

**TECHNICAL REPORT**  
**PART I—SUMMATIVE ASSESSMENT**

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

**Grades K–12**

**2022–2023 Administration**

***Submitted to:***

Ohio Department of Education

***Submitted by:***

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

November 2023

# TABLE OF CONTENTS

<b>Chapter 1. Introduction</b> .....	<b>6</b>
<b>Chapter 2. Test Administration</b> .....	<b>8</b>
2.1 Testing Window.....	8
2.2 Summative Tests.....	9
2.3 Test Administration Manual.....	10
2.3.1 Directions for Administration.....	10
2.3.2 Training/Practice Tests.....	10
2.3.3 Summative Tests.....	11
<b>Chapter 3. Scoring</b> .....	<b>12</b>
3.1 Estimating Student Ability for Summative Assessments .....	12
3.2 Scoring Rules for Summative Assessments .....	12
3.3 Theta to Scale Score Transformation.....	13
3.4 Lowest/Highest Obtainable Scores .....	13
3.5 Handscoring.....	13
3.5.1 Rules for Handscoring.....	13
<b>Chapter 4. Standard Setting</b> .....	<b>15</b>
<b>Chapter 5. 2022–2023 Summary</b> .....	<b>18</b>
5.1 2022–2023 Student Participation .....	18
5.2 2022–2023 Student Scale Score and Performance Summary .....	25
5.3 2022–2023 Testing Time for Online Tests.....	34
<b>Chapter 6. Reliability</b> .....	<b>35</b>
6.1 Internal Consistency .....	37
6.2 Marginal Standard Error of Measurement.....	39
6.3 Marginal Reliability and Conditional Standard Error of Measurement.....	40
6.4 Classification Accuracy and Consistency .....	42
6.5 Inter-Rater Analysis.....	53
<b>Chapter 7. Validity</b> .....	<b>56</b>
7.1 Dimensionality Analysis.....	58
7.2 Student Abilities vs. Test Difficulties.....	58
<b>Chapter 8. Reporting</b> .....	<b>59</b>
8.1 Centralized Reporting System .....	59

8.1.1	Types of Centralized Score Reports .....	60
8.1.2	Subgroup Reports .....	63
8.2	Paper Reports .....	65
<b>Chapter 9. Quality Control .....</b>		<b>67</b>
9.1	Quality Control in Test Configuration.....	67
9.1.1	Platform Review .....	67
9.1.2	User Acceptance Testing and Final Review.....	67
9.2	Quality Assurance in Scoring.....	68
9.2.1	Quality Assurance in Online Data.....	69
9.2.2	Quality Assurance in Handscoring.....	69
9.2.3	Handscoring Quality Assurance Monitoring Reports.....	72
9.2.4	Quality Control on Final Scores .....	73
9.3	Quality Assurance in Reporting .....	74
9.3.1	Online Report Quality Assurance .....	74
9.3.2	Paper Report Quality Assurance.....	74
<b>Chapter 10. Classical Item and Test Analyses .....</b>		<b>76</b>
10.1	Item-Level Descriptive Statistics .....	77
10.2	Domain Score Intercorrelations .....	78
10.3	Differential Item Functioning Procedure .....	79
<b>References .....</b>		<b>87</b>

## List of Tables

Table 2.1 Number of Items and Score Points—Online Summative .....	9
Table 2.2 Number of Items and Score Points—Paper-Pencil Summative .....	9
Table 2.3 Number of Items and Score Points—Braille Summative .....	10
Table 3.2 Scaling Constants on the Reporting Metric .....	13
Table 3.3 Nonscorable Condition Codes for Handscored Items .....	14
Table 4.1 ELPA21 Domain Cut Scores by Grade.....	16
Table 5.1 Student Participation by Test Mode.....	20
Table 5.2 Student Participation by Subgroups in Each Test.....	21
Table 5.3 Summary of Domain Exemptions and Non-Attempted.....	26
Table 5.4 Scale Score Summary—Listening and Reading* .....	27
Table 5.5 Scale Score Summary—Speaking and Writing* .....	28
Table 5.6 Scale Score Summary—Comprehension and Overall* .....	29
Table 5.7 Percentage of Students by Performance Level—Listening and Reading* .....	30
Table 5.8 Percentage of Students by Performance Level—Speaking and Writing* .....	31
Table 5.9 Percentage of Students by Overall Proficiency Level .....	32
Table 5.10 Testing Time for the 2022–2023 Online Summative Tests .....	34
Table 6.1 Cronbach’s Alpha .....	38
Table 6.2 Marginal Reliability* .....	41
Table 6.3 Summative Overall Classification Accuracy and Consistency for Domain Performance Levels, by Grade and Domain.....	47
Table 6.4 Classification Accuracy for Each Cut* .....	48
Table 6.5 Classification Consistency for Each Cut*.....	50
Table 6.6 Summative Classification for Proficiency Levels.....	52
Table 6.7 Overall Inter-Rater Analysis .....	55
Table 8.1 Types of Online Score Reports by Level of Aggregation.....	59
Table 8.2 Types of Subgroups .....	64
Table 10.1 Flagging Criteria.....	<b>Error! Bookmark not defined.</b>
Table 10.2 Operational Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band .....	77



Table 10.3 Intercorrelation between the Domain Scale Scores by Grade Band .....	78
Table 10.4 DIF Classification Rules for Items .....	79
Table 10.5 DIF Sample Sizes for DIF Groups.....	80
Table 10.6 2022–2023 Machine-Scored FT Results of DIF Analyses (Female vs. Male) .....	81
Table 10.7 2022–2023 Machine-Scored FT Results of DIF Analyses (African American vs. Non-African) .....	82
Table 10.8 2022–2023 Machine-Scored FT Results of DIF Analyses (White vs. Non-White).....	83
Table 10.9 2022–2023 Machine-Scored FT Results of DIF Analyses (Hispanic vs. Non-Hispanic).....	84
Table 10.10 2022–2023 Machine-Scored FT Results of DIF Analyses (Asian vs. Non-Asian) .....	85
Table 10.11 2022–2023 Machine-Scored FT Results of DIF Analyses (SPED, IEP, or Section 504 Plan vs. Non-SPED, IEP, or Section 504 Plan).....	86

## List of Figures

Figure 5.1 Percentage of Students in Performance Levels* .....	33
Figure 5.2 Percentage of Students in Proficiency Levels.....	34
Figure 6.1 Cronbach’s Alpha by Domain and Overall .....	39
Figure 6.2 Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain .....	40
Figure 6.3 Marginal Reliability by Test* .....	42
Figure 6.4 Domain Classification Accuracy* .....	49
Figure 6.5 Domain Classification Consistency* .....	51
Figure 6.6 Proficiency Classification.....	53
Figure 8.1 CRS Page for State Overall Performance.....	<b>Error! Bookmark not defined.</b>
Figure 8.2 CRS Page for District Overall Performance .....	62
Figure 8.3 CRS Page for District Domain Performance .....	62
Figure 8.4 CRS Page for Student Report .....	63
Figure 8.5 CRS Page for Subgroup Report .....	65
Figure 8.6 Mock-up for Individual Student Report.....	66

## **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, referred to as 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; The ELPA21 summative assessment is called the Ohio English Language Proficiency Assessment (OELPA) in Ohio.

The Program conducted test development and item development for the summative ELP assessment (as part of a U.S. Department of Education [ED] grant) in 2013 and conducted 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.

The Program introduced the ELPA21 screener in 2017. The purpose of the screener was to determine students' eligibility for English language development services. The screener test items were drawn from the same item pools and were 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. Any EL who has not been reclassified, which happens when he/she achieves proficiency on the OELPA, should take the OELPA.

This technical report focuses on the 2022–2023 test administration, test form reliability, validity, scoring, reporting, and quality control. This technical report has two parts. Part I includes the following chapters that delineate different aspects of the 2022–2023 administration of the summative assessment:

- Chapter 1. Introduction
- Chapter 2. Test Administration
- Chapter 3. Scoring

- Chapter 4. Standard Setting
- Chapter 5. 2022–2023 Summary
- Chapter 6. Reliability
- Chapter 7. Validity
- Chapter 8. Reporting
- Chapter 9. Quality Control
- Chapter 10. Classical Item and Test Analyses
- Appendix Part I: Analysis for Summative Assessment—2022–2023 Summary

Part II includes the following chapters that delineate different aspects of the 2022–2023 administration of the screener assessment:

- Chapter 1. Introduction
- Chapter 2. Test Administration
- Chapter 3. 2022–2023 Summary
- Chapter 4. Reliability
- Chapter 5. Validity
- Chapter 6. Reporting
- Appendix Part II: Analysis for Screener Assessment—2022–2023 Summary

## Chapter 2. Test Administration

The 2022–2023 OELPA assessments included summative tests and screener tests. The Ohio English Language Proficiency Screener (OELPS) was used to identify students who qualified 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 were grade specific. The tests for grades 2 and above were grade-band tests. The tests did not have a time limit.

Each form of both assessments involved four domain tests: (1) reading, (2) writing, (3) listening, and (4) 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 2022–2023, the Ohio Department of Education (ODE) emphasized that districts and schools first and foremost should have been concerned about the safety of students and staff. Assessments should have occurred only if they could be safely administered. Safety may have been locally determined at the student, teacher, building, district, or county level, depending on the circumstances. Parental determination relative to safety was considered and respected.

The OELPA is critical to informing the services that schools must provide ELs. To support schools in meeting their obligation of annually assessing all ELs' English language proficiency with the OELPA, the 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 during January 30–March 24, 2023. For the OELPS screener assessment, the 2022–2023 testing window was scheduled during August 3, 2022–June 30, 2023.
- **Group Administration of the Speaking Test.** ODE allowed districts to administer the 2023 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 in groups as small as the testing window and scheduling allow. ODE recommends 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 this year's state testing is on ODE's Reset and Restart Education page:

<https://education.ohio.gov/getattachment/Topics/Reset-and-Restart/Reset-Restart-Guide.pdf.aspx?lang=en-US>

## 2.2 SUMMATIVE TESTS

The 2022–2023 summative assessment included one online form, one paper-pencil form, and one braille form. Each form had separate tests for the four language domains. There were no field-test items in the 2022–2023 summative tests.

Table 2.1–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	36	27	30	29	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	111	77	122	78	126	76	121

*Table 2.2 Number of Items and Score Points—Paper-Pencil 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	23
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 2022–2023 administrations, the *TAM* was developed to guide TAs in test administration for the summative test. The *TAM* includes the following content:

- 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 and practice tests are provided before and during the testing windows. Training/practice tests can be accessed through a nonsecure browser or the 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 into 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 (e.g., 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 the TA.

- 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 the 2022–2023 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 comprised all four domains. However, Ohio did not use the overall composite score or the comprehension score for any purpose.

### 3.1 ESTIMATING STUDENT ABILITY FOR SUMMATIVE ASSESSMENTS

The OELPA reported scale scores for each domain test, the overall scores for the whole test that included four domains, and the comprehension scores for the partial test that included reading and listening domains. Multidimensional item response theory (MIRT) was used to estimate domain scores. The bi-factor models were used to estimate the overall scores. The details of score estimations could be found in the *ELPA21 Scoring Specifications: School Year 2019–2020* (CRESST, 2019) document. ELPA21 uses a 2PL based MIRT model, so one-to-one correspondence between raw and scale scores is not possible. The MIRT model precluded one-to-one correspondence between domain raw and scale scores and allowed 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 2022–2023 OELPA summative tests are outlined in the following section.

### 3.2 SCORING RULES FOR SUMMATIVE ASSESSMENTS

The scoring rules applied to the 2022–2023 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 were scored as 0.
3. If a domain test was not attempted and the student was not marked as exempt in that domain, the domain score and performance level were set to N (domain not attempted).
4. If any domain tests were exempted before a student took his or her first test, they were left out of the computation of the overall scores. In this case, the score and performance level were set to E (domain exempted). If the exempted domain test was reading or listening, the test was left out of the computation of the comprehension score. 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 were exempted and the other domains were not attempted, the overall score was set to N.



### 3.3 THETA TO SCALE SCORE TRANSFORMATION

Students’ 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 3.4 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

The 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 Appendix Part I.

### 3.5 HANDSCORING

For the 2022–2023 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 locally scored. 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 1-, 2-, 3-, 4-, or 5-point rubrics. For handscoring, 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 the rater consistency statistics (percent exact agreement, percent 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 were performed by the same rater pool and occurred 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 to 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 or code that should have been assigned. Third reads were performed only for the summative and not for the screener. CAI used the results of the third read to provide ongoing feedback and training, as needed.

Scores from all reads (first read, as well as second and third reads, if applicable) were included in the item’s data file. CAI (with assistance from MI) 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 handscored items.

*Table 3.3 Nonscorable Condition Codes for Handscored 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 could be tied to the stimulus, the response 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, the score was marked as 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 nonscorable code of “B” should be given for responses with a technical difficulty (e.g., speaking too close to the microphone causing unintelligible speech or broken recording with speech cut up).

## **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 could 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 score (Cut 1), the student was classified as Performance Level 1. If a student scored at or above the first cut score but below the second cut score (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 score, the student was classified as Performance Level 5.

Table 4.5 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: (1) Emerging, (2) Progressing, and (3) 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 could not 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.

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

## Chapter 5. 2022–2023 Summary

The 2022–2023 student participation and performance statistics for the OELPA summative assessment are presented in this chapter and in the following tables in Sections 1–5 of the Appendix Part I:

- 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 performance level in each grade. Tables S1.1–S1.13 also present the number of students, minimum, maximum, mean, 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, mean, 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 (i.e., Emerging, Progressing, or Proficient).

### 5.1 2022–2023 STUDENT PARTICIPATION

Table 5.1 summarizes student participation in each mode of testing. One student tested with a braille form, 179 students tested with paper-pencil forms, and all other students tested with online forms. Table 5.2 shows student participation overall and by subgroups. It shows the number of students in each subgroup who took a particular test. Participation was up by about 9.5% compared to 2021–2022 due to the decreasing impact of the COVID-19 pandemic; instruction had recovered for a full year by the time the OELPA was given in 2023. Although some districts were still on remote or hybrid instruction during the 2023 OELPA administration window, more and more parents were willing to send their children to school when in-person instruction was available.

Generally, the number of students who participated in the 2022–2023 OELPA administration decreased as the grade level increased.

More male students than female students took the test. The greatest number of tested students were in the Hispanic or Latino group (30.3%–36.6%), followed by African American students (17.3%–21.2%) and Asian students (12.2%–23.2%). The percentage of students who had Individualized Education Programs (IEPs) increased from 5.8% to 18.9% between kindergarten and middle school, and dropped to 14.4% in high school. Between kindergarten and middle school, the percentages of students with specific learning disabilities increased from 0.3% to 11.9% and dropped to 9.2% in high school. Most students identified as having a speech or language impairment were in kindergarten (2.2%) and grade 1 (2.5%), while fewer students were identified as speech or language impairment in higher grades, including 2.1% in grade band 2–3, 1.3% in grade band 4–5, 0.4% in middle school, and 0.1% in high school.

Table 5.6 Student Participation by Test Mode

Grade	Total	Braille		Online		Paper	
		N	%	N	%	N	%
<b>K</b>	10,580	0	0.00	10,536	99.58	44	0.42
<b>1</b>	10,578	0	0.00	10,537	99.61	41	0.39
<b>2</b>	8,611	0	0.00	8,569	99.51	42	0.49
<b>3</b>	7,275	0	0.00	7,263	99.84	12	0.16
<b>4</b>	6,077	0	0.00	6,060	99.72	17	0.28
<b>5</b>	5,110	0	0.00	5,105	99.90	5	0.10
<b>6</b>	4,648	0	0.00	4,645	99.94	3	0.06
<b>7</b>	3,909	0	0.00	3,904	99.87	5	0.13
<b>8</b>	4,059	0	0.00	4,051	99.80	8	0.20
<b>9</b>	5,047	0	0.00	5,047	100.00	0	0.00
<b>10</b>	4,308	0	0.00	4,308	100.00	0	0.00
<b>11</b>	3,296	0	0.00	3,294	99.94	2	0.06
<b>12</b>	2,579	1	0.04	2,578	99.96	0	0.00
<b>Total</b>	76,077	1	0.00	75,897	99.76	179	0.24



Table 5.7 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>		10,580	100.0	10,578	100.0	15,886	100.0	11,187	100.0	12,616	100.0	15,230	100.0
<b>Grade</b>	<b>K</b>	10,580	100.0										
	<b>1</b>			10,578	100.0								
	<b>2</b>					8,611	54.2						
	<b>3</b>					7,275	45.8						
	<b>4</b>							6,077	54.3				
	<b>5</b>							5,110	45.7				
	<b>6</b>									4,648	36.8		
	<b>7</b>									3,909	31.0		
	<b>8</b>									4,059	32.2		
	<b>9</b>											5,047	33.1
	<b>10</b>											4,308	28.3
	<b>11</b>											3,296	21.6

Subgroup	Status	K		1		2–3		4–5		6–8		9–12	
		N	%	N	%	N	%	N	%	N	%	N	%
	<b>12</b>											2,579	16.9
<b>Gender</b>	<b>Female</b>	4,982	47.1	4,998	47.2	7,431	46.8	5,042	45.1	5,524	43.8	6,628	43.5
	<b>Male</b>	5,336	50.4	5,370	50.8	8,165	51.4	5,979	53.4	6,918	54.8	8,401	55.2
	<b>Missing</b>	262	2.5	210	2.0	290	1.8	166	1.5	174	1.4	201	1.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	41	0.4	34	0.3	52	0.3	32	0.3	42	0.3	50	0.3
	<b>Asian</b>	2,457	23.2	2,280	21.6	3,019	19.0	1,699	15.2	1,587	12.6	1,864	12.2
	<b>Black or African American</b>	1,841	17.4	1,831	17.3	3,012	19.0	2,153	19.2	2,442	19.4	3,223	21.2
	<b>Hispanic or Latino</b>	3,316	31.3	3,423	32.4	4,868	30.6	3,535	31.6	3,822	30.3	5,569	36.6
	<b>Native Hawaiian or Other Pacific Islander</b>	55	0.5	56	0.5	70	0.4	48	0.4	83	0.7	94	0.6
	<b>Two or More Races</b>	1,192	11.3	1,355	12.8	2,515	15.8	2,169	19.4	2,912	23.1	2,453	16.1
	<b>White</b>	1,604	15.2	1,538	14.5	2,282	14.4	1,516	13.6	1,691	13.4	1,886	12.4
	<b>Other/Unknown</b>	74	0.7	61	0.6	68	0.4	35	0.3	37	0.3	91	0.6

Subgroup	Status	K		1		2–3		4–5		6–8		9–12	
		N	%	N	%	N	%	N	%	N	%	N	%
Other	Gifted			20	0.2	51	0.3	39	0.3	59	0.5	42	0.3
	Home Schooled			1	0.0								
	IEP	610	5.8	694	6.6	1,551	9.8	1,786	16.0	2,381	18.9	2,194	14.4
	Migrant	21	0.2	22	0.2	37	0.2	43	0.4	59	0.5	92	0.6
Primary Disability	Autism	205	1.9	195	1.8	304	1.9	205	1.8	181	1.4	98	0.6
	Developmental delay	6	0.1	7	0.1	16	0.1	6	0.1	28	0.2	30	0.2
	Emotional disturbance	1	0.0	8	0.1	20	0.1	14	0.1	48	0.4	48	0.3
	Hearing Impaired	7	0.1	6	0.1	22	0.1	25	0.2	29	0.2	35	0.2
	Intellectual Disability	18	0.2	19	0.2	70	0.4	108	1.0	158	1.3	162	1.1
	Multiple disabilities	18	0.2	24	0.2	44	0.3	57	0.5	62	0.5	64	0.4
	Orthopedic impairment	3	0.0	4	0.0	12	0.1	6	0.1	12	0.1	9	0.1
	Other health impairment	73	0.7	94	0.9	230	1.4	252	2.3	327	2.6	309	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>	35	0.3	66	0.6	522	3.3	965	8.6	1,496	11.9	1,406	9.2
	<b>Speech or language impairment</b>	237	2.2	269	2.5	329	2.1	145	1.3	45	0.4	17	0.1
	<b>Traumatic brain injury</b>	1	0.0	2	0.0	4	0.0	4	0.0	9	0.1	22	0.1
	<b>Visual impairment</b>	2	0.0	1	0.0	6	0.0	4	0.0	6	0.0	7	0.0

## **5.2 2022–2023 STUDENT SCALE SCORE AND PERFORMANCE SUMMARY**

Student performance in the 2022–2023 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 bands (i.e., grades 2–3, 4–5, 6–8, and 9–12). In general, the mean scale scores increased as grades increased 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 and Table 5.8 display the percentage of students in each performance level in each grade and domain (refer to Section 4 in Appendix Part I for a disaggregated summary). In addition, Table 5.9 shows the percentage of students in each overall proficiency level in each grade. The percentages of students by performance level on each domain test and by overall proficiency level are also plotted in Figures 5.1 and 5.2, respectively. Section 5 in Appendix Part I displays the percentage of students by proficiency level and by gender, ethnicity, and other subgroups.

For both reading and writing, Figure 5.1 shows that most students were in Performance Level 3 except for kindergarten and grade 1 and 9 writing and grade 9 reading tests. More grades 3–12 students earned Performance Levels 1 or 2 than Performance Levels 4 or 5 in reading and writing, while more grades 2–6 students earned Performance Levels 4 or 5 than Performance Levels 1 or 2 in listening and speaking. An untested domain is counted as Level 1 for the purpose of overall performance, so a student with one or more untested domains cannot be proficient.

Figure 5.2 and Table 5.9 show that most students were in the Progressing category in all grades (58.7%–73.3%). The percentage of students who were proficient increased from kindergarten to grade 2, then consistently decreased until grade 9, then slightly increased to grade 12. The percentage of students in the Emerging category decreased from kindergarten to grade 2, then increased with fluctuations until grade 9, and then consistently decreased to grade 12.

Table 5.8 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>	10,580	7 (0.1%)	30 (0.3%)	76 (0.7%)	51 (0.5%)	91 (0.9%)	66 (0.6%)	82 (0.8%)	66 (0.6%)
<b>1</b>	10,578	7 (0.1%)	16 (0.2%)	80 (0.8%)	37 (0.3%)	96 (0.9%)	48 (0.5%)	86 (0.8%)	42 (0.4%)
<b>2</b>	8,611	2 (0.0%)	21 (0.2%)	79 (0.9%)	37 (0.4%)	72 (0.8%)	43 (0.5%)	76 (0.9%)	38 (0.4%)
<b>3</b>	7,275	5 (0.1%)	6 (0.1%)	91 (1.3%)	26 (0.4%)	61 (0.8%)	29 (0.4%)	83 (1.1%)	30 (0.4%)
<b>4</b>	6,077	4 (0.1%)	22 (0.4%)	87 (1.4%)	42 (0.7%)	52 (0.9%)	28 (0.5%)	71 (1.2%)	37 (0.6%)
<b>5</b>	5,110	5 (0.1%)	5 (0.1%)	80 (1.6%)	29 (0.6%)	46 (0.9%)	33 (0.6%)	76 (1.5%)	31 (0.6%)
<b>6</b>	4,648	5 (0.1%)	12 (0.3%)	78 (1.7%)	25 (0.5%)	39 (0.8%)	27 (0.6%)	68 (1.5%)	28 (0.6%)
<b>7</b>	3,909	4 (0.1%)	14 (0.4%)	58 (1.5%)	20 (0.5%)	28 (0.7%)	26 (0.7%)	43 (1.1%)	22 (0.6%)
<b>8</b>	4,059	2 (0.0%)	11 (0.3%)	65 (1.6%)	32 (0.8%)	29 (0.7%)	38 (0.9%)	51 (1.3%)	45 (1.1%)
<b>9</b>	5,047	5 (0.1%)	22 (0.4%)	33 (0.7%)	47 (0.9%)	23 (0.5%)	62 (1.2%)	29 (0.6%)	67 (1.3%)
<b>10</b>	4,308	6 (0.1%)	20 (0.5%)	30 (0.7%)	35 (0.8%)	19 (0.4%)	40 (0.9%)	28 (0.6%)	41 (1.0%)
<b>11</b>	3,296	5 (0.2%)	18 (0.5%)	20 (0.6%)	25 (0.8%)	16 (0.5%)	35 (1.1%)	19 (0.6%)	37 (1.1%)
<b>12</b>	2,579	6 (0.2%)	8 (0.3%)	20 (0.8%)	15 (0.6%)	19 (0.7%)	22 (0.9%)	20 (0.8%)	20 (0.8%)

Table 5.9 Scale Score Summary—Listening and Reading\*

Grade	Listening					Reading				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	10,543	233	544.9	745	77.1	10,453	247	546.5	740	73.1
<b>1</b>	10,555	233	546.3	711	76.7	10,461	235	536.4	759	82.1
<b>2</b>	8,588	221	526.1	705	70.2	8,495	225	513.7	731	72.5
<b>3</b>	7,264	221	547.2	734	76.9	7,158	225	544.9	765	80.9
<b>4</b>	6,051	216	505.7	720	73.7	5,948	227	508.4	734	70.2
<b>5</b>	5,100	257	517.4	716	77.9	5,001	258	525.5	730	74.5
<b>6</b>	4,631	222	504.5	737	70.3	4,545	239	509.6	740	62.4
<b>7</b>	3,891	222	511.5	760	76.0	3,831	239	518.2	762	67.5
<b>8</b>	4,046	262	526.5	758	84.9	3,962	324	535.3	750	75.8
<b>9</b>	5,020	249	506.5	725	77.9	4,967	257	508.1	735	70.0
<b>10</b>	4,282	249	524.0	722	78.6	4,243	257	523.2	733	72.8
<b>11</b>	3,273	302	544.6	760	74.7	3,251	348	540.1	764	72.5
<b>12</b>	2,565	302	549.9	734	72.1	2,544	301	544.3	747	71.1

\* Scale scores cannot be compared across grade bands.

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

Table 5.10 Scale Score Summary—Speaking and Writing\*

Grade	Speaking					Writing				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	10,423	285	564.1	744	89.9	10,432	302	532.2	718	77.1
<b>1</b>	10,434	263	563.1	736	78.0	10,450	238	528.8	741	87.7
<b>2</b>	8,496	251	535.5	731	75.4	8,497	231	507.3	731	78.8
<b>3</b>	7,185	251	555.4	751	83.2	7,162	231	539.4	764	85.5
<b>4</b>	5,997	235	532.2	727	76.8	5,969	222	501.2	718	77.2
<b>5</b>	5,031	250	538.5	734	80.8	5,003	254	517.6	726	79.9
<b>6</b>	4,582	260	530.3	748	78.3	4,552	235	499.3	731	77.0
<b>7</b>	3,855	260	532.5	730	84.0	3,844	235	507.8	768	82.9
<b>8</b>	3,992	303	542.7	759	89.7	3,963	310	522.3	766	90.7
<b>9</b>	4,962	300	528.1	720	80.6	4,951	261	495.8	706	85.6
<b>10</b>	4,249	300	545.9	719	75.8	4,239	261	514.6	706	82.1
<b>11</b>	3,245	342	565.5	731	67.8	3,240	335	534.6	767	75.9
<b>12</b>	2,538	325	571.4	716	65.3	2,539	300	539.7	709	71.1

\* Scale scores cannot be compared across grade bands.

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



Table 5.11 Scale Score Summary—Comprehension and Overall\*

Grade	Comprehension					Overall				
	N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>K</b>	10,556	3361	5448.8	6776	531.9	10,580	3160	5467.0	7023	587.6
<b>1</b>	10,566	3387	5440.5	6698	548.9	10,578	2967	5443.0	7032	625.1
<b>2</b>	8,604	3264	5291.6	6801	521.3	8,611	2934	5255.4	6905	573.5
<b>3</b>	7,267	3264	5480.4	6685	578.6	7,275	2934	5467.3	7150	636.1
<b>4</b>	6,069	3273	5195.1	6817	532.2	6,077	2877	5192.0	6869	580.4
<b>5</b>	5,105	3462	5303.0	6817	568.8	5,110	3134	5297.3	6882	612.1
<b>6</b>	4,641	3323	5186.3	6967	481.2	4,648	2993	5183.6	6997	558.1
<b>7</b>	3,906	3323	5244.3	6860	519.2	3,909	2993	5238.2	7084	603.0
<b>8</b>	4,056	3515	5364.7	6967	590.2	4,059	3521	5351.7	7150	667.9
<b>9</b>	5,040	3470	5200.0	7085	533.8	5,047	3220	5173.4	6851	611.2
<b>10</b>	4,297	3470	5315.9	7171	561.4	4,308	3220	5313.7	6825	601.3
<b>11</b>	3,288	3733	5452.1	7171	554.3	3,296	3835	5470.7	7032	561.4
<b>12</b>	2,574	3733	5485.4	7171	546.6	2,579	3531	5510.2	6848	540.1

\* Scale scores cannot be compared across grade bands.

Table 5.12 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>	10,543	16.0	15.5	48.5	9.3	10.6	10,453	16.8	18.2	36.9	12.8	15.3
<b>1</b>	10,555	10.3	6.2	29.2	24.8	29.6	10,461	27.1	17.1	28.2	12.1	15.4
<b>2</b>	8,588	7.0	5.2	24.9	30.8	32.0	8,495	24.4	16.1	29.1	15.2	15.3
<b>3</b>	7,264	7.0	5.5	25.0	33.4	29.0	7,158	30.3	15.2	28.8	14.7	10.9
<b>4</b>	6,051	10.0	6.8	21.2	38.8	23.3	5,948	24.3	14.4	31.7	17.7	11.8
<b>5</b>	5,100	12.4	8.9	13.4	43.4	22.0	5,001	24.3	16.1	37.0	14.6	8.0
<b>6</b>	4,631	10.7	8.3	25.2	34.0	21.7	4,545	24.6	18.2	37.5	12.5	7.2
<b>7</b>	3,891	17.4	13.2	36.2	20.3	12.9	3,831	33.4	24.8	32.2	6.3	3.3
<b>8</b>	4,046	17.3	11.5	32.8	21.8	16.6	3,962	31.8	21.8	37.9	5.3	3.2
<b>9</b>	5,020	29.2	13.3	33.9	14.9	8.6	4,967	43.9	21.8	29.5	2.9	2.0
<b>10</b>	4,282	22.7	12.6	33.0	17.7	14.0	4,243	36.3	21.5	34.1	4.9	3.2
<b>11</b>	3,273	13.4	12.0	33.8	20.8	20.1	3,251	27.1	22.5	38.4	7.0	5.0
<b>12</b>	2,565	11.0	12.0	33.1	22.6	21.4	2,544	25.2	21.6	41.0	6.8	5.3
<b>Total</b>	75,809	13.4	9.6	30.5	25.4	21.2	74,859	27.2	18.3	33.0	11.4	10.0

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

Table 5.13 Percentage of Students by Performance Level—Speaking and Writing\*

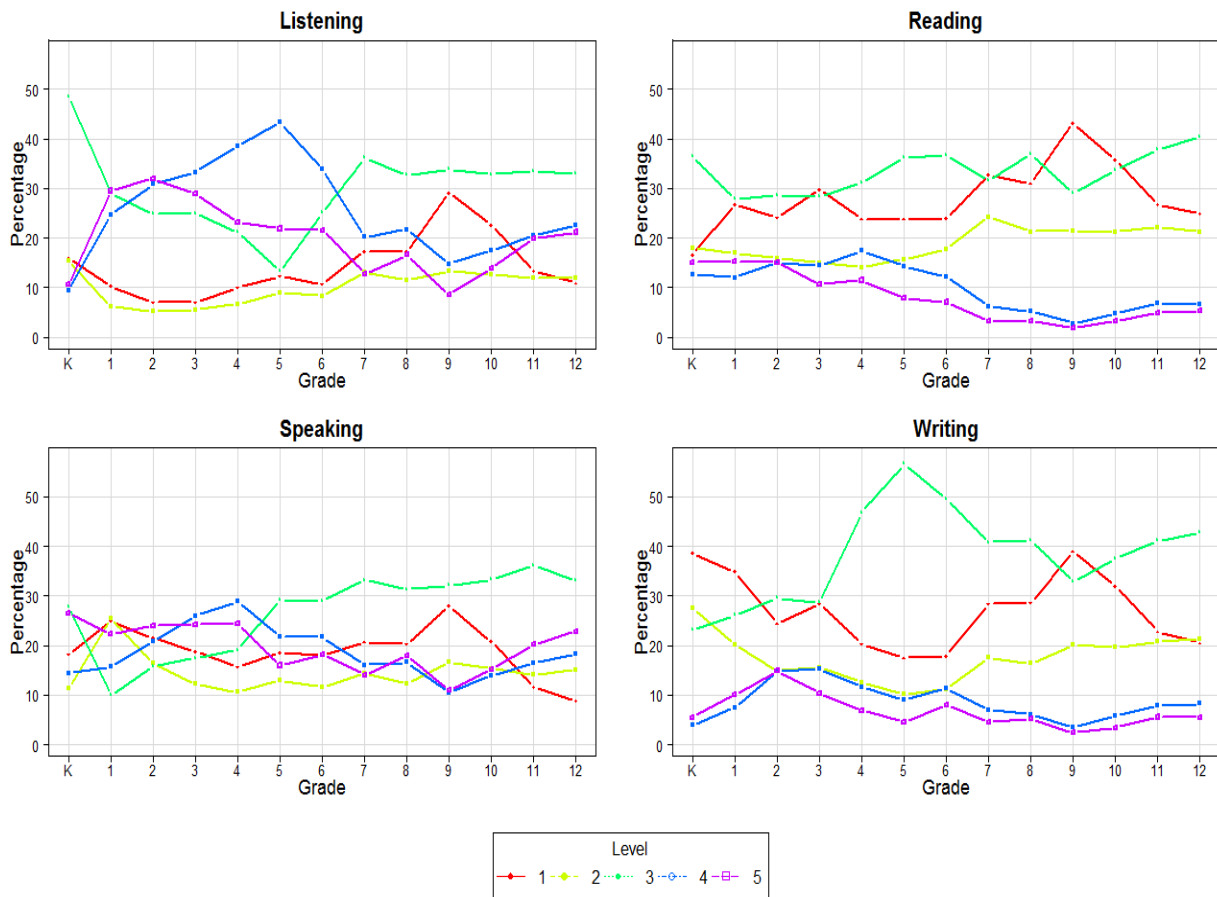
Grade	Speaking						Writing					
	N	1	2	3	4	5	N	1	2	3	4	5
<b>K</b>	10,423	18.5	11.5	28.3	14.7	27.0	10,432	39.1	27.9	23.4	4.0	5.6
<b>1</b>	10,434	25.4	25.8	10.1	16.0	22.7	10,450	35.3	20.5	26.4	7.6	10.2
<b>2</b>	8,496	21.8	16.7	16.0	21.1	24.4	8,497	24.8	15.1	30.0	15.0	15.1
<b>3</b>	7,185	19.0	12.3	17.8	26.3	24.5	7,162	28.9	15.9	29.1	15.6	10.5
<b>4</b>	5,997	15.9	10.7	19.4	29.3	24.7	5,969	20.6	12.8	47.7	11.8	7.0
<b>5</b>	5,031	18.8	13.1	29.6	22.2	16.3	5,003	17.8	10.4	57.8	9.2	4.7
<b>6</b>	4,582	18.3	11.8	29.4	22.0	18.5	4,552	18.3	11.4	50.6	11.5	8.1
<b>7</b>	3,855	21.0	14.7	33.7	16.3	14.3	3,844	28.9	17.9	41.5	7.1	4.6
<b>8</b>	3,992	20.6	12.5	31.8	16.9	18.2	3,963	29.2	16.8	42.3	6.3	5.4
<b>9</b>	4,962	28.5	17.0	32.7	10.7	11.1	4,951	39.8	20.6	33.5	3.7	2.5
<b>10</b>	4,249	21.1	15.6	33.7	14.2	15.4	4,239	32.5	19.9	38.2	5.9	3.5
<b>11</b>	3,245	11.8	14.4	36.7	16.7	20.5	3,240	23.2	21.2	41.8	8.1	5.7
<b>12</b>	2,538	9.1	15.3	33.6	18.7	23.2	2,539	20.8	21.7	43.4	8.5	5.6
<b>Total</b>	74,989	20.1	15.3	24.4	19.0	21.2	74,841	29.1	18.3	35.9	9.0	7.6

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

Table 5.14 Percentage of Students by Overall Proficiency Level

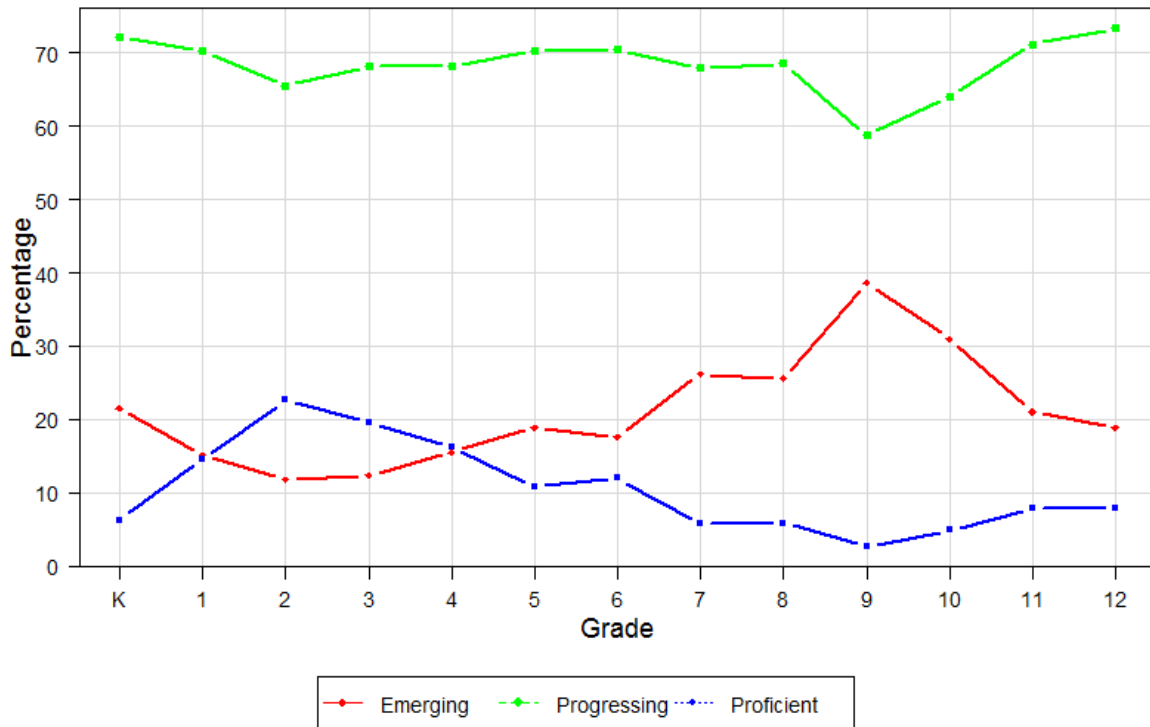
Grade	N	Emerging	Progressing	Proficient
<b>K</b>	10,580	21.5	72.2	6.3
<b>1</b>	10,578	15.1	70.3	14.5
<b>2</b>	8,611	11.8	65.5	22.6
<b>3</b>	7,275	12.4	68.1	19.6
<b>4</b>	6,077	15.5	68.2	16.3
<b>5</b>	5,110	18.9	70.3	10.8
<b>6</b>	4,648	17.6	70.4	12.0
<b>7</b>	3,909	26.2	67.9	5.8
<b>8</b>	4,059	25.6	68.5	5.9
<b>9</b>	5,047	38.6	58.7	2.7
<b>10</b>	4,308	31.0	64.0	4.9
<b>11</b>	3,296	21.0	71.2	7.8
<b>12</b>	2,579	18.9	73.3	7.8
<b>Total</b>	76,077	17.7	68.4	11.8

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 2022–2023 TESTING TIME FOR ONLINE TESTS

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

Table 5.15 Testing Time for the 2022–2023 Online Summative Tests

Grade/Grade Band	N	N of Items	Testing Time (Minutes)								
			Min	P10	P25	P50	P75	P90	Max	Mean	SD
K	10,285	81	5.0	37.2	42.9	51.1	62.0	75.0	194.8	54.3	16.9
1	10,330	83	13.1	40.8	46.6	54.9	65.3	78.2	231.0	57.8	16.4
2–3	15,486	78	3.6	50.2	59.7	72.5	89.9	111.5	307.8	77.8	27.2
4–5	10,840	77	13.1	54.1	65.1	81.3	102.8	128.8	372.4	87.7	33.3
6–8	12,175	78	4.5	62.9	79.5	103.9	140.4	186.6	562.4	117.2	56.6
9–12	14,778	76	6.9	62.2	83.7	114.3	155.6	203.0	683.6	126.0	60.9

## 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 following are the conventional approaches used:

- 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 obtain a high score 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, as this 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 versions (i.e., 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. Internal consistency assesses the correlation/covariance between multiple items in a test that are intended to measure the same construct. There are several other statistical methods based on this idea such as: 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, as shown in the following formula:

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

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 (uniform) errors assumed in classical test theory, 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 score, 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 score, and have less information at the tails of the score distribution.

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

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



- inter-rater analysis.

The following sections describe the methods used in the computation. The results for the 2022–2023 OELPA summative assessment are provided in this chapter and Sections 6–8 in 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

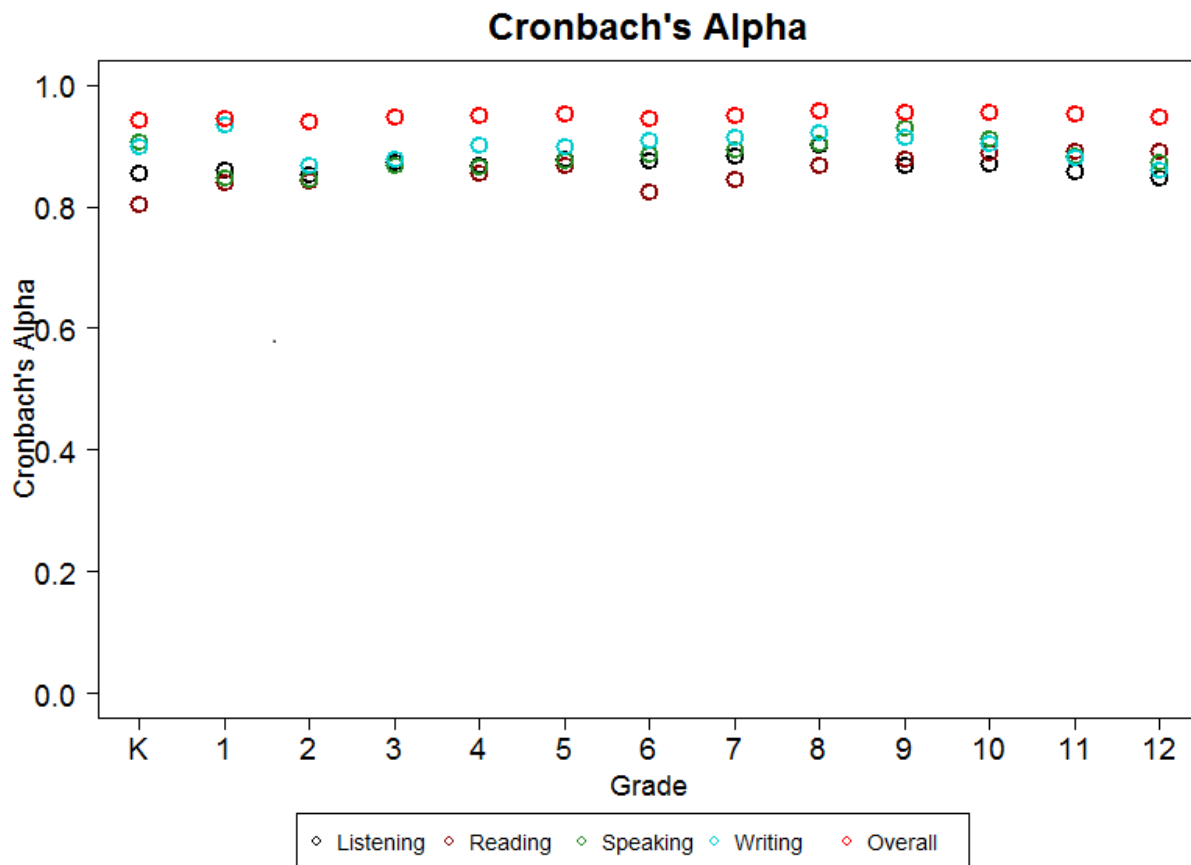
Cronbach’s alpha (Cronbach & Shavelson, 2004) is used to assess the internal consistency of items in each test for each domain. In other words, Cronbach’s alpha refers to the extent to which the coefficient is a consistent measure of a concept; in this case, each domain. A high Cronbach’s alpha coefficient 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 small examinee count.

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 is computed using the items from that domain. The reading domain in kindergarten has the lowest alpha coefficient, 0.81. According to Nunnally (1978), 0.7 is the minimum acceptable alpha coefficient, so all domain tests meet the minimum acceptable requirement.

Table 6.16 Cronbach's Alpha

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

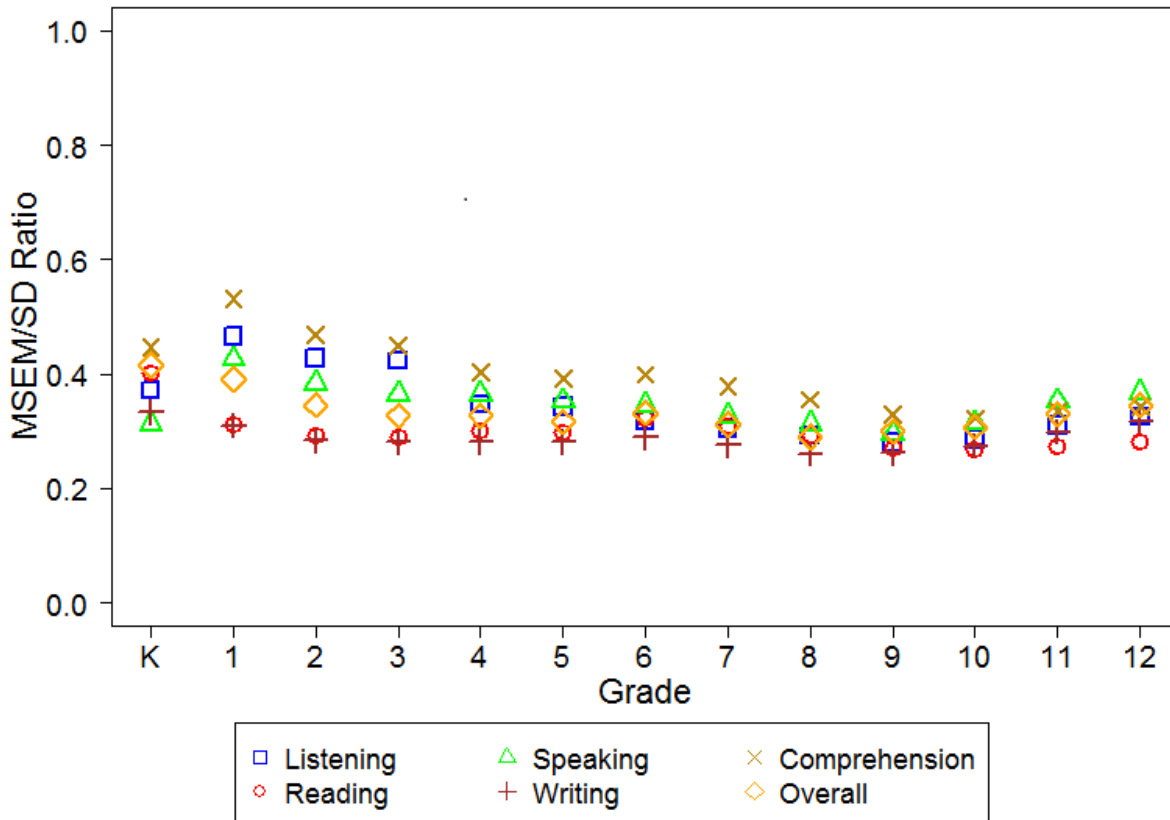
Figure 6.3 Cronbach's Alpha by Domain and Overall



## 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 SEMs 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  $\bar{\rho} = 1 - \frac{\bar{\sigma}_{error}^2}{\sigma_{total}^2}$ , (refer to Section 6.3, Marginal Reliability and Conditional Standard Error of Measurement), and the test MSEM are inversely related. The ratio of MSEM and the standard deviation of scale scores 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 6.4 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.

### 6.3 MARGINAL RELIABILITY AND CONDITIONAL STANDARD ERROR OF MEASUREMENT

Marginal reliability (Sireci, Thissen, & Wainer, 1991) assesses scoring precision and 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 variances. While Cronbach's alpha was computed using item-level scores, marginal reliability was estimated by using 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.

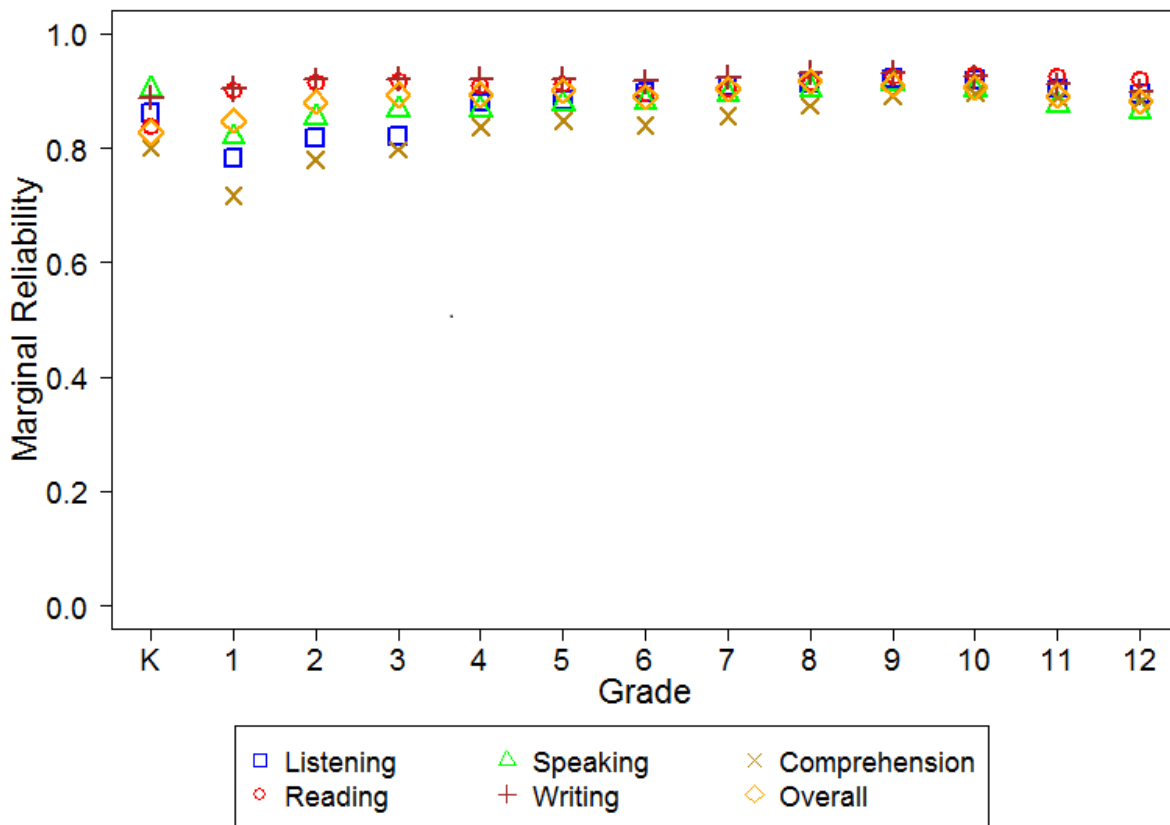
The maximum value for marginal reliability is 1. A higher reliability coefficient indicates greater scoring precision. The marginal reliability for the 2022–2023 OELPA summative tests is presented in Table 6.2 and Figure 6.3. The marginal reliabilities by domain are obtained using the domain scores based on the MIRT models, and the overall/comprehension marginal reliabilities are 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 (grades 1–2). The reliability for the speaking domain in the middle and high school tests are lower than the other domains. All the reliability indices at domain level are above 0.8, except for the listening domain in grade 1. 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 are excluded from the plots of marginal reliability by groups.

*Table 6.17 Marginal Reliability\**

Grade	N	Listening	Reading	Speaking	Writing	Comprehension	Overall
<b>K</b>	10,371	.86	.84	.90	.89	.80	.83
<b>1</b>	10,392	.78	.90	.82	.90	.72	.85
<b>2</b>	8,442	.82	.92	.85	.92	.78	.88
<b>3</b>	7,116	.82	.92	.87	.92	.80	.89
<b>4</b>	5,907	.88	.91	.87	.92	.84	.89
<b>5</b>	4,971	.88	.91	.88	.92	.85	.90
<b>6</b>	4,520	.90	.90	.88	.92	.84	.89
<b>7</b>	3,798	.91	.90	.89	.92	.86	.90
<b>8</b>	3,923	.91	.91	.90	.93	.87	.92
<b>9</b>	4,891	.92	.93	.91	.93	.89	.91
<b>10</b>	4,199	.92	.93	.90	.92	.90	.91
<b>11</b>	3,216	.90	.92	.88	.91	.89	.89
<b>12</b>	2,521	.89	.92	.86	.90	.88	.88

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

Figure 6.5 Marginal Reliability by Test\*



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

## 6.4 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 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 test takers' 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 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 agree exactly 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 classification consistency 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 levels with a smaller standard error.

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

In general, the classification accuracy and classification consistency 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 distribution 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  $\widehat{\theta}_i$  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 classification accuracy and classification consistency 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 classification accuracy for the cut score  $c_l$  ( $l = 1, \dots, L - 1$ ) 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 classification accuracy for a single cut score (e.g., the classification accuracy at cut score 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 score 2 at both expected and observed levels and in green ( $\sum_{k,m=l+1}^L n_{akm}$ ) assigned in the levels above cut score 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 classification consistency using  $p_{il}$ , similar to CA, a similar  $L \times L$  table is constructed by assuming the test is independently administered twice 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 classification consistency for the cut score  $c_l$  ( $l = 1, \dots, L - 1$ ) is:

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

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

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

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

The classification accuracy and classification consistency indices are affected by the interaction of the magnitude of  $se(\theta)$ , the distance between adjacent cut scores, the location of the cut scores on the ability scale, and the proportion of students around a cut point. The larger the  $se(\theta)$ , the closer the two adjacent cut scores, 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 score are presented in Table 6.4 and Figure 6.4, as well as Table 6.5 and Figure 6.5. Classification consistency rates can be lower than classification accuracy because classification consistency is based on two tests with measurement errors, while classification accuracy is based on one test with a measurement error and the estimated true score. The classification accuracy and classification consistency rates for each performance level are higher for the levels with a smaller standard error. Also, the classification accuracy and classification consistency indices for the overall proficiency categories are lower than that of each performance level due to multiple cut scores. For each cut score, all classification accuracies are above 0.82 and all classification consistencies are above 0.76. In listening and speaking, both

indices for cut score 3 and/or cut score 4 are relatively lower in elementary 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 classification accuracies and classification consistencies are above 0.84 for overall and above 0.87 for each proficiency-level cut score. The classification accuracy indices for proficiency cut score 1 are equal or higher than those for cut score 2 in all grades except for grades K, 9, and 10. The classification consistency indices for proficiency cut score 1 are equal or higher than those for cut score 2 in all grades except for grades K, 7, 9, and 10.

*Table 6.18 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
<b>K</b>	.72	.67	.69	.77	.63	.57	.60	.68
<b>1</b>	.63	.72	.57	.73	.54	.63	.50	.65
<b>2</b>	.68	.72	.59	.73	.58	.63	.50	.64
<b>3</b>	.68	.72	.59	.71	.57	.64	.51	.62
<b>4</b>	.73	.73	.61	.77	.63	.63	.52	.69
<b>5</b>	.73	.74	.60	.80	.63	.65	.51	.74
<b>6</b>	.74	.73	.63	.77	.65	.63	.54	.69
<b>7</b>	.73	.77	.65	.75	.64	.68	.55	.67
<b>8</b>	.73	.79	.67	.77	.65	.71	.58	.69
<b>9</b>	.76	.84	.72	.80	.67	.77	.64	.72
<b>10</b>	.74	.82	.69	.77	.65	.75	.60	.69
<b>11</b>	.72	.79	.67	.74	.63	.71	.57	.65
<b>12</b>	.71	.78	.66	.73	.61	.71	.56	.64

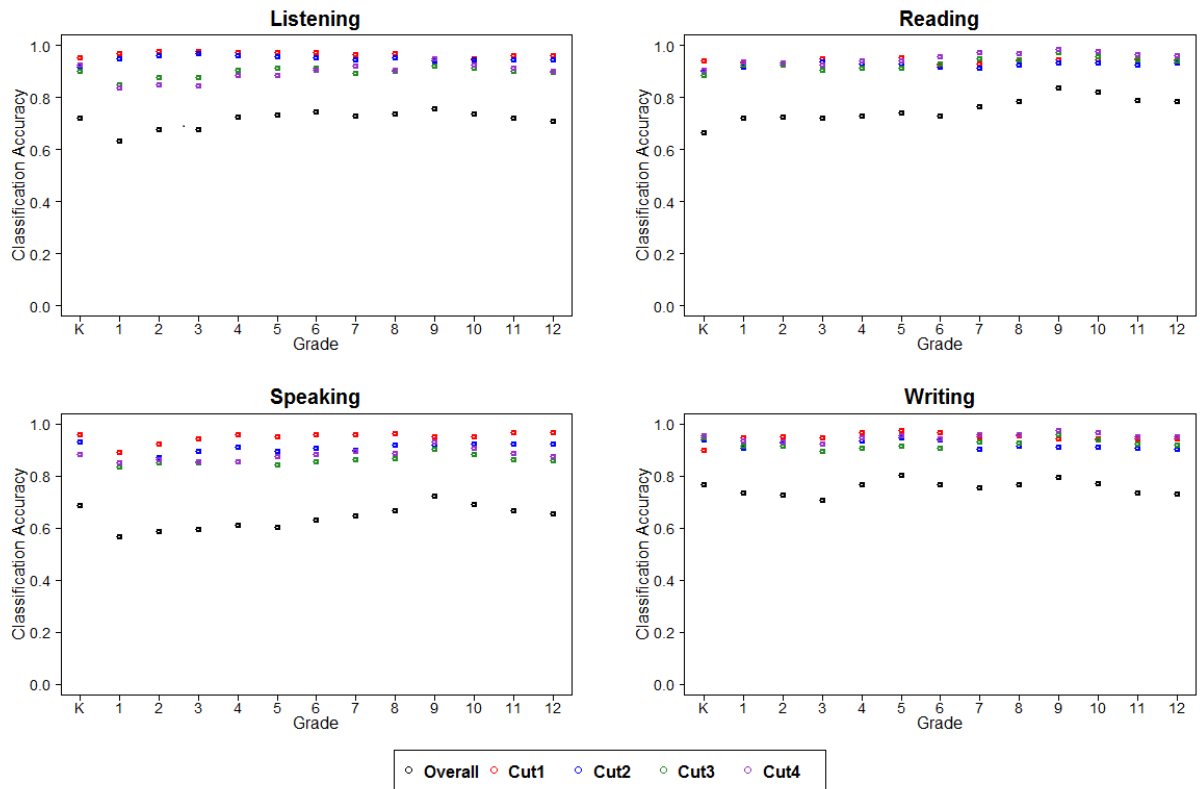
Table 6.19 Classification Accuracy for Each Cut Score\*

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>	.95	.92	.90	.92	.94	.90	.89	.91	.96	.93	.88	.88	.90	.94	.95	.96
<b>1</b>	.97	.95	.85	.83	.93	.92	.92	.94	.89	.83	.83	.85	.95	.91	.92	.93
<b>2</b>	.97	.96	.88	.85	.93	.92	.93	.93	.92	.87	.85	.86	.95	.93	.91	.93
<b>3</b>	.98	.97	.88	.84	.95	.93	.90	.92	.94	.89	.85	.85	.95	.92	.90	.92
<b>4</b>	.97	.96	.90	.89	.94	.93	.91	.94	.96	.91	.85	.85	.97	.94	.91	.95
<b>5</b>	.97	.96	.91	.88	.95	.93	.91	.94	.95	.89	.84	.88	.98	.95	.92	.95
<b>6</b>	.97	.95	.91	.90	.92	.92	.93	.96	.96	.91	.85	.88	.97	.94	.91	.94
<b>7</b>	.96	.94	.89	.92	.93	.91	.95	.97	.96	.90	.86	.90	.95	.90	.93	.96
<b>8</b>	.97	.95	.90	.91	.94	.92	.94	.97	.96	.92	.86	.89	.95	.92	.93	.96
<b>9</b>	.95	.94	.92	.95	.94	.93	.97	.99	.95	.92	.90	.93	.94	.91	.96	.98
<b>10</b>	.95	.94	.91	.93	.95	.93	.96	.98	.95	.92	.88	.91	.94	.91	.94	.97
<b>11</b>	.96	.94	.90	.91	.95	.93	.94	.96	.97	.92	.86	.89	.94	.91	.92	.95
<b>12</b>	.96	.94	.90	.90	.94	.93	.94	.96	.97	.92	.86	.88	.94	.90	.92	.95

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

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

Figure 6.6 Domain Classification Accuracy\*



\* Domain tests with 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.

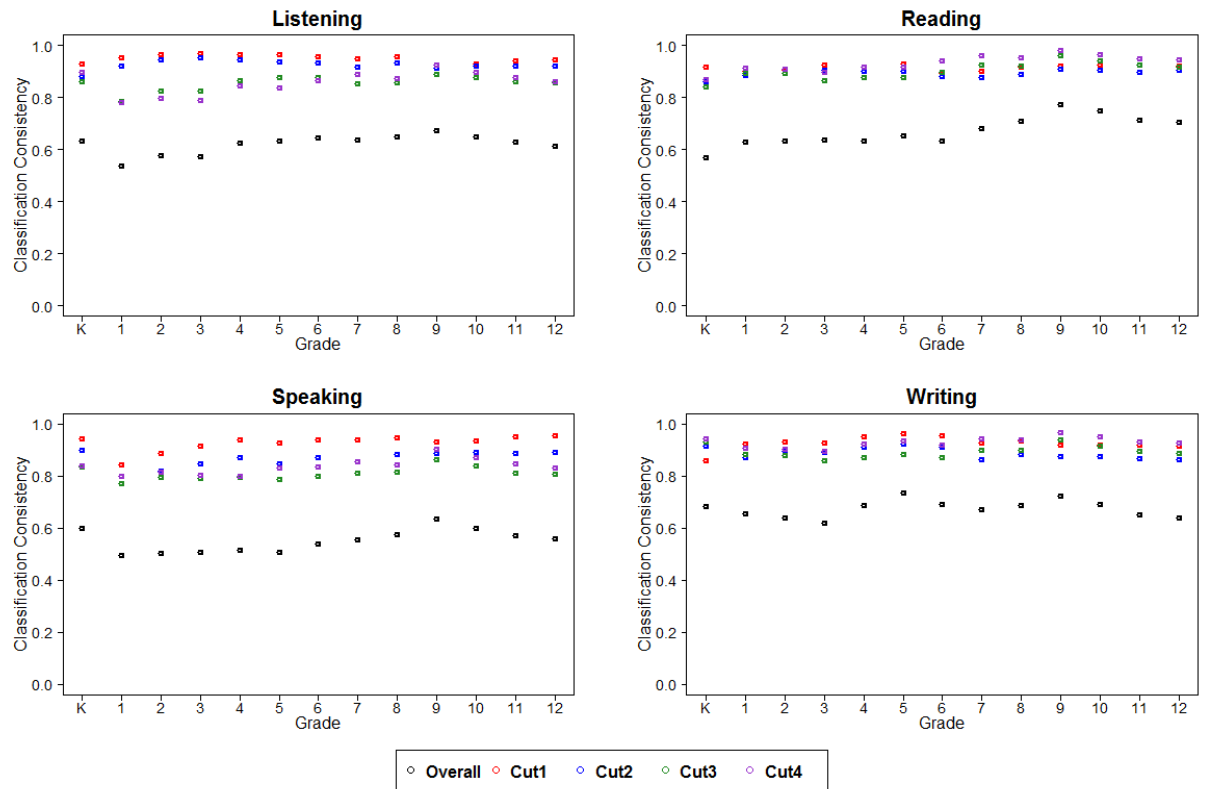
Table 6.20 Classification Consistency for Each Cut Score\*

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

\* Domain tests with 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 6.7 Domain Classification Consistency\*



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

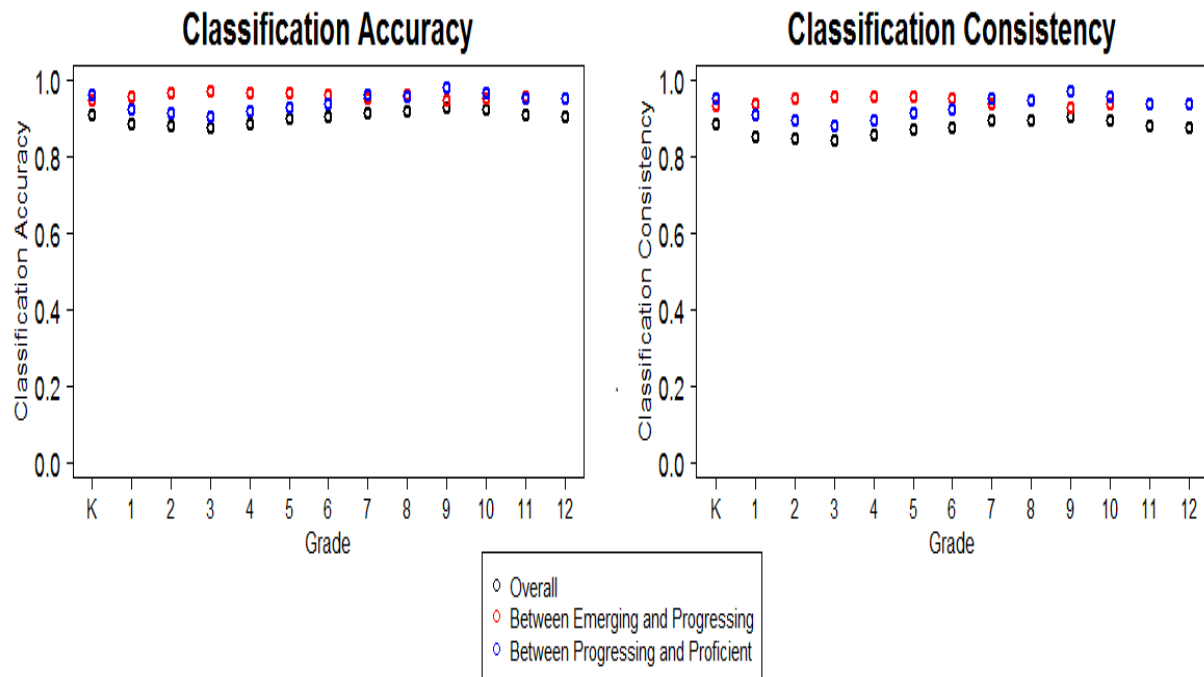
\* Cut scores 1–4 fall between Performance Levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

Table 6.21 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
<b>K</b>	.91	.95	.96	.89	.93	.95
<b>1</b>	.89	.96	.93	.85	.94	.91
<b>2</b>	.88	.97	.92	.85	.96	.90
<b>3</b>	.88	.97	.91	.85	.96	.88
<b>4</b>	.89	.97	.92	.86	.96	.90
<b>5</b>	.90	.97	.93	.88	.96	.92
<b>6</b>	.91	.97	.94	.88	.95	.92
<b>7</b>	.92	.96	.96	.90	.94	.95
<b>8</b>	.92	.96	.96	.90	.95	.95
<b>9</b>	.93	.95	.98	.91	.93	.98
<b>10</b>	.92	.95	.97	.90	.94	.96
<b>11</b>	.91	.96	.95	.88	.94	.94
<b>12</b>	.91	.95	.95	.88	.94	.94



Figure 6.8 Proficiency Classification



## 6.5 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 holistically scored 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 randomly selected for second reads and scored by raters who were not aware of the score assigned by the first rater or even that the response had been previously scored. The rater pool consisted of teachers, test administrators (TAs), school administrators, and other qualified school staff. The detailed information of handscoring quality assurance, including scorer qualifications, is described in Section 9.2.2, Quality Assurance in Handscoring.

In the 2022–2023 OELPA summative assessment, second raters scored 11 handscored items in kindergarten, nine handscored items in grade 1, and 13 handscored items in each of the other grade-band online tests. Twenty percent of handscores were monitored by second raters. For the screener assessment, OELPA used local TAs for scoring; 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 56.6%–94.6% of handscores were consistent between the first rater and the second rater, and 0.4%–5.4% of handscores were off by two or more points across the six tests. Agreement tended to decrease as the number of possible score points increased. The weighted Kappa coefficients ranged from 0.62–0.92.

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

Table 6.22 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	.730	.865	72.4	93.6	96.9	99.0	1.0	3.1
	3	5	.790	.832	66.1	79.5	97.6	99.6	0.4	2.4
1	2	5	.621	.811	80.4	94.6	98.3	99.3	0.7	1.7
	3	2	.744	.886	66.1	81.9	98.6	99.5	0.5	1.4
	4	1	.793	.793	68.5	68.5	96.3	96.3	3.7	3.7
	5	1	.852	.852	56.6	56.6	96.4	96.4	3.6	3.6
2–3	2	5	.719	.820	86.0	89.9	98.4	99.3	0.7	1.6
	3	4	.775	.868	70.5	80.5	98.3	99.5	0.5	1.7
	4	3	.851	.885	70.3	71.9	97.1	98.8	1.2	2.9
	5	1	.862	.862	61.4	61.4	97.2	97.2	2.8	2.8
4–5	3	8	.648	.885	64.0	84.2	97.5	99.3	0.7	2.5
	4	1	.798	.798	62.0	62.0	97.4	97.4	2.6	2.6
	5	4	.819	.847	57.9	66.0	94.6	98.2	1.8	5.4
6–8	3	8	.780	.885	66.8	87.5	98.2	99.6	0.4	1.8
	5	5	.847	.915	62.8	75.0	96.9	99.0	1.0	3.1
9–12	3	8	.750	.893	65.3	81.5	98.2	99.0	1.0	1.8
	5	5	.856	.906	61.8	67.8	95.1	98.6	1.4	4.9

## 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 supports 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 when 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 (refer to 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*, or 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 (DIF), 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 confirmatory factor analysis, goodness-of-model-fit to data, and reliability analysis (refer to 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) divide this source of evidence into three parts: (1)

convergent and discriminant evidence, (2) test-criterion relationships, and (3) 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 (MTMM) can be used. Additionally, test-criterion relationships indicate how accurately test scores predict criterion performance. The degree of accuracy mainly depends on the purpose of the test, such as classification, diagnosis, or selection. Test-criterion evidence is also used to investigate predictions of an item 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. 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 on 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 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's 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. At the domain level, 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. At the overall test level, eigenvalues for the 2nd, 3rd, and 4th factors are all much larger than 1, which is a strong indicator of multidimensionality, consistent with the assumptions about multidimensionality at the overall test level.

## **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 are plotted versus student abilities; the results are included in Section 10 in Appendix Part I. The results show 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. This leads to lower reliability (greater CSEM) at the higher ranges of the ability distribution. Adding more difficult items would alleviate this problem. In grades 9–12 writing, the test difficulties match student abilities well.

## Chapter 8. Reporting

The Ohio English Language Proficiency Assessment (OELPA) results were available in the Centralized Reporting System (CRS) for schools and districts to print out and CRS-generated paper family reports to be sent home with the students. Ohio also ordered summative paper score reports that were shipped to districts.

### 8.1 CENTRALIZED REPORTING SYSTEM

The CRS generates a set of online score reports for both the summative and screener assessments that describe student performance for students, parents, educators, and other stakeholders. Because the score reports on individual and aggregate student performance are updated each time students complete tests, authorized users (e.g., school principals, teachers) can view student performance on the tests and use the results to improve student learning. In addition to the individual student’s score report, the CRS produces aggregate score reports for teachers, schools, districts, and states. Additionally, the CRS allows users to monitor the student participation rate.

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

*Table 8.23 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 Performance-Level Descriptors (PLDs)

### **8.1.1 Types of Centralized Score Reports**

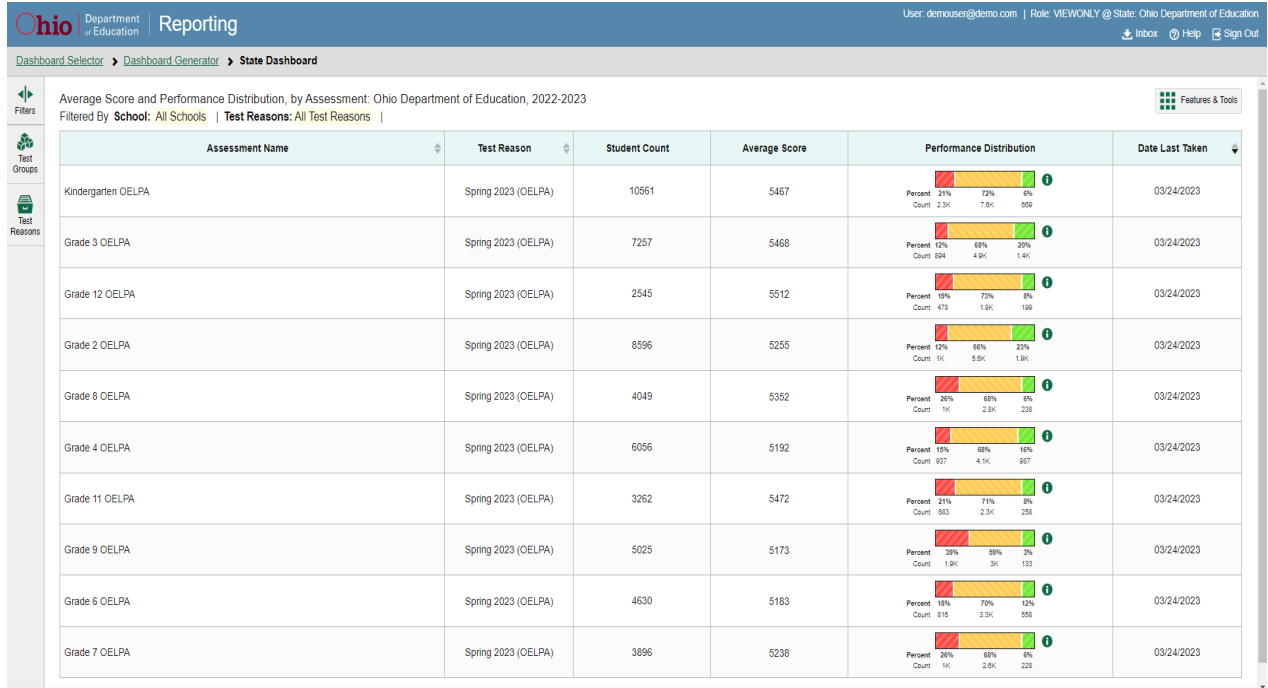
The CRS is designed to help educators, students, and parents answer questions regarding how well students perform on the assessment for each domain. The CRS is designed with great consideration for stakeholders who are not technical measurement experts (e.g., teachers, parents, students). It ensures that test results are easy to interpret and accessible. Simple language is used so that users can quickly understand assessment results and make valid inferences about student achievement. In addition, the CRS is designed to present student performance in a uniform format. For example, similar colors are 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 CRS and select Score Reports, the online score reports are presented hierarchically. The CRS starts by presenting summaries of 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, 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 CRS provides two categories of online score reports: (1) aggregate score reports and (2) 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 *Centralized 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.

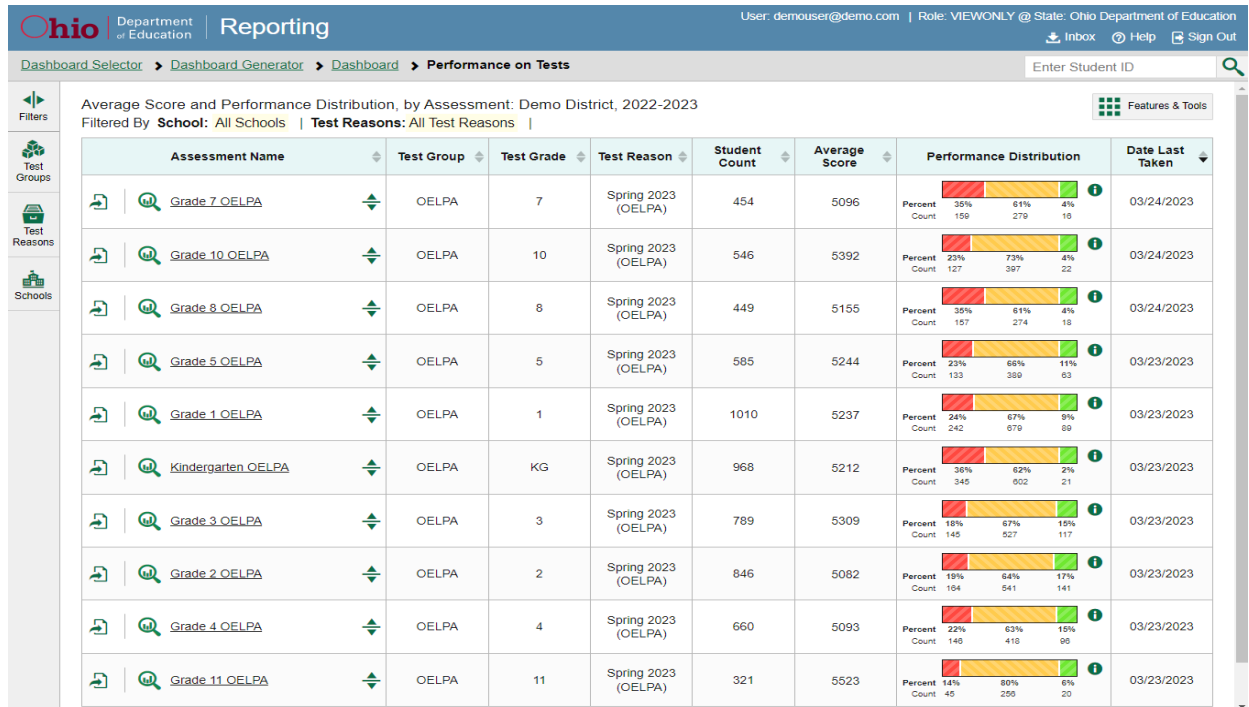


Figure 8.9 CRS Page for State Overall Performance



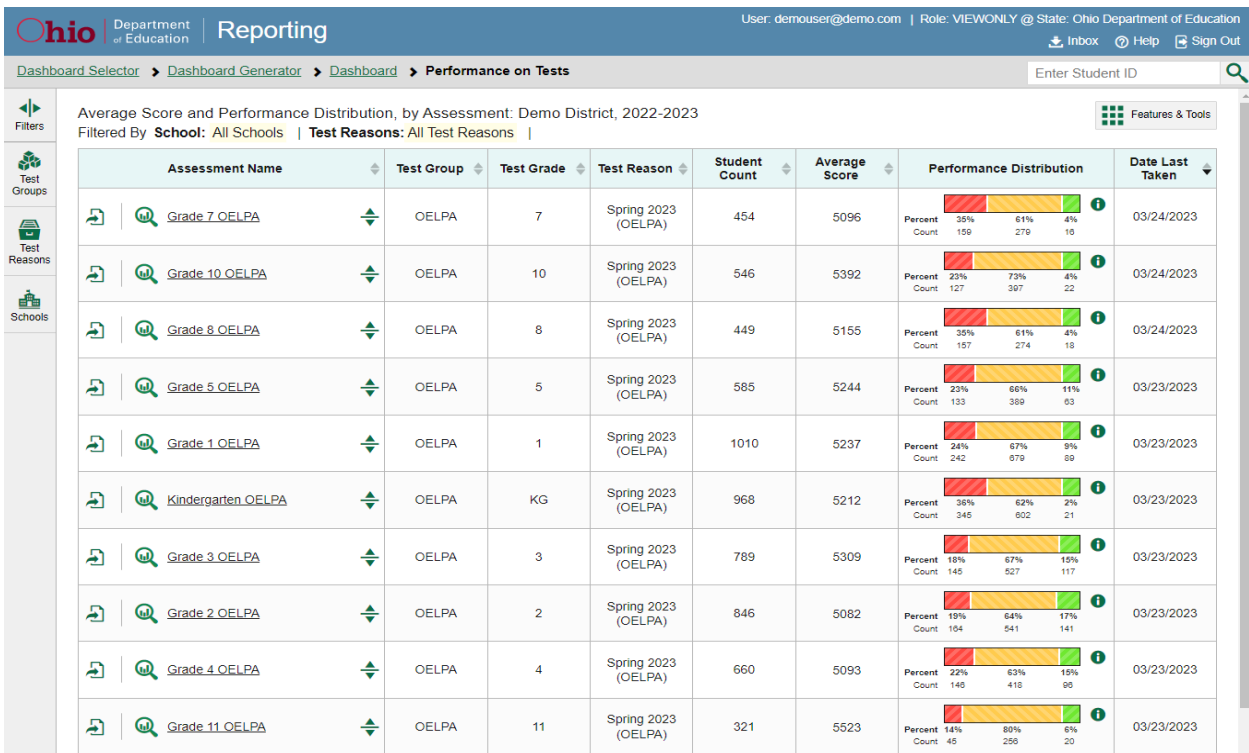
Copyright © 2023 Cambium Assessment, Inc. All rights reserved.

Figure 8.10 CRS Page for District Overall Performance



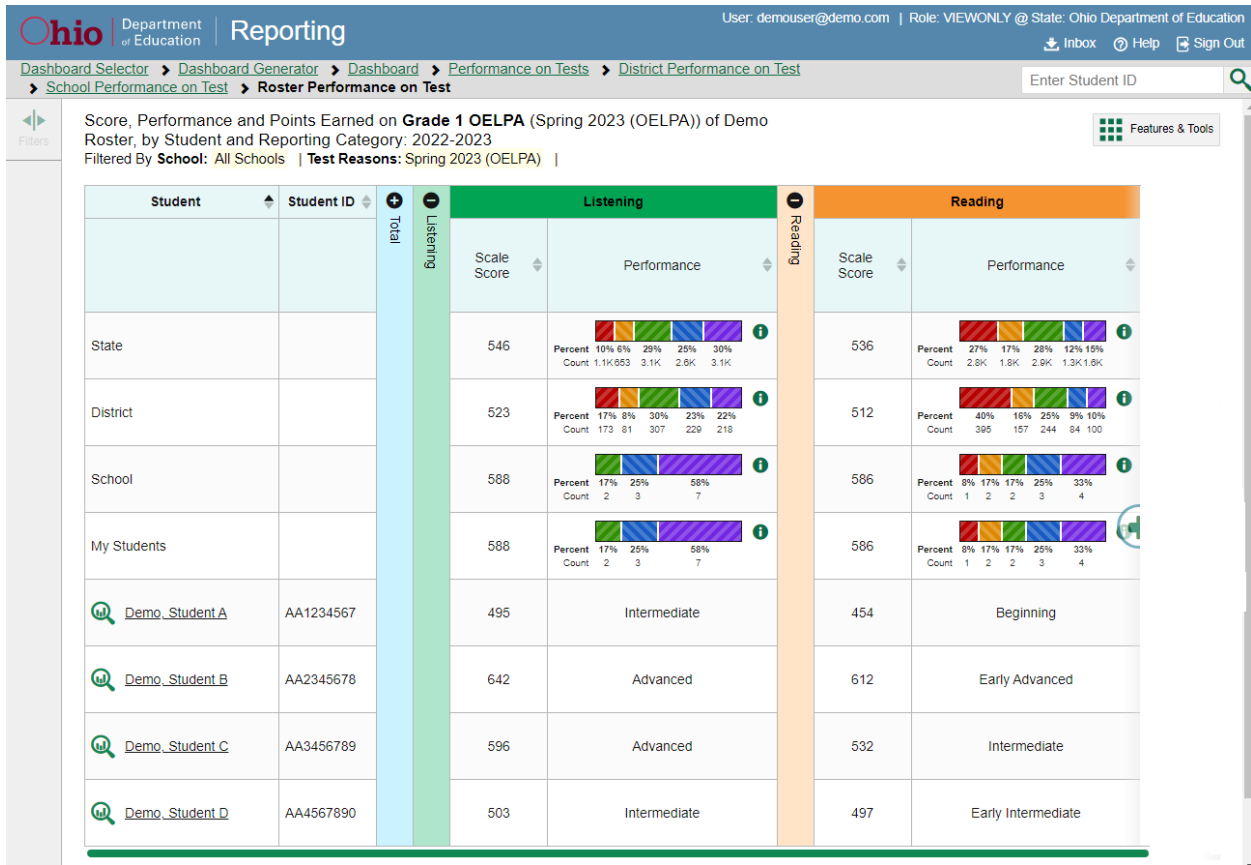
Copyright © 2023 Cambium Assessment, Inc. All rights reserved.

Figure 8.11 CRS Page for District Domain Performance



Copyright © 2023 Cambium Assessment, Inc. All rights reserved.

Figure 8.12 CRS Page for Student Report



Copyright © 2023 Cambium Assessment, Inc. All rights reserved.

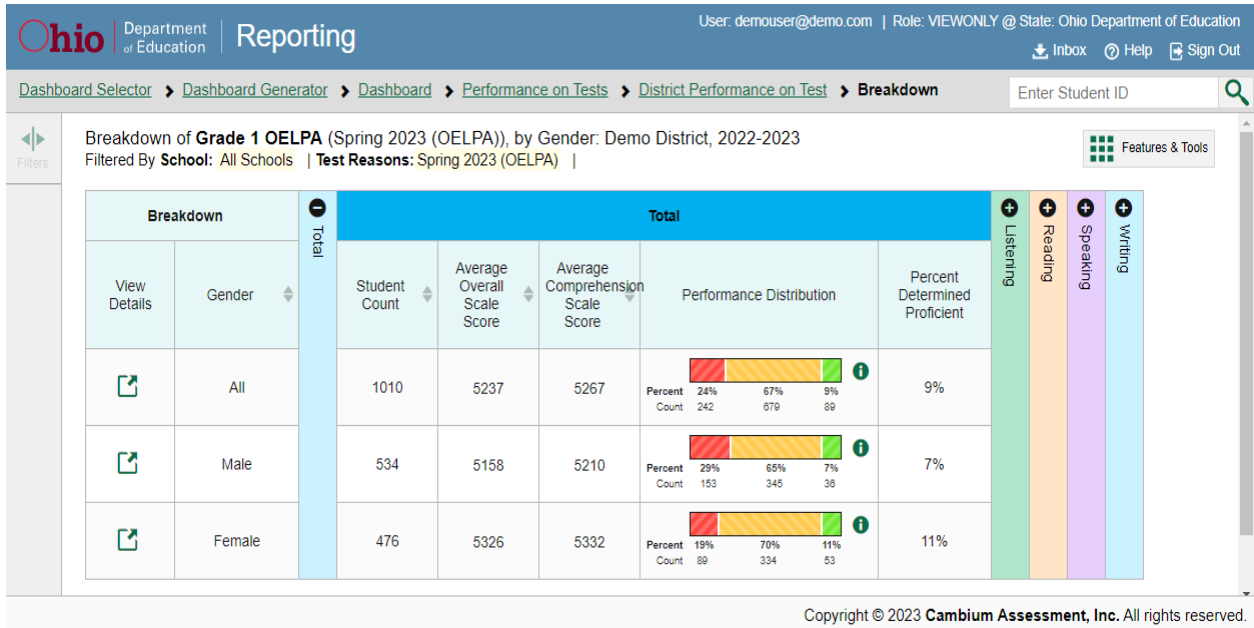
### 8.1.2 Subgroup Reports

The aggregate score reports at a selected aggregate level are provided for students overall and by subgroup. Users can access student assessment results by any subgroup. Table 8.2 presents the typical subgroups and subgroup categories provided in the CRS. Figure 8.5 shows a mock-up for an online subgroup report.

Table 8.24 Types of Subgroups

Breakdown by Category	Displayed Category
Ethnicity	Hispanic or Latino
	Native American 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 1
	Grade 2
	Grade 3
	Grade 4
	Grade 5
	Grade 6
	Grade 7
	Grade 8
	Grade 9
	Grade 10
	Grade 11
	Grade 12

Figure 8.13 CRS Page for Subgroup Report



## 8.2 PAPER REPORTS

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

Figure 8.14 Mock-up for Individual Student Report

Reporting

**Individual Student Report**

---

**Student, Demo**

Student ID: 000000000 | Student DOB: 1/1/2012 | Enrolled Grade: 6  
 Date Taken: 2/6/2023

**Grade 5 OELPA 2022-2023**

Demo District  
 Demo School

---

**Overall Scale Score:** 6015    **Comprehension Scale Score:** 5854    **Proficiency Status:** Proficient

**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.

How Does Your Child's Score Compare?

Name	Proficient%	Average Overall Scale Score	Average Comprehension Scale Score
Ohio Department of Education	11	5298	5303
Demo District	10	5247	5257
Demo School	38	5838	5863

How Did Your Child Perform on Different Areas of the Test?

1 Beginning    
 2 Early Intermediate    
 3 Intermediate    
 4 Early Advanced    
 5 Advanced

Domain	Scale Score	Performance	Domain Description
Listening	610	<span style="color: purple; font-size: 1.2em;">5</span>	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	594	<span style="color: blue; font-size: 1.2em;">4</span>	When reading grade-appropriate text, the student at Level 4 is working on: determining the meaning of general academic and content-specific words, phrases and idiomatic expressions; identifying the main idea or theme and explaining how it is supported by details; summarizing excerpts from a variety of texts; reading and interpreting information from a graph to draw conclusions.
Speaking	639	<span style="color: purple; font-size: 1.2em;">5</span>	When speaking, the student at Level 5 is working on: participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.
Writing	599	<span style="color: blue; font-size: 1.2em;">4</span>	When writing, the student at Level 4 is working on: producing and expanding simple, compound and complex sentences; composing narratives or informational texts about a variety of topics with details and conclusions; recounting a detailed sequence of events using transitional words and phrases to connect events, ideas, and opinions; asking and answering relevant questions, adding information and evidence.

## Chapter 9. Quality Control

Thorough quality control has been integrated into every aspect of the English Language Proficiency Assessment of the 21st Century (ELPA21) (including the OELPA) summative and screener tests. ELPA21, the states (including the Ohio Department of Education [ODE]), Questar, Cambium Assessment, Inc. (CAI), and Measurement Incorporated (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, and passage information). The accuracy of the configuration file was independently checked and confirmed numerous times by multiple teams prior to the testing window. Scoring was also verified before the testing windows opened.

#### 9.1.1 Platform Review

For 2022–2023, CAI’s TDS supported a variety of item layouts for online test administration to many populations of students, including students who needed 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 was a process in which each item was checked to ensure that it was displayed appropriately (i.e., rendered) on each tested platform. A *platform* was 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.

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

#### 9.1.2 User Acceptance Testing and Final Review

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

---

<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.

Delivery System (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 following are examples of issues identified and the actions taken during the internal UAT:

- 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 was identified with the Editing Task Choice (ETC; student identifies an incorrect word or phrase and chooses the replacement from several options) items in which the drop-down content was not enlarged. 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 the TDS to resolve the issue.
- User eligibility issues: User eligibilities were not working as expected and 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 CRS opened, CAI and state staff conducted internal and external UAT of the system similar to the UAT done on the TDS to ensure that the Online Reporting System (ORS) would function as intended when opened to the public for score reporting (the ORS was the predecessor of CRS).

## **9.2 QUALITY ASSURANCE IN SCORING**

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

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

---

<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.



items were transformed into XML format, 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.

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 directly into the DEI, 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 is administered to a student, TDS passes the resulting data to CAI's Quality Monitor (QM) System<sup>3</sup>. The QM System conducts 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 contains no data from items that are invalidated.

Data pass 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 ensure that data in the extracted files match the DOR prior to delivery to the state.

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

MI's scoring process is designed to employ a high level of quality control. The quality control procedures are implemented at each stage of the scoring process, which includes scorer recruitment, leader recruitment, training, and various reports that help 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 places advertisements on various job boards, in local papers, in publications, and at regional colleges and universities. Recruiting events are held, and applications for scorer positions are screened by MI recruiting staff. Candidates are personally interviewed, and references and proof of a four-year college degree are collected. Candidates complete placement tests for ELA (reading and writing). In this screening process, preference is given to candidates with previous experience scoring large-scale assessments. The scorer pool consists of educators, writers,

---

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

editors, and other professionals who are valued for their experience, and who are also required to set aside their own biases about student performance and accept the scoring standards.

### **Leadership Recruitment/Qualifications**

For this project, 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 an 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 scorers who were having difficulty scoring based on accuracy 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 represented each score point and produced 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 scored, discussed, and reached consensus on responses; and identified which responses 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 that 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 became 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 nearly 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 every eight to 10 scorers ensured adequate monitoring of the scorers.

Scorer training involved an intensive review of the rubric and anchor responses, which were 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 rangefinding) 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 was 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 was a process whereby team leaders reread and checked the scores of each scorer on their team. This was done to catch potential scorer drift (i.e., shifts in scoring over time) so that the scorer could have immediate feedback and be retrained in a timely fashion, if needed. The percentage of read behinds conducted for an individual scorer varied based on current levels of performance. Scorers received one-on-one retraining based on monitoring results. Scorers were removed from scoring an item or related group of items if they could not 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 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 fewer read-behinds or who needed more monitoring.

Development and rangefinding of the materials used with the 2017 administration were completed by Questar. For the 2021–2022 administration, 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 do not 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 to 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 was to ensure that scorers rate student responses in a manner consistent with ELPA21 standards within a single administration of ELPA21 and 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. 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 2022–2023 administration, there is 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 notice 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 closely monitored 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 the issue with the analysis team to find 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 2021–2022, two types of score reports were produced for both summative and screener tests: (1) online reports and (2) printed reports (family reports only).

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

Every test underwent a series of validation checks. Once the QM System signed off, data were passed to the DOR, which served as the centralized location for all student scores and responses, ensuring that there was only one place where the official record was stored. Only after scores passed the quality assurance checks and were uploaded to the DOR were they passed to the CRS, which was responsible for presenting individual-level results and calculating and presenting aggregate results. Absolutely no score was reported in the CRS 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 quality assurance 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 independently implemented by two statistical programming teams who were working off 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 implemented a structured software development process to ensure that the repeated tasks were correctly and identically implemented 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 mostly made up of calls to

various macros, including macros that read-in and verify the data and conversion tables and macros that perform the many complex calculations. This program was developed and tested using artificial data that were 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 could 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 quality assurance documentation. In addition, CAI compared data that were independently calculated by CAI psychometricians with data on the reports. Several CAI staff members reviewed a large sample of reports 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 individual student reports (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.

## Chapter 10. Classical Item and Test Analyses

This chapter provides the item analysis summary of all the Operation and field test items that were embedded in the 2022–2023 operational administration. Domain correlations were calculated for operational items only. DIF analyses were conducted for field-tested, machine-scored items only. For handscored items, a sample of responses for each item was created and sent to MI for handscoreing. After the sampled responses are scored, CAI conducted item analyses for those handscored items. However, for 2022–2023 administration, there were no field-tested handscored items being scored. For machine-scored items, all item responses were used for item analyses without sampling.

CAI Psychometricians used CAI’s DOR to generate data files for the classical item analysis. The data files included all students in the system. The DOR produced a fixed width text file as well as a layout file with which to read the text file. The cleaned data files were comma-delimited files and contained only the students with raw and scale scores for the current analysis.

In the data file, values for multiple choice items ranged from 1–5 to indicate which option a student selected. For all non-multiple-choice items, the data file indicated the student score on an item. If students did not respond to that item, a missing response was used for that item.

For all the operational and field-test items, including machine-scored Field Test (FT) items (only for the 2022–2023 administration), CAI conducted classical item analysis and analysis of DIF. The machine-scored items were analyzed in order to provide item statistics for future rubric validation.

CAI employs classical item analysis procedures to ensure that items function as intended with respect to the underlying scales. CAI’s analysis program (Workspace), a statistical software, computes the required statistics for each item to check the item’s integrity and to verify the appropriateness of the item’s difficulty level. The key statistics that CAI computes and examines appear in Table 10.1, which outlines the flagging criteria of the key statistics when evaluating field test items.

*Table 10.1 Flagging Criteria*

Rule	Flagging Criteria	Rationale
p-values	For MC items, flag if $p < 0.30$ or $p > 0.95$	Items are too difficult and p value is less than expected from random chance or item is too easy for population
CR proportion	For polytomous items, flag if score proportion is $> 0.95$	Item may be too easy (highest score proportion) or difficult (0 score proportion) or too concentrated score (other proportions)
Biserial/polyserial	Flag if $< 0.25$	Non-discriminating item
Distractor biserial	Flag if biserial for any distractor is larger than .05	Students with higher ability tend to select the distractor



## 10.1 ITEM-LEVEL DESCRIPTIVE STATISTICS

CAI employs classical item analysis procedures to ensure that items function as intended with respect to the underlying scales. The operational summary statistics are based on classical test theory and include information such as the item difficulty and the discrimination mean statistics for each domain and grade band. For details, refer to Table 10.2. Item-level statistics for the 2022–2023 Field Test items are presented by grade band in Appendix Part I, Tables S11.1–S11.6. In Tables S11.1–S11.6 in Appendix Part I, with the exception of a few high p-values and low item-total correlation values, all items fall well within the preset level of acceptance, both in terms of the p-value and point-biserial.

*Table 10.2 Operational Summary of Classical Item Difficulty and Item Discrimination Indices by Grade Band*

Grade Band	Domain	N-Count	Item Difficulty		Item Discrimination	
			Mean <sup>1</sup>	SD	Mean	SD
K	Listening	10,382	0.79	0.37	0.57	0.13
	Speaking	10,221	0.69	0.84	0.68	0.06
	Reading	10,299	0.78	0.37	0.56	0.13
	Writing	10,283	0.52	0.47	0.60	0.10
1	Listening	10,468	0.87	0.32	0.59	0.12
	Speaking	10,320	0.81	0.78	0.63	0.05
	Reading	10,343	0.64	0.43	0.51	0.18
	Writing	10,377	0.72	0.43	0.73	0.08
2–3	Listening	15,753	0.84	0.36	0.56	0.13
	Speaking	15,513	0.76	0.82	0.66	0.03
	Reading	15,531	0.67	0.48	0.55	0.16
	Writing	15,522	0.62	0.63	0.71	0.10
4–5	Listening	11,089	0.78	0.41	0.57	0.14
	Speaking	10,910	0.71	1.01	0.63	0.03
	Reading	10,904	0.57	0.50	0.52	0.16
	Writing	10,972	0.69	0.57	0.59	0.05
6–8	Listening	12,487	0.78	0.40	0.61	0.16
	Speaking	12,205	0.67	1.10	0.72	0.03
	Reading	12,287	0.54	0.50	0.47	0.18
	Writing	12,219	0.61	1.08	0.75	0.09
9–12	Listening	15,063	0.67	0.47	0.59	0.13
	Speaking	14,768	0.68	1.22	0.76	0.03
	Reading	14,937	0.49	0.49	0.49	0.18
	Writing	14,761	0.56	1.06	0.74	0.11

Note 1. These are the raw score mean regardless of points possible.

## 10.2 DOMAIN SCORE INTERCORRELATIONS

This section explores the internal structure of the assessment using the scores provided at the domain level. The relationship of the domain scores is just one indicator of the test dimensionality. Scale scores based on each domain are computed for this analysis. It is not reasonable to expect that the domain scores be completely orthogonal, as this would suggest that there are no relationships among domain scores and would make justifying a unidimensional IRT model difficult. However, if the domains are not perfectly correlated, one could justify a multidimensional model.

In Table 10.3, correlations between domains in terms of scale scores are presented for each grade band. In kindergarten (KG), for example, the correlations range from 0.57–0.95; for listening, the correlations are between 0.71–0.95 with other domains; writing shows lower correlations with other domains. In some instances, these correlations are lower than one might expect. Consequently, interpretation of these correlations, as either high or low, should be done cautiously.

*Table 10.3 Intercorrelation between the Domain Scale Scores by Grade Band*

<b>Grade Level</b>	<b>Domain</b>	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
K	Listening	1.00			
	Reading	0.95	1.00		
	Speaking	0.79	0.76	1.00	
	Writing	0.71	0.70	0.57	1.00
1	Listening	1.00			
	Reading	0.79	1.00		
	Speaking	0.79	0.71	1.00	
	Writing	0.80	0.93	0.73	1.00
23	Listening	1.00			
	Reading	0.87	1.00		
	Speaking	0.83	0.79	1.00	
	Writing	0.86	0.96	0.81	1.00
45	Listening	1.00			
	Reading	0.90	1.00		
	Speaking	0.83	0.77	1.00	
	Writing	0.91	0.93	0.83	1.00
68	Listening	1.00			
	Reading	0.91	1.00		
	Speaking	0.85	0.79	1.00	
	Writing	0.92	0.90	0.87	1.00
912	Listening	1.00			
	Reading	0.94	1.00		
	Speaking	0.85	0.79	1.00	
	Writing	0.94	0.90	0.86	1.00

### 10.3 DIFFERENTIAL ITEM FUNCTIONING PROCEDURE

Analysis of the content alone is not sufficient to determine the fairness of a test. Rather, it must be accompanied by statistical processes. While a variety of item statistics are reviewed during form building to evaluate the quality of items, one notable statistic that is utilized is DIF. Items are classified into three categories (i.e., A, B, or C) for DIF, ranging from no evidence of DIF to severe DIF, according to the DIF classification convention illustrated in the analysis plan in this section.

CAI typically uses a generalized Mantel-Haenszel (MH) procedure to evaluate DIF. The generalizations include adaptation to polytomous items and improved variance estimators to render the test statistics valid under complex sample designs. Scale score (Domain) is divided into ten intervals based on the percentile of the scale scores to compute the MH chi-square DIF statistics for balancing the stability and sensitivity of the DIF scoring category selection. The analysis program computes the MH chi-square value, the log-odds ratio, the standard error of the log-odds ratio, and the MH-delta for the multiple-choice items, the MH chi-square, the standardized mean difference (SMD), and the standard error of the SMD for the constructed-response items. For details, refer to the flagging criteria in Table 10.4.

Table 10.4 DIF Classification Rules for Items

Dichotomous Items	
Category	Rule
C	$MH_{\chi^2}$ is significant and $ \hat{\Delta}_{MH}  \geq 1.5$ .
B	$MH_{\chi^2}$ is significant and $1 \leq  \hat{\Delta}_{MH}  < 1.5$ .
A	$MH_{\chi^2}$ is not significant or $ \hat{\Delta}_{MH}  < 1$
Polytomous Items	
Category	Rule
C	$MH_{\chi^2}$ is significant and $ SMD / SD  > .25$
B	$MH_{\chi^2}$ is significant and $0.17 <  SMD / SD  \leq .25$
A	$MH_{\chi^2}$ is not significant or $ SMD / SD  \leq 0.17$

#### Summary of the DIF Analyses

Table 10.5 provides sample sizes used for the DIF analysis groups. Due to small sample size in some ethnic subgroups, all seven states’ data were combined for the DIF analysis. Tables 10.6–10.11 provide a summary of the number of moderate (B) and large (C) DIF items by grade band and modalities based on the combined seven states’ data. Large C DIF items were found in K, grade 1, grades 4–5, grades 6–8 and grades 9–12 listening, kindergarten and grades 2–3 writing, and grade 1, grades 2–3 and grades 4–5 reading. The Special Education (SPED), Individualized Education Program (IEP), and Section 504 Plan group has the highest number of DIF items,

followed by Asian, African American, Female, Hispanic, and White students. Results from a sample size that is less than 200 need to be interpreted with caution.

*Table 10.5 DIF Sample Sizes for DIF Groups*

		<b>K</b>	<b>1</b>	<b>2-3</b>	<b>4-5</b>	<b>6-8</b>	<b>9-12</b>
<b>Gender</b>	<b>Female</b>	1063	810	1454	789	1821	2557
	<b>Male</b>	1124	850	1591	926	2270	3225
<b>African American vs. Non-African American</b>	<b>African American</b>	232	173*	329	183*	431	656
	<b>Non-African American</b>	1975	1502	2737	1541	3679	5150
<b>White vs. Non-White</b>	<b>White</b>	197*	143*	253	133*	304	405
	<b>Non-White</b>	2010	1531	2812	1591	3806	5401
<b>Hispanic vs. Non-Hispanic</b>	<b>Hispanic</b>	1260	971	1801	1027	2487	3665
	<b>Non-Hispanic</b>	948	703	1264	697	1623	2141
<b>Asian vs. Non-Asian</b>	<b>Asian</b>	335	240	376	180*	351	485
	<b>Non-Asian</b>	1872	1435	2689	1544	3759	5321
<b>SPED, IEP or Section 504 Plan vs. Non-SPED, IEP or Section 504 Plan</b>	<b>SPED, IEP or 504 Plan</b>	129*	129*	344	290	745	759
	<b>Non-SPED, IEP or 504 Plan</b>	1860	1393	2519	1341	3164	4832

\* DIF results with N <200 should be interpreted with caution.

Table 10.6 2022–2023 Machine-Scored FT Results of DIF Analyses (Female vs. Male)

Grade Band	Domain	Number of Items			
		All Items	DIF Items	Moderate (B) DIF Items	Large (C) DIF Items
K	Listening	27	2	1	1
	Reading	22	0	0	0
	Writing	20	0	0	0
1	Listening	24	1	1	0
	Reading	20	0	0	0
	Writing	27	1	1	0
2–3	Listening	21	0	0	0
	Reading	15	1	1	0
	Writing	12	0	0	0
4–5	Listening	22	2	1	1
	Reading	27	2	1	1
	Writing	11	1	1	0
6–8	Listening	15	3	1	2
	Reading	28	2	2	0
	Writing	10	0	0	0
9–12	Listening	21	1	0	1
	Reading	19	0	0	0
	Writing	4	0	0	0

Table 10.7 2022–2023 Machine-Scored FT Results of DIF Analyses (African American vs. Non-African)

Grade Band	Domain	Number of Items			
		All Items	DIF Items	Moderate (B) DIF Items	Large (C) DIF Items
K	Listening	27	0	0	0
	Reading	22	1	1	0
	Writing	20	3	3	0
1	Listening	24	0	0	0
	Reading	20	2	1	1
	Writing	27	0	0	0
2–3	Listening	21	1	1	0
	Reading	15	1	0	1
	Writing	12	0	0	0
4–5	Listening	22	1	1	0
	Reading	27	1	1	0
	Writing	11	0	0	0
6–8	Listening	15	3	2	1
	Reading	28	0	0	0
	Writing	10	1	1	0
9–12	Listening	21	1	0	1
	Reading	19	1	1	0
	Writing	4	0	0	0

Table 10.8 2022–2023 Machine-Scored FT Results of DIF Analyses (White vs. Non-White)

Grade Band	Domain	Number of Items			
		All Items	DIF Items	Moderate (B) DIF Items	Large (C) DIF Items
K	Listening	27	1	1	0
	Reading	22	1	0	0
	Writing	20	0	0	0
1	Listening	24	1	1	0
	Reading	20	0	0	0
	Writing	27	2	2	0
2–3	Listening	21	1	1	0
	Reading	15	0	0	0
	Writing	12	0	0	0
4–5	Listening	22	2	2	0
	Reading	27	2	1	1
	Writing	11	0	0	0
6–8	Listening	15	1	0	1
	Reading	28	1	1	0
	Writing	10	0	0	0
9–12	Listening	21	1	1	0
	Reading	19	0	0	0
	Writing	4	0	0	0

Table 10.9 2022–2023 Machine-Scored FT Results of DIF Analyses (Hispanic vs. Non-Hispanic)

Grade Band	Domain	Number of Items			
		All Items	DIF Items	Moderate (B) DIF Items	Large (C) DIF Items
K	Listening	27	2	2	0
	Reading	22	0	0	0
	Writing	20	1	1	0
1	Listening	24	1	1	0
	Reading	20	0	0	0
	Writing	27	2	2	0
2–3	Listening	21	0	0	0
	Reading	15	0	0	0
	Writing	12	1	1	0
4–5	Listening	22	1	1	0
	Reading	27	2	2	0
	Writing	11	0	0	0
6–8	Listening	15	3	3	0
	Reading	28	0	0	0
	Writing	10	0	0	0
9–12	Listening	21	0	0	0
	Reading	19	0	0	0
	Writing	4	0	0	0



Table 10.10 2022–2023 Machine-Scored FT Results of DIF Analyses (Asian vs. Non-Asian)

Grade Band	Domain	Number of Items			
		All Items	DIF Items	Moderate (B) DIF Items	Large (C) DIF Items
K	Listening	27	1	1	0
	Reading	22	0	0	0
	Writing	20	2	2	0
1	Listening	24	1	1	0
	Reading	20	3	2	1
	Writing	27	1	1	0
2–3	Listening	21	1	1	0
	Reading	15	2	2	0
	Writing	12	2	1	1
4–5	Listening	22	3	1	2
	Reading	27	2	1	1
	Writing	11	2	2	0
6–8	Listening	15	3	2	1
	Reading	28	0	0	0
	Writing	10	0	0	0
9–12	Listening	21	3	2	1
	Reading	19	0	0	0
	Writing	4	0	0	0

Table 10.11 2022–2023 Machine-Scored FT Results of DIF Analyses (SPED, IEP, or Section 504 Plan vs. Non-SPED, IEP, or Section 504 Plan)

Grade Band	Domain	Number of Items			
		All Items	DIF Items	Moderate (B) DIF Items	Large (C) DIF Items
K	Listening	27	3	1	2
	Reading	22	3	2	1
	Writing	20	1	0	1
1	Listening	24	4	2	2
	Reading	20	1	1	0
	Writing	27	0	0	0
2–3	Listening	21	4	4	0
	Reading	15	1	1	0
	Writing	12	0	0	0
4–5	Listening	22	6	3	3
	Reading	27	6	5	1
	Writing	11	1	1	0
6–8	Listening	15	4	2	2
	Reading	28	2	2	0
	Writing	10	0	0	0
9–12	Listening	21	3	1	2
	Reading	19	0	0	0
	Writing	4	0	0	0

## References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: Author.
- American Institutes for Research. (2017). *Additional rules for 2019 spring ELPA21 summative test scoring*. Washington, DC: American Institutes for Research.
- Brown, W. (1910). Some experimental results in the correlation of mental abilities. *British Journal of Psychology*, 3, 296–322.
- Center for Research on Evaluation, Standards, and Student Testing (CRESST). (2019). *ELPA21 scoring specification: School year 2019–2020*. Center for Research on Evaluation, Standards, and Student Testing.
- Center for Research on Evaluation, Standards, and Student Testing (CRESST) & Pacific Metrics (2016). *ELPA21 Standard setting technical report*. Center for Research on Evaluation, Standards, and Student Testing.
- Council of Chief State School Officers (CCSSO). (2014). *English language proficiency (ELP standards) with correspondences to K–12 practices and Common Core State Standards*. Retrieved November 3, 2012, from [https://elpa21.org/wp-content/uploads/2019/03/Final-4\\_30-ELPA21-Standards\\_1.pdf](https://elpa21.org/wp-content/uploads/2019/03/Final-4_30-ELPA21-Standards_1.pdf)
- Cook, K. F., Kallen, M., & Amtmann, D. (2009). Having a fit: Impact of number of items and non-normality on tests of IRT's unidimensionality assumption. *Quality of Life Research*, 18(4), 447–460.
- Crocker, L., & Algina, J. (1986). *Introduction to classical and modern test theory*. New York: Holt, Rinehart and Winston.
- Cronbach, L. J., & Shavelson, R. J. (2004). My current thoughts on coefficient alpha and successor procedures. *Educational and Psychological Measurement*, 64(3), 391–418.
- Feldt, L. S., & Brennan, R. (1989). Reliability. In R. L. Linn (Ed.), *Educational Measurement* (3rd ed., pp. 105–146). New York: Macmillan.
- Feldt, L. S., & Qualls, A. L. (1996). Bias in coefficient alpha arising from heterogeneity of test content. *Applied Measurement in Education*, 9, 277–286.
- Jolliffe, I. (2002). *Principal component analysis* (2nd ed.). New York: Springer.
- Kuder, G. F., & Richardson, M. W. (1937). The theory of estimation of test reliability. *Psychometrika*, 2(3), 151–160.
- Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational Measurement* (3rd ed., pp. 13–103). New York: Macmillan.
- Nunnally, J. C. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.

- Qualls, A. L. (1995). Estimating the reliability of a test containing multiple item formats. *Applied Measurement in Education*, 8, 111–120.
- Samejima, F. (1969). Estimation of latent ability using a response pattern of graded scores (Series 17). *Psychometric Monographs*. Richmond, VA: Psychometric Society.
- Sireci, S. G., Thissen, D., & Wainer, H. (1991). On the reliability of testlet-based tests. *Journal of Educational Measurement*, 28(3), 234–247.
- Spearman, C. (1910). Correlation calculated from faulty data. *British Journal of Psychology*, 3, 271–295.

## Table of Contents

Section 1: Summative Assessment—Raw Score Statistics .....	1
Table S1.1: Summative Raw Score Summary—Kindergarten.....	2
Table S1.2: Summative Raw Score Summary—Grade 1 .....	3
Table S1.3: Summative Raw Score Summary—Grade 2 .....	4
Table S1.4: Summative Raw Score Summary—Grade 3 .....	5
Table S1.5: Summative Raw Score Summary—Grade 4 .....	6
Table S1.6: Summative Raw Score Summary—Grade 5 .....	7
Table S1.7: Summative Raw Score Summary—Grade 6 .....	8
Table S1.8: Summative Raw Score Summary—Grade 7 .....	9
Table S1.9: Summative Raw Score Summary—Grade 8 .....	10
Table S1.10: Summative Raw Score Summary—Grade 9 .....	11
Table S1.11: Summative Raw Score Summary—Grade 10 .....	12
Table S1.12: Summative Raw Score Summary—Grade 11 .....	13
Table S1.13: Summative Raw Score Summary—Grade 12 .....	14
Section 2: Summative Assessment—Raw Score Distributions .....	15
Figure S2.1: Summative Raw Score Summary - Kindergarten Listening.....	16
Figure S2.2: Summative Raw Score Summary - Kindergarten Reading.....	17
Figure S2.3: Summative Raw Score Summary - Kindergarten Speaking .....	18
Figure S2.4: Summative Raw Score Summary - Kindergarten Writing.....	19
Figure S2.5: Summative Raw Score Summary - Kindergarten Overall .....	20
Figure S2.6: Summative Raw Score Summary - Grade 1 Listening .....	21
Figure S2.7: Summative Raw Score Summary - Grade 1 Reading .....	22
Figure S2.8: Summative Raw Score Summary - Grade 1 Speaking.....	23
Figure S2.9: Summative Raw Score Summary - Grade 1 Writing .....	24
Figure S2.10: Summative Raw Score Summary - Grade 1 Overall .....	25
Figure S2.11: Summative Raw Score Summary - Grade 2 Listening .....	26
Figure S2.12: Summative Raw Score Summary - Grade 2 Reading .....	27
Figure S2.13: Summative Raw Score Summary - Grade 2 Speaking.....	28
Figure S2.14: Summative Raw Score Summary - Grade 2 Writing .....	29
Figure S2.15: Summative Raw Score Summary - Grade 2 Overall .....	30
Figure S2.16: Summative Raw Score Summary - Grade 3 Listening .....	31
Figure S2.17: Summative Raw Score Summary - Grade 3 Reading .....	32
Figure S2.18: Summative Raw Score Summary - Grade 3 Speaking.....	33
Figure S2.19: Summative Raw Score Summary - Grade 3 Writing .....	34

Figure S2.20: Summative Raw Score Summary - Grade 3 Overall .....	35
Figure S2.21: Summative Raw Score Summary - Grade 4 Listening .....	36
Figure S2.22: Summative Raw Score Summary - Grade 4 Reading .....	37
Figure S2.23: Summative Raw Score Summary - Grade 4 Speaking.....	38
Figure S2.24: Summative Raw Score Summary - Grade 4 Writing .....	39
Figure S2.25: Summative Raw Score Summary - Grade 4 Overall .....	40
Figure S2.26: Summative Raw Score Summary - Grade 5 Listening .....	41
Figure S2.27: Summative Raw Score Summary - Grade 5 Reading .....	42
Figure S2.28: Summative Raw Score Summary - Grade 5 Speaking.....	43
Figure S2.29: Summative Raw Score Summary - Grade 5 Writing .....	44
Figure S2.30: Summative Raw Score Summary - Grade 5 Overall .....	45
Figure S2.31: Summative Raw Score Summary - Grade 6 Listening .....	46
Figure S2.32: Summative Raw Score Summary - Grade 6 Reading .....	47
Figure S2.33: Summative Raw Score Summary - Grade 6 Speaking.....	48
Figure S2.34: Summative Raw Score Summary - Grade 6 Writing .....	49
Figure S2.35: Summative Raw Score Summary - Grade 6 Overall .....	50
Figure S2.36: Summative Raw Score Summary - Grade 7 Listening .....	51
Figure S2.37: Summative Raw Score Summary - Grade 7 Reading .....	52
Figure S2.38: Summative Raw Score Summary - Grade 7 Speaking.....	53
Figure S2.39: Summative Raw Score Summary - Grade 7 Writing .....	54
Figure S2.40: Summative Raw Score Summary - Grade 7 Overall .....	55
Figure S2.41: Summative Raw Score Summary - Grade 8 Listening .....	56
Figure S2.42: Summative Raw Score Summary - Grade 8 Reading .....	57
Figure S2.43: Summative Raw Score Summary - Grade 8 Speaking.....	58
Figure S2.44: Summative Raw Score Summary - Grade 8 Writing .....	59
Figure S2.45: Summative Raw Score Summary - Grade 8 Overall .....	60
Figure S2.46: Summative Raw Score Summary - Grade 9 Listening .....	61
Figure S2.47: Summative Raw Score Summary - Grade 9 Reading .....	62
Figure S2.48: Summative Raw Score Summary - Grade 9 Speaking.....	63
Figure S2.49: Summative Raw Score Summary - Grade 9 Writing .....	64
Figure S2.50: Summative Raw Score Summary - Grade 9 Overall .....	65
Figure S2.51: Summative Raw Score Summary - Grade 10 Listening .....	66
Figure S2.52: Summative Raw Score Summary - Grade 10 Reading .....	67
Figure S2.53: Summative Raw Score Summary - Grade 10 Speaking.....	68
Figure S2.54: Summative Raw Score Summary - Grade 10 Writing .....	69
Figure S2.55: Summative Raw Score Summary - Grade 10 Overall .....	70

Figure S2.56: Summative Raw Score Summary - Grade 11 Listening .....	71
Figure S2.57: Summative Raw Score Summary - Grade 11 Reading .....	72
Figure S2.58: Summative Raw Score Summary - Grade 11 Speaking.....	73
Figure S2.59: Summative Raw Score Summary - Grade 11 Writing .....	74
Figure S2.60: Summative Raw Score Summary - Grade 11 Overall .....	75
Figure S2.61: Summative Raw Score Summary - Grade 12 Listening .....	76
Figure S2.62: Summative Raw Score Summary - Grade 12 Reading .....	77
Figure S2.63: Summative Raw Score Summary - Grade 12 Speaking.....	78
Figure S2.64: Summative Raw Score Summary - Grade 12 Writing .....	79
Figure S2.65: Summative Raw Score Summary - Grade 12 Overall .....	80
Section 3: Summative Assessment—Scale Score Summary .....	81
Table S3.1: Summative Scale Score Summary by Subgroup—Kindergarten.....	82
Table S3.1: Summative Scale Score Summary by Subgroup—Kindergarten (cont.) .....	85
Table S3.1: Summative Scale Score Summary by Subgroup—Kindergarten (cont.) .....	88
Table S3.2: Summative Scale Score Summary by Subgroup—Grade 1 .....	91
Table S3.2: Summative Scale Score Summary by Subgroup—Grade 1 (cont.).....	94
Table S3.2: Summative Scale Score Summary by Subgroup—Grade 1 (cont.).....	97
Table S3.3: Summative Scale Score Summary by Subgroup—Grade 2 .....	100
Table S3.3: Summative Scale Score Summary by Subgroup—Grade 2 (cont.).....	103
Table S3.3: Summative Scale Score Summary by Subgroup—Grade 2 (cont.).....	106
Table S3.4: Summative Scale Score Summary by Subgroup—Grade 3 .....	109
Table S3.4: Summative Scale Score Summary by Subgroup—Grade 3 (cont.).....	112
Table S3.4: Summative Scale Score Summary by Subgroup—Grade 3 (cont.).....	115
Table S3.5: Summative Scale Score Summary by Subgroup—Grade 4 .....	118
Table S3.5: Summative Scale Score Summary by Subgroup—Grade 4 (cont.).....	121
Table S3.5: Summative Scale Score Summary by Subgroup—Grade 4 (cont.).....	124
Table S3.6: Summative Scale Score Summary by Subgroup—Grade 5 .....	127
Table S3.6: Summative Scale Score Summary by Subgroup—Grade 5 (cont.).....	130
Table S3.6: Summative Scale Score Summary by Subgroup—Grade 5 (cont.).....	133
Table S3.7: Summative Scale Score Summary by Subgroup—Grade 6 .....	136
Table S3.7: Summative Scale Score Summary by Subgroup—Grade 6 (cont.).....	139
Table S3.7: Summative Scale Score Summary by Subgroup—Grade 6 (cont.).....	142
Table S3.8: Summative Scale Score Summary by Subgroup—Grade 7 .....	145
Table S3.8: Summative Scale Score Summary by Subgroup—Grade 7 (cont.).....	148
Table S3.8: Summative Scale Score Summary by Subgroup—Grade 7 (cont.).....	151
Table S3.9: Summative Scale Score Summary by Subgroup—Grade 8 .....	154

Table S3.9: Summative Scale Score Summary by Subgroup—Grade 8 (cont.).....	157
Table S3.9: Summative Scale Score Summary by Subgroup—Grade 8 (cont.).....	160
Table S3.10: Summative Scale Score Summary by Subgroup—Grade 9 .....	163
Table S3.10: Summative Scale Score Summary by Subgroup—Grade 9 (cont.).....	166
Table S3.10: Summative Scale Score Summary by Subgroup—Grade 9 (cont.).....	169
Table S3.11: Summative Scale Score Summary by Subgroup—Grade 10 .....	172
Table S3.11: Summative Scale Score Summary by Subgroup—Grade 10 (cont.).....	175
Table S3.11: Summative Scale Score Summary by Subgroup—Grade 10 (cont.).....	178
Table S3.12: Summative Scale Score Summary by Subgroup—Grade 11 .....	181
Table S3.12: Summative Scale Score Summary by Subgroup—Grade 11 (cont.).....	184
Table S3.12: Summative Scale Score Summary by Subgroup—Grade 11 (cont.).....	187
Table S3.13: Summative Scale Score Summary by Subgroup—Grade 12 .....	190
Table S3.13: Summative Scale Score Summary by Subgroup—Grade 12 (cont.).....	193
Table S3.13: Summative Scale Score Summary by Subgroup—Grade 12 (cont.).....	196
Section 4: Summative Assessment—Percentage of Students by Domain Performance Level .....	199
Table S4.1: Summative Performance Level by Domain—Kindergarten .....	200
Table S4.1: Summative Performance Level by Domain—Kindergarten (cont.).....	203
Table S4.2: Summative Performance Level by Domain—Grade 1.....	206
Table S4.2: Summative Performance Level by Domain—Grade 1 (cont.).....	209
Table S4.3: Summative Performance Level by Domain—Grade 2.....	212
Table S4.3: Summative Performance Level by Domain—Grade 2 (cont.).....	215
Table S4.4: Summative Performance Level by Domain—Grade 3.....	218
Table S4.4: Summative Performance Level by Domain—Grade 3 (cont.).....	221
Table S4.5: Summative Performance Level by Domain—Grade 4.....	224
Table S4.5: Summative Performance Level by Domain—Grade 4 (cont.).....	227
Table S4.6: Summative Performance Level by Domain—Grade 5.....	230
Table S4.6: Summative Performance Level by Domain—Grade 5 (cont.).....	233
Table S4.7: Summative Performance Level by Domain—Grade 6.....	236
Table S4.7: Summative Performance Level by Domain—Grade 6 (cont.).....	239
Table S4.8: Summative Performance Level by Domain—Grade 7.....	242
Table S4.8: Summative Performance Level by Domain—Grade 7 (cont.).....	245
Table S4.9: Summative Performance Level by Domain—Grade 8.....	248
Table S4.9: Summative Performance Level by Domain—Grade 8 (cont.).....	251
Table S4.10: Summative Performance Level by Domain—Grade 9.....	254
Table S4.10: Summative Performance Level by Domain—Grade 9 (cont.).....	257
Table S4.11: Summative Performance Level by Domain—Grade 10.....	260



Table S4.11: Summative Performance Level by Domain—Grade 10 (cont.)	263
Table S4.12: Summative Performance Level by Domain—Grade 11	266
Table S4.12: Summative Performance Level by Domain—Grade 11 (cont.)	269
Table S4.13: Summative Performance Level by Domain—Grade 12	272
Table S4.13: Summative Performance Level by Domain—Grade 12 (cont.)	275
Section 5: Summative Assessment—Percentage of Students by Overall Proficiency Level	278
Table S5.1: Summative Overall Proficiency Categories—Kindergarten	279
Table S5.2: Summative Overall Proficiency Categories—Grade 1	281
Table S5.3: Summative Overall Proficiency Categories—Grade 2	283
Table S5.4: Summative Overall Proficiency Categories—Grade 3	285
Table S5.5: Summative Overall Proficiency Categories—Grade 4	287
Table S5.6: Summative Overall Proficiency Categories—Grade 5	289
Table S5.7: Summative Overall Proficiency Categories—Grade 6	291
Table S5.8: Summative Overall Proficiency Categories—Grade 7	293
Table S5.9: Summative Overall Proficiency Categories—Grade 8	295
Table S5.10: Summative Overall Proficiency Categories—Grade 9	297
Table S5.11: Summative Overall Proficiency Categories—Grade 10	299
Table S5.12: Summative Overall Proficiency Categories—Grade 11	301
Table S5.13: Summative Overall Proficiency Categories—Grade 12	303
Section 6: Summative Assessment—Marginal Reliability	305
Figure S6.1: Summative Marginal Reliability by Gender	306
Figure S6.2: Summative Marginal Reliability by Ethnicity	307
Figure S6.3: Summative Marginal Reliability by IEP	308
Figure S6.4: Summative Marginal Reliability by Primary Disability	309
Section 7: Summative Assessment—Conditional Standard Error of Measurement	310
Figure S7.1: Summative Conditional Standard Error of Measurement for Kindergarten	311
Figure S7.2: Summative Conditional Standard Error of Measurement for Grade 1	312
Figure S7.3: Summative Conditional Standard Error of Measurement for Grade 2	313
Figure S7.4: Summative Conditional Standard Error of Measurement for Grade 3	314
Figure S7.5: Summative Conditional Standard Error of Measurement for Grade 4	315
Figure S7.6: Summative Conditional Standard Error of Measurement for Grade 5	316
Figure S7.7: Summative Conditional Standard Error of Measurement for Grade 6	317
Figure S7.8: Summative Conditional Standard Error of Measurement for Grade 7	318
Figure S7.9: Summative Conditional Standard Error of Measurement for Grade 8	319
Figure S7.10: Summative Conditional Standard Error of Measurement for Grade 9	320
Figure S7.11: Summative Conditional Standard Error of Measurement for Grade 10	321

Figure S7.12: Summative Conditional Standard Error of Measurement for Grade 11 .....	322
Figure S7.13: Summative Conditional Standard Error of Measurement for Grade 12 .....	323
Section 8: Summative Assessment—Inter-Rater Analysis.....	324
Table S8.1: Summative Inter-Rater Result—Kindergarten.....	325
Table S8.2: Summative Inter-Rater Result—Grade 1 .....	326
Table S8.3: Summative Inter-Rater Result—Grade Band 2–3.....	327
Table S8.4: Summative Inter-Rater Result—Grade Band 4–5.....	328
Table S8.5: Summative Inter-Rater Result—Grade Band 6–8.....	329
Table S8.6: Summative Inter-Rater Result—Grade Band 9–12.....	330
Section 9: Summative Assessment—Dimensionality.....	331
Figure S9.1: Summative Validity—Dimensionality for Kindergarten.....	332
Figure S9.2: Summative Validity—Dimensionality for Grade 1 .....	333
Figure S9.3: Summative Validity—Dimensionality for Grade Band 2–3.....	334
Figure S9.4: Summative Validity—Dimensionality for Grade Band 4–5.....	335
Figure S9.5: Summative Validity—Dimensionality for Grade Band 6–8.....	336
Figure S9.6: Summative Validity—Dimensionality for Grade Band 9–12.....	338
Section 10: Summative Assessment—Ability vs. Difficulty.....	339
Figure S10.1: Summative Validity—Ability vs. Difficulty for Kindergarten.....	340
Figure S10.2: Summative Validity—Ability vs. Difficulty for Grade 1 .....	341
Figure S10.3: Summative Validity—Ability vs. Difficulty for Grade Band 2–3.....	342
Figure S10.4: Summative Validity—Ability vs. Difficulty for Grade Band 4–5.....	343
Figure S10.5: Summative Validity—Ability vs. Difficulty for Grade Band 6–8.....	344
Figure S10.6: Summative Validity—Ability vs. Difficulty for Grade Band 9–12.....	345
Section 11: Field-Test-Item-Level Statistics .....	346
Table S11.1: Item-Level Field Testing Statistics <sup>1</sup> : Grade K (Combined 7 States’ data).....	347
Table S11.2: Item-Level Field Testing Statistics: Grade 1 (Combined 7 States’ data).....	349
Table S11.3: Item-Level Field Testing Statistics: Grade 2–3 (Combined 7 States’ data).....	351
Table S11.4: Item-Level Field Testing Statistics: Grade 4–5 (Combined 7 States’ data .....	353
Table S11.5: Item-Level Field Testing Statistics: Grade 6–8 (Combined 7 States’ data .....	355
Table S11.6: Item-Level Field Testing Statistics: Grade 9–12 (Combined 7 States’ data).....	357

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

\* Overall raw scores don't include students with exemptions and not attempted (untested)

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

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	1,686	0	13.0	22	4.2
	2	1,633	14	19.9	27	1.8
	3	5,095	18	24.7	29	1.9
	4	974	24	27.4	29	0.9
	5	1,111	26	28.2	29	0.7
<b>Reading</b>	1	1,753	0	10.8	18	3.1
	2	1,902	11	15.8	21	1.5
	3	3,833	15	19.2	23	1.5
	4	1,336	18	21.1	23	0.9
	5	1,585	19	22.0	23	0.8
<b>Speaking</b>	1	1,928	0	5.5	14	4.0
	2	1,192	10	14.4	18	1.6
	3	2,920	14	19.3	23	1.6
	4	1,528	17	22.2	24	0.9
	5	2,812	20	24.6	27	1.2
<b>Writing</b>	1	4,076	0	4.2	8	1.6
	2	2,903	5	9.0	13	1.8
	3	2,420	11	14.9	18	1.6
	4	406	17	17.5	18	0.5
	5	579	17	18.0	18	0.2
<b>Overall</b>	Emerging	2,130	0	40.3	67	12.1
	Progressing	7,533	37	73.8	95	10.3
	Proficient	665	85	91.8	97	2.3

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	1,090	0	10.8	17	3.1
	2	653	12	16.5	20	1.4
	3	3,070	15	20.5	23	1.4
	4	2,600	20	22.7	24	0.9
	5	3,101	21	23.6	24	0.6
Reading	1	2,833	0	12.4	20	2.8
	2	1,789	12	16.9	22	1.6
	3	2,936	14	20.3	27	1.9
	4	1,258	20	24.1	29	1.6
	5	1,604	23	27.6	30	1.7
Speaking	1	2,639	0	12.0	20	5.6
	2	2,681	12	19.5	23	1.3
	3	1,053	17	21.2	24	1.0
	4	1,659	17	22.1	24	0.9
	5	2,361	18	23.5	25	1.0
Writing	1	3,692	0	7.4	15	3.9
	2	2,125	13	16.3	20	1.2
	3	2,744	16	18.9	20	0.8
	4	785	18	19.7	20	0.5
	5	1,063	19	19.9	20	0.2
Overall	Emerging	1,475	0	42.4	75	12.7
	Progressing	7,348	29	75.9	96	10.6
	Proficient	1,528	85	92.6	99	3.0

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	602	0	9.3	14	2.6
	2	447	10	14.5	19	1.4
	3	2,136	14	19.8	24	1.9
	4	2,643	19	23.4	26	1.2
	5	2,718	22	25.0	26	0.9
Reading	1	2,071	0	13.8	22	3.1
	2	1,366	10	18.1	26	2.0
	3	2,462	16	23.3	31	2.7
	4	1,279	22	28.6	33	1.9
	5	1,275	26	32.3	36	1.9
Speaking	1	1,849	0	9.0	17	4.7
	2	1,419	12	16.1	19	1.3
	3	1,358	15	18.3	22	1.1
	4	1,791	16	20.0	23	1.1
	5	2,037	19	22.2	25	1.2
Writing	1	2,104	0	4.2	12	2.8
	2	1,283	5	11.5	16	1.8
	3	2,541	10	15.7	21	1.8
	4	1,271	13	18.5	22	1.3
	5	1,257	16	20.6	24	1.2
Overall	Emerging	935	0	35.3	63	10.9
	Progressing	5,550	24	73.7	98	12.1
	Proficient	1,916	84	96.2	110	4.4

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	512	0	9.5	15	2.4
	2	402	10	15.0	19	1.6
	3	1,815	15	21.0	25	2.0
	4	2,424	20	24.1	26	1.1
	5	2,099	23	25.4	26	0.7
Reading	1	2,170	0	16.0	25	3.5
	2	1,089	17	22.9	30	2.3
	3	2,061	22	28.6	35	2.3
	4	1,049	25	32.1	36	1.5
	5	777	29	34.0	36	1.3
Speaking	1	1,366	0	8.3	17	5.1
	2	887	13	16.7	21	1.3
	3	1,275	15	19.0	22	1.2
	4	1,891	18	20.8	24	1.1
	5	1,754	20	22.9	25	1.1
Writing	1	2,066	0	7.3	16	4.5
	2	1,138	10	15.7	20	1.4
	3	2,085	13	18.6	23	1.4
	4	1,110	17	20.6	23	1.0
	5	750	19	22.1	24	1.0
Overall	Emerging	834	0	37.3	76	12.6
	Progressing	4,864	34	82.7	104	12.7
	Proficient	1,406	93	101.1	110	3.0

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	608	0	10.6	18	3.2
	2	409	12	17.1	21	1.8
	3	1,279	15	22.2	28	2.1
	4	2,339	20	26.7	31	1.7
	5	1,399	26	29.8	32	1.2
Reading	1	1,446	0	7.6	13	2.2
	2	856	7	11.7	17	1.6
	3	1,880	9	16.8	24	2.4
	4	1,052	17	21.9	29	1.7
	5	697	21	25.9	30	1.8
Speaking	1	952	0	8.4	17	4.8
	2	642	13	17.4	22	1.6
	3	1,160	15	20.6	24	1.3
	4	1,751	18	23.1	27	1.2
	5	1,475	22	25.6	30	1.2
Writing	1	1,230	0	5.6	16	3.5
	2	764	9	15.2	22	2.1
	3	2,838	13	22.0	27	2.4
	4	701	22	25.6	29	1.0
	5	419	24	27.1	30	1.1
Overall	Emerging	856	0	35.2	65	12.2
	Progressing	4,057	40	82.3	109	13.2
	Proficient	977	93	103.8	119	4.6



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

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	631	0	11.8	19	3.6
	2	453	14	19.2	24	2.0
	3	680	18	23.2	28	1.7
	4	2,213	21	27.3	32	1.8
	5	1,118	27	30.2	32	1.1
<b>Reading</b>	1	1,213	0	8.4	15	2.4
	2	802	9	13.7	20	2.0
	3	1,849	13	19.8	26	2.5
	4	730	20	24.7	29	1.6
	5	402	23	27.5	30	1.5
<b>Speaking</b>	1	946	0	9.3	19	5.2
	2	656	15	18.8	23	1.4
	3	1,491	17	22.1	26	1.3
	4	1,116	21	24.4	27	1.0
	5	817	23	26.4	30	1.1
<b>Writing</b>	1	892	0	5.9	16	3.4
	2	519	9	15.7	21	2.2
	3	2,890	15	23.3	28	2.4
	4	461	23	26.7	29	0.9
	5	236	26	28.1	30	1.0
<b>Overall</b>	Emerging	884	2	39.9	71	14.1
	Progressing	3,535	45	89.7	111	11.8
	Proficient	547	98	107.9	118	3.4

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	497	0	14.6	23	3.9
	2	386	15	21.1	27	2.1
	3	1,168	20	26.5	35	2.5
	4	1,575	25	32.1	37	1.9
	5	1,002	31	35.5	38	1.3
Reading	1	1,117	0	9.4	16	2.4
	2	827	9	13.6	19	1.8
	3	1,704	13	19.2	27	2.4
	4	566	20	24.5	29	1.6
	5	328	23	28.1	33	1.9
Speaking	1	838	0	5.7	13	3.9
	2	541	10	14.5	17	1.4
	3	1,349	13	18.1	21	1.3
	4	1,008	18	20.7	23	0.9
	5	843	20	23.2	27	1.3
Writing	1	832	0	3.6	12	2.8
	2	520	6	12.0	17	1.9
	3	2,303	12	18.4	23	2.1
	4	525	19	21.9	25	1.0
	5	369	20	23.8	28	1.3
Overall	Emerging	758	0	38.3	68	11.7
	Progressing	3,207	40	83.5	111	13.0
	Proficient	552	95	106.0	123	4.6

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	678	0	16.6	27	4.3
	2	512	18	24.4	31	2.4
	3	1,409	22	30.7	37	2.4
	4	788	31	34.6	38	1.3
	5	499	33	36.4	38	1.1
Reading	1	1,278	0	10.5	19	2.9
	2	951	12	17.2	24	2.0
	3	1,229	16	22.8	29	2.2
	4	241	23	27.4	32	1.4
	5	127	27	30.1	33	1.5
Speaking	1	808	0	5.8	15	4.3
	2	567	11	15.6	19	1.5
	3	1,298	15	19.2	22	1.2
	4	630	19	21.6	24	0.9
	5	547	21	23.7	27	1.2
Writing	1	1,112	0	6.8	16	4.9
	2	686	12	16.9	21	1.5
	3	1,593	17	20.7	25	1.5
	4	272	21	23.3	26	1.0
	5	176	21	24.8	28	1.1
Overall	Emerging	958	0	44.8	82	15.9
	Progressing	2,609	53	90.7	114	11.1
	Proficient	226	103	111.0	123	3.9

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	700	0	16.5	25	4.4
	2	465	18	24.9	32	2.4
	3	1,326	24	31.4	37	2.3
	4	878	31	35.1	38	1.3
	5	669	33	36.7	38	1.0
Reading	1	1,259	1	11.1	19	3.0
	2	863	13	18.2	25	2.1
	3	1,497	18	24.6	32	2.5
	4	209	25	29.2	33	1.4
	5	127	27	31.0	33	1.2
Speaking	1	823	0	5.7	14	4.3
	2	498	11	15.6	19	1.5
	3	1,269	14	19.5	23	1.3
	4	673	20	21.9	25	0.9
	5	721	20	23.9	27	1.1
Writing	1	1,159	0	7.3	18	5.3
	2	666	11	17.7	22	1.6
	3	1,669	17	21.6	26	1.5
	4	248	22	24.0	27	0.9
	5	213	23	25.5	28	1.0
Overall	Emerging	973	12	45.0	82	16.2
	Progressing	2,709	57	95.2	115	11.4
	Proficient	234	107	114.1	124	3.0

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	1,467	0	8.4	15	2.6
	2	669	8	13.5	20	1.8
	3	1,704	12	18.4	25	2.3
	4	748	18	22.4	26	1.5
	5	432	21	24.4	26	1.2
Reading	1	2,181	0	10.2	19	2.9
	2	1,083	11	17.9	27	2.5
	3	1,464	17	25.8	35	3.4
	4	142	30	32.9	37	1.6
	5	97	31	35.9	40	1.7
Speaking	1	1,413	0	4.6	12	3.5
	2	844	9	14.5	18	2.0
	3	1,622	15	20.2	24	1.6
	4	530	21	23.4	25	0.8
	5	553	23	25.4	27	1.0
Writing	1	1,969	0	5.6	15	4.4
	2	1,021	11	15.5	21	1.6
	3	1,657	15	19.5	24	1.7
	4	182	20	22.7	25	1.1
	5	122	22	24.4	27	1.0
Overall	Emerging	1,859	0	33.3	66	12.9
	Progressing	2,897	34	79.8	110	13.1
	Proficient	135	98	106.5	116	3.7

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

Domain	Level	N	Min	Mean	Max	SD
Listening	1	974	0	8.8	14	2.5
	2	541	8	13.7	19	1.8
	3	1,412	11	18.7	25	2.3
	4	756	18	22.4	26	1.5
	5	599	20	24.5	26	1.2
Reading	1	1,540	0	10.4	19	2.9
	2	913	10	18.0	25	2.6
	3	1,447	17	26.1	34	3.4
	4	206	29	32.7	38	1.7
	5	137	32	36.0	40	1.6
Speaking	1	896	0	5.3	12	3.6
	2	662	9	14.4	19	2.1
	3	1,433	15	20.2	25	1.6
	4	604	21	23.3	25	0.8
	5	654	22	25.3	27	1.0
Writing	1	1,378	0	6.5	15	4.4
	2	844	11	15.4	20	1.5
	3	1,619	15	19.7	26	1.7
	4	249	19	22.7	25	1.0
	5	149	21	24.2	27	1.1
Overall	Emerging	1,282	0	35.8	69	12.4
	Progressing	2,705	37	81.7	109	13.2
	Proficient	212	99	106.6	115	3.4

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

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	438	0	9.1	15	2.3
	2	392	8	13.7	18	1.9
	3	1,104	11	18.7	25	2.4
	4	679	18	22.5	26	1.5
	5	658	21	24.5	26	1.1
<b>Reading</b>	1	881	0	10.6	18	3.0
	2	732	10	18.0	25	2.6
	3	1,246	17	26.1	36	3.4
	4	229	28	33.0	37	1.6
	5	161	32	35.9	40	1.6
<b>Speaking</b>	1	382	0	5.4	11	3.6
	2	466	10	14.5	19	2.0
	3	1,189	16	20.3	24	1.6
	4	541	20	23.2	25	0.8
	5	665	22	25.4	27	1.0
<b>Writing</b>	1	752	0	7.5	16	4.4
	2	687	10	15.4	19	1.6
	3	1,352	14	19.6	24	1.7
	4	261	20	22.7	26	1.0
	5	186	21	24.3	28	1.2
<b>Overall</b>	Emerging	654	9	38.9	66	12.2
	Progressing	2,303	34	82.6	110	13.4
	Proficient	257	99	106.9	119	3.6

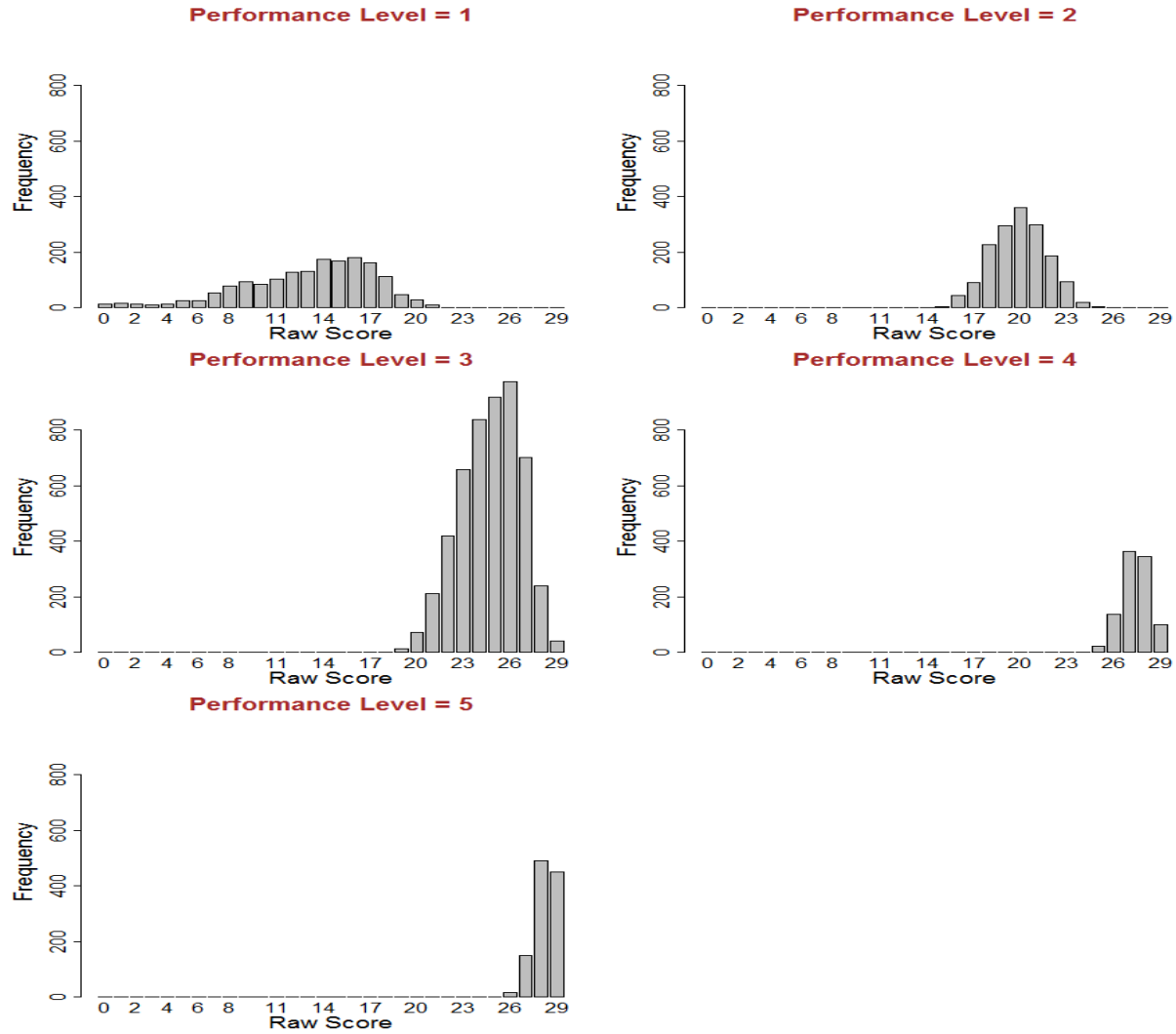
**Table S1.13: Summative Raw Score Summary—Grade 12**

Domain	Level	N	Min	Mean	Max	SD
<b>Listening</b>	1	282	0	9.2	15	2.5
	2	306	8	14.0	20	1.9
	3	849	10	18.9	25	2.5
	4	579	18	22.5	26	1.5
	5	548	19	24.4	26	1.2
<b>Reading</b>	1	640	0	10.8	20	3.0
	2	550	11	17.5	27	2.6
	3	1,043	18	26.3	35	3.4
	4	174	28	32.9	37	1.8
	5	136	32	35.8	40	1.6
<b>Speaking</b>	1	230	0	5.4	12	3.7
	2	388	10	14.6	18	2.0
	3	854	14	20.3	24	1.6
	4	475	20	23.3	25	0.8
	5	590	23	25.4	27	1.0
<b>Writing</b>	1	528	0	8.2	15	4.2
	2	550	10	15.4	19	1.6
	3	1,102	15	19.7	24	1.8
	4	215	19	22.6	25	1.0
	5	143	22	24.2	27	1.2
<b>Overall</b>	Emerging	456	3	41.3	65	11.9
	Progressing	1,864	43	83.2	112	13.4
	Proficient	200	100	106.6	117	3.6

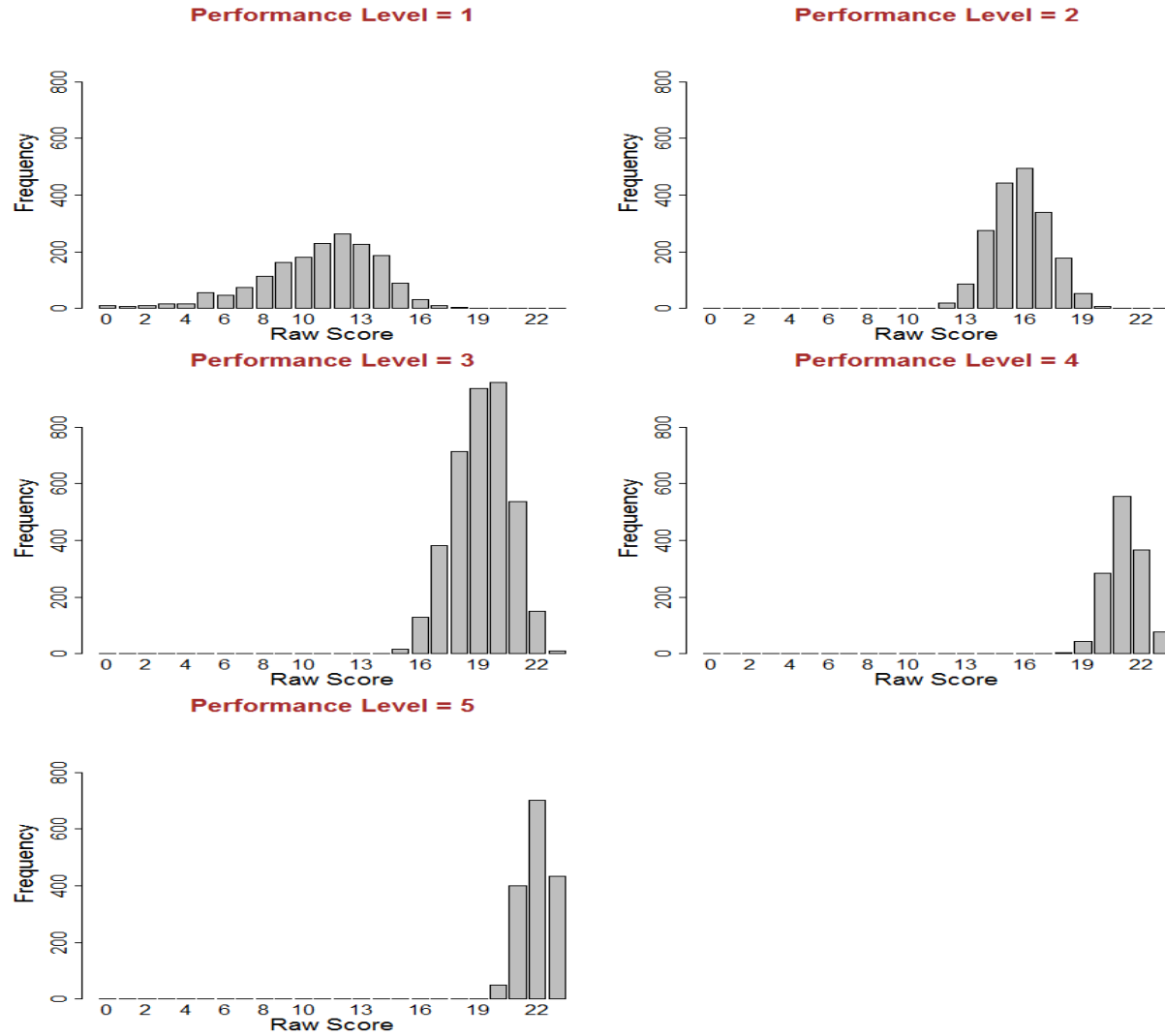


## **Section 2: Summative Assessment—Raw Score Distributions**

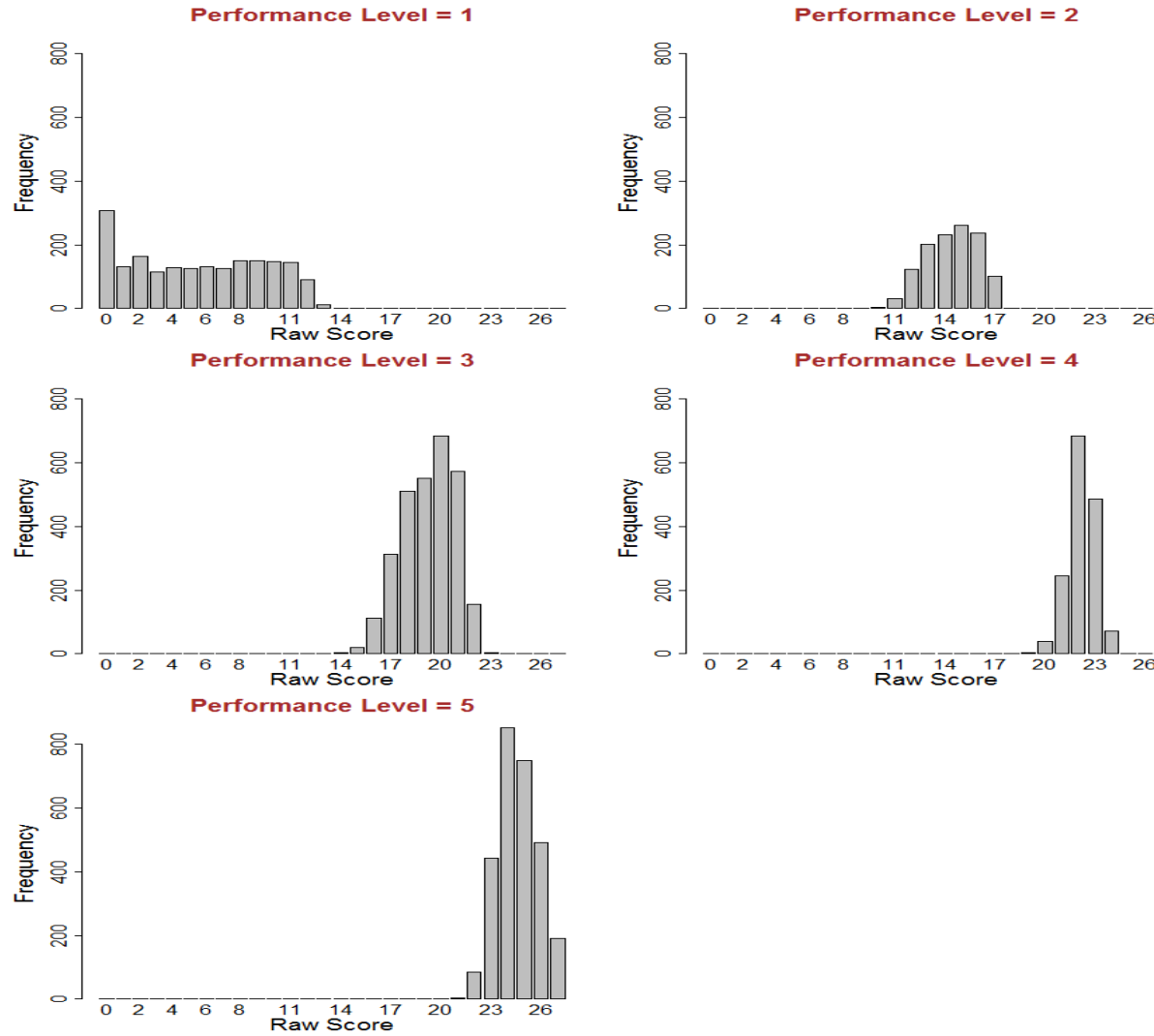
**Figure S2.1: Summative Raw Score Summary - Kindergarten Listening**



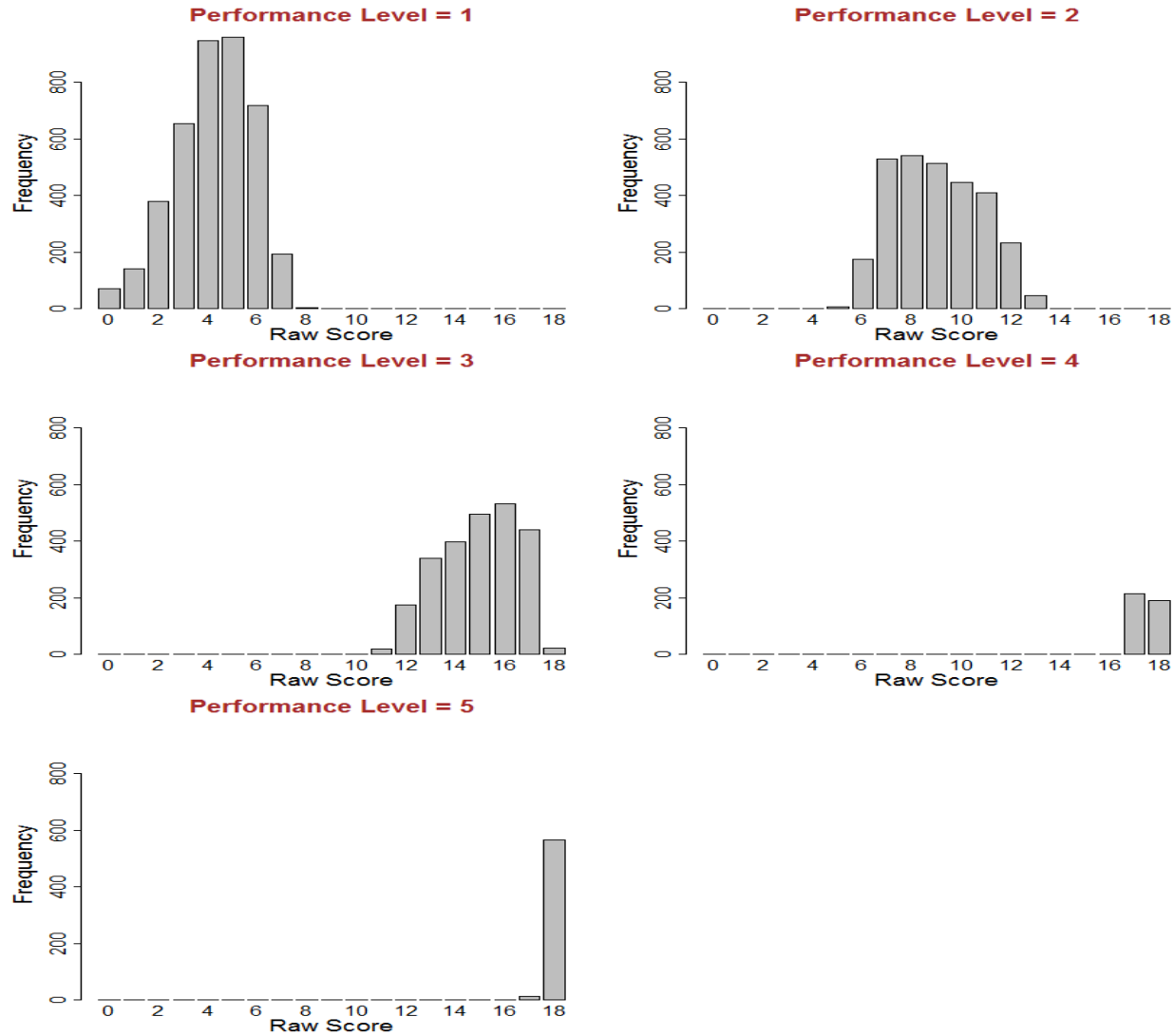
**Figure S2.2: Summative Raw Score Summary - Kindergarten Reading**



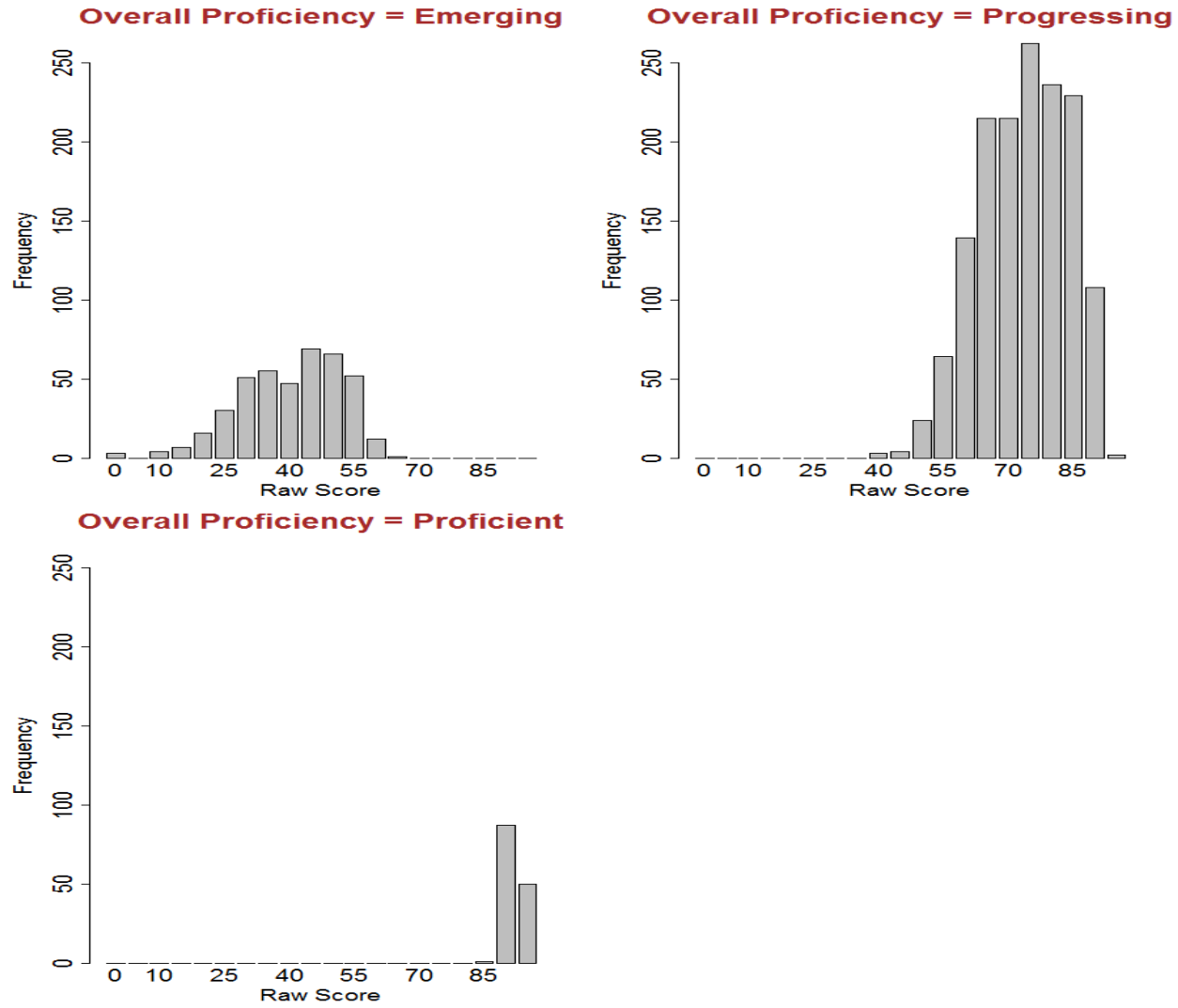
**Figure S2.3: Summative Raw Score Summary - Kindergarten Speaking**



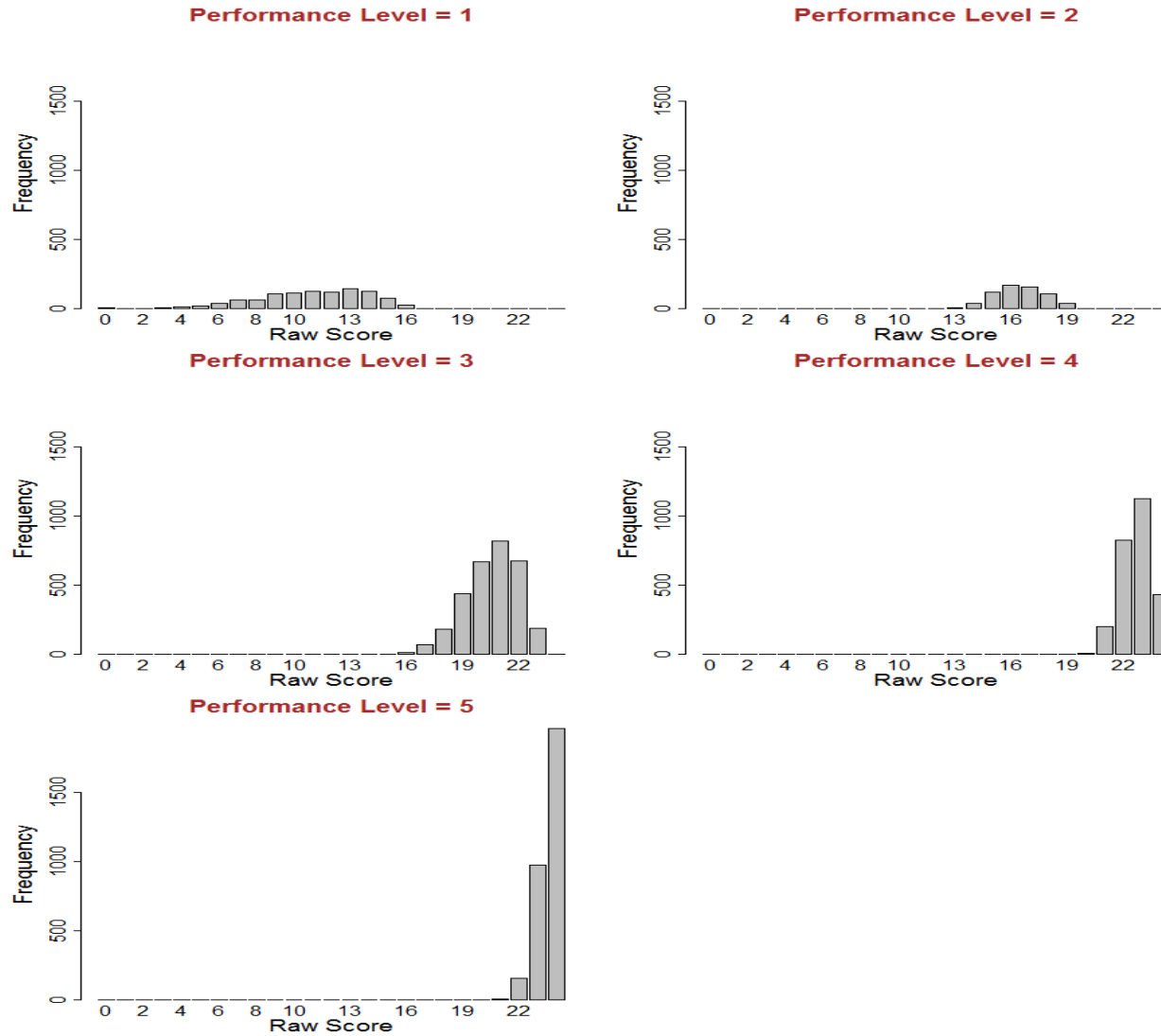
**Figure S2.4: Summative Raw Score Summary - Kindergarten Writing**



**Figure S2.5: Summative Raw Score Summary - Kindergarten Overall**



**Figure S2.6: Summative Raw Score Summary - Grade 1 Listening**



**Figure S2.7: Summative Raw Score Summary - Grade 1 Reading**

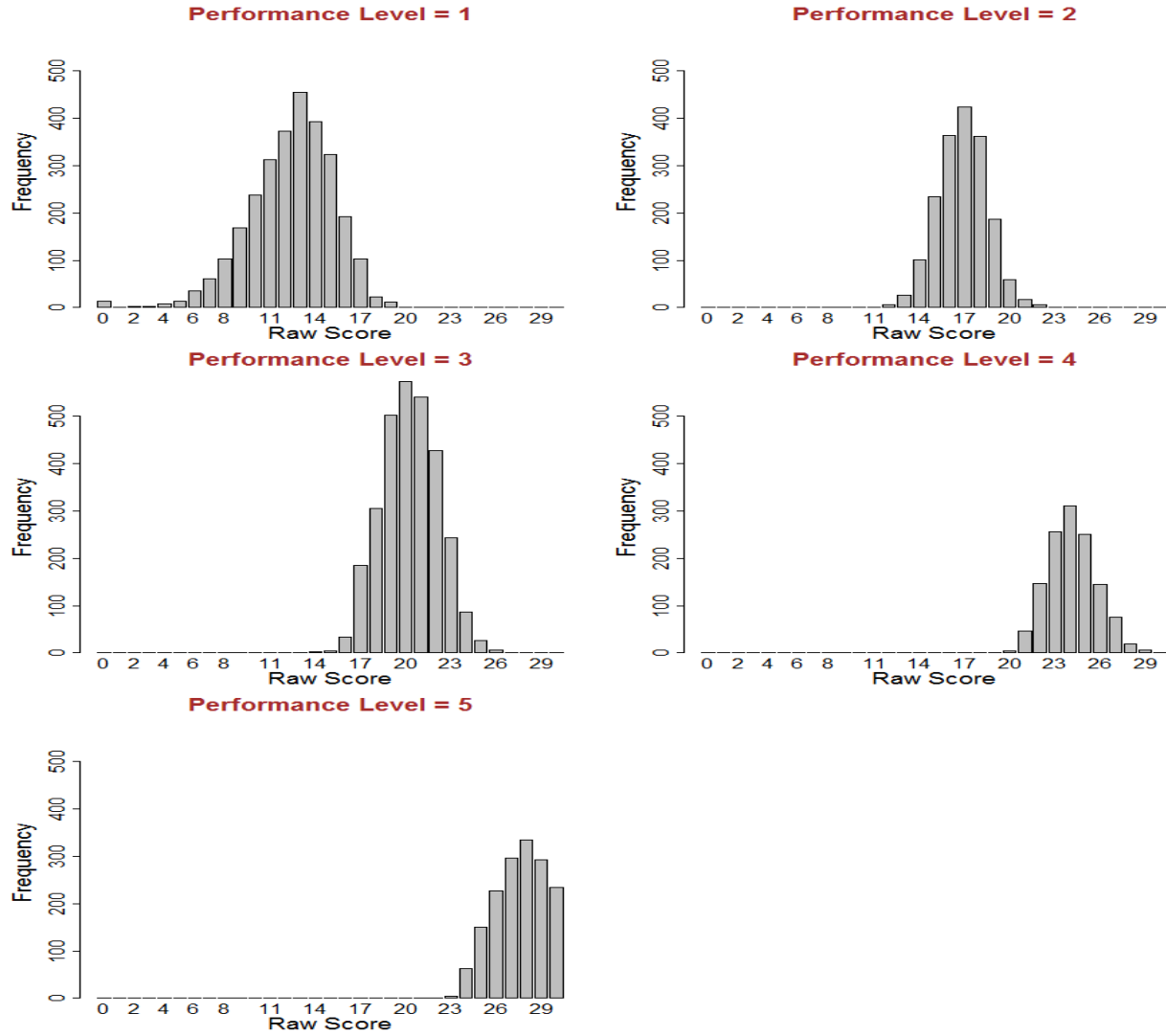




Figure S2.8: Summative Raw Score Summary - Grade 1 Speaking

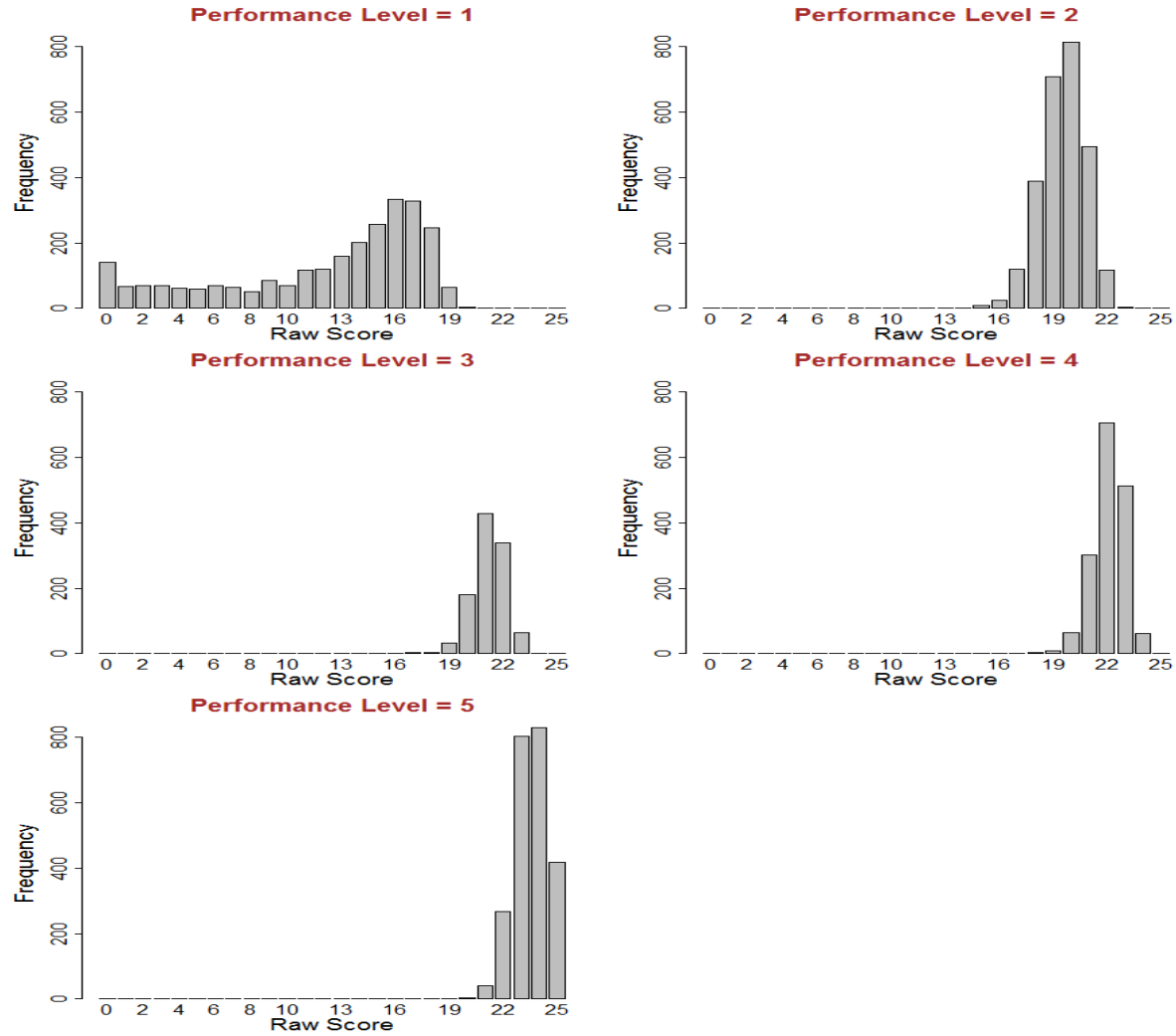
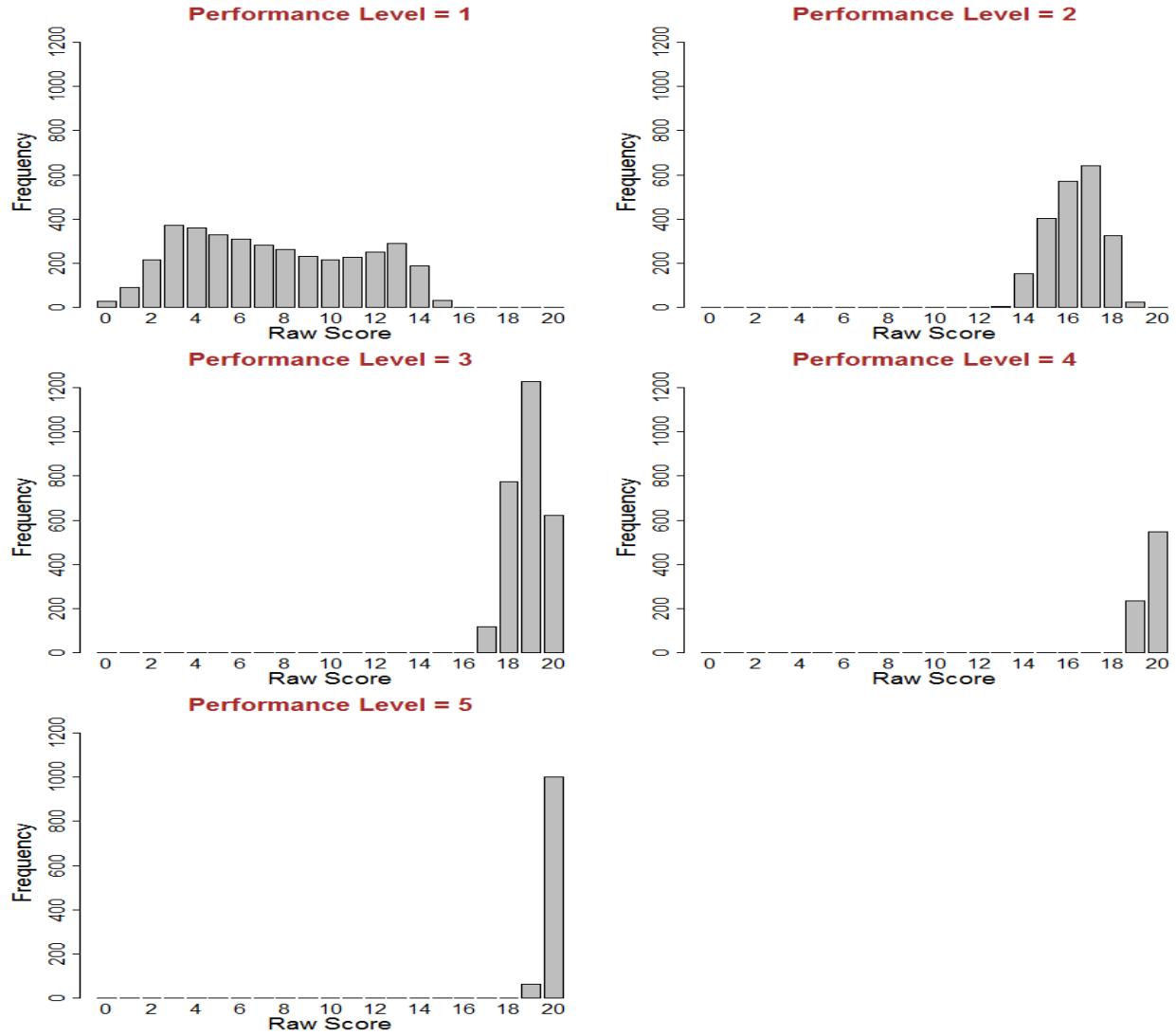


Figure S2.9: Summative Raw Score Summary - Grade 1 Writing



**Figure S2.10: Summative Raw Score Summary - Grade 1 Overall**

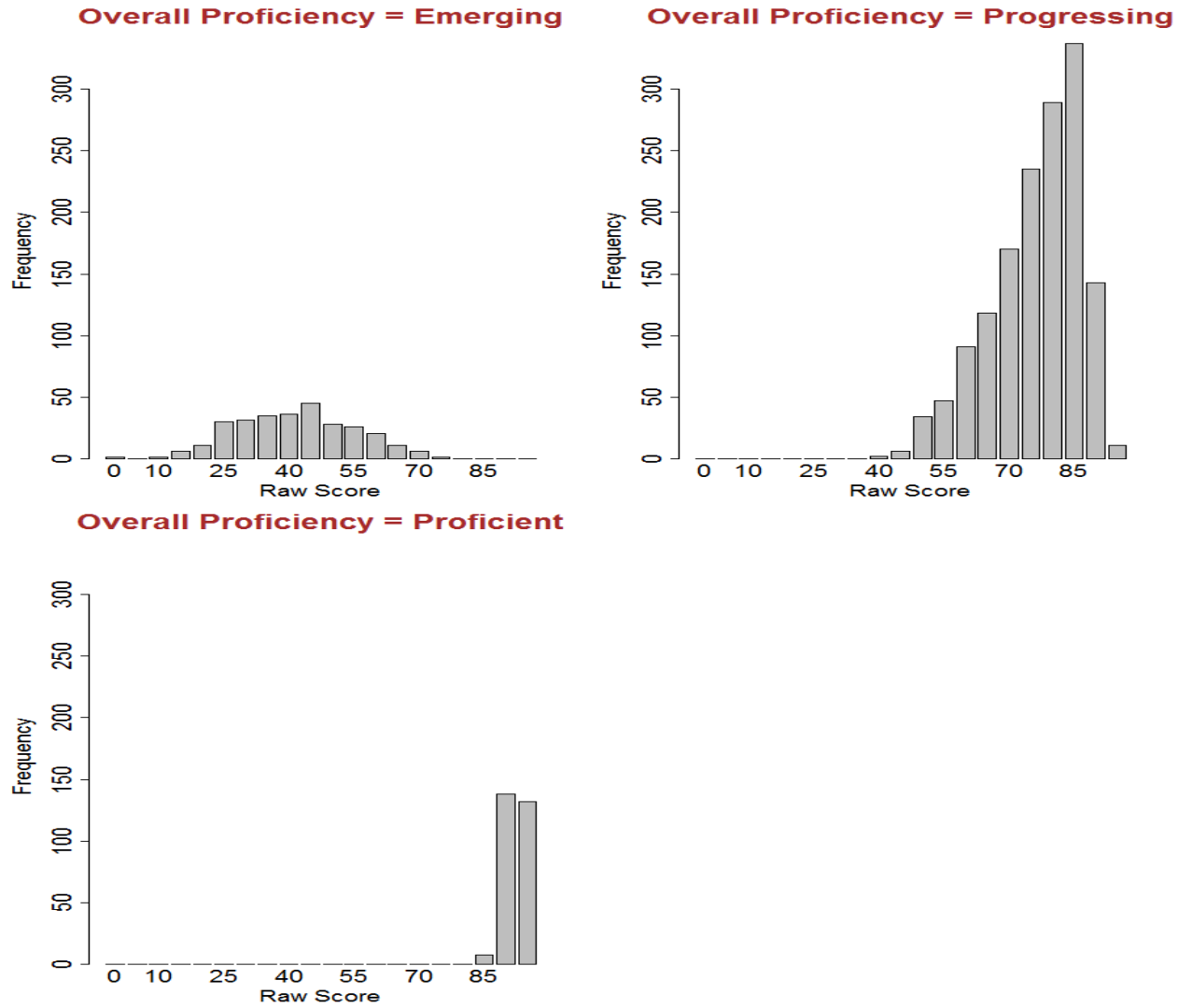
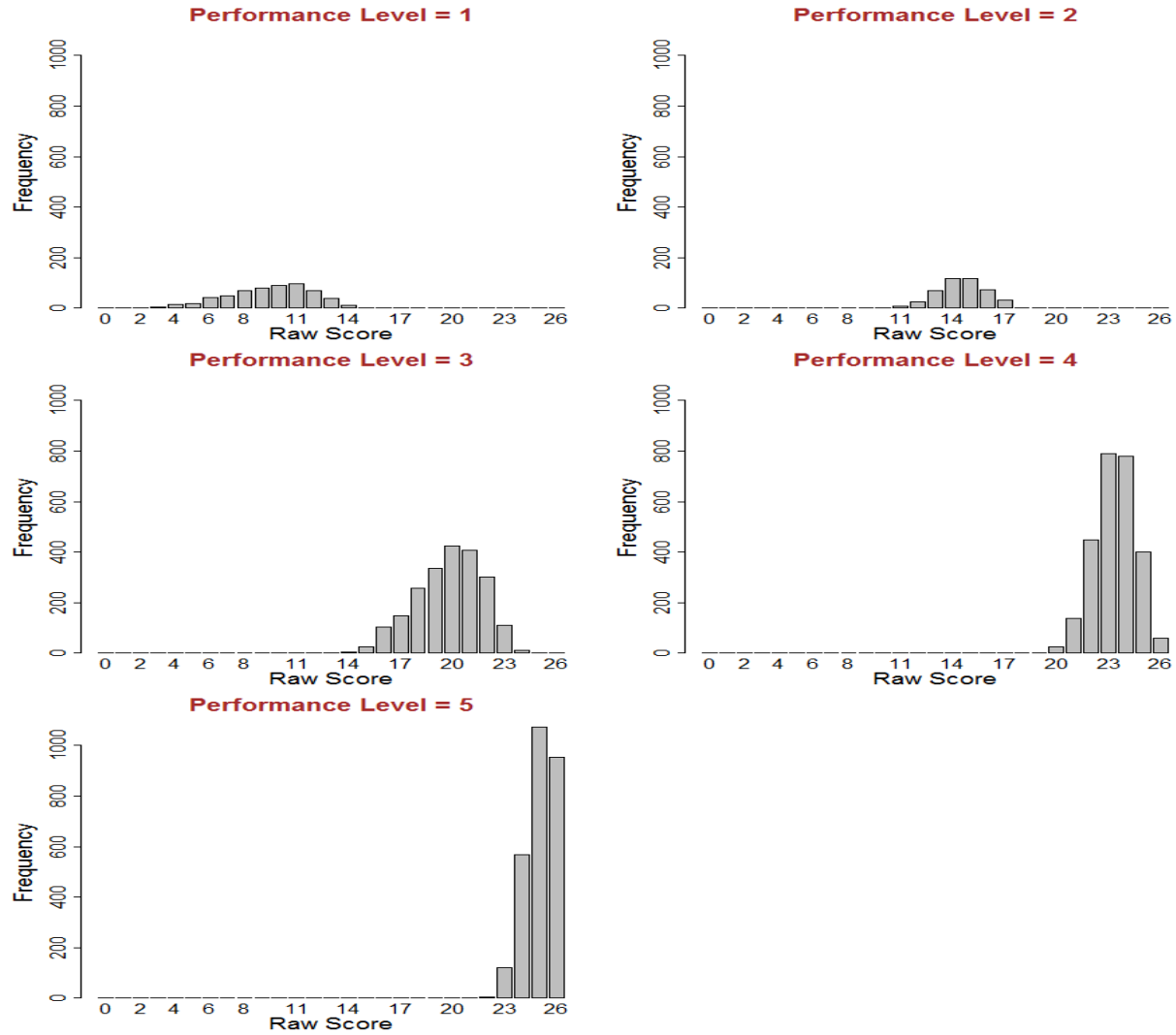
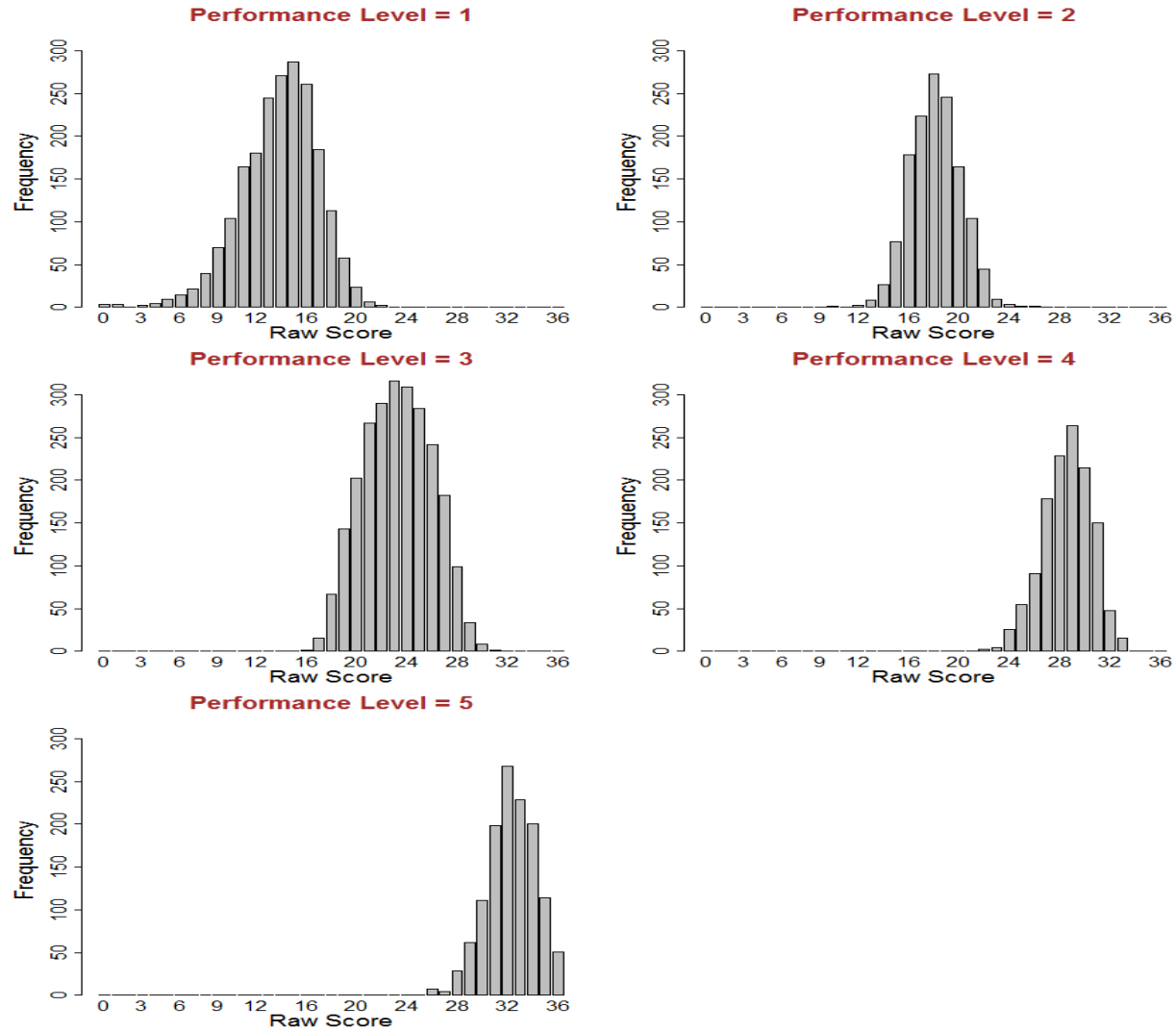


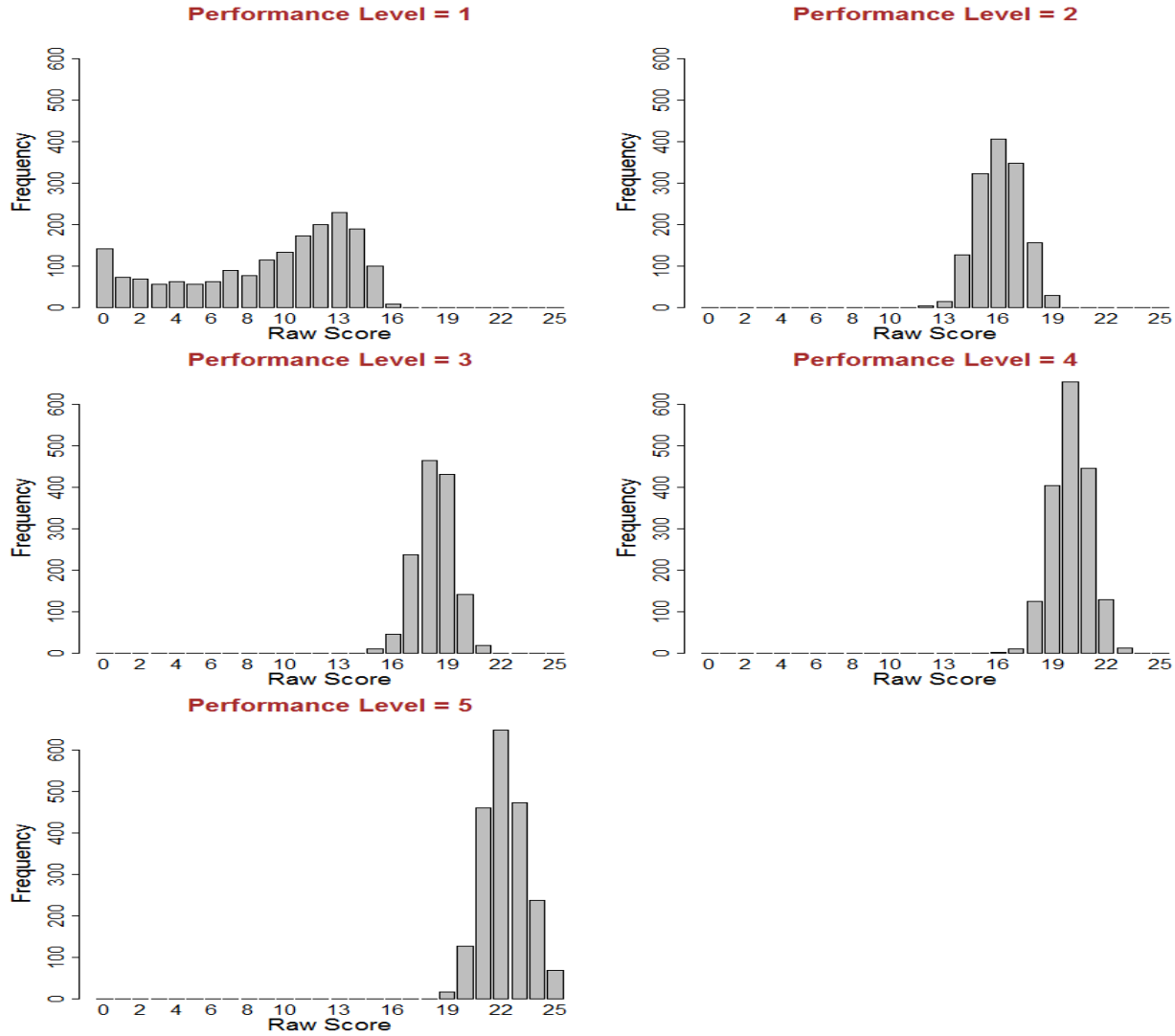
Figure S2.11: Summative Raw Score Summary - Grade 2 Listening



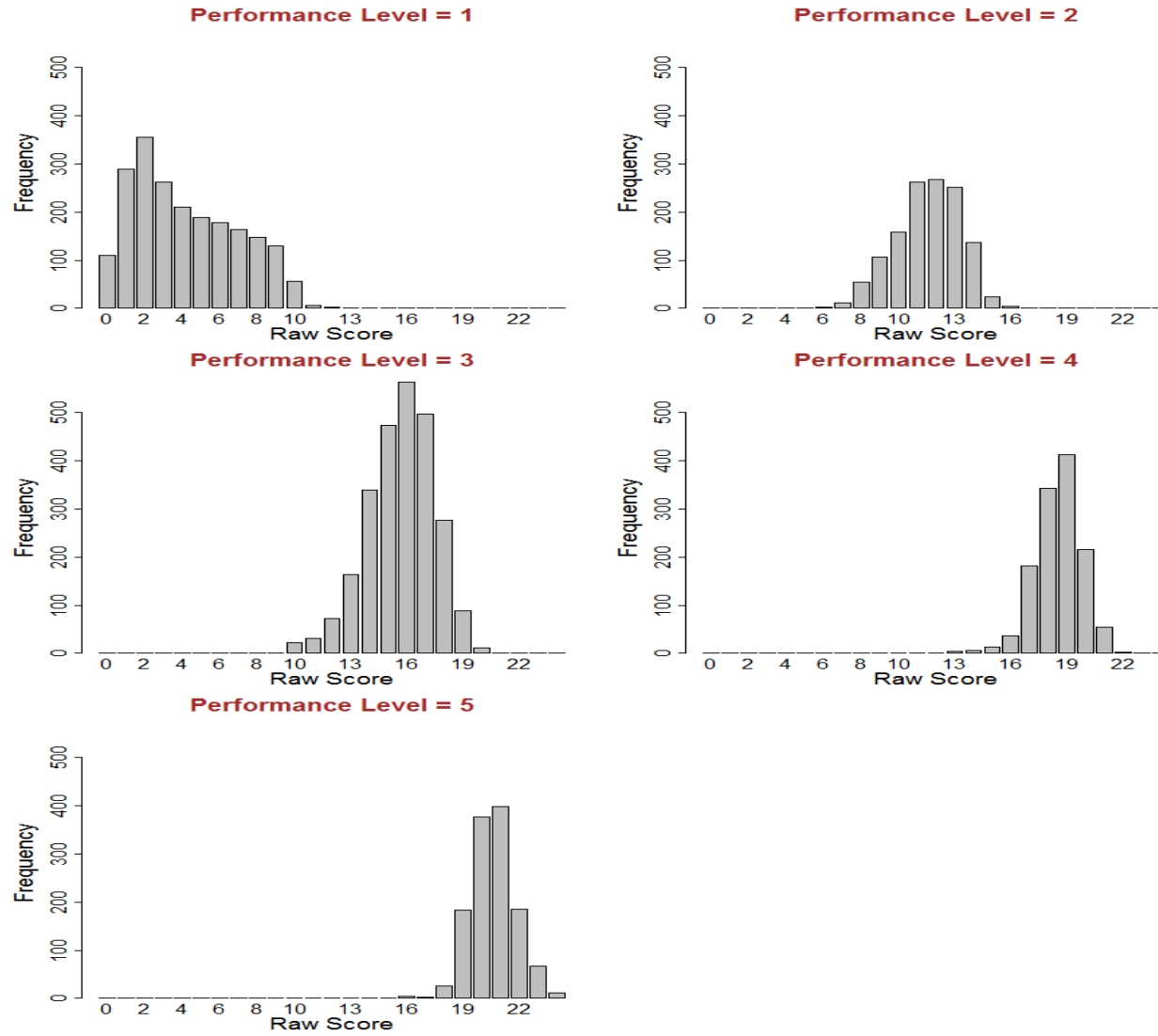
**Figure S2.12: Summative Raw Score Summary - Grade 2 Reading**



**Figure S2.13: Summative Raw Score Summary - Grade 2 Speaking**



**Figure S2.14: Summative Raw Score Summary - Grade 2 Writing**



**Figure S2.15: Summative Raw Score Summary - Grade 2 Overall**

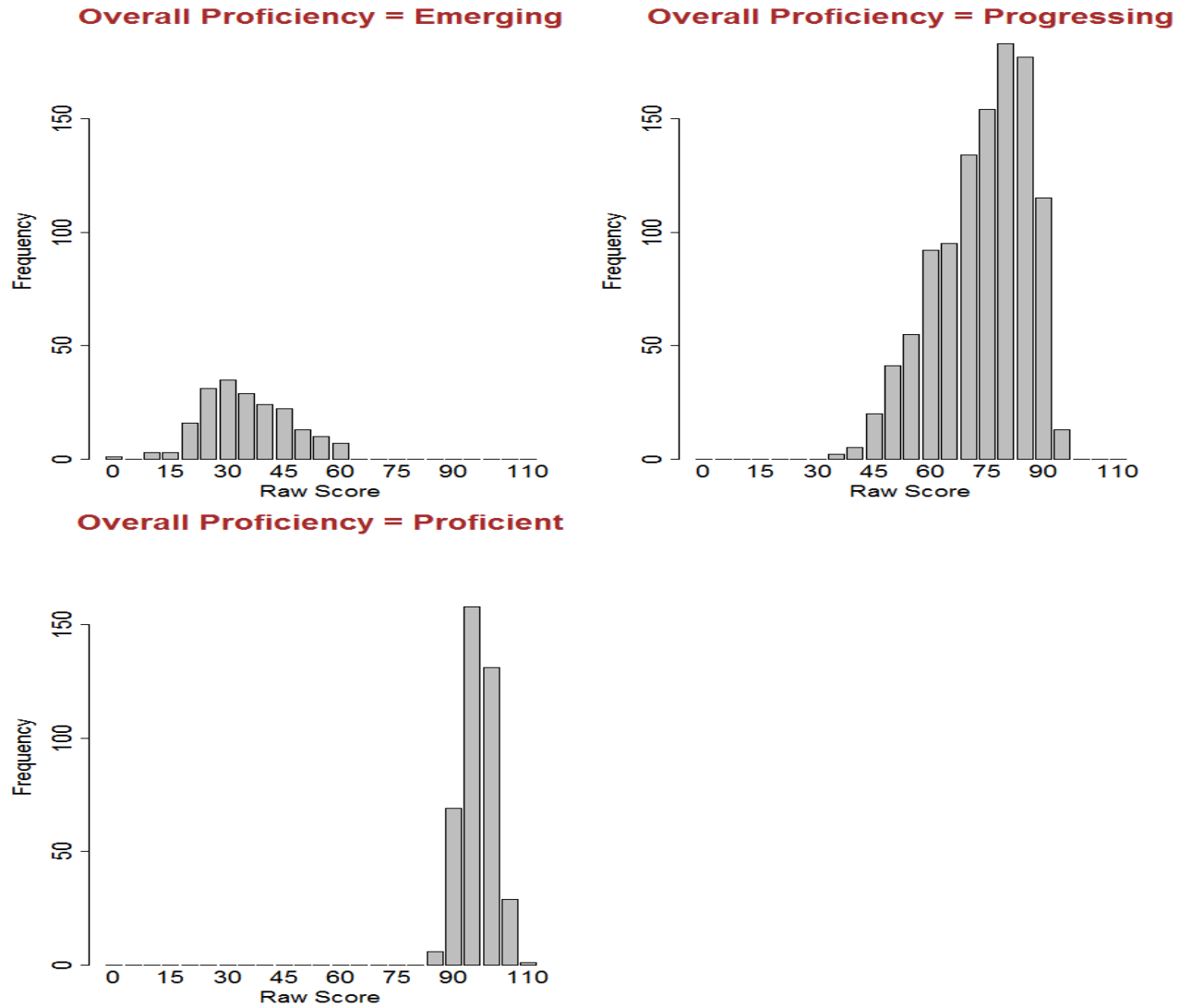
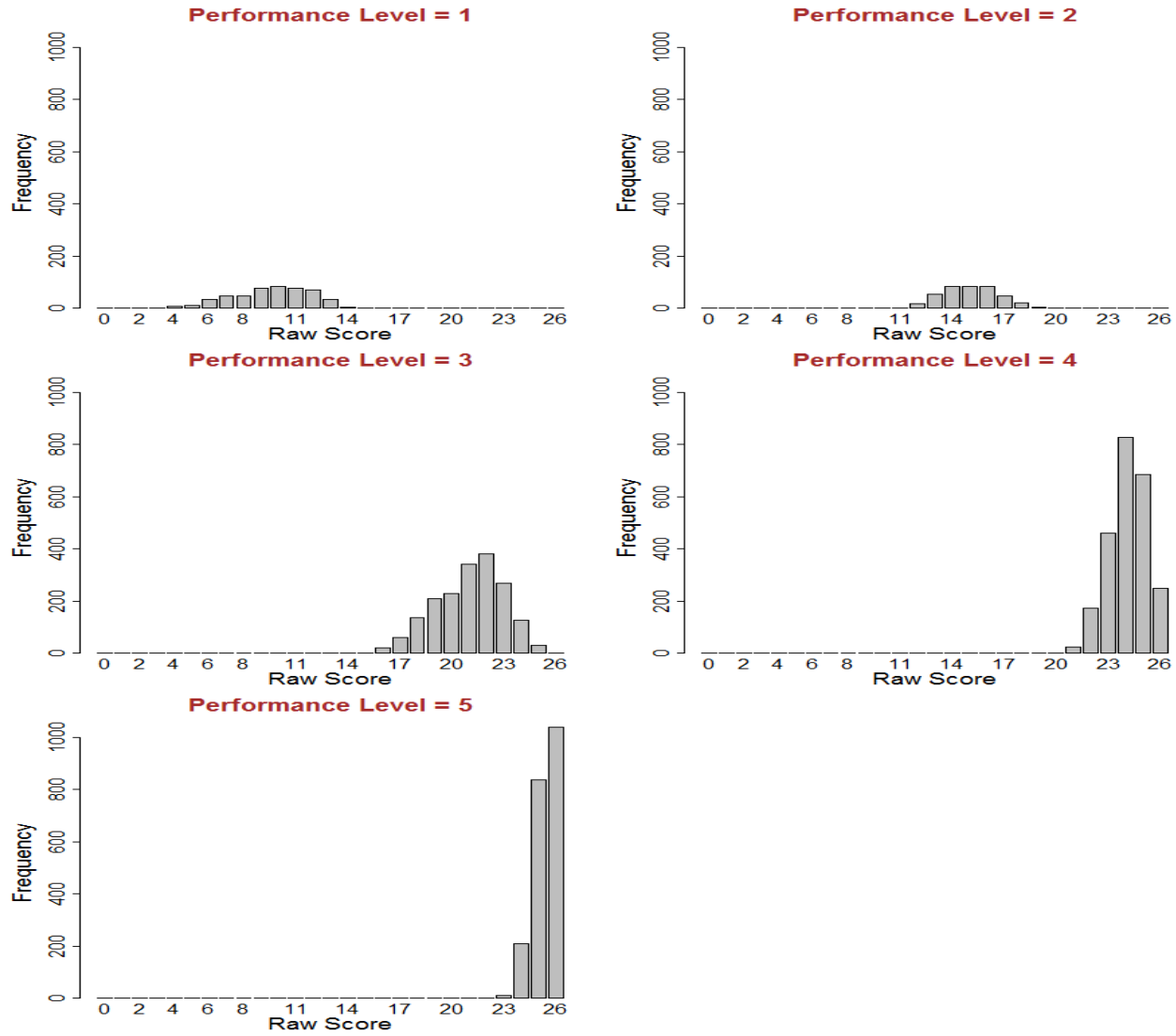
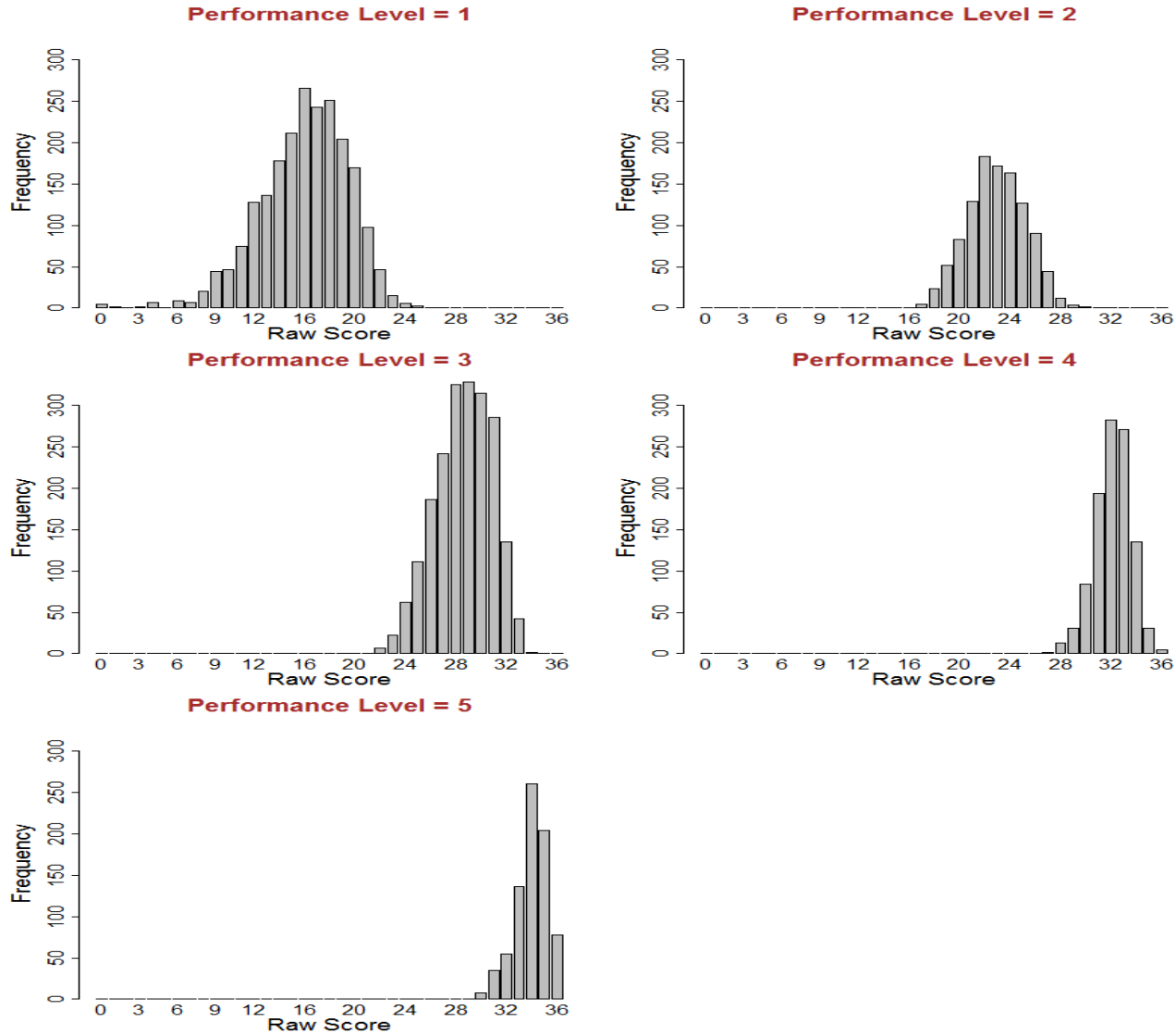




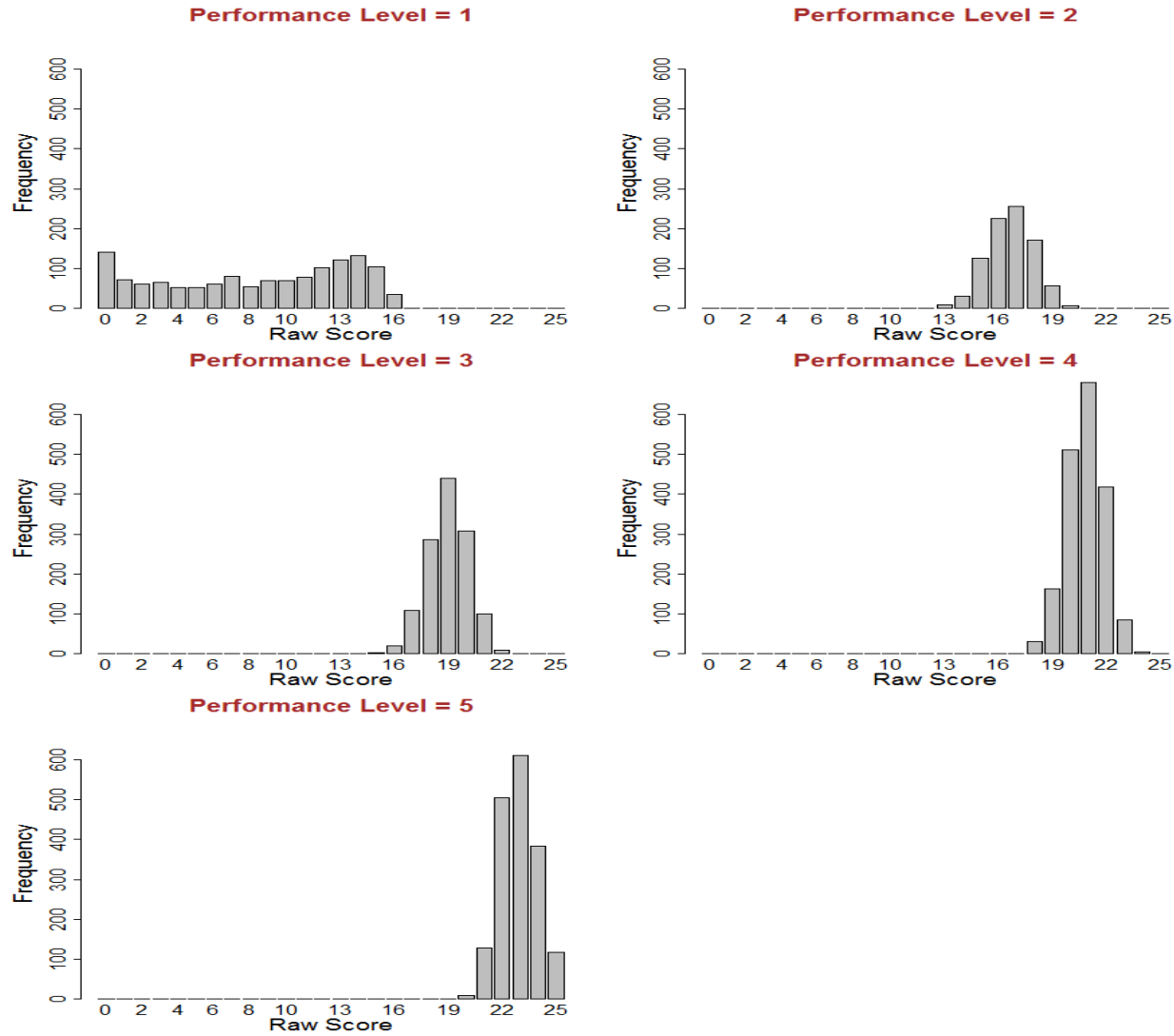
Figure S2.16: Summative Raw Score Summary - Grade 3 Listening



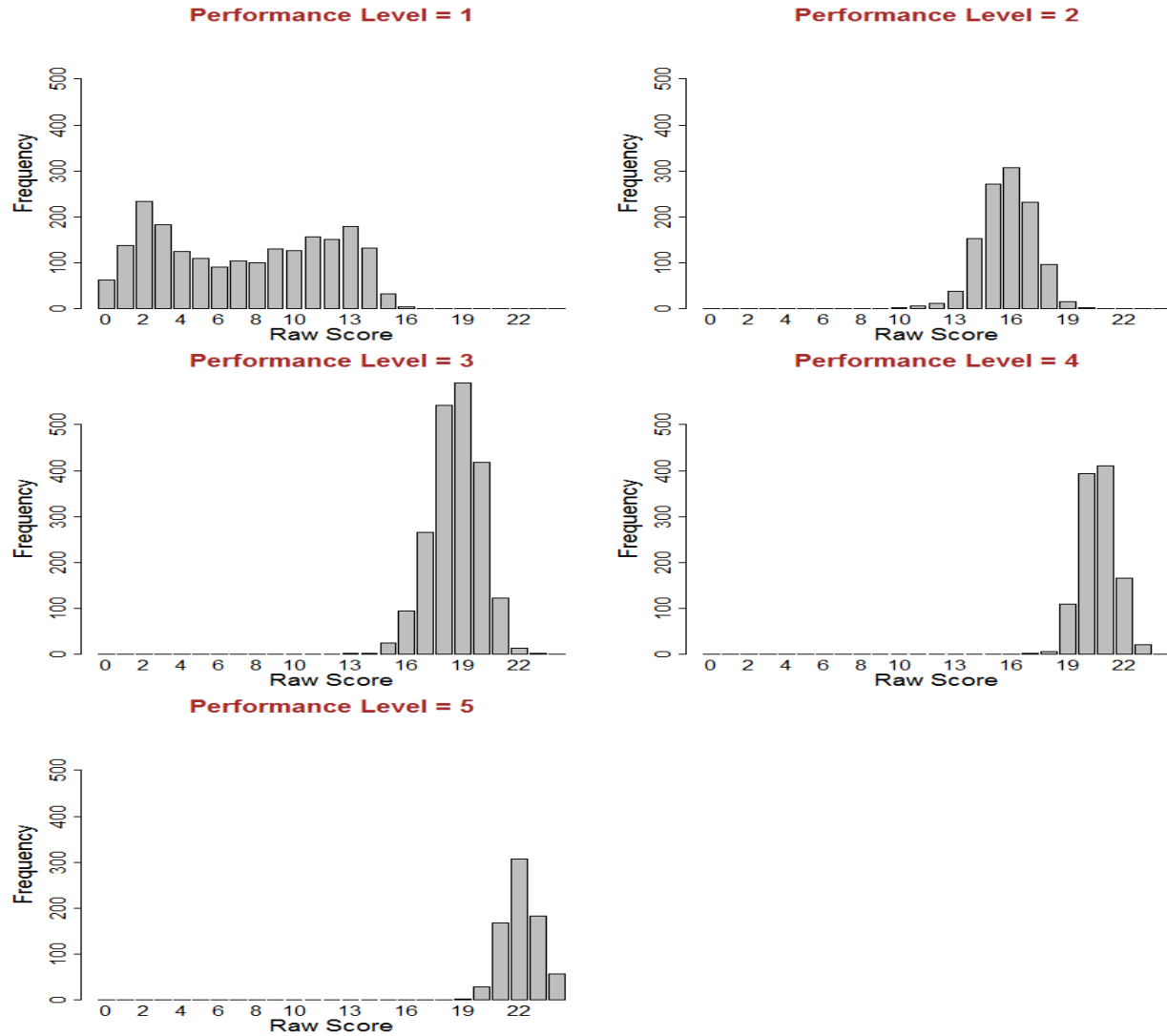
**Figure S2.17: Summative Raw Score Summary - Grade 3 Reading**



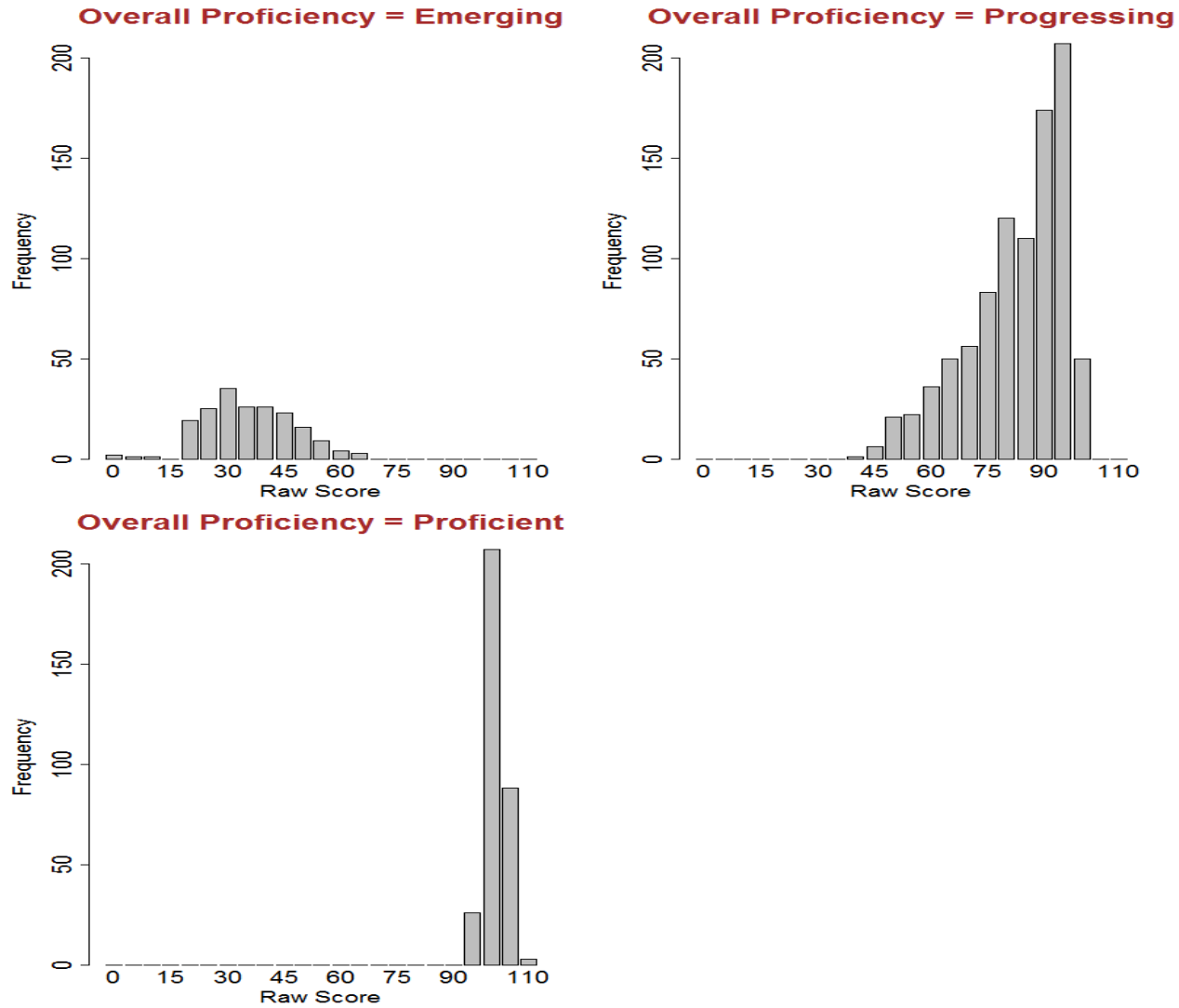
**Figure S2.18: Summative Raw Score Summary - Grade 3 Speaking**



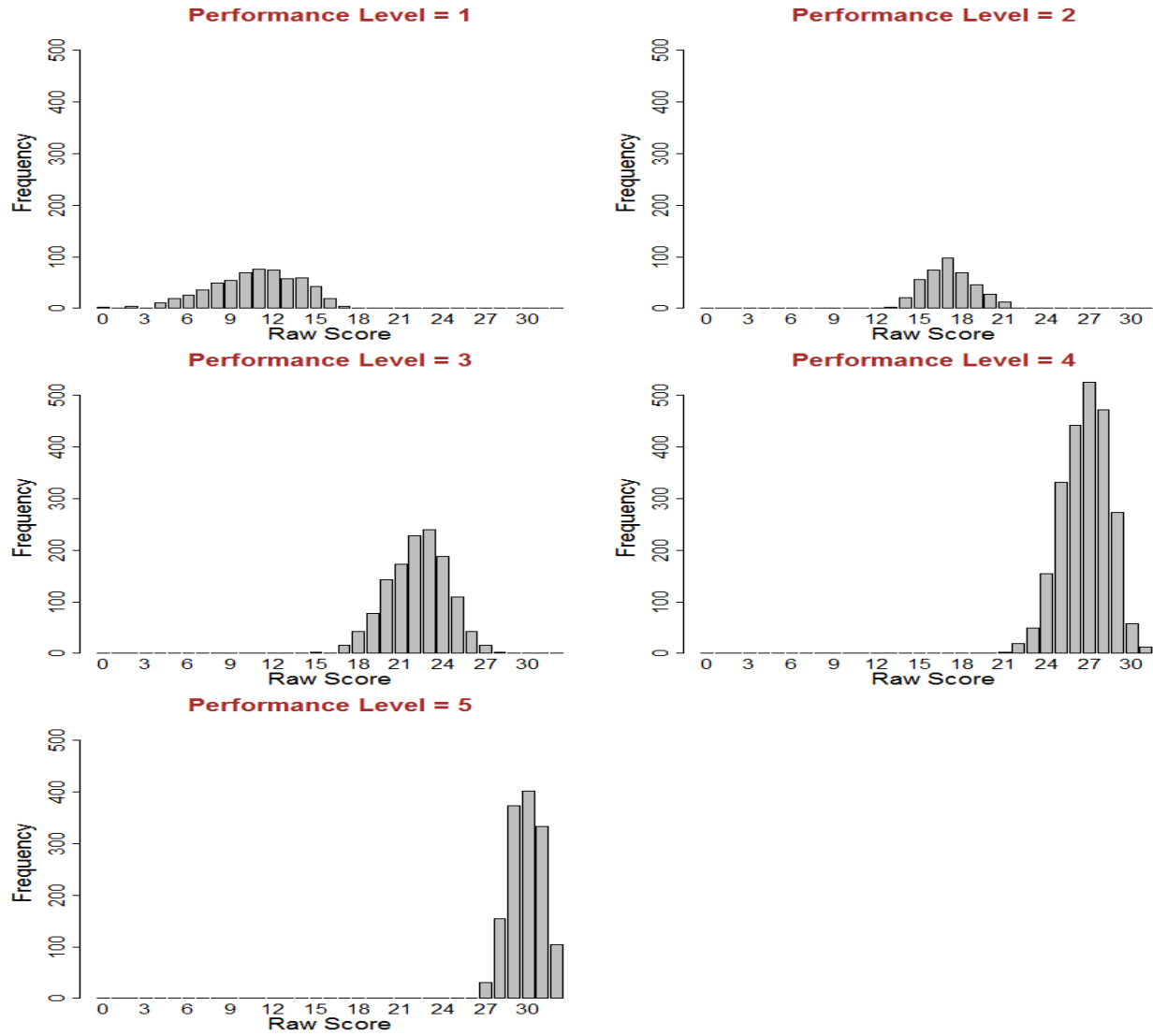
**Figure S2.19: Summative Raw Score Summary - Grade 3 Writing**



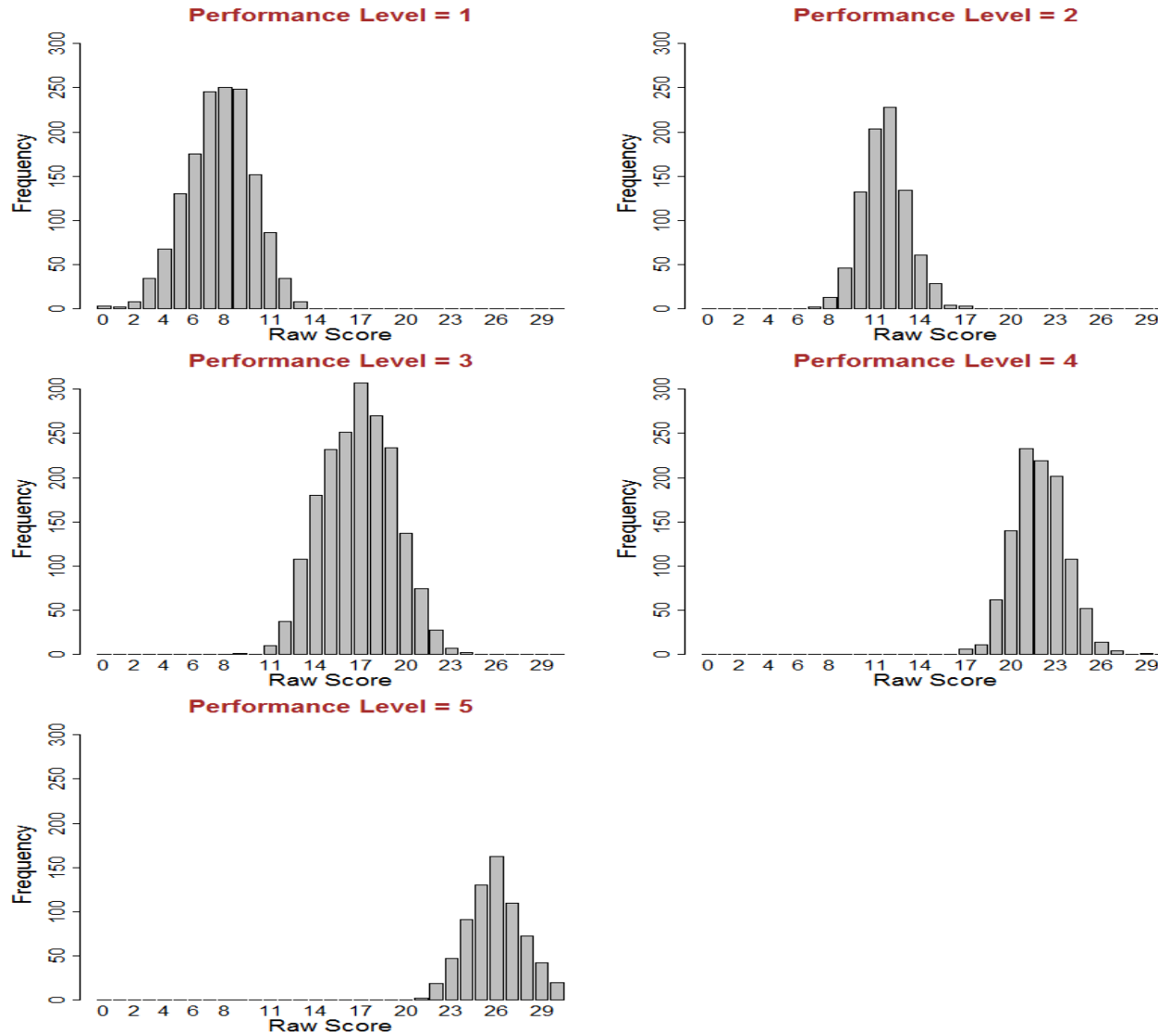
**Figure S2.20: Summative Raw Score Summary - Grade 3 Overall**



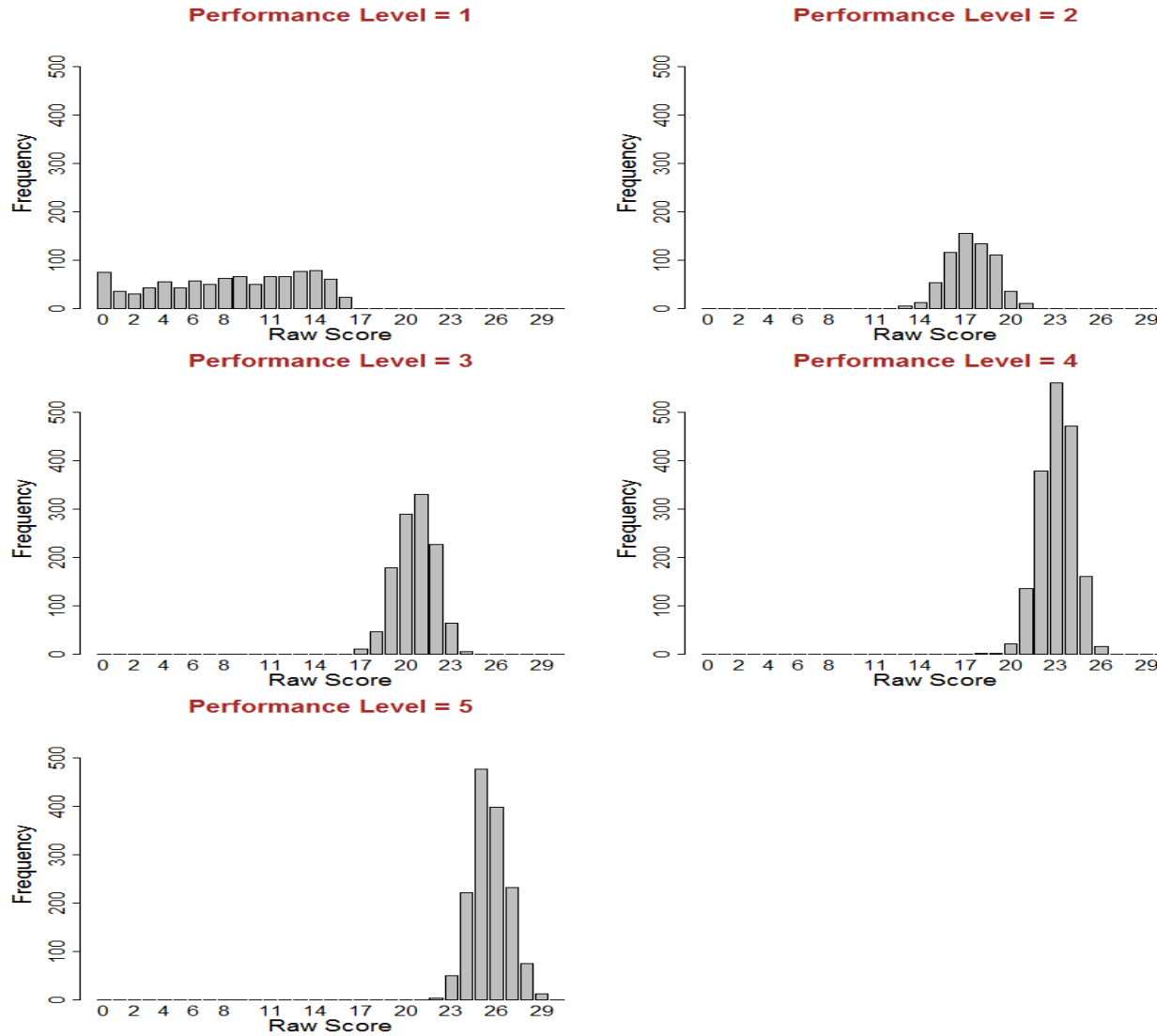
**Figure S2.21: Summative Raw Score Summary - Grade 4 Listening**



**Figure S2.22: Summative Raw Score Summary - Grade 4 Reading**

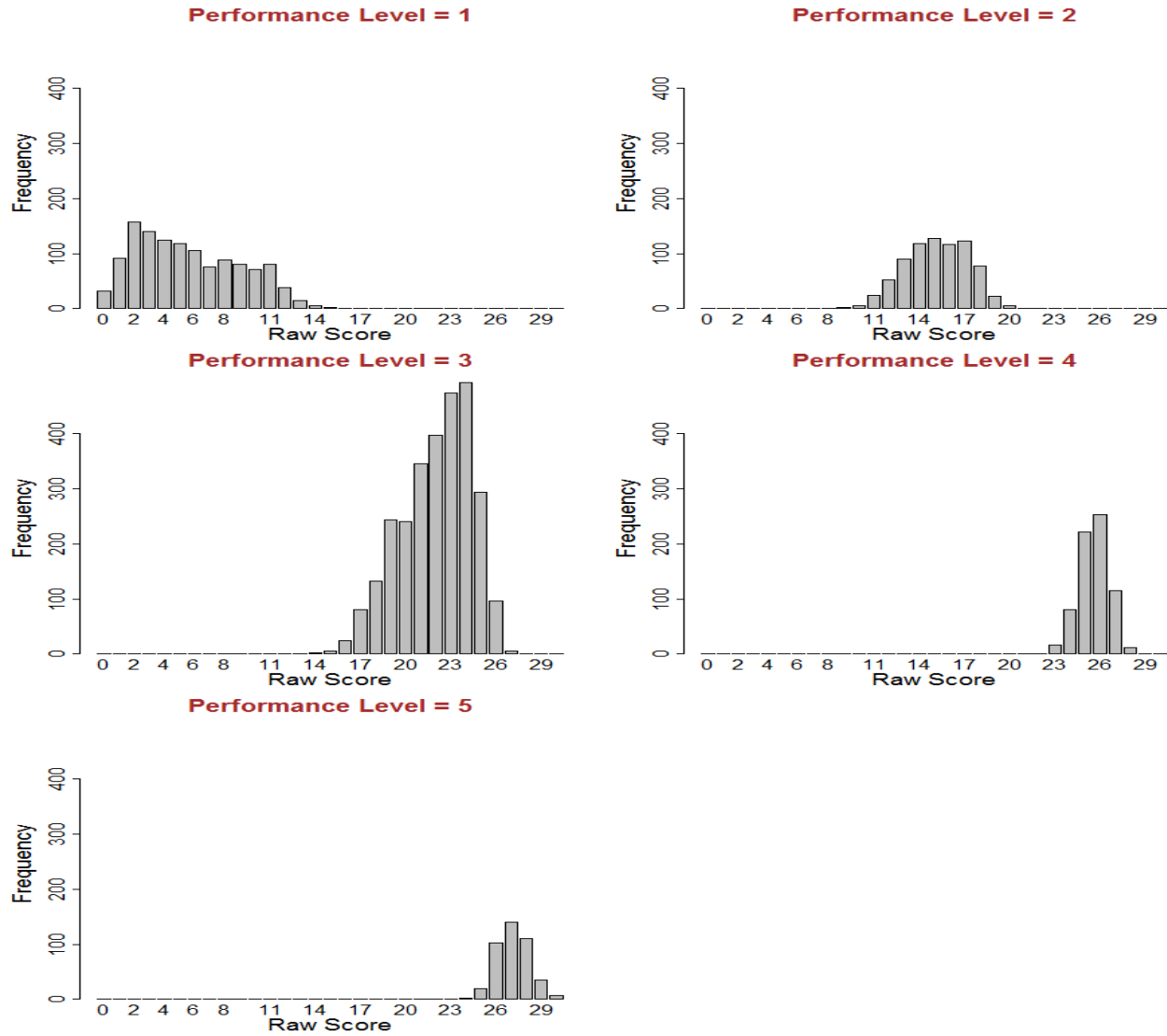


**Figure S2.23: Summative Raw Score Summary - Grade 4 Speaking**

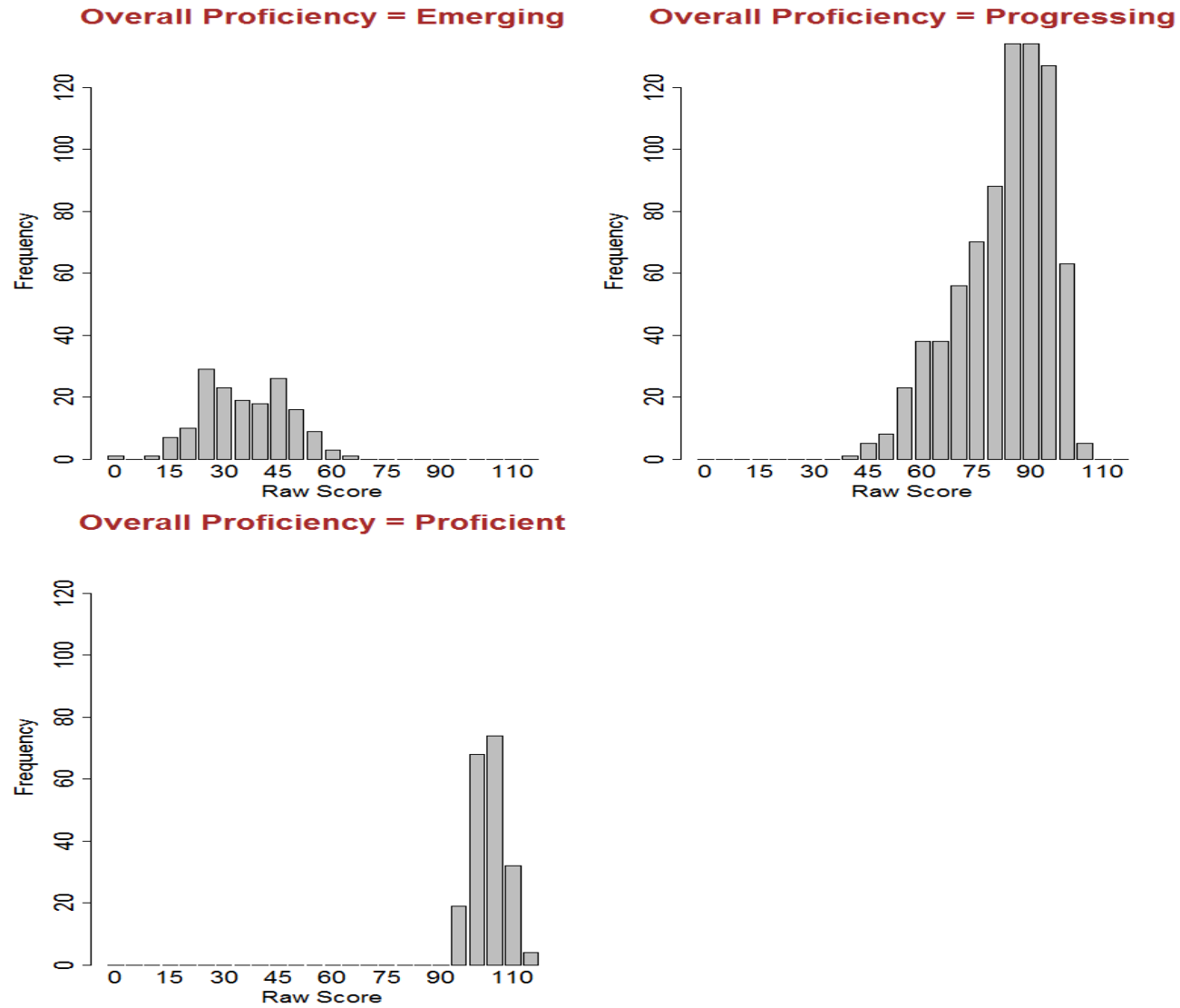




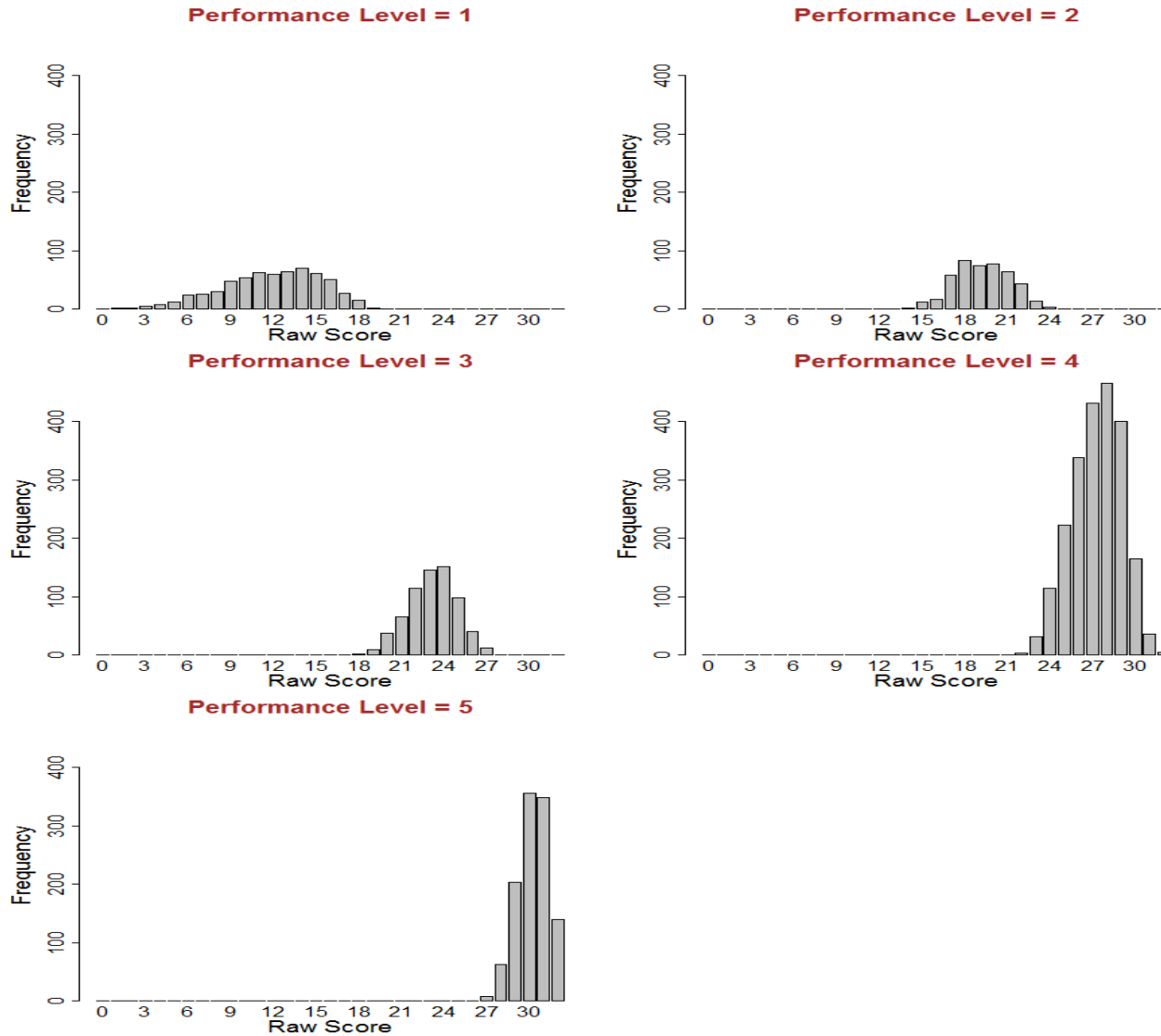
**Figure S2.24: Summative Raw Score Summary - Grade 4 Writing**



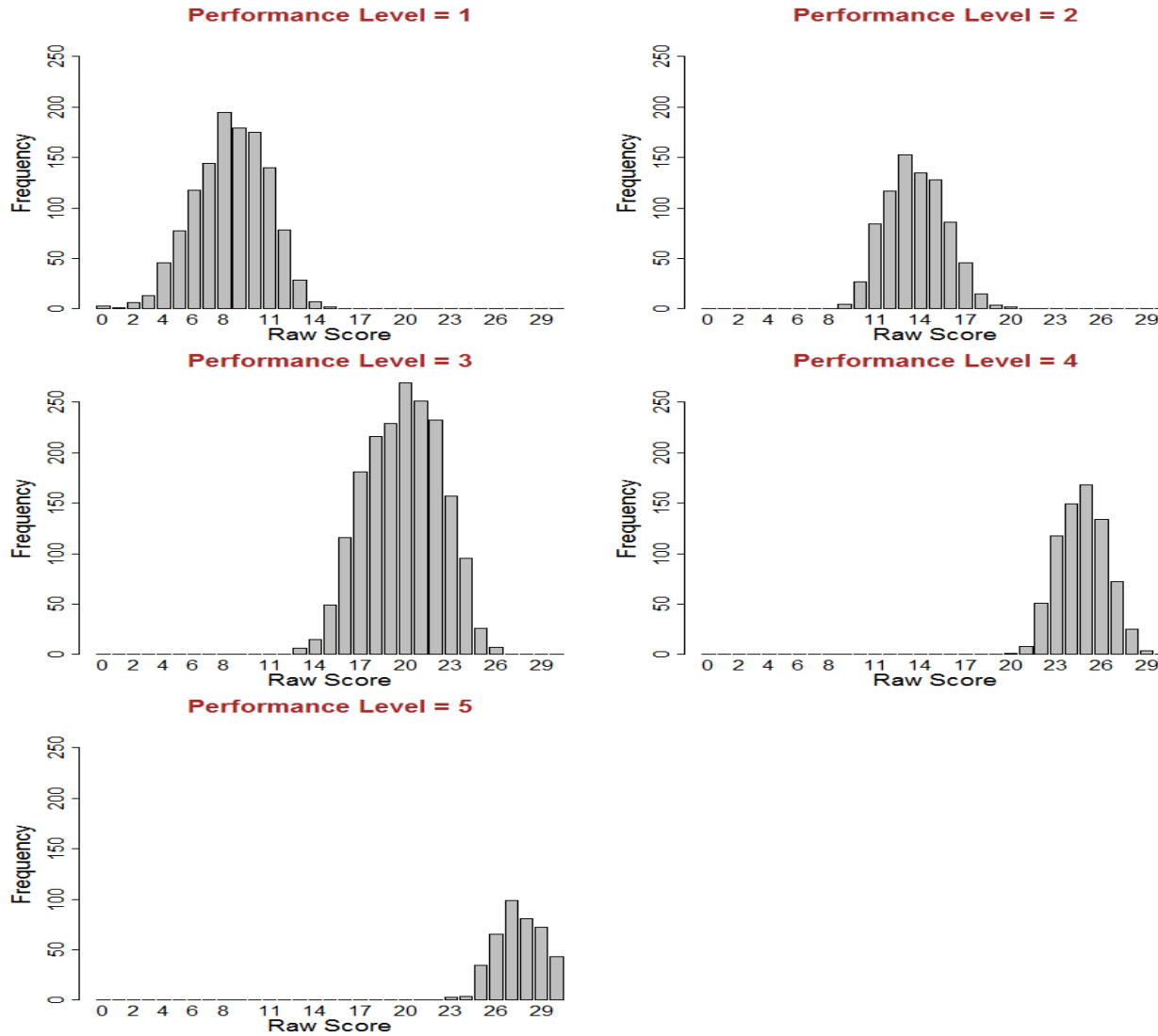
**Figure S2.25: Summative Raw Score Summary - Grade 4 Overall**



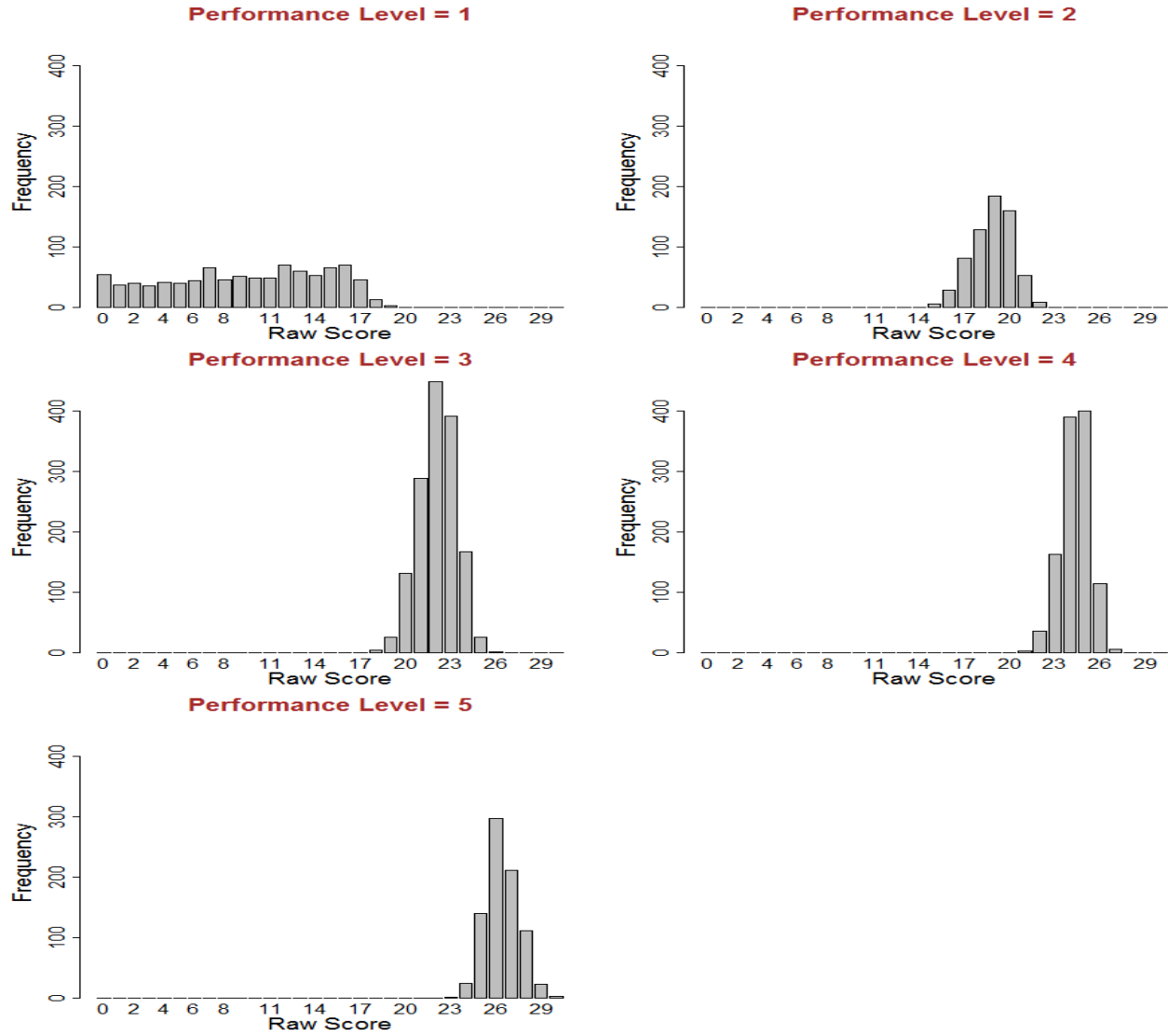
**Figure S2.26: Summative Raw Score Summary - Grade 5 Listening**



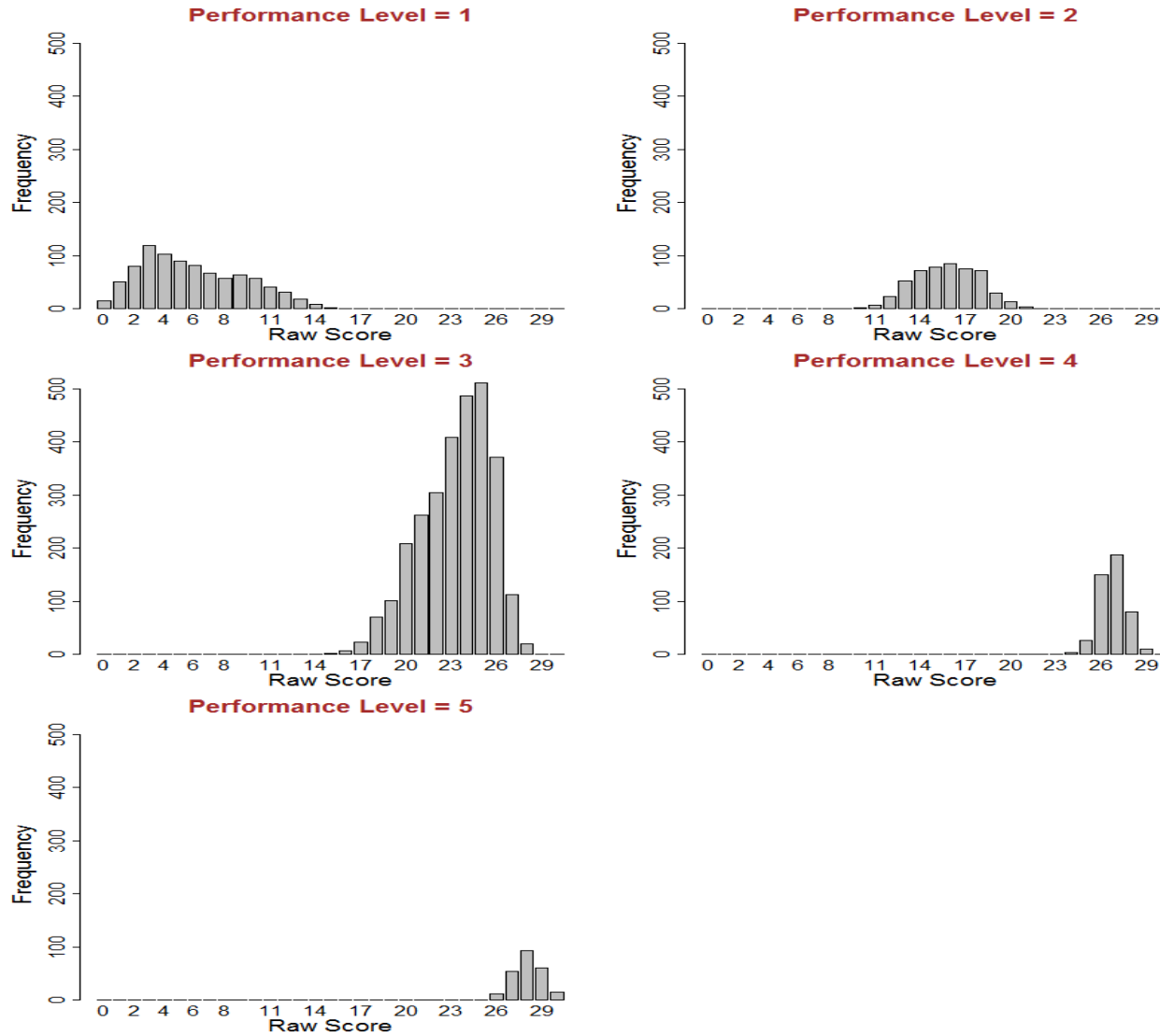
**Figure S2.27: Summative Raw Score Summary - Grade 5 Reading**



**Figure S2.28: Summative Raw Score Summary - Grade 5 Speaking**



**Figure S2.29: Summative Raw Score Summary - Grade 5 Writing**



**Figure S2.30: Summative Raw Score Summary - Grade 5 Overall**

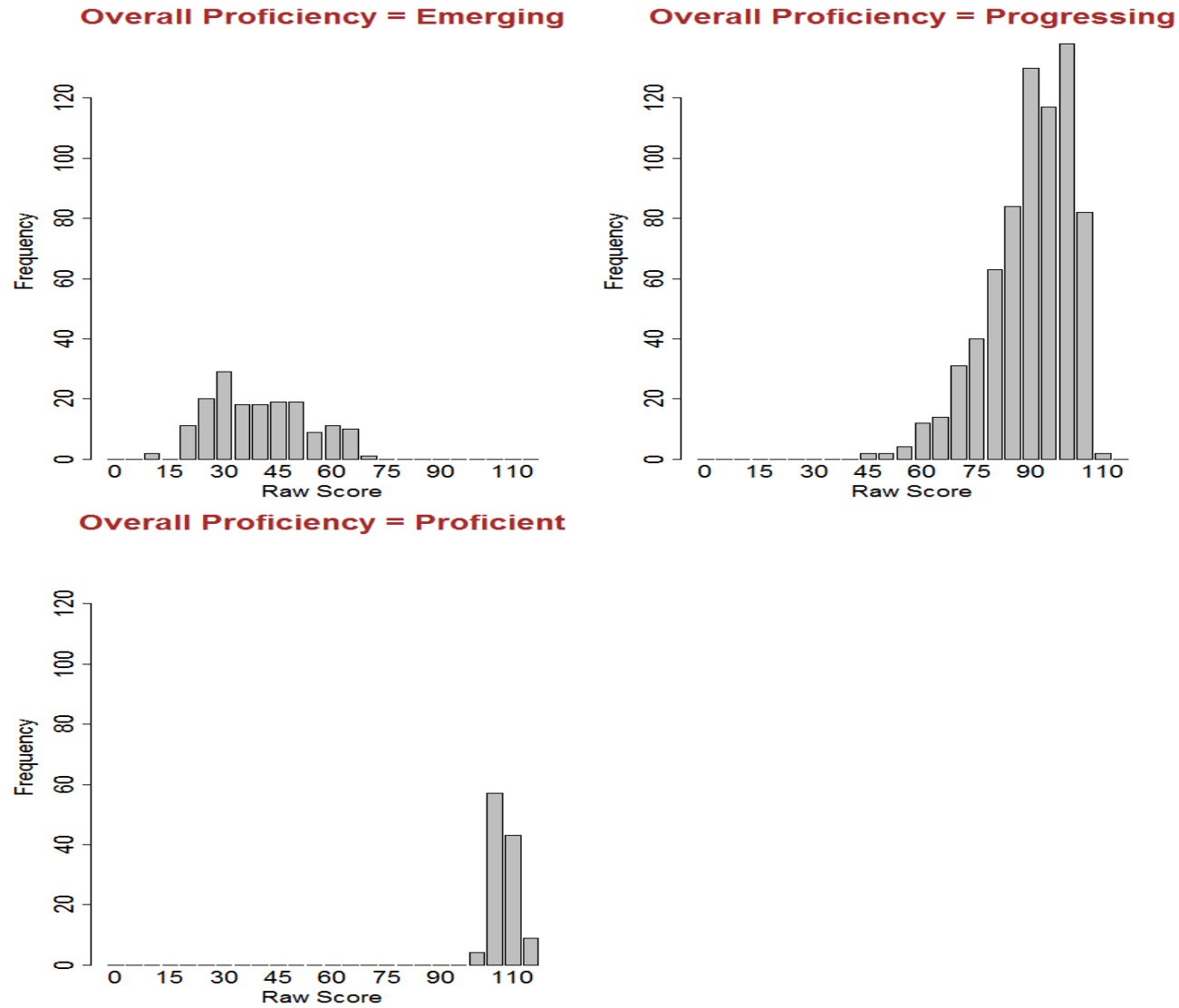


Figure S2.31: Summative Raw Score Summary - Grade 6 Listening

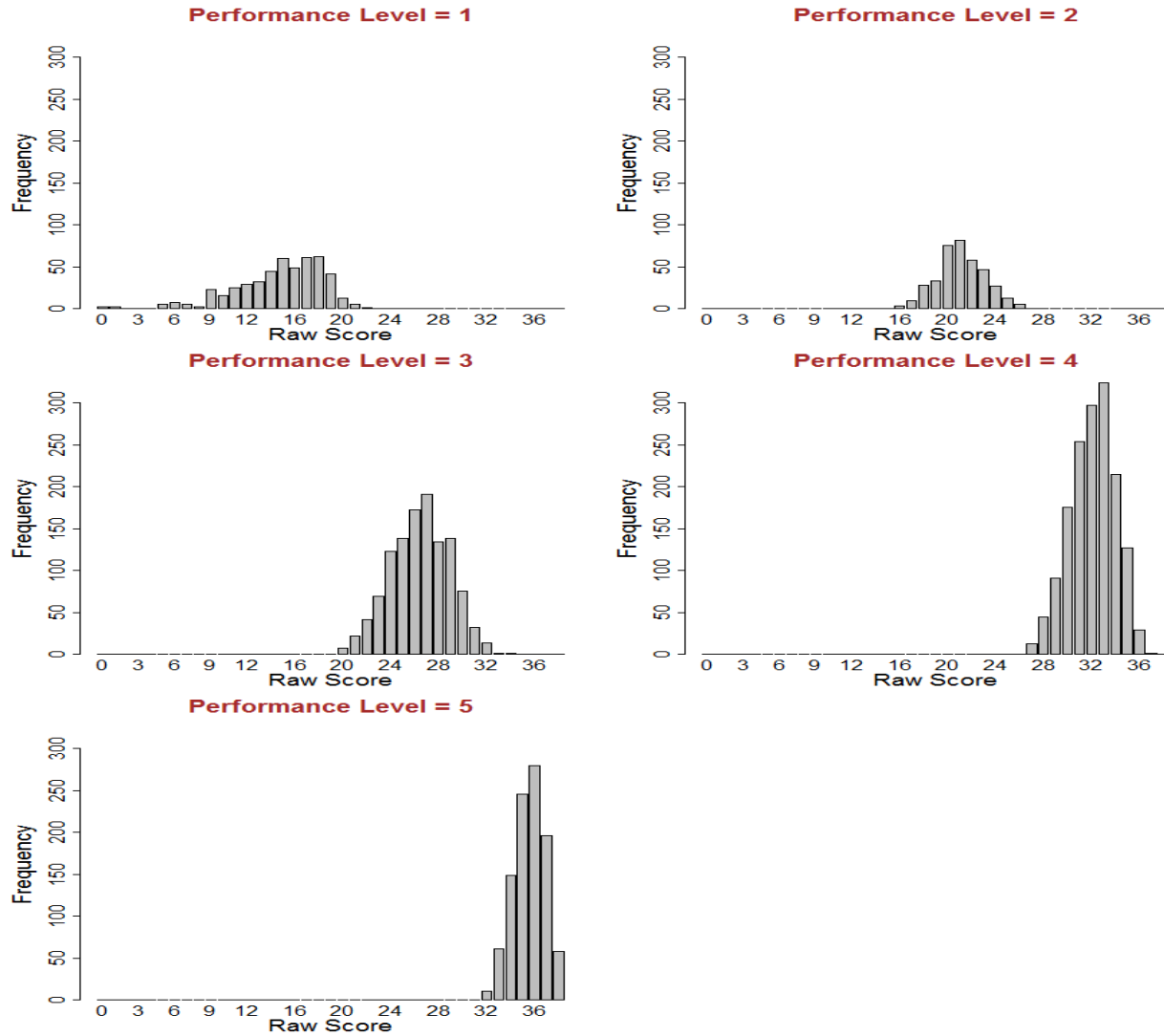




Figure S2.32: Summative Raw Score Summary - Grade 6 Reading

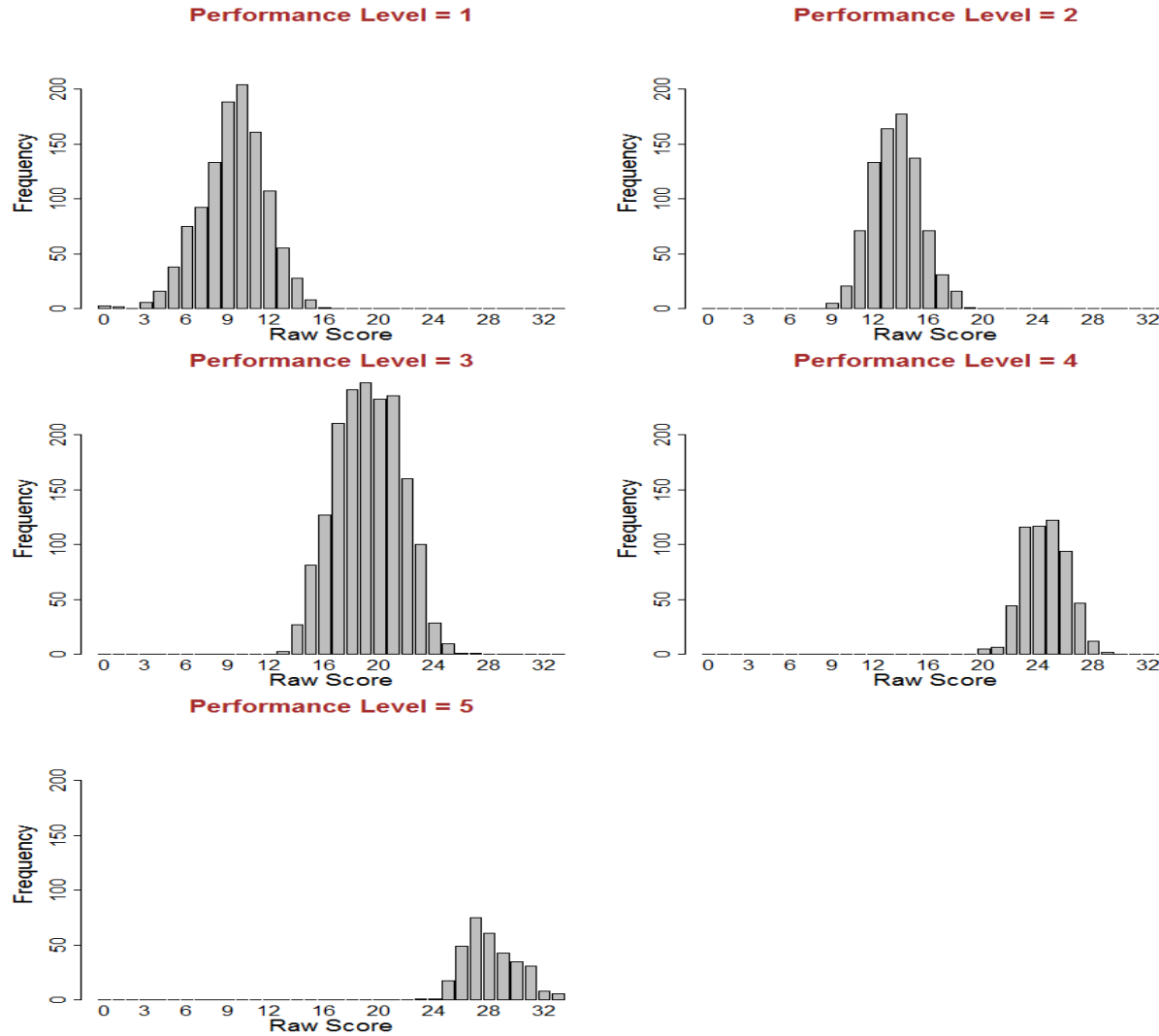
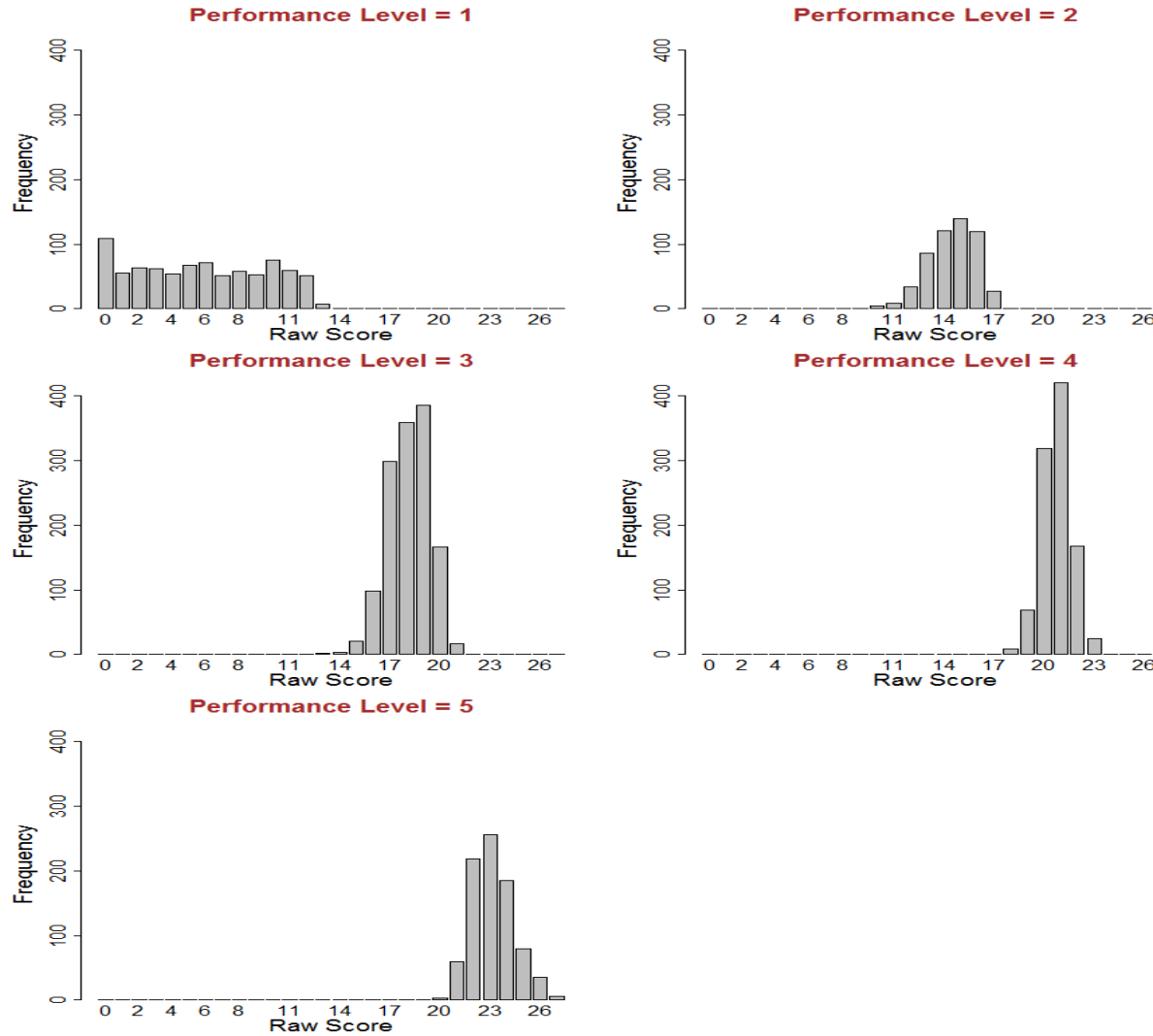
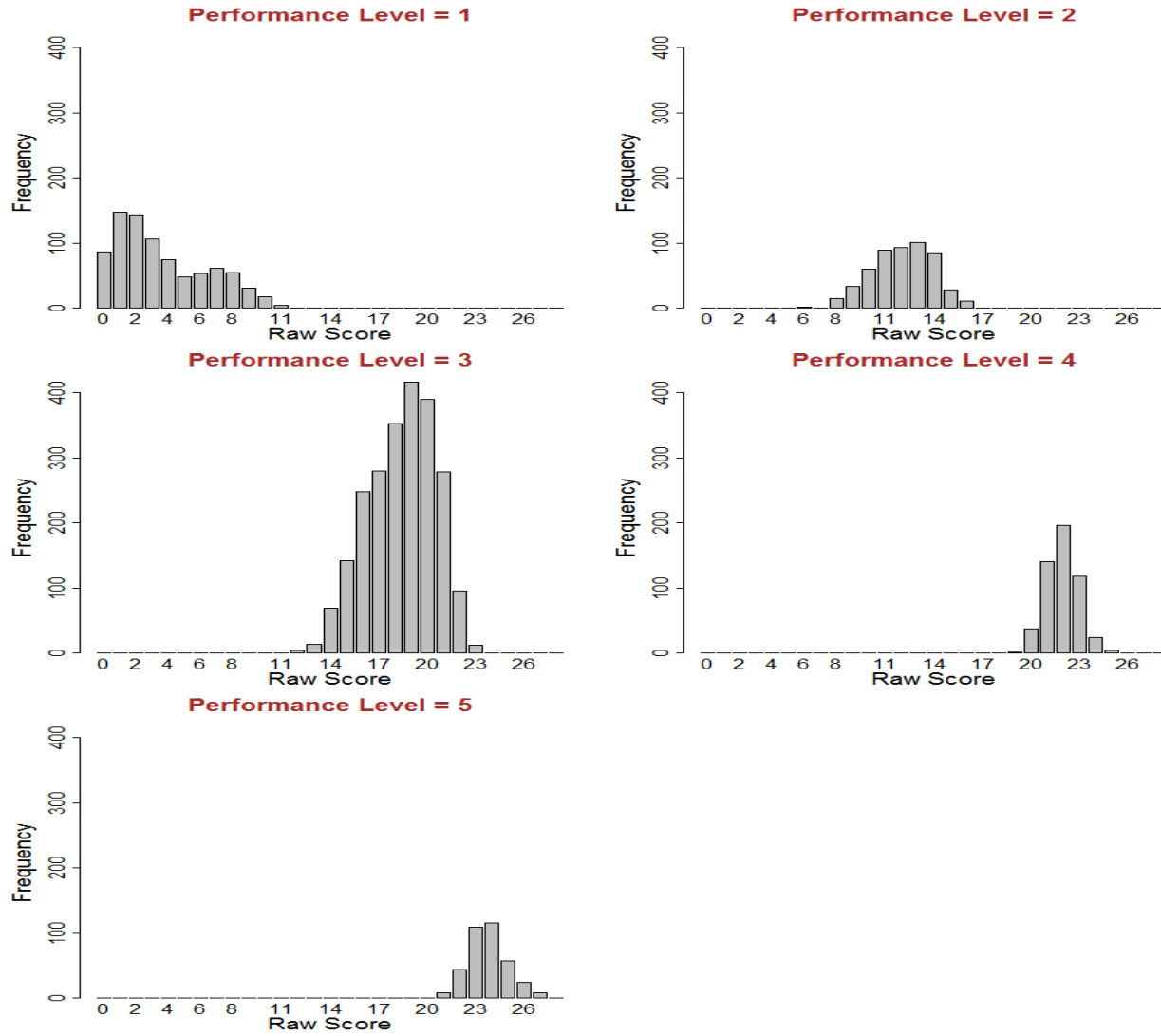


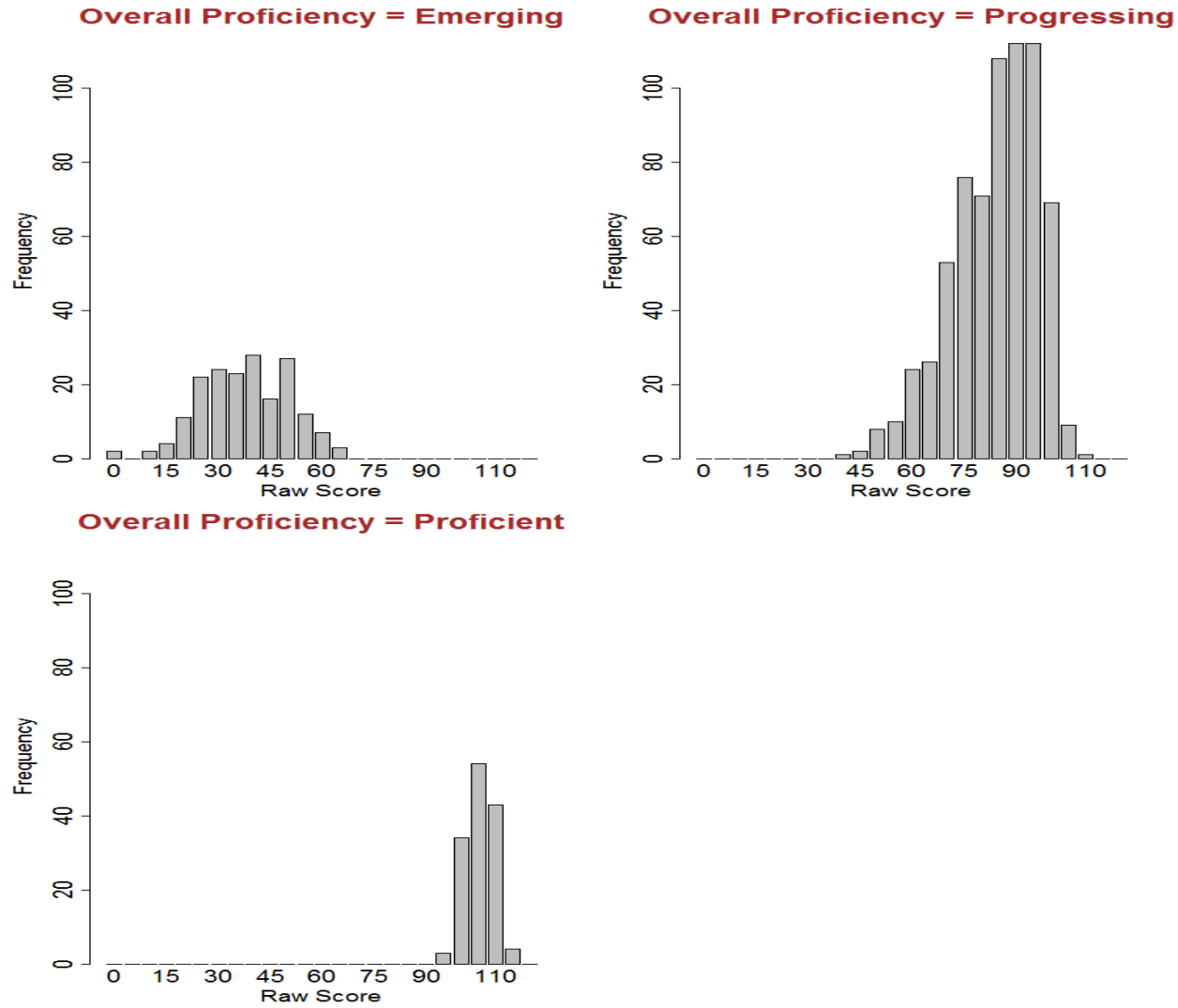
Figure S2.33: Summative Raw Score Summary - Grade 6 Speaking



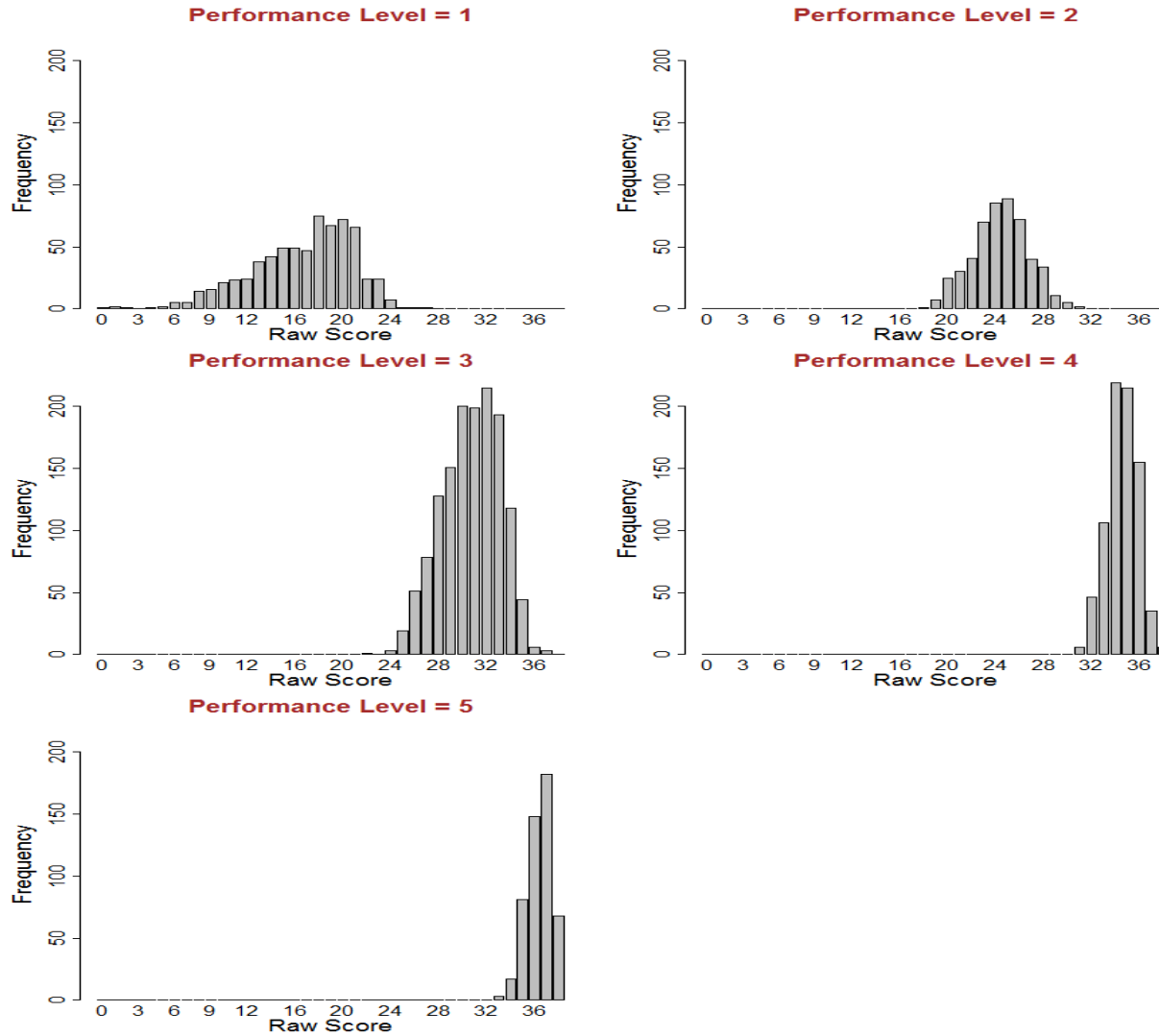
**Figure S2.34: Summative Raw Score Summary - Grade 6 Writing**



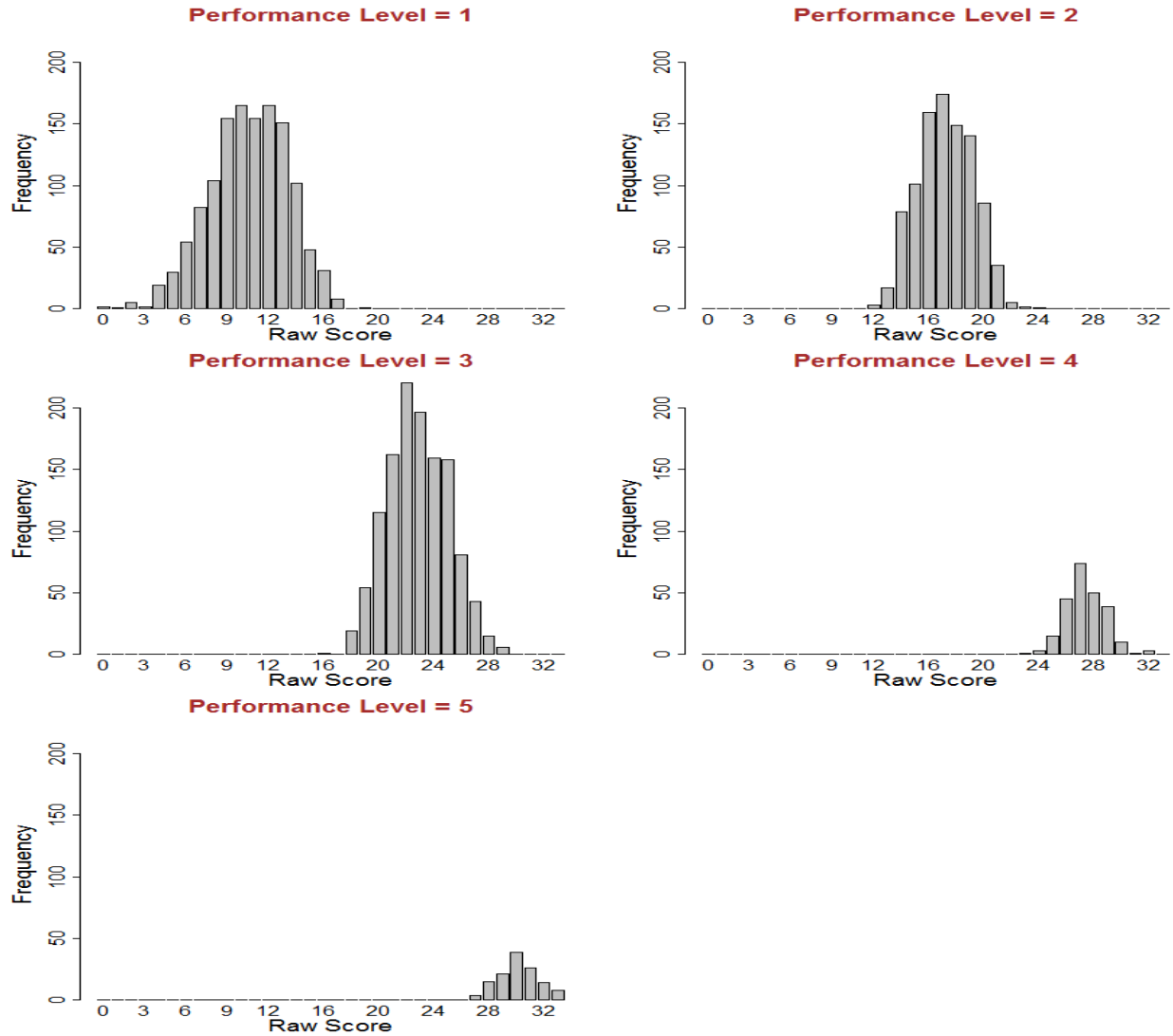
**Figure S2.35: Summative Raw Score Summary - Grade 6 Overall**



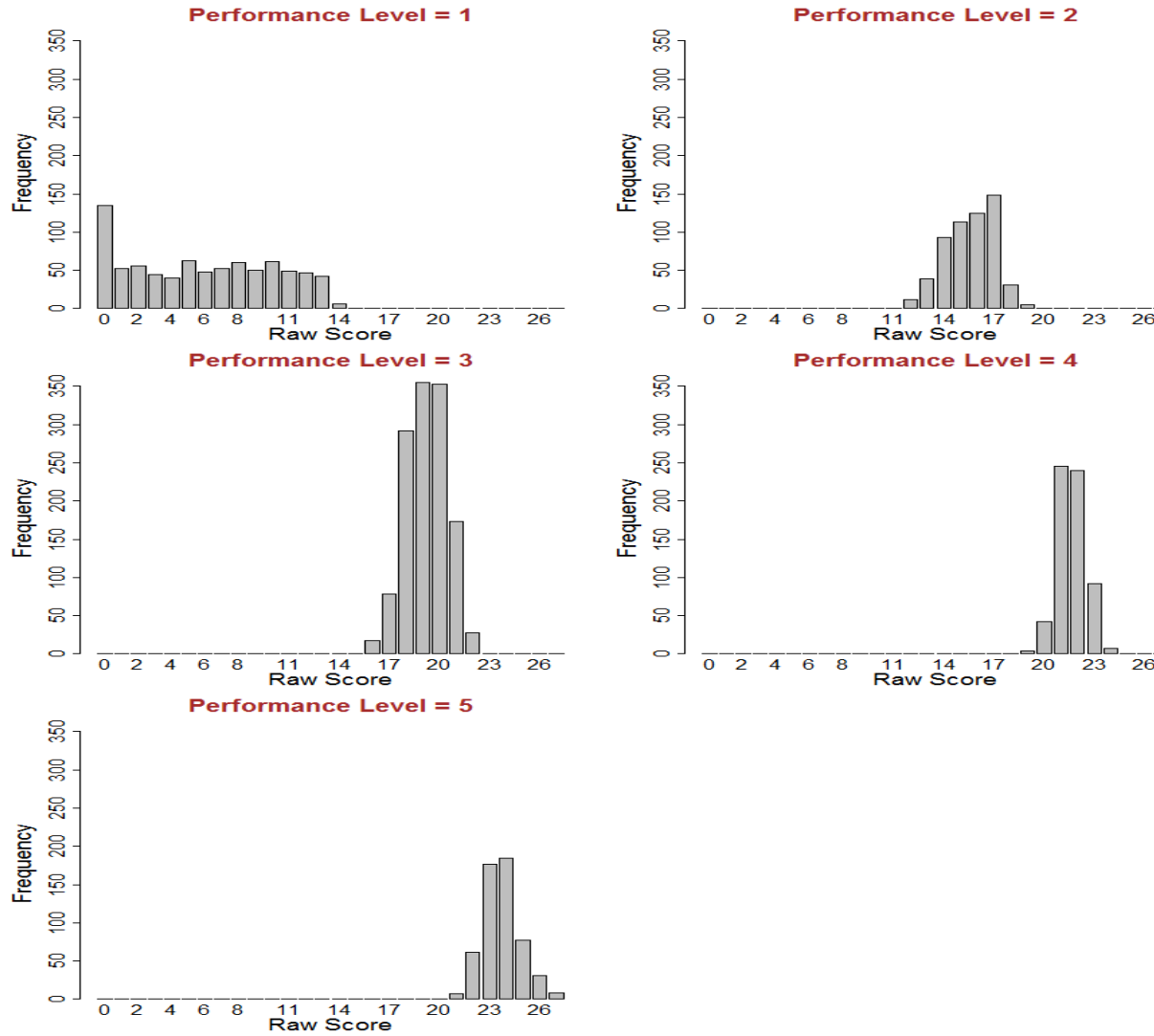
**Figure S2.36: Summative Raw Score Summary - Grade 7 Listening**



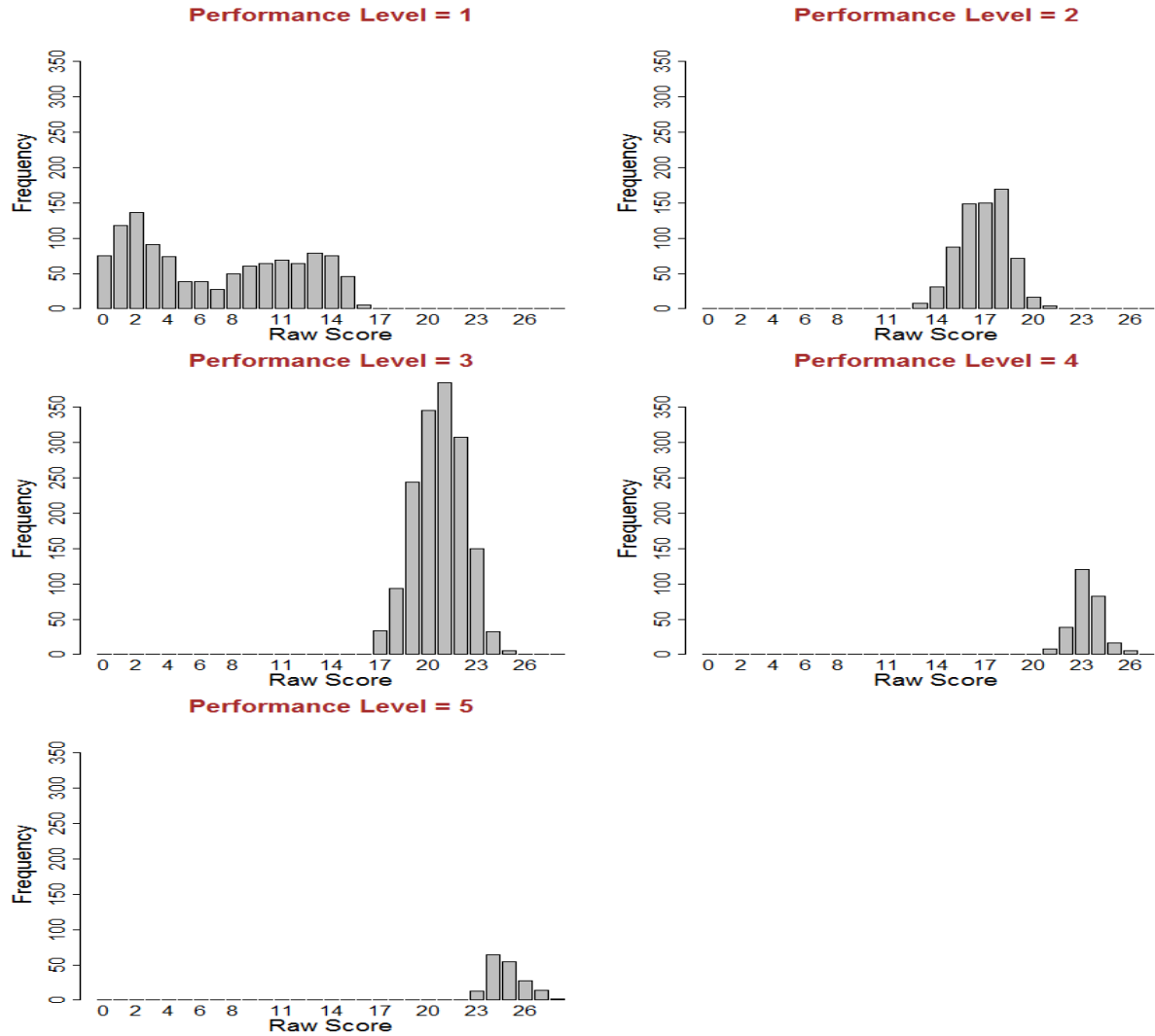
**Figure S2.37: Summative Raw Score Summary - Grade 7 Reading**



**Figure S2.38: Summative Raw Score Summary - Grade 7 Speaking**

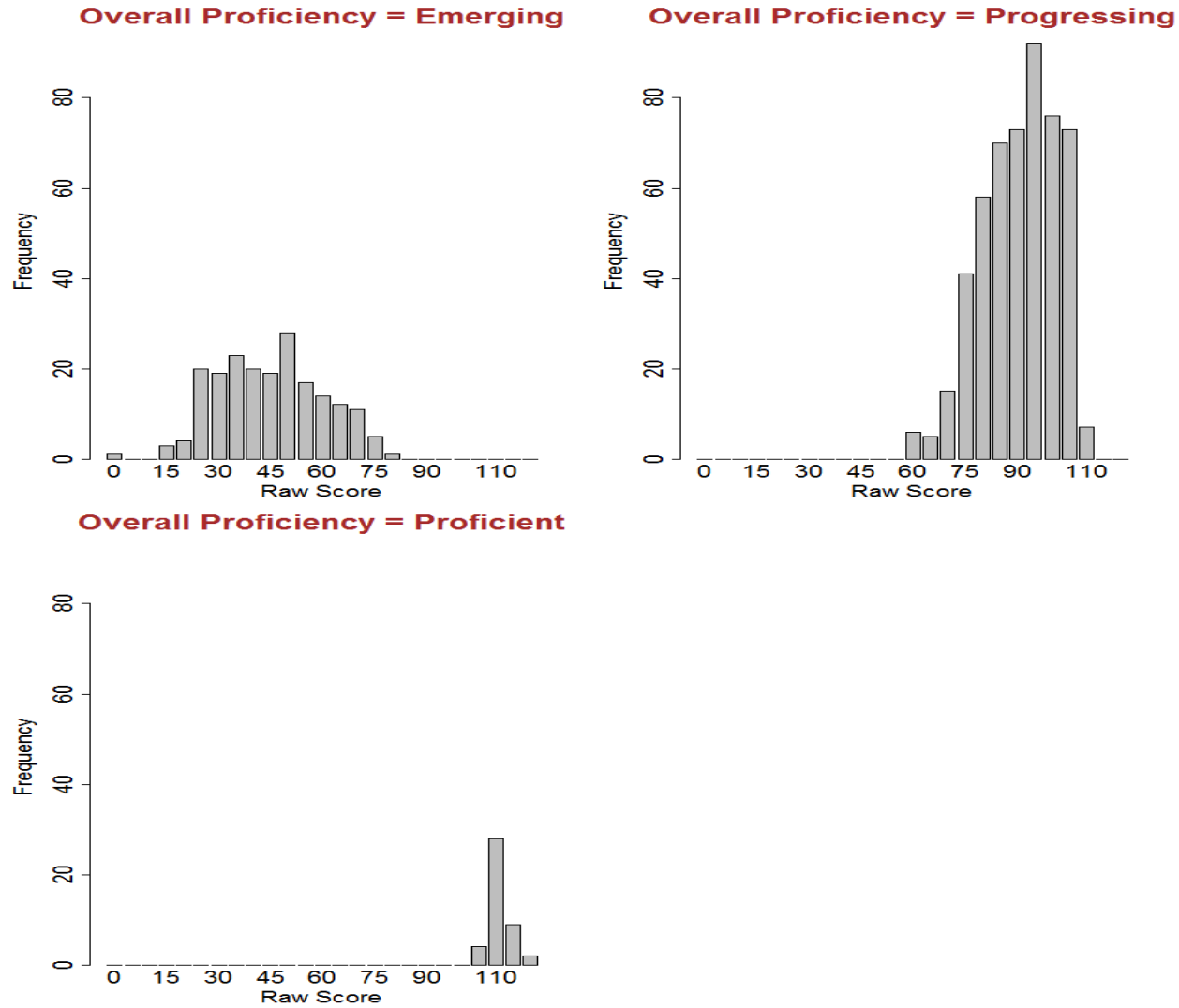


**Figure S2.39: Summative Raw Score Summary - Grade 7 Writing**





**Figure S2.40: Summative Raw Score Summary - Grade 7 Overall**



**Figure S2.41: Summative Raw Score Summary - Grade 8 Listening**

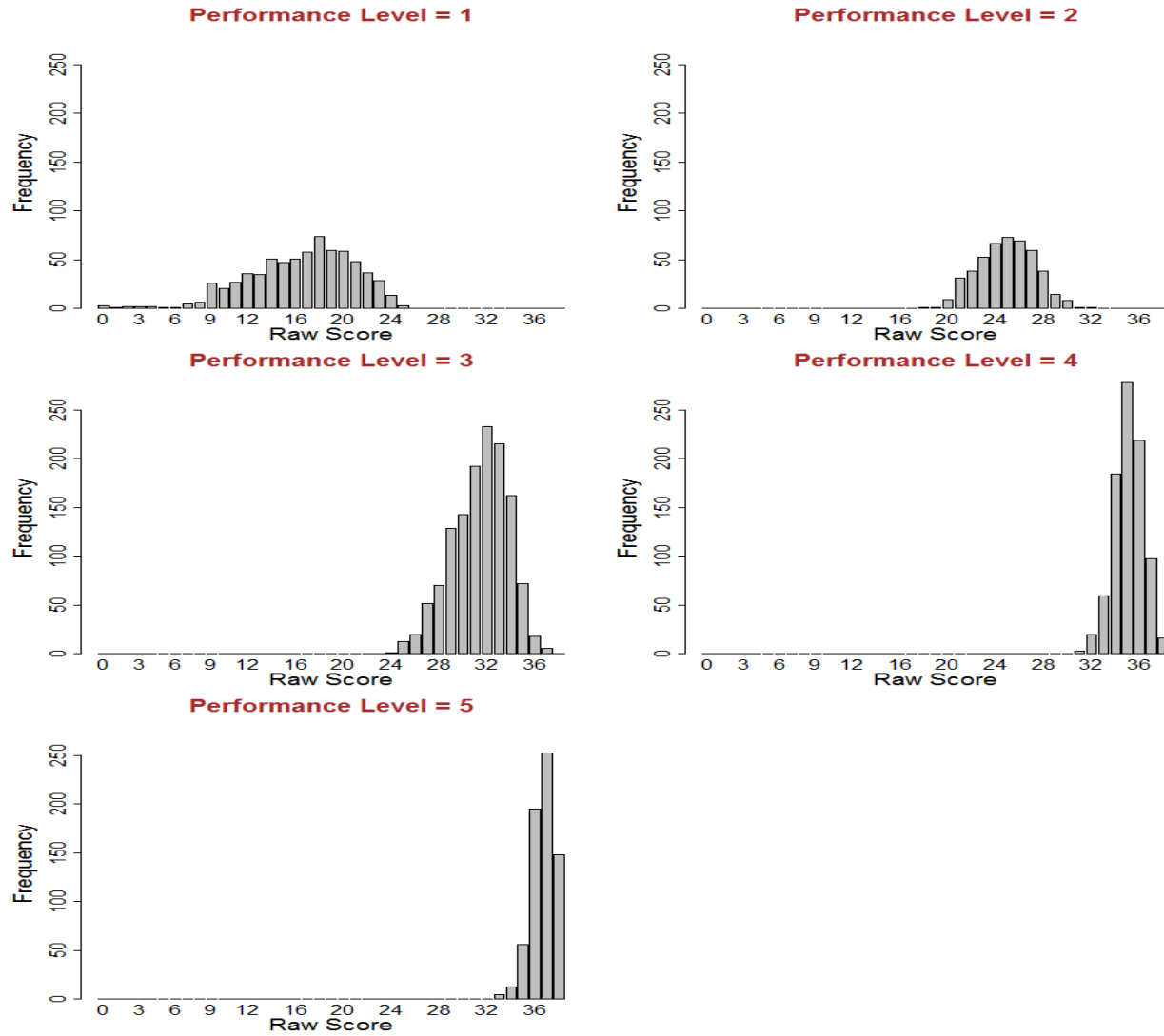
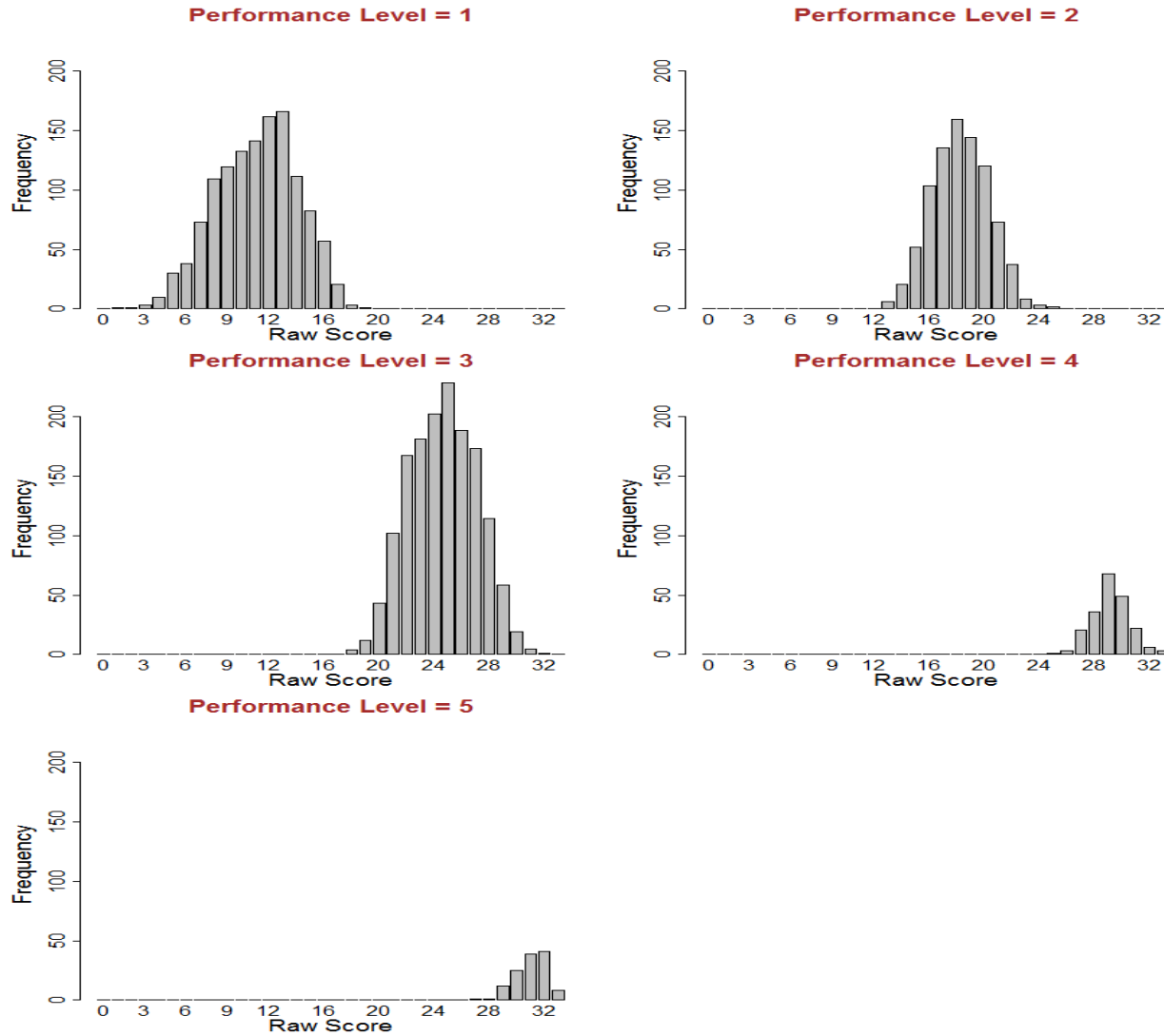
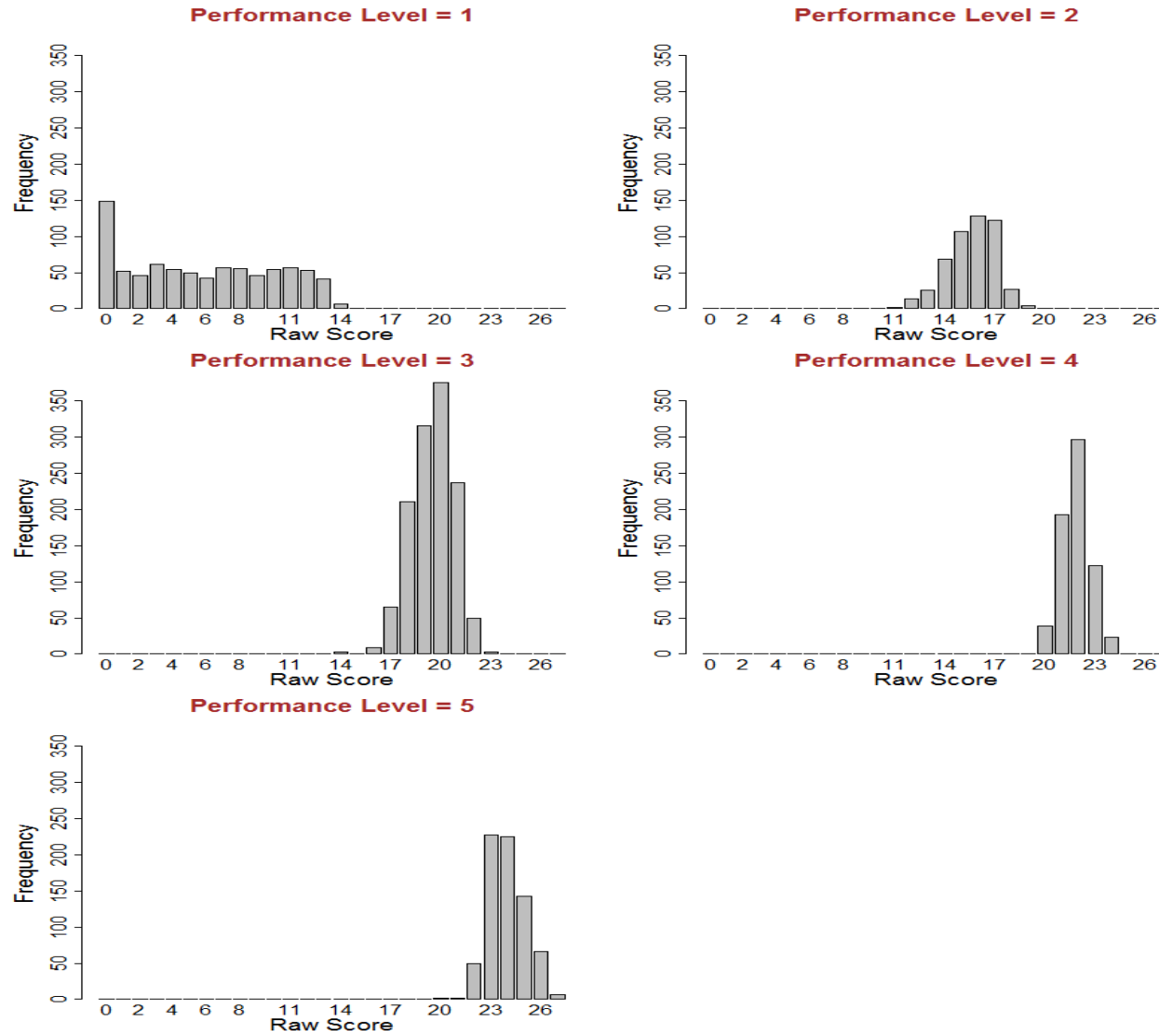


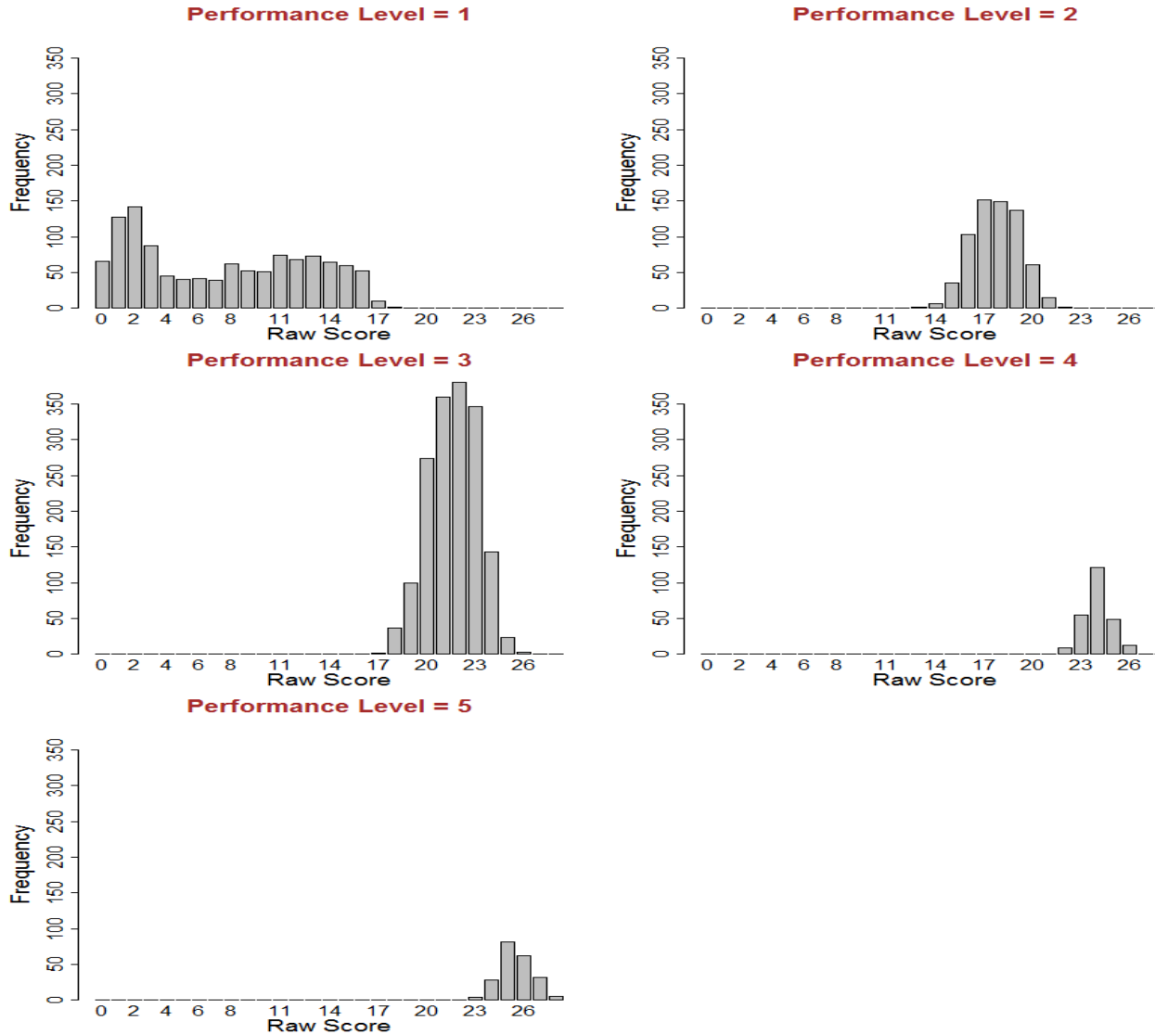
Figure S2.42: Summative Raw Score Summary - Grade 8 Reading



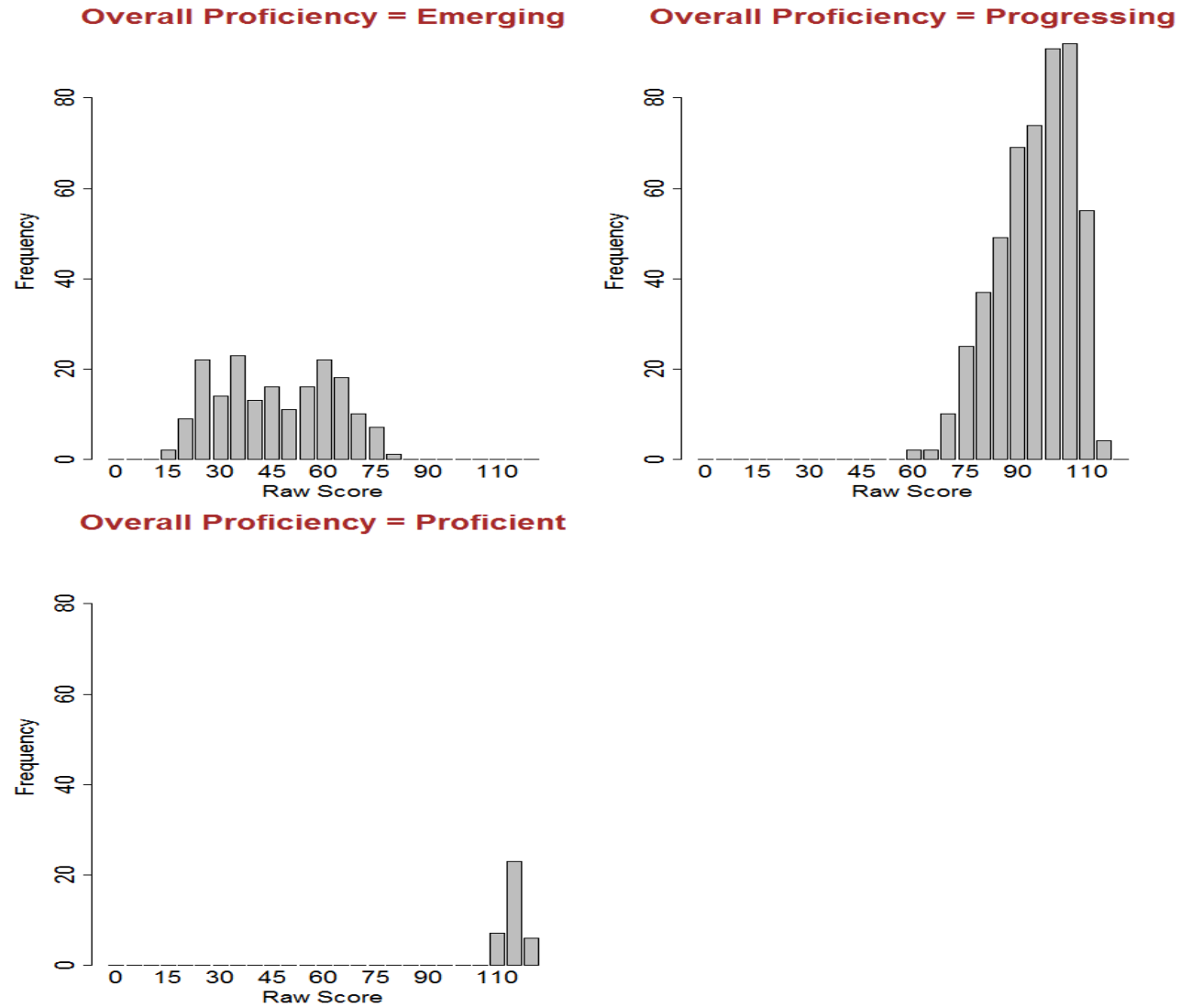
**Figure S2.43: Summative Raw Score Summary - Grade 8 Speaking**



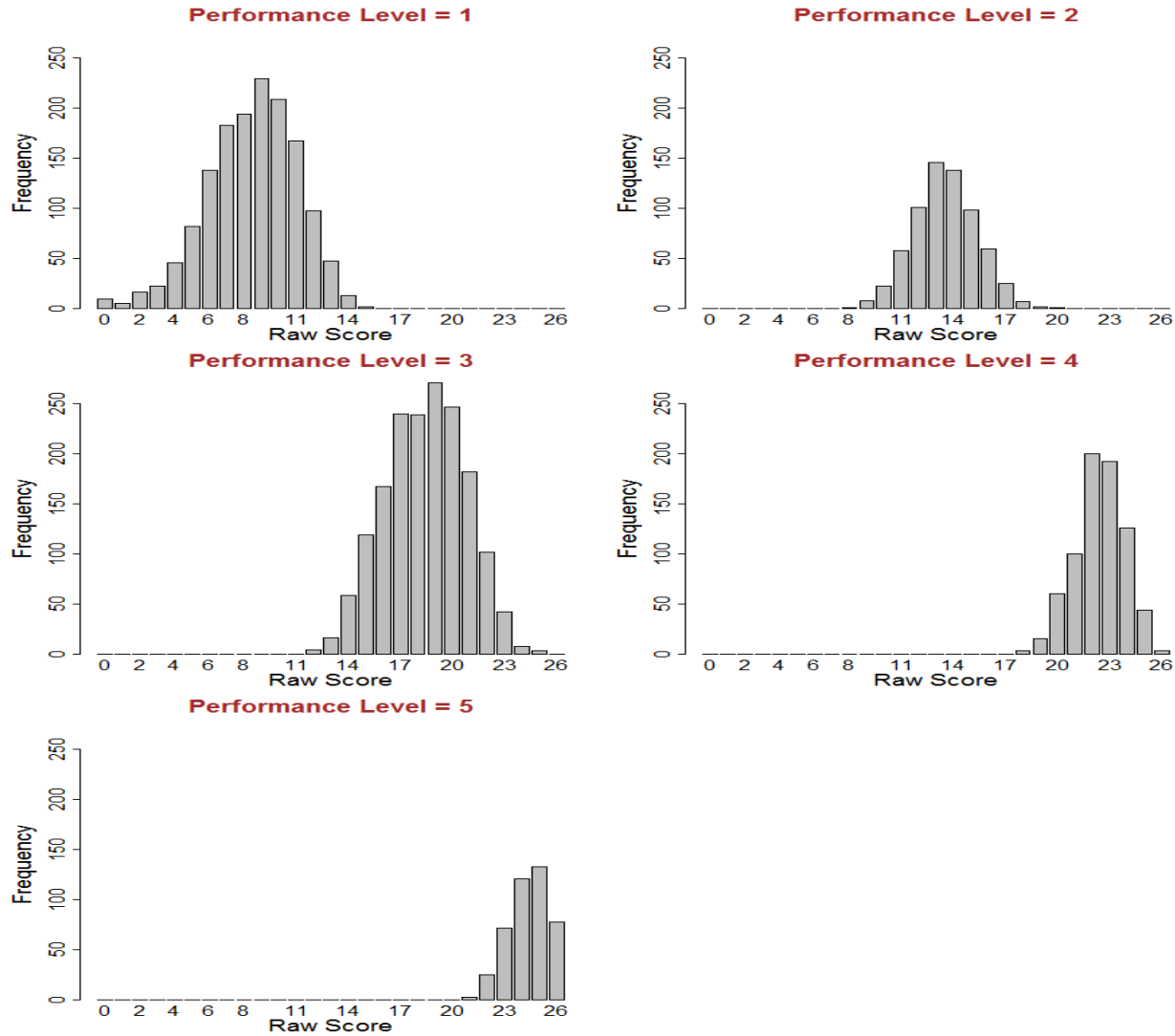
**Figure S2.44: Summative Raw Score Summary - Grade 8 Writing**



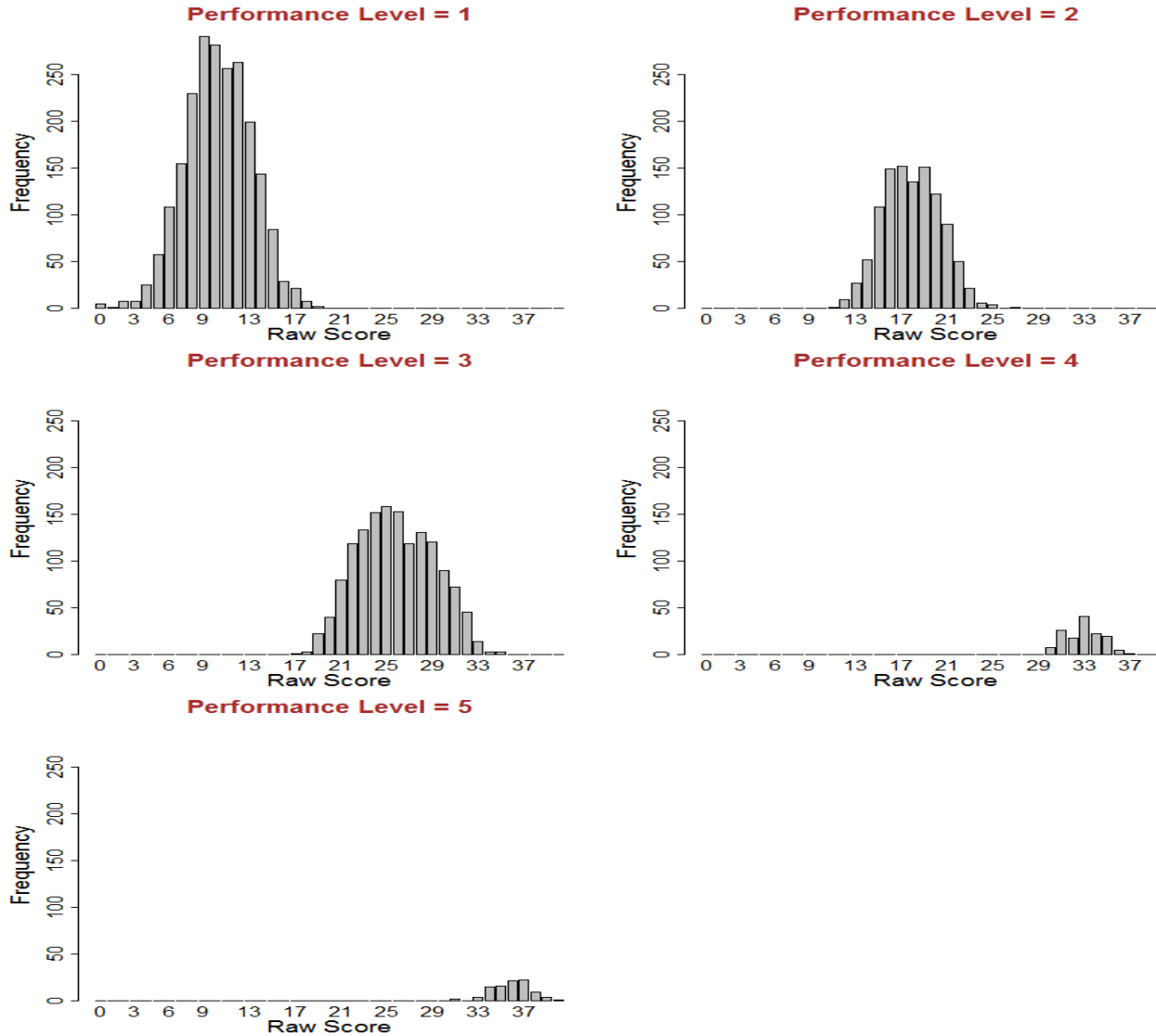
**Figure S2.45: Summative Raw Score Summary - Grade 8 Overall**



**Figure S2.46: Summative Raw Score Summary - Grade 9 Listening**

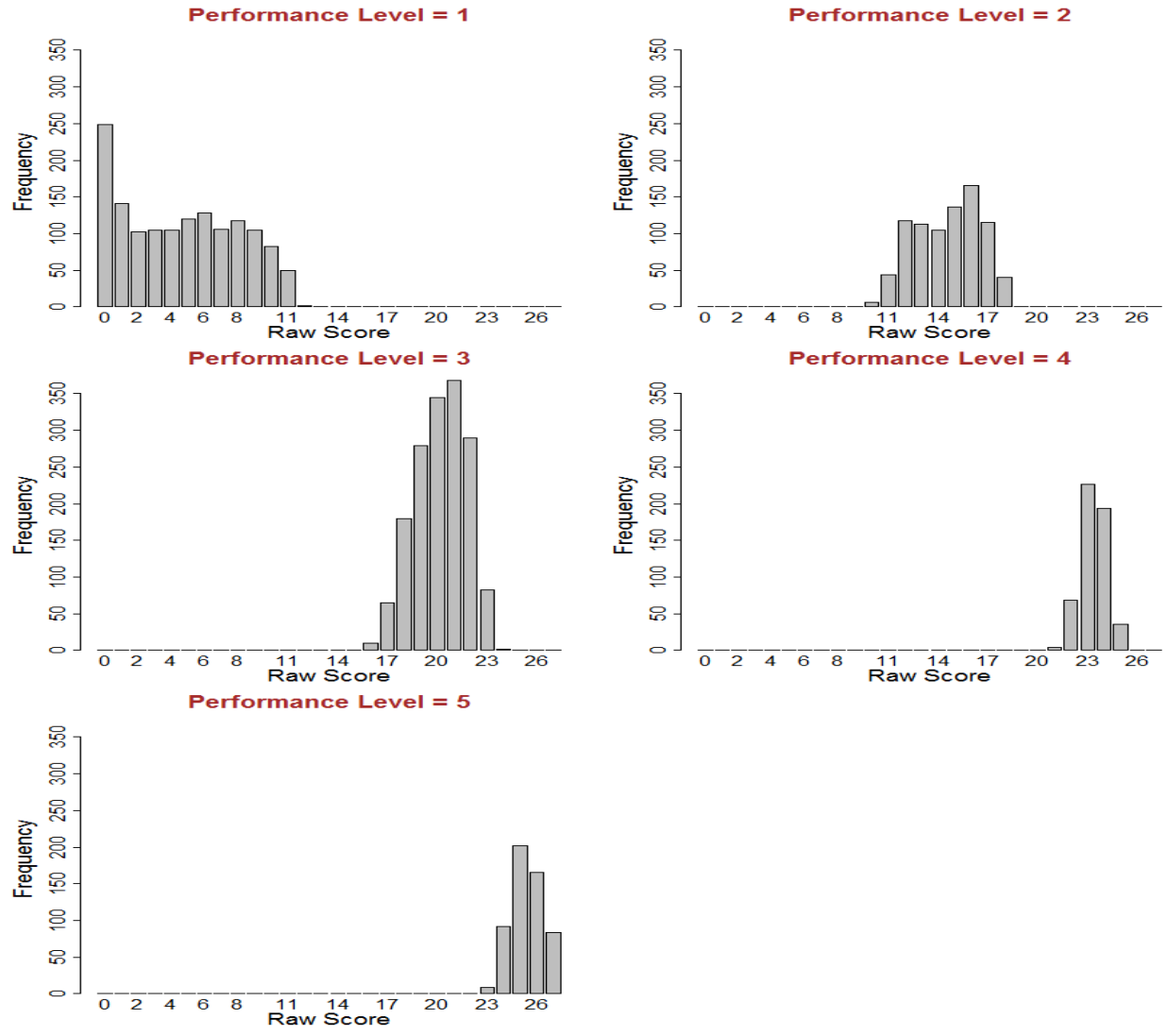


**Figure S2.47: Summative Raw Score Summary - Grade 9 Reading**

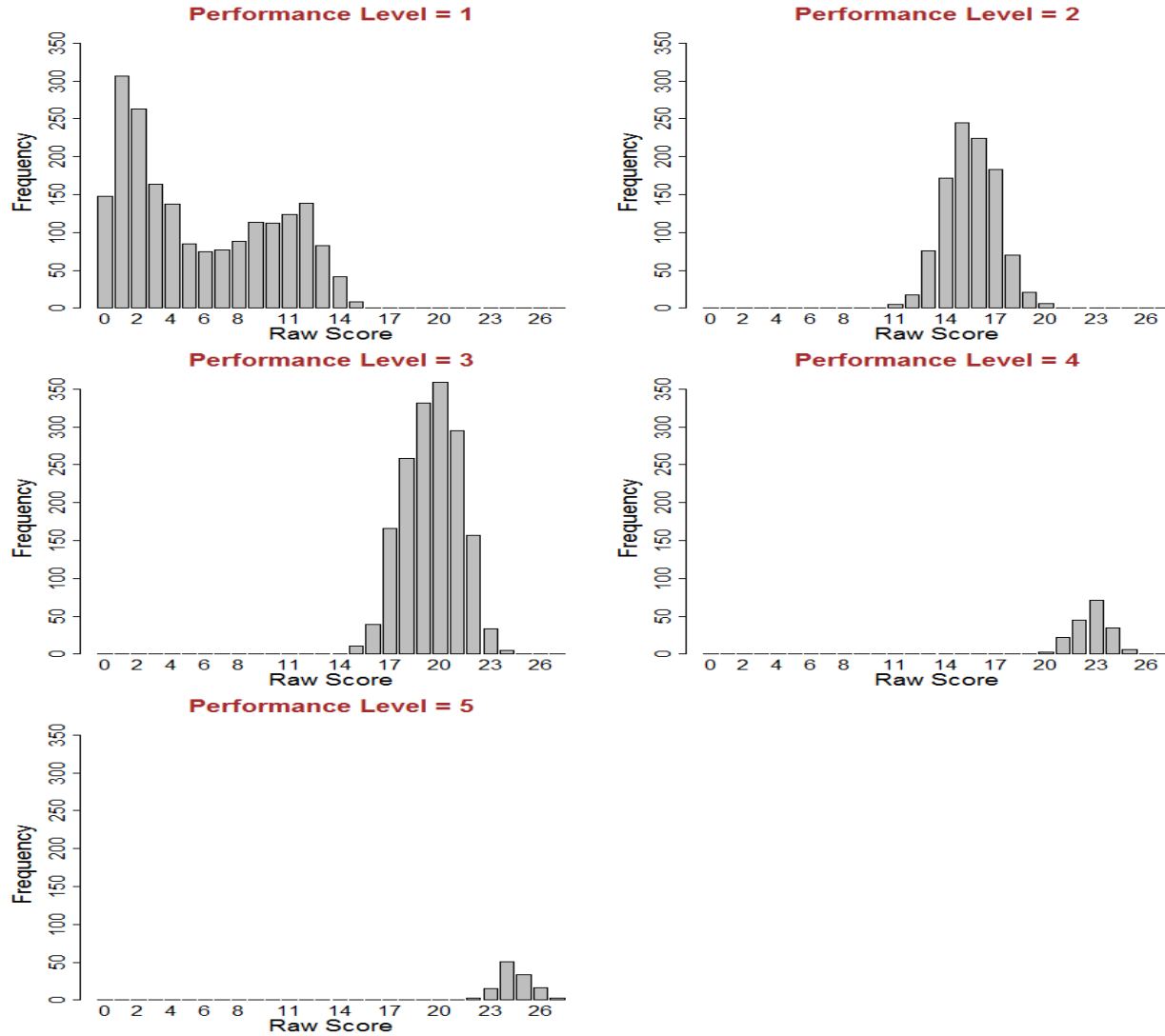




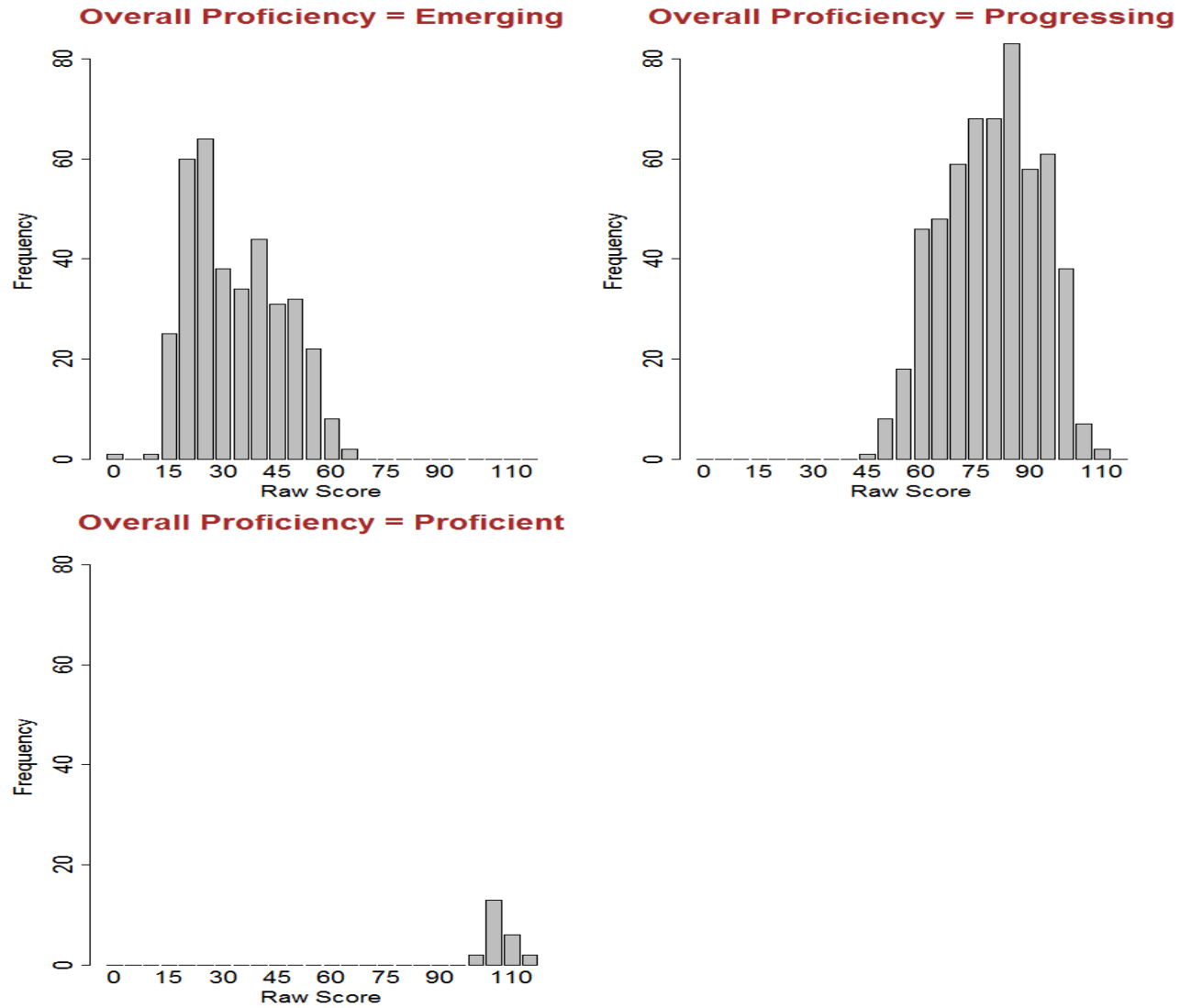
**Figure S2.48: Summative Raw Score Summary - Grade 9 Speaking**



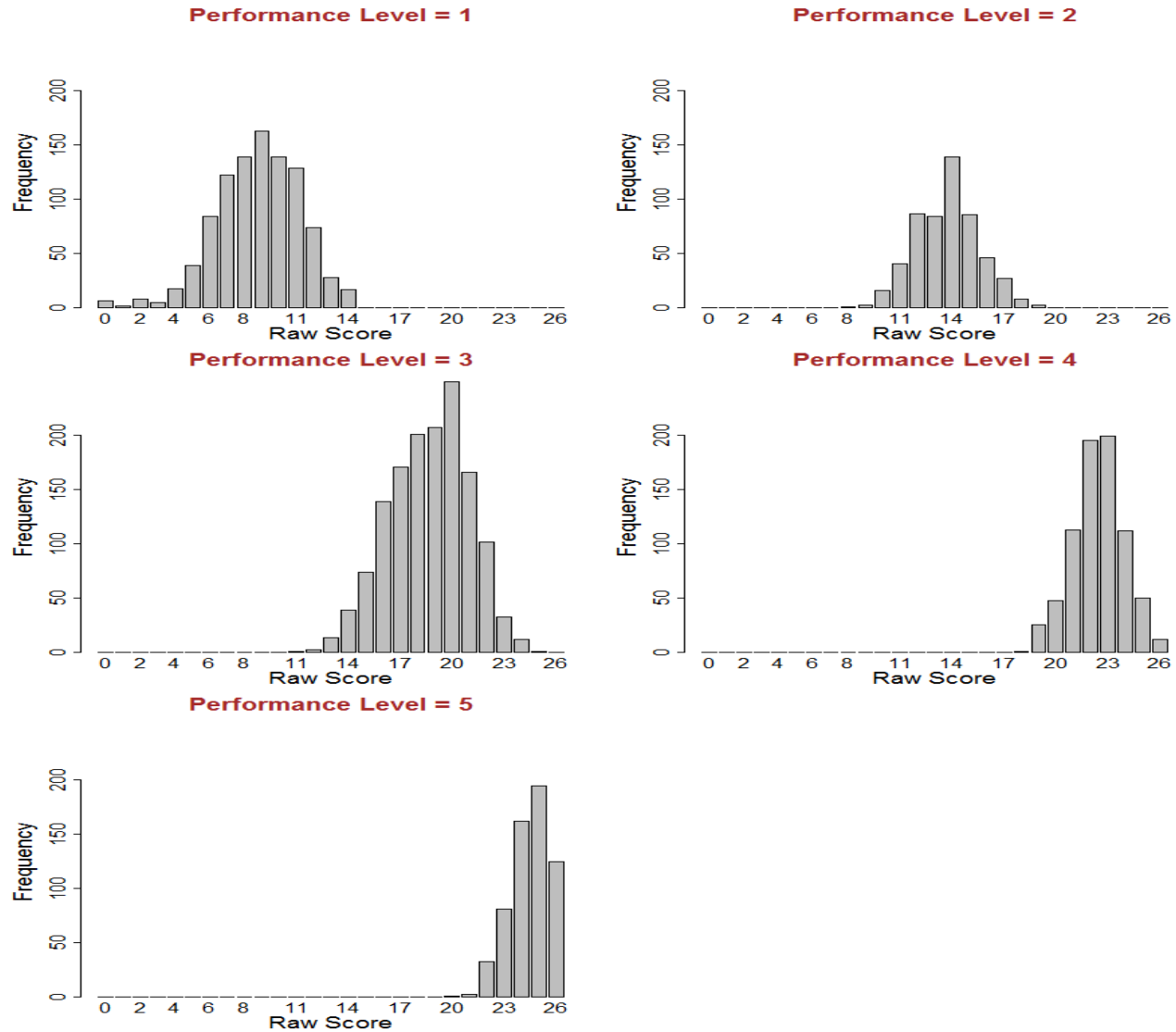
**Figure S2.49: Summative Raw Score Summary - Grade 9 Writing**



**Figure S2.50: Summative Raw Score Summary - Grade 9 Overall**



**Figure S2.51: Summative Raw Score Summary - Grade 10 Listening**



**Figure S2.52: Summative Raw Score Summary - Grade 10 Reading**

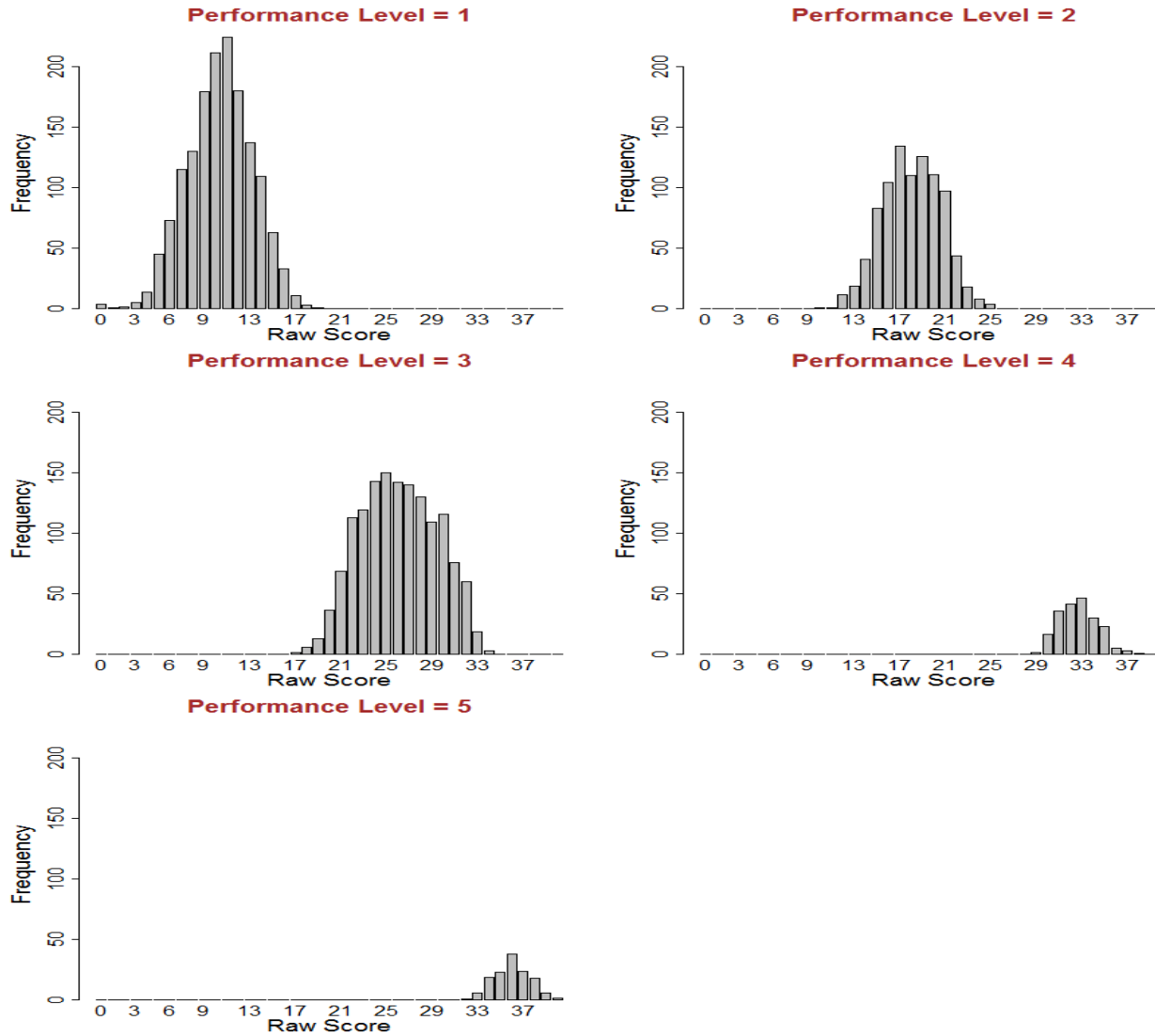


Figure S2.53: Summative Raw Score Summary - Grade 10 Speaking

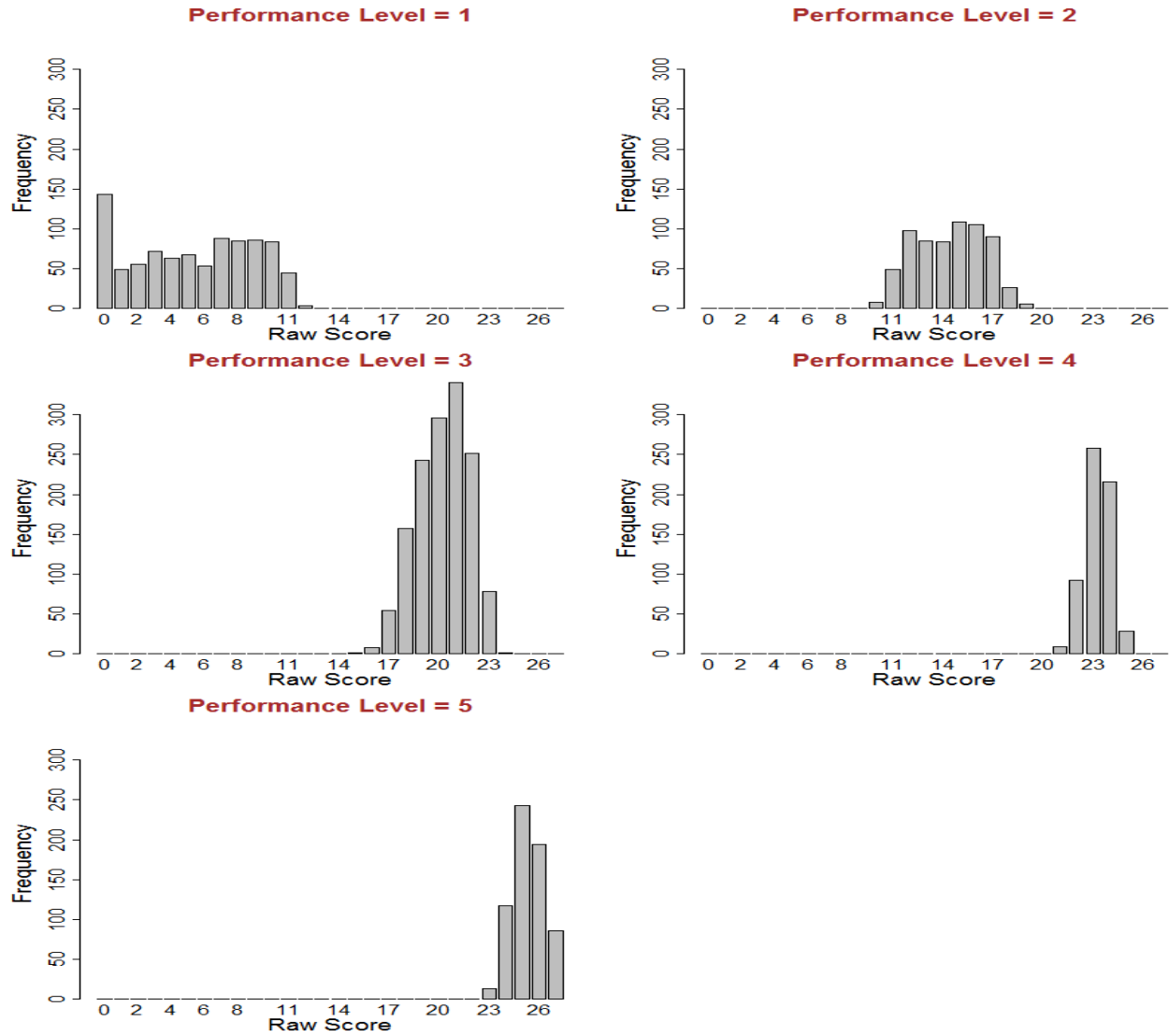
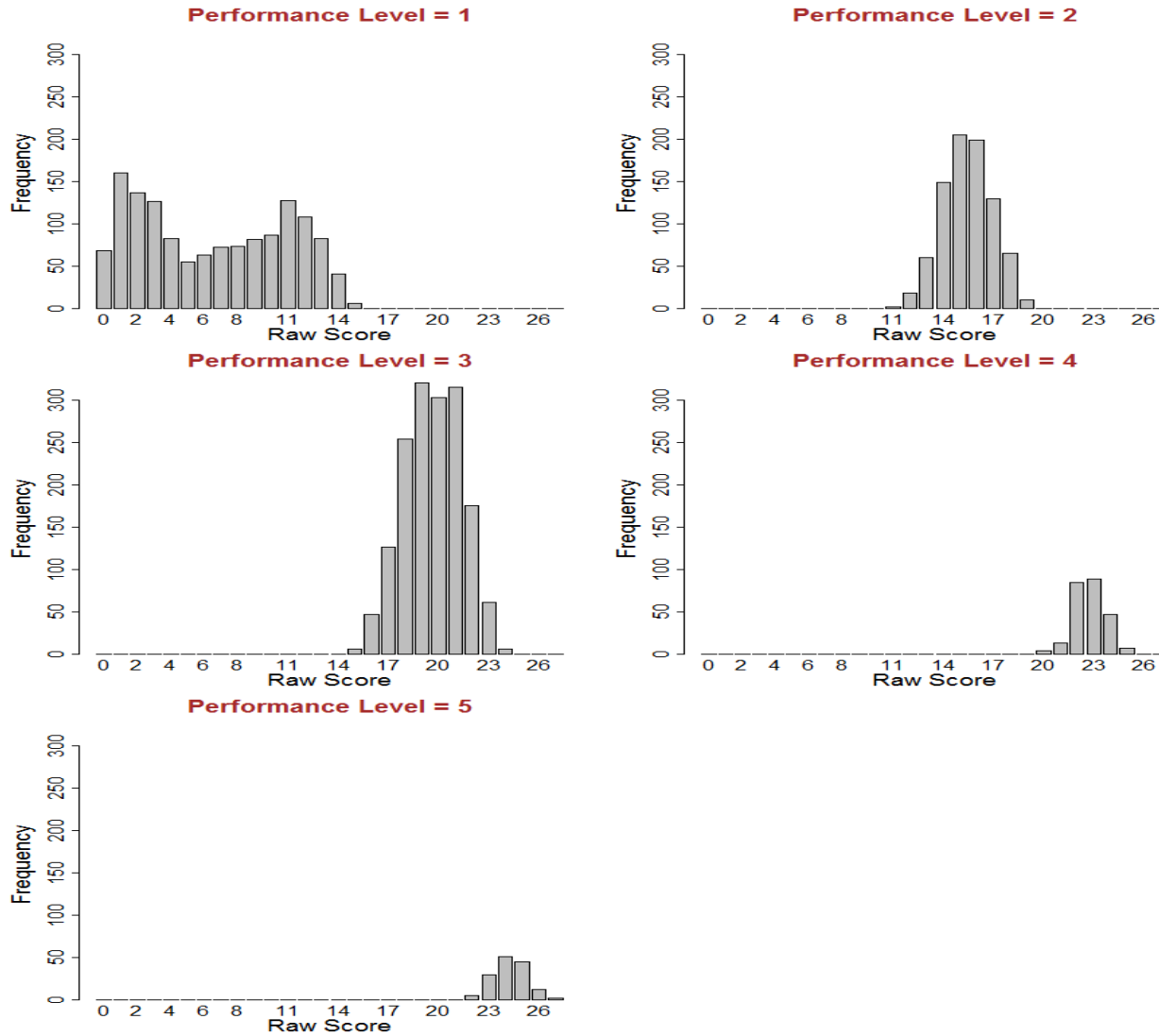
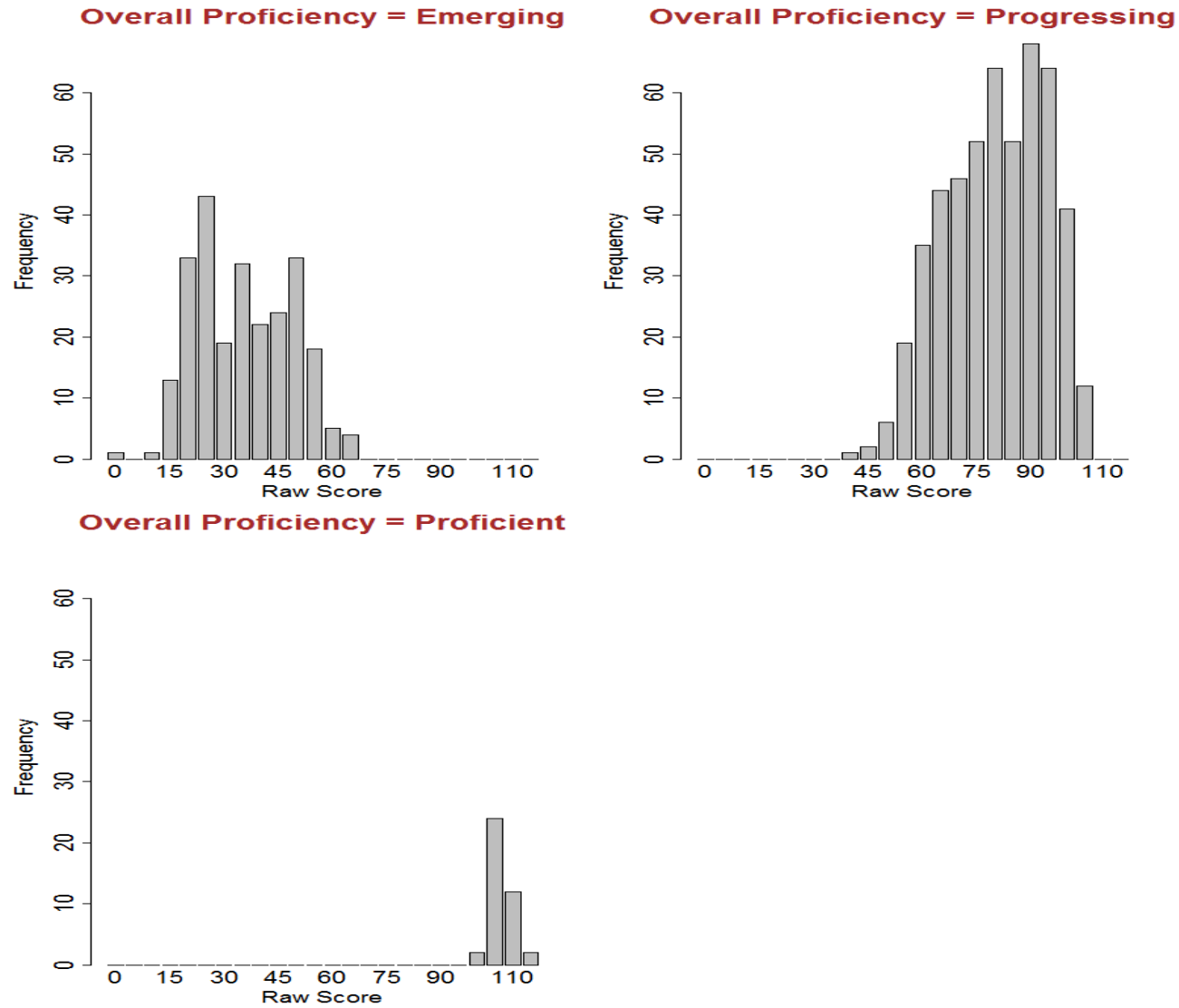


Figure S2.54: Summative Raw Score Summary - Grade 10 Writing

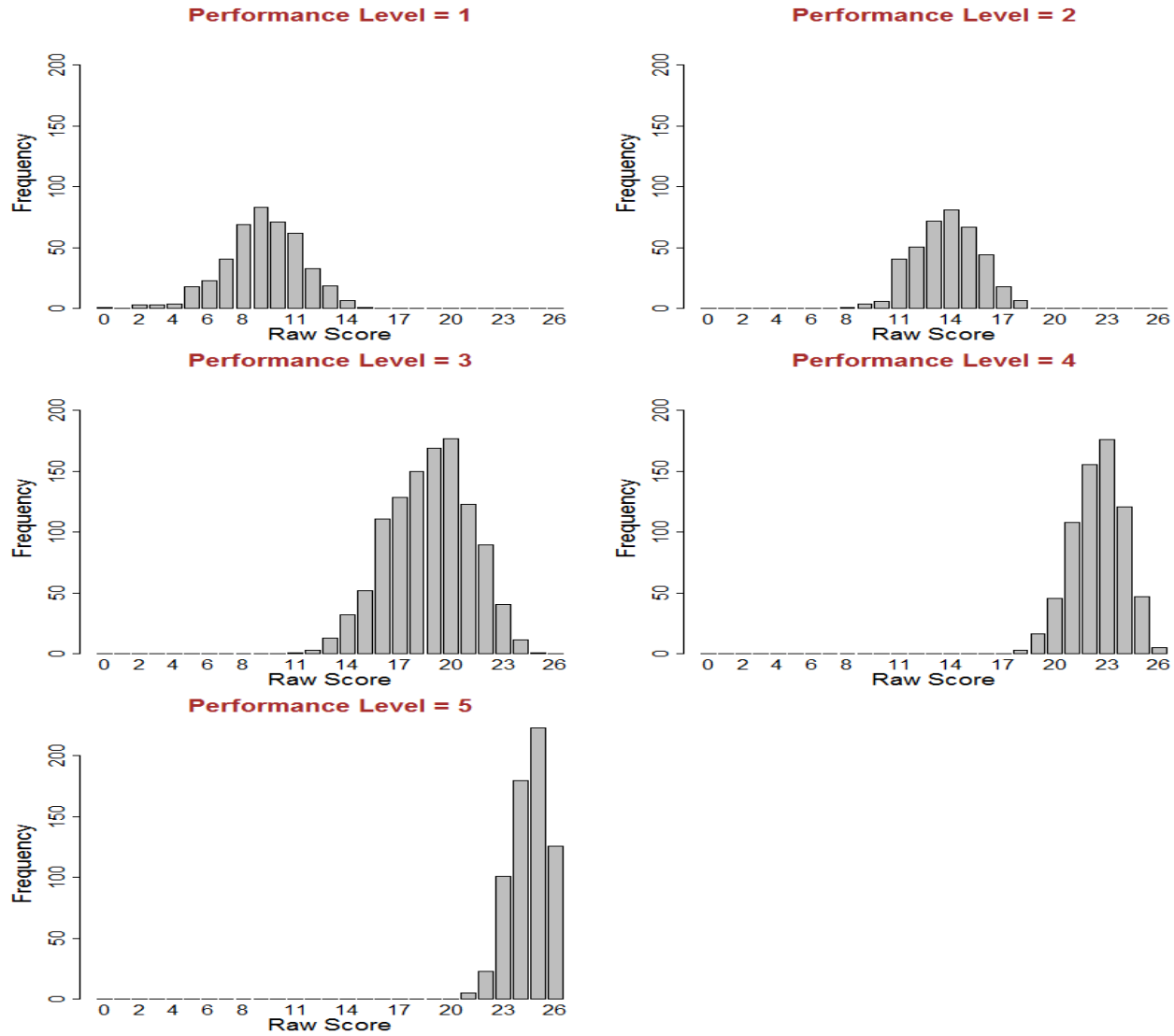


**Figure S2.55: Summative Raw Score Summary - Grade 10 Overall**





**Figure S2.56: Summative Raw Score Summary - Grade 11 Listening**



**Figure S2.57: Summative Raw Score Summary - Grade 11 Reading**

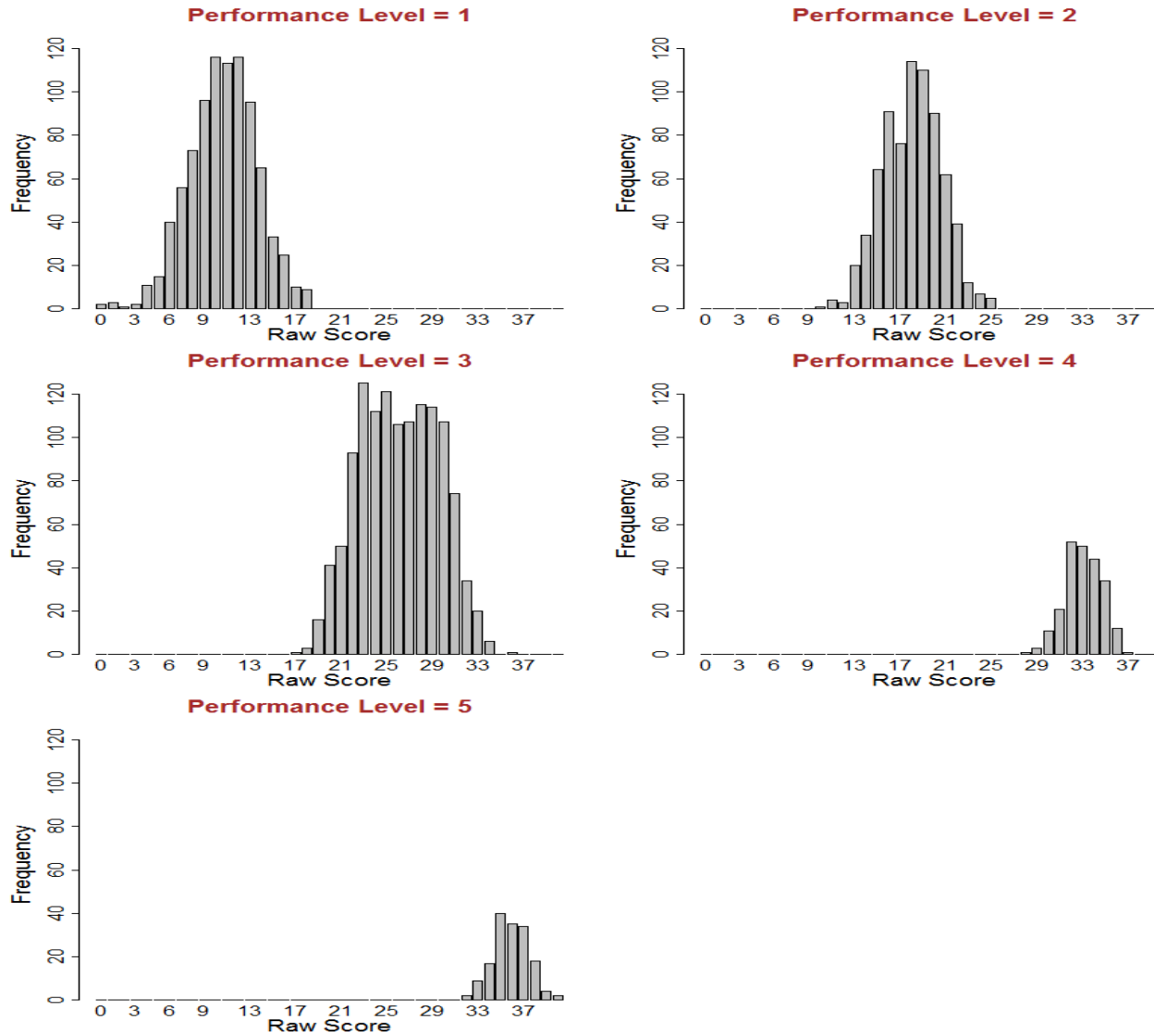


Figure S2.58: Summative Raw Score Summary - Grade 11 Speaking

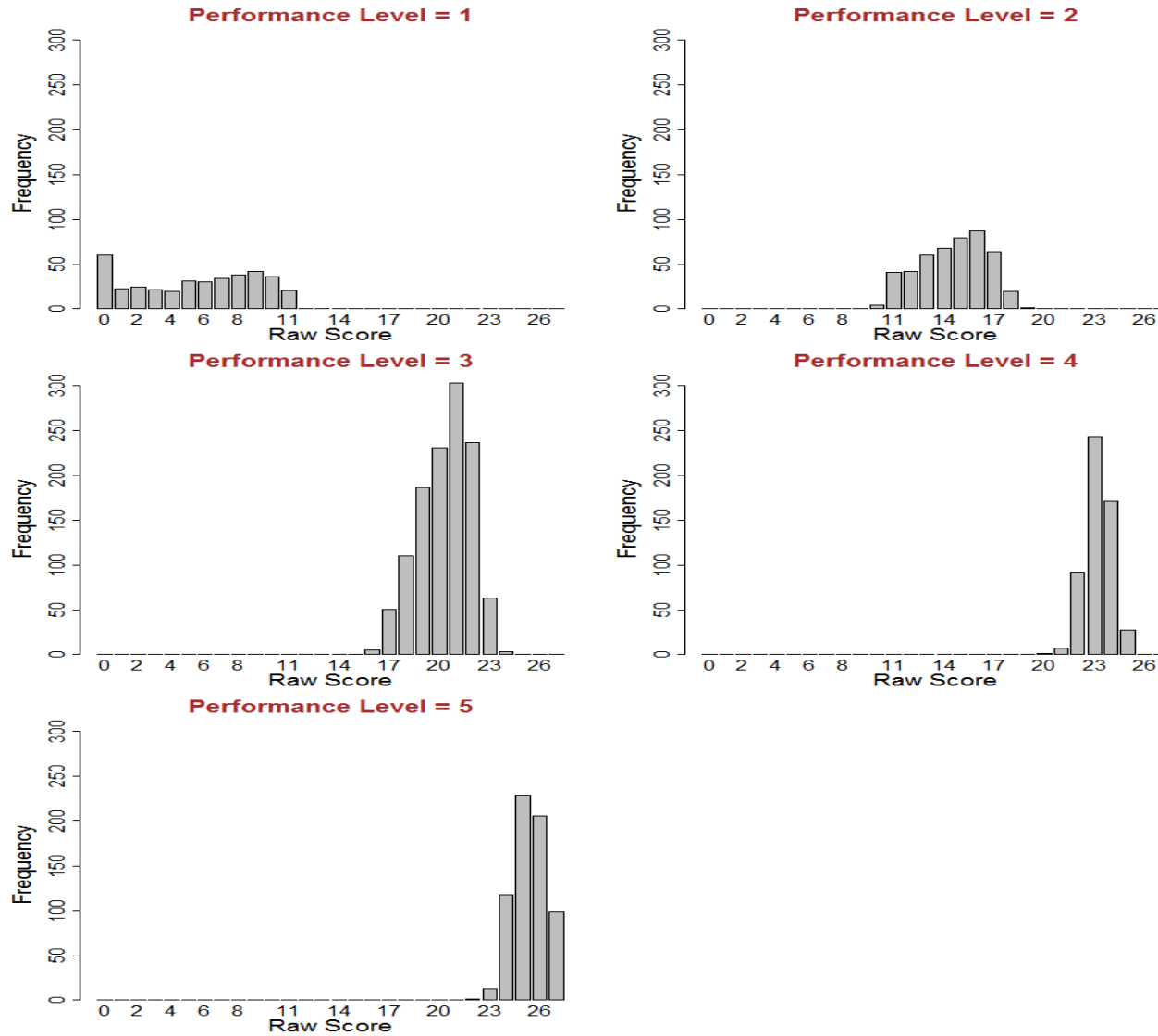
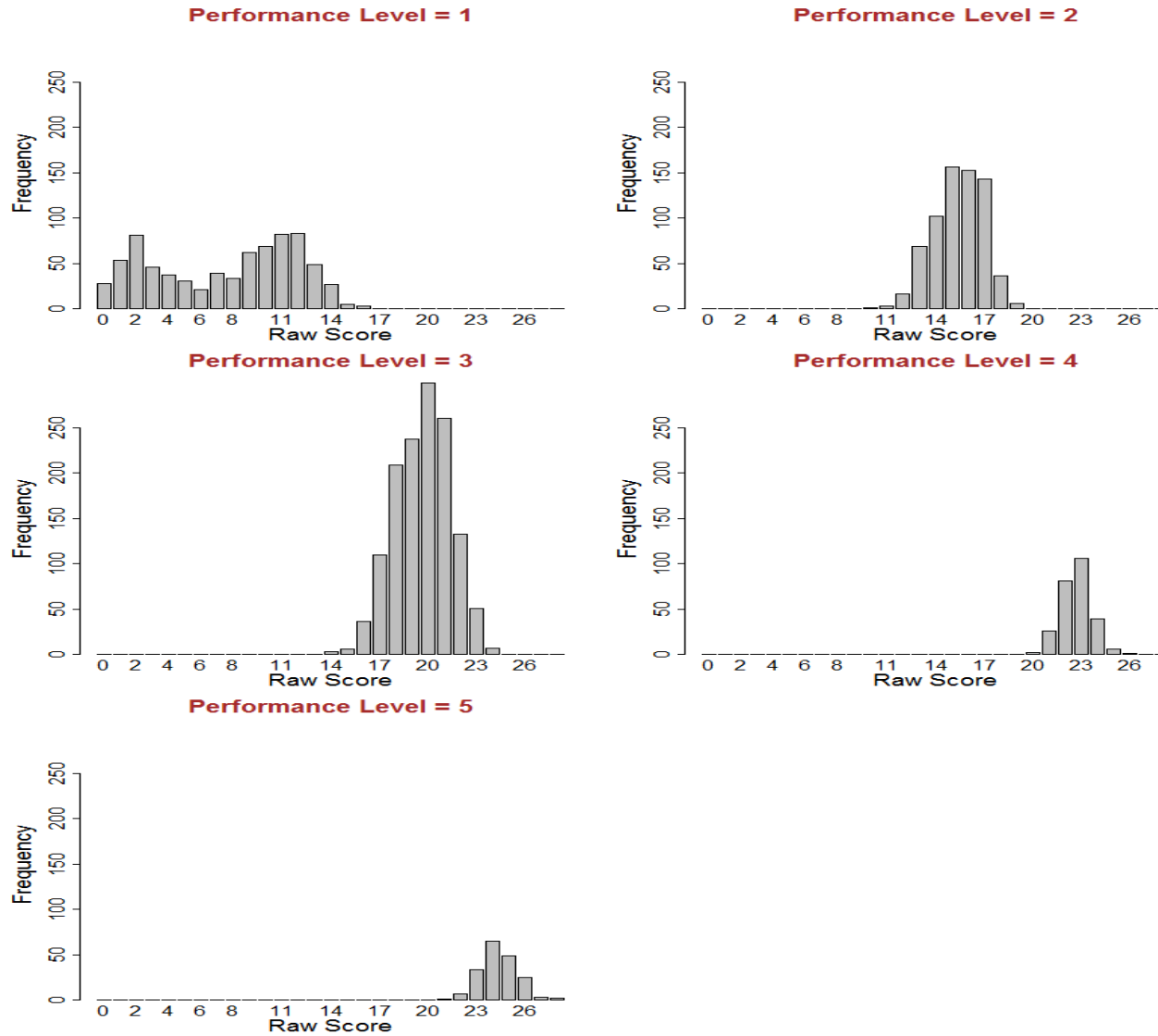
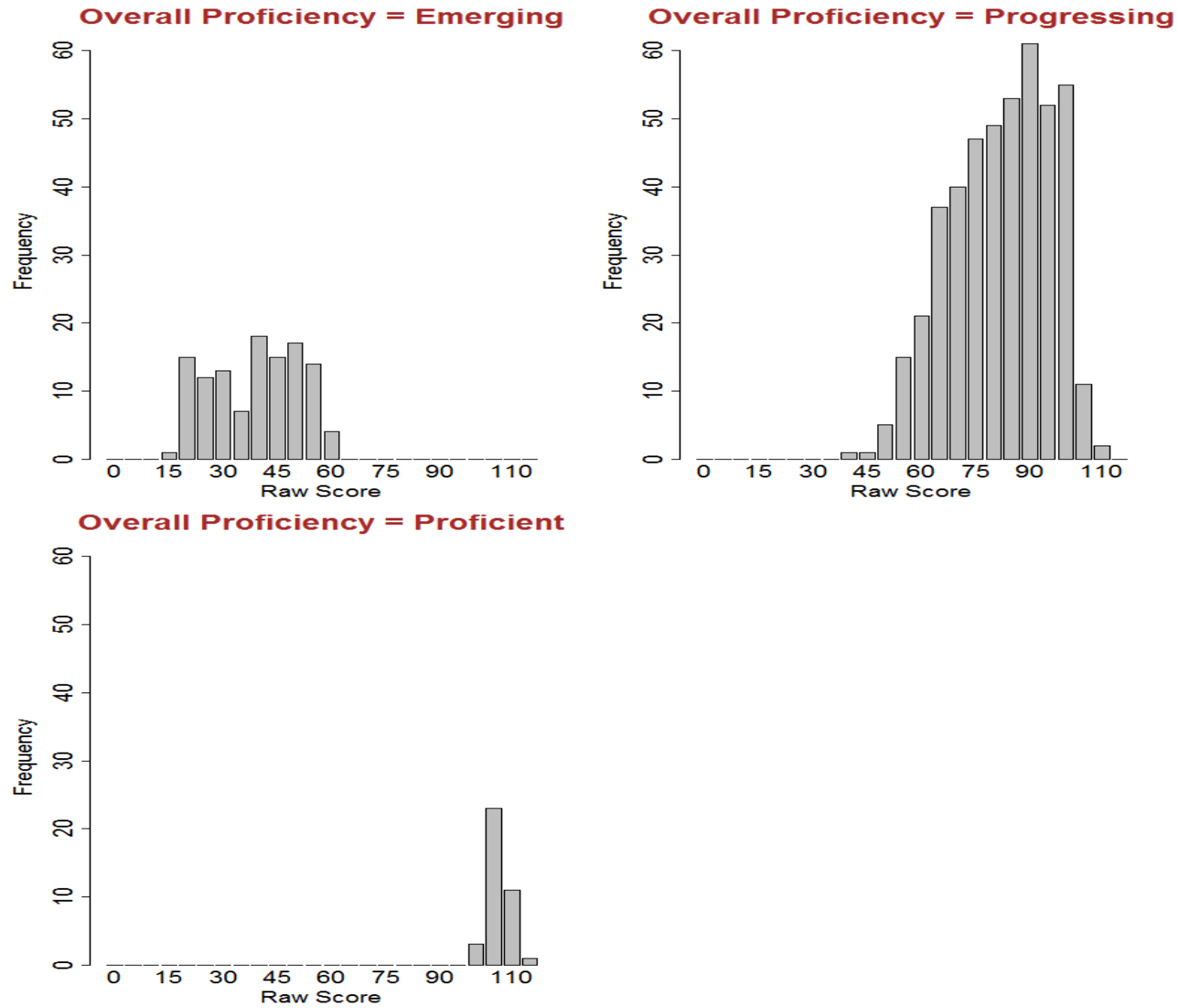


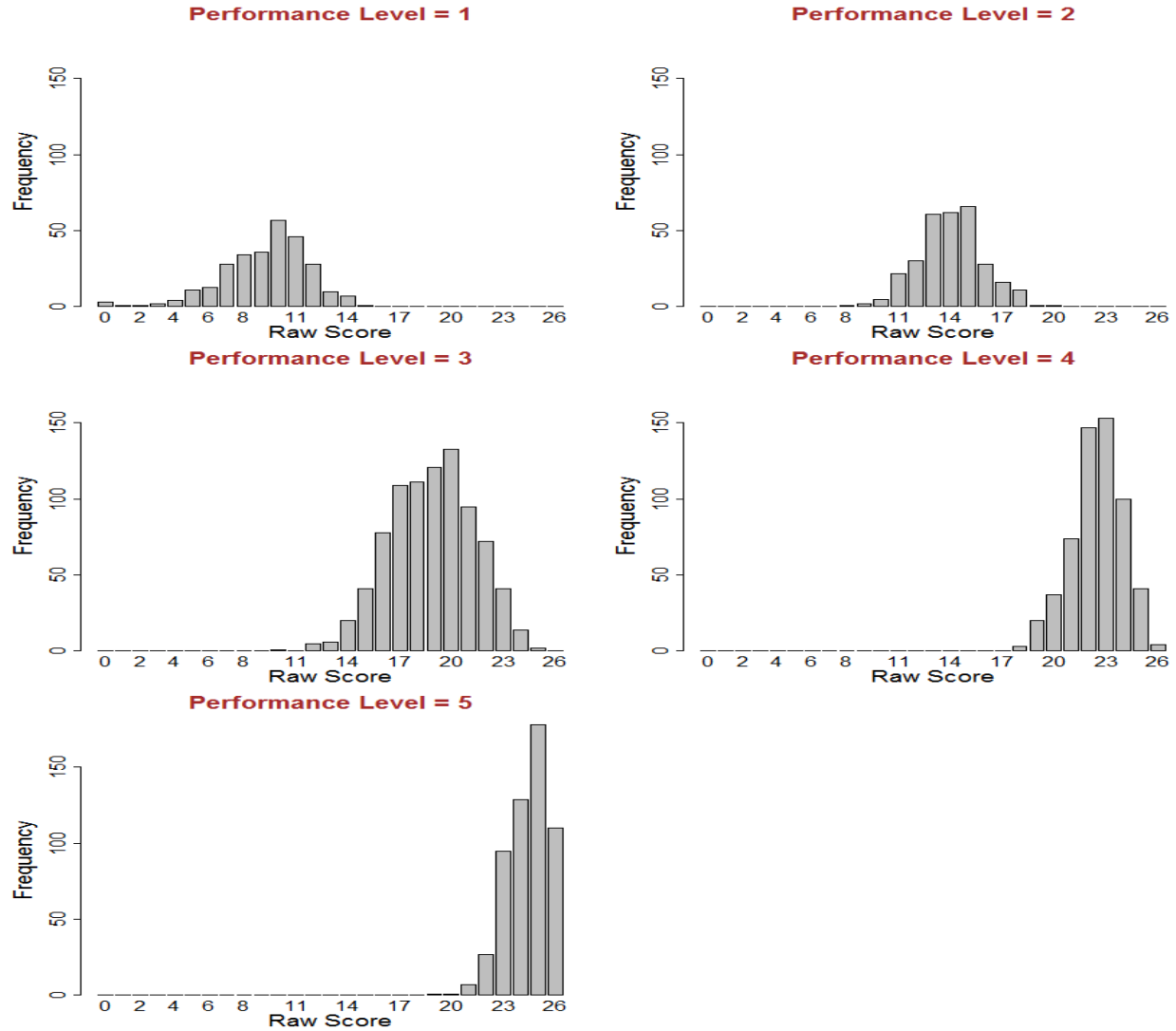
Figure S2.59: Summative Raw Score Summary - Grade 11 Writing



**Figure S2.60: Summative Raw Score Summary - Grade 11 Overall**



**Figure S2.61: Summative Raw Score Summary - Grade 12 Listening**



**Figure S2.62: Summative Raw Score Summary - Grade 12 Reading**

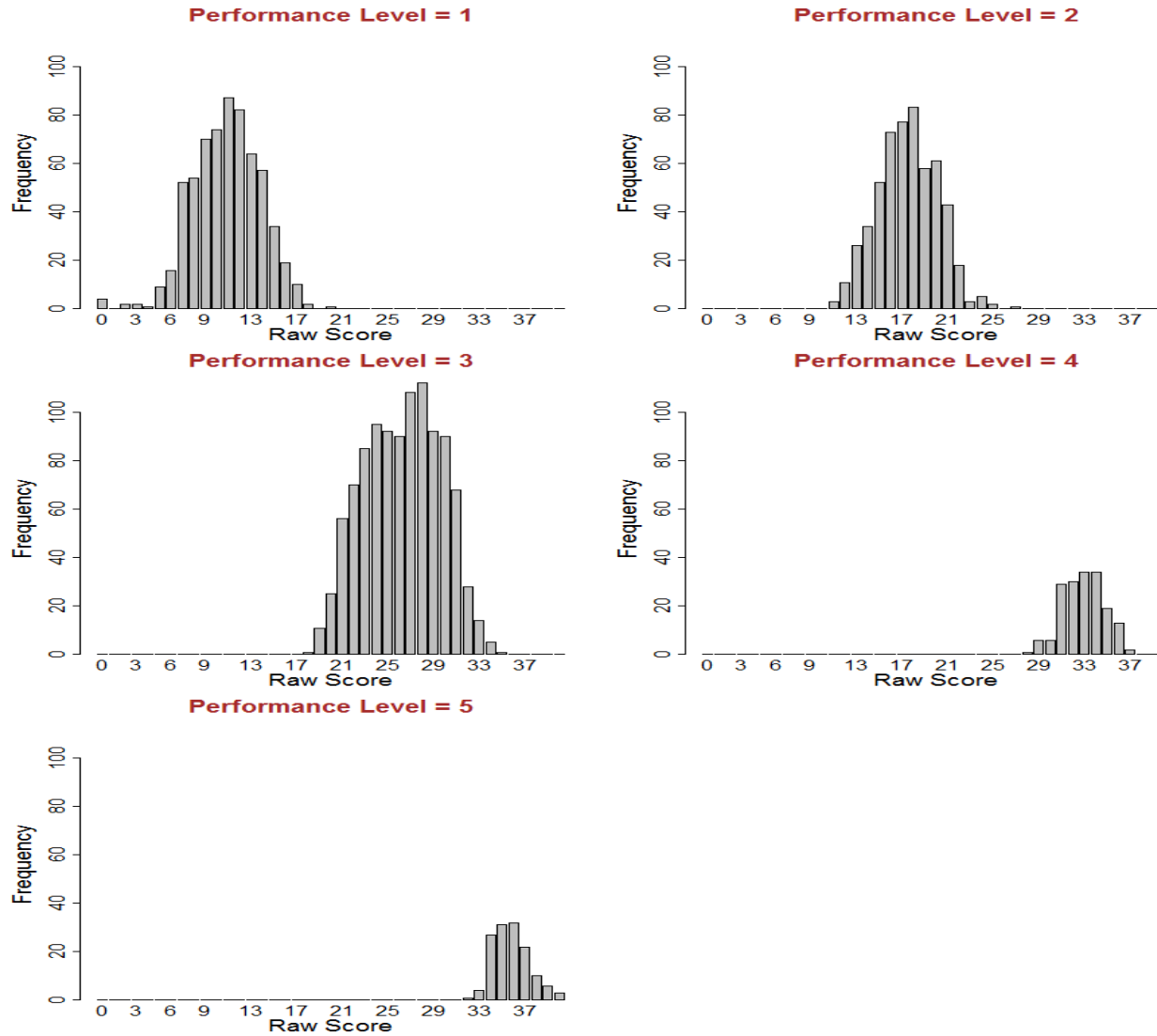
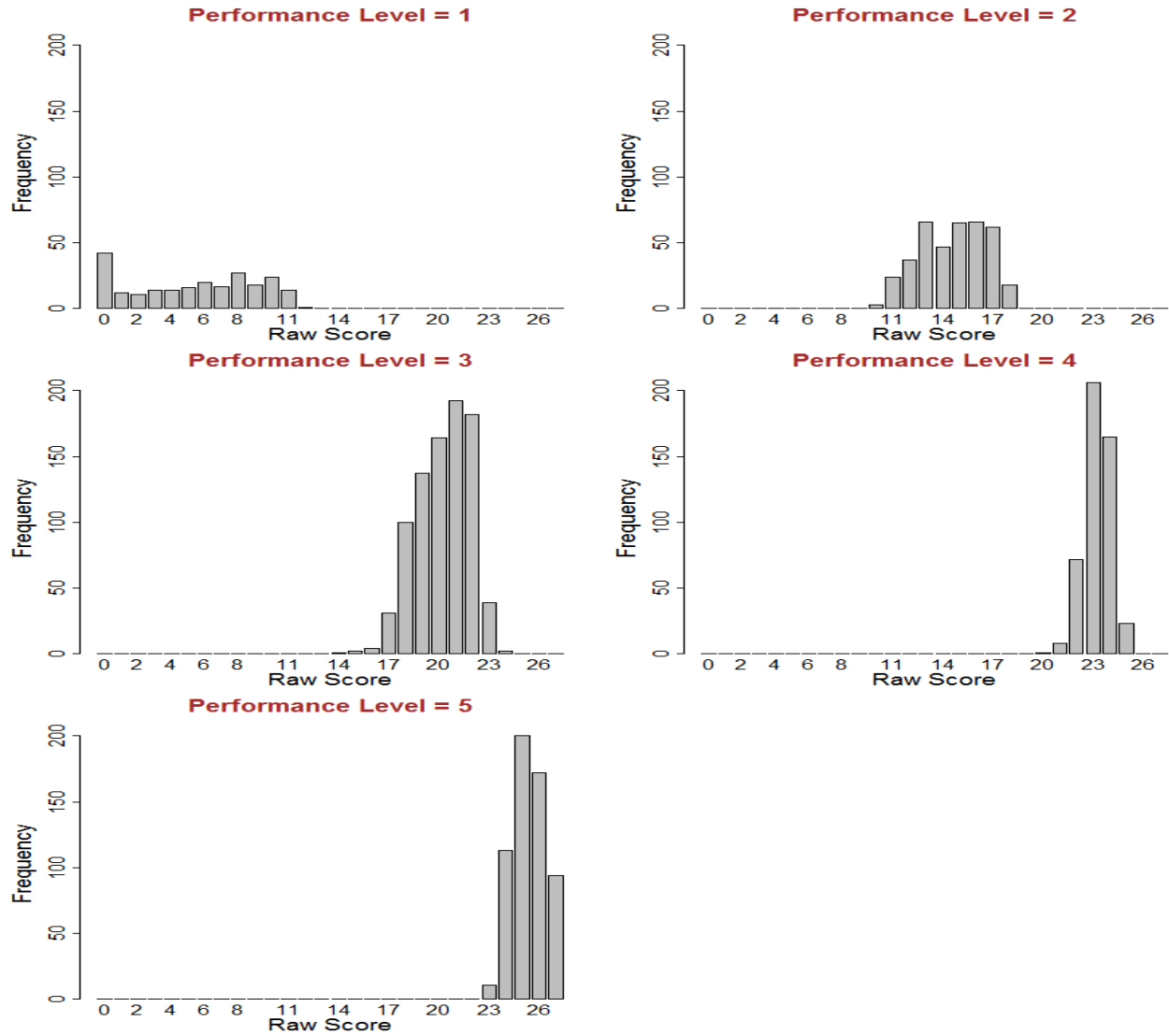
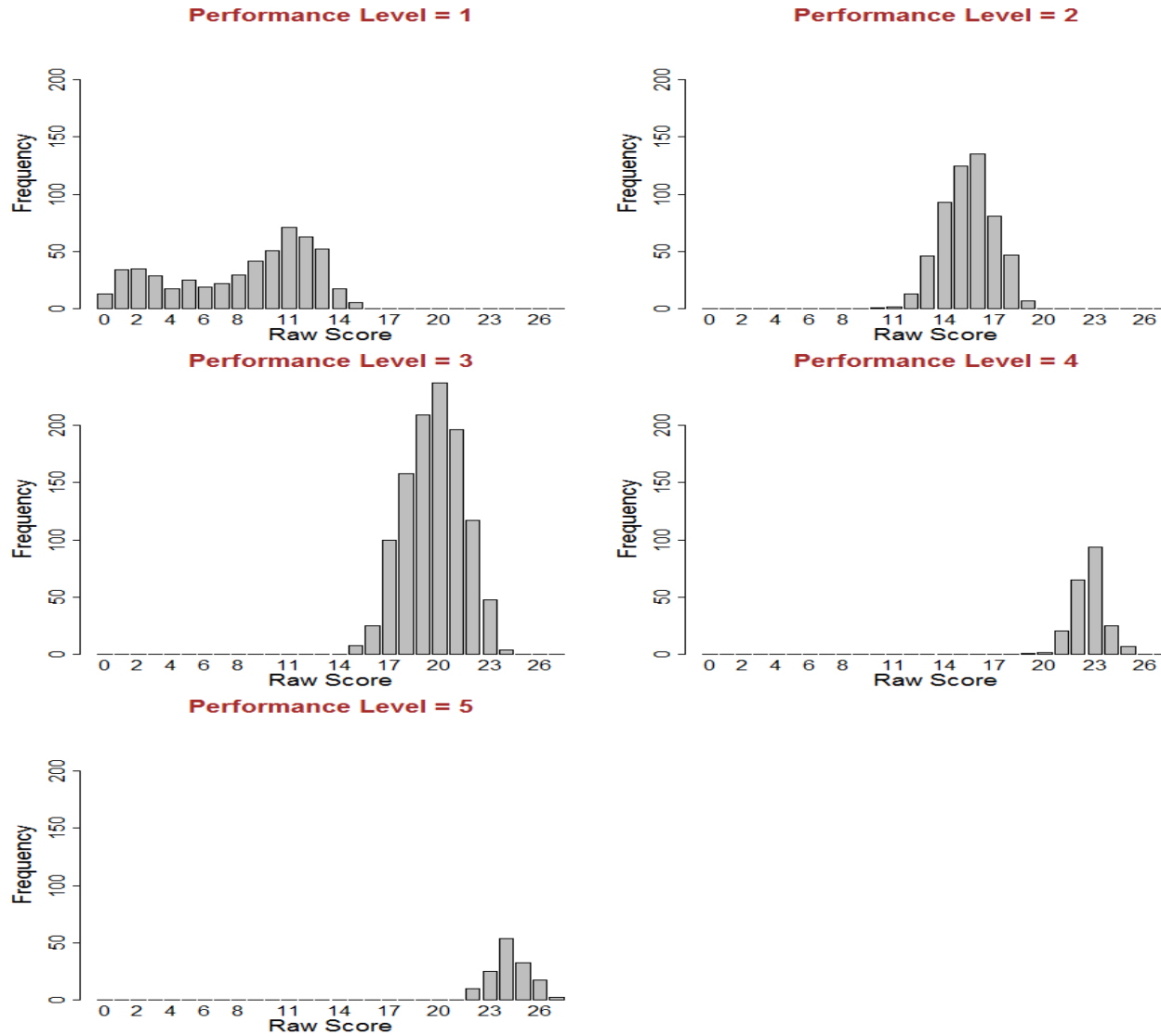


Figure S2.63: Summative Raw Score Summary - Grade 12 Speaking

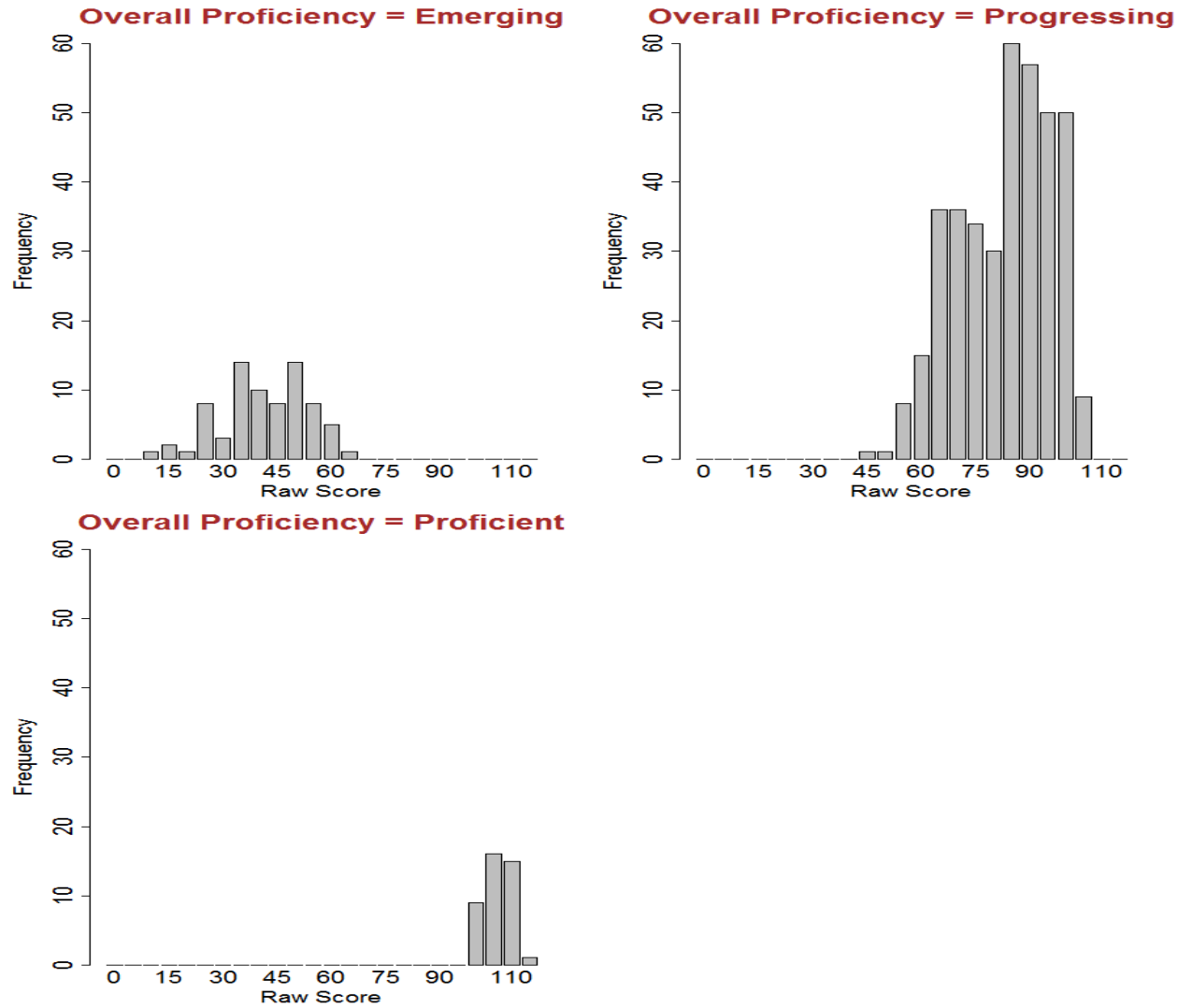




**Figure S2.64: Summative Raw Score Summary - Grade 12 Writing**



**Figure S2.65: 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>		10,543	233	544.9	745	77.1	10,453	247	546.5	740	73.1
<b>Gender</b>	<b>Female</b>	4,964	233	552.5	745	76.8	4,950	247	552.8	740	73.5
	<b>Male</b>	5,321	233	538.0	745	77.1	5,247	247	541.0	740	72.5
	<b>Missing</b>	258	381	540.3	738	70.8	256	417	538.7	729	67.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	41	386	554.8	695	67.8	40	388	558.3	693	69.6
	<b>Asian</b>	2,451	233	566.7	745	76.4	2,434	247	566.8	740	72.4
	<b>Black or African American</b>	1,826	243	544.0	745	70.1	1,798	256	546.9	740	65.9
	<b>Hispanic or Latino</b>	3,304	239	526.8	745	73.5	3,283	253	528.9	740	69.6
	<b>Native Hawaiian or Other Pacific Islander</b>	55	306	541.9	682	71.9	55	409	549.1	677	60.7
	<b>Two or More Races</b>	1,191	233	531.3	734	78.7	1,177	247	532.9	730	74.5
	<b>White</b>	1,601	315	558.9	745	81.2	1,593	316	559.7	740	77.8
	<b>Other/Unknown</b>	74	392	568.8	709	71.2	73	406	573.6	711	64.1
<b>Other</b>	<b>IEP</b>	601	233	499.1	707	82.8	525	247	515.6	704	72.5

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	21	409	531.7	685	71.8	21	425	541.7	683	74.2
<b>Primary Disability</b>	<b>Autism</b>	202	233	460.9	680	85.0	147	247	488.0	685	77.3
	<b>Developmental delay</b>	6					3				
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing impaired</b>	4					7				
	<b>Intellectual disability</b>	17	360	474.5	546	51.6	14	371	477.1	550	45.0
	<b>Multiple disabilities</b>	18	243	393.7	576	92.2	7				
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	73	306	514.7	672	68.6	67	289	517.0	678	69.0
	<b>Specific learning disability</b>	35	400	515.6	670	60.8	35	415	523.6	669	58.2
	<b>Speech or language impairment</b>	235	373	537.2	707	63.3	235	368	538.8	704	59.9
	<b>Traumatic brain injury</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Visual impairment	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>		10,423	285	564.1	744	89.9	10,432	302	532.2	718	77.1
<b>Gender</b>	<b>Female</b>	4,939	285	573.4	744	88.9	4,936	302	535.1	718	76.3
	<b>Male</b>	5,226	285	555.7	744	90.1	5,238	302	530.0	718	77.8
	<b>Missing</b>	258	339	555.2	742	86.9	258	354	522.7	715	75.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	40	328	584.4	722	89.3	40	397	545.8	684	80.2
	<b>Asian</b>	2,422	285	585.1	744	83.3	2,433	302	562.1	718	80.3
	<b>Black or African American</b>	1,798	289	577.2	744	78.1	1,784	314	530.9	718	74.9
	<b>Hispanic or Latino</b>	3,269	310	543.0	744	91.7	3,280	305	509.3	718	66.1
	<b>Native Hawaiian or Other Pacific Islander</b>	54	329	568.1	686	82.2	55	338	528.9	696	78.9
	<b>Two or More Races</b>	1,174	285	540.7	739	97.6	1,178	302	511.2	713	70.5
	<b>White</b>	1,593	327	576.1	744	89.8	1,589	354	549.6	718	80.2
	<b>Other/Unknown</b>	73	345	592.4	723	89.2	73	411	554.2	705	74.5
<b>Other</b>	<b>IEP</b>	506	285	506.8	732	97.5	519	302	509.1	704	81.3

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	21	345	526.4	645	83.9	21	447	533.2	695	67.7
<b>Primary Disability</b>	<b>Autism</b>	137	285	450.6	649	99.5	143	302	516.6	680	101.0
	<b>Developmental delay</b>	3					3				
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing impaired</b>	4					7				
	<b>Intellectual disability</b>	15	327	445.3	585	87.5	14	368	450.1	586	61.4
	<b>Multiple disabilities</b>	7					5				
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	64	304	510.8	700	89.7	67	324	498.0	677	75.2
	<b>Specific learning disability</b>	34	338	515.2	665	82.1	34	407	501.3	643	65.6
	<b>Speech or language impairment</b>	233	338	548.2	712	75.5	236	382	518.7	703	69.1
	<b>Traumatic brain injury</b>	1					1				



Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Visual impairment	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	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		10,556	3361	5448.8	6776	531.9	10,580	3160	5467.0	7023	587.6
<b>Gender</b>	<b>Female</b>	4,973	3361	5499.2	6776	528.7	4,982	3160	5522.4	7023	582.0
	<b>Male</b>	5,325	3361	5403.6	6654	532.7	5,336	3160	5418.1	7023	590.3
	<b>Missing</b>	258	4407	5410.9	6553	490.1	262	4052	5408.9	6977	548.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	41	4321	5526.3	6553	498.9	41	4007	5584.4	6460	541.3
	<b>Asian</b>	2,452	3361	5581.7	6553	513.3	2,457	3160	5658.7	7023	575.3
	<b>Black or African American</b>	1,832	3361	5440.3	6553	485.6	1,841	3264	5488.2	7023	523.7
	<b>Hispanic or Latino</b>	3,308	3361	5335.3	6553	520.9	3,316	3258	5303.5	7023	554.7
	<b>Native Hawaiian or Other Pacific Islander</b>	55	4140	5451.3	6553	467.8	55	3741	5470.6	6610	552.8
	<b>Two or More Races</b>	1,191	3361	5369.3	6553	553.4	1,192	3160	5319.9	6929	603.7
	<b>White</b>	1,603	3525	5539.0	6776	558.7	1,604	3950	5583.8	7023	611.8
	<b>Other/Unknown</b>	74	4393	5613.9	6553	473.3	74	4394	5671.1	6790	550.6
<b>Other</b>	<b>IEP</b>	605	3361	5148.8	6553	578.8	610	3160	5106.7	6822	616.2

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	21	4518	5411.5	6380	542.0	21	4486	5358.6	6474	543.8
<b>Primary Disability</b>	<b>Autism</b>	203	3361	4884.5	6442	587.0	205	3160	4876.1	6461	643.1
	<b>Developmental delay</b>	6					6				
	<b>Emotional disturbance</b>	1					1				
	<b>Hearing impaired</b>	7					7				
	<b>Intellectual disability</b>	17	4163	4971.7	5554	344.6	18	3950	4775.9	5312	404.0
	<b>Multiple disabilities</b>	18	3361	4405.2	5723	650.8	18	3264	4419.0	5640	621.6
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	73	3730	5247.6	6351	494.0	73	3413	5159.9	6520	550.3
	<b>Specific learning disability</b>	35	4459	5296.4	6553	459.2	35	4301	5200.6	6170	475.8
	<b>Speech or language impairment</b>	235	4264	5415.8	6553	445.4	237	4019	5379.4	6595	485.9
	<b>Traumatic brain injury</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Visual impairment	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>		10,555	233	546.3	711	76.7	10,461	235	536.4	759	82.1
<b>Gender</b>	<b>Female</b>	4,988	233	553.9	711	75.4	4,973	235	542.3	759	83.9
	<b>Male</b>	5,359	260	539.6	711	77.6	5,283	257	531.7	759	80.2
	<b>Missing</b>	208	351	532.7	664	67.6	205	370	512.4	729	72.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	34	443	542.3	657	62.2	34	419	525.2	697	63.5
	<b>Asian</b>	2,275	270	567.4	711	76.7	2,253	257	572.6	759	83.0
	<b>Black or African American</b>	1,828	233	552.8	711	73.7	1,792	235	544.1	759	77.6
	<b>Hispanic or Latino</b>	3,419	293	530.8	711	72.9	3,399	299	511.4	759	73.8
	<b>Native Hawaiian or Other Pacific Islander</b>	56	389	534.6	666	63.1	56	417	542.7	730	71.4
	<b>Two or More Races</b>	1,351	270	529.3	711	76.5	1,338	349	510.4	759	78.6
	<b>White</b>	1,531	336	557.2	711	79.3	1,528	301	552.4	759	81.6
	<b>Other/Unknown</b>	61	375	538.4	698	71.7	61	410	527.9	742	73.7
<b>Other</b>	<b>Gifted</b>	20	542	633.0	696	48.4	20	519	652.7	738	58.9

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Home Schooled	1					1				
	IEP	687	266	494.3	711	82.9	608	268	499.4	759	74.6
	Migrant	22	360	519.0	636	81.1	22	425	503.3	665	74.8
Primary Disability	Autism	191	270	452.2	643	83.3	137	268	504.4	718	80.5
	Developmental delay	7					6				
	Emotional disturbance	8					8				
	Hearing impaired	5					6				
	Intellectual disability	19	335	455.0	594	66.1	18	397	464.8	562	55.4
	Multiple disabilities	24	266	353.3	465	46.8	6				
	Orthopedic impairment	4					4				
	Other health impairment	94	371	500.2	681	69.8	91	372	489.8	702	67.3
	Specific learning disability	65	378	520.5	637	60.0	64	352	477.4	688	68.3
	Speech or language impairment	269	356	532.7	711	65.4	269	349	512.0	759	72.8

- \* 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>		10,434	263	563.1	736	78.0	10,450	238	528.8	741	87.7
<b>Gender</b>	<b>Female</b>	4,963	263	571.5	736	77.1	4,970	238	535.0	741	88.2
	<b>Male</b>	5,264	272	555.8	736	78.5	5,275	261	523.9	741	87.0
	<b>Missing</b>	207	312	548.4	718	65.6	205	341	504.7	707	81.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	33	450	576.0	650	51.3	34	390	517.3	678	66.7
	<b>Asian</b>	2,240	272	583.3	736	74.4	2,250	261	565.2	741	83.6
	<b>Black or African American</b>	1,785	263	575.5	736	71.7	1,783	238	537.3	741	81.1
	<b>Hispanic or Latino</b>	3,394	291	546.7	736	77.1	3,395	318	503.6	741	82.5
	<b>Native Hawaiian or Other Pacific Islander</b>	56	354	563.2	722	64.0	56	369	533.0	711	76.3
	<b>Two or More Races</b>	1,340	298	545.0	736	82.0	1,339	315	499.5	741	88.6
	<b>White</b>	1,525	291	572.1	736	78.9	1,532	318	547.4	741	86.7
	<b>Other/Unknown</b>	61	400	546.3	685	57.6	61	364	520.8	722	78.1
<b>Other</b>	<b>Gifted</b>	20	362	635.0	717	74.5	20	496	634.9	718	63.1



Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Home Schooled	1					1				
	IEP	585	277	521.3	736	85.9	599	272	484.5	741	85.3
	Migrant	22	310	520.7	656	78.8	22	375	488.7	663	81.7
Primary Disability	Autism	118	277	473.6	662	102.7	132	272	493.7	694	90.6
	Developmental delay	6					5				
	Emotional disturbance	8					8				
	Hearing impaired	5					6				
	Intellectual disability	16	305	481.2	620	92.9	17	350	424.8	550	69.8
	Multiple disabilities	6					5				
	Orthopedic impairment	4					4				
	Other health impairment	89	312	530.9	684	65.6	91	360	464.0	694	81.0
	Specific learning disability	65	311	533.2	658	74.4	64	353	458.7	671	74.7
	Speech or language impairment	268	302	546.9	736	67.1	269	347	501.0	741	81.3

- \* 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>		10,566	3387	5440.5	6698	548.9	10,578	2967	5443.0	7032	625.1
<b>Gender</b>	<b>Female</b>	4,993	3387	5490.7	6698	552.4	4,998	2967	5505.7	7032	624.1
	<b>Male</b>	5,365	3448	5398.9	6698	543.8	5,370	3243	5390.8	7032	623.0
	<b>Missing</b>	208	4261	5310.8	6580	479.2	210	3975	5287.8	6740	547.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	34	4726	5389.2	6309	418.6	34	4657	5417.8	6387	454.3
	<b>Asian</b>	2,277	3754	5646.1	6698	565.2	2,280	3278	5676.9	7032	613.4
	<b>Black or African American</b>	1,830	3387	5489.2	6698	528.7	1,831	2967	5508.8	7032	588.6
	<b>Hispanic or Latino</b>	3,421	3897	5297.3	6698	498.1	3,423	3720	5274.2	7032	584.7
	<b>Native Hawaiian or Other Pacific Islander</b>	56	4675	5418.4	6467	447.7	56	4300	5447.0	6736	524.7
	<b>Two or More Races</b>	1,353	3814	5291.7	6698	528.8	1,355	3685	5256.9	7032	623.9
	<b>White</b>	1,534	3936	5531.8	6698	554.1	1,538	3637	5561.3	7032	628.1
	<b>Other/Unknown</b>	61	4443	5394.7	6698	522.7	61	4276	5360.9	6801	532.8
<b>Other</b>	<b>Gifted</b>	20	5413	6175.6	6698	326.2	20	5025	6237.5	6780	453.3

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Home Schooled	1					1				
	IEP	690	3814	5108.5	6698	532.0	694	3441	5036.9	7032	610.0
	Migrant	22	4440	5256.7	6653	574.3	22	3996	5150.9	6373	597.4
Primary Disability	Autism	193	3814	4931.9	6698	558.3	195	3441	4850.9	6487	631.1
	Developmental delay	7					7				
	Emotional disturbance	8					8				
	Hearing impaired	6					6				
	Intellectual disability	19	4274	4871.3	5677	390.8	19	3838	4720.1	5713	547.0
	Multiple disabilities	24	3814	4319.5	4891	284.6	24	3549	4181.7	4829	300.0
	Orthopedic impairment	4					4				
	Other health impairment	94	4237	5129.0	6432	463.1	94	4088	5044.7	6650	532.4
	Specific learning disability	65	4399	5160.5	6247	425.0	66	4105	5072.4	6318	507.4
	Speech or language impairment	269	4238	5315.8	6698	469.7	269	3896	5277.9	7032	536.8

\* 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>		8,588	221	526.1	705	70.2	8,495	225	513.7	731	72.5
<b>Gender</b>	<b>Female</b>	4,040	257	529.4	705	69.9	4,002	240	518.7	729	73.4
	<b>Male</b>	4,379	221	523.0	705	70.5	4,327	225	509.3	731	71.5
	<b>Missing</b>	169	334	527.1	698	64.0	166	378	509.0	722	67.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	32	426	544.1	652	58.7	32	417	532.2	664	70.5
	<b>Asian</b>	1,707	275	544.2	705	68.2	1,691	326	540.8	731	71.8
	<b>Black or African American</b>	1,627	285	531.0	682	67.4	1,602	277	520.3	720	70.0
	<b>Hispanic or Latino</b>	2,770	294	516.5	705	66.3	2,744	351	497.1	729	67.2
	<b>Native Hawaiian or Other Pacific Islander</b>	41	373	515.3	635	64.9	41	402	516.6	662	72.4
	<b>Two or More Races</b>	1,087	312	513.1	700	72.7	1,077	308	495.3	720	73.2
	<b>White</b>	1,272	221	527.8	696	76.3	1,257	225	520.6	709	73.4
	<b>Other/Unknown</b>	52	353	519.8	667	76.3	51	371	512.5	680	76.6
<b>Other</b>	<b>Gifted</b>	29	397	588.4	677	68.4	29	412	595.7	693	73.4

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	688	221	487.2	697	70.4	609	225	474.8	721	65.6
	<b>Migrant</b>	16	371	475.8	648	84.7	16	396	487.0	671	87.2
<b>Primary Disability</b>	<b>Autism</b>	161	285	453.6	655	72.1	118	351	473.7	611	63.9
	<b>Developmental delay</b>	5					2				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing impaired</b>	9					12	387	467.1	567	61.5
	<b>Intellectual disability</b>	32	355	436.6	558	55.6	29	369	418.3	549	40.7
	<b>Multiple disabilities</b>	20	221	405.1	533	72.9	12	225	402.4	527	78.1
	<b>Orthopedic impairment</b>	5					4				
	<b>Other health impairment</b>	107	337	493.7	618	64.3	98	349	477.2	626	63.9
	<b>Specific learning disability</b>	158	354	497.7	636	54.9	145	350	459.8	643	53.8
	<b>Speech or language impairment</b>	177	348	523.3	697	59.9	176	308	501.0	721	65.8
	<b>Visual impairment</b>	2					2				

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



**Table S3.3: 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>		8,496	251	535.5	731	75.4	8,497	231	507.3	731	78.8
<b>Gender</b>	<b>Female</b>	4,006	258	539.5	729	75.4	4,005	245	512.6	731	78.7
	<b>Male</b>	4,325	251	531.8	731	75.4	4,327	231	502.5	725	78.8
	<b>Missing</b>	165	318	533.7	700	67.0	165	350	502.5	706	75.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	32	434	552.3	644	56.1	32	377	527.7	623	74.1
	<b>Asian</b>	1,693	293	554.7	731	72.4	1,694	327	537.1	725	74.2
	<b>Black or African American</b>	1,597	287	543.1	729	67.0	1,597	281	514.7	729	75.1
	<b>Hispanic or Latino</b>	2,753	294	523.1	707	73.8	2,746	318	489.1	731	75.5
	<b>Native Hawaiian or Other Pacific Islander</b>	41	376	542.4	702	66.7	41	365	513.8	668	80.4
	<b>Two or More Races</b>	1,074	288	521.8	678	78.4	1,078	310	485.5	726	80.6
	<b>White</b>	1,255	251	538.4	716	83.0	1,258	231	515.3	713	79.3
	<b>Other/Unknown</b>	51	302	525.1	663	81.2	51	345	502.7	663	85.0
<b>Other</b>	<b>Gifted</b>	29	308	585.0	678	73.9	29	367	590.5	690	69.4

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	616	251	496.9	686	74.6	614	231	463.6	711	74.8
	<b>Migrant</b>	15	346	487.5	646	86.9	15	344	472.0	668	99.2
<b>Primary Disability</b>	<b>Autism</b>	116	303	462.4	657	83.3	118	318	464.8	621	74.8
	<b>Developmental delay</b>	5					2				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing impaired</b>	9					12	356	462.6	558	74.3
	<b>Intellectual disability</b>	29	342	441.9	630	59.8	28	344	388.5	548	47.9
	<b>Multiple disabilities</b>	12	251	414.0	552	90.0	12	231	387.9	535	75.3
	<b>Orthopedic impairment</b>	4					4				
	<b>Other health impairment</b>	105	296	505.3	663	70.1	101	344	463.4	621	69.1
	<b>Specific learning disability</b>	151	299	502.9	655	61.3	148	341	443.5	636	63.8
	<b>Speech or language impairment</b>	172	289	525.4	686	65.1	176	356	497.1	711	71.6
	<b>Visual impairment</b>	2					2				

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

**Table S3.3: 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>		8,604	3264	5291.6	6801	521.3	8,611	2934	5255.4	6905	573.5
<b>Gender</b>	<b>Female</b>	4,047	3437	5322.1	6801	525.1	4,051	3074	5293.1	6824	574.1
	<b>Male</b>	4,388	3264	5263.9	6685	518.1	4,391	2934	5221.5	6905	572.9
	<b>Missing</b>	169	4113	5280.7	6685	474.9	169	3855	5232.1	6779	521.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	32	4611	5432.9	6685	505.2	32	4571	5411.4	6235	499.8
	<b>Asian</b>	1,709	3849	5452.9	6685	518.6	1,710	3632	5447.8	6905	555.3
	<b>Black or African American</b>	1,634	3738	5331.0	6685	508.8	1,637	3518	5305.5	6824	539.6
	<b>Hispanic or Latino</b>	2,774	3892	5198.5	6685	482.6	2,777	3590	5141.4	6779	541.5
	<b>Native Hawaiian or Other Pacific Islander</b>	41	4376	5243.0	6549	498.2	41	4206	5270.4	6434	549.1
	<b>Two or More Races</b>	1,089	3814	5182.5	6644	534.5	1,089	3538	5119.0	6688	590.1
	<b>White</b>	1,272	3264	5319.5	6801	546.4	1,272	2934	5295.2	6687	607.6
	<b>Other/Unknown</b>	53	4170	5275.7	6538	562.6	53	3854	5212.1	6365	623.6
<b>Other</b>	<b>Gifted</b>	29	4497	5846.9	6644	561.2	29	4032	5824.8	6510	546.6

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	692	3264	4999.0	6685	485.5	694	2934	4905.8	6691	533.2
	<b>Migrant</b>	16	4314	4986.3	6206	602.7	16	4065	4950.4	6284	716.1
<b>Primary Disability</b>	<b>Autism</b>	161	3738	4833.9	6069	483.9	162	3702	4734.9	6318	542.0
	<b>Developmental delay</b>	6					6				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing impaired</b>	12	4219	4905.7	5684	423.7	12	4019	4846.4	5705	546.9
	<b>Intellectual disability</b>	32	4090	4630.9	5484	321.1	32	3955	4450.9	5664	361.3
	<b>Multiple disabilities</b>	20	3264	4494.4	5355	480.8	20	2934	4377.0	5350	552.3
	<b>Orthopedic impairment</b>	5					5				
	<b>Other health impairment</b>	107	4084	5053.5	6432	479.3	108	3845	4960.1	6090	499.7
	<b>Specific learning disability</b>	158	4207	5010.0	6259	382.1	158	3783	4899.2	6145	427.1
	<b>Speech or language impairment</b>	177	3814	5234.2	6685	461.2	177	3661	5184.2	6691	492.5
	<b>Visual impairment</b>	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>		7,264	221	547.2	734	76.9	7,158	225	544.9	765	80.9
<b>Gender</b>	<b>Female</b>	3,377	221	548.9	719	78.7	3,335	225	549.8	763	83.1
	<b>Male</b>	3,766	221	545.8	734	75.6	3,702	225	540.5	765	79.0
	<b>Missing</b>	121	290	544.0	664	67.0	121	371	540.7	670	70.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	20	352	527.9	658	86.8	19	392	525.4	664	75.0
	<b>Asian</b>	1,308	221	561.5	719	77.6	1,296	225	568.1	763	80.3
	<b>Black or African American</b>	1,371	275	558.3	695	68.4	1,347	288	557.0	717	75.3
	<b>Hispanic or Latino</b>	2,088	290	542.6	714	75.4	2,063	332	535.8	742	78.5
	<b>Native Hawaiian or Other Pacific Islander</b>	29	392	535.3	628	57.0	29	384	531.5	649	67.8
	<b>Two or More Races</b>	1,426	321	533.5	703	77.2	1,400	336	524.2	728	79.4
	<b>White</b>	1,007	249	543.5	734	85.2	989	237	546.8	765	86.3
	<b>Other/Unknown</b>	15	463	550.0	640	49.6	15	453	544.8	673	72.9
<b>Other</b>	<b>Gifted</b>	22	482	615.6	686	51.1	22	463	631.8	717	68.2

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	853	309	516.6	677	69.7	753	269	503.6	696	70.3
	<b>Migrant</b>	21	358	500.0	666	105.1	21	377	489.3	671	101.3
<b>Primary Disability</b>	<b>Autism</b>	141	322	472.3	650	76.9	100	269	494.7	682	68.4
	<b>Developmental delay</b>	9					7				
	<b>Emotional disturbance</b>	11	467	545.6	671	66.6	11	411	528.3	687	87.0
	<b>Hearing impaired</b>	10	417	505.7	583	58.6	10	429	501.2	627	77.9
	<b>Intellectual disability</b>	38	355	463.3	597	49.2	26	392	447.0	594	42.2
	<b>Multiple disabilities</b>	24	309	425.5	597	67.4	13	338	433.8	533	61.4
	<b>Orthopedic impairment</b>	7					6				
	<b>Other health impairment</b>	122	370	519.3	638	61.0	113	374	497.0	668	70.5
	<b>Specific learning disability</b>	363	368	529.5	672	54.8	339	395	499.2	689	63.7
	<b>Speech or language impairment</b>	152	395	561.8	672	57.5	152	399	549.1	686	63.4



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	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>		7,185	251	555.4	751	83.2	7,162	231	539.4	764	85.5
<b>Gender</b>	<b>Female</b>	3,344	251	559.1	749	85.0	3,345	231	544.8	761	86.4
	<b>Male</b>	3,720	251	552.3	751	81.8	3,696	231	534.7	764	84.7
	<b>Missing</b>	121	293	545.8	661	73.8	121	320	535.5	667	75.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	20	342	547.2	692	100.1	20	349	507.9	648	86.8
	<b>Asian</b>	1,299	251	568.5	749	80.2	1,292	231	562.0	761	82.7
	<b>Black or African American</b>	1,346	287	569.4	716	68.7	1,345	293	552.5	714	77.2
	<b>Hispanic or Latino</b>	2,080	287	548.2	737	84.2	2,069	307	530.0	740	84.5
	<b>Native Hawaiian or Other Pacific Islander</b>	29	358	562.2	638	59.1	29	361	535.5	639	74.3
	<b>Two or More Races</b>	1,403	295	540.8	717	86.7	1,399	328	518.0	720	86.3
	<b>White</b>	993	256	554.6	751	93.0	993	242	542.7	764	90.8
	<b>Other/Unknown</b>	15	473	561.3	630	46.4	15	429	546.8	649	69.3
<b>Other</b>	<b>Gifted</b>	21	499	616.5	666	46.3	22	400	618.9	719	73.4

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	785	272	527.8	695	73.4	764	274	494.9	706	77.7
	<b>Migrant</b>	21	304	479.8	667	119.4	21	343	475.3	666	101.7
<b>Primary Disability</b>	<b>Autism</b>	100	272	483.2	680	85.7	100	274	487.3	658	77.9
	<b>Developmental delay</b>	8					6				
	<b>Emotional disturbance</b>	10	463	562.8	695	73.2	11	373	520.1	668	95.9
	<b>Hearing impaired</b>	9					10	368	476.8	630	94.7
	<b>Intellectual disability</b>	32	316	459.7	572	60.5	28	351	424.2	607	60.6
	<b>Multiple disabilities</b>	13	287	421.1	551	81.4	13	307	404.5	569	73.9
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	116	299	523.0	656	75.2	112	341	489.9	664	77.9
	<b>Specific learning disability</b>	363	297	542.7	694	56.1	349	345	492.7	682	70.6
	<b>Speech or language impairment</b>	152	334	560.4	691	56.3	152	361	542.3	706	66.0

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	Visual impairment	3					4				

\* 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>		7,267	3264	5480.4	6685	578.6	7,275	2934	5467.3	7150	636.1
<b>Gender</b>	<b>Female</b>	3,377	3264	5503.1	6685	593.6	3,380	2934	5500.0	7107	648.4
	<b>Male</b>	3,769	3264	5460.5	6685	566.6	3,774	2934	5439.2	7150	626.2
	<b>Missing</b>	121	3982	5463.2	6549	499.3	121	3553	5433.1	6369	548.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	20	4251	5344.7	6432	587.5	20	3916	5304.6	6346	691.2
	<b>Asian</b>	1,308	3264	5623.4	6685	588.0	1,309	2934	5616.9	7107	628.3
	<b>Black or African American</b>	1,371	3588	5565.2	6685	538.2	1,375	3381	5564.5	6700	561.8
	<b>Hispanic or Latino</b>	2,090	3906	5431.1	6685	559.6	2,091	3553	5408.6	6983	627.6
	<b>Native Hawaiian or Other Pacific Islander</b>	29	4346	5361.2	6465	459.6	29	4057	5430.9	6139	502.3
	<b>Two or More Races</b>	1,426	3955	5355.2	6685	568.3	1,426	3729	5324.7	6792	637.8
	<b>White</b>	1,008	3400	5464.8	6685	621.4	1,010	3045	5468.1	7150	698.5
	<b>Other/Unknown</b>	15	4767	5484.0	6503	463.0	15	4842	5508.0	6225	440.1
<b>Other</b>	<b>Gifted</b>	22	5003	6097.6	6644	449.4	22	4909	6070.4	6570	434.5

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	853	3830	5213.9	6685	508.6	857	3393	5153.0	6609	555.0
	<b>Migrant</b>	21	4283	5148.9	6644	792.6	21	3887	4982.7	6451	854.1
<b>Primary Disability</b>	<b>Autism</b>	141	3830	4977.8	6549	525.1	142	3393	4901.7	6363	577.1
	<b>Developmental delay</b>	9					10	3868	4587.4	5341	535.1
	<b>Emotional disturbance</b>	11	4792	5420.0	6644	567.5	11	4622	5407.4	6405	617.8
	<b>Hearing impaired</b>	10	4517	5197.4	5875	458.9	10	4247	5065.3	5910	568.2
	<b>Intellectual disability</b>	38	4224	4843.7	5798	307.6	38	4155	4684.0	5851	362.4
	<b>Multiple disabilities</b>	24	3929	4640.4	5536	426.5	24	3507	4493.8	5612	474.5
	<b>Orthopedic impairment</b>	7					7				
	<b>Other health impairment</b>	122	4244	5208.6	6233	459.1	122	3809	5140.2	6304	534.4
	<b>Specific learning disability</b>	363	4378	5257.9	6685	430.6	364	3877	5227.6	6506	460.0
	<b>Speech or language impairment</b>	152	4493	5575.8	6644	462.9	152	4090	5530.1	6609	457.7

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	Visual impairment	3					4				

\* 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>		6,051	216	505.7	720	73.7	5,948	227	508.4	734	70.2
<b>Gender</b>	<b>Female</b>	2,715	275	507.1	703	72.6	2,687	286	510.2	714	69.9
	<b>Male</b>	3,240	216	504.9	720	74.7	3,164	227	507.4	734	70.6
	<b>Missing</b>	96	314	492.1	668	67.1	97	351	493.6	701	64.5
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	13	373	511.0	630	78.9	13	361	519.0	641	72.4
	<b>Asian</b>	973	278	520.6	681	70.9	958	348	525.2	701	67.5
	<b>Black or African American</b>	1,130	296	509.0	703	70.5	1,101	286	512.9	714	69.2
	<b>Hispanic or Latino</b>	1,909	276	503.2	702	71.7	1,882	334	503.5	710	68.0
	<b>Native Hawaiian or Other Pacific Islander</b>	23	417	510.3	608	50.4	22	385	506.2	622	60.1
	<b>Two or More Races</b>	1,180	216	497.5	720	75.1	1,161	227	499.3	734	70.3
	<b>White</b>	799	288	501.4	672	81.3	787	293	507.2	698	76.2
	<b>Other/Unknown</b>	24	352	487.9	604	80.0	24	382	492.4	609	73.4
<b>Other</b>	<b>Gifted</b>	17	433	573.2	650	57.2	17	470	582.4	667	60.1



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	876	216	476.9	696	66.7	787	227	476.6	647	59.7
	<b>Migrant</b>	29	340	480.6	619	79.4	28	359	483.4	638	79.7
<b>Primary Disability</b>	<b>Autism</b>	108	216	440.3	587	75.3	85	227	465.5	600	65.4
	<b>Developmental delay</b>	2					1				
	<b>Emotional disturbance</b>	9					8				
	<b>Hearing impaired</b>	9					9				
	<b>Intellectual disability</b>	49	323	421.3	518	43.6	38	355	421.6	509	37.2
	<b>Multiple disabilities</b>	31	296	377.2	517	57.7	8				
	<b>Orthopedic impairment</b>	3					2				
	<b>Other health impairment</b>	130	313	477.3	627	59.2	124	357	475.8	615	56.8
	<b>Specific learning disability</b>	444	347	488.6	696	57.1	421	371	475.4	642	55.4
	<b>Speech or language impairment</b>	94	407	528.1	657	50.5	92	409	523.4	647	53.2

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	2					2				
	Visual impairment	1					1				

\* 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>		5,997	235	532.2	727	76.8	5,969	222	501.2	718	77.2
<b>Gender</b>	<b>Female</b>	2,697	269	536.3	727	77.0	2,692	281	505.7	711	76.1
	<b>Male</b>	3,204	235	529.4	716	76.8	3,180	222	497.8	718	77.8
	<b>Missing</b>	96	288	511.8	655	67.8	97	327	486.6	677	76.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	13	303	548.1	654	92.7	13	356	509.5	648	79.5
	<b>Asian</b>	964	290	545.7	693	69.0	964	307	520.7	690	71.2
	<b>Black or African American</b>	1,110	273	537.4	727	70.0	1,101	281	505.6	698	74.9
	<b>Hispanic or Latino</b>	1,905	269	528.7	691	78.4	1,891	292	495.5	711	76.2
	<b>Native Hawaiian or Other Pacific Islander</b>	23	441	539.1	652	52.9	22	368	504.1	586	55.7
	<b>Two or More Races</b>	1,162	235	527.0	710	79.1	1,165	222	491.1	718	78.0
	<b>White</b>	796	274	525.0	716	85.0	789	308	500.2	681	83.9
	<b>Other/Unknown</b>	24	287	497.8	610	84.0	24	346	473.6	601	85.3
<b>Other</b>	<b>Gifted</b>	17	506	588.2	646	40.1	17	485	573.0	635	44.3

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	831	235	515.9	698	64.7	804	222	466.1	695	68.4
	<b>Migrant</b>	28	289	504.9	610	80.9	28	341	465.0	616	83.9
<b>Primary Disability</b>	<b>Autism</b>	85	235	474.9	616	79.3	84	222	455.9	584	77.4
	<b>Developmental delay</b>	2					1				
	<b>Emotional disturbance</b>	9					8				
	<b>Hearing impaired</b>	10	379	521.3	606	59.9	11	379	476.4	596	63.1
	<b>Intellectual disability</b>	43	367	453.3	536	51.1	38	339	396.8	511	48.3
	<b>Multiple disabilities</b>	12	377	478.0	602	69.2	8				
	<b>Orthopedic impairment</b>	2					2				
	<b>Other health impairment</b>	129	278	507.1	638	64.4	126	327	460.1	621	65.8
	<b>Specific learning disability</b>	447	321	528.0	698	58.5	435	333	466.9	695	64.5
	<b>Speech or language impairment</b>	94	396	550.9	676	43.9	93	386	519.1	648	48.3
	<b>Traumatic brain injury</b>	2					2				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Visual impairment	1					1				

\* 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>		6,069	3273	5195.1	6817	532.2	6,077	2877	5192.0	6869	580.4
<b>Gender</b>	<b>Female</b>	2,719	3782	5201.5	6817	523.5	2,722	3458	5219.8	6779	572.6
	<b>Male</b>	3,253	3273	5192.9	6817	541.0	3,258	2877	5172.6	6869	587.2
	<b>Missing</b>	97	4089	5091.7	6589	465.8	97	3796	5065.1	6513	525.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	13	4210	5244.8	6027	530.6	13	3869	5278.8	6254	643.3
	<b>Asian</b>	974	3628	5307.2	6691	522.3	974	3619	5324.6	6513	545.1
	<b>Black or African American</b>	1,134	3760	5220.9	6817	521.4	1,136	3458	5220.7	6779	557.3
	<b>Hispanic or Latino</b>	1,920	3866	5171.1	6817	511.5	1,921	3517	5162.0	6503	568.8
	<b>Native Hawaiian or Other Pacific Islander</b>	23	4603	5199.6	6170	404.9	23	4556	5221.1	5895	403.8
	<b>Two or More Races</b>	1,180	3273	5132.6	6817	536.8	1,181	2877	5124.9	6869	588.9
	<b>White</b>	800	3701	5173.2	6817	580.3	804	3497	5163.7	6611	640.7
	<b>Other/Unknown</b>	25	4276	5128.9	6012	569.2	25	3897	5035.6	5878	640.9
<b>Other</b>	<b>Gifted</b>	17	4738	5766.5	6817	535.2	17	4889	5748.4	6276	388.3

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	887	3273	4963.5	6426	468.1	889	2877	4938.9	6654	507.5
	<b>Migrant</b>	29	4254	5043.3	6265	601.9	29	3947	4960.7	5916	625.9
<b>Primary Disability</b>	<b>Autism</b>	111	3273	4752.3	5990	506.6	112	2877	4690.4	5805	572.8
	<b>Developmental delay</b>	2					2				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing impaired</b>	10	4526	5133.5	6426	528.7	11	4245	5042.3	6082	488.0
	<b>Intellectual disability</b>	49	3940	4579.3	5230	279.6	49	3931	4477.0	5237	327.4
	<b>Multiple disabilities</b>	31	3757	4299.5	5168	378.3	31	3738	4273.9	5226	409.1
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	132	4035	4974.0	6280	416.5	132	3678	4927.4	6052	465.4
	<b>Specific learning disability</b>	449	4172	5022.0	6261	406.0	449	4027	5020.8	6654	445.1
	<b>Speech or language impairment</b>	94	4562	5339.4	6332	411.7	94	4343	5348.6	6345	363.1

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	2					2				
	Visual impairment	1					1				

\* 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>		5,100	257	517.4	716	77.9	5,001	258	525.5	730	74.5
<b>Gender</b>	<b>Female</b>	2,314	281	519.0	711	76.5	2,282	258	526.6	730	73.8
	<b>Male</b>	2,717	257	516.4	716	78.9	2,651	263	524.5	722	74.9
	<b>Missing</b>	69	315	507.7	682	86.6	68	339	527.3	696	79.9
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	19	347	483.5	628	88.1	19	395	491.5	609	70.2
	<b>Asian</b>	724	273	532.9	716	77.0	711	258	542.4	722	74.1
	<b>Black or African American</b>	1,014	281	529.7	711	70.4	991	344	536.9	730	69.1
	<b>Hispanic or Latino</b>	1,612	294	516.1	685	77.4	1,586	333	522.4	696	74.0
	<b>Native Hawaiian or Other Pacific Islander</b>	25	355	517.2	654	71.7	25	384	518.0	662	69.4
	<b>Two or More Races</b>	984	257	506.3	662	78.6	961	263	515.5	675	74.6
	<b>White</b>	712	307	503.4	688	83.2	698	318	514.0	698	77.9
<b>Other/Unknown</b>	10	338	523.9	658	115.0	10	380	534.4	659	103.6	
<b>Other</b>	<b>Gifted</b>	22	465	566.3	650	51.5	22	466	577.2	663	55.4

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	892	257	499.0	665	68.2	808	263	503.8	675	62.6
	<b>Migrant</b>	14	337	472.0	615	90.8	14	396	497.1	637	85.4
<b>Primary Disability</b>	<b>Autism</b>	92	257	463.8	626	75.0	75	263	493.3	654	64.8
	<b>Developmental delay</b>	4					2				
	<b>Emotional disturbance</b>	5					5				
	<b>Hearing impaired</b>	12	325	474.8	611	94.3	13	344	478.9	610	74.5
	<b>Intellectual disability</b>	59	339	436.3	551	55.9	39	359	438.4	543	46.4
	<b>Multiple disabilities</b>	25	273	412.3	605	93.7	11	258	467.8	584	100.7
	<b>Orthopedic impairment</b>	3					2				
	<b>Other health impairment</b>	120	318	500.1	665	65.4	114	371	503.7	675	63.3
	<b>Specific learning disability</b>	515	342	511.7	643	55.8	493	369	505.7	660	57.0
	<b>Speech or language impairment</b>	51	407	552.9	661	61.6	50	392	563.5	674	61.0
	<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>		5,031	250	538.5	734	80.8	5,003	254	517.6	726	79.9
<b>Gender</b>	<b>Female</b>	2,296	250	542.8	734	80.6	2,286	254	521.1	718	79.1
	<b>Male</b>	2,668	253	535.0	732	80.6	2,649	273	514.7	726	80.3
	<b>Missing</b>	67	288	529.9	664	84.3	68	322	516.5	664	87.9
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	19	287	491.2	612	96.7	19	349	470.6	602	91.2
	<b>Asian</b>	716	250	550.3	692	75.6	714	254	534.5	726	76.3
	<b>Black or African American</b>	987	281	552.4	734	66.5	990	299	530.0	718	72.6
	<b>Hispanic or Latino</b>	1,601	276	536.5	713	82.7	1,586	310	515.4	689	80.0
	<b>Native Hawaiian or Other Pacific Islander</b>	25	313	527.8	637	86.9	25	329	516.9	635	81.0
	<b>Two or More Races</b>	968	253	528.8	706	85.7	959	273	505.7	674	81.6
	<b>White</b>	705	269	526.8	732	87.4	700	292	505.7	681	84.5
	<b>Other/Unknown</b>	10	357	508.5	603	91.1	10	329	511.4	634	123.6
<b>Other</b>	<b>Gifted</b>	22	500	590.2	687	45.0	22	477	557.4	615	39.1

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	839	253	533.3	706	67.6	813	273	497.5	654	69.3
	<b>Migrant</b>	14	305	506.4	652	112.4	12	340	475.4	598	97.1
<b>Primary Disability</b>	<b>Autism</b>	75	253	499.2	612	78.4	73	273	482.5	631	73.3
	<b>Developmental delay</b>	2					2				
	<b>Emotional disturbance</b>	5					5				
	<b>Hearing impaired</b>	13	286	488.7	601	104.7	13	314	464.7	577	89.3
	<b>Intellectual disability</b>	50	284	467.7	612	78.8	42	312	415.9	578	67.6
	<b>Multiple disabilities</b>	10	250	471.3	599	123.1	9				
	<b>Orthopedic impairment</b>	3					2				
	<b>Other health impairment</b>	116	304	526.0	645	69.3	113	324	494.1	635	70.9
	<b>Specific learning disability</b>	512	304	545.1	706	55.9	500	337	503.6	626	61.0
	<b>Speech or language impairment</b>	50	344	563.3	671	61.5	50	350	552.2	654	60.0
	<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	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		5,105	3462	5303.0	6817	568.8	5,110	3134	5297.3	6882	612.1
<b>Gender</b>	<b>Female</b>	2,317	3616	5306.3	6817	556.5	2,320	3134	5321.1	6882	604.5
	<b>Male</b>	2,719	3462	5300.9	6817	577.7	2,721	3145	5278.1	6741	616.6
	<b>Missing</b>	69	4050	5276.1	6817	629.2	69	3729	5256.5	6483	667.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	19	4235	5077.0	6104	572.0	19	3887	4973.0	5942	675.3
	<b>Asian</b>	724	3589	5427.2	6817	581.4	725	3134	5421.3	6741	596.6
	<b>Black or African American</b>	1,016	3844	5387.9	6817	525.3	1,017	3498	5393.1	6882	544.1
	<b>Hispanic or Latino</b>	1,613	3806	5287.0	6817	560.2	1,614	3577	5284.0	6641	611.7
	<b>Native Hawaiian or Other Pacific Islander</b>	25	4377	5264.7	6531	508.8	25	4069	5268.4	6288	601.5
	<b>Two or More Races</b>	986	3462	5224.4	6691	567.9	988	3145	5208.0	6418	626.1
	<b>White</b>	712	3835	5206.5	6817	595.7	712	3499	5198.9	6675	654.0
	<b>Other/Unknown</b>	10	4160	5423.7	6536	832.9	10	3937	5252.0	6202	864.8
<b>Other</b>	<b>Gifted</b>	22	4866	5743.8	6631	475.1	22	5033	5703.4	6276	349.2

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	895	3462	5133.2	6817	489.9	897	3145	5137.3	6359	525.7
	<b>Migrant</b>	14	4315	5029.8	6223	643.4	14	3871	5016.8	6112	760.5
<b>Primary Disability</b>	<b>Autism</b>	93	3462	4931.3	6210	527.6	93	3145	4891.9	6142	578.2
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	5					5				
	<b>Hearing impaired</b>	13	3991	4988.4	6070	601.7	14	3674	4882.3	5823	693.1
	<b>Intellectual disability</b>	59	4039	4697.9	5546	358.7	59	3819	4619.3	5569	464.1
	<b>Multiple disabilities</b>	26	3589	4562.1	5859	617.4	26	3134	4491.7	5803	671.5
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	120	4006	5159.5	6707	482.8	120	3820	5137.8	6359	519.4
	<b>Specific learning disability</b>	515	4270	5200.7	6518	412.6	516	3858	5236.9	6229	430.1
	<b>Speech or language impairment</b>	51	4523	5592.8	6817	494.1	51	4367	5570.3	6239	460.6
	<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>		4,631	222	504.5	737	70.3	4,545	239	509.6	740	62.4
<b>Gender</b>	<b>Female</b>	2,023	294	505.6	721	69.4	1,994	306	510.2	740	61.2
	<b>Male</b>	2,524	222	503.7	737	71.1	2,467	239	509.2	731	63.3
	<b>Missing</b>	84	351	497.4	636	68.9	84	377	507.2	638	60.9
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	12	395	509.6	644	84.6	12	417	531.2	645	80.5
	<b>Asian</b>	613	318	520.3	687	68.6	602	326	526.5	698	63.2
	<b>Black or African American</b>	921	324	514.4	721	64.0	899	348	516.5	740	59.5
	<b>Hispanic or Latino</b>	1,357	262	501.4	681	68.4	1,337	341	505.4	691	59.5
	<b>Native Hawaiian or Other Pacific Islander</b>	32	376	503.9	638	57.5	32	419	510.3	682	61.3
	<b>Two or More Races</b>	1,069	222	492.0	737	73.3	1,044	239	500.2	731	63.6
	<b>White</b>	610	294	501.6	692	75.1	602	342	506.8	703	64.8
	<b>Other/Unknown</b>	17	355	522.8	642	74.6	17	388	532.8	652	70.0
<b>Other</b>	<b>Gifted</b>	24	432	539.6	652	62.2	23	440	559.0	664	57.1

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	867	222	488.0	672	58.6	781	239	487.6	677	52.9
	<b>Migrant</b>	24	318	490.2	639	89.0	23	391	500.4	614	61.5
<b>Primary Disability</b>	<b>Autism</b>	68	294	461.8	672	83.4	49	342	494.0	639	71.8
	<b>Developmental delay</b>	11	359	426.6	502	38.8	4				
	<b>Emotional disturbance</b>	16	430	478.6	560	42.9	16	411	479.7	565	50.7
	<b>Hearing impaired</b>	10	370	485.5	554	62.4	10	418	495.2	613	67.1
	<b>Intellectual disability</b>	49	345	439.3	541	38.7	38	394	444.9	554	34.7
	<b>Multiple disabilities</b>	24	222	404.4	627	79.8	10	239	433.7	624	98.5
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	119	356	482.3	627	55.9	108	385	482.7	677	54.3
	<b>Specific learning disability</b>	549	393	501.0	648	49.8	525	356	491.7	667	47.8
	<b>Speech or language impairment</b>	19	432	520.1	617	46.9	19	424	510.7	591	52.2

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					2				
	Visual impairment	3					3				

\* 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>		4,582	260	530.3	748	78.3	4,552	235	499.3	731	77.0
<b>Gender</b>	<b>Female</b>	2,002	298	532.6	703	79.7	1,996	301	504.0	722	76.6
	<b>Male</b>	2,496	260	528.9	748	77.3	2,472	235	495.9	731	77.1
	<b>Missing</b>	84	316	516.7	662	73.2	84	335	489.2	636	79.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	12	340	538.2	613	87.5	12	345	506.8	601	93.4
	<b>Asian</b>	606	300	545.6	702	74.3	604	312	517.8	695	73.8
	<b>Black or African American</b>	906	307	543.3	708	65.0	900	322	510.5	722	68.0
	<b>Hispanic or Latino</b>	1,349	304	528.1	707	77.8	1,341	310	495.4	688	76.7
	<b>Native Hawaiian or Other Pacific Islander</b>	32	382	536.8	680	69.8	32	350	501.4	642	69.5
	<b>Two or More Races</b>	1,056	260	513.8	748	84.0	1,043	235	485.2	731	80.4
	<b>White</b>	604	293	528.9	703	85.4	603	293	496.7	677	81.9
	<b>Other/Unknown</b>	17	352	528.6	665	80.7	17	335	512.6	606	75.8
<b>Other</b>	<b>Gifted</b>	23	437	561.3	641	46.6	23	449	535.0	608	44.9

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	825	260	522.5	707	65.4	790	235	481.2	645	64.2
	<b>Migrant</b>	24	305	509.4	647	101.2	24	320	473.8	634	94.6
<b>Primary Disability</b>	<b>Autism</b>	51	293	493.0	642	84.0	48	293	478.6	623	85.5
	<b>Developmental delay</b>	6					4				
	<b>Emotional disturbance</b>	16	379	513.3	621	55.8	16	368	460.7	566	58.8
	<b>Hearing impaired</b>	9					11	359	475.6	587	85.4
	<b>Intellectual disability</b>	45	315	459.2	570	62.1	39	333	421.3	518	55.2
	<b>Multiple disabilities</b>	14	260	421.4	593	90.2	9				
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	116	311	510.5	657	68.5	111	327	471.0	613	65.1
	<b>Specific learning disability</b>	548	316	535.2	683	56.0	531	322	489.5	644	57.7
	<b>Speech or language impairment</b>	18	455	541.1	614	42.4	19	362	510.2	597	56.0

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					2				
	Visual impairment	3					3				

\* 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>		4,641	3323	5186.3	6967	481.2	4,648	2993	5183.6	6997	558.1
<b>Gender</b>	<b>Female</b>	2,028	3744	5185.6	6860	467.6	2,030	3541	5202.5	6789	553.4
	<b>Male</b>	2,529	3323	5187.5	6967	492.6	2,534	2993	5170.4	6997	561.8
	<b>Missing</b>	84	4312	5163.9	6155	464.4	84	3953	5122.0	6044	550.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	12	4502	5324.7	6467	672.0	12	4076	5275.7	6104	684.4
	<b>Asian</b>	613	3978	5305.1	6778	489.6	613	3603	5320.0	6556	542.6
	<b>Black or African American</b>	923	4036	5244.1	6860	452.5	923	3755	5265.3	6789	494.9
	<b>Hispanic or Latino</b>	1,359	3515	5158.9	6739	457.9	1,362	3521	5158.5	6557	546.4
	<b>Native Hawaiian or Other Pacific Islander</b>	32	4539	5186.0	6303	431.5	32	4191	5208.4	6400	497.9
	<b>Two or More Races</b>	1,075	3323	5111.8	6967	496.7	1,079	2993	5074.2	6997	582.4
	<b>White</b>	610	3744	5163.8	6684	503.1	610	3510	5165.9	6626	599.7
<b>Other/Unknown</b>	17	4336	5371.1	6294	544.1	17	3992	5300.9	6227	599.8	
<b>Other</b>	<b>Gifted</b>	24	4659	5541.7	6463	521.0	24	4604	5480.2	6230	397.3



Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	869	3323	5036.0	6547	407.0	872	2993	5036.5	6346	464.3
	<b>Migrant</b>	24	4172	5094.0	5979	535.5	24	3756	5032.1	6180	700.5
<b>Primary Disability</b>	<b>Autism</b>	69	3744	4924.6	6352	600.6	69	3510	4866.2	6311	637.2
	<b>Developmental delay</b>	11	4228	4630.2	5073	249.0	11	3854	4579.5	5072	354.8
	<b>Emotional disturbance</b>	16	4612	5001.2	5790	339.6	16	4411	4958.8	5688	383.2
	<b>Hearing impaired</b>	11	4277	5024.7	5686	429.7	12	4245	4928.1	5670	534.7
	<b>Intellectual disability</b>	49	4293	4730.0	5618	256.5	49	3939	4635.7	5379	351.3
	<b>Multiple disabilities</b>	24	3323	4521.2	6182	544.2	24	2993	4418.6	6012	609.2
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	119	4318	5014.1	6539	405.4	119	3871	4982.1	6150	452.5
	<b>Specific learning disability</b>	549	4313	5107.6	6547	351.6	551	3842	5135.8	6252	392.3
	<b>Speech or language impairment</b>	19	4668	5247.0	6041	362.1	19	4419	5273.6	5862	380.9

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	Visual impairment	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>		3,891	222	511.5	760	76.0	3,831	239	518.2	762	67.5
<b>Gender</b>	<b>Female</b>	1,700	300	512.7	760	77.0	1,686	338	519.7	762	67.2
	<b>Male</b>	2,148	222	510.6	719	75.2	2,102	239	517.3	713	67.8
	<b>Missing</b>	43	363	503.4	643	76.5	43	352	508.3	646	69.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	380	463.2	585	68.3	15	393	473.0	610	61.2
	<b>Asian</b>	444	347	539.8	760	74.2	437	380	544.2	762	69.5
	<b>Black or African American</b>	751	302	525.6	719	68.4	734	380	529.2	710	63.6
	<b>Hispanic or Latino</b>	1,211	300	505.7	683	75.9	1,184	352	513.7	698	65.2
	<b>Native Hawaiian or Other Pacific Islander</b>	14	430	518.7	593	47.1	14	439	517.2	600	48.2
	<b>Two or More Races</b>	889	311	497.2	723	74.2	883	343	504.9	731	64.8
	<b>White</b>	556	222	506.2	718	81.8	553	239	515.2	728	72.7
	<b>Other/Unknown</b>	11	365	502.8	679	79.9	11	396	526.6	692	73.5
<b>Other</b>	<b>Gifted</b>	18	442	557.4	682	58.2	18	441	553.9	686	62.2

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	749	222	503.1	659	60.6	688	239	503.6	687	54.8
	<b>Migrant</b>	20	374	473.5	620	83.9	19	387	484.4	616	76.0
<b>Primary Disability</b>	<b>Autism</b>	62	222	472.5	598	74.1	51	239	484.7	616	68.5
	<b>Developmental delay</b>	7					4				
	<b>Emotional disturbance</b>	15	399	492.1	563	62.4	13	381	496.3	594	70.6
	<b>Hearing impaired</b>	5					9				
	<b>Intellectual disability</b>	50	361	453.2	621	54.3	38	390	444.2	554	37.2
	<b>Multiple disabilities</b>	16	300	416.5	544	54.4	6				
	<b>Orthopedic impairment</b>	6					4				
	<b>Other health impairment</b>	101	348	503.2	624	54.6	97	370	500.6	642	52.2
	<b>Specific learning disability</b>	472	352	514.8	659	54.1	451	364	512.1	687	50.4
	<b>Speech or language impairment</b>	17	418	539.9	609	53.7	17	399	529.6	595	56.5

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				

\* 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>		3,855	260	532.5	730	84.0	3,844	235	507.8	768	82.9
<b>Gender</b>	<b>Female</b>	1,688	303	533.3	717	86.2	1,686	297	512.0	768	83.4
	<b>Male</b>	2,124	260	532.2	730	82.1	2,115	235	504.6	716	82.3
	<b>Missing</b>	43	311	513.2	639	90.1	43	330	499.9	642	85.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	312	475.5	634	105.5	15	325	448.9	583	87.3
	<b>Asian</b>	442	307	558.6	730	76.6	442	325	533.6	768	80.7
	<b>Black or African American</b>	742	303	547.9	704	74.0	734	321	523.3	716	74.4
	<b>Hispanic or Latino</b>	1,201	303	526.9	691	85.4	1,192	318	503.7	668	83.3
	<b>Native Hawaiian or Other Pacific Islander</b>	14	441	543.8	627	56.5	14	385	527.4	607	52.6
	<b>Two or More Races</b>	876	304	516.1	706	83.8	882	297	493.1	720	81.3
	<b>White</b>	554	260	530.6	724	91.0	554	235	500.0	721	89.4
	<b>Other/Unknown</b>	11	311	519.4	648	86.1	11	330	509.1	700	90.2
<b>Other</b>	<b>Gifted</b>	18	478	573.3	665	52.4	18	436	557.8	670	53.8

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	719	260	533.5	697	66.1	703	235	499.3	656	66.5
	<b>Migrant</b>	20	322	471.5	616	93.1	19	337	459.0	621	96.1
<b>Primary Disability</b>	<b>Autism</b>	54	260	488.4	634	85.5	54	235	462.7	605	87.9
	<b>Developmental delay</b>	4					4				
	<b>Emotional disturbance</b>	13	318	499.4	573	76.5	13	348	479.5	556	75.8
	<b>Hearing impaired</b>	8					9				
	<b>Intellectual disability</b>	43	322	470.1	635	69.2	40	339	428.6	584	63.1
	<b>Multiple disabilities</b>	7					4				
	<b>Orthopedic impairment</b>	6					5				
	<b>Other health impairment</b>	100	311	523.8	648	65.6	99	320	489.3	621	66.0
	<b>Specific learning disability</b>	469	324	549.5	697	55.0	460	331	512.4	656	56.1
	<b>Speech or language impairment</b>	17	430	556.4	624	53.2	17	385	535.7	606	55.2

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				

\* 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>		3,906	3323	5244.3	6860	519.2	3,909	2993	5238.2	7084	603.0
<b>Gender</b>	<b>Female</b>	1,707	3790	5249.4	6842	519.9	1,707	3588	5254.6	7084	609.4
	<b>Male</b>	2,156	3323	5241.5	6860	518.6	2,159	2993	5227.0	6789	597.4
	<b>Missing</b>	43	4138	5182.3	6420	525.9	43	3865	5151.8	6182	623.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	4379	4917.8	5975	452.5	15	3880	4815.8	5832	628.6
	<b>Asian</b>	445	4197	5445.7	6860	524.0	445	3776	5456.8	7084	586.6
	<b>Black or African American</b>	752	4040	5332.2	6733	479.7	752	3711	5350.7	6789	538.1
	<b>Hispanic or Latino</b>	1,216	3790	5201.8	6860	506.3	1,217	3700	5196.2	6453	603.0
	<b>Native Hawaiian or Other Pacific Islander</b>	14	4747	5238.3	5795	315.6	14	4498	5321.1	5905	386.9
	<b>Two or More Races</b>	896	3951	5148.8	6842	506.0	897	3588	5119.3	6753	586.5
	<b>White</b>	557	3323	5220.2	6835	559.8	558	2993	5204.9	6854	656.1
	<b>Other/Unknown</b>	11	4327	5232.7	6373	511.7	11	3865	5216.5	6524	645.8
<b>Other</b>	<b>Gifted</b>	18	4703	5539.2	6522	471.2	18	4677	5593.4	6516	426.3

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	755	3323	5147.9	6472	415.8	755	2993	5163.2	6517	476.4
	<b>Migrant</b>	20	4299	5003.0	6030	577.9	20	4038	4865.5	6008	679.5
<b>Primary Disability</b>	<b>Autism</b>	62	3323	4968.5	6000	497.6	62	2993	4868.8	5911	602.6
	<b>Developmental delay</b>	7					7				
	<b>Emotional disturbance</b>	15	4470	5105.4	5742	463.0	15	3989	5024.9	5611	529.6
	<b>Hearing impaired</b>	9					9				
	<b>Intellectual disability</b>	50	4214	4794.2	5980	354.9	50	4039	4699.7	5989	433.0
	<b>Multiple disabilities</b>	16	3790	4604.6	5549	367.3	16	3738	4514.4	5499	390.7
	<b>Orthopedic impairment</b>	6					6				
	<b>Other health impairment</b>	102	4260	5157.4	6145	367.7	102	3842	5136.5	6117	446.9
	<b>Specific learning disability</b>	473	4182	5224.5	6472	381.2	473	3962	5281.8	6517	397.5
	<b>Speech or language impairment</b>	17	4491	5381.7	5803	400.1	17	4342	5432.7	5927	411.4

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				

\* 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>		4,046	262	526.5	758	84.9	3,962	324	535.3	750	75.8
<b>Gender</b>	<b>Female</b>	1,784	262	529.9	758	86.4	1,746	358	538.5	750	75.6
	<b>Male</b>	2,215	262	524.1	699	83.5	2,169	324	533.0	717	75.9
	<b>Missing</b>	47	361	508.1	671	90.2	47	367	522.4	683	75.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	349	503.9	608	73.2	15	417	524.3	613	61.4
	<b>Asian</b>	528	262	552.6	719	80.8	515	365	560.7	728	75.0
	<b>Black or African American</b>	762	305	537.9	758	79.1	746	361	542.2	743	74.6
	<b>Hispanic or Latino</b>	1,239	314	517.3	701	87.8	1,211	324	528.8	708	75.8
	<b>Native Hawaiian or Other Pacific Islander</b>	37	385	534.3	641	60.7	37	399	525.4	639	52.9
	<b>Two or More Races</b>	934	262	515.4	719	83.2	912	365	524.9	727	73.3
	<b>White</b>	522	300	524.6	745	87.7	517	364	534.0	750	78.0
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>Gifted</b>	17	492	564.7	681	54.9	16	487	576.9	709	63.7

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	749	262	522.4	706	66.9	675	391	527.3	709	59.0
	<b>Migrant</b>	15	372	459.9	682	78.9	15	404	483.9	701	71.7
<b>Primary Disability</b>	<b>Autism</b>	50	341	496.1	631	76.8	40	406	513.2	639	64.4
	<b>Developmental delay</b>	10	395	453.2	519	36.6	6				
	<b>Emotional disturbance</b>	17	424	521.8	670	63.7	16	446	526.5	663	55.1
	<b>Hearing impaired</b>	4					8				
	<b>Intellectual disability</b>	59	352	465.8	643	55.6	41	391	482.6	667	56.1
	<b>Multiple disabilities</b>	22	262	406.3	503	67.2	7				
	<b>Orthopedic impairment</b>	3					2				
	<b>Other health impairment</b>	106	305	521.4	652	64.1	95	410	523.8	666	60.9
	<b>Specific learning disability</b>	472	386	537.5	706	57.3	452	399	534.6	709	55.9
	<b>Speech or language impairment</b>	9					9				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	2					3				
	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>		3,992	303	542.7	759	89.7	3,963	310	522.3	766	90.7
<b>Gender</b>	<b>Female</b>	1,753	303	546.7	759	91.3	1,746	310	529.2	766	92.3
	<b>Male</b>	2,193	303	540.1	727	87.9	2,170	315	517.2	715	88.8
	<b>Missing</b>	46	311	514.3	674	106.0	47	332	498.7	660	96.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	361	535.8	633	82.3	15	369	513.0	617	72.7
	<b>Asian</b>	521	306	567.0	727	79.7	522	322	547.9	723	82.7
	<b>Black or African American</b>	750	303	554.7	759	77.1	742	310	533.5	766	85.2
	<b>Hispanic or Latino</b>	1,225	303	532.6	703	94.9	1,209	318	513.5	715	95.1
	<b>Native Hawaiian or Other Pacific Islander</b>	37	328	546.1	685	64.0	37	394	534.0	674	63.6
	<b>Two or More Races</b>	915	305	531.2	703	92.9	912	312	510.8	717	89.3
	<b>White</b>	520	305	544.2	718	93.1	517	312	519.8	744	93.7
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>Gifted</b>	16	470	593.3	668	54.4	16	506	573.2	675	43.5

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	707	309	552.5	699	65.7	685	322	524.7	706	67.8
	<b>Migrant</b>	15	318	480.0	628	93.2	15	336	455.5	682	86.2
<b>Primary Disability</b>	<b>Autism</b>	43	314	526.6	659	75.7	41	342	501.2	627	85.7
	<b>Developmental delay</b>	7					6				
	<b>Emotional disturbance</b>	16	460	544.8	699	54.9	15	408	521.3	674	65.0
	<b>Hearing impaired</b>	4					7				
	<b>Intellectual disability</b>	50	309	487.5	618	65.8	45	322	463.1	657	73.2
	<b>Multiple disabilities</b>	8					7				
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	103	326	545.4	675	70.1	98	342	515.9	659	69.8
	<b>Specific learning disability</b>	466	325	565.0	682	59.0	456	350	536.4	706	59.1
	<b>Speech or language impairment</b>	9					9				



Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	2					2				
	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>		4,056	3515	5364.7	6967	590.2	4,059	3521	5351.7	7150	667.9
<b>Gender</b>	<b>Female</b>	1,786	3515	5377.5	6967	587.5	1,787	3521	5385.5	7150	678.3
	<b>Male</b>	2,223	3515	5356.5	6967	592.3	2,225	3521	5328.0	6753	656.9
	<b>Missing</b>	47	4323	5264.9	6455	592.0	47	3851	5191.8	6367	723.4
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	4318	5224.5	5929	472.5	15	4129	5257.2	5986	576.3
	<b>Asian</b>	529	3515	5558.5	6882	594.7	529	3521	5553.9	6826	624.9
	<b>Black or African American</b>	765	3871	5429.2	6967	564.6	767	3688	5435.0	7150	614.2
	<b>Hispanic or Latino</b>	1,242	3888	5305.7	6967	593.2	1,243	3662	5282.5	6639	693.7
	<b>Native Hawaiian or Other Pacific Islander</b>	37	4344	5341.0	6253	416.7	37	4244	5390.4	6355	462.0
	<b>Two or More Races</b>	936	3515	5285.6	6842	573.2	936	3521	5260.5	6759	662.7
	<b>White</b>	523	3789	5355.5	6967	606.8	523	3716	5346.4	6989	692.0
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>Gifted</b>	17	5030	5654.7	6642	468.8	17	5120	5735.6	6569	398.4

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	754	3515	5293.1	6754	470.2	754	3521	5328.0	6560	508.0
	<b>Migrant</b>	15	4358	4943.5	6618	549.7	15	3977	4848.5	6474	631.1
<b>Primary Disability</b>	<b>Autism</b>	50	4078	5128.1	6194	508.5	50	3948	5113.7	6161	590.1
	<b>Developmental delay</b>	10	4473	4814.7	5172	243.4	10	4208	4791.2	5202	301.3
	<b>Emotional disturbance</b>	17	4615	5295.3	6201	437.2	17	4646	5307.1	6514	452.2
	<b>Hearing impaired</b>	8					8				
	<b>Intellectual disability</b>	59	4268	4921.9	6249	378.4	59	3827	4864.0	6261	445.4
	<b>Multiple disabilities</b>	22	3515	4523.3	5162	459.3	22	3521	4470.3	5411	496.6
	<b>Orthopedic impairment</b>	3					3				
	<b>Other health impairment</b>	106	4050	5309.9	6632	470.1	106	4129	5318.4	6382	499.4
	<b>Specific learning disability</b>	472	4487	5387.8	6725	414.2	472	4089	5453.6	6560	426.3
	<b>Speech or language impairment</b>	9					9				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	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>		5,020	249	506.5	725	77.9	4,967	257	508.1	735	70.0
<b>Gender</b>	<b>Female</b>	2,168	285	513.0	725	77.3	2,142	314	513.1	732	68.5
	<b>Male</b>	2,772	294	502.7	717	77.3	2,747	319	505.1	735	70.6
	<b>Missing</b>	80	249	462.9	653	91.5	78	257	477.0	661	78.5
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	397	514.6	649	82.6	15	398	500.6	654	75.8
	<b>Asian</b>	505	302	540.8	709	73.9	500	319	534.9	720	68.5
	<b>Black or African American</b>	970	302	521.9	682	72.5	963	370	519.2	709	66.4
	<b>Hispanic or Latino</b>	2,030	249	492.6	707	78.6	2,002	257	497.7	722	69.7
	<b>Native Hawaiian or Other Pacific Islander</b>	26	385	513.4	644	52.0	26	431	513.0	645	49.1
	<b>Two or More Races</b>	864	294	490.1	717	75.0	860	332	496.5	735	68.2
	<b>White</b>	599	337	522.9	725	75.3	590	374	519.6	732	71.3
<b>Other/Unknown</b>	11	379	505.6	593	69.5	11	410	514.5	601	68.8	
<b>Other</b>	<b>Gifted</b>	12	435	558.4	660	82.5	13	432	558.1	675	84.1

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	716	302	512.0	672	60.7	682	319	508.0	675	55.6
	<b>Migrant</b>	33	355	482.7	650	80.4	32	396	485.3	655	69.9
<b>Primary Disability</b>	<b>Autism</b>	39	380	483.2	660	70.4	35	382	490.6	675	71.1
	<b>Developmental delay</b>	8					6				
	<b>Emotional disturbance</b>	23	302	504.6	672	93.7	19	402	510.3	669	78.6
	<b>Hearing impaired</b>	6					9				
	<b>Intellectual disability</b>	44	400	467.3	595	48.7	36	418	468.3	560	38.8
	<b>Multiple disabilities</b>	18	302	408.2	500	61.9	10	319	436.1	486	44.3
	<b>Other health impairment</b>	106	405	509.6	655	55.6	105	399	502.9	658	52.6
	<b>Specific learning disability</b>	461	398	524.2	671	51.6	452	395	515.2	659	51.7
	<b>Speech or language impairment</b>	7					7				
	<b>Traumatic brain injury</b>	5					5				
	<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>		4,962	300	528.1	720	80.6	4,951	261	495.8	706	85.6
<b>Gender</b>	<b>Female</b>	2,151	319	535.8	712	80.5	2,146	300	504.2	705	84.4
	<b>Male</b>	2,735	337	523.8	720	79.0	2,729	300	490.7	706	85.2
	<b>Missing</b>	76	300	465.3	664	102.3	76	261	439.2	626	100.4
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	352	538.5	691	91.1	16	351	493.1	606	99.9
	<b>Asian</b>	494	347	560.5	698	67.7	497	343	530.7	706	74.7
	<b>Black or African American</b>	959	341	548.5	701	68.9	956	328	517.2	679	75.0
	<b>Hispanic or Latino</b>	2,006	300	512.6	712	85.3	2,000	261	479.7	702	88.4
	<b>Native Hawaiian or Other Pacific Islander</b>	26	354	540.1	627	67.1	26	366	506.2	600	54.3
	<b>Two or More Races</b>	860	347	511.1	720	80.1	853	300	476.3	703	86.5
	<b>White</b>	591	342	545.6	712	73.7	592	338	513.6	705	79.8
	<b>Other/Unknown</b>	11	351	489.7	586	92.3	11	357	502.5	624	91.0
<b>Other</b>	<b>Gifted</b>	13	378	567.8	664	74.1	13	427	549.2	639	65.2



Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	686	342	541.0	697	61.6	681	338	509.1	685	66.0
	<b>Migrant</b>	33	345	500.9	628	90.8	32	342	461.3	656	88.8
<b>Primary Disability</b>	<b>Autism</b>	32	351	496.2	606	74.3	33	347	468.8	629	82.8
	<b>Developmental delay</b>	7					5				
	<b>Emotional disturbance</b>	20	350	513.3	620	75.0	19	351	495.7	685	94.9
	<b>Hearing impaired</b>	9					9				
	<b>Intellectual disability</b>	39	363	504.5	649	54.9	37	354	442.6	614	65.6
	<b>Multiple disabilities</b>	8					9				
	<b>Other health impairment</b>	103	356	533.3	643	64.6	104	351	506.4	643	66.2
	<b>Specific learning disability</b>	457	360	553.4	697	53.5	455	356	521.0	657	56.0
	<b>Speech or language impairment</b>	7					7				
	<b>Traumatic brain injury</b>	5					5				
	<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	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		5,040	3470	5200.0	7085	533.8	5,047	3220	5173.4	6851	611.2
<b>Gender</b>	<b>Female</b>	2,176	3733	5234.9	7085	525.6	2,179	3521	5229.9	6768	606.0
	<b>Male</b>	2,784	3733	5179.5	6987	535.7	2,788	3671	5140.2	6851	605.2
	<b>Missing</b>	80	3470	4963.4	6490	594.4	80	3220	4792.0	6118	736.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	16	4458	5180.9	6337	540.9	16	4128	5178.2	6322	684.6
	<b>Asian</b>	507	3733	5416.4	6998	537.8	508	3784	5426.7	6623	558.3
	<b>Black or African American</b>	976	3733	5281.2	6708	507.6	978	3835	5308.6	6536	547.1
	<b>Hispanic or Latino</b>	2,036	3470	5117.9	6987	527.2	2,039	3220	5062.0	6716	627.5
	<b>Native Hawaiian or Other Pacific Islander</b>	26	4591	5240.5	6356	388.6	26	4184	5245.2	6141	409.8
	<b>Two or More Races</b>	869	3869	5106.1	6920	511.7	870	3671	5043.8	6851	601.3
	<b>White</b>	599	4251	5298.3	7085	544.5	599	3885	5302.7	6768	582.1
	<b>Other/Unknown</b>	11	4433	5226.5	5779	480.2	11	4109	5120.7	5910	595.9
<b>Other</b>	<b>Gifted</b>	13	4631	5602.2	6606	657.5	13	4718	5568.3	6268	556.8

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	724	3733	5198.7	6606	425.6	725	3784	5228.5	6439	465.5
	<b>Migrant</b>	33	4369	5051.2	6257	534.5	33	3975	4963.5	6267	647.5
<b>Primary Disability</b>	<b>Autism</b>	39	4382	5073.9	6606	531.5	39	4090	4970.7	6179	542.9
	<b>Developmental delay</b>	8					8				
	<b>Emotional disturbance</b>	23	3733	5215.2	6481	684.0	23	3835	5138.6	6175	654.3
	<b>Hearing impaired</b>	10	4251	5217.2	5838	540.2	11	3885	5198.2	5899	576.6
	<b>Intellectual disability</b>	44	4451	4917.1	5596	301.7	44	4308	4880.4	5826	395.9
	<b>Multiple disabilities</b>	18	3733	4503.9	5100	437.8	18	3784	4448.7	4947	396.0
	<b>Other health impairment</b>	107	4564	5177.6	6306	385.2	107	4124	5200.3	6303	443.2
	<b>Specific learning disability</b>	464	4419	5266.3	6292	373.8	464	4140	5328.9	6439	395.1
	<b>Speech or language impairment</b>	7					7				
	<b>Traumatic brain injury</b>	5					5				
	<b>Visual impairment</b>	2					2				

\* 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>		4,282	249	524.0	722	78.6	4,243	257	523.2	733	72.8
<b>Gender</b>	<b>Female</b>	1,831	302	528.8	722	77.7	1,817	366	526.8	728	70.5
	<b>Male</b>	2,407	249	520.8	714	79.0	2,384	257	520.6	733	74.2
	<b>Missing</b>	44	349	502.1	683	84.3	42	383	511.0	704	82.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	11	446	578.2	699	80.4	11	429	567.6	706	89.7
	<b>Asian</b>	511	302	558.3	718	72.8	503	362	551.1	728	71.9
	<b>Black or African American</b>	862	249	537.1	722	72.9	856	257	532.9	719	67.5
	<b>Hispanic or Latino</b>	1,561	302	511.2	709	79.4	1,544	344	513.2	716	73.1
	<b>Native Hawaiian or Other Pacific Islander</b>	27	394	517.4	648	63.3	27	435	518.2	634	54.5
	<b>Two or More Races</b>	773	338	507.4	701	76.4	765	367	510.1	713	69.4
	<b>White</b>	506	358	530.6	718	80.1	506	381	528.1	733	76.5
	<b>Other/Unknown</b>	31	412	537.3	682	71.7	31	427	531.1	692	71.2
<b>Other</b>	<b>Gifted</b>	13	494	587.6	675	56.6	13	492	579.4	665	58.7

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	615	249	522.6	685	63.9	579	257	519.5	702	56.9
	<b>Migrant</b>	32	387	475.9	600	62.2	32	392	471.2	581	50.9
<b>Primary Disability</b>	<b>Autism</b>	20	415	484.0	542	40.3	15	421	501.2	570	43.8
	<b>Developmental delay</b>	11	302	438.7	522	83.7	6				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing impaired</b>	3					7				
	<b>Intellectual disability</b>	49	391	472.8	589	51.2	42	412	476.2	584	42.3
	<b>Multiple disabilities</b>	16	302	407.9	470	58.0	7				
	<b>Orthopedic impairment</b>	7					7				
	<b>Other health impairment</b>	80	418	527.9	664	55.1	78	405	520.5	656	48.6
	<b>Specific learning disability</b>	406	378	538.5	685	54.0	395	401	529.3	702	54.0
	<b>Speech or language impairment</b>	3					3				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	10	249	487.4	613	108.3	9				
	Visual impairment	1					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	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		4,249	300	545.9	719	75.8	4,239	261	514.6	706	82.1
<b>Gender</b>	<b>Female</b>	1,814	346	551.8	719	76.0	1,815	339	520.4	706	80.6
	<b>Male</b>	2,393	300	541.9	713	74.9	2,383	261	510.8	706	82.8
	<b>Missing</b>	42	341	519.2	665	94.9	41	334	482.6	644	96.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	11	474	588.8	669	62.2	11	427	560.9	686	75.5
	<b>Asian</b>	509	350	575.7	717	65.5	506	350	548.5	702	71.8
	<b>Black or African American</b>	856	300	560.3	719	68.0	855	261	531.1	705	72.0
	<b>Hispanic or Latino</b>	1,547	340	532.7	713	79.2	1,545	324	500.2	693	85.5
	<b>Native Hawaiian or Other Pacific Islander</b>	27	364	535.8	665	70.2	27	358	512.1	639	74.4
	<b>Two or More Races</b>	765	338	531.6	698	75.2	762	330	497.3	706	81.5
	<b>White</b>	504	347	551.9	698	75.2	502	339	521.3	706	82.9
	<b>Other/Unknown</b>	30	435	564.0	682	62.2	31	362	529.8	648	72.3
<b>Other</b>	<b>Gifted</b>	13	554	607.5	698	42.5	13	526	581.8	666	45.0

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	591	300	551.1	697	59.8	584	261	523.5	669	63.6
	<b>Migrant</b>	32	350	495.4	639	77.3	31	349	452.1	593	72.8
<b>Primary Disability</b>	<b>Autism</b>	17	417	512.1	577	47.3	16	351	483.0	582	63.7
	<b>Developmental delay</b>	7					6				
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing impaired</b>	5					7				
	<b>Intellectual disability</b>	44	358	499.2	618	64.9	41	361	470.3	621	67.0
	<b>Multiple disabilities</b>	10	352	454.4	527	49.0	6				
	<b>Orthopedic impairment</b>	7					7				
	<b>Other health impairment</b>	77	360	558.6	697	55.6	79	380	530.6	656	56.3
	<b>Specific learning disability</b>	402	349	563.4	670	49.8	400	340	534.8	669	55.8
	<b>Speech or language impairment</b>	3					3				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	9					9				
	Visual impairment	1					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>		4,297	3470	5315.9	7171	561.4	4,308	3220	5313.7	6825	601.3
<b>Gender</b>	<b>Female</b>	1,836	3733	5340.8	6932	546.3	1,841	3835	5354.1	6825	594.3
	<b>Male</b>	2,417	3470	5298.8	7171	571.2	2,423	3220	5286.2	6738	602.9
	<b>Missing</b>	44	4260	5220.7	6793	606.2	44	3890	5138.5	6500	692.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	11	4683	5704.6	6663	675.8	11	4638	5699.9	6619	606.5
	<b>Asian</b>	513	3733	5540.7	6932	554.8	515	3835	5566.7	6791	548.9
	<b>Black or African American</b>	865	3470	5388.7	6914	528.1	866	3220	5421.3	6825	542.8
	<b>Hispanic or Latino</b>	1,567	3733	5238.1	7171	559.2	1,572	3835	5212.6	6730	618.3
	<b>Native Hawaiian or Other Pacific Islander</b>	27	4580	5262.9	6126	408.2	27	4308	5267.8	6289	514.8
	<b>Two or More Races</b>	775	4168	5209.6	6985	536.9	778	3822	5189.4	6621	584.2
	<b>White</b>	508	3902	5357.3	7085	584.3	508	3996	5364.1	6710	609.8
<b>Other/Unknown</b>	31	4603	5388.2	6779	554.0	31	4431	5429.8	6325	523.0	
<b>Other</b>	<b>Gifted</b>	13	5018	5750.7	6639	481.2	13	5305	5821.8	6459	376.3

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	620	3470	5267.0	6930	456.2	621	3220	5311.5	6454	479.1
	<b>Migrant</b>	32	4411	4962.9	5684	381.1	32	4056	4887.1	5871	516.5
<b>Primary Disability</b>	<b>Autism</b>	20	4607	5055.4	5545	295.5	20	4256	5023.7	5587	354.2
	<b>Developmental delay</b>	11	3733	4655.3	5223	544.1	11	3835	4664.3	5325	552.3
	<b>Emotional disturbance</b>	9					9				
	<b>Hearing impaired</b>	7					8				
	<b>Intellectual disability</b>	50	4414	4929.5	5676	327.8	50	4217	4905.2	5840	408.3
	<b>Multiple disabilities</b>	16	3733	4514.2	4912	407.2	16	3835	4471.2	5103	398.7
	<b>Orthopedic impairment</b>	7					7				
	<b>Other health impairment</b>	80	4503	5291.2	6236	371.9	80	4293	5377.7	6454	402.7
	<b>Specific learning disability</b>	406	4457	5375.4	6930	407.8	406	4018	5435.6	6406	397.1
	<b>Speech or language impairment</b>	3					3				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	10	3470	5023.9	6039	736.7	10	3220	5051.1	5919	806.5
	Visual impairment	1					1				

\* 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>		3,273	302	544.6	760	74.7	3,251	348	540.1	764	72.5
<b>Gender</b>	<b>Female</b>	1,456	363	550.2	760	73.7	1,446	348	544.1	764	71.7
	<b>Male</b>	1,777	302	540.2	727	75.1	1,765	358	536.8	739	72.9
	<b>Missing</b>	40	378	541.3	697	82.3	40	414	543.4	711	79.9
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	384	531.0	674	103.2	15	365	529.3	685	106.1
	<b>Asian</b>	456	384	571.8	710	66.1	451	391	560.9	713	69.7
	<b>Black or African American</b>	695	302	546.4	712	69.5	694	381	540.8	717	66.9
	<b>Hispanic or Latino</b>	1,157	351	532.2	760	78.0	1,149	348	530.3	764	74.5
	<b>Native Hawaiian or Other Pacific Islander</b>	22	446	551.2	642	56.0	22	440	547.3	644	47.8
	<b>Two or More Races</b>	455	360	536.2	727	75.5	449	371	533.9	739	72.9
	<b>White</b>	445	379	553.9	709	73.1	442	381	548.7	729	72.9
	<b>Other/Unknown</b>	28	425	566.0	697	67.1	29	408	556.8	711	74.3
<b>Other</b>	<b>Gifted</b>	8					8				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	490	302	531.3	670	64.9	468	371	525.5	697	62.1
	<b>Migrant</b>	19	410	540.1	679	79.9	19	439	534.1	669	70.0
<b>Primary Disability</b>	<b>Autism</b>	25	360	508.2	649	81.4	23	381	510.2	660	79.0
	<b>Developmental delay</b>	5					5				
	<b>Emotional disturbance</b>	11	437	508.9	580	46.0	10	424	488.8	582	55.6
	<b>Hearing impaired</b>	3					6				
	<b>Intellectual disability</b>	37	363	469.8	603	50.9	33	417	470.7	574	38.9
	<b>Multiple disabilities</b>	16	302	426.9	516	49.7	4				
	<b>Orthopedic impairment</b>	2					2				
	<b>Other health impairment</b>	77	404	534.3	657	56.0	74	393	525.5	686	58.9
	<b>Specific learning disability</b>	313	380	546.4	670	59.2	311	410	536.4	697	58.8
	<b>Speech or language impairment</b>	2					2				



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	Visual impairment	2					2				

\* 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>		3,245	342	565.5	731	67.8	3,240	335	534.6	767	75.9
<b>Gender</b>	<b>Female</b>	1,445	342	573.2	731	67.6	1,438	336	541.4	767	75.4
	<b>Male</b>	1,760	347	559.3	713	67.3	1,762	335	529.2	715	75.7
	<b>Missing</b>	40	387	558.1	692	73.1	40	350	528.5	662	86.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	421	548.4	698	82.1	15	359	505.9	665	110.1
	<b>Asian</b>	453	363	586.1	713	58.1	453	358	557.5	692	65.5
	<b>Black or African American</b>	690	347	568.9	708	62.0	690	344	538.0	696	68.1
	<b>Hispanic or Latino</b>	1,146	342	555.1	731	73.5	1,143	335	521.9	767	82.0
	<b>Native Hawaiian or Other Pacific Islander</b>	23	497	568.3	654	44.9	22	423	542.7	658	51.5
	<b>Two or More Races</b>	451	355	558.5	708	67.2	451	347	527.1	736	77.7
	<b>White</b>	439	354	571.7	711	66.8	438	337	545.8	692	72.2
	<b>Other/Unknown</b>	28	483	589.4	685	47.7	28	366	552.6	662	64.1
<b>Other</b>	<b>Gifted</b>	8					8				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	473	347	563.4	679	56.9	468	337	530.0	670	65.0
	<b>Migrant</b>	19	357	550.0	700	87.4	19	359	523.7	641	82.6
<b>Primary Disability</b>	<b>Autism</b>	23	351	532.2	632	78.1	23	367	513.1	640	85.3
	<b>Developmental delay</b>	6					5				
	<b>Emotional disturbance</b>	11	367	538.6	603	77.3	10	375	505.1	609	77.9
	<b>Hearing impaired</b>	2					5				
	<b>Intellectual disability</b>	35	347	501.0	635	64.5	34	337	461.3	565	59.9
	<b>Multiple disabilities</b>	5					3				
	<b>Orthopedic impairment</b>	2					2				
	<b>Other health impairment</b>	77	357	570.5	678	51.0	76	355	529.4	655	61.0
	<b>Specific learning disability</b>	311	362	573.7	679	48.9	310	348	542.0	670	58.1
	<b>Speech or language impairment</b>	2					2				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	Visual impairment	2					2				

\* 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>		3,288	3733	5452.1	7171	554.3	3,296	3835	5470.7	7032	561.4
<b>Gender</b>	<b>Female</b>	1,463	4224	5480.3	7171	543.2	1,466	3850	5520.5	7032	557.1
	<b>Male</b>	1,785	3733	5428.7	7013	561.2	1,790	3835	5430.4	6759	560.7
	<b>Missing</b>	40	4457	5469.4	6926	612.5	40	4161	5444.8	6497	619.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	4235	5396.6	6637	784.1	15	4246	5331.4	6467	794.1
	<b>Asian</b>	456	4408	5631.4	6835	519.4	457	4241	5659.8	6759	498.0
	<b>Black or African American</b>	701	3733	5454.6	6879	518.1	703	3835	5487.2	6643	510.9
	<b>Hispanic or Latino</b>	1,161	4137	5372.0	7171	565.4	1,161	3850	5380.1	7032	595.3
	<b>Native Hawaiian or Other Pacific Islander</b>	22	4731	5505.7	6439	401.1	23	4717	5545.1	6252	392.6
	<b>Two or More Races</b>	456	4175	5399.1	7013	556.3	460	4123	5408.1	6740	566.8
	<b>White</b>	448	4400	5516.9	6932	561.0	448	4012	5540.6	6700	547.0
	<b>Other/Unknown</b>	29	4692	5602.4	6926	569.4	29	4598	5635.5	6497	480.6
<b>Other</b>	<b>Gifted</b>	8					8				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	493	3733	5323.9	6562	475.1	496	3835	5387.3	6360	480.7
	<b>Migrant</b>	19	4670	5422.8	6483	552.7	19	4203	5401.9	6497	620.7
<b>Primary Disability</b>	<b>Autism</b>	25	4175	5181.3	6426	597.9	25	4106	5182.4	6181	631.6
	<b>Developmental delay</b>	5					6				
	<b>Emotional disturbance</b>	11	4660	5112.8	5621	314.5	12	4414	5229.6	5840	480.7
	<b>Hearing impaired</b>	6					6				
	<b>Intellectual disability</b>	37	4440	4921.3	5830	310.8	37	4012	4904.1	5804	414.1
	<b>Multiple disabilities</b>	16	3733	4641.2	5252	351.7	16	3835	4634.0	5326	377.9
	<b>Orthopedic impairment</b>	2					2				
	<b>Other health impairment</b>	77	4410	5348.3	6477	420.8	77	4203	5429.4	6285	428.3
	<b>Specific learning disability</b>	313	4432	5429.2	6562	446.7	314	4161	5504.3	6360	418.6
	<b>Speech or language impairment</b>	2					2				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Traumatic brain injury	3					3				
	Visual impairment	2					2				

\* 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>		2,565	302	549.9	734	72.1	2,544	301	544.3	747	71.1
<b>Gender</b>	<b>Female</b>	1,137	302	553.9	734	70.6	1,128	305	547.4	747	67.0
	<b>Male</b>	1,391	302	546.7	725	73.2	1,380	301	542.0	732	74.1
	<b>Missing</b>	37	399	544.8	651	71.7	36	404	537.8	662	74.6
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	8					8				
	<b>Asian</b>	384	400	569.6	713	62.7	378	413	557.6	725	66.0
	<b>Black or African American</b>	671	302	547.0	704	70.9	669	305	538.7	721	68.4
	<b>Hispanic or Latino</b>	794	318	542.3	725	75.3	787	301	539.7	732	73.0
	<b>Native Hawaiian or Other Pacific Islander</b>	18	418	543.9	621	51.8	18	452	542.9	626	52.9
	<b>Two or More Races</b>	342	330	537.8	720	73.3	339	398	536.0	732	71.8
	<b>White</b>	328	383	563.6	734	70.7	325	360	560.2	747	73.2
<b>Other/Unknown</b>	20	429	540.9	655	72.5	20	421	528.6	658	70.4	
<b>Other</b>	<b>Gifted</b>	8					8				



Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	345	302	530.4	672	69.4	328	360	526.5	694	62.5
	<b>Migrant</b>	8					8				
<b>Primary Disability</b>	<b>Autism</b>	14	402	524.8	652	79.4	13	428	505.0	666	65.9
	<b>Developmental delay</b>	5					3				
	<b>Emotional disturbance</b>	3					4				
	<b>Hearing impaired</b>	5					10	421	517.9	656	86.4
	<b>Intellectual disability</b>	31	374	477.3	558	48.4	23	428	476.3	540	30.1
	<b>Multiple disabilities</b>	14	302	409.6	578	87.1	4				
	<b>Other health impairment</b>	45	399	534.8	661	51.4	45	426	527.5	694	55.8
	<b>Specific learning disability</b>	222	404	545.2	672	61.9	221	413	535.7	689	61.2
	<b>Speech or language impairment</b>	5					5				
	<b>Traumatic brain injury</b>	3					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 S3.13: 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>		2,538	325	571.4	716	65.3	2,539	300	539.7	709	71.1
<b>Gender</b>	<b>Female</b>	1,126	327	578.4	716	63.5	1,129	304	545.8	709	67.7
	<b>Male</b>	1,379	325	566.0	713	66.1	1,378	300	534.6	706	73.4
	<b>Missing</b>	33	374	555.5	691	71.7	32	394	539.8	659	70.9
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	8					8				
	<b>Asian</b>	379	383	587.7	716	54.0	380	365	553.7	699	60.0
	<b>Black or African American</b>	661	327	572.5	700	58.9	661	304	539.8	706	68.8
	<b>Hispanic or Latino</b>	789	325	560.5	713	73.4	790	300	530.4	705	76.8
	<b>Native Hawaiian or Other Pacific Islander</b>	18	433	572.3	649	59.5	18	376	532.3	614	60.3
	<b>Two or More Races</b>	336	358	562.5	708	65.9	336	346	530.3	701	71.6
	<b>White</b>	328	345	585.9	706	63.1	327	341	556.0	709	68.1
	<b>Other/Unknown</b>	19	386	553.2	636	62.0	19	379	518.3	632	68.2
<b>Other</b>	<b>Gifted</b>	8					8				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	327	345	562.3	693	61.6	326	341	527.5	664	66.0
	<b>Migrant</b>	8					8				
<b>Primary Disability</b>	<b>Autism</b>	12	409	535.3	630	66.9	12	362	503.4	622	83.9
	<b>Developmental delay</b>	3					3				
	<b>Emotional disturbance</b>	3					3				
	<b>Hearing impaired</b>	6					8				
	<b>Intellectual disability</b>	27	396	502.8	567	51.2	26	344	468.6	549	55.9
	<b>Multiple disabilities</b>	4					4				
	<b>Other health impairment</b>	44	457	569.2	652	45.4	45	384	530.5	664	55.1
	<b>Specific learning disability</b>	221	359	571.4	693	59.2	220	353	536.7	658	62.7
	<b>Speech or language impairment</b>	5					5				
	<b>Traumatic brain injury</b>	4					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 S3.13: 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>		2,574	3733	5485.4	7171	546.6	2,579	3531	5510.2	6848	540.1
<b>Gender</b>	<b>Female</b>	1,141	3733	5502.3	7074	522.2	1,142	3563	5552.3	6848	523.1
	<b>Male</b>	1,396	3733	5473.1	7171	565.7	1,400	3531	5477.1	6766	551.5
	<b>Missing</b>	37	4437	5430.4	6381	544.7	37	4388	5462.6	6333	541.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	8					8				
	<b>Asian</b>	384	4478	5615.0	7074	504.2	384	4412	5644.2	6796	462.1
	<b>Black or African American</b>	676	3733	5439.7	6994	531.2	676	3563	5490.9	6620	522.4
	<b>Hispanic or Latino</b>	794	3899	5448.9	7045	559.1	797	3531	5447.2	6766	576.5
	<b>Native Hawaiian or Other Pacific Islander</b>	18	4754	5455.0	6083	370.1	18	4459	5489.1	6070	429.1
	<b>Two or More Races</b>	345	3953	5410.8	6985	555.1	345	4021	5430.5	6665	544.5
	<b>White</b>	329	4322	5592.6	7171	554.7	331	3909	5630.9	6848	526.8
<b>Other/Unknown</b>	20	4586	5409.3	6409	549.7	20	4507	5384.5	6179	520.1	
<b>Other</b>	<b>Gifted</b>	8					8				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	351	3733	5320.6	6958	506.7	352	3835	5366.0	6370	513.7
	<b>Migrant</b>	8					8				
<b>Primary Disability</b>	<b>Autism</b>	14	4547	5283.5	6452	541.7	14	4349	5264.2	6243	575.3
	<b>Developmental delay</b>	5					5				
	<b>Emotional disturbance</b>	4					4				
	<b>Hearing impaired</b>	10	4642	5293.9	6498	670.1	10	4417	5295.0	6280	648.6
	<b>Intellectual disability</b>	31	4334	4974.7	5652	306.0	31	4191	4942.5	5490	338.6
	<b>Multiple disabilities</b>	14	3733	4487.0	5610	580.6	14	3835	4503.5	5777	610.9
	<b>Other health impairment</b>	45	4437	5353.4	6464	399.8	45	4581	5427.7	6369	380.9
	<b>Specific learning disability</b>	222	4474	5430.1	6958	465.6	222	4212	5485.2	6370	457.5
	<b>Speech or language impairment</b>	5					5				
	<b>Traumatic brain injury</b>	3					4				
	<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**

\* Not attempted (untested) are not included.

\*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>		10,543	16.0	15.5	48.5	9.3	10.6	10,453	16.8	18.2	36.9	12.8	15.3
<b>Gender</b>	<b>Female</b>	4,964	13.6	14.0	49.4	10.6	12.4	4,950	14.5	17.0	37.4	13.8	17.3
	<b>Male</b>	5,321	18.2	16.8	47.7	8.2	9.1	5,247	19.0	19.0	36.4	12.1	13.5
	<b>Missing</b>	258	15.5	19.4	48.4	8.5	8.1	256	16.0	26.2	35.5	9.0	13.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	41	7.3	12.2	63.4	7.3	9.8	40	10.0	15.0	45.0	12.5	17.5
	<b>Asian</b>	2,451	9.1	12.9	49.0	11.5	17.5	2,434	8.6	16.7	36.9	15.2	22.6
	<b>Black or African American</b>	1,826	12.4	15.5	55.1	9.8	7.2	1,798	12.7	18.4	44.2	12.2	12.5
	<b>Hispanic or Latino</b>	3,304	21.8	19.1	46.6	6.9	5.6	3,283	23.6	20.9	35.6	10.7	9.2
	<b>Native Hawaiian or Other Pacific Islander</b>	55	7.3	21.8	56.4	7.3	7.3	55	7.3	21.8	45.5	14.5	10.9
	<b>Two or More Races</b>	1,191	21.8	15.5	46.2	9.0	7.5	1,177	23.6	18.2	34.7	11.6	11.9
	<b>White</b>	1,601	15.2	12.3	45.2	10.9	16.5	1,593	15.9	14.8	31.9	15.3	22.2
	<b>Other/Unknown</b>	74	8.1	9.5	56.8	5.4	20.3	73	4.1	15.1	46.6	11.0	23.3
<b>Other</b>	<b>IEP</b>	601	31.3	21.1	40.3	4.5	2.8	525	24.2	26.3	33.7	10.1	5.7

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Migrant</b>	21	14.3	38.1	28.6	14.3	4.8	21	19.0	19.0	33.3	4.8	23.8
<b>Primary Disability</b>	<b>Autism</b>	202	50.5	18.3	29.2	1.0	1.0	147	39.5	24.5	26.5	8.2	1.4
	<b>Developmental delay</b>	6						3					
	<b>Emotional disturbance</b>	1						1					
	<b>Hearing impaired</b>	4						7					
	<b>Intellectual disability</b>	17	23.5	52.9	23.5	0.0	0.0	14	35.7	50.0	14.3	0.0	0.0
	<b>Multiple disabilities</b>	18	83.3	5.6	11.1	0.0	0.0	7	71.4	14.3	14.3	0.0	0.0
	<b>Orthopedic impairment</b>	3						3					
	<b>Other health impairment</b>	73	19.2	31.5	38.4	8.2	2.7	67	23.9	31.3	28.4	9.0	7.5
	<b>Specific learning disability</b>	35	25.7	20.0	45.7	5.7	2.9	35	20.0	25.7	40.0	8.6	5.7
	<b>Speech or language impairment</b>	235	13.2	20.4	54.5	7.7	4.3	235	11.5	25.1	41.7	13.6	8.1
	<b>Traumatic brain injury</b>	1						1					
	<b>Visual impairment</b>	2						2					

\* 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>		10,423	18.5	11.5	28.3	14.7	27.0	10,432	39.1	27.9	23.4	4.0	5.6
<b>Gender</b>	<b>Female</b>	4,939	16.5	9.9	26.9	15.4	31.2	4,936	37.3	29.2	23.6	3.8	6.1
	<b>Male</b>	5,226	20.4	12.9	29.6	13.9	23.2	5,238	40.5	26.8	23.4	4.1	5.1
	<b>Missing</b>	258	20.2	14.3	25.6	17.8	22.1	258	45.7	26.0	19.8	4.3	4.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	40	12.5	5.0	25.0	15.0	42.5	40	35.0	22.5	32.5	5.0	5.0
	<b>Asian</b>	2,422	12.0	9.4	28.1	15.6	34.8	2,433	25.3	25.1	32.6	6.7	10.4
	<b>Black or African American</b>	1,798	11.7	11.2	31.2	17.0	28.8	1,784	39.1	28.0	24.9	4.0	3.9
	<b>Hispanic or Latino</b>	3,269	24.8	14.5	28.4	13.1	19.1	3,280	49.9	30.5	15.5	1.9	2.2
	<b>Native Hawaiian or Other Pacific Islander</b>	54	14.8	13.0	31.5	18.5	22.2	55	32.7	38.2	21.8	1.8	5.5
	<b>Two or More Races</b>	1,174	28.4	11.1	27.9	12.8	19.8	1,178	49.8	28.1	17.0	1.9	3.2
	<b>White</b>	1,593	16.4	9.5	25.4	15.0	33.6	1,589	31.4	25.9	28.4	5.5	8.8
<b>Other/Unknown</b>	73	11.0	9.6	19.2	19.2	41.1	73	19.2	39.7	26.0	8.2	6.8	
<b>Other</b>	<b>IEP</b>	506	38.3	15.8	25.9	10.5	9.5	519	49.3	25.6	18.5	4.8	1.7

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>Migrant</b>	21	38.1	19.0	19.0	9.5	14.3	21	28.6	47.6	19.0	0.0	4.8
<b>Primary Disability</b>	<b>Autism</b>	137	62.0	12.4	15.3	6.6	3.6	143	41.3	23.1	24.5	9.1	2.1
	<b>Developmental delay</b>	3						3					
	<b>Emotional disturbance</b>	1						1					
	<b>Hearing impaired</b>	4						7					
	<b>Intellectual disability</b>	15	66.7	13.3	20.0	0.0	0.0	14	85.7	7.1	7.1	0.0	0.0
	<b>Multiple disabilities</b>	7						5					
	<b>Orthopedic impairment</b>	3						3					
	<b>Other health impairment</b>	64	37.5	20.3	25.0	10.9	6.3	67	58.2	23.9	11.9	4.5	1.5
	<b>Specific learning disability</b>	34	38.2	14.7	32.4	2.9	11.8	34	52.9	23.5	23.5	0.0	0.0
	<b>Speech or language impairment</b>	233	19.3	18.0	33.9	14.6	14.2	236	44.9	30.9	18.2	4.2	1.7
	<b>Traumatic brain injury</b>	1						1					
	<b>Visual impairment</b>	2						2					

\* 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>		10,555	10.3	6.2	29.2	24.8	29.6	10,461	27.1	17.1	28.2	12.1	15.4
<b>Gender</b>	<b>Female</b>	4,988	8.8	5.2	27.4	25.6	33.1	4,973	25.4	16.9	27.6	12.7	17.3
	<b>Male</b>	5,359	11.7	7.2	30.3	24.2	26.6	5,283	28.4	17.2	28.8	11.7	14.0
	<b>Missing</b>	208	12.0	3.8	42.3	21.2	20.7	205	36.1	20.5	27.3	8.3	7.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	34	0.0	11.8	35.3	32.4	20.6	34	23.5	29.4	26.5	11.8	8.8
	<b>Asian</b>	2,275	7.3	4.7	22.0	24.3	41.7	2,253	13.7	13.0	28.5	17.5	27.3
	<b>Black or African American</b>	1,828	7.5	4.8	28.8	27.8	31.1	1,792	20.6	17.1	33.6	13.3	15.3
	<b>Hispanic or Latino</b>	3,419	12.6	7.5	34.7	25.0	20.2	3,399	37.3	20.4	25.8	8.2	8.4
	<b>Native Hawaiian or Other Pacific Islander</b>	56	5.4	8.9	41.1	28.6	16.1	56	21.4	17.9	32.1	14.3	14.3
	<b>Two or More Races</b>	1,351	13.5	8.9	34.6	21.1	22.0	1,338	40.6	19.4	22.1	8.6	9.3
	<b>White</b>	1,531	10.7	4.5	22.3	24.2	38.3	1,528	20.4	13.6	31.8	14.6	19.6
	<b>Other/Unknown</b>	61	11.5	4.9	37.7	24.6	21.3	61	26.2	19.7	34.4	9.8	9.8
<b>Other</b>	<b>Gifted</b>	20	0.0	0.0	10.0	15.0	75.0	20	0.0	0.0	10.0	15.0	75.0



Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Home Schooled	1						1					
	IEP	687	26.2	10.8	33.5	17.8	11.8	608	43.8	18.3	25.0	6.9	6.1
	Migrant	22	13.6	9.1	40.9	18.2	18.2	22	40.9	22.7	22.7	4.5	9.1
Primary Disability	Autism	191	45.5	17.8	21.5	6.3	8.9	137	39.4	16.1	29.2	8.8	6.6
	Developmental delay	7						6					
	Emotional disturbance	8						8					
	Hearing impaired	5						6					
	Intellectual disability	19	47.4	5.3	36.8	5.3	5.3	18	61.1	11.1	27.8	0.0	0.0
	Multiple disabilities	24	95.8	4.2	0.0	0.0	0.0	6					
	Orthopedic impairment	4						4					
	Other health impairment	94	22.3	12.8	37.2	18.1	9.6	91	50.5	20.9	17.6	7.7	3.3
	Specific learning disability	65	10.8	12.3	35.4	33.8	7.7	64	60.9	17.2	12.5	6.3	3.1
	Speech or language impairment	269	9.7	5.6	41.6	25.3	17.8	269	36.4	20.4	27.9	7.1	8.2

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	1						1					
	Visual impairment	1						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>		10,434	25.4	25.8	10.1	16.0	22.7	10,450	35.3	20.5	26.4	7.6	10.2
<b>Gender</b>	<b>Female</b>	4,963	21.8	24.6	9.7	17.0	26.9	4,970	33.0	20.5	27.0	7.6	12.0
	<b>Male</b>	5,264	28.6	26.7	10.4	15.0	19.2	5,275	37.1	20.4	26.2	7.6	8.8
	<b>Missing</b>	207	31.9	31.4	13.0	13.0	10.6	205	47.3	22.9	18.0	7.3	4.4
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	33	24.2	21.2	9.1	21.2	24.2	34	44.1	26.5	20.6	2.9	5.9
	<b>Asian</b>	2,240	17.2	22.0	10.2	17.5	33.2	2,250	19.9	18.4	31.2	11.4	19.1
	<b>Black or African American</b>	1,785	19.7	24.7	11.0	17.5	27.1	1,783	29.1	22.0	32.5	7.6	8.8
	<b>Hispanic or Latino</b>	3,394	32.5	28.8	9.8	14.9	14.0	3,395	46.5	22.8	20.7	4.9	5.2
	<b>Native Hawaiian or Other Pacific Islander</b>	56	23.2	42.9	8.9	10.7	14.3	56	32.1	21.4	33.9	3.6	8.9
	<b>Two or More Races</b>	1,340	34.3	27.5	8.5	12.8	16.9	1,339	51.0	17.4	20.2	4.3	7.1
	<b>White</b>	1,525	20.6	23.3	11.4	17.2	27.5	1,532	26.7	18.9	30.3	11.1	13.0
	<b>Other/Unknown</b>	61	24.6	49.2	6.6	9.8	9.8	61	39.3	27.9	19.7	6.6	6.6
<b>Other</b>	<b>Gifted</b>	20	5.0	0.0	10.0	15.0	70.0	20	5.0	5.0	25.0	15.0	50.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Home Schooled	1						1					
	IEP	585	46.0	26.8	6.5	10.3	10.4	599	55.1	19.2	19.0	3.3	3.3
	Migrant	22	54.5	22.7	9.1	4.5	9.1	22	54.5	22.7	18.2	0.0	4.5
Primary Disability	Autism	118	66.1	16.1	2.5	4.2	11.0	132	48.5	17.4	26.5	4.5	3.0
	Developmental delay	6						5					
	Emotional disturbance	8						8					
	Hearing impaired	5						6					
	Intellectual disability	16	56.3	37.5	0.0	0.0	6.3	17	76.5	17.6	5.9	0.0	0.0
	Multiple disabilities	6						5					
	Orthopedic impairment	4						4					
	Other health impairment	89	43.8	28.1	12.4	12.4	3.4	91	67.0	12.1	18.7	1.1	1.1
	Specific learning disability	65	41.5	24.6	9.2	12.3	12.3	64	71.9	10.9	14.1	1.6	1.6
	Speech or language impairment	268	34.7	33.2	6.7	11.9	13.4	269	48.0	24.5	18.2	4.5	4.8

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	2						0					
	Visual impairment	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>		8,588	7.0	5.2	24.9	30.8	32.0	8,495	24.4	16.1	29.1	15.2	15.3
<b>Gender</b>	<b>Female</b>	4,040	6.4	5.1	23.8	31.0	33.7	4,002	23.0	15.0	28.7	15.7	17.5
	<b>Male</b>	4,379	7.7	5.3	26.0	30.5	30.6	4,327	25.6	17.1	29.2	14.6	13.5
	<b>Missing</b>	169	4.7	5.9	23.1	36.1	30.2	166	26.5	15.1	33.1	16.3	9.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	32	0.0	3.1	28.1	18.8	50.0	32	25.0	9.4	15.6	25.0	25.0
	<b>Asian</b>	1,707	4.7	2.5	20.3	29.3	43.2	1,691	13.2	10.9	31.0	21.3	23.5
	<b>Black or African American</b>	1,627	5.6	4.1	23.7	32.9	33.7	1,602	19.7	15.0	32.7	15.6	16.9
	<b>Hispanic or Latino</b>	2,770	7.0	6.8	29.2	32.3	24.7	2,744	31.6	19.5	27.5	11.8	9.6
	<b>Native Hawaiian or Other Pacific Islander</b>	41	4.9	12.2	29.3	29.3	24.4	41	24.4	19.5	24.4	14.6	17.1
	<b>Two or More Races</b>	1,087	9.9	6.6	28.8	28.4	26.2	1,077	34.8	19.5	21.8	12.0	11.9
	<b>White</b>	1,272	9.6	5.3	19.6	29.6	35.8	1,257	20.8	13.8	32.0	16.5	17.0
	<b>Other/Unknown</b>	52	7.7	7.7	26.9	26.9	30.8	51	23.5	23.5	25.5	9.8	17.6
<b>Other</b>	<b>Gifted</b>	29	3.4	0.0	10.3	20.7	65.5	29	3.4	6.9	13.8	10.3	65.5

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	688	13.8	12.2	33.7	25.9	14.4	609	47.3	16.7	22.2	8.4	5.4
	<b>Migrant</b>	16	25.0	25.0	18.8	18.8	12.5	16	43.8	12.5	25.0	0.0	18.8
<b>Primary Disability</b>	<b>Autism</b>	161	29.2	19.3	28.6	14.3	8.7	118	45.8	14.4	23.7	14.4	1.7
	<b>Developmental delay</b>	5						2					
	<b>Emotional disturbance</b>	9						9					
	<b>Hearing impaired</b>	9						12	58.3	0.0	33.3	8.3	0.0
	<b>Intellectual disability</b>	32	34.4	25.0	25.0	15.6	0.0	29	89.7	3.4	6.9	0.0	0.0
	<b>Multiple disabilities</b>	20	50.0	20.0	25.0	5.0	0.0	12	83.3	0.0	16.7	0.0	0.0
	<b>Orthopedic impairment</b>	5						4					
	<b>Other health impairment</b>	107	9.3	12.1	35.5	28.0	15.0	98	52.0	14.3	15.3	11.2	7.1
	<b>Specific learning disability</b>	158	3.8	10.1	44.9	30.4	10.8	145	55.9	22.8	14.5	3.4	3.4
	<b>Speech or language impairment</b>	177	3.4	3.4	31.1	36.2	26.0	176	27.8	19.3	34.7	8.5	9.7

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	1						0					
	Visual impairment	2						2					

\* 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>		8,496	21.8	16.7	16.0	21.1	24.4	8,497	24.8	15.1	30.0	15.0	15.1
<b>Gender</b>	<b>Female</b>	4,006	20.1	16.3	14.7	22.0	27.0	4,005	22.8	14.6	29.8	16.1	16.9
	<b>Male</b>	4,325	23.5	16.8	17.1	20.5	22.1	4,327	26.6	15.5	30.2	14.2	13.5
	<b>Missing</b>	165	18.2	23.6	19.4	18.2	20.6	165	24.8	17.6	30.9	13.3	13.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	32	15.6	12.5	12.5	31.3	28.1	32	18.8	15.6	15.6	25.0	25.0
	<b>Asian</b>	1,693	14.6	12.6	15.0	23.0	34.7	1,694	13.3	10.5	31.7	20.5	23.9
	<b>Black or African American</b>	1,597	17.6	17.8	16.2	23.9	24.5	1,597	20.7	15.2	31.6	16.2	16.3
	<b>Hispanic or Latino</b>	2,753	26.4	19.0	17.4	20.1	17.1	2,746	31.5	18.2	29.1	12.1	9.2
	<b>Native Hawaiian or Other Pacific Islander</b>	41	22.0	12.2	19.5	19.5	26.8	41	29.3	14.6	22.0	12.2	22.0
	<b>Two or More Races</b>	1,074	27.4	19.1	15.9	17.7	19.9	1,078	34.5	17.9	25.9	11.9	9.8
	<b>White</b>	1,255	21.9	14.1	14.0	20.2	29.8	1,258	22.2	12.0	31.9	15.4	18.5
	<b>Other/Unknown</b>	51	29.4	15.7	13.7	19.6	21.6	51	25.5	17.6	29.4	11.8	15.7
<b>Other</b>	<b>Gifted</b>	29	6.9	10.3	10.3	10.3	62.1	29	3.4	0.0	24.1	10.3	62.1

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	616	43.3	18.8	16.4	12.8	8.6	614	47.7	16.9	22.0	8.6	4.7
	<b>Migrant</b>	15	60.0	13.3	0.0	13.3	13.3	15	40.0	20.0	26.7	0.0	13.3
<b>Primary Disability</b>	<b>Autism</b>	116	62.9	12.1	8.6	10.3	6.0	118	48.3	16.1	21.2	9.3	5.1
	<b>Developmental delay</b>	5						2					
	<b>Emotional disturbance</b>	9						9					
	<b>Hearing impaired</b>	9						12	33.3	33.3	25.0	8.3	0.0
	<b>Intellectual disability</b>	29	79.3	17.2	0.0	0.0	3.4	28	92.9	0.0	7.1	0.0	0.0
	<b>Multiple disabilities</b>	12	75.0	16.7	8.3	0.0	0.0	12	83.3	0.0	16.7	0.0	0.0
	<b>Orthopedic impairment</b>	4						4					
	<b>Other health impairment</b>	105	40.0	21.0	15.2	12.4	11.4	101	48.5	19.8	18.8	8.9	4.0
	<b>Specific learning disability</b>	151	39.7	21.9	20.5	11.9	6.0	148	60.1	20.9	12.2	4.1	2.7
	<b>Speech or language impairment</b>	172	26.7	20.9	20.3	19.8	12.2	176	27.3	17.0	34.7	13.1	8.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	0						0					
	Visual impairment	2						2					

\* 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>		7,264	7.0	5.5	25.0	33.4	29.0	7,158	30.3	15.2	28.8	14.7	10.9
<b>Gender</b>	<b>Female</b>	3,377	7.3	5.5	24.6	31.6	31.0	3,335	29.9	13.4	27.9	15.6	13.2
	<b>Male</b>	3,766	6.9	5.5	25.3	34.6	27.6	3,702	30.8	16.8	29.5	13.9	9.0
	<b>Missing</b>	121	4.1	6.6	25.6	47.1	16.5	121	29.8	16.5	35.5	12.4	5.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	20	15.0	5.0	20.0	45.0	15.0	19	31.6	26.3	31.6	0.0	10.5
	<b>Asian</b>	1,308	5.6	5.0	20.0	30.9	38.5	1,296	21.0	12.0	30.0	19.8	17.3
	<b>Black or African American</b>	1,371	3.9	3.6	24.7	36.7	31.1	1,347	23.5	15.6	32.2	16.8	12.0
	<b>Hispanic or Latino</b>	2,088	7.1	5.8	26.5	35.0	25.5	2,063	33.4	16.8	29.8	12.3	7.7
	<b>Native Hawaiian or Other Pacific Islander</b>	29	3.4	3.4	37.9	37.9	17.2	29	20.7	27.6	41.4	6.9	3.4
	<b>Two or More Races</b>	1,426	9.1	6.2	29.9	32.8	21.9	1,400	40.1	17.6	23.6	10.9	7.7
	<b>White</b>	1,007	10.1	7.3	21.4	28.9	32.2	989	31.7	11.9	27.4	16.4	12.5
<b>Other/Unknown</b>	15	0.0	0.0	26.7	60.0	13.3	15	33.3	6.7	40.0	6.7	13.3	
<b>Other</b>	<b>Gifted</b>	22	0.0	0.0	9.1	13.6	77.3	22	4.5	9.1	9.1	13.6	63.6

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	853	8.1	9.3	42.1	28.3	12.3	753	52.7	16.6	21.5	6.0	3.2
	<b>Migrant</b>	21	23.8	19.0	19.0	9.5	28.6	21	71.4	0.0	4.8	9.5	14.3
<b>Primary Disability</b>	<b>Autism</b>	141	24.1	19.9	32.6	17.7	5.7	100	52.0	22.0	21.0	3.0	2.0
	<b>Developmental delay</b>	9						7					
	<b>Emotional disturbance</b>	11	0.0	0.0	54.5	27.3	18.2	11	36.4	36.4	0.0	9.1	18.2
	<b>Hearing impaired</b>	10	0.0	30.0	40.0	30.0	0.0	10	60.0	0.0	30.0	10.0	0.0
	<b>Intellectual disability</b>	38	10.5	18.4	65.8	5.3	0.0	26	92.3	3.8	3.8	0.0	0.0
	<b>Multiple disabilities</b>	24	50.0	25.0	20.8	4.2	0.0	13	76.9	23.1	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	7						6					
	<b>Other health impairment</b>	122	6.6	5.7	47.5	30.3	9.8	113	59.3	15.0	15.9	6.2	3.5
	<b>Specific learning disability</b>	363	1.9	4.7	49.9	32.5	11.0	339	55.8	17.7	19.5	4.7	2.4
	<b>Speech or language impairment</b>	152	0.7	5.3	21.7	43.4	28.9	152	25.7	15.8	40.8	12.5	5.3

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						3					
	Visual impairment	3						3					

\* 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>		7,185	19.0	12.3	17.8	26.3	24.5	7,162	28.9	15.9	29.1	15.6	10.5
<b>Gender</b>	<b>Female</b>	3,344	17.7	11.5	16.1	27.6	27.1	3,345	28.0	14.5	28.4	16.1	12.9
	<b>Male</b>	3,720	20.1	13.0	19.0	25.2	22.6	3,696	29.8	17.0	29.7	15.1	8.5
	<b>Missing</b>	121	20.7	14.9	24.0	26.4	14.0	121	26.4	20.7	33.1	14.9	5.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	20	30.0	5.0	15.0	20.0	30.0	20	35.0	20.0	35.0	5.0	5.0
	<b>Asian</b>	1,299	16.7	7.4	17.0	27.6	31.3	1,292	20.3	13.2	29.5	21.1	15.9
	<b>Black or African American</b>	1,346	12.9	12.6	18.9	29.6	25.9	1,345	22.0	16.8	32.3	17.8	11.0
	<b>Hispanic or Latino</b>	2,080	20.7	14.0	18.3	26.4	20.6	2,069	32.0	17.0	30.4	13.0	7.7
	<b>Native Hawaiian or Other Pacific Islander</b>	29	10.3	10.3	27.6	34.5	17.2	29	17.2	24.1	41.4	13.8	3.4
	<b>Two or More Races</b>	1,403	22.3	16.0	19.0	24.4	18.2	1,399	38.1	18.4	24.9	11.3	7.2
	<b>White</b>	993	22.3	9.9	13.8	22.9	31.2	993	30.3	12.0	26.9	17.2	13.6
<b>Other/Unknown</b>	15	13.3	13.3	26.7	33.3	13.3	15	20.0	13.3	46.7	6.7	13.3	
<b>Other</b>	<b>Gifted</b>	21	4.8	4.8	4.8	19.0	66.7	22	9.1	4.5	9.1	31.8	45.5

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	785	29.6	22.2	20.4	18.0	9.9	764	50.5	20.0	20.5	6.2	2.7
	<b>Migrant</b>	21	61.9	4.8	4.8	9.5	19.0	21	66.7	4.8	14.3	9.5	4.8
<b>Primary Disability</b>	<b>Autism</b>	100	57.0	18.0	12.0	9.0	4.0	100	50.0	25.0	20.0	2.0	3.0
	<b>Developmental delay</b>	8						6					
	<b>Emotional disturbance</b>	10	30.0	10.0	20.0	10.0	30.0	11	27.3	36.4	9.1	18.2	9.1
	<b>Hearing impaired</b>	9						10	60.0	20.0	0.0	20.0	0.0
	<b>Intellectual disability</b>	32	78.1	9.4	9.4	3.1	0.0	28	92.9	3.6	0.0	3.6	0.0
	<b>Multiple disabilities</b>	13	76.9	15.4	7.7	0.0	0.0	13	92.3	0.0	7.7	0.0	0.0
	<b>Orthopedic impairment</b>	6						6					
	<b>Other health impairment</b>	116	31.9	22.4	18.1	19.0	8.6	112	54.5	16.1	21.4	5.4	2.7
	<b>Specific learning disability</b>	363	19.6	24.2	25.9	20.4	9.9	349	53.3	22.1	17.5	5.2	2.0
	<b>Speech or language impairment</b>	152	13.2	21.7	19.7	28.3	17.1	152	22.4	21.7	37.5	13.8	4.6



Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						3					
	Visual impairment	3						4					

\* 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>		6,051	10.0	6.8	21.2	38.8	23.3	5,948	24.3	14.4	31.7	17.7	11.8
<b>Gender</b>	<b>Female</b>	2,715	9.9	5.9	21.7	39.6	22.9	2,687	23.0	14.5	32.9	17.6	12.0
	<b>Male</b>	3,240	10.3	7.4	20.7	37.7	23.9	3,164	25.3	14.3	30.7	17.9	11.8
	<b>Missing</b>	96	7.3	11.5	22.9	47.9	10.4	97	27.8	16.5	35.1	16.5	4.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	13	15.4	0.0	23.1	38.5	23.1	13	7.7	30.8	30.8	15.4	15.4
	<b>Asian</b>	973	6.2	5.7	20.2	36.6	31.3	958	16.6	12.1	33.6	21.7	16.0
	<b>Black or African American</b>	1,130	8.1	5.6	21.7	42.4	22.2	1,101	21.4	14.5	33.6	18.0	12.4
	<b>Hispanic or Latino</b>	1,909	10.1	6.4	21.5	41.5	20.5	1,882	25.1	15.4	33.3	16.5	9.6
	<b>Native Hawaiian or Other Pacific Islander</b>	23	0.0	4.3	26.1	52.2	17.4	22	18.2	18.2	40.9	18.2	4.5
	<b>Two or More Races</b>	1,180	12.1	7.9	23.6	36.6	19.8	1,161	29.2	15.8	29.2	15.6	10.2
	<b>White</b>	799	14.3	8.9	17.4	32.4	27.0	787	28.6	12.7	26.4	18.9	13.3
	<b>Other/Unknown</b>	24	16.7	12.5	16.7	41.7	12.5	24	41.7	4.2	33.3	8.3	12.5
<b>Other</b>	<b>Gifted</b>	17	0.0	0.0	11.8	29.4	58.8	17	0.0	11.8	11.8	23.5	52.9

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	876	10.2	15.6	31.3	32.5	10.4	787	39.3	21.3	27.2	8.0	4.2
	<b>Migrant</b>	29	17.2	10.3	27.6	24.1	20.7	28	46.4	10.7	17.9	10.7	14.3
<b>Primary Disability</b>	<b>Autism</b>	108	23.1	25.0	26.9	18.5	6.5	85	45.9	21.2	22.4	9.4	1.2
	<b>Developmental delay</b>	2						1					
	<b>Emotional disturbance</b>	9						8					
	<b>Hearing impaired</b>	9						9					
	<b>Intellectual disability</b>	49	32.7	32.7	28.6	6.1	0.0	38	81.6	10.5	7.9	0.0	0.0
	<b>Multiple disabilities</b>	31	61.3	19.4	12.9	6.5	0.0	8	75.0	12.5	12.5	0.0	0.0
	<b>Orthopedic impairment</b>	3						2					
	<b>Other health impairment</b>	130	8.5	14.6	33.1	36.9	6.9	124	38.7	17.7	30.6	9.7	3.2
	<b>Specific learning disability</b>	444	3.6	13.7	35.6	35.4	11.7	421	39.7	24.5	25.9	6.4	3.6
	<b>Speech or language impairment</b>	94	0.0	3.2	17.0	57.4	22.3	92	10.9	13.0	46.7	18.5	10.9

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	2						2					
	Visual impairment	1						1					

\* 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>		5,997	15.9	10.7	19.4	29.3	24.7	5,969	20.6	12.8	47.7	11.8	7.0
<b>Gender</b>	<b>Female</b>	2,697	14.3	9.8	18.4	30.5	27.0	2,692	18.5	12.6	49.0	12.3	7.7
	<b>Male</b>	3,204	17.2	11.2	19.9	28.4	23.4	3,180	22.2	13.1	46.3	11.6	6.7
	<b>Missing</b>	96	16.7	19.8	32.3	24.0	7.3	97	26.8	11.3	53.6	6.2	2.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	13	15.4	0.0	15.4	30.8	38.5	13	15.4	15.4	53.8	0.0	15.4
	<b>Asian</b>	964	11.5	9.9	17.5	29.9	31.2	964	13.5	10.5	49.9	15.0	11.1
	<b>Black or African American</b>	1,110	12.8	11.9	22.3	28.5	24.6	1,101	17.3	14.5	48.5	12.6	7.0
	<b>Hispanic or Latino</b>	1,905	16.4	10.4	19.9	30.5	22.8	1,891	22.2	13.2	49.2	10.2	5.2
	<b>Native Hawaiian or Other Pacific Islander</b>	23	8.7	17.4	21.7	39.1	13.0	22	13.6	13.6	63.6	9.1	0.0
	<b>Two or More Races</b>	1,162	17.7	11.0	19.4	29.8	22.0	1,165	24.5	14.2	46.4	9.5	5.3
	<b>White</b>	796	21.2	10.4	16.3	26.0	26.0	789	24.1	10.9	41.4	14.4	9.1
<b>Other/Unknown</b>	24	37.5	8.3	16.7	16.7	20.8	24	37.5	4.2	45.8	8.3	4.2	
<b>Other</b>	<b>Gifted</b>	17	0.0	0.0	11.8	29.4	58.8	17	0.0	0.0	35.3	29.4	35.3

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	831	19.7	18.3	24.7	24.5	12.8	804	33.7	21.8	38.6	4.4	1.6
	<b>Migrant</b>	28	25.0	10.7	28.6	25.0	10.7	28	46.4	7.1	32.1	10.7	3.6
<b>Primary Disability</b>	<b>Autism</b>	85	42.4	20.0	15.3	15.3	7.1	84	40.5	22.6	25.0	11.9	0.0
	<b>Developmental delay</b>	2						1					
	<b>Emotional disturbance</b>	9						8					
	<b>Hearing impaired</b>	10	10.0	20.0	30.0	30.0	10.0	11	27.3	27.3	36.4	9.1	0.0
	<b>Intellectual disability</b>	43	60.5	18.6	20.9	0.0	0.0	38	81.6	10.5	7.9	0.0	0.0
	<b>Multiple disabilities</b>	12	50.0	16.7	16.7	8.3	8.3	8					
	<b>Orthopedic impairment</b>	2						2					
	<b>Other health impairment</b>	129	20.9	25.6	24.8	17.1	11.6	126	34.9	22.2	38.1	4.0	0.8
	<b>Specific learning disability</b>	447	13.9	17.9	24.6	27.7	15.9	435	32.9	23.7	39.3	2.3	1.8
	<b>Speech or language impairment</b>	94	2.1	5.3	36.2	37.2	19.1	93	5.4	12.9	67.7	9.7	4.3

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	2						2					
	Visual impairment	1						1					

\* 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>		5,100	12.4	8.9	13.4	43.4	22.0	5,001	24.3	16.1	37.0	14.6	8.0
<b>Gender</b>	<b>Female</b>	2,314	11.6	8.6	14.0	43.1	22.7	2,282	23.2	17.1	36.9	14.5	8.4
	<b>Male</b>	2,717	12.9	9.2	12.8	43.8	21.4	2,651	25.3	15.1	37.1	14.8	7.7
	<b>Missing</b>	69	17.4	8.7	13.0	40.6	20.3	68	22.1	17.6	38.2	13.2	8.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	19	31.6	5.3	15.8	31.6	15.8	19	52.6	5.3	36.8	5.3	0.0
	<b>Asian</b>	724	9.8	6.1	11.7	43.4	29.0	711	18.0	13.2	38.4	17.3	13.1
	<b>Black or African American</b>	1,014	7.1	6.8	14.6	47.5	24.0	991	17.0	17.3	40.6	15.5	9.7
	<b>Hispanic or Latino</b>	1,612	12.3	9.7	13.1	43.9	21.1	1,586	26.0	16.1	36.8	14.2	6.9
	<b>Native Hawaiian or Other Pacific Islander</b>	25	12.0	4.0	8.0	64.0	12.0	25	20.0	32.0	36.0	8.0	4.0
	<b>Two or More Races</b>	984	15.3	9.7	15.2	41.7	18.1	961	29.0	16.2	35.8	12.9	6.0
	<b>White</b>	712	17.8	12.2	11.5	38.9	19.5	698	29.9	16.9	32.8	14.3	6.0
	<b>Other/Unknown</b>	10	30.0	0.0	0.0	20.0	50.0	10	30.0	0.0	30.0	20.0	20.0
<b>Other</b>	<b>Gifted</b>	22	0.0	0.0	9.1	45.5	45.5	22	4.5	9.1	40.9	27.3	18.2



Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	892	11.0	14.6	20.5	42.5	11.4	808	31.1	22.6	36.3	8.5	1.5
	<b>Migrant</b>	14	28.6	14.3	14.3	35.7	7.1	14	50.0	7.1	14.3	21.4	7.1
<b>Primary Disability</b>	<b>Autism</b>	92	22.8	23.9	16.3	32.6	4.3	75	36.0	28.0	26.7	8.0	1.3
	<b>Developmental delay</b>	4						2					
	<b>Emotional disturbance</b>	5						5					
	<b>Hearing impaired</b>	12	33.3	8.3	8.3	33.3	16.7	13	53.8	0.0	38.5	7.7	0.0
	<b>Intellectual disability</b>	59	32.2	32.2	18.6	16.9	0.0	39	74.4	15.4	10.3	0.0	0.0
	<b>Multiple disabilities</b>	25	64.0	8.0	8.0	8.0	12.0	11	36.4	27.3	36.4	0.0	0.0
	<b>Orthopedic impairment</b>	3						2					
	<b>Other health impairment</b>	120	10.0	13.3	19.2	45.8	11.7	114	30.7	23.7	35.1	8.8	1.8
	<b>Specific learning disability</b>	515	4.5	12.4	23.3	49.1	10.7	493	28.4	23.7	40.2	7.3	0.4
	<b>Speech or language impairment</b>	51	2.0	3.9	11.8	41.2	41.2	50	8.0	8.0	44.0	28.0	12.0

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	2						1					
	Visual impairment	3						2					

\* 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>		5,031	18.8	13.1	29.6	22.2	16.3	5,003	17.8	10.4	57.8	9.2	4.7
<b>Gender</b>	<b>Female</b>	2,296	17.9	11.8	28.9	23.1	18.4	2,286	16.8	9.5	59.0	9.5	5.2
	<b>Male</b>	2,668	19.6	14.1	30.3	21.3	14.7	2,649	18.6	11.2	57.0	8.9	4.2
	<b>Missing</b>	67	20.9	14.9	28.4	26.9	9.0	68	22.1	7.4	51.5	11.8	7.4
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	19	36.8	15.8	21.1	21.1	5.3	19	42.1	10.5	42.1	5.3	0.0
	<b>Asian</b>	716	15.6	9.5	30.6	24.4	19.8	714	11.9	9.5	59.0	13.0	6.6
	<b>Black or African American</b>	987	11.3	16.6	30.7	22.9	18.4	990	11.6	10.6	62.6	9.6	5.6
	<b>Hispanic or Latino</b>	1,601	19.4	12.8	29.6	21.9	16.4	1,586	18.8	10.0	57.2	9.2	4.8
	<b>Native Hawaiian or Other Pacific Islander</b>	25	16.0	20.0	40.0	8.0	16.0	25	16.0	4.0	64.0	8.0	8.0
	<b>Two or More Races</b>	968	22.1	13.5	29.9	21.3	13.2	959	22.4	11.6	55.8	7.3	2.9
	<b>White</b>	705	26.2	11.3	26.7	21.4	14.3	700	23.6	10.4	54.7	7.4	3.9
	<b>Other/Unknown</b>	10	30.0	10.0	40.0	20.0	0.0	10	30.0	0.0	40.0	20.0	10.0
<b>Other</b>	<b>Gifted</b>	22	0.0	4.5	31.8	31.8	31.8	22	0.0	4.5	81.8	13.6	0.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	839	18.7	17.8	33.4	21.3	8.8	813	19.6	18.5	57.2	3.9	0.9
	<b>Migrant</b>	14	28.6	21.4	21.4	7.1	21.4	12	33.3	16.7	41.7	8.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	75	37.3	20.0	21.3	14.7	6.7	73	24.7	26.0	45.2	2.7	1.4
	<b>Developmental delay</b>	2						2					
	<b>Emotional disturbance</b>	5						5					
	<b>Hearing impaired</b>	13	38.5	15.4	23.1	23.1	0.0	13	46.2	0.0	53.8	0.0	0.0
	<b>Intellectual disability</b>	50	52.0	20.0	14.0	12.0	2.0	42	64.3	19.0	16.7	0.0	0.0
	<b>Multiple disabilities</b>	10	50.0	0.0	30.0	20.0	0.0	9					
	<b>Orthopedic impairment</b>	3						2					
	<b>Other health impairment</b>	116	22.4	17.2	37.1	18.1	5.2	113	22.1	18.6	54.0	4.4	0.9
	<b>Specific learning disability</b>	512	11.9	18.6	37.1	22.9	9.6	500	14.8	19.2	62.6	3.4	0.0
	<b>Speech or language impairment</b>	50	10.0	12.0	26.0	26.0	26.0	50	6.0	4.0	66.0	16.0	8.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	0						1					
	Visual impairment	3						2					

\* 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>		4,631	10.7	8.3	25.2	34.0	21.7	4,545	24.6	18.2	37.5	12.5	7.2
<b>Gender</b>	<b>Female</b>	2,023	10.8	7.8	24.2	35.9	21.4	1,994	23.5	18.5	38.5	13.0	6.5
	<b>Male</b>	2,524	10.5	8.8	26.0	32.4	22.1	2,467	25.3	18.0	36.8	12.0	7.9
	<b>Missing</b>	84	15.5	7.1	25.0	35.7	16.7	84	27.4	16.7	35.7	14.3	6.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	12	16.7	8.3	25.0	16.7	33.3	12	25.0	16.7	16.7	25.0	16.7
	<b>Asian</b>	613	7.3	6.2	21.0	36.9	28.5	602	16.9	13.6	43.0	14.3	12.1
	<b>Black or African American</b>	921	5.1	7.6	27.1	36.7	23.5	899	18.8	17.9	41.5	15.0	6.8
	<b>Hispanic or Latino</b>	1,357	10.9	8.5	26.3	34.0	20.3	1,337	26.0	19.6	37.2	11.8	5.4
	<b>Native Hawaiian or Other Pacific Islander</b>	32	3.1	6.3	37.5	40.6	12.5	32	25.0	18.8	37.5	12.5	6.3
	<b>Two or More Races</b>	1,069	15.5	10.0	25.9	31.3	17.2	1,044	30.3	19.8	33.0	10.5	6.3
	<b>White</b>	610	14.1	8.7	22.5	31.5	23.3	602	28.1	17.6	34.6	11.3	8.5
<b>Other/Unknown</b>	17	11.8	0.0	17.6	41.2	29.4	17	17.6	5.9	47.1	17.6	11.8	
<b>Other</b>	<b>Gifted</b>	24	0.0	4.2	25.0	33.3	37.5	23	4.3	4.3	43.5	26.1	21.7

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	867	6.6	12.9	38.1	32.3	10.1	781	33.8	27.0	30.9	5.8	2.6
	<b>Migrant</b>	24	25.0	12.5	0.0	37.5	25.0	23	30.4	21.7	30.4	13.0	4.3
<b>Primary Disability</b>	<b>Autism</b>	68	26.5	11.8	33.8	14.7	13.2	49	38.8	16.3	30.6	4.1	10.2
	<b>Developmental delay</b>	11	36.4	36.4	18.2	9.1	0.0	4					
	<b>Emotional disturbance</b>	16	0.0	25.0	50.0	25.0	0.0	16	56.3	6.3	31.3	6.3	0.0
	<b>Hearing impaired</b>	10	10.0	10.0	30.0	50.0	0.0	10	50.0	10.0	20.0	10.0	10.0
	<b>Intellectual disability</b>	49	14.3	36.7	40.8	8.2	0.0	38	76.3	15.8	7.9	0.0	0.0
	<b>Multiple disabilities</b>	24	66.7	8.3	12.5	8.3	4.2	10	70.0	10.0	10.0	0.0	10.0
	<b>Orthopedic impairment</b>	3						3					
	<b>Other health impairment</b>	119	5.0	16.0	47.9	20.2	10.9	108	36.1	30.6	26.9	3.7	2.8
	<b>Specific learning disability</b>	549	1.1	10.0	37.5	39.9	11.5	525	28.2	29.9	33.5	6.7	1.7
	<b>Speech or language impairment</b>	19	0.0	5.3	15.8	63.2	15.8	19	21.1	26.3	36.8	15.8	0.0

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						2					
	Visual impairment	3						3					

\* 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>		4,582	18.3	11.8	29.4	22.0	18.5	4,552	18.3	11.4	50.6	11.5	8.1
<b>Gender</b>	<b>Female</b>	2,002	17.2	11.4	28.6	23.0	19.8	1,996	16.9	10.4	51.6	12.3	8.9
	<b>Male</b>	2,496	19.0	12.1	30.1	21.1	17.7	2,472	19.3	12.3	49.8	11.1	7.6
	<b>Missing</b>	84	22.6	11.9	31.0	26.2	8.3	84	22.6	10.7	52.4	7.1	7.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	12	25.0	0.0	16.7	25.0	33.3	12	25.0	0.0	33.3	33.3	8.3
	<b>Asian</b>	606	14.0	8.1	28.9	24.4	24.6	604	12.6	8.4	52.0	14.2	12.7
	<b>Black or African American</b>	906	11.8	13.6	30.9	24.0	19.8	900	11.8	11.0	56.7	12.1	8.4
	<b>Hispanic or Latino</b>	1,349	18.5	11.6	30.8	21.9	17.2	1,341	19.7	11.6	51.3	10.7	6.6
	<b>Native Hawaiian or Other Pacific Islander</b>	32	15.6	18.8	18.8	28.1	18.8	32	15.6	6.3	62.5	12.5	3.1
	<b>Two or More Races</b>	1,056	24.2	14.4	28.6	18.8	13.9	1,043	23.5	14.2	46.1	10.1	6.1
	<b>White</b>	604	21.4	8.9	26.7	22.2	20.9	603	21.7	10.4	46.1	11.8	10.0
<b>Other/Unknown</b>	17	17.6	5.9	47.1	11.8	17.6	17	11.8	5.9	58.8	11.8	11.8	
<b>Other</b>	<b>Gifted</b>	23	4.3	4.3	43.5	17.4	30.4	23	0.0	4.3	65.2	17.4	13.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	825	16.5	18.3	37.6	17.9	9.7	790	19.1	18.1	54.3	6.1	2.4
	<b>Migrant</b>	24	33.3	0.0	20.8	25.0	20.8	24	33.3	4.2	50.0	8.3	4.2
<b>Primary Disability</b>	<b>Autism</b>	51	31.4	17.6	27.5	17.6	5.9	48	29.2	10.4	45.8	8.3	6.3
	<b>Developmental delay</b>	6						4					
	<b>Emotional disturbance</b>	16	12.5	37.5	31.3	12.5	6.3	16	25.0	31.3	37.5	6.3	0.0
	<b>Hearing impaired</b>	9						11	27.3	27.3	18.2	27.3	0.0
	<b>Intellectual disability</b>	45	55.6	17.8	24.4	2.2	0.0	39	59.0	17.9	23.1	0.0	0.0
	<b>Multiple disabilities</b>	14	64.3	21.4	7.1	7.1	0.0	9					
	<b>Orthopedic impairment</b>	3						3					
	<b>Other health impairment</b>	116	24.1	13.8	41.4	14.7	6.0	111	22.5	19.8	54.1	1.8	1.8
	<b>Specific learning disability</b>	548	9.1	18.8	39.6	20.3	12.2	531	13.9	18.1	59.1	6.4	2.4
	<b>Speech or language impairment</b>	18	11.1	5.6	50.0	27.8	5.6	19	5.3	5.3	63.2	21.1	5.3

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						2					
	Visual impairment	3						3					

\* 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>		3,891	17.4	13.2	36.2	20.3	12.9	3,831	33.4	24.8	32.2	6.3	3.3
<b>Gender</b>	<b>Female</b>	1,700	17.2	13.4	34.7	21.9	12.8	1,686	32.2	24.3	34.5	5.6	3.4
	<b>Male</b>	2,148	17.6	13.0	37.2	19.3	12.9	2,102	34.2	25.2	30.5	6.9	3.3
	<b>Missing</b>	43	18.6	11.6	46.5	7.0	16.3	43	41.9	27.9	20.9	7.0	2.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	33.3	33.3	20.0	13.3	0.0	15	66.7	13.3	13.3	6.7	0.0
	<b>Asian</b>	444	9.9	9.9	32.0	24.5	23.6	437	20.8	23.1	36.8	11.9	7.3
	<b>Black or African American</b>	751	9.9	13.2	36.9	25.8	14.2	734	25.5	26.4	36.9	8.0	3.1
	<b>Hispanic or Latino</b>	1,211	19.5	12.1	39.3	18.2	10.9	1,184	35.0	26.2	31.8	4.8	2.3
	<b>Native Hawaiian or Other Pacific Islander</b>	14	0.0	7.1	57.1	35.7	0.0	14	28.6	28.6	42.9	0.0	0.0
	<b>Two or More Races</b>	889	21.3	16.9	36.6	16.2	9.1	883	41.0	24.9	27.3	4.5	2.3
	<b>White</b>	556	23.2	11.7	31.1	20.3	13.7	553	37.6	21.0	31.1	5.8	4.5
<b>Other/Unknown</b>	11	9.1	18.2	54.5	9.1	9.1	11	27.3	36.4	27.3	0.0	9.1	
<b>Other</b>	<b>Gifted</b>	18	0.0	5.6	33.3	44.4	16.7	18	11.1	22.2	44.4	11.1	11.1

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	749	11.6	20.6	45.0	17.5	5.3	688	38.4	32.4	26.2	2.5	0.6
	<b>Migrant</b>	20	40.0	20.0	15.0	15.0	10.0	19	57.9	15.8	21.1	5.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	62	29.0	21.0	32.3	16.1	1.6	51	49.0	31.4	15.7	3.9	0.0
	<b>Developmental delay</b>	7						4					
	<b>Emotional disturbance</b>	15	33.3	6.7	53.3	6.7	0.0	13	30.8	30.8	38.5	0.0	0.0
	<b>Hearing impaired</b>	5						9					
	<b>Intellectual disability</b>	50	40.0	30.0	22.0	6.0	2.0	38	86.8	10.5	2.6	0.0	0.0
	<b>Multiple disabilities</b>	16	68.8	25.0	6.3	0.0	0.0	6	83.3	0.0	16.7	0.0	0.0
	<b>Orthopedic impairment</b>	6						4					
	<b>Other health impairment</b>	101	6.9	23.8	50.5	13.9	5.0	97	44.3	26.8	24.7	3.1	1.0
	<b>Specific learning disability</b>	472	4.4	19.5	50.0	19.5	6.6	451	31.9	35.7	28.8	2.9	0.7
	<b>Speech or language impairment</b>	17	5.9	5.9	35.3	41.2	11.8	17	17.6	29.4	52.9	0.0	0.0

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						3					

\* 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>		3,855	21.0	14.7	33.7	16.3	14.3	3,844	28.9	17.9	41.5	7.1	4.6
<b>Gender</b>	<b>Female</b>	1,688	21.0	13.6	33.0	17.3	15.1	1,686	27.9	16.5	43.5	7.3	4.8
	<b>Male</b>	2,124	20.8	15.5	34.5	15.6	13.7	2,115	29.6	19.1	39.9	6.9	4.5
	<b>Missing</b>	43	27.9	18.6	23.3	16.3	14.0	43	34.9	14.0	41.9	7.0	2.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	53.3	6.7	20.0	13.3	6.7	15	60.0	13.3	26.7	0.0	0.0
	<b>Asian</b>	442	13.6	11.1	32.6	19.7	23.1	442	18.6	15.2	46.6	11.5	8.1
	<b>Black or African American</b>	742	14.6	13.3	35.7	19.9	16.4	734	21.9	17.0	47.8	7.8	5.4
	<b>Hispanic or Latino</b>	1,201	22.3	15.2	34.7	14.9	12.8	1,192	29.9	17.9	41.3	6.7	4.3
	<b>Native Hawaiian or Other Pacific Islander</b>	14	14.3	21.4	28.6	28.6	7.1	14	7.1	28.6	57.1	7.1	0.0
	<b>Two or More Races</b>	876	24.9	18.9	34.6	12.6	9.0	882	35.6	20.5	37.0	4.2	2.7
	<b>White</b>	554	25.8	11.0	28.9	17.9	16.4	554	33.8	16.8	36.6	8.3	4.5
	<b>Other/Unknown</b>	11	9.1	45.5	27.3	9.1	9.1	11	18.2	27.3	45.5	0.0	9.1
<b>Other</b>	<b>Gifted</b>	18	0.0	22.2	33.3	11.1	33.3	18	5.6	16.7	61.1	11.1	5.6

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	719	15.4	22.9	37.7	14.7	9.2	703	29.7	25.6	40.3	3.6	0.9
	<b>Migrant</b>	20	50.0	10.0	25.0	5.0	10.0	19	57.9	10.5	21.1	10.5	0.0
<b>Primary Disability</b>	<b>Autism</b>	54	38.9	20.4	29.6	7.4	3.7	54	50.0	16.7	29.6	3.7	0.0
	<b>Developmental delay</b>	4						4					
	<b>Emotional disturbance</b>	13	23.1	30.8	46.2	0.0	0.0	13	30.8	30.8	38.5	0.0	0.0
	<b>Hearing impaired</b>	8						9					
	<b>Intellectual disability</b>	43	48.8	32.6	14.0	2.3	2.3	40	75.0	15.0	10.0	0.0	0.0
	<b>Multiple disabilities</b>	7						4					
	<b>Orthopedic impairment</b>	6						5					
	<b>Other health impairment</b>	100	19.0	30.0	33.0	10.0	8.0	99	37.4	27.3	29.3	6.1	0.0
	<b>Specific learning disability</b>	469	7.5	21.5	41.2	18.6	11.3	460	21.7	28.3	45.4	3.3	1.3
	<b>Speech or language impairment</b>	17	11.8	5.9	41.2	29.4	11.8	17	11.8	11.8	64.7	11.8	0.0



Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						3					

\* 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>		4,046	17.3	11.5	32.8	21.8	16.6	3,962	31.8	21.8	37.9	5.3	3.2
<b>Gender</b>	<b>Female</b>	1,784	16.9	10.7	31.3	23.8	17.4	1,746	29.7	21.9	39.9	4.9	3.7
	<b>Male</b>	2,215	17.4	12.1	34.2	20.2	16.1	2,169	33.3	21.8	36.4	5.6	2.9
	<b>Missing</b>	47	27.7	12.8	27.7	19.1	12.8	47	36.2	21.3	34.0	6.4	2.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	13.3	20.0	46.7	20.0	0.0	15	26.7	26.7	46.7	0.0	0.0
	<b>Asian</b>	528	10.2	9.1	30.9	22.7	27.1	515	21.7	18.1	45.0	8.5	6.6
	<b>Black or African American</b>	762	10.9	10.6	37.0	22.7	18.8	746	28.4	22.0	39.5	5.8	4.3
	<b>Hispanic or Latino</b>	1,239	21.9	10.3	31.5	22.4	14.0	1,211	34.4	21.5	36.9	4.9	2.3
	<b>Native Hawaiian or Other Pacific Islander</b>	37	5.4	8.1	54.1	18.9	13.5	37	24.3	43.2	32.4	0.0	0.0
	<b>Two or More Races</b>	934	21.0	13.4	33.3	20.4	11.9	912	36.4	23.9	34.3	3.6	1.8
	<b>White</b>	522	17.6	14.4	29.5	20.5	18.0	517	33.3	20.7	36.9	5.6	3.5
	<b>Other/Unknown</b>	9						9					
<b>Other</b>	<b>Gifted</b>	17	0.0	0.0	58.8	17.6	23.5	16	6.3	37.5	43.8	6.3	6.3

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	749	8.8	16.0	45.7	21.4	8.1	675	29.9	31.6	35.3	3.0	0.3
	<b>Migrant</b>	15	26.7	46.7	20.0	0.0	6.7	15	53.3	40.0	0.0	0.0	6.7
<b>Primary Disability</b>	<b>Autism</b>	50	24.0	14.0	42.0	10.0	10.0	40	37.5	35.0	27.5	0.0	0.0
	<b>Developmental delay</b>	10	20.0	50.0	30.0	0.0	0.0	6					
	<b>Emotional disturbance</b>	17	5.9	23.5	47.1	17.6	5.9	16	31.3	50.0	12.5	6.3	0.0
	<b>Hearing impaired</b>	4						8					
	<b>Intellectual disability</b>	59	30.5	27.1	39.0	1.7	1.7	41	56.1	34.1	7.3	2.4	0.0
	<b>Multiple disabilities</b>	22	59.1	22.7	18.2	0.0	0.0	7	71.4	28.6	0.0	0.0	0.0
	<b>Orthopedic impairment</b>	3						2					
	<b>Other health impairment</b>	106	8.5	15.1	47.2	22.6	6.6	95	33.7	31.6	31.6	3.2	0.0
	<b>Specific learning disability</b>	472	2.5	14.0	48.9	25.0	9.5	452	25.2	30.5	40.7	3.1	0.4
	<b>Speech or language impairment</b>	9						9					

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	2						3					
	Visual impairment	3						3					

\* 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>		3,992	20.6	12.5	31.8	16.9	18.2	3,963	29.2	16.8	42.3	6.3	5.4
<b>Gender</b>	<b>Female</b>	1,753	20.0	11.2	30.9	17.3	20.7	1,746	27.5	15.2	42.6	7.8	6.9
	<b>Male</b>	2,193	20.9	13.5	32.6	16.6	16.4	2,170	30.5	18.1	42.2	5.1	4.1
	<b>Missing</b>	46	30.4	10.9	30.4	15.2	13.0	47	36.2	19.1	34.0	4.3	6.4
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	26.7	0.0	46.7	20.0	6.7	15	26.7	26.7	46.7	0.0	0.0
	<b>Asian</b>	521	13.1	9.4	29.8	23.4	24.4	522	19.7	14.4	48.9	8.2	8.8
	<b>Black or African American</b>	750	13.5	15.2	36.3	16.3	18.8	742	24.5	18.2	43.4	8.4	5.5
	<b>Hispanic or Latino</b>	1,225	25.2	11.9	30.9	15.3	16.6	1,209	32.7	15.2	41.6	5.9	4.6
	<b>Native Hawaiian or Other Pacific Islander</b>	37	10.8	18.9	51.4	13.5	5.4	37	18.9	24.3	54.1	0.0	2.7
	<b>Two or More Races</b>	915	24.7	13.6	30.8	15.8	15.1	912	33.4	18.6	39.7	4.4	3.8
	<b>White</b>	520	21.3	10.6	29.8	16.7	21.5	517	31.5	16.8	39.1	6.0	6.6
	<b>Other/Unknown</b>	9						9					
<b>Other</b>	<b>Gifted</b>	16	6.3	6.3	31.3	12.5	43.8	16	0.0	18.8	75.0	0.0	6.3

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	707	11.3	17.5	40.5	17.0	13.7	685	22.9	24.8	47.4	3.4	1.5
	<b>Migrant</b>	15	60.0	13.3	6.7	13.3	6.7	15	73.3	20.0	0.0	0.0	6.7
<b>Primary Disability</b>	<b>Autism</b>	43	23.3	18.6	37.2	11.6	9.3	41	39.0	12.2	43.9	4.9	0.0
	<b>Developmental delay</b>	7						6					
	<b>Emotional disturbance</b>	16	12.5	18.8	62.5	0.0	6.3	15	20.0	40.0	33.3	0.0	6.7
	<b>Hearing impaired</b>	4						7					
	<b>Intellectual disability</b>	50	32.0	40.0	26.0	2.0	0.0	45	51.1	33.3	13.3	0.0	2.2
	<b>Multiple disabilities</b>	8						7					
	<b>Orthopedic impairment</b>	3						3					
	<b>Other health impairment</b>	103	12.6	19.4	43.7	11.7	12.6	98	25.5	25.5	45.9	2.0	1.0
	<b>Specific learning disability</b>	466	6.9	13.9	42.1	20.8	16.3	456	17.1	25.4	52.0	3.9	1.5
	<b>Speech or language impairment</b>	9						9					

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	2						2					
	Visual impairment	3						3					

\* 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>		5,020	29.2	13.3	33.9	14.9	8.6	4,967	43.9	21.8	29.5	2.9	2.0
<b>Gender</b>	<b>Female</b>	2,168	25.8	13.0	35.7	15.8	9.6	2,142	39.9	24.1	30.6	3.1	2.2
	<b>Male</b>	2,772	31.1	13.8	33.0	14.2	7.9	2,747	46.5	20.3	28.7	2.7	1.8
	<b>Missing</b>	80	57.5	5.0	18.8	13.8	5.0	78	61.5	11.5	25.6	1.3	0.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	20.0	20.0	33.3	20.0	6.7	15	46.7	26.7	20.0	6.7	0.0
	<b>Asian</b>	505	13.3	8.5	40.8	21.4	16.0	500	25.2	27.2	39.8	4.2	3.6
	<b>Black or African American</b>	970	18.1	13.9	39.7	19.1	9.2	963	34.8	24.8	35.7	3.0	1.7
	<b>Hispanic or Latino</b>	2,030	37.7	12.8	30.1	12.5	6.9	2,002	50.9	19.5	25.9	2.3	1.3
	<b>Native Hawaiian or Other Pacific Islander</b>	26	11.5	19.2	61.5	3.8	3.8	26	30.8	46.2	19.2	3.8	0.0
	<b>Two or More Races</b>	864	37.7	14.6	31.7	10.6	5.3	860	52.1	20.5	23.6	2.1	1.7
	<b>White</b>	599	20.9	15.9	33.6	17.5	12.2	590	39.7	20.8	31.7	4.2	3.6
<b>Other/Unknown</b>	11	18.2	18.2	54.5	9.1	0.0	11	36.4	27.3	36.4	0.0	0.0	
<b>Other</b>	<b>Gifted</b>	12	8.3	16.7	25.0	8.3	41.7	13	30.8	7.7	46.2	7.7	7.7



Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	716	15.8	20.8	45.7	14.2	3.5	682	37.7	33.1	27.1	1.8	0.3
	<b>Migrant</b>	33	36.4	27.3	24.2	0.0	12.1	32	62.5	18.8	12.5	6.3	0.0
<b>Primary Disability</b>	<b>Autism</b>	39	43.6	15.4	30.8	5.1	5.1	35	57.1	14.3	22.9	2.9	2.9
	<b>Developmental delay</b>	8						6					
	<b>Emotional disturbance</b>	23	26.1	21.7	30.4	4.3	17.4	19	42.1	31.6	10.5	10.5	5.3
	<b>Hearing impaired</b>	6						9					
	<b>Intellectual disability</b>	44	45.5	34.1	15.9	4.5	0.0	36	72.2	16.7	11.1	0.0	0.0
	<b>Multiple disabilities</b>	18	77.8	16.7	5.6	0.0	0.0	10	100.0	0.0	0.0	0.0	0.0
	<b>Other health impairment</b>	106	17.0	18.9	49.1	11.3	3.8	105	38.1	43.8	16.2	1.9	0.0
	<b>Specific learning disability</b>	461	7.2	20.6	51.4	18.0	2.8	452	32.3	34.3	31.9	1.5	0.0
	<b>Speech or language impairment</b>	7						7					
	<b>Traumatic brain injury</b>	5						5					
	<b>Visual impairment</b>	2						2					

\* 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>		4,962	28.5	17.0	32.7	10.7	11.1	4,951	39.8	20.6	33.5	3.7	2.5
<b>Gender</b>	<b>Female</b>	2,151	25.8	16.2	32.5	12.3	13.3	2,146	35.7	20.6	36.3	4.4	3.0
	<b>Male</b>	2,735	29.8	17.9	33.2	9.5	9.6	2,729	42.3	21.0	31.5	3.2	2.1
	<b>Missing</b>	76	59.2	7.9	19.7	6.6	6.6	76	64.5	9.2	23.7	2.6	0.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	26.7	13.3	33.3	13.3	13.3	16	37.5	12.5	50.0	0.0	0.0
	<b>Asian</b>	494	12.8	14.2	41.3	13.8	18.0	497	22.5	21.1	45.3	6.4	4.6
	<b>Black or African American</b>	959	15.8	17.6	40.1	14.1	12.3	956	26.8	25.9	40.3	4.5	2.5
	<b>Hispanic or Latino</b>	2,006	37.1	15.6	28.9	9.3	9.2	2,000	48.6	18.0	28.7	3.2	1.6
	<b>Native Hawaiian or Other Pacific Islander</b>	26	11.5	23.1	50.0	11.5	3.8	26	23.1	46.2	30.8	0.0	0.0
	<b>Two or More Races</b>	860	37.3	20.1	26.5	8.1	7.9	853	49.6	19.1	27.4	1.8	2.1
	<b>White</b>	591	20.6	18.6	34.3	11.2	15.2	592	32.3	22.0	37.0	4.6	4.2
<b>Other/Unknown</b>	11	36.4	18.2	45.5	0.0	0.0	11	36.4	9.1	45.5	9.1	0.0	
<b>Other</b>	<b>Gifted</b>	13	7.7	15.4	38.5	15.4	23.1	13	7.7	38.5	30.8	23.1	0.0

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	686	13.0	27.0	43.0	9.3	7.7	681	30.0	31.1	35.5	2.3	1.0
	<b>Migrant</b>	33	42.4	12.1	30.3	6.1	9.1	32	59.4	12.5	25.0	0.0	3.1
<b>Primary Disability</b>	<b>Autism</b>	32	37.5	21.9	31.3	9.4	0.0	33	57.6	12.1	27.3	3.0	0.0
	<b>Developmental delay</b>	7						5					
	<b>Emotional disturbance</b>	20	30.0	25.0	30.0	10.0	5.0	19	42.1	21.1	26.3	5.3	5.3
	<b>Hearing impaired</b>	9						9					
	<b>Intellectual disability</b>	39	30.8	46.2	17.9	2.6	2.6	37	78.4	13.5	8.1	0.0	0.0
	<b>Multiple disabilities</b>	8						9					
	<b>Other health impairment</b>	103	16.5	21.4	53.4	1.0	7.8	104	30.8	31.7	34.6	1.9	1.0
	<b>Specific learning disability</b>	457	6.6	27.4	45.1	11.8	9.2	455	21.5	35.4	39.6	2.4	1.1
	<b>Speech or language impairment</b>	7						7					
	<b>Traumatic brain injury</b>	5						5					
	<b>Visual impairment</b>	2						2					

\* 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>		4,282	22.7	12.6	33.0	17.7	14.0	4,243	36.3	21.5	34.1	4.9	3.2
<b>Gender</b>	<b>Female</b>	1,831	20.4	12.1	33.3	19.1	15.1	1,817	33.3	21.9	37.3	5.3	2.3
	<b>Male</b>	2,407	24.3	13.0	32.8	16.6	13.3	2,384	38.3	21.3	31.9	4.6	3.9
	<b>Missing</b>	44	36.4	11.4	31.8	13.6	6.8	42	50.0	19.0	21.4	2.4	7.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	11	9.1	0.0	36.4	9.1	45.5	11	27.3	18.2	9.1	36.4	9.1
	<b>Asian</b>	511	8.8	9.4	34.8	21.7	25.2	503	20.3	22.5	43.5	6.8	7.0
	<b>Black or African American</b>	862	13.9	13.3	35.6	23.1	14.0	856	27.9	24.9	39.4	4.7	3.2
	<b>Hispanic or Latino</b>	1,561	29.4	13.1	30.9	15.0	11.7	1,544	43.1	19.2	31.1	4.2	2.3
	<b>Native Hawaiian or Other Pacific Islander</b>	27	18.5	7.4	48.1	22.2	3.7	27	25.9	37.0	33.3	3.7	0.0
	<b>Two or More Races</b>	773	30.1	14.4	32.5	13.5	9.6	765	44.1	20.0	31.1	3.4	1.4
	<b>White</b>	506	20.9	11.1	33.4	17.8	16.8	506	35.0	22.9	30.0	7.1	4.9
<b>Other/Unknown</b>	31	16.1	16.1	25.8	35.5	6.5	31	29.0	29.0	35.5	0.0	6.5	
<b>Other</b>	<b>Gifted</b>	13	0.0	0.0	53.8	7.7	38.5	13	0.0	23.1	53.8	15.4	7.7

Subgroup	Status	Listening						Reading					
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	615	13.5	14.6	49.3	15.1	7.5	579	28.8	32.0	36.8	1.9	0.5
	<b>Migrant</b>	32	40.6	18.8	31.3	9.4	0.0	32	62.5	21.9	15.6	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	20	30.0	15.0	55.0	0.0	0.0	15	33.3	46.7	20.0	0.0	0.0
	<b>Developmental delay</b>	11	45.5	9.1	45.5	0.0	0.0	6					
	<b>Emotional disturbance</b>	9						9					
	<b>Hearing impaired</b>	3						7					
	<b>Intellectual disability</b>	49	36.7	28.6	30.6	4.1	0.0	42	59.5	31.0	9.5	0.0	0.0
	<b>Multiple disabilities</b>	16	81.3	18.8	0.0	0.0	0.0	7					
	<b>Orthopedic impairment</b>	7						7					
	<b>Other health impairment</b>	80	13.8	11.3	56.3	11.3	7.5	78	23.1	35.9	39.7	1.3	0.0
	<b>Specific learning disability</b>	406	5.2	13.3	53.2	19.7	8.6	395	23.0	31.1	43.3	1.8	0.8
	<b>Speech or language impairment</b>	3						3					

Subgroup	Status	Listening					Reading							
		N	1	2	3	4	5	N	1	2	3	4	5	
	Traumatic brain injury	10	20.0	20.0	40.0	10.0	10.0	9						
	Visual impairment	1						1						

\* 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>		4,249	21.1	15.6	33.7	14.2	15.4	4,239	32.5	19.9	38.2	5.9	3.5
<b>Gender</b>	<b>Female</b>	1,814	19.7	13.7	32.8	15.2	18.5	1,815	29.7	19.6	40.9	6.4	3.5
	<b>Male</b>	2,393	21.9	17.0	34.7	13.4	13.0	2,383	34.4	20.2	36.3	5.5	3.6
	<b>Missing</b>	42	35.7	16.7	16.7	16.7	14.3	41	46.3	17.1	31.7	2.4	2.4
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	11	9.1	9.1	27.3	18.2	36.4	11	9.1	27.3	36.4	9.1	18.2
	<b>Asian</b>	509	10.0	11.0	35.2	18.1	25.7	506	17.4	18.4	48.4	8.1	7.7
	<b>Black or African American</b>	856	12.5	13.9	40.4	16.2	16.9	855	22.5	24.0	43.9	5.8	3.9
	<b>Hispanic or Latino</b>	1,547	28.0	16.5	29.3	13.4	12.7	1,545	40.0	18.7	33.2	5.7	2.4
	<b>Native Hawaiian or Other Pacific Islander</b>	27	22.2	14.8	44.4	11.1	7.4	27	33.3	18.5	44.4	3.7	0.0
	<b>Two or More Races</b>	765	26.4	18.8	32.9	12.2	9.7	762	41.6	18.0	34.5	4.5	1.4
	<b>White</b>	504	18.1	15.5	35.3	12.1	19.0	502	29.3	20.5	38.6	6.4	5.2
	<b>Other/Unknown</b>	30	16.7	13.3	33.3	20.0	16.7	31	19.4	29.0	41.9	6.5	3.2
<b>Other</b>	<b>Gifted</b>	13	0.0	0.0	46.2	15.4	38.5	13	0.0	15.4	61.5	7.7	15.4

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	591	10.7	17.9	48.1	14.7	8.6	584	20.5	28.9	46.4	3.1	1.0
	<b>Migrant</b>	32	40.6	31.3	15.6	9.4	3.1	31	61.3	22.6	16.1	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	17	23.5	41.2	35.3	0.0	0.0	16	50.0	25.0	25.0	0.0	0.0
	<b>Developmental delay</b>	7						6					
	<b>Emotional disturbance</b>	9						9					
	<b>Hearing impaired</b>	5						7					
	<b>Intellectual disability</b>	44	31.8	36.4	25.0	6.8	0.0	41	53.7	29.3	14.6	2.4	0.0
	<b>Multiple disabilities</b>	10	70.0	30.0	0.0	0.0	0.0	6					
	<b>Orthopedic impairment</b>	7						7					
	<b>Other health impairment</b>	77	6.5	18.2	50.6	7.8	16.9	79	19.0	26.6	50.6	1.3	2.5
	<b>Specific learning disability</b>	402	6.0	13.7	53.0	18.4	9.0	400	13.3	29.8	52.3	4.0	0.8
	<b>Speech or language impairment</b>	3						3					

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	9						9					
	Visual impairment	1						1					

\* 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>		3,273	13.4	12.0	33.8	20.8	20.1	3,251	27.1	22.5	38.4	7.0	5.0
<b>Gender</b>	<b>Female</b>	1,456	11.7	11.5	33.3	21.6	21.9	1,446	24.4	22.3	40.9	6.6	5.7
	<b>Male</b>	1,777	14.7	12.3	34.3	20.2	18.5	1,765	29.2	22.8	36.3	7.3	4.3
	<b>Missing</b>	40	15.0	15.0	27.5	17.5	25.0	40	30.0	17.5	35.0	12.5	5.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	26.7	13.3	20.0	13.3	26.7	15	40.0	20.0	20.0	0.0	20.0
	<b>Asian</b>	456	4.6	8.6	31.1	25.0	30.7	451	16.2	21.3	44.6	10.6	7.3
	<b>Black or African American</b>	695	11.4	10.9	37.1	23.2	17.4	694	22.8	26.9	40.5	6.2	3.6
	<b>Hispanic or Latino</b>	1,157	18.9	12.4	33.4	18.4	16.8	1,149	33.6	20.7	35.6	6.0	4.1
	<b>Native Hawaiian or Other Pacific Islander</b>	22	9.1	4.5	54.5	13.6	18.2	22	4.5	40.9	50.0	4.5	0.0
	<b>Two or More Races</b>	455	15.2	16.0	32.5	18.2	18.0	449	32.3	20.3	38.3	4.5	4.7
	<b>White</b>	445	9.4	12.4	33.0	21.1	24.0	442	24.0	23.3	35.7	10.2	6.8
	<b>Other/Unknown</b>	28	7.1	7.1	28.6	35.7	21.4	29	20.7	20.7	41.4	10.3	6.9
<b>Other</b>	<b>Gifted</b>	8						8					

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	490	11.4	15.7	41.6	20.8	10.4	468	29.1	29.7	35.7	4.5	1.1
	<b>Migrant</b>	19	15.8	15.8	36.8	10.5	21.1	19	26.3	31.6	26.3	10.5	5.3
<b>Primary Disability</b>	<b>Autism</b>	25	32.0	8.0	40.0	4.0	16.0	23	39.1	26.1	21.7	13.0	0.0
	<b>Developmental delay</b>	5						5					
	<b>Emotional disturbance</b>	11	18.2	9.1	63.6	9.1	0.0	10	60.0	10.0	30.0	0.0	0.0
	<b>Hearing impaired</b>	3						6					
	<b>Intellectual disability</b>	37	32.4	37.8	24.3	5.4	0.0	33	72.7	21.2	6.1	0.0	0.0
	<b>Multiple disabilities</b>	16	75.0	18.8	6.3	0.0	0.0	4					
	<b>Orthopedic impairment</b>	2						2					
	<b>Other health impairment</b>	77	5.2	16.9	44.2	27.3	6.5	74	25.7	35.1	35.1	1.4	2.7
	<b>Specific learning disability</b>	313	5.8	12.8	43.8	24.6	13.1	311	21.9	30.2	41.8	5.1	1.0
	<b>Speech or language impairment</b>	2						2					

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						3					
	Visual impairment	2						2					

\* 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>		3,245	11.8	14.4	36.7	16.7	20.5	3,240	23.2	21.2	41.8	8.1	5.7
<b>Gender</b>	<b>Female</b>	1,445	10.0	13.4	33.8	17.5	25.2	1,438	20.6	19.9	43.5	9.5	6.5
	<b>Male</b>	1,760	13.1	15.1	39.0	16.1	16.7	1,762	25.3	22.2	40.6	6.8	5.1
	<b>Missing</b>	40	15.0	17.5	35.0	12.5	20.0	40	27.5	22.5	32.5	10.0	7.5
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	33.3	6.7	20.0	20.0	20.0	15	40.0	13.3	26.7	13.3	6.7
	<b>Asian</b>	453	5.1	10.6	35.8	19.6	28.9	453	11.9	23.2	44.4	13.2	7.3
	<b>Black or African American</b>	690	8.4	13.5	40.1	18.4	19.6	690	20.0	21.6	47.4	6.1	4.9
	<b>Hispanic or Latino</b>	1,146	16.8	16.2	35.0	13.6	18.3	1,143	29.4	20.5	38.3	6.5	5.3
	<b>Native Hawaiian or Other Pacific Islander</b>	23	0.0	26.1	47.8	17.4	8.7	22	4.5	45.5	40.9	4.5	4.5
	<b>Two or More Races</b>	451	13.3	16.9	36.8	16.2	16.9	451	27.7	23.1	37.5	6.7	5.1
	<b>White</b>	439	9.8	12.1	36.7	18.5	23.0	438	19.9	17.8	44.1	11.0	7.3
<b>Other/Unknown</b>	28	0.0	10.7	32.1	28.6	28.6	28	17.9	17.9	46.4	14.3	3.6	
<b>Other</b>	<b>Gifted</b>	8						8					

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	473	7.6	15.6	45.7	16.9	14.2	468	19.7	24.8	48.5	4.7	2.4
	<b>Migrant</b>	19	21.1	10.5	36.8	10.5	21.1	19	31.6	21.1	31.6	10.5	5.3
<b>Primary Disability</b>	<b>Autism</b>	23	30.4	13.0	30.4	13.0	13.0	23	26.1	21.7	43.5	8.7	0.0
	<b>Developmental delay</b>	6						5					
	<b>Emotional disturbance</b>	11	27.3	0.0	45.5	27.3	0.0	10	30.0	20.0	50.0	0.0	0.0
	<b>Hearing impaired</b>	2						5					
	<b>Intellectual disability</b>	35	28.6	40.0	25.7	2.9	2.9	34	67.6	23.5	8.8	0.0	0.0
	<b>Multiple disabilities</b>	5						3					
	<b>Orthopedic impairment</b>	2						2					
	<b>Other health impairment</b>	77	3.9	14.3	46.8	19.5	15.6	76	17.1	28.9	51.3	1.3	1.3
	<b>Specific learning disability</b>	311	3.9	11.9	49.2	18.6	16.4	310	13.2	23.5	54.2	6.1	2.9
	<b>Speech or language impairment</b>	2						2					



Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	Traumatic brain injury	3						3					
	Visual impairment	2						2					

\* 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>		2,565	11.0	12.0	33.1	22.6	21.4	2,544	25.2	21.6	41.0	6.8	5.3
<b>Gender</b>	<b>Female</b>	1,137	9.1	11.0	33.7	23.8	22.3	1,128	21.1	23.8	43.4	7.3	4.3
	<b>Male</b>	1,391	12.5	12.7	32.6	21.7	20.5	1,380	28.5	19.7	39.3	6.3	6.2
	<b>Missing</b>	37	10.8	16.2	32.4	16.2	24.3	36	27.8	25.0	30.6	13.9	2.8
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	8						8					
	<b>Asian</b>	384	5.7	7.0	32.3	29.4	25.5	378	15.9	22.8	47.6	7.9	5.8
	<b>Black or African American</b>	671	9.5	13.6	34.6	22.1	20.3	669	27.2	23.9	39.2	6.7	3.0
	<b>Hispanic or Latino</b>	794	14.5	13.5	31.2	21.4	19.4	787	29.0	19.6	39.5	5.8	6.1
	<b>Native Hawaiian or Other Pacific Islander</b>	18	5.6	11.1	44.4	33.3	5.6	18	22.2	11.1	66.7	0.0	0.0
	<b>Two or More Races</b>	342	14.3	13.5	36.8	17.3	18.1	339	28.9	24.5	36.0	5.3	5.3
	<b>White</b>	328	8.5	9.1	31.1	24.4	26.8	325	19.1	17.8	45.8	8.6	8.6
<b>Other/Unknown</b>	20	10.0	20.0	35.0	10.0	25.0	20	30.0	30.0	25.0	15.0	0.0	
<b>Other</b>	<b>Gifted</b>	8						8					

Subgroup	Status	Listening					Reading						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	345	13.0	13.9	43.2	18.0	11.9	328	29.6	27.1	36.0	4.9	2.4
	<b>Migrant</b>	8						8					
<b>Primary Disability</b>	<b>Autism</b>	14	21.4	14.3	28.6	21.4	14.3	13	46.2	30.8	15.4	0.0	7.7
	<b>Developmental delay</b>	5						3					
	<b>Emotional disturbance</b>	3						4					
	<b>Hearing impaired</b>	5						10	50.0	10.0	20.0	20.0	0.0
	<b>Intellectual disability</b>	31	29.0	25.8	45.2	0.0	0.0	23	69.6	26.1	4.3	0.0	0.0
	<b>Multiple disabilities</b>	14	71.4	7.1	14.3	7.1	0.0	4					
	<b>Other health impairment</b>	45	6.7	11.1	60.0	17.8	4.4	45	24.4	31.1	42.2	0.0	2.2
	<b>Specific learning disability</b>	222	7.7	12.2	43.7	21.2	15.3	221	23.1	28.1	39.8	6.3	2.7
	<b>Speech or language impairment</b>	5						5					
	<b>Traumatic brain injury</b>	3						2					
	<b>Visual impairment</b>	2						2					

\* 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>		2,538	9.1	15.3	33.6	18.7	23.2	2,539	20.8	21.7	43.4	8.5	5.6
<b>Gender</b>	<b>Female</b>	1,126	7.6	13.6	32.8	19.4	26.6	1,129	17.4	21.8	45.3	10.0	5.5
	<b>Male</b>	1,379	10.2	16.7	34.3	18.2	20.7	1,378	23.4	21.6	42.1	7.2	5.7
	<b>Missing</b>	33	12.1	18.2	36.4	18.2	15.2	32	28.1	18.8	34.4	9.4	9.4
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	8						8					
	<b>Asian</b>	379	3.2	11.3	35.4	20.3	29.8	380	12.4	21.6	50.8	8.7	6.6
	<b>Black or African American</b>	661	7.9	14.5	36.8	20.0	20.9	661	20.0	22.2	45.2	8.0	4.5
	<b>Hispanic or Latino</b>	789	13.7	17.0	31.9	16.5	20.9	790	25.9	20.6	39.6	8.4	5.4
	<b>Native Hawaiian or Other Pacific Islander</b>	18	5.6	22.2	27.8	27.8	16.7	18	22.2	16.7	61.1	0.0	0.0
	<b>Two or More Races</b>	336	11.6	19.6	31.5	18.2	19.0	336	25.3	24.1	38.7	7.4	4.5
	<b>White</b>	328	5.2	11.9	31.7	20.4	30.8	327	15.3	19.9	45.0	11.0	8.9
<b>Other/Unknown</b>	19	5.3	31.6	36.8	5.3	21.1	19	31.6	31.6	31.6	5.3	0.0	
<b>Other</b>	<b>Gifted</b>	8						8					

Subgroup	Status	Speaking					Writing						
		N	1	2	3	4	5	N	1	2	3	4	5
	<b>IEP</b>	327	8.6	19.6	38.5	14.7	18.7	326	19.9	30.1	42.0	5.5	2.5
	<b>Migrant</b>	8						8					
<b>Primary Disability</b>	<b>Autism</b>	12	25.0	8.3	50.0	8.3	8.3	12	33.3	33.3	16.7	16.7	0.0
	<b>Developmental delay</b>	3						3					
	<b>Emotional disturbance</b>	3						3					
	<b>Hearing impaired</b>	6						8					
	<b>Intellectual disability</b>	27	25.9	44.4	29.6	0.0	0.0	26	53.8	38.5	7.7	0.0	0.0
	<b>Multiple disabilities</b>	4						4					
	<b>Other health impairment</b>	44	2.3	22.7	40.9	13.6	20.5	45	15.6	35.6	44.4	0.0	4.4
	<b>Specific learning disability</b>	221	5.9	16.7	39.4	16.7	21.3	220	15.0	28.2	47.3	7.3	2.3
	<b>Speech or language impairment</b>	5						5					
	<b>Traumatic brain injury</b>	4						2					
	<b>Visual impairment</b>	2						2					

\* 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>		10,580	21.5	72.2	6.3
<b>Gender</b>	<b>Female</b>	4,982	18.3	74.6	7.1
	<b>Male</b>	5,336	24.3	70.0	5.7
	<b>Missing</b>	262	25.2	69.5	5.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	41	12.2	82.9	4.9
	<b>Asian</b>	2,457	12.2	76.2	11.6
	<b>Black or African American</b>	1,841	15.8	79.8	4.4
	<b>Hispanic or Latino</b>	3,316	30.2	67.1	2.7
	<b>Native Hawaiian or Other Pacific Islander</b>	55	16.4	80.0	3.6
	<b>Two or More Races</b>	1,192	30.1	66.3	3.6
	<b>White</b>	1,604	18.5	71.4	10.1
	<b>Other/Unknown</b>	74	13.5	75.7	10.8
<b>Other</b>	<b>IEP</b>	610	43.3	55.1	1.6
	<b>Migrant</b>	21	23.8	71.4	4.8
<b>Primary Disability</b>	<b>Autism</b>	205	58.0	40.5	1.5
	<b>Developmental delay</b>	6			
	<b>Emotional disturbance</b>	1			

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Hearing impaired</b>	7			
	<b>Intellectual disability</b>	18	66.7	33.3	0.0
	<b>Multiple disabilities</b>	18	88.9	11.1	0.0
	<b>Orthopedic impairment</b>	3			
	<b>Other health impairment</b>	73	42.5	54.8	2.7
	<b>Specific learning disability</b>	35	34.3	65.7	0.0
	<b>Speech or language impairment</b>	237	24.1	74.3	1.7
	<b>Traumatic brain injury</b>	1			
	<b>Visual impairment</b>	2			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		10,578	15.1	70.3	14.5
<b>Gender</b>	<b>Female</b>	4,998	12.8	70.7	16.5
	<b>Male</b>	5,370	17.2	69.8	13.0
	<b>Missing</b>	210	16.2	75.7	8.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	34	8.8	85.3	5.9
	<b>Asian</b>	2,280	10.4	64.1	25.5
	<b>Black or African American</b>	1,831	10.8	76.1	13.1
	<b>Hispanic or Latino</b>	3,423	18.8	73.2	8.0
	<b>Native Hawaiian or Other Pacific Islander</b>	56	12.5	76.8	10.7
	<b>Two or More Races</b>	1,355	21.9	69.0	9.1
	<b>White</b>	1,538	13.5	66.5	20.0
	<b>Other/Unknown</b>	61	16.4	77.0	6.6
<b>Other</b>	<b>Gifted</b>	20	0.0	35.0	65.0
	<b>Home Schooled</b>	1			
	<b>IEP</b>	694	33.6	62.1	4.3
	<b>Migrant</b>	22	22.7	72.7	4.5
<b>Primary Disability</b>	<b>Autism</b>	195	56.9	39.0	4.1

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Developmental delay</b>	7			
	<b>Emotional disturbance</b>	8			
	<b>Hearing impaired</b>	6			
	<b>Intellectual disability</b>	19	47.4	52.6	0.0
	<b>Multiple disabilities</b>	24	95.8	4.2	0.0
	<b>Orthopedic impairment</b>	4			
	<b>Other health impairment</b>	94	33.0	64.9	2.1
	<b>Specific learning disability</b>	66	21.2	74.2	4.5
	<b>Speech or language impairment</b>	269	12.6	81.4	5.9
	<b>Traumatic brain injury</b>	2			
	<b>Visual impairment</b>	1			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		8,611	11.8	65.5	22.6
<b>Gender</b>	<b>Female</b>	4,051	10.9	63.7	25.5
	<b>Male</b>	4,391	12.8	67.0	20.2
	<b>Missing</b>	169	10.1	72.8	17.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	32	3.1	56.3	40.6
	<b>Asian</b>	1,710	6.9	58.6	34.5
	<b>Black or African American</b>	1,637	9.3	67.4	23.3
	<b>Hispanic or Latino</b>	2,777	13.4	71.2	15.3
	<b>Native Hawaiian or Other Pacific Islander</b>	41	17.1	53.7	29.3
	<b>Two or More Races</b>	1,089	16.3	66.6	17.1
	<b>White</b>	1,272	14.4	60.0	25.6
	<b>Other/Unknown</b>	53	15.1	60.4	24.5
<b>Other</b>	<b>Gifted</b>	29	3.4	27.6	69.0
	<b>IEP</b>	694	26.4	66.0	7.6
	<b>Migrant</b>	16	37.5	50.0	12.5
<b>Primary Disability</b>	<b>Autism</b>	162	48.8	44.4	6.8
	<b>Developmental delay</b>	6			

Subgroup	Status	N	Emerging	Progressing	Proficient
	Emotional disturbance	9			
	Hearing impaired	12	50.0	50.0	0.0
	Intellectual disability	32	59.4	40.6	0.0
	Multiple disabilities	20	70.0	30.0	0.0
	Orthopedic impairment	5			
	Other health impairment	108	21.3	70.4	8.3
	Specific learning disability	158	13.9	81.0	5.1
	Speech or language impairment	177	6.2	80.2	13.6
	Traumatic brain injury	1			
	Visual impairment	2			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		7,275	12.4	68.1	19.6
<b>Gender</b>	<b>Female</b>	3,380	12.5	64.8	22.7
	<b>Male</b>	3,774	12.3	70.6	17.0
	<b>Missing</b>	121	9.1	79.3	11.6
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	20	20.0	70.0	10.0
	<b>Asian</b>	1,309	10.5	60.9	28.6
	<b>Black or African American</b>	1,375	7.2	71.9	20.9
	<b>Hispanic or Latino</b>	2,091	12.7	72.5	14.8
	<b>Native Hawaiian or Other Pacific Islander</b>	29	6.9	86.2	6.9
	<b>Two or More Races</b>	1,426	15.2	70.5	14.2
	<b>White</b>	1,010	17.2	58.9	23.9
	<b>Other/Unknown</b>	15	0.0	80.0	20.0
<b>Other</b>	<b>Gifted</b>	22	0.0	22.7	77.3
	<b>IEP</b>	857	17.3	76.3	6.4
	<b>Migrant</b>	21	42.9	42.9	14.3
<b>Primary Disability</b>	<b>Autism</b>	142	43.7	52.1	4.2
	<b>Developmental delay</b>	10	40.0	60.0	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Emotional disturbance</b>	11	0.0	72.7	27.3
	<b>Hearing impaired</b>	10	30.0	70.0	0.0
	<b>Intellectual disability</b>	38	28.9	71.1	0.0
	<b>Multiple disabilities</b>	24	75.0	25.0	0.0
	<b>Orthopedic impairment</b>	7			
	<b>Other health impairment</b>	122	12.3	82.0	5.7
	<b>Specific learning disability</b>	364	6.6	87.4	6.0
	<b>Speech or language impairment</b>	152	5.3	84.2	10.5
	<b>Traumatic brain injury</b>	3			
	<b>Visual impairment</b>	4			



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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		6,077	15.5	68.2	16.3
<b>Gender</b>	<b>Female</b>	2,722	14.3	68.6	17.1
	<b>Male</b>	3,258	16.5	67.7	15.9
	<b>Missing</b>	97	16.5	76.3	7.2
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	13	15.4	69.2	15.4
	<b>Asian</b>	974	11.0	66.1	22.9
	<b>Black or African American</b>	1,136	12.4	71.3	16.3
	<b>Hispanic or Latino</b>	1,921	15.6	71.1	13.3
	<b>Native Hawaiian or Other Pacific Islander</b>	23	4.3	87.0	8.7
	<b>Two or More Races</b>	1,181	18.0	68.6	13.4
	<b>White</b>	804	21.3	58.6	20.1
	<b>Other/Unknown</b>	25	28.0	64.0	8.0
<b>Other</b>	<b>Gifted</b>	17	0.0	41.2	58.8
	<b>IEP</b>	889	24.0	71.2	4.8
	<b>Migrant</b>	29	27.6	58.6	13.8
<b>Primary Disability</b>	<b>Autism</b>	112	50.0	46.4	3.6
	<b>Developmental delay</b>	2			

Subgroup	Status	N	Emerging	Progressing	Proficient
	Emotional disturbance	9			
	Hearing impaired	11	18.2	72.7	9.1
	Intellectual disability	49	59.2	38.8	2.0
	Multiple disabilities	31	80.6	19.4	0.0
	Orthopedic impairment	3			
	Other health impairment	132	20.5	75.8	3.8
	Specific learning disability	449	14.9	80.6	4.5
	Speech or language impairment	94	2.1	86.2	11.7
	Traumatic brain injury	2			
	Visual impairment	1			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		5,110	18.9	70.3	10.8
<b>Gender</b>	<b>Female</b>	2,320	17.8	70.6	11.6
	<b>Male</b>	2,721	19.7	70.0	10.3
	<b>Missing</b>	69	23.2	68.1	8.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	19	36.8	57.9	5.3
	<b>Asian</b>	725	13.9	70.6	15.4
	<b>Black or African American</b>	1,017	12.4	75.4	12.2
	<b>Hispanic or Latino</b>	1,614	18.9	70.2	10.9
	<b>Native Hawaiian or Other Pacific Islander</b>	25	16.0	76.0	8.0
	<b>Two or More Races</b>	988	23.0	69.5	7.5
	<b>White</b>	712	27.0	64.0	9.0
	<b>Other/Unknown</b>	10	30.0	60.0	10.0
<b>Other</b>	<b>Gifted</b>	22	0.0	86.4	13.6
	<b>IEP</b>	897	21.6	74.9	3.5
	<b>Migrant</b>	14	35.7	50.0	14.3
<b>Primary Disability</b>	<b>Autism</b>	93	44.1	52.7	3.2
	<b>Developmental delay</b>	4			

Subgroup	Status	N	Emerging	Progressing	Proficient
	Emotional disturbance	5			
	Hearing impaired	14	50.0	50.0	0.0
	Intellectual disability	59	57.6	39.0	3.4
	Multiple disabilities	26	73.1	26.9	0.0
	Orthopedic impairment	3			
	Other health impairment	120	19.2	76.7	4.2
	Specific learning disability	516	12.0	85.3	2.7
	Speech or language impairment	51	5.9	82.4	11.8
	Traumatic brain injury	2			
	Visual impairment	3			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		4,648	17.6	70.4	12.0
<b>Gender</b>	<b>Female</b>	2,030	17.0	70.9	12.1
	<b>Male</b>	2,534	18.0	70.0	12.0
	<b>Missing</b>	84	20.2	69.0	10.7
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	12	25.0	50.0	25.0
	<b>Asian</b>	613	12.4	70.1	17.5
	<b>Black or African American</b>	923	11.6	75.8	12.6
	<b>Hispanic or Latino</b>	1,362	17.7	72.6	9.7
	<b>Native Hawaiian or Other Pacific Islander</b>	32	9.4	78.1	12.5
	<b>Two or More Races</b>	1,079	23.9	65.9	10.2
	<b>White</b>	610	21.0	65.2	13.8
	<b>Other/Unknown</b>	17	11.8	70.6	17.6
<b>Other</b>	<b>Gifted</b>	24	4.2	79.2	16.7
	<b>IEP</b>	872	17.4	78.0	4.6
	<b>Migrant</b>	24	33.3	62.5	4.2
<b>Primary Disability</b>	<b>Autism</b>	69	34.8	56.5	8.7
	<b>Developmental delay</b>	11	72.7	27.3	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Emotional disturbance</b>	16	25.0	75.0	0.0
	<b>Hearing impaired</b>	12	33.3	66.7	0.0
	<b>Intellectual disability</b>	49	44.9	55.1	0.0
	<b>Multiple disabilities</b>	24	75.0	16.7	8.3
	<b>Orthopedic impairment</b>	3			
	<b>Other health impairment</b>	119	20.2	77.3	2.5
	<b>Specific learning disability</b>	551	8.7	86.6	4.7
	<b>Speech or language impairment</b>	19	5.3	78.9	15.8
	<b>Traumatic brain injury</b>	3			
	<b>Visual impairment</b>	3			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		3,909	26.2	67.9	5.8
<b>Gender</b>	<b>Female</b>	1,707	26.4	68.0	5.7
	<b>Male</b>	2,159	26.1	68.0	5.9
	<b>Missing</b>	43	27.9	65.1	7.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	53.3	46.7	0.0
	<b>Asian</b>	445	17.3	70.1	12.6
	<b>Black or African American</b>	752	18.2	75.5	6.3
	<b>Hispanic or Latino</b>	1,217	27.6	67.9	4.5
	<b>Native Hawaiian or Other Pacific Islander</b>	14	7.1	92.9	0.0
	<b>Two or More Races</b>	897	32.4	64.3	3.2
	<b>White</b>	558	31.0	61.8	7.2
	<b>Other/Unknown</b>	11	18.2	72.7	9.1
<b>Other</b>	<b>Gifted</b>	18	5.6	77.8	16.7
	<b>IEP</b>	755	26.5	72.3	1.2
	<b>Migrant</b>	20	55.0	45.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	62	48.4	50.0	1.6
	<b>Developmental delay</b>	7			

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Emotional disturbance</b>	15	33.3	66.7	0.0
	<b>Hearing impaired</b>	9			
	<b>Intellectual disability</b>	50	70.0	28.0	2.0
	<b>Multiple disabilities</b>	16	93.8	6.3	0.0
	<b>Orthopedic impairment</b>	6			
	<b>Other health impairment</b>	102	27.5	70.6	2.0
	<b>Specific learning disability</b>	473	15.9	82.9	1.3
	<b>Speech or language impairment</b>	17	5.9	94.1	0.0
	<b>Traumatic brain injury</b>	3			



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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		4,059	25.6	68.5	5.9
<b>Gender</b>	<b>Female</b>	1,787	24.7	68.6	6.7
	<b>Male</b>	2,225	26.2	68.7	5.2
	<b>Missing</b>	47	36.2	55.3	8.5
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	26.7	73.3	0.0
	<b>Asian</b>	529	16.6	73.9	9.5
	<b>Black or African American</b>	767	19.6	73.7	6.8
	<b>Hispanic or Latino</b>	1,243	29.1	65.8	5.1
	<b>Native Hawaiian or Other Pacific Islander</b>	37	13.5	86.5	0.0
	<b>Two or More Races</b>	936	30.6	65.6	3.8
	<b>White</b>	523	27.5	65.8	6.7
	<b>Other/Unknown</b>	9			
<b>Other</b>	<b>Gifted</b>	17	0.0	88.2	11.8
	<b>IEP</b>	754	20.2	77.9	2.0
	<b>Migrant</b>	15	66.7	26.7	6.7
<b>Primary Disability</b>	<b>Autism</b>	50	38.0	62.0	0.0
	<b>Developmental delay</b>	10	70.0	30.0	0.0

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Emotional disturbance</b>	17	17.6	76.5	5.9
	<b>Hearing impaired</b>	8			
	<b>Intellectual disability</b>	59	54.2	44.1	1.7
	<b>Multiple disabilities</b>	22	81.8	18.2	0.0
	<b>Orthopedic impairment</b>	3			
	<b>Other health impairment</b>	106	18.9	79.2	1.9
	<b>Specific learning disability</b>	472	10.2	87.5	2.3
	<b>Speech or language impairment</b>	9			
	<b>Traumatic brain injury</b>	3			
	<b>Visual impairment</b>	3			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		5,047	38.6	58.7	2.7
<b>Gender</b>	<b>Female</b>	2,179	35.2	61.6	3.2
	<b>Male</b>	2,788	40.6	57.0	2.4
	<b>Missing</b>	80	61.3	38.8	0.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	16	37.5	62.5	0.0
	<b>Asian</b>	508	19.1	76.2	4.7
	<b>Black or African American</b>	978	27.3	69.6	3.1
	<b>Hispanic or Latino</b>	2,039	46.9	51.3	1.9
	<b>Native Hawaiian or Other Pacific Islander</b>	26	26.9	73.1	0.0
	<b>Two or More Races</b>	870	48.2	49.8	2.1
	<b>White</b>	599	32.1	63.6	4.3
	<b>Other/Unknown</b>	11	36.4	63.6	0.0
<b>Other</b>	<b>Gifted</b>	13	15.4	76.9	7.7
	<b>IEP</b>	725	30.1	68.7	1.2
	<b>Migrant</b>	33	54.5	42.4	3.0
<b>Primary Disability</b>	<b>Autism</b>	39	53.8	46.2	0.0
	<b>Developmental delay</b>	8			

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Emotional disturbance</b>	23	34.8	56.5	8.7
	<b>Hearing impaired</b>	11	27.3	72.7	0.0
	<b>Intellectual disability</b>	44	75.0	25.0	0.0
	<b>Multiple disabilities</b>	18	94.4	5.6	0.0
	<b>Other health impairment</b>	107	29.0	70.1	0.9
	<b>Specific learning disability</b>	464	20.5	78.2	1.3
	<b>Speech or language impairment</b>	7			
	<b>Traumatic brain injury</b>	5			
	<b>Visual impairment</b>	2			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		4,308	31.0	64.0	4.9
<b>Gender</b>	<b>Female</b>	1,841	28.6	66.6	4.8
	<b>Male</b>	2,423	32.6	62.3	5.1
	<b>Missing</b>	44	45.5	52.3	2.3
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	11	9.1	63.6	27.3
	<b>Asian</b>	515	15.9	74.8	9.3
	<b>Black or African American</b>	866	21.9	73.8	4.3
	<b>Hispanic or Latino</b>	1,572	38.4	57.9	3.8
	<b>Native Hawaiian or Other Pacific Islander</b>	27	25.9	70.4	3.7
	<b>Two or More Races</b>	778	39.3	57.7	3.0
	<b>White</b>	508	27.6	64.6	7.9
	<b>Other/Unknown</b>	31	25.8	71.0	3.2
<b>Other</b>	<b>Gifted</b>	13	0.0	84.6	15.4
	<b>IEP</b>	621	22.4	76.7	1.0
	<b>Migrant</b>	32	56.3	43.8	0.0
<b>Primary Disability</b>	<b>Autism</b>	20	45.0	55.0	0.0
	<b>Developmental delay</b>	11	54.5	45.5	0.0

Subgroup	Status	N	Emerging	Progressing	Proficient
	Emotional disturbance	9			
	Hearing impaired	8			
	Intellectual disability	50	56.0	44.0	0.0
	Multiple disabilities	16	100.0	0.0	0.0
	Orthopedic impairment	7			
	Other health impairment	80	16.3	82.5	1.3
	Specific learning disability	406	12.6	86.7	0.7
	Speech or language impairment	3			
	Traumatic brain injury	10	30.0	70.0	0.0
	Visual impairment	1			

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

Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		3,296	21.0	71.2	7.8
<b>Gender</b>	<b>Female</b>	1,466	19.3	72.2	8.5
	<b>Male</b>	1,790	22.3	70.4	7.3
	<b>Missing</b>	40	25.0	65.0	10.0
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	15	33.3	46.7	20.0
	<b>Asian</b>	457	10.5	78.3	11.2
	<b>Black or African American</b>	703	16.9	76.4	6.7
	<b>Hispanic or Latino</b>	1,161	27.2	66.6	6.2
	<b>Native Hawaiian or Other Pacific Islander</b>	23	13.0	87.0	0.0
	<b>Two or More Races</b>	460	26.3	67.2	6.5
	<b>White</b>	448	17.2	71.7	11.2
	<b>Other/Unknown</b>	29	10.3	72.4	17.2
<b>Other</b>	<b>Gifted</b>				
	<b>IEP</b>	496	20.6	76.6	2.8
	<b>Migrant</b>	19	21.1	68.4	10.5
<b>Primary Disability</b>	<b>Autism</b>	25	40.0	56.0	4.0
	<b>Developmental delay</b>				

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Emotional disturbance</b>	12	25.0	75.0	0.0
	<b>Hearing impaired</b>	6			
	<b>Intellectual disability</b>	37	64.9	35.1	0.0
	<b>Multiple disabilities</b>	16	93.8	6.3	0.0
	<b>Orthopedic impairment</b>	2			
	<b>Other health impairment</b>	77	11.7	85.7	2.6
	<b>Specific learning disability</b>	314	10.8	85.7	3.5
	<b>Speech or language impairment</b>	2			
	<b>Traumatic brain injury</b>	3			
	<b>Visual impairment</b>	2			



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

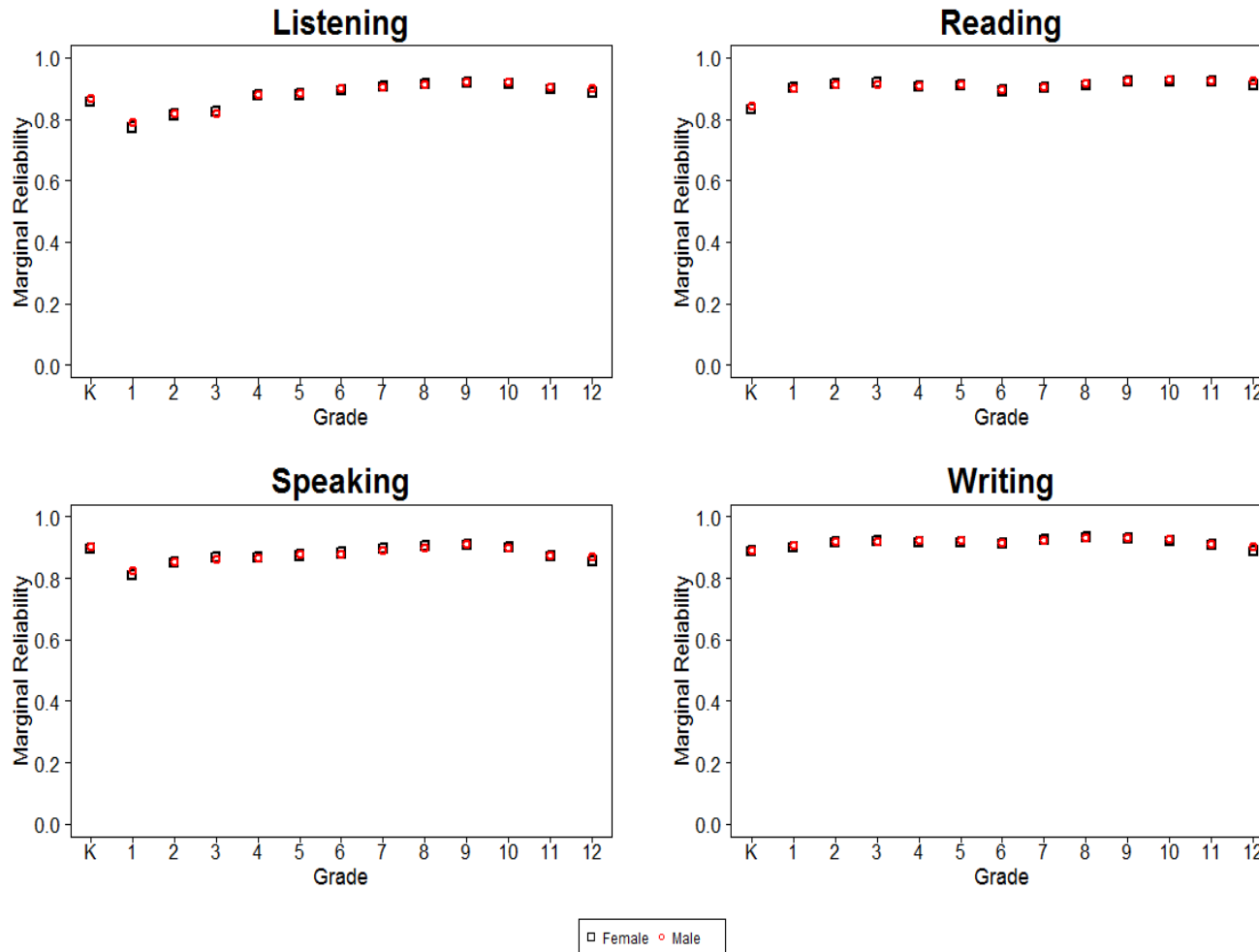
Subgroup	Status	N	Emerging	Progressing	Proficient
<b>Total</b>		2,579	18.9	73.3	7.8
<b>Gender</b>	<b>Female</b>	1,142	16.5	75.4	8.1
	<b>Male</b>	1,400	20.7	71.7	7.6
	<b>Missing</b>	37	24.3	67.6	8.1
<b>Ethnicity</b>	<b>Native American or Alaskan Native</b>	8			
	<b>Asian</b>	384	10.2	80.7	9.1
	<b>Black or African American</b>	676	18.8	75.1	6.1
	<b>Hispanic or Latino</b>	797	23.8	68.1	8.0
	<b>Native Hawaiian or Other Pacific Islander</b>	18	16.7	83.3	0.0
	<b>Two or More Races</b>	345	22.9	70.7	6.4
	<b>White</b>	331	13.0	75.8	11.2
	<b>Other/Unknown</b>	20	30.0	70.0	0.0
<b>Other</b>	<b>Gifted</b>	8			
	<b>IEP</b>	352	22.4	73.3	4.3
	<b>Migrant</b>	8			
<b>Primary Disability</b>	<b>Autism</b>	14	28.6	57.1	14.3
	<b>Developmental delay</b>	5			

<b>Subgroup</b>	<b>Status</b>	<b>N</b>	<b>Emerging</b>	<b>Progressing</b>	<b>Proficient</b>
	<b>Emotional disturbance</b>	4			
	<b>Hearing impaired</b>	10	50.0	40.0	10.0
	<b>Intellectual disability</b>	31	48.4	51.6	0.0
	<b>Multiple disabilities</b>	14	78.6	21.4	0.0
	<b>Other health impairment</b>	45	15.6	82.2	2.2
	<b>Specific learning disability</b>	222	13.1	82.0	5.0
	<b>Speech or language impairment</b>	5			
	<b>Traumatic brain injury</b>	4			
	<b>Visual impairment</b>	2			

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

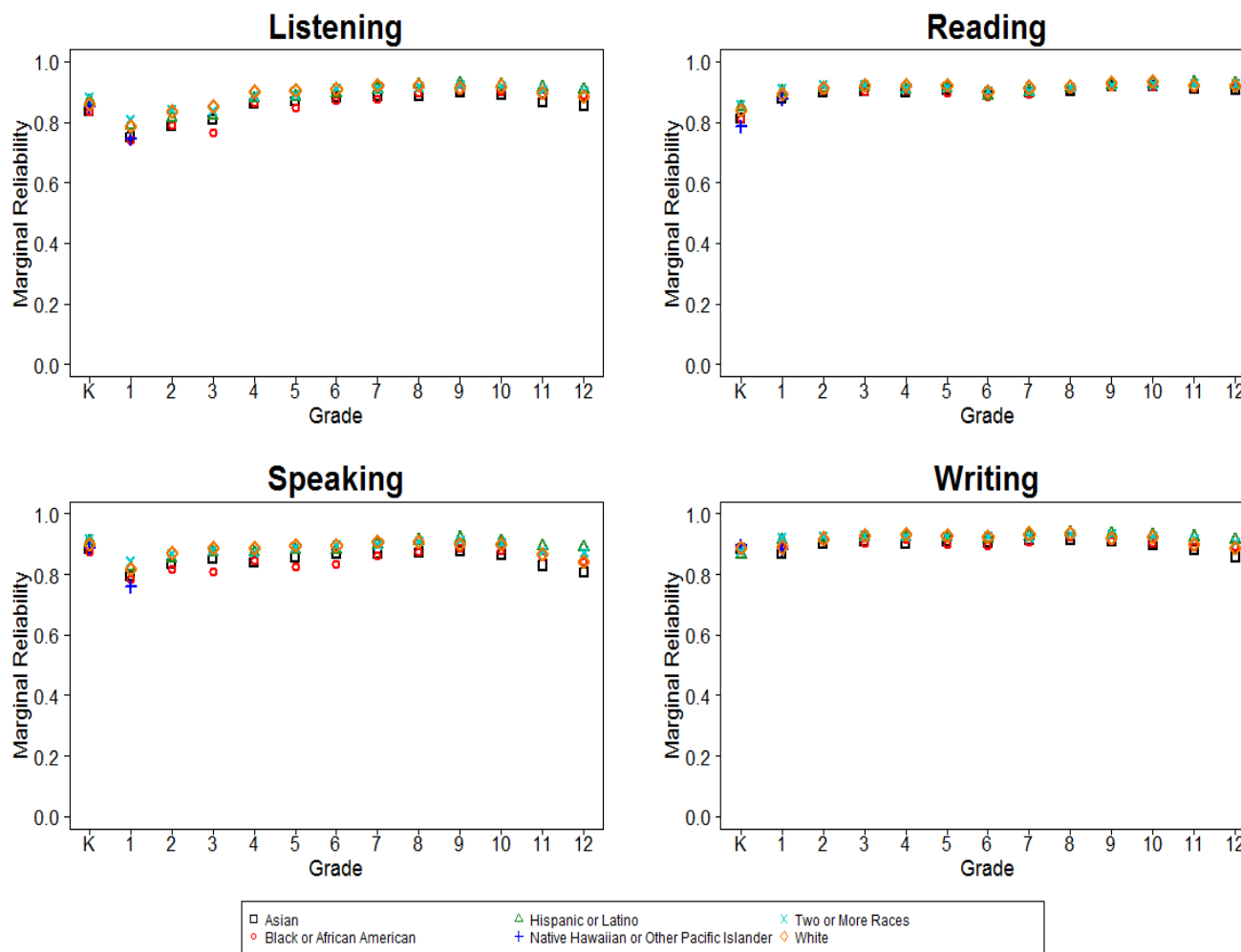
\* Domain tests with Exemption or Not Attempted are excluded.

Figure S6.1: Summative Marginal Reliability by Gender



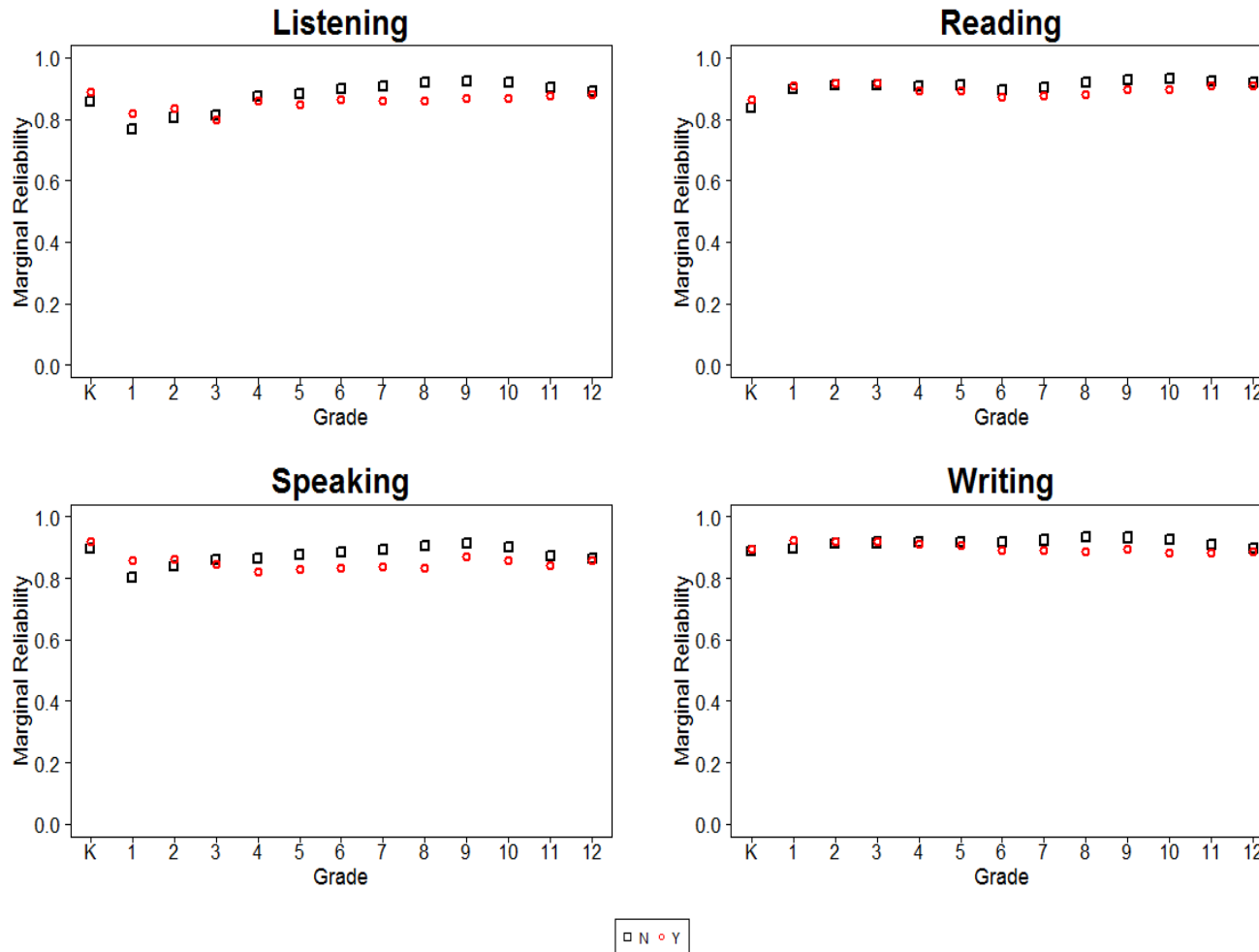
\* Domain tests with Exemption or Not Attempted are excluded.

Figure S6.2: Summative Marginal Reliability by Ethnicity



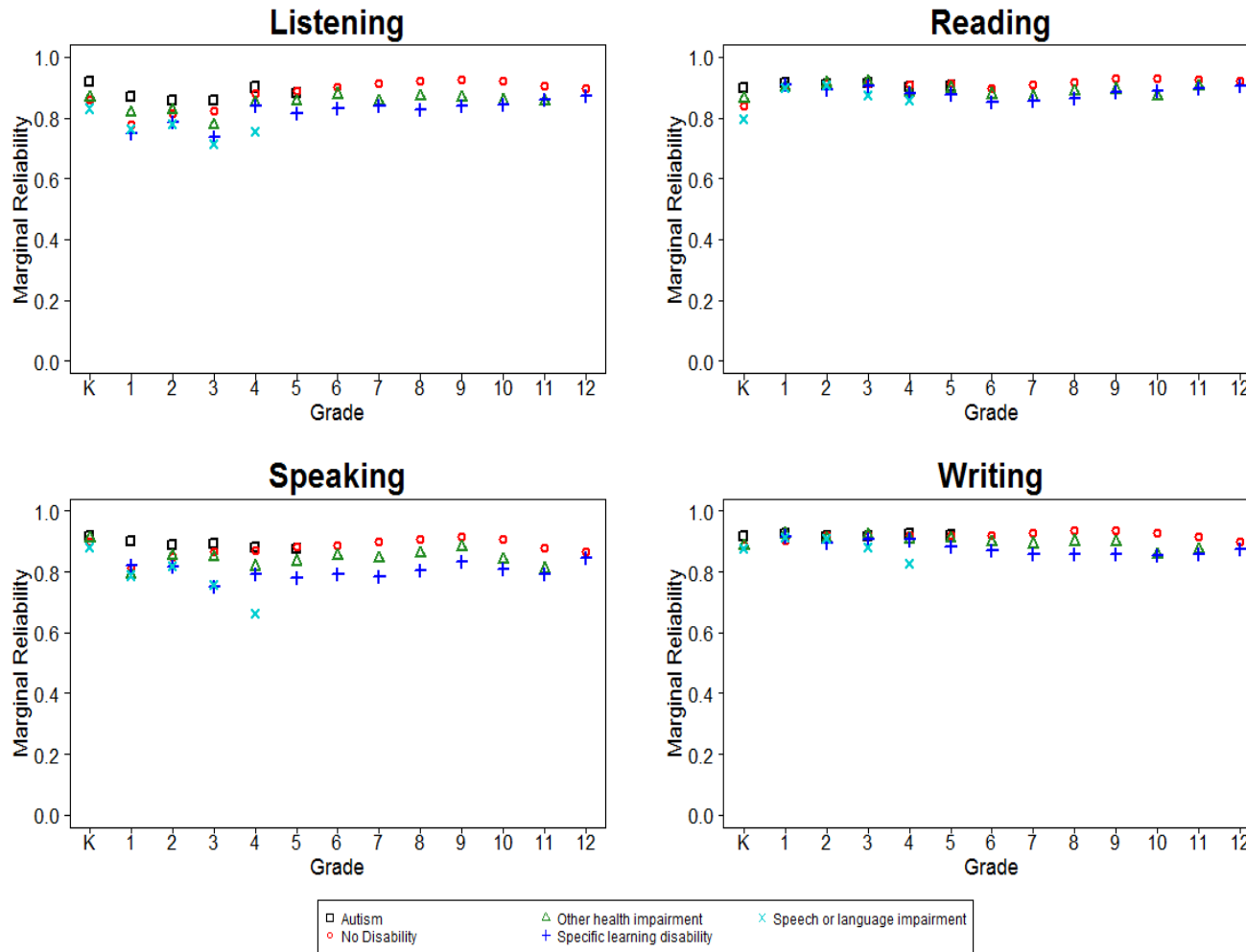
\* Domain tests with Exemption or Not Attempted are excluded.

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**



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

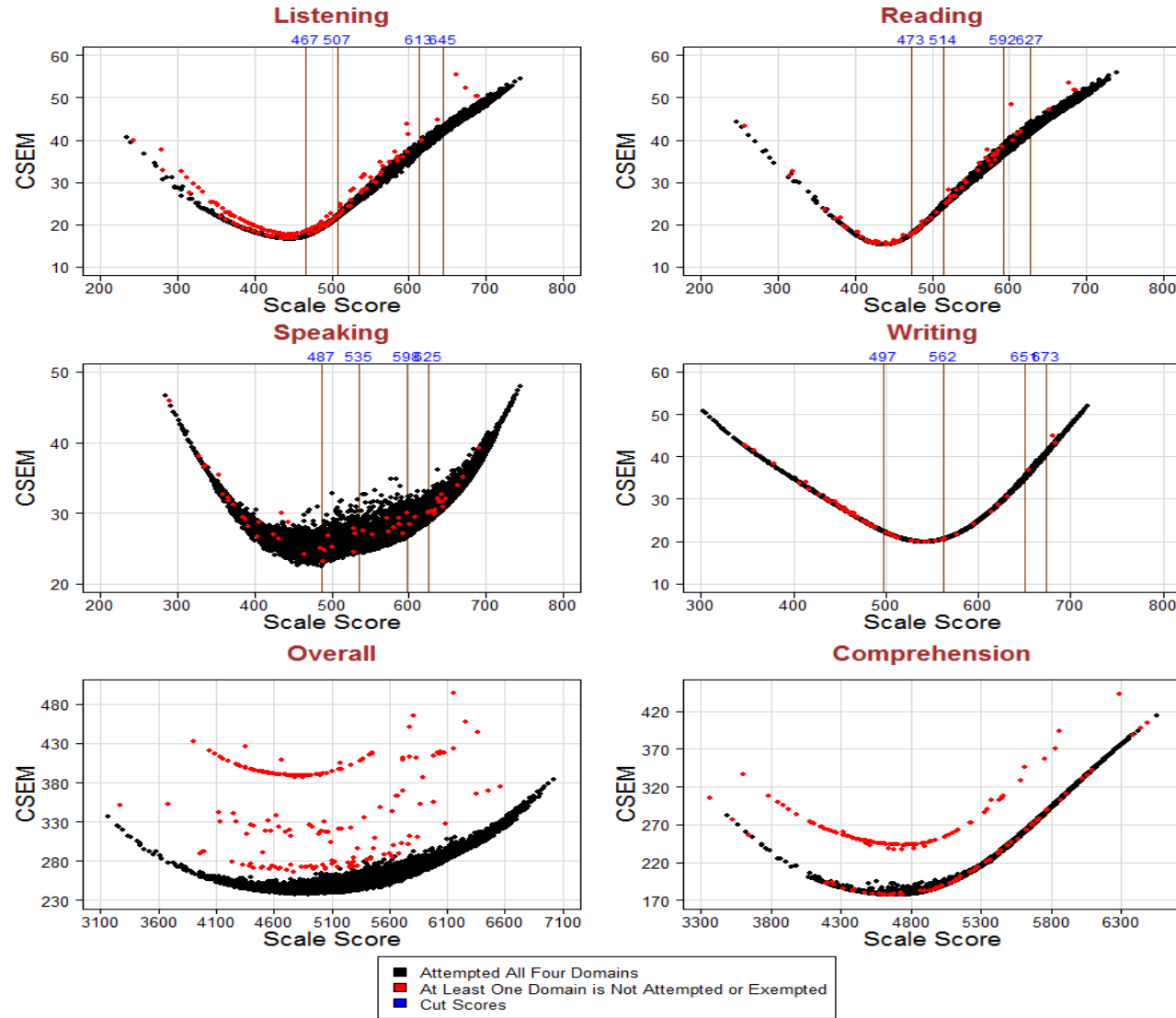


Figure S7.2: Summative Conditional Standard Error of Measurement for Grade 1

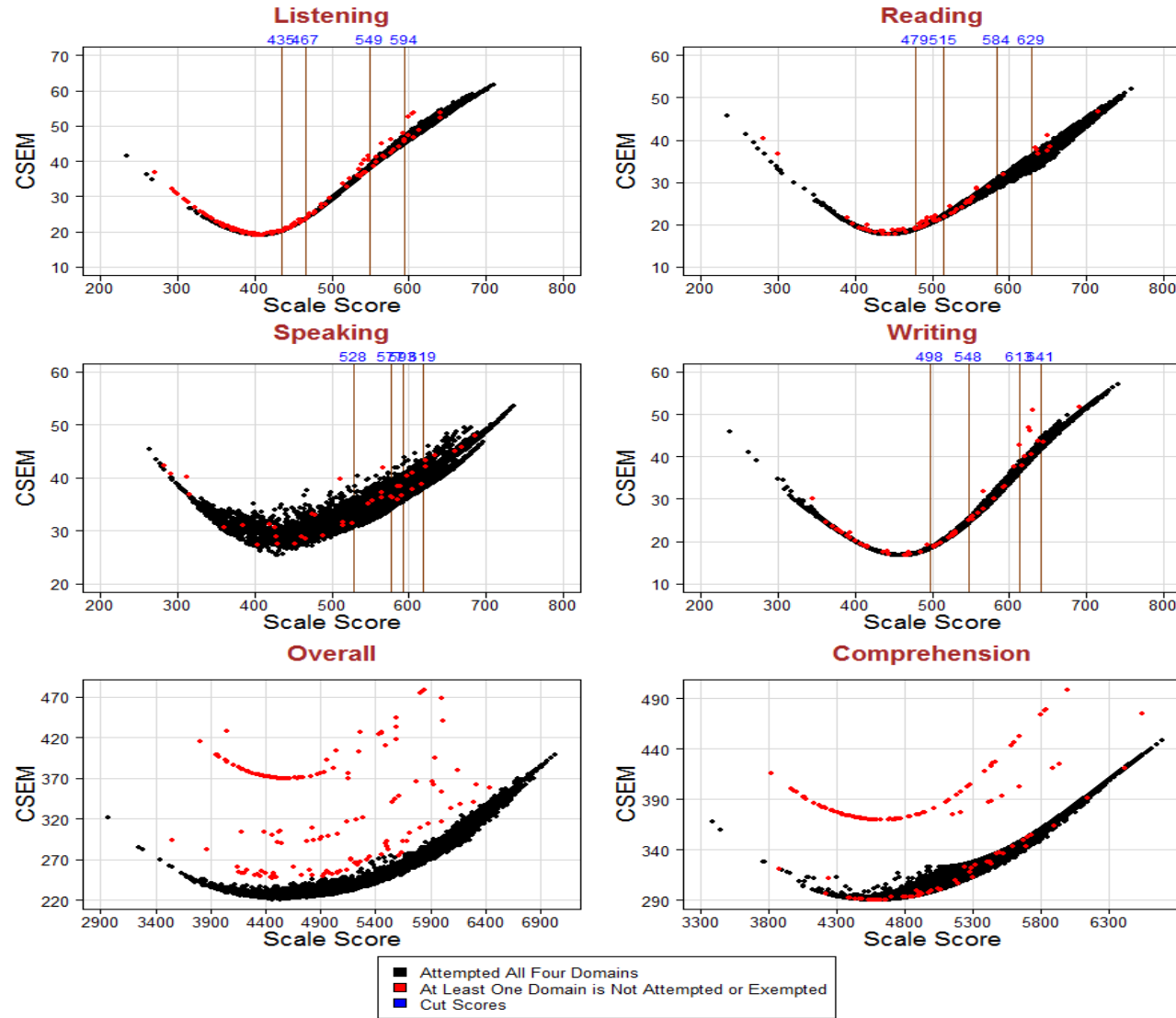


Figure S7.3: Summative Conditional Standard Error of Measurement for Grade 2

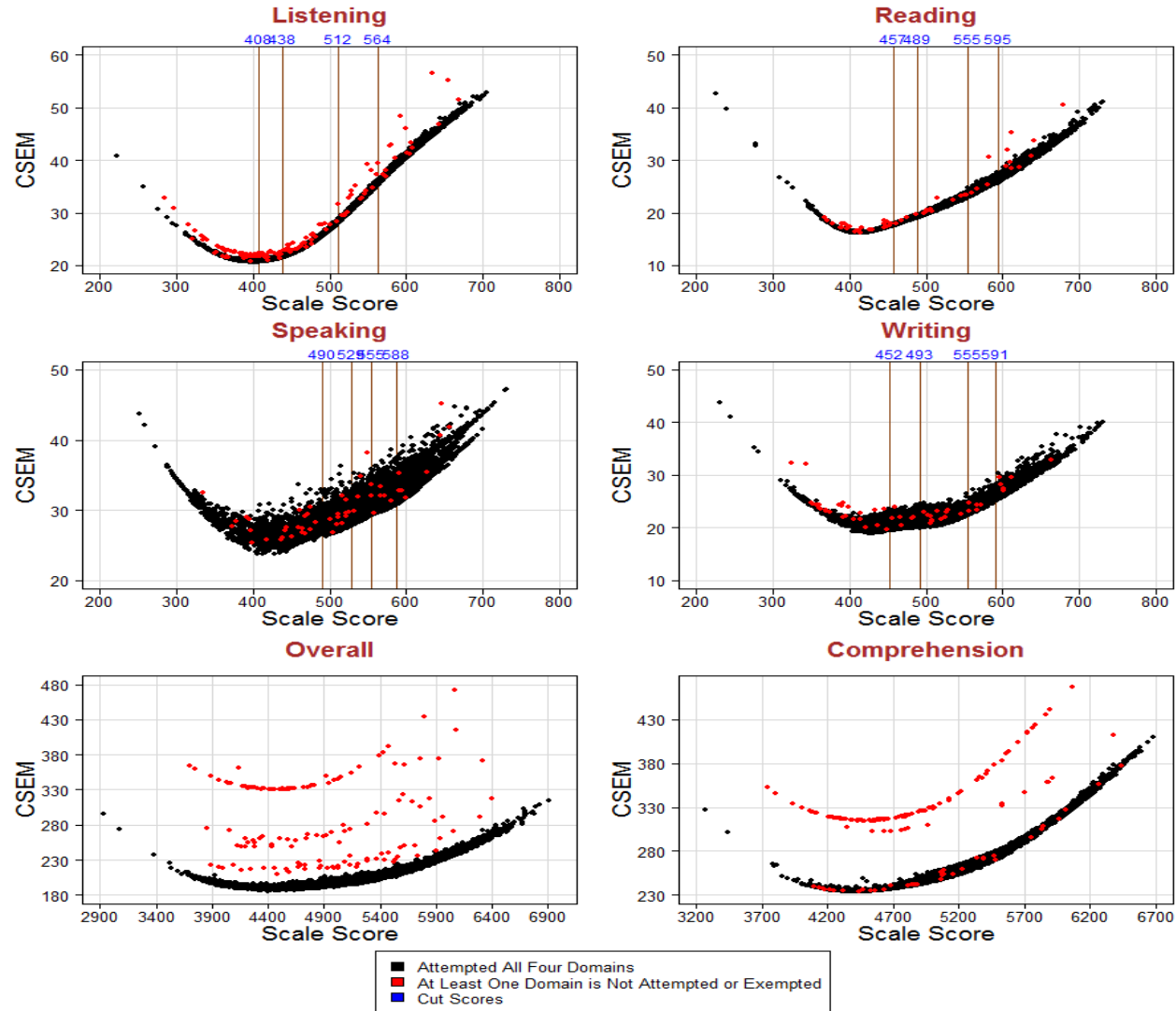


Figure S7.4: Summative Conditional Standard Error of Measurement for Grade 3

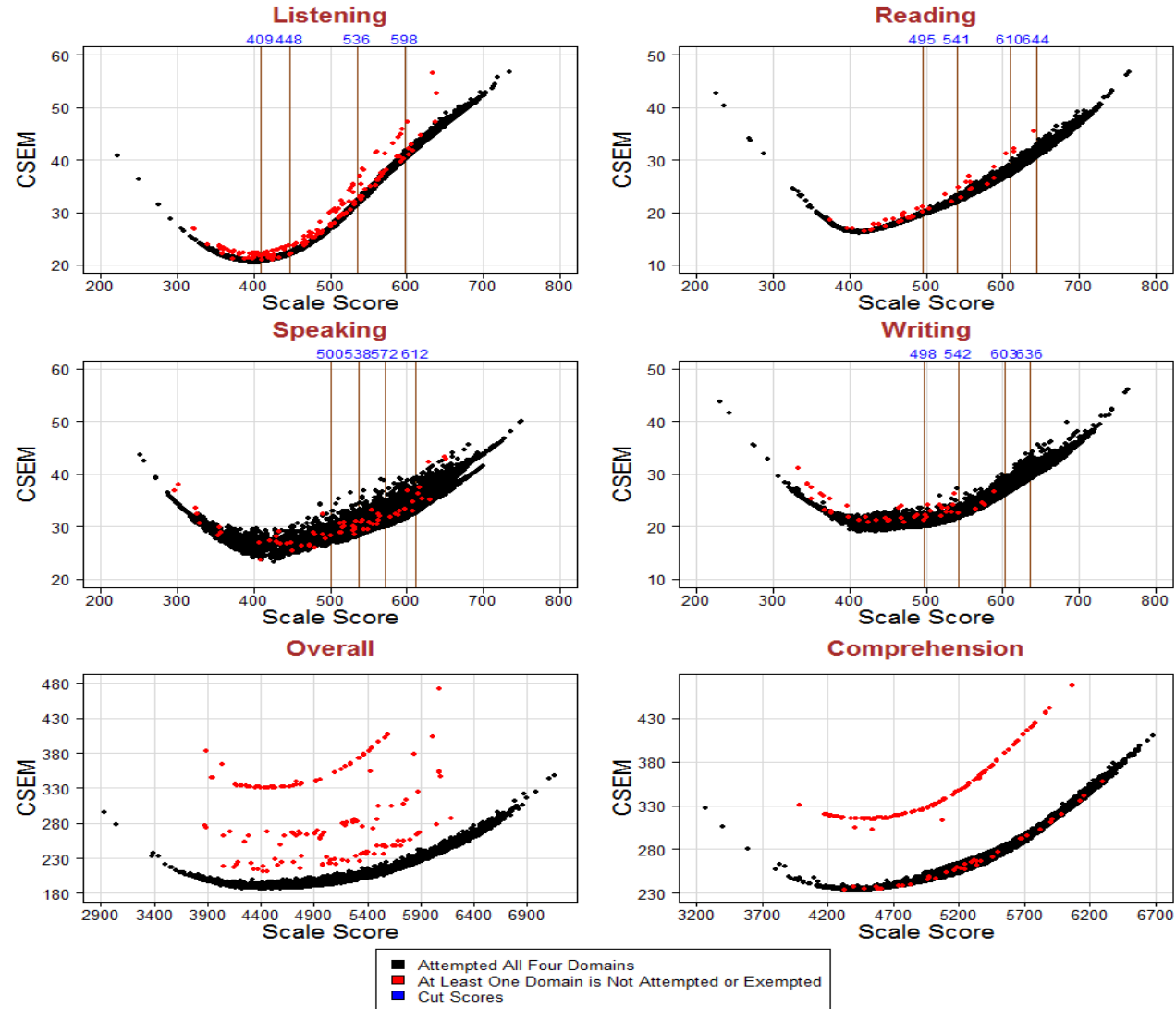


Figure S7.5: Summative Conditional Standard Error of Measurement for Grade 4

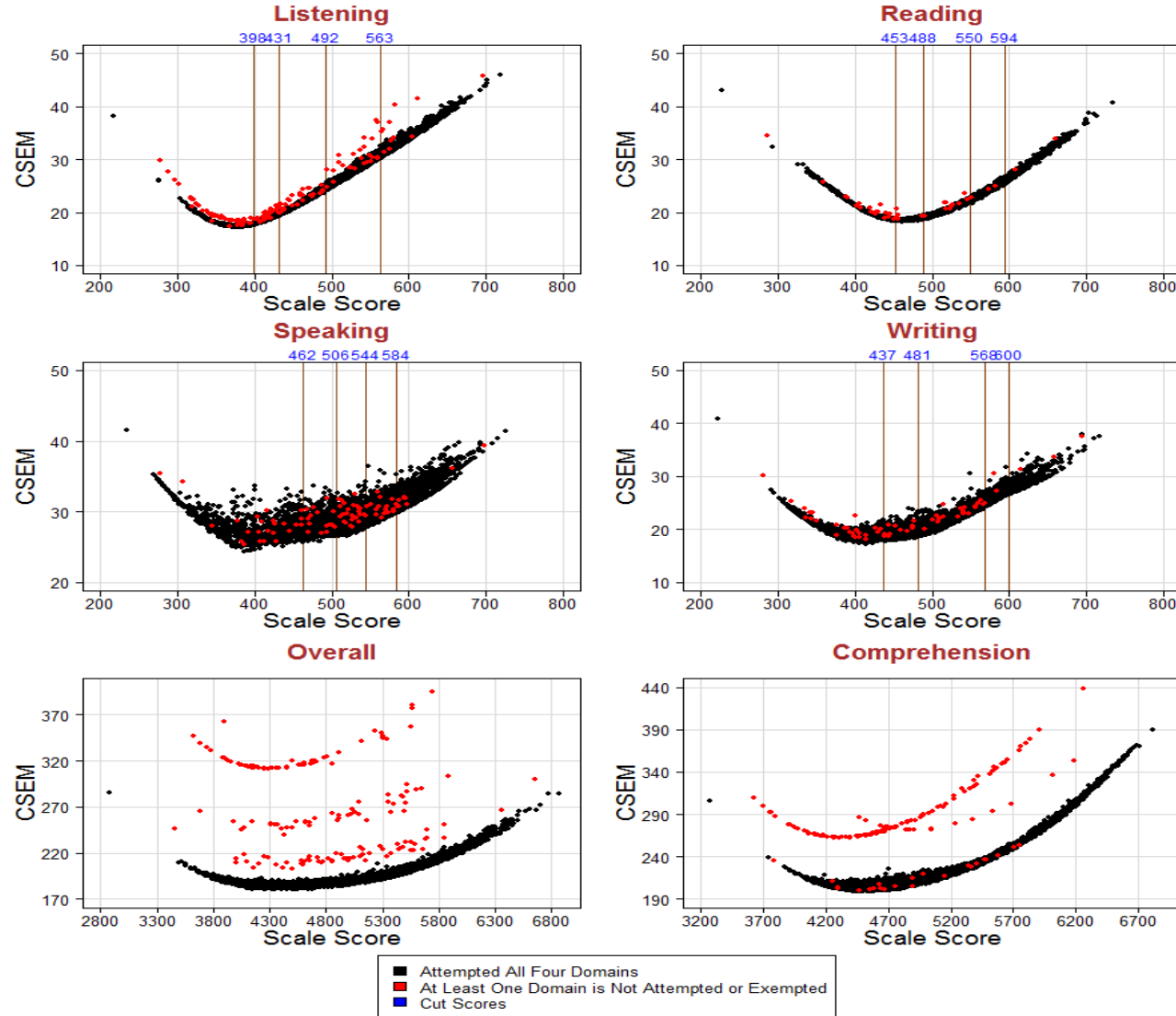


Figure S7.6: Summative Conditional Standard Error of Measurement for Grade 5

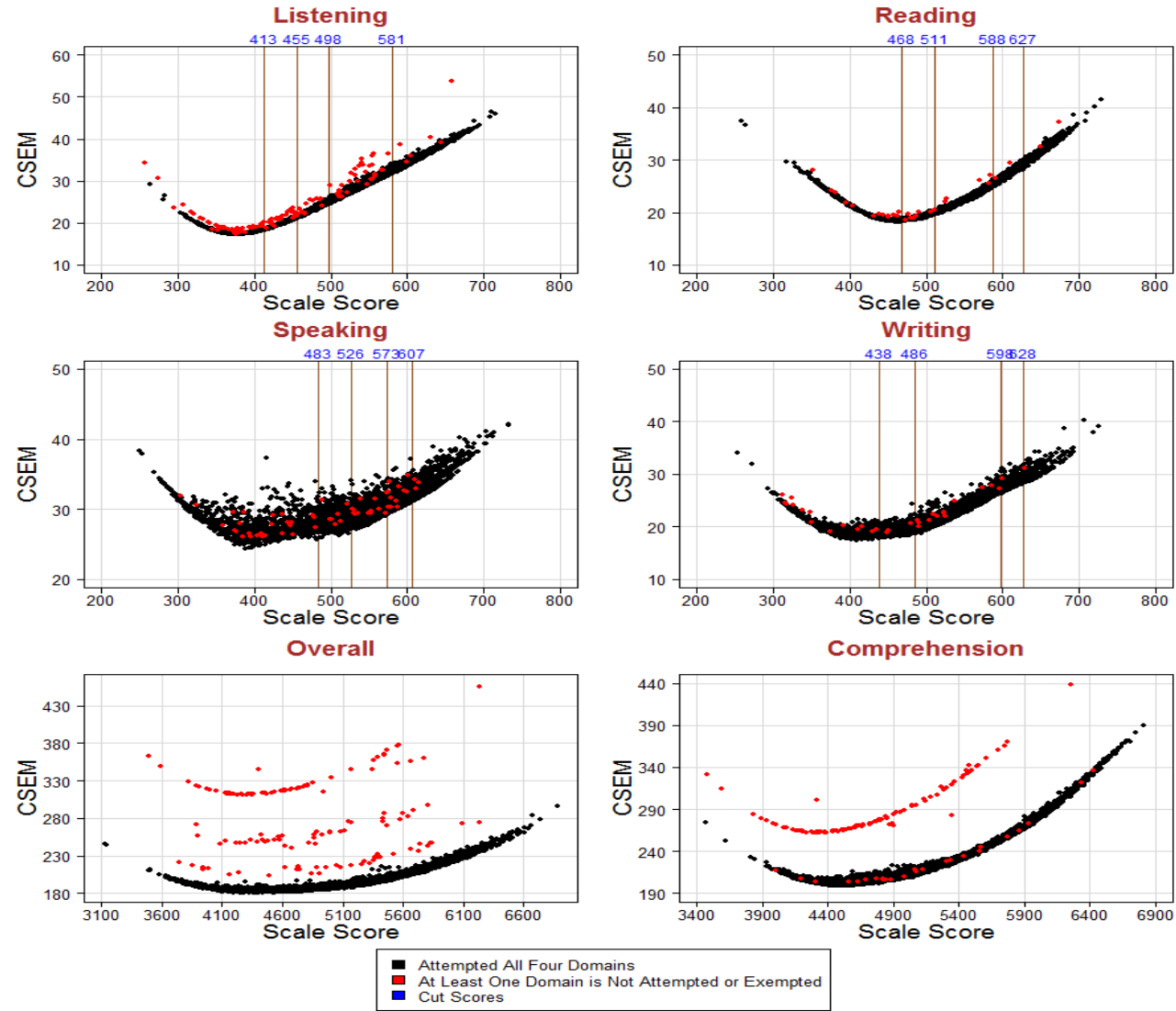


Figure S7.7: Summative Conditional Standard Error of Measurement for Grade 6

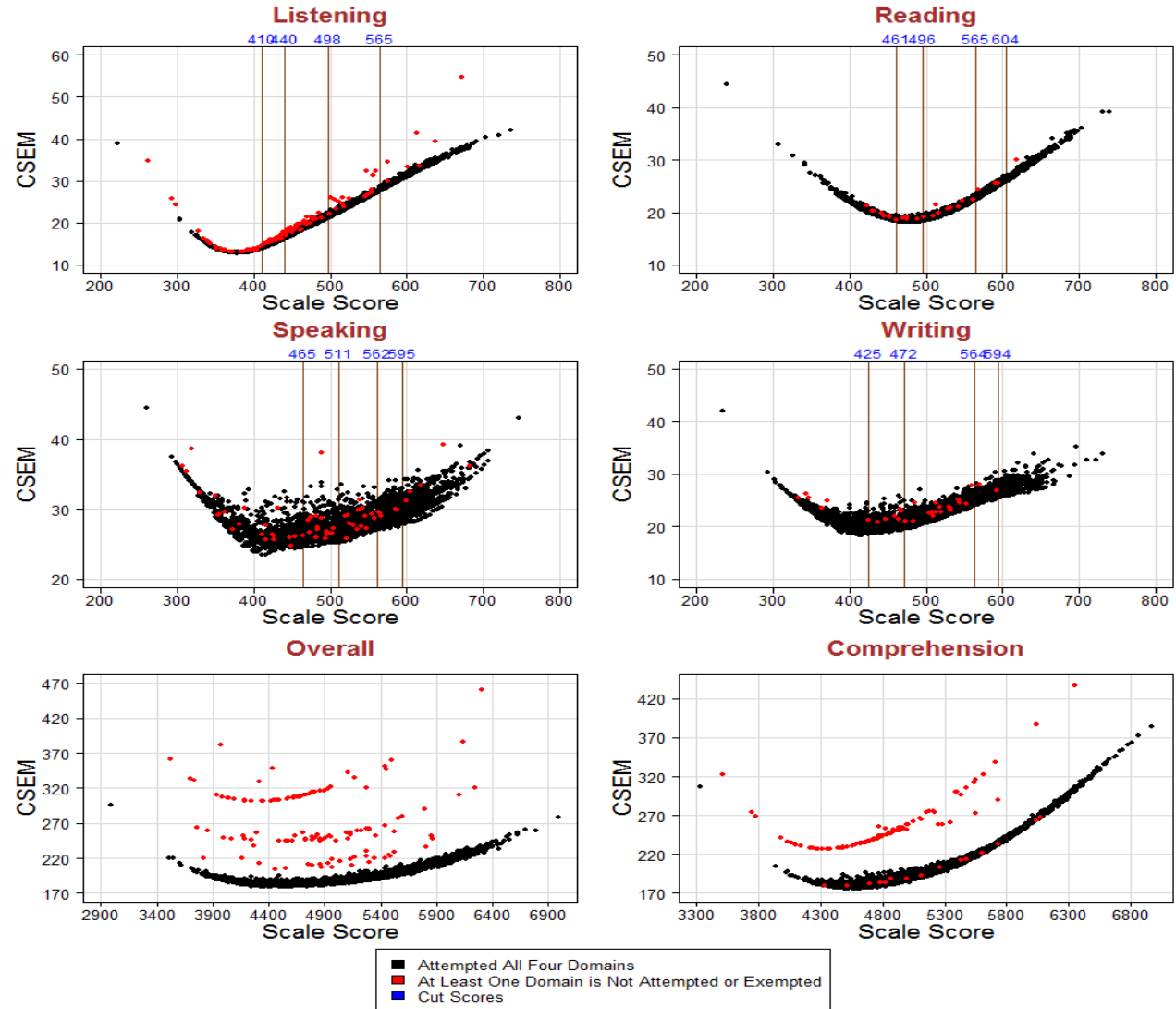


Figure S7.8: Summative Conditional Standard Error of Measurement for Grade 7

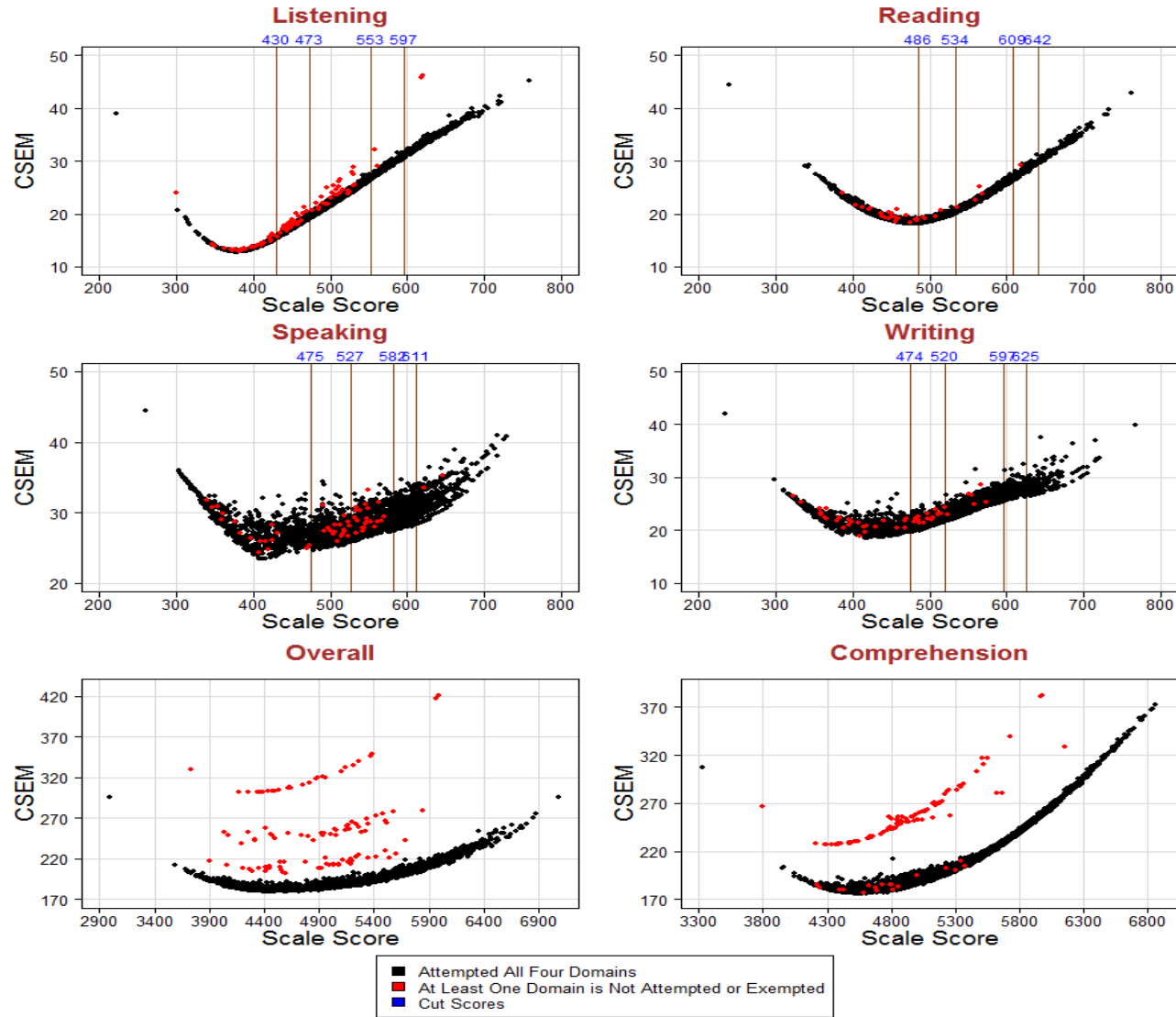




Figure S7.9: Summative Conditional Standard Error of Measurement for Grade 8

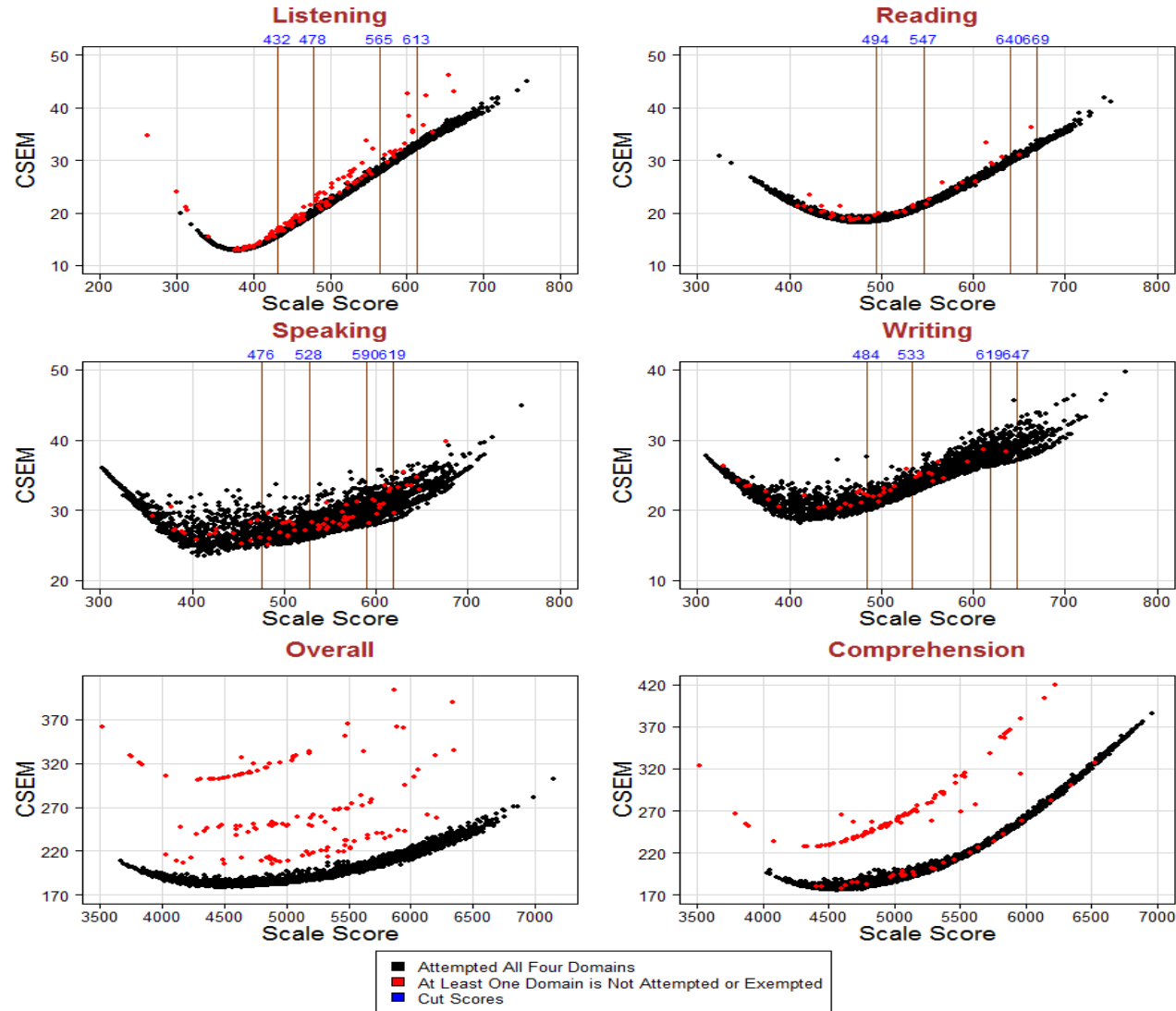


Figure S7.10: Summative Conditional Standard Error of Measurement for Grade 9

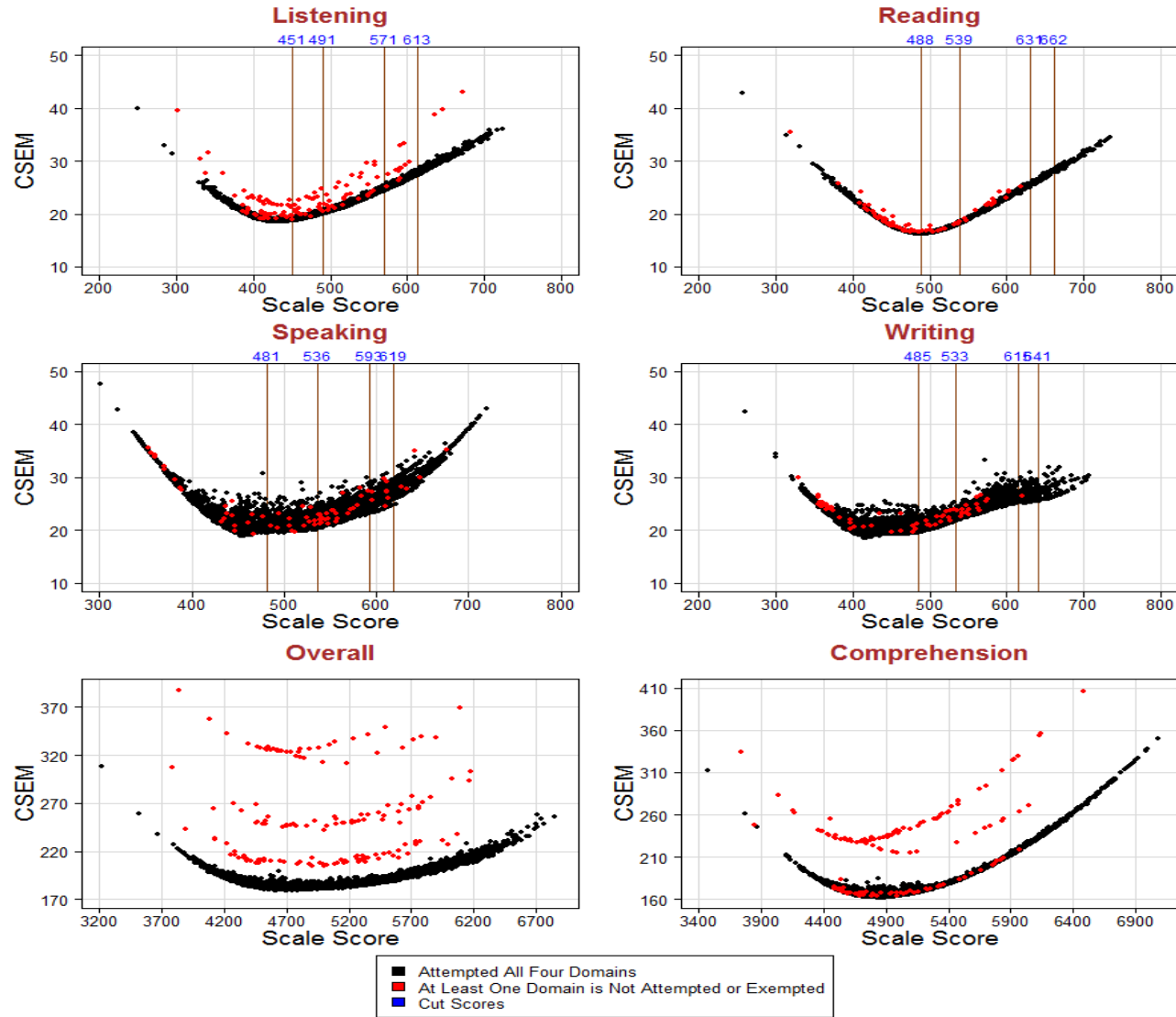


Figure S7.11: Summative Conditional Standard Error of Measurement for Grade 10

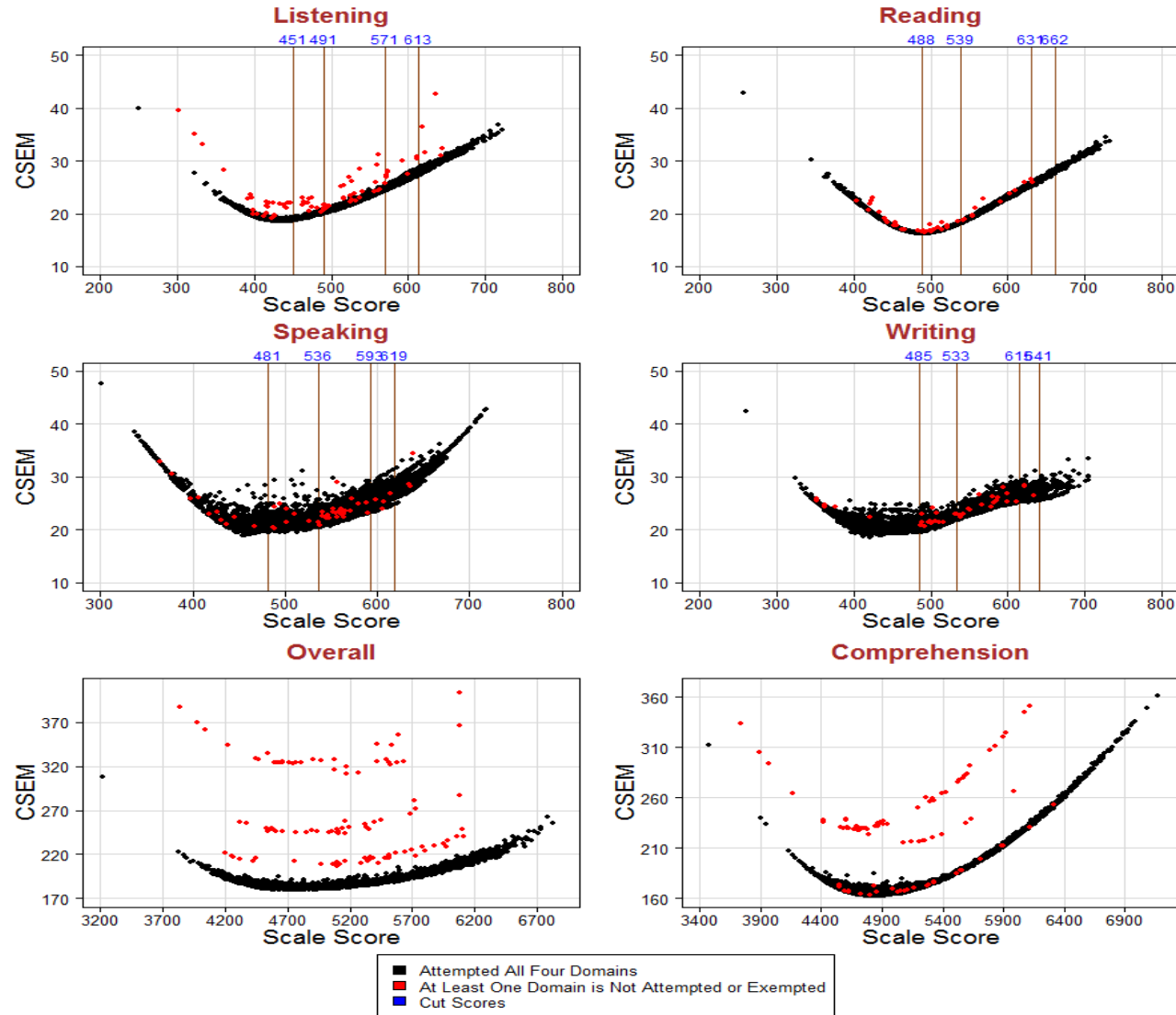


Figure S7.12: Summative Conditional Standard Error of Measurement for Grade 11

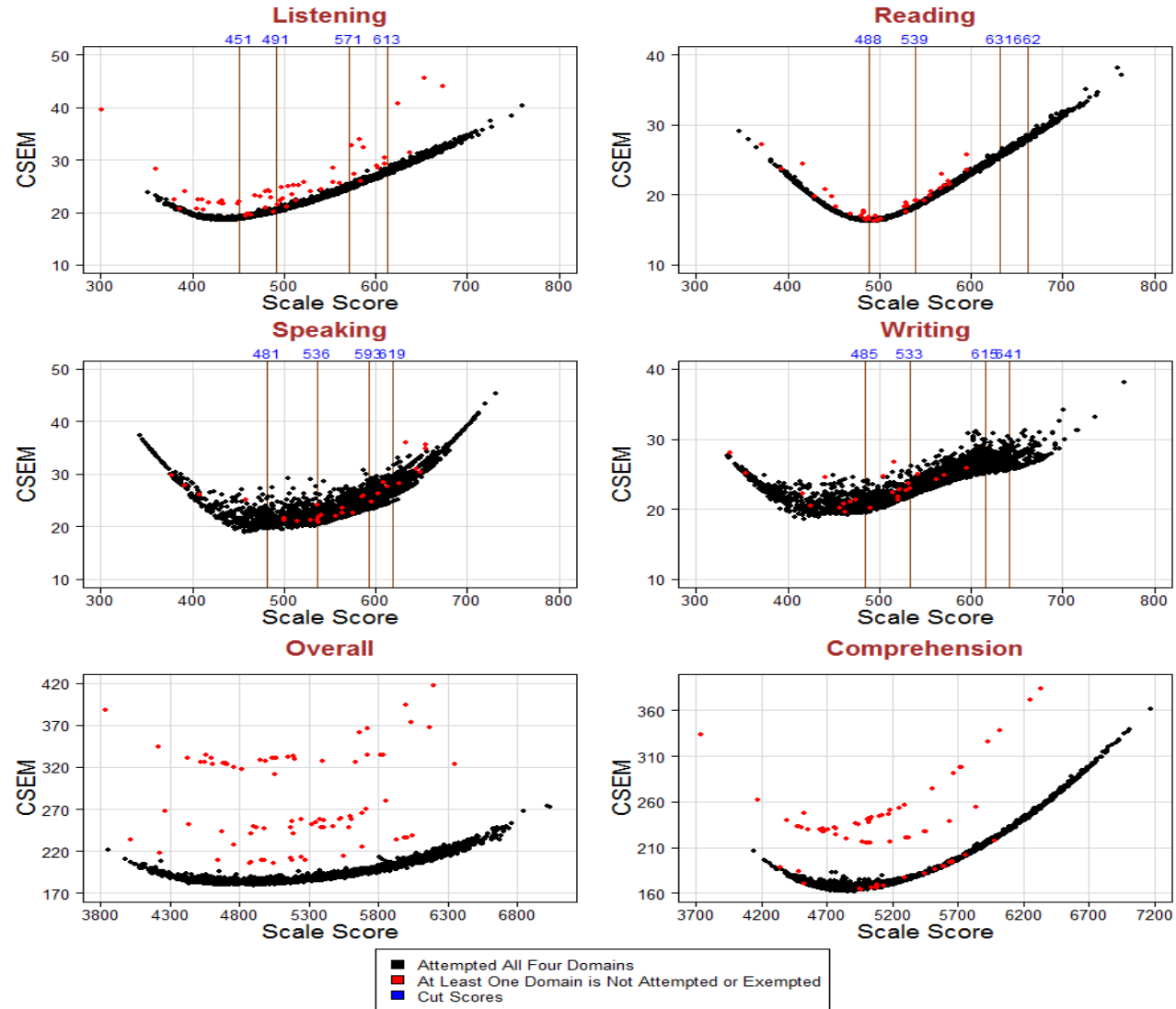
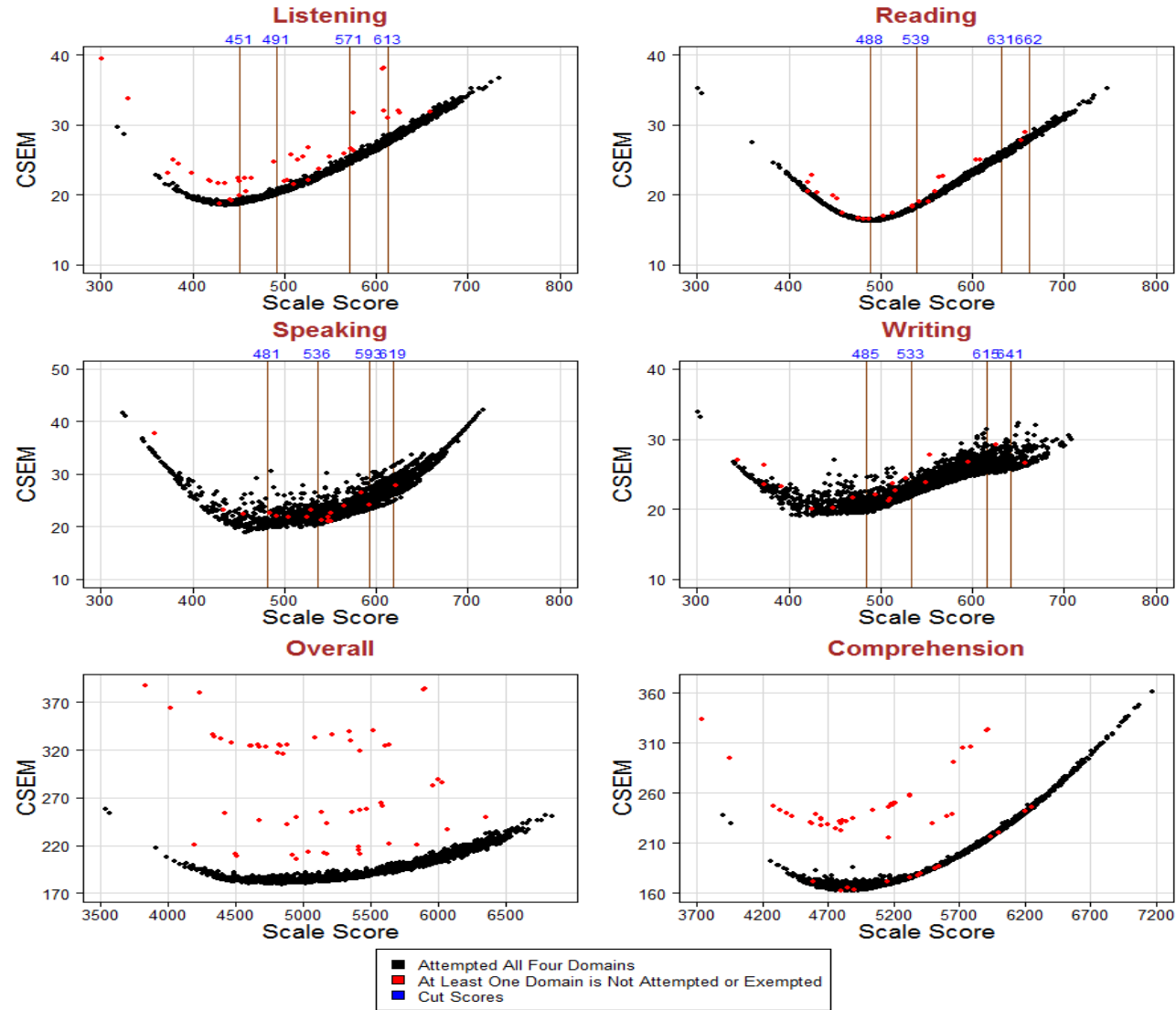


Figure S7.13: Summative Conditional Standard Error of Measurement for Grade 12



## **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	10,306	2,016	19.6	.784	1,791	1,953	63	88.8	96.9	3.1
	4218	2	10,292	2,025	19.7	.745	1,731	1,974	51	85.5	97.5	2.5
	4220	2	10,295	2,030	19.7	.865	1,900	2,009	21	93.6	99.0	1.0
	4222	2	10,238	2,009	19.6	.745	1,600	1,979	30	79.6	98.5	1.5
	4224	2	10,136	1,962	19.4	.730	1,420	1,912	50	72.4	97.5	2.5
	4226	2	10,211	1,999	19.6	.794	1,732	1,939	60	86.6	97.0	3.0
	4244	3	10,116	2,001	19.8	.821	1,350	1,979	22	67.5	98.9	1.1
	4280	3	10,190	2,018	19.8	.790	1,334	1,969	49	66.1	97.6	2.4
	4354	3	10,264	2,034	19.8	.819	1,366	1,999	35	67.2	98.3	1.7
	4370	3	10,239	2,033	19.9	.806	1,362	2,003	30	67.0	98.5	1.5
4398	3	10,150	1,997	19.7	.832	1,587	1,989	8	79.5	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	10,361	2,049	19.8	.811	1,922	2,031	18	93.8	99.1	0.9
	580	2	10,330	2,043	19.8	.621	1,643	2,028	15	80.4	99.3	0.7
	582	2	10,339	2,050	19.8	.808	1,940	2,028	22	94.6	98.9	1.1
	584	2	10,313	2,037	19.8	.685	1,644	2,003	34	80.7	98.3	1.7
	586	2	10,331	2,042	19.8	.766	1,888	2,027	15	92.5	99.3	0.7
	628	3	10,295	2,044	19.9	.744	1,351	2,015	29	66.1	98.6	1.4
	704	3	10,341	2,049	19.8	.886	1,679	2,039	10	81.9	99.5	0.5
	690	4	10,319	2,048	19.8	.793	1,403	1,973	75	68.5	96.3	3.7
	658	5	10,263	2,025	19.7	.852	1,147	1,952	73	56.6	96.4	3.6

\* 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	15,526	3,079	19.8	.758	2,647	3,045	34	86.0	98.9	1.1
	1340	2	15,558	3,094	19.9	.719	2,674	3,073	21	86.4	99.3	0.7
	1342	2	15,510	3,081	19.9	.820	2,767	3,055	26	89.8	99.2	0.8
	1344	2	15,528	3,086	19.9	.735	2,700	3,056	30	87.5	99.0	1.0
	1346	2	15,492	3,076	19.9	.727	2,765	3,026	50	89.9	98.4	1.6
	1396	3	15,524	3,086	19.9	.835	2,217	3,070	16	71.8	99.5	0.5
	1424	3	15,493	3,088	19.9	.775	2,178	3,057	31	70.5	99.0	1.0
	1454	4	15,503	3,080	19.9	.885	2,214	2,991	89	71.9	97.1	2.9
	1436	5	15,484	3,068	19.8	.862	1,883	2,982	86	61.4	97.2	2.8
Writing	1490	3	15,433	2,650	17.2	.863	2,085	2,604	46	78.7	98.3	1.7
	1504	3	15,438	2,416	15.6	.868	1,944	2,381	35	80.5	98.6	1.4
	1462	4	15,287	2,970	19.4	.851	2,126	2,893	77	71.6	97.4	2.6
	1588	4	15,359	3,001	19.5	.862	2,110	2,966	35	70.3	98.8	1.2

\* 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	10,922	2,168	19.8	.812	1,628	2,151	17	75.1	99.2	0.8
	2118	3	10,998	2,195	20.0	.648	1,404	2,180	15	64.0	99.3	0.7
	2190	3	10,884	2,161	19.9	.885	1,820	2,126	35	84.2	98.4	1.6
	2192	3	10,881	2,160	19.9	.824	1,710	2,138	22	79.2	99.0	1.0
	2194	3	10,874	2,154	19.8	.715	1,482	2,130	24	68.8	98.9	1.1
	2094	5	10,911	2,168	19.9	.824	1,427	2,052	116	65.8	94.6	5.4
	2096	5	10,925	2,172	19.9	.835	1,356	2,120	52	62.4	97.6	2.4
	2204	5	10,894	2,158	19.8	.819	1,250	2,093	65	57.9	97.0	3.0
Writing	2368	3	10,820	1,984	18.3	.879	1,558	1,955	29	78.5	98.5	1.5
	2370	3	10,799	1,973	18.3	.875	1,519	1,947	26	77.0	98.7	1.3
	2372	3	10,807	2,005	18.6	.859	1,522	1,955	50	75.9	97.5	2.5
	2338	4	10,832	2,134	19.7	.798	1,323	2,079	55	62.0	97.4	2.6
	2308	5	10,840	2,115	19.5	.847	1,396	2,076	39	66.0	98.2	1.8

\* 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	12,260	2,395	19.5	.780	1,646	2,385	10	68.7	99.6	0.4
	2688	3	12,232	2,403	19.6	.873	2,103	2,360	43	87.5	98.2	1.8
	2690	3	12,175	2,393	19.7	.885	1,986	2,375	18	83.0	99.2	0.8
	2692	3	12,167	2,386	19.6	.858	1,932	2,359	27	81.0	98.9	1.1
	2650	5	12,216	2,406	19.7	.915	1,805	2,377	29	75.0	98.8	1.2
	2652	5	12,180	2,395	19.7	.858	1,718	2,342	53	71.7	97.8	2.2
	2710	5	12,212	2,393	19.6	.888	1,535	2,318	75	64.1	96.9	3.1
Writing	2780	3	12,142	2,356	19.4	.834	1,573	2,328	28	66.8	98.8	1.2
	2824	3	12,234	2,290	18.7	.865	1,728	2,275	15	75.5	99.3	0.7
	2826	3	12,213	2,299	18.8	.876	1,766	2,285	14	76.8	99.4	0.6
	2828	3	12,208	2,312	18.9	.878	1,771	2,298	14	76.6	99.4	0.6
	2756	5	12,150	2,346	19.3	.847	1,473	2,283	63	62.8	97.3	2.7
	2790	5	12,216	2,378	19.5	.875	1,604	2,355	23	67.5	99.0	1.0

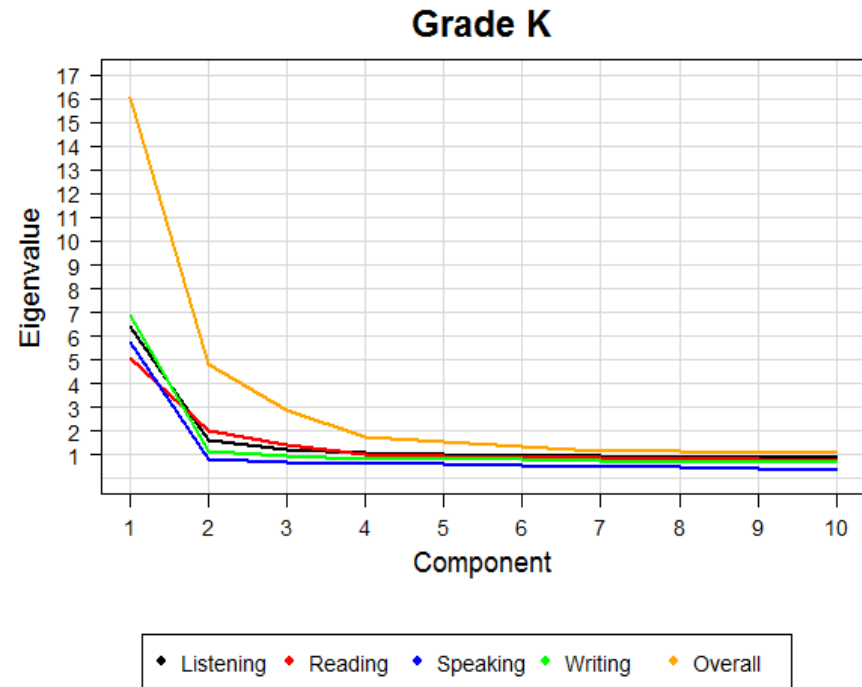
\* FR: First rater; SR: Second rater.

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	14,841	2,898	19.5	.832	2,223	2,866	32	76.7	98.9	1.1
	3394	3	14,757	2,879	19.5	.849	2,180	2,841	38	75.7	98.7	1.3
	3396	3	14,699	2,868	19.5	.826	2,046	2,821	47	71.3	98.4	1.6
	3398	3	14,726	2,870	19.5	.777	1,933	2,840	30	67.4	99.0	1.0
	3348	5	14,808	2,902	19.6	.867	1,891	2,760	142	65.2	95.1	4.9
	3350	5	14,737	2,879	19.5	.906	1,951	2,807	72	67.8	97.5	2.5
	3408	5	14,806	2,888	19.5	.881	1,785	2,809	79	61.8	97.3	2.7
Writing	3492	3	14,628	2,816	19.3	.750	1,840	2,766	50	65.3	98.2	1.8
	3504	3	14,742	2,724	18.5	.893	2,219	2,698	26	81.5	99.0	1.0
	3506	3	14,721	2,728	18.5	.875	2,127	2,701	27	78.0	99.0	1.0
	3508	3	14,744	2,764	18.7	.879	2,197	2,733	31	79.5	98.9	1.1
	3452	5	14,628	2,798	19.1	.856	1,766	2,744	54	63.1	98.1	1.9
	3500	5	14,726	2,834	19.2	.871	1,818	2,794	40	64.1	98.6	1.4

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

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

*Figure S9.1: Summative Validity—Dimensionality for Kindergarten*

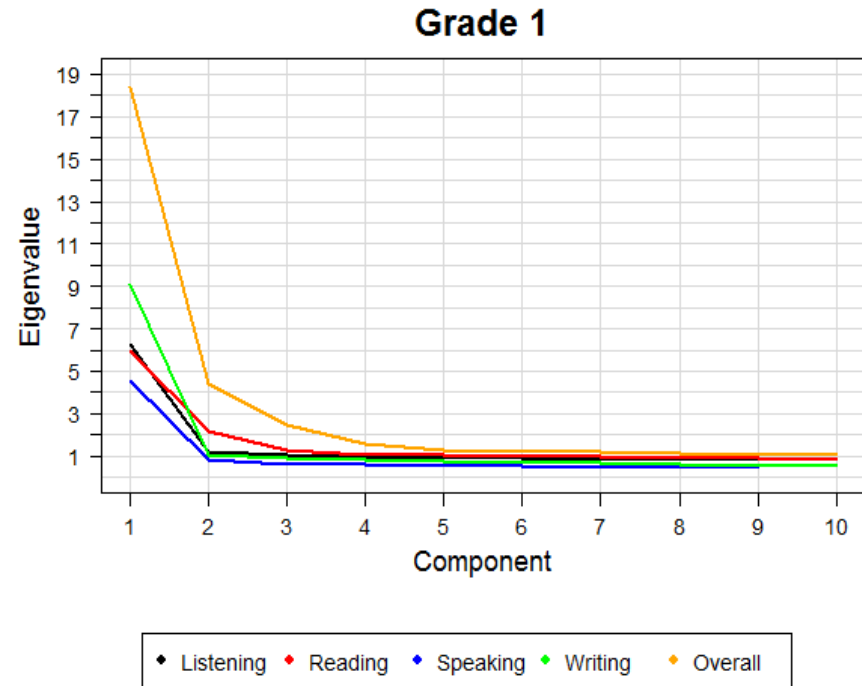
*Figure S9.2: Summative Validity—Dimensionality for Grade 1*

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

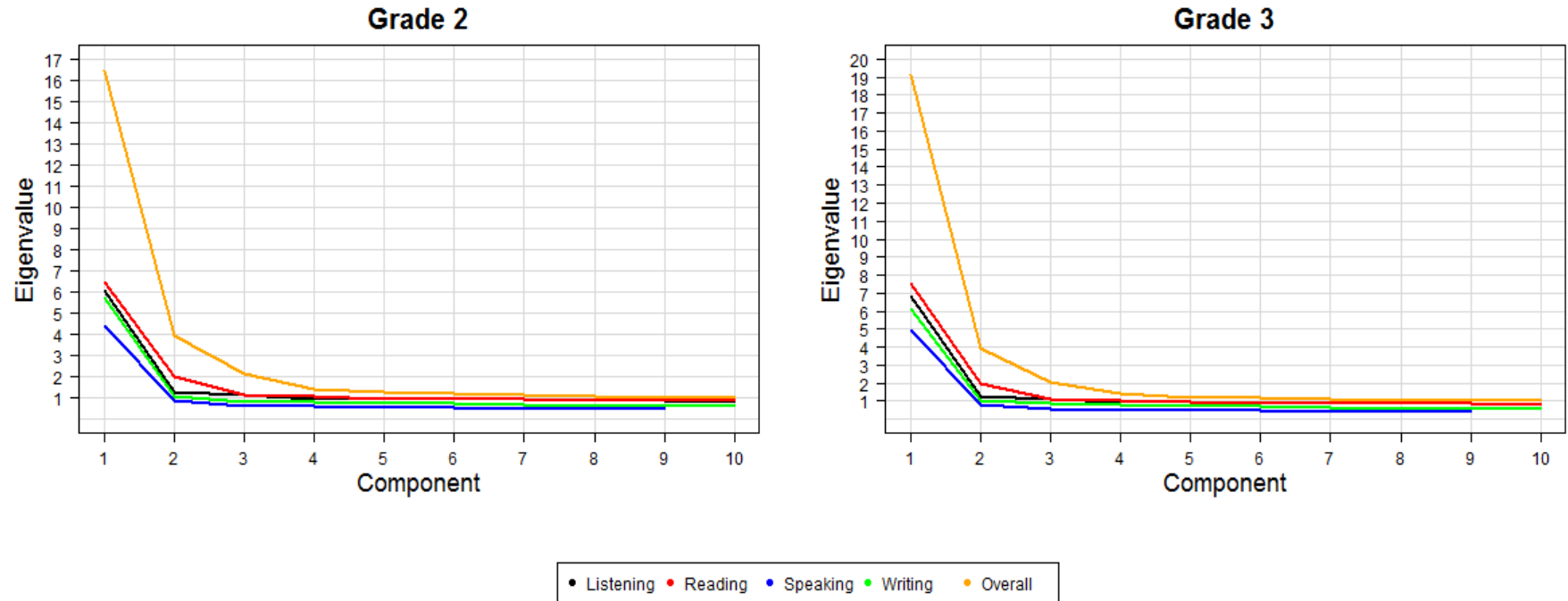




Figure S9.4: Summative Validity—Dimensionality for Grade Band 4–5

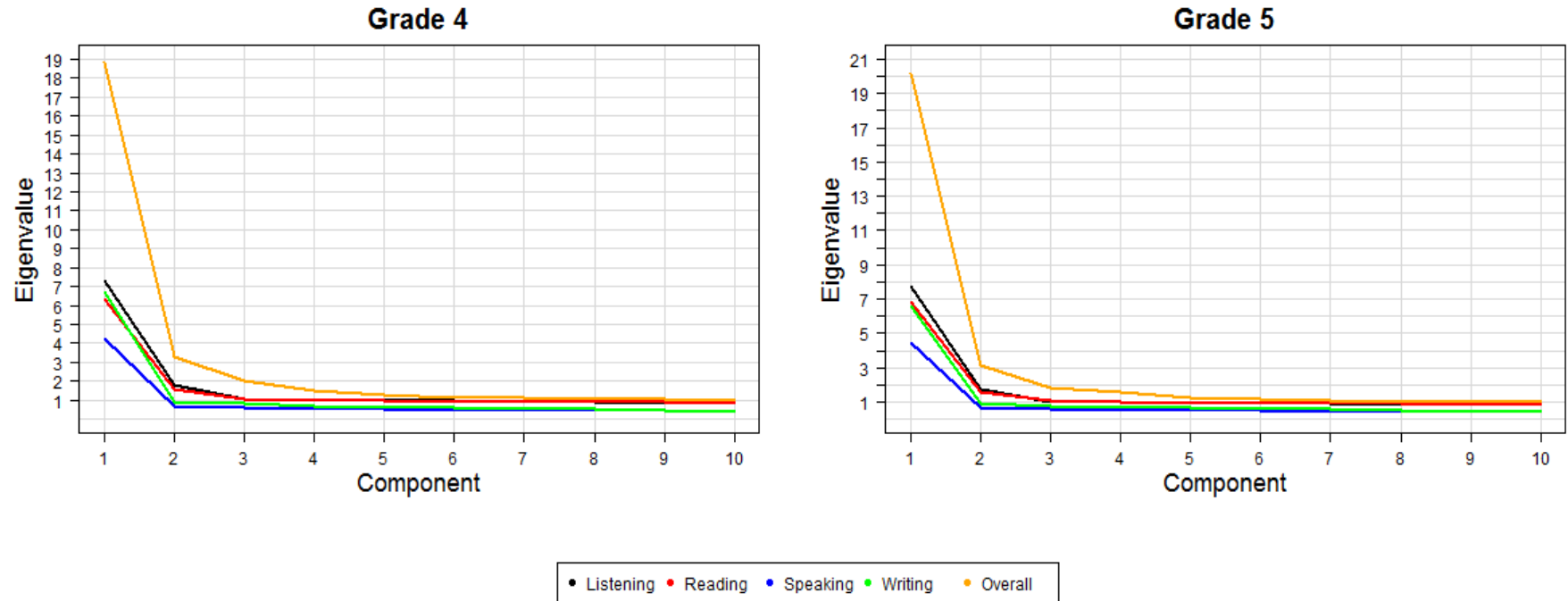


Figure S9.5: Summative Validity—Dimensionality for Grade Band 6–8

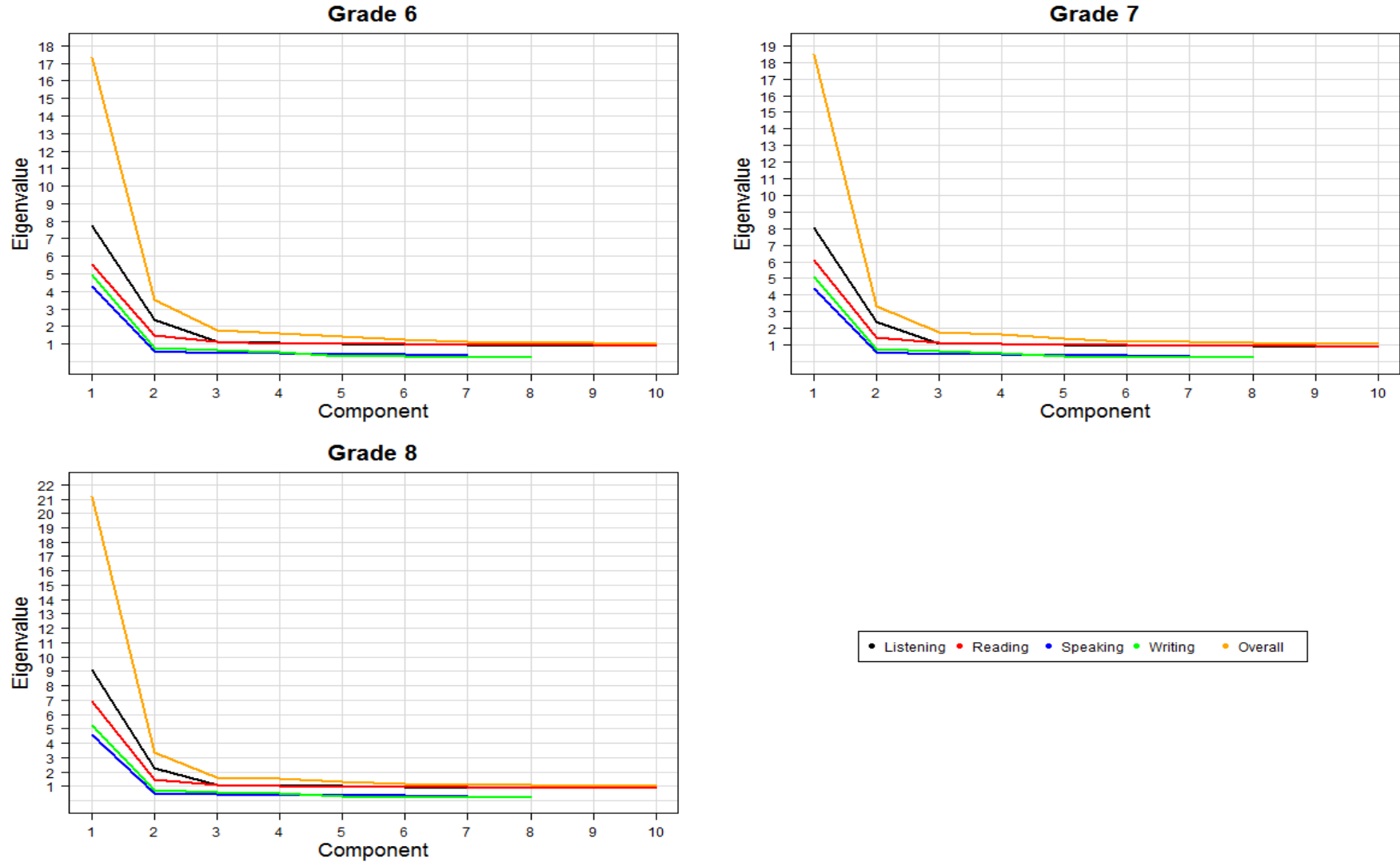
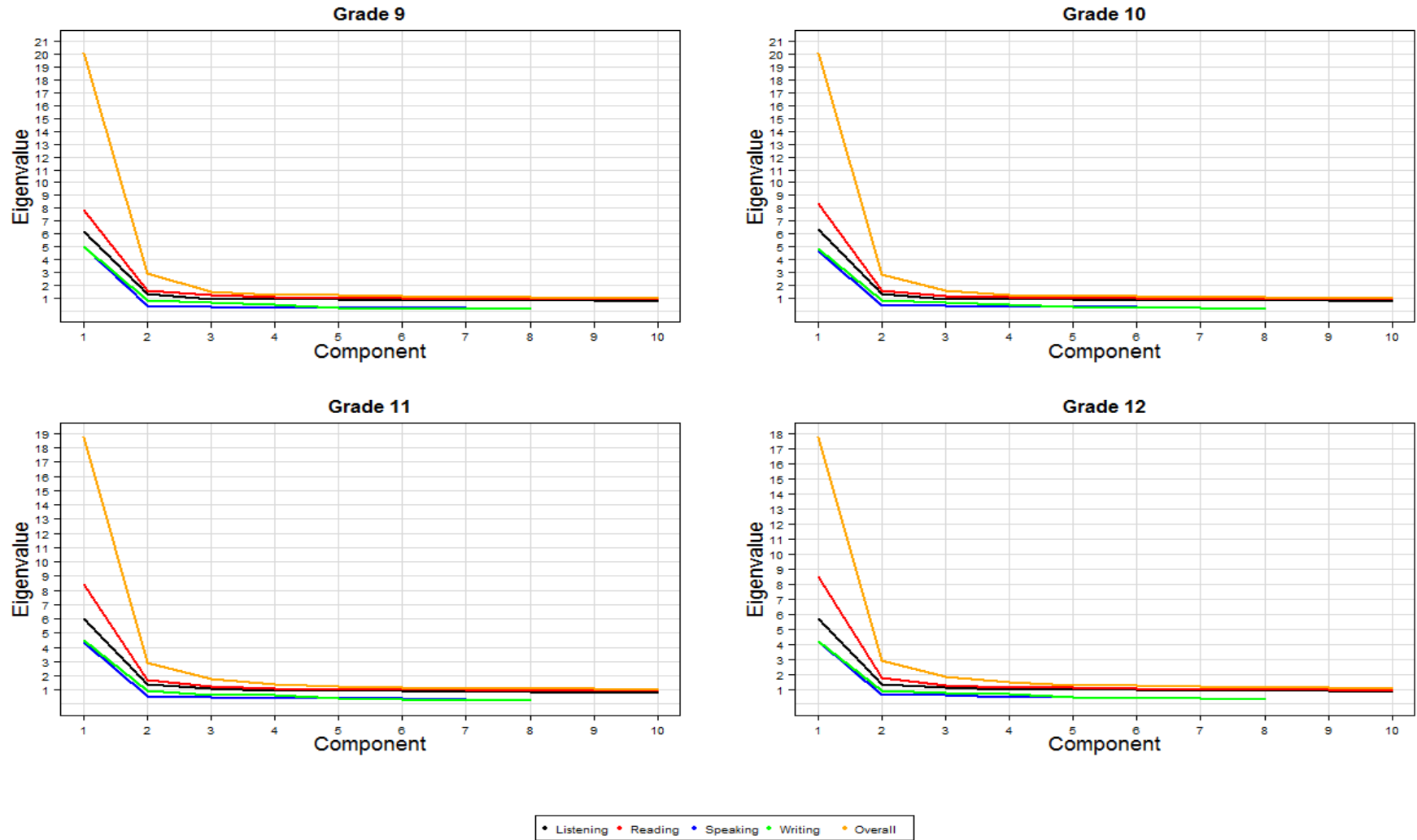


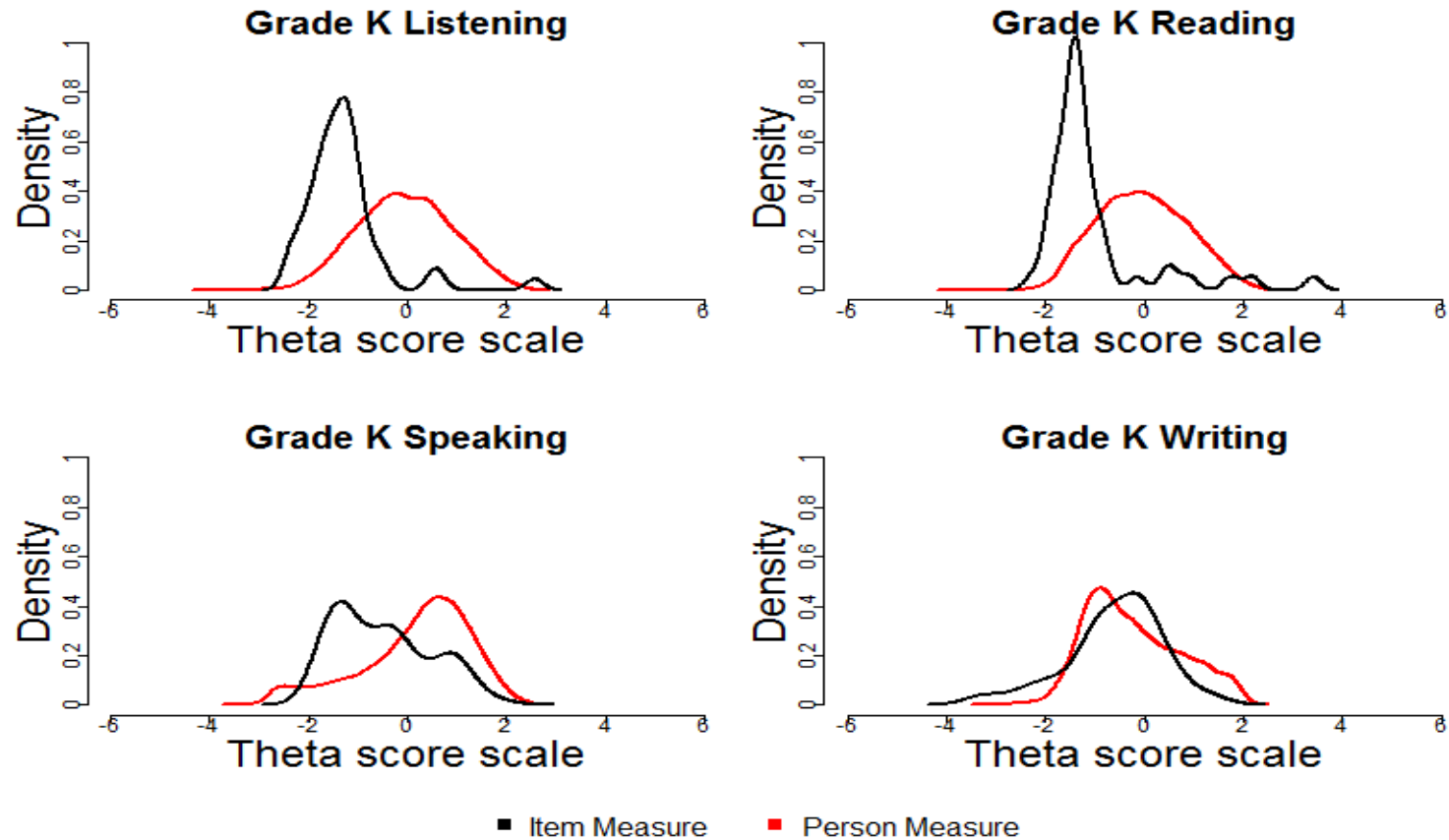


Figure S9.6: Summative Validity—Dimensionality for Grade Band 9–12



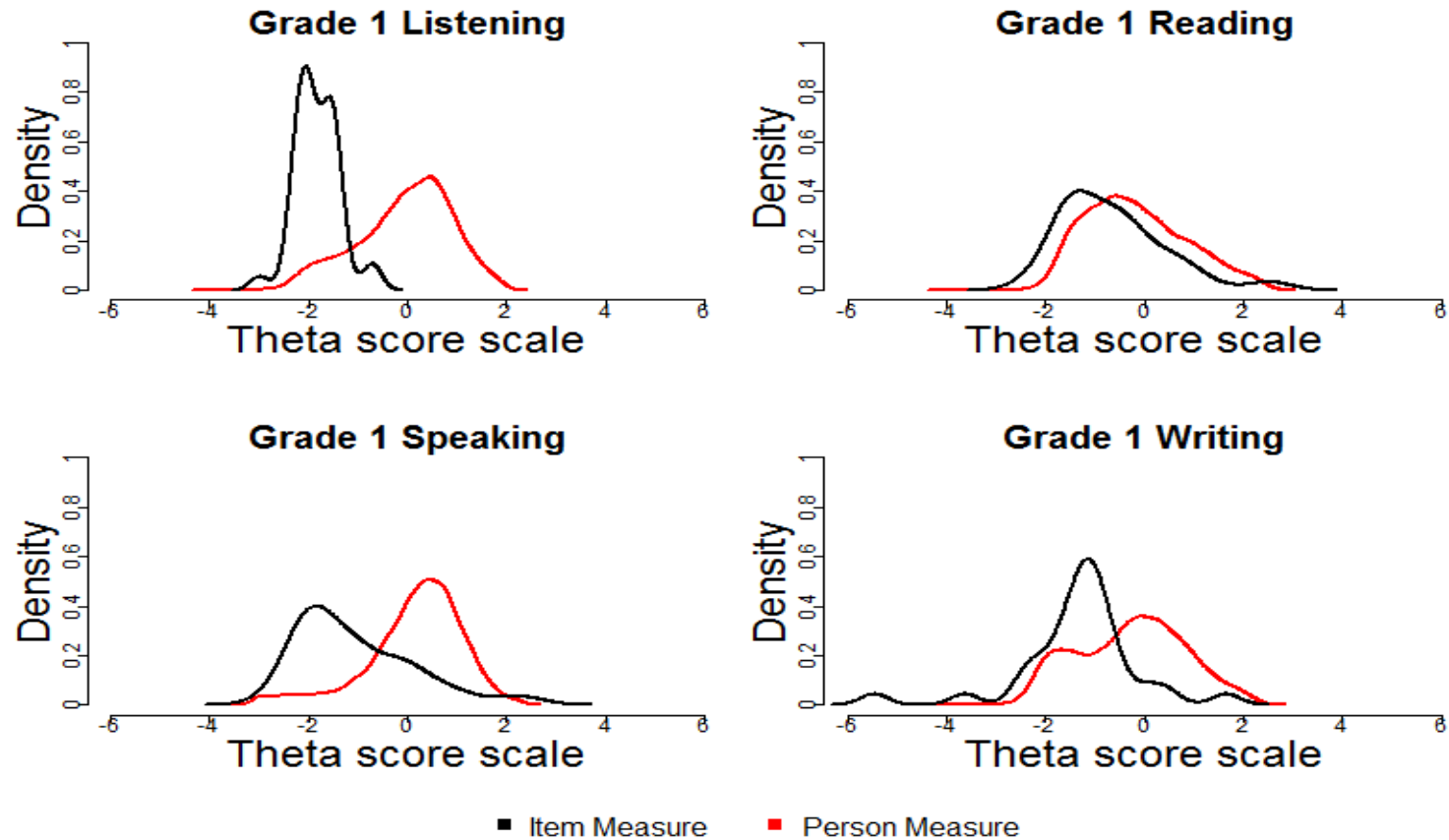
## **Section 10: Summative Assessment—Ability vs. Difficulty**

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



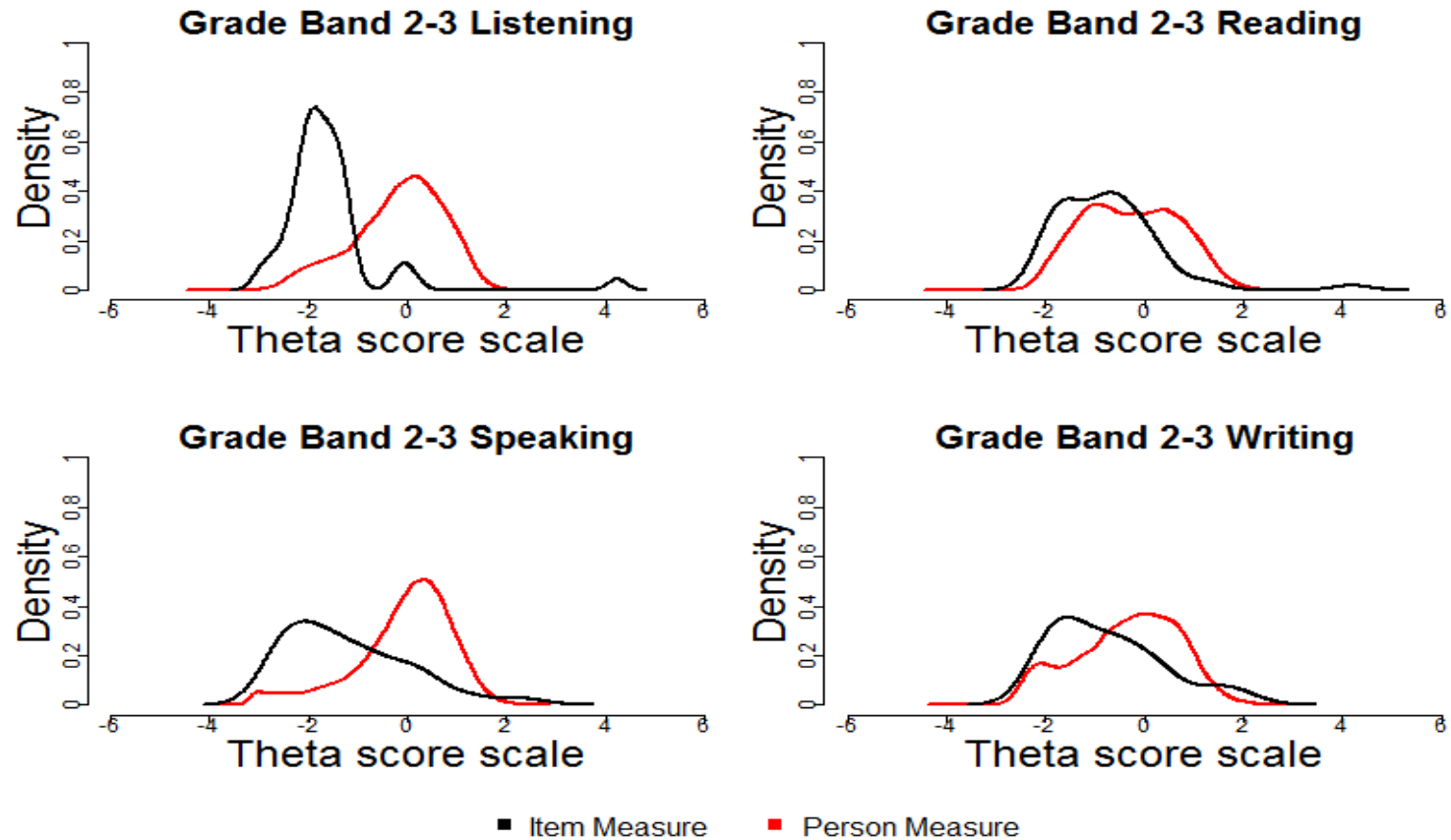
\* The probability density is the probability per unit on the x-axis (in this case, theta). The peaks of the plot (for example, 0.50 or 0.75) are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates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

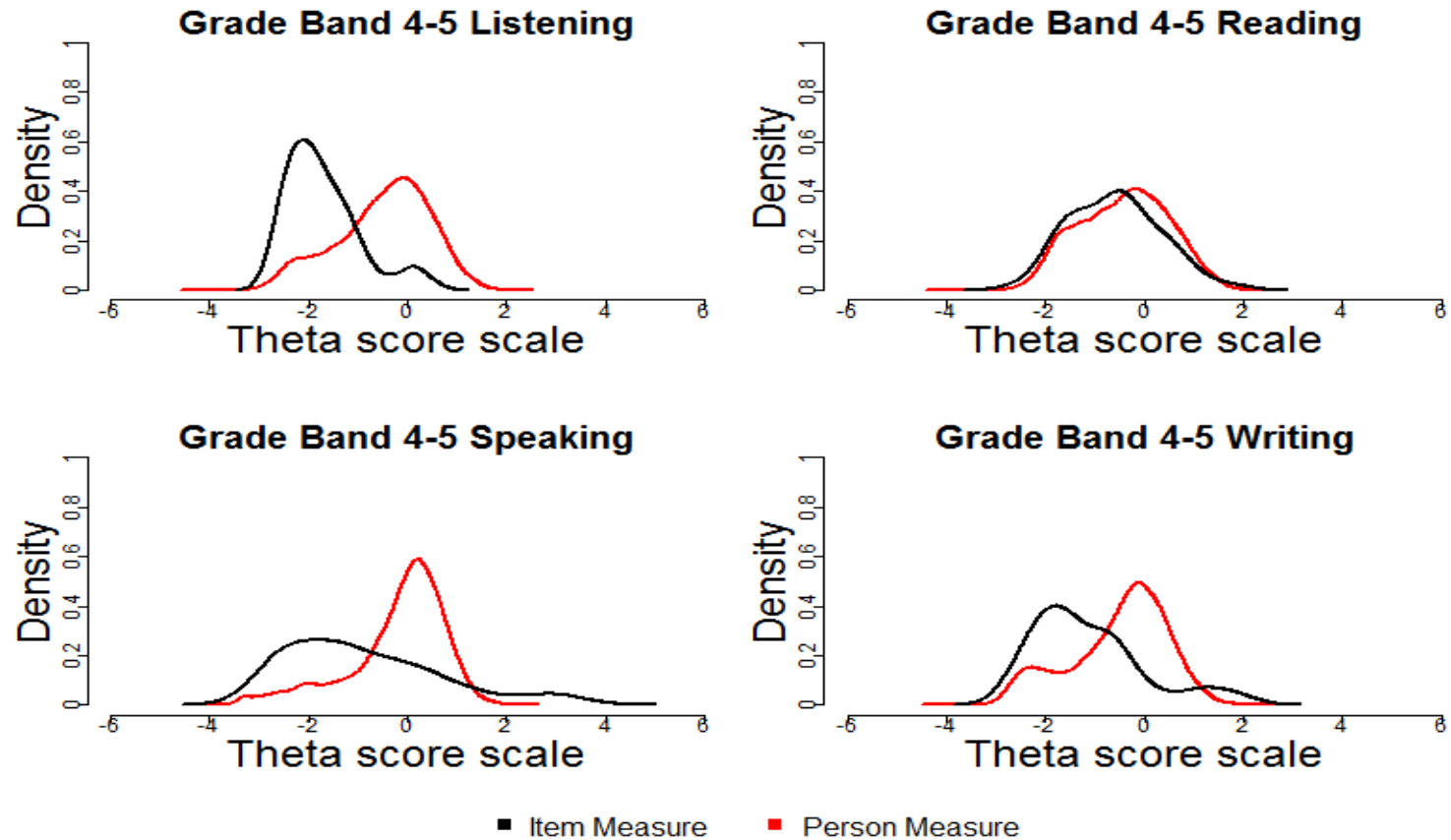
**Figure S10.3: Summative Validity—Ability vs. Difficulty for Grade Band 2–3**



\* 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.

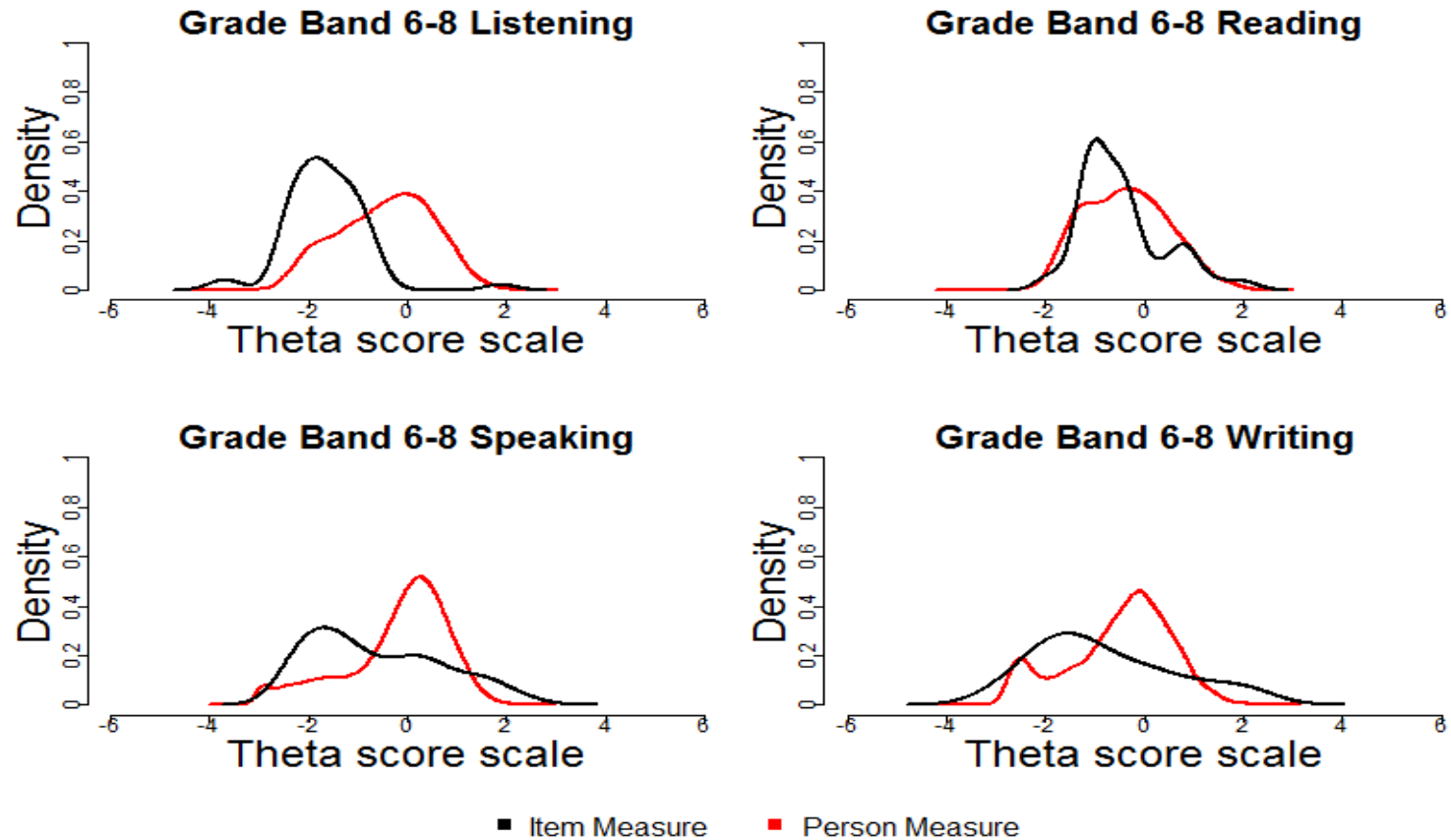


**Figure S10.4: Summative Validity—Ability vs. Difficulty for Grade Band 4–5**



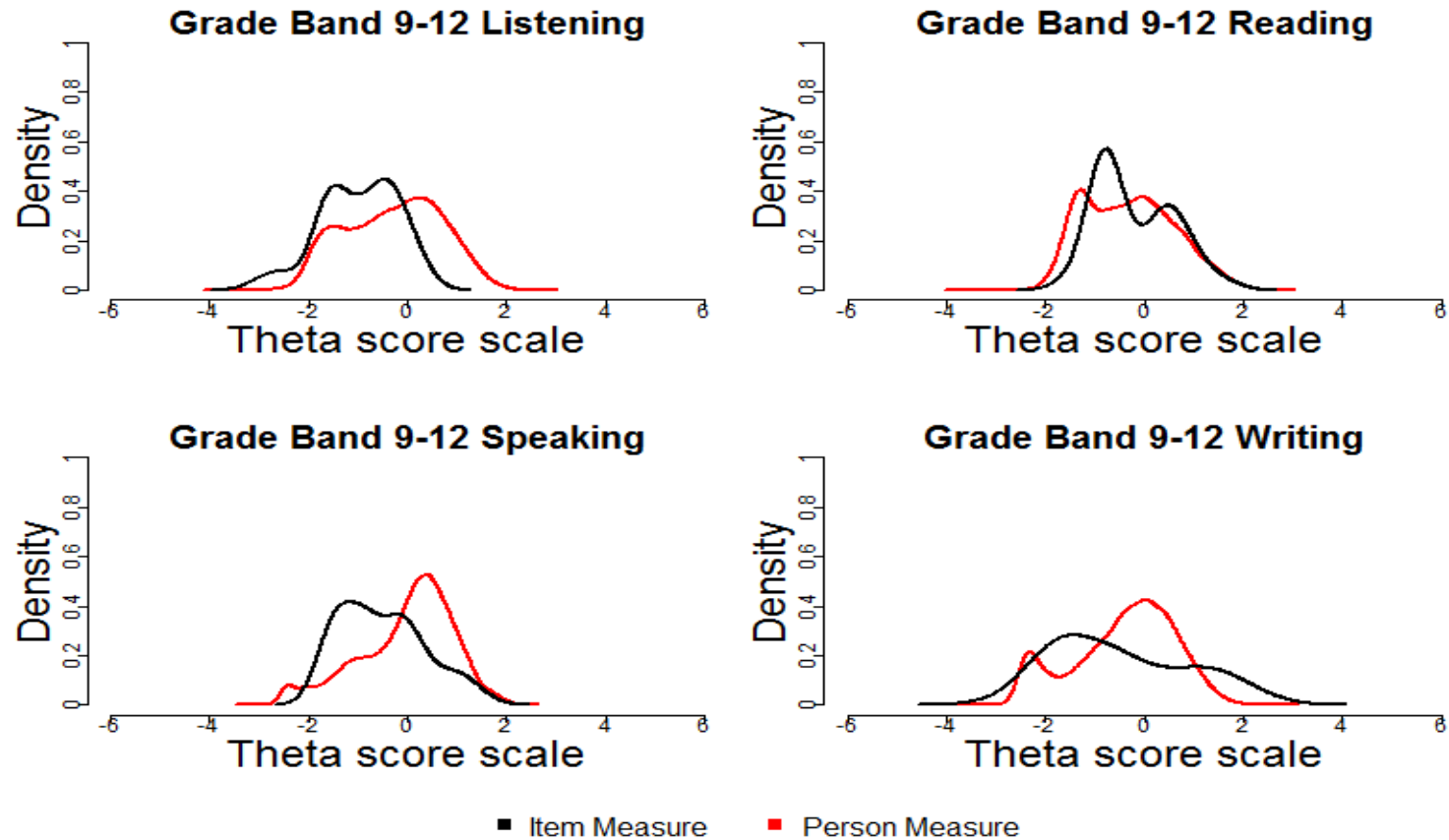
\* The probability density is the probability per unit on the x-axis (in this case, theta). The peaks of the plot (for example, 0.50 or 0.75) are the locations where there is the highest concentrations of items or persons. The feature of the density plot is that the total area under the curve integrates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

## **Section 11: Field-Test-Item-Level Statistics**

\* All field-tested items are included and some may not be added to the operational bank.

**Table S11.1: Item-Level Field Testing Statistics<sup>1</sup>: Grade K (Combined 7 States' data)**

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
Listening	6598	QTI	1	1651	13	0.27	0.73				0.73	0.39	0.51
	6599	QTI	1	1627	13	0.34	0.66				0.66	0.44	0.55
	6600	QTI	1	1621	11	0.18	0.82				0.82	0.40	0.56
	6601	QTI	1	1566	12	0.09	0.91				0.91	0.38	0.63
	6602	QTI	1	1590	11	0.09	0.91				0.91	0.37	0.62
	6603	QTI	1	1628	8	0.04	0.96				0.96	0.26	0.57
	6604	QTI	1	1681	8	0.28	0.72				0.72	0.45	0.57
	6605	QTI	1	1681	16	0.04	0.96				0.96	0.23	0.52
	6606	QTI	1	1591	7	0.11	0.89				0.89	0.39	0.62
	6607	QTI	1	1608	9	0.09	0.91				0.91	0.33	0.58
	6608	QTI	1	1652	11	0.45	0.55				0.55	0.20	0.25
	6609	QTI	1	1621	12	0.17	0.83				0.83	0.36	0.52
	6842	QTI	1	1575	10	0.14	0.86				0.86	0.44	0.65
	6843	QTI	1	1571	14	0.50	0.50				0.50	0.15	0.19
	6844	QTI	1	1577	8	0.02	0.98				0.98	0.18	0.50
	6845	QTI	1	1719	10	0.05	0.95				0.95	0.38	0.80
	6846	QTI	1	1714	15	0.21	0.79				0.79	0.29	0.40
	6847	MC	1	1709	20	0.34	0.66				0.66	0.37	0.47
	6610	MC	1	1618	19	0.46	0.54				0.54	0.22	0.28
	6611	QTI	1	1624	13	0.33	0.67				0.67	0.52	0.65
	6612	MC	1	1621	16	0.57	0.43				0.43	0.25	0.31
	6613	QTI	1	1572	10	0.39	0.61				0.61	0.30	0.38
	6614	MC	1	1566	16	0.45	0.55				0.55	0.26	0.32
	6615	MC	1	1570	12	0.40	0.60				0.60	0.30	0.38
	6833	QTI	1	1661	10	0.57	0.43				0.43	0.36	0.43
	6834	QTI	1	1660	11	0.26	0.74				0.74	0.45	0.57
	6835	MC	1	1656	15	0.54	0.46				0.46	0.25	0.31
Reading	6904	QTI	1	3514	27	0.32	0.68				0.68	0.37	0.47
	6905	MC	1	3497	43	0.17	0.83				0.83	0.49	0.70
	6906	MC	1	3498	42	0.44	0.56				0.56	0.27	0.34
	6907	MC	1	3510	35	0.27	0.73				0.73	0.36	0.46
	6908	MC	1	3501	43	0.37	0.63				0.63	0.37	0.46
	6909	MC	1	3511	34	0.57	0.43				0.43	0.11	<b>0.14</b>
	6901	QTI	1	3519	38	0.24	0.76				0.76	0.43	0.57
	6902	MC	1	3502	54	0.46	0.54				0.54	0.25	0.31
	6903	MC	1	3505	51	0.45	0.55				0.55	0.26	0.32
	6616	QTI	1	3320	20	0.09	0.91				0.91	0.41	0.71
6617	QTI	1	3278	16	0.06	0.94				0.94	0.36	0.68	

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
	6618	QTI	1	3389	24	0.05	0.95				0.95	0.26	0.55
	6619	QTI	1	3486	41	0.08	0.92				0.92	0.31	0.55
	6620	QTI	1	3487	40	0.12	0.88				0.88	0.36	0.57
	6621	QTI	1	3486	41	0.04	0.96				0.96	0.21	0.47
	6622	QTI	1	3489	38	0.03	0.97				0.97	0.15	0.35
	6623	MC	1	3478	48	0.26	0.74				0.74	0.24	0.33
	6624	QTI	1	3454	38	0.06	0.94				0.94	0.25	0.51
	6625	QTI	1	3460	32	0.04	0.96				0.96	0.23	0.50
	6626	QTI	1	3463	29	0.02	0.98				0.98	0.16	0.43
	6627	QTI	1	3459	33	0.04	0.96				0.96	0.23	0.52
	6628	MC	1	3462	30	0.31	0.69				0.69	0.37	0.47
Writing	6929	QTI	1	1590	20	0.13	0.87				0.87	0.28	0.45
	6930	QTI	1	1594	16	0.23	0.77				0.77	0.27	0.38
	6932	QTI	1	1596	15	0.36	0.64				0.64	0.48	0.60
	6933	QTI	1	1595	16	0.44	0.56				0.56	0.35	0.44
	7025	QTI	1	1524	17	0.35	0.65				0.65	0.27	0.35
	7026	QTI	1	1527	14	0.43	0.57				0.57	0.41	0.51
	6629	QTI	1	1628	14	0.24	0.76				0.76	0.17	<b>0.23</b>
	6630	QTI	1	1637	18	0.11	0.89				0.89	0.28	0.47
	6631	QTI	1	1596	12	0.25	0.75				0.75	0.48	0.64
	6632	QTI	1	1635	15	0.45	0.55				0.55	0.40	0.49
	6633	QTI	1	1614	16	0.29	0.71				0.71	0.10	<b>0.14</b>
	6634	QTI	1	1653	20	0.34	0.66				0.66	0.46	0.58
	6635	QTI	1	1588	18	0.67	0.33				0.33	0.34	0.43
	6636	QTI	1	1633	12	0.13	0.87				0.87	0.28	0.45
	6637	QTI	1	1602	12	0.50	0.50				0.50	0.42	0.51
	6638	QTI	1	1618	17	0.42	0.58				0.58	0.41	0.51
	6639	QTI	1	1664	19	0.36	0.64				0.64	0.50	0.62
	6640	QTI	1	1562	13	0.42	0.58				0.58	0.51	0.63
	6641	QTI	1	1663	15	0.35	0.65				0.65	0.49	0.61
	6642	QTI	1	1602	18	0.77	0.23				0.23	0.31	0.42

Note 1. All field-tested items are included in these tables and some may not be added to the operational bank.

**Table S11.2: Item-Level Field Testing Statistics: Grade 1 (Combined 7 States' data)**

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial	
Listening	6865	QTI	1	2173	5	0.35	0.65				0.65	0.34	0.43	
	6866	QTI	1	2234	4	0.12	0.88				0.88	0.32	0.49	
	6867	MC	1	2222	9		0.11	<b>0.69</b>	0.19		0.69	0.32	0.41	
	6868	QTI	1	2117	10	0.26	0.74				0.74	0.27	0.35	
	6663	QTI	1	2216	8	0.08	0.92				0.92	0.29	0.48	
	6664	QTI	1	2216	8	0.24	0.76				0.76	0.36	0.47	
	6665	MC	1	2218	6		0.18	0.08	<b>0.74</b>		0.74	0.39	0.50	
	6869	QTI	1	2126	3	0.03	0.97				0.97	0.24	0.60	
	6870	QTI	1	2124	5	0.04	0.96				0.96	0.21	0.47	
	6871	MC	1	2121	8		0.34	<b>0.52</b>	0.14		0.52	0.25	0.31	
	6877	QTI	1	2091	4	0.02	0.98				0.98	0.25	0.75	
	6878	QTI	1	2087	8	0.56	0.44				0.44	0.20	0.25	
	6890	MC	1	2086	9		0.09	<b>0.76</b>	0.15		0.76	0.42	0.55	
	6891	MC	1	2088	7		<b>0.87</b>	0.04	0.09		0.87	0.36	0.55	
	6848	QTI	1	1880	4	0.26	0.74				0.74	0.36	0.46	
	6849	QTI	1	1880	4	0.27	0.73				0.73	0.34	0.43	
	6850	QTI	1	1880	4	0.11	0.89				0.89	0.39	0.59	
	6851	QTI	1	1880	4	0.45	0.55				0.55	0.28	0.35	
	6852	QTI	1	1878	6	0.17	0.83				0.83	0.23	0.34	
	6666	QTI	1	2146	6	0.05	0.95				0.95	0.34	0.71	
	6667	QTI	1	2115	8	0.11	0.89				0.89	0.39	0.61	
	6668	QTI	1	2198	6	0.02	0.98				0.98	0.23	0.66	
	6669	QTI	1	2051	8	0.07	0.93				0.93	0.25	0.45	
	6670	QTI	1	2112	6	0.02	0.98				0.98	0.20	0.59	
	Reading	6671	QTI	1	1768	15	0.12	0.88				0.88	0.26	0.40
		6672	MC	1	1772	11		0.40	<b>0.46</b>	0.14		0.46	0.28	0.34
		6673	MC	1	1762	21		<b>0.61</b>	0.25	0.14		0.61	0.32	0.41
6674		QTI	1	1767	16	0.48	0.52				0.52	0.22	0.28	
6675		QTI	1	1758	19	0.38	0.62				0.62	0.37	0.47	
6676		MC	1	1763	14		0.34	<b>0.56</b>	0.10		0.56	0.38	0.47	
6677		MC	1	1742	5		0.40	0.28	<b>0.32</b>		0.32	0.35	0.44	
6678		QTI	1	1738	9	0.46	0.54				0.54	0.42	0.51	
6934		QTI	1	1814	8	0.22	0.78				0.78	0.22	0.30	
6935		QTI	1	1815	7	0.68	0.32				0.32	0.54	0.69	
6679		MC	1	1898	14		<b>0.72</b>	0.14	0.14		0.72	0.40	0.52	
6680		MC	1	1794	11		0.35	0.21	<b>0.45</b>		0.45	0.32	0.40	
6681		MC	1	1885	11		0.27	0.14	<b>0.59</b>		0.59	0.47	0.58	
6682	MC	1	1840	4		0.26	<b>0.61</b>	0.13		0.61	0.44	0.54		
6683	MC	1	1894	4		<b>0.78</b>	0.12	0.10		0.78	0.45	0.61		

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
	6684	MC	1	1798	9		0.07	0.06	<b>0.87</b>		0.87	0.46	0.72
	6685	MC	1	1830	6		0.18	0.12	<b>0.70</b>		0.70	0.55	0.69
	6686	MC	1	1906	6		0.26	<b>0.58</b>	0.16		0.58	0.41	0.50
	6687	MC	1	1844	5		0.12	<b>0.74</b>	0.14		0.74	0.51	0.67
	6688	MC	1	1898	7		0.13	<b>0.74</b>	0.13		0.74	0.51	0.67
Writing	6970	QTI	1	1220	4	0.17	0.83				0.83	0.43	0.62
	6971	QTI	1	1221	3	0.16	0.84				0.84	0.50	0.71
	6972	QTI	1	1194	2	0.15	0.85				0.85	0.45	0.67
	6973	QTI	1	1194	2	0.14	0.86				0.86	0.43	0.66
	7001	QTI	1	1242	3	0.15	0.85				0.85	0.41	0.63
	7002	QTI	1	1242	3	0.14	0.86				0.86	0.50	0.75
	7003	QTI	1	1253	3	0.21	0.79				0.79	0.43	0.60
	7004	QTI	1	1253	3	0.24	0.76				0.76	0.42	0.56
	6689	QTI	1	1128		0.46	0.54				0.54	0.66	0.79
	6690	QTI	1	1280	6	0.38	0.62				0.62	0.68	0.84
	6691	QTI	1	1179	2	0.46	0.54				0.54	0.64	0.77
	6692	QTI	1	1229	4	0.35	0.65				0.65	0.65	0.79
	6693	QTI	1	1138	5	0.36	0.64				0.64	0.61	0.74
	6694	QTI	1	1188	3	0.46	0.54				0.54	0.65	0.80
	6695	QTI	1	1157	3	0.44	0.56				0.56	0.63	0.75
	6696	QTI	1	1190	2	0.24	0.76				0.76	0.63	0.80
	6697	QTI	1	1138	2	0.37	0.63				0.63	0.56	0.68
	6698	QTI	1	1171	4	0.43	0.57				0.57	0.67	0.81
	6699	QTI	1	1184	1	0.17	0.83				0.83	0.41	0.57
	6700	QTI	1	1231	1	0.31	0.69				0.69	0.30	0.39
	6701	QTI	1	1252	2	0.28	0.72				0.72	0.44	0.56
	6702	QTI	1	1137	1	0.17	0.83				0.83	0.47	0.67
	6703	QTI	1	1182	4	0.09	0.91				0.91	0.35	0.60
	6704	QTI	1	1198	1	0.24	0.76				0.76	0.42	0.55
	6705	QTI	1	1245	5	0.09	0.91				0.91	0.21	0.35
	7031	QTI	1	1206	4	0.76	0.24				0.24	0.36	0.50
	7036	QTI	1	1206	4	0.09	0.91				0.91	0.42	0.72



**Table S11.3: Item-Level Field Testing Statistics: Grade 2–3 (Combined 7 States’ data)**

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
Listening	6706	QTI	1	2527	5	0.13	0.87				0.87	0.35	0.48
	6707	QTI	1	2497	15	0.11	0.89				0.89	0.34	0.50
	6708	QTI	1	2458	6	0.72	0.28				0.28	0.15	<b>0.21</b>
	6709	QTI	1	2525	12	0.05	0.95				0.95	0.29	0.50
	6710	QTI	1	2432	6	0.07	0.93				0.93	0.40	0.65
	6712	QTI	1	2627	3	0.09	0.91				0.91	0.33	0.49
	6713	QTI	1	2499	7	0.85	0.15				0.15	0.01	<b>0.02</b>
	6714	QTI	1	2449	9	0.05	0.95				0.95	0.37	0.67
	6715	QTI	1	2452	6	0.03	0.97				0.97	0.33	0.72
	6716	QTI	1	2589	6	0.27	0.73				0.73	0.44	0.54
	6717	QTI	1	2440	12	0.62	0.38				0.38	0.11	<b>0.14</b>
	6718	QTI	1	2588	5	0.07	0.93				0.93	0.40	0.67
	6719	QTI	1	2580	3	0.11	0.89				0.89	0.40	0.57
	6864	QTI	1	2584	8	0.19	0.81				0.81	0.34	0.44
	6872	MC	1	2584	8		<b>0.72</b>	0.24	0.04		0.72	0.07	<b>0.09</b>
	6873	MC	1	2589	3		0.08	<b>0.80</b>	0.12		0.80	0.39	0.49
	6874	MC	1	2576	7		0.06	0.09	<b>0.85</b>		0.85	0.43	0.58
	6875	MC	1	2578	5		0.15	0.04	<b>0.81</b>		0.81	0.44	0.56
	6876	QTI	1	2424	6	0.36	0.64				0.64	0.31	0.38
6859	QTI	1	2529	5	0.16	0.84				0.84	0.40	0.52	
Reading	6860	QTI	2	3820	22	0.08	0.57	0.35			0.63	0.18	<b>0.21</b>
	6926	MC	1	3823	19		<b>0.70</b>	0.17	0.13		0.70	0.44	0.55
	6927	MC	1	3823	19		0.25	<b>0.43</b>	0.32		0.43	0.27	0.33
	6928	MC	1	3838	11		0.20	0.09	<b>0.71</b>		0.71	0.57	0.68
	6720	MC	1	3887	9		<b>0.81</b>	0.10	0.09		0.81	0.46	0.61
	6721	MC	1	3857	9		0.14	0.30	<b>0.56</b>		0.56	0.46	0.56
	6722	MC	1	3759	6		<b>0.82</b>	0.09	0.10		0.82	0.40	0.53
	6723	MC	1	3802	8		<b>0.92</b>	0.06	0.02		0.92	0.38	0.63
	6724	MC	1	3937	4		0.08	0.08	<b>0.84</b>		0.84	0.57	0.77
	6726	MC	1	3846	7		<b>0.85</b>	0.08	0.07		0.85	0.50	0.67
	6727	QTI	1	3848	22	0.06	0.94				0.94	0.42	0.75
	6728	QTI	1	3759	32	0.07	0.93				0.93	0.43	0.72
	6729	MC	1	3961	14		0.12	0.12	<b>0.76</b>		0.76	0.60	0.74
	6950	MC	1	3953	22		0.23	<b>0.67</b>	0.10		0.67	0.41	0.51
6951	QTI	1	3950	25	0.19	0.81				0.81	0.49	0.64	
Writing	6952	QTI	1	3071	3	0.37	0.63				0.63	0.62	0.74
	6730	QTI	1	3054	5	0.44	0.56				0.56	0.52	0.63
	6731	QTI	1	3064	3	0.23	0.77				0.77	0.60	0.75

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
	6732	QTI	1	3060	4	0.26	0.74				0.74	0.60	0.73
	6733	QTI	1	3000	4	0.38	0.62				0.62	0.36	0.44
	6734	QTI	1	2999	6	0.59	0.41				0.41	0.36	0.46
	6735	QTI	1	2964	6	0.31	0.69				0.69	0.51	0.62
	6736	QTI	1	3019	7	0.33	0.67				0.67	0.51	0.62
	6737	QTI	1	3015	2	0.53	0.47				0.47	0.29	0.36
	6738	QTI	1	2983	5	0.42	0.58				0.58	0.37	0.46
	6739	QTI	1	3042	6	0.56	0.44				0.44	0.34	0.42
	6740	QTI	1	3044	5	0.20	0.80				0.80	0.48	0.62

**Table S11.4: Item-Level Field Testing Statistics: Grade 4–5 (Combined 7 States’ data)**

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial	
Listening	6744	QTI	1	1546	4	0.10	0.90				0.90	0.38	0.54	
	6745	QTI	1	1498	7	0.06	0.94				0.94	0.41	0.69	
	6746	QTI	1	1534	4	0.02	0.98				0.98	0.26	0.55	
	6747	QTI	1	1536	5	0.16	0.84				0.84	0.28	0.37	
	6748	QTI	1	1558	3	0.08	0.92				0.92	0.51	0.74	
	6749	QTI	1	1489	7	0.23	0.77				0.77	0.36	0.45	
	6750	QTI	1	1527	2	0.02	0.98				0.98	0.30	0.66	
	6751	QTI	1	1524	10	0.07	0.93				0.93	0.46	0.71	
	6752	QTI	1	1528	5	0.02	0.98				0.98	0.29	0.68	
	6754	QTI	1	1499	8	0.11	0.89				0.89	0.59	0.79	
	6755	QTI	1	1567	6	0.56	0.44				0.44	0.23	0.29	
	6756	QTI	1	1530	6	0.48	0.52				0.52	0.45	0.56	
	6757	QTI	1	1514	7	0.06	0.94				0.94	0.48	0.75	
	6832	QTI	1	1464	3	0.59	0.41				0.41	0.08	<b>0.10</b>	
	6839	QTI	1	1477	4	0.35	0.65				0.65	0.41	0.50	
	6840	QTI	1	1563	5	0.44	0.56				0.56	0.44	0.53	
	6841	QTI	1	1473	2	0.22	0.78				0.78	0.59	0.71	
	6993	QTI	1	1544	4	0.32	0.68				0.68	0.34	0.42	
	6836	MC	1	1598	1		0.04	0.02	<b>0.91</b>	0.03	0.91	0.41	0.60	
	6837	MC	1	1596	3		0.03	0.02	0.03	<b>0.92</b>	0.92	0.46	0.67	
	6838	MC	1	1599			0.11	0.05	<b>0.81</b>	0.02	0.81	0.51	0.62	
	7037	QTI	1	1491	4	0.28	0.72				0.72	0.34	0.43	
	Reading	6893	MC	1	1738	2		0.16	<b>0.57</b>	0.18	0.09	0.57	0.41	0.50
		6894	MC	1	1739	1		0.28	<b>0.47</b>	0.14	0.11	0.47	0.31	0.39
		6895	MC	1	1737	3		0.18	0.17	<b>0.36</b>	0.29	0.36	0.15	<b>0.20</b>
6896		QTI	1	1737	3	0.40	0.60				0.60	0.36	0.45	
6758		MC	1	1700	2		0.14	<b>0.78</b>	0.04	0.04	0.78	0.29	0.37	
6759		MC	1	1656			<b>0.87</b>	0.06	0.03	0.04	0.87	0.42	0.56	
6760		MC	1	1648	4		0.19	0.06	0.12	<b>0.63</b>	0.63	0.47	0.57	
6761		MC	1	1692	2		<b>0.89</b>	0.03	0.05	0.03	0.89	0.53	0.70	
6762		MC	1	1604	1		0.04	0.04	<b>0.91</b>	0.02	0.91	0.46	0.67	
6763		MC	1	1656	2		0.09	<b>0.77</b>	0.02	0.12	0.77	0.28	0.36	
6764		MC	1	1673			0.07	<b>0.87</b>	0.03	0.03	0.87	0.56	0.73	
6765		MC	1	1623	2		<b>0.82</b>	0.05	0.05	0.07	0.82	0.50	0.62	
6766		MC	1	1645	1		0.25	<b>0.46</b>	0.11	0.18	0.46	0.20	0.25	
6767		MC	1	1668	2		<b>0.85</b>	0.05	0.07	0.03	0.85	0.57	0.70	
6768		MC	1	1718	1		0.04	0.18	<b>0.74</b>	0.04	0.74	0.43	0.52	
6769	MC	1	1644	1		<b>0.90</b>	0.03	0.03	0.03	0.90	0.52	0.71		
6770	MC	1	1684	3		0.09	0.25	<b>0.61</b>	0.05	0.61	0.27	0.34		

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
	6771	MC	1	1676			0.06	0.05	0.03	<b>0.86</b>	0.86	0.62	0.78
	6897	QTI	1	1711	6	0.63	0.37				0.37	0.14	<b>0.19</b>
	6898	QTI	1	1711	6	0.38	0.62				0.62	0.43	0.52
	6899	MC	1	1711	6		0.18	0.25	0.14	<b>0.44</b>	0.44	0.38	0.48
	6900	MC	1	1711	6		0.15	0.19	0.12	<b>0.54</b>	0.54	0.41	0.51
	6914	MC	1	1829	2		0.28	<b>0.41</b>	0.12	0.19	0.41	0.27	0.35
	6915	QTI	1	1822	9	0.51	0.49				0.49	0.04	<b>0.05</b>
	6916	MC	1	1829	2		0.34	0.17	<b>0.40</b>	0.09	0.40	0.29	0.38
	6917	QTI	1	1826	5	0.28	0.72				0.72	0.52	0.62
	7038	MC	1	1681	1		0.26	0.02	0.02	<b>0.69</b>	0.69	0.11	<b>0.14</b>
Writing		QTI , QTI , QTI	3	2140	3	0.10	0.17	0.29	0.45		0.70	0.64	0.66
	6772												
	6773	QTI , QTI , QTI	3	2175	2	0.10	0.17	0.26	0.46		0.69	0.65	0.67
	6774	QTI , QTI , QTI	3	2152	3	0.10	0.24	0.47	0.19		0.59	0.51	0.53
	6775	QTI , QTI , QTI	3	2133	3	0.20	0.24	0.29	0.28		0.55	0.63	0.65
	6776	QTI	1	2240	1	0.27	0.73				0.73	0.61	0.72
	6777	QTI	1	2093		0.21	0.79				0.79	0.58	0.71
	6778	QTI	1	2125		0.47	0.53				0.53	0.34	0.42
	6779	QTI	1	2154	1	0.79	0.21				0.21	0.35	0.57
	6780	QTI	1	2172		0.22	0.78				0.78	0.68	0.79
	6781	QTI	1	2128	1	0.25	0.75				0.75	0.58	0.69
	7039	QTI , QTI , QTI	3	2200	3	0.17	0.41	0.30	0.12		0.46	0.33	0.35

**Table S11.5: Item-Level Field Testing Statistics: Grade 6–8 (Combined 7 States’ data)**

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial	
Listening	6854	MC	1	4106	7		0.04	0.07	<b>0.86</b>	0.02	0.86	0.42	0.58	
	6855	MC	1	4106	7		0.07	0.04	<b>0.87</b>	0.02	0.87	0.63	0.85	
	6856	MC	1	4107	6		0.02	0.25	0.03	<b>0.69</b>	0.69	0.62	0.73	
	6857	MC	1	4110	3		<b>0.82</b>	0.09	0.07	0.02	0.82	0.54	0.68	
	6858	QTI	1	4097	35	0.47	0.53				0.53	0.53	0.65	
	6861	QTI	1	4103	29	0.42	0.58				0.58	0.55	0.66	
	6862	MC	1	4124	8		0.07	0.07	0.17	<b>0.69</b>	0.69	0.48	0.58	
	6863	MC	1	4125	7		0.09	<b>0.83</b>	0.04	0.05	0.83	0.53	0.68	
	6785	QTI	1	3993	22	0.06	0.94				0.94	0.36	0.62	
	6786	QTI	1	3986	19	0.28	0.72				0.72	0.37	0.46	
	6787	QTI	1	3991	21	0.11	0.89				0.89	0.32	0.47	
	6788	QTI	1	3898	20	0.15	0.85				0.85	0.33	0.44	
	6789	QTI	1	4013	19	0.13	0.87				0.87	0.44	0.61	
	6790	QTI	1	4003	23	0.25	0.75				0.75	0.27	0.36	
	6889	QTI	1	4054	40	0.41	0.59				0.59	0.51	0.62	
	Reading	6936	MC	1	4231	3		0.20	<b>0.58</b>	0.16	0.05	0.58	0.45	0.54
		6937	MC	1	4232	2		<b>0.53</b>	0.10	0.11	0.26	0.53	0.30	0.37
		6938	MC	1	4229	5		0.08	0.32	<b>0.50</b>	0.11	0.50	0.37	0.46
		6939	MC	1	4229	5		0.18	0.27	0.16	<b>0.39</b>	0.39	0.32	0.41
		6940	QTI	2	4229	5	0.18	0.70	0.11			0.47	0.04	<b>0.05</b>
6941		MC	1	4195	7		0.14	0.15	<b>0.61</b>	0.11	0.61	0.37	0.46	
6942		MC	1	4193	9		<b>0.53</b>	0.15	0.23	0.08	0.53	0.39	0.48	
6943		MC	1	4199	3		0.10	0.32	0.19	<b>0.40</b>	0.40	0.34	0.44	
6944		MC	1	4193	9		0.18	0.23	<b>0.45</b>	0.15	0.45	0.26	0.32	
6945		QTI	2	4193	9	0.15	0.48	0.37			0.61	0.45	0.50	
6920		MC	1	4192	6		0.30	0.20	<b>0.32</b>	0.19	0.32	0.14	<b>0.19</b>	
6921		MC	1	4192	6		0.23	<b>0.39</b>	0.15	0.22	0.39	0.20	0.26	
6922		MC	1	4188	10		0.21	0.22	0.20	<b>0.37</b>	0.37	0.34	0.44	
6923		QTI	1	4128	69	0.66	0.34				0.34	0.34	0.45	
6924		QTI	2	4187	11	0.15	0.42	0.44			0.65	0.47	0.52	
6925		MC	1	4189	9		0.15	0.26	<b>0.37</b>	0.22	0.37	0.13	<b>0.16</b>	
6791		MC	1	3900	4		0.08	<b>0.71</b>	0.05	0.16	0.71	0.39	0.48	
6792		MC	1	3901	3		0.03	0.08	<b>0.80</b>	0.09	0.80	0.44	0.56	
6793		MC	1	3813	4		<b>0.75</b>	0.07	0.12	0.06	0.75	0.44	0.54	
6794	MC	1	3813	4		0.10	0.23	<b>0.61</b>	0.06	0.61	0.46	0.55		
6795	MC	1	3992	4		0.15	0.24	<b>0.25</b>	0.36	<b>0.25</b>	0.23	0.32		
6796	MC	1	3993	3		0.14	0.09	<b>0.53</b>	0.24	0.53	0.45	0.54		
6797	MC	1	3900	5		0.04	<b>0.83</b>	0.05	0.09	0.83	0.57	0.73		

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
	6798	MC	1	3898	7		0.04	0.09	0.08	<b>0.79</b>	0.79	0.59	0.72
	6799	MC	1	3941	3		<b>0.59</b>	0.24	0.06	0.12	0.59	0.32	0.39
	6800	MC	1	3939	5		0.40	0.15	0.08	<b>0.38</b>	0.38	0.28	0.36
	6801	MC	1	3781	10		0.04	0.03	0.08	<b>0.85</b>	0.85	0.51	0.68
	6802	MC	1	3780	11		0.19	0.23	<b>0.52</b>	0.06	0.52	0.48	0.58
Writing	6803	QTI , QTI , QTI	3	4434	6	0.15	0.24	0.28	0.32		0.59	0.66	0.69
	6804	QTI , QTI , QTI	3	4433	4	0.08	0.17	0.33	0.42		0.69	0.65	0.68
	6805	QTI , QTI , QTI	3	4621	3	0.10	0.17	0.30	0.43		0.69	0.67	0.69
	6806	QTI , QTI , QTI	3	4483	4	0.10	0.20	0.25	0.45		0.68	0.65	0.67
	6807	QTI , QTI , QTI	3	4374	7	0.12	0.18	0.27	0.43		0.67	0.68	0.70
	6808	QTI , QTI , QTI	3	4398	4	0.06	0.17	0.22	0.55		0.75	0.65	0.69

Table S11.6: Item-Level Field Testing Statistics: Grade 9–12 (Combined 7 States' data)

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial	
Listening	6879	QTI	1	3121	28	0.66	0.34				0.34	0.27	0.35	
	6880	MC	1	3144	5		0.21	0.09	0.06	<b>0.64</b>	0.64	0.60	0.71	
	6881	QTI	1	3126	23	0.38	0.62				0.62	0.58	0.69	
	6882	MC	1	3144	5		0.05	<b>0.81</b>	0.05	0.09	0.81	0.49	0.65	
	6883	MC	1	2993	6		0.06	<b>0.56</b>	0.08	0.31	0.56	0.38	0.46	
	6884	MC	1	2993	6		0.06	0.06	0.09	<b>0.79</b>	0.79	0.59	0.74	
	6885	MC	1	2994	5		0.04	0.04	<b>0.84</b>	0.08	0.84	0.50	0.70	
	6886	MC	1	2995	4		<b>0.75</b>	0.10	0.10	0.05	0.75	0.57	0.70	
	6887	QTI	1	2961	19	0.41	0.59				0.59	0.42	0.52	
	6888	QTI	1	3138	44	0.34	0.66				0.66	0.60	0.71	
	7000	QTI	1	2978	23	0.36	0.64				0.64	0.58	0.69	
	6814	QTI	1	3045	26	0.39	0.61				0.61	0.43	0.52	
	6815	QTI	1	2962	21	0.10	0.90				0.90	0.41	0.65	
	6816	QTI	1	3073	29	0.03	0.97				0.97	0.30	0.78	
	6817	QTI	1	2961	19	0.19	0.81				0.81	0.42	0.56	
	6818	QTI	1	3032	18	0.53	0.47				0.47	0.06	<b>0.08</b>	
	6819	QTI	1	3025	21	0.07	0.93				0.93	0.43	0.78	
	6294	QTI	1	3016	33	0.23	0.77				0.77	0.55	0.70	
	7040	QTI	1	3049	20	0.03	0.97				0.97	0.26	0.60	
	7041	QTI	1	3100	25	0.20	0.80				0.80	0.32	0.44	
	7042	QTI	1	3081	9	0.11	0.89				0.89	0.11	<b>0.18</b>	
	Reading	6958	MC	1	7731	14		0.13	0.18	<b>0.53</b>	0.16	0.53	0.43	0.52
		6959	QTI	1	7651	93	0.56	0.44				0.44	0.38	0.47
		6960	MC	1	7721	24		0.11	0.39	<b>0.31</b>	0.19	0.31	0.28	0.36
		6961	MC	1	7723	22		<b>0.31</b>	0.32	0.17	0.20	0.31	0.13	<b>0.17</b>
6962		QTI	2	7721	24	0.30	0.56	0.14			0.42	0.24	0.27	
6963		MC	1	7724	21		0.22	0.20	0.22	<b>0.35</b>	0.35	0.35	0.44	
6820		MC	1	7649	11		0.08	0.15	0.10	<b>0.67</b>	0.67	0.55	0.65	
6821		MC	1	7644	16		0.27	<b>0.55</b>	0.07	0.11	0.55	0.47	0.56	
6822		MC	1	7436	15		0.10	0.15	0.09	<b>0.66</b>	0.66	0.56	0.66	
6823		MC	1	7433	18		0.12	<b>0.73</b>	0.10	0.05	0.73	0.50	0.63	
6824		MC	1	7409	17		0.11	0.11	<b>0.74</b>	0.04	0.74	0.56	0.69	
6825		MC	1	7400	26		0.11	0.09	<b>0.72</b>	0.08	0.72	0.63	0.76	
6826		MC	1	7629	10		0.11	<b>0.57</b>	0.26	0.06	0.57	0.45	0.54	
6827		QTI	1	7626	13	0.29	0.71				0.71	0.67	0.80	
6953		MC	1	7953	21		<b>0.47</b>	0.19	0.21	0.13	0.47	0.25	0.31	
6954	MC	1	7947	27		0.18	0.21	<b>0.43</b>	0.19	0.43	0.20	<b>0.25</b>		
6955	QTI	1	7951	23	0.43	0.57				0.57	0.38	0.46		

Domain	Item #	Item Format	Max. Points	N-count	Omit N-count	% at 0/A	% at 1/B	% at 2/C	% at 3/D	% at 4	p-value	Biserial	Adj. Biserial
	6956	QTI	1	7854	118	0.35	0.65				0.65	0.30	0.38
	6957	QTI	2	7945	29	0.31	0.46	0.23			0.46	0.45	0.49
Writing	6828	QTI , QTI , QTI	3	11288	18	0.15	0.35	0.36	0.14		0.50	0.46	0.48
	6829	QTI , QTI , QTI	3	11231	17	0.21	0.20	0.25	0.34		0.57	0.72	0.74
	6830	QTI , QTI , QTI	3	11427	20	0.14	0.24	0.26	0.36		0.61	0.69	0.71
	6831	QTI , QTI , QTI	3	11445	27	0.17	0.20	0.23	0.40		0.62	0.72	0.74



**TECHNICAL REPORT**  
**PART II – SCREENER ASSESSMENT**

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

**Grades K–12**

**2022–2023 Test Administration**

***Submitted to:***

Ohio Department of Education

***Submitted by:***

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

November 2023

## Table of Contents

Chapter 1. Introduction.....	1
Chapter 2. Test Administration.....	2
2.1 Testing Window.....	2
2.2 Test Design.....	2
2.3 Test Administration Manual.....	8
2.3.1 Directions for Test Administration.....	8
2.3.2 Training/Practice Tests.....	9
2.4 Test Security.....	9
2.5 Scoring Rules for Screener Tests.....	9
2.6 Handscoring.....	10
Chapter 3. 2022–2023 Summary.....	11
3.1 2022–2023 Student Participation.....	11
3.2 2022–2023 Student Scale Score and Performance Summary.....	18
3.3 2022–2023 Testing Time for Online Screener Tests.....	28
Chapter 4. Reliability.....	30
4.1 Marginal Standard Error of Measurement.....	30
4.2 Marginal Reliability.....	31
4.3 Classification Accuracy and Consistency.....	33
Chapter 5. Validity.....	41
5.1 Correlations Between Summative and Screener Tests.....	41
5.2 Student Progress from Screener to Summative.....	44
Chapter 6. Reporting.....	47
Reference.....	49

## List of Tables

Table 2.1 Threshold Step 2 Summed Scores for Proceeding to Step 3 .....	5
Table 2.2 Number of Operational Items and Score Points by Domain and Grade Band—Online Screener.....	7
Table 2.3 Number of Operational Items and Score Points by Domain and Grade Band—Paper Screener.....	8
Table 2.4 Number of Operational Items and Score Points by Domain and Grade Band—Braille Screener.....	8
Table 3.1 Student Participation by Test Mode.....	13
Table 3.2 Number of Students for 2022–2023 OELPA and OELPS.....	14
Table 3.3 2022–2023 Student Participation in OELPS Tests .....	15
Table 3.4 Summary of Domain Exemptions.....	19
Table 3.5 Scale Score Summary by Grade—Listening and Reading* .....	20
Table 3.6 Scale Score Summary by Grade—Speaking and Writing* .....	21
Table 3.7 Scale Score Summary by Grade—Comprehension and Overall* .....	22
Table 3.8 Percentage of Students in Each Performance Level by Grade—Listening and Reading* .....	23
Table 3.9 Percentage of Students in Each Performance Level by Grade—Speaking and Writing* .....	24
Table 3.10 Percentage of Students in Each Overall Proficiency Category by Grade.....	25
Table 3.11 Testing Time for the 2022–2023 Online Screener Tests .....	29
Table 4.1 Marginal Reliability by Score and Grade* .....	32
Table 4.2 OELPS Overall Classification Accuracy and Consistency for Domain Performance Levels by Domain and Grade* .....	34
Table 4.3 Classification Accuracy for Each Cut by Domain and Grade* .....	35
Table 4.4 Classification Consistency for Each Cut by Domain and Grade* .....	37
Table 4.5 Screener Classification for Overall Proficiency Classifications by Grade* .....	39
Table 5.1 Pearson Correlations Between Scale Scores for the Screener and Summative Assessments* .....	42
Table 5.2 Gamma Correlations Between Domain/Proficiency Classifications for the Screener and Summative Assessments* .....	43

## List of Figures

Figure 2.1 2022–2023 ELPA21 Screener Online Test Design .....	4
Figure 2.2 2022–2023 ELPA21 Screener Paper-Pencil Test Design .....	7
Figure 3.1 Percentage of Students in Performance Levels* .....	26
Figure 3.2 Percentage of Students in Proficiency Levels* .....	27
Figure 4.1 Ratio of Marginal Standard Error of Measurement to Standard Deviation of Estimated Scale Scores by Grade and Domain* .....	31
Figure 4.2 Marginal Reliability* .....	33
Figure 4.3 Classification Accuracy* .....	36
Figure 4.4 Classification Consistency* .....	38
Figure 4.5 Proficiency Classification* .....	40
Figure 5.1 Average Domain Scale Score Progress .....	44
Figure 5.2 Average Overall and Comprehension Scale Score Progress .....	45
Figure 5.3 Percentages of Domain Performance Level from Screener to Summative .....	46
Figure 5.4 Percentages of Overall Proficiency from Screener to Summative .....	46
Figure 6.1 CRS Sample Page Showing State’s Overall Performance by Grade <b>Error! Bookmark not defined.</b>	
Figure 6.2 Sample Page of an Individual Student Report..... <b>Error! Bookmark not defined.</b>	

## **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 items 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), which is the same assessment used in other states, only the name is different.

Part II of this technical report focuses on the 2022–2023 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 technical 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. 2022–2023 Summary
- Chapter 4. Reliability
- Chapter 5. Validity
- Chapter 6. Reporting

The results of the 2022–2023 OELPS are included in this report and in Appendix Part II.

## 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 2022–2023 school year, the Ohio 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.

For the OELPS assessment, the 2022–2023 testing window was scheduled from August 3, 2022, to June 30, 2023. ODE allowed districts to administer the 2021 OELPS 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 should have been administered so that students could not hear one another and so that recordings did 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. 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* 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 Rest and Restart Education page.

### 2.2 TEST DESIGN

Each 2022–2023 OELPS assessment had 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 2.1. The content of the segments includes the following:

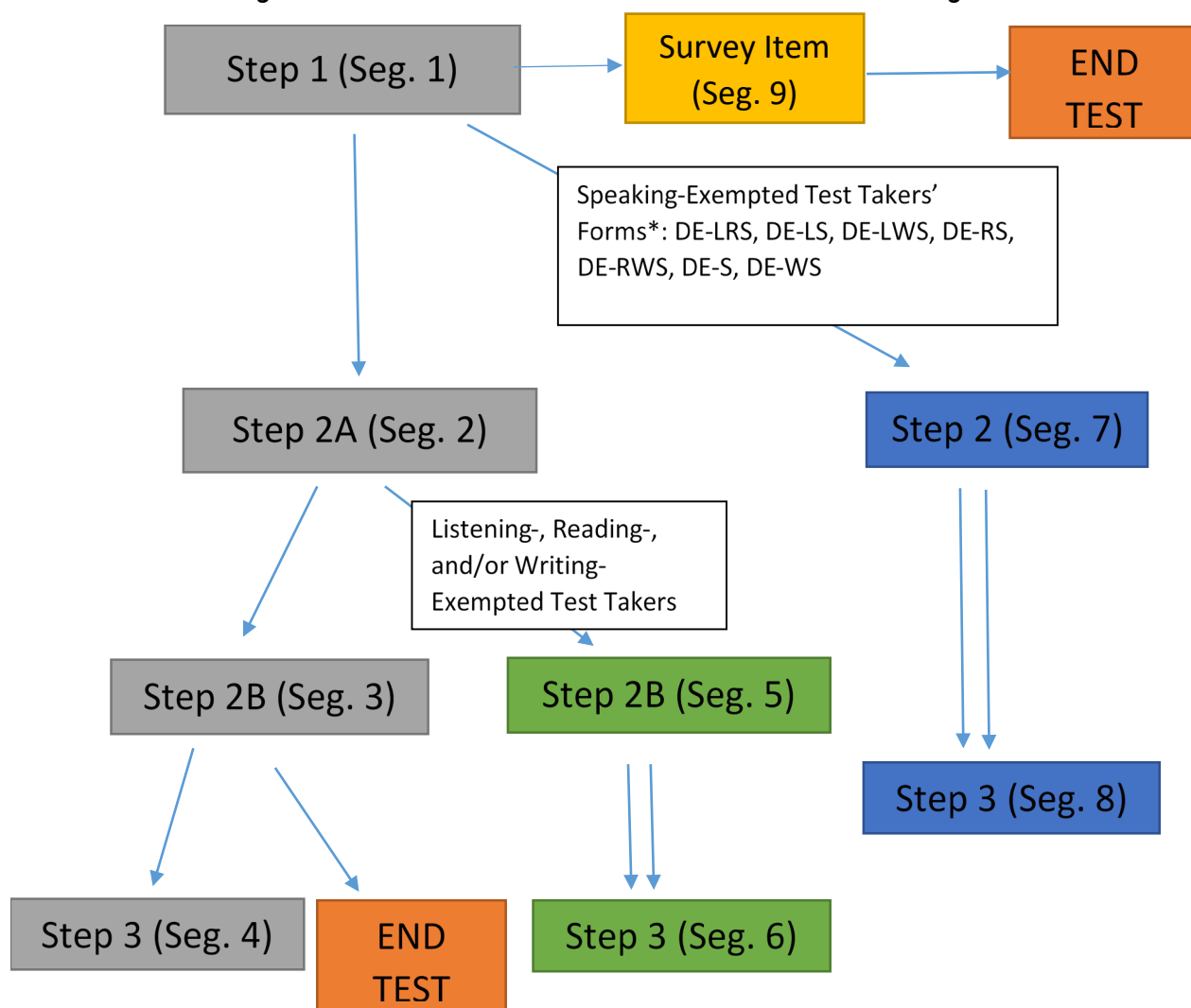
- Segment 1 includes nonscored practice items. At the end of Segment 1, the TA indicates whether the student should proceed to the operational items. If the TA determines that the test should not proceed, the student is directed to Segment 9, which contains one nonscored survey item, and then the test 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” for all domains. 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 2.1.

Figure 2.1 2022–2023 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 2.1 Threshold Step 2 Summed Scores for Proceeding to Step 3*

<b>Grade Band</b>	<b>Threshold Score</b>	<b>Step 2 Max Score</b>
Beginning of Kindergarten (BK) <sup>1</sup>	20	26
K	23	26
1	24	27
2–3	25	28
4–5	26	31
6–8	28	33
9–12	26	30

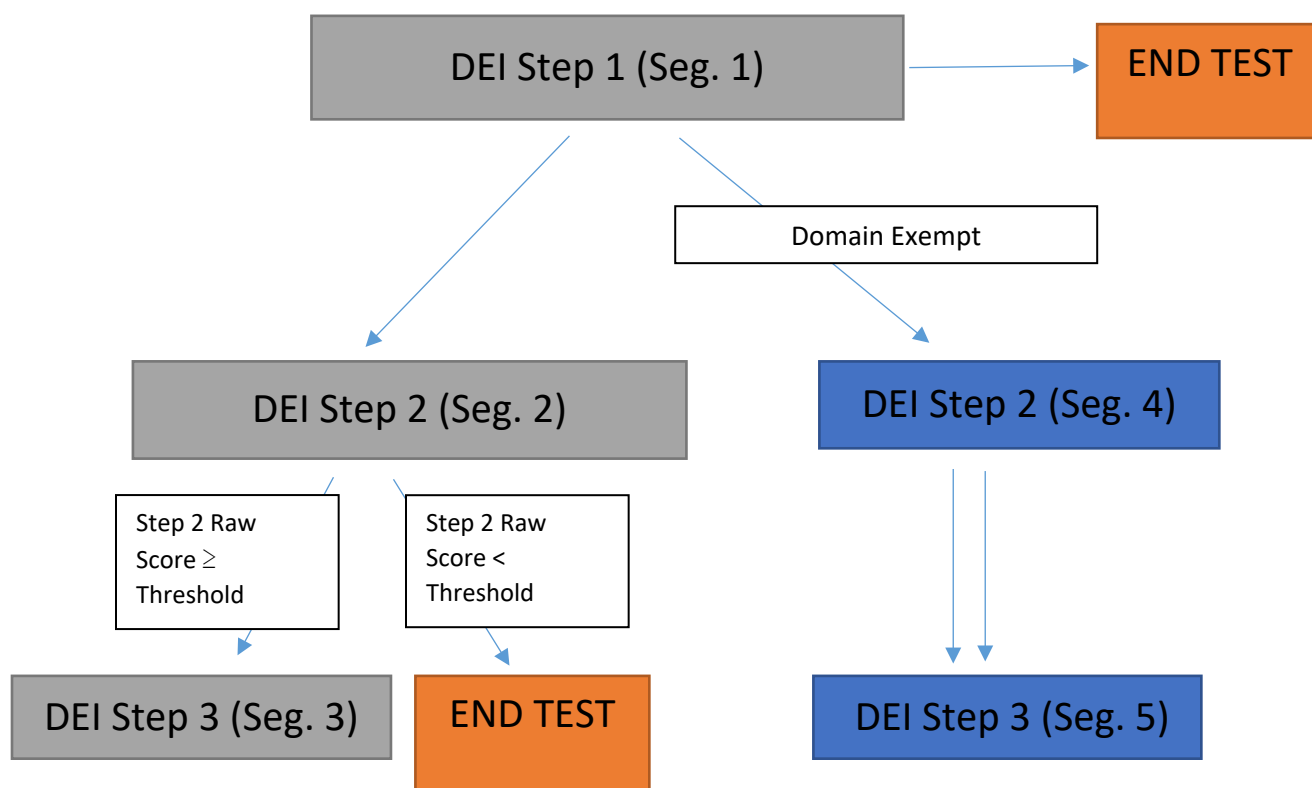
Note 1. BK is the same test as K with a different proficiency definition. Starting in 2021–2022, BK students are considered overall proficient with 3 or above in each domain rather than 4 or above. In Ohio, students took BK if they were kindergarteners screened by Dec. 31. They were not in pre-K when they were screened.

The paper-pencil form has five segments:

- Segment 1 (Step 1) includes nonscored, 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.

Figure 2.2 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 (CAI) Data Entry Interface (DEI) on the state testing portal for all English Language Proficiency Assessment for the 21st Century (ELPA21) domain tests. Practice test items were not entered into the DEI and were not scored.

Figure 2.2 2022–2023 ELPA21 Screener Paper-Pencil Test Design



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 Tables 2.2–2.4. Specifically, Table 2.2 includes Segments 2–4 items, Table 2.3 includes Segments 2–3 items, and Table 2.4 includes Segment 2 items.

Table 2.2 Number of Operational Items and Score Points by Domain and Grade Band—Online Screener

	Grade/Grade Band											
	BK/K		1		2–3		4–5		6–8		9–12	
Domain	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	14	17
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
<b>Total</b>	<b>38</b>	<b>46</b>	<b>41</b>	<b>50</b>	<b>42</b>	<b>55</b>	<b>47</b>	<b>75</b>	<b>46</b>	<b>81</b>	<b>45</b>	<b>81</b>

Table 2.3 Number of Operational Items and Score Points by Domain and Grade Band—Paper Screener

Domain	Grade/Grade Band											
	BK/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	14	17
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	45	81

Table 2.4 Number of Operational Items and Score Points by Domain and Grade Band—Braille Screener

Domain	Grade/Grade Band											
	BK/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	8	16	7	23	8	26
Total	34	42	32	42	34	49	40	71	37	71	38	77

## 2.3 TEST ADMINISTRATION MANUAL

### 2.3.1 Directions for Test Administration

For the 2022–2023 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 System, training/practice tests (Step 1 in screener tests) were provided before and during the testing windows. Training/practice tests can be accessed through a nonsecure 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 Part I, Chapter 9, Quality Control, of this technical report.

## **2.5 SCORING RULES FOR SCREENER TESTS**

The scoring rules applied to the 2022–2023 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 into the Test Information Distribution Engine (TIDE) prior to the student starting the test. Students taking the online screener will be presented with items only 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**

For OELPS, all handscoring is performed locally. For OELPS, the district scores speaking and writing in the Teacher Assessment Scoring Center (TASC).

### **Rules for Handscoring**

The condition code categories and the rules for evaluating a potential nonscorable response in the speaking domain are summarized in Section 3.5.1 in Part I of this technical report.

## **CHAPTER 3. 2022–2023 SUMMARY**

The 2022–2023 OELPS results are presented in this chapter and in Sections 1–5 of Appendix Part II of this technical report. The 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. For those students who complete all items in all four domains (Braille) or all items in the non-exempt domains (exemptions), there is no distinction between Step 2 and Step 3.

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 2022–2023 STUDENT PARTICIPATION**

Table 3.1 summarizes student participation in each mode of testing. Most students took the assessment online (99.97%), followed by paper-pencil (0.01%). No student received the braille forms (0.00%) in the 2022–2023 OELPS assessment.

Tables 3.2 and 3.3 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 band 9–12.

Table 3.3 shows the participation in OELPS by subgroup. There were more male students than female students. Most students were in the Hispanic or Latino group (26.0%–34.6%), followed by African American students (16.9%–18.5%), and Asian students (10.0%–25.4%). About 0.2%–0.6% of the students had migrated to the United States from other countries. About 0.7%–1.7% of the students had disabilities. Most students identified as having a speech or language impairment were in pre-kindergarten/kindergarten (0.6%), grades 1–3 (0.4%), while most students identified as having a specific learning disability were in upper grades: 0.5% in grade band 4–5, 0.7% in middle school, and 0.3% in high school.

Tables S1.1–S1.13 in Section 1 of Appendix Part II of this technical report 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 Appendix Part II of this technical report 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 3.2 Student Participation by Test Mode

Grade	Total	Braille		Online		Paper	
		N	%	N	%	N	%
<b>BK</b>	10,846	0	0.00	10,846	100.00	0	0.00
<b>K<sup>1</sup></b>	766	2	0.26	762	99.48	2	0.26
<b>1</b>	2,187	0	0.00	2,187	100.00	0	0.00
<b>2</b>	1,609	0	0.00	1,607	99.88	2	0.12
<b>3</b>	1,529	0	0.00	1,528	99.93	1	0.07
<b>4</b>	1,363	0	0.00	1,363	100.00	0	0.00
<b>5</b>	1,367	0	0.00	1,367	100.00	0	0.00
<b>6</b>	1,180	0	0.00	1,180	100.00	0	0.00
<b>7</b>	1,173	0	0.00	1,173	100.00	0	0.00
<b>8</b>	1,150	0	0.00	1,150	100.00	0	0.00
<b>9</b>	1,998	0	0.00	1,998	100.00	0	0.00
<b>10</b>	1,009	0	0.00	1,009	100.00	0	0.00
<b>11</b>	619	0	0.00	619	100.00	0	0.00
<b>12</b>	348	0	0.00	348	100.00	0	0.00
<b>Total</b>	27,144	2	0.01	27,137	99.97	5	0.02

Note 1. Kindergarteners take Beginning of Kindergarten (BK) through Dec. 31 and K after Dec. 31.

*Table 3.3 Number of Students for 2022–2023 OELPA and OELPS*

<b>Grade/Grade Band</b>	<b>N Summative</b>	<b>N Screener</b>	<b>N Both</b>
<b>K</b>	10,580	11,612	9,511
<b>1</b>	10,578	2,187	1,692
<b>2–3</b>	15,886	3,138	2,263
<b>4–5</b>	11,187	2,730	1,765
<b>6–8</b>	12,616	3,503	2,408
<b>9–12</b>	15,230	3,974	2,800
<b>Total</b>	76,077	27,144	20,439

Note 1. This total includes both BK and K students; about 93% of kindergarten screeners took the test before Dec. 31.

Table 3.3 2022–2023 Student Participation in OELPS Tests

Subgroup	Status	Pre-K		K		1		2-3		4-5		6-8		9-12		Grand Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total</b>		10,846	100.0	766	100.0	2,187	100.0	3,138	100.0	2,730	100.0	3,503	100.0	3,974	100.0	27,144	100.0
<b>Grade</b>	<b>Pre-K</b>	10,846	100.0													10,846	40.0
	<b>K</b>			766	100.0											766	2.8
	<b>1</b>					2,187	100.0									2,187	8.1
	<b>2</b>							1,609	51.3							1,609	5.9
	<b>3</b>							1,529	48.7							1,529	5.6
	<b>4</b>									1,363	49.9					1,363	5.0
	<b>5</b>									1,367	50.1					1,367	5.0
	<b>6</b>											1,180	33.7			1,180	4.3
	<b>7</b>											1,173	33.5			1,173	4.3
	<b>8</b>											1,150	32.8			1,150	4.2
	<b>9</b>													1,998	50.3	1,998	7.4
	<b>10</b>													1,009	25.4	1,009	3.7
<b>11</b>													619	15.6	619	2.3	

Subgroup	Status	Pre-K		K		1		2-3		4-5		6-8		9-12		Grand Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	<b>12</b>													348	8.8	348	1.3
<b>Gender</b>	<b>Female</b>	4,864	44.8	322	42.0	988	45.2	1,436	45.8	1,238	45.3	1,558	44.5	1,737	43.7	12,143	44.7
	<b>Male</b>	5,156	47.5	399	52.1	1,025	46.9	1,484	47.3	1,299	47.6	1,748	49.9	1,932	48.6	13,043	48.1
	<b>Missing</b>	826	7.6	45	5.9	174	8.0	218	6.9	193	7.1	197	5.6	305	7.7	1,958	7.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	50	0.5			8	0.4	9	0.3	10	0.4	13	0.4	16	0.4	106	0.4
	<b>Asian</b>	2,803	25.8	144	18.8	500	22.9	623	19.9	528	19.3	512	14.6	396	10.0	5,506	20.3
	<b>Black or African American</b>	1,778	16.4	179	23.4	405	18.5	541	17.2	496	18.2	603	17.2	686	17.3	4,688	17.3
	<b>Hispanic or Latino</b>	3,106	28.6	205	26.8	568	26.0	833	26.5	776	28.4	1,104	31.5	1,376	34.6	7,968	29.4
	<b>Native Hawaiian or Other Pacific Islander</b>	67	0.6	5	0.7	20	0.9	26	0.8	15	0.5	34	1.0	24	0.6	191	0.7
	<b>Two or More Races</b>	1,167	10.8	119	15.5	274	12.5	410	13.1	325	11.9	486	13.9	623	15.7	3,404	12.5
	<b>White</b>	1,763	16.3	107	14.0	382	17.5	657	20.9	542	19.9	697	19.9	807	20.3	4,955	18.3
	<b>Other/Unknown</b>	112	1.0	7	0.9	30	1.4	39	1.2	38	1.4	54	1.5	46	1.2	326	1.2
<b>Other</b>	<b>Gifted</b>					1	0.0	2	0.1	3	0.1	3	0.1	2	0.1	11	0.0
	<b>Home Schooled</b>											1	0.0	1	0.0	2	0.0
	<b>IEP</b>	195	1.8	30	3.9	24	1.1	51	1.6	36	1.3	54	1.5	27	0.7	417	1.5

Subgroup	Status	Pre-K		K		1		2-3		4-5		6-8		9-12		Grand Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	<b>Migrant</b>	21	0.2	2	0.3	4	0.2	8	0.3	16	0.6	17	0.5	25	0.6	93	0.3
<b>Primary Disability</b>	<b>Autism</b>	76	0.7	11	1.4	7	0.3	8	0.3	8	0.3	5	0.1	5	0.1	120	0.4
	<b>Developmental delay</b>	3	0.0	2	0.3							2	0.1			7	0.0
	<b>Emotional disturbance</b>	1	0.0					1	0.0			1	0.0			3	0.0
	<b>Hearing Impaired</b>	1	0.0					1	0.0	1	0.0					3	0.0
	<b>Intellectual Disability</b>			3	0.4	1	0.0	2	0.1	4	0.1	5	0.1	2	0.1	17	0.1
	<b>Multiple disabilities</b>	10	0.1	4	0.5	2	0.1	8	0.3	7	0.3	11	0.3	3	0.1	45	0.2
	<b>Other health impairment</b>	16	0.1	4	0.5	1	0.0	9	0.3	4	0.1	7	0.2	4	0.1	45	0.2
	<b>Specific learning disability</b>	7	0.1	4	0.5	3	0.1	7	0.2	13	0.5	24	0.7	12	0.3	70	0.3
	<b>Speech or language impairment</b>	71	0.7	1	0.1	9	0.4	13	0.4	2	0.1	1	0.0			97	0.4
	<b>Traumatic brain injury</b>								1	0.0						1	0.0
	<b>Visual impairment</b>	1	0.0					2	0.1							3	0.0

### **3.2 2022–2023 STUDENT SCALE SCORE AND PERFORMANCE SUMMARY**

Table 3.4 shows the number and percentages of students who had a domain exemption. Tables 3.5–3.7 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 (BK, K, 1, 2–3, 4–5, 6–8, and 9–12). Scale score summary by subgroup for each grade is also presented in Section 3 of Appendix Part II of this technical report.

Table 3.8, Table 3.9, and Figure 3.1 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 1–11. Most students scored at Level 1 in listening in grades 3–11, but in grades BK–2, most students scored at Level 3. 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 Appendix Part II of this technical report.

Table 3.10 and Figure 3.2 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 2 and from grade 3 to grade 5, then consistently decreases until grade 9, and slightly increases until grade 12. The percentage of students in the Emerging category is relatively stable until grade 4, increases until grade 8, and then consistently drops afterward. Section 5 of Appendix Part II of this technical report displays the overall proficiency level by subgroup for each grade. Please note that BK students are considered overall proficient with 3 or above in each domain rather than 4 or above. This is the only difference between BK and K starting in 2021–2022.

**Table 3.4 Summary of Domain Exemptions**

<b>Grade</b>	<b>Total</b>	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Writing</b>
<b>BK</b>	10,846	0 (0.0%)	7 (0.6%)	9 (0.4%)	9 (0.5%)
<b>K</b>	766	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>1</b>	2,187	0 (0.0%)	1 (0.1%)	1 (0.1%)	1 (0.1%)
<b>2</b>	1,609	0 (0.0%)	2 (0.1%)	2 (0.1%)	2 (0.3%)
<b>3</b>	1,529	0 (0.0%)	1 (0.1%)	1 (0.1%)	1 (0.3%)
<b>4</b>	1,363	0 (0.0%)	1 (0.2%)	1 (0.1%)	1 (0.0%)
<b>5</b>	1,367	1 (0.1%)	1 (0.3%)	0 (0.0%)	1 (0.1%)
<b>6</b>	1,180	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>7</b>	1,173	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>8</b>	1,150	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>9</b>	1,998	0 (0.0%)	2 (0.0%)	2 (0.2%)	2 (0.1%)
<b>10</b>	1,009	1 (0.1%)	0 (0.0%)	1 (0.1%)	0 (0.0%)
<b>11</b>	619	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
<b>12</b>	348	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)

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>BK</b>	10,443	314	515.3	714	69.0	10,436	318	512.1	708	68.5
<b>K</b>	670	314	502.8	714	85.5	670	318	500.3	708	85.3
<b>1</b>	2,080	288	489.5	678	91.2	2,079	286	472.8	704	91.8
<b>2</b>	1,514	286	468.4	710	83.6	1,512	278	453.2	734	91.8
<b>3</b>	1,436	286	484.1	710	96.9	1,435	278	477.1	734	106.4
<b>4</b>	1,253	270	472.1	778	117.6	1,252	270	475.4	795	115.3
<b>5</b>	1,267	270	478.3	778	123.6	1,267	270	482.7	795	121.1
<b>6</b>	1,041	279	479.7	738	107.5	1,041	296	484.3	733	104.8
<b>7</b>	1,022	279	480.3	738	108.5	1,022	296	487.5	733	106.1
<b>8</b>	1,019	279	473.2	738	114.9	1,019	296	485.2	733	110.5
<b>9</b>	1,602	302	464.3	731	102.6	1,600	312	468.7	733	99.1
<b>10</b>	920	302	496.0	731	106.9	921	312	499.9	733	102.9
<b>11</b>	583	302	520.5	731	109.0	583	312	526.1	733	103.5
<b>12</b>	329	302	538.2	731	108.4	329	312	541.0	733	105.0

\* 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>BK</b>	10,434	339	507.8	711	91.6	10,434	347	478.6	684	59.9
<b>K</b>	670	339	482.6	711	99.9	670	347	492.9	684	80.4
<b>1</b>	2,079	310	470.6	669	100.5	2,079	283	467.5	698	92.5
<b>2</b>	1,512	292	446.2	703	104.9	1,512	276	449.4	737	93.4
<b>3</b>	1,435	292	461.6	703	120.4	1,435	276	475.3	737	108.1
<b>4</b>	1,252	270	476.3	786	148.4	1,252	268	472.2	797	124.1
<b>5</b>	1,268	270	475.7	786	153.2	1,267	268	480.6	797	129.4
<b>6</b>	1,041	296	483.8	732	125.4	1,041	281	481.1	741	112.1
<b>7</b>	1,022	296	483.3	732	124.6	1,022	281	483.2	741	112.9
<b>8</b>	1,019	296	475.3	732	128.4	1,019	281	478.5	741	117.6
<b>9</b>	1,600	334	479.8	722	111.0	1,600	318	471.4	732	98.1
<b>10</b>	920	334	508.4	722	116.1	921	318	500.9	732	102.7
<b>11</b>	583	334	534.3	722	115.7	583	318	525.1	732	105.1
<b>12</b>	329	334	553.9	722	112.2	329	318	539.9	732	106.4

\* 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>BK</b>	10,443	3978	5325.2	6375	501.1	10,443	3646	5095.2	6763	549.4
<b>K</b>	670	3978	5210.5	6454	584.7	670	3646	5021.2	6763	701.1
<b>1</b>	2,080	3785	5069.4	6387	622.0	2,080	3364	4877.5	6629	746.8
<b>2</b>	1,514	3756	4908.0	6439	617.3	1,514	3326	4709.8	6880	743.5
<b>3</b>	1,436	3756	5024.0	6439	694.5	1,436	3326	4874.2	6880	867.5
<b>4</b>	1,253	3649	4928.6	6700	715.9	1,253	3237	4878.1	7401	1012.0
<b>5</b>	1,267	3649	4970.8	6700	755.7	1,268	3237	4921.5	7401	1055.5
<b>6</b>	1,041	3803	4996.3	6476	687.4	1,041	3388	4950.1	6974	897.1
<b>7</b>	1,023	3803	5006.8	6476	697.5	1,022	3388	4960.8	6974	898.1
<b>8</b>	1,019	3803	4973.3	6476	729.1	1,019	3388	4916.0	6974	937.7
<b>9</b>	1,602	3818	4885.1	6522	687.8	1,602	3628	4864.5	6922	816.3
<b>10</b>	921	3818	5103.4	6522	710.1	921	3628	5109.3	6922	851.8
<b>11</b>	583	3818	5273.0	6522	715.6	583	3628	5313.5	6922	861.8
<b>12</b>	329	3818	5382.1	6522	709.2	329	3628	5446.9	6922	857.6

\* Scale scores cannot be compared across grade bands. Ohio does not use these scores for any purpose.

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>BK</b>	10,844	3.7	22.6	17.1	49.0	3.9	3.6	10,837	3.7	26.9	19.6	38.9	5.9	5.0
<b>K</b>	759	11.7	32.1	13.6	34.5	2.6	5.4	759	11.7	35.7	14.6	27.0	4.6	6.3
<b>1</b>	2,182	4.7	30.1	8.2	30.9	12.2	14.0	2,181	4.7	56.6	11.5	12.5	7.5	7.2
<b>2</b>	1,598	5.3	28.0	11.8	25.7	16.6	12.7	1,596	5.3	55.5	8.4	16.7	5.8	8.5
<b>3</b>	1,518	5.4	28.5	13.6	23.3	13.8	15.3	1,517	5.4	55.5	12.1	13.4	5.4	8.2
<b>4</b>	1,342	6.6	32.9	9.4	12.7	15.6	22.8	1,341	6.6	47.5	8.9	13.7	5.8	17.4
<b>5</b>	1,348	6.0	38.2	9.3	7.9	16.4	22.2	1,348	6.0	50.5	9.3	13.5	6.2	14.5
<b>6</b>	1,175	11.4	32.3	9.4	11.5	13.3	22.2	1,175	11.4	45.8	5.7	14.4	8.7	14.0
<b>7</b>	1,156	11.6	40.5	8.2	15.4	7.4	17.0	1,156	11.6	50.3	9.6	13.0	4.8	10.8
<b>8</b>	1,135	10.2	45.6	9.5	11.5	7.8	15.4	1,135	10.2	55.0	8.1	14.5	4.9	7.2
<b>9</b>	1,996	19.7	45.6	8.7	11.2	4.9	9.9	1,994	19.8	52.6	9.2	10.4	3.8	4.3
<b>10</b>	1,000	8.0	41.1	9.1	16.3	8.9	16.6	1,001	8.0	48.8	10.8	19.4	5.3	7.8
<b>11</b>	619	5.8	32.1	9.9	19.2	8.4	24.6	619	5.8	40.4	14.4	19.2	7.4	12.8
<b>12</b>	346	4.9	25.1	11.0	21.1	8.7	29.2	346	4.9	34.1	15.3	21.4	8.7	15.6
<b>Total</b>	27,018	6.8	30.2	12.8	30.8	8.2	10.7	27,005	6.8	41.2	13.9	24.5	5.9	7.8

\* 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>BK</b>	10,835	3.7	39.7	19.7	19.3	5.6	11.9	10,835	3.7	65.8	21.9	6.5	1.2	0.8
<b>K</b>	759	11.7	48.0	13.3	14.2	4.1	8.7	759	11.7	52.3	19.1	11.9	2.5	2.5
<b>1</b>	2,181	4.7	63.7	14.9	3.5	5.0	8.2	2,181	4.7	64.1	10.4	11.7	4.3	4.9
<b>2</b>	1,596	5.3	60.5	12.0	6.1	5.3	10.9	1,596	5.3	54.7	12.5	13.0	5.2	9.3
<b>3</b>	1,517	5.4	57.0	9.2	6.1	7.8	14.6	1,517	5.4	57.3	10.5	11.7	5.1	10.0
<b>4</b>	1,341	6.6	46.1	7.5	8.4	5.3	26.2	1,341	6.6	45.1	9.0	16.5	4.5	18.2
<b>5</b>	1,349	6.0	52.2	7.0	6.4	3.7	24.8	1,348	6.0	45.0	8.4	19.9	5.4	15.4
<b>6</b>	1,175	11.4	42.0	8.2	11.5	5.4	21.5	1,175	11.4	37.8	10.7	16.4	5.1	18.6
<b>7</b>	1,156	11.6	45.2	9.9	8.9	5.4	19.0	1,156	11.6	48.9	9.5	11.8	4.1	14.2
<b>8</b>	1,135	10.2	50.4	8.7	8.3	4.1	18.2	1,135	10.2	53.9	8.5	11.8	3.8	11.7
<b>9</b>	1,994	19.8	44.6	10.8	9.4	3.0	12.4	1,994	19.8	52.4	8.4	9.5	3.2	6.8
<b>10</b>	1,000	8.0	43.5	11.1	10.8	5.3	21.3	1,001	8.0	48.2	12.0	14.9	5.0	12.0
<b>11</b>	619	5.8	35.7	10.8	12.6	6.3	28.8	619	5.8	40.1	14.1	16.3	5.5	18.3
<b>12</b>	346	4.9	30.3	11.6	13.6	5.8	33.8	346	4.9	34.1	15.3	17.3	6.6	21.7
<b>Total</b>	27,003	6.8	46.1	14.2	12.7	5.2	15.0	27,003	6.8	57.0	15.2	10.7	2.9	7.1

\* Level 0: Performance Not Determined. Scores for domain tests marked as Exemption or Not Attempted are excluded.

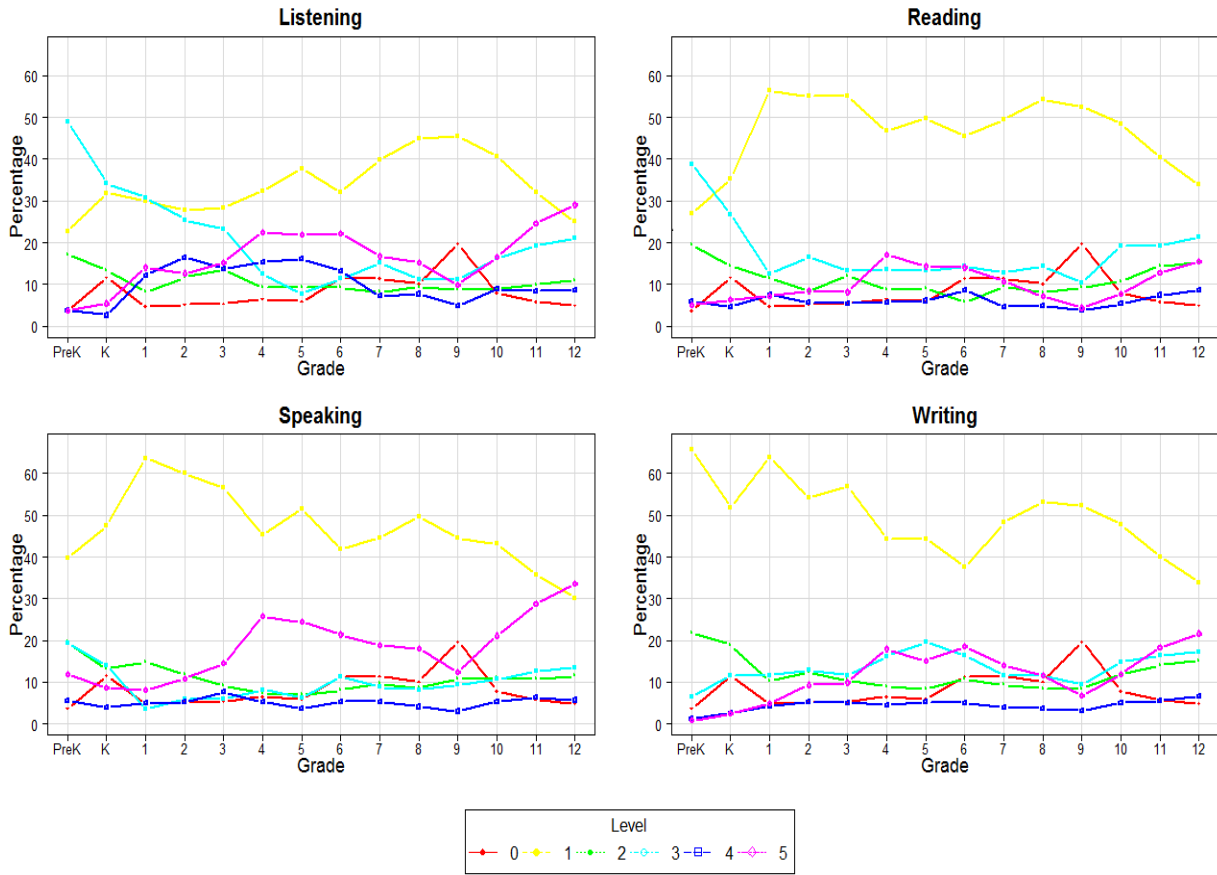
Table 3.5 Percentage of Students in Each Overall Proficiency Category by Grade

Grade	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>BK<sup>1</sup></b>	10,844	3.7	35.4	53.7	7.2
<b>K<sup>2</sup></b>	759	11.7	42.4	40.8	5.0
<b>1</b>	2,182	4.7	37.8	50.6	6.9
<b>2</b>	1,598	5.3	39.3	44.2	11.3
<b>3</b>	1,518	5.4	41.9	40.4	12.3
<b>4</b>	1,342	6.6	41.7	30.4	21.3
<b>5</b>	1,349	6.0	46.9	28.0	19.1
<b>6</b>	1,175	11.4	40.8	28.3	19.6
<b>7</b>	1,156	11.6	47.6	26.5	14.4
<b>8</b>	1,135	10.2	53.8	24.3	11.6
<b>9</b>	1,996	19.7	51.2	21.6	7.5
<b>10</b>	1,001	8.0	47.5	32.2	12.4
<b>11</b>	619	5.8	39.3	35.7	19.2
<b>12</b>	346	4.9	34.1	37.6	23.4
<b>Total</b>	27,020	6.8	40.5	42.0	10.7

Note 1. Definition of proficiency is 3 or above in BK.

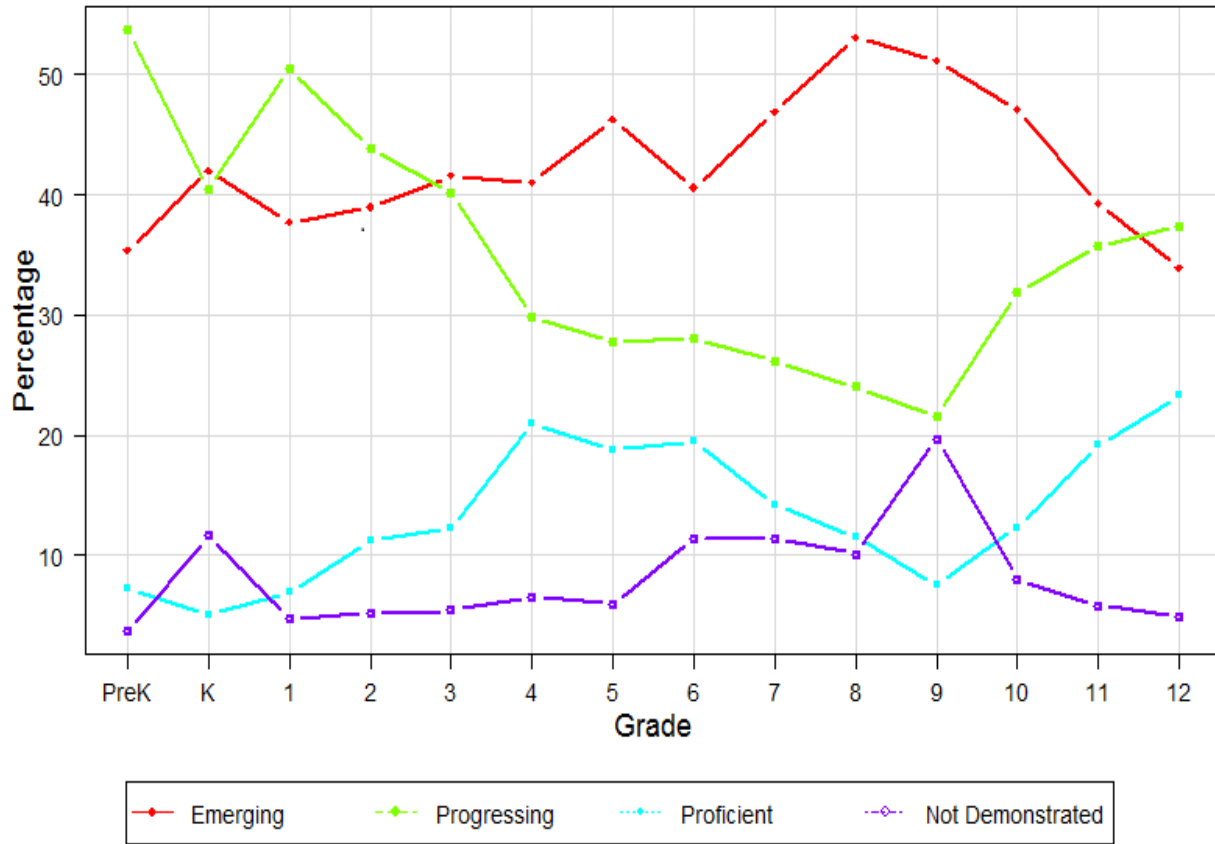
Note 2. Definition of proficiency is 4 or above in K and all other grades.

Figure 3.3 Percentage of Students in Performance Levels\*



\* Level 0: Performance Not Determined. Scores for domain tests marked as Exemption or Not Attempted are excluded.

Figure 3.4 Percentage of Students in Proficiency Levels\*



\* The percentage of students marked Proficiency Not Attempted is excluded.

### **3.3 2022–2023 TESTING TIME FOR ONLINE SCREENER TESTS**

In the 2022–2023 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 3.11 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 Step 2 and time spent on 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 3.11 Testing Time for the 2022–2023 Online Screener Tests

Grade/Grade Band	End Step	N	N of Items	Testing Time (Minutes)								
				Min	P10	P25	P50	P75	P90	Max	Mean	SD
BK	Step 2	7,248	18	0.6	4.7	5.2	6.1	7.3	9.0	54.6	6.6	2.4
	Step 3	3,137	34	7.1	13.0	14.3	16.2	18.9	22.5	54.4	17.1	4.1
K	Step 2	556	18	0.6	4.6	5.2	6.2	7.7	10.2	29.0	6.9	2.8
	Step 3	101	34	9.5	13.3	14.4	16.9	19.9	23.8	42.6	18.1	5.4
1	Step 2	1,426	19	0.8	6.4	7.2	8.5	10.3	13.0	38.9	9.2	3.2
	Step 3	631	37	12.9	16.3	19.0	22.4	27.1	33.7	59.1	24.1	7.6
2–3	Step 2	2,048	20	1.0	6.0	7.1	8.7	10.9	13.5	72.8	9.4	3.8
	Step 3	869	38	11.4	25.4	30.0	35.7	45.2	57.0	114.1	39.1	13.8
4–5	Step 2	1,609	21	0.9	7.2	9.3	12.2	16.0	21.1	70.5	13.3	6.0
	Step 3	874	43	15.5	25.8	30.7	36.9	45.8	59.8	111.8	40.1	14.2
6–8	Step 2	1,967	19	0.0	6.1	8.1	11.3	15.4	20.0	72.8	12.5	6.2
	Step 3	1,093	42	0.0	25.0	30.0	36.5	45.3	56.5	122.7	39.1	13.5
9–12	Step 2	2,247	19	0.6	7.5	10.3	14.1	18.6	24.5	95.9	15.3	7.7
	Step 3	1,156	41	14.5	27.8	33.7	42.4	54.2	68.1	163.3	46.2	18.7

## **CHAPTER 4. RELIABILITY**

In the same procedure as described in Part I, Chapter 4, of this 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).

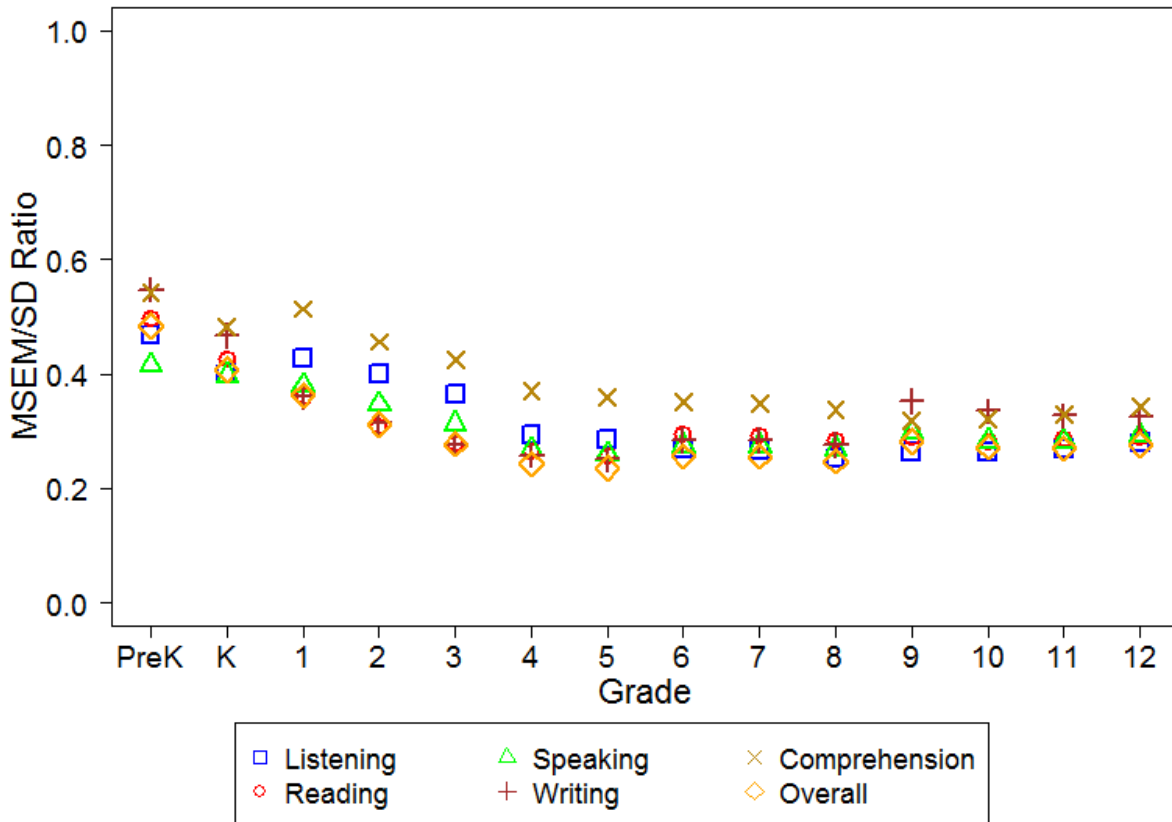
In addition, since the OELPS used local test administrators (TAs) for handscoring in the 2022–2023 test administration, inter-rater analysis was not conducted. The results for the 2022–2023 OELPS assessment are illustrated in this chapter and in Section 6 of Appendix Part II of this technical report:

- 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 was expected that these students' scores would have a greater error. However, the difference between Step 2 and Step 3 reliability really wasn't that great even with the greater numbers of items attempted by Step 3 students, due to the mismatch between item difficulty (most screener items are quite easy) and student ability for the high ability students who reached Step 3. See CSEM plots in the Appendix. The CSEM plots use different colors to differentiate the students who ended the test after Step 2 from those who 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 4.1.

Figure 4.5 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

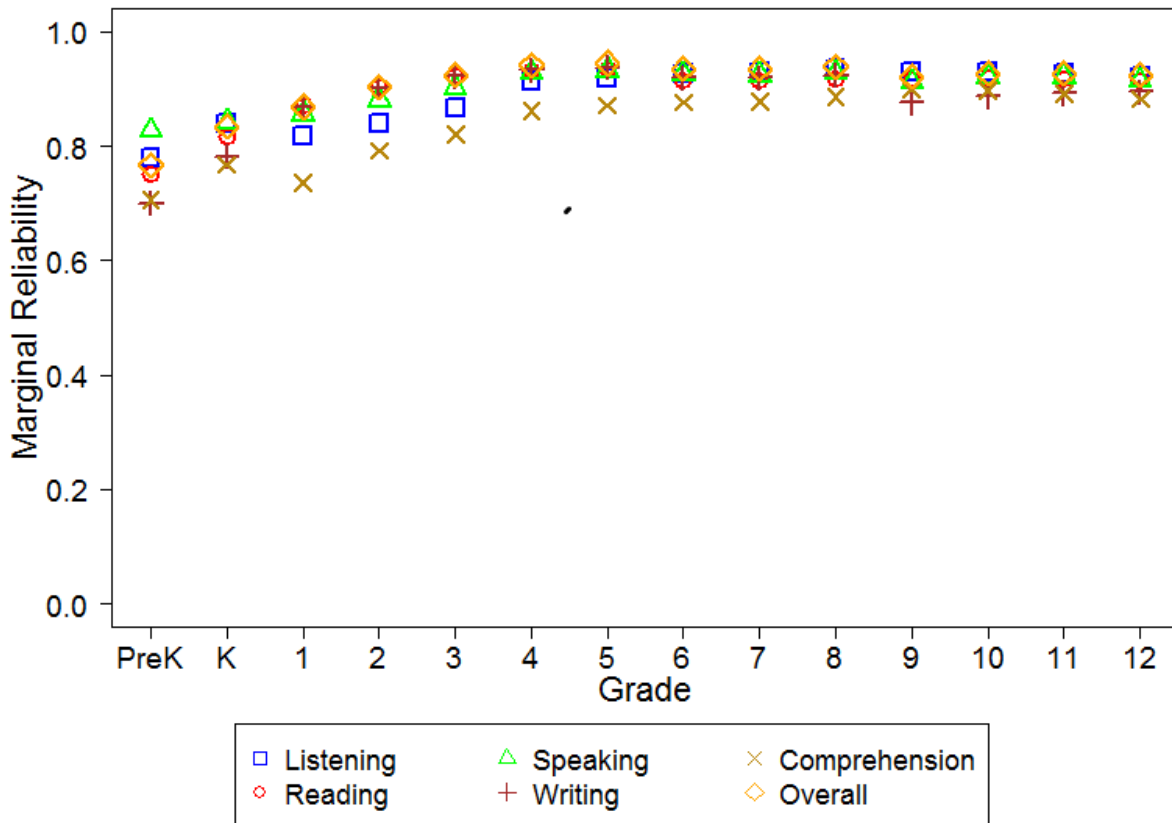
Table 4.1 and Figure 4.2 show the marginal reliability by grade. The marginal reliabilities by domain were obtained using the domain scores based on the multidimensional item response theory (MIRT) models, and the overall and comprehension marginal reliabilities were obtained using the overall and comprehension scores based on the bi-factor models. Beginning of Kindergarten (BK) had lower marginal reliability than the other grades. This is possibly due to less overall variation (see standard deviations [SDs] in Tables 3.5–3.7 in Chapter 3). Writing had lower marginal reliability in kindergarten, grade 1, and high school but had slightly higher reliability in grades 2–8. Listening had relatively lower reliability than the other domains in grades 1–5. In addition, Section 6 of Appendix Part II of this technical report displays CSEM plots by grade. Groups with fewer than 50 students were excluded from the plots of marginal reliability by groups.

Table 4.6 Marginal Reliability by Score and Grade\*

Grade	N	Listening	Reading	Speaking	Writing	Comprehension	Overall
<b>BK</b>	10,432	.78	.75	.83	.70	.71	.77
<b>K</b>	670	.84	.82	.84	.78	.77	.83
<b>1</b>	2,079	.82	.87	.86	.87	.74	.87
<b>2</b>	1,512	.84	.90	.88	.90	.79	.90
<b>3</b>	1,435	.87	.92	.90	.92	.82	.92
<b>4</b>	1,252	.91	.93	.93	.93	.86	.94
<b>5</b>	1,267	.92	.93	.93	.94	.87	.94
<b>6</b>	1,041	.93	.91	.92	.92	.88	.93
<b>7</b>	1,022	.93	.91	.92	.92	.88	.93
<b>8</b>	1,019	.94	.92	.93	.92	.89	.94
<b>9</b>	1,600	.93	.92	.91	.88	.90	.92
<b>10</b>	920	.93	.92	.92	.89	.90	.93
<b>11</b>	583	.93	.92	.92	.89	.89	.93
<b>12</b>	329	.92	.92	.91	.89	.88	.92

\* Scores for domain tests marked as Exemption or Not Attempted are excluded. We also separated Step 2 and Step 3, based on our calculation. Step 3 has slightly lower reliability than Step 2; this may be due to the lower N counts in Step 3, so we combined Step 2 and Step 3 for the reliability analysis.

Figure 4.6 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. Table 4.2 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 4.3 and Figure 4.3 show the CA, and Table 4.4 and Figure 4.4 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 grade 4 and higher are above 0.88 for all domains. In terms of CC, the indices are above 0.76 in all cuts and all grades.

Table 4.5 and Figure 4.5 display the CA and CC for overall proficiency levels. The plot shows that all accuracy and consistency indices are above 0.80. The accuracy and consistency indices for cut score 1 are lower than those for cut score 2 in BK and are comparable to those for cut score 2 in the other grades.

*Table 4.7 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>BK</b>	.68	.61	.66	.75	.58	.51	.58	.67
<b>K</b>	.72	.67	.73	.72	.63	.58	.66	.64
<b>1</b>	.65	.76	.75	.80	.55	.69	.71	.75
<b>2</b>	.64	.80	.76	.79	.54	.73	.72	.73
<b>3</b>	.66	.80	.77	.82	.56	.75	.72	.77
<b>4</b>	.74	.81	.81	.82	.65	.75	.76	.75
<b>5</b>	.76	.82	.84	.81	.68	.76	.80	.75
<b>6</b>	.76	.80	.79	.76	.68	.73	.74	.68
<b>7</b>	.79	.82	.80	.82	.72	.76	.75	.76
<b>8</b>	.81	.83	.83	.83	.75	.78	.77	.78
<b>9</b>	.83	.85	.81	.82	.76	.80	.75	.76
<b>10</b>	.79	.81	.79	.77	.72	.75	.73	.70
<b>11</b>	.77	.76	.78	.74	.70	.69	.71	.66
<b>12</b>	.77	.74	.76	.72	.69	.67	.69	.65

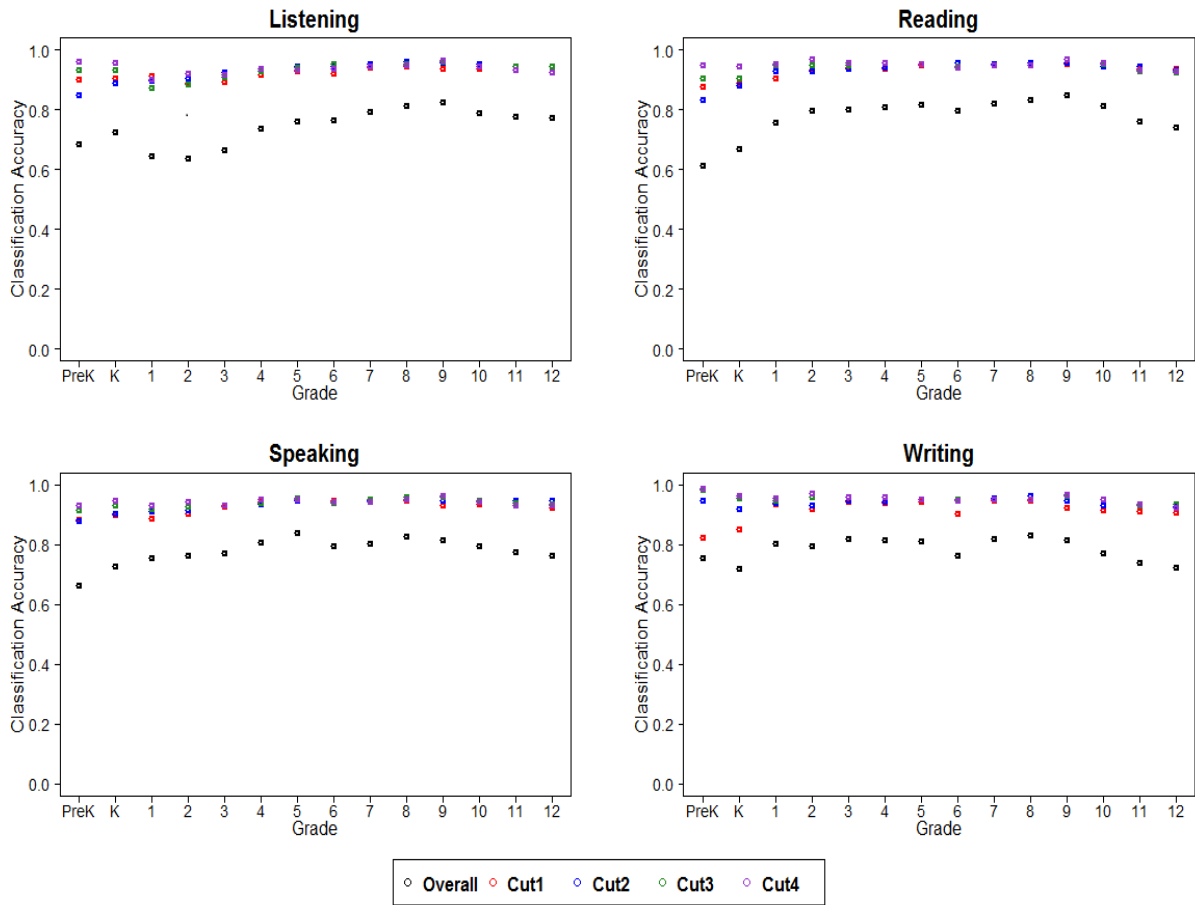
\* Scores for domain tests marked as Exemption or Not Attempted are excluded. We also separated Step 2 and Step 3, based on our calculation. Step 3 has slightly lower values than Step 2; this may be due to the lower N counts in Step 3, so we combined Step 2 and Step 3 for all the classification accuracy and consistency analysis.

Table 4.8 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>BK</b>	.90	.85	.93	.96	.88	.83	.91	.95	.88	.88	.92	.93	.82	.95	.98	.99
<b>K</b>	.91	.89	.93	.96	.89	.88	.91	.94	.90	.90	.93	.95	.85	.92	.96	.96
<b>1</b>	.91	.90	.87	.90	.91	.93	.95	.95	.89	.91	.92	.93	.93	.94	.95	.96
<b>2</b>	.89	.90	.89	.92	.93	.93	.95	.97	.90	.91	.93	.94	.92	.93	.96	.97
<b>3</b>	.89	.93	.91	.92	.94	.94	.95	.96	.93	.93	.93	.93	.94	.95	.96	.96
<b>4</b>	.92	.94	.93	.93	.94	.94	.96	.96	.94	.94	.94	.95	.94	.94	.96	.96
<b>5</b>	.93	.94	.94	.93	.95	.95	.95	.95	.95	.95	.96	.95	.94	.95	.95	.95
<b>6</b>	.92	.95	.95	.94	.94	.95	.94	.94	.95	.94	.94	.94	.90	.95	.95	.95
<b>7</b>	.94	.95	.94	.94	.95	.95	.95	.95	.94	.95	.95	.94	.95	.95	.95	.95
<b>8</b>	.94	.96	.95	.95	.96	.96	.95	.95	.95	.95	.96	.95	.95	.96	.95	.95
<b>9</b>	.94	.96	.96	.96	.95	.96	.97	.97	.93	.95	.96	.96	.92	.95	.96	.97
<b>10</b>	.94	.95	.94	.94	.95	.94	.95	.96	.93	.95	.95	.94	.91	.93	.95	.95
<b>11</b>	.94	.94	.94	.93	.94	.94	.93	.93	.94	.95	.94	.93	.91	.94	.93	.93
<b>12</b>	.95	.94	.94	.93	.94	.93	.92	.93	.92	.95	.93	.93	.91	.93	.93	.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 4.7 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.

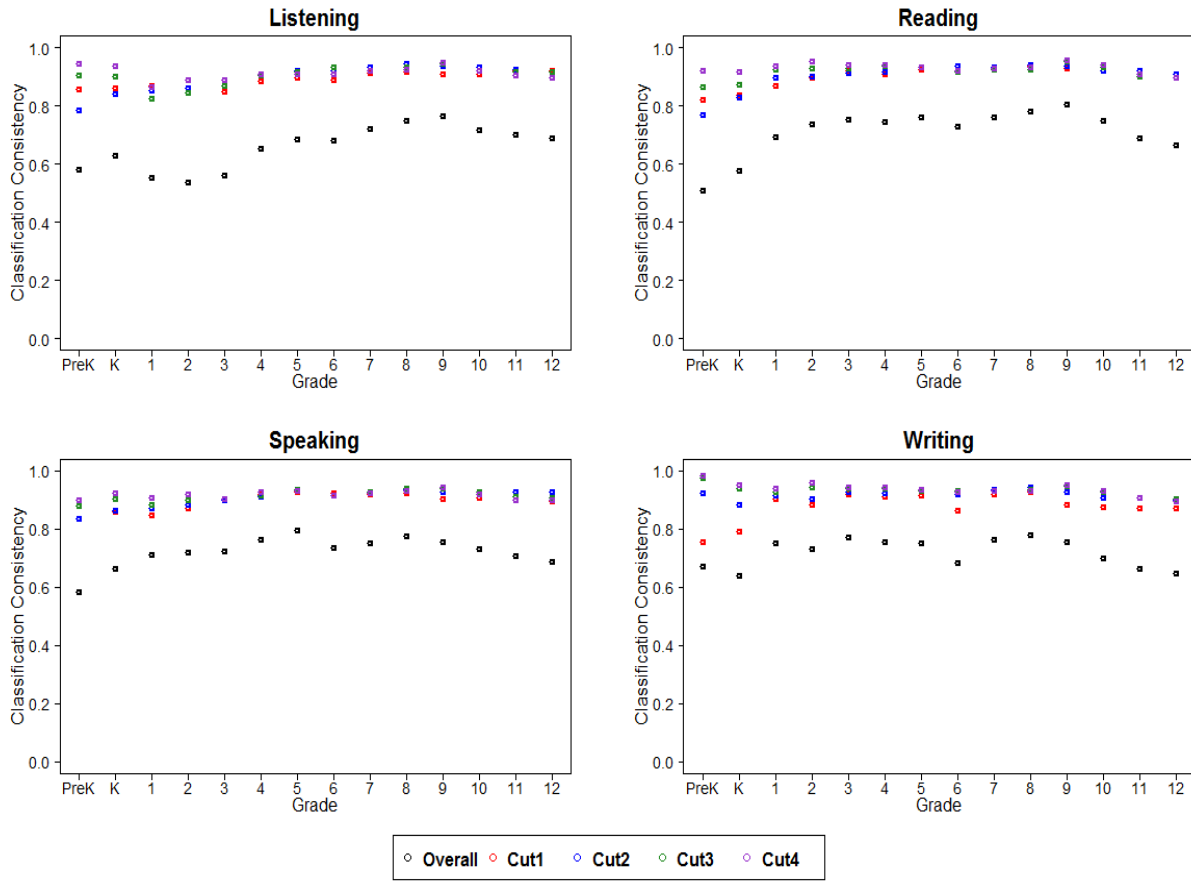


Table 4.9 Classification Consistency for Each Cut by Domain and Grade\*

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>BK</b>	.86	.79	.90	.94	.82	.77	.86	.92	.83	.83	.88	.90	.76	.92	.98	.98
<b>K</b>	.86	.84	.90	.94	.84	.83	.87	.92	.86	.86	.90	.92	.79	.88	.94	.95
<b>1</b>	.87	.85	.83	.86	.87	.90	.92	.93	.85	.87	.88	.91	.90	.91	.93	.94
<b>2</b>	.85	.86	.85	.89	.90	.90	.93	.95	.87	.88	.90	.92	.88	.90	.94	.96
<b>3</b>	.85	.89	.87	.89	.92	.91	.93	.94	.90	.90	.90	.90	.92	.93	.94	.94
<b>4</b>	.88	.91	.90	.91	.91	.92	.94	.94	.92	.91	.92	.93	.91	.92	.94	.94
<b>5</b>	.89	.92	.92	.91	.93	.93	.93	.93	.93	.93	.94	.93	.92	.93	.93	.93
<b>6</b>	.89	.92	.93	.91	.92	.93	.92	.92	.92	.92	.91	.92	.86	.92	.93	.93
<b>7</b>	.91	.93	.92	.92	.93	.93	.92	.93	.92	.93	.93	.92	.92	.93	.93	.93
<b>8</b>	.92	.94	.93	.93	.94	.94	.93	.93	.92	.93	.94	.93	.93	.94	.93	.93
<b>9</b>	.91	.94	.95	.95	.93	.94	.95	.96	.90	.93	.94	.94	.88	.93	.95	.95
<b>10</b>	.91	.93	.92	.92	.92	.92	.93	.94	.91	.93	.93	.92	.88	.91	.93	.93
<b>11</b>	.92	.92	.92	.90	.91	.92	.90	.91	.91	.93	.91	.90	.87	.91	.91	.91
<b>12</b>	.92	.92	.92	.90	.91	.91	.89	.90	.90	.93	.91	.90	.87	.90	.90	.90

\* 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 4.8 Classification Consistency\*



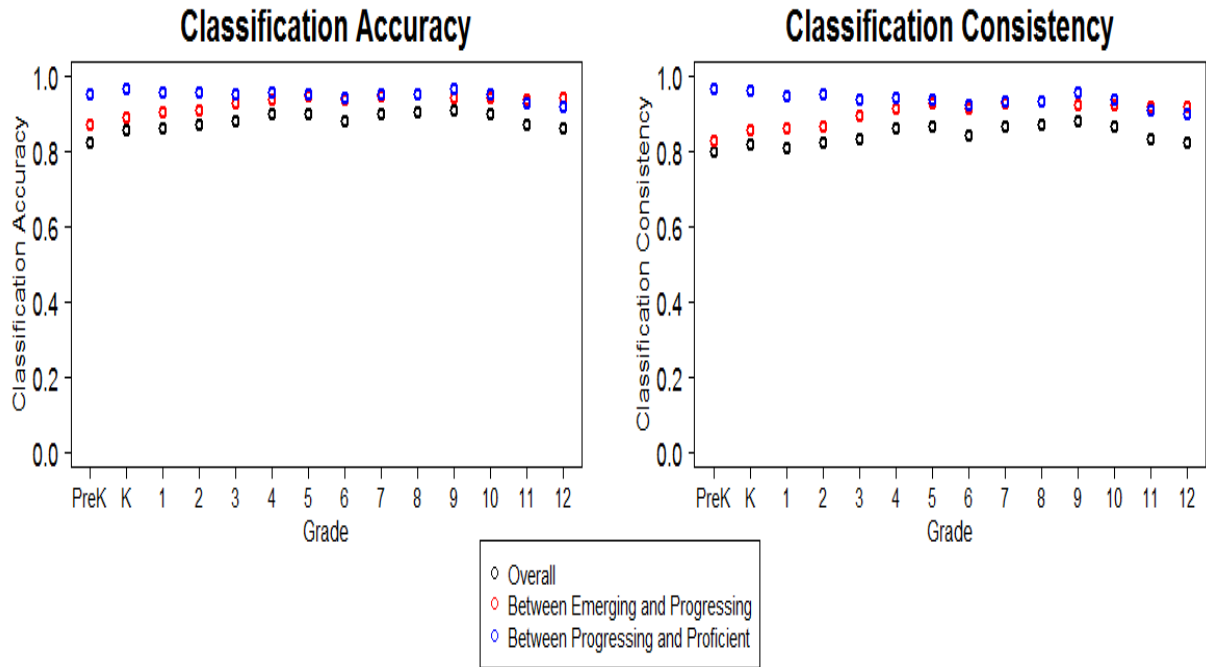
\* Scores for domain tests marked as Exemption or Not Attempted are excluded. Cut scores 1–4 fall between performance levels 1 and 2, 2 and 3, 3 and 4, and 4 and 5, respectively.

Table 4.10 Screener Classification for Overall Proficiency Classifications by Grade\*

Grade	Accuracy			Consistency		
	Overall	Between Emerging and Progressing	Between Progressing and Proficient	Overall	Between Emerging and Progressing	Between Progressing and Proficient
<b>BK</b>	.83	.87	.95	.80	.83	.97
<b>K</b>	.86	.89	.97	.82	.86	.96
<b>1</b>	.86	.90	.96	.81	.86	.95
<b>2</b>	.87	.91	.96	.82	.87	.95
<b>3</b>	.88	.93	.95	.84	.90	.94
<b>4</b>	.90	.94	.96	.86	.92	.95
<b>5</b>	.90	.95	.95	.87	.93	.94
<b>6</b>	.88	.94	.95	.84	.92	.93
<b>7</b>	.90	.95	.95	.87	.93	.94
<b>8</b>	.91	.95	.95	.87	.94	.94
<b>9</b>	.91	.94	.97	.88	.92	.96
<b>10</b>	.90	.95	.96	.87	.93	.94
<b>11</b>	.87	.94	.93	.83	.92	.91
<b>12</b>	.87	.94	.92	.83	.92	.90

\* Cut 1 falls between Emerging and Progressing; Cut 2 falls between Progressing and Proficient.

Figure 4.9 Proficiency Classification\*



\* Cut 1 falls between Emerging and Progressing; Cut 2 falls between Progressing and Proficient.

## CHAPTER 5. VALIDITY

Discussions on test development, form construction, scaling, equating, and standard setting can be found in the related documents from the English Language Proficiency Assessment for the 21st Century (ELPA21).

Since the items and item parameters in the screener tests are drawn from the item pool for summative tests, and the purpose of the screener is to predict students' overall English proficiency categories, we evaluate the relationship between the screener and summative tests instead of evaluating the validity aspects as we do for the summative tests and summarize 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 Appendix Part II of this technical report:

- 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 items 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 Tables 5.1 and 5.2.

Table 5.1 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 1 and above. The speaking tests have relatively higher correlations than the other three domains in kindergarten but have lower correlations in middle and high school.

Table 5.2 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 Table 5.1, kindergarten has the lowest correlations in all domain performance levels and overall proficiency categories. For grade 1 and above, the correlations are about 0.70. 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 5.11 Pearson Correlations<sup>1</sup> 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
<b>K<sup>2</sup></b>	9,140	.63	9,093	.60	9,078	.69	9,081	.41	9,145	.58	9,160	.69
<b>1</b>	1,609	.78	1,604	.73	1,599	.75	1,603	.71	1,611	.75	1,613	.79
<b>2–3</b>	2,121	.81	2,114	.82	2,105	.81	2,112	.83	2,123	.80	2,127	.86
<b>4–5</b>	1,611	.82	1,600	.79	1,604	.77	1,598	.83	1,613	.78	1,615	.85
<b>6–8</b>	2,092	.80	2,089	.78	2,083	.76	2,082	.81	2,099	.78	2,101	.83
<b>9–12</b>	2,407	.84	2,401	.83	2,393	.74	2,390	.83	2,417	.83	2,418	.85

\* Results are based on the subset of students with results for both the screener and summative assessments.

Note 1. This is basically test-retest with alternate forms. Summative and screener items come from the same bank and use the same calibrations.

Note 2. Kindergarten screener included both Beginning of Kindergarten (BK) and K students in Tables 5.1 and 5.2.

*Table 5.12 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>	9,473	.72	9,393	.65	9,373	.69	9,375	.51	9,160	.89
<b>1</b>	1,685	.83	1,677	.82	1,672	.71	1,676	.82	1,613	.93
<b>2–3</b>	2,239	.82	2,229	.89	2,222	.79	2,227	.89	2,127	.94
<b>4–5</b>	1,740	.85	1,727	.89	1,731	.79	1,725	.91	1,615	.96
<b>6–8</b>	2,381	.84	2,376	.88	2,370	.77	2,369	.90	2,101	.95
<b>9–12</b>	2,784	.89	2,770	.93	2,759	.79	2,757	.92	2,418	.95

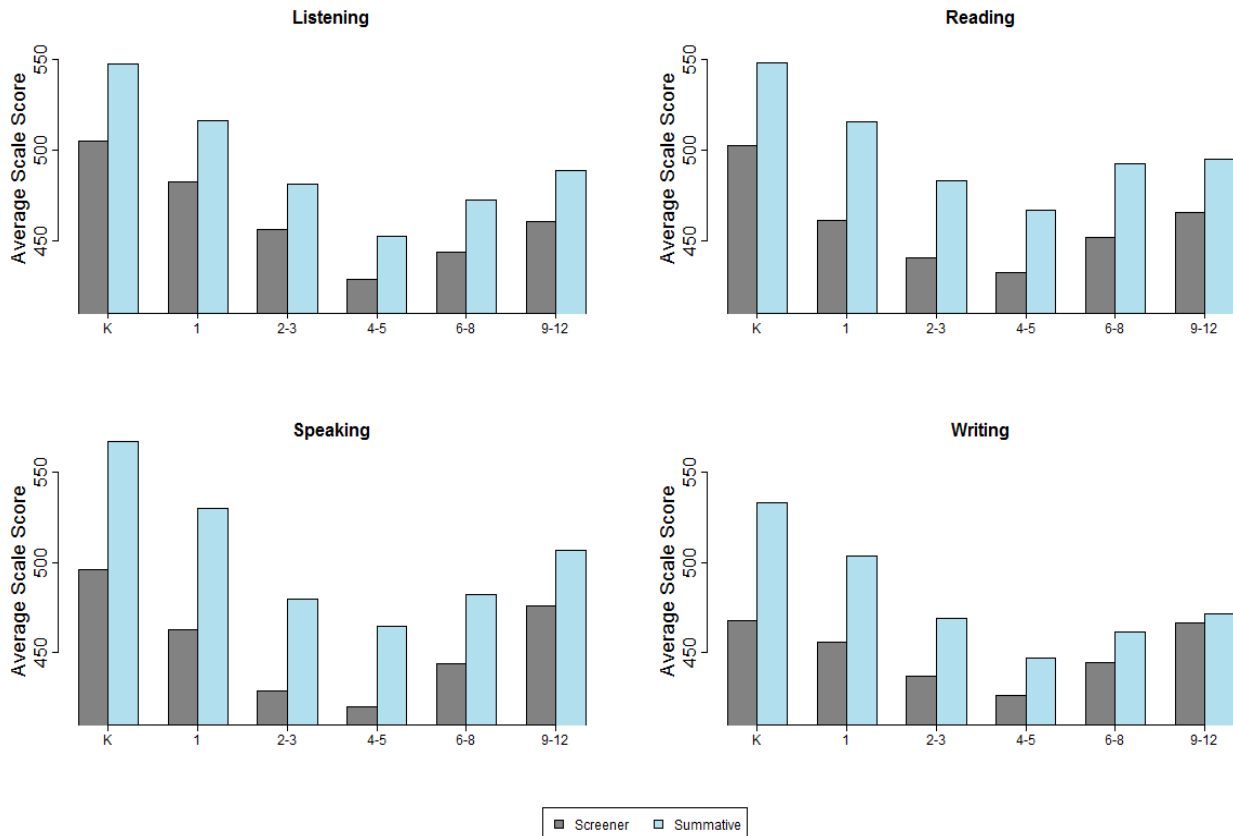
\* Results are based on the subset of students with results for both the screener and summative assessments.

## 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 during 2022–23 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 Part I, Chapter 6, and Part II, Chapter 4, Reliability, of this technical report, we can see the trend of student progress.

Figures 5.1 and 5.2 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 Appendix Part II of this technical report 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.

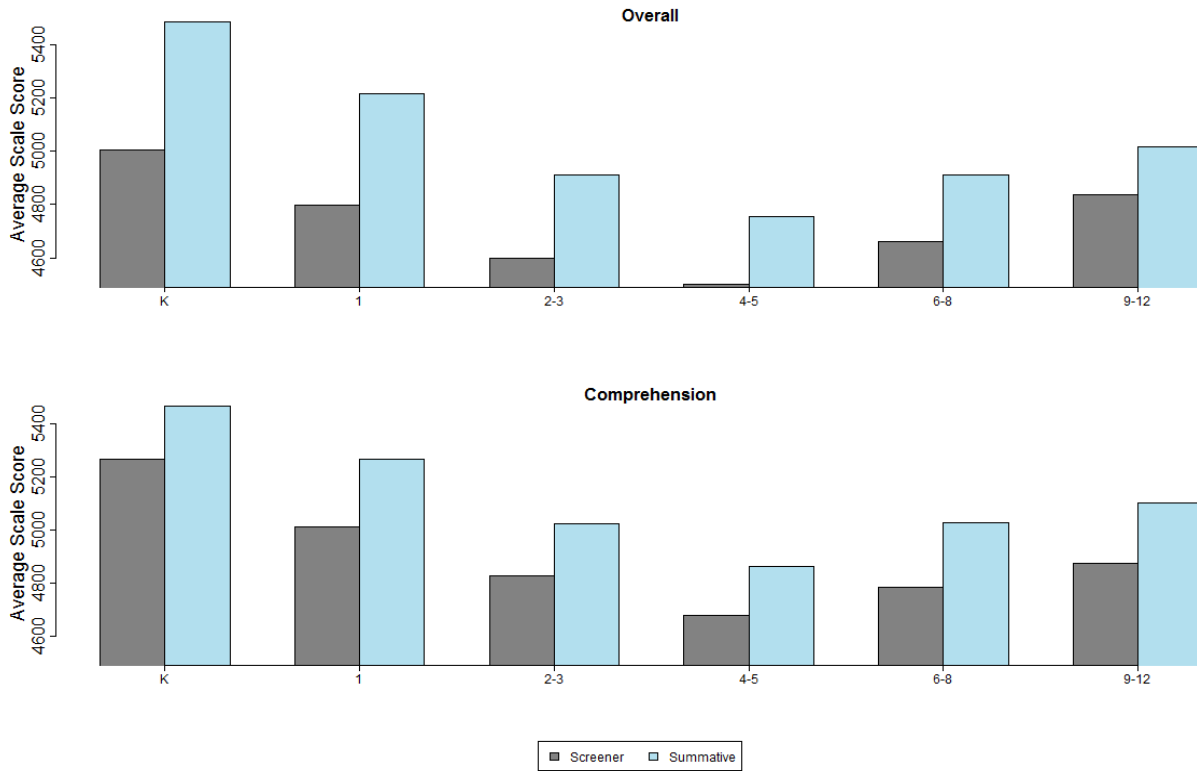
Figure 5.10 Average Domain Scale Score Progress<sup>1</sup>



**Note 1.** Kindergarten screener figures included both BK and K students.



Figure 5.11 Average Overall and Comprehension Scale Score Progress<sup>1</sup>



Note 1. Kindergarten screener figures included both BK and K students.

Figures 5.3 and 5.4 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. 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. Students who are proficient on the screener are not identified as English learners (ELs) and do not take the Ohio English Language Proficiency Assessment (OELPA). Students who are identified have room to improve.

Figure 5.12 Percentages of Domain Performance Level from Screener to Summative

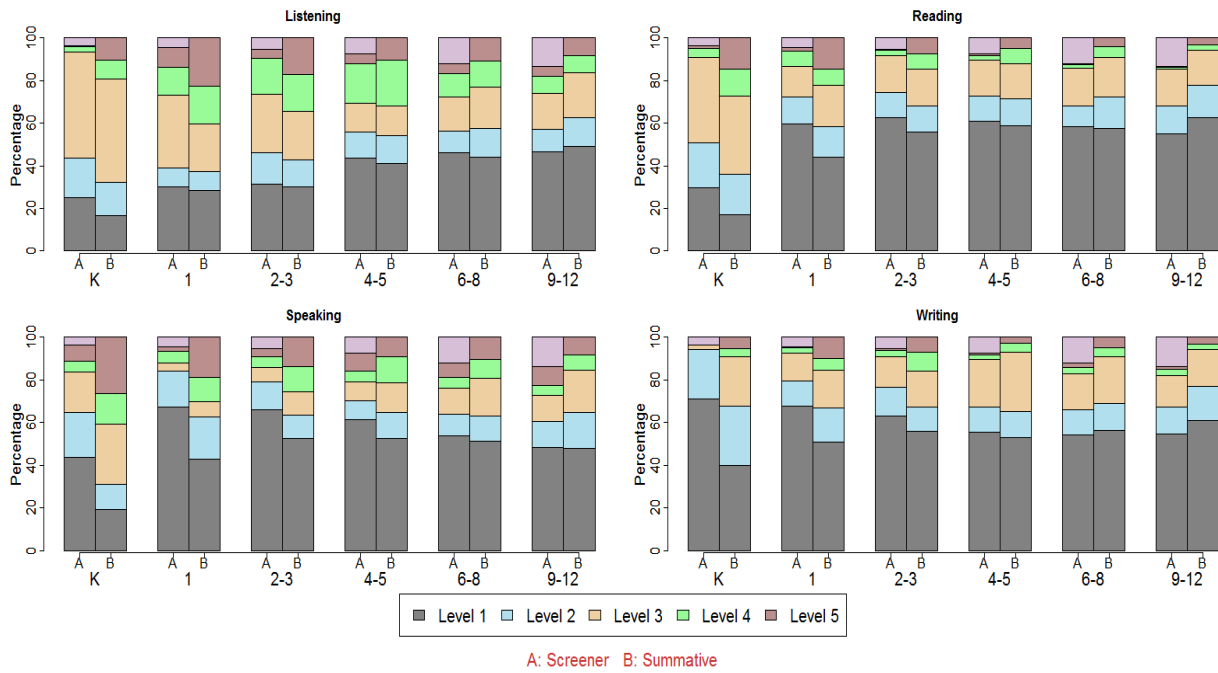
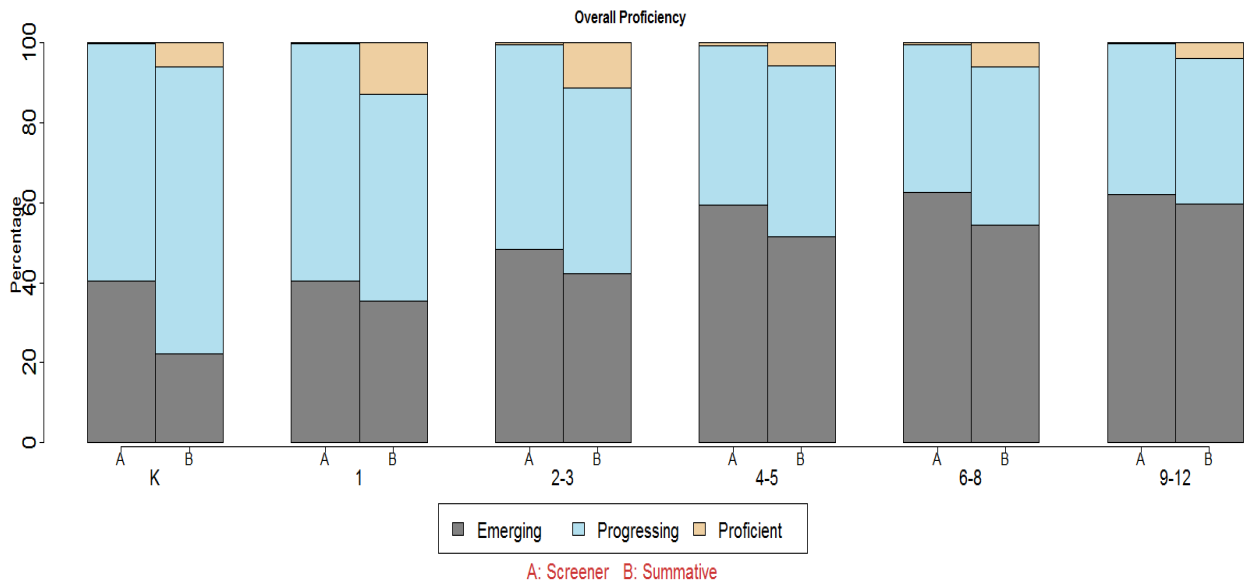


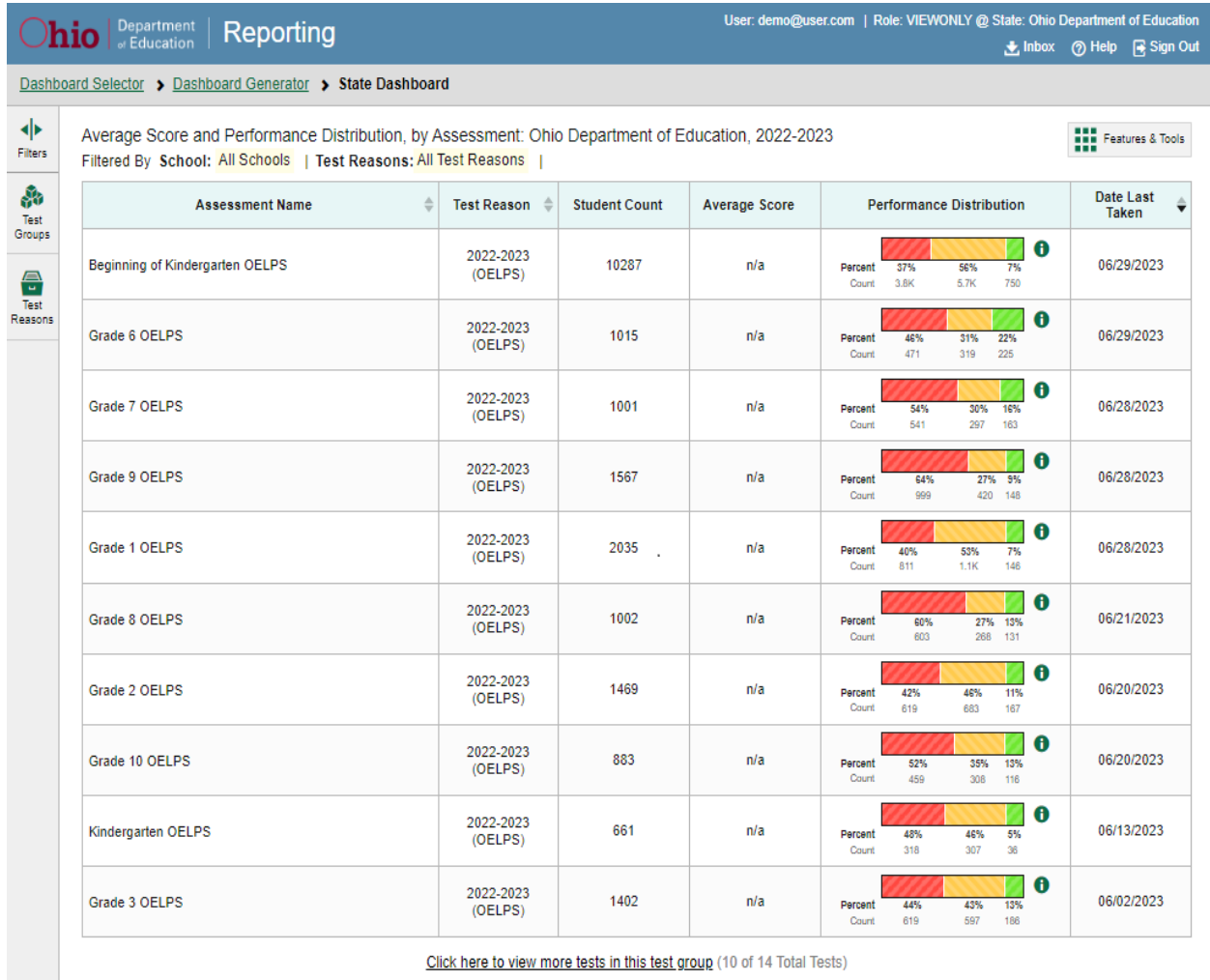
Figure 5.13 Percentages of Overall Proficiency from Screener to Summative



## CHAPTER 6. REPORTING

As with the summative tests, the screener test results are available in the Centralized Reporting System (CRS). The detailed introduction to the CRS can be found in Part I, Chapter 8, of this technical report. Figures 6.1 and 6.2 show a sample page of an online score report and the individual student report for the 2022–2023 OELPS, respectively.

Figure 6.1 CRS Sample Page Showing State’s Overall Performance by Grade



Copyright © 2023 Cambium Assessment, Inc. All rights reserved.

Figure 6.14 Sample Page of an Individual Student Report

Reporting

**Individual Student Report**

---

**DEMO, STUDENT**

Student ID: 000000000 | Student DOB: 1/1/2013 | Enrolled Grade: 5  
 Date Taken: 9/12/2023 | District/Local Student ID Number: 0000

**Grade 5 OELPS 2023-2024**

Demo District  
Demo School

---

**Proficiency Status:** Proficient

**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 scoring Level 4 or Level 5 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 at school.

How Did Your Child Perform on Different Areas of the Test?

1 Beginning  
 2 Early Intermediate  
 3 Intermediate  
 4 Early Advanced  
 5 Advanced

Domain	Performance	Domain Description
Listening	<span style="color: purple; font-size: 24px;">5</span>	When listening, the student at Level 5 is working on: determining the meaning of figurative language; participating in extended conversations and discussions about a variety of topics and texts, asking relevant questions and summarizing key ideas; explaining how reasons and evidence are sufficient to support the main ideas in a presentation.
Reading	<span style="color: purple; font-size: 24px;">5</span>	When reading grade-appropriate text, the student at Level 5 is working on: determining the meaning of figurative language; recognizing text types, such as compare and contrast or cause and effect, to identify key information and to make a summary or prediction; identifying author's purpose, and explaining how reasons and evidence support or fail to support particular points; gathering information from written sources and summarizing key ideas and information using graphics.
Speaking	<span style="color: purple; font-size: 24px;">5</span>	When speaking, the student at Level 5 is working on: participating in extended conversations and discussions, adding relevant and detailed information using evidence, and summarizing key ideas; delivering a presentation with details and examples; constructing a claim and providing logically ordered reasons or facts to support the claim.
Writing	<span style="color: purple; font-size: 24px;">5</span>	When writing, the student at Level 5 is working on: participating in extended written exchanges about a variety of topics and texts, building on the ideas of others, and adding relevant and detailed information using evidence; composing narratives or informational texts, developing the topic with details and examples, and a concluding section; composing a claim, providing logically ordered reasons or fact to support the claim, and a concluding statement; summarizing key ideas.

## References

Goodman, L., & Kruskal, W. (1954). Measures of association for cross classifications. *Journal of the American Statistical Association*, 49(268), 732–764. <https://doi.org/10.2307/2281536>

## Table of Contents

Section 1: Screener Assessment – Raw Score Statistics.....	1
Table S1.1: Screener Raw Score Summary – Beginning of Kindergarten .....	2
Table S1.2: Screener Raw Score Summary – Kindergarten .....	4
Table S1.3: Screener Raw Score Summary – Grade 1 .....	6
Table S1.4: Screener Raw Score Summary – Grade 2 .....	8
Table S1.5: Screener Raw Score Summary – Grade 3 .....	10
Table S1.6: Screener Raw Score Summary – Grade 4 .....	12
Table S1.7: Screener Raw Score Summary – Grade 5 .....	14
Table S1.8: Screener Raw Score Summary – Grade 6 .....	16
Table S1.9: Screener Raw Score Summary – Grade 7 .....	18
Table S1.10: Screener Raw Score Summary – Grade 8 .....	20
Table S1.11: Screener Raw Score Summary – Grade 9 .....	22
Table S1.12: Screener Raw Score Summary – Grade 10 .....	24
Table S1.13: Screener Raw Score Summary – Grade 11 .....	26
Table S1.14: Screener Raw Score Summary – Grade 12 .....	28
Figure S2.1: Screener Raw Score Summary – Beginning of Kindergarten Listening.....	31
Figure S2.2: Screener Raw Score Summary – Beginning of Kindergarten Reading .....	33
Figure S2.3: Screener Raw Score Summary – Beginning of Kindergarten Speaking.....	35
Figure S2.4: Screener Raw Score Summary – Beginning of Kindergarten Writing .....	37
Figure S2.5: Screener Raw Score Summary – Beginning of Kindergarten Overall.....	39
Figure S2.6: Screener Raw Score Summary – Kindergarten Listening.....	41
Figure S2.7: Screener Raw Score Summary – Kindergarten Reading .....	43
Figure S2.8: Screener Raw Score Summary – Kindergarten Speaking.....	45
Figure S2.9: Screener Raw Score Summary – Kindergarten Writing .....	47
Figure S2.10: Screener Raw Score Summary – Kindergarten Overall.....	49
Figure S2.11: Screener Raw Score Summary – Grade 1 Listening.....	51
Figure S2.12: Screener Raw Score Summary – Grade 1 Reading.....	53
Figure S2.13: Screener Raw Score Summary – Grade 1 Speaking.....	55
Figure S2.14: Screener Raw Score Summary – Grade 1 Writing.....	57
Figure S2.15: Screener Raw Score Summary – Grade 1 Overall.....	59
Figure S2.16: Screener Raw Score Summary – Grade 2 Listening.....	61
Figure S2.17: Screener Raw Score Summary – Grade 2 Reading.....	63
Figure S2.18: Screener Raw Score Summary – Grade 2 Speaking.....	65
Figure S2.19: Screener Raw Score Summary – Grade 2 Writing.....	67

Figure S2.20: Screener Raw Score Summary – Grade 2 Overall .....	69
Figure S2.21: Screener Raw Score Summary – Grade 3 Listening.....	71
Figure S2.22: Screener Raw Score Summary – Grade 3 Reading.....	73
Figure S2.23: Screener Raw Score Summary – Grade 3 Speaking.....	75
Figure S2.24: Screener Raw Score Summary – Grade 3 Writing.....	77
Figure S2.25: Screener Raw Score Summary – Grade 3 Overall.....	79
Figure S2.26: Screener Raw Score Summary – Grade 4 Listening.....	81
Figure S2.27: Screener Raw Score Summary – Grade 4 Reading.....	83
Figure S2.28: Screener Raw Score Summary – Grade 4 Speaking.....	85
Figure S2.29: Screener Raw Score Summary – Grade 4 Writing.....	87
Figure S2.30: Screener Raw Score Summary – Grade 4 Overall.....	89
Figure S2.31: Screener Raw Score Summary – Grade 5 Listening.....	91
Figure S2.32: Screener Raw Score Summary – Grade 5 Reading.....	93
Figure S2.33: Screener Raw Score Summary – Grade 5 Speaking.....	95
Figure S2.34: Screener Raw Score Summary – Grade 5 Writing.....	97
Figure S2.35: Screener Raw Score Summary – Grade 5 Overall.....	99
Figure S2.36: Screener Raw Score Summary – Grade 6 Listening.....	101
Figure S2.37: Screener Raw Score Summary – Grade 6 Reading.....	103
Figure S2.38: Screener Raw Score Summary – Grade 6 Speaking.....	105
Figure S2.39: Screener Raw Score Summary – Grade 6 Writing.....	107
Figure S2.40: Screener Raw Score Summary – Grade 6 Overall.....	109
Figure S2.41: Screener Raw Score Summary – Grade 7 Listening.....	111
Figure S2.42: Screener Raw Score Summary – Grade 7 Reading.....	113
Figure S2.43: Screener Raw Score Summary – Grade 7 Speaking.....	115
Figure S2.44: Screener Raw Score Summary – Grade 7 Writing.....	117
Figure S2.45: Screener Raw Score Summary – Grade 7 Overall.....	119
Figure S2.46: Screener Raw Score Summary – Grade 8 Listening.....	121
Figure S2.47: Screener Raw Score Summary – Grade 8 Reading.....	123
Figure S2.48: Screener Raw Score Summary – Grade 8 Speaking.....	125
Figure S2.49: Screener Raw Score Summary – Grade 8 Writing.....	127
Figure S2.50: Screener Raw Score Summary – Grade 8 Overall.....	129
Figure S2.51: Screener Raw Score Summary – Grade 9 Listening.....	131
Figure S2.52: Screener Raw Score Summary – Grade 9 Reading.....	133
Figure S2.53: Screener Raw Score Summary – Grade 9 Speaking.....	135
Figure S2.54: Screener Raw Score Summary – Grade 9 Writing.....	137
Figure S2.55: Screener Raw Score Summary – Grade 9 Overall.....	139

Figure S2.56: Screener Raw Score Summary – Grade 10 Listening..... 141

Figure S2.57: Screener Raw Score Summary – Grade 10 Reading..... 143

Figure S2.58: Screener Raw Score Summary – Grade 10 Speaking..... 145

Figure S2.59: Screener Raw Score Summary – Grade 10 Writing..... 147

Figure S2.60: Screener Raw Score Summary – Grade 10 Overall ..... 149

Figure S2.61: Screener Raw Score Summary – Grade 11 Listening..... 151

Figure S2.62: Screener Raw Score Summary – Grade 11 Reading..... 153

Figure S2.63: Screener Raw Score Summary – Grade 11 Speaking ..... 155

Figure S2.64: Screener Raw Score Summary – Grade 11 Writing..... 157

Figure S2.65: Screener Raw Score Summary – Grade 11 Overall ..... 159

Figure S2.66: Screener Raw Score Summary – Grade 12 Listening..... 161

Figure S2.67: Screener Raw Score Summary – Grade 12 Reading..... 163

Figure S2.68: Screener Raw Score Summary – Grade 12 Speaking ..... 165

Figure S2.69: Screener Raw Score Summary – Grade 12 Writing..... 167

Figure S2.70: Screener Raw Score Summary – Grade 12 Overall ..... 169

Section 3: Screener Assessment – Scale Score Summary ..... 171

Table S3.1: Screener Scale Score Summary by Subgroup – Beginning of Kindergarten ..... 172

Table S3.1: Screener Scale Score Summary by Subgroup – Beginning of Kindergarten (cont.).. 174

Table S3.1: Screener Scale Score Summary by Subgroup – Beginning of Kindergarten (cont.).. 176

Table S3.2: Screener Scale Score Summary by Subgroup – Kindergarten ..... 178

Table S3.2: Screener Scale Score Summary by Subgroup – Kindergarten (cont.)..... 180

Table S3.2: Screener Scale Score Summary by Subgroup – Kindergarten (cont.)..... 182

Table S3.3: Screener Scale Score Summary by Subgroup – Grade 1 ..... 184

Table S3.3: Screener Scale Score Summary by Subgroup – Grade 1 (cont.)..... 186

Table S3.3: Screener Scale Score Summary by Subgroup – Grade 1 (cont.)..... 188

Table S3.4: Screener Scale Score Summary by Subgroup – Grade 2 ..... 190

Table S3.4: Screener Scale Score Summary by Subgroup – Grade 2 (cont.)..... 192

Table S3.4: Screener Scale Score Summary by Subgroup – Grade 2 (cont.)..... 194

Table S3.5: Screener Scale Score Summary by Subgroup – Grade 3 ..... 196

Table S3.5: Screener Scale Score Summary by Subgroup – Grade 3 (cont.)..... 198

Table S3.5: Screener Scale Score Summary by Subgroup – Grade 3 (cont.)..... 200

Table S3.6: Screener Scale Score Summary by Subgroup – Grade 4 ..... 202

Table S3.6: Screener Scale Score Summary by Subgroup – Grade 4 (cont.)..... 204

Table S3.6: Screener Scale Score Summary by Subgroup – Grade 4 (cont.)..... 206

Table S3.7: Screener Scale Score Summary by Subgroup – Grade 5 ..... 208

Table S3.7: Screener Scale Score Summary by Subgroup – Grade 5 (cont.)..... 210



Table S3.7: Screener Scale Score Summary by Subgroup – Grade 5 (cont.).....	212
Table S3.8: Screener Scale Score Summary by Subgroup – Grade 6 .....	214
Table S3.8: Screener Scale Score Summary by Subgroup – Grade 6 (cont.).....	216
Table S3.8: Screener Scale Score Summary by Subgroup – Grade 6 (cont.).....	218
Table S3.9: Screener Scale Score Summary by Subgroup – Grade 7 .....	220
Table S3.9: Screener Scale Score Summary by Subgroup – Grade 7 (cont.).....	222
Table S3.9: Screener Scale Score Summary by Subgroup – Grade 7 (cont.).....	224
Table S3.10: Screener Scale Score Summary by Subgroup – Grade 8 .....	226
Table S3.10: Screener Scale Score Summary by Subgroup – Grade 8 (cont.).....	228
Table S3.10: Screener Scale Score Summary by Subgroup – Grade 8 (cont.).....	230
Table S3.11: Screener Scale Score Summary by Subgroup – Grade 9 .....	232
Table S3.11: Screener Scale Score Summary by Subgroup – Grade 9 (cont.).....	234
Table S3.11: Screener Scale Score Summary by Subgroup – Grade 9 (cont.).....	236
Table S3.12: Screener Scale Score Summary by Subgroup – Grade 10 .....	238
Table S3.12: Screener Scale Score Summary by Subgroup – Grade 10 (cont.).....	240
Table S3.12: Screener Scale Score Summary by Subgroup – Grade 10 (cont.).....	242
Table S3.13: Screener Scale Score Summary by Subgroup – Grade 11 .....	244
Table S3.13: Screener Scale Score Summary by Subgroup – Grade 11 (cont.).....	246
Table S3.13: Screener Scale Score Summary by Subgroup – Grade 11 (cont.).....	248
Table S3.14: Screener Scale Score Summary by Subgroup – Grade 12 .....	250
Table S3.14: Screener Scale Score Summary by Subgroup – Grade 12 (cont.).....	252
Table S3.14: Screener Scale Score Summary by Subgroup – Grade 12 (cont.).....	254
Section 4: Screener Assessment – Percentage of Students by Domain Performance Level .....	256
Table S4.1: Screener Performance Level by Domain – Beginning of Kindergarten.....	257
Table S4.1: Screener Performance Level by Domain – Beginning of Kindergarten (cont.).....	259
Table S4.2: Screener Performance Level by Domain – Kindergarten.....	261
Table S4.2: Screener Performance Level by Domain – Kindergarten (cont.).....	263
Table S4.3: Screener Performance Level by Domain – Grade 1 .....	265
Table S4.3: Screener Performance Level by Domain – Grade 1 (cont.) .....	267
Table S4.4: Screener Performance Level by Domain – Grade 2.....	269
Table S4.4: Screener Performance Level by Domain – Grade 2 (cont.) .....	271
Table S4.5: Screener Performance Level by Domain – Grade 3.....	273
Table S4.5: Screener Performance Level by Domain – Grade 3 (cont.) .....	275
Table S4.6: Screener Performance Level by Domain – Grade 4.....	277
Table S4.6: Screener Performance Level by Domain – Grade 4 (cont.) .....	279
Table S4.7: Screener Performance Level by Domain – Grade 5.....	281

Table S4.7: Screener Performance Level by Domain – Grade 5 (cont.) .....	283
Table S4.8: Screener Performance Level by Domain – Grade 6 .....	285
Table S4.8: Screener Performance Level by Domain – Grade 6 (cont.) .....	287
Table S4.9: Screener Performance Level by Domain – Grade 7 .....	289
Table S4.9: Screener Performance Level by Domain – Grade 7 (cont.) .....	291
Table S4.10: Screener Performance Level by Domain – Grade 8 .....	293
Table S4.10: Screener Performance Level by Domain – Grade 8 (cont.) .....	295
Table S4.11: Screener Performance Level by Domain – Grade 9 .....	297
Table S4.11: Screener Performance Level by Domain – Grade 9 (cont.) .....	299
Table S4.12: Screener Performance Level by Domain – Grade 10 .....	301
Table S4.12: Screener Performance Level by Domain – Grade 10 (cont.) .....	303
Table S4.13: Screener Performance Level by Domain – Grade 11 .....	305
Table S4.13: Screener Performance Level by Domain – Grade 11 (cont.) .....	307
Table S4.14: Screener Performance Level by Domain – Grade 12 .....	309
Table S4.14: Screener Performance Level by Domain – Grade 12 (cont.) .....	311
Section 5: Screener Assessment – Percentage of Students by Overall Proficiency Level .....	313
Table S5.1: Screener Overall Proficiency Categories - Beginning of Kindergarten .....	314
Table S5.2: Screener Overall Proficiency Categories - Kindergarten .....	316
Table S5.3: Screener Overall Proficiency Categories - Grade 1 .....	318
Table S5.4: Screener Overall Proficiency Categories - Grade 2 .....	320
Table S5.5: Screener Overall Proficiency Categories - Grade 3 .....	322
Table S5.6: Screener Overall Proficiency Categories - Grade 4 .....	324
Table S5.7: Screener Overall Proficiency Categories - Grade 5 .....	326
Table S5.8: Screener Overall Proficiency Categories - Grade 6 .....	328
Table S5.9: Screener Overall Proficiency Categories - Grade 7 .....	330
Table S5.10: Screener Overall Proficiency Categories - Grade 8 .....	332
Table S5.11: Screener Overall Proficiency Categories - Grade 9 .....	334
Table S5.12: Screener Overall Proficiency Categories - Grade 10 .....	336
Table S5.13: Screener Overall Proficiency Categories - Grade 11 .....	338
Table S5.14: Screener Overall Proficiency Categories - Grade 12 .....	340
Section 6: Screener Assessment – Conditional Standard Error of Measurement (CSEM) .....	341
Figure S6.1: Screener Conditional Standard Error of Measurement for Beginning of Kindergarten .....	342
Figure S6.2: Screener Conditional Standard Error of Measurement for Kindergarten .....	344
Figure S6.3: Screener Conditional Standard Error of Measurement for Grade 1 .....	346
Figure S6.4: Screener Conditional Standard Error of Measurement for Grade 2 .....	348

Figure S6.5: Screener Conditional Standard Error of Measurement for Grade 3.....350

Figure S6.6: Screener Conditional Standard Error of Measurement for Grade 4.....352

Figure S6.7: Screener Conditional Standard Error of Measurement for Grade 5.....354

Figure S6.8: Screener Conditional Standard Error of Measurement for Grade 6.....356

Figure S6.9: Screener Conditional Standard Error of Measurement for Grade 7.....358

Figure S6.10: Screener Conditional Standard Error of Measurement for Grade 8.....359

Figure S6.11: Screener Conditional Standard Error of Measurement for Grade 9.....361

Figure S6.12: Screener Conditional Standard Error of Measurement for Grade 10.....363

Figure S6.13: Screener Conditional Standard Error of Measurement for Grade 11.....365

Figure S6.14: Screener Conditional Standard Error of Measurement for Grade 12.....367

Section 7: Student Progress from Screener to Summative – Scatter Plots of Scale Score Change...369

Figure S7.1: Scatter Plot of Scale Score Change from Screener to Summative for Grade K .....370

Figure S7.2: Scatter Plot of Scale Score Change from Screener to Summative for Grade 1 .....371

Figure S7.3: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 2–3  
.....372

Figure S7.4: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 4–5  
.....373

Figure S7.5: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 6–8  
.....374

Figure S7.6: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 9–  
12.....375

Table S8.1: Comparison of Scale Scores Between Screener and Summative – Listening.....377

Table S8.2: Comparison of Scale Scores Between Screener and Summative – Reading.....378

Table S8.3: Comparison of Scale Scores Between Screener and Summative – Speaking.....379

Table S8.4: Comparison of Scale Scores Between Screener and Summative – Writing .....380

Table S8.5: Comparison of Scale Scores Between Screener and Summative – Comprehension..381

Table S8.6: Comparison of Scale Scores Between Screener and Summative – Overall.....382

## **Section 1: Screener Assessment – Raw Score Statistics**

\* Students with domain exemption and paper testing are not included.

**Table S1.1: Screener Raw Score Summary – Beginning of Kindergarten**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	2,423	0	2.6	5	1.3
	1	Step 3	1	7	7.0	7	NA
	2	Step 2	1,767	3	4.8	6	0.6
	2	Step 3	86	5	7.1	10	1.2
	3	Step 2	3,058	4	5.8	6	0.4
	3	Step 3	2,231	6	10.2	13	1.4
	4	Step 3	425	10	12.1	13	0.8
	5	Step 3	394	11	12.6	13	0.5
Reading	1	Step 2	2,896	0	2.2	6	1.1
	1	Step 3	2	3	3.5	4	0.7
	2	Step 2	1,970	2	3.6	6	0.8
	2	Step 3	150	3	5.4	7	0.8
	3	Step 2	2,382	3	4.5	6	0.8
	3	Step 3	1,813	4	6.9	9	1.0
	4	Step 3	635	5	8.0	9	0.7
	5	Step 3	537	7	8.5	9	0.6
Speaking	1	Step 2	4,255	0	1.4	5	1.6
	1	Step 3	30	3	4.8	6	0.7
	2	Step 2	1,875	3	5.3	7	0.8
	2	Step 3	245	5	7.2	10	0.8
	3	Step 2	1,058	6	7.1	8	0.7
	3	Step 3	1,033	7	10.1	13	1.0
	4	Step 2	60	8	8.0	8	0.0
	4	Step 3	549	10	12.0	13	0.6
	5	Step 3	1,280	11	13.6	14	0.6
Writing	1	Step 2	6,056	0	1.4	4	1.0
	1	Step 3	1,045	0	3.5	5	1.0
	2	Step 2	1,131	3	3.7	6	0.7
	2	Step 3	1,227	4	6.1	8	0.9
	3	Step 2	61	5	5.6	6	0.5

Domain	Level	Step	N	Min	Mean	Max	SD
	3	Step 3	643	7	8.9	10	0.8
	4	Step 3	131	10	10.0	10	0.0
	5	Step 3	91	10	10.0	10	0.0
Overall	Emerging	Step 2	3,795	0	9.6	19	3.9
	Emerging	Step 3	16	20	25.9	29	2.3
	Progressing	Step 2	3,451	10	16.8	20	2.0
	Progressing	Step 3	2,338	23	34.0	43	3.7
	Proficient	Step 2	2	21	21.5	22	0.7
	Proficient	Step 3	783	31	41.0	46	3.3

**Table S1.2: Screener Raw Score Summary – Kindergarten**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	235	0	2.4	5	1.2
	2	Step 2	103	3	4.7	6	0.7
	3	Step 2	217	4	5.8	6	0.4
	3	Step 3	44	8	10.2	13	1.2
	4	Step 2	1	6	6.0	6	NA
	4	Step 3	19	11	11.7	12	0.5
	5	Step 3	38	11	12.7	13	0.5
Reading	1	Step 2	263	0	2.0	5	1.2
	2	Step 2	110	2	3.8	6	0.9
	3	Step 2	175	3	4.7	6	0.8
	3	Step 3	29	5	7.1	9	0.9
	4	Step 2	8	5	5.6	6	0.5
	4	Step 3	26	6	7.8	9	0.8
	5	Step 3	46	7	8.7	9	0.6
Speaking	1	Step 2	358	0	1.0	4	1.5
	2	Step 2	95	4	5.3	7	0.8
	2	Step 3	4	6	6.8	7	0.5
	3	Step 2	86	5	6.9	8	0.7
	3	Step 3	19	8	10.0	11	1.0
	4	Step 2	17	8	8.0	8	0.0
	4	Step 3	14	10	11.7	13	0.7
	5	Step 3	64	12	13.5	14	0.7
Writing	1	Step 2	387	0	1.6	4	1.1
	1	Step 3	1	5	5.0	5	NA
	2	Step 2	127	3	3.9	5	0.7
	2	Step 3	17	5	6.9	8	0.9
	3	Step 2	42	5	5.7	6	0.5
	3	Step 3	47	8	9.2	10	0.7
	4	Step 3	18	10	10.0	10	0.0
	5	Step 3	18	10	10.0	10	0.0

Domain	Level	Step	N	Min	Mean	Max	SD
Overall	Emerging	Step 2	315	0	8.3	19	4.1
	Progressing	Step 2	241	11	18.5	24	2.7
	Progressing	Step 3	65	33	38.9	45	3.1
	Proficient	Step 3	36	42	44.4	46	1.5



**Table S1.3: Screener Raw Score Summary – Grade 1**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	643	0	2.9	6	1.3
	2	Step 2	175	3	5.3	7	0.7
	2	Step 3	2	7	7.5	8	0.7
	3	Step 2	561	5	7.1	8	0.8
	3	Step 3	108	6	8.9	10	0.9
	4	Step 2	47	7	8.0	8	0.1
	4	Step 3	218	8	10.1	11	0.7
	5	Step 3	303	9	10.8	11	0.4
Reading	1	Step 2	1,202	0	2.4	6	1.3
	1	Step 3	17	3	4.6	7	1.1
	2	Step 2	163	3	4.7	6	0.8
	2	Step 3	87	4	6.6	9	1.2
	3	Step 2	61	4	5.7	6	0.6
	3	Step 3	210	6	8.9	12	1.2
	4	Step 3	160	9	10.8	13	0.9
	5	Step 3	157	10	12.1	13	0.9
Speaking	1	Step 2	1,274	0	3.1	8	3.0
	1	Step 3	101	6	11.5	13	1.4
	2	Step 2	152	8	8.0	8	0.0
	2	Step 3	169	11	13.5	15	0.7
	3	Step 3	75	13	14.5	15	0.6
	4	Step 3	108	14	14.9	15	0.3
	5	Step 3	178	15	15.0	15	0.0
Writing	1	Step 2	1,313	0	2.1	5	1.2
	1	Step 3	67	4	6.2	8	1.1
	2	Step 2	97	4	4.7	5	0.5
	2	Step 3	129	7	8.5	10	0.7
	3	Step 2	16	5	5.0	5	0.0
	3	Step 3	235	8	9.8	11	0.6
	4	Step 3	93	10	10.3	11	0.5

Domain	Level	Step	N	Min	Mean	Max	SD
	5	Step 3	107	10	10.7	11	0.5
Overall	Emerging	Step 2	811	0	9.3	22	4.6
	Progressing	Step 2	615	8	19.6	25	2.7
	Progressing	Step 3	480	32	41.9	48	3.4
	Proficient	Step 3	151	44	47.9	50	1.4

**Table S1.4: Screener Raw Score Summary – Grade 2**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	437	0	2.7	5	1.2
	2	Step 2	188	3	4.5	6	0.8
	3	Step 2	377	4	6.3	8	1.0
	3	Step 3	23	5	8.0	10	1.1
	4	Step 2	115	6	7.5	8	0.6
	4	Step 3	148	8	9.3	11	0.8
	5	Step 2	3	8	8.0	8	0.0
	5	Step 3	200	8	10.3	11	0.7
Reading	1	Step 2	871	0	1.9	5	1.2
	1	Step 3	1	4	4.0	4	NA
	2	Step 2	113	3	4.1	5	0.5
	2	Step 3	17	4	6.0	8	1.0
	3	Step 2	133	4	4.9	5	0.3
	3	Step 3	130	5	8.4	12	1.2
	4	Step 2	3	5	5.0	5	0.0
	4	Step 3	88	8	10.0	12	0.9
	5	Step 3	135	9	11.8	13	1.0
Speaking	1	Step 2	927	0	2.2	8	2.6
	1	Step 3	21	5	8.0	10	1.3
	2	Step 2	154	6	7.5	8	0.7
	2	Step 3	36	9	10.3	12	0.9
	3	Step 2	38	6	7.9	8	0.3
	3	Step 3	59	10	11.7	13	0.7
	4	Step 2	1	8	8.0	8	NA
	4	Step 3	81	11	12.6	14	0.8
	5	Step 3	174	12	13.8	14	0.5
Writing	1	Step 2	860	0	2.2	6	1.4
	1	Step 3	1	4	4.0	4	NA
	2	Step 2	162	3	4.6	6	0.8
	2	Step 3	31	5	6.5	8	0.8

Domain	Level	Step	N	Min	Mean	Max	SD
	3	Step 2	91	4	5.9	7	0.7
	3	Step 3	115	6	9.4	13	1.4
	4	Step 2	7	7	7.0	7	0.0
	4	Step 3	75	10	12.0	14	0.9
	5	Step 3	149	12	14.9	17	1.3
<b>Overall</b>	Emerging	Step 2	617	0	8.1	21	3.9
	Progressing	Step 2	503	7	19.5	26	3.8
	Progressing	Step 3	192	30	39.6	48	3.6
	Proficient	Step 3	179	42	48.8	55	3.1

**Table S1.5: Screener Raw Score Summary – Grade 3**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	425	0	2.7	5	1.1
	2	Step 2	206	3	4.5	7	0.8
	3	Step 2	270	4	6.6	8	0.9
	3	Step 3	83	7	8.6	11	0.8
	4	Step 2	27	6	7.6	8	0.6
	4	Step 3	182	8	9.8	11	0.8
	5	Step 3	233	8	10.5	11	0.6
Reading	1	Step 2	816	0	2.1	5	1.3
	1	Step 3	19	3	6.2	8	1.4
	2	Step 2	101	4	4.9	5	0.3
	2	Step 3	81	6	8.3	11	1.1
	3	Step 2	11	5	5.0	5	0.0
	3	Step 3	192	7	10.1	12	1.1
	4	Step 3	82	9	11.5	13	1.0
Speaking	5	Step 3	124	10	12.4	13	0.7
	1	Step 2	834	0	1.9	8	2.5
	1	Step 3	23	5	8.8	10	1.4
	2	Step 2	83	6	7.5	8	0.7
	2	Step 3	57	8	10.8	12	0.9
	3	Step 2	11	8	8.0	8	0.0
	3	Step 3	80	10	12.1	13	0.7
Writing	4	Step 3	117	11	13.2	14	0.6
	5	Step 3	221	12	13.9	14	0.3
	1	Step 2	834	0	2.8	7	1.6
	1	Step 3	27	4	6.3	9	1.1
	2	Step 2	81	5	6.0	7	0.7
	2	Step 3	78	6	9.0	11	1.1
	3	Step 2	13	7	7.0	7	0.0
3	Step 3	164	9	11.9	15	1.1	
4	Step 3	78	13	14.3	16	0.8	

Domain	Level	Step	N	Min	Mean	Max	SD
	5	Step 3	151	13	16.0	17	0.9
<b>Overall</b>	Emerging	Step 2	628	0	8.7	23	4.0
	Progressing	Step 2	300	9	20.3	27	3.4
	Progressing	Step 3	311	28	42.6	50	4.4
	Proficient	Step 3	187	48	51.6	55	1.9

**Table S1.6: Screener Raw Score Summary – Grade 4**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	436	0	1.8	4	1.1
	2	Step 2	123	2	4.1	5	0.7
	3	Step 2	163	3	5.6	7	0.8
	3	Step 3	8	5	5.9	7	0.8
	4	Step 2	103	6	6.7	7	0.4
	4	Step 3	106	5	7.8	10	1.0
	5	Step 3	304	7	9.0	10	0.9
Reading	1	Step 2	629	0	3.1	7	1.5
	1	Step 3	1	9	9.0	9	NA
	2	Step 2	111	4	5.9	8	1.0
	2	Step 3	9	8	10.4	13	1.6
	3	Step 2	85	5	6.8	9	1.0
	3	Step 3	99	10	14.0	18	1.6
	4	Step 3	77	14	16.8	21	1.3
Speaking	5	Step 3	232	15	19.4	23	1.9
	1	Step 2	614	0	1.4	7	2.0
	2	Step 2	86	5	6.7	8	0.8
	2	Step 3	12	10	12.3	14	1.5
	3	Step 2	98	6	7.8	8	0.5
	3	Step 3	13	8	13.9	15	1.9
	4	Step 2	27	8	8.0	8	0.0
Writing	4	Step 3	43	14	16.5	18	1.0
	5	Step 3	350	15	19.9	21	1.2
	1	Step 2	599	0	1.1	5	1.1
	2	Step 2	117	1	3.2	5	0.9
	2	Step 3	3	6	8.0	10	2.0
	3	Step 2	109	3	4.7	7	0.9
	3	Step 3	112	9	12.9	17	1.8
Writing	4	Step 3	60	13	15.4	19	1.3
	5	Step 3	243	14	18.4	21	1.6

Domain	Level	Step	N	Min	Mean	Max	SD
Overall	Emerging	Step 2	552	0	7.8	19	4.0
	Progressing	Step 2	273	10	21.1	25	3.4
	Progressing	Step 3	134	41	53.5	61	4.2
	Proficient	Step 3	284	54	65.5	75	4.6



**Table S1.7: Screener Raw Score Summary – Grade 5**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	493	0	2.2	5	1.2
	2	Step 2	125	3	4.7	6	0.7
	2	Step 3	1	5	5.0	5	NA
	3	Step 2	94	4	5.8	7	0.7
	3	Step 3	10	5	6.4	8	1.0
	4	Step 2	71	6	6.7	7	0.4
	4	Step 3	148	6	8.1	10	0.9
	5	Step 2	1	7	7.0	7	NA
	5	Step 3	297	7	9.2	10	0.7
Reading	1	Step 2	654	0	3.5	8	1.7
	1	Step 3	3	8	9.0	10	1.0
	2	Step 2	97	4	6.5	9	1.0
	2	Step 3	27	10	12.5	16	1.4
	3	Step 2	32	6	7.5	9	0.9
	3	Step 3	149	10	15.7	21	1.8
	4	Step 2	1	9	9.0	9	NA
	4	Step 3	82	14	17.6	21	1.4
	5	Step 3	195	16	20.2	23	1.7
Speaking	1	Step 2	673	0	1.6	7	2.1
	1	Step 3	5	7	8.6	11	1.5
	2	Step 2	71	5	7.1	8	0.7
	2	Step 3	23	8	12.7	16	1.9
	3	Step 2	39	7	8.0	8	0.2
	3	Step 3	47	13	15.8	18	1.1
	4	Step 2	1	8	8.0	8	NA
	4	Step 3	49	15	17.6	19	1.0
	5	Step 3	332	17	20.1	21	1.0
Writing	1	Step 2	584	0	1.3	5	1.1
	2	Step 2	108	1	3.5	7	1.0
	2	Step 3	3	9	10.0	11	1.0

Domain	Level	Step	N	Min	Mean	Max	SD
	3	Step 2	92	3	4.9	7	0.9
	3	Step 3	175	9	14.0	19	1.9
	4	Step 3	72	14	16.7	20	1.3
	5	Step 3	206	15	19.1	21	1.4
Overall	Emerging	Step 2	610	0	9.0	23	4.6
	Progressing	Step 2	174	13	22.2	30	2.8
	Progressing	Step 3	200	35	55.7	65	4.9
	Proficient	Step 3	256	57	67.2	75	4.0

**Table S1.8: Screener Raw Score Summary – Grade 6**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	374	0	3.5	7	1.5
	2	Step 2	110	4	6.1	8	0.8
	3	Step 2	127	5	7.9	10	1.1
	3	Step 3	7	9	11.0	12	1.2
	4	Step 2	32	8	9.3	10	0.6
	4	Step 3	122	10	14.2	17	1.3
	5	Step 3	259	13	16.1	18	1.2
Reading	1	Step 2	533	0	1.2	4	1.0
	2	Step 2	62	2	3.6	5	0.6
	2	Step 3	4	4	5.3	6	1.0
	3	Step 2	48	4	5.0	6	0.7
	3	Step 3	119	6	8.6	12	1.3
	4	Step 3	102	9	10.8	13	0.9
	5	Step 3	163	10	12.4	13	0.8
Speaking	1	Step 2	485	0	1.5	6	2.0
	1	Step 3	3	7	8.3	11	2.3
	2	Step 2	80	5	6.8	8	0.8
	2	Step 3	15	10	14.6	16	1.5
	3	Step 2	78	7	7.9	8	0.3
	3	Step 3	55	13	18.8	21	1.7
	4	Step 3	64	20	21.9	23	0.9
Writing	5	Step 3	251	21	25.5	27	1.5
	1	Step 2	439	0	1.9	6	1.3
	2	Step 2	121	1	4.0	7	1.1
	2	Step 3	5	10	11.0	12	1.0
	3	Step 2	83	2	5.9	8	1.4
	3	Step 3	107	11	17.5	21	2.0
	4	Step 3	60	18	20.1	22	1.0
5	Step 3	216	19	21.9	23	1.0	
<b>Overall</b>	Emerging	Step 2	474	0	9.2	21	4.3

Domain	Level	Step	N	Min	Mean	Max	SD
	Progressing	Step 2	169	10	21.9	27	3.7
	Progressing	Step 3	160	42	62.9	72	5.9
	Proficient	Step 3	228	66	74.7	81	3.6

**Table S1.9: Screener Raw Score Summary – Grade 7**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	463	0	4.1	8	1.6
	2	Step 2	93	6	7.3	9	0.8
	2	Step 3	1	9	9.0	9	NA
	3	Step 2	91	7	9.0	10	0.8
	3	Step 3	85	11	13.8	17	1.3
	4	Step 2	1	10	10.0	10	NA
	4	Step 3	84	11	15.0	18	1.3
	5	Step 3	195	14	16.5	18	1.1
Reading	1	Step 2	575	0	1.4	5	1.2
	2	Step 2	65	4	4.7	6	0.6
	2	Step 3	44	6	7.8	10	1.1
	3	Step 2	8	5	5.6	6	0.5
	3	Step 3	141	7	10.5	13	1.2
	4	Step 3	55	10	11.9	13	0.9
	5	Step 3	125	11	12.7	13	0.5
Speaking	1	Step 2	512	0	1.8	7	2.1
	1	Step 3	5	7	8.2	10	1.1
	2	Step 2	90	5	7.1	8	0.8
	2	Step 3	22	12	15.2	21	2.4
	3	Step 2	46	6	8.0	8	0.3
	3	Step 3	57	16	20.3	23	1.6
	4	Step 3	61	21	23.1	25	1.0
	5	Step 3	220	21	25.9	27	1.2
Writing	1	Step 2	552	0	2.4	7	1.5
	1	Step 3	7	7	10.9	14	2.6
	2	Step 2	83	3	5.9	8	1.0
	2	Step 3	27	9	14.9	18	2.1
	3	Step 2	13	6	7.5	9	1.0
	3	Step 3	121	16	19.5	22	1.3
	4	Step 3	47	19	21.3	22	0.7

Domain	Level	Step	N	Min	Mean	Max	SD
	5	Step 3	163	19	22.3	23	0.7
<b>Overall</b>	Emerging	Step 2	544	0	10.8	26	5.1
	Progressing	Step 2	104	17	24.6	31	2.3
	Progressing	Step 3	199	36	65.8	75	6.8
	Proficient	Step 3	166	69	76.7	81	2.6

**Table S1.10: Screener Raw Score Summary – Grade 8**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	515	0	3.8	7	1.7
	2	Step 2	106	5	7.3	9	0.8
	2	Step 3	2	11	11.0	11	0.0
	3	Step 2	54	7	9.0	10	0.8
	3	Step 3	76	11	14.2	17	1.3
	4	Step 3	88	13	15.2	17	1.1
	5	Step 3	174	13	16.7	18	1.0
Reading	1	Step 2	619	0	1.6	5	1.3
	1	Step 3	2	3	4.5	6	2.1
	2	Step 2	50	4	5.0	6	0.7
	2	Step 3	42	5	8.6	10	1.2
	3	Step 2	6	6	6.0	6	0.0
	3	Step 3	159	9	11.3	13	1.1
	4	Step 3	56	11	12.5	13	0.6
Speaking	5	Step 3	81	12	12.9	13	0.3
	1	Step 2	563	0	1.8	7	2.1
	1	Step 3	6	8	10.7	13	2.0
	2	Step 2	79	6	7.1	8	0.8
	2	Step 3	20	14	16.5	19	1.4
	3	Step 2	33	7	8.0	8	0.2
	3	Step 3	61	15	20.3	23	1.8
Writing	4	Step 3	47	21	23.2	25	0.9
	5	Step 3	206	21	26.0	27	1.2
	1	Step 2	606	0	2.5	8	1.7
	1	Step 3	3	9	10.7	13	2.1
	2	Step 2	65	3	6.3	8	1.1
	2	Step 3	32	14	16.7	19	1.1
	3	Step 2	4	7	7.5	8	0.6
3	Step 3	130	14	19.9	22	1.4	
4	Step 3	43	20	21.7	23	0.7	

Domain	Level	Step	N	Min	Mean	Max	SD
	5	Step 3	132	18	22.5	23	0.7
<b>Overall</b>	Emerging	Step 2	608	0	10.9	26	5.8
	Progressing	Step 2	67	20	25.3	27	1.9
	Progressing	Step 3	209	44	67.8	78	6.3
	Proficient	Step 3	131	73	77.9	81	2.0



**Table S1.11: Screener Raw Score Summary – Grade 9**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	901	0	3.3	8	1.8
	2	Step 2	169	5	7.3	9	0.8
	2	Step 3	2	11	11.0	11	0.0
	3	Step 2	108	7	9.2	11	0.9
	3	Step 3	115	10	14.2	17	1.4
	4	Step 2	3	11	11.0	11	0.0
	4	Step 3	93	14	15.8	17	0.9
	5	Step 3	198	14	16.7	17	0.5
Reading	1	Step 2	1,038	0	2.0	6	1.5
	1	Step 3	2	6	7.0	8	1.4
	2	Step 2	124	4	5.7	7	0.7
	2	Step 3	59	6	9.7	13	1.4
	3	Step 2	19	6	6.9	7	0.2
	3	Step 3	186	9	13.0	16	1.5
	4	Step 3	75	14	15.3	17	0.9
	5	Step 3	86	15	16.2	17	0.8
Speaking	1	Step 2	880	0	1.1	5	1.6
	1	Step 3	3	8	8.3	9	0.6
	2	Step 2	198	4	5.8	8	0.9
	2	Step 3	16	12	15.7	19	2.0
	3	Step 2	103	6	7.8	8	0.4
	3	Step 3	83	17	20.7	23	1.6
	4	Step 3	58	22	23.8	25	0.8
	5	Step 3	248	23	26.3	27	0.9
Writing	1	Step 2	1,030	0	0.6	3	0.7
	1	Step 3	5	3	7.2	10	2.6
	2	Step 2	131	0	1.8	3	0.7
	2	Step 3	37	8	12.9	17	1.7
	3	Step 2	20	2	2.6	3	0.5
	3	Step 3	168	13	16.3	19	1.3

Domain	Level	Step	N	Min	Mean	Max	SD
	4	Step 3	63	17	18.1	20	0.8
	5	Step 3	135	18	19.4	20	0.7
<b>Overall</b>	Emerging	Step 2	1,010	0	8.3	23	5.1
	Emerging	Step 3	1	34	34.0	34	NA
	Progressing	Step 2	171	12	20.9	24	2.8
	Progressing	Step 3	258	45	66.8	77	6.4
	Proficient	Step 3	149	73	77.8	81	1.9

**Table S1.12: Screener Raw Score Summary – Grade 10**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	399	0	3.6	8	1.7
	2	Step 2	88	6	7.5	9	1.0
	3	Step 2	90	7	9.4	11	1.0
	3	Step 3	73	12	14.3	17	1.2
	4	Step 2	2	11	11.0	11	0.0
	4	Step 3	87	13	15.8	17	0.9
	5	Step 3	166	14	16.6	17	0.6
Reading	1	Step 2	473	0	2.4	6	1.5
	2	Step 2	80	3	5.6	7	0.8
	2	Step 3	27	6	9.4	12	1.4
	3	Step 2	26	6	6.7	7	0.5
	3	Step 3	168	9	13.1	16	1.4
	4	Step 3	53	13	15.4	17	0.9
	5	Step 3	78	14	16.3	17	0.8
Speaking	1	Step 2	424	0	1.3	5	1.6
	1	Step 3	2	4	7.0	10	4.2
	2	Step 2	94	4	5.7	7	0.9
	2	Step 3	12	12	15.8	19	2.0
	3	Step 2	61	6	7.7	8	0.6
	3	Step 3	46	17	21.2	24	1.7
	4	Step 3	53	21	23.6	25	1.0
Writing	5	Step 3	213	22	26.3	27	1.0
	1	Step 2	465	0	0.7	3	0.7
	1	Step 3	2	7	8.0	9	1.4
	2	Step 2	90	0	1.7	3	0.8
	2	Step 3	29	9	12.2	15	1.6
	3	Step 2	24	1	2.4	3	0.6
	3	Step 3	125	12	16.1	19	1.5
	4	Step 3	50	17	18.5	20	0.6
5	Step 3	120	16	19.4	20	0.7	

Domain	Level	Step	N	Min	Mean	Max	SD
Overall	Emerging	Step 2	460	0	9.2	22	5.0
	Progressing	Step 2	119	12	21.4	24	2.8
	Progressing	Step 3	202	48	67.7	77	5.7
	Proficient	Step 3	124	73	78.2	81	1.9

**Table S1.13: Screener Raw Score Summary – Grade 11**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	199	0	3.6	7	1.6
	2	Step 2	59	5	7.1	9	0.9
	2	Step 3	1	12	12.0	12	NA
	3	Step 2	63	7	9.1	11	0.9
	3	Step 3	56	11	14.6	17	1.1
	4	Step 2	1	11	11.0	11	NA
	4	Step 3	50	14	15.6	17	0.9
	5	Step 3	152	15	16.7	17	0.6
Reading	1	Step 2	249	0	2.8	6	1.4
	1	Step 3	1	6	6.0	6	NA
	2	Step 2	64	4	5.7	7	0.6
	2	Step 3	24	8	9.4	11	1.0
	3	Step 2	9	6	6.9	7	0.3
	3	Step 3	109	10	13.3	17	1.7
	4	Step 3	46	13	15.2	17	1.0
	5	Step 3	79	14	16.2	17	0.7
Speaking	1	Step 2	220	0	1.5	5	1.7
	1	Step 3	1	7	7.0	7	NA
	2	Step 2	64	4	5.7	7	0.9
	2	Step 3	3	12	16.0	18	3.5
	3	Step 2	38	6	7.7	8	0.5
	3	Step 3	39	16	20.8	24	2.0
	4	Step 3	38	21	23.7	25	1.0
	5	Step 3	178	22	26.3	27	0.9
Writing	1	Step 2	246	0	0.7	3	0.8
	1	Step 3	2	4	6.5	9	3.5
	2	Step 2	68	0	1.7	3	0.8
	2	Step 3	18	10	12.6	14	1.2
	3	Step 2	8	2	2.4	3	0.5
	3	Step 3	92	12	16.3	19	1.5

Domain	Level	Step	N	Min	Mean	Max	SD
	4	Step 3	34	15	18.0	20	1.0
	5	Step 3	113	18	19.4	20	0.7
Overall	Emerging	Step 2	243	0	10.0	22	5.0
	Progressing	Step 2	79	16	21.4	24	2.3
	Progressing	Step 3	140	34	68.0	77	6.4
	Proficient	Step 3	119	72	77.8	81	2.1

**Table S1.14: Screener Raw Score Summary – Grade 12**

Domain	Level	Step	N	Min	Mean	Max	SD
Listening	1	Step 2	87	0	3.8	7	1.6
	2	Step 2	38	6	7.3	9	1.0
	3	Step 2	39	8	9.4	11	0.9
	3	Step 3	33	12	14.3	17	1.2
	4	Step 2	1	11	11.0	11	NA
	4	Step 3	29	14	15.8	17	1.0
	5	Step 3	101	15	16.7	17	0.5
Reading	1	Step 2	118	0	2.7	6	1.5
	2	Step 2	37	4	5.7	7	0.8
	2	Step 3	16	9	10.1	12	0.8
	3	Step 2	10	6	6.6	7	0.5
	3	Step 3	63	9	13.2	16	1.4
	4	Step 3	30	14	15.2	17	0.7
	5	Step 3	54	14	16.1	17	0.8
Speaking	1	Step 2	102	0	2.0	5	1.7
	1	Step 3	3	7	9.0	12	2.6
	2	Step 2	37	4	5.4	7	0.9
	2	Step 3	3	15	16.0	17	1.0
	3	Step 2	26	6	7.7	8	0.6
	3	Step 3	20	18	21.1	24	1.7
	4	Step 3	20	21	23.5	25	1.1
Writing	5	Step 3	117	22	26.4	27	1.0
	1	Step 2	117	0	0.6	3	0.6
	1	Step 3	1	10	10.0	10	NA
	2	Step 2	38	0	1.4	3	0.9
	2	Step 3	15	8	12.0	15	1.9
	3	Step 2	10	2	2.5	3	0.5
	3	Step 3	49	13	16.0	19	1.4
	4	Step 3	23	17	18.0	19	0.7
5	Step 3	75	18	19.4	20	0.7	

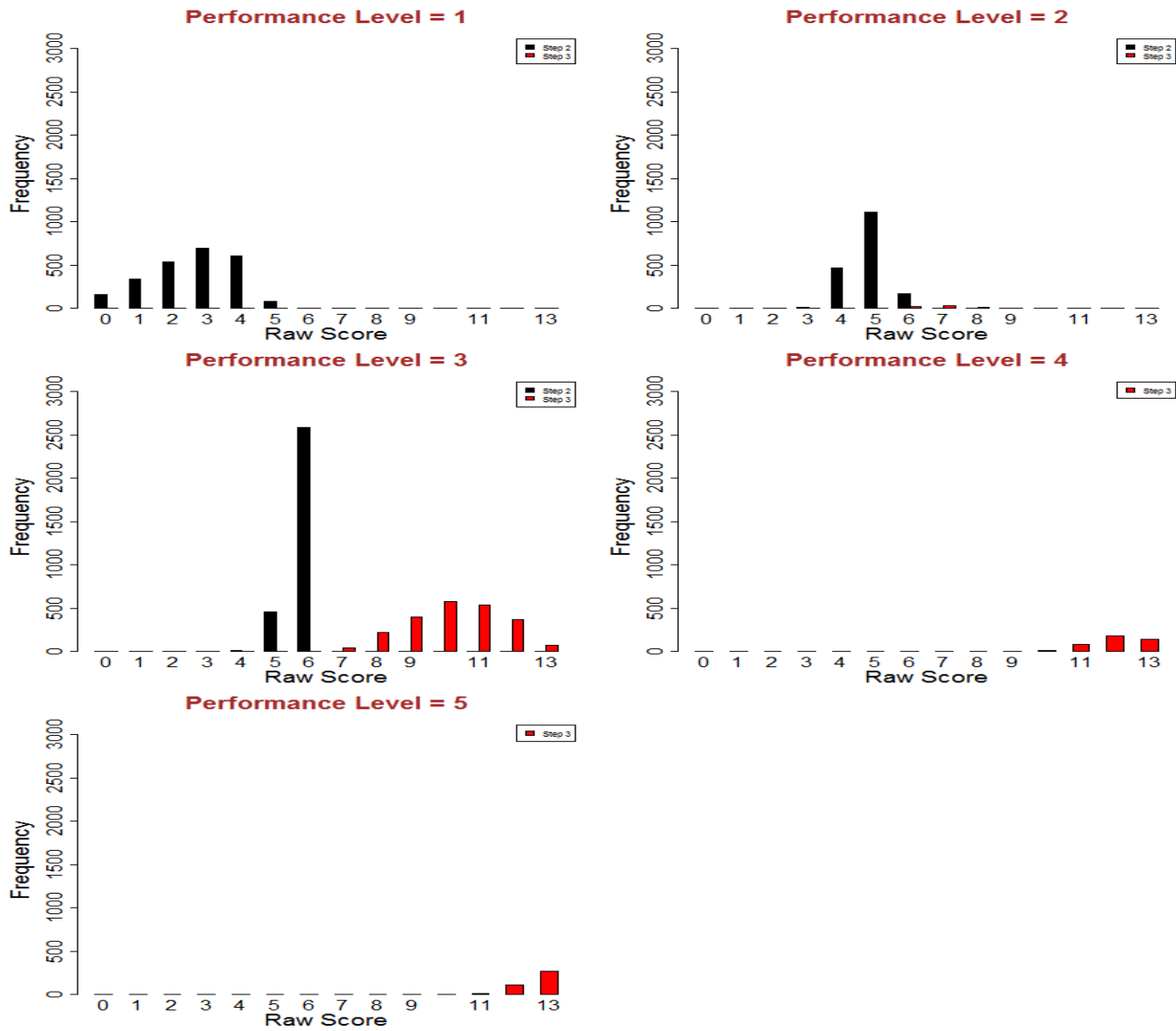
Domain	Level	Step	N	Min	Mean	Max	SD
Overall	Emerging	Step 2	118	0	11.0	20	5.2
	Progressing	Step 2	47	16	22.0	24	2.0
	Progressing	Step 3	82	41	67.4	76	7.2
	Proficient	Step 3	81	71	78.0	81	2.2



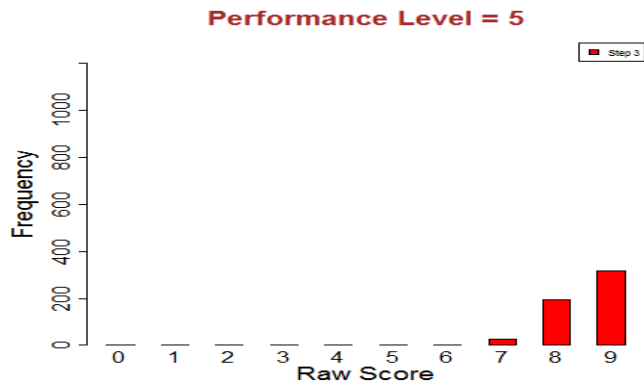
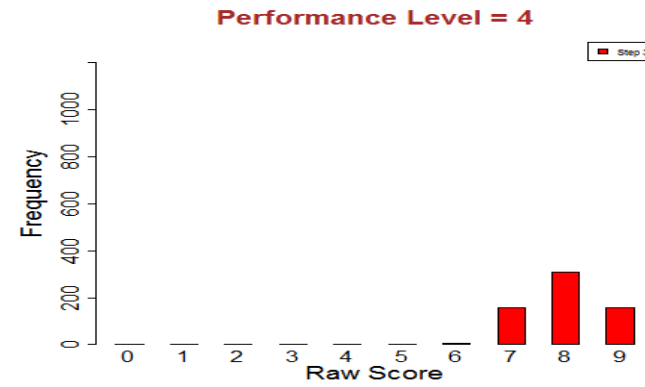
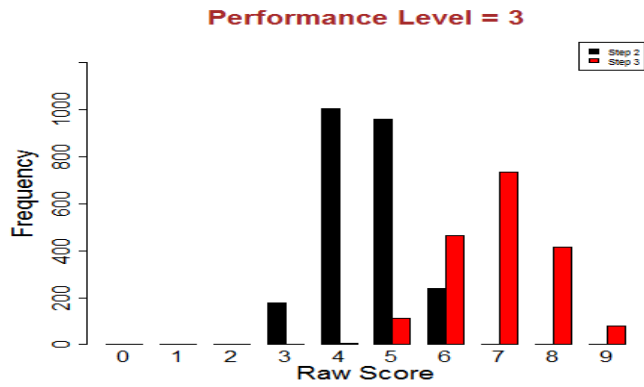
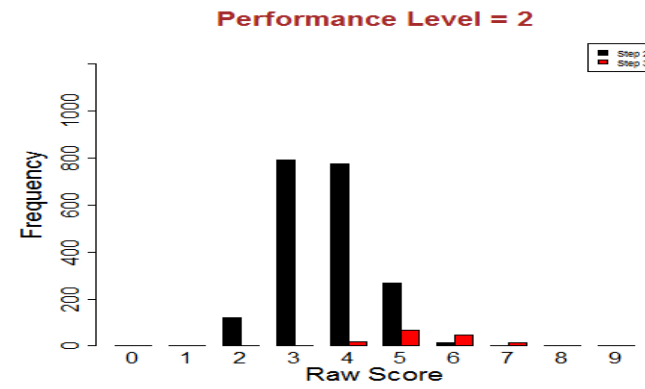
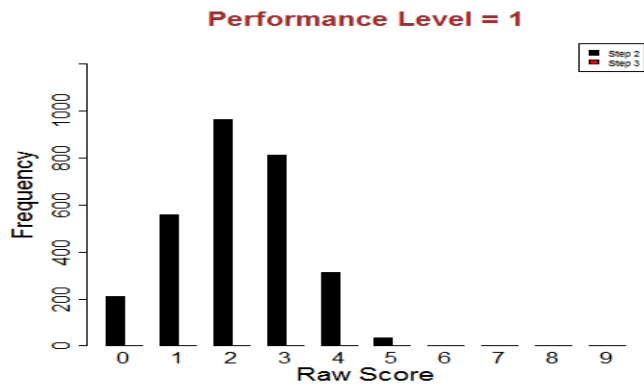
## **Section 2: Screener Assessment – Raw Score Distributions**

\* Students with domain exemption and paper testing are not included.

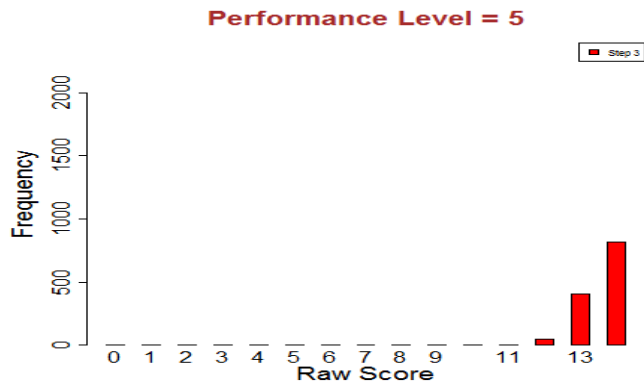
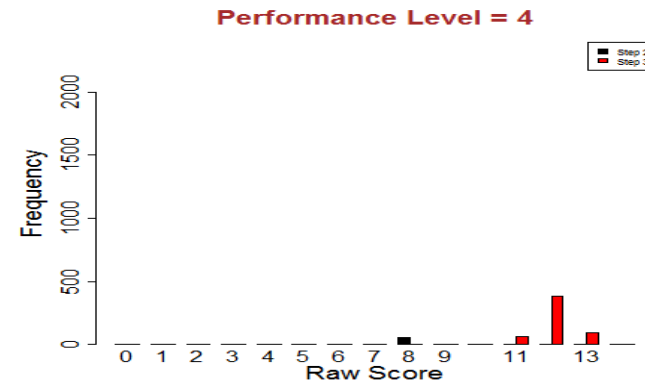
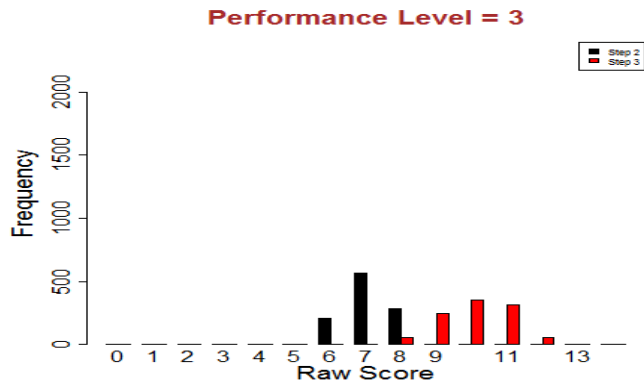
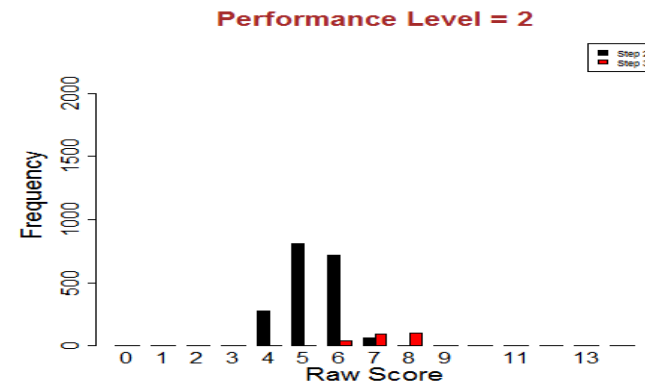
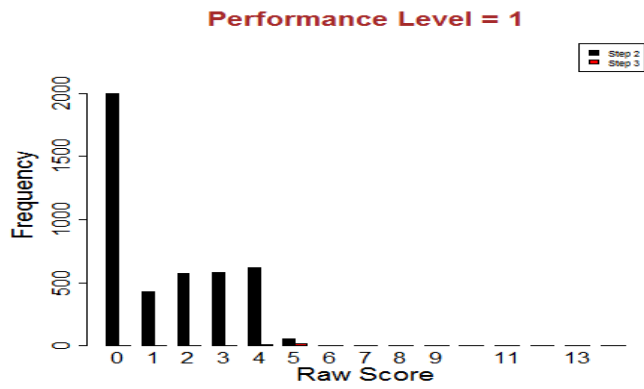
***Figure S2.1: Screener Raw Score Summary – Beginning of Kindergarten Listening***



***Figure S2.2: Screener Raw Score Summary – Beginning of Kindergarten Reading***

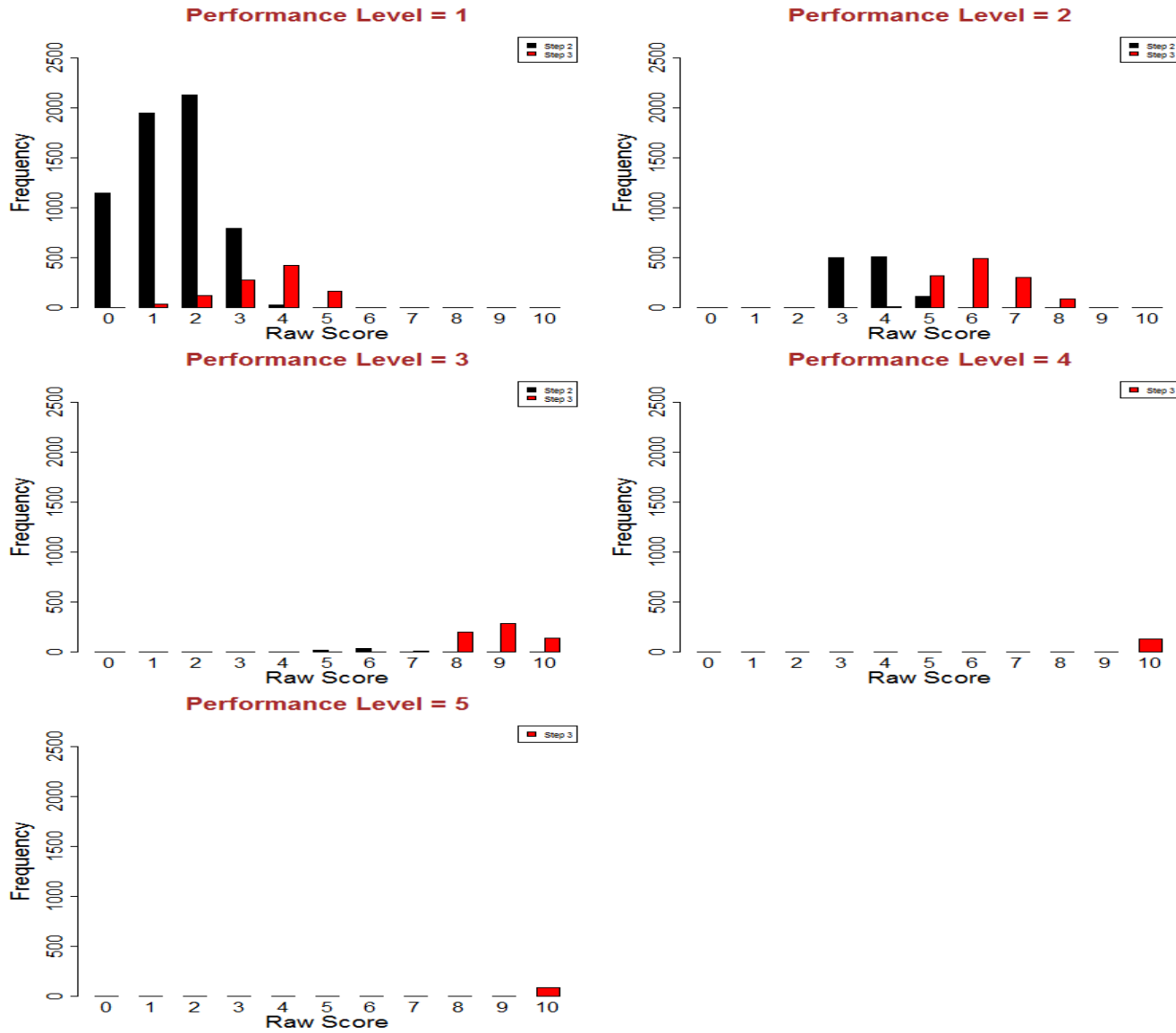


***Figure S2.3: Screener Raw Score Summary – Beginning of Kindergarten Speaking***

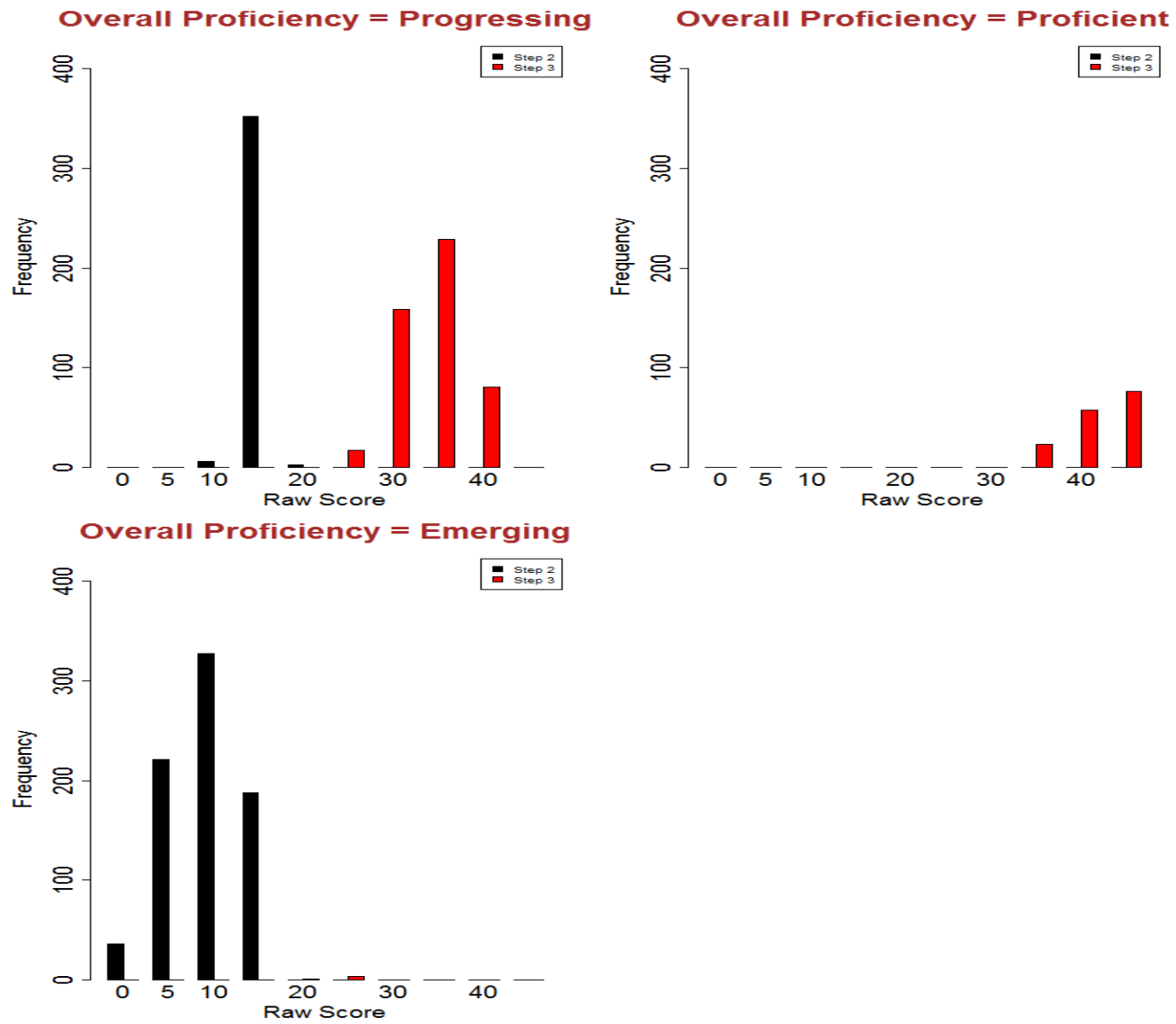


***Figure S2.4: Screener Raw Score Summary – Beginning of Kindergarten Writing***

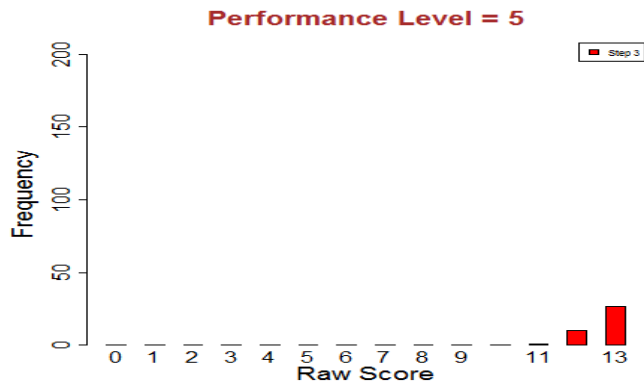
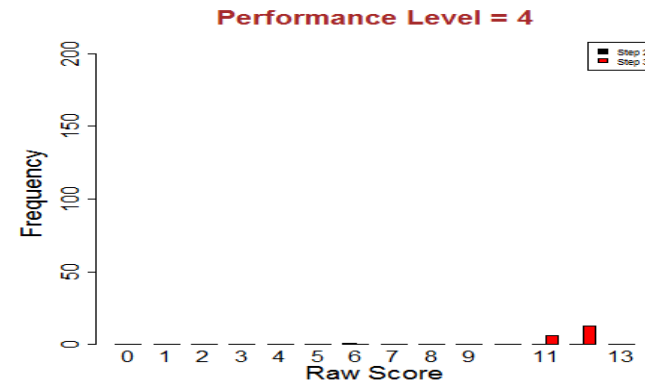
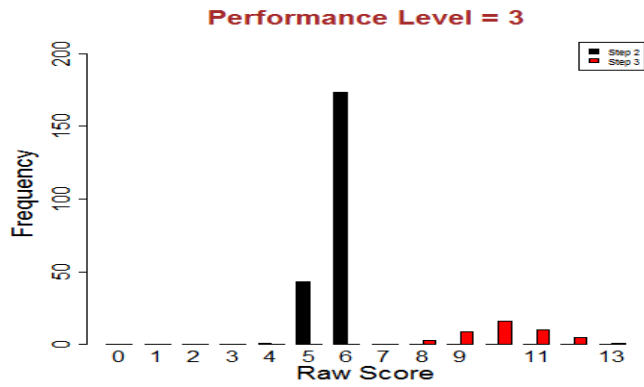
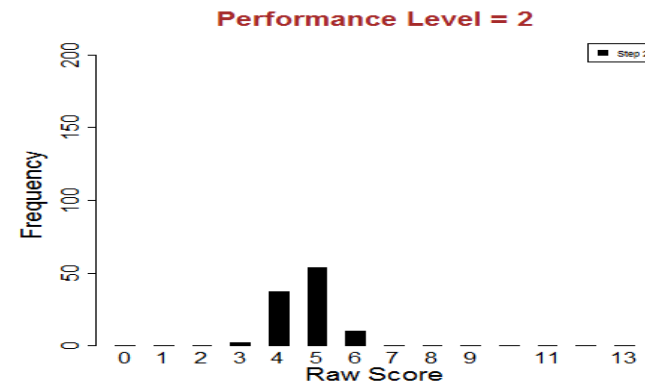
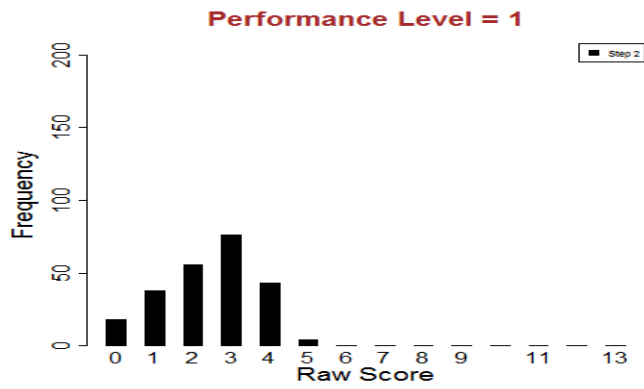




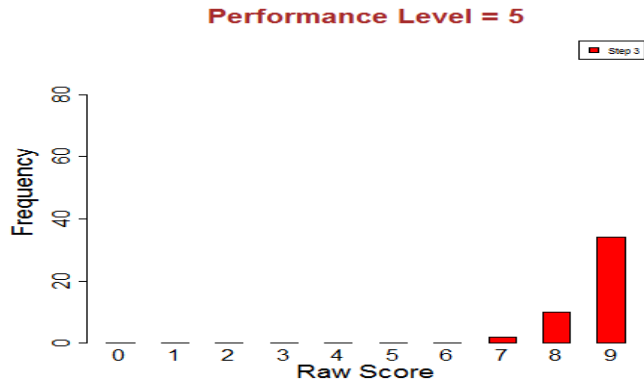
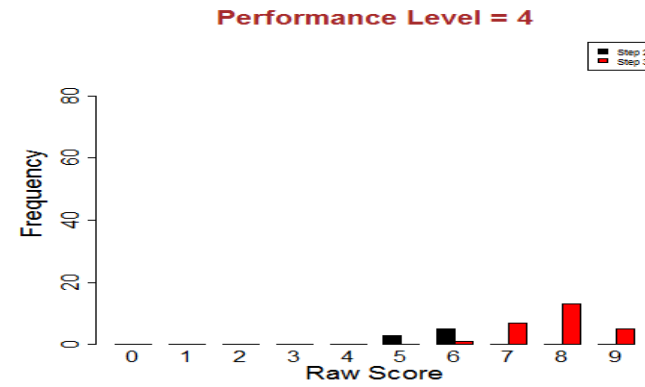
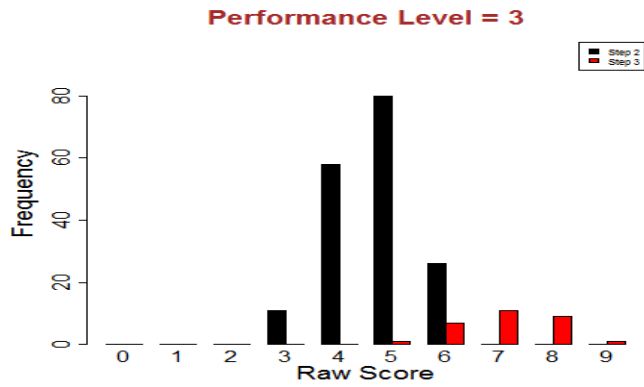
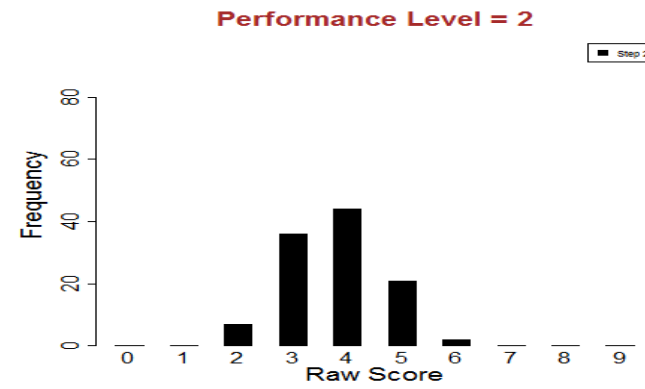
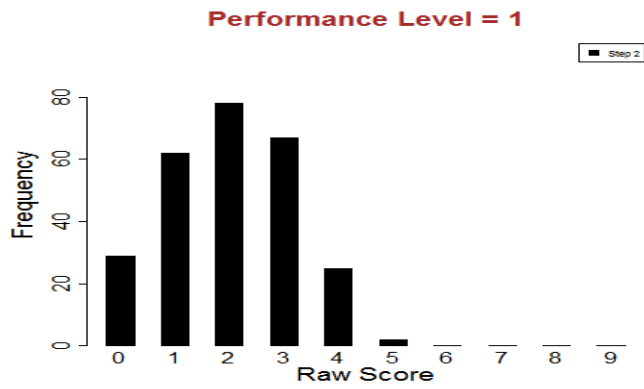
***Figure S2.5: Screener Raw Score Summary – Beginning of Kindergarten Overall***



***Figure S2.6: Screener Raw Score Summary – Kindergarten Listening***

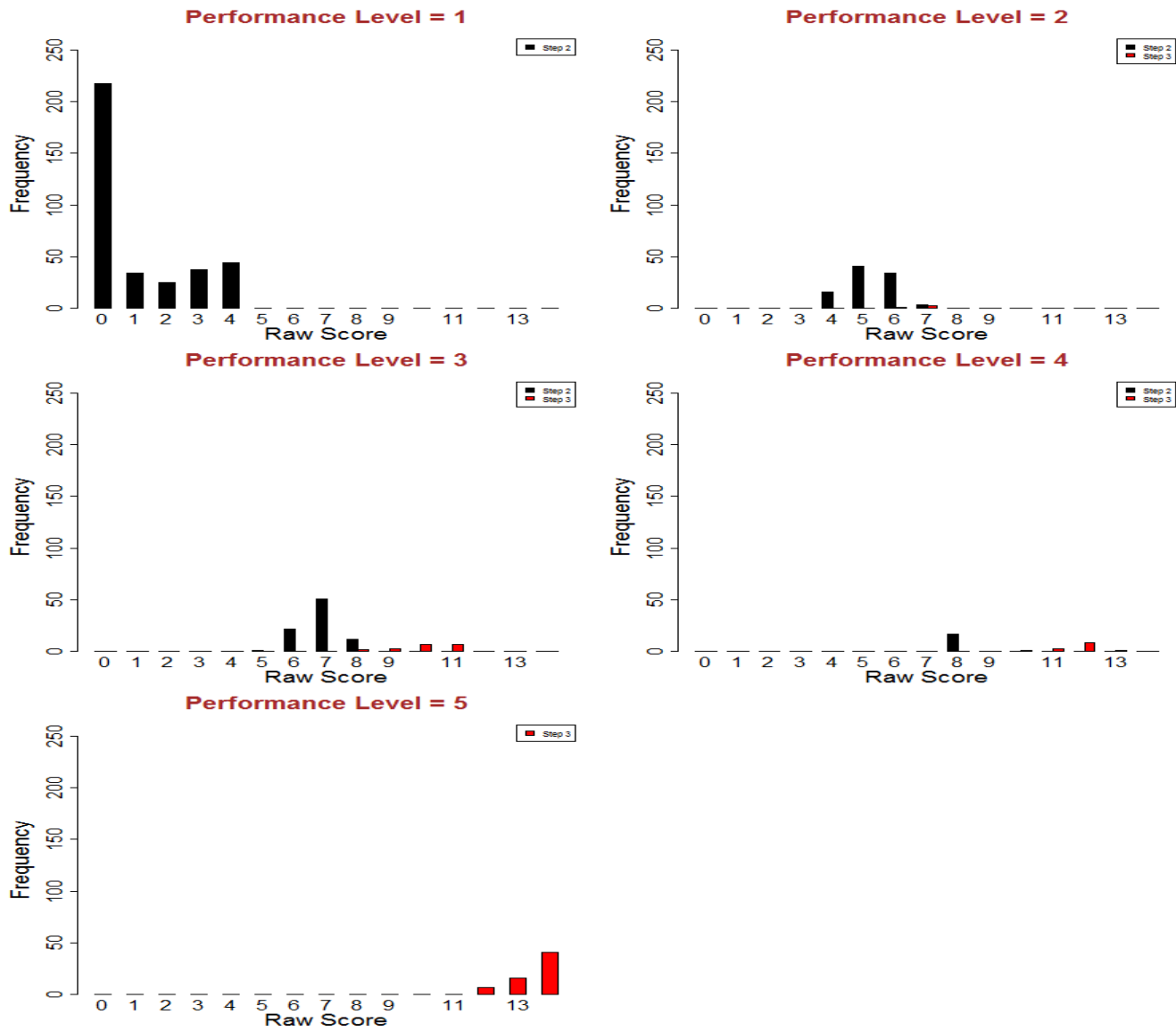


***Figure S2.7: Screener Raw Score Summary – Kindergarten Reading***

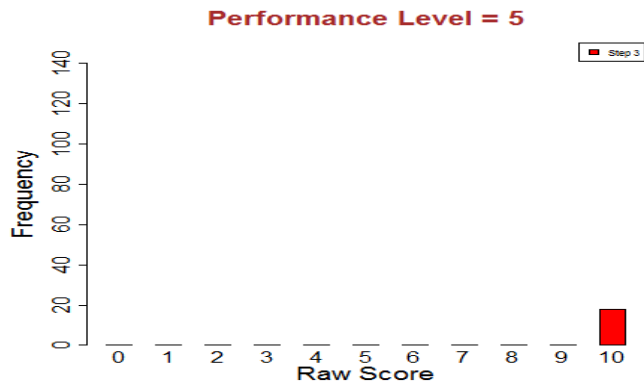
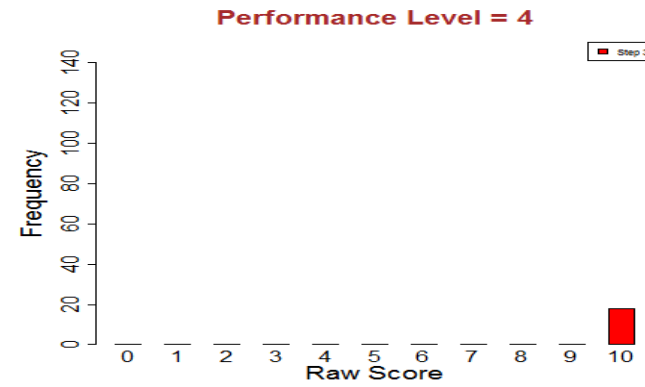
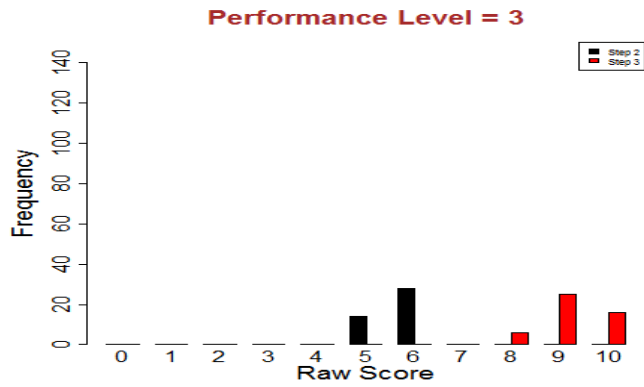
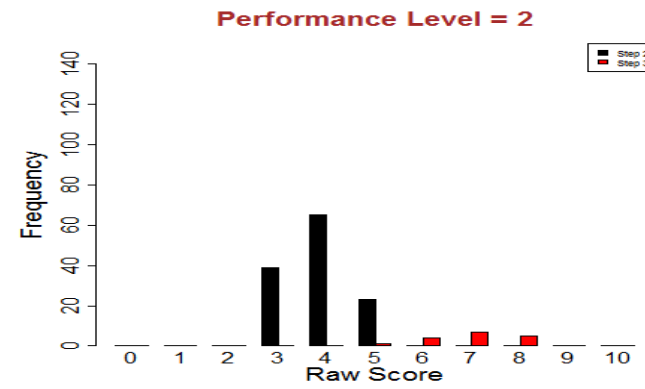
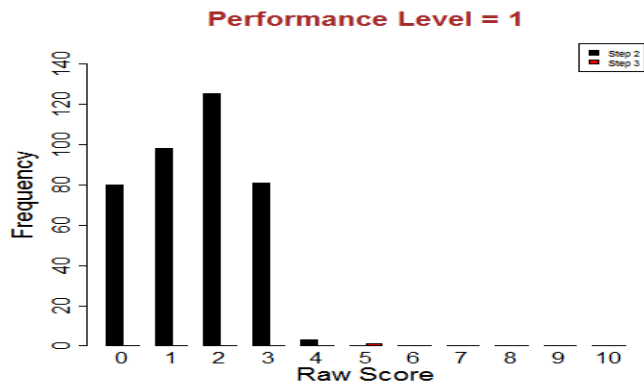


***Figure S2.8: Screener Raw Score Summary – Kindergarten Speaking***



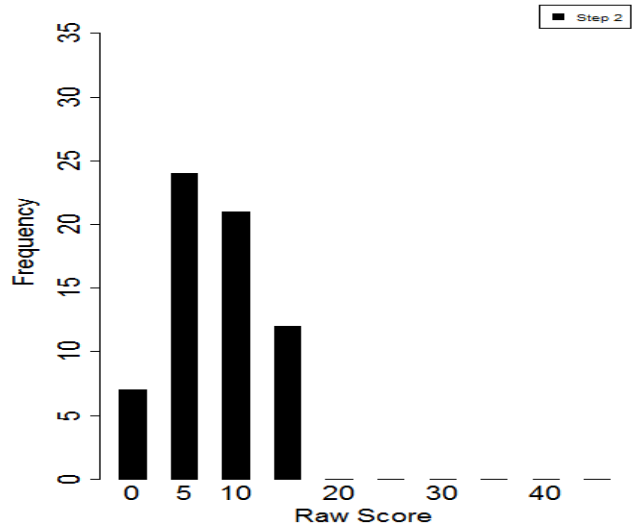


***Figure S2.9: Screener Raw Score Summary – Kindergarten Writing***

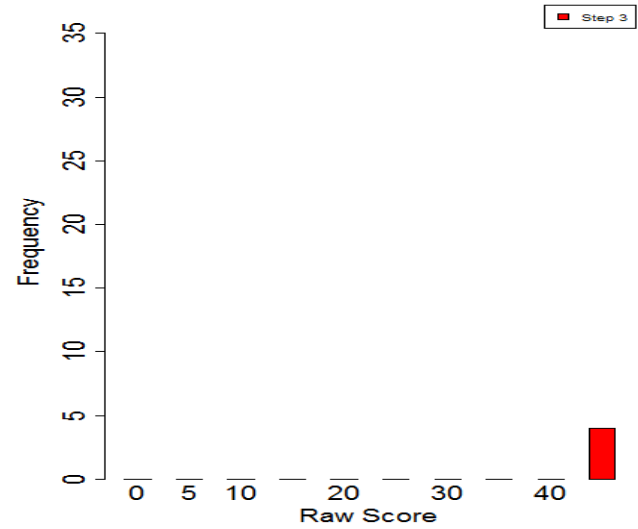


***Figure S2.10: Screener Raw Score Summary – Kindergarten Overall***

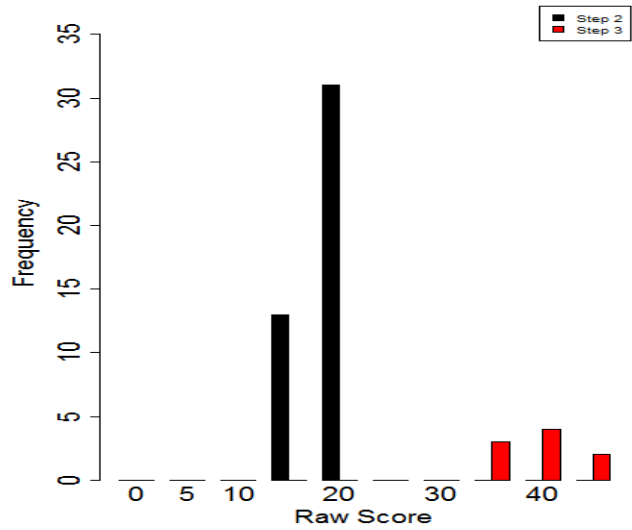
**Overall Proficiency = Emerging**



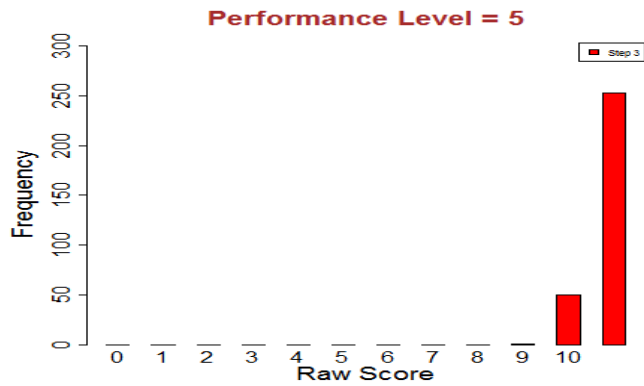
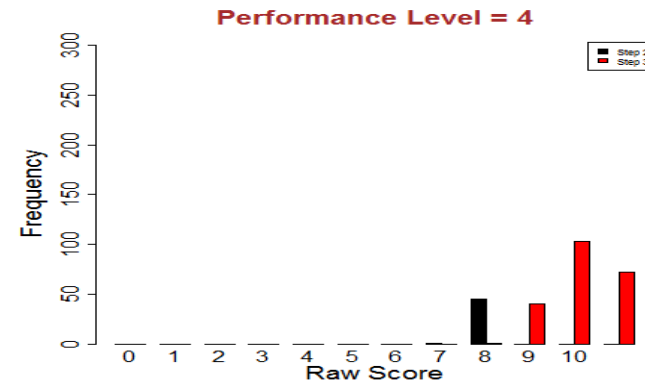
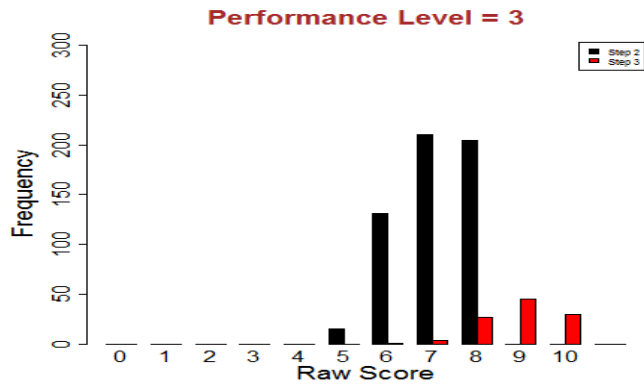
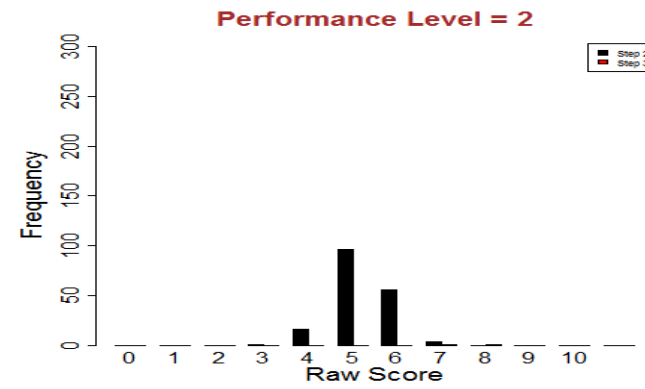
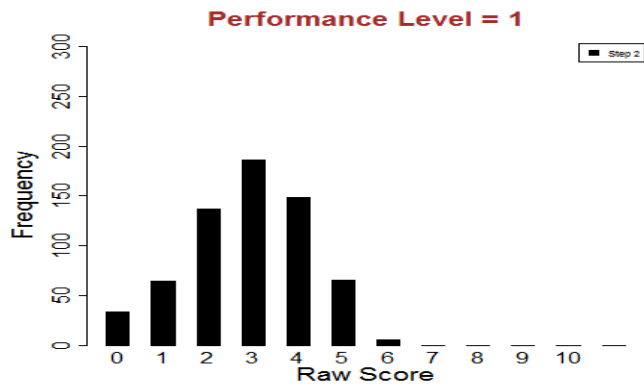
**Overall Proficiency = Proficient**



**Overall Proficiency = Progressing**

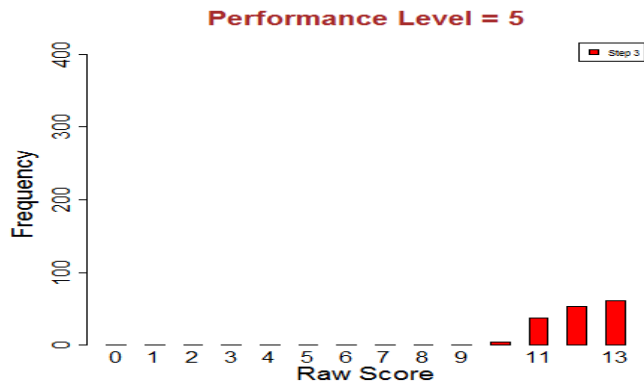
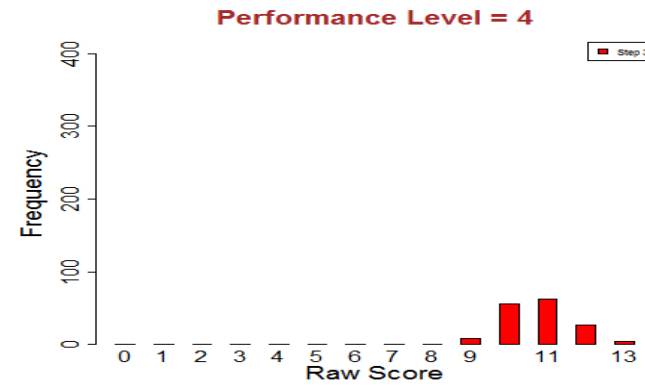
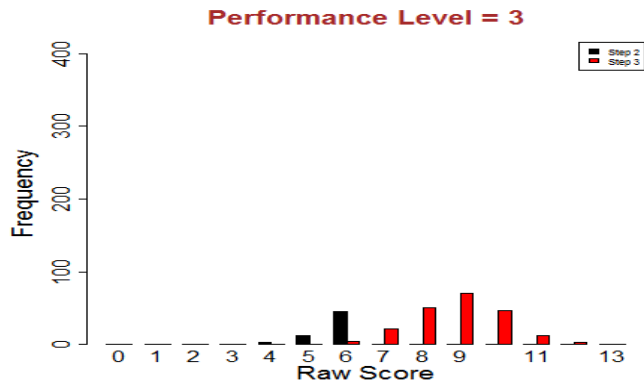
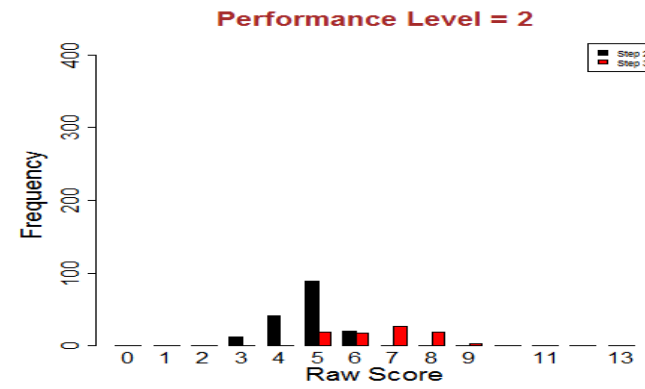
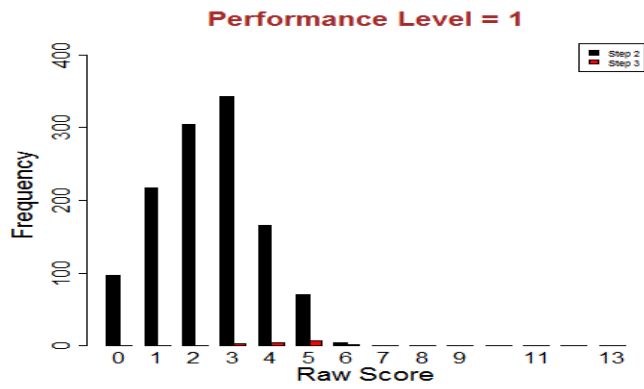


***Figure S2.11: Screener Raw Score Summary – Grade 1 Listening***

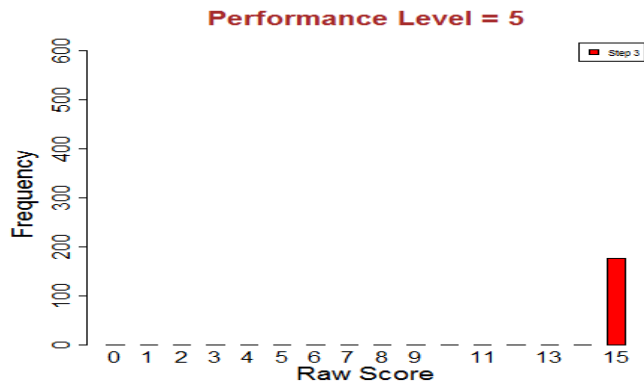
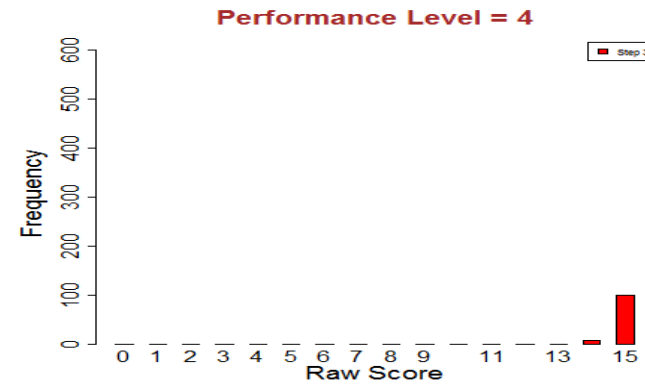
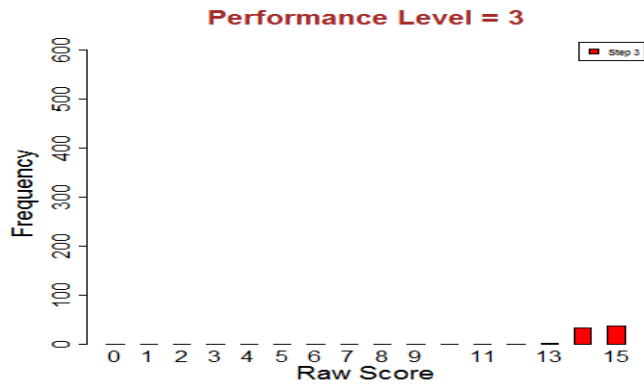
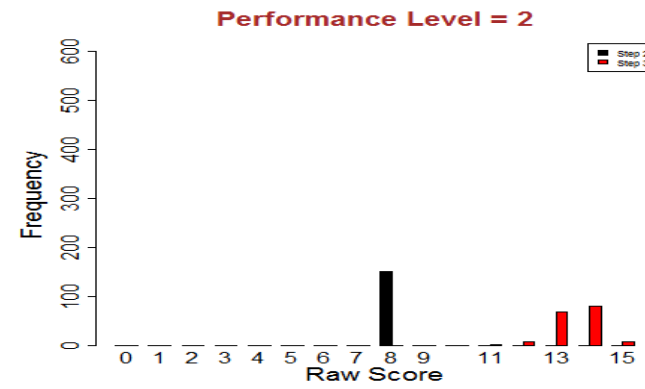
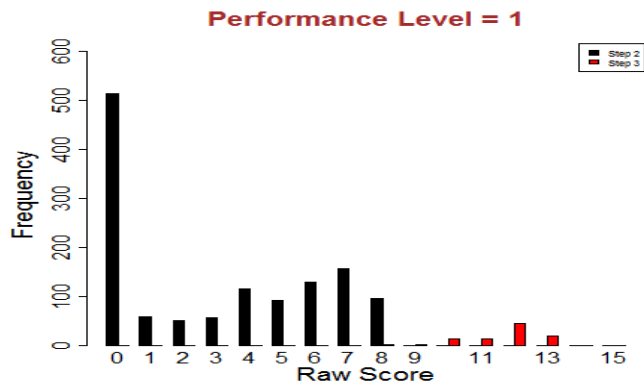


***Figure S2.12: Screener Raw Score Summary – Grade 1 Reading***

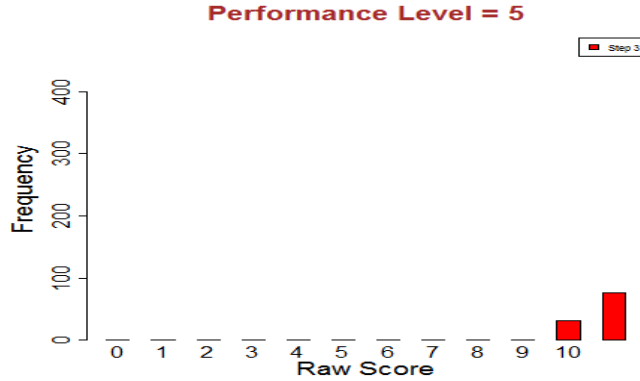
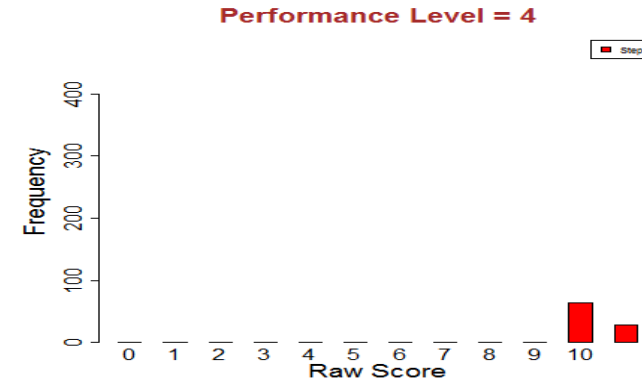
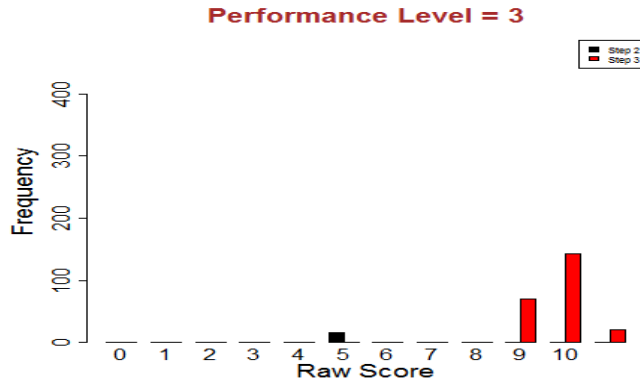
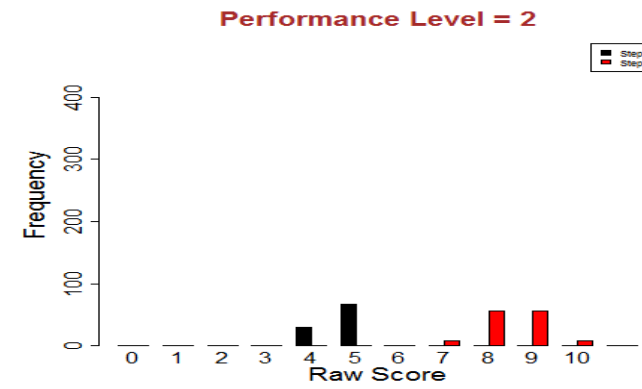
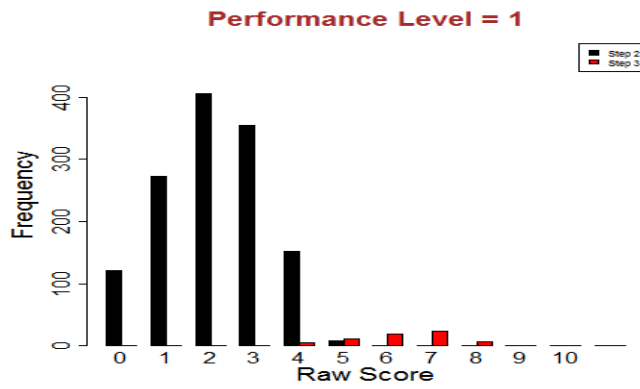




***Figure S2.13: Screener Raw Score Summary – Grade 1 Speaking***

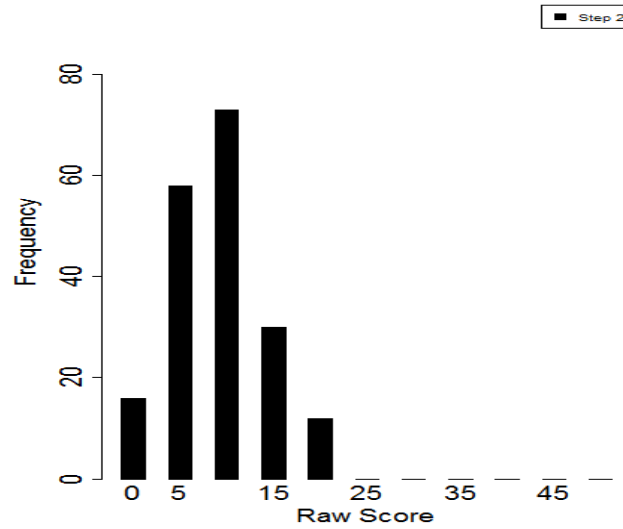


***Figure S2.14: Screener Raw Score Summary – Grade 1 Writing***

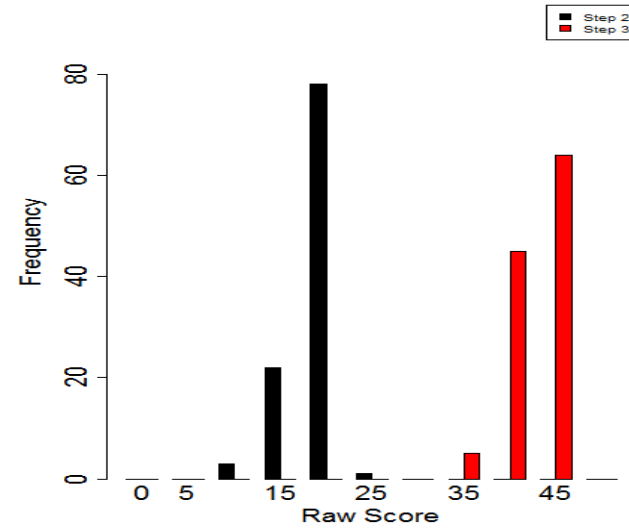


***Figure S2.15: Screener Raw Score Summary – Grade 1 Overall***

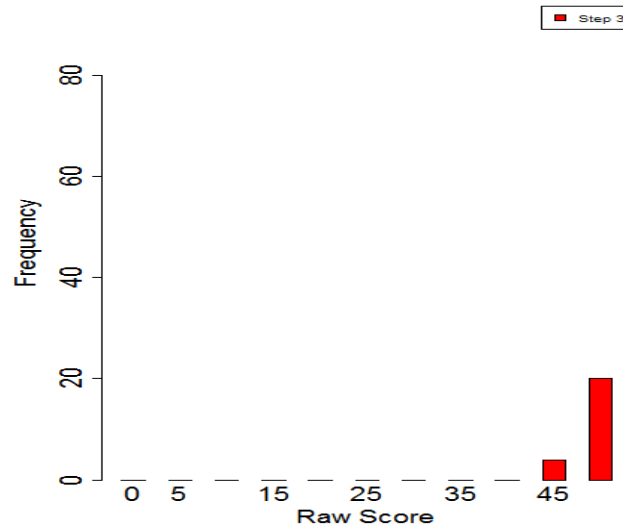
**Overall Proficiency = Emerging**



**Overall Proficiency = Progressing**

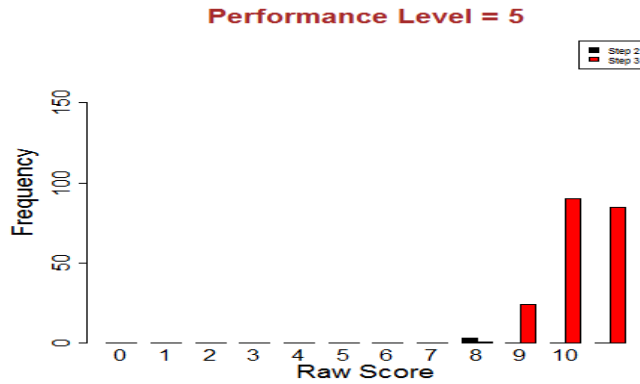
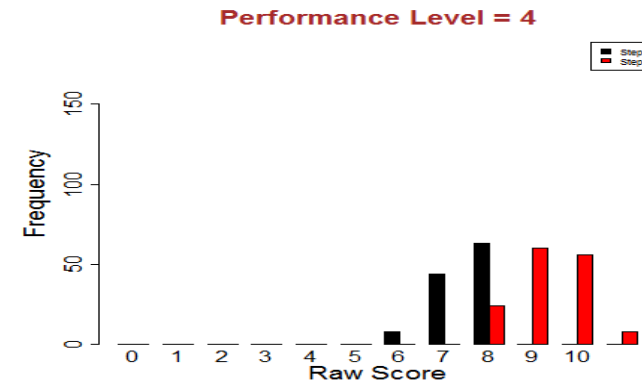
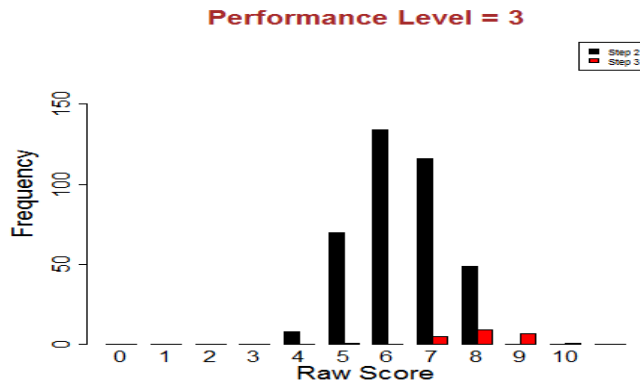
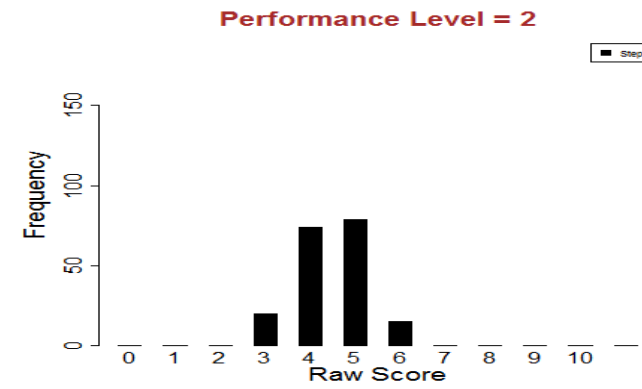
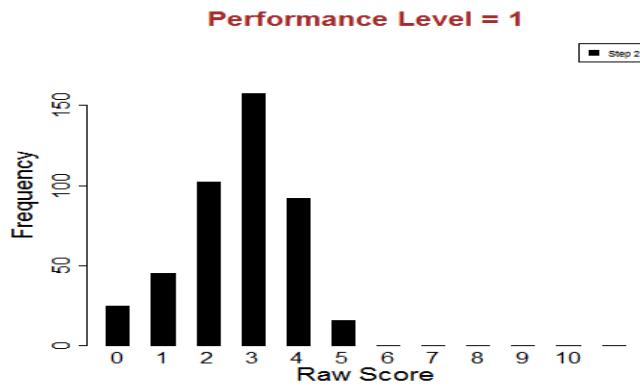


**Overall Proficiency = Proficient**

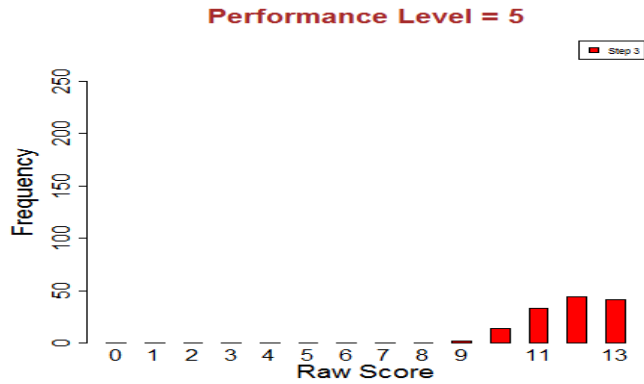
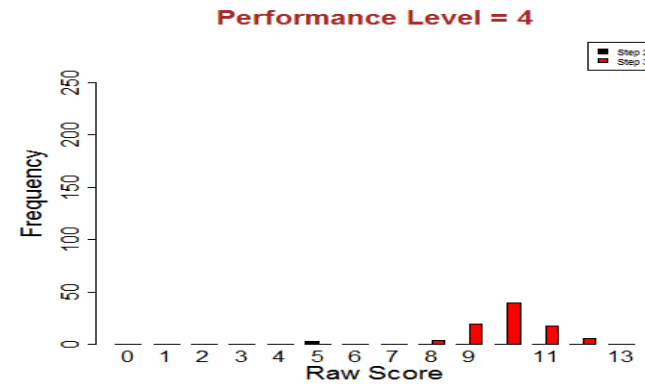
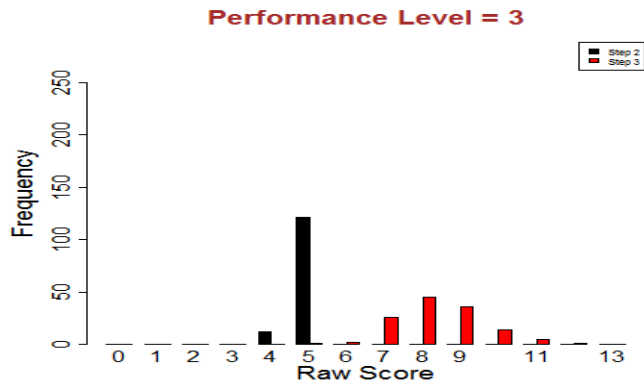
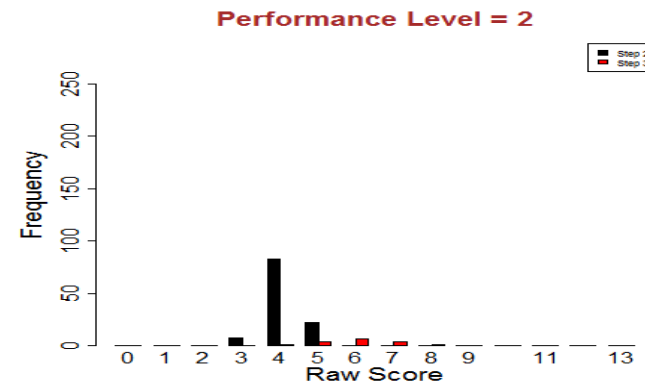
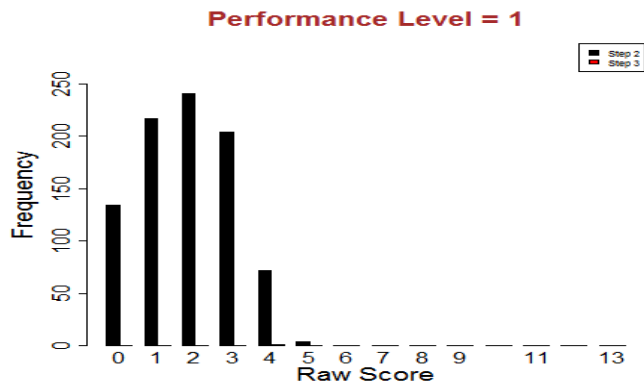


***Figure S2.16: Screener Raw Score Summary – Grade 2 Listening***

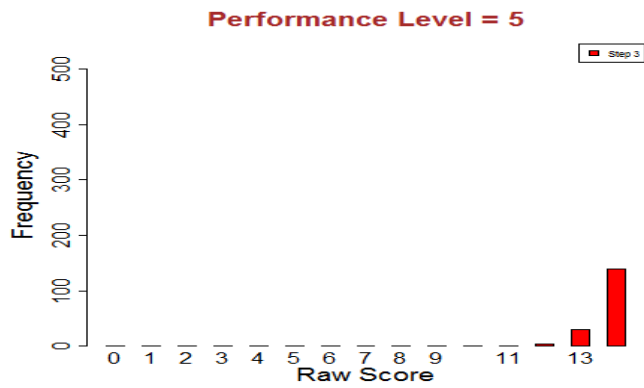
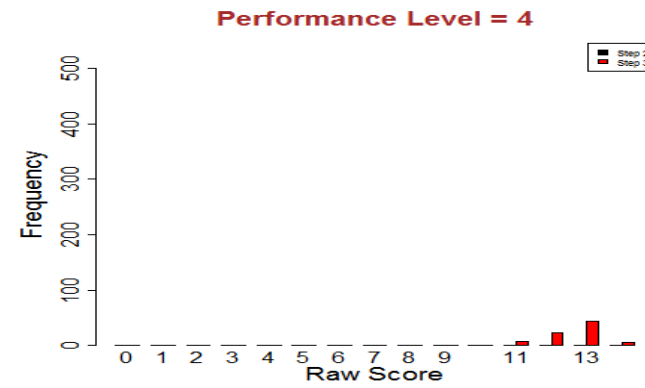
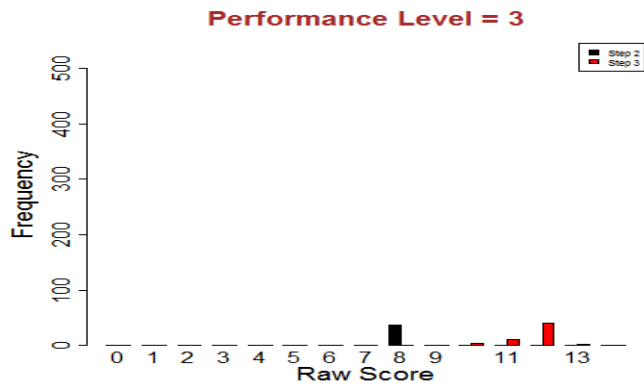
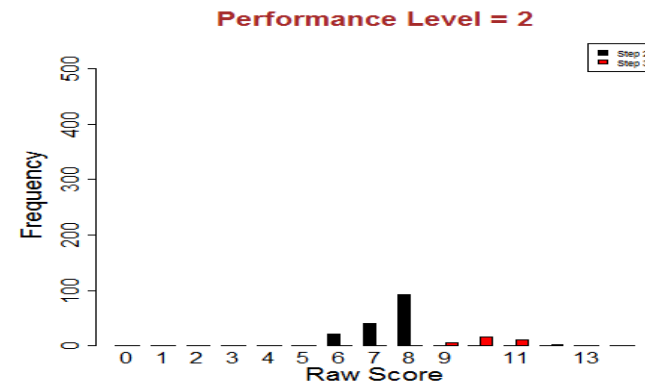
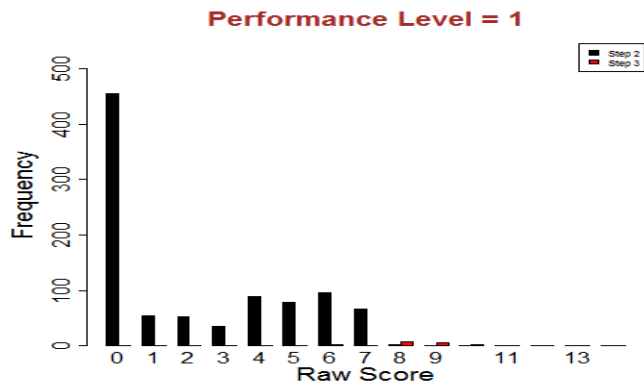




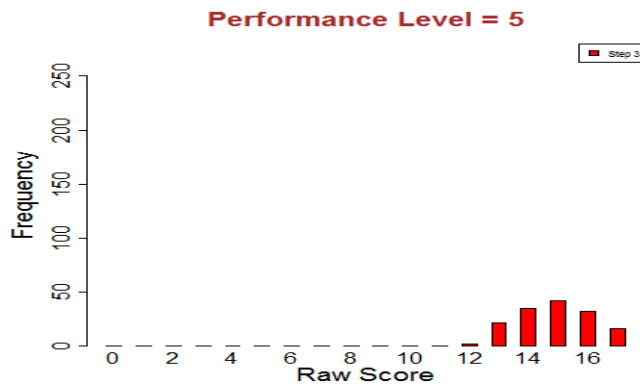
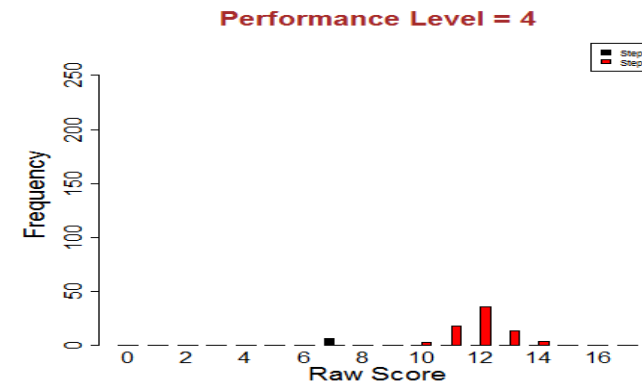
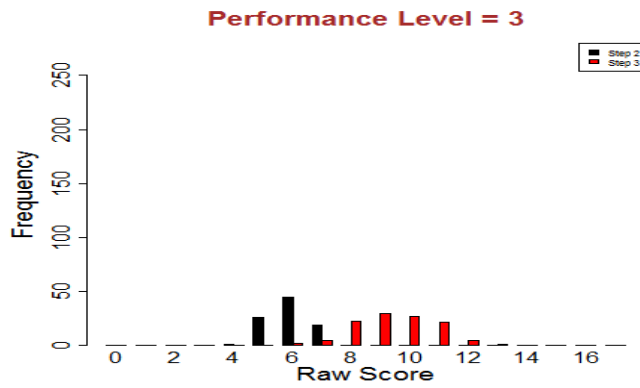
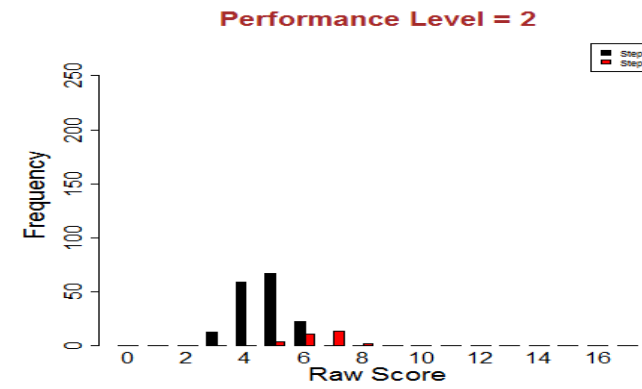
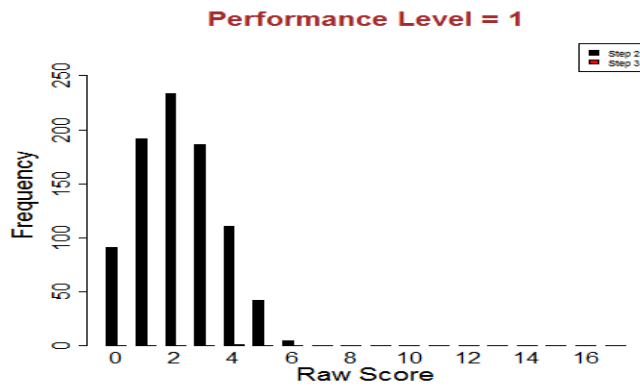
***Figure S2.17: Screener Raw Score Summary – Grade 2 Reading***



***Figure S2.18: Screener Raw Score Summary – Grade 2 Speaking***

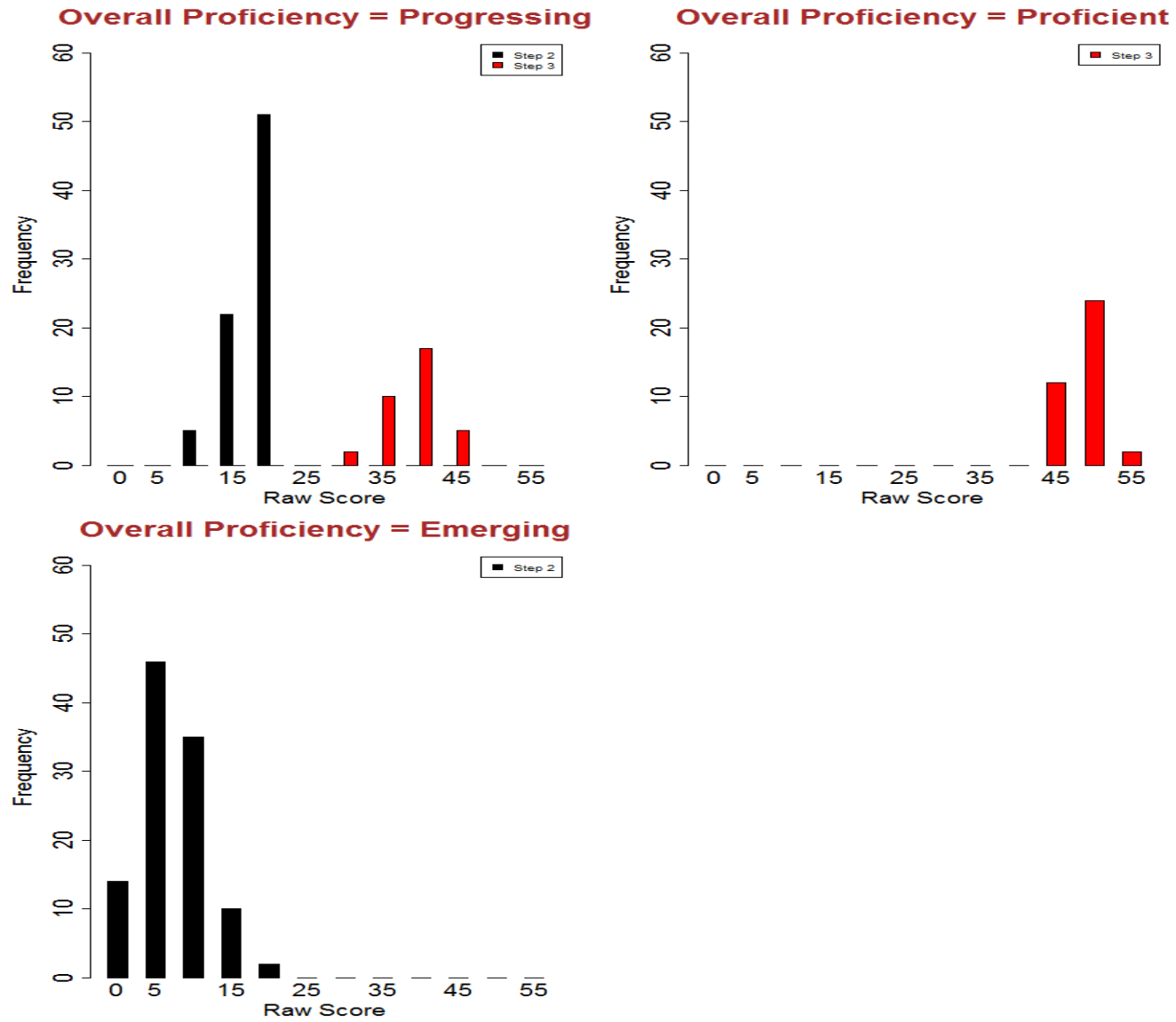


***Figure S2.19: Screener Raw Score Summary – Grade 2 Writing***

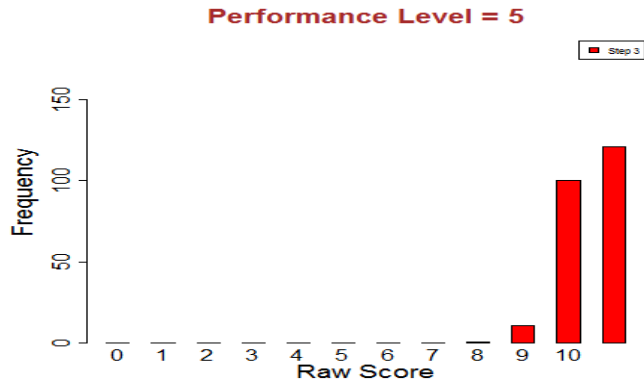
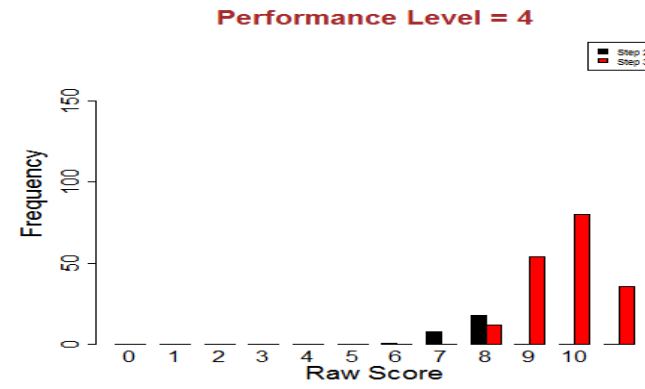
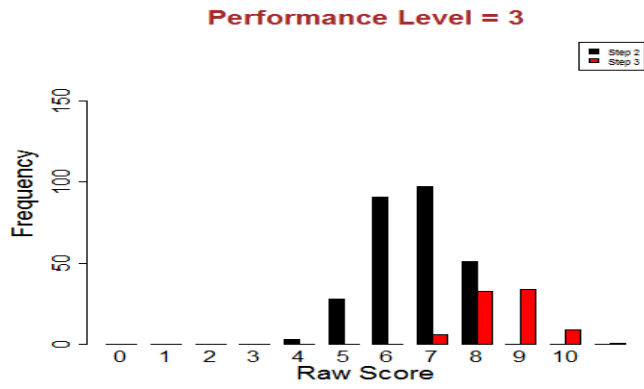
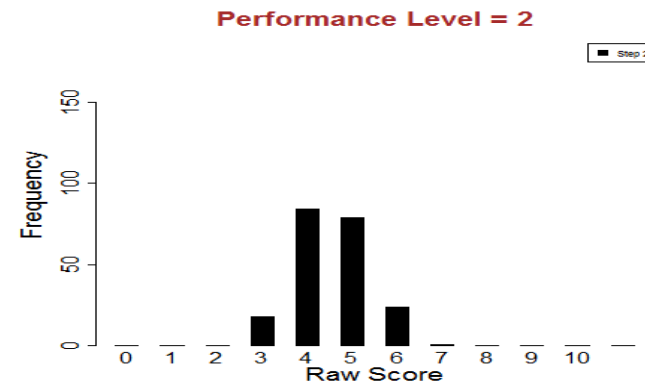
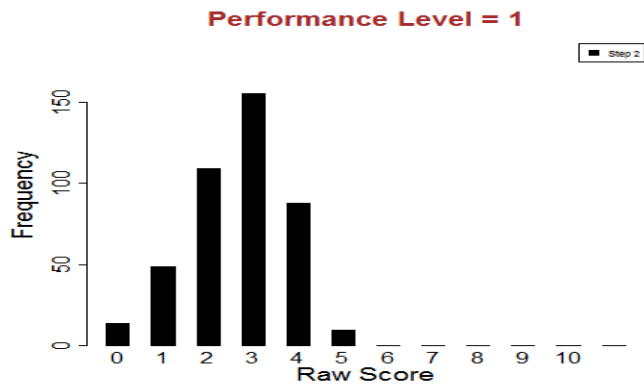


***Figure S2.20: Screener Raw Score Summary – Grade 2 Overall***

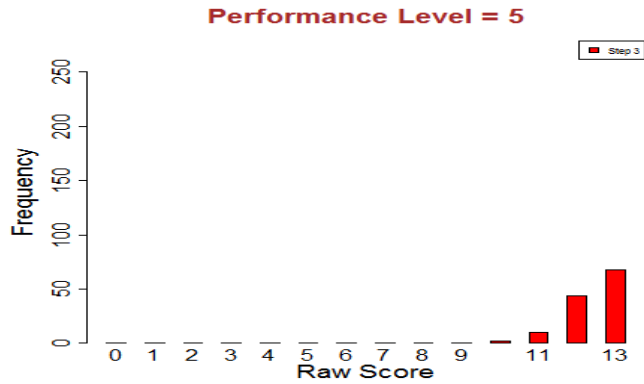
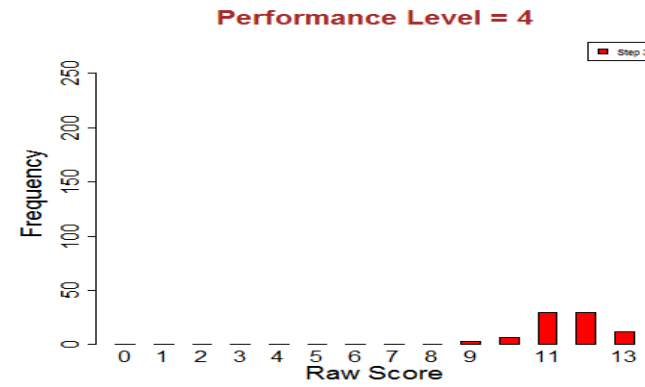
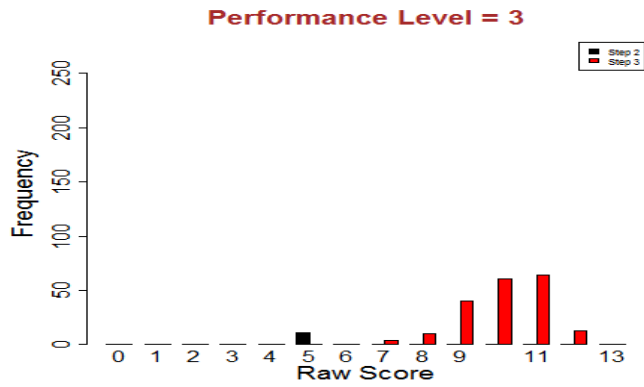
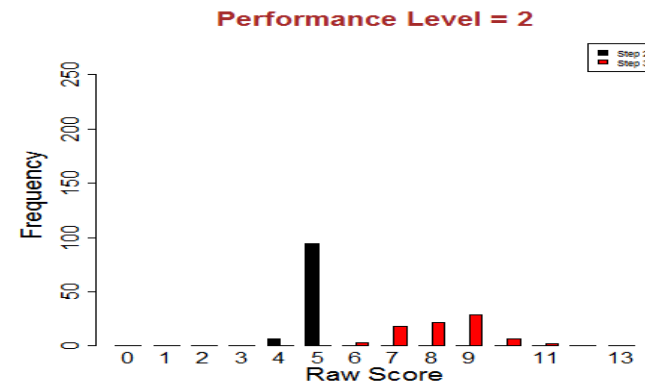
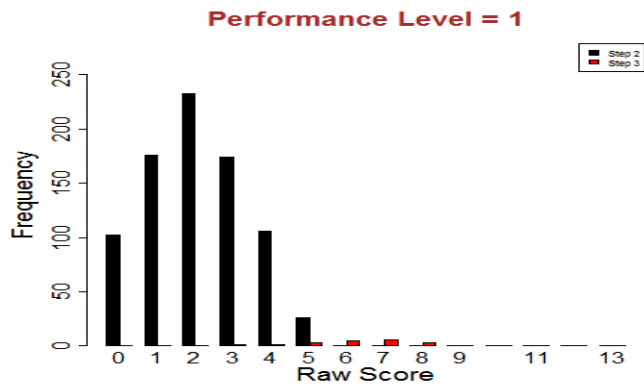




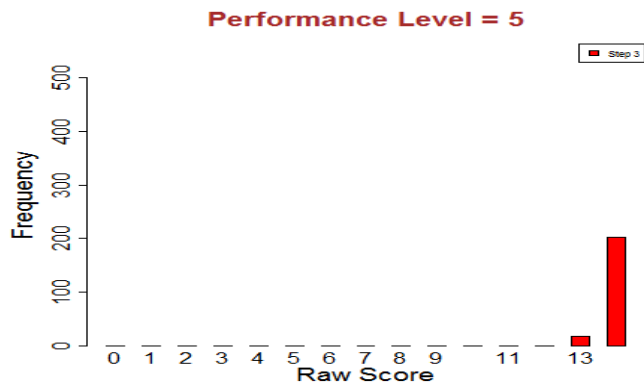
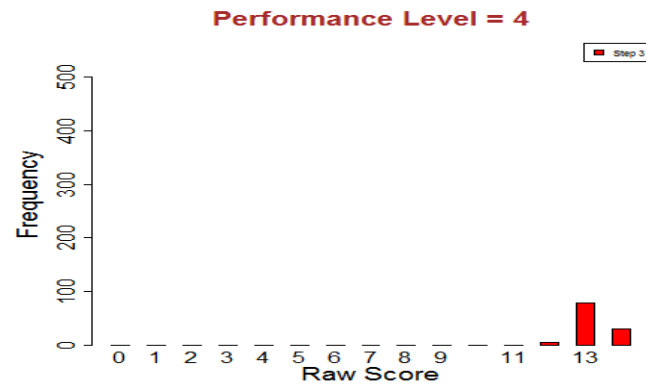
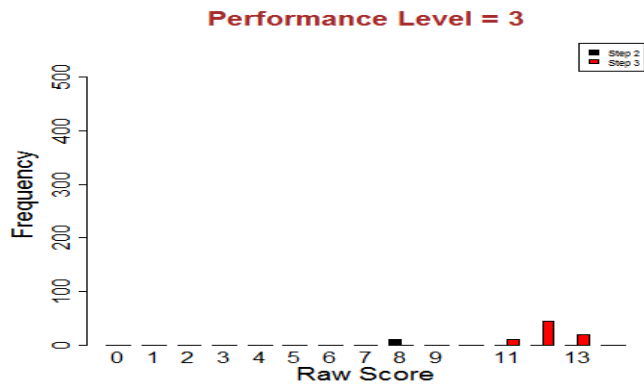
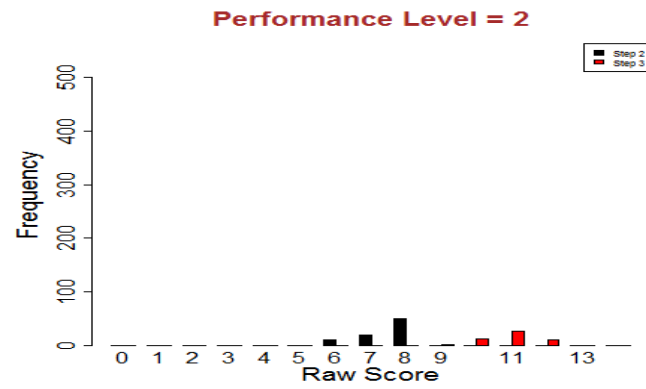
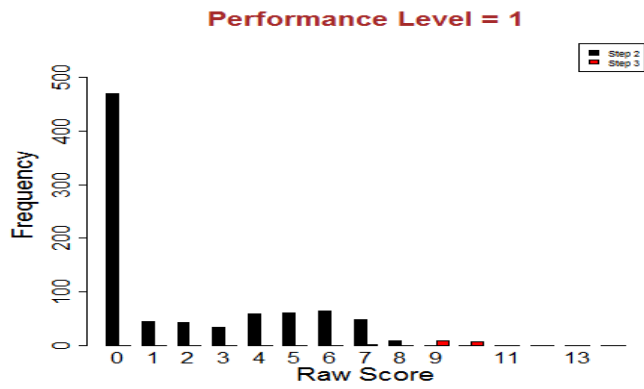
***Figure S2.21: Screener Raw Score Summary – Grade 3 Listening***



***Figure S2.22: Screener Raw Score Summary – Grade 3 Reading***

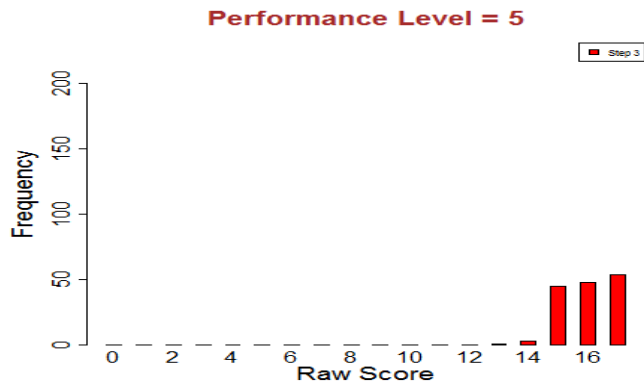
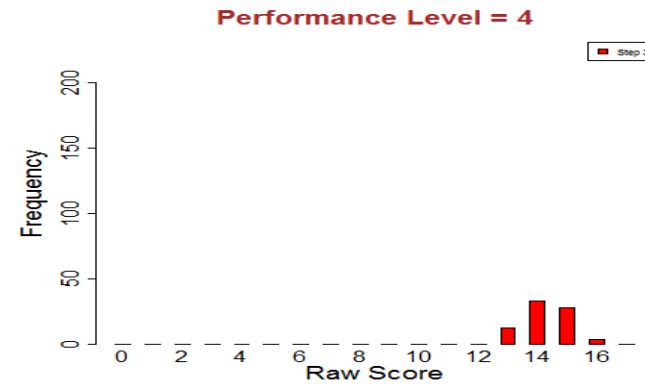
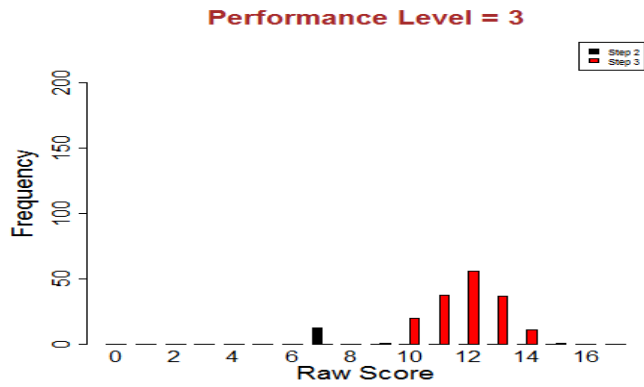
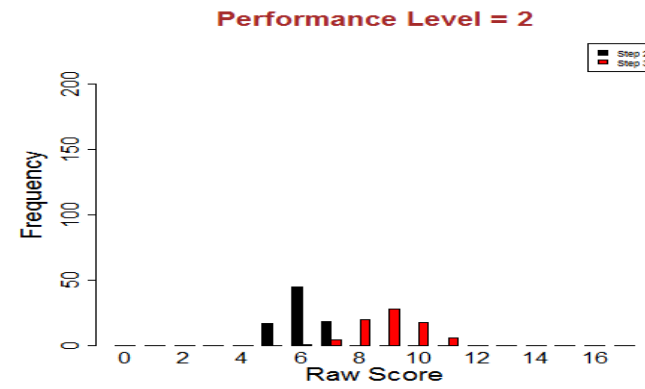
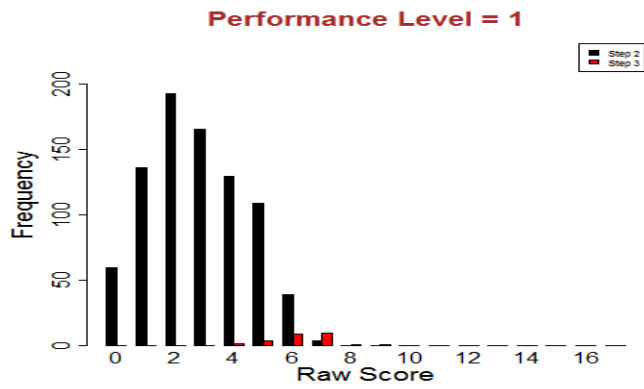


***Figure S2.23: Screener Raw Score Summary – Grade 3 Speaking***



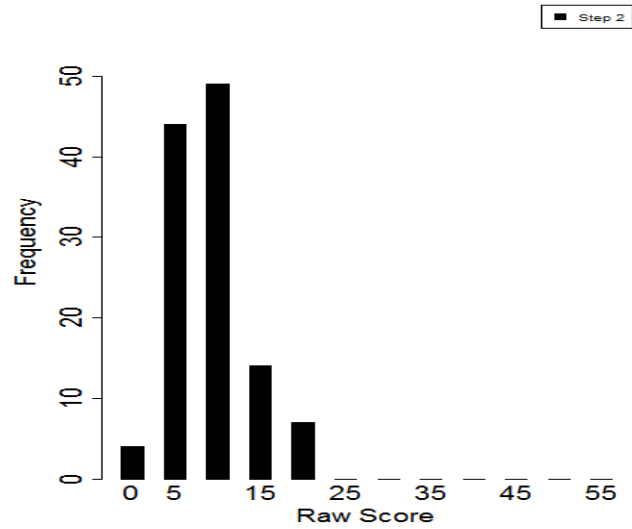
**Figure S2.24: Screener Raw Score Summary – Grade 3 Writing**



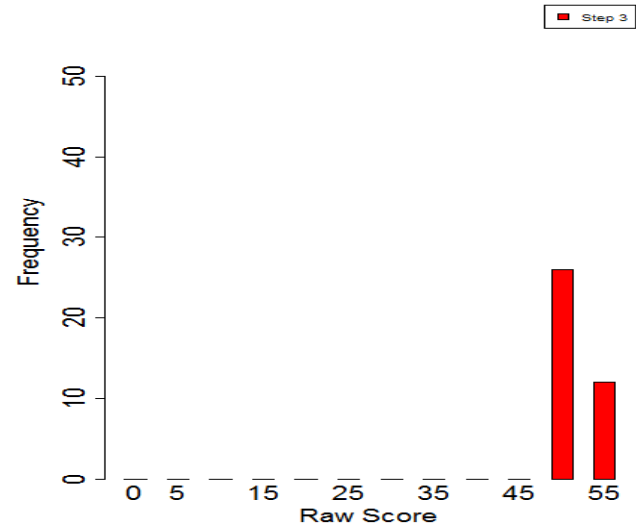


***Figure S2.25: Screener Raw Score Summary – Grade 3 Overall***

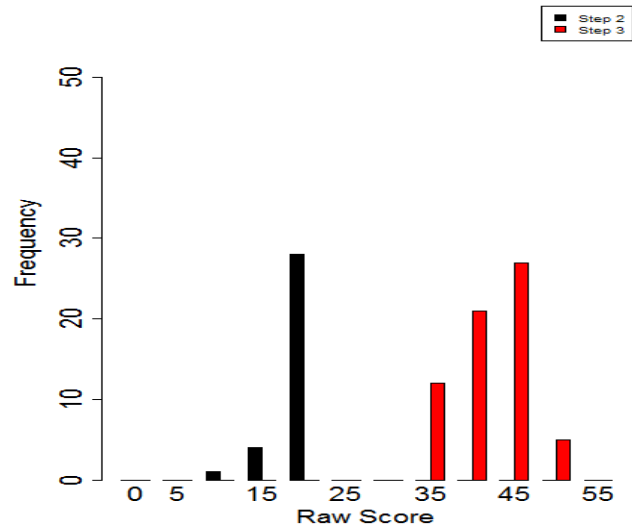
**Overall Proficiency = Emerging**



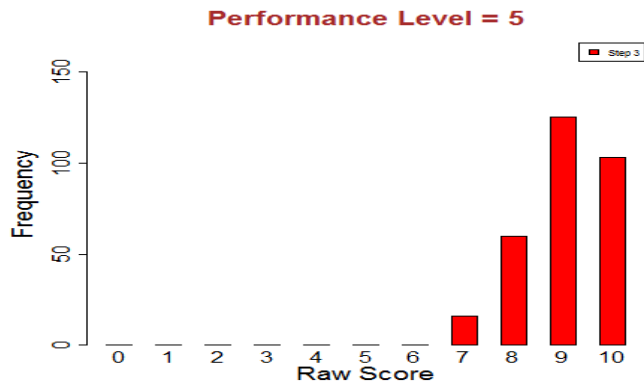
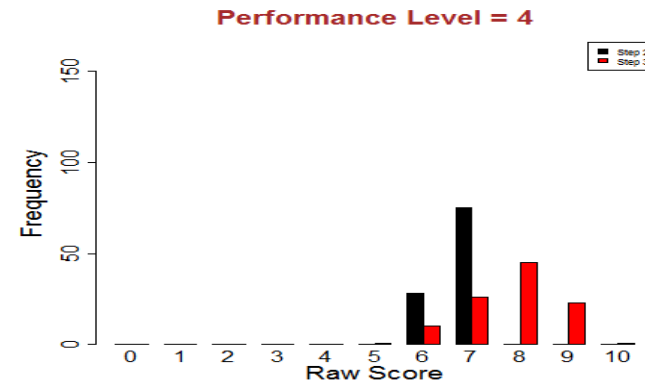
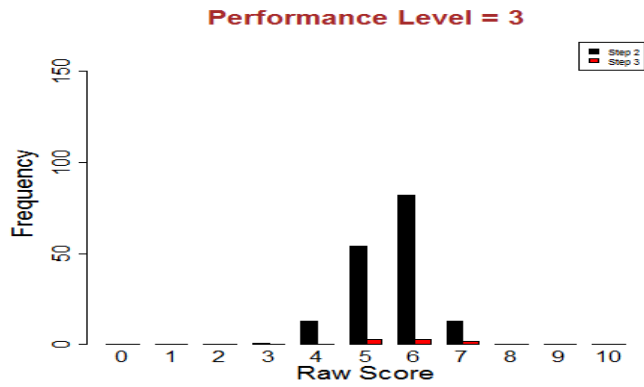
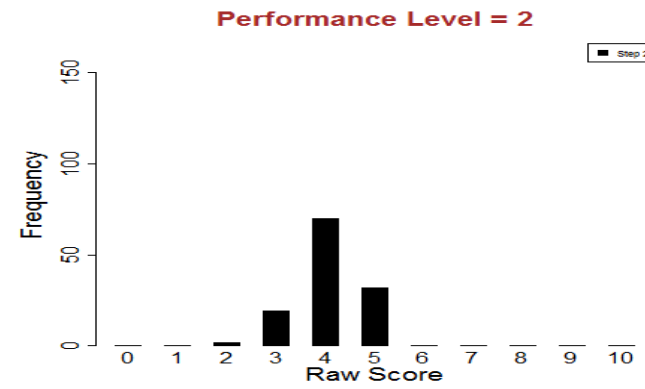
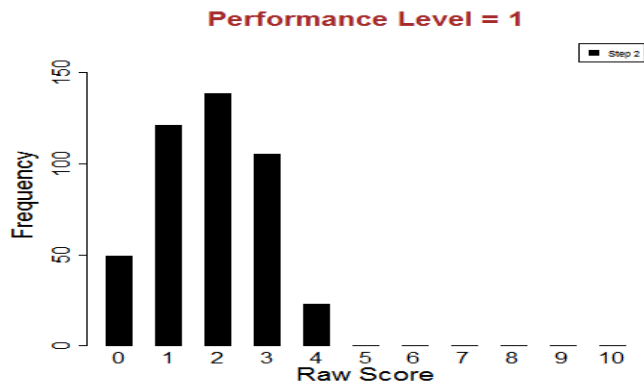
**Overall Proficiency = Proficient**



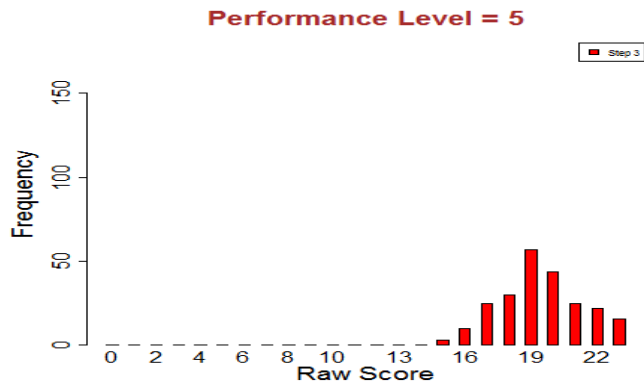
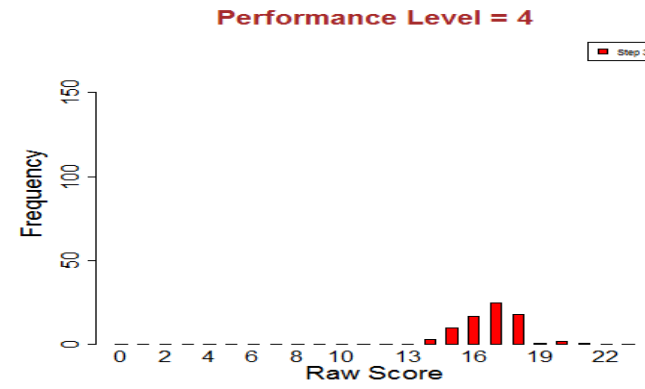
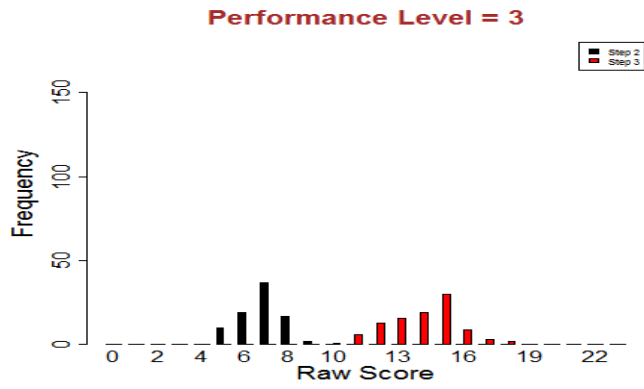
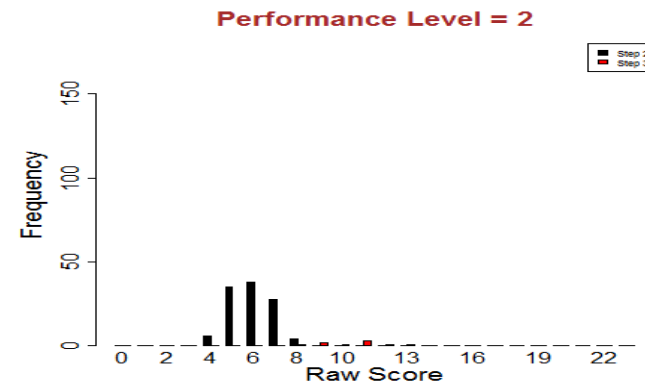
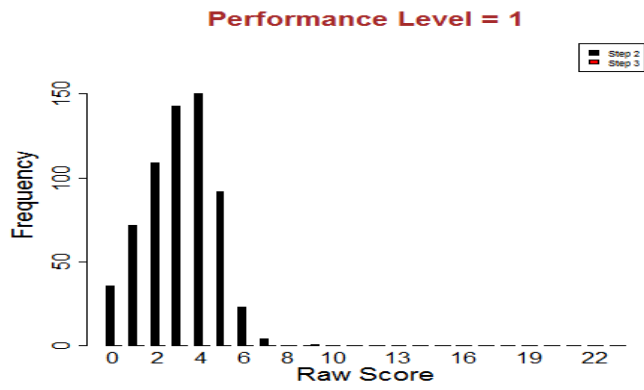
**Overall Proficiency = Progressing**



***Figure S2.26: Screener Raw Score Summary – Grade 4 Listening***

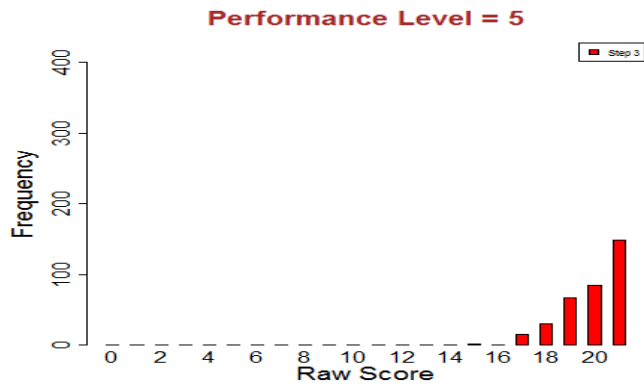
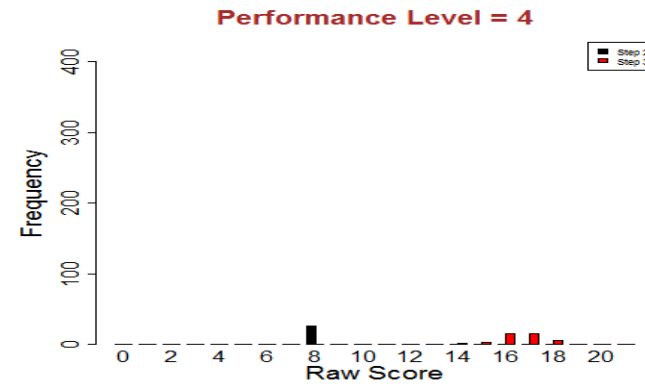
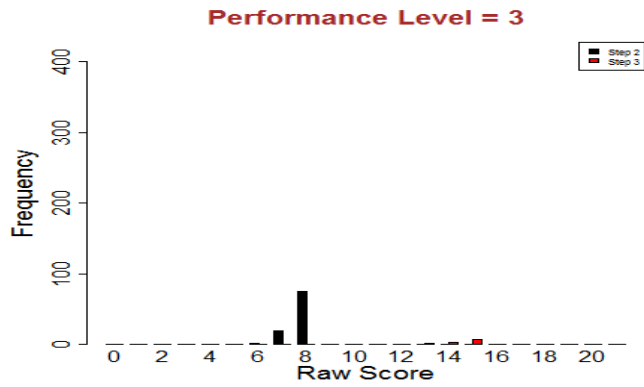
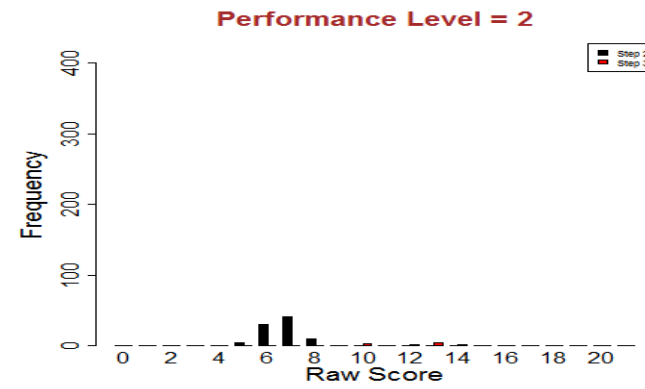
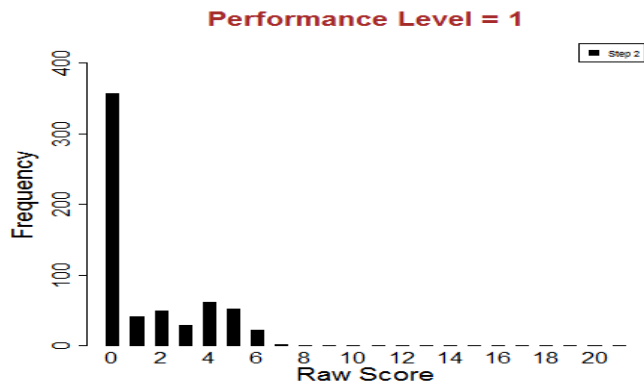


***Figure S2.27: Screener Raw Score Summary – Grade 4 Reading***

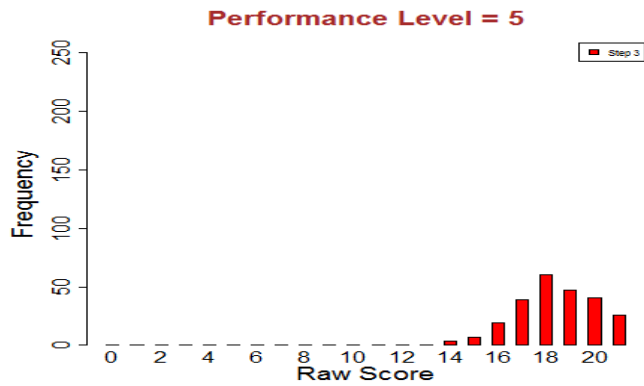
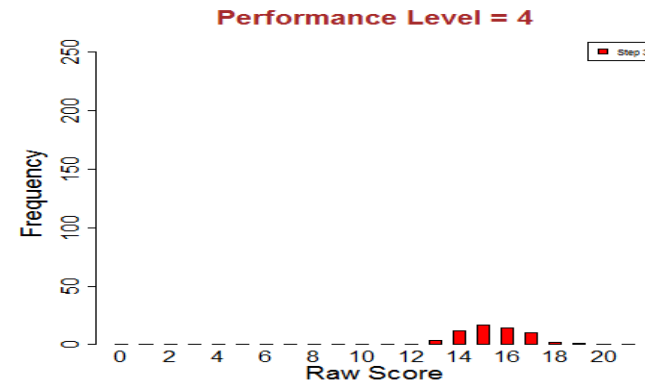
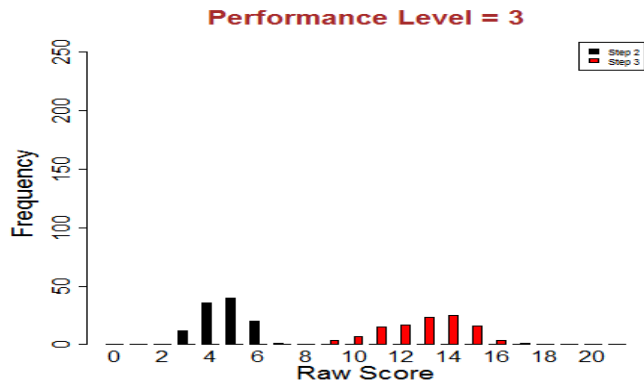
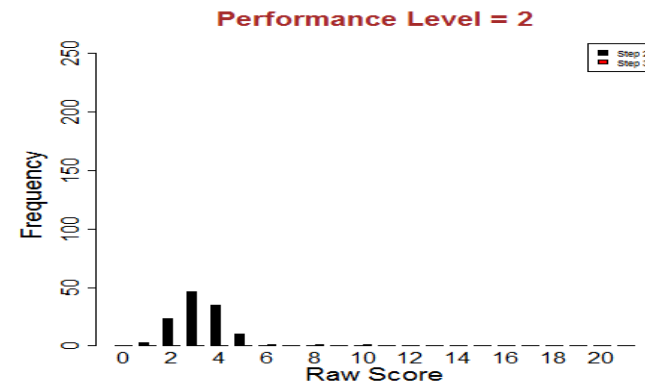
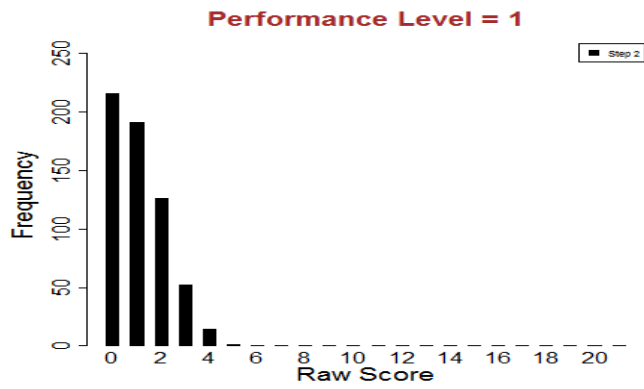


***Figure S2.28: Screener Raw Score Summary – Grade 4 Speaking***



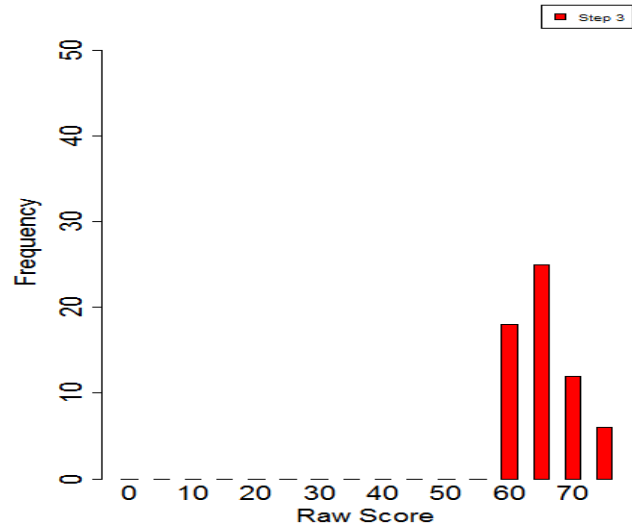


***Figure S2.29: Screener Raw Score Summary – Grade 4 Writing***

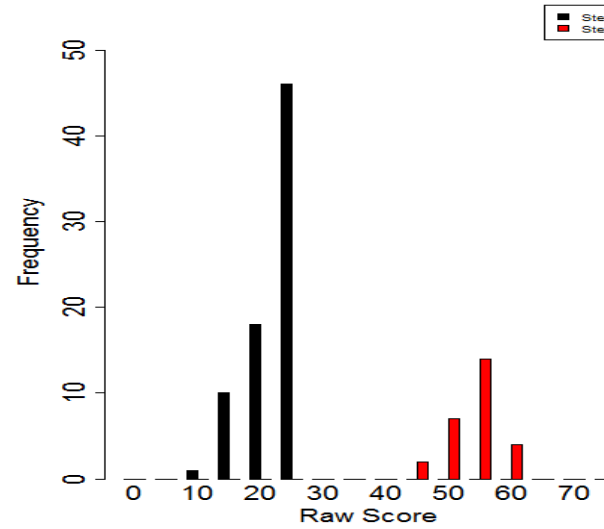


***Figure S2.30: Screener Raw Score Summary – Grade 4 Overall***

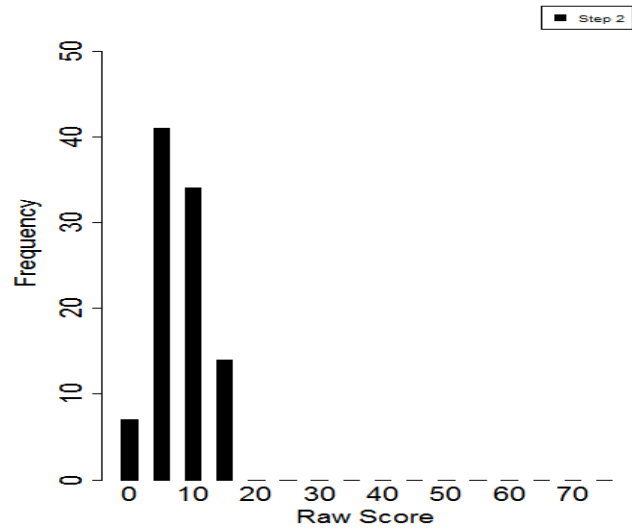
**Overall Proficiency = Proficient**



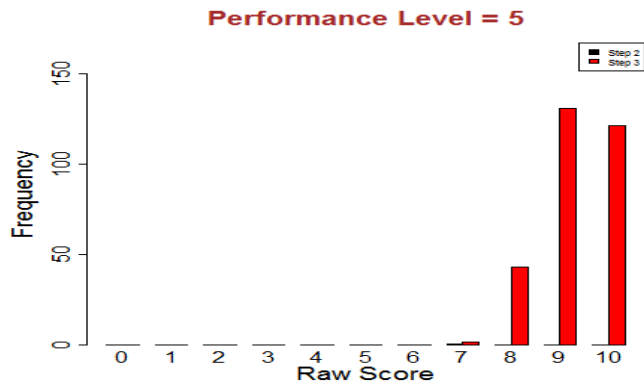
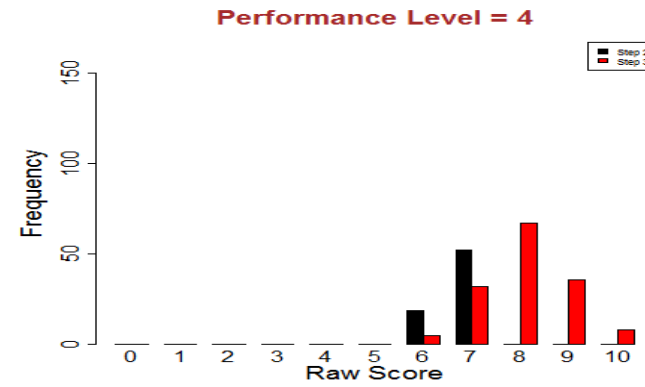
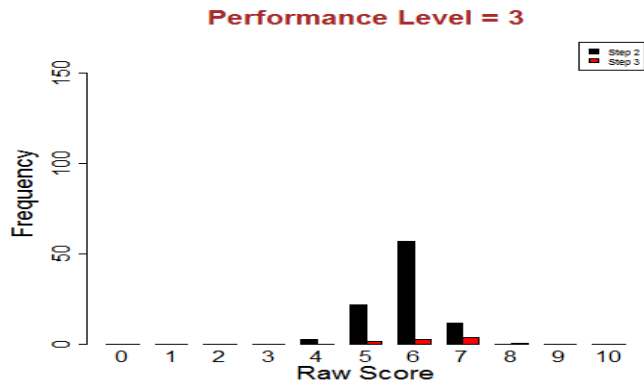
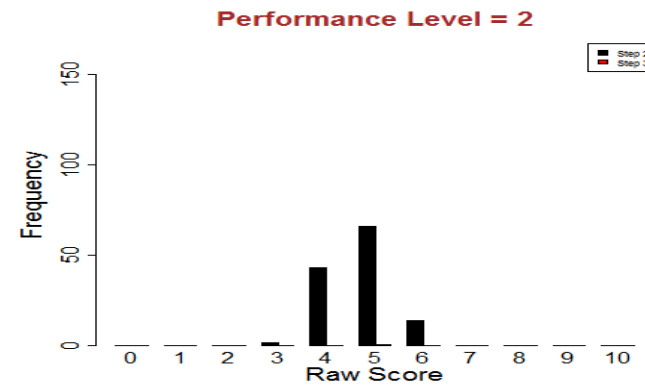
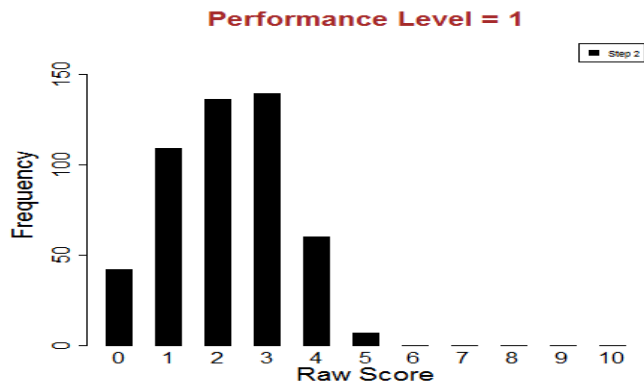
**Overall Proficiency = Progressing**



**Overall Proficiency = Emerging**

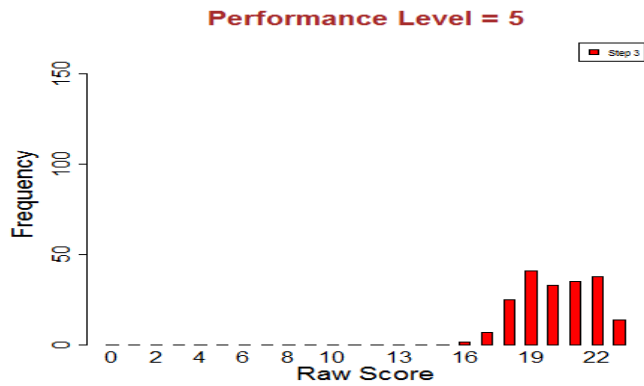
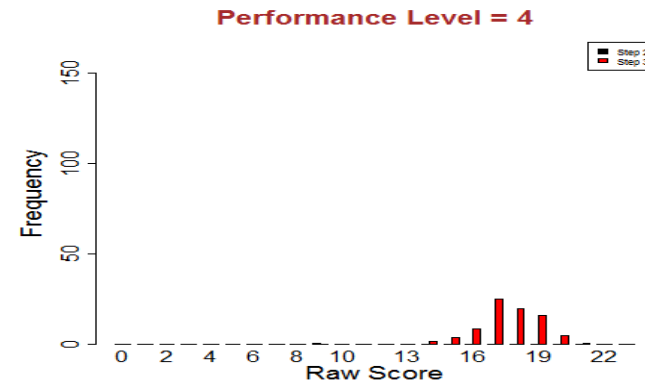
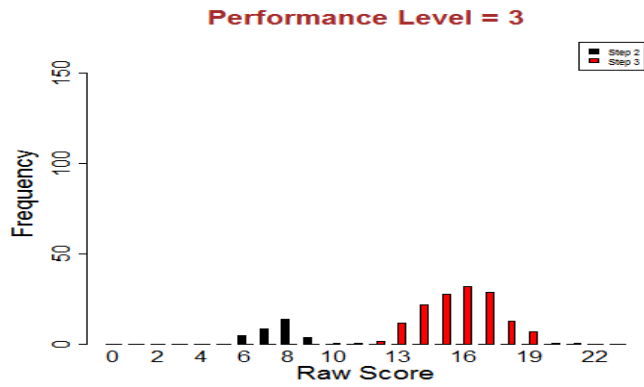
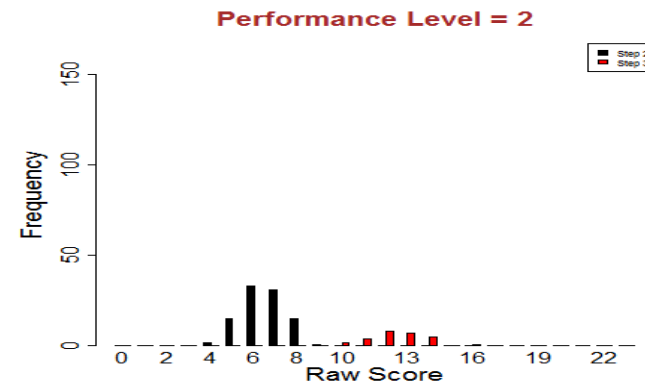
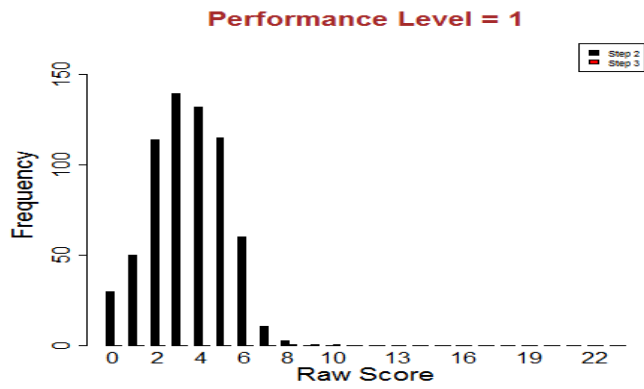


***Figure S2.31: Screener Raw Score Summary – Grade 5 Listening***

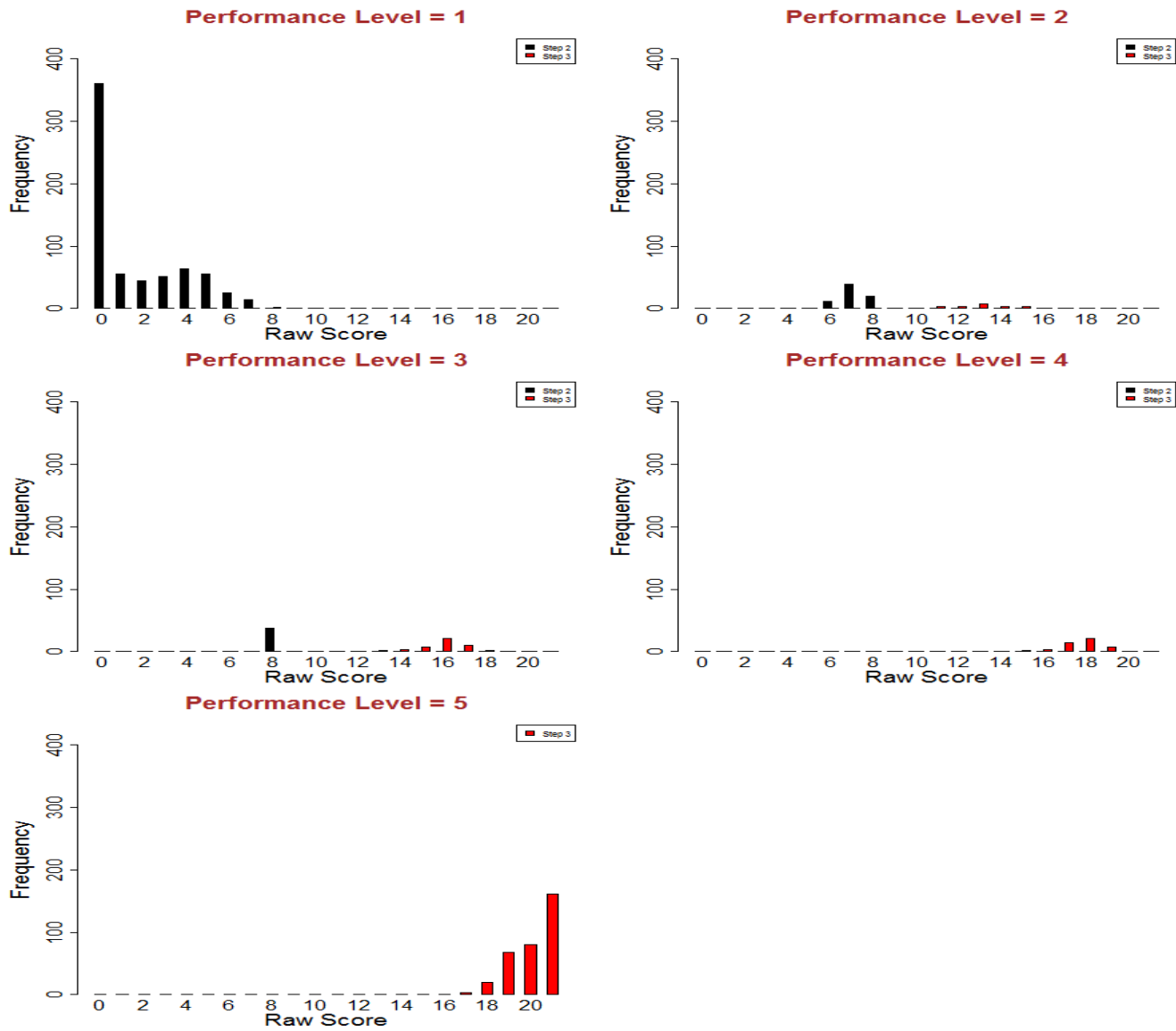


***Figure S2.32: Screener Raw Score Summary – Grade 5 Reading***

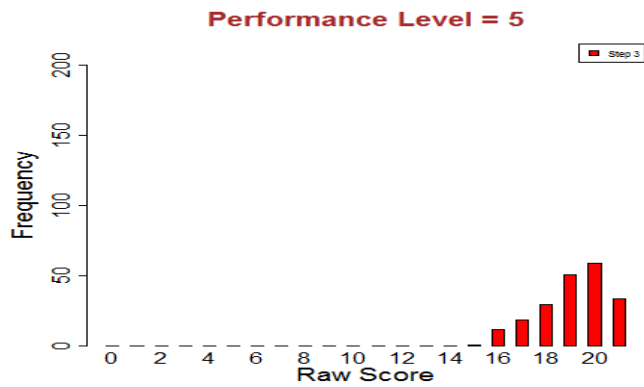
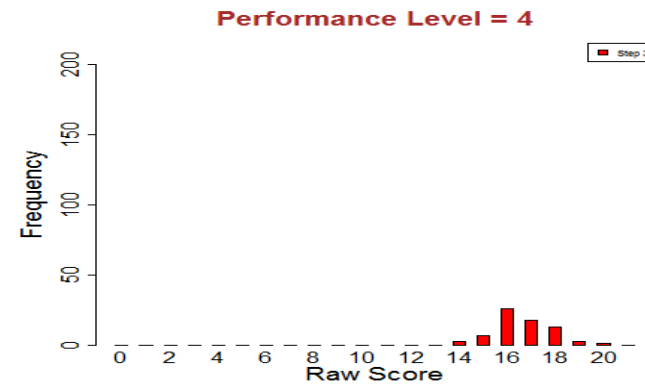
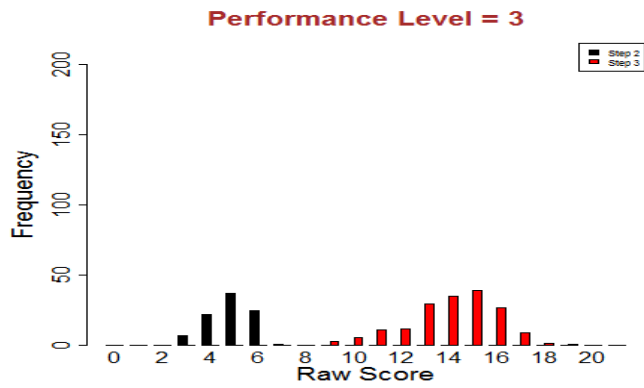
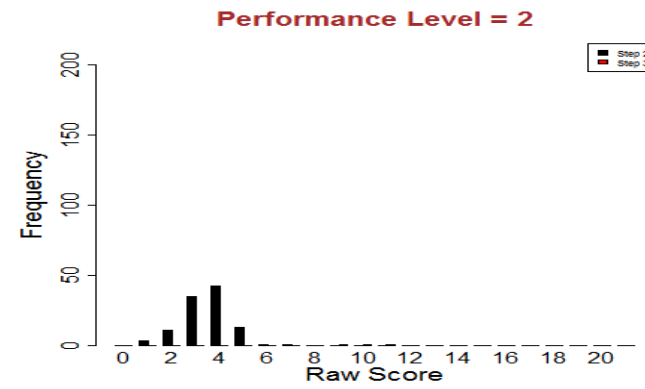
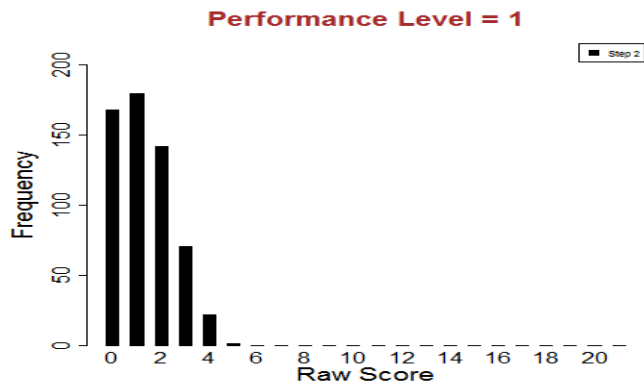




***Figure S2.33: Screener Raw Score Summary – Grade 5 Speaking***

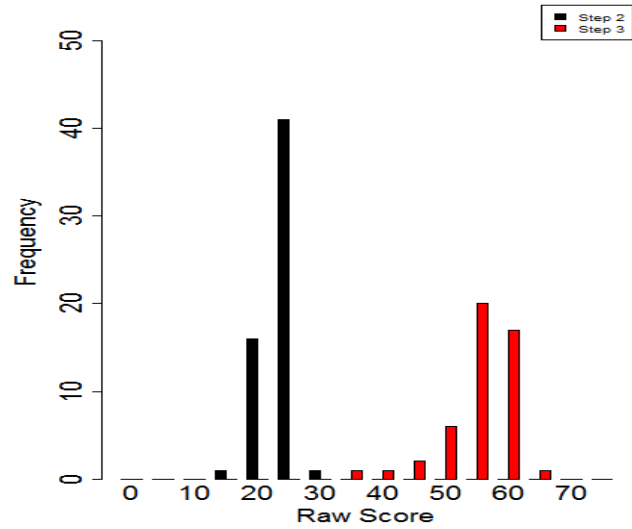


***Figure S2.34: Screener Raw Score Summary – Grade 5 Writing***

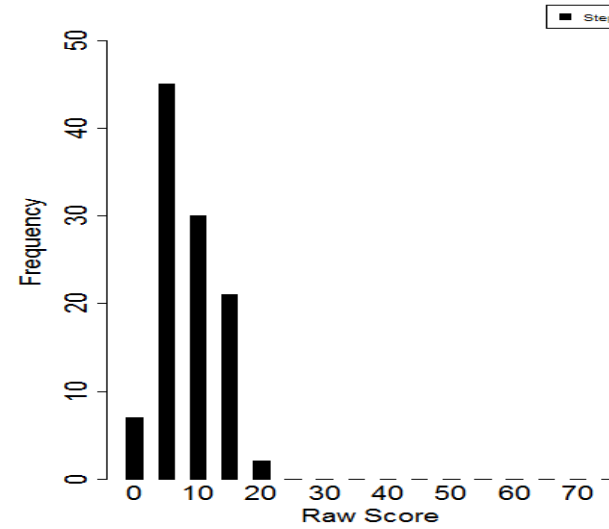


***Figure S2.35: Screener Raw Score Summary – Grade 5 Overall***

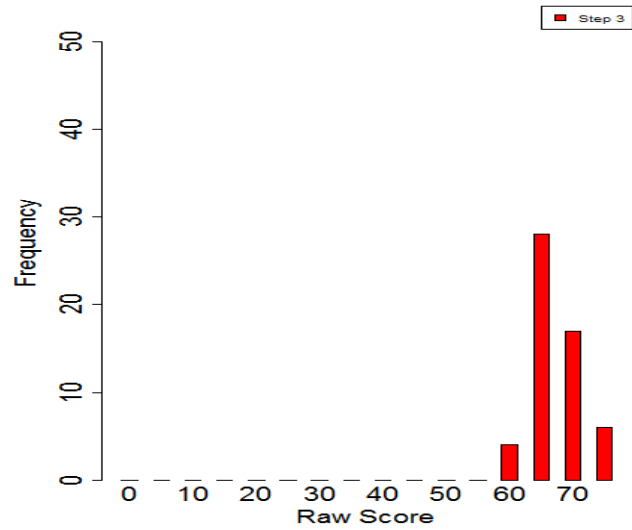
**Overall Proficiency = Progressing**



**Overall Proficiency = Emerging**

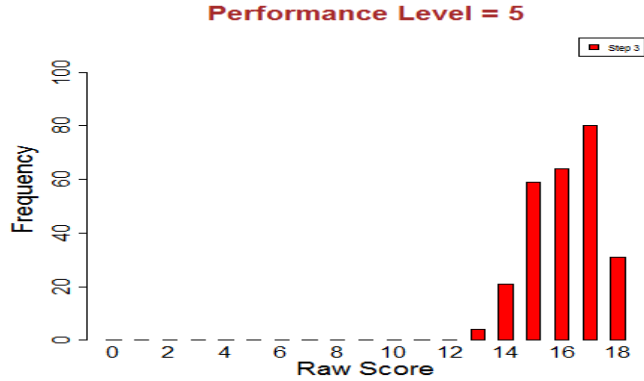
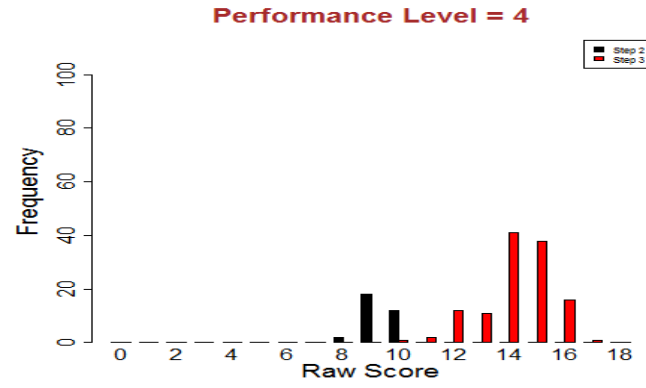
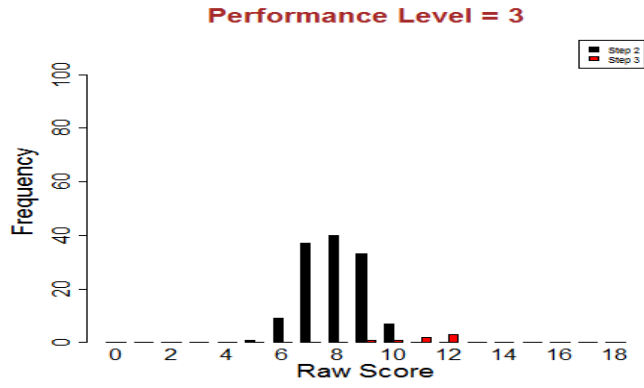
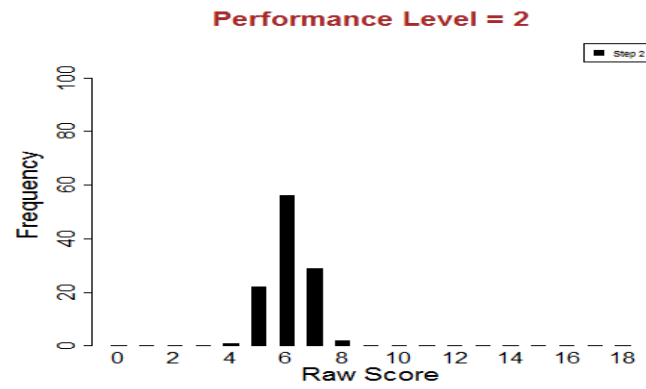
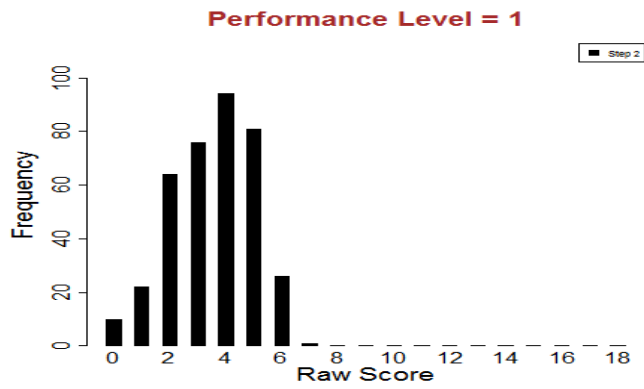


**Overall Proficiency = Proficient**

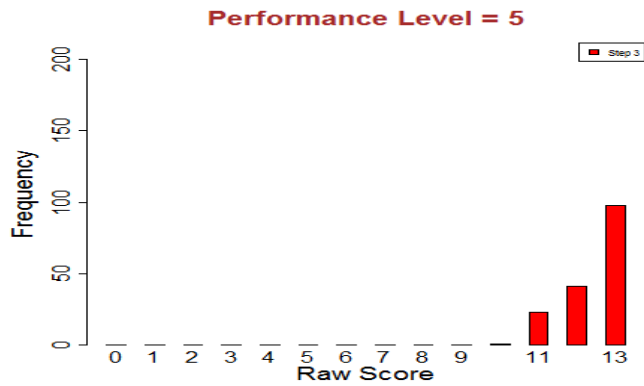
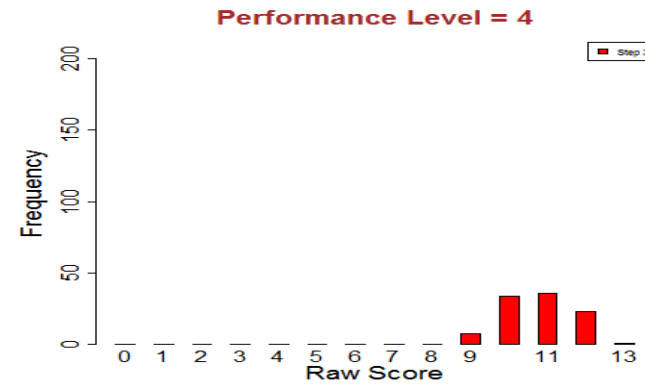
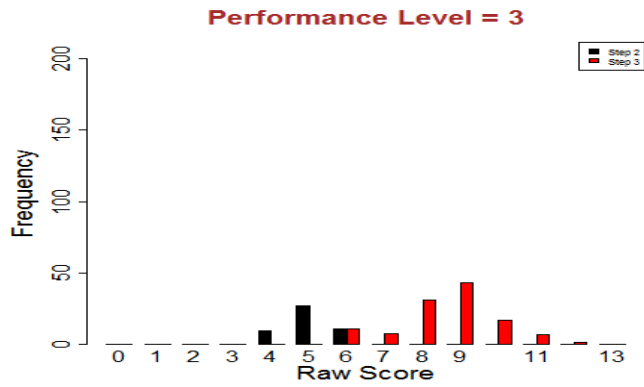
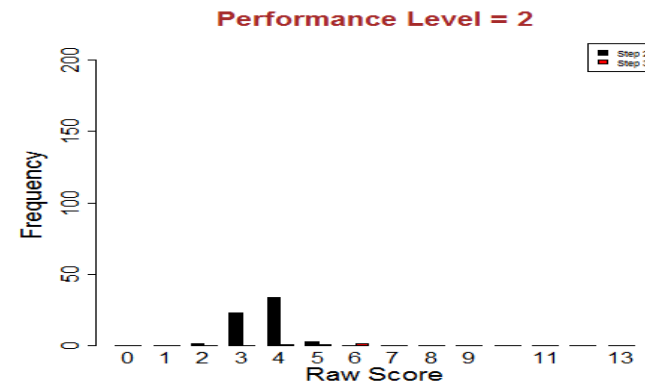
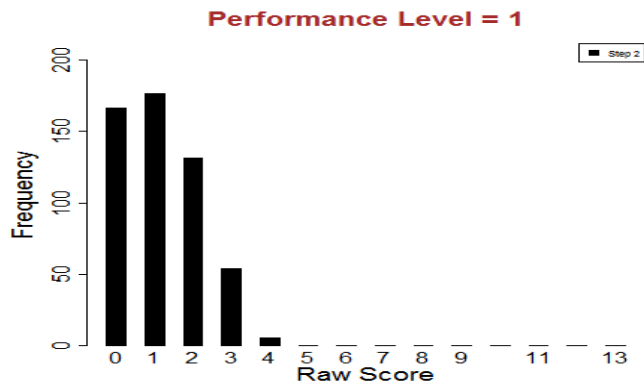


***Figure S2.36: Screener Raw Score Summary – Grade 6 Listening***

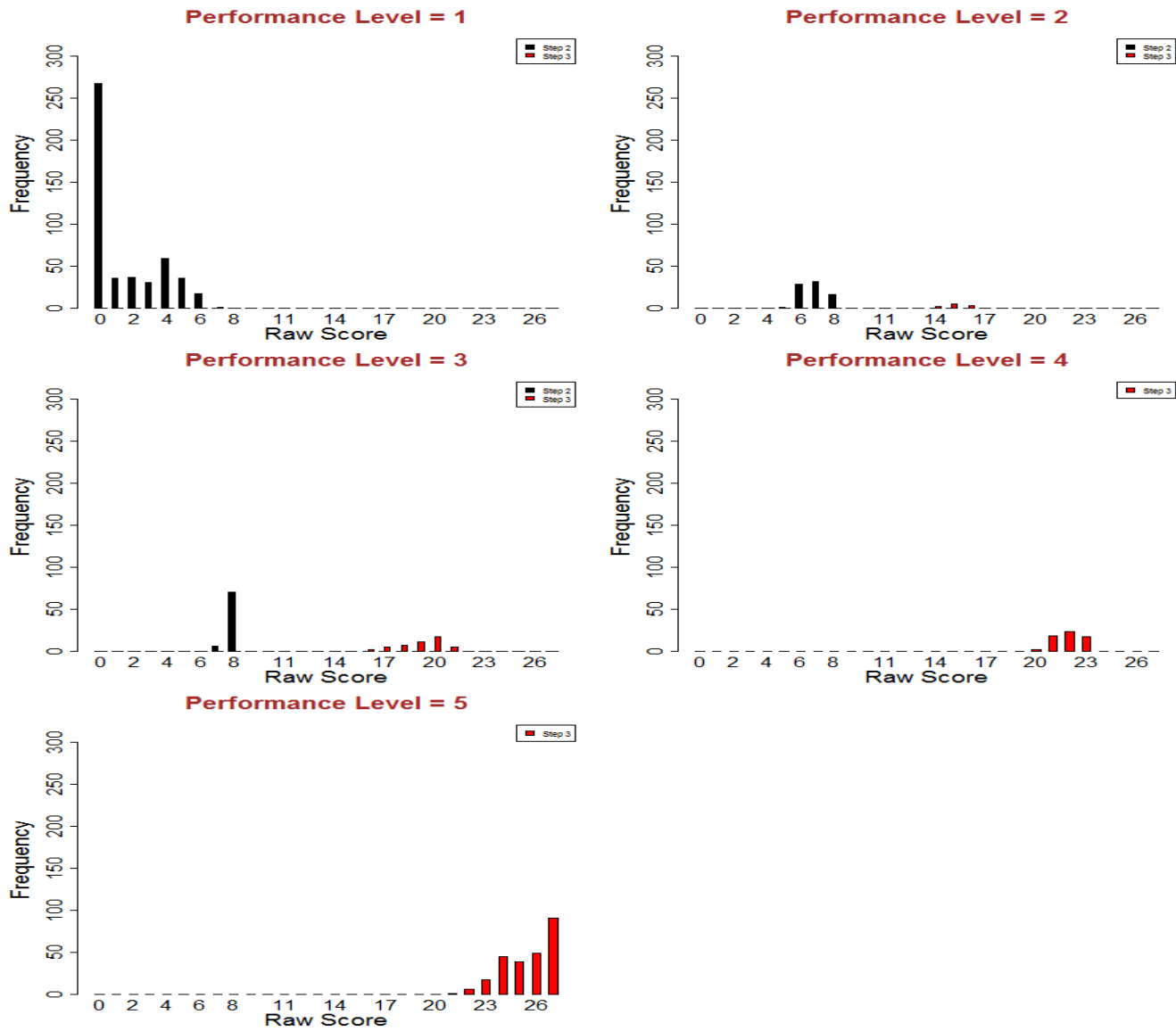




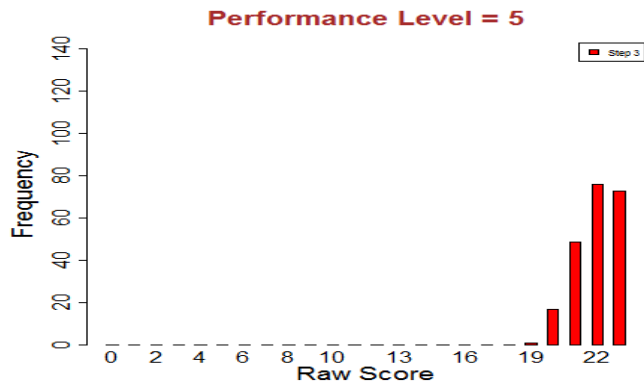
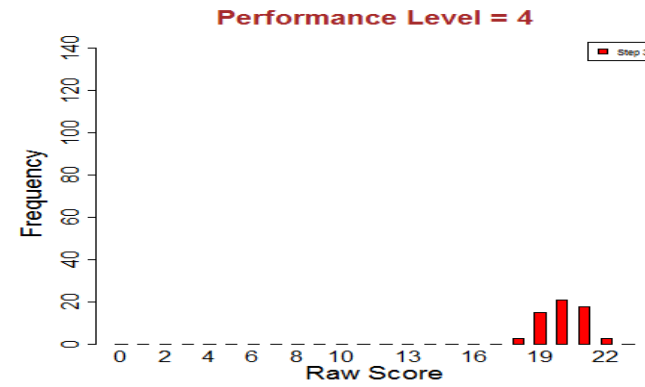
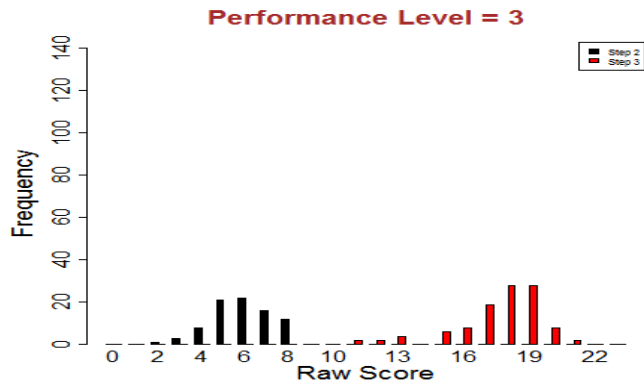
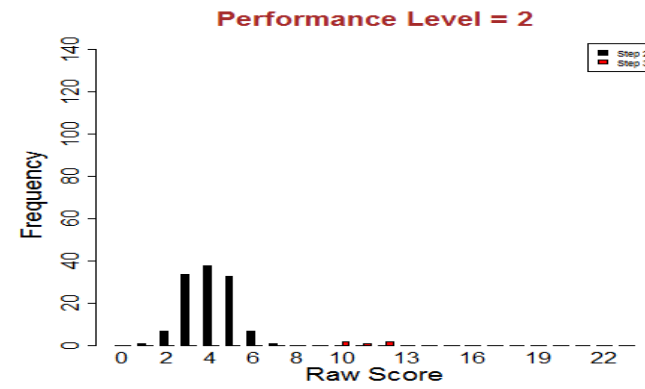
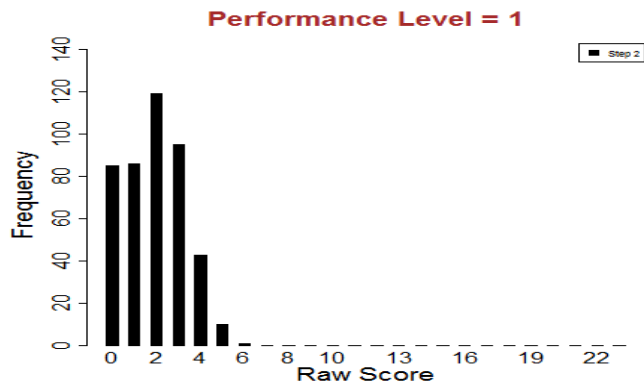
***Figure S2.37: Screener Raw Score Summary – Grade 6 Reading***



***Figure S2.38: Screener Raw Score Summary – Grade 6 Speaking***



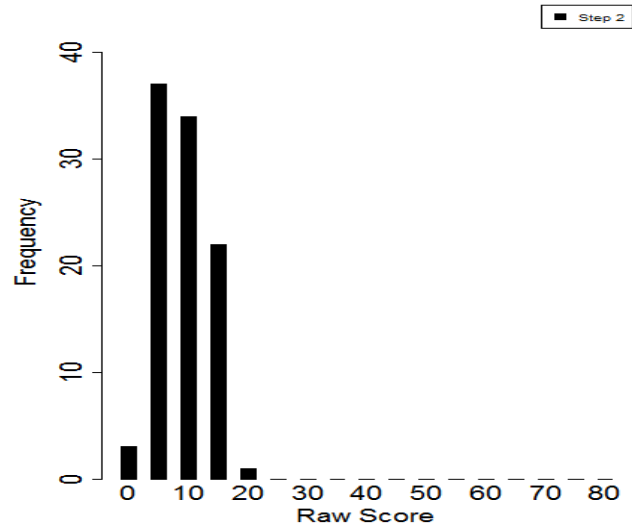
***Figure S2.39: Screener Raw Score Summary – Grade 6 Writing***



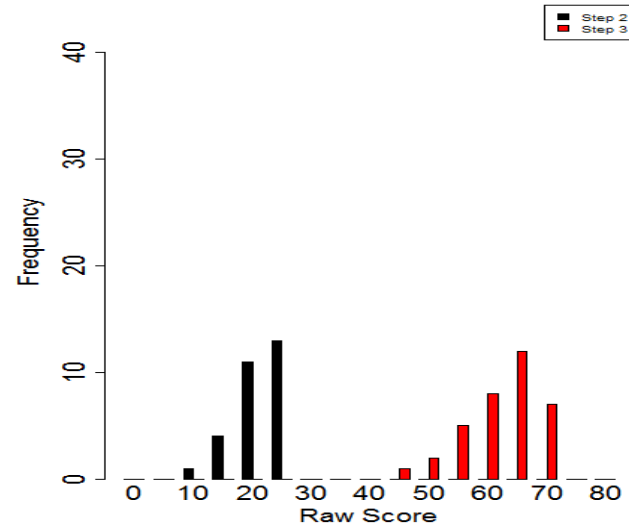
***Figure S2.40: Screener Raw Score Summary – Grade 6 Overall***



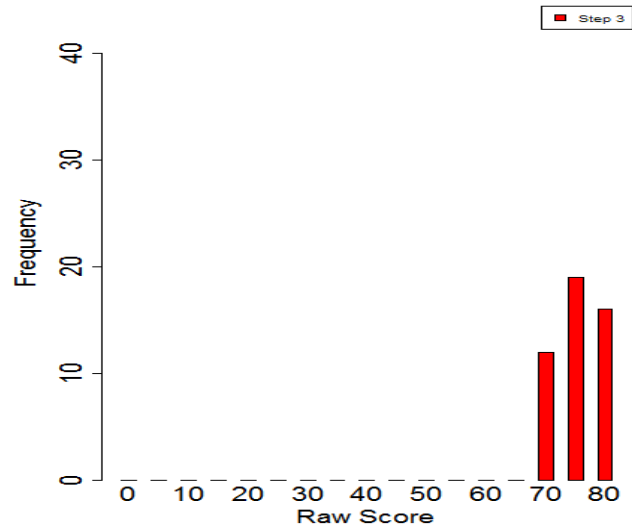
**Overall Proficiency = Emerging**



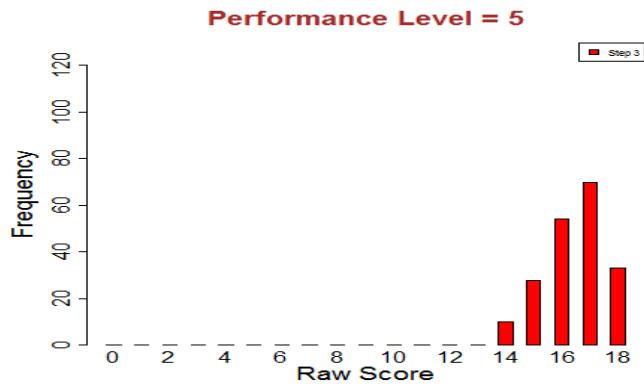
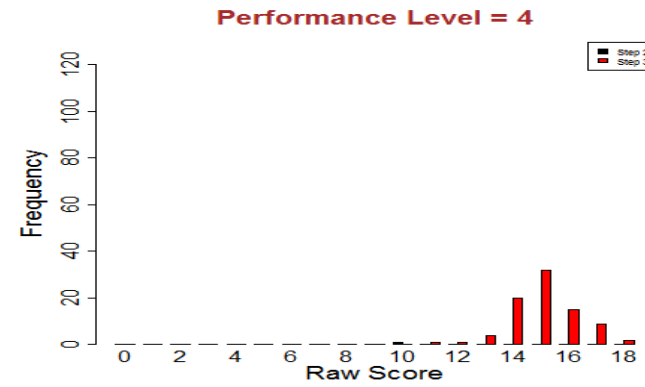
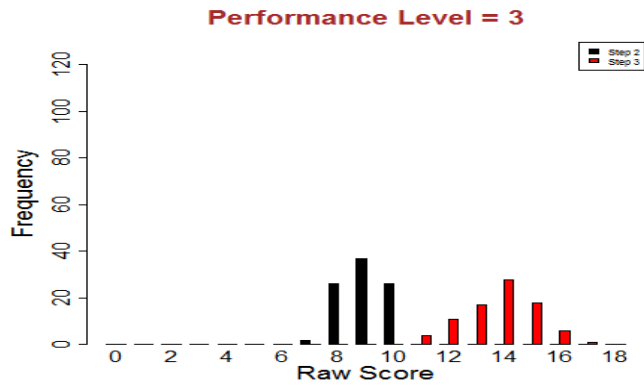
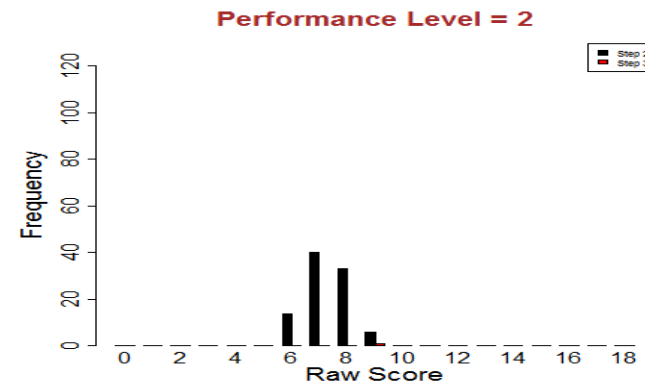
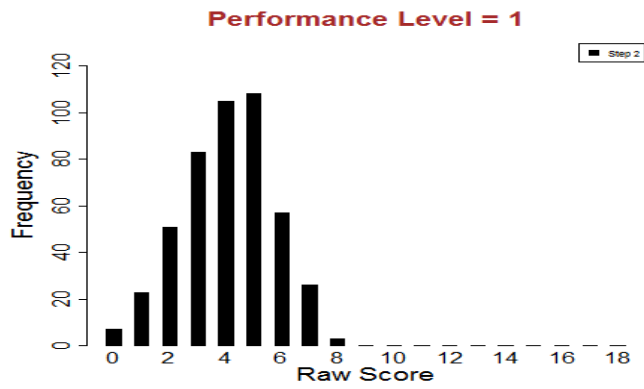
**Overall Proficiency = Progressing**



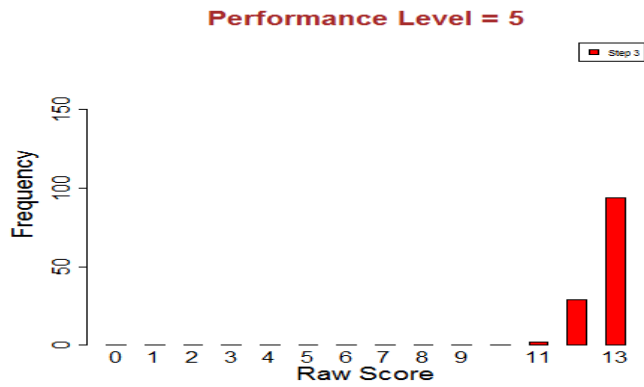
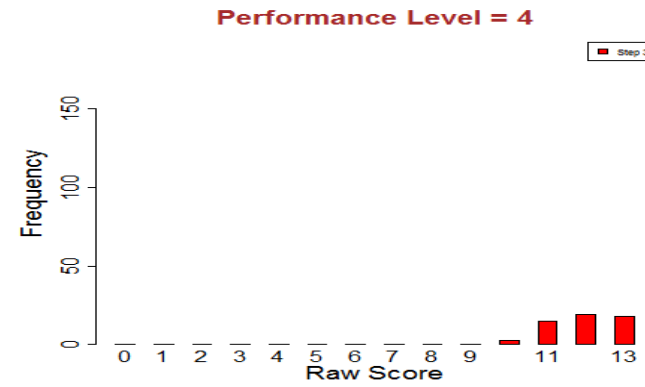
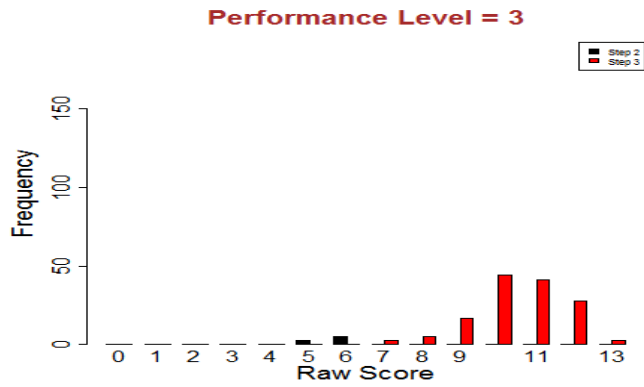
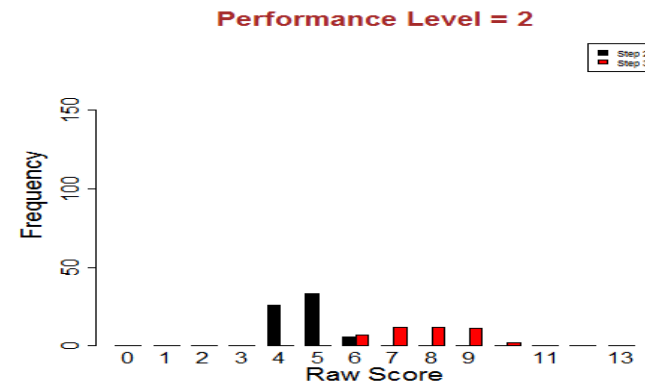
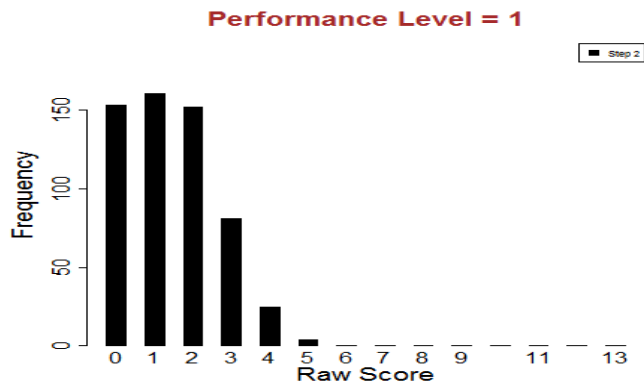
**Overall Proficiency = Proficient**



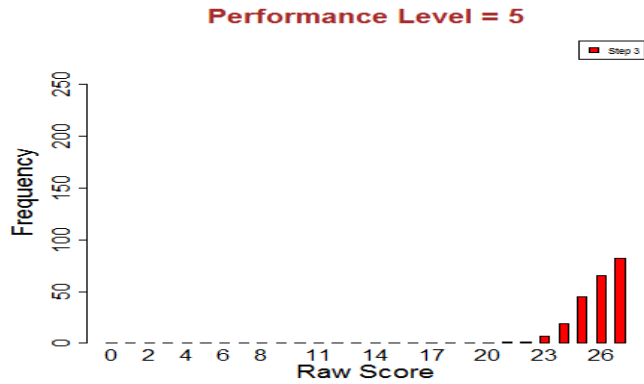
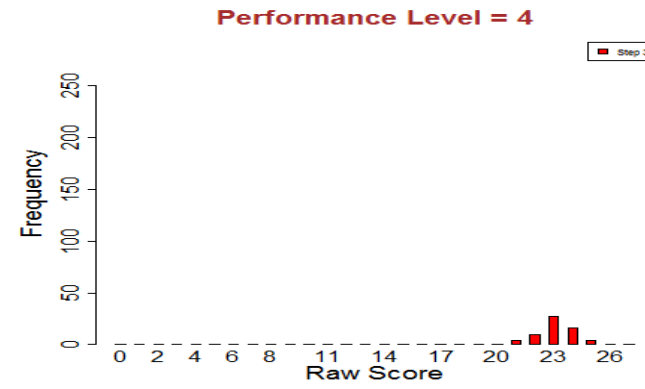
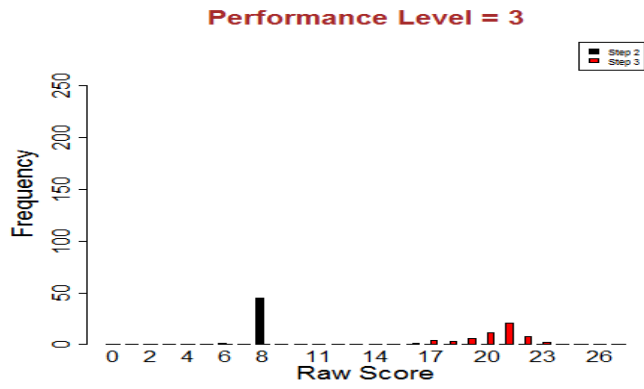
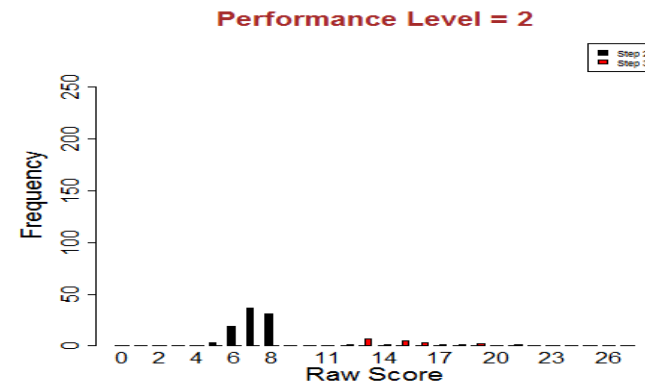
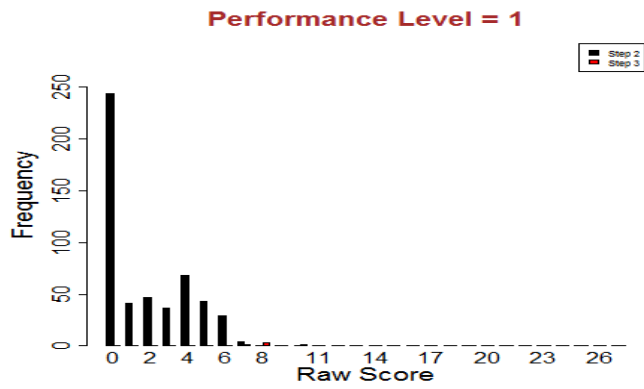
***Figure S2.41: Screener Raw Score Summary – Grade 7 Listening***



***Figure S2.42: Screener Raw Score Summary – Grade 7 Reading***

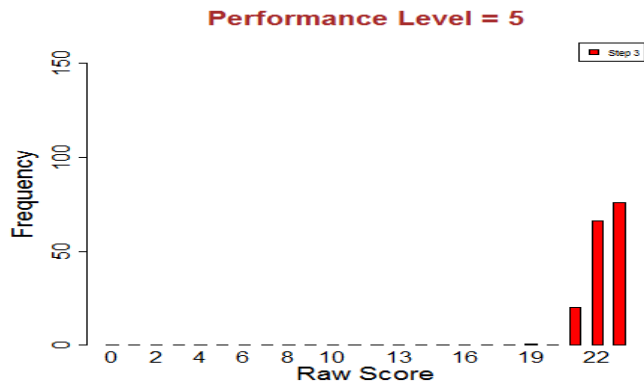
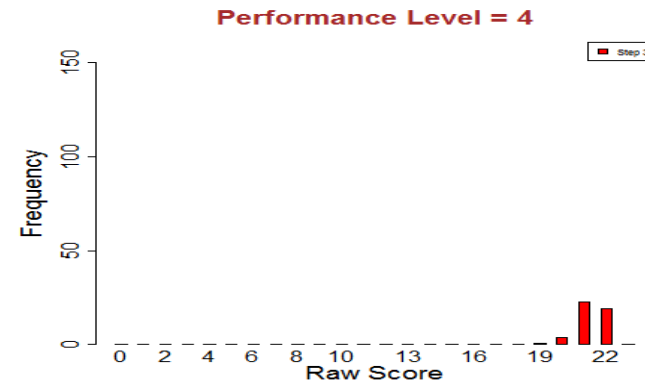
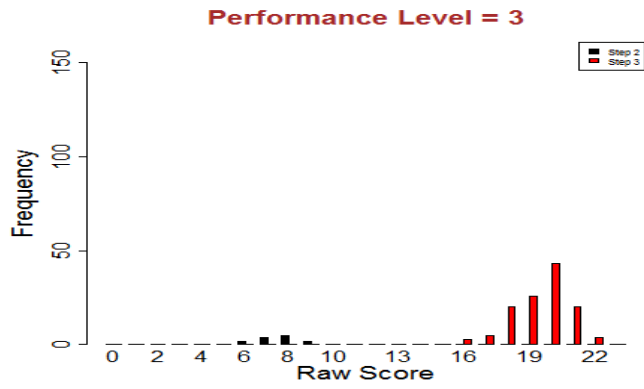
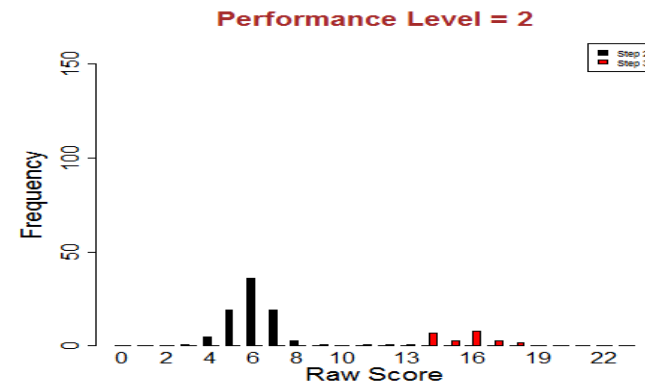
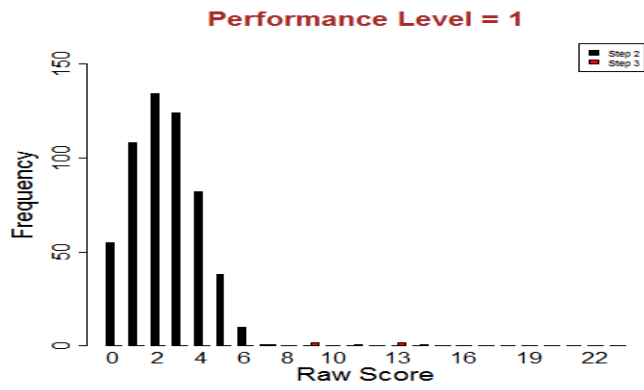


***Figure S2.43: Screener Raw Score Summary – Grade 7 Speaking***



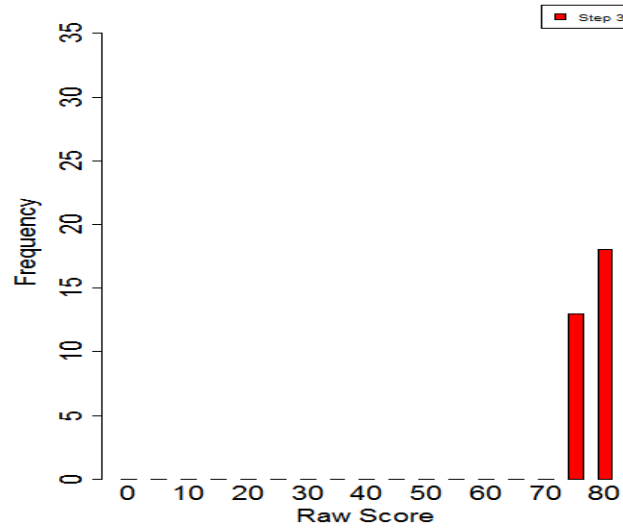
***Figure S2.44: Screener Raw Score Summary – Grade 7 Writing***



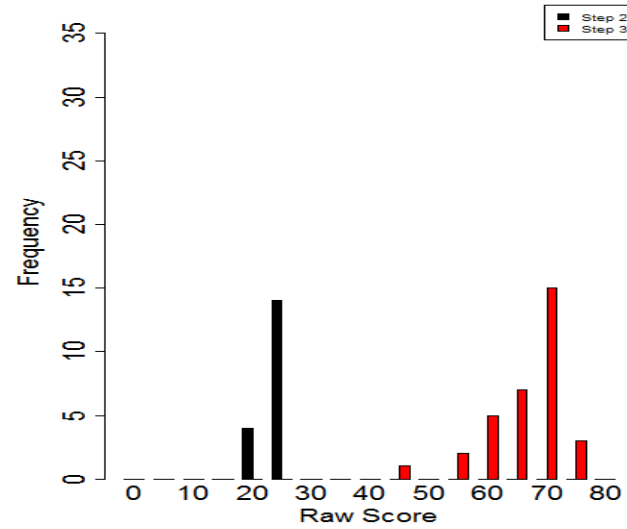


***Figure S2.45: Screener Raw Score Summary – Grade 7 Overall***

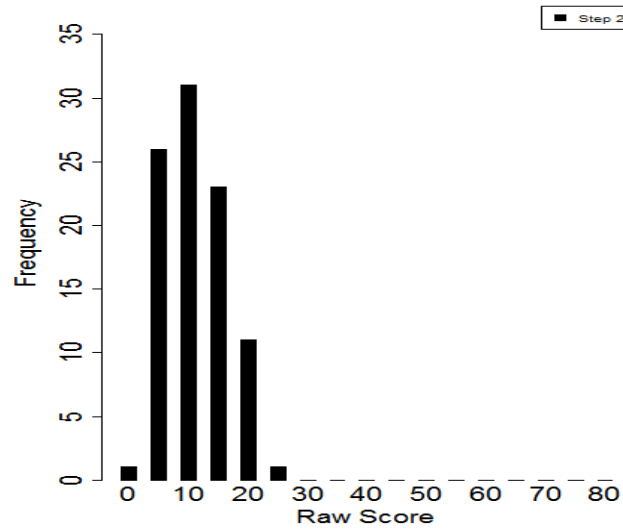
**Overall Proficiency = Proficient**



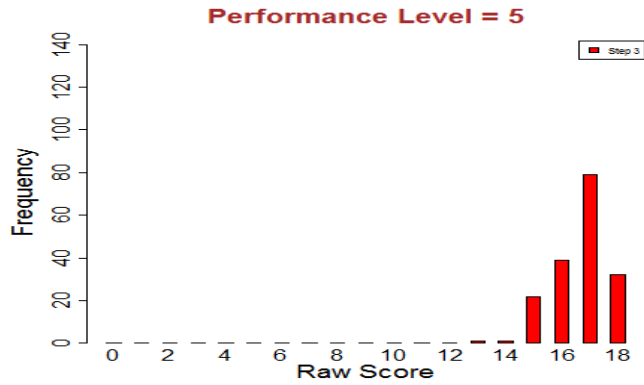
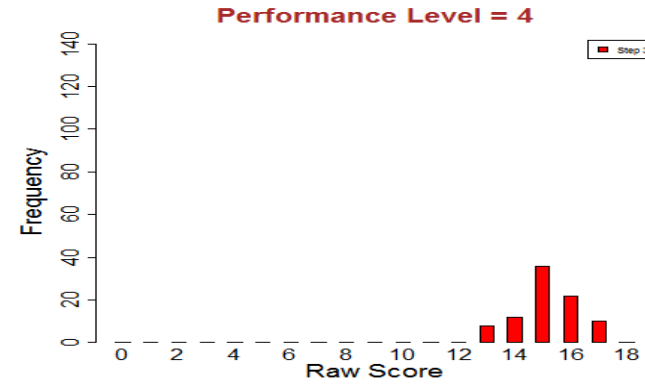
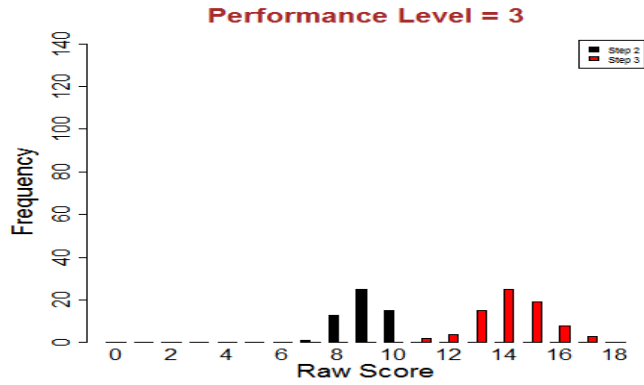
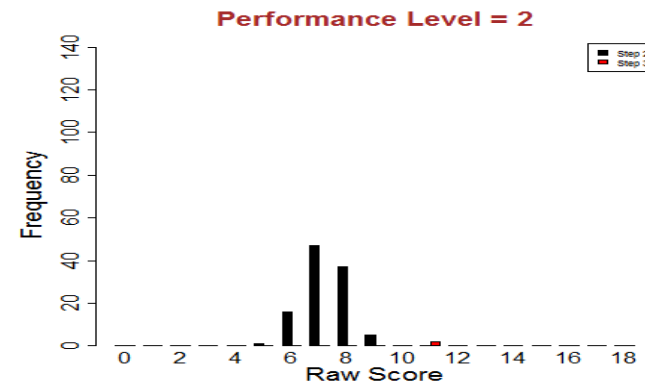
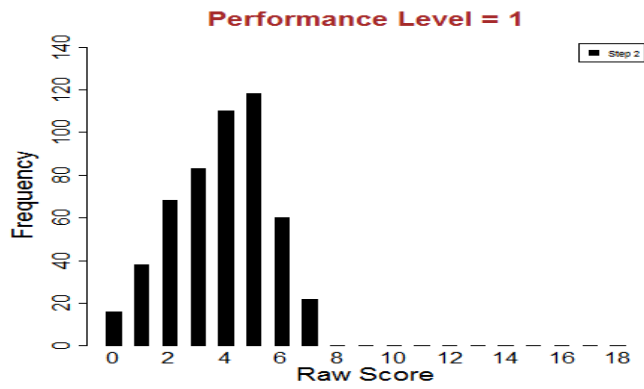
**Overall Proficiency = Progressing**



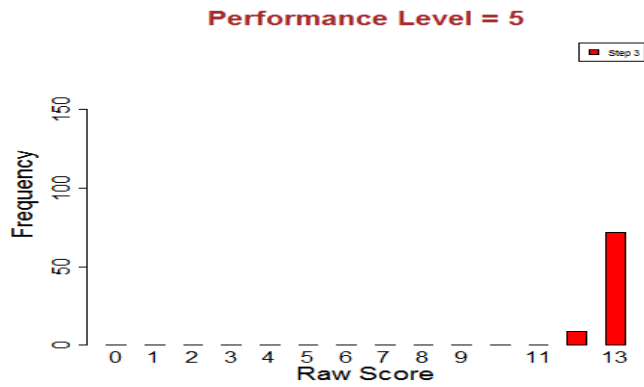
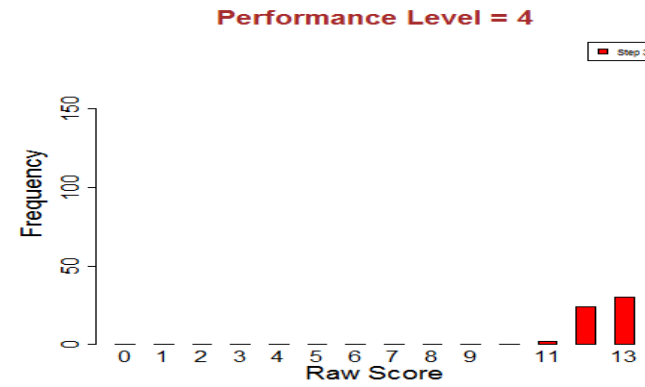
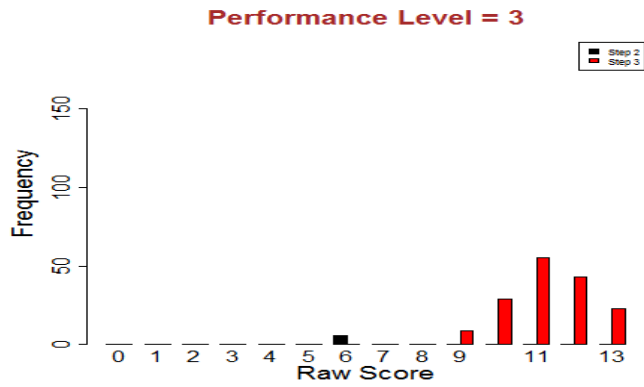
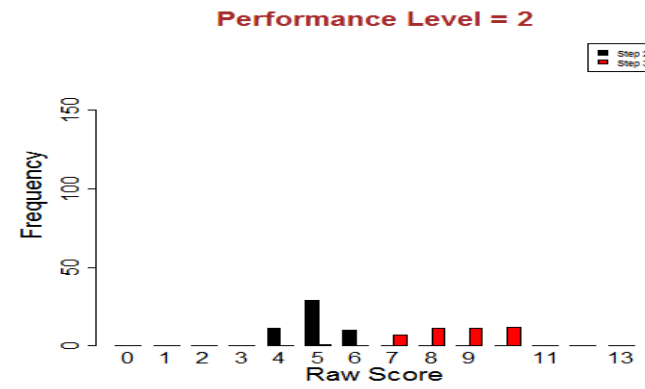
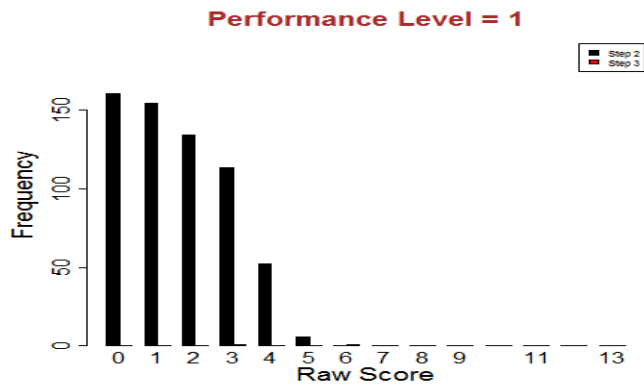
**Overall Proficiency = Emerging**



***Figure S2.46: Screener Raw Score Summary – Grade 8 Listening***

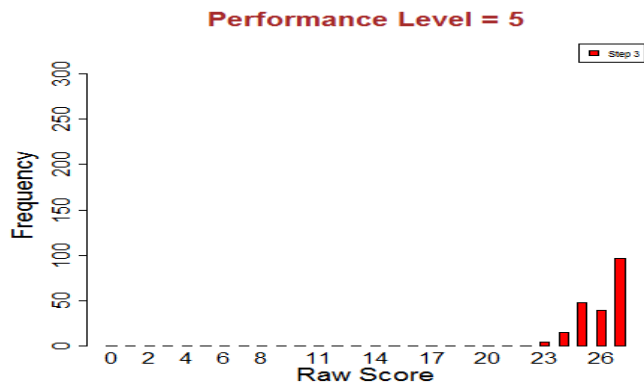
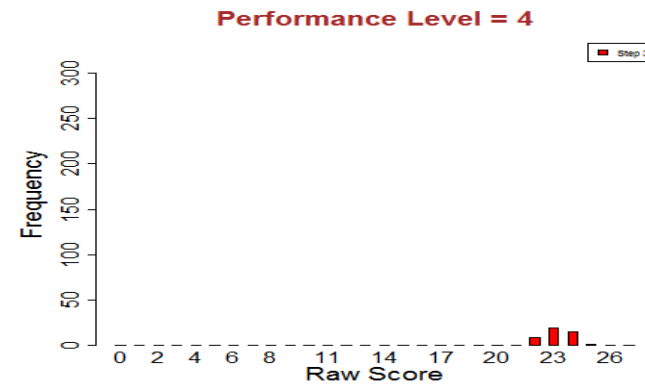
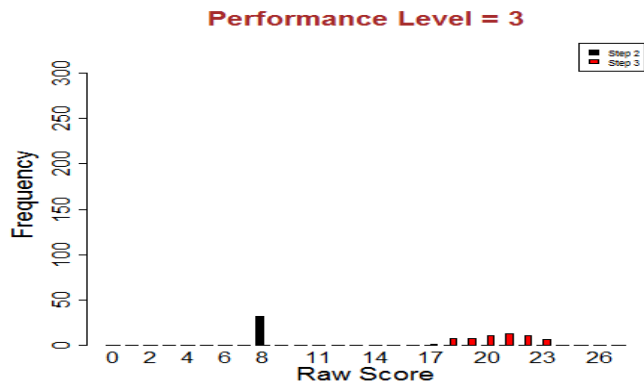
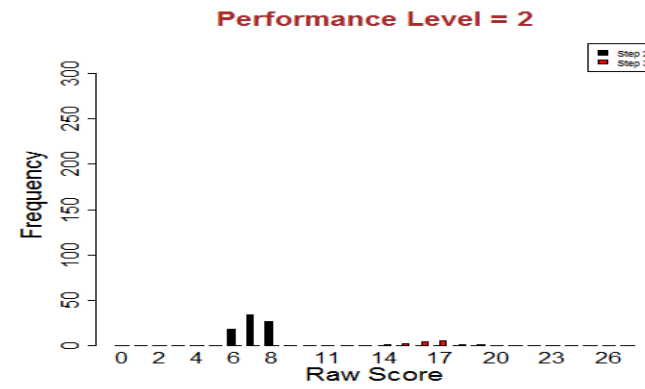
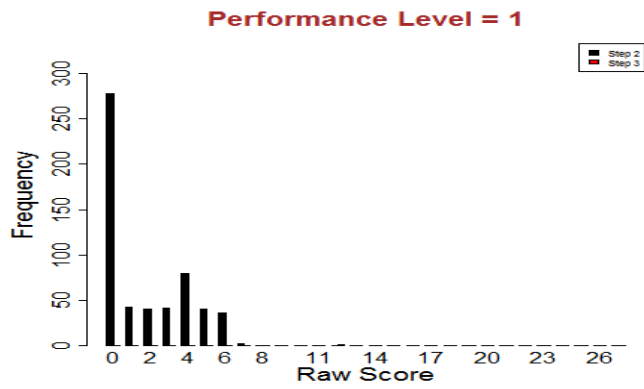


***Figure S2.47: Screener Raw Score Summary – Grade 8 Reading***

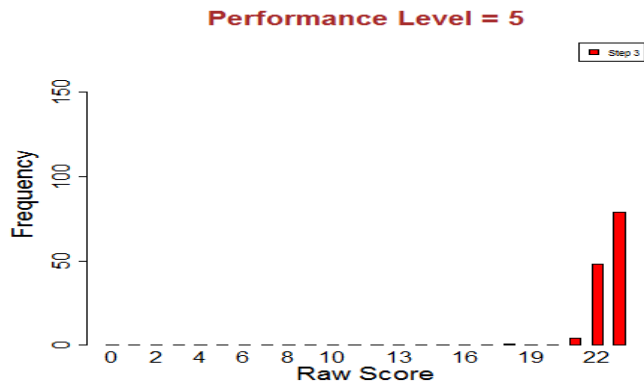
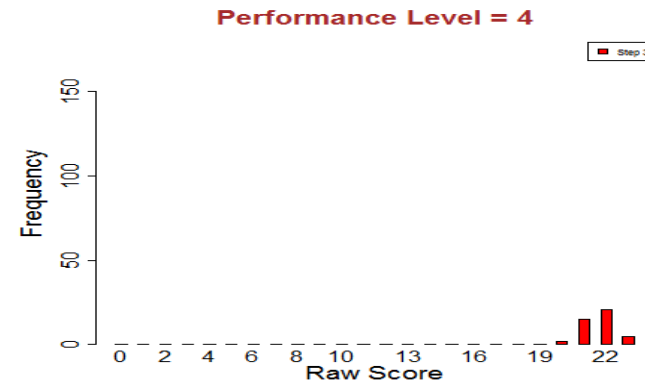
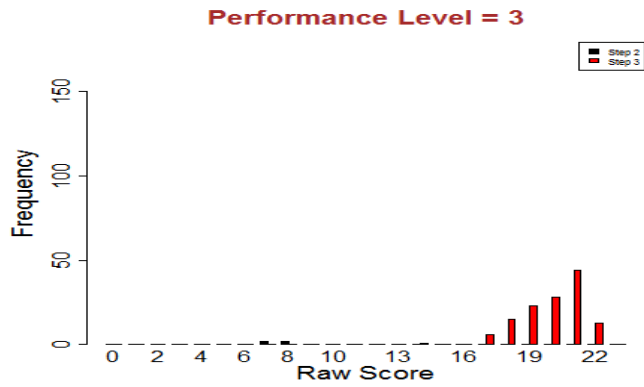
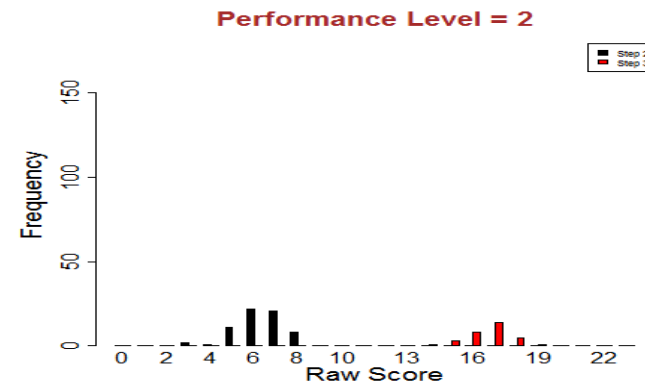
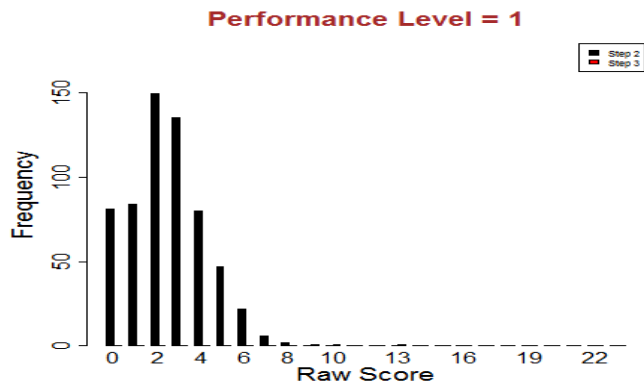


***Figure S2.48: Screener Raw Score Summary – Grade 8 Speaking***

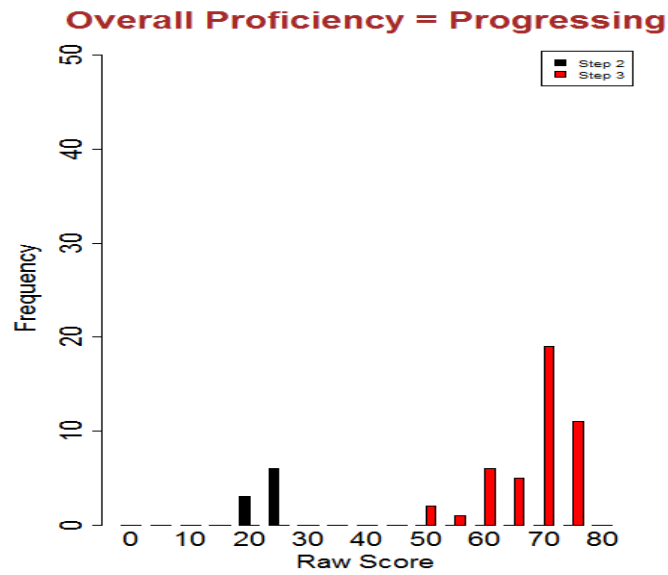
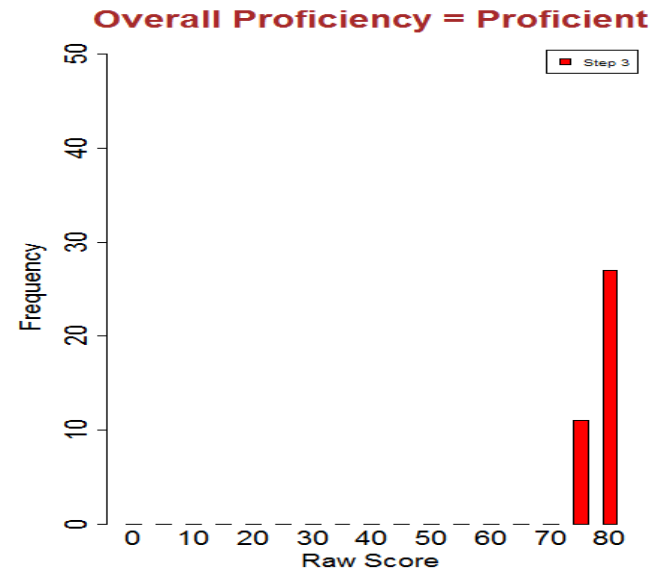
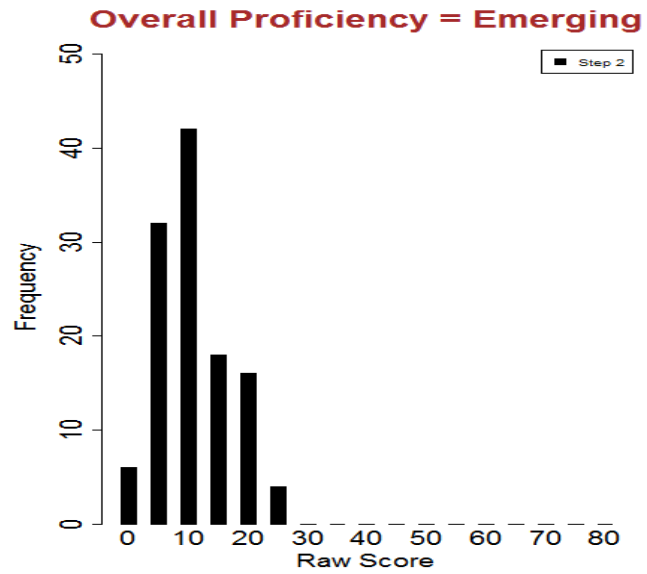




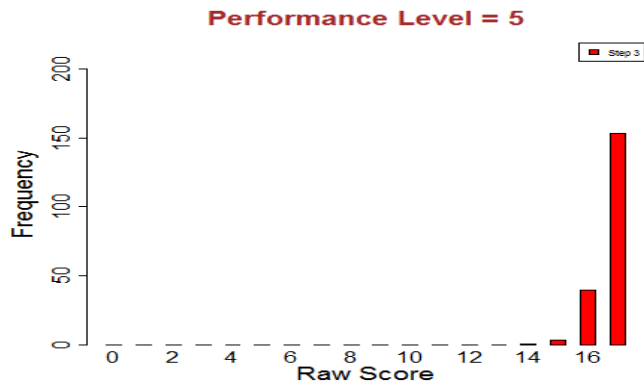
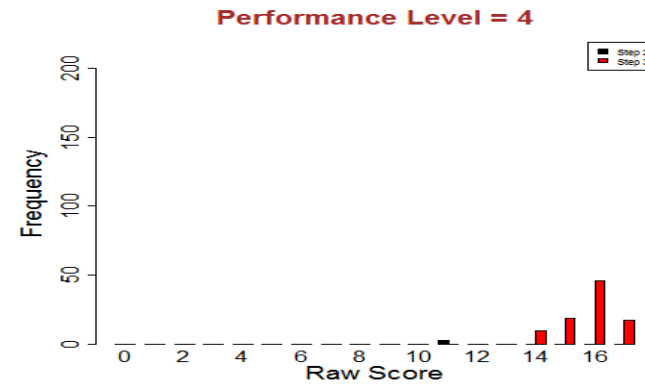
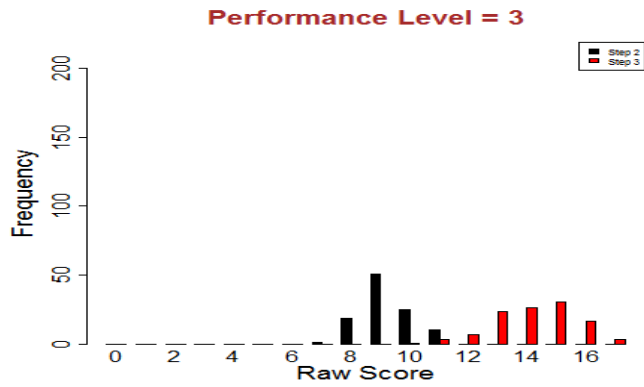
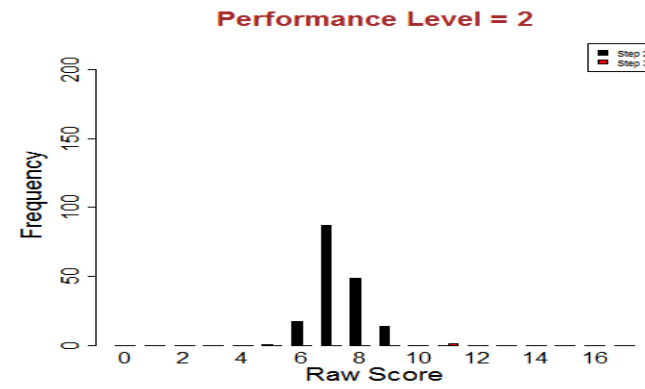
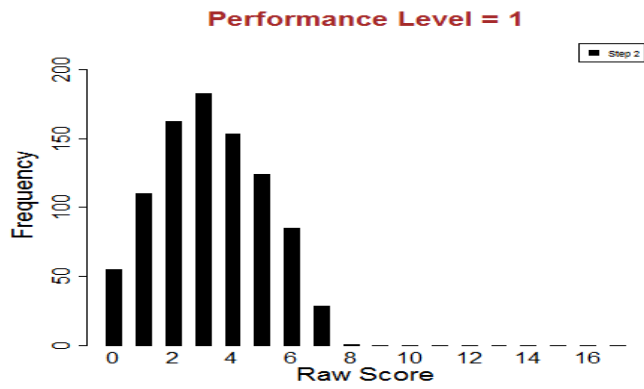
***Figure S2.49: Screener Raw Score Summary – Grade 8 Writing***



***Figure S2.50: Screener Raw Score Summary – Grade 8 Overall***

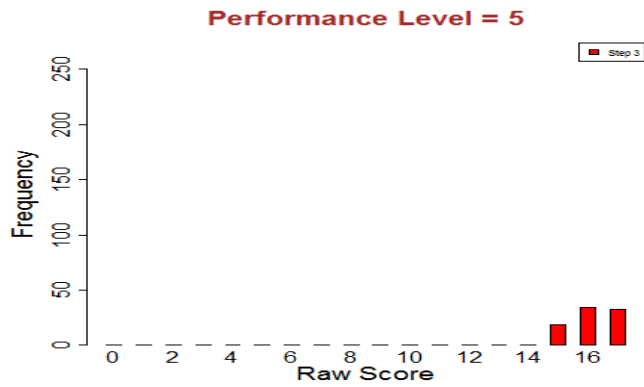
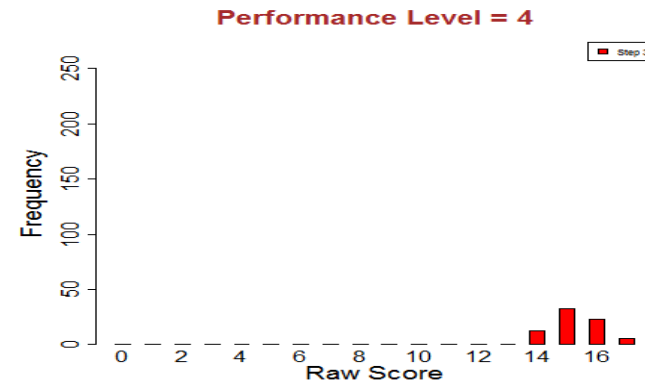
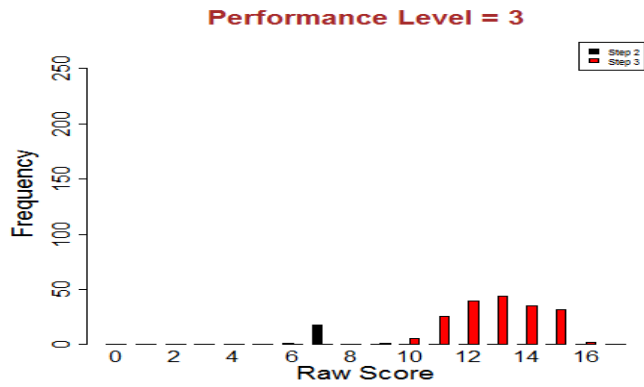
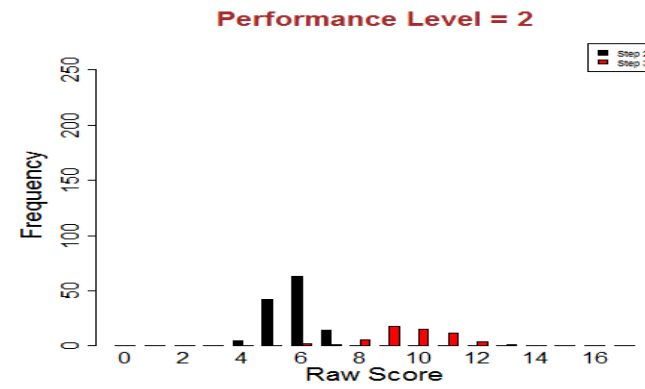
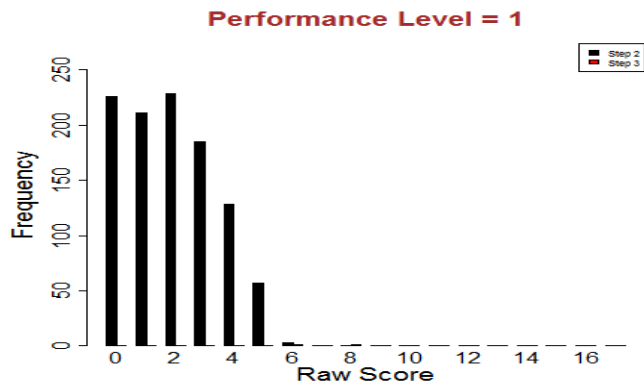


***Figure S2.51: Screener Raw Score Summary – Grade 9 Listening***

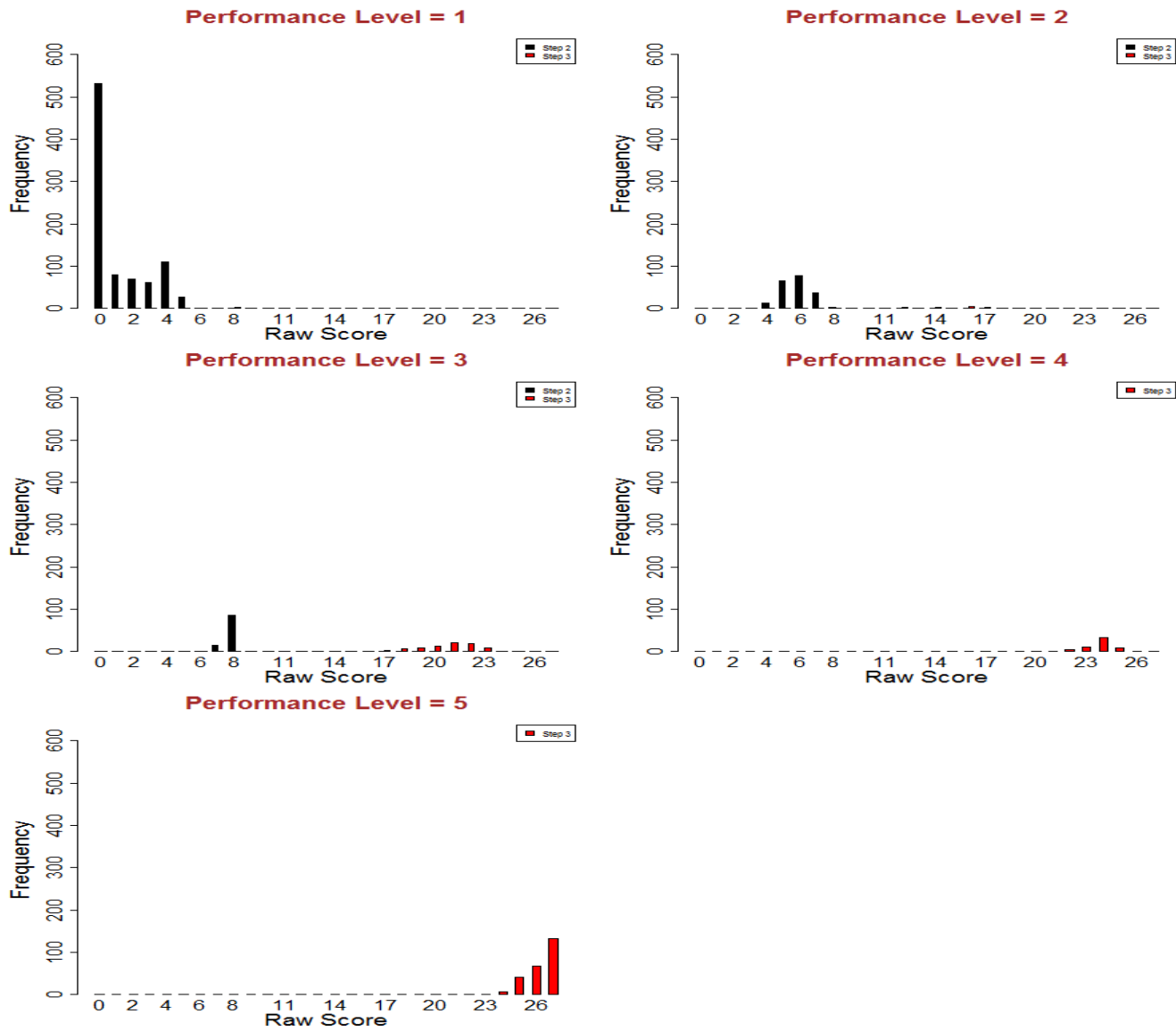


***Figure S2.52: Screener Raw Score Summary – Grade 9 Reading***

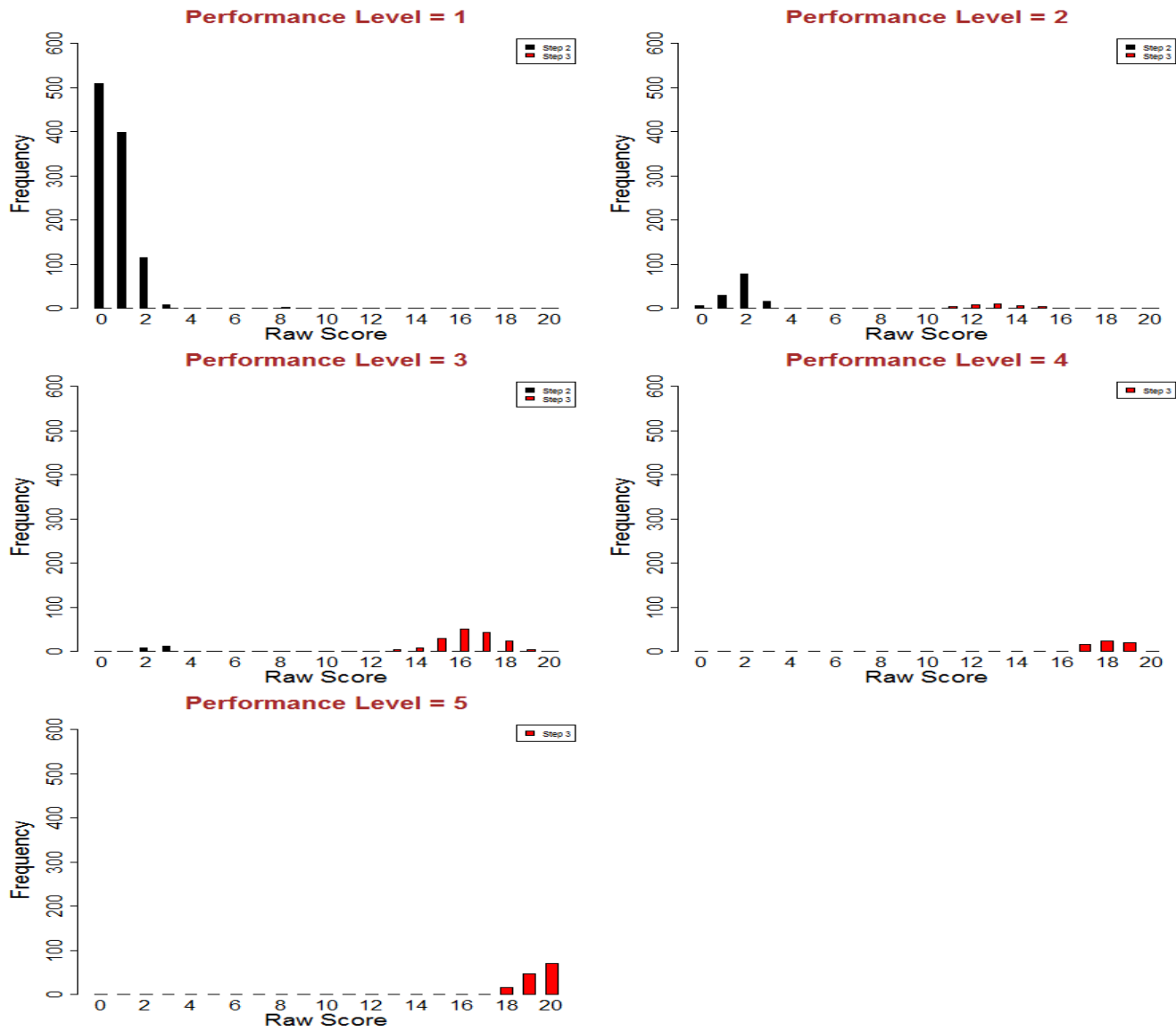




***Figure S2.53: Screener Raw Score Summary – Grade 9 Speaking***

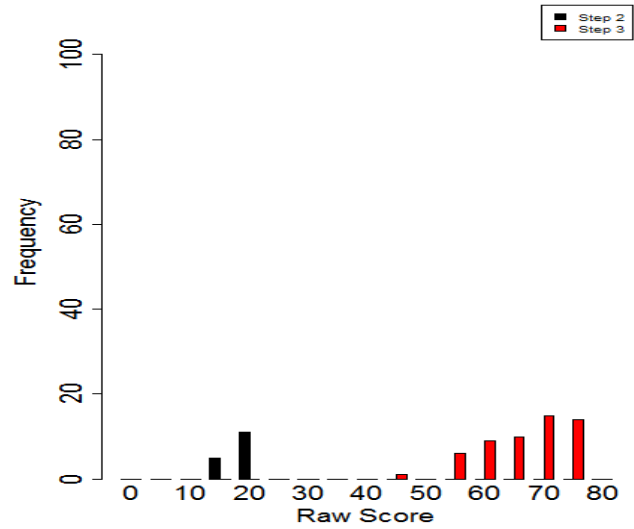


***Figure S2.54: Screener Raw Score Summary – Grade 9 Writing***

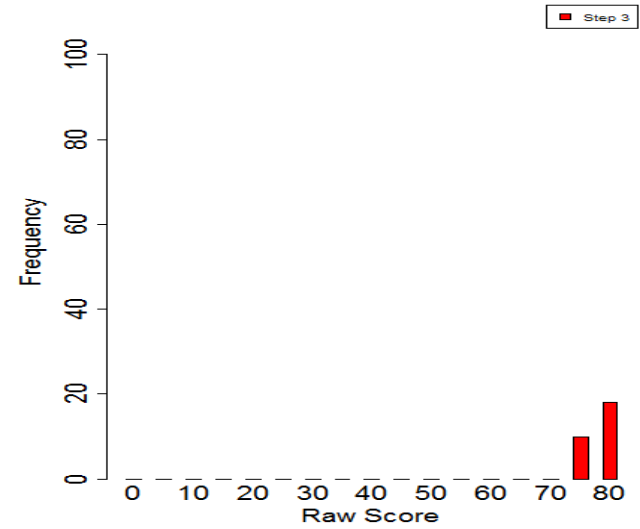


***Figure S2.55: Screener Raw Score Summary – Grade 9 Overall***

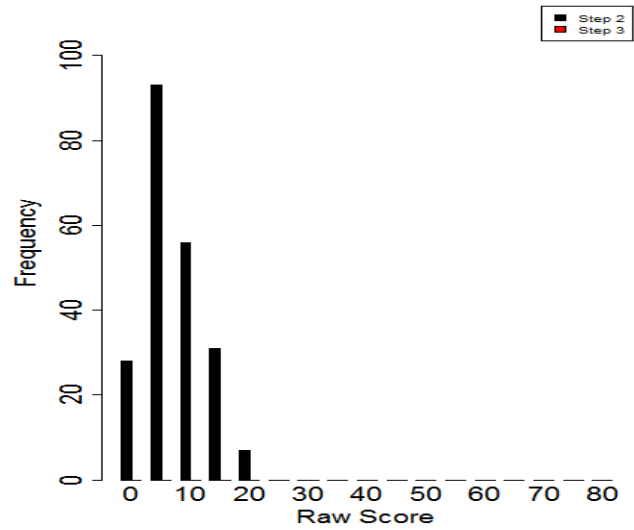
**Overall Proficiency = Progressing**



**Overall Proficiency = Proficient**

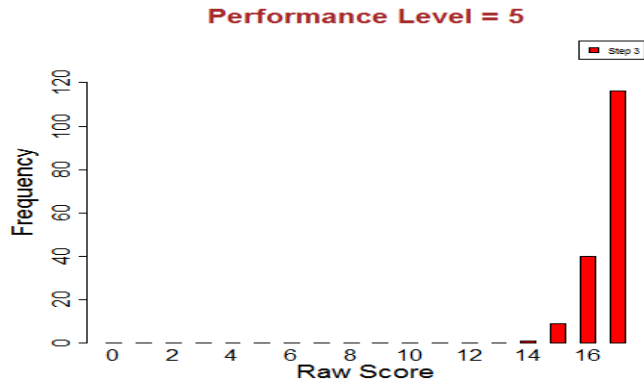
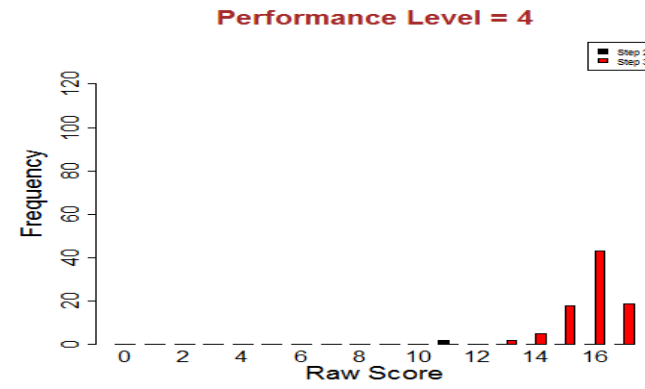
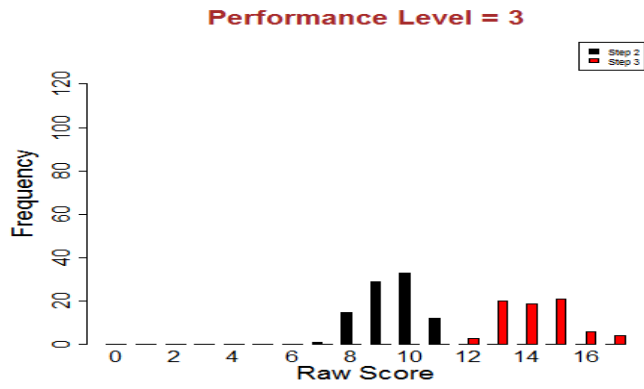
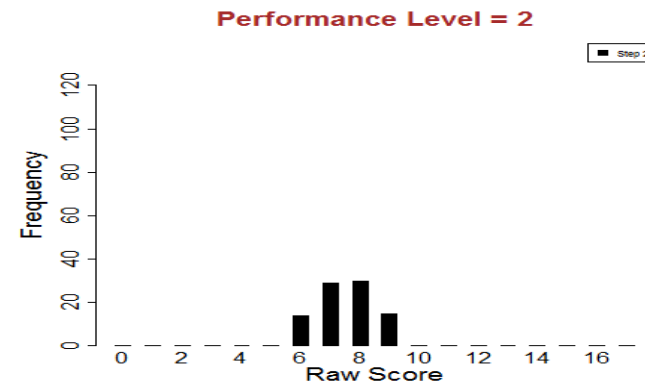
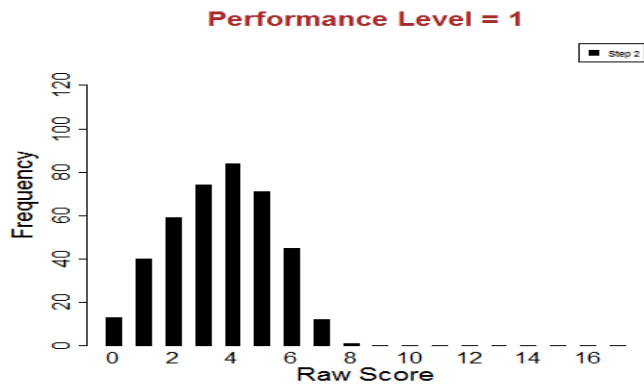


**Overall Proficiency = Emerging**

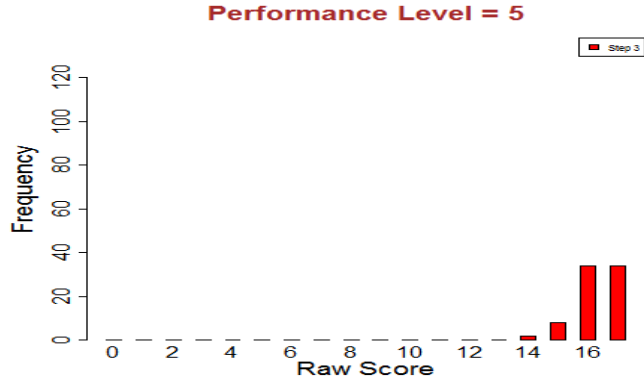
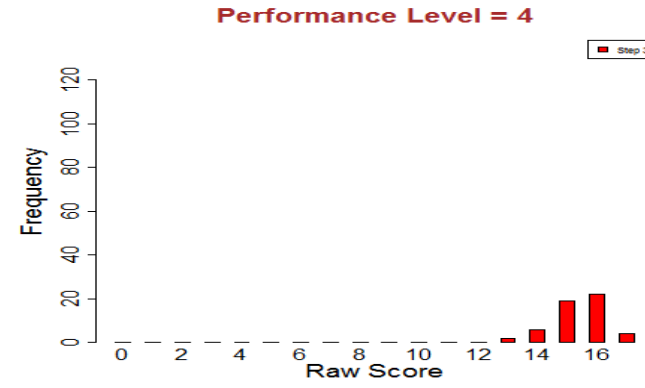
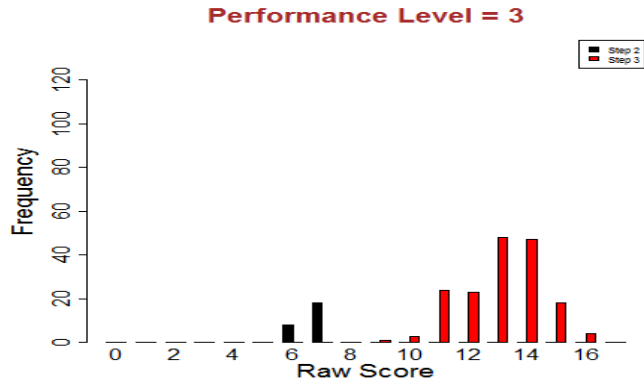
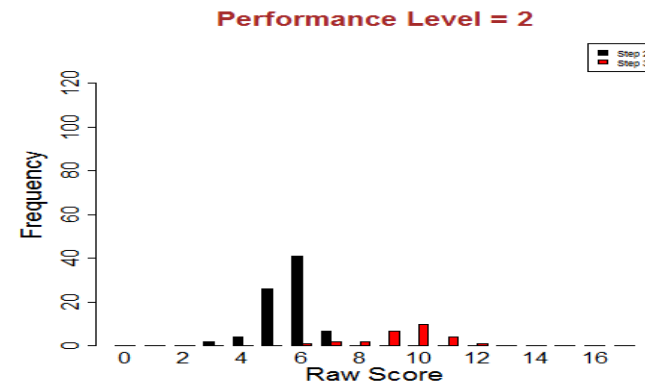
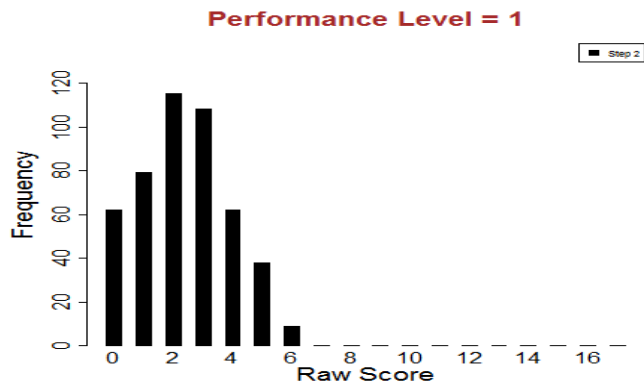


***Figure S2.56: Screener Raw Score Summary – Grade 10 Listening***

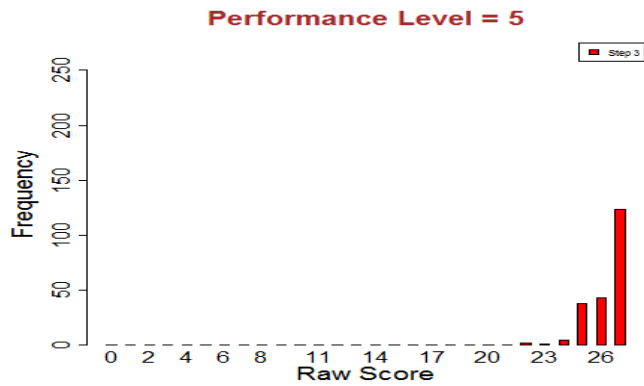
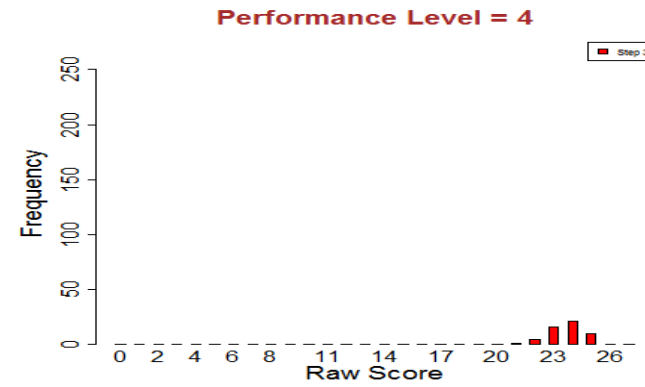
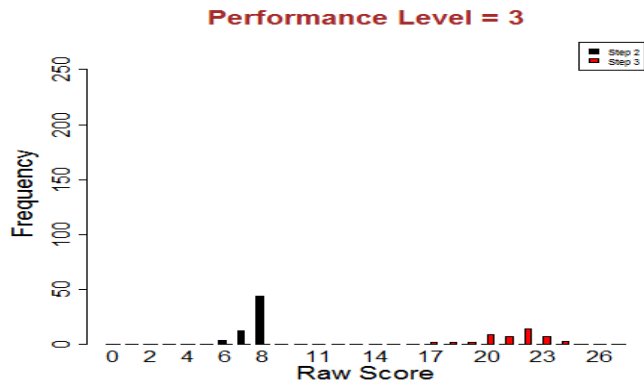
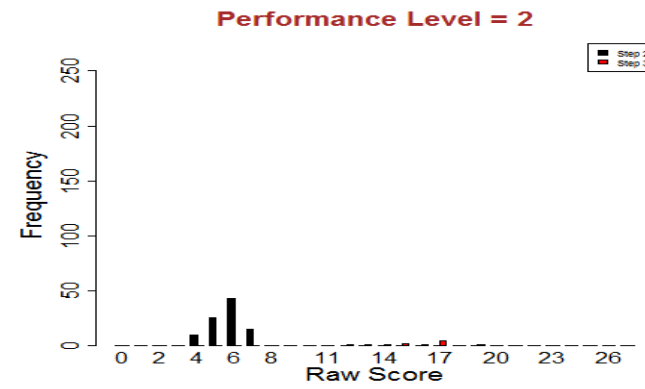
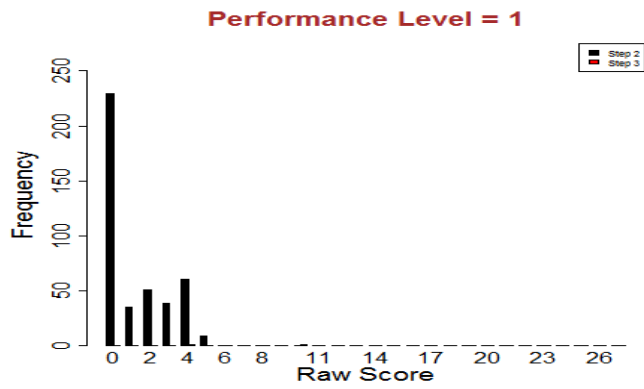




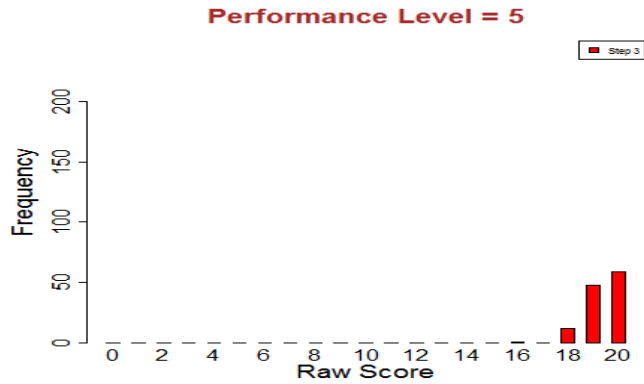
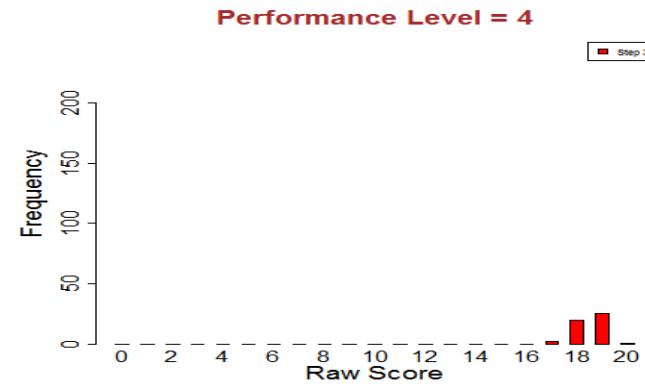
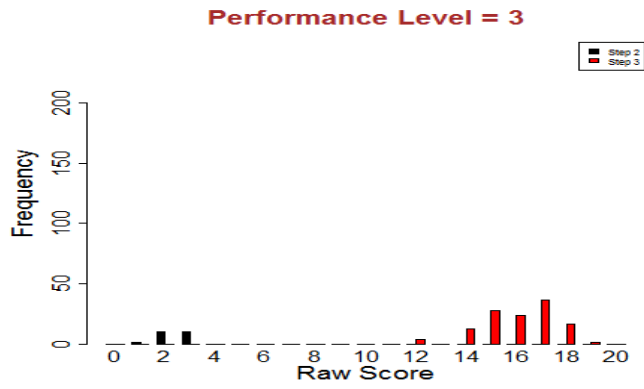
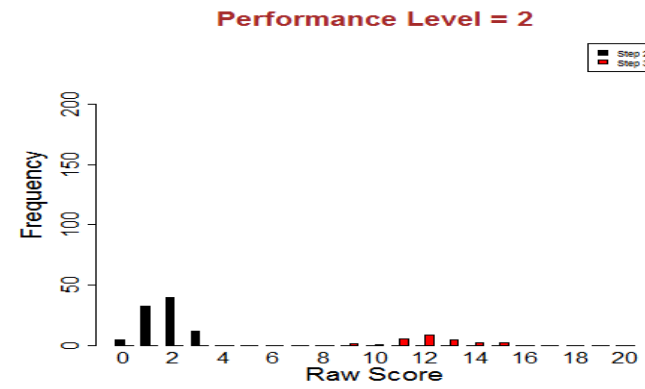
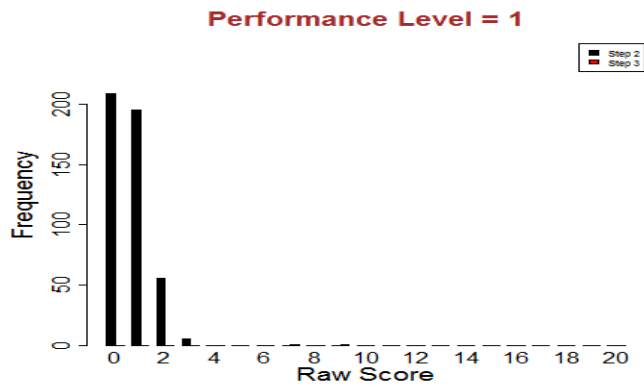
***Figure S2.57: Screener Raw Score Summary – Grade 10 Reading***



***Figure S2.58: Screener Raw Score Summary – Grade 10 Speaking***

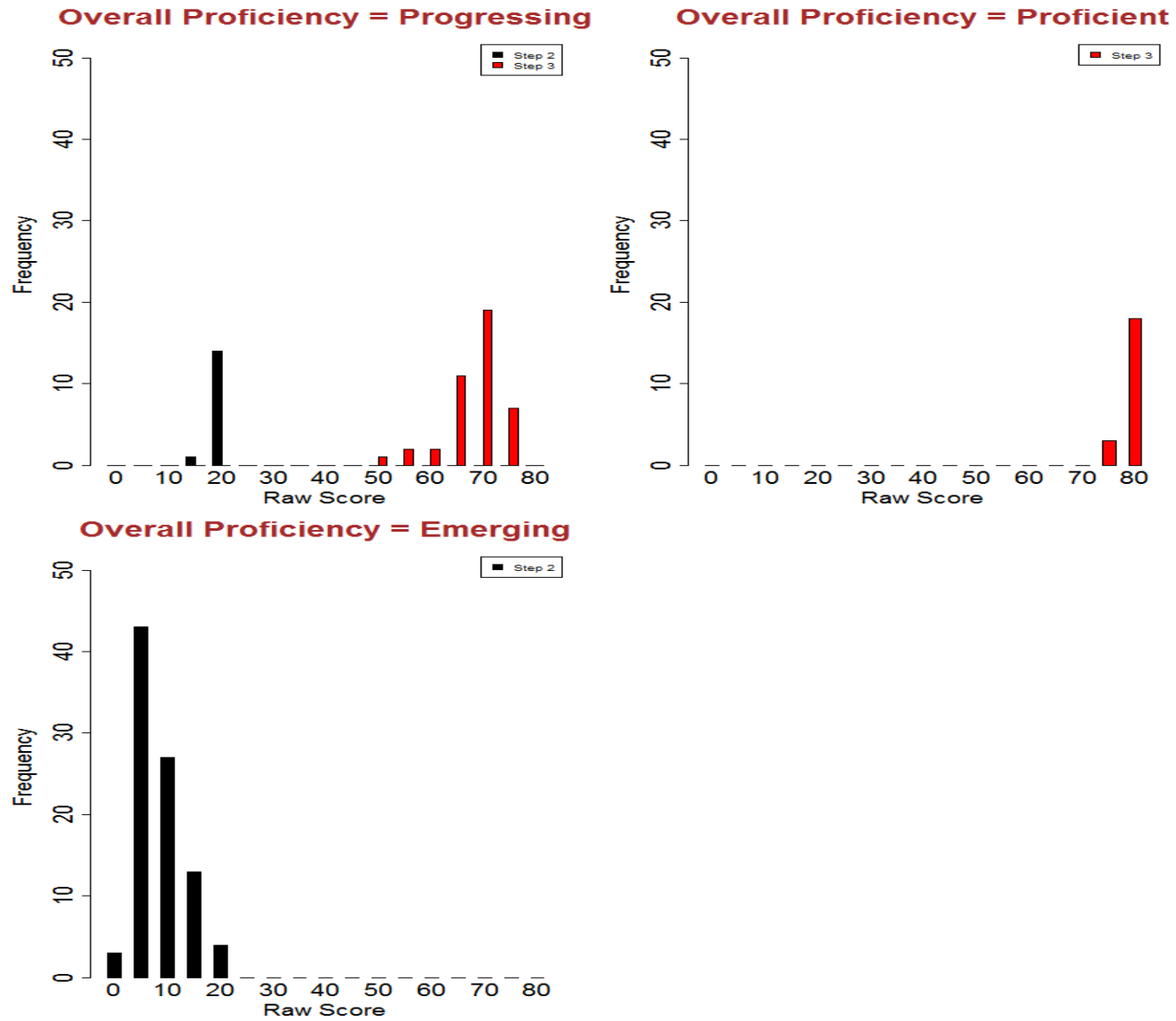


***Figure S2.59: Screener Raw Score Summary – Grade 10 Writing***

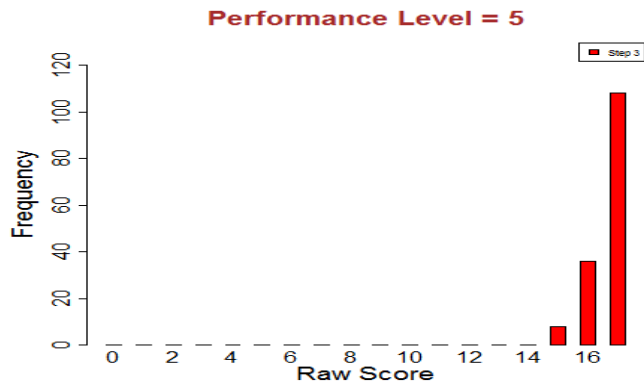
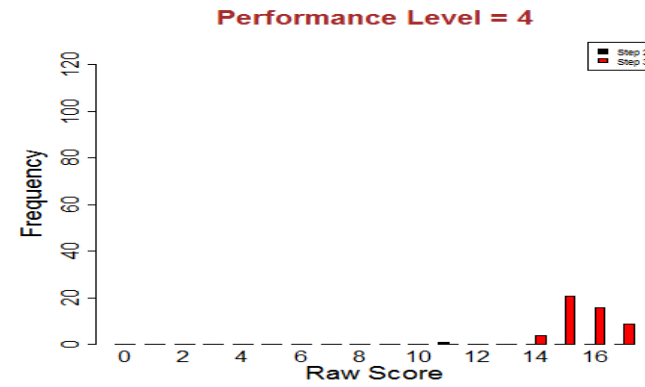
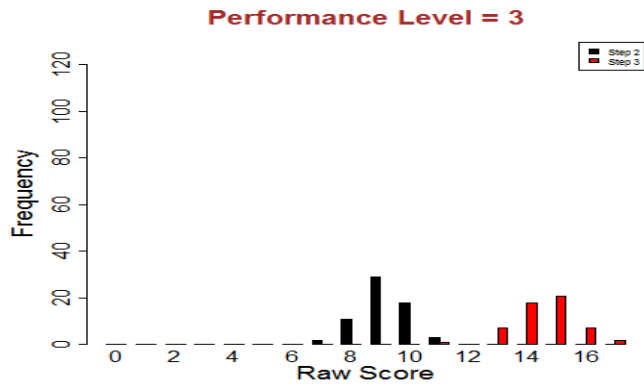
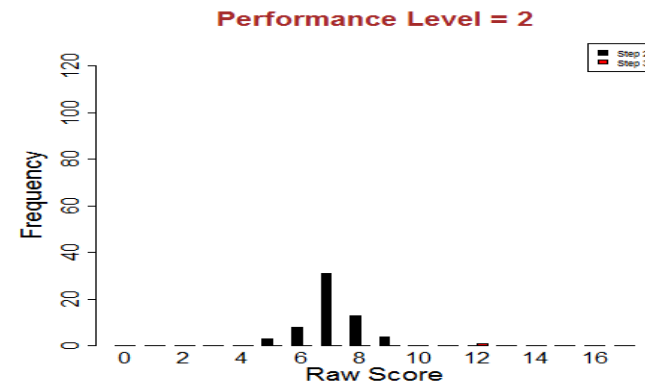
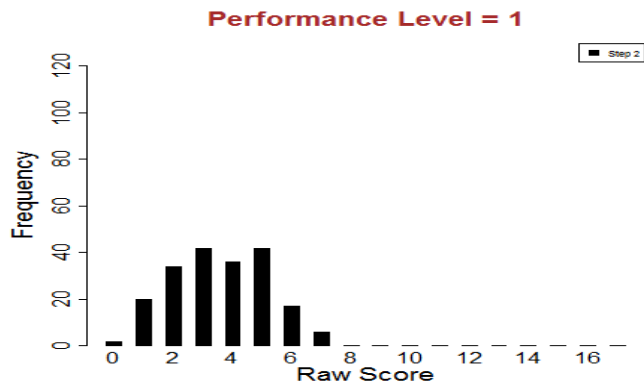


***Figure S2.60: Screener Raw Score Summary – Grade 10 Overall***

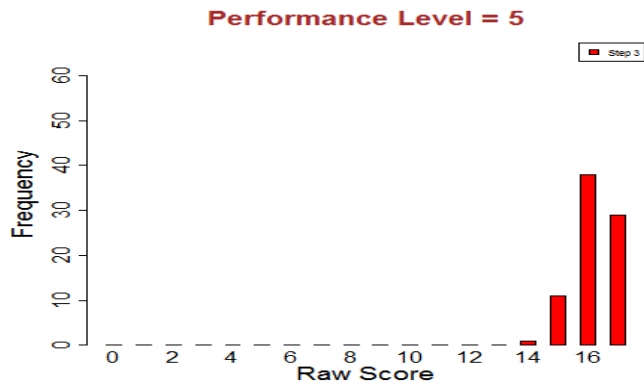
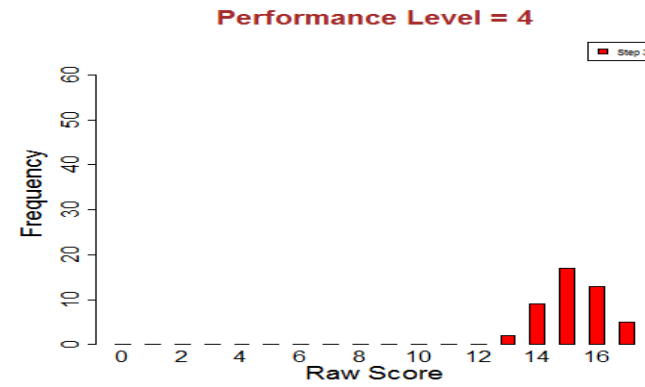
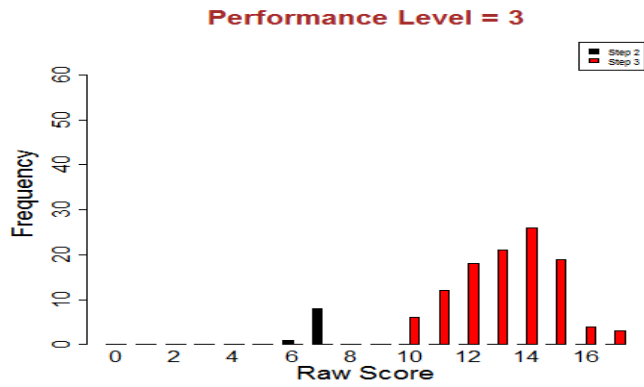
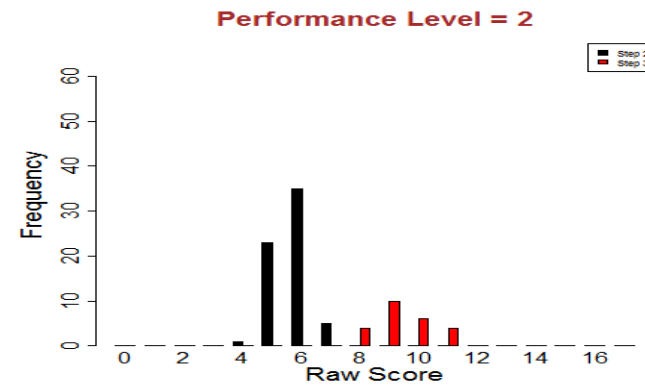
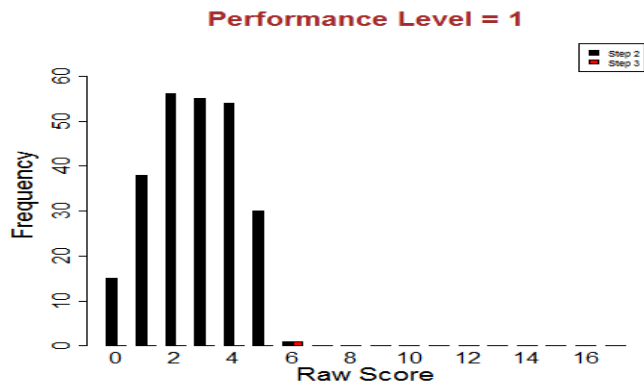




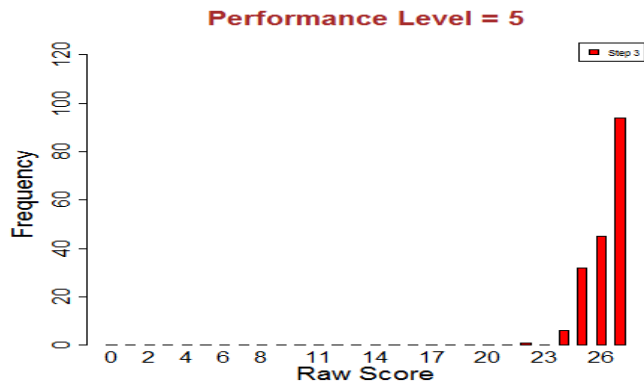
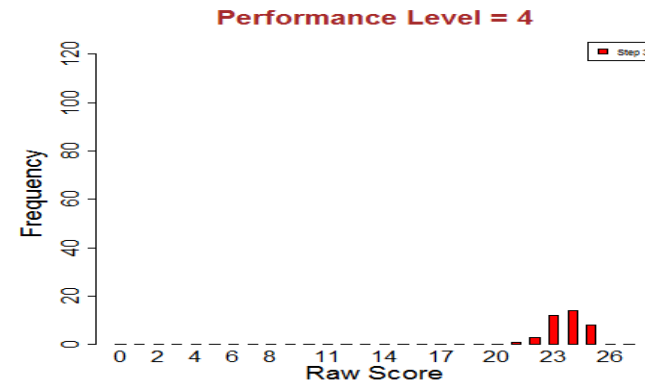
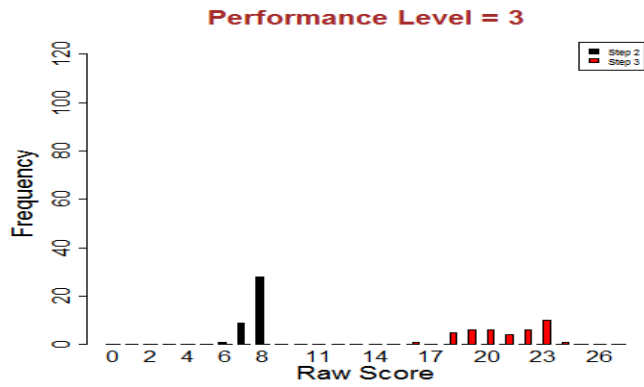
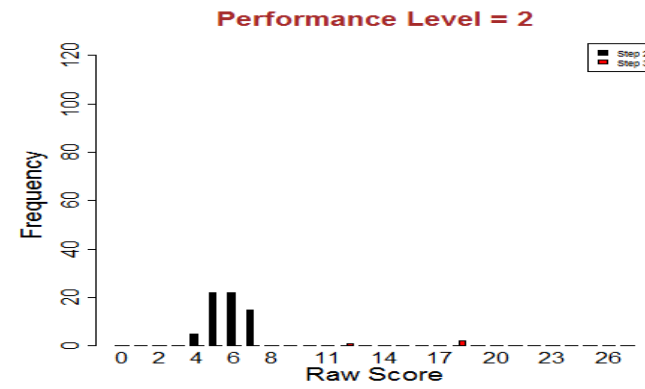
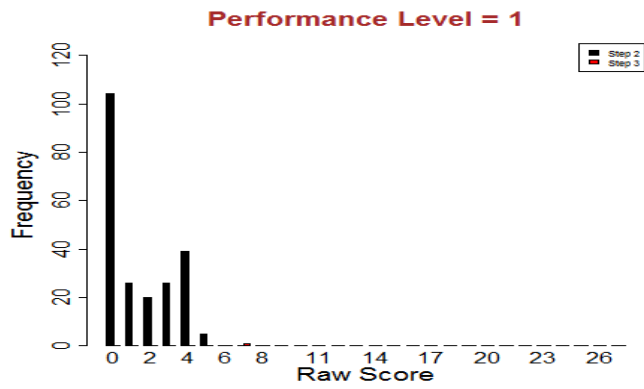
***Figure S2.61: Screener Raw Score Summary – Grade 11 Listening***



***Figure S2.62: Screener Raw Score Summary – Grade 11 Reading***

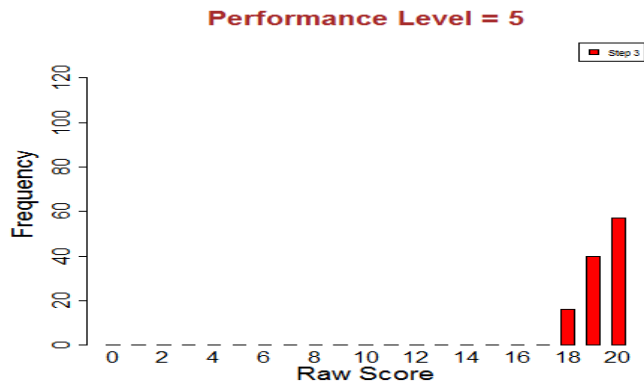
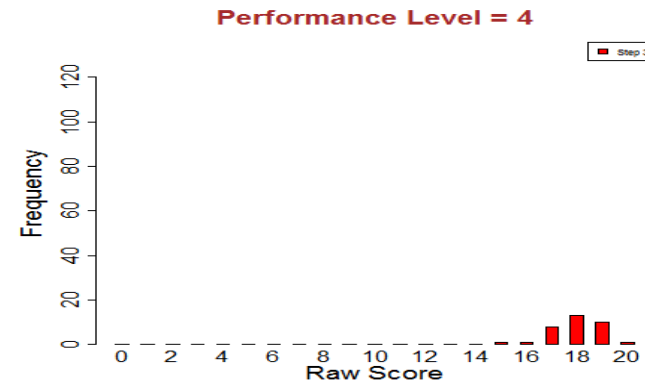
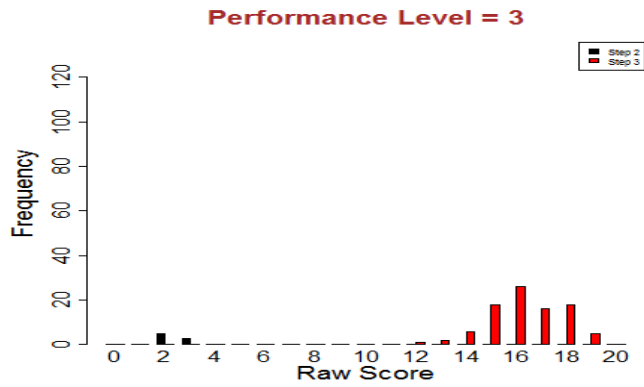
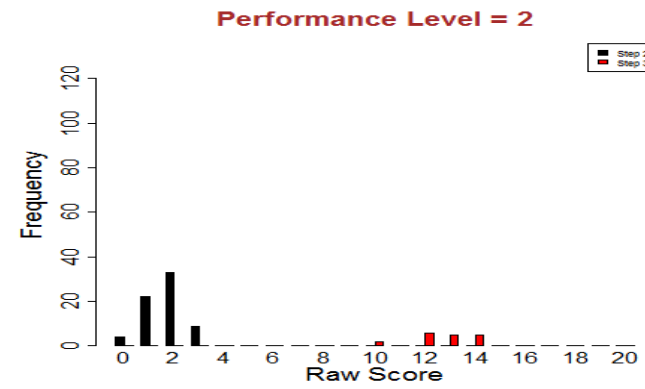
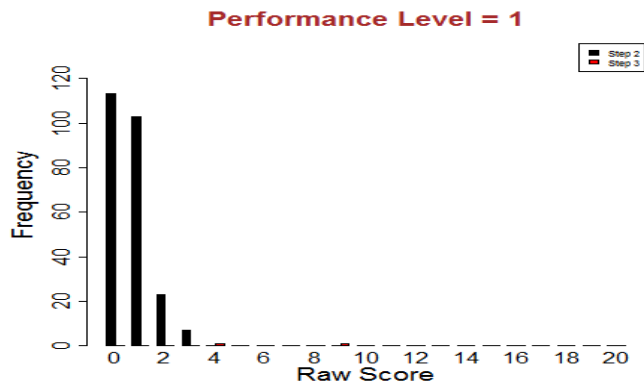


***Figure S2.63: Screener Raw Score Summary – Grade 11 Speaking***



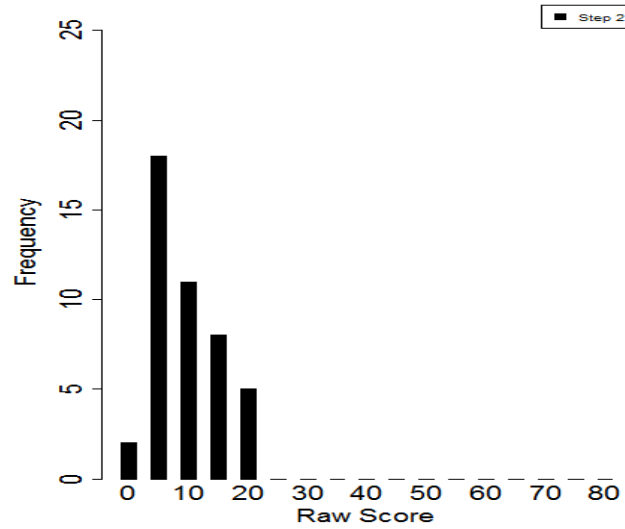
***Figure S2.64: Screener Raw Score Summary – Grade 11 Writing***



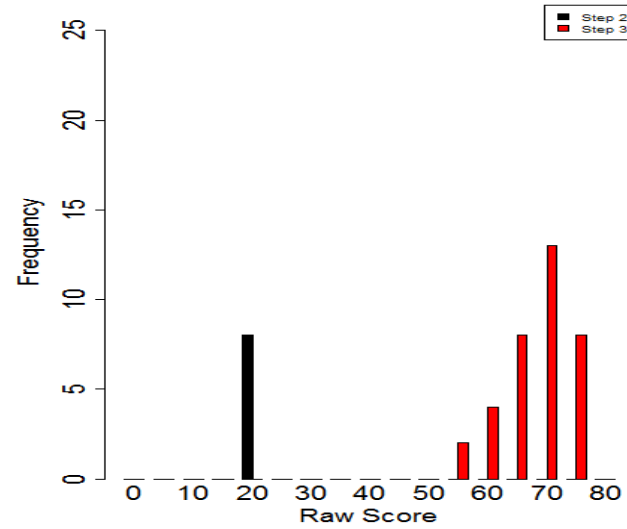


***Figure S2.65: Screener Raw Score Summary – Grade 11 Overall***

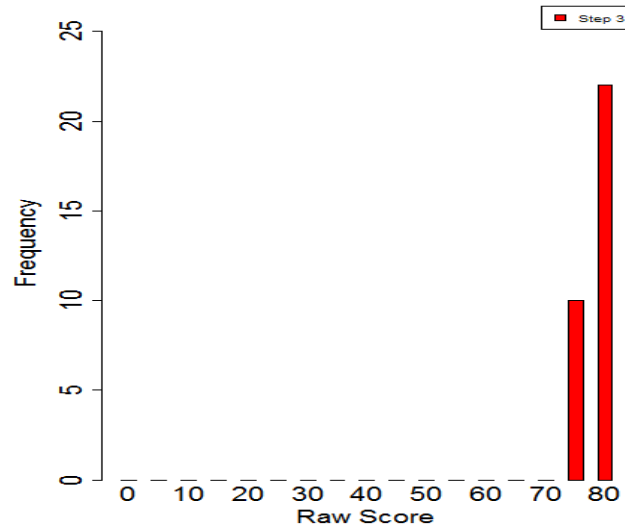
**Overall Proficiency = Emerging**



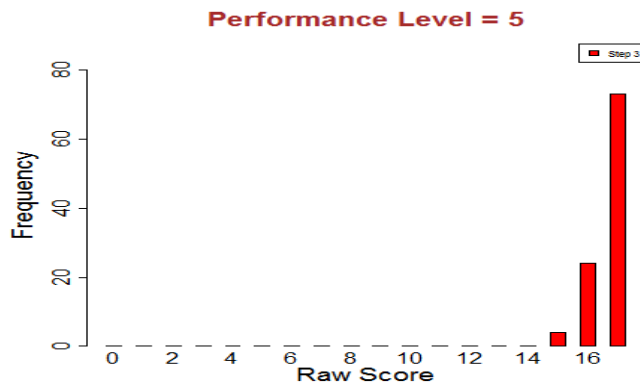
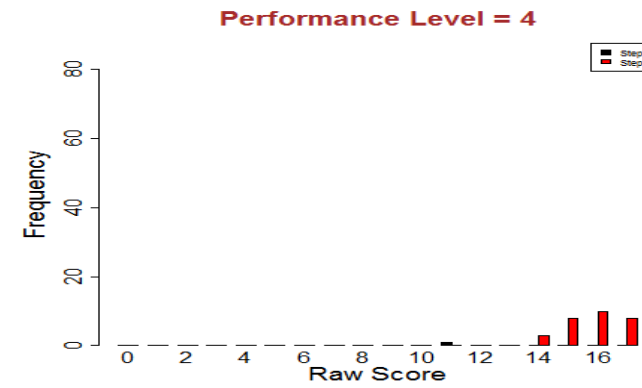
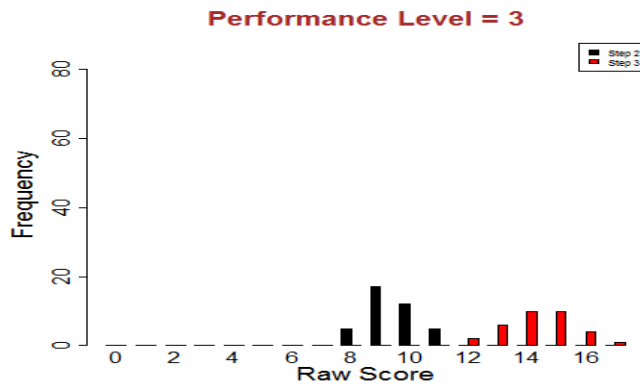
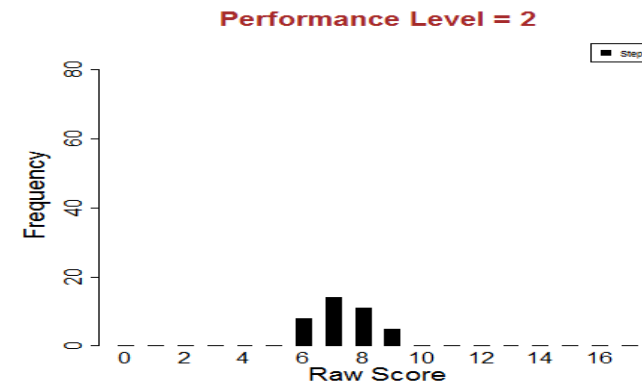
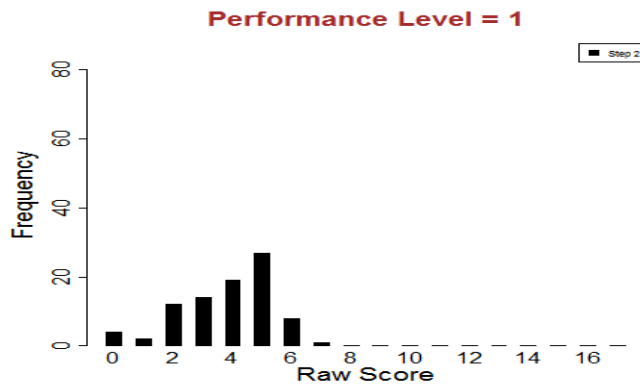
**Overall Proficiency = Progressing**



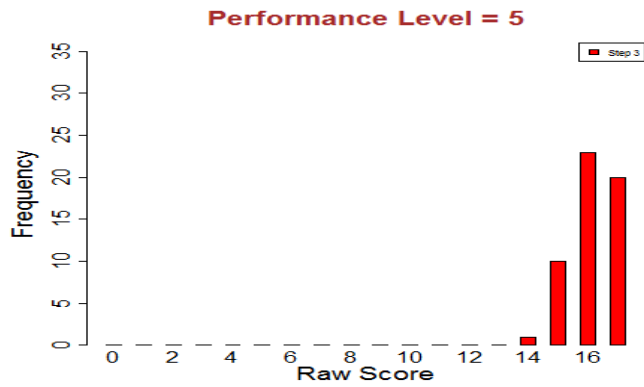
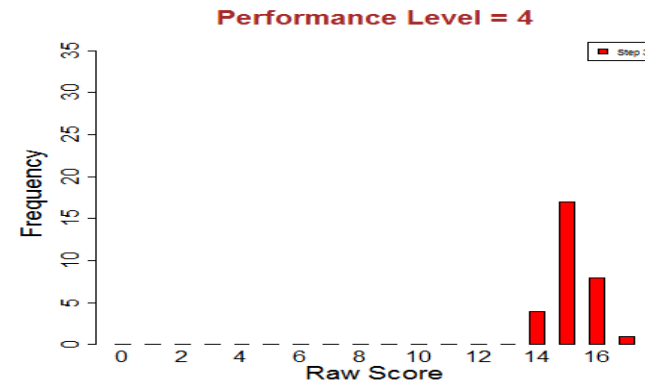
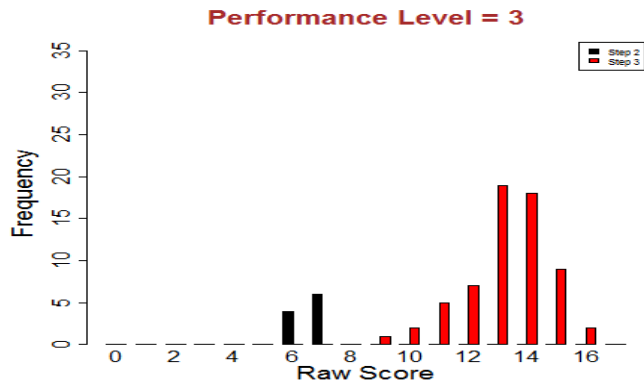
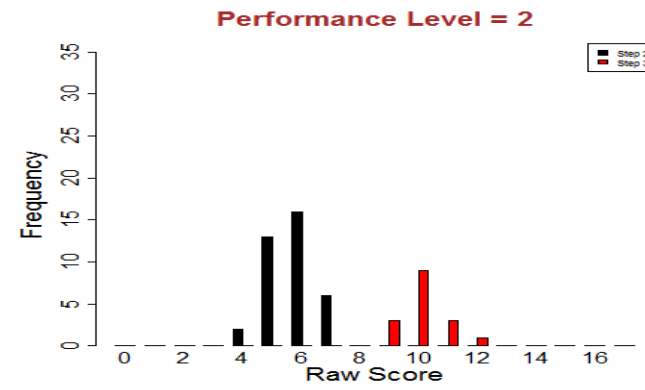
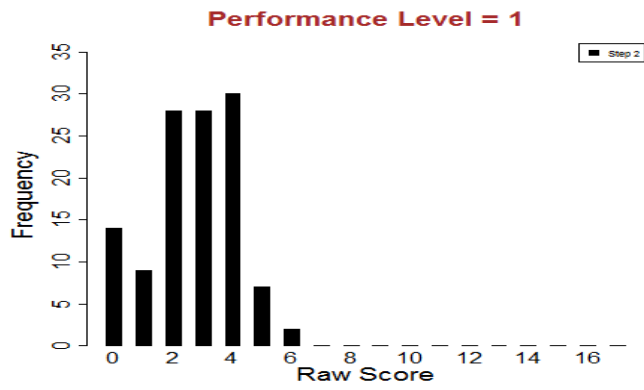
**Overall Proficiency = Proficient**



***Figure S2.66: Screener Raw Score Summary – Grade 12 Listening***

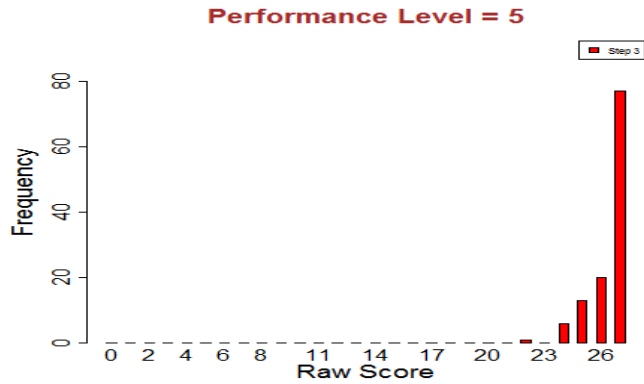
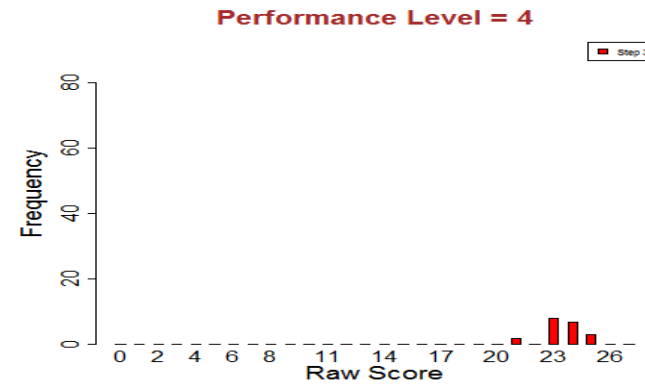
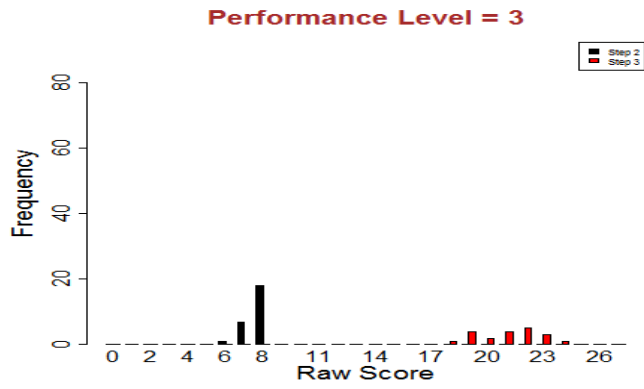
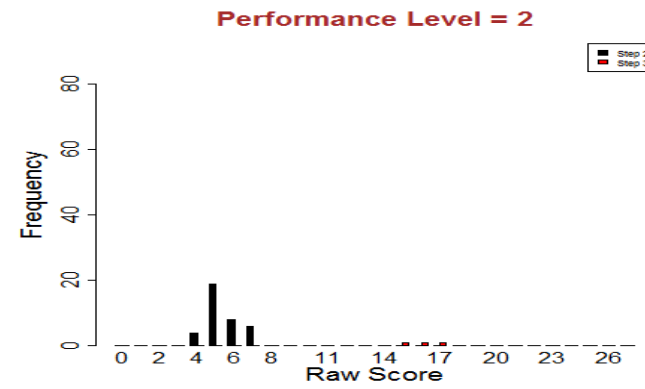
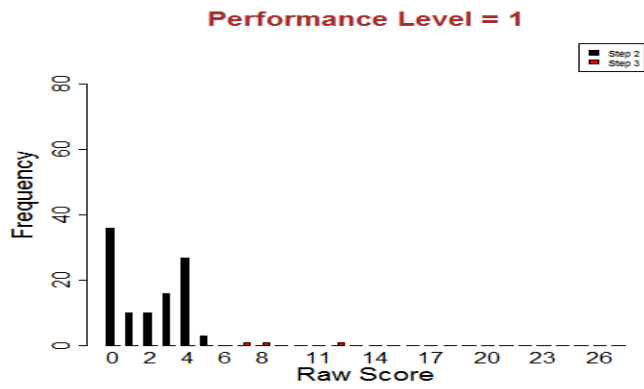


***Figure S2.67: Screener Raw Score Summary – Grade 12 Reading***

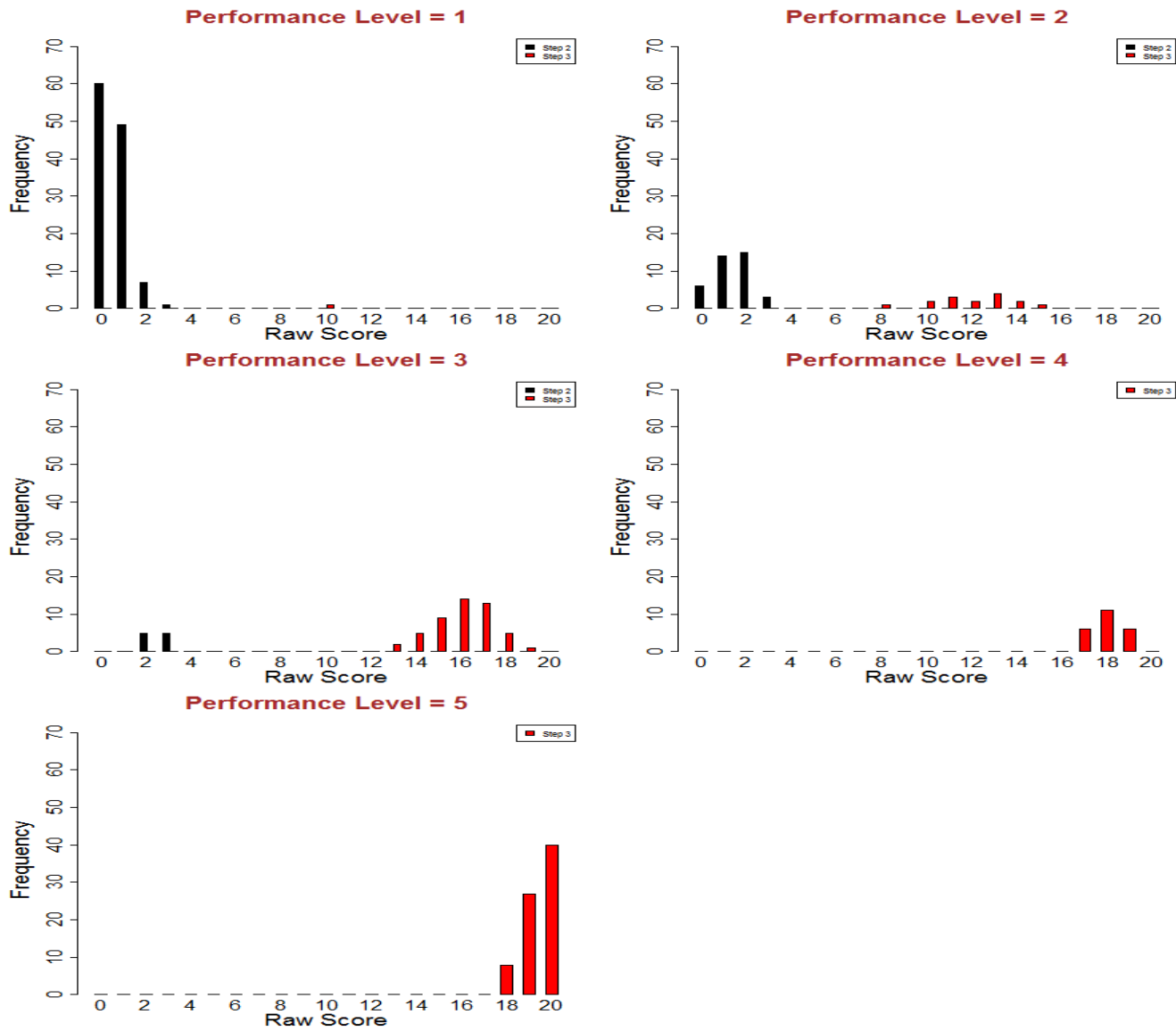


***Figure S2.68: Screener Raw Score Summary – Grade 12 Speaking***

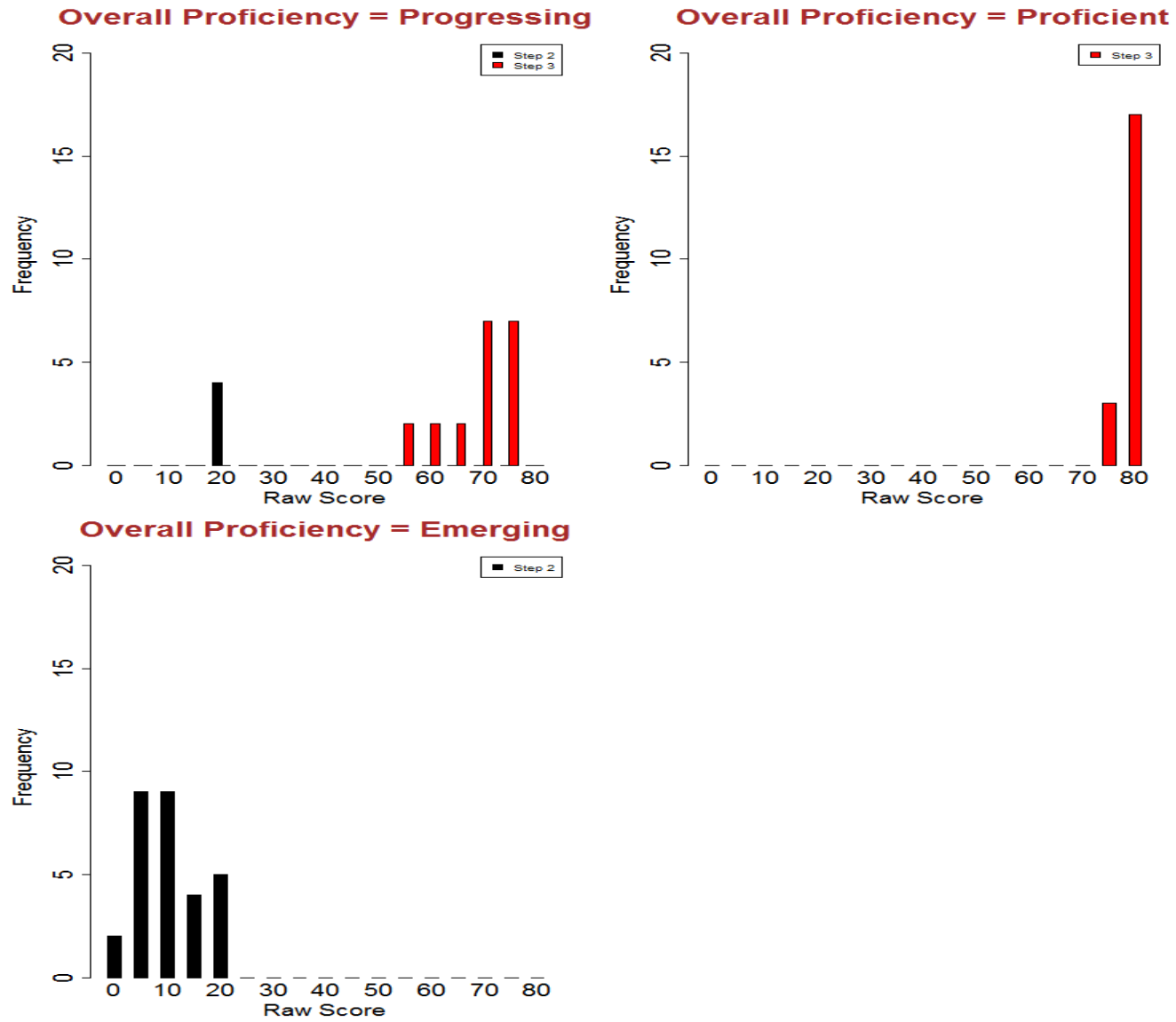




***Figure S2.69: Screener Raw Score Summary – Grade 12 Writing***



***Figure S2.70: 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 – Beginning of Kindergarten**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		10,443	314	515.3	714	69.0	10,436	318	512.1	708	68.5
<b>Gender</b>	<b>Female</b>	4,714	314	518.7	714	70.2	4,713	318	515.8	708	69.0
	<b>Male</b>	4,919	314	512.3	714	67.4	4,913	318	508.7	708	67.7
	<b>Missing</b>	810	314	514.1	714	70.2	810	318	512.0	708	69.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	49	351	518.3	688	76.2	49	341	513.3	671	72.6
	<b>Asian</b>	2,724	314	533.6	714	70.2	2,721	318	529.0	708	70.3
	<b>Black or African American</b>	1,710	314	521.8	714	62.3	1,710	318	517.4	708	63.5
	<b>Hispanic or Latino</b>	2,999	314	498.3	701	63.8	2,998	318	497.1	690	62.7
	<b>Native Hawaiian or Other Pacific Islander</b>	65	326	498.6	602	55.4	65	328	493.6	595	57.9
	<b>Two or More Races</b>	1,076	314	497.5	714	70.0	1,076	318	495.6	708	68.9
	<b>White</b>	1,711	314	520.3	714	71.9	1,710	318	516.3	708	72.2
	<b>Other/Unknown</b>	109	314	534.6	694	68.7	107	318	530.4	689	68.9
<b>Other</b>	<b>IEP</b>	155	314	483.9	662	68.5	152	318	480.2	658	69.9

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	21	349	478.4	714	84.1	21	360	479.2	708	85.0
<b>Primary Disability</b>	<b>Autism</b>	46	314	457.2	589	76.0	44	318	453.4	591	77.4
	<b>Developmental Delay</b>	3					3				
	<b>Emotional Disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				
	<b>Multiple Disabilities</b>	6					5				
	<b>Other Health Impairment</b>	14	385	489.4	609	56.2	14	361	480.6	597	64.3
	<b>Specific Learning Disability</b>	7					7				
	<b>Speech or Language Impairment</b>	68	353	508.5	662	58.0	68	368	504.7	658	58.5
	<b>Visual Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.1: Screener Scale Score Summary by Subgroup – Beginning of Kindergarten (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		10,434	339	507.8	711	91.6	10,434	347	478.6	684	59.9
<b>Gender</b>	<b>Female</b>	4,712	339	514.6	711	92.3	4,712	347	478.5	684	59.0
	<b>Male</b>	4,912	339	500.7	711	90.2	4,912	347	478.5	684	61.0
	<b>Missing</b>	810	339	510.4	711	92.3	810	347	480.2	684	57.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	49	350	523.5	700	88.6	49	358	491.6	671	66.1
	<b>Asian</b>	2,720	339	532.1	711	88.9	2,720	347	497.2	684	69.0
	<b>Black or African American</b>	1,709	339	521.3	711	83.3	1,709	347	481.9	684	58.6
	<b>Hispanic or Latino</b>	2,998	339	481.4	705	87.5	2,998	347	464.3	677	46.8
	<b>Native Hawaiian or Other Pacific Islander</b>	65	344	483.3	665	73.1	65	370	458.0	526	42.3
	<b>Two or More Races</b>	1,076	339	481.3	711	93.8	1,076	347	466.3	684	55.2
	<b>White</b>	1,710	339	516.9	711	94.0	1,710	347	478.5	684	60.3
	<b>Other/Unknown</b>	107	339	541.2	698	89.0	107	347	489.3	674	63.5
<b>Other</b>	<b>IEP</b>	152	339	459.9	654	86.9	150	347	456.4	653	62.9

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	21	355	458.1	711	109.6	21	369	470.3	684	74.7
<b>Primary Disability</b>	<b>Autism</b>	44	339	421.8	611	75.7	43	347	451.5	624	79.5
	<b>Developmental Delay</b>	3					3				
	<b>Emotional Disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				
	<b>Multiple Disabilities</b>	5					4				
	<b>Other Health Impairment</b>	14	361	446.0	646	86.6	14	368	449.3	524	53.2
	<b>Specific Learning Disability</b>	7					7				
	<b>Speech or Language Impairment</b>	68	357	490.5	654	83.8	68	382	468.0	653	55.5
	<b>Visual Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

**Table S3.1: Screener Scale Score Summary by Subgroup – Beginning of Kindergarten (cont.)**

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		10,443	3978	5325.2	6375	501.1	10,443	3646	5095.2	6763	549.4
<b>Gender</b>	<b>Female</b>	4,714	3978	5352.5	6375	508.3	4,714	3646	5123.5	6763	551.0
	<b>Male</b>	4,919	3978	5300.8	6375	491.0	4,919	3646	5067.1	6763	546.3
	<b>Missing</b>	810	3978	5314.5	6375	511.6	810	3646	5101.8	6763	550.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	49	4099	5308.6	6178	545.0	49	3775	5168.7	6581	583.9
	<b>Asian</b>	2,724	3978	5428.0	6375	489.5	2,724	3646	5259.0	6763	567.7
	<b>Black or African American</b>	1,710	3978	5364.9	6375	465.7	1,710	3646	5157.7	6763	498.1
	<b>Hispanic or Latino</b>	2,999	3978	5230.4	6375	488.9	2,999	3646	4942.7	6670	490.0
	<b>Native Hawaiian or Other Pacific Islander</b>	65	3978	5231.3	6056	467.2	65	3821	4927.5	5614	417.6
	<b>Two or More Races</b>	1,076	3978	5209.2	6375	514.1	1,076	3646	4940.5	6763	552.8
	<b>White</b>	1,711	3978	5358.0	6375	523.0	1,711	3646	5130.6	6763	572.5
	<b>Other/Unknown</b>	109	3978	5434.9	6375	483.6	109	3646	5258.7	6546	541.6
<b>Other</b>	<b>IEP</b>	155	3978	5114.6	6375	520.3	155	3646	4811.3	6207	555.4

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	21	4104	5054.8	6375	585.6	21	3954	4826.6	6763	680.2
<b>Primary Disability</b>	<b>Autism</b>	46	3978	4918.0	5876	553.1	46	3646	4611.5	5761	602.3
	<b>Developmental Delay</b>	3					3				
	<b>Emotional Disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				
	<b>Multiple Disabilities</b>	6					6				
	<b>Other Health Impairment</b>	14	4336	5152.7	5954	441.6	14	3896	4770.0	5781	530.2
	<b>Specific Learning Disability</b>	7					7				
	<b>Speech or Language Impairment</b>	68	4150	5299.6	6375	459.0	68	4134	5008.4	6207	480.4
	<b>Visual Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

**Table S3.2: Screener Scale Score Summary by Subgroup – Kindergarten**

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		670	314	502.8	714	85.5	670	318	500.3	708	85.3
<b>Gender</b>	<b>Female</b>	282	314	506.1	714	87.6	282	318	504.8	708	86.1
	<b>Male</b>	347	314	501.0	714	83.1	347	318	497.9	708	83.8
	<b>Missing</b>	41	314	495.2	714	91.8	41	318	490.2	708	91.6
<b>Ethnicity</b>	<b>Asian</b>	135	314	525.8	714	89.1	135	318	520.1	708	92.0
	<b>Black or African American</b>	156	314	520.1	714	79.4	156	318	518.0	708	80.2
	<b>Hispanic or Latino</b>	181	314	481.6	714	80.7	181	318	482.4	708	78.1
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	96	314	494.5	694	71.5	96	318	492.1	689	71.7
	<b>White</b>	90	314	487.6	714	97.6	90	318	482.8	708	97.1
	<b>Other/Unknown</b>	7					7				
<b>Other</b>	<b>IEP</b>	24	314	467.3	599	69.1	24	318	459.1	598	66.6
	<b>Migrant</b>	2					2				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
Primary Disability	Autism	9					9				
	Developmental Delay	1					1				
	Intellectual Disability	3					3				
	Other Health Impairment	4					4				
	Specific Learning Disability	4					4				
	Speech or Language Impairment	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.2: 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>		670	339	482.6	711	99.9	670	347	492.9	684	80.4
<b>Gender</b>	<b>Female</b>	282	339	484.5	711	102.0	282	347	495.7	684	80.8
	<b>Male</b>	347	339	480.9	711	99.1	347	347	492.5	684	80.6
	<b>Missing</b>	41	339	482.8	711	95.0	41	347	477.3	684	76.7
<b>Ethnicity</b>	<b>Asian</b>	135	339	508.0	711	106.0	135	347	528.0	684	90.9
	<b>Black or African American</b>	156	339	503.7	711	95.9	156	347	499.7	684	73.9
	<b>Hispanic or Latino</b>	181	339	457.5	711	94.4	181	347	477.7	684	72.1
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	96	339	479.4	702	87.3	96	347	473.7	664	64.7
	<b>White</b>	90	339	461.3	711	105.2	90	347	481.0	684	86.8
	<b>Other/Unknown</b>	7					7				
<b>Other</b>	<b>IEP</b>	24	339	435.4	543	70.6	24	347	460.1	622	77.1
	<b>Migrant</b>	2					2				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
Primary Disability	Autism	9					9				
	Developmental Delay	1					1				
	Intellectual Disability	3					3				
	Other Health Impairment	4					4				
	Specific Learning Disability	4					4				
	Speech or Language Impairment	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.2: 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>		670	3978	5210.5	6454	584.7	670	3646	5021.2	6763	701.1
<b>Gender</b>	<b>Female</b>	282	3978	5237.5	6375	589.2	282	3646	5047.3	6763	712.5
	<b>Male</b>	347	3978	5193.6	6375	572.6	347	3646	5008.3	6763	693.8
	<b>Missing</b>	41	3978	5167.7	6454	658.9	41	3646	4950.8	6763	693.7
<b>Ethnicity</b>	<b>Asian</b>	135	3978	5314.9	6375	578.7	135	3646	5241.8	6763	768.6
	<b>Black or African American</b>	156	3978	5348.8	6375	562.1	156	3646	5151.3	6763	644.8
	<b>Hispanic or Latino</b>	181	3978	5076.5	6375	549.7	181	3646	4857.1	6763	647.5
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	96	3978	5176.9	6375	531.7	96	3646	4940.2	6530	574.9
	<b>White</b>	90	3978	5098.8	6454	665.2	90	3646	4875.9	6763	781.5
	<b>Other/Unknown</b>	7					7				
<b>Other</b>	<b>IEP</b>	24	3978	4967.1	5876	489.8	24	3646	4689.8	5813	565.9
	<b>Migrant</b>	2					2				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
Primary Disability	Autism	9					9				
	Developmental Delay	1					1				
	Intellectual Disability	3					3				
	Other Health Impairment	4					4				
	Specific Learning Disability	4					4				
	Speech or Language Impairment	1					1				

\* Scale scores cannot be compared across grade bands.

Table S3.3: 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>		2,080	288	489.5	678	91.2	2,079	286	472.8	704	91.8
<b>Gender</b>	<b>Female</b>	940	288	491.3	678	91.9	940	286	472.7	704	93.0
	<b>Male</b>	968	288	484.1	678	91.0	967	286	470.5	704	91.1
	<b>Missing</b>	172	298	510.1	668	86.2	172	298	485.9	684	88.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	490	288	525.5	678	96.3	490	286	517.6	704	101.0
	<b>Black or African American</b>	386	288	498.9	678	79.9	386	286	481.6	704	85.6
	<b>Hispanic or Latino</b>	544	288	463.9	678	80.7	544	286	443.8	704	74.1
	<b>Native Hawaiian or Other Pacific Islander</b>	20	360	503.1	606	68.3	20	322	464.0	580	65.5
	<b>Two or More Races</b>	242	288	479.1	678	86.7	242	286	450.8	704	82.1
	<b>White</b>	362	288	472.2	678	96.6	361	286	458.4	704	90.6
	<b>Other/Unknown</b>	28	361	530.4	663	87.4	28	343	502.4	682	103.7
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	22	288	466.2	572	77.8	21	286	449.2	587	64.1
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	6					6				
	<b>Intellectual Disability</b>	1					1				
	<b>Other Health Impairment</b>	1					1				
	<b>Specific Learning Disability</b>	3					3				
	<b>Speech or Language Impairment</b>	9					9				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.3: 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>		2,079	310	470.6	669	100.5	2,079	283	467.5	698	92.5
<b>Gender</b>	<b>Female</b>	940	310	470.6	669	102.1	940	283	468.5	698	93.9
	<b>Male</b>	967	310	468.2	669	100.2	967	283	464.2	698	92.0
	<b>Missing</b>	172	315	483.1	660	92.6	172	295	479.9	683	87.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	490	310	509.3	669	106.1	490	283	511.5	698	102.5
	<b>Black or African American</b>	386	310	492.3	669	84.2	386	283	474.9	698	85.5
	<b>Hispanic or Latino</b>	544	310	437.8	669	89.7	544	283	438.3	698	74.7
	<b>Native Hawaiian or Other Pacific Islander</b>	20	325	489.9	599	69.1	20	335	458.0	561	60.5
	<b>Two or More Races</b>	242	310	452.7	669	95.2	242	283	449.6	698	83.2
	<b>White</b>	361	310	451.9	669	105.2	361	283	453.9	698	92.4
	<b>Other/Unknown</b>	28	326	504.9	657	97.1	28	323	491.2	677	107.2
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	21	310	468.7	583	81.4	21	283	438.6	589	64.7
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	6					6				
	<b>Intellectual Disability</b>	1					1				
	<b>Other Health Impairment</b>	1					1				
	<b>Specific Learning Disability</b>	3					3				
	<b>Speech or Language Impairment</b>	9					9				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.3: 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>		2,080	3785	5069.4	6387	622.0	2,080	3364	4877.5	6629	746.8
<b>Gender</b>	<b>Female</b>	940	3785	5071.5	6387	626.1	940	3364	4883.8	6629	758.2
	<b>Male</b>	968	3785	5042.9	6387	616.1	968	3364	4850.0	6629	743.0
	<b>Missing</b>	172	3785	5207.2	6387	617.6	172	3502	4997.4	6526	694.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	490	3785	5345.8	6387	662.1	490	3364	5218.4	6629	815.3
	<b>Black or African American</b>	386	3785	5137.1	6387	567.6	386	3364	4977.1	6629	652.0
	<b>Hispanic or Latino</b>	544	3785	4886.1	6387	534.7	544	3364	4633.9	6629	620.9
	<b>Native Hawaiian or Other Pacific Islander</b>	20	4068	5109.1	5968	514.4	20	3718	4913.3	5741	512.3
	<b>Two or More Races</b>	242	3785	4949.3	6387	570.8	242	3364	4736.9	6629	684.3
	<b>White</b>	362	3785	4954.2	6387	631.3	362	3364	4744.1	6629	770.1
	<b>Other/Unknown</b>	28	4227	5345.0	6387	652.2	28	3747	5145.8	6485	789.5
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	22	3785	4908.5	5642	474.7	22	3364	4704.4	5755	555.3
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Autism</b>	6					6				
	<b>Intellectual Disability</b>	1					1				
	<b>Other Health Impairment</b>	1					1				
	<b>Specific Learning Disability</b>	3					3				
	<b>Speech or Language Impairment</b>	9					9				

\* Scale scores cannot be compared across grade bands.



**Table S3.4: 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>		1,514	286	468.4	710	83.6	1,512	278	453.2	734	91.8
<b>Gender</b>	<b>Female</b>	687	286	470.3	692	87.1	687	278	455.8	707	93.5
	<b>Male</b>	705	286	463.2	710	79.5	703	278	447.6	734	89.9
	<b>Missing</b>	122	286	487.5	686	83.9	122	278	471.0	706	90.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4					4				
	<b>Asian</b>	316	286	498.7	710	90.7	316	278	488.8	734	102.0
	<b>Black or African American</b>	256	323	483.7	682	76.9	256	300	469.6	691	85.7
	<b>Hispanic or Latino</b>	399	286	452.9	710	75.1	399	278	431.8	734	80.4
	<b>Native Hawaiian or Other Pacific Islander</b>	13	306	482.2	628	80.2	13	330	464.6	637	89.3
	<b>Two or More Races</b>	175	286	455.2	686	79.2	174	278	434.0	706	87.7
	<b>White</b>	327	286	451.0	670	84.5	327	278	440.6	700	89.7
	<b>Other/Unknown</b>	24	358	485.3	662	78.4	23	319	472.3	676	89.8
<b>Other</b>	<b>IEP</b>	10	422	488.9	631	61.1	10	366	445.5	686	93.1

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Emotional Disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	1					1				
	<b>Speech or Language Impairment</b>	3					3				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.4: 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>		1,512	292	446.2	703	104.9	1,512	276	449.4	737	93.4
<b>Gender</b>	<b>Female</b>	687	292	449.9	689	106.9	687	276	451.7	718	94.8
	<b>Male</b>	703	292	439.7	703	103.5	703	276	443.3	737	91.6
	<b>Missing</b>	122	292	462.5	684	99.3	122	276	470.8	700	92.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4					4				
	<b>Asian</b>	316	292	481.8	703	108.6	316	276	486.6	737	105.8
	<b>Black or African American</b>	256	303	468.8	681	92.6	256	296	465.2	707	86.9
	<b>Hispanic or Latino</b>	399	292	423.9	703	98.9	399	276	426.8	737	80.7
	<b>Native Hawaiian or Other Pacific Islander</b>	13	309	474.6	635	95.2	13	309	460.8	643	93.4
	<b>Two or More Races</b>	174	292	427.9	684	102.8	174	276	428.0	707	88.7
	<b>White</b>	327	292	427.1	680	105.8	327	276	438.3	695	90.2
	<b>Other/Unknown</b>	23	311	476.7	665	106.6	23	325	464.9	668	88.8
<b>Other</b>	<b>IEP</b>	10	400	467.6	671	81.3	10	372	438.7	683	91.2

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Emotional Disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	1					1				
	<b>Speech or Language Impairment</b>	3					3				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.4: 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>		1,514	3756	4908.0	6439	617.3	1,514	3326	4709.8	6880	743.5
<b>Gender</b>	<b>Female</b>	687	3756	4923.2	6439	637.1	687	3326	4731.9	6729	764.6
	<b>Male</b>	705	3756	4869.9	6439	591.6	705	3326	4662.0	6880	722.3
	<b>Missing</b>	122	3756	5042.4	6439	631.9	122	3326	4862.0	6665	722.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4					4				
	<b>Asian</b>	316	3756	5126.7	6439	650.6	316	3326	4994.0	6880	812.9
	<b>Black or African American</b>	256	3975	5034.4	6439	599.6	256	3547	4855.3	6641	676.3
	<b>Hispanic or Latino</b>	399	3756	4781.8	6439	555.8	399	3326	4542.3	6880	664.8
	<b>Native Hawaiian or Other Pacific Islander</b>	13	3977	5015.1	5983	599.9	13	3535	4839.3	6138	709.6
	<b>Two or More Races</b>	175	3756	4803.6	6439	587.1	175	3326	4562.1	6665	712.2
	<b>White</b>	327	3756	4794.2	6439	616.9	327	3326	4586.2	6599	736.9
	<b>Other/Unknown</b>	24	4046	5030.9	6439	585.3	24	3685	4871.4	6450	707.5
<b>Other</b>	<b>IEP</b>	10	4353	4965.0	6051	522.4	10	4211	4760.7	6428	648.5

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Emotional Disturbance</b>	1					1				
	<b>Hearing Impaired</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	1					1				
	<b>Speech or Language Impairment</b>	3					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.5: 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>		1,436	286	484.1	710	96.9	1,435	278	477.1	734	106.4
<b>Gender</b>	<b>Female</b>	663	286	485.8	710	97.0	663	278	477.8	734	107.7
	<b>Male</b>	681	286	483.4	710	96.5	680	278	476.8	734	105.6
	<b>Missing</b>	92	286	477.8	690	99.3	92	278	473.5	710	103.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	286	286	522.7	710	104.6	286	278	524.6	734	114.7
	<b>Black or African American</b>	242	286	511.9	710	85.9	242	278	501.4	734	98.2
	<b>Hispanic or Latino</b>	392	286	457.8	710	88.1	392	278	446.1	734	97.7
	<b>Native Hawaiian or Other Pacific Islander</b>	13	378	502.5	655	80.0	13	346	499.7	660	92.6
	<b>Two or More Races</b>	182	286	472.9	710	89.2	182	278	459.0	734	96.5
	<b>White</b>	304	314	463.4	710	95.5	303	295	460.1	734	100.9
	<b>Other/Unknown</b>	12	341	514.6	691	108.1	12	399	521.8	726	115.9
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	32	286	478.7	622	84.5	31	278	464.6	626	95.8
	<b>Migrant</b>	5					5				
<b>Primary Disability</b>	<b>Autism</b>	4					3				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	5					5				
	<b>Other Health Impairment</b>	6					6				
	<b>Specific Learning Disability</b>	5					5				
	<b>Speech or Language Impairment</b>	10	452	519.0	622	52.6	10	447	510.7	626	55.9
	<b>Traumatic Brain Injury</b>	1					1				
	<b>Visual Impairment</b>	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 3 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		1,435	292	461.6	703	120.4	1,435	276	475.3	737	108.1
<b>Gender</b>	<b>Female</b>	663	292	460.4	703	123.0	663	276	476.1	737	109.5
	<b>Male</b>	680	292	463.3	703	118.2	680	276	475.0	737	106.8
	<b>Missing</b>	92	292	456.5	686	118.9	92	276	472.1	716	107.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	286	292	507.5	703	126.5	286	276	525.0	737	116.1
	<b>Black or African American</b>	242	292	502.1	703	102.8	242	276	498.5	737	99.4
	<b>Hispanic or Latino</b>	392	292	426.8	703	114.9	392	276	442.4	737	100.0
	<b>Native Hawaiian or Other Pacific Islander</b>	13	331	491.3	660	93.5	13	358	495.4	657	90.5
	<b>Two or More Races</b>	182	292	448.7	703	112.2	182	276	456.0	737	95.1
	<b>White</b>	303	300	434.6	703	117.0	303	291	459.9	737	103.0
	<b>Other/Unknown</b>	12	334	495.7	698	118.0	12	390	528.3	730	116.2
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	31	292	472.4	637	101.4	31	276	455.9	625	97.7
	<b>Migrant</b>	5					5				
<b>Primary Disability</b>	<b>Autism</b>	3					3				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	5					5				
	<b>Other Health Impairment</b>	6					6				
	<b>Specific Learning Disability</b>	5					5				
	<b>Speech or Language Impairment</b>	10	401	505.1	581	55.5	10	410	498.9	602	59.1
	<b>Traumatic Brain Injury</b>	1					1				
	<b>Visual Impairment</b>	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 3 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		1,436	3756	5024.0	6439	694.5	1,436	3326	4874.2	6880	867.5
<b>Gender</b>	<b>Female</b>	663	3756	5034.3	6439	693.1	663	3326	4878.9	6880	879.1
	<b>Male</b>	681	3756	5021.1	6439	699.7	681	3326	4875.1	6880	857.7
	<b>Missing</b>	92	3756	4970.8	6439	670.1	92	3326	4833.6	6692	864.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	286	3756	5299.2	6439	725.3	286	3326	5245.4	6880	931.8
	<b>Black or African American</b>	242	3756	5225.9	6439	642.2	242	3326	5115.0	6880	770.3
	<b>Hispanic or Latino</b>	392	3756	4830.9	6439	632.1	392	3326	4617.5	6880	803.7
	<b>Native Hawaiian or Other Pacific Islander</b>	13	4091	5207.2	6187	633.9	13	4024	5059.3	6382	711.4
	<b>Two or More Races</b>	182	3756	4946.4	6439	671.5	182	3326	4750.7	6880	785.8
	<b>White</b>	304	3756	4877.3	6439	670.7	304	3497	4708.8	6880	836.7
	<b>Other/Unknown</b>	12	4232	5236.8	6329	715.8	12	3974	5203.8	6798	914.2
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	32	3756	5006.6	6439	623.5	32	3326	4815.4	6035	740.2
	<b>Migrant</b>	5					5				
<b>Primary Disability</b>	<b>Autism</b>	4					4				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	5					5				
	<b>Other Health Impairment</b>	6					6				
	<b>Specific Learning Disability</b>	5					5				
	<b>Speech or Language Impairment</b>	10	4898	5389.2	6439	455.5	10	4543	5164.3	5930	416.9
	<b>Traumatic Brain Injury</b>	1					1				
	<b>Visual Impairment</b>	2					2				

\* Scale scores cannot be compared across grade bands.

**Table S3.6: 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>		1,253	270	472.1	778	117.6	1,252	270	475.4	795	115.3
<b>Gender</b>	<b>Female</b>	564	270	475.7	778	119.0	564	270	477.9	795	117.6
	<b>Male</b>	603	270	468.3	778	115.3	602	270	472.4	795	112.3
	<b>Missing</b>	86	270	475.8	778	124.4	86	270	479.8	795	121.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	270	270	538.5	778	122.9	270	270	540.1	795	124.1
	<b>Black or African American</b>	235	275	485.8	734	101.7	235	280	484.8	756	102.2
	<b>Hispanic or Latino</b>	345	270	435.5	778	108.1	344	270	440.6	795	104.4
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	135	270	454.4	778	106.3	135	270	455.8	795	102.9
	<b>White</b>	245	270	449.4	745	113.9	245	270	456.4	762	109.3
	<b>Other/Unknown</b>	15	317	451.3	663	113.2	15	352	465.1	706	110.3
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	11	349	444.8	532	53.3	10	314	445.3	516	64.6
	<b>Migrant</b>	10	344	407.4	542	67.1	10	341	411.8	505	54.3
<b>Primary Disability</b>	<b>Autism</b>	3					2				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Specific Learning Disability</b>	7					7				
	<b>Speech or Language Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.6: 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>		1,252	270	476.3	786	148.4	1,252	268	472.2	797	124.1
<b>Gender</b>	<b>Female</b>	564	270	478.5	786	150.3	564	268	476.8	797	125.5
	<b>Male</b>	602	270	472.9	786	145.5	602	268	467.4	797	121.8
	<b>Missing</b>	86	270	485.8	786	157.1	86	268	476.4	797	130.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	270	270	557.4	786	147.3	270	268	541.7	797	131.3
	<b>Black or African American</b>	235	273	501.9	761	129.7	235	275	484.2	748	111.2
	<b>Hispanic or Latino</b>	344	270	426.9	786	138.1	344	268	433.0	797	111.5
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	135	270	459.2	786	138.6	135	268	452.6	797	112.8
	<b>White</b>	245	270	443.6	765	145.4	245	268	452.0	753	118.2
	<b>Other/Unknown</b>	15	301	453.0	721	141.6	15	329	459.5	700	118.6
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	10	332	486.3	552	65.6	10	318	434.6	505	61.8
	<b>Migrant</b>	10	301	414.4	571	89.8	10	329	406.4	522	53.8
<b>Primary Disability</b>	<b>Autism</b>	2					2				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Specific Learning Disability</b>	7					7				
	<b>Speech or Language Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.6: 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>		1,253	3649	4928.6	6700	715.9	1,253	3237	4878.1	7401	1012.0
<b>Gender</b>	<b>Female</b>	564	3649	4942.5	6700	727.0	564	3237	4905.0	7401	1025.3
	<b>Male</b>	603	3649	4913.9	6700	702.7	603	3237	4846.9	7401	991.7
	<b>Missing</b>	86	3649	4940.4	6700	740.9	86	3237	4920.6	7401	1068.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	270	3649	5328.5	6700	739.5	270	3237	5450.4	7401	1050.6
	<b>Black or African American</b>	235	3649	5006.8	6627	633.6	235	3288	5002.4	7086	886.3
	<b>Hispanic or Latino</b>	345	3649	4716.6	6700	671.7	345	3237	4552.5	7401	924.6
	<b>Native Hawaiian or Other Pacific Islander</b>	5					5				
	<b>Two or More Races</b>	135	3649	4812.9	6700	641.1	135	3237	4728.0	7401	922.4
	<b>White</b>	245	3649	4787.9	6700	683.5	245	3237	4685.9	7165	975.2
	<b>Other/Unknown</b>	15	4066	4822.2	6331	697.3	15	3707	4743.9	6580	971.5
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	11	4018	4769.8	5440	424.7	11	3683	4682.5	5321	459.8
	<b>Migrant</b>	10	4085	4527.8	5454	475.1	10	3707	4364.2	5397	524.2
<b>Primary Disability</b>	<b>Autism</b>	3					3				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Specific Learning Disability</b>	7					7				
	<b>Speech or Language Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

**Table S3.7: 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>		1,267	270	478.3	778	123.6	1,267	270	482.7	795	121.1
<b>Gender</b>	<b>Female</b>	575	270	484.8	778	127.1	575	270	488.0	795	124.9
	<b>Male</b>	595	270	469.9	778	117.5	595	270	475.1	795	114.1
	<b>Missing</b>	97	270	490.6	772	136.9	97	270	498.3	786	137.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	242	270	543.7	778	130.6	242	270	543.1	795	136.1
	<b>Black or African American</b>	210	270	489.0	768	115.3	210	270	492.6	781	114.1
	<b>Hispanic or Latino</b>	381	270	457.7	778	114.1	381	270	464.9	795	107.2
	<b>Native Hawaiian or Other Pacific Islander</b>	9					9				
	<b>Two or More Races</b>	136	270	453.8	757	129.2	136	270	463.1	775	124.2
	<b>White</b>	260	270	449.9	768	111.3	260	270	454.6	781	109.6
	<b>Other/Unknown</b>	23	312	507.3	772	133.8	23	313	505.7	786	133.2
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	14	270	413.1	633	89.7	14	270	415.6	627	83.7
	<b>Migrant</b>	6					6				
<b>Primary Disability</b>	<b>Autism</b>	4					4				
	<b>Intellectual Disability</b>	3					3				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	4					4				
	<b>Speech or Language Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

**Table S3.7: 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>		1,268	270	475.7	786	153.2	1,267	268	480.6	797	129.4
<b>Gender</b>	<b>Female</b>	576	270	481.1	786	155.4	575	268	487.5	797	133.1
	<b>Male</b>	595	270	467.5	786	148.4	595	268	471.4	797	122.6
	<b>Missing</b>	97	270	493.7	782	167.1	97	268	495.6	791	143.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	242	270	553.6	786	154.1	242	268	546.9	797	140.5
	<b>Black or African American</b>	211	270	499.9	780	141.0	210	268	492.3	787	123.3
	<b>Hispanic or Latino</b>	381	270	450.2	786	147.8	381	268	459.4	797	115.4
	<b>Native Hawaiian or Other Pacific Islander</b>	9					9				
	<b>Two or More Races</b>	136	270	444.8	773	158.8	136	268	456.8	770	135.6
	<b>White</b>	260	270	435.7	780	137.8	260	268	451.7	787	116.9
	<b>Other/Unknown</b>	23	290	497.6	782	161.1	23	319	507.7	791	141.1
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	15	270	414.6	637	107.4	14	268	406.3	623	85.8
	<b>Migrant</b>	6					6				
<b>Primary Disability</b>	<b>Autism</b>	4					4				
	<b>Intellectual Disability</b>	3					3				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	4					4				
	<b>Speech or Language Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.7: 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>		1,267	3649	4970.8	6700	755.7	1,268	3237	4921.5	7401	1055.5
<b>Gender</b>	<b>Female</b>	575	3649	5002.7	6700	774.7	576	3237	4969.7	7401	1080.8
	<b>Male</b>	595	3649	4927.1	6700	719.5	595	3237	4855.0	7401	1007.0
	<b>Missing</b>	97	3649	5049.7	6627	846.2	97	3237	5044.0	7352	1172.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	242	3649	5344.4	6700	803.2	242	3237	5468.8	7401	1118.7
	<b>Black or African American</b>	210	3649	5033.9	6627	706.2	211	3237	5035.5	7323	985.9
	<b>Hispanic or Latino</b>	381	3649	4866.4	6700	705.4	381	3237	4750.2	7401	970.7
	<b>Native Hawaiian or Other Pacific Islander</b>	9					9				
	<b>Two or More Races</b>	136	3649	4826.2	6700	767.8	136	3237	4718.3	7242	1100.0
	<b>White</b>	260	3649	4796.5	6700	693.9	260	3237	4668.5	7323	953.2
<b>Other/Unknown</b>	23	3843	5127.7	6627	822.6	23	3543	5126.9	7352	1146.3	
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	14	3649	4569.2	6085	584.3	15	3237	4375.8	6151	701.5
	<b>Migrant</b>	6					6				
<b>Primary Disability</b>	<b>Autism</b>	4					4				
	<b>Intellectual Disability</b>	3					3				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	4					4				
	<b>Speech or Language Impairment</b>	1					1				

\* Scale scores cannot be compared across grade bands.



**Table S3.8: 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>		1,041	279	479.7	738	107.5	1,041	296	484.3	733	104.8
<b>Gender</b>	<b>Female</b>	460	279	485.0	738	109.2	460	296	489.5	733	107.6
	<b>Male</b>	522	279	476.6	738	106.2	522	296	481.6	733	102.9
	<b>Missing</b>	59	292	466.3	722	104.8	59	311	468.2	723	98.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	186	279	531.5	738	119.1	186	296	538.5	733	115.1
	<b>Black or African American</b>	183	308	496.7	722	96.2	183	337	498.8	723	94.3
	<b>Hispanic or Latino</b>	289	279	458.3	738	99.7	289	296	464.4	733	96.6
	<b>Native Hawaiian or Other Pacific Islander</b>	17	363	474.6	630	80.9	17	349	473.4	603	74.3
	<b>Two or More Races</b>	129	279	469.9	738	102.9	129	296	474.8	733	98.3
	<b>White</b>	214	292	455.5	738	102.6	214	311	458.8	733	102.0
	<b>Other/Unknown</b>	21	279	484.1	707	125.9	21	296	489.8	704	114.5
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	15	279	478.1	639	77.2	15	296	470.9	622	75.7
	<b>Migrant</b>	7					7				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Developmental Delay</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	3					3				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	8					8				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.8: 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>		1,041	296	483.8	732	125.4	1,041	281	481.1	741	112.1
<b>Gender</b>	<b>Female</b>	460	296	488.3	732	128.8	460	281	487.3	741	114.8
	<b>Male</b>	522	296	482.1	732	122.9	522	281	477.3	741	110.4
	<b>Missing</b>	59	304	464.0	725	119.2	59	308	466.3	731	105.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	186	296	549.2	732	127.8	186	281	536.3	741	123.4
	<b>Black or African American</b>	183	315	508.0	725	107.9	183	327	496.6	731	100.9
	<b>Hispanic or Latino</b>	289	296	454.7	732	121.8	289	281	459.1	741	103.3
	<b>Native Hawaiian or Other Pacific Islander</b>	17	325	495.7	678	96.7	17	334	477.6	652	96.2
	<b>Two or More Races</b>	129	296	468.4	732	120.9	129	281	471.5	741	106.6
	<b>White</b>	214	304	452.9	732	119.1	214	307	455.3	741	107.7
	<b>Other/Unknown</b>	21	296	508.8	714	150.1	21	281	493.8	698	128.7
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	15	296	477.0	636	93.4	15	281	468.9	662	90.9
	<b>Migrant</b>	7					7				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Developmental Delay</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	3					3				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	8					8				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.8: 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>		1,041	3803	4996.3	6476	687.4	1,041	3388	4950.1	6974	897.1
<b>Gender</b>	<b>Female</b>	460	3803	5024.3	6476	692.5	460	3388	4993.2	6974	917.9
	<b>Male</b>	522	3803	4981.7	6476	684.2	522	3388	4926.8	6974	882.9
	<b>Missing</b>	59	3803	4907.6	6380	675.7	59	3513	4820.2	6889	851.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2					2				
	<b>Asian</b>	186	3803	5317.4	6476	738.1	186	3388	5407.8	6974	967.1
	<b>Black or African American</b>	183	4023	5114.1	6476	640.3	183	3693	5097.5	6889	792.7
	<b>Hispanic or Latino</b>	289	3803	4868.8	6476	641.6	289	3388	4763.4	6974	841.8
	<b>Native Hawaiian or Other Pacific Islander</b>	17	4283	4913.2	5712	454.0	17	3796	4931.3	6174	690.9
	<b>Two or More Races</b>	129	3803	4938.6	6476	651.9	129	3388	4859.7	6974	849.9
	<b>White</b>	214	3803	4836.2	6476	670.8	214	3513	4732.0	6974	861.5
	<b>Other/Unknown</b>	21	3803	4983.8	6476	738.9	21	3388	5052.2	6746	1036.5
<b>Other</b>	<b>Gifted</b>	2					2				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	15	3803	4978.4	5797	466.1	15	3388	4884.0	6215	661.6
	<b>Migrant</b>	7					7				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Developmental Delay</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	3					3				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	8					8				

\* Scale scores cannot be compared across grade bands.

Table S3.9: 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>		1,022	279	480.3	738	108.5	1,022	296	487.5	733	106.1
<b>Gender</b>	<b>Female</b>	462	279	483.9	738	113.2	462	296	491.7	733	110.5
	<b>Male</b>	494	279	477.7	738	105.3	494	296	484.5	733	103.0
	<b>Missing</b>	66	296	474.5	685	99.6	66	336	480.3	691	97.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	163	351	543.2	738	111.1	163	352	547.8	733	109.9
	<b>Black or African American</b>	170	279	498.0	738	101.1	170	296	505.6	733	101.1
	<b>Hispanic or Latino</b>	326	279	451.0	738	98.8	326	296	460.1	733	94.8
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	115	279	486.1	738	114.9	115	296	489.5	733	113.0
	<b>White</b>	220	292	455.6	738	99.2	220	311	464.5	733	97.2
	<b>Other/Unknown</b>	18	401	563.2	685	95.9	18	378	562.3	696	102.4
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	13	406	519.3	600	52.3	13	420	510.5	592	49.1
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	9					9				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.9: 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>		1,022	296	483.3	732	124.6	1,022	281	483.2	741	112.9
<b>Gender</b>	<b>Female</b>	462	296	486.3	732	127.8	462	281	487.5	741	118.0
	<b>Male</b>	494	296	481.3	732	121.9	494	281	480.3	741	109.2
	<b>Missing</b>	66	307	477.6	700	123.5	66	300	475.2	700	103.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	163	334	554.4	732	117.2	163	351	549.3	741	116.6
	<b>Black or African American</b>	170	296	510.8	732	114.3	170	281	500.7	741	106.5
	<b>Hispanic or Latino</b>	326	296	446.1	732	119.7	326	281	453.2	741	102.4
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	115	296	479.9	732	135.3	115	281	485.0	741	120.2
	<b>White</b>	220	310	460.5	732	111.7	220	296	460.2	741	101.6
	<b>Other/Unknown</b>	18	367	573.4	710	99.6	18	398	562.2	705	107.1
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	13	393	516.1	636	83.5	13	408	511.1	586	61.7
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	9					9				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

**Table S3.9: 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>		1,023	3803	5006.8	6476	697.5	1,022	3388	4960.8	6974	898.1
<b>Gender</b>	<b>Female</b>	462	3803	5028.2	6476	720.3	462	3388	4989.8	6974	932.6
	<b>Male</b>	495	3803	4990.7	6476	682.6	494	3388	4940.5	6974	871.7
	<b>Missing</b>	66	3978	4978.4	6356	650.2	66	3554	4909.5	6549	851.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3					3				
	<b>Asian</b>	164	4101	5383.9	6476	709.6	163	3920	5485.0	6974	899.3
	<b>Black or African American</b>	170	3803	5131.0	6476	668.3	170	3388	5125.4	6974	835.4
	<b>Hispanic or Latino</b>	326	3803	4825.5	6476	624.9	326	3388	4710.2	6974	827.2
	<b>Native Hawaiian or Other Pacific Islander</b>	7					7				
	<b>Two or More Races</b>	115	3803	5050.6	6476	738.1	115	3388	4972.4	6974	965.3
	<b>White</b>	220	3803	4847.2	6476	654.8	220	3595	4772.7	6974	810.4
	<b>Other/Unknown</b>	18	4375	5519.6	6356	617.6	18	4167	5619.1	6665	803.8
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	13	4532	5277.1	5885	352.5	13	4348	5216.2	5846	481.5
	<b>Migrant</b>	3					3				
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Multiple Disabilities</b>	1					1				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	9					9				

\* Scale scores cannot be compared across grade bands.

**Table S3.10: 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>		1,019	279	473.2	738	114.9	1,019	296	485.2	733	110.5
<b>Gender</b>	<b>Female</b>	435	279	479.8	738	116.5	435	296	492.2	733	109.8
	<b>Male</b>	525	279	466.0	738	112.5	525	296	477.4	733	109.8
	<b>Missing</b>	59	305	488.9	726	120.9	59	312	502.1	725	117.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	143	333	549.6	738	119.3	143	346	559.1	733	112.2
	<b>Black or African American</b>	182	279	498.6	738	110.9	182	296	510.3	733	104.3
	<b>Hispanic or Latino</b>	348	279	441.7	738	106.8	348	296	455.5	733	104.0
	<b>Native Hawaiian or Other Pacific Islander</b>	9					9				
	<b>Two or More Races</b>	108	279	461.0	722	102.5	108	296	471.2	723	97.8
	<b>White</b>	208	279	452.9	738	106.1	208	296	465.8	733	104.4
	<b>Other/Unknown</b>	13	375	547.0	738	115.1	13	402	559.2	733	101.1
<b>Other</b>	<b>Home Schooled</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	12	351	448.0	542	70.6	12	400	468.2	536	54.4
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3					3				
	<b>Multiple Disabilities</b>	2					2				
	<b>Other Health Impairment</b>	1					1				
	<b>Specific Learning Disability</b>	6					6				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.10: 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>		1,019	296	475.3	732	128.4	1,019	281	478.5	741	117.6
<b>Gender</b>	<b>Female</b>	435	296	485.5	732	131.5	435	281	486.0	741	119.2
	<b>Male</b>	525	296	465.7	732	124.5	525	281	470.6	741	115.1
	<b>Missing</b>	59	305	485.7	727	135.2	59	297	493.3	734	124.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	143	323	561.3	732	121.7	143	331	558.8	741	120.3
	<b>Black or African American</b>	182	296	508.4	732	119.1	182	281	505.7	741	111.4
	<b>Hispanic or Latino</b>	348	296	435.2	732	124.0	348	281	445.2	741	109.6
	<b>Native Hawaiian or Other Pacific Islander</b>	9					9				
	<b>Two or More Races</b>	108	296	464.8	725	116.5	108	281	462.0	731	105.5
	<b>White</b>	208	296	453.2	732	117.8	208	281	458.9	741	109.1
	<b>Other/Unknown</b>	13	405	575.6	732	100.9	13	397	560.0	741	107.9
<b>Other</b>	<b>Home Schooled</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	12	334	461.4	552	70.7	12	365	457.4	524	56.6
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3					3				
	<b>Multiple Disabilities</b>	2					2				
	<b>Other Health Impairment</b>	1					1				
	<b>Specific Learning Disability</b>	6					6				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.10: 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>		1,019	3803	4973.3	6476	729.1	1,019	3388	4916.0	6974	937.7
<b>Gender</b>	<b>Female</b>	435	3803	5008.9	6476	723.2	435	3388	4980.4	6974	950.1
	<b>Male</b>	525	3803	4930.4	6476	727.5	525	3388	4849.7	6974	917.3
	<b>Missing</b>	59	3933	5092.0	6476	772.0	59	3499	5030.8	6910	995.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8					8				
	<b>Asian</b>	143	3916	5432.7	6476	723.5	143	3826	5554.0	6974	937.7
	<b>Black or African American</b>	182	3803	5148.7	6476	713.7	182	3388	5141.7	6974	880.6
	<b>Hispanic or Latino</b>	348	3803	4779.1	6476	689.8	348	3388	4643.0	6974	886.0
	<b>Native Hawaiian or Other Pacific Islander</b>	9					9				
	<b>Two or More Races</b>	108	3803	4904.9	6476	668.2	108	3388	4807.8	6889	841.6
	<b>White</b>	208	3803	4840.2	6476	676.7	208	3388	4752.2	6974	866.0
	<b>Other/Unknown</b>	13	4226	5419.1	6476	682.3	13	4322	5587.8	6974	837.8
<b>Other</b>	<b>Home Schooled</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	12	4162	4847.7	5431	462.9	12	4006	4771.4	5356	472.1
	<b>Migrant</b>	4					4				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3					3				
	<b>Multiple Disabilities</b>	2					2				
	<b>Other Health Impairment</b>	1					1				
	<b>Specific Learning Disability</b>	6					6				

\* Scale scores cannot be compared across grade bands.

**Table S3.11: 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>		1,602	302	464.3	731	102.6	1,600	312	468.7	733	99.1
<b>Gender</b>	<b>Female</b>	693	302	473.6	731	104.7	693	312	478.1	733	101.6
	<b>Male</b>	804	302	455.8	731	98.5	802	312	460.1	733	95.3
	<b>Missing</b>	105	302	468.4	723	113.1	105	312	471.8	722	106.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	146	302	543.5	731	117.2	146	312	544.3	733	115.7
	<b>Black or African American</b>	293	302	498.7	731	103.0	291	312	502.4	733	100.0
	<b>Hispanic or Latino</b>	537	302	431.4	731	89.9	537	312	437.5	733	86.6
	<b>Native Hawaiian or Other Pacific Islander</b>	8					8				
	<b>Two or More Races</b>	303	302	450.5	731	97.2	303	312	453.7	733	92.5
	<b>White</b>	291	302	461.5	731	90.3	291	312	467.4	733	88.5
	<b>Other/Unknown</b>	18	352	514.8	695	92.6	18	381	510.2	682	88.4
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	13	374	539.3	640	82.0	12	430	554.5	653	80.2
	<b>Migrant</b>	7					7				
<b>Primary Disability</b>	<b>Autism</b>	2					2				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	7					7				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.11: 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>		1,600	334	479.8	722	111.0	1,600	318	471.4	732	98.1
<b>Gender</b>	<b>Female</b>	693	334	489.4	722	113.6	693	318	480.4	732	100.3
	<b>Male</b>	802	334	471.4	722	107.3	802	318	463.0	732	93.9
	<b>Missing</b>	105	334	480.3	718	117.8	105	318	476.0	726	109.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	146	334	560.6	722	118.9	146	318	545.8	732	113.0
	<b>Black or African American</b>	291	334	520.3	722	107.1	291	318	505.0	732	100.1
	<b>Hispanic or Latino</b>	537	334	443.6	722	100.1	537	318	440.0	732	84.9
	<b>Native Hawaiian or Other Pacific Islander</b>	8					8				
	<b>Two or More Races</b>	303	334	468.0	722	108.6	303	318	459.0	732	93.6
	<b>White</b>	291	334	473.7	722	98.6	291	318	467.7	732	85.4
	<b>Other/Unknown</b>	18	357	546.6	706	99.9	18	364	517.6	703	88.9
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	12	459	584.2	684	60.5	12	440	551.4	648	65.8
	<b>Migrant</b>	7					7				
<b>Primary Disability</b>	<b>Autism</b>	2					2				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	7					7				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.11: 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>		1,602	3818	4885.1	6522	687.8	1,602	3628	4864.5	6922	816.3
<b>Gender</b>	<b>Female</b>	693	3818	4948.9	6522	703.8	693	3628	4940.1	6922	836.8
	<b>Male</b>	804	3818	4827.3	6522	662.7	804	3628	4795.8	6922	782.7
	<b>Missing</b>	105	3818	4906.2	6444	735.8	105	3628	4890.8	6868	890.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6					6				
	<b>Asian</b>	146	3818	5406.8	6522	784.1	146	3628	5490.0	6922	923.2
	<b>Black or African American</b>	293	3818	5115.9	6522	697.3	293	3628	5151.0	6922	813.4
	<b>Hispanic or Latino</b>	537	3818	4669.5	6522	604.3	537	3628	4597.9	6922	719.0
	<b>Native Hawaiian or Other Pacific Islander</b>	8					8				
	<b>Two or More Races</b>	303	3818	4780.5	6522	642.2	303	3628	4757.1	6922	772.9
	<b>White</b>	291	3818	4876.7	6522	617.6	291	3628	4836.8	6922	719.7
<b>Other/Unknown</b>	18	4231	5187.6	6188	601.8	18	3985	5288.0	6682	739.1	
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>IEP</b>	13	4256	5425.9	6335	657.1	13	4313	5498.6	6295	606.1
	<b>Migrant</b>	7					7				
<b>Primary Disability</b>	<b>Autism</b>	2					2				
	<b>Other Health Impairment</b>	2					2				
	<b>Specific Learning Disability</b>	7					7				

\* Scale scores cannot be compared across grade bands.



Table S3.12: 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>		920	302	496.0	731	106.9	921	312	499.9	733	102.9
<b>Gender</b>	<b>Female</b>	396	302	507.0	731	108.9	397	312	512.4	733	103.9
	<b>Male</b>	434	302	492.2	731	103.5	434	312	493.8	733	100.0
	<b>Missing</b>	90	302	466.2	697	108.6	90	312	474.7	700	106.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	111	379	579.9	731	98.3	112	372	580.4	733	93.7
	<b>Black or African American</b>	157	302	523.2	731	100.3	157	312	524.4	733	97.3
	<b>Hispanic or Latino</b>	310	302	461.8	723	99.1	310	312	468.2	722	94.6
	<b>Native Hawaiian or Other Pacific Islander</b>	8					8				
	<b>Two or More Races</b>	112	330	483.5	723	97.3	112	332	487.1	722	94.3
	<b>White</b>	203	302	491.1	731	107.5	203	312	494.4	733	105.0
	<b>Other/Unknown</b>	14	319	473.2	645	91.3	14	330	488.3	604	81.1
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Home Schooled	1					1				
	IEP	7					7				
	Migrant	4					4				
Primary Disability	Autism	2					2				
	Multiple Disabilities	1					1				
	Other Health Impairment	1					1				
	Specific Learning Disability	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 10 (cont.)

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		920	334	508.4	722	116.1	921	318	500.9	732	102.7
<b>Gender</b>	<b>Female</b>	396	334	522.0	722	116.4	397	318	513.1	732	104.7
	<b>Male</b>	434	334	504.9	722	113.8	434	318	495.6	732	99.6
	<b>Missing</b>	90	334	465.7	707	115.1	90	318	472.3	702	102.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	111	370	593.6	722	96.6	112	386	580.6	732	96.7
	<b>Black or African American</b>	157	334	546.6	722	107.5	157	318	528.7	732	98.6
	<b>Hispanic or Latino</b>	310	334	466.7	718	110.9	310	318	468.8	726	94.5
	<b>Native Hawaiian or Other Pacific Islander</b>	8					8				
	<b>Two or More Races</b>	112	345	496.6	718	109.4	112	339	489.8	726	93.0
	<b>White</b>	203	334	504.3	722	113.9	203	318	493.0	732	102.2
	<b>Other/Unknown</b>	14	344	501.1	685	102.2	14	353	485.2	664	83.9
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Home Schooled	1					1				
	IEP	7					7				
	Migrant	4					4				
Primary Disability	Autism	2					2				
	Multiple Disabilities	1					1				
	Other Health Impairment	1					1				
	Specific Learning Disability	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 10 (cont.)

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
<b>Total</b>		921	3818	5103.4	6522	710.1	921	3628	5109.3	6922	851.8
<b>Gender</b>	<b>Female</b>	397	3818	5171.7	6522	708.5	397	3628	5209.6	6922	858.2
	<b>Male</b>	434	3818	5074.9	6522	694.7	434	3628	5071.3	6922	831.0
	<b>Missing</b>	90	3818	4940.2	6522	761.1	90	3628	4850.1	6682	862.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5					5				
	<b>Asian</b>	112	4221	5641.1	6522	620.6	112	4154	5771.8	6922	760.8
	<b>Black or African American</b>	157	3818	5266.1	6522	664.2	157	3628	5350.9	6922	800.4
	<b>Hispanic or Latino</b>	310	3818	4884.8	6522	664.5	310	3628	4824.5	6868	793.3
	<b>Native Hawaiian or Other Pacific Islander</b>	8					8				
	<b>Two or More Races</b>	112	3979	5020.7	6522	667.1	112	3765	5012.4	6868	776.3
	<b>White</b>	203	3818	5075.1	6522	724.0	203	3628	5063.1	6922	851.5
	<b>Other/Unknown</b>	14	3818	4969.0	5748	593.2	14	3807	5006.5	6351	705.0
<b>Other</b>	<b>Gifted</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	Home Schooled	1					1				
	IEP	7					7				
	Migrant	4					4				
Primary Disability	Autism	2					2				
	Multiple Disabilities	1					1				
	Other Health Impairment	1					1				
	Specific Learning Disability	3					3				

\* Scale scores cannot be compared across grade bands.

**Table S3.13: 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>		583	302	520.5	731	109.0	583	312	526.1	733	103.5
<b>Gender</b>	<b>Female</b>	278	302	523.4	731	109.7	278	312	529.3	733	103.0
	<b>Male</b>	263	302	515.4	731	107.8	263	312	520.5	733	103.7
	<b>Missing</b>	42	355	533.2	731	113.0	42	354	540.4	733	106.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4					4				
	<b>Asian</b>	87	386	567.4	731	95.1	87	385	571.6	733	90.4
	<b>Black or African American</b>	90	347	520.5	723	94.3	90	356	523.6	722	88.8
	<b>Hispanic or Latino</b>	186	302	478.6	731	104.2	186	312	486.7	733	99.1
	<b>Native Hawaiian or Other Pacific Islander</b>	4					4				
	<b>Two or More Races</b>	32	371	561.0	723	117.9	32	357	565.2	722	108.2
	<b>White</b>	171	363	535.5	731	111.8	171	371	540.6	733	107.0
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>IEP</b>	4					4				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	11	387	568.2	690	101.2	11	411	573.9	693	89.4
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other Health Impairment</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 S3.13: 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>		583	334	534.3	722	115.7	583	318	525.1	732	105.1
<b>Gender</b>	<b>Female</b>	278	334	539.0	722	114.6	278	318	529.3	732	104.6
	<b>Male</b>	263	334	528.0	722	116.5	263	318	518.6	732	105.0
	<b>Missing</b>	42	357	543.2	722	118.8	42	376	537.9	732	108.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4					4				
	<b>Asian</b>	87	372	589.3	722	96.8	87	392	570.0	732	95.6
	<b>Black or African American</b>	90	353	542.3	718	102.6	90	356	526.0	726	95.0
	<b>Hispanic or Latino</b>	186	334	487.4	722	118.1	186	318	486.0	732	99.4
	<b>Native Hawaiian or Other Pacific Islander</b>	4					4				
	<b>Two or More Races</b>	32	358	570.2	718	114.3	32	368	568.5	726	113.3
	<b>White</b>	171	365	548.1	722	111.4	171	370	536.7	732	105.7
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>IEP</b>	4					4				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	11	379	587.4	704	95.7	11	417	570.0	678	86.9
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other Health Impairment</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 S3.13: 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>		583	3818	5273.0	6522	715.6	583	3628	5313.5	6922	861.8
<b>Gender</b>	<b>Female</b>	278	3818	5290.4	6522	721.2	278	3628	5346.0	6922	857.3
	<b>Male</b>	263	3818	5239.6	6522	706.6	263	3628	5264.0	6922	863.1
	<b>Missing</b>	42	4055	5366.6	6522	739.3	42	4016	5408.7	6922	885.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4					4				
	<b>Asian</b>	87	4330	5567.9	6522	601.3	87	4244	5706.5	6922	740.1
	<b>Black or African American</b>	90	4151	5259.3	6522	609.8	90	3905	5327.1	6868	757.1
	<b>Hispanic or Latino</b>	186	3818	5000.9	6522	690.3	186	3628	4974.5	6922	840.9
	<b>Native Hawaiian or Other Pacific Islander</b>	4					4				
	<b>Two or More Races</b>	32	4231	5509.6	6522	730.3	32	3954	5629.5	6868	900.7
	<b>White</b>	171	4154	5387.2	6522	754.0	171	4077	5423.8	6922	864.9
	<b>Other/Unknown</b>	9					9				
<b>Other</b>	<b>IEP</b>	4					4				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	11	4329	5621.5	6444	696.5	11	4467	5712.9	6638	731.4
<b>Primary Disability</b>	<b>Autism</b>	1					1				
	<b>Intellectual Disability</b>	1					1				
	<b>Other Health Impairment</b>	1					1				
	<b>Specific Learning Disability</b>	1					1				

\* Scale scores cannot be compared across grade bands.

**Table S3.14: 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>		329	302	538.2	731	108.4	329	312	541.0	733	105.0
<b>Gender</b>	<b>Female</b>	153	327	552.1	731	109.5	153	330	554.7	733	106.9
	<b>Male</b>	154	302	526.7	731	107.6	154	312	529.5	733	103.5
	<b>Missing</b>	22	351	522.3	703	99.0	22	380	526.3	708	93.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	40	352	577.7	731	102.6	40	352	581.8	733	100.1
	<b>Black or African American</b>	68	366	538.9	731	111.8	68	357	541.7	733	106.0
	<b>Hispanic or Latino</b>	95	302	505.5	731	109.3	95	312	511.4	733	105.4
	<b>Native Hawaiian or Other Pacific Islander</b>	3					3				
	<b>Two or More Races</b>	16	379	528.7	731	92.5	16	365	522.6	733	98.1
	<b>White</b>	102	327	554.3	731	104.8	102	330	554.9	733	102.1
	<b>Other/Unknown</b>	4					4				
<b>Other</b>	<b>IEP</b>	1					1				

Subgroup	Status	Listening					Reading				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	2					2				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.

Table S3.14: 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>		329	334	553.9	722	112.2	329	318	539.9	732	106.4
<b>Gender</b>	<b>Female</b>	153	344	569.3	722	110.8	153	337	555.4	732	108.3
	<b>Male</b>	154	334	542.4	722	114.0	154	318	528.0	732	104.6
	<b>Missing</b>	22	374	527.6	709	99.0	22	373	515.9	693	93.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	40	415	596.9	722	95.7	40	362	575.4	732	103.0
	<b>Black or African American</b>	68	358	560.6	722	113.5	68	368	543.8	732	109.5
	<b>Hispanic or Latino</b>	95	334	516.1	722	119.6	95	318	509.6	732	107.3
	<b>Native Hawaiian or Other Pacific Islander</b>	3					3				
	<b>Two or More Races</b>	16	418	546.1	722	89.2	16	378	528.0	732	91.2
	<b>White</b>	102	344	571.4	722	105.5	102	337	553.8	732	103.1
	<b>Other/Unknown</b>	4					4				
<b>Other</b>	<b>IEP</b>	1					1				

Subgroup	Status	Speaking					Writing				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	2					2				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1					1				

\* Scale scores cannot be compared across grade bands.

\* Domain tests with Exemption are excluded.



Table S3.14: 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>		329	3818	5382.1	6522	709.2	329	3628	5446.9	6922	857.6
<b>Gender</b>	<b>Female</b>	153	3979	5459.9	6522	708.4	153	3751	5564.5	6922	863.7
	<b>Male</b>	154	3818	5311.9	6522	709.0	154	3628	5353.5	6922	854.9
	<b>Missing</b>	22	4055	5333.2	6522	692.1	22	4248	5283.3	6724	755.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1					1				
	<b>Asian</b>	40	4039	5658.7	6522	666.7	40	4133	5768.3	6922	790.2
	<b>Black or African American</b>	68	4098	5368.3	6522	717.5	68	3955	5473.3	6922	872.2
	<b>Hispanic or Latino</b>	95	3818	5167.7	6522	701.9	95	3628	5181.3	6922	880.8
	<b>Native Hawaiian or Other Pacific Islander</b>	3					3				
	<b>Two or More Races</b>	16	4238	5296.4	6522	650.2	16	4168	5357.6	6922	736.1
	<b>White</b>	102	3979	5489.2	6522	693.9	102	3751	5570.3	6922	824.9
	<b>Other/Unknown</b>	4					4				
<b>Other</b>	<b>IEP</b>	1					1				

Subgroup	Status	Comprehension					Overall				
		N	Min	Mean	Max	SD	N	Min	Mean	Max	SD
	<b>Migrant</b>	2					2				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1					1				

\* 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 – Beginning of Kindergarten

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		10,844	3.7	22.6	17.1	49.0	3.9	3.6	10,837	3.7	26.9	19.6	38.9	5.9	5.0
<b>Gender</b>	<b>Female</b>	4,863	3.1	21.0	15.9	51.3	4.7	4.1	4,862	3.1	24.9	19.0	40.8	6.5	5.7
	<b>Male</b>	5,156	4.6	23.7	18.6	46.4	3.3	3.3	5,150	4.6	28.7	20.2	36.8	5.2	4.4
	<b>Missing</b>	825	1.8	25.3	14.8	51.6	3.3	3.2	825	1.8	27.5	18.9	41.0	6.7	4.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	50	2.0	20.0	16.0	54.0	2.0	6.0	50	2.0	24.0	26.0	38.0	4.0	6.0
	<b>Asian</b>	2,803	2.8	15.6	16.3	52.2	6.3	6.8	2,800	2.8	20.5	18.5	40.8	8.6	8.8
	<b>Black or African American</b>	1,778	3.8	17.5	16.5	55.5	3.9	2.8	1,778	3.8	22.0	22.1	41.6	6.6	3.9
	<b>Hispanic or Latino</b>	3,105	3.4	29.2	19.4	44.9	1.8	1.3	3,104	3.4	33.1	20.8	37.5	3.4	1.7
	<b>Native Hawaiian or Other Pacific Islander</b>	67	3.0	22.4	22.4	52.2	0.0	0.0	67	3.0	29.9	26.9	38.8	1.5	0.0
	<b>Two or More Races</b>	1,167	7.8	31.1	19.0	37.4	2.7	2.0	1,167	7.8	35.5	18.8	30.7	4.2	3.1
	<b>White</b>	1,762	2.9	22.2	13.7	51.6	5.0	4.5	1,761	2.9	26.1	16.6	41.1	6.8	6.5
	<b>Other/Unknown</b>	112	2.7	13.4	16.1	53.6	6.3	8.0	110	2.7	18.2	21.8	40.9	3.6	12.7

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
Other	IEP	195	20.5	29.7	17.4	30.8	0.5	1.0	192	20.8	33.3	18.2	25.5	1.0	1.0
	Migrant	21	0.0	42.9	23.8	28.6	0.0	4.8	21	0.0	52.4	9.5	28.6	4.8	4.8
Primary Disability	Autism	76	39.5	30.3	11.8	18.4	0.0	0.0	74	40.5	35.1	6.8	17.6	0.0	0.0
	Developmental Delay	3							3						
	Emotional Disturbance	1							1						
	Hearing Impaired	1							1						
	Multiple Disabilities	10	40.0	40.0	0.0	20.0	0.0	0.0	9	44.4	33.3	0.0	22.2	0.0	0.0
	Other Health Impairment	16	12.5	31.3	25.0	31.3	0.0	0.0	16	12.5	37.5	25.0	18.8	6.3	0.0
	Specific Learning Disability	7							7						
	Speech or Language Impairment	71	4.2	21.1	26.8	43.7	1.4	2.8	71	4.2	25.4	29.6	36.6	1.4	2.8
	Visual Impairment	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.1: Screener Performance Level by Domain – Beginning of Kindergarten (cont.)

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
<b>Total</b>		10,835	3.7	39.7	19.7	19.3	5.6	11.9	10,835	3.7	65.8	21.9	6.5	1.2	0.8
<b>Gender</b>	<b>Female</b>	4,861	3.1	37.1	19.8	20.0	6.2	13.8	4,861	3.1	66.6	22.1	6.1	1.3	0.8
	<b>Male</b>	5,149	4.6	42.5	19.4	18.5	5.1	9.9	5,149	4.6	65.0	21.4	7.0	1.1	0.9
	<b>Missing</b>	825	1.8	38.2	20.2	20.8	5.8	13.1	825	1.8	66.2	24.1	6.1	1.1	0.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	50	2.0	34.0	16.0	30.0	4.0	14.0	50	2.0	58.0	24.0	10.0	6.0	0.0
	<b>Asian</b>	2,799	2.8	29.9	20.8	22.6	7.3	16.6	2,799	2.8	55.4	25.7	11.6	2.5	1.9
	<b>Black or African American</b>	1,777	3.8	32.5	22.2	22.7	6.3	12.4	1,777	3.8	64.2	23.1	7.1	1.2	0.6
	<b>Hispanic or Latino</b>	3,104	3.4	51.8	18.6	15.1	4.0	7.1	3,104	3.4	74.9	18.8	2.5	0.2	0.1
	<b>Native Hawaiian or Other Pacific Islander</b>	67	3.0	53.7	19.4	17.9	4.5	1.5	67	3.0	74.6	22.4	0.0	0.0	0.0
	<b>Two or More Races</b>	1,167	7.8	49.4	15.7	15.3	3.6	8.2	1,167	7.8	70.8	16.5	3.6	0.6	0.7
	<b>White</b>	1,761	2.9	35.7	19.8	20.4	6.4	14.9	1,761	2.9	65.2	23.2	6.7	1.2	0.8
	<b>Other/Unknown</b>	110	2.7	23.6	22.7	23.6	10.9	16.4	110	2.7	57.3	29.1	8.2	1.8	0.9
<b>Other</b>	<b>IEP</b>	192	20.8	48.4	13.5	11.5	2.6	3.1	190	21.1	60.0	13.7	4.7	0.5	0.0

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Migrant</b>	21	0.0	66.7	9.5	9.5	0.0	14.3	21	0.0	71.4	19.0	4.8	0.0	4.8
<b>Primary Disability</b>	<b>Autism</b>	74	40.5	45.9	6.8	5.4	1.4	0.0	73	41.1	39.7	11.0	8.2	0.0	0.0
	<b>Developmental Delay</b>	3							3						
	<b>Emotional Disturbance</b>	1							1						
	<b>Hearing Impaired</b>	1							1						
	<b>Multiple Disabilities</b>	9							8						
	<b>Other Health Impairment</b>	16	12.5	62.5	12.5	6.3	0.0	6.3	16	12.5	68.8	18.8	0.0	0.0	0.0
	<b>Specific Learning Disability</b>	7							7						
	<b>Speech or Language Impairment</b>	71	4.2	47.9	18.3	19.7	2.8	7.0	71	4.2	73.2	16.9	4.2	1.4	0.0
	<b>Visual Impairment</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

**Table S4.2: 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>		759	11.7	32.1	13.6	34.5	2.6	5.4	759	11.7	35.7	14.6	27.0	4.6	6.3
<b>Gender</b>	<b>Female</b>	319	11.6	31.3	13.8	34.5	2.2	6.6	319	11.6	34.8	14.1	27.3	5.3	6.9
	<b>Male</b>	395	12.2	32.4	12.9	35.4	2.8	4.3	395	12.2	36.2	14.4	27.6	4.1	5.6
	<b>Missing</b>	45	8.9	35.6	17.8	26.7	4.4	6.7	45	8.9	37.8	20.0	20.0	4.4	8.9
<b>Ethnicity</b>	<b>Asian</b>	144	6.3	25.0	13.9	38.2	9.0	7.6	144	6.3	30.6	13.2	29.2	9.0	11.8
	<b>Black or African American</b>	179	12.8	23.5	11.7	45.3	1.1	5.6	179	12.8	27.4	11.2	37.4	5.6	5.6
	<b>Hispanic or Latino</b>	201	10.0	40.8	16.4	28.4	1.5	3.0	201	10.0	42.3	19.9	20.9	4.0	3.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5							5						
	<b>Two or More Races</b>	117	17.9	29.9	14.5	35.0	0.0	2.6	117	17.9	31.6	18.8	28.2	0.9	2.6
	<b>White</b>	106	15.1	42.5	9.4	22.6	1.9	8.5	106	15.1	48.1	7.5	17.0	2.8	9.4
	<b>Other/Unknown</b>	7							7						
<b>Other</b>	<b>IEP</b>	30	20.0	40.0	10.0	30.0	0.0	0.0	30	20.0	46.7	23.3	6.7	3.3	0.0
	<b>Migrant</b>	2							2						



Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
Primary Disability	Autism	11	18.2	45.5	0.0	36.4	0.0	0.0	11	18.2	54.5	18.2	0.0	9.1	0.0
	Developmental Delay	2							2						
	Intellectual Disability	3							3						
	Multiple Disabilities	4							4						
	Other Health Impairment	4							4						
	Specific Learning Disability	4							4						
	Speech or Language Impairment	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.2: 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>		759	11.7	48.0	13.3	14.2	4.1	8.7	759	11.7	52.3	19.1	11.9	2.5	2.5
<b>Gender</b>	<b>Female</b>	319	11.6	48.9	12.9	12.9	3.8	10.0	319	11.6	52.4	19.4	10.7	2.5	3.4
	<b>Male</b>	395	12.2	47.1	13.2	15.7	4.1	7.8	395	12.2	50.6	19.5	13.4	2.5	1.8
	<b>Missing</b>	45	8.9	48.9	17.8	11.1	6.7	6.7	45	8.9	66.7	13.3	6.7	2.2	2.2
<b>Ethnicity</b>	<b>Asian</b>	144	6.3	40.3	17.4	16.0	3.5	16.7	144	6.3	39.6	18.8	24.3	6.9	4.2
	<b>Black or African American</b>	179	12.8	39.7	13.4	19.6	5.0	9.5	179	12.8	48.6	20.7	14.0	1.7	2.2
	<b>Hispanic or Latino</b>	201	10.0	60.2	10.4	10.9	3.0	5.5	201	10.0	59.2	21.4	7.0	0.5	2.0
	<b>Native Hawaiian or Other Pacific Islander</b>	5							5						
	<b>Two or More Races</b>	117	17.9	42.7	15.4	14.5	7.7	1.7	117	17.9	58.1	17.1	6.0	0.9	0.0
	<b>White</b>	106	15.1	53.8	10.4	9.4	1.9	9.4	106	15.1	52.8	17.0	8.5	2.8	3.8
	<b>Other/Unknown</b>	7							7						
<b>Other</b>	<b>IEP</b>	30	20.0	56.7	16.7	6.7	0.0	0.0	30	20.0	60.0	10.0	10.0	0.0	0.0
	<b>Migrant</b>	2							2						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
Primary Disability	Autism	11	18.2	63.6	9.1	9.1	0.0	0.0	11	18.2	63.6	9.1	9.1	0.0	0.0
	Developmental Delay	2							2						
	Intellectual Disability	3							3						
	Multiple Disabilities	4							4						
	Other Health Impairment	4							4						
	Specific Learning Disability	4							4						
	Speech or Language Impairment	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.3: 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>		2,182	4.7	30.1	8.2	30.9	12.2	14.0	2,181	4.7	56.6	11.5	12.5	7.5	7.2
<b>Gender</b>	<b>Female</b>	986	4.7	30.0	7.7	30.4	12.2	15.0	986	4.7	56.7	10.9	13.5	6.7	7.6
	<b>Male</b>	1,022	5.3	31.5	8.5	30.7	11.7	12.2	1,021	5.3	57.2	11.7	11.5	7.7	6.7
	<b>Missing</b>	174	1.1	21.8	8.6	34.5	14.9	19.0	174	1.1	52.9	14.4	13.2	10.3	8.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8							8						
	<b>Asian</b>	499	1.8	22.0	6.2	25.9	15.0	29.1	499	1.8	37.7	13.0	17.4	13.4	16.6
	<b>Black or African American</b>	403	4.2	20.1	8.7	40.9	13.9	12.2	403	4.2	49.9	15.1	16.1	9.2	5.5
	<b>Hispanic or Latino</b>	568	4.2	38.9	9.5	31.9	10.4	5.1	568	4.2	71.5	9.7	8.5	3.5	2.6
	<b>Native Hawaiian or Other Pacific Islander</b>	20	0.0	15.0	10.0	55.0	15.0	5.0	20	0.0	60.0	20.0	20.0	0.0	0.0
	<b>Two or More Races</b>	273	11.4	30.0	8.8	31.5	8.8	9.5	273	11.4	61.5	12.8	5.9	4.4	4.0
	<b>White</b>	382	5.2	39.8	7.6	23.6	11.5	12.3	381	5.2	63.3	7.1	13.1	6.0	5.2
	<b>Other/Unknown</b>	29	3.4	17.2	0.0	37.9	17.2	24.1	29	3.4	51.7	6.9	10.3	10.3	17.2
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	24	8.3	20.8	20.8	33.3	16.7	0.0	23	8.7	65.2	17.4	4.3	4.3	0.0
	<b>Migrant</b>	4							4						
<b>Primary Disability</b>	<b>Autism</b>	7							7						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	2							1						
	<b>Other Health Impairment</b>	1							1						
	<b>Specific Learning Disability</b>	3							3						
	<b>Speech or Language Impairment</b>	9							9						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.3: 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>		2,181	4.7	63.7	14.9	3.5	5.0	8.2	2,181	4.7	64.1	10.4	11.7	4.3	4.9
<b>Gender</b>	<b>Female</b>	986	4.7	63.6	14.6	3.1	5.3	8.7	986	4.7	63.3	10.9	11.8	4.0	5.5
	<b>Male</b>	1,021	5.3	63.9	14.9	3.6	4.7	7.6	1,021	5.3	65.4	9.4	11.1	4.4	4.4
	<b>Missing</b>	174	1.1	63.8	16.1	5.2	5.7	8.0	174	1.1	60.3	13.2	15.5	5.2	4.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8							8						
	<b>Asian</b>	499	1.8	50.3	13.6	5.6	9.8	18.8	499	1.8	46.5	12.2	18.8	8.4	12.2
	<b>Black or African American</b>	403	4.2	59.6	21.8	3.7	4.7	6.0	403	4.2	60.8	12.4	15.6	3.7	3.2
	<b>Hispanic or Latino</b>	568	4.2	76.2	13.2	1.9	1.9	2.5	568	4.2	77.8	8.6	6.0	2.1	1.2
	<b>Native Hawaiian or Other Pacific Islander</b>	20	0.0	65.0	30.0	0.0	5.0	0.0	20	0.0	75.0	15.0	10.0	0.0	0.0
	<b>Two or More Races</b>	273	11.4	68.5	9.2	2.6	2.6	5.9	273	11.4	68.1	8.4	5.9	2.9	3.3
	<b>White</b>	381	5.2	65.1	13.9	3.1	5.8	6.8	381	5.2	67.2	9.7	11.3	3.1	3.4
	<b>Other/Unknown</b>	29	3.4	48.3	27.6	6.9	3.4	10.3	29	3.4	55.2	6.9	13.8	10.3	10.3
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	23	8.7	65.2	21.7	4.3	0.0	0.0	23	8.7	82.6	4.3	4.3	0.0	0.0
	<b>Migrant</b>	4							4						
<b>Primary Disability</b>	<b>Autism</b>	7							7						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	1							1						
	<b>Other Health Impairment</b>	1							1						
	<b>Specific Learning Disability</b>	3							3						
	<b>Speech or Language Impairment</b>	9							9						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.4: 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>		1,598	5.3	28.0	11.8	25.7	16.6	12.7	1,596	5.3	55.5	8.4	16.7	5.8	8.5
<b>Gender</b>	<b>Female</b>	726	5.4	30.2	9.8	23.8	16.5	14.3	726	5.4	55.0	7.7	16.3	6.6	9.1
	<b>Male</b>	748	5.7	27.1	13.8	28.1	15.4	9.9	746	5.8	57.0	9.4	16.1	4.2	7.6
	<b>Missing</b>	124	1.6	20.2	12.1	21.8	24.2	20.2	124	1.6	49.2	6.5	22.6	10.5	9.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4							4						
	<b>Asian</b>	324	2.5	18.8	9.3	23.5	24.1	21.9	324	2.5	40.7	8.6	21.3	10.8	16.0
	<b>Black or African American</b>	276	7.2	19.6	8.7	30.4	18.5	15.6	276	7.2	46.4	8.7	21.4	7.6	8.7
	<b>Hispanic or Latino</b>	416	4.1	32.5	16.1	26.9	14.2	6.3	416	4.1	67.8	7.5	13.7	2.4	4.6
	<b>Native Hawaiian or Other Pacific Islander</b>	13	0.0	15.4	0.0	61.5	7.7	15.4	13	0.0	53.8	7.7	23.1	0.0	15.4
	<b>Two or More Races</b>	199	12.1	31.2	9.5	27.6	11.1	8.5	198	12.1	59.1	8.6	10.6	4.5	5.1
	<b>White</b>	339	3.5	37.5	13.9	18.9	14.2	12.1	339	3.5	60.2	8.8	15.3	4.7	7.4
	<b>Other/Unknown</b>	27	11.1	22.2	3.7	33.3	18.5	11.1	26	11.5	50.0	7.7	15.4	3.8	11.5
<b>Other</b>	<b>IEP</b>	10	0.0	0.0	30.0	60.0	0.0	10.0	10	0.0	70.0	20.0	0.0	0.0	10.0



Subgroup	Status	Listening					Reading								
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Migrant</b>	3							3						
<b>Primary Disability</b>	<b>Autism</b>	1							1						
	<b>Emotional Disturbance</b>	1							1						
	<b>Hearing Impaired</b>	1							1						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	1							1						
	<b>Other Health Impairment</b>	1							1						
	<b>Speech or Language Impairment</b>	3							3						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.4: 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>		1,596	5.3	60.5	12.0	6.1	5.3	10.9	1,596	5.3	54.7	12.5	13.0	5.2	9.3
<b>Gender</b>	<b>Female</b>	726	5.4	59.2	11.7	5.8	5.8	12.1	726	5.4	53.6	12.9	13.2	4.5	10.3
	<b>Male</b>	746	5.8	61.9	12.2	5.8	5.0	9.4	746	5.8	57.4	11.8	12.2	5.0	7.9
	<b>Missing</b>	124	1.6	58.9	12.9	9.7	4.0	12.9	124	1.6	45.2	13.7	16.9	10.5	12.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4							4						
	<b>Asian</b>	324	2.5	51.2	9.9	10.5	7.1	18.8	324	2.5	39.5	13.3	17.9	9.0	17.9
	<b>Black or African American</b>	276	7.2	53.6	17.4	5.1	4.7	12.0	276	7.2	44.9	13.8	18.5	5.8	9.8
	<b>Hispanic or Latino</b>	416	4.1	69.2	11.1	5.8	2.9	7.0	416	4.1	66.8	12.5	9.1	2.4	5.0
	<b>Native Hawaiian or Other Pacific Islander</b>	13	0.0	53.8	23.1	7.7	0.0	15.4	13	0.0	46.2	23.1	15.4	0.0	15.4
	<b>Two or More Races</b>	198	12.1	59.6	11.6	5.1	5.6	6.1	198	12.1	60.1	9.6	9.1	3.5	5.6
	<b>White</b>	339	3.5	66.1	10.6	3.8	6.8	9.1	339	3.5	60.2	11.5	10.9	5.9	8.0
	<b>Other/Unknown</b>	26	11.5	50.0	11.5	3.8	3.8	19.2	26	11.5	46.2	19.2	7.7	3.8	11.5
<b>Other</b>	<b>IEP</b>	10	0.0	70.0	20.0	0.0	0.0	10.0	10	0.0	80.0	10.0	0.0	0.0	10.0

Subgroup	Status	Speaking					Writing								
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Migrant</b>	3							3						
<b>Primary Disability</b>	<b>Autism</b>	1							1						
	<b>Emotional Disturbance</b>	1							1						
	<b>Hearing Impaired</b>	1							1						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	1							1						
	<b>Other Health Impairment</b>	1							1						
	<b>Speech or Language Impairment</b>	3							3						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.5: 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>		1,518	5.4	28.5	13.6	23.3	13.8	15.3	1,517	5.4	55.5	12.1	13.4	5.4	8.2
<b>Gender</b>	<b>Female</b>	704	5.8	27.3	15.2	22.2	14.1	15.5	704	5.8	55.1	12.1	13.2	4.4	9.4
	<b>Male</b>	720	5.4	29.3	11.5	25.1	13.6	15.0	719	5.4	55.6	11.8	13.4	6.5	7.2
	<b>Missing</b>	94	2.1	30.9	18.1	18.1	13.8	17.0	94	2.1	57.4	13.8	16.0	4.3	6.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5							5						
	<b>Asian</b>	296	3.4	20.6	8.1	21.6	16.9	29.4	296	3.4	36.8	15.5	16.9	9.8	17.6
	<b>Black or African American</b>	262	7.6	12.6	8.4	33.6	21.0	16.8	262	7.6	41.2	17.9	19.1	7.6	6.5
	<b>Hispanic or Latino</b>	408	3.9	36.8	19.4	21.1	10.3	8.6	408	3.9	68.9	10.5	8.6	2.9	5.1
	<b>Native Hawaiian or Other Pacific Islander</b>	13	0.0	15.4	7.7	38.5	30.8	7.7	13	0.0	38.5	30.8	15.4	7.7	7.7
	<b>Two or More Races</b>	207	12.1	27.1	14.0	25.1	12.6	9.2	207	12.1	59.9	10.1	10.6	3.4	3.9
	<b>White</b>	315	3.5	40.3	15.9	17.1	9.8	13.3	314	3.5	65.9	6.4	13.7	3.5	7.0
	<b>Other/Unknown</b>	12	0.0	16.7	16.7	33.3	8.3	25.0	12	0.0	50.0	16.7	8.3	8.3	16.7
<b>Other</b>	<b>Gifted</b>	2							2						

Subgroup	Status	Listening							Reading							
		N	0	1	2	3	4	5	N	0	1	2	3	4	5	
	<b>IEP</b>	36	11.1	16.7	8.3	41.7	19.4	2.8	35	11.4	57.1	8.6	17.1	5.7	0.0	
	<b>Migrant</b>	5							5							
<b>Primary Disability</b>	<b>Autism</b>	5							4							
	<b>Intellectual Disability</b>	1							1							
	<b>Multiple Disabilities</b>	7							7							
	<b>Other Health Impairment</b>	7							7							
	<b>Specific Learning Disability</b>	5							5							
	<b>Speech or Language Impairment</b>	10	0.0	0.0	0.0	70.0	20.0	10.0	10	0.0	50.0	20.0	20.0	10.0	0.0	
	<b>Traumatic Brain Injury</b>	1							1							
	<b>Visual Impairment</b>	2							2							

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.5: 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>		1,517	5.4	57.0	9.2	6.1	7.8	14.6	1,517	5.4	57.3	10.5	11.7	5.1	10.0
<b>Gender</b>	<b>Female</b>	704	5.8	56.1	9.2	6.3	7.2	15.3	704	5.8	57.4	9.8	12.1	4.1	10.8
	<b>Male</b>	719	5.4	57.0	9.5	6.0	8.5	13.6	719	5.4	57.0	11.0	11.1	6.3	9.2
	<b>Missing</b>	94	2.1	62.8	7.4	5.3	6.4	16.0	94	2.1	58.5	11.7	13.8	4.3	9.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5							5						
	<b>Asian</b>	296	3.4	43.6	8.1	7.4	9.5	28.0	296	3.4	38.9	13.2	15.9	6.4	22.3
	<b>Black or African American</b>	262	7.6	43.9	14.1	9.5	9.5	15.3	262	7.6	45.8	14.1	15.6	8.4	8.4
	<b>Hispanic or Latino</b>	408	3.9	68.6	7.8	4.4	5.9	9.3	408	3.9	70.3	9.3	7.4	2.9	6.1
	<b>Native Hawaiian or Other Pacific Islander</b>	13	0.0	53.8	15.4	15.4	0.0	15.4	13	0.0	38.5	30.8	23.1	0.0	7.7
	<b>Two or More Races</b>	207	12.1	54.6	14.0	4.8	5.8	8.7	207	12.1	60.9	9.2	10.6	3.9	3.4
	<b>White</b>	314	3.5	67.8	3.8	4.1	9.2	11.5	314	3.5	66.2	6.4	10.8	5.1	8.0
	<b>Other/Unknown</b>	12	0.0	50.0	16.7	16.7	0.0	16.7	12	0.0	50.0	16.7	0.0	8.3	25.0
<b>Other</b>	<b>Gifted</b>	2							2						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	35	11.4	51.4	14.3	5.7	8.6	8.6	35	11.4	60.0	8.6	11.4	8.6	0.0
	<b>Migrant</b>	5							5						
<b>Primary Disability</b>	<b>Autism</b>	4							4						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	7							7						
	<b>Other Health Impairment</b>	7							7						
	<b>Specific Learning Disability</b>	5							5						
	<b>Speech or Language Impairment</b>	10	0.0	50.0	20.0	20.0	10.0	0.0	10	0.0	60.0	20.0	20.0	0.0	0.0
	<b>Traumatic Brain Injury</b>	1							1						
	<b>Visual Impairment</b>	2							2						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.6: 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>		1,342	6.6	32.9	9.4	12.7	15.6	22.8	1,341	6.6	47.5	8.9	13.7	5.8	17.4
<b>Gender</b>	<b>Female</b>	609	7.4	32.0	8.2	13.3	15.4	23.6	609	7.4	46.6	8.5	14.0	4.9	18.6
	<b>Male</b>	642	6.1	33.5	10.4	12.1	15.9	22.0	641	6.1	48.2	9.2	13.6	6.9	16.1
	<b>Missing</b>	91	5.5	34.1	9.9	13.2	14.3	23.1	91	5.5	48.4	9.9	13.2	4.4	18.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3							3						
	<b>Asian</b>	275	1.8	16.4	7.6	10.2	19.6	44.4	275	1.8	28.4	7.6	17.5	11.6	33.1
	<b>Black or African American</b>	257	8.6	20.2	10.5	16.7	21.8	22.2	257	8.6	37.0	13.2	17.5	6.6	17.1
	<b>Hispanic or Latino</b>	368	6.3	47.8	7.6	11.4	13.0	13.9	367	6.3	60.8	7.4	11.2	3.8	10.6
	<b>Native Hawaiian or Other Pacific Islander</b>	5							5						
	<b>Two or More Races</b>	159	15.1	31.4	7.5	15.1	15.1	15.7	159	15.1	44.7	10.7	14.5	3.8	11.3
	<b>White</b>	260	5.8	42.3	13.1	11.2	9.6	18.1	260	5.8	60.0	6.5	10.0	3.5	14.2
	<b>Other/Unknown</b>	15	0.0	40.0	6.7	26.7	6.7	20.0	15	0.0	60.0	20.0	0.0	0.0	20.0
<b>Other</b>	<b>Gifted</b>	1							1						



Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	13	15.4	15.4	23.1	30.8	15.4	0.0	12	16.7	33.3	33.3	16.7	0.0	0.0
	<b>Migrant</b>	10	0.0	60.0	20.0	0.0	20.0	0.0	10	0.0	80.0	0.0	20.0	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	3							2						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	3							3						
	<b>Other Health Impairment</b>	0							0						
	<b>Specific Learning Disability</b>	7							7						
	<b>Speech or Language Impairment</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.6: 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>		1,341	6.6	46.1	7.5	8.4	5.3	26.2	1,341	6.6	45.1	9.0	16.5	4.5	18.2
<b>Gender</b>	<b>Female</b>	609	7.4	45.3	6.2	8.2	5.7	27.1	609	7.4	42.4	10.3	16.6	4.3	19.0
	<b>Male</b>	641	6.1	46.5	9.2	8.0	5.5	24.8	641	6.1	47.6	7.3	17.0	5.0	17.0
	<b>Missing</b>	91	5.5	48.4	3.3	12.1	1.1	29.7	91	5.5	46.2	12.1	12.1	3.3	20.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3							3						
	<b>Asian</b>	275	1.8	26.5	7.6	9.5	5.8	48.7	275	1.8	25.5	9.5	18.9	9.1	35.3
	<b>Black or African American</b>	257	8.6	33.5	10.9	12.1	7.8	27.2	257	8.6	34.6	10.5	22.6	5.8	17.9
	<b>Hispanic or Latino</b>	367	6.3	59.4	7.4	5.7	4.4	16.9	367	6.3	60.5	6.8	13.1	2.5	10.9
	<b>Native Hawaiian or Other Pacific Islander</b>	5							5						
	<b>Two or More Races</b>	159	15.1	42.8	8.8	11.3	4.4	17.6	159	15.1	42.1	9.4	18.2	2.5	12.6
	<b>White</b>	260	5.8	61.5	2.7	5.4	4.6	20.0	260	5.8	55.8	9.6	11.5	3.1	14.2
	<b>Other/Unknown</b>	15	0.0	53.3	20.0	6.7	0.0	20.0	15	0.0	46.7	20.0	13.3	0.0	20.0
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	12	16.7	16.7	25.0	25.0	16.7	0.0	12	16.7	41.7	16.7	25.0	0.0	0.0
	<b>Migrant</b>	10	0.0	70.0	10.0	10.0	10.0	0.0	10	0.0	80.0	10.0	10.0	0.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	2							2						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	3							3						
	<b>Other Health Impairment</b>	0							0						
	<b>Specific Learning Disability</b>	7							7						
	<b>Speech or Language Impairment</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.7: 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>		1,348	6.0	38.2	9.3	7.9	16.4	22.2	1,348	6.0	50.5	9.3	13.5	6.2	14.5
<b>Gender</b>	<b>Female</b>	608	5.4	37.0	8.4	8.2	16.6	24.3	608	5.4	49.5	8.2	14.1	6.9	15.8
	<b>Male</b>	638	6.7	38.9	11.0	8.5	15.7	19.3	638	6.7	52.0	11.1	12.1	5.5	12.5
	<b>Missing</b>	102	4.9	41.2	4.9	2.0	19.6	27.5	102	4.9	47.1	3.9	18.6	5.9	19.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7							7						
	<b>Asian</b>	251	3.6	19.5	6.8	10.8	18.7	40.6	251	3.6	32.3	11.6	15.1	8.0	29.5
	<b>Black or African American</b>	232	9.5	29.3	7.8	11.6	19.4	22.4	232	9.5	39.7	14.2	15.9	7.3	13.4
	<b>Hispanic or Latino</b>	396	3.8	46.2	9.1	6.6	17.7	16.7	396	3.8	58.1	8.6	14.4	5.1	10.1
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	10.0	50.0	10.0	20.0	0.0	10	10.0	70.0	0.0	10.0	10.0	0.0
	<b>Two or More Races</b>	158	13.9	47.5	6.3	2.5	12.7	17.1	158	13.9	55.7	1.9	11.4	5.7	11.4
	<b>White</b>	271	4.1	47.2	14.4	7.4	10.7	16.2	271	4.1	63.1	8.1	9.6	5.2	10.0
	<b>Other/Unknown</b>	23	0.0	39.1	4.3	0.0	26.1	30.4	23	0.0	43.5	8.7	17.4	8.7	21.7
<b>Other</b>	<b>Gifted</b>	2							2						

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	18	22.2	38.9	16.7	16.7	0.0	5.6	18	22.2	66.7	0.0	5.6	0.0	5.6
	<b>Migrant</b>	6							6						
<b>Primary Disability</b>	<b>Autism</b>	5							5						
	<b>Hearing Impaired</b>	0							0						
	<b>Intellectual Disability</b>	3							3						
	<b>Multiple Disabilities</b>	4							4						
	<b>Other Health Impairment</b>	2							2						
	<b>Specific Learning Disability</b>	4							4						
	<b>Speech or Language Impairment</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.7: 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>		1,349	6.0	52.2	7.0	6.4	3.7	24.8	1,348	6.0	45.0	8.4	19.9	5.4	15.4
<b>Gender</b>	<b>Female</b>	609	5.4	52.2	5.9	6.6	3.6	26.3	608	5.4	43.1	8.7	19.9	5.8	17.1
	<b>Male</b>	638	6.7	52.5	8.5	6.3	3.9	22.1	638	6.7	46.9	8.8	19.4	5.2	13.0
	<b>Missing</b>	102	4.9	50.0	3.9	5.9	2.9	32.4	102	4.9	44.1	3.9	22.5	4.9	19.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7							7						
	<b>Asian</b>	251	3.6	34.3	8.8	6.8	3.6	43.0	251	3.6	25.9	9.6	22.3	8.4	30.3
	<b>Black or African American</b>	233	9.4	39.9	9.9	11.2	4.7	24.9	232	9.5	33.6	11.2	24.1	6.9	14.7
	<b>Hispanic or Latino</b>	396	3.8	59.6	6.3	5.3	4.3	20.7	396	3.8	52.0	8.8	20.7	5.1	9.6
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	60.0	10.0	0.0	0.0	20.0	10	10.0	50.0	20.0	10.0	10.0	0.0
	<b>Two or More Races</b>	158	13.9	53.8	5.7	5.1	1.9	19.6	158	13.9	53.2	1.9	14.6	1.9	14.6
	<b>White</b>	271	4.1	67.5	4.4	4.4	3.0	16.6	271	4.1	57.6	7.7	15.9	3.7	11.1
	<b>Other/Unknown</b>	23	0.0	52.2	4.3	4.3	8.7	30.4	23	0.0	43.5	4.3	21.7	8.7	21.7
<b>Other</b>	<b>Gifted</b>	2							2						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	19	21.1	57.9	10.5	0.0	5.3	5.3	18	22.2	55.6	11.1	5.6	5.6	0.0
	<b>Migrant</b>	6							6						
<b>Primary Disability</b>	<b>Autism</b>	5							5						
	<b>Hearing Impaired</b>	1							0						
	<b>Intellectual Disability</b>	3							3						
	<b>Multiple Disabilities</b>	4							4						
	<b>Other Health Impairment</b>	2							2						
	<b>Specific Learning Disability</b>	4							4						
	<b>Speech or Language Impairment</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.8: 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>		1,175	11.4	32.3	9.4	11.5	13.3	22.2	1,175	11.4	45.8	5.7	14.4	8.7	14.0
<b>Gender</b>	<b>Female</b>	521	11.7	30.9	10.4	9.4	14.4	23.2	521	11.7	43.6	6.0	14.8	8.6	15.4
	<b>Male</b>	589	11.4	33.3	8.0	13.6	11.9	21.9	589	11.4	46.9	5.8	13.8	8.8	13.4
	<b>Missing</b>	65	9.2	33.8	13.8	9.2	16.9	16.9	65	9.2	53.8	3.1	16.9	7.7	9.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2							2						
	<b>Asian</b>	194	4.1	18.6	12.4	10.3	12.9	41.8	194	4.1	32.0	5.2	14.9	13.9	29.9
	<b>Black or African American</b>	205	10.7	21.5	7.8	17.6	18.5	23.9	205	10.7	37.6	6.8	19.5	12.7	12.7
	<b>Hispanic or Latino</b>	330	12.4	39.4	9.4	8.8	13.3	16.7	330	12.4	51.8	4.5	14.5	6.7	10.0
	<b>Native Hawaiian or Other Pacific Islander</b>	17	0.0	23.5	5.9	41.2	5.9	23.5	17	0.0	58.8	11.8	11.8	17.6	0.0
	<b>Two or More Races</b>	178	27.5	30.9	3.4	11.2	12.4	14.6	178	27.5	37.6	5.6	16.9	4.5	7.9
	<b>White</b>	227	5.7	44.9	12.8	9.3	9.7	17.6	227	5.7	61.7	5.3	8.4	5.7	13.2
	<b>Other/Unknown</b>	22	4.5	31.8	9.1	9.1	18.2	27.3	22	4.5	40.9	18.2	4.5	13.6	18.2
<b>Other</b>	<b>Gifted</b>	2							2						



Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	19	21.1	10.5	5.3	26.3	31.6	5.3	19	21.1	31.6	21.1	21.1	0.0	5.3
	<b>Migrant</b>	8							8						
<b>Primary Disability</b>	<b>Autism</b>	2							2						
	<b>Developmental Delay</b>	2							2						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	4							4						
	<b>Other Health Impairment</b>	3							3						
	<b>Specific Learning Disability</b>	8							8						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.8: 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>		1,175	11.4	42.0	8.2	11.5	5.4	21.5	1,175	11.4	37.8	10.7	16.4	5.1	18.6
<b>Gender</b>	<b>Female</b>	521	11.7	41.7	7.5	9.6	6.0	23.6	521	11.7	36.3	10.2	16.3	6.0	19.6
	<b>Male</b>	589	11.4	41.4	9.0	12.9	5.1	20.2	589	11.4	38.2	11.5	16.3	4.6	18.0
	<b>Missing</b>	65	9.2	49.2	6.2	13.8	4.6	16.9	65	9.2	46.2	7.7	18.5	3.1	15.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2							2						
	<b>Asian</b>	194	4.1	28.4	7.2	12.9	4.6	42.8	194	4.1	24.7	9.3	18.0	7.2	36.6
	<b>Black or African American</b>	205	10.7	30.2	12.7	17.6	7.8	21.0	205	10.7	29.3	10.2	24.9	5.9	19.0
	<b>Hispanic or Latino</b>	330	12.4	50.0	6.1	9.4	6.1	16.1	330	12.4	44.2	10.3	14.8	4.8	13.3
	<b>Native Hawaiian or Other Pacific Islander</b>	17	0.0	41.2	11.8	17.6	11.8	17.6	17	0.0	23.5	35.3	11.8	11.8	17.6
	<b>Two or More Races</b>	178	27.5	34.8	9.0	11.8	2.2	14.6	178	27.5	32.6	9.0	15.7	3.9	11.2
	<b>White</b>	227	5.7	58.1	7.0	7.5	4.8	16.7	227	5.7	52.0	12.8	11.0	3.5	15.0
	<b>Other/Unknown</b>	22	4.5	36.4	9.1	9.1	9.1	31.8	22	4.5	36.4	9.1	13.6	4.5	31.8
<b>Other</b>	<b>Gifted</b>	2							2						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	19	21.1	36.8	10.5	15.8	5.3	10.5	19	21.1	15.8	26.3	26.3	5.3	5.3
	<b>Migrant</b>	8							8						
<b>Primary Disability</b>	<b>Autism</b>	2							2						
	<b>Developmental Delay</b>	2							2						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	4							4						
	<b>Other Health Impairment</b>	3							3						
	<b>Specific Learning Disability</b>	8							8						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.9: 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>		1,156	11.6	40.5	8.2	15.4	7.4	17.0	1,156	11.6	50.3	9.6	13.0	4.8	10.8
<b>Gender</b>	<b>Female</b>	529	12.7	40.3	7.0	13.6	7.6	18.9	529	12.7	49.0	8.3	11.9	5.9	12.3
	<b>Male</b>	559	11.6	40.4	9.1	16.1	7.2	15.6	559	11.6	51.0	10.2	13.6	4.1	9.5
	<b>Missing</b>	68	2.9	42.6	10.3	23.5	7.4	13.2	68	2.9	54.4	14.7	16.2	1.5	10.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3							3						
	<b>Asian</b>	168	3.0	22.6	8.3	19.6	8.3	38.1	168	3.0	32.7	11.3	17.3	8.3	27.4
	<b>Black or African American</b>	192	11.5	29.7	9.9	19.8	10.9	18.2	192	11.5	40.6	12.5	19.3	6.3	9.9
	<b>Hispanic or Latino</b>	374	12.8	50.8	7.2	13.1	5.6	10.4	374	12.8	60.4	6.7	11.0	4.0	5.1
	<b>Native Hawaiian or Other Pacific Islander</b>	7							7						
	<b>Two or More Races</b>	162	29.0	32.7	3.1	13.0	8.0	14.2	162	29.0	37.0	8.6	11.7	4.3	9.3
	<b>White</b>	232	5.2	53.4	10.3	13.8	6.0	11.2	232	5.2	63.8	12.1	7.8	2.6	8.6
	<b>Other/Unknown</b>	18	0.0	5.6	22.2	16.7	11.1	44.4	18	0.0	33.3	0.0	27.8	5.6	33.3
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	16	18.8	6.3	6.3	50.0	12.5	6.3	16	18.8	18.8	31.3	31.3	0.0	0.0
	<b>Migrant</b>	3							3						
<b>Primary Disability</b>	<b>Autism</b>	2							2						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	3							3						
	<b>Other Health Impairment</b>	2							2						
	<b>Specific Learning Disability</b>	9							9						
	<b>Speech or Language Impairment</b>	0							0						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.9: 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>		1,156	11.6	45.2	9.9	8.9	5.4	19.0	1,156	11.6	48.9	9.5	11.8	4.1	14.2
<b>Gender</b>	<b>Female</b>	529	12.7	43.1	10.2	7.6	5.9	20.6	529	12.7	47.8	7.9	10.4	5.3	15.9
	<b>Male</b>	559	11.6	46.3	9.3	10.7	4.7	17.4	559	11.6	49.0	11.1	12.3	3.0	12.9
	<b>Missing</b>	68	2.9	52.9	11.8	4.4	7.4	20.6	68	2.9	55.9	8.8	17.6	2.9	11.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3							3						
	<b>Asian</b>	168	3.0	29.2	10.1	10.1	7.7	39.9	168	3.0	33.3	8.9	13.7	6.5	34.5
	<b>Black or African American</b>	192	11.5	30.7	16.7	12.0	6.8	22.4	192	11.5	40.1	14.1	13.0	7.3	14.1
	<b>Hispanic or Latino</b>	374	12.8	55.6	6.7	8.6	4.8	11.5	374	12.8	57.5	8.3	10.7	2.9	7.8
	<b>Native Hawaiian or Other Pacific Islander</b>	7							7						
	<b>Two or More Races</b>	162	29.0	37.7	6.8	4.9	3.7	17.9	162	29.0	37.7	5.6	12.3	1.9	13.6
	<b>White</b>	232	5.2	59.5	9.9	8.2	4.3	12.9	232	5.2	61.2	12.1	9.9	2.6	9.1
	<b>Other/Unknown</b>	18	0.0	11.1	22.2	16.7	11.1	38.9	18	0.0	33.3	0.0	22.2	5.6	38.9
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	16	18.8	25.0	25.0	6.3	12.5	12.5	16	18.8	25.0	18.8	37.5	0.0	0.0
	<b>Migrant</b>	3							3						
<b>Primary Disability</b>	<b>Autism</b>	2							2						
	<b>Intellectual Disability</b>	1							1						
	<b>Multiple Disabilities</b>	3							3						
	<b>Other Health Impairment</b>	2							2						
	<b>Specific Learning Disability</b>	9							9						
	<b>Speech or Language Impairment</b>	0							0						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.10: 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>		1,135	10.2	45.6	9.5	11.5	7.8	15.4	1,135	10.2	55.0	8.1	14.5	4.9	7.2
<b>Gender</b>	<b>Female</b>	497	12.5	42.9	8.7	11.3	8.7	16.1	497	12.5	50.7	7.8	17.1	4.8	7.0
	<b>Male</b>	576	8.9	48.3	10.4	11.6	6.4	14.4	576	8.9	59.2	7.8	12.5	4.3	7.3
	<b>Missing</b>	62	4.8	43.5	8.1	11.3	12.9	19.4	62	4.8	50.0	12.9	12.9	11.3	8.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8							8						
	<b>Asian</b>	148	3.4	22.3	15.5	10.1	10.8	37.8	148	3.4	34.5	9.5	23.0	9.5	20.3
	<b>Black or African American</b>	200	9.0	32.0	10.5	19.0	13.0	16.5	200	9.0	45.0	11.0	23.5	5.0	6.5
	<b>Hispanic or Latino</b>	388	10.3	60.3	5.9	7.2	4.9	11.3	388	10.3	65.5	5.9	9.3	3.9	5.2
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	20.0	0.0	30.0	40.0	0.0	10	10.0	20.0	30.0	40.0	0.0	0.0
	<b>Two or More Races</b>	142	23.9	40.1	10.6	10.6	5.6	9.2	142	23.9	50.0	7.0	12.0	4.2	2.8
	<b>White</b>	226	8.0	53.5	10.2	11.9	5.3	11.1	226	8.0	64.6	7.1	9.7	4.9	5.8
	<b>Other/Unknown</b>	13	0.0	15.4	15.4	23.1	15.4	30.8	13	0.0	23.1	30.8	30.8	0.0	15.4
<b>Other</b>	<b>Home Schooled</b>	1							1						



Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	14	14.3	35.7	14.3	35.7	0.0	0.0	14	14.3	42.9	42.9	0.0	0.0	0.0
	<b>Migrant</b>	5							5						
<b>Primary Disability</b>	<b>Emotional Disturbance</b>	0							0						
	<b>Intellectual Disability</b>	3							3						
	<b>Multiple Disabilities</b>	4							4						
	<b>Other Health Impairment</b>	1							1						
	<b>Specific Learning Disability</b>	6							6						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.10: 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>		1,135	10.2	50.4	8.7	8.3	4.1	18.2	1,135	10.2	53.9	8.5	11.8	3.8	11.7
<b>Gender</b>	<b>Female</b>	497	12.5	46.9	8.0	7.0	4.4	21.1	497	12.5	50.9	6.8	13.1	3.8	12.9
	<b>Male</b>	576	8.9	53.8	9.4	9.0	3.6	15.3	576	8.9	57.3	9.9	9.9	3.8	10.2
	<b>Missing</b>	62	4.8	46.8	8.1	11.3	6.5	22.6	62	4.8	46.8	9.7	19.4	3.2	16.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8							8						
	<b>Asian</b>	148	3.4	27.7	10.8	15.5	5.4	37.2	148	3.4	33.1	9.5	17.6	4.7	31.8
	<b>Black or African American</b>	200	9.0	34.5	15.5	14.0	7.0	20.0	200	9.0	42.5	14.5	17.5	4.5	12.0
	<b>Hispanic or Latino</b>	388	10.3	63.9	4.9	3.6	2.6	14.7	388	10.3	64.9	5.4	8.0	3.9	7.5
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	30.0	0.0	30.0	0.0	30.0	10	10.0	20.0	20.0	40.0	10.0	0.0
	<b>Two or More Races</b>	142	23.9	46.5	7.7	7.0	4.2	10.6	142	23.9	50.0	5.6	10.6	3.5	6.3
	<b>White</b>	226	8.0	60.2	8.8	6.2	3.1	13.7	226	8.0	63.7	8.4	8.4	1.8	9.7
	<b>Other/Unknown</b>	13	0.0	23.1	7.7	15.4	15.4	38.5	13	0.0	23.1	23.1	23.1	15.4	15.4
<b>Other</b>	<b>Home Schooled</b>	1							1						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	14	14.3	50.0	21.4	14.3	0.0	0.0	14	14.3	50.0	35.7	0.0	0.0	0.0
	<b>Migrant</b>	5							5						
<b>Primary Disability</b>	<b>Emotional Disturbance</b>	0							0						
	<b>Intellectual Disability</b>	3							3						
	<b>Multiple Disabilities</b>	4							4						
	<b>Other Health Impairment</b>	1							1						
	<b>Specific Learning Disability</b>	6							6						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.11: 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>		1,996	19.7	45.6	8.7	11.2	4.9	9.9	1,994	19.8	52.6	9.2	10.4	3.8	4.3
<b>Gender</b>	<b>Female</b>	848	18.3	43.0	9.8	11.8	5.2	11.9	848	18.3	50.6	10.5	10.4	4.7	5.5
	<b>Male</b>	1,004	19.9	48.2	8.4	11.1	4.4	8.1	1,002	20.0	55.2	8.5	10.1	3.0	3.3
	<b>Missing</b>	144	27.1	42.4	4.2	9.0	6.3	11.1	144	27.1	45.8	6.9	12.5	3.5	4.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6							6						
	<b>Asian</b>	152	3.9	25.7	8.6	21.1	8.6	32.2	152	3.9	31.6	15.1	18.4	12.5	18.4
	<b>Black or African American</b>	359	18.4	30.9	12.0	18.1	6.1	14.5	357	18.5	38.9	16.0	14.8	5.9	5.9
	<b>Hispanic or Latino</b>	682	21.3	56.7	6.0	7.0	4.0	5.0	682	21.3	62.6	5.1	7.2	2.1	1.8
	<b>Native Hawaiian or Other Pacific Islander</b>	9							9						
	<b>Two or More Races</b>	453	33.1	41.7	7.7	6.8	3.8	6.8	453	33.1	48.8	5.7	7.1	2.9	2.4
	<b>White</b>	317	8.2	53.9	12.0	12.6	4.1	9.1	317	8.2	62.5	12.0	10.7	2.5	4.1
	<b>Other/Unknown</b>	18	0.0	33.3	5.6	33.3	16.7	11.1	18	0.0	33.3	22.2	38.9	0.0	5.6
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	15	13.3	6.7	26.7	20.0	6.7	26.7	14	14.3	21.4	21.4	21.4	21.4	0.0
	<b>Migrant</b>	7							7						
<b>Primary Disability</b>	<b>Autism</b>	2							2						
	<b>Multiple Disabilities</b>	2							1						
	<b>Other Health Impairment</b>	2							2						
	<b>Specific Learning Disability</b>	8							8						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.11: 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>		1,994	19.8	44.6	10.8	9.4	3.0	12.4	1,994	19.8	52.4	8.4	9.5	3.2	6.8
<b>Gender</b>	<b>Female</b>	848	18.3	42.1	12.1	10.1	2.7	14.6	848	18.3	50.2	9.2	10.5	3.5	8.3
	<b>Male</b>	1,002	20.0	47.2	10.5	8.8	3.0	10.6	1,002	20.0	55.3	8.2	8.5	2.5	5.6
	<b>Missing</b>	144	27.1	41.7	5.6	9.0	4.2	12.5	144	27.1	44.4	5.6	11.1	5.6	6.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6							6						
	<b>Asian</b>	152	3.9	26.3	13.8	9.9	5.3	40.8	152	3.9	30.9	15.1	17.8	7.9	24.3
	<b>Black or African American</b>	357	18.5	29.4	16.2	12.9	5.0	17.9	357	18.5	39.2	11.8	16.0	5.0	9.5
	<b>Hispanic or Latino</b>	682	21.3	56.0	7.2	7.0	2.2	6.3	682	21.3	62.0	5.4	6.5	1.5	3.4
	<b>Native Hawaiian or Other Pacific Islander</b>	9							9						
	<b>Two or More Races</b>	453	33.1	38.6	7.1	10.8	2.0	8.4	453	33.1	47.7	6.8	4.9	2.2	5.3
	<b>White</b>	317	8.2	55.5	15.5	7.9	2.5	10.4	317	8.2	63.7	10.4	9.8	2.8	5.0
	<b>Other/Unknown</b>	18	0.0	22.2	27.8	11.1	5.6	33.3	18	0.0	38.9	11.1	33.3	11.1	5.6
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>IEP</b>	14	14.3	7.1	7.1	28.6	21.4	21.4	14	14.3	14.3	21.4	35.7	7.1	7.1
	<b>Migrant</b>	7							7						
<b>Primary Disability</b>	<b>Autism</b>	2							2						
	<b>Multiple Disabilities</b>	1							1						
	<b>Other Health Impairment</b>	2							2						
	<b>Specific Learning Disability</b>	8							8						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.12: 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>		1,000	8.0	41.1	9.1	16.3	8.9	16.6	1,001	8.0	48.8	10.8	19.4	5.3	7.8
<b>Gender</b>	<b>Female</b>	430	7.9	37.4	9.1	18.1	8.1	19.3	431	7.9	44.5	12.8	17.9	6.3	10.7
	<b>Male</b>	474	8.4	41.4	9.9	15.6	10.3	14.3	474	8.4	50.6	9.9	21.1	4.0	5.9
	<b>Missing</b>	96	6.3	56.3	5.2	11.5	5.2	15.6	96	6.3	58.3	6.3	17.7	7.3	4.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5							5						
	<b>Asian</b>	115	3.5	12.2	9.6	20.0	17.4	37.4	116	3.4	22.4	8.6	33.6	8.6	23.3
	<b>Black or African American</b>	162	3.1	29.6	12.3	16.7	17.3	21.0	162	3.1	38.3	14.8	28.4	6.2	9.3
	<b>Hispanic or Latino</b>	367	15.5	49.9	7.6	12.5	4.9	9.5	367	15.5	55.6	9.8	11.2	4.4	3.5
	<b>Native Hawaiian or Other Pacific Islander</b>	8							8						
	<b>Two or More Races</b>	120	6.7	44.2	10.0	20.8	4.2	14.2	120	6.7	52.5	14.2	17.5	5.8	3.3
	<b>White</b>	208	2.4	48.1	8.2	16.8	7.2	17.3	208	2.4	56.7	8.7	18.3	4.8	9.1
	<b>Other/Unknown</b>	15	6.7	46.7	6.7	26.7	6.7	6.7	15	6.7	46.7	13.3	33.3	0.0	0.0
<b>Other</b>	<b>Gifted</b>	1							1						



Subgroup	Status	Listening					Reading								
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Home Schooled	1							1						
	IEP	7							7						
	Migrant	5							5						
Primary Disability	Autism	2							2						
	Multiple Disabilities	1							1						
	Other Health Impairment	1							1						
	Specific Learning Disability	3							3						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.12: 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>		1,000	8.0	43.5	11.1	10.8	5.3	21.3	1,001	8.0	48.2	12.0	14.9	5.0	12.0
<b>Gender</b>	<b>Female</b>	430	7.9	39.5	11.2	12.1	5.1	24.2	431	7.9	44.1	13.9	13.5	5.3	15.3
	<b>Male</b>	474	8.4	44.1	11.8	9.9	5.7	20.0	474	8.4	49.8	11.2	16.0	5.1	9.5
	<b>Missing</b>	96	6.3	58.3	7.3	9.4	4.2	14.6	96	6.3	58.3	7.3	15.6	3.1	9.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5							5						
	<b>Asian</b>	115	3.5	19.1	9.6	13.0	10.4	44.3	116	3.4	19.8	13.8	23.3	8.6	31.0
	<b>Black or African American</b>	162	3.1	30.2	14.8	10.5	10.5	30.9	162	3.1	37.7	13.6	23.5	8.0	14.2
	<b>Hispanic or Latino</b>	367	15.5	53.7	8.7	7.1	2.2	12.8	367	15.5	55.3	9.8	9.0	3.3	7.1
	<b>Native Hawaiian or Other Pacific Islander</b>	8							8						
	<b>Two or More Races</b>	120	6.7	44.2	10.0	17.5	4.2	17.5	120	6.7	50.8	14.2	15.8	4.2	8.3
	<b>White</b>	208	2.4	49.5	12.5	11.1	3.8	20.7	208	2.4	56.7	12.0	12.5	4.8	11.5
	<b>Other/Unknown</b>	15	6.7	33.3	13.3	33.3	6.7	6.7	15	6.7	53.3	13.3	20.0	0.0	6.7
<b>Other</b>	<b>Gifted</b>	1							1						

Subgroup	Status	Speaking					Writing								
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	Home Schooled	1							1						
	IEP	7							7						
	Migrant	5							5						
Primary Disability	Autism	2							2						
	Multiple Disabilities	1							1						
	Other Health Impairment	1							1						
	Specific Learning Disability	3							3						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.13: 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>		619	5.8	32.1	9.9	19.2	8.4	24.6	619	5.8	40.4	14.4	19.2	7.4	12.8
<b>Gender</b>	<b>Female</b>	293	5.1	33.1	8.2	19.8	7.8	25.9	293	5.1	39.2	14.0	20.8	7.8	13.0
	<b>Male</b>	283	7.1	32.5	10.6	18.0	10.2	21.6	283	7.1	42.0	14.5	17.7	6.4	12.4
	<b>Missing</b>	43	2.3	23.3	16.3	23.3	0.0	34.9	43	2.3	37.2	16.3	18.6	11.6	14.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4							4						
	<b>Asian</b>	88	1.1	11.4	12.5	27.3	11.4	36.4	88	1.1	19.3	21.6	26.1	12.5	19.3
	<b>Black or African American</b>	94	4.3	25.5	9.6	33.0	8.5	19.1	94	4.3	34.0	22.3	24.5	8.5	6.4
	<b>Hispanic or Latino</b>	214	13.1	47.7	6.1	13.6	5.6	14.0	214	13.1	51.4	11.2	13.1	5.1	6.1
	<b>Native Hawaiian or Other Pacific Islander</b>	4							4						
	<b>Two or More Races</b>	33	3.0	24.2	9.1	15.2	3.0	45.5	33	3.0	39.4	3.0	21.2	9.1	24.2
	<b>White</b>	173	1.2	28.9	13.3	14.5	10.4	31.8	173	1.2	41.6	12.7	17.9	6.9	19.7
	<b>Other/Unknown</b>	9							9						
<b>Other</b>	<b>IEP</b>	4							4						

Subgroup	Status	Listening							Reading						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Migrant</b>	11	0.0	18.2	0.0	18.2	18.2	45.5	11	0.0	18.2	9.1	36.4	27.3	9.1
<b>Primary Disability</b>	<b>Autism</b>	1							1						
	<b>Intellectual Disability</b>	1							1						
	<b>Other Health Impairment</b>	1							1						
	<b>Specific Learning Disability</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.13: 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>		619	5.8	35.7	10.8	12.6	6.3	28.8	619	5.8	40.1	14.1	16.3	5.5	18.3
<b>Gender</b>	<b>Female</b>	293	5.1	34.5	9.9	11.9	9.2	29.4	293	5.1	37.9	13.7	18.8	5.5	19.1
	<b>Male</b>	283	7.1	37.1	11.3	13.8	3.9	26.9	283	7.1	43.1	14.1	14.5	4.2	17.0
	<b>Missing</b>	43	2.3	34.9	14.0	9.3	2.3	37.2	43	2.3	34.9	16.3	11.6	14.0	20.9
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4							4						
	<b>Asian</b>	88	1.1	15.9	11.4	19.3	10.2	42.0	88	1.1	18.2	22.7	20.5	11.4	26.1
	<b>Black or African American</b>	94	4.3	26.6	14.9	21.3	8.5	24.5	94	4.3	33.0	20.2	20.2	7.4	14.9
	<b>Hispanic or Latino</b>	214	13.1	50.5	5.1	7.5	4.2	19.6	214	13.1	52.3	8.4	13.1	3.7	9.3
	<b>Native Hawaiian or Other Pacific Islander</b>	4							4						
	<b>Two or More Races</b>	33	3.0	27.3	12.1	9.1	3.0	45.5	33	3.0	30.3	15.2	6.1	6.1	39.4
	<b>White</b>	173	1.2	34.1	13.9	11.0	6.9	32.9	173	1.2	41.6	12.7	16.8	4.0	23.7
	<b>Other/Unknown</b>	9							9						
<b>Other</b>	<b>IEP</b>	4							4						

Subgroup	Status	Speaking							Writing						
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Migrant</b>	11	0.0	9.1	18.2	9.1	18.2	45.5	11	0.0	18.2	18.2	27.3	18.2	18.2
<b>Primary Disability</b>	<b>Autism</b>	1							1						
	<b>Intellectual Disability</b>	1							1						
	<b>Other Health Impairment</b>	1							1						
	<b>Specific Learning Disability</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.14: 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>		346	4.9	25.1	11.0	21.1	8.7	29.2	346	4.9	34.1	15.3	21.4	8.7	15.6
<b>Gender</b>	<b>Female</b>	158	3.2	22.2	10.8	20.3	7.0	36.7	158	3.2	29.1	18.4	17.7	12.7	19.0
	<b>Male</b>	166	7.2	27.7	10.2	21.7	9.6	23.5	166	7.2	37.3	12.7	24.7	5.4	12.7
	<b>Missing</b>	22	0.0	27.3	18.2	22.7	13.6	18.2	22	0.0	45.5	13.6	22.7	4.5	13.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1							1						
	<b>Asian</b>	40	0.0	10.0	15.0	20.0	12.5	42.5	40	0.0	20.0	17.5	22.5	12.5	27.5
	<b>Black or African American</b>	68	0.0	29.4	13.2	14.7	11.8	30.9	68	0.0	35.3	13.2	26.5	8.8	16.2
	<b>Hispanic or Latino</b>	111	14.4	33.3	9.0	19.8	6.3	17.1	111	14.4	40.5	17.1	9.9	7.2	10.8
	<b>Native Hawaiian or Other Pacific Islander</b>	3							3						
	<b>Two or More Races</b>	16	0.0	18.8	18.8	37.5	6.3	18.8	16	0.0	43.8	12.5	25.0	12.5	6.3
	<b>White</b>	103	1.0	21.4	8.7	22.3	8.7	37.9	103	1.0	31.1	14.6	27.2	8.7	17.5
	<b>Other/Unknown</b>	4							4						
<b>Other</b>	<b>IEP</b>	1							1						



Subgroup	Status	Listening					Reading								
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Migrant</b>	2							2						
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1							1						

\* Domain tests with Exemption are excluded.

\* Level 0: Performance Not Determined.

Table S4.14: 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>		346	4.9	30.3	11.6	13.6	5.8	33.8	346	4.9	34.1	15.3	17.3	6.6	21.7
<b>Gender</b>	<b>Female</b>	158	3.2	27.2	11.4	13.3	5.1	39.9	158	3.2	30.4	15.8	15.2	8.9	26.6
	<b>Male</b>	166	7.2	33.1	10.2	13.9	6.0	29.5	166	7.2	36.1	15.1	18.7	4.8	18.1
	<b>Missing</b>	22	0.0	31.8	22.7	13.6	9.1	22.7	22	0.0	45.5	13.6	22.7	4.5	13.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1							1						
	<b>Asian</b>	40	0.0	17.5	10.0	20.0	2.5	50.0	40	0.0	20.0	22.5	17.5	2.5	37.5
	<b>Black or African American</b>	68	0.0	30.9	11.8	13.2	5.9	38.2	68	0.0	36.8	11.8	20.6	10.3	20.6
	<b>Hispanic or Latino</b>	111	14.4	37.8	13.5	9.0	4.5	20.7	111	14.4	43.2	12.6	11.7	1.8	16.2
	<b>Native Hawaiian or Other Pacific Islander</b>	3							3						
	<b>Two or More Races</b>	16	0.0	31.3	12.5	25.0	6.3	25.0	16	0.0	31.3	18.8	31.3	12.5	6.3
	<b>White</b>	103	1.0	25.2	9.7	15.5	6.8	41.7	103	1.0	30.1	15.5	17.5	10.7	25.2
	<b>Other/Unknown</b>	4							4						
<b>Other</b>	<b>IEP</b>	1							1						

Subgroup	Status	Speaking					Writing								
		N	0	1	2	3	4	5	N	0	1	2	3	4	5
	<b>Migrant</b>	2							2						
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1							1						

\* 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 - Beginning of Kindergarten**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		10,844	3.7	35.4	53.7	7.2
<b>Gender</b>	<b>Female</b>	4,863	3.1	32.7	57.1	7.2
	<b>Male</b>	5,156	4.6	37.9	50.2	7.4
	<b>Missing</b>	825	1.8	36.1	55.4	6.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	50	2.0	32.0	54.0	12.0
	<b>Asian</b>	2,803	2.8	26.9	56.5	13.7
	<b>Black or African American</b>	1,778	3.8	28.7	59.8	7.7
	<b>Hispanic or Latino</b>	3,105	3.4	44.8	49.7	2.1
	<b>Native Hawaiian or Other Pacific Islander</b>	67	3.0	40.3	56.7	0.0
	<b>Two or More Races</b>	1,167	7.8	46.3	41.8	4.1
	<b>White</b>	1,762	2.9	32.5	57.0	7.6
	<b>Other/Unknown</b>	112	2.7	24.1	64.3	8.9
<b>Other</b>	<b>IEP</b>	195	20.5	43.6	31.8	4.1
	<b>Migrant</b>	21	0.0	57.1	33.3	9.5
<b>Primary Disability</b>	<b>Autism</b>	76	39.5	39.5	14.5	6.6
	<b>Developmental delay</b>	3				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Emotional disturbance	1				
	Hearing Impaired	1				
	Multiple disabilities	10	40.0	40.0	20.0	0.0
	Other health impairment	16	12.5	56.3	31.3	0.0
	Specific learning disability	7				
	Speech or language impairment	71	4.2	40.8	50.7	4.2
	Visual impairment	1				

**Table S5.2: Screener Overall Proficiency Categories - Kindergarten**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		759	11.7	42.4	40.8	5.0
<b>Gender</b>	<b>Female</b>	319	11.6	42.6	39.8	6.0
	<b>Male</b>	395	12.2	41.8	41.8	4.3
	<b>Missing</b>	45	8.9	46.7	40.0	4.4
<b>Ethnicity</b>	<b>Asian</b>	144	6.3	34.7	47.9	11.1
	<b>Black or African American</b>	179	12.8	31.8	51.4	3.9
	<b>Hispanic or Latino</b>	201	10.0	54.7	32.8	2.5
	<b>Native Hawaiian or Other Pacific Islander</b>	5				
	<b>Two or More Races</b>	117	17.9	40.2	41.0	0.9
	<b>White</b>	106	15.1	49.1	29.2	6.6
	<b>Other/Unknown</b>	7				
<b>Other</b>	<b>IEP</b>	30	20.0	46.7	33.3	0.0
	<b>Migrant</b>	2				
<b>Primary Disability</b>	<b>Autism</b>	11	18.2	45.5	36.4	0.0
	<b>Developmental delay</b>	2				
	<b>Intellectual Disability</b>	3				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Multiple disabilities	4				
	Other health impairment	4				
	Specific learning disability	4				
	Speech or language impairment	1				



**Table S5.3: Screener Overall Proficiency Categories - Grade 1**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		2,182	4.7	37.8	50.6	6.9
<b>Gender</b>	<b>Female</b>	986	4.7	37.3	50.8	7.2
	<b>Male</b>	1,022	5.3	39.5	48.7	6.5
	<b>Missing</b>	174	1.1	30.5	60.3	8.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8				
	<b>Asian</b>	499	1.8	27.3	54.5	16.4
	<b>Black or African American</b>	403	4.2	28.3	62.3	5.2
	<b>Hispanic or Latino</b>	568	4.2	48.2	45.6	1.9
	<b>Native Hawaiian or Other Pacific Islander</b>	20	0.0	25.0	75.0	0.0
	<b>Two or More Races</b>	273	11.4	38.5	45.4	4.8
	<b>White</b>	382	5.2	47.4	42.1	5.2
	<b>Other/Unknown</b>	29	3.4	17.2	69.0	10.3
<b>Other</b>	<b>Gifted</b>	1				
	<b>IEP</b>	24	8.3	41.7	50.0	0.0
	<b>Migrant</b>	4				
<b>Primary Disability</b>	<b>Autism</b>	7				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Intellectual Disability	1				
	Multiple disabilities	2				
	Other health impairment	1				
	Specific learning disability	3				
	Speech or language impairment	9				

**Table S5.4: Screener Overall Proficiency Categories - Grade 2**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,598	5.3	39.3	44.2	11.3
<b>Gender</b>	<b>Female</b>	726	5.4	39.5	42.6	12.5
	<b>Male</b>	748	5.7	40.2	44.1	9.9
	<b>Missing</b>	124	1.6	32.3	54.0	12.1
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4				
	<b>Asian</b>	324	2.5	27.2	48.1	22.2
	<b>Black or African American</b>	276	7.2	27.5	53.3	12.0
	<b>Hispanic or Latino</b>	416	4.1	48.3	42.1	5.5
	<b>Native Hawaiian or Other Pacific Islander</b>	13	0.0	15.4	69.2	15.4
	<b>Two or More Races</b>	199	12.1	40.7	40.7	6.5
	<b>White</b>	339	3.5	50.7	35.7	10.0
	<b>Other/Unknown</b>	27	11.1	25.9	51.9	11.1
<b>Other</b>	<b>IEP</b>	10	0.0	30.0	60.0	10.0
	<b>Migrant</b>	3				
<b>Primary Disability</b>	<b>Autism</b>	1				
	<b>Emotional disturbance</b>	1				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Hearing Impaired	1				
	Intellectual Disability	1				
	Multiple disabilities	1				
	Other health impairment	1				
	Speech or language impairment	3				

**Table S5.5: Screener Overall Proficiency Categories - Grade 3**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,518	5.4	41.9	40.4	12.3
<b>Gender</b>	<b>Female</b>	704	5.8	42.3	38.8	13.1
	<b>Male</b>	720	5.4	40.7	42.1	11.8
	<b>Missing</b>	94	2.1	47.9	39.4	10.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5				
	<b>Asian</b>	296	3.4	28.4	42.9	25.3
	<b>Black or African American</b>	262	7.6	21.0	58.8	12.6
	<b>Hispanic or Latino</b>	408	3.9	55.9	32.4	7.8
	<b>Native Hawaiian or Other Pacific Islander</b>	13	0.0	23.1	69.2	7.7
	<b>Two or More Races</b>	207	12.1	41.1	41.5	5.3
	<b>White</b>	315	3.5	55.9	30.8	9.8
	<b>Other/Unknown</b>	12	0.0	33.3	50.0	16.7
<b>Other</b>	<b>Gifted</b>	2				
	<b>IEP</b>	36	11.1	25.0	61.1	2.8
	<b>Migrant</b>	5				
<b>Primary Disability</b>	<b>Autism</b>	5				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Intellectual Disability	1				
	Multiple disabilities	7				
	Other health impairment	7				
	Specific learning disability	5				
	Speech or language impairment	10	0.0	0.0	100.0	0.0
	Traumatic brain injury	1				
	Visual impairment	2				

**Table S5.6: Screener Overall Proficiency Categories - Grade 4**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,342	6.6	41.7	30.4	21.3
<b>Gender</b>	<b>Female</b>	609	7.4	39.7	31.0	21.8
	<b>Male</b>	642	6.1	43.5	29.8	20.7
	<b>Missing</b>	91	5.5	41.8	30.8	22.0
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3				
	<b>Asian</b>	275	1.8	23.6	32.4	42.2
	<b>Black or African American</b>	257	8.6	28.8	41.2	21.4
	<b>Hispanic or Latino</b>	368	6.3	54.9	26.6	12.2
	<b>Native Hawaiian or Other Pacific Islander</b>	5				
	<b>Two or More Races</b>	159	15.1	39.0	30.8	15.1
	<b>White</b>	260	5.8	55.4	22.7	16.2
	<b>Other/Unknown</b>	15	0.0	46.7	33.3	20.0
<b>Other</b>	<b>Gifted</b>	1				
	<b>IEP</b>	13	15.4	30.8	53.8	0.0
	<b>Migrant</b>	10	0.0	80.0	20.0	0.0
<b>Primary Disability</b>	<b>Autism</b>	3				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Intellectual Disability	1				
	Multiple disabilities	3				
	Specific learning disability	7				
	Speech or language impairment	1				



**Table S5.7: Screener Overall Proficiency Categories - Grade 5**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,349	6.0	46.9	28.0	19.1
<b>Gender</b>	<b>Female</b>	609	5.4	45.0	28.9	20.7
	<b>Male</b>	638	6.7	48.9	27.7	16.6
	<b>Missing</b>	102	4.9	46.1	24.5	24.5
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	7				
	<b>Asian</b>	251	3.6	26.3	34.7	35.5
	<b>Black or African American</b>	233	9.4	35.2	36.5	18.9
	<b>Hispanic or Latino</b>	396	3.8	54.8	27.5	13.9
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	60.0	20.0	10.0
	<b>Two or More Races</b>	158	13.9	53.8	17.1	15.2
	<b>White</b>	271	4.1	60.9	21.8	13.3
	<b>Other/Unknown</b>	23	0.0	43.5	26.1	30.4
<b>Other</b>	<b>Gifted</b>	2				
	<b>IEP</b>	19	21.1	57.9	15.8	5.3
	<b>Migrant</b>	6				
<b>Primary Disability</b>	<b>Autism</b>	5				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Hearing Impaired	1				
	Intellectual Disability	3				
	Multiple disabilities	4				
	Other health impairment	2				
	Specific learning disability	4				
	Speech or language impairment	1				

**Table S5.8: Screener Overall Proficiency Categories - Grade 6**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,175	11.4	40.8	28.3	19.6
<b>Gender</b>	<b>Female</b>	521	11.7	40.1	26.9	21.3
	<b>Male</b>	589	11.4	40.7	29.2	18.7
	<b>Missing</b>	65	9.2	46.2	30.8	13.8
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	2				
	<b>Asian</b>	194	4.1	29.4	26.8	39.7
	<b>Black or African American</b>	205	10.7	27.8	42.9	18.5
	<b>Hispanic or Latino</b>	330	12.4	48.8	23.9	14.8
	<b>Native Hawaiian or Other Pacific Islander</b>	17	0.0	29.4	52.9	17.6
	<b>Two or More Races</b>	178	27.5	33.1	28.7	10.7
	<b>White</b>	227	5.7	56.8	21.1	16.3
	<b>Other/Unknown</b>	22	4.5	40.9	22.7	31.8
<b>Other</b>	<b>Gifted</b>	2				
	<b>IEP</b>	19	21.1	15.8	57.9	5.3
	<b>Migrant</b>	8				
<b>Primary Disability</b>	<b>Autism</b>	2				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Developmental delay	2				
	Intellectual Disability	1				
	Multiple disabilities	4				
	Other health impairment	3				
	Specific learning disability	8				

**Table S5.9: Screener Overall Proficiency Categories - Grade 7**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,156	11.6	47.6	26.5	14.4
<b>Gender</b>	<b>Female</b>	529	12.7	46.3	24.0	17.0
	<b>Male</b>	559	11.6	48.1	27.9	12.3
	<b>Missing</b>	68	2.9	52.9	33.8	10.3
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	3				
	<b>Asian</b>	168	3.0	30.4	32.1	34.5
	<b>Black or African American</b>	192	11.5	38.0	35.9	14.6
	<b>Hispanic or Latino</b>	374	12.8	56.4	22.5	8.3
	<b>Native Hawaiian or Other Pacific Islander</b>	7				
	<b>Two or More Races</b>	162	29.0	35.8	22.8	12.3
	<b>White</b>	232	5.2	62.5	22.8	9.5
	<b>Other/Unknown</b>	18	0.0	27.8	33.3	38.9
<b>Other</b>	<b>Gifted</b>	1				
	<b>IEP</b>	16	18.8	12.5	68.8	0.0
	<b>Migrant</b>	3				
<b>Primary Disability</b>	<b>Autism</b>	2				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Intellectual Disability	1				
	Multiple disabilities	3				
	Other health impairment	2				
	Specific learning disability	9				

**Table S5.10: Screener Overall Proficiency Categories - Grade 8**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,135	10.2	53.8	24.3	11.6
<b>Gender</b>	<b>Female</b>	497	12.5	50.5	25.4	11.7
	<b>Male</b>	576	8.9	57.3	22.9	10.9
	<b>Missing</b>	62	4.8	48.4	29.0	17.7
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	8				
	<b>Asian</b>	148	3.4	34.5	33.8	28.4
	<b>Black or African American</b>	200	9.0	40.5	39.5	11.0
	<b>Hispanic or Latino</b>	388	10.3	66.0	14.9	8.8
	<b>Native Hawaiian or Other Pacific Islander</b>	10	10.0	20.0	70.0	0.0
	<b>Two or More Races</b>	142	23.9	50.0	19.7	6.3
	<b>White</b>	226	8.0	62.4	19.5	10.2
	<b>Other/Unknown</b>	13	0.0	23.1	61.5	15.4
<b>Other</b>	<b>Home Schooled</b>	1				
	<b>IEP</b>	14	14.3	50.0	35.7	0.0
	<b>Migrant</b>	5				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	3				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Multiple disabilities	4				
	Other health impairment	1				
	Specific learning disability	6				



**Table S5.11: Screener Overall Proficiency Categories - Grade 9**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,996	19.7	51.2	21.6	7.5
<b>Gender</b>	<b>Female</b>	848	18.3	49.5	22.9	9.3
	<b>Male</b>	1,004	19.9	53.4	20.8	5.9
	<b>Missing</b>	144	27.1	45.8	19.4	7.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	6				
	<b>Asian</b>	152	3.9	32.2	33.6	30.3
	<b>Black or African American</b>	359	18.4	40.1	30.9	10.6
	<b>Hispanic or Latino</b>	682	21.3	60.7	14.8	3.2
	<b>Native Hawaiian or Other Pacific Islander</b>	9				
	<b>Two or More Races</b>	453	33.1	43.3	18.8	4.9
	<b>White</b>	317	8.2	64.0	21.5	6.3
	<b>Other/Unknown</b>	18	0.0	38.9	55.6	5.6
<b>Other</b>	<b>Gifted</b>	1				
	<b>IEP</b>	15	13.3	13.3	60.0	13.3
	<b>Migrant</b>	7				
<b>Primary Disability</b>	<b>Autism</b>	2				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Multiple disabilities	2				
	Other health impairment	2				
	Specific learning disability	8				

**Table S5.12: Screener Overall Proficiency Categories - Grade 10**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		1,001	8.0	47.5	32.2	12.4
<b>Gender</b>	<b>Female</b>	431	7.9	43.4	32.3	16.5
	<b>Male</b>	474	8.4	48.5	33.8	9.3
	<b>Missing</b>	96	6.3	60.4	24.0	9.4
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	5				
	<b>Asian</b>	116	3.4	21.6	43.1	31.9
	<b>Black or African American</b>	162	3.1	38.9	43.8	14.2
	<b>Hispanic or Latino</b>	367	15.5	56.1	20.4	7.9
	<b>Native Hawaiian or Other Pacific Islander</b>	8				
	<b>Two or More Races</b>	120	6.7	46.7	39.2	7.5
	<b>White</b>	208	2.4	53.4	31.7	12.5
	<b>Other/Unknown</b>	15	6.7	40.0	53.3	0.0
<b>Other</b>	<b>Gifted</b>	1				
	<b>Home Schooled</b>	1				
	<b>IEP</b>	7				
	<b>Migrant</b>	5				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
Primary Disability	Autism	2				
	Multiple disabilities	1				
	Other health impairment	1				
	Specific learning disability	3				

**Table S5.13: Screener Overall Proficiency Categories - Grade 11**

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		619	5.8	39.3	35.7	19.2
<b>Gender</b>	<b>Female</b>	293	5.1	38.6	36.9	19.5
	<b>Male</b>	283	7.1	39.9	35.0	18.0
	<b>Missing</b>	43	2.3	39.5	32.6	25.6
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	4				
	<b>Asian</b>	88	1.1	19.3	47.7	31.8
	<b>Black or African American</b>	94	4.3	31.9	50.0	13.8
	<b>Hispanic or Latino</b>	214	13.1	51.9	24.3	10.7
	<b>Native Hawaiian or Other Pacific Islander</b>	4				
	<b>Two or More Races</b>	33	3.0	30.3	33.3	33.3
	<b>White</b>	173	1.2	39.3	35.3	24.3
	<b>Other/Unknown</b>	9				
<b>Other</b>	<b>IEP</b>	4				
	<b>Migrant</b>	11	0.0	18.2	45.5	36.4
<b>Primary Disability</b>	<b>Autism</b>	1				
	<b>Intellectual Disability</b>	1				

Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
	Other health impairment	1				
	Specific learning disability	1				

**Table S5.14: Screener Overall Proficiency Categories - Grade 12**

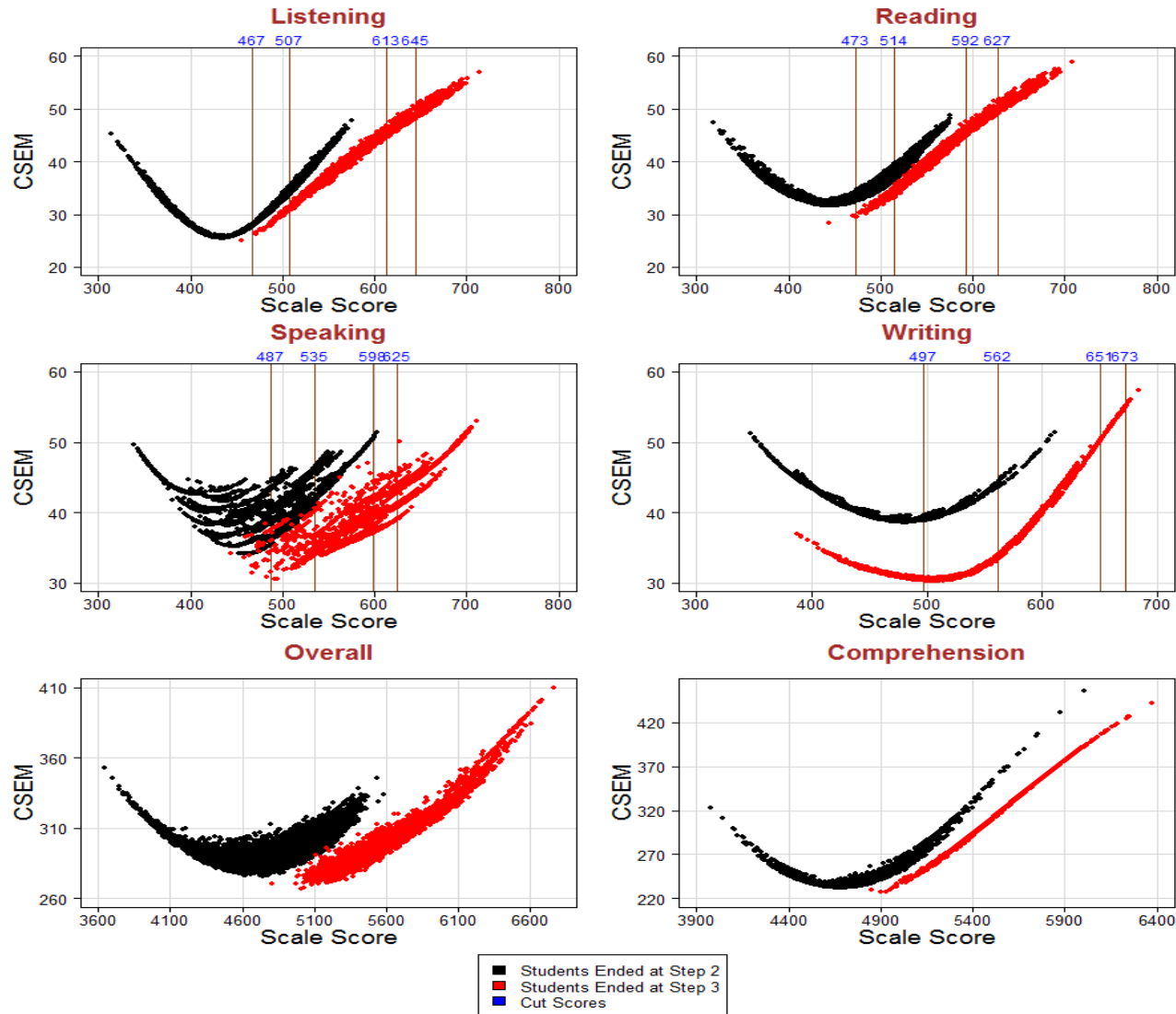
Subgroup	Status	N	Proficiency Not Demonstrated	Emerging	Progressing	Proficient
<b>Total</b>		346	4.9	34.1	37.6	23.4
<b>Gender</b>	<b>Female</b>	158	3.2	31.0	35.4	30.4
	<b>Male</b>	166	7.2	35.5	39.8	17.5
	<b>Missing</b>	22	0.0	45.5	36.4	18.2
<b>Ethnicity</b>	<b>American Indian or Alaskan Native</b>	1				
	<b>Asian</b>	40	0.0	22.5	40.0	37.5
	<b>Black or African American</b>	68	0.0	39.7	36.8	23.5
	<b>Hispanic or Latino</b>	111	14.4	41.4	26.1	18.0
	<b>Native Hawaiian or Other Pacific Islander</b>	3				
	<b>Two or More Races</b>	16	0.0	37.5	43.8	18.8
	<b>White</b>	103	1.0	27.2	46.6	25.2
	<b>Other/Unknown</b>	4				
<b>Other</b>	<b>IEP</b>	1				
	<b>Migrant</b>	2				
<b>Primary Disability</b>	<b>Intellectual Disability</b>	1				

## **Section 6: Screener Assessment – Conditional Standard Error of Measurement (CSEM)**

\* Domain tests with Exemption are excluded.

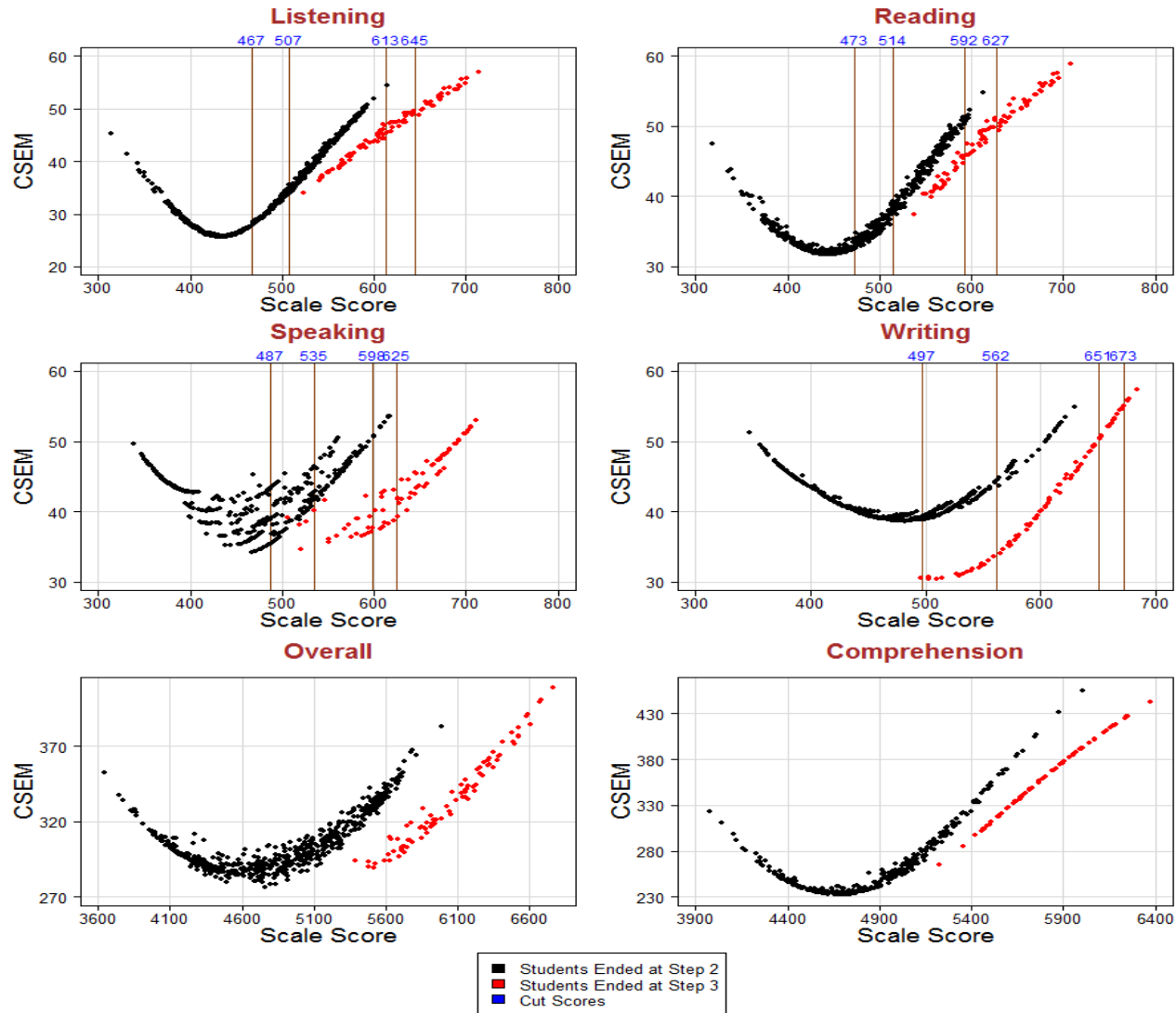


Figure S6.1: Screener Conditional Standard Error of Measurement for Beginning of Kindergarten



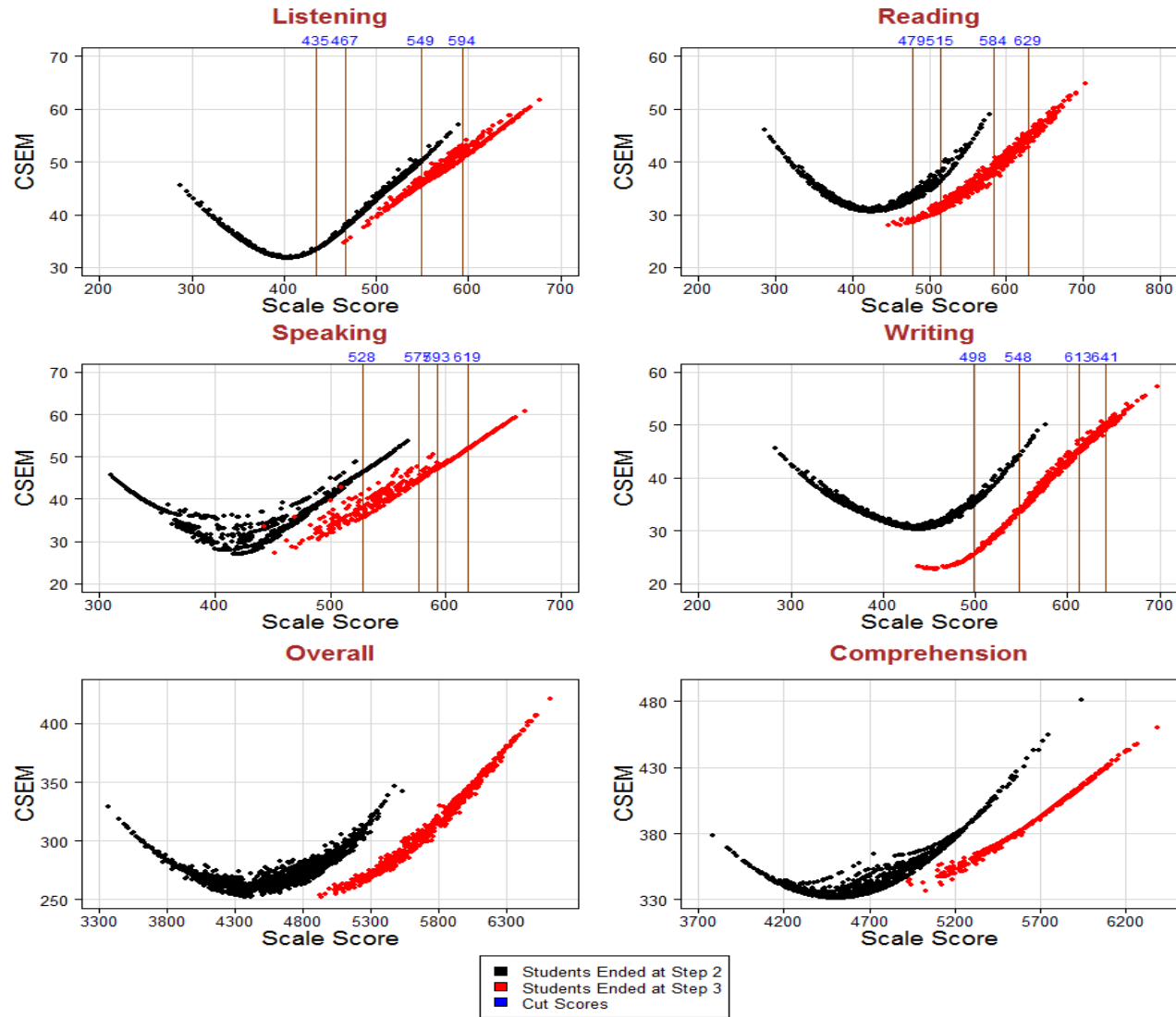
\* Domain tests with Exemption are excluded.

Figure S6.2: Screener Conditional Standard Error of Measurement for Kindergarten



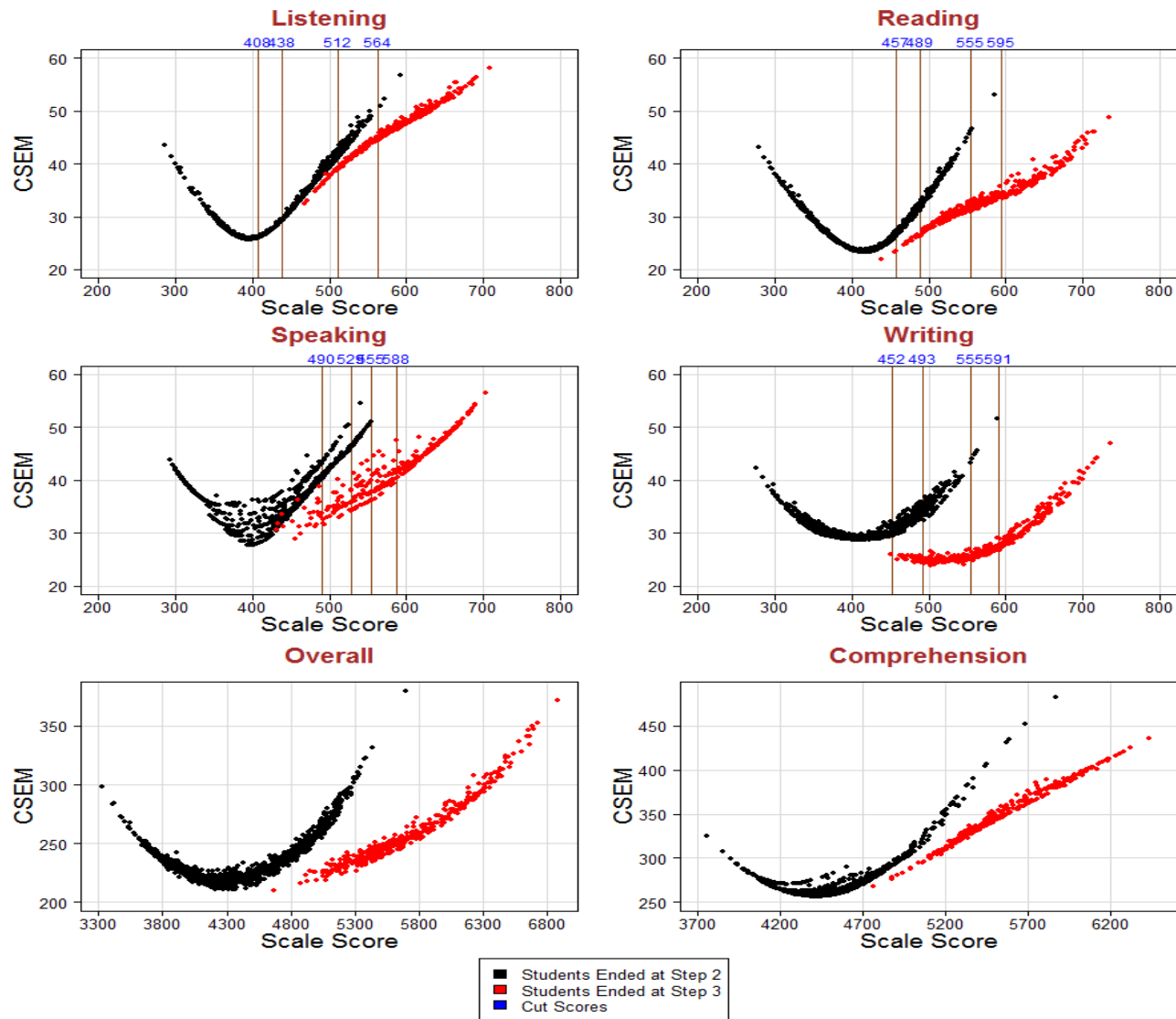
\* Domain tests with Exemption are excluded.

Figure S6.3: Screener Conditional Standard Error of Measurement for Grade 1



\* Domain tests with Exemption are excluded.

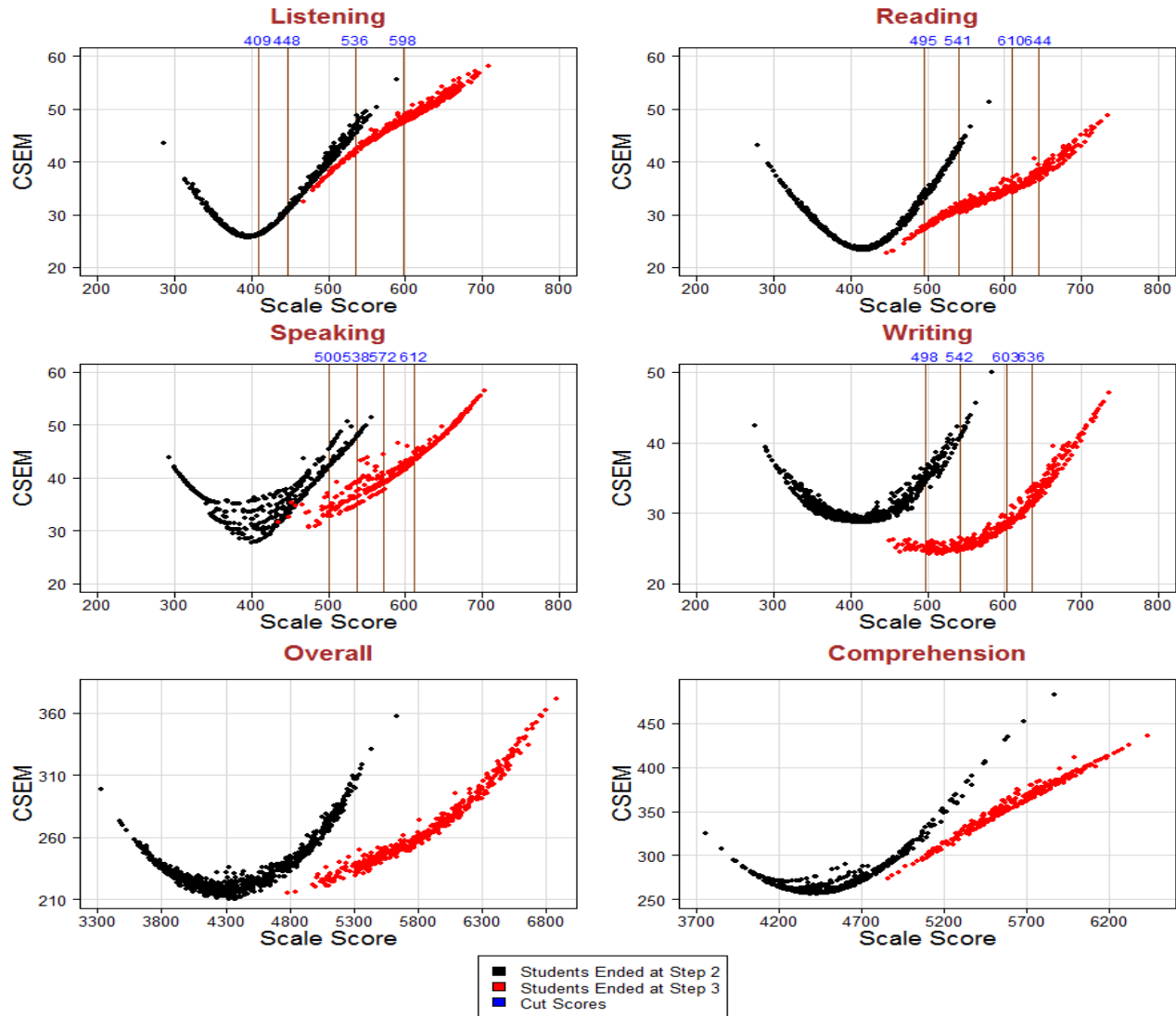
***Figure S6.4: Screener Conditional Standard Error of Measurement for Grade 2***



\* Domain tests with Exemption are excluded.

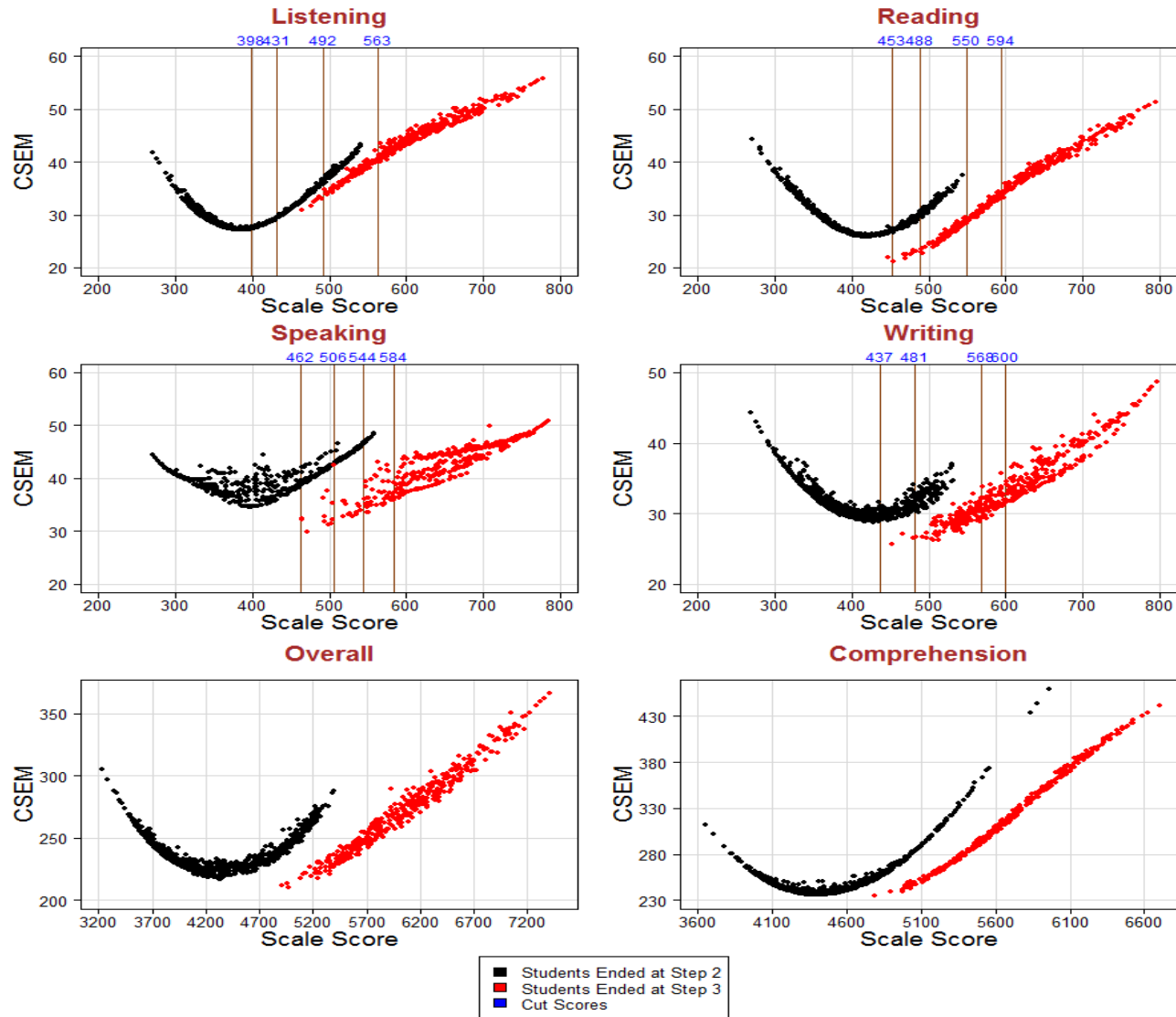


Figure S6.5: Screener Conditional Standard Error of Measurement for Grade 3



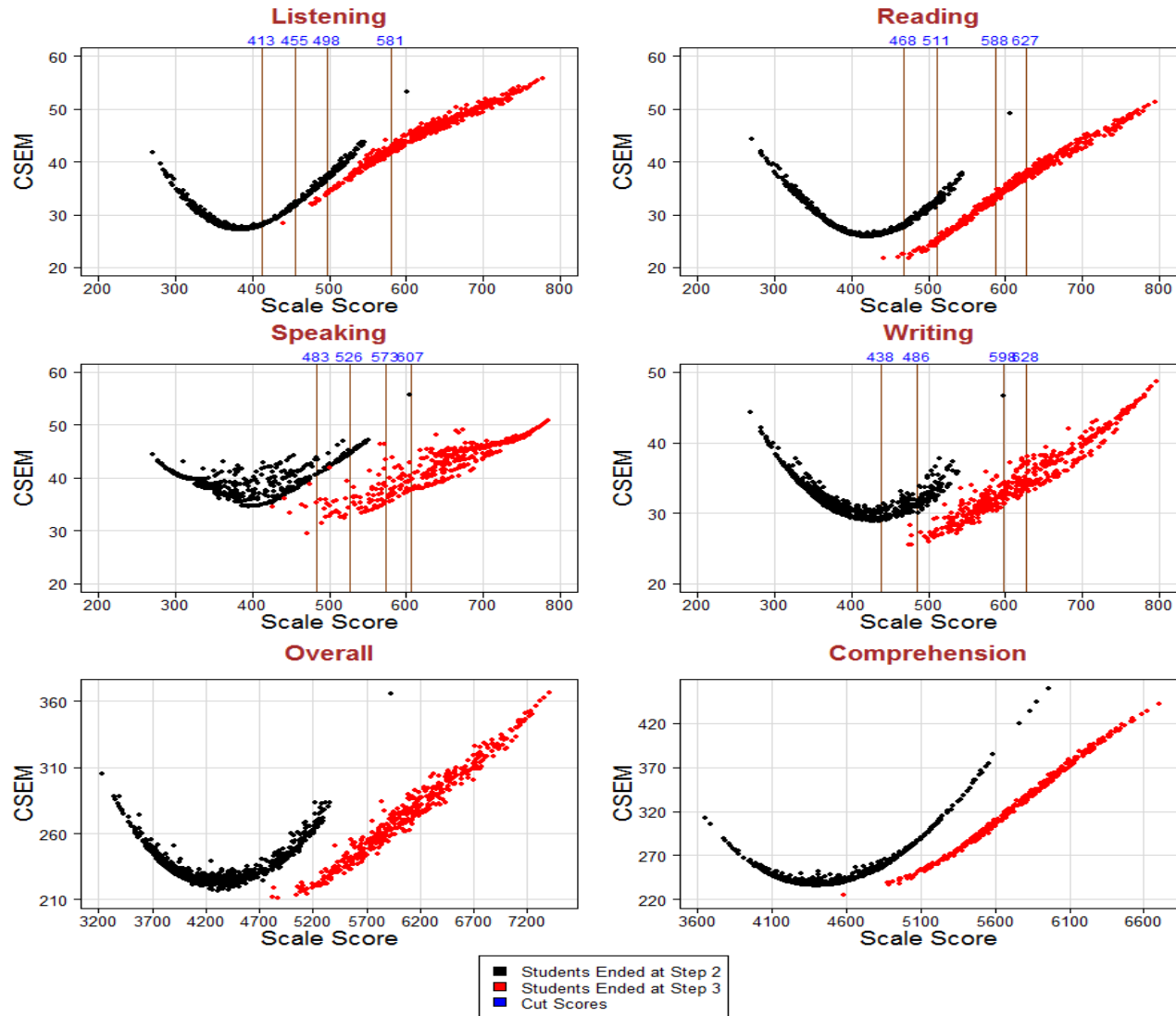
\* Domain tests with Exemption are excluded.

***Figure S6.6: Screener Conditional Standard Error of Measurement for Grade 4***



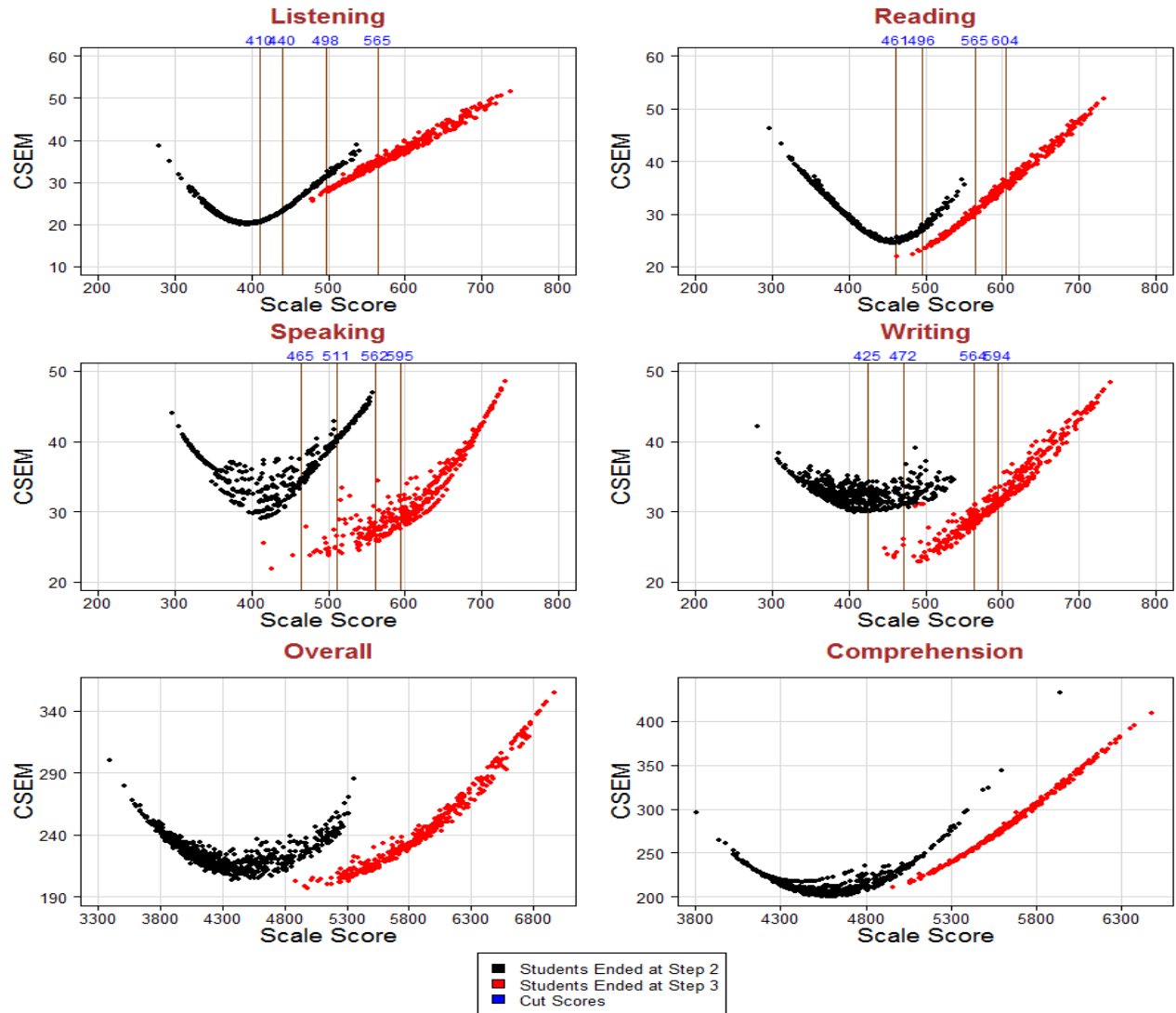
\* Domain tests with Exemption are excluded.

Figure S6.7: Screener Conditional Standard Error of Measurement for Grade 5



\* Domain tests with Exemption are excluded.

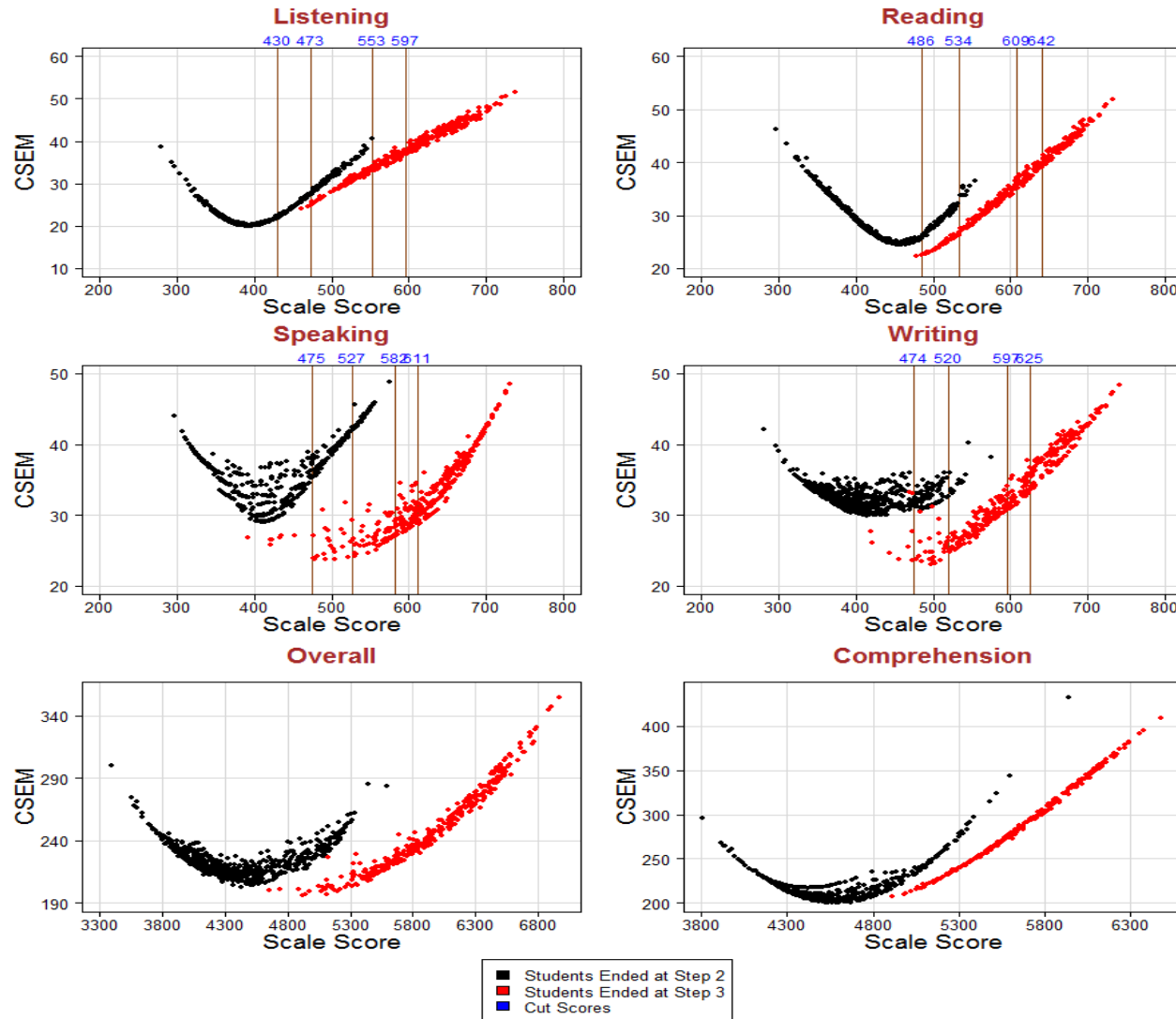
Figure S6.8: Screener Conditional Standard Error of Measurement for Grade 6



\* Domain tests with Exemption are excluded.

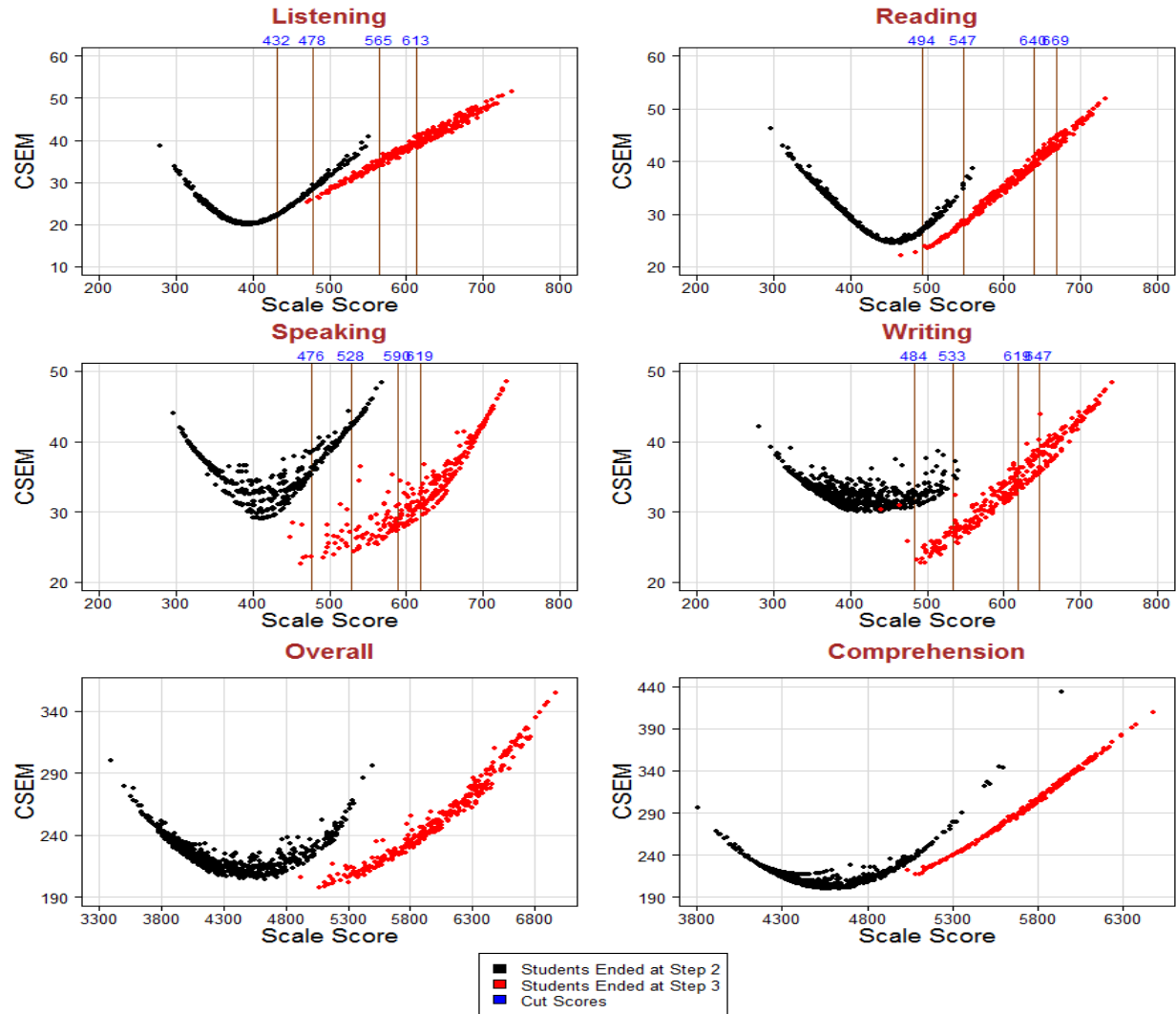


Figure S6.9: Screener Conditional Standard Error of Measurement for Grade 7



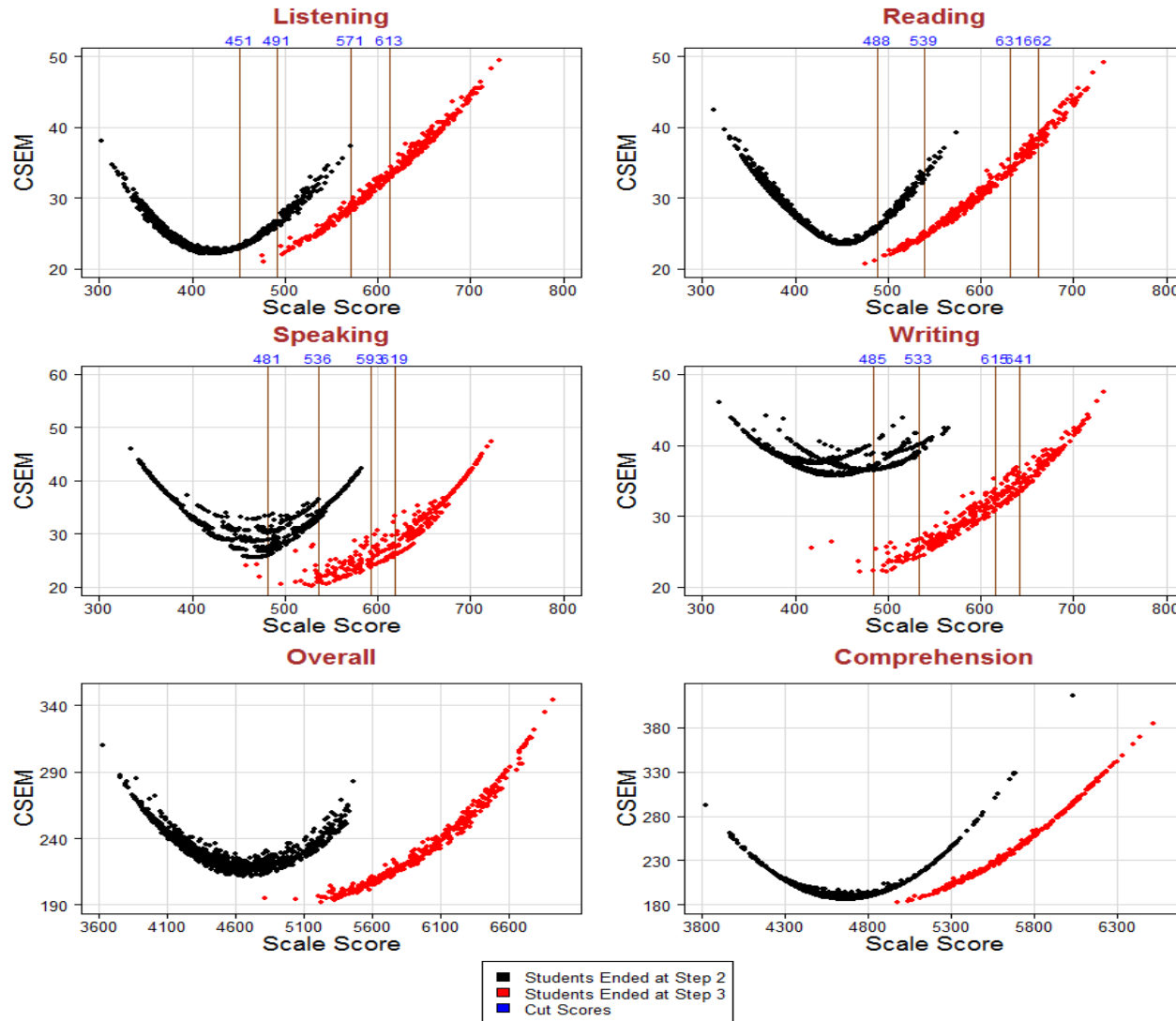
\* Domain tests with Exemption are excluded.

Figure S6.10: Screener Conditional Standard Error of Measurement for Grade 8



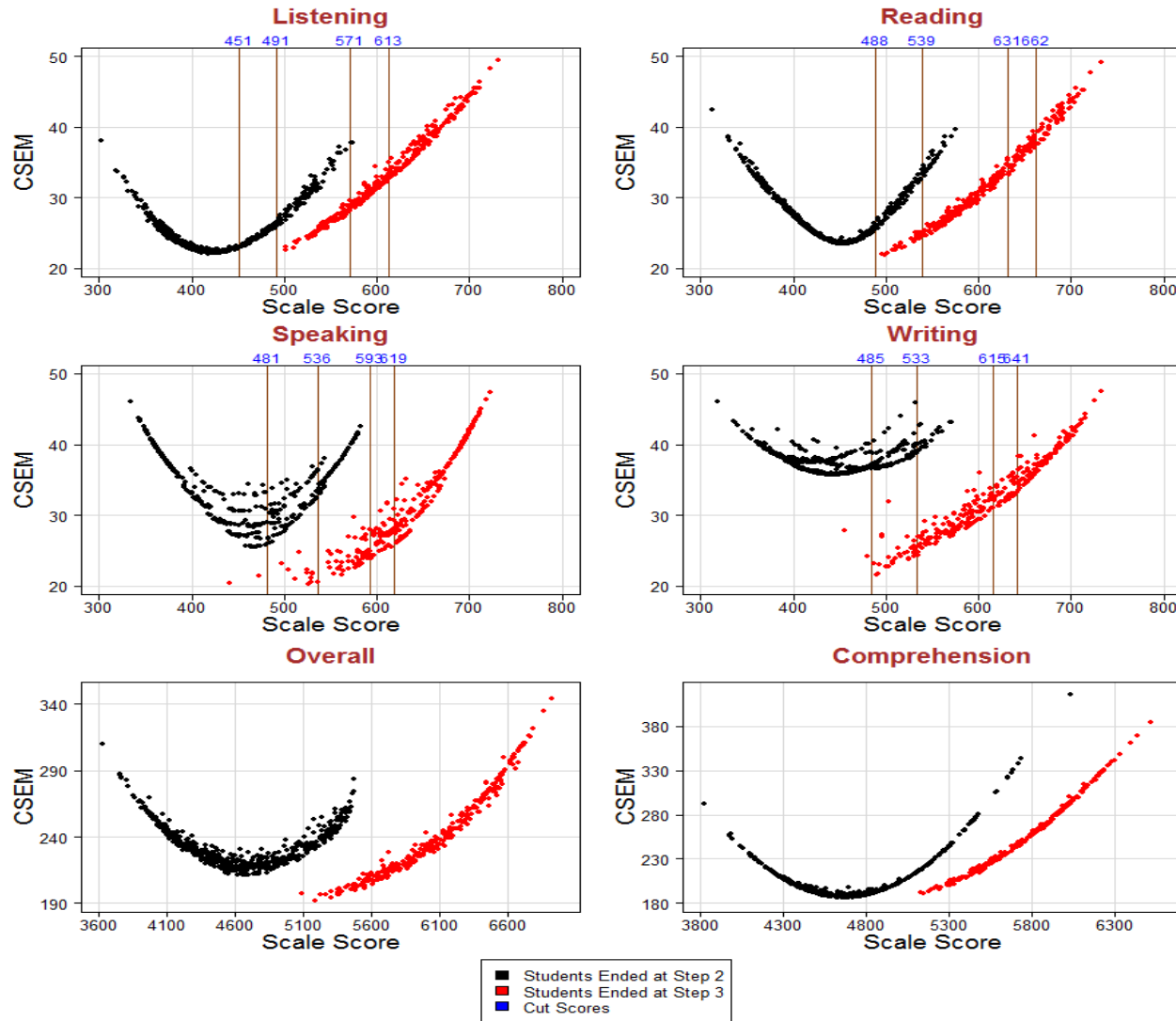
\* Domain tests with Exemption are excluded.

Figure S6.11: Screener Conditional Standard Error of Measurement for Grade 9



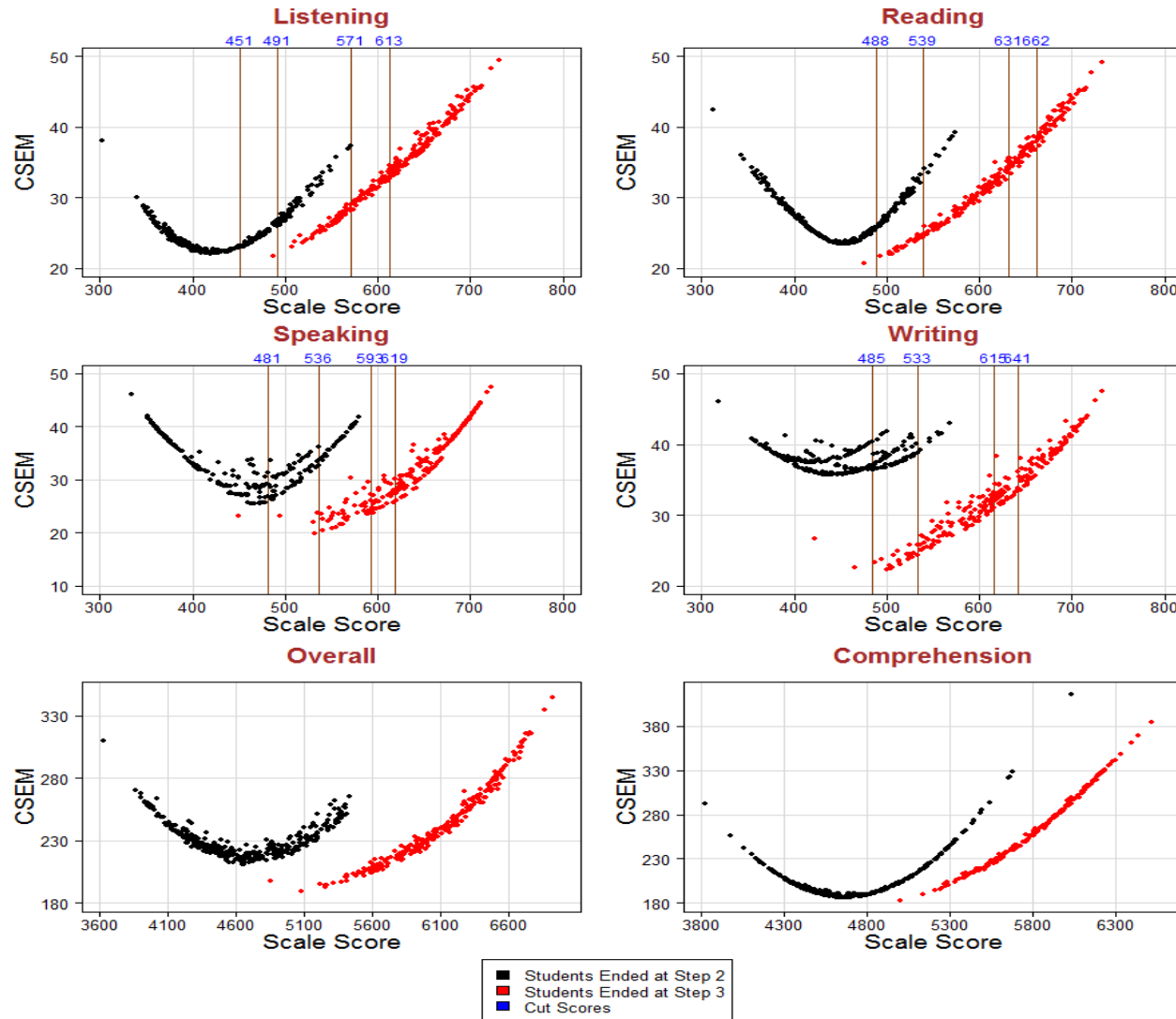
\* Domain tests with Exemption are excluded.

Figure S6.12: Screener Conditional Standard Error of Measurement for Grade 10



\* Domain tests with Exemption are excluded.

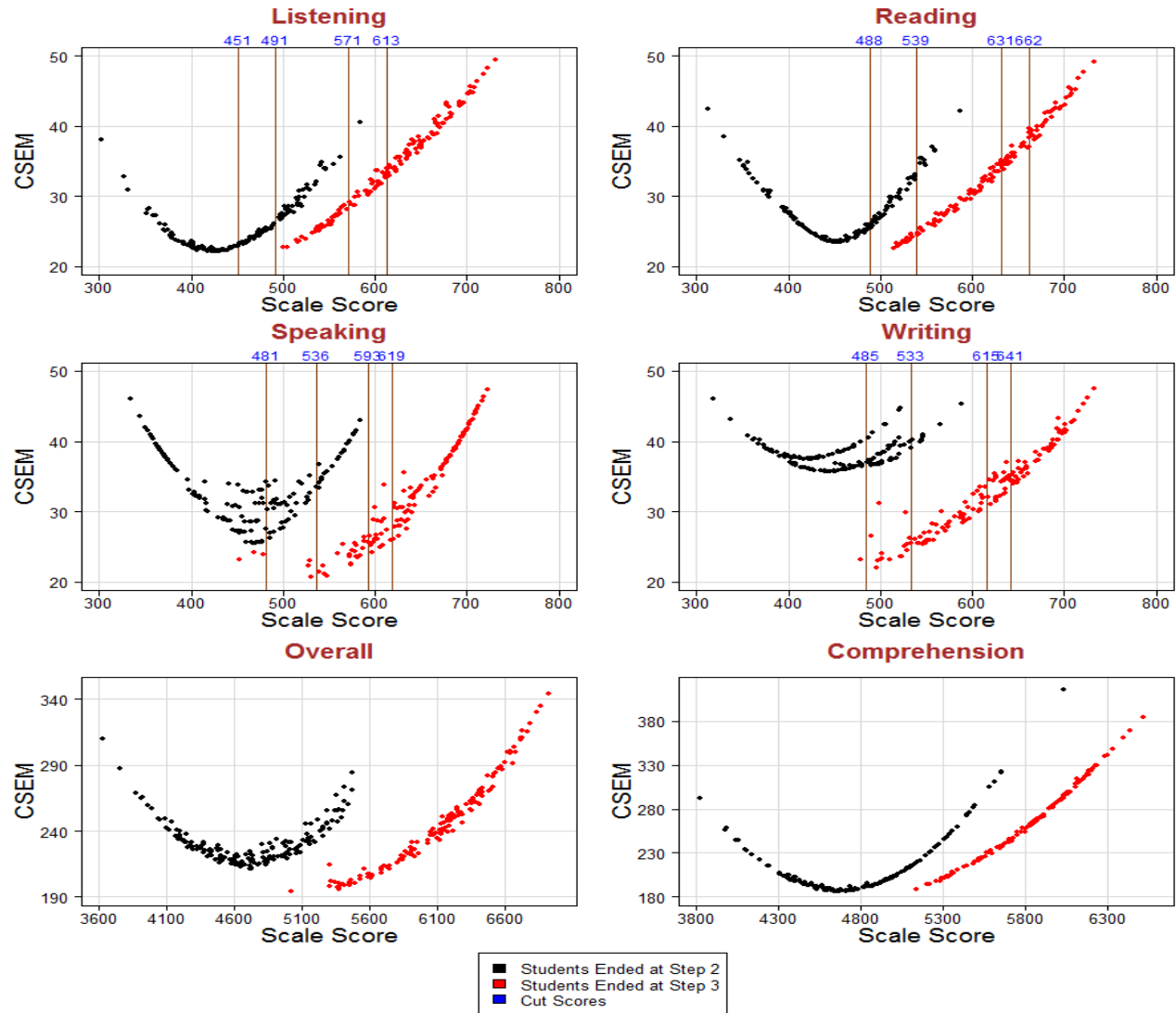
Figure S6.13: Screener Conditional Standard Error of Measurement for Grade 11





\* Domain tests with Exemption are excluded.

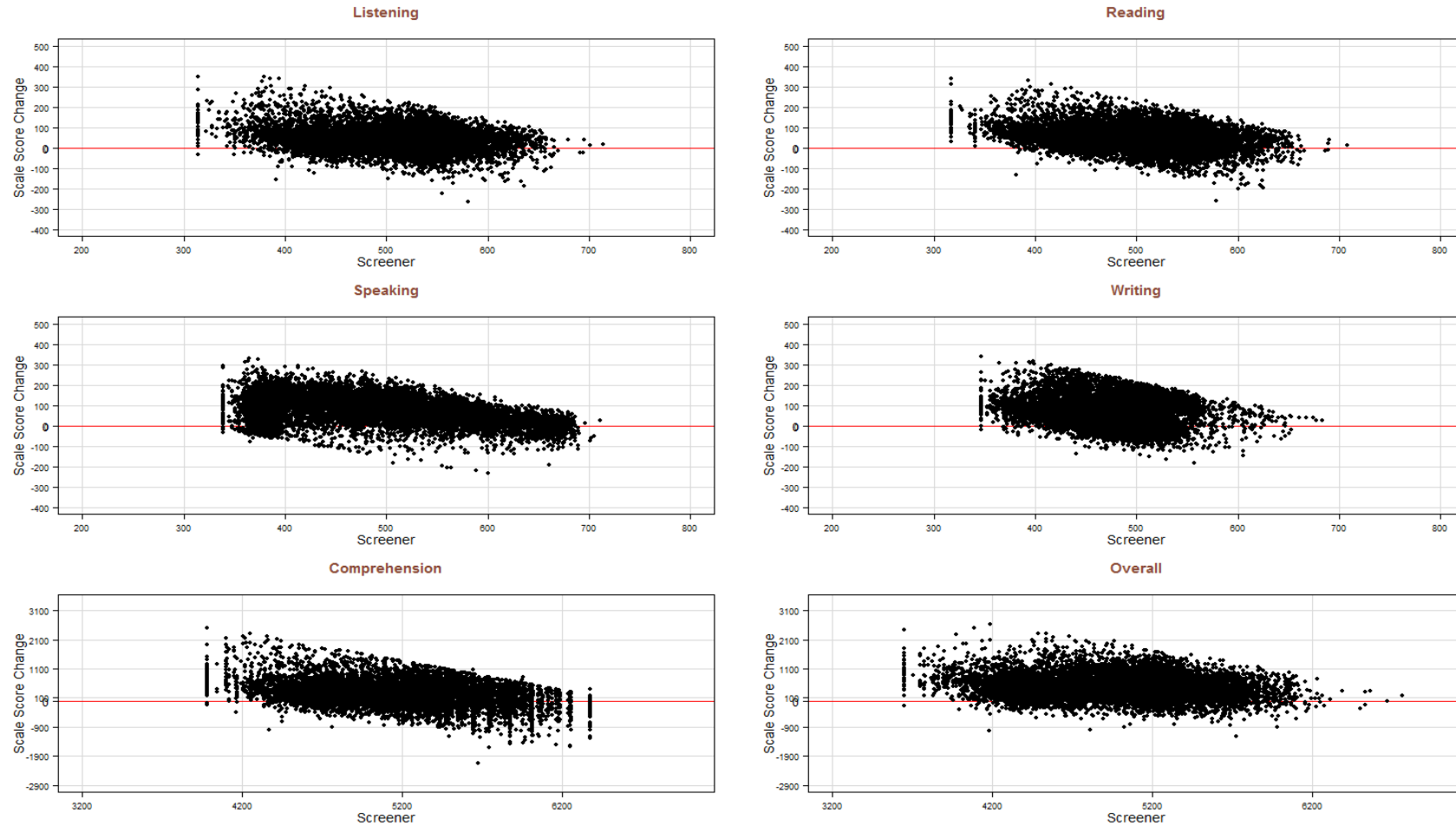
Figure S6.14: Screener Conditional Standard Error of Measurement for Grade 12



\* Domain tests with Exemption are excluded.

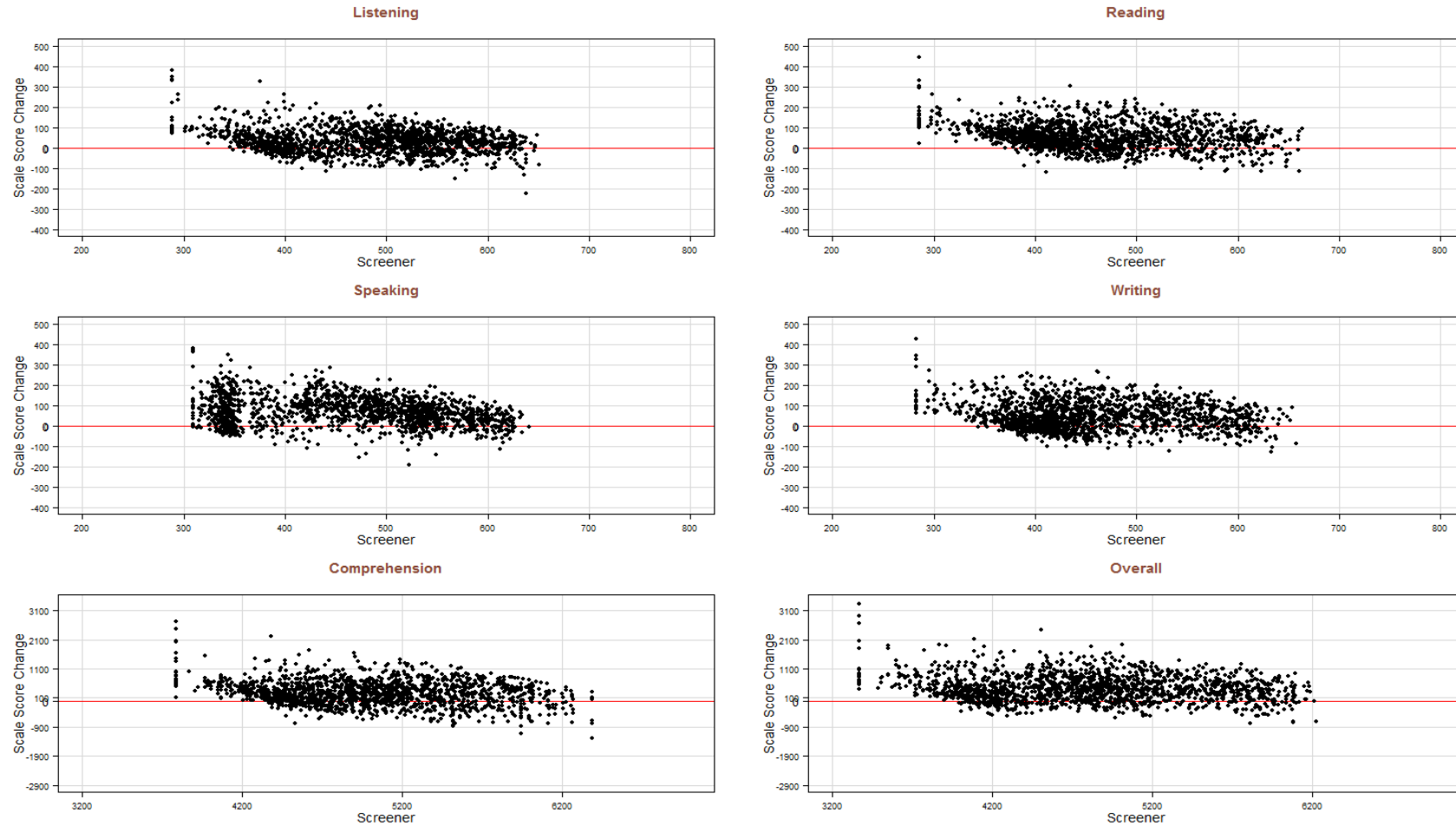
## **Section 7: Student Progress from Screener to Summative – Scatter Plots of Scale Score Change**

**Figure S7.1: Scatter Plot of Scale Score Change from Screener to Summative for Grade K**



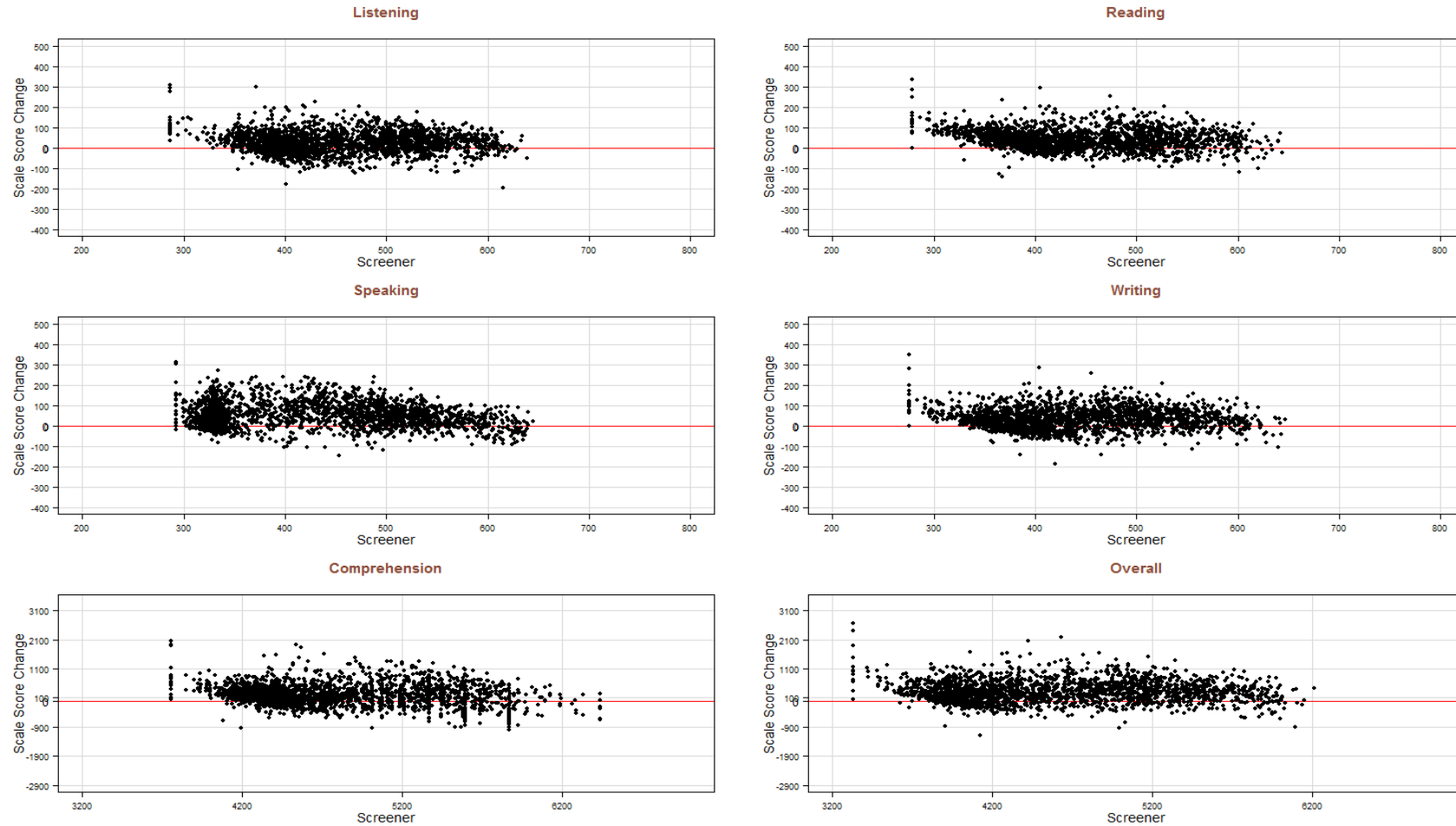
\* Results are based on subset of students with results for both the screener and summative assessment. Kindergarten screener include both early kindergarten and kindergarten students.

**Figure S7.2: Scatter Plot of Scale Score Change from Screener to Summative for Grade 1**



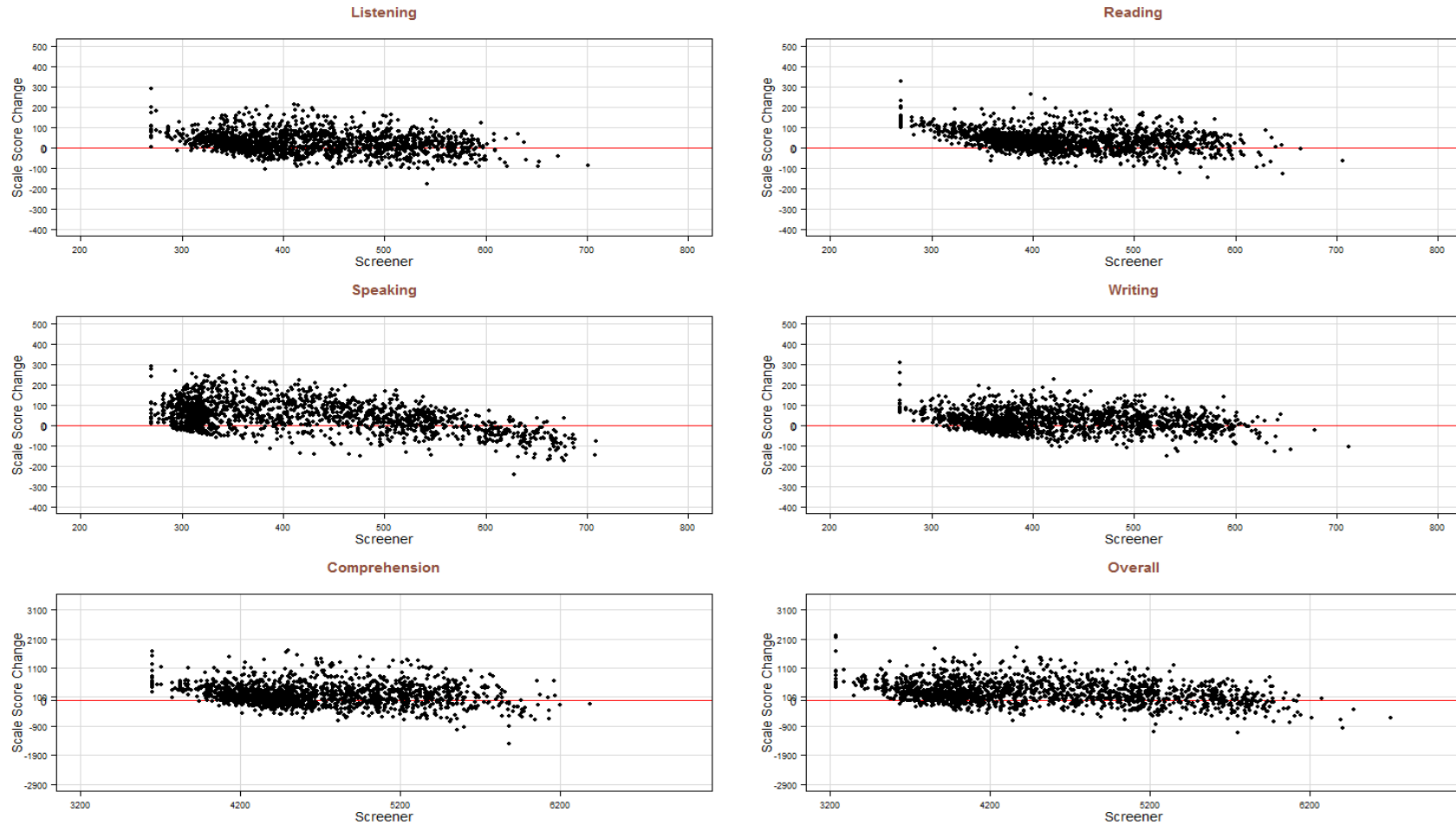
\* Results are based on subset of students with results for both the screener and summative assessment.

**Figure S7.3: 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.

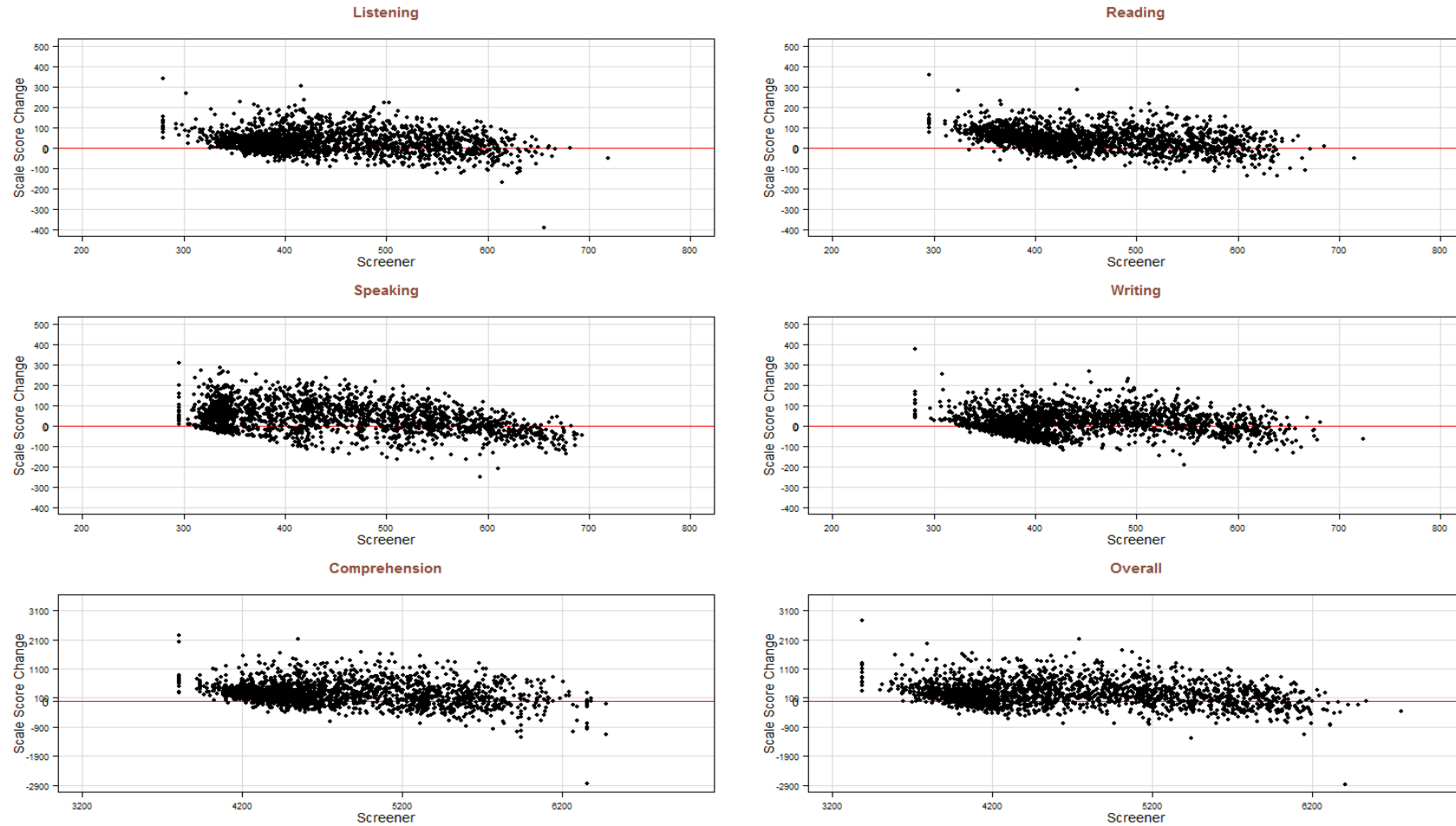
**Figure S7.4: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 4–5**



\* Results are based on subset of students with results for both the screener and summative assessment.

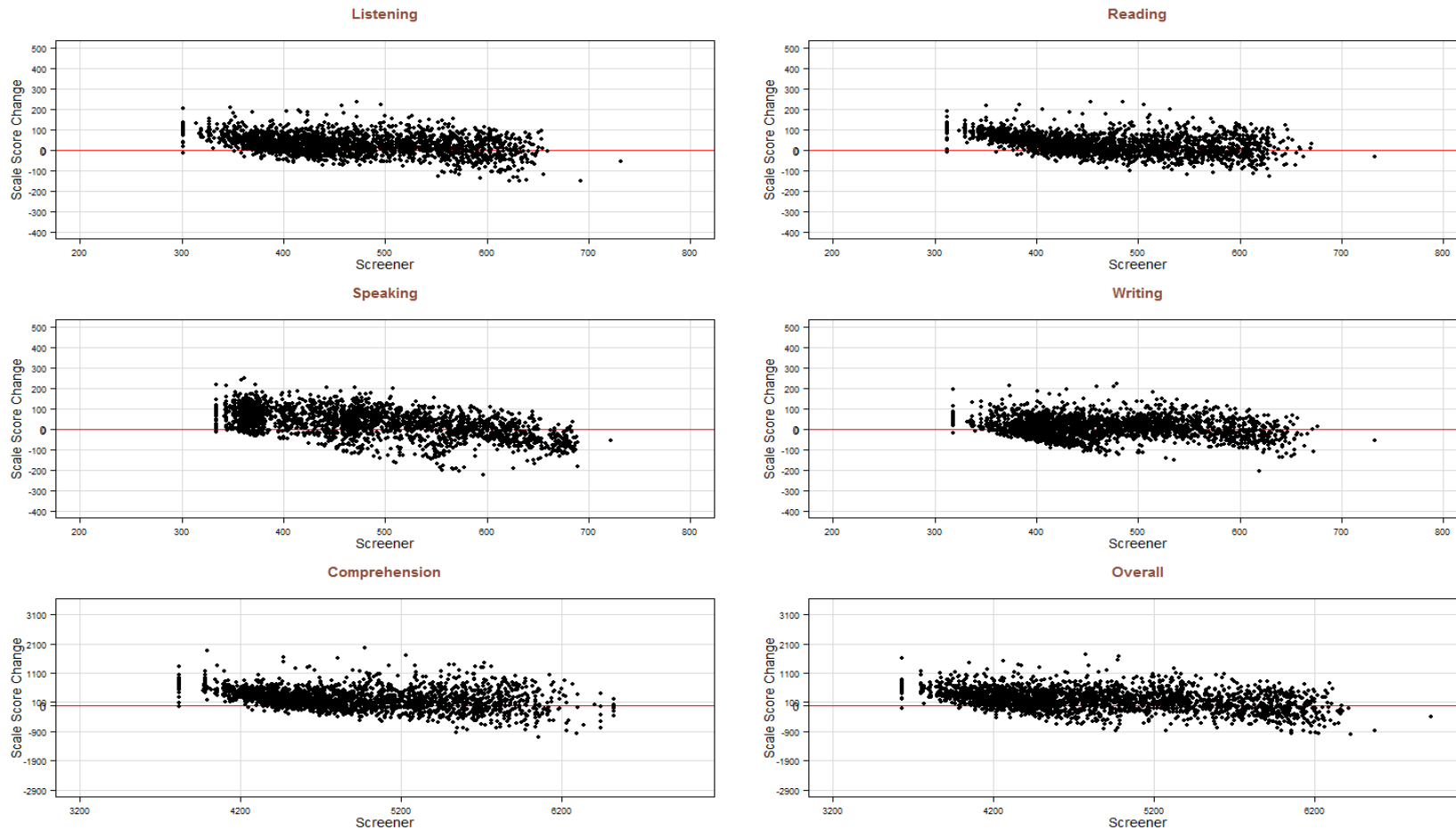


**Figure S7.5: Scatter Plot of Scale Score Change from Screener to Summative for Grade Band 6–8**



\* Results are based on subset of students with results for both the screener and summative assessment.

**Figure S7.6: 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**

\* Kindergarten screener include both early kindergarten and kindergarten students.

**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
<b>K</b>	Screener	9,140	505	62	314	417	464	515	548	575	714
	Summative	9,140	547	75	233	450	495	546	600	647	745
<b>1</b>	Screener	1,609	482	83	288	370	409	491	545	592	651
	Summative	1,609	516	92	316	390	431	527	590	634	711
<b>2–3</b>	Screener	2,121	456	73	286	371	396	445	516	556	639
	Summative	2,121	481	90	221	370	403	472	557	608	705
<b>4–5</b>	Screener	1,611	429	82	270	335	363	412	496	551	701
	Summative	1,611	452	86	275	351	377	439	520	575	716
<b>6–8</b>	Screener	2,092	443	81	279	359	381	418	504	569	719
	Summative	2,092	472	89	262	372	397	453	543	602	723
<b>9–12</b>	Screener	2,407	461	85	302	367	394	440	526	591	731
	Summative	2,407	488	82	285	397	421	469	548	610	749

\* 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
<b>K</b>	Screener	9,093	502	61	318	417	461	509	546	573	708
	Summative	9,093	548	71	247	455	495	546	600	645	740
<b>1</b>	Screener	1,604	461	79	286	374	405	449	513	577	664
	Summative	1,604	516	89	292	417	444	498	575	651	759
<b>2–3</b>	Screener	2,114	441	76	278	355	383	425	502	550	643
	Summative	2,114	483	82	225	394	418	461	540	609	733
<b>4–5</b>	Screener	1,600	433	75	270	347	380	418	487	539	706
	Summative	1,600	467	75	293	386	409	445	517	580	722
<b>6–8</b>	Screener	2,089	452	79	296	364	390	432	513	572	715
	Summative	2,089	492	77	306	410	432	473	545	607	740
<b>9–12</b>	Screener	2,401	466	80	312	371	404	449	527	586	733
	Summative	2,401	495	75	301	420	440	470	541	607	764

\* 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
<b>K</b>	Screener	9,078	496	85	339	379	423	497	556	611	711
	Summative	9,078	567	87	285	435	521	583	629	665	744
<b>1</b>	Screener	1,599	463	91	310	340	369	474	535	584	641
	Summative	1,599	530	103	291	363	460	552	607	647	736
<b>2–3</b>	Screener	2,105	429	94	292	324	334	423	507	560	645
	Summative	2,105	480	106	251	325	389	493	567	612	729
<b>4–5</b>	Screener	1,604	420	112	270	302	317	395	511	593	709
	Summative	1,604	465	101	269	323	380	476	551	593	711
<b>6–8</b>	Screener	2,083	444	102	296	331	343	425	527	595	693
	Summative	2,083	482	103	298	335	393	490	567	614	724
<b>9–12</b>	Screener	2,393	476	98	334	362	375	468	555	621	722
	Summative	2,393	507	85	319	388	442	506	572	617	731

\* 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
<b>K</b>	Screener	9,081	468	47	347	410	438	468	498	527	684
	Summative	9,081	533	76	302	446	474	520	588	648	718
<b>1</b>	Screener	1,603	456	79	283	369	401	440	514	576	658
	Summative	1,603	503	96	312	383	415	500	577	641	741
<b>2–3</b>	Screener	2,112	437	77	276	351	378	421	496	551	647
	Summative	2,112	469	93	231	360	383	454	545	604	735
<b>4–5</b>	Screener	1,598	427	83	268	333	363	407	491	553	712
	Summative	1,598	447	89	292	343	368	436	520	571	726
<b>6–8</b>	Screener	2,082	445	84	281	355	381	419	506	574	724
	Summative	2,082	462	98	301	340	367	456	538	596	722
<b>9–12</b>	Screener	2,390	467	79	318	378	405	448	522	591	732
	Summative	2,390	471	88	300	360	389	468	537	593	717

\* 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
<b>K</b>	Screener	9,145	5,267	481	3,978	4,595	4,915	5,320	5,644	5,876	6,375
	Summative	9,145	5,466	515	3,361	4,787	5,092	5,453	5,841	6,177	6,776
<b>1</b>	Screener	1,611	5,012	563	3,785	4,333	4,577	4,975	5,422	5,814	6,387
	Summative	1,611	5,265	624	3,764	4,488	4,707	5,230	5,703	6,188	6,698
<b>2–3</b>	Screener	2,123	4,828	555	3,756	4,201	4,380	4,705	5,287	5,616	6,439
	Summative	2,123	5,023	617	3,264	4,326	4,510	4,905	5,462	5,946	6,685
<b>4–5</b>	Screener	1,613	4,678	521	3,649	4,085	4,286	4,551	5,064	5,414	6,383
	Summative	1,613	4,862	579	3,739	4,231	4,394	4,716	5,252	5,719	6,817
<b>6–8</b>	Screener	2,099	4,783	551	3,803	4,221	4,364	4,601	5,193	5,613	6,476
	Summative	2,099	5,027	598	3,515	4,390	4,546	4,872	5,447	5,893	6,967
<b>9–12</b>	Screener	2,417	4,874	580	3,818	4,237	4,421	4,730	5,313	5,735	6,522
	Summative	2,417	5,102	575	3,770	4,532	4,662	4,911	5,452	5,954	7,171

\* 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	9,160	5,003	476	3,646	4,336	4,675	5,062	5,320	5,595	6,763
	Summative	9,160	5,486	569	3,160	4,719	5,102	5,498	5,883	6,223	7,023
1	Screener	1,613	4,798	649	3,364	3,995	4,257	4,784	5,261	5,732	6,223
	Summative	1,613	5,218	740	3,637	4,226	4,580	5,228	5,793	6,230	7,032
2–3	Screener	2,127	4,598	637	3,326	3,885	4,051	4,487	5,111	5,519	6,213
	Summative	2,127	4,910	731	2,934	3,991	4,264	4,843	5,496	5,954	6,806
4–5	Screener	1,615	4,500	702	3,237	3,715	3,939	4,325	5,074	5,589	6,703
	Summative	1,615	4,756	690	3,497	3,909	4,148	4,687	5,322	5,723	6,741
6–8	Screener	2,101	4,662	687	3,388	3,927	4,110	4,480	5,179	5,728	6,757
	Summative	2,101	4,913	725	3,521	4,024	4,261	4,844	5,496	5,939	6,854
9–12	Screener	2,418	4,836	679	3,628	4,061	4,268	4,701	5,352	5,901	6,922
	Summative	2,418	5,018	647	3,521	4,260	4,456	4,905	5,504	5,933	7,032

\* Results are based on subset of students with results for both the screener and summative assessment.