30	100
					Reading	551 ±21	100
					Speaking	-	N/A
					Writing	542 ±0	100

Based on data from the OELPA, Spring2020 administration.  
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Figure 8.4 ORS Page for Student Report

ORS Online Reporting System
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Score Reports
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Now viewing: Scores for students who were mine when they tested during the selected administration [Change your Selection](#)

**Student Overall Performance**  
 How did my students perform overall on OELPA?

Test: Kindergarten OELPA  
 Year: Spring2020  
 Name: Demo Teacher

Breakdown by: All Go

Average Scale Scores and Percent Determined Proficient on the Kindergarten OELPA Test: Demo Teacher and Comparison Groups, Spring2020

Name	Percent Determined Proficient	Average Overall Scale Score	Average Comprehension Scale Score
Ohio Department of Education	9	5601 ±6	5560 ±6
Demo District(999999)	0	5542 ±132	5605 ±215
Demo school 1 (999991)	0	5542 ±132	5605 ±215
Demo Teacher	0	5542 ±132	5605 ±215

Performance on the Kindergarten OELPA Test, by Student: Demo Teacher, Spring2020

Name	SSID	Proficiency Status	Overall Scale Score	Comprehension Scale Score
Demo Student 1	YQ9999999	Progressing	5674 ±297	5819 ±283
Demo Student 2	CG9999466	Progressing	5410 ±282	5390 ±229

Based on data from the OELPA, Spring2020 administration.

Ohio Department of Education

Report Generated: 7/15/2020 12:52:44 PM EDT

### 8.1.2 Subgroup Reports

The aggregate score reports at a selected aggregate level were provided for students overall and by subgroup. Users can see student assessment results by any subgroup.

Table 8.2 presents the typical subgroups and subgroup categories provided in the ORS. Figure 8.5 shows a mock-up for an online subgroup report.

Table 8.2 Types of Subgroups

Breakdown by Category	Displayed Category
Ethnicity	Hispanic or Latino
	American Indian or Alaska Native
	Asian
	Black or African American
	White
	Native Hawaiian or Other Pacific Islander
	Two or More Races
Gender	Male
	Female
Limited English Proficiency Status	Yes
	No
IDEA Indicator	Yes
	No
Enrolled Grade	Kindergarten
	Grade 01
	Grade 02
	Grade 03
	Grade 04
	Grade 05
	Grade 06
	Grade 07
	Grade 08
	Grade 09
	Grade 10
	Grade 11
	Grade 12

Figure 8.5 ORS Page for Subgroup Report

ORS Online Reporting System Logged in as: Demo User Contact Us Logout

**Ohio** Department of Education

Score Reports Reports & Files State at a Glance

Inbox Search Students View/Edit Rosters This Page: Help Print Export

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**District Overall Performance**  
 How did my district perform overall on OELPA?

Test: Kindergarten OELPA  
 Year: Spring2020  
 Name: Demo District

**Performance on the Kindergarten OELPA Test, by Gender: Demo District, Spring2020**

Breakdown by: All Comparison: ON

Name	Grouping	Number of Students	Average Overall Scale Score	Average Comprehensio Scale Score	Percent Determined Proficient
Ohio Department of Education	All	10121	5601 ±6	5560 ±6	9
Ohio Department of Education	Female	4820	5656 ±8	5621 ±8	9
Ohio Department of Education	Male	5108	5546 ±8	5501 ±8	8
Ohio Department of Education	Unknown	193	5675 ±45	5598 ±40	13
Demo District (999999)	All	2	5542 ±132	5605 ±215	0
Demo District (999999)	Female	1	5674 *	5819 *	0
Demo District (999999)	Male	1	5410 *	5390 *	0
Demo School 1 (999991)	All	2	5542 ±132	5605 ±215	0
Demo School 1 (999991)	Female	1	5674 *	5819 *	0
Demo School 1 (999991)	Male	1	5410 *	5390 *	0

Based on data from the OELPA, Spring2020 administration.  
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## 8.2 PAPER REPORTS

The ORS provided the functionality for users to print reports described earlier. The ORS also allowed users to print the family report for each student. Figure 8.6 shows the mock-up of the individual student report (ISR).

Figure 8.6 Mock-up for Individual Student Report

ORS Online Reporting System
Logged in as: Demo User | Contact Us | Logout

Ohio Department of Education

Score Reports | Reports & Files | State at a Glance

Inbox | Search Students | View/Edit Rosters | This Page: Help | Print

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### Individual Student Report

*How did my student perform on the OELPA test?*

**Test:** Kindergarten OELPA  
**Year:** Spring2020  
**Name:** Demo, Student 1

Overall Performance on the Kindergarten OELPA Test: Demo, Student 1, Spring2020

Name	SSID	Proficiency Status	Overall Scale Score	Comprehension Scale Score
Demo, Student 1	YQ9999999	Progressing	5674 ±297	5819 ±283

Average Scale Scores and Percent Determined Proficient on the Kindergarten OELPA Test: Demo Teacher and Comparison Groups, Spring2020

Name	Percent Determined Proficient	Average Overall Scale Score	Average Comprehension Scale Score
Ohio Department of Education	9	5601 ±6	5560 ±6
Demo District (999999)	0	5542 ±132	5605 ±215
Demo School 1 (999991)	0	5542 ±132	5605 ±215
Demo Teacher	0	5542 ±132	5605 ±215

Information on Standard Error of Measurement

**Proficiency Determination**

**Proficient** - Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Level 4 or higher in all domains. Once Proficient on OELPA, students can be considered for reclassification.

**Progressing** - Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on OELPA are eligible for ongoing program support.

**Emerging** - Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on OELPA by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on OELPA are eligible for ongoing program support.

**Scale Scores**

Scores from different domains have different ranges and should not be directly compared. The same, or similar, scale score on two or more domains might not result in the same performance level on these domains.

Performance on the Kindergarten OELPA Test, by Domain: Demo, Student 1, Spring2020

Domain	Scale Score	Performance Level	Domain Description
Listening	604 ±35	Level 3	When listening, the student at Level 3 is working on: responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.
Reading	573 ±35	Level 3	When reading grade-appropriate text, the student at Level 3 is working on: identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds.
Speaking	Not Attempted	Not Attempted	N
Writing	542 ±18	Level 2	When writing, the student at Level 2 is working on: recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics.

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/-10) indicates a score range between 620 and 640.

Based on data from the OELPA, Spring2020 administration.

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## **Chapter 9. Quality Control**

Thorough quality control has been integrated into every aspect of ELPA21 (including OELPA) summative and screener tests. ELPA21, the states (including ODE), Questar, CAI, and MI have built in multiple layers of reviews and verifications to ensure that outputs are of the highest quality in areas such as materials prepared for item-writing workshops, test form constructions, test booklet development and printing, post-test score quality control processes, and reporting. Quality control for item-writing workshops, test form construction, and test booklet development and printing can be found in the related documents prepared by ELPA21 and associated vendors. This chapter describes CAI and MI quality control procedures related to test administration, scoring, and reporting.

### **9.1 QUALITY CONTROL IN TEST CONFIGURATION**

For online summative and screener testing, the test configuration files contained the complete information required for test administration and scoring, such as the test blueprint specifications, slopes, and intercepts for theta-to-scale score transformation, cut scores, and item information (i.e., answer keys, item attributes, item parameters, passage information). The accuracy of the configuration file was checked and confirmed independently numerous times by multiple teams prior to the testing window. Scoring was also verified before the testing windows opened.

#### **9.1.1 Platform Review**

CAI's online test delivery system supports a variety of item layouts for online test administration to many populations of students, including students who need designated supports and accommodations to test online. Each item on the assessment went through an extensive platform device review on different operating systems, including Windows, Linux, and iOS, to ensure that the item displayed consistently across all platforms.

Platform review is a process in which each item was checked to ensure that it was displayed appropriately (i.e., rendered) on each tested platform. A platform is a combination of a hardware device and an operating system. In recent years, the number of platforms has proliferated, and platform review now takes place on various platforms that are significantly different from one another.

Platform review was conducted by CAI's quality assurance (QA) team. The team leader projected every item from CAI's Item Tracking System (ITS<sup>1</sup>), and team members, each behind a different platform, looked at the same item to ensure that it rendered as expected.

#### **9.1.2 User Acceptance Testing and Final Review**

Both internal and external user acceptance testing (UAT), usually the state's, were conducted before the testing window opened. Detailed protocols were developed for the review process of

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<sup>1</sup> ITS is CAI's item bank for ELPA21. It contains all information that relates to each item, such as item content categories at all levels, item type, maximum score points, item statistics from each administration, etc.



the TDS, and reviewers were given thorough instructions to note or report issues related to system functionality, item display, and scoring.

During the internal UAT, CAI staff took all OELPA online tests that covered the entire range of possibilities of item responses and the complete set of scoring rules in TDS. When issues were found, CAI took immediate actions to address them. The examples of issues identified and the actions taken during the internal UAT are presented here:

- Item layout issues: Some items were not rendering as anticipated in the TDS and the test was not moving. Item layouts were updated for these items to render correctly.
- Item drop-down zoom issue: A zoom issue with the Editing Task Choice (ETC: Student identifies an incorrect word or phrase and chooses the replacement from several options) items where the drop-down content was not enlarged was identified. The items were updated to support different zoom levels in the drop-down menus.
- Student eligibility issues: Braille eligibilities were not working as expected. Test IDs needed to be updated in TDS to resolve the issue.
- User eligibility issues: User eligibilities were not working as expected and they were updated based on state rules.
- Tool configuration issues: Some tools were not consistent across the tests and were updated based on state and ELPA21 guidelines.

When the TDS was updated, the tests were administered again to ensure that the issues were fixed. The process was repeated until all issues were resolved during the UAT period prior to operational testing.

State staff also conducted a hands-on review of the system prior to the testing window opening. The states approved the TDS before the system was opened for testing.

Before the ORS opened, CAI and state staff conducted internal and external UAT of the system similar with that of TDS to ensure that the ORS would function as intended when opened to the public for score reporting.

## **9.2 QUALITY ASSURANCE IN SCORING**

The QA of scoring includes the assurance of the online data, the precision of handscoring, the correctness of machine scoring, and the strictness when applying the business rules in scoring. This section describes the details of scoring QA.

MI handscored the writing constructed-response items and speaking items. For online tests, responses to the handscored items were transferred between CAI and MI on a rolling basis via Ledger.<sup>2</sup> Therefore, as soon as a student submitted a test to the TDS, the responses to handscored items were transformed into XML format, and were then sent to Ledger, from which MI retrieved responses for handscoring. When scoring was complete, the record was sent to Ledger, from which CAI downloaded the record for final scoring. The data transmission process was automatic.

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<sup>2</sup> Ledger is an electronic system that CAI and MI use to transmit data from one vendor to the other for purposes of transmitting and reporting handscored item scores. Individual responses can be tracked at all times through Ledger before a record is reported.

For paper-pencil tests, after test administration, student responses were entered into the CAI Data Entry Interface (DEI) on the state testing portal for all ELPA21 domain tests, except for writing constructed-response items. The item responses of the writing constructed-response items were mailed to MI for scoring via secure shipping. After scoring, MI transmitted the scores to the Ledger system, from which CAI retrieved the item scores for final scoring. To answer speaking items, students who took paper-pencil tests spoke into the DEI directly, and the item responses followed the online procedure for scoring.

For braille tests, TAs entered item responses into the braille DEI. The data were processed following the online data processing procedure, and the secure testing materials were returned to MI.

### **9.2.1 Quality Assurance in Online Data**

CAI's TDS has a real-time, built-in quality monitoring component. After a test was administered to a student, TDS passed the resulting data to CAI's Quality Monitor (QM) System<sup>3</sup>. The QM System conducted a series of data integrity checks, ensuring, for example, that the record for each test contains information for each item, keys for multiple-choice items, score points in each item, and total number of items, and that the test record contained no data from items that had been invalidated.

Data passed directly from the QM System to the Database of Record (DOR), which serves as the repository for all test information and from which all test information for reporting is retrieved. The Data Extract Generator (DEG) is the tool that is used to retrieve data from the DOR for delivery to each state. CAI staff ensured that data in the extracted files matched the DOR prior to delivery to the state.

### **9.2.2 Quality Assurance in Handscoring**

MI's scoring process was designed to employ a high level of quality control. The quality control procedures were implemented at each stage of the scoring process, which includes scorer recruitment, leader recruitment, training, and various reports that helped to ensure scoring quality.

#### **Scorer Recruitment/Qualifications**

MI retains scorers who have years of experience in handscoring, and those scorers make up approximately 65% of the scorer pool. To complete the scorer staffing for this project, MI placed advertisements on various job boards, in local papers, in publications, and at regional colleges and universities. Recruiting events were held, and applications for scorer positions were screened by MI recruiting staff. Candidates were personally interviewed, and references and proof of a four-year college degree were collected. Candidates completed placement tests for English language arts (reading and writing) and mathematics. In this screening process, preference was given to candidates with previous experience scoring large-scale assessments. The scorer pool consisted of educators, writers, editors, and other professionals who were valued for their

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<sup>3</sup> The QM System is CAI's quality monitoring system. It ensures that the information in a student record, such as item key or score point, is correct.

experience, but who were also required to set aside their own biases about student performance and accept the scoring standards.

### **Leadership Recruitment/Qualifications**

Scoring directors and team leaders had experience as successful scorers and leaders on previous MI projects and had strong backgrounds in scoring content-specific projects. These individuals demonstrated strong organizational, leadership, and management skills. All scoring directors, team leaders, and scorers were required to sign confidentiality agreements prior to training with ELPA21 materials or handling secure materials.

Each room of scorers was assigned a scoring director or assistant scoring director. This individual led the handscoring for the duration of the project and was monitored by the scoring project manager. The scoring director conducted the team leader training and was responsible for training the scorers.

In general, team leaders assisted the scoring directors/assistant scoring directors with scorer training and monitoring by working with their teams in small group discussions and answering individual questions that scorers may not have felt comfortable asking in a large group. Once scorers were qualified, the team leaders were responsible for maintaining the accuracy and workload of team members. The ongoing monitoring identified those scorers who were having difficulty scoring and resulted in individual scorers receiving one-on-one retraining. If this process did not correct inaccuracies in scoring, individual scorers were released from the project.

### **Training**

In rangefinding meetings, the full range of responses that represent each score point and produce scoring training materials including qualification, anchor, practice, and validity sets, were identified. The rangefinding process first involved MI review and selection of responses for rangefinding. During rangefinding, participants reviewed items and rubrics; iteratively score, discuss, and reach consensus on responses; and identify which ones to use as anchor and training responses.

To train ELPA21 scorers, MI scoring staff used approved rubrics and training materials. The ELPA21 Program provided training materials composed of anchor, qualifying, and training responses. Training materials included a comprehensive annotated scoring guide for each item. The guide contained the anchor set scorers referenced while evaluating live student responses. The scoring guides also contained several typical student responses presented in score point order.

Guides included detailed annotations explaining how the scoring criteria applied to each response's specific features and why the response merited a particular score. Guides included responses that were the most useful in making scoring decisions, including some that fell within the upper and lower ranges of the score point to help scorers define the lines between score points.

Anchor and qualifying sets were designed to help the scorers learn to apply the criteria illustrated in the scoring guide, ensure that they become familiar with the process of scoring student responses, and assess the scorers' understanding of the ELPA21 scoring criteria before they could begin live scoring.

The item-specific rubrics served as the scorers' constant reference. Scorers were instructed on how to apply the rubrics and were required to demonstrate a clear comprehension of each anchor set by performing well on the training materials that were presented for each grade and item.

Team leaders assisted the scoring directors with the training and monitoring of scorers. The scoring director conducted the team leader training before the scorer training. This training followed much of the same process as the scorer training, but additional time was allotted for review, discussion, and addressing anticipated scorer questions and concerns. To facilitate scoring consistency, it was imperative that each team leader imparted the same rationale for each response that other team leaders used. Once team leaders qualified, leadership responsibilities were reviewed and team assignments were given. A ratio of one team leader for 8–10 scorers ensured adequate monitoring of the scorers.

Scorer training involved an intensive review of the rubric and anchor responses, provided by the scoring director, to help the scorers internalize the scoring criteria. The scoring director and team leaders led a thorough discussion of the training materials with the entire group. All responses were discussed using the annotations from rangefinding. A similar process was followed in training for writing and speaking items.

Once the scoring guidelines were discussed, scorers were required to apply the scoring criteria by qualifying (i.e., scoring with acceptable agreement to the “true” scores decided upon at range finding) on at least one of the qualifying sets. Scorers who failed to achieve the qualifying criteria were given additional training. Scorers who did not perform at the required level of agreement for a given item or related group of items by the end of the qualifying process were not permitted to score live student work. The required level at the end of the qualifying process is the qualifying set in which the reader must score a 70% or higher with no nonadjacent scores.

Training was an ongoing process that did not end after the qualifying rounds. Feedback was an integral part of several reliability checks that were performed throughout the project. Primarily, team leaders monitored scorers' reliability by conducting read-behinds/listen-behinds on an as-needed basis. This is a process whereby team leaders reread and check scores of each scorer on their team. This is to catch potential scorer drift (i.e., shifts in scoring over time) so that the scorer can have immediate feedback and be retrained in a timely fashion, if needed. The percentage of read-behinds conducted for an individual scorer is not fixed but varied based on current levels of performance. Scorers receive one-on-one retraining based on monitoring results. Scorers are removed from scoring an item or related group of items if they cannot score consistently with the rubric and the anchor responses after retraining. When live scoring began, one of the team leader's primary jobs was to do read-behinds for their team members to ensure that they were scoring accurately. As this process continued, the team leader could start to recognize if the individual readers had a firm grasp of the criteria for the particular task type that was being scored or who may need some additional coaching. Once this was established using the read-behinds, the reader's notes that were sent for score clarifications, and reader reliability reports, the team leader could determine who needed less read-behinds or who needs more monitoring.

Development and rangefinding of the materials used with the 2017 administration were completed by a previous vendor. For 2020–2021, MI conducted a field-test score validation of the new short-response speaking items. This information is available from the Program.

### 9.2.3 Handscoring Quality Assurance Monitoring Reports

MI scorer accuracy was monitored throughout the scoring sessions by producing real-time, on-demand reports to ensure that an acceptable level of scoring accuracy was maintained. Interscorer reliability was tracked and monitored with multiple quality control reports that were reviewed by MI scoring staff. The program manager, scoring project director, scoring directors, and team leaders reviewed these reports. The following reports, available in daily, cumulative, and summary formats, were used during handscoring:

- *Interscorer Reliability Reports* displayed how often scorers were in exact agreement and supported maintaining an acceptable agreement rate. These reports provided exact, adjacent (raters match within one point), and nonadjacent (raters match within one point) interscorer agreement, as well as mismatches between scores and nonscorable codes and within nonscorable codes. They also indicated the number of responses read by each scorer.
- *Score Point Distribution Reports* displayed the percentage of responses that had been assigned each of the score points and nonscorable codes.
- *Validity Reports* tracked how the scorers performed by comparing predetermined scored responses to scores assigned by the selected scorer on the same set of responses. If the assigned score of the selected scorer fell outside of a determined percentage of agreement, remediation occurred and additional responses were reviewed by the team leader of the individual(s) who needed to be monitored more closely.
- *Item Status Reports* tracked each item and indicated the status (e.g., “first read complete,” “tabled”). This report was used to monitor the overall status and progress of handscoring.

#### Maintaining Consistency

MI used numerous processes to ensure scorer accuracy and detect drift. The objective of the scoring process is to ensure that scorers rate student responses in a manner consistent with ELPA21 standards, within a single administration of ELPA21, as well as across multiple administrations.

The validity selection process involved MI scoring staff selecting 30–75 responses per item from live responses from the current administration to serve as validity responses. Validity responses were selected to illustrate trends identified by leadership in live responses but not strongly reflected in the anchor sets, represent particular types of responses identified as challenging to score during training, and assess transfer of scorers’ knowledge of the anchor responses. Vetting of new validity responses involved identification and recommendation by team leaders while conducting read-behinds/listen-behinds, review and approval by scoring directors, and review and approval by the scoring project director.

The validity responses were used during handscoring to verify scorer accuracy. Validity responses were dispersed intermittently to the scorers throughout scoring at a rate of at least 10% of the total responses. These validity responses were blind reads, meaning that scorers saw these responses the same as they saw the actual live student responses; there was no distinguishable difference. This helped ensure the internal validity of the process. All scorers who received validity responses had already successfully completed the training and qualifying process.

Next, the scores that the scorers assigned to the validity responses were compared to the predetermined scores in order to determine the validity of the scorers' scores. For each item, the percentage of exact agreement and the percentage of high and low scores were computed. The same data were also computed for each specific scorer. Using these pieces of data, various validity reports could be produced in real time and used to monitor for potential drift.

If results indicated that there was drift, or shifts in scoring over time, for a particular response, item, or scorer, action was taken to correct it. This action could include individual scorer retraining, room-wide retraining/recalibration, and/or rescoring responses where it was determined a scorer had been errantly assigning scores. Sometimes, when a particular validity response generated low agreement, an example of a similar response could be found in the existing training materials. If this was the case, a review of that particular training response was pursued in order to realign the scorer.

In most cases, including the 2020–2021 administration, there was not a room drift. Leadership can review particular types of responses and determine if there is a possible or potential shift in the scoring of those responses by using the questions provided by notes, reader reliability reports, and read-behinds. The scoring directors create recalibration sets that consist of commonly seen response types. These recalibration sets are given to the teams at the beginning of every week to help deter any negative trends or drifts. Additional recalibration sets are created if the scoring director starts to see a trend of a drift and can be given at any time it is determined warranted. All recalibration sets are approved by the scoring management before given to the scoring teams.

Recalibration sets consisting of a validation set representing a variety of score points in random score point order were also used to maintain consistency. Sets varied in size from three to five responses based on particular issues observed during scoring. The recalibration sets were distributed at the beginning of the morning on a weekly basis. MI also recalibrated approximately once a week with scorers who had missed a required day's scoring session and were required to recalibrate. Scorers achieving less than an acceptable percentage of correct scores on these responses were monitored closely throughout that day. Scorers who did not demonstrate improvement received personal and extensive retraining. These scorers continued to be monitored on an individual basis until the next recalibration round took place.

By implementing these scoring procedures—using the same training materials whenever possible, using a suite of real-time reports, and making training decisions based on report data—MI maximized scoring reliability and validity.

#### **9.2.4 Quality Control on Final Scores**

CAI's scoring engine was used to produce final scores upon receiving handscores. Before operational scoring, CAI created mock-ups of student records to verify the accuracy of the scoring engine. Both CAI's analysis team (responsible for the scoring engine) and psychometricians independently computed scores on the mock-ups of student records. The Psychometrics and Statistics Team performed score verification using a different software and compared the scoring results with those from CAI's scoring engine. Specifically, if the Psychometrics and Statistics Team found score discrepancies from the scoring engine, they discussed with the analysis team to find out the causes of discrepancies. After the analysis team updated the scores in the scoring

engine, the Psychometrics and Statistics Team compared the scores again. The process was performed iteratively until a 100% match was reached.

During operational scoring, CAI’s psychometricians independently scored students and compared the scores with the results from the scoring engine. Discrepancies were iteratively resolved until a 100% match was reached.

Before final scores were delivered to the state, they were also compared with the unofficial scores from CRESST, if needed. Discrepancies were again investigated and resolved until a 100% match was reached.

### **9.3 QUALITY ASSURANCE IN REPORTING**

In 2020–2021, two types of score reports were produced for both summative and screener tests: online reports and printed reports (family reports only).

#### **9.3.1 Online Report Quality Assurance**

Every test underwent a series of validation checks. Once the QM System signs off, data were passed to the DOR, which served as the centralized location for all student scores and responses, ensuring that there is only one place where the official record was stored. Only after scores passed the QA checks and were uploaded to the DOR were they passed to the ORS, which was responsible for presenting individual-level results and calculating and presenting aggregate results. Absolutely no score was reported in the ORS until it passed all of the QM System’s validation checks.

#### **9.3.2 Paper Report Quality Assurance**

##### **Statistical Programming**

The family reports contained custom programming and required rigorous QA processes to ensure their accuracy. All custom programming was guided by detailed and precise specifications in CAI’s reporting specifications document. Upon approval of the specifications, analytic rules were programmed and each program was extensively tested on test decks and real data from other programs. Two senior statisticians and one senior programmer reviewed the final programs to ensure that they implemented agreed-on procedures. Custom programming was implemented independently by two statistical programming teams working from the specifications. The scripts were released for production only when the output from both teams matched exactly. Quality control, however, did not stop there.

Much of the statistical processing was repeated, and CAI had implemented a structured software development process to ensure that the repeated tasks were implemented correctly and identically each time. CAI’s software developers wrote small programs called *macros* that took specified data as input and produced data sets containing derived variables as output. Approximately 30 such macros reside in CAI’s library. Each macro was extensively tested and stored in a central development server. Once a macro was tested and stored, changes to the macro must be approved by the director of score reporting and the director of psychometrics, as well as by the project directors for affected projects.

Each change was followed by a complete retesting with the entire collection of scenarios on which the macro was originally tested. The main statistical program was made up mostly of calls to various macros, including macros that read-in and verify the data and conversion tables and macros that did the many complex calculations. This program was developed and tested using artificial data generated to test both typical and extreme cases. In addition, the program went through a rigorous code review by a senior statistician.

### **Display Programming**

The paper report development process used graphical programming, which took place in a Xerox-developed programming language called Variable Data Intelligent PostScript Printware (VIPP) and allowed virtually infinite control of the visual appearance of the reports. After designers at CAI created backgrounds, VIPP programmers wrote code that indicated where to place all variable information (i.e., data, graphics, and text) on the reports. The VIPP code was tested using both artificial and real data. CAI's data generation utilities can read the output layout specifications and generate artificial data for direct input into the VIPP programs. This allowed the testing of these programs to begin before the statistical programming was complete. In later stages, artificial data were generated according to the input layout and ran through the score reporting statistical programs, and the output was formatted as VIPP input; this enabled CAI to test the entire system. Programmed output went through multiple stages of review and revision by graphics editors and the Communications and Reporting Team to ensure that design elements were accurately reproduced and data were correctly displayed.

Once CAI received the final data and VIPP programs, the CAI Communications and Reporting Team reviewed proofs that contained actual data based on CAI's standard QA documentation. In addition, CAI compared data independently calculated by CAI psychometricians with data on the reports. A large sample of reports was reviewed by several CAI staff members to ensure that all data were correctly placed on reports. This rigorous review was typically conducted over several days and took place in a secure location at CAI. All reports containing actual data were stored in a locked storage area. Prior to printing the reports, CAI provided a live data file and ISRs with sample districts for the state staff review. CAI worked closely with each state to resolve questions and correct any problems. The reports were not delivered until the state approved the sample reports and data file.



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## **Section 1: Summative Assessment - Raw Score Statistics**

**Table S1.1: Summative Raw Score Summary - Kindergarten**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	1,248	0	13.5	22	4.5
	2	1,251	15	20.0	25	1.8
	3	4,319	19	24.7	29	1.9
	4	944	24	27.3	29	0.9
	5	1,141	26	28.2	29	0.8
<b>Reading</b>	1	1,301	0	10.6	18	3.1
	2	1,397	11	15.8	21	1.5
	3	3,249	14	19.3	23	1.5
	4	1,260	18	21.1	23	0.9
	5	1,623	19	21.9	23	0.8
<b>Speaking</b>	1	1,254	0	5.5	13	4.0
	2	797	9	14.6	18	1.6
	3	2,470	14	19.5	23	1.6
	4	1,406	18	22.3	25	0.9
	5	2,882	21	24.6	27	1.2
<b>Writing</b>	1	3,703	0	4.0	8	1.6
	2	2,127	5	8.9	13	1.8
	3	2,018	11	15.1	18	1.6
	4	333	16	17.4	18	0.5
	5	637	17	18.0	18	0.2
<b>Overall</b>	Emerging	1,342	0	39.9	65	12.3
	Progressing	6,716	34	73.6	95	10.5
	Proficient	717	84	92.1	97	2.4

**Table S1.2: Summative Raw Score Summary - Grade 1**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	675	0	10.9	17	3.3
	2	536	13	16.5	20	1.3
	3	2,727	16	20.6	23	1.5
	4	2,277	20	22.8	24	0.8
	5	2,670	21	23.6	24	0.6
<b>Reading</b>	1	2,572	0	12.5	20	2.8
	2	1,439	12	16.9	23	1.6
	3	2,379	15	20.3	28	1.9
	4	1,046	20	24.2	30	1.6
	5	1,374	23	27.7	30	1.7
<b>Speaking</b>	1	2,090	0	13.1	20	5.2
	2	2,393	15	19.6	23	1.3
	3	888	17	21.3	23	1.0
	4	1,312	18	22.2	24	1.0
	5	2,112	20	23.6	25	0.9
<b>Writing</b>	1	3,436	0	7.1	16	3.9
	2	1,774	13	16.1	19	1.2
	3	2,108	16	18.7	20	0.9
	4	561	19	19.7	20	0.5
	5	915	19	19.9	20	0.3
<b>Overall</b>	Emerging	1,021	1	43.4	72	12.2
	Progressing	6,473	32	74.7	97	11.4
	Proficient	1,263	83	93.2	99	3.1

**Table S1.3: Summative Raw Score Summary - Grade 2**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	349	0	9.2	14	3.0
	2	311	11	14.5	18	1.3
	3	1,949	13	19.8	24	2.0
	4	2,269	20	23.4	26	1.2
	5	2,130	22	25.0	26	0.9
<b>Reading</b>	1	1,651	0	13.9	21	2.9
	2	1,262	12	18.0	25	2.0
	3	2,130	15	22.7	31	2.6
	4	972	21	27.7	34	2.0
	5	916	25	31.2	35	1.9
<b>Speaking</b>	1	1,399	0	10.0	17	4.4
	2	1,370	12	16.1	20	1.2
	3	1,219	15	18.3	21	1.1
	4	1,428	17	20.0	23	1.1
	5	1,513	19	22.2	25	1.2
<b>Writing</b>	1	1,804	0	4.4	12	2.8
	2	1,205	5	11.3	16	1.7
	3	2,064	8	15.4	20	1.9
	4	951	13	18.6	22	1.2
	5	896	17	20.7	24	1.2
<b>Overall</b>	Emerging	571	3	36.9	64	11.0
	Progressing	4,933	27	72.2	97	11.9
	Proficient	1,388	83	95.4	108	4.2

**Table S1.4: Summative Raw Score Summary - Grade 3**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	239	0	9.0	14	3.1
	2	244	11	15.1	19	1.7
	3	1,417	14	21.0	25	2.0
	4	2,164	21	24.2	26	1.1
	5	1,562	23	25.4	26	0.7
<b>Reading</b>	1	1,387	0	16.2	25	3.4
	2	1,060	15	22.4	30	2.2
	3	1,899	20	27.6	34	2.3
	4	706	27	31.2	35	1.5
	5	489	28	32.9	35	1.4
<b>Speaking</b>	1	832	0	9.6	18	5.0
	2	667	12	16.7	20	1.3
	3	1,141	15	18.9	22	1.2
	4	1,603	18	20.9	24	1.0
	5	1,300	20	22.9	25	1.1
<b>Writing</b>	1	1,424	0	7.9	16	4.4
	2	993	9	15.4	23	1.5
	3	1,856	13	18.6	23	1.4
	4	769	16	20.7	24	1.0
	5	493	19	22.1	24	1.0
<b>Overall</b>	Emerging	400	0	39.0	67	13.0
	Progressing	4,173	36	82.3	103	12.0
	Proficient	934	92	100.2	109	2.9

**Table S1.5: Summative Raw Score Summary - Grade 4**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	334	0	10.5	17	3.6
	2	306	13	17.2	21	1.8
	3	1,013	15	22.1	28	2.1
	4	2,002	22	26.8	31	1.7
	5	1,081	26	29.8	32	1.2
<b>Reading</b>	1	967	0	7.7	16	2.2
	2	699	6	11.6	16	1.6
	3	1,557	11	16.4	23	2.4
	4	909	17	21.7	27	1.8
	5	500	18	25.7	30	1.9
<b>Speaking</b>	1	633	0	9.1	18	4.6
	2	544	11	17.1	21	1.5
	3	950	16	20.4	24	1.3
	4	1,329	18	23.0	26	1.2
	5	1,196	21	25.5	30	1.3
<b>Writing</b>	1	789	0	6.1	15	3.6
	2	598	10	15.3	20	2.1
	3	2,331	13	22.0	28	2.3
	4	601	22	25.7	29	1.1
	5	321	24	27.3	30	1.1
<b>Overall</b>	Emerging	510	0	37.1	67	12.6
	Progressing	3,305	40	82.1	107	13.1
	Proficient	784	93	103.5	118	4.4

**Table S1.6: Summative Raw Score Summary - Grade 5**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	320	0	11.7	19	3.9
	2	274	14	19.3	24	1.9
	3	490	18	23.1	28	1.8
	4	1,599	22	27.4	32	1.7
	5	783	27	30.3	32	1.1
<b>Reading</b>	1	739	0	8.5	15	2.4
	2	588	9	13.6	21	1.9
	3	1,331	12	19.7	27	2.5
	4	495	20	24.6	29	1.6
	5	233	23	27.5	30	1.5
<b>Speaking</b>	1	551	0	9.7	19	5.3
	2	460	13	18.9	22	1.5
	3	1,029	18	22.0	25	1.2
	4	788	21	24.3	27	1.0
	5	583	23	26.3	30	1.2
<b>Writing</b>	1	483	0	6.2	15	3.5
	2	351	9	15.5	21	2.3
	3	2,080	14	23.4	29	2.4
	4	318	25	26.9	29	0.9
	5	158	26	28.2	30	1.0
<b>Overall</b>	Emerging	462	0	41.3	74	14.6
	Progressing	2,544	41	89.3	113	11.9
	Proficient	358	100	108.2	121	3.5

**Table S1.7: Summative Raw Score Summary - Grade 6**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	258	0	14.5	23	4.6
	2	253	16	21.2	28	2.0
	3	729	19	26.6	32	2.4
	4	1,343	26	32.2	38	1.9
	5	707	31	35.5	38	1.3
<b>Reading</b>	1	597	0	9.3	15	2.4
	2	607	9	13.6	21	1.8
	3	1,362	13	19.2	27	2.4
	4	427	20	24.6	28	1.6
	5	214	24	28.1	33	1.8
<b>Speaking</b>	1	440	0	6.2	13	4.0
	2	372	11	14.4	18	1.3
	3	1,110	13	18.2	21	1.2
	4	774	18	20.6	23	0.9
	5	519	20	22.9	27	1.2
<b>Writing</b>	1	437	0	3.5	10	2.8
	2	335	7	12.1	16	1.8
	3	1,845	10	18.2	23	2.1
	4	372	18	21.8	25	1.1
	5	206	21	23.7	28	1.2
<b>Overall</b>	Emerging	402	2	39.9	68	11.9
	Progressing	2,415	40	84.8	110	12.0
	Proficient	349	96	105.0	120	4.5



**Table S1.8: Summative Raw Score Summary - Grade 7**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	342	0	16.5	24	4.7
	2	336	19	24.5	30	2.1
	3	1,136	24	30.9	37	2.2
	4	680	31	34.7	38	1.3
	5	397	33	36.3	38	1.1
<b>Reading</b>	1	774	0	10.8	17	2.8
	2	733	11	17.3	24	2.0
	3	1,042	17	23.0	30	2.2
	4	178	24	27.6	31	1.4
	5	113	27	29.9	33	1.4
<b>Speaking</b>	1	416	0	6.7	14	4.4
	2	459	10	15.5	18	1.5
	3	1,093	16	19.2	22	1.2
	4	487	18	21.4	24	0.9
	5	384	21	23.5	27	1.1
<b>Writing</b>	1	656	0	7.5	16	4.9
	2	561	12	16.7	21	1.5
	3	1,305	16	20.5	25	1.5
	4	182	20	23.3	26	0.9
	5	129	22	24.9	27	1.1
<b>Overall</b>	Emerging	525	0	47.8	78	15.8
	Progressing	2,101	50	91.0	111	10.8
	Proficient	167	103	111.2	122	3.8

**Table S1.9: Summative Raw Score Summary - Grade 8**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	383	0	17.2	25	4.5
	2	353	19	25.0	32	2.3
	3	1,055	25	31.6	36	2.3
	4	734	31	35.1	38	1.3
	5	485	33	36.6	38	1.1
<b>Reading</b>	1	776	0	11.1	19	3.2
	2	695	13	18.3	23	2.0
	3	1,239	18	24.7	32	2.4
	4	159	26	29.2	32	1.4
	5	96	28	31.0	33	1.2
<b>Speaking</b>	1	449	0	6.9	14	4.4
	2	402	11	15.7	19	1.5
	3	1,094	15	19.4	23	1.3
	4	521	20	21.8	25	0.8
	5	503	21	23.7	27	1.1
<b>Writing</b>	1	710	0	8.0	17	5.3
	2	562	12	17.6	23	1.6
	3	1,350	16	21.4	26	1.6
	4	192	22	24.1	27	0.9
	5	155	23	25.6	28	1.0
<b>Overall</b>	Emerging	576	1	49.0	82	16.0
	Progressing	2,166	50	95.1	115	10.9
	Proficient	179	108	114.0	124	3.0

**Table S1.10: Summative Raw Score Summary - Grade 9**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	583	0	8.6	14	2.6
	2	387	8	13.7	18	1.8
	3	1,231	11	18.4	25	2.3
	4	666	18	22.2	26	1.5
	5	424	19	24.3	26	1.3
<b>Reading</b>	1	1,008	0	10.5	19	2.9
	2	780	11	18.0	25	2.5
	3	1,223	17	26.2	34	3.3
	4	149	28	32.7	37	1.7
	5	92	32	36.0	40	1.7
<b>Speaking</b>	1	494	0	4.7	11	3.7
	2	463	10	14.7	19	2.1
	3	1,120	15	20.4	24	1.6
	4	541	20	23.3	25	0.8
	5	621	22	25.5	27	1.0
<b>Writing</b>	1	861	0	6.8	16	4.5
	2	715	12	15.4	19	1.5
	3	1,386	15	19.5	24	1.6
	4	184	21	22.7	25	0.9
	5	87	22	24.3	27	1.1
<b>Overall</b>	Emerging	759	0	36.3	66	13.5
	Progressing	2,263	39	81.8	109	13.0
	Proficient	148	100	106.5	116	3.7

**Table S1.11: Summative Raw Score Summary - Grade 10**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	535	0	8.7	15	2.5
	2	412	9	13.7	19	1.9
	3	1,075	12	18.7	25	2.4
	4	632	17	22.3	26	1.5
	5	498	20	24.3	26	1.2
<b>Reading</b>	1	982	0	10.4	18	2.9
	2	698	12	18.2	25	2.5
	3	1,135	17	26.4	35	3.4
	4	199	29	32.8	37	1.6
	5	120	32	36.0	40	1.8
<b>Speaking</b>	1	402	0	5.2	11	3.6
	2	450	10	14.6	19	2.0
	3	1,033	15	20.3	24	1.6
	4	523	20	23.3	25	0.8
	5	702	22	25.4	27	1.0
<b>Writing</b>	1	848	0	7.3	16	4.4
	2	646	11	15.4	19	1.6
	3	1,304	15	19.5	24	1.7
	4	184	20	22.6	25	1.0
	5	133	22	24.3	28	1.1
<b>Overall</b>	Emerging	710	0	37.4	65	12.6
	Progressing	2,151	42	82.2	107	13.4
	Proficient	200	98	106.4	117	3.6

**Table S1.12: Summative Raw Score Summary - Grade 11**

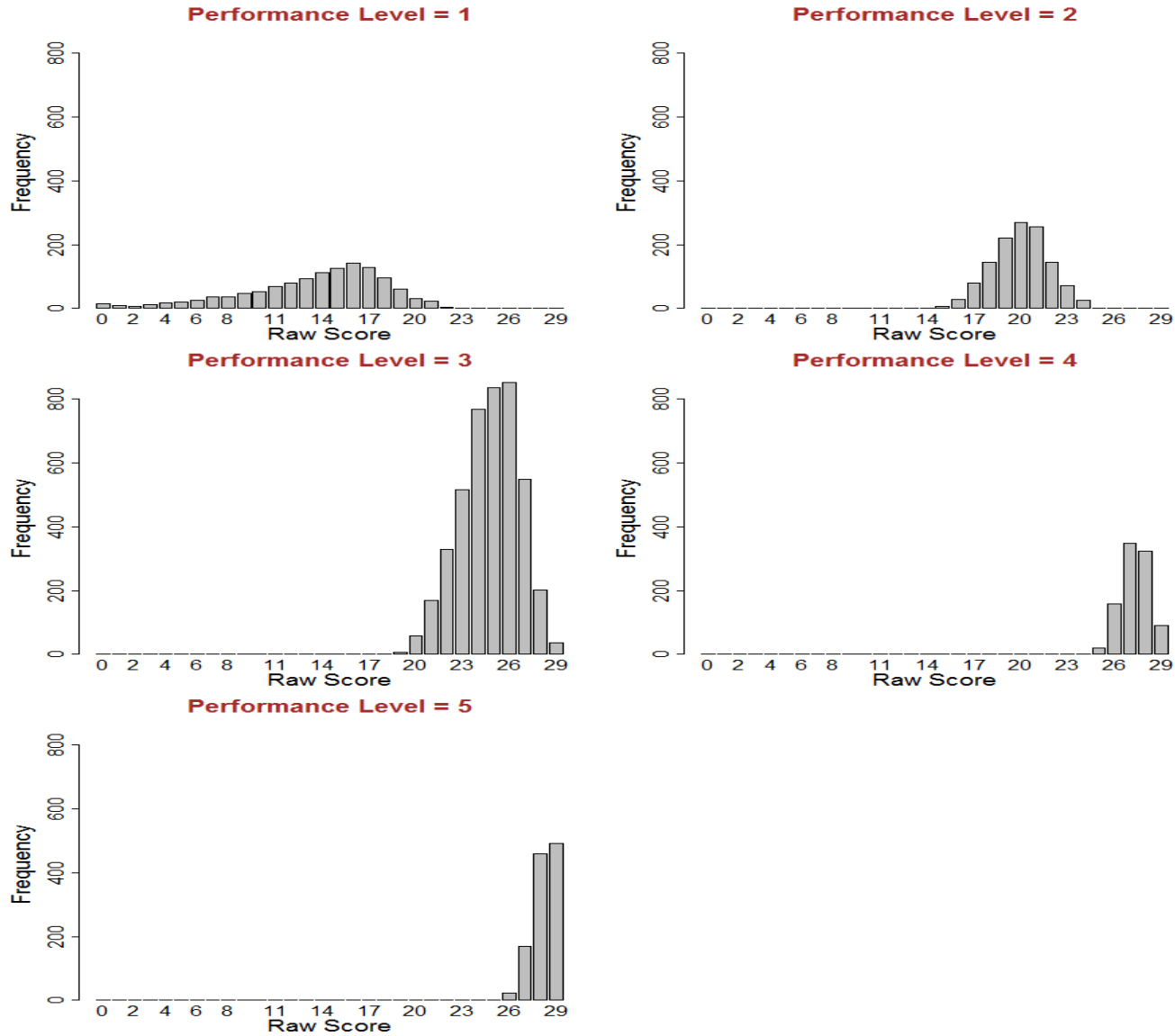
Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	315	0	8.7	14	2.5
	2	320	9	13.7	21	1.9
	3	934	12	18.8	25	2.3
	4	534	17	22.5	26	1.5
	5	558	20	24.4	26	1.2
<b>Reading</b>	1	680	1	10.6	19	3.0
	2	617	11	17.8	26	2.7
	3	1,004	18	26.3	34	3.4
	4	209	29	32.9	36	1.5
	5	113	31	36.0	39	1.6
<b>Speaking</b>	1	244	0	5.4	12	3.7
	2	353	10	14.7	19	2.0
	3	801	16	20.3	24	1.6
	4	525	21	23.3	25	0.8
	5	697	21	25.5	27	1.0
<b>Writing</b>	1	552	0	8.0	15	4.1
	2	578	10	15.3	20	1.5
	3	1,146	14	19.5	24	1.7
	4	212	20	22.6	25	1.0
	5	125	22	24.1	28	1.1
<b>Overall</b>	Emerging	463	10	39.7	64	12.2
	Progressing	1,912	43	83.0	109	13.7
	Proficient	205	98	106.5	119	3.8

**Table S1.13: Summative Raw Score Summary - Grade 12**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	190	0	9.1	14	2.5
	2	236	8	13.7	18	1.8
	3	800	12	18.9	25	2.4
	4	459	18	22.5	26	1.5
	5	379	21	24.4	26	1.2
<b>Reading</b>	1	481	2	10.7	18	2.9
	2	526	11	17.9	25	2.5
	3	829	18	26.3	35	3.3
	4	130	29	32.7	38	1.4
	5	84	32	35.7	39	1.8
<b>Speaking</b>	1	149	0	5.1	12	3.9
	2	258	10	14.8	19	2.0
	3	673	16	20.5	24	1.5
	4	398	20	23.3	25	0.9
	5	564	23	25.5	27	0.9
<b>Writing</b>	1	386	0	8.8	15	4.1
	2	490	11	15.4	21	1.6
	3	936	14	19.6	24	1.7
	4	140	20	22.5	25	1.0
	5	86	22	24.1	26	1.0
<b>Overall</b>	Emerging	277	8	41.6	67	12.6
	Progressing	1,600	37	82.1	108	13.7
	Proficient	138	98	106.6	116	3.6

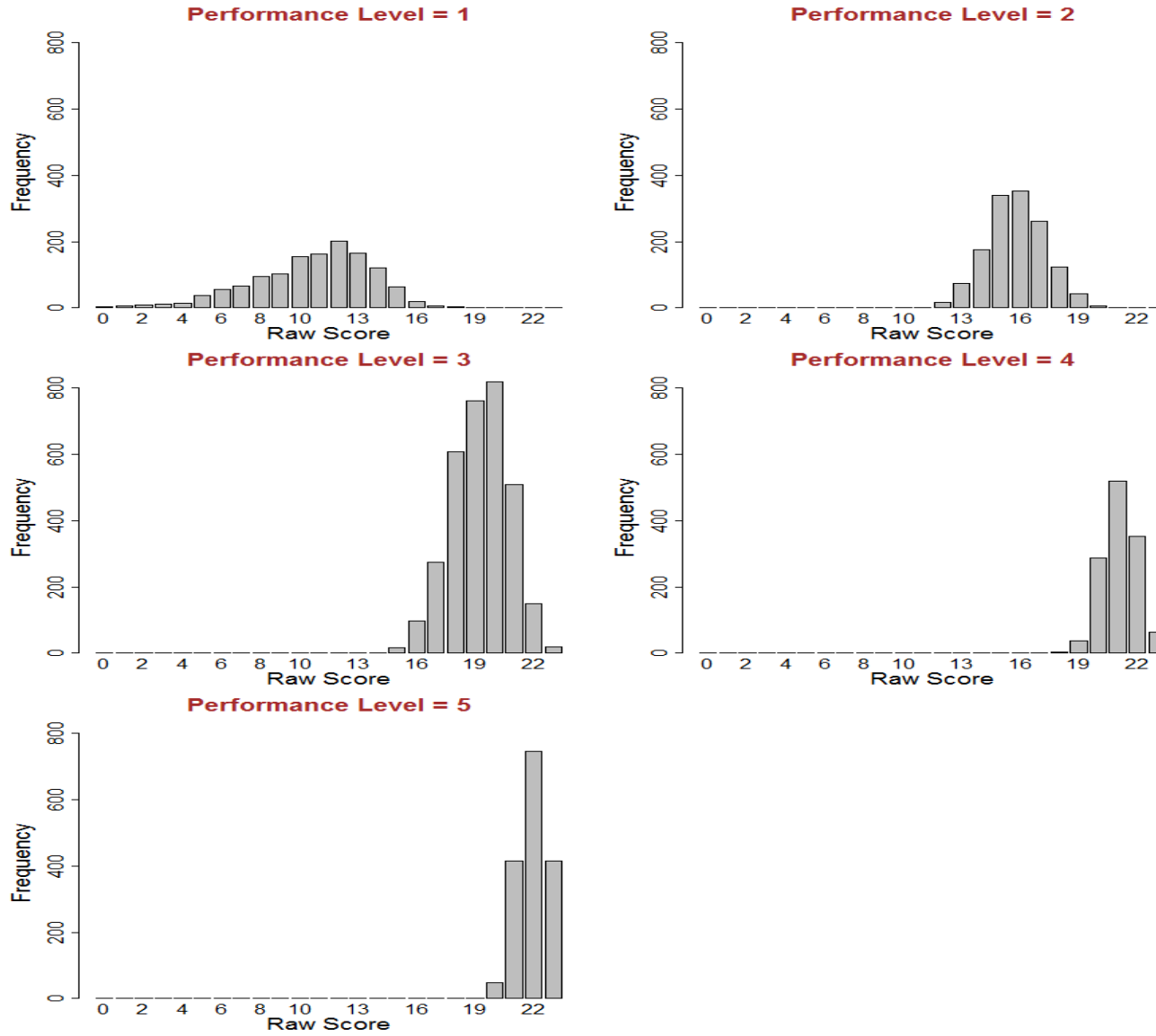
## **Section 2: Summative Assessment - Raw Score Distributions**

**Figure S1.1: Summative Raw Score Summary - Kindergarten Listening**

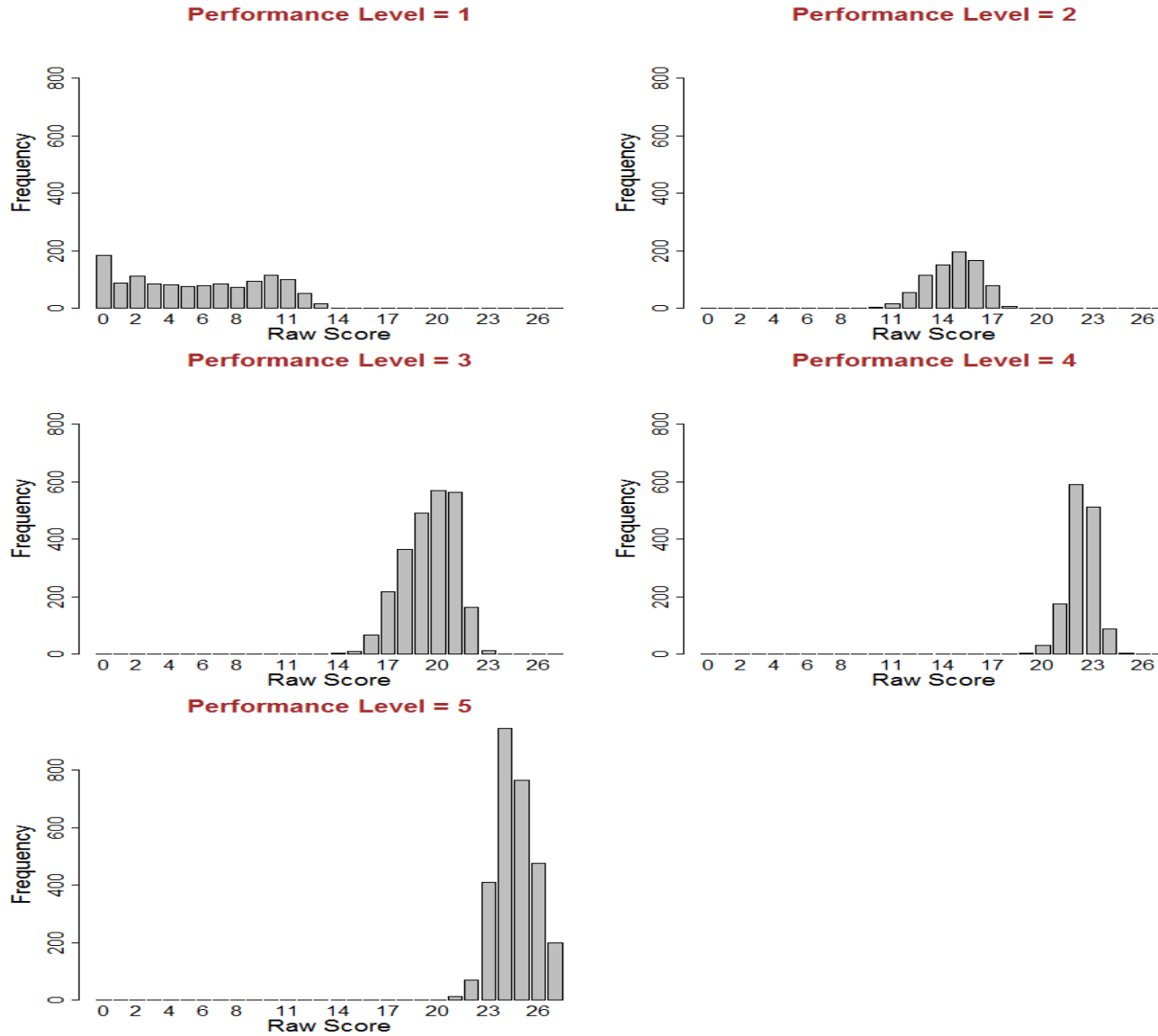




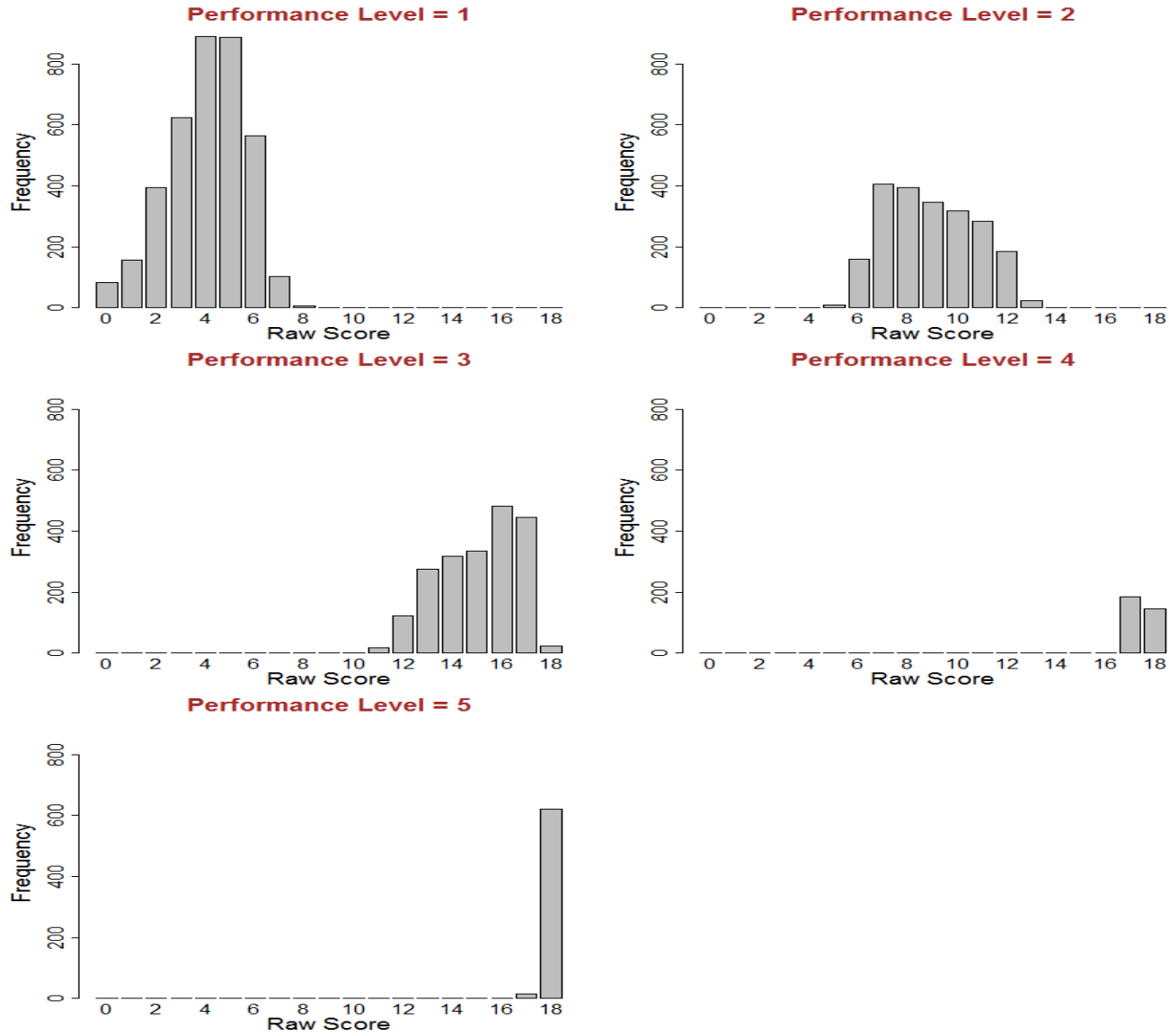
**Figure S1.2: Summative Raw Score Summary - Kindergarten Reading**



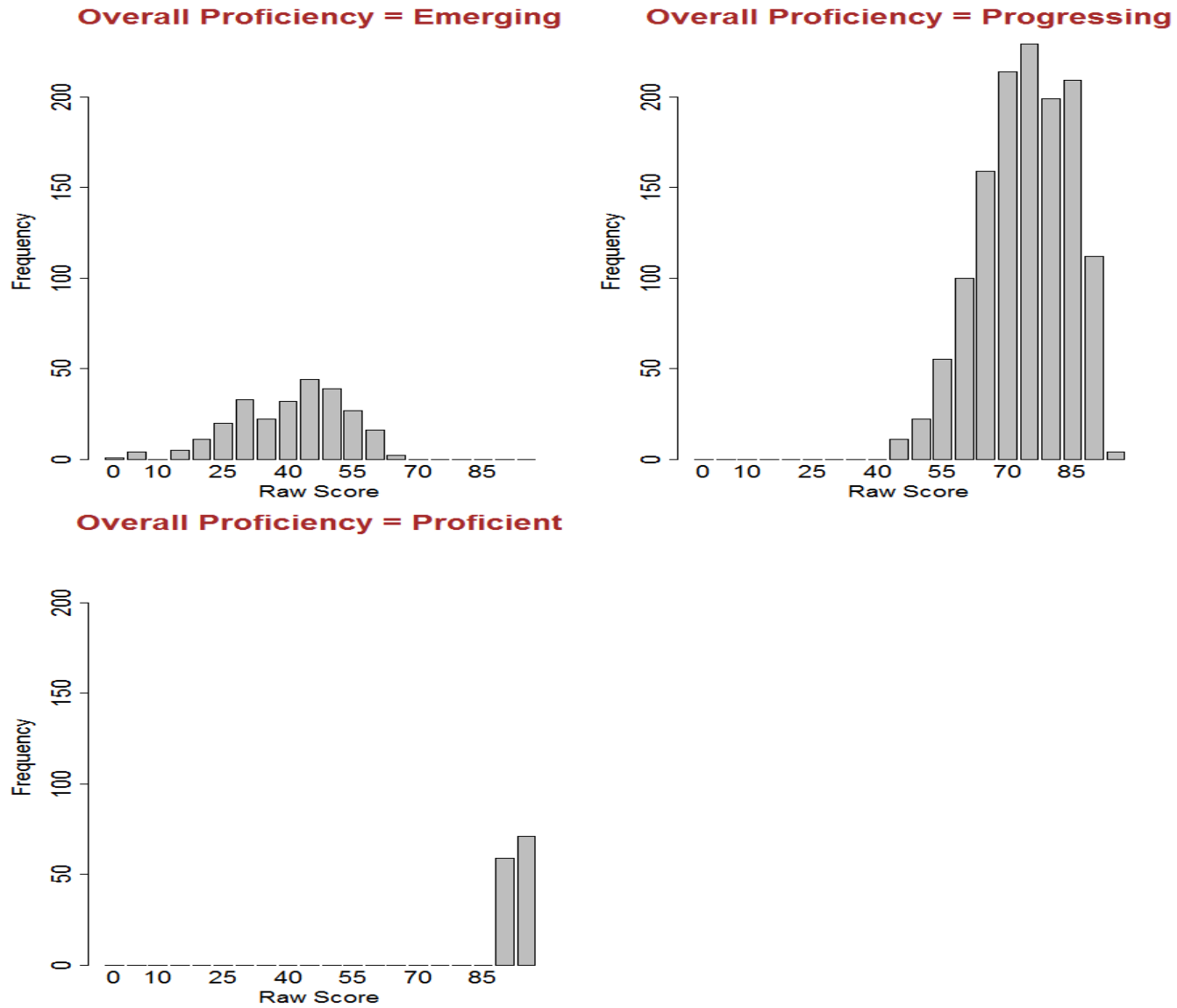
**Figure S1.3: Summative Raw Score Summary - Kindergarten Speaking**



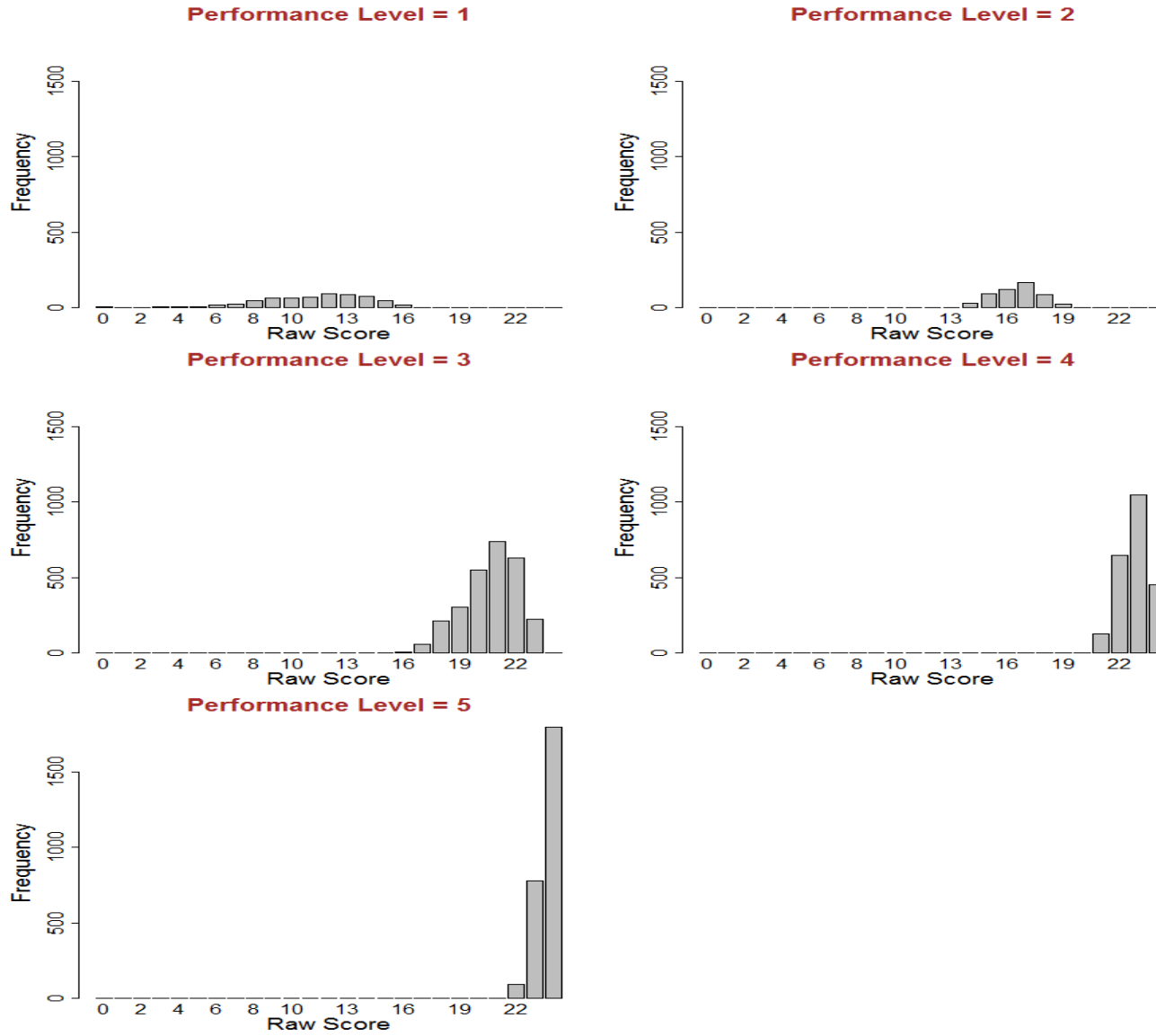
**Figure S1.4: Summative Raw Score Summary - Kindergarten Writing**



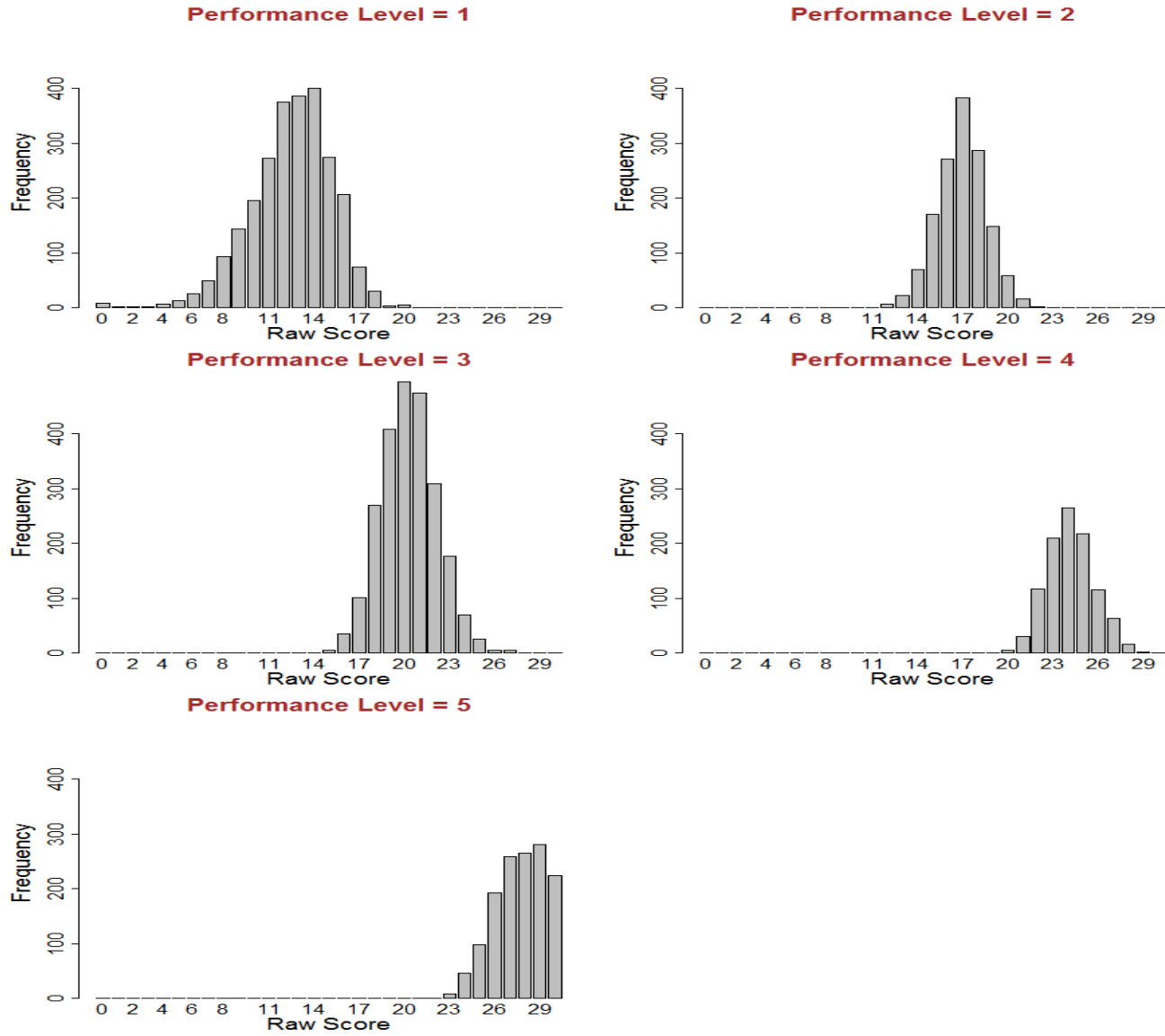
**Figure S1.5: Summative Raw Score Summary - Kindergarten Overall**



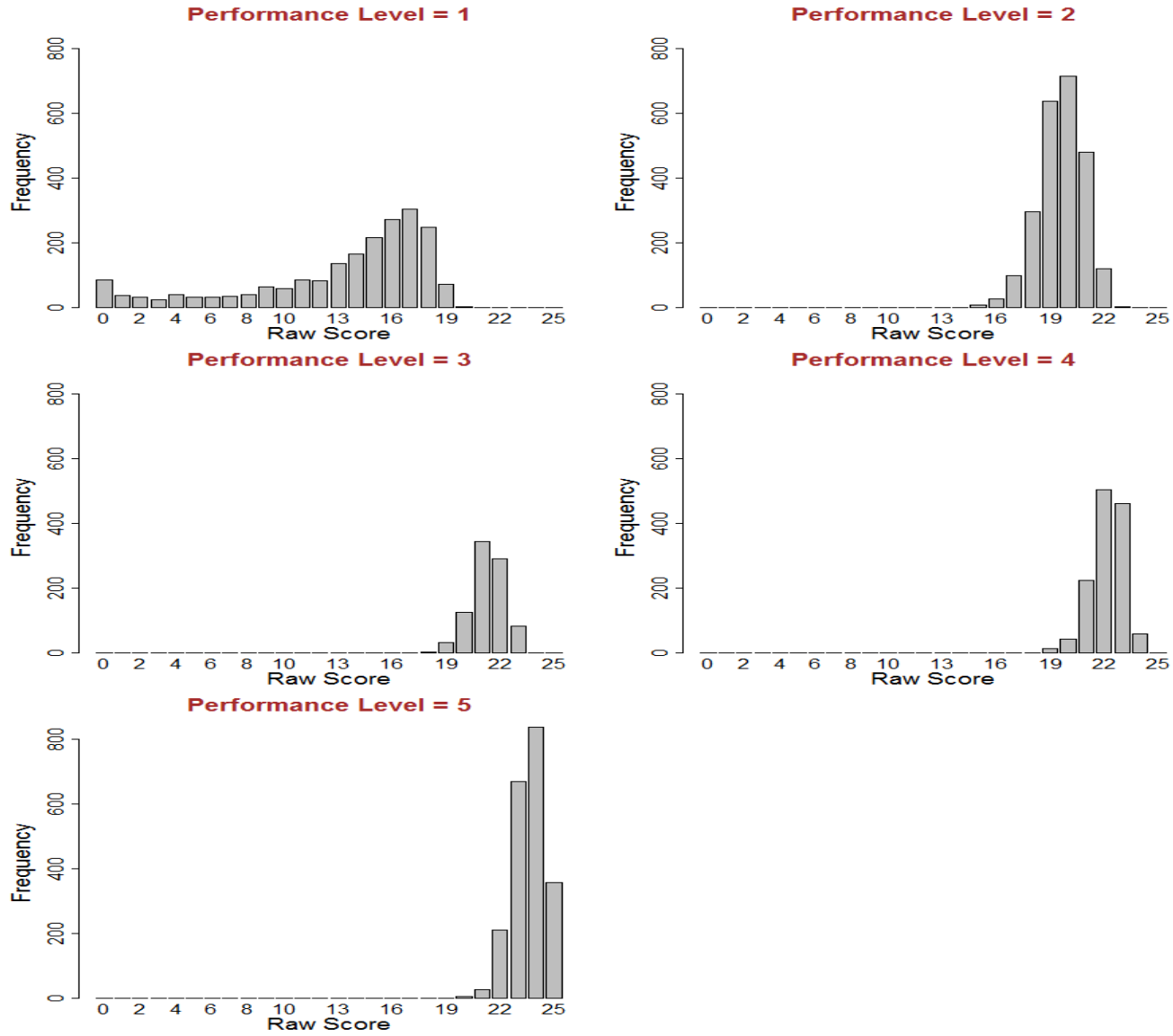
**Figure S1.6: Summative Raw Score Summary - Grade 1 Listening**



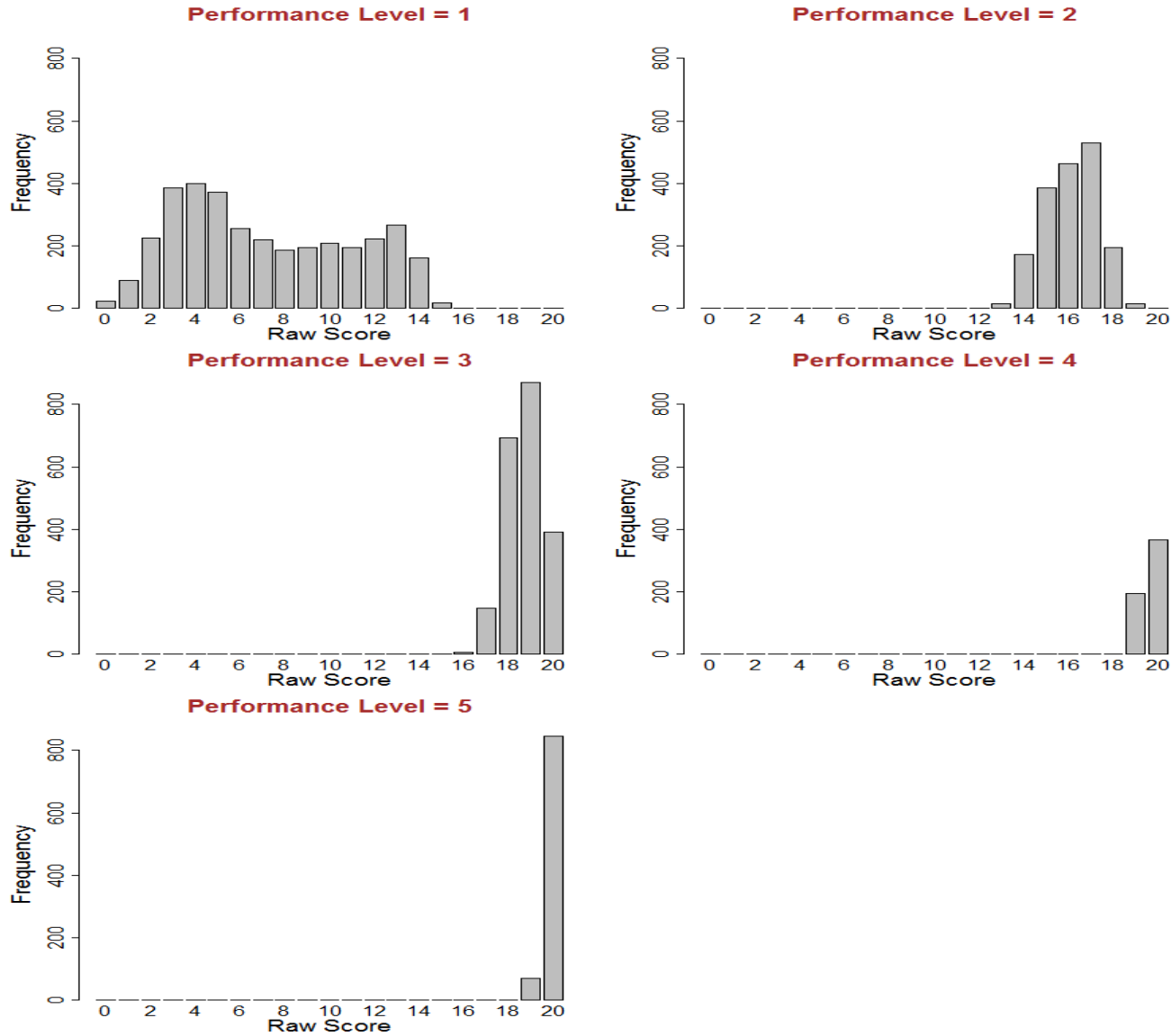
**Figure S1.7: Summative Raw Score Summary - Grade 1 Reading**



**Figure S1.8: Summative Raw Score Summary - Grade 1 Speaking**

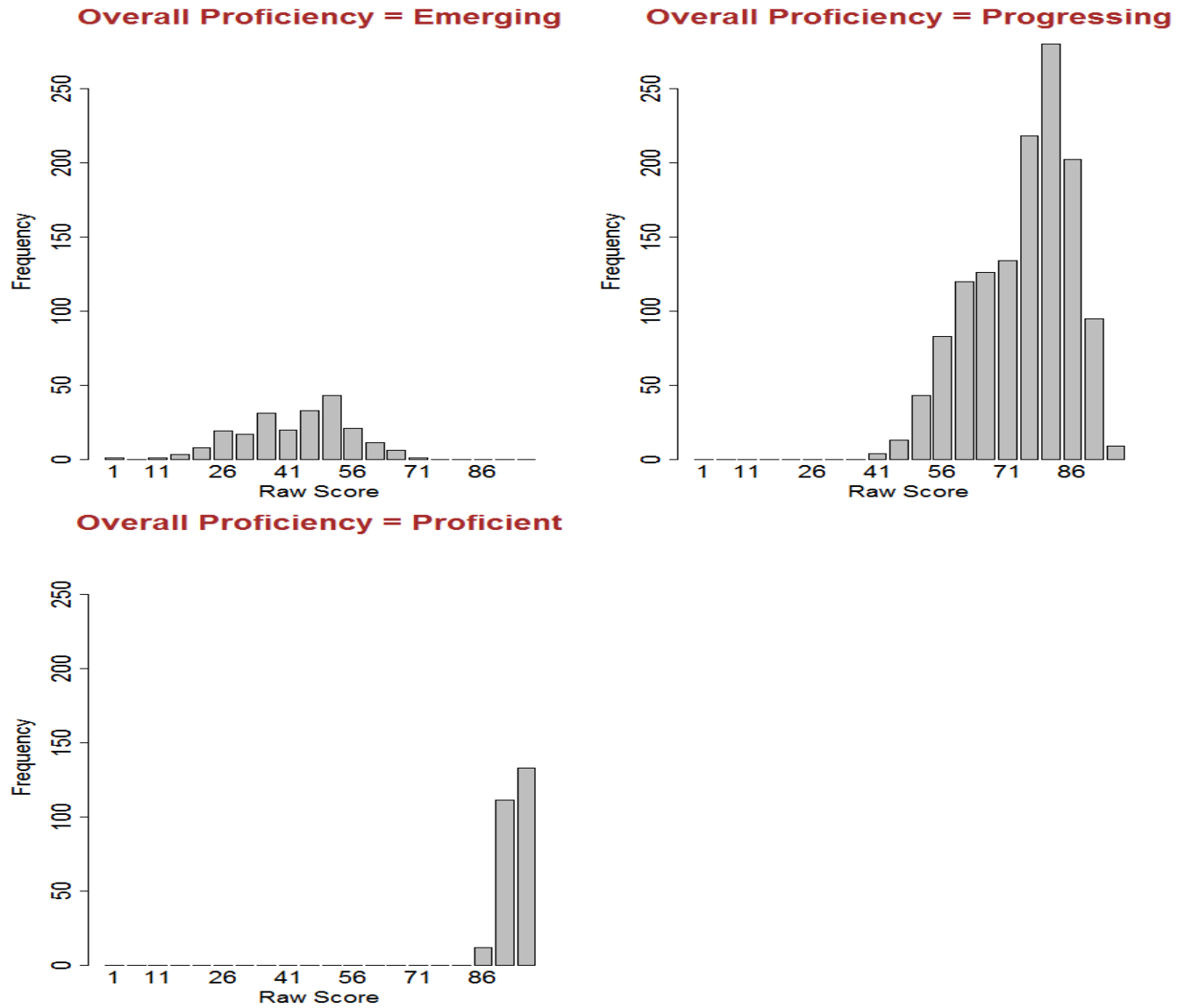


**Figure S1.9: Summative Raw Score Summary - Grade 1 Writing**

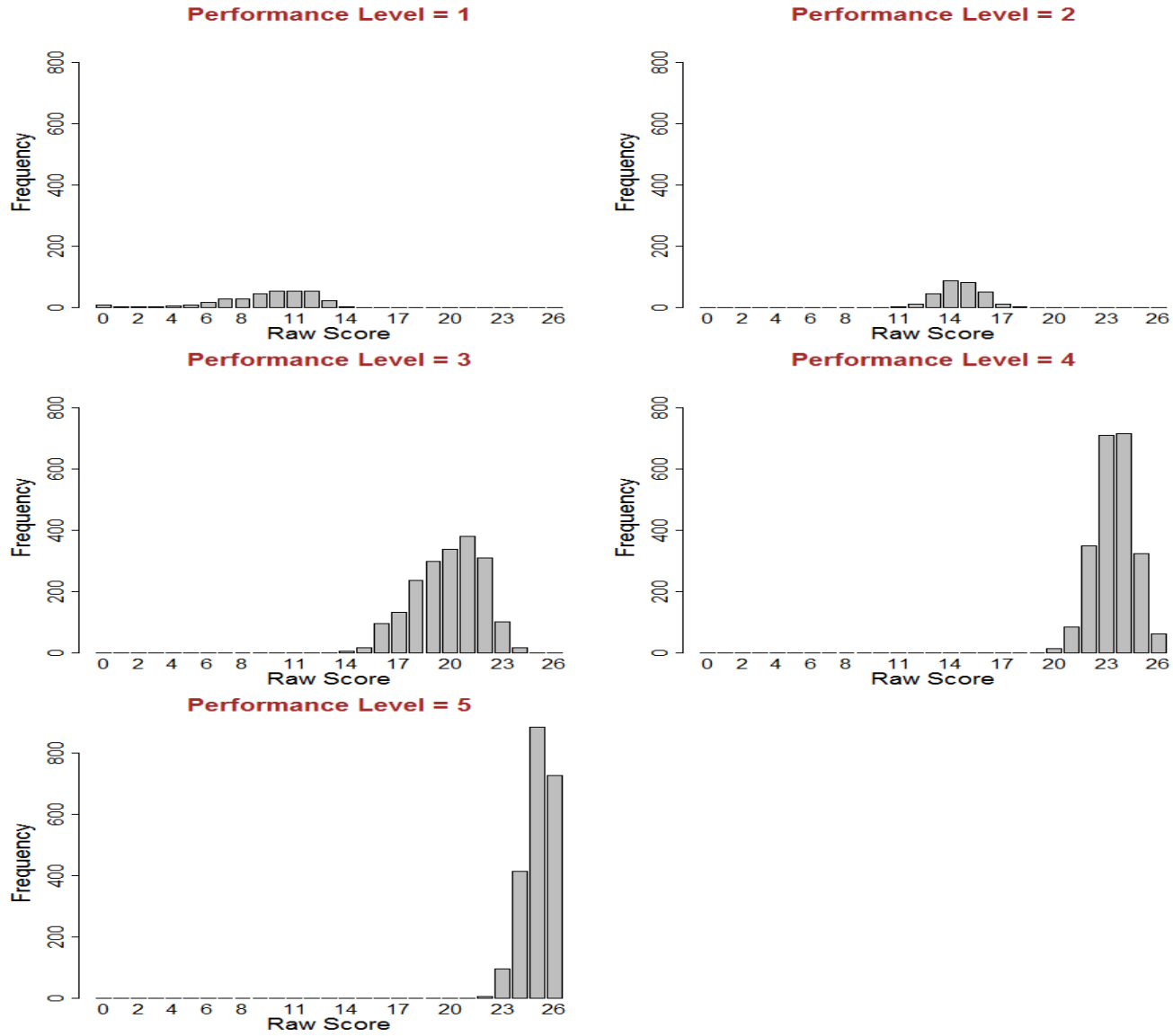




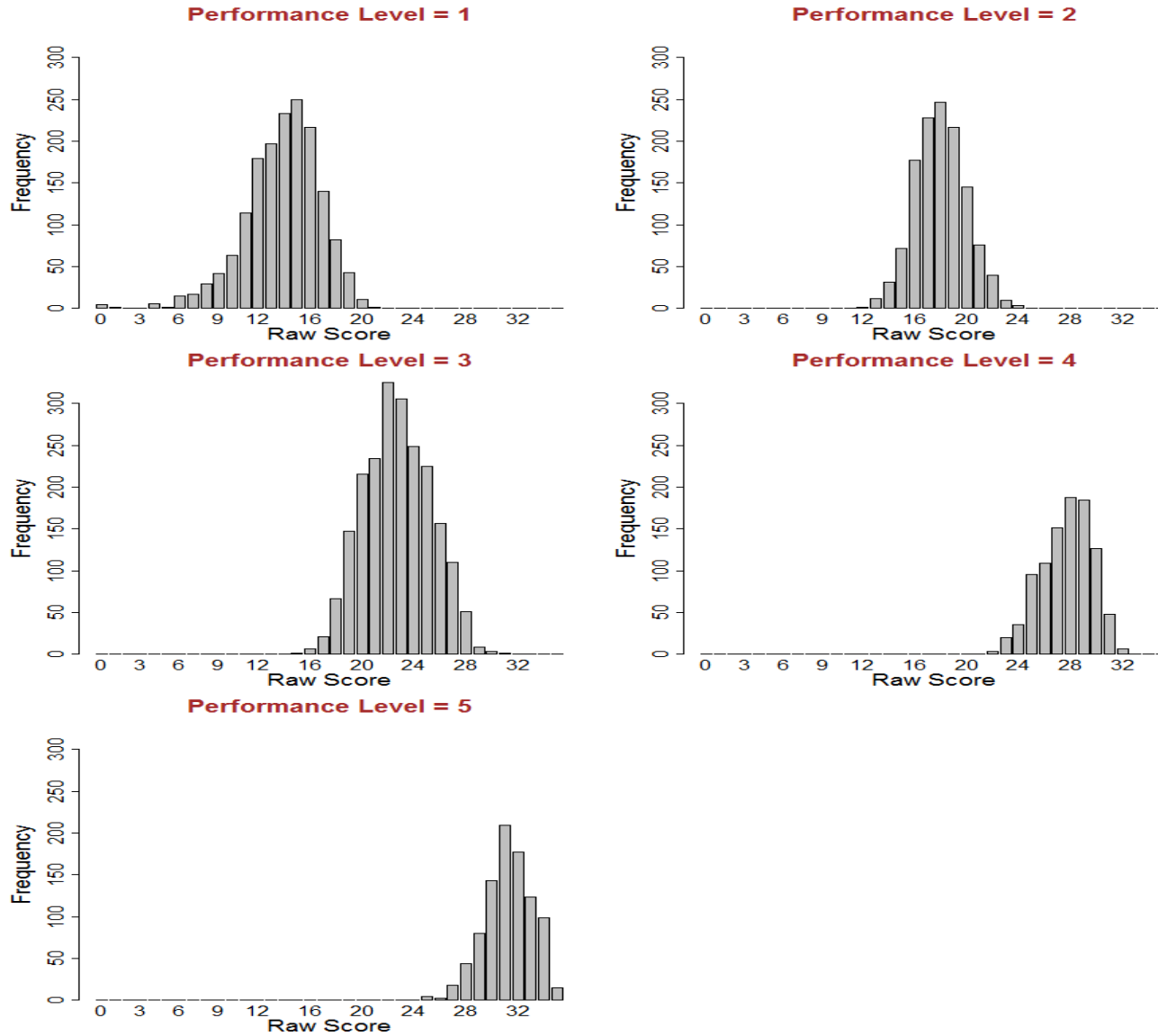
**Figure S1.10: Summative Raw Score Summary - Grade 1 Overall**



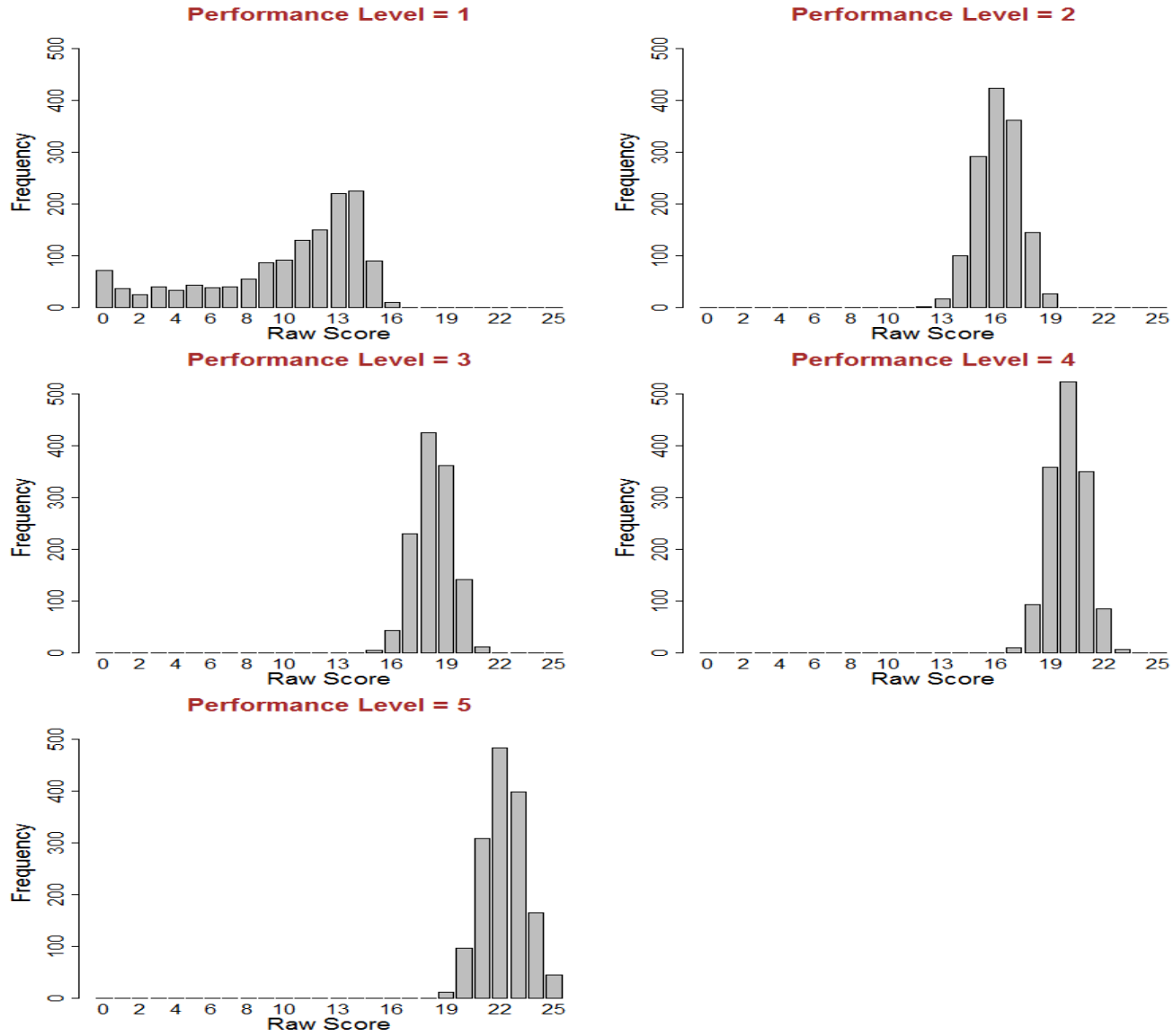
**Figure S1.11: Summative Raw Score Summary - Grade 2 Listening**



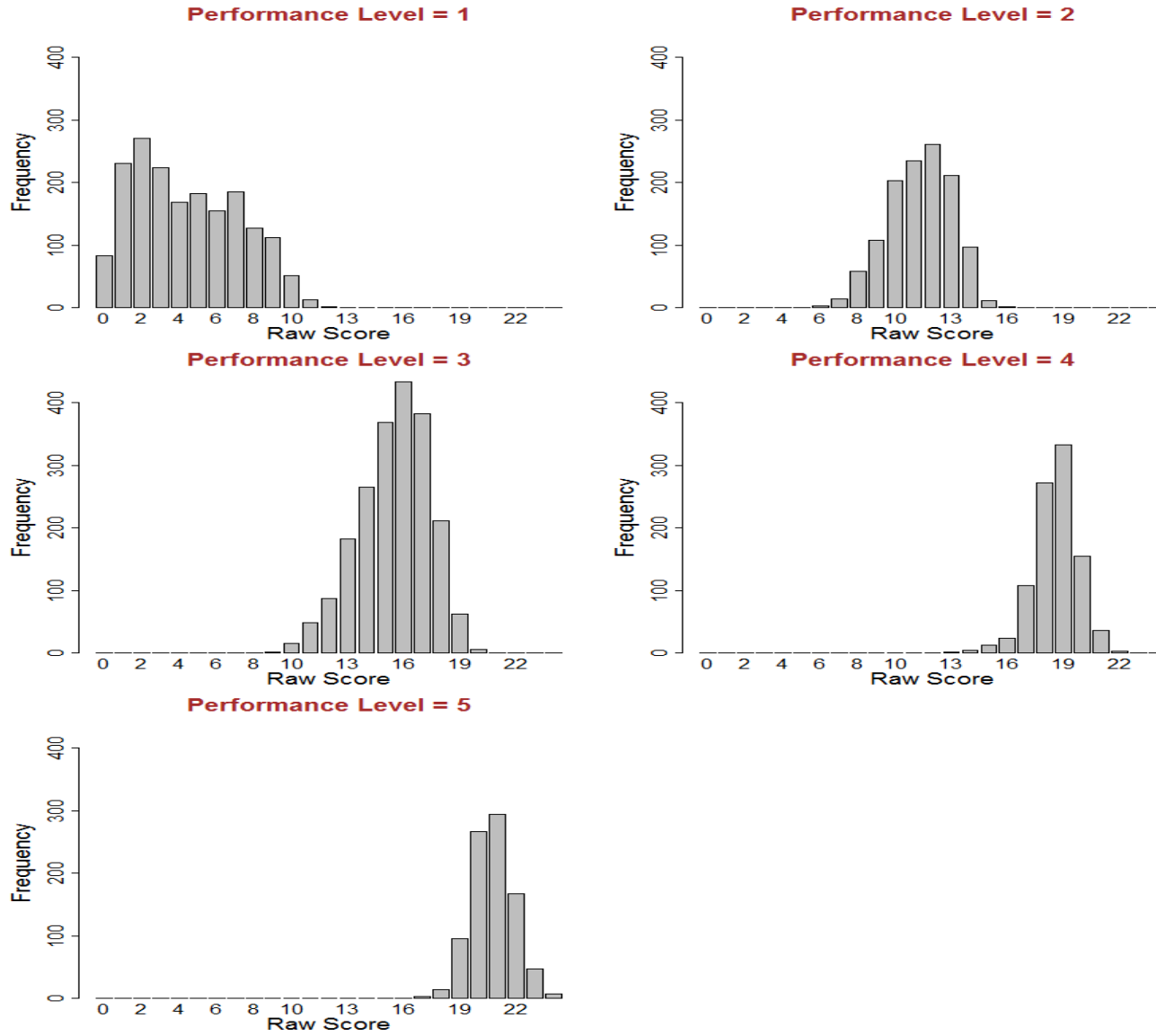
**Figure S1.12: Summative Raw Score Summary - Grade 2 Reading**



**Figure S1.13: Summative Raw Score Summary - Grade 2 Speaking**

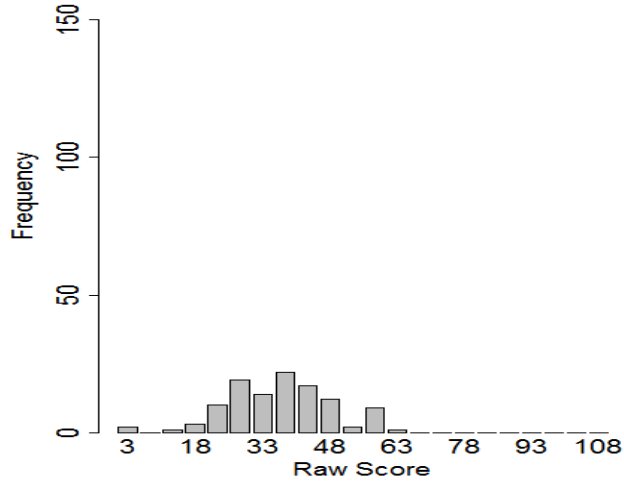


**Figure S1.14: Summative Raw Score Summary - Grade 2 Writing**

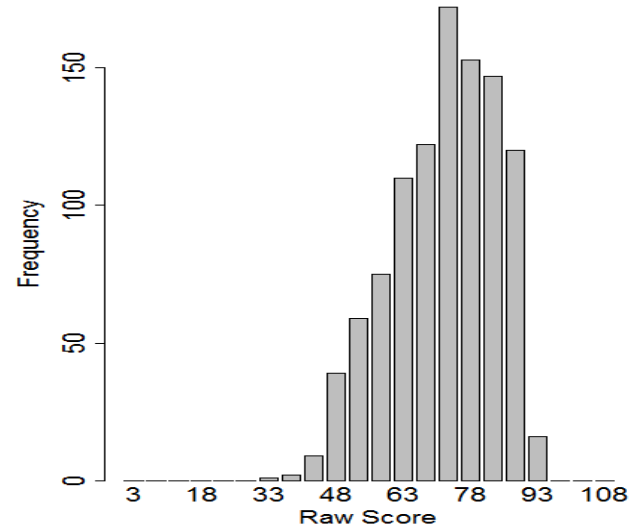


**Figure S1.15: Summative Raw Score Summary - Grade 2 Overall**

**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**



**Overall Proficiency = Proficient**

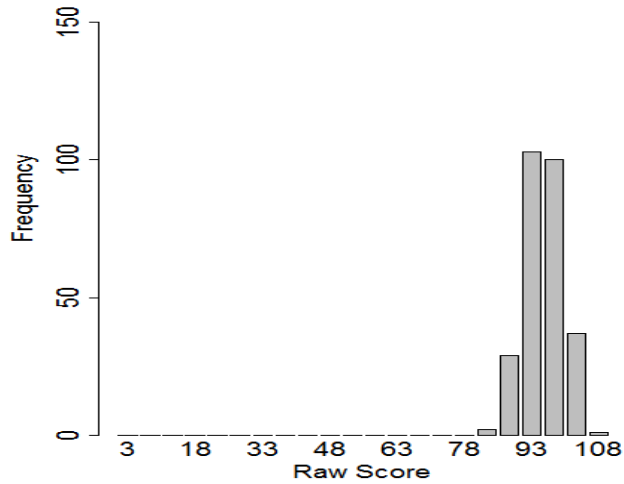
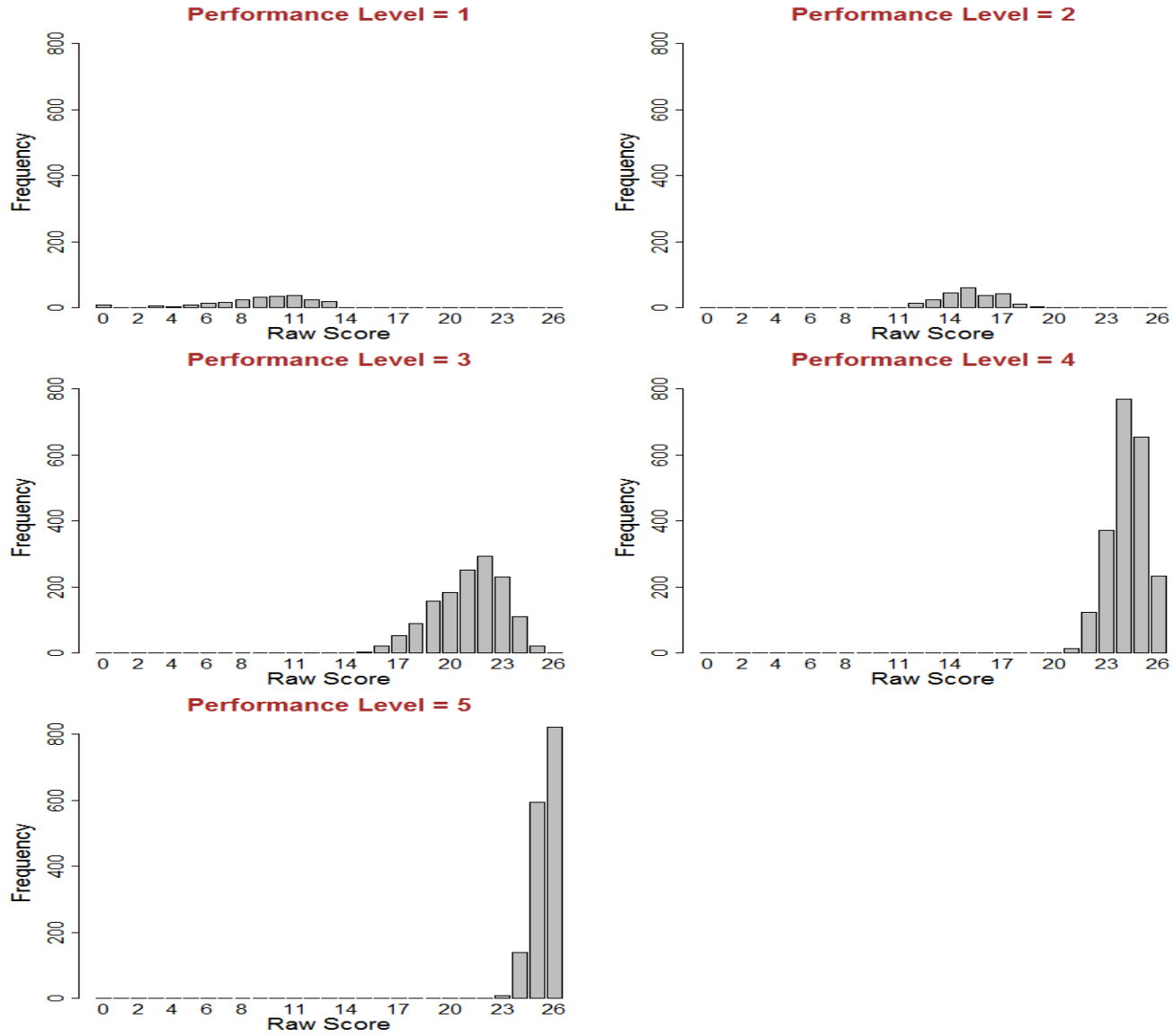


Figure S1.16: Summative Raw Score Summary - Grade 3 Listening



**Figure S1.17: Summative Raw Score Summary - Grade 3 Reading**

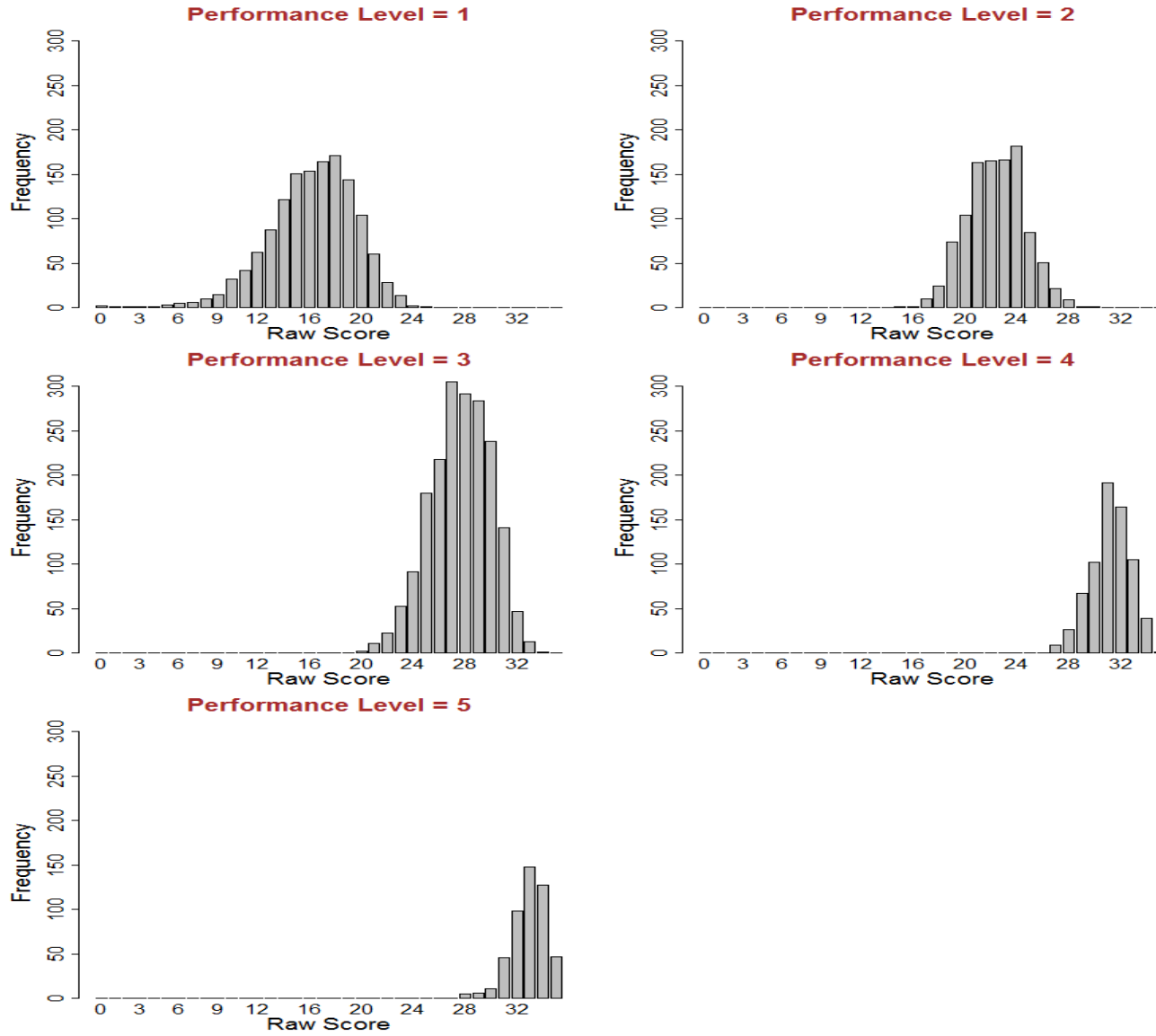
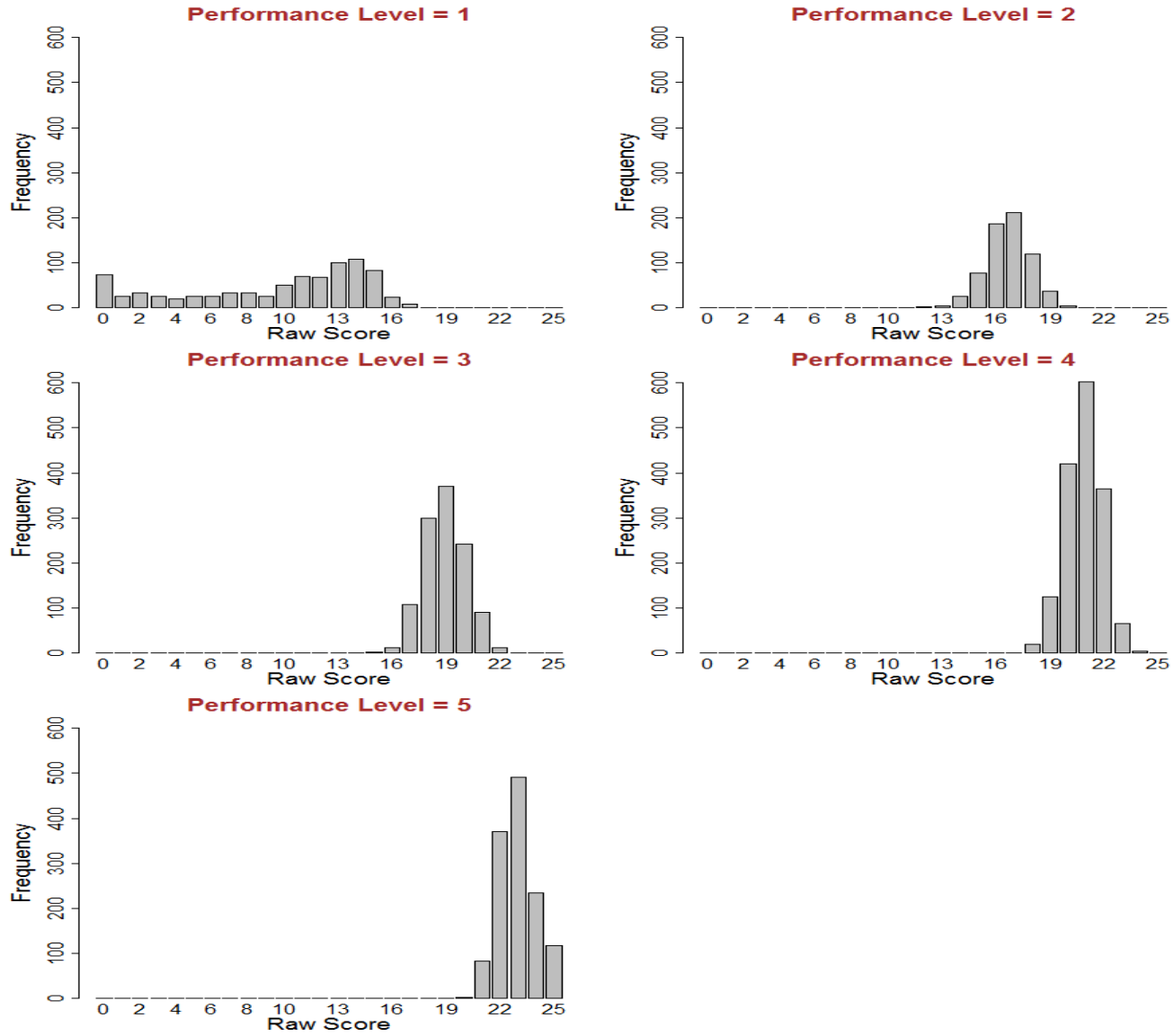
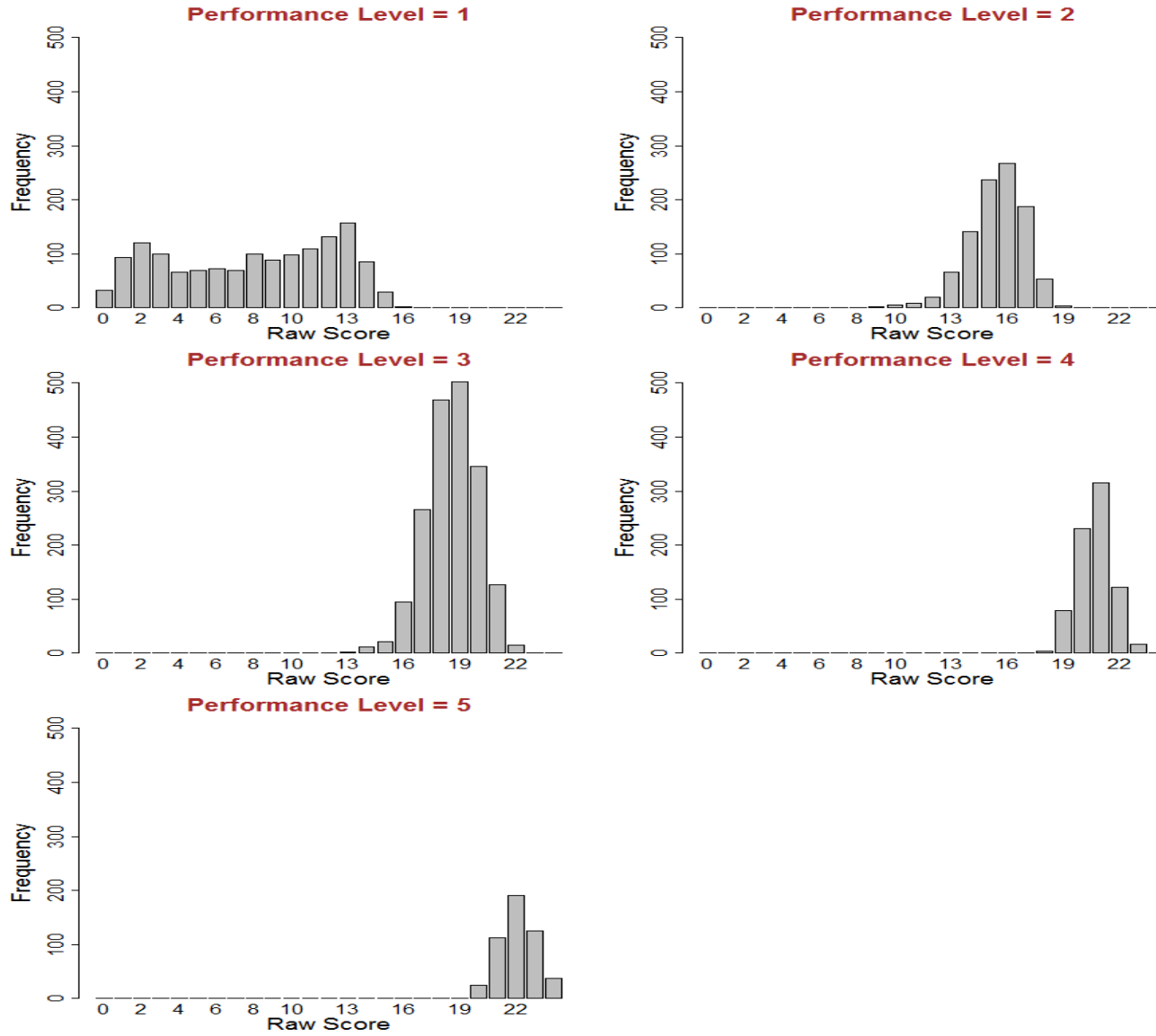




Figure S1.18: Summative Raw Score Summary - Grade 3 Speaking

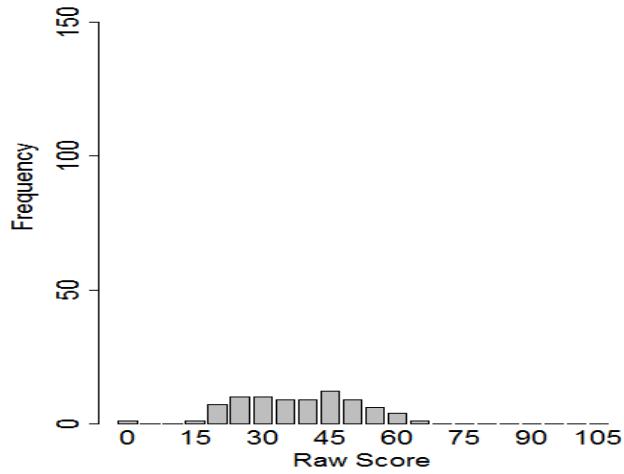


**Figure S1.19: Summative Raw Score Summary - Grade 3 Writing**

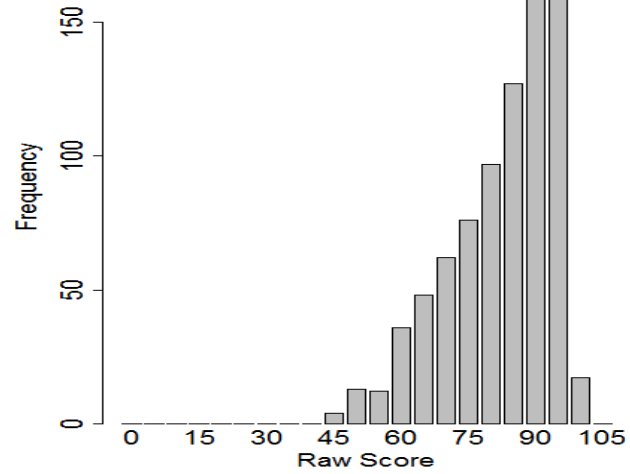


**Figure S1.20: Summative Raw Score Summary - Grade 3 Overall**

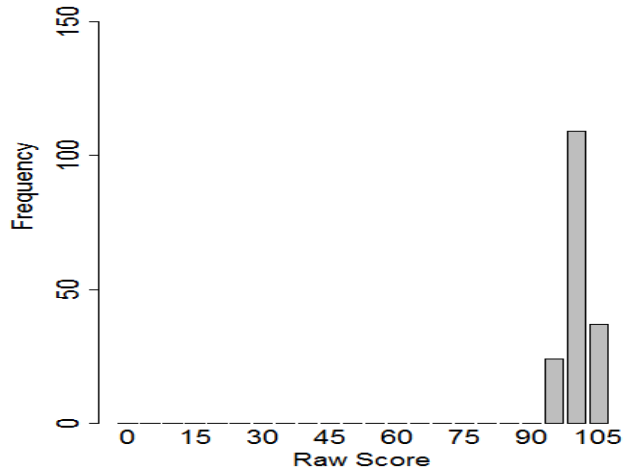
**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**



**Overall Proficiency = Proficient**



**Figure S1.21: Summative Raw Score Summary - Grade 4 Listening**

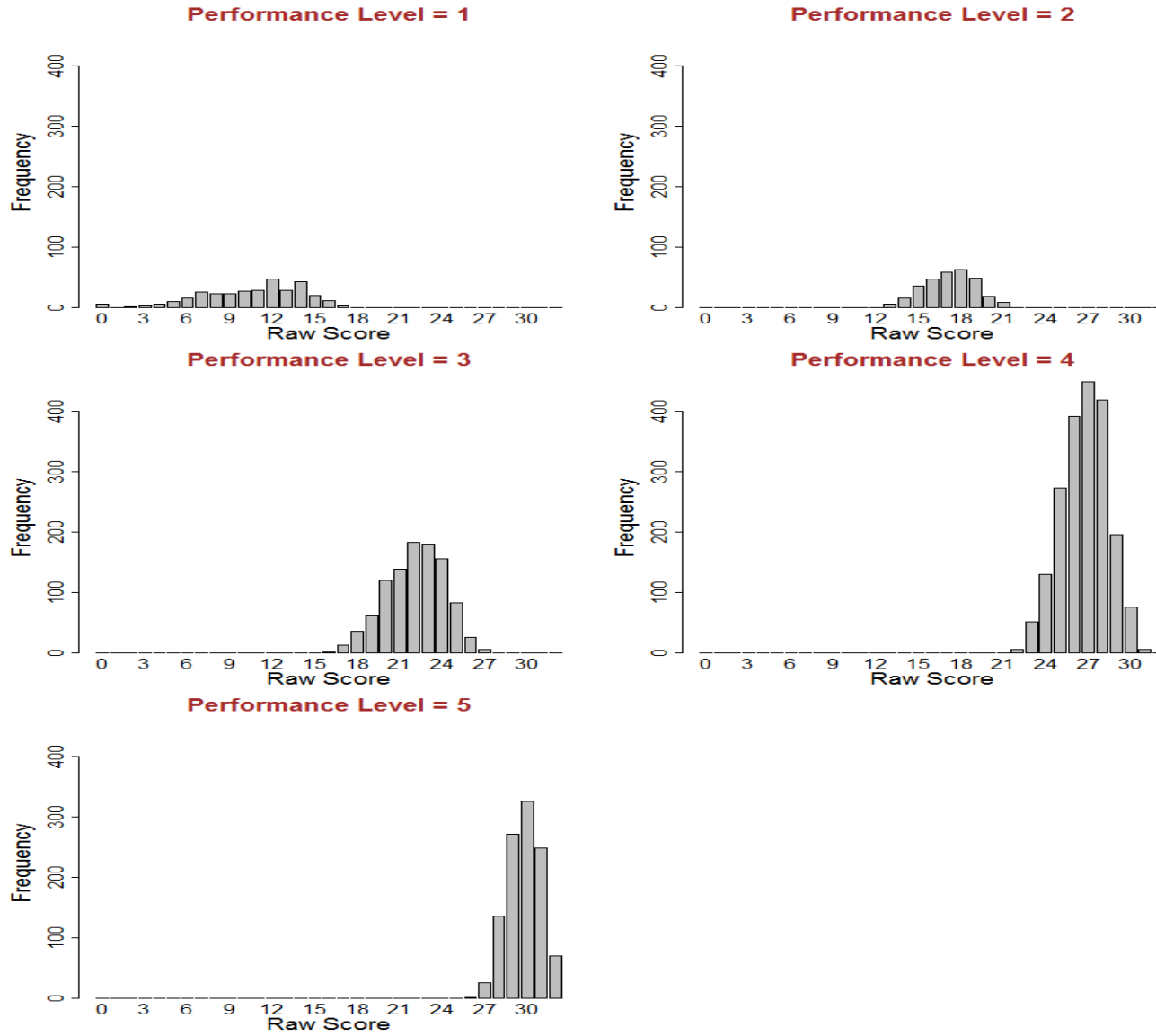
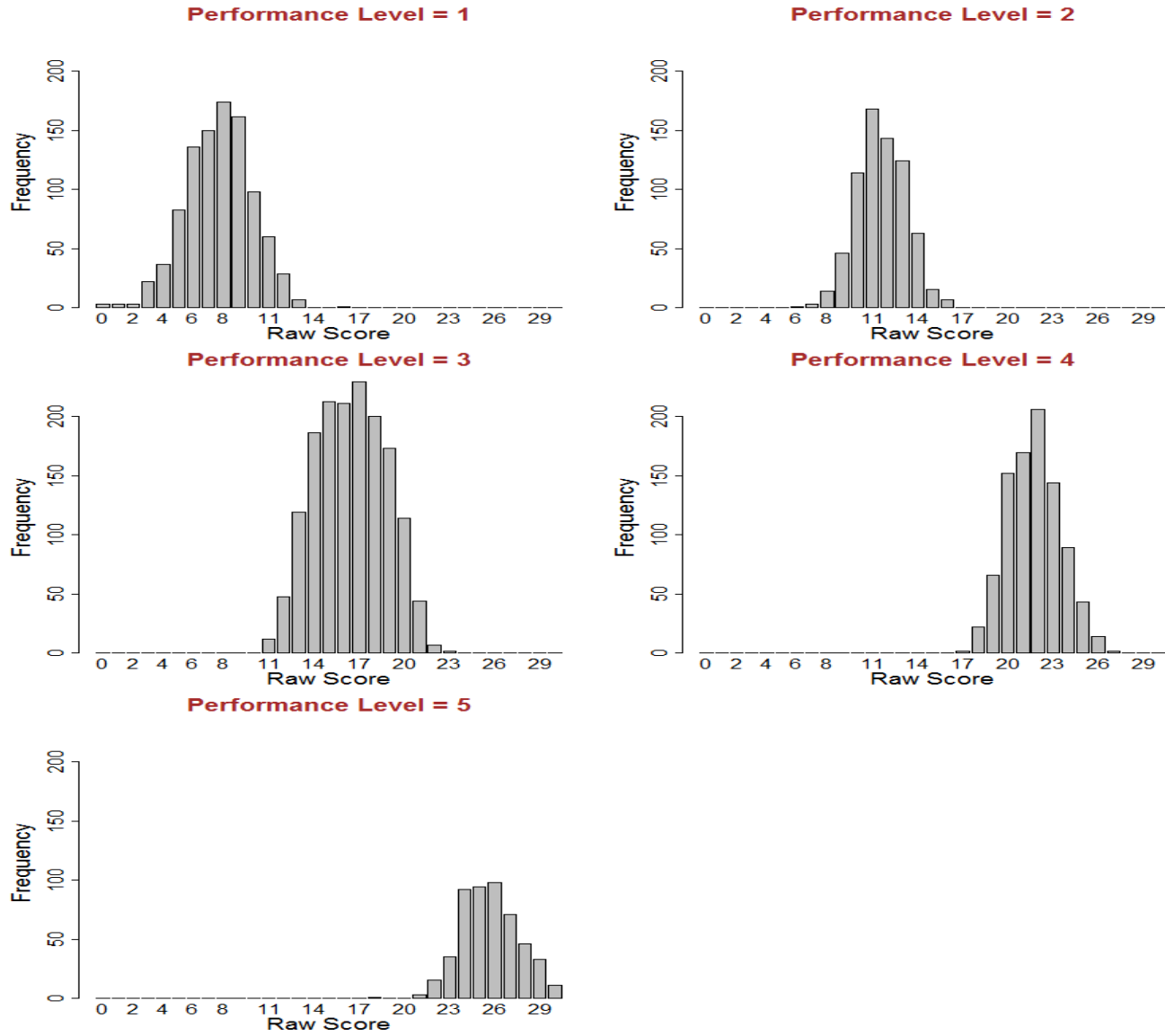


Figure S1.22: Summative Raw Score Summary - Grade 4 Reading



**Figure S1.23: Summative Raw Score Summary - Grade 4 Speaking**

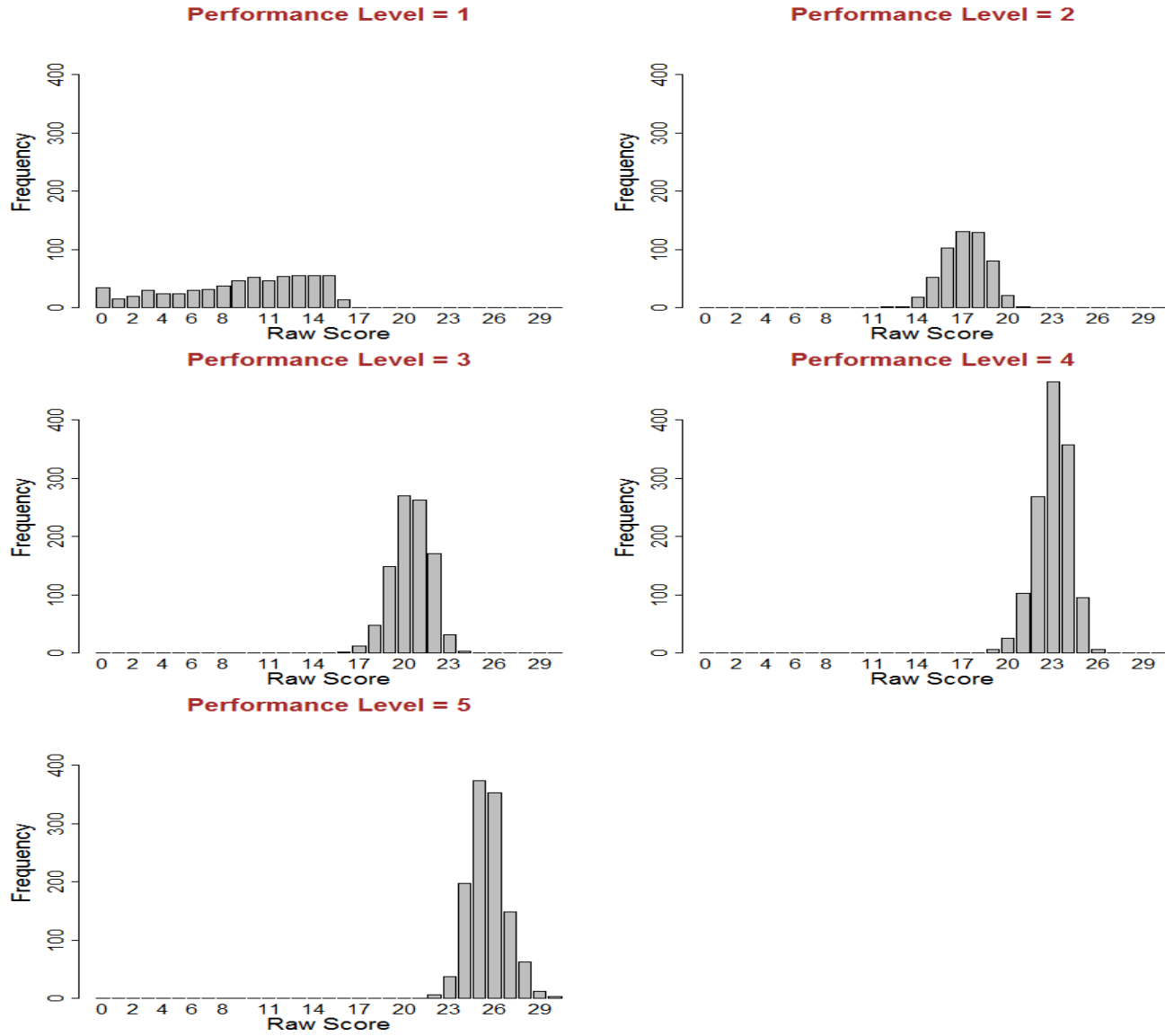
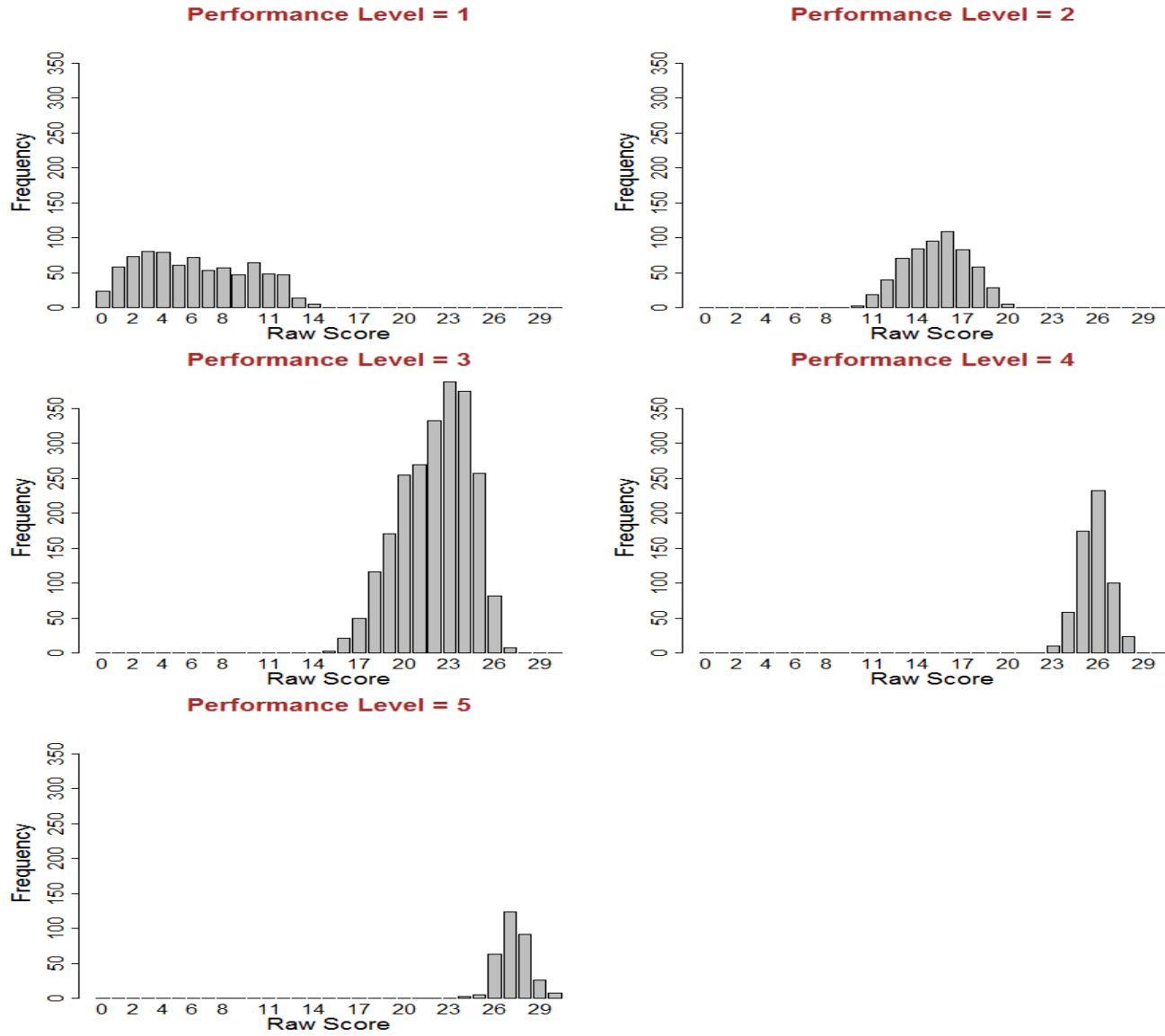
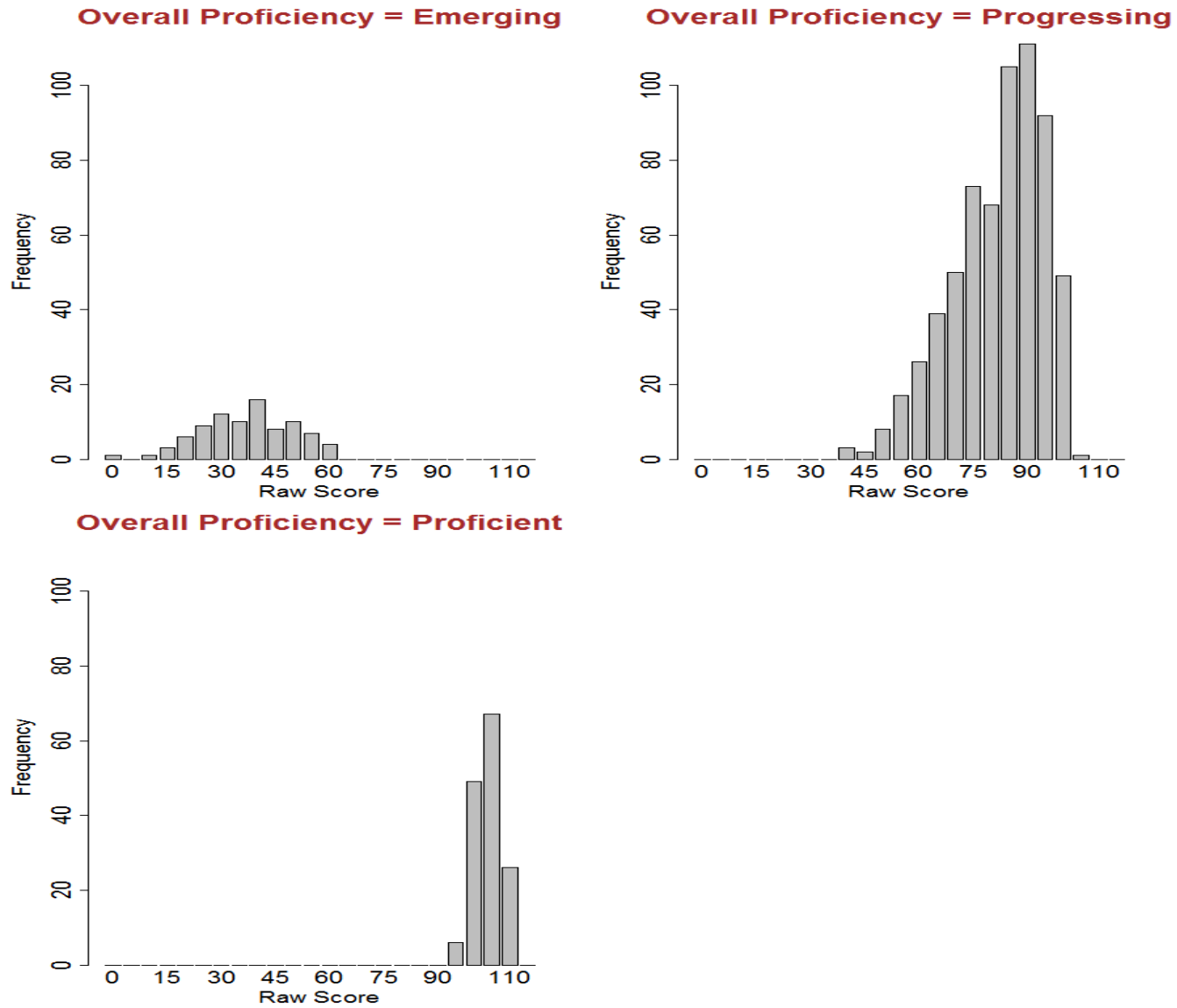


Figure S1.24: Summative Raw Score Summary - Grade 4 Writing

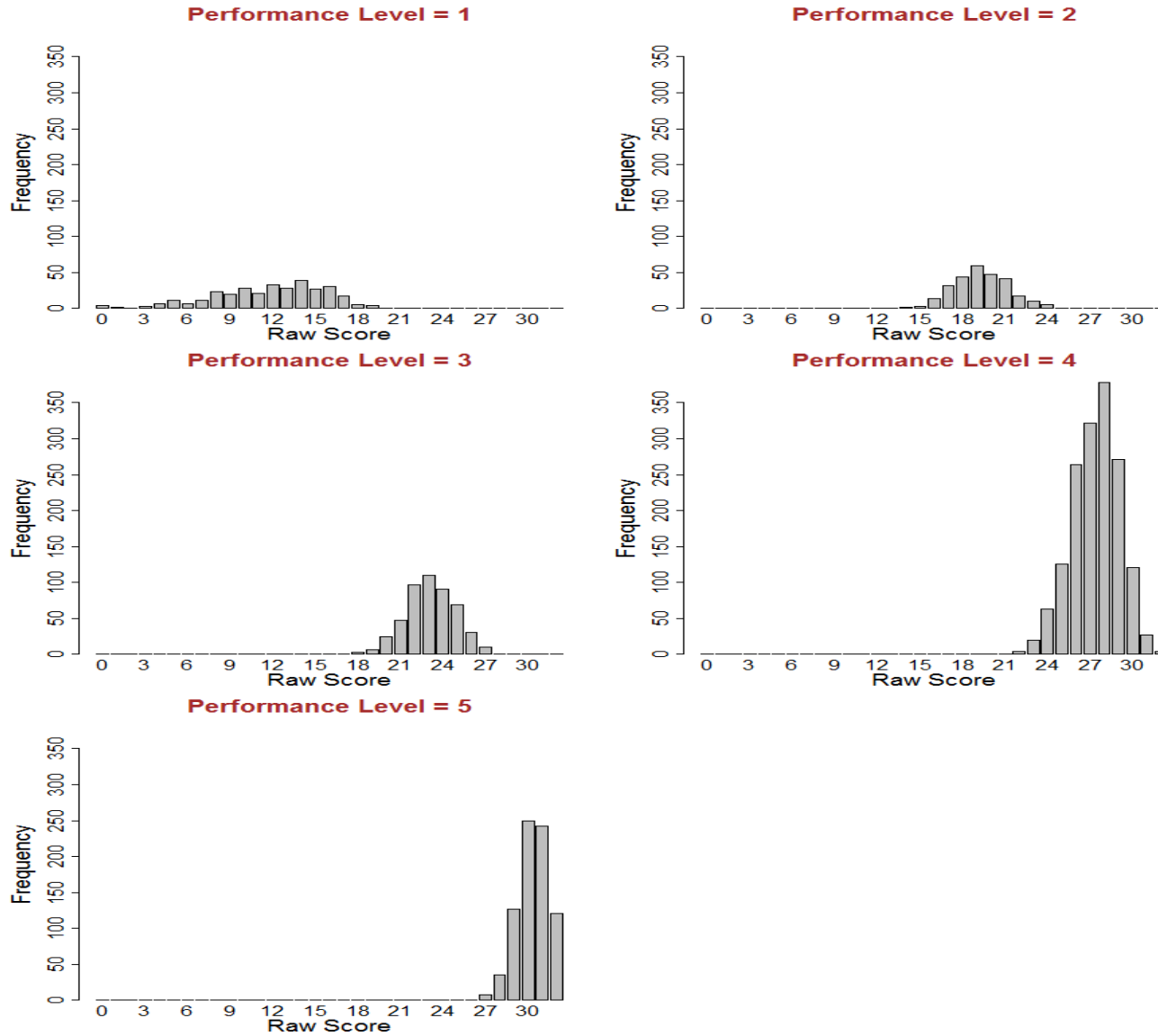


**Figure S1.25: Summative Raw Score Summary - Grade 4 Overall**

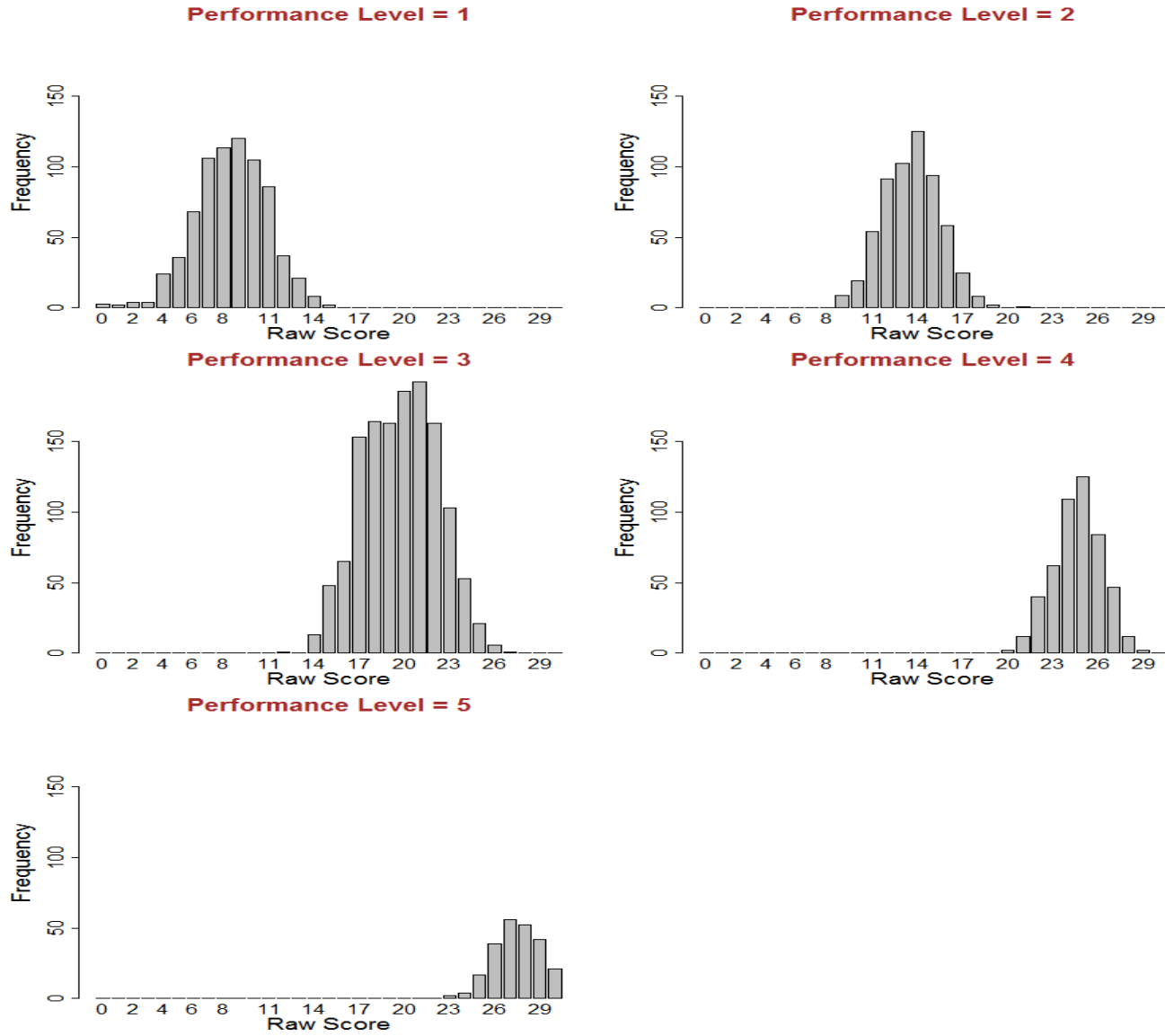




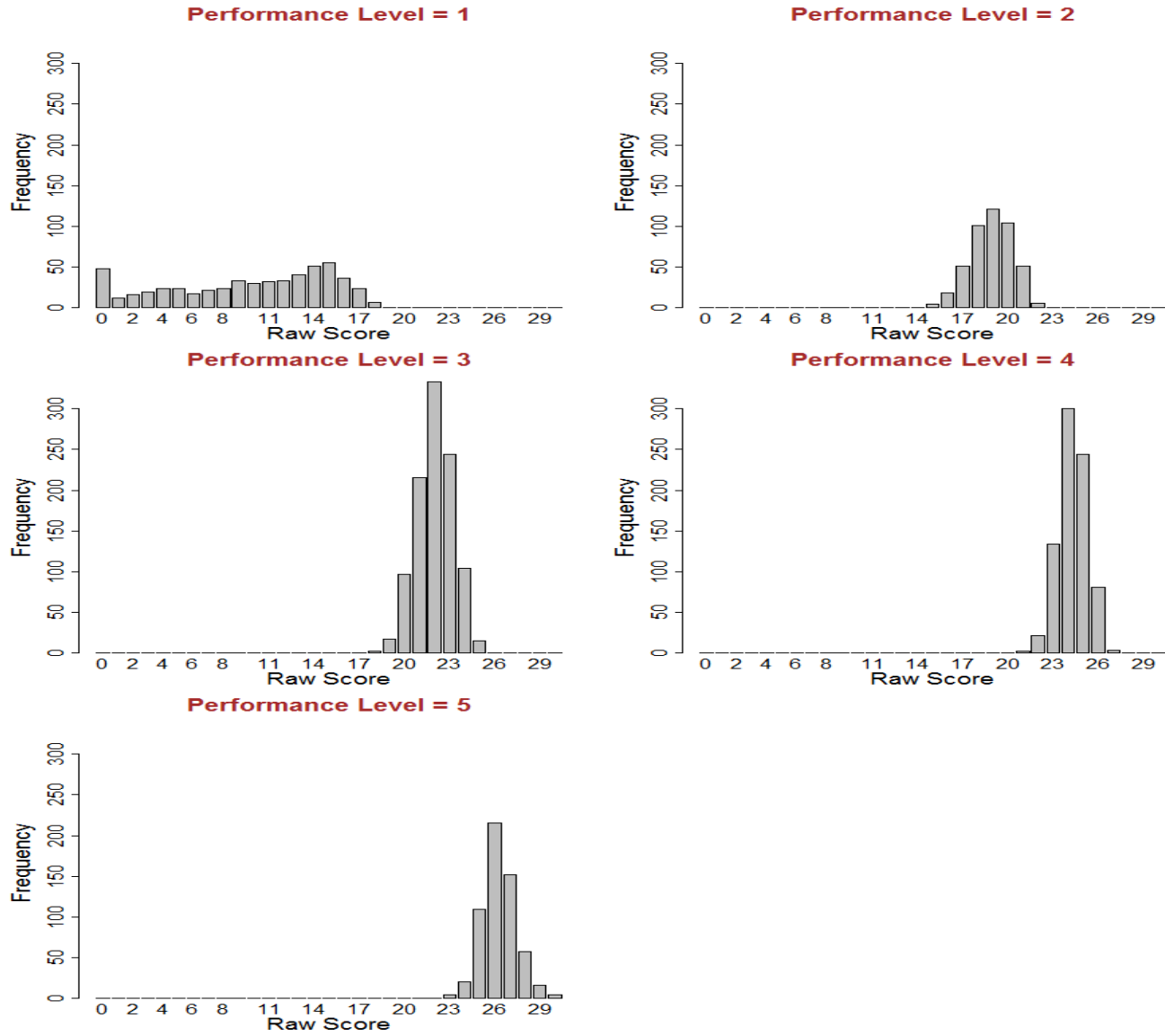
**Figure S1.26: Summative Raw Score Summary - Grade 5 Listening**



**Figure S1.27: Summative Raw Score Summary - Grade 5 Reading**

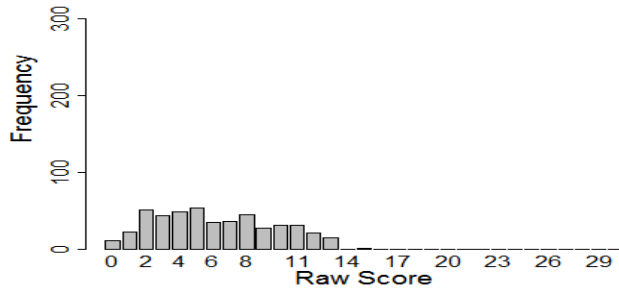


**Figure S1.28: Summative Raw Score Summary - Grade 5 Speaking**

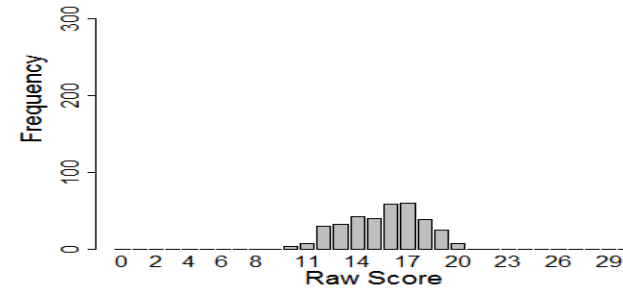


**Figure S1.29: Summative Raw Score Summary - Grade 5 Writing**

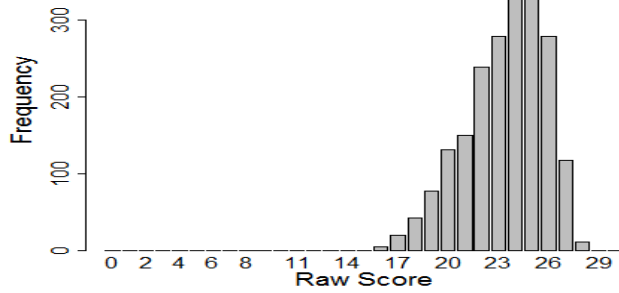
**Performance Level = 1**



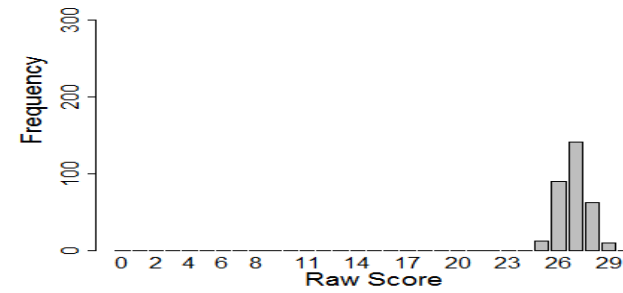
**Performance Level = 2**



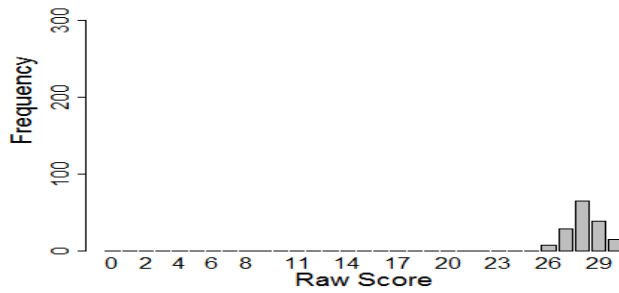
**Performance Level = 3**



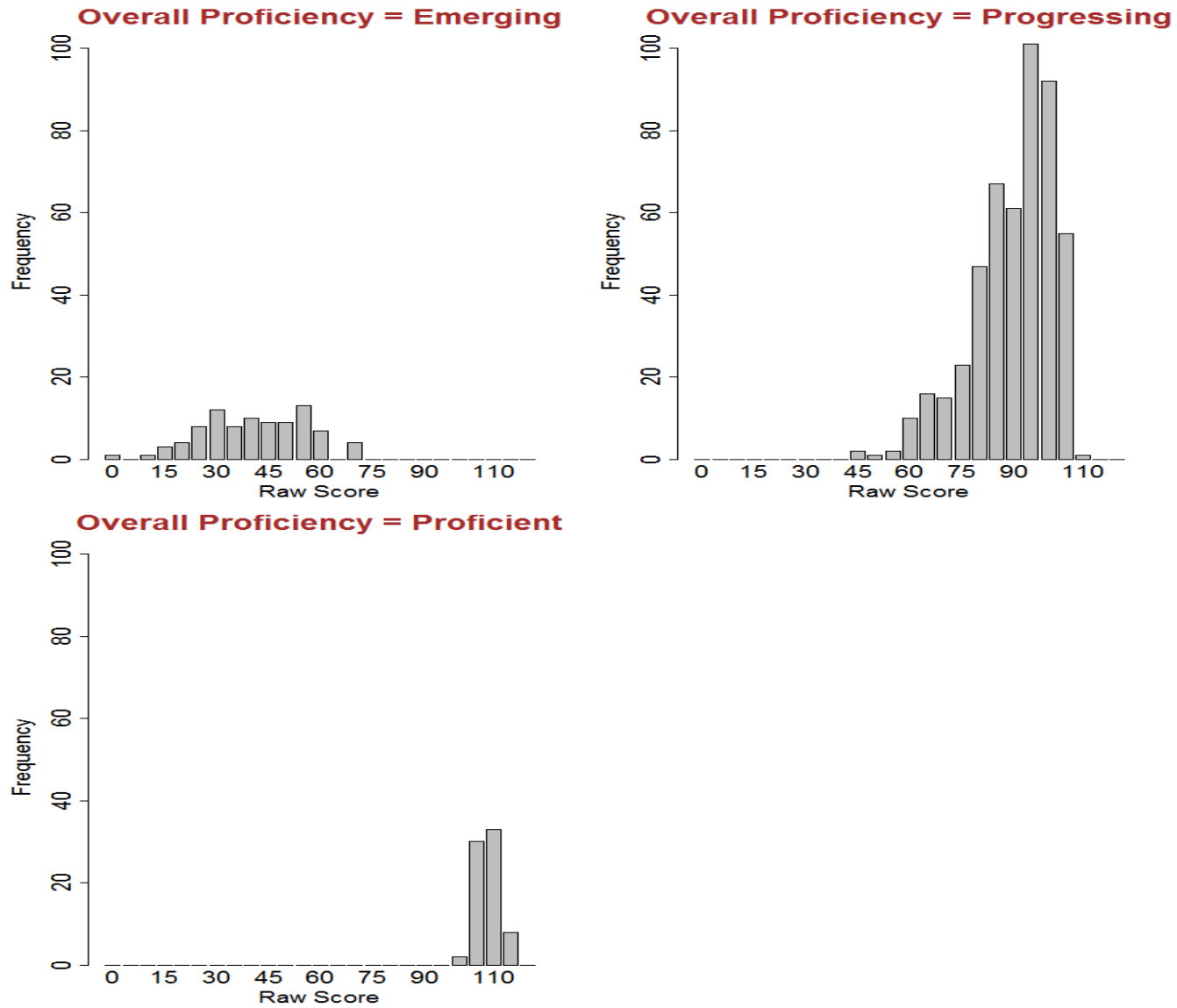
**Performance Level = 4**



**Performance Level = 5**



**Figure S1.30: Summative Raw Score Summary - Grade 5 Overall**



**Figure S1.31: Summative Raw Score Summary - Grade 6 Listening**

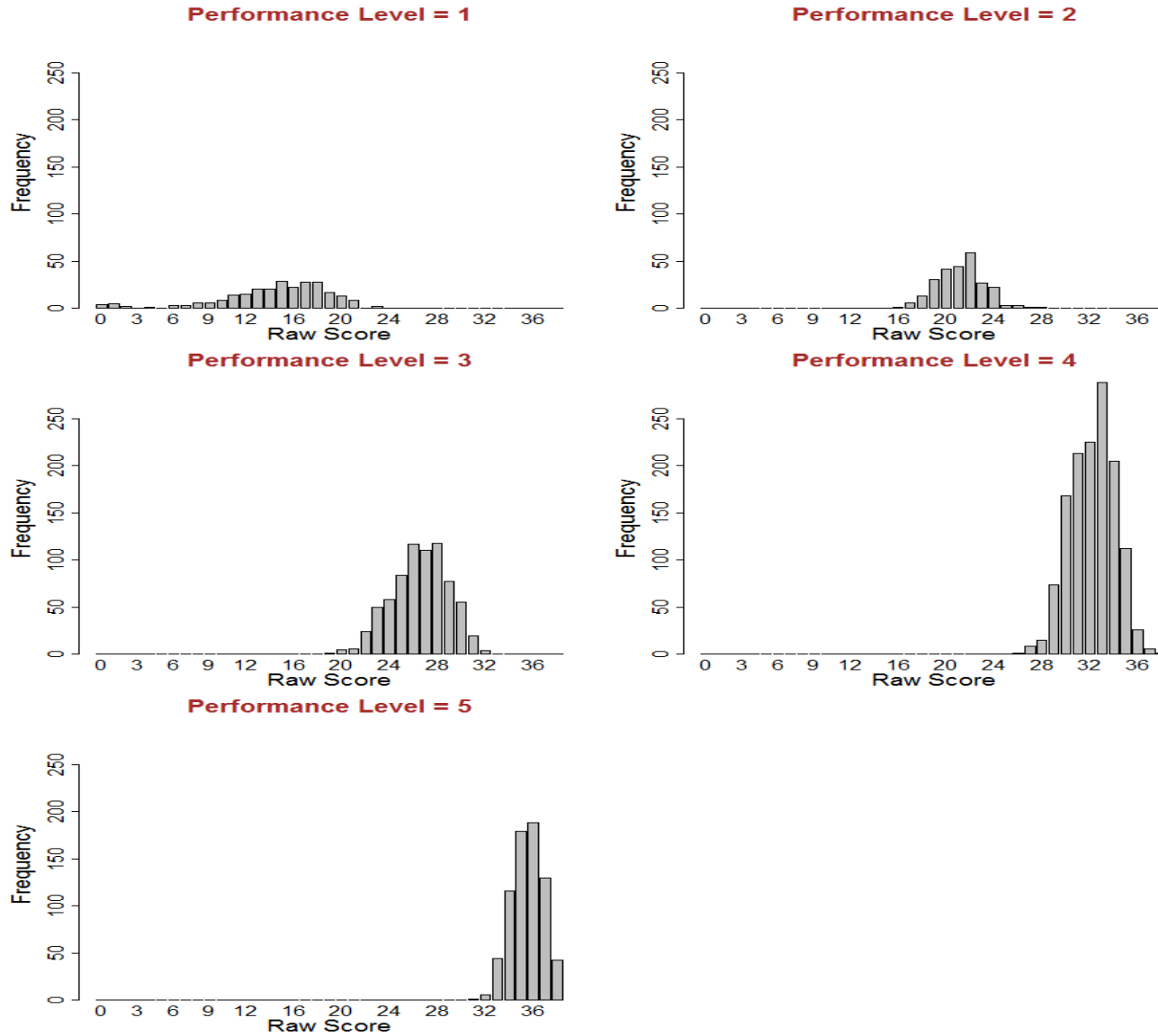
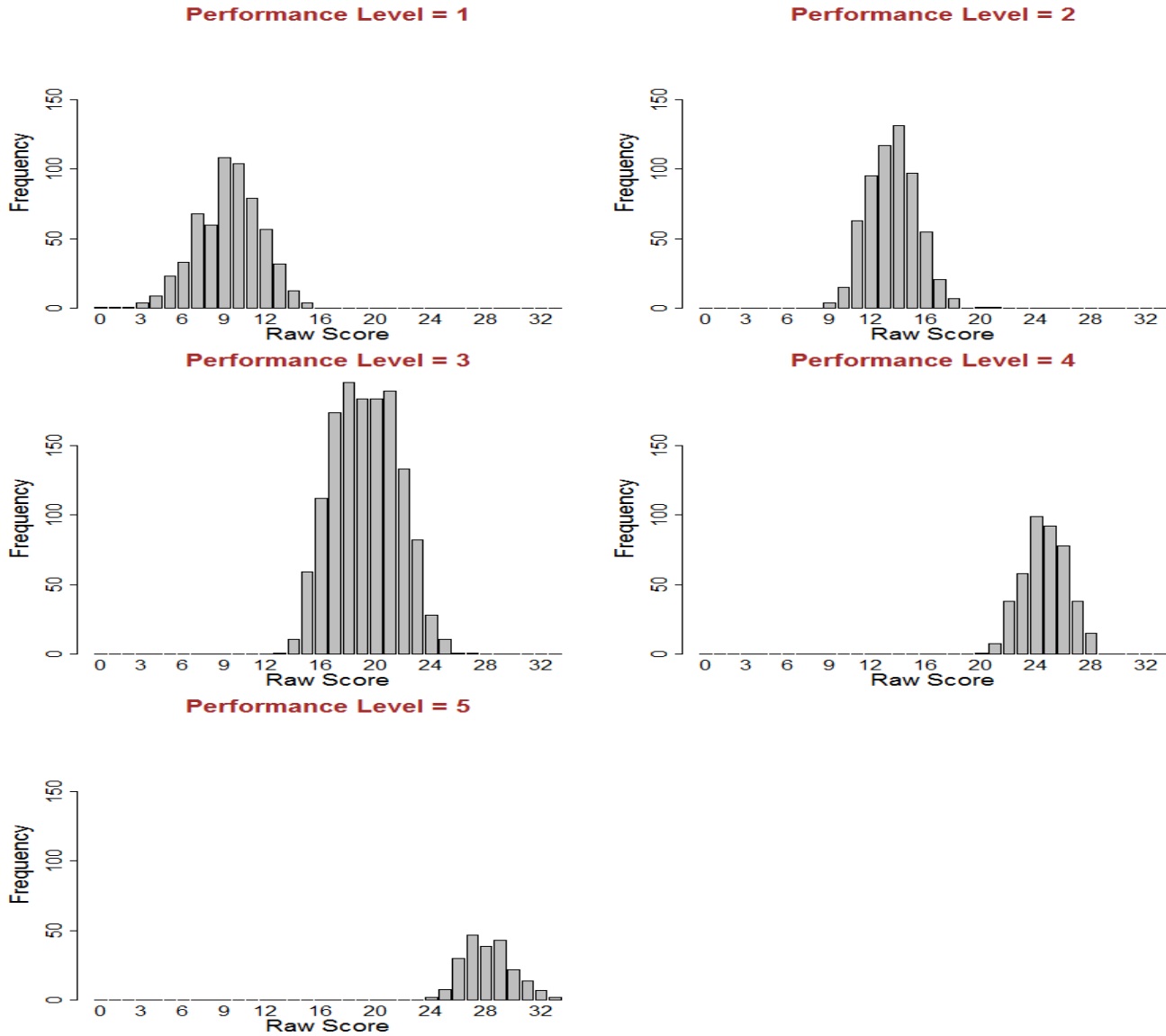


Figure S1.32: Summative Raw Score Summary - Grade 6 Reading



**Figure S1.33: Summative Raw Score Summary - Grade 6 Speaking**

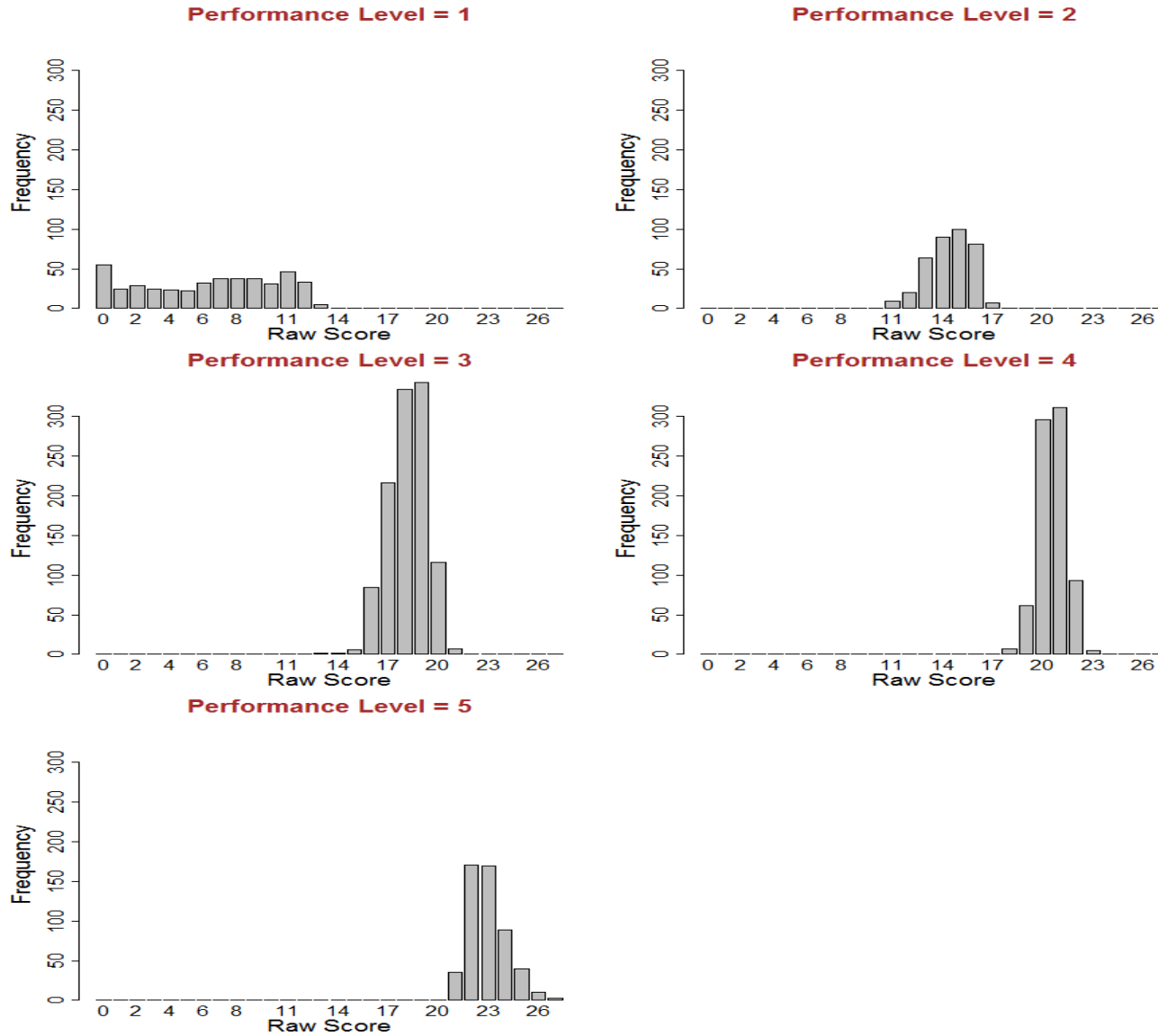
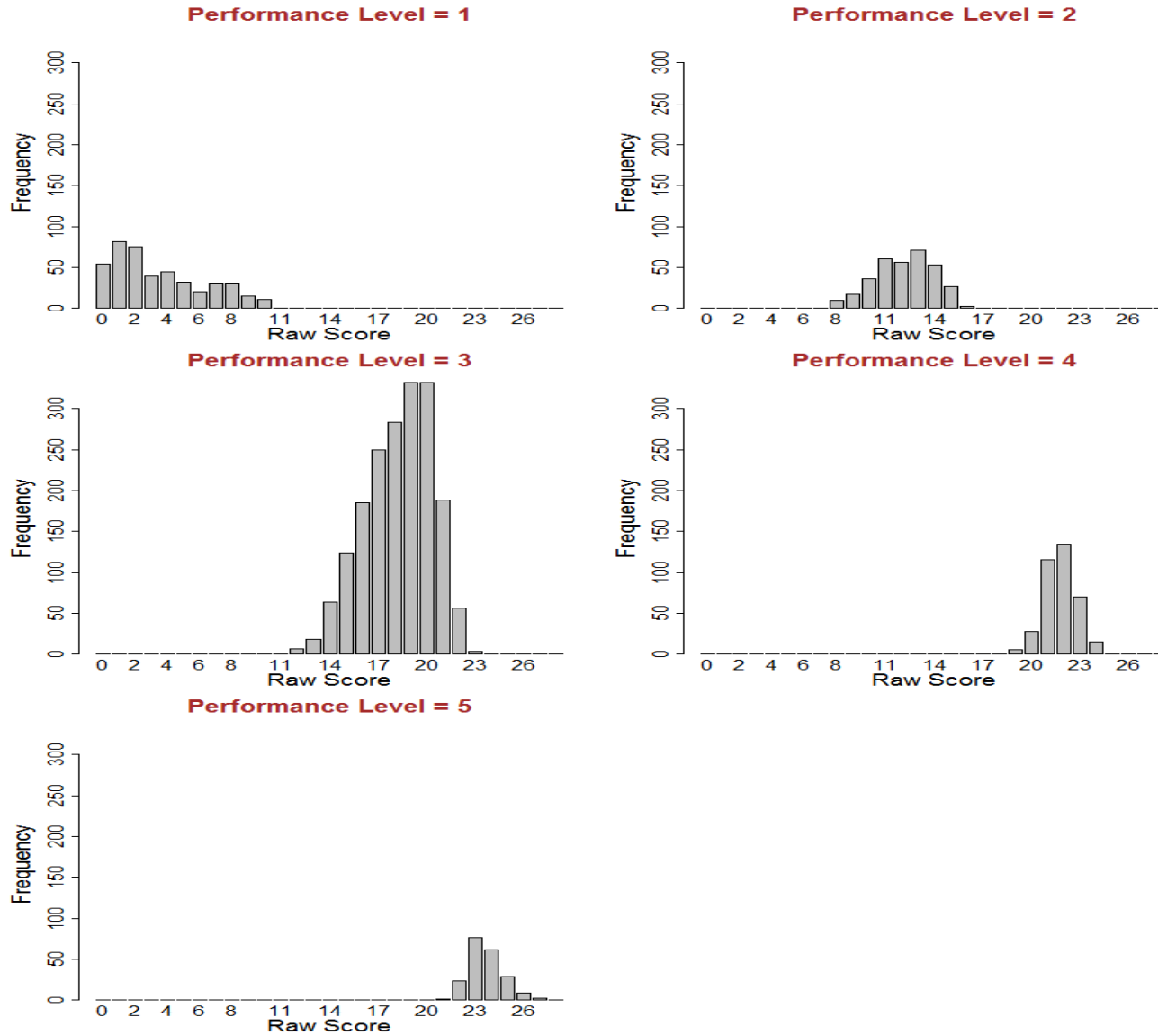




Figure S1.34: Summative Raw Score Summary - Grade 6 Writing



**Figure S1.35: Summative Raw Score Summary - Grade 6 Overall**

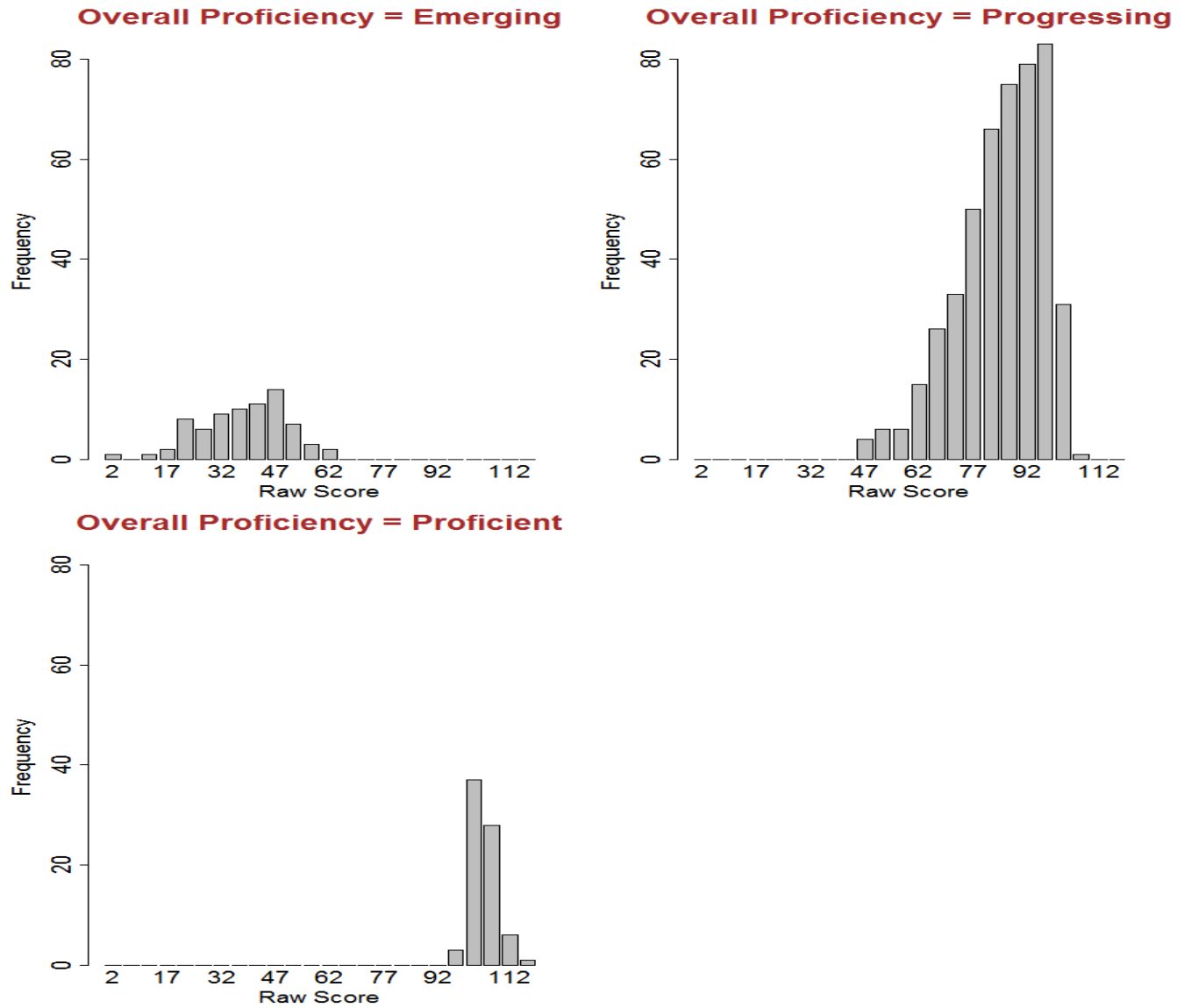
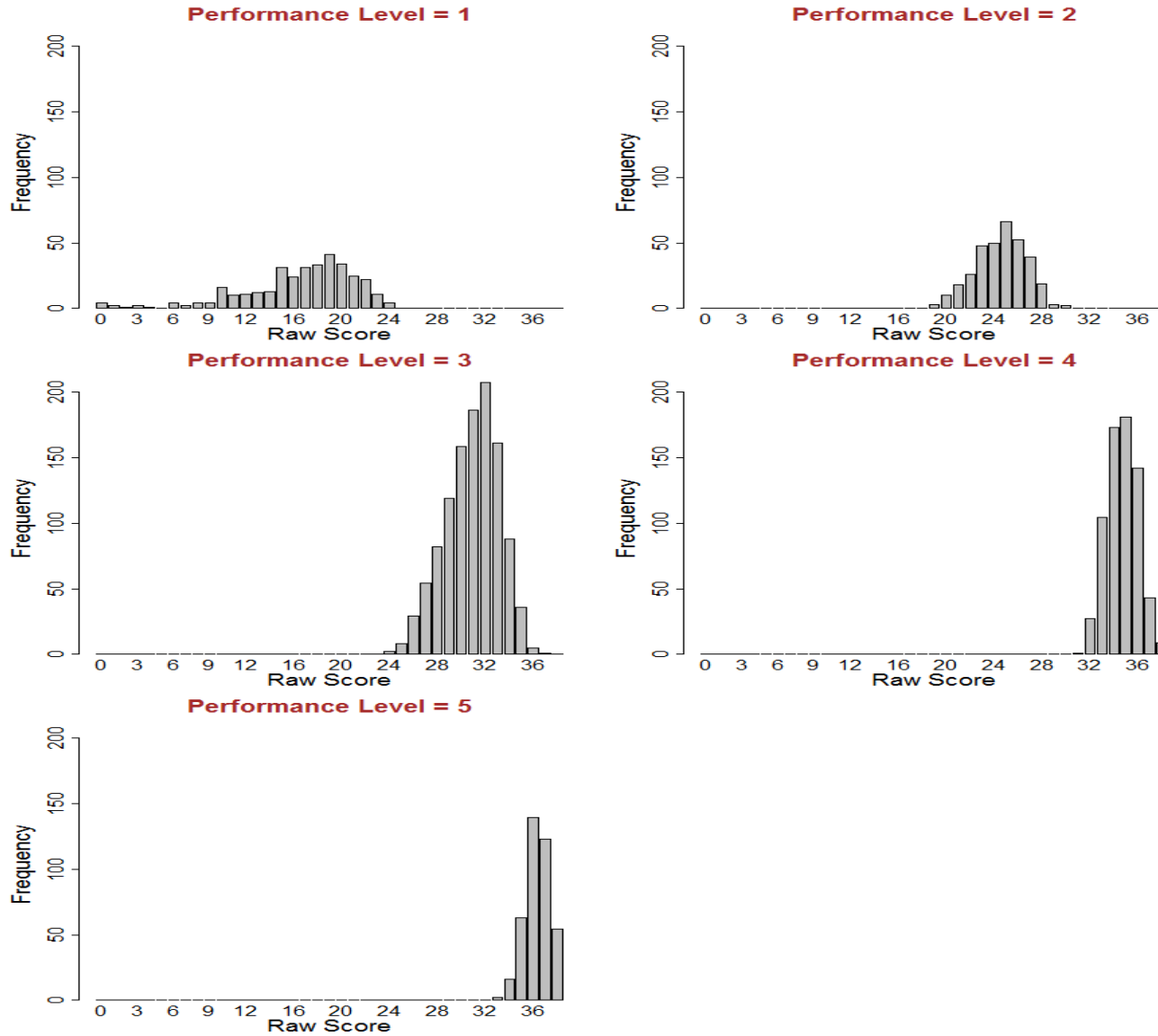


Figure S1.36: Summative Raw Score Summary - Grade 7 Listening



**Figure S1.37: Summative Raw Score Summary - Grade 7 Reading**

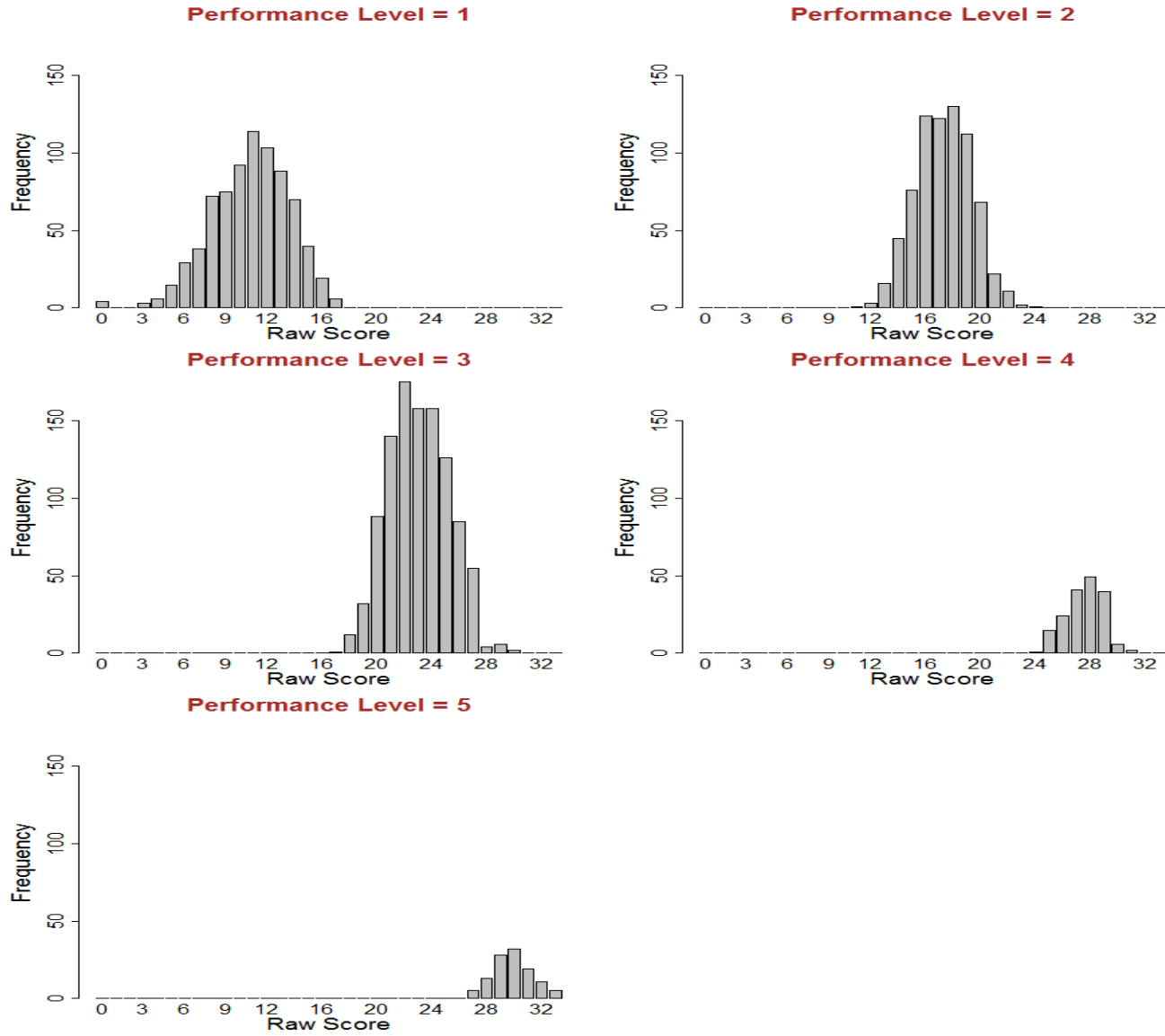
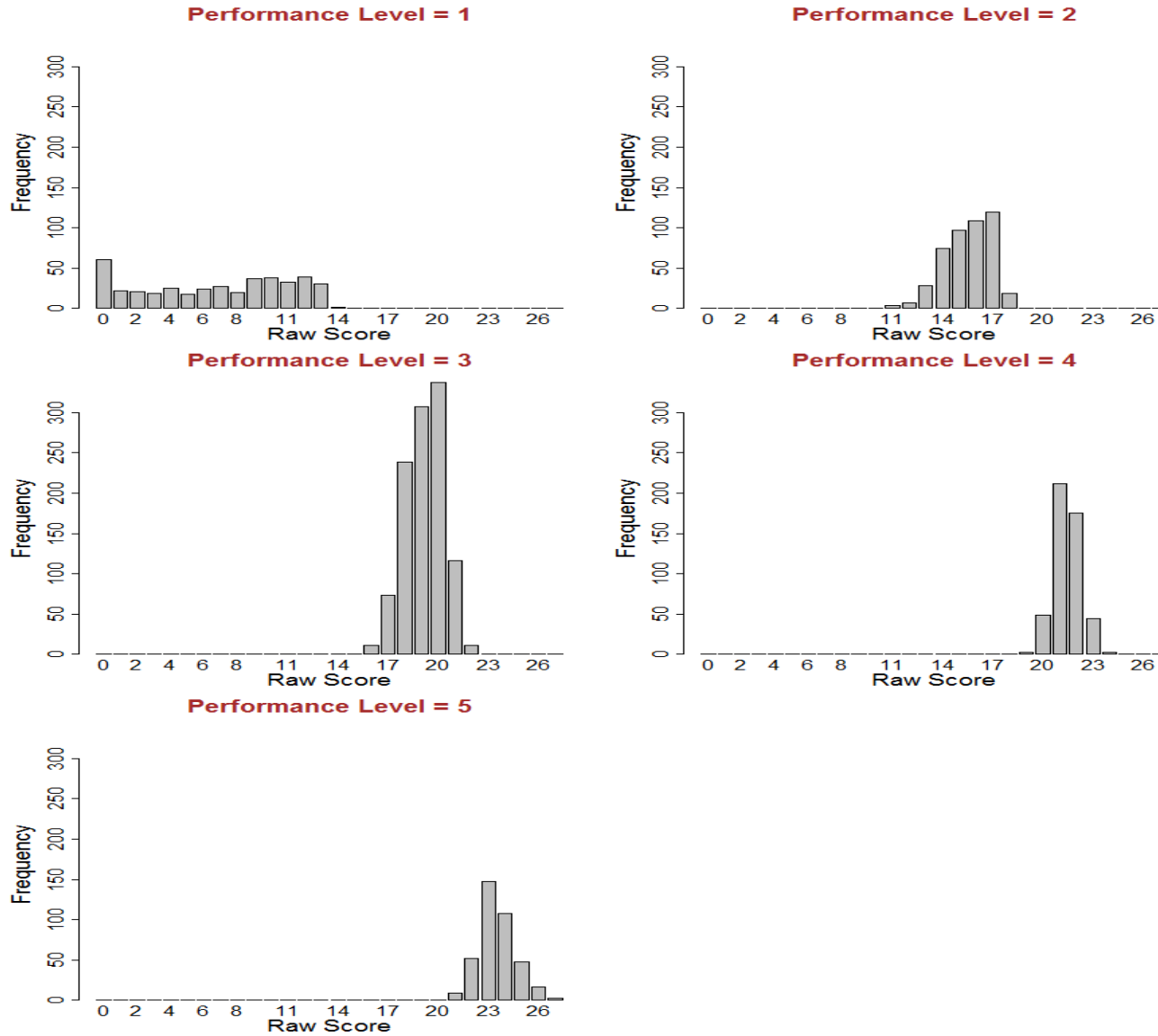
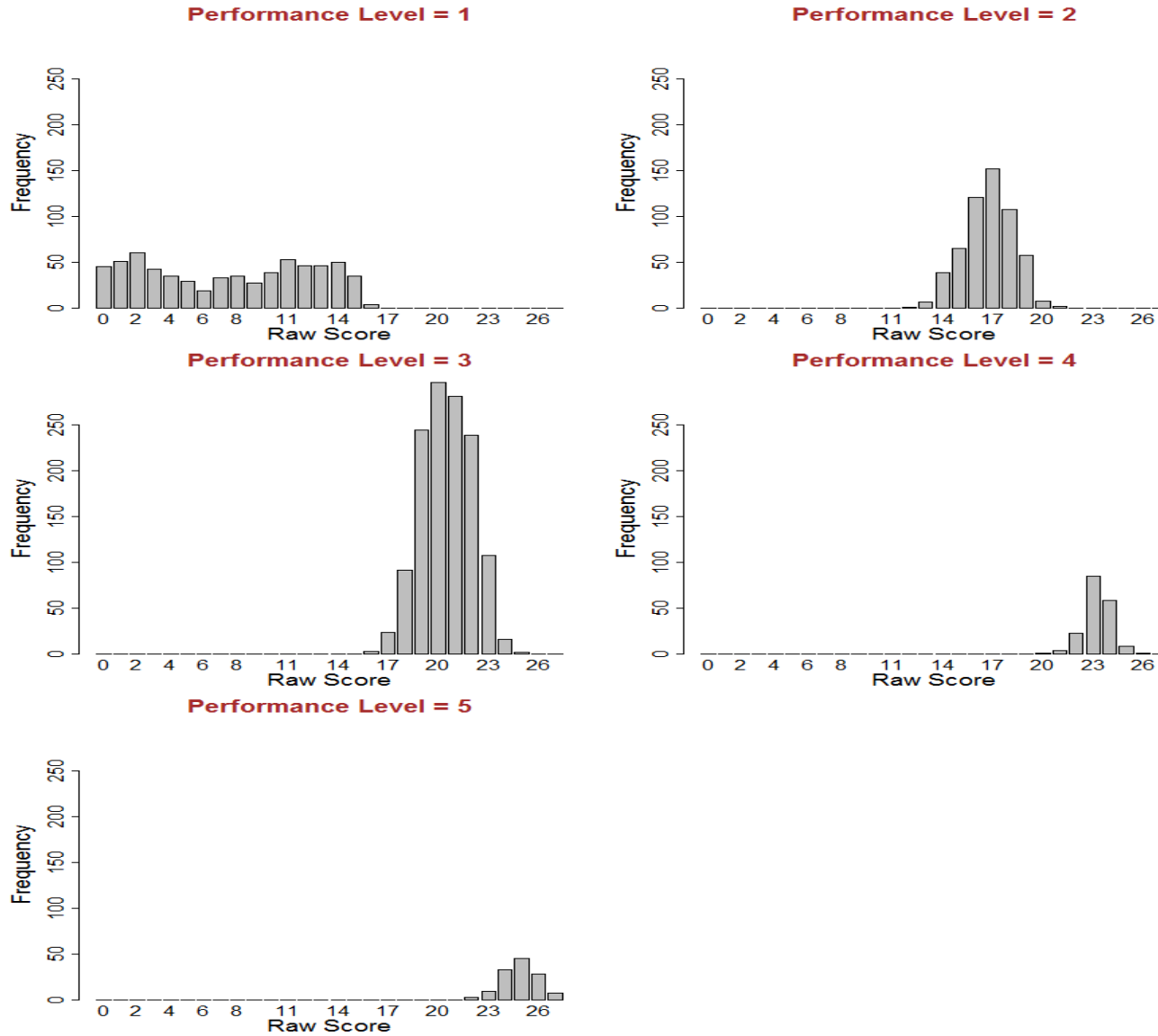


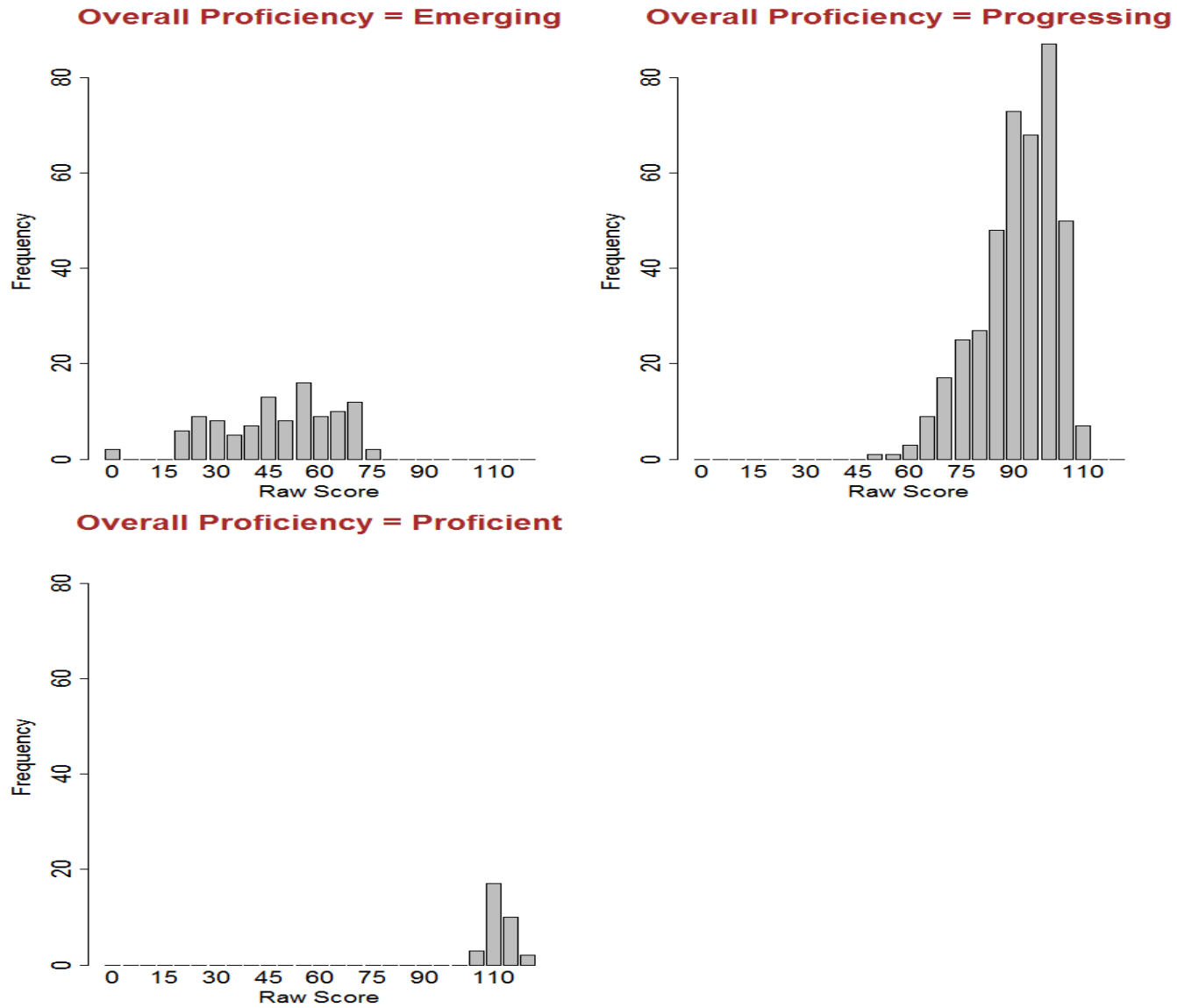
Figure S1.38: Summative Raw Score Summary - Grade 7 Speaking



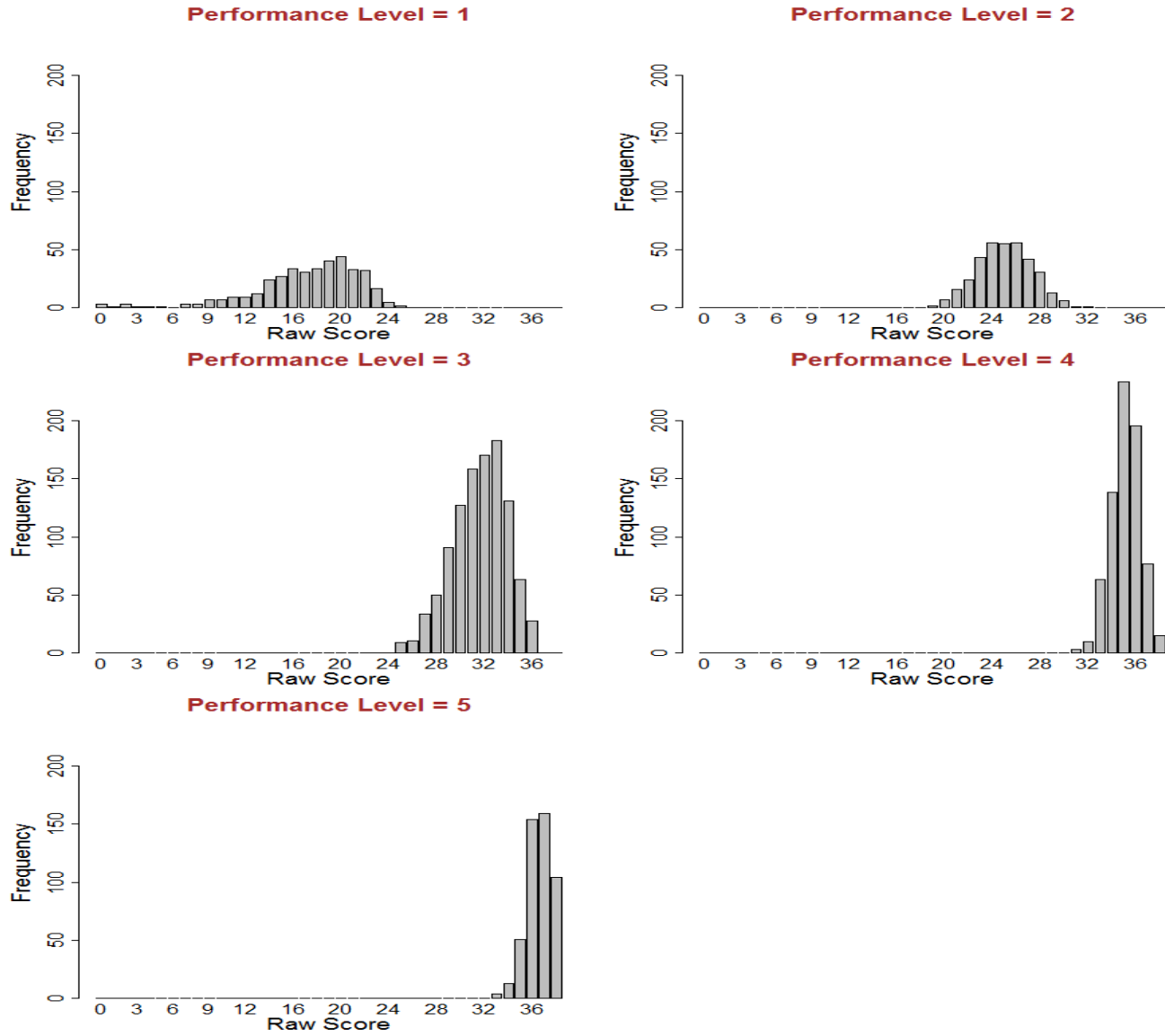
**Figure S1.39: Summative Raw Score Summary - Grade 7 Writing**



**Figure S1.40: Summative Raw Score Summary - Grade 7 Overall**



**Figure S1.41: Summative Raw Score Summary - Grade 8 Listening**





**Figure S1.42: Summative Raw Score Summary - Grade 8 Reading**

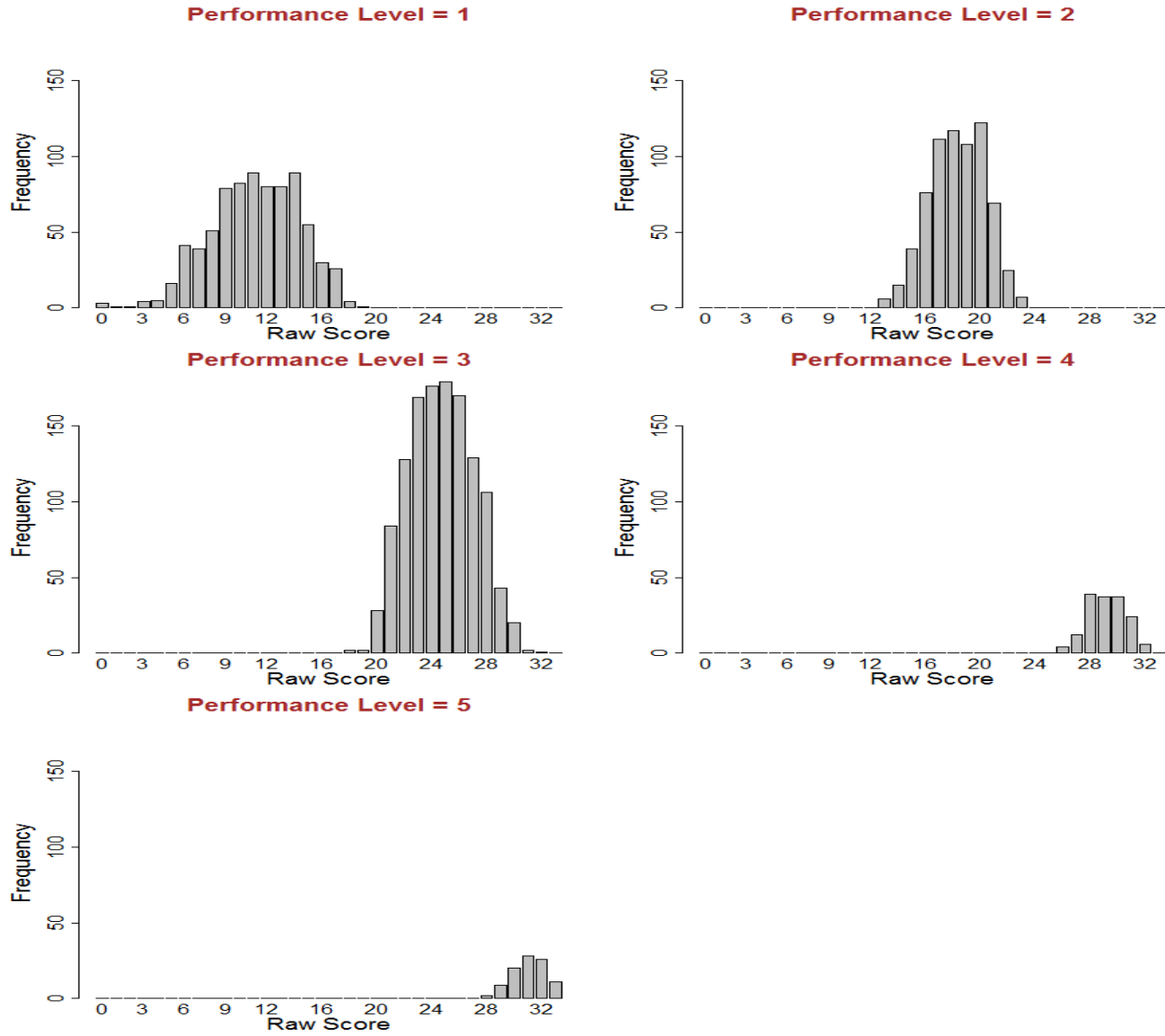


Figure S1.43: Summative Raw Score Summary - Grade 8 Speaking

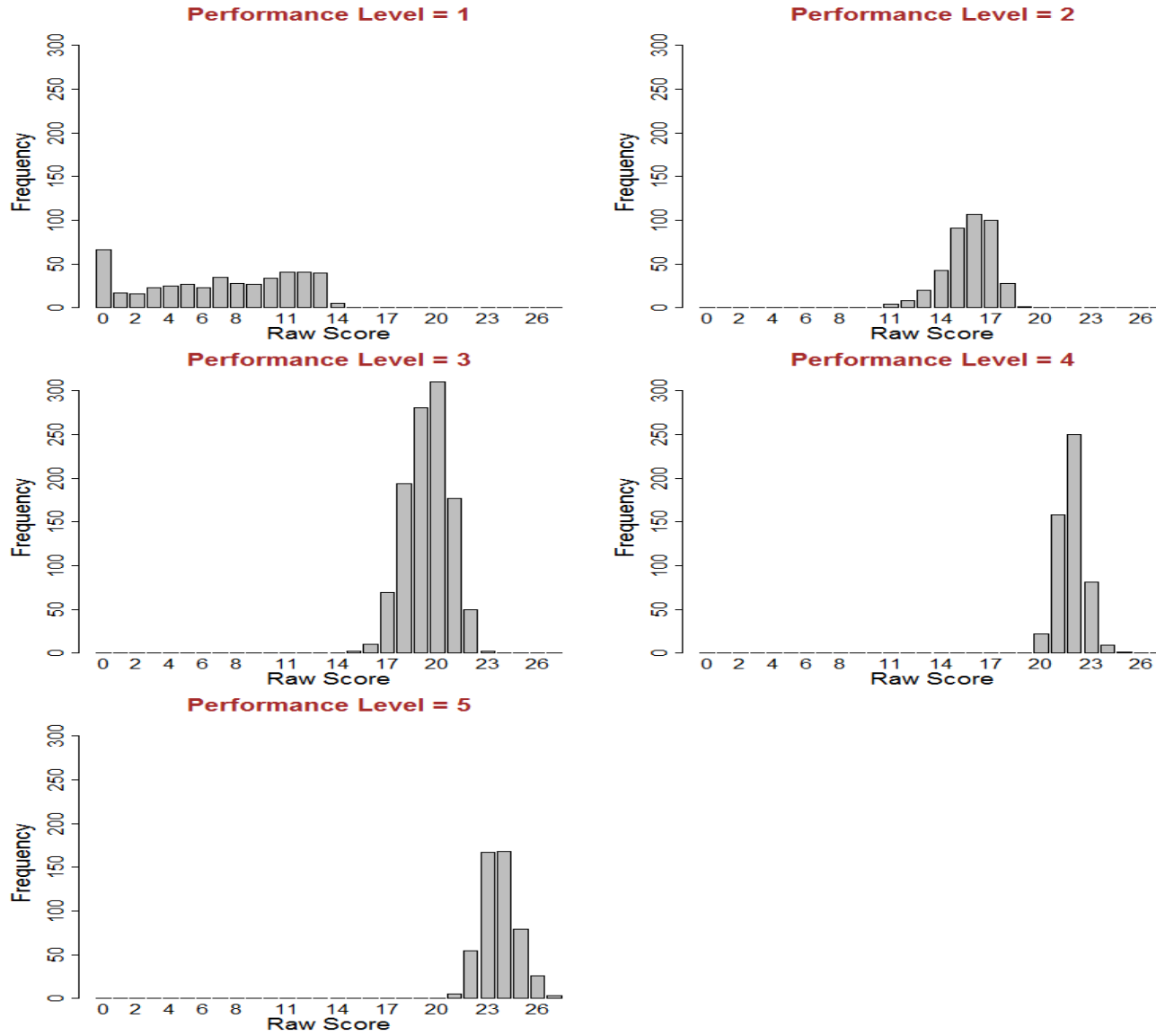
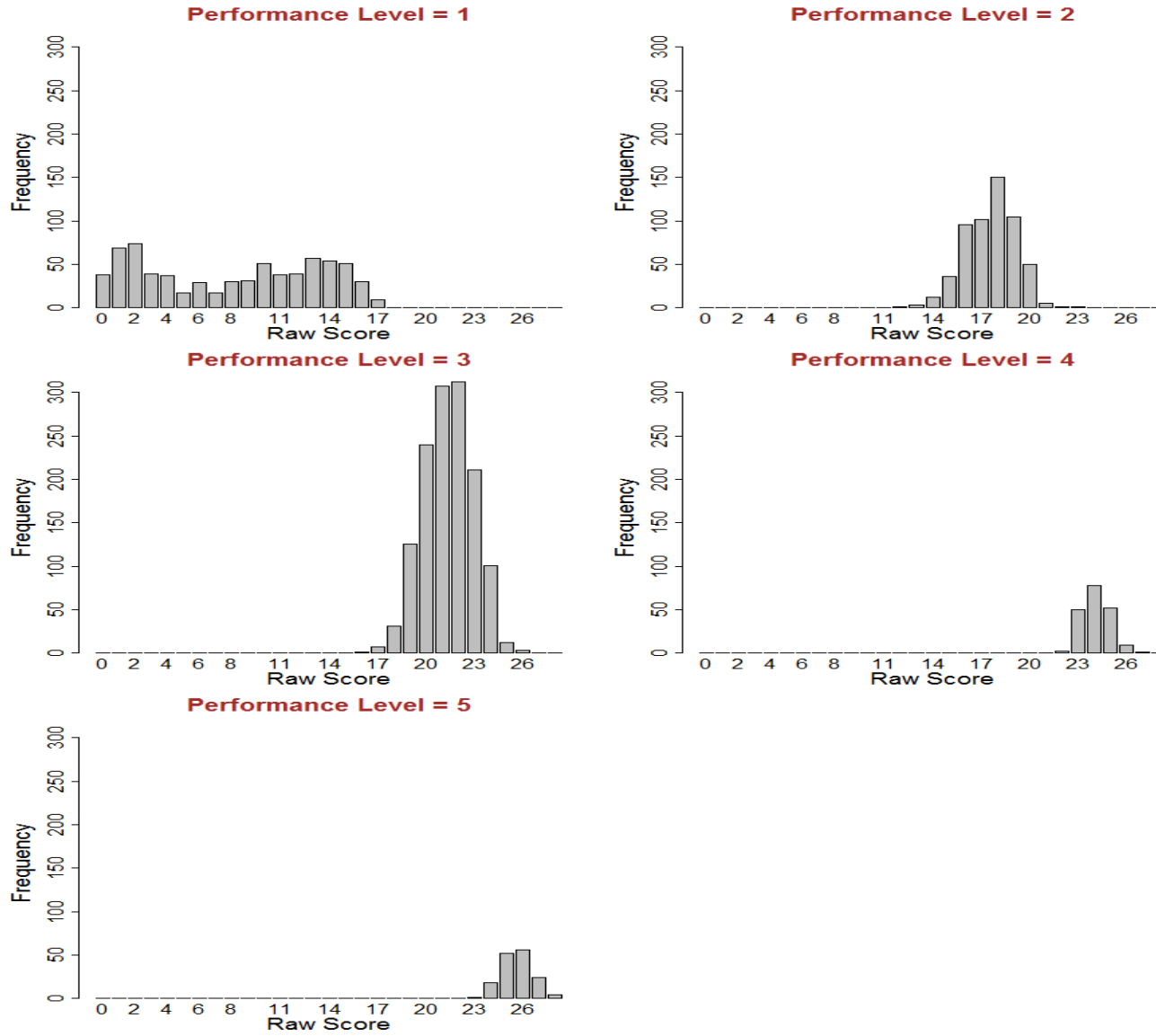
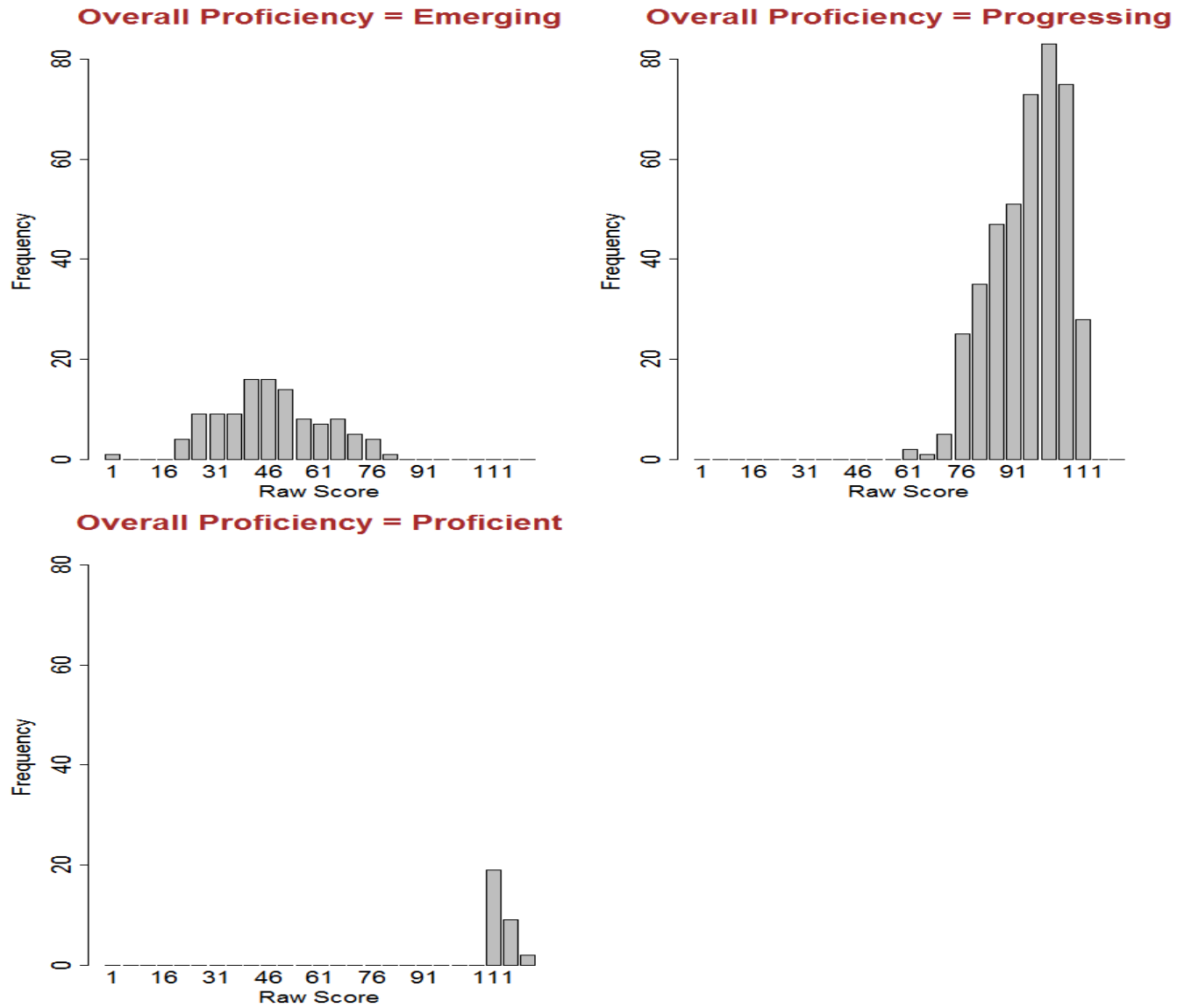


Figure S1.44: Summative Raw Score Summary - Grade 8 Writing

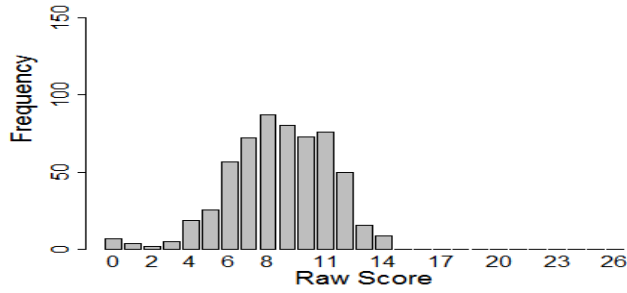


**Figure S1.45: Summative Raw Score Summary - Grade 8 Overall**

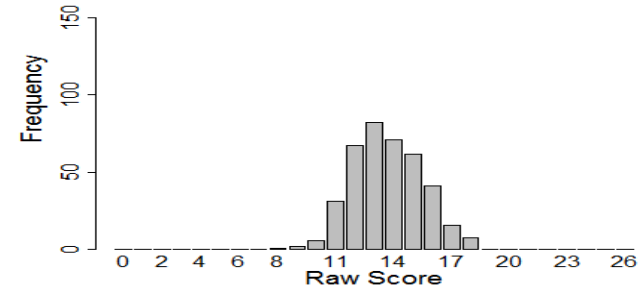


**Figure S1.46: Summative Raw Score Summary - Grade 9 Listening**

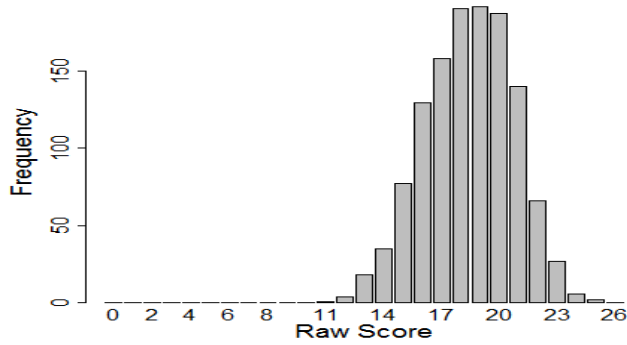
**Performance Level = 1**



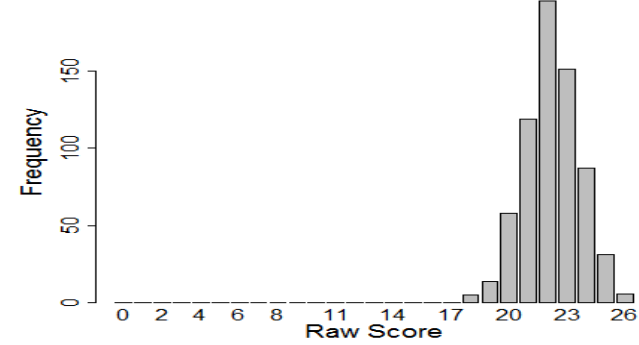
**Performance Level = 2**



**Performance Level = 3**



**Performance Level = 4**



**Performance Level = 5**

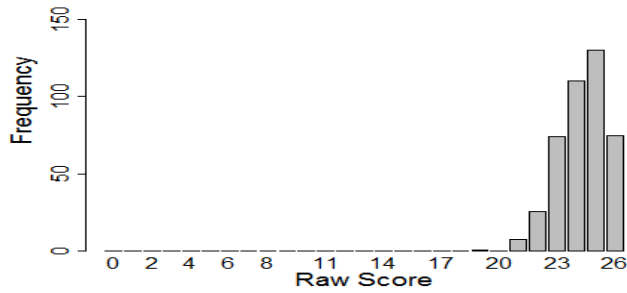


Figure S1.47: Summative Raw Score Summary - Grade 9 Reading

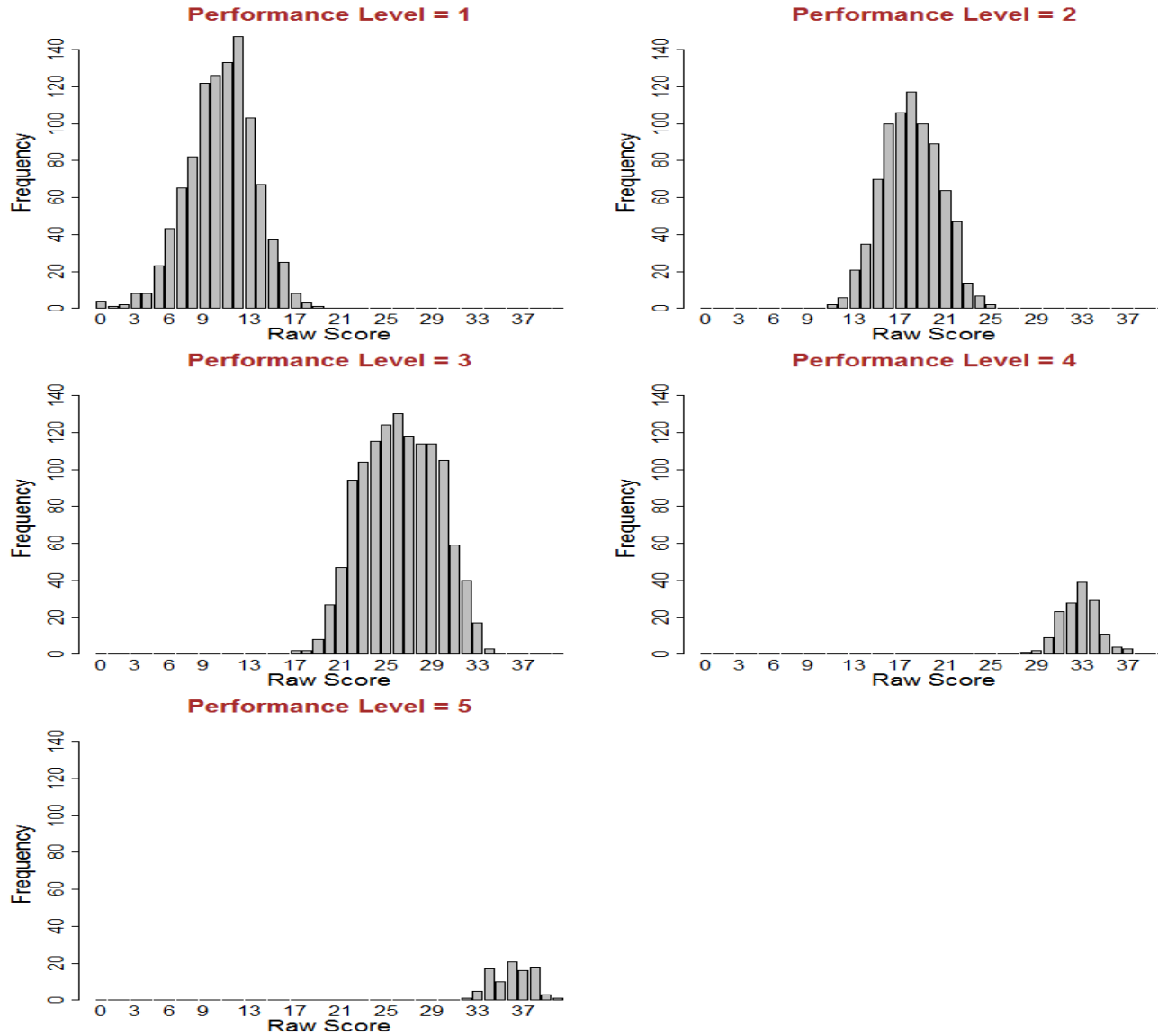


Figure S1.48: Summative Raw Score Summary - Grade 9 Speaking

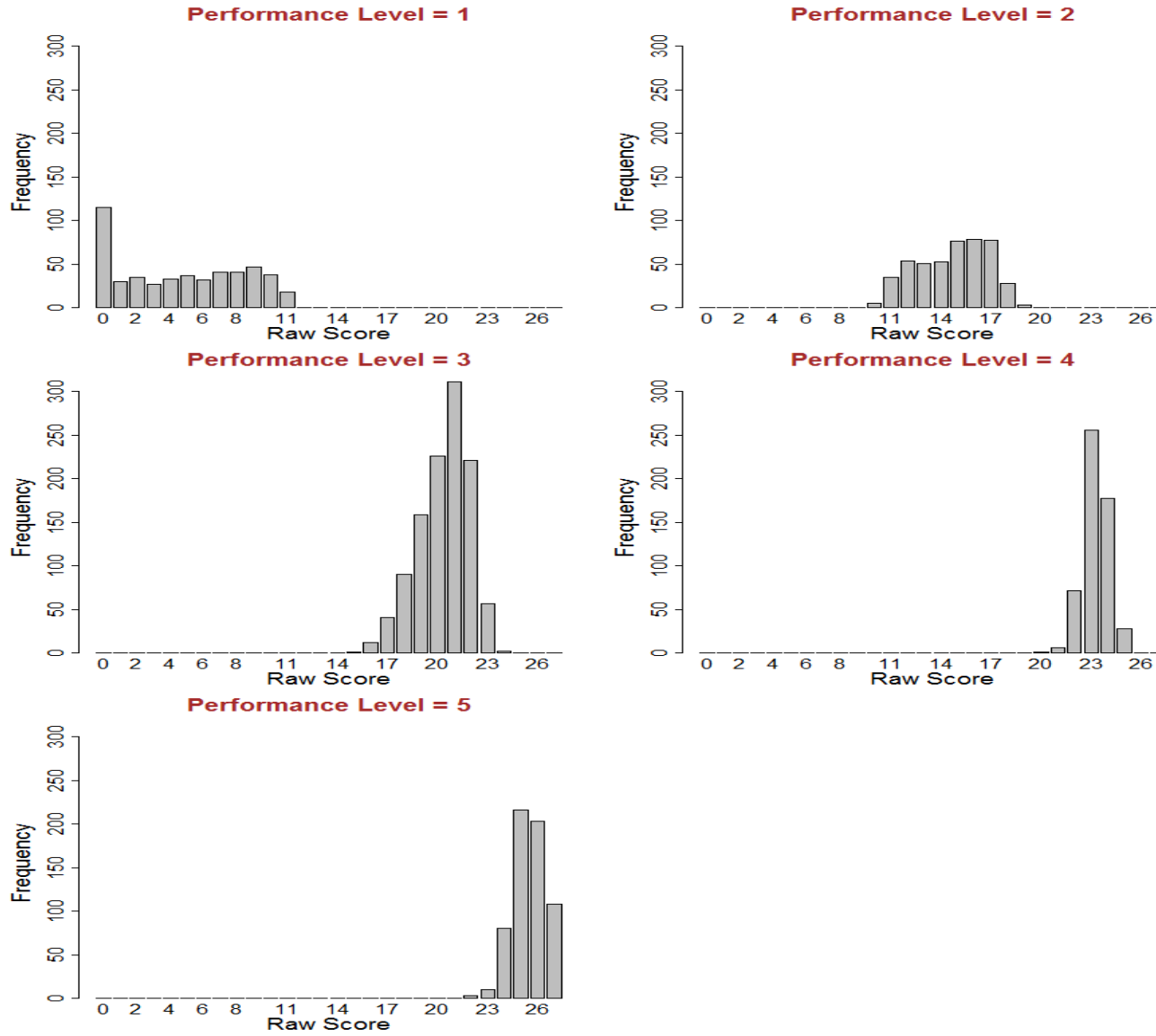
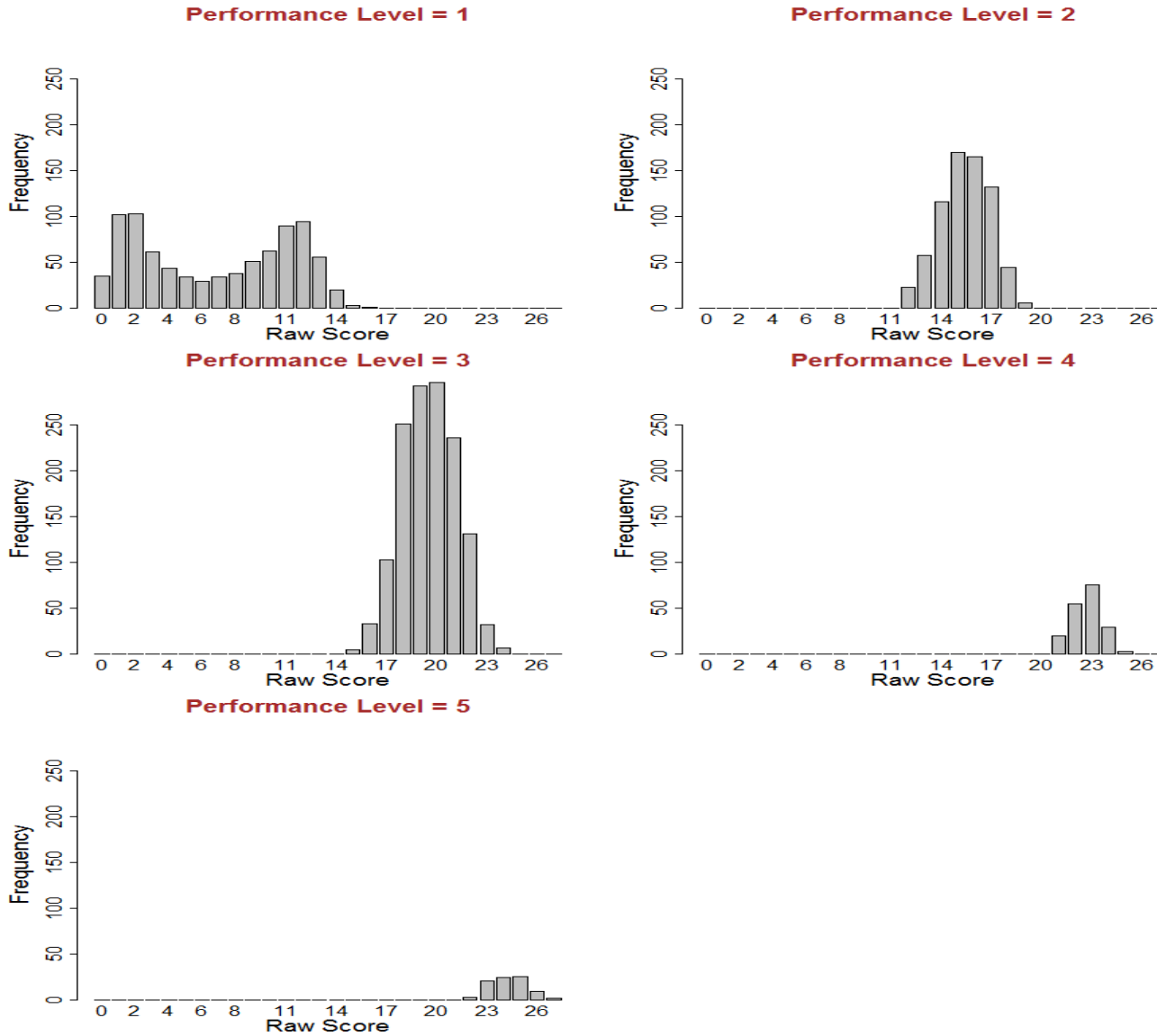


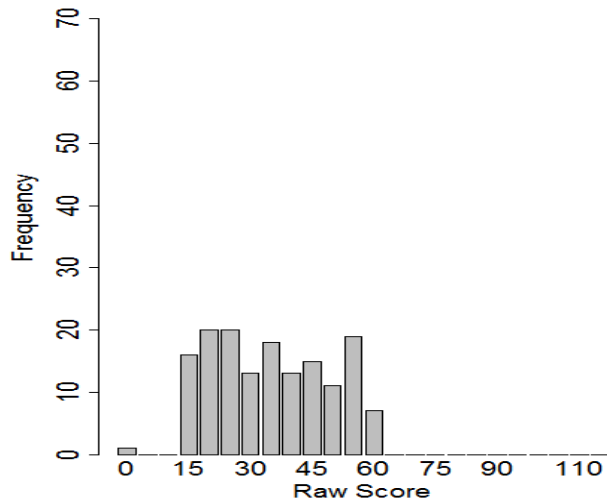
Figure S1.49: Summative Raw Score Summary - Grade 9 Writing



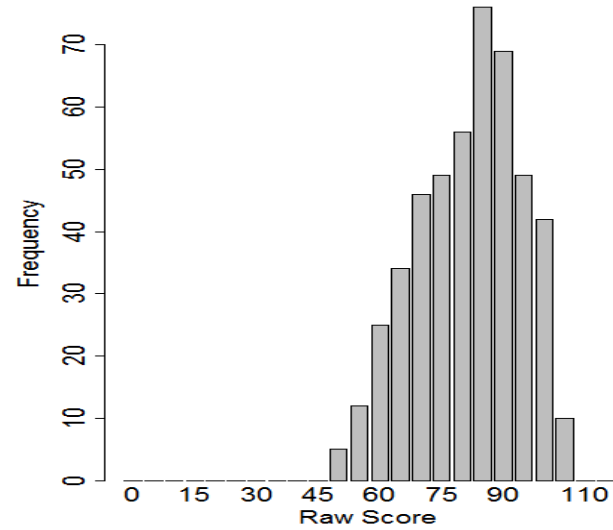


**Figure S1.50: Summative Raw Score Summary - Grade 9 Overall**

**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**



**Overall Proficiency = Proficient**

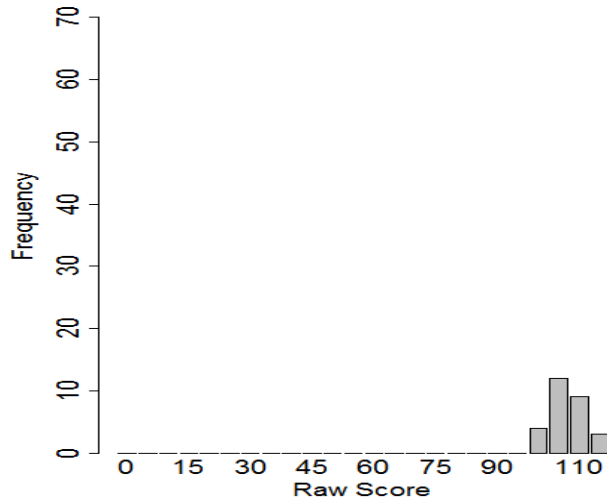


Figure S1.51: Summative Raw Score Summary - Grade 10 Listening

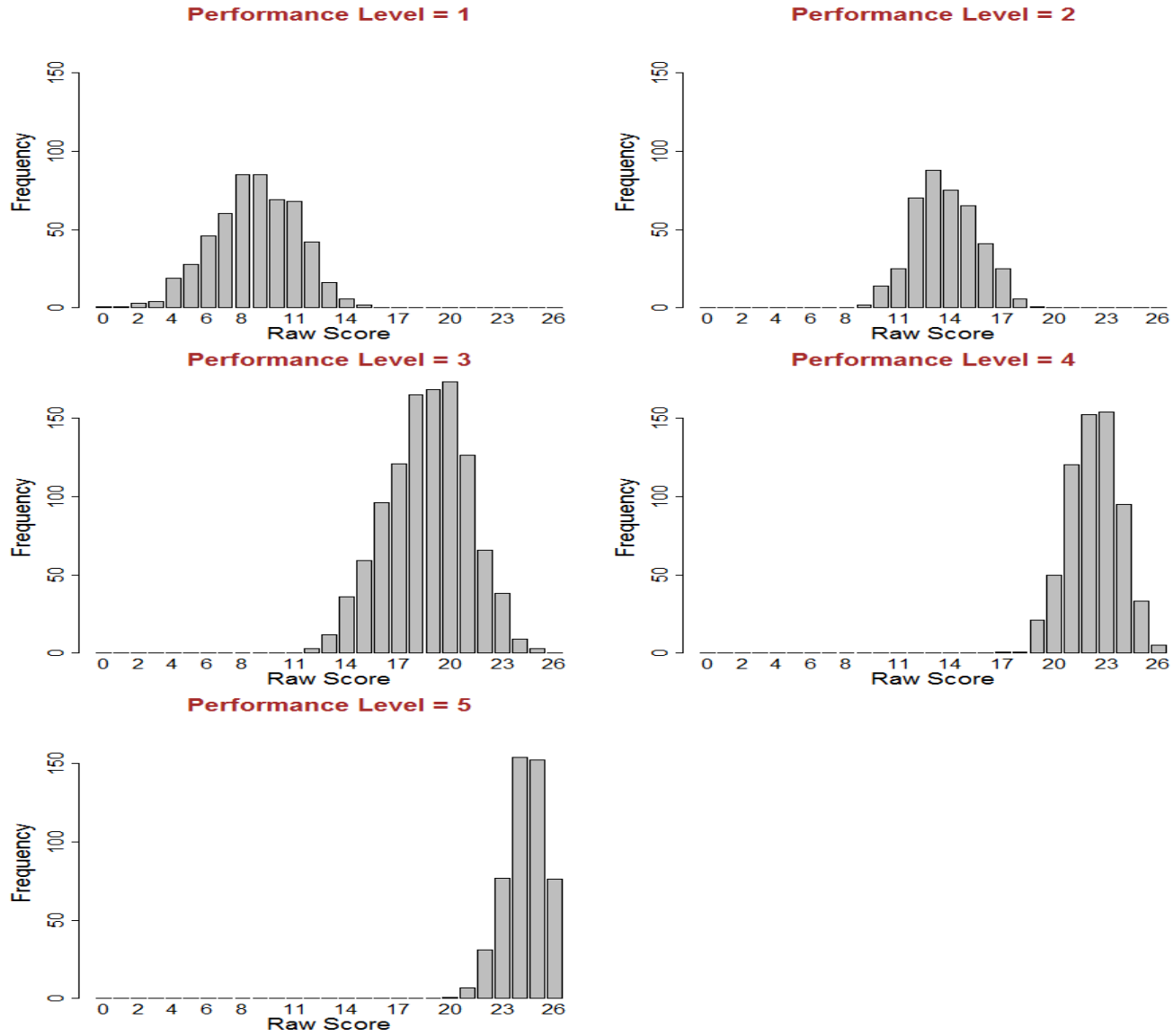


Figure S1.52: Summative Raw Score Summary - Grade 10 Reading

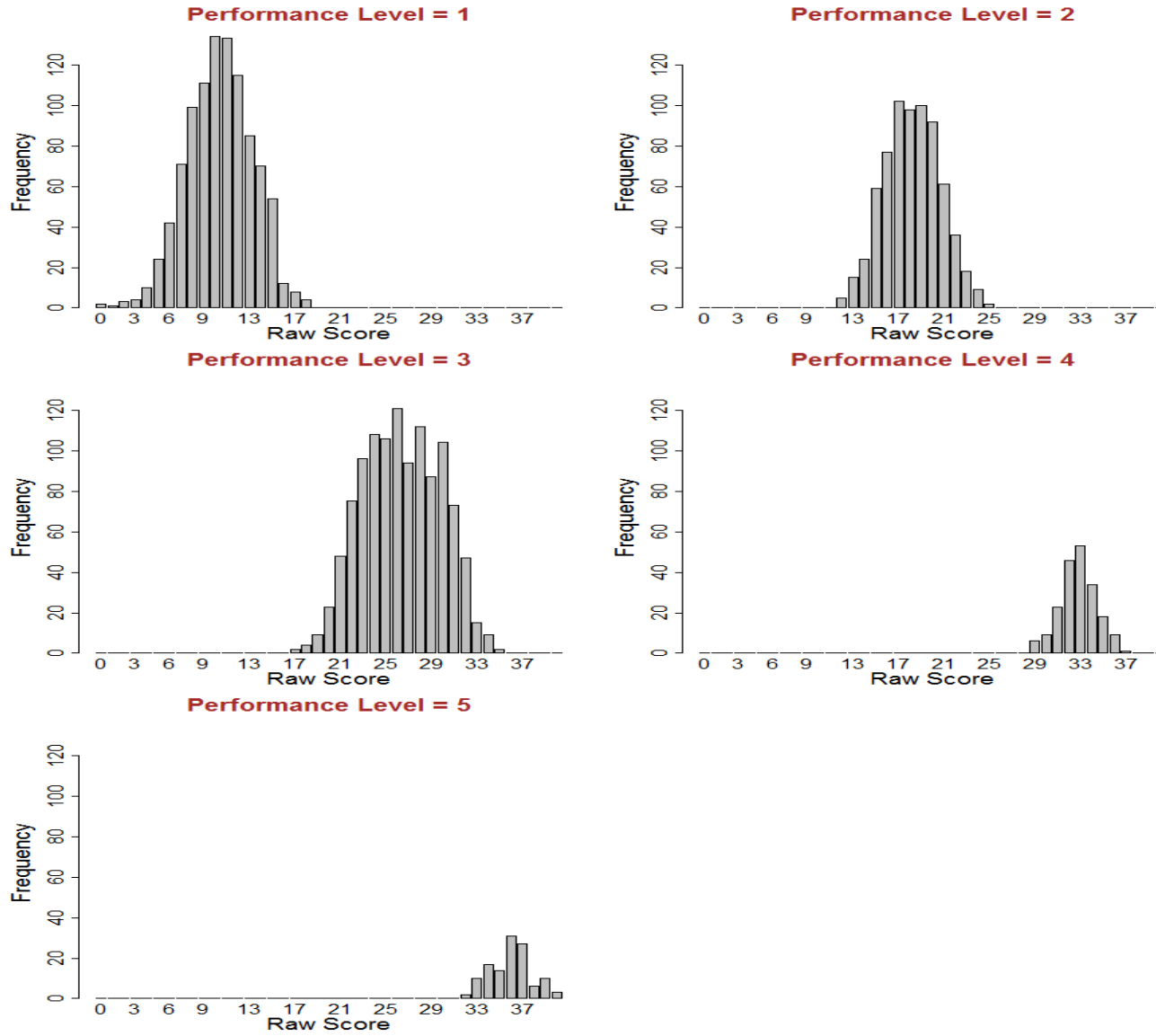


Figure S1.53: Summative Raw Score Summary - Grade 10 Speaking

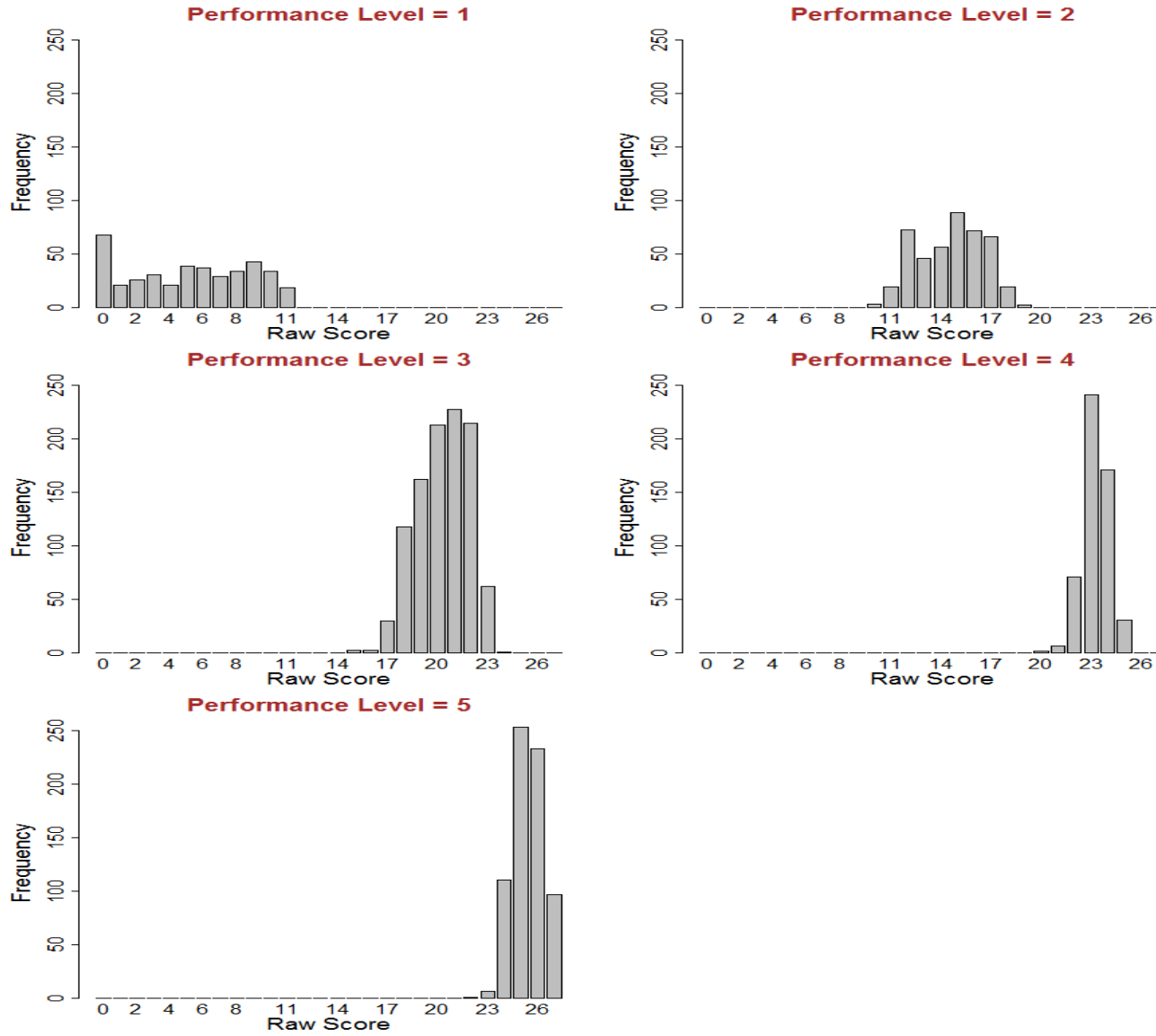
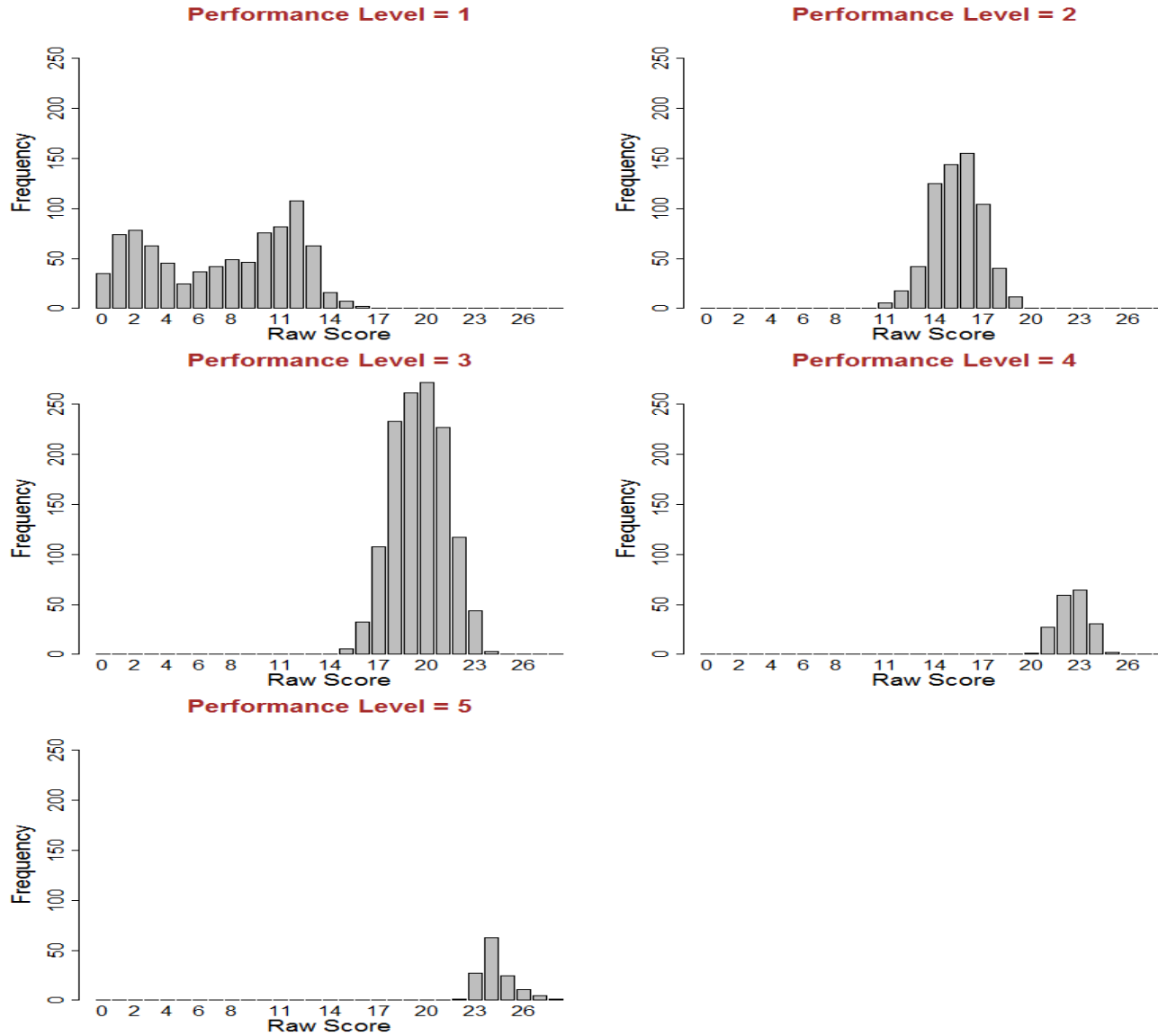


Figure S1.54: Summative Raw Score Summary - Grade 10 Writing



**Figure S1.55: Summative Raw Score Summary - Grade 10 Overall**

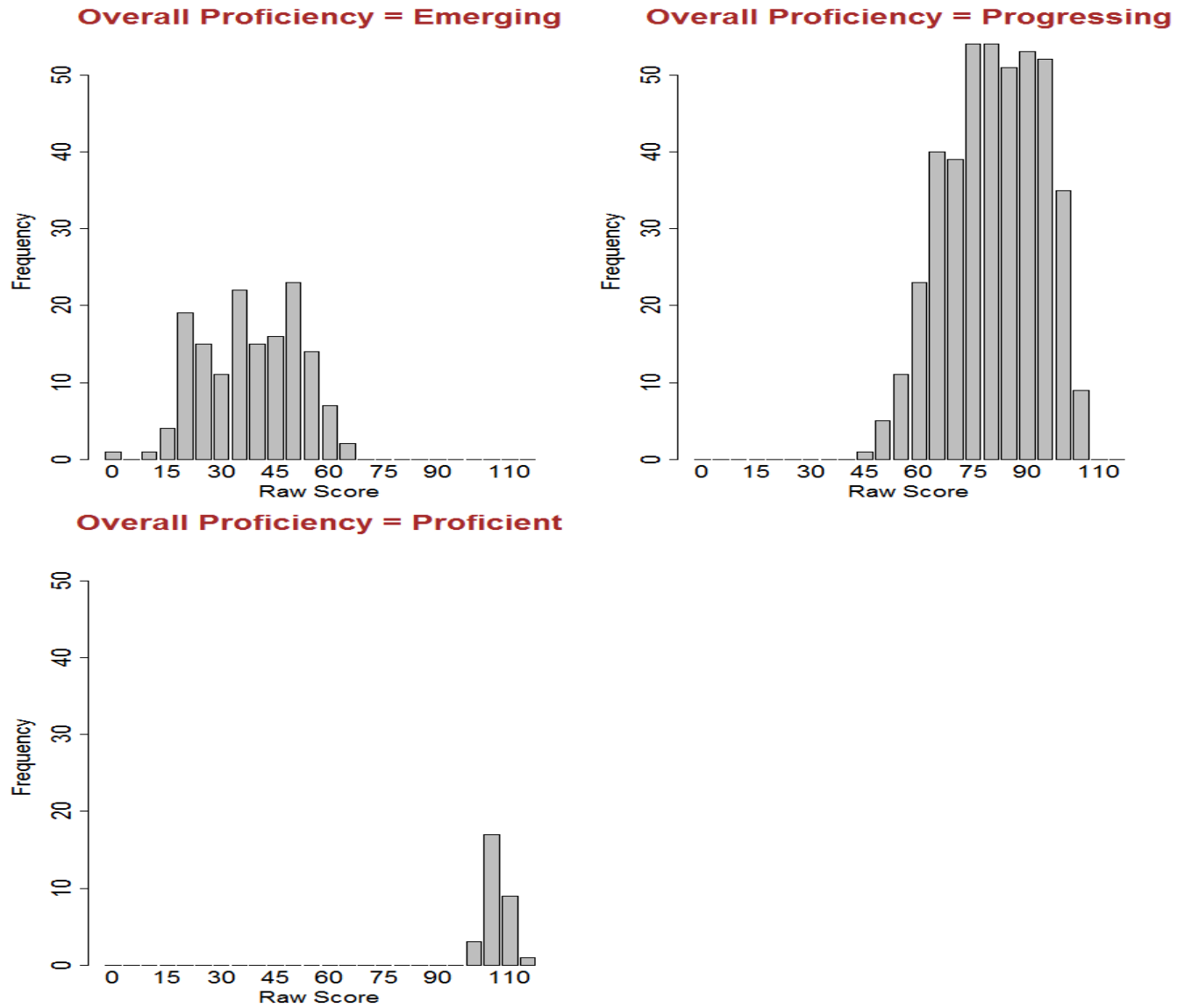


Figure S1.56: Summative Raw Score Summary - Grade 11 Listening

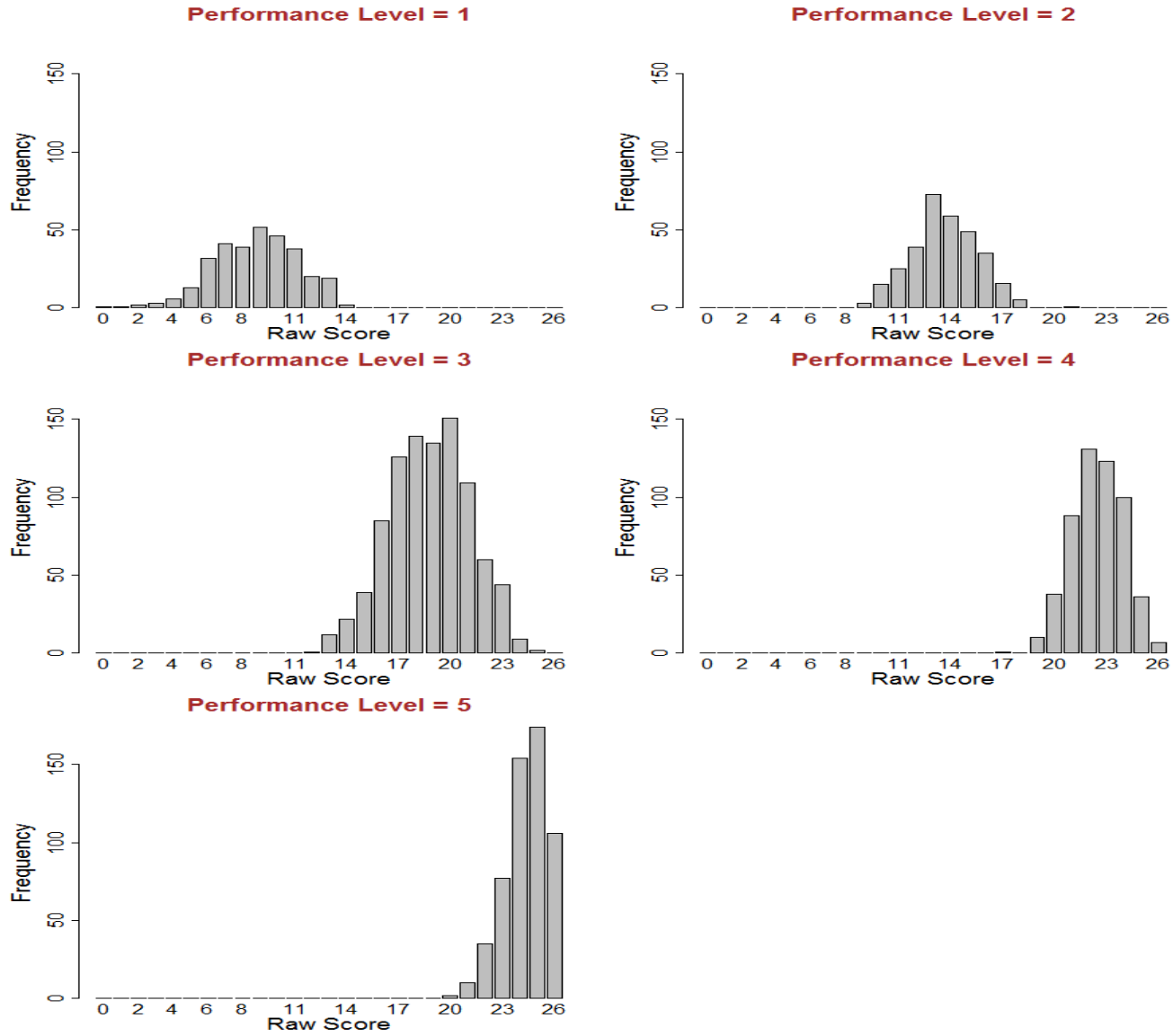


Figure S1.57: Summative Raw Score Summary - Grade 11 Reading

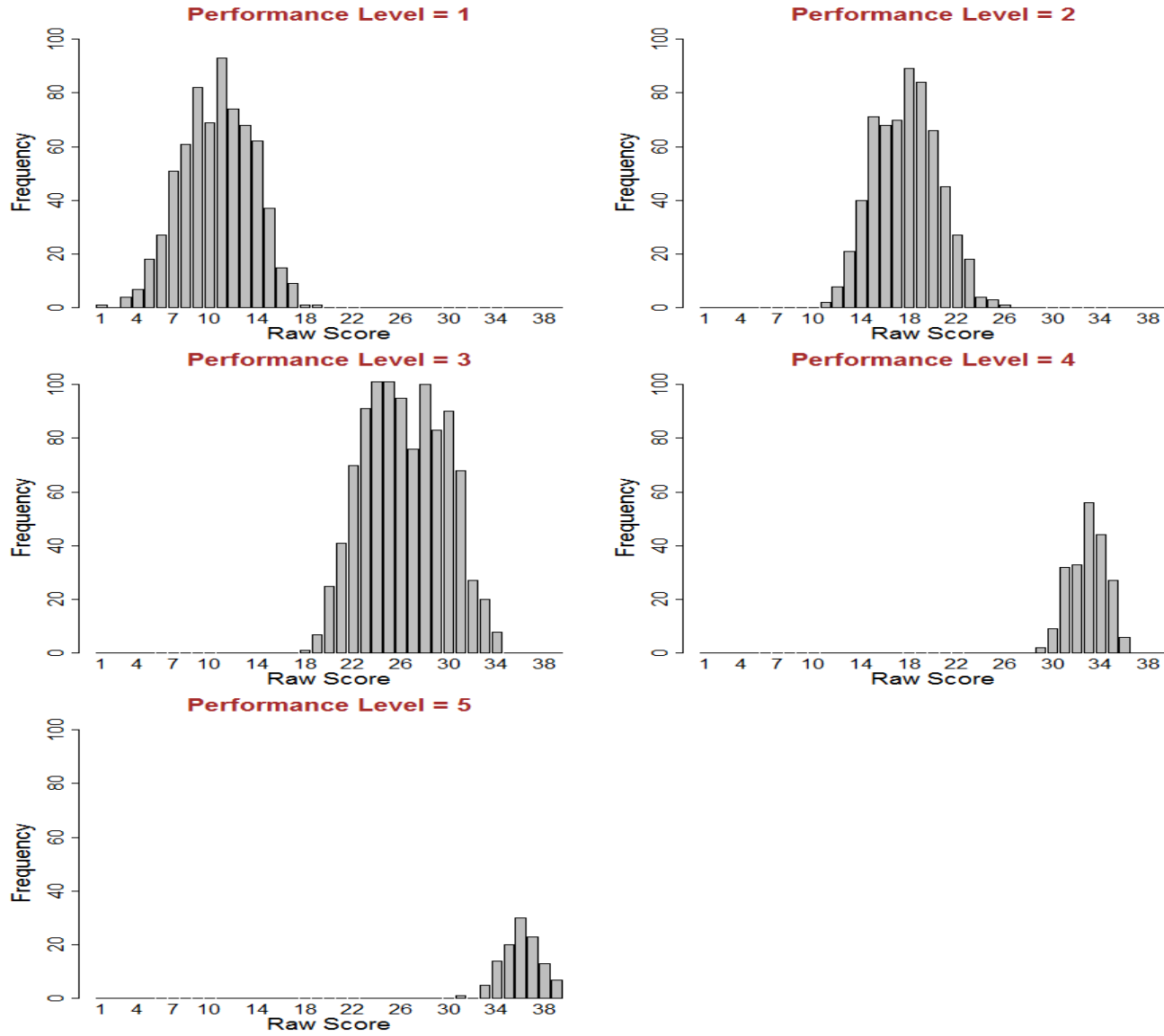
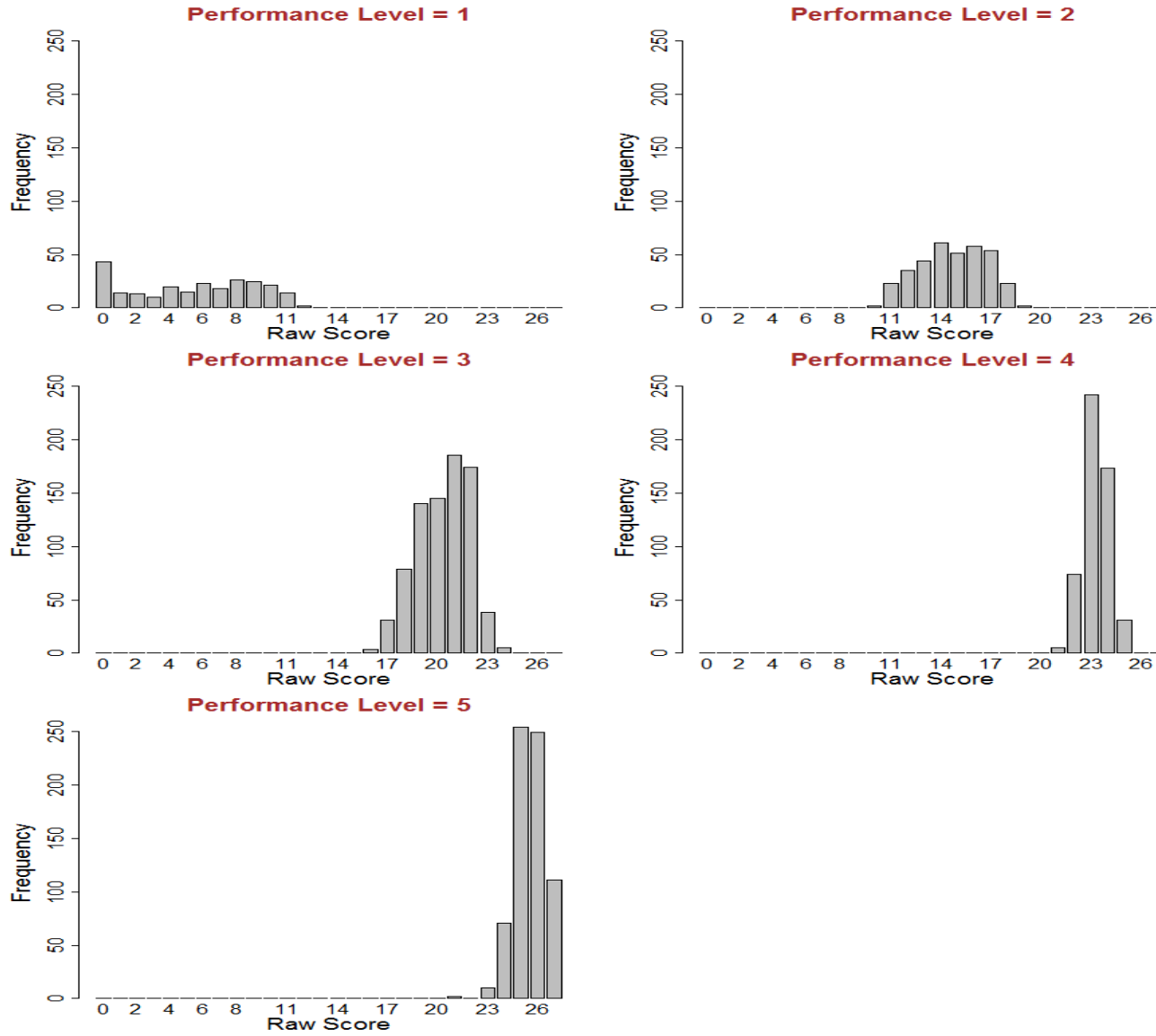
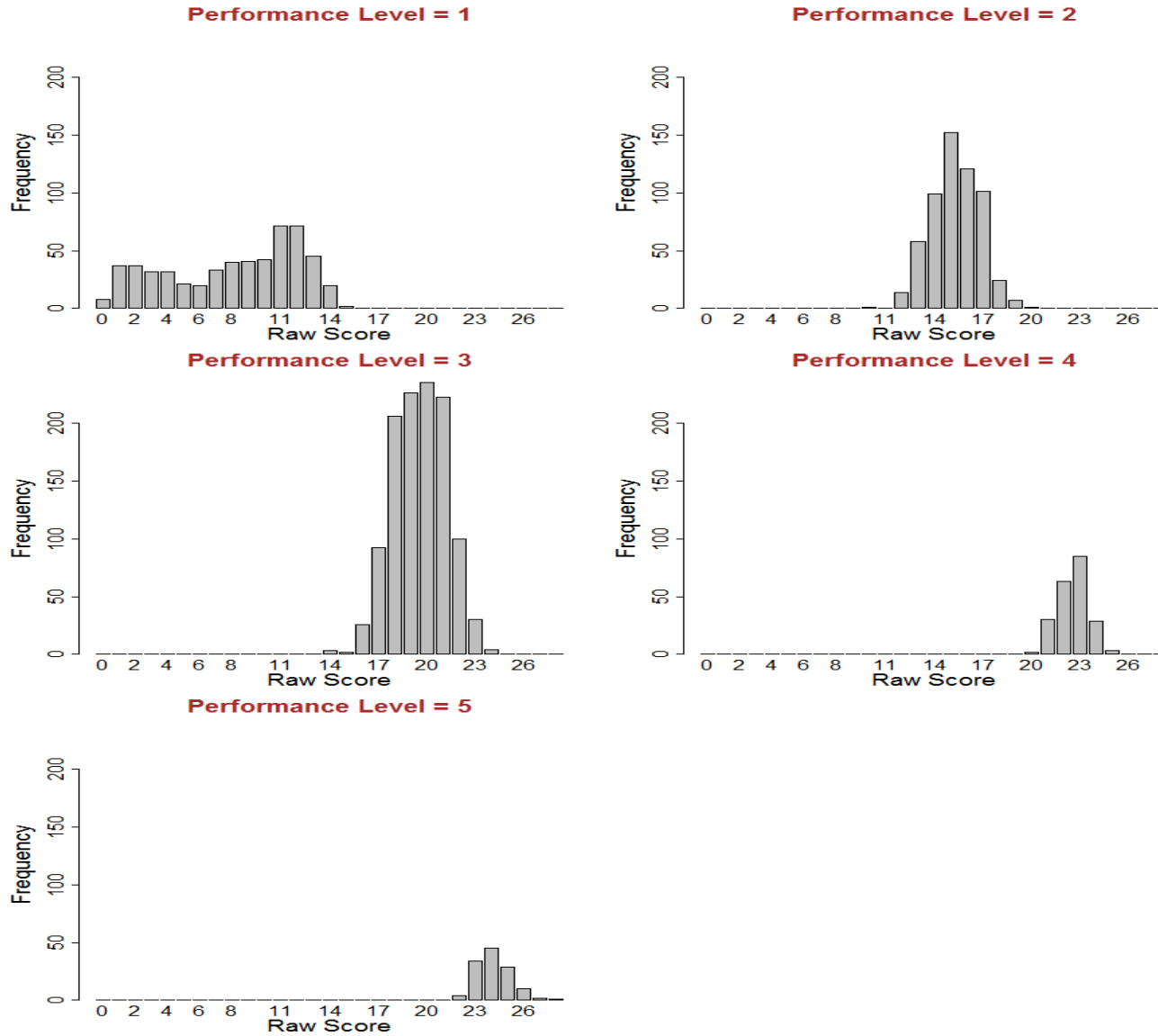




Figure S1.58: Summative Raw Score Summary - Grade 11 Speaking



**Figure S1.59: Summative Raw Score Summary - Grade 11 Writing**



**Figure S1.60: Summative Raw Score Summary - Grade 11 Overall**

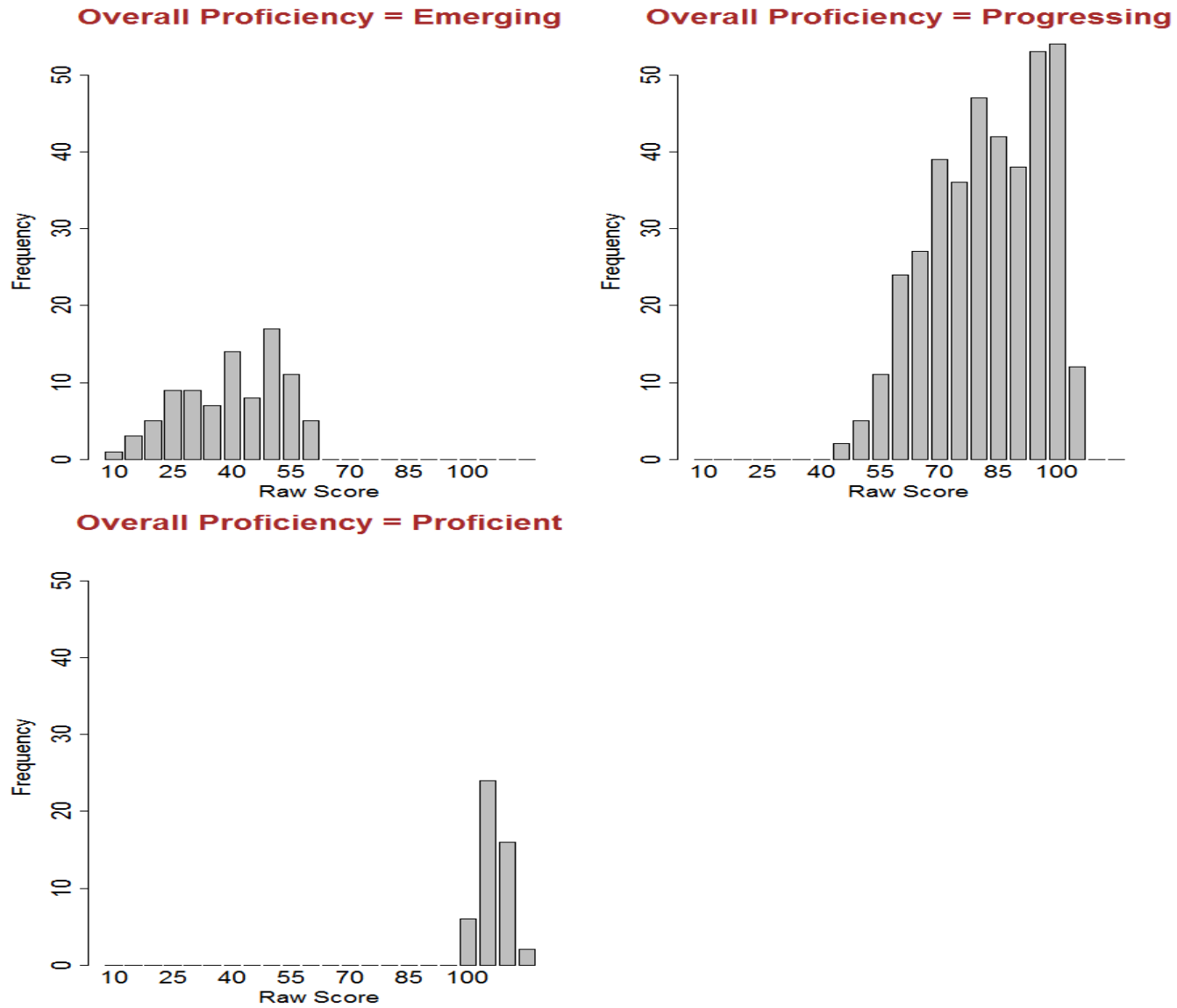


Figure S1.61: Summative Raw Score Summary - Grade 12 Listening

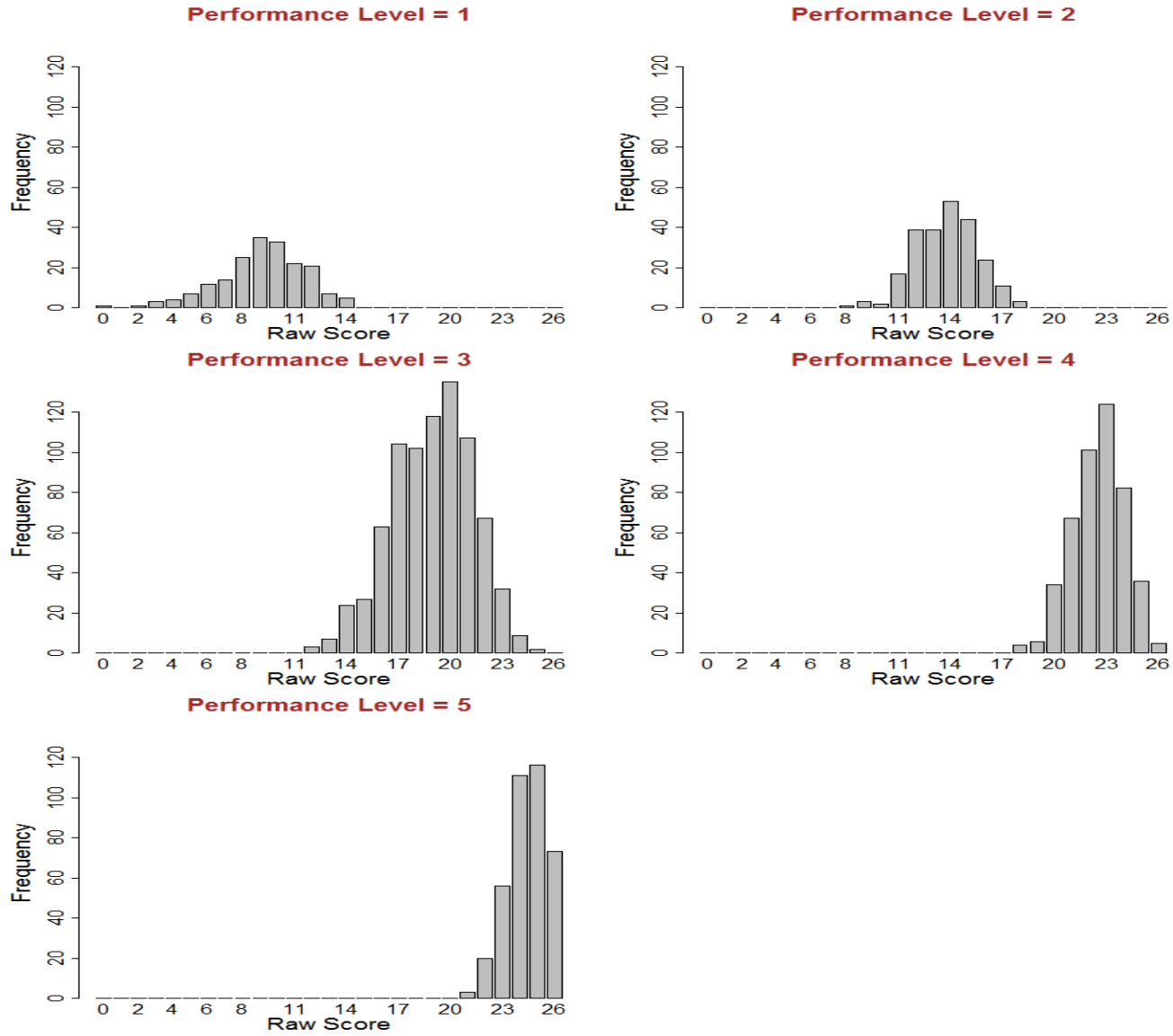


Figure S1.62: Summative Raw Score Summary - Grade 12 Reading

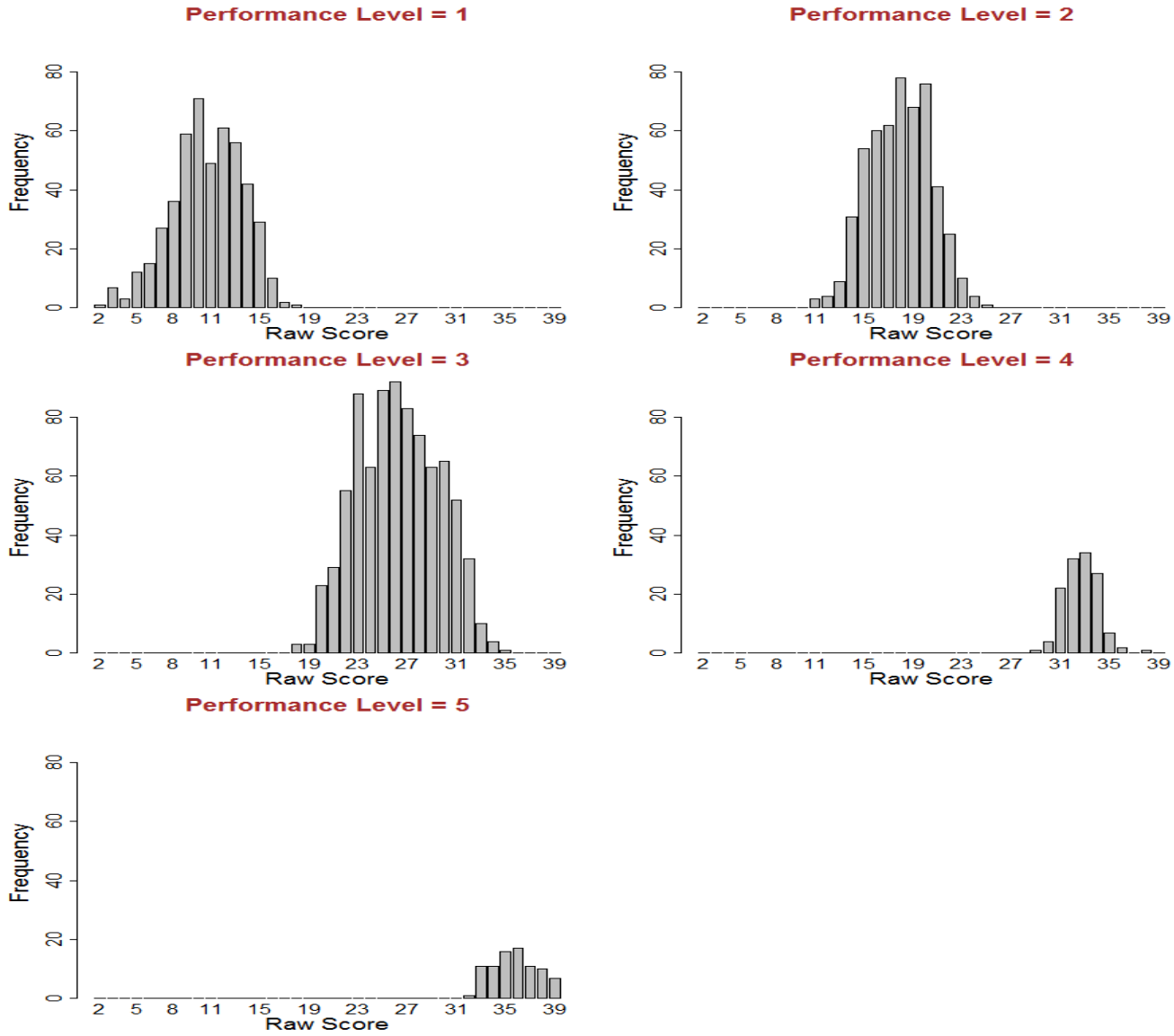


Figure S1.63: Summative Raw Score Summary - Grade 12 Speaking

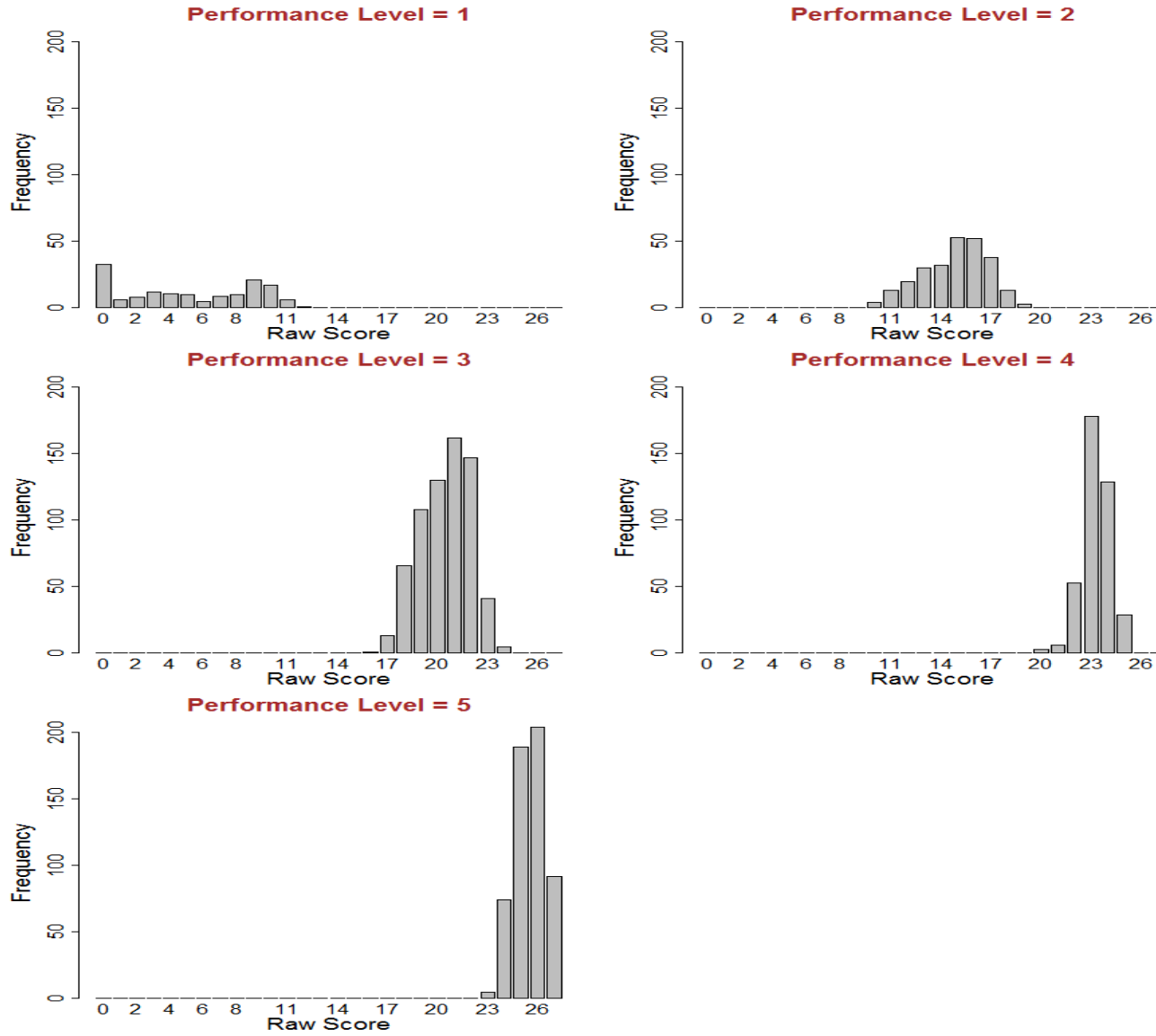
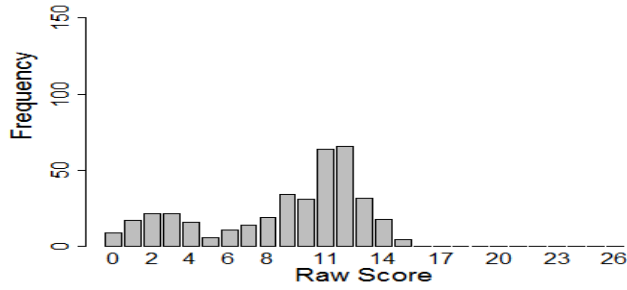
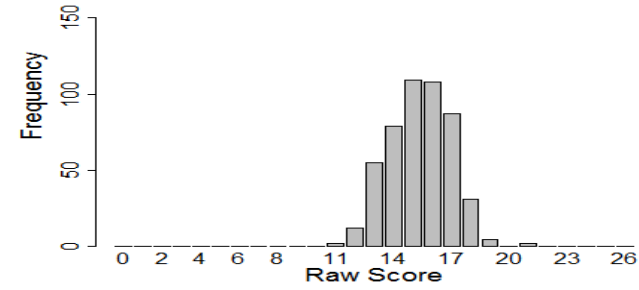


Figure S1.64: Summative Raw Score Summary - Grade 12 Writing

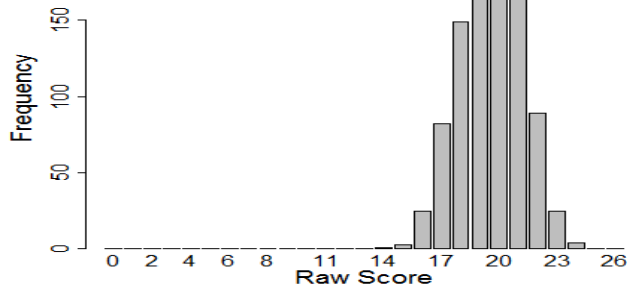
Performance Level = 1



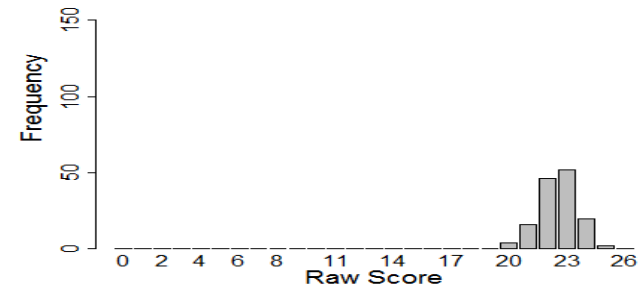
Performance Level = 2



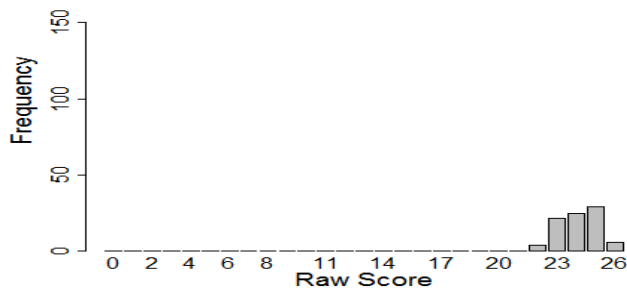
Performance Level = 3



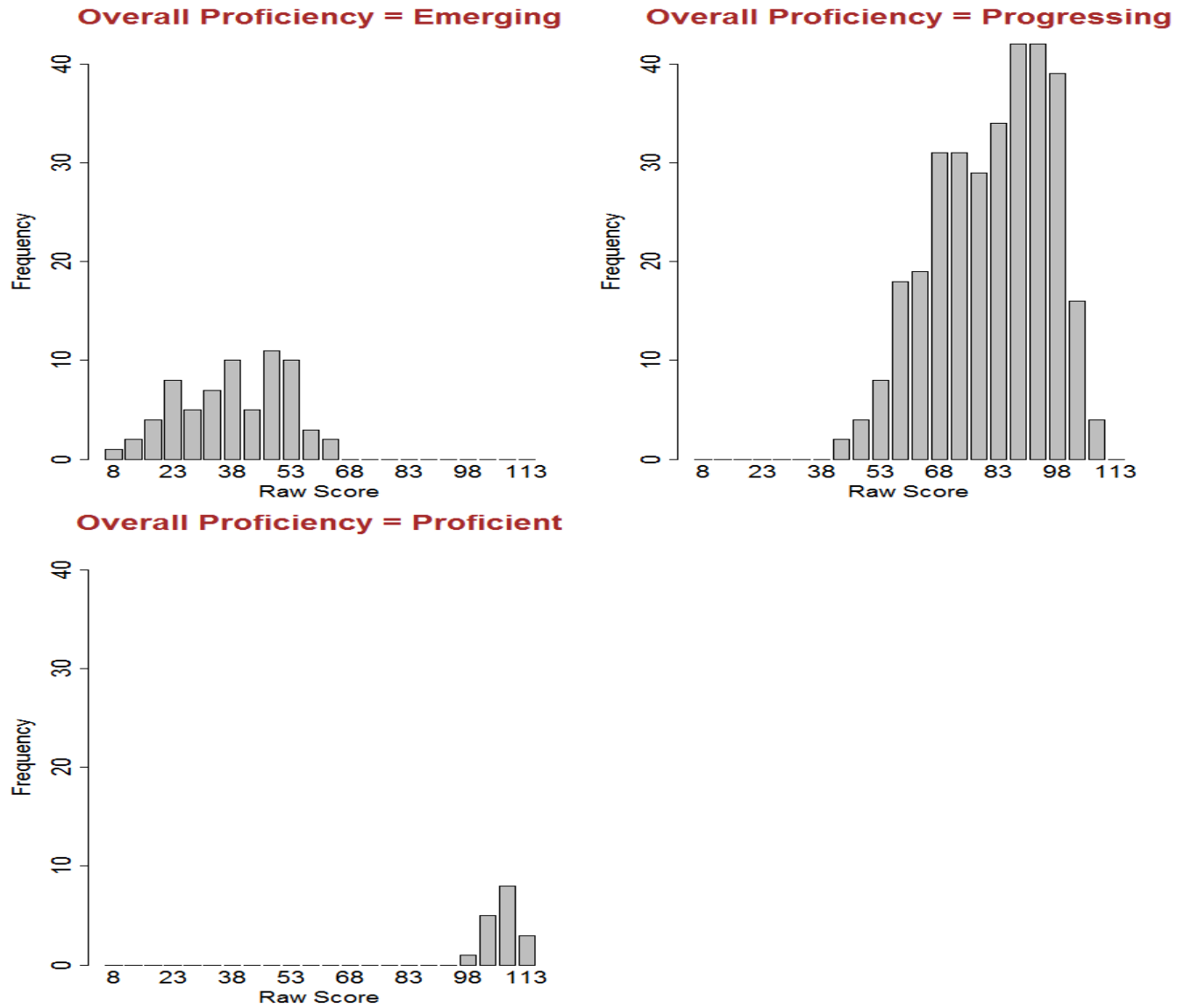
Performance Level = 4



Performance Level = 5



**Figure S1.65: Summative Raw Score Summary - Grade 12 Overall**





## **Section 3: Summative Assessment - Scale Score Summary**

- \* Domain tests with Exemption or Not Attempted are excluded.
- \* The statistics are suppressed when the N count is fewer than 10.

**Table S3.1: Summative Scale Score Summary by Subgroup - Kindergarten**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		8,972	233	553.0	745	77.7	8,898	247	554.7	740	74.5
<b>Gender</b>	<b>Female</b>	4,268	278	560.3	745	77.4	4,255	280	561.3	740	74.9
	<b>Male</b>	4,550	233	546.0	745	77.3	4,490	247	548.4	740	73.6
	<b>Missing</b>	154	375	556.1	727	80.7	153	393	556.2	719	75.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	30	441	564.6	745	69.3	31	431	553.9	740	73.0
	<b>Asian</b>	2,193	233	574.3	745	80.8	2,169	247	576.4	740	77.3
	<b>Black or African American</b>	1,736	267	549.4	745	71.9	1,720	345	552.2	740	68.0
	<b>Hispanic or Latino</b>	2,402	290	536.4	733	72.2	2,389	280	538.6	729	69.3
	<b>Native Hawaiian or Other Pacific Islander</b>	49	412	569.3	727	76.2	49	444	571.9	723	71.6
	<b>Two or More Races</b>	1,080	278	532.0	721	77.7	1,073	341	534.1	717	73.4
	<b>White</b>	1,447	279	567.1	745	77.8	1,432	274	566.3	740	76.4
	<b>Other/Unknown</b>	35	390	565.7	729	80.2	35	417	564.7	725	78.0
<b>Other</b>	<b>Gifted</b>	6					6				
	<b>IEP</b>	395	233	511.8	733	83.2	356	247	526.9	729	73.0
	<b>Migrant</b>	15	363	514.7	648	83.1	15	397	519.4	643	73.6
<b>Primary Disability</b>	<b>Autism</b>	139	233	489.1	733	96.1	106	247	518.0	729	86.6
	<b>Developmental delay</b>	7					7				
	<b>Emotional disturbance</b>	2					2				
	<b>Hearing Impaired</b>	5					6				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	15	299	445.6	617	85.4	14	345	461.6	628	74.5
	<b>Multiple disabilities</b>	18	279	386.0	553	94.6	7				
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	52	369	528.6	649	55.5	52	386	528.3	637	57.3
	<b>Specific learning disability</b>	27	421	514.0	689	73.9	26	401	520.5	673	67.2
	<b>Speech or language impairment</b>	164	354	533.7	718	70.3	164	387	534.0	715	67.8
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.1: Summative Scale Score Summary by Subgroup - Kindergarten (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		8,876	285	578.7	744	85.5	8,886	302	532.6	718	82.0
<b>Gender</b>	<b>Female</b>	4,250	300	587.9	744	83.8	4,250	320	535.2	718	80.9
	<b>Male</b>	4,475	285	570.0	744	85.9	4,482	302	530.1	718	83.0
	<b>Missing</b>	151	327	577.6	737	92.6	154	383	533.0	710	81.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	31	479	601.5	744	63.8	31	412	533.1	718	81.0
	<b>Asian</b>	2,165	285	598.4	744	78.7	2,167	302	568.4	718	86.9
	<b>Black or African American</b>	1,708	313	588.3	744	72.6	1,713	319	528.9	718	77.9
	<b>Hispanic or Latino</b>	2,383	300	558.2	739	90.5	2,388	320	504.9	713	68.3
	<b>Native Hawaiian or Other Pacific Islander</b>	49	427	589.7	737	78.8	49	406	538.5	710	79.6
	<b>Two or More Races</b>	1,074	305	549.1	737	96.7	1,070	324	502.1	710	72.1
	<b>White</b>	1,431	298	592.5	744	79.2	1,433	316	550.5	718	81.2
	<b>Other/Unknown</b>	35	340	592.7	702	86.6	35	399	569.9	711	80.9
<b>Other</b>	<b>Gifted</b>	6					6				
	<b>IEP</b>	348	285	525.6	714	91.2	353	302	514.5	713	86.7
	<b>Migrant</b>	15	400	535.0	655	90.0	15	395	489.1	667	69.1
<b>Primary Disability</b>	<b>Autism</b>	101	285	494.2	714	108.3	103	302	545.8	713	105.8
	<b>Developmental delay</b>	7					7				
	<b>Emotional disturbance</b>	2					2				
	<b>Hearing Impaired</b>	5					6				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	13	320	444.3	583	97.3	14	330	450.2	564	72.8
	<b>Multiple disabilities</b>	7					7				
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	51	346	539.8	661	69.6	52	347	502.7	662	70.0
	<b>Specific learning disability</b>	26	347	530.1	681	75.5	25	396	495.4	696	72.9
	<b>Speech or language impairment</b>	163	327	544.9	698	80.8	164	356	511.9	707	77.5
	<b>Visual impairment</b>	2					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.1: Summative Scale Score Summary by Subgroup - Kindergarten (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		8,983	3361	5505.6	6776	536.4	8,991	3160	5531.0	7023	586.8
<b>Gender</b>	<b>Female</b>	4,273	3604	5557.5	6553	533.9	4,277	3351	5586.2	7023	578.5
	<b>Male</b>	4,556	3361	5456.3	6776	534.0	4,560	3160	5478.9	7023	588.7
	<b>Missing</b>	154	4301	5526.8	6553	542.4	154	4025	5543.1	6903	620.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	31	4631	5523.6	6553	461.6	31	4788	5610.7	7023	522.6
	<b>Asian</b>	2,196	3361	5632.5	6553	542.8	2,198	3160	5730.9	7023	596.9
	<b>Black or African American</b>	1,738	3604	5481.0	6553	503.8	1,739	3620	5530.5	7023	523.5
	<b>Hispanic or Latino</b>	2,404	3645	5411.7	6553	515.1	2,407	3351	5367.0	6947	549.0
	<b>Native Hawaiian or Other Pacific Islander</b>	49	4598	5641.5	6553	528.7	49	4574	5636.1	6903	572.0
	<b>Two or More Races</b>	1,082	3604	5377.0	6553	547.0	1,084	3456	5321.5	6903	589.5
	<b>White</b>	1,448	3593	5588.6	6776	538.1	1,448	3312	5648.4	7023	573.7
	<b>Other/Unknown</b>	35	4429	5559.1	6553	547.9	35	4295	5695.1	6840	617.4
<b>Other</b>	<b>Gifted</b>	6					6				
	<b>IEP</b>	397	3361	5234.8	6553	576.2	398	3160	5201.0	6891	618.4
	<b>Migrant</b>	15	4256	5288.6	6419	613.5	15	4148	5202.1	5937	557.0
<b>Primary Disability</b>	<b>Autism</b>	141	3361	5046.9	6553	643.3	142	3160	5078.3	6891	728.4
	<b>Developmental delay</b>	7					7				
	<b>Emotional disturbance</b>	2					2				
	<b>Hearing Impaired</b>	6					6				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	15	3883	4817.3	6327	612.5	15	3620	4660.0	5703	618.5
	<b>Multiple disabilities</b>	18	3593	4368.9	5634	671.6	18	3312	4406.2	5417	613.3
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	52	4264	5351.4	6213	412.4	52	3903	5294.3	6052	456.7
	<b>Specific learning disability</b>	27	4461	5255.5	6380	520.6	27	4468	5199.1	6515	527.2
	<b>Speech or language impairment</b>	164	4156	5387.1	6553	498.7	164	4083	5341.2	6717	538.1
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.

**Table S3.2: Summative Scale Score Summary by Subgroup - Grade 1**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		8,930	239	551.1	711	73.5	8,855	244	535.6	759	83.6
<b>Gender</b>	<b>Female</b>	4,326	268	558.0	711	71.9	4,311	244	539.9	759	84.9
	<b>Male</b>	4,510	239	544.6	711	74.4	4,450	248	531.5	759	82.0
	<b>Missing</b>	94	383	548.2	704	78.0	94	383	532.7	744	89.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	22	399	544.0	674	76.0	22	395	539.7	709	87.0
	<b>Asian</b>	2,116	270	575.9	711	74.2	2,098	257	578.0	759	87.8
	<b>Black or African American</b>	1,741	239	546.8	711	69.5	1,724	248	530.9	759	77.4
	<b>Hispanic or Latino</b>	2,477	270	534.9	711	68.4	2,461	272	506.0	759	68.6
	<b>Native Hawaiian or Other Pacific Islander</b>	32	423	555.0	666	53.0	32	424	551.5	678	66.5
	<b>Two or More Races</b>	1,190	268	528.1	711	77.0	1,178	244	503.9	759	76.4
	<b>White</b>	1,319	307	568.0	711	68.8	1,307	338	557.4	759	80.9
	<b>Other/Unknown</b>	33	360	573.2	670	63.7	33	413	546.7	718	89.7
<b>Other</b>	<b>Gifted</b>	13	592	649.1	677	26.5	13	604	675.8	716	35.4
	<b>IEP</b>	531	239	498.2	698	82.6	467	244	496.0	738	79.1
	<b>Migrant</b>	15	448	547.0	631	52.7	15	418	521.7	635	88.9
<b>Primary Disability</b>	<b>Autism</b>	128	239	457.8	681	92.0	88	248	497.2	704	101.2
	<b>Developmental delay</b>	2					2				
	<b>Emotional disturbance</b>	10	462	542.3	656	57.2	10	423	529.7	656	64.9
	<b>Hearing Impaired</b>	3					4				



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	29	344	439.4	550	52.4	20	371	445.3	509	39.0
	<b>Multiple disabilities</b>	23	268	381.3	573	76.1	10	244	406.4	478	65.2
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	49	330	496.9	660	84.5	45	337	484.2	706	86.8
	<b>Specific learning disability</b>	57	380	515.0	640	55.2	56	367	466.6	623	51.5
	<b>Speech or language impairment</b>	226	371	533.5	698	63.3	226	272	512.1	738	72.2
	<b>Traumatic brain injury</b>	1					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.2: Summative Scale Score Summary by Subgroup - Grade 1 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		8,840	267	568.1	736	73.1	8,839	248	522.9	741	89.9
<b>Gender</b>	<b>Female</b>	4,306	267	575.7	736	72.3	4,304	248	528.1	741	90.1
	<b>Male</b>	4,440	268	561.0	736	73.0	4,441	276	518.0	741	89.2
	<b>Missing</b>	94	329	555.6	731	81.8	94	364	516.0	730	98.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	22	342	559.0	680	73.5	22	370	524.5	672	95.0
	<b>Asian</b>	2,089	272	593.4	736	70.2	2,095	261	565.2	741	89.4
	<b>Black or African American</b>	1,726	268	567.5	736	65.1	1,718	322	515.2	741	84.8
	<b>Hispanic or Latino</b>	2,456	279	550.8	736	69.5	2,461	276	493.5	741	78.7
	<b>Native Hawaiian or Other Pacific Islander</b>	32	394	572.4	696	69.7	32	362	535.8	671	78.7
	<b>Two or More Races</b>	1,175	267	542.5	736	82.5	1,174	248	489.6	741	87.7
	<b>White</b>	1,307	290	583.6	736	69.2	1,304	317	549.7	741	84.3
	<b>Other/Unknown</b>	33	330	582.6	687	68.4	33	374	535.2	702	94.3
<b>Other</b>	<b>Gifted</b>	13	605	662.3	700	23.2	13	566	649.4	692	35.6
	<b>IEP</b>	464	267	518.9	715	83.3	462	248	478.3	721	86.9
	<b>Migrant</b>	15	443	548.6	693	72.6	15	386	509.3	650	102.2
<b>Primary Disability</b>	<b>Autism</b>	86	268	481.0	715	103.8	86	261	484.0	695	104.5
	<b>Developmental delay</b>	2					2				
	<b>Emotional disturbance</b>	10	335	548.4	609	79.5	10	404	512.6	655	72.1
	<b>Hearing Impaired</b>	3					4				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	21	338	464.6	566	72.6	20	344	418.7	540	50.5
	<b>Multiple disabilities</b>	11	267	395.1	505	79.1	11	248	372.1	427	50.7
	<b>Orthopedic impairment</b>	5					5				
	<b>Other health impairment</b>	44	299	518.0	689	86.6	43	350	459.5	694	85.7
	<b>Specific learning disability</b>	57	375	532.2	647	58.6	56	354	447.4	629	72.0
	<b>Speech or language impairment</b>	226	279	541.4	694	69.3	226	276	496.2	721	80.8
	<b>Traumatic brain injury</b>	1					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.2: Summative Scale Score Summary by Subgroup - Grade 1 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		8,942	3387	5466.0	6698	545.6	8,949	3097	5450.3	7032	617.8
<b>Gender</b>	<b>Female</b>	4,332	3539	5505.4	6698	544.5	4,336	3097	5502.8	7032	616.4
	<b>Male</b>	4,516	3387	5428.5	6698	543.5	4,519	3110	5401.0	7032	614.1
	<b>Missing</b>	94	4430	5451.3	6698	573.3	94	4041	5399.9	6961	668.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	22	4421	5462.3	6698	580.4	22	4093	5430.8	6590	629.1
	<b>Asian</b>	2,117	3743	5706.8	6698	569.5	2,117	3266	5729.3	7032	623.0
	<b>Black or African American</b>	1,744	3387	5439.8	6698	514.4	1,747	3110	5412.4	7032	568.7
	<b>Hispanic or Latino</b>	2,482	3814	5302.1	6698	468.3	2,482	3500	5259.4	7032	541.4
	<b>Native Hawaiian or Other Pacific Islander</b>	32	4651	5546.9	6394	418.1	32	4411	5536.5	6461	507.1
	<b>Two or More Races</b>	1,192	3539	5268.8	6698	524.7	1,195	3097	5214.1	7032	623.3
	<b>White</b>	1,320	3937	5595.9	6698	522.8	1,321	3528	5620.6	7032	581.4
	<b>Other/Unknown</b>	33	4329	5582.2	6550	522.8	33	4056	5577.2	6654	616.5
<b>Other</b>	<b>Gifted</b>	13	5862	6376.6	6698	270.6	13	6062	6408.6	6562	169.2
	<b>IEP</b>	535	3387	5121.8	6698	548.8	539	3097	5027.9	6805	614.8
	<b>Migrant</b>	15	4767	5387.0	5978	448.0	15	4547	5348.8	6389	631.6
<b>Primary Disability</b>	<b>Autism</b>	129	3387	4946.3	6516	638.8	131	3110	4852.9	6740	704.0
	<b>Developmental delay</b>	2					2				
	<b>Emotional disturbance</b>	10	4930	5425.7	6246	392.5	10	4759	5361.1	6261	446.2
	<b>Hearing Impaired</b>	4					4				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	29	4260	4748.6	5392	285.9	29	3986	4611.7	5233	345.3
	<b>Multiple disabilities</b>	23	3539	4440.0	5646	447.3	25	3097	4315.0	5649	475.7
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	50	4180	5084.0	6653	595.2	50	3827	4948.4	6604	631.8
	<b>Specific learning disability</b>	57	4390	5096.7	5994	351.1	57	4205	5011.3	6102	458.2
	<b>Speech or language impairment</b>	227	4032	5329.2	6698	463.4	227	3500	5259.6	6805	533.1
	<b>Traumatic brain injury</b>	1					1				

\* Scale scores cannot be compared across grade bands.

**Table S3.3: Summative Scale Score Summary by Subgroup - Grade 2**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		7,050	247	527.2	711	65.3	6,972	254	510.8	734	68.9
<b>Gender</b>	<b>Female</b>	3,294	261	529.4	711	65.3	3,271	303	515.7	734	70.1
	<b>Male</b>	3,672	247	525.0	689	65.2	3,616	254	506.1	705	67.4
	<b>Missing</b>	84	347	536.0	657	67.8	85	390	520.5	665	70.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	18	436	539.4	632	58.8	17	441	537.7	627	67.9
	<b>Asian</b>	1,380	247	542.5	696	65.7	1,368	292	537.1	719	69.2
	<b>Black or African American</b>	1,408	261	525.4	694	64.3	1,389	276	513.2	716	67.7
	<b>Hispanic or Latino</b>	2,216	261	519.0	673	63.1	2,190	254	495.2	703	63.8
	<b>Native Hawaiian or Other Pacific Islander</b>	41	402	531.7	639	60.8	40	401	518.8	649	61.0
	<b>Two or More Races</b>	988	261	512.1	705	68.0	980	291	489.5	729	68.1
	<b>White</b>	976	309	540.7	711	62.2	965	345	525.6	734	66.3
	<b>Other/Unknown</b>	23	476	555.1	660	49.5	23	445	536.2	663	60.2
<b>Other</b>	<b>Gifted</b>	16	458	591.7	668	70.7	16	412	594.5	680	84.1
	<b>IEP</b>	620	261	478.1	631	67.8	552	291	464.3	653	57.1
	<b>Migrant</b>	17	334	490.6	607	80.5	17	313	461.0	639	76.4
<b>Primary Disability</b>	<b>Autism</b>	106	247	436.6	618	76.3	81	291	454.4	613	66.2
	<b>Emotional disturbance</b>	15	394	504.7	590	64.4	14	392	487.6	610	76.2
	<b>Hearing Impaired</b>	8					8				
	<b>Intellectual Disability</b>	46	310	446.6	556	56.2	36	353	425.4	518	42.6

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Multiple disabilities	33	261	389.7	541	73.6	11	276	410.2	535	69.1
	Orthopedic impairment	8					6				
	Other health impairment	77	297	471.8	590	61.6	72	378	455.7	653	54.7
	Specific learning disability	157	355	490.2	611	56.5	155	347	454.1	621	49.6
	Speech or language impairment	167	377	514.2	631	48.5	167	345	489.0	621	53.8
	Visual impairment	2					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.3: Summative Scale Score Summary by Subgroup - Grade 2 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		6,970	265	536.4	728	67.6	6,962	259	502.9	738	76.0
<b>Gender</b>	<b>Female</b>	3,267	282	540.8	728	67.0	3,269	297	509.0	738	75.4
	<b>Male</b>	3,618	265	532.4	720	68.0	3,608	259	497.3	712	76.0
	<b>Missing</b>	85	302	542.5	650	65.1	85	356	509.5	647	76.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	17	474	566.4	661	47.6	17	395	520.4	604	66.4
	<b>Asian</b>	1,361	300	552.3	721	67.8	1,366	281	530.5	710	72.9
	<b>Black or African American</b>	1,393	275	539.4	705	61.4	1,385	309	504.2	712	73.8
	<b>Hispanic or Latino</b>	2,194	265	526.8	687	66.4	2,187	259	486.8	711	71.9
	<b>Native Hawaiian or Other Pacific Islander</b>	41	305	548.9	687	63.9	41	352	516.9	627	69.5
	<b>Two or More Races</b>	977	277	518.0	690	73.8	979	285	478.1	732	78.4
	<b>White</b>	964	298	548.9	728	65.2	964	319	522.0	738	73.2
	<b>Other/Unknown</b>	23	485	561.6	634	41.2	23	402	538.6	656	60.5
<b>Other</b>	<b>Gifted</b>	16	488	600.0	683	48.3	16	370	586.7	681	91.9
	<b>IEP</b>	553	277	491.0	639	70.2	551	285	450.7	632	67.4
	<b>Migrant</b>	17	282	485.2	630	103.4	17	297	455.2	635	80.7
<b>Primary Disability</b>	<b>Autism</b>	76	277	435.5	598	77.1	79	281	442.6	621	73.4
	<b>Emotional disturbance</b>	15	339	508.0	629	75.7	14	370	486.7	611	90.2
	<b>Hearing Impaired</b>	8					8				
	<b>Intellectual Disability</b>	39	299	444.2	607	69.7	37	333	399.4	544	54.0



Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Multiple disabilities	10	275	426.1	538	83.3	9				
	Orthopedic impairment	7					6				
	Other health impairment	72	304	487.4	628	64.4	72	338	439.6	632	63.5
	Specific learning disability	155	306	497.6	632	64.4	156	327	435.4	613	59.4
	Speech or language impairment	166	312	521.5	639	53.1	167	325	480.7	619	63.0
	Visual impairment	2					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

Table S3.3: Summative Scale Score Summary by Subgroup - Grade 2 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		7,064	3400	5288.1	6801	490.9	7,068	3217	5243.9	6841	535.4
<b>Gender</b>	<b>Female</b>	3,297	3581	5312.8	6654	497.9	3,298	3514	5281.3	6841	535.1
	<b>Male</b>	3,682	3400	5264.0	6801	482.7	3,685	3217	5208.8	6752	533.1
	<b>Missing</b>	85	4201	5371.1	6611	518.5	85	3848	5312.5	6338	540.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	18	4671	5453.5	6414	517.5	18	4629	5401.9	6086	472.5
	<b>Asian</b>	1,381	3498	5442.1	6654	503.4	1,383	3276	5417.2	6778	535.5
	<b>Black or African American</b>	1,415	3400	5290.5	6654	488.1	1,416	3302	5248.8	6581	518.1
	<b>Hispanic or Latino</b>	2,220	3581	5202.0	6611	461.1	2,221	3217	5145.6	6548	507.2
	<b>Native Hawaiian or Other Pacific Islander</b>	41	4468	5323.0	6269	428.3	41	3964	5331.7	6313	486.0
	<b>Two or More Races</b>	990	3581	5158.4	6611	490.7	990	3442	5081.3	6711	554.9
	<b>White</b>	976	4047	5385.0	6801	467.8	976	3668	5367.2	6841	507.4
	<b>Other/Unknown</b>	23	4819	5475.2	6342	421.3	23	4706	5488.4	6324	388.5
<b>Other</b>	<b>Gifted</b>	16	4688	5835.7	6498	587.6	16	4514	5848.8	6508	575.6
	<b>IEP</b>	622	3581	4928.2	6255	450.3	625	3442	4825.2	6065	493.5
	<b>Migrant</b>	17	3947	4966.8	5761	513.1	17	3514	4871.8	5959	649.0
<b>Primary Disability</b>	<b>Autism</b>	108	3498	4723.1	6048	522.8	110	3276	4577.2	5965	538.5
	<b>Emotional disturbance</b>	15	4507	5086.4	5804	472.3	15	4108	5041.5	5997	588.4
	<b>Hearing Impaired</b>	8					8				
	<b>Intellectual Disability</b>	46	3908	4708.9	5527	346.4	46	3799	4541.5	5543	423.3

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Multiple disabilities	33	3400	4383.2	5451	473.0	33	3302	4315.7	5375	463.8
	Orthopedic impairment	8					8				
	Other health impairment	77	3806	4893.5	6098	412.5	77	3767	4799.8	6065	452.8
	Specific learning disability	157	4061	4959.2	6203	373.9	157	3796	4837.8	6001	420.9
	Speech or language impairment	167	4207	5159.8	6224	360.8	167	4021	5103.5	6036	406.6
	Visual impairment	2					2				

\* Scale scores cannot be compared across grade bands.

**Table S3.4: Summative Scale Score Summary by Subgroup - Grade 3**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		5,645	221	553.0	728	69.5	5,559	224	547.7	755	72.8
<b>Gender</b>	<b>Female</b>	2,513	221	555.3	718	69.5	2,489	224	552.8	747	72.4
	<b>Male</b>	3,092	261	551.3	728	69.1	3,031	343	543.5	755	72.9
	<b>Missing</b>	40	261	543.8	675	93.7	39	387	548.2	688	76.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	16	448	574.9	660	61.0	16	446	566.6	675	68.0
	<b>Asian</b>	970	261	569.1	718	69.1	955	362	574.1	745	69.7
	<b>Black or African American</b>	1,140	261	551.2	706	67.3	1,116	306	548.3	730	68.1
	<b>Hispanic or Latino</b>	1,823	290	546.1	706	68.8	1,802	343	535.3	740	71.4
	<b>Native Hawaiian or Other Pacific Islander</b>	21	467	544.3	638	48.0	21	443	545.4	637	57.2
	<b>Two or More Races</b>	864	302	539.7	683	73.0	849	362	528.3	723	74.4
	<b>White</b>	800	221	566.3	728	65.6	789	224	563.9	755	72.5
	<b>Other/Unknown</b>	11	465	552.5	651	54.5	11	437	551.5	640	64.6
<b>Other</b>	<b>Gifted</b>	48	458	607.3	694	51.3	49	498	615.2	713	56.7
	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	726	221	511.9	681	73.0	642	224	503.3	691	65.6
	<b>Migrant</b>	17	432	570.0	680	69.1	17	440	566.4	696	83.0
<b>Primary Disability</b>	<b>Autism</b>	98	221	466.1	674	86.6	69	224	502.5	681	75.9
	<b>Developmental delay</b>	4					1				
	<b>Emotional disturbance</b>	12	408	508.0	659	62.2	12	392	490.8	680	89.6

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Hearing Impaired	8					9				
	Intellectual Disability	49	311	471.3	580	60.5	36	359	466.9	603	54.0
	Multiple disabilities	34	261	392.2	559	75.3	9				
	Orthopedic impairment	3					2				
	Other health impairment	93	353	527.3	660	65.0	89	382	505.3	678	65.7
	Specific learning disability	326	377	529.9	665	51.9	315	367	498.5	676	57.5
	Speech or language impairment	104	360	544.5	657	64.1	103	371	539.7	691	68.5
	Visual impairment	3					3				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

Table S3.4: Summative Scale Score Summary by Subgroup - Grade 3 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		5,562	251	563.0	747	72.1	5,555	230	542.3	757	77.2
<b>Gender</b>	<b>Female</b>	2,496	251	568.3	739	69.4	2,486	230	547.9	746	76.1
	<b>Male</b>	3,026	297	558.8	747	73.7	3,029	327	537.8	757	77.7
	<b>Missing</b>	40	268	547.2	684	90.5	40	292	533.9	682	89.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	16	454	583.1	670	65.6	15	411	553.3	688	81.3
	<b>Asian</b>	958	301	577.1	722	69.0	957	324	568.1	746	72.6
	<b>Black or African American</b>	1,116	307	566.5	715	60.7	1,115	316	542.5	733	72.5
	<b>Hispanic or Latino</b>	1,805	268	554.5	739	74.7	1,804	292	530.2	745	76.8
	<b>Native Hawaiian or Other Pacific Islander</b>	21	470	559.8	685	54.3	21	453	538.5	602	46.0
	<b>Two or More Races</b>	847	298	546.6	729	80.8	844	323	521.1	721	81.8
	<b>White</b>	789	251	577.4	747	69.0	788	230	560.8	757	73.3
	<b>Other/Unknown</b>	10	484	572.0	662	51.8	11	458	547.3	653	64.2
<b>Other</b>	<b>Gifted</b>	49	354	607.6	712	55.2	48	495	606.7	708	53.7
	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	655	251	529.6	704	72.8	650	230	494.5	694	72.2
	<b>Migrant</b>	17	478	579.6	663	51.3	17	382	560.8	690	88.0
<b>Primary Disability</b>	<b>Autism</b>	68	251	483.9	668	90.6	71	230	495.4	680	85.5
	<b>Developmental delay</b>	1					1				
	<b>Emotional disturbance</b>	12	437	530.3	665	65.1	12	376	475.9	666	97.6

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Hearing Impaired	8					9				
	Intellectual Disability	39	337	484.3	641	59.1	38	349	450.9	614	70.0
	Multiple disabilities	11	268	416.3	571	101.0	10	292	403.5	495	66.0
	Orthopedic impairment	2					2				
	Other health impairment	91	306	523.7	677	75.3	89	342	495.9	660	74.1
	Specific learning disability	324	307	540.8	704	59.7	318	340	491.3	663	63.8
	Speech or language impairment	103	300	559.1	682	65.9	103	350	532.6	681	64.9
	Visual impairment	3					3				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.4: Summative Scale Score Summary by Subgroup - Grade 3 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		5,652	3260	5512.4	6654	529.2	5,659	2930	5503.7	7096	568.3
<b>Gender</b>	<b>Female</b>	2,516	3260	5538.5	6654	528.2	2,522	2930	5544.4	6983	558.2
	<b>Male</b>	3,095	3581	5491.7	6654	527.4	3,096	3554	5471.9	7096	572.1
	<b>Missing</b>	41	3581	5477.9	6515	661.8	41	3532	5406.5	6505	728.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	16	4784	5656.4	6274	434.9	16	4595	5672.8	6454	546.0
	<b>Asian</b>	970	3581	5670.4	6654	523.4	971	3554	5670.0	6914	548.6
	<b>Black or African American</b>	1,141	3581	5504.7	6654	512.3	1,144	3554	5502.5	6776	527.1
	<b>Hispanic or Latino</b>	1,826	3691	5442.4	6654	518.9	1,828	3532	5426.8	6983	566.8
	<b>Native Hawaiian or Other Pacific Islander</b>	21	4891	5497.0	6402	433.4	21	4814	5480.6	6258	392.3
	<b>Two or More Races</b>	866	3856	5394.9	6654	539.7	867	3710	5359.9	6805	604.3
	<b>White</b>	801	3260	5616.2	6654	515.2	801	2930	5632.1	7096	543.1
	<b>Other/Unknown</b>	11	4773	5518.2	6017	420.4	11	4865	5540.2	6324	444.5
<b>Other</b>	<b>Gifted</b>	49	4886	5992.5	6654	413.5	49	5162	5980.3	6692	391.3
	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	727	3260	5181.3	6654	517.8	728	2930	5125.1	6582	556.4
	<b>Migrant</b>	17	4713	5634.3	6537	541.1	17	4513	5653.0	6556	570.1
<b>Primary Disability</b>	<b>Autism</b>	98	3260	4947.2	6611	602.1	99	2930	4866.4	6522	643.1
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	12	4401	5147.8	6410	550.2	12	4298	5099.6	6464	611.7



Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Hearing Impaired	9					9				
	Intellectual Disability	49	3894	4902.9	5717	391.2	49	3851	4799.1	5991	446.4
	Multiple disabilities	34	3581	4421.6	5455	441.4	34	3532	4315.4	5384	472.9
	Orthopedic impairment	3					3				
	Other health impairment	93	4253	5281.6	6654	483.9	93	3941	5196.9	6360	527.7
	Specific learning disability	326	4249	5256.2	6516	394.7	326	3854	5217.8	6526	432.4
	Speech or language impairment	104	4240	5476.6	6516	528.4	104	3855	5451.3	6504	506.2
	Visual impairment	3					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.5: Summative Scale Score Summary by Subgroup - Grade 4**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		4,746	216	510.4	695	68.7	4,642	227	511.5	722	66.3
<b>Gender</b>	<b>Female</b>	2,076	257	513.5	695	67.1	2,044	307	513.6	722	64.8
	<b>Male</b>	2,647	216	508.2	686	69.8	2,575	227	509.9	696	67.3
	<b>Missing</b>	23	316	495.0	637	78.3	23	305	491.4	653	84.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	11	343	471.0	607	85.1	11	383	511.8	650	82.3
	<b>Asian</b>	743	302	528.8	681	64.5	734	333	532.1	718	64.0
	<b>Black or African American</b>	1,030	257	510.0	686	66.3	1,010	331	511.7	692	63.4
	<b>Hispanic or Latino</b>	1,545	216	505.4	695	68.6	1,507	227	505.6	722	65.7
	<b>Native Hawaiian or Other Pacific Islander</b>	42	379	511.7	619	58.8	42	377	503.3	596	55.6
	<b>Two or More Races</b>	774	312	495.9	682	71.2	751	316	495.3	696	66.4
	<b>White</b>	591	242	520.1	666	69.2	577	301	520.8	684	68.3
	<b>Other/Unknown</b>	10	472	551.7	641	56.9	10	479	555.2	643	59.6
<b>Other</b>	<b>Gifted</b>	24	444	546.8	655	57.2	24	430	549.4	675	75.8
	<b>IEP</b>	834	242	474.2	683	67.7	743	281	475.5	698	58.0
	<b>Migrant</b>	19	365	516.5	606	70.4	19	383	514.2	617	66.0
<b>Primary Disability</b>	<b>Autism</b>	80	242	427.6	638	88.9	54	301	475.7	631	72.8
	<b>Developmental delay</b>	5					3				
	<b>Emotional disturbance</b>	16	399	492.1	584	42.7	16	405	470.2	596	52.6
	<b>Hearing Impaired</b>	8					9				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	40	320	423.5	499	41.7	29	384	435.0	499	36.2
	<b>Multiple disabilities</b>	25	257	360.5	419	41.3	4				
	<b>Orthopedic impairment</b>	1					1				
	<b>Other health impairment</b>	110	358	478.3	622	62.2	101	333	478.4	625	61.6
	<b>Specific learning disability</b>	470	336	486.7	652	54.0	450	347	474.3	639	52.6
	<b>Speech or language impairment</b>	51	379	518.4	613	56.1	50	425	517.7	619	50.1
	<b>Traumatic brain injury</b>	5					3				
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

Table S3.5: Summative Scale Score Summary by Subgroup - Grade 4 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		4,662	235	536.4	726	70.8	4,650	222	507.9	725	72.3
<b>Gender</b>	<b>Female</b>	2,052	263	541.5	726	69.3	2,049	279	513.3	725	70.3
	<b>Male</b>	2,587	235	532.4	710	71.6	2,578	222	503.7	685	73.4
	<b>Missing</b>	23	310	524.2	619	81.3	23	300	490.9	641	90.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	11	333	518.9	629	87.6	11	313	499.7	615	93.6
	<b>Asian</b>	732	301	552.8	706	63.0	733	333	528.4	702	65.7
	<b>Black or African American</b>	1,014	271	534.0	703	66.7	1,008	296	508.1	685	67.6
	<b>Hispanic or Latino</b>	1,513	235	532.5	699	72.0	1,515	222	501.3	725	74.6
	<b>Native Hawaiian or Other Pacific Islander</b>	42	284	534.3	623	67.1	42	341	507.7	594	63.0
	<b>Two or More Races</b>	759	264	522.5	695	79.3	752	283	490.8	670	74.3
	<b>White</b>	581	254	548.2	726	66.8	579	261	520.2	678	71.7
	<b>Other/Unknown</b>	10	490	553.6	629	50.0	10	475	550.5	627	53.2
<b>Other</b>	<b>Gifted</b>	23	470	573.5	641	56.2	24	395	547.9	654	66.3
	<b>IEP</b>	766	253	511.2	698	69.4	752	260	469.3	656	66.5
	<b>Migrant</b>	19	396	526.7	595	59.0	19	340	506.7	598	72.2
<b>Primary Disability</b>	<b>Autism</b>	50	254	481.9	628	86.2	51	261	466.3	623	81.9
	<b>Developmental delay</b>	3					3				
	<b>Emotional disturbance</b>	16	310	495.0	569	68.2	16	338	466.9	588	64.5
	<b>Hearing Impaired</b>	8					9				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	37	340	453.9	590	59.2	30	325	415.2	520	47.7
	<b>Multiple disabilities</b>	5					6				
	<b>Orthopedic impairment</b>	1					1				
	<b>Other health impairment</b>	105	288	504.7	647	70.1	103	328	471.2	615	73.1
	<b>Specific learning disability</b>	464	279	519.1	662	60.2	458	319	469.8	642	59.3
	<b>Speech or language impairment</b>	48	415	551.9	653	50.8	50	356	513.9	629	57.5
	<b>Traumatic brain injury</b>	4					3				
	<b>Visual impairment</b>	3					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.5: Summative Scale Score Summary by Subgroup - Grade 4 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		4,749	3273	5213.9	6817	497.5	4,757	2877	5226.6	6786	543.3
<b>Gender</b>	<b>Female</b>	2,078	3480	5226.7	6817	483.7	2,083	3384	5261.7	6786	525.9
	<b>Male</b>	2,648	3273	5205.0	6817	507.1	2,651	2877	5200.1	6524	554.2
	<b>Missing</b>	23	3814	5086.3	6275	583.0	23	3519	5102.6	6167	649.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	11	4226	5069.3	6181	609.4	11	3796	5099.3	6120	684.8
	<b>Asian</b>	744	3795	5361.9	6696	486.1	744	3772	5386.9	6724	501.1
	<b>Black or African American</b>	1,030	3480	5213.9	6817	484.0	1,033	3489	5219.3	6425	515.1
	<b>Hispanic or Latino</b>	1,547	3273	5173.8	6817	486.0	1,549	2877	5185.1	6786	548.0
	<b>Native Hawaiian or Other Pacific Islander</b>	42	4337	5183.1	5916	413.8	42	3848	5221.0	5837	463.2
	<b>Two or More Races</b>	774	3924	5102.7	6817	502.6	777	3420	5097.2	6524	565.4
	<b>White</b>	591	3480	5277.4	6481	509.5	591	3169	5314.1	6489	544.3
	<b>Other/Unknown</b>	10	5004	5558.8	6406	470.9	10	5048	5533.8	6166	410.7
<b>Other</b>	<b>Gifted</b>	24	4684	5496.4	6392	514.6	24	4690	5545.9	6303	496.1
	<b>IEP</b>	836	3480	4933.9	6817	463.6	839	3169	4916.5	6604	516.9
	<b>Migrant</b>	19	4254	5271.7	6076	506.7	19	4070	5236.0	5869	529.9
<b>Primary Disability</b>	<b>Autism</b>	81	3480	4674.5	6386	625.7	81	3169	4619.1	6117	651.6
	<b>Developmental delay</b>	5					5				
	<b>Emotional disturbance</b>	16	4522	5011.3	5830	319.0	16	3984	4948.7	5760	420.6
	<b>Hearing Impaired</b>	9					9				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	40	4126	4625.5	5123	241.1	40	3814	4543.3	5134	332.5
	<b>Multiple disabilities</b>	25	3480	4208.3	4636	286.2	27	3489	4160.5	4575	269.8
	<b>Orthopedic impairment</b>	1					1				
	<b>Other health impairment</b>	110	4141	4971.9	6120	429.6	110	3917	4947.7	6066	512.5
	<b>Specific learning disability</b>	470	4164	4999.6	6293	381.8	470	3717	4997.9	6209	424.4
	<b>Speech or language impairment</b>	51	4476	5272.5	6170	412.8	51	4217	5303.4	6088	398.3
	<b>Traumatic brain injury</b>	5					5				
	<b>Visual impairment</b>	2					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.6: Summative Scale Score Summary by Subgroup - Grade 5**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,473	216	524.2	758	74.0	3,393	227	528.1	766	71.1
<b>Gender</b>	<b>Female</b>	1,486	257	527.4	720	73.3	1,456	305	531.7	725	70.5
	<b>Male</b>	1,959	216	522.0	758	74.4	1,909	227	525.5	766	71.3
	<b>Missing</b>	28	318	511.9	624	76.4	28	376	522.6	641	74.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	447	294	539.9	758	70.3	431	359	548.4	766	67.0
	<b>Black or African American</b>	739	257	527.2	695	70.6	727	363	531.3	703	68.0
	<b>Hispanic or Latino</b>	1,215	257	520.9	720	72.6	1,190	305	523.1	725	69.2
	<b>Native Hawaiian or Other Pacific Islander</b>	16	388	516.5	608	59.3	16	385	520.3	608	57.1
	<b>Two or More Races</b>	592	216	508.9	698	80.3	574	227	513.0	713	74.9
	<b>White</b>	456	252	533.3	696	74.3	447	254	537.3	714	74.3
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	16	392	563.5	679	90.2	16	419	569.1	694	89.6
	<b>IEP</b>	753	216	497.5	670	72.1	678	227	499.4	693	62.9
	<b>Migrant</b>	14	370	522.3	631	83.9	14	372	528.0	675	81.7
<b>Primary Disability</b>	<b>Autism</b>	74	257	447.2	627	85.3	53	359	487.3	616	68.8
	<b>Developmental delay</b>	4					3				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing Impaired</b>	10	280	499.3	625	115.6	11	377	516.3	598	80.0



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	49	322	424.4	556	56.3	33	311	437.8	541	47.7
	<b>Multiple disabilities</b>	23	252	374.9	511	58.5	9				
	<b>Orthopedic impairment</b>	5					4				
	<b>Other health impairment</b>	93	318	503.8	670	68.7	90	334	499.2	693	71.1
	<b>Specific learning disability</b>	435	313	516.3	658	56.0	416	391	505.1	667	55.6
	<b>Speech or language impairment</b>	35	460	539.2	634	46.9	35	409	541.5	647	56.4
	<b>Traumatic brain injury</b>	3					2				
	<b>Visual impairment</b>	3					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.6: Summative Scale Score Summary by Subgroup - Grade 5 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,418	235	544.4	781	75.9	3,397	222	525.0	770	75.7
<b>Gender</b>	<b>Female</b>	1,463	265	548.8	747	75.7	1,455	283	531.3	730	74.7
	<b>Male</b>	1,928	235	541.3	781	75.7	1,915	222	520.4	770	75.9
	<b>Missing</b>	27	298	521.0	610	90.7	27	319	509.7	635	87.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	433	284	558.9	781	70.4	433	344	544.2	770	68.3
	<b>Black or African American</b>	728	276	547.3	708	69.4	725	306	528.6	699	72.3
	<b>Hispanic or Latino</b>	1,201	265	540.0	747	76.4	1,196	283	519.2	730	75.6
	<b>Native Hawaiian or Other Pacific Islander</b>	16	389	553.5	614	67.0	16	375	531.7	620	57.0
	<b>Two or More Races</b>	579	235	529.2	721	84.4	571	222	509.7	708	81.6
	<b>White</b>	453	272	556.5	724	74.1	448	250	536.2	695	75.1
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	16	422	569.3	681	66.4	16	360	556.6	666	79.4
	<b>IEP</b>	701	235	529.7	688	72.1	680	222	498.0	685	69.7
	<b>Migrant</b>	14	283	544.1	670	109.2	14	338	516.9	655	93.4
<b>Primary Disability</b>	<b>Autism</b>	51	275	490.0	639	90.1	50	313	478.5	616	81.3
	<b>Developmental delay</b>	3					3				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing Impaired</b>	11	275	504.2	608	97.9	11	322	496.6	587	87.4

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	41	269	449.1	580	76.9	37	323	424.1	546	61.7
	<b>Multiple disabilities</b>	8					7				
	<b>Orthopedic impairment</b>	5					5				
	<b>Other health impairment</b>	92	272	526.8	672	78.3	90	316	497.8	697	80.4
	<b>Specific learning disability</b>	434	285	545.1	688	57.8	419	340	507.1	685	59.7
	<b>Speech or language impairment</b>	33	339	550.4	645	59.2	34	402	537.2	661	53.1
	<b>Traumatic brain injury</b>	2					2				
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

Table S3.6: Summative Scale Score Summary by Subgroup - Grade 5 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,477	3273	5326.6	6817	539.8	3,484	2877	5339.7	7262	579.1
<b>Gender</b>	<b>Female</b>	1,487	3480	5344.2	6817	533.2	1,488	3434	5376.7	6826	573.2
	<b>Male</b>	1,962	3273	5313.9	6817	544.6	1,968	2877	5313.0	7262	581.3
	<b>Missing</b>	28	4087	5281.2	6264	537.0	28	3703	5245.4	6050	641.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	448	3735	5456.0	6817	527.2	448	3725	5475.7	7262	547.4
	<b>Black or African American</b>	739	3480	5349.5	6817	517.9	741	3489	5365.4	6645	548.9
	<b>Hispanic or Latino</b>	1,217	3480	5297.3	6691	524.7	1,220	3434	5302.5	6794	570.8
	<b>Native Hawaiian or Other Pacific Islander</b>	16	4321	5235.9	5940	413.2	16	4149	5352.6	5923	457.2
	<b>Two or More Races</b>	593	3273	5214.7	6817	571.2	595	2877	5214.6	6691	625.9
	<b>White</b>	456	3416	5391.1	6817	553.2	456	3190	5428.6	6672	577.6
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	16	4503	5708.4	6817	757.8	16	4256	5628.7	6530	629.6
	<b>IEP</b>	756	3273	5102.5	6653	497.7	757	2877	5112.6	6495	551.5
	<b>Migrant</b>	14	4280	5324.6	6244	577.9	14	3809	5331.6	6394	737.0
<b>Primary Disability</b>	<b>Autism</b>	75	3480	4804.2	6058	583.2	76	3489	4753.4	6010	646.8
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing Impaired</b>	11	3957	5263.3	6000	714.9	11	3566	5137.8	5935	749.7

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	49	3868	4633.8	5598	356.8	49	3515	4534.8	5519	442.7
	<b>Multiple disabilities</b>	23	3416	4308.5	4956	378.0	23	3190	4220.2	4932	386.9
	<b>Orthopedic impairment</b>	5					5				
	<b>Other health impairment</b>	93	3937	5137.5	6482	484.7	93	3557	5150.3	6495	569.9
	<b>Specific learning disability</b>	436	4127	5211.6	6653	403.4	436	3856	5256.1	6416	428.2
	<b>Speech or language impairment</b>	35	4688	5454.3	6269	407.2	35	4544	5448.6	6278	375.8
	<b>Traumatic brain injury</b>	3					3				
	<b>Visual impairment</b>	3					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.7: Summative Scale Score Summary by Subgroup - Grade 6**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,295	262	511.6	726	65.5	3,210	271	515.0	740	58.3
<b>Gender</b>	<b>Female</b>	1,457	262	514.7	726	64.3	1,432	349	516.8	740	56.9
	<b>Male</b>	1,823	262	509.1	683	66.4	1,763	271	513.7	712	59.5
	<b>Missing</b>	15	430	515.9	607	56.0	15	425	508.8	595	46.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	10	262	466.9	579	89.8	9				
	<b>Asian</b>	467	316	525.6	726	65.7	450	397	530.9	740	60.4
	<b>Black or African American</b>	684	262	511.5	689	64.0	670	378	516.0	697	59.3
	<b>Hispanic or Latino</b>	1,160	262	506.0	668	65.3	1,132	271	509.3	703	56.4
	<b>Native Hawaiian or Other Pacific Islander</b>	25	401	493.1	619	50.4	24	405	500.6	619	50.4
	<b>Two or More Races</b>	557	298	504.8	675	65.9	546	353	505.7	689	58.0
	<b>White</b>	379	291	523.5	662	62.9	366	385	526.0	664	54.4
	<b>Other/Unknown</b>	13	390	539.1	636	81.4	13	370	529.8	656	81.6
<b>Other</b>	<b>Gifted</b>	18	445	564.2	684	56.2	18	443	561.0	687	59.2
	<b>IEP</b>	742	262	492.6	662	60.3	662	349	497.8	678	49.2
	<b>Migrant</b>	9					9				
<b>Primary Disability</b>	<b>Autism</b>	55	262	452.5	620	71.3	34	403	492.0	615	58.4
	<b>Developmental delay</b>	6					5				
	<b>Emotional disturbance</b>	13	432	493.1	570	44.9	13	449	500.8	595	45.2
	<b>Hearing Impaired</b>	3					7				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	63	348	441.3	568	40.1	44	395	457.1	595	37.7
	<b>Multiple disabilities</b>	35	262	371.1	449	52.4	5				
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	90	384	497.9	620	49.0	82	419	499.8	644	49.2
	<b>Specific learning disability</b>	442	381	511.1	662	47.6	436	370	502.4	678	45.4
	<b>Speech or language impairment</b>	24	427	525.3	592	39.0	23	432	527.9	619	44.0
	<b>Traumatic brain injury</b>	6					3				
	<b>Visual impairment</b>	3					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.7: Summative Scale Score Summary by Subgroup - Grade 6 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,219	278	536.5	710	68.5	3,199	277	505.9	744	69.4
<b>Gender</b>	<b>Female</b>	1,430	306	540.3	710	67.7	1,423	320	512.0	744	68.3
	<b>Male</b>	1,774	278	533.4	687	68.9	1,761	277	500.9	696	70.0
	<b>Missing</b>	15	327	542.2	652	80.9	15	381	504.3	563	52.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9					9				
	<b>Asian</b>	447	323	552.9	710	62.1	449	329	521.2	744	65.6
	<b>Black or African American</b>	673	313	534.5	683	65.0	667	304	504.1	657	70.7
	<b>Hispanic or Latino</b>	1,136	278	530.5	678	71.3	1,127	277	500.8	696	69.0
	<b>Native Hawaiian or Other Pacific Islander</b>	25	398	537.3	662	67.5	24	343	491.8	579	61.8
	<b>Two or More Races</b>	545	303	526.1	658	74.0	540	318	498.2	687	73.4
	<b>White</b>	371	315	554.3	676	57.0	370	336	518.6	653	61.8
	<b>Other/Unknown</b>	13	414	552.8	652	77.4	13	336	513.7	611	83.1
<b>Other</b>	<b>Gifted</b>	18	468	576.4	692	52.5	18	424	538.1	650	57.5
	<b>IEP</b>	675	315	529.1	694	59.5	662	304	491.7	646	60.3
	<b>Migrant</b>	8					8				
<b>Primary Disability</b>	<b>Autism</b>	37	321	506.5	636	77.9	34	329	467.3	584	71.8
	<b>Developmental delay</b>	5					4				
	<b>Emotional disturbance</b>	13	432	537.4	600	44.4	13	413	498.2	576	48.5
	<b>Hearing Impaired</b>	3					7				



Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	51	342	466.2	571	49.5	44	343	431.3	534	56.9
	<b>Multiple disabilities</b>	9					6				
	<b>Orthopedic impairment</b>	4					5				
	<b>Other health impairment</b>	81	327	533.6	643	52.0	82	352	493.3	620	54.8
	<b>Specific learning disability</b>	442	320	541.0	694	51.2	438	336	501.8	646	52.7
	<b>Speech or language impairment</b>	23	475	550.6	608	30.3	23	470	528.6	606	32.2
	<b>Traumatic brain injury</b>	4					3				
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.7: Summative Scale Score Summary by Subgroup - Grade 6 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,311	3515	5230.7	6779	457.3	3,317	3239	5227.3	6750	511.3
<b>Gender</b>	<b>Female</b>	1,467	3515	5241.2	6768	442.9	1,469	3521	5258.1	6750	499.9
	<b>Male</b>	1,829	3515	5222.2	6779	469.2	1,833	3239	5202.4	6600	519.6
	<b>Missing</b>	15	4672	5230.9	5963	376.4	15	4221	5250.0	5847	448.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	10	3515	4974.1	5838	625.8	10	3521	4894.4	5767	673.2
	<b>Asian</b>	470	3905	5339.1	6779	478.8	470	3848	5347.0	6750	501.2
	<b>Black or African American</b>	690	3515	5236.0	6756	456.7	692	3521	5219.6	6564	508.1
	<b>Hispanic or Latino</b>	1,165	3515	5188.8	6754	446.3	1,165	3239	5183.9	6562	509.9
	<b>Native Hawaiian or Other Pacific Islander</b>	25	4416	5093.3	6103	361.7	25	4279	5132.4	6093	450.8
	<b>Two or More Races</b>	559	3780	5174.3	6492	445.8	563	3709	5161.9	6354	522.3
	<b>White</b>	379	3726	5307.2	6445	441.7	379	3689	5333.0	6347	470.3
	<b>Other/Unknown</b>	13	4424	5434.7	6439	626.1	13	4150	5375.7	6114	633.4
<b>Other</b>	<b>Gifted</b>	18	5000	5666.5	6657	470.8	18	5055	5599.7	6568	406.9
	<b>IEP</b>	752	3515	5073.0	6416	410.0	752	3521	5075.0	6409	460.0
	<b>Migrant</b>	9					9				
<b>Primary Disability</b>	<b>Autism</b>	56	3515	4849.7	6018	498.6	56	3521	4807.5	5963	549.9
	<b>Developmental delay</b>	7					7				
	<b>Emotional disturbance</b>	13	4710	5103.4	5883	333.1	13	4599	5159.3	5688	341.4
	<b>Hearing Impaired</b>	7					7				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	64	4129	4766.0	5612	262.3	64	4060	4675.3	5543	314.2
	<b>Multiple disabilities</b>	35	3515	4290.4	4922	363.8	35	3521	4211.2	4930	379.7
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	90	4364	5121.2	6416	362.1	90	4205	5127.5	6087	382.2
	<b>Specific learning disability</b>	445	4413	5180.3	6397	330.7	445	4050	5215.3	6409	359.4
	<b>Speech or language impairment</b>	24	4655	5313.1	6059	321.6	24	4658	5350.3	5865	293.1
	<b>Traumatic brain injury</b>	6					6				
	<b>Visual impairment</b>	3					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.8: Summative Scale Score Summary by Subgroup - Grade 7**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,901	222	523.2	733	70.9	2,850	239	527.7	751	64.6
<b>Gender</b>	<b>Female</b>	1,280	222	526.7	733	72.8	1,267	239	530.4	751	65.5
	<b>Male</b>	1,595	222	520.9	720	69.3	1,558	239	525.7	735	64.0
	<b>Missing</b>	26	341	497.9	617	67.9	25	407	515.3	626	47.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	398	222	538.1	720	73.7	389	239	543.2	735	68.1
	<b>Black or African American</b>	637	262	528.3	713	66.3	626	311	530.2	730	62.1
	<b>Hispanic or Latino</b>	1,019	315	514.5	697	73.3	1,009	288	520.2	730	65.0
	<b>Native Hawaiian or Other Pacific Islander</b>	21	423	506.0	595	51.2	21	452	511.3	583	42.5
	<b>Two or More Races</b>	451	297	514.9	675	70.6	438	350	522.3	675	63.6
	<b>White</b>	360	357	533.8	733	65.9	352	372	535.0	751	62.9
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>Gifted</b>	8					8				
	<b>IEP</b>	634	222	502.1	681	66.3	586	239	505.0	703	57.4
	<b>Migrant</b>	12	388	486.9	675	92.9	12	450	518.3	662	72.9
<b>Primary Disability</b>	<b>Autism</b>	37	262	451.2	681	95.1	25	412	498.3	703	81.5
	<b>Developmental delay</b>	4					1				
	<b>Emotional disturbance</b>	15	395	482.7	570	54.6	15	434	487.7	548	41.6
	<b>Hearing Impaired</b>	3					5				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	62	354	453.4	628	51.2	45	372	459.9	605	41.9
	<b>Multiple disabilities</b>	21	222	391.4	544	77.3	12	239	409.5	500	64.6
	<b>Other health impairment</b>	72	350	496.6	620	57.1	69	373	501.7	625	54.3
	<b>Specific learning disability</b>	404	368	520.8	681	53.4	397	377	513.3	669	51.3
	<b>Speech or language impairment</b>	11	432	534.2	618	57.0	10	435	540.5	645	68.0
	<b>Traumatic brain injury</b>	5					5				
	<b>Visual impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.8: Summative Scale Score Summary by Subgroup - Grade 7 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,849	260	542.9	735	72.4	2,844	235	517.7	734	75.2
<b>Gender</b>	<b>Female</b>	1,259	260	545.6	735	72.9	1,268	235	524.3	734	76.6
	<b>Male</b>	1,565	260	540.9	708	71.9	1,551	235	512.7	729	73.8
	<b>Missing</b>	25	328	526.4	627	71.2	25	344	501.1	592	66.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	383	260	558.9	708	65.8	389	235	532.9	729	74.0
	<b>Black or African American</b>	626	309	549.0	735	64.0	627	305	522.8	720	68.2
	<b>Hispanic or Latino</b>	1,009	288	533.2	690	78.3	1,005	284	508.4	699	80.2
	<b>Native Hawaiian or Other Pacific Islander</b>	21	342	519.4	624	67.1	21	394	508.8	591	56.2
	<b>Two or More Races</b>	442	301	530.3	661	77.2	436	307	508.2	670	77.4
	<b>White</b>	353	313	558.9	707	62.4	351	332	530.8	734	67.4
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>Gifted</b>	8					8				
	<b>IEP</b>	592	260	530.3	661	68.6	586	235	498.8	674	69.6
	<b>Migrant</b>	12	359	495.2	642	98.4	12	343	486.6	658	100.2
<b>Primary Disability</b>	<b>Autism</b>	26	324	482.9	630	90.5	25	328	456.6	673	101.5
	<b>Developmental delay</b>	2					1				
	<b>Emotional disturbance</b>	15	352	492.7	601	67.3	14	349	466.0	530	57.7
	<b>Hearing Impaired</b>	2					4				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	50	313	475.1	598	72.4	47	331	440.7	606	71.5
	<b>Multiple disabilities</b>	11	260	409.3	533	86.8	12	235	383.6	502	78.6
	<b>Other health impairment</b>	70	312	524.9	642	64.2	68	325	493.2	608	66.4
	<b>Specific learning disability</b>	397	313	546.3	661	54.9	399	326	512.8	674	57.6
	<b>Speech or language impairment</b>	11	365	540.2	653	96.4	10	393	533.8	598	72.3
	<b>Traumatic brain injury</b>	5					4				
	<b>Visual impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.8: Summative Scale Score Summary by Subgroup - Grade 7 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,914	3323	5325.0	6967	500.2	2,920	2993	5318.4	6927	551.9
<b>Gender</b>	<b>Female</b>	1,286	3323	5342.4	6967	505.0	1,287	2993	5353.3	6927	558.9
	<b>Male</b>	1,602	3323	5313.5	6812	496.8	1,607	2993	5293.2	6757	545.3
	<b>Missing</b>	26	4081	5168.7	6004	435.9	26	3987	5154.2	5915	511.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	399	3323	5435.8	6878	534.1	400	2993	5434.1	6788	561.7
	<b>Black or African American</b>	640	3515	5351.9	6967	477.3	641	3521	5358.0	6847	506.7
	<b>Hispanic or Latino</b>	1,026	3814	5267.8	6770	505.2	1,027	3356	5251.3	6700	579.6
	<b>Native Hawaiian or Other Pacific Islander</b>	21	4688	5194.1	5747	320.4	21	4476	5198.6	5780	385.6
	<b>Two or More Races</b>	453	3768	5279.5	6555	495.0	456	3634	5241.8	6397	560.9
	<b>White</b>	360	4188	5380.4	6849	476.5	360	3874	5412.7	6927	498.0
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>Gifted</b>	8					8				
	<b>IEP</b>	641	3323	5146.5	6767	455.9	643	2993	5141.9	6434	518.2
	<b>Migrant</b>	12	4565	5167.4	6410	602.8	12	4210	5074.5	6386	721.3
<b>Primary Disability</b>	<b>Autism</b>	37	3515	4878.1	6767	707.9	37	3521	4752.4	6417	714.0
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	16	4580	5051.8	5555	352.3	16	4335	4987.8	5582	377.9
	<b>Hearing Impaired</b>	5					5				



Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	62	4161	4826.5	6041	319.4	63	3874	4756.4	5982	441.9
	<b>Multiple disabilities</b>	22	3323	4403.0	5451	489.4	23	2993	4275.3	5471	545.6
	<b>Other health impairment</b>	72	4140	5132.3	6232	404.6	72	3894	5132.3	6026	456.2
	<b>Specific learning disability</b>	407	4357	5256.6	6436	376.9	407	3901	5286.4	6434	408.9
	<b>Speech or language impairment</b>	11	4683	5413.1	6241	465.0	11	4479	5405.8	5974	534.0
	<b>Traumatic brain injury</b>	5					5				
	<b>Visual impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

**Table S3.9: Summative Scale Score Summary by Subgroup - Grade 8**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,013	232	535.0	757	78.6	2,968	250	542.7	767	72.3
<b>Gender</b>	<b>Female</b>	1,314	248	538.0	757	79.5	1,302	254	545.6	767	72.0
	<b>Male</b>	1,676	232	532.9	729	77.7	1,643	250	540.4	718	72.3
	<b>Missing</b>	23	359	524.4	675	88.5	23	395	543.5	691	92.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7					7				
	<b>Asian</b>	415	293	551.2	746	72.4	406	402	557.6	758	67.7
	<b>Black or African American</b>	684	262	541.0	694	74.0	673	290	548.3	713	70.7
	<b>Hispanic or Latino</b>	1,026	232	526.0	729	81.4	1,008	250	535.4	736	73.6
	<b>Native Hawaiian or Other Pacific Islander</b>	21	401	522.6	661	63.6	21	392	525.1	659	64.1
	<b>Two or More Races</b>	505	344	520.2	712	82.7	499	361	527.9	729	74.0
	<b>White</b>	347	349	552.7	757	73.6	346	390	557.9	767	68.5
	<b>Other/Unknown</b>	8					8				
<b>Other</b>	<b>Gifted</b>	7					7				
	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	586	248	516.8	665	72.4	544	254	523.5	687	65.4
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	28	313	455.8	623	81.1	20	390	497.6	641	74.2
	<b>Developmental delay</b>	4					2				
	<b>Emotional disturbance</b>	6					6				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Hearing Impaired	2					6				
	Intellectual Disability	55	351	467.0	598	54.9	44	380	486.3	624	62.2
	Multiple disabilities	23	248	383.6	477	67.9	9				
	Orthopedic impairment	5					5				
	Other health impairment	80	375	520.2	658	64.4	76	422	523.0	686	57.5
	Specific learning disability	365	360	536.2	665	60.3	358	384	533.3	687	60.2
	Speech or language impairment	7					7				
	Traumatic brain injury	8					7				
	Visual impairment	3					3				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

Table S3.9: Summative Scale Score Summary by Subgroup - Grade 8 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,972	269	551.9	743	77.1	2,972	245	531.0	754	82.9
<b>Gender</b>	<b>Female</b>	1,302	269	555.7	731	78.2	1,302	250	536.4	754	84.1
	<b>Male</b>	1,647	297	549.1	743	75.8	1,647	245	526.9	724	81.5
	<b>Missing</b>	23	311	541.7	685	95.4	23	338	524.3	667	101.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7					7				
	<b>Asian</b>	405	298	568.3	726	66.7	407	338	545.5	737	71.9
	<b>Black or African American</b>	670	307	560.5	703	67.2	677	285	538.5	705	75.7
	<b>Hispanic or Latino</b>	1,017	269	542.8	743	81.1	1,010	245	522.7	727	87.6
	<b>Native Hawaiian or Other Pacific Islander</b>	21	317	533.6	641	74.1	21	345	525.9	642	65.8
	<b>Two or More Races</b>	503	307	531.7	674	87.7	497	316	512.4	714	91.7
	<b>White</b>	341	308	573.3	731	65.6	345	319	550.6	754	73.6
	<b>Other/Unknown</b>	8					8				
<b>Other</b>	<b>Gifted</b>	7					7				
	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	558	269	544.1	683	70.9	548	250	515.7	660	72.8
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	22	298	478.3	634	111.8	20	335	473.1	626	97.8
	<b>Developmental delay</b>	3					2				
	<b>Emotional disturbance</b>	6					6				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Hearing Impaired	3					5				
	Intellectual Disability	47	337	496.0	604	70.3	45	320	470.2	619	71.0
	Multiple disabilities	12	269	425.9	507	64.6	10	250	368.9	476	67.9
	Orthopedic impairment	4					5				
	Other health impairment	77	317	552.1	664	62.8	76	354	520.2	655	68.4
	Specific learning disability	365	311	557.5	683	61.3	361	323	528.1	654	63.6
	Speech or language impairment	7					7				
	Traumatic brain injury	8					7				
	Visual impairment	3					3				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.9: Summative Scale Score Summary by Subgroup - Grade 8 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,029	3323	5425.5	6967	562.3	3,039	3104	5417.1	7095	607.6
<b>Gender</b>	<b>Female</b>	1,321	3470	5439.0	6967	556.3	1,327	3104	5448.1	7095	613.5
	<b>Male</b>	1,685	3323	5415.4	6967	566.0	1,689	3157	5393.4	6935	600.1
	<b>Missing</b>	23	4289	5385.9	6522	645.9	23	3880	5368.9	6475	745.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7					7				
	<b>Asian</b>	417	3743	5544.2	6967	536.2	417	3597	5541.8	7032	543.6
	<b>Black or African American</b>	687	3515	5464.1	6967	551.8	691	3521	5466.6	6653	568.6
	<b>Hispanic or Latino</b>	1,030	3323	5366.9	6967	571.3	1,030	3104	5351.7	6935	630.7
	<b>Native Hawaiian or Other Pacific Islander</b>	21	4456	5303.0	6385	454.5	21	3981	5322.0	6321	513.8
	<b>Two or More Races</b>	510	4199	5321.3	6967	568.0	516	3756	5281.2	6692	654.9
	<b>White</b>	349	4136	5539.7	6967	537.4	349	3809	5566.9	7095	549.1
	<b>Other/Unknown</b>	8					8				
<b>Other</b>	<b>Gifted</b>	7					7				
	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	593	3470	5269.6	6631	525.0	596	3104	5269.4	6442	562.6
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	28	3934	4891.5	6021	560.3	28	3597	4805.2	6066	696.7
	<b>Developmental delay</b>	4					5				
	<b>Emotional disturbance</b>	6					6				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Hearing Impaired	6					7				
	Intellectual Disability	55	4199	4947.1	6042	390.8	55	3882	4911.8	5912	471.9
	Multiple disabilities	24	3470	4337.2	4847	448.4	24	3104	4221.0	4810	475.0
	Orthopedic impairment	5					5				
	Other health impairment	80	4335	5285.3	6593	448.5	81	3952	5336.3	6352	489.6
	Specific learning disability	367	4314	5403.7	6631	456.7	367	3851	5419.6	6442	459.8
	Speech or language impairment	7					7				
	Traumatic brain injury	8					8				
	Visual impairment	3					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.10: Summative Scale Score Summary by Subgroup - Grade 9**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,292	249	530.1	734	74.5	3,253	257	528.5	742	69.8
<b>Gender</b>	<b>Female</b>	1,359	261	531.4	719	72.4	1,351	265	528.9	728	67.7
	<b>Male</b>	1,898	249	529.6	734	75.9	1,867	257	528.6	742	71.4
	<b>Missing</b>	35	302	507.5	650	81.3	35	402	513.6	627	67.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9					9				
	<b>Asian</b>	475	302	553.9	719	68.0	466	394	548.3	730	67.7
	<b>Black or African American</b>	778	261	526.5	721	74.4	773	268	524.6	742	69.3
	<b>Hispanic or Latino</b>	1,112	262	522.3	721	74.0	1,097	265	522.0	736	68.7
	<b>Native Hawaiian or Other Pacific Islander</b>	17	425	535.8	621	54.4	17	452	529.6	626	54.7
	<b>Two or More Races</b>	535	249	514.8	682	77.5	538	257	517.0	700	70.3
	<b>White</b>	359	302	551.8	702	68.9	346	375	548.1	716	67.9
	<b>Other/Unknown</b>	7					7				
<b>Other</b>	<b>Gifted</b>	11	470	575.1	695	69.0	11	459	573.4	703	70.6
	<b>IEP</b>	507	302	521.6	656	59.8	478	349	517.6	662	55.2
	<b>Migrant</b>	16	380	509.5	641	78.5	16	372	513.7	649	72.9
<b>Primary Disability</b>	<b>Autism</b>	28	399	496.5	644	70.9	25	392	501.9	659	66.3
	<b>Developmental delay</b>	8					5				
	<b>Emotional disturbance</b>	12	438	534.4	642	66.7	11	430	543.0	656	65.8
	<b>Hearing Impaired</b>	5					8				



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	39	385	471.3	573	46.3	31	381	473.4	568	43.0
	<b>Multiple disabilities</b>	17	249	411.0	540	73.9	5				
	<b>Orthopedic impairment</b>	4					4				
	<b>Other health impairment</b>	71	302	523.9	632	59.1	66	426	520.6	644	50.5
	<b>Specific learning disability</b>	328	379	534.2	656	50.0	325	407	523.7	662	50.1
	<b>Speech or language impairment</b>	6					6				
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.10: Summative Scale Score Summary by Subgroup - Grade 9 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,241	300	558.6	724	74.8	3,235	261	521.8	719	76.8
<b>Gender</b>	<b>Female</b>	1,336	305	563.1	717	72.9	1,340	269	523.8	700	75.1
	<b>Male</b>	1,871	300	555.7	724	75.9	1,864	261	520.6	719	78.0
	<b>Missing</b>	34	351	538.9	627	79.7	31	350	509.8	626	82.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9					9				
	<b>Asian</b>	470	351	582.6	719	64.5	467	347	541.9	706	63.7
	<b>Black or African American</b>	761	343	560.3	717	67.0	763	271	521.2	695	73.5
	<b>Hispanic or Latino</b>	1,094	305	548.0	709	80.3	1,097	269	513.0	714	79.5
	<b>Native Hawaiian or Other Pacific Islander</b>	17	455	549.1	650	45.3	17	374	527.7	615	58.2
	<b>Two or More Races</b>	535	300	541.9	692	82.5	529	261	504.1	686	85.2
	<b>White</b>	348	354	580.9	705	59.2	346	346	549.9	693	64.8
	<b>Other/Unknown</b>	7					7				
<b>Other</b>	<b>Gifted</b>	11	541	609.6	708	47.5	11	484	568.9	665	55.2
	<b>IEP</b>	481	351	559.4	685	59.1	476	347	523.0	686	58.6
	<b>Migrant</b>	15	349	524.3	658	101.0	15	346	491.9	617	86.4
<b>Primary Disability</b>	<b>Autism</b>	25	354	533.9	627	64.4	25	368	493.6	614	69.4
	<b>Developmental delay</b>	6					5				
	<b>Emotional disturbance</b>	11	387	533.3	656	74.2	11	383	511.2	615	70.6
	<b>Hearing Impaired</b>	6					6				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	34	353	511.7	669	66.5	30	347	475.1	581	57.1
	<b>Multiple disabilities</b>	5					3				
	<b>Orthopedic impairment</b>	4					4				
	<b>Other health impairment</b>	67	452	565.3	685	47.2	68	362	530.0	640	52.9
	<b>Specific learning disability</b>	325	375	569.6	685	51.2	328	353	530.8	634	52.1
	<b>Speech or language impairment</b>	6					6				
	<b>Visual impairment</b>	3					2				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.10: Summative Scale Score Summary by Subgroup - Grade 9 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,310	3470	5351.2	7171	533.9	3,339	3220	5373.1	6912	576.3
<b>Gender</b>	<b>Female</b>	1,369	3470	5354.2	6978	514.3	1,379	3282	5392.6	6808	559.9
	<b>Male</b>	1,904	3470	5352.5	7171	546.9	1,923	3220	5362.4	6912	586.4
	<b>Missing</b>	37	3733	5177.2	6206	557.5	37	3835	5197.1	6144	620.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9					9				
	<b>Asian</b>	476	3733	5512.8	6973	523.2	478	3835	5552.2	6825	514.1
	<b>Black or African American</b>	787	3470	5316.4	7171	538.0	793	3398	5356.5	6808	555.1
	<b>Hispanic or Latino</b>	1,113	3555	5303.6	6898	519.1	1,116	3282	5307.8	6714	586.9
	<b>Native Hawaiian or Other Pacific Islander</b>	17	4774	5379.1	6144	405.9	17	4505	5386.6	6057	409.0
	<b>Two or More Races</b>	542	3470	5261.9	6922	529.1	558	3220	5251.3	6459	614.8
	<b>White</b>	359	3733	5484.4	6943	526.3	361	3835	5551.3	6594	512.6
	<b>Other/Unknown</b>	7					7				
<b>Other</b>	<b>Gifted</b>	11	4946	5679.4	6665	542.5	11	5094	5762.8	6660	474.5
	<b>IEP</b>	512	3733	5253.2	6698	430.4	519	3835	5315.9	6415	458.9
	<b>Migrant</b>	16	4391	5249.5	6311	531.4	16	4001	5178.8	6111	662.6
<b>Primary Disability</b>	<b>Autism</b>	28	4434	5120.3	6698	546.1	28	4154	5108.1	6066	516.5
	<b>Developmental delay</b>	8					8				
	<b>Emotional disturbance</b>	12	4647	5451.8	6313	510.7	12	4578	5323.3	6245	504.9
	<b>Hearing Impaired</b>	8					9				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	39	4316	4909.8	5630	300.0	40	4140	4955.8	5837	398.4
	<b>Multiple disabilities</b>	18	3470	4490.2	5405	503.4	20	3220	4580.0	5433	538.5
	<b>Orthopedic impairment</b>	4					4				
	<b>Other health impairment</b>	71	3733	5266.0	6122	417.6	71	3835	5361.7	6204	428.5
	<b>Specific learning disability</b>	329	4391	5334.2	6494	365.9	330	4154	5423.4	6262	380.4
	<b>Speech or language impairment</b>	6					6				
	<b>Visual impairment</b>	2					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.11: Summative Scale Score Summary by Subgroup - Grade 10**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,153	249	533.8	758	76.1	3,135	257	531.7	772	73.2
<b>Gender</b>	<b>Female</b>	1,373	315	535.4	731	74.6	1,367	329	532.6	750	69.7
	<b>Male</b>	1,756	249	532.7	758	77.3	1,744	257	531.1	772	75.9
	<b>Missing</b>	24	358	524.2	657	72.6	24	403	525.1	667	69.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	464	249	559.3	717	68.9	458	257	551.5	717	69.3
	<b>Black or African American</b>	780	344	530.3	706	70.8	776	382	526.3	724	67.0
	<b>Hispanic or Latino</b>	1,055	315	523.6	710	79.2	1,051	311	524.3	724	75.1
	<b>Native Hawaiian or Other Pacific Islander</b>	21	477	562.2	630	44.0	21	479	546.6	645	46.8
	<b>Two or More Races</b>	468	359	520.3	731	76.9	464	363	522.0	750	75.9
	<b>White</b>	355	358	554.1	758	75.7	355	399	551.2	772	74.8
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Gifted</b>	4					4				
	<b>IEP</b>	457	249	519.9	675	65.5	434	257	515.0	712	62.2
	<b>Migrant</b>	24	389	512.8	705	94.7	22	422	519.0	724	88.7
<b>Primary Disability</b>	<b>Autism</b>	20	249	470.9	651	88.2	14	257	470.1	641	87.3
	<b>Developmental delay</b>	6					5				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing Impaired</b>	4					10	417	483.8	540	46.3

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	46	363	475.3	634	49.9	39	415	469.0	599	40.3
	<b>Multiple disabilities</b>	17	315	419.8	588	61.3	5				
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	67	413	529.7	668	58.5	64	427	524.3	678	63.5
	<b>Specific learning disability</b>	273	375	536.8	675	56.1	271	402	527.0	712	57.1
	<b>Speech or language impairment</b>	9					9				
	<b>Traumatic brain injury</b>	4					4				
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.11: Summative Scale Score Summary by Subgroup - Grade 10 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,111	300	564.9	713	71.2	3,115	261	524.8	741	76.9
<b>Gender</b>	<b>Female</b>	1,359	328	570.0	713	69.7	1,358	314	527.2	718	76.2
	<b>Male</b>	1,727	300	561.0	713	71.9	1,733	261	523.0	741	77.5
	<b>Missing</b>	25	358	551.6	696	85.6	24	345	515.0	631	73.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					4				
	<b>Asian</b>	462	300	585.6	713	59.5	458	261	547.0	718	66.3
	<b>Black or African American</b>	763	349	567.2	705	60.7	767	341	524.4	705	68.6
	<b>Hispanic or Latino</b>	1,046	328	552.6	709	79.8	1,046	310	513.3	702	83.9
	<b>Native Hawaiian or Other Pacific Islander</b>	21	500	587.2	685	46.2	21	480	561.5	626	39.3
	<b>Two or More Races</b>	459	349	550.2	713	75.4	461	340	510.5	726	78.9
	<b>White</b>	350	354	586.8	702	61.7	353	342	546.6	741	72.9
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Gifted</b>	4					4				
	<b>IEP</b>	437	300	557.7	704	65.0	425	261	518.6	671	65.3
	<b>Migrant</b>	23	354	545.8	672	95.2	22	360	506.7	664	103.0
<b>Primary Disability</b>	<b>Autism</b>	14	300	526.4	608	85.0	13	261	466.2	611	92.4
	<b>Developmental delay</b>	5					5				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing Impaired</b>	5					6				



Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	45	364	516.3	636	57.7	41	342	468.8	596	64.5
	<b>Multiple disabilities</b>	7					4				
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	64	368	558.4	654	61.2	63	369	522.1	658	54.6
	<b>Specific learning disability</b>	270	359	572.5	704	53.6	268	343	533.5	671	57.4
	<b>Speech or language impairment</b>	9					9				
	<b>Traumatic brain injury</b>	5					4				
	<b>Visual impairment</b>	2					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.11: Summative Scale Score Summary by Subgroup - Grade 10 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		3,179	3470	5377.3	7171	556.4	3,197	3220	5409.0	7116	578.3
<b>Gender</b>	<b>Female</b>	1,383	3951	5379.6	7171	532.1	1,393	3640	5429.3	6772	565.7
	<b>Male</b>	1,772	3470	5375.9	7171	574.8	1,779	3220	5393.7	7116	587.5
	<b>Missing</b>	24	4340	5342.0	6775	568.2	25	4032	5368.1	6455	597.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	466	3470	5542.6	7007	522.7	469	3220	5589.4	6772	508.8
	<b>Black or African American</b>	787	4047	5335.9	6847	517.7	794	4019	5391.9	6599	521.5
	<b>Hispanic or Latino</b>	1,060	3951	5318.1	7065	564.0	1,063	3602	5328.0	6678	620.2
	<b>Native Hawaiian or Other Pacific Islander</b>	21	4955	5510.1	6240	346.0	21	5034	5626.5	6207	333.1
	<b>Two or More Races</b>	475	4396	5300.7	7171	576.1	480	4054	5304.0	6757	594.2
	<b>White</b>	360	4331	5517.3	7171	574.0	360	4032	5575.2	7116	557.7
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Gifted</b>	4					4				
	<b>IEP</b>	465	3470	5242.6	6687	470.8	470	3220	5306.3	6583	497.0
	<b>Migrant</b>	24	4468	5245.3	7065	683.8	24	4153	5246.8	6589	740.9
<b>Primary Disability</b>	<b>Autism</b>	20	3470	4918.2	6363	616.8	20	3220	4924.3	6117	623.9
	<b>Developmental delay</b>	6					6				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing Impaired</b>	11	4581	5025.6	5450	312.7	12	4496	5135.4	5956	434.9

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	46	4452	4932.1	6031	305.2	48	4215	4969.9	6079	383.7
	<b>Multiple disabilities</b>	17	3951	4597.7	5623	383.2	17	3640	4567.0	5859	484.5
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	67	4640	5332.5	6452	458.0	67	4432	5383.6	6366	449.1
	<b>Specific learning disability</b>	274	4432	5357.1	6687	421.9	275	4145	5446.0	6583	420.9
	<b>Speech or language impairment</b>	9					9				
	<b>Traumatic brain injury</b>	4					5				
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.

**Table S3.12: Summative Scale Score Summary by Subgroup - Grade 11**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,662	302	546.0	775	73.5	2,623	366	541.0	783	71.7
<b>Gender</b>	<b>Female</b>	1,179	302	546.7	735	73.3	1,162	375	541.2	734	69.9
	<b>Male</b>	1,450	341	545.7	775	73.7	1,429	366	540.9	783	73.1
	<b>Missing</b>	33	407	534.1	670	77.3	32	417	536.5	672	75.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	433	385	565.4	691	68.0	424	366	554.7	707	69.3
	<b>Black or African American</b>	672	341	542.9	712	69.7	666	395	536.1	729	67.1
	<b>Hispanic or Latino</b>	895	302	534.5	712	78.1	882	366	533.6	718	74.6
	<b>Native Hawaiian or Other Pacific Islander</b>	16	432	531.6	594	47.5	16	440	522.1	623	50.6
	<b>Two or More Races</b>	318	354	544.2	743	74.3	314	399	541.9	754	74.2
	<b>White</b>	316	398	561.4	775	68.4	309	401	554.3	783	71.4
	<b>Other/Unknown</b>	4					4				
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	369	302	528.3	689	65.4	339	397	526.1	687	63.5
	<b>Migrant</b>	22	403	522.0	630	73.6	22	421	523.6	638	62.9
<b>Primary Disability</b>	<b>Autism</b>	17	375	479.6	654	75.5	12	411	494.8	677	83.1
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	6					6				
	<b>Hearing Impaired</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	30	407	484.4	600	50.5	23	402	472.6	546	42.8
	<b>Multiple disabilities</b>	15	302	411.2	456	41.9	3				
	<b>Orthopedic impairment</b>	1					1				
	<b>Other health impairment</b>	54	427	527.4	689	57.0	52	434	513.4	687	59.4
	<b>Specific learning disability</b>	236	394	546.8	654	56.2	232	406	539.3	680	59.8
	<b>Speech or language impairment</b>	1					1				
	<b>Traumatic brain injury</b>	2					2				
	<b>Visual impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.12: Summative Scale Score Summary by Subgroup - Grade 11 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,620	343	575.8	728	67.3	2,613	331	536.6	778	71.2
<b>Gender</b>	<b>Female</b>	1,162	346	577.5	707	67.6	1,161	343	537.7	728	70.8
	<b>Male</b>	1,425	343	574.6	728	66.8	1,421	331	535.8	778	71.4
	<b>Missing</b>	33	390	565.6	683	77.1	31	361	529.2	670	79.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	426	363	591.9	704	58.6	425	356	547.9	681	61.0
	<b>Black or African American</b>	658	354	578.2	716	60.5	660	352	536.2	706	67.2
	<b>Hispanic or Latino</b>	882	343	563.0	698	75.7	878	331	526.4	694	79.0
	<b>Native Hawaiian or Other Pacific Islander</b>	17	409	556.0	640	58.0	16	415	526.9	614	53.0
	<b>Two or More Races</b>	312	355	571.6	728	67.5	314	346	532.2	728	71.8
	<b>White</b>	313	355	590.1	707	59.3	308	357	555.8	778	64.0
	<b>Other/Unknown</b>	4					4				
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	348	354	562.6	704	61.5	338	352	526.2	649	63.4
	<b>Migrant</b>	22	437	557.8	661	62.6	22	361	505.6	612	73.5
<b>Primary Disability</b>	<b>Autism</b>	12	354	511.8	650	87.6	11	355	463.9	606	96.0
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	5					5				
	<b>Hearing Impaired</b>	2					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	29	355	519.1	587	57.2	25	357	478.8	593	56.0
	<b>Multiple disabilities</b>	6					3				
	<b>Orthopedic impairment</b>	2					1				
	<b>Other health impairment</b>	53	369	565.5	704	59.5	52	376	519.9	646	62.9
	<b>Specific learning disability</b>	230	355	574.2	669	54.1	231	364	539.6	649	54.8
	<b>Speech or language impairment</b>	1					1				
	<b>Traumatic brain injury</b>	2					2				
	<b>Visual impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.12: Summative Scale Score Summary by Subgroup - Grade 11 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,669	3733	5454.1	7094	550.7	2,683	3835	5496.8	7110	549.3
<b>Gender</b>	<b>Female</b>	1,182	3733	5454.2	6917	538.9	1,188	3835	5505.5	6854	548.4
	<b>Male</b>	1,454	4033	5455.6	7094	559.9	1,462	3902	5491.3	7110	549.3
	<b>Missing</b>	33	4545	5389.1	6506	575.9	33	4366	5423.3	6410	591.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	433	4235	5585.6	6866	536.7	435	4145	5616.9	6572	503.5
	<b>Black or African American</b>	675	4033	5414.4	6884	514.5	679	4084	5486.8	6799	511.4
	<b>Hispanic or Latino</b>	898	3733	5387.0	7085	571.0	901	3835	5410.4	6688	597.0
	<b>Native Hawaiian or Other Pacific Islander</b>	16	4688	5323.4	6127	376.6	17	4562	5349.2	5871	413.6
	<b>Two or More Races</b>	319	4398	5464.1	7064	567.7	322	4146	5478.8	6985	552.7
	<b>White</b>	316	4449	5551.8	7094	538.4	317	4157	5627.2	7110	500.3
	<b>Other/Unknown</b>	4					4				
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	373	3733	5313.3	6635	490.4	380	3835	5353.9	6572	490.4
	<b>Migrant</b>	22	4506	5321.9	6279	521.4	22	4400	5323.6	6183	532.5
<b>Primary Disability</b>	<b>Autism</b>	18	4413	5020.7	6598	554.4	19	4141	4955.1	6297	561.6
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	6					6				
	<b>Hearing Impaired</b>	1					2				



Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	30	4445	4982.8	5633	327.3	32	4157	5018.7	5768	389.0
	<b>Multiple disabilities</b>	15	3733	4530.0	4836	296.1	17	3835	4574.2	5495	366.4
	<b>Orthopedic impairment</b>	1					2				
	<b>Other health impairment</b>	54	4667	5269.3	6635	424.5	54	4466	5355.0	6572	447.9
	<b>Specific learning disability</b>	239	4484	5449.3	6566	446.4	239	4175	5498.5	6274	417.6
	<b>Speech or language impairment</b>	1					1				
	<b>Traumatic brain injury</b>	2					2				
	<b>Visual impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

**Table S3.13: Summative Scale Score Summary by Subgroup - Grade 12**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,065	302	548.8	727	68.3	2,051	379	541.7	733	67.2
<b>Gender</b>	<b>Female</b>	967	302	548.8	727	68.4	961	379	541.4	733	65.5
	<b>Male</b>	1,078	339	549.0	720	68.2	1,071	380	542.0	730	68.7
	<b>Missing</b>	20	396	537.7	666	72.2	19	402	533.8	655	70.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	391	366	564.3	727	62.6	388	395	553.2	733	65.3
	<b>Black or African American</b>	545	369	543.5	714	65.6	544	381	532.4	719	63.8
	<b>Hispanic or Latino</b>	647	302	541.1	712	72.0	642	380	539.3	724	68.7
	<b>Native Hawaiian or Other Pacific Islander</b>	10	442	557.7	669	61.5	10	440	550.4	653	60.8
	<b>Two or More Races</b>	203	378	553.9	708	69.9	201	396	550.7	723	67.5
	<b>White</b>	259	389	552.6	718	67.3	256	379	543.0	731	70.1
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Gifted</b>	4					4				
	<b>IEP</b>	295	302	527.4	668	64.0	285	395	522.7	666	58.9
	<b>Migrant</b>	22	366	499.1	678	81.0	22	411	508.1	659	67.4
<b>Primary Disability</b>	<b>Autism</b>	9					8				
	<b>Developmental delay</b>	3					3				
	<b>Emotional disturbance</b>	6					6				
	<b>Hearing Impaired</b>	1					5				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	31	386	475.5	596	52.0	26	395	473.6	559	38.9
	<b>Multiple disabilities</b>	9					2				
	<b>Orthopedic impairment</b>	1					1				
	<b>Other health impairment</b>	37	434	531.6	653	49.6	36	440	526.9	632	47.0
	<b>Specific learning disability</b>	191	384	543.1	668	58.7	192	400	533.0	666	58.9
	<b>Speech or language impairment</b>	1					1				
	<b>Traumatic brain injury</b>	3					3				
	<b>Visual impairment</b>	2					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.13: Summative Scale Score Summary by Subgroup - Grade 12 (cont.)**

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,042	344	579.9	721	63.3	2,039	332	538.8	703	65.6
<b>Gender</b>	<b>Female</b>	962	347	582.0	721	62.4	953	351	540.1	697	65.2
	<b>Male</b>	1,062	344	578.3	717	63.7	1,067	332	538.0	703	65.6
	<b>Missing</b>	18	354	557.2	668	88.8	19	358	516.0	624	83.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	385	386	592.1	721	53.9	386	367	550.4	703	57.4
	<b>Black or African American</b>	539	347	578.2	717	61.6	541	356	536.2	700	60.9
	<b>Hispanic or Latino</b>	639	344	570.6	707	71.3	638	332	531.3	691	73.0
	<b>Native Hawaiian or Other Pacific Islander</b>	10	454	582.3	645	51.1	10	421	547.2	664	66.8
	<b>Two or More Races</b>	202	351	583.7	696	61.1	199	357	542.5	688	64.9
	<b>White</b>	257	376	585.3	690	57.4	255	351	542.6	694	65.2
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Gifted</b>	4					4				
	<b>IEP</b>	283	351	568.8	699	63.5	281	351	529.2	658	61.9
	<b>Migrant</b>	22	407	534.9	646	70.4	22	353	490.0	665	82.8
<b>Primary Disability</b>	<b>Autism</b>	9					8				
	<b>Developmental delay</b>	2					2				
	<b>Emotional disturbance</b>	6					6				
	<b>Hearing Impaired</b>	2					4				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	29	368	520.2	615	55.9	26	371	472.9	584	58.7
	<b>Multiple disabilities</b>	3					2				
	<b>Orthopedic impairment</b>	1					1				
	<b>Other health impairment</b>	34	423	570.1	659	56.8	36	421	534.3	645	46.9
	<b>Specific learning disability</b>	191	351	579.7	699	60.7	190	358	541.1	659	57.8
	<b>Speech or language impairment</b>	1					1				
	<b>Traumatic brain injury</b>	3					3				
	<b>Visual impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S3.13: Summative Scale Score Summary by Subgroup - Grade 12 (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		2,076	3733	5464.2	7085	516.3	2,089	3835	5518.8	6865	508.7
<b>Gender</b>	<b>Female</b>	972	3733	5457.4	6989	506.2	978	3835	5527.1	6865	506.2
	<b>Male</b>	1,084	4018	5471.2	7085	525.5	1,091	3901	5513.5	6803	509.3
	<b>Missing</b>	20	4487	5418.9	6415	511.4	20	4148	5404.5	6349	601.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	392	4198	5568.4	6948	500.0	393	4231	5621.2	6865	459.9
	<b>Black or African American</b>	550	4223	5397.4	6807	487.3	554	4028	5480.3	6803	487.6
	<b>Hispanic or Latino</b>	649	3733	5433.8	6971	528.0	651	3835	5466.2	6684	549.6
	<b>Native Hawaiian or Other Pacific Islander</b>	10	4725	5523.8	6281	439.2	10	4600	5581.3	6365	466.8
	<b>Two or More Races</b>	204	4325	5527.1	7085	533.5	208	4100	5565.2	6655	501.4
	<b>White</b>	261	4408	5478.7	7006	529.8	263	4207	5542.0	6668	498.2
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Gifted</b>	4					4				
	<b>IEP</b>	301	3733	5281.8	6508	455.1	304	3835	5370.2	6484	482.9
	<b>Migrant</b>	22	4449	5166.6	6364	528.3	22	4215	5162.4	6405	590.7
<b>Primary Disability</b>	<b>Autism</b>	9					9				
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	6					6				
	<b>Hearing Impaired</b>	5					5				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Intellectual Disability</b>	31	4364	4934.3	5684	307.0	32	4231	4983.2	5772	370.9
	<b>Multiple disabilities</b>	9					10	3835	4527.9	5107	357.0
	<b>Orthopedic impairment</b>	1					1				
	<b>Other health impairment</b>	37	4678	5320.9	6142	347.8	37	4600	5413.6	6260	380.0
	<b>Specific learning disability</b>	192	4344	5391.9	6508	434.8	193	4100	5499.8	6484	439.9
	<b>Speech or language impairment</b>	1					1				
	<b>Traumatic brain injury</b>	3					3				
	<b>Visual impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.

## **Section 4: Summative Assessment - Percentage of Students by Domain Performance Level**

\* Domain tests with Exemption are excluded from counts, which only include tests assigned to domain performance levels 1-5.



**Table S4.1: Summative Performance Level by Domain - Kindergarten**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		8,972	13.9	14.1	48.5	10.7	12.8	8,898	14.7	15.8	36.8	14.3	18.4
<b>Gender</b>	<b>Female</b>	4,268	12.3	12.7	48.7	11.0	15.3	4,255	13.0	14.3	36.6	15.1	21.1
	<b>Male</b>	4,550	15.4	15.4	48.4	10.3	10.5	4,490	16.3	17.2	37.2	13.3	16.0
	<b>Missing</b>	154	16.2	12.3	46.1	13.0	12.3	153	13.7	15.7	32.7	22.9	15.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	30	6.7	20.0	56.7	6.7	10.0	31	12.9	16.1	51.6	6.5	12.9
	<b>Asian</b>	2,193	9.5	11.7	44.3	12.4	22.0	2,169	10.0	11.8	33.9	15.0	29.2
	<b>Black or African American</b>	1,736	11.9	14.5	54.4	10.0	9.2	1,720	12.5	16.5	41.4	15.1	14.5
	<b>Hispanic or Latino</b>	2,402	17.7	16.0	50.0	9.7	6.6	2,389	18.6	18.7	37.8	13.2	11.6
	<b>Native Hawaiian or Other Pacific Islander</b>	49	10.2	14.3	44.9	14.3	16.3	49	12.2	10.2	40.8	16.3	20.4
	<b>Two or More Races</b>	1,080	21.7	17.4	44.6	8.1	8.1	1,073	22.5	19.9	33.9	12.0	11.6
	<b>White</b>	1,447	11.3	11.5	47.9	12.4	16.9	1,432	12.0	13.0	35.8	15.8	23.4
	<b>Other/Unknown</b>	35	14.3	2.9	57.1	2.9	22.9	35	14.3	11.4	34.3	22.9	17.1
<b>Other</b>	<b>Gifted</b>	6	0.0	0.0	0.0	33.3	66.7	6	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	395	27.3	18.7	44.3	4.8	4.8	356	21.3	22.8	36.5	11.0	8.4
	<b>Migrant</b>	15	33.3	6.7	53.3	0.0	6.7	15	33.3	13.3	33.3	13.3	6.7
<b>Primary Disability</b>	<b>Autism</b>	139	41.7	15.8	31.7	5.0	5.8	106	32.1	19.8	28.3	7.5	12.3
	<b>Developmental delay</b>	7	14.3	14.3	57.1	14.3	0.0	7	14.3	14.3	57.1	0.0	14.3
	<b>Emotional disturbance</b>	2	0.0	0.0	100.0	0.0	0.0	2	0.0	0.0	50.0	50.0	0.0
	<b>Hearing Impaired</b>	5	0.0	0.0	100.0	0.0	0.0	6	0.0	33.3	66.7	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	15	53.3	20.0	20.0	6.7	0.0	14	50.0	35.7	7.1	0.0	7.1
	<b>Multiple disabilities</b>	18	77.8	11.1	11.1	0.0	0.0	7	57.1	28.6	14.3	0.0	0.0
	<b>Orthopedic impairment</b>	6	16.7	33.3	33.3	0.0	16.7	6	16.7	33.3	33.3	0.0	16.7
	<b>Other health impairment</b>	52	11.5	25.0	57.7	3.8	1.9	52	15.4	25.0	44.2	11.5	3.8
	<b>Specific learning disability</b>	27	33.3	29.6	25.9	3.7	7.4	26	23.1	30.8	30.8	3.8	11.5
	<b>Speech or language impairment</b>	164	17.7	17.7	53.0	5.5	6.1	164	18.9	21.3	36.0	15.2	8.5
	<b>Traumatic brain injury</b>	2	50.0	0.0	50.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0
	<b>Visual impairment</b>	2	0.0	0.0	50.0	50.0	0.0	2	0.0	0.0	50.0	50.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.1: Summative Performance Level by Domain - Kindergarten (cont.)**

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		8,876	14.2	9.1	28.1	15.9	32.6	8,886	41.8	24.1	23.1	3.8	7.3
<b>Gender</b>	<b>Female</b>	4,250	11.7	7.9	27.7	15.5	37.2	4,250	39.9	25.4	23.5	4.0	7.2
	<b>Male</b>	4,475	16.6	10.1	28.6	16.4	28.2	4,482	43.5	23.0	22.6	3.6	7.3
	<b>Missing</b>	151	15.9	9.9	22.5	16.6	35.1	154	42.9	22.1	23.4	4.5	7.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	31	6.5	9.7	29.0	9.7	45.2	31	38.7	32.3	16.1	3.2	9.7
	<b>Asian</b>	2,165	9.4	7.4	25.6	15.3	42.3	2,167	26.7	19.2	33.1	6.5	14.5
	<b>Black or African American</b>	1,708	8.6	8.9	30.8	20.1	31.6	1,713	43.3	24.5	24.1	3.4	4.8
	<b>Hispanic or Latino</b>	2,383	20.2	10.9	29.0	15.2	24.7	2,388	54.5	26.0	15.3	1.6	2.6
	<b>Native Hawaiian or Other Pacific Islander</b>	49	14.3	10.2	24.5	14.3	36.7	49	42.9	20.4	24.5	4.1	8.2
	<b>Two or More Races</b>	1,074	24.2	10.5	29.6	11.6	24.0	1,070	57.0	24.6	13.0	1.6	3.8
	<b>White</b>	1,431	11.2	7.8	26.3	16.6	38.2	1,433	30.8	27.3	26.8	5.6	9.6
	<b>Other/Unknown</b>	35	11.4	5.7	25.7	11.4	45.7	35	20.0	22.9	45.7	2.9	8.6
<b>Other</b>	<b>Gifted</b>	6	0.0	0.0	16.7	0.0	83.3	6	0.0	16.7	33.3	0.0	50.0
	<b>IEP</b>	348	30.7	16.1	31.0	8.6	13.5	353	49.9	20.4	20.4	4.5	4.8
	<b>Migrant</b>	15	40.0	0.0	26.7	20.0	13.3	15	66.7	20.0	6.7	6.7	0.0
<b>Primary Disability</b>	<b>Autism</b>	101	47.5	10.9	19.8	5.9	15.8	103	37.9	11.7	27.2	13.6	9.7
	<b>Developmental delay</b>	7	28.6	28.6	14.3	28.6	0.0	7	71.4	0.0	28.6	0.0	0.0
	<b>Emotional disturbance</b>	2	0.0	0.0	100.0	0.0	0.0	2	50.0	0.0	0.0	50.0	0.0
	<b>Hearing Impaired</b>	5	20.0	0.0	60.0	0.0	20.0	6	50.0	33.3	16.7	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	13	61.5	7.7	30.8	0.0	0.0	14	64.3	28.6	7.1	0.0	0.0
	<b>Multiple disabilities</b>	7	71.4	0.0	28.6	0.0	0.0	7	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	6	33.3	0.0	33.3	16.7	16.7	6	66.7	16.7	0.0	16.7	0.0
	<b>Other health impairment</b>	51	23.5	15.7	43.1	5.9	11.8	52	50.0	26.9	21.2	1.9	0.0
	<b>Specific learning disability</b>	26	19.2	38.5	23.1	11.5	7.7	25	64.0	24.0	4.0	0.0	8.0
	<b>Speech or language impairment</b>	163	23.9	16.0	33.7	10.4	16.0	164	53.0	20.7	20.1	1.2	4.9
	<b>Traumatic brain injury</b>	0						1	100.0	0.0	0.0	0.0	0.0
	<b>Visual impairment</b>	2	0.0	50.0	0.0	0.0	50.0	1	0.0	100.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.2: Summative Performance Level by Domain - Grade 1**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		8,930	7.6	6.0	30.6	25.7	30.2	8,855	29.1	16.3	27.0	11.9	15.7
<b>Gender</b>	<b>Female</b>	4,326	6.3	5.1	29.0	26.4	33.2	4,311	27.2	17.0	26.9	11.4	17.4
	<b>Male</b>	4,510	8.7	6.9	32.3	24.8	27.3	4,450	30.8	15.7	27.1	12.5	13.9
	<b>Missing</b>	94	10.6	6.4	22.3	29.8	30.9	94	35.1	14.9	24.5	7.4	18.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	22	4.5	13.6	31.8	18.2	31.8	22	22.7	13.6	36.4	9.1	18.2
	<b>Asian</b>	2,116	4.1	5.2	23.3	22.0	45.5	2,098	14.7	11.5	26.5	16.3	31.0
	<b>Black or African American</b>	1,741	7.1	5.6	34.2	27.8	25.3	1,724	28.1	17.9	29.5	12.6	11.9
	<b>Hispanic or Latino</b>	2,477	9.4	7.2	35.6	27.7	20.0	2,461	40.4	20.2	25.7	7.5	6.3
	<b>Native Hawaiian or Other Pacific Islander</b>	32	3.1	3.1	43.8	28.1	21.9	32	15.6	12.5	37.5	25.0	9.4
	<b>Two or More Races</b>	1,190	14.0	7.7	33.8	23.5	20.9	1,178	45.3	16.8	22.1	7.9	7.9
	<b>White</b>	1,319	4.7	4.1	25.2	26.6	39.4	1,307	18.1	14.5	30.8	15.8	20.7
	<b>Other/Unknown</b>	33	3.0	0.0	24.2	33.3	39.4	33	30.3	12.1	27.3	9.1	21.2
<b>Other</b>	<b>Gifted</b>	13	0.0	0.0	0.0	7.7	92.3	13	0.0	0.0	0.0	7.7	92.3
	<b>IEP</b>	531	22.2	13.9	34.5	16.6	12.8	467	49.0	16.5	19.1	9.2	6.2
	<b>Migrant</b>	15	0.0	6.7	46.7	33.3	13.3	15	40.0	6.7	20.0	13.3	20.0
<b>Primary Disability</b>	<b>Autism</b>	128	43.0	16.4	23.4	8.6	8.6	88	46.6	11.4	21.6	10.2	10.2
	<b>Developmental delay</b>	2	100.0	0.0	0.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	10	0.0	10.0	40.0	40.0	10.0	10	20.0	10.0	50.0	10.0	10.0
	<b>Hearing Impaired</b>	3	0.0	66.7	0.0	0.0	33.3	4	25.0	50.0	25.0	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	29	48.3	24.1	24.1	3.4	0.0	20	80.0	20.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	23	73.9	17.4	4.3	4.3	0.0	10	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	6	0.0	16.7	33.3	16.7	33.3	6	33.3	16.7	16.7	33.3	0.0
	<b>Other health impairment</b>	49	24.5	14.3	34.7	16.3	10.2	45	57.8	13.3	13.3	6.7	8.9
	<b>Specific learning disability</b>	57	3.5	15.8	50.9	19.3	10.5	56	67.9	17.9	8.9	5.4	0.0
	<b>Speech or language impairment</b>	226	7.5	8.8	42.0	22.1	19.5	226	40.3	18.1	23.5	11.5	6.6
	<b>Traumatic brain injury</b>	1	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.2: Summative Performance Level by Domain - Grade 1 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		8,840	23.8	27.2	10.1	14.9	24.0	8,839	38.9	20.1	24.1	6.4	10.4
<b>Gender</b>	<b>Female</b>	4,306	20.4	25.7	10.4	15.6	27.8	4,304	37.1	20.4	23.8	6.7	12.0
	<b>Male</b>	4,440	27.0	28.7	9.7	14.4	20.2	4,441	40.6	20.0	24.3	6.2	8.9
	<b>Missing</b>	94	30.9	24.5	13.8	8.5	22.3	94	43.6	14.9	22.3	7.4	11.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	22	31.8	27.3	9.1	9.1	22.7	22	45.5	13.6	18.2	9.1	13.6
	<b>Asian</b>	2,089	15.3	20.6	9.4	17.4	37.3	2,095	21.5	18.7	28.4	10.0	21.5
	<b>Black or African American</b>	1,726	22.1	30.4	11.9	14.9	20.6	1,718	41.0	22.1	23.6	5.5	7.7
	<b>Hispanic or Latino</b>	2,456	30.5	32.0	10.4	12.6	14.6	2,461	52.4	21.5	19.1	3.2	3.9
	<b>Native Hawaiian or Other Pacific Islander</b>	32	21.9	21.9	6.3	25.0	25.0	32	21.9	25.0	43.8	6.3	3.1
	<b>Two or More Races</b>	1,175	35.9	27.7	7.6	12.3	16.5	1,174	53.7	18.4	19.1	4.2	4.7
	<b>White</b>	1,307	16.7	23.8	10.7	17.6	31.2	1,304	25.8	19.0	31.4	10.4	13.5
	<b>Other/Unknown</b>	33	9.1	39.4	9.1	9.1	33.3	33	42.4	12.1	24.2	0.0	21.2
<b>Other</b>	<b>Gifted</b>	13	0.0	0.0	0.0	7.7	92.3	13	0.0	0.0	15.4	15.4	69.2
	<b>IEP</b>	464	49.1	25.2	7.3	10.1	8.2	462	61.3	13.9	18.4	2.6	3.9
	<b>Migrant</b>	15	46.7	13.3	13.3	13.3	13.3	15	46.7	13.3	13.3	20.0	6.7
<b>Primary Disability</b>	<b>Autism</b>	86	65.1	15.1	7.0	5.8	7.0	86	57.0	8.1	26.7	1.2	7.0
	<b>Developmental delay</b>	2	50.0	50.0	0.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	10	10.0	50.0	10.0	30.0	0.0	10	30.0	50.0	10.0	0.0	10.0
	<b>Hearing Impaired</b>	3	100.0	0.0	0.0	0.0	0.0	4	25.0	75.0	0.0	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	21	71.4	28.6	0.0	0.0	0.0	20	90.0	10.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	11	100.0	0.0	0.0	0.0	0.0	11	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	5	40.0	20.0	0.0	20.0	20.0	5	40.0	20.0	40.0	0.0	0.0
	<b>Other health impairment</b>	44	52.3	27.3	6.8	2.3	11.4	43	74.4	9.3	7.0	7.0	2.3
	<b>Specific learning disability</b>	57	50.9	21.1	12.3	8.8	7.0	56	75.0	10.7	10.7	3.6	0.0
	<b>Speech or language impairment</b>	226	38.1	29.6	7.5	14.2	10.6	226	54.4	15.9	22.1	3.1	4.4
	<b>Traumatic brain injury</b>	1	100.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.



**Table S4.3: Summative Performance Level by Domain - Grade 2**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		7,050	5.0	4.4	27.7	32.3	30.6	6,972	23.7	18.1	30.7	14.2	13.3
<b>Gender</b>	<b>Female</b>	3,294	4.5	3.9	28.8	31.4	31.4	3,271	21.7	18.7	29.8	14.0	15.8
	<b>Male</b>	3,672	5.3	4.9	26.9	33.3	29.6	3,616	25.6	17.8	31.4	14.3	11.0
	<b>Missing</b>	84	6.0	2.4	23.8	28.6	39.3	85	21.2	14.1	32.9	15.3	16.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	18	0.0	5.6	27.8	38.9	27.8	17	17.6	17.6	23.5	11.8	29.4
	<b>Asian</b>	1,380	3.4	3.0	23.6	28.8	41.2	1,368	12.9	14.5	30.4	19.7	22.4
	<b>Black or African American</b>	1,408	4.6	4.3	29.5	31.9	29.7	1,389	21.9	17.1	32.6	15.8	12.7
	<b>Hispanic or Latino</b>	2,216	5.6	4.9	31.0	33.3	25.1	2,190	30.5	21.7	28.8	10.6	8.4
	<b>Native Hawaiian or Other Pacific Islander</b>	41	4.9	0.0	29.3	36.6	29.3	40	20.0	10.0	42.5	17.5	10.0
	<b>Two or More Races</b>	988	7.3	7.8	29.9	32.6	22.5	980	34.8	20.7	26.8	8.6	9.1
	<b>White</b>	976	3.9	2.3	21.5	35.3	37.0	965	15.3	14.5	36.5	17.2	16.5
	<b>Other/Unknown</b>	23	0.0	0.0	21.7	30.4	47.8	23	13.0	17.4	26.1	26.1	17.4
<b>Other</b>	<b>Gifted</b>	16	0.0	0.0	18.8	6.3	75.0	16	6.3	6.3	25.0	0.0	62.5
	<b>IEP</b>	620	15.2	11.8	39.0	24.5	9.5	552	49.8	20.7	22.1	4.3	3.1
	<b>Migrant</b>	17	17.6	0.0	35.3	35.3	11.8	17	41.2	29.4	17.6	5.9	5.9
<b>Primary Disability</b>	<b>Autism</b>	106	31.1	21.7	30.2	13.2	3.8	81	56.8	16.0	19.8	3.7	3.7
	<b>Developmental delay</b>	1	100.0	0.0	0.0	0.0	0.0	0					
	<b>Emotional disturbance</b>	15	6.7	0.0	40.0	20.0	33.3	14	35.7	14.3	28.6	7.1	14.3
	<b>Hearing Impaired</b>	8	0.0	0.0	50.0	37.5	12.5	8	37.5	37.5	25.0	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	46	23.9	23.9	32.6	19.6	0.0	36	77.8	13.9	8.3	0.0	0.0
	<b>Multiple disabilities</b>	33	60.6	15.2	18.2	6.1	0.0	11	81.8	0.0	18.2	0.0	0.0
	<b>Orthopedic impairment</b>	8	12.5	25.0	25.0	25.0	12.5	6	50.0	33.3	16.7	0.0	0.0
	<b>Other health impairment</b>	77	15.6	11.7	45.5	20.8	6.5	72	59.7	20.8	13.9	1.4	4.2
	<b>Specific learning disability</b>	157	10.2	8.9	43.9	28.0	8.9	155	54.8	23.9	17.4	2.6	1.3
	<b>Speech or language impairment</b>	167	1.2	4.8	42.5	35.3	16.2	167	32.9	20.4	34.1	8.4	4.2
	<b>Visual impairment</b>	2	0.0	0.0	100.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.3: Summative Performance Level by Domain - Grade 2 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		6,970	20.2	19.9	17.5	20.6	21.8	6,962	26.0	17.4	29.8	13.8	13.1
<b>Gender</b>	<b>Female</b>	3,267	18.1	19.3	18.3	20.7	23.7	3,269	23.0	17.5	30.5	13.9	15.2
	<b>Male</b>	3,618	22.1	20.5	16.8	20.5	20.0	3,608	28.7	17.2	29.2	13.8	11.1
	<b>Missing</b>	85	16.5	17.6	17.6	25.9	22.4	85	24.7	17.6	28.2	11.8	17.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	17	5.9	11.8	11.8	35.3	35.3	17	17.6	17.6	35.3	17.6	11.8
	<b>Asian</b>	1,361	16.2	15.7	13.9	22.5	31.7	1,366	15.1	14.3	30.2	18.4	22.1
	<b>Black or African American</b>	1,393	18.4	20.5	18.9	20.6	21.5	1,385	24.5	16.8	31.8	15.2	11.7
	<b>Hispanic or Latino</b>	2,194	23.2	22.2	19.3	19.1	16.1	2,187	32.2	21.0	28.3	10.4	8.1
	<b>Native Hawaiian or Other Pacific Islander</b>	41	12.2	17.1	24.4	29.3	17.1	41	22.0	12.2	26.8	29.3	9.8
	<b>Two or More Races</b>	977	27.7	22.6	16.7	18.1	14.8	979	38.3	17.8	26.3	9.1	8.6
	<b>White</b>	964	14.7	17.4	16.9	23.4	27.5	964	17.3	14.1	33.5	16.9	18.2
	<b>Other/Unknown</b>	23	4.3	8.7	34.8	21.7	30.4	23	8.7	13.0	30.4	30.4	17.4
<b>Other</b>	<b>Gifted</b>	16	6.3	0.0	12.5	12.5	68.8	16	12.5	6.3	12.5	6.3	62.5
	<b>IEP</b>	553	45.6	22.2	13.9	11.6	6.7	551	52.1	20.3	20.1	4.4	3.1
	<b>Migrant</b>	17	41.2	29.4	5.9	5.9	17.6	17	47.1	29.4	11.8	5.9	5.9
<b>Primary Disability</b>	<b>Autism</b>	76	75.0	11.8	10.5	1.3	1.3	79	60.8	13.9	17.7	3.8	3.8
	<b>Developmental delay</b>	1	100.0	0.0	0.0	0.0	0.0	0					
	<b>Emotional disturbance</b>	15	40.0	13.3	13.3	13.3	20.0	14	35.7	7.1	35.7	7.1	14.3
	<b>Hearing Impaired</b>	8	12.5	25.0	37.5	12.5	12.5	8	37.5	25.0	37.5	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	39	79.5	10.3	5.1	2.6	2.6	37	78.4	13.5	8.1	0.0	0.0
	<b>Multiple disabilities</b>	10	80.0	0.0	20.0	0.0	0.0	9	77.8	11.1	11.1	0.0	0.0
	<b>Orthopedic impairment</b>	7	42.9	28.6	0.0	28.6	0.0	6	50.0	16.7	33.3	0.0	0.0
	<b>Other health impairment</b>	72	50.0	27.8	8.3	8.3	5.6	72	61.1	18.1	15.3	2.8	2.8
	<b>Specific learning disability</b>	155	40.6	25.8	12.3	16.1	5.2	156	61.5	19.2	16.0	2.6	0.6
	<b>Speech or language impairment</b>	166	27.1	25.9	20.5	15.7	10.8	167	31.7	26.9	27.5	8.4	5.4
	<b>Visual impairment</b>	2	100.0	0.0	0.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.4: Summative Performance Level by Domain - Grade 3**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		5,645	4.3	4.3	25.1	38.4	27.9	5,559	25.0	19.1	34.3	12.8	8.9
<b>Gender</b>	<b>Female</b>	2,513	3.7	4.3	24.4	38.8	28.8	2,489	22.1	18.6	36.0	13.1	10.2
	<b>Male</b>	3,092	4.6	4.3	25.9	38.2	27.0	3,031	27.5	19.4	32.8	12.6	7.7
	<b>Missing</b>	40	12.5	7.5	12.5	32.5	35.0	39	20.5	23.1	33.3	10.3	12.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	16	0.0	0.0	25.0	37.5	37.5	16	18.8	0.0	56.3	12.5	12.5
	<b>Asian</b>	970	3.5	2.8	19.4	36.0	38.4	955	15.1	14.0	37.4	16.3	17.2
	<b>Black or African American</b>	1,140	3.4	4.8	26.5	39.0	26.2	1,116	23.1	20.3	37.2	12.6	6.8
	<b>Hispanic or Latino</b>	1,823	4.9	5.3	26.7	39.4	23.7	1,802	29.7	22.1	31.5	10.5	6.2
	<b>Native Hawaiian or Other Pacific Islander</b>	21	0.0	0.0	42.9	42.9	14.3	21	23.8	23.8	33.3	19.0	0.0
	<b>Two or More Races</b>	864	6.7	5.6	28.1	37.4	22.2	849	35.7	19.0	29.2	11.1	5.1
	<b>White</b>	800	2.4	2.3	22.9	39.1	33.4	789	17.7	16.9	37.8	15.6	12.0
	<b>Other/Unknown</b>	11	0.0	0.0	27.3	54.5	18.2	11	18.2	36.4	18.2	27.3	0.0
<b>Other</b>	<b>Gifted</b>	48	0.0	0.0	10.4	25.0	64.6	49	0.0	16.3	26.5	22.4	34.7
	<b>Home Schooled</b>	1	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	100.0	0.0
	<b>IEP</b>	726	9.6	7.0	41.7	32.5	9.1	642	50.2	21.5	22.3	3.3	2.8
	<b>Migrant</b>	17	0.0	5.9	23.5	29.4	41.2	17	17.6	29.4	11.8	17.6	23.5
<b>Primary Disability</b>	<b>Autism</b>	98	25.5	13.3	42.9	13.3	5.1	69	49.3	18.8	23.2	4.3	4.3
	<b>Developmental delay</b>	4	75.0	0.0	25.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	12	8.3	0.0	66.7	16.7	8.3	12	66.7	8.3	8.3	8.3	8.3

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Hearing Impaired</b>	8	0.0	12.5	37.5	25.0	25.0	9	44.4	22.2	11.1	11.1	11.1
	<b>Intellectual Disability</b>	49	18.4	12.2	55.1	14.3	0.0	36	69.4	22.2	8.3	0.0	0.0
	<b>Multiple disabilities</b>	34	67.6	11.8	14.7	5.9	0.0	9	88.9	11.1	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	3	0.0	0.0	33.3	33.3	33.3	2	50.0	0.0	50.0	0.0	0.0
	<b>Other health impairment</b>	93	6.5	4.3	40.9	35.5	12.9	89	46.1	25.8	21.3	3.4	3.4
	<b>Specific learning disability</b>	326	0.9	5.2	43.9	42.0	8.0	315	54.6	22.9	18.4	2.5	1.6
	<b>Speech or language impairment</b>	104	2.9	5.8	32.7	38.5	20.2	103	28.2	15.5	42.7	7.8	5.8
	<b>Traumatic brain injury</b>	1	0.0	0.0	100.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Visual impairment</b>	3	0.0	0.0	66.7	33.3	0.0	3	33.3	0.0	66.7	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.4: Summative Performance Level by Domain - Grade 3 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		5,562	15.0	12.1	20.6	28.9	23.4	5,555	25.7	17.9	33.5	13.9	9.0
<b>Gender</b>	<b>Female</b>	2,496	12.9	11.2	21.1	28.8	26.0	2,486	22.8	17.7	35.0	13.9	10.5
	<b>Male</b>	3,026	16.8	13.0	19.9	29.1	21.2	3,029	28.1	18.0	32.3	14.0	7.7
	<b>Missing</b>	40	17.5	5.0	40.0	15.0	22.5	40	25.0	20.0	37.5	7.5	10.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	16	18.8	6.3	12.5	25.0	37.5	15	20.0	20.0	26.7	20.0	13.3
	<b>Asian</b>	958	11.4	9.2	16.8	31.4	31.2	957	15.9	14.6	33.9	18.2	17.5
	<b>Black or African American</b>	1,116	12.5	12.7	23.6	29.6	21.6	1,115	23.9	20.0	35.7	13.2	7.3
	<b>Hispanic or Latino</b>	1,805	17.9	13.2	22.0	27.1	19.7	1,804	30.2	20.6	31.2	12.4	5.6
	<b>Native Hawaiian or Other Pacific Islander</b>	21	14.3	19.0	28.6	14.3	23.8	21	23.8	19.0	57.1	0.0	0.0
	<b>Two or More Races</b>	847	20.9	13.5	18.9	29.4	17.4	844	37.1	14.8	32.1	10.5	5.5
	<b>White</b>	789	10.1	10.9	19.3	28.6	31.1	788	18.1	15.5	36.7	17.0	12.7
	<b>Other/Unknown</b>	10	10.0	10.0	30.0	30.0	20.0	11	18.2	45.5	9.1	9.1	18.2
<b>Other</b>	<b>Gifted</b>	49	2.0	2.0	14.3	36.7	44.9	48	2.1	8.3	35.4	25.0	29.2
	<b>Home Schooled</b>	1	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	655	29.5	17.4	22.7	21.8	8.5	650	51.4	20.3	22.6	3.2	2.5
	<b>Migrant</b>	17	11.8	5.9	23.5	23.5	35.3	17	17.6	23.5	29.4	5.9	23.5
<b>Primary Disability</b>	<b>Autism</b>	68	55.9	13.2	11.8	13.2	5.9	71	47.9	21.1	23.9	1.4	5.6
	<b>Developmental delay</b>	1	100.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	12	25.0	33.3	16.7	16.7	8.3	12	75.0	0.0	8.3	0.0	16.7

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Hearing Impaired</b>	8	12.5	25.0	25.0	25.0	12.5	9	55.6	22.2	11.1	0.0	11.1
	<b>Intellectual Disability</b>	39	61.5	23.1	5.1	7.7	2.6	38	76.3	13.2	5.3	5.3	0.0
	<b>Multiple disabilities</b>	11	81.8	0.0	18.2	0.0	0.0	10	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	2	0.0	50.0	0.0	50.0	0.0	2	50.0	0.0	50.0	0.0	0.0
	<b>Other health impairment</b>	91	29.7	24.2	20.9	16.5	8.8	89	50.6	19.1	24.7	1.1	4.5
	<b>Specific learning disability</b>	324	23.8	17.3	27.2	22.5	9.3	318	54.1	22.0	19.2	3.5	1.3
	<b>Speech or language impairment</b>	103	13.6	13.6	24.3	35.0	13.6	103	28.2	23.3	37.9	7.8	2.9
	<b>Traumatic brain injury</b>	0						1	100.0	0.0	0.0	0.0	0.0
	<b>Visual impairment</b>	3	0.0	0.0	66.7	33.3	0.0	3	33.3	0.0	66.7	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.



**Table S4.5: Summative Performance Level by Domain - Grade 4**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		4,746	7.0	6.4	21.3	42.2	22.9	4,642	20.8	15.1	33.6	19.6	10.9
<b>Gender</b>	<b>Female</b>	2,076	6.7	5.4	20.8	42.9	24.1	2,044	18.7	15.7	34.6	20.4	10.7
	<b>Male</b>	2,647	7.2	7.3	21.7	41.8	22.0	2,575	22.3	14.6	33.0	19.0	11.1
	<b>Missing</b>	23	13.0	4.3	30.4	30.4	21.7	23	39.1	17.4	17.4	17.4	8.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	11	18.2	18.2	27.3	18.2	18.2	11	27.3	0.0	36.4	27.3	9.1
	<b>Asian</b>	743	3.8	4.3	18.0	42.1	31.8	734	13.4	12.0	31.9	24.7	18.1
	<b>Black or African American</b>	1,030	6.3	6.3	23.0	41.9	22.4	1,010	18.7	16.7	35.1	19.2	10.2
	<b>Hispanic or Latino</b>	1,545	8.1	6.7	21.3	44.1	19.8	1,507	23.7	14.8	34.0	19.7	7.8
	<b>Native Hawaiian or Other Pacific Islander</b>	42	4.8	4.8	31.0	38.1	21.4	42	26.2	7.1	42.9	21.4	2.4
	<b>Two or More Races</b>	774	10.3	8.1	24.2	40.4	16.9	751	28.6	16.0	34.0	14.0	7.5
	<b>White</b>	591	5.4	6.4	18.3	41.3	28.6	577	16.3	16.3	31.2	20.6	15.6
	<b>Other/Unknown</b>	10	0.0	0.0	20.0	30.0	50.0	10	0.0	20.0	30.0	20.0	30.0
<b>Other</b>	<b>Gifted</b>	24	0.0	0.0	20.8	33.3	45.8	24	16.7	8.3	20.8	20.8	33.3
	<b>IEP</b>	834	11.5	13.1	34.9	30.8	9.7	743	37.7	23.8	26.8	8.9	2.8
	<b>Migrant</b>	19	10.5	0.0	15.8	52.6	21.1	19	21.1	5.3	36.8	31.6	5.3
<b>Primary Disability</b>	<b>Autism</b>	80	38.8	13.8	23.8	16.3	7.5	54	35.2	25.9	20.4	14.8	3.7
	<b>Developmental delay</b>	5	40.0	40.0	20.0	0.0	0.0	3	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	16	0.0	6.3	43.8	43.8	6.3	16	50.0	18.8	18.8	6.3	6.3
	<b>Hearing Impaired</b>	8	25.0	25.0	12.5	37.5	0.0	9	55.6	22.2	11.1	11.1	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	40	30.0	25.0	40.0	5.0	0.0	29	58.6	34.5	6.9	0.0	0.0
	<b>Multiple disabilities</b>	25	72.0	28.0	0.0	0.0	0.0	4	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	1	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	110	9.1	14.5	40.9	20.0	15.5	101	38.6	21.8	23.8	11.9	4.0
	<b>Specific learning disability</b>	470	3.4	11.9	39.1	37.0	8.5	450	37.8	24.9	27.8	8.0	1.6
	<b>Speech or language impairment</b>	51	2.0	3.9	23.5	47.1	23.5	50	12.0	18.0	46.0	16.0	8.0
	<b>Traumatic brain injury</b>	5	60.0	0.0	0.0	20.0	20.0	3	33.3	0.0	33.3	33.3	0.0
	<b>Visual impairment</b>	2	0.0	0.0	0.0	50.0	50.0	2	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.5: Summative Performance Level by Domain - Grade 4 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		4,662	13.6	11.7	20.4	28.6	25.7	4,650	17.0	12.9	50.2	13.0	7.0
<b>Gender</b>	<b>Female</b>	2,052	11.4	11.0	19.2	30.7	27.9	2,049	14.3	13.0	51.2	14.0	7.5
	<b>Male</b>	2,587	15.3	12.3	21.4	27.1	23.9	2,578	19.0	12.8	49.6	12.1	6.6
	<b>Missing</b>	23	21.7	13.0	21.7	8.7	34.8	23	30.4	8.7	34.8	21.7	4.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	11	18.2	9.1	27.3	27.3	18.2	11	18.2	18.2	27.3	27.3	9.1
	<b>Asian</b>	732	9.0	8.9	19.3	28.1	34.7	733	10.5	10.8	50.1	16.9	11.7
	<b>Black or African American</b>	1,014	13.3	14.0	20.1	30.0	22.6	1,008	14.7	13.9	53.3	13.2	5.0
	<b>Hispanic or Latino</b>	1,513	15.3	11.1	20.2	29.4	24.0	1,515	20.1	13.3	49.2	11.6	5.8
	<b>Native Hawaiian or Other Pacific Islander</b>	42	14.3	9.5	19.0	35.7	21.4	42	14.3	11.9	54.8	19.0	0.0
	<b>Two or More Races</b>	759	18.7	12.5	22.8	25.7	20.3	752	22.7	15.4	48.5	8.6	4.7
	<b>White</b>	581	8.8	11.9	19.6	28.1	31.7	579	14.0	9.2	50.3	15.9	10.7
	<b>Other/Unknown</b>	10	0.0	30.0	20.0	20.0	30.0	10	0.0	10.0	40.0	30.0	20.0
<b>Other</b>	<b>Gifted</b>	23	0.0	21.7	8.7	13.0	56.5	24	8.3	8.3	41.7	12.5	29.2
	<b>IEP</b>	766	20.2	20.0	25.7	22.1	12.0	752	31.8	22.5	39.6	4.5	1.6
	<b>Migrant</b>	19	15.8	10.5	21.1	47.4	5.3	19	15.8	10.5	63.2	10.5	0.0
<b>Primary Disability</b>	<b>Autism</b>	50	38.0	12.0	34.0	6.0	10.0	51	31.4	17.6	41.2	5.9	3.9
	<b>Developmental delay</b>	3	100.0	0.0	0.0	0.0	0.0	3	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	16	25.0	18.8	25.0	31.3	0.0	16	31.3	18.8	43.8	6.3	0.0
	<b>Hearing Impaired</b>	8	62.5	0.0	0.0	37.5	0.0	9	55.6	11.1	33.3	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	37	48.6	35.1	10.8	2.7	2.7	30	70.0	26.7	3.3	0.0	0.0
	<b>Multiple disabilities</b>	5	100.0	0.0	0.0	0.0	0.0	6	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	1	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	105	22.9	23.8	24.8	14.3	14.3	103	37.9	17.5	32.0	8.7	3.9
	<b>Specific learning disability</b>	464	15.5	20.0	27.6	25.9	11.0	458	29.3	25.5	42.1	2.6	0.4
	<b>Speech or language impairment</b>	48	2.1	18.8	18.8	33.3	27.1	50	8.0	16.0	58.0	16.0	2.0
	<b>Traumatic brain injury</b>	4	50.0	0.0	0.0	25.0	25.0	3	33.3	0.0	33.3	33.3	0.0
	<b>Visual impairment</b>	3	0.0	33.3	0.0	33.3	33.3	2	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.6: Summative Performance Level by Domain - Grade 5**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,473	9.2	7.9	14.1	46.1	22.7	3,393	21.8	17.3	39.3	14.7	6.9
<b>Gender</b>	<b>Female</b>	1,486	8.5	7.3	14.3	46.2	23.8	1,456	20.1	17.0	39.8	15.1	7.9
	<b>Male</b>	1,959	9.8	8.3	13.9	46.0	21.9	1,909	23.0	17.6	38.9	14.4	6.1
	<b>Missing</b>	28	7.1	10.7	14.3	46.4	21.4	28	25.0	14.3	39.3	10.7	10.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	20.0	0.0	20.0	60.0	0.0	5	40.0	40.0	20.0	0.0	0.0
	<b>Asian</b>	447	6.3	6.0	10.5	48.1	29.1	431	13.2	12.8	45.0	19.0	10.0
	<b>Black or African American</b>	739	8.7	6.1	13.5	49.4	22.3	727	19.0	16.9	42.6	15.7	5.8
	<b>Hispanic or Latino</b>	1,215	9.6	7.7	15.6	45.8	21.2	1,190	23.1	19.0	38.6	13.5	5.8
	<b>Native Hawaiian or Other Pacific Islander</b>	16	6.3	12.5	12.5	56.3	12.5	16	12.5	31.3	43.8	12.5	0.0
	<b>Two or More Races</b>	592	13.7	11.7	14.2	41.7	18.8	574	31.5	17.6	32.9	12.2	5.7
	<b>White</b>	456	6.1	8.1	14.5	44.3	27.0	447	18.6	17.0	38.5	15.2	10.7
	<b>Other/Unknown</b>	3	0.0	0.0	0.0	66.7	33.3	3	33.3	0.0	33.3	33.3	0.0
<b>Other</b>	<b>Gifted</b>	16	6.3	6.3	6.3	37.5	43.8	16	6.3	31.3	25.0	6.3	31.3
	<b>IEP</b>	753	12.9	11.3	22.6	42.6	10.6	678	32.7	26.1	32.9	7.1	1.2
	<b>Migrant</b>	14	14.3	7.1	14.3	28.6	35.7	14	21.4	21.4	21.4	28.6	7.1
<b>Primary Disability</b>	<b>Autism</b>	74	33.8	18.9	14.9	25.7	6.8	53	41.5	20.8	28.3	9.4	0.0
	<b>Developmental delay</b>	4	50.0	0.0	25.0	25.0	0.0	3	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	9	22.2	22.2	44.4	11.1	0.0	9	88.9	0.0	11.1	0.0	0.0
	<b>Hearing Impaired</b>	10	20.0	10.0	10.0	30.0	30.0	11	18.2	18.2	45.5	18.2	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	49	46.9	28.6	12.2	12.2	0.0	33	72.7	24.2	3.0	0.0	0.0
	<b>Multiple disabilities</b>	23	78.3	17.4	0.0	4.3	0.0	9	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	5	0.0	0.0	20.0	80.0	0.0	4	0.0	25.0	75.0	0.0	0.0
	<b>Other health impairment</b>	93	10.8	9.7	25.8	43.0	10.8	90	30.0	32.2	28.9	4.4	4.4
	<b>Specific learning disability</b>	435	3.7	9.2	25.3	49.9	12.0	416	29.1	27.6	36.1	6.0	1.2
	<b>Speech or language impairment</b>	35	0.0	0.0	20.0	60.0	20.0	35	11.4	20.0	42.9	22.9	2.9
	<b>Traumatic brain injury</b>	3	33.3	33.3	0.0	0.0	33.3	2	50.0	0.0	50.0	0.0	0.0
	<b>Visual impairment</b>	3	0.0	0.0	0.0	66.7	33.3	2	0.0	0.0	50.0	50.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.6: Summative Performance Level by Domain - Grade 5 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,418	16.1	13.5	30.1	23.1	17.2	3,397	14.2	10.3	61.3	9.4	4.7
<b>Gender</b>	<b>Female</b>	1,463	14.8	11.8	29.5	25.2	18.8	1,455	12.9	9.2	61.8	10.4	5.8
	<b>Male</b>	1,928	17.0	14.8	30.5	21.5	16.1	1,915	15.1	11.3	60.8	8.8	3.9
	<b>Missing</b>	27	25.9	3.7	37.0	25.9	7.4	27	25.9	0.0	66.7	3.7	3.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	20.0	0.0	60.0	20.0	0.0	5	20.0	20.0	60.0	0.0	0.0
	<b>Asian</b>	433	12.2	10.9	27.5	27.7	21.7	433	9.0	6.2	65.4	12.9	6.5
	<b>Black or African American</b>	728	14.3	14.6	30.6	23.8	16.8	725	13.4	8.1	65.8	8.6	4.1
	<b>Hispanic or Latino</b>	1,201	17.7	13.7	31.1	22.4	15.1	1,196	15.8	11.0	60.6	9.0	3.6
	<b>Native Hawaiian or Other Pacific Islander</b>	16	12.5	12.5	18.8	31.3	25.0	16	6.3	12.5	75.0	6.3	0.0
	<b>Two or More Races</b>	579	20.7	14.7	32.0	18.0	14.7	571	20.1	12.3	56.2	7.4	4.0
	<b>White</b>	453	12.8	12.1	27.2	25.6	22.3	448	9.2	13.4	58.0	11.4	8.0
	<b>Other/Unknown</b>	3	33.3	0.0	0.0	33.3	33.3	3	0.0	33.3	33.3	33.3	0.0
<b>Other</b>	<b>Gifted</b>	16	12.5	0.0	31.3	31.3	25.0	16	6.3	0.0	68.8	0.0	25.0
	<b>IEP</b>	701	20.1	19.7	31.4	18.1	10.7	680	17.4	19.1	58.8	3.5	1.2
	<b>Migrant</b>	14	21.4	14.3	14.3	14.3	35.7	14	21.4	7.1	50.0	14.3	7.1
<b>Primary Disability</b>	<b>Autism</b>	51	39.2	21.6	17.6	13.7	7.8	50	32.0	18.0	46.0	4.0	0.0
	<b>Developmental delay</b>	3	66.7	33.3	0.0	0.0	0.0	3	66.7	33.3	0.0	0.0	0.0
	<b>Emotional disturbance</b>	9	55.6	22.2	22.2	0.0	0.0	9	66.7	11.1	22.2	0.0	0.0
	<b>Hearing Impaired</b>	11	18.2	27.3	45.5	0.0	9.1	11	18.2	18.2	63.6	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	41	63.4	22.0	9.8	4.9	0.0	37	56.8	18.9	24.3	0.0	0.0
	<b>Multiple disabilities</b>	8	87.5	12.5	0.0	0.0	0.0	7	85.7	14.3	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	5	0.0	40.0	40.0	20.0	0.0	5	0.0	0.0	100.0	0.0	0.0
	<b>Other health impairment</b>	92	23.9	18.5	29.3	15.2	13.0	90	21.1	12.2	58.9	2.2	5.6
	<b>Specific learning disability</b>	434	12.7	18.9	34.8	21.9	11.8	419	10.7	22.4	62.1	3.8	1.0
	<b>Speech or language impairment</b>	33	6.1	18.2	42.4	15.2	18.2	34	5.9	8.8	76.5	5.9	2.9
	<b>Traumatic brain injury</b>	2	50.0	0.0	0.0	50.0	0.0	2	50.0	0.0	0.0	50.0	0.0
	<b>Visual impairment</b>	2	0.0	0.0	0.0	0.0	100.0	2	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.



**Table S4.7: Summative Performance Level by Domain - Grade 6**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,295	7.8	7.7	22.2	40.8	21.5	3,210	18.6	18.9	42.5	13.3	6.7
<b>Gender</b>	<b>Female</b>	1,457	7.3	7.2	20.8	42.5	22.2	1,432	16.7	18.9	45.3	12.8	6.4
	<b>Male</b>	1,823	8.3	8.1	23.1	39.4	21.0	1,763	20.2	18.8	40.3	13.7	7.0
	<b>Missing</b>	15	0.0	6.7	33.3	40.0	20.0	15	13.3	33.3	40.0	13.3	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	10	10.0	20.0	40.0	20.0	10.0	9	22.2	33.3	33.3	0.0	11.1
	<b>Asian</b>	467	3.9	8.4	19.5	38.8	29.6	450	12.9	15.1	43.8	16.9	11.3
	<b>Black or African American</b>	684	7.9	6.0	23.0	43.9	19.3	670	19.1	18.1	41.5	14.2	7.2
	<b>Hispanic or Latino</b>	1,160	8.5	9.4	23.1	40.2	18.8	1,132	20.1	20.4	44.0	10.1	5.5
	<b>Native Hawaiian or Other Pacific Islander</b>	25	12.0	4.0	24.0	56.0	4.0	24	20.8	25.0	45.8	4.2	4.2
	<b>Two or More Races</b>	557	11.3	6.5	23.2	41.5	17.6	546	24.0	19.8	39.2	12.6	4.4
	<b>White</b>	379	5.0	6.3	19.3	38.8	30.6	366	11.7	18.9	44.0	18.6	6.8
	<b>Other/Unknown</b>	13	7.7	7.7	15.4	23.1	46.2	13	23.1	7.7	23.1	30.8	15.4
<b>Other</b>	<b>Gifted</b>	18	0.0	0.0	5.6	55.6	38.9	18	5.6	0.0	55.6	22.2	16.7
	<b>IEP</b>	742	8.0	10.2	34.2	36.4	11.2	662	23.4	27.9	39.0	7.3	2.4
	<b>Migrant</b>	9	0.0	11.1	11.1	55.6	22.2	9	11.1	11.1	44.4	11.1	22.2
<b>Primary Disability</b>	<b>Autism</b>	55	23.6	21.8	32.7	14.5	7.3	34	35.3	20.6	35.3	2.9	5.9
	<b>Developmental delay</b>	6	33.3	33.3	33.3	0.0	0.0	5	60.0	40.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	13	0.0	23.1	38.5	30.8	7.7	13	23.1	38.5	30.8	7.7	0.0
	<b>Hearing Impaired</b>	3	0.0	33.3	0.0	33.3	33.3	7	57.1	14.3	14.3	0.0	14.3

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	63	19.0	27.0	49.2	3.2	1.6	44	56.8	29.5	11.4	2.3	0.0
	<b>Multiple disabilities</b>	35	74.3	20.0	5.7	0.0	0.0	5	80.0	20.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	6	16.7	16.7	0.0	33.3	33.3	6	33.3	16.7	33.3	16.7	0.0
	<b>Other health impairment</b>	90	3.3	8.9	42.2	36.7	8.9	82	25.6	25.6	36.6	9.8	2.4
	<b>Specific learning disability</b>	442	1.1	4.8	34.2	46.2	13.8	436	17.4	29.8	43.3	7.1	2.3
	<b>Speech or language impairment</b>	24	0.0	4.2	16.7	62.5	16.7	23	8.7	8.7	65.2	13.0	4.3
	<b>Traumatic brain injury</b>	6	33.3	33.3	0.0	16.7	16.7	3	33.3	33.3	0.0	33.3	0.0
	<b>Visual impairment</b>	3	0.0	0.0	33.3	33.3	33.3	2	50.0	0.0	0.0	50.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.7: Summative Performance Level by Domain - Grade 6 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,219	13.7	11.6	34.5	24.1	16.2	3,199	13.7	10.5	57.7	11.7	6.4
<b>Gender</b>	<b>Female</b>	1,430	12.8	10.3	34.4	24.2	18.3	1,423	11.9	9.7	57.3	13.4	7.6
	<b>Male</b>	1,774	14.4	12.6	34.6	24.0	14.4	1,761	15.0	11.2	57.9	10.3	5.6
	<b>Missing</b>	15	13.3	13.3	33.3	20.0	20.0	15	13.3	6.7	80.0	0.0	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9	11.1	22.2	44.4	22.2	0.0	9	33.3	11.1	44.4	11.1	0.0
	<b>Asian</b>	447	10.1	8.9	33.1	23.5	24.4	449	10.0	10.0	54.6	14.5	10.9
	<b>Black or African American</b>	673	13.7	12.6	35.7	25.0	13.1	667	15.0	9.4	58.8	10.5	6.3
	<b>Hispanic or Latino</b>	1,136	15.3	12.5	35.4	21.8	15.0	1,127	14.5	12.1	58.5	10.3	4.7
	<b>Native Hawaiian or Other Pacific Islander</b>	25	16.0	16.0	16.0	32.0	20.0	24	20.8	4.2	70.8	4.2	0.0
	<b>Two or More Races</b>	545	17.4	11.9	34.3	23.9	12.5	540	16.1	10.4	56.5	11.3	5.7
	<b>White</b>	371	7.3	8.6	33.4	30.2	20.5	370	8.6	8.9	58.9	15.7	7.8
	<b>Other/Unknown</b>	13	15.4	15.4	15.4	15.4	38.5	13	15.4	7.7	53.8	7.7	15.4
<b>Other</b>	<b>Gifted</b>	18	0.0	5.6	27.8	27.8	38.9	18	5.6	0.0	72.2	0.0	22.2
	<b>IEP</b>	675	13.0	16.7	39.7	22.1	8.4	662	13.9	16.3	60.3	7.7	1.8
	<b>Migrant</b>	8	12.5	12.5	37.5	12.5	25.0	8	12.5	0.0	50.0	25.0	12.5
<b>Primary Disability</b>	<b>Autism</b>	37	24.3	21.6	32.4	10.8	10.8	34	29.4	17.6	44.1	8.8	0.0
	<b>Developmental delay</b>	5	80.0	20.0	0.0	0.0	0.0	4	75.0	25.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	13	7.7	7.7	46.2	30.8	7.7	13	7.7	15.4	69.2	7.7	0.0
	<b>Hearing Impaired</b>	3	33.3	0.0	0.0	66.7	0.0	7	57.1	14.3	14.3	0.0	14.3

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	51	45.1	35.3	17.6	2.0	0.0	44	43.2	31.8	25.0	0.0	0.0
	<b>Multiple disabilities</b>	9	88.9	11.1	0.0	0.0	0.0	6	83.3	0.0	16.7	0.0	0.0
	<b>Orthopedic impairment</b>	4	25.0	25.0	0.0	50.0	0.0	5	20.0	0.0	60.0	20.0	0.0
	<b>Other health impairment</b>	81	11.1	8.6	51.9	22.2	6.2	82	12.2	17.1	62.2	7.3	1.2
	<b>Specific learning disability</b>	442	6.3	16.5	41.9	24.9	10.4	438	8.2	15.5	65.3	8.7	2.3
	<b>Speech or language impairment</b>	23	0.0	8.7	56.5	26.1	8.7	23	0.0	4.3	82.6	8.7	4.3
	<b>Traumatic brain injury</b>	4	50.0	0.0	25.0	25.0	0.0	3	33.3	0.0	66.7	0.0	0.0
	<b>Visual impairment</b>	2	50.0	0.0	0.0	50.0	0.0	2	50.0	0.0	50.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.8: Summative Performance Level by Domain - Grade 7**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		2,901	11.8	11.6	39.2	23.6	13.8	2,850	27.2	25.9	36.7	6.2	4.0
<b>Gender</b>	<b>Female</b>	1,280	12.4	9.6	38.9	23.0	16.0	1,267	26.0	24.6	38.2	6.6	4.6
	<b>Male</b>	1,595	11.2	13.2	39.1	24.4	12.2	1,558	28.2	26.6	35.6	6.0	3.6
	<b>Missing</b>	26	15.4	11.5	61.5	7.7	3.8	25	20.0	48.0	28.0	4.0	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6	0.0	0.0	33.3	50.0	16.7	6	0.0	33.3	50.0	0.0	16.7
	<b>Asian</b>	398	7.3	12.6	34.7	24.4	21.1	389	20.1	24.2	38.8	10.3	6.7
	<b>Black or African American</b>	637	8.2	10.5	42.9	24.2	14.3	626	24.6	29.2	36.3	5.8	4.2
	<b>Hispanic or Latino</b>	1,019	16.5	12.3	37.3	21.9	12.1	1,009	31.2	25.8	34.2	5.6	3.3
	<b>Native Hawaiian or Other Pacific Islander</b>	21	9.5	19.0	52.4	19.0	0.0	21	42.9	14.3	42.9	0.0	0.0
	<b>Two or More Races</b>	451	14.2	12.2	40.4	23.7	9.5	438	32.0	20.8	38.8	5.7	2.7
	<b>White</b>	360	7.2	9.4	40.3	26.9	16.1	352	21.9	28.1	39.5	6.0	4.5
	<b>Other/Unknown</b>	9	11.1	11.1	66.7	11.1	0.0	9	11.1	66.7	22.2	0.0	0.0
<b>Other</b>	<b>Gifted</b>	8	0.0	0.0	37.5	50.0	12.5	8	12.5	37.5	37.5	0.0	12.5
	<b>IEP</b>	634	12.1	21.0	41.0	21.3	4.6	586	38.4	31.2	27.0	2.4	1.0
	<b>Migrant</b>	12	33.3	8.3	41.7	0.0	16.7	12	33.3	33.3	16.7	8.3	8.3
<b>Primary Disability</b>	<b>Autism</b>	37	45.9	16.2	21.6	8.1	8.1	25	60.0	12.0	16.0	4.0	8.0
	<b>Developmental delay</b>	4	75.0	0.0	25.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	15	20.0	26.7	40.0	13.3	0.0	15	60.0	20.0	20.0	0.0	0.0
	<b>Hearing Impaired</b>	3	0.0	0.0	100.0	0.0	0.0	5	0.0	40.0	60.0	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	62	32.3	37.1	25.8	3.2	1.6	45	75.6	22.2	2.2	0.0	0.0
	<b>Multiple disabilities</b>	21	66.7	19.0	14.3	0.0	0.0	12	91.7	8.3	0.0	0.0	0.0
	<b>Other health impairment</b>	72	8.3	29.2	43.1	16.7	2.8	69	39.1	34.8	21.7	4.3	0.0
	<b>Specific learning disability</b>	404	3.5	18.6	45.5	27.2	5.2	397	31.5	34.0	31.5	2.3	0.8
	<b>Speech or language impairment</b>	11	0.0	9.1	54.5	18.2	18.2	10	30.0	20.0	30.0	10.0	10.0
	<b>Traumatic brain injury</b>	5	20.0	20.0	20.0	40.0	0.0	5	60.0	0.0	40.0	0.0	0.0
	<b>Visual impairment</b>	1	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.8: Summative Performance Level by Domain - Grade 7 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		2,849	14.6	16.1	38.4	17.2	13.7	2,844	23.1	19.8	46.1	6.4	4.6
<b>Gender</b>	<b>Female</b>	1,259	14.3	14.5	38.2	17.9	15.1	1,268	21.1	19.1	45.5	8.3	6.1
	<b>Male</b>	1,565	14.8	17.5	38.2	16.8	12.7	1,551	24.9	20.1	46.6	5.0	3.4
	<b>Missing</b>	25	16.0	12.0	60.0	4.0	8.0	25	16.0	36.0	48.0	0.0	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6	0.0	0.0	33.3	66.7	0.0	6	16.7	16.7	66.7	0.0	0.0
	<b>Asian</b>	383	9.4	13.1	40.2	19.3	18.0	389	18.3	19.0	47.3	6.9	8.5
	<b>Black or African American</b>	626	10.7	18.5	40.6	16.3	13.9	627	19.3	22.3	47.5	7.5	3.3
	<b>Hispanic or Latino</b>	1,009	19.6	15.2	36.8	16.8	11.6	1,005	27.1	18.7	44.2	6.1	4.0
	<b>Native Hawaiian or Other Pacific Islander</b>	21	14.3	38.1	33.3	9.5	4.8	21	28.6	28.6	42.9	0.0	0.0
	<b>Two or More Races</b>	442	19.0	16.5	38.9	14.7	10.9	436	28.4	19.5	43.3	5.7	3.0
	<b>White</b>	353	7.6	16.7	36.3	20.1	19.3	351	17.4	18.8	50.7	6.6	6.6
	<b>Other/Unknown</b>	9	11.1	11.1	66.7	11.1	0.0	9	11.1	22.2	66.7	0.0	0.0
<b>Other</b>	<b>Gifted</b>	8	12.5	12.5	25.0	12.5	37.5	8	0.0	25.0	50.0	12.5	12.5
	<b>IEP</b>	592	16.4	22.6	40.9	12.0	8.1	586	30.9	23.0	42.2	3.1	0.9
	<b>Migrant</b>	12	41.7	25.0	8.3	0.0	25.0	12	41.7	25.0	16.7	8.3	8.3
<b>Primary Disability</b>	<b>Autism</b>	26	50.0	15.4	19.2	3.8	11.5	25	52.0	12.0	32.0	0.0	4.0
	<b>Developmental delay</b>	2	100.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	15	33.3	26.7	33.3	6.7	0.0	14	42.9	35.7	21.4	0.0	0.0
	<b>Hearing Impaired</b>	2	0.0	0.0	100.0	0.0	0.0	4	0.0	25.0	75.0	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	50	44.0	36.0	14.0	6.0	0.0	47	68.1	17.0	12.8	2.1	0.0
	<b>Multiple disabilities</b>	11	72.7	18.2	9.1	0.0	0.0	12	91.7	8.3	0.0	0.0	0.0
	<b>Other health impairment</b>	70	14.3	25.7	48.6	10.0	1.4	68	33.8	27.9	35.3	2.9	0.0
	<b>Specific learning disability</b>	397	8.1	21.7	46.9	12.8	10.6	399	23.1	24.6	47.9	3.5	1.0
	<b>Speech or language impairment</b>	11	27.3	0.0	18.2	36.4	18.2	10	20.0	10.0	60.0	10.0	0.0
	<b>Traumatic brain injury</b>	5	40.0	0.0	20.0	20.0	20.0	4	50.0	0.0	50.0	0.0	0.0
	<b>Visual impairment</b>	1	0.0	100.0	0.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.



**Table S4.9: Summative Performance Level by Domain - Grade 8**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,013	12.7	11.7	35.0	24.4	16.1	2,968	26.2	23.5	41.8	5.4	3.2
<b>Gender</b>	<b>Female</b>	1,314	12.3	10.7	35.2	24.4	17.4	1,302	24.5	23.1	43.5	5.5	3.3
	<b>Male</b>	1,676	13.0	12.5	34.8	24.5	15.1	1,643	27.4	23.7	40.5	5.2	3.0
	<b>Missing</b>	23	17.4	8.7	43.5	13.0	17.4	23	30.4	21.7	30.4	4.3	13.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7	0.0	42.9	14.3	14.3	28.6	7	42.9	14.3	28.6	14.3	0.0
	<b>Asian</b>	415	7.2	9.9	37.8	26.0	19.0	406	18.0	26.6	43.6	7.6	4.2
	<b>Black or African American</b>	684	8.8	11.7	37.6	25.9	16.1	673	25.3	20.2	45.5	5.5	3.6
	<b>Hispanic or Latino</b>	1,026	17.0	12.2	33.7	22.5	14.6	1,008	29.1	23.4	40.3	4.5	2.8
	<b>Native Hawaiian or Other Pacific Islander</b>	21	9.5	19.0	47.6	19.0	4.8	21	28.6	33.3	33.3	4.8	0.0
	<b>Two or More Races</b>	505	19.2	11.9	33.1	23.4	12.5	499	33.1	23.6	37.5	3.6	2.2
	<b>White</b>	347	6.1	11.5	32.0	27.4	23.1	346	19.1	24.9	44.2	7.5	4.3
	<b>Other/Unknown</b>	8	0.0	0.0	87.5	0.0	12.5	8	12.5	50.0	25.0	0.0	12.5
<b>Other</b>	<b>Gifted</b>	7	0.0	14.3	42.9	14.3	28.6	7	28.6	0.0	42.9	28.6	0.0
	<b>Home Schooled</b>	1	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0
	<b>IEP</b>	586	12.5	17.4	42.5	19.3	8.4	544	32.5	30.3	33.3	2.9	0.9
	<b>Migrant</b>	4	25.0	50.0	25.0	0.0	0.0	4	50.0	25.0	25.0	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	28	46.4	14.3	32.1	0.0	7.1	20	45.0	35.0	15.0	5.0	0.0
	<b>Developmental delay</b>	4	50.0	50.0	0.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	6	0.0	16.7	33.3	16.7	33.3	6	33.3	16.7	33.3	16.7	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Hearing Impaired</b>	2	0.0	50.0	0.0	0.0	50.0	6	83.3	0.0	16.7	0.0	0.0
	<b>Intellectual Disability</b>	55	27.3	32.7	36.4	3.6	0.0	44	56.8	22.7	20.5	0.0	0.0
	<b>Multiple disabilities</b>	23	73.9	26.1	0.0	0.0	0.0	9	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	5	0.0	40.0	40.0	20.0	0.0	5	60.0	20.0	20.0	0.0	0.0
	<b>Other health impairment</b>	80	11.3	17.5	41.3	23.8	6.3	76	32.9	30.3	34.2	1.3	1.3
	<b>Specific learning disability</b>	365	4.4	13.7	47.9	24.7	9.3	358	25.7	32.7	37.4	3.1	1.1
	<b>Speech or language impairment</b>	7	0.0	0.0	57.1	0.0	42.9	7	14.3	28.6	42.9	14.3	0.0
	<b>Traumatic brain injury</b>	8	0.0	37.5	50.0	0.0	12.5	7	42.9	42.9	14.3	0.0	0.0
	<b>Visual impairment</b>	3	66.7	0.0	0.0	0.0	33.3	3	66.7	0.0	33.3	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.9: Summative Performance Level by Domain - Grade 8 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		2,972	15.1	13.5	36.8	17.5	17.0	2,972	23.9	18.9	45.5	6.5	5.2
<b>Gender</b>	<b>Female</b>	1,302	14.7	12.6	34.8	19.0	19.0	1,302	22.7	17.2	46.1	8.0	6.0
	<b>Male</b>	1,647	15.5	14.0	38.8	16.4	15.3	1,647	24.6	20.5	45.2	5.3	4.4
	<b>Missing</b>	23	17.4	30.4	13.0	17.4	21.7	23	43.5	8.7	26.1	4.3	17.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7	42.9	0.0	14.3	14.3	28.6	7	28.6	14.3	42.9	0.0	14.3
	<b>Asian</b>	405	9.1	10.6	39.0	20.5	20.7	407	17.7	20.4	49.4	5.9	6.6
	<b>Black or African American</b>	670	11.0	15.1	37.5	18.2	18.2	677	19.9	19.5	47.9	7.4	5.3
	<b>Hispanic or Latino</b>	1,017	18.0	14.7	37.1	15.6	14.6	1,010	28.3	18.7	41.7	6.8	4.5
	<b>Native Hawaiian or Other Pacific Islander</b>	21	28.6	4.8	57.1	4.8	4.8	21	19.0	33.3	42.9	4.8	0.0
	<b>Two or More Races</b>	503	23.9	12.9	34.8	16.1	12.3	497	31.0	17.3	43.1	4.8	3.8
	<b>White</b>	341	7.9	12.0	34.6	21.1	24.3	345	16.5	18.3	50.7	6.7	7.8
	<b>Other/Unknown</b>	8	0.0	12.5	37.5	25.0	25.0	8	12.5	25.0	50.0	12.5	0.0
<b>Other</b>	<b>Gifted</b>	7	0.0	14.3	42.9	14.3	28.6	7	14.3	14.3	57.1	14.3	0.0
	<b>Home Schooled</b>	1	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0
	<b>IEP</b>	558	14.7	18.3	41.0	15.1	10.9	548	27.6	23.9	43.8	4.2	0.5
	<b>Migrant</b>	4	25.0	25.0	25.0	25.0	0.0	4	75.0	0.0	25.0	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	22	40.9	9.1	40.9	0.0	9.1	20	40.0	25.0	30.0	5.0	0.0
	<b>Developmental delay</b>	3	66.7	33.3	0.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	6	16.7	16.7	33.3	16.7	16.7	6	16.7	33.3	50.0	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Hearing Impaired</b>	3	0.0	33.3	66.7	0.0	0.0	5	60.0	20.0	0.0	20.0	0.0
	<b>Intellectual Disability</b>	47	34.0	27.7	31.9	6.4	0.0	45	53.3	31.1	13.3	2.2	0.0
	<b>Multiple disabilities</b>	12	83.3	16.7	0.0	0.0	0.0	10	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	4	0.0	25.0	50.0	25.0	0.0	5	40.0	40.0	20.0	0.0	0.0
	<b>Other health impairment</b>	77	11.7	18.2	40.3	14.3	15.6	76	26.3	19.7	50.0	2.6	1.3
	<b>Specific learning disability</b>	365	8.5	17.3	44.4	17.5	12.3	361	21.3	24.1	49.9	4.4	0.3
	<b>Speech or language impairment</b>	7	0.0	28.6	14.3	42.9	14.3	7	14.3	14.3	57.1	14.3	0.0
	<b>Traumatic brain injury</b>	8	25.0	12.5	50.0	12.5	0.0	7	28.6	28.6	28.6	0.0	14.3
	<b>Visual impairment</b>	3	66.7	0.0	0.0	0.0	33.3	3	66.7	0.0	33.3	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.10: Summative Performance Level by Domain - Grade 9**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,292	17.7	11.8	37.4	20.3	12.9	3,253	31.0	24.0	37.6	4.6	2.8
<b>Gender</b>	<b>Female</b>	1,359	16.4	11.7	39.3	20.6	12.0	1,351	29.0	26.1	38.3	4.0	2.5
	<b>Male</b>	1,898	18.4	11.9	35.9	20.1	13.7	1,867	32.3	22.4	37.1	5.1	3.1
	<b>Missing</b>	35	31.4	5.7	42.9	17.1	2.9	35	37.1	22.9	40.0	0.0	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9	11.1	11.1	33.3	11.1	33.3	9	22.2	11.1	55.6	11.1	0.0
	<b>Asian</b>	475	8.6	10.3	37.9	22.3	20.8	466	20.4	24.5	43.6	6.7	4.9
	<b>Black or African American</b>	778	18.4	13.9	36.8	19.3	11.7	773	32.0	26.3	35.7	3.4	2.7
	<b>Hispanic or Latino</b>	1,112	20.8	11.5	37.3	20.2	10.2	1,097	34.5	23.5	36.0	3.9	2.1
	<b>Native Hawaiian or Other Pacific Islander</b>	17	5.9	5.9	58.8	17.6	11.8	17	23.5	35.3	41.2	0.0	0.0
	<b>Two or More Races</b>	535	25.4	11.8	35.1	17.9	9.7	538	38.3	21.7	34.4	4.6	0.9
	<b>White</b>	359	8.4	10.0	40.4	24.0	17.3	346	21.4	23.1	43.6	6.4	5.5
	<b>Other/Unknown</b>	7	0.0	14.3	57.1	0.0	28.6	7	28.6	14.3	28.6	14.3	14.3
<b>Other</b>	<b>Gifted</b>	11	0.0	18.2	18.2	45.5	18.2	11	18.2	9.1	54.5	9.1	9.1
	<b>IEP</b>	507	13.2	15.8	47.7	17.9	5.3	478	29.9	34.3	34.1	1.5	0.2
	<b>Migrant</b>	16	25.0	0.0	56.3	6.3	12.5	16	37.5	25.0	31.3	6.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	28	32.1	14.3	35.7	10.7	7.1	25	40.0	36.0	20.0	4.0	0.0
	<b>Developmental delay</b>	8	50.0	37.5	12.5	0.0	0.0	5	60.0	40.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	12	16.7	8.3	50.0	8.3	16.7	11	18.2	27.3	45.5	9.1	0.0
	<b>Hearing Impaired</b>	5	20.0	0.0	60.0	20.0	0.0	8	37.5	25.0	37.5	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	39	30.8	38.5	28.2	2.6	0.0	31	64.5	25.8	9.7	0.0	0.0
	<b>Multiple disabilities</b>	17	82.4	5.9	11.8	0.0	0.0	5	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	4	0.0	25.0	0.0	25.0	50.0	4	25.0	0.0	25.0	50.0	0.0
	<b>Other health impairment</b>	71	7.0	19.7	49.3	16.9	7.0	66	27.3	42.4	28.8	1.5	0.0
	<b>Specific learning disability</b>	328	6.1	13.1	54.9	21.0	4.9	325	24.9	35.4	38.8	0.6	0.3
	<b>Speech or language impairment</b>	6	0.0	33.3	33.3	33.3	0.0	6	33.3	33.3	33.3	0.0	0.0
	<b>Traumatic brain injury</b>	2	50.0	0.0	50.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0
	<b>Visual impairment</b>	2	50.0	0.0	0.0	50.0	0.0	2	50.0	0.0	50.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.10: Summative Performance Level by Domain - Grade 9 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,241	15.3	14.3	34.6	16.7	19.2	3,235	26.6	22.1	42.9	5.7	2.7
<b>Gender</b>	<b>Female</b>	1,336	13.9	14.4	32.9	17.1	21.6	1,340	26.1	21.3	44.6	5.7	2.3
	<b>Male</b>	1,871	16.1	14.3	35.8	16.1	17.7	1,864	27.0	22.6	41.7	5.7	3.0
	<b>Missing</b>	34	23.5	11.8	29.4	32.4	2.9	31	29.0	22.6	41.9	6.5	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9	22.2	11.1	22.2	0.0	44.4	9	22.2	22.2	22.2	33.3	0.0
	<b>Asian</b>	470	6.6	11.5	35.1	17.7	29.1	467	17.1	24.6	47.1	6.4	4.7
	<b>Black or African American</b>	761	13.1	17.3	34.8	17.3	17.3	763	27.0	24.8	41.2	4.8	2.2
	<b>Hispanic or Latino</b>	1,094	19.3	14.4	34.6	15.5	16.2	1,097	31.0	20.0	42.5	5.0	1.5
	<b>Native Hawaiian or Other Pacific Islander</b>	17	5.9	35.3	41.2	11.8	5.9	17	17.6	41.2	35.3	5.9	0.0
	<b>Two or More Races</b>	535	23.4	13.5	33.1	14.8	15.3	529	34.2	20.6	38.9	4.5	1.7
	<b>White</b>	348	6.9	11.5	35.3	21.3	25.0	346	14.2	20.5	49.4	9.8	6.1
	<b>Other/Unknown</b>	7	14.3	14.3	28.6	14.3	28.6	7	14.3	42.9	28.6	0.0	14.3
<b>Other</b>	<b>Gifted</b>	11	0.0	0.0	36.4	27.3	36.4	11	9.1	18.2	54.5	9.1	9.1
	<b>IEP</b>	481	9.6	18.7	43.7	15.8	12.3	476	20.2	31.7	43.3	4.6	0.2
	<b>Migrant</b>	15	26.7	6.7	40.0	20.0	6.7	15	40.0	26.7	26.7	6.7	0.0
<b>Primary Disability</b>	<b>Autism</b>	25	20.0	24.0	44.0	8.0	4.0	25	36.0	40.0	24.0	0.0	0.0
	<b>Developmental delay</b>	6	66.7	33.3	0.0	0.0	0.0	5	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	11	18.2	27.3	36.4	9.1	9.1	11	27.3	27.3	36.4	9.1	0.0
	<b>Hearing Impaired</b>	6	16.7	0.0	66.7	0.0	16.7	6	33.3	33.3	33.3	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	34	26.5	41.2	23.5	5.9	2.9	30	50.0	40.0	10.0	0.0	0.0
	<b>Multiple disabilities</b>	5	40.0	60.0	0.0	0.0	0.0	3	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	4	0.0	0.0	75.0	0.0	25.0	4	0.0	25.0	50.0	0.0	25.0
	<b>Other health impairment</b>	67	3.0	26.9	43.3	14.9	11.9	68	19.1	36.8	33.8	10.3	0.0
	<b>Specific learning disability</b>	325	5.8	13.8	47.4	19.4	13.5	328	14.9	30.2	50.6	4.3	0.0
	<b>Speech or language impairment</b>	6	0.0	50.0	16.7	0.0	33.3	6	33.3	33.3	33.3	0.0	0.0
	<b>Traumatic brain injury</b>	1	100.0	0.0	0.0	0.0	0.0	0					
	<b>Visual impairment</b>	3	33.3	0.0	33.3	0.0	33.3	2	50.0	0.0	50.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.



**Table S4.11: Summative Performance Level by Domain - Grade 10**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,153	17.0	13.1	34.1	20.0	15.8	3,135	31.4	22.3	36.2	6.3	3.8
<b>Gender</b>	<b>Female</b>	1,373	15.7	13.6	34.4	20.3	16.0	1,367	29.2	23.8	38.1	5.8	3.1
	<b>Male</b>	1,756	18.0	12.7	33.6	20.0	15.7	1,744	33.1	20.9	34.9	6.8	4.4
	<b>Missing</b>	24	16.7	12.5	54.2	4.2	12.5	24	29.2	37.5	20.8	8.3	4.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	0.0	0.0	80.0	20.0	0.0	5	20.0	20.0	60.0	0.0	0.0
	<b>Asian</b>	464	7.3	11.0	34.5	22.8	24.4	458	19.0	24.7	41.7	9.0	5.7
	<b>Black or African American</b>	780	15.9	13.5	36.9	21.3	12.4	776	32.6	25.1	35.7	4.3	2.3
	<b>Hispanic or Latino</b>	1,055	22.5	13.6	31.1	18.9	14.0	1,051	36.0	20.0	34.9	6.1	3.0
	<b>Native Hawaiian or Other Pacific Islander</b>	21	0.0	4.8	42.9	38.1	14.3	21	9.5	33.3	52.4	4.8	0.0
	<b>Two or More Races</b>	468	20.7	17.1	34.2	16.9	11.1	464	38.4	22.6	29.7	4.5	4.7
	<b>White</b>	355	12.1	9.0	34.9	20.6	23.4	355	23.4	18.3	41.7	10.7	5.9
	<b>Other/Unknown</b>	5	0.0	20.0	40.0	0.0	40.0	5	20.0	40.0	0.0	20.0	20.0
<b>Other</b>	<b>Gifted</b>	4	0.0	25.0	0.0	25.0	50.0	4	25.0	0.0	25.0	25.0	25.0
	<b>IEP</b>	457	14.0	18.6	44.2	16.4	6.8	434	35.7	29.3	31.6	2.3	1.2
	<b>Migrant</b>	24	37.5	4.2	29.2	16.7	12.5	22	40.9	18.2	22.7	13.6	4.5
<b>Primary Disability</b>	<b>Autism</b>	20	45.0	15.0	30.0	5.0	5.0	14	71.4	14.3	7.1	7.1	0.0
	<b>Developmental delay</b>	6	33.3	33.3	33.3	0.0	0.0	5	40.0	60.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	9	33.3	22.2	33.3	11.1	0.0	9	44.4	33.3	22.2	0.0	0.0
	<b>Hearing Impaired</b>	4	0.0	25.0	75.0	0.0	0.0	10	50.0	40.0	10.0	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	46	34.8	23.9	39.1	0.0	2.2	39	71.8	23.1	5.1	0.0	0.0
	<b>Multiple disabilities</b>	17	76.5	11.8	5.9	5.9	0.0	5	80.0	0.0	20.0	0.0	0.0
	<b>Orthopedic impairment</b>	3	0.0	33.3	33.3	0.0	33.3	3	66.7	0.0	0.0	33.3	0.0
	<b>Other health impairment</b>	67	4.5	23.9	46.3	17.9	7.5	64	35.9	20.3	39.1	3.1	1.6
	<b>Specific learning disability</b>	273	5.9	16.5	48.0	22.3	7.3	271	25.5	33.6	37.6	1.8	1.5
	<b>Speech or language impairment</b>	9	11.1	0.0	55.6	0.0	33.3	9	22.2	22.2	44.4	11.1	0.0
	<b>Traumatic brain injury</b>	4	50.0	25.0	25.0	0.0	0.0	4	75.0	25.0	0.0	0.0	0.0
	<b>Visual impairment</b>	2	0.0	50.0	50.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.11: Summative Performance Level by Domain - Grade 10 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		3,111	13.0	14.5	33.2	16.8	22.6	3,115	27.2	20.7	41.9	5.9	4.3
<b>Gender</b>	<b>Female</b>	1,359	11.6	13.9	32.5	16.9	25.1	1,358	25.3	21.6	42.2	6.6	4.2
	<b>Male</b>	1,727	14.0	14.9	33.8	16.7	20.7	1,733	28.7	20.0	41.5	5.4	4.4
	<b>Missing</b>	25	16.0	16.0	32.0	20.0	16.0	24	25.0	20.8	50.0	4.2	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	0.0	0.0	40.0	20.0	40.0	4	0.0	25.0	75.0	0.0	0.0
	<b>Asian</b>	462	5.8	9.5	36.8	17.7	30.1	458	16.6	21.0	45.9	9.6	7.0
	<b>Black or African American</b>	763	8.5	18.5	36.3	17.2	19.5	767	26.1	23.2	44.7	4.0	2.0
	<b>Hispanic or Latino</b>	1,046	19.6	13.1	31.7	14.5	21.0	1,046	31.8	20.4	38.3	5.6	3.8
	<b>Native Hawaiian or Other Pacific Islander</b>	21	0.0	9.5	47.6	19.0	23.8	21	4.8	23.8	61.9	9.5	0.0
	<b>Two or More Races</b>	459	18.5	17.2	30.5	17.2	16.6	461	36.7	20.0	35.6	3.7	4.1
	<b>White</b>	350	5.7	13.1	28.9	20.6	31.7	353	19.3	17.3	47.0	8.8	7.6
	<b>Other/Unknown</b>	5	20.0	20.0	20.0	40.0	0.0	5	20.0	0.0	80.0	0.0	0.0
<b>Other</b>	<b>Gifted</b>	4	0.0	0.0	50.0	0.0	50.0	4	0.0	25.0	50.0	0.0	25.0
	<b>IEP</b>	437	11.2	15.1	43.2	16.5	14.0	425	24.5	29.4	41.4	2.6	2.1
	<b>Migrant</b>	23	30.4	13.0	13.0	13.0	30.4	22	36.4	22.7	27.3	0.0	13.6
<b>Primary Disability</b>	<b>Autism</b>	14	21.4	7.1	50.0	21.4	0.0	13	53.8	15.4	30.8	0.0	0.0
	<b>Developmental delay</b>	5	0.0	60.0	20.0	20.0	0.0	5	60.0	40.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	9	33.3	0.0	44.4	22.2	0.0	9	33.3	33.3	33.3	0.0	0.0
	<b>Hearing Impaired</b>	5	0.0	20.0	40.0	0.0	40.0	6	50.0	0.0	50.0	0.0	0.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	45	24.4	33.3	33.3	6.7	2.2	41	48.8	39.0	12.2	0.0	0.0
	<b>Multiple disabilities</b>	7	85.7	0.0	0.0	0.0	14.3	4	75.0	0.0	25.0	0.0	0.0
	<b>Orthopedic impairment</b>	3	0.0	33.3	33.3	0.0	33.3	3	33.3	33.3	33.3	0.0	0.0
	<b>Other health impairment</b>	64	9.4	20.3	39.1	15.6	15.6	63	25.4	36.5	34.9	0.0	3.2
	<b>Specific learning disability</b>	270	5.9	10.7	48.1	18.9	16.3	268	15.7	27.6	50.4	4.1	2.2
	<b>Speech or language impairment</b>	9	0.0	22.2	22.2	33.3	22.2	9	22.2	22.2	44.4	0.0	11.1
	<b>Traumatic brain injury</b>	5	40.0	20.0	40.0	0.0	0.0	4	75.0	25.0	0.0	0.0	0.0
	<b>Visual impairment</b>	2	50.0	0.0	50.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.12: Summative Performance Level by Domain - Grade 11**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		2,662	11.9	12.0	35.1	20.1	21.0	2,623	25.9	23.5	38.3	8.0	4.3
<b>Gender</b>	<b>Female</b>	1,179	11.3	12.0	35.3	20.1	21.3	1,162	25.2	24.2	38.8	8.0	3.8
	<b>Male</b>	1,450	12.3	11.9	34.9	20.1	20.8	1,429	26.3	23.0	38.0	8.0	4.6
	<b>Missing</b>	33	15.2	18.2	36.4	15.2	15.2	32	34.4	21.9	31.3	3.1	9.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8	12.5	37.5	0.0	50.0	0.0	8	50.0	0.0	50.0	0.0	0.0
	<b>Asian</b>	433	6.9	9.0	31.2	25.9	27.0	424	17.9	23.6	43.4	9.2	5.9
	<b>Black or African American</b>	672	10.6	13.1	38.7	20.1	17.6	666	26.4	24.9	39.2	6.8	2.7
	<b>Hispanic or Latino</b>	895	17.8	11.7	34.2	16.1	20.2	882	31.0	22.1	35.6	7.6	3.7
	<b>Native Hawaiian or Other Pacific Islander</b>	16	6.3	12.5	56.3	25.0	0.0	16	25.0	43.8	31.3	0.0	0.0
	<b>Two or More Races</b>	318	11.9	12.9	34.3	23.6	17.3	314	26.8	22.0	36.9	8.3	6.1
	<b>White</b>	316	5.1	13.0	36.1	18.4	27.5	309	20.1	25.6	38.2	10.4	5.8
	<b>Other/Unknown</b>	4	0.0	25.0	25.0	50.0	0.0	4	25.0	25.0	50.0	0.0	0.0
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	0.0	66.7	33.3	3	0.0	0.0	100.0	0.0	0.0
	<b>IEP</b>	369	12.7	15.4	43.4	16.5	11.9	339	28.3	31.9	33.9	4.4	1.5
	<b>Migrant</b>	22	18.2	18.2	40.9	4.5	18.2	22	27.3	31.8	36.4	4.5	0.0
<b>Primary Disability</b>	<b>Autism</b>	17	41.2	17.6	29.4	5.9	5.9	12	50.0	25.0	16.7	0.0	8.3
	<b>Developmental delay</b>	4	25.0	50.0	25.0	0.0	0.0	4	75.0	25.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	6	16.7	16.7	50.0	16.7	0.0	6	33.3	50.0	0.0	16.7	0.0
	<b>Hearing Impaired</b>	1	0.0	100.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	30	33.3	26.7	36.7	3.3	0.0	23	56.5	39.1	4.3	0.0	0.0
	<b>Multiple disabilities</b>	15	93.3	6.7	0.0	0.0	0.0	3	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	1	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	54	7.4	16.7	53.7	13.0	9.3	52	36.5	36.5	19.2	5.8	1.9
	<b>Specific learning disability</b>	236	3.4	14.0	45.3	21.2	16.1	232	20.7	30.2	43.1	4.7	1.3
	<b>Speech or language impairment</b>	1	100.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Traumatic brain injury</b>	2	0.0	0.0	100.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0
	<b>Visual impairment</b>	1	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.12: Summative Performance Level by Domain - Grade 11 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		2,620	9.3	13.5	30.6	20.0	26.6	2,613	21.1	22.1	43.9	8.1	4.8
<b>Gender</b>	<b>Female</b>	1,162	9.2	14.2	29.4	18.4	28.7	1,161	20.8	22.1	44.3	7.3	5.4
	<b>Male</b>	1,425	9.3	12.7	31.6	21.5	24.9	1,421	21.2	22.3	43.5	8.8	4.2
	<b>Missing</b>	33	12.1	21.2	27.3	15.2	24.2	31	29.0	12.9	45.2	6.5	6.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8	12.5	12.5	25.0	25.0	25.0	8	25.0	37.5	37.5	0.0	0.0
	<b>Asian</b>	426	5.2	9.9	27.5	23.7	33.8	425	15.3	20.7	51.1	7.5	5.4
	<b>Black or African American</b>	658	6.8	16.7	30.9	19.9	25.7	660	21.2	22.0	46.1	6.8	3.9
	<b>Hispanic or Latino</b>	882	15.0	12.8	30.7	18.6	22.9	878	26.8	20.6	39.6	8.7	4.3
	<b>Native Hawaiian or Other Pacific Islander</b>	17	11.8	5.9	64.7	5.9	11.8	16	12.5	31.3	56.3	0.0	0.0
	<b>Two or More Races</b>	312	9.6	14.1	34.0	19.6	22.8	314	22.9	24.2	41.7	6.4	4.8
	<b>White</b>	313	3.8	13.4	28.4	20.8	33.5	308	11.4	26.0	42.9	12.3	7.5
	<b>Other/Unknown</b>	4	0.0	0.0	50.0	0.0	50.0	4	25.0	0.0	50.0	25.0	0.0
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	66.7	0.0	33.3	3	0.0	0.0	66.7	33.3	0.0
	<b>IEP</b>	348	10.3	15.5	38.8	19.3	16.1	338	21.3	29.9	42.0	5.9	0.9
	<b>Migrant</b>	22	18.2	13.6	27.3	31.8	9.1	22	36.4	27.3	36.4	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	12	41.7	8.3	33.3	8.3	8.3	11	45.5	27.3	27.3	0.0	0.0
	<b>Developmental delay</b>	4	0.0	50.0	50.0	0.0	0.0	4	50.0	25.0	25.0	0.0	0.0
	<b>Emotional disturbance</b>	5	20.0	20.0	40.0	0.0	20.0	5	40.0	40.0	20.0	0.0	0.0
	<b>Hearing Impaired</b>	2	0.0	100.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	29	24.1	31.0	44.8	0.0	0.0	25	44.0	44.0	12.0	0.0	0.0
	<b>Multiple disabilities</b>	6	83.3	0.0	16.7	0.0	0.0	3	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	2	50.0	0.0	50.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0
	<b>Other health impairment</b>	53	7.5	18.9	35.8	20.8	17.0	52	21.2	42.3	26.9	7.7	1.9
	<b>Specific learning disability</b>	230	5.2	12.6	39.6	23.5	19.1	231	15.2	26.4	50.6	6.9	0.9
	<b>Speech or language impairment</b>	1	100.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Traumatic brain injury</b>	2	0.0	0.0	100.0	0.0	0.0	2	50.0	0.0	50.0	0.0	0.0
	<b>Visual impairment</b>	1	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.



**Table S4.13: Summative Performance Level by Domain - Grade 12**

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		2,065	9.2	11.4	38.8	22.2	18.4	2,051	23.5	25.7	40.4	6.3	4.1
<b>Gender</b>	<b>Female</b>	967	9.4	11.9	37.7	22.0	18.9	961	22.6	26.1	41.6	6.3	3.3
	<b>Male</b>	1,078	8.9	11.1	39.5	22.5	17.9	1,071	24.2	25.3	39.3	6.3	4.9
	<b>Missing</b>	20	15.0	5.0	50.0	15.0	15.0	19	26.3	26.3	42.1	5.3	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	40.0	0.0	0.0	40.0	20.0	5	40.0	0.0	20.0	40.0	0.0
	<b>Asian</b>	391	4.1	9.0	39.9	25.1	22.0	388	18.0	25.3	41.8	9.0	5.9
	<b>Black or African American</b>	545	9.4	12.8	40.7	21.5	15.6	544	25.6	30.7	36.0	5.7	2.0
	<b>Hispanic or Latino</b>	647	12.7	12.8	37.6	19.8	17.2	642	25.7	21.8	42.8	6.1	3.6
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	0.0	40.0	40.0	10.0	10	20.0	20.0	50.0	10.0	0.0
	<b>Two or More Races</b>	203	8.4	9.4	39.4	20.2	22.7	201	19.9	24.9	42.8	6.5	6.0
	<b>White</b>	259	8.1	10.8	35.5	26.6	18.9	256	24.2	25.8	40.6	3.5	5.9
	<b>Other/Unknown</b>	5	0.0	20.0	80.0	0.0	0.0	5	20.0	80.0	0.0	0.0	0.0
<b>Other</b>	<b>Gifted</b>	4	0.0	0.0	50.0	0.0	50.0	4	0.0	0.0	75.0	25.0	0.0
	<b>IEP</b>	295	12.9	12.9	48.8	16.6	8.8	285	30.2	31.2	34.0	3.2	1.4
	<b>Migrant</b>	22	36.4	9.1	36.4	9.1	9.1	22	45.5	18.2	31.8	4.5	0.0
<b>Primary Disability</b>	<b>Autism</b>	9	11.1	11.1	44.4	22.2	11.1	8	25.0	25.0	37.5	12.5	0.0
	<b>Developmental delay</b>	3	66.7	33.3	0.0	0.0	0.0	3	100.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	6	0.0	16.7	83.3	0.0	0.0	6	33.3	50.0	16.7	0.0	0.0
	<b>Hearing Impaired</b>	1	0.0	0.0	100.0	0.0	0.0	5	60.0	0.0	40.0	0.0	0.0

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	31	35.5	32.3	25.8	6.5	0.0	26	65.4	26.9	7.7	0.0	0.0
	<b>Multiple disabilities</b>	9	88.9	0.0	11.1	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	1	100.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0
	<b>Other health impairment</b>	37	8.1	8.1	64.9	13.5	5.4	36	19.4	41.7	36.1	2.8	0.0
	<b>Specific learning disability</b>	191	5.8	11.5	50.8	19.9	12.0	192	24.5	31.3	38.0	4.2	2.1
	<b>Speech or language impairment</b>	1	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	100.0	0.0	0.0
	<b>Traumatic brain injury</b>	3	0.0	0.0	66.7	33.3	0.0	3	33.3	33.3	33.3	0.0	0.0
	<b>Visual impairment</b>	2	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

**Table S4.13: Summative Performance Level by Domain - Grade 12 (cont.)**

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
<b>Total</b>		2,042	7.3	12.6	33.0	19.5	27.6	2,039	19.0	24.0	45.9	6.9	4.2
<b>Gender</b>	<b>Female</b>	962	7.0	12.7	31.7	18.4	30.2	953	17.9	25.3	45.5	7.1	4.1
	<b>Male</b>	1,062	7.3	12.8	34.2	20.2	25.4	1,067	19.8	22.8	46.4	6.7	4.4
	<b>Missing</b>	18	22.2	0.0	27.8	33.3	16.7	19	26.3	31.6	36.8	5.3	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	20.0	20.0	0.0	20.0	40.0	5	40.0	0.0	40.0	20.0	0.0
	<b>Asian</b>	385	2.9	12.2	30.6	22.6	31.7	386	12.7	24.6	51.6	6.0	5.2
	<b>Black or African American</b>	539	5.9	14.7	36.5	18.2	24.7	541	17.7	27.2	45.7	6.5	3.0
	<b>Hispanic or Latino</b>	639	12.4	12.1	31.6	17.4	26.6	638	24.6	21.6	42.5	7.1	4.2
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	0.0	50.0	20.0	20.0	10	10.0	30.0	50.0	0.0	10.0
	<b>Two or More Races</b>	202	6.4	9.4	34.7	22.3	27.2	199	14.6	27.6	43.2	10.1	4.5
	<b>White</b>	257	4.7	13.6	30.4	20.2	31.1	255	20.8	19.2	48.6	6.3	5.1
	<b>Other/Unknown</b>	5	0.0	0.0	60.0	40.0	0.0	5	0.0	60.0	40.0	0.0	0.0
<b>Other</b>	<b>Gifted</b>	4	0.0	0.0	25.0	0.0	75.0	4	0.0	0.0	75.0	0.0	25.0
	<b>IEP</b>	283	9.9	12.4	38.2	20.5	19.1	281	19.2	30.6	44.5	3.9	1.8
	<b>Migrant</b>	22	22.7	18.2	36.4	13.6	9.1	22	45.5	27.3	18.2	0.0	9.1
<b>Primary Disability</b>	<b>Autism</b>	9	11.1	0.0	77.8	0.0	11.1	8	25.0	12.5	62.5	0.0	0.0
	<b>Developmental delay</b>	2	0.0	50.0	50.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	6	16.7	16.7	50.0	16.7	0.0	6	33.3	33.3	33.3	0.0	0.0
	<b>Hearing Impaired</b>	2	0.0	50.0	50.0	0.0	0.0	4	50.0	50.0	0.0	0.0	0.0

Subgroup	Status	Speaking						Writing					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Intellectual Disability</b>	29	17.2	41.4	34.5	6.9	0.0	26	57.7	26.9	15.4	0.0	0.0
	<b>Multiple disabilities</b>	3	100.0	0.0	0.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	1	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	34	8.8	11.8	35.3	23.5	20.6	36	13.9	30.6	52.8	0.0	2.8
	<b>Specific learning disability</b>	191	7.9	7.3	37.2	23.6	24.1	190	12.6	30.5	48.4	5.8	2.6
	<b>Speech or language impairment</b>	1	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	100.0	0.0	0.0
	<b>Traumatic brain injury</b>	3	0.0	0.0	66.7	33.3	0.0	3	0.0	66.7	33.3	0.0	0.0
	<b>Visual impairment</b>	1	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption or Not Attempted are excluded.

## **Section 5: Summative Assessment - Percentage of Students by Overall Proficiency Level**

**Table S5.1: Summative Overall Proficiency Categories - Kindergarten**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		8,991	16.0	75.9	8.1
<b>Gender</b>	<b>Female</b>	4,277	13.4	78.0	8.5
	<b>Male</b>	4,560	18.4	73.9	7.7
	<b>Missing</b>	154	18.8	72.7	8.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	31	9.7	80.6	9.7
	<b>Asian</b>	2,198	10.0	74.0	16.0
	<b>Black or African American</b>	1,739	11.8	83.2	4.9
	<b>Hispanic or Latino</b>	2,407	22.7	74.5	2.8
	<b>Native Hawaiian or Other Pacific Islander</b>	49	16.3	77.6	6.1
	<b>Two or More Races</b>	1,084	26.3	69.0	4.7
	<b>White</b>	1,448	11.8	76.9	11.3
	<b>Other/Unknown</b>	35	11.4	82.9	5.7
<b>Other</b>	<b>Gifted</b>	6	0.0	50.0	50.0
	<b>IEP</b>	398	36.7	59.3	4.0
	<b>Migrant</b>	15	33.3	66.7	0.0
<b>Primary Disability</b>	<b>Autism</b>	142	51.4	41.5	7.0
	<b>Developmental delay</b>	7	14.3	85.7	0.0
	<b>Emotional disturbance</b>	2	0.0	100.0	0.0
	<b>Hearing Impaired</b>	6	0.0	100.0	0.0
	<b>Intellectual Disability</b>	15	60.0	40.0	0.0
	<b>Multiple disabilities</b>	18	83.3	16.7	0.0
	<b>Orthopedic impairment</b>	6	33.3	50.0	16.7

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	52	26.9	73.1	0.0
	<b>Specific learning disability</b>	27	44.4	48.1	7.4
	<b>Speech or language impairment</b>	164	25.6	70.1	4.3
	<b>Traumatic brain injury</b>	2	50.0	50.0	0.0
	<b>Visual impairment</b>	2	0.0	100.0	0.0

**Table S5.2: Summative Overall Proficiency Categories - Grade 1**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		8,949	12.5	73.3	14.2
<b>Gender</b>	<b>Female</b>	4,336	10.8	72.9	16.3
	<b>Male</b>	4,519	14.1	73.8	12.2
	<b>Missing</b>	94	16.0	67.0	17.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	22	9.1	72.7	18.2
	<b>Asian</b>	2,117	7.6	64.9	27.5
	<b>Black or African American</b>	1,747	11.8	77.3	10.9
	<b>Hispanic or Latino</b>	2,482	16.0	78.5	5.6
	<b>Native Hawaiian or Other Pacific Islander</b>	32	6.3	87.5	6.3
	<b>Two or More Races</b>	1,195	20.8	72.0	7.2
	<b>White</b>	1,321	7.6	72.5	19.8
	<b>Other/Unknown</b>	33	3.0	75.8	21.2
	<b>Other</b>	<b>Gifted</b>	13	0.0	15.4
<b>IEP</b>		539	34.7	60.9	4.5
<b>Migrant</b>		15	6.7	80.0	13.3
<b>Primary Disability</b>	<b>Autism</b>	131	55.0	39.7	5.3
	<b>Developmental delay</b>	2	100.0	0.0	0.0
	<b>Emotional disturbance</b>	10	10.0	80.0	10.0
	<b>Hearing Impaired</b>	4	75.0	25.0	0.0
	<b>Intellectual Disability</b>	29	72.4	27.6	0.0
	<b>Multiple disabilities</b>	25	92.0	4.0	4.0
	<b>Orthopedic impairment</b>	6	16.7	83.3	0.0



<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	50	38.0	58.0	4.0
	<b>Specific learning disability</b>	57	19.3	77.2	3.5
	<b>Speech or language impairment</b>	227	14.5	80.2	5.3
	<b>Traumatic brain injury</b>	1	100.0	0.0	0.0

**Table S5.3: Summative Overall Proficiency Categories - Grade 2**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		7,068	9.1	71.0	19.9
<b>Gender</b>	<b>Female</b>	3,298	8.2	70.1	21.7
	<b>Male</b>	3,685	10.0	71.8	18.2
	<b>Missing</b>	85	8.2	70.6	21.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	18	5.6	66.7	27.8
	<b>Asian</b>	1,383	6.2	61.2	32.6
	<b>Black or African American</b>	1,416	8.5	72.2	19.4
	<b>Hispanic or Latino</b>	2,221	10.4	76.5	13.1
	<b>Native Hawaiian or Other Pacific Islander</b>	41	2.4	73.2	24.4
	<b>Two or More Races</b>	990	14.9	72.8	12.2
	<b>White</b>	976	5.8	68.8	25.4
	<b>Other/Unknown</b>	23	0.0	78.3	21.7
<b>Other</b>	<b>Gifted</b>	16	0.0	37.5	62.5
	<b>IEP</b>	625	27.4	68.8	3.8
	<b>Migrant</b>	17	17.6	70.6	11.8
<b>Primary Disability</b>	<b>Autism</b>	110	54.5	44.5	0.9
	<b>Developmental delay</b>	2	100.0	0.0	0.0
	<b>Emotional disturbance</b>	15	6.7	73.3	20.0
	<b>Hearing Impaired</b>	8	0.0	100.0	0.0
	<b>Intellectual Disability</b>	46	47.8	50.0	2.2
	<b>Multiple disabilities</b>	33	75.8	24.2	0.0
	<b>Orthopedic impairment</b>	8	37.5	62.5	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	77	27.3	67.5	5.2
	<b>Specific learning disability</b>	157	19.1	79.6	1.3
	<b>Speech or language impairment</b>	167	5.4	86.8	7.8
	<b>Visual impairment</b>	2	0.0	100.0	0.0

**Table S5.4: Summative Overall Proficiency Categories - Grade 3**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		5,659	8.3	75.0	16.6
<b>Gender</b>	<b>Female</b>	2,522	7.7	74.4	17.9
	<b>Male</b>	3,096	8.7	75.6	15.7
	<b>Missing</b>	41	17.1	73.2	9.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	16	0.0	87.5	12.5
	<b>Asian</b>	971	5.8	66.7	27.5
	<b>Black or African American</b>	1,144	7.6	78.3	14.1
	<b>Hispanic or Latino</b>	1,828	10.1	76.5	13.4
	<b>Native Hawaiian or Other Pacific Islander</b>	21	0.0	100.0	0.0
	<b>Two or More Races</b>	867	12.5	76.4	11.2
	<b>White</b>	801	4.5	74.7	20.8
	<b>Other/Unknown</b>	11	0.0	81.8	18.2
<b>Other</b>	<b>Gifted</b>	49	0.0	53.1	46.9
	<b>Home Schooled</b>	1	0.0	0.0	100.0
	<b>IEP</b>	728	16.9	79.3	3.8
	<b>Migrant</b>	17	5.9	64.7	29.4
<b>Primary Disability</b>	<b>Autism</b>	99	39.4	56.6	4.0
	<b>Developmental delay</b>	4	75.0	25.0	0.0
	<b>Emotional disturbance</b>	12	8.3	83.3	8.3
	<b>Hearing Impaired</b>	9	22.2	66.7	11.1
	<b>Intellectual Disability</b>	49	30.6	69.4	0.0
	<b>Multiple disabilities</b>	34	79.4	20.6	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Orthopedic impairment</b>	3	0.0	66.7	33.3
	<b>Other health impairment</b>	93	10.8	83.9	5.4
	<b>Specific learning disability</b>	326	6.1	90.5	3.4
	<b>Speech or language impairment</b>	104	8.7	82.7	8.7
	<b>Traumatic brain injury</b>	1	0.0	100.0	0.0
	<b>Visual impairment</b>	3	0.0	100.0	0.0

**Table S5.5: Summative Overall Proficiency Categories - Grade 4**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		4,757	12.5	70.9	16.6
<b>Gender</b>	<b>Female</b>	2,083	11.1	70.8	18.1
	<b>Male</b>	2,651	13.7	71.0	15.4
	<b>Missing</b>	23	8.7	69.6	21.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	11	18.2	45.5	36.4
	<b>Asian</b>	744	7.4	67.9	24.7
	<b>Black or African American</b>	1,033	11.5	73.2	15.3
	<b>Hispanic or Latino</b>	1,549	13.9	72.4	13.7
	<b>Native Hawaiian or Other Pacific Islander</b>	42	9.5	73.8	16.7
	<b>Two or More Races</b>	777	17.5	71.4	11.1
	<b>White</b>	591	10.8	66.3	22.8
	<b>Other/Unknown</b>	10	0.0	70.0	30.0
<b>Other</b>	<b>Gifted</b>	24	0.0	62.5	37.5
	<b>IEP</b>	839	23.2	72.1	4.6
	<b>Migrant</b>	19	10.5	84.2	5.3
<b>Primary Disability</b>	<b>Autism</b>	81	53.1	43.2	3.7
	<b>Developmental delay</b>	5	80.0	20.0	0.0
	<b>Emotional disturbance</b>	16	6.3	87.5	6.3
	<b>Hearing Impaired</b>	9	55.6	44.4	0.0
	<b>Intellectual Disability</b>	40	55.0	45.0	0.0
	<b>Multiple disabilities</b>	27	100.0	0.0	0.0
	<b>Orthopedic impairment</b>	1	0.0	100.0	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	110	23.6	67.3	9.1
	<b>Specific learning disability</b>	470	13.0	84.5	2.6
	<b>Speech or language impairment</b>	51	2.0	80.4	17.6
	<b>Traumatic brain injury</b>	5	60.0	20.0	20.0
	<b>Visual impairment</b>	3	33.3	66.7	0.0

**Table S5.6: Summative Overall Proficiency Categories - Grade 5**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		3,484	15.2	74.3	10.5
<b>Gender</b>	<b>Female</b>	1,488	13.8	74.1	12.2
	<b>Male</b>	1,968	16.3	74.4	9.3
	<b>Missing</b>	28	17.9	75.0	7.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	20.0	80.0	0.0
	<b>Asian</b>	448	11.6	72.5	15.8
	<b>Black or African American</b>	741	13.1	77.5	9.4
	<b>Hispanic or Latino</b>	1,220	15.4	76.0	8.6
	<b>Native Hawaiian or Other Pacific Islander</b>	16	12.5	81.3	6.3
	<b>Two or More Races</b>	595	23.2	68.2	8.6
	<b>White</b>	456	11.4	73.7	14.9
	<b>Other/Unknown</b>	3	0.0	66.7	33.3
<b>Other</b>	<b>Gifted</b>	16	6.3	68.8	25.0
	<b>IEP</b>	757	22.1	74.5	3.4
	<b>Migrant</b>	14	21.4	57.1	21.4
<b>Primary Disability</b>	<b>Autism</b>	76	53.9	44.7	1.3
	<b>Developmental delay</b>	4	50.0	25.0	25.0
	<b>Emotional disturbance</b>	9	44.4	55.6	0.0
	<b>Hearing Impaired</b>	11	27.3	72.7	0.0
	<b>Intellectual Disability</b>	49	75.5	24.5	0.0
	<b>Multiple disabilities</b>	23	95.7	4.3	0.0
	<b>Orthopedic impairment</b>	5	0.0	100.0	0.0



<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	93	18.3	75.3	6.5
	<b>Specific learning disability</b>	436	9.4	86.9	3.7
	<b>Speech or language impairment</b>	35	0.0	94.3	5.7
	<b>Traumatic brain injury</b>	3	66.7	33.3	0.0
	<b>Visual impairment</b>	3	0.0	66.7	33.3

**Table S5.7: Summative Overall Proficiency Categories - Grade 6**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		3,317	14.8	74.6	10.6
<b>Gender</b>	<b>Female</b>	1,469	13.5	75.5	11.0
	<b>Male</b>	1,833	15.9	73.7	10.4
	<b>Missing</b>	15	6.7	93.3	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	10	20.0	70.0	10.0
	<b>Asian</b>	470	11.7	72.3	16.0
	<b>Black or African American</b>	692	13.7	75.7	10.5
	<b>Hispanic or Latino</b>	1,165	16.9	74.9	8.2
	<b>Native Hawaiian or Other Pacific Islander</b>	25	16.0	80.0	4.0
	<b>Two or More Races</b>	563	17.2	74.8	8.0
	<b>White</b>	379	10.6	73.9	15.6
	<b>Other/Unknown</b>	13	15.4	69.2	15.4
<b>Other</b>	<b>Gifted</b>	18	0.0	83.3	16.7
	<b>IEP</b>	752	18.1	77.9	4.0
	<b>Migrant</b>	9	11.1	55.6	33.3
<b>Primary Disability</b>	<b>Autism</b>	56	42.9	53.6	3.6
	<b>Developmental delay</b>	7	71.4	28.6	0.0
	<b>Emotional disturbance</b>	13	7.7	92.3	0.0
	<b>Hearing Impaired</b>	7	71.4	14.3	14.3
	<b>Intellectual Disability</b>	64	45.3	54.7	0.0
	<b>Multiple disabilities</b>	35	94.3	5.7	0.0
	<b>Orthopedic impairment</b>	6	33.3	66.7	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	90	10.0	86.7	3.3
	<b>Specific learning disability</b>	445	6.1	89.0	4.9
	<b>Speech or language impairment</b>	24	4.2	87.5	8.3
	<b>Traumatic brain injury</b>	6	66.7	33.3	0.0
	<b>Visual impairment</b>	3	0.0	100.0	0.0

**Table S5.8: Summative Overall Proficiency Categories - Grade 7**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		2,920	20.1	74.1	5.8
<b>Gender</b>	<b>Female</b>	1,287	18.7	74.2	7.1
	<b>Male</b>	1,607	21.1	74.1	4.9
	<b>Missing</b>	26	23.1	76.9	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6	0.0	100.0	0.0
	<b>Asian</b>	400	17.0	72.3	10.8
	<b>Black or African American</b>	641	15.0	80.2	4.8
	<b>Hispanic or Latino</b>	1,027	24.8	69.9	5.3
	<b>Native Hawaiian or Other Pacific Islander</b>	21	28.6	71.4	0.0
	<b>Two or More Races</b>	456	24.3	71.5	4.2
	<b>White</b>	360	13.6	80.3	6.1
	<b>Other/Unknown</b>	9	11.1	88.9	0.0
	<b>Other</b>	<b>Gifted</b>	8	0.0	87.5
<b>IEP</b>		643	29.2	69.5	1.2
<b>Migrant</b>		12	41.7	41.7	16.7
<b>Primary Disability</b>	<b>Autism</b>	37	62.2	35.1	2.7
	<b>Developmental delay</b>	4	75.0	25.0	0.0
	<b>Emotional disturbance</b>	16	31.3	68.8	0.0
	<b>Hearing Impaired</b>	5	20.0	80.0	0.0
	<b>Intellectual Disability</b>	63	68.3	30.2	1.6
	<b>Multiple disabilities</b>	23	87.0	13.0	0.0
	<b>Other health impairment</b>	72	30.6	68.1	1.4

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Specific learning disability</b>	407	17.4	81.3	1.2
	<b>Speech or language impairment</b>	11	9.1	81.8	9.1
	<b>Traumatic brain injury</b>	5	40.0	60.0	0.0
	<b>Visual impairment</b>	1	0.0	100.0	0.0

**Table S5.9: Summative Overall Proficiency Categories - Grade 8**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		3,039	21.2	72.9	6.0
<b>Gender</b>	<b>Female</b>	1,327	20.1	73.2	6.7
	<b>Male</b>	1,689	21.9	72.9	5.2
	<b>Missing</b>	23	26.1	56.5	17.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7	42.9	42.9	14.3
	<b>Asian</b>	417	13.2	77.9	8.9
	<b>Black or African American</b>	691	16.6	77.0	6.4
	<b>Hispanic or Latino</b>	1,030	25.1	69.6	5.2
	<b>Native Hawaiian or Other Pacific Islander</b>	21	23.8	71.4	4.8
	<b>Two or More Races</b>	516	30.0	66.1	3.9
	<b>White</b>	349	14.6	78.8	6.6
	<b>Other/Unknown</b>	8	0.0	87.5	12.5
	<b>Other</b>	<b>Gifted</b>	7	14.3	71.4
<b>Home Schooled</b>		1	0.0	100.0	0.0
<b>IEP</b>		596	26.5	71.8	1.7
<b>Migrant</b>		4	50.0	50.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	28	53.6	46.4	0.0
	<b>Developmental delay</b>	5	100.0	0.0	0.0
	<b>Emotional disturbance</b>	6	16.7	83.3	0.0
	<b>Hearing Impaired</b>	7	71.4	28.6	0.0
	<b>Intellectual Disability</b>	55	50.9	49.1	0.0
	<b>Multiple disabilities</b>	24	100.0	0.0	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Orthopedic impairment</b>	5	40.0	60.0	0.0
	<b>Other health impairment</b>	81	23.5	72.8	3.7
	<b>Specific learning disability</b>	367	14.7	83.7	1.6
	<b>Speech or language impairment</b>	7	0.0	100.0	0.0
	<b>Traumatic brain injury</b>	8	37.5	62.5	0.0
	<b>Visual impairment</b>	3	66.7	33.3	0.0

**Table S5.10: Summative Overall Proficiency Categories - Grade 9**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		3,339	25.3	70.2	4.5
<b>Gender</b>	<b>Female</b>	1,379	24.0	72.3	3.7
	<b>Male</b>	1,923	26.1	68.9	5.1
	<b>Missing</b>	37	35.1	64.9	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	9	22.2	66.7	11.1
	<b>Asian</b>	478	15.5	77.2	7.3
	<b>Black or African American</b>	793	27.4	69.2	3.4
	<b>Hispanic or Latino</b>	1,116	27.9	69.0	3.1
	<b>Native Hawaiian or Other Pacific Islander</b>	17	5.9	94.1	0.0
	<b>Two or More Races</b>	558	33.7	63.3	3.0
	<b>White</b>	361	14.1	76.7	9.1
	<b>Other/Unknown</b>	7	14.3	71.4	14.3
<b>Other</b>	<b>Gifted</b>	11	0.0	81.8	18.2
	<b>IEP</b>	519	23.1	75.9	1.0
	<b>Migrant</b>	16	25.0	68.8	6.3
<b>Primary Disability</b>	<b>Autism</b>	28	46.4	53.6	0.0
	<b>Developmental delay</b>	8	87.5	12.5	0.0
	<b>Emotional disturbance</b>	12	25.0	66.7	8.3
	<b>Hearing Impaired</b>	9	44.4	55.6	0.0
	<b>Intellectual Disability</b>	40	57.5	42.5	0.0
	<b>Multiple disabilities</b>	20	90.0	10.0	0.0
	<b>Orthopedic impairment</b>	4	0.0	75.0	25.0



<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	71	22.5	76.1	1.4
	<b>Specific learning disability</b>	330	11.5	87.9	0.6
	<b>Speech or language impairment</b>	6	16.7	83.3	0.0
	<b>Traumatic brain injury</b>	3	66.7	33.3	0.0
	<b>Visual impairment</b>	3	33.3	66.7	0.0

**Table S5.11: Summative Overall Proficiency Categories - Grade 10**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		3,197	24.5	69.2	6.3
<b>Gender</b>	<b>Female</b>	1,393	23.2	70.6	6.2
	<b>Male</b>	1,779	25.5	68.0	6.5
	<b>Missing</b>	25	24.0	72.0	4.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	0.0	100.0	0.0
	<b>Asian</b>	469	13.4	75.7	10.9
	<b>Black or African American</b>	794	23.7	73.0	3.3
	<b>Hispanic or Latino</b>	1,063	29.8	64.3	5.8
	<b>Native Hawaiian or Other Pacific Islander</b>	21	4.8	95.2	0.0
	<b>Two or More Races</b>	480	32.3	62.3	5.4
	<b>White</b>	360	16.1	73.3	10.6
	<b>Other/Unknown</b>	5	20.0	80.0	0.0
	<b>Other</b>	<b>Gifted</b>	4	0.0	75.0
<b>IEP</b>		470	25.1	72.3	2.6
<b>Migrant</b>		24	41.7	45.8	12.5
<b>Primary Disability</b>	<b>Autism</b>	20	50.0	50.0	0.0
	<b>Developmental delay</b>	6	66.7	33.3	0.0
	<b>Emotional disturbance</b>	9	33.3	66.7	0.0
	<b>Hearing Impaired</b>	12	58.3	33.3	8.3
	<b>Intellectual Disability</b>	48	50.0	50.0	0.0
	<b>Multiple disabilities</b>	17	88.2	11.8	0.0
	<b>Orthopedic impairment</b>	3	33.3	66.7	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	67	19.4	76.1	4.5
	<b>Specific learning disability</b>	275	13.5	84.0	2.5
	<b>Speech or language impairment</b>	9	11.1	77.8	11.1
	<b>Traumatic brain injury</b>	5	60.0	40.0	0.0
	<b>Visual impairment</b>	2	50.0	50.0	0.0

**Table S5.12: Summative Overall Proficiency Categories - Grade 11**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		2,683	19.2	73.2	7.6
<b>Gender</b>	<b>Female</b>	1,188	19.2	73.5	7.3
	<b>Male</b>	1,462	18.9	73.2	7.9
	<b>Missing</b>	33	30.3	60.6	9.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8	25.0	75.0	0.0
	<b>Asian</b>	435	12.6	77.9	9.4
	<b>Black or African American</b>	679	19.4	74.4	6.2
	<b>Hispanic or Latino</b>	901	24.0	69.4	6.7
	<b>Native Hawaiian or Other Pacific Islander</b>	17	17.6	82.4	0.0
	<b>Two or More Races</b>	322	19.9	72.0	8.1
	<b>White</b>	317	13.6	75.1	11.4
	<b>Other/Unknown</b>	4	0.0	100.0	0.0
<b>Other</b>	<b>Gifted</b>	3	0.0	100.0	0.0
	<b>IEP</b>	380	24.7	72.6	2.6
	<b>Migrant</b>	22	27.3	72.7	0.0
<b>Primary Disability</b>	<b>Autism</b>	19	63.2	36.8	0.0
	<b>Developmental delay</b>	4	50.0	50.0	0.0
	<b>Emotional disturbance</b>	6	33.3	66.7	0.0
	<b>Hearing Impaired</b>	2	100.0	0.0	0.0
	<b>Intellectual Disability</b>	32	56.3	43.8	0.0
	<b>Multiple disabilities</b>	17	94.1	5.9	0.0
	<b>Orthopedic impairment</b>	2	50.0	50.0	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	54	20.4	72.2	7.4
	<b>Specific learning disability</b>	239	12.1	85.4	2.5
	<b>Speech or language impairment</b>	1	100.0	0.0	0.0
	<b>Traumatic brain injury</b>	2	0.0	100.0	0.0
	<b>Visual impairment</b>	1	0.0	100.0	0.0

**Table S5.13: Summative Overall Proficiency Categories - Grade 12**

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		2,089	14.9	78.5	6.6
<b>Gender</b>	<b>Female</b>	978	14.6	79.8	5.6
	<b>Male</b>	1,091	15.0	77.5	7.5
	<b>Missing</b>	20	20.0	75.0	5.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5	40.0	40.0	20.0
	<b>Asian</b>	393	7.9	83.5	8.7
	<b>Black or African American</b>	554	16.4	78.9	4.7
	<b>Hispanic or Latino</b>	651	18.9	74.5	6.6
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	80.0	10.0
	<b>Two or More Races</b>	208	12.0	79.8	8.2
	<b>White</b>	263	14.4	79.5	6.1
	<b>Other/Unknown</b>	5	0.0	100.0	0.0
	<b>Other</b>	<b>Gifted</b>	4	0.0	75.0
<b>IEP</b>		304	20.7	77.3	2.0
<b>Migrant</b>		22	36.4	59.1	4.5
<b>Primary Disability</b>	<b>Autism</b>	9	11.1	88.9	0.0
	<b>Developmental delay</b>	4	75.0	25.0	0.0
	<b>Emotional disturbance</b>	6	16.7	83.3	0.0
	<b>Hearing Impaired</b>	5	60.0	40.0	0.0
	<b>Intellectual Disability</b>	32	56.3	43.8	0.0
	<b>Multiple disabilities</b>	10	90.0	10.0	0.0
	<b>Orthopedic impairment</b>	1	100.0	0.0	0.0

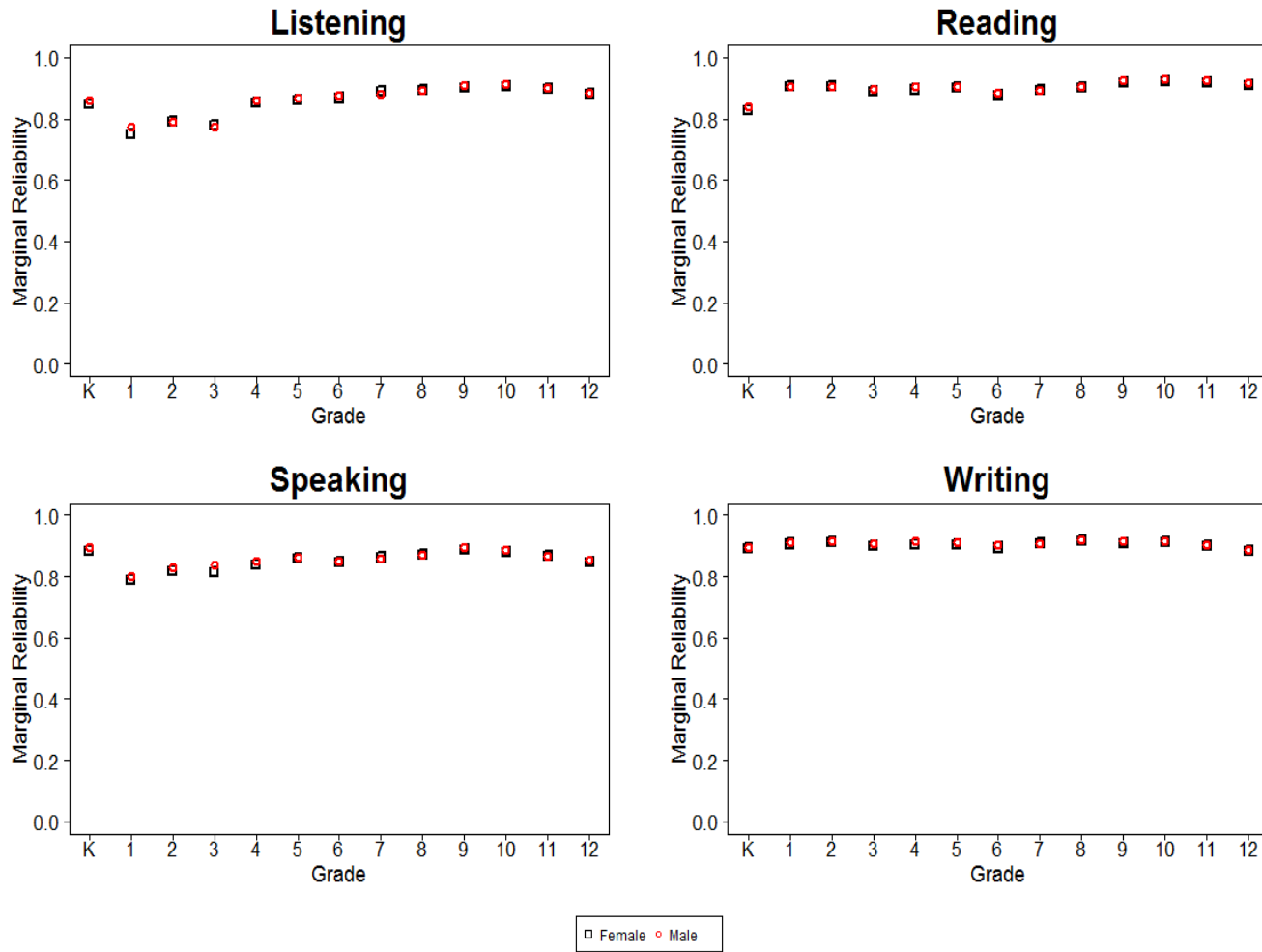
<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Other health impairment</b>	37	13.5	83.8	2.7
	<b>Specific learning disability</b>	193	10.9	86.0	3.1
	<b>Speech or language impairment</b>	1	0.0	100.0	0.0
	<b>Traumatic brain injury</b>	3	0.0	100.0	0.0
	<b>Visual impairment</b>	2	0.0	100.0	0.0

## **Section 6: Summative Assessment - Marginal Reliability**

\* Domain tests with Exemption or Not Attempted are excluded.

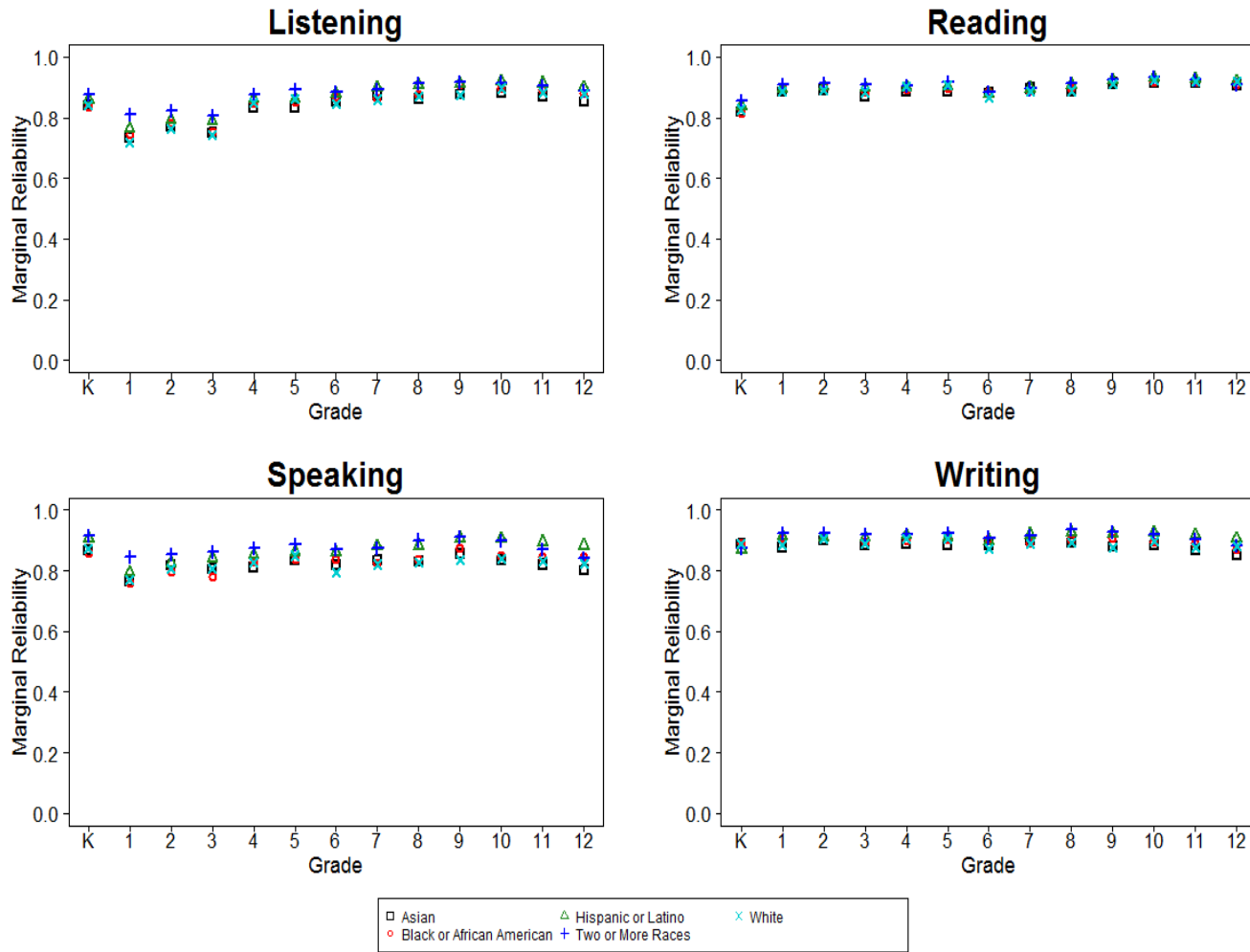


Figure S6.1: Summative Marginal Reliability by Gender



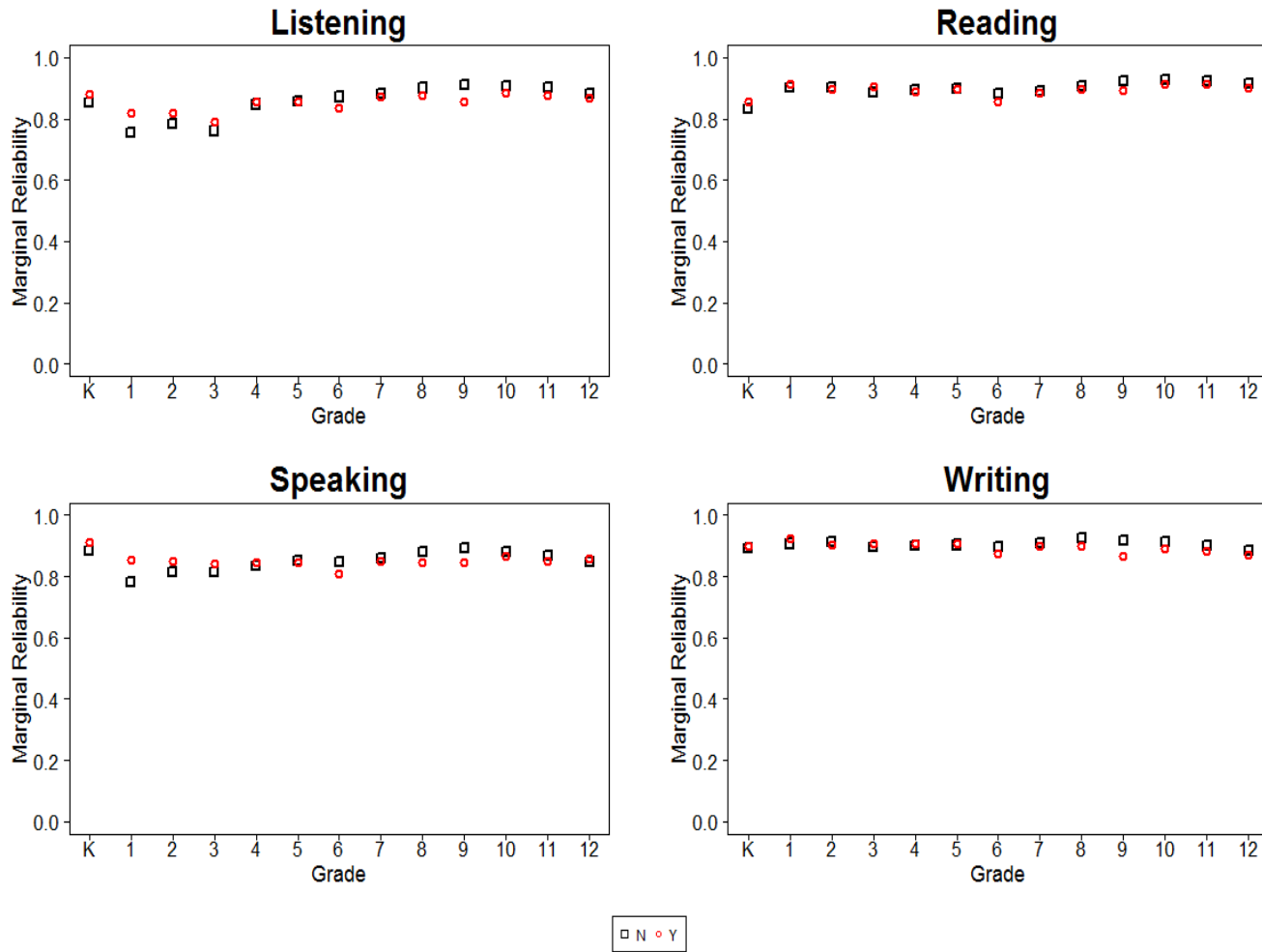
\* Domain tests with Exemption or Not Attempted are excluded.

Figure S6.2: Summative Marginal Reliability by Ethnicity



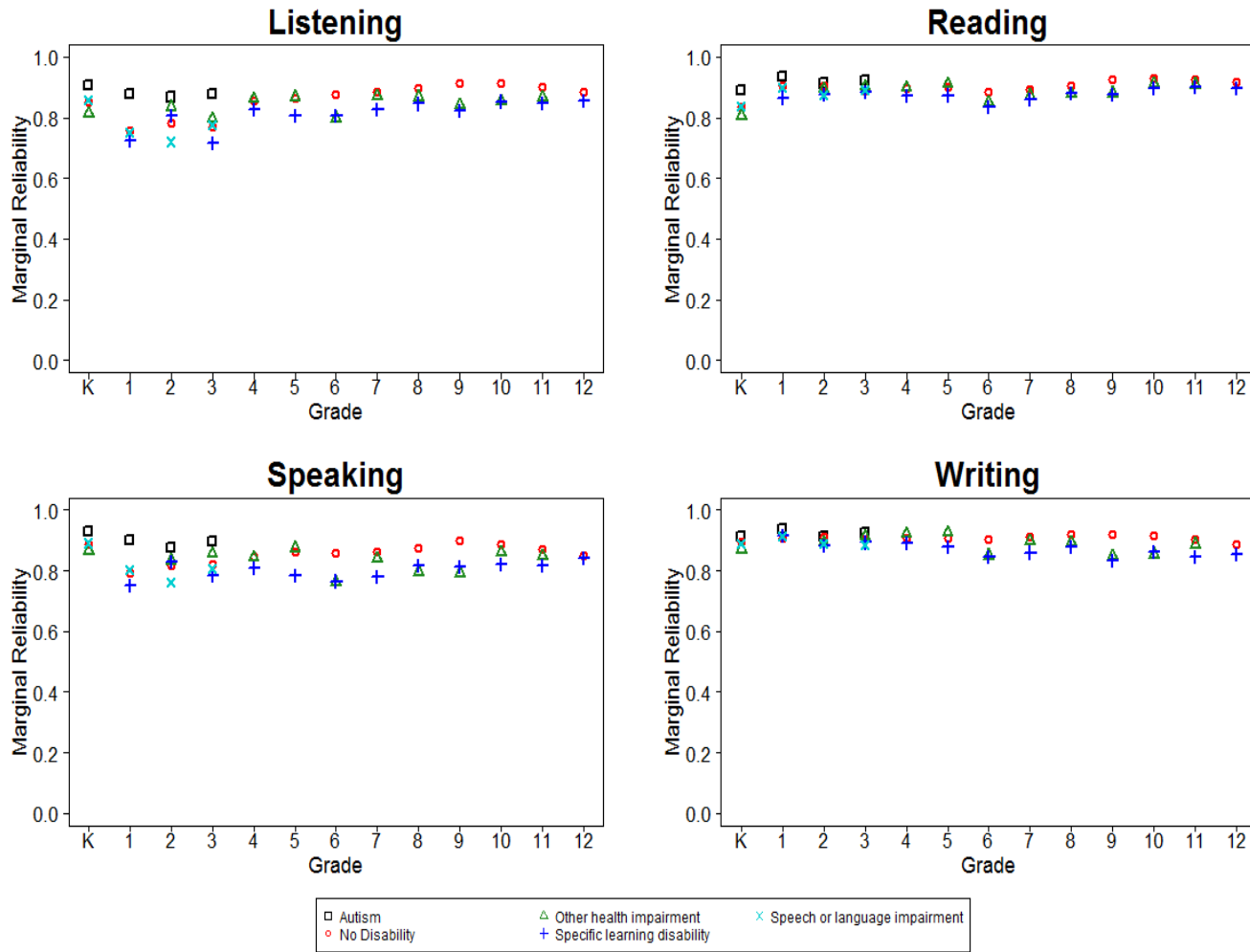
\* Domain tests with Exemption or Not Attempted are excluded.

Figure S6.3: Summative Marginal Reliability by IEP



\* Domain tests with Exemption or Not Attempted are excluded.

Figure S6.4: Summative Marginal Reliability by Primary Disability



\* Domain tests with Exemption or Not Attempted are excluded.

## **Section 7: Summative Assessment - Conditional Standard Error of Measurement (CSEM)**

Figure S7.1: Summative Conditional Standard Error of Measurement for Kindergarten

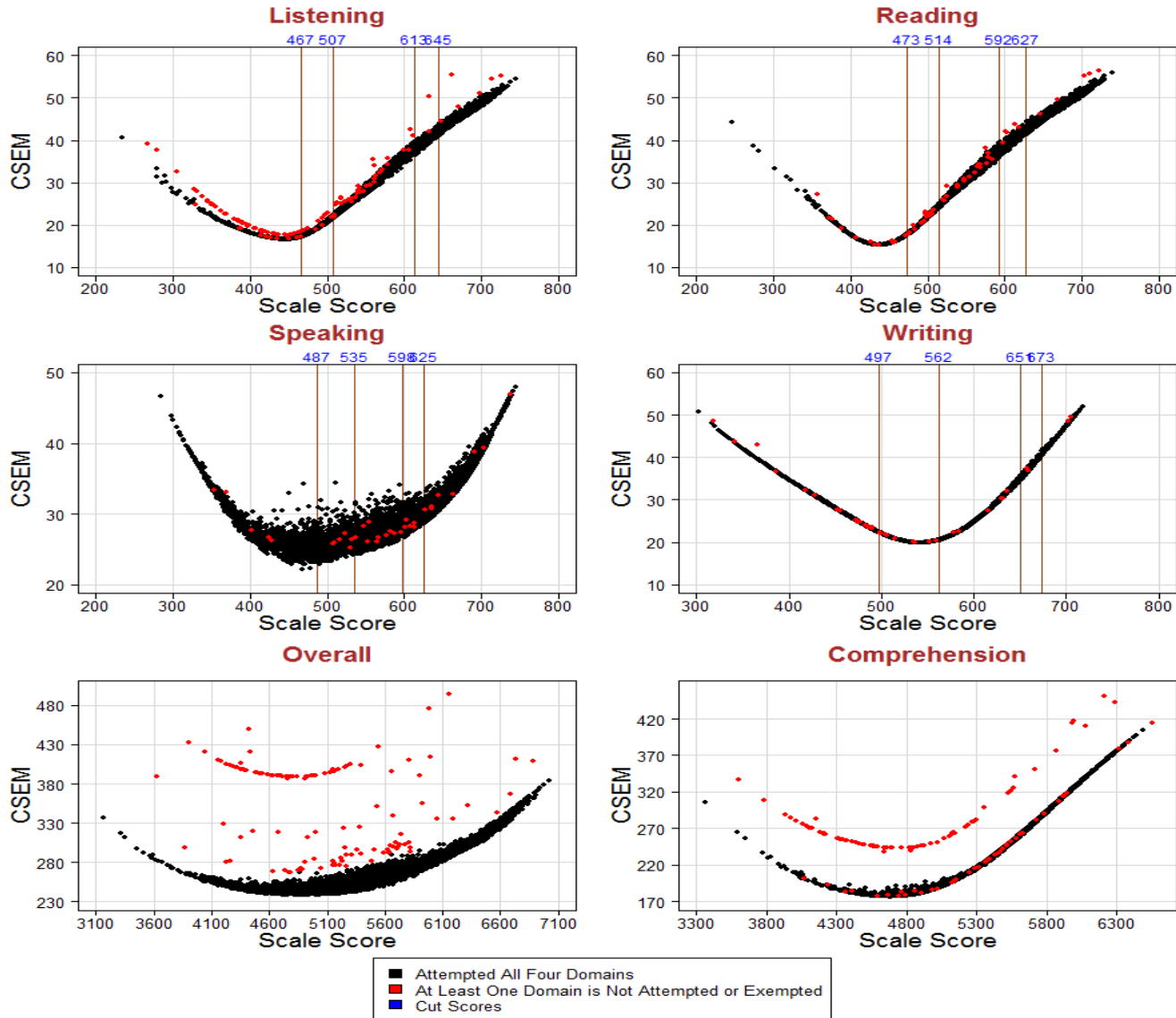


Figure S7.2: Summative Conditional Standard Error of Measurement for Grade 1

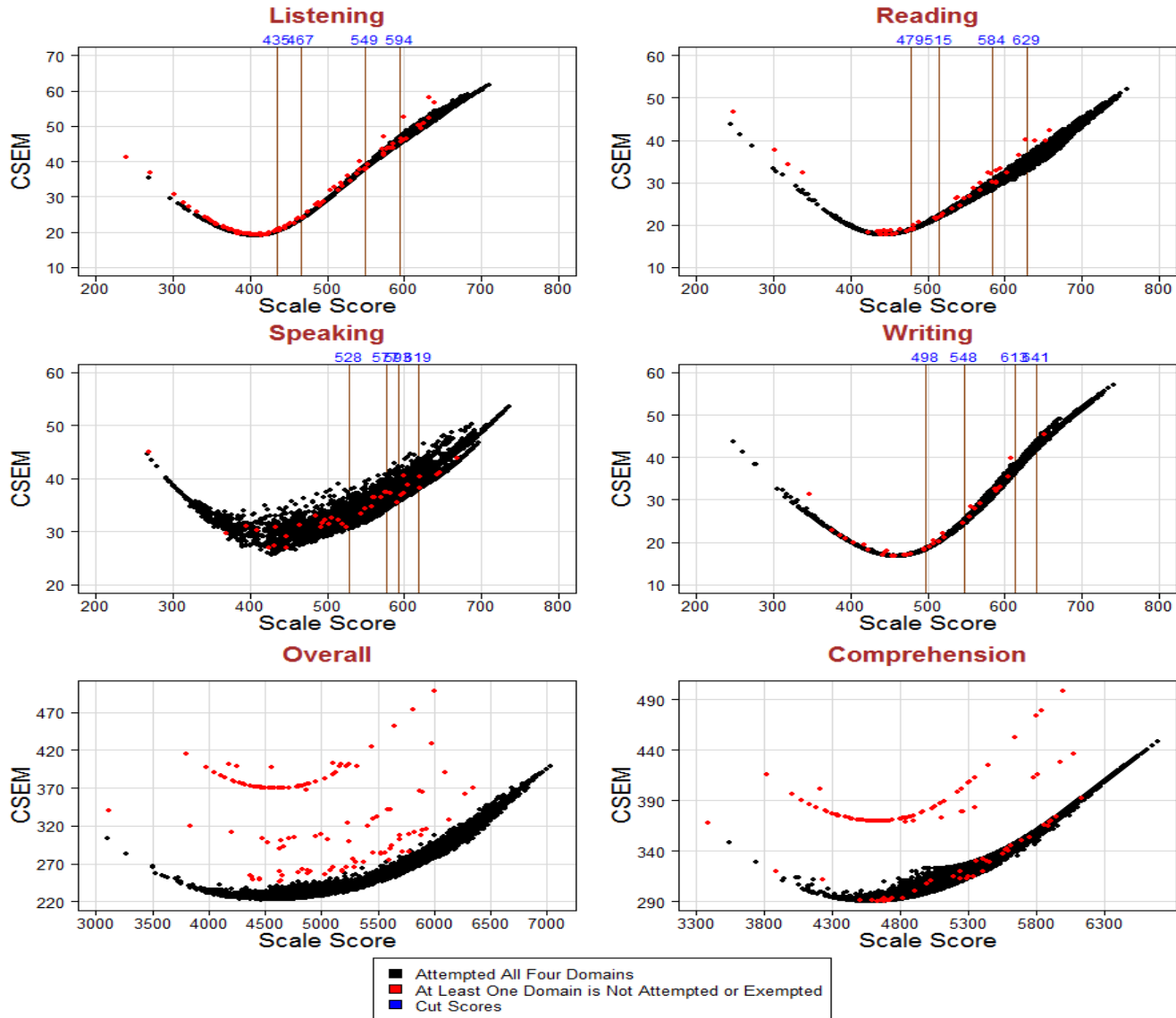


Figure S7.3: Summative Conditional Standard Error of Measurement for Grade 2

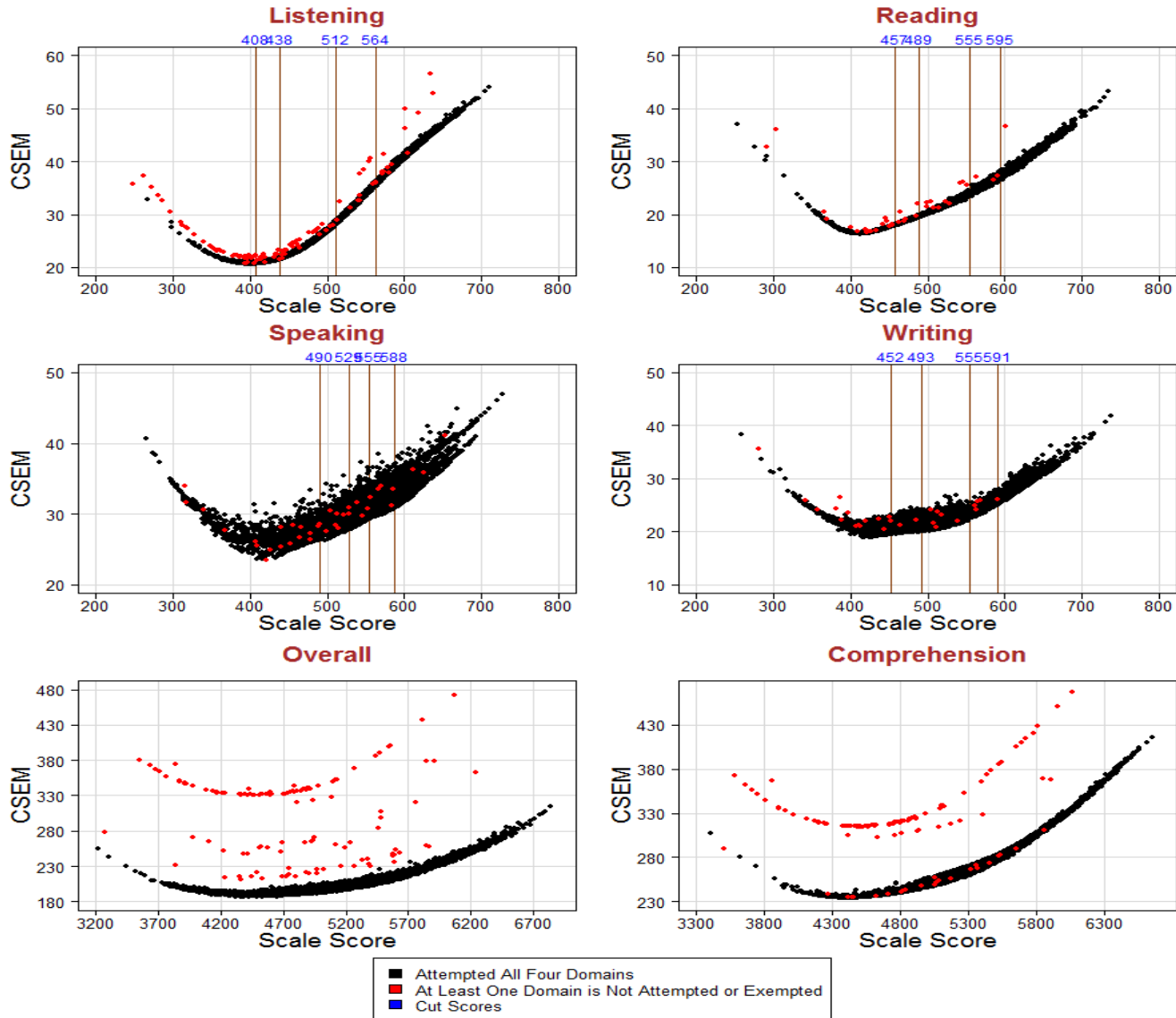




Figure S7.4: Summative Conditional Standard Error of Measurement for Grade 3

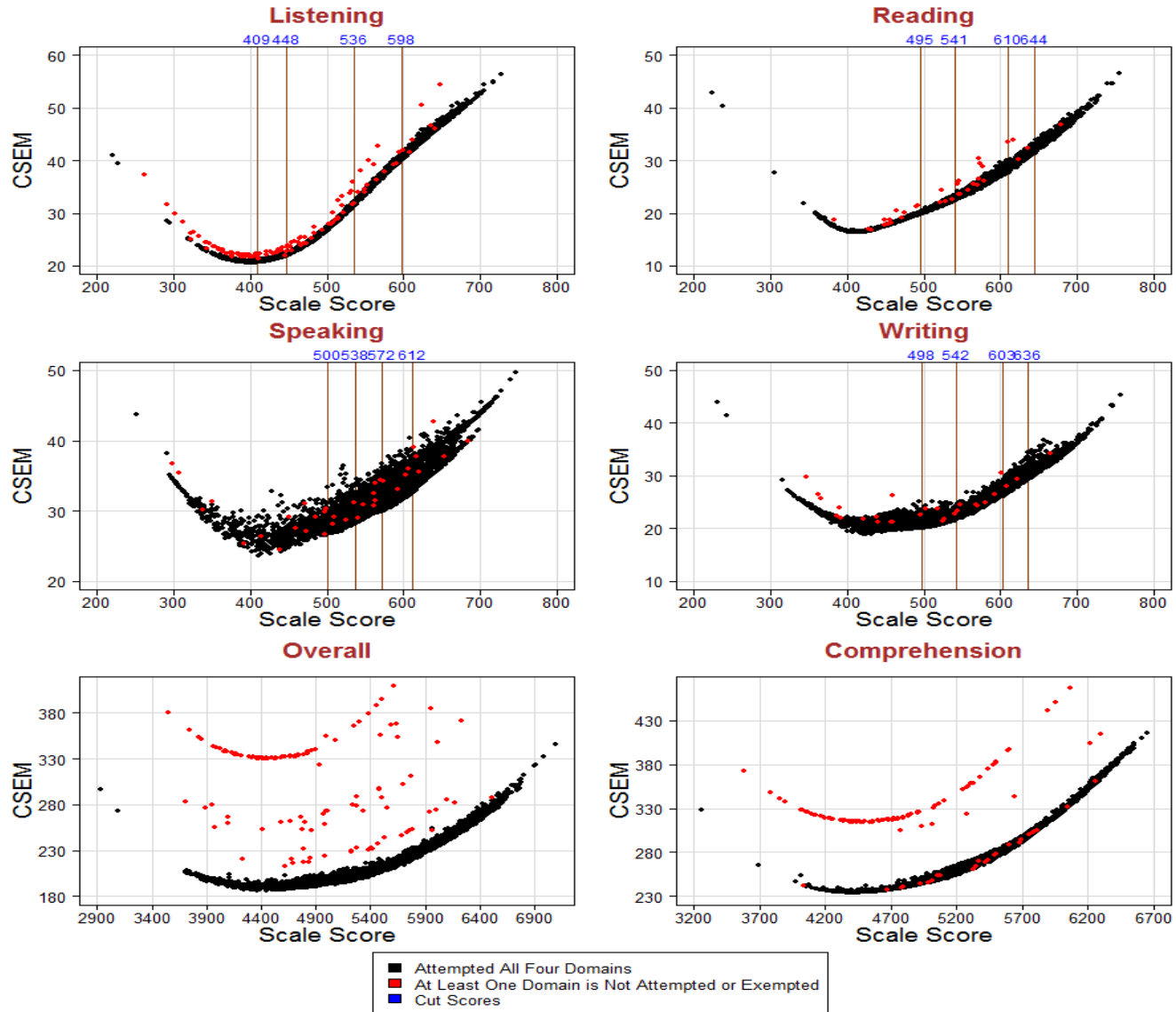


Figure S7.5: Summative Conditional Standard Error of Measurement for Grade 4

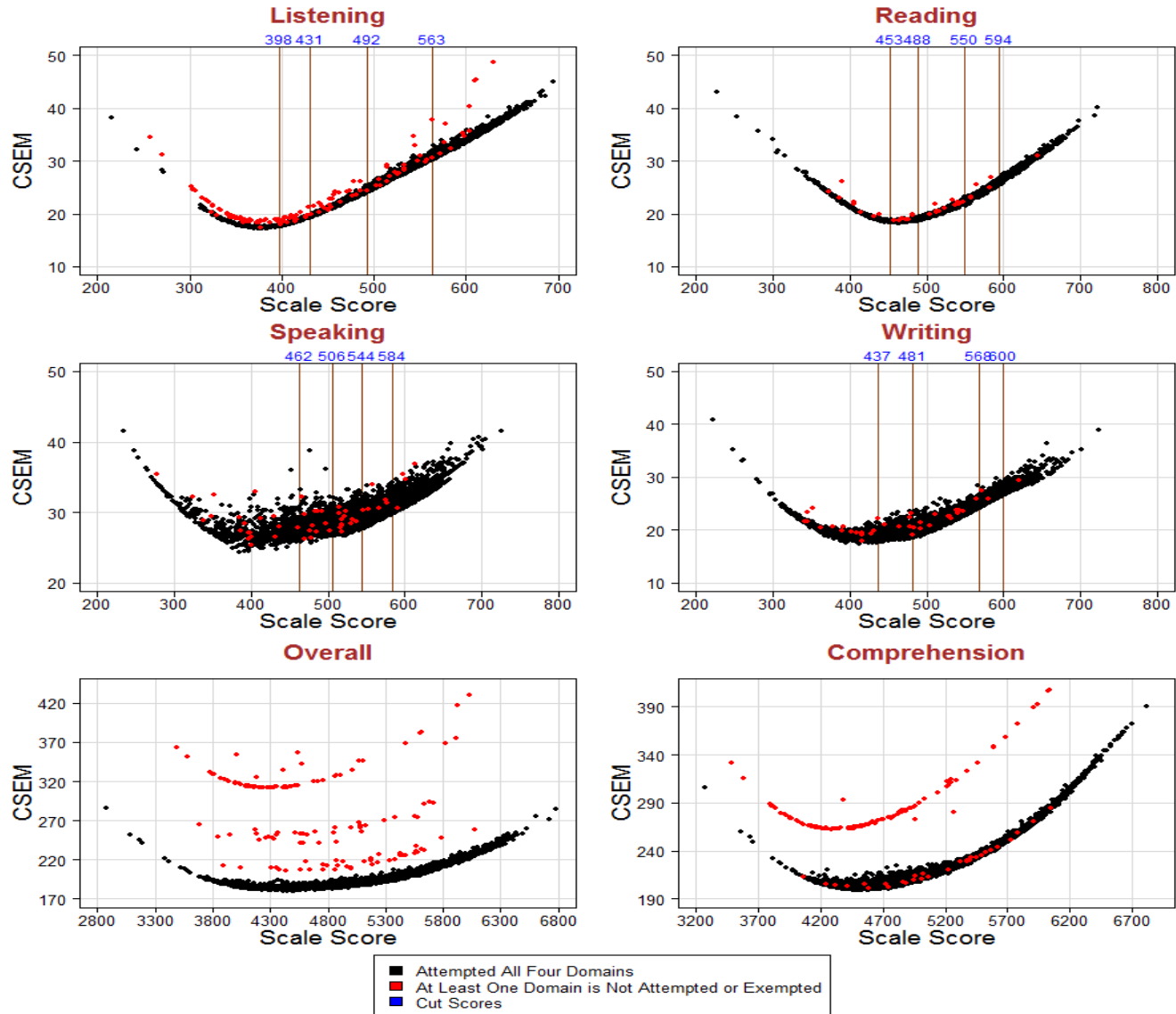


Figure S7.6: Summative Conditional Standard Error of Measurement for Grade 5

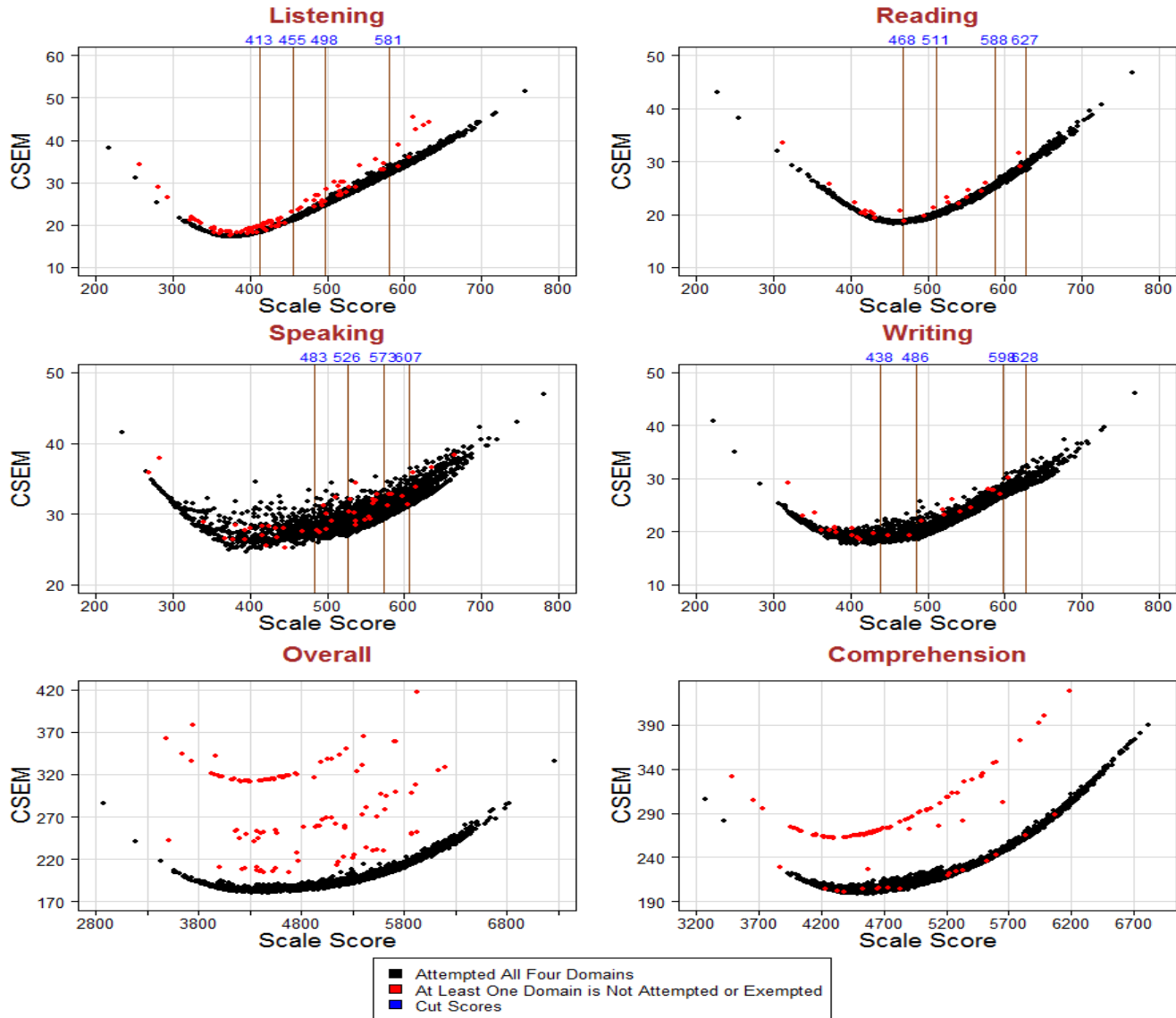


Figure S7.7: Summative Conditional Standard Error of Measurement for Grade 6

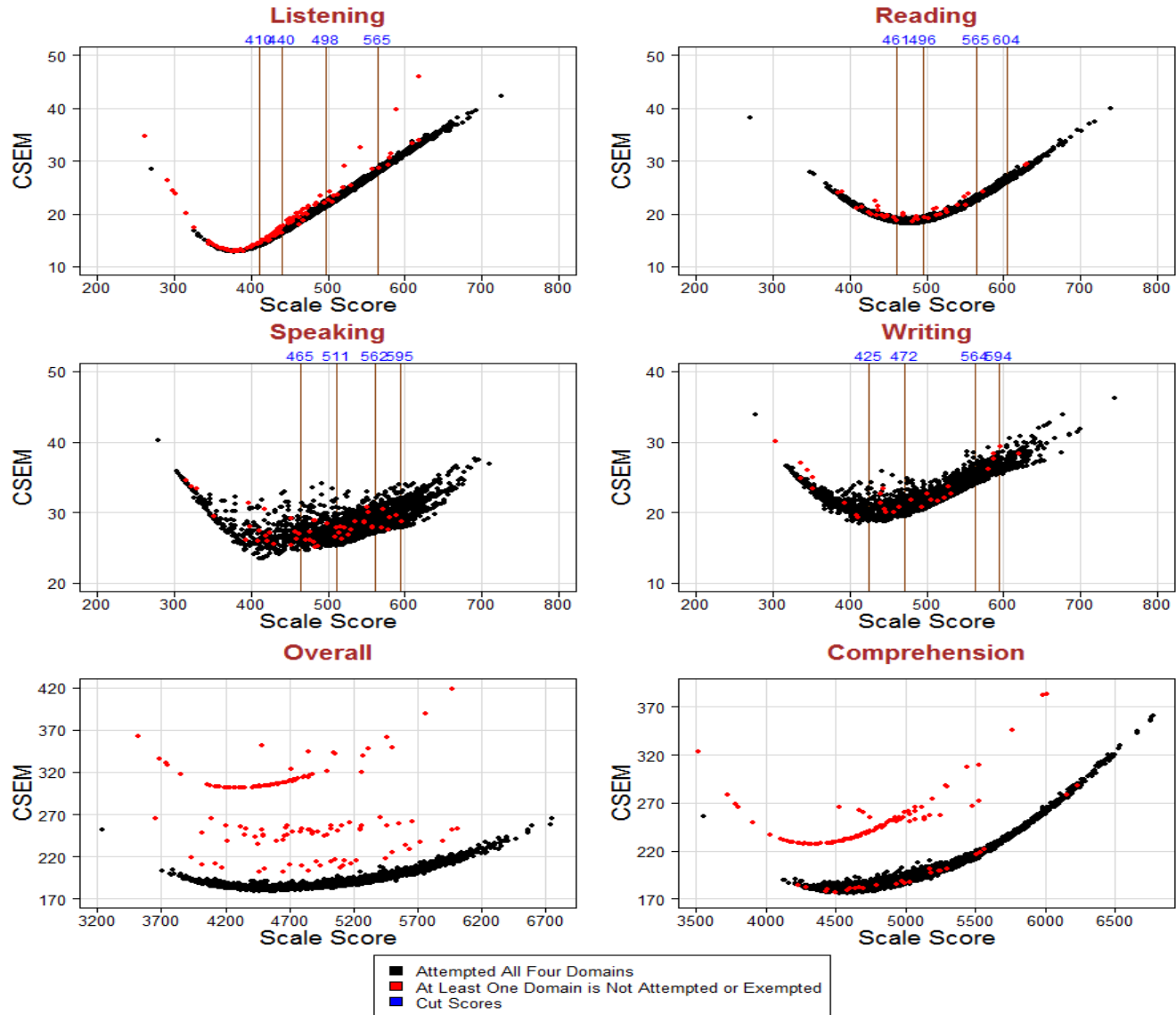


Figure S7.8: Summative Conditional Standard Error of Measurement for Grade 7

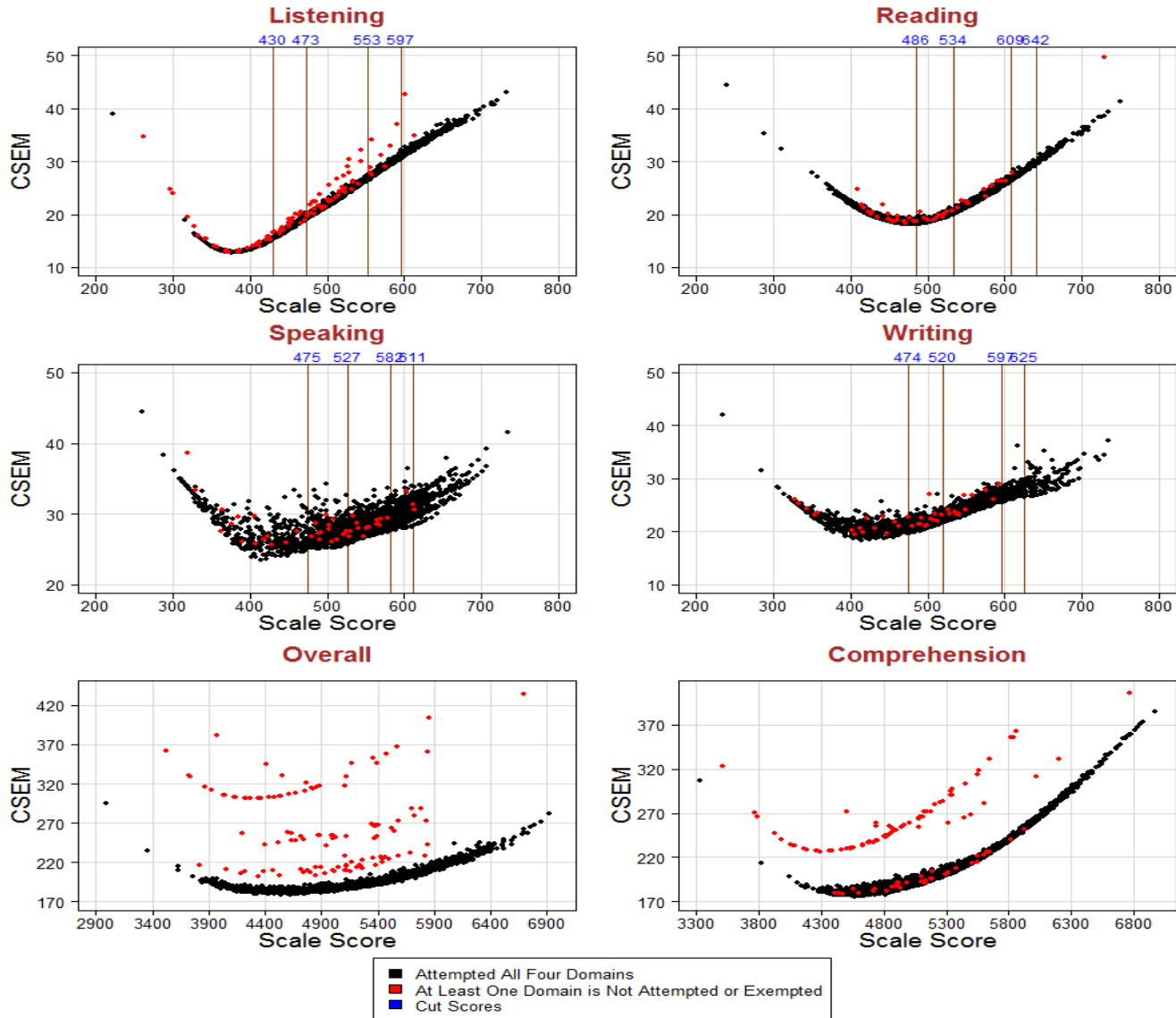


Figure S7.9: Summative Conditional Standard Error of Measurement for Grade 8

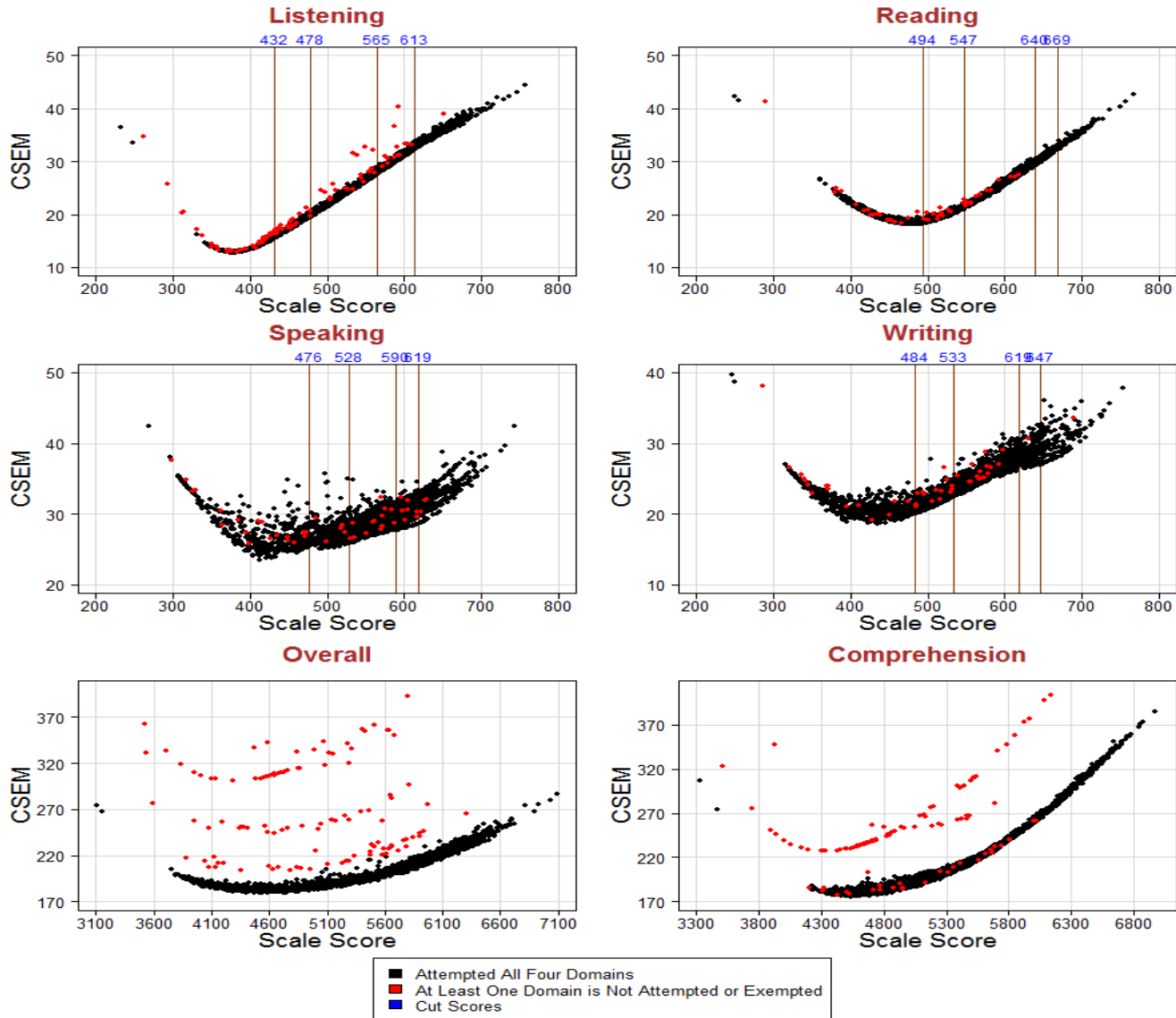


Figure S7.10: Summative Conditional Standard Error of Measurement for Grade 9

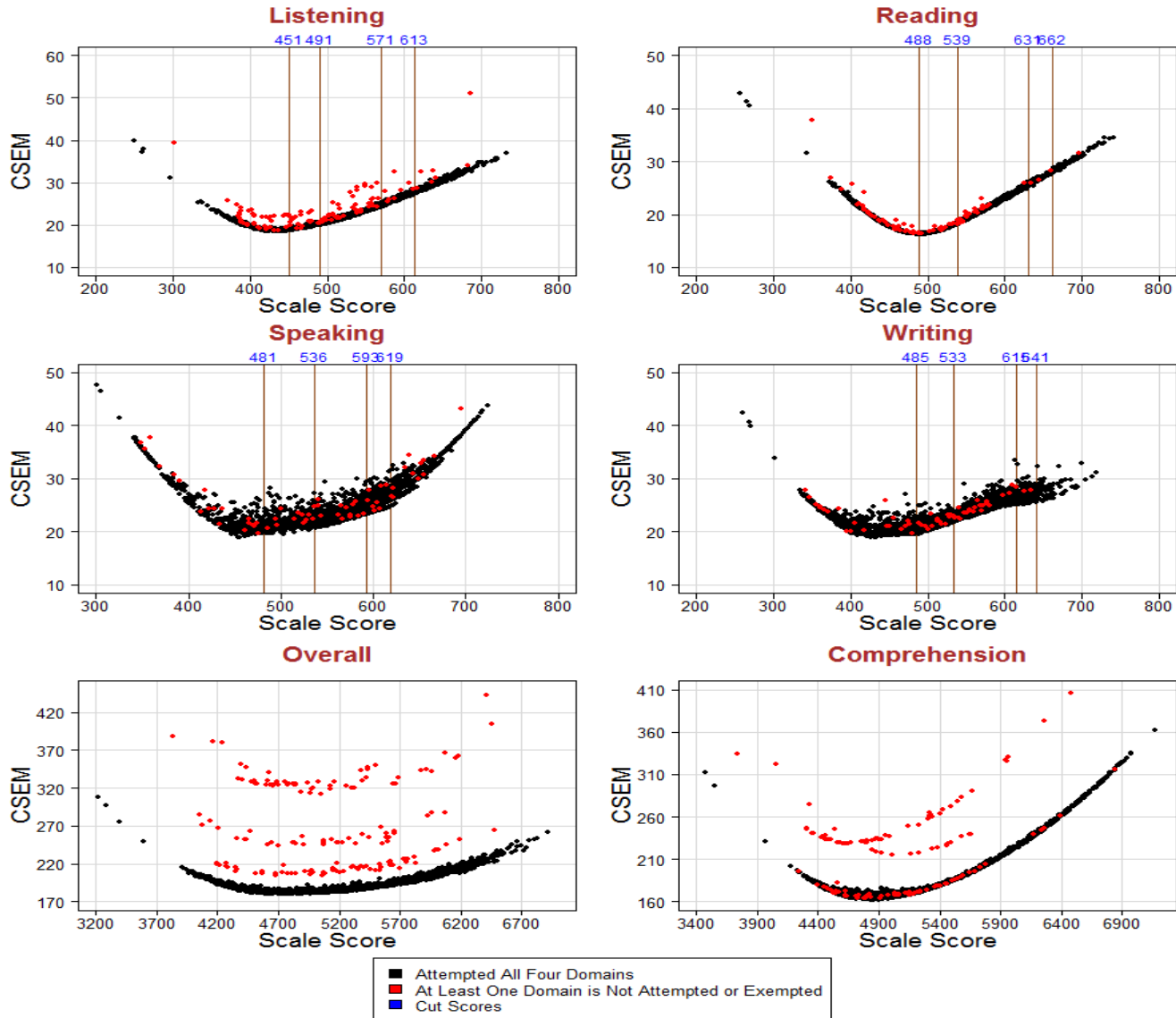


Figure S7.11: Summative Conditional Standard Error of Measurement for Grade 10

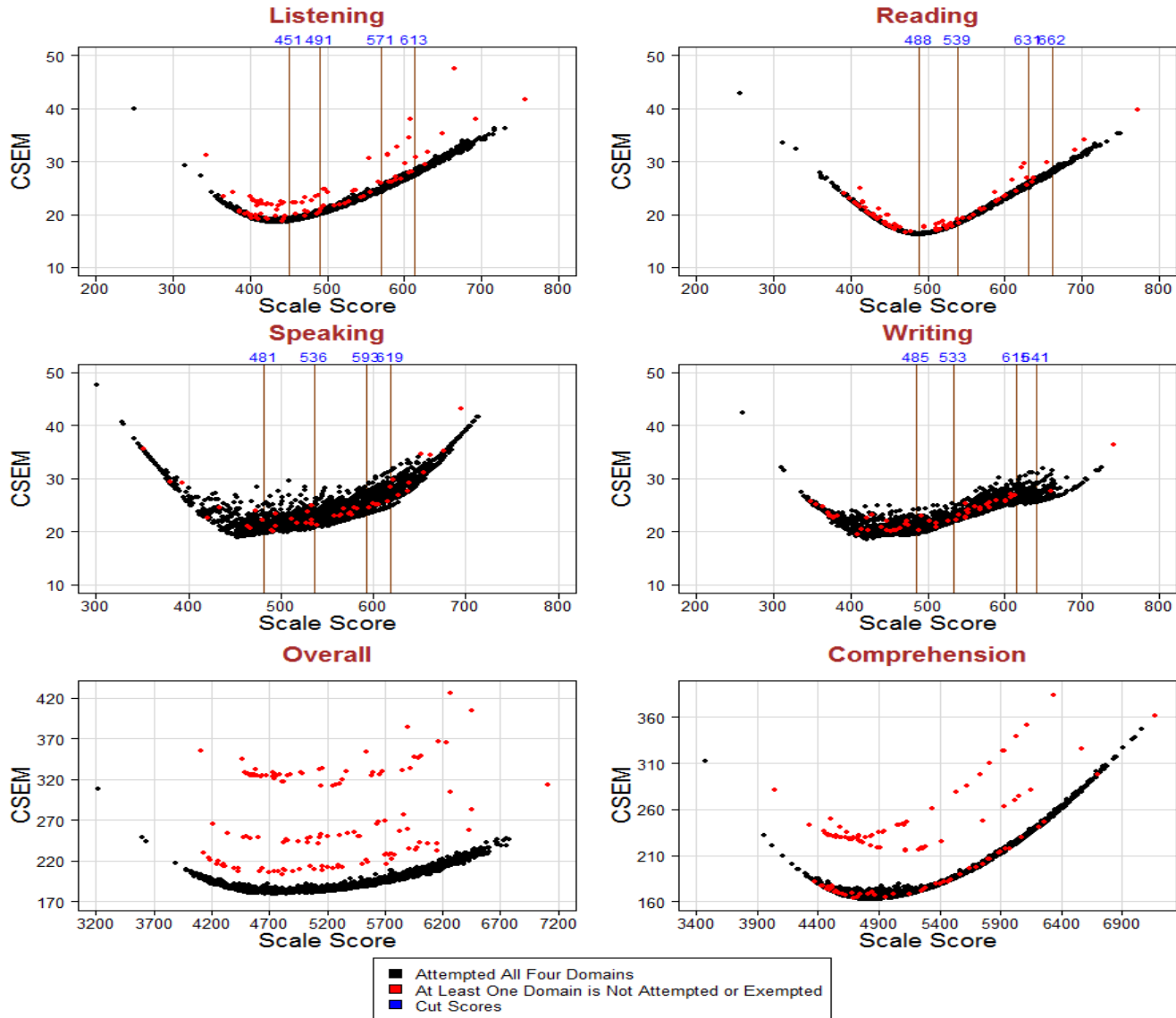




Figure S7.12: Summative Conditional Standard Error of Measurement for Grade 11

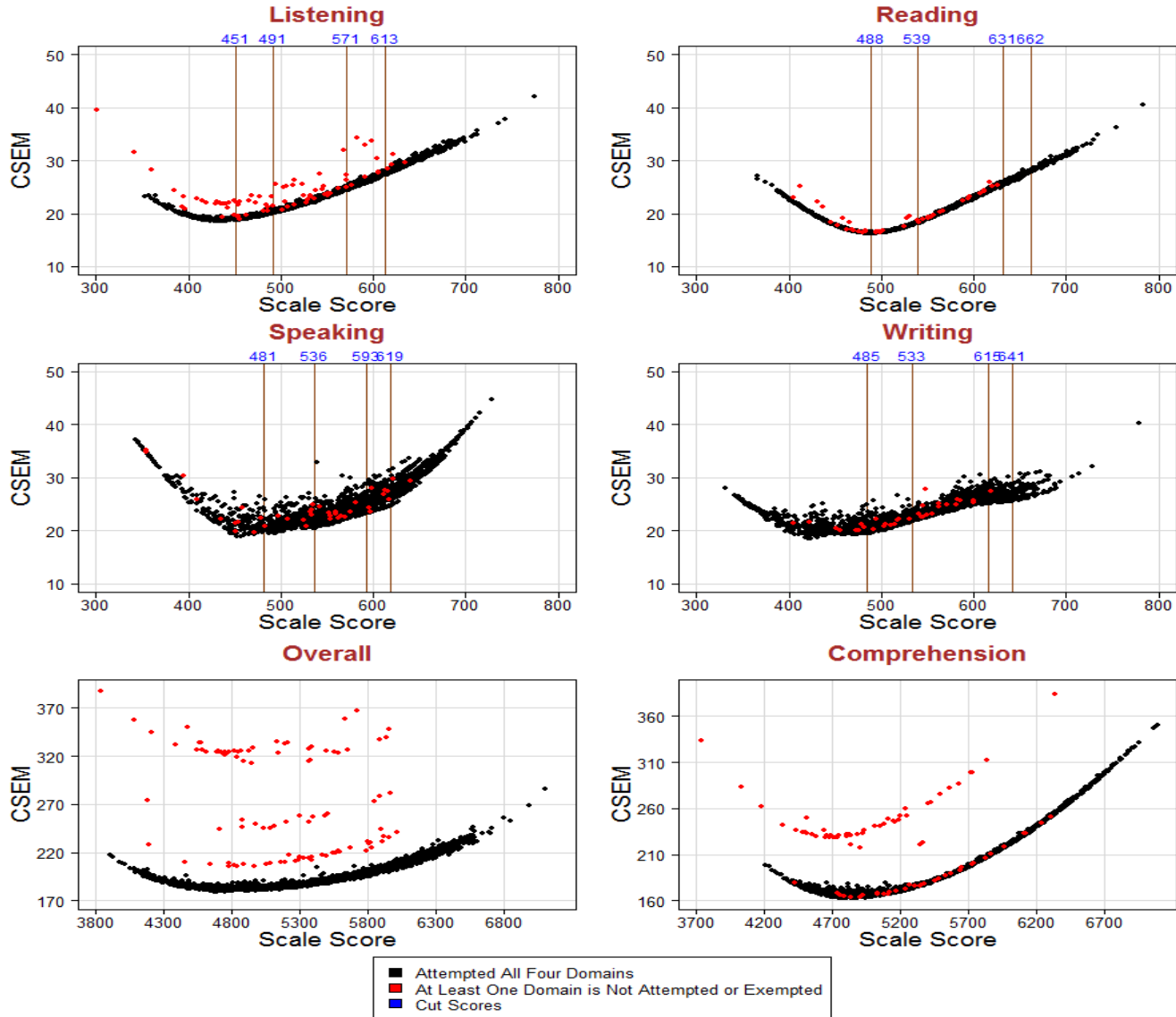
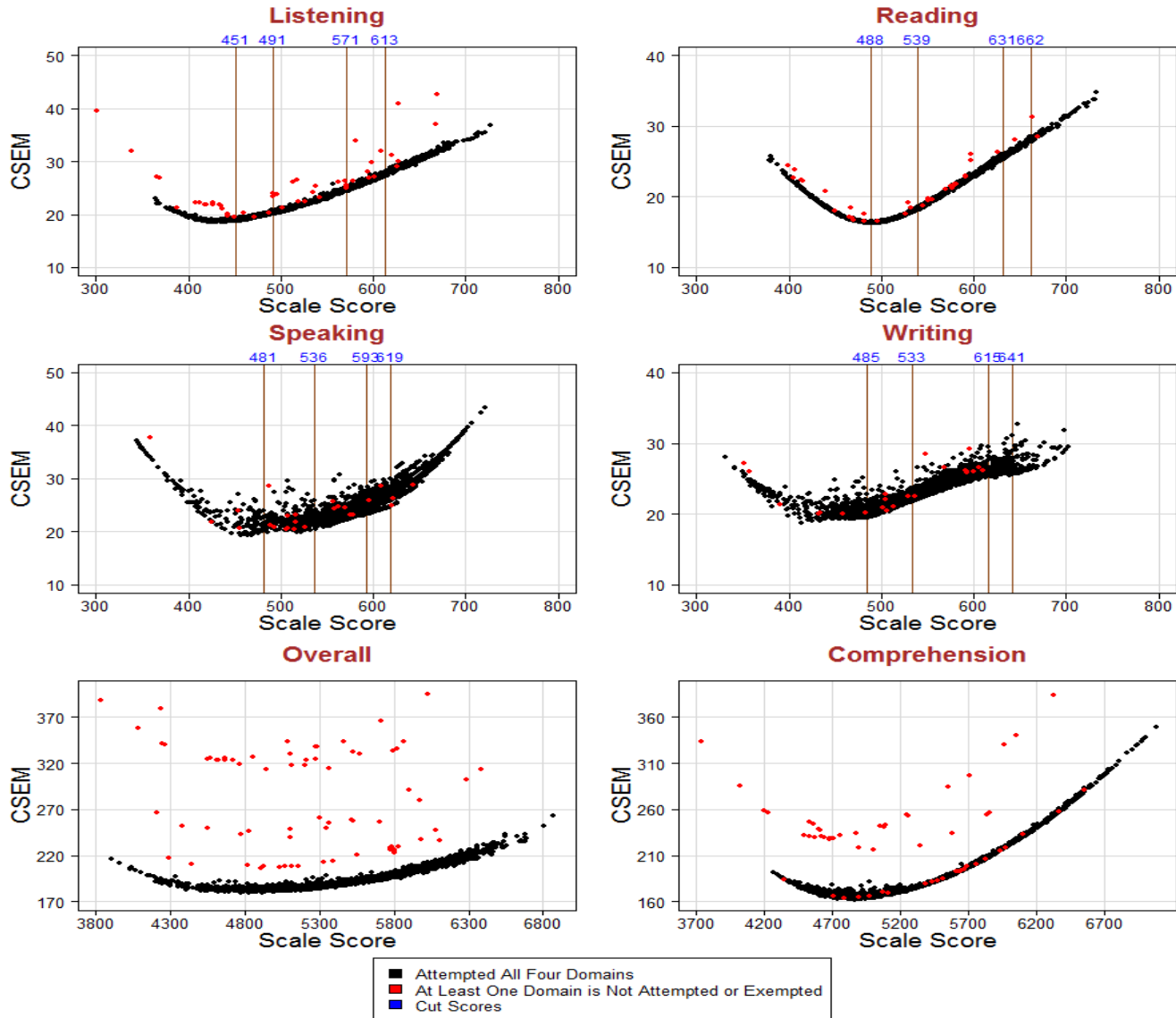


Figure S7.13: Summative Conditional Standard Error of Measurement for Grade 12



## **Section 8: Summative Assessment - Inter-Rater Analysis**

**Table S8.1: Summative Inter-Rater Result - Kindergarten**

Domain	Item ID	Score Points	Number FR	Number SR	Percent SR	Weighted Kappa	N			Percent		
							Exact Agreement	within 1 Agreement	Not within 1 Agreement	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	4216	2	8,753	1,720	19.7	.833	1,591	1,679	41	92.5	97.6	2.4
	4218	2	8,742	1,725	19.7	.762	1,543	1,697	28	89.4	98.4	1.6
	4220	2	8,732	1,729	19.8	.855	1,619	1,706	23	93.6	98.7	1.3
	4222	2	8,717	1,721	19.7	.785	1,452	1,713	8	84.4	99.5	0.5
	4224	2	8,616	1,677	19.5	.843	1,424	1,655	22	84.9	98.7	1.3
	4226	2	8,695	1,711	19.7	.831	1,550	1,674	37	90.6	97.8	2.2
	4244	3	8,804	1,719	19.5	.824	1,217	1,714	5	70.8	99.7	0.3
	4280	3	8,805	1,729	19.6	.837	1,230	1,723	6	71.1	99.7	0.3
	4354	3	8,808	1,737	19.7	.830	1,231	1,717	20	70.9	98.8	1.2
	4370	3	8,806	1,736	19.7	.839	1,260	1,720	16	72.6	99.1	0.9
	4398	3	8,808	1,724	19.6	.870	1,477	1,717	7	85.7	99.6	0.4

\* FR: First rater; SR: Second rater.

**Table S8.2: Summative Inter-Rater Result - Grade 1**

Domain	Item ID	Score Points	Number FR	Number SR	Percent SR	Weighted Kappa	N			Percent		
							Exact Agreement	within 1 Agreement	Not within 1 Agreement	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	578	2	8,771	1,737	19.8	.792	1,629	1,722	15	93.8	99.1	0.9
	580	2	8,742	1,734	19.8	.618	1,370	1,723	11	79.0	99.4	0.6
	582	2	8,752	1,736	19.8	.797	1,650	1,727	9	95.0	99.5	0.5
	584	2	8,719	1,729	19.8	.693	1,449	1,714	15	83.8	99.1	0.9
	586	2	8,746	1,736	19.8	.796	1,638	1,723	13	94.4	99.3	0.7
	628	3	8,791	1,739	19.8	.714	1,174	1,719	20	67.5	98.8	1.2
	704	3	8,748	1,737	19.9	.894	1,472	1,726	11	84.7	99.4	0.6
	690	4	8,791	1,739	19.8	.804	1,266	1,700	39	72.8	97.8	2.2
	658	5	8,704	1,721	19.8	.864	1,032	1,674	47	60.0	97.3	2.7

\* FR: First rater; SR: Second rater.

**Table S8.3: Summative Inter-Rater Result - Grade Band 2-3**

Domain	Item ID	Score Points	Number FR	Number SR	Percent SR	Weighted Kappa	N			Percent		
							Exact Agreement	within 1 Agreement	Not within 1 Agreement	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	1338	2	12,414	2,457	19.8	.769	2,186	2,440	17	89.0	99.3	0.7
	1340	2	12,428	2,472	19.9	.692	2,208	2,461	11	89.3	99.6	0.4
	1342	2	12,394	2,461	19.9	.838	2,291	2,450	11	93.1	99.6	0.4
	1344	2	12,413	2,467	19.9	.729	2,228	2,456	11	90.3	99.6	0.4
	1346	2	12,384	2,454	19.8	.766	2,308	2,429	25	94.1	99.0	1.0
	1396	3	12,399	2,456	19.8	.843	1,850	2,447	9	75.3	99.6	0.4
	1424	3	12,468	2,470	19.8	.835	1,985	2,461	9	80.4	99.6	0.4
	1454	4	12,380	2,459	19.9	.899	1,850	2,408	51	75.2	97.9	2.1
	1436	5	12,372	2,446	19.8	.860	1,567	2,399	47	64.1	98.1	1.9
Writing	1490	3	12,321	2,088	16.9	.883	1,676	2,066	22	80.3	98.9	1.1
	1504	3	12,337	1,938	15.7	.901	1,637	1,925	13	84.5	99.3	0.7
	1462	4	12,213	2,385	19.5	.859	1,772	2,330	55	74.3	97.7	2.3
	1588	4	12,266	2,411	19.7	.877	1,732	2,404	7	71.8	99.7	0.3

\* FR: First rater; SR: Second rater.

**Table S8.4: Summative Inter-Rater Result - Grade Band 4-5**

Domain	Item ID	Score Points	Number FR	Number SR	Percent SR	Weighted Kappa	N			Percent		
							Exact Agreement	within 1 Agreement	Not within 1 Agreement	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	2112	3	8,022	1,589	19.8	.778	1,165	1,573	16	73.3	99.0	1.0
	2118	3	8,063	1,605	19.9	.637	1,103	1,599	6	68.7	99.6	0.4
	2190	3	8,005	1,589	19.9	.903	1,360	1,570	19	85.6	98.8	1.2
	2192	3	7,999	1,586	19.8	.765	1,214	1,568	18	76.5	98.9	1.1
	2194	3	7,999	1,583	19.8	.704	1,085	1,563	20	68.5	98.7	1.3
	2094	5	8,004	1,589	19.9	.834	1,076	1,506	83	67.7	94.8	5.2
	2096	5	8,020	1,594	19.9	.821	1,005	1,547	47	63.0	97.1	2.9
	2204	5	8,005	1,584	19.8	.805	939	1,540	44	59.3	97.2	2.8
Writing	2368	3	7,944	1,498	18.9	.881	1,185	1,473	25	79.1	98.3	1.7
	2370	3	7,928	1,493	18.8	.889	1,205	1,472	21	80.7	98.6	1.4
	2372	3	7,926	1,503	19.0	.882	1,182	1,473	30	78.6	98.0	2.0
	2338	4	7,947	1,571	19.8	.772	949	1,522	49	60.4	96.9	3.1
	2308	5	7,957	1,566	19.7	.867	1,073	1,552	14	68.5	99.1	0.9

\* FR: First rater; SR: Second rater.

**Table S8.5: Summative Inter-Rater Result - Grade Band 6-8**

Domain	Item ID	Score Points	Number FR	Number SR	Percent SR	Weighted Kappa	N			Percent		
							Exact Agreement	within 1 Agreement	Not within 1 Agreement	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	2674	3	8,961	1,765	19.7	.722	1,201	1,749	16	68.0	99.1	0.9
	2688	3	8,946	1,771	19.8	.871	1,626	1,749	22	91.8	98.8	1.2
	2690	3	8,925	1,765	19.8	.886	1,555	1,748	17	88.1	99.0	1.0
	2692	3	8,933	1,762	19.7	.808	1,416	1,731	31	80.4	98.2	1.8
	2650	5	8,938	1,767	19.8	.911	1,401	1,743	24	79.3	98.6	1.4
	2652	5	8,926	1,765	19.8	.808	1,351	1,732	33	76.5	98.1	1.9
	2710	5	8,939	1,763	19.7	.886	1,136	1,734	29	64.4	98.4	1.6
Writing	2780	3	8,891	1,751	19.7	.825	1,199	1,737	14	68.5	99.2	0.8
	2824	3	8,941	1,719	19.2	.860	1,378	1,707	12	80.2	99.3	0.7
	2826	3	8,931	1,727	19.3	.835	1,338	1,712	15	77.5	99.1	0.9
	2828	3	8,932	1,733	19.4	.849	1,357	1,715	18	78.3	99.0	1.0
	2756	5	8,889	1,746	19.6	.866	1,149	1,715	31	65.8	98.2	1.8
	2790	5	8,931	1,759	19.7	.852	1,175	1,737	22	66.8	98.7	1.3

\* FR: First rater; SR: Second rater.



**Table S8.6: Summative Inter-Rater Result - Grade Band 9-12**

Domain	Item ID	Score Points	Number FR	Number SR	Percent SR	Weighted Kappa	N			Percent		
							Exact Agreement	within 1 Agreement	Not within 1 Agreement	Exact Agreement	within 1 Agreement	Not within 1 Agreement
Speaking	3364	3	10,940	2,143	19.6	.817	1,792	2,130	13	83.6	99.4	0.6
	3394	3	10,874	2,137	19.7	.922	1,966	2,121	16	92.0	99.3	0.7
	3396	3	10,834	2,130	19.7	.907	1,866	2,123	7	87.6	99.7	0.3
	3398	3	10,851	2,126	19.6	.811	1,688	2,113	13	79.4	99.4	0.6
	3348	5	10,902	2,150	19.7	.930	1,672	2,118	32	77.8	98.5	1.5
	3350	5	10,839	2,128	19.6	.911	1,527	2,096	32	71.8	98.5	1.5
	3408	5	10,884	2,132	19.6	.891	1,457	2,108	24	68.3	98.9	1.1
Writing	3492	3	10,784	2,118	19.6	.742	1,394	2,092	26	65.8	98.8	1.2
	3504	3	10,885	2,082	19.1	.866	1,695	2,073	9	81.4	99.6	0.4
	3506	3	10,859	2,077	19.1	.838	1,666	2,063	14	80.2	99.3	0.7
	3508	3	10,862	2,089	19.2	.834	1,654	2,067	22	79.2	98.9	1.1
	3452	5	10,785	2,110	19.6	.857	1,429	2,093	17	67.7	99.2	0.8
	3500	5	10,846	2,127	19.6	.869	1,414	2,120	7	66.5	99.7	0.3

\* FR: First rater; SR: Second rater.

## **Section 9: Summative Assessment - Dimensionality**

Figure S9.1: Summative Validity - Dimensionality for Kindergarten

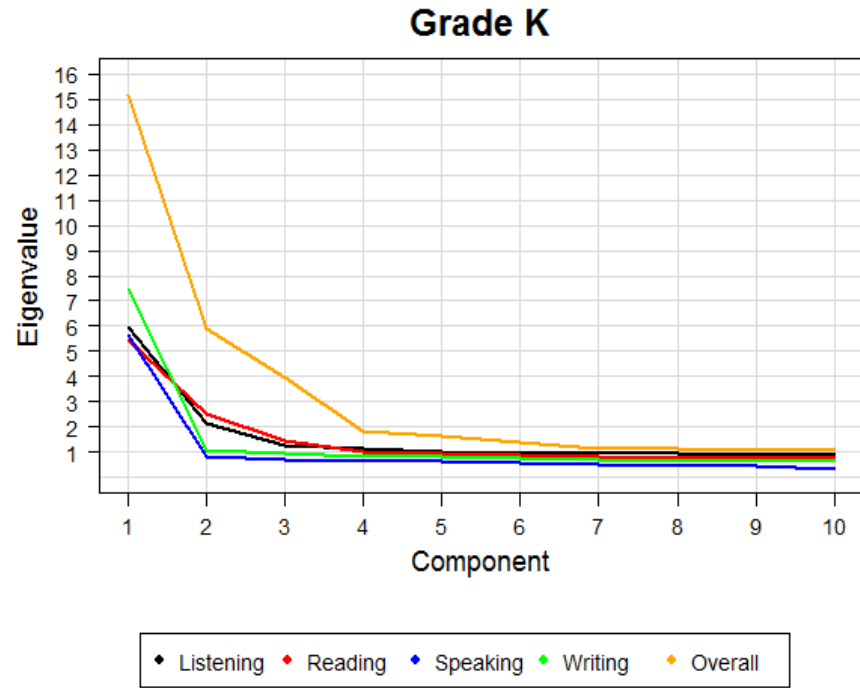


Figure S9.2: Summative Validity - Dimensionality for Grade 1

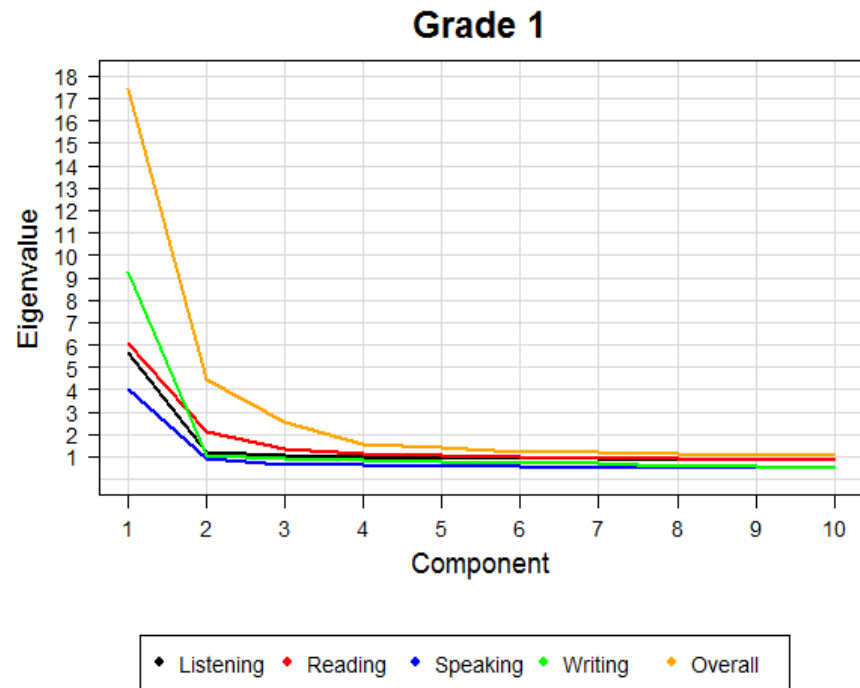


Figure S9.3: Summative Validity - Dimensionality for Grade Band 2-3

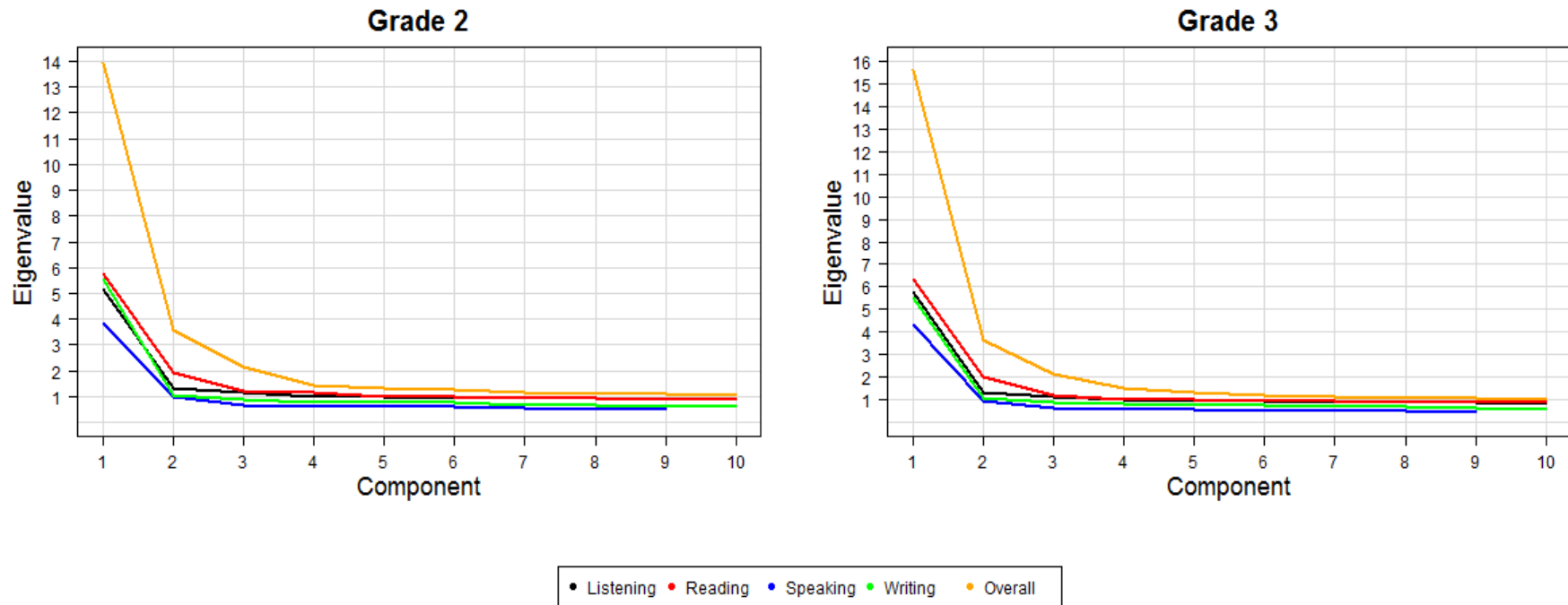


Figure S9.4: Summative Validity - Dimensionality for Grade Band 4-5

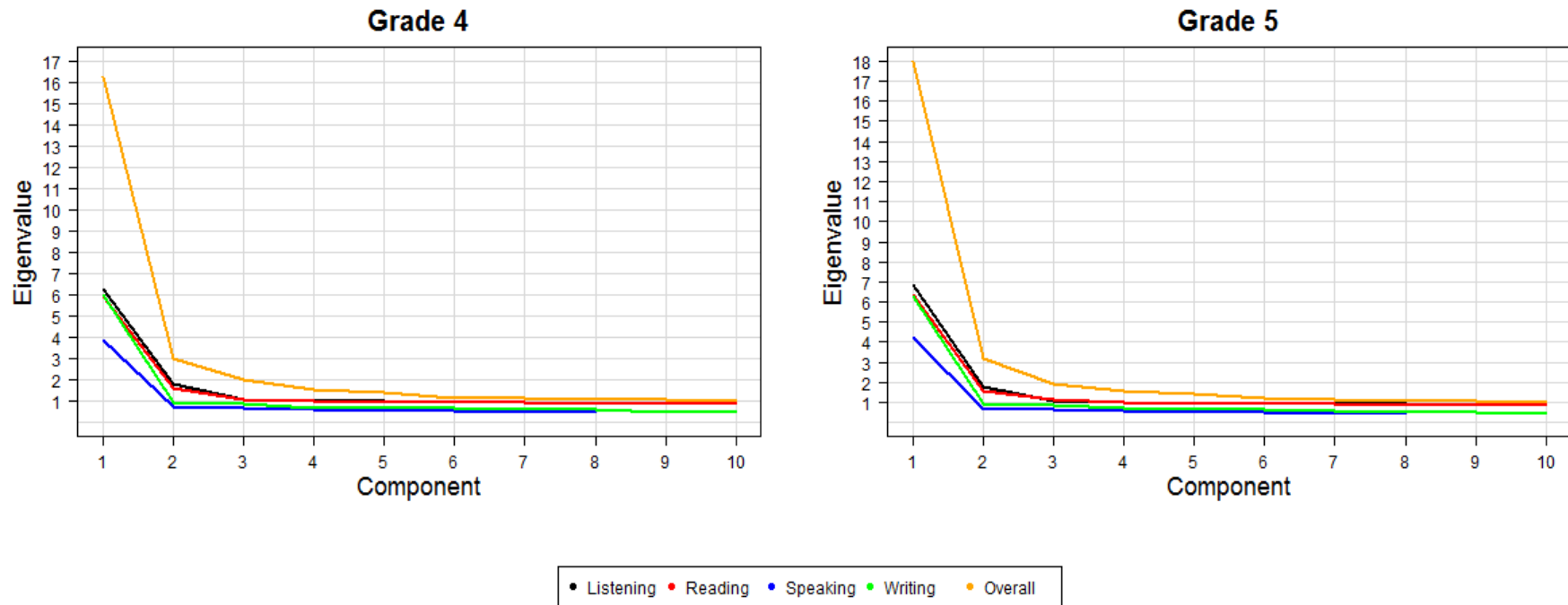


Figure S9.5: Summative Validity - Dimensionality for Grade Band 6-8

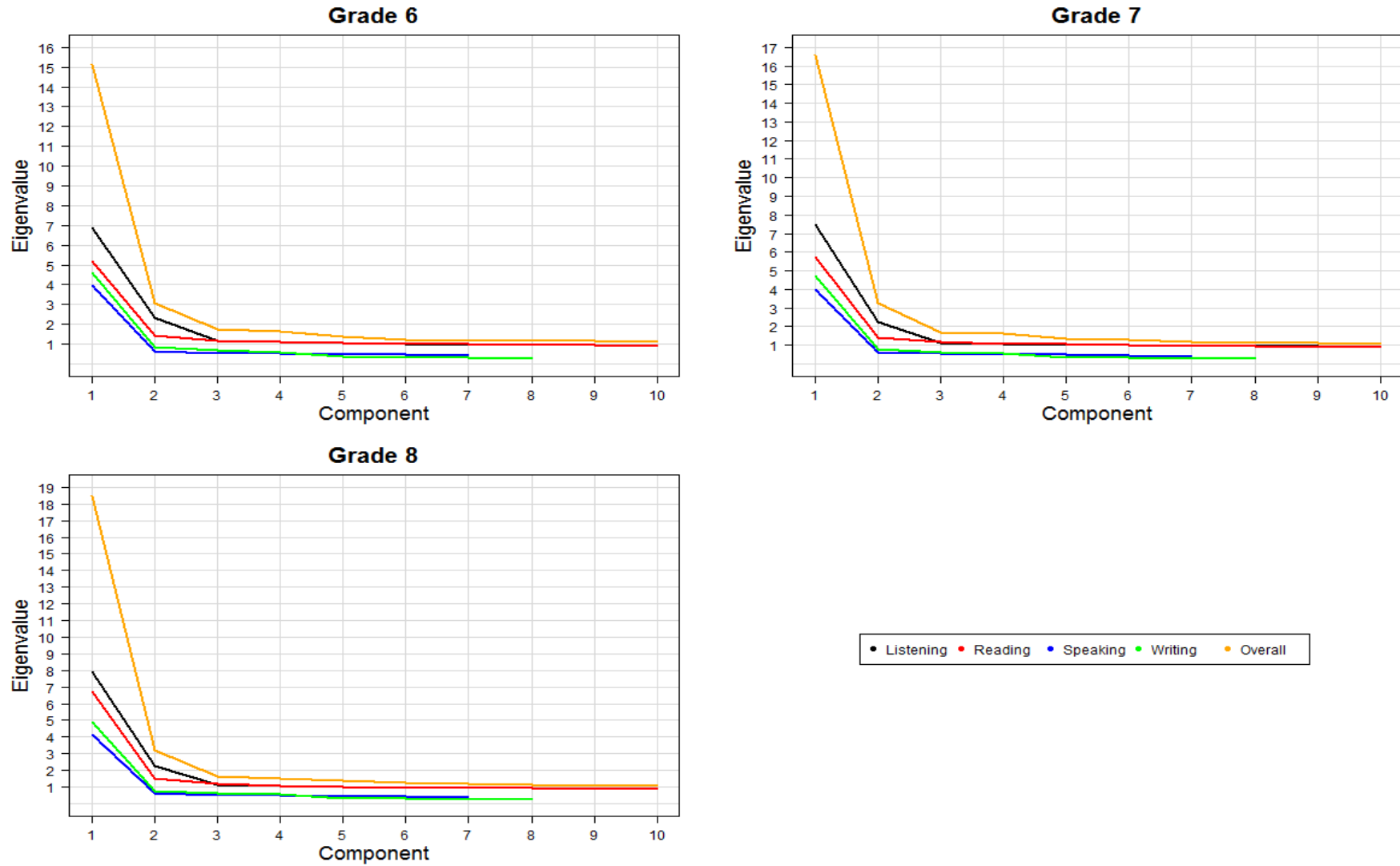
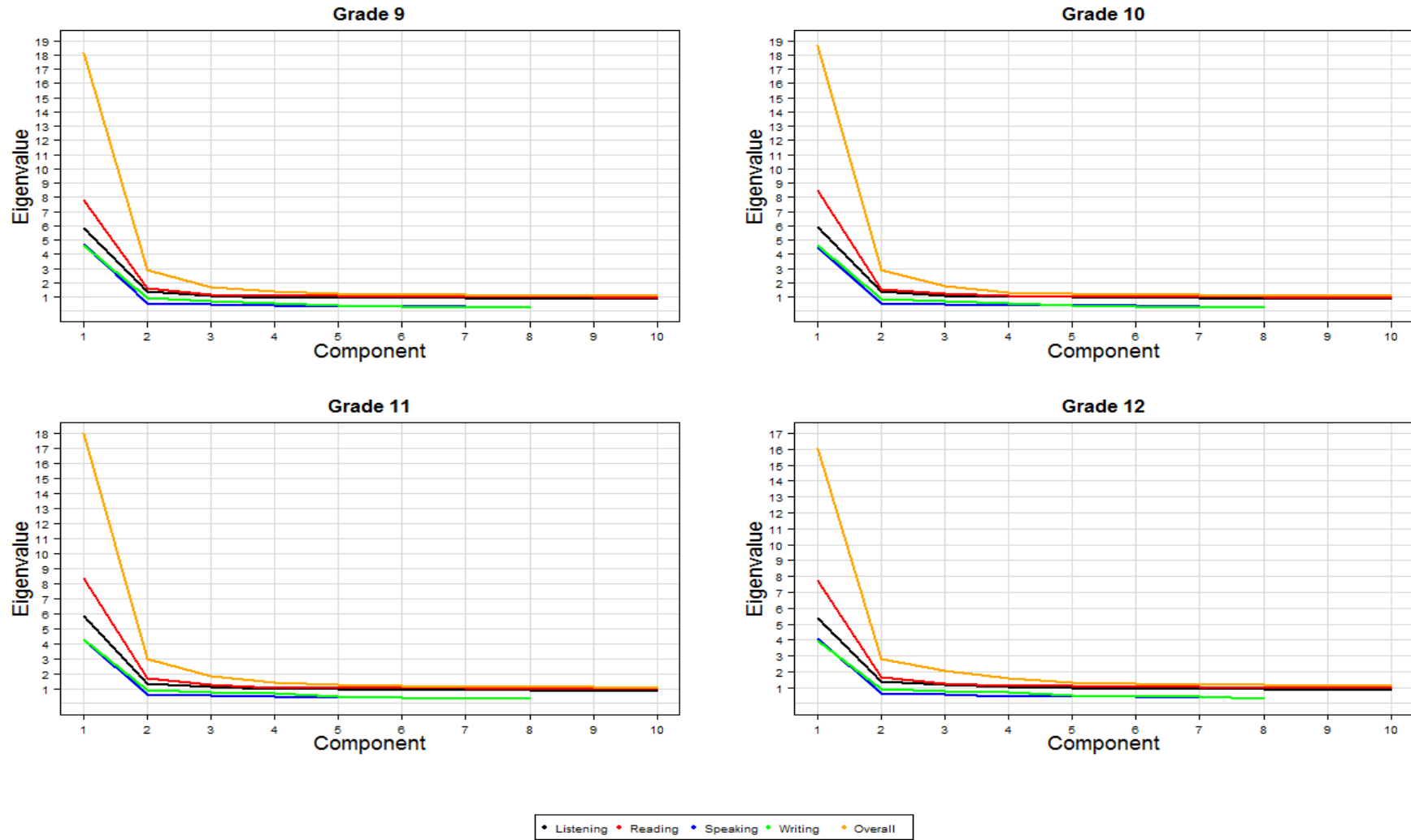


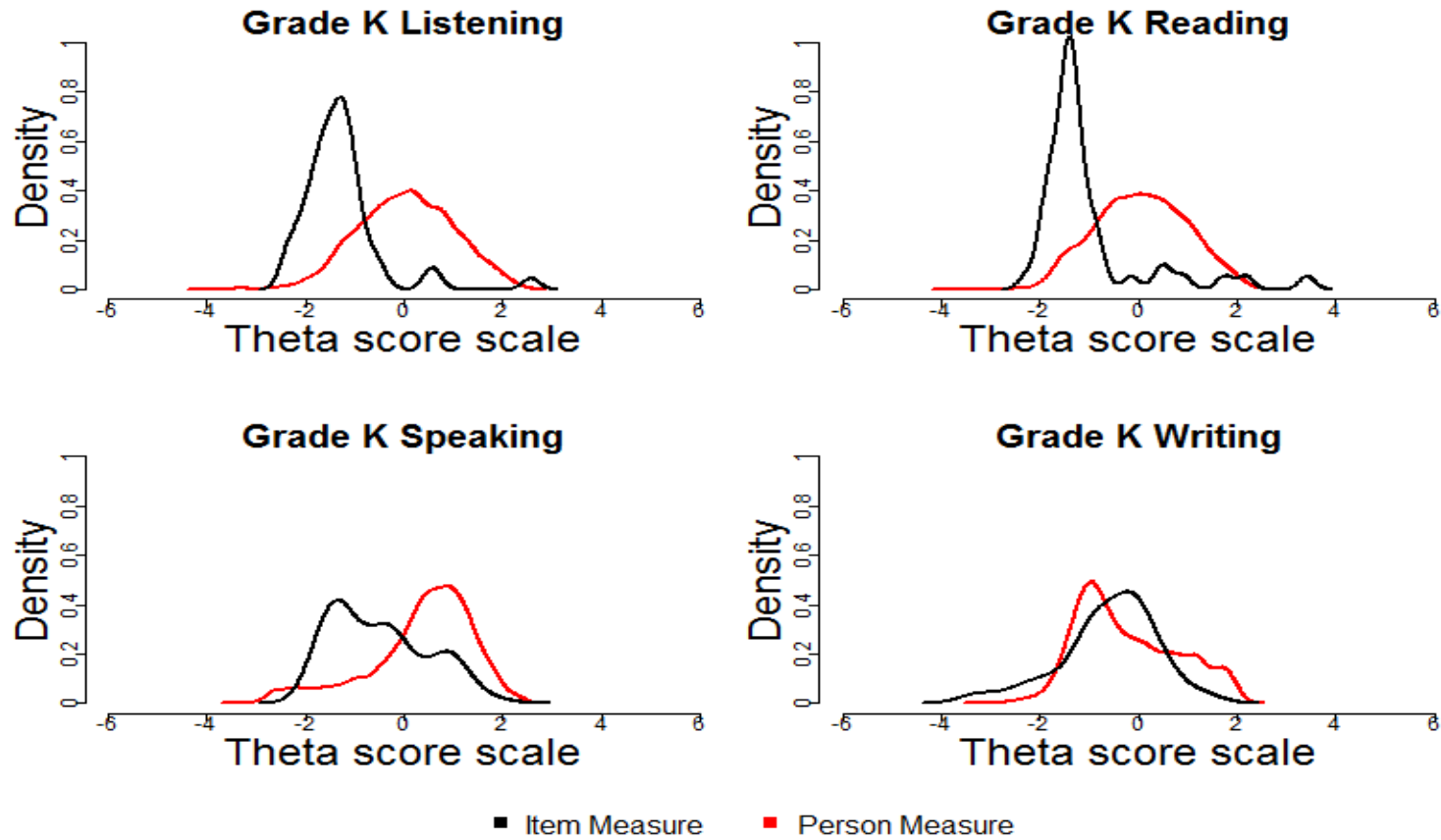
Figure S9.6: Summative Validity - Dimensionality for Grade Band 9-12





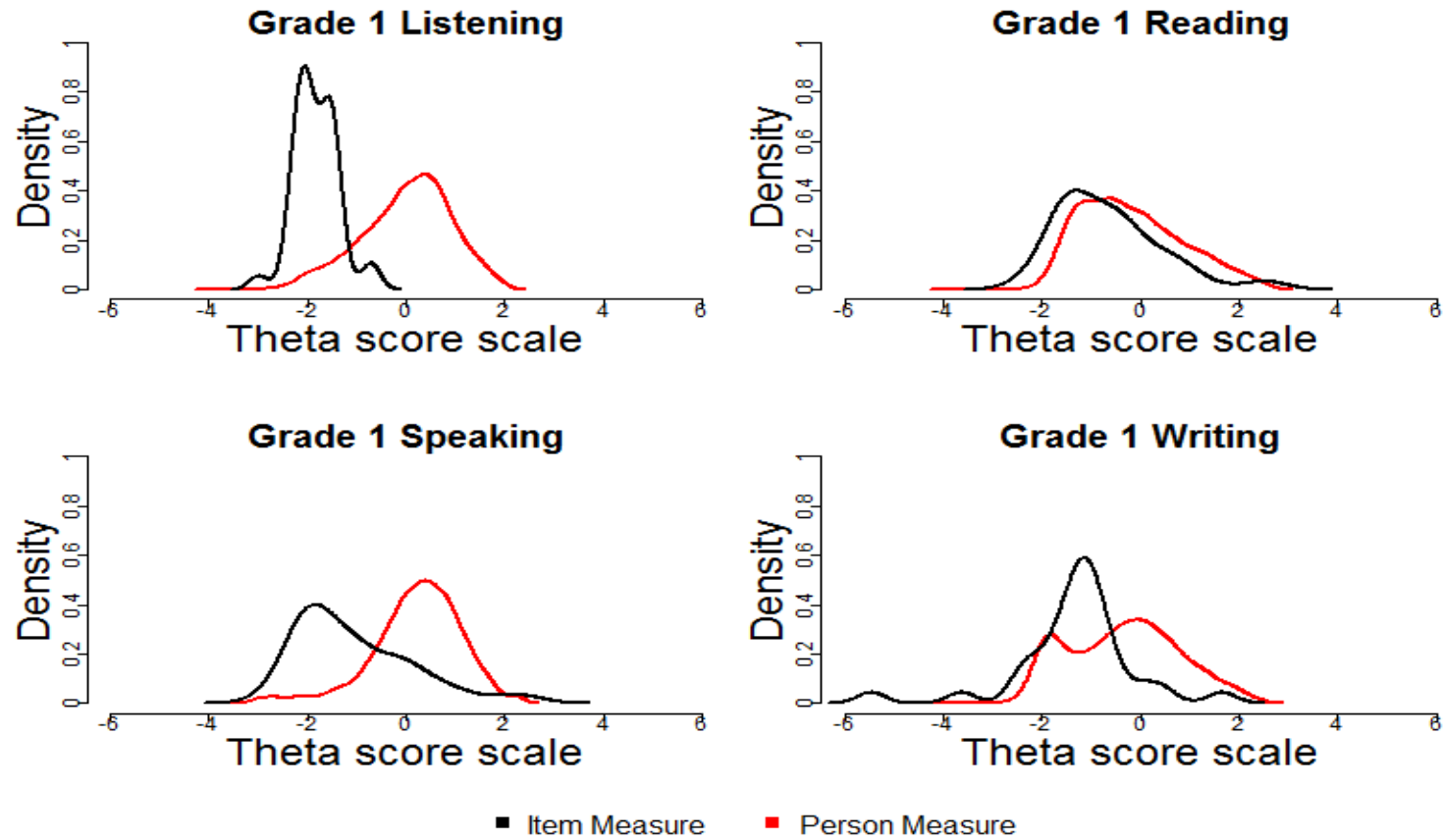
## **Section 10: Summative Assessment - Ability vs. Difficulty**

Figure S10.1: Summative Validity - Ability vs. Difficulty for Kindergarten



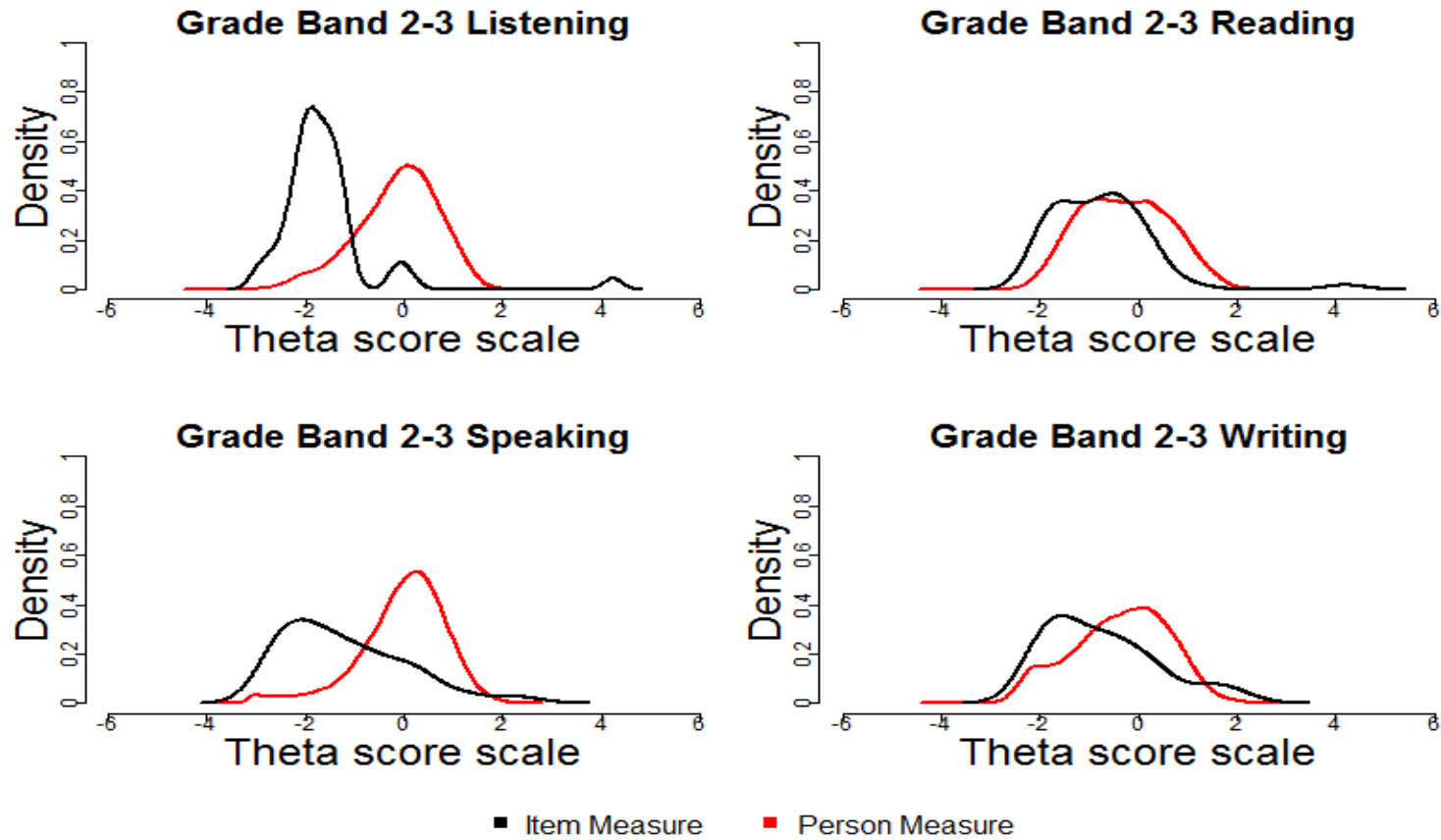
\* The probability density is the probability per unit on the x-axis (in this case theta). The peaks of the plot, for example, 0.50 or 0.75, are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates to one.

Figure S10.2: Summative Validity - Ability vs. Difficulty for Grade 1



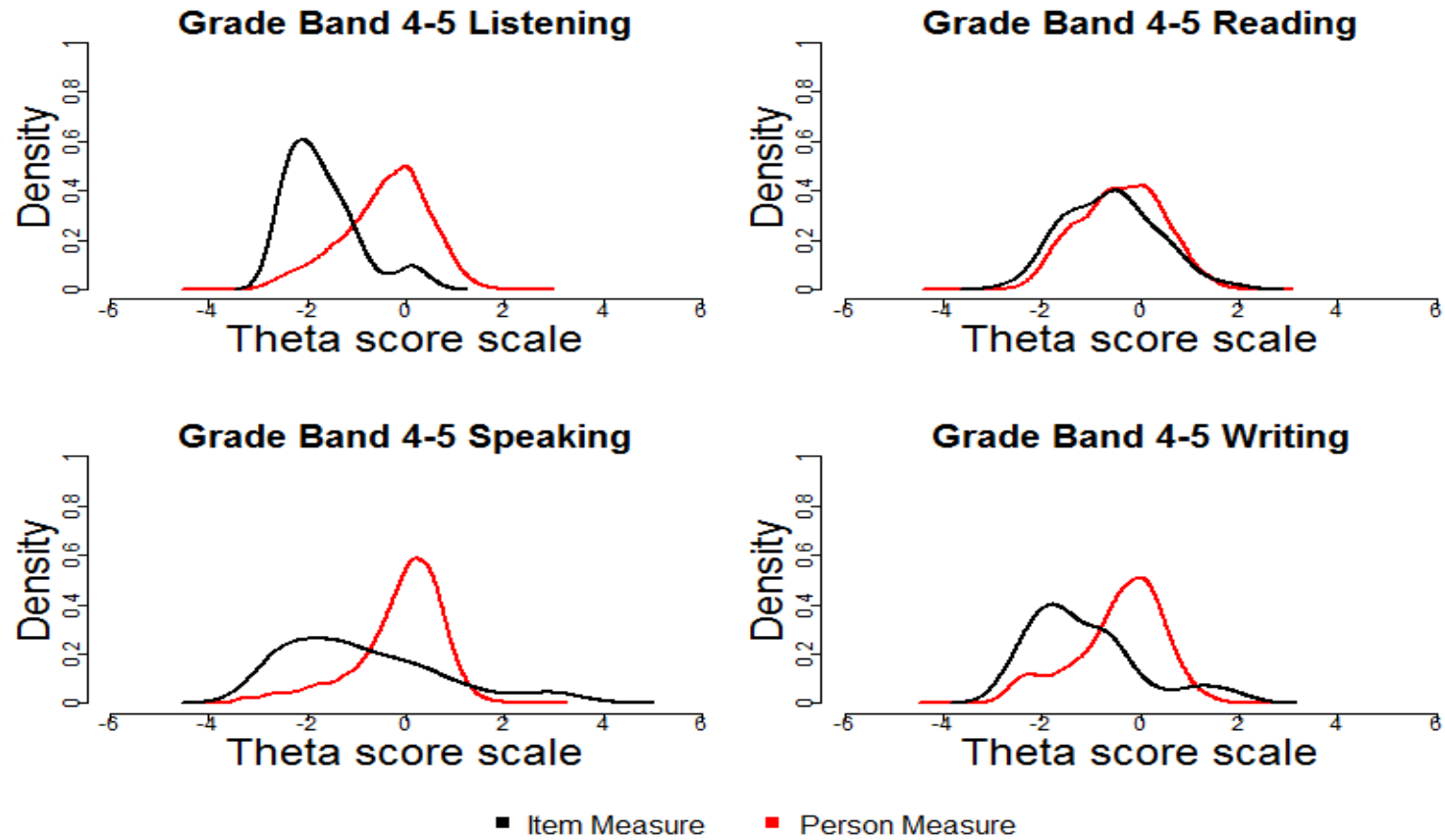
\* The probability density is the probability per unit on the x-axis (in this case theta). The peaks of the plot, for example, 0.50 or 0.75, are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates to one.

Figure S10.3: Summative Validity - Ability vs. Difficulty for Grade Band 2-3



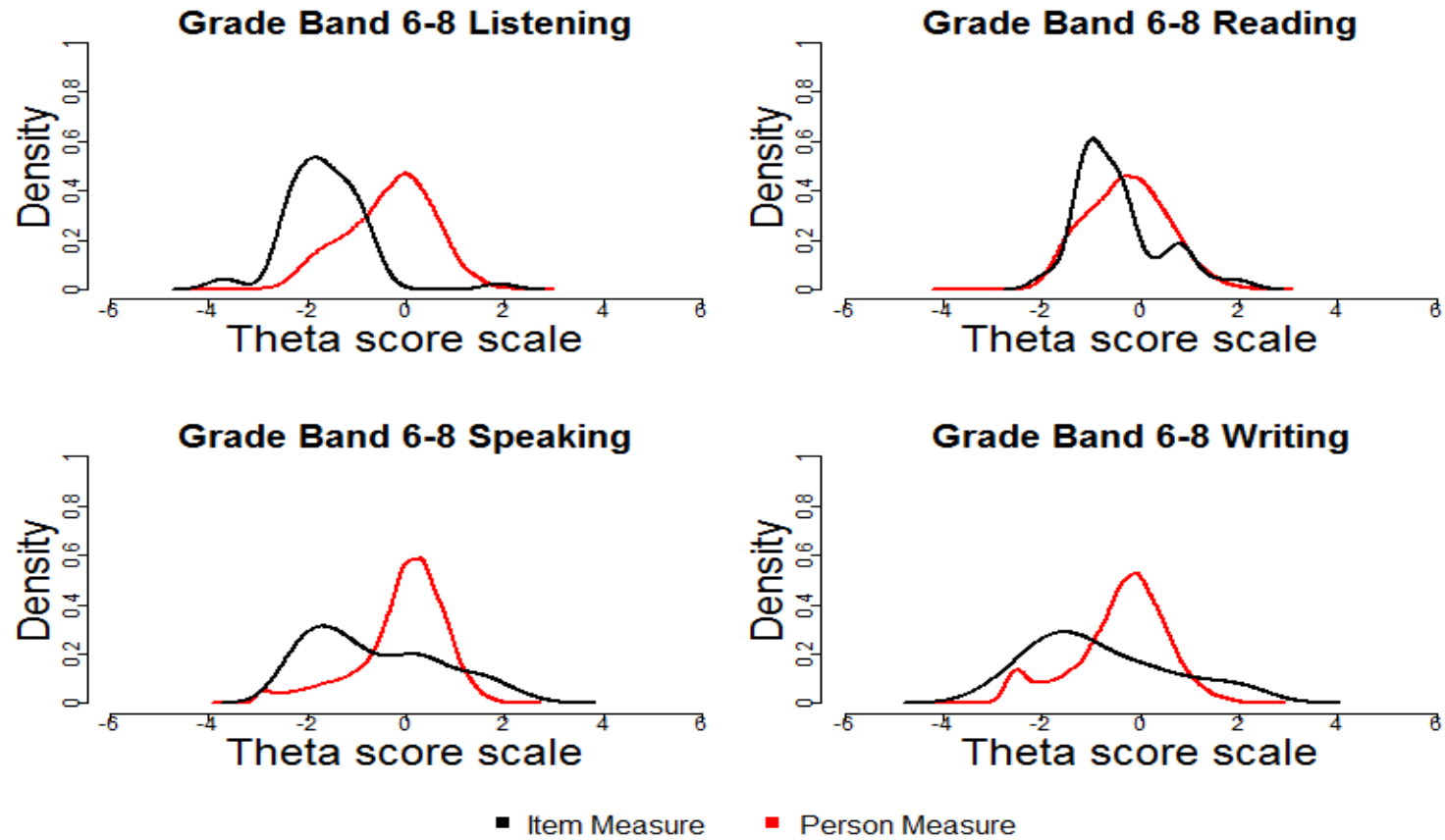
\* The probability density is the probability per unit on the x-axis (in this case theta). The peaks of the plot, for example, 0.50 or 0.75, are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates to one.

Figure S10.4: Summative Validity - Ability vs. Difficulty for Grade Band 4-5



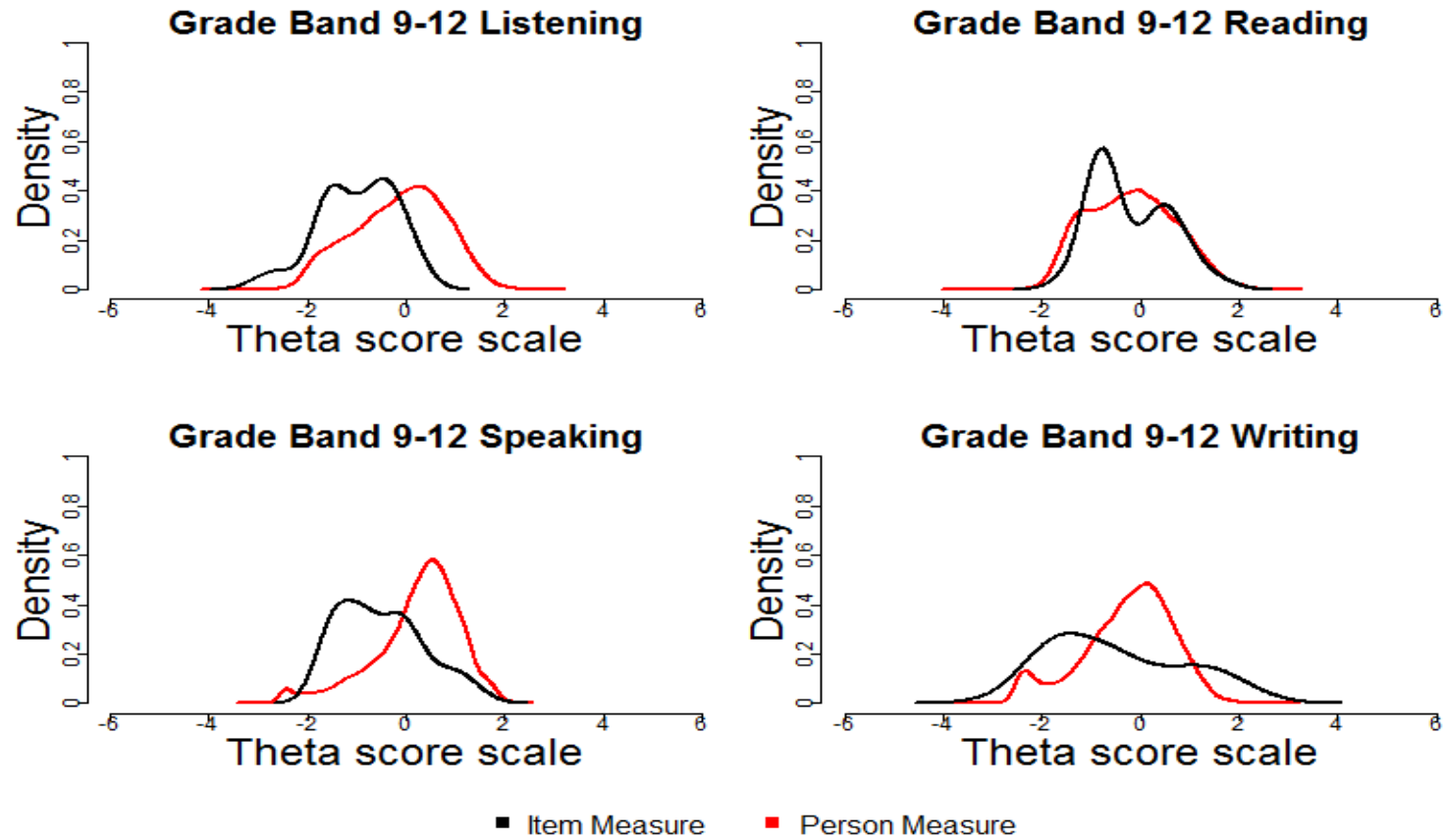
\* The probability density is the probability per unit on the x-axis (in this case theta). The peaks of the plot, for example, 0.50 or 0.75, are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates to one.

Figure S10.5: Summative Validity - Ability vs. Difficulty for Grade Band 6-8



\* The probability density is the probability per unit on the x-axis (in this case theta). The peaks of the plot, for example, 0.50 or 0.75, are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates to one.

Figure S10.6: Summative Validity - Ability vs. Difficulty for Grade Band 9-12



\* The probability density is the probability per unit on the x-axis (in this case theta). The peaks of the plot, for example, 0.50 or 0.75, are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates to one.

**TECHNICAL REPORT**  
**PART II—SCREENER ASSESSMENT**

**Ohio English Language Proficiency Screener—  
Listening, Reading, Speaking, and Writing**

**Grades K–12**

**2020–2021 Administration**

*Submitted to:*  
Ohio Department of Education

*Submitted by:*  
Cambium Assessment, Inc.  
1000 Thomas Jefferson Street, NW  
Washington, DC 20007

September 2021



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## **Chapter 1. Introduction**

The English Language Proficiency Assessment for the 21st Century (ELPA21) is a testing program in which multiple states participate to support educators, member states, and members of the public as they adopt and implement the English Language Proficiency (ELP) standards and college- and career-ready standards. The assessment includes tests on listening, reading, speaking, and writing for students in kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12.

In 2017, the program developed the ELPA21 screener. The purpose of the screener is to identify students who require English language development instruction. The ELPA21 screener is an assessment of a student’s language proficiency in the required domains of listening, reading, speaking, and writing. The test questions were based on the same ELP standards adopted by the ELPA21 member states. Ohio is a member of the ELPA21 consortium, and Ohio’s screener assessment is called the Ohio English Language Proficiency Screener (OELPS).

Part II of this technical report focuses on the 2020–2021 test administration of the OELPS assessments. The screener adopted the same achievement standards, used the same scoring method (but different additional rules as listed in Section 2.5, Scoring Rules for Screener Tests, of this report), and followed the same quality control procedures as the summative assessment. The screener scores were reported online.

Part II includes the following chapters on the screener tests:

- Chapter 1. Introduction
- Chapter 2. Test Administration
- Chapter 3. 2020–2021 Summary
- Chapter 4. Reliability
- Chapter 5. Validity
- Chapter 6. Reporting

The results of the 2020–2021 OELPS are included in this document and Part II of the appendix.

## **Chapter 2. Test Administration**

The screener tests were administered to students in kindergarten, grade 1, grades 2–3, grades 4–5, grades 6–8, and grades 9–12. Like the summative assessment, each form of the screener assessment involved four domain tests. Students could be exempted from as many as three domain tests. The tests did not have a time limit.

### **2.1 TESTING WINDOW**

Due to the ongoing impacts of the COVID-19 pandemic during the 2020–2021 school year, the Ohio State Department of Education (ODE) emphasized that districts and schools should be concerned first and foremost about the safety of students and staff. Assessments occurred only if they could be safely administered. Safety was determined locally at the student, teacher, building, district, or county level depending on the circumstances. Parental judgments relative to safety were also considered and respected. Districts could use screeners other than OELPS due to the pandemic. About 1/3 of all screenings were done this way.

The Ohio English Language Proficiency Assessment (OELPA) is critical to the services that schools must provide for English learners (ELs). To support schools in meeting their obligation to annually assess all ELs' English language proficiency with OELPA, ODE announced some changes for the 2020–2021 test administration:

- **OELPA Testing Window Extension.** For the OELPS screener assessment, the 2020–2021 testing window was scheduled from August 6, 2020, to July 30, 2021.
- **Group Administration of the Speaking Test.** The Department allowed districts to administer the 2021 OELPA speaking test to groups of students instead of requiring one-to-one administration.

When scheduling test administrations, districts should have considered that students taking the speaking test would say their responses aloud. To maintain test validity and security, the speaking test must be administered so that students cannot hear one another and so that recordings do not pick up others' voices. Thus, districts should have tested students in large quiet spaces and/or in groups as small as the testing window and scheduling allowed. The Department recommended that schools continue to administer the speaking test, if possible, one-to-one, with one student and one test administrator (TA).

The *Test Coordinator Manual* and *Test Administration Manual* (TAM) were updated to include the testing window extension and group administration of the speaking test. Additional information about state testing this year is on the Department's Rest and Restart Education page.

### **2.2 TEST DESIGN**

Each 2020–2021 OELPS assessment has one online form, one paper-pencil form, and one braille form.

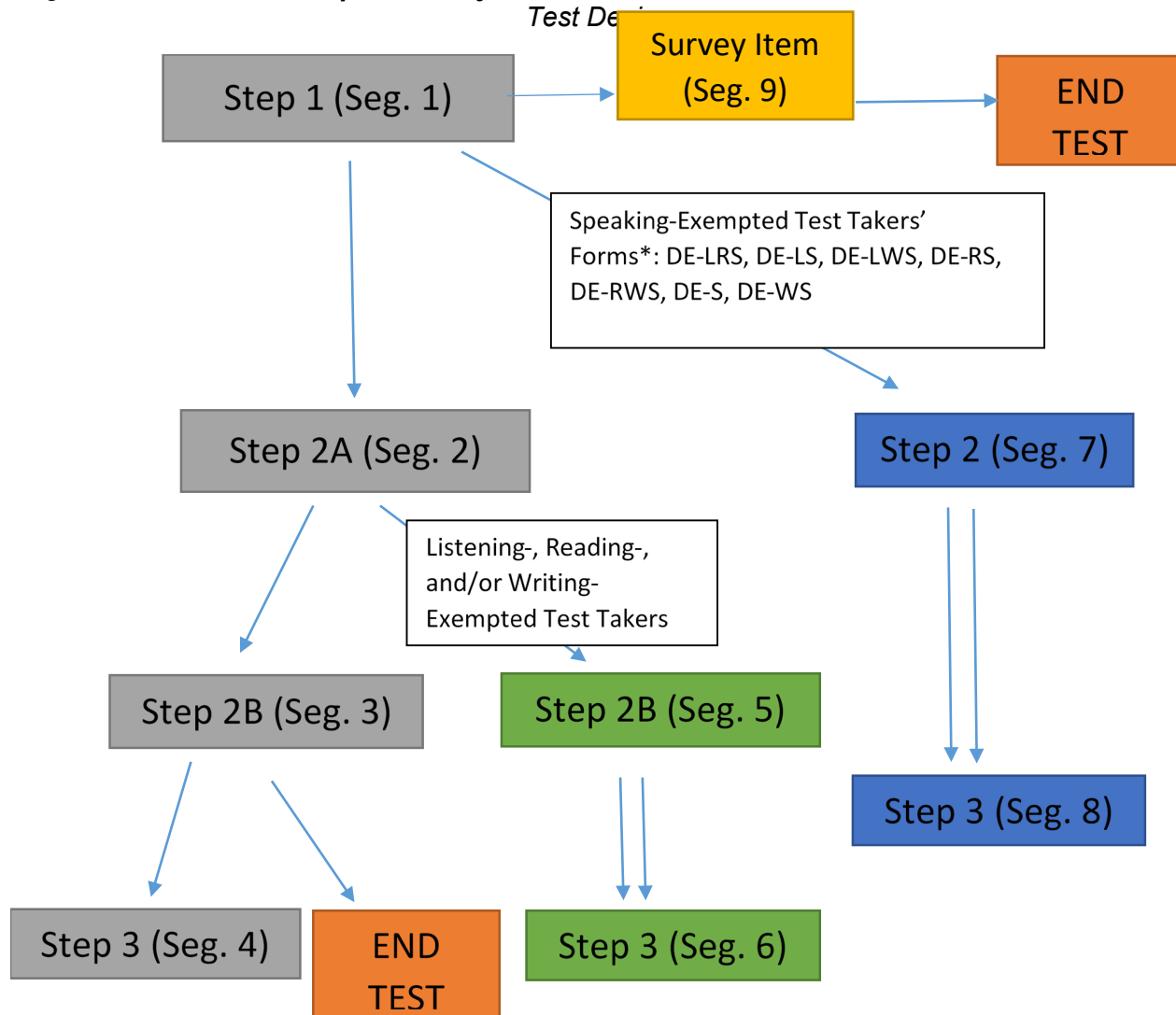
The online form has three steps. Step 1 consists of practice items, while Steps 2 and 3 include operational items. To allow for domain exemptions and because TA input is required (at the end of Step 1 and for the scoring of speaking items in Step 2), the three steps are administered as nine

segments with various possible routes through a subset of those segments, as shown in Figure Error! **No text of specified style in document..1**. The content of the segments includes the following:

- Segment 1 includes non-scored, practice items. At the end of Segment 1, the TA indicates whether the student should proceed to the operational items. If the TA determines that the test should not proceed, the student is directed to Segment 9, which contains one non-scored survey item, and then the test ends. In this case, the student is assigned an overall classification of “Proficiency Not Demonstrated” and the domain performance level is assigned as “Performance Not Determined.” If the TA indicates the test should proceed, then the student is routed to Segment 2 (Step 2A) unless the student is exempted from the speaking domain, in which case the student is routed to Segment 7 (modified version of Step 2).
- Segment 2 (Step 2A) consists of scored on-the-fly speaking items. After the student responds to these items, the TA assigns a score to each item. From Segment 2 (Step 2A), most students are routed to Segment 3 (Step 2B). However, students who are exempted from the listening, reading, and/or writing domains proceed to Segment 5.
- Segment 3 (Step 2B) consists of machine-scored operational items from the listening, reading, and writing domains. After the student completes Segment 3, a summed score is computed from all the item scores in Step 2 (Segments 2 and 3). If this summed score is below a threshold score, the test ends. If the raw score meets or exceeds the threshold score, the test is routed to Segment 4 (see Table 2.1 for threshold information).
- Segment 4 (Step 3) includes operationally scored items from all domains.
- Segment 5 (Step 2B for students who are exempted from the listening, reading, and/or writing domains) consists of operational machine-scored items from all non-exempted domains. Upon completion of Segment 5, students proceed to Segment 6, regardless of score.
- Segment 6 (Step 3 for students who are exempted from the listening, reading, and/or writing domains) consists of items from all non-exempted domains.
- Segment 7 (Step 2 for students who are exempted from the speaking domain) consists of machine-scored operational items from the listening, reading, and writing domains. Students are administered the form where their exempted domains are suppressed. Upon completion of Segment 7, students proceed to Segment 8 regardless of score.
- Segment 8 (Step 3 for students who are exempted from the speaking domain) consists of items from all non-exempted domains in addition to the speaking domain.
- Segment 9 (Step 1) contains a survey item that allows TAs to describe why the student did not engage with the screener assessment.

The online test routing design is displayed in Figure Error! **No text of specified style in document..1**.

Figure Error! No text of specified style in document..1 2020–2021 ELPA21 Screener Online Test Design



\* DE-LRS (listening, reading, and speaking exempted), DE-LS (listening and speaking exempted), DE-LWS (listening, writing, and speaking exempted), DE-RS (reading and speaking exempted), DE-RWS (reading, writing, and speaking exempted), DE-S (speaking exempted), DE-WS (writing and speaking exempted).

Table Error! No text of specified style in document..1 Threshold Step 2 Summed Scores for Proceeding to Step 3

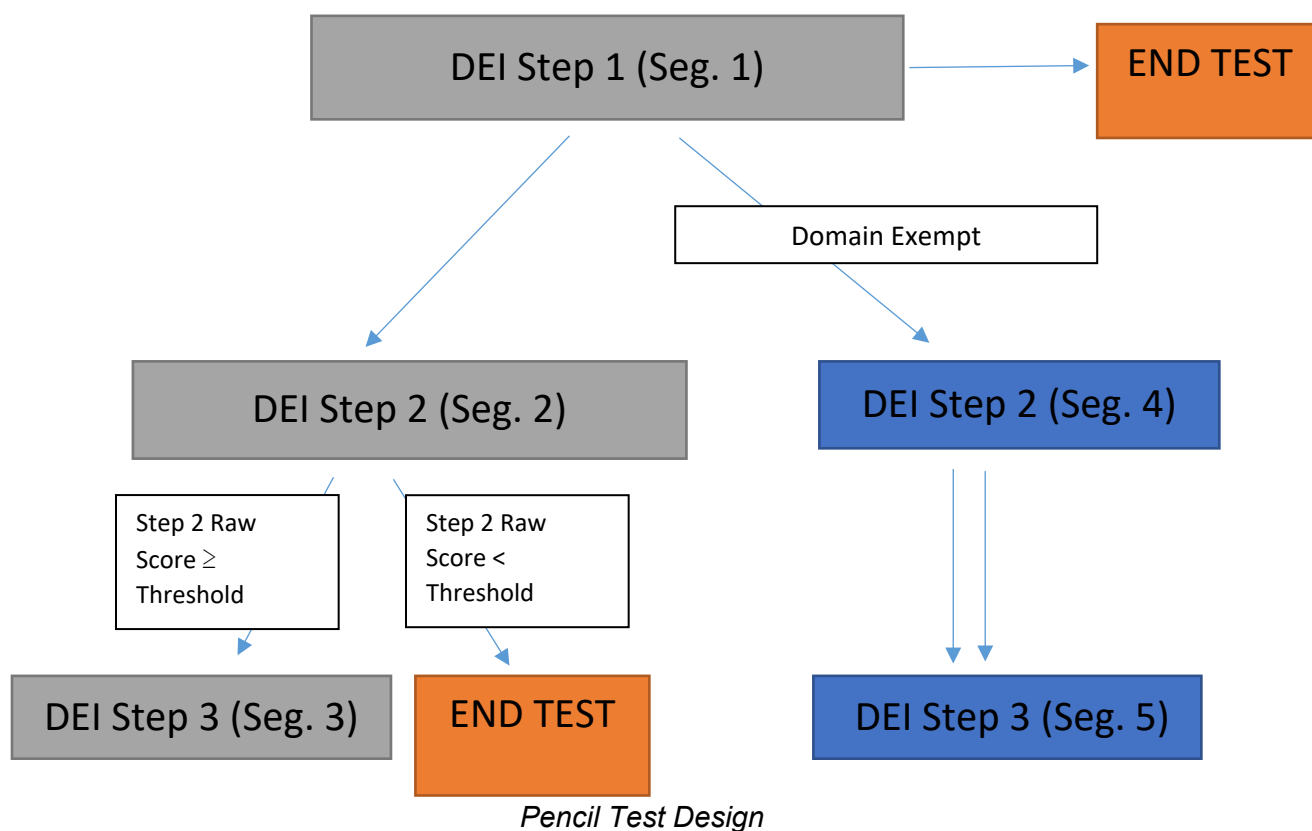
Grade Band	Threshold Score	Step 2 Max Score
K	23	26
1	24	27
2–3	25	28
4–5	26	31
6–8	28	33
9–12	27	30

The paper-pencil form has five segments:

- Segment 1 (Step 1) includes non-scored, practice items. At the end of Segment 1, the TA indicates whether the student should proceed to the operational items. If the TA determines that the test should not proceed, the test ends.
- Segment 2 (Step 2) includes operational items from all four domains. After data entry is completed for Segment 2, a summed score is computed from all the item scores in this segment. If this summed score is below the threshold score, the test ends. If the raw score meets or exceeds the threshold score, the test is routed to Segment 3 (see Table 2.1 for threshold information).
- Segment 3 (Step 3) includes operational items from all four domains.
- Segment 4 (Step 2 for students with any domain exemption) and Segment 5 (Step 3 for students with any domain exemption) include operational items from all non-exempted domains. Tests proceed from Segment 4 to Segment 5 regardless of score.

**Error! Reference source not found.** displays the test design for the paper-pencil screener test. After test administration of the paper-pencil form, student responses were entered into Cambium Assessment, Inc.'s Data Entry Interface (DEI) on the state testing portal for all ELPA21 domain tests. Practice test items were not entered in the DEI and were not scored.

Figure Error! No text of specified style in document..2 2020–2021 ELPA21 Screener Paper-



The braille form includes two segments. At the end of Segment 1, the TA indicates whether the student should proceed to the operational items. If so, the student is routed to Segment 2, which contains operational items for all domains. If the TA indicates that the student should not proceed, then the test ends.

The non-domain-exempted form summary of the screener tests is listed in Table 2.2 **Error! Reference source not found.** – Table 2.4 **Error! Reference source not found.** Specifically, **Error! Reference source not found.** Table 2.2 includes items from Segments 2–4, **Error! Reference source not found.** Table 2.3 includes Segments 2–3 items, and Table 2.4 **Error! Reference source not found.** includes Segment 2 items.



**Table 2.2 Number of Operational Items and Score Points by Domain and Grade Band —Online Screener**

Grade/Grade Band												
Domain	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	13	13	11	11	11	11	10	10	17	18	15	18
Reading	9	9	13	13	11	13	21	23	13	13	16	17
Speaking	6	14	6	15	6	14	7	21	9	27	9	27
Writing	10	10	11	11	14	17	9	21	7	23	6	20
Total	38	46	41	50	42	55	47	75	46	81	46	82

**Table 2.3 Number of Operational Items and Score Points by Domain and Grade Band —Paper Screener**

Grade/Grade Band												
Domain	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	13	13	11	11	11	11	10	10	17	18	15	18
Reading	9	9	13	13	11	13	21	23	13	13	16	17
Speaking	6	14	6	15	6	14	7	21	9	27	9	27
Writing	10	10	11	11	14	17	9	21	7	23	6	20
Total	38	46	41	50	42	55	47	75	46	81	46	82

**Table 2.4 Number of Operational Items and Score Points by Domain and Grade Band —Braille Screener**

Domain	Grade/Grade Band											
	K		1		2–3		4–5		6–8		9–12	
	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points	Items	Score Points
Listening	9	9	9	9	10	10	11	11	11	12	10	13
Reading	11	11	9	9	8	10	13	15	11	11	12	13
Speaking	6	14	6	16	6	16	8	29	8	25	8	25
Writing	8	8	8	8	10	13	9	21	7	23	8	26
Total	34	42	32	42	34	49	41	76	37	71	38	77

## 2.3 TEST ADMINISTRATION MANUAL

### 2.3.1 Directions for Test Administration

For the 2020–2021 test administration, a TAM was developed for each state, including Ohio. The TAM guides TAs in test administration.

The TAM for the screener tests usually discusses the following key topics:

- Overview of the ELPA21 screener
- TA qualifications
- Preliminary planning
- Materials required
- Administrative considerations
- Student preparation/guidance for Step 1
- Administrative guidance for Step 2 and Step 3
- Test security instructions for each of the three steps
- Contact information for user support

### 2.3.2 Training/Practice Tests

To help TAs and students familiarize themselves with the online registration and test delivery systems, training or practice tests (Step 1 in screener tests) were provided before and during the testing windows. Training/practice tests can be accessed through a non-secure browser or a secure browser. For screener assessments, the tests become secure automatically when students proceed to Step 2.

The training/practice tests have two components: the first for TAs to create and manage the training/practice test sessions, and the second for students to take an actual training/practice test.

The *Practice Test Administration* site introduces TAs to

- logging in;
- starting a test session;

- providing the session ID to the students signing in to the TA session;
- monitoring students’ progress throughout their tests; and
- stopping the test.

The *Practice Tests* site introduces students to

- signing in;
- verifying student information;
- selecting a test;
- waiting for the TA to check the test settings and approve participation;
- starting and preparing for the test (adjusting the audio sound, checking the microphone for recording speaking responses, and reviewing test instructions);
- taking the test; and
- submitting the test.

## 2.4 TEST SECURITY

The test security procedures are consistent across all assessments in each state. Details about student-level testing confidentiality, system security, testing environment security, and documentation of test security violations can be found in Chapter 9, Quality Control, in Part I of the technical report.

## 2.5 SCORING RULES FOR SCREENER TESTS

The scoring rules applied to the 2020–2021 OELPS include the following:

- All pending and expired test records in Step 2 should be scored.
- If a single item in Step 2 is attempted, all domains without domain exemptions are considered attempted, and all non-attempted items in Step 2 should be given a score of zero.
- If the student’s test is stopped by the automatic stopping rule after Step 2, items in Step 3 should be treated as not presented. If the student’s test continues to Step 3, all items in Step 3 that the student does not respond to should be scored as zero.
- If a student has a domain exemption for a domain, the domain is reported as exempt if it is not attempted.
  - For online tests, any domain exemptions must be entered in the Test Information Distribution Engine (TIDE) prior to the student starting the test. Students taking the online screener will be presented only with items in non-exempt domains.
  - For paper-pencil tests, TAs are told which items not to administer if the student has any domain exemptions. However, if a student is exempt from a domain but responses to any items in the domain are entered into the DEI, the domain will be scored as though the student was not exempt.
- For OELPS, handscored items are scored by local TAs.

- Tests in which the TA indicates that the student will not continue after the Step 1 practice items will be scored as follows:
  - Each domain will be scored as 0 points. The score of 0 will receive a label of “Performance Not Determined.”
  - Proficiency status will be scored as “D” and reported as “Proficiency Not Demonstrated.”

## **2.6 HANDSCORING**

Handscoring for screener tests followed the same procedure with the same vendor as handscoring for summative tests (see Section 3.5 in Part I of the technical report).

### **2.6.1 Rules for Handscoring**

The following rules were employed to handscore the items in the screener assessment:

- Each response was scored by at least one rater (R1). Ten percent of all responses received a second reading for the purpose of monitoring and maintaining sufficient inter-rater reliability (R2).
- Final item score was reported as the R1 score.
- All responses that were identified as non-scorable and assigned a condition code were routed for verification by a team leader or scoring director.

The condition code categories and the rules for evaluating a potential non-scorable response in the speaking domain are summarized in Section 3.5.1 in Part I of the technical report.

## **Chapter 3. 2020–2021 Summary**

The 2020–2021 Ohio English Language Proficiency Screener (OELPS) results are presented in this chapter and in Sections 1–5 of Part II of the appendix. For this year, we added Section 1 (raw score statistics) and Section 2 (raw score distributions) in the Appendix. Multidimensional Item Response Theory (MIRT) model precludes one-to-one correspondence between domain raw and scale scores and allows the same domain raw score to fall into different performance levels depending on performance on the off-domain items. Additionally, we have to consider whether a student is advanced from step 2 to Step 3 when interpreting raw scores.

The results in each section are briefly explained here:

- Section 1. Screener Assessment—Raw Score Statistics
  - Tables S1.1–S1.13 present the number of students and the minimum, mean, maximum, and standard deviation of domain raw scores by each performance level in each grade for each domain. Tables S1.1–S1.13 also present the number of students and the minimum, maximum, average, and standard deviation of the overall raw scores by each proficiency level in each grade.
- Section 2. Screener Assessment—Raw Score Distributions
  - Figures S2.1–S2.65 present the frequency of raw score distributions by performance level for each domain in each grade, and the frequency of overall raw score distributions by proficiency level in each grade.
- Section 3. Screener Assessment—Scale Score Summary
  - Tables S3.1–S3.13 present the number of students, minimum, mean, maximum, and standard deviation of the domain, overall, and comprehension scores by subgroups in each grade (K–12).
- Section 4. Screener Assessment—Percentage of Students by Domain Performance Level
  - Tables S4.1–S4.13 present the total number of students taking each domain test and the percentage of students in each performance level by domain test and by subgroups.
- Section 5. Screener Assessment—Percentage of Students by Overall Proficiency Level
  - Tables S5.1–S5.13 present the total number of students who are categorized in each of the overall proficiency levels (Emerging, Progressing, and Proficient) by subgroups.

### **3.1 2020–2021 STUDENT PARTICIPATION**

Table **Error! No text of specified style in document..2** summarizes student participation in each mode of testing. Most students took the assessment online (99.95%), followed by paper-pencil (0.04%). Only 1 student received the braille forms (0.01%) in the 2020–2021 OELPS assessment.

Table **Error! No text of specified style in document..3** and Table **Error! No text of specified style in document..4** present the frequencies of students who took summative and screener tests, and participation by grade, respectively. The tables show that the highest percentage of students taking the screener tests were in kindergarten, followed by students in grade 2–3.

Table **Error! No text of specified style in document..4** shows the participation in OELPS by subgroup. Due to the pandemic, districts could use screeners other than OELPS, about 1/3 of all screenings were done this way. There were more male students than female students. Most students were in the Hispanic or Latino group (24.2%–40.2%), followed by African American students (16.1%–20.9%) and Asian students (15.3%–29.7%). About 0.2%–0.9% of the students had migrated to the United States from other countries. The percentage of students who had Individualized Education Programs (IEPs) ranged from 0.9%–3.2%. About 1.4% of the students had disabilities. Most students identified as having a speech or language impairment were in kindergarten (0.4%), grade 1 (0.2%), and grade band 2–3 (0.4%), while more students identified as having a specific learning disability were in upper grades: 1.3% in grade band 4–5, 0.6% in middle school, and 0.9% in high school.

Tables S1.1–S1.13 in Section 1 of the appendix show the number of students, minimum, maximum, average, and standard deviation of domain raw scores and overall raw scores by each performance level in each grade for each domain. Figures S2.1–S2.65 in Section 2 of the appendix present the frequency of raw score distributions by performance level for each domain in each grade, and the frequency of overall raw score distributions by proficiency level in each grade.

**Table Error! No text of specified style in document..2 Student Participation by Test Mode**

Grade	Total	Braille		Online		Paper	
		N	%	N	%	N	%
<b>K</b>	8,150	0	0.00	8,149	99.99	1	0.01
<b>1</b>	998	0	0.00	997	99.90	1	0.10
<b>2</b>	683	0	0.00	682	99.85	1	0.15
<b>3</b>	616	0	0.00	615	99.84	1	0.16
<b>4</b>	494	0	0.00	492	99.60	2	0.40
<b>5</b>	386	0	0.00	386	100.00	0	0.00
<b>6</b>	401	0	0.00	401	100.00	0	0.00
<b>7</b>	379	0	0.00	379	100.00	0	0.00
<b>8</b>	332	0	0.00	332	100.00	0	0.00
<b>9</b>	472	0	0.00	472	100.00	0	0.00
<b>10</b>	313	1	0.32	312	99.68	0	0.00
<b>11</b>	225	0	0.00	225	100.00	0	0.00
<b>12</b>	154	0	0.00	154	100.00	0	0.00
<b>Total</b>	13,603	1	0.01	13,596	99.95	6	0.04

**Table Error! No text of specified style in document..3 Number of Students for 2020–2021 OELPA and OELPS**

Grade/Grade Band	N OELPA	N OELPS	N Both
<b>K</b>	8,991	8,150	7,137
<b>1</b>	8,949	998	727
<b>2–3</b>	12,727	1,299	897
<b>4–5</b>	8,241	880	508
<b>6–8</b>	9,276	1,112	697
<b>9–12</b>	11,308	1,164	782

**Table Error! No text of specified style in document..4 2020–2021 Student Participation in OELPS Tests**

Subgroup	Status	K		1		2–3		4–5		6–8		9–12	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>		8,150	100.0	998	100.0	1,299	100.0	880	100.0	1,112	100.0	1,164	100.0
<b>Grade</b>	<b>K</b>	8,150	100.0										
	<b>1</b>			998	100.0								
	<b>2</b>					683	52.6						
	<b>3</b>					616	47.4						
	<b>4</b>							494	56.1				
	<b>5</b>							386	43.9				
	<b>6</b>									401	36.1		
	<b>7</b>									379	34.1		
	<b>8</b>									332	29.9		
	<b>9</b>											472	40.5
	<b>10</b>											313	26.9
	<b>11</b>											225	19.3
<b>12</b>											154	13.2	
<b>Gender</b>	<b>Female</b>	3,656	44.9	435	43.6	573	44.1	381	43.3	496	44.6	501	43.0
	<b>Male</b>	3,784	46.4	476	47.7	620	47.7	425	48.3	512	46.0	586	50.3
	<b>Missing</b>	710	8.7	87	8.7	106	8.2	74	8.4	104	9.4	77	6.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	20	0.2	3	0.3	2	0.2	2	0.2	4	0.4	6	0.5
	<b>Asian</b>	2,155	26.4	296	29.7	286	22.0	200	22.7	236	21.2	178	15.3
	<b>Black or African American</b>	1,361	16.7	181	18.1	232	17.9	156	17.7	179	16.1	243	20.9
	<b>Hispanic or Latino</b>	2,540	31.2	242	24.2	432	33.3	285	32.4	426	38.3	468	40.2
	<b>Native Hawaiian or Other Pacific Islander</b>	44	0.5	12	1.2	13	1.0	16	1.8	19	1.7	13	1.1
	<b>Two or More Races</b>	518	6.4	73	7.3	117	9.0	67	7.6	92	8.3	88	7.6
	<b>White</b>	1,382	17.0	169	16.9	203	15.6	148	16.8	145	13.0	159	13.7
	<b>Other/Unknown</b>	130	1.6	22	2.2	14	1.1	6	0.7	11	1.0	9	0.8
<b>Other</b>	<b>Gifted</b>	3	0.0	3	0.3	5	0.4	3	0.3	1	0.1		
	<b>Home Schooled</b>									1	0.1		
	<b>IEP</b>	136	1.7	9	0.9	31	2.4	28	3.2	20	1.8	21	1.8
	<b>Migrant</b>	14	0.2	4	0.4	4	0.3	8	0.9	10	0.9	7	0.6
	<b>Autism</b>	42	0.5	4	0.4	5	0.4	6	0.7	2	0.2		



Subgroup	Status	K		1		2-3		4-5		6-8		9-12	
		N	%	N	%	N	%	N	%	N	%	N	%
Primary Disability	Developmental delay	12	0.1					1	0.1				
	Emotional disturbance	1	0.0	1	0.1	4	0.3	2	0.2			2	0.2
	Hearing impaired	2	0.0	1	0.1	1	0.1						
	Intellectual disability	2	0.0			2	0.2			5	0.4	4	0.3
	Multiple disabilities	2	0.0			3	0.2	1	0.1	2	0.2	1	0.1
	Orthopedic impairment	3	0.0			1	0.1						
	Other health impairment	8	0.1			1	0.1	5	0.6	2	0.2	3	0.3
	Specific learning disability	4	0.0			10	0.8	11	1.3	7	0.6	10	0.9
	Speech or language impairment	36	0.4	2	0.2	5	0.4						
	Visual impairment							3	0.3			1	0.1

### 3.2 2020–2021 STUDENT SCALE SCORE AND PERFORMANCE SUMMARY

Table Error! *No text of specified style in document.* 6 Percentage of Students in Each Overall Proficiency Category by Grade

Grade	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
K	8,144	28.1	66.5	3.0	2.5
1	992	24.8	60.4	12.9	1.9
2	680	25.7	54.3	17.4	2.6
3	605	23.6	53.1	20.3	3.0
4	487	27.3	43.1	26.5	3.1
5	382	28.8	33.8	34.0	3.4
6	391	25.1	37.1	29.7	8.2
7	370	30.0	42.2	21.9	5.9
8	326	43.9	32.5	16.3	7.4
9	461	34.9	33.2	17.6	14.3
10	302	38.4	38.4	14.9	8.3

Grade	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
11	210	31.9	39.5	21.4	7.1
12	143	28.7	42.7	21.0	7.7
<b>Total</b>	13,493	28.4	58.3	9.8	3.6

and Figure Error! **No text of specified style in document..4** present the percentage of students by overall proficiency level. The results show that the majority of students achieved the Emerging or Progressing category. The percentage of students who are proficient increases from kindergarten to grade 5, then consistently decreases until grade 10, and slightly increases until grade 12. The percentage of students in the Emerging category is relatively stable until grade 6, increases until grade 8, and then consistently drops afterward. Section 5 of Part II of the appendix displays the overall proficiency level by subgroup for each grade.

Table Error! **No text of specified style in document..5** shows the number and percentages of students who had a domain exemption in kindergarten, other grades did not have domain exemptions.

Grade	Total	Listening	Reading	Speaking	Writing
<b>K*</b>	8,150	1 (0.01%)	3 (0.04%)	4 (0.05%)	4 (0.05%)

\*Other grades do not have domain exemptions.

–3.7 show the number of students, minimum, mean, maximum, and standard deviation of the domain, and overall scale scores in each grade. The OELPS tests are not vertically linked across all grades. Scale scores can be compared only for tests or students within a grade-band (K, 1, 2–3, 4–5, 6–8, and 9–12). In general, the mean scale scores increased as grades increased within each grade band, except for grade 7 in all domains, which had slightly higher mean scale scores than grade 8. Grade 9 was another exception with slightly higher mean scale scores than grade 10. Scale score summary by subgroup for each grade is also presented in Section 3 of Part II of the appendix.

**Error! Reference source not found., Error! Reference source not found.,** and Figure **Error! No text of specified style in document.**3 show the percentage of students by grade in each domain test. The results indicate that most students have achieved performance Level 1 in reading, speaking, and writing in grades 1–12, except for a few grades in speaking and writing. Most students scored at Level 5 in listening in grades 3–7, but in grades 8–11 most students scored at Level 1. Students who scored at Level 4 had overall lower percentages in reading, speaking, and writing. The percentage of students by performance level by subgroup for each grade is also presented in Section 4 of Part II of the appendix.

Table **Error! No text of specified style in document.**6 *Percentage of Students in Each Overall Proficiency Category by Grade*

Grade	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
K	8,144	28.1	66.5	3.0	2.5
1	992	24.8	60.4	12.9	1.9
2	680	25.7	54.3	17.4	2.6
3	605	23.6	53.1	20.3	3.0
4	487	27.3	43.1	26.5	3.1
5	382	28.8	33.8	34.0	3.4
6	391	25.1	37.1	29.7	8.2
7	370	30.0	42.2	21.9	5.9
8	326	43.9	32.5	16.3	7.4
9	461	34.9	33.2	17.6	14.3
10	302	38.4	38.4	14.9	8.3
11	210	31.9	39.5	21.4	7.1
12	143	28.7	42.7	21.0	7.7
<b>Total</b>	<b>13,493</b>	<b>28.4</b>	<b>58.3</b>	<b>9.8</b>	<b>3.6</b>

and Figure **Error! No text of specified style in document.**4 present the percentage of students by overall proficiency level. The results show that the majority of students achieved the Emerging or Progressing category. The percentage of students who are proficient increases from kindergarten to grade 5, then consistently decreases until grade 10, and slightly increases until grade 12. The percentage of students in the Emerging category is relatively stable until grade 6, increases until

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grade 8, and then consistently drops afterward. Section 5 of Part II of the appendix displays the overall proficiency level by subgroup for each grade.

**Table Error! No text of specified style in document..5 Summary of Domain Exemptions**

Grade	Total	Listening	Reading	Speaking	Writing
K*	8,150	1 (0.01%)	3 (0.04%)	4 (0.05%)	4 (0.05%)

\*Other grades do not have domain exemptions.

*Table 3.5 Scale Score Summary by Grade —Listening and Reading\**

Grade	Listening					Reading				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	7,943	314	527.7	714	65.6	7,941	318	523.7	708	65.5
<b>1</b>	973	288	520.7	678	88.1	973	286	500.3	704	96.1
<b>2</b>	662	286	500.2	710	84.4	662	278	488.0	734	94.1
<b>3</b>	587	292	527.8	710	92.2	587	289	520.9	734	105.2
<b>4</b>	472	270	502.7	778	111.3	472	270	503.4	795	113.0
<b>5</b>	369	270	531.3	778	125.9	369	270	535.7	795	123.5
<b>6</b>	359	279	519.8	738	103.0	359	296	522.1	733	101.5
<b>7</b>	348	279	525.3	738	109.0	348	296	530.3	733	107.2
<b>8</b>	302	279	507.7	738	115.8	302	296	513.8	733	113.7
<b>9</b>	395	297	518.8	731	117.4	395	309	519.9	733	112.9
<b>10</b>	277	297	509.9	731	108.6	277	309	512.9	733	103.6
<b>11</b>	195	297	529.7	731	110.4	195	309	531.0	733	107.2
<b>12</b>	132	297	528.6	731	114.8	132	309	529.9	733	110.5

\* Scores for domain tests marked as Exemption or Not Attempted are excluded. Scale scores cannot be compared across grade bands.

*Table 3.6 Scale Score Summary by Grade —Speaking and Writing\**

Grade	Speaking					Writing				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	7,940	339	518.9	711	82.9	7,940	347	491.1	684	63.5
<b>1</b>	973	310	507.6	669	94.7	973	283	495.5	698	96.5
<b>2</b>	662	292	485.1	703	102.6	662	276	483.4	737	96.2
<b>3</b>	587	304	511.5	703	113.6	587	285	517.9	737	106.9
<b>4</b>	472	270	521.4	786	140.1	472	268	504.3	797	119.3
<b>5</b>	369	270	547.8	786	152.8	369	268	535.9	797	131.5
<b>6</b>	359	296	536.5	732	121.4	359	281	520.7	741	108.2
<b>7</b>	348	296	534.9	732	122.3	348	281	527.5	741	113.4
<b>8</b>	302	296	513.8	732	132.0	302	281	511.7	741	120.3
<b>9</b>	395	332	538.4	722	122.2	395	315	525.1	732	113.2
<b>10</b>	277	332	529.7	722	112.4	277	315	512.7	732	104.9
<b>11</b>	195	332	548.4	722	112.1	195	315	532.8	732	107.0
<b>12</b>	132	332	553.8	722	112.6	132	315	531.7	732	112.1

\* Scores for domain tests marked as Exemption or Not Attempted are excluded. Scale scores cannot be compared across grade bands.

*Table 3.7 Scale Score Summary by Grade —Comprehension and Overall\**

Grade	Comprehension					Overall				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	7,944	3978	5416.9	6375	477.5	7,944	3646	5195.2	6763	527.4
<b>1</b>	973	3785	5267.8	6387	619.2	973	3364	5138.1	6629	748.1
<b>2</b>	662	3756	5151.0	6439	627.5	662	3326	4995.6	6880	751.1
<b>3</b>	587	3756	5349.7	6439	676.0	587	3456	5245.0	6880	838.1
<b>4</b>	472	3649	5119.3	6700	699.5	472	3237	5156.9	7401	963.7
<b>5</b>	369	3649	5292.0	6700	751.1	369	3237	5395.4	7401	1066.3
<b>6</b>	359	3803	5245.2	6476	649.4	359	3388	5297.6	6974	861.6
<b>7</b>	348	3803	5306.7	6476	702.5	348	3388	5334.0	6974	898.3
<b>8</b>	302	3803	5175.2	6476	728.3	302	3388	5189.2	6974	960.3
<b>9</b>	395	3787	5227.1	6524	765.9	395	3605	5308.5	6923	928.1
<b>10</b>	277	3787	5194.1	6524	720.3	277	3605	5233.6	6923	853.0
<b>11</b>	195	3787	5324.3	6524	744.1	195	3605	5386.0	6923	865.0
<b>12</b>	132	3787	5300.1	6524	754.5	132	3605	5394.2	6923	889.8

\* Scale scores cannot be compared across grade bands.

*Table 3.8 Percentage of Students in Each Performance Level by Grade —Listening and Reading\**

Grade	Listening							Reading						
	N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>K</b>	8,143	2.5	16.5	15.8	57.5	3.1	4.7	8,141	2.5	20.4	19.5	47.2	4.7	5.8
<b>1</b>	992	1.9	18.2	7.1	37.1	12.5	23.2	992	1.9	45.0	15.2	15.2	9.4	13.3
<b>2</b>	680	2.6	17.2	8.8	26.9	22.5	21.9	680	2.6	40.7	8.1	26.9	7.9	13.7
<b>3</b>	605	3.0	13.7	10.1	25.3	21.8	26.1	605	3.0	38.2	16.0	20.3	10.1	12.4
<b>4</b>	487	3.1	20.5	7.6	12.3	27.3	29.2	487	3.1	33.3	10.7	21.4	9.4	22.2
<b>5</b>	382	3.4	22.5	6.5	10.7	20.7	36.1	382	3.4	31.9	13.4	15.2	9.2	27.0
<b>6</b>	391	8.2	17.6	8.7	12.5	18.7	34.3	391	8.2	29.9	7.2	22.8	8.2	23.8
<b>7</b>	370	5.9	24.6	7.6	21.6	14.1	26.2	370	5.9	33.8	14.1	21.6	7.6	17.0
<b>8</b>	326	7.4	30.4	14.7	16.0	9.5	22.1	326	7.4	46.6	9.2	19.9	6.1	10.7
<b>9</b>	461	14.3	29.3	8.0	16.7	8.0	23.6	461	14.3	36.0	12.6	18.7	7.2	11.3
<b>10</b>	302	8.3	32.1	8.3	23.8	7.9	19.5	302	8.3	39.4	15.6	21.5	5.3	9.9
<b>11</b>	210	7.1	26.2	9.5	21.9	9.5	25.7	210	7.1	35.2	13.8	20.5	8.1	15.2
<b>12</b>	143	7.7	25.2	9.1	21.7	9.1	27.3	143	7.7	30.8	18.2	21.0	9.1	13.3
<b>Total</b>	13,492	3.6	18.5	12.9	43.7	8.3	13.1	13,490	3.6	27.4	16.8	36.5	6.2	9.7

\* Level 0: Performance Not Determined. Scores for domain tests marked as Exemption or Not Attempted are excluded.



Table 3.9 Percentage of Students in Each Performance Level by Grade —Speaking and Writing\*

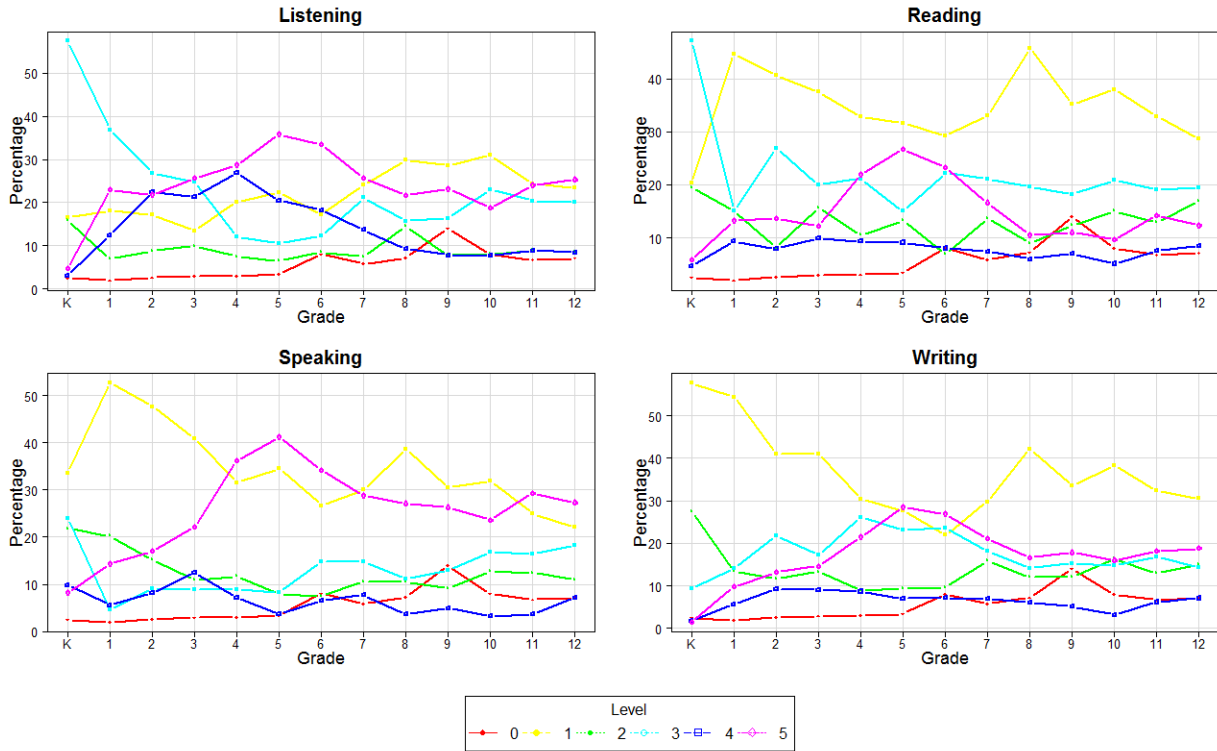
Grade	Speaking							Writing						
	N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>K</b>	8,140	2.5	33.6	21.9	24.0	9.8	8.2	8,140	2.5	57.8	27.4	9.3	1.7	1.4
<b>1</b>	992	1.9	53.0	20.4	4.6	5.6	14.4	992	1.9	54.7	13.5	14.2	5.7	9.9
<b>2</b>	680	2.6	47.9	15.1	9.1	8.1	17.1	680	2.6	41.2	11.8	21.9	9.3	13.2
<b>3</b>	605	3.0	41.7	11.1	9.1	12.7	22.5	605	3.0	41.8	13.6	17.5	9.3	14.9
<b>4</b>	487	3.1	32.0	11.9	9.0	7.2	36.8	487	3.1	30.8	9.0	26.5	8.8	21.8
<b>5</b>	382	3.4	34.8	8.1	8.4	3.7	41.6	382	3.4	28.0	9.4	23.3	7.1	28.8
<b>6</b>	391	8.2	27.4	7.7	15.1	6.6	35.0	391	8.2	22.5	10.0	24.3	7.4	27.6
<b>7</b>	370	5.9	30.8	10.8	15.1	7.8	29.5	370	5.9	30.5	16.2	18.6	7.0	21.6
<b>8</b>	326	7.4	39.3	10.7	11.3	3.7	27.6	326	7.4	42.9	12.3	14.4	6.1	16.9
<b>9</b>	461	14.3	31.2	9.3	13.2	5.0	26.9	461	14.3	34.3	12.4	15.6	5.2	18.2
<b>10</b>	302	8.3	33.1	13.2	17.5	3.3	24.5	302	8.3	39.7	16.9	15.2	3.3	16.6
<b>11</b>	210	7.1	26.7	13.3	17.6	3.8	31.4	210	7.1	34.8	13.8	18.1	6.7	19.5
<b>12</b>	143	7.7	23.8	11.9	19.6	7.7	29.4	143	7.7	32.9	16.1	15.4	7.7	20.3
<b>Total</b>	13,489	3.6	35.7	18.4	18.7	8.5	15.1	13,489	3.6	50.2	21.5	13	3.8	7.8

\* Level 0: Performance Not Determined. Scores for domain tests marked as Exemption or Not Attempted are excluded

**Table Error! No text of specified style in document..6 Percentage of Students in Each Overall Proficiency Category by Grade**

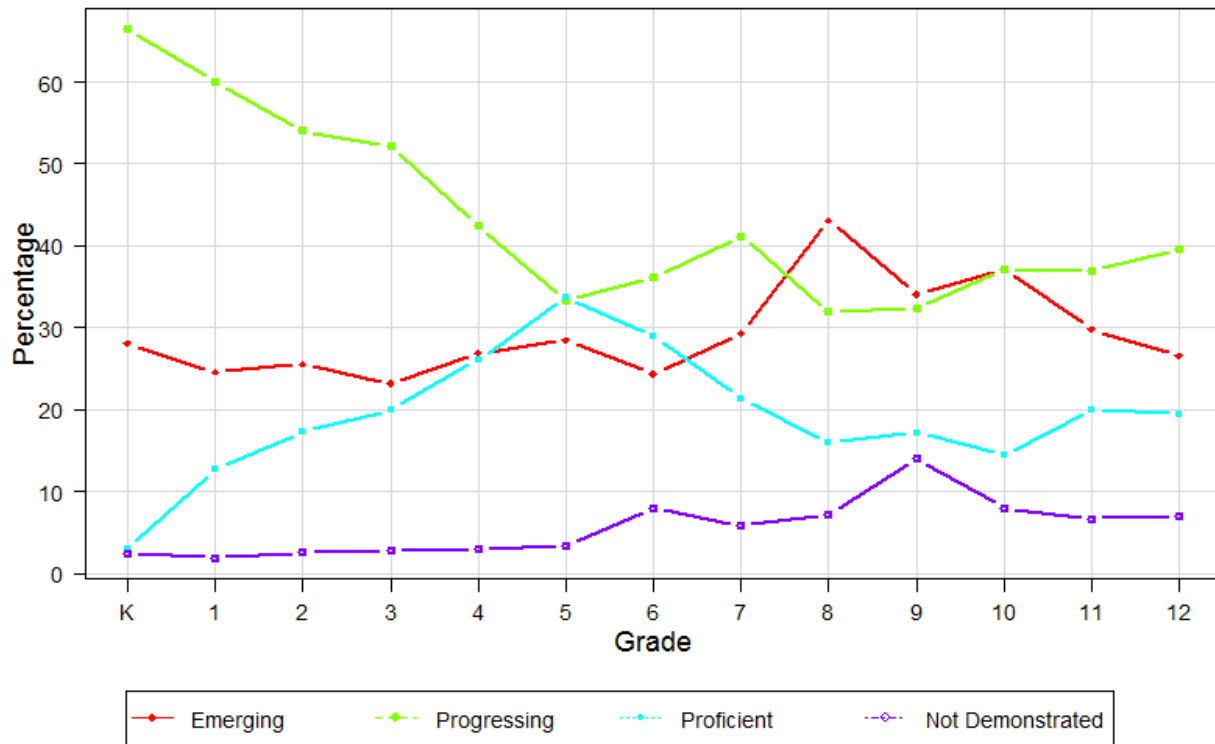
<b>Grade</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>	<b>Proficiency Not Demonstrated</b>
<b>K</b>	8,144	28.1	66.5	3.0	2.5
<b>1</b>	992	24.8	60.4	12.9	1.9
<b>2</b>	680	25.7	54.3	17.4	2.6
<b>3</b>	605	23.6	53.1	20.3	3.0
<b>4</b>	487	27.3	43.1	26.5	3.1
<b>5</b>	382	28.8	33.8	34.0	3.4
<b>6</b>	391	25.1	37.1	29.7	8.2
<b>7</b>	370	30.0	42.2	21.9	5.9
<b>8</b>	326	43.9	32.5	16.3	7.4
<b>9</b>	461	34.9	33.2	17.6	14.3
<b>10</b>	302	38.4	38.4	14.9	8.3
<b>11</b>	210	31.9	39.5	21.4	7.1
<b>12</b>	143	28.7	42.7	21.0	7.7
<b>Total</b>	13,493	28.4	58.3	9.8	3.6

**Figure Error! No text of specified style in document..3 Percentage of Students in Performance Levels\***



\* Level 0: Performance Not Determined. Scores for domain tests marked as Exemption or Not Attempted are excluded.

Figure Error! No text of specified style in document..4 Percentage of Students in Proficiency Levels\*



\* The percentage of students marked Proficiency Not Attempted is excluded.

### 3.3 2020–2021 TESTING TIME FOR ONLINE SCREENER TESTS

In the 2020–2021 OELPS tests, students who did not have any domain exemptions proceeded to Segments 2 and 3 (Step 2) and proceeded to Segment 4 (Step 3) if their raw scores met or exceeded the threshold score for Step 2 (refer to Table 2.1). Therefore, students who exited at Step 3 took more items than those who stopped at Step 2. Table Error! No text of specified style in document..7 summarizes testing time by end step in each grade/grade band for the OELPS tests. Testing time was computed based on the total page time a student spent on each item in Steps 1 and 2, as well as Step 3 if the student proceeded to Step 3. Therefore, page time for test administrators’ (TAs) responses, such as the time TAs spent on scoring the Step 2A items, was not included in the testing time summary. In addition, students who had any non-attempted or exempted domains or had proficiency not demonstrated were excluded. As expected, students who ended the test at Step 3 had longer testing times than those who ended at Step 2. In addition, upper grade tests had longer testing times than the lower grade tests due to the tests being longer and the items being more complex.

**Table Error! No text of specified style in document..7 Testing Time for the 2020–2021 Online Screener Tests**

Grade/Grade Band	End Step	N	N of Items	Testing Time (Minutes)								
				Min	P10	P25	P50	P75	P90	Max	Mean	SD
K	Step 2	6,847	18	0.2	4.8	5.4	6.3	7.6	9.3	34.3	6.8	2.1
	Step 3	1,062	34	7.9	13.2	14.7	16.5	19.4	22.6	46.9	17.4	4.1
1	Step 2	551	19	2.7	6.6	7.5	8.7	10.5	12.4	53.4	9.3	3.4
	Step 3	408	37	13.2	17.1	19.1	22.3	27.4	33.1	61.8	24.1	7.0
2–3	Step 2	677	20	1.0	6.1	7.0	8.5	11.0	13.4	28.9	9.2	3.2
	Step 3	555	38	18.4	25.3	29.7	35.8	44.0	53.4	124.6	38.2	13.0
4–5	Step 2	420	21	1.4	8.1	10.2	13.0	16.5	21.0	71.3	13.9	5.9
	Step 3	410	43	16.8	25.5	30.9	37.5	46.1	53.9	138.4	39.6	13.3
6–8	Step 2	499	19	0.4	6.7	9.0	12.0	15.9	19.9	100.6	13.0	7.0
	Step 3	496	42	15.6	27.5	32.1	39.1	48.6	62.1	121.2	42.3	14.7
9–12	Step 2	547	20	0.2	9.0	11.8	14.8	20.4	26.9	63.3	16.5	7.9
	Step 3	416	42	14.2	28.8	35.6	43.7	56.9	72.7	194.8	48.0	19.5

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## Chapter 4. Reliability

In the same procedure as described in Chapter 4 in Part I of the technical report, the test reliability for screener tests is assessed using

- marginal standard error of measurement (MSEM);
- marginal reliability;
- conditional standard error of measurement (CSEM); and
- classification accuracy (CA) and classification consistency (CC).

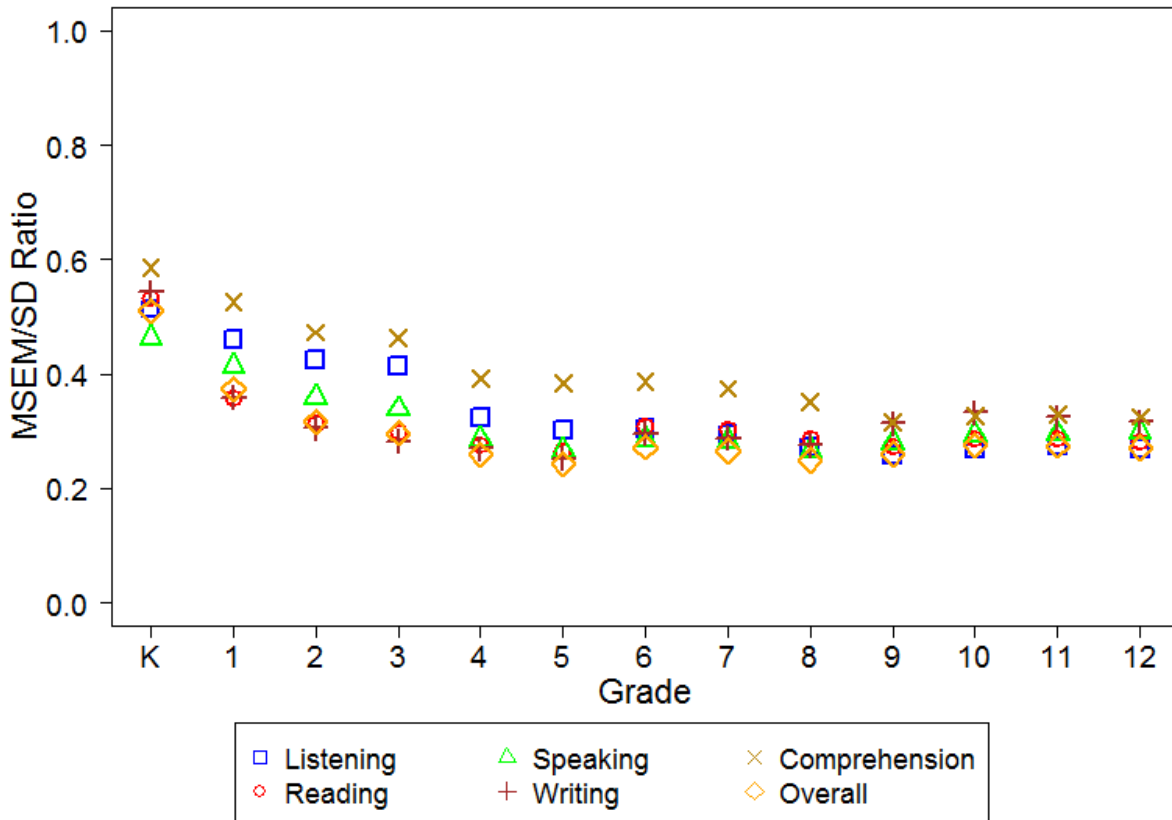
In addition, since the Ohio English Language Proficiency Screener (OELPS) used local test administrators (TAs) for handscoring in the 2020–2021 test administration, inter-rater analysis was not conducted. The results for the 2020–2021 OELPS assessment are illustrated in this chapter and in Section 6 of Part II of the appendix:

- Section 6. Screener Assessment—Conditional Standard Error of Measurement (CSEM)
  - Figures S6.1–S6.13 show the CSEM plots for the domain, overall, and comprehension scores. If an OELPS test applies to multiple grades, the CSEM plots are broken down by grade. Scores can be computed from tests that end at Step 2 or Step 3. Because students stopping after Step 2 completed a shorter test, it is expected that these students' scores would have a greater error. The CSEM plots use different colors to differentiate the students who ended the test after Step 2 from those completed Step 3.

### 4.1 MARGINAL STANDARD ERROR OF MEASUREMENT

As described in Part I, the MSEM is a way to examine score reliability. The ratio of MSEM and the standard deviation of scale scores can also indicate the measure errors, and the analysis for the ratio is displayed in Figure Error! **No text of specified style in document..5**.

Figure Error! No text of specified style in document..5 Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain\*



\* Scores for domain tests marked as Exemption are excluded.

## 4.2 MARGINAL RELIABILITY

Table Error! No text of specified style in document..8 and Figure Error! No text of specified style in document..6 show the marginal reliability by grade. The marginal reliabilities by domain were obtained using the domain scores based on the multidimensional item response theory (MIRT) models, and the overall and comprehension marginal reliabilities were obtained using the overall and comprehension scores based on the bi-factor models. Kindergarten had lower marginal reliability than the other grades. Writing had lower marginal reliability at kindergarten, grade 1 and high school grades but had higher reliability in grades 2–8. Listening had relatively lower reliability than the other domains in grades 1–5. In addition, Section 6 of Part II of the appendix displays CSEM plots by grade. Groups with fewer than 50 students were excluded from the plots of marginal reliability by groups.

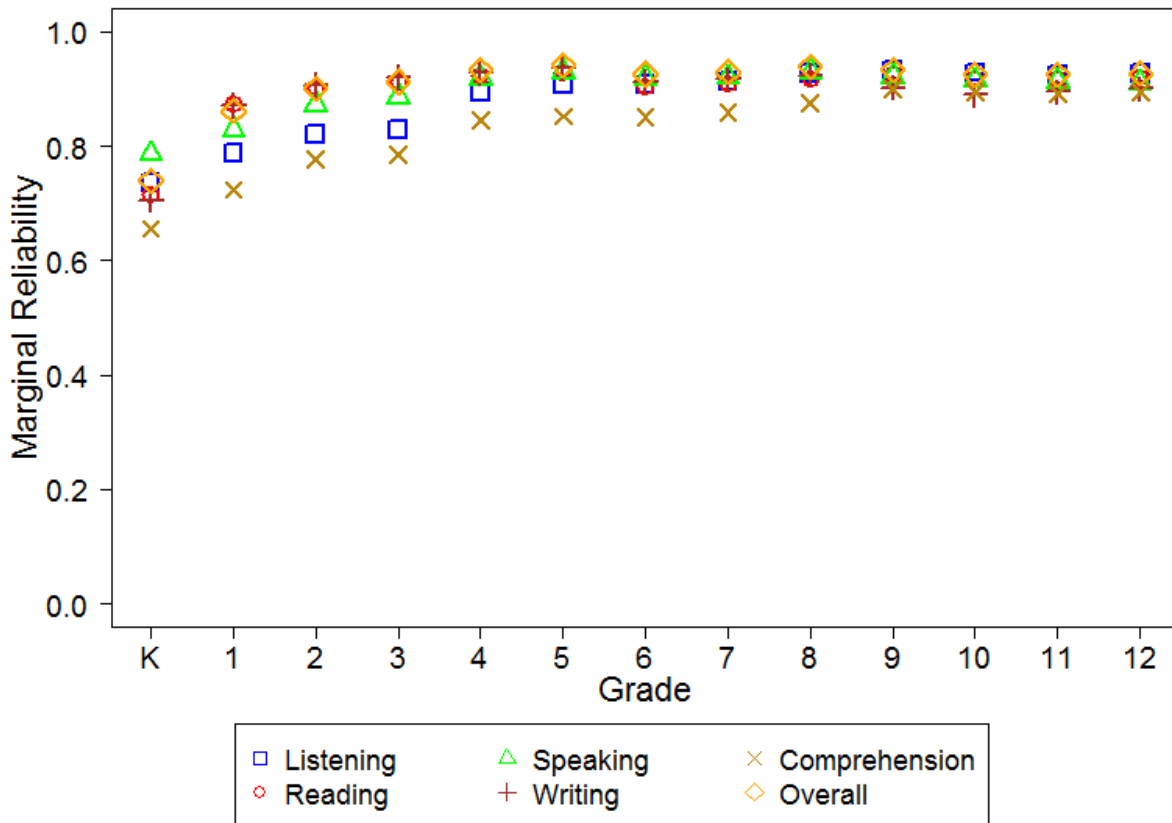
**Table Error! No text of specified style in document..8 Marginal Reliability by Score and Grade\***

<b>Grade</b>	<b>N</b>	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>K</b>	7,940	0.74	0.72	0.79	0.71	0.66	0.74
<b>1</b>	973	0.79	0.87	0.83	0.87	0.72	0.86
<b>2</b>	662	0.82	0.90	0.87	0.91	0.78	0.90
<b>3</b>	587	0.83	0.91	0.89	0.92	0.79	0.91
<b>4</b>	472	0.89	0.92	0.92	0.93	0.85	0.93
<b>5</b>	369	0.91	0.93	0.93	0.94	0.85	0.94
<b>6</b>	359	0.91	0.90	0.92	0.91	0.85	0.93
<b>7</b>	348	0.91	0.91	0.92	0.92	0.86	0.93
<b>8</b>	302	0.93	0.92	0.93	0.92	0.88	0.94
<b>9</b>	395	0.93	0.92	0.92	0.90	0.90	0.93
<b>10</b>	277	0.93	0.92	0.91	0.89	0.89	0.92
<b>11</b>	195	0.93	0.92	0.91	0.89	0.89	0.92
<b>12</b>	132	0.93	0.92	0.91	0.90	0.89	0.93

\* Scores for domain tests marked as Exemption or Not Attempted are excluded.



Figure Error! No text of specified style in document..6 Marginal Reliability\*



\* Scores for domain tests marked as Exemption are excluded.

### 4.3 CLASSIFICATION ACCURACY AND CONSISTENCY

As described in Section 6.4 in Part I, CA analysis investigates how precisely students are classified into each performance level. CC analysis investigates how consistently students are classified into each performance level across two independent test administrations of equivalent forms. Since obtaining test scores from two independent test administrations is not feasible due to issues such as logistics and cost constraints, the CC index is computed with the assumption that the same test is independently administered twice to the same group of students. The CA and CC rates for each performance level are higher for the levels with a smaller standard error. Also, the CA and CC indices for the overall proficiency categories are lower than that of each performance level due to multiple cuts

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Table **Error! No text of specified style in document..10** and Figure **Error! No text of specified style in document..7** show CA, and Table **Error! No text of specified style in document..11** and Figure **Error! No text of specified style in document..8** display the CC for each cut score. Across the four performance cut scores, the CA indices are all above 0.8, denoting that the degree to which we can reliably differentiate students between adjacent performance levels is typically above 0.8. The accuracy indices in grades 4 and higher are above 0.9 for all domains. In terms of CC, the indices are above 0.73 in all cuts and all grades.

Table **Error! No text of specified style in document..12** and Figure **Error! No text of specified style in document..9** display the CA and CC for overall proficiency levels. The plot shows that all the accuracy and consistency indices are above 0.8. The accuracy and consistency indices for cut score 1 are lower than those for cut score 2 in kindergarten and are comparable to those for cut score 2 in the other grades.

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*Table Error! No text of specified style in document..9* presents the overall CA and CC by domain. CC rates can be lower than CA because CC is based on two tests with measurement errors, while CA is based on one test with a measurement error and the true score. The CA and CC rates for each performance level are higher for the levels with a smaller standard error. Also, the CA and CC indices for the overall proficiency categories are lower than that of each performance level due to multiple cuts

Table *Error! No text of specified style in document..10* and Figure *Error! No text of specified style in document..7* show CA, and Table *Error! No text of specified style in document..11* and Figure *Error! No text of specified style in document..8* display the CC for each cut score. Across the four performance cut scores, the CA indices are all above 0.8, denoting that the degree to which we can reliably differentiate students between adjacent performance levels is typically above 0.8. The accuracy indices in grades 4 and higher are above 0.9 for all domains. In terms of CC, the indices are above 0.73 in all cuts and all grades.

Table *Error! No text of specified style in document..12* and Figure *Error! No text of specified style in document..9* display the CA and CC for overall proficiency levels. The plot shows that all the accuracy and consistency indices are above 0.8. The accuracy and consistency indices for cut score 1 are lower than those for cut score 2 in kindergarten and are comparable to those for cut score 2 in the other grades.

*Table Error! No text of specified style in document..9 OELPS Overall Classification Accuracy and Consistency for Domain Performance Levels by Domain and Grade\**

Grade	Accuracy				Consistency			
	Listening	Reading	Speaking	Writing	Listening	Reading	Speaking	Writing
<b>K</b>	0.68	0.59	0.60	0.71	0.56	0.48	0.52	0.62
<b>1</b>	0.63	0.71	0.68	0.75	0.52	0.63	0.62	0.69
<b>2</b>	0.62	0.74	0.70	0.75	0.52	0.66	0.64	0.67
<b>3</b>	0.63	0.71	0.69	0.74	0.53	0.64	0.62	0.67
<b>4</b>	0.71	0.75	0.76	0.76	0.62	0.67	0.70	0.69
<b>5</b>	0.76	0.77	0.81	0.78	0.68	0.70	0.77	0.71
<b>6</b>	0.75	0.75	0.77	0.75	0.66	0.66	0.71	0.67
<b>7</b>	0.75	0.74	0.76	0.74	0.67	0.66	0.69	0.67
<b>8</b>	0.76	0.78	0.81	0.78	0.68	0.71	0.74	0.72
<b>9</b>	0.79	0.77	0.78	0.74	0.72	0.70	0.72	0.67
<b>10</b>	0.78	0.77	0.77	0.74	0.70	0.70	0.69	0.67
<b>11</b>	0.78	0.74	0.75	0.72	0.69	0.67	0.67	0.64
<b>12</b>	0.76	0.59	0.74	0.71	0.68	0.48	0.67	0.63

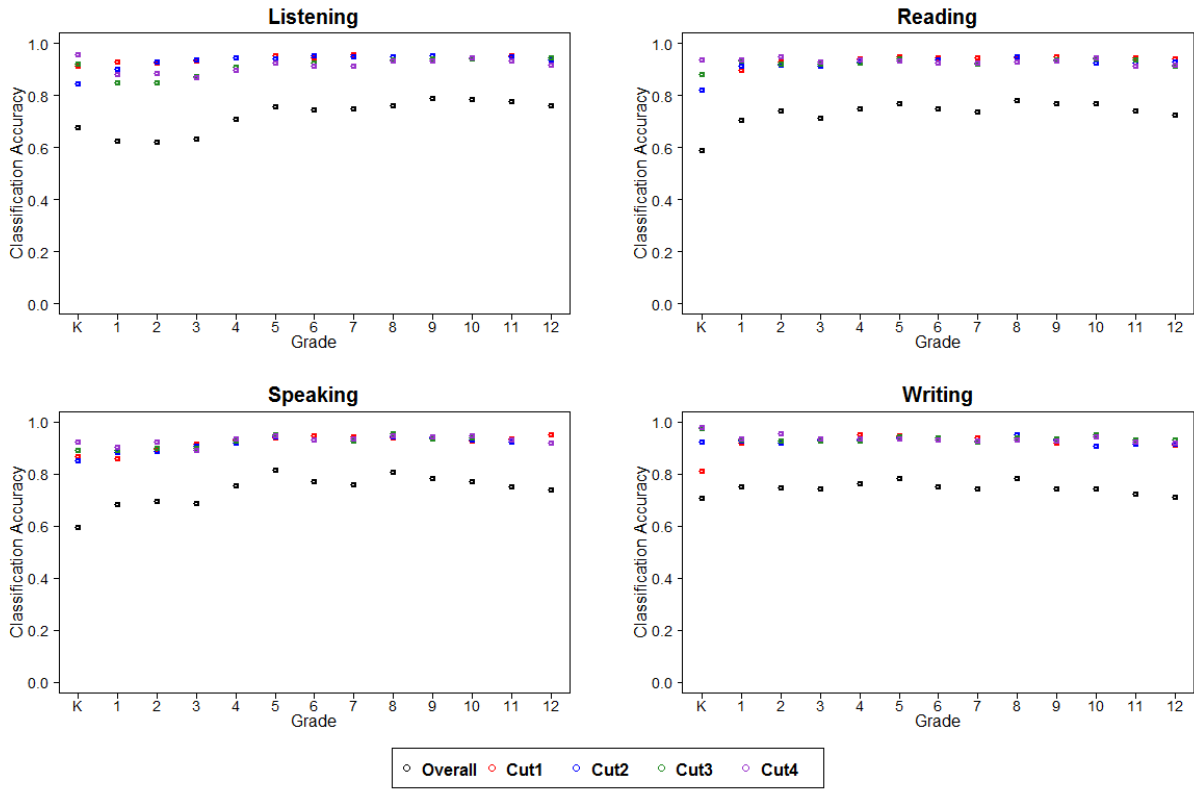
\* Scores for domain tests marked as Exemption or Not Attempted are excluded.

**Table Error! No text of specified style in document..10 Classification Accuracy for Each Cut by Domain and Grade\***

Grade	Listening				Reading				Speaking				Writing			
	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4
<b>K</b>	0.91	0.84	0.92	0.96	0.88	0.82	0.88	0.94	0.87	0.85	0.89	0.92	0.81	0.92	0.97	0.98
<b>1</b>	0.93	0.90	0.85	0.88	0.90	0.91	0.93	0.94	0.86	0.88	0.89	0.90	0.92	0.93	0.93	0.93
<b>2</b>	0.93	0.93	0.85	0.88	0.93	0.92	0.92	0.95	0.90	0.89	0.90	0.92	0.93	0.92	0.93	0.96
<b>3</b>	0.93	0.94	0.87	0.87	0.93	0.91	0.92	0.93	0.92	0.91	0.90	0.89	0.93	0.93	0.93	0.94
<b>4</b>	0.94	0.94	0.91	0.90	0.94	0.93	0.92	0.94	0.93	0.92	0.93	0.94	0.95	0.93	0.93	0.94
<b>5</b>	0.95	0.94	0.92	0.92	0.95	0.93	0.94	0.93	0.94	0.94	0.95	0.95	0.95	0.94	0.94	0.93
<b>6</b>	0.94	0.95	0.93	0.91	0.94	0.93	0.92	0.92	0.95	0.93	0.93	0.93	0.93	0.93	0.94	0.93
<b>7</b>	0.96	0.95	0.91	0.91	0.94	0.92	0.92	0.92	0.94	0.93	0.93	0.93	0.94	0.93	0.92	0.93
<b>8</b>	0.93	0.95	0.94	0.93	0.95	0.95	0.93	0.93	0.94	0.94	0.96	0.95	0.94	0.95	0.94	0.93
<b>9</b>	0.95	0.95	0.94	0.93	0.95	0.93	0.94	0.93	0.94	0.94	0.94	0.94	0.92	0.93	0.93	0.93
<b>10</b>	0.94	0.94	0.94	0.95	0.94	0.92	0.94	0.94	0.93	0.93	0.94	0.95	0.91	0.91	0.95	0.94
<b>11</b>	0.95	0.95	0.93	0.93	0.94	0.92	0.93	0.91	0.94	0.92	0.93	0.93	0.92	0.91	0.93	0.92
<b>12</b>	0.95	0.94	0.95	0.92	0.94	0.93	0.91	0.92	0.95	0.92	0.92	0.92	0.91	0.92	0.93	0.92

\* Scores for domain tests marked as Exemption or Not Attempted are excluded. Cut scores 1–4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

Figure Error! No text of specified style in document..7 Classification Accuracy\*



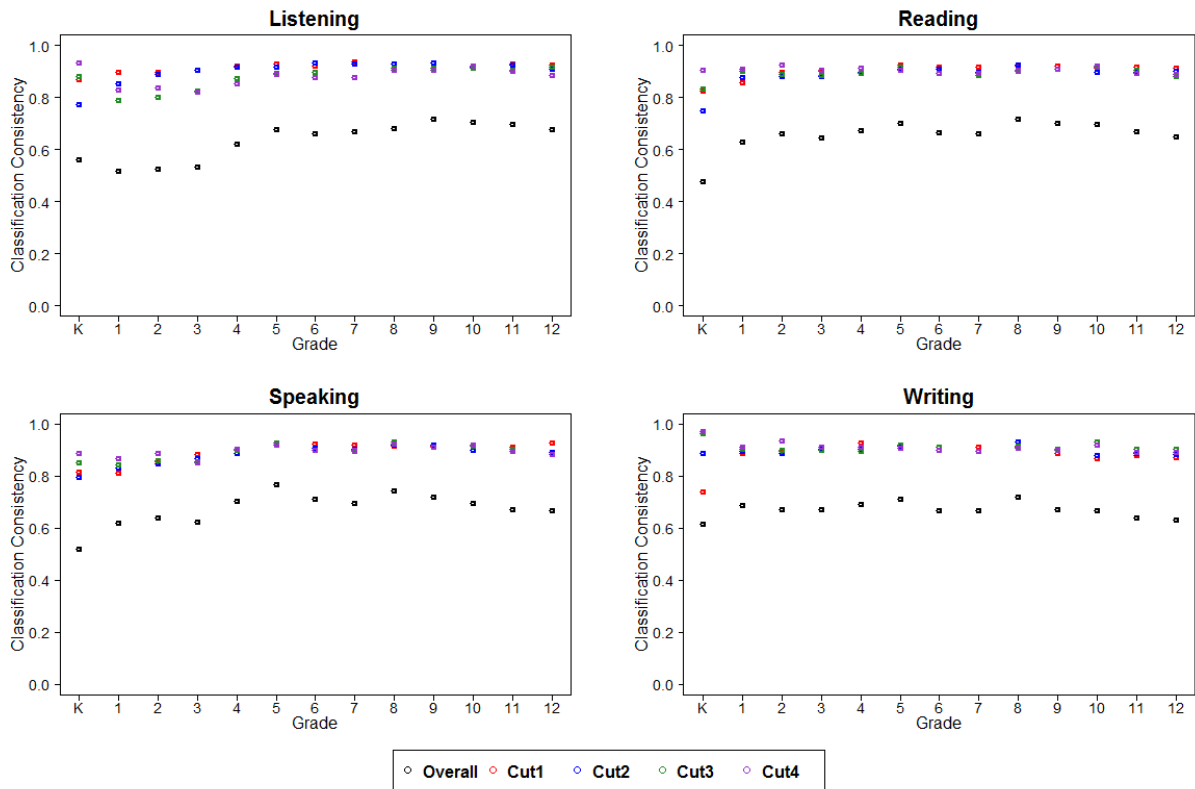
\* Scores for domain tests marked as Exemption or Not Attempted are excluded. Cut scores 1–4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

**Table Error! No text of specified style in document..11 Classification Consistency for Each Cut by Domain and Grade\***

Grade	Listening				Reading				Speaking				Writing			
	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4	Cut 1	Cut 2	Cut 3	Cut 4
<b>K</b>	0.87	0.77	0.88	0.93	0.83	0.75	0.83	0.91	0.81	0.79	0.85	0.89	0.74	0.89	0.96	0.97
<b>1</b>	0.89	0.85	0.79	0.83	0.86	0.88	0.90	0.91	0.81	0.83	0.84	0.87	0.89	0.90	0.90	0.91
<b>2</b>	0.89	0.89	0.80	0.84	0.90	0.88	0.89	0.93	0.85	0.85	0.86	0.89	0.89	0.89	0.90	0.93
<b>3</b>	0.90	0.90	0.83	0.82	0.90	0.88	0.89	0.90	0.88	0.87	0.86	0.85	0.90	0.90	0.90	0.91
<b>4</b>	0.92	0.92	0.87	0.85	0.91	0.90	0.89	0.91	0.90	0.89	0.90	0.90	0.93	0.90	0.90	0.91
<b>5</b>	0.93	0.92	0.89	0.89	0.92	0.91	0.92	0.90	0.92	0.92	0.93	0.92	0.92	0.91	0.92	0.91
<b>6</b>	0.92	0.93	0.90	0.88	0.92	0.91	0.89	0.89	0.92	0.91	0.90	0.90	0.90	0.90	0.91	0.90
<b>7</b>	0.94	0.93	0.88	0.88	0.92	0.90	0.89	0.89	0.92	0.90	0.90	0.90	0.91	0.90	0.89	0.90
<b>8</b>	0.90	0.93	0.91	0.90	0.92	0.93	0.90	0.91	0.91	0.92	0.93	0.92	0.91	0.93	0.91	0.91
<b>9</b>	0.93	0.93	0.91	0.90	0.92	0.91	0.91	0.91	0.92	0.92	0.91	0.91	0.89	0.90	0.90	0.90
<b>10</b>	0.92	0.92	0.91	0.92	0.91	0.90	0.92	0.92	0.90	0.90	0.91	0.92	0.87	0.88	0.93	0.92
<b>11</b>	0.93	0.92	0.90	0.90	0.91	0.90	0.90	0.89	0.91	0.90	0.90	0.89	0.88	0.88	0.90	0.89
<b>12</b>	0.93	0.91	0.91	0.89	0.91	0.90	0.88	0.89	0.93	0.89	0.88	0.88	0.87	0.88	0.90	0.89

\* Scores for domain tests marked as Exemption or Not Attempted are excluded. Cut scores 1–4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

Figure Error! No text of specified style in document..8 Classification Consistency\*



\* Scores for domain tests marked as Exemption or Not Attempted are excluded. Cut scores 1–4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

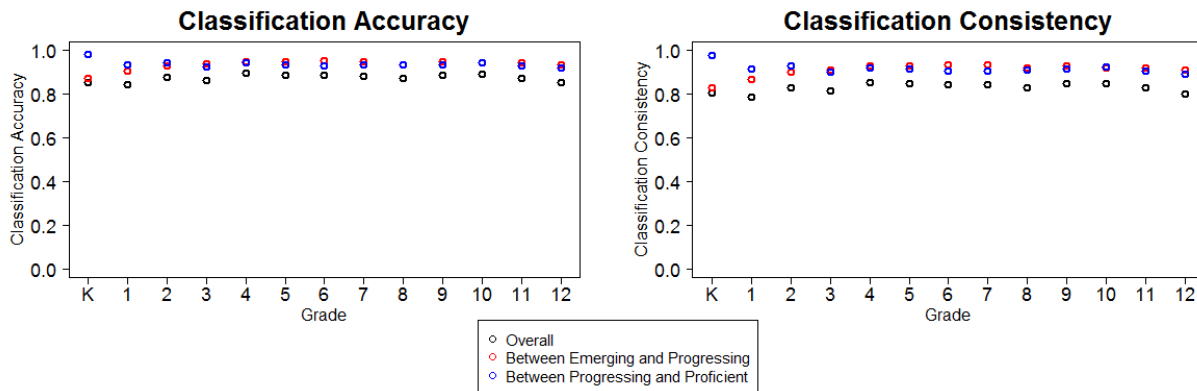


**Table Error! No text of specified style in document..12 Screener Classification for Overall Proficiency Classifications by Grade**

Grade	Accuracy			Consistency		
	Overall	Between Emerging and Progressing Cut 1	Between Progressing and Proficient Cut 2	Overall	Between Emerging and Progressing Cut 1	Between Progressing and Proficient Cut 2
<b>K</b>	0.86	0.87	0.98	0.81	0.83	0.98
<b>1</b>	0.84	0.91	0.93	0.79	0.87	0.92
<b>2</b>	0.88	0.93	0.95	0.83	0.90	0.93
<b>3</b>	0.86	0.94	0.92	0.82	0.91	0.90
<b>4</b>	0.90	0.95	0.95	0.85	0.93	0.92
<b>5</b>	0.89	0.95	0.94	0.85	0.93	0.92
<b>6</b>	0.89	0.96	0.93	0.85	0.94	0.91
<b>7</b>	0.88	0.95	0.93	0.85	0.94	0.91
<b>8</b>	0.87	0.94	0.93	0.83	0.92	0.91
<b>9</b>	0.89	0.95	0.94	0.85	0.93	0.92
<b>10</b>	0.89	0.95	0.95	0.85	0.92	0.93
<b>11</b>	0.87	0.94	0.93	0.83	0.92	0.91
<b>12</b>	0.85	0.93	0.92	0.80	0.91	0.89

\* Cut 1 falls between Emerging and Progressing; Cut 2 falls between Progressing and Proficient.

**Figure Error! No text of specified style in document..9 Proficiency Classification\***



\* Cut 1 falls between Emerging and Progressing; Cut 2 falls between Progressing and Proficient.

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## Chapter 5. Validity

Discussions on test development, form construction, scaling, equating, and standard setting can be found in the related documents from ELPA21.

Since the items and the item parameters in the screener tests are from the item pool for summative tests and the purpose of the screener is to predict students' overall English proficiency categories, instead of evaluating the validity aspects the same was as for the summative tests, we evaluate the relationships between the screener and summative tests and summarize the student progress from the time they took the screener tests to the time they took the summative tests. The statistical methods and the results are presented in this chapter and Sections 7–8 of Part II of the appendix:

- Section 7. Student Progress from Screener to Summative—Scatter Plots of Scale Score Change
  - Figures S7.14–S7.19 display scatter plots of scale scores for the screener and summative assessment.
- Section 8. Student Progress from Screener to Summative—Comparison of Scale Scores
  - Tables S8.1–S8.6 summarize the comparisons of scale score summary statistics for domain, overall, and comprehension scores.

### 5.1 CORRELATIONS BETWEEN SUMMATIVE AND SCREENER TESTS

Students who took the ELPA21 screener and were classified as an English learner (Proficiency Not Demonstrated, Emerging, or Progressing) would in general be expected to also take the ELPA21 summative assessment. The test questions on the screener and summative assessments are drawn from the same item pools and assess the same English Language Proficiency (ELP) standards adopted by the state of Ohio. We identified the students who completed both the screener and summative assessments and compared their performance across the two occasions.

The correlation between the scale scores from the summative and screener tests is assessed using Pearson correlations. The correlation between the performance levels from both tests is assessed using Goodman and Kruskal's gamma correlation (Goodman & Kruskal, 1954). The gamma correlation, or gamma statistics, is for ordinal level data with a small number of response categories. It is designed to determine how effectively a researcher can use the information about an individual measured on one variable to predict the measure of the individual on another variable. The correlation results are presented in Table Error! **No text of specified style in document.** 14 shows the gamma correlations between domain performance levels and test proficiency categories. Gamma correlation measures the strength of association of the cross tabulated data when both variables are measured at the ordinal level. As with the correlations between scale scores presented in Error! **Not a valid bookmark self-reference.**, kindergarten has the lowest correlations in all domain performance levels and overall proficiency categories. For grade 2 and above, the correlations are about 0.8 except for the speaking domain. In addition, the correlations between proficiency categories are generally higher than those between domain performance levels. This is because there are three levels in overall proficiency while there are five levels in domain performance.

These correlations show predictive validity between the screener and summative tests because they were given to the same students at different times.

*Table 5.1 and Table Error! No text of specified style in document..14.*

Table Error! No text of specified style in document..14 shows the gamma correlations between domain performance levels and test proficiency categories. Gamma correlation measures the strength of association of the cross tabulated data when both variables are measured at the ordinal level. As with the correlations between scale scores presented in **Error! Not a valid bookmark self-reference.**, kindergarten has the lowest correlations in all domain performance levels and overall proficiency categories. For grade 2 and above, the correlations are about 0.8 except for the speaking domain. In addition, the correlations between proficiency categories are generally higher than those between domain performance levels. This is because there are three levels in overall proficiency while there are five levels in domain performance. These correlations show predictive validity between the screener and summative tests because they were given to the same students at different times.

Table Error! No text of specified style in document..13 shows the Pearson correlation between the screener and the summative tests in domain and composite scores. Correlations of all types of scores are the lowest in the kindergarten test; the correlations are above 0.70 in each domain and composite scale scores in grade 2 and above. The speaking tests have relatively higher correlations than the other three domains in kindergarten and grade 1 but have lower correlations in middle and high school.

Table Error! No text of specified style in document..14 shows the gamma correlations between domain performance levels and test proficiency categories. Gamma correlation measures the strength of association of the cross tabulated data when both variables are measured at the ordinal level. As with the correlations between scale scores presented in **Error! Not a valid bookmark self-reference.**, kindergarten has the lowest correlations in all domain performance levels and overall proficiency categories. For grade 2 and above, the correlations are about 0.8 except for the speaking domain. In addition, the correlations between proficiency categories are generally higher than those between domain performance levels. This is because there are three levels in overall proficiency while there are five levels in domain performance. These correlations show predictive validity between the screener and summative tests because they were given to the same students at different times.

*Table Error! No text of specified style in document..13 Pearson Correlations Between Scale Scores for the Screener and Summative Assessments\**

Grade/Grade Band	Listening		Reading		Speaking		Writing		Comprehension		Overall	
	N	Corr	N	Corr	N	Corr	N	Corr	N	Corr	N	Corr
K	6,968	.058	6,947	.056	6,934	.067	6,935	.053	6,972	.051	6,975	.068
1	709	.074	704	.075	705	.075	705	.073	709	.074	709	.080
2-3	862	.080	853	.082	856	.080	855	.084	862	.079	864	.086
4-5	486	.077	478	.074	479	.074	480	.080	486	.074	486	.081
6-8	615	.079	613	.078	607	.076	610	.080	615	.078	615	.083
9-12	641	.079	640	.078	636	.071	637	.078	646	.078	647	.081

\* Results are based on the subset of students with results for both the screener and summative assessments.

**Table Error! No text of specified style in document..14 Gamma Correlations Between Domain/Proficiency Classifications for the Screener and Summative Assessments\***

Grade/Grade Band	Listening		Reading		Speaking		Writing		Overall Proficiency	
	N	Corr	N	Corr	N	Corr	N	Corr	N	Corr
<b>K</b>	7,124	.068	7,072	.061	7,058	.062	7,062	.059	6,975	.087
<b>1</b>	720	.078	714	.080	715	.071	716	.083	709	.094
<b>2–3</b>	888	.081	877	.085	880	.071	879	.084	864	.094
<b>4–5</b>	498	.083	489	.083	490	.069	491	.090	486	.095
<b>6–8</b>	674	.084	670	.085	664	.075	666	.087	615	.096
<b>9–12</b>	728	.087	725	.088	721	.074	723	.089	647	.095

\* Results are based on the subset of students with results for both the screener and summative assessments.

## 5.2 STUDENT PROGRESS FROM SCREENER TO SUMMATIVE

Students' progress from the time they took the screener tests to the time they took the summative tests was evaluated by the changes in scale scores and performance levels. The major confounding factor in this result is the measurement error in both assessments. Given the acceptable marginal reliability indices described in Chapter 6 in Part I of the technical report and Chapter 4 in Part II of the technical report, we can still see the trend of student progress.

Figure Error! **No text of specified style in document.**10 and Figure Error! **No text of specified style in document.**11 show the growth of the average domain scores and composite scores, respectively. The average scale scores in the summative assessment are, in general, higher than those in the screener assessment. Since screener and summative are on the same scale, scores within the same band can be compared. In addition, Section 7 of the appendix in Part II presents a scatter plot of scale score changes from screener to summative assessments for each grade or grade band, while Section 8 summarizes a comparison of scale scores between screener and summative assessments.

*Figure Error! **No text of specified style in document.**10 Average Domain Scale Score Progress*

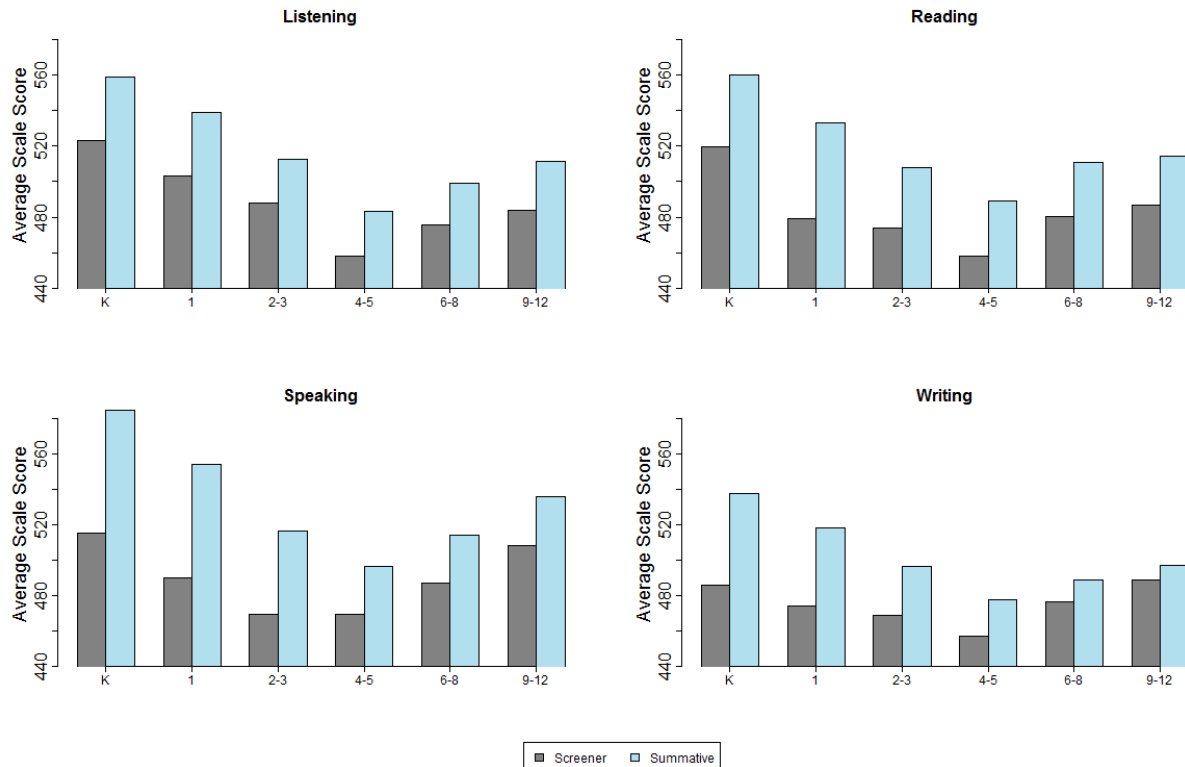


Figure Error! No text of specified style in document..11 Average Overall and Comprehension Scale Score Progress

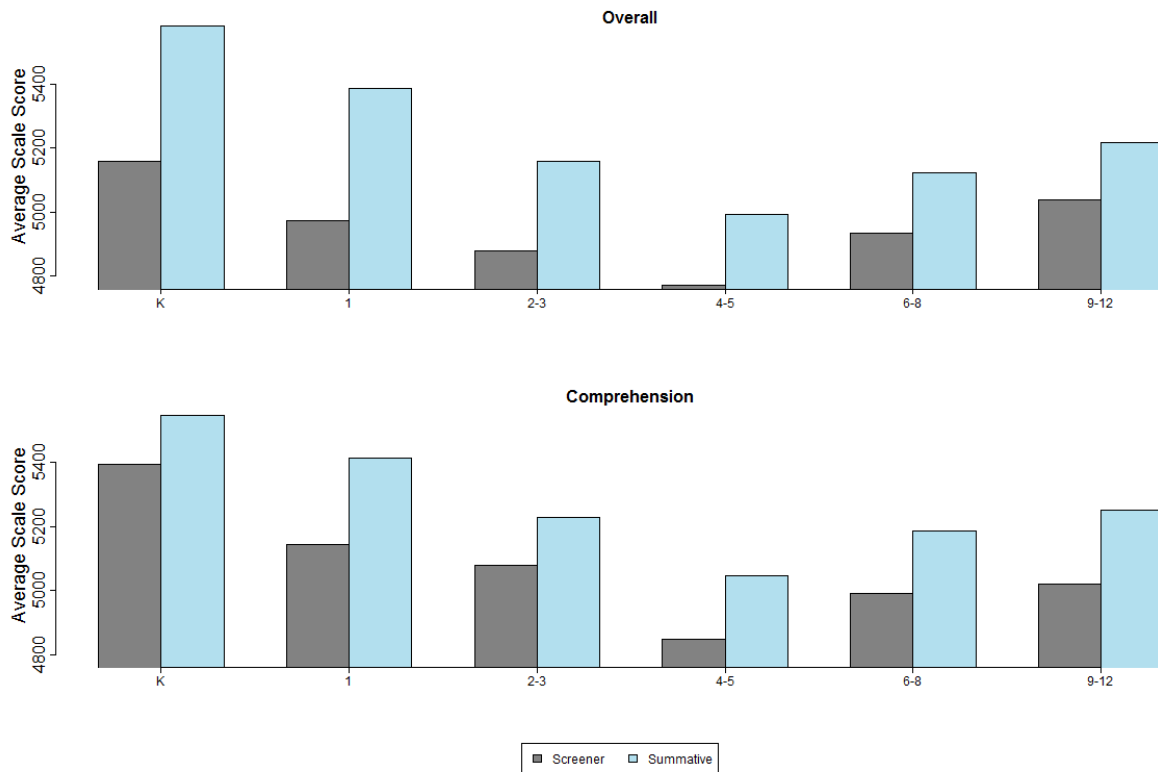
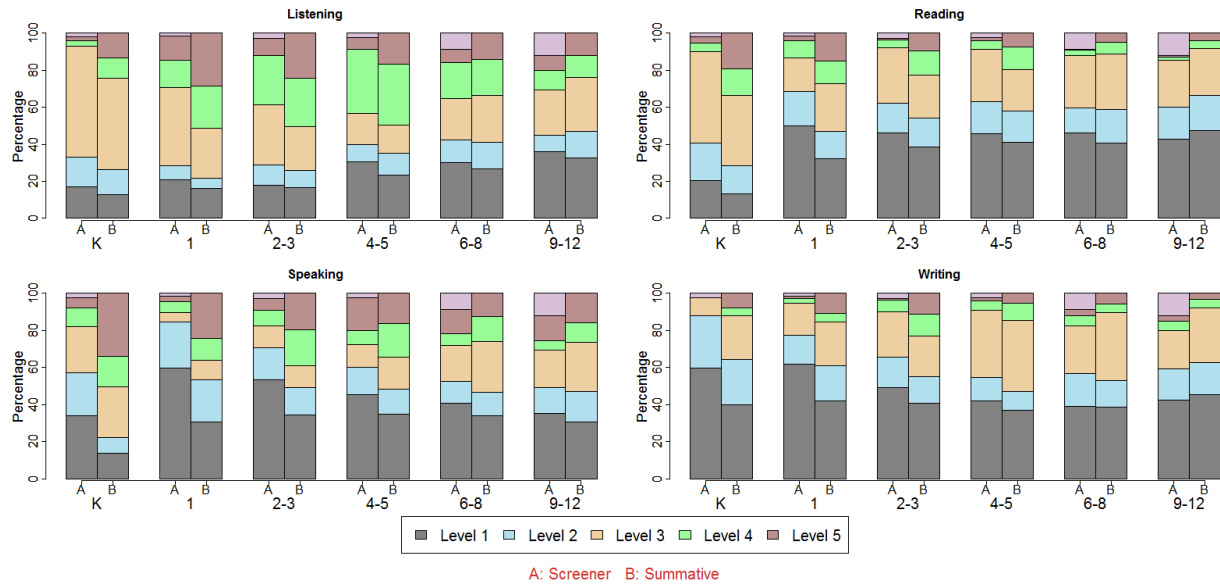
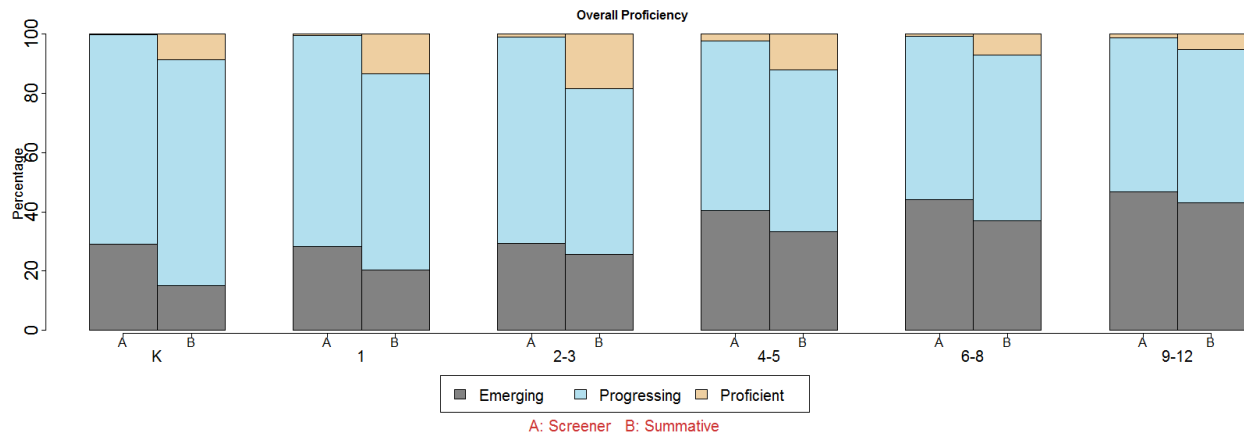


Figure Error! No text of specified style in document.. 12 and Figure Error! No text of specified style in document.. 13 display the percentage of students in each domain performance level and overall proficiency category, respectively. In each pair of bars, the left bar represents the screener test results and the right bar represents the corresponding summative test results. It is within our expectation that the graphs indicate that more students are in higher domain performance levels (i.e., 4 or 5) of overall proficiency categories in the summative tests when compared to the screener tests at each grade/grade band.

**Figure Error! No text of specified style in document..12 Percentages of Domain Performance Level from Screener to Summative**



**Figure Error! No text of specified style in document..13 Percentages of Overall Proficiency from Screener to Summative**



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## Chapter 6. Reporting

As with the summative tests, the screener test results are available in the Online Reporting System (ORS). The detailed introduction to ORS can be found in Chapter 8 in Part I of the technical report. **Error! Reference source not found.** and Figure **Error! No text of specified style in document.** 14 show a sample page of an online score report and the individual student report for the 2020–2021 Ohio English Language Proficiency Screener (OELPS), respectively.



Figure 6.1 ORS Sample Page Showing State's Overall Performance by Grade

ORS Online Reporting System
Logged in as: Demo User [Contact Us](#) [Logout](#)

Score Reports | Reports & Files | State at a Glance

[Inbox](#) | [Search Students](#) | [View/Edit Rosters](#) | This Page: [Help](#) | [Print](#) | [Export](#)

Now viewing: Scores for students who were mine when they tested during the selected administration

### Home Page Dashboard

**Select Test and Year**

Test: OELPS

Administration: 2019-2020

Scores for students who were mine at the end of the selected administration  
 Scores for my current students  
 Scores for students who were mine when they tested during the selected administration

**Select**

Ohio Department of Education

Select a district and then click on a grade and subject to view more information.

#### Overall Performance on the OELPS test, by Grade: Ohio Department of Education, 2019-2020

OELPS

Grade	Number of Students Tested	Percent Determined Proficient
Kindergarten	9530	3%
Grade 1	1518	12%
Grade 2	1155	15%
Grade 3	998	16%
Grade 4	825	31%
Grade 5	835	27%
Grade 6	674	28%
Grade 7	673	24%
Grade 8	574	16%
Grade 9	1037	12%
Grade 10	610	17%
Grade 11	385	23%
Grade 12	230	24%

Based on data from the OELPS, 2019-2020 administration.

**Ohio Department of Education**

Report Generated: 7/15/2020 12:09:14 PM EDT

The number of students tested includes only those students with valid scores.

\*No valid scores for this grade and subject

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**Figure Error! No text of specified style in document..14 Sample Page of an Individual Student Report**

ORS Online Reporting System
Logged in as: Demo User [Contact Us](#) [Logout](#)

Ohio Department of Education

Score Reports
Reports & Files
State at a Glance

[Inbox](#) | [Search Students](#) | [View/Edit Rosters](#) | This Page: [Help](#) [Print](#)

Now viewing: Scores for students who were mine when they tested during the selected administration [Change your Selection](#)

### Individual Student Report

*How did my student perform on the OELPS?*

**Test:** Kindergarten OELPS  
**Year:** 2019-2020  
**Name:** Demo Student 1

**Overall Performance on the Kindergarten OELPS Test: Demo Student 1, 2019-2020**

Name	SSID	Proficiency Status	Date Tested
Demo Student 1	YQ99999999	Progressing	9/5/2019

**Information on Standard Error of Measurement**

**Proficiency Determination**  
**Proficient** - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the OELPS by earning Levels 4 or higher in all domains. Proficient students are not identified as English Learners and do not receive English language development services.  
**Progressing** - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the OELPS by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.  
**Emerging** - Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on the OELPS by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.  
**Proficiency Not Demonstrated** - Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services.

**Performance on the Kindergarten OELPS Test, by Domain: Demo Student 1, 2019-2020**

Domain	Performance Level	Performance Level	Domain Description
Listening	<b>3</b>	Intermediate	When listening, the student at Level 3 is working on: responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.
Reading	<b>3</b>	Intermediate	When reading grade-appropriate text, the student at Level 3 is working on: identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds.
Speaking	<b>3</b>	Intermediate	When speaking, the student at Level 3 is working on: responding to conversations, questions and commands by describing details and actions using nouns, verbs, and prepositions; communicating information and expressing an opinion about a familiar topic; making inferences to answer questions; retelling and sequencing an oral presentation.
Writing	<b>2</b>	Early Intermediate	When writing, the student at Level 2 is working on: recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics.

Like all test scores, these results potentially include some error. However, they are the best available estimate of the student's English proficiency, given the student's test performance on the OELPS.

Based on data from the OELPS, 2019-2020 administration  
 Report Generated: 7/15/2020 12:43:06 PM EDT

**Ohio Department of Education**

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## References

Goodman, L., & Kruskal, W. (1954). Measures of association for cross classifications. *Journal of the American Statistical Association*, *49*, 732–764.

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## **Section 1: Screener Assessment - Raw Score Statistics**

**Table S1.1: Screener Raw Score Summary - Kindergarten**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	1,344	0	2.6	5	1.3
	2	1,286	3	4.8	6	0.6
	3	4,682	4	6.3	13	1.4
	4	249	6	12.0	13	0.9
	5	381	11	12.6	13	0.6
<b>Reading</b>	1	1,656	0	2.2	5	1.1
	2	1,590	2	3.6	7	0.8
	3	3,839	3	4.8	9	1.0
	4	381	5	7.4	9	1.1
	5	474	6	8.5	9	0.6
<b>Speaking</b>	1	2,737	0	1.8	5	1.6
	2	1,779	3	5.3	8	0.8
	3	1,955	5	7.3	12	1.1
	4	799	8	8.9	13	1.6
	5	669	11	13.6	14	0.6
<b>Writing</b>	1	4,700	0	1.5	5	0.9
	2	2,232	3	4.0	8	1.3
	3	757	5	7.5	10	1.9
	4	139	10	10.0	10	0.0
	5	111	10	10.0	10	0.0
<b>Overall</b>	Emerging	2,284	0	10.3	23	3.9
	Progressing	5,413	10	21.5	45	7.8
	Proficient	242	41	44.3	46	1.4

**Table S1.2: Screener Raw Score Summary - Grade 1**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	181	0	3.0	6	1.5
	2	70	4	5.4	7	0.7
	3	368	5	7.5	10	1.0
	4	124	8	9.9	11	1.0
	5	230	10	10.9	11	0.3
<b>Reading</b>	1	446	0	2.4	7	1.3
	2	151	3	5.5	9	1.4
	3	151	4	8.2	11	1.7
	4	93	8	10.5	13	1.0
	5	132	10	12.1	13	0.8
<b>Speaking</b>	1	526	0	4.8	13	3.5
	2	202	8	11.3	15	2.8
	3	46	13	14.5	15	0.6
	4	56	14	14.9	15	0.3
	5	143	15	15.0	15	0.0
<b>Writing</b>	1	543	0	2.5	8	1.5
	2	134	4	6.8	10	2.0
	3	141	5	9.5	11	1.1
	4	57	10	10.3	11	0.4
	5	98	10	10.7	11	0.4
<b>Overall</b>	Emerging	246	0	10.6	32	5.4
	Progressing	599	10	30.2	48	11.3
	Proficient	128	45	48.1	50	1.3

**Table S1.3: Screener Raw Score Summary - Grade 2**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	116	0	2.5	5	1.1
	2	60	3	4.6	6	0.7
	3	183	4	6.6	9	1.0
	4	153	6	8.4	11	1.2
	5	149	8	10.4	11	0.7
<b>Reading</b>	1	276	0	2.1	5	1.2
	2	55	3	4.5	7	1.0
	3	183	4	6.7	11	1.9
	4	54	8	10.3	13	1.1
	5	93	9	11.9	13	1.0
<b>Speaking</b>	1	325	0	3.2	10	2.7
	2	103	6	8.6	12	1.7
	3	62	8	10.3	13	1.9
	4	55	8	12.7	14	0.8
	5	116	12	13.8	14	0.4
<b>Writing</b>	1	279	0	2.3	6	1.3
	2	80	3	5.0	8	1.2
	3	149	5	8.2	12	2.0
	4	63	7	11.7	14	1.5
	5	90	12	14.9	17	1.4
<b>Overall</b>	Emerging	174	0	9.1	22	4.1
	Progressing	369	8	27.5	46	10.1
	Proficient	118	41	49.3	55	3.2

**Table S1.4: Screener Raw Score Summary - Grade 3**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	82	0	3.0	5	1.0
	2	61	3	4.7	6	0.8
	3	153	4	7.0	10	1.2
	4	132	7	9.5	11	1.0
	5	158	9	10.5	11	0.6
<b>Reading</b>	1	230	0	2.5	7	1.5
	2	97	4	6.6	10	1.9
	3	123	5	9.9	13	1.6
	4	61	9	11.5	13	0.9
	5	75	11	12.5	13	0.7
<b>Speaking</b>	1	251	0	3.2	10	3.0
	2	67	6	8.9	12	1.7
	3	55	8	11.5	13	1.6
	4	77	8	13.1	14	0.8
	5	136	13	13.9	14	0.3
<b>Writing</b>	1	252	0	3.1	8	1.7
	2	82	5	8.0	11	1.7
	3	106	6	11.8	15	1.9
	4	56	13	14.2	16	0.7
	5	90	13	15.9	17	0.8
<b>Overall</b>	Emerging	142	1	9.5	24	4.4
	Progressing	321	11	33.5	49	11.6
	Proficient	123	48	51.5	55	2.0

**Table S1.5: Screener Raw Score Summary - Grade 4**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	100	0	1.8	4	1.3
	2	37	2	4.1	5	0.9
	3	60	4	5.6	7	0.9
	4	132	6	7.3	10	0.9
	5	142	7	9.0	10	0.8
<b>Reading</b>	1	162	0	2.9	7	1.7
	2	51	4	6.9	13	2.5
	3	104	5	11.0	18	3.7
	4	46	8	16.1	20	2.5
	5	108	16	19.4	23	1.7
<b>Speaking</b>	1	156	0	2.0	9	2.2
	2	58	4	6.9	13	1.8
	3	44	7	9.8	16	3.2
	4	34	8	13.4	18	4.4
	5	179	15	20.0	21	1.2
<b>Writing</b>	1	150	0	1.0	4	1.1
	2	44	1	3.5	6	1.2
	3	128	3	9.3	16	4.2
	4	43	12	15.4	18	1.5
	5	106	13	18.2	21	1.8
<b>Overall</b>	Emerging	133	0	8.0	19	4.8
	Progressing	209	13	35.7	61	16.3
	Proficient	129	54	65.3	75	4.3

**Table S1.6: Screener Raw Score Summary - Grade 5**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	86	0	2.0	5	1.4
	2	25	3	4.9	6	0.7
	3	41	5	5.9	7	0.7
	4	79	6	7.5	10	0.9
	5	138	7	9.3	10	0.7
<b>Reading</b>	1	122	0	3.6	6	1.4
	2	51	5	7.7	14	2.5
	3	58	6	13.3	19	3.8
	4	35	16	18.1	21	1.3
	5	103	16	20.1	23	1.5
<b>Speaking</b>	1	133	0	2.4	9	2.4
	2	31	6	7.0	13	1.3
	3	32	8	11.4	18	4.1
	4	14	16	17.8	19	1.1
	5	159	16	20.4	21	1.0
<b>Writing</b>	1	107	0	1.4	5	1.2
	2	36	1	3.2	5	0.9
	3	89	3	9.8	17	4.7
	4	27	14	16.5	18	1.1
	5	110	16	19.0	21	1.4
<b>Overall</b>	Emerging	110	0	10.0	22	4.8
	Progressing	129	16	37.9	64	17.2
	Proficient	130	60	67.8	75	3.5



**Table S1.7: Screener Raw Score Summary - Grade 6**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	69	0	3.6	6	1.5
	2	34	5	6.1	8	0.8
	3	49	5	8.5	13	1.6
	4	73	8	12.3	17	2.6
	5	134	13	15.9	18	1.2
<b>Reading</b>	1	117	0	1.3	4	1.1
	2	28	3	3.7	6	0.9
	3	89	4	7.2	11	2.0
	4	32	9	10.8	13	0.9
	5	93	11	12.3	13	0.7
<b>Speaking</b>	1	107	0	2.0	12	2.3
	2	30	5	7.9	16	2.9
	3	59	7	10.5	22	5.0
	4	26	20	22.0	24	1.1
	5	137	20	26.0	27	1.3
<b>Writing</b>	1	88	0	1.9	5	1.3
	2	39	1	4.5	14	2.5
	3	95	3	10.9	20	5.8
	4	29	18	19.7	21	0.6
	5	108	19	21.9	23	0.9
<b>Overall</b>	Emerging	98	0	9.9	18	4.5
	Progressing	145	17	42.4	73	20.8
	Proficient	116	67	74.9	81	3.4

**Table S1.8: Screener Raw Score Summary - Grade 7**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	91	0	4.1	7	1.5
	2	28	5	7.2	10	1.2
	3	80	7	11.2	16	2.8
	4	52	14	15.3	17	0.9
	5	97	13	16.6	18	1.1
<b>Reading</b>	1	125	0	1.6	4	1.3
	2	52	4	6.1	10	1.7
	3	80	5	10.0	13	1.9
	4	28	11	12.1	13	0.8
	5	63	12	12.8	13	0.4
<b>Speaking</b>	1	114	0	2.4	12	2.4
	2	40	6	10.7	18	4.6
	3	56	7	14.3	24	6.5
	4	29	22	23.3	25	0.9
	5	109	23	26.2	27	1.2
<b>Writing</b>	1	113	0	2.3	6	1.7
	2	60	3	8.3	17	4.6
	3	69	7	18.4	22	3.5
	4	26	20	21.1	22	0.7
	5	80	21	22.3	23	0.7
<b>Overall</b>	Emerging	111	0	11.6	52	7.2
	Progressing	156	21	52.4	75	20.5
	Proficient	81	70	77.3	81	2.3

**Table S1.9: Screener Raw Score Summary - Grade 8**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	99	0	4.0	7	1.8
	2	48	5	7.2	10	1.0
	3	52	8	12.1	17	2.9
	4	31	13	15.2	18	1.1
	5	72	14	16.6	18	1.0
<b>Reading</b>	1	152	0	1.8	6	1.4
	2	30	4	6.3	9	1.6
	3	65	6	11.0	13	1.5
	4	20	11	12.6	13	0.6
	5	35	12	12.9	13	0.4
<b>Speaking</b>	1	128	0	2.1	10	2.3
	2	35	6	8.7	18	3.6
	3	37	8	15.9	23	6.3
	4	12	22	23.8	25	1.0
	5	90	22	26.2	27	1.1
<b>Writing</b>	1	140	0	2.7	11	1.8
	2	40	4	9.9	20	5.1
	3	47	8	19.4	22	3.2
	4	20	20	21.6	23	0.8
	5	55	21	22.6	23	0.6
<b>Overall</b>	Emerging	143	0	12.6	46	7.3
	Progressing	106	19	57.8	78	20.0
	Proficient	53	75	78.2	81	1.7

**Table S1.10: Screener Raw Score Summary - Grade 9**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	135	0	3.4	8	2.1
	2	37	6	8.4	11	1.0
	3	77	8	11.9	18	2.7
	4	37	12	16.5	18	1.3
	5	109	16	17.6	18	0.6
<b>Reading</b>	1	166	0	2.1	5	1.6
	2	58	4	6.4	10	1.9
	3	86	6	11.4	16	2.9
	4	33	13	15.1	17	0.9
	5	52	15	16.2	17	0.8
<b>Speaking</b>	1	144	0	1.5	8	1.9
	2	43	4	6.0	11	1.2
	3	61	7	11.3	23	5.9
	4	23	21	23.3	25	1.0
	5	124	24	26.6	27	0.7
<b>Writing</b>	1	158	0	0.8	10	1.1
	2	57	0	3.1	15	3.8
	3	72	1	12.3	19	6.7
	4	24	17	18.3	19	0.6
	5	84	17	19.4	20	0.7
<b>Overall</b>	Emerging	161	0	9.4	23	6.0
	Progressing	153	12	49.5	78	23.6
	Proficient	81	74	79.3	82	1.7

**Table S1.11: Screener Raw Score Summary - Grade 10**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	97	0	3.8	8	2.1
	2	25	6	8.0	10	1.0
	3	72	8	11.7	17	2.5
	4	24	15	16.9	18	1.0
	5	59	16	17.8	18	0.5
<b>Reading</b>	1	119	0	2.2	5	1.5
	2	47	4	6.2	12	1.5
	3	65	6	11.6	16	3.1
	4	16	14	14.6	16	0.7
	5	30	15	16.0	17	0.7
<b>Speaking</b>	1	100	0	1.6	6	1.8
	2	40	4	6.3	17	2.3
	3	53	6	11.3	22	5.7
	4	10	23	23.8	25	0.6
	5	74	25	26.5	27	0.7
<b>Writing</b>	1	120	0	0.6	8	1.0
	2	51	0	3.8	15	5.0
	3	46	1	11.7	19	6.8
	4	10	17	18.2	19	0.6
	5	50	17	19.3	20	0.7
<b>Overall</b>	Emerging	116	0	9.9	21	5.5
	Progressing	116	15	46.1	78	23.6
	Proficient	45	75	79.1	82	1.5

**Table S1.12: Screener Raw Score Summary - Grade 11**

Domain	Level	N	Min	Mean	Max	SD
Listening	1	55	0	3.7	7	2.3
	2	20	7	8.7	11	0.9
	3	46	9	12.2	18	2.6
	4	20	12	16.4	18	1.5
	5	54	15	17.7	18	0.6
Reading	1	74	0	2.4	7	1.8
	2	29	4	6.8	11	2.1
	3	43	6	11.2	16	3.3
	4	17	14	15.2	17	0.8
	5	32	14	16.2	17	0.9
Speaking	1	56	0	1.7	8	2.1
	2	28	4	6.1	18	2.5
	3	37	6	12.4	23	6.7
	4	8	22	23.1	25	1.1
	5	66	23	26.3	27	1.0
Writing	1	73	0	0.8	10	1.3
	2	29	0	4.2	14	4.9
	3	38	1	11.7	18	6.7
	4	14	17	18.6	20	0.9
	5	41	17	19.3	20	0.8
Overall	Emerging	67	0	10.5	28	6.6
	Progressing	83	16	47.4	78	23.6
	Proficient	45	74	78.7	82	1.9

**Table S1.13: Screener Raw Score Summary - Grade 12**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	36	0	3.4	8	2.9
	2	13	7	8.7	10	1.1
	3	31	8	11.6	17	2.6
	4	13	16	16.6	17	0.5
	5	39	16	17.5	18	0.7
<b>Reading</b>	1	44	0	2.0	4	1.4
	2	26	4	6.0	10	1.7
	3	30	6	11.7	16	3.2
	4	13	14	15.2	17	1.0
	5	19	14	15.8	17	0.9
<b>Speaking</b>	1	34	0	1.4	4	1.5
	2	17	4	6.5	15	2.4
	3	28	7	10.3	23	5.5
	4	11	23	23.9	25	0.8
	5	42	24	26.5	27	0.8
<b>Writing</b>	1	47	0	0.4	2	0.6
	2	23	0	3.4	15	5.1
	3	22	2	12.0	18	6.8
	4	11	17	18.2	19	0.6
	5	29	19	19.5	20	0.5
<b>Overall</b>	Emerging	41	0	9.4	23	6.7
	Progressing	61	16	45.7	77	24.7
	Proficient	30	75	78.7	82	1.7

## **Section 2: Screener Assessment - Raw Score Distributions**



**Figure S1.1: Screener Raw Score Summary - Kindergarten Listening**

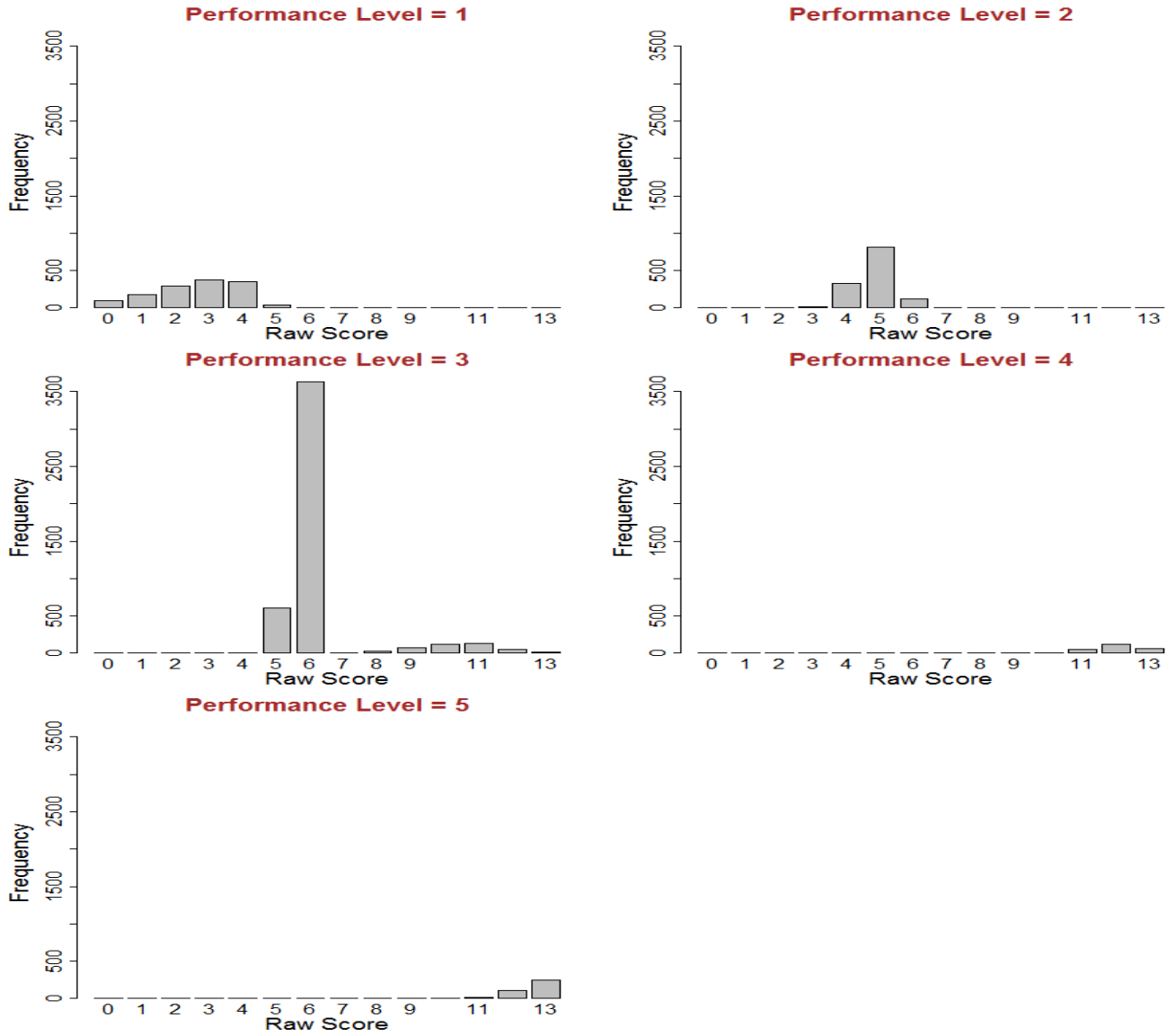


Figure S1.2: Screener Raw Score Summary - Kindergarten Reading

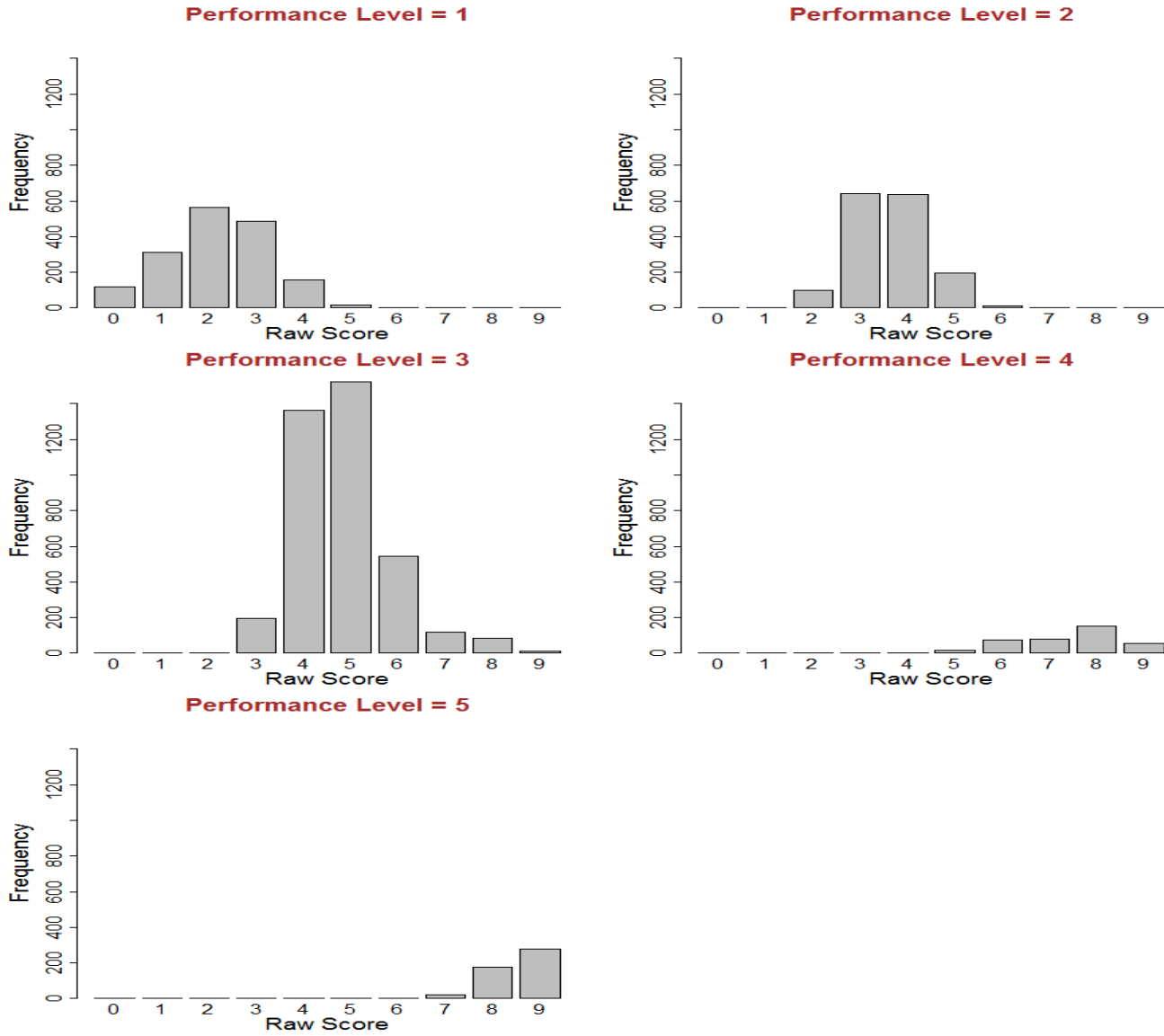
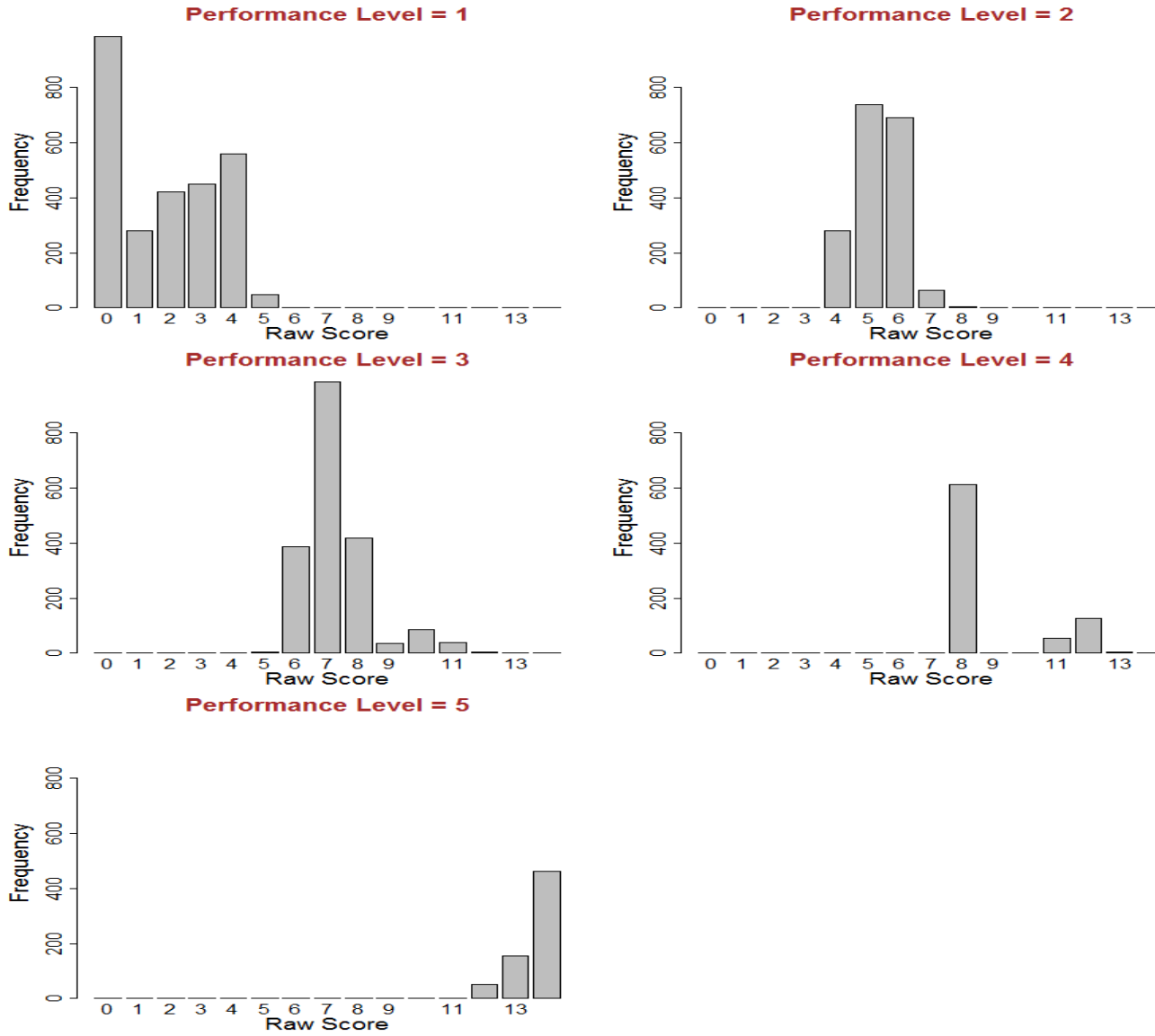
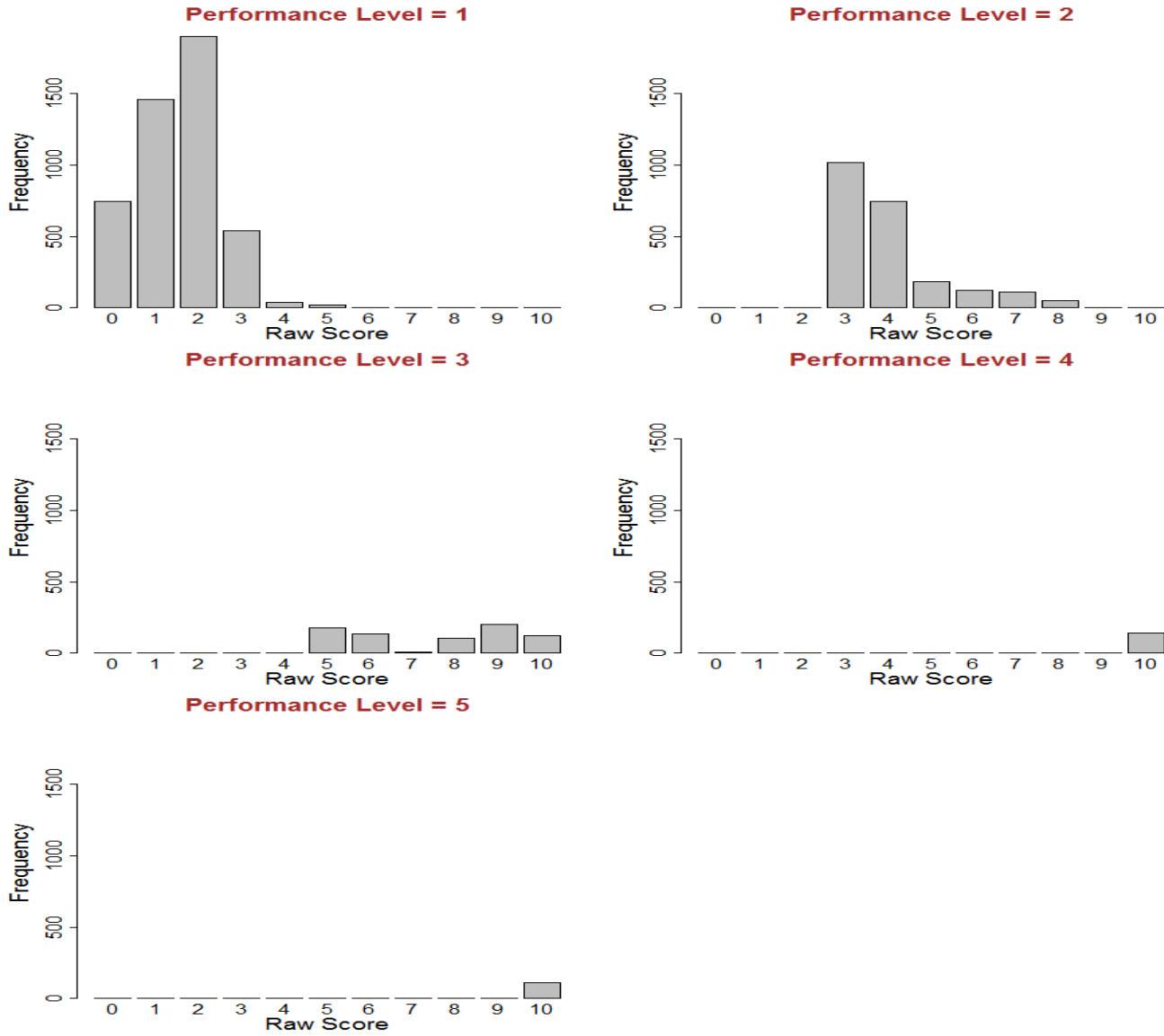


Figure S1.3: Screener Raw Score Summary - Kindergarten Speaking



**Figure S1.4: Screener Raw Score Summary - Kindergarten Writing**



**Figure S1.5: Screener Raw Score Summary - Kindergarten Overall**

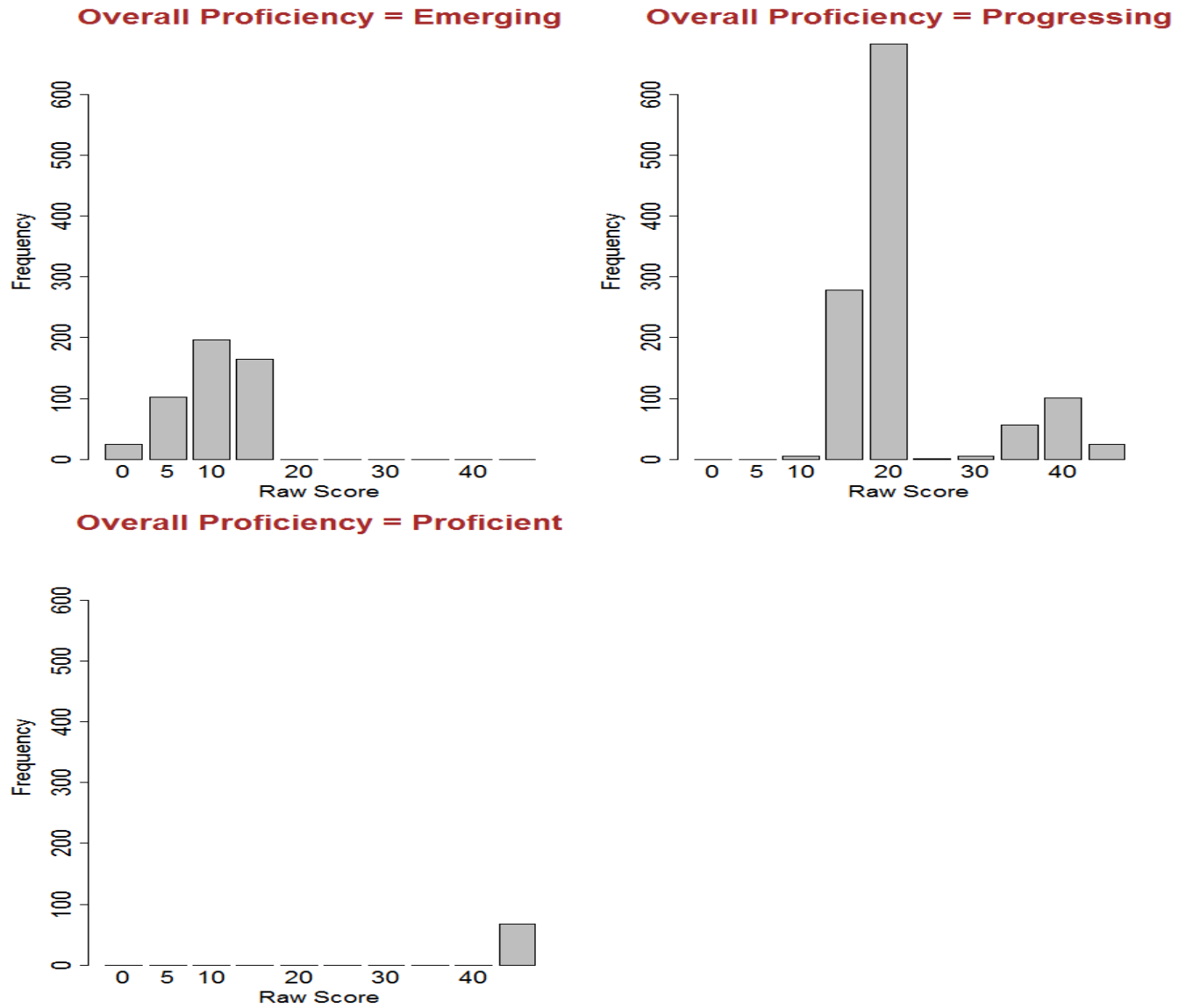
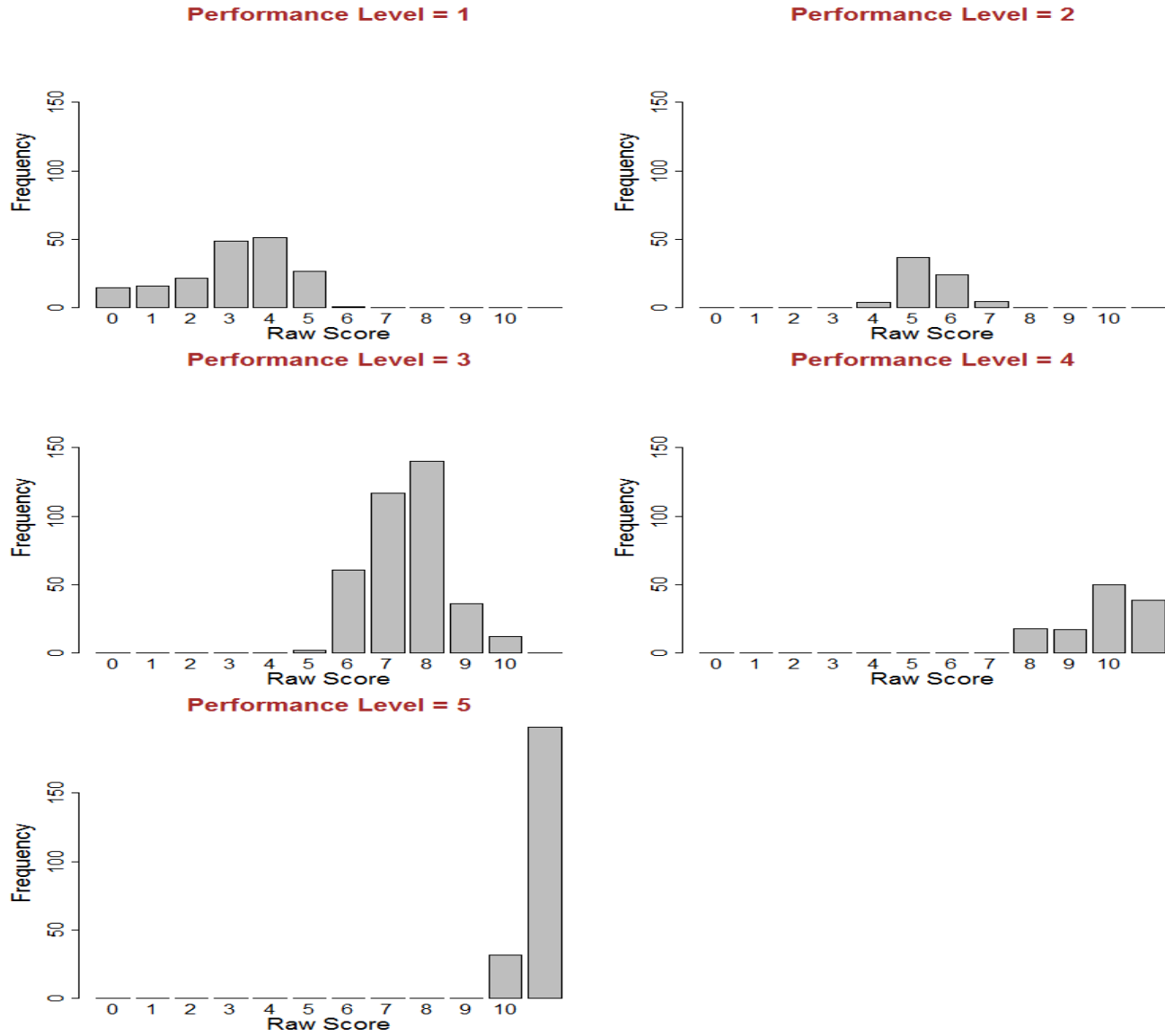


Figure S1.6: Screener Raw Score Summary - Grade 1 Listening



**Figure S1.7: Screener Raw Score Summary - Grade 1 Reading**

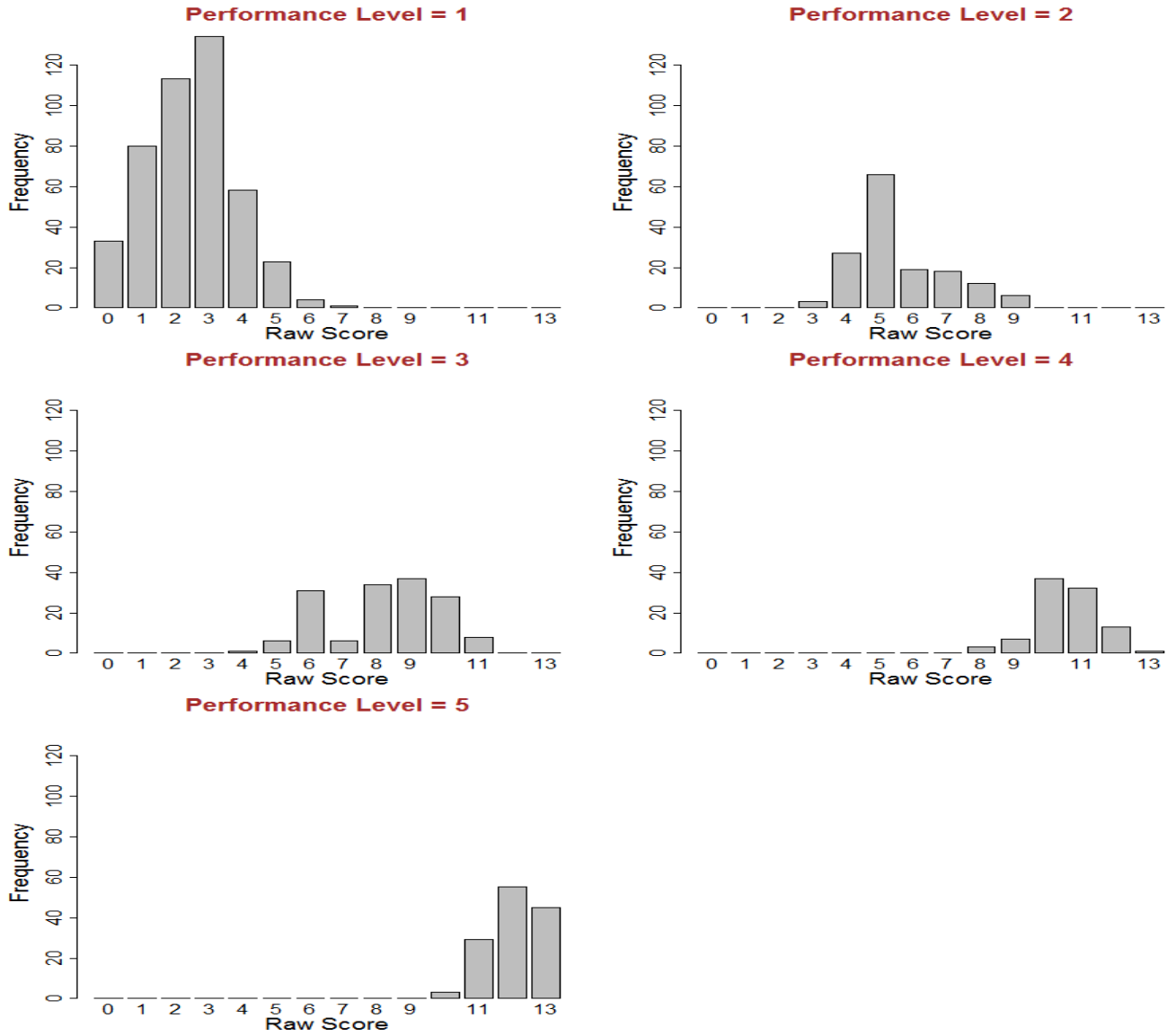
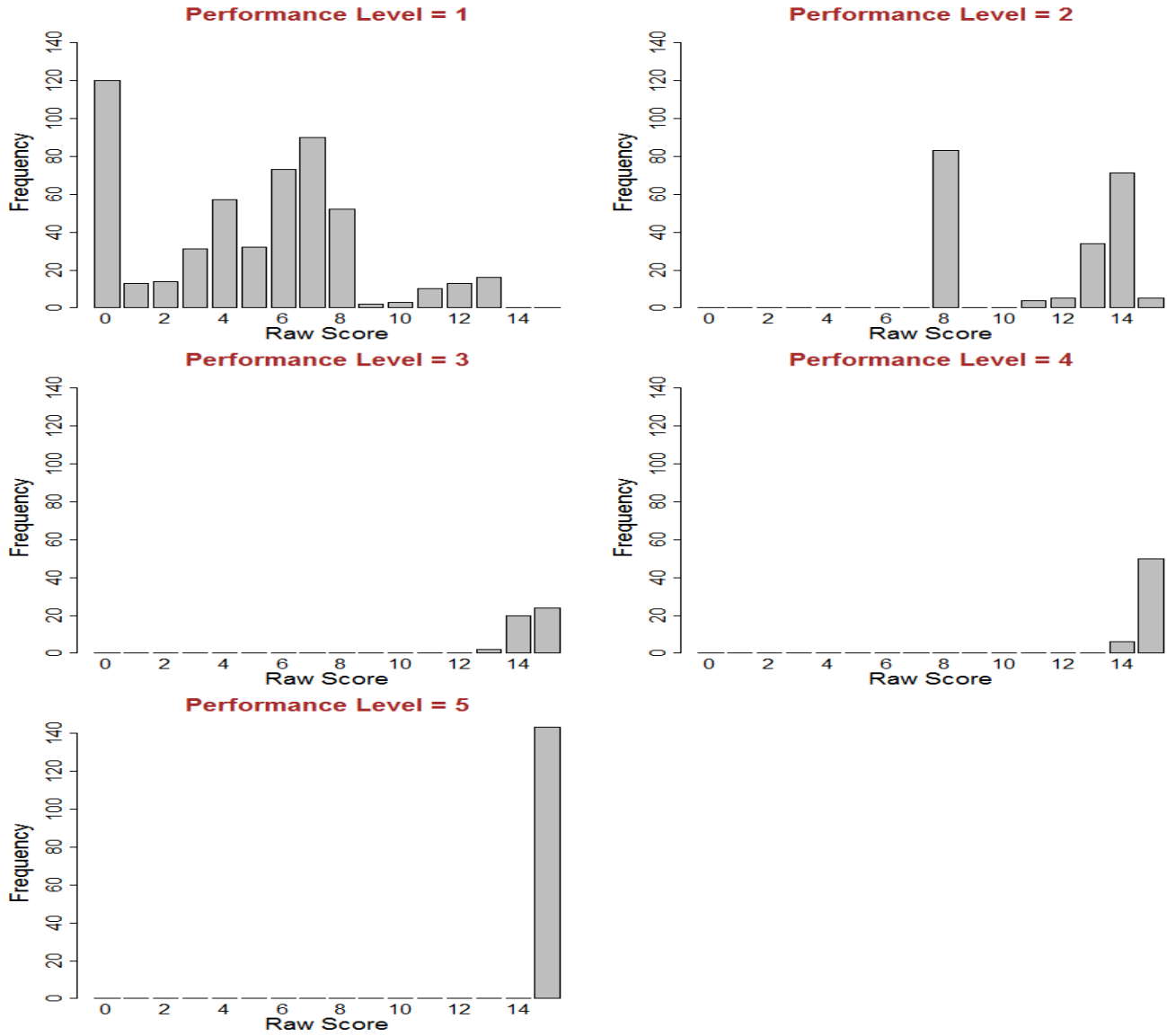
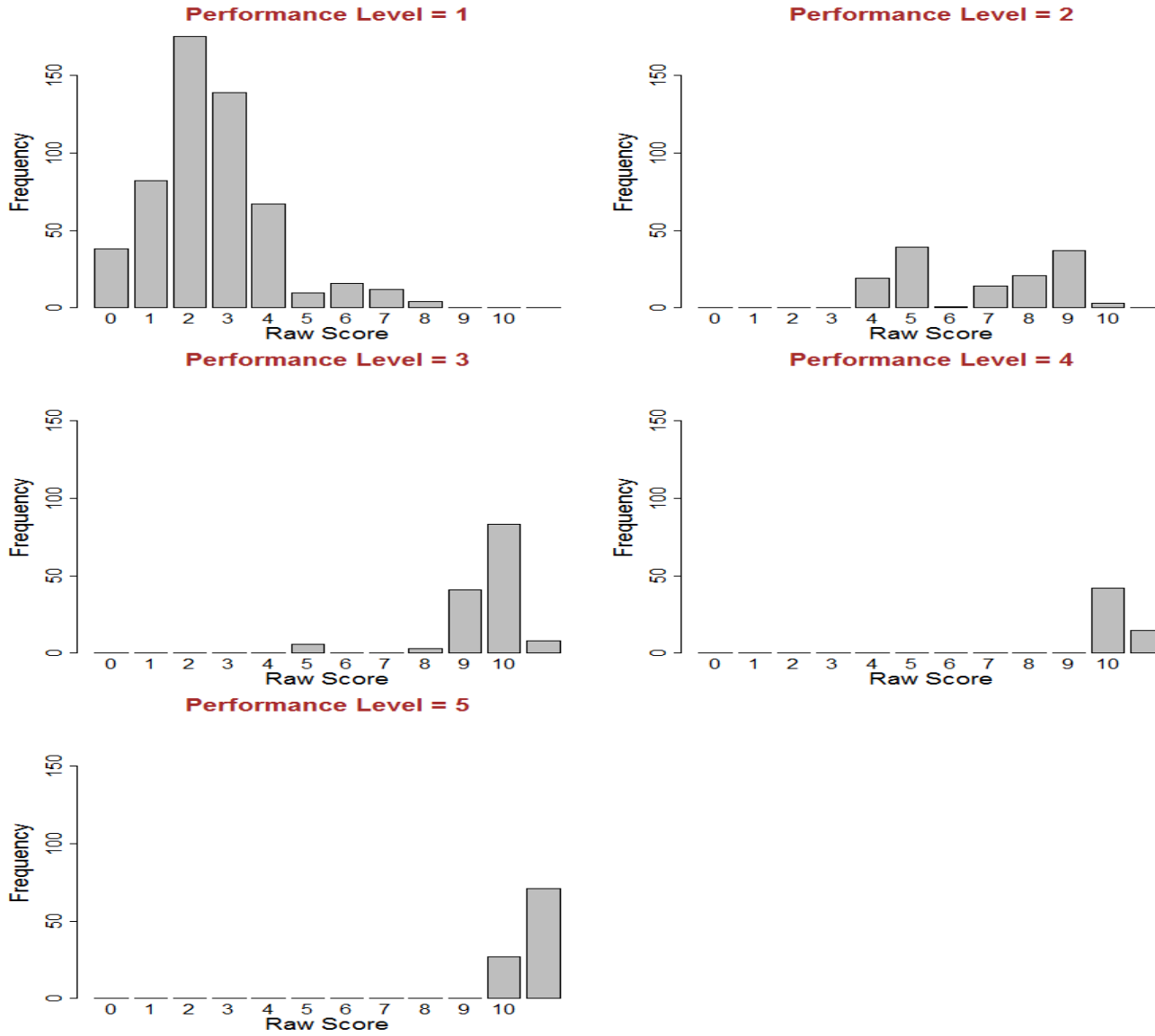


Figure S1.8: Screener Raw Score Summary - Grade 1 Speaking

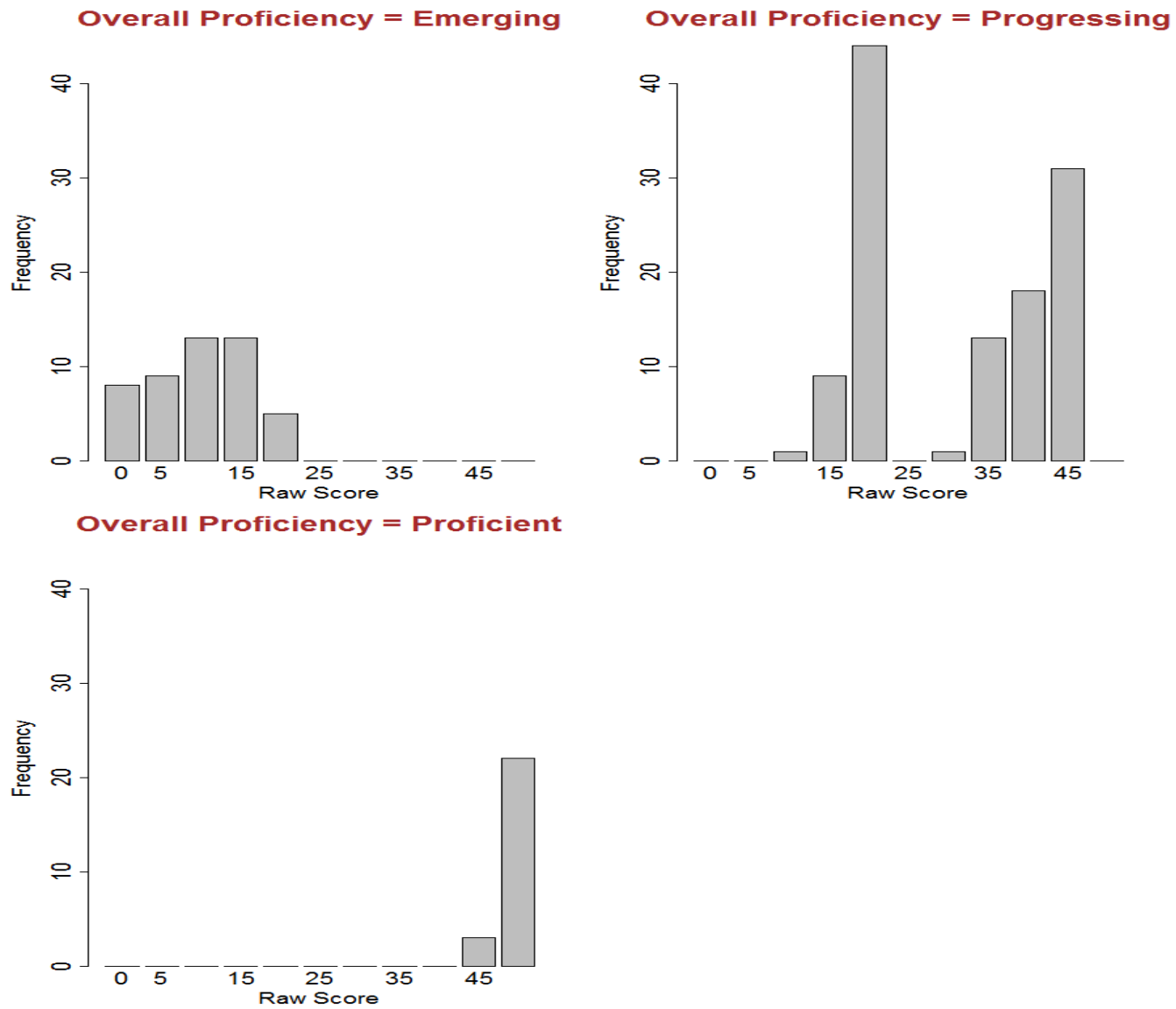




**Figure S1.9: Screener Raw Score Summary - Grade 1 Writing**



**Figure S1.10: Screener Raw Score Summary - Grade 1 Overall**



**Figure S1.11: Screener Raw Score Summary - Grade 2 Listening**

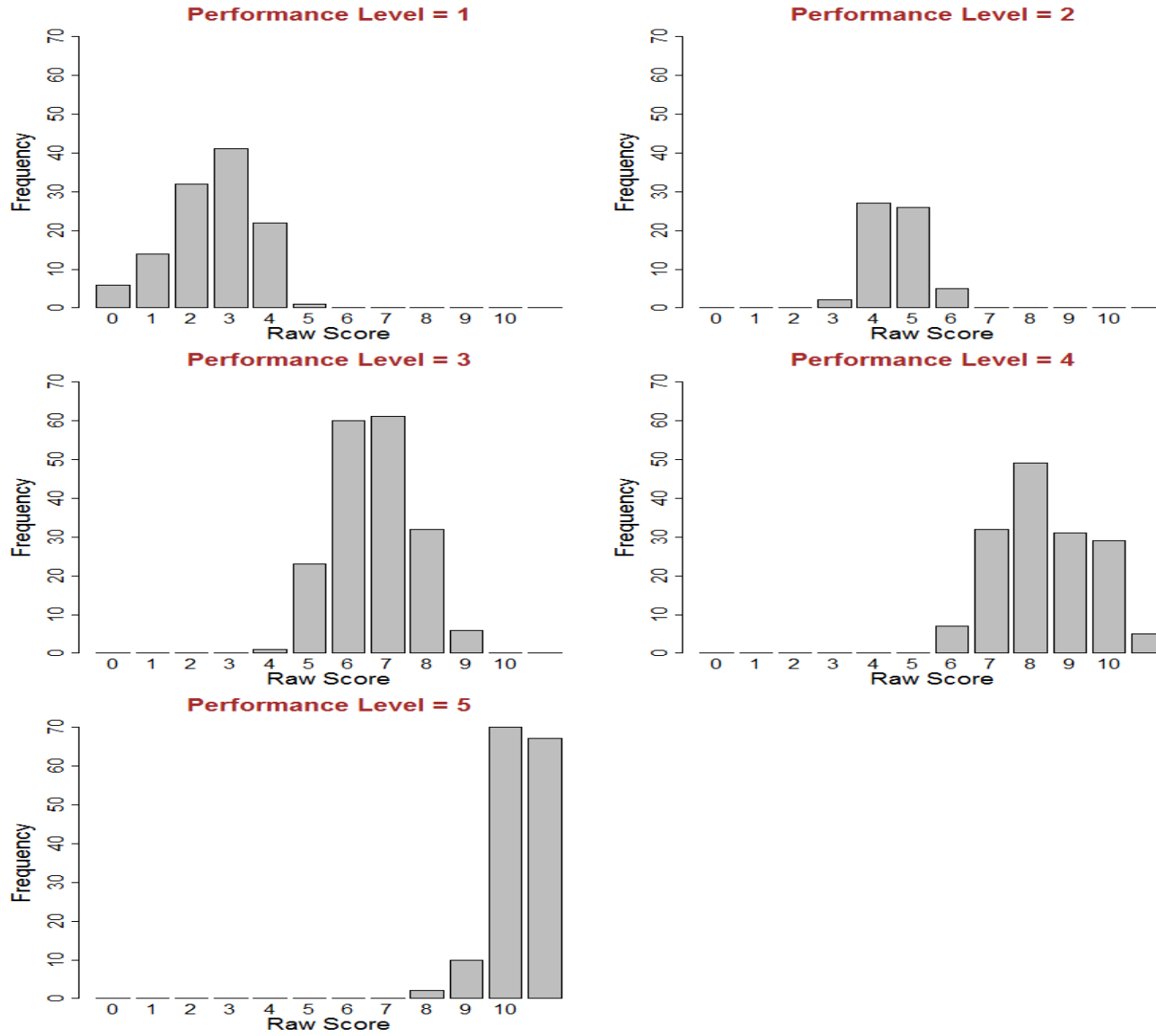


Figure S1.12: Screener Raw Score Summary - Grade 2 Reading

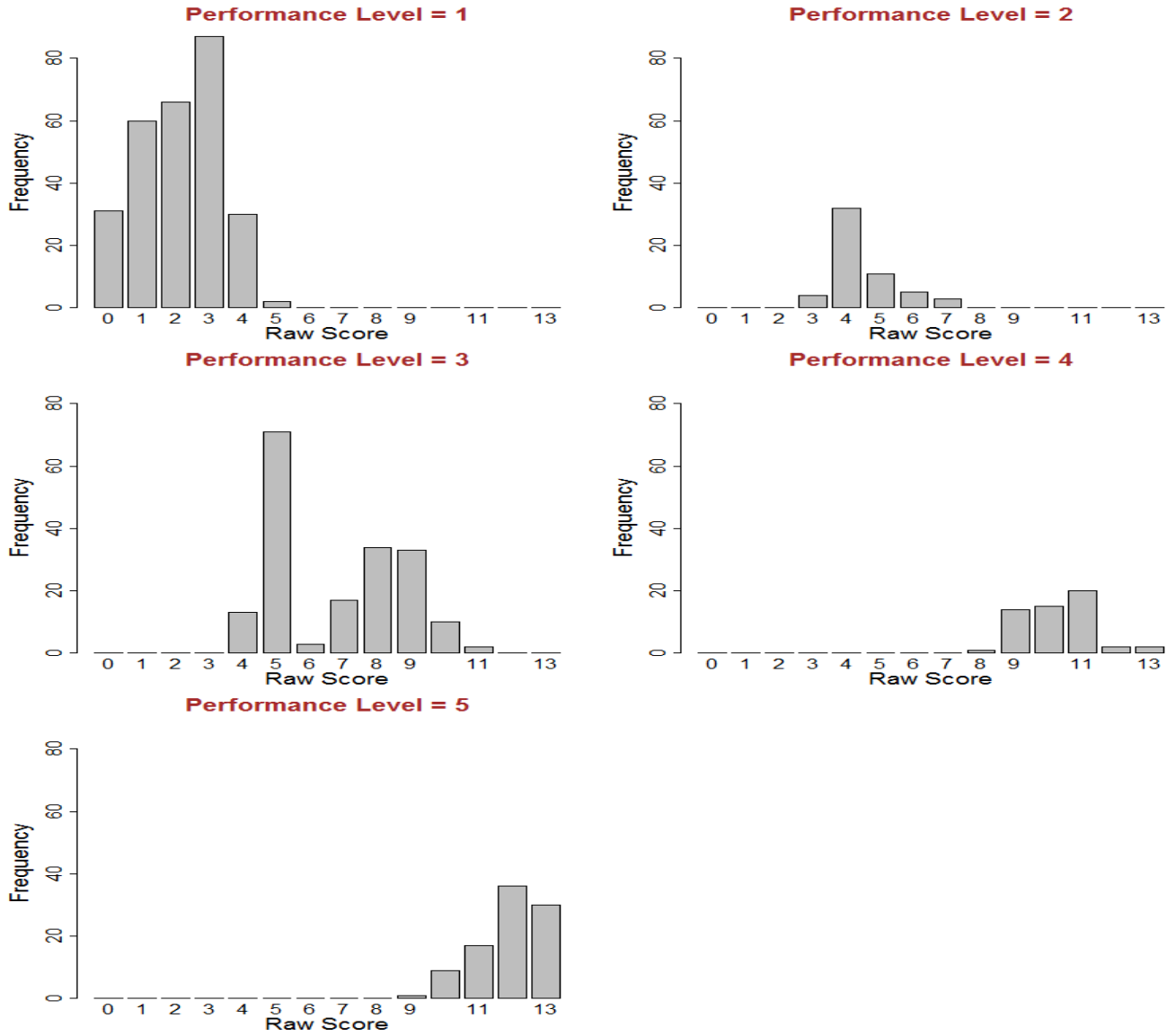
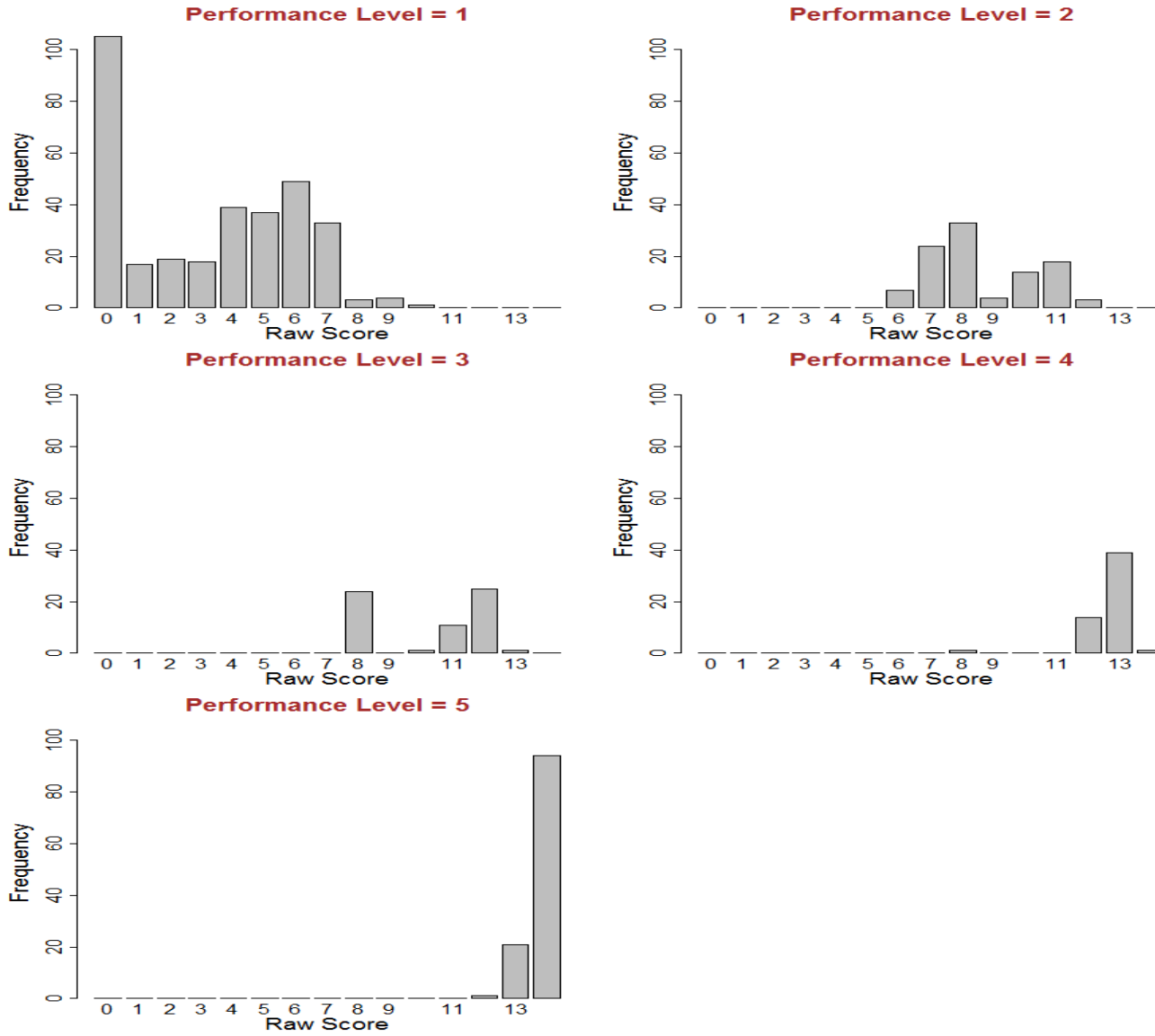
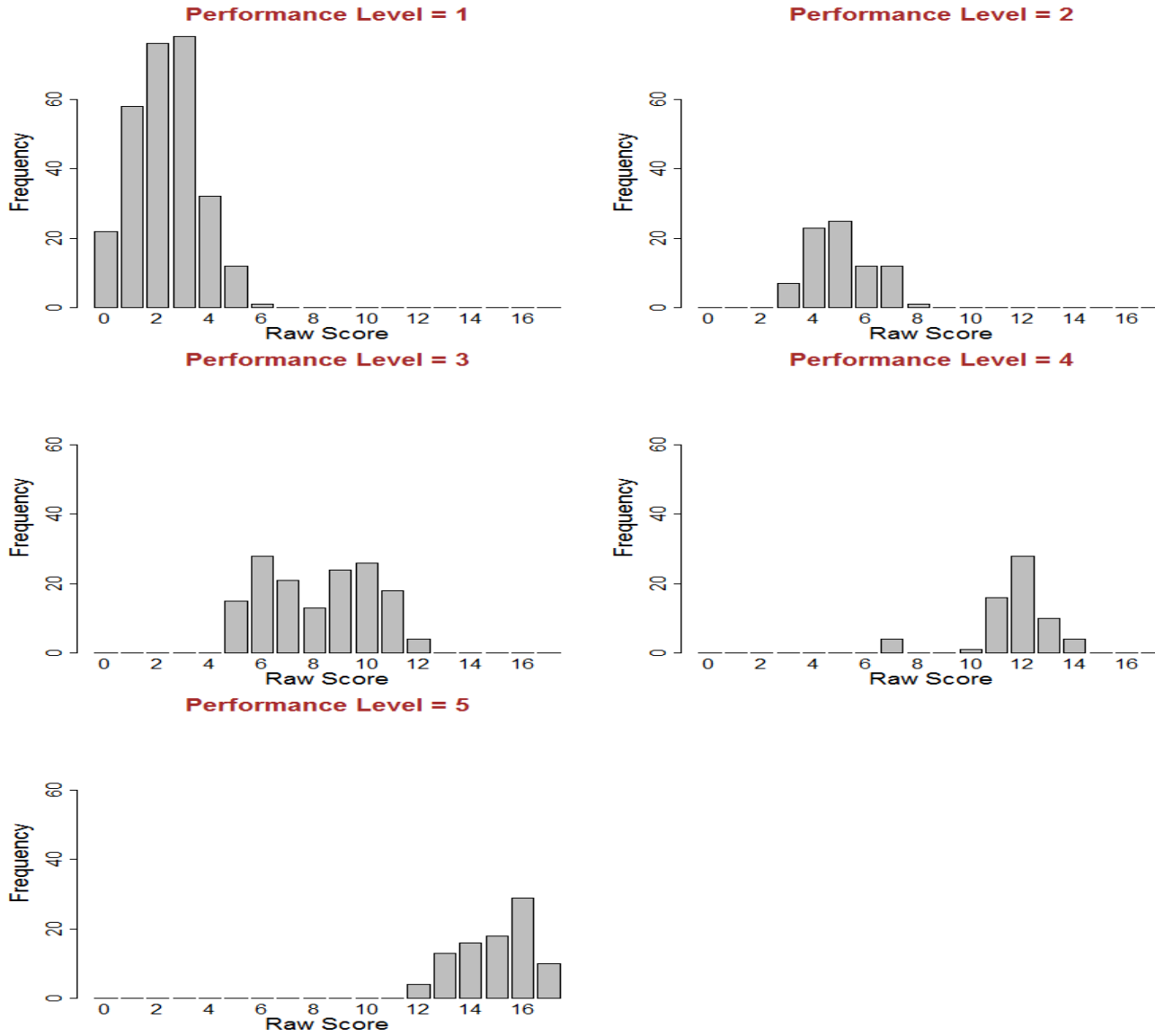


Figure S1.13: Screener Raw Score Summary - Grade 2 Speaking



**Figure S1.14: Screener Raw Score Summary - Grade 2 Writing**



**Figure S1.15: Screener Raw Score Summary - Grade 2 Overall**

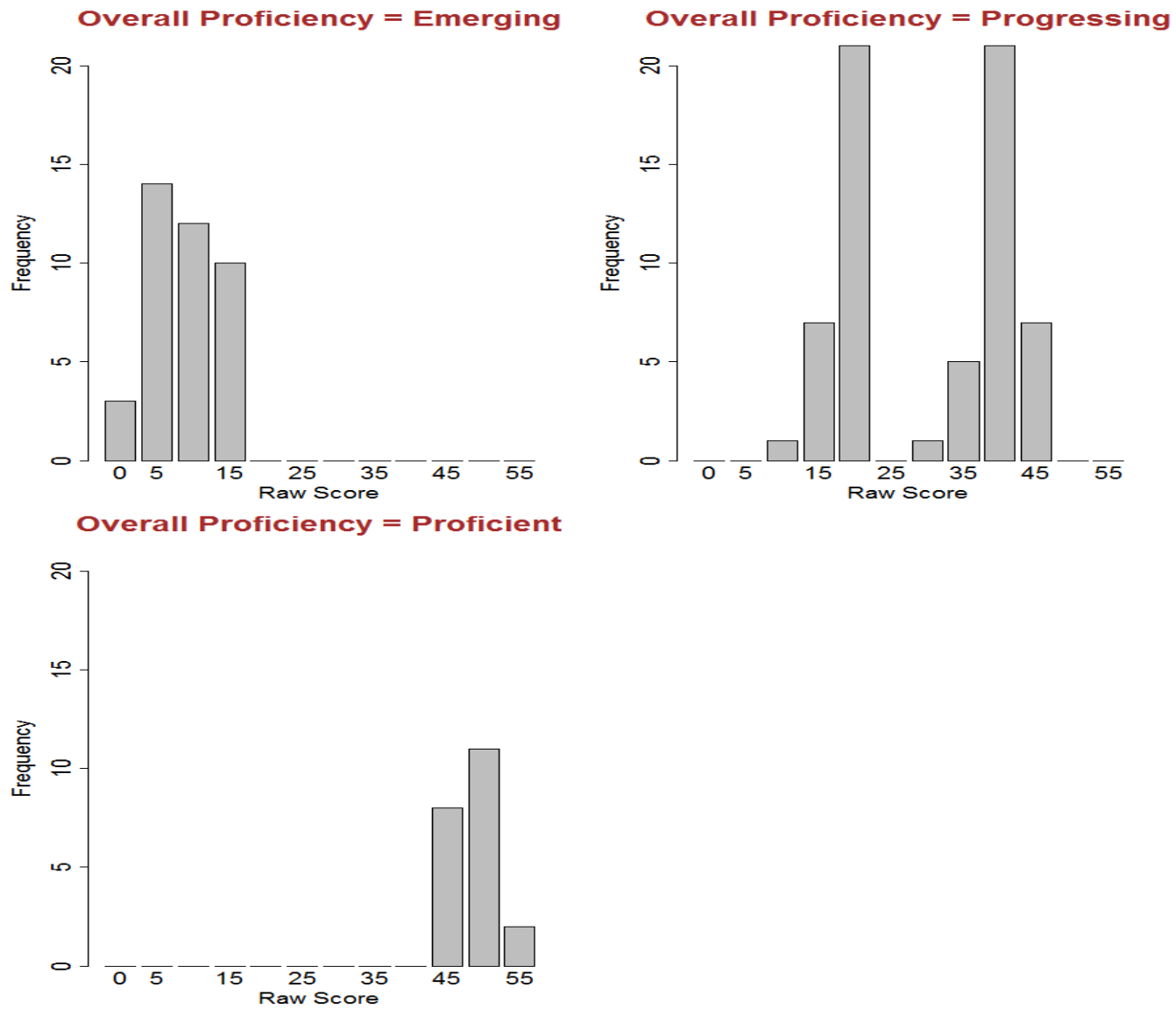
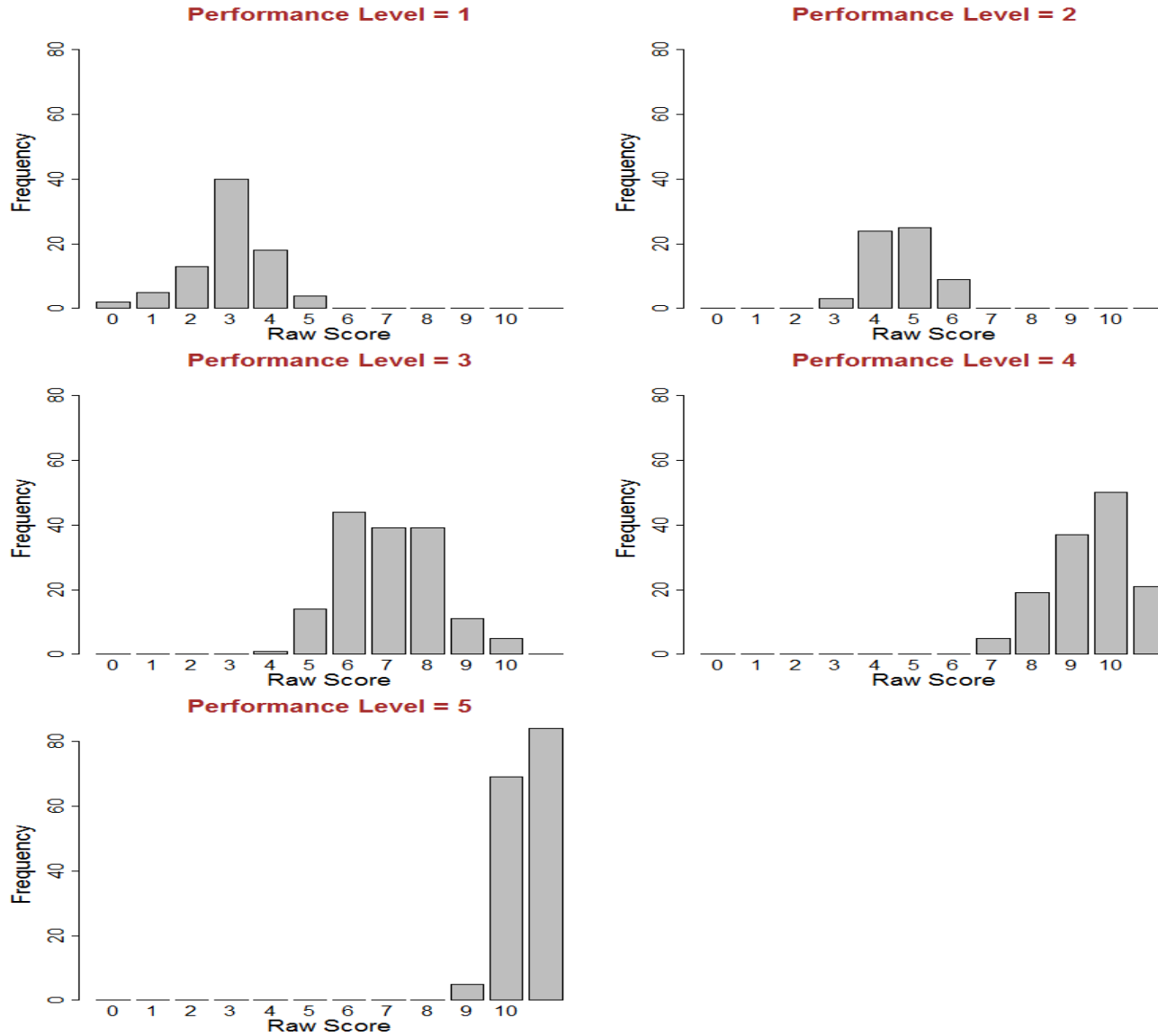


Figure S1.16: Screener Raw Score Summary - Grade 3 Listening





**Figure S1.17: Screener Raw Score Summary - Grade 3 Reading**

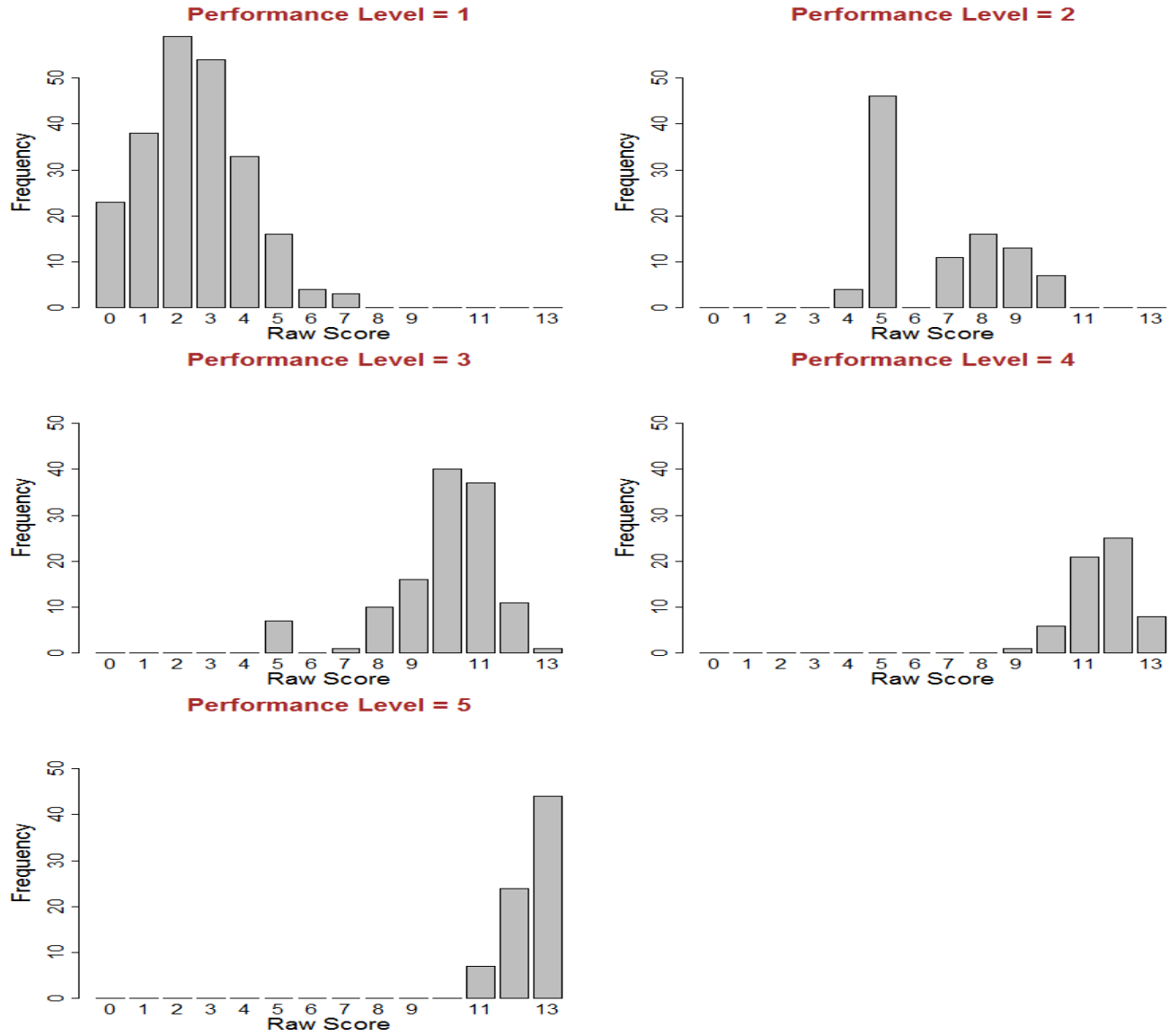


Figure S1.18: Screener Raw Score Summary - Grade 3 Speaking

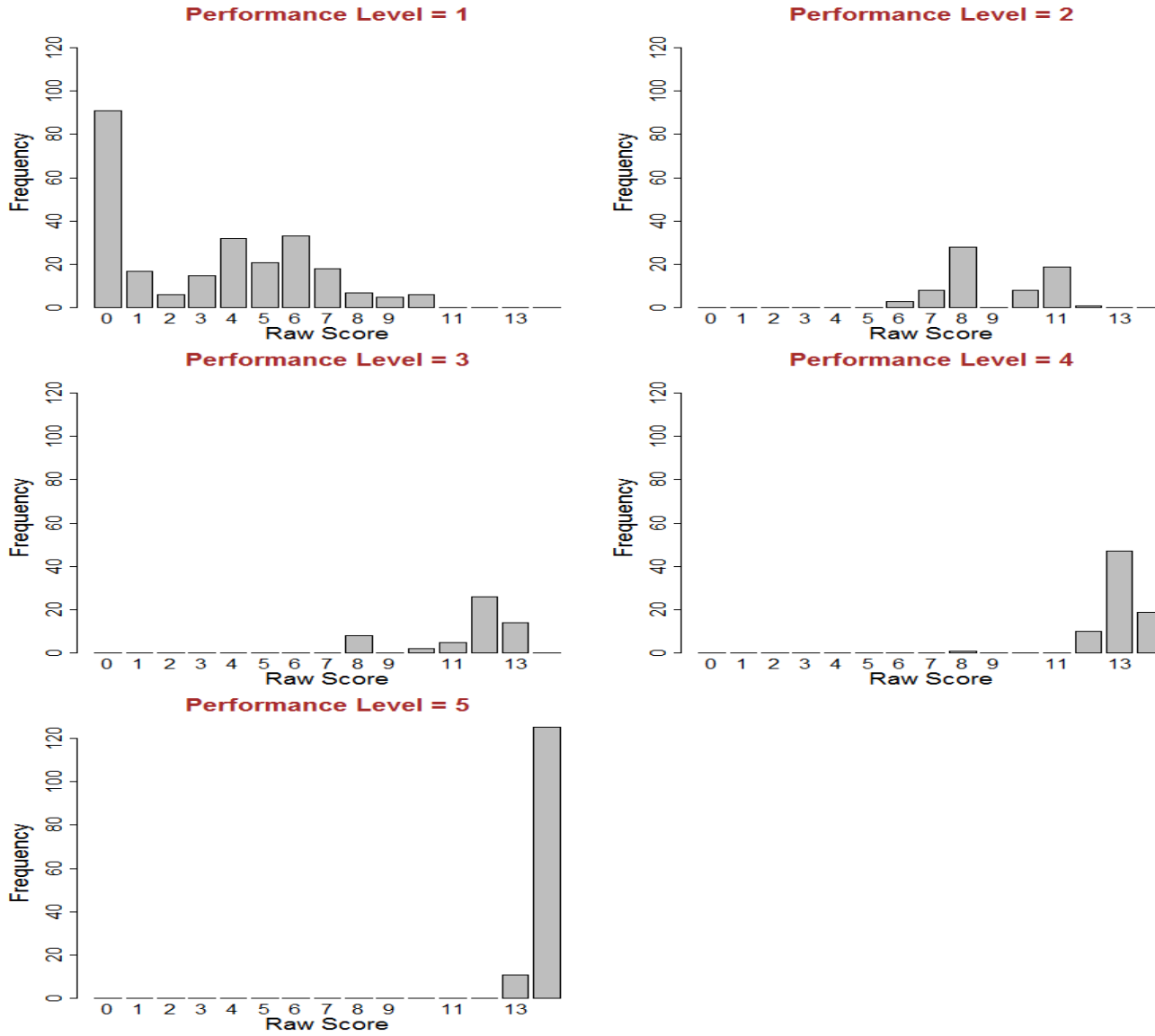
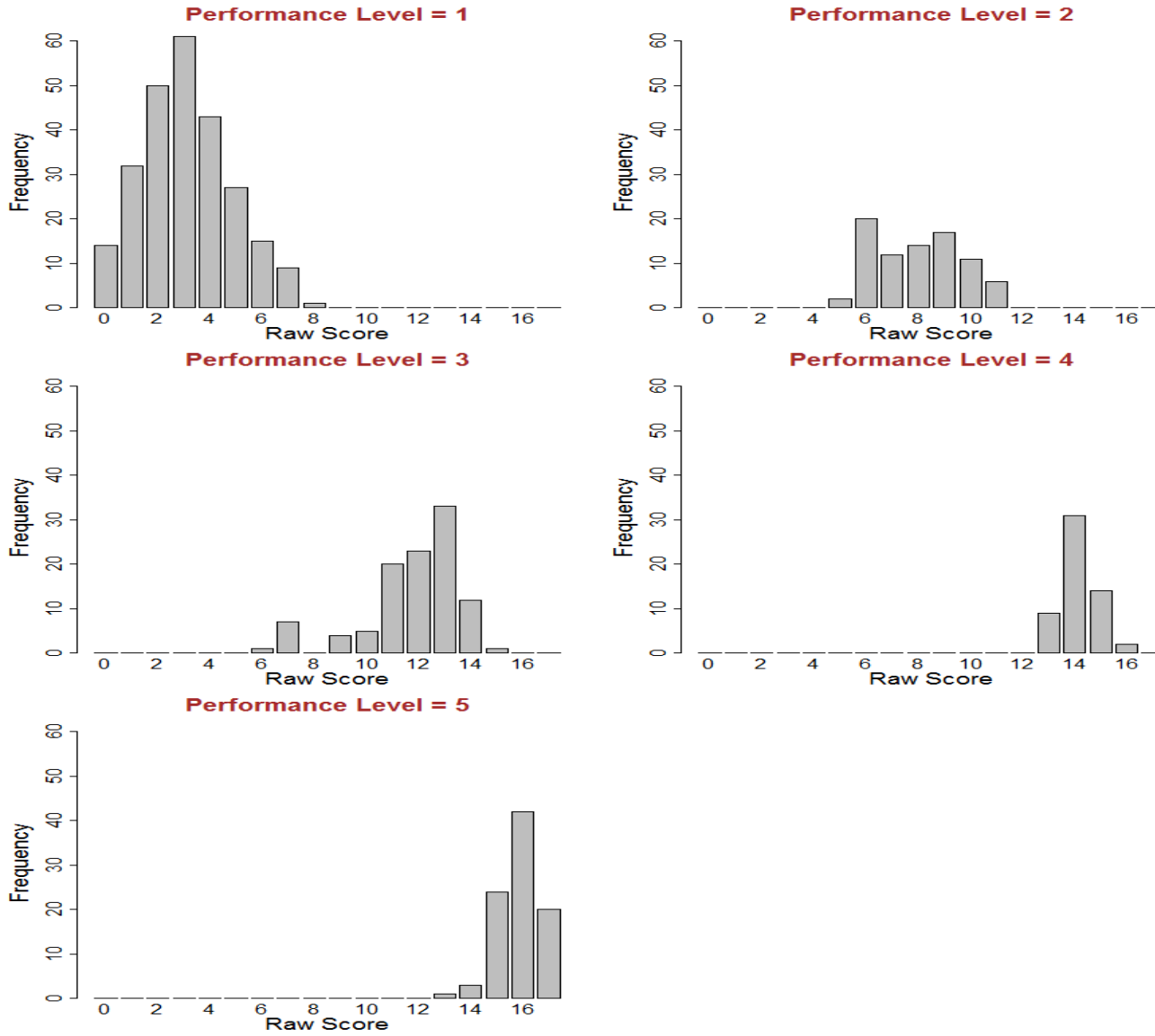
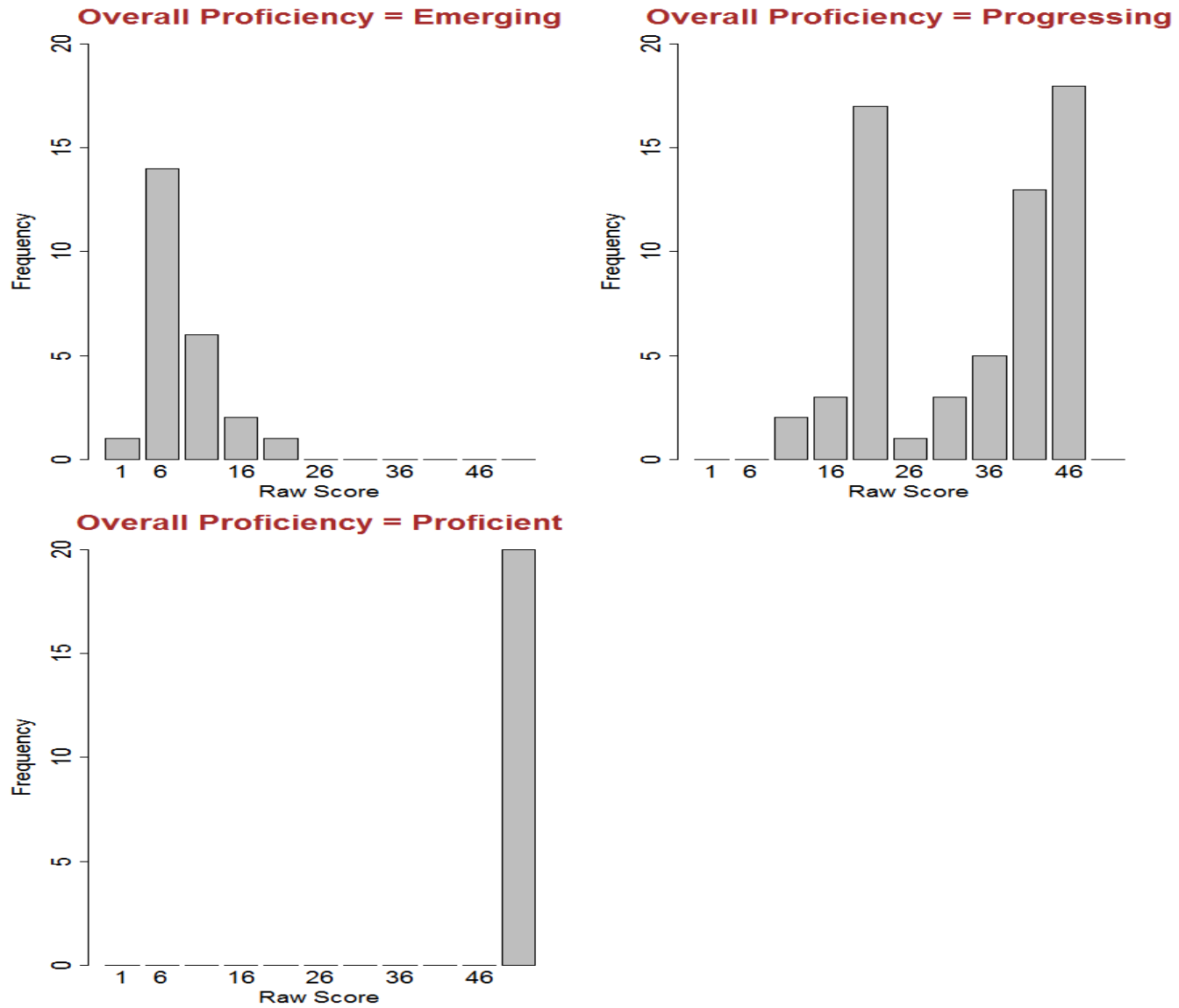


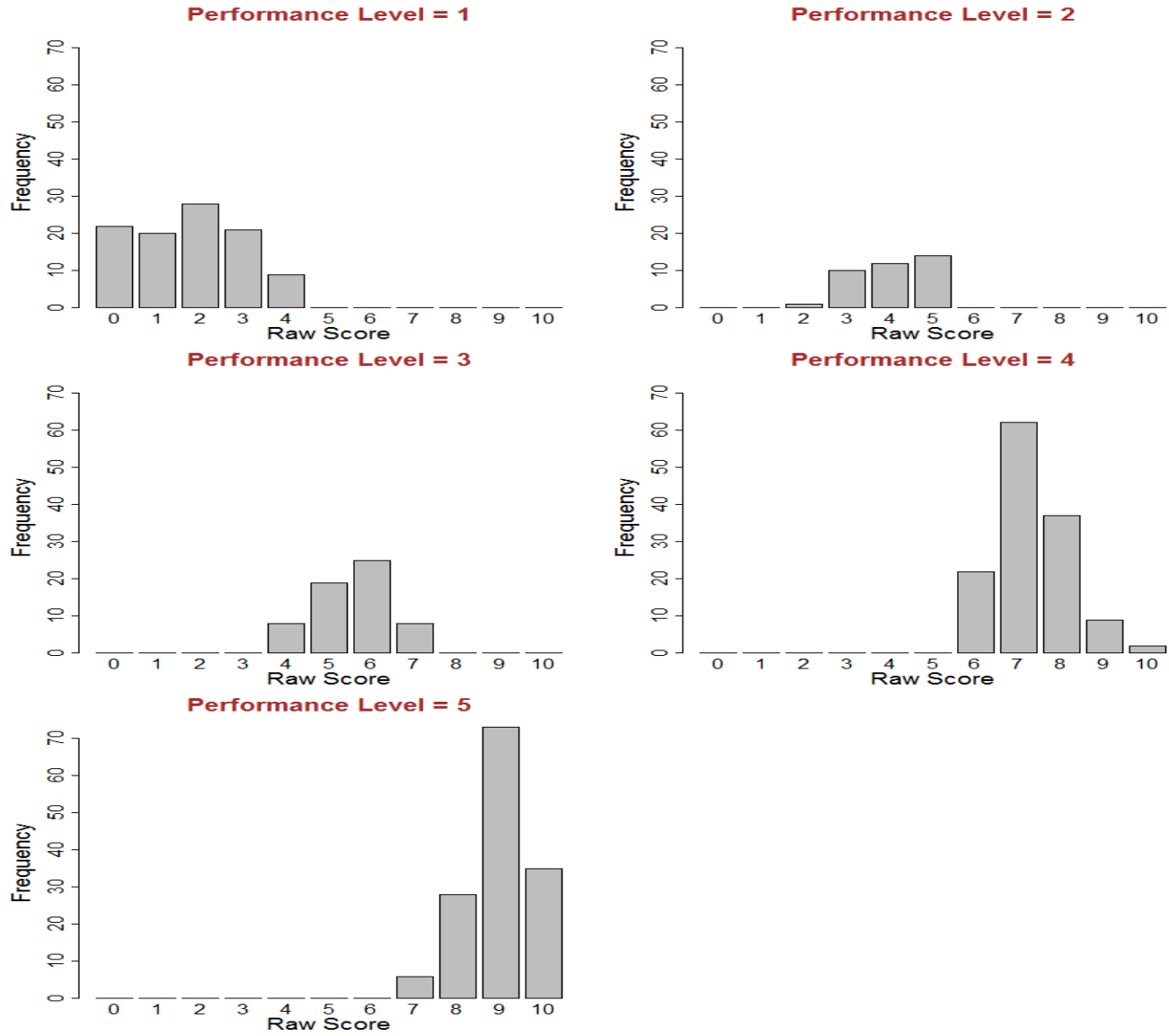
Figure S1.19: Screener Raw Score Summary - Grade 3 Writing



**Figure S1.20: Screener Raw Score Summary - Grade 3 Overall**



**Figure S1.21: Screener Raw Score Summary - Grade 4 Listening**



**Figure S1.22: Screener Raw Score Summary - Grade 4 Reading**

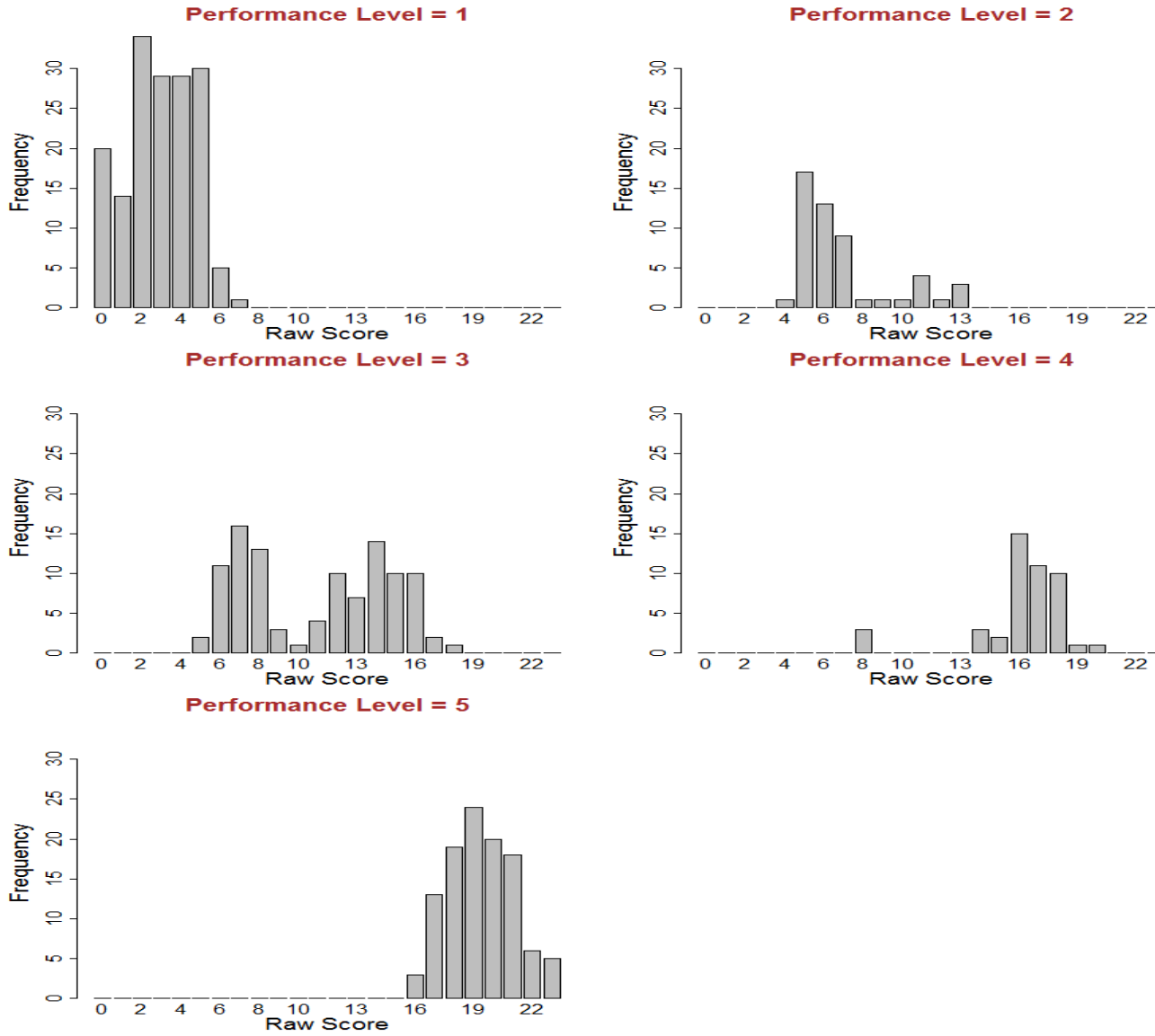


Figure S1.23: Screener Raw Score Summary - Grade 4 Speaking

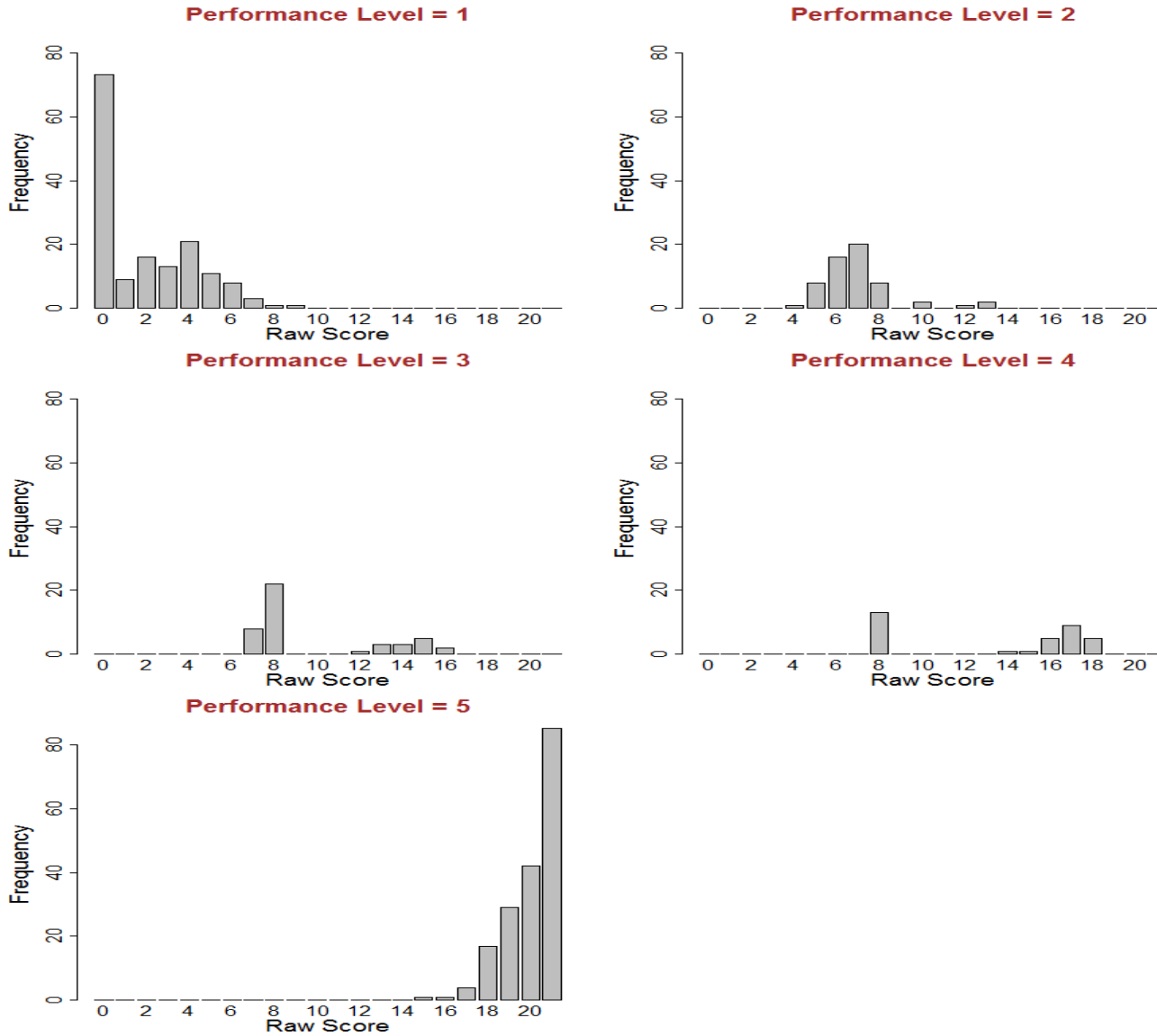
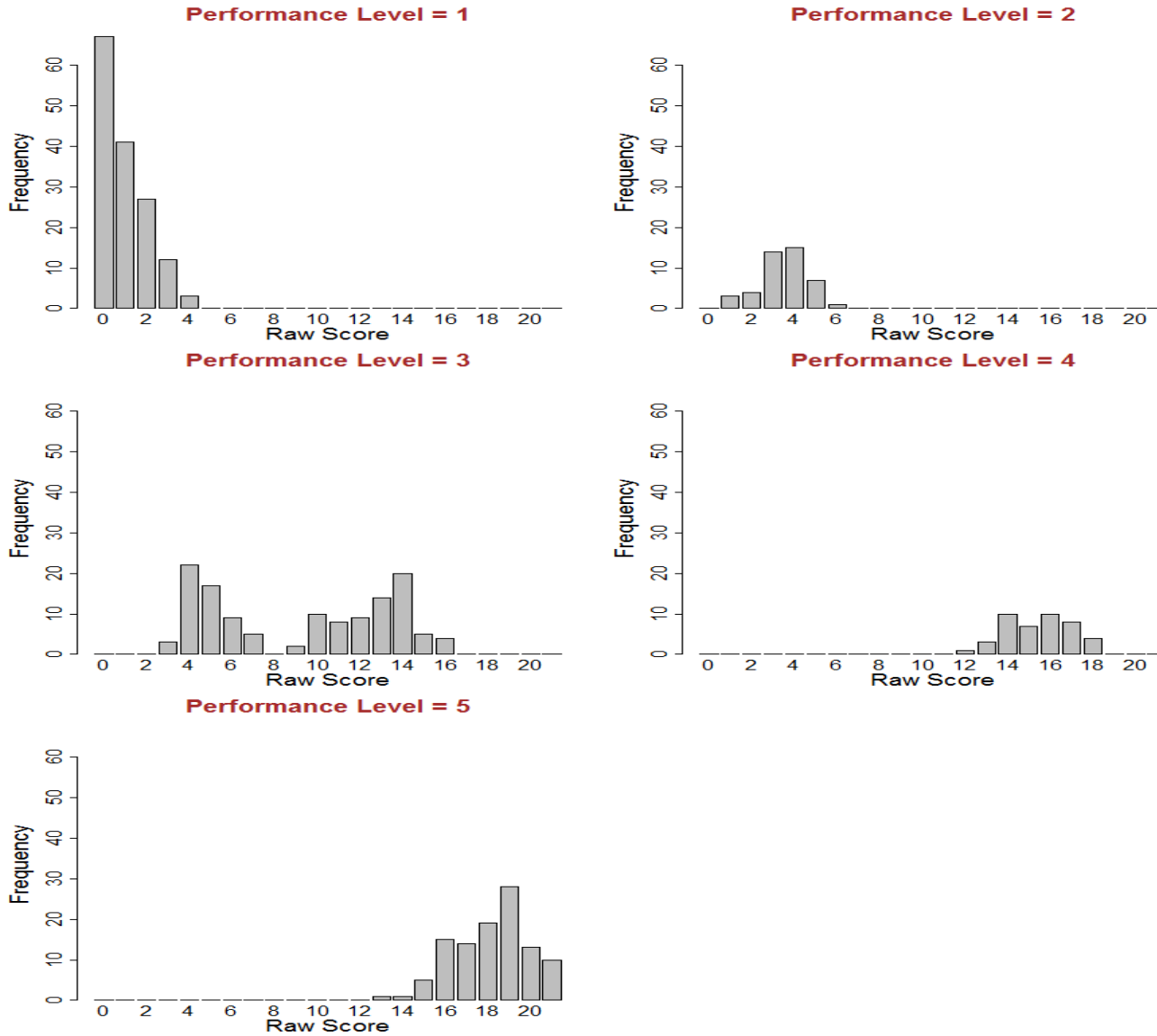
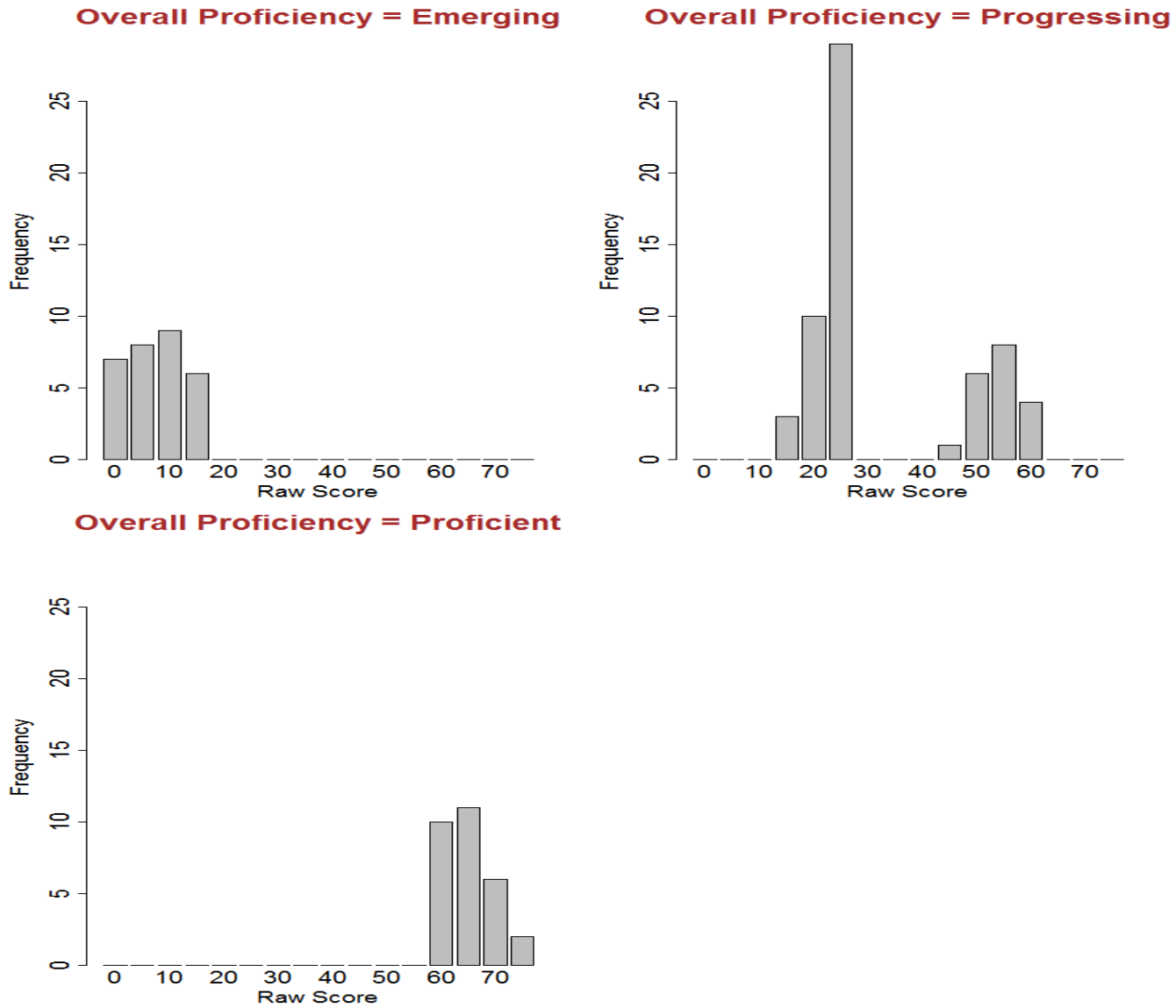


Figure S1.24: Screener Raw Score Summary - Grade 4 Writing





**Figure S1.25: Screener Raw Score Summary - Grade 4 Overall**



**Figure S1.26: Screener Raw Score Summary - Grade 5 Listening**

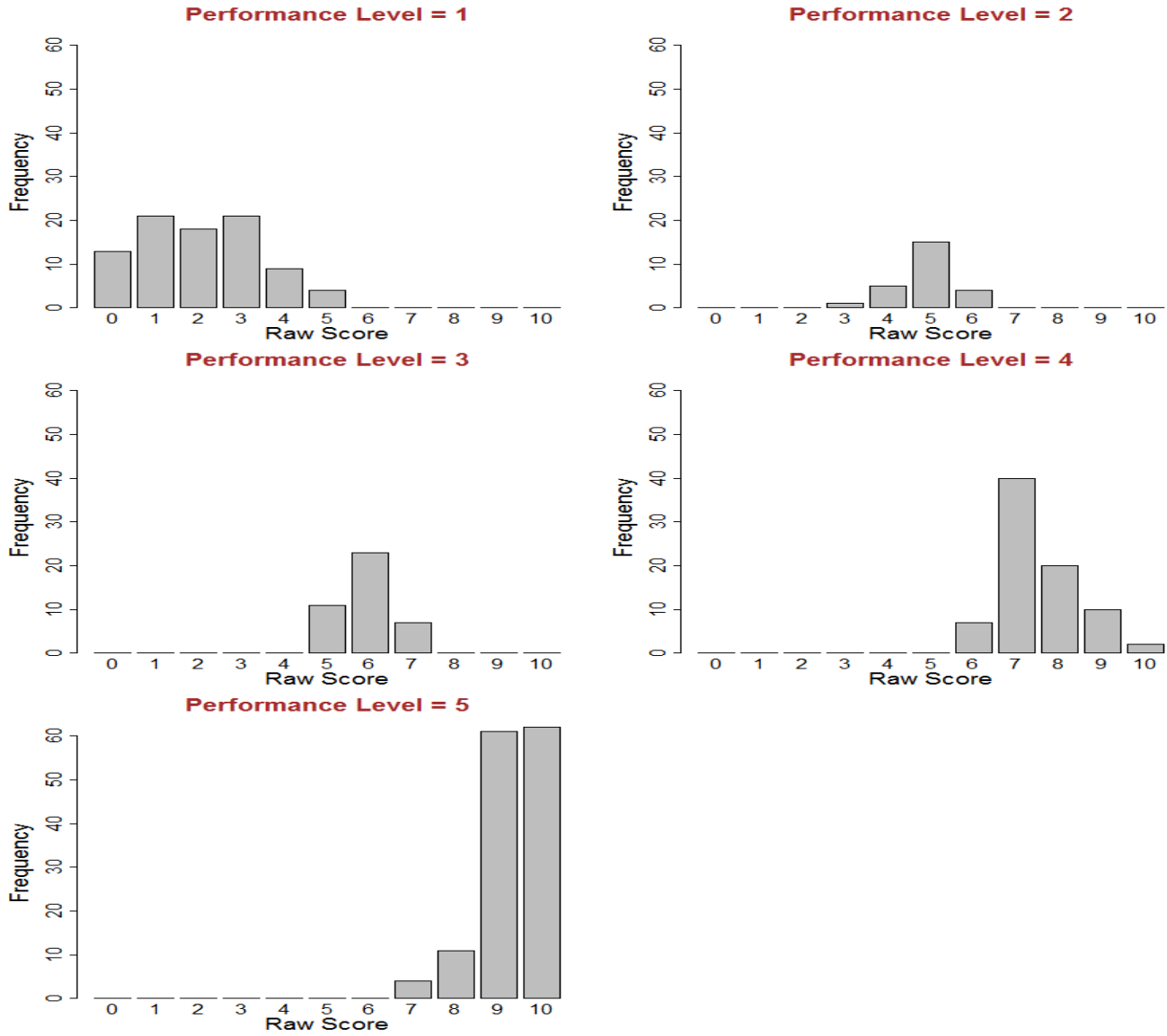


Figure S1.27: Screener Raw Score Summary - Grade 5 Reading

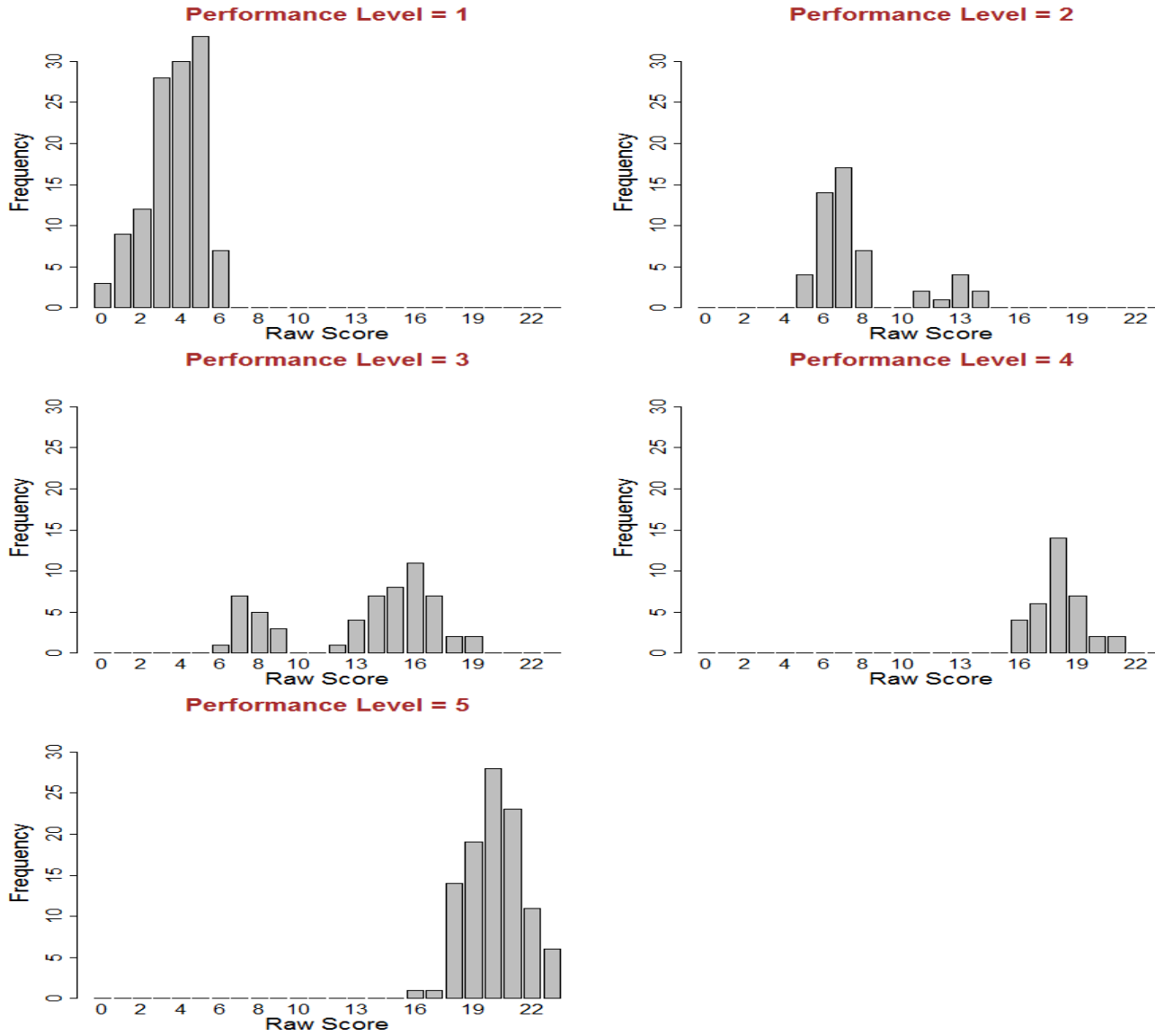
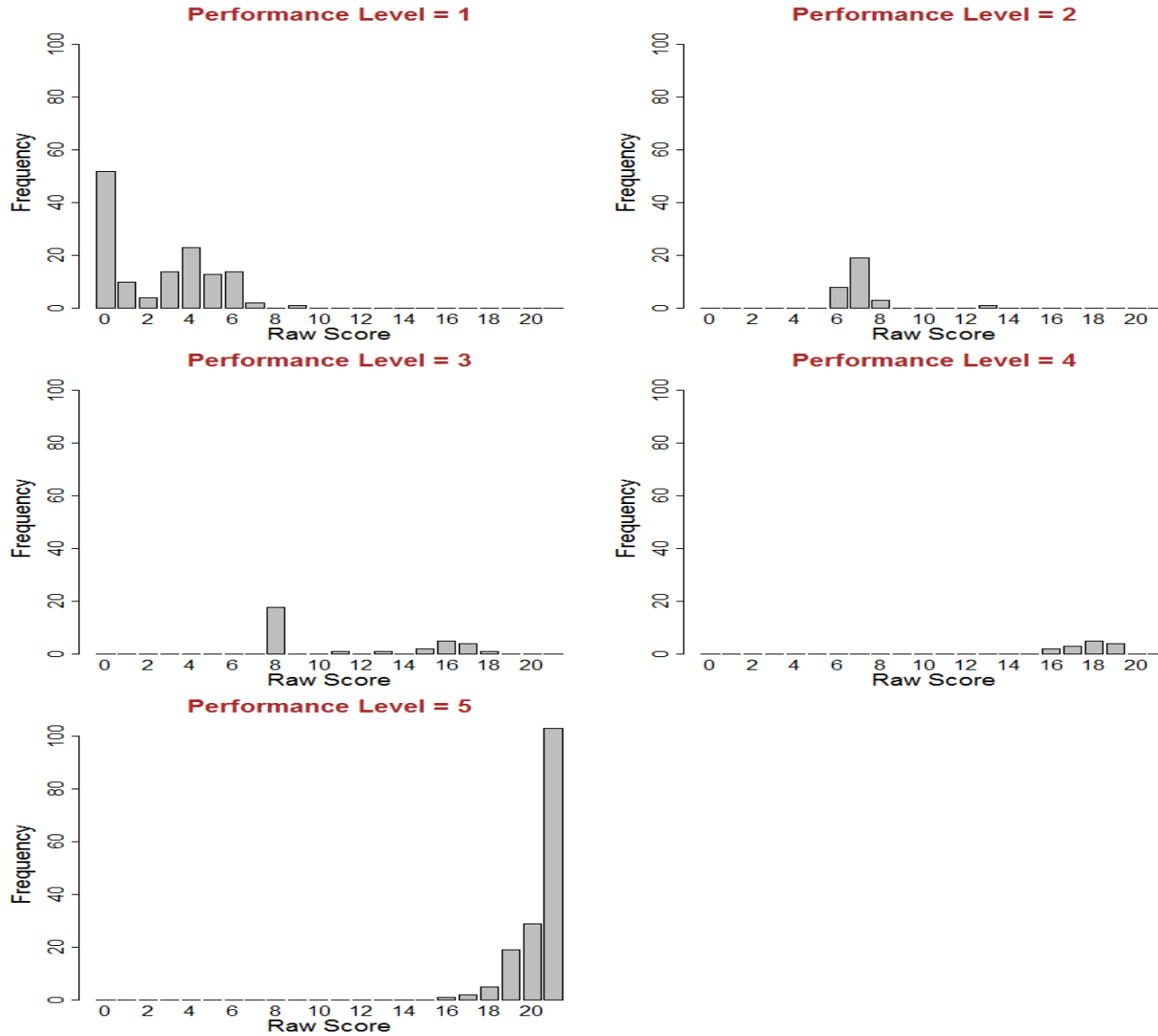
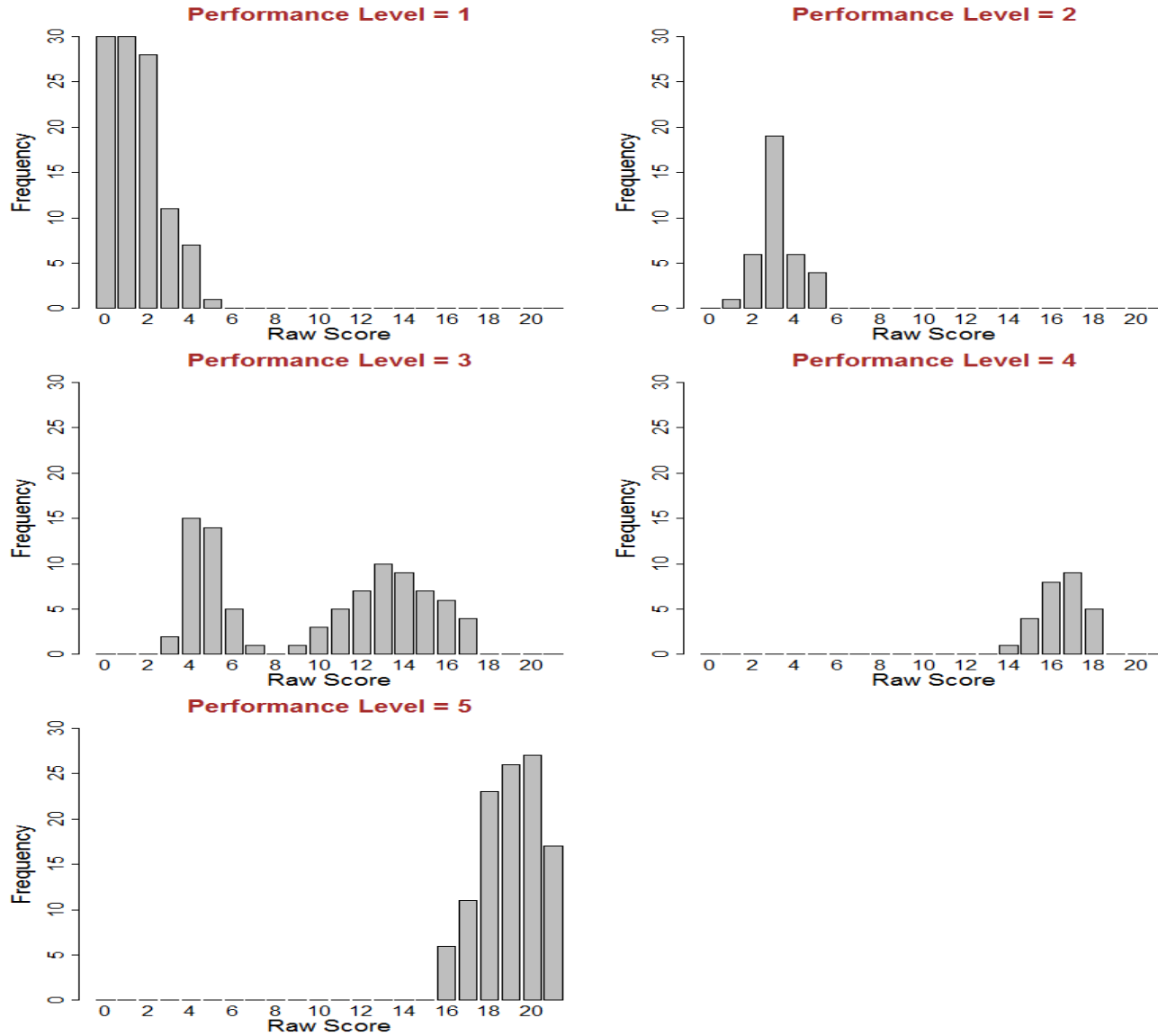


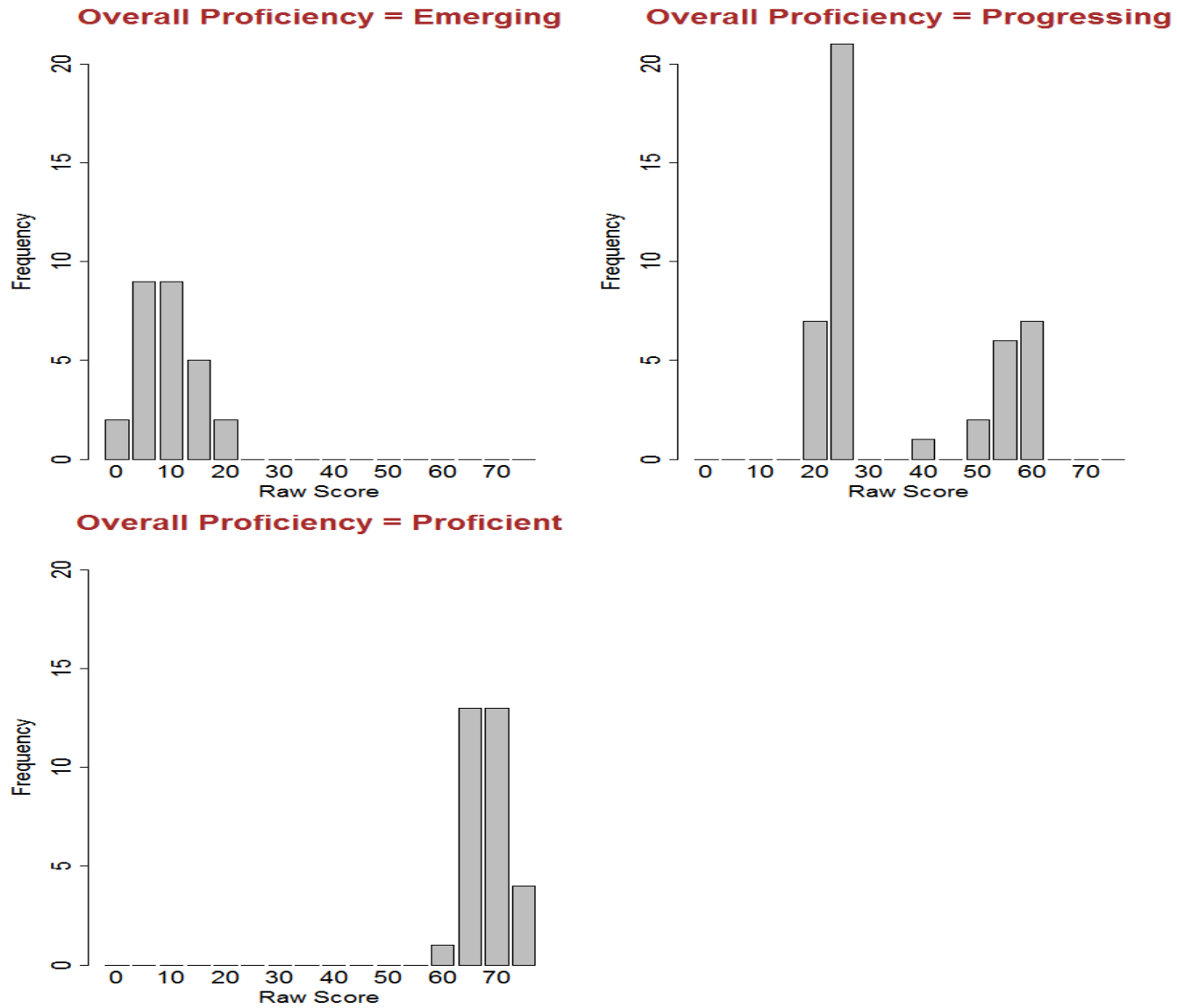
Figure S1.28: Screener Raw Score Summary - Grade 5 Speaking



**Figure S1.29: Screener Raw Score Summary - Grade 5 Writing**



**Figure S1.30: Screener Raw Score Summary - Grade 5 Overall**



**Figure S1.31: Screener Raw Score Summary - Grade 6 Listening**

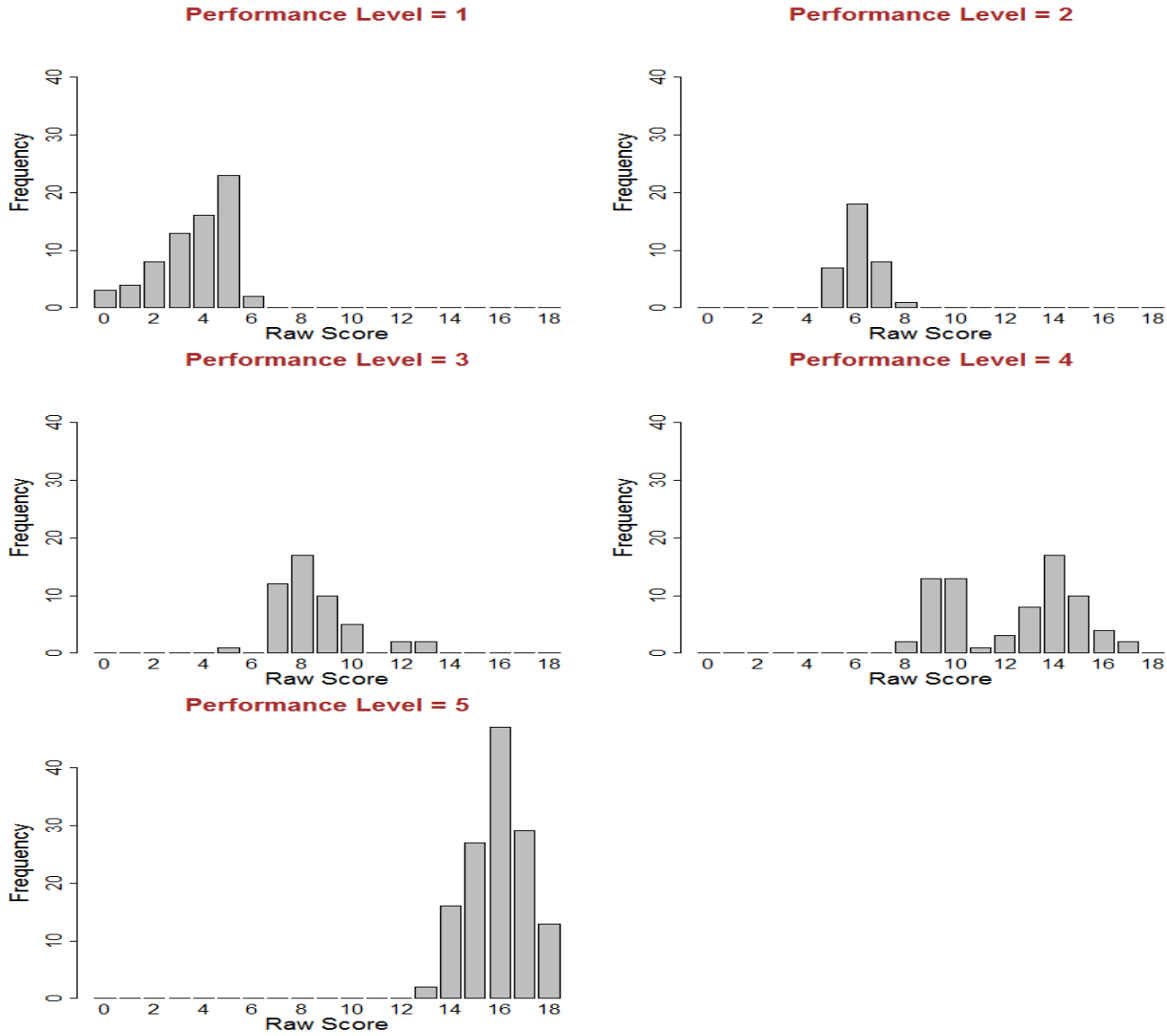
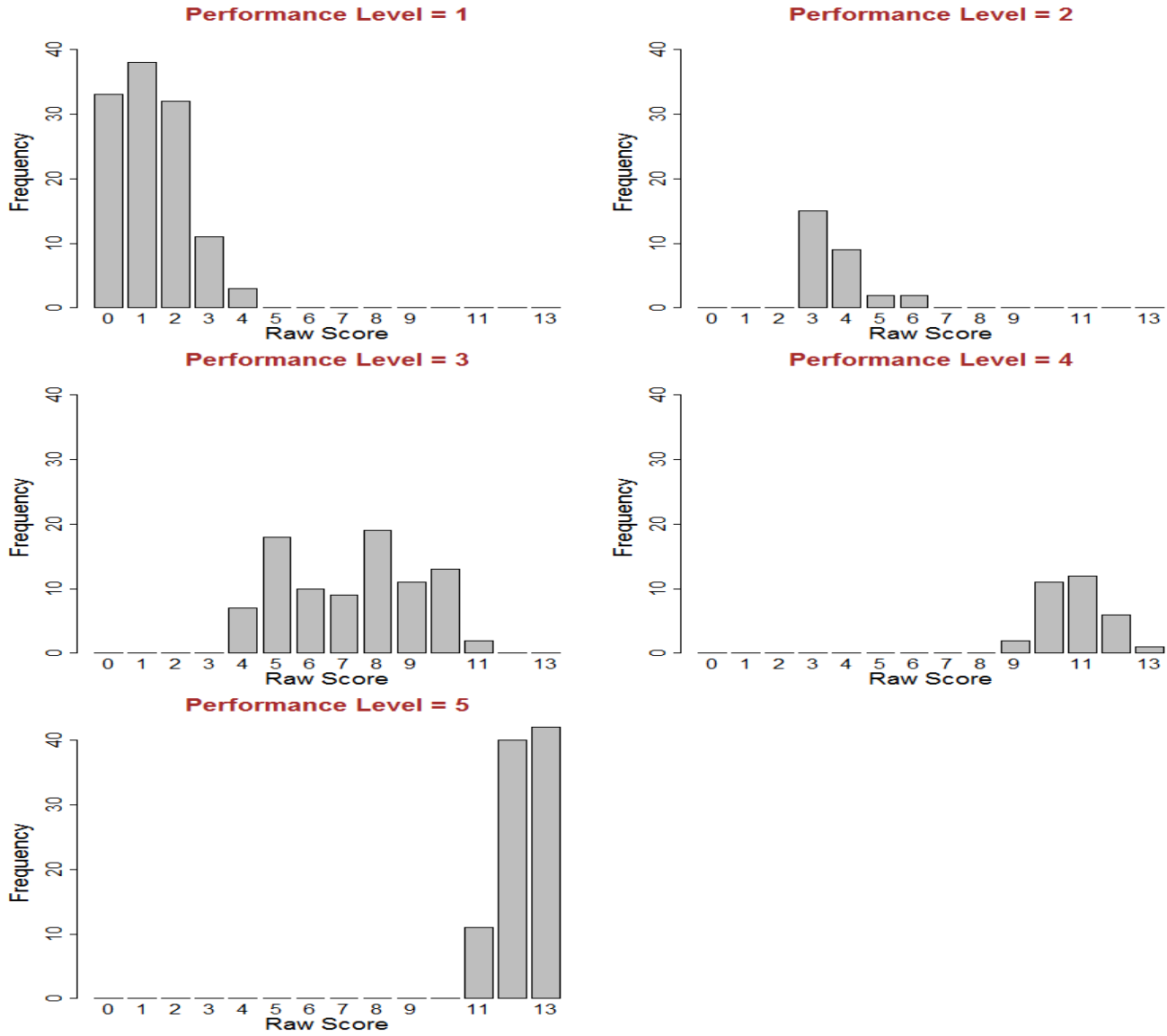


Figure S1.32: Screener Raw Score Summary - Grade 6 Reading





**Figure S1.33: Screener Raw Score Summary - Grade 6 Speaking**

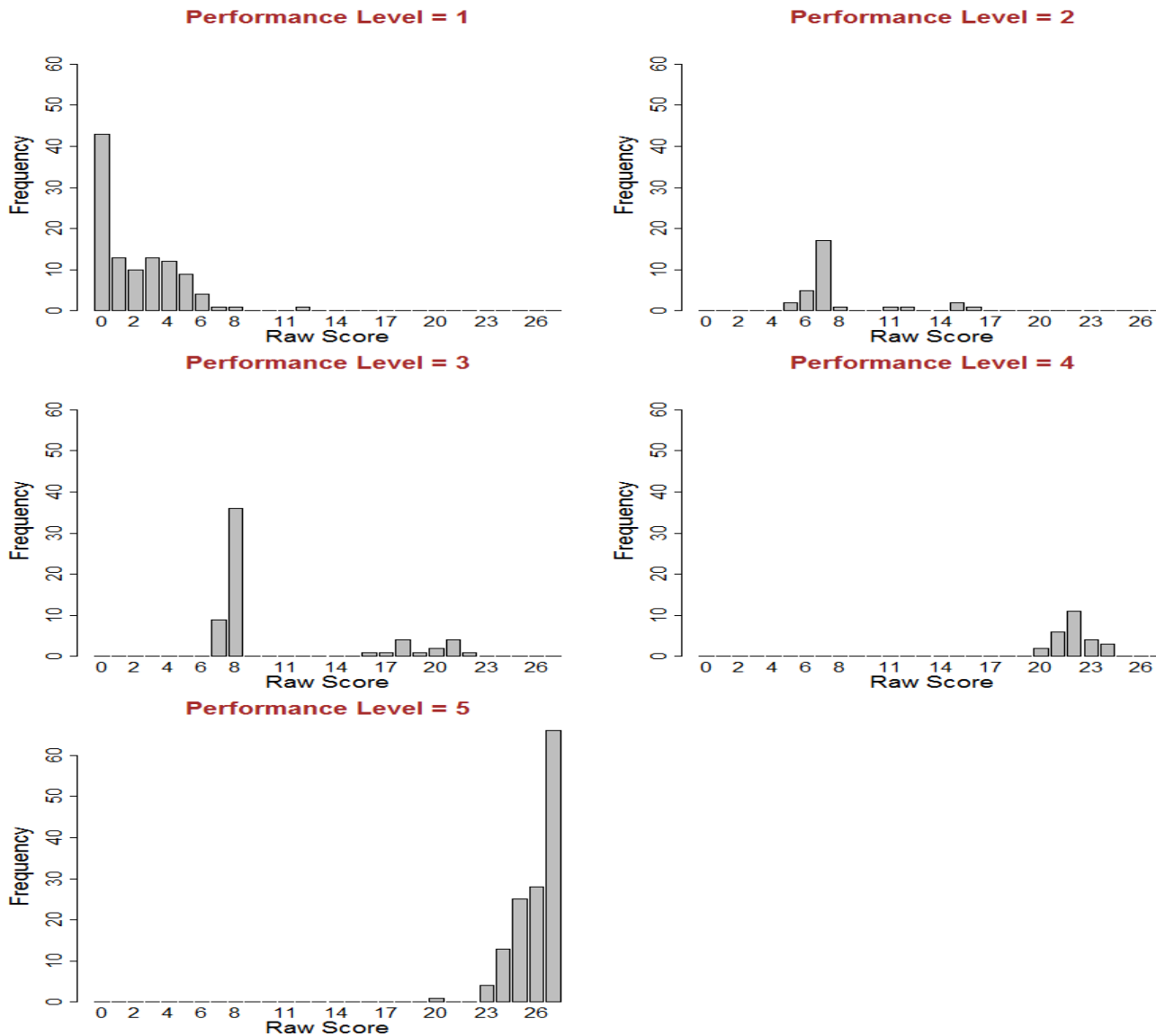
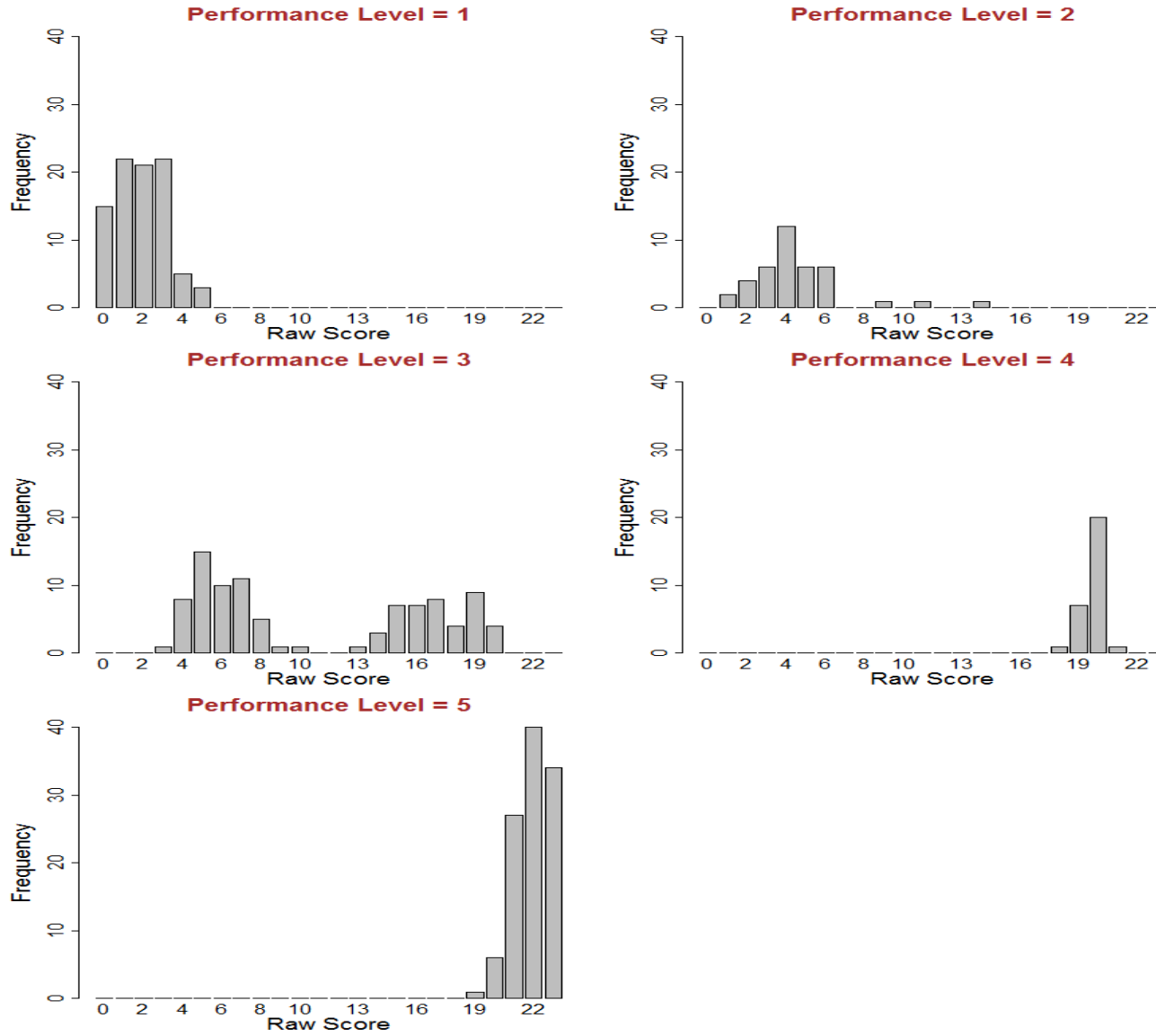
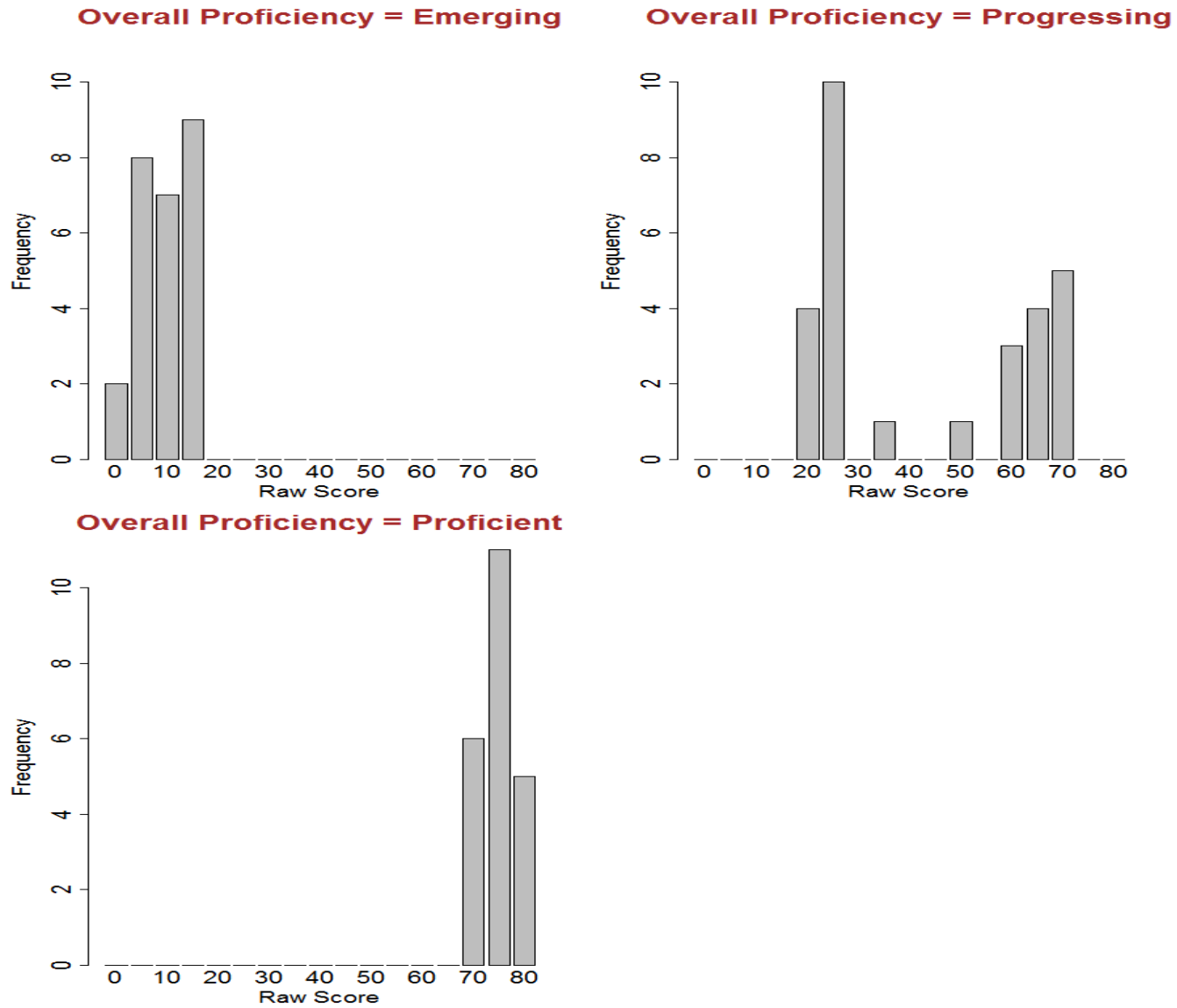


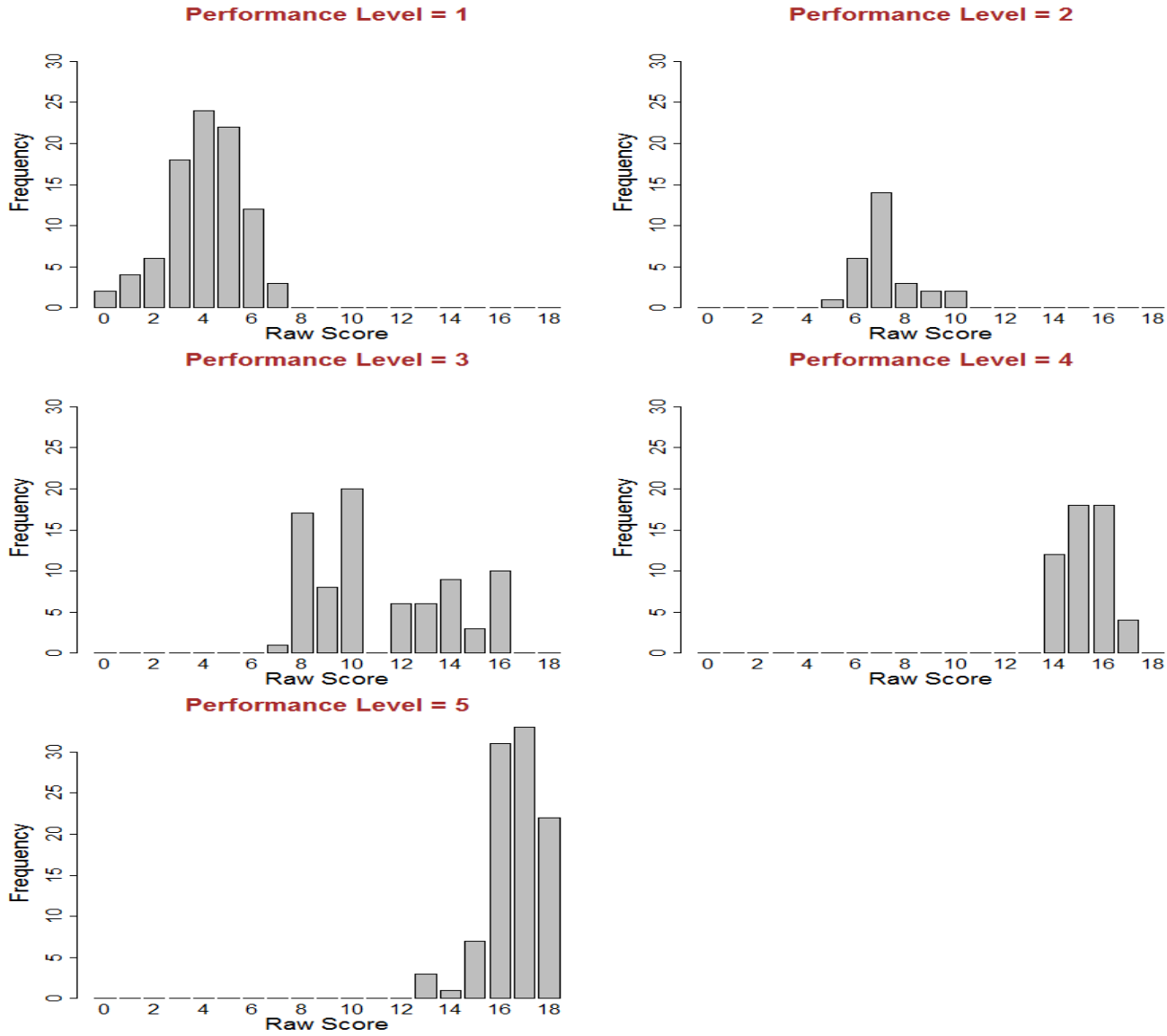
Figure S1.34: Screener Raw Score Summary - Grade 6 Writing



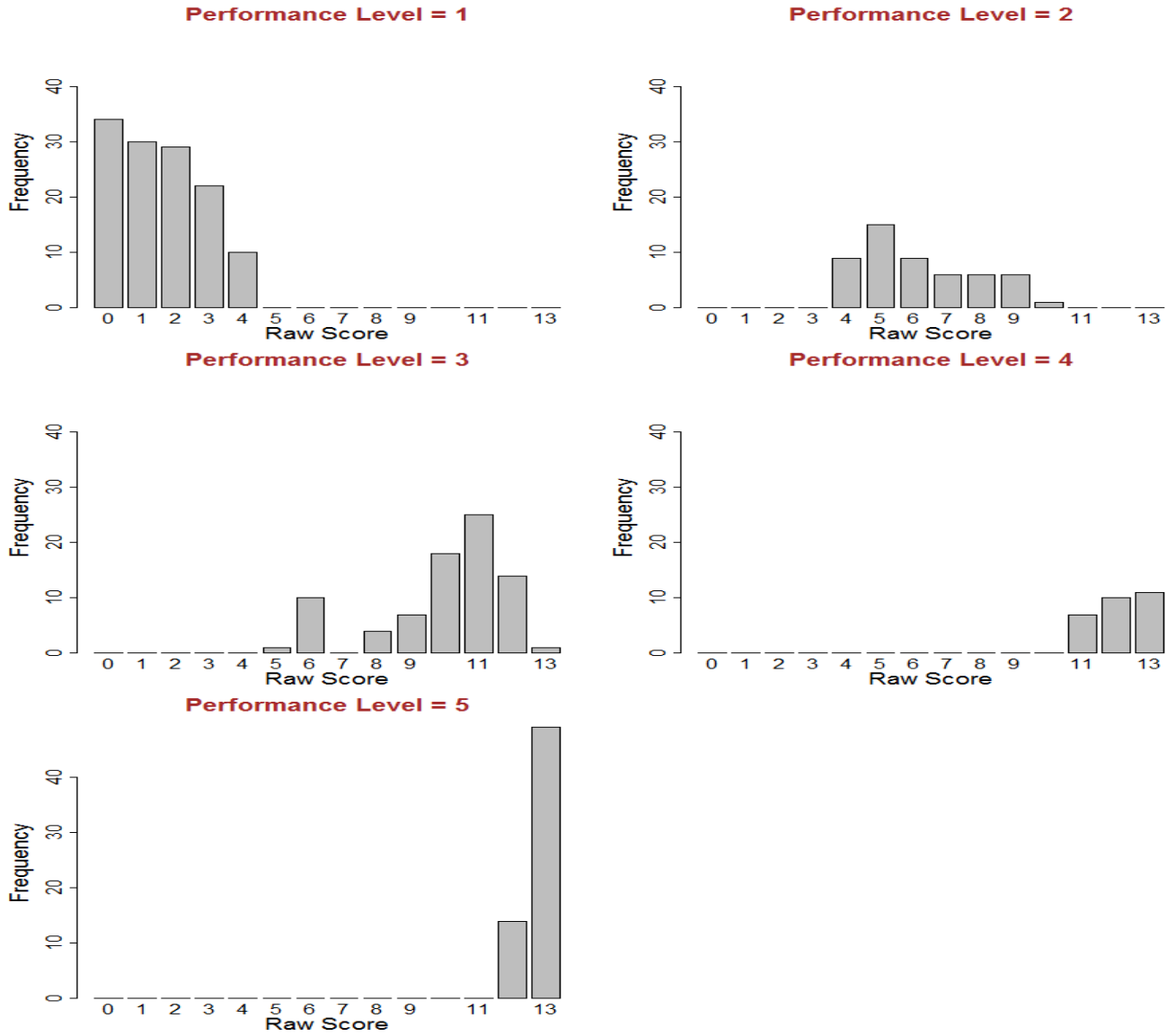
**Figure S1.35: Screener Raw Score Summary - Grade 6 Overall**



**Figure S1.36: Screener Raw Score Summary - Grade 7 Listening**



**Figure S1.37: Screener Raw Score Summary - Grade 7 Reading**



**Figure S1.38: Screener Raw Score Summary - Grade 7 Speaking**

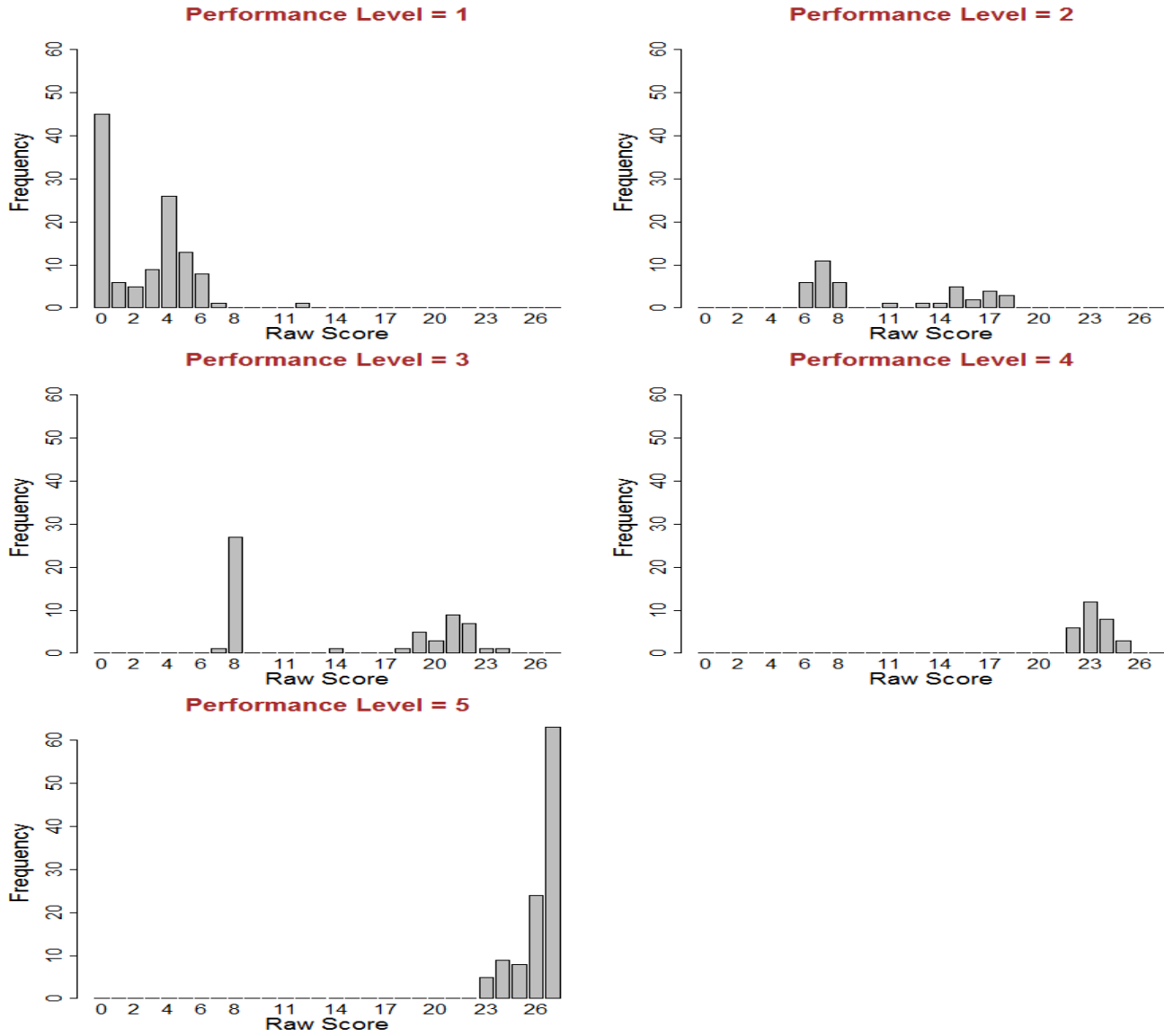
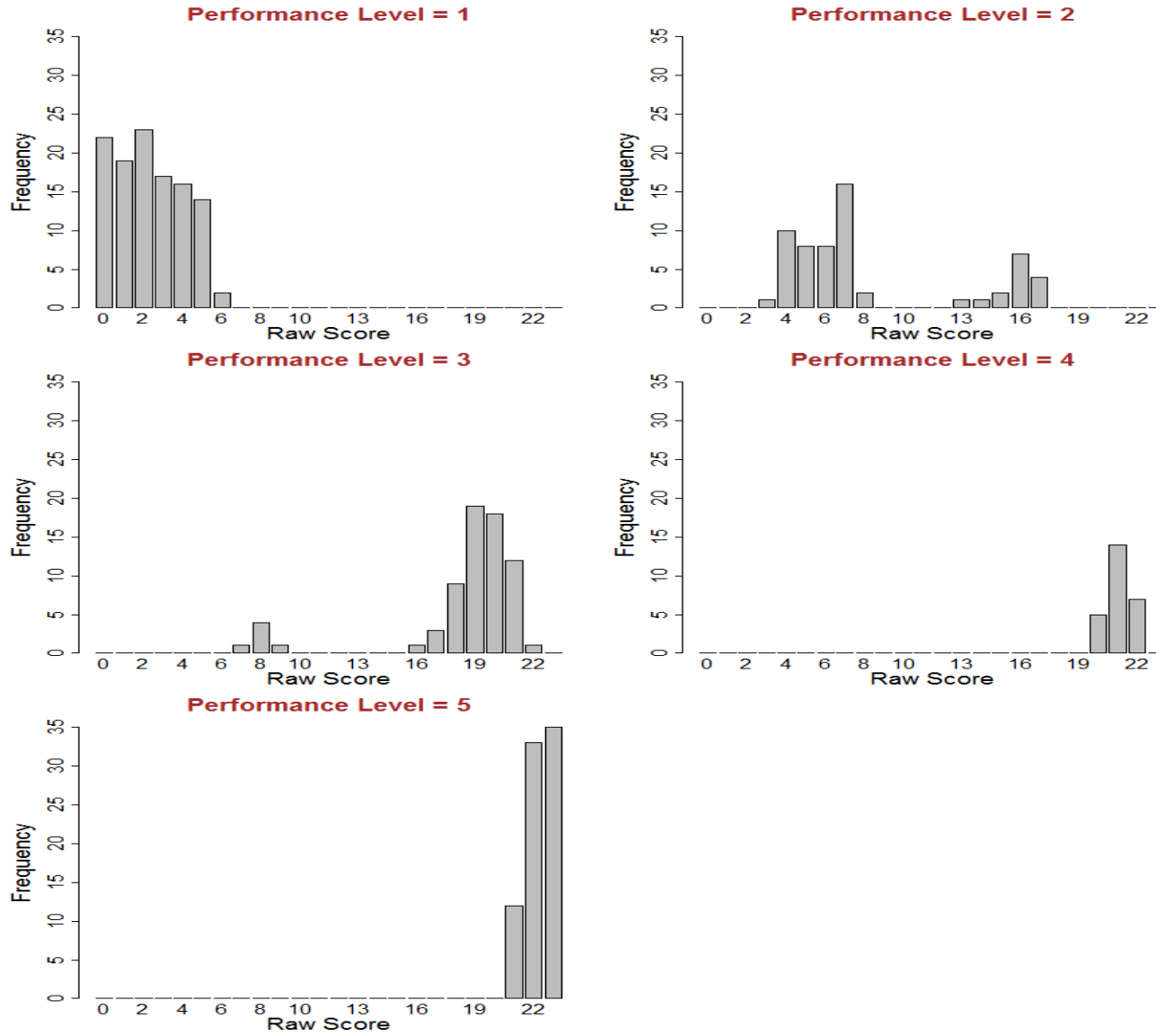
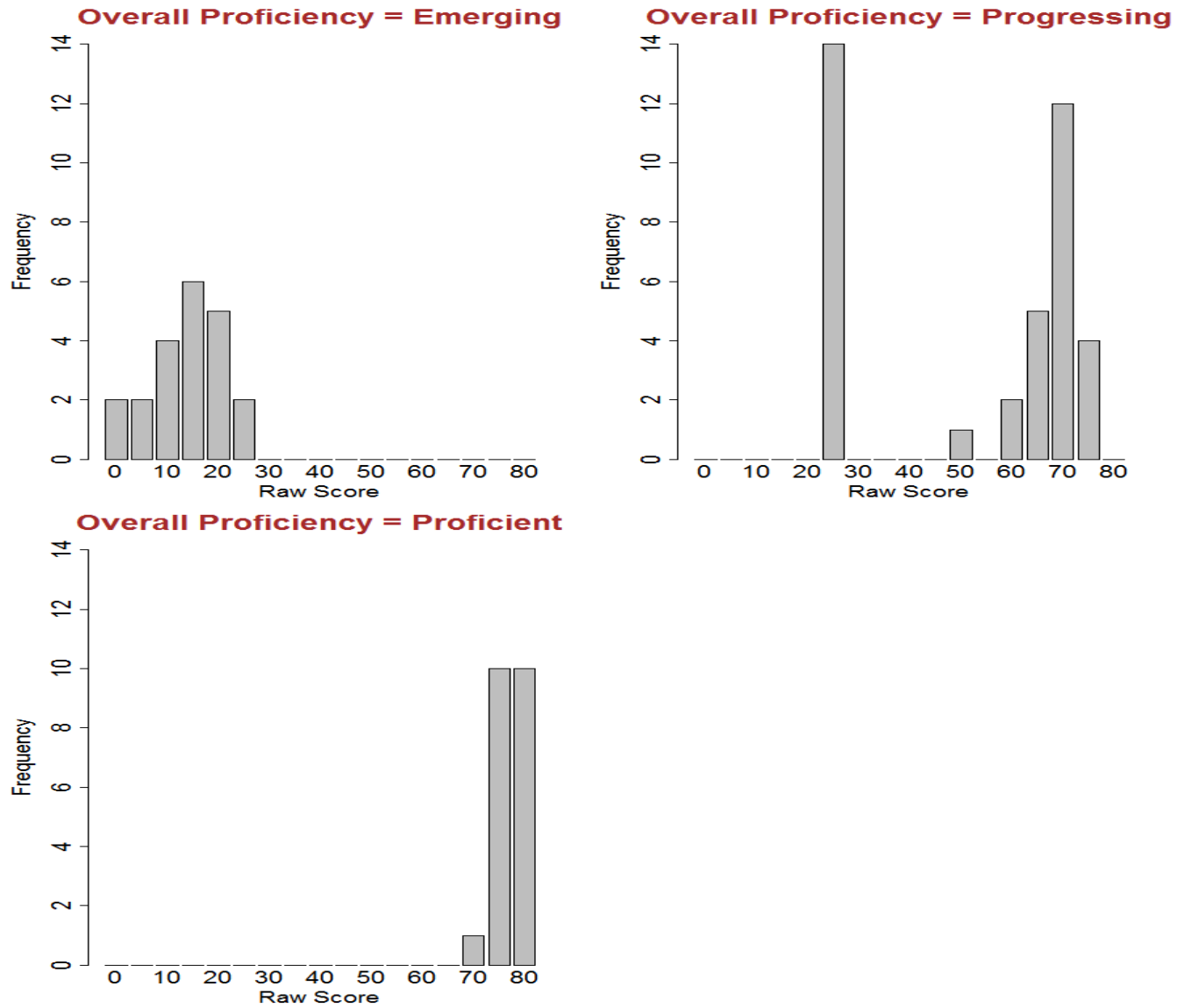


Figure S1.39: Screener Raw Score Summary - Grade 7 Writing



**Figure S1.40: Screener Raw Score Summary - Grade 7 Overall**





**Figure S1.41: Screener Raw Score Summary - Grade 8 Listening**

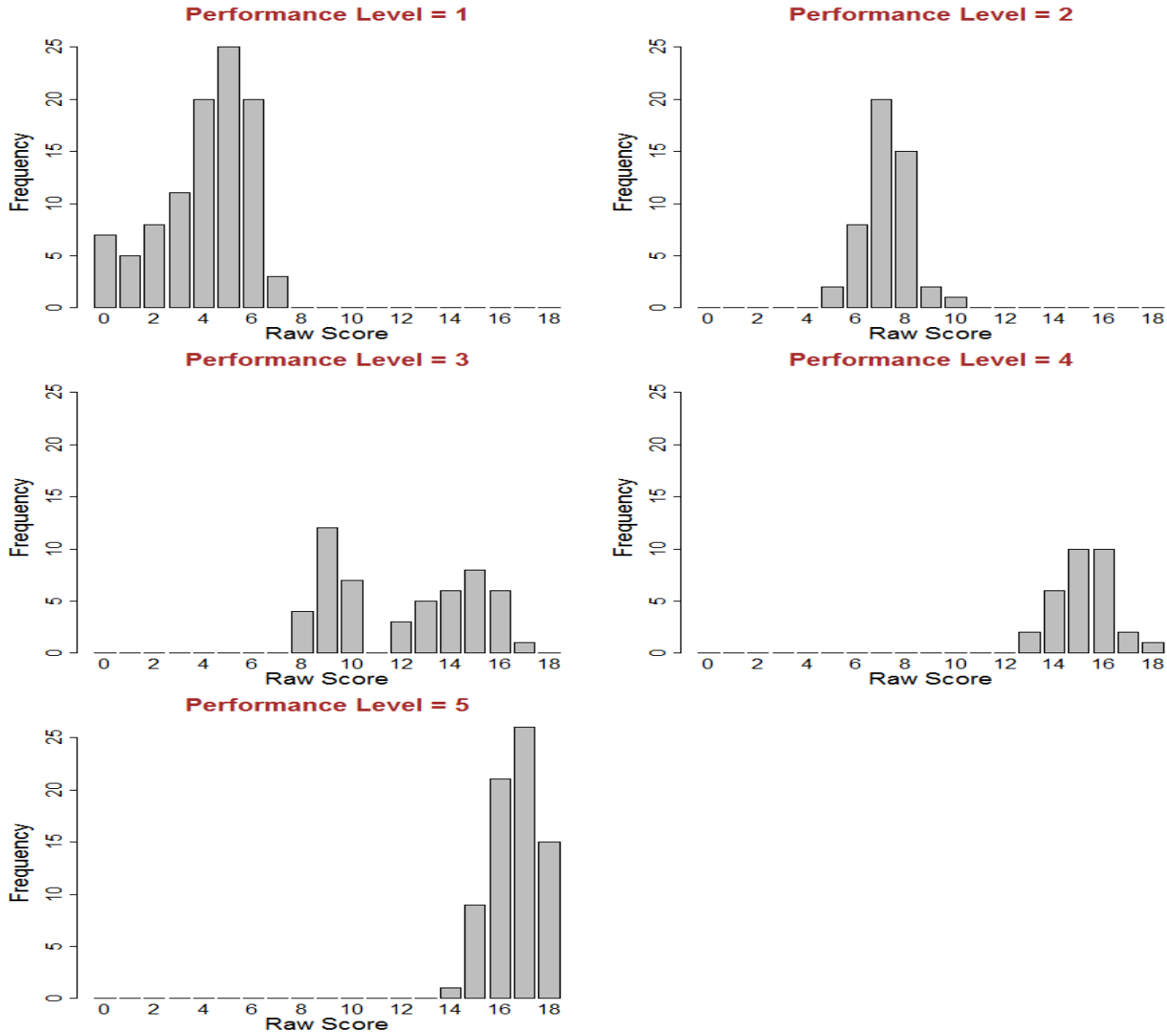


Figure S1.42: Screener Raw Score Summary - Grade 8 Reading

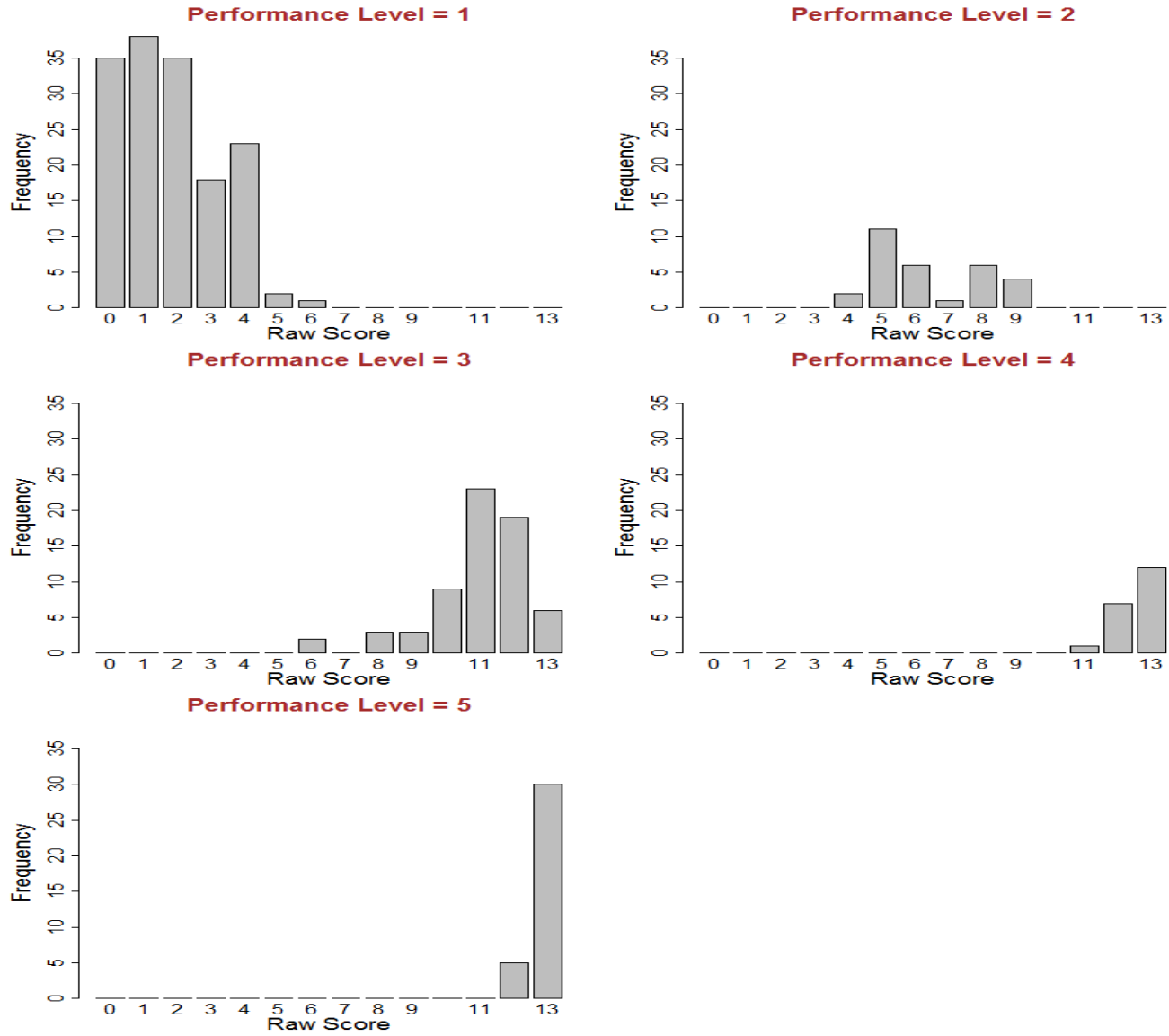


Figure S1.43: Screener Raw Score Summary - Grade 8 Speaking

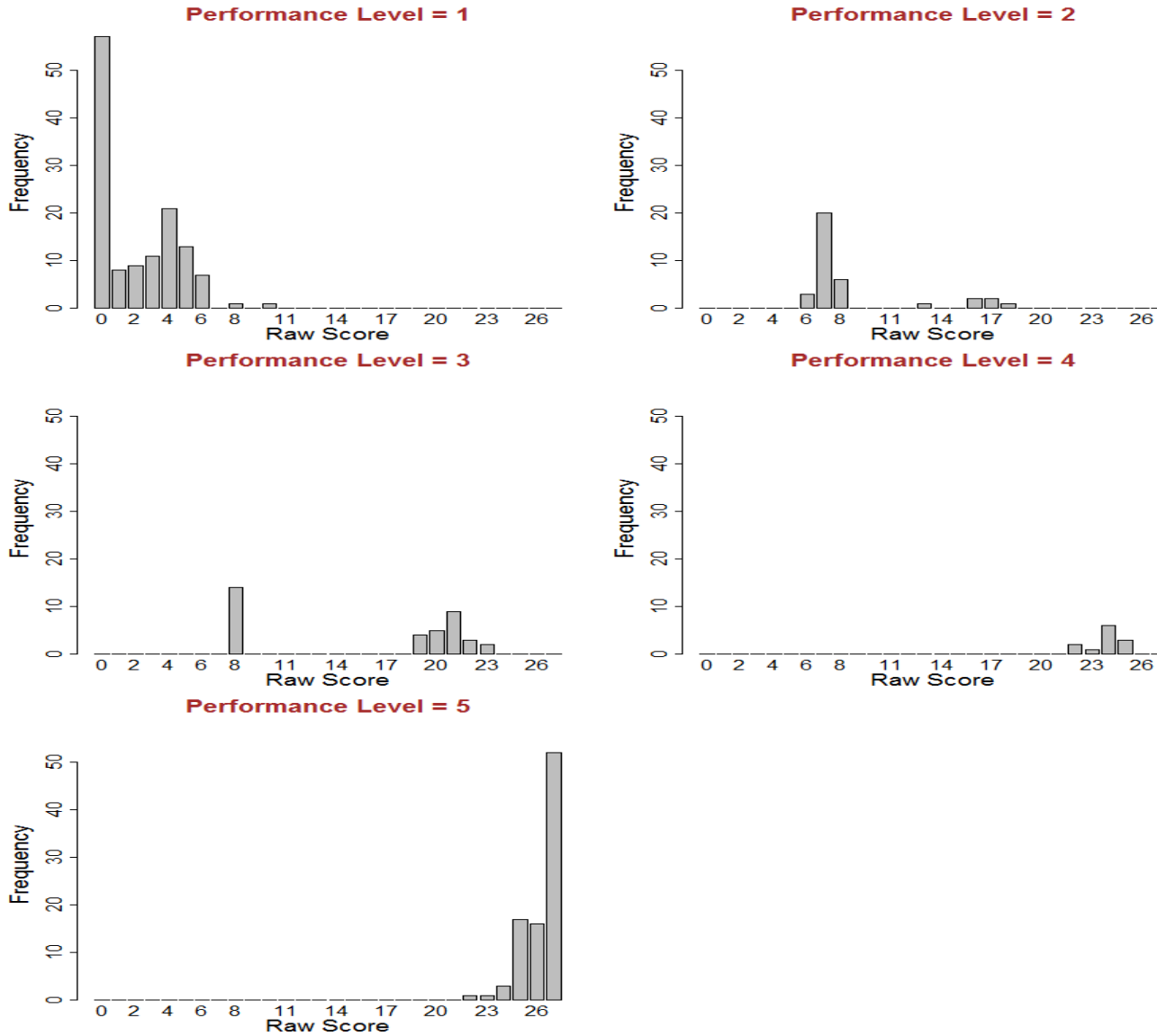
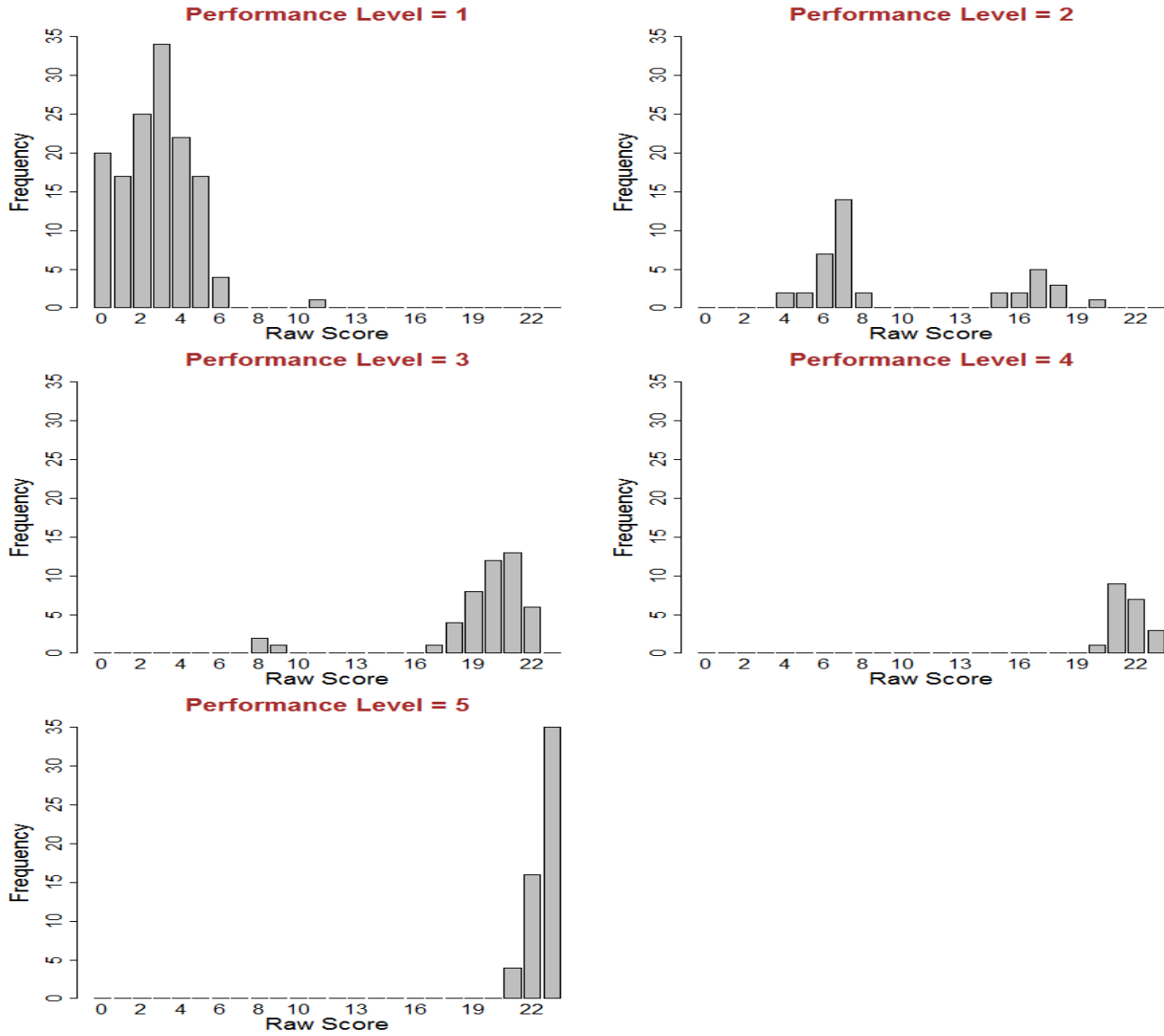
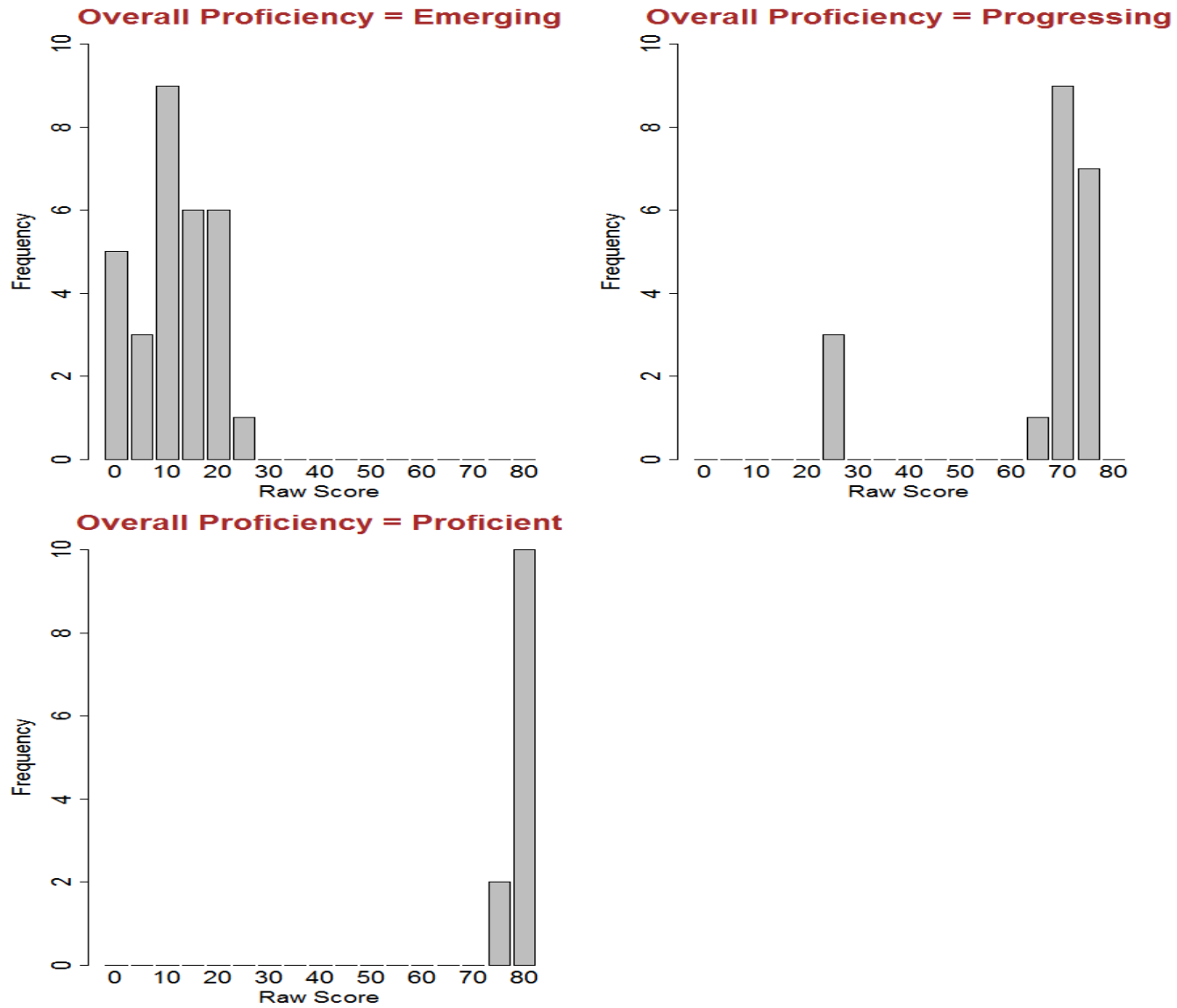


Figure S1.44: Screener Raw Score Summary - Grade 8 Writing



**Figure S1.45: Screener Raw Score Summary - Grade 8 Overall**



**Figure S1.46: Screener Raw Score Summary - Grade 9 Listening**

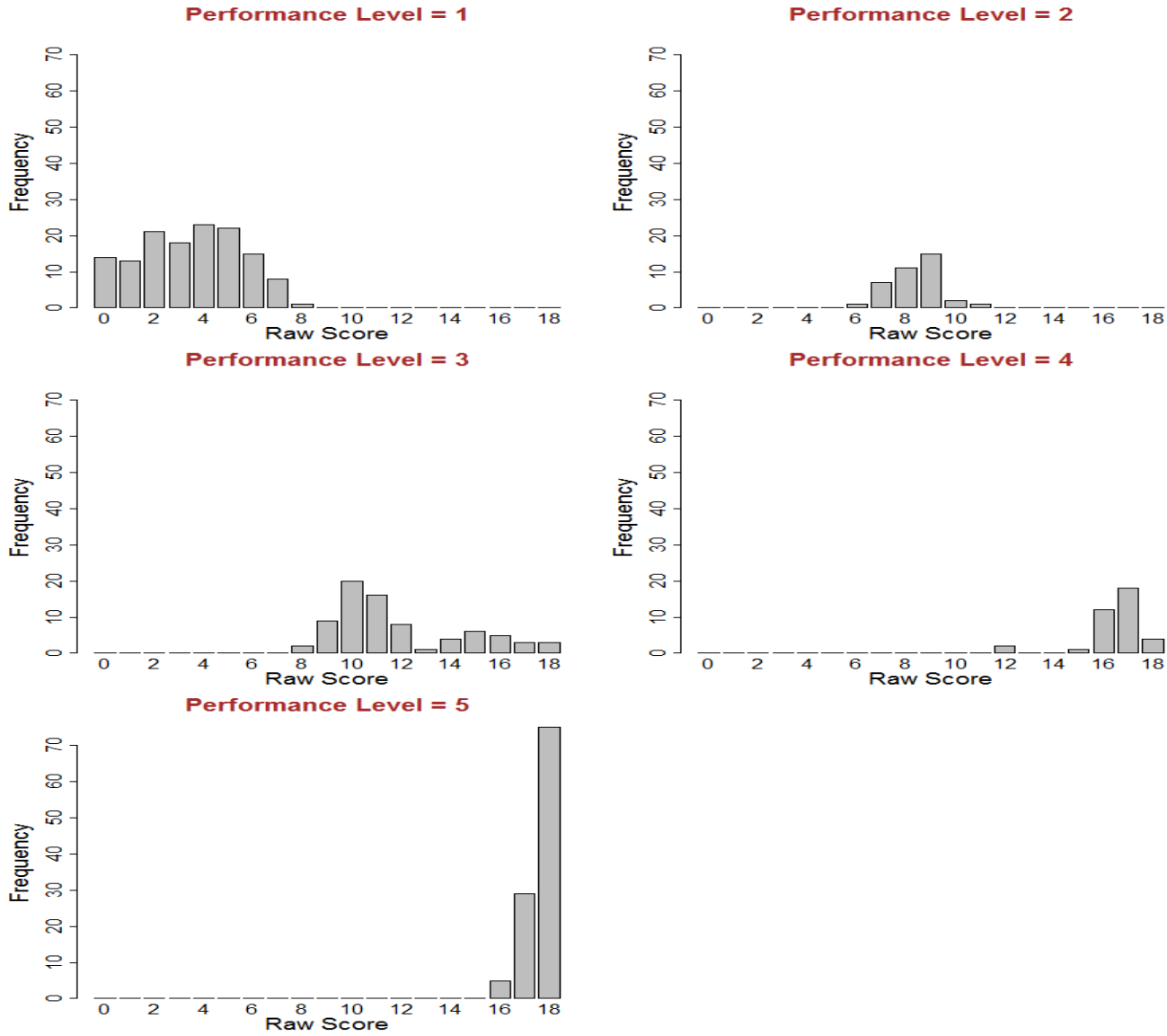
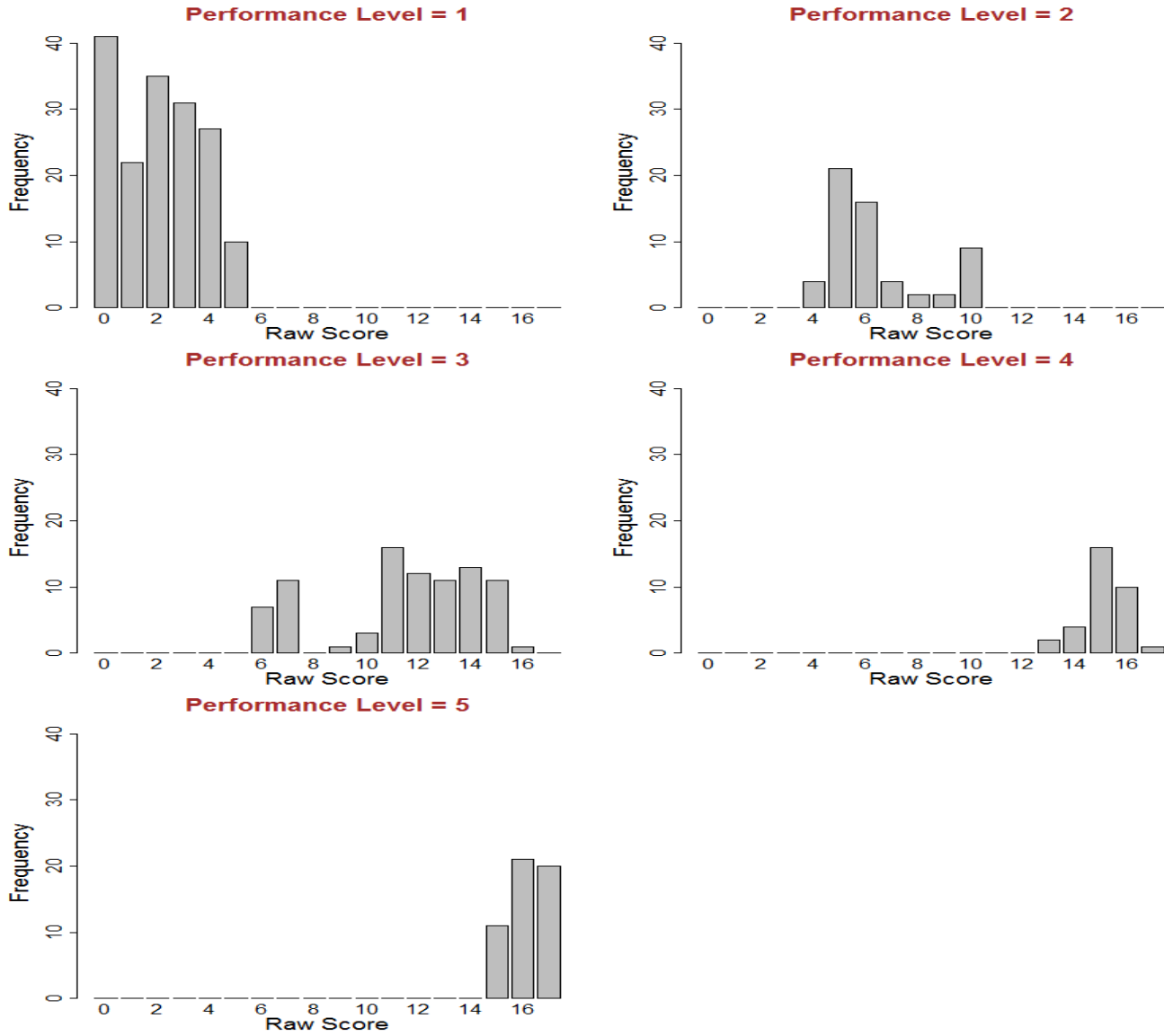


Figure S1.47: Screener Raw Score Summary - Grade 9 Reading



**Figure S1.48: Screener Raw Score Summary - Grade 9 Speaking**

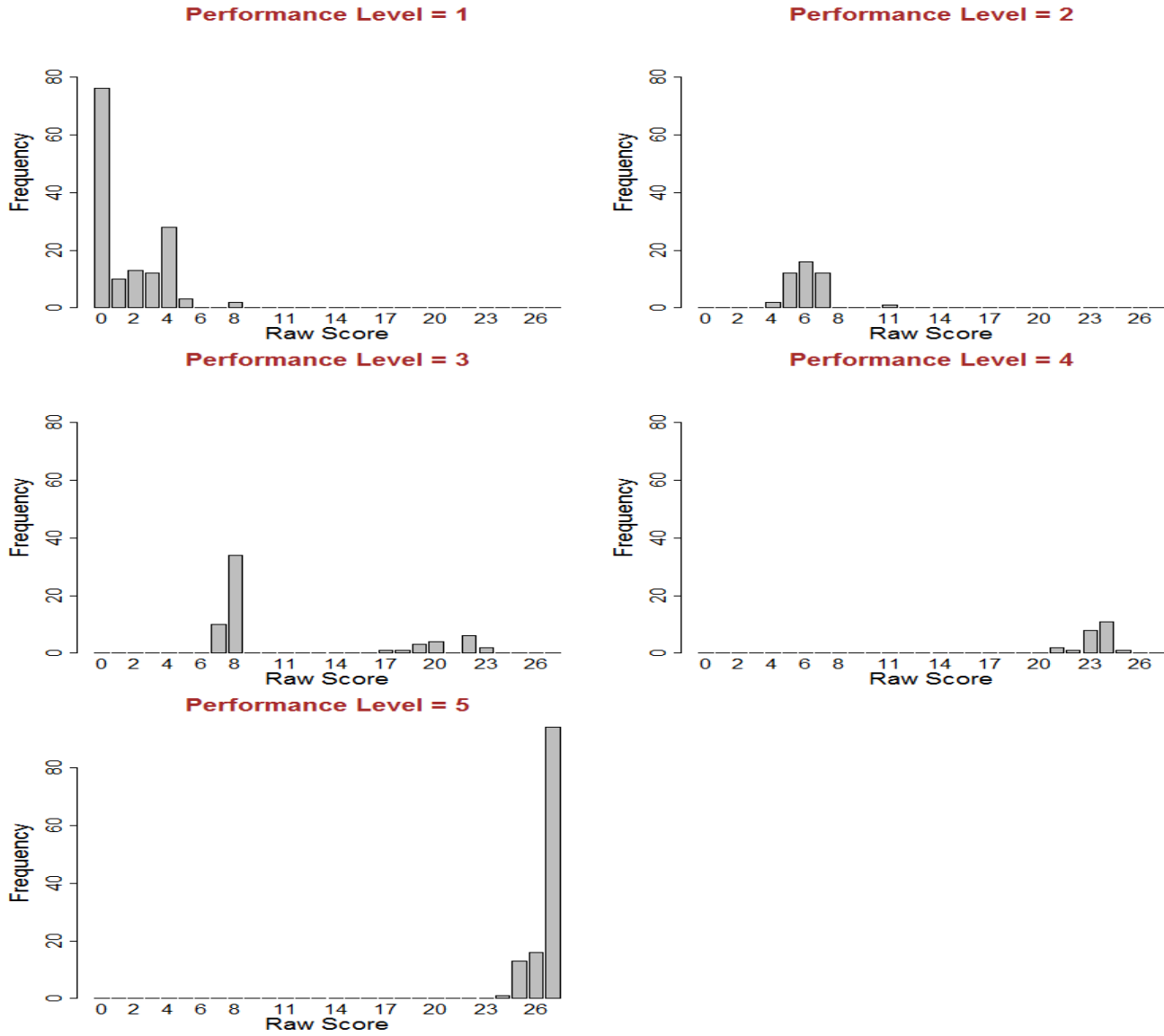
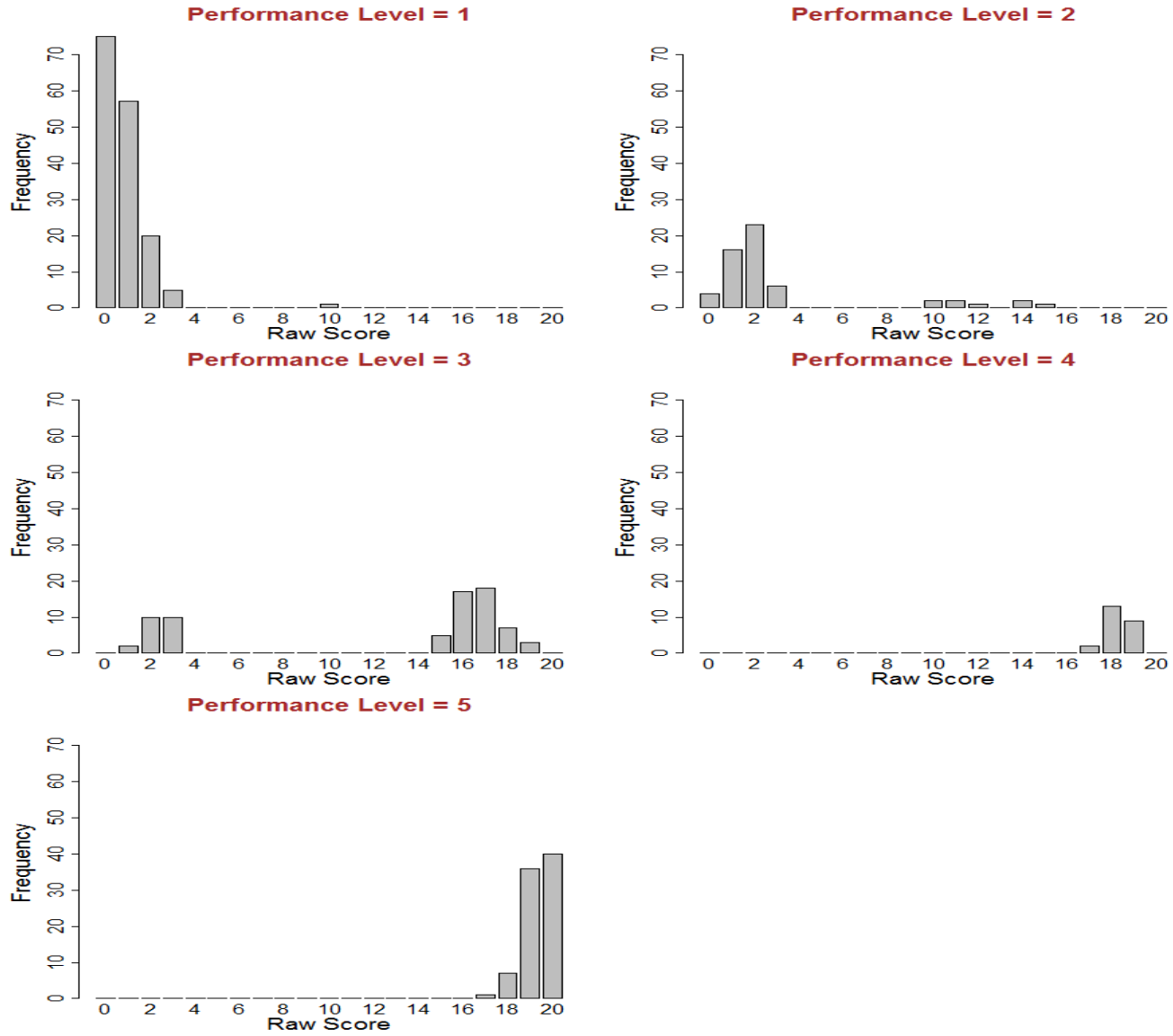




Figure S1.49: Screener Raw Score Summary - Grade 9 Writing



**Figure S1.50: Screener Raw Score Summary - Grade 9 Overall**

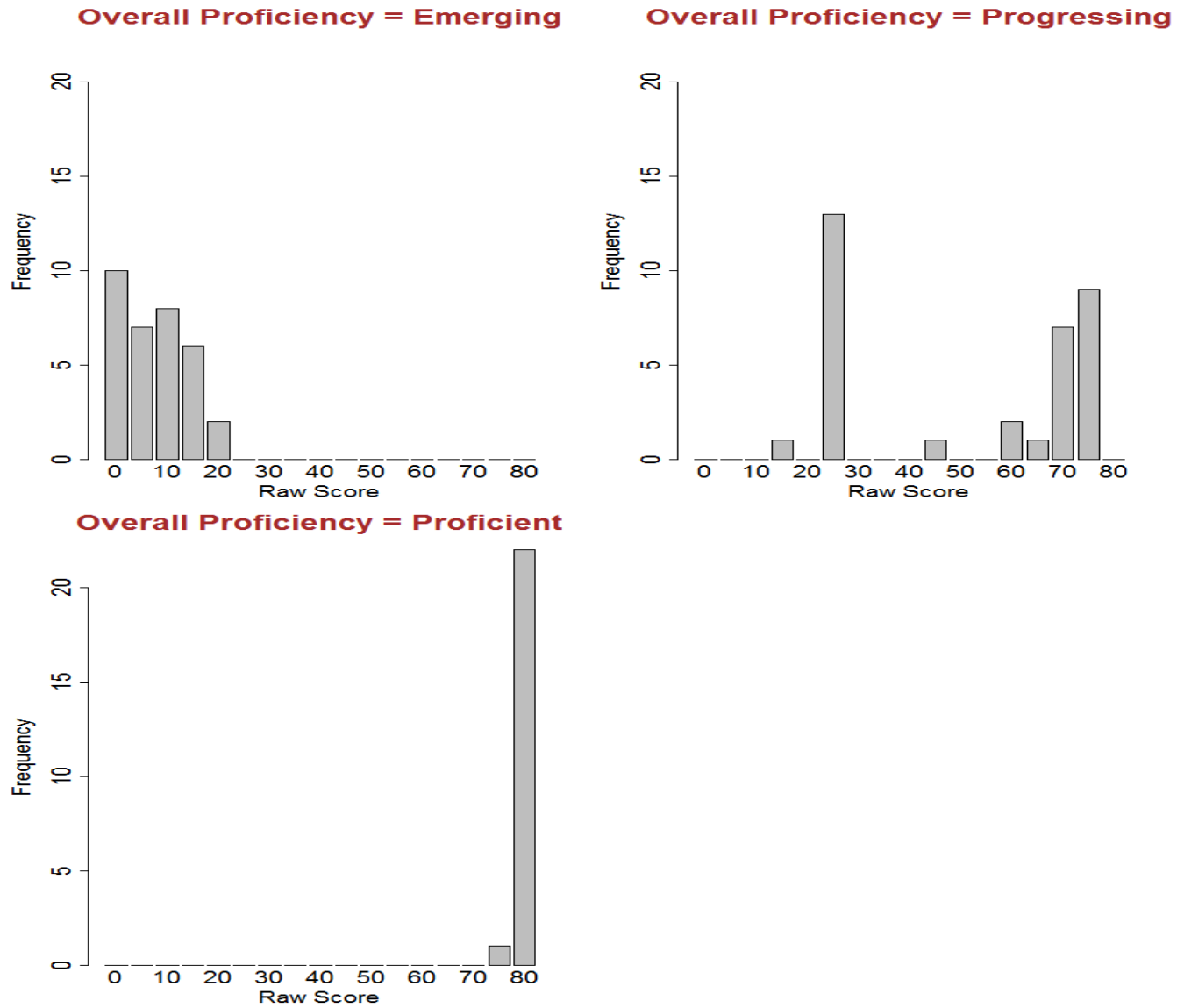


Figure S1.51: Screener Raw Score Summary - Grade 10 Listening

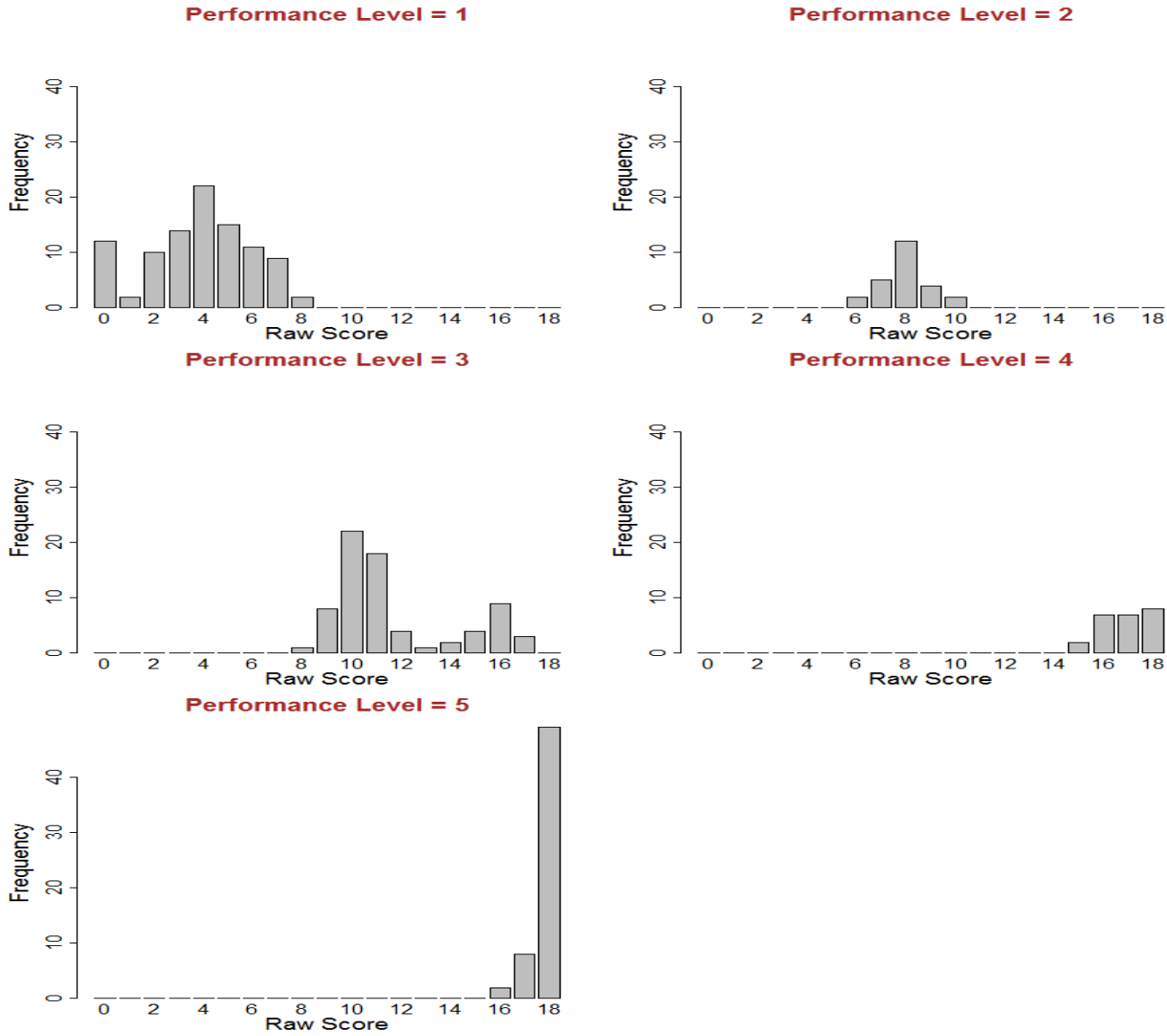


Figure S1.52: Screener Raw Score Summary - Grade 10 Reading

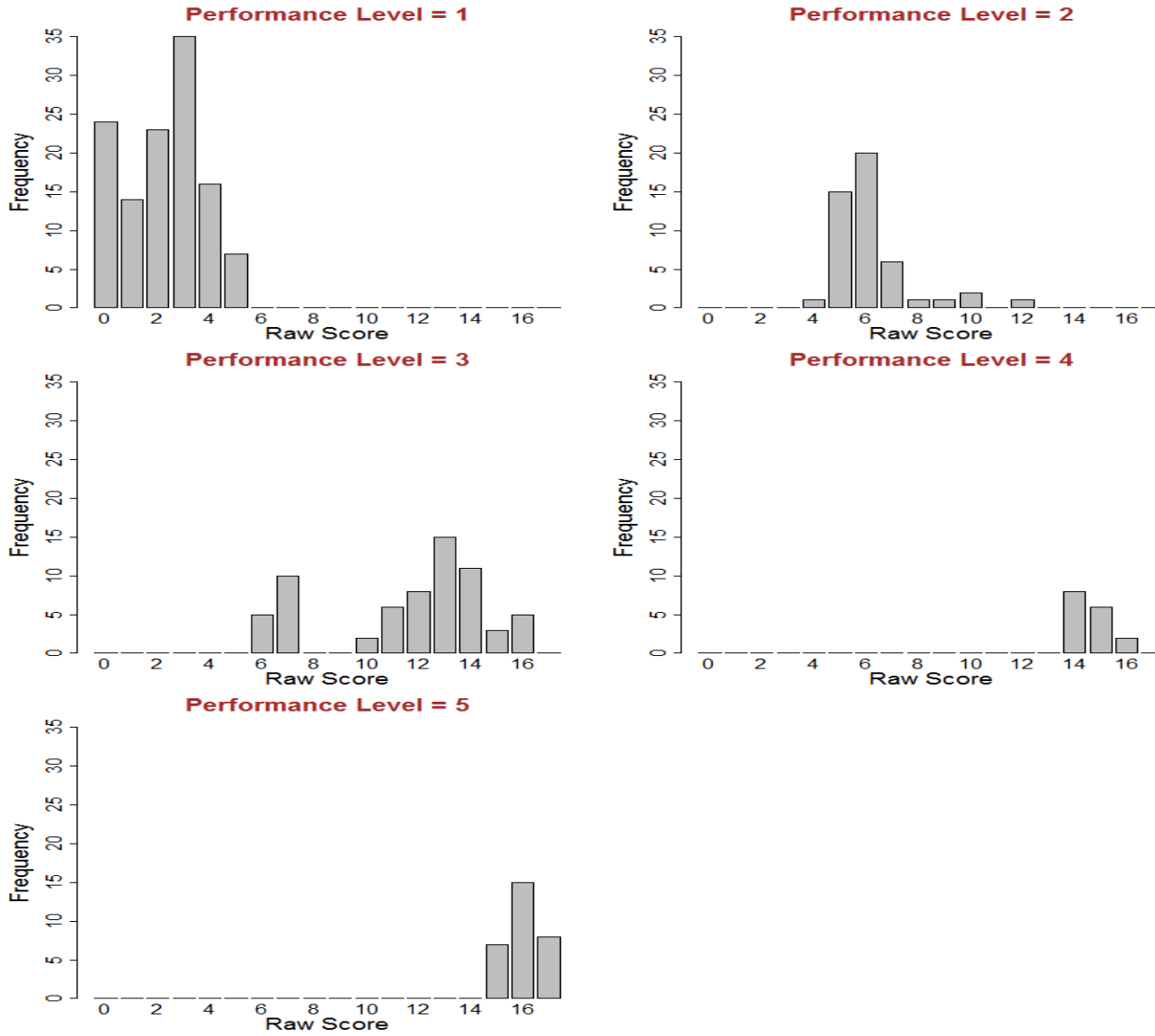


Figure S1.53: Screener Raw Score Summary - Grade 10 Speaking

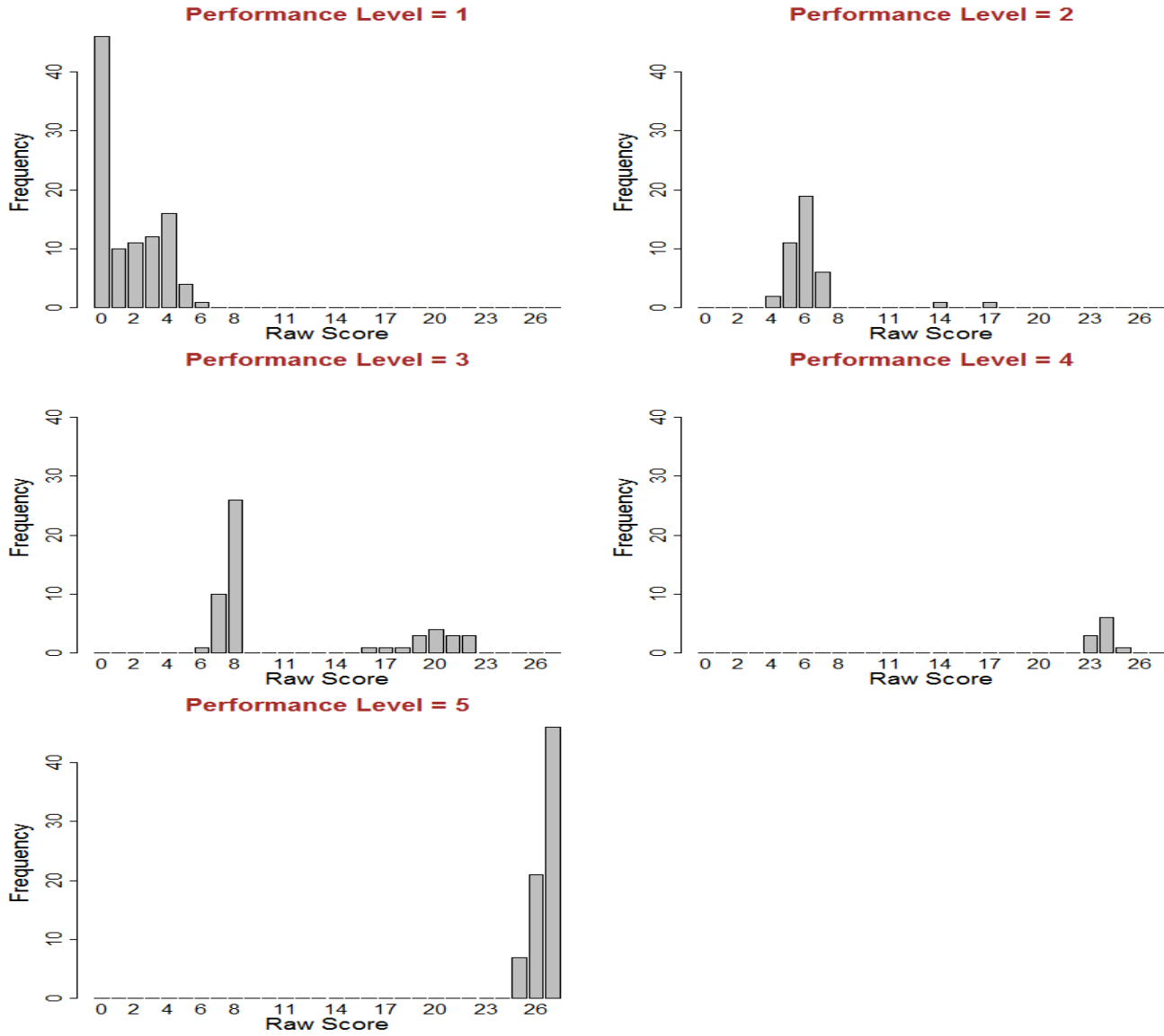
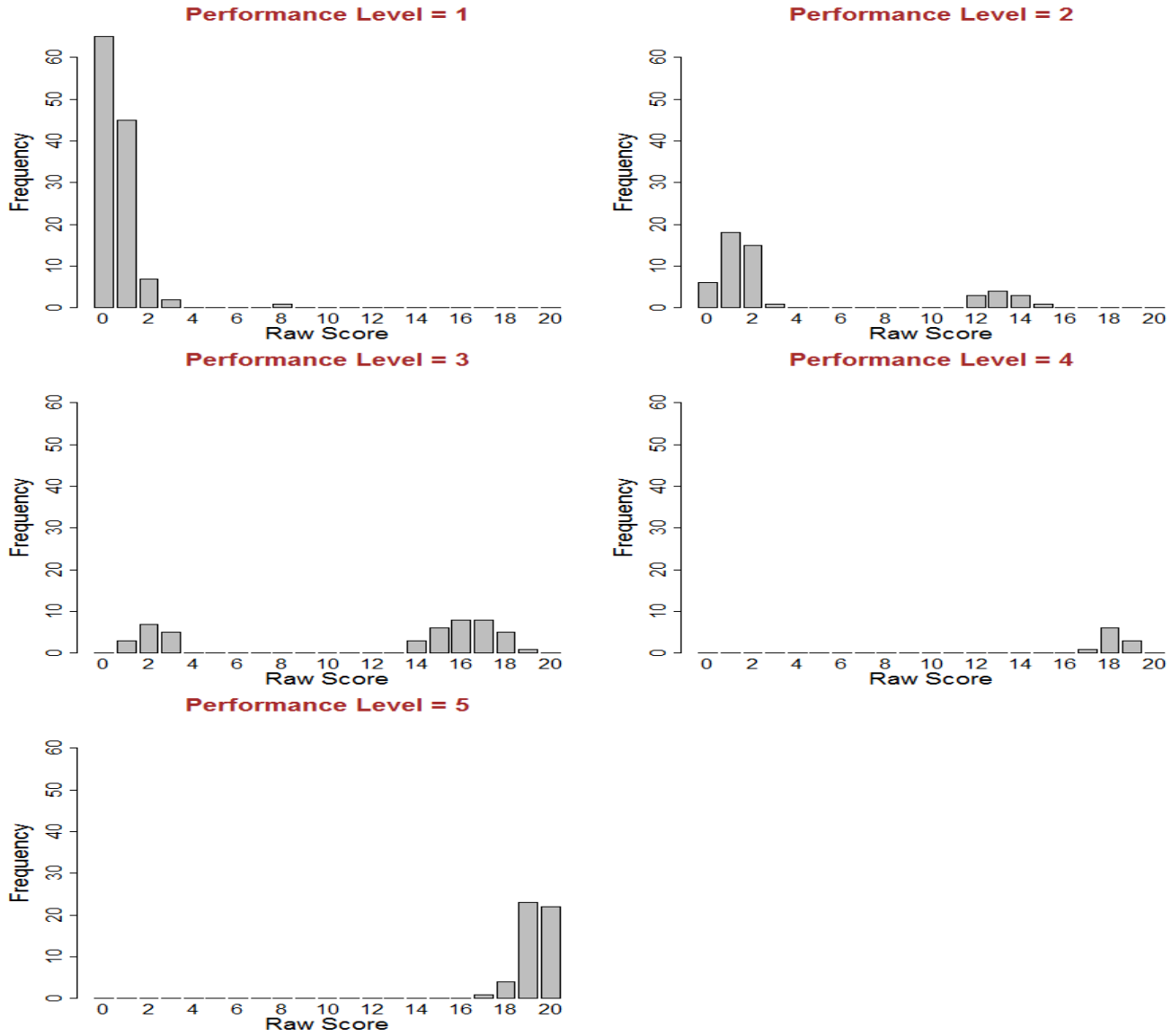


Figure S1.54: Screener Raw Score Summary - Grade 10 Writing



**Figure S1.55: Screener Raw Score Summary - Grade 10 Overall**

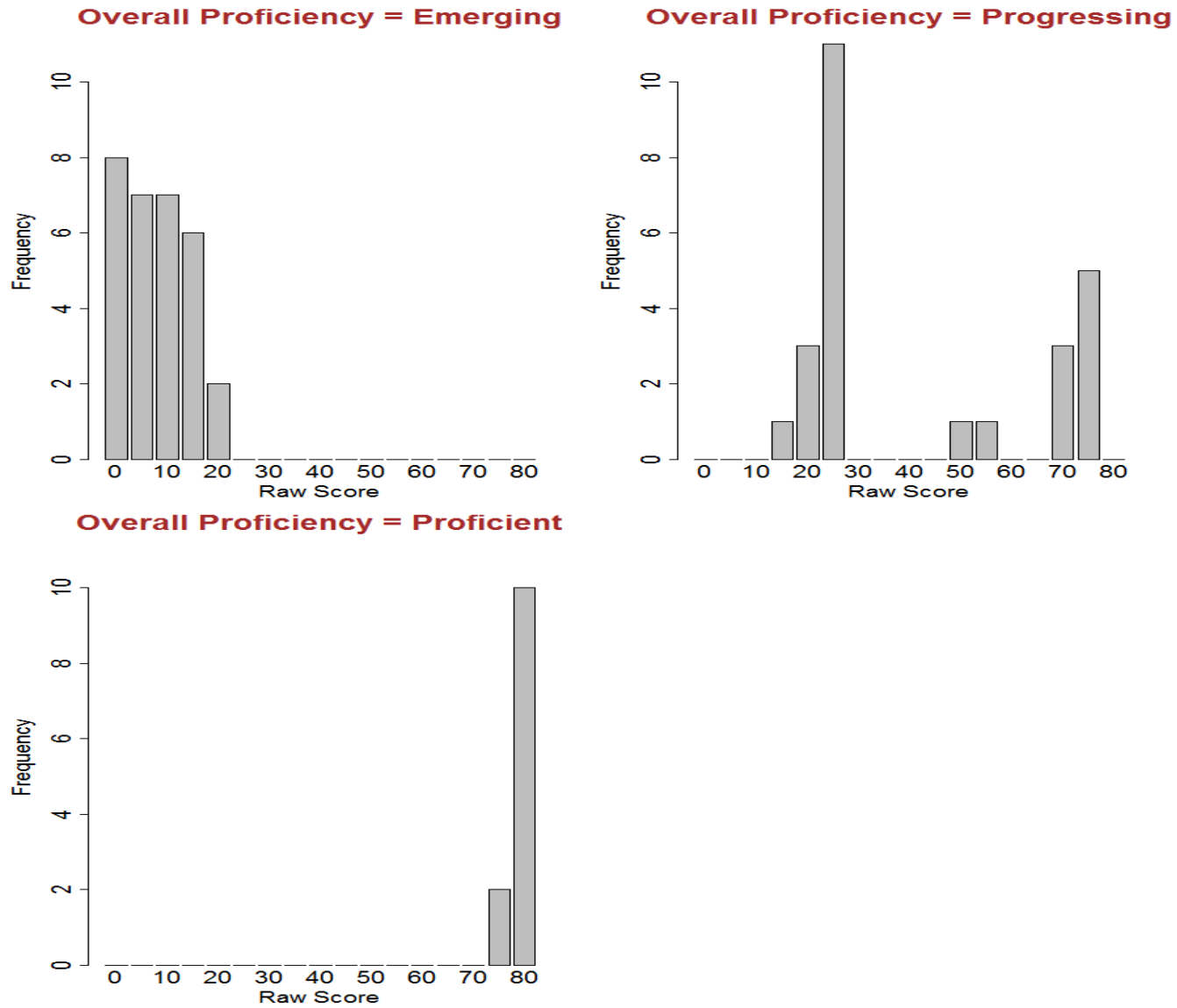


Figure S1.56: Screener Raw Score Summary - Grade 11 Listening

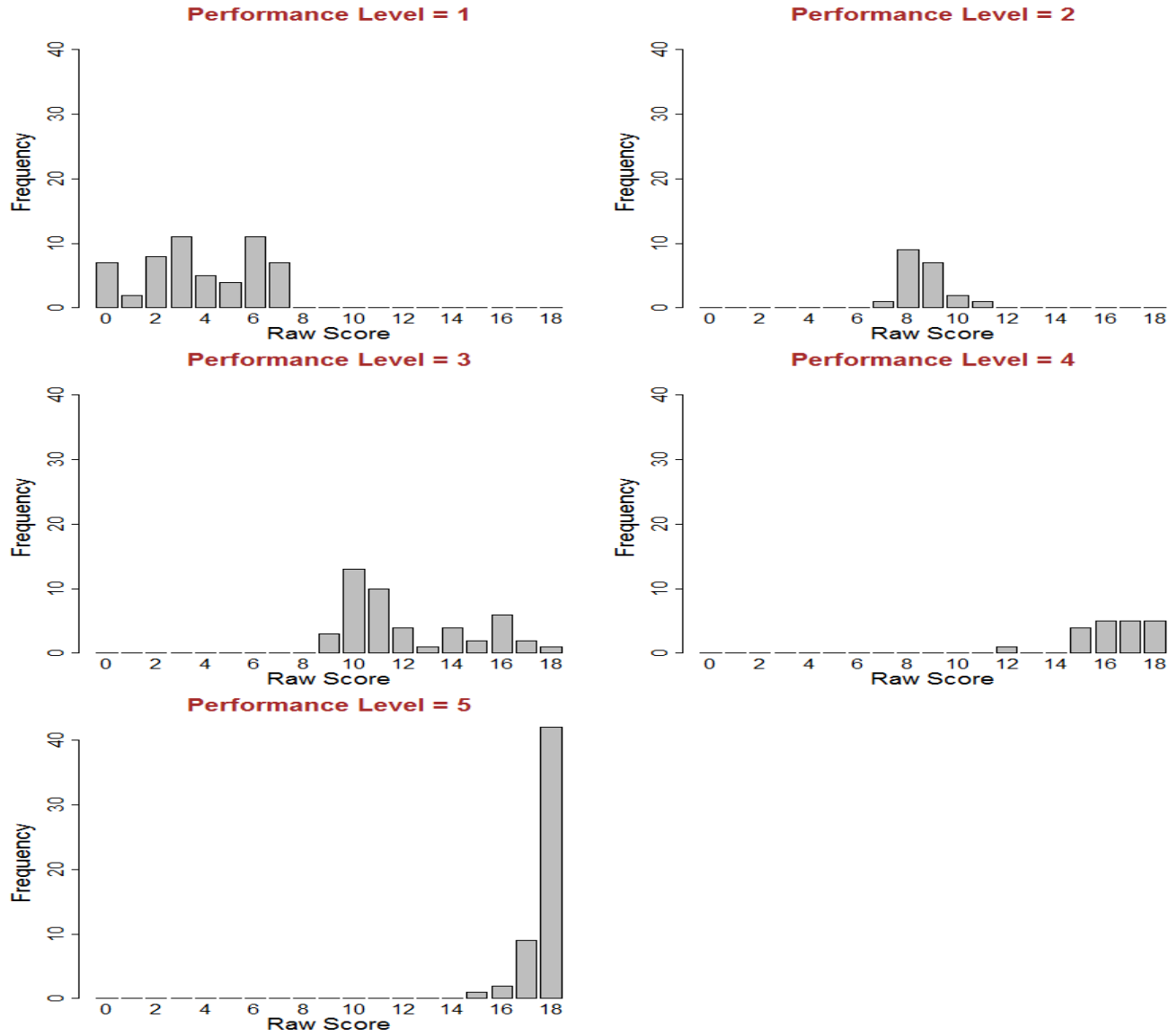




Figure S1.57: Screener Raw Score Summary - Grade 11 Reading

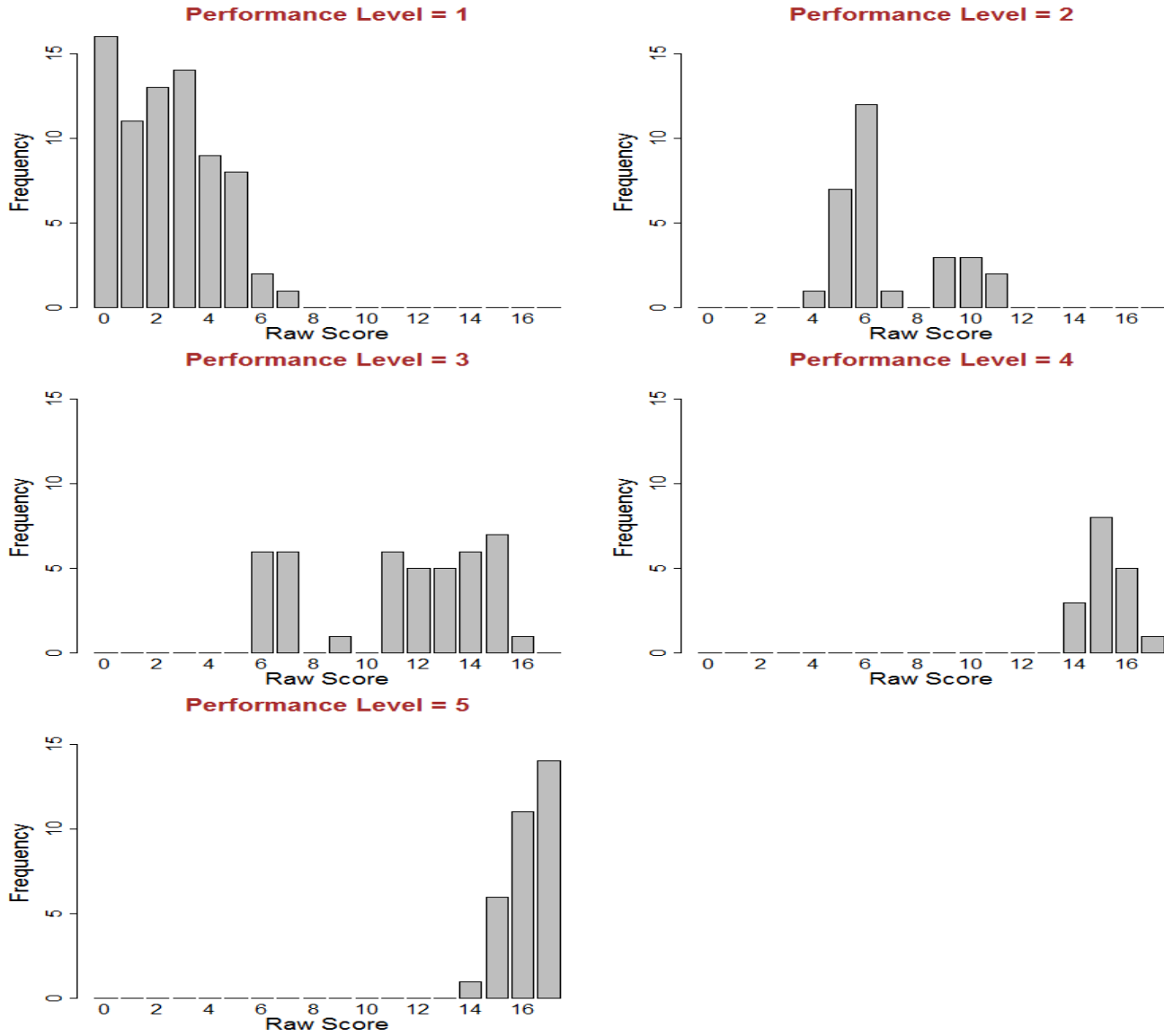


Figure S1.58: Screener Raw Score Summary - Grade 11 Speaking

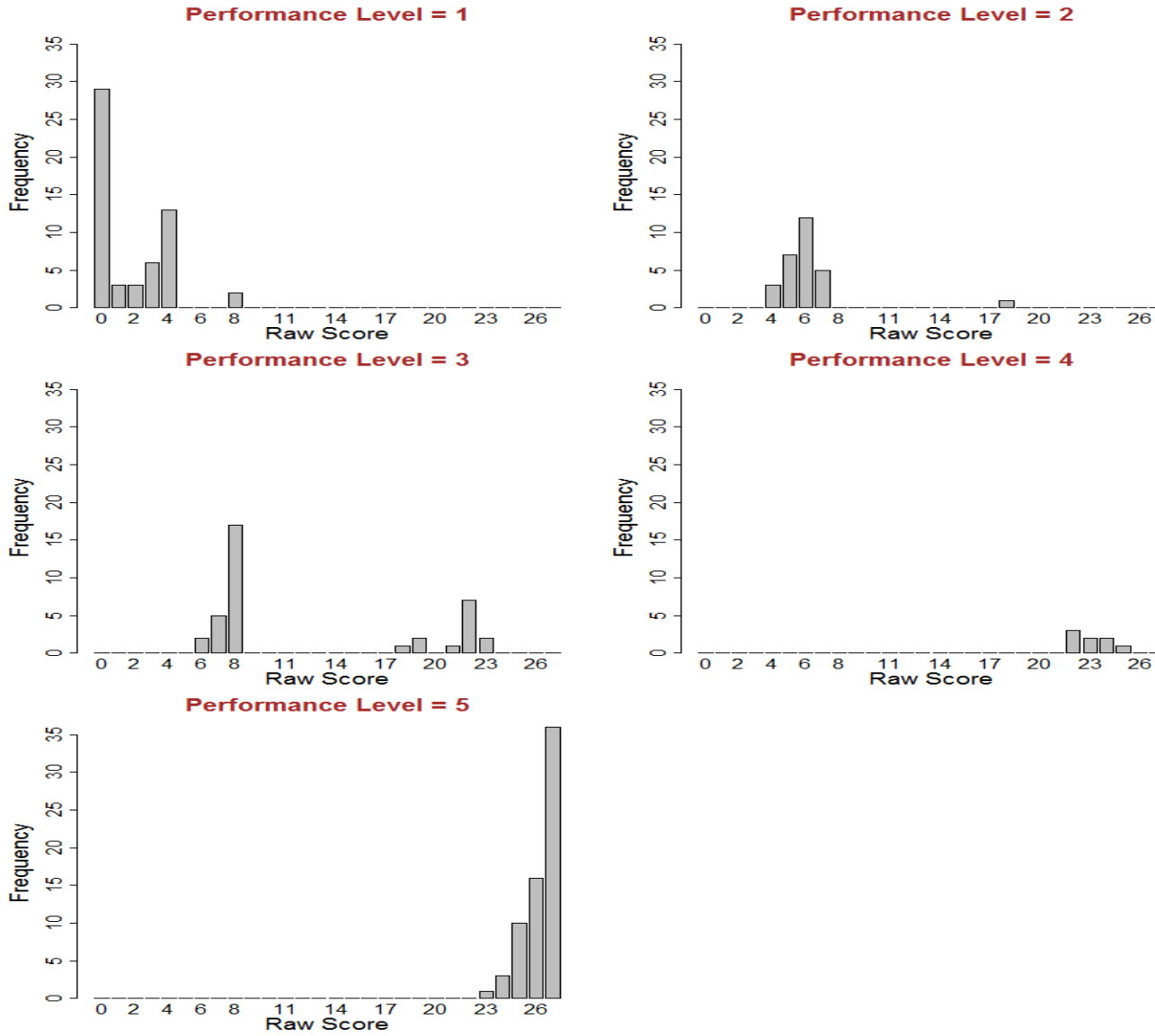
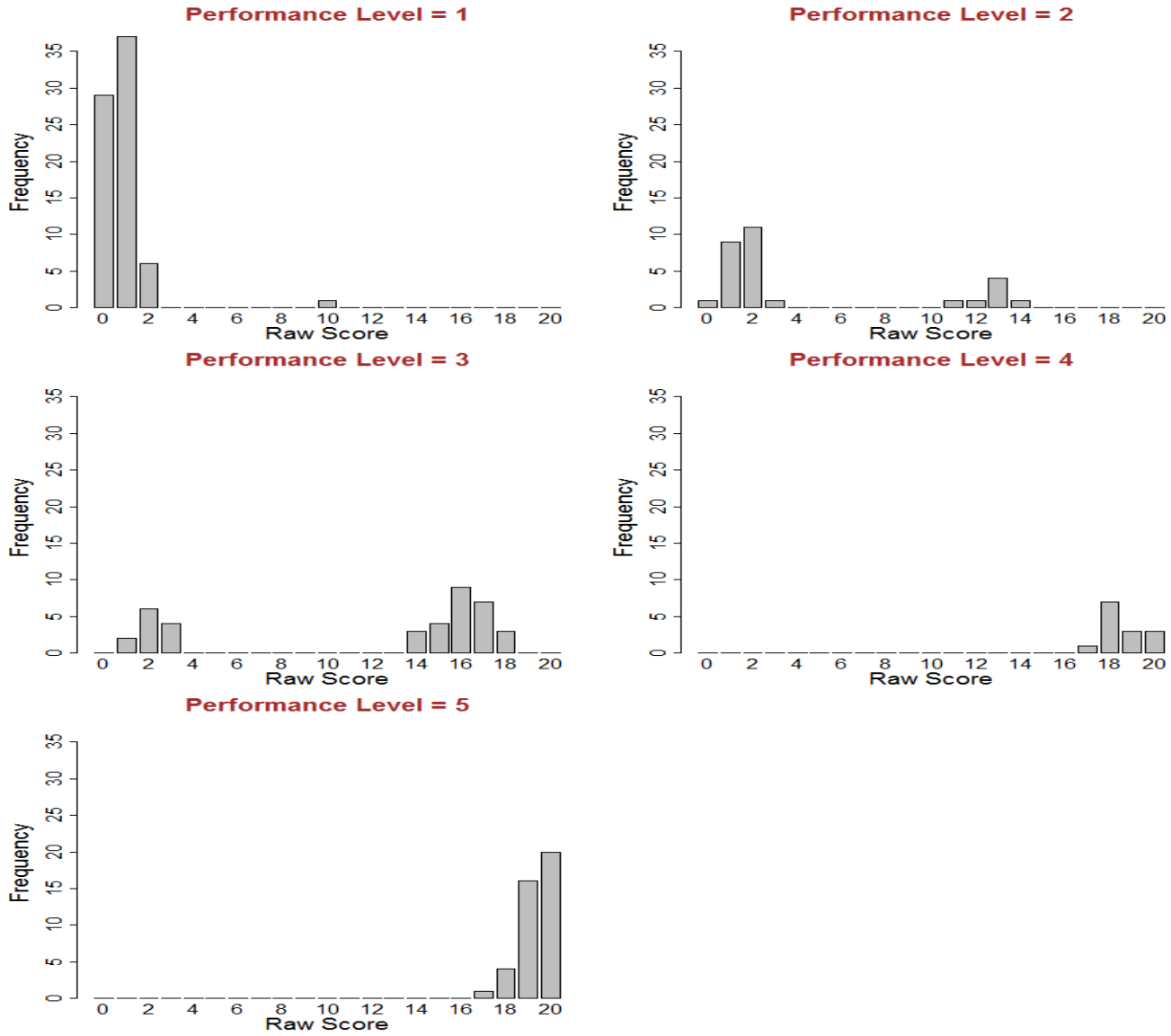


Figure S1.59: Screener Raw Score Summary - Grade 11 Writing



**Figure S1.60: Screener Raw Score Summary - Grade 11 Overall**

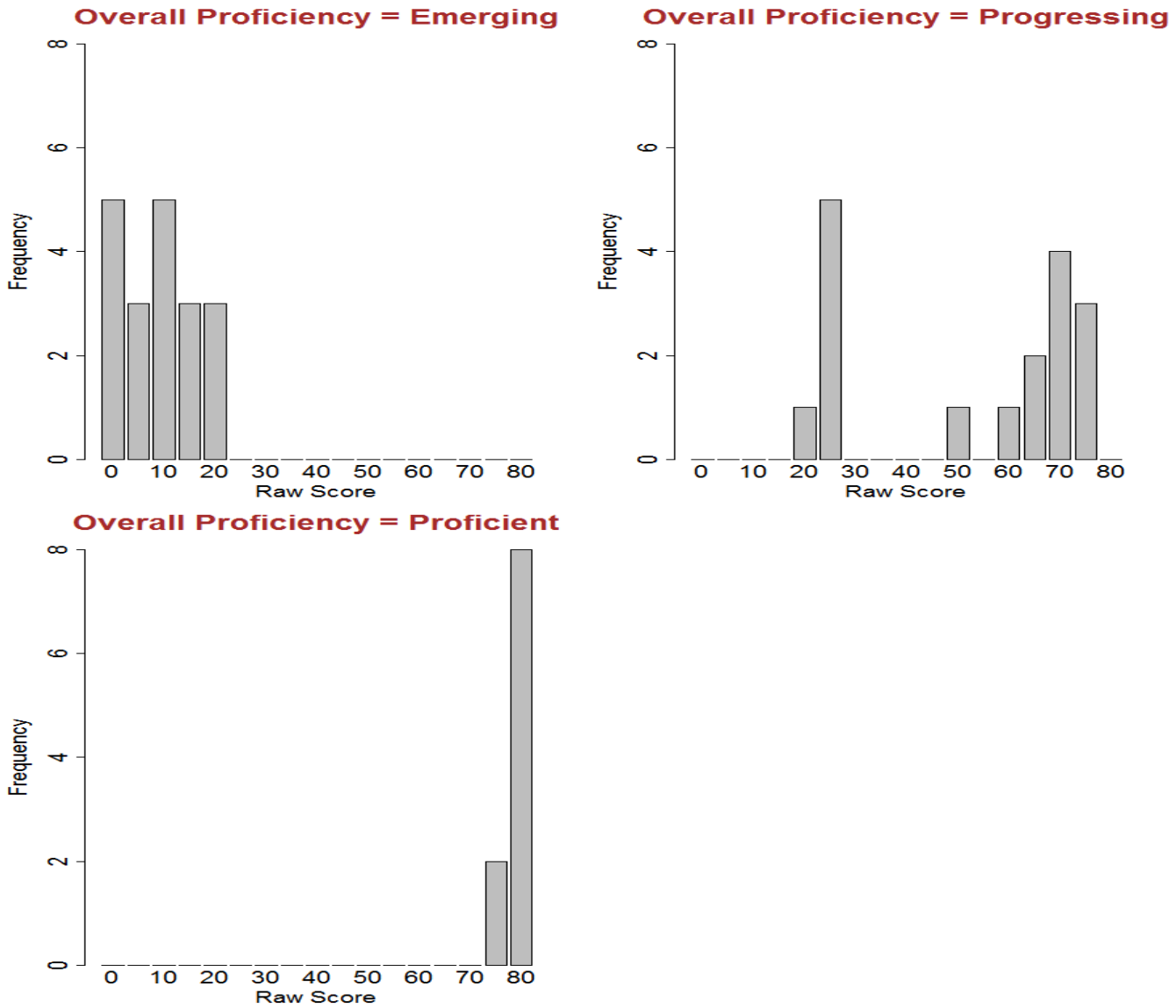


Figure S1.61: Screener Raw Score Summary - Grade 12 Listening

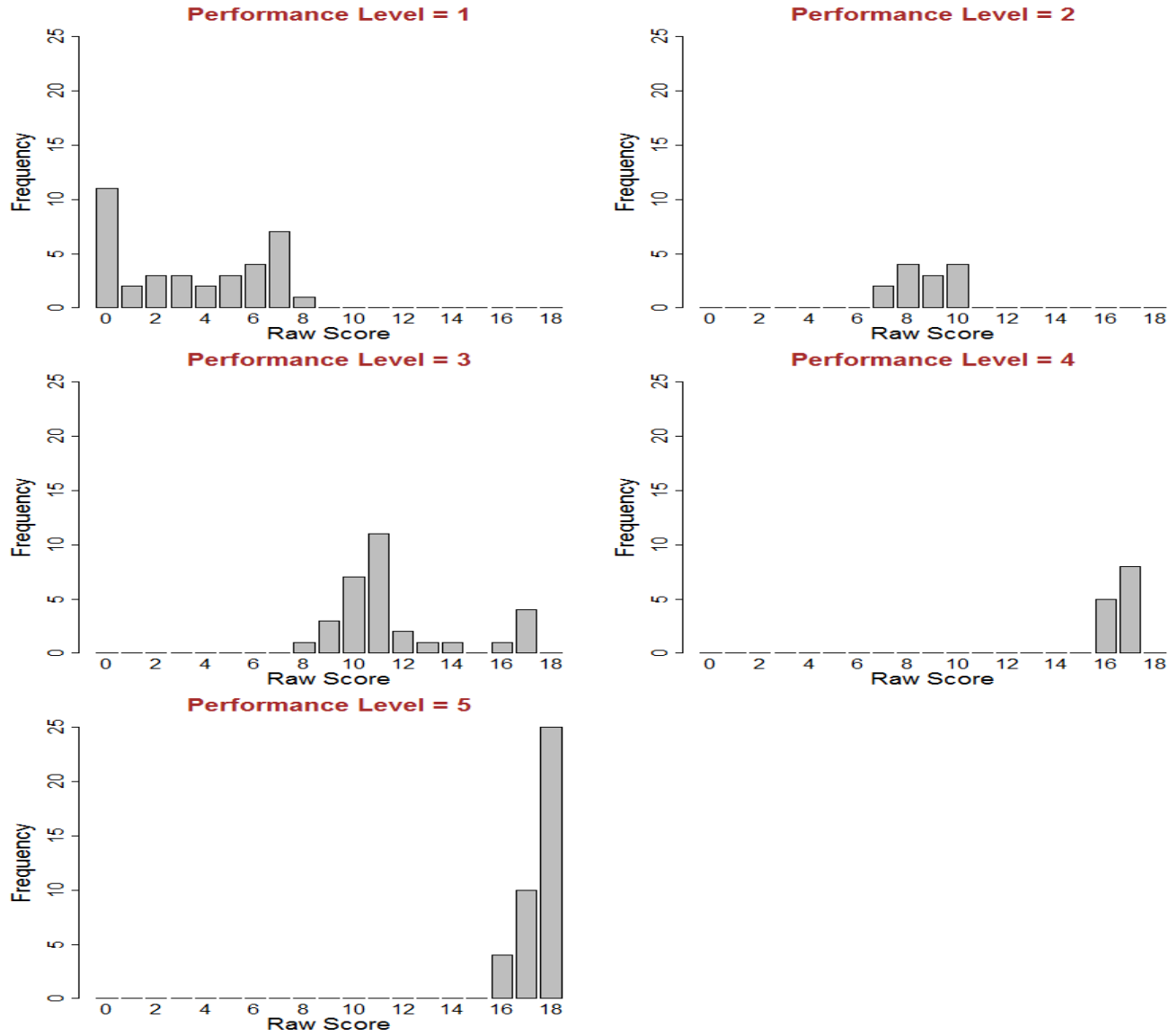


Figure S1.62: Screener Raw Score Summary - Grade 12 Reading

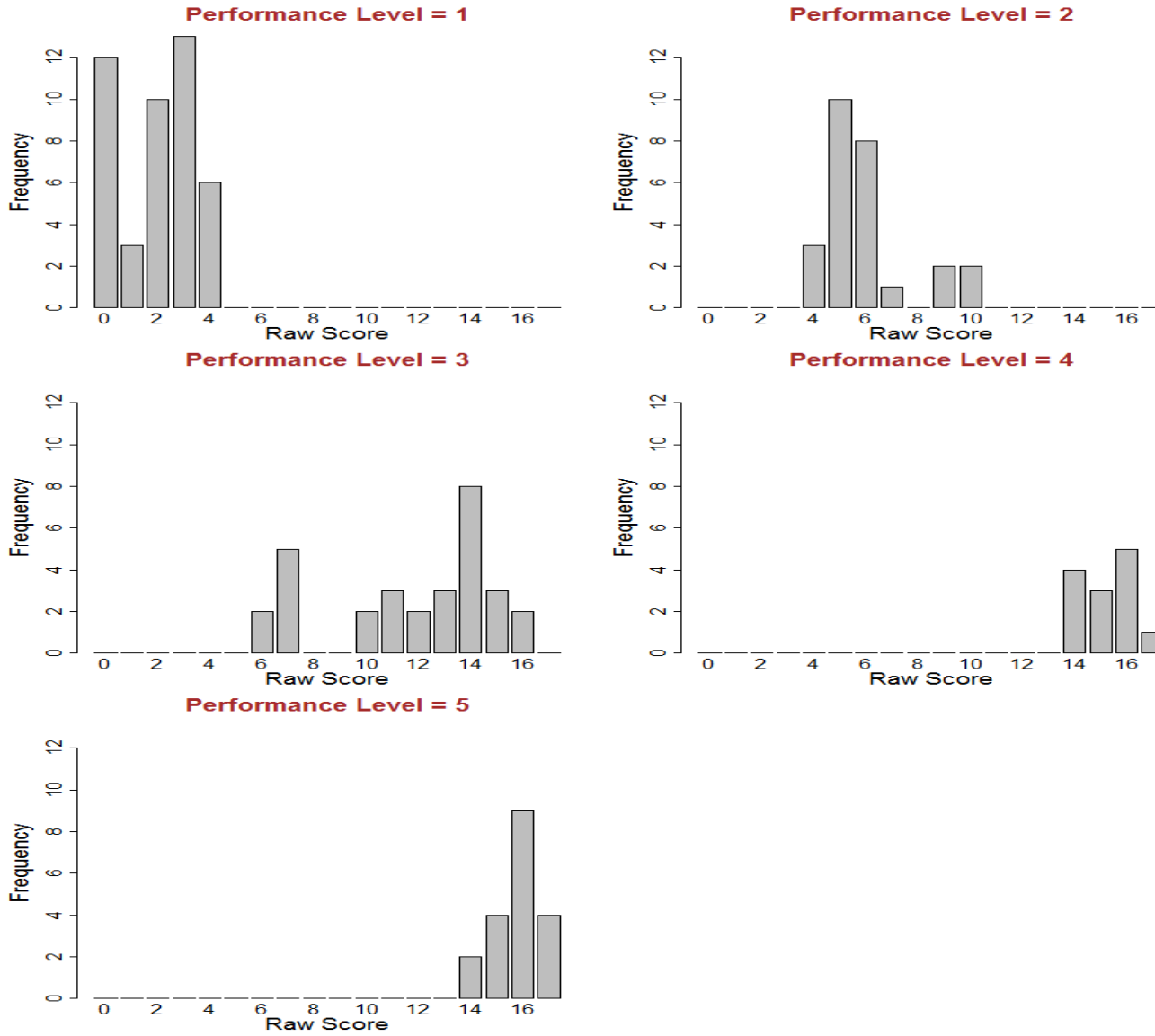


Figure S1.63: Screener Raw Score Summary - Grade 12 Speaking

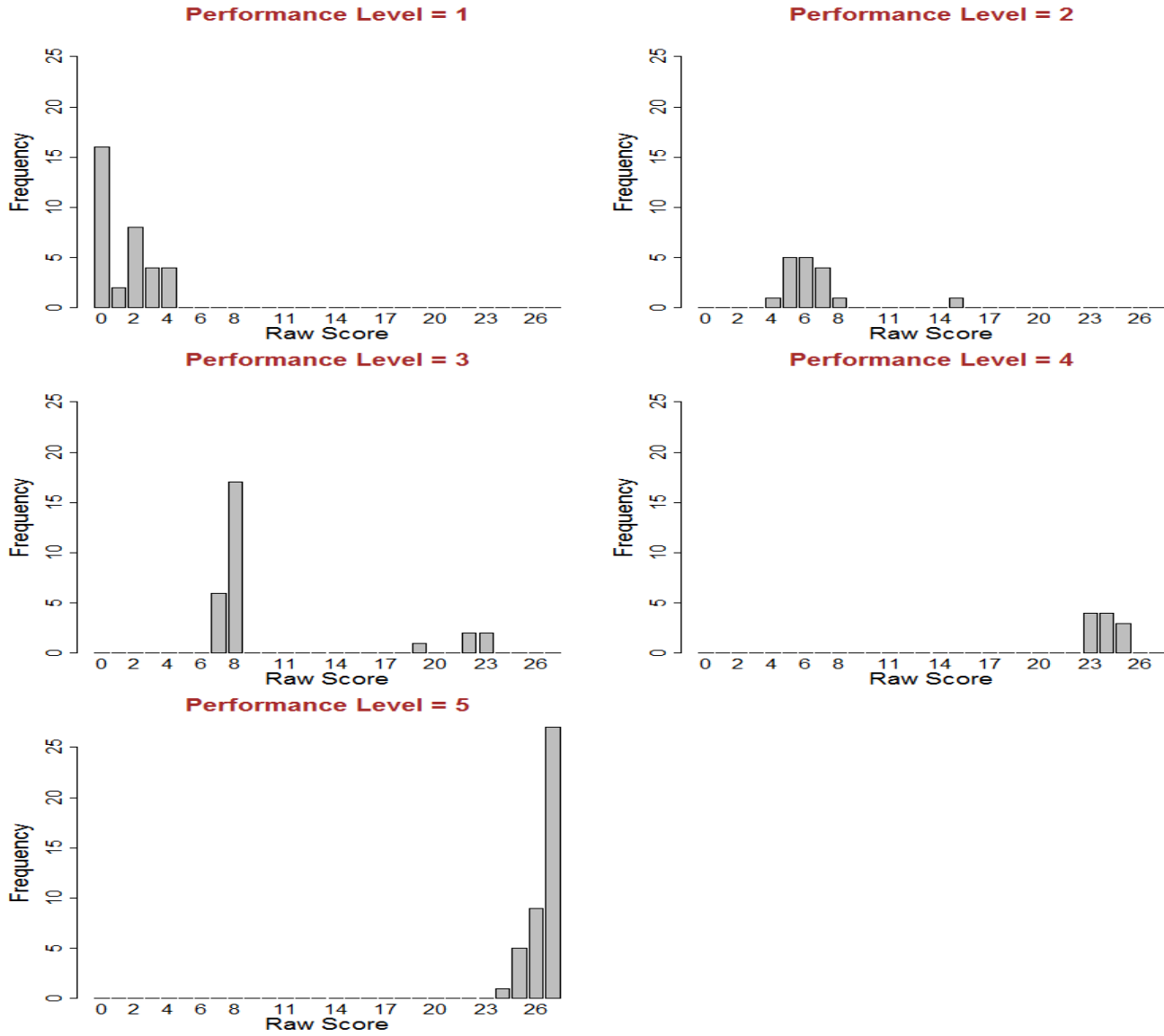
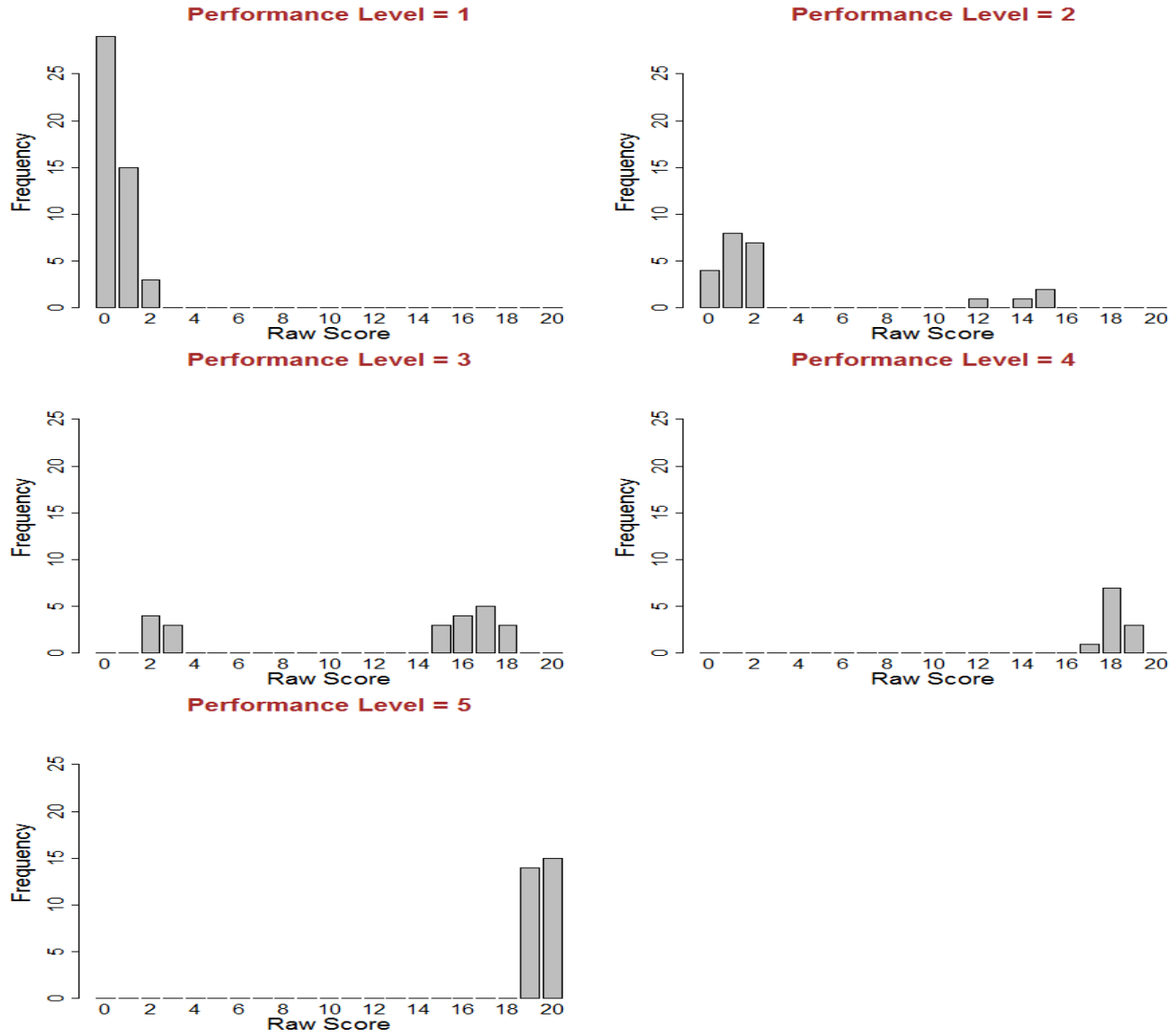
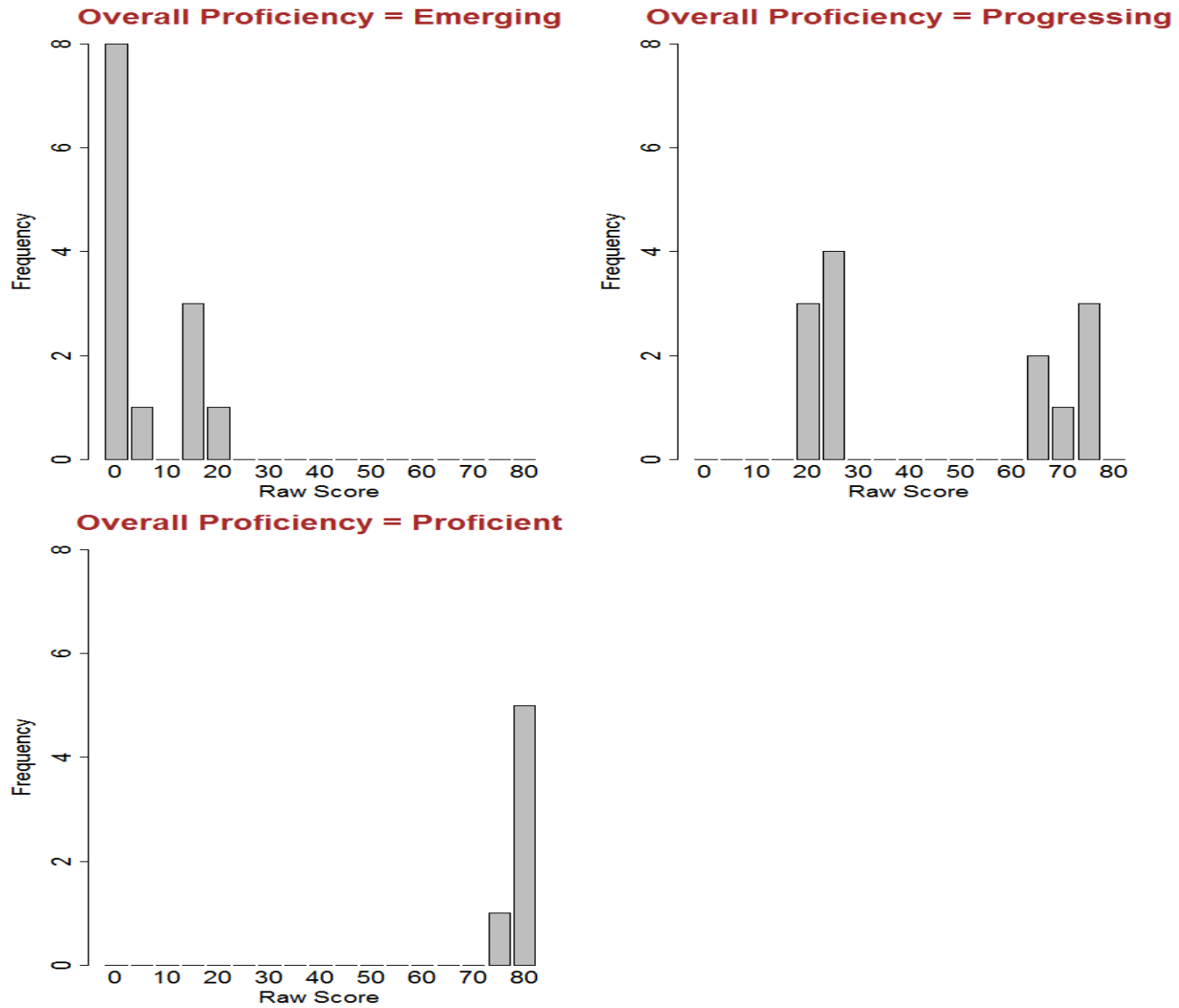


Figure S1.64: Screener Raw Score Summary - Grade 12 Writing





**Figure S1.65: Screener Raw Score Summary - Grade 12 Overall**



## **Section 3: Screener Assessment - Scale Score Summary**

\* Domain tests with Exemption are excluded.

\* The statistics are suppressed when the N count is fewer than 10.

Table S3.1: Screener Scale Score Summary by Subgroup - Kindergarten

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		7,943	314	527.7	714	65.6	7,941	318	523.7	708	65.5
<b>Gender</b>	<b>Female</b>	3,582	314	530.4	714	66.5	3,582	318	527.0	708	65.9
	<b>Male</b>	3,657	314	523.9	714	64.2	3,655	318	519.2	708	64.7
	<b>Missing</b>	704	364	534.0	714	66.9	704	356	530.2	708	66.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	19	435	518.6	652	50.5	19	394	505.3	639	54.7
	<b>Asian</b>	2,110	314	545.3	714	69.8	2,107	318	540.1	708	70.6
	<b>Black or African American</b>	1,340	314	533.7	714	57.4	1,341	318	529.7	708	58.7
	<b>Hispanic or Latino</b>	2,454	314	508.3	714	60.5	2,454	318	505.4	708	59.6
	<b>Native Hawaiian or Other Pacific Islander</b>	43	379	530.2	666	59.3	43	376	521.8	668	66.8
	<b>Two or More Races</b>	505	314	524.8	714	67.1	505	318	522.6	708	65.8
	<b>White</b>	1,345	314	530.4	714	66.3	1,345	318	526.0	708	66.4
	<b>Other/Unknown</b>	127	314	528.9	688	60.6	127	318	524.6	675	62.0
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	118	314	495.3	679	66.8	117	318	490.1	675	69.0
	<b>Migrant</b>	14	470	547.6	628	45.7	14	443	541.4	621	51.0
<b>Primary Disability</b>	<b>Autism</b>	31	314	485.2	679	79.4	31	318	482.2	675	80.1
	<b>Developmental delay</b>	10	314	463.7	562	72.9	10	318	448.5	553	72.7
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing Impaired</b>	2					2				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Intellectual Disability	2					2				
	Orthopedic impairment	3					3				
	Other health impairment	8					8				
	Specific learning disability	4					4				
	Speech or language impairment	35	435	515.5	579	42.8	35	395	509.7	584	50.1

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.1: Screener Scale Score Summary by Subgroup - Kindergarten (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		7,940	339	518.9	711	82.9	7,940	347	491.1	684	63.5
<b>Gender</b>	<b>Female</b>	3,582	339	523.6	711	83.1	3,582	347	491.3	684	63.1
	<b>Male</b>	3,654	339	512.8	711	82.0	3,654	347	489.3	684	63.7
	<b>Missing</b>	704	358	526.5	711	84.1	704	366	499.5	684	64.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	19	387	505.0	660	72.2	19	403	474.5	585	43.3
	<b>Asian</b>	2,107	339	538.5	711	84.4	2,107	347	514.6	684	74.2
	<b>Black or African American</b>	1,340	339	529.7	711	74.2	1,340	347	494.7	684	57.8
	<b>Hispanic or Latino</b>	2,454	339	492.6	711	79.3	2,454	347	470.0	684	50.2
	<b>Native Hawaiian or Other Pacific Islander</b>	43	361	518.5	693	86.7	43	369	487.8	643	53.9
	<b>Two or More Races</b>	505	339	513.0	711	86.6	505	347	490.1	684	59.8
	<b>White</b>	1,345	339	527.3	711	81.6	1,345	347	489.4	684	61.6
	<b>Other/Unknown</b>	127	339	522.0	700	78.4	127	347	495.7	671	58.9
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	116	339	476.5	687	80.4	116	347	476.9	623	68.7
	<b>Migrant</b>	14	407	520.3	676	66.9	14	414	485.9	646	58.3
<b>Primary Disability</b>	<b>Autism</b>	30	339	466.9	687	97.3	30	347	485.3	623	91.4
	<b>Developmental delay</b>	10	339	443.8	537	75.4	10	347	431.1	536	55.2
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing Impaired</b>	2					2				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Intellectual Disability	2					2				
	Orthopedic impairment	3					3				
	Other health impairment	8					8				
	Specific learning disability	4					4				
	Speech or language impairment	35	378	489.1	607	63.1	35	395	476.4	623	47.5

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.1: Screener Scale Score Summary by Subgroup - Kindergarten (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		7,944	3978	5416.9	6375	477.5	7,944	3646	5195.2	6763	527.4
<b>Gender</b>	<b>Female</b>	3,582	3978	5441.2	6375	481.4	3,582	3646	5217.6	6763	529.5
	<b>Male</b>	3,658	3978	5385.7	6375	470.2	3,658	3646	5161.7	6763	522.6
	<b>Missing</b>	704	3978	5455.2	6375	486.0	704	3863	5255.0	6763	530.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	19	4586	5315.0	6161	383.3	19	4311	5075.7	6162	425.9
	<b>Asian</b>	2,110	3978	5506.7	6375	480.5	2,110	3646	5356.7	6763	572.8
	<b>Black or African American</b>	1,341	3978	5462.7	6375	434.2	1,341	3646	5252.5	6763	459.0
	<b>Hispanic or Latino</b>	2,454	3978	5307.4	6375	471.0	2,454	3646	5017.1	6763	470.5
	<b>Native Hawaiian or Other Pacific Islander</b>	43	4370	5437.4	6178	478.6	43	3952	5185.0	6388	495.9
	<b>Two or More Races</b>	505	3978	5406.8	6375	486.2	505	3646	5171.5	6763	531.5
	<b>White</b>	1,345	3978	5434.3	6375	487.7	1,345	3646	5218.4	6763	522.6
	<b>Other/Unknown</b>	127	3978	5420.1	6185	458.1	127	3646	5217.1	6581	488.6
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	119	3978	5177.9	6375	515.3	119	3646	4939.5	6379	547.3
	<b>Migrant</b>	14	4935	5664.6	6022	386.1	14	4676	5258.9	6002	396.3
<b>Primary Disability</b>	<b>Autism</b>	32	3978	5054.7	6375	523.5	32	3646	4901.0	6379	690.6
	<b>Developmental delay</b>	10	3978	4923.6	5653	519.8	10	3646	4611.9	5462	573.6
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing Impaired</b>	2					2				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Intellectual Disability	2					2				
	Orthopedic impairment	3					3				
	Other health impairment	8					8				
	Specific learning disability	4					4				
	Speech or language impairment	35	4622	5378.8	6009	417.3	35	4319	5051.8	5784	365.9

\* Scale scores cannot be compared across grade bands.



Table S3.2: Screener Scale Score Summary by Subgroup - Grade 1

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		973	288	520.7	678	88.1	973	286	500.3	704	96.1
<b>Gender</b>	<b>Female</b>	424	288	523.8	678	85.9	424	286	502.2	704	95.7
	<b>Male</b>	462	288	516.1	678	89.3	462	286	496.9	704	94.4
	<b>Missing</b>	87	322	529.6	678	92.1	87	349	509.7	704	107.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	293	288	555.7	678	88.1	293	286	544.7	704	101.2
	<b>Black or African American</b>	181	288	511.6	654	74.0	181	286	484.6	664	78.7
	<b>Hispanic or Latino</b>	229	288	480.9	668	81.8	229	286	453.4	684	77.6
	<b>Native Hawaiian or Other Pacific Islander</b>	11	405	510.3	542	38.7	11	383	455.8	563	64.9
	<b>Two or More Races</b>	69	361	530.1	666	75.1	69	345	500.0	681	91.8
	<b>White</b>	166	301	521.5	678	93.9	166	312	508.2	704	96.4
	<b>Other/Unknown</b>	21	302	507.7	678	89.7	21	312	488.7	704	93.0
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	8					8				
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	3					3				
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Speech or language impairment	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.2: Screener Scale Score Summary by Subgroup - Grade 1 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		973	310	507.6	669	94.7	973	283	495.5	698	96.5
<b>Gender</b>	<b>Female</b>	424	310	509.6	669	94.3	424	283	498.3	698	96.7
	<b>Male</b>	462	310	505.3	669	94.1	462	283	490.8	698	94.6
	<b>Missing</b>	87	330	509.9	669	100.9	87	331	506.7	698	105.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	293	310	546.8	669	94.1	293	283	540.0	698	101.3
	<b>Black or African American</b>	181	310	494.6	648	76.1	181	283	476.4	662	78.7
	<b>Hispanic or Latino</b>	229	310	462.7	660	90.9	229	283	451.2	683	79.6
	<b>Native Hawaiian or Other Pacific Islander</b>	11	407	472.0	545	46.5	11	382	456.0	549	54.3
	<b>Two or More Races</b>	69	330	506.0	659	98.3	69	346	496.9	681	93.2
	<b>White</b>	166	321	517.3	669	93.2	166	310	502.2	698	97.6
	<b>Other/Unknown</b>	21	321	503.5	669	76.5	21	312	485.0	698	92.5
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	8					8				
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	3					3				
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Speech or language impairment	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.2: Screener Scale Score Summary by Subgroup - Grade 1 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		973	3785	5267.8	6387	619.2	973	3364	5138.1	6629	748.1
<b>Gender</b>	<b>Female</b>	424	3785	5281.4	6387	606.0	424	3364	5157.7	6629	741.4
	<b>Male</b>	462	3785	5246.0	6387	622.2	462	3364	5108.1	6629	742.0
	<b>Missing</b>	87	4086	5317.6	6387	667.9	87	3861	5201.5	6629	811.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	293	3785	5527.8	6387	629.1	293	3364	5477.9	6629	772.5
	<b>Black or African American</b>	181	3785	5216.3	6267	541.4	181	3364	5019.0	6387	596.7
	<b>Hispanic or Latino</b>	229	3785	4962.2	6267	530.2	229	3364	4771.7	6526	647.9
	<b>Native Hawaiian or Other Pacific Islander</b>	11	4441	5107.1	5663	381.5	11	4383	4863.5	5389	342.6
	<b>Two or More Races</b>	69	4271	5304.7	6387	553.2	69	3862	5156.2	6516	713.3
	<b>White</b>	166	3964	5290.8	6387	638.5	166	3546	5190.7	6629	760.3
	<b>Other/Unknown</b>	21	3785	5172.4	6387	631.0	21	3578	5057.4	6629	694.6
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	8					8				
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	3					3				
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Speech or language impairment	2					2				

\* Scale scores cannot be compared across grade bands.

Table S3.3: Screener Scale Score Summary by Subgroup - Grade 2

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		662	286	500.2	710	84.4	662	278	488.0	734	94.1
<b>Gender</b>	<b>Female</b>	308	286	507.0	694	83.3	308	278	492.9	717	95.2
	<b>Male</b>	303	286	490.9	691	84.6	303	278	479.9	726	92.6
	<b>Missing</b>	51	354	513.9	710	85.9	51	350	505.9	734	92.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	140	286	534.3	710	89.3	140	278	533.4	734	95.8
	<b>Black or African American</b>	131	286	510.8	694	76.4	131	278	497.0	711	82.8
	<b>Hispanic or Latino</b>	221	286	467.9	661	74.7	221	278	448.4	664	83.1
	<b>Native Hawaiian or Other Pacific Islander</b>	6					6				
	<b>Two or More Races</b>	54	349	501.6	691	78.8	54	348	487.2	726	87.7
	<b>White</b>	100	296	509.6	710	89.3	100	296	499.7	734	100.6
	<b>Other/Unknown</b>	8					8				
<b>Other</b>	<b>Gifted</b>	2					2				
	<b>IEP</b>	11	395	500.7	623	65.5	11	382	469.9	614	65.4
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	3					3				
	<b>Multiple disabilities</b>	1					1				
	<b>Orthopedic impairment</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Specific learning disability	2					2				
	Speech or language impairment	3					3				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.3: Screener Scale Score Summary by Subgroup - Grade 2 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		662	292	485.1	703	102.6	662	276	483.4	737	96.2
<b>Gender</b>	<b>Female</b>	308	292	490.2	692	101.8	308	276	488.1	722	97.8
	<b>Male</b>	303	292	474.9	698	103.2	303	276	475.7	730	94.4
	<b>Missing</b>	51	323	515.0	703	96.9	51	349	500.7	737	94.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	140	292	523.5	703	104.6	140	276	529.6	737	98.6
	<b>Black or African American</b>	131	292	497.7	691	86.9	131	276	490.2	721	88.5
	<b>Hispanic or Latino</b>	221	292	444.5	665	97.8	221	276	444.0	675	83.3
	<b>Native Hawaiian or Other Pacific Islander</b>	6					6				
	<b>Two or More Races</b>	54	322	492.5	698	93.7	54	357	485.0	730	89.9
	<b>White</b>	100	301	503.1	703	108.1	100	292	495.5	737	102.2
	<b>Other/Unknown</b>	8					8				
<b>Other</b>	<b>Gifted</b>	2					2				
	<b>IEP</b>	11	348	500.7	636	79.7	11	399	470.5	607	58.5
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	3					3				
	<b>Multiple disabilities</b>	1					1				
	<b>Orthopedic impairment</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Specific learning disability	2					2				
	Speech or language impairment	3					3				

\* Scale scores cannot be compared across grade bands.  
 \* Domain tests with Exemption are excluded.

Table S3.3: Screener Scale Score Summary by Subgroup - Grade 2 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		662	3756	5151.0	6439	627.5	662	3326	4995.6	6880	751.1
<b>Gender</b>	<b>Female</b>	308	3756	5196.6	6439	620.0	308	3326	5040.4	6747	753.6
	<b>Male</b>	303	3756	5090.0	6439	634.2	303	3326	4922.6	6798	745.2
	<b>Missing</b>	51	4068	5238.2	6439	610.6	51	3869	5158.4	6880	739.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	140	3756	5424.0	6439	630.1	140	3326	5330.8	6880	776.2
	<b>Black or African American</b>	131	3756	5243.3	6439	553.5	131	3326	5076.6	6747	663.1
	<b>Hispanic or Latino</b>	221	3756	4902.1	6439	580.3	221	3326	4685.1	6437	668.6
	<b>Native Hawaiian or Other Pacific Islander</b>	6					6				
	<b>Two or More Races</b>	54	4095	5127.7	6439	594.3	54	3803	5011.3	6798	697.7
	<b>White</b>	100	3756	5205.2	6439	652.9	100	3476	5102.9	6880	800.9
	<b>Other/Unknown</b>	8					8				
<b>Other</b>	<b>Gifted</b>	2					2				
	<b>IEP</b>	11	4304	5060.3	5991	485.2	11	4312	4975.3	6083	534.8
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	3					3				
	<b>Multiple disabilities</b>	1					1				
	<b>Orthopedic impairment</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Specific learning disability	2					2				
	Speech or language impairment	3					3				

\* Scale scores cannot be compared across grade bands.

Table S3.4: Screener Scale Score Summary by Subgroup - Grade 3

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		587	292	527.8	710	92.2	587	289	520.9	734	105.2
<b>Gender</b>	<b>Female</b>	243	348	535.6	710	91.6	243	303	527.1	734	106.6
	<b>Male</b>	292	292	522.4	710	92.6	292	289	517.5	734	104.4
	<b>Missing</b>	52	359	521.4	710	91.9	52	348	511.3	734	103.7
<b>Ethnicity</b>	<b>Asian</b>	138	367	569.7	710	87.5	138	318	572.5	734	99.5
	<b>Black or African American</b>	97	321	523.1	670	81.7	97	336	513.8	684	91.7
	<b>Hispanic or Latino</b>	188	292	499.5	710	89.4	188	289	486.4	734	101.7
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	60	348	523.0	710	92.3	60	317	515.8	734	105.9
	<b>White</b>	91	351	533.7	710	96.9	91	303	528.5	734	107.8
	<b>Other/Unknown</b>	6					6				
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	11	407	489.8	559	52.2	11	363	476.7	553	66.0
	<b>Migrant</b>	1					1				
<b>Primary Disability</b>	<b>Autism</b>	4					4				
	<b>Emotional disturbance</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple disabilities</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Specific learning disability	5					5				
	Speech or language impairment	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.4: Screener Scale Score Summary by Subgroup - Grade 3 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		587	304	511.5	703	113.6	587	285	517.9	737	106.9
<b>Gender</b>	<b>Female</b>	243	304	518.5	703	114.7	243	298	523.1	737	109.0
	<b>Male</b>	292	306	506.6	703	112.9	292	285	514.4	737	106.1
	<b>Missing</b>	52	324	506.5	703	113.0	52	366	512.6	737	102.2
<b>Ethnicity</b>	<b>Asian</b>	138	311	556.7	703	109.7	138	312	571.9	737	100.7
	<b>Black or African American</b>	97	314	508.7	671	97.3	97	318	511.8	683	92.8
	<b>Hispanic or Latino</b>	188	306	478.4	703	113.2	188	285	482.7	737	102.4
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	60	310	511.8	703	112.1	60	311	507.4	737	107.7
	<b>White</b>	91	304	517.6	703	117.7	91	298	525.9	737	110.8
	<b>Other/Unknown</b>	6					6				
	<b>Gifted</b>	3					3				
<b>Other</b>	<b>IEP</b>	11	323	476.1	572	89.6	11	338	463.8	542	65.8
	<b>Migrant</b>	1					1				
	<b>Autism</b>	4					4				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple disabilities</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Specific learning disability	5					5				
	Speech or language impairment	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.4: Screener Scale Score Summary by Subgroup - Grade 3 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		587	3756	5349.7	6439	676.0	587	3456	5245.0	6880	838.1
<b>Gender</b>	<b>Female</b>	243	4031	5403.7	6439	672.1	243	3578	5299.2	6880	848.1
	<b>Male</b>	292	3756	5320.9	6439	676.7	292	3456	5209.3	6880	831.7
	<b>Missing</b>	52	4121	5259.0	6439	683.3	52	3875	5192.2	6880	828.2
<b>Ethnicity</b>	<b>Asian</b>	138	4061	5638.8	6439	609.4	138	3745	5637.8	6880	795.8
	<b>Black or African American</b>	97	3982	5329.0	6439	627.2	97	3649	5201.7	6515	722.7
	<b>Hispanic or Latino</b>	188	3756	5140.1	6439	680.4	188	3456	4977.0	6880	813.6
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	60	4095	5350.6	6439	688.2	60	3732	5206.8	6880	839.0
	<b>White</b>	91	4031	5381.4	6439	678.8	91	3578	5301.9	6880	873.2
	<b>Other/Unknown</b>	6					6				
<b>Other</b>	<b>Gifted</b>	3					3				
	<b>IEP</b>	11	4447	5162.9	5844	522.4	11	3920	4904.1	5499	540.4
	<b>Migrant</b>	1					1				
<b>Primary Disability</b>	<b>Autism</b>	4					4				
	<b>Emotional disturbance</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple disabilities</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Specific learning disability	5					5				
	Speech or language impairment	1					1				

\* Scale scores cannot be compared across grade bands.

Table S3.5: Screener Scale Score Summary by Subgroup - Grade 4

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		472	270	502.7	778	111.3	472	270	503.4	795	113.0
<b>Gender</b>	<b>Female</b>	209	270	518.3	778	106.5	209	270	518.3	795	108.5
	<b>Male</b>	229	270	481.8	778	113.3	229	270	483.1	795	114.1
	<b>Missing</b>	34	324	548.0	748	99.3	34	329	549.0	751	108.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	105	270	542.1	778	114.2	105	270	544.0	795	116.8
	<b>Black or African American</b>	88	270	499.9	686	94.7	88	270	499.3	721	97.6
	<b>Hispanic or Latino</b>	148	270	473.5	704	110.5	148	270	473.1	722	110.1
	<b>Native Hawaiian or Other Pacific Islander</b>	11	335	482.9	573	74.6	11	301	473.0	552	81.6
	<b>Two or More Races</b>	33	348	508.0	768	108.4	33	344	514.4	781	110.1
	<b>White</b>	82	270	506.7	750	116.9	82	270	508.2	764	118.0
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	1					1				
	<b>IEP</b>	13	270	418.2	516	99.3	13	270	412.8	526	97.7
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Emotional disturbance</b>	1					1				
	<b>Multiple disabilities</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Other health impairment	2					2				
	Specific learning disability	6					6				
	Visual impairment	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.5: Screener Scale Score Summary by Subgroup - Grade 4 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		472	270	521.4	786	140.1	472	268	504.3	797	119.3
<b>Gender</b>	<b>Female</b>	209	270	533.3	786	137.5	209	268	520.2	797	115.3
	<b>Male</b>	229	270	501.9	786	141.3	229	268	483.7	797	119.9
	<b>Missing</b>	34	293	579.5	767	127.3	34	313	545.3	768	116.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	105	270	556.4	786	145.8	105	268	546.8	797	122.6
	<b>Black or African American</b>	88	270	526.5	735	117.7	88	268	502.0	719	103.5
	<b>Hispanic or Latino</b>	148	270	489.7	743	141.7	148	268	472.9	720	116.8
	<b>Native Hawaiian or Other Pacific Islander</b>	11	288	487.1	657	116.8	11	303	465.7	545	82.8
	<b>Two or More Races</b>	33	303	526.2	780	131.6	33	339	513.5	787	115.9
	<b>White</b>	82	270	529.6	768	148.0	82	268	508.8	762	124.4
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	1					1				
	<b>IEP</b>	13	270	453.0	616	119.8	13	268	417.3	534	102.3
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Emotional disturbance</b>	1					1				
	<b>Multiple disabilities</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Other health impairment	2					2				
	Specific learning disability	6					6				
	Visual impairment	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.5: Screener Scale Score Summary by Subgroup - Grade 4 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		472	3649	5119.3	6700	699.5	472	3237	5156.9	7401	963.7
<b>Gender</b>	<b>Female</b>	209	3649	5220.3	6700	665.4	209	3237	5274.0	7401	929.9
	<b>Male</b>	229	3649	4984.2	6700	717.4	229	3237	4993.1	7401	974.7
	<b>Missing</b>	34	4031	5408.1	6421	600.8	34	3578	5541.0	7161	902.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	105	3649	5363.8	6700	689.5	105	3237	5476.4	7401	991.2
	<b>Black or African American</b>	88	3649	5094.7	6235	609.5	88	3237	5150.3	6764	818.7
	<b>Hispanic or Latino</b>	148	3649	4930.6	6420	705.2	148	3237	4906.9	6836	958.2
	<b>Native Hawaiian or Other Pacific Islander</b>	11	3966	5092.1	5880	605.8	11	3507	4899.3	5729	687.4
	<b>Two or More Races</b>	33	4106	5164.8	6700	669.9	33	3750	5219.0	7320	928.6
	<b>White</b>	82	3649	5145.9	6700	733.6	82	3237	5201.6	7182	1012.7
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	1					1				
	<b>IEP</b>	13	3649	4538.6	5204	635.9	13	3237	4498.1	5334	821.9
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Emotional disturbance</b>	1					1				
	<b>Multiple disabilities</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Other health impairment	2					2				
	Specific learning disability	6					6				
	Visual impairment	2					2				

\* Scale scores cannot be compared across grade bands.



Table S3.6: Screener Scale Score Summary by Subgroup - Grade 5

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		369	270	531.3	778	125.9	369	270	535.7	795	123.5
<b>Gender</b>	<b>Female</b>	152	306	541.2	778	129.2	152	343	545.5	795	124.9
	<b>Male</b>	179	270	521.9	778	123.4	179	270	526.3	795	121.6
	<b>Missing</b>	38	315	535.9	762	124.2	38	334	541.0	772	126.5
<b>Ethnicity</b>	<b>Asian</b>	86	330	596.9	778	114.3	86	347	601.7	795	116.1
	<b>Black or African American</b>	62	314	508.7	778	119.8	62	343	515.9	795	114.8
	<b>Hispanic or Latino</b>	123	270	483.5	703	115.3	123	270	486.2	710	106.3
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	29	350	544.7	778	105.3	29	383	545.1	795	107.1
	<b>White</b>	61	270	554.7	740	135.3	61	270	562.0	766	136.4
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	2					2				
	<b>IEP</b>	9					9				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	3					3				
	<b>Emotional disturbance</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	4					4				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.6: Screener Scale Score Summary by Subgroup - Grade 5 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		369	270	547.8	786	152.8	369	268	535.9	797	131.5
<b>Gender</b>	<b>Female</b>	152	297	557.8	786	155.5	152	320	546.3	797	133.7
	<b>Male</b>	179	270	535.7	786	148.7	179	268	524.8	797	129.2
	<b>Missing</b>	38	294	564.2	776	160.5	38	316	546.5	782	132.5
<b>Ethnicity</b>	<b>Asian</b>	86	298	627.2	786	137.2	86	324	605.3	797	122.2
	<b>Black or African American</b>	62	302	524.1	786	138.7	62	332	510.3	797	123.6
	<b>Hispanic or Latino</b>	123	270	487.9	740	143.9	123	268	485.2	704	115.3
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	29	320	574.3	786	128.6	29	372	547.3	797	113.0
	<b>White</b>	61	270	572.8	770	162.6	61	268	564.4	772	144.3
	<b>Other/Unknown</b>	3					3				
	<b>Other</b>										
<b>Primary Disability</b>	<b>Gifted</b>	2					2				
	<b>IEP</b>	9					9				
	<b>Migrant</b>	3					3				
	<b>Autism</b>	3					3				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	4					4				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.6: Screener Scale Score Summary by Subgroup - Grade 5 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		369	3649	5292.0	6700	751.1	369	3237	5395.4	7401	1066.3
<b>Gender</b>	<b>Female</b>	152	3850	5346.7	6700	765.7	152	3613	5475.5	7401	1087.7
	<b>Male</b>	179	3649	5250.2	6700	745.8	179	3237	5311.3	7401	1043.1
	<b>Missing</b>	38	4011	5270.5	6519	721.4	38	3593	5471.1	7276	1086.3
<b>Ethnicity</b>	<b>Asian</b>	86	4070	5673.3	6700	663.8	86	3659	5962.2	7401	972.5
	<b>Black or African American</b>	62	3850	5195.4	6700	729.8	62	3720	5209.3	7401	989.1
	<b>Hispanic or Latino</b>	123	3649	5006.6	6415	704.6	123	3237	4976.7	6833	964.4
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	29	4194	5374.1	6700	619.7	29	3993	5522.2	7401	901.0
	<b>White</b>	61	3649	5406.8	6700	799.4	61	3237	5600.4	7186	1157.0
	<b>Other/Unknown</b>	3					3				
<b>Other</b>	<b>Gifted</b>	2					2				
	<b>IEP</b>	9					9				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	3					3				
	<b>Emotional disturbance</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	4					4				

\* Scale scores cannot be compared across grade bands.



Table S3.7: Screener Scale Score Summary by Subgroup - Grade 6

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		359	279	519.8	738	103.0	359	296	522.1	733	101.5
<b>Gender</b>	<b>Female</b>	152	324	524.4	738	105.8	152	322	526.3	733	104.3
	<b>Male</b>	173	279	517.6	738	102.1	173	296	519.5	733	101.1
	<b>Missing</b>	34	348	510.6	673	97.0	34	343	516.4	684	92.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	97	338	551.5	738	107.3	97	353	552.2	733	108.5
	<b>Black or African American</b>	56	353	516.6	738	97.5	56	343	518.2	733	94.9
	<b>Hispanic or Latino</b>	117	279	497.1	699	100.5	117	296	500.9	699	99.0
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	32	279	482.5	693	111.3	32	296	488.3	695	103.7
	<b>White</b>	46	379	545.9	688	85.7	46	375	546.2	690	85.7
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>Gifted</b>	1					1				
	<b>IEP</b>	9					9				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3					3				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	4					4				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.7: Screener Scale Score Summary by Subgroup - Grade 6 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		359	296	536.5	732	121.4	359	281	520.7	741	108.2
<b>Gender</b>	<b>Female</b>	152	310	539.7	732	124.2	152	307	526.5	741	110.5
	<b>Male</b>	173	296	534.2	732	120.8	173	281	517.0	741	108.2
	<b>Missing</b>	34	336	533.8	703	114.4	34	328	514.2	679	99.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	97	330	566.1	732	120.9	97	347	556.1	741	111.7
	<b>Black or African American</b>	56	328	531.5	732	120.1	56	328	520.8	741	104.4
	<b>Hispanic or Latino</b>	117	296	513.5	712	123.0	117	281	495.4	709	105.4
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	32	296	489.3	709	136.3	32	281	478.8	690	114.1
	<b>White</b>	46	339	574.5	704	92.6	46	386	548.0	700	88.3
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>Gifted</b>	1					1				
	<b>IEP</b>	9					9				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3					3				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	4					4				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.7: Screener Scale Score Summary by Subgroup - Grade 6 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		359	3803	5245.2	6476	649.4	359	3388	5297.6	6974	861.6
<b>Gender</b>	<b>Female</b>	152	4024	5269.8	6476	667.7	152	3573	5331.5	6974	882.1
	<b>Male</b>	173	3803	5234.8	6476	644.7	173	3388	5276.4	6974	859.2
	<b>Missing</b>	34	4100	5188.7	6269	601.6	34	3807	5253.7	6580	797.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	97	4129	5421.9	6476	678.3	97	3905	5550.3	6974	888.7
	<b>Black or African American</b>	56	4158	5204.7	6476	586.7	56	3807	5276.6	6974	829.9
	<b>Hispanic or Latino</b>	117	3803	5114.9	6356	643.2	117	3388	5111.9	6706	851.4
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	32	3803	5041.4	6356	689.8	32	3388	4967.2	6679	923.4
	<b>White</b>	46	4329	5418.0	6476	577.6	46	4106	5536.3	6613	687.7
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>Gifted</b>	1					1				
	<b>IEP</b>	9					9				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3					3				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	4					4				

\* Scale scores cannot be compared across grade bands.



Table S3.8: Screener Scale Score Summary by Subgroup - Grade 7

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		348	279	525.3	738	109.0	348	296	530.3	733	107.2
<b>Gender</b>	<b>Female</b>	160	279	533.1	738	111.6	160	296	537.9	733	109.6
	<b>Male</b>	147	279	508.5	738	102.9	147	296	514.0	733	102.3
	<b>Missing</b>	41	321	555.0	738	112.4	41	361	559.1	733	108.3
<b>Ethnicity</b>	<b>Asian</b>	70	279	566.3	738	111.3	70	296	574.3	733	108.7
	<b>Black or African American</b>	57	362	533.9	722	98.2	57	351	537.3	723	96.6
	<b>Hispanic or Latino</b>	132	305	494.8	722	107.6	132	312	500.3	723	106.3
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	25	347	504.0	738	110.2	25	337	503.9	733	110.6
	<b>White</b>	54	321	538.9	719	99.6	54	351	543.0	715	95.6
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>IEP</b>	4					4				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other health impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.8: Screener Scale Score Summary by Subgroup - Grade 7 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		348	296	534.9	732	122.3	348	281	527.5	741	113.4
<b>Gender</b>	<b>Female</b>	160	296	542.1	732	124.8	160	281	535.1	741	115.5
	<b>Male</b>	147	296	520.0	732	119.2	147	281	512.6	741	109.0
	<b>Missing</b>	41	316	560.8	732	119.3	41	318	551.5	741	116.2
<b>Ethnicity</b>	<b>Asian</b>	70	296	590.4	732	114.4	70	281	573.9	741	112.2
	<b>Black or African American</b>	57	326	549.9	725	107.9	57	336	540.6	731	104.3
	<b>Hispanic or Latino</b>	132	305	493.8	725	122.1	132	297	494.1	731	111.5
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	25	318	493.6	732	124.4	25	322	489.4	741	112.1
	<b>White</b>	54	316	555.0	714	111.2	54	318	544.7	724	104.7
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>IEP</b>	4					4				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other health impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.8: Screener Scale Score Summary by Subgroup - Grade 7 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		348	3803	5306.7	6476	702.5	348	3388	5334.0	6974	898.3
<b>Gender</b>	<b>Female</b>	160	3803	5360.1	6476	720.2	160	3388	5396.0	6974	918.2
	<b>Male</b>	147	3803	5185.8	6476	655.7	147	3388	5205.8	6974	860.6
	<b>Missing</b>	41	4132	5531.8	6476	730.6	41	3703	5551.5	6974	906.2
<b>Ethnicity</b>	<b>Asian</b>	70	3803	5566.7	6476	701.9	70	3388	5714.4	6974	885.5
	<b>Black or African American</b>	57	4262	5322.4	6476	608.0	57	3812	5419.4	6889	800.0
	<b>Hispanic or Latino</b>	132	3933	5127.4	6476	717.3	132	3499	5060.2	6889	892.4
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	25	4074	5240.1	6476	774.8	25	3693	5076.2	6974	914.0
	<b>White</b>	54	4132	5369.7	6476	622.6	54	3703	5463.7	6757	813.4
	<b>Other/Unknown</b>	5					5				
	<b>Other</b>										
<b>Primary Disability</b>	<b>IEP</b>	4					4				
	<b>Migrant</b>	3					3				
	<b>Autism</b>	1					1				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1					1				
	<b>Other health impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

Table S3.9: Screener Scale Score Summary by Subgroup - Grade 8

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		302	279	507.7	738	115.8	302	296	513.8	733	113.7
<b>Gender</b>	<b>Female</b>	133	279	518.9	738	119.1	133	296	525.1	733	117.1
	<b>Male</b>	143	279	501.0	738	111.6	143	296	508.2	733	108.8
	<b>Missing</b>	26	279	486.9	738	119.6	26	296	486.4	733	120.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	59	279	543.6	738	114.3	59	296	553.0	733	110.6
	<b>Black or African American</b>	54	322	501.4	706	95.7	54	322	505.4	704	99.0
	<b>Hispanic or Latino</b>	118	279	478.2	726	115.7	118	296	483.0	725	112.1
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	23	279	501.3	722	127.6	23	296	513.8	723	120.8
	<b>White</b>	37	365	556.3	738	113.1	37	372	562.0	733	111.2
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	3					3				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.9: Screener Scale Score Summary by Subgroup - Grade 8 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		302	296	513.8	732	132.0	302	281	511.7	741	120.3
<b>Gender</b>	<b>Female</b>	133	296	520.6	732	135.7	133	281	521.9	741	123.5
	<b>Male</b>	143	296	510.7	732	130.0	143	281	506.6	741	115.9
	<b>Missing</b>	26	296	496.1	732	126.7	26	281	487.1	741	127.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	59	296	555.2	732	127.7	59	281	549.7	741	116.1
	<b>Black or African American</b>	54	310	515.0	714	115.4	54	307	508.9	713	104.0
	<b>Hispanic or Latino</b>	118	296	471.6	727	132.3	118	281	480.1	734	120.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	23	296	501.2	725	148.1	23	281	502.0	731	131.5
	<b>White</b>	37	385	584.6	732	108.7	37	378	562.4	741	116.6
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	3					3				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.9: Screener Scale Score Summary by Subgroup - Grade 8 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		302	3803	5175.2	6476	728.3	302	3388	5189.2	6974	960.3
<b>Gender</b>	<b>Female</b>	133	3803	5252.3	6476	750.8	133	3388	5267.5	6974	984.8
	<b>Male</b>	143	3803	5134.6	6476	698.8	143	3388	5150.2	6974	931.9
	<b>Missing</b>	26	3803	5004.3	6476	751.7	26	3388	5003.8	6974	985.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	59	3803	5418.4	6476	700.3	59	3388	5503.9	6974	933.1
	<b>Black or African American</b>	54	3999	5117.9	6476	628.9	54	3568	5159.8	6746	826.4
	<b>Hispanic or Latino</b>	118	3803	4990.1	6476	734.7	118	3388	4915.6	6910	956.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	23	3803	5181.6	6476	798.1	23	3388	5130.5	6889	1054.6
	<b>White</b>	37	4272	5450.8	6476	689.6	37	4153	5631.6	6974	891.7
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>Home Schooled</b>	1					1				
	<b>IEP</b>	3					3				
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

Table S3.10: Screener Scale Score Summary by Subgroup - Grade 9

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		395	297	518.8	731	117.4	395	309	519.9	733	112.9
<b>Gender</b>	<b>Female</b>	158	297	523.9	731	118.8	158	309	523.7	733	114.0
	<b>Male</b>	202	297	508.3	731	117.3	202	309	510.4	733	112.6
	<b>Missing</b>	35	297	556.1	702	105.3	35	309	558.0	706	102.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	59	323	590.2	731	99.3	59	335	590.2	733	100.0
	<b>Black or African American</b>	82	351	518.0	706	99.5	82	350	519.1	708	96.4
	<b>Hispanic or Latino</b>	154	297	495.8	731	121.9	154	309	498.5	733	115.5
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	37	297	446.9	723	123.4	37	309	449.9	722	115.8
	<b>White</b>	50	391	546.7	731	100.9	50	369	542.4	733	98.9
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>IEP</b>	5					5				
	<b>Migrant</b>	2					2				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.10: Screener Scale Score Summary by Subgroup - Grade 9 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		395	332	538.4	722	122.2	395	315	525.1	732	113.2
<b>Gender</b>	<b>Female</b>	158	332	548.4	722	120.4	158	315	532.0	732	114.7
	<b>Male</b>	202	332	524.7	722	124.3	202	315	514.4	732	113.3
	<b>Missing</b>	35	332	572.3	709	109.9	35	315	556.0	708	99.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	59	383	615.0	722	90.9	59	361	594.5	732	93.8
	<b>Black or African American</b>	82	354	537.6	710	104.6	82	360	524.0	711	95.6
	<b>Hispanic or Latino</b>	154	332	514.5	722	128.4	154	315	503.5	732	116.9
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	37	332	468.0	718	129.8	37	315	455.7	726	120.6
	<b>White</b>	50	364	557.1	722	112.0	50	382	548.0	732	99.4
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>IEP</b>	5					5				
	<b>Migrant</b>	2					2				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.10: Screener Scale Score Summary by Subgroup - Grade 9 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		395	3787	5227.1	6524	765.9	395	3605	5308.5	6923	928.1
<b>Gender</b>	<b>Female</b>	158	3787	5240.2	6524	765.6	158	3605	5362.4	6923	930.4
	<b>Male</b>	202	3787	5163.9	6524	761.4	202	3605	5217.5	6923	935.8
	<b>Missing</b>	35	3787	5532.5	6524	737.6	35	3605	5590.4	6720	814.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	59	3787	5685.0	6524	667.7	59	3938	5894.8	6923	754.6
	<b>Black or African American</b>	82	4074	5235.5	6446	666.7	82	3901	5300.8	6747	781.5
	<b>Hispanic or Latino</b>	154	3787	5076.0	6524	789.0	154	3605	5127.2	6923	963.2
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	37	3787	4748.0	6446	781.5	37	3605	4734.0	6869	984.2
	<b>White</b>	50	4265	5414.8	6524	661.2	50	4051	5490.1	6923	816.2
	<b>Other/Unknown</b>	5					5				
<b>Other</b>	<b>IEP</b>	5					5				
	<b>Migrant</b>	2					2				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.





Table S3.11: Screener Scale Score Summary by Subgroup - Grade 10

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		277	297	509.9	731	108.6	277	309	512.9	733	103.6
<b>Gender</b>	<b>Female</b>	118	297	495.1	731	105.7	118	309	501.1	733	100.1
	<b>Male</b>	143	297	523.1	709	108.1	143	309	523.8	713	104.1
	<b>Missing</b>	16	297	501.8	702	125.3	16	309	503.2	703	120.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	40	317	578.8	711	94.8	40	329	576.6	705	94.1
	<b>Black or African American</b>	57	297	495.2	731	120.8	57	309	500.8	733	115.4
	<b>Hispanic or Latino</b>	113	297	488.9	699	99.4	113	309	492.5	702	93.2
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	17	297	442.7	680	90.9	17	309	450.4	687	94.2
	<b>White</b>	42	330	546.3	706	101.3	42	342	546.2	703	97.6
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>IEP</b>	2					2				
	<b>Migrant</b>	5					5				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1					1				
	<b>Specific learning disability</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.11: Screener Scale Score Summary by Subgroup - Grade 10 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		277	332	529.7	722	112.4	277	315	512.7	732	104.9
<b>Gender</b>	<b>Female</b>	118	332	515.7	722	110.2	118	315	500.7	732	101.2
	<b>Male</b>	143	332	543.1	710	111.2	143	315	523.4	714	105.4
	<b>Missing</b>	16	332	513.4	709	130.8	16	315	505.0	695	122.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	40	409	588.6	713	87.8	40	336	575.7	716	95.7
	<b>Black or African American</b>	57	332	528.0	722	118.7	57	315	500.5	732	116.5
	<b>Hispanic or Latino</b>	113	332	502.2	707	111.3	113	315	493.8	706	96.3
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	17	332	453.1	653	91.5	17	315	445.4	670	83.6
	<b>White</b>	42	368	579.0	710	99.2	42	351	545.1	712	99.0
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>IEP</b>	2					2				
	<b>Migrant</b>	5					5				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1					1				
	<b>Specific learning disability</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.11: Screener Scale Score Summary by Subgroup - Grade 10 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		277	3787	5194.1	6524	720.3	277	3605	5233.6	6923	853.0
<b>Gender</b>	<b>Female</b>	118	3787	5095.8	6524	694.3	118	3605	5127.9	6923	824.8
	<b>Male</b>	143	3787	5282.9	6524	725.4	143	3605	5331.1	6755	852.3
	<b>Missing</b>	16	3787	5125.5	6446	805.6	16	3605	5141.8	6720	1008.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	40	3787	5667.2	6524	657.4	40	3958	5745.7	6791	728.7
	<b>Black or African American</b>	57	3787	5092.1	6524	791.0	57	3605	5153.3	6923	932.5
	<b>Hispanic or Latino</b>	113	3787	5049.3	6524	642.9	113	3605	5054.4	6712	799.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	17	3787	4779.9	6524	676.8	17	3605	4673.8	6461	709.6
	<b>White</b>	42	3787	5422.4	6524	679.2	42	4094	5544.2	6755	787.6
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>IEP</b>	2					2				
	<b>Migrant</b>	5					5				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1					1				
	<b>Specific learning disability</b>	1					1				

\* Scale scores cannot be compared across grade bands.

Table S3.12: Screener Scale Score Summary by Subgroup - Grade 11

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		195	297	529.7	731	110.4	195	309	531.0	733	107.2
<b>Gender</b>	<b>Female</b>	93	297	527.0	731	118.0	93	309	530.3	733	113.3
	<b>Male</b>	90	297	529.5	731	103.8	90	309	527.9	733	103.0
	<b>Missing</b>	12	356	551.6	696	104.3	12	423	559.6	683	93.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	38	363	565.3	731	97.1	38	362	565.4	733	100.0
	<b>Black or African American</b>	39	297	546.1	731	94.7	39	309	545.9	733	94.1
	<b>Hispanic or Latino</b>	65	297	487.7	707	107.7	65	309	488.2	711	101.9
	<b>Native Hawaiian or Other Pacific Islander</b>	2					2				
	<b>Two or More Races</b>	14	344	514.2	731	133.8	14	340	520.6	733	123.5
	<b>White</b>	34	297	556.0	714	117.7	34	309	560.4	717	114.1
	<b>Other/Unknown</b>	2					2				
<b>Other</b>	<b>IEP</b>	5					5				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	3					3				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.12: Screener Scale Score Summary by Subgroup - Grade 11 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		195	332	548.4	722	112.1	195	315	532.8	732	107.0
<b>Gender</b>	<b>Female</b>	93	332	544.6	722	117.1	93	315	531.7	732	111.6
	<b>Male</b>	90	332	550.1	722	109.5	90	315	531.2	732	103.8
	<b>Missing</b>	12	364	565.5	706	97.8	12	398	552.7	704	100.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	38	409	589.1	722	87.7	38	390	561.4	732	103.2
	<b>Black or African American</b>	39	332	570.2	722	96.5	39	315	552.2	732	91.8
	<b>Hispanic or Latino</b>	65	332	496.0	707	114.8	65	315	494.4	713	105.8
	<b>Native Hawaiian or Other Pacific Islander</b>	2					2				
	<b>Two or More Races</b>	14	350	549.4	722	110.9	14	349	522.6	732	126.1
	<b>White</b>	34	332	569.2	709	121.5	34	315	552.8	718	108.5
	<b>Other/Unknown</b>	2					2				
<b>Other</b>	<b>IEP</b>	5					5				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	3					3				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.12: Screener Scale Score Summary by Subgroup - Grade 11 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		195	3787	5324.3	6524	744.1	195	3605	5386.0	6923	865.0
<b>Gender</b>	<b>Female</b>	93	3787	5313.1	6524	801.8	93	3605	5371.3	6923	911.7
	<b>Male</b>	90	3787	5309.8	6524	692.5	90	3605	5378.0	6923	832.5
	<b>Missing</b>	12	4337	5520.3	6336	680.2	12	4173	5560.1	6689	776.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	38	4067	5561.8	6524	660.4	38	4205	5668.5	6923	764.8
	<b>Black or African American</b>	39	3787	5419.4	6524	646.4	39	3605	5535.9	6923	741.5
	<b>Hispanic or Latino</b>	65	3787	5031.8	6524	704.5	65	3605	5026.9	6705	858.2
	<b>Native Hawaiian or Other Pacific Islander</b>	2					2				
	<b>Two or More Races</b>	14	4073	5204.7	6524	866.8	14	3829	5318.2	6923	962.4
	<b>White</b>	34	3787	5560.0	6524	818.8	34	3605	5582.8	6725	917.4
	<b>Other/Unknown</b>	2					2				
<b>Other</b>	<b>IEP</b>	5					5				
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1					1				
	<b>Other health impairment</b>	1					1				
	<b>Specific learning disability</b>	3					3				

\* Scale scores cannot be compared across grade bands.

Table S3.13: Screener Scale Score Summary by Subgroup - Grade 12

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		132	297	528.6	731	114.8	132	309	529.9	733	110.5
<b>Gender</b>	<b>Female</b>	59	297	541.8	731	114.2	59	309	542.1	733	110.6
	<b>Male</b>	66	297	516.8	723	116.0	66	309	517.6	722	110.9
	<b>Missing</b>	7					7				
<b>Ethnicity</b>	<b>Asian</b>	23	463	581.3	711	63.1	23	448	579.2	705	66.3
	<b>Black or African American</b>	35	297	495.2	723	124.0	35	309	494.3	722	120.1
	<b>Hispanic or Latino</b>	42	297	505.9	691	113.6	42	309	510.3	684	106.5
	<b>Native Hawaiian or Other Pacific Islander</b>	1					1				
	<b>Two or More Races</b>	12	323	518.4	731	143.9	12	335	529.1	733	139.2
	<b>White</b>	18	430	588.0	713	94.2	18	432	583.2	716	93.3
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>IEP</b>	3					3				
<b>Primary Disability</b>	<b>Multiple disabilities</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.13: Screener Scale Score Summary by Subgroup - Grade 12 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		132	332	553.8	722	112.6	132	315	531.7	732	112.1
<b>Gender</b>	<b>Female</b>	59	332	569.6	722	107.1	59	315	543.2	732	111.6
	<b>Male</b>	66	332	539.5	718	118.3	66	315	521.1	726	113.1
	<b>Missing</b>	7					7				
<b>Ethnicity</b>	<b>Asian</b>	23	463	607.5	713	68.9	23	466	580.5	716	66.8
	<b>Black or African American</b>	35	332	521.1	718	118.3	35	315	499.0	726	119.1
	<b>Hispanic or Latino</b>	42	332	517.3	704	120.8	42	315	511.4	699	112.5
	<b>Native Hawaiian or Other Pacific Islander</b>	1					1				
	<b>Two or More Races</b>	12	363	574.9	722	120.7	12	343	532.7	732	136.9
	<b>White</b>	18	539	621.6	708	60.8	18	431	582.3	717	99.7
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>IEP</b>	3					3				
<b>Primary Disability</b>	<b>Multiple disabilities</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.13: Screener Scale Score Summary by Subgroup - Grade 12 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		132	3787	5300.1	6524	754.5	132	3605	5394.2	6923	889.8
<b>Gender</b>	<b>Female</b>	59	3787	5381.7	6524	760.6	59	3605	5500.7	6923	874.7
	<b>Male</b>	66	3787	5221.6	6524	753.4	66	3605	5296.1	6869	909.5
	<b>Missing</b>	7					7				
<b>Ethnicity</b>	<b>Asian</b>	23	4761	5668.0	6524	437.2	23	4967	5808.8	6791	514.3
	<b>Black or African American</b>	35	3787	5070.0	6446	821.5	35	3605	5125.3	6869	959.8
	<b>Hispanic or Latino</b>	42	3787	5159.7	6292	710.2	42	3605	5187.4	6651	901.4
	<b>Native Hawaiian or Other Pacific Islander</b>	1					1				
	<b>Two or More Races</b>	12	3787	5180.8	6524	975.8	12	4062	5430.7	6923	1047.8
	<b>White</b>	18	4626	5684.5	6524	626.6	18	4794	5858.6	6723	684.8
	<b>Other/Unknown</b>	1					1				
<b>Other</b>	<b>IEP</b>	3					3				
<b>Primary Disability</b>	<b>Multiple disabilities</b>	1					1				
	<b>Specific learning disability</b>	2					2				

\* Scale scores cannot be compared across grade bands.

## **Section 4: Screener Assessment - Percentage of Students by Domain Performance Level**

\* Domain tests with Exemption or Not Attempted are excluded from counts, which only include tests assigned to domain performance levels 0-5.

Table S4.1: Screener Performance Level by Domain - Kindergarten

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		8,143	2.5	16.5	15.8	57.5	3.1	4.7	8,141	2.5	20.4	19.5	47.2	4.7	5.8
<b>Gender</b>	<b>Female</b>	3,652	1.9	16.1	14.4	59.4	3.0	5.2	3,652	1.9	18.9	18.5	49.7	4.6	6.4
	<b>Male</b>	3,781	3.3	17.3	17.2	55.4	2.9	3.9	3,779	3.3	22.0	20.7	44.4	4.5	5.0
	<b>Missing</b>	710	0.8	14.6	15.6	58.9	4.1	5.9	710	0.8	19.0	18.5	48.6	5.8	7.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	20	5.0	15.0	20.0	55.0	0.0	5.0	20	5.0	20.0	35.0	35.0	0.0	5.0
	<b>Asian</b>	2,155	2.1	12.0	13.6	56.8	5.3	10.2	2,152	2.1	16.3	16.8	46.2	6.5	12.2
	<b>Black or African American</b>	1,360	1.5	12.2	14.7	65.4	3.0	3.2	1,361	1.5	15.0	19.8	53.9	5.5	4.3
	<b>Hispanic or Latino</b>	2,537	3.3	22.7	19.2	52.6	1.2	1.1	2,537	3.3	27.2	22.3	43.2	2.5	1.5
	<b>Native Hawaiian or Other Pacific Islander</b>	44	2.3	13.6	13.6	65.9	2.3	2.3	44	2.3	22.7	18.2	43.2	11.4	2.3
	<b>Two or More Races</b>	517	2.3	18.2	15.7	56.7	2.5	4.6	517	2.3	20.7	19.3	48.2	3.7	5.8
	<b>White</b>	1,380	2.5	16.3	13.9	59.2	3.5	4.6	1,380	2.5	19.3	18.5	48.6	5.1	5.9
	<b>Other/Unknown</b>	130	2.3	13.1	17.7	63.1	1.5	2.3	130	2.3	18.5	17.7	53.1	6.2	2.3
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	0.0	0.0	33.3	66.7	3	0.0	0.0	0.0	0.0	33.3	66.7
	<b>IEP</b>	135	12.6	25.9	22.2	37.8	0.0	1.5	134	12.7	32.8	19.4	32.1	1.5	1.5
	<b>Migrant</b>	14	0.0	0.0	14.3	71.4	14.3	0.0	14	0.0	7.1	14.3	64.3	14.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	41	24.4	29.3	19.5	22.0	0.0	4.9	41	24.4	34.1	19.5	14.6	2.4	4.9
	<b>Developmental delay</b>	12	16.7	33.3	25.0	25.0	0.0	0.0	12	16.7	50.0	16.7	16.7	0.0	0.0
	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
	<b>Hearing Impaired</b>	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Intellectual Disability</b>	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	2	100.0	0.0	0.0	0.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	3	0.0	33.3	33.3	33.3	0.0	0.0	3	0.0	33.3	66.7	0.0	0.0	0.0
	<b>Other health impairment</b>	8	0.0	25.0	37.5	37.5	0.0	0.0	8	0.0	37.5	25.0	37.5	0.0	0.0
	<b>Specific learning disability</b>	4	0.0	50.0	0.0	50.0	0.0	0.0	4	0.0	50.0	0.0	50.0	0.0	0.0
	<b>Speech or language impairment</b>	36	2.8	16.7	25.0	55.6	0.0	0.0	36	2.8	25.0	19.4	52.8	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.1: Screener Performance Level by Domain - Kindergarten (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		8,140	2.5	33.6	21.9	24.0	9.8	8.2	8,140	2.5	57.8	27.4	9.3	1.7	1.4
<b>Gender</b>	<b>Female</b>	3,652	1.9	31.3	22.0	25.4	10.6	8.9	3,652	1.9	58.1	27.8	8.8	1.7	1.6
	<b>Male</b>	3,778	3.3	36.4	21.6	22.5	8.9	7.2	3,778	3.3	58.1	26.6	9.3	1.7	1.0
	<b>Missing</b>	710	0.8	30.8	22.3	25.2	10.7	10.1	710	0.8	54.1	29.9	11.5	1.7	2.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	20	5.0	45.0	15.0	25.0	5.0	5.0	20	5.0	65.0	25.0	5.0	0.0	0.0
	<b>Asian</b>	2,152	2.1	26.1	22.5	24.6	10.3	14.4	2,152	2.1	45.2	28.6	16.8	4.4	2.9
	<b>Black or African American</b>	1,360	1.5	27.0	23.6	29.3	10.9	7.7	1,360	1.5	54.2	32.7	9.9	0.7	1.0
	<b>Hispanic or Latino</b>	2,537	3.3	44.8	21.4	20.3	7.2	3.1	2,537	3.3	70.6	22.2	3.2	0.3	0.4
	<b>Native Hawaiian or Other Pacific Islander</b>	44	2.3	36.4	15.9	27.3	9.1	9.1	44	2.3	52.3	38.6	6.8	0.0	0.0
	<b>Two or More Races</b>	517	2.3	38.9	19.7	21.3	9.7	8.1	517	2.3	59.2	26.9	8.9	1.4	1.4
	<b>White</b>	1,380	2.5	29.5	20.9	25.7	12.8	8.6	1,380	2.5	57.8	28.6	8.6	1.3	1.2
<b>Other/Unknown</b>	130	2.3	31.5	23.1	23.8	12.3	6.9	130	2.3	46.9	40.0	9.2	1.5	0.0	
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	0.0	33.3	33.3	33.3	3	0.0	0.0	0.0	33.3	33.3	33.3
	<b>IEP</b>	133	12.8	46.6	21.1	14.3	2.3	3.0	133	12.8	54.9	21.8	10.5	0.0	0.0
	<b>Migrant</b>	14	0.0	28.6	14.3	50.0	0.0	7.1	14	0.0	71.4	21.4	7.1	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	40	25.0	40.0	20.0	7.5	0.0	7.5	40	25.0	42.5	15.0	17.5	0.0	0.0
	<b>Developmental delay</b>	12	16.7	50.0	25.0	8.3	0.0	0.0	12	16.7	75.0	8.3	0.0	0.0	0.0
	<b>Emotional disturbance</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Hearing Impaired</b>	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Speaking							Writing							
		N	0	1	2	3	4	5	N	0	1	2	3	4	5	
	<b>Intellectual Disability</b>	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	2	100.0	0.0	0.0	0.0	0.0	0.0	2	100.0	0.0	0.0	0.0	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	3	0.0	66.7	33.3	0.0	0.0	0.0	3	0.0	100.0	0.0	0.0	0.0	0.0	0.0
	<b>Other health impairment</b>	8	0.0	37.5	37.5	12.5	0.0	12.5	8	0.0	87.5	12.5	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	4	0.0	75.0	0.0	25.0	0.0	0.0	4	0.0	50.0	50.0	0.0	0.0	0.0	0.0
	<b>Speech or language impairment</b>	36	2.8	55.6	19.4	19.4	2.8	0.0	36	2.8	61.1	33.3	2.8	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.2: Screener Performance Level by Domain - Grade 1

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		992	1.9	18.2	7.1	37.1	12.5	23.2	992	1.9	45.0	15.2	15.2	9.4	13.3
<b>Gender</b>	<b>Female</b>	430	1.4	17.4	6.3	37.7	14.9	22.3	430	1.4	44.7	15.1	15.3	9.8	13.7
	<b>Male</b>	475	2.7	18.7	8.8	35.4	11.6	22.7	475	2.7	44.2	16.4	16.0	9.1	11.6
	<b>Missing</b>	87	0.0	19.5	1.1	43.7	5.7	29.9	87	0.0	50.6	9.2	10.3	9.2	20.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	0.0	0.0	66.7	0.0	33.3	3	0.0	33.3	33.3	0.0	33.3	0.0
	<b>Asian</b>	295	0.7	11.2	5.1	28.5	14.2	40.3	295	0.7	28.8	14.9	14.6	14.6	26.4
	<b>Black or African American</b>	181	0.0	15.5	8.8	47.0	14.4	14.4	181	0.0	48.6	18.8	19.9	6.6	6.1
	<b>Hispanic or Latino</b>	239	4.2	30.5	10.0	38.1	9.2	7.9	239	4.2	64.9	12.6	11.3	3.8	3.3
	<b>Native Hawaiian or Other Pacific Islander</b>	12	8.3	8.3	0.0	83.3	0.0	0.0	12	8.3	58.3	8.3	25.0	0.0	0.0
	<b>Two or More Races</b>	73	5.5	11.0	4.1	45.2	12.3	21.9	73	5.5	42.5	15.1	16.4	6.8	13.7
	<b>White</b>	167	0.6	21.0	6.6	30.5	13.2	28.1	167	0.6	42.5	14.4	15.6	12.6	14.4
	<b>Other/Unknown</b>	22	4.5	13.6	4.5	54.5	13.6	9.1	22	4.5	36.4	27.3	18.2	9.1	4.5
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	0.0	0.0	0.0	100.0	3	0.0	0.0	0.0	0.0	33.3	66.7
	<b>IEP</b>	9	11.1	11.1	0.0	55.6	11.1	11.1	9	11.1	33.3	22.2	11.1	11.1	11.1
	<b>Migrant</b>	4	0.0	0.0	0.0	100.0	0.0	0.0	4	0.0	50.0	25.0	25.0	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	4	25.0	25.0	0.0	25.0	25.0	0.0	4	25.0	25.0	0.0	25.0	25.0	0.0
	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Hearing Impaired</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Speech or language impairment	2	0.0	0.0	0.0	50.0	0.0	50.0	2	0.0	0.0	50.0	0.0	0.0	50.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.



Table S4.2: Screener Performance Level by Domain - Grade 1 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		992	1.9	53.0	20.4	4.6	5.6	14.4	992	1.9	54.7	13.5	14.2	5.7	9.9
<b>Gender</b>	<b>Female</b>	430	1.4	50.5	23.7	5.1	4.9	14.4	430	1.4	52.6	15.1	14.9	5.3	10.7
	<b>Male</b>	475	2.7	55.4	17.7	4.2	6.1	13.9	475	2.7	56.6	12.8	13.9	5.9	8.0
	<b>Missing</b>	87	0.0	52.9	18.4	4.6	6.9	17.2	87	0.0	55.2	9.2	12.6	6.9	16.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	0.0	100.0	0.0	0.0	0.0	3	0.0	66.7	0.0	33.3	0.0	0.0
	<b>Asian</b>	295	0.7	35.6	19.3	5.8	10.5	28.1	295	0.7	38.0	11.9	19.3	8.8	21.4
	<b>Black or African American</b>	181	0.0	63.0	22.7	7.2	3.9	3.3	181	0.0	63.5	16.0	12.7	5.0	2.8
	<b>Hispanic or Latino</b>	239	4.2	69.0	19.2	0.8	1.3	5.4	239	4.2	71.1	12.6	7.9	2.1	2.1
	<b>Native Hawaiian or Other Pacific Islander</b>	12	8.3	83.3	8.3	0.0	0.0	0.0	12	8.3	58.3	25.0	8.3	0.0	0.0
	<b>Two or More Races</b>	73	5.5	52.1	16.4	4.1	5.5	16.4	73	5.5	52.1	13.7	13.7	4.1	11.0
	<b>White</b>	167	0.6	48.5	21.6	6.6	6.6	16.2	167	0.6	52.7	12.0	17.4	7.8	9.6
	<b>Other/Unknown</b>	22	4.5	59.1	27.3	0.0	0.0	9.1	22	4.5	50.0	31.8	4.5	4.5	4.5
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	33.3	0.0	0.0	66.7	3	0.0	0.0	0.0	33.3	33.3	33.3
	<b>IEP</b>	9	11.1	55.6	22.2	0.0	0.0	11.1	9	11.1	66.7	0.0	0.0	11.1	11.1
	<b>Migrant</b>	4	0.0	50.0	50.0	0.0	0.0	0.0	4	0.0	50.0	50.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	4	25.0	50.0	25.0	0.0	0.0	0.0	4	25.0	50.0	0.0	0.0	25.0	0.0
	<b>Emotional disturbance</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Hearing Impaired</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Speaking							Writing							
		N	0	1	2	3	4	5	N	0	1	2	3	4	5	
	Speech or language impairment	2	0.0	50.0	0.0	0.0	0.0	50.0	2	0.0	50.0	0.0	0.0	0.0	0.0	50.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.3: Screener Performance Level by Domain - Grade 2

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		680	2.6	17.2	8.8	26.9	22.5	21.9	680	2.6	40.7	8.1	26.9	7.9	13.7
<b>Gender</b>	<b>Female</b>	315	2.2	14.6	8.6	26.3	24.8	23.5	315	2.2	37.8	9.5	26.0	8.6	15.9
	<b>Male</b>	312	2.9	19.9	10.6	26.3	20.2	20.2	312	2.9	45.2	6.7	26.3	7.7	11.2
	<b>Missing</b>	53	3.8	17.0	0.0	34.0	22.6	22.6	53	3.8	32.1	7.5	35.8	5.7	15.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	0.0	0.0	50.0	0.0	0.0	50.0	2	0.0	0.0	50.0	0.0	0.0	50.0
	<b>Asian</b>	144	2.8	10.4	6.3	15.3	29.9	35.4	144	2.8	22.2	4.2	32.6	13.2	25.0
	<b>Black or African American</b>	131	0.0	9.2	8.4	32.8	23.7	26.0	131	0.0	35.1	13.0	32.1	8.4	11.5
	<b>Hispanic or Latino</b>	233	5.2	26.2	11.6	31.3	14.2	11.6	233	5.2	56.7	8.2	18.0	6.4	5.6
	<b>Native Hawaiian or Other Pacific Islander</b>	6	0.0	0.0	16.7	33.3	50.0	0.0	6	0.0	33.3	0.0	50.0	16.7	0.0
	<b>Two or More Races</b>	54	0.0	16.7	7.4	31.5	27.8	16.7	54	0.0	44.4	9.3	29.6	1.9	14.8
	<b>White</b>	102	2.0	17.6	5.9	22.5	27.5	24.5	102	2.0	36.3	5.9	30.4	6.9	18.6
	<b>Other/Unknown</b>	8	0.0	25.0	12.5	37.5	0.0	25.0	8	0.0	50.0	12.5	25.0	0.0	12.5
<b>Other</b>	<b>Gifted</b>	2	0.0	0.0	0.0	0.0	0.0	100.0	2	0.0	0.0	0.0	0.0	50.0	50.0
	<b>IEP</b>	13	15.4	15.4	0.0	46.2	7.7	15.4	13	15.4	46.2	23.1	0.0	7.7	7.7
	<b>Migrant</b>	3	0.0	33.3	0.0	33.3	0.0	33.3	3	0.0	66.7	0.0	0.0	33.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	1	100.0	0.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	3	0.0	0.0	0.0	33.3	0.0	66.7	3	0.0	33.3	0.0	0.0	33.3	33.3
	<b>Multiple disabilities</b>	2	50.0	50.0	0.0	0.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0	0.0

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Orthopedic impairment	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	Specific learning disability	2	0.0	0.0	0.0	100.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0
	Speech or language impairment	3	0.0	33.3	0.0	66.7	0.0	0.0	3	0.0	66.7	33.3	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.3: Screener Performance Level by Domain - Grade 2 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		680	2.6	47.9	15.1	9.1	8.1	17.1	680	2.6	41.2	11.8	21.9	9.3	13.2
<b>Gender</b>	<b>Female</b>	315	2.2	46.7	16.5	8.6	7.0	19.0	315	2.2	39.0	12.7	21.3	9.8	14.9
	<b>Male</b>	312	2.9	51.6	13.5	9.3	8.7	14.1	312	2.9	45.5	10.6	20.5	9.6	10.9
	<b>Missing</b>	53	3.8	34.0	17.0	11.3	11.3	22.6	53	3.8	28.3	13.2	34.0	3.8	17.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	0.0	50.0	0.0	0.0	50.0	0.0	2	0.0	0.0	50.0	0.0	0.0	50.0
	<b>Asian</b>	144	2.8	32.6	14.6	10.4	9.7	29.9	144	2.8	22.9	9.7	25.0	13.9	25.7
	<b>Black or African American</b>	131	0.0	44.3	21.4	10.7	9.2	14.5	131	0.0	38.2	13.0	26.7	9.9	12.2
	<b>Hispanic or Latino</b>	233	5.2	60.9	12.4	7.7	6.4	7.3	233	5.2	56.2	11.6	15.0	7.3	4.7
	<b>Native Hawaiian or Other Pacific Islander</b>	6	0.0	66.7	0.0	33.3	0.0	0.0	6	0.0	33.3	0.0	50.0	16.7	0.0
	<b>Two or More Races</b>	54	0.0	50.0	22.2	3.7	5.6	18.5	54	0.0	42.6	7.4	31.5	5.6	13.0
	<b>White</b>	102	2.0	42.2	9.8	10.8	9.8	25.5	102	2.0	37.3	13.7	21.6	8.8	16.7
	<b>Other/Unknown</b>	8	0.0	50.0	37.5	0.0	0.0	12.5	8	0.0	37.5	37.5	12.5	0.0	12.5
<b>Other</b>	<b>Gifted</b>	2	0.0	0.0	0.0	0.0	0.0	100.0	2	0.0	0.0	0.0	0.0	50.0	50.0
	<b>IEP</b>	13	15.4	46.2	23.1	0.0	0.0	15.4	13	15.4	38.5	30.8	7.7	0.0	7.7
	<b>Migrant</b>	3	0.0	66.7	0.0	0.0	33.3	0.0	3	0.0	33.3	33.3	0.0	33.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	1	100.0	0.0	0.0	0.0	0.0	0.0	1	100.0	0.0	0.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	3	0.0	33.3	0.0	0.0	0.0	66.7	3	0.0	33.3	0.0	33.3	0.0	33.3
	<b>Multiple disabilities</b>	2	50.0	50.0	0.0	0.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0	0.0

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Orthopedic impairment	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	Specific learning disability	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	50.0	50.0	0.0	0.0	0.0
	Speech or language impairment	3	0.0	66.7	33.3	0.0	0.0	0.0	3	0.0	66.7	33.3	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.4: Screener Performance Level by Domain - Grade 3

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		605	3.0	13.7	10.1	25.3	21.8	26.1	605	3.0	38.2	16.0	20.3	10.1	12.4
<b>Gender</b>	<b>Female</b>	250	2.8	14.0	6.4	26.8	19.6	30.4	250	2.8	37.2	13.6	21.6	10.8	14.0
	<b>Male</b>	302	3.3	13.9	11.6	24.8	22.8	23.5	302	3.3	37.7	18.9	18.9	9.6	11.6
	<b>Missing</b>	53	1.9	11.3	18.9	20.8	26.4	20.8	53	1.9	45.3	11.3	22.6	9.4	9.4
<b>Ethnicity</b>	<b>Asian</b>	142	2.8	7.0	4.9	19.7	19.0	46.5	142	2.8	19.0	14.1	23.2	18.3	22.5
	<b>Black or African American</b>	99	2.0	12.1	8.1	30.3	29.3	18.2	99	2.0	40.4	18.2	23.2	8.1	8.1
	<b>Hispanic or Latino</b>	196	4.1	20.4	14.8	25.0	19.9	15.8	196	4.1	50.5	14.8	17.9	5.1	7.7
	<b>Native Hawaiian or Other Pacific Islander</b>	7	0.0	0.0	14.3	57.1	14.3	14.3	7	0.0	28.6	42.9	14.3	14.3	0.0
	<b>Two or More Races</b>	61	1.6	11.5	11.5	31.1	19.7	24.6	61	1.6	44.3	14.8	19.7	4.9	14.8
	<b>White</b>	94	3.2	14.9	7.4	22.3	23.4	28.7	94	3.2	35.1	17.0	20.2	12.8	11.7
	<b>Other/Unknown</b>	6	0.0	0.0	33.3	33.3	33.3	0.0	6	0.0	50.0	33.3	0.0	16.7	0.0
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	0.0	0.0	0.0	100.0	3	0.0	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	11	0.0	9.1	18.2	45.5	27.3	0.0	11	0.0	36.4	45.5	18.2	0.0	0.0
	<b>Migrant</b>	1	0.0	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	0.0	0.0	100.0
<b>Primary Disability</b>	<b>Autism</b>	4	0.0	50.0	25.0	0.0	25.0	0.0	4	0.0	75.0	25.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
	<b>Hearing Impaired</b>	0							0						
	<b>Intellectual Disability</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
	<b>Multiple disabilities</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Other health impairment	0							0						
	Specific learning disability	5	0.0	20.0	0.0	80.0	0.0	0.0	5	0.0	20.0	80.0	0.0	0.0	0.0
	Speech or language impairment	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.



Table S4.4: Screener Performance Level by Domain - Grade 3 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		605	3.0	41.7	11.1	9.1	12.7	22.5	605	3.0	41.8	13.6	17.5	9.3	14.9
<b>Gender</b>	<b>Female</b>	250	2.8	39.6	8.8	11.2	13.6	24.0	250	2.8	40.8	12.4	17.6	9.2	17.2
	<b>Male</b>	302	3.3	43.4	11.6	8.3	11.9	21.5	302	3.3	42.1	14.6	16.9	9.6	13.6
	<b>Missing</b>	53	1.9	41.5	18.9	3.8	13.2	20.8	53	1.9	45.3	13.2	20.8	7.5	11.3
<b>Ethnicity</b>	<b>Asian</b>	142	2.8	25.4	7.7	9.2	14.8	40.1	142	2.8	23.2	10.6	19.7	16.9	26.8
	<b>Black or African American</b>	99	2.0	43.4	15.2	8.1	15.2	16.2	99	2.0	41.4	18.2	20.2	7.1	11.1
	<b>Hispanic or Latino</b>	196	4.1	51.0	10.7	11.7	9.7	12.8	196	4.1	54.6	11.2	16.3	6.1	7.7
	<b>Native Hawaiian or Other Pacific Islander</b>	7	0.0	28.6	28.6	14.3	14.3	14.3	7	0.0	42.9	28.6	14.3	14.3	0.0
	<b>Two or More Races</b>	61	1.6	41.0	14.8	8.2	16.4	18.0	61	1.6	47.5	19.7	8.2	8.2	14.8
	<b>White</b>	94	3.2	44.7	8.5	5.3	10.6	27.7	94	3.2	38.3	12.8	20.2	7.4	18.1
	<b>Other/Unknown</b>	6	0.0	66.7	16.7	0.0	16.7	0.0	6	0.0	66.7	16.7	16.7	0.0	0.0
	<b>Gifted</b>	3	0.0	0.0	0.0	0.0	0.0	100.0	3	0.0	0.0	0.0	0.0	0.0	100.0
<b>Other</b>	<b>IEP</b>	11	0.0	45.5	18.2	27.3	9.1	0.0	11	0.0	63.6	27.3	9.1	0.0	0.0
	<b>Migrant</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	0.0	100.0	0.0
	<b>Autism</b>	4	0.0	100.0	0.0	0.0	0.0	0.0	4	0.0	75.0	0.0	25.0	0.0	0.0
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Hearing Impaired</b>	0							0						
	<b>Intellectual Disability</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Other health impairment	0							0						
	Specific learning disability	5	0.0	40.0	20.0	40.0	0.0	0.0	5	0.0	80.0	20.0	0.0	0.0	0.0
	Speech or language impairment	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.5: Screener Performance Level by Domain - Grade 4

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		487	3.1	20.5	7.6	12.3	27.3	29.2	487	3.1	33.3	10.7	21.4	9.4	22.2
<b>Gender</b>	<b>Female</b>	217	3.7	17.1	6.0	10.6	28.6	34.1	217	3.7	29.0	6.9	25.3	11.1	24.0
	<b>Male</b>	235	2.6	26.0	8.9	13.6	26.4	22.6	235	2.6	38.7	14.0	18.7	7.7	18.3
	<b>Missing</b>	35	2.9	5.7	8.6	14.3	25.7	42.9	35	2.9	22.9	11.4	14.3	11.4	37.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	0.0	50.0	0.0	0.0	50.0	0.0	2	0.0	50.0	0.0	50.0	0.0	0.0
	<b>Asian</b>	107	1.9	11.2	10.3	9.3	25.2	42.1	107	1.9	23.4	14.0	15.9	6.5	38.3
	<b>Black or African American</b>	91	3.3	13.2	9.9	17.6	33.0	23.1	91	3.3	30.8	12.1	29.7	5.5	18.7
	<b>Hispanic or Latino</b>	155	4.5	30.3	8.4	8.4	26.5	21.9	155	4.5	43.2	7.7	20.0	11.6	12.9
	<b>Native Hawaiian or Other Pacific Islander</b>	11	0.0	18.2	0.0	27.3	45.5	9.1	11	0.0	27.3	27.3	27.3	18.2	0.0
	<b>Two or More Races</b>	34	2.9	20.6	8.8	11.8	26.5	29.4	34	2.9	32.4	2.9	32.4	14.7	14.7
	<b>White</b>	84	2.4	22.6	1.2	15.5	23.8	34.5	84	2.4	32.1	10.7	16.7	10.7	27.4
	<b>Other/Unknown</b>	3	0.0	0.0	0.0	33.3	0.0	66.7	3	0.0	0.0	33.3	0.0	0.0	66.7
<b>Other</b>	<b>Gifted</b>	1	0.0	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	14	7.1	28.6	7.1	28.6	28.6	0.0	14	7.1	50.0	21.4	21.4	0.0	0.0
	<b>Migrant</b>	4	0.0	0.0	0.0	0.0	25.0	75.0	4	0.0	0.0	0.0	25.0	50.0	25.0
<b>Primary Disability</b>	<b>Autism</b>	2	50.0	0.0	50.0	0.0	0.0	0.0	2	50.0	0.0	0.0	50.0	0.0	0.0
	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Other health impairment</b>	3	33.3	0.0	0.0	66.7	0.0	0.0	3	33.3	66.7	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	6	0.0	66.7	0.0	16.7	16.7	0.0	6	0.0	66.7	16.7	16.7	0.0	0.0
	<b>Visual impairment</b>	2	0.0	0.0	0.0	0.0	100.0	0.0	2	0.0	0.0	50.0	50.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.5: Screener Performance Level by Domain - Grade 4 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		487	3.1	32.0	11.9	9.0	7.2	36.8	487	3.1	30.8	9.0	26.5	8.8	21.8
<b>Gender</b>	<b>Female</b>	217	3.7	29.5	10.1	8.8	7.8	40.1	217	3.7	27.6	4.6	30.0	12.0	22.1
	<b>Male</b>	235	2.6	36.6	14.0	8.9	6.4	31.5	235	2.6	35.3	12.8	23.8	6.4	19.1
	<b>Missing</b>	35	2.9	17.1	8.6	11.4	8.6	51.4	35	2.9	20.0	11.4	22.9	5.7	37.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	50.0	50.0	0.0	0.0	0.0
	<b>Asian</b>	107	1.9	26.2	9.3	9.3	3.7	49.5	107	1.9	19.6	11.2	23.4	4.7	39.3
	<b>Black or African American</b>	91	3.3	23.1	23.1	9.9	7.7	33.0	91	3.3	27.5	8.8	36.3	6.6	17.6
	<b>Hispanic or Latino</b>	155	4.5	41.3	9.7	7.7	9.0	27.7	155	4.5	41.3	7.1	23.9	10.3	12.9
	<b>Native Hawaiian or Other Pacific Islander</b>	11	0.0	36.4	27.3	9.1	9.1	18.2	11	0.0	27.3	18.2	54.5	0.0	0.0
	<b>Two or More Races</b>	34	2.9	35.3	5.9	8.8	5.9	41.2	34	2.9	29.4	11.8	26.5	17.6	11.8
	<b>White</b>	84	2.4	29.8	7.1	10.7	8.3	41.7	84	2.4	31.0	7.1	21.4	11.9	26.2
	<b>Other/Unknown</b>	3	0.0	0.0	33.3	0.0	0.0	66.7	3	0.0	0.0	0.0	33.3	0.0	66.7
<b>Other</b>	<b>Gifted</b>	1	0.0	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	14	7.1	42.9	7.1	14.3	21.4	7.1	14	7.1	42.9	14.3	35.7	0.0	0.0
	<b>Migrant</b>	4	0.0	0.0	0.0	75.0	0.0	25.0	4	0.0	0.0	0.0	75.0	0.0	25.0
<b>Primary Disability</b>	<b>Autism</b>	2	50.0	0.0	0.0	50.0	0.0	0.0	2	50.0	0.0	50.0	0.0	0.0	0.0
	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	100.0	0.0	0.0
	<b>Multiple disabilities</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Other health impairment	3	33.3	66.7	0.0	0.0	0.0	0.0	3	33.3	33.3	33.3	0.0	0.0	0.0
	Specific learning disability	6	0.0	66.7	0.0	0.0	33.3	0.0	6	0.0	66.7	0.0	33.3	0.0	0.0
	Visual impairment	2	0.0	0.0	0.0	50.0	50.0	0.0	2	0.0	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.6: Screener Performance Level by Domain - Grade 5

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		382	3.4	22.5	6.5	10.7	20.7	36.1	382	3.4	31.9	13.4	15.2	9.2	27.0
<b>Gender</b>	<b>Female</b>	158	3.8	20.9	5.7	12.0	15.2	42.4	158	3.8	31.6	12.7	10.8	10.8	30.4
	<b>Male</b>	185	3.2	24.9	5.9	9.7	25.4	30.8	185	3.2	33.5	14.1	17.3	9.2	22.7
	<b>Missing</b>	39	2.6	17.9	12.8	10.3	20.5	35.9	39	2.6	25.6	12.8	23.1	2.6	33.3
<b>Ethnicity</b>	<b>Asian</b>	90	4.4	7.8	4.4	4.4	22.2	56.7	90	4.4	13.3	7.8	20.0	8.9	45.6
	<b>Black or African American</b>	63	1.6	25.4	12.7	15.9	17.5	27.0	63	1.6	38.1	19.0	14.3	6.3	20.6
	<b>Hispanic or Latino</b>	128	3.9	35.2	5.5	10.2	21.9	23.4	128	3.9	43.8	16.4	13.3	9.4	13.3
	<b>Native Hawaiian or Other Pacific Islander</b>	5	0.0	40.0	20.0	0.0	20.0	20.0	5	0.0	60.0	0.0	20.0	0.0	20.0
	<b>Two or More Races</b>	31	6.5	12.9	0.0	16.1	38.7	25.8	31	6.5	16.1	22.6	32.3	6.5	16.1
	<b>White</b>	62	1.6	17.7	8.1	14.5	9.7	48.4	62	1.6	33.9	6.5	4.8	12.9	40.3
	<b>Other/Unknown</b>	3	0.0	33.3	0.0	0.0	33.3	33.3	3	0.0	33.3	0.0	0.0	33.3	33.3
<b>Other</b>	<b>Gifted</b>	2	0.0	0.0	0.0	0.0	0.0	100.0	2	0.0	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	9	0.0	0.0	0.0	11.1	66.7	22.2	9	0.0	0.0	44.4	33.3	11.1	11.1
	<b>Migrant</b>	3	0.0	33.3	0.0	0.0	0.0	66.7	3	0.0	33.3	0.0	0.0	0.0	66.7
<b>Primary Disability</b>	<b>Autism</b>	3	0.0	0.0	0.0	0.0	66.7	33.3	3	0.0	0.0	33.3	33.3	33.3	0.0
	<b>Developmental delay</b>	0							0						
	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Specific learning disability</b>	4	0.0	0.0	0.0	0.0	75.0	25.0	4	0.0	0.0	50.0	25.0	0.0	25.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.



Table S4.6: Screener Performance Level by Domain - Grade 5 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		382	3.4	34.8	8.1	8.4	3.7	41.6	382	3.4	28.0	9.4	23.3	7.1	28.8
<b>Gender</b>	<b>Female</b>	158	3.8	32.3	10.1	3.8	3.8	46.2	158	3.8	27.8	7.0	19.0	10.1	32.3
	<b>Male</b>	185	3.2	38.4	6.5	11.9	3.8	36.2	185	3.2	29.7	10.8	25.9	4.9	25.4
	<b>Missing</b>	39	2.6	28.2	7.7	10.3	2.6	48.7	39	2.6	20.5	12.8	28.2	5.1	30.8
<b>Ethnicity</b>	<b>Asian</b>	90	4.4	15.6	4.4	6.7	6.7	62.2	90	4.4	13.3	4.4	20.0	11.1	46.7
	<b>Black or African American</b>	63	1.6	41.3	12.7	11.1	1.6	31.7	63	1.6	31.7	15.9	23.8	4.8	22.2
	<b>Hispanic or Latino</b>	128	3.9	48.4	7.0	10.2	3.9	26.6	128	3.9	39.1	10.9	25.0	7.0	14.1
	<b>Native Hawaiian or Other Pacific Islander</b>	5	0.0	60.0	0.0	20.0	0.0	20.0	5	0.0	60.0	0.0	20.0	0.0	20.0
	<b>Two or More Races</b>	31	6.5	22.6	9.7	9.7	6.5	45.2	31	6.5	16.1	12.9	41.9	3.2	19.4
	<b>White</b>	62	1.6	32.3	11.3	1.6	0.0	53.2	62	1.6	25.8	6.5	14.5	6.5	45.2
	<b>Other/Unknown</b>	3	0.0	33.3	0.0	33.3	0.0	33.3	3	0.0	33.3	0.0	33.3	0.0	33.3
<b>Other</b>	<b>Gifted</b>	2	0.0	0.0	0.0	0.0	0.0	100.0	2	0.0	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	9	0.0	0.0	44.4	22.2	0.0	33.3	9	0.0	0.0	33.3	44.4	0.0	22.2
	<b>Migrant</b>	3	0.0	33.3	0.0	0.0	0.0	66.7	3	0.0	33.3	0.0	0.0	0.0	66.7
<b>Primary Disability</b>	<b>Autism</b>	3	0.0	0.0	66.7	0.0	0.0	33.3	3	0.0	0.0	0.0	66.7	0.0	33.3
	<b>Developmental delay</b>	0							0						
	<b>Emotional disturbance</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	1	0.0	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	100.0	0.0	0.0

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Specific learning disability</b>	4	0.0	0.0	25.0	50.0	0.0	25.0	4	0.0	0.0	50.0	25.0	0.0	25.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.7: Screener Performance Level by Domain - Grade 6

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		391	8.2	17.6	8.7	12.5	18.7	34.3	391	8.2	29.9	7.2	22.8	8.2	23.8
<b>Gender</b>	<b>Female</b>	167	9.0	15.6	10.8	13.2	13.2	38.3	167	9.0	30.5	6.0	19.8	8.4	26.3
	<b>Male</b>	190	8.9	18.9	7.4	11.1	22.6	31.1	190	8.9	28.9	7.4	24.2	8.4	22.1
	<b>Missing</b>	34	0.0	20.6	5.9	17.6	23.5	32.4	34	0.0	32.4	11.8	29.4	5.9	20.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	0.0	33.3	0.0	0.0	66.7	3	0.0	33.3	0.0	0.0	33.3	33.3
	<b>Asian</b>	99	2.0	11.1	12.1	9.1	14.1	51.5	99	2.0	26.3	4.0	18.2	10.1	39.4
	<b>Black or African American</b>	58	3.4	17.2	5.2	20.7	17.2	36.2	58	3.4	31.0	10.3	25.9	8.6	20.7
	<b>Hispanic or Latino</b>	139	15.8	21.6	10.1	10.1	19.4	23.0	139	15.8	34.5	7.2	18.0	7.9	16.5
	<b>Native Hawaiian or Other Pacific Islander</b>	7	0.0	0.0	28.6	28.6	28.6	14.3	7	0.0	28.6	28.6	42.9	0.0	0.0
	<b>Two or More Races</b>	36	11.1	33.3	2.8	13.9	16.7	22.2	36	11.1	38.9	11.1	22.2	2.8	13.9
	<b>White</b>	48	4.2	12.5	2.1	12.5	29.2	39.6	48	4.2	16.7	2.1	41.7	8.3	27.1
	<b>Other/Unknown</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
<b>Other</b>	<b>Gifted</b>	1	0.0	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	9	0.0	11.1	11.1	44.4	22.2	11.1	9	0.0	44.4	33.3	22.2	0.0	0.0
	<b>Migrant</b>	3	0.0	0.0	0.0	0.0	33.3	66.7	3	0.0	0.0	0.0	33.3	0.0	66.7
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3	0.0	0.0	33.3	66.7	0.0	0.0	3	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	0							0						
	<b>Other health impairment</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Specific learning disability</b>	4	0.0	25.0	0.0	25.0	25.0	25.0	4	0.0	25.0	25.0	50.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.7: Screener Performance Level by Domain - Grade 6 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		391	8.2	27.4	7.7	15.1	6.6	35.0	391	8.2	22.5	10.0	24.3	7.4	27.6
<b>Gender</b>	<b>Female</b>	167	9.0	25.7	6.6	16.2	7.8	34.7	167	9.0	21.6	12.0	19.2	7.8	30.5
	<b>Male</b>	190	8.9	28.4	7.4	14.2	6.8	34.2	190	8.9	23.2	7.4	28.9	6.3	25.3
	<b>Missing</b>	34	0.0	29.4	14.7	14.7	0.0	41.2	34	0.0	23.5	14.7	23.5	11.8	26.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	33.3	0.0	0.0	0.0	66.7	3	0.0	0.0	33.3	0.0	66.7	0.0
	<b>Asian</b>	99	2.0	23.2	8.1	14.1	3.0	49.5	99	2.0	18.2	11.1	16.2	7.1	45.5
	<b>Black or African American</b>	58	3.4	29.3	12.1	13.8	5.2	36.2	58	3.4	20.7	12.1	29.3	6.9	27.6
	<b>Hispanic or Latino</b>	139	15.8	31.7	5.8	12.9	9.4	24.5	139	15.8	26.6	10.1	23.0	5.8	18.7
	<b>Native Hawaiian or Other Pacific Islander</b>	7	0.0	14.3	42.9	28.6	0.0	14.3	7	0.0	28.6	14.3	57.1	0.0	0.0
	<b>Two or More Races</b>	36	11.1	36.1	5.6	22.2	5.6	19.4	36	11.1	33.3	8.3	25.0	5.6	16.7
	<b>White</b>	48	4.2	14.6	4.2	18.8	10.4	47.9	48	4.2	12.5	4.2	35.4	12.5	31.3
	<b>Other/Unknown</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
<b>Other</b>	<b>Gifted</b>	1	0.0	0.0	0.0	0.0	0.0	100.0	1	0.0	0.0	0.0	0.0	0.0	100.0
	<b>IEP</b>	9	0.0	33.3	11.1	44.4	11.1	0.0	9	0.0	33.3	22.2	33.3	11.1	0.0
	<b>Migrant</b>	3	0.0	0.0	0.0	33.3	33.3	33.3	3	0.0	0.0	0.0	33.3	33.3	33.3
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3	0.0	33.3	0.0	66.7	0.0	0.0	3	0.0	33.3	66.7	0.0	0.0	0.0
	<b>Multiple disabilities</b>	0							0						
	<b>Other health impairment</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Specific learning disability</b>	4	0.0	25.0	25.0	50.0	0.0	0.0	4	0.0	25.0	0.0	50.0	25.0	0.0

\* Domain tests with Exemption are excluded.  
 \* Level 0: Performance Not Determined.

Table S4.8: Screener Performance Level by Domain - Grade 7

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		370	5.9	24.6	7.6	21.6	14.1	26.2	370	5.9	33.8	14.1	21.6	7.6	17.0
<b>Gender</b>	<b>Female</b>	173	7.5	24.9	2.9	23.1	13.3	28.3	173	7.5	31.2	11.0	22.5	8.1	19.7
	<b>Male</b>	156	5.8	25.6	13.5	20.5	14.7	19.9	156	5.8	39.1	17.3	19.9	5.8	12.2
	<b>Missing</b>	41	0.0	19.5	4.9	19.5	14.6	41.5	41	0.0	24.4	14.6	24.4	12.2	24.4
<b>Ethnicity</b>	<b>Asian</b>	75	6.7	10.7	9.3	22.7	12.0	38.7	75	6.7	20.0	12.0	22.7	6.7	32.0
	<b>Black or African American</b>	60	5.0	15.0	11.7	28.3	15.0	25.0	60	5.0	31.7	18.3	23.3	5.0	16.7
	<b>Hispanic or Latino</b>	142	7.0	37.3	5.6	17.6	13.4	19.0	142	7.0	44.4	12.7	17.6	7.7	10.6
	<b>Native Hawaiian or Other Pacific Islander</b>	6	16.7	33.3	0.0	33.3	16.7	0.0	6	16.7	33.3	33.3	16.7	0.0	0.0
	<b>Two or More Races</b>	27	7.4	37.0	3.7	18.5	18.5	14.8	27	7.4	40.7	14.8	22.2	7.4	7.4
	<b>White</b>	55	1.8	16.4	9.1	25.5	16.4	30.9	55	1.8	27.3	14.5	30.9	9.1	16.4
	<b>Other/Unknown</b>	5	0.0	0.0	0.0	0.0	0.0	100.0	5	0.0	0.0	0.0	0.0	40.0	60.0
	<b>Other</b>														
<b>Primary Disability</b>	<b>IEP</b>	4	0.0	0.0	25.0	25.0	50.0	0.0	4	0.0	25.0	50.0	25.0	0.0	0.0
	<b>Migrant</b>	3	0.0	0.0	0.0	0.0	66.7	33.3	3	0.0	0.0	0.0	33.3	33.3	33.3
	<b>Autism</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Intellectual Disability</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	0							0						
	<b>Other health impairment</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.8: Screener Performance Level by Domain - Grade 7 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		370	5.9	30.8	10.8	15.1	7.8	29.5	370	5.9	30.5	16.2	18.6	7.0	21.6
<b>Gender</b>	<b>Female</b>	173	7.5	29.5	9.8	15.6	5.2	32.4	173	7.5	27.2	17.9	15.6	7.5	24.3
	<b>Male</b>	156	5.8	34.0	12.8	14.1	9.0	24.4	156	5.8	35.9	16.7	18.6	7.1	16.0
	<b>Missing</b>	41	0.0	24.4	7.3	17.1	14.6	36.6	41	0.0	24.4	7.3	31.7	4.9	31.7
<b>Ethnicity</b>	<b>Asian</b>	75	6.7	17.3	6.7	17.3	5.3	46.7	75	6.7	16.0	14.7	24.0	1.3	37.3
	<b>Black or African American</b>	60	5.0	25.0	13.3	21.7	3.3	31.7	60	5.0	25.0	23.3	13.3	8.3	25.0
	<b>Hispanic or Latino</b>	142	7.0	41.5	12.0	12.0	8.5	19.0	142	7.0	41.5	13.4	17.6	7.7	12.7
	<b>Native Hawaiian or Other Pacific Islander</b>	6	16.7	33.3	16.7	16.7	0.0	16.7	6	16.7	33.3	16.7	33.3	0.0	0.0
	<b>Two or More Races</b>	27	7.4	48.1	11.1	0.0	14.8	18.5	27	7.4	44.4	11.1	22.2	7.4	7.4
	<b>White</b>	55	1.8	21.8	10.9	21.8	10.9	32.7	55	1.8	23.6	21.8	16.4	10.9	25.5
	<b>Other/Unknown</b>	5	0.0	0.0	0.0	0.0	20.0	80.0	5	0.0	0.0	0.0	20.0	20.0	60.0
	<b>Other</b>														
<b>Primary Disability</b>	<b>IEP</b>	4	0.0	25.0	25.0	25.0	25.0	0.0	4	0.0	25.0	25.0	50.0	0.0	0.0
	<b>Migrant</b>	3	0.0	0.0	33.3	33.3	0.0	33.3	3	0.0	0.0	0.0	33.3	0.0	66.7
	<b>Autism</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Intellectual Disability</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	0							0						
	<b>Other health impairment</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.



Table S4.9: Screener Performance Level by Domain - Grade 8

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		326	7.4	30.4	14.7	16.0	9.5	22.1	326	7.4	46.6	9.2	19.9	6.1	10.7
<b>Gender</b>	<b>Female</b>	145	8.3	30.3	12.4	12.4	9.7	26.9	145	8.3	45.5	6.9	17.2	9.0	13.1
	<b>Male</b>	153	6.5	28.8	17.0	19.6	9.8	18.3	153	6.5	45.8	11.8	22.9	4.6	8.5
	<b>Missing</b>	28	7.1	39.3	14.3	14.3	7.1	17.9	28	7.1	57.1	7.1	17.9	0.0	10.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Asian</b>	60	1.7	20.0	18.3	13.3	11.7	35.0	60	1.7	33.3	11.7	26.7	8.3	18.3
	<b>Black or African American</b>	56	3.6	26.8	16.1	26.8	16.1	10.7	56	3.6	50.0	7.1	33.9	0.0	5.4
	<b>Hispanic or Latino</b>	132	10.6	41.7	12.1	11.4	7.6	16.7	132	10.6	56.8	6.8	12.9	6.1	6.8
	<b>Native Hawaiian or Other Pacific Islander</b>	6	16.7	16.7	50.0	16.7	0.0	0.0	6	16.7	50.0	33.3	0.0	0.0	0.0
	<b>Two or More Races</b>	26	11.5	34.6	7.7	19.2	3.8	23.1	26	11.5	46.2	7.7	11.5	15.4	7.7
	<b>White</b>	40	7.5	15.0	15.0	17.5	7.5	37.5	40	7.5	30.0	12.5	22.5	7.5	20.0
	<b>Other/Unknown</b>	5	0.0	0.0	20.0	20.0	20.0	40.0	5	0.0	20.0	20.0	20.0	0.0	40.0
<b>Other</b>	<b>Home Schooled</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>IEP</b>	3	0.0	66.7	0.0	0.0	0.0	33.3	3	0.0	66.7	0.0	0.0	0.0	33.3
	<b>Migrant</b>	4	25.0	25.0	0.0	25.0	0.0	25.0	4	25.0	50.0	0.0	0.0	0.0	25.0
<b>Primary Disability</b>	<b>Autism</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	50.0	0.0	0.0	0.0	50.0	2	0.0	50.0	0.0	0.0	0.0	50.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.9: Screener Performance Level by Domain - Grade 8 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		326	7.4	39.3	10.7	11.3	3.7	27.6	326	7.4	42.9	12.3	14.4	6.1	16.9
<b>Gender</b>	<b>Female</b>	145	8.3	38.6	9.7	9.0	4.1	30.3	145	8.3	44.8	6.9	13.1	8.3	18.6
	<b>Male</b>	153	6.5	38.6	12.4	12.4	3.3	26.8	153	6.5	39.9	17.0	17.0	4.6	15.0
	<b>Missing</b>	28	7.1	46.4	7.1	17.9	3.6	17.9	28	7.1	50.0	14.3	7.1	3.6	17.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Asian</b>	60	1.7	36.7	6.7	10.0	5.0	40.0	60	1.7	36.7	6.7	23.3	8.3	23.3
	<b>Black or African American</b>	56	3.6	37.5	14.3	16.1	8.9	19.6	56	3.6	42.9	10.7	26.8	7.1	8.9
	<b>Hispanic or Latino</b>	132	10.6	49.2	9.1	8.3	1.5	21.2	132	10.6	52.3	10.6	8.3	6.1	12.1
	<b>Native Hawaiian or Other Pacific Islander</b>	6	16.7	50.0	16.7	16.7	0.0	0.0	6	16.7	50.0	33.3	0.0	0.0	0.0
	<b>Two or More Races</b>	26	11.5	38.5	11.5	7.7	3.8	26.9	26	11.5	38.5	19.2	7.7	3.8	19.2
	<b>White</b>	40	7.5	15.0	15.0	15.0	2.5	45.0	40	7.5	27.5	17.5	10.0	5.0	32.5
	<b>Other/Unknown</b>	5	0.0	0.0	20.0	40.0	0.0	40.0	5	0.0	0.0	40.0	20.0	0.0	40.0
<b>Other</b>	<b>Home Schooled</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>IEP</b>	3	0.0	66.7	0.0	0.0	0.0	33.3	3	0.0	66.7	0.0	0.0	0.0	33.3
	<b>Migrant</b>	4	25.0	25.0	25.0	0.0	0.0	25.0	4	25.0	25.0	25.0	0.0	0.0	25.0
<b>Primary Disability</b>	<b>Autism</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	50.0	0.0	0.0	0.0	50.0	2	0.0	50.0	0.0	0.0	0.0	50.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.10: Screener Performance Level by Domain - Grade 9

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		461	14.3	29.3	8.0	16.7	8.0	23.6	461	14.3	36.0	12.6	18.7	7.2	11.3
<b>Gender</b>	<b>Female</b>	180	12.2	27.2	8.9	18.3	7.8	25.6	180	12.2	37.2	13.9	16.7	6.7	13.3
	<b>Male</b>	241	16.2	33.2	7.5	15.4	6.2	21.6	241	16.2	37.8	12.9	16.6	7.5	9.1
	<b>Missing</b>	40	12.5	15.0	7.5	17.5	20.0	27.5	40	12.5	20.0	5.0	40.0	7.5	15.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	0.0	0.0	33.3	0.0	66.7	3	0.0	0.0	0.0	66.7	33.3	0.0
	<b>Asian</b>	63	6.3	9.5	6.3	20.6	11.1	46.0	63	6.3	17.5	14.3	20.6	12.7	28.6
	<b>Black or African American</b>	91	9.9	27.5	9.9	24.2	11.0	17.6	91	9.9	35.2	19.8	22.0	5.5	7.7
	<b>Hispanic or Latino</b>	200	23.0	34.0	6.0	12.5	7.0	17.5	200	23.0	38.5	11.0	14.0	4.5	9.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5	0.0	0.0	40.0	20.0	0.0	40.0	5	0.0	40.0	20.0	0.0	40.0	0.0
	<b>Two or More Races</b>	42	11.9	59.5	0.0	7.1	7.1	14.3	42	11.9	59.5	2.4	16.7	7.1	2.4
	<b>White</b>	52	3.8	19.2	17.3	21.2	5.8	32.7	52	3.8	34.6	11.5	28.8	5.8	15.4
	<b>Other/Unknown</b>	5	0.0	20.0	20.0	20.0	0.0	40.0	5	0.0	20.0	20.0	20.0	40.0	0.0
<b>Other</b>	<b>IEP</b>	5	0.0	40.0	0.0	60.0	0.0	0.0	5	0.0	40.0	60.0	0.0	0.0	0.0
	<b>Migrant</b>	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Intellectual Disability</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Other health impairment</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	0.0	0.0	100.0	0.0	0.0	2	0.0	0.0	100.0	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.10: Screener Performance Level by Domain - Grade 9 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		461	14.3	31.2	9.3	13.2	5.0	26.9	461	14.3	34.3	12.4	15.6	5.2	18.2
<b>Gender</b>	<b>Female</b>	180	12.2	28.9	8.9	16.7	4.4	28.9	180	12.2	32.2	14.4	16.1	5.0	20.0
	<b>Male</b>	241	16.2	34.4	10.0	10.8	5.4	23.2	241	16.2	38.2	11.2	12.9	4.6	17.0
	<b>Missing</b>	40	12.5	22.5	7.5	12.5	5.0	40.0	40	12.5	20.0	10.0	30.0	10.0	17.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	0.0	0.0	0.0	0.0	100.0	3	0.0	0.0	0.0	33.3	0.0	66.7
	<b>Asian</b>	63	6.3	9.5	12.7	15.9	4.8	50.8	63	6.3	12.7	14.3	22.2	9.5	34.9
	<b>Black or African American</b>	91	9.9	27.5	15.4	18.7	9.9	18.7	91	9.9	33.0	16.5	23.1	5.5	12.1
	<b>Hispanic or Latino</b>	200	23.0	35.5	7.5	8.0	4.0	22.0	200	23.0	37.5	10.5	11.0	4.0	14.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5	0.0	0.0	20.0	40.0	20.0	20.0	5	0.0	20.0	20.0	20.0	0.0	40.0
	<b>Two or More Races</b>	42	11.9	52.4	2.4	14.3	2.4	16.7	42	11.9	59.5	4.8	9.5	2.4	11.9
	<b>White</b>	52	3.8	34.6	7.7	19.2	1.9	32.7	52	3.8	32.7	17.3	15.4	7.7	23.1
	<b>Other/Unknown</b>	5	0.0	40.0	0.0	0.0	0.0	60.0	5	0.0	40.0	0.0	20.0	0.0	40.0
<b>Other</b>	<b>IEP</b>	5	0.0	40.0	20.0	40.0	0.0	0.0	5	0.0	40.0	20.0	40.0	0.0	0.0
	<b>Migrant</b>	2	0.0	50.0	50.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
	<b>Intellectual Disability</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Other health impairment</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	50.0	0.0	50.0	0.0	0.0	2	0.0	0.0	50.0	50.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.11: Screener Performance Level by Domain - Grade 10

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		302	8.3	32.1	8.3	23.8	7.9	19.5	302	8.3	39.4	15.6	21.5	5.3	9.9
<b>Gender</b>	<b>Female</b>	130	9.2	36.9	8.5	24.6	6.9	13.8	130	9.2	43.1	16.9	19.2	3.8	7.7
	<b>Male</b>	154	7.1	28.6	7.1	24.0	9.1	24.0	154	7.1	36.4	13.6	25.3	5.8	11.7
	<b>Missing</b>	18	11.1	27.8	16.7	16.7	5.6	22.2	18	11.1	38.9	22.2	5.6	11.1	11.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	0.0	0.0	50.0	50.0	0.0	0.0	2	0.0	50.0	0.0	50.0	0.0	0.0
	<b>Asian</b>	42	4.8	9.5	4.8	28.6	14.3	38.1	42	4.8	16.7	14.3	28.6	11.9	23.8
	<b>Black or African American</b>	62	8.1	33.9	11.3	21.0	8.1	17.7	62	8.1	40.3	16.1	22.6	1.6	11.3
	<b>Hispanic or Latino</b>	130	13.1	37.7	9.2	21.5	5.4	13.1	130	13.1	45.4	16.9	15.4	3.8	5.4
	<b>Native Hawaiian or Other Pacific Islander</b>	5	0.0	40.0	0.0	40.0	0.0	20.0	5	0.0	40.0	0.0	40.0	20.0	0.0
	<b>Two or More Races</b>	18	5.6	72.2	0.0	11.1	5.6	5.6	18	5.6	72.2	5.6	11.1	0.0	5.6
	<b>White</b>	42	0.0	19.0	7.1	31.0	11.9	31.0	42	0.0	28.6	16.7	33.3	9.5	11.9
	<b>Other/Unknown</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
<b>Other</b>	<b>IEP</b>	3	33.3	66.7	0.0	0.0	0.0	0.0	3	33.3	66.7	0.0	0.0	0.0	0.0
	<b>Migrant</b>	5	0.0	80.0	0.0	0.0	20.0	0.0	5	0.0	80.0	0.0	20.0	0.0	0.0
<b>Primary Disability</b>	<b>Intellectual Disability</b>	2	50.0	50.0	0.0	0.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Visual impairment</b>	0							0						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.11: Screener Performance Level by Domain - Grade 10 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		302	8.3	33.1	13.2	17.5	3.3	24.5	302	8.3	39.7	16.9	15.2	3.3	16.6
<b>Gender</b>	<b>Female</b>	130	9.2	35.4	13.8	20.0	3.1	18.5	130	9.2	43.1	17.7	15.4	2.3	12.3
	<b>Male</b>	154	7.1	29.2	13.6	16.9	3.9	29.2	154	7.1	36.4	16.2	16.2	4.5	19.5
	<b>Missing</b>	18	11.1	50.0	5.6	5.6	0.0	27.8	18	11.1	44.4	16.7	5.6	0.0	22.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	0.0	50.0	50.0	0.0	0.0	0.0	2	0.0	50.0	0.0	50.0	0.0	0.0
	<b>Asian</b>	42	4.8	7.1	23.8	14.3	9.5	40.5	42	4.8	19.0	16.7	21.4	4.8	33.3
	<b>Black or African American</b>	62	8.1	30.6	14.5	21.0	1.6	24.2	62	8.1	45.2	16.1	12.9	3.2	14.5
	<b>Hispanic or Latino</b>	130	13.1	43.8	10.0	12.3	3.8	16.9	130	13.1	43.8	16.2	12.3	3.8	10.8
	<b>Native Hawaiian or Other Pacific Islander</b>	5	0.0	20.0	20.0	40.0	0.0	20.0	5	0.0	40.0	20.0	20.0	0.0	20.0
	<b>Two or More Races</b>	18	5.6	66.7	5.6	16.7	0.0	5.6	18	5.6	72.2	5.6	11.1	0.0	5.6
	<b>White</b>	42	0.0	16.7	11.9	28.6	0.0	42.9	42	0.0	26.2	23.8	21.4	2.4	26.2
	<b>Other/Unknown</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
<b>Other</b>	<b>IEP</b>	3	33.3	33.3	33.3	0.0	0.0	0.0	3	33.3	66.7	0.0	0.0	0.0	0.0
	<b>Migrant</b>	5	0.0	80.0	0.0	0.0	0.0	20.0	5	0.0	80.0	0.0	20.0	0.0	0.0
<b>Primary Disability</b>	<b>Intellectual Disability</b>	2	50.0	0.0	50.0	0.0	0.0	0.0	2	50.0	50.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Visual impairment</b>	0							0						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.



Table S4.12: Screener Performance Level by Domain - Grade 11

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		210	7.1	26.2	9.5	21.9	9.5	25.7	210	7.1	35.2	13.8	20.5	8.1	15.2
<b>Gender</b>	<b>Female</b>	102	8.8	33.3	7.8	11.8	10.8	27.5	102	8.8	40.2	6.9	18.6	8.8	16.7
	<b>Male</b>	96	6.3	19.8	11.5	31.3	8.3	22.9	96	6.3	31.3	20.8	21.9	7.3	12.5
	<b>Missing</b>	12	0.0	16.7	8.3	33.3	8.3	33.3	12	0.0	25.0	16.7	25.0	8.3	25.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
	<b>Asian</b>	39	2.6	17.9	7.7	20.5	17.9	33.3	39	2.6	28.2	10.3	25.6	7.7	25.6
	<b>Black or African American</b>	39	0.0	12.8	15.4	33.3	12.8	25.6	39	0.0	23.1	20.5	35.9	2.6	17.9
	<b>Hispanic or Latino</b>	77	15.6	37.7	9.1	15.6	9.1	13.0	77	15.6	45.5	13.0	14.3	6.5	5.2
	<b>Native Hawaiian or Other Pacific Islander</b>	2	0.0	50.0	0.0	50.0	0.0	0.0	2	0.0	50.0	50.0	0.0	0.0	0.0
	<b>Two or More Races</b>	15	6.7	33.3	6.7	26.7	0.0	26.7	15	6.7	46.7	13.3	6.7	13.3	13.3
	<b>White</b>	35	2.9	22.9	5.7	22.9	0.0	45.7	35	2.9	28.6	11.4	17.1	17.1	22.9
	<b>Other/Unknown</b>	2	0.0	0.0	50.0	0.0	0.0	50.0	2	0.0	50.0	0.0	0.0	0.0	50.0
<b>Other</b>	<b>IEP</b>	5	0.0	60.0	20.0	20.0	0.0	0.0	5	0.0	80.0	20.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Intellectual Disability</b>	0							0						
	<b>Other health impairment</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	3	0.0	66.7	33.3	0.0	0.0	0.0	3	0.0	100.0	0.0	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.



Table S4.12: Screener Performance Level by Domain - Grade 11 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		210	7.1	26.7	13.3	17.6	3.8	31.4	210	7.1	34.8	13.8	18.1	6.7	19.5
<b>Gender</b>	<b>Female</b>	102	8.8	33.3	8.8	11.8	4.9	32.4	102	8.8	37.3	11.8	13.7	7.8	20.6
	<b>Male</b>	96	6.3	21.9	15.6	22.9	3.1	30.2	96	6.3	33.3	13.5	24.0	6.3	16.7
	<b>Missing</b>	12	0.0	8.3	33.3	25.0	0.0	33.3	12	0.0	25.0	33.3	8.3	0.0	33.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1	0.0	0.0	0.0	100.0	0.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
	<b>Asian</b>	39	2.6	12.8	12.8	28.2	2.6	41.0	39	2.6	30.8	15.4	17.9	0.0	33.3
	<b>Black or African American</b>	39	0.0	15.4	23.1	17.9	2.6	41.0	39	0.0	23.1	17.9	30.8	12.8	15.4
	<b>Hispanic or Latino</b>	77	15.6	42.9	11.7	9.1	3.9	16.9	77	15.6	44.2	13.0	9.1	7.8	10.4
	<b>Native Hawaiian or Other Pacific Islander</b>	2	0.0	0.0	0.0	50.0	0.0	50.0	2	0.0	50.0	0.0	50.0	0.0	0.0
	<b>Two or More Races</b>	15	6.7	20.0	20.0	20.0	6.7	26.7	15	6.7	40.0	13.3	13.3	0.0	26.7
	<b>White</b>	35	2.9	25.7	5.7	17.1	5.7	42.9	35	2.9	28.6	11.4	22.9	8.6	25.7
	<b>Other/Unknown</b>	2	0.0	0.0	0.0	50.0	0.0	50.0	2	0.0	50.0	0.0	0.0	0.0	50.0
<b>Other</b>	<b>IEP</b>	5	0.0	40.0	60.0	0.0	0.0	0.0	5	0.0	60.0	40.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Intellectual Disability</b>	0							0						
	<b>Other health impairment</b>	1	0.0	0.0	100.0	0.0	0.0	0.0	1	0.0	0.0	100.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	3	0.0	33.3	66.7	0.0	0.0	0.0	3	0.0	66.7	33.3	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.



Table S4.13: Screener Performance Level by Domain - Grade 12

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		143	7.7	25.2	9.1	21.7	9.1	27.3	143	7.7	30.8	18.2	21.0	9.1	13.3
<b>Gender</b>	<b>Female</b>	64	7.8	23.4	9.4	20.3	9.4	29.7	64	7.8	28.1	17.2	20.3	9.4	17.2
	<b>Male</b>	72	8.3	25.0	9.7	23.6	8.3	25.0	72	8.3	31.9	19.4	22.2	9.7	8.3
	<b>Missing</b>	7	0.0	42.9	0.0	14.3	14.3	28.6	7	0.0	42.9	14.3	14.3	0.0	28.6
<b>Ethnicity</b>	<b>Asian</b>	24	4.2	0.0	4.2	37.5	20.8	33.3	24	4.2	4.2	25.0	45.8	8.3	12.5
	<b>Black or African American</b>	37	5.4	35.1	13.5	18.9	5.4	21.6	37	5.4	43.2	18.9	13.5	8.1	10.8
	<b>Hispanic or Latino</b>	49	14.3	28.6	10.2	20.4	8.2	18.4	49	14.3	36.7	16.3	16.3	6.1	10.2
	<b>Native Hawaiian or Other Pacific Islander</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Two or More Races</b>	12	0.0	41.7	8.3	8.3	0.0	41.7	12	0.0	41.7	8.3	16.7	8.3	25.0
	<b>White</b>	19	5.3	15.8	5.3	21.1	5.3	47.4	19	5.3	15.8	21.1	15.8	21.1	21.1
	<b>Other/Unknown</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
<b>Other</b>	<b>IEP</b>	3	0.0	100.0	0.0	0.0	0.0	0.0	3	0.0	100.0	0.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Multiple disabilities</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	100.0	0.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.13: Screener Performance Level by Domain - Grade 12 (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		143	7.7	23.8	11.9	19.6	7.7	29.4	143	7.7	32.9	16.1	15.4	7.7	20.3
<b>Gender</b>	<b>Female</b>	64	7.8	18.8	14.1	18.8	9.4	31.3	64	7.8	31.3	14.1	17.2	7.8	21.9
	<b>Male</b>	72	8.3	27.8	9.7	20.8	5.6	27.8	72	8.3	33.3	18.1	13.9	8.3	18.1
	<b>Missing</b>	7	0.0	28.6	14.3	14.3	14.3	28.6	7	0.0	42.9	14.3	14.3	0.0	28.6
<b>Ethnicity</b>	<b>Asian</b>	24	4.2	4.2	12.5	25.0	8.3	45.8	24	4.2	4.2	20.8	33.3	20.8	16.7
	<b>Black or African American</b>	37	5.4	29.7	18.9	21.6	8.1	16.2	37	5.4	48.6	10.8	18.9	2.7	13.5
	<b>Hispanic or Latino</b>	49	14.3	36.7	10.2	12.2	4.1	22.4	49	14.3	36.7	18.4	8.2	8.2	14.3
	<b>Native Hawaiian or Other Pacific Islander</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Two or More Races</b>	12	0.0	25.0	16.7	16.7	0.0	41.7	12	0.0	41.7	16.7	0.0	0.0	41.7
	<b>White</b>	19	5.3	0.0	0.0	31.6	15.8	47.4	19	5.3	21.1	15.8	10.5	5.3	42.1
	<b>Other/Unknown</b>	1	0.0	0.0	0.0	0.0	100.0	0.0	1	0.0	0.0	0.0	100.0	0.0	0.0
<b>Other</b>	<b>IEP</b>	3	0.0	66.7	33.3	0.0	0.0	0.0	3	0.0	100.0	0.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Multiple disabilities</b>	1	0.0	100.0	0.0	0.0	0.0	0.0	1	0.0	100.0	0.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	50.0	50.0	0.0	0.0	0.0	2	0.0	100.0	0.0	0.0	0.0	0.0

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

## **Section 5: Screener Assessment - Percentage of Students by Overall Proficiency Level**

**Table S5.1: Screener Overall Proficiency Categories - Kindergarten**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		8,144	28.1	66.5	3.0	2.5
<b>Gender</b>	<b>Female</b>	3,652	26.2	68.6	3.3	1.9
	<b>Male</b>	3,782	30.2	63.9	2.6	3.3
	<b>Missing</b>	710	26.3	69.2	3.7	0.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	20	35.0	60.0	0.0	5.0
	<b>Asian</b>	2,155	21.3	69.6	7.1	2.1
	<b>Black or African American</b>	1,361	21.2	75.6	1.8	1.5
	<b>Hispanic or Latino</b>	2,537	38.4	57.7	0.7	3.3
	<b>Native Hawaiian or Other Pacific Islander</b>	44	27.3	70.5	0.0	2.3
	<b>Two or More Races</b>	517	30.0	65.0	2.7	2.3
	<b>White</b>	1,380	26.2	68.9	2.4	2.5
	<b>Other/Unknown</b>	130	26.9	69.2	1.5	2.3
<b>Other</b>	<b>Gifted</b>	3	0.0	66.7	33.3	0.0
	<b>IEP</b>	136	43.4	44.1	0.0	12.5
	<b>Migrant</b>	14	14.3	85.7	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	42	42.9	33.3	0.0	23.8
	<b>Developmental delay</b>	12	58.3	25.0	0.0	16.7
	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0
	<b>Hearing Impaired</b>	2	100.0	0.0	0.0	0.0
	<b>Intellectual Disability</b>	2	100.0	0.0	0.0	0.0
	<b>Multiple disabilities</b>	2	0.0	0.0	0.0	100.0



Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
	Orthopedic impairment	3	66.7	33.3	0.0	0.0
	Other health impairment	8	62.5	37.5	0.0	0.0
	Specific learning disability	4	50.0	50.0	0.0	0.0
	Speech or language impairment	36	38.9	58.3	0.0	2.8

**Table S5.2: Screener Overall Proficiency Categories - Grade 1**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		992	24.8	60.4	12.9	1.9
<b>Gender</b>	<b>Female</b>	430	23.5	62.1	13.0	1.4
	<b>Male</b>	475	26.7	58.9	11.6	2.7
	<b>Missing</b>	87	20.7	59.8	19.5	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	100.0	0.0	0.0
	<b>Asian</b>	295	16.3	56.9	26.1	0.7
	<b>Black or African American</b>	181	23.8	72.4	3.9	0.0
	<b>Hispanic or Latino</b>	239	39.7	51.9	4.2	4.2
	<b>Native Hawaiian or Other Pacific Islander</b>	12	8.3	83.3	0.0	8.3
	<b>Two or More Races</b>	73	15.1	65.8	13.7	5.5
	<b>White</b>	167	26.3	59.9	13.2	0.6
	<b>Other/Unknown</b>	22	18.2	68.2	9.1	4.5
<b>Other</b>	<b>Gifted</b>	3	0.0	66.7	33.3	0.0
	<b>IEP</b>	9	11.1	66.7	11.1	11.1
	<b>Migrant</b>	4	0.0	100.0	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	4	25.0	50.0	0.0	25.0
	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0
	<b>Hearing Impaired</b>	1	0.0	100.0	0.0	0.0
	<b>Speech or language impairment</b>	2	0.0	50.0	50.0	0.0

Table S5.3: Screener Overall Proficiency Categories - Grade 2

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		680	25.7	54.3	17.4	2.6
<b>Gender</b>	<b>Female</b>	315	22.9	55.6	19.4	2.2
	<b>Male</b>	312	30.1	51.9	15.1	2.9
	<b>Missing</b>	53	17.0	60.4	18.9	3.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	50.0	0.0	50.0	0.0
	<b>Asian</b>	144	16.0	50.7	30.6	2.8
	<b>Black or African American</b>	131	16.8	67.9	15.3	0.0
	<b>Hispanic or Latino</b>	233	37.8	48.1	9.0	5.2
	<b>Native Hawaiian or Other Pacific Islander</b>	6	16.7	83.3	0.0	0.0
	<b>Two or More Races</b>	54	24.1	61.1	14.8	0.0
	<b>White</b>	102	23.5	52.0	22.5	2.0
	<b>Other/Unknown</b>	8	37.5	50.0	12.5	0.0
<b>Other</b>	<b>Gifted</b>	2	0.0	0.0	100.0	0.0
	<b>IEP</b>	13	15.4	61.5	7.7	15.4
	<b>Migrant</b>	3	33.3	33.3	33.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	1	0.0	0.0	0.0	100.0
	<b>Emotional disturbance</b>	3	0.0	66.7	33.3	0.0
	<b>Multiple disabilities</b>	2	50.0	0.0	0.0	50.0
	<b>Orthopedic impairment</b>	1	0.0	100.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	100.0	0.0	0.0
	<b>Speech or language impairment</b>	3	33.3	66.7	0.0	0.0



Table S5.4: Screener Overall Proficiency Categories - Grade 3

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		605	23.6	53.1	20.3	3.0
<b>Gender</b>	<b>Female</b>	250	20.4	54.0	22.8	2.8
	<b>Male</b>	302	25.2	52.0	19.5	3.3
	<b>Missing</b>	53	30.2	54.7	13.2	1.9
<b>Ethnicity</b>	<b>Asian</b>	142	12.0	47.9	37.3	2.8
	<b>Black or African American</b>	99	20.2	61.6	16.2	2.0
	<b>Hispanic or Latino</b>	196	34.7	51.0	10.2	4.1
	<b>Native Hawaiian or Other Pacific Islander</b>	7	14.3	71.4	14.3	0.0
	<b>Two or More Races</b>	61	23.0	55.7	19.7	1.6
	<b>White</b>	94	22.3	52.1	22.3	3.2
	<b>Other/Unknown</b>	6	33.3	66.7	0.0	0.0
<b>Other</b>	<b>Gifted</b>	3	0.0	0.0	100.0	0.0
	<b>IEP</b>	11	27.3	72.7	0.0	0.0
	<b>Migrant</b>	1	0.0	0.0	100.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	4	75.0	25.0	0.0	0.0
	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0
	<b>Intellectual Disability</b>	1	0.0	100.0	0.0	0.0
	<b>Multiple disabilities</b>	1	100.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	5	20.0	80.0	0.0	0.0
	<b>Speech or language impairment</b>	1	0.0	100.0	0.0	0.0

Table S5.5: Screener Overall Proficiency Categories - Grade 4

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		487	27.3	43.1	26.5	3.1
<b>Gender</b>	<b>Female</b>	217	23.0	45.2	28.1	3.7
	<b>Male</b>	235	33.2	41.7	22.6	2.6
	<b>Missing</b>	35	14.3	40.0	42.9	2.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	50.0	50.0	0.0	0.0
	<b>Asian</b>	107	20.6	36.4	41.1	1.9
	<b>Black or African American</b>	91	22.0	54.9	19.8	3.3
	<b>Hispanic or Latino</b>	155	38.1	38.7	18.7	4.5
	<b>Native Hawaiian or Other Pacific Islander</b>	11	18.2	81.8	0.0	0.0
	<b>Two or More Races</b>	34	26.5	47.1	23.5	2.9
	<b>White</b>	84	23.8	40.5	33.3	2.4
	<b>Other/Unknown</b>	3	0.0	33.3	66.7	0.0
<b>Other</b>	<b>Gifted</b>	1	0.0	0.0	100.0	0.0
	<b>IEP</b>	14	28.6	64.3	0.0	7.1
	<b>Migrant</b>	4	0.0	75.0	25.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	2	0.0	50.0	0.0	50.0
	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0
	<b>Multiple disabilities</b>	1	0.0	100.0	0.0	0.0
	<b>Other health impairment</b>	3	0.0	66.7	0.0	33.3
	<b>Specific learning disability</b>	6	66.7	33.3	0.0	0.0
	<b>Visual impairment</b>	2	0.0	100.0	0.0	0.0



**Table S5.6: Screener Overall Proficiency Categories - Grade 5**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		382	28.8	33.8	34.0	3.4
<b>Gender</b>	<b>Female</b>	158	26.6	30.4	39.2	3.8
	<b>Male</b>	185	30.8	36.2	29.7	3.2
	<b>Missing</b>	39	28.2	35.9	33.3	2.6
<b>Ethnicity</b>	<b>Asian</b>	90	12.2	30.0	53.3	4.4
	<b>Black or African American</b>	63	36.5	36.5	25.4	1.6
	<b>Hispanic or Latino</b>	128	40.6	35.9	19.5	3.9
	<b>Native Hawaiian or Other Pacific Islander</b>	5	60.0	20.0	20.0	0.0
	<b>Two or More Races</b>	31	12.9	58.1	22.6	6.5
	<b>White</b>	62	25.8	21.0	51.6	1.6
	<b>Other/Unknown</b>	3	33.3	33.3	33.3	0.0
<b>Other</b>	<b>Gifted</b>	2	0.0	0.0	100.0	0.0
	<b>IEP</b>	9	0.0	77.8	22.2	0.0
	<b>Migrant</b>	3	33.3	0.0	66.7	0.0
<b>Primary Disability</b>	<b>Autism</b>	3	0.0	66.7	33.3	0.0
	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0
	<b>Other health impairment</b>	1	0.0	100.0	0.0	0.0
	<b>Specific learning disability</b>	4	0.0	75.0	25.0	0.0



**Table S5.7: Screener Overall Proficiency Categories - Grade 6**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		391	25.1	37.1	29.7	8.2
<b>Gender</b>	<b>Female</b>	167	25.7	33.5	31.7	9.0
	<b>Male</b>	190	24.2	38.4	28.4	8.9
	<b>Missing</b>	34	26.5	47.1	26.5	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	33.3	0.0	66.7	0.0
	<b>Asian</b>	99	22.2	28.3	47.5	2.0
	<b>Black or African American</b>	58	19.0	48.3	29.3	3.4
	<b>Hispanic or Latino</b>	139	30.2	33.8	20.1	15.8
	<b>Native Hawaiian or Other Pacific Islander</b>	7	28.6	71.4	0.0	0.0
	<b>Two or More Races</b>	36	36.1	38.9	13.9	11.1
	<b>White</b>	48	14.6	45.8	35.4	4.2
	<b>Other/Unknown</b>	1	0.0	100.0	0.0	0.0
<b>Other</b>	<b>Gifted</b>	1	0.0	0.0	100.0	0.0
	<b>IEP</b>	9	22.2	77.8	0.0	0.0
	<b>Migrant</b>	3	0.0	33.3	66.7	0.0
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3	33.3	66.7	0.0	0.0
	<b>Other health impairment</b>	1	0.0	100.0	0.0	0.0
	<b>Specific learning disability</b>	4	25.0	75.0	0.0	0.0

**Table S5.8: Screener Overall Proficiency Categories - Grade 7**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		370	30.0	42.2	21.9	5.9
<b>Gender</b>	<b>Female</b>	173	26.6	41.6	24.3	7.5
	<b>Male</b>	156	35.3	42.3	16.7	5.8
	<b>Missing</b>	41	24.4	43.9	31.7	0.0
<b>Ethnicity</b>	<b>Asian</b>	75	17.3	40.0	36.0	6.7
	<b>Black or African American</b>	60	20.0	55.0	20.0	5.0
	<b>Hispanic or Latino</b>	142	43.0	35.9	14.1	7.0
	<b>Native Hawaiian or Other Pacific Islander</b>	6	33.3	50.0	0.0	16.7
	<b>Two or More Races</b>	27	40.7	37.0	14.8	7.4
	<b>White</b>	55	21.8	50.9	25.5	1.8
	<b>Other/Unknown</b>	5	0.0	20.0	80.0	0.0
<b>Other</b>	<b>IEP</b>	4	25.0	75.0	0.0	0.0
	<b>Migrant</b>	3	0.0	66.7	33.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	1	100.0	0.0	0.0	0.0
	<b>Intellectual Disability</b>	1	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	1	0.0	100.0	0.0	0.0

**Table S5.9: Screener Overall Proficiency Categories - Grade 8**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		326	43.9	32.5	16.3	7.4
<b>Gender</b>	<b>Female</b>	145	42.8	28.3	20.7	8.3
	<b>Male</b>	153	43.1	37.3	13.1	6.5
	<b>Missing</b>	28	53.6	28.6	10.7	7.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1	100.0	0.0	0.0	0.0
	<b>Asian</b>	60	38.3	33.3	26.7	1.7
	<b>Black or African American</b>	56	41.1	50.0	5.4	3.6
	<b>Hispanic or Latino</b>	132	53.0	24.2	12.1	10.6
	<b>Native Hawaiian or Other Pacific Islander</b>	6	66.7	16.7	0.0	16.7
	<b>Two or More Races</b>	26	42.3	26.9	19.2	11.5
	<b>White</b>	40	25.0	40.0	27.5	7.5
	<b>Other/Unknown</b>	5	20.0	40.0	40.0	0.0
<b>Other</b>	<b>Home Schooled</b>	1	0.0	100.0	0.0	0.0
	<b>IEP</b>	3	66.7	0.0	33.3	0.0
	<b>Migrant</b>	4	25.0	25.0	25.0	25.0
<b>Primary Disability</b>	<b>Autism</b>	1	100.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	50.0	0.0	50.0	0.0

Table S5.10: Screener Overall Proficiency Categories - Grade 9

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		461	34.9	33.2	17.6	14.3
<b>Gender</b>	<b>Female</b>	180	32.8	35.6	19.4	12.2
	<b>Male</b>	241	39.0	29.0	15.8	16.2
	<b>Missing</b>	40	20.0	47.5	20.0	12.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3	0.0	66.7	33.3	0.0
	<b>Asian</b>	63	15.9	38.1	39.7	6.3
	<b>Black or African American</b>	91	35.2	42.9	12.1	9.9
	<b>Hispanic or Latino</b>	200	38.5	25.5	13.0	23.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5	20.0	40.0	40.0	0.0
	<b>Two or More Races</b>	42	54.8	23.8	9.5	11.9
	<b>White</b>	52	30.8	46.2	19.2	3.8
	<b>Other/Unknown</b>	5	40.0	20.0	40.0	0.0
<b>Other</b>	<b>IEP</b>	5	40.0	60.0	0.0	0.0
	<b>Migrant</b>	2	100.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1	0.0	100.0	0.0	0.0
	<b>Intellectual Disability</b>	1	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	1	100.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	0.0	100.0	0.0	0.0

**Table S5.11: Screener Overall Proficiency Categories - Grade 10**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		302	38.4	38.4	14.9	8.3
<b>Gender</b>	<b>Female</b>	130	41.5	37.7	11.5	9.2
	<b>Male</b>	154	35.1	40.9	16.9	7.1
	<b>Missing</b>	18	44.4	22.2	22.2	11.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2	50.0	50.0	0.0	0.0
	<b>Asian</b>	42	14.3	45.2	35.7	4.8
	<b>Black or African American</b>	62	38.7	40.3	12.9	8.1
	<b>Hispanic or Latino</b>	130	46.2	32.3	8.5	13.1
	<b>Native Hawaiian or Other Pacific Islander</b>	5	40.0	40.0	20.0	0.0
	<b>Two or More Races</b>	18	72.2	16.7	5.6	5.6
	<b>White</b>	42	23.8	54.8	21.4	0.0
	<b>Other/Unknown</b>	1	0.0	100.0	0.0	0.0
<b>Other</b>	<b>IEP</b>	3	66.7	0.0	0.0	33.3
	<b>Migrant</b>	5	80.0	20.0	0.0	0.0
<b>Primary Disability</b>	<b>Intellectual Disability</b>	2	50.0	0.0	0.0	50.0
	<b>Specific learning disability</b>	1	100.0	0.0	0.0	0.0

**Table S5.12: Screener Overall Proficiency Categories - Grade 11**

Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		210	31.9	39.5	21.4	7.1
<b>Gender</b>	<b>Female</b>	102	38.2	30.4	22.5	8.8
	<b>Male</b>	96	27.1	47.9	18.8	6.3
	<b>Missing</b>	12	16.7	50.0	33.3	0.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1	0.0	100.0	0.0	0.0
	<b>Asian</b>	39	20.5	43.6	33.3	2.6
	<b>Black or African American</b>	39	23.1	56.4	20.5	0.0
	<b>Hispanic or Latino</b>	77	45.5	28.6	10.4	15.6
	<b>Native Hawaiian or Other Pacific Islander</b>	2	0.0	100.0	0.0	0.0
	<b>Two or More Races</b>	15	40.0	26.7	26.7	6.7
	<b>White</b>	35	25.7	40.0	31.4	2.9
	<b>Other/Unknown</b>	2	0.0	50.0	50.0	0.0
<b>Other</b>	<b>IEP</b>	5	80.0	20.0	0.0	0.0
<b>Primary Disability</b>	<b>Emotional disturbance</b>	1	100.0	0.0	0.0	0.0
	<b>Other health impairment</b>	1	0.0	100.0	0.0	0.0
	<b>Specific learning disability</b>	3	100.0	0.0	0.0	0.0

**Table S5.13: Screener Overall Proficiency Categories - Grade 12**

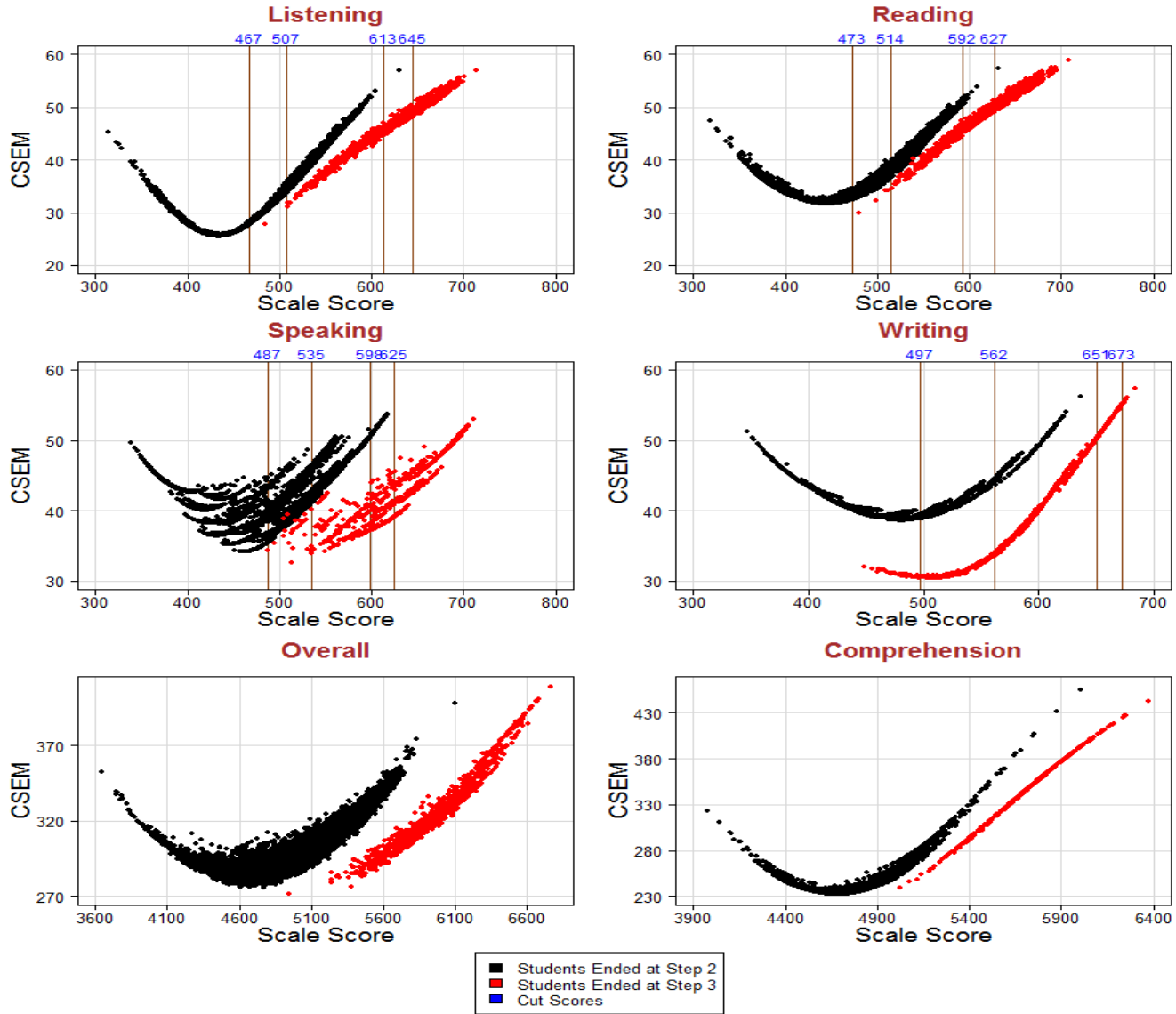
Subgroup	Status	N	Emerging	Progressing	Proficient	Proficiency Not Demonstrated
<b>Total</b>		143	28.7	42.7	21.0	7.7
<b>Gender</b>	<b>Female</b>	64	26.6	40.6	25.0	7.8
	<b>Male</b>	72	29.2	45.8	16.7	8.3
	<b>Missing</b>	7	42.9	28.6	28.6	0.0
<b>Ethnicity</b>	<b>Asian</b>	24	0.0	79.2	16.7	4.2
	<b>Black or African American</b>	37	45.9	32.4	16.2	5.4
	<b>Hispanic or Latino</b>	49	38.8	30.6	16.3	14.3
	<b>Native Hawaiian or Other Pacific Islander</b>	1	100.0	0.0	0.0	0.0
	<b>Two or More Races</b>	12	33.3	33.3	33.3	0.0
	<b>White</b>	19	0.0	52.6	42.1	5.3
	<b>Other/Unknown</b>	1	0.0	100.0	0.0	0.0
<b>Other</b>	<b>IEP</b>	3	100.0	0.0	0.0	0.0
<b>Primary Disability</b>	<b>Multiple disabilities</b>	1	100.0	0.0	0.0	0.0
	<b>Specific learning disability</b>	2	100.0	0.0	0.0	0.0

## **Section 6: Screener Assessment - Conditional Standard Error of Measurement (CSEM)**

\* Domain tests with Exemption are excluded.

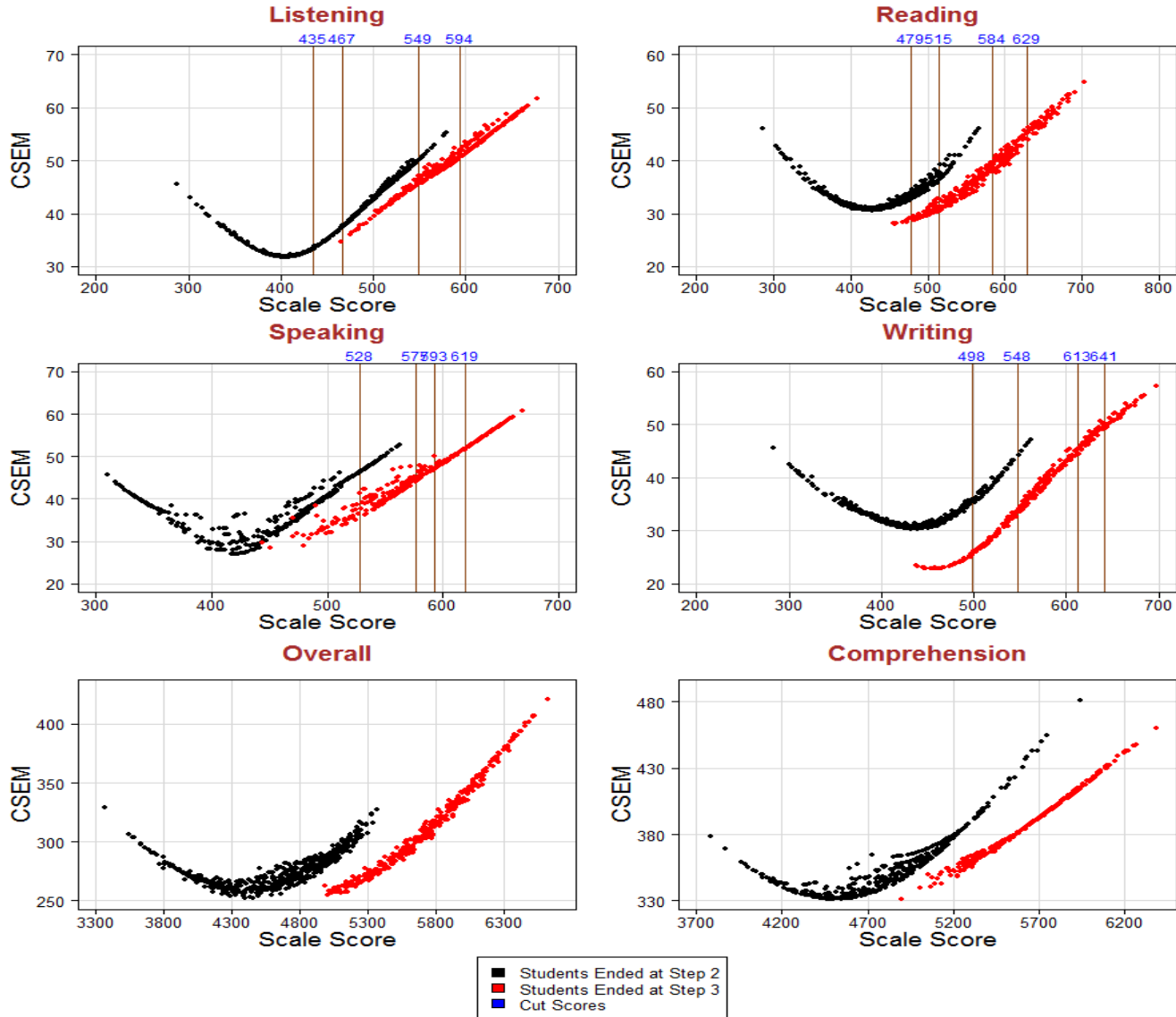


Figure S6.1: Screener Conditional Standard Error of Measurement for Kindergarten



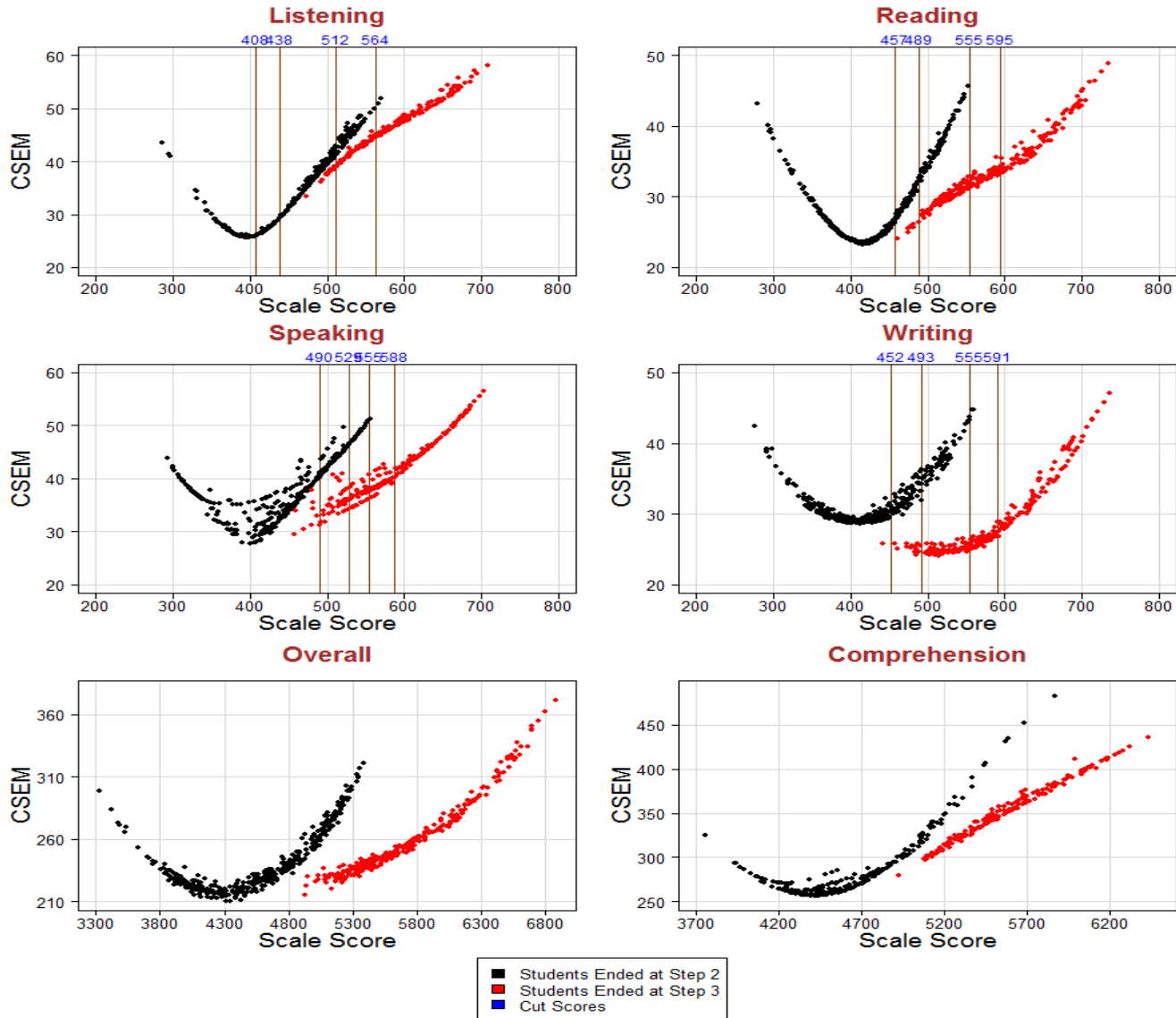
\* Domain tests with Exemption are excluded.

Figure S6.2: Screener Conditional Standard Error of Measurement for Grade 1



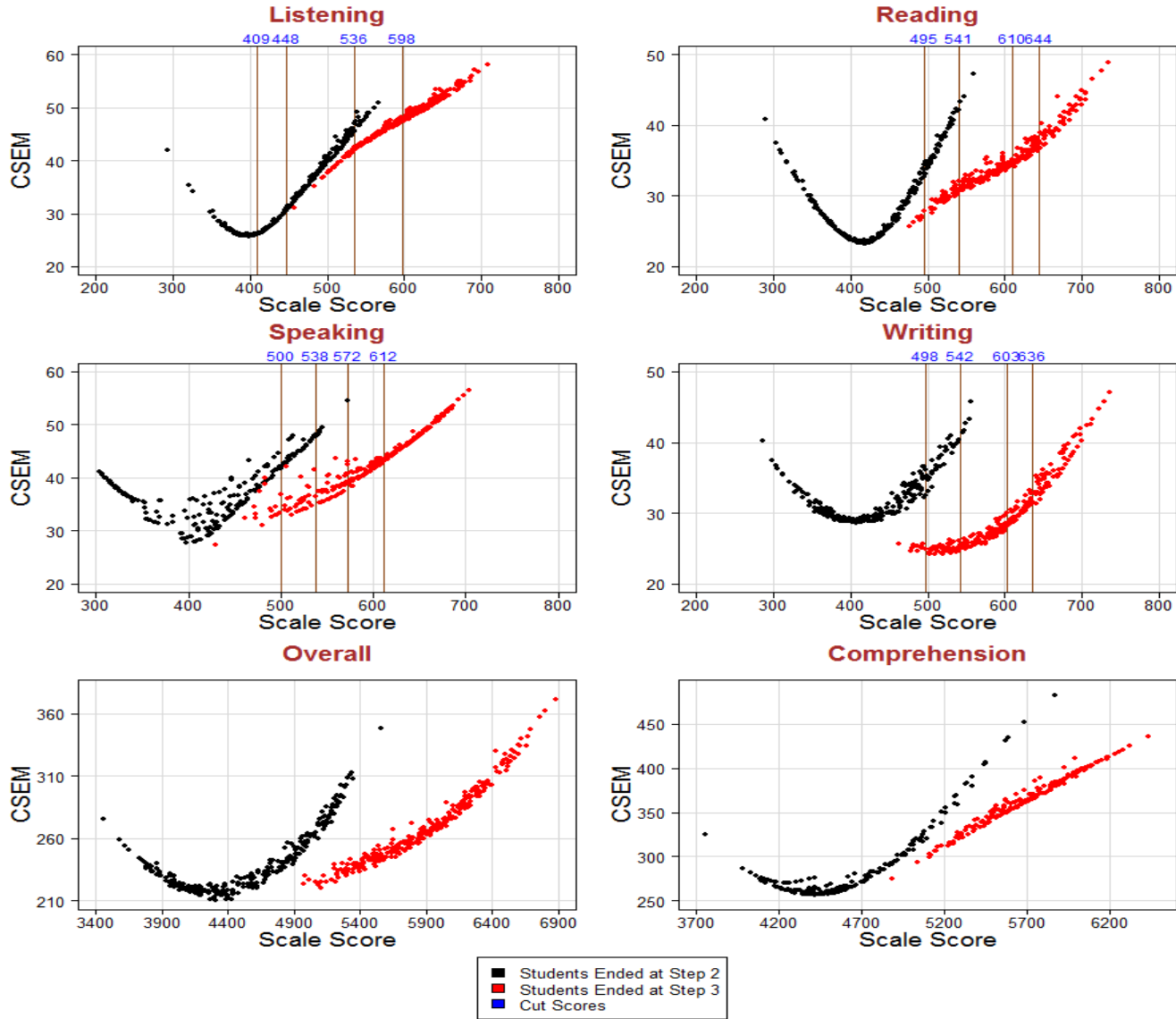
\* Domain tests with Exemption are excluded.

Figure S6.3: Screener Conditional Standard Error of Measurement for Grade 2



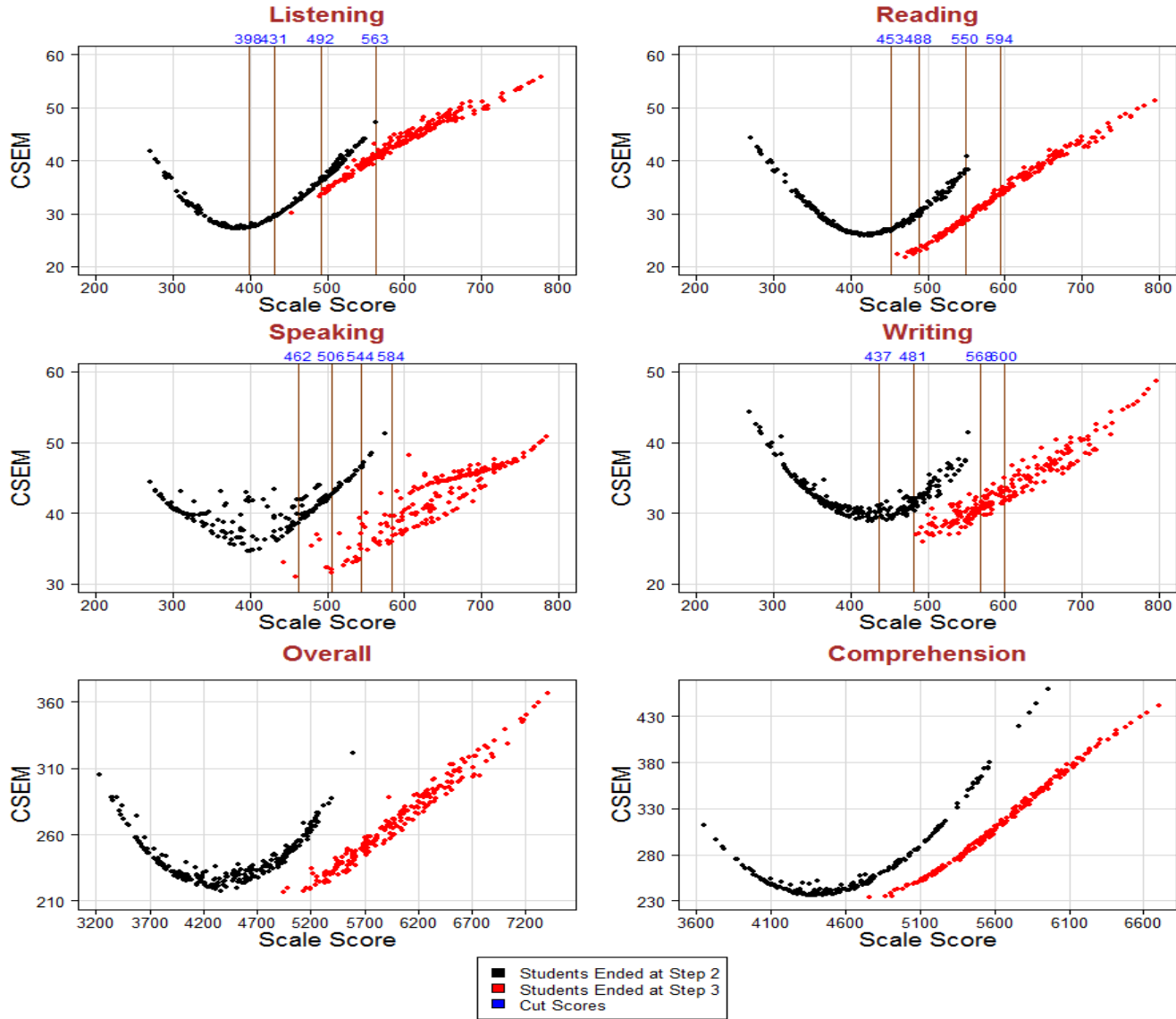
\* Domain tests with Exemption are excluded.

Figure S6.4: Screener Conditional Standard Error of Measurement for Grade 3



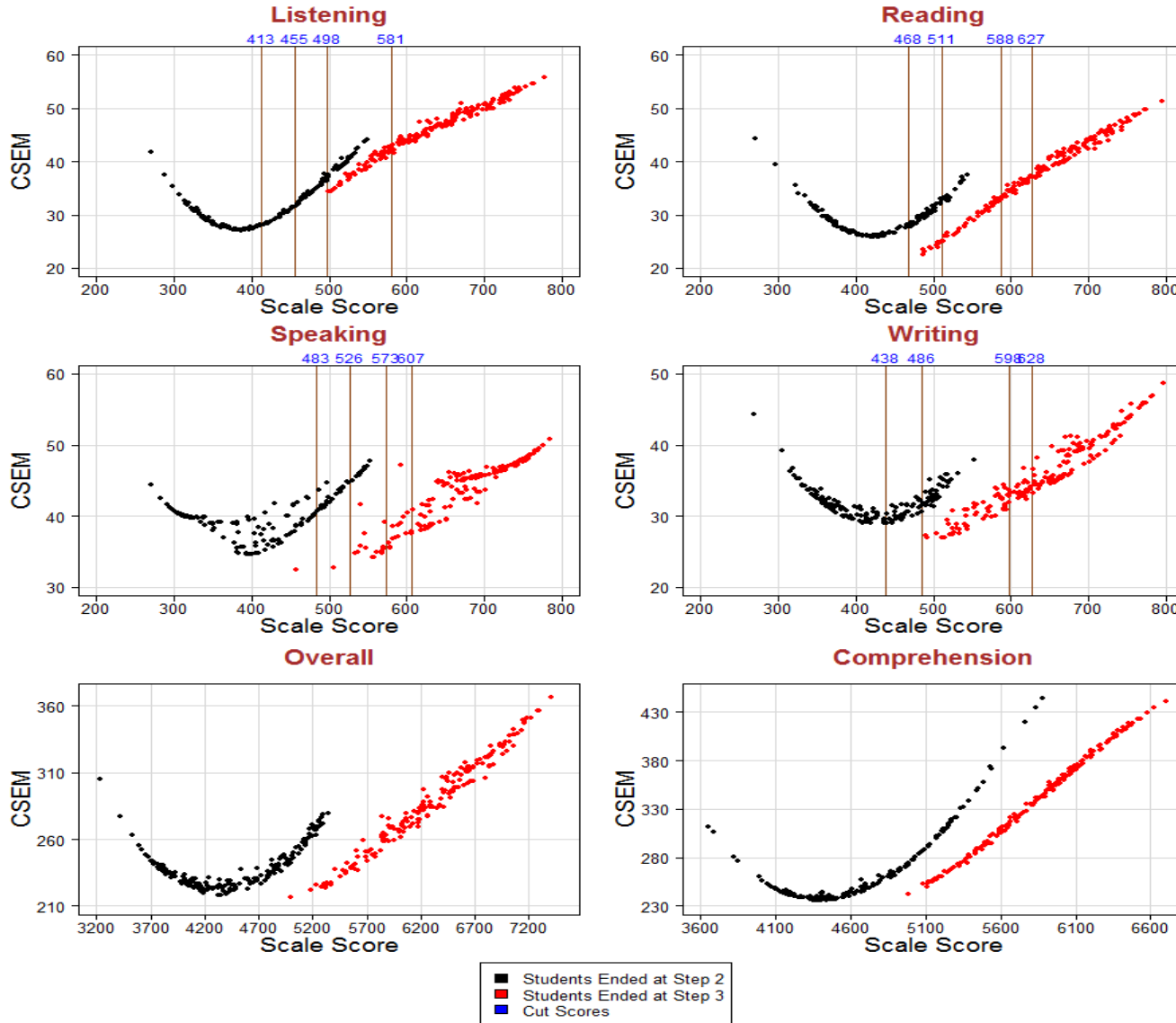
\* Domain tests with Exemption are excluded.

Figure S6.5: Screener Conditional Standard Error of Measurement for Grade 4



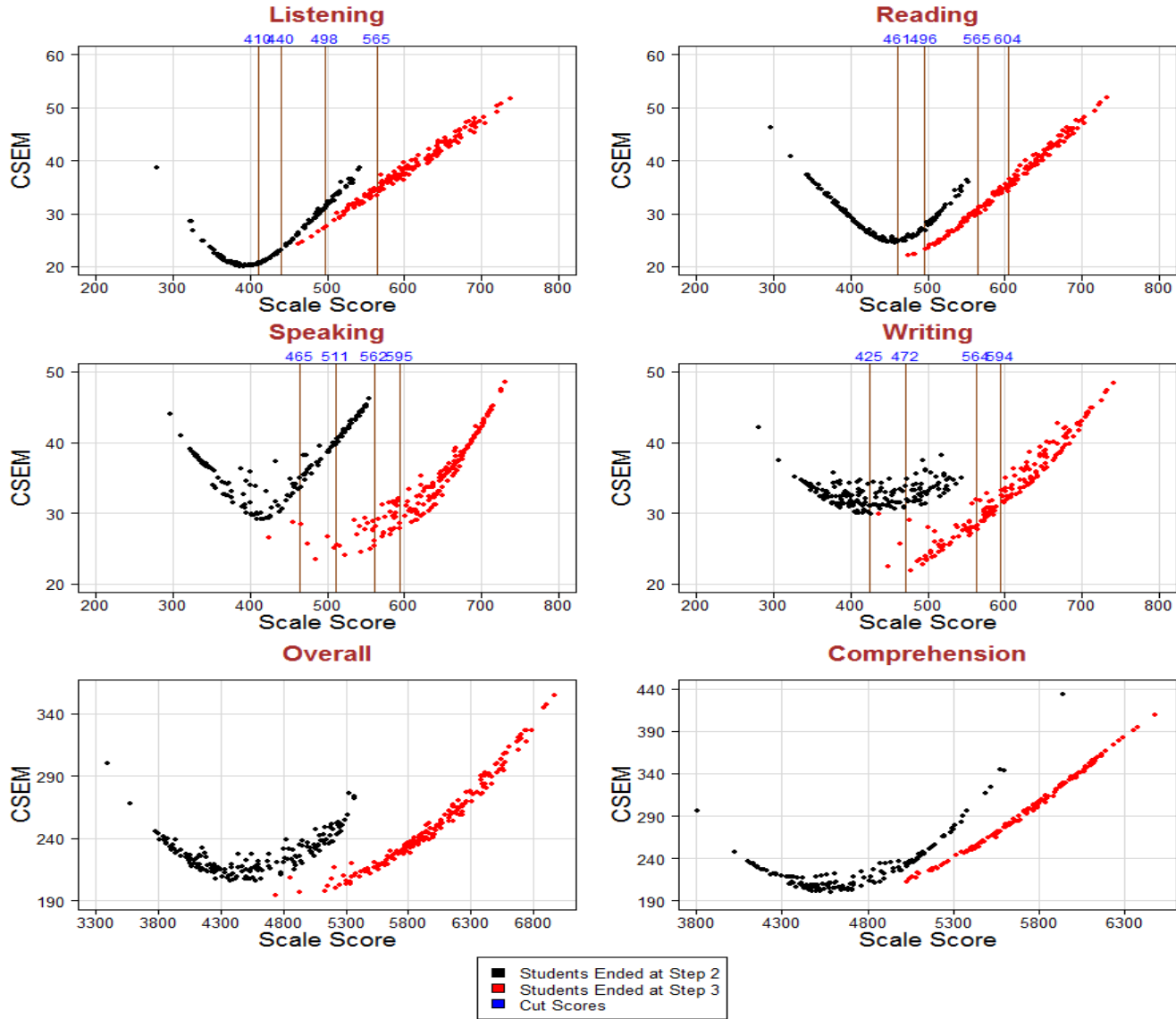
\* Domain tests with Exemption are excluded.

Figure S6.6: Screener Conditional Standard Error of Measurement for Grade 5



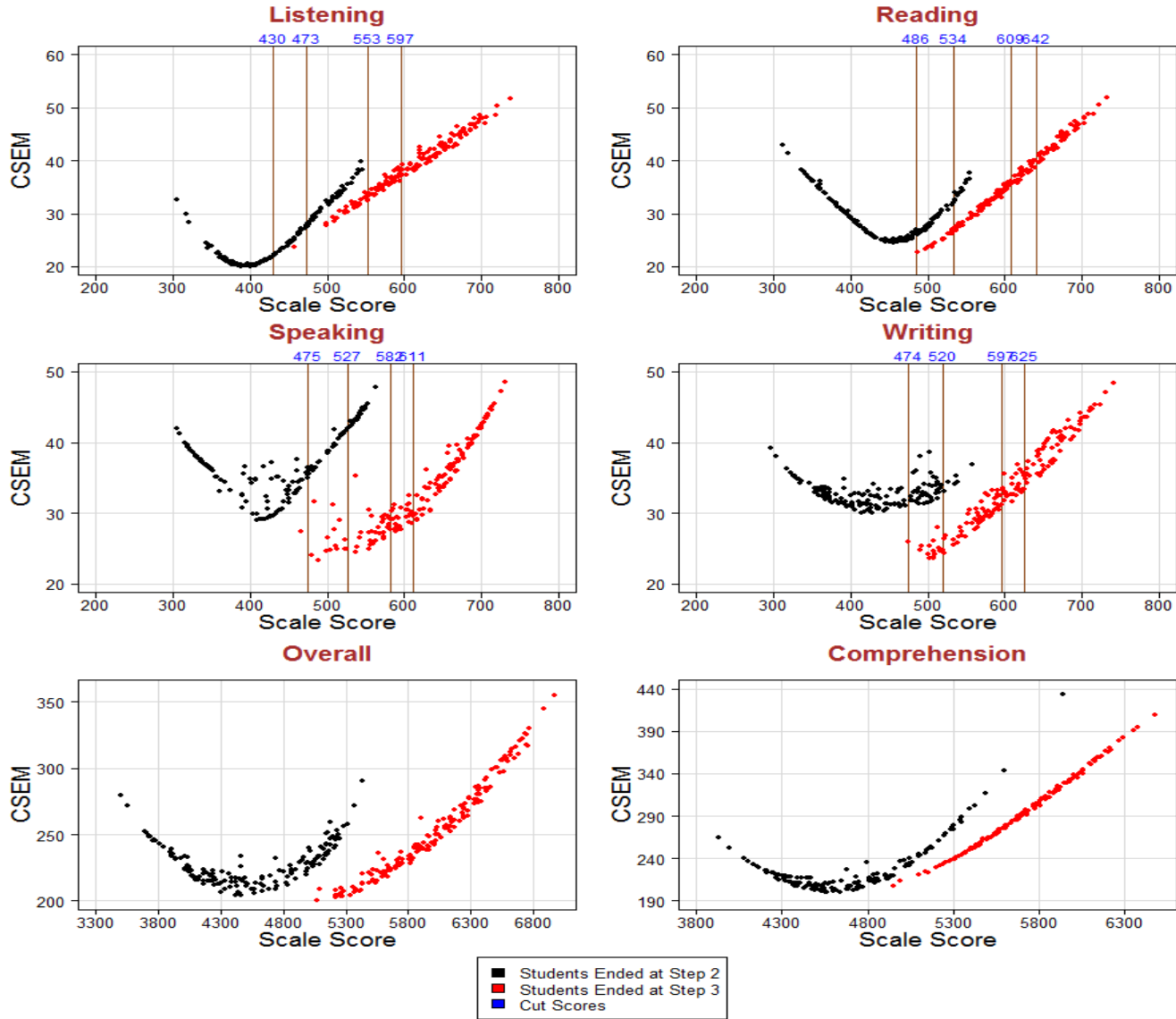
\* Domain tests with Exemption are excluded.

Figure S6.7: Screener Conditional Standard Error of Measurement for Grade 6



\* Domain tests with Exemption are excluded.

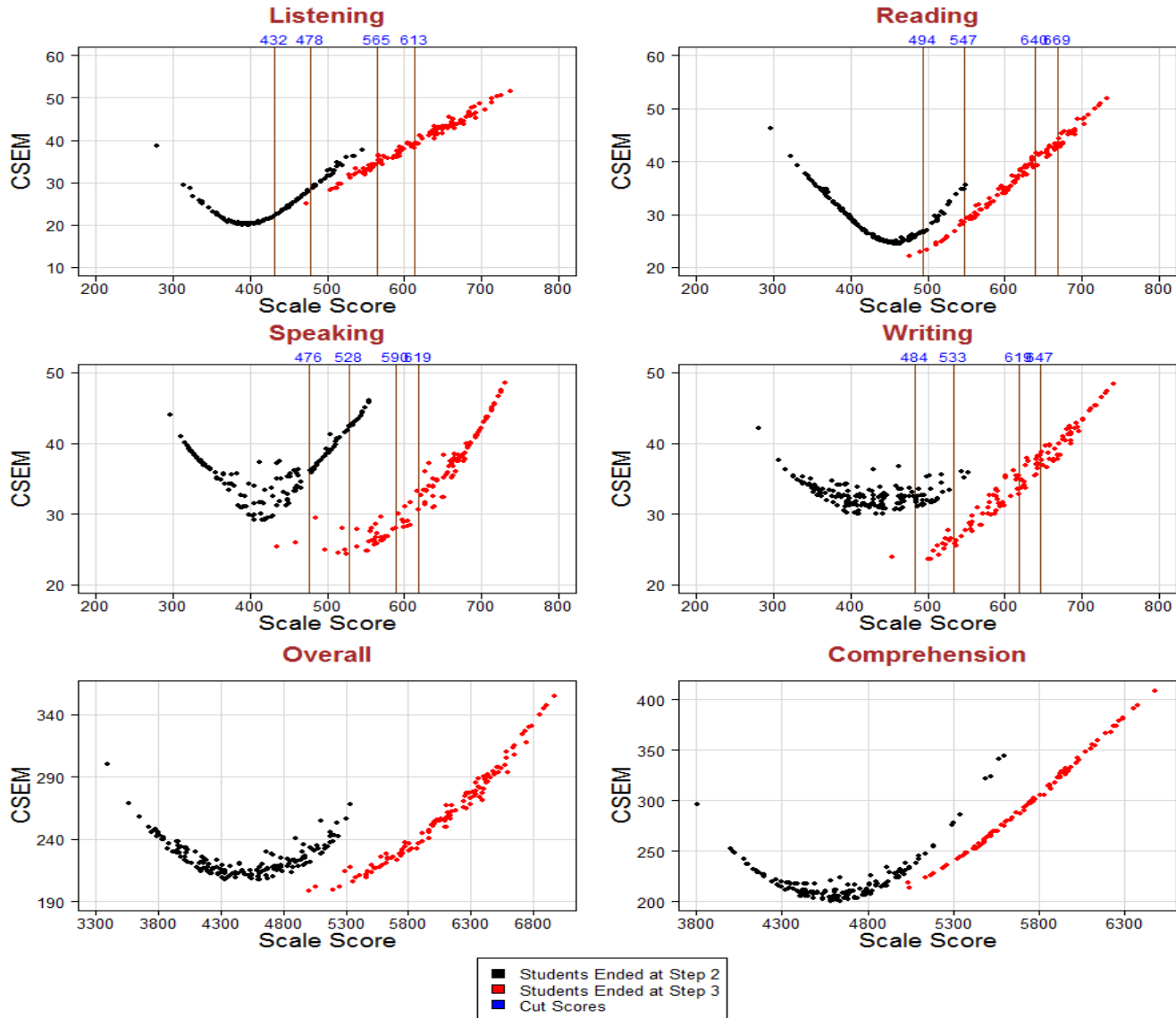
Figure S6.8: Screener Conditional Standard Error of Measurement for Grade 7



\* Domain tests with Exemption are excluded.

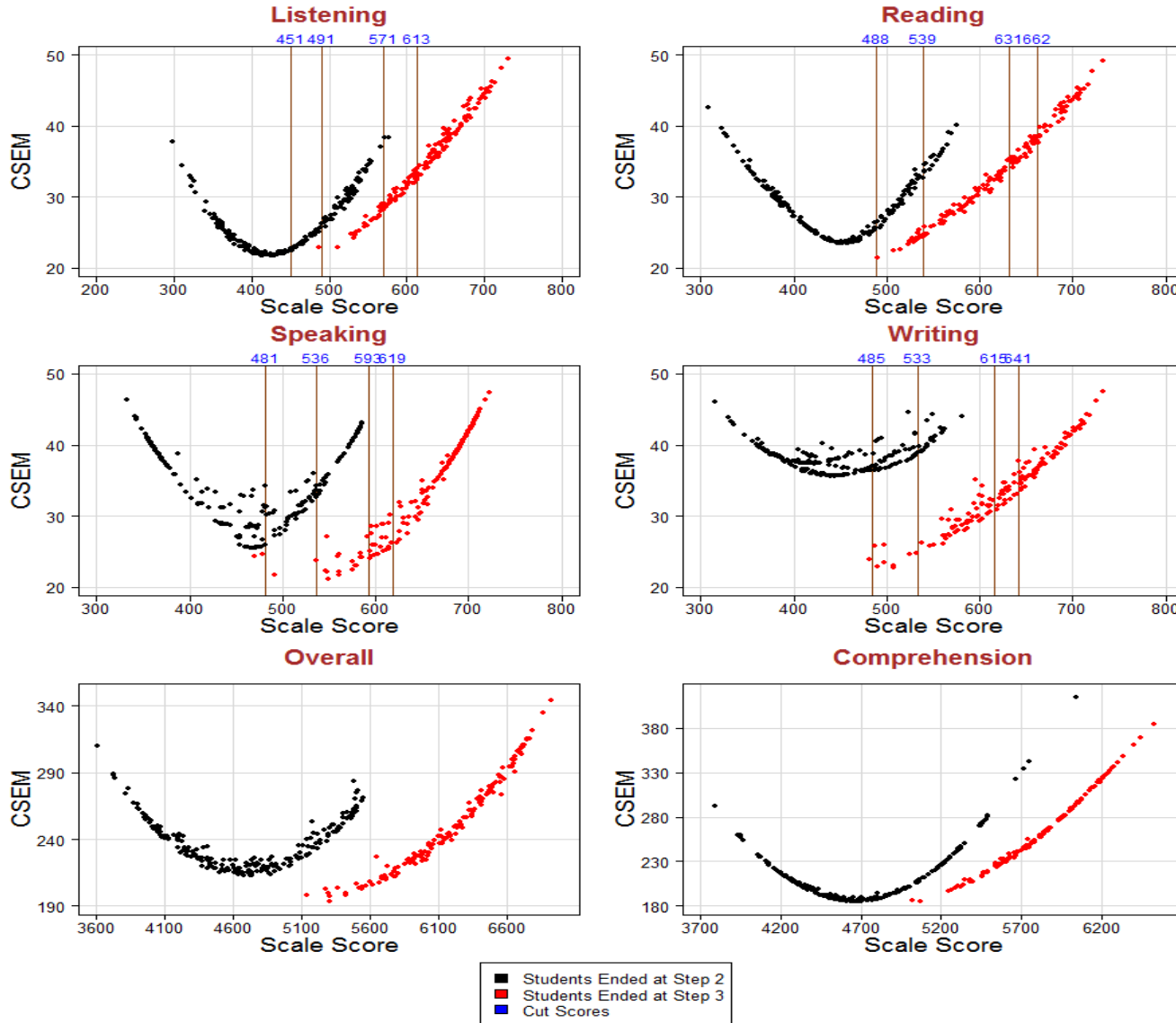


Figure S6.9: Screener Conditional Standard Error of Measurement for Grade 8



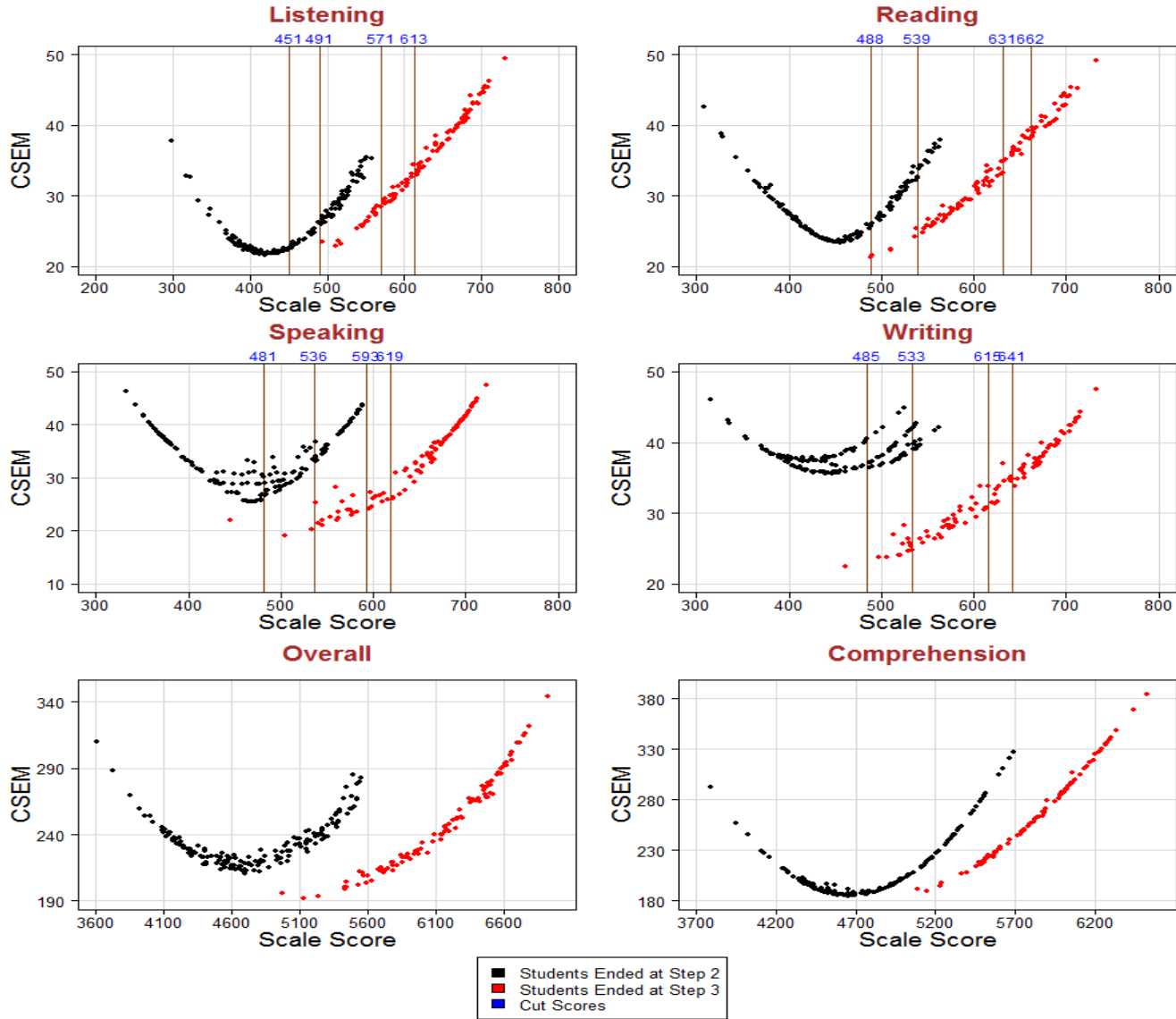
\* Domain tests with Exemption are excluded.

Figure S6.10: Screener Conditional Standard Error of Measurement for Grade 9



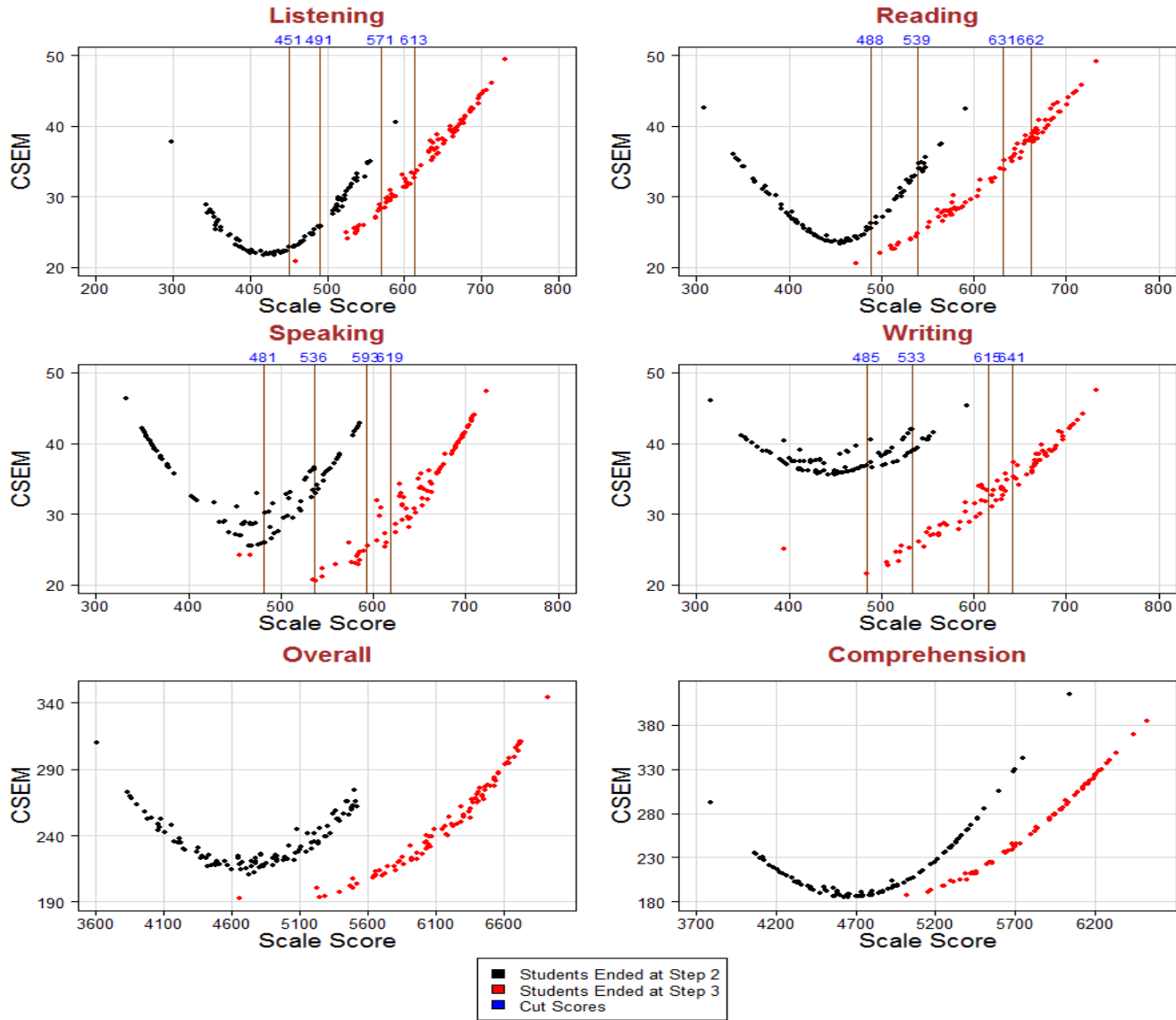
\* Domain tests with Exemption are excluded.

Figure S6.11: Screener Conditional Standard Error of Measurement for Grade 10



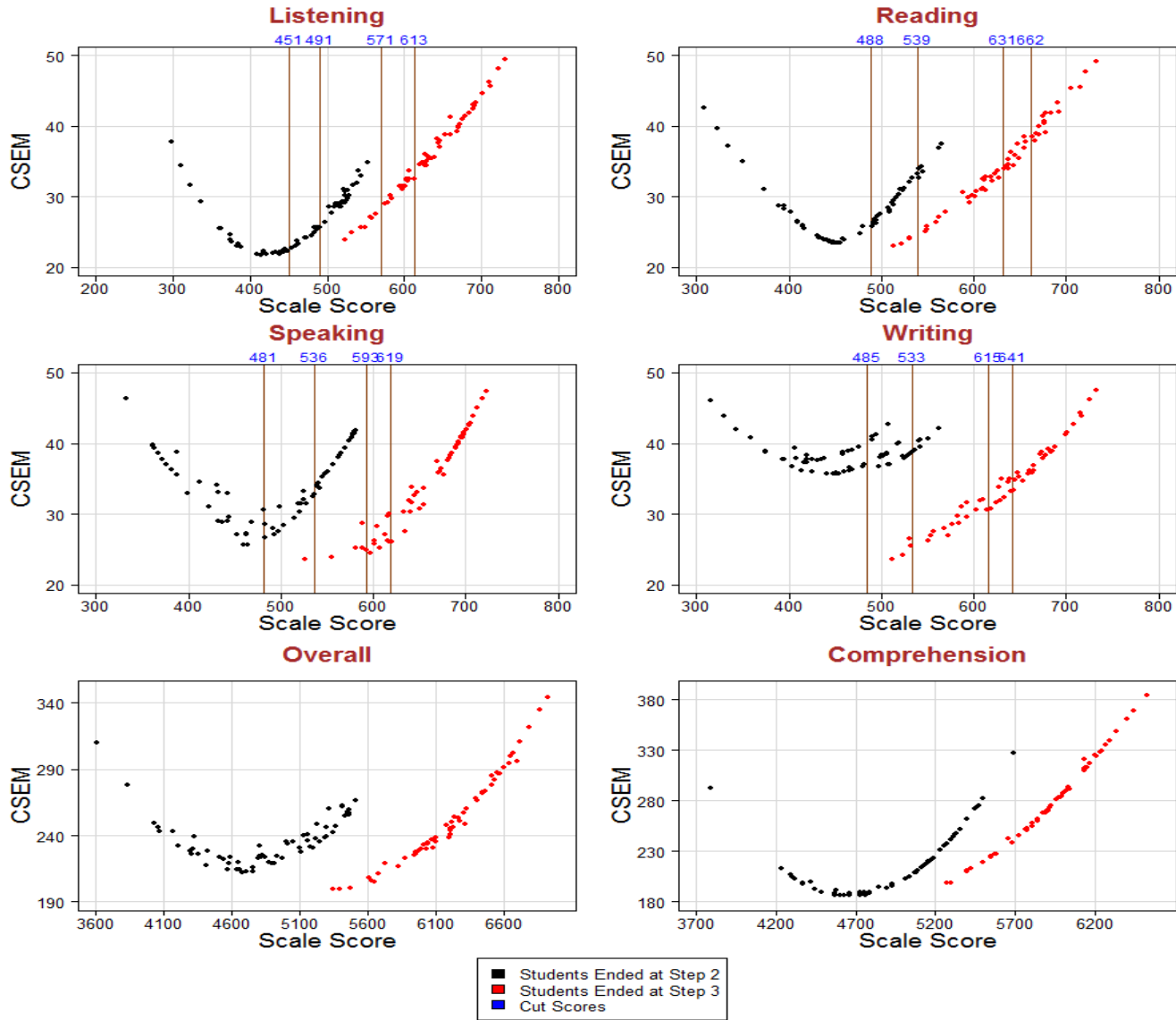
\* Domain tests with Exemption are excluded.

Figure S6.12: Screener Conditional Standard Error of Measurement for Grade 11



\* Domain tests with Exemption are excluded.

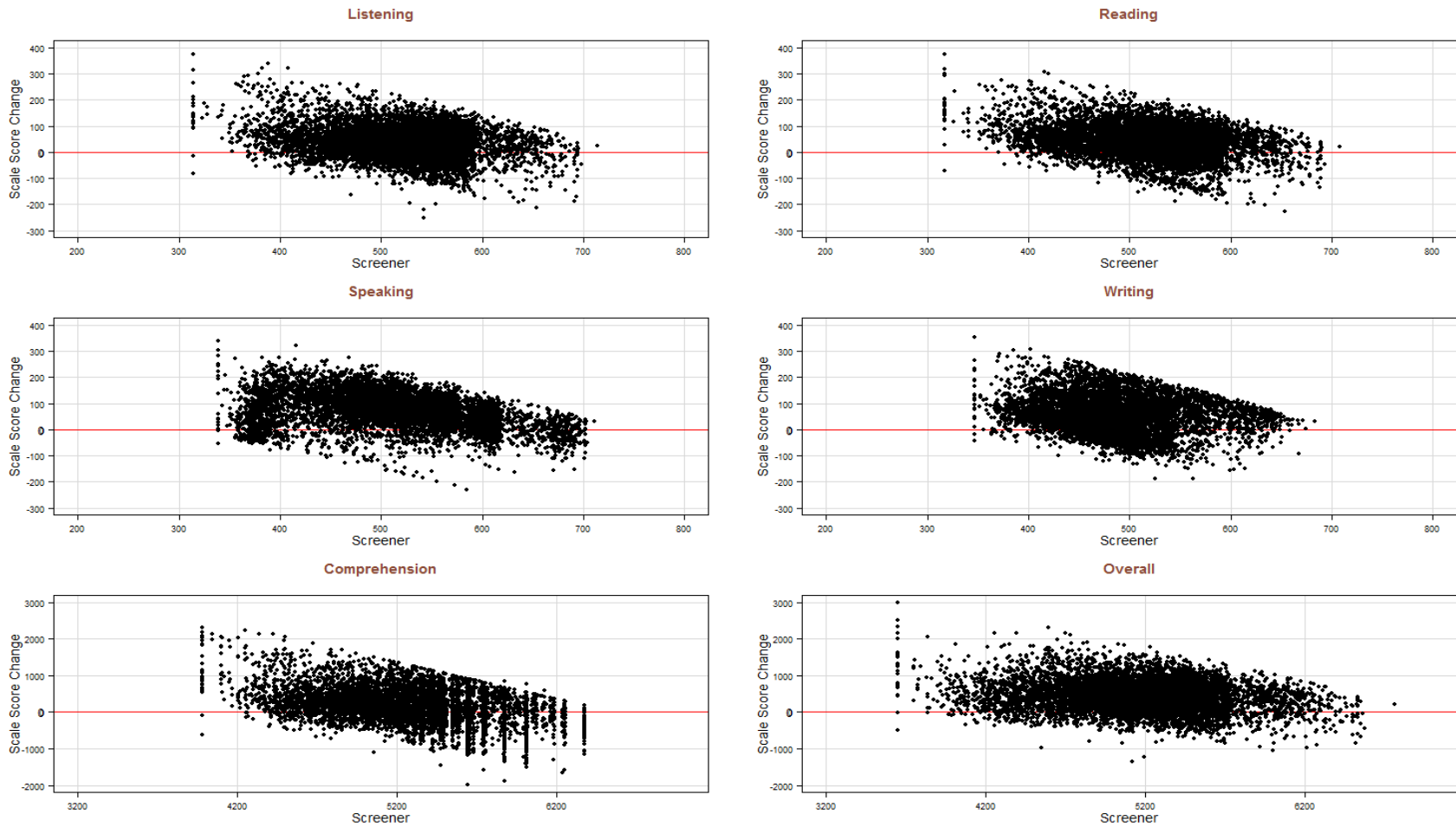
Figure S6.13: Screener Conditional Standard Error of Measurement for Grade 12



\* Domain tests with Exemption are excluded.

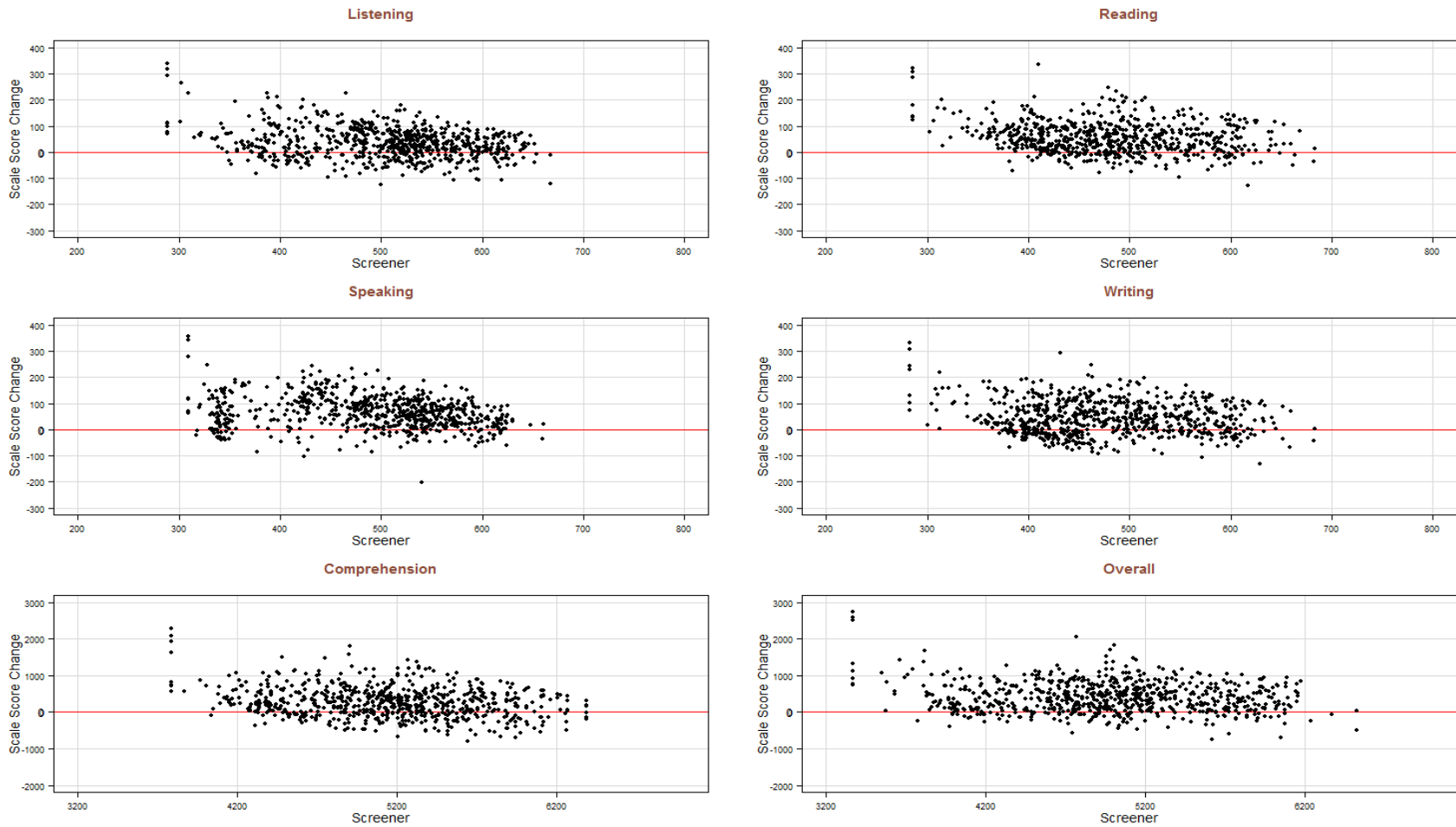
## **Section 7: Student Progress from Screener to Summative - Scatter Plots of Scale Score Change**

Figure S7.14: Scatter Plot of Scale Score Change from Screener to Summative for Grade K



\* Results are based on subset of students with results for both the screener and summative assessment.

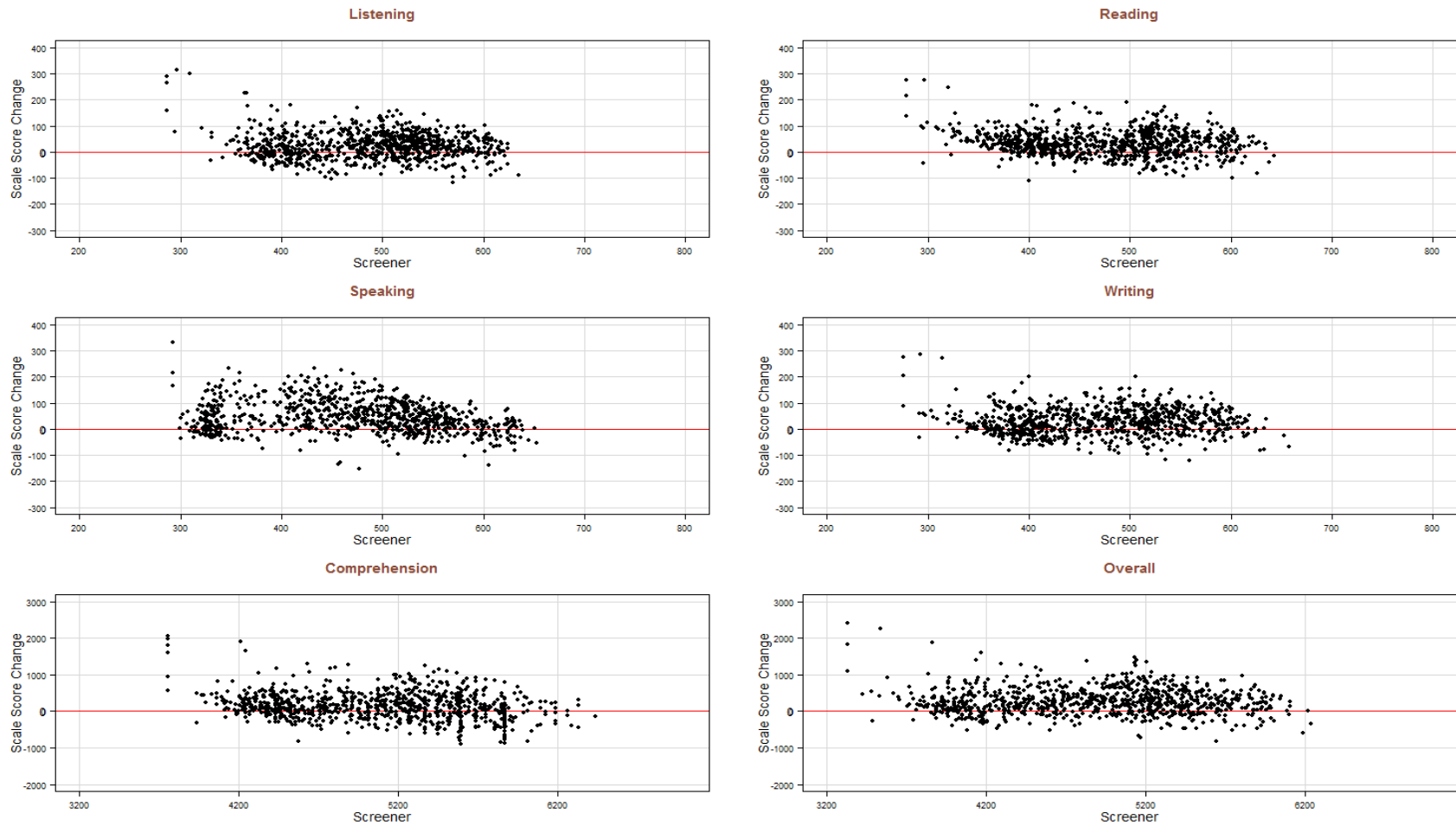
Figure S7.15: Scatter Plot of Scale Score Change from Screener to Summative for Grade 1



\* Results are based on subset of students with results for both the screener and summative assessment.

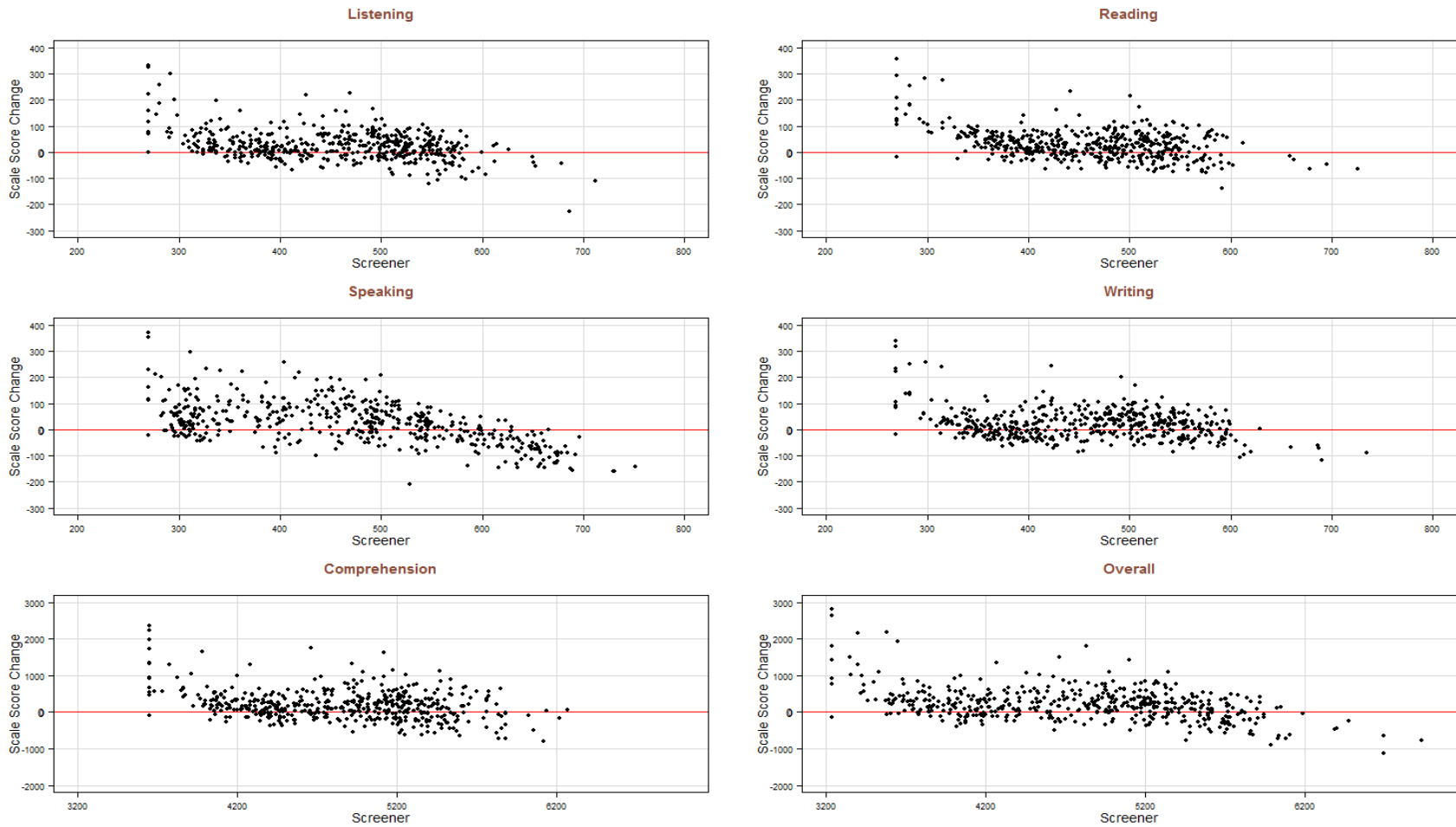


Figure S7.16: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 2-3



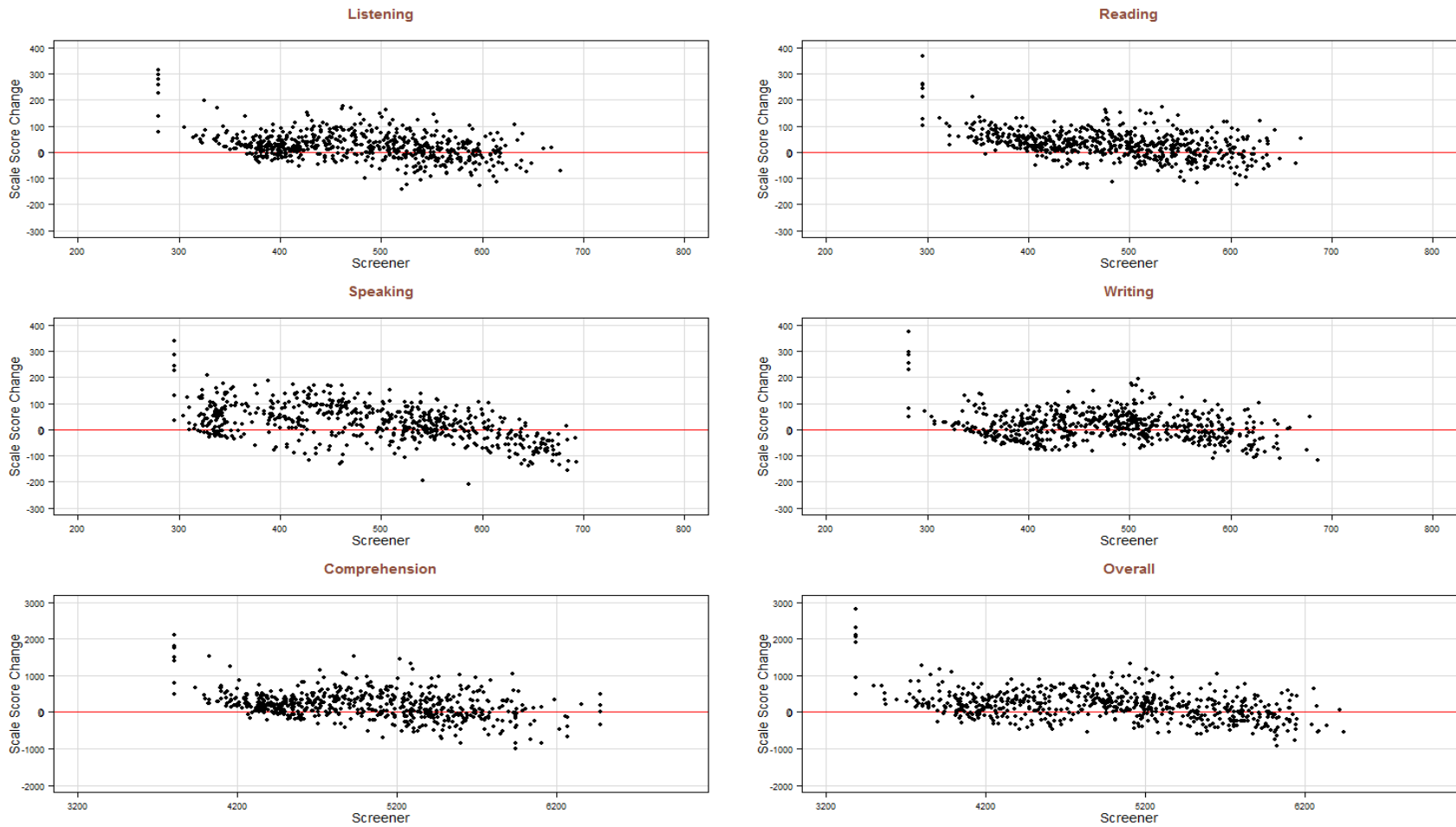
\* Results are based on subset of students with results for both the screener and summative assessment.

Figure S7.17: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 4-5



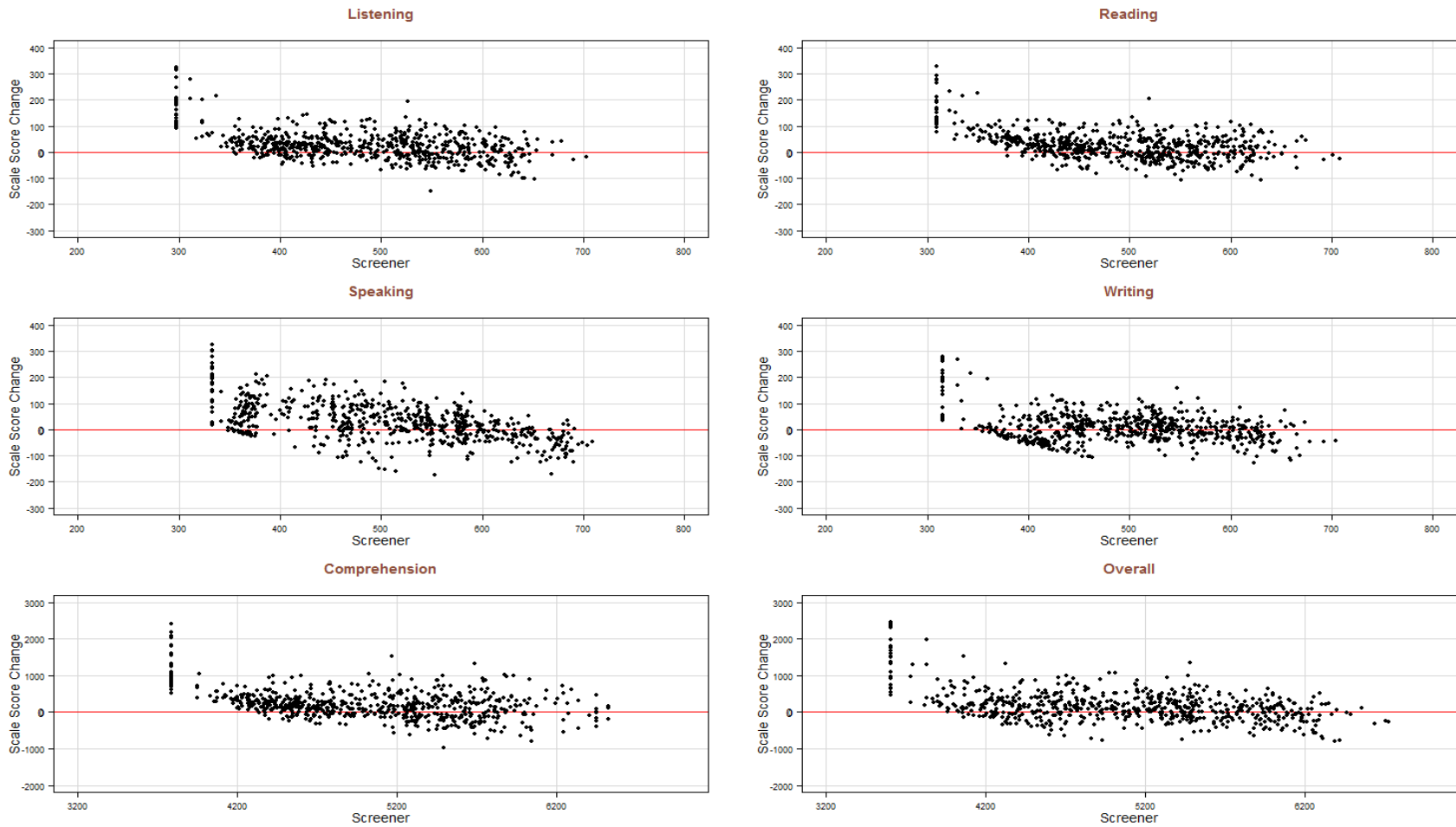
\* Results are based on subset of students with results for both the screener and summative assessment.

Figure S7.18: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 6-8



\* Results are based on subset of students with results for both the screener and summative assessment.

Figure S7.19: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 9-12



\* Results are based on subset of students with results for both the screener and summative assessment.



## **Section 8: Student Progress from Screener to Summative - Comparison of Scale Scores**

**Table S8.1: Comparison of Scale Scores Between Screener and Summative - Listening**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	6,968	523	60	314	439	488	533	562	585	714
	Summative	6,968	559	75	233	460	506	559	612	658	745
1	Screener	709	503	79	288	388	451	517	556	603	668
	Summative	709	539	86	296	399	486	553	599	642	711
2-3	Screener	862	488	72	286	389	426	499	541	580	635
	Summative	862	512	85	299	385	444	523	581	619	702
4-5	Screener	486	458	87	270	334	389	468	525	559	712
	Summative	486	483	86	270	365	412	493	552	590	696
6-8	Screener	615	476	83	279	376	403	475	542	588	678
	Summative	615	499	81	338	391	429	504	561	606	737
9-12	Screener	641	484	93	297	362	408	487	557	609	703
	Summative	641	512	84	349	399	442	509	573	626	720

\* Results are based on subset of students with results for both the screener and summative assessment.

**Table S8.2: Comparison of Scale Scores Between Screener and Summative - Reading**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	6,947	520	60	318	437	483	527	560	587	708
	Summative	6,947	560	73	247	462	508	560	612	656	740
1	Screener	704	479	78	286	386	420	477	532	591	684
	Summative	704	533	88	313	427	460	524	595	655	759
2-3	Screener	853	474	76	278	376	411	482	531	576	643
	Summative	853	508	84	254	406	437	500	575	626	726
4-5	Screener	478	458	80	270	358	396	468	520	552	725
	Summative	478	489	78	253	397	427	483	547	594	714
6-8	Screener	613	480	81	296	374	413	481	544	592	669
	Summative	613	511	74	350	420	450	506	559	611	750
9-12	Screener	640	487	88	309	373	421	490	557	604	708
	Summative	640	514	79	362	423	450	501	573	629	730

\* Results are based on subset of students with results for both the screener and summative assessment.



**Table S8.3: Comparison of Scale Scores Between Screener and Summative - Speaking**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	6,934	515	78	339	395	465	519	568	611	711
	Summative	6,934	584	82	285	467	547	600	641	673	744
1	Screener	705	490	83	310	346	432	504	548	590	660
	Summative	705	554	92	290	411	509	573	617	655	736
2-3	Screener	856	470	90	292	332	406	479	538	585	652
	Summative	856	516	97	265	356	461	535	590	626	700
4-5	Screener	479	470	118	270	306	363	481	547	635	751
	Summative	479	497	99	248	338	431	518	574	604	708
6-8	Screener	607	487	106	296	337	403	496	564	634	693
	Summative	607	514	93	301	369	447	537	582	617	708
9-12	Screener	636	508	102	332	363	434	514	583	646	709
	Summative	636	536	87	345	398	478	554	603	637	719

\* Results are based on subset of students with results for both the screener and summative assessment.

**Table S8.4: Comparison of Scale Scores Between Screener and Summative - Writing**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	6,935	486	56	347	419	449	480	515	561	684
	Summative	6,935	538	82	302	444	472	521	603	659	718
1	Screener	705	474	79	283	383	415	462	533	586	683
	Summative	705	518	95	312	391	434	525	588	647	741
2-3	Screener	855	469	78	276	370	402	473	529	575	658
	Summative	855	497	93	259	367	416	503	569	620	717
4-5	Screener	480	457	89	268	340	384	466	528	569	735
	Summative	480	478	92	249	351	391	493	554	590	695
6-8	Screener	610	477	87	281	365	408	482	545	593	686
	Summative	610	489	92	307	349	417	503	551	598	730
9-12	Screener	637	489	88	315	378	420	489	551	611	704
	Summative	637	497	89	336	359	434	502	563	609	726

\* Results are based on subset of students with results for both the screener and summative assessment.

**Table S8.5: Comparison of Scale Scores Between Screener and Summative - Comprehension**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	6,972	5396	463	3978	4725	5091	5473	5744	5936	6375
	Summative	6,972	5546	514	3361	4856	5186	5552	5929	6233	6776
1	Screener	709	5144	549	3785	4393	4780	5151	5519	5892	6387
	Summative	709	5415	601	3937	4550	4989	5429	5792	6249	6698
2-3	Screener	862	5079	562	3756	4330	4563	5131	5525	5847	6439
	Summative	862	5228	608	3620	4418	4744	5216	5689	6047	6654
4-5	Screener	486	4850	556	3649	4096	4403	4926	5254	5520	6269
	Summative	486	5047	579	3556	4317	4588	5025	5456	5790	6750
6-8	Screener	615	4991	564	3803	4320	4506	4975	5430	5736	6476
	Summative	615	5188	562	4104	4480	4734	5149	5573	5916	6967
9-12	Screener	646	5022	646	3787	4223	4527	5040	5515	5829	6524
	Summative	646	5252	603	4205	4542	4751	5160	5659	6111	7006

\* Results are based on subset of students with results for both the screener and summative assessment.

**Table S8.6: Comparison of Scale Scores Between Screener and Summative - Overall**

Grade/Grade Band	Test	N	Mean	SD	Min	P10	P25	P50	P75	P90	Max
K	Screener	6,975	5158	474	3646	4525	4867	5192	5463	5690	6763
	Summative	6,975	5581	567	3160	4853	5210	5577	5974	6336	7023
1	Screener	709	4973	624	3364	4100	4594	4992	5388	5822	6526
	Summative	709	5385	699	3528	4389	4887	5448	5885	6280	7032
2-3	Screener	864	4879	626	3326	4006	4350	4966	5358	5680	6234
	Summative	864	5158	708	3217	4114	4608	5224	5719	6058	6776
4-5	Screener	486	4772	746	3237	3759	4154	4880	5336	5703	6931
	Summative	486	4992	694	3089	4006	4428	5086	5552	5831	6639
6-8	Screener	615	4935	705	3388	4026	4334	4971	5523	5884	6441
	Summative	615	5124	665	3634	4157	4587	5228	5606	5946	6899
9-12	Screener	647	5040	739	3605	4063	4448	5069	5577	6035	6725
	Summative	647	5218	667	3920	4243	4689	5248	5720	6079	6825

\* Results are based on subset of students with results for both the screener and summative assessment.